



# THE PLAN FOR STUDENT ENROLLMENT 2021-2022

*The Plan for Student Enrollment informs and guides registering  
and enrolling students into  
The School District of Lee County*

**Student Enrollment PLC | Fall  
2020**

*Approved November 19, 2020*

# THE PLAN FOR STUDENT ENROLLMENT

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# THE PLAN FOR STUDENT ENROLLMENT

## I. INTRODUCTION

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The School District of Lee County Plan for Student Enrollment informs and guides the necessary components of enrolling students into the schools of Lee County. This plan builds on the successes of the past, addresses current needs, and has the flexibility to meet the opportunities and challenges of Lee County's students in the future. The Plan's focus on offering parental choice reflects a belief in the educational benefits of providing a variety of options for enhancement in a student's learning while maintaining the District's focus on continuous improvement of student achievement. Each student has the opportunity to achieve his/her highest personal potential.

This plan differs from the systems of enrolling students in other Florida school districts as well as those used in most other states. Families enrolling in Lee County Schools for the first time will find that school enrollment is not bound by a boundary drawn around a school. The enrollment concept, developed around zones, provides Lee County families with added choice and flexibility enabling them to find the best fit for their child. Parents have multiple choices for the education of their child and are encouraged to research each school to find the learning environment that best meets the needs of their child. The School District of Lee County is a strong and competitive school system. Each school in The School District of Lee County provides equitable services to meet the needs of the whole child and each school is academically, athletically and programmatically competitive with other school options available within the District and the county, surrounding counties and across the State of Florida. Since its implementation, more than twenty years ago, The Student Enrollment Plan is subject to constant review and refinement.

## II. STUDENT ENROLLMENT PROCESS

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### A. Open Enrollment / School Selection

During each school year, the District holds a single formal enrollment period (Open Enrollment) for the parents and guardians of students entering kindergarten, grade six, and grade nine, also during this period students who are new to the District or students that have changed residential/choice zones or sub-zones submit enrollment applications. Participation in the enrollment process by students at other grade levels is optional, but limited to two schools of enrollment per level (elementary, middle and high). Parents and guardians are encouraged to submit their children's applications during the specified period to the student enrollment office through the on-line application process, by mail, or in person. Students that have been enrolled in a District school and withdrawn will be enrolled in the same school upon re-enrollment. This is contingent on residential address, level (elementary, middle, high) and SDM remaining unchanged.

Parents may come **ANY Day** during the advertised Open Enrollment period. Placements are made at the **end** of the enrollment period. Enrolling the first day does **NOT** impact a parent's guarantee of a particular school. Parents and guardians will be notified of their school after the lottery is run at the end of the enrollment period.

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

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### B. Factors Affecting Initial School Enrollment

In addition to parental preference, the primary factor relied upon by The Plan, other factors impact the enrollment of students to schools.

#### 1. Instructional Capacity

Prior to making student enrollments 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.

#### 2. Sibling Preference

Parents may choose to request their younger child(ren) be enrolled in the same school by providing an application with all siblings on the same application. Siblings are defined as children **residing at the same address and having the same guardians.**

- Parents with siblings currently enrolled in The School District of Lee County will receive written notification prior to the first enrollment period indicating that their siblings are enrolled in the same school for the upcoming school year. There is no need for the parent to complete any paperwork unless there is a request to change the school of enrollment.
- Parents are responsible to ensure siblings connect via parents and address.
- Children entering elementary school (kindergarten) desiring to attend the same school as a sibling is currently enrolled will be granted the request **IF** the parent completes an application during pre-registration, or during the first application period.
- The District will attempt to give parents with siblings enrolling after the first application period priority in the lottery process; however, if capacity does not exist, the parent will need to decide to accept an enrollment to a different school for the incoming student or to move the siblings together to a different elementary school where capacity exists for their kindergarten child.
- If a student has been "grandfathered" under the provisions of the Student Enrollment Plan the sibling is **NOT** guaranteed enrollment. \*Transportation is NOT guaranteed in "grandfathered" enrollments.

#### 3. Proximity Preferences - Proximity 1, Proximity 2 and Proximity 3

Each Residential/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) Residential/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) and select that school, are given a preference in the student enrollment process over students who live outside the P1 Safe-Walk Zone, subject to higher ranked priorities and capacity. High Schools have only P1 as a proximity preference. This is due to high schools offering specific programs that may attract students from multiple subzones within the zone. Students may choose to have longer travel times on the bus at the high school level to meet their educational needs.

Proximity preference 2 (P2) is implemented for students applying for grades KG through 8. This provides a second level of proximity preference from the end of the P1 area reaching up to approximately 5 miles.

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Students residing in this zone will be provided a preference in the lottery for schools that fall within that distance from their permanent residence.

All students applying for grades KG through 8 that live beyond approximately 5 miles from a school will be provided a Proximity preference 3 (P3) to the school in their enrollment zone that is the closest to their permanent residence of equal weight to P2 in the random lottery.

### 4. Zone Attractor Programs

Requests for zone attractor programs are processed and enrollments are made in accordance with established policies and practices, subject to the student enrollment lottery, instructional capacity and applicable preferences. A zone attractor program choice is processed first. If a student is enrolled to a zone attractor program school, his or her application for zone schools will not be processed. Students not receiving an enrollment to the requested zone attractor program school will have their name placed in the eligibility pool for possible transfer to their first-choice zone attractor program school. Zone attractor programs are subject to revisions.

