

TO: Board of Directors

FROM: Ruth Floyd, Executive Director of Business Services

SUBJECT: Board Redistricting Maps

DATE: February 7, 2023

TYPE: Discussion

The 2020 census prompted a redistricting analysis of board member districts. In late 2021, Steve Lidgard worked with a consultant, Bob Schweitzer of Sammamish Data Systems, to create new maps for our district. Finalization was delayed because the district did not have board elections pending in 2022. In preparation for the upcoming November elections, we are moving forward with the process. In addition, board member address changes have prompted the need for revised maps.

The redistricting process is included as an attachment. We are currently in stage 2 where proposed maps are reviewed by the board. If there are no requested changes to the maps, we will move to stage 3, which requires a public hearing and resolution adoption at a future board meeting, and submission to the counties and Educational Service District (ESD).

Attached are revised maps with proposed redistricting. Please download the document to zoom in and more clearly see the street names.

- Page 1: Broad look at proposed districts (no street names)
- Page 2: Summary of population changes due to 2020 census
- Page 3: Summary of population demographics
- Pages 4-7: Proposed districts with major street names
- Pages 8-9: Proposed districts overlaid with current district boundary lines
- Pages 10-17: Zoomed versions of proposed districts

I respectfully request that the board discuss the maps and either recommend changes or recommend we move forward to stage 3 of the redistricting process.

BASIC STEPS FOR THE REDISTRICTING PROCESS

Redistricting is basically a three-stage process. Stage One, review the current population totals in the existing districts based on Census 2020, to then review if change is needed per the statutory requirements. Stage Two, realignment of new districts to meet the statutory requirements as needed. Stage Three, completing the process and committing to the Meet and Bounds description which will be submitted to the governing body.

All redistricting analysis and realignment work is based on Census Block information from the 2020 census. These population counts come from the census PL 94-171 Redistricting Database. The database is prepared by statute for redistricting by the Census Bureau. These are the legal Federal Government population files. The date of record for the publication of these files is estimated to be April 1, 2021.

STAGE ONE

The purpose of Stage One is to, as practicable, analyze the current population counts within the existing district boundaries. Please note that the boundary lines using the new Census blocks may not exactly match the existing boundary lines. This is just a population estimate of the current districts. With this estimate, a school district can then determine the extent of their redistricting needs.

Stage One begins with the importation of the existing district boundaries. The 2020 census blocks are then assigned to each district in which they fall. Where previous districts followed 2010 census blocks, the imported district boundaries should be very close, but may still not match perfectly. The Census combines and splits blocks from previous years. It is possible that the combining of 2010 blocks to form the new 2020 Census Blocks may require the district boundary lines to follow block lines that differ slightly from the existing lines in order to achieve an accurate estimate. This is very common in district outlines that use city limits, which have changed with time.

Some previous redistricting plans may have the internal areas defined by range and township squares. These areas have limited definitions in the Census Blocks. These boundary lines will match only if the range and township lines are also used in the road structure, political lines, and other visible features in the Census files. When incorporating these Director districts, the blocks are assigned to the best-estimated district or area. The block is analyzed in order to decide where the population might fall in relationship to the Director district, and the whole census block is assigned to that one district. This may mean that the imported plan will not look exactly like the existing school district map. We do not have the ability to display or report on the population counts by range and township. Nor can census blocks be split to match range and township lines. Only in special circumstances, during Stage Two, are census blocks ever split. This requires detailed input from the local jurisdiction to provide count information within the census block to be split. Again, the purpose of Stage One is to give as accurate an estimate of the existing population as practicable.

When reviewing the Stage One reports and maps, keep in mind that the Director District outlines may not match exactly. Look at the areas where the boundary lines differ and determine if the blocks assigned to that area are assigned to the best Director district possible. If the school district outline follows the wrong road, this can easily be corrected. If the boundaries have been converted from a range and township plan, check to see if the Census Blocks appear to have the best possible fit for the differing Director District. If not, this too can be corrected by assigning the whole Census Block to a different district.

Once the block assignments appear accurate for the population estimate, the reports need to be reviewed. The reports give population deviations and racial information. It is often asked, “How much can the population be off?” The statutes do not clearly specify a total number or percentage of variance. The common rule is: as close as practicable. Other factors that come into play: are the districts contiguous; are the communities of like interest acutely represented; are the incumbents in their district, etc. RCW 29.70.100 covers most of the State of Washington redistricting requirements.

There may be additional localized statutes that may need to be considered as well. Some of the local communities may require taking into consideration incumbent locations, or reflecting minimal changes, etc. If a school district has special requirements in addition to the state statutes, they need to include that information with the appropriate stage of work.

The Board of Directors needs to review of the population reports and determine what is an acceptable population variance for their own Director Districts. Depending on the size of the school district, it is not uncommon to have population deviations of less than +/-20 people. It is also possible to have population deviations of more than +/- 100 people. The same principle applies when reviewing the population by percentages. It all depends on the needs of the school district. If the Stage One reports are beyond the Board’s determined limits, redistricting is required. We will also let you know our perspective on the counts, as well.

Once the board has determined that the districts need realignment, simply make a vote to go forward with redistricting. At that point, you will need to supply the physical addresses (no PO Boxes) and current district number of all incumbent Directors. If you have requirements that go beyond the state statutes, you will need to provide those as well.

STAGE TWO

In Stage Two, we follow the philosophy of minimal changes, meet the needs as directed by the Board, and not knowingly break any statute. If the Board supplies requirements that do not meet the State statute, we will not be able to comply.

Also, if the Board would like to see a district grow in a specific direction, please supply copies of the maps showing lines to follow, directions of movement, etc. Feel free to outline areas that you would like to be in certain districts, but please do not specify definite boundary lines for your districts.

Most governing bodies take an ‘hands off’ approach to redistricting. In this case, providing just the required information is best. The districts are then drawn without local influence, and the new proposal will reflect this. If your school district has local political concerns, the Stage Two plan can be drawn without considering the incumbent addresses. The plan can then be defended against local political concerns.

Some jurisdictions require multiple proposals. It is not recommended that more than two proposals be drawn up without review by the board. Each plan has a cost, and two plans gives the Board a good idea of how the population will flow. If neither of the two plans meets the exactly needs of the Board, the knowledge gained from the likes and dislikes of each plan will allow us to produce a very specific additional plan.

Review of the plan should include: insuring that each of the board members fall within their district (unless required not to take this into consideration); insuring that the population totals per district meet the expectations of the governing body; and insuring that no parties, communities of interest, or minorities are disproportionately reflected.

STAGE THREE

Once the board decides that the plan meets their needs, Stage Three begins. The Board sends us an E-mail notifying us of their decision. We will then produce the Meets and Bounds description for the proposed Director Districts. The Meets and Bound description defines the internal lines that make up the individual Director District boundaries.

Once the school district receives the Meets and Bounds description, it is a good idea to have a staff member use an existing district map and trace the new internal lines as described in the Meets and Bounds description. This is to insure that the line description contains no ambiguity. Also, the Census files may name some features using a different name or refer to them as ‘unnamed’. Name changes are easy to accomplish. Just notify us, and we can correct them. If a line feature is ‘unnamed’, we need local assistance to better define it. Have someone with access to all the materials and good local knowledge call us. The plan should not be submitted to the county or other governing bodies (i.e. the ESD) without clearing up all issues.

Reading a Meets and Bounds description is simple once you understand the way they flow. All descriptions start with an intersection of two or more points (the Meet), i.e. I-5 and Main St. Find this location on the map. This is followed by a ‘follow a feature’ to a new location (the Bound), i.e. north on I-5 to Division. Follow this line until it reaches the destination location. If the line turns and twist, continue to follow it until the destination is reached. You may have to make several turns and twist along the closure lines. The first direction indicator is the way you need to go, and then follow any jogs the direction may take. Once you have reached the ‘bound to’ point, repeat the process with the next segment, etc.

