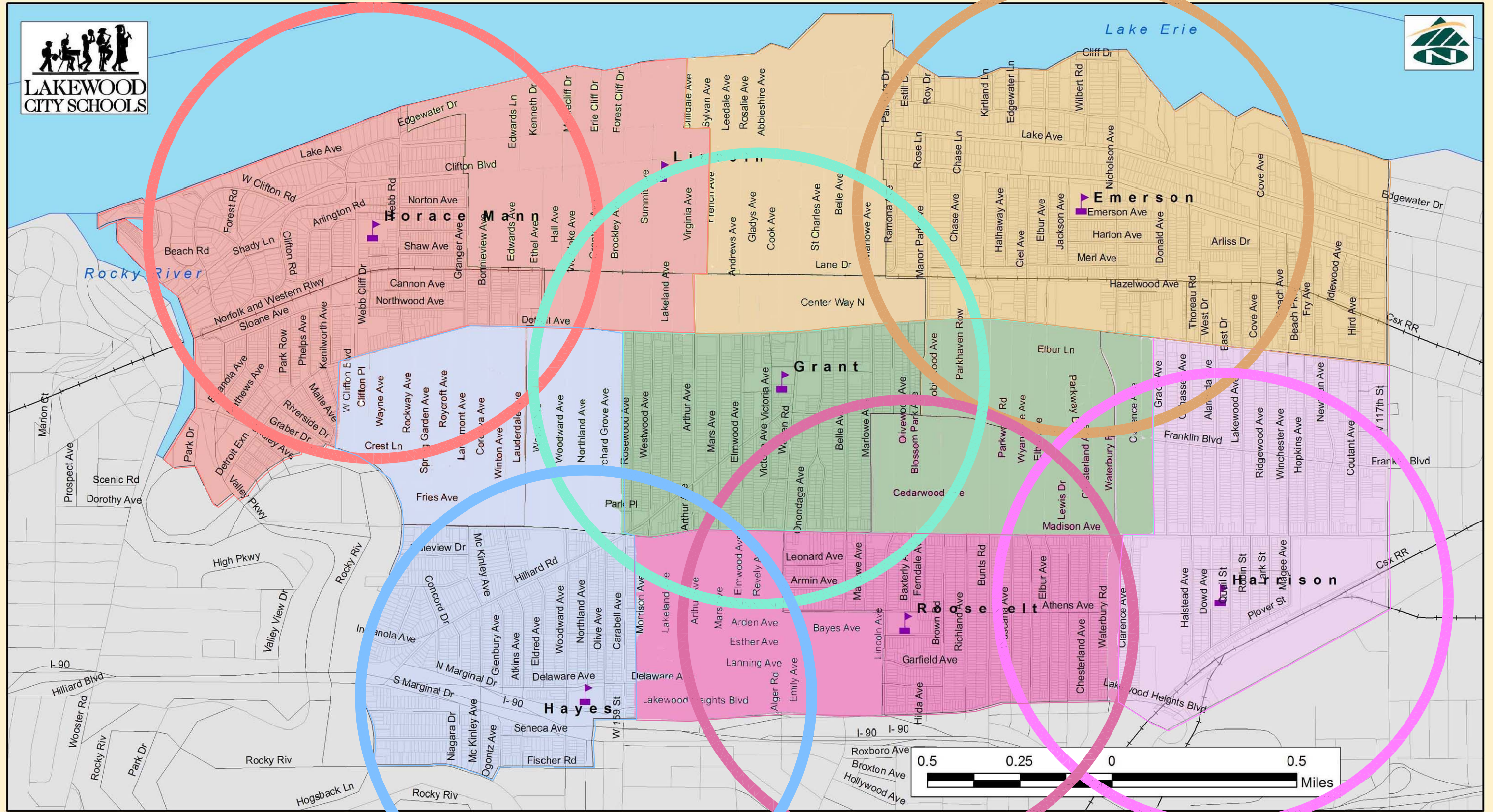


Now that we have been provided maps showing the potential new school boundaries (2 scenarios), it is time to take out our compass and draw those walking circles again. The next two pages are simply the two new boundary configurations with the 5/8 mile radius applied to each school.