### 5. Random Lottery

A lottery process is used in situations in which the number of applicants for a school exceeds the available seats. Student applications are provided random numbers to determine the order in which their applications will be considered in the student enrollment process. If more students apply to a residential/choice school than there are seats available, enrollments are made to fill the capacity of the school according to the following preferences:

- Zone attractor programs (*unique curriculum program(s) specific to a school/zone*)
- ESE and special programs
- Sibling preference
- Proximity 1 (P1)
- Sibling guarantee
- Proximity 2 (P2) and Proximity 3 (P3)
- Serious illness or death of custodial parent
- Dependent child of active duty military personnel whose move is a result of military orders
- Relocated due to foster care placement in a different school zone
- A move due to court-ordered change in custody
- Random lottery number

### C. Grandfathering

Under The Plan, students have the option to continue in their current schools until they complete the highest grade offered at that school. Younger siblings at the school with older sibling will be required to move to a school within their residential sub-zone when older sibling completes highest grade offered. Such "grandfathering" includes students at zone attractor programs. Siblings of students enrolled at schools transitioning from one zone to another, from one sub-zone to another are **not** permitted to enroll at schools that are not in their Residential/Choice Zones. Transportation is NOT guaranteed under the "grandfathering" enrollment option.

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### D. Continuation Opportunities

Once a student has been enrolled to a school, he or she may remain at that school until he or she completes the highest grade offered by that school. Exceptions are referenced in section II,C; Grandfathering. Students who move from one Residential/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 Residential/Choice Zone in accordance with the student enrollment process outlined in The Plan. Students who move to a different Residential/Choice Zone after enrollment is complete have the option to request to remain in their school of enrollment for the remainder of the academic school year. Parents or guardians apply for and receive a moving waiver for temporary (current school year) continuation of enrollment as described herein. Transportation for such students is provided only if transportation routes exist and seats are available on the bus. Moving waivers may be revoked due to discipline matters, attendance/tardiness and academic issues.

A change of residence within a Residential/Choice Zone has no impact on student enrollment; however, the parent or guardian must provide notification of the residential address 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 Residential/Choice Zone may remain in their current school of enrollment 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.

### E. Kindergarten Pre-Registration

Student Enrollment offers Kindergarten Pre-registration in the fall for the upcoming school year. This allows parents to pre-register their child for kindergarten. For the upcoming school year, child must be 5 years old on or before September 1, 2021 to be enrolled. Pre-registering allows parents to avoid lengthy wait times at the Student Enrollment Office during the Open Enrollment application period which runs mid-January through February. Parents that pre-register will receive a preprinted application mailed in January and may go online to rank order schools in order of preference during the open enrollment. Parents are required to provide the following documents:

- Physical exam
- Florida certificate of immunization
- Original birth certificate
- Proof of address
- Social security card (if available)
- Custody documents (if applicable)

Parents will also receive information about the District of Lee County's kindergarten screener and suggestions to assist their child with Language and Math development. Guidance will be provided on the steps for a smooth transition into school. Additionally, parents will be provided information on making connections to their school. The School District wants to ensure that families are involved in their child's learning. This early interaction helps children to be more successful in school.

### F. Rolling Enrollment

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Enrollments are processed on a first-come, first-serve basis after the Open Enrollment application period in order to enroll students to schools as quickly as possible. The District enrolls these students to schools on the day their initial application is completed.

### **G. Florida House Bill 7029 Enrollment and Transfers**

In addition to the opportunities for school enrollment addressed in other provisions of this plan, students residing in other school districts in the state of Florida, who are not subject to suspension or expulsion, may exercise their right under Florida House Bill 7029, to seek enrollment to a school in the Lee County School District which has not reached capacity. Such school enrollments shall be made according to the following process. Other provisions of The Plan do not apply to enrollment under this section unless specifically stated.

1. Applications will be accepted during a two-week period beginning four weeks prior to the start of the following school year. A lottery will be conducted at the end of the two weeks to determine available capacity based on the following lottery preferences (b through e carry the same weight):
  - a. Serious illness or death of custodial Parent
  - b. Dependent child of an active duty military personnel whose move is a result of military orders
  - c. Relocated due to foster care placement in a different school zone
  - d. A move due to court-ordered change in custody
2. Capacity – School capacity for purposes of Florida House Bill 7029 under this section is defined as 90% of program capacity to meet growth in five years based on projections. The capacity of each school in the District and a separate listing of schools that have not reached capacity is maintained on the District website. If the District website shows capacity is available at a school in which the student is seeking to enroll, the parent must contact the student enrollment office to determine whether the available seat(s) are of the grade and service delivery model appropriate to serve the student. School enrollment of students pursuant to this provision is based on the availability of a seat appropriate to meet the student’s educational needs. If the student’s needs change such that the seat is no longer appropriate to serve the student, the parent must return to the Student Enrollment office to determine if an appropriate seat is available. If there is no seat available in the school that is appropriate to serve the student, the student will be required to return to the district of residence to seek enrollment at a school with services needed to serve the student appropriately.
3. Grandfathering – Students will be grandfathered to the highest level of school enrolled.
4. Transportation – Transportation is not provided to students enrolled to a district school under this section.
5. Limitations – School transfer under this provision is not permitted.
6. Preferences – The preferences addressed in section II.B. of The Student Enrollment Plan, including proximity and sibling preferences do not apply to students residing outside of the Lee County School District enrolled or transferred under this section. Only the preferences listed in Section III.C.1. apply to such students.
7. Revocation – The enrollment or transfer of a student to a Lee County District school under this section shall be revoked: 1) immediately, if the student receives an expulsion or out of school suspension, and 2) at the

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semester break, if the student's attendance is insufficient to meet educational needs as determined in the sole judgment of the school principal.

8. Eligibility Pools – Eligibility pools are not open to students seeking enrollment under this section.
9. Waivers – School enrollment waivers addressed in section III.C. of The Plan are not available to students seeking enrollment or transfer under this section.

**\*NOTE: The term "Enrollment House Bill 7029" will be placed on the student enrollment application.**

### H. Student Enrollment Office Location, Hours, and Contact Information

The District Student Enrollment Office is located in the Lee County Public Education Center at 2855 Colonial Blvd., in Fort Myers. Parents and guardians may email questions to [studentenrollment@leeschools.net](mailto:studentenrollment@leeschools.net), visit the District website [www.leeschools.net](http://www.leeschools.net), or visit the Student Enrollment Office.

