



School District of Lee County

Plan for Student Assignment

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SCHOOL DISTRICT OF LEE COUNTY
PLAN FOR STUDENT ASSIGNMENT

I. INTRODUCTION

Following years of court supervision and almost two years of extensive community input and discussion during 2003 and 2004, the School District of Lee County (the “District”) developed The Plan for Student Assignment (“The Plan”). The Board approved the Plan on February 24, 2004. Now in its ninth year of implementation, The Plan has undergone a seventh annual review for possible changes, revisions and improvements. The provisions of this plan apply to school assignments made for the 2014-2015 school year and each school year thereafter until such time as The Plan for Student Assignment is revised.

The Plan builds on the successes of the past, addresses the needs of the present, and is flexible enough to meet the challenges of the future. The Plan’s focus on providing parental choice, reflects a longstanding belief in the educational benefits of diversity, and facilitates the District’s continuous improvement of student achievement. The Plan is flexible and subject to constant review and refinement throughout its implementation. The 2014-2015 Plan revision introduces two new concepts aimed at strengthening the efficiency of the school assignment process and improving clarity of the hardship waiver process.

Prior to its adoption in 2004, the District sought extensive community input. In response to interest from approximately 2,100 Lee County stakeholders, The Plan, was designed to give all parents and guardians in Lee County, the opportunity to make

selections from a wide range of schools offering appropriate educational program options for their children. In addition, The Plan was designed to provide greater opportunities for students to attend schools closer to home, decrease ride time for students and reduce transportation costs. The Plan was also developed to promote stability of assignments for students and encourages a healthy competition among schools striving for academic excellence. Under The Plan, students continue to be assigned to schools within the parameters of physical space, popular assignment preferences, such as sibling and proximity preferences and, unless students move, they are allowed to remain in the school to which they are assigned until they finish the highest grade level in that school. Such stability continues to promote higher levels of student achievement in the District.

A. Historical Background

In a 1964 lawsuit, a federal district court found that the District was operating an unconstitutionally racially segregated school system in which students and faculty were assigned on the basis of race and access to parts of the school curriculum was limited on the basis of race. The court ordered the District to desegregate. Over the next 35 years the District, under the supervision of the court, made numerous more and less successful efforts to move towards becoming a unitary school system.

In 1997, the District adopted a controlled choice plan that subsequently allowed it to become unitary in the area of student assignment. In 1999, the District entered into a settlement agreement with the plaintiffs in the desegregation case. The court approved the settlement and released the District from its jurisdiction.

As part of the settlement agreement, the District agreed to complete the implementation of the School Choice Plan over a five-year period. The School Choice Plan was designed to foster school improvement and to provide diverse enrollments in

the Lee County School District. As a result of implementing the School Choice Plan, the District accomplished both of these goals.

B. Overview of New Components of The Plan for Student Assignment

Based on extensive community input, The Plan for Student Assignment builds on the success of the former School Choice Plan in facilitating educational improvement, satisfying the parental demand for choice, promoting diverse school enrollments, and managing growth equitably. The Plan also refines and enhances a number of important elements from previous plans.

- First, by maintaining the school Choice Zones and relying more on the use of sub-zones, The Plan provides for increased opportunities for parents and guardians interested in sending their children to a school closer to their home and for a reduction in the ride time for students.
- Second, The Plan relies on intensified marketing efforts and program placement decisions to maintain diverse enrollments and to ensure educational equity among schools.
- Third, The Plan provides for the ongoing consideration and refinement of the factors that may need to be considered in the assignment process in order to maintain diverse school enrollment.
- Fourth, The Plan promotes accelerated student achievement and educational equity by standardizing a rigorous curriculum and replicating successful programs in each zone.
- Fifth, The Plan calls for replicating successful and popular programs in zones, which should result in a reduction in transportation costs and ride time for students.

The Plan also is flexible by design to address the dynamic circumstances in which the District finds itself today. For example, the District's enrollment continues to grow and to become more diverse. In addition, the District faces the challenging combination of increasing educational demands and limited resources. In this context, Lee County families continue to desire both a variety of school choices and the

opportunity to attend a school closer to home. The Plan, as discussed in detail below, will help the District to meet these complex challenges.

II. THE PROCESS OF PLAN DEVELOPMENT

As the requirement, under the desegregation settlement agreement, to implement the former School Choice Plan drew to an end, the School Board adopted Policy establishing a Student Assignment Task Force (the “Task Force”) to review information and develop options for the District with respect to adoption of a student assignment plan to be implemented after expiration of the settlement agreement. The Task Force, which was composed of a diverse group of members from the Lee County community, worked during the 2002-03 school year and the Fall of 2003, studying the former School Choice Plan and numerous student assignment plans from other school districts and developing five options for the District’s consideration. Each of the five different options presented to the School Board, the Unitary School System Advisory Committee (the “USSAC”), and the public supported continuing in some form a student assignment system premised on parental choice.

The USSAC reviewed the five options developed by the Task Force and provided input regarding each of the options. The USSAC -- which was established to monitor and advise the District with respect to its efforts to operate a unitary, non-discriminatory school system -- also favored a system based on parental choice and emphasized the importance of maintaining diverse school enrollments that ensured equity.

In order to give everyone in the community the opportunity to provide additional input concerning the new student assignment plan for the District, “community conversations” were held at four different locations throughout Lee County. At each

meeting, listening devices were available in Spanish and Creole in order to ensure that parents and guardians who do not speak English as their native language could fully participate. All Board members and the Superintendent attended these forums. During each session, the Superintendent shared information about the history of student assignment in Lee County. In addition, the five options proposed by the Task Force were distributed and their major characteristics were discussed. Those present, were encouraged to add any additional factors that they felt were important to a student assignment plan. People in attendance were then asked to indicate the level of importance of each characteristic.

The “community conversations” were recapped during School Talk, a one-hour program on the District’s television channel. Viewers were encouraged to call in and ask questions or make comments about the various issues raised at the community conversations.

For citizens who could not attend the community conversations or participate through the School Talk program, the District provided other ways in which community members could share their views. For example, a multilingual voice server was provided through the help of the Strategic Listening Institute, and concerned citizens could call at anytime and respond to the same set of questions asked at the community conversations. An e-mail address also was established for community members to access the set of questions discussed during the community conversations. In addition, teams of District staff manned information booths at public locations where high concentrations of people could be found. At each such location, phones were provided so that community members could answer the same set of questions posed during the community

conversations. If people did not have the time to complete the phone questionnaire on the spot, they received cards with the phone number and e-mail address where these questions could be accessed at their convenience.

During the week of December 1, 2003, District staff gathered and analyzed the information obtained from the community in order to share the data with the Superintendent, the School Board, School and District personnel, and the community at large. At that point, more than 1,600 Lee County residents had participated in the process and provided their input. The Board received a preliminary presentation of this information at a workshop on December 11, 2003. In addition, the results of the District's community-input process were posted on the District website in December 2003.

On January 15, 2004, the School Board conducted a second workshop to review, analyze, and interpret the information gathered through this extensive process. At this workshop, the Board discussed all of the information gathered to date, including the work of the Task Force and the USSAC, the community input and the analysis by the Superintendent and his staff.

Based on the data compiled in December 2003, and updated in mid-January of 2004, the feedback from the community echoed many of the issues and concerns raised by the Task Force and the USSAC. For example:

- Most of those surveyed were not satisfied with the old boundary process and wanted a system in which parents and guardians have some choices in picking the schools their children attend;
- Many of those surveyed favored choice, but were less than fully satisfied with the current School Choice Plan;
- Many suggested that the opportunity to attend a school closer to home and a reduction in ride time were very important;

- A majority of those surveyed expressed strong belief in the importance of academic excellence and educational equity;
- A majority indicated that diversity is important in schools;
- Many wanted the opportunity for siblings to attend the same school;
- Many wanted their children to be “grandfathered” into their current school as the new Plan is implemented;
- Most of those who provided feedback considered safe schools to be critical; and
- A number of individuals believed that successful and popular programs should be replicated in each zone.

