Emmit Miller Elementary Boundary Committee Meeting Minutes

September 22, 2026

Purpose

The committee began its review of attendance boundaries for the opening of Emmit Miller Elementary in August 2027. These minutes record the information presented, the discussion at tables, and the questions to resolve before the committee develops a recommendation for the Board.

- The first committee meeting was September 22. The next meeting is scheduled for Wednesday, October 21, moved from October 20 because of a Board meeting. November 3 is reserved only if another meeting is needed.
- The committee recommendation is expected to be presented to the Board on November 10. An online community comment period would follow, after which the district would return to the Board with a final recommendation for action. Approved boundaries would take effect for the 2027–28 school year.
- The facilitator described a revised community engagement process in which the public comment period follows the committee's presentation to the Board. The district will collect the table worksheets and revisit the questions raised.

Background and Decision Principles

Emmit Miller Elementary is the first new school scheduled to open under the 2024 bond program. Construction was described as on track for the August 2027 opening and below the projected construction budget, with additional roadwork still to address. Substantial completion may be later than the initial February target, around late March or early April, while allowing time to prepare the campus for opening. The broader bond program also includes the replacement elementary campus and high school renovations.

The Alvin ISD School Board approved the following Decision Principles to be utilized during the boundary process:

- When feasible, preserve the neighborhood school concept by grouping geographically adjacent neighborhoods and developments within the same attendance boundaries. Note that the size and location of larger neighborhoods may require deviation from this principle. (Master planned communities are not considered neighborhoods)
- When practical, utilize existing physical features including major roadways, creeks, drainage channels, utility easements, and similar landmarks as attendance boundaries.
- Assign students based on building capacity, projected enrollment growth, and the instructional needs of each campus.

- Interdistrict transfers for employees who reside outside the Alvin ISD attendance boundaries continue to serve as a valuable recruitment and retention incentive for attracting highly qualified staff. Student placement will be determined based on the employee's assigned work location, campus capacity, and projected enrollment growth.
- Attendance boundaries will not be established for the purpose of creating a particular demographic or socioeconomic composition. All students are equally valued, and recommendations will focus on educational opportunity, operational efficiency, and long-term sustainability.

Demographic Presentation and Proposed Map

PASA described its ten-year projections, based on mapped student residences, housing development, student yields, alternative education, and transfers. The presentation used a design capacity of 800 students for each campus discussed. PASA distinguished resident students from actual enrollment after program and other transfers. The projections shown were based on an October 2025 snapshot used for the spring study; district enrollment is monitored weekly and a new October 2026 extract is anticipated.

The proposed Emmit Miller attendance area draws from the existing Barbara Bennett and Bel Sanchez areas. A portion of Nichols Mock would move to Bel Sanchez to backfill some of the area assigned to Miller. The same residential boundary map underlies all three scenarios. PASA emphasized that growth will require further capacity and future boundary work; this proposal alone will not resolve the corridor’s longer-term growth. Land north of Highway 6 in the Bennett area was left for consideration with a future school rather than moving those students twice. The possible future school and its boundaries have not been approved through this process.

PASA reported that 140 students living outside the Bel Sanchez attendance zone currently attend that campus for various reasons, including the bilingual program; 66 reside in the Bennett zone and 58 in the Nichols Mock zone. Those are transfer totals, not confirmed bilingual only counts. Staff requested a current breakdown by program, grade, residence, and potential new zone. One discussion suggested approximately 50 bilingual students residing in the Sanchez zone could be affected if the whole program moves, but that figure should be checked against current data.

Three Scenarios Considered

- Scenario 1: Keep the bilingual program at Bel Sanchez; Emmett Miller opens without that program. PASA indicated Sanchez would remain near or above design capacity, approximately 110 percent utilization in its projections, while Miller would open with lower enrollment.
- Scenario 2: Move the bilingual program as a whole to Emmett Miller. PASA indicated Sanchez would fall to approximately 80 percent utilization, while Miller would open at approximately 77 percent and continue growing. The move would disrupt current program students and staff.

- Scenario 3: Operate bilingual programs at both Bel Sanchez and Emmett Miller. PASA indicated Sanchez would be around 90 percent utilization and Miller's projected crowding would be deferred. Participants raised questions about viable grade level cohorts, staffing, and class sizes at two sites.

Committee Discussion and Table Reports

The seven small groups discussed enrollment, continuity for bilingual students, transportation, staffing, building use, and future growth. The reports were mixed: some groups preferred Scenario 1 to preserve the existing program, some favored Scenario 2 to relieve Sanchez over time, and some favored Scenario 3 to balance capacity and shorten travel. One group said either Scenario 1 or 2 could work. Several participants questioned whether splitting a comparatively small grade level cohort across two bilingual sites would be instructionally or operationally viable. No formal counted vote is clear in the transcript.

At the close of discussion, the facilitator characterized Scenario 1 as the committee's working consensus for the evening, with possible modifications and additional review. A participant said more information was needed before a decision. The facilitator stated that table sheets would be reviewed and questions brought back October 21. The working direction should therefore be treated as provisional, not a final committee recommendation or Board decision.

Boundary and Transportation Questions

- Sierra Vista: Participants questioned dividing this community among attendance areas and described one road access, parent travel toward Highway 288, and differences between the closest campus and the proposed assignment. A participant suggested testing a map that keeps Sierra Vista together and offsets enrollment elsewhere. The facilitator agreed to consider asking PASA to model that change.
- Road access near Bel Sanchez and the proposed Miller zone: During table work, participants noted possible future road connectors that do not yet exist and a small area whose practical north or south access may differ from its map proximity. The timing of Iowa Colony road connections, current routing, and the campus traffic impact analysis need review.
- Bilingual transportation: Transportation requested a plot of where students in the bilingual program live, including those within the proposed Miller zone, to evaluate direct routes, shuttles, travel time, and the effect of each program location. PASA said the projected enrollment totals already account for resident students and assumed transfers; the requested geography and actual routes remain to be examined.
- The facilitator noted that transportation and safety concerns could warrant refinements to an attendance boundary. Parent proximity alone does not determine the line; campus capacity and districtwide effects must also be considered.

Other Implementation Questions

- A possible hybrid approach, including assignment to a nearby bilingual site, was raised. Staff said feasibility and transportation would need examination; no hybrid was adopted.
- The committee asked about future bilingual program placement when another elementary school opens. Staff said that would be considered in the later school opening and boundary process.
- A rezone transfer practice was described under which eligible students affected by a boundary change may seek to remain at their current campus if they meet attendance and discipline criteria, with family transportation. Staff said the applicable terms for this boundary change still need confirmation.

Follow up for Next Meeting

- Review and summarize all seven table worksheets, including any written boundary modifications or objections not fully captured in the recording.
- Confirm the precise proposed boundaries, particularly Sierra Vista and the area with uncertain road connectivity, and model any viable adjustment with PASA.
- Provide current bilingual enrollment by grade, program, home attendance zone, and location within the proposed Miller zone; reconcile the cited transfer totals and displacement estimate.
- Ask Transportation to assess route feasibility, travel times, road access, and expected connector dates for each scenario, using the current student location plot and relevant traffic impact analysis.
- Have Academic Services evaluate bilingual cohort size, staffing, program continuity, and the practical implications of one site versus two.
- Confirm the projected enrollment and utilization by year for each scenario against the presentation tables before citing exact threshold years.
- Confirm the proposed rezone transfer rules and communicate the subsequent Board and community comment timeline.