Public office hours: **Monday-Friday, 9:00 AM – 4:00 PM.**

**Student Enrollment Office** - Located in The Lee County Public Education Center  
2855 Colonial Blvd.  
Fort Myers, FL 33966  
[studentenrollment@leeschools.net](mailto:studentenrollment@leeschools.net)

## III. ENROLLMENT RESIDENTIAL/CHOICE ZONES, SUB-ZONES AND PROGRAMS

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As explained more fully below, The Plan divides the District into three Residential/Choice Zones and each of these three zones is further divided into three sub-zones. This makes a total of nine areas, excluding the three barrier islands. Because of the strong community concern about equity, the District established funding priorities for capital improvement projects to maintain equivalency of facilities among the Residential/Choice Zones and sub-zones, as well as, to maintain adequate capacity for students residing within each zone and sub-zone.

### A. Residential/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 residential/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 Residential/Choice Zones are shown in the maps in Appendix A.

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Existing and planned transportation networks, topographical constraints, available school capacity at each level, and student demographic characteristics were considered in developing the Residential/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 residential/choice zone, and students residing in the attendance areas for these schools do not participate in the student enrollment 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 attractor program schools under the procedures discussed below. Students residing in the geographic boundary of schools on these barrier islands are enrolled 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 Residential/Choice Zones. This increased the opportunity for students to attend schools closer to their homes and helped to reduce transportation costs.

Each of the three zones is 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 enrollments to a noncontiguous sub-zone within the zone.

A map of each zone including the sub-zones 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.

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.

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In addition to the core educational program, advanced educational programs offer students to enroll to meet their academic needs. Such programs also promote diverse school enrollments and prevent isolation. Advanced programs build upon the core educational program and offer additional courses that focus on the talents, interests, and skills of the students. These advanced programs may be located in a variety of schools at all levels. As mentioned 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 enrollment 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.

### C. Distribution

The school groupings for each of the three zones and for the nine sub-zones are shown in the table in Appendix B. The zone attractor program schools are also 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 zone and multi-zone attractor programs, 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 Residential/Choice Zones and sub-zones, as well as, maintain adequate capacity for the students residing within each zone and sub-zone.

### D. Advanced Programs and Zone Attractor Programs

The Plan provides for the District to offer advanced educational programs in the Arts, International Baccalaureate, FGCU Associate's Degree Program and the AICE/Cambridge Program. These advanced programs continue to have admissions or eligibility criteria. Parents and guardians of students applying to advanced programs must comply with the application procedures of this Plan, and students must meet the application requirements for the selected program.

Advanced Programs available for high school students include the Florida Gulf Coast University (FGCU) Associate Degree Program at Bonita Springs High and Gateway High; the International Baccalaureate Programs at Cape Coral High, Dunbar High, Fort Myers High, and Riverdale High; the AICE/Cambridge Programs at East Lee County High, Estero High, Lehigh Senior High, and North Fort Myers High and the Arts programs at Cypress Lake High, Lehigh Senior High, and North Fort Myers High.

Middle schools also offer advanced programs in the area of Arts at the school sites of Bonita Springs Middle, Cypress Lake Middle, North Fort Myers Academy, Harns Marsh Middle, Oak Hammock Middle and Veterans Park Academy.

Parents and guardians of students residing in Lee County must submit an enrollment application for these advanced high school and middle school programs during the designated annual open enrollment period mid-January until February. Only "new" students to the District are permitted to apply and enroll in a special high school or middle school program after the open application period has ended. By definition, a "new" student to the District

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is one that moves to Lee County from another Florida county, from outside of the State of Florida, or from outside of the country. Students enrolling from another zone or subzone within the District are not considered “new” students. Additionally, students enrolling from a private school, virtual program, charter school or homeschooled in Lee County are not considered “new” students for purposes of The Plan.

High schools and Middle schools also offer career academies that students and parents are encouraged to review. In a limited number of sub-zones the District offers attractor schools offering a specific program that the parent may select.

Under The Plan, the District replicates and expands educational programs by following a district process to ensure that all programs meet the same high standards of quality and instructional value. Current information is available on the District website [www.leeschools.net](http://www.leeschools.net).

## IV. CHANGING SCHOOLS/TRANSFERS & WAIVERS

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### A. Eligibility Pools

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

If an elementary student (not including ESE, or limited option zones) cannot be accommodated at **his or her first, second, third 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 grade needed become available. Regardless of the student’s choices, a student may enter the eligibility pool for only one zone school and only one zone attractor program school.

Vacancies are filled by applicants in the eligibility pool in accordance with the factors affecting school Enrollments 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 an attractor program school are removed from any other eligibility pool. This process continues for the upcoming school year until the last day of July.

### B. Transfers

#### 1. In-zone Transfers

Parents or guardians may request **one** transfer for their child to attend another school in their Residential/Choice Zone **one** time during each of the three levels (elementary, middle and high) by reapplying through the student enrollment application process. Such transfers are subject to the same factors affecting initial school enrollments. The parent or guardian must make any request for transfer at the Student Enrollment office, indicating their ordered preference of the schools in the Residential/Choice Zone for which they are eligible. A student’s last opportunity for the one transfer is at the end of the first semester of his or her eleventh (11<sup>th</sup>) grade year. Absent

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extenuating circumstances, only **one** such transfer is permitted during these levels. The District is focused on stabilization, continuity and each student's academic success.

The District has one scheduled opportunity for students in grades KG through 11 to apply for a transfer. Applications will be available in mid-November for a second semester transfer. Approval is dependent on seat availability.

### C. Waiver

There are **seven** recognized grounds for waivers allowing permanent enrollments that are not subject to the enrollment factors of The Plan:

- SDLC Employee Waiver
- Hardship Waiver
- High School Waiver
- Medical Waiver
- Moving Waiver
- Advanced Program Exit Waiver
- Career Academy Waiver

Additional waivers may be added to support student needs and the need to track student mobility.

**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.**

#### 1. Employee Waiver In-County / Out-County

Employee Waiver information can be found at [www.leeschools.net](http://www.leeschools.net) by selecting the "For Employee" tab.

