



**Redistricting Steering Committee
April 22, 2024**

Parameters for Scope of Work

Directions: Work in small groups to review 1-4. Discuss and provide your feedback. Your discussion and feedback will support development of the RFP.

1. We have agreed that the vendor should provide us with scenarios for redistricting. Too many scenarios can cause the process to not be completed, not enough might cause ACPS to miss the optimal solution. How many scenarios would be the ideal?
2. Based on committee discussions, the following elements should be provided for the scenarios. Is there anything unnecessary or missing from this list?
 - a. A visual representation of the students impacted by each scenario
 - b. The impact of permitting rising 4th, 5th, and 8th graders, and their siblings to remain in the school
 - c. An analysis of the school enrollment vs capacity for each school for each scenario based on projected enrollment and planned capacity changes
 - d. The number of walkers vs bus riders for each scenario
 - e. The length of travel time for bus riders for each scenario
 - f. Evaluate establishing overlapping walk zones (residences in the walk zone of two or more schools where new families are assigned to a given walkable school based on capacity)
 - g. The demographics of each school for each scenario
3. The following is a working list of priorities, in practice many of these conflict with each other. The decision making process will be focused on balancing the competing priorities. The vendor should help ACPS refine this list as part of the work. Is there anything unnecessary or missing from this list?
 - a. Target balanced enrollment of no more than 90% of building capacity
 - b. Avoid separating neighborhoods between zones, to the maximum extent possible
 - c. Consider the proximity of students to schools, striving to maximize the percentage of students who can walk to school
 - d. Consider the effect of creating split feeder patterns (sending elementary to two middle schools).
 - e. Set attendance zone boundary lines along geographic features, such as roadways and waterways, etc.
 - f. Minimize bus travel time

- g. Accommodate required instructional programs with appropriate facility requirements
 - h. Target school demographics that align with division demographics
- 4. We have discussed options for addressing short-term capacity issues that may need to occur should we conduct data-driven redistricting versus time driven redistricting. This list will help to inform the report provided by the vendor. Is there anything unnecessary or missing from this list?
 - a. Capacity transfers
 - b. Temporary classroom space
 - c. Overlapping walk zones (residences in the walk zone of two or more schools where new families are assigned to a given walkable school based on capacity)
 - d. Temporary increases in average class size