III. GOALS FOR THE PLAN

What emerged from the process in 2003 and 2004 was a broad consensus around four overarching goals for the District and its new student assignment plan. These goals were improving student achievement, ensuring educational equity, promoting the educational benefits of diversity, and managing growth effectively. The District remains committed to these important goals.

- **Achievement** – Responding to the primary concern of Lee County residents, The Plan is designed to continue to improve student achievement by fostering a healthy competition among schools and by providing stability for students. It promotes the effectiveness of the District by ensuring that all schools serve students with varied achievement levels. By avoiding the existence of schools with high concentrations of lower-achieving students, all schools continue to maintain high expectations for all students, demand excellence, and provide the necessary support for students who need it. Ensuring that students from varied achievement levels are fairly distributed throughout the District helps all schools meet the Adequate Yearly Progress (“AYP”) goals of the No Child Left Behind Act of 2001 (“NCLB”).
- **Equity** – Lee County parents and guardians also are concerned about fairness. The Plan is designed to continue to give every student an equal opportunity to attend a quality school of their choice by providing an educationally equivalent range of programs, curriculum, and instruction in all schools in each zone. In addition, using all facilities at a similar utilization rate and maintaining them equitably, will promote fairness.
- **Diversity** – Many Lee County residents value diversity, and the District strongly believes in its educational benefits. The District defines diversity broadly to include a number of factors: gender, socioeconomic status, race, ethnicity, academic achievement, language ability, and exceptional education needs. It is well established that schools with such multifaceted diversity contribute to a number of educational values. Experience in a diverse classroom better prepares students for the work force and trains students to better exercise their civic responsibilities. Education in a diverse school environment enhances students’ values by bringing them together in ways that can reduce racial fears and stereotypes, teaches students how to interact comfortably and

respectfully with people who are different from them, and prepares students to be better neighbors, colleagues, and citizens in our multicultural, democratic society. Diversity in the student body also helps to improve teaching and learning for all students by encouraging a multiplicity of viewpoints. Moreover, placing disadvantaged students in diverse classrooms in which teachers have high expectations for all students, can positively affect their educational achievement and long-term prospects, without negatively affecting the performance of other students. In addition, diverse enrollments can improve preparation for employment and post-secondary education by teaching students the value of different perspectives, how to function in multicultural business and educational settings, and how to communicate effectively in our increasingly heterogeneous domestic workforce and expanding global marketplace. In contrast, high concentrations of poverty, high percentages of low achieving students, and racial isolation can all cause or contribute to serious educational harms. It is widely known that many of the conditions associated with poverty present significant challenges for educators. Research has shown that when high concentrations of poor students are assigned to any given school, the academic achievement of all students in that school may be adversely affected. Similarly, students who are not achieving on grade level, present significant challenges for educators, and high concentrations of such students can have a negative impact on all students in the school. Finally, as the District has learned through its own history of desegregation, students at racially isolated schools not only miss-out on the educational benefits of learning in a diverse environment, but also may suffer additional educational harms from such isolation.

- **Growth** – The Plan also responds to growth and demographic shifts within the District and provides equitable use of the capacity of all schools. Even in the face of dynamic changes, The Plan allows the District to continue providing the stability in assignments that the families in Lee County desire.

In addition to these goals, The Plan continues to use choice as the heart of the student assignment method. It responds to the clear desire of some Lee County families to have more school options closer to home and to avoid being required to have their child attend a school distant from home. By dividing the large Choice Zones into smaller sub-zones, The Plan responds to the desires of many families to reduce the ride time for

their children. To enhance the role of parental choice, The Plan relies extensively on enhanced marketing and outreach efforts. Finally, The Plan provides a phased in implementation and constant review to ensure that these complex, inter-related goals are achieved in the most effective way possible.

The District began implementation of The Plan in the Fall of 2005 for the 2005-06 school year. As required, the District has reviewed the success of The Plan in each year of implementation. For example, changes made in the implementation of The Plan for 2006-07 provided the possibilities for waiving the non-contiguous sub-zone assignment principle under certain circumstances and implemented the sub-zone preference as an additional assignment factor. Changes also included modification of the mix of educational facilities and opportunities in each zone through the addition of new schools and modification of sub-zone program availabilities. Modifications made in the implementation of The Plan for 2007-08 clarified the qualifications for assignment waivers and modified the mix of educational facilities and opportunities in each zone through the addition of new schools.

The District reviewed the implementation of The Plan during the 2008-09 school year and the Superintendent determined that some minor changes were necessary for the 2009-10 school year.

a. Significant demographic shifts in enrollment from 2007-2009 necessitated that Dunbar High School be redefined as an East Zone school with multi-zone magnet seats available for South Zone students. As a result, South Zone students living in proximity to Dunbar High Schools receive an assignment preference for magnet seats over non-proximity students living in the South Zone.

b. Additionally, the geographic sub-zone boundary between E-1 and E2 was adjusted to incorporate that portion of E-1 lying south of the Caloosahatchee River and east of I-75 into the E-2 sub-zone. This redefined Manatee Elementary and Oak Hammock Middle schools as E-2 schools, available to students in the entire zone. (See Appendix C.)

c. The distinction between sibling guarantee and sibling preference was strengthened and clarified.

d. Beginning with the 2009-10 school year, the sub-zone preference implemented in 2006-07 was eliminated to allow students without preferences reasonable opportunities to attend more Lee District schools. Following three years of implementation, this low-level preference was found to preclude many students from gaining admittance to popular schools. While preferences are incorporated to serve the best interest of both students and the District, the sub-zone preference served to exclude student access – contrary to District intentions.

e. After four years as a temporary staging facility for a high school and two elementary schools, the East Zone Staging facility became a permanent elementary school – G. Weaver Higgs Elementary. Situated in E-3, it accommodates students in sub-zones E-3 and E-2.

f. Membership on the Marketing and Program Placement Committee was expanded to include representation from academic services and the intervention programs department.

g. Maintenance and processing of eligibility pools end fifteen days after the school year begins.

h. Employee waivers may be restricted based upon capacity and impact on class size at the time the waiver is requested.

IV. CHOICE ZONES AND SUB-ZONES

As explained more fully below, The Plan divides the District into three Choice Zones and each Choice Zone was divided into three sub-zones. Because of the strong community concern about equity, the District established funding priorities for capital improvement projects to maintain equivalency of facilities among the Choice Zones and sub-zones, as well as, to maintain adequate capacity for students residing within each zone and sub-zone.

A. Choice Zones

In order to provide all parents and guardians with a significant number of school options closer to their homes and to allow for diverse school enrollments, The Plan divides the District into three large, contiguous, geographic regions or Choice Zones.

The West Zone is generally the portion of Lee County located west and north of the Caloosahatchee River. The East Zone is generally east of Interstate 75 and north of Martin Luther King Boulevard. The South Zone is generally south of Martin Luther King Boulevard and the Caloosahatchee River. The boundaries of the Choice Zones are shown in the maps in Appendix A.

Existing and planned transportation networks, topographical constraints, available school capacity at the elementary, middle, and high school level, and student demographic characteristics were considered in developing the Choice Zone boundaries. Community cohesiveness and the proximity of schools to concentrated student populations also were considerations in the formation of the zones. The zone boundaries

maximize the availability of nearby schools for all families in the District and minimize the need for cross-zone and cross-county transportation networks.