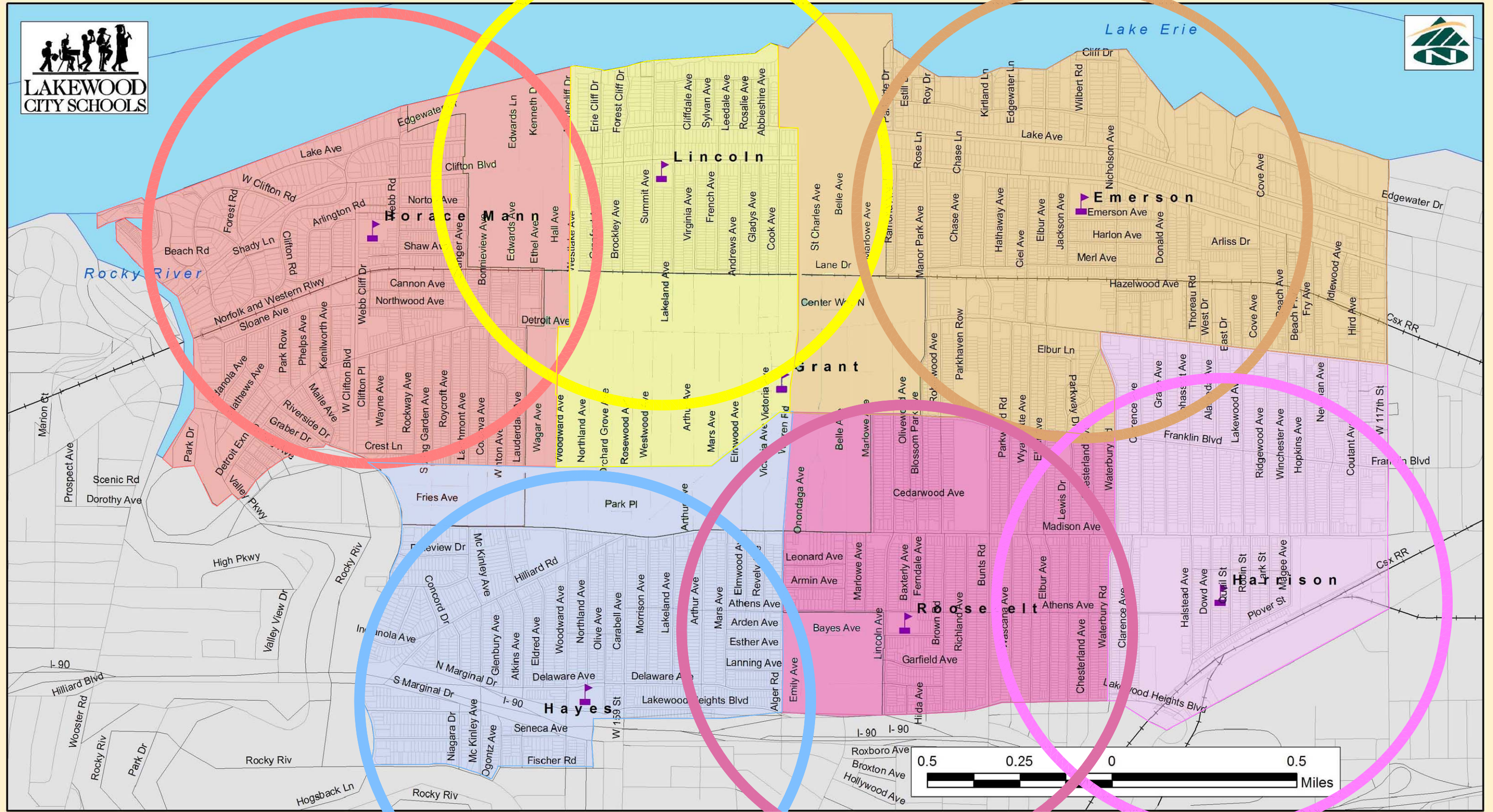


Proposed new boundary
as presented by
Lakewood Board of Education

LAKEWOOD SCHOOL DISTRICT - CLOSE LINCOLN

$\frac{5}{8}$ MILE WALKING RADII

Proposed new boundary as
presented by Lakewood Board
of Education



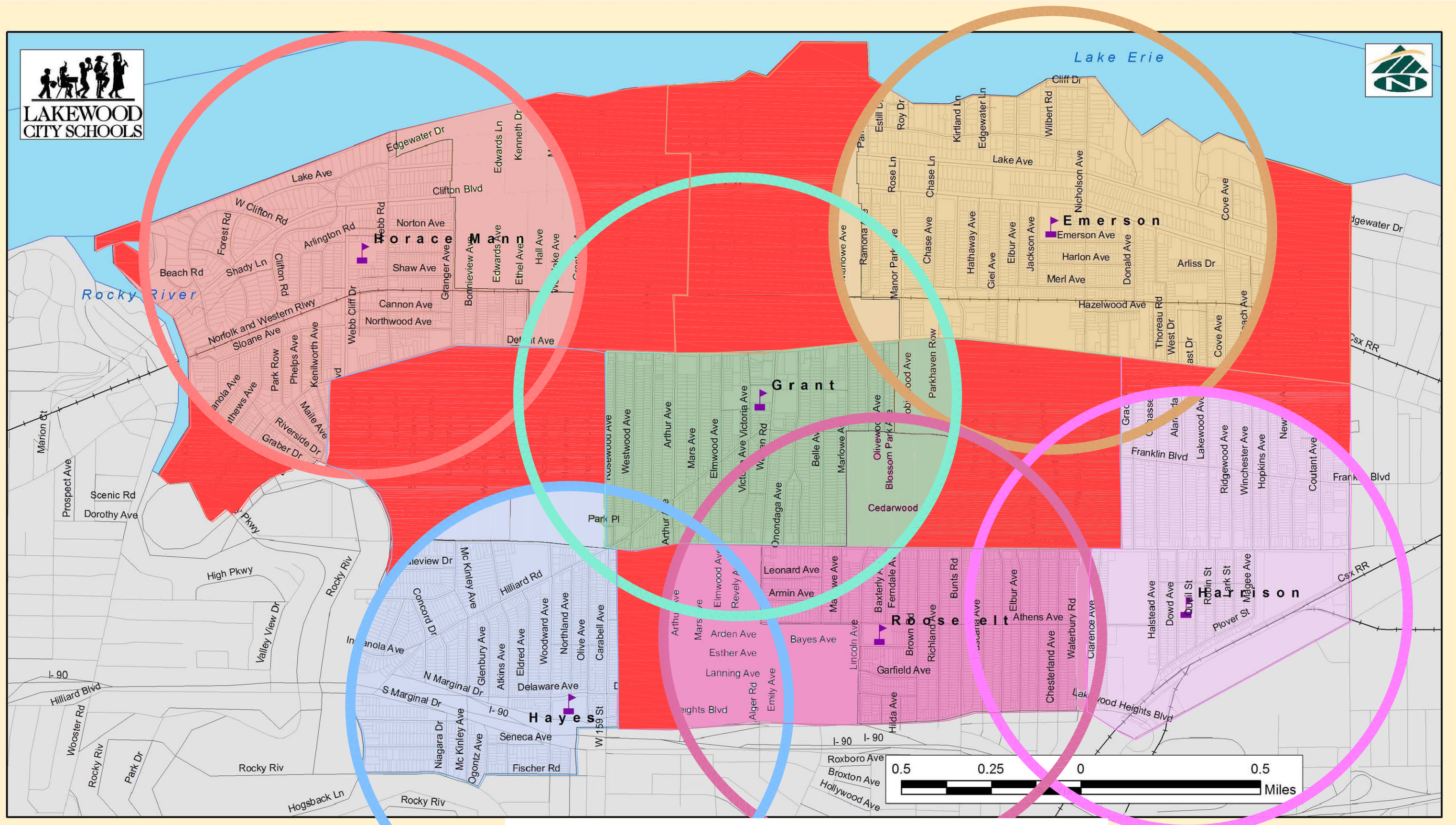
Proposed new boundary
as presented by
Lakewood Board of Education

LAKEWOOD SCHOOL DISTRICT - CLOSE GRANT

$\frac{5}{8}$ MILE WALKING RADII

Proposed new boundary as
presented by Lakewood Board
of Education

Next we need to highlight (color in red) the children that live outside of the $\frac{5}{8}$ mile radius of their assigned school. Even though some children may fall within the $\frac{5}{8}$ mile radius of a school, they are not necessarily assigned to that school and thus still shall walk over $\frac{5}{8}$ of a mile to the school that they are assigned. See the next two pages.

