WAKE COUNTY
PUBLIC SCHOOL SYSTEM

MANAGING GROWTH

Student Assignment Seminar Series
Board of Education Work Session, February 28, 2014

Prepared by Laura Evans, Senior Director, Office of Student Assignment; and Christina Lighthall, Senior Director, Long-Range Planning

Managing Growth

- **Purpose:** To receive feedback on current processes for managing student growth.

- **Desired Outcomes:** By the end of this meeting, participants will have an understanding of:
  - Determining student growth projections
  - New school target circle process
  - Available assignment tools to manage growth
  - Board feedback and direction

TOOLS TO MANAGE GROWTH

Student Assignment Seminar Series

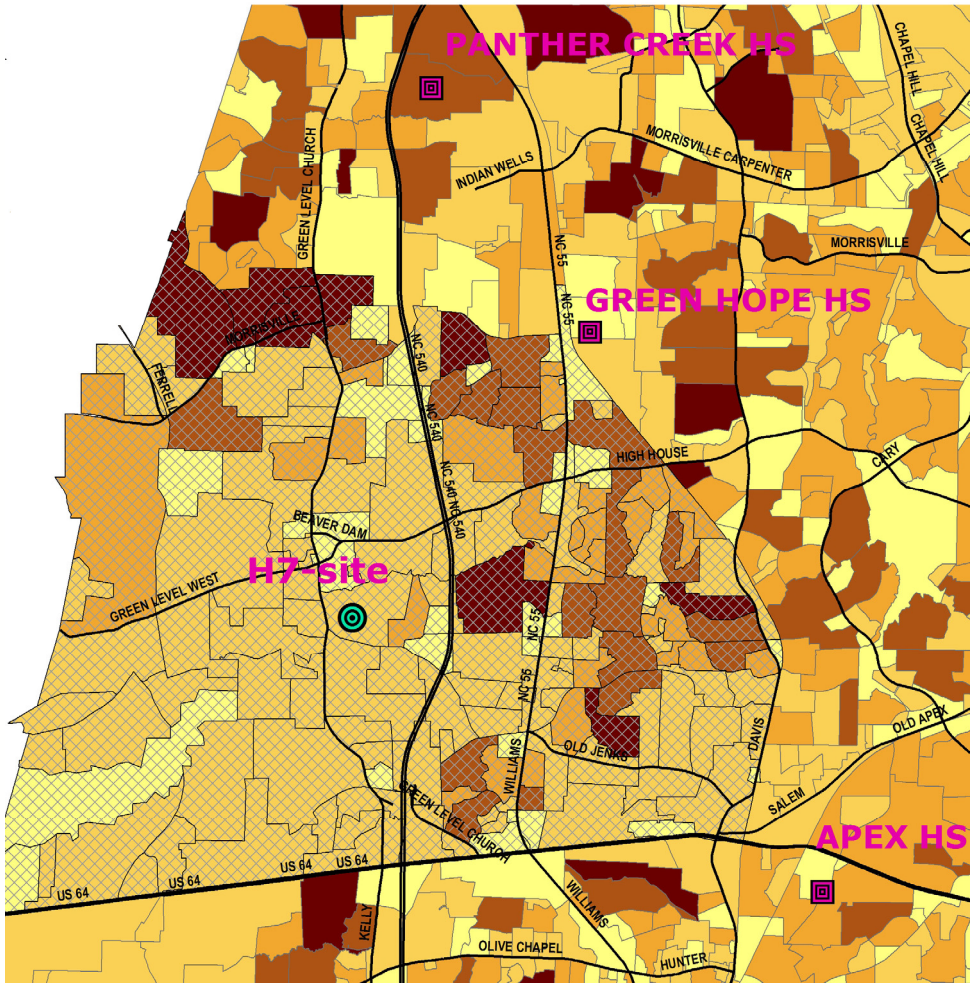
Board of Education Work Session, February 28, 2014

- **Assigning Spot Nodes**
- **Temporary Classroom Placement**
- **Enrollment Capping Process**
- **Re-Calendar Schools**
- **Redistricting**

BOE Work Session: February 28, 2014, 12:00 – 5:00 pm

Topic	Facilitator & Time	NOTES
Welcome	Dr. James Merrill (5 min)	• Review Agenda and Introductions
Tools to Manage Growth	Cathy Moore (5 min)	• Review existing tools
Growth Projection Process	Mike Miller, OREd (25 min)	• Info sharing & Board questions and discussion
New School Location Site Selection Process	Mike Miller, OREd (25 min)	• Information sharing • Board questions and discussion
Break	15 min	
Assigning Spot Nodes	Laura Evans 40 min	• Information sharing (20 min) • Qs for board discussion and feedback (20 min)
Temporary Classroom Placement	Joe Desormeaux 40 min	• Information sharing (20 min) • Qs for board discussion and feedback (20 min)
Break	15 min	
Enrollment Capping Process	Christina Lighthall 40 min	• Information sharing (20 min) • Qs for board discussion and feedback (20 min)
Re-Calendar Schools	Christina Lighthall 40 min	• Information sharing (20 min) • Qs for board discussion and feedback (20 min)
Redistricting	Laura Evans 40 min	• Information sharing (20 min) • Qs for board discussion and feedback (20 min)
Closure/Next Steps	Cathy Moore Laura Evans 10 min	• Timeline to complete a 2015-16 and beyond student assignment plan

Growth Projection Process



Prepared by Mike Miller, Director, ITRE/OREd

WAKE COUNTY PUBLIC SCHOOL SYSTEM

Growth Projection Process

Wake County, WCPSS, and OREd staff review historical, current, and projected data to include:

- Latest 20th day student geo-code data
- Market share (charter, private, home school, etc.)
- County resident population
- Resident population
- Student enrollment by grade
- Single family vs. multi family housing units
- Residential building permits
- Migration

Growth Projection Process (Cont.)

Wake County, WCPSS, and OREd staff review historical, current, and projected data to include:

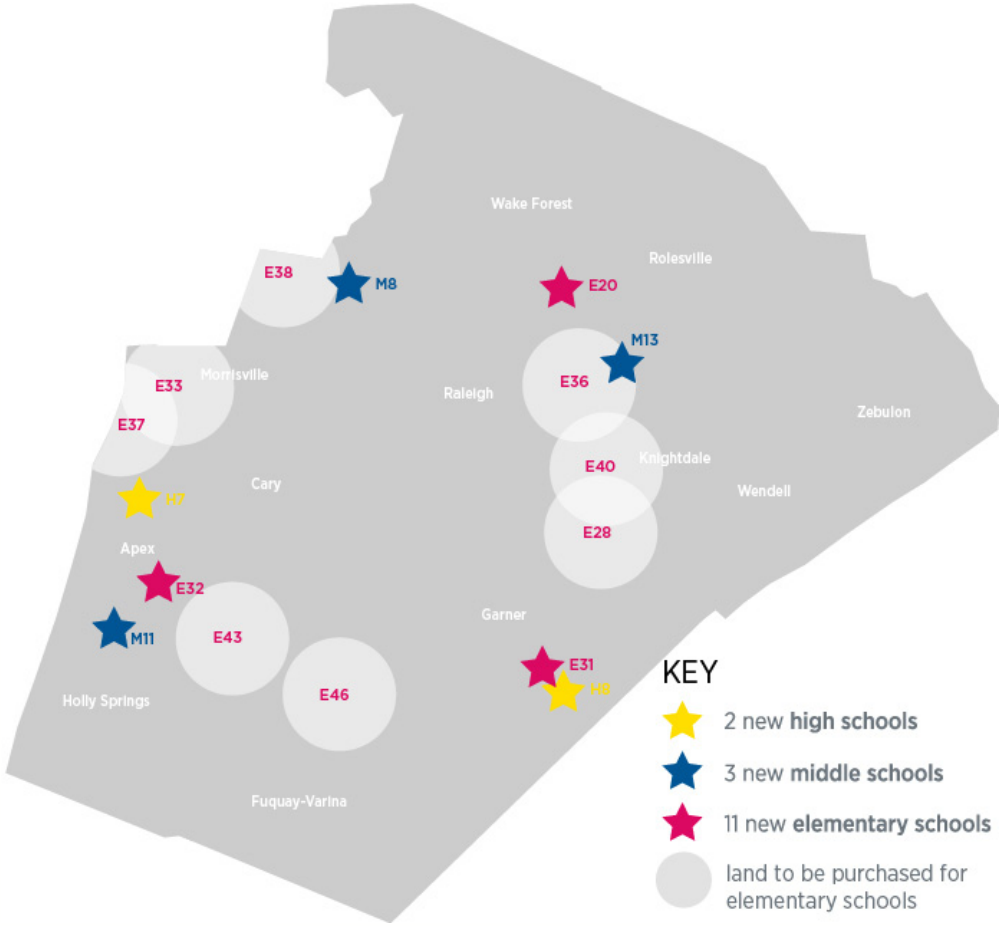
- Unemployment rate
- Resident live births
- Kindergarten enrollment (including 2009 cut-off change)
- Cohort Survival Ratios (birth vs K five years later)
- Economic-Cycle
- Municipal Planners
- Student Projection Distribution Model (OREd)

Feedback from the Board

- What works **well** with using the **Growth Projection tool** to manage growth?

- What are **concerns/constraints** in using **Growth Projection tool** ?

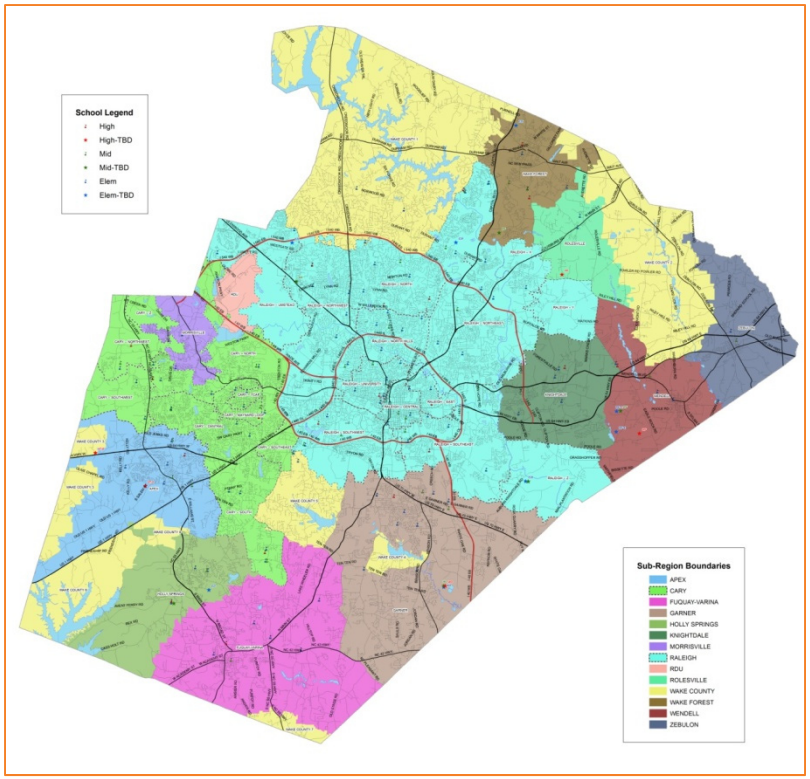
New School Location Site Selection Process



