

# ACPS REZONING



# Agenda

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# Objectives

**Establish geographic zone lines for schools within the district**

**Align Student Capacity with Student Enrollment**

Considering current and projected enrollment (including active development)

**Prioritize Fiscal Responsibility and Efficiency**

- Facilities
- Transportation
- Personnel





# District School Zones Policy 5120

The Superintendent will periodically review school enrollment and recommend to the Board such changes in District school zones.

**Modifications may be appropriate following construction of a new school, construction of additional facilities at an existing school, closing or suspension of operations of an existing school, over or under school capacity of a school, and the growth or decline of a student population.**



# po5120

**Changes may be justified after consideration by the Board of the following:**

- financial and administrative efficiency
- school capacity and grade level capacity
- convenience of access to schools
- safe and efficient student transportation and travel
- effective and appropriate instructional programs
- socio-economic diversity in school enrollments with consideration of the equitable impact on student enrollment at each school
- utilization of existing school physical facilities



# po5120

The Superintendent shall recommend to the Board the adoption of enrollment caps for all schools in the District, with priority given to schools determined to be **crowded**. The caps will be based on percentage of capacity and set at a level that will accommodate potential growth of the student population within the school attendance zone. **A school whose projected student population exceeds ninety percent (90%) of the school capacity shall be considered crowded.**

# Methodology

Consideration of constraints used to make decisions about zone lines + insights that arose during the process regarding physical space and financial impact



## Transportation Challenges

Walk Zones  
Safe Bus Routes  
Shorter Bus Routes



## School Capacity

Permanent Capacity  
Portables  
Computer Labs



## Magnet/Program Enrollment

Magnet Program Enrollment &  
Caps for Crowded and  
Overcapacity Schools  
Zoning Exemption Parameters

# Transportation Challenges



## Transportation Challenges

Walk Zones  
Safe Bus Routes  
Shorter Bus Routes



## Budgetary Considerations

Reduced Cost for Eliminating Routes  
and Creating Shorter Routes  
(including bus usage, gas, mileage,  
maintenance, driver, etc.)

Current Operational Cost: \$11,800,000



# School Capacity



## School Capacity

Permanent Capacity  
Portables  
Computer Labs

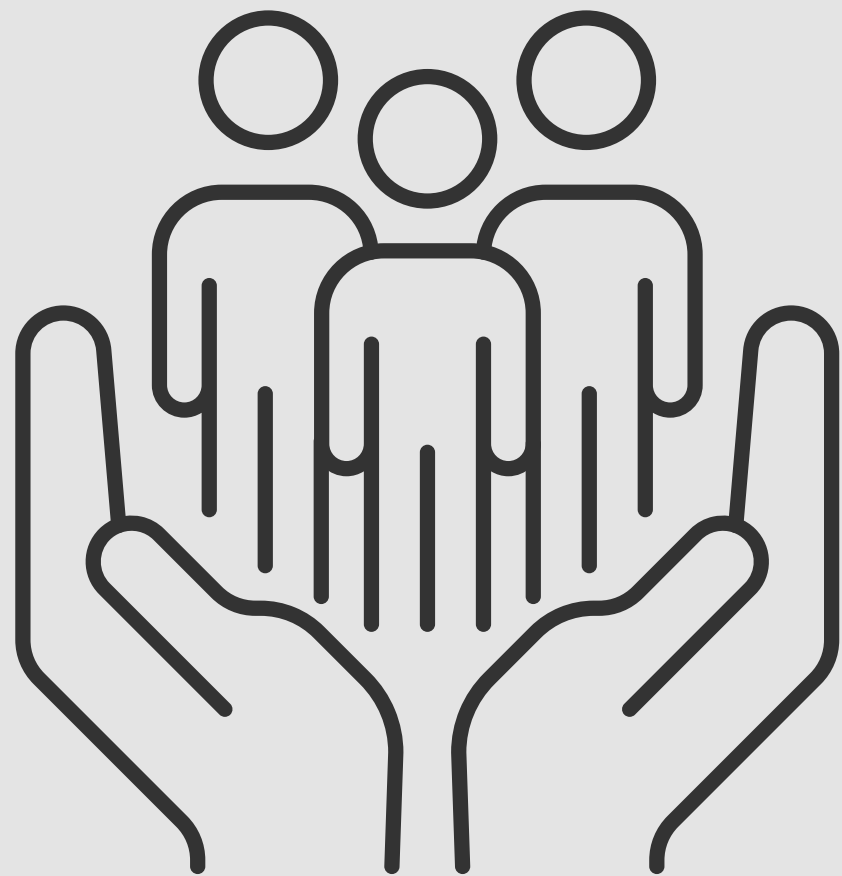
Total School Site Current  
Portable Cost: \$835,140