As in the former school choice plan, schools located on the barrier islands (*e.g.*, Sanibel Island, Pine Island and Estero Island) are not considered as part of any choice zone, and students residing in the attendance areas for these schools do not participate in the choice process for as long as they are at an appropriate grade level to attend those schools. This is because the geographic isolation of these areas precludes offering efficient transportation to or from these locations. Students on the barrier islands, however, may apply for zone and multi-zone magnet schools under the procedures discussed below. Students residing in the geographic boundary of schools on these barrier islands are assigned to their respective schools if their grade level and Exceptional Student Education (“ESE”) Service Delivery Model (SDM) (if any) can be accommodated. Students in these areas will continue to be accommodated in English Language Learner (“ELL”) and ESE programs for which they qualify and/or for which they are recommended according to the ELL Plan and Individualized Education Plan (“IEP”) processes.

B. Sub-Zones

In response to the desire of Lee County residents for increased opportunities to attend schools closer to their homes and to help the District manage transportation more effectively, The Plan relies on sub-zones within each of the three Choice Zones. This increased the opportunity for students to attend schools closer to their homes and should reduce transportation costs.

Each of the three zones are divided into three sub-zones. Under the school selection procedures discussed further in this Plan, parents or guardians select from

among the schools in the sub-zone in which he or she resides and in any contiguous sub-zone within the same zone. In the event all schools at the student's level in the student's sub-zone and contiguous sub-zone are over capacity, the Superintendent (or his designee) may authorize assignments to a noncontiguous sub-zone within the zone. A map of each zone including the sub-zones W-1, W-2 and W-3 in the West Zone, E-1, E-2 and E-3 in the East Zone and S-1, S-2 and S-3 in the South Zone, is attached as Appendix B.

The sub-zones labeled W-4, S-4 and S-5 are included on the map to identify the geographic boundaries associated with the three barrier island schools identified above.

The sub-zones were drawn relying on the same types of factors used in drawing the zones, and their purpose is similar. A primary factor in grouping of schools in sub-zones was matching grade level capacities for students rising from elementary to middle and from middle to high school levels.

V. SCHOOLS AND PROGRAMS

The Plan provides for the District to continue providing the highest quality educational programs possible. To that end, a rigorous, standardized, and educationally equivalent curriculum is provided in each school, and serves as the core educational program for Lee County students. The core educational program is designed to provide all students with the content and skills necessary to successfully pursue post-secondary education or to enter the workforce upon completion of their secondary education.

In addition to the core educational program, specialized educational programs offer choice options to students who would like to pursue in-depth study in a particular area. Such programs also promote diverse school enrollments and prevent isolation. Specialized programs build upon the core educational program and offer additional courses that focus on the talents, interests, and skills of the students. These specialized programs may be located in a variety of schools at all levels. As discussed in Section VII, in order to ensure educational equity, to accommodate increasing enrollment, to satisfy parental demand and to promote diverse school enrollments, The Plan provides for the District to consistently monitor and reevaluate the placement of all educational programs. Because of the dynamic growth in the District and the inevitable changes in a student assignment system based upon parental choice, the District continues to review and monitor the extent to which the placement of educational programs serves or impedes its goals.

A. Distribution of Schools and Programs

The school groupings for each of the three zones and for the nine sub-zones are shown in the table in Appendix C. The zone magnet schools and multi-zone magnets also are identified.

The Plan provides for the District to offer an educationally equivalent range of programs, curriculum, and instruction in each zone and sub-zone. In general, both ESE and ELL programs, for example, are placed equitably throughout each zone and placed in reasonable proximity to the students they serve. Moreover, other specialized programs, such as magnet programs and zone magnets, are replicated in each zone to the extent practicable and otherwise located so that they provide all Lee County students with equitable educational opportunities.

As a result of the strong community concern about equity, the District established funding priorities for capital improvement projects to maintain equivalency of facilities among the Choice Zones and sub-zones, as well as, maintain adequate capacity for the students residing within each zone and sub-zone.

B. Multi-Zone Magnets, Zone Magnet Schools and Special Programs

The Plan provides for the District to offer specialized educational programs in the arts, instructional technology, full-time gifted, comprehensive high schools, International Baccalaureate, and the Cambridge Program. To control transportation costs and to respond to community concerns about equity, the District reduced the number of District-wide and multi-zone magnet schools that serve students from throughout the District without regard to the Choice Zone in which they reside. To the extent practicable, these multi-zone magnets have been replicated in each Choice Zone to ensure equal access for all students. As the move toward fewer multi-zone magnets and more zone magnets continues under The Plan, students currently attending multi-zone magnets are allowed to remain, pursuant to the grandfathering provisions discussed below

Some of these programs continue to have admissions or eligibility criteria. Parents and guardians of students applying for such programs must comply with the

application procedures of this Plan, and students must meet the eligibility criteria for the selected special program. The International Baccalaureate Programs at Fort Myers High, Riverdale High and Cape Coral High, the Cambridge Programs at Lehigh Senior High, Estero High, and North Fort Myers High, in addition to the arts programs at Cypress Lake High, North Fort Myers High and Lehigh Senior High are examples of such programs that have eligibility criteria.

By replicating desirable programs in each zone, The Plan allows all students to have an equal opportunity to participate in them and the District will be able to reduce ride time for students. When appropriate, educational programs are offered at the elementary, middle school, and high school levels to provide a continuous learning model for the specialized area. Students throughout each Choice Zone are eligible to attend their zone magnet schools regardless of whether or not they live in a contiguous sub-zone. Students not living in a contiguous sub-zone are not required to attend a zone magnet school unless schools in noncontiguous sub-zones are over capacity and the Superintendent (or his designee) has authorized assignments in noncontiguous sub-zones to accommodate enrollment growth.

Under The Plan, the District replicates and expands these specialized educational programs using the following process to ensure that all programs meet the same high standards of quality and instructional value:

1. Establishment of Program Components and Standards

The essential components of each specialized educational program must be identified and the following questions answered:

- a. What are the measurable educational goals and core values of the program?

- i. What is the need that is being addressed?
- ii. Why is this educational program appropriate to meet the need?
- iii. How will this educational program improve student achievement?
- b. What does the current research say about the specialized educational program?
- c. What are the current data/results of the specialized educational program?
 - i. Student achievement
 - ii. Climate survey
 - iii. Attendance
 - iv. Mobility
 - v. Discipline
- d. What unique and additional courses/instruction must be offered to meet the goals of the program?
- e. What are the unique and/or additional staffing requirements of the program?
- f. What are the unique and/or modified facility requirements?
- g. What are the unique and/or additional resources, instructional materials, and equipment requirements?
- h. What are the unique and/or additional staff development training requirements?
- i. What are the unique and/or additional parent and community involvement requirements?
- j. What are the unique and/or additional program evaluation components?
- k. What are the start-up costs of the program?
- l. What are the unique recurring expense requirements?
- m. How would this program affect the District's goals of promoting diversity?

If replication of an existing special program is not appropriate for placement at a school that has applied under the guidelines above, or if there are no applications, the Superintendent shall make an appropriate placement based upon input from District staff and the above named stakeholders.

2. Application Process

When more than one school in a Choice Zone is interested in offering a particular educational program, an application process will be followed to provide a fair and objective process for selecting the school. Special consideration will be given to schools that address all questions related to program components or standards in a thorough and comprehensive manner. In responding to these questions and planning the development of such a program, schools are expected to follow a process that involves staff, students, parents and guardians, and community members.