#### 2. 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 enrolled. An older sibling requesting a transfer to younger sibling's school of enrollment is not considered a hardship. If the hardship waiver is denied the first time it is submitted (level 1), the parent or guardian has the right to request a second review (level 2). A waiver denied a second time may have a third and final review (level 3). The deadline for submitting a hardship waiver for the upcoming school year is **July 31<sup>st</sup>**.

A committee composed of three-to-five community members selected by the Superintendent from advisory committees, or community members will conduct the third review. The committee is known as the Student Enrollment Community Committee. No District staff serve on this Student Enrollment 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 Enrollment Community Committee is reviewed and approved by the Superintendent or his/her designee. The deadline for submitting a hardship waiver is July 31<sup>st</sup>, unless an extenuating circumstance exists.

#### 3. 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.

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### 4. Medical Waiver

A parent may submit a Medical Waiver Application when extenuating medical circumstances exist for the student. A letter from parent along with documentation from physician **must** accompany request. Documentation should include medical condition, date of diagnosis, severity of condition, frequency of condition, hospitalizations, medication required, additional information or procedure to be performed.

### 5. Moving Waiver

In the interest of promoting student enrollment stability, the District may approve a temporary student enrollment moving 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 enrollment may remain in their school of enrollment for the remainder of the academic school year if their parents or guardians apply for and receive a waiver for temporary continuation of enrollment. The parents or guardians **must** apply for permanent school enrollment in the new zone under the school selection and student enrollment process during the next appropriate registration period.

The District may also grant a waiver in the form of a temporary reenrollment to a school in another Choice Zone if it can be assured, to the satisfaction of the Executive Director/Director of Student Enrollment, 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 Enrollment Office. Transportation for students under either of these waivers may be provided if transportation routes exist and if seats are available on the bus.

### 6. Advanced Program Exit Waiver

Advanced program exit waivers may also be granted for those students who have not remained in the IB, AICE/Cambridge, Center for the Arts or FGCU Associate's programs for four consecutive semesters and want to leave the program but remain at the same school of enrollment. School Principal and Coordinator of Program will review waiver and approve prior to submittal to the Student Enrollment Department.

### 7. Career Academy Waiver

Career Academy waivers may be granted for those students requesting enrollment in a school with a particular academy of interest. Request will be received by The Student Enrollment Department and reviewed by the Career and Technical Education (CTE) Department.

## V. HISTORY

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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.

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

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 Enrollment ("The Plan"). The Board approved the Plan on February 24, 2004 and implemented in the 2005-2006 school year. The Plan has undergone fifteen annual reviews for possible changes, revisions and improvements. The provisions of this plan apply to school enrollments made for the 2021-2022 school year and each school year thereafter until The Plan for Student Enrollment 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.

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 Enrollments for students and encourage a healthy competition among schools striving for academic excellence. Under The Plan, students continue to be enrolled to schools within the parameters of physical space, popular Enrollment preferences, such as sibling and proximity preferences and, unless students move, they are allowed to remain in the school to which they are enrolled until they finish the highest grade level in that school. Such stability continues to promote higher levels of student achievement in the District.

### A. Brief History of the Lee County Public Schools Student Assignment Plan

1964	Lawsuit - Rosalind Blalock vs. Lee County Schools. District found operating an unconstitutionally racially segregated school system.
1970	Beginning of Court Ordered Desegregation in the Lee County Public Schools utilizing Boundary System.
1970-1995	Issues during this time period included frequent changes in Boundaries, lengthy bus rides for minority students, and inability to achieve unitary status under the existing system.
1995	Adopted the policy of school choice in order to achieve unitary status utilizing a Unitary School System Advisory Committee (USSAC). Included a combination of boundary changes and magnet programs pending implementation of managed choice within three years.
1996	Controlled Choice Plan adopted for implementation in the 1998-1999 school year.
1997	School District makes last boundary changes for the 1997-1998 school year.

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1998-1999	School Choice implemented with three attendance zones. Magnet programs served all three attendance zones.
1999	Unitary Status achieved.
1999-2004	Federal monitoring for full compliance of Unitary Status based upon School Choice plan.
2002-2004	Planning time frame for reconsideration of the student assignment options.
2004	The current plan for Student Assignment was approved by the School Board. The Plan was modified for zones and subzones, replication of programs for equal and more convenient access, and elimination of race as criteria for student assignment. Implementation began in 2005-2006 school year.
2005-2006	Plan updates for the 2006-2007 school year provided for the possibility of waiving the non-contiguous sub-zone assignment principle under certain circumstances and implemented the sub-zone preference as an additional assignment factor. Other updates 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.
2006-2007	Plan updates for the 2007-2008 school year included a clarification of the qualifications for assignment waivers and modified the mix of educational facilities and opportunities in each zone through the addition of new schools.
2007-2008	Plan updates for the 2008-2009 school year included a change in language to improve clarity and understandability, the term "attractor" has been changed to "magnet." A reference to racial and ethnic guidelines and racial isolation as assignment criteria was removed or modified to reflect the broader perspective of diversity addressed in The Plan. The term Parent Information Center (PIC) was replaced with "student assignment office" and language reinforcing on-line application completion was added. Additional language was added to include constitutional class size limits in the determination of school instructional capacity and to enhance identification of goals around the diversity factors of race and ethnicity, English language learners (ELL), socio-economic status, achievement level, and Exceptional Student Education needs. In-zone transfers were further restricted and precluded in the final quarter of each school year as opposed to the final 20 days. A reference to parental designation of children's race was removed from Section IX. FALSIFICATION OF INFORMATION since it was irrelevant.