## Budgetary Considerations

Total Portables on School Campuses  
(324 = 216 ACPS Owned +108 Leased);  
Impact of Potentially Converting Wired  
Computer Labs to Classroom Space (due to  
1:1 devices and mobile laptop cart  
conversions). Total Wired Labs=118.

# Magnet/Program Enrollment



## Magnet/Program Enrollment

Magnet Program Enrollment & Caps for Crowded and Overcapacity Schools  
Zoning Exemption Parameters

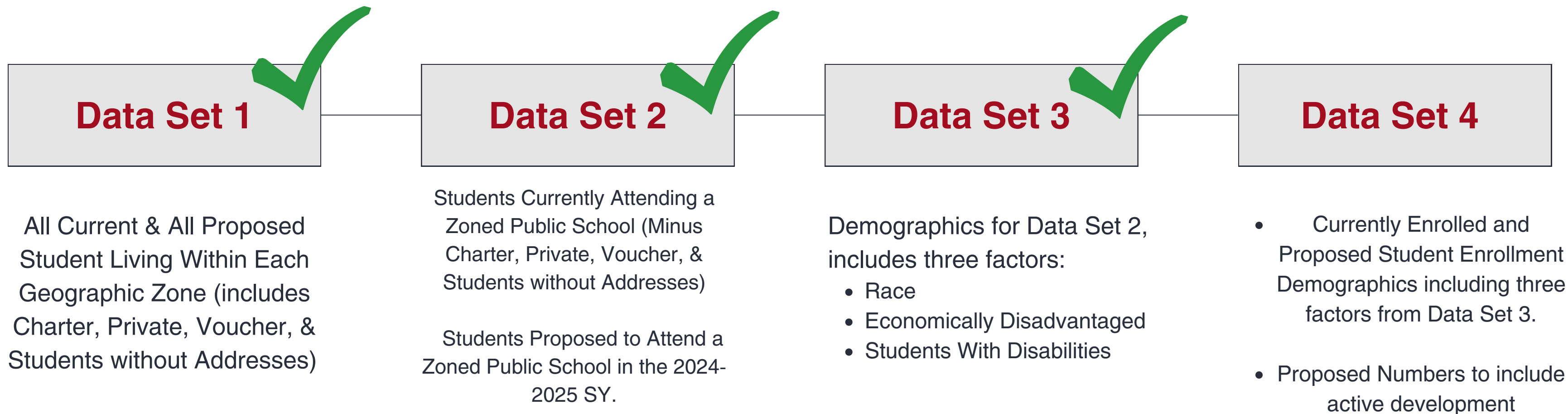


## Budgetary Considerations

Cost Savings Where Schools are No Longer Considered Crowded or Over Capacity

# School X

## Exemplify Data Collection Process



\*Capture the % Students Attending minus ZE /District Program Codes.

# Current School Enrollment

## (as of 8/23/23)

**Current Enrolled Students (2023-24)** These figures represent all students currently enrolled in each school, including those attending due to magnet programs, zoning exceptions, district programs (ESE and others), choice programs, etc. It includes high school dual-enrolled students who spend most or all of the instructional day off campus.

