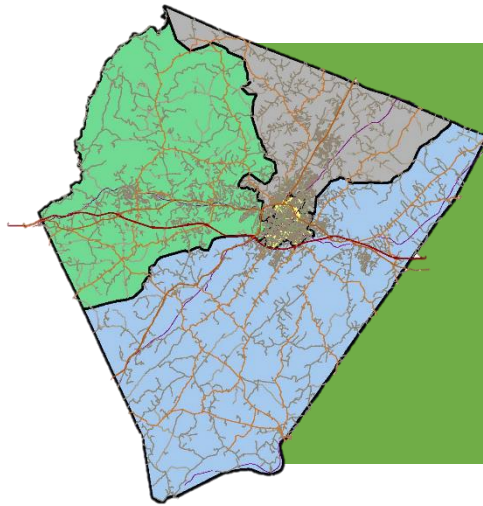




Redistricting Advisory Committee 2015

FINAL RECOMMENDATION

October 16, 2015



INTRODUCTION

BACKGROUND INFORMATION

In June 2014, the Long-Range Planning Advisory Committee's (LRPAC) Final Recommendation included the recommendation for a comprehensive redistricting study to solve capacity issues by better utilizing existing seats. The LRPAC is formed to "inform and advise the Superintendent and School Board in the development of comprehensive, long-term plans for facilities needs in the most effective and efficient way and in support of the School Division's Strategic Plan (School Board Policy FB-A)." In doing so they seek to utilize existing seats first before building new. While capacity forecasts indicated that several schools have/would have capacity issues, there were several schools with excess capacity.

Staff presented the proposal of a comprehensive study to the School Board at the Board's November 13th, 2014 meeting. In response, the Board requested a more focused study. A revision was presented at the December 11th meeting but consensus was not reached and a decision was postponed until the spring. The final scope of the study was finalized and approved at the April 2nd, 2015 School Board meeting. The School Board directed the Superintendent to appoint a committee to conduct the study. Such a committee is governed by School Board Policy FB-A: Facilities Planning. The relevant portion is included below. The full policy is included as Appendix A.

"REDISTRICTING ADVISORY COMMITTEE

1. A Redistricting Advisory Committee will be convened when a new school is anticipated or as directed by the School Board. The Committee will be comprised of citizens selected by the Superintendent from applications from school communities, a member of the Long-Range Planning Advisory Committee selected by other members, and a member of the Equity and Diversity Committee. The Superintendent supervises and monitors the work of the Committee.
2. The Committee's charge will be to work in cooperation with staff to analyze relevant data and redistricting options to present to the Superintendent. The Superintendent will then make a recommendation to the School Board. The Superintendent's recommendations will be provided to the School Board with supporting documents including all options provided by the committee.
3. As part of its process, the Committee will schedule at least one public meeting to provide an opportunity for citizens to be informed of proposed changes and react to the proposals.

The Redistricting Committee's meetings will be open to the public and minutes of the meetings will be available on the School Division's website."

COMMITTEE COMPOSITION

At the direction of the School Board, the Superintendent appointed citizen volunteers to a Redistricting Advisory Committee that represented each feeder pattern, the Long Range Planning Advisory Committee, and the Equity & Diversity Committee. Based on a pool of applicants the following eight individuals were appointed and served on the committee:

1. Kate Barrett, Northern Feeder Pattern Representative
2. Rick Morris, Northern Feeder Pattern Representative
3. Symia Feggans, Southern Feeder Pattern Representative
4. Beki Thacker*, Southern Feeder Pattern Representative
5. Candice Love, Western Feeder Pattern Representative
6. James Younger, Western Feeder Pattern Representative
7. Tiffany Barber, Long Range Planning Advisory Committee Appointee
8. Tania Eastman, Equity & Diversity Appointee

* Ms. Thacker only served on the committee through June 2015.

The committee was supported by various staff members. Staff facilitated meetings and responded to all requests for information and data. The following individuals supported the committee in some capacity:

- Rosalyn Schmitt, Assistant Director of Facilities Planning
- Dean Tistadt, Chief Operating Officer
- Renee DeVall, Transportation Analyst
- Barry Shawley, Office Manager, Central Office
- Rusty Carlock, ESOL Coordinator
- School Principals

OBJECTIVES

As approved by the School Board on April 2nd, 2015, the redistricting study had the following objectives:

1. Address current and projected overcrowding at Albemarle High School & Greer Elementary School including implications of any solution at all grade levels (elementary, middle & high). This may involve the following school communities:

Albemarle High School
Monticello High School
Western Albemarle High School
Burley Middle School
Henley Middle School
Jouett Middle School
Sutherland Middle School

Agnor-Hurt Elementary School
Broadus Wood Elementary School
Greer Elementary School
Murray Elementary School
Stony Point Elementary School*
Woodbrook Elementary School*
*Middle & High School boundaries only

(During the process, if the committee felt strongly that additional schools needed to be considered, the committee was directed to return to the Board with a clear justification of

why additional schools should be evaluated. This option was not requested by the committee.)

2. Study possible long-term scenarios that would influence the following proposed capital projects:

- Woodbrook Addition
- High School Addition (Location TBD)

The following items may be a byproduct of the above mentioned objectives, but will not be the primary focus:

- Potential reductions in numbers of students subject to split feeders
- Creating more balanced demographics between schools

OVERCROWDING

The study's primary objective was to relieve the current and projected overcrowding at Albemarle High School & Greer Elementary. The overcrowding is quantified by comparing building capacity to enrollment as identified in the table below. With these numbers in mind and adjustment based on the available capacity at adjacent schools, the committee identified a preliminary objective of moving 60-80 students from Greer and 150-200 students from Albemarle.

School	Building Capacity	Projected Seat Deficits					
		9/1/15*	2016/17	2017/18	2018/19	2019/20	2020/21
Albemarle HS	1819	-122	-150	-181	-190	-204	-249
Greer ES	578	-33	-69	-80	-103	-93	-81

*Based on actual enrollment figure not projection

TIMELINE

The committee met 8 times between April to October 2015. They also hosted three community meetings. An exact schedule of all meetings is listed below. This was a unique timeline in that the work began in the spring and ended in the fall. Recent previous redistricting studies had started their work in the fall and completed in a winter timeframe. This new, earlier start date allowed for an earlier completion date. This allows adequate time for high schools students to choose their classes at a new school if the School Board ultimately approves any boundary change. The schedule also provided both a challenge and opportunity in that the committee worked with two sets of enrollment data and projections (2014/15 school year and 2015/16 school year). All data presented in this recommendation are based on the most recent information made available to the committee.

- April 28th Committee Meeting #1
- May 5th Committee Meeting #2
- May 12th Committee Meeting #3
- May 18th First Community Meeting

- May 26th Committee Meeting #4
- June 2nd Second Community Meeting
- June 9th Committee Meeting #5
- September 15th Committee Meeting #6
- September 22nd Committee Meeting #7
- September 29th Third Community Meeting
- October 6th Committee #8 – Recommendation to Superintendent

COMMUNITY ENGAGEMENT & FEEDBACK

Public engagement and feedback is critical to the integrity of such an important process. The committee strove to achieve a high degree of transparency, engagement and dialogue. With this goal in mind, several strategies were employed. First, all committee meetings were open to the public for observation. Second, each community meeting ended with the opportunity for questions and public comment from the audience. Third, a survey was distributed to the entire division after each community meeting. Lastly, the committee received correspondence via a publicly advertised committee email. Communication was delivered via the website, press releases and Blackboard Connect messages. They took all feedback under consideration in their deliberations throughout the process. The quantity of response is highlighted below.

- Survey #1: 110 responses
- Survey #2: 83 responses
- Survey #3: 649 responses
- Email: 53 responses

CRITERIA CONSIDERED

In their deliberations and ultimate recommendation, the committee utilized the following criteria in their analysis.

- Building capacity/projected growth
- Proximity/Travel time
- Feeder patterns
- Contiguous zones
- Existing neighborhoods/subdivisions kept together
- Minimizing frequency of redistricting
- Minimizing numbers of students redistricted
- Natural boundaries
- Socioeconomic/ethnic/academic diversity
- Opportunity for Future Expansion

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 B.

Elementary school capacity is based on the number of classrooms available for regular classroom instruction, excluding the gymnasium and up to seven specialty classrooms for areas such as art, music, computers, gifted resource, ESOL, Title 1, and a SPED resource. The number of exclusions is based on the school's specific programs and population. A regular classroom is defined as any room which can hold at least 25 students regardless of current use. The regular size classrooms not excluded are multiplied by the following figures:

- Self-contained Special Education classes are calculated at 8 students per classroom.
- Preschool classrooms are calculated at 16 students per classroom.
- K-5 classrooms are calculated at a multiplier derived from budgeted staffing levels and based on the formula detailed in Policy FB.

Middle & high school capacity is based on the number of classrooms available for regular classroom instruction, including the gymnasium and excluding specialty classrooms for areas such as computer lab(s), gifted resource, SPED resource, ESOL or teacher planning. The number of exclusions is based on the school's specific programs & population. The regular size classrooms not excluded are multiplied by the following figures:

- Self-contained Special Education classes are calculated at an 8 students per classroom.
- Career & Technical Education (CTE) classes are calculated at a 20 students per classroom.
- The gym is calculated at 50 students.
- Academic classrooms are calculated at a multiplier derived from budgeted staffing levels and based on the formula detailed in Policy FB.

