OVERVIEW

• Redistricting Priorities
• Data Review
• Redistricting Options
• Birth Data for Pre-K Planning
• Path Forward
REDISTRICTING PRIORITIES

• Considerations
  • No changes to high school boundaries
  • Middle school changes only within same high school boundaries
  • Redraw boundaries to achieve student enrollment balances
  • Attempt to include existing elementary feeder areas and limit student movement
  • Take into account existing transportation networks and improve transportation efficiency
  • Eliminate non-contiguous elementary attendance areas (islands)
• Develop 2 plans
  • Option 1: Limited student movement
  • Option 2: More changes to improve spatial proximity and optimize transportation
DATA REVIEW

• Using 2018 September 30 Enrollments Geocoded to District Planning Areas
• All Counts Based on Student Residence
• All Boundary Modifications Based on Counts of Students Residing in Planning Areas
• Total 2018 Records — 17,150
  • In-District record count — 16,751
  • Total K-12 record count — 16,164
  • Manually matched without X,Y coordinates, special program and Pre-K students not included — 986

• Planning Area Delineation
  • 27 unique attendance areas
    • Combinations of elementary and middle school areas
  • 306 planning areas with boundaries consistent with current attendance areas
MAPPING WORKING GROUP

• Director of Transportation
• Director of Security
• Assistant Superintendent
• Director of Data and Assessment
• Director of Federal Programs
• Chief Financial Officer
REDISTRICTING OPTIONS

• Option 1
  • Very limited student movement
  • Eliminate non-contiguous ("island") areas
  • Minimal improvements to bus routing efficiency
  • Students Affected
    • Elementary—138
    • Middle School—342

• Option 2
  • Changes based on spatial proximity to school buildings
  • Optimize transportation routes
  • Balance enrollments
  • More comprehensive alignment of elementary feeder areas to middle school areas
  • Students Affected
    • Elementary—353
    • Middle School—362
READING THE MAPS

Areas proposed to be moved/redistricted are indicated with hashes through the area, as indicated in the lower portion of the below picture.

• **PLArea: 242** – This is a planning area, or “puzzle piece”, that represents a small section of the district

• **Move from Larimore to Grannemann** – This indicates the move that would take place for this area

• **Transportation south of I-270** – This indicates the rationale for the proposed move

• **Grades K-5: 2** – This indicates the grade levels (K-5) and the number of students impacted (2)
REDISTRICTING MAPS

• Option 1 Elementary Planning Area Maps
  • Slide 9, Map Page 1: From Larimore to Grannemann
  • Slide 10, Map Page 2: From Jana to Walker and from Walker to Lusher
  • Slide 11, Map Page 3: From Garrett to McCurdy, from Garrett to McNair, from McNair to Russell, from McCurdy to Armstrong, from Armstrong to Garrett

• Option 1 Middle School Planning Area Maps
  • Slide 13, Map Page 4: From and to Southeast and East
  • Slide 14, Map Page 5: From Central to North
  • Slide 15, Map Page 6: From West to Northwest
  • Slide 16, Map Page 7: From Northwest to West
## OPTION 1 ELEMENTARY COUNTS

*revised 3/11/19*

<table>
<thead>
<tr>
<th>Attendance Areas</th>
<th>Original Attendance Areas Grades K-5 Counts</th>
<th>Option 1 Attendance Areas Grades K-5 Counts</th>
<th>Optimal Architectural Enrollments at 85%</th>
<th>Difference Option 1 and Original Areas Grades K-5 Counts</th>
<th>Difference Option 1 Areas and Optimal (85%) Counts for Grades K-5</th>
<th>Difference Original Areas and Optimal (85%) Counts for Grades K-5</th>
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<th>Slide Number(s)</th>
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Option 1: East and Southeast Middle School Attendance Areas

Legend:
- Middle Schools
- Elementary Schools
- Middle School Option 1 Changes
- High School Attendance Areas
- Serves
- Original Middle School Areas

