

INDEX

<u>Section</u>	<u>Page</u>
<u>Intro</u>	
Index	...1
NSSD112 Mission	...2
LRPC Membership	...3
<u>2016-2017 Community Feedback</u>	
Community Survey June 2016	...5
Stakeholder Audit December 2016	...15
Focus Group Report February 2017	...22
Community Survey April 2017	...30
Community Meetings Feedback Report June 2017	...74
Focus Group Report June 2017	...86
<u>Thought Exchange Round 1 Community Feedback</u>	
Participation Breakdown	...95
Top Thoughts	...96
<u>Reports and Information</u>	
SCFAC Report February 2012	...101
SCFFAC Report February 2014	...108
2.0 Community Team Report July 2017	...123
Boundary Change FAQ November 2017	...165
Board's Strategic Vision Timeline November 2017/Ongoing	...168
Facility Assessment and Educational Alignment Study May 2018	...171
Long-range Facilities Planning Timeline February 2018	...185

OUR MISSION

THE MISSION OF NORTH SHORE SCHOOL DISTRICT 112, A COMMUNITY PARTNERSHIP COMMITTED TO A WORLDCLASS EDUCATION, IS TO NURTURE EVERY CHILD TO BECOME AN INSPIRED LEARNER, A WELLROUNDED INDIVIDUAL AND CONTRIBUTING MEMBER OF A GLOBAL COMMUNITY BY STRIVING FOR EXCELLENCE WITHIN AN ENVIRONMENT THAT FOSTERS INNOVATION, RESPECT, ENGAGEMENT AND INTELLECTUAL INQUIRY.

#112LEADS

LRPC MEMBERSHIP

Lisa Berghoff	District 113 Representative
Joanne Bernstein	Citizen
Jenn Boiles	Citizen
Jenny Butler	PTO President's Council
Eric Ephraim	Board President
Vicki Fine	NSSSA
Rachel Fisher	Citizen
Terry Grossberg	Park District Board
Mary Gorleski	Citizen
Amy Gudgeon	Citizen
Nicholas Glenn	Director of Communications
Sheri Henkel	NSEA President
Mike Lubelfeld	Superintendent
Lisa Hirsh	Citizen
Jose Martinez	Citizen
Leanne Meyer-Smith	Wight & Co. Architect
Ghida Neukirch	City Manager HP
David Norris	Gilbane Construction Mgr
Leslie Rosen	Citizen
Monica Schroeder	Deputy Superintendent
Jessica Share	NSEA Vice President
John Whitehead	Teacher
Chris Wildman	CFO

2016-2017 COMMUNITY FEEDBACK



June 21, 2016

To: North Shore School District 112

From: Dave Fako & Sandy Kim, Fako Research & Strategies, Inc.

Re: Public Opinion Survey Summary of Key Findings

The following is a summary of key findings of the public opinion survey conducted for North Shore School District 112.

Perception of District 112 Quality & Transparency

Residents view the quality of North Shore School District 112 extremely favorably with 83% rating its quality "Above Average," which is comprised of 39% rating the District "Excellent" and 44% rating it "Very Good." A tenth (12%) of respondents rate the District's quality as "Average," and only 2% rate it "Below Average," which is a combination of "Only Fair" or "Poor" grades.

- Residents of West Deerfield Township are more likely to rate the District's quality as "Average" compared to the total population (76% Above Average / 18% Average) while residents of the other regions rate the District comparably. Respondents under the age of 50 are more likely to rate the District's quality as "Average" (77% / 20%) than those over the age of 50, but still give the District exceedingly high quality grades.
- Those in each of the middle school areas hold similar opinions as all respondents: Edgewood (84% / 2%), Northwood (87% / 2%), and Elm Place (78% / 3%).
- Even those who stated they opposed the 2016 referendum give the District very high quality grades (83% / 3%).

When asked whether the *District's Administration and School Board have been clear about the District's current financial condition*, 48% of respondents disagreed with the statement while 40% agreed. A tenth (11%) of respondents were unsure of their opinion on this statement.

- Residents of the Moraine South (36% Agree / 52% Disagree) and West Deerfield Township (36% / 54%) regions show higher levels of disagreement with the statement than the general population, as do Edgewood residents (38% / 52%).
- Those in the Moraine North region (49% / 40%) are more likely to agree than disagree that the District has been clear with residents, as are those feeding into Northwood Middle School (48% / 40%).
- *Residents under age 50 (54% Agree / 41% Disagree) are significantly more in agreement with the statement than those over the age of 50 (35% / 51%), which then gets projected to households with school-aged children (54% Agree) opposed to those without children in that age range (37%). However, families that have some direct association with SD 112 currently or in the past hold similar opinions as all residents (43% Agree / 48% Disagree).*
- Supporters of the referendum were much more likely to feel the District has been clear (75% Agree) while opponents hold the opposite position (28% Agree / 61% Disagree).

Volunteered Educational Issue Concerns

Respondents were asked to provide an open-ended response for what they believe is the most important issue or problem facing the District. Respondents were not given options for choices, in order to evaluate their own views, and were allowed to provide more than one issue concern. These responses were then coded into logical categories.

The top issue concern presented by District residents concerned the referendum proposing reconfiguration / consolidation that would result in school closings and the creation of one middle school, offered by 26% of respondents. This was more common among those under age 50 and among families in the Elm Place Middle School area.

This is followed closely by issues related to the District's finances and budget, including state funding and taxes, cited by one-fifth (21%) of respondents. This concern was mentioned more by men over the age of 50.

Issues related to infrastructure, facilities, and the District's buildings were the top issue concern of 15% of District residents, with a modest spike among those in the Wayne, Sherwood, and Red Oak School neighborhoods.

Another 12% of respondents cited issues related to the School Board and Administration, District management and plans for the future, and the District's relationship with the community.

Philosophical Opinions of Taxes, Schools, and Programming

Table 1
Opinions by Region

Statement (Total Agree / Total Disagree)	Overall	Moraine North	Moraine South	West Deerfield Township
Reducing the number of schools will benefit the District's students.	45 / 45	52 / 38	39 / 51	53 / 39
Reducing the number of schools will benefit the District's finances.	68 / 24	69 / 22	68 / 25	66 / 20
I would pay higher taxes to keep my neighborhood public schools open.	52 / 42	51 / 42	57 / 37	31 / 62
I would pay higher taxes to keep all neighborhood schools in District 112 open.	41 / 53	38 / 56	48 / 47	18 / 74
To maintain current educational programming, the District should close some schools.	55 / 37	60 / 32	50 / 40	61 / 32
School District 112 has enough money to continue to operate its buildings and programs.	43 / 40	42 / 40	46 / 39	33 / 43

Table 2
Opinions by Middle School Grouping

Statement (Total Agree / Total Disagree)	Overall	Edgewood	Northwood	Elm Place
Reducing the number of schools will benefit the District's students.	45 / 45	40 / 51	58 / 32	48 / 43
Reducing the number of schools will benefit the District's finances.	68 / 24	67 / 26	77 / 12	73 / 21
I would pay higher taxes to keep my neighborhood public schools open.	52 / 42	58 / 37	37 / 55	53 / 40
I would pay higher taxes to keep all neighborhood schools in District 112 open.	41 / 53	49 / 47	25 / 71	39 / 53
To maintain current educational programming, the District should close some schools.	55 / 37	53 / 40	69 / 25	53 / 33
School District 112 has enough money to continue to operate its buildings and programs.	43 / 40	42 / 42	36 / 39	44 / 43

Opinions of the 2016 Reconfiguration Referendum

Figure 1

...did you support or oppose School District 112's \$198 million dollar bond proposal that would reconfigure the District's school buildings and included various other changes to the District's operations and programs?

The residents of SD 112 overwhelmingly expressed opinions opposed to the District's \$198 million bond proposal (65% v. 29% Support) with 6% of respondents saying "Don't Know," or refusing to answer, which was very similar to the actual election results.

Graph 1
Opinions of Proposal by Region

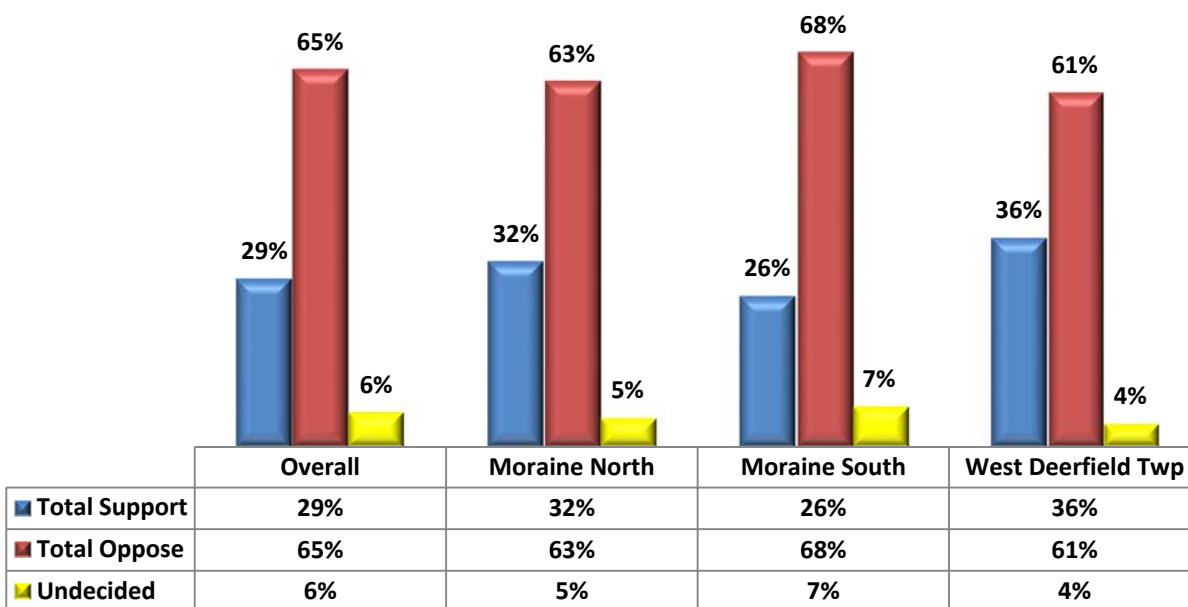


Table 3
Opinions of Proposal
by Middle School Grouping

Opinion of Referendum	Overall	Edgewood	Northwood	Elm Place
Support	29	27	36	31
Opposed	65	68	57	65
Don't Know / Refused	6	5	6	4

Other Key Findings of Opinions of the Referendum:

- When these opinions are narrowed down only to those who expressed a “**decided**” opinion (excluding those who did not answer), it calculates to 31% Support to 69% Oppose, which is statistically identical to the actual 32% to 68% election results.
 - Based on voter file vote history, those in households that actually participated in the March 2016 Primary Election show similar opinions as all respondents (29% Support / 66% Oppose). Respondents within households that pulled a Democratic ballot had comparable views as the entire population (32% / 61%). Respondents in a household that took a GOP ballot were much less supportive (19% / 78%).
- Support for the referendum was higher among residents of West Deerfield Township (36% Support) and those feeding into Northwood Middle School (36%), respondents between the ages of 35 and 49 (41%), women under age fifty (42%), and those with school-aged children (43%).
- Opposition to the referendum, which was pervasive throughout the District and sub-groups, was higher among residents over the age of 65 (71% Oppose), men over age 50 (71%), and actual GOP Primary voters (78%).

Opinions of Components of the Proposal

Respondents were then given descriptions of various components of the bond proposal and asked whether they had favorable or unfavorable opinions of each component.

Table 4
Opinions of Components by Region

Component (Total Favorable / Neutral / Total Unfavorable)	Overall	Moraine North	Moraine South	West Deerfield Township
The proposed size of the middle school.	22 / 14 / 57	24 / 13 / 55	19 / 14 / 62	28 / 16 / 42
The \$198 million dollar bond amount.	16 / 10 / 69	12 / 12 / 71	16 / 9 / 70	29 / 7 / 62
The bussing and commute times.	14 / 22 / 56	18 / 25 / 49	11 / 20 / 61	18 / 23 / 49
The traffic impact near the middle school.	12 / 23 / 54	12 / 19 / 54	9 / 25 / 59	22 / 31 / 34
The process the District used to develop and promote the plan.	21 / 15 / 56	23 / 18 / 51	18 / 14 / 60	31 / 7 / 50
The plans for a single middle school for the entire District.	22 / 8 / 68	20 / 7 / 70	21 / 10 / 68	34 / 4 / 62
Fifth (5th) Graders being moved to Middle School.	24 / 20 / 52	24 / 26 / 47	22 / 16 / 58	35 / 18 / 45
The plan would have all students together from 5th grade through senior year of high school.	23 / 11 / 62	24 / 16 / 55	20 / 8 / 69	36 / 12 / 48
The proposed location of the middle school.	23 / 19 / 51	21 / 25 / 48	22 / 17 / 56	35 / 16 / 34
That it would increase your property taxes.	22 / 23 / 52	18 / 26 / 52	23 / 22 / 52	27 / 18 / 49
A school in your neighborhood would close.	19 / 25 / 51	23 / 25 / 44	15 / 24 / 56	25 / 25 / 46

Table 5
Opinions of Components by Middle School Grouping

Component (Total Favorable / Neutral / Total Unfavorable)	Overall	Edgewood	Northwood	Elm Place
The proposed size of the middle school.	22 / 14 / 57	21 / 13 / 62	24 / 12 / 51	23 / 12 / 60
The \$198 million dollar bond amount.	16 / 10 / 69	16 / 9 / 71	9 / 11 / 75	22 / 10 / 64
The bussing and commute times.	14 / 22 / 56	13 / 19 / 60	17 / 26 / 47	9 / 22 / 58
The traffic impact near the middle school.	12 / 23 / 54	11 / 26 / 56	9 / 25 / 48	15 / 16 / 60
The process the District used to develop and promote the plan.	21 / 15 / 56	18 / 14 / 61	25 / 18 / 43	24 / 12 / 59
The plans for a single middle school for the entire District.	22 / 8 / 68	23 / 10 / 66	29 / 7 / 64	17 / 5 / 75
Fifth (5th) Graders being moved to Middle School.	24 / 20 / 52	20 / 17 / 59	25 / 24 / 46	26 / 25 / 48
The plan would have all students together from 5th grade through senior year of high school.	23 / 11 / 62	20 / 9 / 67	24 / 16 / 55	28 / 9 / 61
The proposed location of the middle school.	23 / 19 / 51	24 / 17 / 54	25 / 17 / 49	23 / 25 / 46
That it would increase your property taxes.	22 / 23 / 52	23 / 24 / 49	19 / 22 / 51	24 / 19 / 55
A school in your neighborhood would close.	19 / 25 / 51	16 / 24 / 55	24 / 25 / 43	22 / 28 / 48

When asked which of these components was the most unfavorable:

- 26% of respondents selected the \$198 million dollar bond amount;
- This is followed by the plans for a single middle school (15%);
- Fifth graders being together through senior year of high school (13%);
- Increased property taxes (13%); and,
- The size of the middle school (11%).

Overall the bond dollar amount / taxes accounted for 39% of the “least” liked components of the plan while issues associated with the middle school accounted for 45% of the unfavorable aspects of the proposal.

Opinions of Reconfiguration Concepts

Table 6
Opinions of Concepts by Region

Proposal (Total Favor / Total Oppose)	Overall	Moraine North	Moraine South	West Deerfield Township
Reduce the number of schools and increase taxes to maintain current class size guidelines and programming.	48 / 48	44 / 55	53 / 42	38 / 60
Reduce the number of schools, increase maximum class size guidelines, and change current programming, which would not involve a tax increase.	43 / 47	54 / 37	38 / 51	37 / 51
Increase taxes to keep all current schools, class size guidelines, and programming.	36 / 60	24 / 71	43 / 52	36 / 64

Table 7
Opinions of Concepts by Middle School Grouping

Proposal (Total Favor / Total Oppose)	Overall	Edgewood	Northwood	Elm Place
Reduce the number of schools and increase taxes to maintain current class size guidelines and programming.	48 / 48	53 / 42	44 / 53	46 / 51
Reduce the number of schools, increase maximum class size guidelines, and change current programming, which would not involve a tax increase.	43 / 47	41 / 50	57 / 33	36 / 55
Increase taxes to keep all current schools, class size guidelines, and programming.	36 / 60	42 / 54	15 / 82	35 / 62

Table 8
Opinions of Concepts by Sub-Groups

Proposal (Total Favor / Total Oppose)	Overall	Other Sub-Groups (Favor)	Other Sub-Groups (Oppose)
Reduce the number of schools and increase taxes to maintain current class size guidelines and programming.	48 / 48	< Age 50 (60%) School-Aged (60%) Dem. Primary (53%) Ravina (53%)	Men (53%) Age 65+ (57%) GOP Primary (57%)
Reduce the number of schools, increase maximum class size guidelines, and change current programming, which would not involve a tax increase.	43 / 47	Men (49%) GOP Primary (58%)	Women (52%) Dem. Primary (54%) Ravina (56%)
Increase taxes to keep all current schools, class size guidelines, and programming.	36 / 60	Women < 50 (53%) Dem. Primary (42%)	GOP Primary (75%) Ravina (55%)

Opinions of Program and Operation Concepts

Opinions of various individual options and suggestions on policies and plans were assessed.

Table 9
Opinions by Region

Policy / Plan (Total Support / Total Oppose)	Overall	Moraine North	Moraine South	West Deerfield Township
Installing air conditioning in facilities and buildings that do not currently have it.	72 / 23	70 / 25	72 / 24	81 / 15
Building safety entrances to the school buildings.	82 / 9	79 / 8	84 / 8	80 / 14
Installing more electrical outlets and increasing capacity for computers and other devices.	81 / 12	74 / 16	84 / 9	84 / 12
Establishing a full-day kindergarten program.	72 / 18	70 / 19	72 / 20	81 / 13
Make building accommodations to comply with ADA accessibility standards.	90 / 5	89 / 4	89 / 6	95 / 3
Having a school building and classroom structure that maintains current class size guidelines.	83 / 8	77 / 12	86 / 6	85 / 8

Table 10
Opinions by Middle School Grouping

Policy / Plan (Total Support / Total Oppose)	Overall	Edgewood	Northwood	Elm Place
Installing air conditioning in facilities and buildings that do not currently have it.	72 / 23	72 / 24	69 / 25	75 / 20
Building safety entrances to the school buildings.	82 / 9	84 / 9	75 / 7	83 / 12
Installing more electrical outlets and increasing capacity for computers and other devices.	81 / 12	83 / 10	73 / 18	81 / 12
Establishing a full-day kindergarten program.	72 / 18	71 / 19	71 / 20	77 / 17
Make building accommodations to comply with ADA accessibility standards.	90 / 5	90 / 6	89 / 5	95 / 3
Having a school building and classroom structure that maintains current class size guidelines.	83 / 8	86 / 7	77 / 19	85 / 5

Conclusion & Assessment

Assessment of Opinions the District:

North Shore School District 112 earns exceedingly high “quality” ratings. This is indicative of significant satisfaction with the educational experience and education-related performance of the District. This sentiment is pervasive and found throughout the District and among virtually all sub-groups, even among those who opposed the 2016 referendum. The District should be proud of this rating as it provides a solid foundation for general favorable opinions of the District.

However, when the Administration is assessed on its clarity on the District’s finances, nearly half of the population have concerns about this, and only four-tenths feel the District has been clear about its finances. This is almost definitely a by-product of the recent referendum campaign and aftermath. Even three months after the fact, concerns about the referendum and related issues weighs heavily on the residents’ minds. Direct, simple, and very clear messages must be communicated to the District’s residents about the current financial condition to build up awareness and understanding of the facts.

Evaluation of Opinions of the Failed Referendum:

This survey’s respondents expressed virtually identical opinions of the referendum as the actual election results. This indicates that both the sample of this survey is representative of the opinions of the District’s population and that the views of the referendum were consistent beyond those who participated in the March 2016 Primary Election.

The bottom line is that the proposal was opposed throughout the population, with opposition coming from the expected groups (men, older voters, Republican primary voters, etc.) but also struggled to find support among the younger, school-aged parent components of the population.

The assessment of what the population did not like about the plan shows two major concerns.

- First, the \$198 million dollar cost figure was clearly a concern, and by extension, the likely tax impact. However, it was the overall dollar figure that was the larger concern in this particular situation, since in various other assessments, the population shows at least some willingness to pay more in taxes to the District.
- The other major concern centered on the proposed middle school, primarily it being the only middle school, its size, keeping all kids together through H.S., etc.

These concerns created a two-front base of opposition to the plan, one from the typical financial / anti-tax voter and the other that suppressed support (or even led to outright opposition) from the typically more supportive younger families with school-aged children or a more vested interest in the schools. *Bottom line is the plan was too expensive and had components that the school families did not like.*

Assessment of Concepts and Plans

Overall, three different conceptual plans were evaluated, with none of them earning majority support. Keeping in mind that these concepts were tested with few details and no price tags associated with them, the concept of closing some schools and raising taxes to maintain programming earned the most support at 48%. A concept that closed schools and changed programming and class sizes without a tax increase and a status quo concept that would require a tax increase earned less support.

