



EQUITY JOURNEY TASK FORCE MEETING TWO REPORT

SEPTEMBER 8, 2022

ENSURING ALL
STUDENTS HAVE
EQUITABLE ACCESS
TO RESOURCES AND
OPPORTUNITIES TO
EQUIP THEM TO BE
SUCCESSFUL FOR LIFE

MEETING AGENDA

5:00-5:10

RECAP ON CHALLENGES & OBJECTIVES

5:10-5:25

MEETING ONE DEBRIEF & DISCUSSION

5:25-5:45

RESPONSES TO QUESTIONS ASKED

5:45-6:00

REVIEW OF NEW MATERIALS

6:00-6:30

REVIEW OF FURTHER OPTIONS EXPLORED &
STILL UNDER CONSIDERATION

6:30-6:50

SMALL GROUP DISCUSSION REGARDING WORK
BEING CONSIDERED

6:50-7:00

NEXT STEPS





CCSD59 EQUITY TASK FORCE MEMBERS

FAMILY REPRESENTATIVES

Admiral Byrd Elementary
Valeria Rodriguez

Brentwood Elementary
Daniel Okafor*

Clearmont Elementary
Anna Rogowski*

Devonshire Elementary
Carolyn Cheeseman*

Forest View Elementary
Beth Combs*

John Jay Elementary
Alison Lopez Upton*

Juliette Low Elementary
Alexis Tovar
(replacing Delma Alvarez)

Ridge Family Learning Center
Deborah Behnke*

Robert Frost Elementary
Jennifer Kupietz

Rupley Elementary
Christina Maloney

Salt Creek Elementary
Angelica Johnson

Friendship Junior High
Iwona Strugala

Grove Junior High
Jacklyn Rathe*

Holmes Junior High
Amy Matalas

Early Learning Center
Diana Munoz

STAFF REPRESENTATIVES

Admiral Byrd Elementary
Amy DeLuca*

Brentwood Elementary
Jaclyn Pearson*

Clearmont Elementary
Paula Ruddy*

Devonshire Elementary
Alissa Jelke*

Forest View Elementary
Dawn Suarez*

John Jay Elementary
Melissa Tejada*

Juliette Low Elementary
Angelica Johnson

Ridge Family Learning Center
Katie Rowley*

Robert Frost Elementary
Sean Hawkinson*

Rupley Elementary
Becca Nierman*

Salt Creek Elementary
Becky Burrigh*

Grove Junior High
Alma Ruiz*

Holmes Junior High
Jennifer Santini*

Early Learning Center
Michelle Gonzalez*

Elementary Band/Orchestra
Christina Hoblin*

PRINCIPAL REPRESENTATIVES

Brentwood Elementary
Kim Barrett*

Clearmont Elementary
Monika Farfan*

BOARD REPRESENTATIVES

Vice-President
Courtney Lang*

Secretary
Patti Petrielli*

FACILITATORS

CCSD59 Superintendent
Terri Bresnahan*

Cropper GIS Consulting
Matthew Cropper*

ADDITIONAL SUPPORT

CCSD59 Superintendent's
Leadership Team

*Indicates member was present
at Meeting Two



MEETING TWO EXECUTIVE SUMMARY

The overview points of the meeting listed below are explained in greater detail throughout the report.

As a result of the feedback and discussions from the previous meeting, the following updates were made to the scenarios being considered:

- The options considered in the first meeting were consolidated and narrowed down to one main option as a point of focus for Meeting Two. This was primarily “Option One” from the first meeting and is now being called “Draft Option”
- Salt Creek is no longer being considered as a potential junior high school as it would result in both Salt Creek and Grove being underutilized
- Ridge Family Center for Learning is being considered as an Early Learning Center in the updated option as the building has the smallest capacity, and the building has previously served early learning students making retrofitting the building easier as compared to other buildings
- An option built only on redistricting was explored and found to be not viable as it would require splitting up neighborhoods and boundaries in a way that would have a significantly negative impact on families and students
- The task force will begin exploring timelines for any potential solutions at the next meeting



INTRODUCTIONS

Dr. Bresnahan welcomed the group to meeting two, and she shared a quick update on the task force members. Several participants were not able to make the meeting, and there is one parent member who needed to step down. The parent is being replaced by another parent, and he will join the team at the next meeting. Dr. Bresnahan also recognized the members who were present but were not able to make the first meeting.

Dr. Bresnahan also reminded the task force that the superintendent’s leadership team was present and in the back of the room to provide support and answers to any questions or provide information specific to their areas of expertise.

CHALLENGES & OBJECTIVES RECAP

Mr. Cropper reviewed the process and timeline for the equity study and task force as seen below.

