



Local School Boundaries and Program Assignments

Policy Series: 1000 Board of Education

Policy No. 1455

Purpose:

The purpose of this policy is to define how often school boundaries, attendance areas, and feeder patterns should be reviewed for the assignment of students to schools and programs, to close, open or consolidate schools and programs where appropriate, and to outline the considerations for such determinations.

I. Authority

The Provo City School District (PCSD) Board of Education is vested with the authority to provide for the consolidation of schools or redistricting of school boundaries or adopt student assignment plans whenever such procedure will contribute to the efficiency of the school division.

Implementation of this policy is delegated by the School Board to the Office of the Superintendent.

II. Assignment of Students and School Boundaries

The goal of PCSD's school boundary establishment, program assignment or location adjustments, or opening or closing a school is to maintain or improve operational excellence and efficiency to sustain a world-class education system. PCSD is committed to providing facilities across the district that are equitably equipped and funded to provide safe and accessible school settings and a free and appropriate education for all.

Students shall attend the schools and programs that serve the geographic areas of their residences in accordance with the local school boundaries and service areas

established by the Provo City District School Board. Exceptions to this policy are made through the Open Enrollment Process ([See Policy 3118](#)).

Establishment of boundaries and adjustments shall be made without respect to postal addresses and, whenever possible, shall not affect the same occupied dwellings any more often than once in three years.

III. Review of School Boundaries and Building Capacity, Including School Openings and Closings

A comprehensive review of boundaries shall be conducted at least every five years since the last boundary review or implementation of new boundaries by the Office of the Superintendent and Business Administrator. Any adjustments shall be recommended to the School Board for approval. The Superintendent may request technical assistance from a consultant but must follow all procurement and purchasing policies outlined in board policies [6210](#) and [6220](#). All boundary adjustments must follow state law ([Utah Code § 53G-4-402](#)) and district policy ([Policy 1450](#)).

Upon this review, the School Board and Superintendent shall prioritize the following criteria, in no particular order, when recommending individual school boundaries:

A. Enrollment and Capacity:

Using student enrollment projections, the Superintendent will strive to balance available capacity across the school attendance zone and maximize efficient and effective use of school facilities, as per best practices for capacity utilization and program needs while eliminating or preventing the establishment of split feeders, whenever possible.

B. Proximity:

The Superintendent will promote contiguous attendance zones and maintain neighborhood groupings (to include condominium, apartment complexes, and town home areas) to eliminate and/or prevent the establishment of attendance islands.

C. Transportation:

The Superintendent will provide for walking and busing safety and limit transportation times and ensure efficient transportation routes with attendance areas. When possible, boundaries that favor walkable schools will be prioritized.

D. Access to Programming:

Ensure that each facility provides a fair and appropriate education for each child. This does not mean that every program will be available at every neighborhood school. However, access for the greatest number of students may be a factor in determining the location of a particular program.

As each school community and location is unique, the Superintendent may also consider the following criteria in determining additional recommendations to the Board of Education:

- Maintain relationships within feeder patterns
- Minimize disruption of students' instructional and educational programs
- Minimize future capital and operational budget costs
- Minimize use of temporary classrooms and modular units
- Promote stability by focusing on long-term attendance zone stability
- Reasonably allow for all students from the adjacent neighborhoods and communities to attend a school, taking into consideration natural and man-made barriers (e.g. major roads, highways, geographic features)

It is to be noted that building capacities will be evaluated annually prior to the open enrollment period established by state law to determine if a school is open to out of boundary students.

Nonetheless, this policy specifically *requires* a districtwide boundary assessment at least once every five years. A study must be initiated within five years of the last implementation, and the implementation of new boundaries must be completed within two years of the conclusion of the boundary study.

IV. Off-Cycle Boundary Adjustments

A. Emergency Adjustment

When there is a catastrophic or emergency situation, the Superintendent is authorized to administratively adjust school attendance areas on a temporary basis after notification to the School Board and the affected communities.

The Superintendent shall provide quarterly updates on the status of temporary adjustment, to include its expected duration. If the emergency adjustment is expected to become permanent, the Superintendent shall follow the procedure for permanent adjustments.

B. Permanent Adjustment

If the Superintendent foresees that a temporary adjustment will most likely need to become permanent, state law and board policy will be followed to ensure appropriate public comment periods and notification. No permanent changes would occur until consultation with the School Board occurs and after publicly-noticed meetings are held in the affected school communities, with all requirements of state law and local policy being upheld and followed. Instances where this may occur are the following:

- New unoccupied housing requires reassignment to avoid school crowding
- To accommodate student transportation
- In those cases where estimated membership substantially exceeds program capacity of a school
- Program changes
- Unforeseen construction-related challenges or delays

Any permanent adjustment recommended by the Superintendent will require the approval of the Provo City District Board of Education and must follow all notifications required by state law (link state law here once again).

V. Phasing Adjustments

When possible, adjustments under this policy shall be implemented through attrition and phasing. The School Board may approve a grade-by-grade phase-in of adjustments for students beginning with the incoming class at the middle or high school levels, when feasible. The School Board may adopt other phasing plans as appropriate to the individual boundary study. Parents of sixth graders, eighth graders, or twelfth graders affected by a boundary change may, at the discretion of the School Board, be provided with the option of having their students remain in the school they attended prior to the change, regardless of whether or not the school is closed to open enrollment applicants.

Legal References:

[Policy 1450 School Closures and Boundary Changes](#)

[Policy 3118 Open Enrollment](#)

[Utah Code § 53G-4-402\(24\)\(a\) \(2024\)](#)

[Utah Code § 53G-4-402\(24\)\(b\)\(i\), \(ii\), \(d\) \(2024\)](#)

[Utah Code § 53G-4-402\(24\)\(b\)\(iii\), \(v\), \(c\)\(ii\) \(2024\)](#)

[Utah Code § 10-9a-103\(54\) \(2024\)](#)

[Utah Code § 53G-4-402\(24\)\(b\)\(iv\), \(v\) \(2024\)](#)

[Utah Code § 53G-4-402\(24\)\(b\)\(v\), \(c\) \(2024\)](#)

[Utah Code § 63G-30-102\(1\) \(2023\)](#)

[Utah Code § 53G-4-402\(24\)\(f\)\(i\) \(2024\)](#)

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Board Approved:

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