



# Albemarle County Public Schools

Dear Mr. Walker, School Board Members, and Citizens of Albemarle County:

"The Albemarle County School Board recognizes that only through effective long-range planning for enrollment can the School Division be adequately prepared to meet the needs of its current and future student population" (School Board Policy FB). On August 16, 2004, I took a recommendation to the School Board from the Long Range Planning Committee (LRPC) to initiate a redistricting process to address identified split feeder pattern issues, to plan for straight feeder patterns countywide where appropriate, and to populate current and planned facilities K-12. I solicited applications for Redistricting Committee members from each magisterial district and appointed eight citizens to join the LRPC to develop a redistricting proposal.

I am extremely indebted to the Redistricting Committee for its conscientious work with this difficult and emotional issue. Committee members spent hours studying, talking with community members, attending meetings, reading and responding to email correspondence, and listening to public testimony. This commitment of time and energy reflects the serious way in which the committee approached its work.

In general, the Redistricting Committee discussed the socioeconomic and racial balance in our schools, split feeder patterns, the geographic proximity of our homes to our schools, anticipated growth areas, and defined neighborhoods. Balancing these factors was challenging for a number of reasons, including where our schools are located, the residential patterns of various socioeconomic groups, and community loyalties to particular schools. The committee has developed a plan that utilizes building capacity while allowing for projected growth and keeping schools within reasonable distances of our students' homes.

Since receiving the committee's report, I have carefully reviewed the recommendations. Further, I have given principals and other staff the opportunity to share their ideas and concerns about redistricting, and I have reviewed the minority report. I listened to public testimony and I reviewed email correspondence. My recommendations take into account all of the information and recommendations provided by the Redistricting Committee and staff throughout the process.

My role in this report is to provide the School Board with a well-reasoned recommendation and to provide an information base to serve as a context for the Board's deliberations. The Board's decision will be based on the quality of the ideas in the report. In the following sections, the essential factors I considered in developing recommendations will be outlined in sufficient detail to establish a context for both my recommendation and the School Board's deliberations.

A black rectangular box containing a handwritten signature in white ink, which appears to read "Kevin C. Castner".

Kevin C. Castner, Superintendent

## Introduction

On August 16, 2004, the Superintendent took a recommendation to the School Board from the Long Range Planning Committee (LRPC) to initiate a redistricting process to address identified split feeder pattern issues, to plan for straight feeder patterns countywide where appropriate, and to populate current and planned facilities K-12. The Superintendent solicited applications for Redistricting Committee members from each magisterial district and appointed eight citizens to join the LRPC to develop a redistricting proposal.

A sixteen-member committee, with the support of staff, began their work on October 26, 2004, and held a total of nine meetings to develop a plan for K-12 redistricting. After the nine meetings, the plan included tentative boundaries for the Southern Elementary School. Using the anticipated new boundaries, staff projected that the free/reduced lunch population at the new school would exceed 40%, which caused concern. The other challenge the process uncovered was that populating the new school left low enrollment projections at Cale and Stone-Robinson.

New information from local government staff indicated available revenue for the current Capital Improvement Program (CIP) would be \$60,897,000, \$20,718,000 less than the School Division's request of \$81,615,000. At the same time, delaying construction of a new school would allow the School Division to reallocate available resources to address the need for additions and renovations at Cale Elementary and Albemarle High School, and to maintain other previously approved projects. Since the afore-mentioned new information was available, the staff convened the LRPC on February 15, 2005, and asked them to reconsider the decision that was made the previous summer to build a 400-student Southern Urban Elementary School.

The LRPC agreed to pause the redistricting process, and the Redistricting Committee agreed to make recommendations for Phase I that could be implemented in the fall of 2005. The School Board adopted the Phase I redistricting plan on April 14, 2005, to be implemented in the fall of 2005 with the understanding that a more comprehensive plan for Phase II would be completed prior to the end of the 2004-05 school year.

Prior to beginning Phase II of the redistricting process, the Long Range Planning Committee asked the School Board to answer three critical questions:

- What is the maximum capacity that would be allowed at Albemarle High School and Cale Elementary School?

Answer: After hearing assurances from staff that there is room for additional capacity at both school sites, the School Board accepted the committee's recommendation to increase the capacity at Albemarle High School to 1850 and at Cale Elementary School to 648.

- Will the Redistricting Committee be allowed to create additional elementary splits?

Answer: The School Board gave the Redistricting Committee flexibility to add a new elementary split if needed.