	May '22	June '22	July '22	Aug. '22	Sept. '22	Oct. '22	Nov. '22
<i>Data Collection</i>							
<i>Data Analysis / Assimilation</i>							
<i>Baseline Options Development</i>							
<i>Internal Planning Team Work (1-2 meetings per month)</i>							
<i>Public Advisory Committee Meeting 1 - Review Background Data and DRAFT Options</i>				8/22			
<i>Public Advisory Committee Meeting 2 - DRAFT Options Review</i>			We are here →		9/8		
<i>Public Advisory Committee Meeting 3 - DRAFT Options Review</i>					9/22		
<i>Public Advisory Committee Meeting 4 - Final considerations regarding DRAFT Options</i>						10/3	
<i>Anticipated Presentation of Final Recommendations to the Board of Education</i>						10/10	

Mr. Cropper then reviewed the challenges with the imbalances present in school utilization and demographics across the district. The information and tables from this discussion can be found on slides 4-6 in the meeting slides linked at the end of this report.

MEETING ONE

DEBRIEF/DISCUSSION

Dr. Bresnahan asked the group to turn and talk with a partner about the following questions:

1. What was your experience from the first meeting?
2. What has surprised you about the process so far?
3. What has been your experience as a representative of the group?

The group then came back together and several members shared highlights from their discussion.

Comments included:

- One member was very excited after leaving the last meeting, especially about the prospect of bringing more equitable resources to all schools, and she shared she is not feeling any pressure from the staff at her building.
- One member shared that the chance for staff to ask questions of the building rep has been productive.
- One member shared it has been encouraging to see the feedback being shared being considered seriously as part of the process.



Dr. Bresnahan asked if the group had a chance to watch the video that was created following the last meeting, and she thanked the four members who were willing to share their perspectives in the video. She then showed the team the Equity webpage the district created. The site has access to all of the resources and information discussed in each task force meeting, as well as additional background information about the district's equity journey and a form for anyone to submit a question or feedback about the process.

Dr. Bresnahan then reminded the group that the role of the task force is to provide feedback on possibilities, options, and solutions, and the task force will not be responsible for making a specific recommendation to the board of education.



RESPONSES TO QUESTIONS ASKED

Mr. Cropper walked the group through questions that were generated from the last meeting.

QUESTION: Could we consider moving 6th grade to some elementary schools with space to help reduce the utilization at Grove JHS?

ANSWER: Any move that is being considered should be uniform across all schools in the district. This allows the delivery of programs and general education to be streamlined with the same offerings at every school.

All elementary schools cannot take 6th grade as doing so will create other imbalances in utilization at both elementary and junior high schools, so moving 6th grade out of Grove JHS is not being considered.

QUESTION: A few of the options assume Salt Creek as a Junior High School. Has CCSD59 considered Rupley instead?

ANSWER: Salt Creek was being considered as a JHS because its capacity (673) is big enough to possibly support a Junior High School. Rupley has a capacity of 540 which is too small in comparison to the other Junior High Schools in the district. Therefore, Rupley cannot serve as a Junior High School without substantial capital improvements to increase the capacity of the building.

Also, Salt Creek is not being considered as a JHS anymore as it results in Grove JHS being too low in utilization, and data indicates that it is not an ideal solution for CCSD59.



QUESTION: Can we use this opportunity to expand the Pre-K program that is offered at CCSD59?

ANSWER: There were lots of conversations around the table about Pre-K and what to do with it. In the latest option that is being considered, Ridge is assumed to operate as an Early Learning Center, which will provide additional opportunities to families who are interested in Pre-K programs.

QUESTION: Rupley and Salt Creek share Oasis students currently. Why is this not reflected on the map?

ANSWER: Oasis is currently zoned to Rupley, but students are overflowed to Salt Creek when there is not available capacity at Rupley at the particular grade level or program.

QUESTION: How is the district's stability predicted? What is the data source and how was it acquired?

ANSWER: A demographic study was recently completed, which studied the total population within the district. Forecasted enrollment and utilization is included in materials shared with the Equity Task Force (ETF) and available on the district's Equity website. Other information will be provided to the ETF for discussion, including information about program offerings and locations.





QUESTION: Does the data include families that have children living in the district but not attending public schools?

ANSWER: There is limited data on numbers of students living in the district that do not attend public school, although the demographic study did forecast total population of the district and its current attendance areas. Part of that study was forecasting total school-aged population change by various age groups.

QUESTION: Should the various criteria that are being evaluated (utilization, demographics) be prioritized? No option will make all cells green so where is the main focus?

ANSWER: It is always best practice to make changes that bring schools closer to adherence to our criteria if at all possible. No plan will be perfect and there will always be cases where imbalance still exists. The best plan will be one that provides as equitable of a solution as possible without creating other challenges that do not exist, knowing that any plan will not be perfect but better than the current schools and zones.



ADDITIONAL QUESTIONS

A member asked if the district has considered expanding the option for school choice out to additional schools.