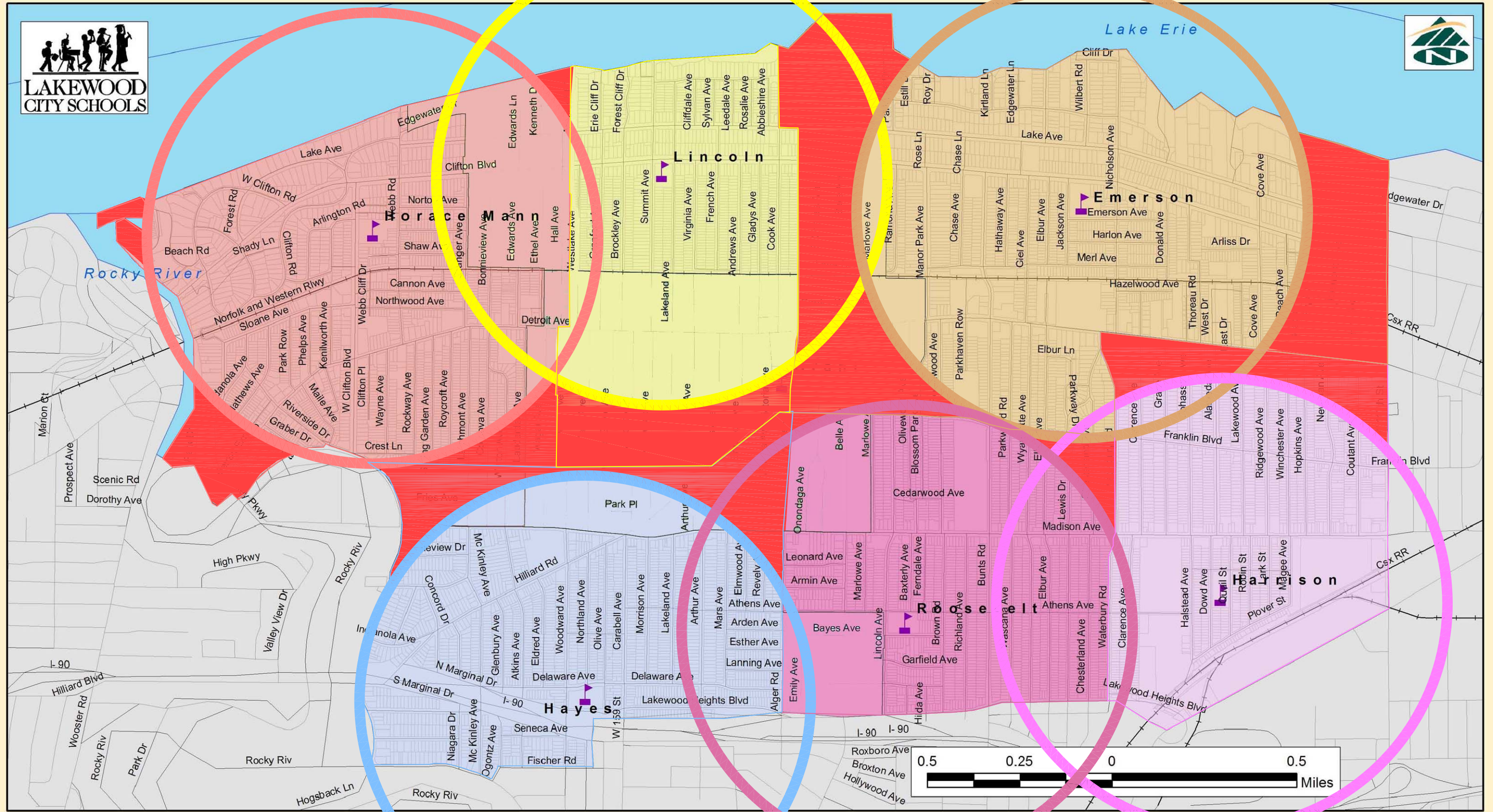


Children that shall reside outside the $\frac{5}{8}$ mile radius of the school they are to attend.

LAKEWOOD SCHOOL DISTRICT - CLOSE LINCOLN

$\frac{5}{8}$ MILE WALKING RADII

Children that shall reside outside the $\frac{5}{8}$ mile radius of the school they are to attend.