- Is Albemarle County interested in considering schools with configurations other than K-5, 6-8, and 9-12?

Answer: The School Board is not interested in changing our current configurations.

On April 14, 2005, the School Board also approved a revised Capital Improvement Program (CIP) after receiving updated information on enrollments, the latest live birth information, and enrollment projections. An analysis of the new information supported a reduction in the CIP request for elementary facilities and the removal of the long-term request for a new middle and high school site, but added the Cale addition and the addition to and renovation of Albemarle High School. Additionally, the School Board delayed construction of the new elementary school. It is now scheduled to open in 2012.

The approval of the new CIP and additional capacity at Cale and Albemarle gave the Redistricting Committee new direction for Phase II of the redistricting process. Since there is no new school in the immediate future, the committee's long-range strategy was to do the following:

- address identified split feeder pattern issues,
- anticipate growth, and
- study and try to match the enrollment of each school with the capacity and anticipated growth.

This redistricting process provides information to the School Division which allows for the adjustment of the existing Capital Improvement Plan so that facilities and project funds are utilized in a prudent manner and are in alignment with anticipated school boundaries.

Committee members identified issues related to splits and capacity that they planned to address in the Phase II redistricting process. The issues identified were:

- Split out of Woodbrook – Raintree
- Split out of Agnor-Hurt – Earlysville Road
- Double split – Meriwether Lewis/Jack Jouett
- Split out of Hollymead – Dickerson Road
- Over capacity at Sutherland
- Over capacity at Walton

- Over capacity at Western Albemarle
- Over capacity at Murray Elementary
- Under capacity at Burley

In formulating its recommendations, the committee wrestled with a number of difficult issues. One of the most challenging issues revolved around eliminating split feeder patterns, where appropriate, in a geographically large county. Further, the committee had to consider other factors, including building capacity, anticipated growth, geographic proximity, transportation time, and defined neighborhoods, communities, and student demographics. In fulfilling its responsibilities, the committee worked diligently to become as knowledgeable as possible using the data provided by support staff. The committee also read emails and listened to public testimony from community members. A descriptor for each criterion follows in this report. Some descriptors are expanded because they reached a greater level of focus in this redistricting process.

## Criteria Considered

The research concerning redistricting (listed in School Board Policy FB, Appendix I) provides a number of criteria that can be considered. These criteria are as follows:

- Building capacity/projected growth
- Contiguous zones
- Cost effectiveness
- Existing neighborhoods/subdivisions kept together
- Feeder patterns
- Instructional program impacts
- Minimizing frequency of redistricting
- Minimizing numbers of students redistricted
- Natural boundaries
- Proximity of schools
- Socioeconomic/ethnic/academic diversity
- Travel distance/time

The Redistricting Committee considered and discussed all of these criteria during deliberations. Unfortunately, it is nearly impossible to incorporate all of these criteria in a single redistricting proposal. For example, adherence to building capacity or proximity as a top priority makes it impossible to maintain completely straight feeder patterns. Balancing these factors was challenging for a number of reasons. Members had to contend with the locations of existing schools, residential patterns of various socioeconomic groups, capacity and projected growth, and community loyalties to particular schools.

### Building Capacity

Each building in the Division has a capacity based on a School Board-adopted formula. A chart of building capacity is included as Appendix II.

--**Elementary school capacity** is based on the number of classrooms available for regular classroom instruction, **excluding** the gymnasium and three specialty classrooms for areas such as art, music, computers, and etcetera. Self-contained Special Education classes are figured into the capacity at an 8:1 student to classroom ratio. Preschool handicapped and preschool "Bright Stars" classrooms are also excluded.

--**Middle school capacity** is based on the number of regular classrooms available, **excluding** all elective classrooms and the gymnasium. Self-contained Special Education classrooms are figured into the capacity at an 8:1 student to classroom ratio.

**--High school capacity** is based on the total number of classrooms available for regular instruction with the gymnasium counting as three teaching spaces. Self-contained Special Education classes are figured into the capacity at an 8:1 classroom ratio. A 15% reduction in the calculated capacity *is then applied to account for scheduling difficulties and class size variation.*

**--Mobile classroom capacity** is based on the regular classroom multiplier for each individual school. Head Start, "Bright Stars," Enterprise Center, Office, Migrant, and storage mobile units **are not** included in capacity calculations.