Dr. Bresnahan shared the goal of the district is to ensure all schools are meeting the needs of all students, and are desirable for all families. The district also does not want to create a system that is similar to a charter school system where some schools are perceived to be better than others. With this being the focus of the district, expanding a program of choice schools is not in alignment with the district's goals and values as established in the strategic plan.

Mr. Luedloff, associate superintendent, clarified an answer from a previous question about families that have children living in the district but do not attend public schools. Mr. Luedloff explained that private school enrollment data is pulled from what is available from the state. However, private schools do not have to share the data and participate in the collection, so the numbers are likely not fully accurate and lower than actual.



Dr. Bresnahan shared a question that was submitted from the form linked on the district's website. The question asked about the current timeline and the speed of the process.

She shared the process has been going since the district completed an equity audit in 2020-21. This task force is now the entry point for the conversation about larger scale solutions. The district has already had to move groups of students this year based on needs. If we want to move forward with phasing in any of these changes starting next year, we want to give families as much time as possible to plan, so we want to reach a decision in November if at all possible.

She also shared one year in the life of a child is a lot of time, and we don't want to lose that time. We do feel a sense of urgency because of the difference it will make for children right now.



Dr. Bresnahan shared a second question received from the online form which asked why the district was using 2021-22 enrollment data instead of the data from this school year.

Dr. Bresnahan shared that the district is using last year's enrollment numbers in the draft plans because the current numbers are still fluctuating, as they typically do in the beginning of the school year. Therefore, last year's enrollment numbers are more stable and reliable for the task force's work at this time.

Dr. Bresnahan also reflected on the practice of identifying students by where they live (i.e. trailer park, mobile homes, neighborhood, apartments, etc.) and instead asked that the group speak to geographic areas (North, South, East, West or cluster) when speaking about students and families.

A member asked how we would determine who is moved from Rupley to Salt Creek if there is overflow as stated in a previous question and answer.

Mr. Luedloff shared that it is determined based on existing classroom seats that are available. Dr. Bresnahan followed up and shared that this is not a good process and that it is not sustainable.



REVIEW OF NEW MATERIALS

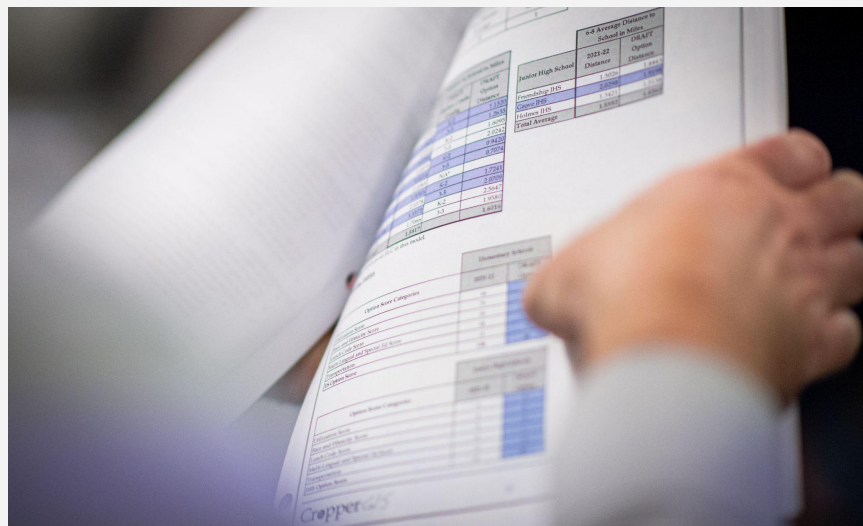
Mr. Cropper shared where the committee can find information on current programming by building within the meeting handout, based on where students currently live, not where programs are currently housed. He explained the organization of the documents and that district administrators have been studying this data. He shared that the data is encouraging for considering the distribution of programming across the district.

He also shared the Cropper process for evaluating options. His team creates an “Option Scoring” by evaluating the impact options have on how the schools compare to the district average. The option scoring was explained as follows:

- The current scenario and draft options are scored based on how close they are to district averages in various categories.
- Attributes that are scored include utilization, race/ethnicity, free/reduced lunch, multilingual, and special education.
- All schools are assessed in the categories, and points are added depending on how far a category deviates from the district averages.
- The higher the score, the worse the boundaries are performing in terms of imbalances from district averages.

Percentage Difference from District Average							
Difference	0-5%	6-10%	11-15%	16-20%	21-25%	26-30%	Over 30%
Points Added	0	1	2	3	4	5	6

- Cropper has implemented a method to objectively evaluate the current boundaries and any option that is being developed.
- This will enable the ETF, CCSD59 staff, and public to see how options measure in relation to the current boundaries.



- Transportation is also assessed in this model.
- Average student travel distance per school and for the district was computed for the current zones and the DRAFT Option.
- The current draft is showing a significant decrease (improvement) in the rating as compared to the 2021-22 school year. The junior high school score is slightly higher, but the difference is only 3 points.