When assessing individual aspects of the concepts, the population shows some willingness to raise taxes, and at least a general understanding that closing schools may be necessary and in some way beneficial to the students. However, the natural NIBY type sentiments start to take root when the financial aspect is presented as not benefitting their neighborhood school or closing their local school.

From a public opinion perspective, the status quo with a large price tag (Note: the price tag was not tested in this survey) is likely to struggle to earn favorable responses from the community. Similarly, a plan to avoid a tax increase with significant impacts on operations and programs get less favorable responses as well. It should be noted that the “tax” was not the most immediate unfavorable aspect of the unsuccessful proposal. Their financial concerns of that proposal gravitated to the overall price (bond amount), and the community shows some willingness to pay more taxes. So, a plan that has a combination of revenue with some adjustments to operations and structure remains the most likely to earn favorable responses from the public, as long as the overall cost seems reasonable and the impacts on programs and operations are acceptable.

Every individual policy or proposal tested earns significant support, with those related to safety, technology, classrooms, and ADA compliance at hyper-popular levels, albeit with undefined costs associated with them. Any of these proposals will generally be received well by the community as long as they come with reasonable costs associated with them.

The community's long standing tradition of the neighborhood school and the prospect of some of these schools closing, along with a consolidation of middle schools, will be a challenging aspect of developing a plan that meets the needs of the District and students while addressing the views and expectations of the community. However, this community understands the importance of quality education, rates their schools exceedingly well, and shows a willingness to pay more to their schools and make some necessary changes in order to maintain this quality.

**North Shore School District 112
Reconfiguration 2.0 | Stakeholder Audit Report
January 11, 2017**

Overview:

The North Shore School District 112 Reconfiguration 2.0 Team (“2.0 team”) engaged LINK Strategic Partners to provide community engagement support as they work to help address ongoing facilities planning issues. In late December and early January, LINK performed a thorough review of background information to help contextualize the current challenges being tackled by the 2.0 team and the School Board, including past efforts to engage the community around the complex issue of reconfiguration.

As part of our background work, LINK performed stakeholder audit discussions with an array of community members as identified by the 2.0 team. The calls included discussions with people on all parts of the “yes” and “no” spectrum for the past referendum. Our main objectives in hearing from these stakeholders were to: 1) gain clarity around where past engagement efforts have stalled, 2) identify lessons we can learn from these challenges, and 3) gain insight into how to best engage the community moving forward.

The following report distills our discussions into critical themes and opportunities for growth and success moving forward. After talking to approximately 30 people, we are optimistic that there is a viable path forward for this work. Virtually everyone we talked with recognizes that there are real challenges with facilities that need to be addressed. There are many ideas for how to address those challenges, including opinions over whether solutions should be all-encompassing like the last referendum, or whether smaller, incremental changes will be more successful in this community. While there is general agreement that “something” needs to be done, there is not yet agreement on what that change should look like.

We were very impressed with how strongly the school district overall is regarded by the stakeholders we spoke with. While we heard a real sense from nearly all parties that a bit less “drama” would be helpful, we also heard a shared belief that District 112 is a strong district with a history of and commitment to providing an excellent education. This presents a unique opportunity for future community education efforts. The 2.0 team has much to celebrate about the school district while addressing specific facility, educational, and financial issues.

With the recent resignation of the superintendent and board members, there is uncertainty over who is leading what at this point. The vast majority of stakeholders we spoke with believe the 2.0 team is the proper group to be tackling these issues, but there was a lack of clarity on how leadership transitions in the district will impact the group’s critical reconfiguration work. During a time of transitions for District 112, the 2.0 team has the unique opportunity to provide a path forward, if it is decided that this work cannot wait.

This report is not a consultant opinion or recommendation. Those will be designed with you, as that is the only way to ensure this remains truly community-led. Instead, it is a distillation of critical themes across the conversations that we have had so far, and what follows is our initial understanding of the identified challenges, questions, opportunities, and next steps therein.

Major Themes from Our Discussions

Below are major themes from our discussions with stakeholders. The themes are not presented in any rank order; rather, these are a collection of thoughts based on our conversations.

Leadership. Nearly all stakeholders we spoke with agreed that the path forward will require positive leadership from an array of district stakeholders, including the board, administration, 2.0 team, and highly-involved supporters and opponents of the last referendum. While it is certainly understandable that a complex effort like reconfiguration would result in divergent viewpoints, the very public disagreements between board members, their staff, and community leaders regarding the path forward presented challenges during the last process. While everyone we spoke with understands this will remain a very complicated challenge, we also heard nearly unanimous craving for constructive, positive, forward-looking leadership from all parties moving forward.

Community Understanding. Many stakeholders interviewed (both referendum supporters and opponents) believe the community does not yet fully understand the school district's needs, especially people who do not have school age children. Nearly everyone interviewed expressed that District 112 communities are "smart" and "savvy" and that community members will reject attempts to "sell" them on any one solution or approach without buy-in generated from a transparent and inclusive community-based process. We heard from multiple stakeholders that fact-based communications that establish priorities and a shared understanding of the district's challenges and opportunities would be helpful in moving the process forward.

Change. Change was a recurrent theme in our conversations. While most stakeholders expressed belief that some change is imminent, long-time residents stated that the community may not be comfortable with sweeping changes. The price tag attached to the referendum, paired with multiple closings, and the single middle school model, was simply viewed as "too much" by many stakeholders.

Using Feedback. Many stakeholders did not know how community feedback was used during the last community engagement process. Feedback was gathered and analyzed with the best intentions; however, some community members may not have known how their feedback contributed to the final plan. Many stakeholders expressed concern that community members felt as if they were presented with a referendum option that did not align with the recommendations of the Superintendent's Citizen Finance and Facilities Advisory Committee or that was not discussed in the multiple rounds of community engagement.

Messaging Diverging Viewpoints. Many stakeholders from all sides of the issues conveyed a belief that the recent referendum failed because the broader community did not understand the

complexity of the issues in play. Opponents of the referendum had an advantage in messaging their views because it was straightforward to determine various reasons to vote “No” that resonated with different segments of the community. Conversely, referendum supporters were faced with trying to frame a large, complex challenge around a “simple” solution. Rather than framing the issues moving forward as a ballot box battle, we heard a real desire that future engagement should operate in the realm of a complex planning process where the community comes together to search for a common solution.

School Closings. Discussions around school closings are highly divisive, as can be expected around such an emotionally charged issue. We heard from some people who did not support the referendum that the school district did not make a compelling argument for why any buildings should be closed (as opposed to repairing or updating all buildings), while others believed school closings are imminent but that particular schools are high performing and should not be considered for closing. Some referendum supporters expressed concern that many “No” voters were only worried about their school and not the long-term needs of the entire district. Nearly everyone we spoke with expressed understanding that there are facility challenges that need to be addressed.

Middle School Model. While some stakeholders conveyed the value of consolidating services on the same campus, many expressed concern with the proposed middle school model. They felt that the new school was a “Big Box” school, detracting from the “neighborhood school” feel that the community values, especially the component of sending fifth graders to a middle school building. The educational merits and challenges of the middle school model deserve and require a full understanding of the many facets of such a complex idea. It was challenging to develop this understanding in the midst of an overall referendum package that included school closures and tax increases.

Tax Increases. Some stakeholders felt that the size of the referendum was too much for voters, especially those who either did not understand the cost-benefit analysis of the referendum, or who did not believe the costs were worth the proposed benefits. We heard from multiple voices that despite the wealth in Highland Park, District 112 encompasses people from many backgrounds, and there needs to be a larger focus on engaging, understanding, and respecting the real financial implications for moderate and lower income families.

Purpose of Reconfiguration. Largely everyone we talked with agreed that some improvements are needed to most buildings. We heard a lack of clarity around the purpose for reconfiguration. There is a perception among some that reconfiguration is more about letting go of personnel than facilities issues. Others believe that closures are being used as a “threat” to drive an aggressive timeline, or that “reconfiguration” is more about new buildings without enough discussion around improvements or modernizations to existing facilities.

Pride in Our Schools. We heard overwhelming support for the District and its teachers and staff. Overall, parents are very happy with the education their children are receiving, and families are still moving to the district due to its excellent reputation. This provides a positive platform for

engagement, but it can lead to a perception that there is little value in changing an “already-successful” system.

Opportunities for Moving Forward

Below are opportunities identified by our discussions for the 2.0 team and the district to consider in developing a process for moving forward.

Consider Multiple Decision Points with Varying Timelines. Some stakeholders we interviewed stated that large, sweeping changes were either unnecessary or unlikely to be successful. These stakeholders conveyed that for a referendum to pass, it will have to be part of incremental changes toward a shared vision. Whereas others stated that if we fail to seize this moment to do the “big, bold” things that are needed, progress will be delayed to a point that will be difficult to recover from. There may have to be multiple decision points (e.g., referenda, board decisions) to achieve long-term goals.

Bolster Community Understanding of Need. The majority of our stakeholder conversations included discussion around the need for broader community understanding of the issues and solutions facing District 112. Specifically, we heard a need for more education and definition around:

- *Facility Needs.* Many stakeholders said the larger community does not believe the facilities are in as dire need of repair as the Board has previously communicated. This presents a unique opportunity to engage through community meetings, use of the District 112 website, and the Highlander to reach the majority of voters and stakeholders with information regarding the financial and modernization case for why the facilities need repair and/or replacement, as well as the costs of doing nothing.
- *Finances.* There is a perception that community members feel uninformed or misinformed about the state of the district’s finances. While much information has been communicated, financial considerations are complex, and it is difficult to comprehensively communicate them to all stakeholders. Similar to communicating facility needs, the 2.0 team can use this as an opportunity to reengage community members around a shared understanding of District 112’s financial situation.
- *Evolution of Education.* With many families sending multiple generations of students to District 112 schools, it is understandable that some residents feel “if it was good enough for me, it’s good enough for today’s children.” Some stakeholders acknowledged the rapidly changing educational landscape and upgrades and construction that may be needed as a result. Others emphasized that District 112 has provided a great education for decades and continues to do so, so any changes needed are incremental. As most stakeholders acknowledged, District 112 is located in a unique area with character and a diverse population. Additional research into educational and facilities innovations in communities with similar character may be helpful to provide context for District 112’s situation.
- *Complexity.* Some stakeholders spoke to the complexity of these issues, and how voters only understood part(s) of the reasoning behind the referendum. Many of these

stakeholders shared that while there were many potential reasons to vote “No” for the referendum, there was only one “big” reason to vote “Yes,” and that reason was multi-faceted and difficult to convey and engage around. Some stakeholders recommended that future communications seek simplification and transparency in conveying information. If this remains a ballot box issue where all debate is limited to talking points and who can score a “win,” we will miss the opportunity to have the hard, complex, and messy discussions needed to move the district forward.

- *Community Needs.* Multiple stakeholders suggested an open call for residents to voice their needs and sense of “communal values” in order to foster community-based dialogue. An open call for input from community members may help to clarify community desires, and possibly would enable a majority of voters to support a referendum. This suggestion arose under the common theme of rebuilding trust between the broader community and District 112 leadership post-referendum and amid transitions.
- *The Process.* Many stakeholders shared that in order to establish a sustainable path forward for District 112, the school district and its stakeholders must convey trust that an inclusive and transparent community process will lead to a successful outcome. One stakeholder said he could not fathom the process taking less than two years. Others said we must prepare for another referendum at the earliest possible date. Overall, there was a sense that the issues and process have urgency and that a solution is possible, but that the district cannot afford to rush into a subpar or unsupported solution.

Rebuild Communal Trust. We commonly heard from stakeholders that there is a widespread lack of trust in the community, both among “official” actors such as the Board, administration and advisory groups, as well as among community members who fall on different sides of the reconfiguration issue. Several stakeholders expressed that the 2.0 team is currently best positioned play a role in rebuilding community-wide trust and setting the tone moving forward. Stakeholder suggestions for outreach methods and approaches include:

- Hold more community forums with a broad array of community members — not just people with school age children.
- Continue to post videos and/or minutes from all meetings on social media and on the district website (including 2.0, Board, and workshop meetings).
- Use the District 112 website and social media to host Q&A sessions for the larger community.
- Provide concrete, easily understood data to explain the district’s finances. People will respond positively to factual, well-researched and presented data. While much financial data was provided during the last process, a number of stakeholders expressed concern over the accuracy and understanding of community knowledge about district finances.
- Use *The Highlander* to directly communicate with the most residents. Coordinate with the city to clearly indicate on the cover and in other communications that the newsletter includes important information about the school district.
- Provide a platform for all community members to engage. We heard that there is a small but mighty contingent of invested community members who will regularly attend open board and committee meetings. However, many in the larger District 112 community are not as involved or educated on the issues facing the district. Some stakeholders

mentioned specific groups that were possibly underrepresented in past reconfiguration discussion:

- Seniors
- Young Parents/Young Homeowners New to District
- Hispanic Population
- ESL Residents
- Military Families
- Provide community members with the opportunity to provide input on multiple options. Many stakeholders expressed that they do not like being “sold to,” nor do they want an “either/or” option.
- Inform people how their feedback was used. As explained above, some stakeholders expressed that while input was gathered, they did not know how it was used in developing the referendum.

Demonstrate that Any Future Referendum is Strategic and Thorough. Based on our discussions, whatever a new referendum contains, we heard a desire for it to be rooted in an overall strategy. For instance, there should be a plan for what will happen to the empty buildings. Will there be “phasing out” of young students at buildings planned for closing? And, how can we ensure any plan is “least disruptive” to the strong neighborhoods that make up this strong community?

Provide the Community with Stability in a Time of Transitions. Many stakeholders mentioned that there is opportunity for the 2.0 team to provide stable leadership on reconfiguration issues during a time of leadership transitions in the district. Conversely, a few stakeholders expressed concern that it would be difficult for the 2.0 team’s work to continue without a permanent superintendent.

Connect with Community Members How They’re Most Comfortable. The stakeholders we spoke with conveyed a strong culture of engagement in Highland Park that should be tapped into moving forward. Despite the divisiveness of the recent referendum, there remains a strong sense of community. Some stakeholders mentioned that people should be engaged on an individual basis and have their concerns and ideas directly addressed in a “grassroots” manner. Any engagement effort should seek to engage community members when, where, and how they’re most comfortable.

Next Steps

During our conversations we heard an understanding from most stakeholders that District 112’s current situation is unsustainable, and change is inevitable. There is genuine desire to come together as a community to help solve the issues facing the district. The Reconfiguration 2.0 Team is poised to provide leadership in arriving at a viable path forward.

Our conversations highlighted key themes regarding the district’s facilities, financial, and educational issues, as well as new opportunities and lessons learned from the last reconfiguration

efforts. These points will be crucial to developing a transparent, inclusive, and community-based process for moving forward.

While we heard that the amount of discourse around these issues has been high — indeed, previous processes have been robust in scope — we also heard that the current situation is blemished by emotional disagreement and low levels of trust, and opportunity exists to include a more diverse array of stakeholders in future planning processes. Community members are seeking to be engaged as partners in this effort, and most of the stakeholders we spoke with believe there must be engagement around multiple potential solutions. As some stakeholders pointed out, initial discussions should focus on objective information sharing and feedback gathering that establishes a common knowledge base from which multiple reconfiguration options can be developed.

An array of stakeholders should be engaged in developing a community-led vision for District 112's future. Based on what we have heard, it is important that this process should include clear protocols for how information and input will be gathered and used in developing that vision. As discussed above, the environment necessary to foster community buy-in is derived from a “feedback loop” between the community and the school district that is clearly defined and trusted.

We are optimistic that a sustainable path forward is possible, and the Reconfiguration 2.0 Team is well situated to facilitate the process needed to deliver on that promise.

North Shore School District 112 Focus Group Report

**Reconfiguration 2.0 Community Team
February 22 and 23, 2017**

Prepared by:



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Executive Summary: The following report provides summary data and analysis from the two focus groups held at the North Shore School District 112 Headquarters building in Highland Park, Illinois on February 22 and 23, 2017. There were 33 total participants across both of the nights, including a self-selected group of parents of past, current, and future district students; current and retired District 112 teachers; and community members without children. There was a wide age range among participants and a diversity of long-time versus recent residents. Recruitment methods included placement of newspaper ads, outreach to schools, and phone-based outreach.

There were three primary objectives of these discussions: (1) gauge community understanding about current and future needs of the school district, 2) learn why the previous referendum failed and better understand community priorities or desires for a future plan, and 3) set clear priorities for engagement and the Reconfiguration 2.0 Community Team's efforts moving forward.

Key Takeaways

Building Trust and Setting Tone: Building trust through a collaborative process remains critical to District 112's success. Many participants were concerned about the tone of past dialogue around reconfiguration. The tone we set should be objective and forward-looking.

Establish a Fact Pattern: There are differing opinions over what some would consider "basic" facts surrounding facilities conditions and finances. The 2.0 Community Team should focus on establishing an agreed-upon fact pattern around these issues, particularly during opportunities for engagement such as the upcoming community forums. Additionally, many participants talked about academics and facilities as separate issues. We must find a way to highlight how these issues are interconnected.

Change is Needed. "Everybody [in Highland Park] wants to eat an omelet but nobody wants to break an egg to make it." Nearly all focus group participants agreed that there is a need for change in the district. Participants expressed near consensus that consolidation is needed. No one said we should keep all schools open. Additionally, some participants discussed whether the district's finances could be better managed to mitigate the effects of or need for school closures, especially in regards for administration spending.

Quality of Curriculum and Education. While there was some disparity of opinion over the quality of the current elementary school curriculum, most participants agreed that high-quality teachers and the high-level involvement of parents in the district is a true asset and a driving factor for District 112's high performance. A few parents of current students voiced that teachers may be concerned about job security and may be looking for jobs in neighboring districts.

Diversity is Valued. "Diversity" was cited a number of times from parents and community members alike as a primary reason for why they value the school district. Participants would like to maintain or enhance this sense of diversity with any reconfiguration plan. The Dual Language

program was repeatedly mentioned as an exemplary program, an example of “diversity” in practice within the district.

Focus on Equity. While the discussions did not center on specific features or plans for reconfiguration, participants agreed that any reconfiguration plan should prioritize equity of resources and opportunities. Equity across facilities and programming was indicated as paramount for the success of this process. The process for closing and consolidating schools must be done in an equitable way.

Preferred Class Size/Sections per Grade. Much discussion centered on the “optimal class size” for the district’s schools. Some participants expressed preference for smaller, more intimate class sizes (approximately 14 students), citing a smaller student-to-teacher ratio to support this viewpoint. Others preferred a larger class size (approximately 22-24 students) to allow for more collaboration and diversity in the classroom. This dialogue included discussion regarding the optimal number of sections per grade at each school. While there was no consensus on an “optimal” number, most participants agreed that two offerings of the same grade was too little. Some parents and community members mentioned four as being a nice number for students (in terms of increased opportunities for socialization) and for teachers (for the facilitation of lesson planning and mentorship amongst teachers). There was agreement during both focus groups that grade level teams were helpful for allowing for teachers to plan and collaborate with one another.

Tax Increase Support. Attendees agreed that they would support a tax increase if the reconfiguration plan proposed was one they felt was sensible and clearly communicated. While there was not necessarily a specific number voiced for an optimal tax increase, many did share that the most recent referendum effort requested far too much and lacked clarity. The fact that it was also labeled and recognized as “the most expensive referendum” in Illinois school system history may have contributed to the lack of support, according to some participants. Additionally, it was expressed that the tax implications of any referendum plan should be considered within the larger context of funding requests/demands by the high school, the park district, the city, and other taxing districts.

Grade Configuration. In the first discussion, most participants accepted a model of grouping elementary students by grade level buildings. Specifically, they responded positively to having one building for Grades K-2, and another for Grades 3-5. It was expressed that children would feel stability and support if traveling with their cohorts, despite moving to a new building every few years. The second discussion was a bit more divided on this concept. A few current parents felt children would be “arbitrarily moving,” and that it would translate to more driving for parents with multiple children. The idea of stability and support among cohorts was also expressed during this discussion.

Comparisons to Neighboring Districts. Across both groups, participants felt District 112 needed to stay competitive with neighboring districts. Specifically, both groups voiced concern that neighboring districts have all-day kindergarten and more updated buildings, despite similar perceived tax levels.

Focus Group Questions

1. What are your impressions of the district's educational programming and priorities?

- “I moved to this district because of its strong reputation for academics.” This statement was reflected in comments by some participants, and then echoed by many others. The diversity programming options in the district was mentioned in support of this point, including dual language, STEM and arts programming. Both groups also spoke to the positive reputation of the teaching staff across the district.
- There was discrepancy in attitudes toward class sizes in the district. Some felt that small class sizes allow for more direct contact with teachers and staff. Others felt that smaller classes detract from social opportunities for students, including the ability to interact with a larger pool of classmates. This was cited more strongly in the first discussion, where a few parents of current students were concerned about the present social and emotional opportunities for their children, given the relatively small class sizes in their schools.
- As part of the dialogue around this question, many participants expressed a desire to prioritize healing wounds in the community over the past referendum and BDR3. Some participants said this is almost as important as the creation of new, viable reconfiguration options.