A 12.5% reduction in the calculated capacity is then applied to account for complexity of scheduling and class size variation. This represents that each room is used 7 out of 8 periods

One of the fundamental issues to consider in a redistricting plan is how to utilize building capacity. Buildings that are over capacity require action to serve the overflow and optimize the learning environment. Buildings that are under capacity are not using costly available space. Per Policy FB, "The Long-Range Planning Advisory Committee (LRPAC) begins to consider construction or redistricting options at schools as growth in projected enrollment approaches or exceeds 95% of program capacity."

Projected Growth

Staff conducts 10 year enrollment projections annually. The projections are made utilizing live birth data and a cohort survival method. This method is based on historical trends but future developments influence the model. Appendix B provides the 10 year projections for each school.

Growth is an ongoing challenge in Albemarle County. Major projected growth areas are in the western part of the county, the Route 29 North corridor, and the urban ring. Appendix C provides detailed information on approved residential developments and proposed residential developments for Albemarle County.

Geographic Proximity/Travel Time

Current transportation costs for the Division are 6%, or approximately \$10 million, of the Division's operating 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. Proximity of a school is also important to families. Factors such as the ability of parents to get to the school to pick up a sick child, participate in the school community and other benefits were discussed as items for consideration. Proximity also includes maintaining access to public transportation for those communities who utilize it to get to a school.

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; the transportation department guideline is that no bus route should exceed 90 minutes. A redistricting plan, however, should attempt to minimize any increases in the length of bus rides. Travel times from areas considered during deliberations in this redistricting process are included as Appendix D.

Feeder Patterns

While it is considered desirable that all students in each elementary school go to the same middle school and all students in each middle school go to the same high school, this is not always practicable. School capacities, distances, and man-made and natural boundaries often require that the school system "allow" split feeders. However, while not a primary objective of the study, consideration was given to eliminating, reducing and not creating split feeder patterns. A comparison of the feeder patterns before and after the impact of the committee's recommendation is included as Appendix E.

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.

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.

Minimizing Frequency and Number of Students Moved

School Board policy states that efforts should be made to avoid changing school boundaries for any neighborhood more often than every three years. Considering that changing boundaries, even under the best of circumstances, can be disruptive to students and their families, efforts are made to minimize the number of students impacted by a boundary change. For example, we try to avoid moving students out of a school to make room to move in students from another school.

Natural Boundaries and Other Transportation Limitations

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

Socioeconomic and Racial Balance

A great deal of socioeconomic, racial and cultural diversity exists in Albemarle County. Ideally, it is desirable to have all schools reflect a balance of this diversity as this balance provides depth to the educational experience. While creating or maintaining diversity is not a primary objective of the study, consideration was given to the demographic impact of the redistricting scenarios that were considered by the committee. Demographic data including ethnicities, free & reduced percentages and ESOL proficiencies related to the recommendation is included as Appendix F.

Opportunity of Future Expansion

Although, the division seeks to utilize existing seats first, sometimes new seats must be built. The Capital Improvement Program (CIP) identifies which additions are planned in the next year as developed by the Long Range Planning Advisory Committee and then reviewed by the School Board. The program is not fully-funded, but consideration was still given to long range planning goals & ability for a facility to be expanded.

RECOMMENDATION

In response to the objectives outlined by the School Board on April 2, 2015, the 2015 Redistricting Advisory Committee submits the following recommendations to Superintendent, Dr. Pam Moran for her consideration. The committee was unanimous in their recommendation.

Part A: Albemarle High School

- A. The committee recommends the transfer of the area of 'Route 20 north of Proffit Road' from Sutherland Middle School/Albemarle High School to Burley Middle School/Monticello High School. The area currently has 70 AHS students and 47 Sutherland schools.
- B. The committee recommends the transfer of the area "Rio Road East of the railroad tracks and Rio Road East including Abbington and Pine Haven" from Albemarle High School to Monticello High School: The area currently has 144 AHS students.
- C. The committee also recommends that all current (2015/16 school year) Albemarle & Sutherland students in affected neighborhoods be allowed to finish their years in the school they are currently enrolled. The committee recommends that this grandfather clause should apply to all siblings of current (2015/16 school year) Albemarle High School & Sutherland students in affected neighborhoods as well. This only applies to siblings currently enrolled in ACPS, though. In all cases, transportation is not provided.

Rationale

This recommendation provides adequate immediate relief to Albemarle High School. The committee analyzed distance and travel time difference and did not discern significant differences that would cause concern. While the transfer initially exceeds Monticello capacity, Monticello's enrollment is projected to decline. The liberal grandfather clause will slow the transition and allow both the school and affected students time to adapt to the change. Monticello is a newer facility whose infrastructure can handle the influx of students. Factors such as width of the hallways, designated teacher planning areas, parking, etc. are not captured in the building capacity. The transfer of students evens out the capacity utilization percentage of the two schools instead of having disparate utilization. This comparison is included in Appendix G. It should be noted that the committee is recommending this quantity of students only with the accompaniment of a liberal grandfather clause as noted above. Appendix H highlights the number of students such clause could affect.

The Rio Road East area is a growing area. To accommodate this growth in the long-term, it is advantageous for this area to be a more stable environment (Monticello's enrollment area) vs. a growing environment (Albemarle's enrollment area).

Rt. 20 north of Proffit is a stable area with minimal new growth if any. The transfer of the area eliminates the split feeder pattern at Stony Point Elementary. In this scenario all Stony Point students will go to Burley Middle School.

Other Options Considered

Throughout the process other neighborhoods were discussed. They were ultimately not a part of the final recommendation for reasons explained below:

Minor Ridge/Four Seasons/Commonwealth/Dominion Dr (Currently Agnor-Hurt, Burley, Albemarle)

This neighborhood was presented at the first community meeting with a proposal to change their middle school district from Burley to Jouett. In looking at a map, it is the only area west of 29N that goes to Burley. In fact, it is closer to Jouett than it is to Burley. Combined with the Rio Road East neighborhoods going to Monticello, this would eliminate the split feeder pattern at Burley. Ultimately, though, Jouett may need to be a solution for Greer's overcrowding issue. Jouett would not be able to accommodate both. It was the committee's assessment that solving the overcrowding at Greer was more important than addressing Burley's split feeder pattern. If the additional evaluation at Greer does not utilize space at Jouett as its solution, however, the committee recommends this neighborhood be transferred to Jouett.

This neighborhood was also presented at the third community meeting with a proposal to change their high school district from Albemarle to Monticello. In doing so, the split at Burley is eliminated. This was met with great resistance as some of the neighborhoods are in walking distance of Albemarle. The committee removed this option from consideration.

It should be noted, that if the recommendation for the transfer of the Rio Road East area is approved, this neighborhood is the only area at Burley that goes to Albemarle. This has changed the proportions of Burley's split feeder pattern from 31% AHS/69% MHS to 14% AHS/86% MHS. The area currently has 74 middle school students.

Abbingdon Crossing/Raintree/Northfields/Huntington (Currently Woodbrook, Jouett, Albemarle)

This neighborhood was presented at the first community meeting with a proposal to change their district from Jouett/Albemarle to Burley/Monticello. This area was removed from consideration because Monticello did not have adequate capacity to accommodate the number of students and the move would create a split feeder pattern at Woodbrook Elementary.

Colonnades/Old Ivy (Currently Greer, Jouett, Albemarle)

This neighborhood was presented at the first & second community meeting with various iterations that proposed changes that included some combination of transfers to Murray Elementary, Henley or Burley, and Western or Monticello. The options to the west dramatically increased the travel time and distance. Other variations of the options either created a split feeder pattern at Murray, Greer or Jouett. Lastly, this area houses a large amount of refugee students. It was concluded that these students would be best served by their existing schools who already are equipped to accommodate their unique needs.

University Housing #2: Farrish, Seymour, Copley, etc.

(Currently Greer, Jouett, Albemarle)

This neighborhood was presented at the first & second community meetings as a solution for Greer by transferring students from Greer to Murray. In doing so the middle & high school boundaries were considered to be changed from Jouett to either Henley or Burley and Albemarle to either Western Albemarle or Monticello. The Burley/Monticello would create a split at either Murray or Greer. The west options would increase the distance travelled. However, there are neighborhoods in the immediate vicinity where this distance is acceptable.

Ultimately, though the number of students (27 elementary students) even when combined with other options would not provide adequate relief for Greer and was removed from consideration.

University Housing #1: Mimosa, Summit, Stadium, Buckingham Circle, etc.

(Currently Murray, Henley Western Albemarle)

This neighborhood was presented at the first two community meetings. There are currently only 3 middle school students and 5 high schools students in the area. It was included as part of other scenarios involving other neighborhoods. There were some geographical & transportation advantages for it to be combined with Colonnades/Old Ivy and/or University Housing #2. Ultimately, those adjacent neighborhoods were not part of the committee's recommendation as explained above, therefore University Housing #1 was removed for consideration as well.

Transfers to Western Albemarle High School

The committee sought neighborhoods that would be viable options to transfer students from Albemarle to Western Albemarle. No neighborhoods were found due to density and transportation challenges. The western and northwestern areas of Albemarle's district are not densely populated and therefore do not have a large enough quantity to provide any impact. With no 'main veins' or major roads transportation to the western schools is another challenge for more northern areas.

In addition to neighborhood considerations, the committee responded to community feedback and addressed non-redistricting solutions.

Build a New Northern High School

While growth is anticipated and overcrowding is an issue, the magnitude does not warrant the capital investment of a brand new school. In an already strapped Capital Improvement Program, it is the Long Range Planning Advisory Committee's recommendation to utilize existing seats where possible & build onto our existing schools if more seats are needed.