PL Areas:
- 230: From SEMS to EMS, using feeder school boundary, Twillingham Grades 6-8: 17
- 231: From SEMS to EMS, using feeder school boundary, Twillingham Grades 6-8: 9
- 232: From SEMS to EMS, using feeder school boundary, Twillingham Grades 6-8: 22
- 233: From SEMS to EMS, using feeder school boundary, Twillingham Grades 6-8: 9
- 234: From SEMS to EMS, using feeder school boundary, Twillingham Grades 6-8: 9
- 235: From SEMS to EMS, using feeder school boundary, Twillingham Grades 6-8: 22
- 236: From SEMS to EMS, using feeder school boundary, Twillingham Grades 6-8: 22
- 237: From SEMS to EMS, using feeder school boundary, Twillingham Grades 6-8: 15

Legend:
- Middle Schools
- Elementary Schools
- Middle School Option 1 Changes
- High School Attendance Areas
- Serves
- Original Middle School Areas

PL Areas:
- 230: From SEMS to EMS, using feeder school boundary, Twillingham Grades 6-8: 17
- 231: From SEMS to EMS, using feeder school boundary, Twillingham Grades 6-8: 9
- 232: From SEMS to EMS, using feeder school boundary, Twillingham Grades 6-8: 22
- 233: From SEMS to EMS, using feeder school boundary, Twillingham Grades 6-8: 9
- 234: From SEMS to EMS, using feeder school boundary, Twillingham Grades 6-8: 9
- 235: From SEMS to EMS, using feeder school boundary, Twillingham Grades 6-8: 22
- 236: From SEMS to EMS, using feeder school boundary, Twillingham Grades 6-8: 22
- 237: From SEMS to EMS, using feeder school boundary, Twillingham Grades 6-8: 15

Legend:
- Middle Schools
- Elementary Schools
- Middle School Option 1 Changes
- High School Attendance Areas
- Serves
- Original Middle School Areas

PL Areas:
- 230: From SEMS to EMS, using feeder school boundary, Twillingham Grades 6-8: 17
- 231: From SEMS to EMS, using feeder school boundary, Twillingham Grades 6-8: 9
- 232: From SEMS to EMS, using feeder school boundary, Twillingham Grades 6-8: 22
- 233: From SEMS to EMS, using feeder school boundary, Twillingham Grades 6-8: 9
- 234: From SEMS to EMS, using feeder school boundary, Twillingham Grades 6-8: 9
- 235: From SEMS to EMS, using feeder school boundary, Twillingham Grades 6-8: 22
- 236: From SEMS to EMS, using feeder school boundary, Twillingham Grades 6-8: 22
- 237: From SEMS to EMS, using feeder school boundary, Twillingham Grades 6-8: 15

Legend:
- Middle Schools
- Elementary Schools
- Middle School Option 1 Changes
- High School Attendance Areas
- Serves
- Original Middle School Areas

PL Areas:
- 230: From SEMS to EMS, using feeder school boundary, Twillingham Grades 6-8: 17
- 231: From SEMS to EMS, using feeder school boundary, Twillingham Grades 6-8: 9
- 232: From SEMS to EMS, using feeder school boundary, Twillingham Grades 6-8: 22
- 233: From SEMS to EMS, using feeder school boundary, Twillingham Grades 6-8: 9
- 234: From SEMS to EMS, using feeder school boundary, Twillingham Grades 6-8: 9
- 235: From SEMS to EMS, using feeder school boundary, Twillingham Grades 6-8: 22
- 236: From SEMS to EMS, using feeder school boundary, Twillingham Grades 6-8: 22
- 237: From SEMS to EMS, using feeder school boundary, Twillingham Grades 6-8: 15

Legend:
- Middle Schools
- Elementary Schools
- Middle School Option 1 Changes
- High School Attendance Areas
- Serves
- Original Middle School Areas

PL Areas:
- 230: From SEMS to EMS, using feeder school boundary, Twillingham Grades 6-8: 17
- 231: From SEMS to EMS, using feeder school boundary, Twillingham Grades 6-8: 9
- 232: From SEMS to EMS, using feeder school boundary, Twillingham Grades 6-8: 22
- 233: From SEMS to EMS, using feeder school boundary, Twillingham Grades 6-8: 9
- 234: From SEMS to EMS, using feeder school boundary, Twillingham Grades 6-8: 9
- 235: From SEMS to EMS, using feeder school boundary, Twillingham Grades 6-8: 22
- 236: From SEMS to EMS, using feeder school boundary, Twillingham Grades 6-8: 22
- 237: From SEMS to EMS, using feeder school boundary, Twillingham Grades 6-8: 15