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2008-2009	Plan updates for the 2009-2010 school year included additional language to strengthen and clarify the distinction between sibling guarantee and sibling preference. The sub-zone preference implemented in 2006-2007 was eliminated to allow students without preferences reasonable opportunities to attend more Lee District schools. The maintenance and proactive processing of eligibility pools was shortened from twenty to fifteen days after the school year begins. Employee waivers were restricted based upon capacity and impact on class size at the time the waiver was requested. Dunbar High School was redefined as an East Zone school with multi-zone magnet seats available for South Zone students. South Zone students living in proximity to Dunbar High School were to receive an assignment preference to magnet seats over non-proximity students living in the South Zone. The geographic sub-zone boundary between E-1 and E-2 was adjusted to incorporate the area lying south of the Caloosahatchee River, east of I-75 and north of Hwy 82 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. Lee Middle School was removed as an option in the East Zone.
2009-2010	No recommended changes to Plan for the 2010-2011 school year.
2010-2011	No recommended changes to Plan for the 2011-2012 school year.
2011-2012	Plan updates for the 2012-2013 school year included language to accommodate an application preference for middle school students applying to specific high schools (if an when middle school career academies are implemented), language clarifying that similar magnet application preferences end when schools are no longer considered magnets, a second proximity zone preference for elementary and middle school students residing between approximately 2 and 5 miles from each school, and committing the District to study the potential for adding an additional assignment preference based upon parent involvement.
2012-2013	Plan updates for the 2013-2014 school year included adding the high school Cambridge Academy Program (AICE) as a choice magnet requiring specific entrance criteria and committing the District to study the potential for adding an additional assignment preference based upon parent involvement.
2013-2014	Plan updates for the 2014-2015 school year included clearly defining the various types of waivers, documenting waiver qualification information, and updating the waiver review/approval process. Updates also included the establishment of systematic enrollment deadlines for special high school programs to occur prior to the batch lottery process and a move to a longer, single formal school choice application period followed by a single batch lottery assignment process.
2014-2015	Plan updates for the 2015-2016 school year include providing students applying for grades KG through 8 who reside beyond 5 miles from any school with a proximity preference to the school located closest to their home, establishing Dunbar High School as a choice school for all East subzone 3 (E3) resident students, and restricting in-zone transfers for all high school students to the end of the first semester.

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2015-2016	Plan updates for the 2016-2017 include a restructuring of the content of the plan as well as the addition of relevant information to make the document easier to read and comprehend and updated to reflect the change of James Stephens (K-8) to James Stephens (K-5).
2016-2017	Plan updates for the 2017-2018 were made to include school program updates removing STEM from Tortuga Elementary, adding Cambridge to East Lee County High, changing final opportunity to transfer to end of first semester GR 11 <sup>th</sup> (junior year). Seniors are not transferred. Updates also included Piloted programs, addition of relevant information and changes due to House Bill 7029-Florida Open Enrollment Law.
2017-2018	Plan updates for the 2018-2019 were made to include middle school arts programs to become part of the Plan with the same eligibility criteria as high school. Update also includes a revision to the sibling preference allowing an incoming student with a sibling currently assigned at a school of the same level, a greater preference than multiple siblings applying together with no sibling currently attending.
2018	Plan update for second semester transfer process was approved to include middle schools as well as high schools for 2018-19.
2019-2020	<p>Plan updates for 2019-2020 include:</p> <ul style="list-style-type: none"> <li>• Reordering the text of The Plan, putting emphasis on the process of enrollment of students into The School District of Lee County while maintaining the document's intent and history</li> <li>• Changing the name "student assignment" to the Student Enrollment to accurately align with the work and responsibility of the department</li> <li>• Elementary student's name automatically is placed in an eligibility pool if first, second or third choice is not accommodated</li> <li>• Adding Kindergarten Pre-Registration</li> <li>• Consolidating In-County and Out-County Employee Waivers</li> <li>• Reducing Eligibility Pool to 10 days</li> </ul>

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2020-2021	<p>Plan updates for 2020-2021 include:</p> <ul style="list-style-type: none"> <li>• Addition of a Medical Waiver and medical waiver code (92).</li> <li>• Addition of an Advanced Program Exit Waiver and Advanced Program Exit waiver code (94).</li> <li>• Sibling defined as <b>younger</b> sibling enrolled at school location with an older sibling. Sibling enrollment does <b>not</b> apply to an older sibling requesting enrollment with a younger sibling.</li> <li>• Addition of July 31<sup>st</sup> as End Date to submit <i>Hardship Waiver</i> for the upcoming school year.</li> <li>• Align End Date for <i>Eligibility Pool</i> (waitlist) with end date for hardship waivers, July 31<sup>st</sup>.</li> <li>• Align Elementary School in-zone transfer requests with 2<sup>nd</sup> semester transfer request process implemented for Middle School and High School students.</li> <li>• Enroll students returning to SDLC into the student’s previous school of enrollment. (Level [elementary, middle, high], residential sub-zone options and SDM unchanged.)</li> <li>• Change of enrollment to different school during elementary, middle and high years is limited to <b>one</b> change of school per level.</li> <li>• Gateway High School added in East Zone.</li> <li>• Revision and elimination of zone magnet/attractor programs. (Specifics are indicated on Student Enrollment applications).</li> <li>• First steps implemented to transition toward proximity.</li> </ul>
2021-2022	<ul style="list-style-type: none"> <li>• Dates changed to reflect 2021-2022.</li> <li>• SDLC Employee Waiver information moved to district For Employees website.</li> </ul>

### B. Plan Development History

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

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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, any concerned citizens could call at any time 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.

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### VIII. KEY PLAN COMPONENTS

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Based on extensive community input from the Student Advisory Committee, Equity & Diversity Advisory Committee (EDAC), District Advisory Committee (DAC), Community Forum at Dunbar Community School, Academic Cabinet and School Administrators and the Student Enrollment Professional Learning Community (PLC), The Plan for Student Enrollment 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.

#### **Residential/Choice Zones**

- Provides opportunity for parents to send their child to a school close to home
- Allows parents to determine the ride time for the child

#### **Programs**

- Promotion of programs
- Continuation of educational equity in schools
- Maintaining the diversity for the District
- Promotes student achievement through rigorous curriculum
- Replicating of content to meet student needs

The Plan also is flexible by design to address the dynamic circumstances in which the District finds itself today. The District's enrollment continues to grow and become more diverse. The District faces the on-going challenge of increased educational demands and limited resources. In this context, Lee County families continue to desire both a variety of school preferences 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.