Addition onto Albemarle High School

It is the committee's understanding that the School Board has not previously recommended an addition onto Albemarle. The Board has not viewed the expansion as a desirable option and have historically directed staff to look at other options. The lot is difficult and the facility would need expansion beyond classrooms to accommodate the large student population (i.e. additional parking, cafeteria expansion). If Albemarle were to be expanded to accommodate its growing enrollment the difference in size as compared to the divisions other two high schools would be exasperated.

Utilize Mobile Classrooms/Trailers

Per School Board policy FB-A, “Well-planned construction of learning spaces and school facilities to meet student needs and avoid the use of supplemental classrooms is preferred. Mobile units are sometimes needed to provide temporary learning spaces when enrollment exceeds program capacity or to meet unique student needs at a school.” If there was a more long-term solution (i.e. new school or addition onto Albemarle), there may be a compelling argument to utilize trailers as a temporary solution. But with the absence of those projects in the CIP, the utilization of trailers would not be temporary solution. In any case, mobile classrooms do not fully address the overcrowding issues. While they would create additional classrooms it does not address other space challenges such as the size of the cafeteria, parking and lack of adequate teacher planning areas.

Relocate the Math, Engineering & Science Academy (MESA) It has been suggested by some community members that the means by which to solve the overcrowding at Albemarle High School is to move the MESA Academy from Albemarle High School to Monticello High School. It is out of the purview of this committee to determine whether MESA should or should not be moved. However, the committee did discuss whether moving MESA would solve the overcrowding at Albemarle High School (an objective of the committee).

During the 2014/15 school year there are 232 students attending MESA. Of this total, 180 students lived within the Albemarle High School attendance area and 52 lived within the attendance areas of Western Albemarle or Monticello High Schools. Clearly, moving MESA from Albemarle to Monticello would reduce enrollment by the 52 students who currently come to Albemarle from Monticello or Western Albemarle to attend the academy. The question is whether the 180 Albemarle High School attendance area students would chose to move with the academy to Monticello or whether they would continue to attend Albemarle High School.

Transportation is not provided for academy students who live outside of the hosting high school’s attendance area. Moving MESA to Monticello would mean that any Albemarle High School student who wanted to continue at that academy would have to provide personal transportation. Furthermore, if MESA were to move, the school would continue to offer most if not all of the science and math courses that are part of the MESA curriculum to meet the demand of its population.

The committee feels it highly likely that moving MESA from Albemarle High School to Monticello High School would not solve overcrowding at Albemarle and thus this option is not a viable means to address the overcrowding.

Part B: Greer Elementary School

After exhausting all redistricting options, the committee could not find a viable solution they could recommend to solve the overcrowding at Greer. Options were removed for consideration based on factors that varied from the receiving school not having sufficient capacity, or the number of students was not sufficient to provide adequate relief, or the demographics of a neighborhood were such that it would actually increase the economically disadvantaged levels at Greer. Instead, the committee recommends that staff evaluate non-redistricting options that may include housing Greer 5th grade at Jouett Middle School, relocating Greer's pre-k programs, utilizing mobile classrooms, or other creative solutions that would provide temporary relief until additional seats are built at Woodbrook. The committee believes there is an immediate need to provide relief to Greer but redistricting does not appear to be the answer.

Rationale

While the committee analyzed many options, in the end the disadvantages of each scenario outweighed the benefit of the relief. Because redistricting options were all found to be unacceptable, the committee felt that creative non-redistricting options were both available and less impactful to the community. It is anticipated that any solution would be an interim fix. Although unfunded, the need for the addition onto Woodbrook is certainly apparent. Assuming the project is in the near future, redistricting will be required to fill it and provide relief to surround schools. It would be prudent to pause on redistricting until the addition is complete to ensure no areas are affected twice.

Other Options Considered

The committee reviewed four options and two more variations of one of those options. They were ultimately not a part of the final recommendation for reasons explained below:

Option A: Transfer students from Greer to Murray

Neighborhoods: Colonnades/Old Ivy
Relief to Greer: 64 students

This option would move more students to Murray Elementary than the school could accommodate. If the middle school & high school boundary were not changed, then a split feeder pattern at Murray would be created. If the middle school & high school boundaries were changed to Henley/WAHS, then the distance and travel time would be dramatically increased. This affects a population to whom transportation is a challenge.

Option B: Transfer students from Greer to Murray & Greer to Agnor-Hurt

In all iterations of this option, the transfer from Greer to Murray would affect University Housing #2: Farrish, Seymour, Copley, etc. This neighborhood was discussed previously in the Albemarle portion of this recommendation.

The variations of this option changed which neighborhood would transfer from Greer to Agnor-Hurt. First, the committee evaluated Townwood Dr. & Squirrel Path (29 elementary students). It was removed from consideration because the area was just redistricted from Agnor-Hurt to Greer in 2013.

Second, the committee evaluated the area of Whitewood/Oak Forest (40 elementary students). By removing this neighborhood from Greer's population, it would increase the economically disadvantaged levels at Greer. This would alter the demographics of an already challenged school, so the option was removed from consideration.

Lastly, the committee considered the area of Turtle Creek/Commonwealth/Stonefield. Geographically, there are areas along Commonwealth Drive that are between this area and the Agnor-Hurt boundary. However, their populations are too great for Agnor-Hurt to accommodate. Instead, this variation of Option B would create a geographic island. The enrollment of the area decreased from last year from 36 students to 23 students. Combined with University Housing #2 that would only be a 45 student relief to Greer. Spread across 6 grades this will have little impact on Greer's overcrowding and therefore was removed for consideration.

Option C: Transfer students from Agnor-Hurt to Broad Wood to create space to transfer students from Greer to Agnor-Hurt

Neighborhoods: Townwood MHP/Triangle/Squirrel Path (Agnor-Hurt to Broadus Wood)
Commonwealth South of Greenbrier-Stonefield (Greer to Agnor-Hurt)

While the relief to Greer would be 86 students and be adequate, it would come at the cost of impacting a total of 160 students. The distance to Broadus Wood is also a dramatic increase for the families in the Townwood Mobile Home Park. This is a population to whom transportation is a challenge.

Option D: House Greer's 5th Grade Classrooms at Jouett Middle School

The committee received community feedback on this out-of-the-box idea. The solution seems to be a logical solution as compared to moving neighborhoods. It requires the fewest changes to the current system. As an added benefit it gives students early access to the middle school experience.

It is not without its logistical challenges. The committee received negative feedback including but not limited to the following: fifth graders are too young to be around middle school students; fifth graders play a leadership role at Greer; this option does not allow for multi-age grouping and may limit the ability to receive additional educational services; the classrooms would lose a sense of school community.

The committee did not remove this option from consideration but acknowledged additional evaluation is needed. They also brainstormed additional creative solutions. It was determined these solutions are best evaluated by the expertise of the school division staff rather than this committee.

Part C: Objective #2

As the secondary objective of the study, the committee was tasked to study possible long-term scenarios that would influence proposed capital projects that require associated redistricting.

Woodbrook Addition

In the School Board CIP request, the addition would be open for the 2018/19 school year. The project is unfunded in the current Board of Supervisors adopted CIP. While specific neighborhoods were not discussed, the committee would like to stress the importance and urgency of the Woodbrook Addition as a means to solve the overcrowding at Greer. The committee endorses the School Board's CIP request in regards to the size and schedule of this project.

Monticello High School Addition

When the study's objective was approved in April, objective #2 referenced a high school addition with location TBD. Since then, the School Board has submitted a CIP request with an addition to Monticello High School. The committee recommends monitoring the need for this addition. It may be needed to accommodate current and recommended neighborhoods; however, it may be a challenge to find additional neighborhoods to move into Monticello's boundary to occupy the additional seats.

Conclusion

If the Board approves the committee's recommendations, overcrowding relief will be provided to Albemarle High School that should be sufficient for the next five years. Work still needs to be done by staff to find a non-redistricting solution for Greer Elementary School at least until such time as an addition is built at Woodbrook Elementary School. The committee would like to go on the record, however, with their general dissatisfaction of what seems to be a broken process in that redistricting is a painful solution to what should be solved by building additional school capacities. They would like to see a more proactive approach when it comes to long range planning in the County. There is a general sentiment in the community that we embark on redistricting studies far too often. The impact on schools of new development and changing community demographics needs to be better quantified and addressed within the capital improvement program.

APPENDIXES

- A. School Board Policy FB: Facilities Planning
- B. Building Capacity vs. Enrollment Projections
- C. Approved Residential Developments
- D. Proximity & Travel Time Comparison
- E. Feeder Pattern Chart
- F. Demographic Changes
- G. Capacity Utilization Comparison
- H. Grandfather Clause Data

FACILITIES PLANNING

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. In order to assure such planning, the Board has established procedures which provide for ongoing review, preparation, planning, and recommendations from staff regarding enrollment trends and their resulting impact on facilities. In addition, the Board will assure adequate opportunity for community involvement in reaction to staff recommendations prior to any final decisions made by the Board.

The School Board is responsible for the regular operation and orderly development of its physical plant. For this reason, the Board will concern itself with both short and long-range planning and will utilize a long-term Capital Improvement Program to serve as a guide.

This program will be subject to systematic study, revision, and extension. The respective projects will be acted upon individually when proposed for implementation.

The Capital Improvement Program will be designed to provide adequate facilities to conduct full-time elementary and secondary education programs for all pupils residing in the Division as well as adult, inter-division, and interagency programs, as approved by the Board.

The program will be planned and modified as needed to conform with changes in projected enrollments, demographic shifts, courses of study, and availability of construction funds.