Legend:
- Middle Schools
- Elementary Schools
- Middle School Option 1 Changes
- High School Attendance Areas
- Serves
- Original Middle School Areas

PL Areas:
- 230: From SEMS to EMS, using feeder school boundary, Twillingham Grades 6-8: 17
- 231: From SEMS to EMS, using feeder school boundary, Twillingham Grades 6-8: 9
- 232: From SEMS to EMS, using feeder school boundary, Twillingham Grades 6-8: 22
- 233: From SEMS to EMS, using feeder school boundary, Twillingham Grades 6-8: 9
- 234: From SEMS to EMS, using feeder school boundary, Twillingham Grades 6-8: 9
- 235: From SEMS to EMS, using feeder school boundary, Twillingham Grades 6-8: 22
- 236: From SEMS to EMS, using feeder school boundary, Twillingham Grades 6-8: 22
- 237: From SEMS to EMS, using feeder school boundary, Twillingham Grades 6-8: 15

Legend:
- Middle Schools
- Elementary Schools
- Middle School Option 1 Changes
- High School Attendance Areas
- Serves
- Original Middle School Areas
Option 1: Central and North Middle School Attendance Areas

Legend
- Middle Schools
- Elementary Schools
- Middle School Option 1 Changes
- High School Attendance Areas
- Streets

Move to North from Central:
- Using original Barrington feeder area
- Grades 6-8: 0

Move to North from Central:
- Using original Barrington feeder area
- Grades 6-8: 1

Move to North from Central:
- Using original Barrington feeder area
- Grades 6-8: 0

Move to North from Central:
- Using original Barrington feeder area
- Grades 6-8: 0
Option 1: Northwest and West Middle School Attendance Areas

Legend
- Middle Schools
- Elementary Schools
- Middle School Option 1 Changes
- High School Attendance Areas
- Streams
- Original Middle School Areas

From WMS to NWMS: better (reduction) transportation routes; using Plantation as common boundary.
From WMS to NWMS: Grades 6-8: 27.

From NWMS to WMS: transportation ease; possible reduction of students Grades 6-8: 18.
From NWMS to WMS: transportation ease; possible reduction of students Grades 6-8: 15.

From NWMS to WMS: transportation ease; possible reduction of students Grades 6-8: 9.
From NWMS to WMS: transportation ease; possible reduction of students Grades 6-8: 33.
# OPTION 1 MIDDLE SCHOOL COUNTS

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<th>Middle School Areas</th>
<th>Original Grade 6-8 Counts</th>
<th>Option 1 Grade 6-8 Counts</th>
<th>Difference Option 1 and Original Grade 6-8 Counts</th>
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*As with all attendance areas, the student counts for East and Southeast reflect 6th, 7th, and 8th grade enrollment who live in addresses that would be assigned to those schools. However, since East Middle only houses 8th grade, all 6th and 7th graders who live within East's attendance area would go to Southeast Middle. Therefore, the numbers reflected above for East Middle would be lower (6th and 7th grade enrollment would be removed) and the above numbers for Southeast Middle would be higher (6th and 7th grade enrollment from East Middle would be added to Southeast Middle). Only 8th graders living within East Middle's attendance area would be assigned to attend East Middle, and East Middle will continue to be open to other 8th graders from across the District to apply by choice.

3/11/2019 FOR DISCUSSION PURPOSES ONLY
REDISTRICTING MAPS

• Option 2 Elementary Planning Area Maps
  • Slide 19, Map Page 1: From Arrowpoint to Grannemann, Larimore to Grannemann, and Twillman to Arrowpoint
  • Slide 20, Map Page 2: From Jamestown to Barrington
  • Slide 21, Map Page 3: From Brown to Barrington
  • Slide 22, Map Page 4: From Cold Water to Brown
  • Slide 23, Map Page 5: From Lusher to Walker and McCurdy to Walker
  • Slide 24, Map Page 6: From McCurdy to Walker and McCurdy to Jana
  • Slide 25, Map Page 7: From Armstrong to Garrett, Garrett to McCurdy, and Garrett to McNair

• Option 2 Middle School Planning Area Maps
  • Slide 27, Map Page 8: From and to Southeast and East
  • Slide 28, Map Page 9: From Central to North
  • Slide 29, Map Page 10: From West to Northwest
  • Slide 30, Map Page 11: From Northwest to West
Option 2: Cold Water and Brown Elementary School Attendance Areas