Stanwood-Camano School District - Proposed Board Districts as Approximated Using Census 2020 Geography

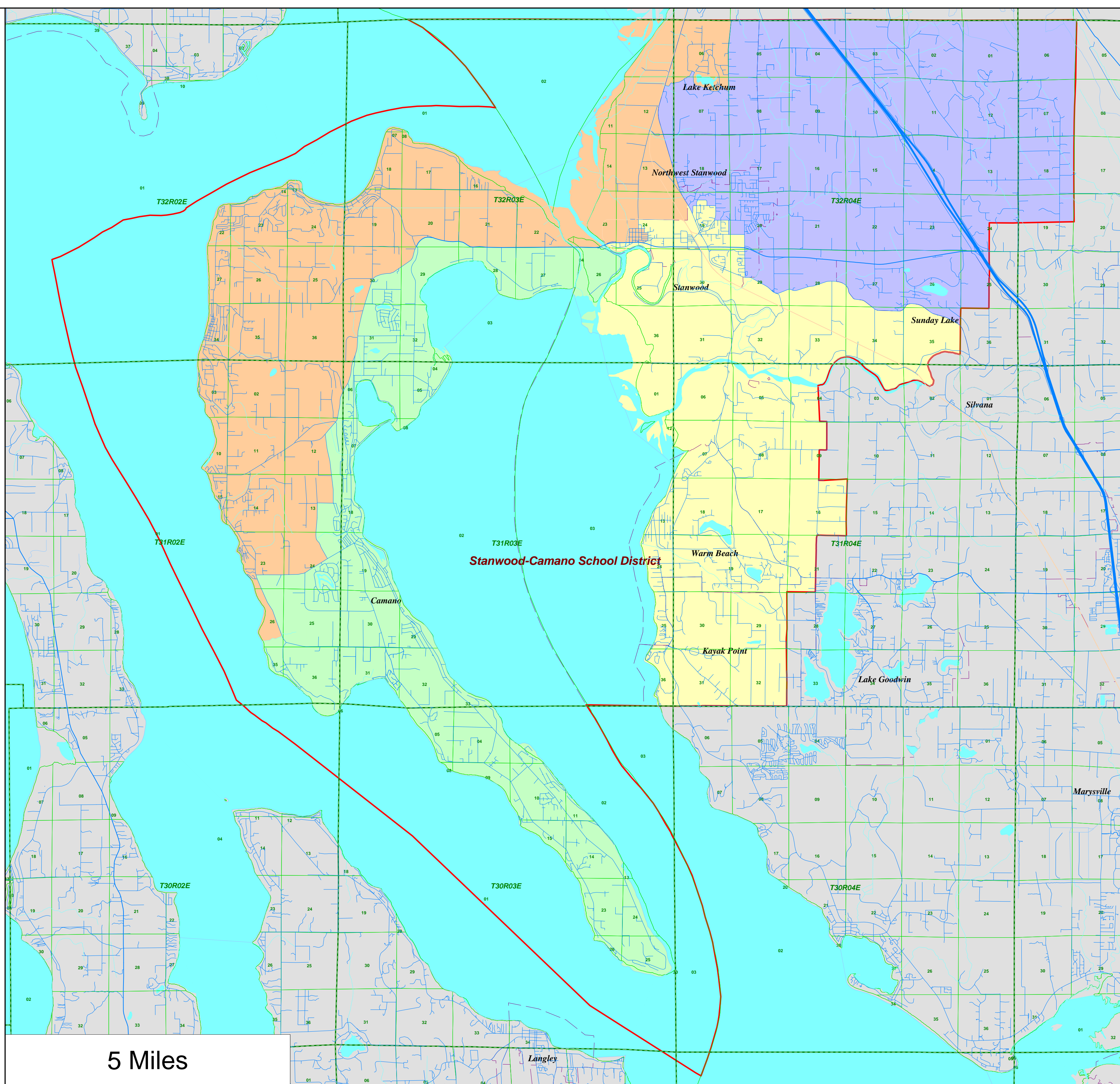
- 1st District
- 2nd District
- 3rd District
- 4th District

City Limits

District Outline

Sectional Centers

Townships



5 Miles

Stanwood-Camano School District District Summary Report

Director District Number	Ideal Population	Total Population	Deviation from Ideal	% Deviation from Ideal	White Population	Hispanic Origin (of any race)	Non White & Mixed
1st	9,378	9,372	-6	-0.06	7,841	739	1,531
2nd	9,378	9,384	6	0.06	8,166	411	1,218
3rd	9,378	9,377	-1	-0.01	8,176	479	1,201
4th	9,378	9,378	0	0.00	8,013	615	1,365
Totals.....		<u>37,511</u>	<u>-1</u>		<u>32,196</u>	<u>2,244</u>	<u>5,315</u>

Stanwood-Camano School District

Summary of Population by Race and Hispanic Origin

District Number	Total Population	Total Population by Race							Two or More Races	Hispanic Origin (of any race)
		Single Race								
		Total	White	Black African American	American Indian and Alaska Native	Asian	Native Hawaiian and Other Pacific Islander	Other Race	Total	
1st	9,372	8,556	7,841	66	143	174	19	313	816	739
2nd	9,384	8,607	8,166	57	76	161	24	123	777	411
3rd	9,377	8,691	8,176	61	74	183	17	180	686	479
4th	9,378	8,579	8,013	83	78	150	29	226	799	615
Totals.....	<u>37,511</u>	<u>34,433</u>	<u>32,196</u>	<u>267</u>	<u>371</u>	<u>668</u>	<u>89</u>	<u>842</u>	<u>3,078</u>	<u>2,244</u>

Stanwood-Camano School District - Proposed Board Districts as Approximated Using Census 2020 Geography

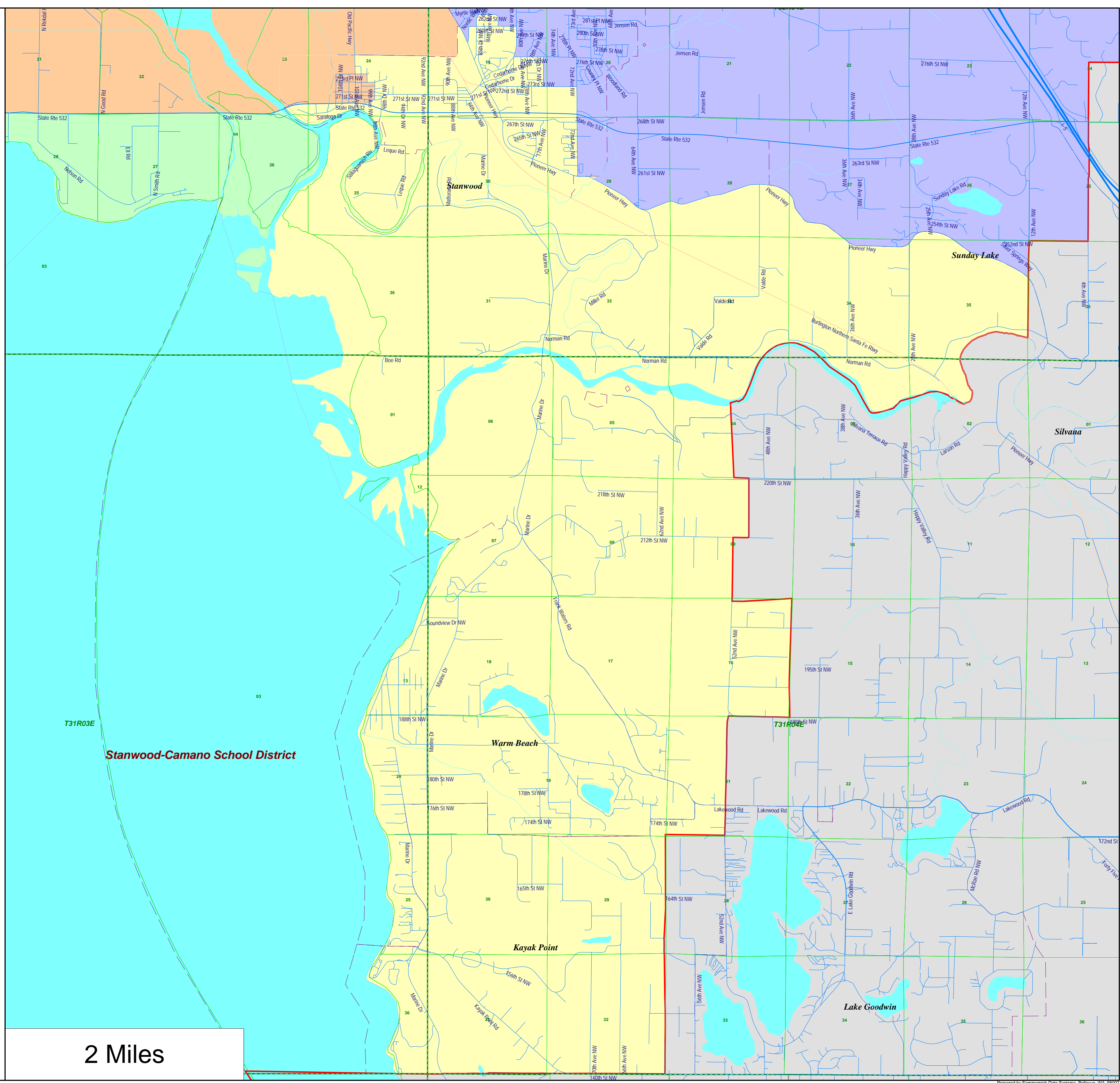
- 1st District
- 2nd District
- 3rd District
- 4th District