The Board will rely on a broad-based committee to provide an ongoing study of facilities use and development. The committee will advise staff on facilities utilization, development, and closure.

Facilities Planning Advisors

The County of Albemarle, in accordance with state law, periodically approves a Comprehensive Plan for the physical development of the County. Contained within this plan are sections which pertain to the number, location, and use of school facilities.

The school staff shall participate with the Albemarle County planning staff in developing those portions of the Plan which deal with school facilities.

Following adoption of the Comprehensive Plan by the Board of Supervisors, the Plan becomes the official statement of policy regarding the location and use of public facilities in the County.

The Board further recognizes that all school facilities identified in the Comprehensive Plan must remain substantially in accordance with the adopted Comprehensive Plan unless a change is approved by the Board of Supervisors.

Enrollment Projections

Enrollment projections will be prepared on a 5-year basis under the direction of the Superintendent and will be reviewed and brought up to date annually.

The projections will take into consideration the following:

- A. School registration figures
- B. Forthcoming changes in planning and zoning
- C. Current and planned community land development and housing projects
- D. Latest available birth data
- E. Annual reassessment of school capacities

Whenever construction of new school facilities or the closing of any school buildings is being contemplated, the Board may authorize outside studies made of population trends and school enrollment.

Temporary Use of Supplemental Mobile Classrooms

Well-planned construction of learning spaces and school facilities to meet student needs and avoid the use of supplemental classrooms is preferred. Mobile units are sometimes needed to provide temporary learning spaces when enrollment exceeds program capacity or to meet unique student needs at a school.

The Long-Range Planning Advisory Committee (LRPAC) begins to consider construction or redistricting options at schools as growth in projected enrollment approaches or exceeds 95% of program capacity. Supplemental classrooms may be required to meet student needs before redistricting is implemented or the County's Capital Improvements Program funds a project to increase capacity.

Principals shall consider a number of factors in deciding which classes or small group student learning activities will be located in supplemental classrooms each year. The factors considered should include, but are not limited, to accessibility, student needs, program considerations, and grade-level clustering.

Costs associated with the supplemental classrooms, including the cost to purchase or rent the portables, the expense of running electric, water, technology, and other services to the units, should be reflected in the appropriate fiscal budget.

Regulations and specifications regarding portable classrooms can be found at the Virginia Department of Education web site:
http://www.doe.virginia.gov/support/facility_construction/school_construction/regs_guidelines/guidelines.pdf.

Adopted:	July 1, 1993
Amended:	October 11, 1993; September 26, 2002; March 9, 2006; January 27, 2011; May 9, 2013
Reviewed:	August 14, 2000; May 26, 2005

Legal Ref.:	Code of Virginia, 1950, as amended, §§15.2-2223 through 15.2-2232.
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FACILITIES PLANNING

SUPERINTENDENT

1. The Superintendent of Schools will assure that, within the organizational structure, primary responsibility for the following functions have been assigned to administrative staff:
 - a. Overall responsibility for coordinating enrollment data, facilities planning, transportation impact and formation of recommendations for review by the Superintendent/Board.
 - b. Establishment of updated 5-year enrollment projections for the Division.
 - c. Establishment of building capacity standards and the impact of current and projected enrollment on facilities.
 - d. Development of Capital Improvement Program recommendations.
 - e. Development and implementation of redistricting recommendations.
2. By December 1 of each year, updated enrollment projections for the next five (5) years will be prepared.
3. Capacity formulas have been developed for elementary, middle, and high schools as follows:

Elementary school capacity is based on the number of classrooms available for regular classroom instruction, excluding the gymnasium and up to seven specialty classrooms for areas such as art, music, computers, gifted resource, ESOL, Title 1, and a SPED resource. The number of exclusions is based on the school's specific programs and population. A regular classroom is defined as any room which can hold at least 25 students regardless of current use.

The regular size classrooms not excluded are multiplied by the following figures:

- Self-contained Special Education classes are calculated at 8 students per classroom.
- Preschool classrooms are calculated at 16 students per classroom.
- K-5 classrooms are calculated at a multiplier derived from budgeted Staffing levels and based on the formula outlined below. Once calculated, the multipliers are then rounded to whole numbers. The multipliers will be recalculated every 3 years or under special circumstance (i.e. redistricting).

Enrollment*

$$\frac{\text{Enrollment*}}{\text{Class Size**}} + (\text{Differentiated Staff FTE}/2)^{***}$$

* Enrollment Projection Used for Teacher Allocation in the Budget Book

**Class size is the weighted average of K-3 & 4-5 ratios at which staffing is determined in the Budget Book. That average is 21.05 students per class in 2012-13.

*** Differentiated Staff is additional staff allocated to a school based on the number of students who qualify for free and reduced lunch. It is up to the discretion of the principal how these additional staff members are used, but this calculation is based on the assumption that half of them will be used as regular teachers.

An example of the multiplier calculation is as follows:

Agnor-Hurt Elementary (utilizing FY2012/13 budget information)

- In the budget document, the 'Enrollment # Used for Teacher Allocation' is 551.
- The number of differentiated staff allocated to the school is 9.11.
- The regular class size is indicated as 20.25 for grades K-3 and 22.65 for grades 4-5. This equates to a weighted average class size of 21.05

Therefore, Agnor-Hurt's multiplier for regular classroom rounds to 18 based on the below calculation.

$$\frac{\text{Enrollment*}}{(\text{Enrollment*}/\text{Class Size**}) + (\text{Differential Staff FTE}/2)} = \frac{551}{(551/21.05) + (9.11/2)} = 17.93$$

Middle & high school capacity is based on the number of classrooms available for regular classroom instruction, including the gymnasium and excluding specialty classrooms for areas such as computer lab(s), gifted resource, SPED resource, ESOL or teacher planning. The number of exclusions is based on the school's specific programs & population.

The regular size classrooms not excluded are multiplied by the following figures:

- Self-contained Special Education classes are calculated at an 8 students per classroom.

- Career & Technical Education (CTE) classes are calculated at a 20 students per classroom.
- The gym is calculated at 50 students.
- Academic classrooms are calculated at a multiplier derived from budgeted staffing levels and based on the formula outlined below. Once calculated, the multipliers are then rounded to whole numbers. The multipliers will be recalculated every 3 years or under special circumstance (i.e. redistricting).

Enrollment*

$$\frac{\text{Enrollment*}}{\text{Class Size**} + X} + (\text{Differentiated Staff FTE}/2) \text{***}$$

* Enrollment Projection Used for Teacher Allocation in the Budget Book

**Class size is the ratio at which staffing is determined in the Budget Book. X=1 at Burley, Jouett, & Walton to accommodate for an extra staff member.

*** Differentiated Staff is additional staff allocated to a school based on the number of students who qualify for free and reduced lunch. It is up to the discretion of the principal how these additional staff members are used, but this calculation is based on the assumption that half of them will be used as regular teachers.

A 12.5% reduction in the calculated capacity is then applied to account for complexity of scheduling and class size variation. This represents that each room is used 7 out of 8 periods

4. Annually, the long-range plan for accommodating enrollments and capital improvements will be presented to the School Board and announced to the school communities. An executive summary of this information will be developed for distribution to parents with the intent being to provide adequate notice to communities of pending matters that may affect their school attendance areas. Staff will be available to speak to parent organizations about these potential changes.

SCHOOL BOARD

1. The School Board will act upon recommendations from the Superintendent related to facilities, enrollment, long range planning, and redistricting.
2. The Board of Supervisors will be kept apprised of the School Board's progress in developing Capital Improvements/Redistricting recommendations through Joint Board meetings and through reports by the School Board chairman to the Board of Supervisors.

3. The School Board will identify and prioritize (using appropriate community engagement processes) at the beginning of the redistricting process those factors which it believes are of the highest priority for consideration in any deliberations concerning redistricting. (“Considered” is defined as being included in discussions and deliberations leading to recommendations or decisions.) While all of the following factors will be considered and discussed, it may be impractical to reconcile each and every factor with each and every alternative plan that will be evaluated while making a final boundary line recommendation or decision:
 - a. Enrollment projections.
 - b. The rated capacities of the various schools and the possible changes in these capacities due to changes in program requirements or structural modifications of the building.
 - c. The anticipated construction of new buildings or additions.
 - d. The ethnic, socioeconomic, and academic diversity of the student population in the affected schools.
 - e. The need to develop long term solutions that support redistricting of individual students to one time during their school career at any one level, elementary, middle or high.
 - f. Assessment of the location of documented new subdivision construction.
 - g. The desire to plan for the placement of major new subdivisions into neighborhood school attendance areas.
 - h. The desire to keep areas commonly known as subdivisions or neighborhoods together.
 - i. The desire to reduce or eliminate the number of schools with divided feeder patterns if at all possible.
 - j. The desirability of using natural dividing points (roads, creeks, etc.) as attendance area boundary lines.
 - k. The desirability to reduce the amount of time students have to ride, and/or the distance students have to travel.
 - l. The costs associated with the various options considered.
 - m. The impact of the alternatives upon present and future feeder patterns.

- n. The impact of enrollment changes upon course offerings/subject offerings equipment needs, building modifications, etc.
- o. The desire to minimize the number of students who have to change schools.

LONG-RANGE PLANNING ADVISORY COMMITTEE

1. Purpose and Mission.

The Long-Range Planning Advisory Committee (LRPAC) is formed to inform and advise the Superintendent and School Board in the development of comprehensive, long-term plans for facilities needs in the most effective and efficient way and in support of the School Division's Strategic Plan. As an advisory committee, the LRPAC will make recommendations to the Superintendent and School Board, based on input from the public and staff, for consideration by the School Board and Superintendent.