VI. MARKETING

Effective school promotion and marketing are critical to ensuring that all families have equitable access to information about school enrollment and to attracting and retaining a diverse student body for each school. The goal of the District's efforts, therefore, is to attract a diverse pool of student applicants to each school, drawn by the school's challenging educational programs and the students' own diverse and varying interests. The District realizes that families may not always have information necessary to make informed choices; therefore, it is the responsibility of the District to provide information and assistance to all parents and guardians as they make choices for their children. Under The Plan, the District continues to implement marketing strategies at both the District level and at the school level with support from District staff. Of course, marketing does not exist in a vacuum and the District, site administrators, and staff must continue to develop and maintain high quality educational programs at each school and must provide adequate facilities, faculty, and resources to attract and retain students and faculty.

Under The Plan, the District continues to take the following steps to ensure that effective marketing strategies are implemented:

- The District operates three student assignment offices, one in each zone. Additional temporary locations may be established during peak assignment periods as the need arises. The function of the student assignment offices is to provide information to assist parents and guardians in choosing the school for their children. The offices are open daily, and evenings and weekends as necessary, to accommodate the needs of the public. The schedule follows the District's calendar that is adopted annually for twelve-month personnel.
- Throughout each marketing period, the District monitors applications to ensure that all schools are attracting sufficient numbers of applicants and have diverse applicant pools. If a school does not have sufficient applicants for available seats, special outreach measures are taken to

attract additional applicants. The District also examines the extent to which students from throughout Lee County, including those with diverse backgrounds, are participating in the process. Outreach efforts are taken if students are found to be participating at lower rates or are not taking full advantage of available options.

- The District implements an aggressive outreach program to counsel parents or guardians who are not actively involved in the school system or who may be unable to access student assignment offices during normal business hours.

The District has developed a number of other strategies to attract students from throughout Lee County, including the following:

- Making enrollment and school information readily available to all families through effective use of brochures, posters, and other materials, with the marketing centerpiece being an attractive, readily understandable brochure that explains the application process. The District also provides information in the major languages spoken by Lee County students (English, Spanish and Creole) and distributes it throughout the community at public places, such as neighborhood stores, churches, health clinics, immigration advocacy agencies, hospitals, supermarkets, and on district web sites;
- Hosting and widely publicizing annual showcases or open houses in order to provide families with the opportunity to learn about programs and services offered at different schools and to meet school administrators and teachers;
- Utilizing the communications and student assignment departments to inform parents and guardians about programs in Lee County schools; ;
- Providing professional development opportunities to school-based staff in strategies for marketing each school's programs and special features to prospective applicants; and
- Encouraging principals to develop and implement strategies and campaigns to attract a diverse student population.

Strategies utilizing media and technology to be employed at the District under the direction of the communications department includes the following:

- Working with the independent media to highlight the opening of the District’s application period and the annual school showcases;
- Placing application information, such as enrollment period dates, school descriptions, an explanation of the enrollment process, and frequently asked questions and answers, prominently on the District’s website and widely publicizing the website’s existence;
- Working with schools to enhance their own websites to promote each school and to provide resource links for families; and
- Sending enrollment information to parents and guardians who attend the annual showcases and request further information.

Some marketing activities vary by level and involve efforts both by an individual school and District staff. For example, at the elementary level, outreach efforts generally include the following:

- Providing posters, bookmarks, and enrollment applications to all private and public, Pre-K, daycare and child development centers, as well as, to locations that will reach children who may not be enrolled in preschool programs, such as health centers, clinics, and pediatrician’s offices;
- Having school staff host informational meetings and provide specific information and outreach – for example, helping parents and guardians complete applications at nearby childcare programs;

The District also reaches out to parents and guardians of fifth and eighth grade students by mailing pre-printed applications to the families of current fifth and eighth grade students. All families receiving pre-printed applications are encouraged to complete their application process on-line. A unique personal identification number (PIN) is issued for each student authorized to participate in this manner. In addition, the principals at elementary and middle schools will encourage all of their students to complete and return applications in a timely manner.

The District encourages and assists schools in developing and implementing the following strategies to promote their unique educational programs and to attract students.

- Developing and regularly updating visually exciting and useful school websites that parents and guardians will want to visit (for example, posting student artwork or links to sites helpful for homework);
- Developing a school logo or slogan for use on brochures, posters, and other materials;
- Developing interesting and informative school brochures that describe the school's unique features, educational vision, and goals, and that invite and welcome parental contact and questions;
- Conducting organized efforts during the enrollment application period to promote the school (for example, by posting application information on the school website, putting colorful banners up at the school, and distributing applications);
- Encouraging potential students and families to visit the school for open houses, tours, classroom visits, and special events relevant to the school (for example, a session on making the transition to middle school);
- Publishing regularly a school-wide newsletter for distribution to community groups, libraries, retail locations, real estate offices, and other locations visited by families with children;
- Establishing a partnership and communication structure that includes community-based groups in the attendance area, local businesses, and other educational institutions. (for example: Working with neighborhood and community groups on projects and issues of concern can help build positive relations with families);
- Including school promotion/marketing in class or club projects, such as having students plan how to distribute the school newsletter and then implement their plan; and
- Engaging in activities that can gain the school a high, positive profile in the community. (For example, school events such as theater performances, art displays, and mural projects can be publicized to the community through posters, announcements in community newspapers, and mailings to local community groups or churches.)

VII. MARKETING AND PROGRAM PLACEMENT

Because school marketing and program placement are crucial to the success of The Plan and present ongoing challenges, the Superintendent has assigned certain District staff with oversight responsibility for these two critical functions. These staff members may individually or collectively make recommendations to the Superintendent's Cabinet.

The directors from departments including Communications, Student Assignment, Accountability, Research and Continuous Improvement, Curriculum, Exceptional Student Education, School Operations, Academic Services, Intervention Programs, Professional Standards and Equity and Planning, Growth and School Capacity will review enrollment data, applicant data, and student achievement data for every school annually. Based upon this review, conclusions whether any schools have too few or too many applicants or an overall applicant pool that is not diverse are made. Likewise, the level of student achievement in each school is assessed, including whether each school is making appropriate academic progress under State and Federal accountability guidelines. Recommendations are made to the Superintendent's cabinet to address any specific challenge for possible corrective action among the following: Does a particularly popular program need to be replicated?

- Does a school's marketing effort need to be modified/improved?
- Does District-wide marketing need to be modified/improved?
- Does marketing for a particular school need to be targeted differently?
- Does the educational program at a school need enhancement?
- Should a magnet program be implemented or phased out at a given school?

- Are special education programs appropriately placed?
- Does the location of academic and non-academic programs affect diversity? How?

This annual review takes place early in the Fall so that necessary changes can be made for the following school year. The review will be facilitated by the Director of Student Assignment and the Director of Planning, Growth, and School Capacity as necessary throughout the school year.

VIII. THE STUDENT ASSIGNMENT PROCESS

A. Parental Choice

1. Grandfathering

Under the Plan, students have the option to continue in their current schools until they complete the highest grade offered at that school. Such “grandfathering” includes students at multi-zone magnets and zone magnets. Siblings of students enrolled at schools transitioning from one zone to another, from one sub-zone to another or from multi-zone status, are not permitted to enroll at schools that are not in their Choice Zones.

2. School Selection

During each school year, the District holds a single formal application period~~s~~ for the parents and guardians of students entering kindergarten, grade six, and grade nine, and for students who are new to the District or have changed zones or sub-zones and are no longer qualified to attend the same school. Participation in the application process by students at other grade levels is optional. Parents and guardians are required to submit their children’s applications during the specified period~~s~~ to the student assignment offices in person or through mail or on-line application processes. Assignments are made at the end of the application period according to the process described below, and parents and guardians are notified by mail.