**--Any school's capacity can change depending on the number of self-contained Special Education classes needed, the addition or subtraction of preschool programs, or a large shift in the number of free and reduced lunch students who attend the school.**

One of the fundamental issues to consider in a redistricting plan is how to utilize building capacity. Buildings that are over capacity require portable classrooms to serve the overflow, which requires additional expenditures. Buildings that are under capacity are not using costly available space. In looking at capacity issues, it should be noted that the Capital Improvement Program (CIP) could be restructured when a new redistricting plan is adopted.

### **Projected Growth**

Growth is an ongoing challenge in Albemarle County. Major projected growth areas are in the western part of the county, especially in the Crozet area, the Route 29 North corridor, and the southern urban ring. Attachment 2 of the committee's report (Appendix III) provides detailed information on approved residential developments and proposed residential developments for Albemarle County.

### **Contiguous Zones**

In order to avoid gerrymandered districts, school boundaries are drawn to include adjacent or nearby areas as long as transportation patterns and building capacities are considered.

### **Cost Effectiveness**

Generally, cost impact is examined in terms of facilities and transportation. Redistricting is one way to delay costly additions and new buildings, and to avoid additional transportation costs by transporting students to the nearest school that has capacity.

### **Existing Neighborhoods/Subdivisions Kept Together**

In any redistricting process, when students are moved from current attendance zones, every attempt should be made to move established neighborhoods or subdivisions as complete entities.

### **Feeder Patterns**

While “fixed” feeder patterns in which all students from an elementary school go to the same middle and high school, are desirable, they are very difficult to accomplish in a large county. Natural boundaries and distances complicate efficient building use while maintaining “fixed” feeder patterns.

### **Instructional Program Impacts**

Program equity is not negotiable in an effective school system. An effective school system is one in which resources are organized and distributed in a way to ensure that all students (regardless of race, gender, or socioeconomic status) learn the essential curriculum and are prepared to succeed as members of a global economy. Albemarle County has chosen differentiated staffing, curriculum alignment, and program audits to ensure equity across all schools.

### **Minimizing Frequency and Number of Students Moved**

In any redistricting plan, adequate room to accommodate growth must be considered. If moving students to create the necessary space does not accommodate growth, it must be done through Capital Improvement Program adjustments.

### **Natural Boundaries and Other Transportation Limitations**

In general, natural boundaries include mountains, rivers, and creeks having an impact on road patterns, thus impacting efficient transportation routes. Other transportation limitations include railroad crossings or other features that dictate alternate bus routes for safety.

### **Geographic Proximity/Travel Time**

Current transportation costs for the Division are 6.5%, or approximately \$8.2 million, of the budget. In any redistricting plan, the impact on transportation must be a serious consideration. The most economical approach involves sending students to the closest schools or to the closest schools feasible given capacity considerations.

How long students must travel on the bus is another major consideration. Since Albemarle County includes a large rural area, it is unavoidable that some

students will have long bus rides. However, a redistricting plan should attempt to limit the length of bus rides whenever possible. Travel times from areas considered during deliberations in this redistricting process are included as Appendix IV.

### **Socioeconomic and Racial Balance**

A great deal of diversity exists in Albemarle County in terms of the size, racial composition, and socioeconomic levels present in our schools. Certainly, this diversity is both a strength of and a challenge to the School Division. It is desirable to have schools that reflect a balance of the socioeconomic, racial, and ethnic groups present in the county, as this kind of balance provides depth to the educational experience. The question is the extent to which the Division should redistrict students to create socioeconomic and racial balance.

In the late 1960s and 1970s, many school divisions in the country were ordered to bus students to create more balanced racial populations. It was hoped that this approach would result in more equitable educational opportunities. However, such busing did not consistently result in academic gains for all schools. Albemarle County Public Schools has chosen to provide additional staffing and other resources to schools with significant populations of disadvantaged students. Under this approach, resources to aid instruction are targeted to students in their current attendance zones, and students are not bused great distances in an attempt to ensure equity.

## **Redistricting Committee Recommendations**

The Redistricting Committee discussed the socioeconomic and racial balance in our schools, split feeder patterns, the geographic proximity of our homes to our schools, anticipated growth areas, and defined neighborhoods. Balancing these factors was challenging for a number of reasons, including where our schools are located, the residential patterns of various socioeconomic groups, and community loyalties to particular schools. The committee has developed a plan that utilizes building capacity while allowing for projected growth and minimizing bussing distances.