2. What are your impressions of the district's facilities?

- Most participants agreed that the district has too many facilities for the number of enrolled students, but many also expressed that the quality of education has not suffered due to this. Concern around the number of schools revolved around the costs for upkeep and staffing, but not necessarily the quality of services provided.
- While participants seemed to agree that some schools are in need of deferred maintenance or renovation, many also agreed that the larger community may not know or agree with this. A few of these participants articulated that it is the school district's responsibility, and the responsibility of the 2.0 Community Team, to communicate the state of all district facilities to district stakeholders.
- A few long-time Highland Park residents spoke to the belief that “this process is a long time coming.” These participants spoke to the notion that part of the deal with past school district consolidation was to keep the number of facilities and infrastructure as close to the same as under the previous configuration as possible. In one resident's words: “We have been kicking the can down the road [ever since].”
- “Schools become a community where classes are preserved and local atmosphere is forged.” Some focus group members spoke to the conflation of school communities and physical space. Some space-saving ideas for consolidation were voiced, which would facilitate opportunities for children to still feel a sense of community, despite changing schools or integrating with a larger community. These participants expressed that the formation of “community” is dependent on how adults define and shape it for their children.

3. To the best of your knowledge, what is the current state of the district's finances? Moving forward, where do you believe the district's finances stand in the next 5-10 years?

- Some participants expressed that the district is “administration top-heavy.” Employing administrators in every building and growing the central administration, despite perceived low enrollment, was seen as irresponsible by some group members. Some participants spoke to the reputation of the district as one that “bleeds money,” and expressed that the city does this as well, which affects the school system. Some long-time residents expanded on the notion of fiscal responsibility, speaking to this issue as being one that is 20-30 years old, and questioned why it has taken so long to be addressed.
- Most participants feel that the district's finances are fine for now, and some recognized that they will diminish rapidly if changes are not made soon. These individuals spoke to the importance of correct and verifiable information about finances and the overall state of the district being communicated to district residents immediately.

4. How do you think the school district and the Reconfiguration 2.0 Community Team can best move this process forward and gain community trust?

- Many feel that the 2.0 Community Team already has community support, and that there are strategic actions the group can take to retain and build on this support. Small group discussions and focus groups (like these) were mentioned as being helpful in gaining and maintaining community support. Some attendees spoke to the importance of involving the community in every step of the decision-making process, and in striving to always be transparent.
- Several participants mentioned widely publicizing community meetings and focus groups. Examples for hyping up these events include publicizing in local newspapers, via social media, and in community locales such as parks and the country club. Another suggestion was to more often update the website with meeting minutes, videos of meetings, etc. In short, there “should be no way anyone can say he/she was not updated on the work of 2.0.”
- Many participants also spoke to the current fissures in the district around BDR3 and past proposed closings. Some participants said — and others agreed — that the 2.0 Community Team, can assist some of the healing in the district, by facilitating more public discussions that engage an array of community members.

5. Last year's referendum proposed consolidating the school district's facilities into a smaller number of buildings, including renovation of some facilities and some new construction. Without considering any one specific school, do you agree or disagree with the assessment that the district has too many facilities? Why or why not?

- Most people across both groups agreed with the need for consolidation. These participants understand that there are too many buildings for the number of enrolled

students. One participant voiced: “No one wants it to be their school,” which was agreed on by most other participants. Balancing these competing priorities among community members will be key when developing and presenting the next round of reconfiguration options.

- “No community should lose everything while others only gain; there should be small, equal compromise for all community groups concerned.” Many participants spoke to the importance of equity in both resources and programming, as well as flexibility in the new plan. Total district population and neighborhood populations will continue to change: “We need the flexibility for less facilities so we can have optimal class sizes.”

6. Previous reconfiguration analysis has included discussions around the feasibility of renovation and maintenance of all existing facilities. What do you think about this approach? Why do you (not) support this idea?

- Many participants spoke to the need for fewer buildings and higher quality of facilities. Elements of “higher quality” included improvements to air quality, air conditioning in every building, and the removal of asbestos and mold.
- “Good teachers can teach in any space ... We should be focused on curriculum and programming, not buildings ... Buildings do not make schools, people make the schools.” A few participants spoke to the importance of improving curriculum and programming before improving facilities. They spoke to the need for a full-day Kindergarten and a more innovative elementary curriculum, saying these should be prioritized over facility management.

7. One significant issue during the past referendum surrounded the projected cost. In your opinion, are residents of District 112 open to an increase in taxes to fund a reconfiguration plan? If so, under what circumstances? Is there any cap or limit to this increase?

- The majority of participants said they were open to a tax increase, provided a viable and supportable reconfiguration plan. Many participants who voted down the past referendum did so because they felt it was hastily planned and did not offer viable programming and space solutions.
- Many people did speak to the high dollar amount of the past referendum, and expressed some sticker shock. The fact that it was the largest referendum in the history of the state made these community members wary of voting “yes.”
- A few people spoke about the recent high school referendum passing at \$89 million. These participants indicated that this could be used as a benchmark for a future referendum. The cost of that referendum was referred to as “sensible” and “understandable.”
- The majority of participants also felt that those without children in the district would support the schools if they understood how reconfiguration and newer facilities would affect their home values. It was widely agreed on, however, that reaching and engaging this voter demographic would be more challenging than reaching parents of

current District 112 students.

- Some participants expressed that for a referendum to pass, the district needs to account specifically for where all of the money will go. A common refrain was that the district needs to regain the trust of the community, and to do this, they need to be transparent during every step of the reconfiguration process. This includes accounting for how the money generated from tax increases would be allocated.

8. To what extent do you believe a successful referendum effort is necessary for the district to address its educational, facilities, and financial challenges? Conversely, to what extent do you believe these challenges should be addressed through the district's existing budget?

- A few participants in both groups felt that the district is not managing its finances responsibly and voiced concern around whether there was a need at all for a referendum. These participants expressed that the district needs to be transparent and efficient with current resources, as well as release projections of how much it could earn by selling closed buildings and the land they currently occupy. There was mention in one group that the district has not assessed current resources, or if it has, it has not done an efficient job of sharing those numbers with the community. Similarly, some participants said they would not support a new referendum until they saw attempts made at efficient spending by the district's administration. These participants expressed that they are happy to support the schools if the money is truly needed, but they have not seen evidence of this yet.

9. Thinking about reconfiguration options moving forward, what educational programs and/or facilities investments must be developed or maintained for this district to serve our students and stay competitive with its neighbors?

- All-day Kindergarten was mentioned as a priority by most participants across both groups. Similarly, dual language programming was repeatedly mentioned as a hallmark of the district; some participants reported moving to District 112 specifically for the program. Fine arts programming was also mentioned in both groups.
- While most participants agreed that providing students with opportunities to use and learn technology is important, some attendees stated that "curriculum and programming need to come first." There was also a concern voiced that students are not taught how to properly use technology beyond emailing and games.
- Programming desires voiced by some working parents who participated include an after-school care program and more extracurricular after-school opportunities. Some participants raised the concern that not all buildings are ADA compliant. There was concern voiced around a lack of differentiated programming, both for students with special needs and for gifted students.

10. Prior to the district's creation of the middle school campus model upon which the previous referendum was based, a superintendent's committee came up with a

model in which the three middle schools would be reduced to two. Would you support such a plan? Why or why not?

- Some participants expressed that the one middle school model was a well-considered idea, while others expressed that the model was pursued for the sake of innovation, rather than the need for reconfiguration and efficiency of resources. Supporters of the model admittedly did some research, by reading current educational research and attending district forums, according to their statements. Current and past teachers who participated spoke to having taught in a 5-8 building, and attested to there being no academic or social issues with this model. While some of the communal concern from participants stemmed from fifth and eighth graders mixing, those in favor of the one-school model stated the grades would be split by sections of the building.
- A two-school model was supported by many participants, who expressed or agreed that there is no physical need for three middle schools. Concern arose around where to erect these schools, to ensure there is no unintended split of socioeconomic groups or races. Another concern with two middle schools was around equity. The majority of participants agreed that each school would need to have the same academic, extracurricular and facilities resources to provide equity for all children and families. One solution offered by a participant to alleviate these concerns is to offer a Grades 5/6 middle school, and a Grades 7/8 junior high school. This could help ensure that no boundaries are perceived to have been erected along racial or socioeconomic lines. A follow-up question arose around whether it is healthy to have students together from Grades 5-12, or if students should be split up at some point to facilitate emotional and social growth. There was no consensus around this question.

11. Would you support a solution in which the elementary schools are paired regionally with a neighboring school so that kids go to one school for K-2 and the other school for 3-5 in order to provide more classes per grade in each building?

- “We have really good schools now; this would be a great opportunity, though, to go to the next level.” This quote exemplifies how most participants felt around this issue. The majority spoke to the benefits of resource sharing, teacher collaboration, and more students to build relationships with.
- “Children like consistency. They have enough anxiety from grade to grade. Changing buildings arbitrarily doesn’t make sense.” This quote was stated by one parent who felt grouping buildings by grade level would have a negative effect on young children. A few parents were adamant in their opposition to this solution, expressing the belief that this approach would not support students’ social and emotional needs. One participant countered these concerns, stating, “Children are much more resilient than we think, and if they are traveling with the same cohort each year, even to a new building, they will feel supported and stable.”
- Participants who identified themselves as having children in different grade levels voiced concern that it would be more difficult for parents to drop off and pick up their children from multiple buildings.

COMMUNITY SURVEY RESULTS FOR NORTH SHORE SCHOOL DISTRICT 112 / RECONFIGURATION 2.0 COMMUNITY TEAM

APRIL 17, 2017

aQity Research & Insights

Evanston, IL

Executive Summary: Key Findings

Key Findings

- **Consistency in curriculum and overall quality of education across all D112 schools** is critical according to residents.
- Similarly, **ensuring manageable class sizes** throughout the schools is also key. A majority (54%) feel maintaining under 20 students per classroom is extremely/very important; keeping the average classroom under 25 students is even more critical (62% extremely/very important).
- Residents by-and-large recognize the need for consolidation and school improvements. Over eighty percent recognize that **reconfiguration is needed to help stabilize District finances** at least in the short-term.

Key Findings

- While most recognize the need for school closures, **half feel it is very/extremely important to keep their local neighborhood school open.**
- **A small plurality would rather see the final configuration plan implemented quickly** (to avoid delays and additional costs) rather than in a staged approach (to minimize the immediate impact on students and schools).
- **There remains a core group of residents (roughly 25% to 40%) who are most focused on avoiding higher property taxes** (generally the oldest and long-term residents, and 2016 referendum opponents).
- **Three out of five at least somewhat support the pairing of nearby elementary schools** (grades K-2 in one school, and grades 3-5 in a different school for the same student population). Those with current D112 students and middle-age adults (ages 45-64) tend to support this concept.
 - However, both the oldest adults (ages 65+) and younger parents (those with pre-K children) are less supportive.
 - This idea also tends to be opposed by the 29% who feel it is “extremely” important that their neighborhood school remains open. Residents living closest to Lincoln and Braeside schools are most opposed.

Key Findings

- At least two-thirds support the \$75M and \$100M levels, with little drop-off between the two (69% and 66% support, respectively). The \$75M option receives significantly more “strong” support (45%) than the \$100M amount (30%).
- At the \$150M level, residents are more divided (56% support, 44% opposed). However, there are more “strong” opponents at this level (31%) than “strong” supporters (28%).
- Some groups maintain relatively strong levels of support regardless of the bond amount (younger adults under age 45; those with current DI 12 children or pre-K children; residents who feel the top priorities are stabilized District finances and ensuring consistent education quality across all schools).
- Those whose strong support drops off at the \$150M include Highwood and Far West resident and women overall. A slight majority of 2016 referendum opponents voice support at \$75M or \$100M levels, but not for the \$150M option.

Detailed Findings

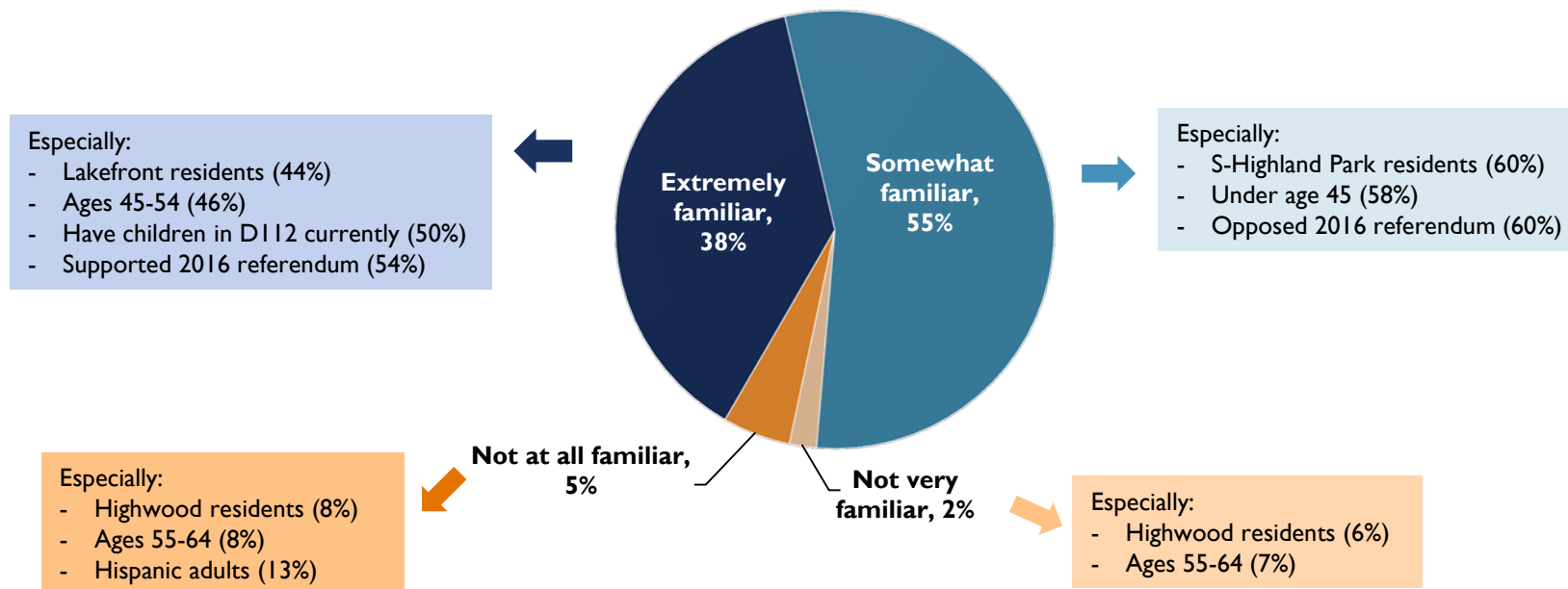
- The ratio of satisfied-to-dissatisfied parents is roughly 11:1, and a majority (55%) are very or extremely satisfied.
- The overall average score (on a 0-10 scale) is a strong 7.5. The highest ratings tend to come from:
 - Residents in the north part of the District, specifically Highwood (7.9 average) and N-Highland Park (7.7);
 - Hispanic/Latino adults (8.0);
 - Those who report supporting the 2016 referendum (7.6) or do not recall that referendum (8.7).
- Lower than average ratings (though still positive) are most likely to come from:
 - Lakefront (7.1) and Far West residents (7.2)
 - Adults who report opposing the 2016 referendum (7.3).
- There are no differences by respondent age and whether or not they have children (either in D112 or pre-K).

Overall Satisfaction with Quality of D112 Schools
(overall average/mean rating = 7.5)



- Those reporting to be most familiar live in the Lakefront region and have children in D112 currently. Self-described supporters of the 2016 referendum also tend to report strong awareness.
- The “somewhat” familiar residents tend to be younger, live in S-Highland Park, and include self-reported opponents of the last referendum.
- Middle-age adults (most likely empty-nesters) and Highwood residents tend to be less familiar in general.

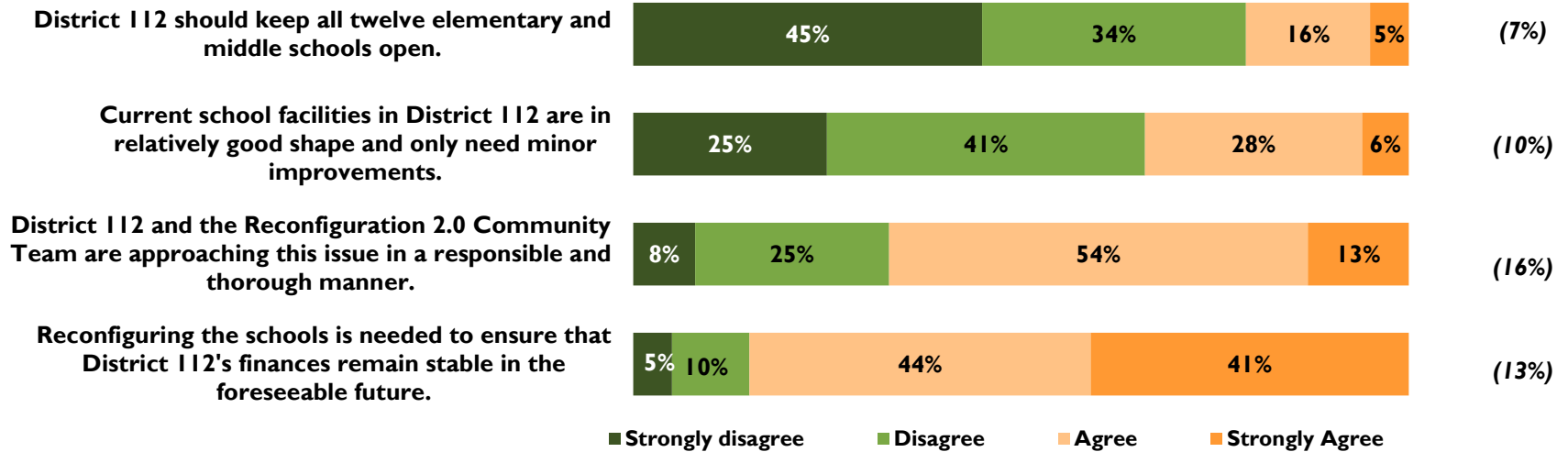
Issue Awareness/Familiarity



- Similarly, two out of three residents (67%) feel that D112 and the Reconfiguration 2.0 Community Team are approaching this issue responsibly.
 - Much of this agreement is “not strong”, suggesting that residents either seek an even more thorough or responsible approach, or are not familiar enough with their performance to offer a stronger opinion.
 - The vast majority (85%) recognize that a reconfiguration solution is needed to stabilize D112 finances.

Initial Agree/Disagree Statements

% Unfamiliar (not included in agree/disagree results)



Those believing that all current schools should stay open represent a minority opinion among every subgroup.

- Still, the oldest residents, men, and those opposed to the 2016 referendum tend to support keeping all twelve facilities.
- Women are more likely to recognize that current buildings are beyond “minor” repairs, whereas men and Highwood residents tend to feel the schools are in relatively good shape (more than average).

D112 Should Keep All Current Schools Open		
	Overall	Most Likely to Agree/Disagree
Agree – Strongly	5%	<ul style="list-style-type: none"> - Ages 65+ (13%) - Men (8% vs. 2% of women) - Lakefront residents (12%)
Agree – Not Strong	16%	<ul style="list-style-type: none"> - Ages 65+ (23%) - Men (18% vs. 13% of women) - Report opposing 2016 referendum (16%, vs. 6% of supporters) - Highwood residents (30%) - Lived in District 20-29 yrs. (29%)
Disagree – Not Strong	34%	<ul style="list-style-type: none"> - Under age 45 (41%) - Women (38% vs. 31% of men) - Report opposing 2016 referendum (38%, vs. 30% of supporters) - S-Highland Park (45%), Far West (39%) - Lived in District <5 yrs. (49%)
Disagree – Strongly	45%	<ul style="list-style-type: none"> - Ages 45-54 (52%) - Report supporting 2016 referendum (61%, vs. 40% of opponents) - Hispanics (58%)* - Lakefront residents (52%) - Have D112 students (53%) - Lived in District 5-9 yrs. (65%)

Schools in Good Shape/Only Need Minor Improvements?		
	Overall	Most Likely to Agree/Disagree
Agree – Strongly	6%	<ul style="list-style-type: none"> - Highwood residents (12%)
Agree – Not Strong	28%	<ul style="list-style-type: none"> - Men (37%, vs. 19% of women) - Report opposing 2016 referendum (34%, vs. 9% of supporters) - Hispanic households (37%)* - Highwood residents (39%)
Disagree – Not Strong	42%	<ul style="list-style-type: none"> - Women (47%, vs. 36% of men) - Non-Hispanic households (46%) - N-Highland Park (64%) and S-Highland Park residents (48%)
Disagree – Strongly	25%	<ul style="list-style-type: none"> - Women (30%, vs. 18% of men) - Report supporting 2016 referendum (44%, vs. 15% of opponents)

Younger and newer residents are most supportive of the effort put forth by D112 and the Reconfiguration 2.0 Community Team.

- Conversely, the oldest residents and opponents of the 2016 referendum are least trustful of these groups' performance.
- While many recognize that some reconfiguration solution is needed to improve the District's finances, the few who disagree tend to be the most long-term local residents.