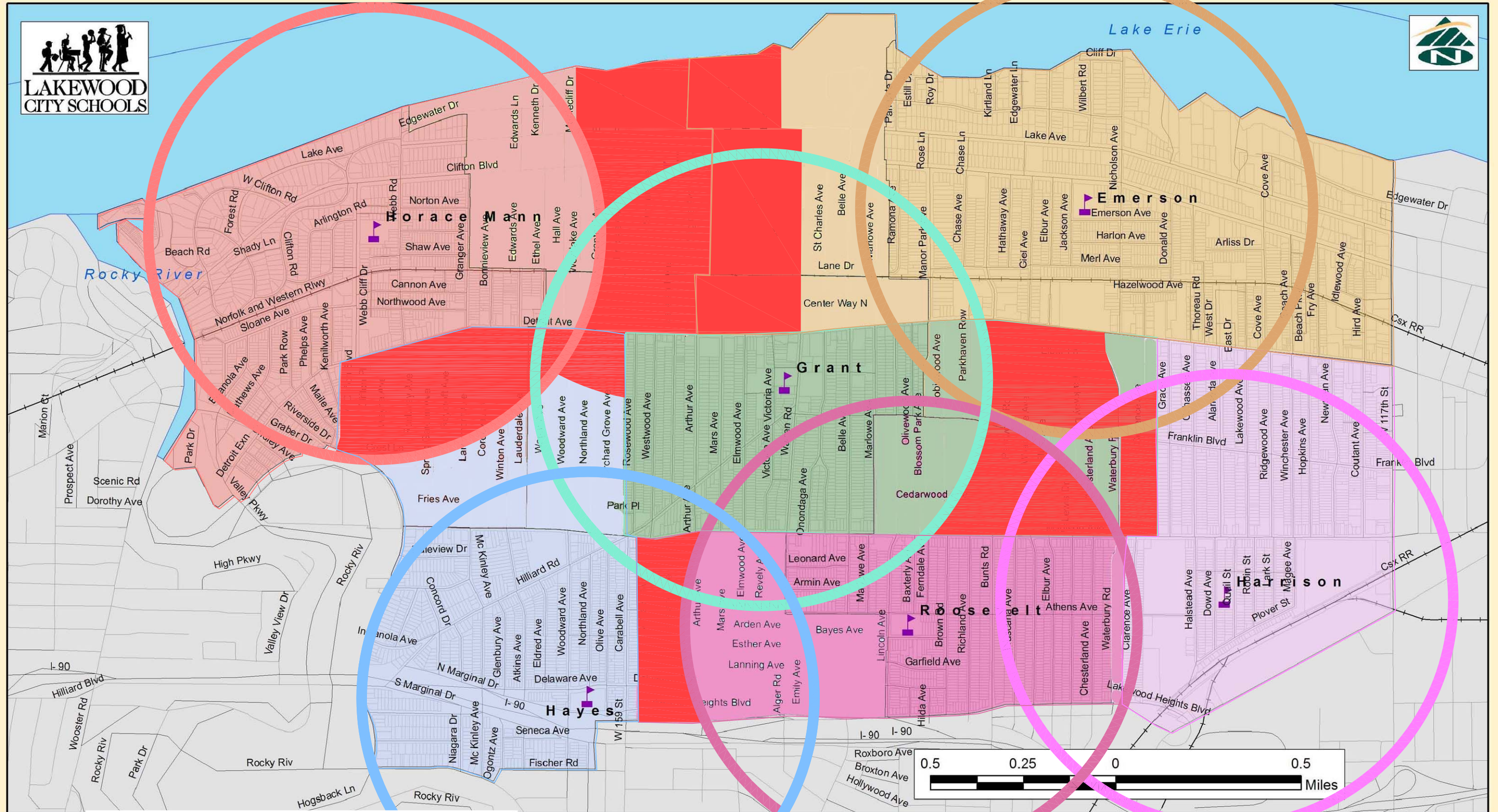
Children that shall reside outside the $\frac{5}{8}$ mile radius of the school they are to attend.

LAKEWOOD SCHOOL DISTRICT - CLOSE GRANT

$\frac{5}{8}$ MILE WALKING RADII

Children that shall reside outside the $\frac{5}{8}$ mile radius of the school they are to attend.