City Limits

District Outline

Sectional Centers

Townships



2 Miles

Stanwood-Camano School District - Proposed Board Districts as Approximated Using Census 2020 Geography

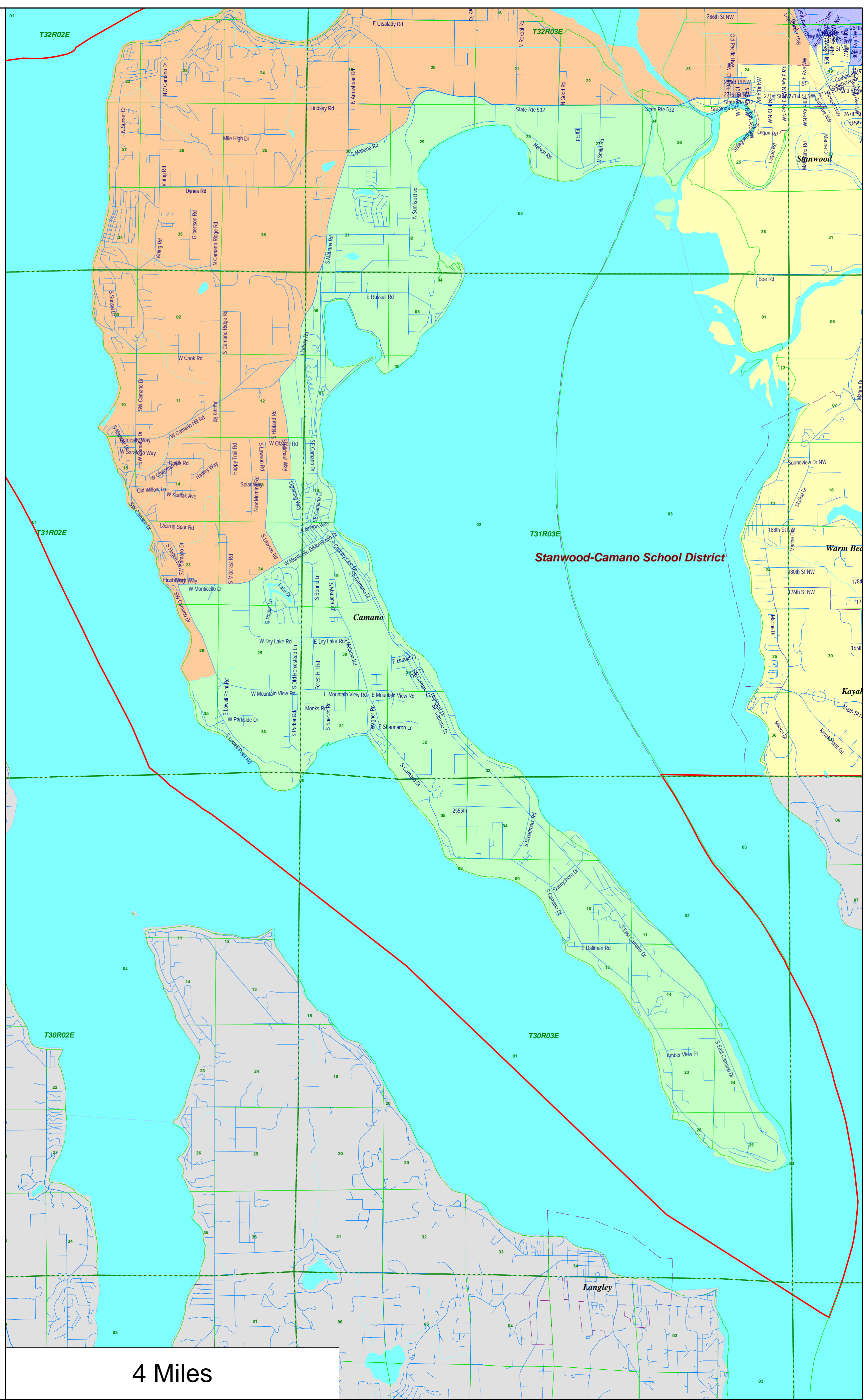
- 1st
- 2nd
- 3rd
- 4th

City Limits

District Outline


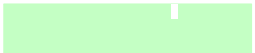


Section Centers


Township




4 Miles

Stanwood-Camano School District - Proposed Board Districts as Approximated Using Census 2020 Geography

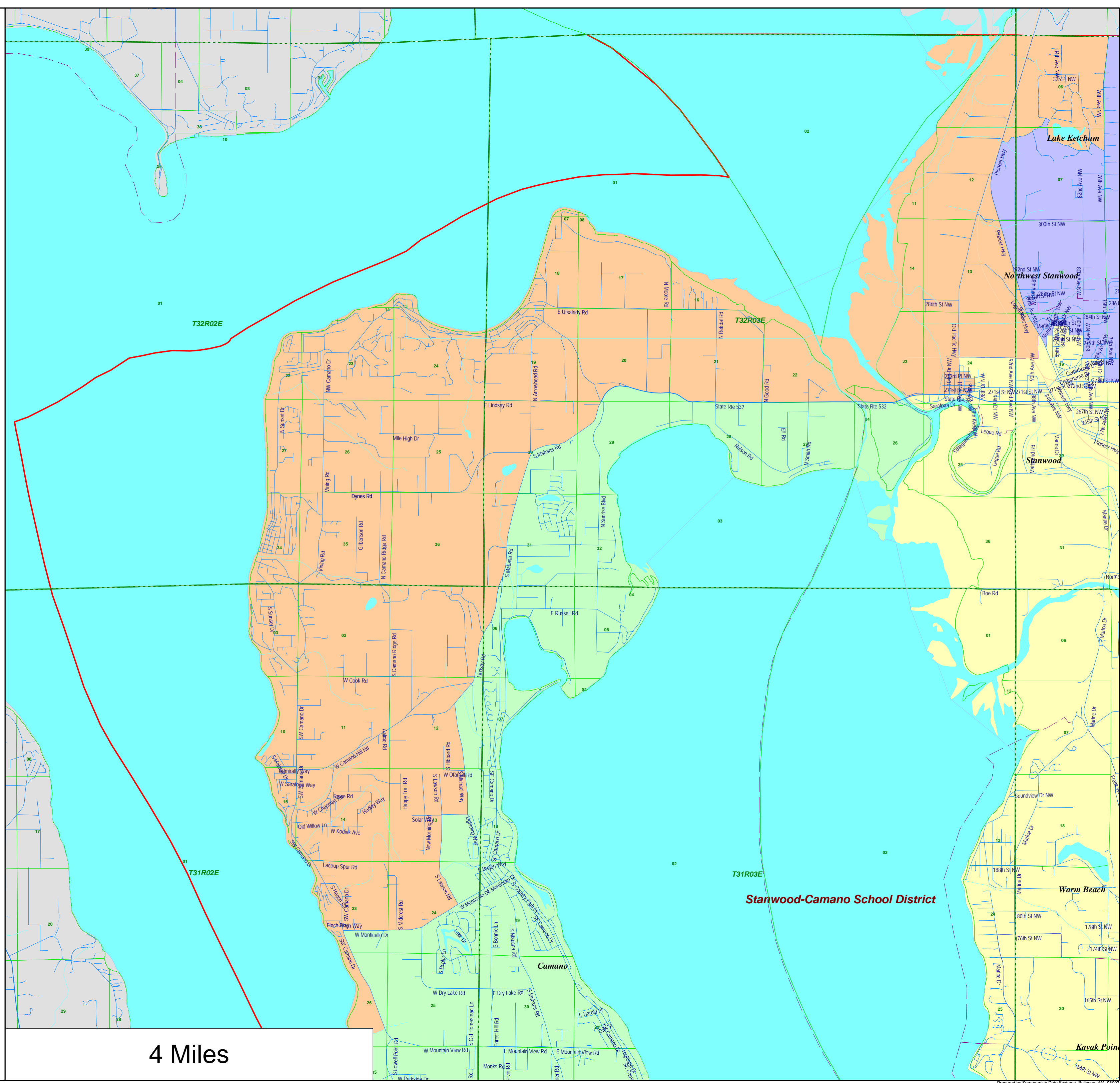
-  1st District
-  2nd District
-  3rd District
-  4th District