### IX. PLAN GOALS

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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.

#### **A. Student 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. The Plan attempts to equally distribute students to ensure that there are not higher concentrations of lower-achieving students in a particular school. All schools continue to maintain high expectations for all students, demand excellence, and provide the necessary supports for students in need. Ensuring that students from varied

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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”), and The Every Child Succeeds Act of 2015 (ESSA).

### **B. 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 promotes fairness.

### **C. Diversity**

The District strongly believes in the educational benefits of diversity. The District defines diversity broadly to include a number of factors: gender, gender identity, gender expression, sexual orientation, 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 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.

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:

#### **1. Socio-economic Status**

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Beginning in 2015-2016, Lee County became a Community Eligibility Provision (CEP) School District. In 2018-2019 students in all district schools received Free Lunch. The Free and Reduced lunch data that was previously used in The Plan as socio-economic is no longer valid.

### 2. 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 Standards Assessments (FSA). As shown in the following example, a west zone middle school would be within an acceptable range if the student population scoring at level 1 on the reading portion of the FSA represented between 15 percent and 22 percent.

	Level 1 West Zone Average	20 Percent Variance	Lower Limit	Upper Limit
Elementary	15%	3%	12%	18%
Middle	18%	4%	15%	22%
High	20%	4%	16%	24%
K-8	17%	3%	14%	20%

	Level 1 South Zone Average	20 Percent Variance	Lower Limit	Upper Limit
Elementary	19%	4%	15%	23%
Middle	25%	5%	20%	30%
High	23%	5%	18%	28%

	Level 1 East Zone Average	20 Percent Variance	Lower Limit	Upper Limit
Elementary	26%	5%	21%	31%
Middle	32%	6%	26%	38%
High	31%	6%	25%	37%
K-8	21%	4%	17%	25%

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.

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### 3. English Language Learners (ELL)

The District seeks to ensure that ELL students have equitable access to schools through the enrollment 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 that a west zone high school's ELL student population would meet the established target if it fell between 2 percent and 8 percent.

	ELL <b>West</b> Zone Average	Acceptable Variation	Lower Limit	Upper Limit
Elementary	10%	3%	7%	13%
Middle	6%	3%	3%	9%
High	5%	3%	2%	8%
K-8	5%	3%	2%	8%

	ELL <b>South</b> Zone Average	Acceptable Variation	Lower Limit	Upper Limit
Elementary	18%	3%	15%	21%
Middle	12%	3%	9%	15%
High	11%	3%	8%	14%

	ELL <b>East</b> Zone Average	Acceptable Variation	Lower Limit	Upper Limit
Elementary	27%	3%	24%	30%
Middle	17%	3%	14%	20%
High	14%	3%	11%	17%
K-8	7%	3%	4%	10%

### 4. 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 west zone elementary school should fall between 28 percent and 42 percent of the total west zone elementary population; whereas, the proportion of White students would be targeted to range from 39 percent to 59 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.

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	<b>Zone Average - West</b>					
	BLACK	HISPANIC	ASIAN	INDIAN	MULTI	WHITE
<b>Elem. Average</b>	<b>7%</b>	<b>35%</b>	<b>1%</b>	<b>0%</b>	<b>8%</b>	<b>49%</b>
Acceptable Variance	1%	7%	NA	NA	2%	10%
Lower Limit	6%	28%	NA	NA	6%	39%
Upper Limit	8%	42%	NA	NA	10%	59%
<b>Middle Average</b>	<b>6%</b>	<b>35%</b>	<b>2%</b>	<b>0%</b>	<b>6%</b>	<b>51%</b>
Acceptable Variance	1%	5%	NA	NA	1%	10%
Lower Limit	5%	28%	NA	NA	5%	41%
Upper Limit	7%	42%	NA	NA	7%	61%
<b>High Average</b>	<b>7%</b>	<b>33%</b>	<b>2%</b>	<b>0%</b>	<b>5%</b>	<b>54%</b>
Acceptable Variance	3%	4%	NA	NA	1%	11%
Lower Limit	12%	32%	NA	NA	NA	43%
Upper Limit	18%	40%	NA	NA	NA	65%
<b>K-8</b>	<b>5%</b>	<b>32%</b>	<b>1%</b>	<b>0%</b>	<b>5%</b>	<b>55%</b>
Acceptable Variance	NA	6%	NA	NA	1%	11%
Lower Limit	NA	25%	NA	NA	NA	44%
Upper Limit	NA	38%	NA	NA	NA	66%
	<b>Zone Average - South</b>					
	BLACK	HISPANIC	ASIAN	INDIAN	MULTI	WHITE
<b>Elem. Average</b>	<b>18%</b>	<b>39%</b>	<b>2%</b>	<b>0%</b>	<b>7%</b>	<b>34%</b>
Acceptable Variance	4%	8%	NA	NA	1%	7%
Lower Limit	14%	31%	NA	NA	6%	28%
Upper Limit	22%	47%	NA	NA	8%	41%
<b>Middle Average</b>	<b>17%</b>	<b>39%</b>	<b>3%</b>	<b>0%</b>	<b>5%</b>	<b>36%</b>
Acceptable Variance	3%	8%	NA	NA	NA	7%
Lower Limit	14%	31%	NA	NA	NA	29%
Upper Limit	21%	47%	NA	NA	NA	43%
<b>High Average</b>	<b>13%</b>	<b>36%</b>	<b>3%</b>	<b>0%</b>	<b>4%</b>	<b>43%</b>
Acceptable Variance	3%	7%	NA	NA	NA	9%
Lower Limit	10%	29%	NA	NA	NA	34%
Upper Limit	16%	43%	NA	NA	NA	52%