	Elementary Schools	
Option Score Categories	2021-22	DRAFT Option
Utilization Score	16	11
Race and Ethnicity Score	71	22
Lunch Code Score	33	6
Multi-Lingual and Special Ed Score	18	5
Transportation	-2	-3
ES Option Score	136	41

	Junior High Schools	
Option Score Categories	2021-22	DRAFT Option
Utilization Score	4	7
Race and Ethnicity Score	6	5
Lunch Code Score	0	0
Multi-Lingual and Special Ed Score	0	1
Transportation	-2	-2
JHS Option Score	8	11



A question was asked about the race and ethnicity score being conducted by school and grade level for general education classes. Mr. Cropper responded that it's important to note there could exist a difference between classes within a school, but the current evaluation isn't going down to that specific, granular level.

A member asked which option we are discussing based on the previous options that were explored at the last meeting, and Mr. Cropper shared we are focusing on the previous redistricting/pairing option 1 to work from this evening.

A question was asked about the draft option noting that the average mileage for Byrd in a pairing model is 2.5 miles, and that might be challenging for a K-2 school.

Mr. Cropper shared the geography of the district continues to be a challenge, especially with the number of seats that are available. Scenarios run into utilization challenges when trying to keep the students on the east end of the district attending the east end. There just isn't enough space for all of the students on the east side, south of 90, to attend a school in the east.

The reverse of this is true as well. If the district only had schools on the southwest side serve students on the southwest side of the district, there would not be enough students to keep a building open. Byrd is an example, with only approximately 80 of its families living in the geographic neighborhood surrounding Byrd. This is not enough students to run Byrd. The same is similar for Juliette Low, with limited numbers of students coming from the neighborhood surrounding Low.

A question was asked about building a school on the southeast side of the district.

If the district were to build a school on the southeast side of the district, it would pull from such a densely populated area that it would create a school that specifically worked against the goals of what we are trying to achieve with our equity work. The school would be outside the averages in many of the criteria areas being studied.

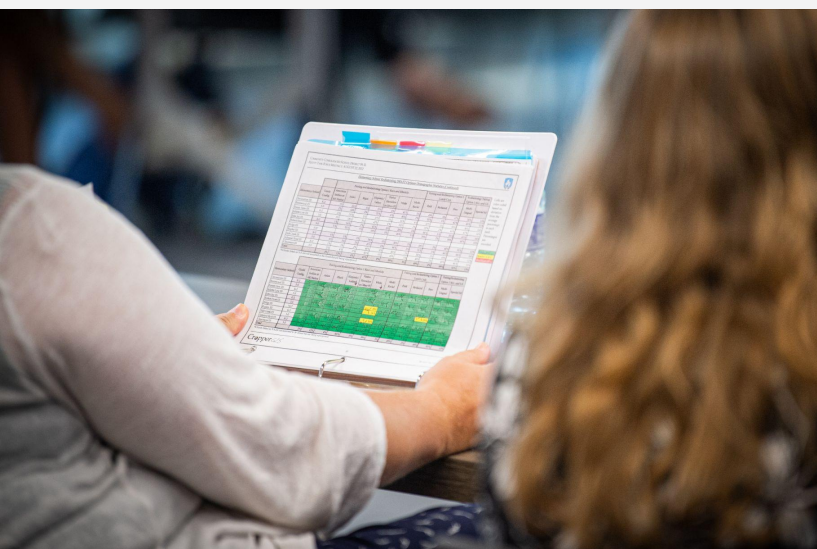
A member asked if the district considered adding onto a school. Dr. Bresnahan shared that an addition would only accommodate a smaller amount of students, maybe 150, and a new school would accommodate 500. We would not create an addition for a very large number of students, which would be essentially running two schools.

REVIEW OF FURTHER OPTIONS

Mr. Cropper explained that additional options were explored to determine if they are viable, including:

- Redistricting while maintaining the same grade configurations.
- One option explored was aggressive in terms of closing 3 schools to achieve better utilization.
- Another option was explored that did not close any schools but did assume Ridge as an Early Learning Center.
- Both redistricting options required very extensive cutting of boundaries and most communities would be split through residential areas.
- Many communities would need to attend schools much farther from their closest school.

Due to the impact on communities to achieve a redistricting only solution, these options are not moving forward for recommendation.



