

Enclosed you will find several maps that indicate concepts if the schools were used in a different way to achieve a heterogeneous balance in each school. These maps are conceptual only and not written in stone. They have not had much explanation attached, and as such, much misinformation has existed as to their purpose and finality.

The maps have not been endorsed by the board, and there is no plan to take a vote on them. The maps are conceptual to indicate the difficulty of changing schools without excellent programs to entice parents to want to send their children. The board wishes to continue to hear ideas from community members in a thoughtful, respectful, and positive dialogue and will take the time needed to make any decision that so significantly affects the schools of Burlington.

Scroll down to see conceptual maps (no detail intended)

1. Current Boundaries
2. Concept Map A
3. Concept Map B
4. Concept Map C
5. Concept Map D

\*Note: conceptual maps were created with the following criteria in mind:

1. Concept maps assume three neighborhood schools south of BHS, with a 4th school used for a new educational purpose
2. Each school would have mixed demographics, as close to 45-55% as possible
3. Lines are drawn with the intention of keeping home neighborhoods together as much as possible
4. Schools south of BHS were looked at in the conceptual maps as the geographical distance to the north end is too great, leading to increased cost of transportation and time en route to school
5. Building capacity was considered, using 320 students at Wheeler and Champlain, 340 students at Edmunds Elementary, 200 students total (100 per floor) at Barnes Elementary.

### Current Boundaries

This map indicates roughly where current boundaries exist. The % is the free/reduced lunch percentage that lives within those boundaries. Percentages are off from published percentages as the map is not adjusted for students who variance out to another Burlington School, rather what would be if there were no variances.

This map indicates the difficulty of simply drawing circles around each school, which would not have the affect alone of changing the demographics of the area. If choice or incentive were not effective, lines would need to cross all school boundary areas to create a demographic that is balanced south of the high school.

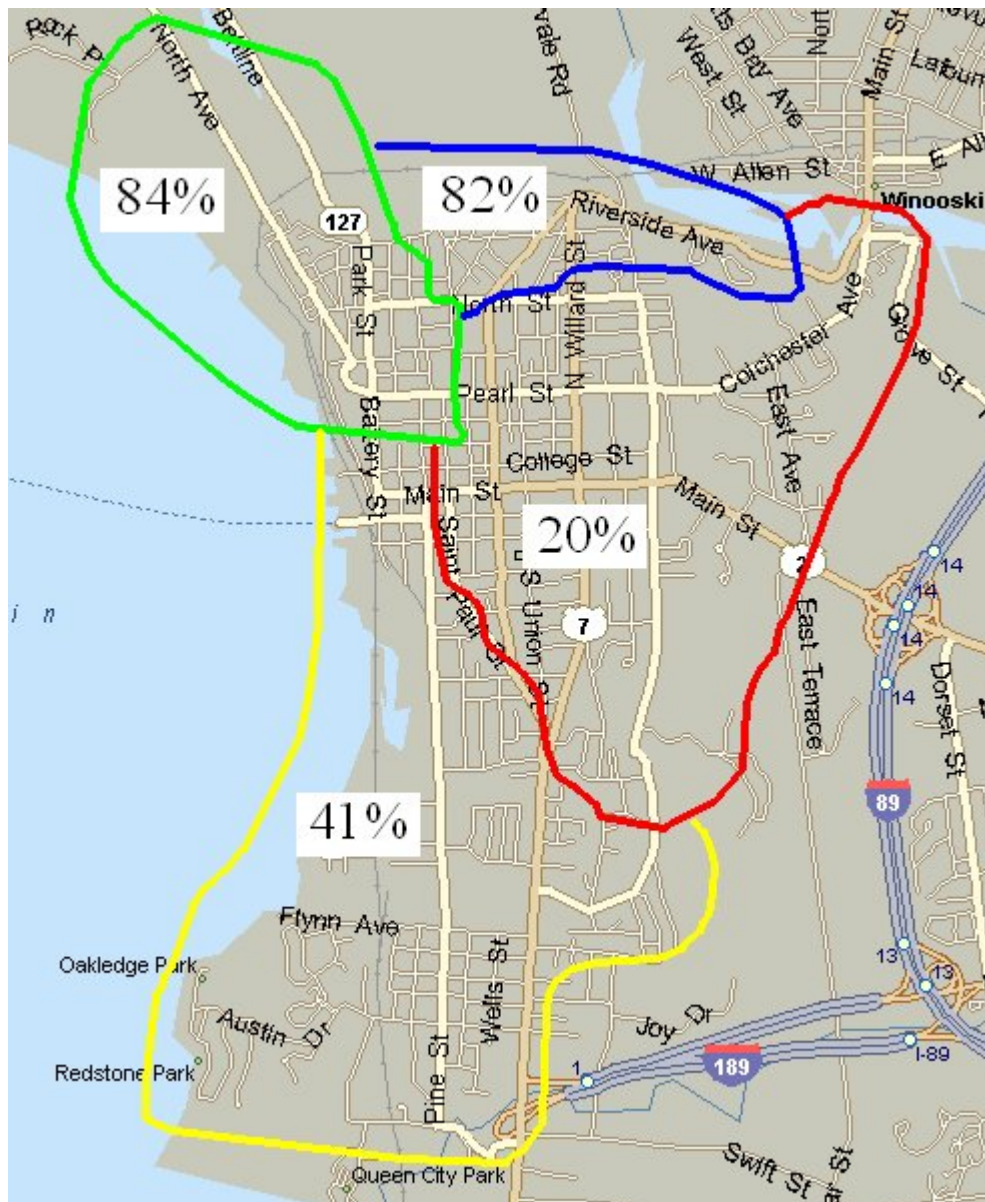
Key:

Green- Barnes

Blue- Wheeler

Red- Edmunds

Yellow- Champlain



### Concept Map A

This map indicates an option that most closely represents a balanced demographic in each school. With 54-55% poverty in elementary student numbers south of BHS, this is the best balance that we have been able to create. With this concept, however, the Champlain lines are quite extensive and the Edmunds lines also expand south quite a bit.

Key:

Green: Wheeler

Red- Edmunds

Yellow- Champlain



## Concept Map B

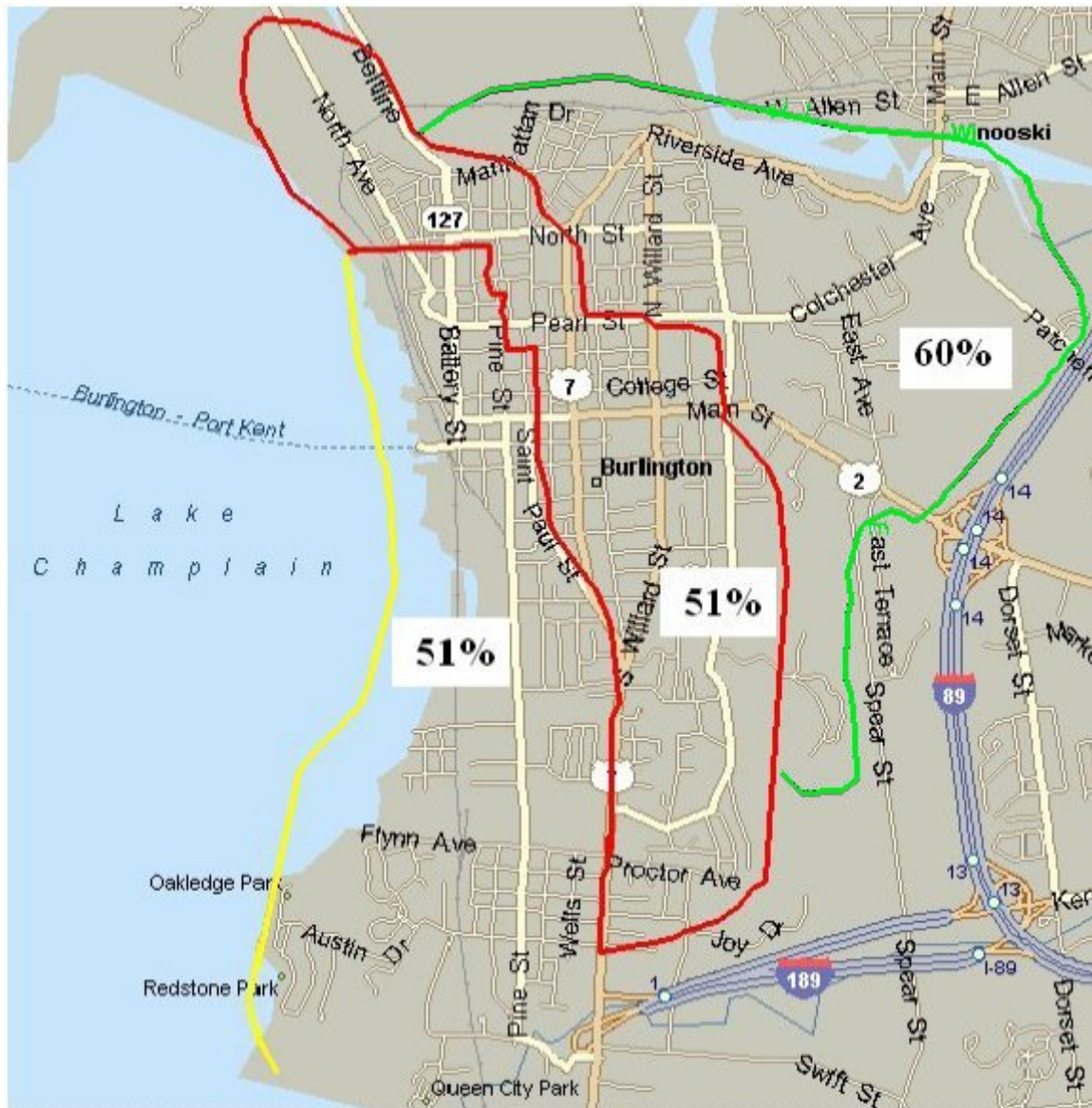
This map indicates an option that tightens the areas around each school somewhat, but increases the FRL population in the Old North End.