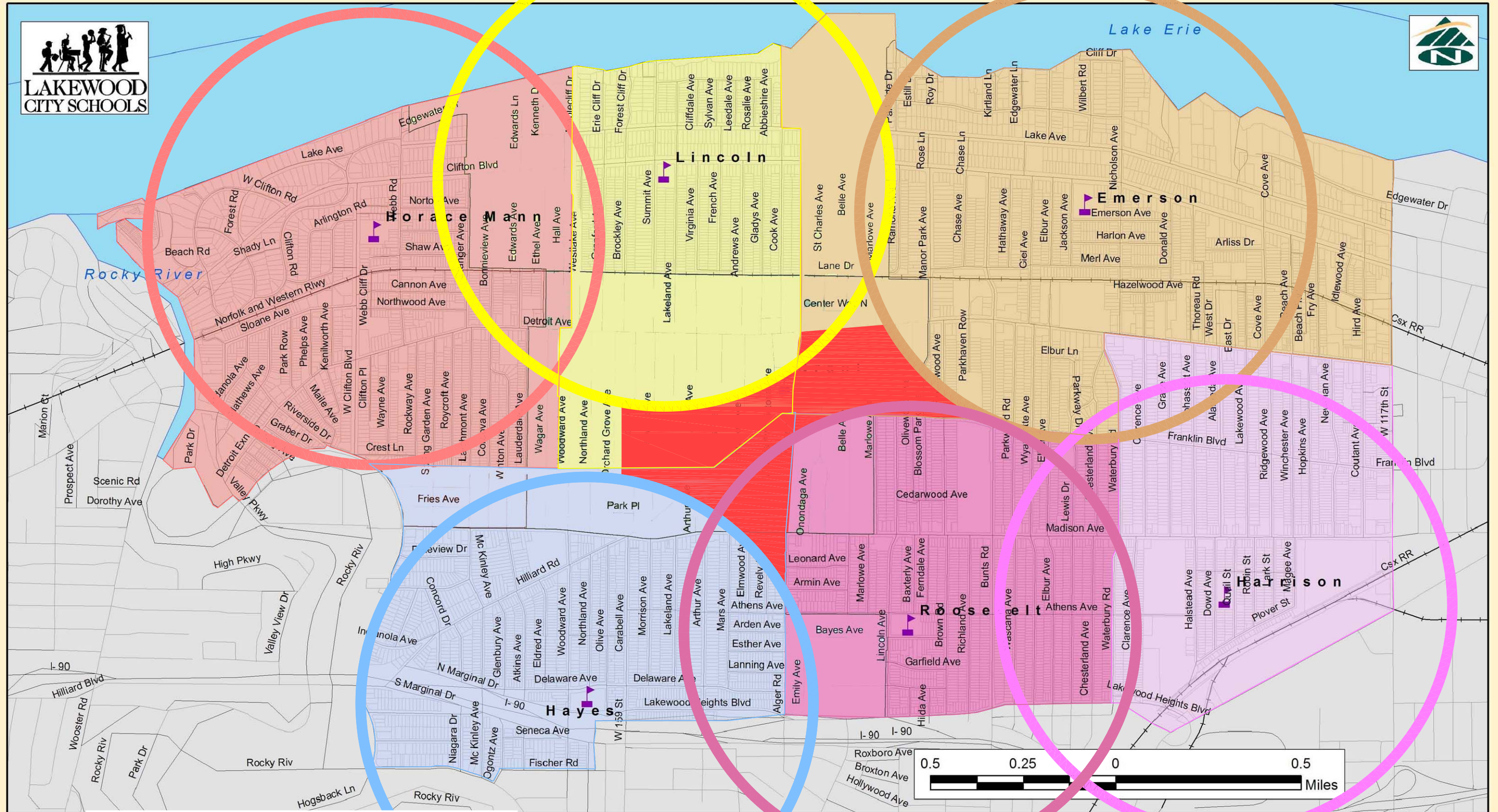
Now if you noticed some of the red highlighting is identical on both maps. The children at the far west of Horace Mann are outside of the 5/8 mile radius in both cases, likewise the children to the far east of Emerson are outside the 5/8 mile radius in both cases. In the next two slides, I deleted the red highlighting that is common to both maps. In this manner, the distinction between the two scenarios can be seen clearly.



REMOVE CHILDREN THAT ARE
COMMON TO CLOSING LINCOLN
AND GRANT

LAKEWOOD SCHOOL DISTRICT - CLOSE LINCOLN
 $\frac{5}{8}$ MILE WALKING RADII

Children that shall reside
outside the $\frac{5}{8}$ mile radius of
the school they are to attend.