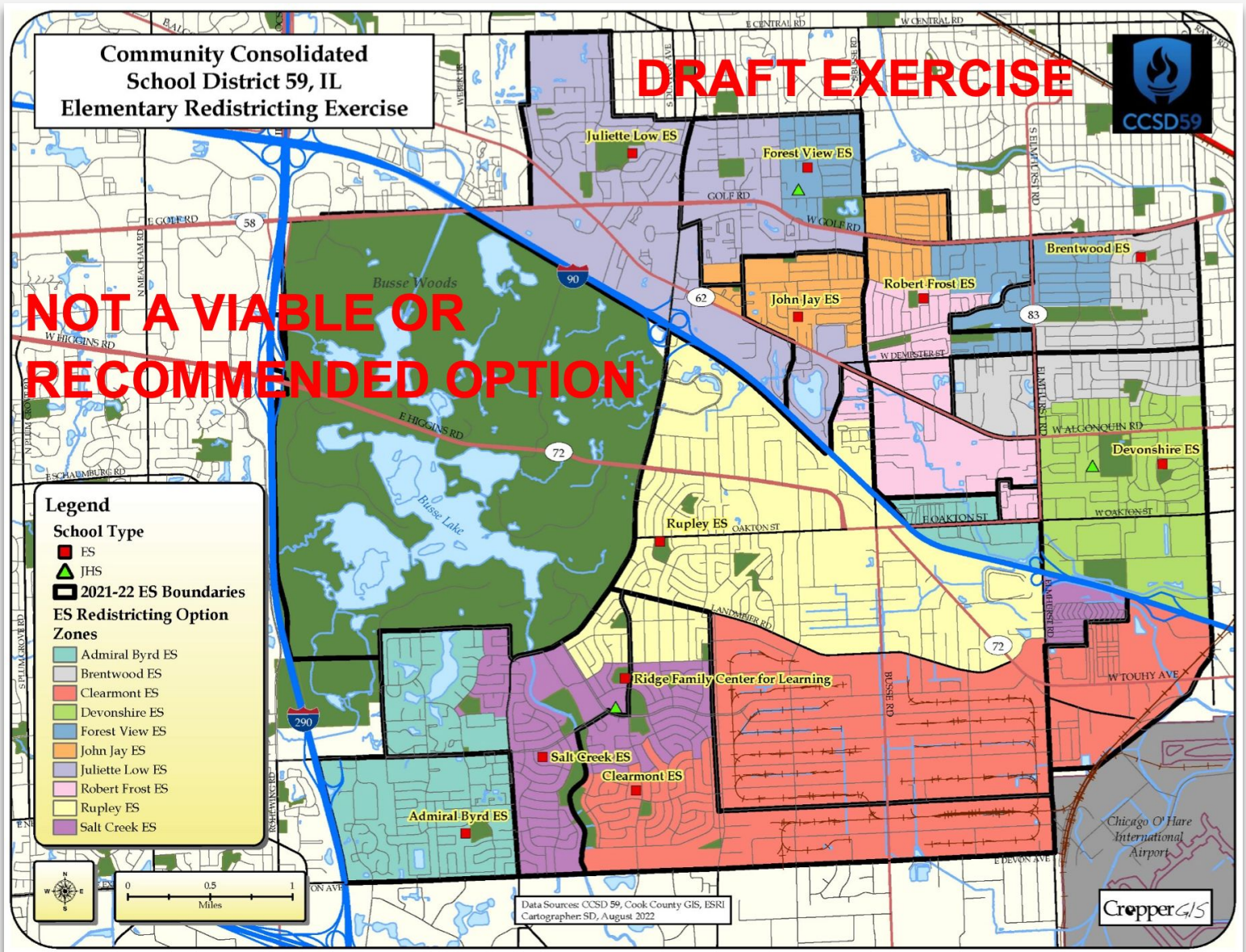
REDISTRICTING DRAFT EXERCISE

Mr. Cropper shared a redistricting exercise his team created.

He explained how the boundaries were drawn in order to create balance in the goal areas established, and this process created significant issues within neighborhoods and nonviable, non-ideal scenarios.

Mr. Cropper shared that cutting directly through neighborhoods is not ideal for relationships within communities. This is not an option that is moving forward as it would too negatively impact students and families.

However, this is an important exercise to show how challenging it is to accomplish the goals established by redistricting. More details about the exercise can be found in the Exercise Handout.



WHAT IS STILL ON THE TABLE?

Mr. Cropper reviewed the points from the slide titled, “What is still on the table and not?” The points include:

- Prior options that assumed Salt Creek to operate as a Junior High School are not moving forward for recommendation.
- Former redistricting options are not moving forward for recommendation.
- The former redistricting / pairing option 1 has been determined as the best one to continue to explore.
 - Best balance of utilization and demographics
 - Assumes Ridge as Early Learning Center

- Option will continue to be studied as program impacts continue to be studied.
- Ridge is the recommended site for an Early Learning Center for the south side of the district due to its size and the easier task of retrofitting as the building has previously served early learning students.
- Remember that everything that is being done is still considered DRAFT! Anything that has been discussed could still be considered.
- The focus will always be to recommend a plan that best meets the needs of all children within the district.
- Nothing is final until the School Board votes on a plan.

Mr. Cropper reviewed the Draft Option demographic and Options Scoring data again with the group.