### **Highlights of the committee's proposal include:**

- Eliminating the Woodbrook, Meriwether Lewis, Hollymead, and Jack Jouett splits
- Establishing a straight feeder pattern through which all students who come from Murray, Meriwether Lewis, Crozet, and Brownsville would attend Henley and Western Albemarle
- Retaining four elementary splits – Agnor-Hurt would split with 28% attending Burley and 72% attending Jack Jouett; Stone Robinson would split with 78% attending Burley and 22% attending Walton; Stony Point would split with 40% attending Sutherland and 60% attending Burley; and Cale would split with 42% attending Burley and 58% attending Walton.
- Retaining one middle school split – Burley would split with 15% attending Albemarle and 85% attending Monticello

### **Pros and Cons of the Redistricting Committee's Proposal**

#### Pros

- Utilizes existing capacity at Agnor-Hurt, Greer, Jack Jouett, and Henley
- Relieves overcrowding at Murray Elementary, Sutherland, and Walton
- Leaves room for growth at Sutherland and Henley
- Allows Hollymead, Meriwether Lewis, and Woodbrook students to remain together as they enter middle school
- Eliminates one of two middle school splits
- Eliminates three of six elementary school splits
- Longevity of this proposal is greater than other proposals

#### Cons

- Does not improve the overall balance of diversity
- Maintains one middle school split – Burley
- Maintains three elementary splits – Agnor-Hurt, Stone Robinson, and Stony Point

- Creates one new elementary split – Cale
- Utilizes all of the capacity at Jack Jouett
- Leaves Crozet and Murray Elementary over capacity

### **Minority Report**

Four members generated a detailed evaluation of their experiences with the redistricting process. This report (Appendix V) is a summation of the thoughts and comments of four committee members, and therefore, should be read thoroughly to understand the entire meaning of their comments. As an example, on page 12, item 4, first paragraph under Proximity, *“To begin, it is not at all clear that the travel times to Western for all of these areas are greater than the travel times to Albemarle. The travel time from Ivy Farms to either Albemarle or Western, for example, is apparently about the same.”* This statement is apparently based on the fact that current bus routing has the children from Ivy Farms getting off the bus first from Western Albemarle, and off the bus last from Jack Jouett Middle School, thus arriving at approximately the same time. However, this does not reflect the fact that the distance from Barracks Farm Rd (Ivy Farms) and Garth Road Intersection is 12.72 miles to Western Albemarle High School and 4.20 miles to Albemarle High School.

The report focuses on participants’ perceptions of: the redistricting process, inconsistencies in criteria applied to decisions made, and lack of compelling and consistent rationales.

# **Superintendent's Recommendations**

## **Part I**

In Albemarle County, we strive to establish a community of learners and learning, through rigor, relevance, and relationships, one student at a time. The 2004 Albemarle County Citizen Satisfaction Survey indicates that 92.3% of respondents with children in school expressed satisfaction with the quality of education received and even more like the school their children currently attend. It is understandable that the idea of moving to a different school is not one that most people welcome.

I am indebted to the Redistricting Committee for its conscientious work and thoughtful deliberations on this difficult and emotional issue. Their work has laid the foundation for my recommendations. I have reviewed the minority report and email correspondence prior to making my recommendations.

My recommendations are based on the following premises:

- Equitable educational opportunity should be guaranteed at every school.
- The concept of neighborhood schools should be honored to the greatest degree possible given building capacity considerations.
- Travel time should be limited to the greatest degree possible given building capacity considerations.

With these premises in mind, my redistricting proposal affects fewer students than the Redistricting Committee's plan. The May 10 proposal for public input affected 755 students, the committee's proposal affected 629 students, and my proposal affects 479 students. The committee's proposal offered a longer-term solution for anticipated growth in order to minimize the frequency of redistricting. My proposal is a more modest approach because of the unpredictability of where the growth will occur and affects 479 students. Of the 479 students, 32 are elementary, 432 are middle school, and 15 are high school students. These estimates are based on the 2004-05 actual school district count.

I recommend the following changes to be implemented the fall of 2006:

### **Elementary Transfers:**

- A. Transfer from Greer/Jouett/AHS to Agnor-Hurt/Jouett/AHS  
Earlsville Rd. between Hydraulic Rd. and Woodlands Rd. to include Squirrel Ridge Subdivision = 2 E; 3 M; 6 H

Rationale: This area is contiguous with other neighborhoods currently attending Agnor-Hurt and facilitates a more favorable transportation route.