D112/Reconfiguration 2.0 Team is Responsible/Thorough

	Overall	Most Likely to Agree/Disagree
Agree – Strongly	13%	<ul style="list-style-type: none"> - Under age 45 (19%) - Report supporting 2016 referendum (18%, vs. 10% of opponents)
Agree – Not Strong	54%	<ul style="list-style-type: none"> - Report supporting 2016 referendum (58%, vs. 49% of opponents) - Lived in District <5 yrs. (76%)
Disagree – Not Strong	25%	<ul style="list-style-type: none"> - Ages 65+ (30%) - Report opposing 2016 referendum (30%, vs. 19% of supporters) - Lived in District 5-9 yrs. (37%), 30+ yrs. (33%)
Disagree – Strongly	8%	<ul style="list-style-type: none"> - Ages 65+ (16%) - Report opposing 2016 referendum (11%, vs. 5% of supporters) - Lived in District 20-29 yrs. (16%)

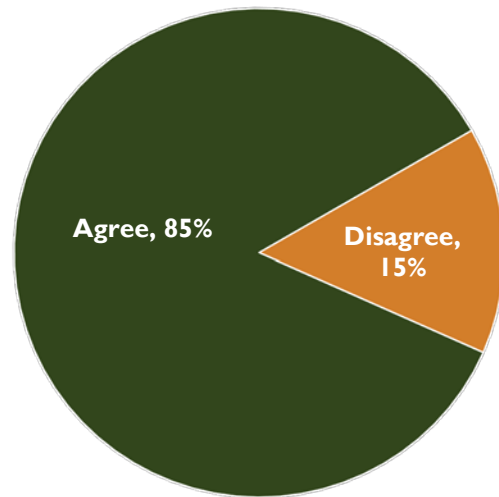
Reconfiguration Needed to Stabilize D112 Finances

	Overall	Most Likely to Agree/Disagree
Agree – Strongly	41%	<ul style="list-style-type: none"> - Under age 45 (47%), 45-54 (49%) - Report supporting 2016 referendum (55%, vs. 36% of opponents) - Lived in District < 5 yrs. (47%), 5-9 yrs. (45%), 10-19 yrs. (49%) - Currently have D112 middle school student (68%)
Agree – Not Strong	44%	<ul style="list-style-type: none"> - Ages 55-64 (48%) - Women (51%, vs. 35% of men) - Lived in District <5 yrs. (49%), 5-9 yrs. (54%) - Have pre-K child (52%)
Disagree – Not Strong	10%	<ul style="list-style-type: none"> - Ages 45-54 (14%) - Men (16%, vs. 4% of women) - Report opposing 2016 referendum (15%, vs. 2% of supporters) - Lived in District 30+ yrs. (15%)
Disagree – Strongly	5%	<ul style="list-style-type: none"> - Ages 65+ (14%) - Report opposing 2016 referendum (8%, vs. 1% of supporters) - Lived in District 20-29 yrs. (15%)

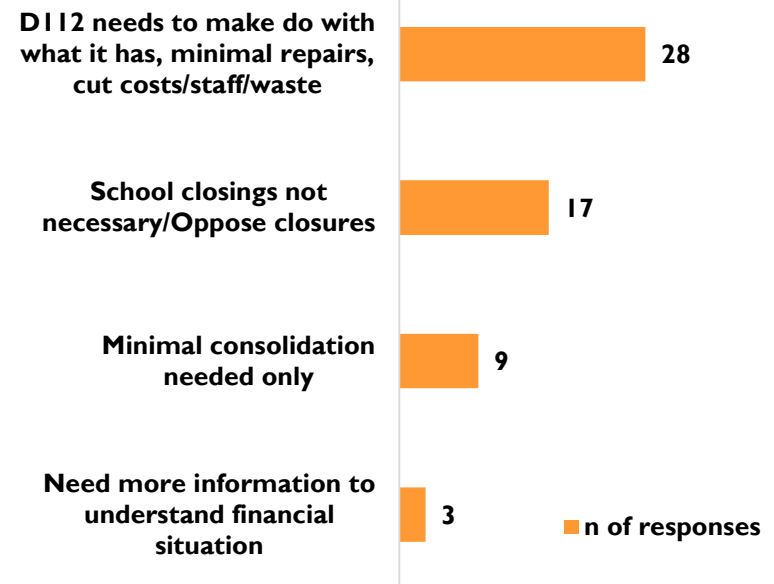
The relatively few who feel reconfiguration is not needed to improve D112 finances most often believe the District can do more with what it has.

- Others simply oppose or do not believe any school closures are necessary, or at most only one or two schools need to be consolidated.
- Examples of these verbatim responses are provided on the next page.

Agree/Disagree: Reconfiguration is Needed to Ensure Stable D112 Finances in Foreseeable Future

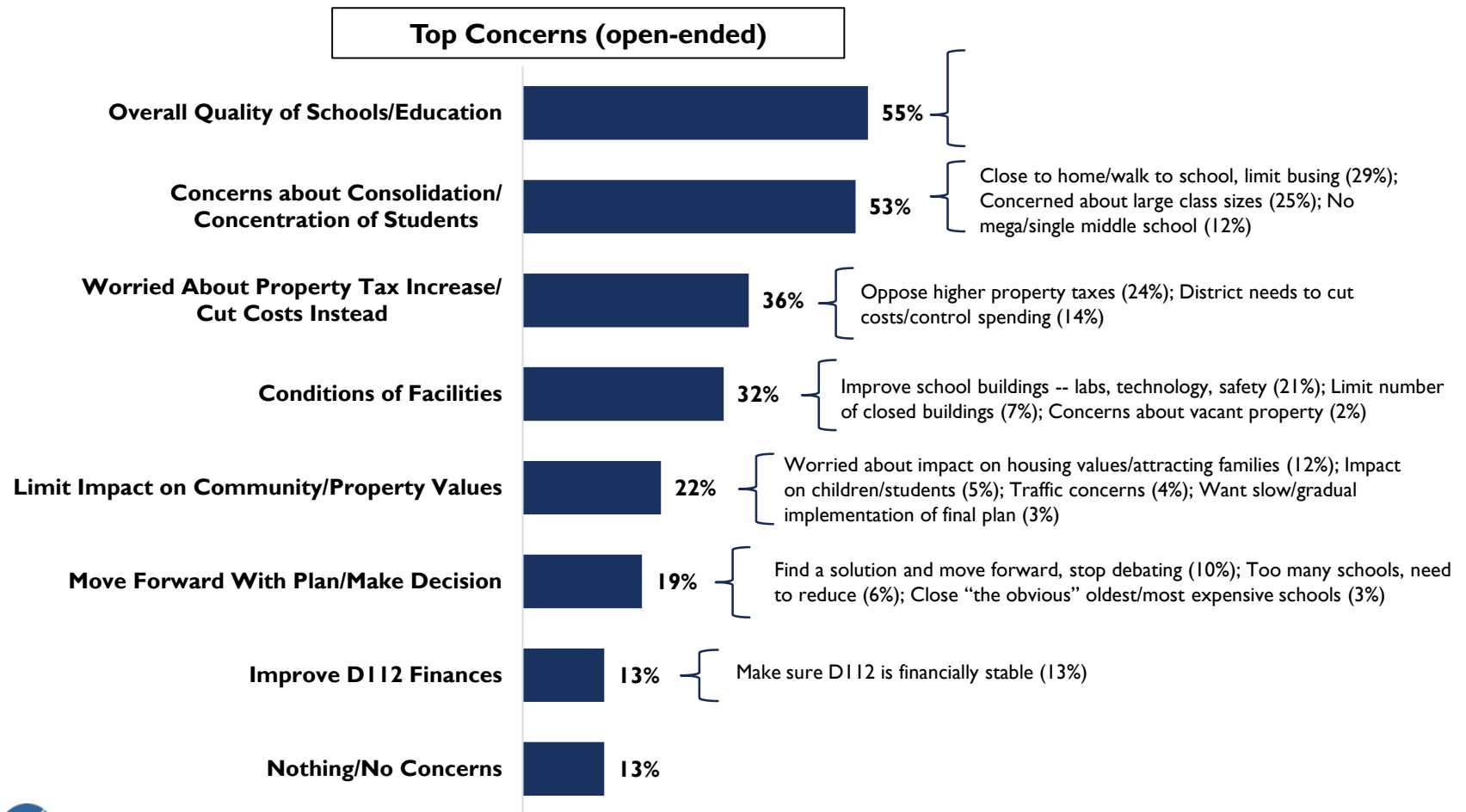


Top Reasons for Disagreeing (multiple open-ended responses)



In an open-ended format, the top reconfiguration concerns are quality of education and location/concentration of students in remaining schools.

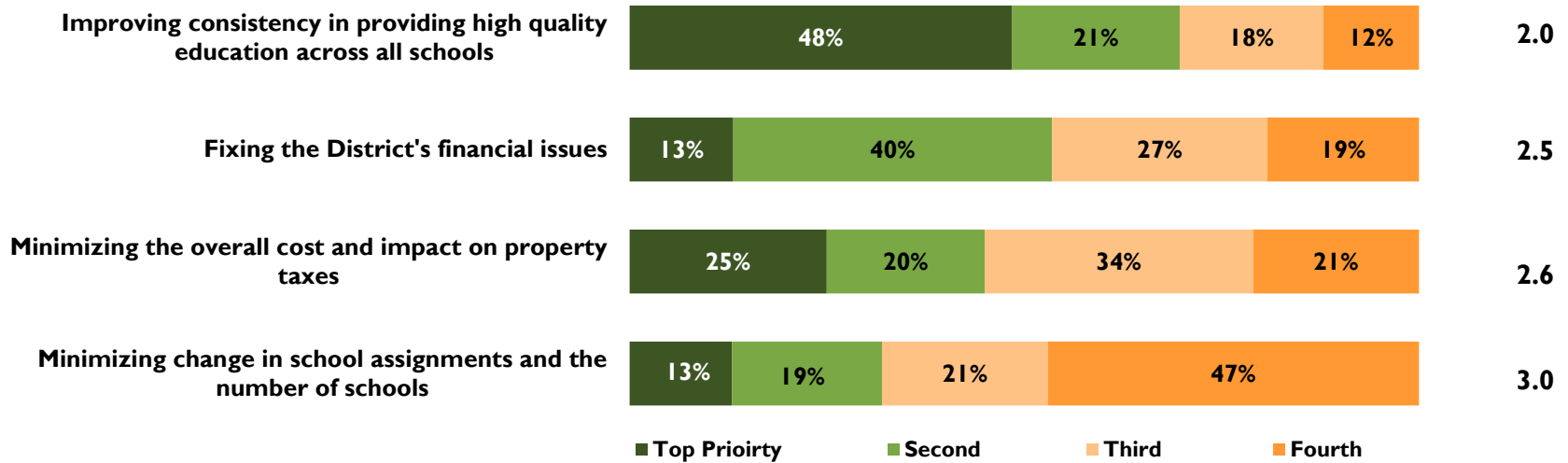
- The top issues comprising each overall theme or concern are listed below. Verbatim examples are on the next page.



- Nearly half (48%) report this is their #1 priority of the four reconfiguration objectives tested. It is cited twice as often as any other outcome (including minimizing costs and property tax increases at 25%).
- Resolving the District's financial issues is considered about equally important as minimizing the cost and property tax implications represented by a reconfiguration solution.
- Of these four outcomes, limiting changes in school assignments and numbers of facilities is deemed least important.

Prioritizing Desired Reconfiguration Outcomes

Avg. 1-4 Ranking
(lower score =
higher priority)

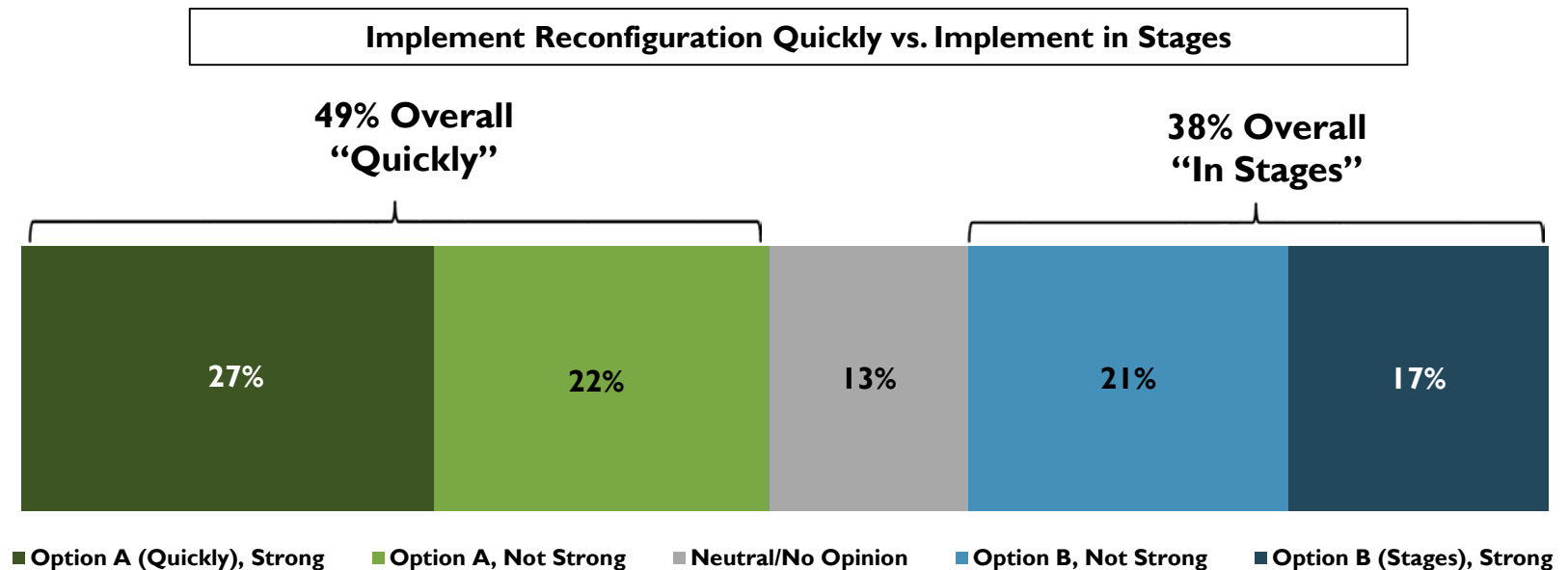


Improving education consistency across all schools is especially important to households with current DI I2 students and women.

- Likewise, residents in the north and west parts of the District tend to focus most on consistency across all DI I2 schools.
- The most cost-/tax-sensitive residents are older (including grandparents of current DI I2 students) and opponents of the 2016 referendum.
- Middle-aged residents and those with former DI I2 students tend to place fixing the District's finances as the top priority.
- Men and residents in the east and south regions are most likely to want limited changes in a reconfiguration plan.

#1 Priority/Most Important	Overall	Most Likely to Select as Top Priority
Improve consistency in providing high quality education across all schools	48%	<ul style="list-style-type: none"> - Women (52% vs. 43% of men) - Under age 45 (65%) - Currently with elementary (68%) and middle school DI I2 students (66%), and pre-K children (65%) - Lived in area < 5 yrs. (71%) - Report supporting 2016 referendum (65%, vs. 39% of those opposed) - Highwood (56%), Far West (53%) and N-Highland Park residents (60%)
Minimize overall cost and impact on property taxes	25%	<ul style="list-style-type: none"> - Ages 45-54 (33%) and 65+ (32%) - Hispanic adults (35%)* - Lived in District 5-9 yrs. (31%) and 30+ yrs. (35%) - Report opposing 2016 referendum (35%, vs. 9% of supporters) - Grandparents of current DI I2 students (46%)
Fixing the Districts financial issues	13%	<ul style="list-style-type: none"> - Ages 45-64 (22%) - Lived in District 20-29 yrs. (19%), 30+ yrs. (21%) - Report supporting 2016 referendum (20%, vs. 9% of those opposed) - Parents of former DI I2 students (19%)
Minimizing change in school assignments and number of schools	13%	<ul style="list-style-type: none"> - Men (18%, vs. 9% of women) - Report opposing 2016 referendum (18%, vs. 7% of supporters) - Lakefront (23%) and S-Highland Park residents (18%) - Parents of former DI I2 students (18%)

- When the benefits and potential drawbacks of each approach is summarized in general terms, nearly half (49%) prefer implementing a reconfiguration plan quickly, vs. 38% who favor a staged approach. The remaining 13% have no preference.
- The key difference in these options is the proportion of “strong” support (27% for a fast approach vs. 17% for the staged process).



Q9. Which option do you agree with more? (ORDER VARIED)

Side A: Any approved reconfiguration plan should be implemented quickly. This would avoid any prolonged disruptions and would also avoid school reassignments and additional costs in the future. However, it would mean more significant changes to the students and the schools in the short term. Side B: Any approved reconfiguration plan should be done in stages. This would allow the District to assess each stage of the plan and would minimize the immediate impact on students and schools. However, it would extend the timing of school closures and reassignments and result in higher costs in the long run.

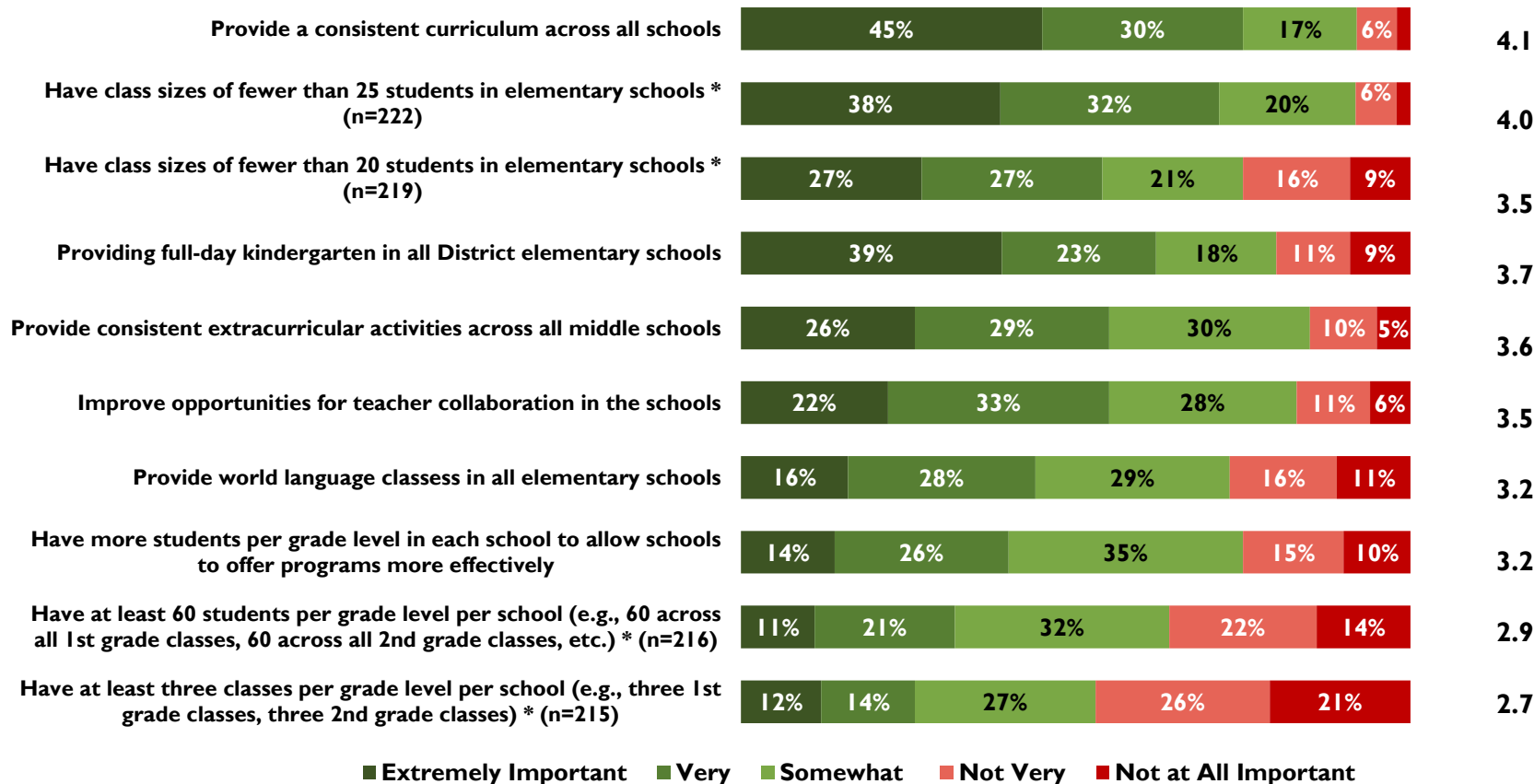
Women and younger adults (especially with younger children) tend to favor moving quickly on a reconfiguration plan.

- Conversely, the staged approach tends to be preferred by older District residents and those who report opposing the 2016 referendum.
- Households with current middle school students in D112 tend to be neutral on this issue.

