

CATEGORY	PARAMETER STATEMENT
Boundary Exceptions	Consider special programs
	Keep policy in place
	No boundary exceptions for daycare
	Maintain boundaries for special education students in regional centers upon parent request
	Be more strict with boundary exceptions
Continuity of Neighborhoods	Consider keeping neighborhoods together
	Define neighborhoods
	Keep named subdivisions together, if must split up do so by phase
	Multiple siblings opportunity to attend same school
	Consider the division of roads in the north region
	Neighborhoods as defined by subdivision or "parcel development" (i.e. Forest Lakes/Hampton Ridge)
	Attending the school closest to community
	Don't divide streets
	Look at major roads as natural dividing lines
	Try to keep development together if possible
	Consider those schools within a high developmental area (where's the growth?)
Timing	Redistrict entire county now with plan of future school in plan
	Do not redistrict elementary students more than 1 time while in elementary years (K-5)
	No more than 30 minutes (or some reasonable time on the bus each way)
	Ensure that all special services are included in all elementary schools, but maintain the regional services
Capacity/Enrollment/Utilization	Stick with 85-95% capacity
	Modify district, alleviate region 5 overcrowding
	Create Red Pump attendance area
	Redistrict within regions
	Staffing
	No portables on school sites
	Consider the current use of building space for special programs (utilization rate)
	Equalizing class size across county
Transportation	45-minute limit on the bus
	Combine bus stops
	Create routes for buses to arrive and depart on time
	Minimize time on bus
	Minimize walking distance - reconsider policy
	Consider fourth tier buses/daycare issues
	Limit bus rides to no more than 45 minutes
	Minimize total miles buses travel
	Congestion > Drive time > 45 minutes > Congestion
Increasing walking distance within confined area, with sidewalks	

Grandfathering	Fifth graders have choice of staying in current school
	Limit grandfathering
	Maintain option for fifth graders to remain in current school
	Sibling considerations - 5th grade child and 2nd grade child
	Only for fifth graders - finish out their last year
	Students should not be redistricted within elementary school years more than once
	Option for incoming 5th graders to stay at current school (for first year of implementation)
	Parents can "opt out" of grandfathering in order to keep families together
Instructional Programs	Ensure instructional programs are consistent from school to school (i.e. child care, music (band, etc.), after-school care, before-after school programs)
	Students should have equal access to programs (i.e. G/T program, music)
	Resources should be comparable (i.e. books, technology, intervention programs)
	Schools housing regional programs (autism, CSP) should have reduced capacity to accommodate all needs
Cost	Fill buses to capacity
	Don't let cost of buses dictate or impact # of buses needed
Miscellaneous	Try to avoid "small pockets" of students from one elementary school feeding into a different middle school than the rest of their classmates
	The plan should be as least disruptive as possible. Don't move people for the sake of moving them. Move as few students as possible
Potential Growth	Room/space for expansion potential should be considered
	Consider placing schools where the most expansion may occur
Safety and Security/Transportation	Door side drop off on major roads
	Left-hand turns/difficulty making
	History of accidents on roads
	Length of bus rides
	Adequate number of buses to alleviate behavior problems, overcrowding at bus stops
	Partner with roads and zoning to look closely at traffic patterns, conditions of roads
Class Size	Keep class sizes low, consistent with current Board of Education policy