Distance: Squirrel Path and Earlysville Intersection  
Greer 1.45 miles  
Agnor-Hurt = 1.47 miles

B. Transfer from Meriwether Lewis/Jouett/WHS to Agnor-Hurt/Jouett/AHS

Woodlands Rd. between Earlysville Rd. and Reas Ford Rd. to include Logan Village, Wyngate, Rivanwood, Rivers End. Reas Ford Rd. between Woodlands Rd. and Rivanna River South Fork to include Clearview Knolls and Arbor Park = 13 E; 7 M; 14 H

Rationale: Transferring students from Meriwether Lewis to Agnor-Hurt eliminates a double split of the Meriwether Lewis students who currently attend Jack Jouett and utilizes available capacity at Agnor-Hurt Elementary School. Presently, busses travel through this area taking Broadus Wood students to Jouett and Albemarle High School.

Distance A: Woodlands Road and Earlysville Road Intersection  
Meriwether Lewis = 7.94 miles  
Agnor-Hurt = 1.9 miles

Distance B: Woodlands Road and Reas Ford Road Intersection  
Meriwether Lewis = 5.52 miles  
Agnor-Hurt = 4.32 miles

C. Transfer from Meriwether Lewis/Jouett/WHS to Greer/Jouett/ AHS

Garth Rd. between Barracks Farm Rd. and Barracks Rd. to include Inglegress Subdivision and Ingleside Subdivision = 2 E; 6 M; 1 H

Rationale: Transferring students from Meriwether Lewis to Greer eliminates a double split of the Meriwether Lewis students who currently attend Jack Jouett and utilizes available capacity at Greer Elementary School.

Distance: Ingleside Drive and Garth Road Intersection  
Meriwether Lewis = 5.58 miles  
Greer = 3.41 miles

D. Transfer from Murray/Henley/WHS to Meriwether Lewis/Henley/WHS

Glenaire Subdivision = 15 E; 13 M; 17 H

Rationale: This change will relieve, but not eliminate, the overcrowding at Murray Elementary School and facilitates a more favorable transportation route by avoiding the crossing of Route 250.

Distance: Glenaire Drive and Tilman Road Intersection  
Murray = 1.00 miles  
Meriwether Lewis = 2.84 miles

## **Middle School Transfers:**

### **A. Transfer from Burley/AHS to Jouett/AHS**

Raintree Subdivision = 30 M; 34 H

Rationale: This change eliminates the split feeder pattern at Woodbrook and allows all Woodbrook students to attend the same middle school.

Distance A: Raintree Drive and Old Brook Road Intersection  
Burley = 4.46 miles  
Jack Jouett = 3.05 miles

Distance B: Rio Road and Old Brook Road Intersection  
Burley = 3.93 miles  
Jack Jouett = 2.52 miles

### **B. Transfer from Burley/AHS to Jouett/AHS**

Townwood Subdivision; Townwood MHP; Triangle MHP = 25 M; 36 H

Rationale: This change allows a larger number of Agnor-Hurt students to attend Jack Jouett, currently only Earlysville Road students attend Jouett. These students live in closer proximity to Jack Jouett than to Burley Middle School.

Distance: Rio Road; Hydraulic Road and Townwood Drive Intersection  
Burley = 3.91 miles  
Jack Jouett = 1.20 miles

### **C. Transfer from Sutherland/AHS to Jouett/AHS**

All students in Woodbrook District, except Raintree Subdivision =148 M;179 H

Rationale: Transferring students from Sutherland relieves the current overcapacity situation there and utilizes available capacity at Jack Jouett Middle School.

Distance A: Old Brook Road and Rio Road Intersection  
Sutherland = 4.17 miles  
Jack Jouett = 2.48 miles

Distance B: Woodbrook Drive and Brookmere Road Intersection  
Sutherland = 3.22 miles  
Jack Jouett = 2.81 miles

Distance C: Still Meadow Avenue and Carrsbrook Drive Intersection  
Sutherland = 3.68 miles  
Jack Jouett = 3.67 miles

- D. Transfer from Jouett/WHS to Henley/WHS  
All students in the Northeastern section of Meriwether Lewis District, except the areas B and C, transferred under the Elementary Transfers = 84 M; 137 H

Rationale: This change eliminates the split feeder pattern for the students who attend Jack Jouett and allows all Meriwether Lewis students in the restructured boundary to attend Henley Middle School.