Prepared by Mike Miller, Director, ITRE/OREd

WAKE COUNTY PUBLIC SCHOOL SYSTEM

WCPSS and OREd:
Data-Driven Planning for Growth



WCPSS Board of Education
February 28, 2014

Operations Research and Education Laboratory
Institute for Transportation Research and Education
Centennial Campus, NCSU

OREd

WAKE COUNTY PUBLIC SCHOOL SYSTEM

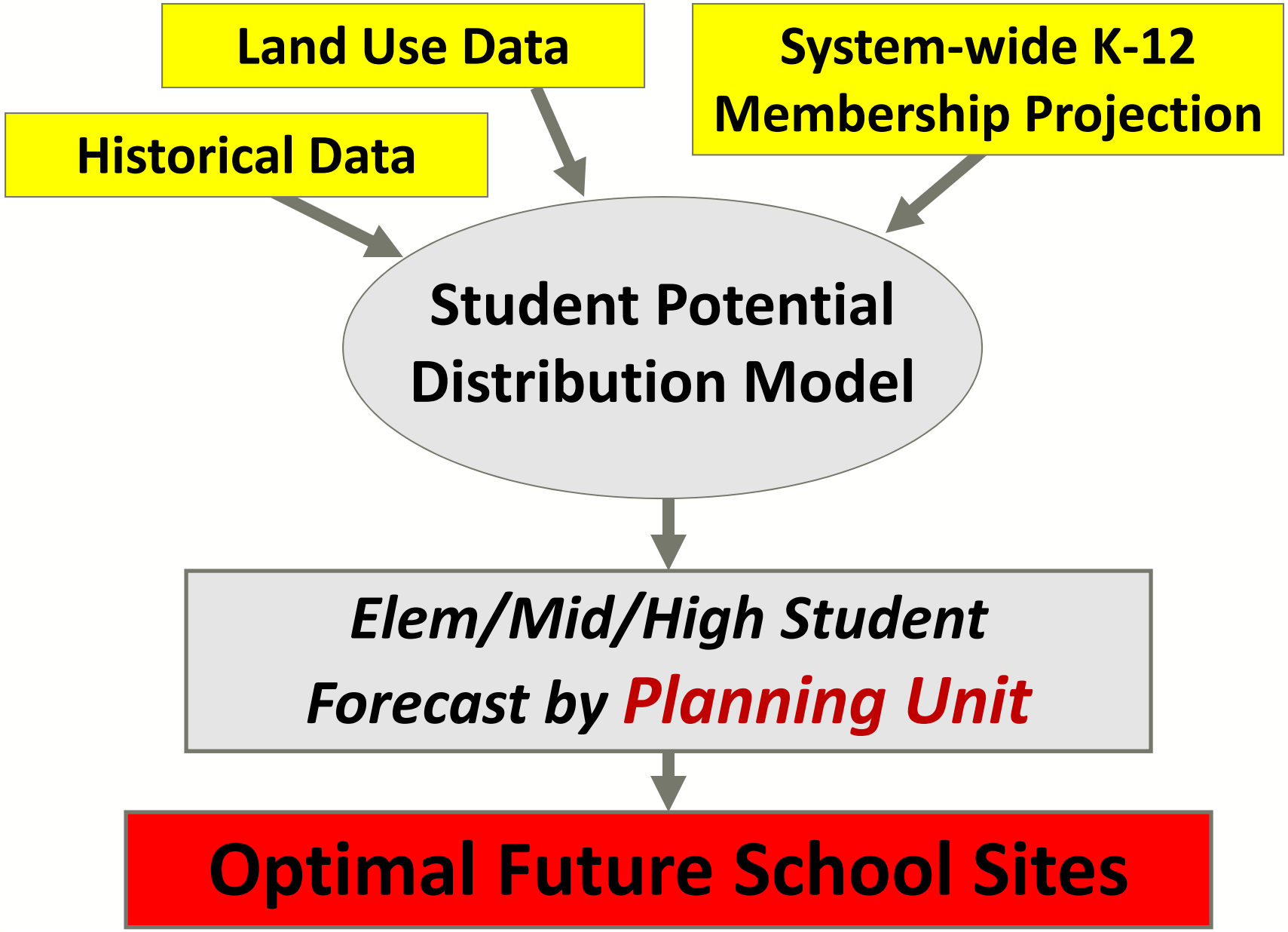
WCPSS Long-Range School Building Plan

The on-going collaboration between the Wake County Public School System, Wake County planning agencies and the Operations Research and Education Laboratory to:

- **Collect and analyze county/municipal Land Use data**
- **Explore long-range membership growth trends**
- **Optimally determine target areas for new school sites**

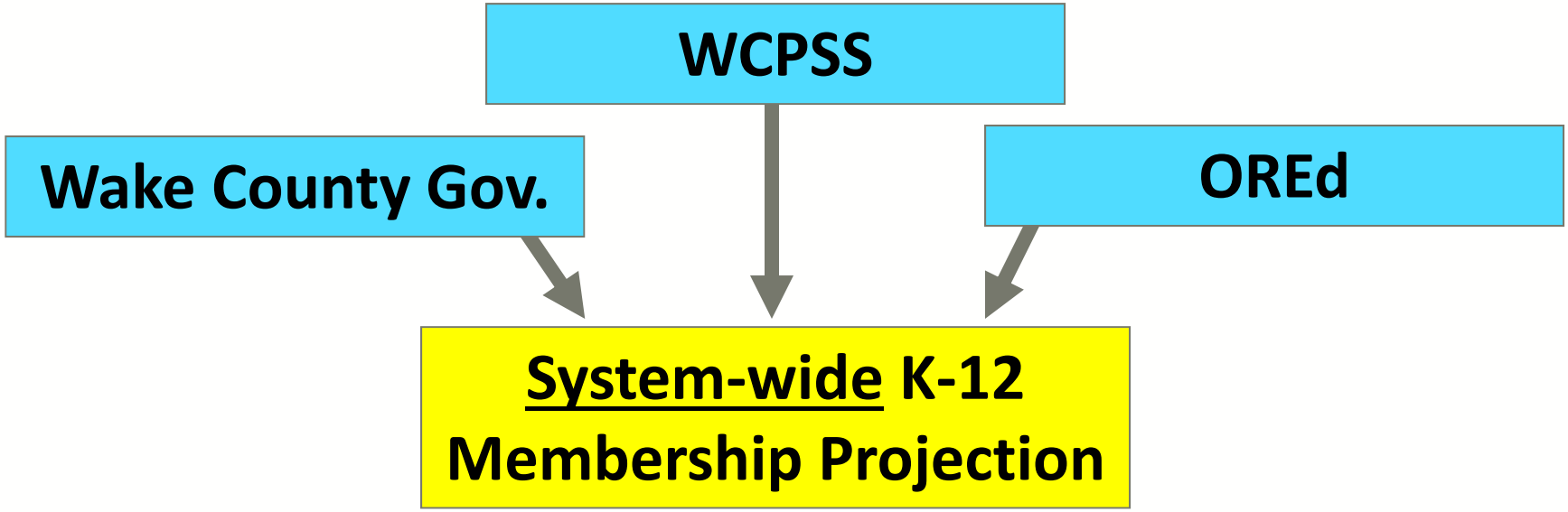
Since 2006, membership forecasts driven by Land Use data supplied by the Wake County planning community have helped WCPSS determine where and when new schools should be built.

- **2005-06 – Initial Project**
- **2008-09 Full Update**
- **2012-13 Full Update**
- *(plus annual data updates)*



WAKE COUNTY PUBLIC SCHOOL SYSTEM

WCPSS Ten-Year K-12 Membership Projection



The foundation of all membership forecasts is the Ten-Year K-12 System-Wide Projection. The team pulls together information that can inform the membership projection model:

- Historic growth trends
- Demographic shifts
- Other school systems – Private, home, charter
- Migration
- Economic trends

WCPSS Ten-Year K-12 Membership Projection

2013-14: Developing a Regression Analysis Model For K-12 Projection

- A statistical process for estimating the relationships between variables
- Uses historic data to quantify correlations between variables
- Used to test and weight factors that help explain may be useful predictors of enrollment
- Currently considers the variables:
  - *Resident Live Births*
  - *Historic membership*
  - *Unemployment*
  - *County migration*
  - *Residential permits*

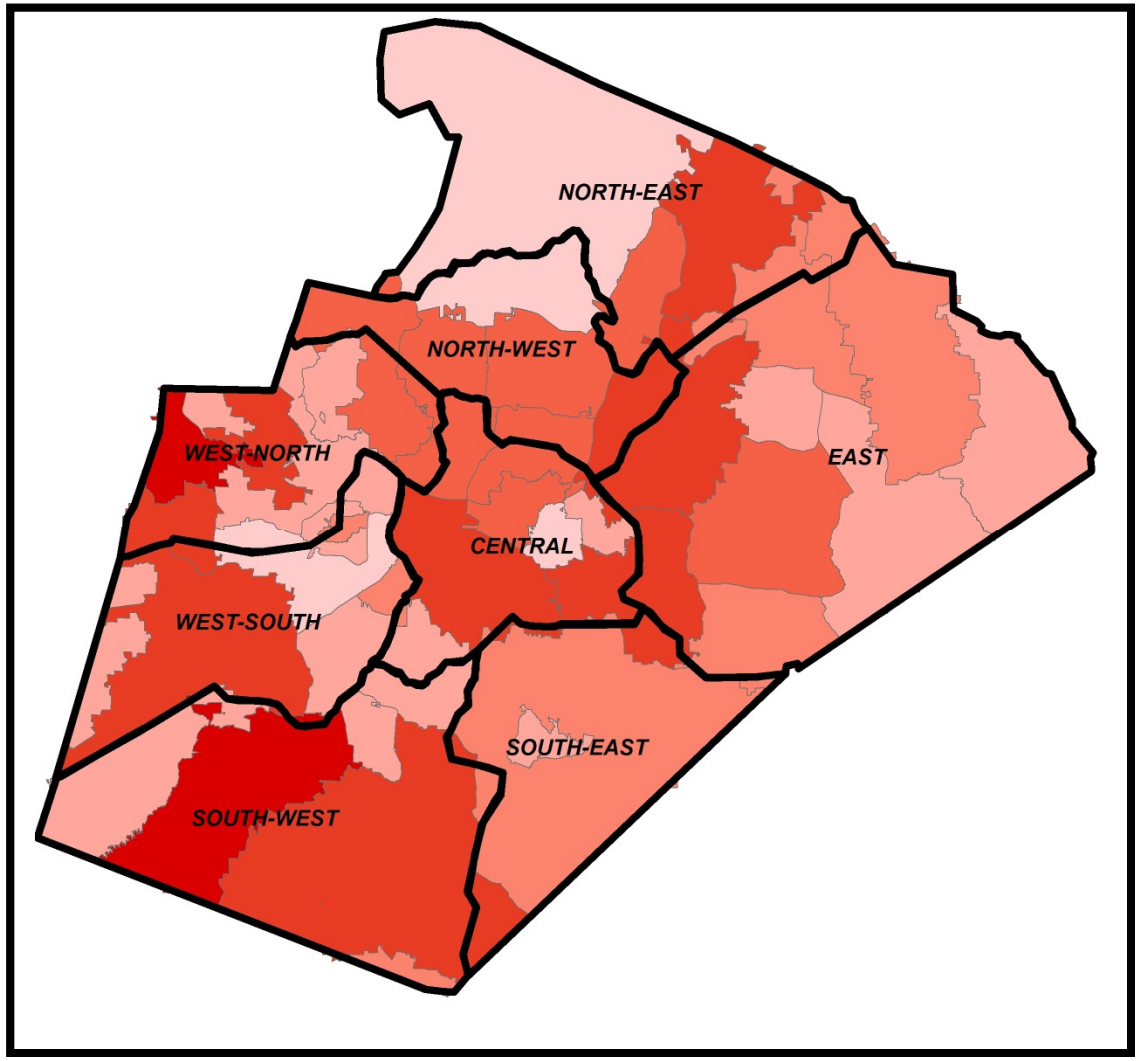
Historic Data

Historic data also influences the membership forecast. It is analyzed:

