

CHARLOTTE-MECKLENBURG SCHOOLS

EXHIBIT	CMS/NEPN Code:
STUDENT ASSIGNMENT PLAN: CRITERIA FOR SCHOOL BOUNDARIES	JCA-E2

A. Student Assignment Goals

The Student Assignment Goals approved by the Charlotte-Mecklenburg Board of Education in 2016 represent the Board’s priorities for assigning students to schools:

- Provide choice and promote equitable access to varied and viable programmatic options for all children;
- Maximize efficiency in the use of school facilities, transportation and other capital and operational resources to reduce overcrowding;
- Reduce the number of schools with high concentrations of poor and high-needs children;
- Provide school assignment options to students assigned to schools that are not meeting performance standards established by the state; and
- Preserve and expand schools and programs in which students are successfully achieving the mission and vision of the Board.

In making decisions regarding establishing or adjusting school boundaries or feeder patterns, the Board will consider how the decisions help the Board achieve the Student Assignment Goals.

B. Student Assignment Guiding Principles

In 2016, the Board also approved Guiding Principles for Student Assignment, which provide a more detailed blueprint for developing the student assignment plan. In the Guiding Principles are these definitions:

- Home Schools are schools with fixed, contiguous attendance boundaries. Every student will be assigned to a designated home school within proximity to where he/she lives.
- Partial magnets are schools where part of the seats are assigned to students residing within a fixed home school attendance area (the “home school guarantee”) and the remaining seats are assigned to students who apply via the school options lottery.

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C. Decision Matrix for School Boundary Decisions

The Board desires that its decisions regarding school boundaries be objective and transparent. Therefore, in developing boundary recommendations for the Board, the superintendent is directed to develop a decision matrix based on the Goals and Guiding Principles that incorporates the following factors and to evaluate each school's current boundaries using this matrix:

- the average home-to-school distance;
- the extent to which elementary attendance areas kept intact as part of middle and high school feeder patterns;
- the socioeconomic diversity of the student population; and
- the utilization of the school as compared to the building capacity.

D. Additional Factors for Consideration

The Board acknowledges that some factors may prove more difficult to quantify or may not be applicable to a particular boundary decision. Therefore, in addition to the decision matrix, the Board directs the superintendent to consider the following additional factors in developing boundary recommendations:

- the feasibility of achieving the board's goals through other means, such as establishing partial magnet schools;
- keeping entire neighborhoods assigned to the same school;
- projections for population growth and demographic shifts;
- site limitations or legal restrictions that affect expansion capabilities; and
- whether the school has been identified for capital improvements through bond or other funding.

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