Legend
- Middle Schools
- Elementary Schools
- Elementary School Option 1 Changes
- High School Attendance Areas
- Original Elementary School Areas
- Streets
- Original Middle School Areas

PL Area: 94
From Cold Water to Brown
transport Cold Water attendance area
transportation sensitivity
Grades K-5: 39

PL Area: 93M
From Lusher to Walker
removes Walker island
balances enrollment
Grades K-5: 39

From Brown to Barrington
better attendance area boundaries
possible transport savings
Grades K-5: 0

1 inch = 1,000 feet
1 mile = 1,609.34 feet

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Demographic Services for Redistricting
Page 4

FOR DISCUSSION PURPOSES ONLY

Charles Kafanties, PhD, LLC
2013-2014
609-452-9393
http://charleskafanties.com
Option 2: Lusher and Walker Elementary School Attendance Areas

Legend:
- Middle Schools
- Elementary Schools
- Elementary School Option 2 Changes
- High School Attendance Areas
- Original Elementary School Areas
- Success
- Original Middle School Areas

PL Area: 90
From Cold Water to Brown
compact Cold Water attendance area
transportation sensitivity
Grades K-5: 38

PL Area: 901
From Lusher to Walker
removes Walker island
balances enrollment
Grades K-5: 8

PL Area: 801
From Lusher to Walker
removes Walker island
balances enrollment
Grades K-5: 23

PL Area: 67
From McCurdy to Walker
balances enrollment
better transportation boundary
Grades K-5: 31

PL Area: 349
From McCurdy to Walker
balances enrollment
better transportation boundary
Grades K-5: 19

PL Area: 63
From McCurdy to Jayne
better transportation route
less waiting
better enrollment balance
Grades K-5: 32

PL Area: 34
From McCurdy to Jayne
better transportation route

1 inch = 1,100 feet

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Demographic Services for Redistricting
Page 5

Charles Kafrouni Ph.D. LLc
Geodemographic Studies
Site: for Commercial, Residential, and Industrial Projects
Realty Appraisal

3/11/2019
Option 2: Jana, McCurdy, and Walker Elementary School Attendance Areas

Legend
- Middle Schools
- Elementary Schools
- Elementary School Option 2 Changes
- High School Attendance Areas
- Original Elementary School Areas
- Streets
- Original Middle School Areas

From Lusher to Walker: receives Walker Island, balances enrollment
Grades K-8: 23
From Lusher to Walker: receives Walker Island, balances enrollment
Grades K-8: 23
PL Area: 07
From McCurdy to Walker: balances enrollment, better transportation boundary
Grades K-8: 32
From McCurdy to Walker: balances enrollment, better transportation boundary
Grades K-8: 32
PL Area: 349
From McCurdy to Jana: better transportation route, less walking, better enrollment balance
Grades K-8: 52
PL Area: 65
PL Area: 9001
PL Area: 8001

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Demographic Services for Redistricting
Page 6

FOR DISCUSSION PURPOSES ONLY
Option 2: Armstrong, Garrett, McCurdy, and McNair Elementary School Attendance Areas

Legend
- Middle Schools
- Elementary School
- Elementary School Option 2 Change
- High School Attendance Areas
- Original Elementary School Areas
- Streets
- Original Middle School Areas

PL Area: 801
- From Armstrong to Garrett;
- attendsites (not)
- 0 student impact;
- Industrial (R10) property
- Grades K-5: 0

PL Area: 63
- From McCurdy to Janie;
- better transportation route and less waiting;
- better enrollment balance
- Grades K-5: 52

PL Area: 18
- From Garrett to McCurdy;
- proximity;
- will add 1 bus stop to McCurdy;
- balances enrollment
- Grades K-5: 46

PL Area: 19
- From Garrett to McNair;
- proximity;
- enrollment balance
- Grades K-5: 10
## OPTION 2 ELEMENTARY COUNTS

