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# **Boundary Change Implementation Plan**

*2022-2023 School Year Implementation*

***Presented: February 9, 2021***

**SUMMARY**

During the 2018-19 and 2019-20 school years, administration presented potential options for secondary boundary changes to address growing enrollment at Discovery Middle School and Davies High School. At the December 8, 2020 Board meeting, the Board adopted attendance boundary Scenario A (outlined on page 3) effective for the 2022-2023 school year and directed administration to develop a transition plan and bring it back to the Board for approval at a future Board meeting.

At the February 9, 2021 Board meeting, administration presented a boundary change implementation plan to start in the 2022-23 school year in accordance with the adopted boundaries outlined in page 3. The intent of this boundary change is twofold:

- 1) to increase enrollment at Carl Ben Eielson Middle School and South High School, allowing more usage of the capacity at those schools, and;
- 2) to create more space at Discovery Middle School and Davies High School to alleviate capacity concerns at those buildings.

This report reviews all items considered by administration for the boundary implementation process, including:

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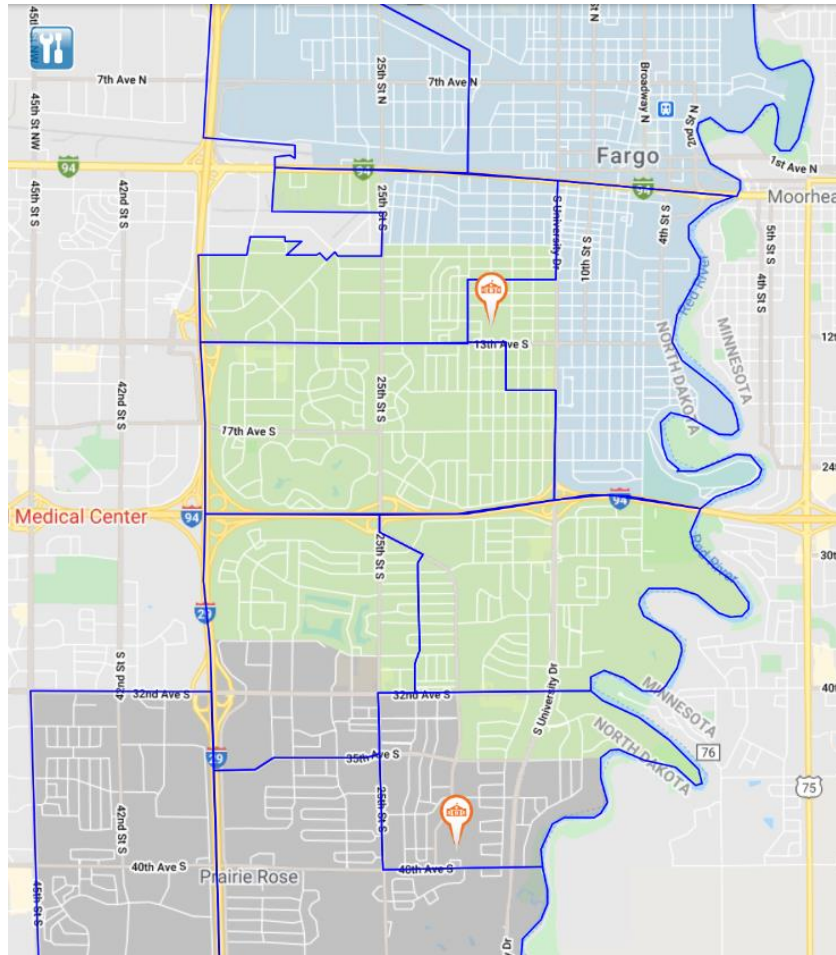
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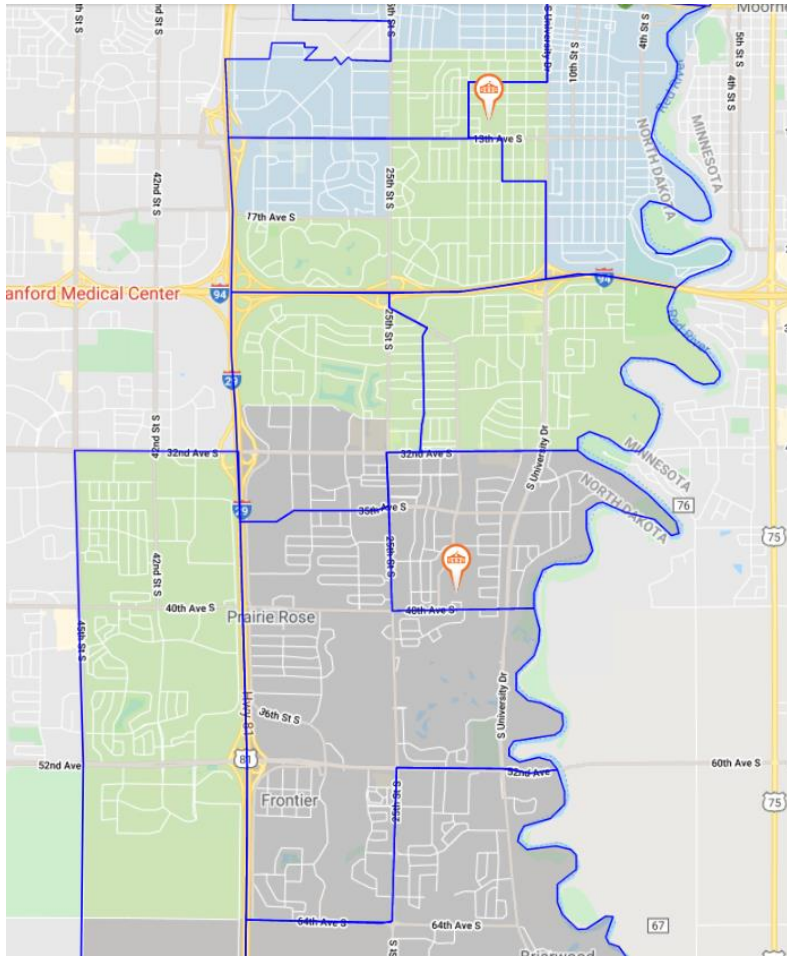
# CURRENT SECONDARY BOUNDARIES