City Limits 

District Outline 

Sectional Centers 

Townships 



4 Miles

Stanwood-Camano School District - Proposed Board Districts as Approximated Using Census 2020 Geography

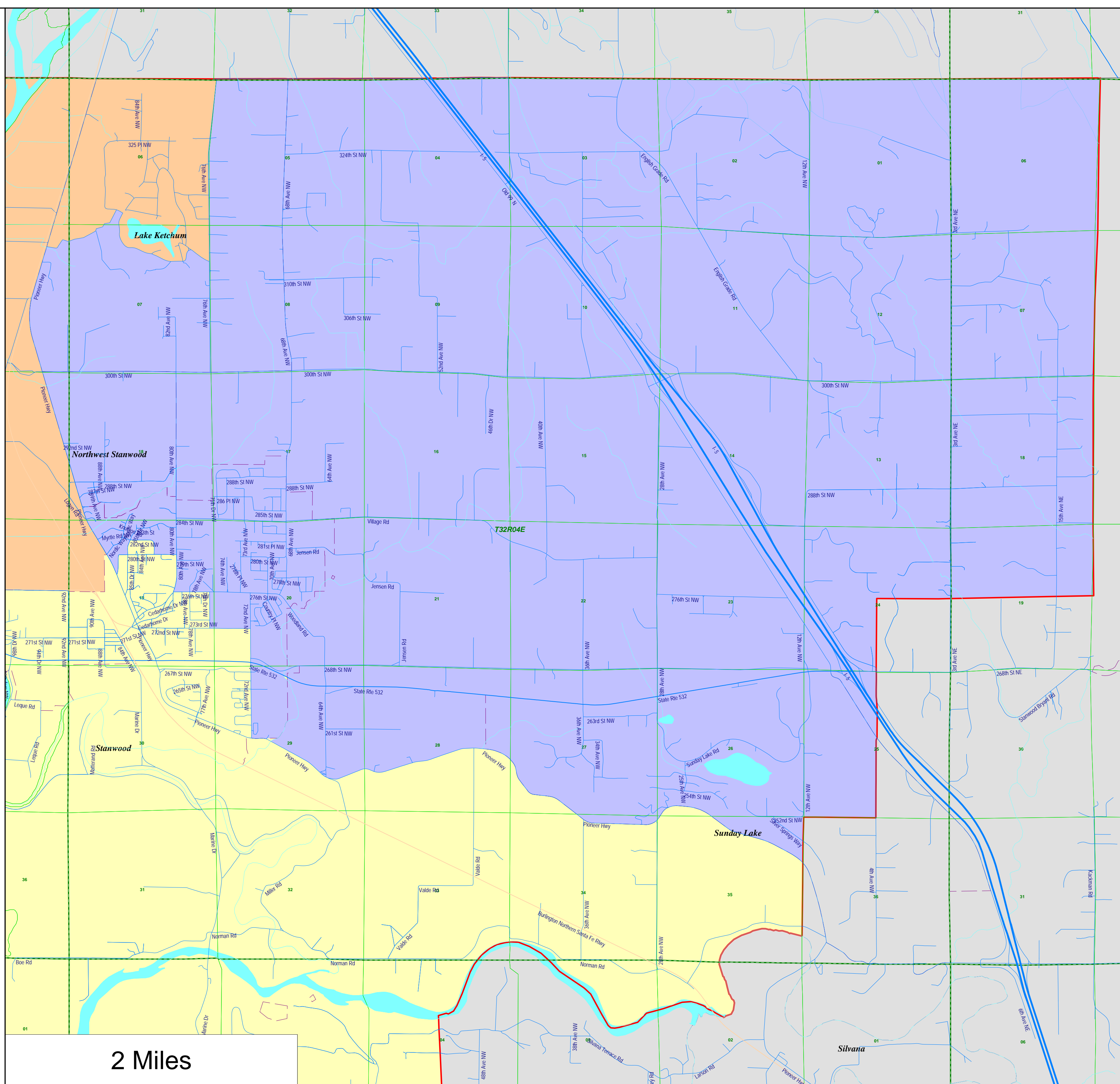
- 1st District
- 3rd District
- 4th District

City Limits

District Outline

Sectional Centers

Townships



2 Miles

Stanwood-Camano School District - Proposed Board Districts as Approximated Using Census 2020 Geography

- 1st District
- 2nd District
- 3rd District
- 4th District

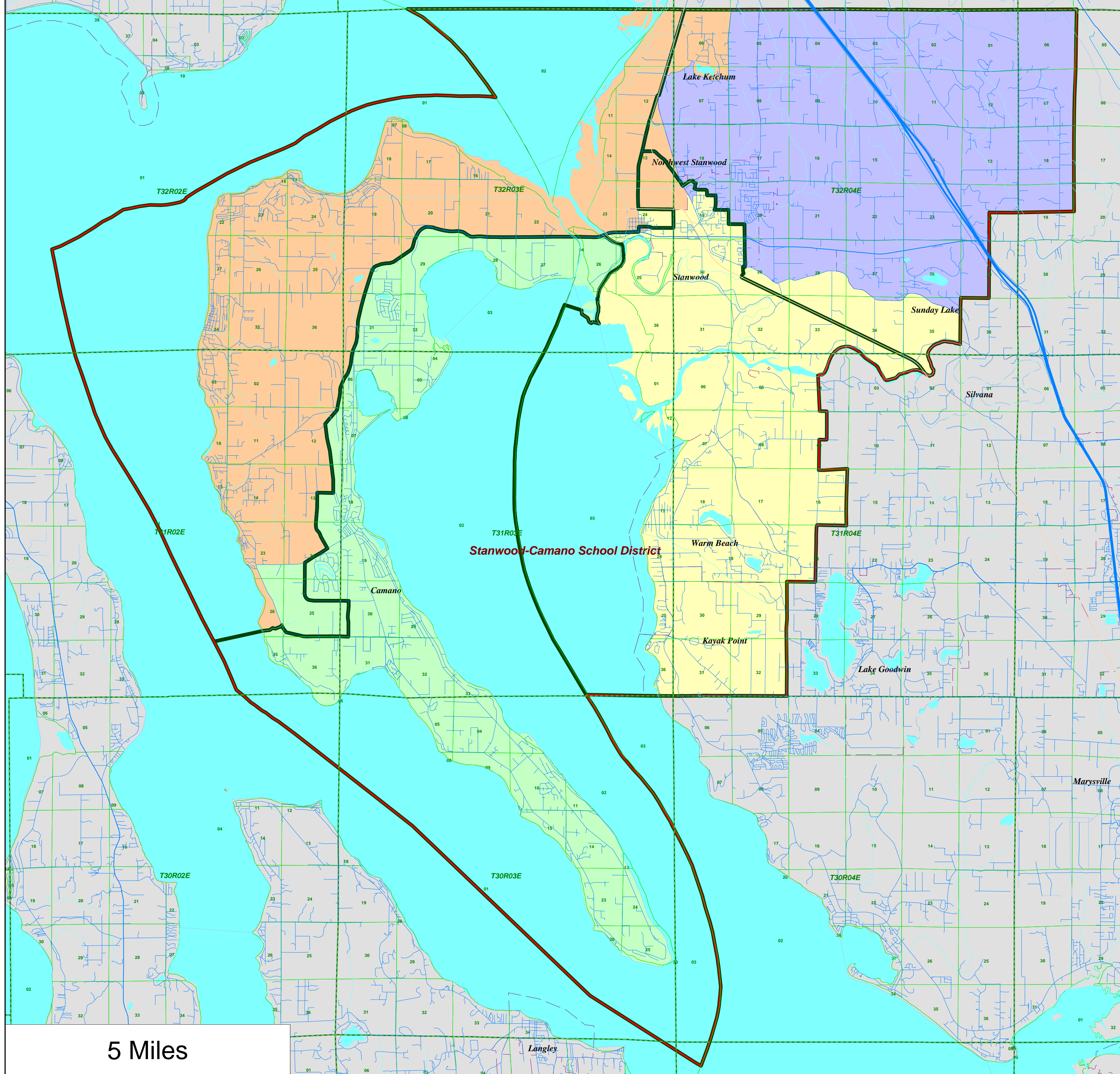
City Limits

Current District Outline

District Outline

Sectional Centers

Townships



5 Miles

Stanwood-Camano School District - Proposed Board Districts as Approximated Using Census 2020 Geography