Elementary School	Grade Config.	ES DRAFT Option Race and Ethnicity							ES DRAFT Option Lunch Code			ES DRAFT Option M.L. and S.E.	
		American Indian or AK Native	Asian	Black	Hispanic / Latino	Native Hawaiian or Other PI	White	Multi-Racial	Paid	Reduced	Free	Multi-Lingual	Special Ed
Devonshire ES	K-2	1%	16%	4%	33%	0%	41%	5%	49%	4%	47%	50%	13%
Brentwood ES	3-5	2%	18%	5%	33%	0%	40%	2%	55%	3%	42%	49%	13%
Forest View ES	K-2	2%	20%	5%	37%	0%	33%	4%	47%	1%	51%	56%	14%
Juliette Low ES	3-5	1%	18%	5%	42%	0%	32%	2%	52%	2%	46%	47%	10%
John Jay ES	K-2	1%	14%	7%	45%	0%	28%	5%	44%	1%	56%	61%	14%
Robert Frost ES	3-5	1%	13%	7%	49%	0%	26%	3%	39%	2%	59%	60%	13%
Ridge ELC	NA*												
Rupley ES	K-2	4%	3%	2%	38%	0%	50%	3%	49%	3%	48%	52%	12%
Salt Creek ES	3-5	3%	5%	2%	42%	0%	44%	2%	51%	3%	46%	44%	14%
Admiral Byrd ES	K-2	1%	3%	2%	48%	0%	45%	2%	50%	2%	49%	48%	12%
Clearmont ES	3-5	2%	4%	2%	45%	0%	45%	3%	49%	2%	49%	46%	10%
Total		2%	12%	4%	41%	0%	39%	3%	49%	2%	49%	51%	13%



Mr. Cropper asked the group for follow-up questions based on all of the data and information that had been shared so far.

QUESTION: Are the other options from meeting one off the table now?

ANSWER: Mr. Cropper shared the group is not exploring the other options further. The group will focus on the pairing Option 1, now called Draft Option.

Dr. Bresnahan added that the pairing option gets us to our goal, but it is important to understand that continuing the status quo is also an option moving forward with making minor updates to programming as well.

Mr. Cropper shared we also need to take the Draft Option and layer programming on top, which could get us even closer to the goals. The next step will be to use the most viable option to explore specific transportation routes.

He reiterated that redistricting does not get the district to the established goals without significant impact that makes the approach not viable.

In their work and scenario modeling, they did find a redistricting option that could meet almost all of the goals, but it would cause 2-3 schools to close. Mr. Cropper did not want to even show that option because the district did not want to explore any option that closes multiple schools, and this option would still divide neighborhoods and cut through the middle of current boundaries.



QUESTION: What potential impact would an updated junior high boundary have on high school attendance zones?

ANSWER: That is something the district has been looking at closely for a while now. We will continue to evaluate this, and we will work to create an overlay of the high school attendance areas with our maps.

QUESTION: With the early learning data and projections, how might that impact staff?

ANSWER: Dr. Bresnahan shared that changes like these can absolutely be challenging for students, families, and staff. Our administrators will need to gather more information and plan for supporting students, families, and staff as any changes occur.

QUESTION: What would a timeline and phase in look like?

ANSWER: One reason we are looking to get to a focused option is so that we can dig into the details of what a timeline and phase in process would look like. This will be one of the tasks of the task force at an upcoming meeting; to explore what possible timelines and phases might look like.

We will need to identify needs, blindspots, and the ability of our system to sustain change that is not all at once. We would next need to plan to see what is truly feasible.

The pandemic has highlighted the impact on students and learning and how our lack of equity as a system has had an impact on groups of kids, schools, and families in different ways.



SMALL GROUP DISCUSSION OF WORK BEING CONSIDERED

Mr. Cropper counted the members off by five to assign random small groups, and each small group then met to discuss the following questions:

- Is there anything you can think of that we haven't explored so far in the process?
- Thoughts on the scoring methodology / process to evaluate the data?
- Thoughts on centralized programming versus having program offerings at all schools?
- Thoughts on potential program considerations for the DRAFT Option?

Groups then came back together and shared out their notes. The notes recorded by each group are listed over the next several pages.