| Using 2020-21 Student data as of September 2, 2020 | Total |     | Ben Franklin Middle School |     | Carl Ben Eielson Middle School |     | Discovery Middle School |     |
|--|-------|-----|----------------------------|-----|--------------------------------|-----|-------------------------|-----|
|  | Count | %   | Count                      | %   | Count                          | %   | Count                   | %   |
| Total Enrollment                                   | 2728  |     | 902                        |     | 697                            |     | 1129                    |     |
| <b>Ethnicity</b>                                   |       |     |                            |     |                                |     |                         |     |
| Caucasian  | 1933  | 71% | 697                        | 77% | 432                            | 62% | 804                     | 71% |
| African American                                   | 356   | 13% | 52                         | 6%  | 91                             | 13% | 213                     | 19% |
| Hispanic   | 128   | 5%  | 55                         | 6%  | 48                             | 7%  | 25                      | 2%  |
| Asian  | 100   | 4%  | 17                         | 2%  | 41                             | 6%  | 42                      | 4%  |
| Native Hawaiian/Other Pacific Islander             |       |     |                            |     |                                |     |                         |     |
| Native American                                    | 82    | 3%  | 32                         | 4%  | 34                             | 5%  | 16                      | 1%  |
| Two or more  | 125   | 5%  | 47                         | 5%  | 49                             | 7%  | 29                      | 3%  |
| <i>Students of Color (Calculated)</i>              | 795   | 29% | 205                        | 23% | 265                            | 38% | 325                     | 29% |
| <b>ESL</b>   |       |     |                            |     |                                |     |                         |     |
| Is not ELL   | 2528  | 93% | 860                        | 95% | 618                            | 89% | 1050                    | 93% |
| Is ELL but no Level Defined                        | 185   | 7%  | 36                         | 4%  | 75                             | 11% | 74                      | 7%  |
| Entering   |       |     |                            |     |                                |     |                         |     |
| Beginning  |       |     |                            |     |                                |     |                         |     |
| Developing   |       |     |                            |     |                                |     |                         |     |
| Expanding  |       |     |                            |     |                                |     |                         |     |
| <b>Special Ed</b>                                  |       |     |                            |     |                                |     |                         |     |
| Special Ed   | 399   | 15% | 135                        | 15% | 127                            | 18% | 137                     | 12% |
| Non-Special Ed                                     | 2329  | 85% | 767                        | 85% | 570                            | 82% | 992                     | 88% |
| <b>Free and Reduced</b>                            |       |     |                            |     |                                |     |                         |     |
| Full Pay   | 1760  | 65% | 587                        | 65% | 357                            | 51% | 816                     | 72% |
| Free   | 804   | 29% | 259                        | 29% | 291                            | 42% | 254                     | 22% |
| Reduced  | 164   | 6%  | 56                         | 6%  | 49                             | 7%  | 59                      | 5%  |