A student is considered “new” to the District for purposes of registering and participating in The Plan if any of the following conditions exist:

- a. The student’s residence changes from one choice zone to another choice zone;
- b. The student’s residence changes from one sub-zone to another non-contiguous sub-zone;

- c. The student exits a multi-zone magnet program or other special program, except students who were assigned to special programs for disciplinary purposes by the District or the Juvenile Justice system; or
- d. The student (re)enters the District from a private school, charter school, home education program, another school district, or after serving a period of expulsion.

Assignments are made on a first-come, first-serve basis following the formal application period in order to assign students to schools as quickly as possible. The District assigns these students to schools on the day their initial application is completed. However, students in the eligibility pool described later have assignment preference over new students.

In the case an application is not submitted during the specified formal application period, the student will be administratively assigned with consideration given to the preferences outlined in the Plan.

At the time of application or at the time a transfer is requested families are required to rank order the available schools in their choice zone as well as any available zone magnets or multi-zone magnets. The District makes every attempt to accommodate parental preferences using the factors established in this policy, as described below.

B. Other Factors Affecting Initial School Assignments

In addition to parental choice, the primary factor relied upon by The Plan, a number of other factors affect the assignment of students to schools.

1. Instructional Capacity

Prior to making student assignments for each school year, the Superintendent (or designee) determines the capacity of each school. The capacity determination for any school will include class size requirements, as required by Florida Constitution and state law. The capacity determination also may include seats set aside for ESE, or other

specialized programs, as determined in conjunction with recommendations of the Marketing and Program Placement Committee.

2. Multi-Zone Magnets and Zone Magnets

Requests for zone magnet schools and multi-zone magnets are accepted and assignments are made in accordance with established policies and practices, subject to the student assignment lottery, instructional capacity and applicable preferences. Students may select as many zone magnets and multi-zone magnets as they desire in addition to the zone schools available to them. Zone magnet and multi-zone magnet choices are processed first. If a student is assigned to a zone magnet or multi-zone magnet school, his or her application for zone schools will not be processed. Students who do not receive an assignment to one of the requested zone magnet or multi-zone magnet schools, will have their name placed in the eligibility pool for possible transfer to their first choice zone magnet or multi-zone magnet school and the zone school applications will be processed in accordance with The Plan guidelines. A student participating in a multi-zone magnet or a zone magnet that continues from elementary to middle receives a preference in the application process if he or she applies during the application period to the same multi-zone magnet or zone magnet. Students entering middle school Career And Professional Education Academies (CAPE academies), will receive a preference to attend the appropriate and like high school program in their zone, if they participate during the application period, select that school as their first choice and are recognized by their middle school as successful candidates for industry certification.

If a school's magnet program status changes and is no longer a zone or multi-zone magnet, preference to magnet feeder school programs no longer applies. Students

assigned to the school for each year the school was considered a zone or sub-zone magnet will continue to receive the preference as they matriculate from level to level.

3. Sibling Preference

Siblings, residing at the same address and under the same guardianship, who request to be assigned together (on the same application), are assigned to the same school within their Choice Zone as follows:

- Those children entering Kindergarten, grade 6 and grade 9, who desire to attend the same school that their sibling(s) already attend(s) will receive an assignment guarantee if they apply during the application period;
- The District attempts to accommodate siblings during later application periods by giving them a priority in the lottery process; however, if capacity does not exist, the parent/guardian must decide to accept an assignment to a different school for the incoming student or to move the siblings together to a different school where capacity exists, and;
- The siblings of students grandfathered under the provisions of The Plan, however, may not claim a sibling guarantee if such assignment would be unavailable based on their zone or sub-zone of residence.

4. Proximity Preferences- Proximity 1 and Proximity 2

Each Choice Zone school has a “Safe-Walk Zone” (a two mile range per Florida Statute) delineated by the District. The size of the Safe-Walk Zone varies according to (1) Choice Zone boundaries, (2) the reasonable walking distance limit defined by Florida Statute, and (3) safe walking conditions. Students who reside within the Safe-Walk Zone Proximity preference 1 (P1) range surrounding the school and who select that school, are given a preference in the student assignment process over students who live outside the P1 Safe-Walk Zone, subject to higher ranked priorities and capacity. Proximity preference 2 (P2) is implemented for students applying for grades KG through 8 that

provides a second level of proximity preference from the end of the P1 area reaching up to approximately 5 miles. Students residing in this zone will be provided a preference in the lottery for schools that fall within that distance from their permanent residence.

5. Random Lottery

A lottery process is used in situations in which the number of applicants for a school exceeds the available seats. Students' applications are assigned random numbers to determine the order in which their applications will be considered in the student assignment process. In the event that more students apply to a choice school than there are seats available, assignments are made to fill the capacity of the school according to the following preferences:

- a. Multi-zone magnets;
- b. Zone Magnets;
- c. ESE and special programs;
- d. Siblings;
- e. Proximity 1 (P1);
- f. Proximity 2 (P2) and;
- g. Random lottery number.

Parental Involvement Index: In an effort to encourage parent/guardian involvement, the District will study the potential of including an additional preference in the student assignment process that considers a broad range of parental involvement factors and how it might serve to enhance such involvement across The District. It is the intent that such an index could be implemented for the 2015-16 school year and serve as yet another factor in the student assignment process.

C. Continuation Opportunities

Once a student has been assigned to a school, he or she may remain at that school until he or she completes the highest grade offered by that school. Students who move from one Choice Zone to another within the District are treated as a student new to the District and are required to choose from among the schools in their new Choice Zone in accordance with the student assignment process outlined in The Plan. Students who move to a different Choice Zone following the first grading period may remain in their school of assignment for the remainder of the academic school year if their parents or guardians apply for and receive a waiver for temporary continuation of assignment as described herein. Transportation for such students is provided only if transportation routes exist and seats are available on the bus.

A change of residence within a Choice Zone has no impact on student assignment; however, the parent or guardian must notify the District of such residence change at the school where the student is enrolled so that student transportation may be arranged. Students who move from one sub-zone to another within a Choice Zone may remain in their current school of assignment to the highest grade available. If they move to a sub-zone in which they would otherwise be ineligible to attend their current school, the District only provides transportation if routes exist and seats are available on the bus.

D. Changing Schools

1. Eligibility Pool

Every effort is made to accommodate the choices of parents or guardians within the parameter of school capacity and preferences discussed above. Assignments are made in accordance with this system until all students are assigned or until no seats remain at the school and grade level.

In the event that a student cannot be accommodated at his or her first choice school, the student's name automatically is placed in an eligibility pool for possible transfer to their first-choice school when seats in the particular grade become available. Regardless of the student's choices, a student may enter the eligibility pool for only one zone school and only one zone magnet school.

Vacancies are filled by applicants in the eligibility pool in accordance with the factors affecting school assignments described in The Plan. Students in the eligibility pool who decline an available seat will have their name removed from the eligibility pool and the seat will be offered to another student. Students who accept an available seat in a magnet school are removed from any other eligibility pool. This process continues until all students are assigned or until no seats remain at the school and/or grade level.

At the end of the fifteenth school day each year, the eligibility pool is eliminated. Students wishing to leave their assigned school to attend another school in their zone after the fifteenth day, may apply for a transfer at a student assignment office using the process for transfers discussed below.

2. Transfers

a. Temporary Change of Residence (Moving) Waivers.

The District may, in the interest of promoting student assignment stability, approve a temporary student assignment waiver. Such a waiver shall expire at the end of the academic year in which it is requested.

Students who move to a different choice zone in the District following the first grading period may remain in their school of assignment for the remainder of the academic school year if their parents or guardians apply for and receive a waiver for temporary continuation of assignment. The parents or guardians also must apply for

permanent school assignment in the new zone under the school selection and student assignment process during the next appropriate registration period.