GROUP 1:

- Not splitting neighborhoods - positive
- Blind spot??
 - Are we segregating through programming?
 - We want to avoid having two schools in one building that appears diverse but in practice is segregated
- ELS programming specific exploration
 - Concerns with consistency, stability, resources
 - Planning opportunities across same program
- Benefits of standards/expectations with grade levels
 - Lesson planning
 - Differentiated supports based on need

GROUP 2:

- Considerations
 - Trade offs
 - Parents not favoring pairings
 - Byrd as ELC
 - School of Choice
 - Balance Calendar
 - Demonstration School
 - New construction
- Program
 - Boundary over Centralized
 - ALL or none
 - Staffing needs/available
 - DL experience
 - Levels - Alignment Focus
 - New Schools and Additions
 - Equity Impact +/-
 - HS connections
- Scoring
 - +/-make sense
- Potential Program Considerations
 - Consistency of curriculum across schools
 - Robust and consistent
 - Homework
- Another 3rd Party Revision / Perspective



GROUP 3:

- The programming layer
 - Scoring=apples to apples
- Central program
 - Grade level teams
 - Focus resources (ie testing)
- All schools
 - too thin
 - Staffing issues

GROUP 4:

Materials and Data

Option 1

- Scoring methods are drastically reduced
 - ES data
 - each category
 - Esp. race and ethnicity
 - Showing program data is helpful
- Separate totals for programs per school
- Data don't support programs at each school
- How do we take age into consideration when looking at our pairing options - best building (ex - less travel for K-2)

Program Considerations

- What are the options for programming that can alleviate some capacity issues?
- How do we layer programming so it aligns with our goals?





GROUP 5:

Questions/Comments

- Programs must have teams - no singletons
- What are financial supports to provide equity and experience across all buildings?
- Not dispersing or watering down programs
- Staff should have some input of placement as they will own a portion of process. Strategy and plans to roll out to
- Staff wants to see plans to feel more comfortable and strategize
- Seeing physical space and how buildings fit true educational needs
- End goal is to make all schools equitable
- Jay, Frost go to same junior high?
- Can we have programming dots on map?

ONLINE MAP

Mr. Cropper shared the online map that has been created for the process to further inform all stakeholders on the work of the equity task force.

The map currently shows the Draft Option, as well as the current zones, which can be toggled on and off in the legend, current zones and options will be able to be viewed on the map.

The map is customizable and can/will be updated during the process to show new options along with other information requested by the task force.

The site can be viewed at www.croppermap.com/ccsd59



NEXT STEPS AND ADJOURN

Mr. Cropper shared the next steps are to take input provided tonight, continue to get additional input and study the options available to address the district's goals.

The next meeting will take place Thursday, September 22.

Dr. Bresnahan shared she appreciates the groups staying upstream. Upstream thinking is the reference from meeting one where the focus is on finding and addressing the causes of the issues the group is working to solve.

She also shared there are possible additional versions that we could explore, such as Byrd as an ELC instead of Ridge. The group will continue to evaluate what is viable and what is no longer viable to achieve our goals. The group should always keep in mind that status quo is an option that the board could consider.

Dr. Bresnahan also stated she was very grateful for the honesty and the engagement from the group. She asked the members to please make sure their community knows the members are their community's representative and they are available to answer questions.

DRAFT OPTION SUMMARY

ELEMENTARY SCHOOLS:

Moves boundary lines and pairs schools

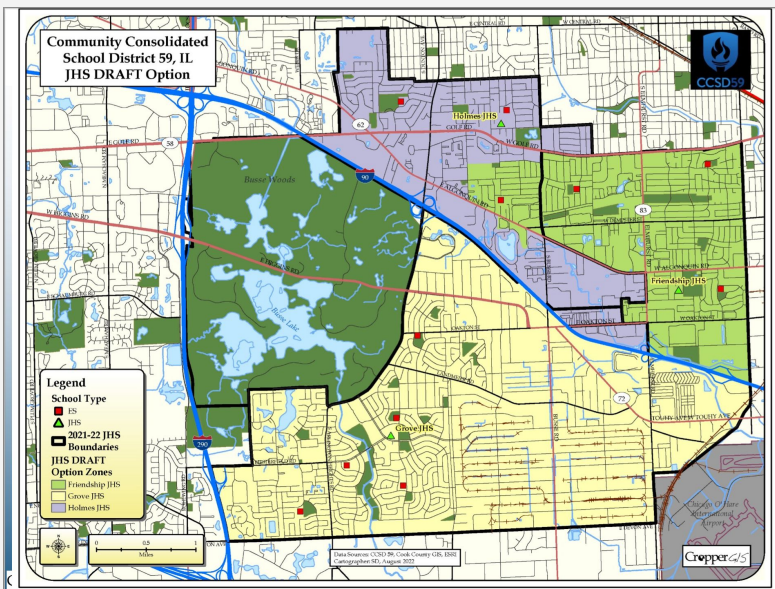
Estimates count all CCSD59 students living within each zone per the grade level

- Pairs
 - Devonshire (K-2) / Brentwood (3-5)
 - Forest View (K-2) / Low (3-5)
 - Jay (K-2) / Frost (3-5),
 - Rupley (K-2) / Salt Creek (3-5)
 - Byrd (K-2) / Clearmont (3-5)
- Ridge assumed to be location for an Early Learning Center
- Improves demographic balance