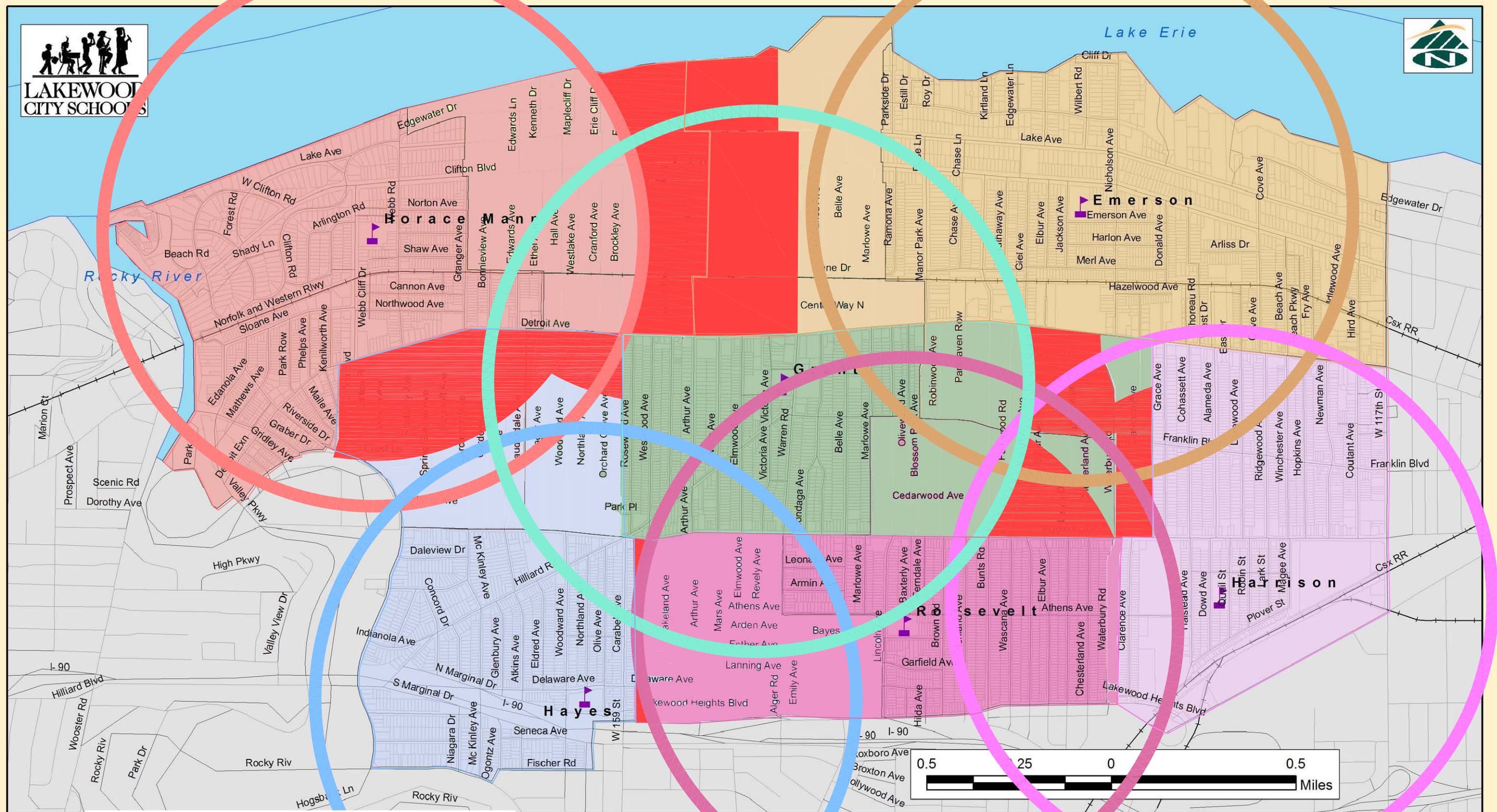
REMOVE CHILDREN THAT ARE
COMMON TO CLOSING LINCOLN
AND GRANT

LAKEWOOD SCHOOL DISTRICT - CLOSE GRANT
 $\frac{5}{8}$ MILE WALKING RADII

Children that shall reside
outside the $\frac{5}{8}$ mile radius of
the school they are to attend.

Hopefully, from these previous two pages, no one needs dots on a map to realize that closing Lincoln will result in a larger number of Lakewood children being negatively impacted by having to walk longer distances. If anyone at the Public Forum based their “blue dot” decision on the PowerPoint slides presented at that forum they were severely misled.