| Using 2020-21 Student data as of September 2, 2020 | Total |     | Davies High School |     | North High School |     | South High School |     |
|--|-------|-----|--------------------|-----|-------------------|-----|-------------------|-----|
|  | Count | %   | Count              | %   | Count             | %   | Count             | %   |
| Total Enrollment                                   | 3265  |     | 1341               |     | 1064              |     | 860               |     |
| <b>Ethnicity</b>                                   |       |     |                    |     |                   |     |                   |     |
| Caucasian  | 2451  | 75% | 1017               | 76% | 873               | 82% | 561               | 65% |
| African American                                   | 385   | 12% | 200                | 15% | 52                | 5%  | 133               | 15% |
| Hispanic   | 124   | 4%  | 32                 | 2%  | 46                | 4%  | 46                | 5%  |
| Asian  | 134   | 4%  | 49                 | 4%  | 25                | 2%  | 60                | 7%  |
| Native Hawaiian/Other Pacific Islander             | 13    | 0%  |                    |     |                   |     |                   |     |
| Native American                                    | 86    | 3%  | 17                 | 1%  | 34                | 3%  | 35                | 4%  |
| Two or more  | 70    | 2%  | 19                 | 1%  | 31                | 3%  | 20                | 2%  |
| <i>Students of Color (Calculated)</i>              | 812   | 25% | 324                | 24% | 190               | 18% | 298               | 35% |
| <b>ESL</b>   |       |     |                    |     |                   |     |                   |     |
| Is not ELL   | 3060  | 94% | 1251               | 93% | 1041              | 98% | 768               | 89% |
| Is ELL but no Level Defined                        | 171   | 5%  | 80                 | 6%  | 11                | 1%  | 80                | 9%  |
| Entering   |       |     |                    |     |                   |     |                   |     |
| Beginning  | 10    | 0%  |                    |     |                   |     |                   |     |
| Developing   | 17    | 1%  |                    |     |                   |     |                   |     |
| Expanding  |       |     |                    |     |                   |     |                   |     |
| <b>Special Ed</b>                                  |       |     |                    |     |                   |     |                   |     |
| Special Ed   | 385   | 12% | 127                | 9%  | 128               | 12% | 130               | 15% |
| Non-Special Ed                                     | 2880  | 88% | 1214               | 91% | 936               | 88% | 730               | 85% |
| <b>Free and Reduced</b>                            |       |     |                    |     |                   |     |                   |     |
| Full Pay   | 2381  | 73% | 1059               | 79% | 808               | 76% | 514               | 60% |
| Free   | 721   | 22% | 237                | 18% | 198               | 19% | 286               | 33% |
| Reduced  | 163   | 5%  | 45                 | 3%  | 58                | 5%  | 60                | 7%  |