Key:

Green: Wheeler

Red- Edmunds

Yellow- Champlain



# Concept Map C

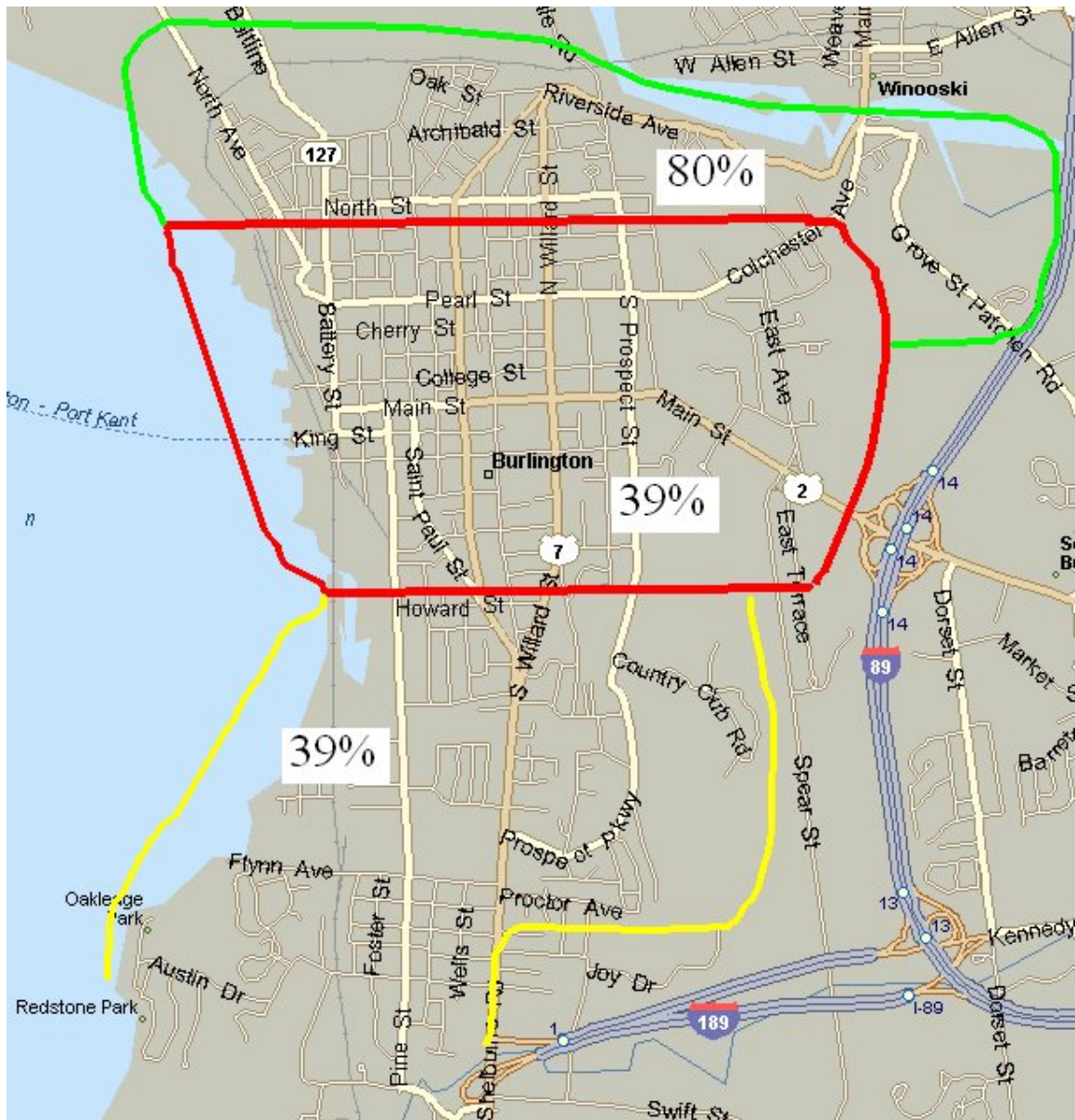
This map indicates an option that utilizes natural boundaries for each neighborhood, but does not create balanced demographics in each school.

Key:

Green: Wheeler

Red- Edmunds

Yellow- Champlain.



## Concept Map D

This map indicates an option that utilizes natural boundaries for each neighborhood, but does not create balanced demographics in each school.

Key:

Green: Wheeler

Red- Edmunds

Yellow- Champlain

