



## **FCB-R – SCHOOL CLOSURE, CONSOLIDATION, AND/OR RELOCATION IMPLEMENTATION PROCESSES AND PROCEDURES**

### **Basis of Potential School Closures, Consolidations, and/or Relocation**

To optimize a thriving educational environment, the superintendent will rely on indicators including regular utilization and enrollment studies and projections in each feeder area to assess a school's staffing levels, programming, and maintenance conditions to determine whether consideration of a school's closure, consolidation, and/or relocation is warranted.

The superintendent may prepare a recommendation regarding schools which may be considered for closure and/or consolidation. In alignment with District Policy JC – School Attendance Areas, the Comprehensive Planning Committee will support analysis, review, and recommendations to the superintendent on the criteria outlined below. The committee will make a recommendation to the superintendent who will then submit a recommendation to the Board. The Board will then make the final determination.

### **Definitions:**

For the purposes of this policy, these terms have the following meanings:

- **“Building capacity”** represents the number of students a permanent structure can accommodate, while providing all of the supplemental spaces required to support District adopted instructional programs. The building capacity considers the availability and size of instructional spaces, storage spaces, common areas, and egress routes.
- **“Capacity”** is the result of calculating a standard square footage per student in classrooms after all the supplemental spaces are removed.
- **“Permanent structure”** includes the main school building and any permanent modular classrooms equipped with classroom standard furnishings and technology.
- **“Programming”** means programs engaged in the provision of education or educational services, such as special education, preschool, and English Language Development, gifted and talented, intervention, electives and extracurriculars

- **“Building utilization”** refers to how many students are in a school compared to its capacity.
- **“Extended utilization”** refers to a building utilization at 95% or higher of its capacity.

### **Criteria and Considerations for School Closure, Consolidation, and/or Relocation.**

The staff recommendation for closure, consolidation, and/or relocation will be based upon an analysis of the following criteria (in no particular order). Each of the criteria identified below have important elements of educational equity embedded within. Additional equity indicators are further described and defined in an administrative guideline and will be applied in tandem with a recommendation for any closure, consolidation, or relocation as part of the totality of the circumstances.

#### **Identification Criteria:**

- Building utilization current and potential site and building capacity, limitations, and possibilities)
- Building condition and quality (e.g., accessibility, security, repairability, recreational opportunities)
- Current and future enrollment projections

#### **Implementation Criteria:**

- Management of traffic, safety, and walkability for students and families
- Availability of transportation and length of commute
- Maximization of school program offerings such as
  - Specials (art, music, physical education)
  - Electives
  - Extracurricular activities and athletics
  - Before and after school care
  - Early Childhood
  - Advanced courses and concurrent enrollment
  - Social emotional supports
- Proximity of potentially consolidated schools
- Continuity of services such as intensive supports for students served with an IEP

After a decision has been made regarding school closure, consolidation, and/or relocation, the Superintendent will establish implementation plans and provide status updates to the Board and community. Ensuring equitable access to high quality programming and necessary support will be prioritized and evaluated as implementation plans are developed. The following considerations will be applicable to any school closure, consolidation, and/or relocation

#### **Student support and specialized programming:**

- Choice/open enrollment (per District Policy JFBA – Choice/Open Enrollment)

- Merging of consolidated school cultures academically, socially, and emotionally
- Appropriate and timely transition conversations and activities for students and families, including individual student support where appropriate

**Staffing transitions:**

- Careful consideration of the needs of impacted staff in alignment with the Employee Agreement and District policies
- Supporting staffing cohorts that are beneficial for educational programming

**Facilities, operations, and community:**

- Accessibility to local resources (police, fire, etc.)
- Enhancements to buildings and temporary accommodations for students, if needed
- Future use of the closing school building by the District and related plans for upkeep and desirability for the neighborhood
- Maintaining neighborhood cohorts to the greatest extent possible

**Ongoing evaluation:**

- Periodic and reasonable assessment of school consolidation results
- Other material considerations that may arise

**Process**

This process should allow for time to maximize thoughtful decision making and provide enough time for community members, parents/caregivers, and employees to reasonably become informed, provide input, and for families to adjust to any changes for their students. Employees should have adequate time to develop an implementation plan that supports reasonable transition of schools.

Staff will engage with parents/caregivers, employees, and community members regarding the criteria to be used for school closure, consolidation, and/or relocation. The superintendent will hold meetings and provide means to gather feedback. After these engagement efforts, the superintendent may adapt the recommendation to account for community members, parents/caregivers, and employee's needs.

The superintendent will provide an initial recommendation to the Board regarding school closure, consolidation, and/or relocation at a scheduled Board meeting. The initial recommendation will include an analysis of each of the criteria and considerations set out herein. The Board will not vote on the recommendation at this meeting.

The initial recommendation and analysis will be published no less than 7 calendar days before the initial recommendation is presented to the Board in a public meeting. The timing of this publication is designed to allow parents/caregivers, employees, and the community reasonable time to review relevant information with adequate time and ability to ask questions and express concerns ahead of the initial recommendation to the Board.

Adopted by Board: May 26, 2026