	Overall	Most Likely to Express Implementation Preference
Implement Quickly – Strong	27%	<ul style="list-style-type: none"> - Under age 45 (34%) - Currently with D112 elementary student (34%), pre-K child (42%) - Lived in District <5 years (40%), 5-9 yrs. (34%) - Women (31%, vs. 25% of men) - Report supporting 2016 referendum (44%)
Implement Quickly – Not Strong	22%	<ul style="list-style-type: none"> - Women (26%, vs. 18% of men)
Neutral/No Opinion	13%	<ul style="list-style-type: none"> - Under age 45 (23%) - Currently with D112 middle school student (29%) - Lived in District 5-9 yrs. (19%)
Implement in Stages – Not Strong	21%	<ul style="list-style-type: none"> - Ages 55-64 (28%), 65+ (25%) - Child(ren) was former D112 student (23%) and grandparents of current D112 students (31%) - Report opposing 2016 referendum (24%)
Implement in Stages – Strong	17%	<ul style="list-style-type: none"> - Ages 65+ (26%) - Lived in District 30+ years (23%) - Child(ren) was former D112 student (21%) and grandparents of current D112 students (31%) - Report opposing 2016 referendum (23%) - Men (21%, vs. 13% of women)

Importance of Reconfiguration Program/Student Number/Class Size Options

Avg. 1-5 Ranking
(higher score =
more important)



Summary of Key Differences: Programs/Student Numbers

- The tables on the following pages identify resident segments most and least likely to rate each objective as important.
 - These differences are based on the “average” importance scale using the scale from “1” (not at all important) through “5” (extremely important). The higher the score, the more important the goal is to that group.
- The top concern of **providing consistent curriculum across all schools** is especially important to women and residents in the north part of the District.
- **Ensuring class sizes under 20 to 25 students per classroom** tends to be most important to the youngest and newest District residents. Similarly, **full-day Kindergarten** is of greatest interest to these households, especially those with younger children.
- **Offering more consistent extracurriculars in middle schools** and **providing opportunity for greater teacher collaboration** are both especially important to women and Highwood residents.
- Among the less important goals tested:
 - **World language in all elementary schools** tends to be more important with women, newer residents, and Highwood households.
 - Older adults (ages 45 to 54) and Highwood residents feel it is especially important to have **more students per grade level to improve programming**.
 - **Ensuring at least sixty students (or three classes) per grade per school** were each rated least important (though this concept and its purpose may be unclear to some residents).
- Note that men, older adults, and/or those living in the Lakefront and S-Highland Park areas tended to consistently rate many of these outcomes less important than average.

Significant Differences: Most Important (Highest Rated) Outcomes

	Overall Importance Rating	Rated Less Important than Avg.	Rated More Important than Avg.
Provide consistent curriculum across all schools	4.1	<ul style="list-style-type: none"> - Men (3.9) - S-Highland Park (3.7) and Lakefront residents (3.9) 	<ul style="list-style-type: none"> - Ages 45-54 (4.4) - Women (4.2) - Highwood and Far West residents (4.2) and N-Highland Park households (4.4)
Class size < 25 students in elementary schools*	4.0	<ul style="list-style-type: none"> - Ages 45+ (3.8) - Lived in D112 30+ yrs. (3.7) 	<ul style="list-style-type: none"> - Under age 45 (4.2) - Lived in D112 <5 yrs. (4.2) - Have elementary student in D112 (4.3)
Class size < 20 students in elementary schools*	3.5	<ul style="list-style-type: none"> - Ages 65+ (2.9) - Lived in D112 30+ yrs. (3.2) 	<ul style="list-style-type: none"> - Under age 45 (3.9) - Lived in D112 <5 yrs. (3.8), 20-29 yrs. (3.7)
Provide full-day kindergarten	3.7	<ul style="list-style-type: none"> - Ages 45+ (3.5) - Lived in D112 20-29 yrs. (3.4), 30+ yrs. (3.5) 	<ul style="list-style-type: none"> - Under age 45 (4.1) - Lived in D112 <5 yr. (4.2), 5-9 yrs. (4.0) - Have elementary student in D112 (4.0) and/or pre-K child (4.5)
Provide consistent extracurricular activities across all middle schools	3.6	<ul style="list-style-type: none"> - Men (3.4) - Lakefront residents (3.2) 	<ul style="list-style-type: none"> - Women (3.8) - Highwood (3.9) and N-Highland Park residents (3.9)
Improve opportunities for teach collaboration	3.5	<ul style="list-style-type: none"> - Men (3.3) - Lakefront region (3.2) 	<ul style="list-style-type: none"> - Women (3.7) - Highwood residents (3.8)

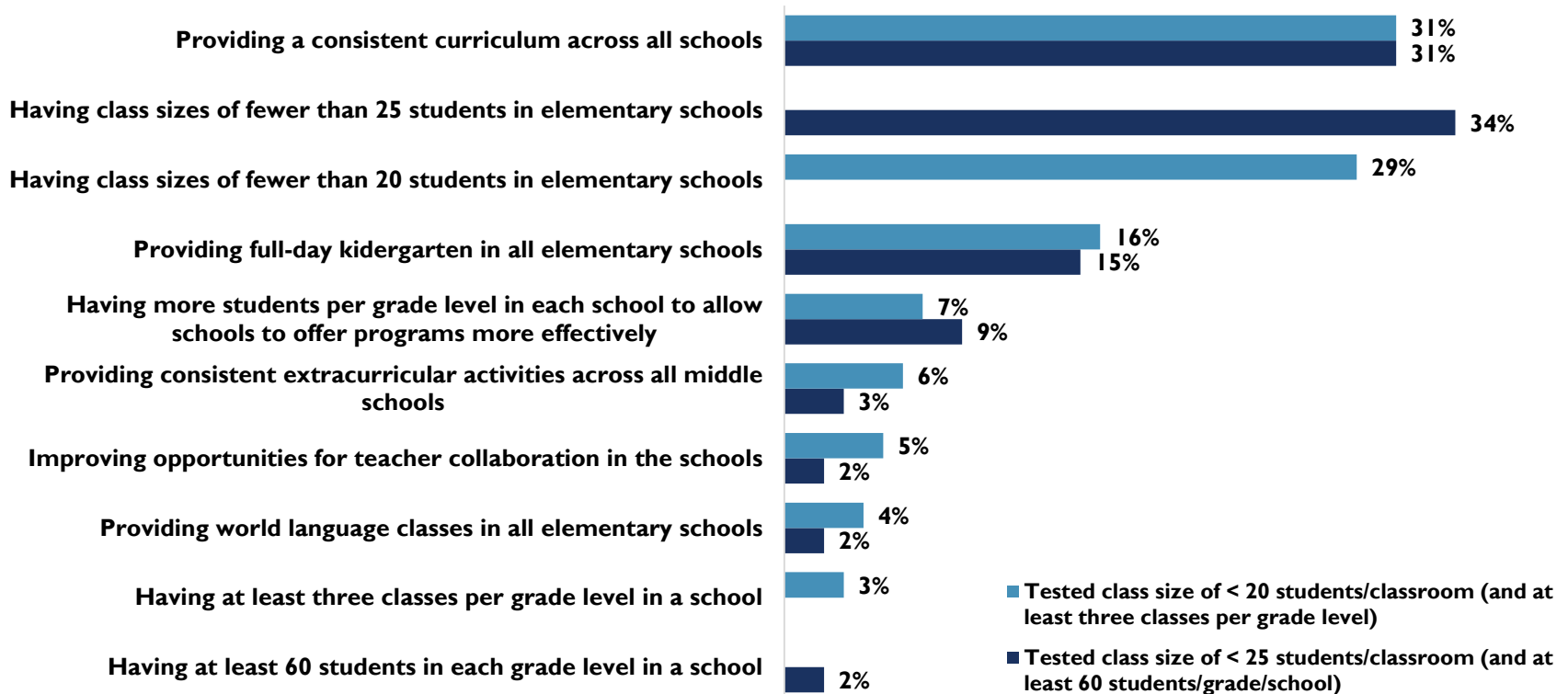
Significant Differences: Less Important (Lower Rated) Outcomes

	Overall Importance Rating	Rated Less Important than Avg.	Rated More Important than Avg.
Provide world language in all elementary schools	3.2	<ul style="list-style-type: none"> - Men (3.0) - S-Highland Park (3.0) residents - White adults (3.1) - Lived in D112 10-19 yrs. (3.0), 30+ yrs. (3.0) 	<ul style="list-style-type: none"> - Women (3.4) - Highwood residents (3.6) - Hispanic adults (3.7) - Lived in D112 <5 yrs. (3.5)
Have more students per grade level for more effective programming	3.2	<ul style="list-style-type: none"> - Under age 45 (3.0) - S-Highland Park (2.9) and Lakefront residents (3.0) 	<ul style="list-style-type: none"> - Ages 45-54 (3.5) - Highwood residents (3.6)
Have at least 60 students per grade level per school**	2.9	<no meaningful differences>	<no meaningful differences>
Have at least three classes per grade level per school**	2.7	<ul style="list-style-type: none"> - Men (2.4) - S-Highland Park residents (2.4), Lakefront (2.4) - No children currently in D112 (2.6) 	<ul style="list-style-type: none"> - Women (2.9) - Highwood residents (3.1) - Have children in D112 (3.1)

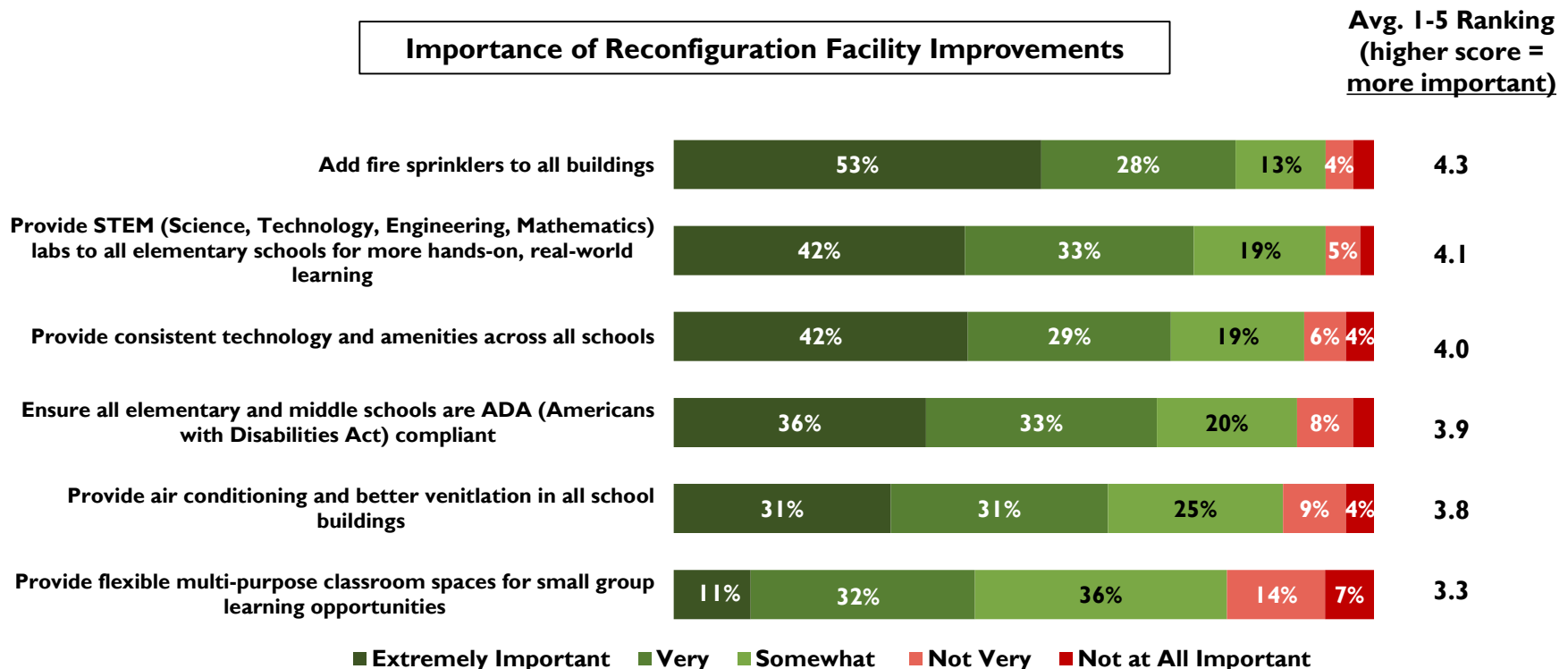
While many attributes are deemed important individually, ensuring a consistent curriculum and reasonable class sizes are clearly top priorities.

- Full-day kindergarten rounds out the top three priorities. All others are most important to fewer than 10% of residents.

Most Important Reconfiguration Program/Student/Class Size Objective



- A majority (62%+) report that virtually all of these facility improvements are either “extremely” or “very” important.
 - The only exception is the need for multi-purpose classroom spaces (43% “extremely/very” important, with another 36% saying it is “somewhat” important).



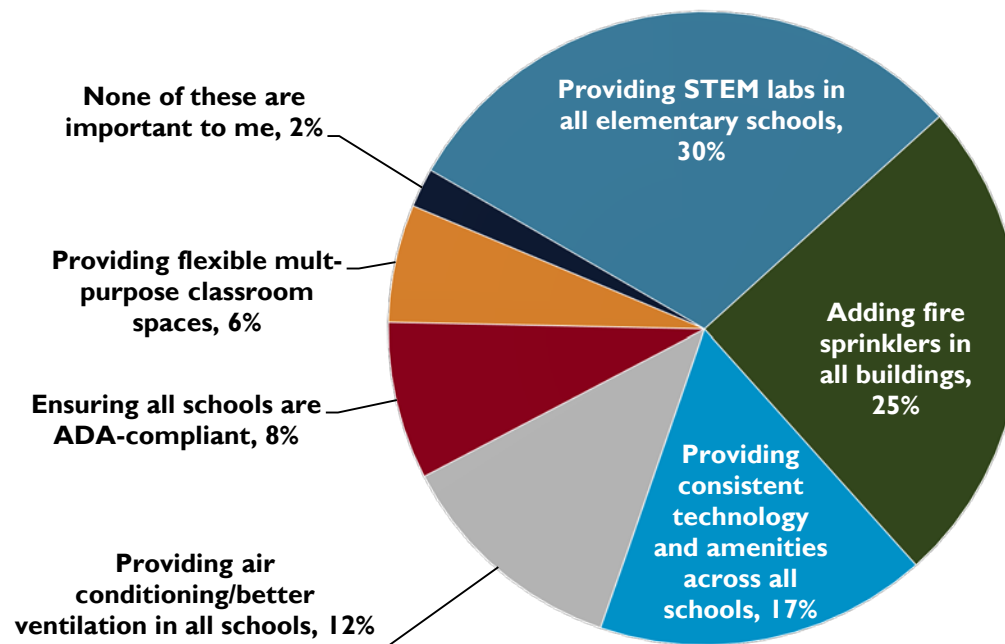
As with earlier items, women and Highwood residents tend to rate each of these improvements as especially important (more than average).

- Conversely, men and households in the Lakefront and S-Highland Park regions tend to rate each attribute less important than average. However, they still give very high scores for fire sprinklers and STEM labs through these facilities.

	Overall Importance Rating	Rated Less Important than Avg.	Rated More Important than Avg.
Add fire sprinklers to all buildings	4.3	<ul style="list-style-type: none"> - Men (4.0) - S-Highland Park (4.1) and Lakefront (4.0) residents 	<ul style="list-style-type: none"> - Women (4.5) - Highwood (4.5)
Provide STEM labs to all elementary schools	4.1	<ul style="list-style-type: none"> - No children in D112 currently (4.0) 	<ul style="list-style-type: none"> - Have D112 students in household (4.3)
Provide consistent technology and amenities across all schools	4.0	<ul style="list-style-type: none"> - Men (3.7) - S-Highland Park (3.8) and Lakefront (3.7) residents 	<ul style="list-style-type: none"> - Women (4.3) - Highwood residents (4.4)
Ensure all schools are ADA-compliant	3.9	<ul style="list-style-type: none"> - Men (3.8) - S-Highland Park (3.6) and Lakefront residents (3.7) - White adults (3.9) 	<ul style="list-style-type: none"> - Women (4.1) - Highwood and N-Highland Park residents (4.2) - Non-white residents (4.4)
Provide air conditioning and better ventilation in all schools	3.8	<ul style="list-style-type: none"> - Do not have any pre-K children in HH (3.7) and no D112 students in HH (3.7) - Men (3.5) 	<ul style="list-style-type: none"> - Have pre-K child (4.0) and/or child(ren) in D112 schools (4.0) - Women (3.9)
Provide flexible multi-purpose classroom spaces for small group learning	3.3	<ul style="list-style-type: none"> - Ages 45-54 (3.0) - S-Highland Park and Lakefront residents (3.1) - No children in D112 currently (3.2) 	<ul style="list-style-type: none"> - Highwood residents (3.5), N-Highland Park and Far West residents (3.4) - Have D112 students in household (3.7)

- Consistency in the facilities and amenities offered throughout the District ranks among the top three priorities, followed by ensuring all schools are air conditioned with improved ventilation systems.

Single Most Important Facility Improvement



Q14. Which one of those issues or priorities is most important to you?

Of the top two priorities, current D112 parents are most interested in STEM labs; non-student households focus more on sprinkler systems.

- Providing greater consistency in facilities and improvements across D112 is especially important to older and longer-term residents.
- Improved A/C and ventilation tends to be a top choice among younger adults, Hispanics and those with children currently in District schools (but still ranks behind STEM labs in elementary schools).
- There are no differences between the 2016 referendum supporters and opponents; both groups reflect the overall responses.

	Overall	Rated Less Important than Avg.
Provide STEM labs in all elementary schools	30%	<ul style="list-style-type: none"> - Under age 45 (34%), and ages 55-64 (36%) - Lived in District <5 yrs. (37%) - Have current D112 student in household (45%, vs. 27% of those without D112 students)
Add fire sprinklers to all buildings	25%	<ul style="list-style-type: none"> - No D112 student in HH (27%, vs. 13% of D112 parents)
Provide consistent technology/amenities across all buildings	17%	<ul style="list-style-type: none"> - Ages 55+ (22%) - Lived in District 20-29 yrs. (24%) - No D112 student in HH (19%, vs. 6% of D112 parents)
Provide air conditioning and better ventilation in all schools	12%	<ul style="list-style-type: none"> - Under age 45 (20%) - Lived in D112 5-9 yrs. (21%) - Hispanic adults (20%, vs. 11% of non-Hispanics) - Have current D112 student in household (23%, vs. 9% of those without D112 students)
Ensure all schools are ADA-compliant	8%	<ul style="list-style-type: none"> - Ages 55+ (12%)
Provide flexible multi-purpose classroom spaces for small group learning	6%	<no significant differences>
None are important to me	2%	<no significant differences>

- Over three-fourths (78%) feel that keeping a neighborhood grade school is at least “somewhat” important, including a majority (53%) who say it is very or extremely important to them.
 - These feelings were especially strong among those who identify Lincoln and Ravinia as their neighborhood schools (66% and 72% “very/extremely” important to keep these schools, respectively).
- Overall, residents feel that having a neighborhood middle school is far less critical. At most, a third (33%) of those in the N-Highland Park area feel this is very/extremely important to them (vs. 28% overall).
 - There are no differences among those currently with middle school or elementary students in D112.

Importance of Keeping the Following in Your Immediate Neighborhood

An elementary school?



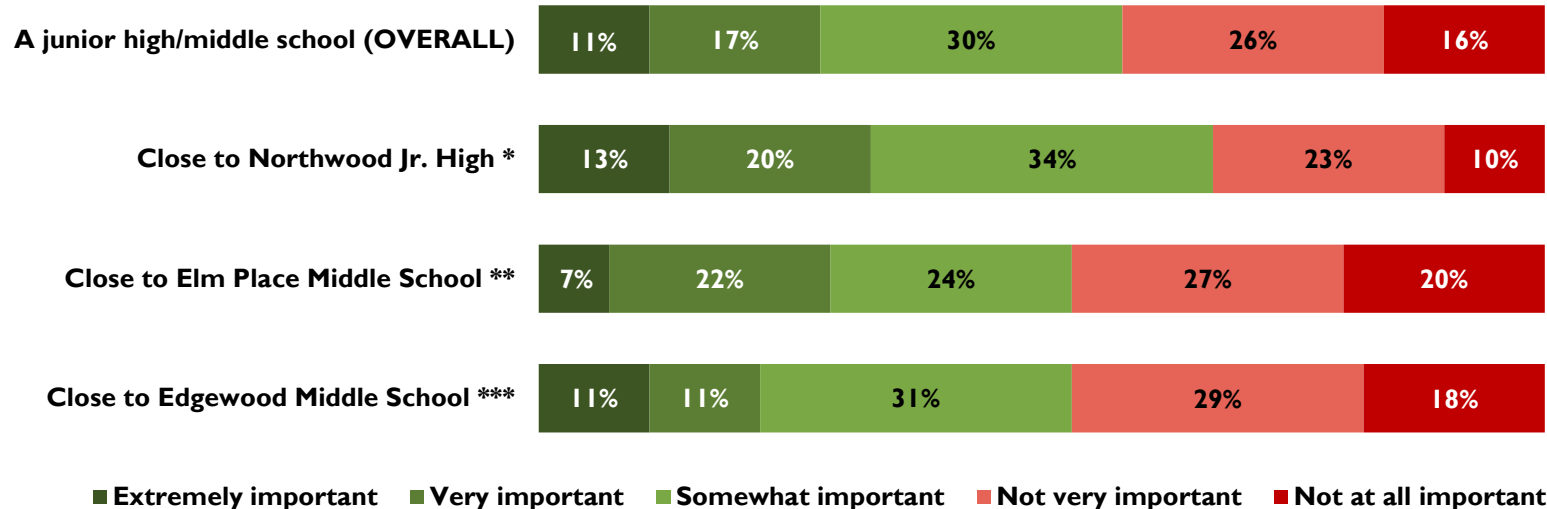
A junior high/middle school?