Issues which may be considered by the advisory committee shall include, but not be limited to:

- school program capacity;
- enrollment and projections;
- transportation and operating efficiencies related to facilities planning;
- CIP prioritization;
- creative financing and construction strategies;
- scope of renovations;
- school closures and new schools;
- student accommodation planning (building additions/modular relocations/ review of school boundaries); and
- the future of "learning spaces" as influenced by technology and other dynamic fields.

Note: Division-wide instructional and programming policies such as, but not limited to, Advanced Placement programs or grade level configurations for schools, are not within the purview of the LRPAC.

2. Membership.

- a. The Long-Range Planning Advisory Committee will be comprised of twelve appointed members: one selected by each School Board member from his/her constituency; four at-large representatives selected by the Superintendent; and one at-large member based upon the recommendation(s) of the Equity and Diversity Committee. Non-voting staff participants will also meet with the LRPAC, including the Director of Building Services and any other staff representatives deemed necessary by the Committee from departments such as Transportation, Building Services, the School Board Office, Superintendent's Office, County Community Development, Fiscal Services, & DART. No committee members may be current Division employees.

- b. All members shall serve two (2)-year terms. Each member appointed by a School Board shall serve a term coinciding, when possible, with the middle or end of the term of the appointing Board member and each Superintendent-appointed member will serve for two years following appointment.
- c. Superintendent-appointed members should possess specific expertise in one of the following areas: technology, business, architecture/engineering, curriculum or another field as deemed appropriate by the Superintendent.
- d. All appointees shall:
 - Possess experience with and/or expertise in a broad range of interests, e.g., Albemarle County planning and development; demographics and economics; elementary, middle and high school programs and needs; public outreach and communication; municipal design and construction;
 - Demonstrate organizational leadership qualities and/or experience;
 - Attend a minimum of 75% of meetings;
 - Be self-motivated to increase familiarity with school facilities and capital improvement program planning;
 - Interact and communicate with School Board and the community public venues, such as work sessions and community and focus group meetings; and
 - Sign the Statement of Policy and Disclosure Statement forms enclosed at the end of this Administrative Procedure.

3. Process and Function.

- a. All meetings shall be open to the public. Meeting dates, locations and agendas will be posted for public notice in accordance with the Virginia Freedom of Information Act.
- b. The committee will meet on a quarterly basis at a minimum, will provide quarterly briefings at School Board work sessions, and will prepare and submit an annual report to the School Board.
- c. A chair and vice chair shall be elected by the LRPAC from within its membership.
- d. Information and technical support shall be provided by the Building Services Department and other ACPS departments, as requested and as resources permit. Building Services staff shall serve as the recording secretary to prepare minutes.
- e. The committee should receive information directly from the School Board, staff, school communities, and individual citizens. This may occur both informally or at more formal venues, such as community outreach meetings. The LRPAC would only receive research findings, such as data or results of background information, from the School Board, Superintendent and Building Services staff. Similarly,

information and findings from the LRPAC would be provided to the School Board, Superintendent and Building Services Staff.

- f. The committee shall:
 - i. identify and prioritize facility-related concerns, recommend staff or ad hoc studies, and convene community and public meetings, as determined appropriate to fulfill the mission and purpose of the committee;
 - ii. establish a communication plan and process to encourage and facilitate outreach and interaction with the public;
 - iii. establish a proposed work plan which identifies and prioritizes issues for review and approval by the School Board; and
 - iv. conduct self-evaluations of its work and process.

AD HOC COMMITTEES

1. The Ad Hoc Committee process is established for specific topics when deemed appropriate within an overall comprehensive planning process (e.g., spot redistricting in a certain area). Ad Hoc Committees are created by the School Board or Superintendent, typically as the result of a recommendation from the LRPAC.
2. In conformance with Ad Hoc committee guidelines, only the School Board or Superintendent may provide directions to Ad Hoc committees. Ad Hoc committees shall report findings directly back to the School Board, Superintendent and the LRPAC.
3. Ad Hoc committees are encouraged to share draft findings with citizens and communities and to incorporate community comments and thoughts into their final reports to the School Board & Superintendent.

REDISTRICTING ADVISORY COMMITTEE

1. A Redistricting Advisory Committee will be convened when a new school is anticipated or as directed by the School Board. The Committee will be comprised of citizens selected by the Superintendent from applications from school communities, a member of the Long-Range Planning Advisory Committee selected by other members, and a member of the Equity and Diversity Committee. The Superintendent supervises and monitors the work of the Committee.
2. The Committee's charge will be to work in cooperation with staff to analyze relevant data and redistricting options to present to the Superintendent. The Superintendent will then make a recommendation to the School Board. The Superintendent's recommendations will be provided to the School Board with supporting documents including all options provided by the committee.
3. As part of its process, the Committee will schedule at least one public meeting to provide an opportunity for citizens to be informed of proposed changes and react to the proposals.

The Redistricting Committee's meetings will be open to the public and minutes of the meetings will be available on the School Division's website.

Through the above-outlined procedures, the School Board anticipates that effective planning to meet future enrollment trends will occur and that the citizenry of Albemarle County will be involved in and informed about these plans.

Capacity vs. Enrollment Projections from Fall 2015
(Including Pre-K Students)

SCHOOL		Building Capacity	Current Enrollment	PROJECTED ENROLLMENTS										CAPACITY CONFLICTS												# of Trailers
			9/1/2015	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24	2024/25	2025/26	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24	2024/25	2025/26		
ELEMENTARY	AGNOR-HURT**	566	538	566	575	579	580	596	591	591	601	604	614	28	0	(9)	(13)	(14)	(30)	(25)	(25)	(35)	(38)	(48)	0	
	BAKER-BUTLER*	636	605	610	630	638	646	627	637	637	635	630	618	31	26	6	(2)	(10)	9	(1)	(1)	1	6	18	0	
	BROADUS WOOD	380	275	258	270	258	261	256	263	263	247	244	240	105	122	110	122	119	124	117	117	133	136	140	0	
	BROWNSVILLE**	744	742	739	776	763	767	740	745	745	735	739	741	2	5	(32)	(19)	(23)	4	(1)	(1)	9	5	3	0	
	CALE***	694	695	695	715	701	705	683	685	685	686	697	699	(1)	(1)	(21)	(7)	(11)	11	9	9	8	(3)	(5)	2	
	CROZET	350	339	344	354	354	338	339	339	339	345	351	355	11	6	(4)	(4)	12	11	11	11	5	(1)	(5)	0	
	GREER***	578	611	647	658	681	671	659	656	656	664	662	670	(33)	(69)	(80)	(103)	(93)	(81)	(78)	(78)	(86)	(84)	(92)	2	
	HOLLYMEAD**	494	476	485	488	486	481	476	484	484	482	480	478	18	9	6	8	13	18	10	10	12	14	16	2	
	MERIWETHER	407	435	437	437	435	439	435	437	437	435	437	438	(28)	(30)	(30)	(28)	(32)	(28)	(30)	(30)	(28)	(30)	(31)	4	
	MURRAY*	296	253	251	256	255	246	255	246	246	255	261	275	43	45	40	41	50	41	50	50	41	35	21	1	
	RED HILL*	178	164	166	162	164	166	156	160	160	160	159	159	14	12	16	14	12	22	18	18	18	19	19	4	
	SCOTTSVILLE*	178	197	190	195	201	198	200	199	199	197	197	200	(19)	(12)	(17)	(23)	(20)	(22)	(21)	(21)	(19)	(19)	(22)	2	
	STONE ROBINSON***	540	409	407	424	416	424	416	418	418	409	412	413	131	133	116	124	116	124	122	122	131	128	127	0	
	STONY POINT*	244	265	254	277	275	276	273	278	278	260	257	256	(21)	(10)	(33)	(31)	(32)	(29)	(34)	(34)	(16)	(13)	(12)	4	
	WOODBROOK**	338	345	342	339	348	339	335	337	337	340	339	338	(7)	(4)	(1)	(10)	(1)	3	1	1	(2)	(1)	0	3	
	YANCEY	136	118	124	118	121	118	122	121	121	117	116	118	18	12	18	15	18	14	15	15	19	20	18	2	
	Subtotal	6791	6,467	6,515	6,674	6,675	6,655	6,568	6,596	6,596	6,568	6,585	6,612	292	244	85	84	104	191	163	163	191	174	147	29	
MIDDLE	BURLEY	716	550	584	561	596	595	648	634	608	581	553	563	166	132	155	120	121	68	82	108	135	163	153	0	
	HENLEY	949	822	849	840	878	889	944	931	935	926	943	959	127	100	109	71	60	5	18	14	23	6	(10)	0	
	JOUETT	733	597	586	587	594	632	660	657	622	586	585	592	136	147	146	139	101	73	76	111	147	148	141	0	
	SUTHERLAND	737	602	607	597	588	609	643	612	628	653	705	710	135	130	140	149	128	94	125	109	84	32	27	0	
	WALTON	534	333	328	351	344	334	334	326	302	299	295	304	201	206	183	190	200	200	208	232	235	239	230	0	
	Subtotal	3669	2,904	2,954	2,936	3,000	3,059	3,229	3,160	3,095	3,045	3,081	3,128	765	715	733	669	610	440	509	574	624	588	541	0	
HIGH ¹	ALBEMARLE ²	1819	1941	1969	2000	2009	2016	2023	2068	2098	2168	2165	2131	(122)	(150)	(181)	(190)	(197)	(204)	(249)	(279)	(349)	(346)	(312)	0	
	MONTICELLO	1236	1,144	1,134	1,102	1,083	1,077	1,052	1,086	1,105	1,105	1,115	1,086	92	102	134	153	159	184	150	131	131	121	150	0	
	WESTERN ALBEMARLE	1088	1,072	1,065	1,087	1,092	1,126	1,112	1,156	1,192	1,208	1,247	1,217	16	23	1	(4)	(38)	(24)	(68)	(104)	(120)	(159)	(129)	5	
	Subtotal	4143	4,157	4,168	4,189	4,184	4,219	4,187	4,310	4,395	4,481	4,527	4,434	(14)	(25)	(46)	(41)	(76)	(44)	(167)	(252)	(338)	(384)	(291)	5	
TOTAL		14,603	13,528	13,637	13,799	13,859	13,933	13,984	14,066	14,086	14,094	14,193	14,174	1,043	934	772	712	638	587	505	485	477	378	397	34	

* = # of pre-k classrooms

¹ Murray High School is not reflected in this chart. The program currently has a target enrollment of 110 students. It utilizes 12 classrooms & the gym in the building.