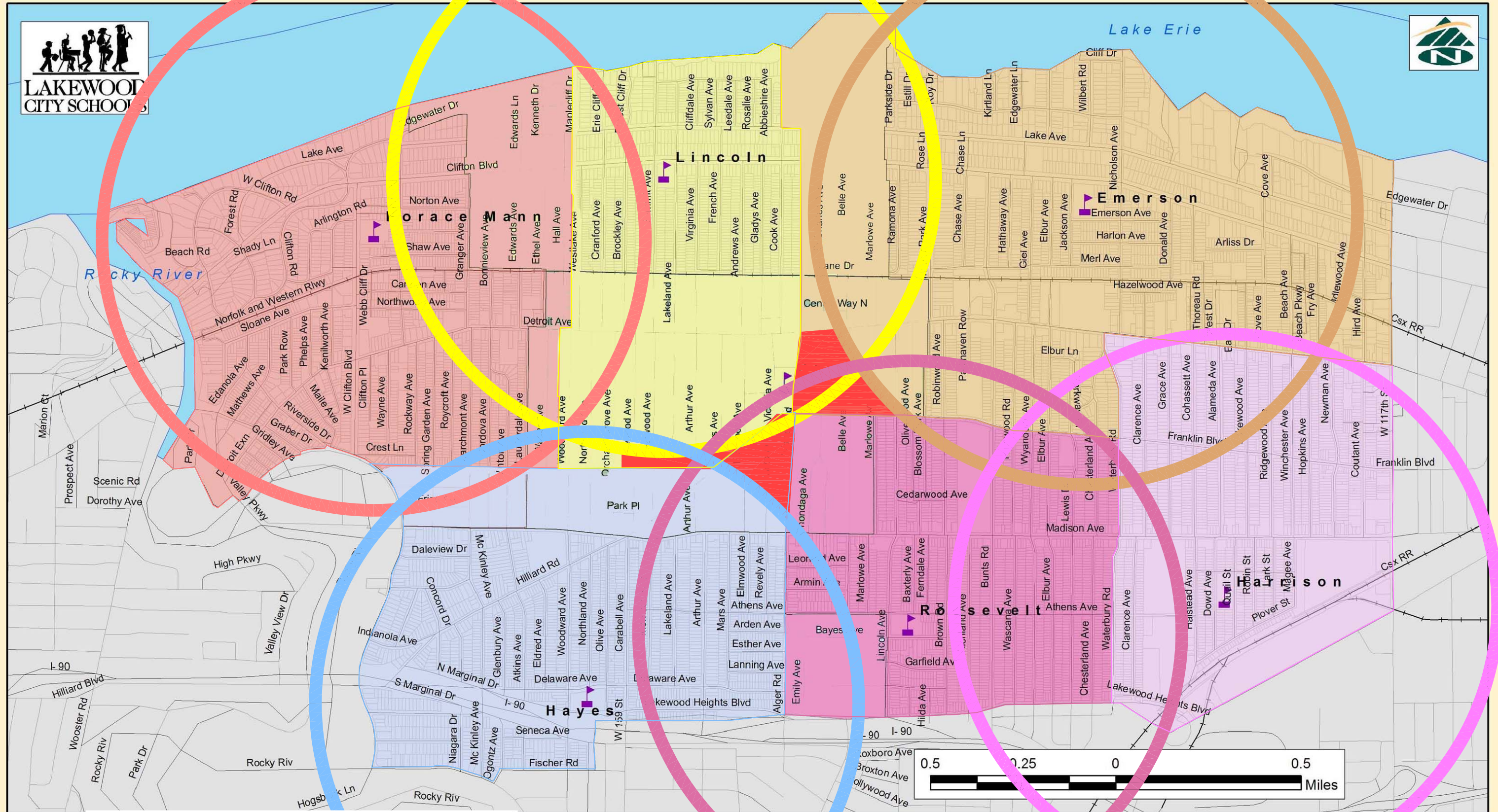
Next, let's look at the same maps from the previous two slides but change the walking distance back to $\frac{3}{4}$ mile which is what the 50 Year Committee used for Phase 1 and Phase 2.



REMOVE CHILDREN THAT ARE
COMMON TO CLOSING LINCOLN
AND GRANT

LAKEWOOD SCHOOL DISTRICT - CLOSE LINCOLN
3/4 MILE WALKING RADII

Children that shall reside
outside the 3/4 mile radius of
the school they are to attend.



REMOVE CHILDREN THAT ARE
COMMON TO CLOSING LINCOLN
AND GRANT

LAKEWOOD SCHOOL DISTRICT - CLOSE GRANT
3/4 MILE WALKING RADII

Children that shall reside
outside the 3/4 mile radius of
the school they are to attend.

There was a third scenario, a slide was presented, at a Board Meeting I attended, of a scheme that kept Grant and Lincoln open and closed Roosevelt. If anyone can post that map, I will provide companion comparison slides of that third scenario.