# ADOPTED SECONDARY BOUNDARIES BEGINNING 2022-23 SY



|  | Total |     | Ben Franklin Middle School |     | Carl Ben Etelson Middle School |     | Discovery Middle School |     |
|--|-------|-----|----------------------------|-----|--------------------------------|-----|-------------------------|-----|
|  | Count | %   | Count                      | %   | Count                          | %   | Count                   | %   |
| Total Enrollment                       | 2728  |     | 978                        |     | 831                            |     | 919                     |     |
| <b>Ethnicity</b>                       |       |     |                            |     |                                |     |                         |     |
| Caucasian                              | 1933  | 71% | 736                        | 75% | 561                            | 68% | 636                     | 69% |
| African American                       | 356   | 13% | 72                         | 7%  | 120                            | 14% | 164                     | 18% |
| Hispanic                               | 128   | 5%  | 57                         | 6%  | 40                             | 5%  | 31                      | 3%  |
| Asian                                  | 100   | 4%  | 19                         | 2%  | 38                             | 5%  | 43                      | 5%  |
| Native Hawaiian/Other Pacific Islander |       |     |                            |     |                                |     |                         |     |
| Native American                        | 82    | 3%  | 39                         | 4%  | 25                             | 3%  | 18                      | 2%  |
| Two or more                            | 125   | 5%  | 53                         | 5%  | 45                             | 5%  | 27                      | 3%  |
| <i>Students of Color (Calculated)</i>  | 795   | 29% | 242                        | 25% | 270                            | 32% | 283                     | 31% |
| <b>ESL</b>                             |       |     |                            |     |                                |     |                         |     |
| Is not ELL                             | 2528  | 93% | 929                        | 95% | 754                            | 91% | 845                     | 92% |
| Is ELL but no Level Defined            | 185   | 7%  | 43                         | 4%  | 75                             | 9%  | 67                      | 7%  |
| Entering                               |       |     |                            |     |                                |     |                         |     |
| Beginning                              |       |     |                            |     |                                |     |                         |     |
| Developing                             |       |     |                            |     |                                |     |                         |     |
| Expanding                              |       |     |                            |     |                                |     |                         |     |
| <b>Special Ed</b>                      |       |     |                            |     |                                |     |                         |     |
| Special Ed                             | 399   | 15% | 148                        | 15% | 135                            | 16% | 116                     | 13% |
| Non-Special Ed                         | 2329  | 85% | 830                        | 85% | 696                            | 84% | 803                     | 87% |
| <b>Free and Reduced</b>                |       |     |                            |     |                                |     |                         |     |
| Full Pay                               | 1760  | 65% | 610                        | 62% | 507                            | 61% | 643                     | 70% |
| Free                                   | 804   | 29% | 303                        | 31% | 267                            | 32% | 234                     | 25% |
| Reduced                                | 164   | 6%  | 65                         | 7%  | 57                             | 7%  | 42                      | 5%  |

|  | Total |     | Davies High School |     | North High School |     | South High School |     |
|--|-------|-----|--------------------|-----|-------------------|-----|-------------------|-----|
|  | Count | %   | Count              | %   | Count             | %   | Count             | %   |
| Total Enrollment                       | 3265  |     | 1122               |     | 1133              |     | 1010              |     |
| <b>Ethnicity</b>                       |       |     |                    |     |                   |     |                   |     |
| Caucasian                              | 2451  | 75% | 827                | 74% | 902               | 80% | 722               | 71% |
| African American                       | 385   | 12% | 170                | 15% | 79                | 7%  | 136               | 13% |
| Hispanic                               | 124   | 4%  | 35                 | 3%  | 48                | 4%  | 41                | 4%  |
| Asian                                  | 134   | 4%  | 49                 | 4%  | 28                | 2%  | 57                | 6%  |
| Native Hawaiian/Other Pacific Islander | 13    | 0%  |                    |     |                   |     |                   |     |
| Native American                        | 86    | 3%  | 17                 | 2%  | 38                | 3%  | 31                | 3%  |
| Two or more                            | 70    | 2%  | 18                 | 2%  | 35                | 3%  | 17                | 2%  |
| <i>Students of Color (Calculated)</i>  | 812   | 25% | 295                | 26% | 230               | 20% | 287               | 28% |
| <b>ESL</b>                             |       |     |                    |     |                   |     |                   |     |
| Is not ELL                             | 3060  | 94% | 1035               | 92% | 1098              | 97% | 927               | 92% |
| Is ELL but no Level Defined            | 171   | 5%  | 81                 | 7%  | 19                | 2%  | 71                | 7%  |
| Entering                               |       |     |                    |     |                   |     |                   |     |
| Beginning                              | 10    | 0%  |                    |     |                   |     |                   |     |
| Developing                             | 17    | 1%  |                    |     |                   |     |                   |     |
| Expanding                              |       |     |                    |     |                   |     |                   |     |
| <b>Special Ed</b>                      |       |     |                    |     |                   |     |                   |     |
| Special Ed                             | 385   | 12% | 116                | 10% | 139               | 12% | 130               | 13% |
| Non-Special Ed                         | 2880  | 88% | 1006               | 90% | 994               | 88% | 880               | 87% |
| <b>Free and Reduced</b>                |       |     |                    |     |                   |     |                   |     |
| Full Pay                               | 2381  | 73% | 854                | 76% | 832               | 73% | 695               | 69% |
| Free                                   | 721   | 22% | 226                | 20% | 237               | 21% | 258               | 26% |
| Reduced                                | 163   | 5%  | 42                 | 4%  | 64                | 6%  | 57                | 6%  |

## **PHASE IN PLAN**

### ***Middle School***

During the 2022-23 school year, sixth grade and seventh grade students would attend middle school according to the new secondary boundaries.