School Name	School Number	% Current Enrollment	School Capacity	Current Enrollment	23-24 Percentage Economically Disadvantaged	23-24 Percentage Students with an ESE Classification	23-24 Percentage White Students	23-24 Percentage Black Students	23-24 Percentage Hispanic/Latino	23-24 Percentage Asian	23-24 Percentage American Indian or Alaskan Native	23-24 Percentage Two or More Races	23-24 Percentage Native Hawaiian or Other Pacific Islander	23-24 Percentage with Zoning Exceptions	23-24 Percentage Magnet	23-24 Percentage Choice	23-24 Percentage District Program
Parker	0031	103	489	502	39.44	16.53	35.06	22.71	31.47	5.58	0	4.78	0.2	35.46	0	2.99	0
Foster	0041	84	467	394	66.24	28.43	27.92	41.62	14.72	7.11	0.76	7.87	0	56.6	21.07	8.63	0
Lake Forest	0071	48	598	279	91.93	18.25	10.53	76.49	7.02	0.7	0.35	4.56	0.35	7.72	0	1.4	0
Littlewood	0091	122	588	713	46.92	28.01	41.18	26.05	20.73	4.76	0	7.28	0	14.01	0	0.28	2.1
Metcalfe	0101	71	624	445	87.19	11.46	6.29	82.7	5.39	0.45	0	5.17	0	27.42	3.15	2.7	0.9
Williams	0111	76	590	451	68.36	28.54	7.96	65.04	4.42	16.37	0.22	5.97	0	44.03	32.96	1.33	0
Lincoln	0112	67	1053	708	51.13	40.54	21.75	48.45	4.8	17.23	0.14	7.34	0.28	57.34	51.98	0.42	0.14
Bishop	0121	79	1075	845	56.57	30.89	26.63	53.02	8.17	3.79	0.24	7.93	0.24	59.29	43.67	2.49	0
Westwood	0141	72	1112	801	52.18	22.22	33.71	35.58	18.85	4.37	0.25	7.12	0.12	17.73	0	2.25	0
Gainesville	0151	93	1926	1690	45.65	32.5	35.79	30.82	20.74	5.07	0.17	7.3	0.11	48.77	33.72	0.39	0.39
Alachua (3-5)	0161	61	525	319	69.72	22.08	40.69	38.8	14.83	0.63	0	4.73	0.32	4.73	0	0.32	0
Archer	0171	89	489	423	57.8	20.87	53.9	24.77	11.93	1.61	0	7.8	0	37.39	26.83	1.38	0
Hawthorne (6-12)	0201	32	660	208	70.55	19.43	44.38	42.94	5.11	0	0	7.57	0	28.02	9.41	3.48	0
Mebane	0221	49	788	383	59.42	21.2	45.55	29.58	12.04	2.62	0	10.21	0	13.87	10.73	0	0
Newberry High	0261	112	671	731	48.81	22.41	51.19	27.06	12.6	0.93	0.27	7.96	0	24.67	17.11	0.8	0
Santa Fe	0271	90	1291	1077	46.29	27.37	58.03	18.48	14.68	2.07	0.43	6.22	0	29.19	21.5	1.55	0
Shell	0281	88	366	307	84.42	19.31	47.35	36.76	7.79	0	0	7.79	0	10.28	0	1.87	0
Terwilliger	0311	67	962	623	72.66	16.56	18.44	45.16	24.06	2.97	0	8.91	0.16	20.47	9.06	1.88	0.47
Idylwild	0321	95	662	626	74.56	13.35	12.08	53.74	21.14	4.93	0.16	7.47	0.16	1.91	0	0	0.32
Glen Springs	0331	96	463	445	44.37	22.3	48.2	23.65	13.06	3.6	0.23	11.26	0	23.87	0	6.76	0.68
Rawlings	0341	98	427	406	90.28	19.67	4.03	84.83	5.45	0.47	0.24	4.98	0	4.74	2.84	0.47	0.24
Eastside	0421	63	1952	1200	56.3	33.6	18.74	55.41	6.87	11.47	0.08	7.35	0.08	44.83	37.64	0.89	0
Buchholz	0431	123	2006	2264	35.75	31.3	45.29	23.41	14.27	8.33	0.12	8.29	0.24	30.29	28.1	0.04	0.2
High Springs (K-8)	0461	93	1009	940	46.17	22.13	67.87	9.68	14.26	1.17	0.21	6.6	0.21	9.68	0	2.98	0
Fort Clarke	0481	102	871	889	51.46	26.97	38.43	32.02	15.96	5.73	0.11	7.75	0	3.03	0	0	0.11
Hidden Oak	0482	99	744	738	36.27	30.31	46.01	21.65	16.24	9.47	0.27	6.22	0.14	7.44	0	1.22	0
Wiles	0501	114	725	815	46.75	24.94	40.84	22.05	17.35	10.96	0.48	8.19	0.12	4.1	0	0.24	0
Kanapaha	0502	92	1166	1077	52.37	27.58	36.68	29.99	21.36	5.48	0.09	6.31	0.09	3.99	0	0.09	1.21
Chiles	0510	95	727	680	34.05	27.71	44.44	22.08	12.7	12.7	0.14	7.79	0.14	7.5	0	0.43	0
Meadowbrook	0520	116	758	876	34.59	26.03	48.97	20.43	13.47	8.33	0.11	8.68	0	2.97	0	0.23	0
Newberry Elementary (K-4)	0531	136	471	626	45.33	21.81	50.31	23.36	16.04	2.02	0	8.26	0	5.61	0	0	0
Norton	0541	82	669	541	51.65	22.71	43.96	25.82	16.48	4.03	0.18	9.34	0.18	23.63	0	5.49	2.01
Talbot	0561	86	726	619	39.46	35.78	51.92	18.69	11.18	5.75	0	12.3	0.16	13.74	0	1.28	1.44
Irby (K-2)	0571	67	536	350	66.39	21.57	48.18	28.85	14.29	0.28	0.28	7.56	0.28	8.4	0	1.4	0
Oak View (5-8)	0591	88	1063	938	47.33	26.33	54.48	21.32	14.18	1.92	0	8.1	0	23.88	20.36	0.11	0