- 1st District
- 2nd District
- 3rd District
- 4th District

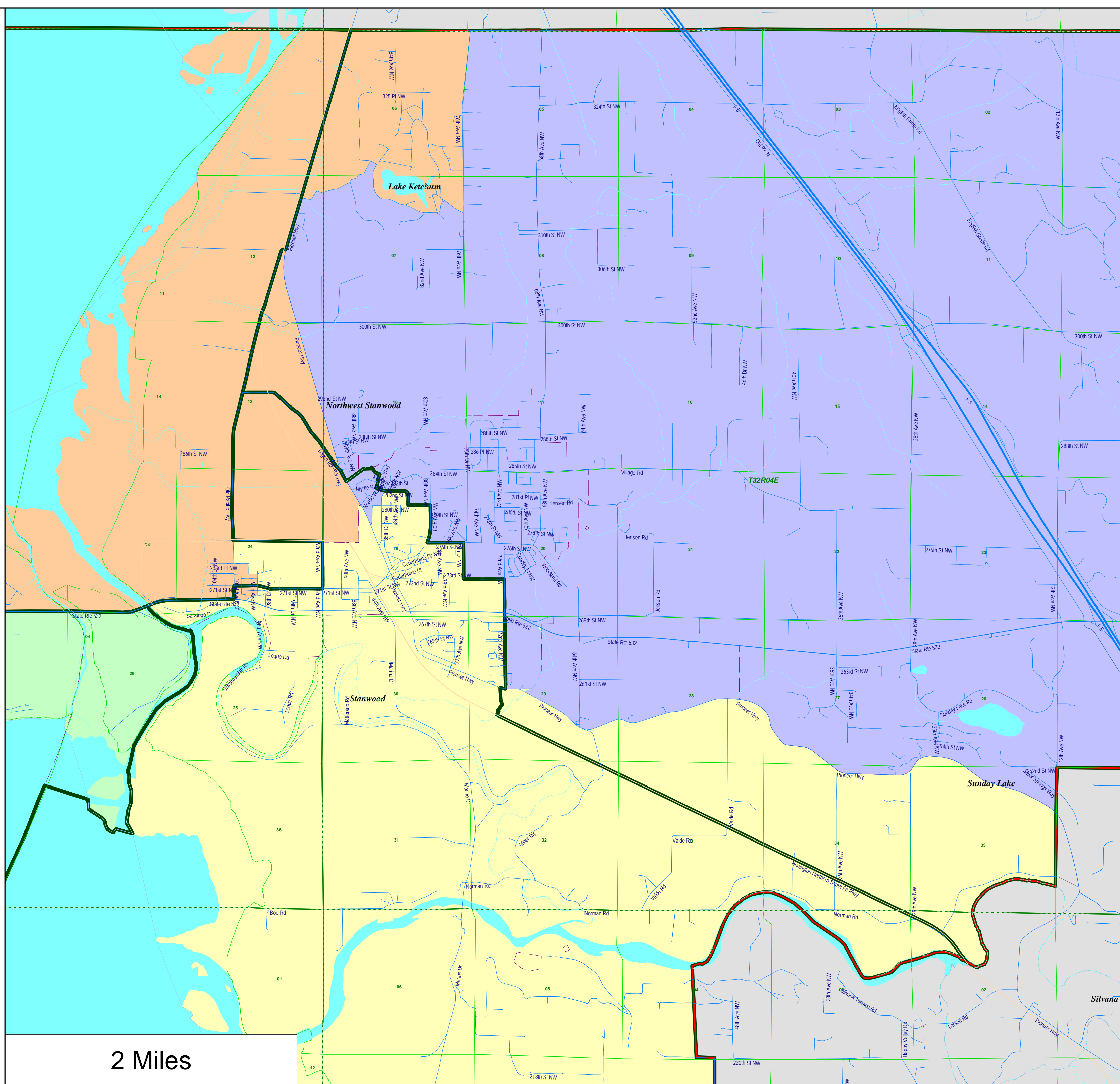
City Limits

Current District Outline

District Outline

Sectional Centers

Townships



2 Miles

Stanwood-Camano
School District - Proposed
Board Districts as
Approximated Using
Census 2020 Geography

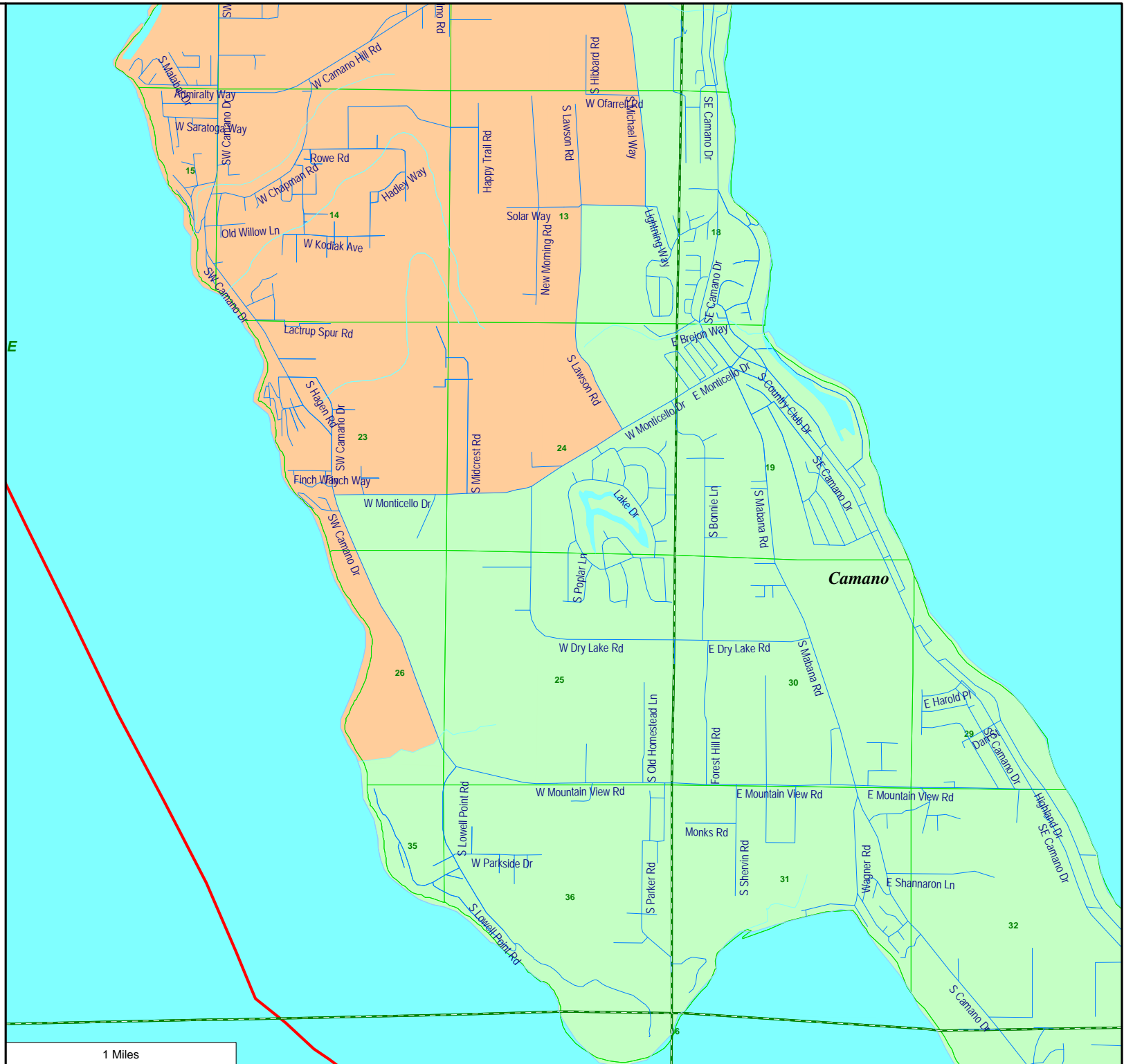
- 2nd District
- 3rd District

City Limits

District Outline

Sectional Centers

Townships



Stanwood-Camano
School District - Proposed
Board Districts as
Approximated Using
Census 2020 Geography