Eighth grade students would remain at their middle school. This would allow eighth grade students to complete their middle school experience in one building (sixth, seventh, and eighth grade).

Since seventh grade students would be required to attend middle school according to the new secondary boundaries, which may have a student attending one middle school for one year (sixth grade) and one middle school for two years (seventh and eighth grade), the secondary principals' recommendation is that parents be informed and allowed to have their sixth grade student attend middle school according to the new secondary boundaries one year early. This would allow a student to attend one middle school for all three years (sixth, seventh, and eighth grade). Transportation (bussing) would be available to families.

During the 2023-24 school year, all middle school students would attend middle school according to the new secondary boundaries.

The following form will be utilized for this circumstance:

**MIDDLE SCHOOL (6-8)  
2021-22 EARLY ATTENDANCE FORM**

School boundaries are established with regard to student population within each school, and students are expected to enroll at the school assigned to their residential area. Since seventh grade students would be required to attend middle school according to the new secondary boundaries, which may have a student attending one middle school for one year (sixth grade) and one middle school for two years (seventh and eighth grade), the secondary principals' recommendation is that parents be informed and allowed to have their sixth grade student attend middle school according to the new secondary boundaries one year early. This would allow a student to attend one middle school for all three years (sixth, seventh, and eighth grade). Transportation (bussing) would be available to families.

**Student Name** \_\_\_\_\_ **Grade Requested** \_\_\_\_\_

**School Requested**

\_\_\_\_\_ Ben Franklin \_\_\_\_\_ Carl Ben Eielson \_\_\_\_\_ Discovery

**Current School of Residence** \_\_\_\_\_

**Parent(s) Name** \_\_\_\_\_

**Address** \_\_\_\_\_

**Home Phone** \_\_\_\_\_ **Day Phone** \_\_\_\_\_

**Effective Date of Desired Placement** \_\_\_\_\_

**Type of Request**     \_\_\_ Initial     \_\_\_ Continuing

What, if any, special education or adaptive services are required? \_\_\_\_\_

Signature of Parent \_\_\_\_\_ Date Signed \_\_\_\_\_

|                                     |                                    |                   |
|-------------------------------------|------------------------------------|-------------------|
| District's Decision: (circle one)   | Enrollment Granted                 | Enrollment Denied |
| Reason if Denied _____              |                                    |                   |
| _____                               | _____                              | _____             |
| Principal Requested School and Date | Principal Resident School and Date |                   |

**Extracurricular Eligibility: Exceptions to Attendance will not be granted for athletic or activity participation reasons. Any student in grades 7-12 who is changing schools on an Exception to Attendance petition will be ineligible to register and participate at the varsity level of all NDHSAA- sponsored athletic and fine arts activities for a period of one calendar year. Any student in grades 7- 12 who returns to attend the school in his/her area of legal residence, will be considered a transfer student and ineligible to register for and participate at the varsity level of all NDHSAA- sponsored athletic and fine arts activities for the remainder of the school year.**

**High School**

During the 2022-23 school year, ninth grade students would attend high school according to the new secondary boundaries. Tenth, eleventh, and twelfth grade students would remain at their high school.

During the 2023-24 school year, ninth and tenth grade students would attend high school according to the new secondary boundaries. Eleventh and twelfth grade students would remain at their high school.

During the 2024-25 school year, ninth, tenth, and eleventh grade students would attend high school according to the new secondary boundaries. Twelfth grade students would remain at their high school.