²Excludes Post-High Students

New Residential Units in the Pipeline as of October 2014

Elementary School Zone	Project Information*		Dwelling Units			Unit Types
	Project	Project Name	Approved	Built	Unbuilt	
Agnor Hurt	ZMA 04-07	Belvedere	775	437	338	SFD, TH
Agnor Hurt	By-right	Dunlora Forest	99	27	72	SFD, TH, duplexes
Agnor Hurt	By-right	Dunlora Gates	18	9	9	SFA/duplexes
Agnor Hurt	By-right	Lochlyn Hills	26	0	26	
Agnor Hurt	ZMA 07-04	Oakleigh Farm	109	0	109	SFD, TH, apts
Agnor Hurt	By-right	Stonewater	48	8	40	SFD, TH
Agnor Hurt	ZMA13-01	The Lofts at Meadow Creek	65	0	65	apts
Baker Butler	ZMA 95-20	Briarwood	661	391	270	SFD, TH
Baker Butler	SP 03-06	Cedar Hill MHP	32	0	32	MH - not anytime soon
Baker Butler	ZMA 10-11	Estes Park	68	8	60	SFA
Baker Butler	ZMA 07-01	Hollymead Town Center Area A-2	1,222	0	1,222	TH, apts - not anytime soon
Baker Butler	ZMA 01-20	Hollymead Town Center Area C	120	42	78	TH
Baker Butler	SP 07-31	NGIC	120	0	120	apts but no kids
Baker Butler	SP 02-72	North Pointe	893	0	893	
Baker Butler	ZMA 06-19	Willow Glen	234	22	212	SFD, SFA, duplex, TH, apts.
Brownsville	By-right	Creekside Village- Old Trail	24	6	18	SFD
Brownsville	By-right	Foothill Crossing	84	10	74	SFD
Brownsville	ZMA 04-24	Old Trail	2,200	489	1,711	SFD, TH, apts
Brownsville	ZMA 04-17	Wickham Pond I	107	93	14	SFD, TH, apts
Brownsville	ZMA 05-18	Wickham Pond II	106	0	106	SFD, apts.
Cale	ZMA 06-05	Avinity I	124	44	80	apts and TH
Cale	ZMA 05-17	Biscuit Run	100	0	100	SFD - not anytime soon
Cale	ZMA 06-11	Whittington	96	0	96	SFD
Crozet	ZMA 07-12	Blue Ridge Co-housing	26	0	26	SFD
Crozet	By-right	Crozet Station	30	0	30	apts - not anytime soon
Crozet	ZMA 05-07	Haden Place	34	5	29	SFD, TH
Crozet	By-right	Westlake Hills	145	0	145	SFD
Greer	ZMA 12-03	Out of Bounds	56	0	56	SFA, TH, apts
Greer	ZMA 01-07	Stonefield (Albemarle Place)	800	246	554	TH, apts
Murray	SP 04-52	Kenridge	65	28	37	SFA
Murray	SP 02-23	White Gables	76	30	46	luxury condos
Stone Robinson	By-right	Ashcroft	28	9	19	SFD
Stone Robinson	ZMA 02-04	Cascadia	330	0	330	SFD, TH, apts
Stone Robinson	ZMA 06-15	Glenmore - Livengood S5	43	8	35	SFD
Stone Robinson	ZMA 06-16	Glenmore Addition: Leake K2	110	4	106	SFD
Stone Robinson	By-right	Pavillions at Pantops	210	69	141	TH, apts
Stone Robinson	ZMA 13-12	Rivanna Village	400	0	400	SFD, TH - not anytime soon
Stone Robinson	ZMA 12-02	Riverside Village	69	0	69	SFD, SFA, TH, apts
Stony Point	ZMA 00-10	Avemore	406	300	40	34 TH likely to be built
Stony Point	ZMA 04-18	Fontana Phase 4C	34	0	34	SFD
Stony Point	By-right	Hyland Ridge (Lake Ridge)	97	24	73	SFD
Totals			10,290	2,309	7,915	

SFD - single family detached

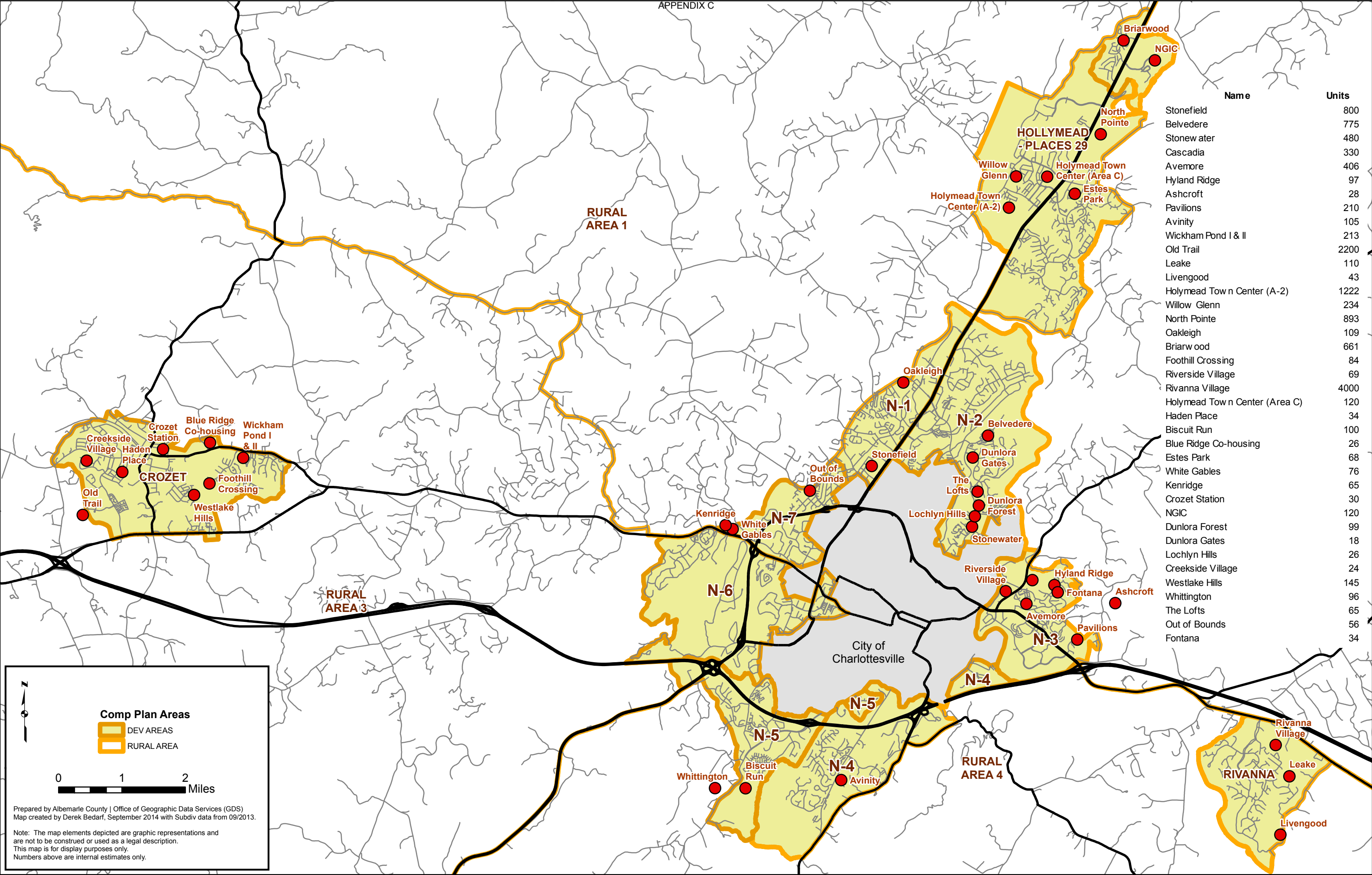
SFA - single family attached (like a duplex, but each unit is on a different lot)

Duplex - 2 attached units on the same lot

TH - Townhouse

apts - apartments

MH - mobile homes



012 Miles

Comp Plan Areas

DEV AREAS

RURAL AREA

Prepared by Albemarle County | Office of Geographic Data Services (GDS)

Map created by Derek Bedarf, September 2014 with Subdiv data from 09/2013.

Note: The map elements depicted are graphic representations and are not to be construed or used as a legal description.