■ **Extremely important**
■ **Very important**
■ **Somewhat important**
■ **Not very important**
■ **Not at all important**

- By comparison, those closest to Elm Place and Edgewood are more evenly divided on the importance of keeping a middle school in their immediate area.

Importance of Keeping Immediate Neighborhood Middle School by Closest Schools



Q14. How important is it to have the following in your immediate neighborhood?

* Consider Wayne Thomas and Oak Terrace as neighborhood elementary schools

** Consider Sherwood and Indian Trails as neighborhood elementary schools

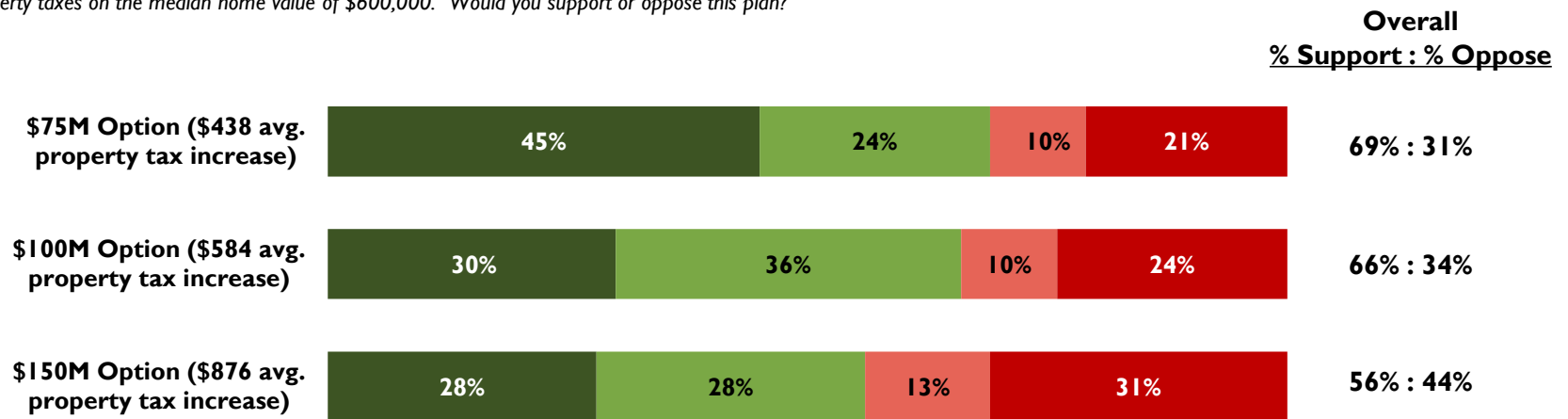
*** Consider Red Oak, Braeside, Ravinia, and Lincoln as neighborhood elementary schools

- At least two-thirds support both the \$75M and \$100M options, with little drop in overall support for the larger amount. However, there is a clear shift from "strong" to "not strong" support between these two options.
- Even the \$150M option garners majority support. However, those who "strongly" oppose this amount outnumber the "strong" supporters (31% and 28%, respectively).

Willingness-To-Pay: Bond Options

Q15. As you may know, the District is considering various options to build, expand, reconfigure, and/or consolidate some schools to ensure financial stability, greater consistency in the high quality of education across the schools and a positive student experience. These construction and reconfiguration costs will require a property tax increase.

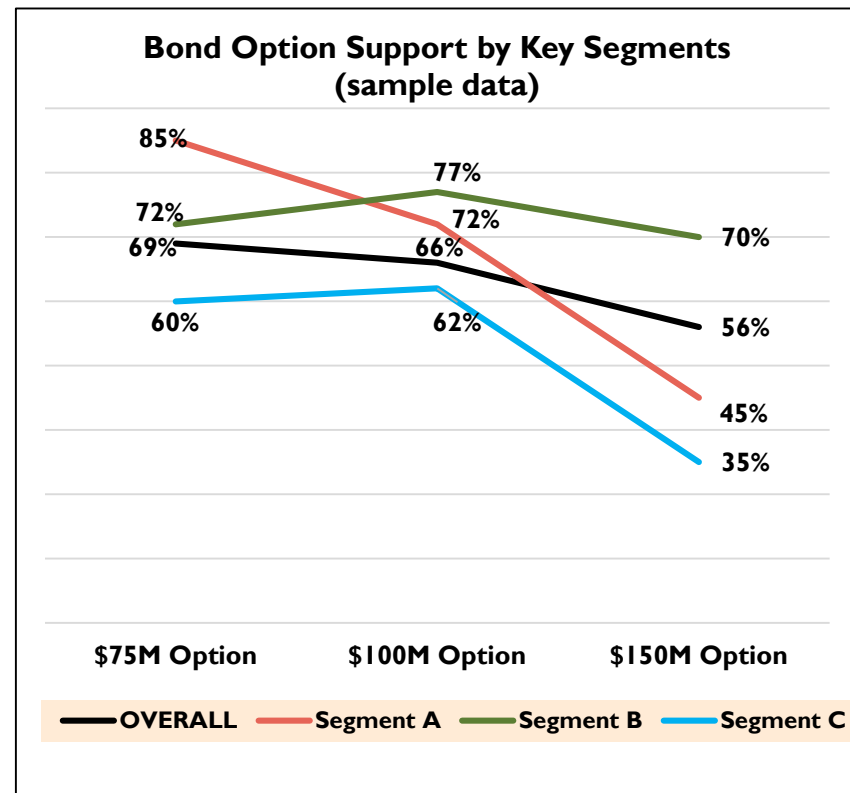
If the total cost to achieve these goals was (RANDOM SELECTION: \$75 million / \$100 million / \$150 million), it would mean an increase of (RESPECTIVELY: \$438 / \$584 / \$876) in property taxes on the median home value of \$600,000. Would you support or oppose this plan?



Strongly Support
 Support, Not Strong
 Oppose, Not Strong
 Strongly Oppose

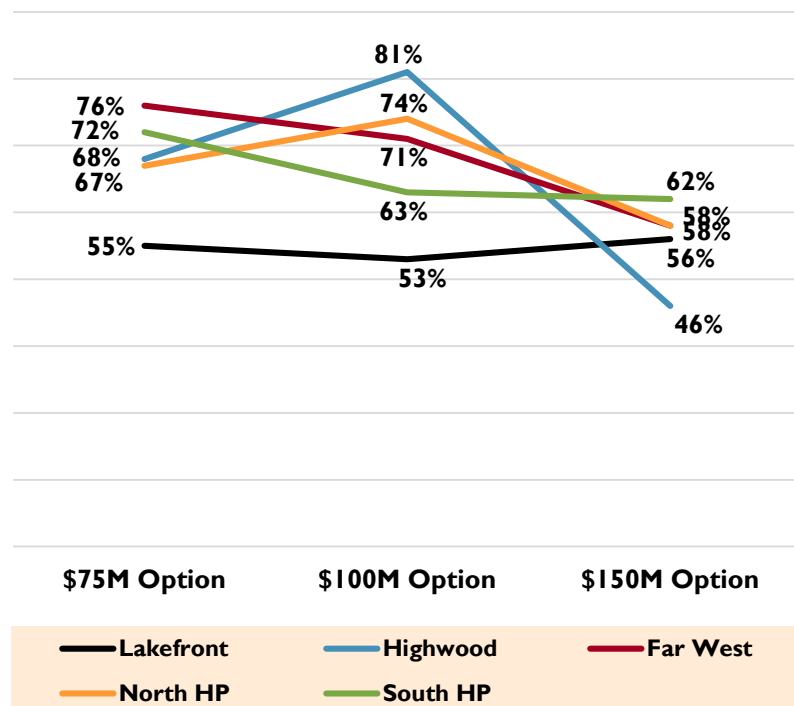
Example: Reporting shifts in support for bond options/costs

- Differences in the level of support across the three bond proposals by subgroups are reported on the following pages using the format below. These charts show how the overall level of support (strong and not strong combined) shifts as bond amounts increase. Using the example below:

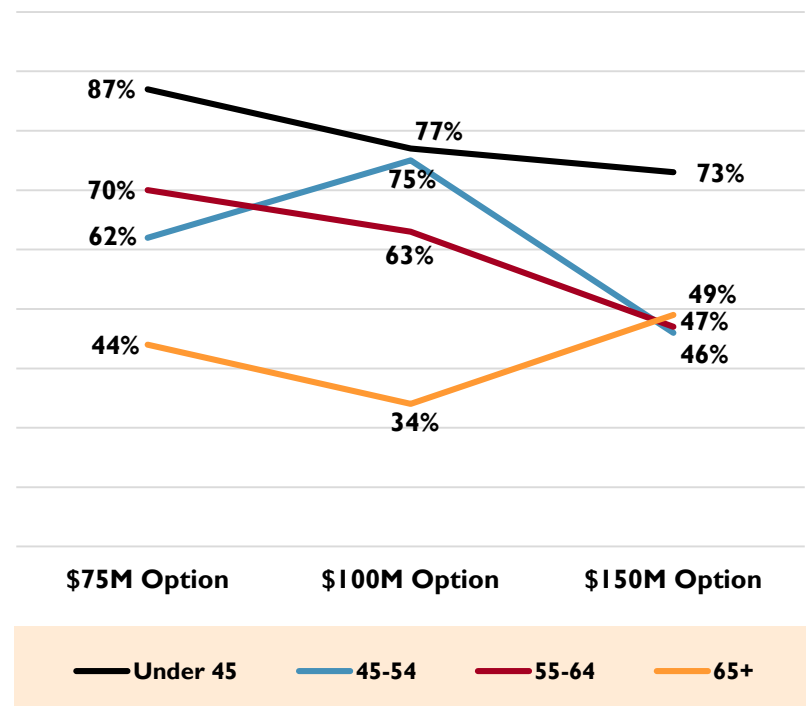


Lakefront and the oldest residents (ages 65+) are consistently least supportive of all options.

Bond Option Support by Region

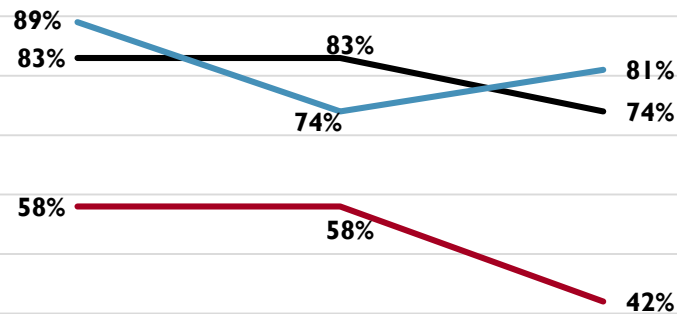


Bond Option Support by Age



Residents with no young children still express relatively strong support at the \$75M and \$100M bond options (58%).

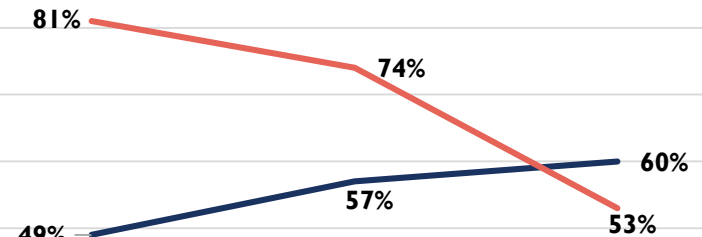
Bond Option Support by Current DI12 Children



\$75M Option \$100M Option \$150M Option

— Current DI12 Child(ren) — Have Pre-K Children
— No DI12/Pre-K Children

Bond Option Support by Gender



\$75M Option \$100M Option \$150M Option

— Men — Women

The \$75M and \$100M options garner a slight majority of support from those who opposed the 2016 referendum.

Bond Option Support by Self-Reported (Recalled) 2016 Referendum Vote

95% 93% 89%

55% 57% 39%

\$75M Option \$100M Option \$150M Option

— Supported 2016 Referendum — Opposed 2016 referendum

Bond Option Support by #1 Goal/Priority

89% 96% 82%
80% 76% 79%

60% 54% 47%
52%

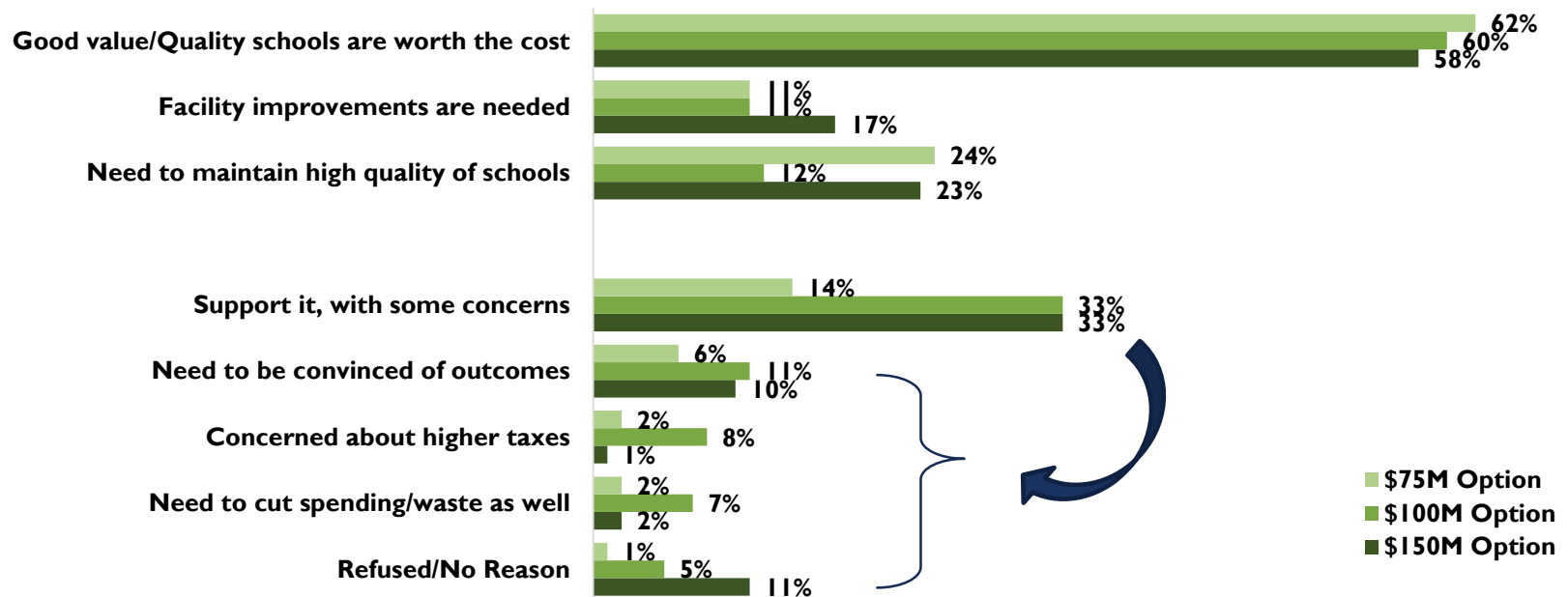
32% 12%

\$75M Option \$100M Option \$150M Option

— Minimize change in school #/assignments
— Minimize Overall Cost/Tax Impact
— Fix District's financial issues
— Improve consistency of education across all schools

Across all three options, supporters most often cite the overall value of the potential referendum, given their high standards for quality schools.

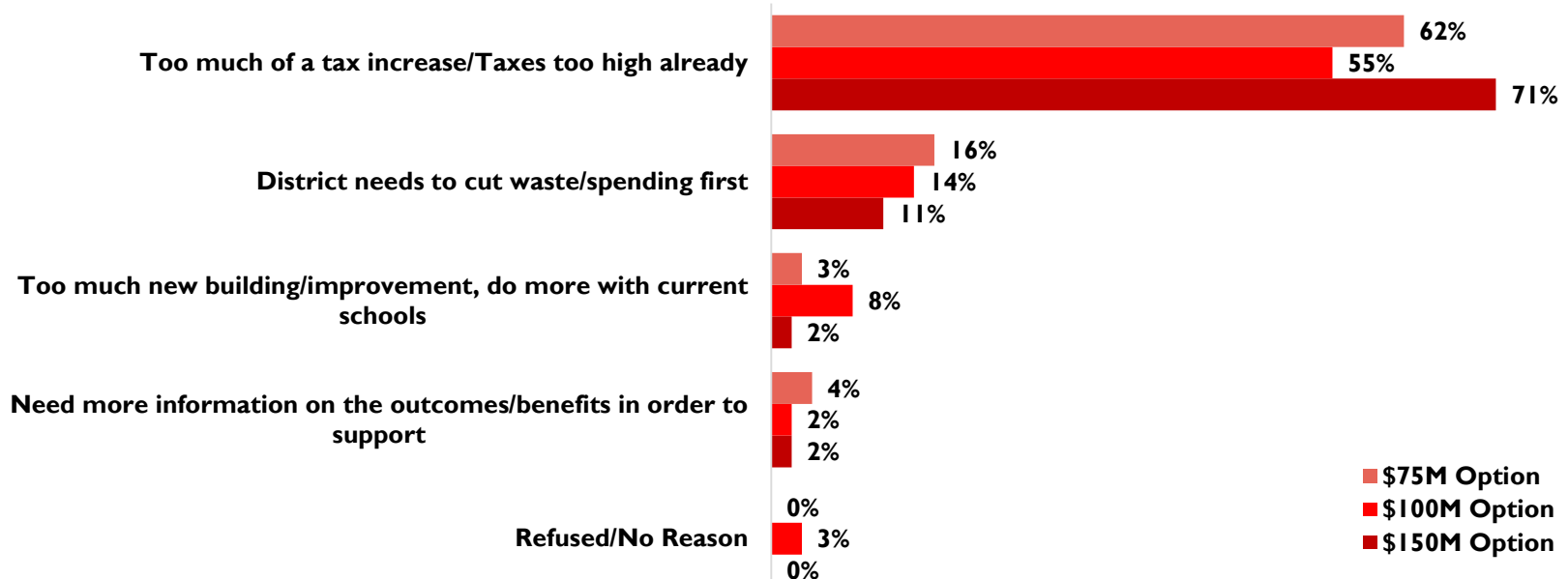
Reasons for Support (multiple open-ended responses)



Not surprisingly, those opposed to these hypothetical bond options are primarily against a corresponding property tax increase.

- These "anti-tax" sentiments include about 3% to 9% who feel a referendum would hurt housing prices and/or make it harder for young families to move to the community.

Reasons for Oppose (multiple open-ended responses)



- A majority of all resident segments support reconfiguring three middle schools into two (including 75% of those who report opposing the 2016 referendum – see next page).
- Regarding the idea of regional pairing of elementary schools (having a group of students attend grades K-2 in one building and then grades 3-5 in a different building), roughly three in five express support.
 - It is important to note that most of this support is “not strong”, suggesting that many need to better understand this concept or which schools would be considered before committing their support more strongly.

Support/Oppose Middle School and Elementary School Reconfiguration Strategies

Overall
% Support : % Oppose

Closing one of the three middle schools in the District



80% : 20%

Pairing elementary schools regionally (the same group of students attend one school from K-2 and then a different school from grades 3-5)



61% : 39%

■ Strongly Support ■ Support, Not Strong ■ Oppose, Not Strong ■ Strongly Oppose

Consolidating to two middle schools is supported by a majority of households with current D112 elementary and middle school students.