*revised 3/11/19*

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<th>Slide Number(s)</th>
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</tr>
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</tr>
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</tr>
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</tr>
<tr>
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<td>365</td>
<td>409</td>
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<td>-44</td>
<td>-13</td>
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<td>Net change from Lusher to Walker</td>
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<td>378</td>
<td>-56</td>
<td>11</td>
<td>67</td>
<td>6</td>
<td>25</td>
<td>Net change to Walker and from Jana</td>
</tr>
<tr>
<td>McNair</td>
<td>385</td>
<td>404</td>
<td>406</td>
<td>19</td>
<td>-2</td>
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</tr>
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<td>20</td>
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<td>410</td>
<td>388</td>
<td>81</td>
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<td>-59</td>
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<td>25</td>
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<td><strong>Totals</strong></td>
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<td><strong>-1171</strong></td>
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</table>
Option 2: Northwest and West Middle School Attendance Areas

Legend
- Middle Schools
- Elementary Schools
- Middle School Option 2 Changes
- High School Attendance Areas
- Success
- Original Middle School Areas
As with all attendance areas, the student counts for East and Southeast reflect 6th, 7th, and 8th grade enrollment who live in addresses that would be assigned to those schools. However, since East Middle only houses 8th grade, all 6th and 7th graders who live within East’s attendance area would go to Southeast Middle. Therefore, the numbers reflected above for East Middle would be lower (6th and 7th grade enrollment would be removed) and the above numbers for Southeast Middle would be higher (6th and 7th grade enrollment from East Middle would be added to Southeast Middle). Only 8th graders living within East Middle’s attendance area would be assigned to attend East Middle, and East Middle will continue to be open to other 8th graders from across the District to apply by choice.

<table>
<thead>
<tr>
<th>Middle School Areas</th>
<th>Original Grade 6-8 Counts</th>
<th>Option 2 Grade 6-8 Counts</th>
<th>Difference Option 2 and Original Grade 6-8 Counts</th>
<th>Map Page(s)</th>
<th>Slide Number(s)</th>
<th>Map Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Central</td>
<td>766</td>
<td>748</td>
<td>-18</td>
<td>9</td>
<td>30</td>
<td>Move to include all of Barrington attendance area to NMS</td>
</tr>
<tr>
<td>East</td>
<td>231</td>
<td>319</td>
<td>88</td>
<td>8</td>
<td>29</td>
<td>Alignment to modified Grannemann and original Twillman boundaries</td>
</tr>
<tr>
<td>North</td>
<td>774</td>
<td>792</td>
<td>18</td>
<td>9</td>
<td>30</td>
<td>Move from CMS to NMS</td>
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<tr>
<td>Northwest</td>
<td>867</td>
<td>805</td>
<td>-62</td>
<td>10</td>
<td>31</td>
<td>Net change from WMS</td>
</tr>
<tr>
<td>Southeast</td>
<td>540</td>
<td>452</td>
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<td>8</td>
<td>29</td>
<td>Net change from SEMS to EMS</td>
</tr>
<tr>
<td>West</td>
<td>714</td>
<td>776</td>
<td>62</td>
<td>11</td>
<td>32</td>
<td>Net change from NWMS</td>
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<tr>
<td>Totals</td>
<td>3892</td>
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<td>-88</td>
<td>0</td>
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</table>

<table>
<thead>
<tr>
<th>Original Middle School Areas</th>
<th>6th graders living in attendance area**</th>
<th>7th graders living in attendance area**</th>
<th>8th graders living in attendance area**</th>
<th>Row Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>East</td>
<td>73</td>
<td>79</td>
<td>79</td>
<td>231</td>
</tr>
<tr>
<td>Southeast</td>
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<td>156</td>
<td>540</td>
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<td>Column Total</td>
<td>292</td>
<td>244</td>
<td>235</td>
<td>771</td>
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</table>

*As with all attendance areas, the student counts for East and Southeast reflect 6th, 7th, and 8th grade enrollment who live in addresses that would be assigned to those schools. However, since East Middle only houses 8th grade, all 6th and 7th graders who live within East’s attendance area would go to Southeast Middle. Therefore, the numbers reflected above for East Middle would be lower (6th and 7th grade enrollment would be removed) and the above numbers for Southeast Middle would be higher (6th and 7th grade enrollment from East Middle would be added to Southeast Middle). Only 8th graders living within East Middle’s attendance area would be assigned to attend East Middle, and East Middle will continue to be open to other 8th graders from across the District to apply by choice.
BIRTH DATA FOR PRE-K PLANNING