The District also may grant a waiver in the form of a temporary reassignment to a school in another Choice Zone if it can be assured, to the satisfaction of the Director of Student Assignment, that the student's residence will change to the new zone in the first semester of the academic year and that it is in the best interest of the child to begin and complete the school year in the new zone of residence.

Parents or guardians shall apply for change of residence waivers at the student assignment office. Transportation for students under either of these waivers may be provided if transportation routes exist and if seats are available on the bus.

b. In-Zone Transfers.

Parents or guardians may request one transfer for their child to attend another school in their Choice Zone at certain times by reapplying through the school selection and student assignment process. Such transfers are subject to the same factors affecting initial school assignments.

The parent or guardian must make any request for transfer at a student assignment office, indicating their ordered preference of the schools in the Choice Zone for which they are eligible.

Absent extenuating circumstances, only one such transfer is permitted during an academic year. In addition, if a transfer request is made during the first fifteen days of each school year, the student will immediately be removed from the eligibility pool for any requested school. In-zone transfers are not permitted during FTE reporting periods,

county-wide testing dates, three weeks prior to the end of the first semester, or the last quarter of each school year.

c. Waivers.

There are four recognized grounds for waivers allowing permanent assignments that are not subject to the assignment factors of The Plan. Parents must provide their own transportation if a waiver is approved unless transportation is already set up and there are seats available on the bus.

i. Employee waiver. An employee may request a waiver when he or she works at a school on a full-time basis and wants his/her child to attend that same school. Waiver requests may be approved based upon capacity and impact on class size at the time the waiver is submitted. An employee waiver may be renewed annually for as long as the employee maintains full-time employment at that school.

ii. Hardship waiver. A waiver may be granted when extenuating circumstances, which can be documented, exist for a family and those circumstances necessitate the placement of a student at a different school than the school assigned. A parent or guardian must request a hardship waiver at the school level with Principal acknowledgement prior to submitting the appropriate application to the student assignment office for their review and approval. If the student assignment office denies a hardship waiver the first time it is submitted, the parent or guardian has the

right to request a second review. If the student assignment office declines the waiver request after a second review, a third review may be requested. A committee composed of three-to-five community members selected by the Superintendent from the Equity and Diversity Advisory Committee and/or the former Student Assignment Task Force will conduct the third review. The committee is known as the Student Assignment Community Committee. No District staff will be appointed to this Student Assignment Community Committee. Parents and guardians are encouraged to provide additional documentation to support their hardship as they move to a higher level in the review process. All decisions by the Student Assignment Community Committee are reviewed and approved by the Superintendent or his/her designee.

- iii. High School waiver. A student who has been in attendance at a high school for four consecutive semesters and moves to a different zone may request a waiver. He/she is eligible for a High School waiver in order to stay at that school until graduation. High School waivers may also be granted for those students who have remained in the International Baccalaureate, Cambridge, or Center for the Arts programs for four consecutive semesters and want to leave the program but remain at the same school.
- iv. Moving waiver. A parent or guardian who moves into a different zone following the first grading period of a school year is

eligible for a moving waiver to allow the child to continue at his or her current school until the end of the second semester. The parent or guardian is required to complete an application for the next year for the correct zone.

E. Diversity

One of the District's goals is that its schools have diverse school enrollments. As explained on pages 9 and 10, the District defines diversity broadly to include a number of factors: gender, socio-economic status, race, ethnicity, academic achievement, English Language Learners (ELL), and Exceptional Student Education (ESE) needs. The District will use its best efforts to achieve diverse school enrollments by using a variety of marketing techniques, by placing programs strategically and by monitoring enrollments.

Experience in a diverse classroom better prepares students for the work force and trains students to better exercise their civic responsibilities. Education in a diverse school environment enhances students' values by bringing them together in ways that can reduce racial fears and stereotypes, teaches students how to interact comfortably and respectfully with people who are different from them, and prepares students to be better neighbors, colleagues, and citizens in our multicultural, democratic society. Diversity in the student body also helps to improve teaching and learning for all students by encouraging a multiplicity of viewpoints. Moreover, placing disadvantaged students in diverse classrooms in which teachers have high expectations for all students can positively affect their educational achievement and long-term prospects, without negatively affecting the performance of other students. In addition, diverse enrollments can improve preparation for employment and post-secondary education by teaching students the value of different

perspectives, how to function in multicultural business and educational settings, and how to communicate effectively in our increasingly heterogeneous domestic workforce and expanding global marketplace. In contrast, high concentrations of poverty, high percentages of low-achieving students, and racial isolation can all cause or contribute to serious educational harms.

In monitoring its progress in achieving diverse enrollments, the District will consider the following factors and specific targets to assure diverse enrollments are maintained at all schools:

a. Socio-economic status. The District’s goal is for each school to have a diverse enrollment with respect to socio-economic status. The District’s target for each school is to maintain student enrollment that is within 20 percentage points, plus or minus, of the zone-wide average of students eligible for Free and Reduced Meals for each level (elementary, middle and high). As shown in the following example, an individual elementary school would be within an acceptable range if the student population receiving free and/or reduced meals or free and/or reduced lunch (FARMS or FRL) represents between 38 percent and 78 percent of the total enrollment.

	FARMS/FRL Zone Average	Acceptable Variation	Lower Limit	Upper Limit
Elem.	58%	20%	38%	78%
Middle	51%	20%	31%	71%
High	37%	20%	17%	57%
Totals	50%	20%	30%	70%

As explained more fully above, research has shown that when high concentrations of poor students are assigned to any given school, the academic

achievement of all students in that school may be adversely affected. In addition, the District may collect other information regarding family socio-economic situations as students participate in the application process.

b. Achievement level: The District’s goal is to improve student achievement by ensuring that all schools serve students with varied achievement levels. The District’s target is for each school to have no more than a 20 percent variance from the zone-wide average of students scoring in level 1, as measured by the Reading portion of the Florida Comprehensive Achievement Test (FCAT). As shown in the following example, an individual middle school would be within an acceptable range if the student population scoring at level 1 on the reading portion of the FCAT represented between 12 percent and 18 percent.

	Level 1 Zone Average	20 Percent Variance	Lower Limit	Upper Limit
Elementary	14%	3%	11%	17%
Middle	15%	3%	12%	18%
High	31%	6%	25%	37%
Zone Total	19%	4%	15%	23%

By avoiding the existence of schools with high concentrations of lower-achieving students, all schools continue to maintain high expectations for all students, demand excellence, and provide the necessary support for students who need it. Ensuring that students from varied achievement levels are fairly distributed throughout the District, helps all schools meet appropriate academic progress under State and Federal accountability guidelines.

c. English Language Learners (ELL):– The District seeks to ensure that ELL students have equitable access to schools through the choice process and that ELL students are not concentrated in any school in the District. The District’s target for each school is to maintain student enrollment that is within 3 percentage points, plus or minus, of the zone-wide average of ELL at each level (elementary, middle and high). The table below suggests

ELL Zone Average	Acceptable Variation	Lower Limit	Upper Limit

that a high school's ELL student population would meet the established target if it fell between 4 percent and 10 percent.

Elem.	7%	3%	4%	10%
Middle	5%	3%	2%	8%
High	7%	3%	4%	10%
Totals	7%	3%	4%	10%

d. Race and Ethnicity: The District's goal is for its schools to have enrollments that include all racial and ethnic groups enrolled in the District and sets a target that no racial or ethnic group representing at least 5 percent of a zone's enrollment will vary from one school to another by more than 20 percent of the zone average for each level (elementary, middle and high). In the following example, the proportion of elementary Hispanic children at any elementary school should fall between 25 percent and 37 percent of the total population; whereas, the proportion of White students would be targeted to range from 32 percent to 49 percent. Specific targets would not be set for Asian and Indian students in this example because they do not represent more than 5 percent of the zone population at any level.