This map is for display purposes only.

Numbers above are internal estimates only.

Proximity & Travel Time* Comparison

Colonnade/Old Ivy

(Top of Colonnade Drive)

School	Greer	Murray	Jouett	Burley	Henley	AHS	MHS	WAHS
Miles	4.3	5.96	4.33	2.41	11.25	3.85	5.21	11.59
Time	n/a	n/a	20:23	18:07	n/a	18:42	18:52	n/a

UVA 1/Mimosa

(Mimosa@Summit)

School	Henley	Burley	WAHS	MHS
Miles	12.42	2.52	12.69	5.01
Time	32:55	11:46	31:03	15:31

UVA 2/Farrish

(Top of Seymour Rd.)

School	Greer	Murray	Jouett	Burley	Henley	AHS	MHS	WAHS
Miles	4	6.69	4.03	2.58	n/a	3.65	5.34	n/a
Time	15:26	15:01	19:20	13:58	33:08	17:39	21:22	31:15

Townwood/Squirrel Path

(Townwood Dr. @ Cool Springs Rd.)

School	Greer	Agnor-Hurt
Miles	1.38	1.44
Time	n/a	n/a

Townwood MHP/Triangle/Squirrel Path

(Back of Townwood MHP)

School	Agnor-Hurt	Broadus Wood
Miles	1.38	7.26
Time	8:52	18:33

Commonwealth/Stonefield

(Top of Northwest Drive)

School	Greer	Agnor-Hurt
Miles	1.38	2.53
Time	8:51	11:35

Whitewood/Oak Forest

(Back of Albert Court)

School	Greer	Agnor-Hurt
Miles	0.93	2.31
Time	7:47	10:57

Rio Road east of R&R including east of Abbington

(Back of Dunlora Drive)

School	AHS	MHS
Miles	3.88	6.77
Time	12:12	16:27

Rt 20 North

(Back of Vineyard Road)

School	Sutherland	Burley	AHS	MHS
Miles	17.13	19.61	20.72	21.41
Time	43:16	42:51	43:45	45:47

Minor Ridge/Four Seasons

(Commonwealth Dr. @ Four Seasons)

School	Burley	Jouett	AHS	MHS
Miles	3.57	1.6	2.01	11.56
Time	13:25	10:12	8:45	20:18

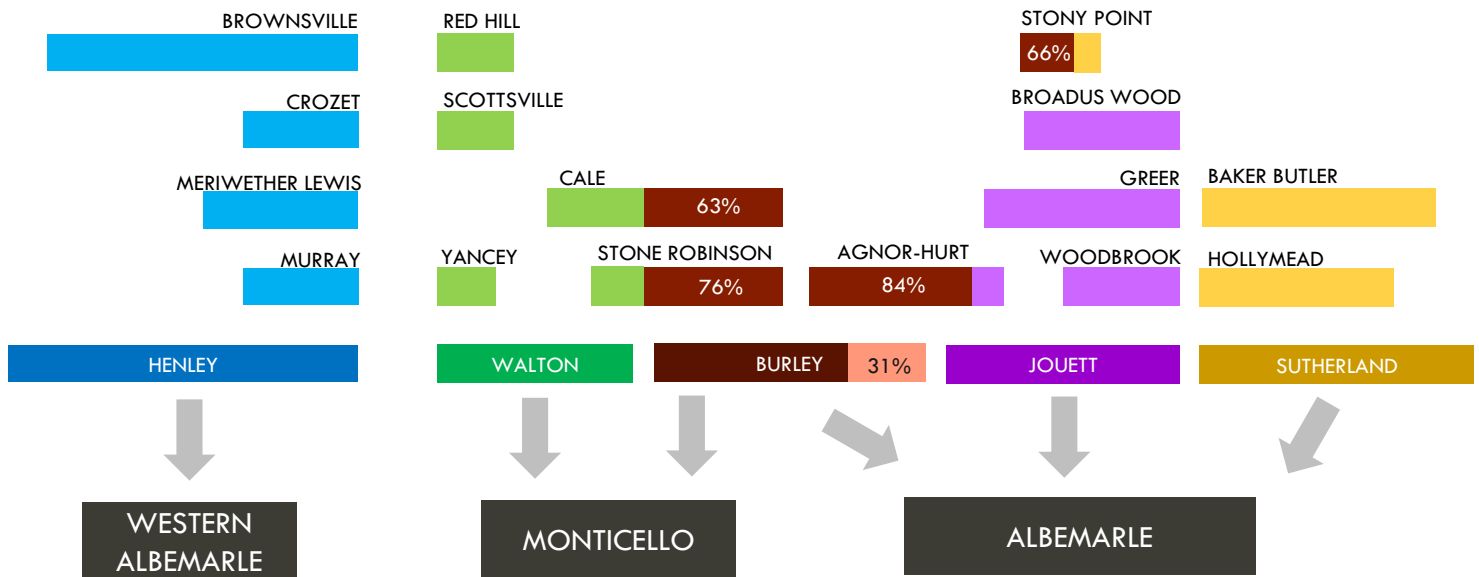
Abbington/Northfield/Huntington/Raintree

School	Jouett	Burley	AHS	MHS
Miles	3.52	4.75	3.13	7.53
Time	n/a	n/a	n/a	n/a

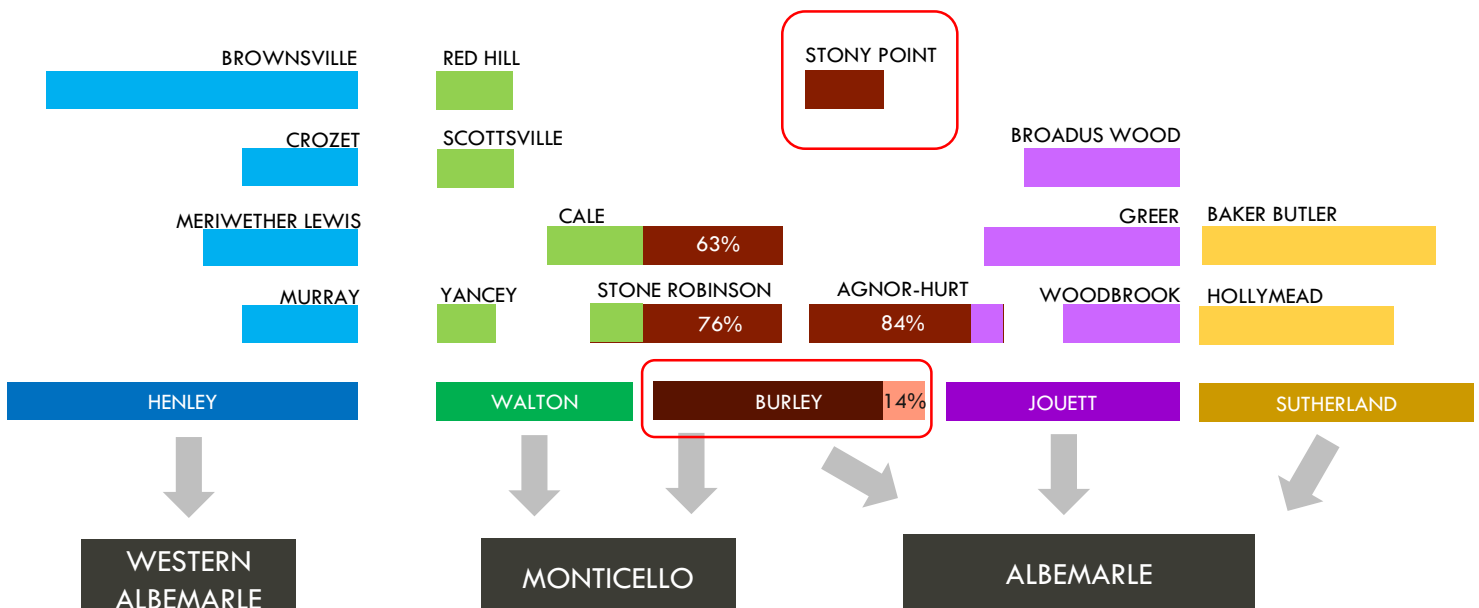
*Travel time is modeled utilizing Department of Transportation's data. It represents a straight-run bus route from single location & no stop. n/a- option was removed for other reasons prior complete proximity/time analysis