- By municipality
- By *Planning Unit*

Historic Data: K-12 Growth from 2008 to 2011

Central	658
East	1072
North-East	1151
North-West	719
South-East	90
South-West	1834
West-North	2621
West-South	527



WAKE COUNTY PUBLIC SCHOOL SYSTEM

Historic Data

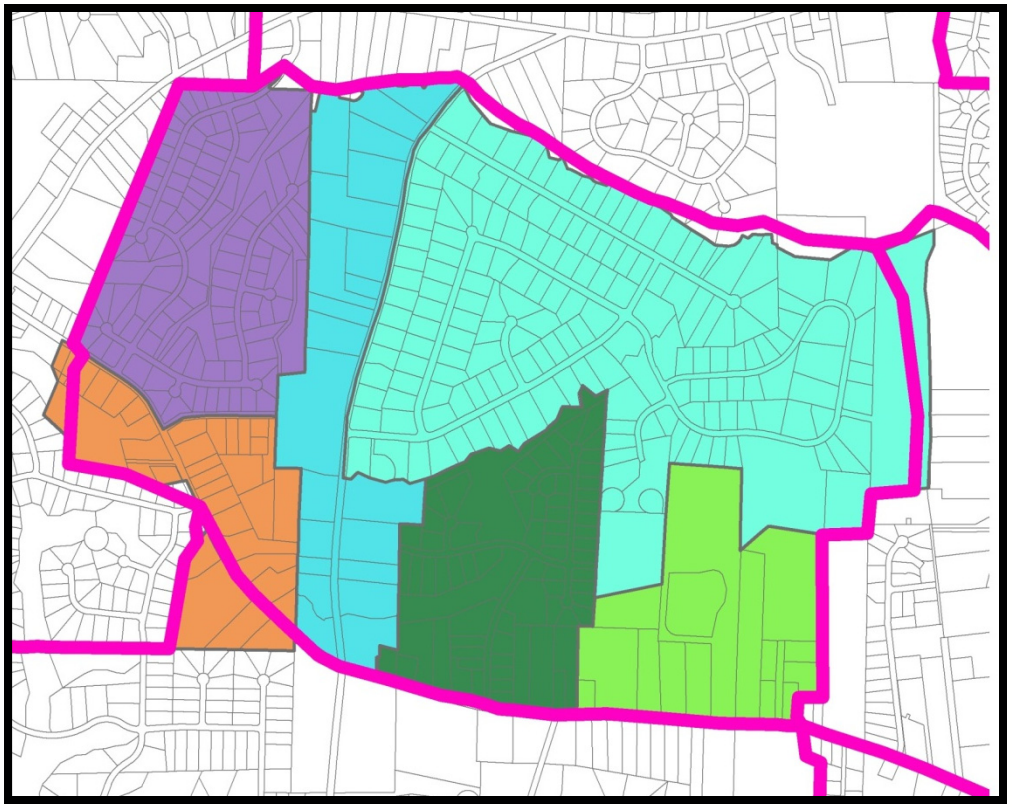
Student Generation Potential

(2012 Update)

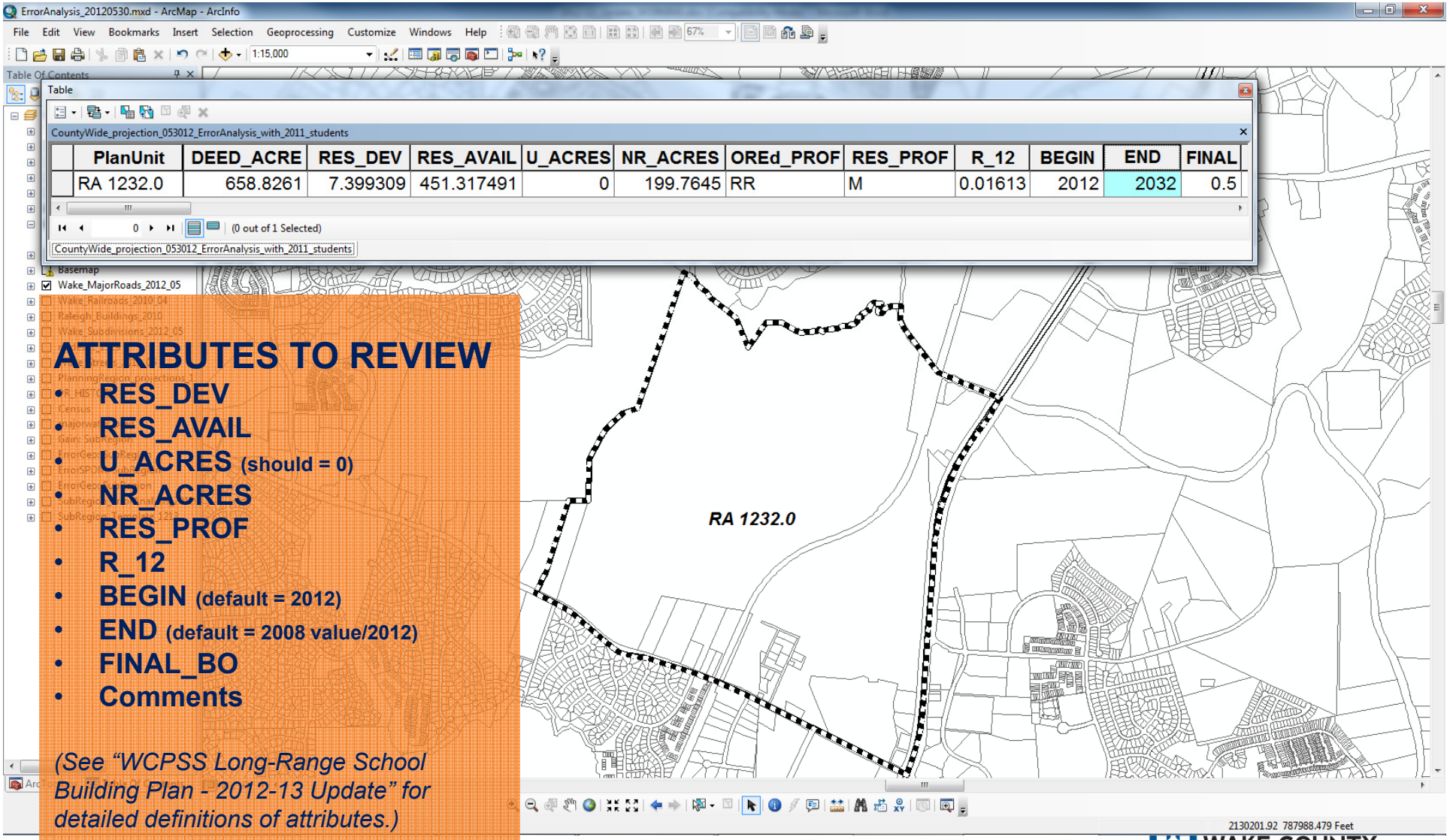
Municipality	Mean SGP (std./dev. res. ac.)
Apex	0.98
Cary	1.38
Fuquay-Varina	0.62
Garner	0.64
Holly Springs	1.24
Knightdale	0.86
Morrisville	1.95
Raleigh	1.20
Rolesville	0.35
Wake Forest	0.96
Wendell	0.39
Zebulon	0.34
Non-Urban	0.24

Land Use Data

- 6405 Planning Units
- Homogenous Land Use characteristics
- Land Use data (collected in 2005, 2008, 2012)
  - Residential Profile
  - Residential build-out timeline
- Student Generation Potential *(SGP)*
- Tracks demographic changes with high resolution



Land Use Data – PlanUnit Review



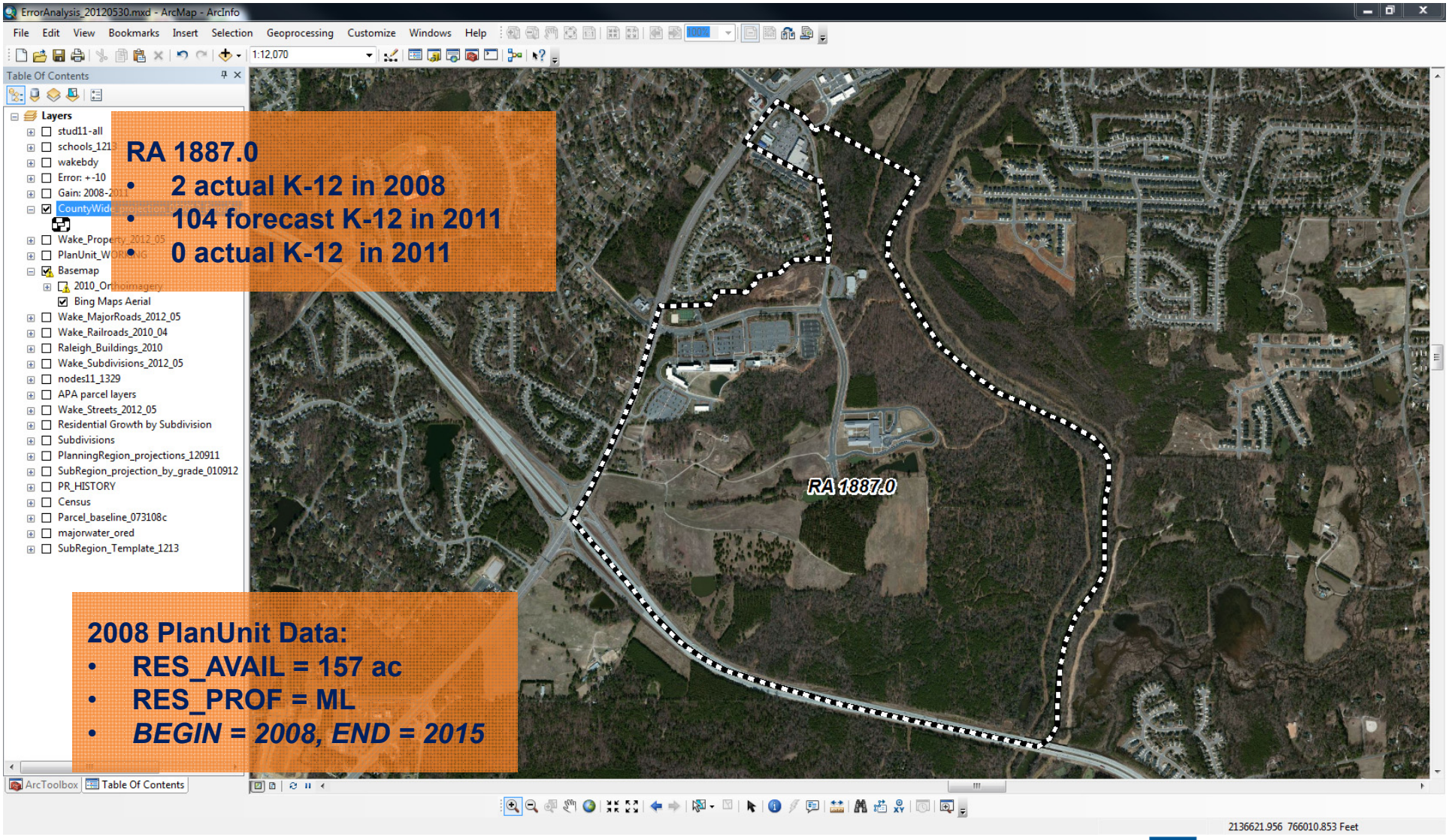
ATTRIBUTES TO REVIEW

- RES_DEV
- RES_AVAIL
- U_ACRES (should = 0)
- NR_ACRES
- RES_PROF
- R_12
- BEGIN (default = 2012)
- END (default = 2008 value/2012)
- FINAL_BO
- Comments

(See "WCPSS Long-Range School Building Plan - 2012-13 Update" for detailed definitions of attributes.)