	Zone Average					
	BLACK	HISPANIC	ASIAN	INDIAN	MULTI	WHITE
Elem. Average	21%	31%	2%	0%	5%	41%
Acceptable Variance	4%	6%	NA	NA	1%	8%

Lower limit	17%	25%	NA	NA	4%	33%
Upper Limit	25%	37%	NA	NA	6%	49%
Middle Average	19%	24%	2%	0%	4%	50%
Acceptable Variance	4%	5%	NA	NA	NA	10%
Lower limit	15%	19%	NA	NA	NA	40%
Upper Limit	23%	29%	NA	NA	NA	60%
High Average	17%	19%	2%	1%	3%	59%
Acceptable Variance	3%	4%	NA	NA	NA	12%
Lower limit	14%	15%	NA	NA	NA	47%
Upper Limit	20%	23%	NA	NA	NA	71%
Total	19%	26%	2%	0%	4%	48%

As the District has learned through its own history of desegregation, students at racially isolated schools not only miss out on the educational benefits of learning in a diverse environment, but also may suffer additional educational harms from such isolation.

e. Exceptional Student Education (ESE): The District seeks to ensure that Exceptional Student Education programs provide equitable access to schools through the Choice process and that is consistent with the students’ IEPs, and provides the opportunity to be educated in the Least Restrictive Environment.

IX. FALSIFICATION OF INFORMATION

Fair and equitable implementation of Lee County’s Plan for Student Assignment relies on sincere and honest compliance with process guidelines. Falsification of information on applications with the intent to circumvent established procedures or to unfairly gain advantage over other applicants is considered a serious offense and is a misdemeanor of the second degree pursuant to Florida State Statute 837.06.

If falsification of any information results in an assignment outside the student’s resident Choice Zone or if a student is found to be inappropriately attending a school

without an approved transfer or assignment waiver, the student will be withdrawn from the assigned school and transferred (without regard to parental preference) to a school in the zone of residence on the basis of established assignment factors.

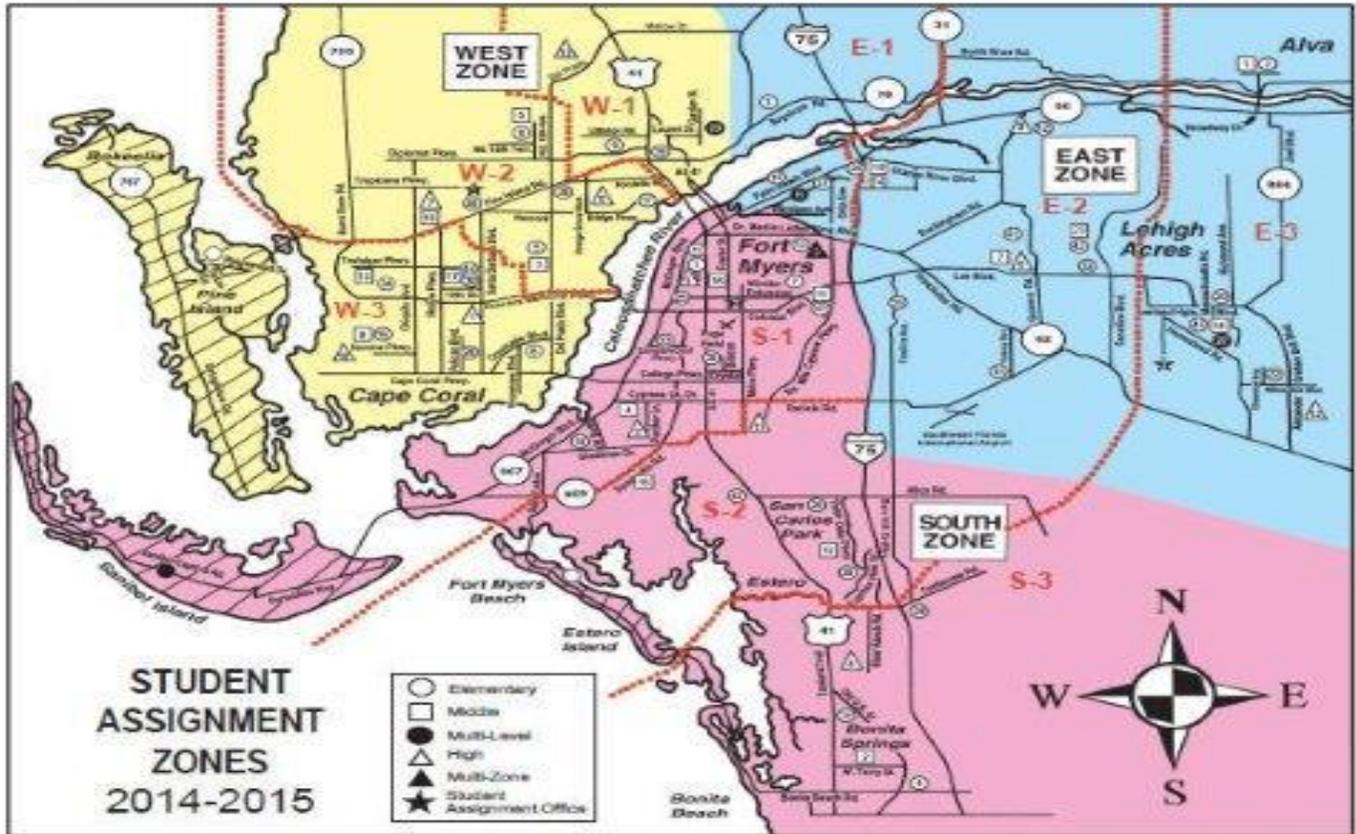
Falsification of information by parents or guardians of high school students could also jeopardize their eligibility to participate in extracurricular activities under the bylaws of the Florida High School Activities Association (FHSAA).

X. ANNUAL REPORT TO BOARD

As stated throughout, The Plan is a work in progress. It is a Plan that is designed to be flexible and subject to constant review. In order to carry out these commitments, the Superintendent shall continue to present an annual report to the Board regarding the implementation of The Plan for the previous school year and any recommendations for changes for the upcoming school year.

APPENDIX A
Subzones Map

THE SCHOOL DISTRICT OF LEE COUNTY



Free school bus transportation is provided for students who live beyond two miles from their assigned school. Students residing in barrier island boundary areas of Fort Myers Beach, and Pine Island will attend their barrier island elementary and middle school. Students residing in barrier island boundary area of Sanibel Island will attend their barrier island elementary and middle school.