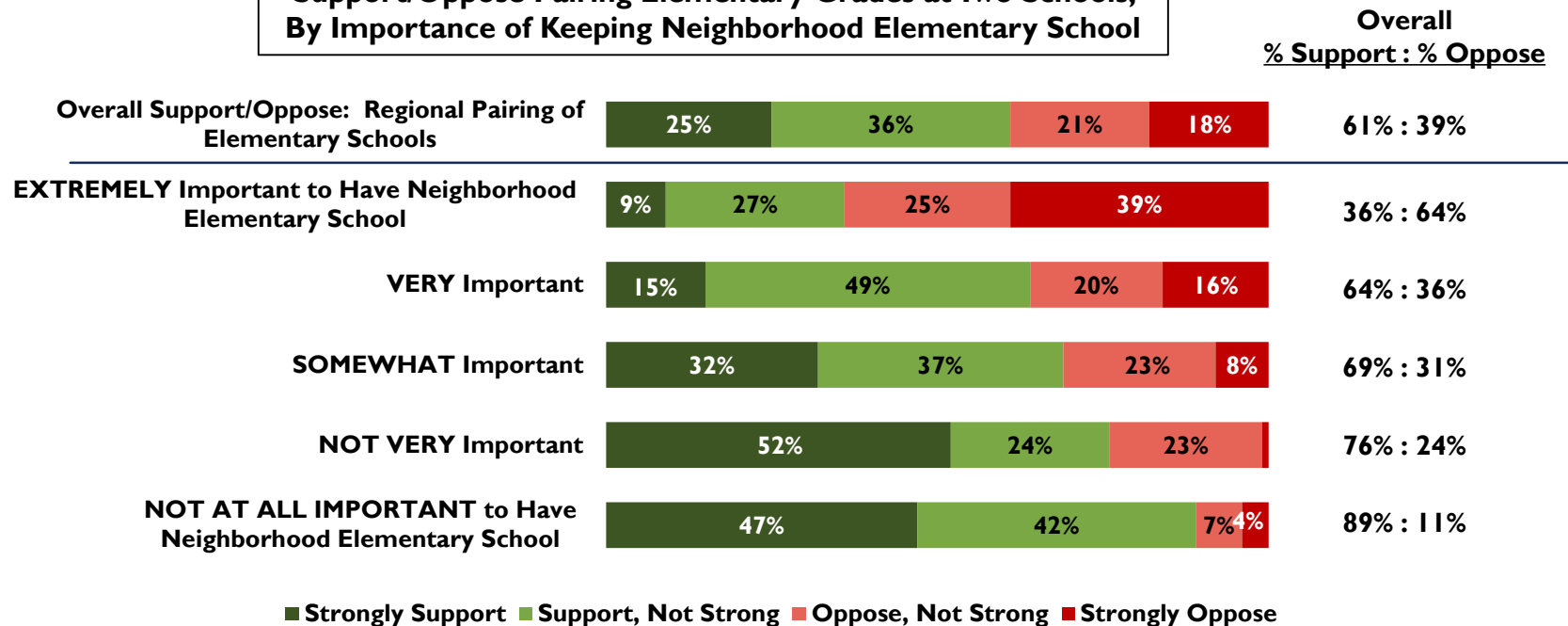
- Likewise, regionally paired elementary schools are most strongly supported by parents of current D112 students, as well as Highwood residents. Those most opposed to pairing grades K-2 and 3-5 in different schools tend to include:
 - Both the youngest adults (and those with pre-K children) and the oldest residents;
 - Opponents of the 2016 referendum.

Close One of Three Middle Schools?		
	Overall	Most Likely to Support/Oppose
Strong Support	38%	<ul style="list-style-type: none"> - Currently with D112 elementary (47%) or middle school (61%) students - Report supporting 2016 referendum (58%, vs. 30% of opponents) - Lived in District 5-19 yrs. (44%)
Support, Not Strong	42%	<ul style="list-style-type: none"> - Have pre-K child (58%) - Report opposing 2016 referendum (45%, vs. 35% of supporters) - Lived in District <5 yrs. (53%)
Oppose, Not Strong	7%	<ul style="list-style-type: none"> - Report opposing 2016 referendum (9%, vs. 3% of supporters)
Strong Oppose	13%	<ul style="list-style-type: none"> - Report opposing 2016 referendum (16%, vs. 4% of supporters) - Lakefront (20%) and N-Highland Park residents (19%) - Lived in D112 20-29 yrs. (24%), 30+ yrs. (18%)

Pair Elementary Schools Regionally (K-2 and 3-5)		
	Overall	Most Likely to Support/Oppose
Strong Support	25%	<ul style="list-style-type: none"> - Ages 45-54 (39%) - Currently with D112 elementary (36%) and middle school students (48%) - Report supporting 2016 referendum (43%, vs. 17% of opponents) - Hispanics (42%)* - Far West (37%) and Highwood residents (30%)
Support, Not Strong	36%	<ul style="list-style-type: none"> - Ages 55-64 (49%) - Current D112 middle school students (42%) - Highwood (40%)* and N-Highland Park residents (50%)
Oppose, Not Strong	21%	<ul style="list-style-type: none"> - Under age 45 (29%) - Have pre-K child (35%) - Report opposing 2016 referendum (24%, vs. 14% of supporters) - Lakefront (26%)
Strong Oppose	18%	<ul style="list-style-type: none"> - Ages 65+ (30%) - Report opposing 2016 referendum (22%, vs. 11% of supporters)

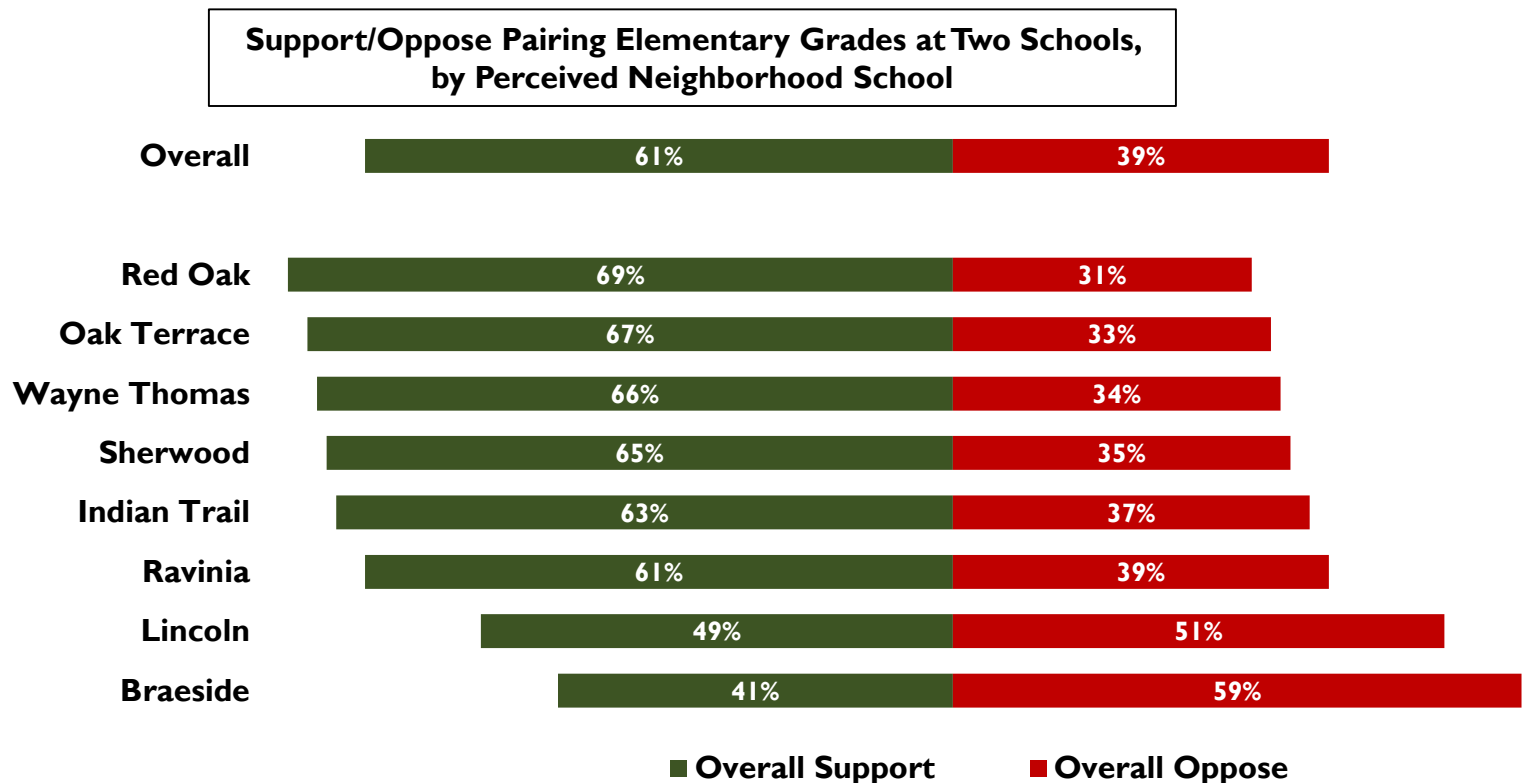
- Among the most adamant about keeping their neighborhood elementary school (the 29% saying it is “extremely” important in Q14), the concept of regionally paired schools for grades K-2 and 3-5 is opposed nearly 2:1.
- All other groups flip their opinion and support regionally paired schools by at least 2:1 -- including those who say keeping a neighborhood school is “very” or “somewhat” important.

**Support/Oppose Pairing Elementary Grades at Two Schools,
By Importance of Keeping Neighborhood Elementary School**



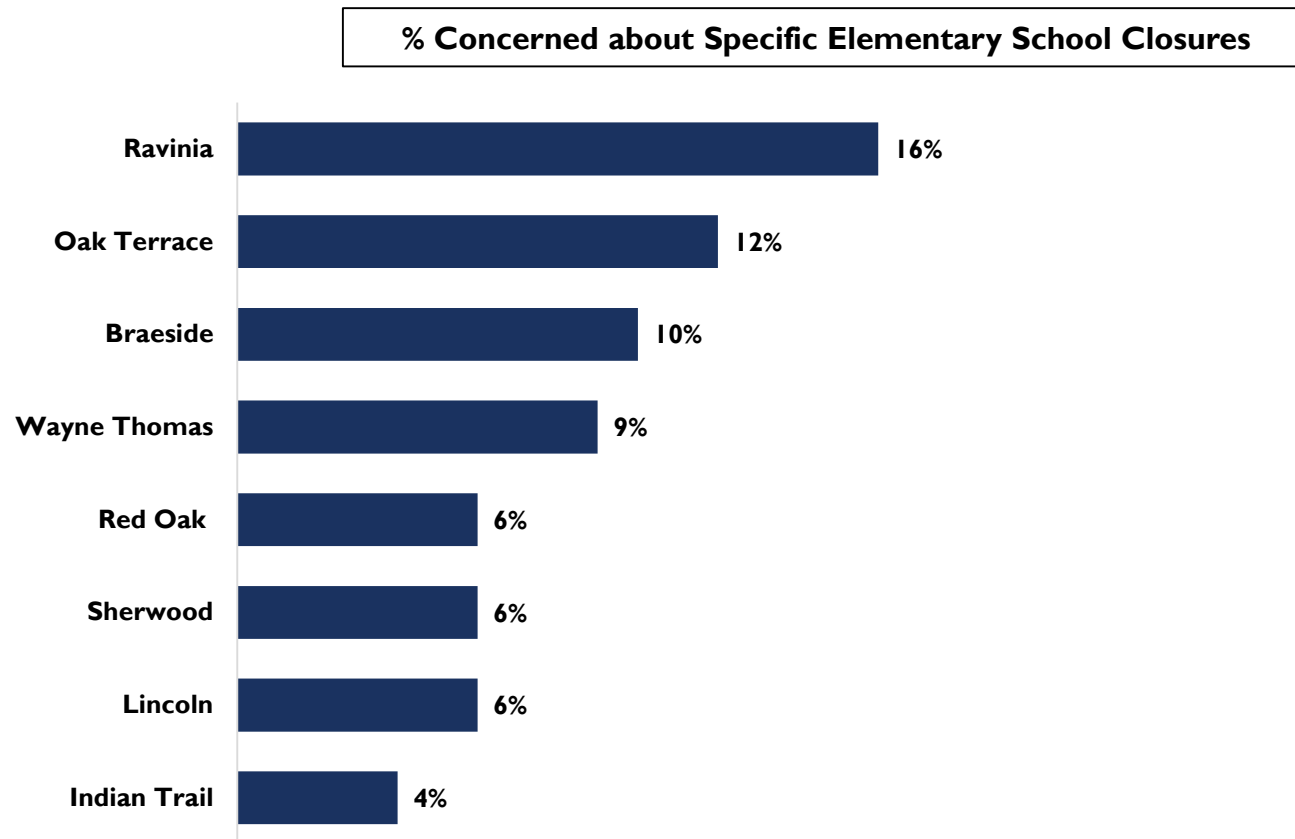
Adults who consider Braeside or Lincoln as their “neighborhood” elementary school are least supportive of the paired K-2/3-5 approach.

- Those who identify the remaining D112 schools as their local neighborhood school reflect the overall level of support.



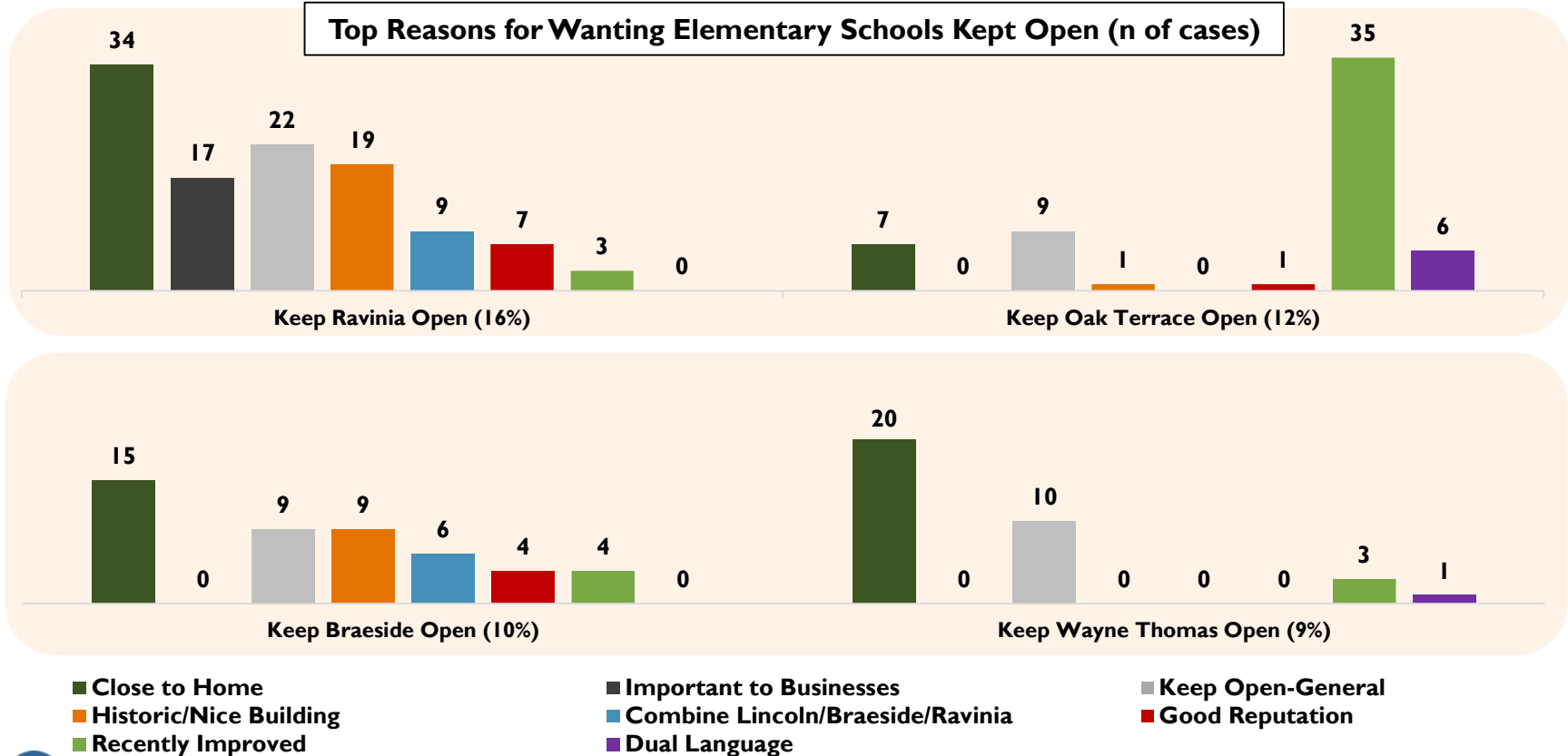
Districtwide, residents are most concerned about Ravinia Elementary being closed, followed by Oak Terrace, Braeside, and Wayne Thomas.

- As one would expect, these concerns tend to come from residents living closest to each of these schools (see next two pages).



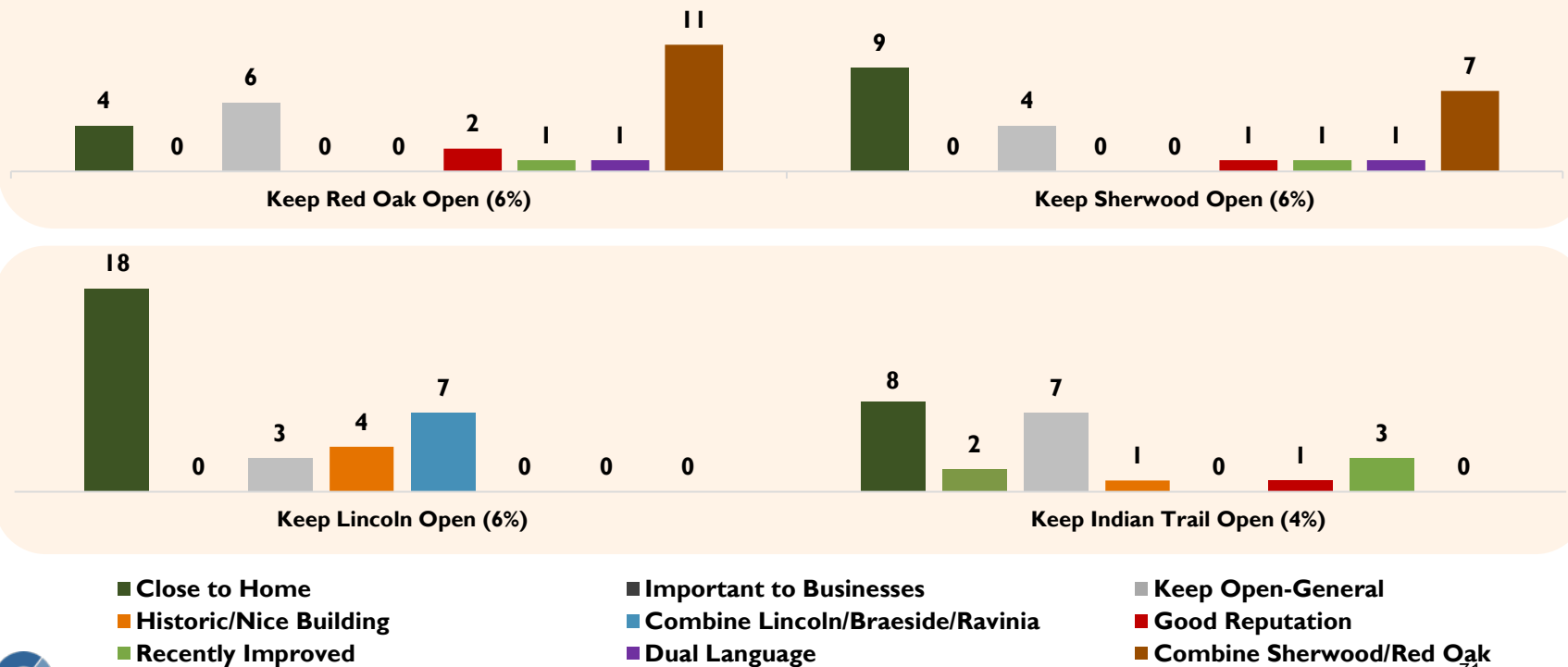
Those wanting Ravinia to stay cite its proximity to home, impact on local businesses, and the architectural qualities of the building.

Top Reasons for Wanting Elementary Schools Kept Open (n of cases)



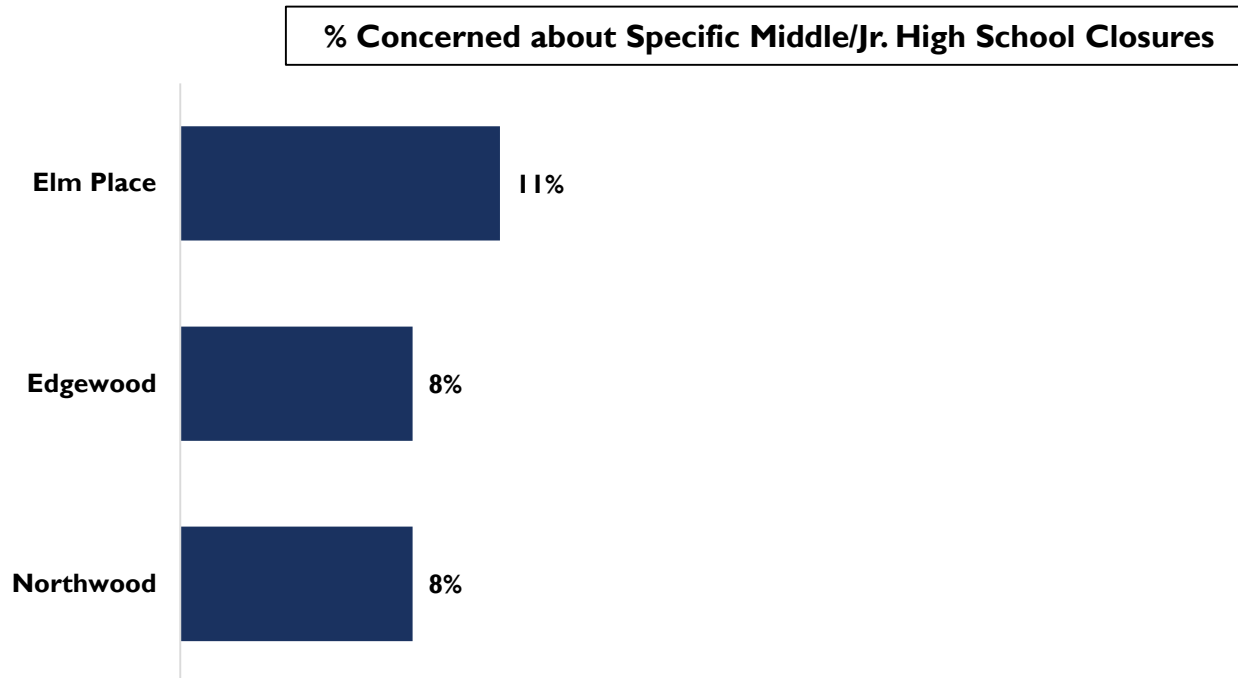
Residents wanting to keep Red Oak or Sherwood often suggest combining these two schools.