# Sample School Data: Chiles Elementary (as of 8/23/23)

**Data below only represents students attending a district public zone school as of Aug 2023	Existing Chiles Elem Zone Lines	Proposed Chiles Elem Zone Lines
School currently attended by Elementary student with address inside Chiles Zone	Count	Count
LAWTON M. CHILES ELEMENTARY SCHOOL	633	428
JOSEPH WILLIAMS ELEMENTARY SCHOOL	27	17
MYRA TERWILLIGER ELEMENTARY SCHOOL	13	6
HIDDEN OAK ELEMENTARY SCHOOL	8	105
STEPHEN FOSTER ELEMENTARY SCHOOL	8	8
ARCHER ELEMENTARY SCHOOL	7	6
C. B. PARKER ELEMENTARY	5	7
LITTLEWOOD ELEMENTARY SCHOOL	5	6
KIMBALL WILES ELEMENTARY SCHOOL	3	63
C. W. NORTON ELEMENTARY SCHOOL	2	0
GLEN SPRINGS ELEMENTARY SCHOOL	2	3
MEADOWBROOK ELEMENTARY SCHOOL	2	0
W. A. METCALFE ELEMENTARY SCHOOL	2	2
CHESTER SHELL ELEMENTARY SCHOOL	1	1
MARJORIE KINNAN RAWLINGS ELEMENTARY	1	1
<b>Total</b>	<b>719</b>	<b>653</b>