WEST ZONE Student Assignment Office		SOUTH ZONE Student Assignment Office		EAST ZONE Student Assignment Office	
Cape Coral	1	Fort Myers	2	Lehigh Acres	3
Elementary Schools		Elementary Schools		Elementary Schools	
Caloosa (U)	5	Allen Park	1	Alva (K-8)	2
Cape	6	Bonita Springs (U) (A)	4	Bayshore (U)	3
Diplomat (U)	8	Colonial (U)	7	Edgewood Academy (A) (U)	10
Gulf	16	Edison Park (A)	11	G. Weaver Hippis	45
Hancock Creek	17	Franklin Park (U)	13	Gateway	15
Hector A. Cafarella, Jr. (U)	40	Heights (IB)	18	Horns Marsh	43
J. Colin English (U) (IB in progress)	19	Orangewood	25	James Stephens Academy (U) (K-8)	6
Littleton (U)	9	Pinewoods	28	Lehigh	20
NFM Academy for the Arts (K-8) (A) (U)	23	Ray V. Pottorf	41	Manatee (U)	14
Patriot	44	Rayma C. Page (U)	42	Mirror Lakes (U)	22
Pelican	26	San Carlos Park (U) (A)	29	Orange River	24
Skyline	30	Spring Creek (U)	31	River Hall (U)	12
Trafalgar (U)	34	Tanglewood	33	Sanchine	32
Tropic Isles	38	Three Oaks	36	Tice (FL)	37
Middle Schools		Middle Schools		Middle Schools	
Caloosa	3	Villas	39	Tortuga Preserve (STEM) (U)	46
Challenger	17	Bonita Springs (A)	2	Treeline (U)	35
Diplomat	5	Cypress Lake (A)	4	Veterans Park (K-8) (A) (U)	27
Gulf	8	Fort Myers Middle Academy (U) (T)	16	High Schools	
Mariner (IB in progress)	10	Lexington (IB)	15	Alva (K-8)	1
NFM Academy for the Arts (K-8) (A) (U)	23	Paul Laurence Dunbar	11	Horns Marsh (STEM) (U)	28
Trafalgar	13	Three Oaks (U)	12	James Stephens Academy (U) (K-8)	6
High Schools		High Schools		High Schools	
Cape Coral (IB)	1	Cypress Lake (A)	2	Lehigh Acres (U)	14
Ida S. Baker (C)	10	Dunbar Zone Magnet (IB STEM Candidates)	3	Oak Hammock (A) (U)	10
Island Coast	13	Estero (CA)	4	Varsity Lakes (U)	7
Mariner	7	Fort Myers (IB)	5	Veterans Park (K-8) (A) (U)	27
North Fort Myers (A) (CA)	8	South Fort Myers (C)	11	High Schools	
				Dunbar Zone Magnet (IB STEM Candidates)	3
				East Lee County (C)	12
				Lehigh Senior (A) (CA)	6
				Riverdale (IB)	9

(A) Arts Program; (C) Comprehensive Program; (IB) International Baccalaureate; (CA) Cambridge Program; (T) Technology Program; (STEM) Science, Technology, Engineering, Math; (FL) Foreign Language; (U) this school has a uniform clothing policy

**APPENDIX B
ZONE AND SUB-ZONE GROUPINGS**

	EAST ZONE			SOUTH ZONE			WEST ZONE		
ZONE	ELEMENTARY	MIDDLE	HIGH	ELEMENTARY	MIDDLE	HIGH	ELEMENTARY	MIDDLE	HIGH
Sub-Zone 1 Residents Attend	Bayshore	Harns Marsh (STEM)	Dunbar (IB/S)	Allen Park	Cypress Lake	Cypress Lake (A)	Caloosa	Caloosa	Island Coast
	Edgewood (A)	*James Stephens (K-8)	Lehigh Sr (A) (CA)	Colonial	Fort Myers	Fort Myers (IB)	Diplomat	Diplomat	Mariner
	Gateway	Oak Hammock (A)	Riverdale (IB)	Edison Park (A)	Lexington (IB)	South Fort Myers (C)	Hancock Creek	Mariner (IB in progress)	North Ft Myers (A) (CA)
	Harns Marsh	Varsity Lakes		Franklin Park (T)	PL Dunbar		Hector A Cafferata Jr	NFM Acad Arts (K-8) (A)	
	*James Stephens (K-8)			Heights (IB)	Three Oaks		JC English (IB in progress)		
	Manatee			Orangewood			Littleton		
	Orange River			Ray V. Pottorf			NFM Acad Arts (K-8) (A)		
	River Hall			Rayma C. Page			Tropic Isles		
	Sunshine			San Carlos Park (A)					
	Tice (FL)			Tanglewood					
Tortuga Preserve (STEM)			Three Oaks						
Treeline			Villas						
Sub-Zone 2 Residents Attend	Bayshore	Harns Marsh (STEM)	Dunbar (IB/S)	Allen Park	Bonita Springs Mid	Cypress Lake (A)	Caloosa	Caloosa	Cape (IB)
	Edgewood (A)	*James Stephens (K-8)	E Lee Co (C)	Bonita Springs (A)	Center for the Arts (A)	Estero (CA)	Cape	Challenger	Ida S Baker (C)
	G. Weaver Hipps	Lehigh	Lehigh Sr (A) (CA)	Colonial	Cypress Lake (A)	Fort Myers (IB)	Diplomat	Diplomat	Island Coast
	Gateway	Oak Hammock (A)	Riverdale (IB)	Edison Park (A)	Fort Myers Acad (T)	South Ft Myers (C)	Gulf	Gulf	Mariner
	Harns Marsh	The Alva School (K-8)		Franklin Park (T)	Lexington (IB)		Hancock Creek	Mariner (IB in progress)	North Ft Myers (A) (CA)
	*James Stephens (K-8)	Varsity Lakes		Heights (IB)	PL Dunbar		Hector A Cafferata Jr	NFM Acad Arts (K-8) (A)	
	Lehigh	Veterans Park (K-8) (A)		Orangewood	Three Oaks		JC English (IB in progress)	Trafalgar	
	Manatee			Pinewoods			Littleton		
	Mirror Lakes			Ray V Potter			NFM Acad Arts (K-8) (A)		
	Orange River			Rayma C Page			Patriot		
River Hall			San Carlos Park (A)			Pelican			
Sunshine			Spring Creek			Skyline			
The Alva School (K-8)			Tanglewood			Trafalgar			
Tice (FL)			Three Oaks			Tropic Isles			
Tortuga Preserve (STEM)			Villas						
Treeline									
Veterans Park (K-8) (A)									
Sub-Zone 3 Residents Attend	Gateway	Harns Marsh (STEM)	E Lee Co (C)	Bonita Springs (A)	Bonita Springs Mid	Estero (CA)	Caloosa	Caloosa	Cape (IB)
	G. Weaver Hipps	Lehigh	Lehigh Sr (A) (CA)	Pinewoods	Center for the Arts (A)	South Ft Myers (C)	Cape	Challenger	Ida S Baker (C)
	Harns Marsh	Oak Hammock (A)	Riverdale (IB)	Rayma C Page	Lexington (IB)		Diplomat	Diplomat	Island Coast
	Lehigh	The Alva School (K-8)		San Carlos Park (A)	Three Oaks		Gulf	Gulf	Mariner
	Manatee	Varsity Lakes		Spring Creek			Hancock Creek	Mariner (IB in progress)	North Ft Myers (A) (CA)
	Mirror Lakes	Veterans Park (K-8) (A)		Three Oaks			Hector A Cafferata Jr	Trafalgar	
	River Hall						Patariot		
	Sunshine						Pelican		
	The Alva School (K-8)						Skyline		
	Tortuga Preserve (STEM)						Trafalgar		
Treeline						Tropic Isles			
Veterans Park (K-8) (A)									
Zone-Wide Options			Dunbar (IB/S)	Heights (IB)	Fort Myers Acad (T)	Cypress Lake (A)	JC English (IB in progress)	NFM Acad Arts (K-8) (A)	Cape (IB)
			E Lee Co (C)		Lexington (IB)	Ft Myers (IB)	NFM Acad Arts (K-8) (A)		Ida Baker (C)
Multi-Zone Options			Lehigh Sr (A) (CA)			South Ft Myers (C)			North Ft Myers (A) (CA)
			Riverdale (IB)						
			(A) Arts Program						
			(C) Comprehensive Program						
			(CA) Cambridge Program						
			(FL) Foreign Language						
						(IB) International Baccalaureate			
						(IB/S) IB/STEM Candidate			
						(STEM) Science, Technology, Engineering, Math			
						(T) Technology			