## THE PLAN FOR STUDENT ENROLLMENT

	Zone Average - East					
	BLACK	HISPANIC	ASIAN	INDIAN	MULTI	WHITE
<b>Elem. Average</b>	<b>18%</b>	<b>53%</b>	<b>1%</b>	<b>0%</b>	<b>7%</b>	<b>20%</b>
Acceptable Variance	4%	11%	NA	NA	1%	4%
Lower Limit	14%	42%	NA	NA	6%	16%
Upper Limit	22%	64%	NA	NA	9%	24%
<b>Middle Average</b>	<b>21%</b>	<b>54%</b>	<b>1%</b>	<b>0%</b>	<b>7%</b>	<b>17%</b>
Acceptable Variance	4%	11%	NA	NA	1%	3%
Lower Limit	17%	43%	NA	NA	6%	14%
Upper Limit	25%	65%	NA	NA	8%	20%
<b>High Average</b>	<b>23%</b>	<b>48%</b>	<b>1%</b>	<b>0%</b>	<b>5%</b>	<b>22%</b>
Acceptable Variance	5%	10%	NA	NA	1%	4%
Lower Limit	18%	38%	NA	NA	NA	18%
Upper Limit	28%	58%	NA	NA	NA	26%
<b>K-8</b>	<b>14%</b>	<b>41%</b>	<b>1%</b>	<b>0%</b>	<b>6%</b>	<b>38%</b>
Acceptable Variance	3%	8%	NA	NA	1%	8%
Lower Limit	11%	33%	NA	NA	5%	30%
Upper Limit	17%	49%	NA	NA	7%	46%

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.

### 5. Exceptional Student Education (ESE)

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

### D. 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 enrollments that the families in Lee County desire.

In addition to these goals, The Plan continues to use choice as the heart of the student enrollment 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 Residential/Choice Zones into smaller sub-zones, The Plan responds to the desires of many families to reduce the ride time for their

## THE PLAN FOR STUDENT ENROLLMENT

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.

### **X. PARENT ENGAGEMENT**

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Effective school promotion is 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 engagement strategies at both the District level and at the school level with support from District staff. Of course, engagement does not exist in a vacuum and the District, site administrators, and staff continue to develop and maintain high quality educational programs at each school and provide adequate facilities, faculty, and resources to attract and retain students and faculty.

Under The Plan, the District operates one student enrollment office. Additional temporary locations may be established during peak enrollment periods as the need arises. The function of The Student Enrollment Office is to register and enroll students into The School District of Lee County. The office is open Monday – Friday from 9:00 AM – 4:00 PM. The Student Enrollment Office follows the District's calendar that is adopted annually for twelve-month personnel.

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

- Ensuring enrollment and school information are readily available on the District's website to all families and through effective use of brochures, posters, and other materials, which explains the application process. Information is available in English, Spanish and Creole.
- Hosting and widely publicizing annual school 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 enrollment departments to inform parents and guardians about programs in Lee County schools; 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 open houses;

## THE PLAN FOR STUDENT ENROLLMENT

- 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 request further information.

The District also reaches out to parents and guardians of fifth and eighth grade students who attend district public schools by mailing pre-printed applications to the families. 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 schools to develop and implement the following strategies to promote their unique educational programs and to attract students.

- Developing 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 and school branding 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 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.

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### XI. PROMOTION AND PROGRAM PLACEMENT

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Because school promotion and program placement are crucial to the success of The Plan and present ongoing challenges, the Superintendent has directed 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 Enrollment, Accountability, Research and Continuous Improvement, Curriculum, Diversity and Inclusion, 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 particular program need to be replicated?
- Does a school's engagement effort need to be modified/improved?
- Does District-wide engagement need to be modified/improved?
- Does engagement for a particular school need to be targeted differently?
- Does the educational curriculum at a school need enhancement?
- Should an attractor 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 in early summer so that necessary changes can be approved for the following school year. The review by members of The Student Enrollment Professional Learning Community (PLC) is facilitated by the Executive Director of Student Enrollment.

### XII. FALSIFICATION OF INFORMATION

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Fair and equitable implementation of Lee County's Plan for Student Enrollment 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 enrollment outside the student's resident Choice Zone or if a student is found to be inappropriately attending a school without an approved transfer or enrollment waiver, the student will be withdrawn from the enrolled school and transferred (without regard to parental preference) to a school in the zone of residence on the basis of established enrollment 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).