WAKE COUNTY PUBLIC SCHOOL SYSTEM

PlanUnit Review: RA 1887.0



WAKE COUNTY PUBLIC SCHOOL SYSTEM

Optimization: Planning for Growth

The signature feature of OREd analysis is the use of Operations Research optimization techniques to locate future school sites.

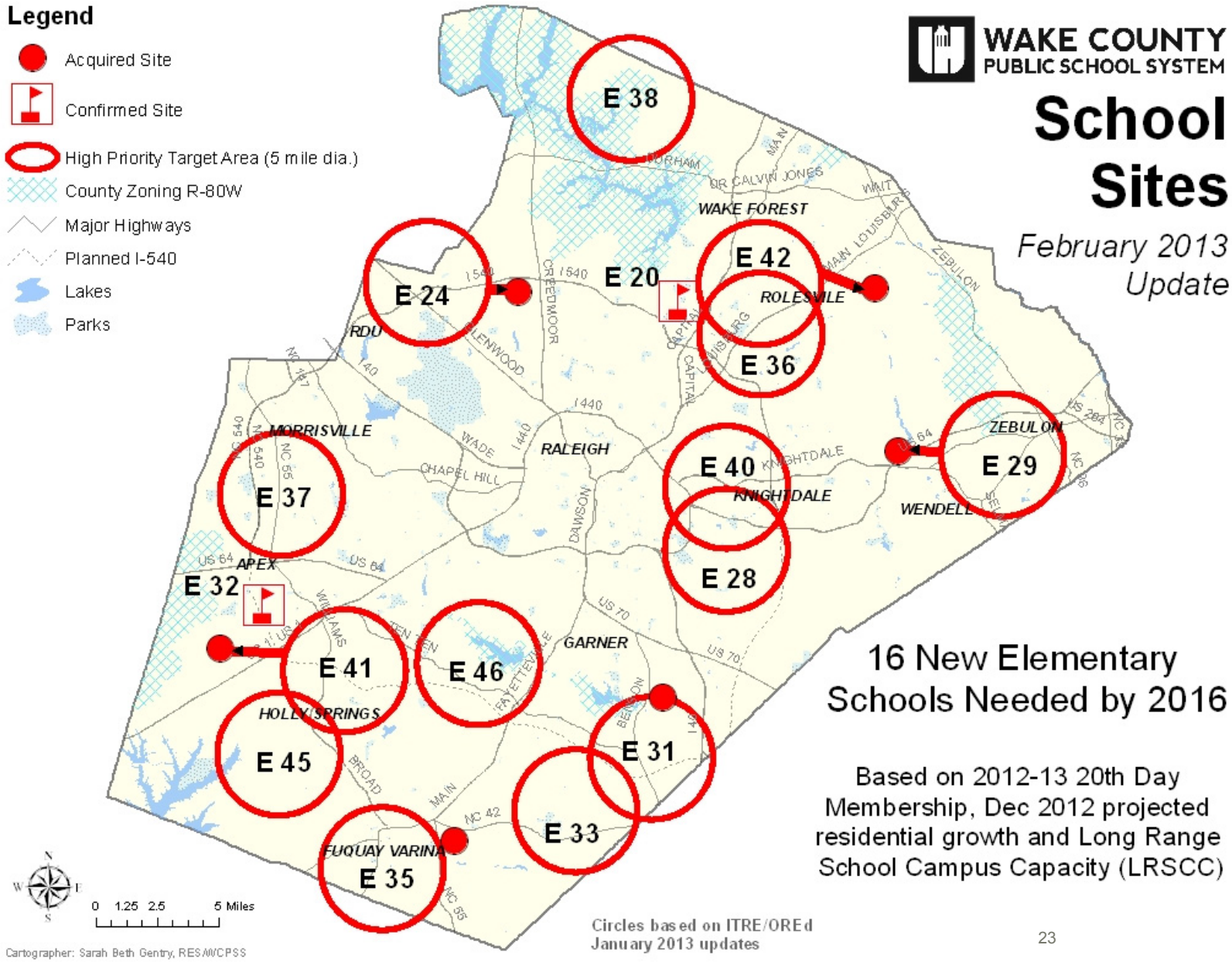
- Inputs:
  - Planning Unit Database with SPDM forecast
  - Building capacities for all existing and planned schools
- Output:
  - Optimal locations of future schools that:
    - ***Anticipate residential growth***
    - ***Satisfy building capacities***
    - ***Minimize student transportation distance***

New Schools needed by 2016

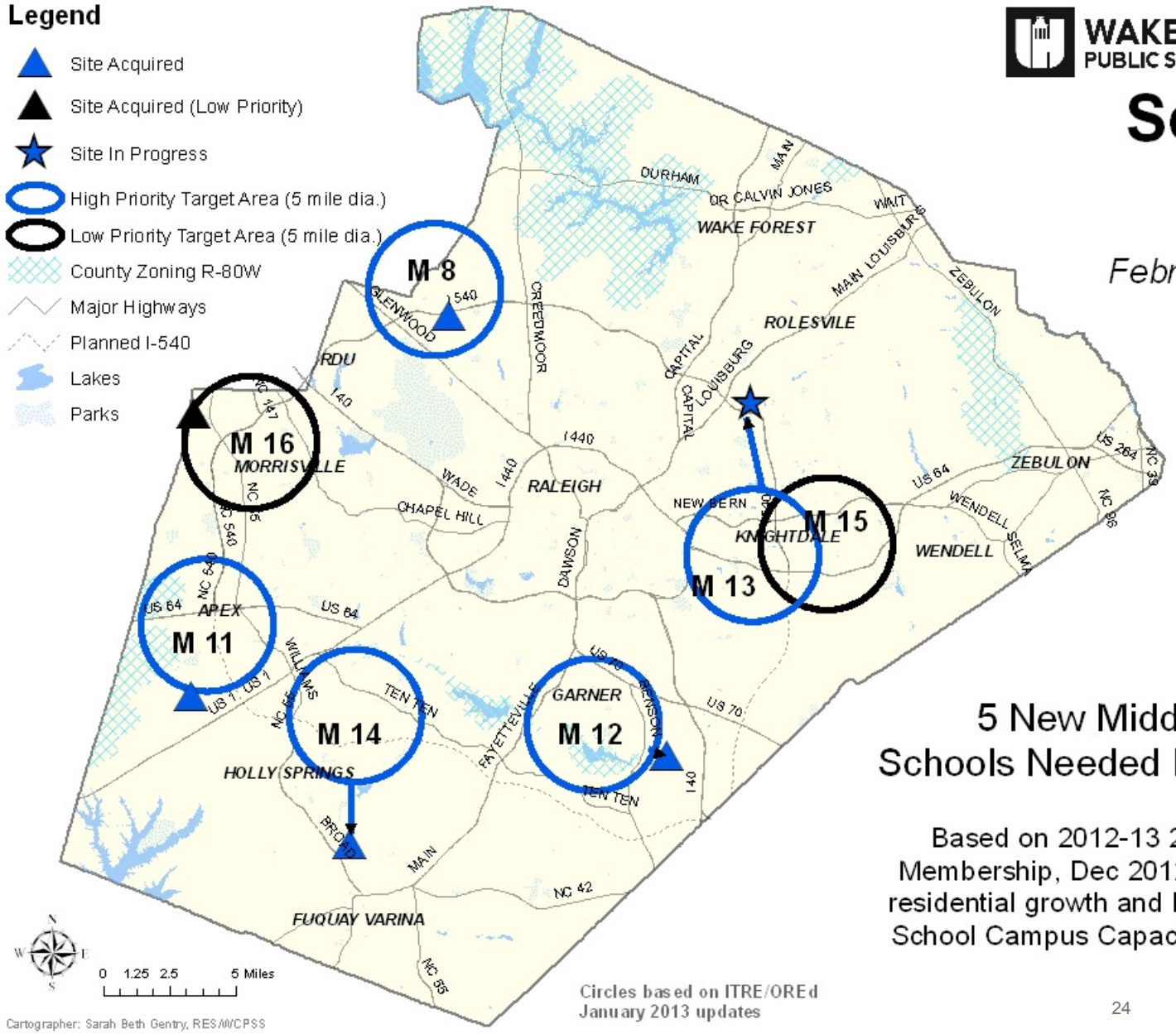
Based on Projected Membership divided by:

- Projected permanent capacity
- Projected Special Ed and General Ed programs
- Projected Optimum temporary classrooms