- Distance A: Davis Shop Road and Free Union Road Intersection  
Henley = 16.23 miles  
Jack Jouett = 14.11 miles
- Distance B: Buck Mountain Road and Free Union Road Intersection  
Henley = 13.36 miles  
Jack Jouett = 10.07 miles
- Distance C: Free Union Road and Garth Road Intersection  
Henley = 11.33 miles  
Jack Jouett = 5.85 miles
- Distance D: Dunmore Road (Waverly Sub.) and Garth Road Intersection  
Henley = 9.24 miles  
Jack Jouett = 9.12 miles
- Distance E: Whippoorwill Road and Owensville Road Intersection  
Henley = 9.28 miles  
Jack Jouett = 7.82 miles

- E. Transfer from Jouett/ AHS to Sutherland/AHS  
Dickerson Rd. between Earlysville Rd. and North Pines Subdivision to include Forest Springs MHP and Chris Greene Lake Road =18 M; 15 H

Rationale: This change eliminates the split feeder pattern at Hollymead and sends all Hollymead students to Sutherland.

- Distance A: Dickerson Road and Earlysville Road Intersection  
Jack Jouett = 5.13 miles  
Sutherland = 3.64 miles
- Distance B: Dickerson Road and Chris Greene Lake Road Intersection  
Jack Jouett = 7.18 miles  
Sutherland = 3.91 miles

- F. Transfer from Walton/MHS to Burley/MHS  
Willoughby Subdivision; Sunset Avenue Extended; Redfields Subdivision; Oak Hill Subdivision; Sherwood Manor and The Meadows = 84 M; 111 H

Rationale: This change relieves overcrowding at Walton, utilizes available capacity at Burley Middle School, and is in closer proximity to Burley than to Walton Middle School.

Distance A: 5<sup>th</sup> Street and Harris Road Intersection  
Walton = 10.08 miles  
Burley = 2.24 miles

Distance B: Old Lynchburg Road and Sunset Ave. Ext. Intersection  
Walton = 8.46 miles  
Burley = 3.95 miles

- G. Transfer from Walton/MHS to Burley/MHS  
Southwood Mobile Home Park = 43 M; 40 H

Rationale: This change relieves overcrowding at Walton, utilizes available capacity at Burley Middle School, and is in closer proximity to Burley than to Walton Middle School.

Distance: Hickory Street and Old Lynchburg Road Intersection  
Walton = 8.29 miles  
Burley = 4.11 miles

### **High School Transfers:**

- A. Transfer from WHS to AHS

Woodlands Rd. between Earlysville Rd. and Reas Ford Rd. to include Logan Village, Wyngate, Rivanwood, Rivers End. Reas Ford Rd. between Woodlands Rd. and Rivanna River South Fork to include Clearview Knolls and Arbor Park = 14 H

Rationale: This change eliminates the split feeder pattern at Jack Jouett. The area is in closer proximity to Albemarle High School than to Western Albemarle High School.

Distance A: Woodlands Road and Earlysville Road Intersection  
Western = 14.57 miles  
Albemarle = 1.49 miles

Distance B: Woodlands Road and Reas Ford Road Intersection  
Western = 13.87 miles  
Albemarle = 3.91 miles

- B. Transfer from WHS to AHS

Garth Rd. between Barracks Farm Rd. and Barracks Rd. to include Inglecress Subdivision and Ingleside Subdivision = 1 H

Rationale: This change eliminates the split feeder pattern at Jack Jouett. The area is in closer proximity to Albemarle High School than to Western Albemarle High School.

Distance A: Barracks Farm Road and Garth Road Intersection  
Western = 12.72 miles  
Albemarle = 4.20 miles

Distance B: Inglecress Drive and Garth Road Intersection  
Western = 12.42 miles  
Albemarle = 3.09 miles

Details of my plan follow in the next several pages (pages 17-26). Beginning with page 27, Part II includes recommendations for grandfathering and for long-range planning.

## **Part II**

The committee worked diligently to develop a plan that anticipated growth and would minimize the need for redistricting in the near future. As the process unfolded, it became quite evident that some favored making no boundary changes until it was absolutely necessary due to severe overcrowded conditions at a school. I am very grateful that the committee painstakingly attempted to create a plan that eliminated middle school splits and was long lasting. They were willing to modify the plan after receiving public input and additional information, although it compromised parts of the original plan that eliminated middle school splits.