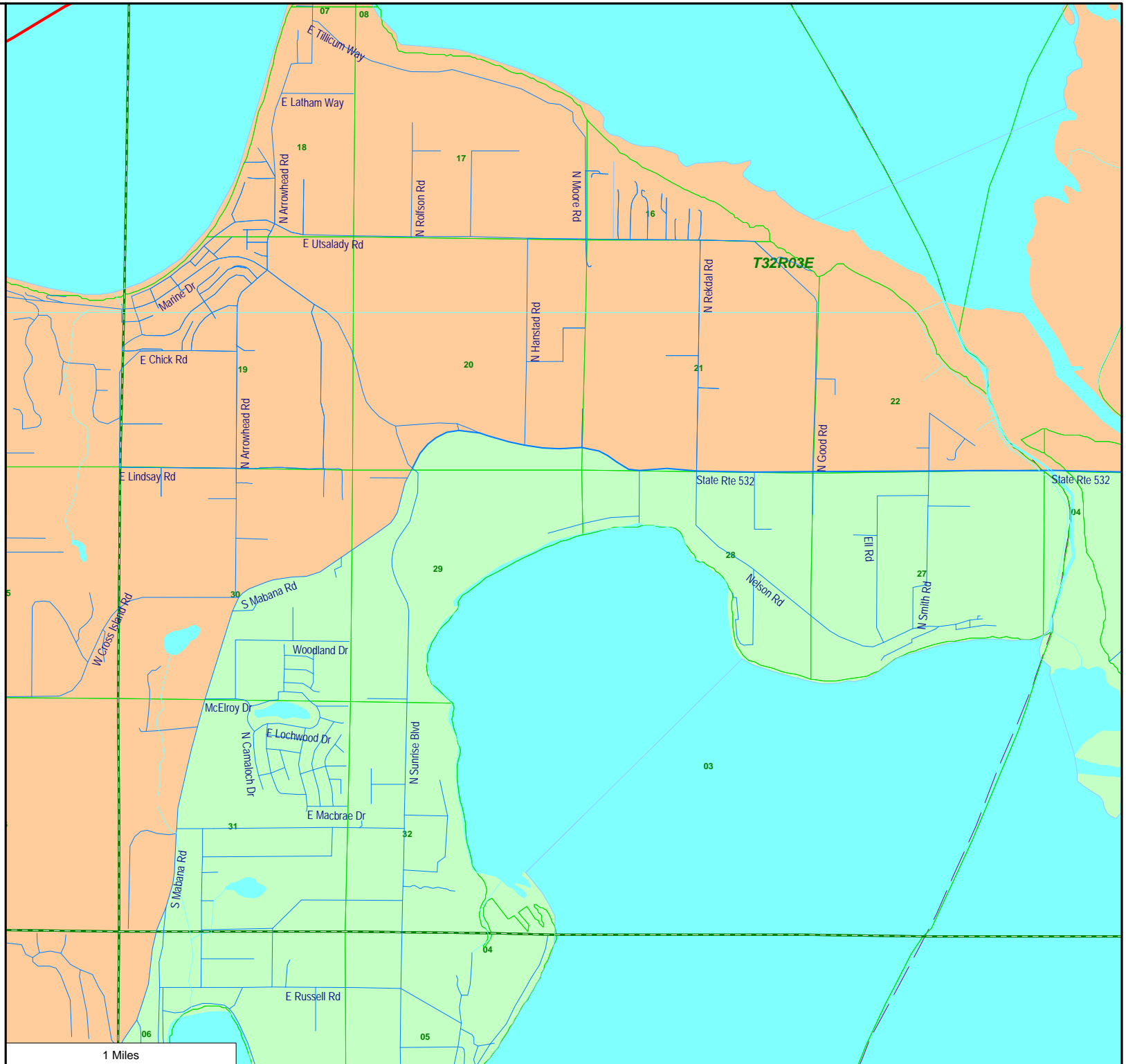
- 1st District
- 2nd District
- 3rd District

City Limits

District Outline

Sectional Centers

Townships



Stanwood-Camano
School District - Proposed
Board Districts as
Approximated Using
Census 2020 Geography

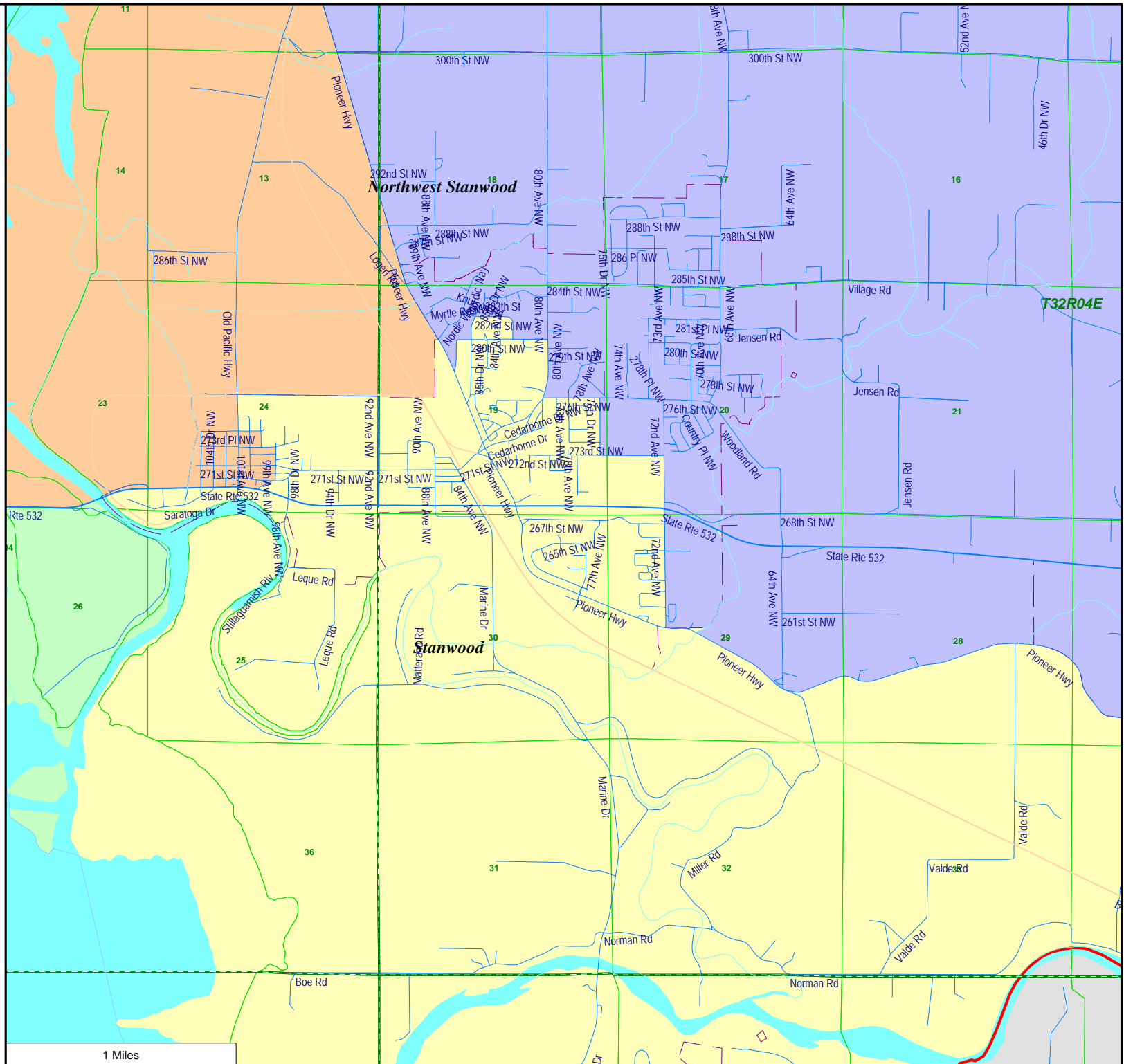
- 1st District
- 2nd District
- 3rd District
- 4th District