New Schools needed by 2016



New Schools needed by 2016



WAKE COUNTY PUBLIC SCHOOL SYSTEM

School Sites

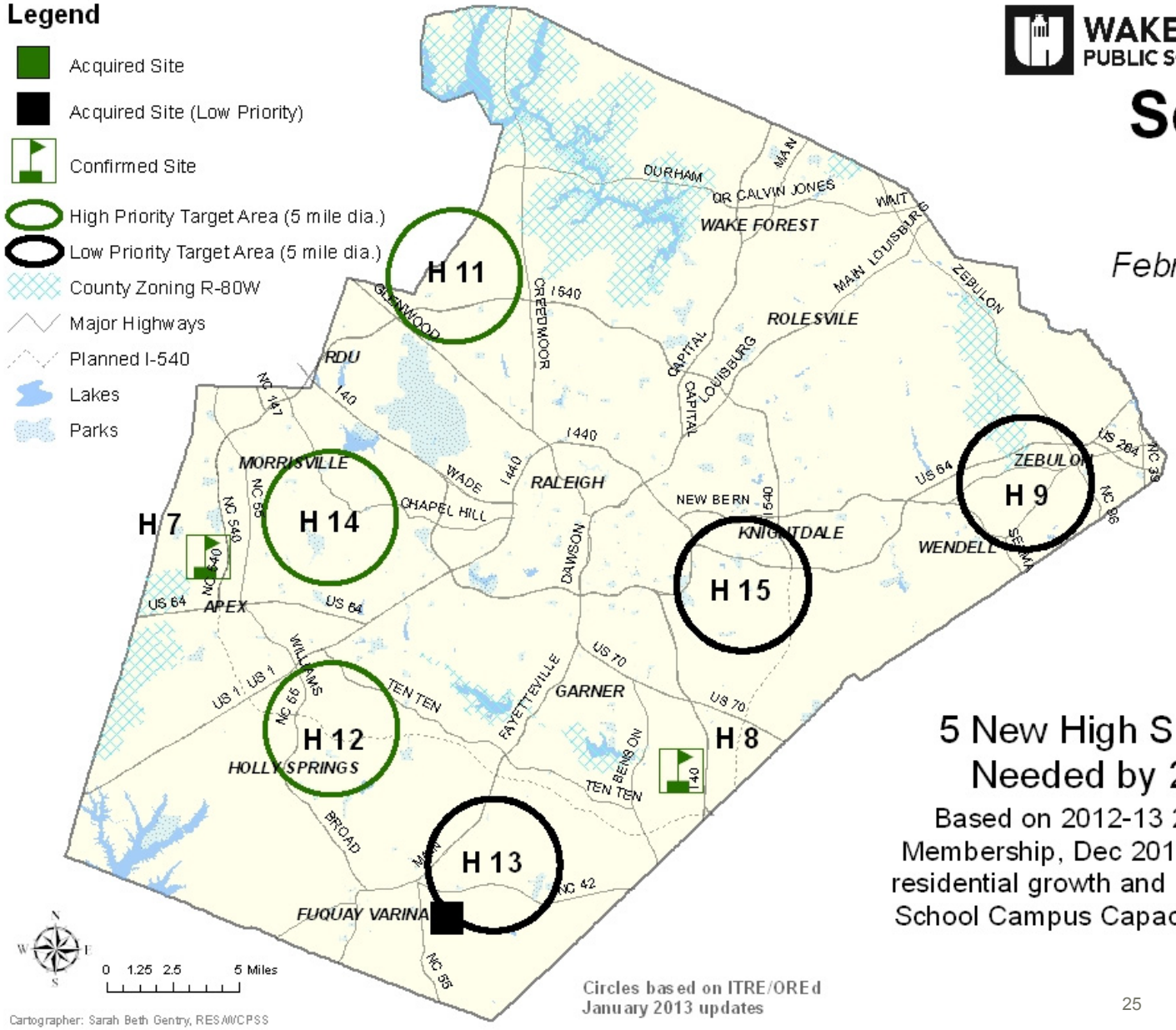
February 2013 Update

5 New Middle Schools Needed by 2016

Based on 2012-13 20th Day Membership, Dec 2012 projected residential growth and Long Range School Campus Capacity (LRSCC)

Circles based on ITRE/ORED January 2013 updates

New Schools needed by 2016



WAKE COUNTY PUBLIC SCHOOL SYSTEM

School Sites

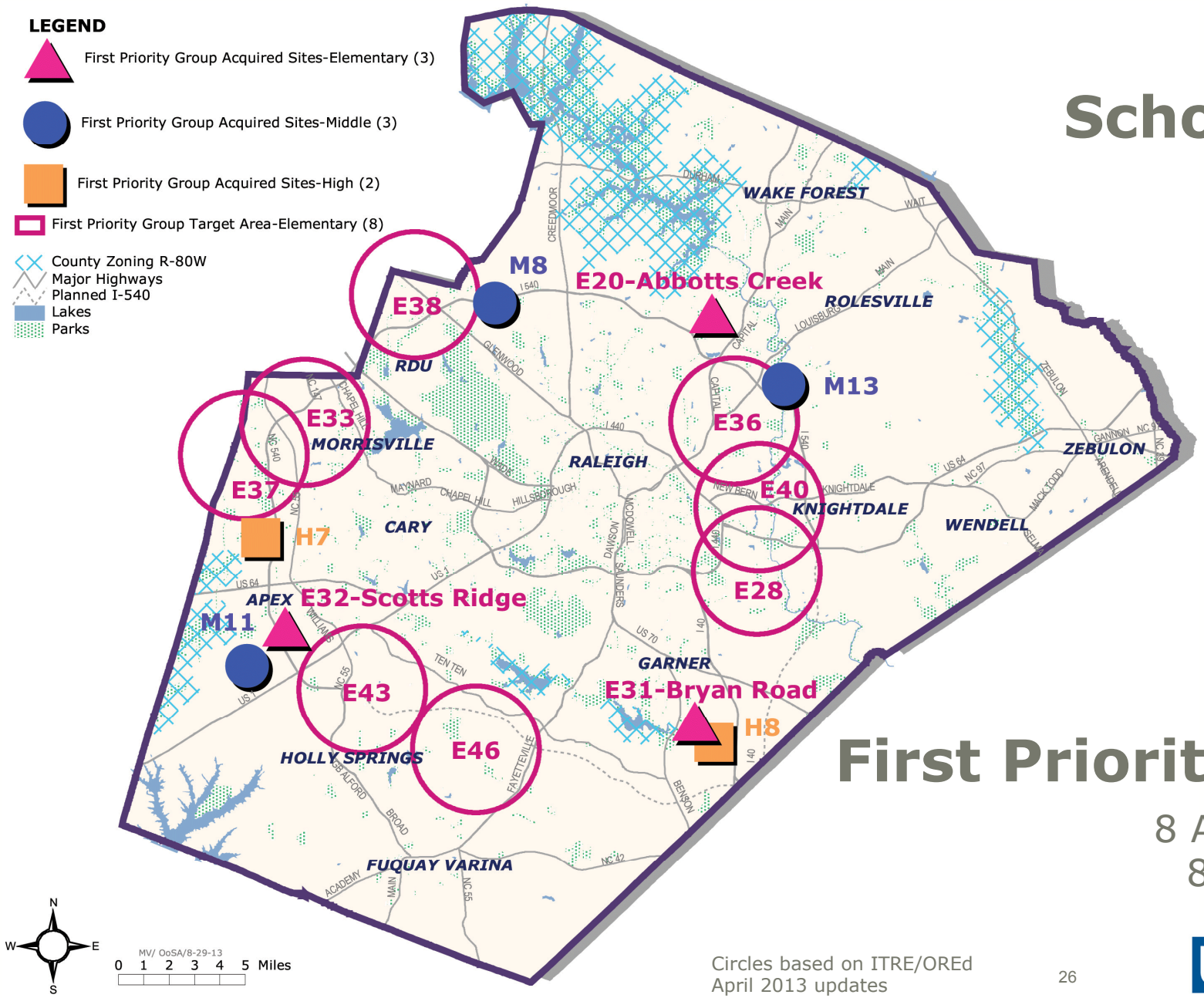
February 2013 Update

Circles based on ITRE/ORED January 2013 updates

5 New High Schools Needed by 2016

Based on 2012-13 20th Day Membership, Dec 2012 projected residential growth and Long Range School Campus Capacity (LRSCC)