• Kindergarten Cohorts Assigned by Year of Eligibility
• Birth Address Location Data Geocoded to Parcels and Street Centerlines
• Geocoded Births Overlaid and Counted by Planning Areas
• Kindergarten Cohorts for School Years 2020 and 2021
  • Total 2020 and 2021 births—2804
  • Planning areas color coded using 5 categories
Births Categorized by Quantity and Planning Area; Southeast Section

Legend
- Elementary Schools
- Streets
- Births by Planning Area
  - K Cohorts 2020 and 2021
  - 0
  - 1-9
  - 10-19
  - 20-29
  - 30-50

Demographic Services for Redistricting
Page 1

3/11/2019
FOR DISCUSSION PURPOSES ONLY

33
QUESTIONS AND ANSWERS

What are the major differences between Option 1 and Option 2?

A – Option 1 involves limited changes intended to eliminate non-contiguous ("island") areas and help transportation efficiency with little student movement.

Option 2 involves broader changes intended to balance school enrollments and improve transportation efficiency.

Why is 85% capacity used in the elementary counts and what building areas do they include?

A – Building capacities were developed utilizing Missouri School Improvement Program (MSIP) guidelines. The capacity figures only include classrooms and do not include specialty areas such as gymnasiums, art, music, etc.
QUESTIONS AND ANSWERS

What is the financial impact of Option 1 versus Option 2?

A – For both options the potential exists for transportation efficiency that would reduce transportation costs as well as travel times in some of the boundaries. There is more opportunity for transportation efficiency with Option 2.

A better balance of schools also has the potential to smooth enrollment and staffing, but that is always a year-to-year decision based on actual enrollment and staffing within Board policy.

How many students would actually have to change schools?

A – A chart is being developed and will be posted on the Redistricting page of the district’s website. This is anticipated to be posted before the first Community Engagement Open House on February 28th.
QUESTIONS AND ANSWERS

Can I see how elementary schools would progress to each middle and high school?

A – A chart is being developed and will be posted on the Redistricting page of the district’s website. This is anticipated to be posted before the first Community Engagement Open House on February 28th.

I understand that the numbers in the presentation are based on student addresses, but can I see the actual enrollment at each school?

A – A chart is being developed and will be posted on the Redistricting page of the district’s website. This is anticipated to be posted before the first Community Engagement Open House on February 28th.
QUESTIONS AND ANSWERS

Why does the study use student address and birth rate data?

A – This data is used for consistency. It is not impacted by fluctuations in enrollment or mobility (students who move in and out of the district).

What do the changes for East Middle School mean for the 8th grade program?

A – Nothing has changed for this program. The boundary changes serve to clarify the boundaries for East Middle School as they have been adjusted each of the last two years.
QUESTIONS AND ANSWERS

Why is Pre-K birth rate information included?

A – Pre-K planning information was included for identification of potential future enrollments in Kindergarten as well as the Early Childhood program.

What are the next steps?

A – Please see the next two slides.
PATH FORWARD

• Board Retreat – Preliminary Presentation – January 11, 2019
• Board Retreat – Revised Presentation – February 8, 2019
• Regular Board Meeting Presentation – February 26, 2019
• Community Engagement Open Houses – February/March, 2019
  • Additional information on next slide
• Update at Regular Board Meeting – March 5, 2019
• Board Discussion on Feedback and Consideration – April 8, 2019
• Board Action – April 16, 2019
• Consideration of 5-year Study Schedule – 2023-24
COMMUNITY ENGAGEMENT

OPEN HOUSES

- February 28 - 5:00p.m. – 6:30p.m. at Central High School library
- March 4 - 5:00p.m. – 6:30p.m. at West High School library
- March 12 - 5:00p.m. – 6:30p.m. at East High School library

Open House/Map Gallery Walk Summary

- All events will be similar in nature; there is no need to attend all three. You may attend at any time between 5:00 p.m. – 6:30 p.m. (no formal presentations will be given)
- We will have poster-sized maps for patrons to view
- Board members, Administrators, and Consultants will be available to answer questions
- Feedback forms will be available to share your thoughts/concerns with the Board
- If you are unable to attend, please visit our website at [www.Hazelwoodschools.org](http://www.Hazelwoodschools.org), then click on the “Redistricting” tab to view maps. To share feedback with Board members, click on this link [http://bit.ly/HSDRedistricting](http://bit.ly/HSDRedistricting).
QUESTIONS