

- that could have two separate programs  
 that way - will there be additional programs added? Specifically Afters is set up in a way
6. Got of concern around underutilization - schools that have low enrollment, tend to stay  
 necessary to learn
  2. Keep in mind there is a material difference between DGI has an enrichment and DGI as
  4. Could Atkinson flow to another MS? Addressing the Mt. Tabor/Kelllogg and HB disparity
  3. Does Scenario 1 leave Atkinson underutilized? Push boundary north?

4. Will this overload distract from the ~~to~~ their neighborhood school in socio economically disadvantaged  
 disparity)
3. Concern answers were not fully formed (e.g. how are we handling socio economic
5. What is the plan for the schools that will be way under utilized  
 allow to stay)
1. Kids that are out of district but are at Bridger (because they started with us and so we

## Scenario Two

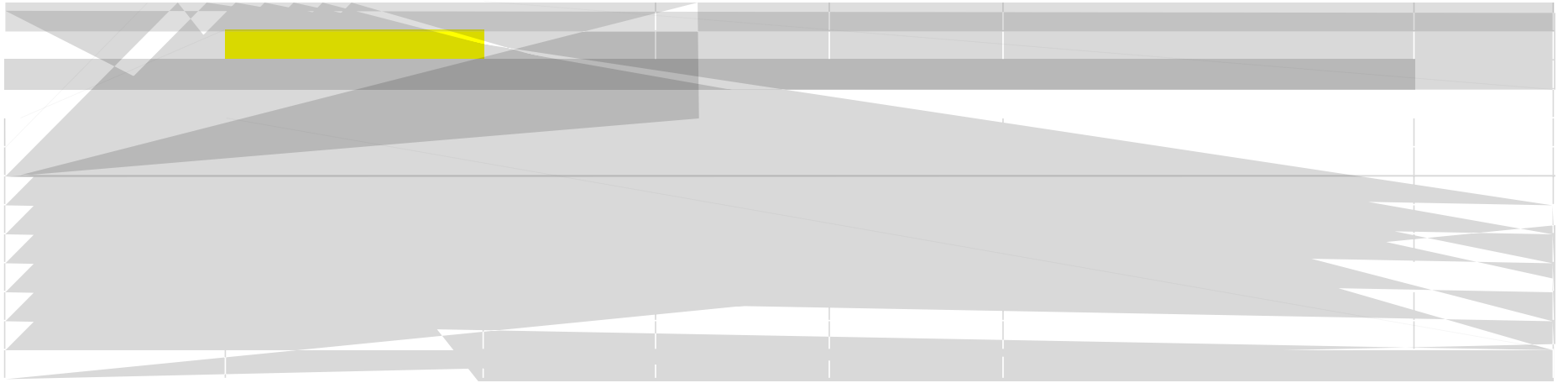
1. Woodstock has 309 DLI; Harrison Park has 86 (1-4) next year add 25 DLI so need space for approx 400 students
2. What happens to the focus options?
3. Lane & Vestal may end up very underenrolled (particularly if ACCESS relocates)
4. Perhaps combine 1 & 2 and address underutilization in Atkinson
5. Atkinson could pick up some of Bridger; need to get Bridger right sized w/o portables
6. Make Bridger a neighborhood school

<b>Team Name:</b>	Flavel				
<b>Scenario Starting Point:</b>	Scenario 1 - Lent K-5, All Spa				
<b>CAPTURE YOUR TEAM'S SUGGESTED CHANGES BELOW</b>					
School	Grades Serviced	Program 1	Program 2	Program 3	Boundary Change (Description or Filename)
Atkinson	K-5				Push boundary north to expand catchment area?
Lent	K-5	Spanish (currently at			
Marysville					