New School Sites funded in CIP 2013



School Sites

July 2013 Update

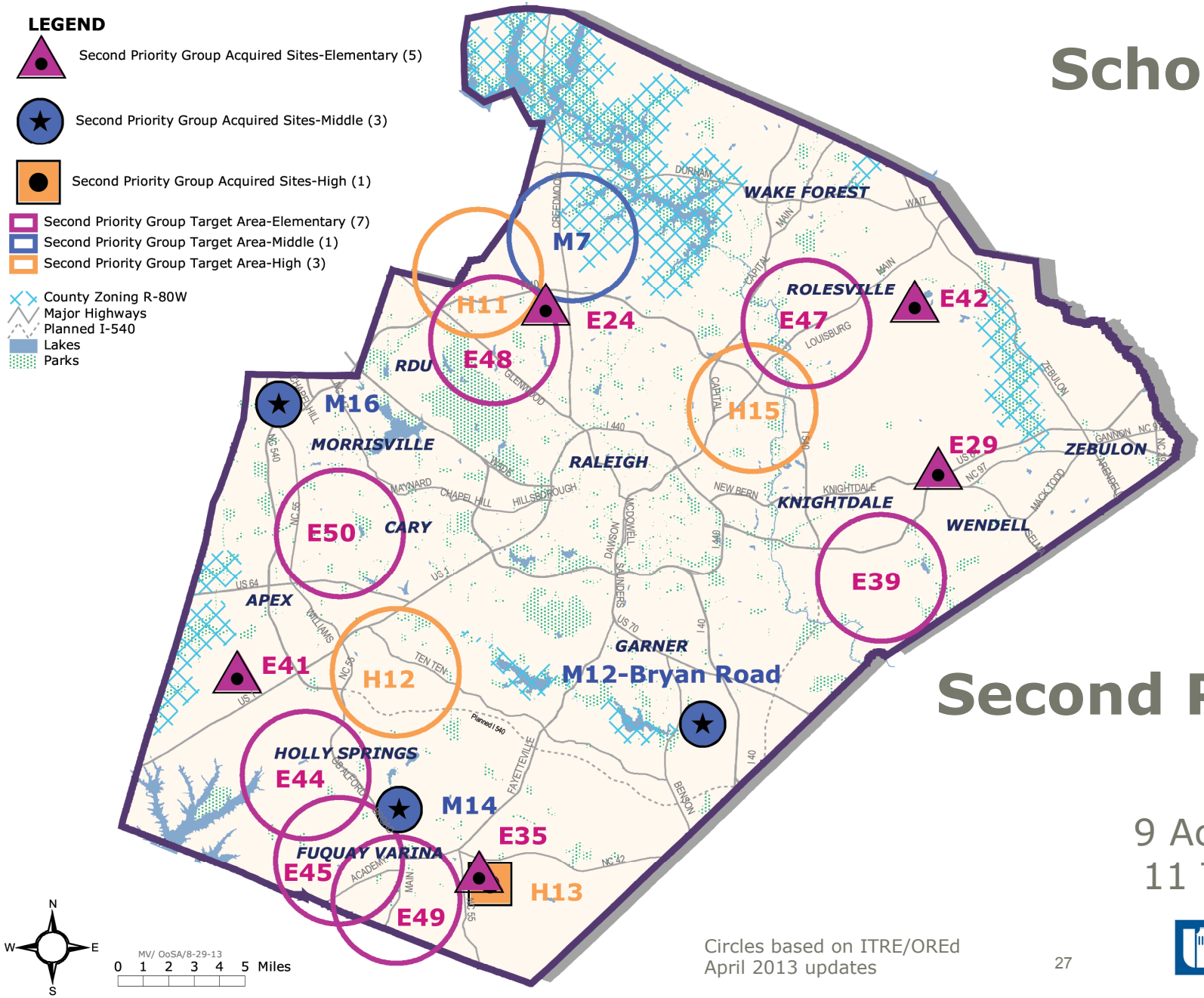
First Priority Group

8 Acquired Sites
8 Target Areas

Circles based on ITRE/OREd April 2013 updates

WAKE COUNTY PUBLIC SCHOOL SYSTEM

New School Sites funded in CIP 2013



School Sites

July 2013 Update

Second Priority Group

9 Acquired Sites
11 Target Areas

Circles based on ITRE/OREd April 2013 updates

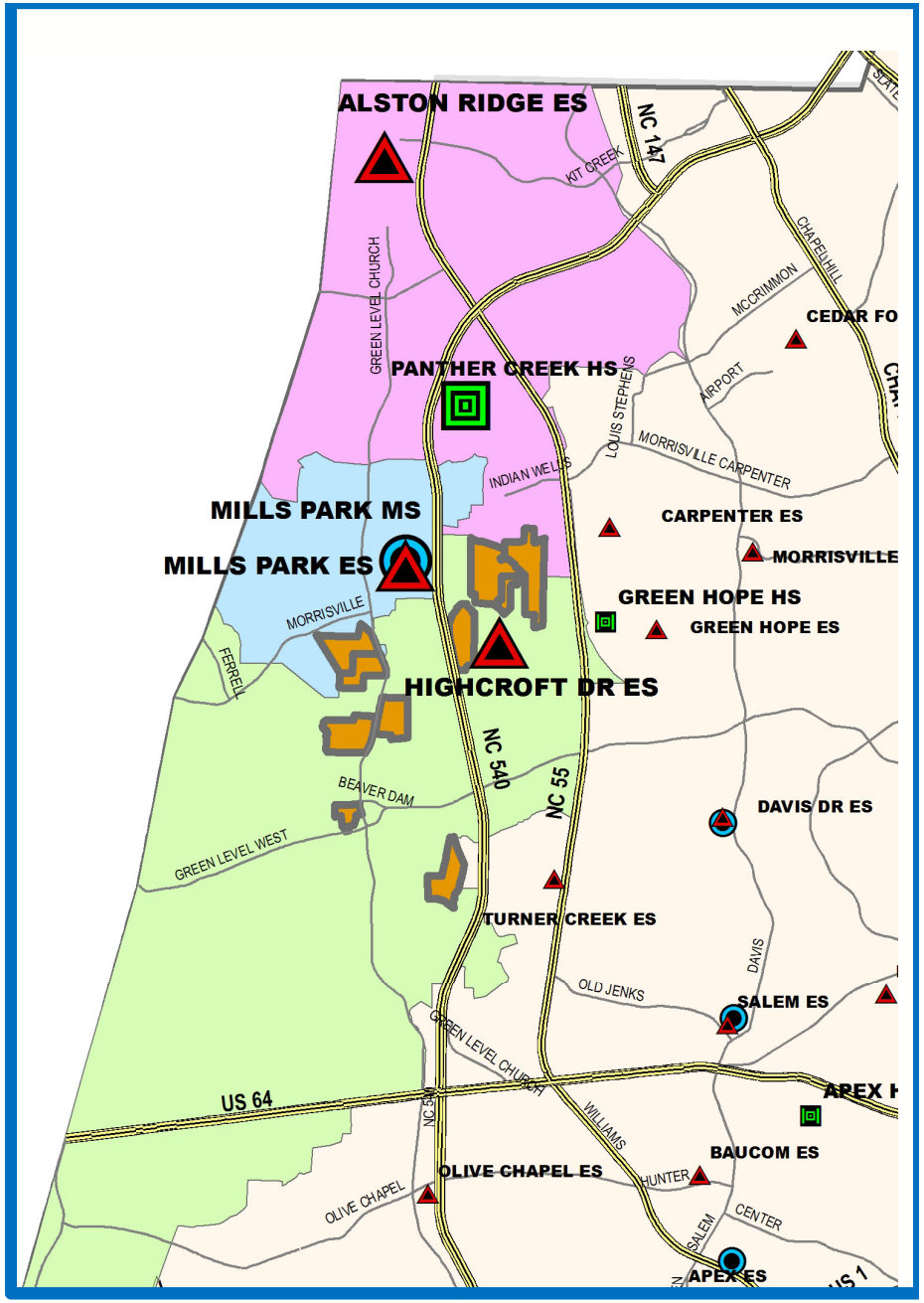
WAKE COUNTY PUBLIC SCHOOL SYSTEM

Feedback from the Board

- What works **well** with using the **New School Location Site Selection tool** to manage growth?

- What are **concerns/constraints** in using **New School Location Site Selection tool** ?

Assigning Spot Nodes

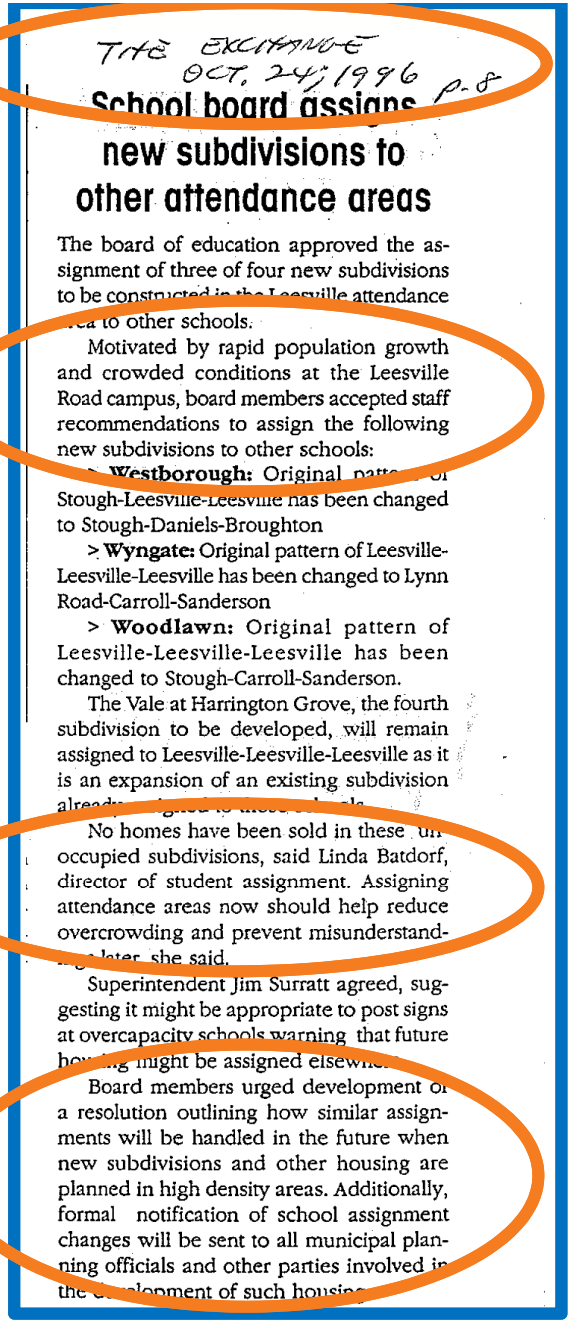


Prepared by Laura Evans, Senior Director, Office of Student Assignment

WAKE COUNTY PUBLIC SCHOOL SYSTEM

Spot Nodes - History

Spot Nodes Approved by BOE - History	
School Year	**Total Number per Year (January - December)**
1996	3
1997	32
1998	8
1999	34
2000	12
2001	18
2002	12
2003	5
2004	32
2005	16
2006	31
2007	5
2008	2
Total	**210**



THE EXCHANGE
OCT. 24, 1996 p.8

School board assigns new subdivisions to other attendance areas

The board of education approved the assignment of three of four new subdivisions to be constructed in the Leesville attendance area to other schools.

Motivated by rapid population growth and crowded conditions at the Leesville Road campus, board members accepted staff recommendations to assign the following new subdivisions to other schools:

> **Westborough:** Original pattern of Stough-Leesville-Leesville has been changed to Stough-Daniels-Broughton

> **Wyngate:** Original pattern of Leesville-Leesville-Leesville has been changed to Lynn Road-Carroll-Sanderson

> **Woodlawn:** Original pattern of Leesville-Leesville-Leesville has been changed to Stough-Carroll-Sanderson.

The Vale at Harrington Grove, the fourth subdivision to be developed, will remain assigned to Leesville-Leesville-Leesville as it is an expansion of an existing subdivision already assigned to these schools.

No homes have been sold in these unoccupied subdivisions, said Linda Batdorf, director of student assignment. Assigning attendance areas now should help reduce overcrowding and prevent misunderstanding later, she said.

Superintendent Jim Surratt agreed, suggesting it might be appropriate to post signs at overcapacity schools warning that future housing might be assigned elsewhere.

Board members urged development of a resolution outlining how similar assignments will be handled in the future when new subdivisions and other housing are planned in high density areas. Additionally, formal notification of school assignment changes will be sent to all municipal planning officials and other parties involved in the development of such housing.

Assigning Spot Nodes Process

It is important for the school system to know of new housing developments. We record approved developments, new streets and addresses, number of housing units, and phases of development in order to determine the potential number of new students and impact on existing schools.

New Development Discovery Process (1)

- After a new housing development is approved by the county or municipal government
  - We search the Wake County Register of Deeds website to access recorded plat maps for new developments (does not include multi-family developments)
  - We search municipalities' websites to access recorded plat maps for new developments, including multi-family developments

- Other discovery resources:
  - Responses to our own inquiries, after receiving phone calls and emails from developers, builders, real estate agents, school staff, and parents
  - Internet searches
  - Newspaper articles

Assigning Spot Nodes Process –cont.

New Development Discovery Process (2)

- Additional information must be gathered to determine details of the development:
  - Number of units
  - Type of unit – single family, townhome, condominium, apartments, mobile home park
  - Unit description – number of bedrooms and square footage
  - Price range
  - Date of recording
  - Subdivision opening date
  - Contact information
  - Projected date of first occupancy
  - Projected date of completion

Assigning Spot Nodes Process –cont.

New Development Discovery Process (3)

- Obstacles to discovery
  - Maps are not recorded until permits have been submitted to the county or municipality – often this is long after the initial approval
  - Delays in inquiry responses
  - Delays in development
  - Changes

WAKE COUNTY PUBLIC SCHOOL SYSTEM

Impacted Schools

Expanding Neighborhoods
~ 1,400 New Homes

Subdivision	Completion Date	Total Number of Lots	Recorded to Date	ES/MS/HS Students by Residence, 2013
Fryars Gate	2014	288	159	0/0/0
Green Level Crsg, Manors at	2014	71	71	18/13/11
Green Level Crsg, Woodlands at	2012	88	88	29/12/15
Highcroft, Oaks at	2014	205	203	32/6/0
Holland Farm	2014	101	54	0/0/0
Saxonbury	2016	39	39	0/0/0
Toscana	2014	86	86	64/24/20
Westvale	2015	51	51	3/0/1
* Bellewood Manor		75		0/0/0
* Green Hope Crossing		177		0/0/0
* Stitt Property South 13-REZ-25		180		0/0/0
TOTAL		1,361	751	146/55/47 = 248