City Limits

District Outline

Sectional Centers

Townships



Stanwood-Camano
School District - Proposed
Board Districts as
Approximated Using
Census 2020 Geography

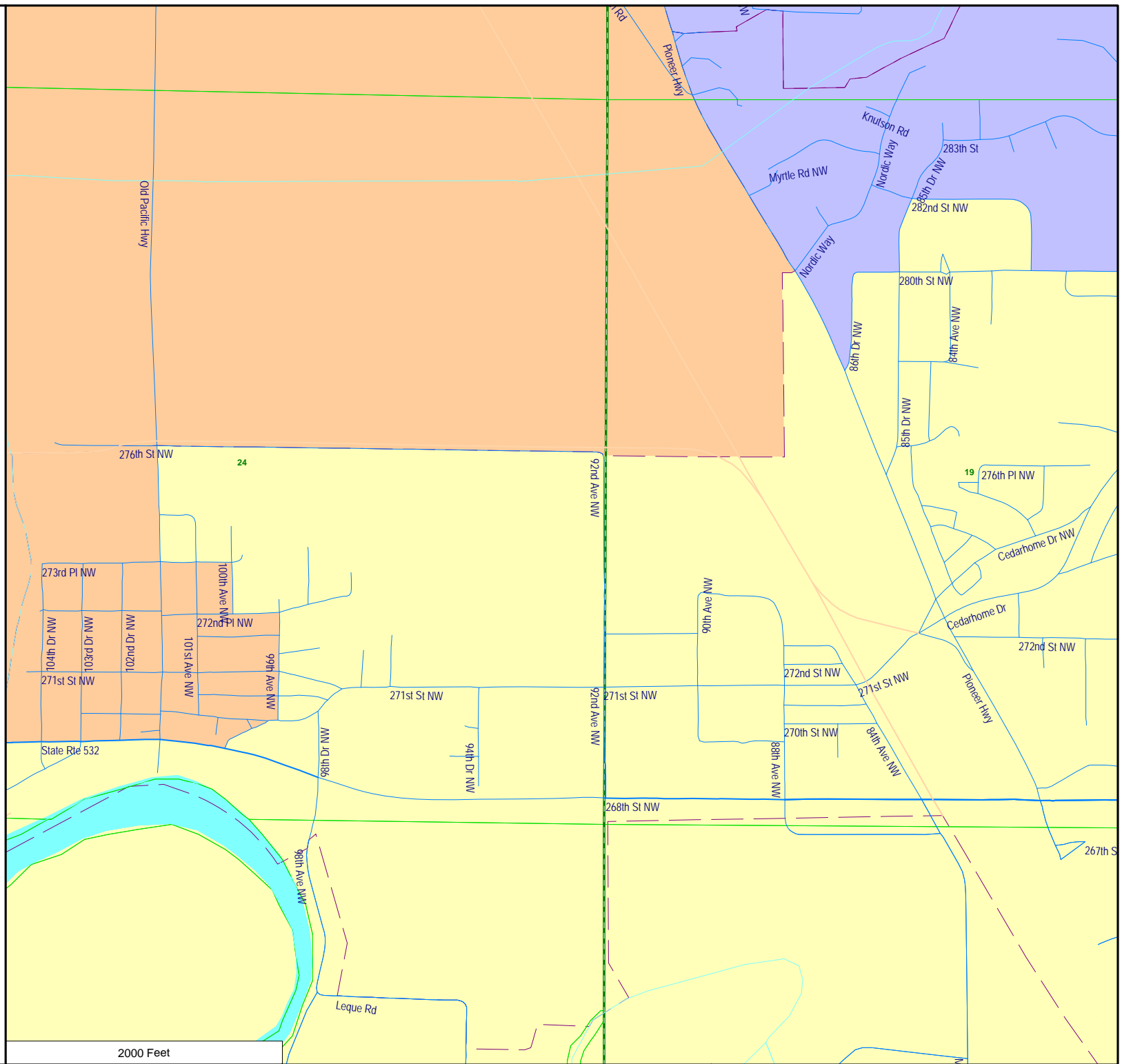
- 1st District
- 3rd District
- 4th District

City Limits

District Outline

Sectional Centers

Townships



Stanwood-Camano School District - Proposed Board Districts as Approximated Using Census 2020 Geography

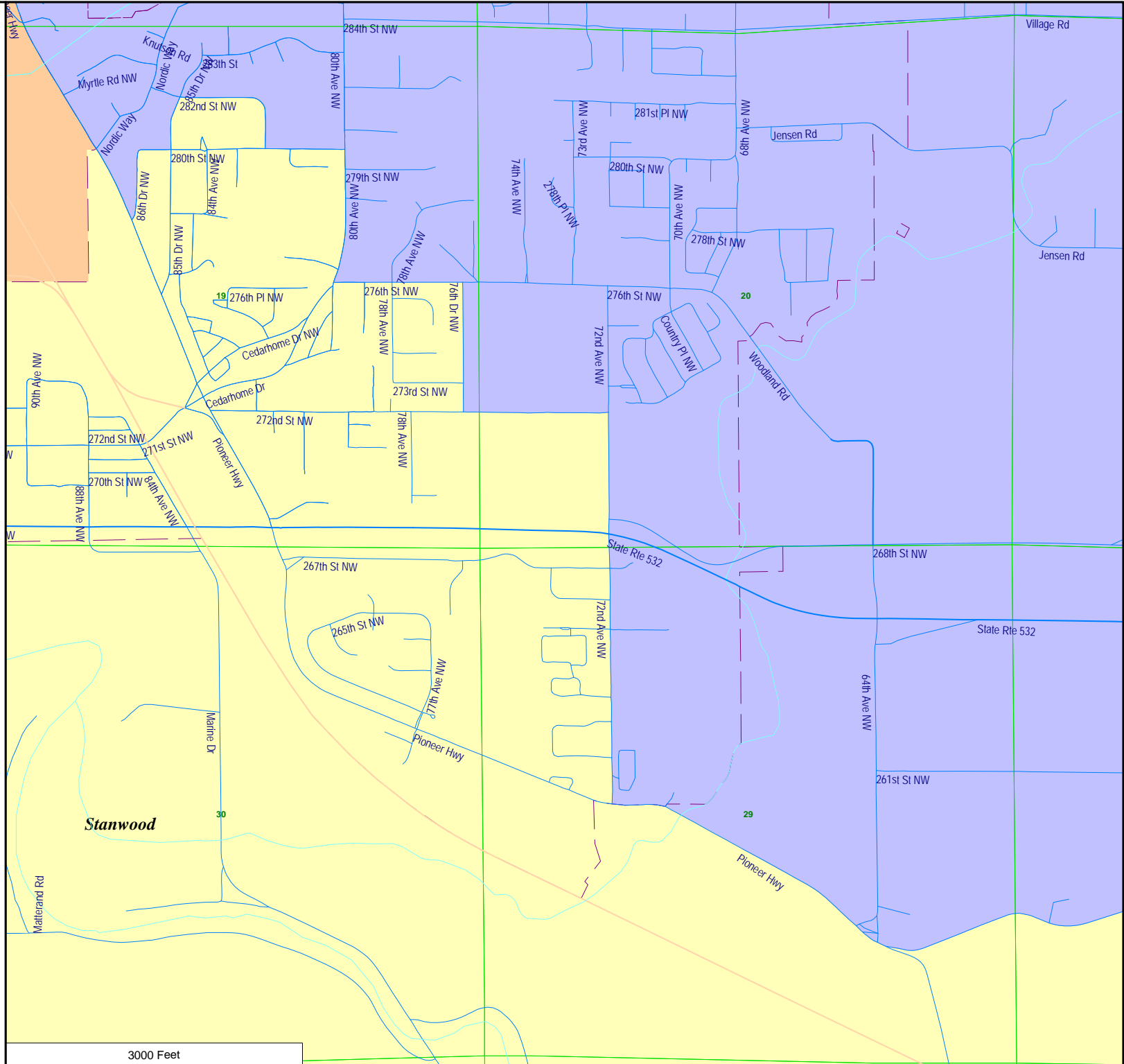
- 1st District
- 3rd District
- 4th District