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<b>Team Name:</b>	Hawthorne					
<b>Scenario Starting Point:</b>	Scenario 2 - Creative Science					
CAPTURE YOUR TEAM'S SUGGESTED CHANGES BELOW						
School	Grades Serviced	Program 1	Program 2	Program 3	Boundary Change (Description or Filename)	
Harrison Park	K-5	Chinese (currently at			Move to Clark and expand to two sections	
Vestal	K-5	Neighborhood			Includes HP area. Guarantee to Chinese Immersion	
Creative Science	K-8	Focus Option			Relocate possibly to Woodmere/Whitman	

<b>Team Name:</b>	Hawthorne					
<b>Scenario Starting Point:</b>	PLEASE PICK					
CAPTURE YOUR TEAM'S SUGGESTED CHANGES BELOW						
School	Grades Serviced	Program 1	Program 2	Program 3	Boundary Change (Description or Filename)	
Lane	6-8	Chinese (currently at			6-8 Chinese immersion to Lane	
Harrison Park	K-5	Chinese (currently at			Move to Woodmere/Whitman	
Woodmere	K-5	Neighborhood			One school becomes Neighborhood the other Chinese DLI	
Whitman	K-5	Neighborhood			One school becomes Neighborhood the other Chinese DLI	
Woodstock	K-5	Chinese (currently at			Stays in place	

**Team Holgate**  
**Breakout Notes**  
**October 8, 2020**

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**Breakout Session 1**

Capture any remaining concerns following the presentation of the Q&A document:

More of an observation vs question: It seems like alternate grade config are hard to incorporate.

Where would the funding for the conversion come from. It said the Bond in 2020. What if that does not pass? (lots of concerns that the bond may not pass)

<b>TYUa NUaY:</b>	<b>Hc` [UhY</b>				
<b>SWYbUfjc ShUfjb [ Pc]bt:</b>	<b>SWYbUfjc 1 - LYbb K-5, A` SdU</b>	<b>Cc aVc cz 1 &amp; 3</b>			
<b>CAPTURE YOUR TEAM'S SUGGESTED CHANGES BELOW</b>					
<b>SW\cc`</b>	<b>GfUXYg SYf j]WYX</b>	<b>Pfc [fUa 1</b>	<b>Pfc [fUa 2</b>	<b>Pfc [fUa 3</b>	<b>Bc i bXUfm C\Ub [Y (DYgWf]dh]cb cf F]YbUa Y)</b>
Bridger	K-5	Neighborhood			southern attendance move to Creative Science
Harrison Park	K-5	Neighborhood			at Creative Science
Bridger	K-5	Neighborhood			northern boundary shift to go to Vestal
Harrison Park	K-5	Chinese (currently at			







Where is the data that supports the voices of BIPOC people? A teacher had to move groups because her experience in another was harming for her.

Have we asked Marysville? Where is data? Is it something that they want? If not, it's harming, ripping apart communities. This whole thing is happening during a pandemic that is impacting people of color. We need to halt

Dr. Annamma, Der. Jackson, Dr. Morrison: Theorist, Use of color-evasive policy education language and inclusion of dis/ability critical race theory and color-blind racial ideology in education.

Feels like there is moving lines around to get different groups in. Why does the number of students receiving free lunch matter? Need context.

Funding tied to free and reduced lunch counts.

When we look at our high free and reduced lunch counts, tends to correlate to a higher percentage of BIPOC students

Intent is to be transparent about what happens as you bring a solution forward so you can understand the impact it has on students.

Why does it matter how many BIPOC students are in one school? Questions shouldn't be skirted around, it is important.

Knowing where students of color are located and where most impacts could be  
Consideration of moving DLI programs closer to where students who speak the language and program serves live

Make sure that as we look at Harrison Park, there is a large Chinese community...knowing where each ethnic and racial group, where they live and trying to get the programs and services for them is a component of the balancing we are trying to do.

Free and reduced data. How faulty is it? Is it accurj

PPS is working with PAT, 3-4 are in this process currently.  
Setting up a PAT teacher voice to be heard/open house  
There is a process to get feedback from teachers as well

**Team Duke  
Breakout Notes  
October 8, 2020**

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**Breakout Session 1**

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