* Proposed Development

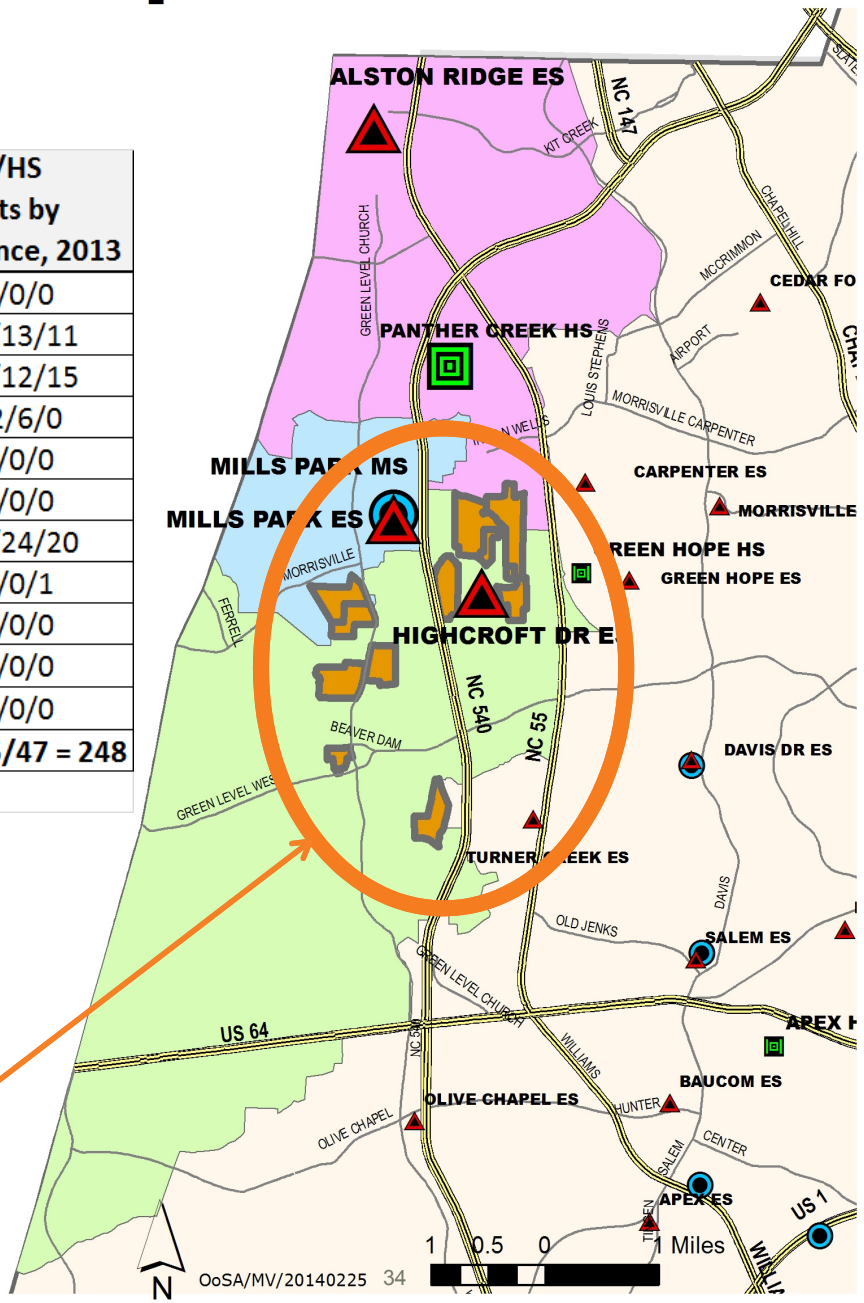
Legend

- Elementary School Locations
- Middle School Locations
- High School Locations
- Roads
- Major Roads
- Expanding Neighborhoods

Elementary School Base Areas

- Alston Ridge ES
- Mills Park ES
- Highcroft Drive ES

New and Proposed Subdivisions



Feedback from the Board

- What works **well** with using the **Spot Nodes tool** to manage growth?
- What are **concerns/constraints** in using **Spot Nodes tool**?

Temporary Classroom Placement

Durant Road ES

Prepared by Joe Desormeaux, Assistant Superintendent, Facilities

WAKE COUNTY PUBLIC SCHOOL SYSTEM

Temporary Classroom Acquisition

- Municipalities no longer view mobiles/modulars as temporary buildings because some have remained on school sites for 15 to 20 years.
- Placement of units must address the same basic criteria as permanent buildings (site drainage, traffic, landscaping, building material composition, & site location).
- Most municipalities have standard review and submittal cycles that result in four to six week cycles without any comments. Any comments result in a repeat of the cycle.
- Typical installation times range from 6 to 18 months.
- Traffic related changes have been the main schedule extenders.
- DOT has become more involved in the last couple of years since parent traffic has increased stacking off school sites on to adjacent streets.
- DOT has asked to review all our temporary classroom additions.

Temporary Classroom Acquisition

ATHENS DRIVE HS MODULAR- TIME LINE- EIGHT CLASSROOM UNIT

ACTIVITY	Agency	DATE
Design Proposal submitted as requested by WCPSS	ARCH	6/27/2011
Authorized Architect to Proceed	WCPSS	7/13/2011
Pre-submittal to City of Raleigh(COR)	ARCH	7/20/2011
Comments from City of Raleigh	COR	8/4/2011
COR transportation comments require additional design funding	ARCH	8/19/2011
Accomplish Traffic Analysis Review of recommendations Multiple meetings with COR to resolve comments, Storm water calculations/Nitrogen mitigation payments, Hydrant flow tests Additional funding for design and surveys Resolution of Tree protection area issue		August thru March
Formal submittal of drawings to COR for approval	ARCH	3/27/2012
Bid project	WCPSS	4/19/2012
BOE Approval of Construction Contract	WCPSS	5/15/2012
COR site plan approval	COR	5/16/2011
Plans to Wake County for Permitting	Arch	5/16/2012
Plans approved by Wake County	Wake CO	5/29/2012
Contractor released to relocate the modular building	WCPSS	6/5/2012
Contractor moves modular bldg from Wendell MS to Athens Drive HS	Contr.	June/Aug
Certificate of Occupancy issued	Wake CO	8/24/2012

Lapsed time approximately 14 months

Existing site had seven single units and one eight classroom unit prior to adding this unit

Temporary Classroom Costs

Relocated Single Classroom	$64,000
Relocated Modular Classroom	$57,000
Purchased Single Classroom	$100,000
Purchased Modular Classroom	$133,000
Leased Single Classroom	$65,000
Leased Modular Classroom	$60,000

Lease units cost $6.4K per classroom per year

Break even for leased vs. purchased single is ~5.5 years, modular ~ 11.5 years

Optimum Temporary Classroom Criteria

- Can be physically accommodated on the site
- Are permissible by the authorities having jurisdiction and by zoning, etc.
- Can be supported by no more than one toilet trailer unit
- Can be supported by dining room facilities with no more than 3 seatings based on DPI guidelines
- Can be accommodated within 300 feet of the closest building access point
- Can be supported by specialized educational program spaces like CTE, Science, Gym, etc.
- Can be supported by vehicle traffic patterns

Temporary Classroom Siting Parameters Single Classrooms

- Size 24ft by 40ft (960SF)
- Each unit has 5ft by 5ft platforms at each entrance one with a ramp and one with steps
- Must be 20ft from permanent bldgs. and preferred to be 20ft from other mobiles. (10ft if fire alarms installed)
- Must be positioned adjacent to fire lanes with access to both sides.
- Units without toilet facilities must be located within 200ft of a group toilet

Temporary Classroom Siting Parameters Modular (8) Classrooms

- Size 124ft by 72ft (8,928SF)
- Each unit has 5ft by 10ft platforms at each entrance with a ramp
- Must have 20ft separation and fire alarms and same fire apparatus access as noted for singles
- Additional grading requires DENR land disturbing permits
- Must have access to water and sewer

Temporary Classroom Data Points

Trad. Sites	Exceed Optimum	Meet Optimum	Below Optimum	Optimum = 0	Temp CR = 0	Lost Facilities
ES - 67	30	30	7	18	21	21
MS - 24	12	10	2	11	8	4
HS - 21	18	2	1	9	3	8

YR Sites	Exceed Optimum	Meet Optimum	Below Optimum	Optimum = 0	Temp CR = 0	Lost Facilities
ES - 38	19	9	10	7	11	11
MS - 10	5	5	0	8	5	1

Note: Special Schools, Early College, Leadership and CTE not included. Hilburn counted in ES and MS. East Wake HS counted as one site.

Temporary Classroom Placement

Factors that determine temporary classrooms placement:

- Available funding
- Space without impacting program areas
- Impact on core facilities
- Toilet requirements
- Set-back requirements
- Municipal approval

Temporary Classroom Placement

An Example - Laurel Park Elementary

- Review membership per grade, per track
- Identify available seats per grade, per track
- Determine seat shortfalls, classroom needs
- Determine special program classrooms needs
- Determine other classroom needs (art, music, etc.)
- Identify classroom shortfalls/surplus

Feedback from the Board

- What works **well** with using the **Temporary Classroom Placement tool** to manage growth?

- What are **concerns/constraints** in using **Temporary Classroom Placement tool**?

Enrollment Capping Process

Enrollment Capping History

Capped Schools				
School Year	Elementary	Middle	High	Total
1997-98	Davis Drive Elementary	Davis Drive Middle	Apex High	4
		East Cary Middle		
1998-99	Davis Drive Elementary (Year 2)			1
1999-00	Davis Drive Elementary (Year 3)			1
2000-01	Davis Drive Elementary (Year 4)			1
2001-02	No Capping			0
2002-03	Hodge Road Elementary			2
	Olive Chapel Elementary			
2003-04	Brassfield Elementary			3
	Olive Chapel Elementary (Year 2)			
	Pleasant Union Elementary			
2004-05	Brassfield Elementary (Year 2)			1
2005-06	Creech Road Elementary			4
	Brassfield Elementary (Year 3)			
	Pleasant Union Elementary (Year 2)			
	Root Elementary			
2006-07	Brassfield Elementary (Year 4)			2
	Pleasant Union Elementary (Year 3)			
2007-08	No Capping			0
2008-09	Cedar Fork Elementary			2
	Forest Pines Elementary			
2009-10	Cedar Fork Elementary (Year 2)			1
2010-11	Cedar Fork Elementary (Year 3)			2
	Forest Pines Elementary (Year 2)			
2011-12	Cedar Fork Elementary (Year 4)			2
	Walnut Creek Elementary			

Capped Schools				
School Year	Elementary	Middle	High	Total
2012-13	Briarcliff Elementary	Heritage Middle		11
	Brooks Elementary			
	Cedar Fork Elementary (Year 5)			
	Conn Elementary			
	Davis Drive Elementary (Year 5)			
	Green Hope Elementary			
	Hunter Elementary			
	Lacy Elementary			
	Mills Park Elementary			
	Wiley Elementary			
2013-14	Brooks Elementary (Year 2)		Apex High (Year 2)	17
	Cedar Fork Elementary (Year 6)		Garner High	
	Farmington Woods Elementary		Heritage High	
	Fuller Elementary		Holly Springs High	
	Hilburn Drive Academy			
	Holly Grove Elementary			
	Hunter Elementary (Year 2)			
	Joyner Elementary			
	Lacy Elementary (Year 2)			
	Mills Park Elementary (Year 2)			
	Underwood Elementary			
	Walnut Creek Elementary (Year 2)			
	Wiley Elementary (Year 2)			
TOTAL	46	3	5	54

Enrollment Capping Process

Factors that determine if a school should be capped:

- **Current and Projected**
  - Membership by Grade
  - Capacities
  - Program Accommodations
- **Principal Input**
- **Creative Solutions**
- **Maximum Seats Available per Grade**