At the conclusion of a redistricting process, there must always be reflection to determine whether or not the process can be improved and whether or not other considerations can make the transition easier for students. It is in this context that additional recommendations are made. *These recommendations should be considered just as carefully as the attendance boundary recommendations because they will be significant factors to the success of this and future redistricting.*

### **Grandfathering**

On November 9, 2002, a special combined meeting of the School Board and the Long Range Planning Committee was held. At that meeting there was consensus that grandfathering should be a consideration of any redistricting process, with two year grandfathering at the middle school level. In my proposal, 32 elementary students, 432 middle school students, and 15 high school students are affected. The Board continues to advocate that middle school students should be allowed to remain in the middle school where they began, and the small numbers affected in elementary and high school for this redistricting would not have a negative impact on the schools; therefore, I support the committee's recommendation that all students be allowed to finish their years in the school in which they are enrolled when the redistricting plan is implemented. A few caveats follow:

- Transportation would not be provided.
- Younger siblings not currently in the school would not be grandfathered with older siblings.
- The school would work with each affected family to make a decision within a defined timeline.

### **Long Range Planning**

I have observed the redistricting process and understand the commitment of time required to make even the smallest move. I am therefore recommending that Policy FB be revised as follows:

- Revise Policy FB – Facilities Planning pertaining to the last sentence of administrative procedure #4 to read:

*At the discretion of the Superintendent, in consultation with the School Board, a Redistricting Committee would not be required unless a new school is anticipated.*

During their deliberations, the Redistricting Committee identified areas that may be subject to future redistricting to alleviate overcrowding in some schools. Although I did not include these areas in my recommendations, I do recognize that if buildings become overcrowded, the identified areas are logical areas for change. The following changes would be considered if over capacity situations become an issue:

1. Transfer from Crozet/Henley/WHS to Brownsville/Henley/WHS

Areas south of Jarmans Gap Road, between Half Mile Branch Road and Crozet Avenue, which is adjacent to Old Trail Subdivision = 15 E; 5 M; 4 H

Rationale: This change would relieve the overcrowding at Crozet Elementary School.

Distance A: Jarmans Gap Road and Half-Mile Branch Road Intersection  
Crozet = 2.03 miles  
Brownsville = 2.66 miles

Distance B: Jarmans Gap Road and Crozet Avenue Intersection  
Crozet = .56 miles  
Brownsville = 1.70 miles

2. Transfer from Crozet/Henley/WHS to Brownsville/Henley/WHS

Crozet Avenue between Jarmans Gap Road and Brownsville Road, to include Locust Lane, Oak Street, Maple Street, Davis Drive and Meadows Drive = 20E; 10 M; 14 H

Rationale: This change would relieve the overcrowding at Crozet Elementary School.

Distance A: Jarmans Gap Road and Crozet Avenue Intersection  
Crozet = .56 miles  
Brownsville = 1.70 miles

Distance B: Crozet Avenue and Brownsville Road Intersection  
Crozet = 1.70 miles  
Brownsville = .56 miles

3. Transfer from Meriwether Lewis/Henley/WHS to Greer/Jouett/AHS

Garth Road between Free Union Road and Barracks Farm Road = 1 E; 3 M; 1 H

Rationale: This change will relieve overcrowding at Henley and Western and a change in elementary school would not cause a split feeder pattern. The area is in closer proximity to Jouett and Albemarle.

Distance A: Garth Road and Free Union Road Intersection

Meriwether Lewis = 3.14 miles

Greer = 5.84 miles

Henley = 11.33 miles

Jack Jouett = 5.85 miles

Western HS = 11.49 miles

Albemarle HS = 5.43 miles

Distance B: Garth Road and Barracks Farm Road Intersection

Meriwether Lewis = 4.37 miles

Greer = 4.61 miles

Henley = 12.56 miles

Jack Jouett = 4.62 miles

Western HS = 12.72 miles

Albemarle HS = 4.20 miles

4. Transfer from Meriwether Lewis/Henley/WHS to Greer/Jouett/AHS

Barracks Farm Road and Ivy Farm Subdivision = 15 E; 10 M; 14 H

Rationale: This change will relieve overcrowding at Henley and Western and a change in elementary school would not cause a split feeder pattern. This area is in closer proximity to Jouett and Albemarle.

Distance: Barracks Farm Road and Ivy Farm Drive Intersection

Meriwether Lewis = 5.14 miles

Greer = 5.38 miles

Henley = 13.33 miles

Jack Jouett = 5.39 miles

Western HS = 13.49 miles

Albemarle HS = 4.97 miles

5. Transfer from Murray/Henley/WHS to Meriwether Lewis/Henley/WHS

Flordon Subdivision; Ivy Creek Subdivision = 11 E; 2 M; 10 H

Rationale: This change would relieve overcrowding at Murray Elementary School.