During the 2025-26 school year, all high school students would attend high school according to the new secondary boundaries.

| Current      | Next        |             |             |             |             |             |
|--------------|-------------|-------------|-------------|-------------|-------------|-------------|
| School Year  | School Year | School Year | School Year | School Year | School Year | School Year |
| 20-21        | 21-22       | 22-23       | 23-24       | 24-25       | 25-26       | 26-27       |
| Kindergarten | Grade 1     | Grade 2     | Grade 3     | Grade 4     | Grade 5     | Grade 6     |
| Grade 1      | Grade 2     | Grade 3     | Grade 4     | Grade 5     | Grade 6     | Grade 7     |
| Grade 2      | Grade 3     | Grade 4     | Grade 5     | Grade 6     | Grade 7     | Grade 8     |
| Grade 3      | Grade 4     | Grade 5     | Grade 6     | Grade 7     | Grade 8     | Grade 9     |
| Grade 4      | Grade 5     | Grade 6     | Grade 7     | Grade 8     | Grade 9     | Grade 10    |
| Grade 5      | Grade 6     | Grade 7     | Grade 8     | Grade 9     | Grade 10    | Grade 11    |
| Grade 6      | Grade 7     | Grade 8     | Grade 9     | Grade 10    | Grade 11    | Grade 12    |
| Grade 7      | Grade 8     | Grade 9     | Grade 10    | Grade 11    | Grade 12    |             |
| Grade 8      | Grade 9     | Grade 10    | Grade 11    | Grade 12    |             |             |
| Grade 9      | Grade 10    | Grade 11    | Grade 12    |             |             |             |
| Grade 10     | Grade 11    | Grade 12    |             |             |             |             |
| Grade 11     | Grade 12    |             |             |             |             |             |
| Grade 12     |             |             |             |             |             |             |

**School Year: 2021-22**

6th grade students provided option of attending middle schools under new attendance boundaries one year early

**School Year: 2022-23**

6th and 7th grade students attend middle school under new attendance boundaries

8th grade students continue at current middle school

9th grade students attend high school under new attendance boundaries

10th, 11th, and 12th grade students continue at current high school

**School Year: 2023-24**

Middle school students attend middle school under new attendance boundaries

9th and 10th grade students attend high school under new attendance boundaries

11th and 12th grade students continue at current high school

**School Year: 2024-25**

Middle school students attend middle school under new attendance boundaries

9th, 10th, and 11th grade students attend high school under new attendance boundaries

12th grade students continue at current high school

**School Year: 2025-26 and Beyond**

Middle school students attend middle school under new attendance boundaries

High school students attend high school under new attendance boundaries

## **YEAR OF IMPLEMENTATION**

The Board asked that the implementation of boundary changes begin for the 2022-2023 school year. The district will plan for the subsequent school year while the current school year is in progress.

## **GRANDFATHERING/PETITIONING PROCESS**

The recommendation is that there would be no grandfathering of students to secondary schools under the new secondary boundaries. However, Fargo Public Schools desires to keep families together for their **high school** experiences. For this reason, the building principals have agreed to the following petition acceptance plan:

- **No two or more students from the same dwelling would attend two different high schools at the same time.**

The following form will be utilized for this circumstance:



**HIGH SCHOOL (9-12)**  
**2022-23 BOUNDARY CHANGE GRANDFATHERING/PETITION REQUEST FORM**

School boundaries are established with regard to student population within each school, and students are expected to enroll at the school assigned to their residential area. However, Fargo Public Schools desires to keep families together for their **high school** experiences. For this reason, no two or more students from the same dwelling would attend two different high schools at the same time. The following guidelines are considered in the enrollment decision:

- 1) Parents reside within the Fargo School District.
- 2) Parents assume responsibility for reliable transportation through the 2024-25 school year.
- 3) Form must be submitted by January 31

**Student Name** \_\_\_\_\_ **Grade Requested** \_\_\_\_\_

**Reason for Preference:**

\_\_\_ My child has a sibling who will attend \_\_\_\_\_ (school) next year.