Enrollment Capping Process

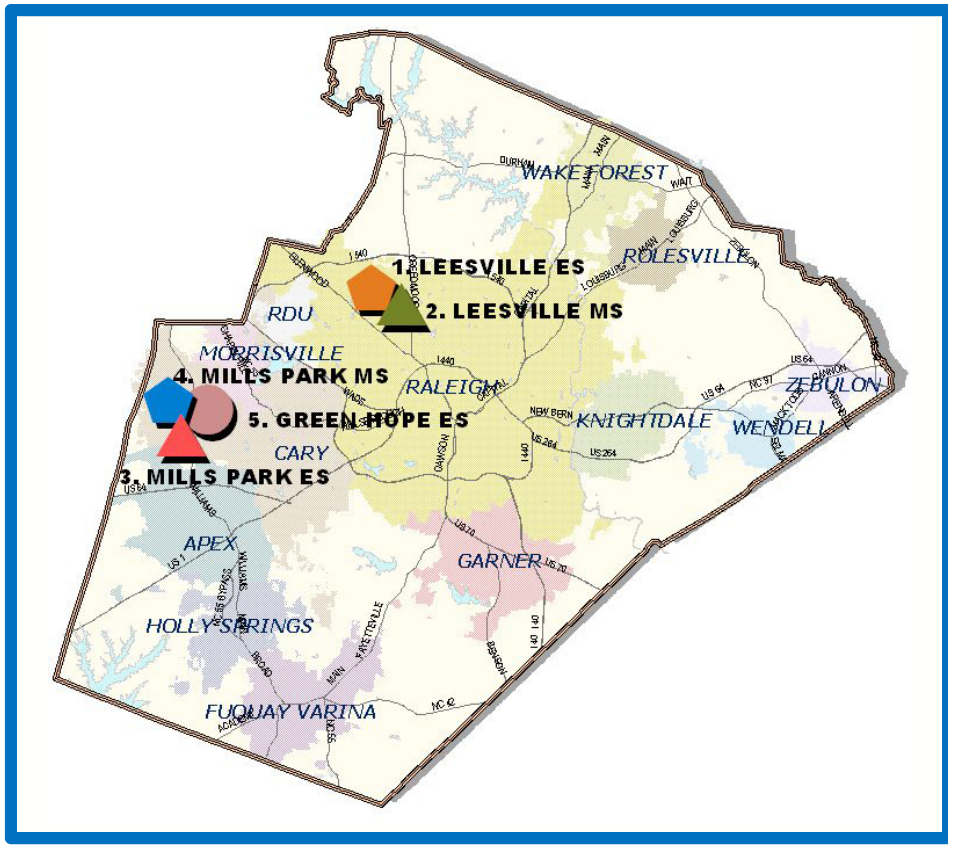
An Example - Jones Dairy Elementary

- Review membership per grade, per track
- Identify available seats per grade, per track
- Determine seat shortfalls, classroom needs
- Determine special program classrooms needs
- Determine other classroom needs (art, music, etc.)

See appendix

Feedback from the Board

- What works **well** with using the **Enrollment Capping tool** to manage growth?
- What are **concerns/constraints** in using **Enrollment Capping tool**?



Re-Calendar Schools

Re-Calendar Process

June 2006 Criteria that determined year-round conversions in 2007:

- 1st Priority: Seats gained, use of temporary classrooms
- 2nd Priority: Enough membership to organize at least one class at each grade on each track, demographic impact, instructional impact
- 3rd Priority: Community and staff interest
- 4th Priority: Alternatives for families and staff

See Appendix: Criteria for Conversion, June 20, 2006

Re-Calendar Process

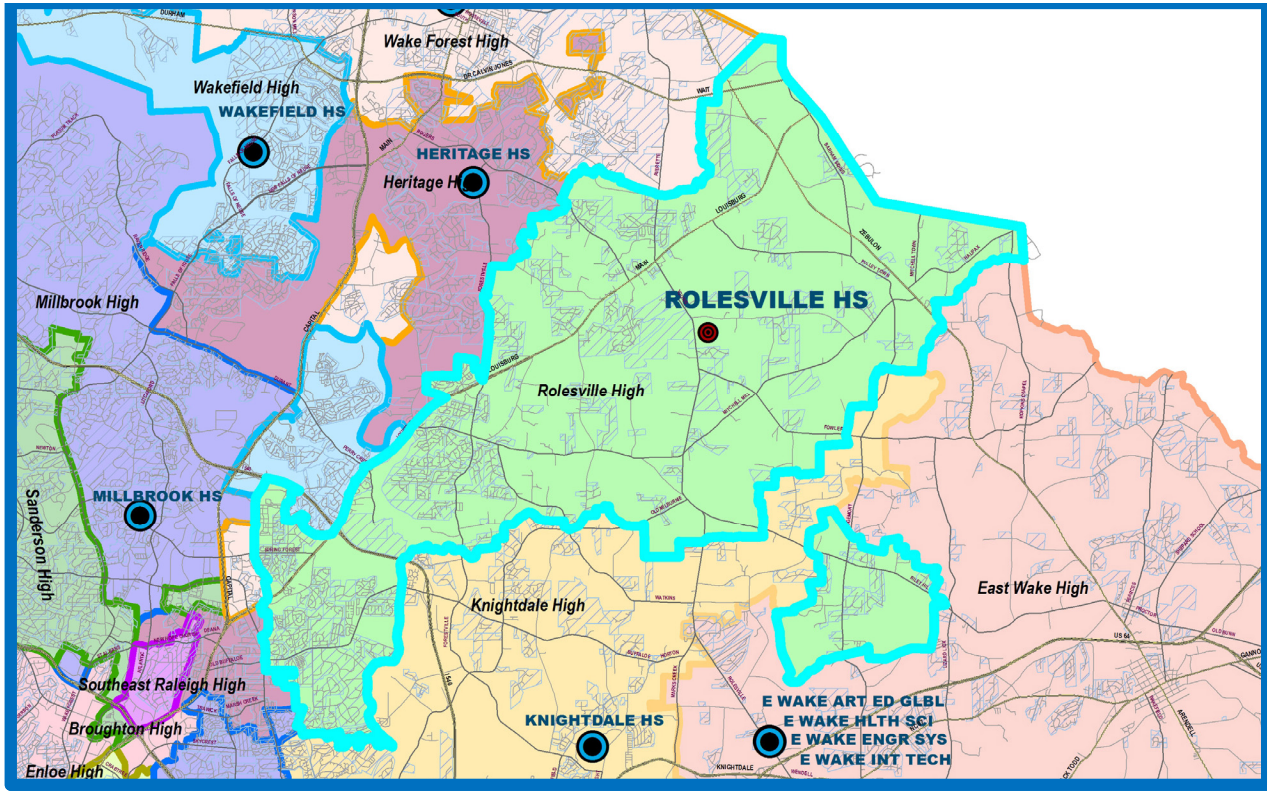
An Example - Vance Elementary

- Review membership per grade, per track
- Identify available seats per grade, per track
- Determine seat surplus
- Determine special program classrooms needs
- Determine other classroom needs (art, music, etc.)
- Identify classroom shortfalls/surplus

Feedback from the Board

- What works **well** with using the **Re-Calendar Schools tool** to manage growth?

- What are **concerns/constraints** in using **Re-Calendar Schools tool** ?



Redistricting

Redistricting Types

- **Redistricting to fill new schools**
  - New schools open with the following grades:
    - Elementary: K-5; Middle: 6, or 6,7; High: 9,10
  - Levels of Grandfathering
    - Elementary: 4,5; Middle: 8, or 7,8; and, if school opens with 6 grade only, no grandfathering; High: 10, or 10 with 9th grade siblings
  - Level of Grandfathering determines the rate of utilization

- **Redistricting to fill modular schools (Early Start)**
  - Usually low interest from parents = low capacity

- **Redistricting to manage existing crowding**
  - Domino effect from new school openings
  - Balance utilization

Planned Capacity for New Schools

Year	Elementary	Middle	High
1st	80%	60%	50%
2nd	100%	80%	75%
3rd	100%	100%	100%

Redistricting Types - Examples

- Redistricting to fill new schools

Panther Creek HS	OPENING YEAR	FACILITY UTILIZATION
Opens with 9th and 10th, 10th grade can grandfather	2006	53.70%
Added 11th grade	2007	90.00%
Added 12th grade (full capacity)	2008	125.60%

Heritage High	OPENING YEAR	FACILITY UTILIZATION
Opens with 9th and 10th, 10th and younger siblings can grandfather	2010	48.90%
Added 11th grade	2011	81.40%
Added 12th grade (full capacity)	2012	111.50%

East Cary Middle	OPENING YEAR	FACILITY UTILIZATION
Opens 6th only	2007	41.60%
Added 7th grade	2008	42.70%
Added 8th grade (full capacity)	2009	65.10%

Holly Ridge Middle	OPENING YEAR	FACILITY UTILIZATION
Opens all grades, 8th can grandfather	2003	91.00%
	2004	105.80%
	2005	122.60%

Alston Ridge Elementary	OPENING YEAR	FACILITY UTILIZATION
Opens all grades, 4th, 5th, and younger can grandfather	2010	42.70%
	2011	78.60%
	2012	94.60%

Redistricting Types- Examples

- **Redistricting to fill modular schools (Early Start)**

Wendell Middle	OPENING YEAR	FACILITY UTILIZATION
Opens 6th - in modular (2 years)	2007	43.1% (224/520)
Added 7th grade	2008	100.7% (419/416)
Added 8th grade (full capacity)	2009	87.3% (856/981)

Heritage Middle	OPENING YEAR	FACILITY UTILIZATION
Opens 6th - in elementary building	2004	58.90%
Added 7th grade	2005	91.90%
Added 8th grade (full capacity)	2006	95.20%

Forest Pines Drive Elementary	OPENING YEAR	FACILITY UTILIZATION
Opens all grades in modular (2 years), 4th and 5th can grandfather	2005	59.4% (280/471)
	2006	111.3% (524/471)
	2007	116.1% (777/669)

Richland Creek Elementary	OPENING YEAR	FACILITY UTILIZATION
Opens all grades in modular (2 years), all grades grandfather, opened under Choice Plan (no base assignment area)	2012	45.5% (100/220)
	2013	74.1% (163/220)

Feedback from the Board

- What works **well** with using the **Redistricting tool** to manage growth?
- What are **concerns/constraints** in using **Redistricting tool** ?

Timeline of an Assignment Plan

ACTIONS	TIME TO COMPLETE
• Staff receives further direction on Policy 6200 from the Board of Education	Unknown
• Develop Draft 1	6 – 8 weeks
• Present Draft 1 as information to Board Advisory Councils • Present Draft 1 on district website • Gather feedback through district website	3 weeks
• Revisit Board Advisory Councils to gather feedback	3 weeks
• Review and analyze Board Advisory Council and website feedback • Develop Draft 2	4 weeks
• Present Draft 2 on district website • Gather feedback through district website • Present Draft 2 at community meetings around the county • Gather feedback	2 weeks
• Review and analyze community meeting and website feedback • Develop Final Draft	4 weeks
• Present Final Draft to Board of Education • Present Final Draft on district website • Gather feedback for Board of Education through district website • Staff sends written notices to all families who may be affected by the assignment changes	2 weeks
• Board of Education holds public hearings to receive feedback on Final Draft	2 weeks
• Board of Education work sessions to review and analyze feedback • Board of Education makes revisions to Final Draft	2 weeks
• Staff prepares Final Assignment Plan • Staff completes technology updates	2 – 3 weeks
• Board of Education votes to approve Final Assignment Plan	
TOTAL TIME	30 – 33 weeks