# Sample School Data: Hidden Oak Elementary (as of 8/23/23)

**Data below only represents students attending a district public zone school as of Aug 2023	Existing Hidden Oak Elem Zone Lines	Proposed Hidden Oak Elem Zone Lines
School currently attended by Elementary student with address inside Hidden Oak Zone	Count	Count
HIDDEN OAK ELEMENTARY SCHOOL	647	365
JOSEPH WILLIAMS ELEMENTARY SCHOOL	11	9
STEPHEN FOSTER ELEMENTARY SCHOOL	8	4
C. B. PARKER ELEMENTARY	6	14
ARCHER ELEMENTARY SCHOOL	5	5
MYRA TERWILLIGER ELEMENTARY SCHOOL	5	362
C. W. NORTON ELEMENTARY SCHOOL	4	4
NEWBERRY ELEMENTARY SCHOOL	4	5
LAWTON M. CHILES ELEMENTARY SCHOOL	3	7
LITTLEWOOD ELEMENTARY SCHOOL	3	7
KIMBALL WILES ELEMENTARY SCHOOL	2	3
MEADOWBROOK ELEMENTARY SCHOOL	2	3
WILLIAM S. TALBOT ELEMENTARY SCHOOL	2	4
OAK VIEW MIDDLE SCHOOL	1	1
GLEN SPRINGS ELEMENTARY SCHOOL	0	7
LAKE FOREST ELEMENTARY SCHOOL	0	2
DYLWILD ELEMENTARY SCHOOL	0	1
MARJORIE KINCAID WILLIAMS ELEMENTARY	0	1
W. A. METCALFE ELEMENTARY SCHOOL	0	1
Total	703	805

# Demographics for Students Currently Attending a Zoned Public School (as of 8/23/23)

School Name	School Number	School Capacity	Number of Zoned Students	Current Zone Lines												
				23-24 Percentage Economically Disadvantaged	23-24 Percentage Students with an ESE Classification	23-24 Percentage White Students	23-24 Percentage Black Students	23-24 Percentage Hispanic/Latino	23-24 Percentage Asian	23-24 Percentage American Indian or Alaskan Native	23-24 Percentage Two or More Races	23-24 Percentage Native Hawaiian or Other	23-24 Percentage with Zoning Exemptions	23-24 Percentage Magnet	23-24 Percentage Choice	23-24 Percentage District Program
<b>Elementary</b>																
Glen Springs	331	463	387	163	53	170	101	62	16	1	37	0	30	8	4	4
Hidden Oak	482	744	703	228	70	323	138	122	76	2	41	1	24	21	2	7
Idglwild	321	662	753	516	82	107	358	178	53	1	54	1	83	24	21	48
Irbj (K-2)	571	536	354	221	46	176	96	49	2	1	29	1	41	3	8	5
Lake Forest	71	598	353	299	53	76	222	27	2	2	21	1	61	11	33	6
Littlewood	91	588	622	253	72	257	158	140	27	1	39	0	24	10	6	13
Meadowbrook	520	758	908	297	109	438	185	126	80	1	78	0	38	18	10	2
Metcalfe	101	624	415	335	47	47	296	36	8	1	27	0	57	19	10	8
Newberry Elementary	531	471	618	277	91	308	147	100	13	0	50	0	22	12	5	1
Norton	541	669	441	204	60	209	92	79	16	0	44	1	22	7	9	7
Parker	31	489	351	157	46	156	107	52	9	0	25	1	14	9	5	4
Rawlings	341	427	527	454	83	28	445	23	4	0	27	0	114	14	26	7
Shell	281	366	298	230	62	142	102	27	3	0	23	0	16	4	8	6
Talbot	561	726	567	191	75	303	91	64	35	0	73	1	28	17	8	0
Terwilliger	311	962	535	398	69	91	246	128	18	0	50	1	41	21	8	10
Viles	501	725	873	371	98	336	192	148	121	4	71	1	37	49	3	3
Williams	111	590	314	280	39	15	267	12	0	0	20	0	22	15	5	1
<b>Elementary/Middle</b>																
High Springs (K-8)	461	1009	894	411	116	590	98	134	10	2	58	2	26	11	3	3
<b>Middle</b>																
Bishop	121	1075	453	338	82	51	325	39	1	1	34	2	17	60	7	1
Fort Clarke	481	871	1100	464	129	449	318	167	90	1	75	0	45	186	3	10
Kanapaha	502	1166	1321	558	146	497	331	266	138	1	88	0	45	217	2	30
Lincoln	112	1053	446	366	78	25	372	24	3	1	21	0	66	51	10	4
Mebane	221	788	478	226	65	236	121	59	19	0	43	0	42	86	17	3
Oak View (5-8)	591	1063	883	0	107	455	204	129	21	0	73	1	20	127	2	2
Vestwood	141	1112	910	441	112	366	306	106	46	3	80	3	64	173	8	13
<b>Middle/High</b>																
Hawthorne (6-12)	201	660	462	320	72	212	180	29	0	0	41	0	40	64	10	2
<b>High</b>																
Buchholz	431	2006	2581	797	220	1136	572	398	271	4	194	6	70	765	6	51
Eastside	421	1952	999	703	140	108	685	110	18	1	76	1	71	186	9	38
Gainesville	151	1926	1655	675	179	661	493	247	115	4	134	1	77	601	5	17
Newberry High	261	671	820	361	83	410	206	108	26	1	69	0	34	224	3	3
Santa Fe	271	1291	1143	470	118	631	224	175	39	4	68	1	48	255	5	13

