

I. Purpose

Winston-Salem/Forsyth County Schools (WS/FCS) is committed to maintaining student assignment boundaries that support effective use of district facilities, operational efficiency, and equitable access to high-quality educational opportunities. This Administrative Regulation establishes a regular process for reviewing and, when necessary, updating attendance boundaries to align with changes in enrollment, population growth, school capacities, transportation conditions, and other district priorities.

II. Authority

The Superintendent shall recommend student assignment boundaries for the schools in the WS/FCS system. Attendance boundaries shall be developed and adjusted in accordance with applicable state requirements, Board policies, and the need to serve all school-age children residing in the district.

III. Regular Boundary Review Cycle

A. Comprehensive Districtwide Review

1. WS/FCS shall conduct a comprehensive districtwide attendance boundary review at least every five (5) years.
2. The five-year review cycle is intended to ensure boundaries remain updated and responsive to:
 - a. population growth and new housing development;
 - b. demographic shifts;
 - c. school capacity and facility utilization;
 - d. transportation routing, travel times, and operational constraints;
 - e. feeder pattern alignment and continuity;
 - f. other Board priorities, as applicable.

B. Targeted Adjustments Between Review Cycles

1. In addition to the comprehensive review, the Superintendent or designee may recommend more frequent, localized boundary adjustments when needed.
2. Localized adjustments may be recommended in response to material changes such as:
 - a. new school construction, school relocations, or program relocations;
 - b. school closures or consolidations;
 - c. significant enrollment imbalances or capacity concerns;
 - d. transportation efficiency considerations;

- e. other unique circumstances affecting student assignment.

IV. Annual Enrollment Monitoring and Projections

1. The Superintendent or designee shall monitor enrollment trends annually to support responsible planning and early identification of boundary needs.
2. WS/FCS shall complete enrollment projections and long-range forecasting on a recurring basis to inform boundary planning, capital planning, staffing, and operational planning.

V. Factors for Consideration in Boundary Planning

When developing or revising attendance boundaries, WS/FCS may consider the following factors, including but not limited to:

1. School Capacity and Facility Utilization

- a. projected enrollment by grade level;
- b. overcrowding or underutilization;
- c. facility constraints and program space needs.

2. Transportation Efficiency

- a. expected travel times and routing feasibility;
- b. traffic patterns, road infrastructure, and natural barriers;
- c. district transportation capacity and cost implications.

3. Student Assignment Stability

- a. minimizing avoidable disruption to students and families;
- b. strengthening stable peer groups and community ties.

4. Feeder Pattern Alignment

- a. reducing unnecessary feeder splits;
- b. supporting smooth transitions across grade spans.

5. Equity and Access

- a. expanding equitable access to district opportunities and programs;

- b. supporting inclusive learning environments consistent with Board priorities.

6. Program Location and Specialized Services

- a. availability of specialized instructional programming;
- b. operational feasibility of supporting student needs at assigned schools.

VI. Community Engagement and Transparency

1. When WS/FCS conducts a comprehensive districtwide review, the Superintendent or designee shall develop a community engagement plan that may include stakeholder meetings, surveys, public information sessions, and other opportunities for feedback.

2. Where feasible, WS/FCS shall provide families and stakeholders with accessible information about:
 - a. proposed boundary options;
 - b. expected impacts;
 - c. timelines for feedback and Board consideration.

3. Community engagement activities are intended to inform recommendations to the Board and support clarity about decision points and authority.

VII. Superintendent Recommendation and Board Action

1. Following the boundary review process, the Superintendent shall submit recommendations to the Board when revisions are determined to be necessary.

2. Attendance boundary maps and assignment plans shall be approved by the Board.

3. Once adopted, WS/FCS shall communicate boundary changes and implementation guidance to schools, families, and relevant departments.

VIII. Implementation Planning

1. Upon Board adoption of new or revised boundaries, the Superintendent or designee shall develop an implementation plan that may include:
 - a. enrollment and staffing coordination;
 - b. transportation planning;
 - c. family communication supports;
 - d. transition supports for families impacted by a change such as grandfathering rules found in AR 5117.2.

Adopted: March 2026