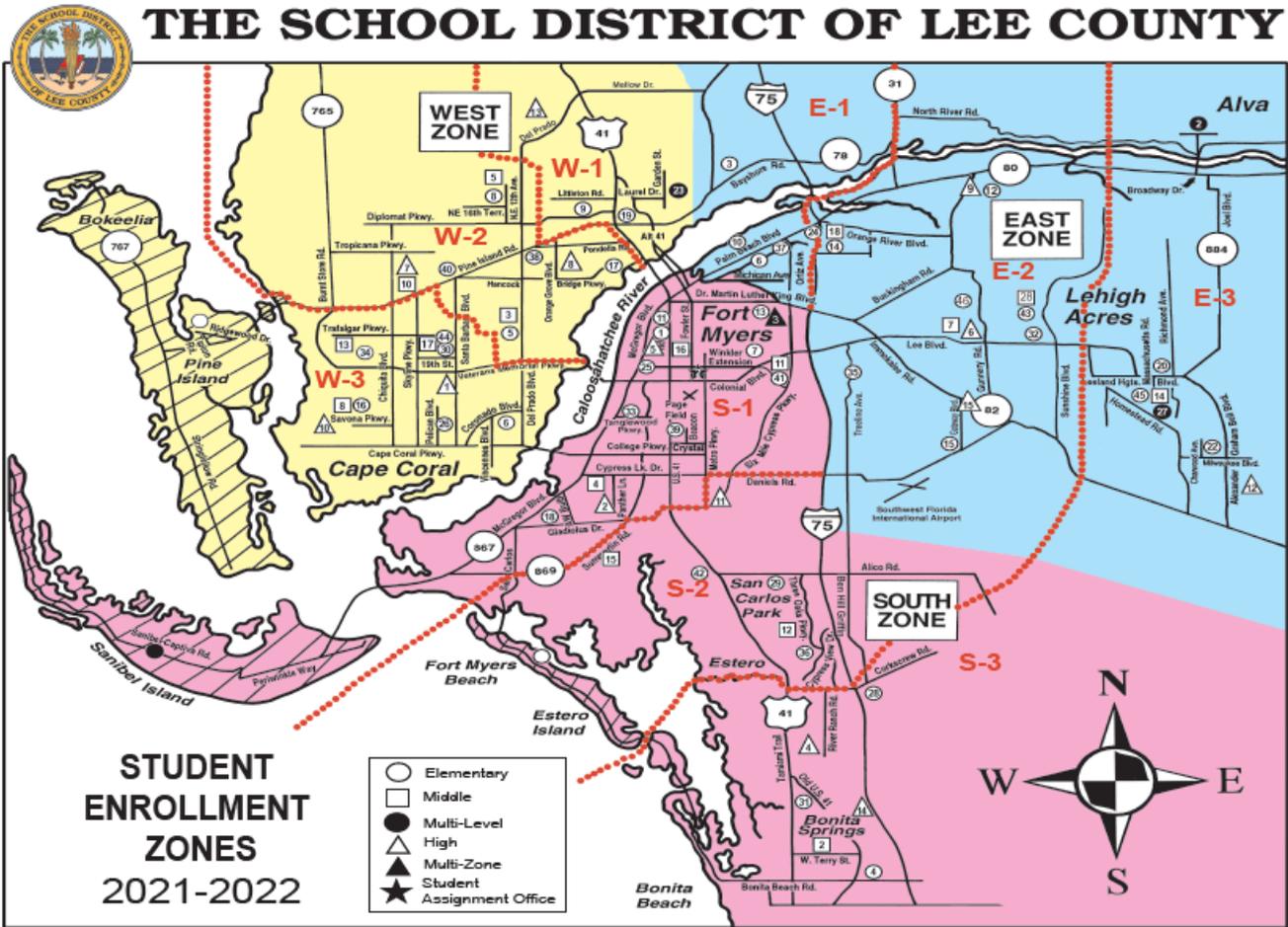
## THE PLAN FOR STUDENT ENROLLMENT

### XIII. ANNUAL REPORT TO BOARD

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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.

XII. STUDENT ENROLLMENT ZONE MAP 2021-2022



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 school. Students residing in barrier island boundary area of Sanibel Island will attend their barrier island elementary and middle school.

WEST ZONE	
<b>Elementary Schools</b>	
Caloosa (U)	5
Cape	6
Diplomat (U)	8
Gulf	16
Hancock Creek	17
Hector A. Cafferata, Jr. (U)	40
J. Colin English (IB) (U)	19
Littleton (U)	9
NFM Academy for the Arts (K-8) (A) (U)	23
Patriot	44
Pelican	26
Skyline	30
Trafalgar (U)	34
Tropic Isles	38
<b>Middle Schools</b>	
Caloosa (CA)	3
Challenger	17
Diplomat	5
Gulf	8
Mariner (IB)	10
NFM Academy for the Arts (K-8) (A) (U)	23
Trafalgar	13
<b>High Schools</b>	
Cape Coral (IB)	1
Ida S. Baker (C) (CAP)	10
Island Coast (CAP)	13
Mariner (CAP)	7
North Fort Myers (A) (CA)	8

SOUTH ZONE	
<b>Student Enrollment Office</b>	
Fort Myers	2
<b>Elementary Schools</b>	
Allen Park	1
Bonita Springs (A) (U)	4
Colonial (U)	7
Edison Park (A)	11
Franklin Park (U)	13
Heights (IB)	18
Orangewood	25
Pinewoods	28
Ray V. Pottorf	41
Rayma C. Page (U)	42
San Carlos Park (A) (U)	29
Spring Creek (U)	31
Tanglewood	33
Three Oaks	36
Villas	39
<b>Middle Schools</b>	
Bonita Springs (A) (CA)	2
Cypress Lake (A)	4
Fort Myers Middle Academy (U)	16
Lexington (IB)	15
Paul Laurence Dunbar	11
Three Oaks (U)	12
<b>High Schools</b>	
Bonita Springs (FC)-S2 & S3 Only	14
Cypress Lake (A) (CAP)	2
Dunbar Zone Magnet (IB/S)	3
Estero (CA)	4
Fort Myers (IB)	5
South Fort Myers (C) (CAP)	11

EAST ZONE	
<b>Elementary Schools</b>	
Alva (K-8)	2
Bayshore (U)	3
Edgewood Academy (A) (U)	10
G. Weaver Hipps	45
Gateway	15
Harns Marsh	43
James Stephens Academy (U)	6
Lehigh	20
Manatee (U)	14
Mirror Lakes (U)	22
Orange River (U)	24
River Hall (U)	12
Sunshine (U)	32
Tice (FL)	37
Tortuga Preserve (U)	46
Treeline (U)	35
Veterans Park (K-8) (A) (U)	27
<b>Middle Schools</b>	
Alva (K-8)	2
Harns Marsh (CA) (A) (U)	28
Lehigh Acres (CA) (STEAM) (U)	14
Oak Hammock (A) (U)	18
Varsity Lakes (U)	7
Veterans Park (K-8) (A) (U)	27
<b>High Schools</b>	
Dunbar (IB/S)	3
East Lee County (C) (CA)	12
Gateway (FC)	15
Lehigh Senior (A) (CA)	6
Riverdale (IB)	9

(A) Arts Program; (C) Comprehensive Program; (CA) Cambridge Program; (CAP) AP Capstone; (FC) FGCU Collegiate; (FL) Foreign Language; (IB) International Baccalaureate; (IB/S) IB/STEM; (STEAM) Science, Technology, Engineering, Arts, Math; (U) this school has a uniform clothing policy