City Limits

District Outline

Sectional Centers

Townships



Stanwood-Camano
School District - Proposed
Board Districts as
Approximated Using
Census 2020 Geography

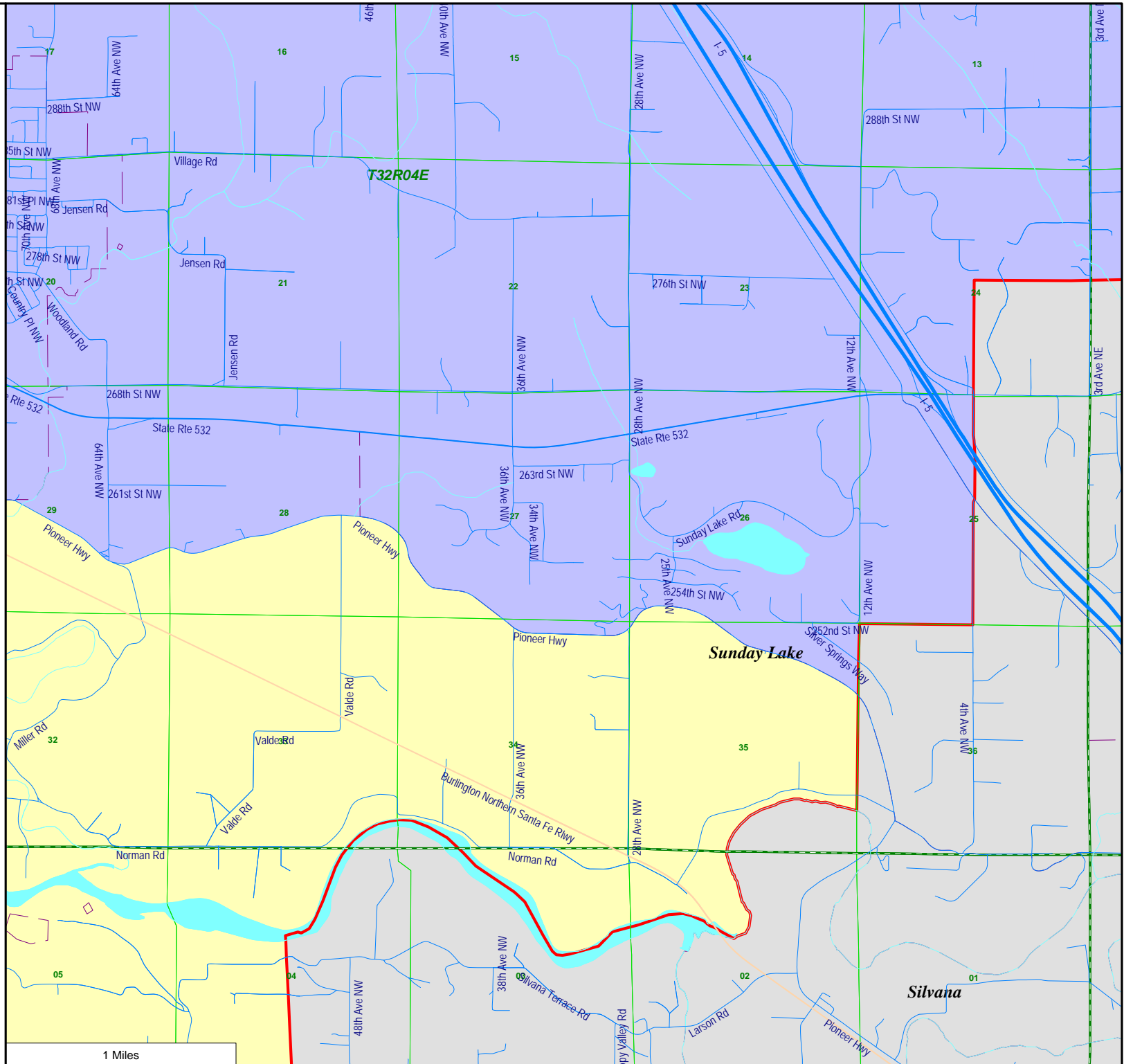
- 1st District
- 4th District

City Limits

District Outline

Sectional Centers

Townships



Stanwood-Camano
School District - Proposed
Board Districts as
Approximated Using
Census 2020 Geography

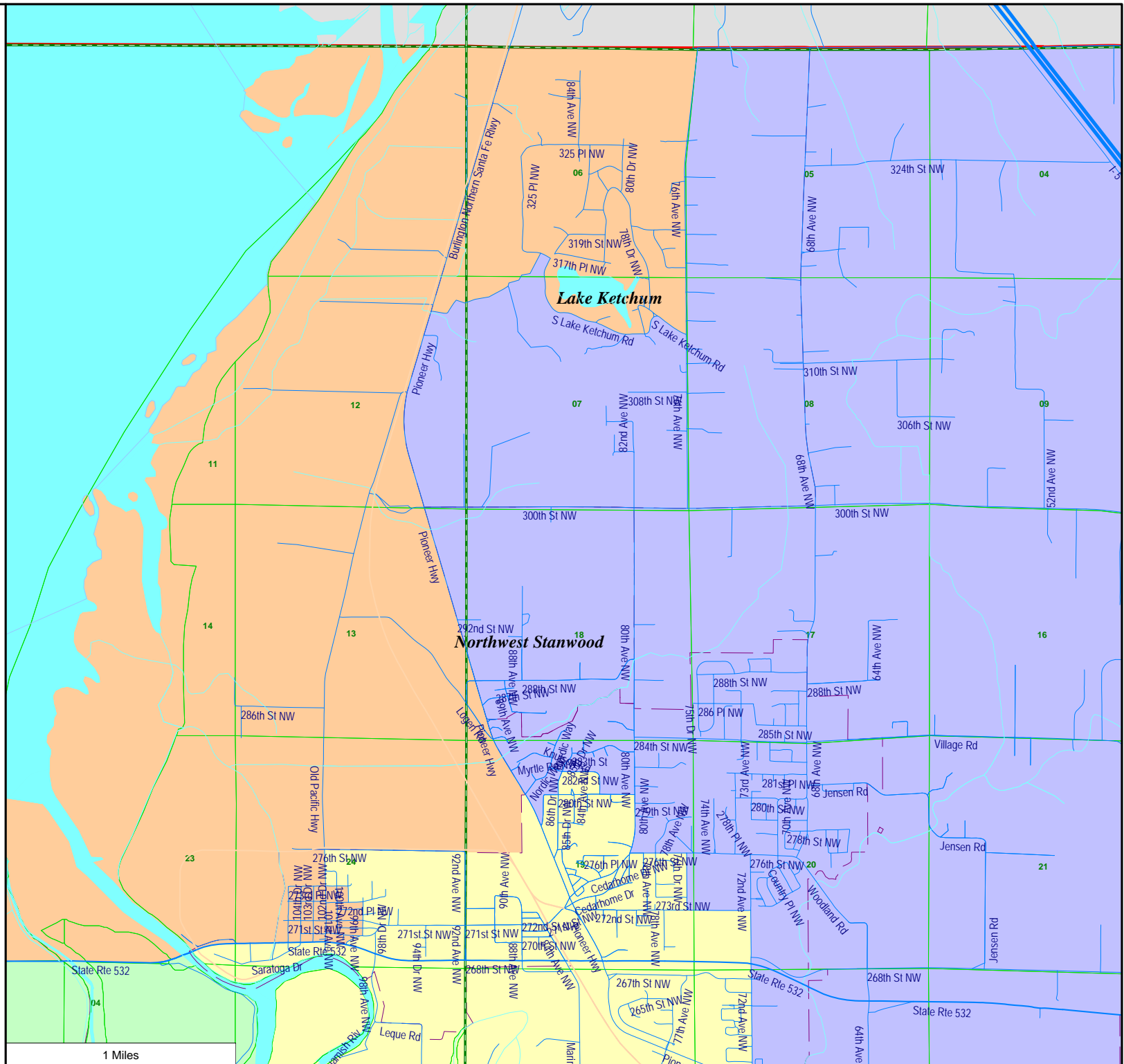
- 1st District
- 2nd District
- 3rd District
- 4th District

City Limits

District Outline

Sectional Centers

Townships



Stanwood-Camano
School District - Proposed
Board Districts as
Approximated Using
Census 2020 Geography

- 3rd District
- 4th District

City Limits

District Outline

Sectional Centers

Townships