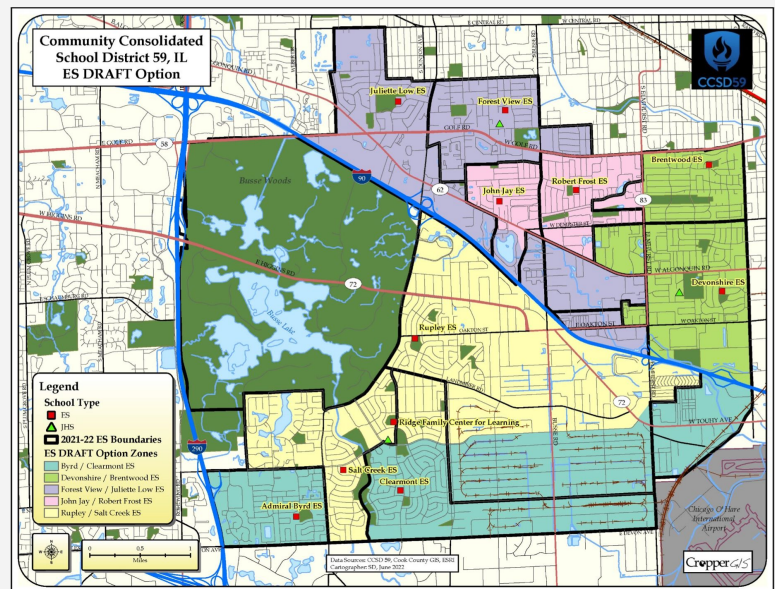
JUNIOR HIGH SCHOOLS

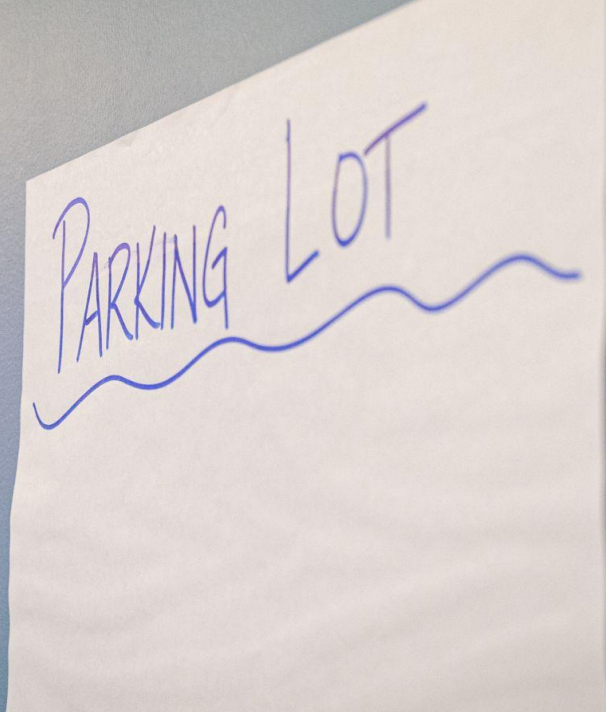
- John Jay Elementary School zone moves into Friendship to maintain an even feeder pattern without over-utilizing Holmes
- Willoway Terrace moved to Holmes JHS from Grove JHS to balance school utilization

JUNIOR HIGH SCHOOLS



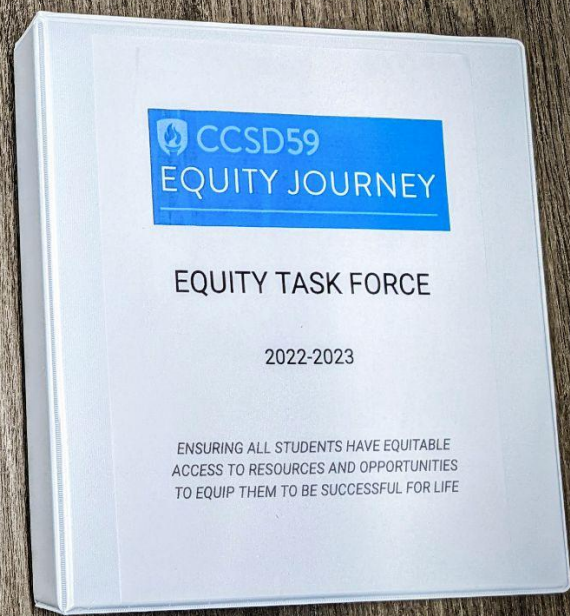
ELEMENTARY SCHOOLS





QUESTION FROM THE “PARKING LOT” CHART

Can we have a breakdown of the physical spaces - capacity, room sizes, maps, etc? (For consideration in grade level locations)



TASK FORCE MEETING TWO RESOURCES AND REFERENCE MATERIALS

- [Meeting Agenda](#)
- [Meeting Handout](#)
- [Redistrict Exercise Handout](#)
- [Meeting Slides](#)
- [CCSD59 Equity Page](#)
- [CCSD59 Equity Question/Input Form](#)
- [Cropper Online Map](#)