Feeder Pattern Chart

Current

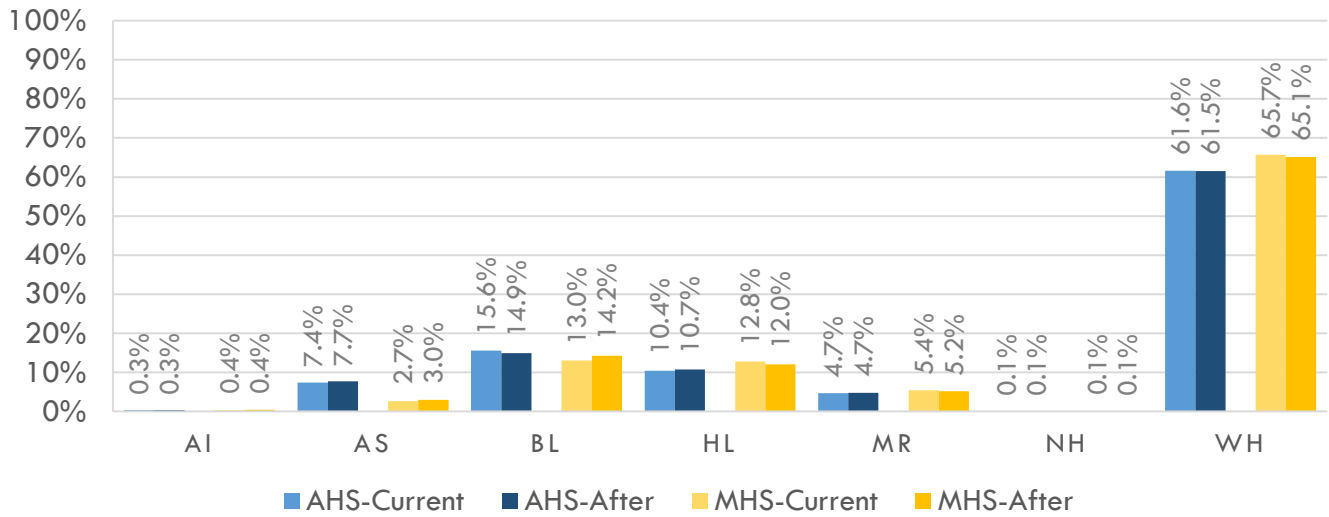


After Recommendation

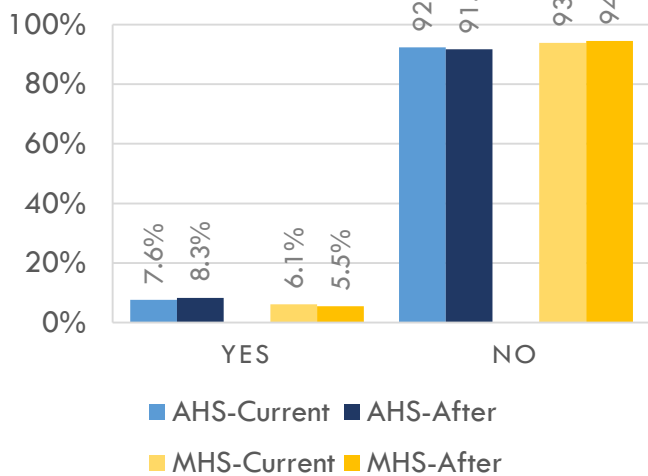


DEMOGRAPHIC CHANGES

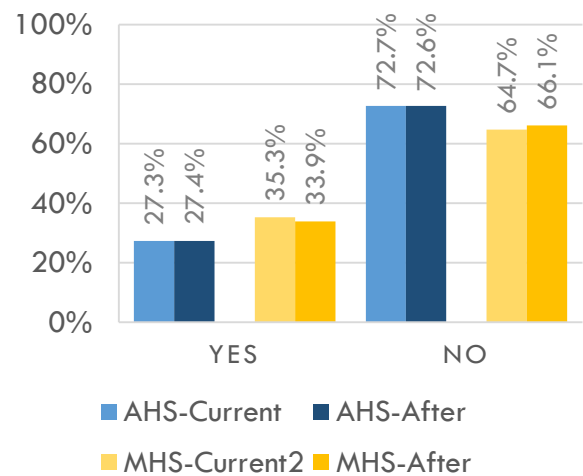
ETHNICITIES



ESOL

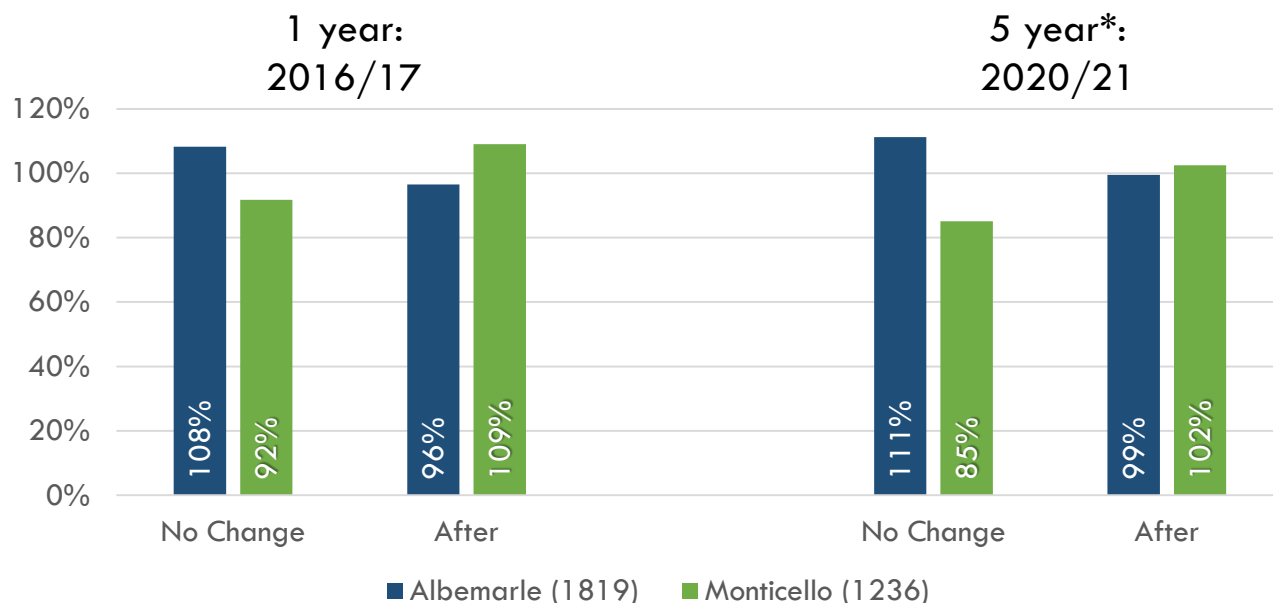


F/R LUNCH

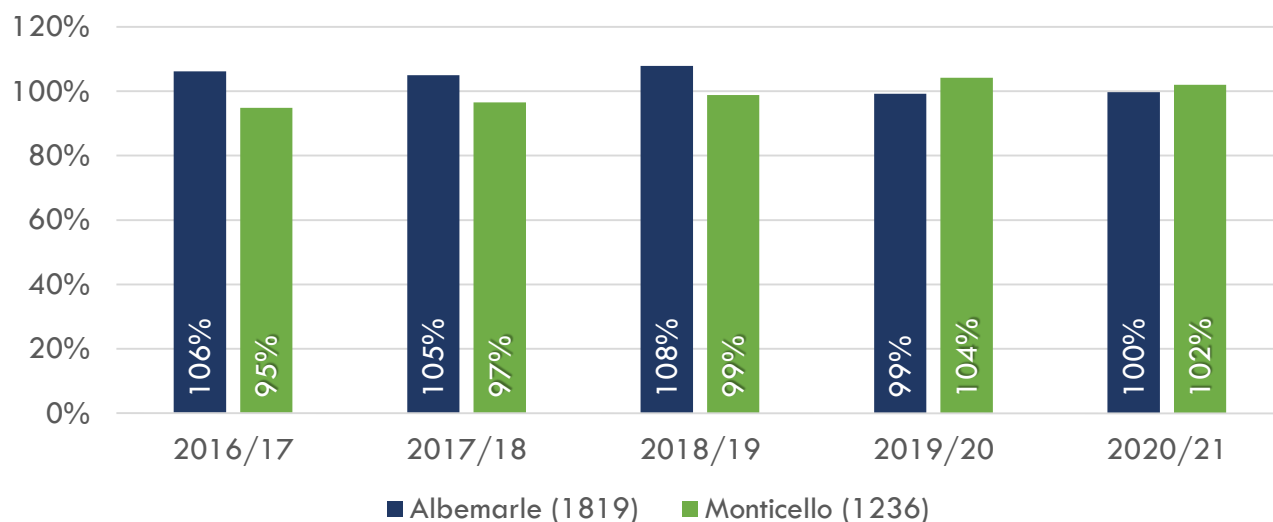


CAPACITY UTILIZATION

Redistricting Impact with No Grandfather Clause



Redistricting Impact with Recommended Grandfather Clause**



*Based on 5 year projections of school enrollment +/- the affected neighborhood's current high school enrollment. It does not reflect any growth in the neighborhood enrollment as that information is not available.

**For this exercise, it is assumed that 100% of students and sibling elect to remain at Albemarle who have the option. Each incoming class is the average grade level of the current high school enrollment in the affected neighborhoods (214/4) minus the number of siblings that could elect to attend at Albemarle.

GRANDFATHER CLAUSE

The committee recommends all current (2015/16 school year) Albemarle & Sutherland students in affected neighborhoods be allowed to finish their years in the school they are currently enrolled. The committee recommends that this grandfather clause should apply to all siblings of current (2015/16 school year) Albemarle High School & Sutherland students in affected neighborhoods as well. This only applies to siblings currently enrolled in ACPS, though. In all cases, transportation is not provided. This clause for Albemarle High School would apply to the following number of students:

Rt 20 Proffit Rd North

Current AHS Students

Siblings of Current AHS Students

Grade		8th	7th	6th	5th	4th	3rd	2nd	1st	K
11th	16	1	1		2		1			
10th	20	4	2	1						
9th	15		2	4	1	4		2		1
Total	51	5	5	5	3	4	1	2	0	1
Sibling Total		26								

Rio E of R&R Tracks

Current AHS Students

Siblings of Current AHS Students

Grade		8th	7th	6th	5th	4th	3rd	2nd	1st	K
11th	32	3	3	5		1		1		1
10th	49	6	4	6	1	2	5			1
9th	30	2	5	8	1		2	2	2	
Total	111	11	12	19	2	3	7	3	2	2
Sibling Total		61								

Current Students	162
Siblings	87
Grand Total	249