Distance: Flordon Drive and Broomley Road Intersection

Murray = 3.53 miles

Meriwether Lewis = 4.00

6. Transfer from Murray/Henley/WHS to Greer/Jouett/AHS

Old Garth Road; Farmington Subdivision = 20 E; 0 M; 8 H

Rationale: This change would relieve the overcrowding at Murray Elementary School.

Distance: Old Garth and Lake Road Intersection  
Murray = 5.41 miles  
Greer = 3.90 miles  
Henley = 10.74 miles  
Jack Jouett = 3.87 miles  
Western HS = 10.90 miles  
Albemarle HS = 3.62 miles

7. Transfer from Meriwether Lewis/Henley/WHS to Agnor-Hurt/Jouett/AHS

Woodlands Road between Reas Ford Road and Free Union Road, to include BeauMont Farm Subdivision = 21 E; 15 M; 11 H

Rationale: This change would relieve overcrowding at Henley and Western and a change in elementary school would not cause a split feeder pattern. This area is in closer proximity to Jouett and Albemarle.

Distance A: Woodlands Road and Reas Ford Road Intersection  
Meriwether Lewis = 5.52 miles  
Agnor-Hurt = 4.32 miles  
Henley = 13.71 miles  
Jack Jouett = 4.31 miles  
Western HS = 13.87 miles  
Albemarle HS = 3.91 miles

Distance B: Woodlands Road and BeauMont Farm Road Intersection  
Meriwether Lewis = 5.00 miles  
Agnor-Hurt = 4.84 miles  
Henley = 13.19 miles  
Jack Jouett = 4.83 miles  
Western HS = 13.35 miles  
Albemarle HS = 4.43 miles

Distance C: Woodlands Road and Free Union Road Intersection  
Meriwether Lewis = 3.93 miles  
Agnor-Hurt = 5.91 miles  
Henley = 12.12 miles  
Jack Jouett = 5.90 miles  
Western HS = 12.28 miles  
Albemarle HS = 5.50 miles

8. Transfer from Agnor-Hurt/Burley/AHS to Woodbrook/Jouett/AHS

Northfields Subdivision = 16 E; 14 M; 27 H

Rationale: This change could relieve overcrowding at Agnor-Hurt and a middle school change would not cause a split of the Woodbrook District. This area is contiguous with other neighborhoods attending Woodbrook.

Distance: Rio Road and Northfield Road Intersection  
Agnor-Hurt = 1.33 miles  
Woodbrook = 1.38 miles  
Burley = 3.88 miles  
Jack Jouett = 2.48 miles

### **Capacity Triggers**

1. When a school reaches 95% of capacity, the staff will monitor and review the anticipated growth in the school attendance area and develop a schedule for addressing mobile classrooms or minimal renovations to accommodate the anticipated growth.
2. When a school is at 110% of capacity, a review of the facilities and programs will occur to develop an action plan for either redistricting or a capital improvement project to accommodate the growth.
3. Once a school is at 120% of capacity or a maximum of 120 students over capacity, the action plan will then be implemented.

### **Transition**

Once a redistricting plan is adopted, a specific transition plan should be developed to facilitate the necessary changes. The Division's Department of Community Engagement should oversee the development and implementation of the plan. A comprehensive transition plan is essential to the successful implementation of redistricting and should ensure that the process is thorough and family-oriented.

## **Role of School Board**

When it must establish new attendance boundaries, the School Board is faced with a daunting task. It often appears to be a “no-win” situation because the rational consideration of factors such as building capacity, transportation impacts, instructional needs, costs, and long-range enrollment projections compete with the emotional issues of attachments to particular schools, positive and negative perceptions about particular schools and neighborhoods, and economic issues such as real estate property values. Hyland (1989) stated, “few things are as potentially disruptive in a community as redrawing school district attendance boundaries; in fact, it’s one of the most sensitive tasks a school board faces” (p. 29).<sup>i</sup>

To address redistricting, the School Board needs accurate information. The data included in this report provides the most up-to-date information available. As the 2005-06 school year begins, the Board will be provided with ten-day enrollment figures prior to completing the process.

The Board’s role is to:

- Establish a process and timeline for adopting a redistricting plan;
- Consider the recommendations of the Superintendent;
- Develop a Board redistricting proposal;
- Listen to public testimony on the Board’s proposal;
- Finalize the Board’s redistricting plan; and
- Adopt the Board’s redistricting plan.

Staff has prepared a recommended timeline for the Board’s consideration. It is included as Appendix VI.

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<sup>i</sup> Hyland, T. F. (1989). Seven factors you’d better not forget when changing attendance boundary lines. The American School Board Journal, 176(9), 29-30.