# Demographics for Proposed Students Attending a Zoned Public School (24-25 SY)

Proposed Zone Lines 24-25															
School Name	School Capacity	24-25 Number of students zoned	24-25 Percentage Economically Disadvantaged	24-25 Percentage Students with an ESE Classification	24-25 Percentage White Students	24-25 Percentage Black Students	24-25 Percentage Hispanic/Latino	24-25 Percentage Asian	24-25 Percentage American Indian or Alaskan Native	24-25 Percentage Two or More Races	24-25 Percentage Native Hawaiian or Other Pacific Islander	24-25 Percentage with Zoning Exceptions	24-25 Percentage Magnet	24-25 Percentage Choice	24-25 Percentage District Program
<b>Elementary</b>															
Glen Springs	463	417	176	51	189	100	71	18	0	39	0	33	7	4	3
Hidden Oak	744	805	424	96	244	263	169	71	2	55	0	41	25	9	11
Idgwild	662	727	502	80	103	350	172	48	1	52	1	79	22	20	43
Irbg (K-2)	536	395	240	49	201	100	52	4	1	36	1	41	3	8	5
Lake Forest	598	458	387	70	83	313	31	2	2	24	1	69	13	35	7
Littlewood	588	728	319	79	282	199	165	30	1	50	1	34	16	5	15
Meadowbrook	758	463	197	62	206	120	67	31	1	38	0	17	6	2	2
Metcalfe	624	398	318	51	39	306	23	1	0	29	0	71	13	19	2
Newberry Elementary	471	497	203	71	258	95	91	13	0	40	0	12	11	4	1
Norton	669	453	202	63	216	93	80	18	1	44	1	24	8	11	7
Parker	489	377	171	48	160	115	58	14	0	27	1	18	11	6	9
Rawlings	427	290	255	49	21	239	15	4	0	11	0	70	11	13	5
Shell	366	290	227	60	137	100	26	3	0	23	0	13	4	6	5
Talbot	726	667	207	87	354	113	71	46	0	82	1	32	21	12	0
Terwilliger	962	819	187	84	422	113	99	120	0	64	1	42	60	3	3
Viles	725	794	364	92	287	187	140	109	4	66	1	30	40	3	2
Williams	590	471	411	54	28	374	30	7	1	31	0	47	22	9	9
<b>Elementary/Middle</b>															
High Springs (K-8)	1009	817	375	107	541	95	118	7	2	52	2	25	11	3	3
<b>Middle</b>															
Bishop	1075	604	454	115	74	431	50	1	1	45	2	37	78	11	3
Fort Clarke	871	967	441	118	353	307	153	84	1	69	0	39	134	3	10
Kanapaha	1166	967	317	88	447	166	164	122	0	68	0	24	200	1	6
Lincoln	1053	754	576	127	65	521	113	18	2	35	0	85	66	11	24
Mebane	788	607	290	78	290	158	73	29	0	57	0	48	106	17	4
Oak View (5-8)	1063	749	358	93	406	156	119	11	0	56	1	14	104	1	1
Westwood	1112	950	387	100	454	230	125	54	3	81	3	53	210	5	15
<b>Middle/High</b>															
Hawthorne (6-12)	660	450	315	70	204	177	28	0	0	41	0	38	63	7	1
<b>High</b>															
Buchholz	2006	2216	648	189	1030	472	314	227	4	165	4	60	689	4	24
Eastside	1952	1203	850	171	143	829	126	18	2	84	1	97	221	12	41
Gainesville	1926	1866	688	183	752	455	323	173	3	157	3	63	672	7	42
Newberry High	671	697	302	73	359	163	99	17	1	58	0	27	187	2	3
Santa Fe	1291	1224	520	125	668	262	177	34	4	77	1	54	263	5	13