Sibling Name(s) and Grade Level \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_ Other Reason: \_\_\_\_\_

**School Requested** \_\_\_\_\_ Davies \_\_\_\_\_ South \_\_\_\_\_ North

**Current School of Residence** \_\_\_\_\_

**Parent(s) Name** \_\_\_\_\_

**Address** \_\_\_\_\_

**Home Phone** \_\_\_\_\_ **Day Phone** \_\_\_\_\_

**Effective Date of Desired Placement** \_\_\_\_\_

**Type of Request** \_\_\_\_\_ **Initial** \_\_\_\_\_ **Continuing**

What, if any, special education or adaptive services are required? \_\_\_\_\_

Signature of Parent \_\_\_\_\_ Date Signed \_\_\_\_\_

|                                     |                                    |                   |
|-------------------------------------|------------------------------------|-------------------|
| District's Decision: (circle one)   | Enrollment Granted                 | Enrollment Denied |
| Reason if Denied _____              |                                    |                   |
| _____                               |                                    |                   |
| Principal Requested School and Date | Principal Resident School and Date |                   |

**Extracurricular Eligibility:** Exceptions to Attendance will not be granted for athletic or activity participation reasons. Any student in grades 7-12 who is changing schools on an Exception to Attendance petition will be ineligible to register and participate at the varsity level of all NDHSAA- sponsored athletic and fine arts activities for a period of one calendar year. Any student in grades 7-12 who returns to attend the school in his/her area of legal residence, will be considered a transfer student and ineligible to register for and participate at the varsity level of all NDHSAA- sponsored athletic and fine arts activities for the remainder of the school year.

## **COURSE OFFERINGS**

Since the suggested phase in plan impacts only three grade levels in year one and then one additional grade level each year until full implementation, it appears that the current courses offered at each school will continue through the phase in plan of the new secondary boundaries. Adjustments or a balancing of sections will be needed as students' enrollments move within the system.

## **TEACHER TRANSFER/ASSIGNMENT**

Since the suggested phase in plan impacts only three grade levels in year one and then one additional grade level each year until full implementation, the teacher transfer/assignment process will follow the existing process that is used each year by the Associate Superintendent for Teaching and Learning and the building principals.

It appears there may be minor additional traveling teachers during the first few years of implementing the new boundaries. This will depend on student enrollment choices at the secondary schools. In the long term scenario, balancing numbers may decrease the need for traveling teachers since the number of sections at Ben Franklin and North will increase and present a better opportunity to fill out teacher schedules within each building rather than splitting teacher sections between two buildings.

## **EXTRACURRICULAR IMPACTS**

### ***Middle School Activities***

There will be minor impacts on the staffing levels for middle school activities due to the shifting student populations caused by boundary changes. A great deal of staffing for middle level activities is based on the numbers of participants in a program. As the numbers shift across the district, the staffing levels at the various middle schools will change accordingly.

### ***High School Activities***

There will be less of an impact at the high school level than at the middle level as each of our comprehensive high schools offers a very complete program of activities. The activities that offer unlimited participation opportunities will see slight staffing changes as students move from one school to another across the district. We anticipate the overall staffing level to remain fairly consistent across the district at the high school level.

### ***Transfer Questions***

The most challenging part of boundary line changes, from an activities perspective, is determining how we are going to provide for student transfers within the NDHSAA transfer rules without jeopardizing the eligibility of currently participating students. Currently, we have a number of programs governed by the NDHSAA which are programs for grades 7 – 12. Examples of these programs are golf, tennis and swimming/diving. A student establishes their eligibility at a high school upon beginning participation in the seventh grade and has the opportunity to reestablish eligibility at that school or another high school upon entering the ninth grade. Middle school students competing in high school sports that have established eligibility in seventh grade will be allowed to remain at their current middle school until they can reestablish eligibility in ninth grade. This will prevent students from losing a year of eligibility.

## **TRANSPORTATION**

The recommended boundary adjustment represents an effort to relocate existing students to balance attendance in the three middle schools and high schools. Fargo Public Schools is currently providing transportation to all of the current students enrolled.

Although this adjustment is not adding new eligible riders, there will be a need for increased transportation. Based on currently enrolled students in the designated area, the addition of three busses would be required at an estimated cost of \$180,000.

Administration feels comfortable, in working with our transportation provider, that these adjustments can be made seamlessly.

## **COMMUNICATIONS PLAN**

Once boundary changes are approved, a communications plan will be enacted to inform families of the changes, similar to the plan used to inform families of prior boundary changes. Plan components would include:

- Direct mail sent to addresses affected by the boundary adjustments within PowerSchool
- FPS website promotions – rotator slide, school pages, etc.
- Newsletter articles – Journey, School Talk, and building newsletters