# Rationale

## Rezoning Data Analysis Considerations

### Using 08/23/23 Data

The most current rezoning analysis is based off of the export of student information from Skyward on August 23, 2023. This means that all data is analyzed as a snapshot in time. This is because in order to analyze the effects of proposed zone lines, the students have to be mapped in regard to the new zones.

This is the second, most recent, data set used during the comprehensive rezoning process. Previous maps were based on February 2023 data.

# Rationale

## Rezoning Data Analysis Considerations

### Geocoding

With more than 30,000 student information records, **an automated process called geocoding is used. A tool is written to compare the provided student address information with the Alachua County Emergency 911 address point layer and match the students to those address points on the map.** Not all points match automatically, so several hundred are matched by hand at the end of the automatic process. In some cases, there is no address that exactly matches the provided student address, so a good faith effort is made to place the student in a place that makes sense, using Google Maps, parcel ownership information, and real estate listings. The goal is to put the point in a place that is hopefully as representative as possible given zip code, city, and street information. Because this process has to be automated, there is always a chance that some points are not in exactly the right place. An extensive quality control process is used to check for anything out of place and correct it, so there is no available way to quantify how many may be out of place. This is simply a disclaimer in the case that any one point is found to be placed incorrectly. It is likely a very uncommon occurrence.

# Rationale

## Rezoning Data Analysis Considerations

### **Charter/Private School Assumptions**

For the purposes of this analysis, only students who currently attend a zoned public school were included in the dataset. This is based on the assumption that students who currently attend a charter or private school that are in the Skyward database **will not be moving to public school**. This also **does not include students currently attending one of the Alachua County Public Schools Centers (Sidney Lanier / A. Quinn Jones) or PAM@Loften High School** because no part of those facilities is populated by students zoned to them.

# Rationale

## Rezoning Data Analysis Considerations

### Outliers

- A small number of students do not have race information attached to their student record so those breakdown numbers may not equal the total number of students in a zone.
- Some students attend one class at higher levels so in some cases you will see, for example, middle school students that have a high school as their current attended school.

# Rationale

## Rezoning Data Analysis Considerations

### Data Descriptors

- Analysis of **ESE students** was based on the number of students with addresses falling inside a current or proposed zone with **‘Y’ value in the ESE field.**
- As per staff direction, students were considered **Economically Disadvantaged** if their value in the Skyward **Lunch Status field was C, R, 6, 9, 3, D, E, F, or 4.**

# Rationale

## Rezoning Data Analysis Considerations

### Program and Exception Codes

The reason that we looked at the number of students with addresses within each zone that have either a District Program, Choice, Magnet, or Zoning Exception Code is that while they may live in any given zone, **it is likely that those students may not attend their zoned school in the future.** There are exceptions to this rule, because it is conceivable that there are students both living within a zone for a school with a magnet program and attending that magnet program.

#### Reason Codes:

Choice - CH: Choice, OS: Opportunity Scholarship

District Program - CC: Character Counts, DP: District Program, LE: Limited English

Magnet - M (all aggregated to provide the count of Magnet students within each zone)

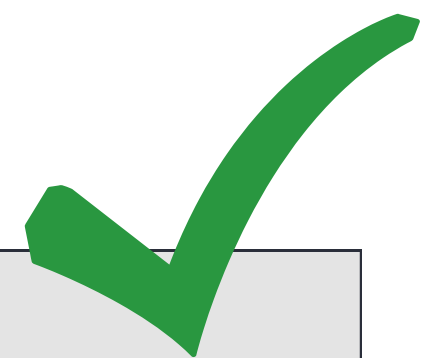
Zoning Exemptions - Z (all aggregated to provide the count of zoning exceptions within each zone)

# Rationale

## Rezoning Data Analysis Considerations

### **What New Zone Lines Accomplish - #1**

In general, the proposed iteration of zones shifted populations of zoned students eastward to balance overpopulated facilities and move more zoned students to underenrolled facilities on the east side of the county. Overenrolled facilities' zones became smaller where possible, and the difference in zone sizes shifted either to the west or to less populated zones where possible. The zone for Terwilliger Elementary was moved completely; it now encompasses the new Terwilliger facility on SW 122nd Street.



# Rationale

## Rezoning Data Analysis Considerations

### **What New Zone Lines Accomplish - #2**

A number of small tweaks were made to zone lines without affecting student zoning because previous zone lines cut through parcels, particularly in conservation areas that do not and will not include housing in the future.

Realigning the zone boundaries with parcel boundaries provides the opportunity to describe zone boundaries in reference to parcel boundaries when creating legal descriptions. It is also good practice for any one parcel to fall completely within one side of a zone boundary and not be split between multiple zones.





# Detailed Data Request

## More Detailed Rezoning Data Set



### Implications for District Practices/Procedures

The most recently provided zoning analysis included nearly 3,000 points of data that explain the picture of each school if each student attended their zoned school. This is helpful information because **any student is entitled to attend their zoned school, however we know that that is not always the case because of zoning exceptions, choice, district programs, and especially, magnet programs.** Projecting actual enrollment is impossible because we will not know until the first day of school, and truly every day after that, who will actually show up to be enrolled, who will choose charter or private schools, who will move within, into, or out of the county. There simply is no way to project actual enrollment numbers and assume that they will be correct. However, we can come up with some sets of logic that allow us to imagine which school a child may attend next year based on school zone lines. DRMP recommends working with staff to come up with a set of rules to determine how we would project a school for each child based on proposed zone lines.

# Considerations

## Revitalized Facilities

- Littlewood Elementary School (Reopens 2025-2026 SY, increased seat count available)
- Westwood Middle School (2024-2025 SY)

## Probable Impacts on Enrollment Data

- Expansion of School Voucher Program
- Increase in Number of Charter Schools
- Home School
- Private School
- Virtual School
- Magnet Programs / Dual Enrollment
  - Reduce seat allotments for incoming freshmen
  - Review and revise procedures

# Community Input Sessions

**August 22, 5:30 pm Hawthorne MS/HS Auditorium**

**August 24, 5:30 pm Howard Bishop MS Cafeteria**

**October 2, 1:00 pm SWAG**

**October 2, 5:30 pm Kanapaha MS Cafeteria**

**October 5, 5:30 pm Newberry HS Auditorium**

**October 10, 5:30 pm Gainesville HS Auditorium**

**October 12, 5:30 pm Santa Fe HS Auditorium**



THANK YOU