Top Reasons for Wanting Elementary Schools Kept Open (n of cases)



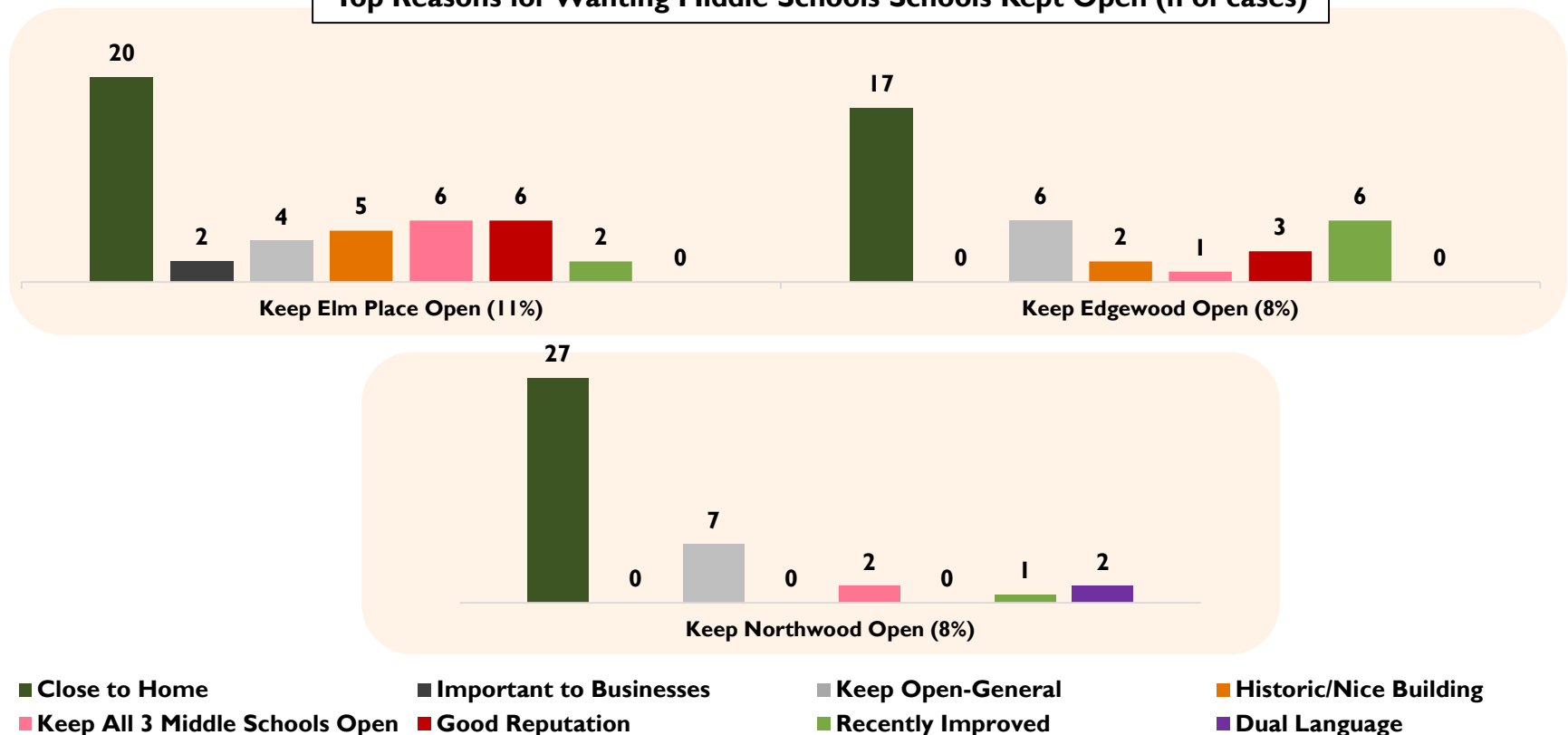
About one in ten residents express concerns about one of the middle/junior high schools closing.

- In addition to these responses, only 2% (n=9 respondent) volunteered that none of these three schools should close.



Proximity to one's home is the top reason for wanting to keep each middle school open.

Top Reasons for Wanting Middle Schools Kept Open (n of cases)



North Shore School District 112 | Reconfiguration 2.0 Team
June 2017 Community Forums - Key Takeaways
June 15, 2017

On June 7 and 8, 2017, the Reconfiguration 2.0 Community Team (2.0 Team) hosted community forums in collaboration with North Shore School District 112. The purpose of the forums was to provide information regarding the reconfiguration models under consideration by the 2.0 Team and gather feedback on each of the models for the 2.0 Team to consider as they assess the recommendation they will make to the D112 School Board in July 2017.

Feedback was primarily gathered through Post-It notes tied to each model, as well as exit surveys completed by participants at the end of each forum. This document provides an initial overview of the feedback collected and the key takeaways from the feedback, organized by model.

By the Numbers

- At least 400 people attended across the two nights.
- 1,118 Post-It Notes were collected, most of which were directed toward feedback on the proposed reconfiguration models.
- Approximately 230 exit surveys were completed by forum participants.
- Approximately 100 participants expressed interest in participating in the 2.0 Team's upcoming focus groups.

Overall Key Takeaways

- There was no definitive standout model; there was significant parity in reactions.
- There was significant negative reaction to Model G and Model F (somewhat less so for Model F). Both models were predominantly viewed as having “too many buildings.”
- The regional grade level pairings garnered significant feedback. While there was some negative feedback regarding the number of transitions in a regional pairing model, there was significant positive feedback for this concept.
- Notable support for “compromise” plans that minimize both cost and disruption.
- Model C garnered the most feedback overall.
- Models G and F got the most negative feedback.

Model-By-Model Feedback

The sections to follow provide feedback on each of the eight models reviewed by attendees to the Community Forums. Included for each model is a bulleted list summarizing feedback received

Model B (122 Comments)

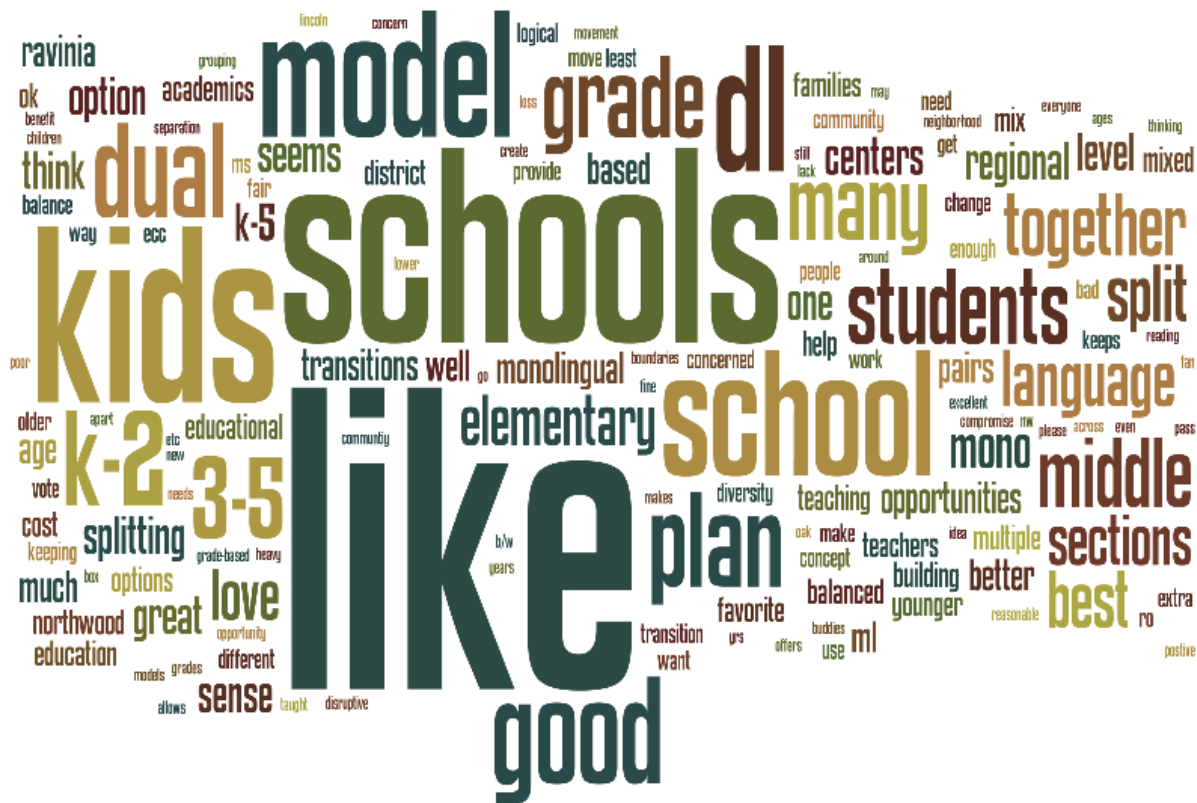
- Some commenters saw this plan as providing a good distribution of students across the district, while others felt the plan did not provide much “consistency” throughout the community.
- Opinions were mixed about the grades 5-8 middle school concept. Some people felt strongly that 5th grade is a good time to transition to middle school. Others felt strongly that students are not ready for middle school at that age. Regardless of position, opinions were strongly for or against the concept.
- Diversity was a key theme for this concept, with regard to dual language and monolingual sections being concentrated in different schools.
- **Sentiment score: -0.017**



Model C (176 Comments)

Model D (144 Comments)

- Participants who expressed favor for Model D liked the concept of regional pairing. Commenters expressed interest in the educational opportunities it would provide different age groups and the potential developmental focus for the grade pairings.
- Some commenters also liked that there would be a mixture of dual language and monolingual sections at the schools.
- Participants who disliked this model overwhelmingly flagged the number of transitions as their reason.
- **Sentiment score: -0.147**

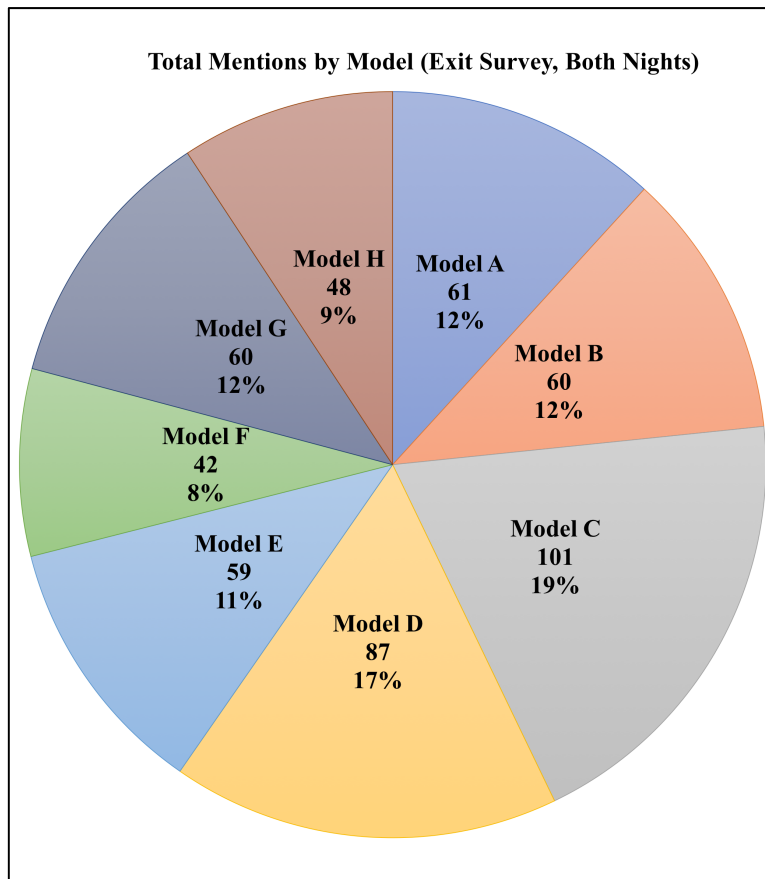


Model H (110 Comments)

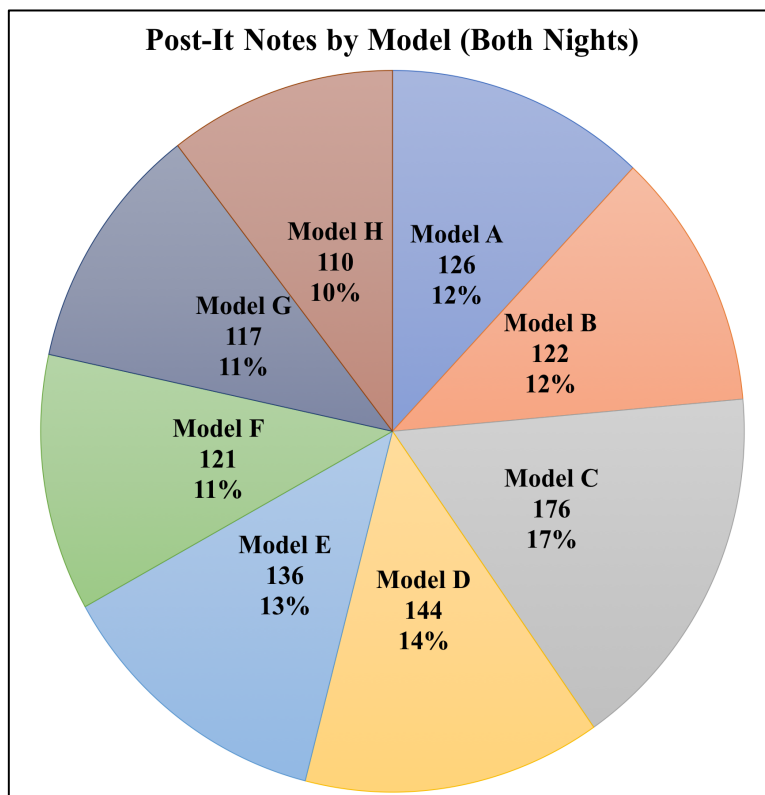
Exit Surveys

The model-by-model feedback above is reflective of sentiments expressed both in the Post-It notes and exit surveys. The exit surveys did give attendees further opportunity to expound on their thoughts about specific models and the process overall, which provided a few additional key takeaways.

- Strong opinions regarding Model C were reflected in the exit surveys. Similar to the Post-It notes, it garnered the most number of exit survey mentions as a “stand out” model.
- Many attendees expressed distaste for the “status quo.” Plans that presented clear alternatives to the school district’s current situation garnered many comments regarding how they were “good” because they were “different”, or how broader thinking and change would be good for the community.
- Similarly, plans that keep more buildings open garnered a lot of negative feedback. Attendees who expounded on that sentiment largely believed resources could be better used elsewhere and emphasized the long-term needs and sustainability of the district.
- Many attendees indicated a willingness to “compromise” to make something happen. There were many comments alluding to frustration regarding how long reconfiguration and consolidation have been issues for the D112 community
- Many community members were appreciative of the immense amount of work the 2.0 Team has dedicated to this process. There was an understanding by many attendees that a lot of work went into the process to get to this point.
- There were two competing dynamics regarding the format for the evening:
 - Community members appreciated the openness and feedback-oriented nature of this process. Many attendees wrote about how the boards were great for educating and informing the public on what is being proposed.
 - Some people found the process overwhelming because the number of options they had to choose from and the information on each was a lot to digest.
- Some community members expressed desire to weigh-in again after having the opportunity to digest the information and think further about which options they liked or disliked.



Total Mentions by Model. The graphs to the left provide a summary of the number of times that specific models were mentioned in response to Question 5 of the exit survey, which asked, “Did any of the individual reconfiguration models stand out to you for positive or negative reasons?” as well as the number of Post-It notes gathered by model. In most cases, specific models were mentioned because the respondent favored that model. However, this should not be seen as a way to gauge which model(s) was liked the most. At the least, this information can be used to understand which models were most memorable or impactful, and perhaps for consideration in planning for the upcoming focus groups in determining which models deserve additional discussion.





June 2017 Focus Groups Report

**North Shore School District 112
Reconfiguration 2.0 Community Team
June 21-23, 2017**

Prepared by:



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Executive Summary: The following report provides summary data and analysis from the three focus group discussions held at the North Shore School District 112 Green Bay administrative offices in Highland Park, Illinois on June 21, 22, and 23, 2017. There were 42 total participants across all three discussions. To ensure the best possible mix of perspectives in each focus group, participants were screened for their relationship to the district as non-parents (taxpayers), school district employees, or parents of past, current, and future district students; age and ethnicity, neighborhood of residence, and level of knowledge on the Reconfiguration 2.0 process. Family of current Reconfiguration 2.0 Team members and Board of Education members were removed from consideration for participation in the focus groups.

Recruitment methods included an early June mailer to 13,500 households in the district, placement of ads in the Highlander and Landmark, outreach during community forums on June 7 and 8, 2017, and phone-based outreach. More than 100 individuals expressed interest in participating in the focus groups.

There were two primary objectives of these discussions: (1) Refine the 2.0 Team's understanding of the most important community priorities for the future of D112, and (2) Test the viability of the eight models for configuration and gauge reactions to various components of those models to further inform the recommendation to be made to the Board of Education.

Key Takeaways

The majority of focus group participants support a change. They want North Shore School District 112 (D112) to remain competitive regionally and nationally, and they want to ensure that all students throughout the district have consistent and equitable access to educational opportunities. We also heard that many families moved to the district because of the schools (and unique programs like the dual language program). They are concerned that D112 cannot compete with neighboring districts if the status quo is maintained.

Models B, D, and E were seen by participants as the most "reasonable" options, representing a compromise not found in the other models. These models were also seen as the best return on investment given the cost of the proposed improvements. The only occasional exception was Model B, which was criticized for high projected cost.

Other than the frequency of grade level transitions and the challenges to dropping off and picking up students in families with multiple children, **the grade center concept presented in Model D was positively received.**

While praised as a more "equitable" option, Model C was not positively received overall. A single middle school was a non-starter for many participants, citing concerns that it bears too much resemblance to the previous referendum, while also carrying too high a price tag. Participants did not like the elimination of schools in the southeast part of the district.

Participants expressed that Models F, G, and H were a continuation of the status quo, with many mentioning that these options are essentially “kicking the can down the road.” Model H was referred to as a replication of BDR3.

Model A was seen as cost prohibitive and too much change for the community to support. There were also claims that Model A was too similar to the failed referendum.

Several focus group participants made the comment that they are looking to the board for leadership in making a tough decision. Many participants stated that they want action to be taken soon.

Multiple participants commented on the need for greater communication to less engaged individuals, particularly those who don’t currently have children in the district and non-English speaking residents of the district. Participants in all three focus groups were concerned about a lack of reliable information about voting procedures and what changes to schools would actually look like, leading to the spread of misinformation. Some residents asked for more proactive communication from the board to explain basic information that many members of the community do not know.

Focus Group Questions

What have you learned during the Reconfiguration 2.0 process?

- Attendees expressed that there is a lot of information to consider, and at the heart of Reconfiguration 2.0 is a communications and outreach challenge to ensure that as many people are aware of the process and their options as possible. At the same time, participants recognized the value of engagement, suggesting, “If you want to have a voice, you have to show up, and not just comment on Facebook.”
- Participants acknowledged that the issues are far more complex than they originally thought. Once they understood that, they wanted to invest more time into learning and understanding the constraints and challenges more fully.
- Attendees noted that everyone wants a better future for the children in D112, but many people don’t want to be directly impacted by the changes that will take place. This was noted as the source of much of the potential divisiveness of the proposed changes.
- Participants noted that it is much easier to oppose specific elements of a proposal than to support a holistic solution. Focus group attendees also offered that there will be sacrifices made by all, and there is no perfect solution.
- Attendees expressed that Reconfiguration 2.0 has raised fundamental questions about the goals of education. Without a clear goal for education in D112, participants said, it’s hard to express preferences about the future of the district.
- Participants brought up the fact that, after a year of engagement by the 2.0 Team, there is a good amount of progress and enthusiasm and that the momentum should be maintained. One participant was “appalled at how things have been punted for so long,” and urged a decision, even a “mediocre decision,” at this point.

We learned during the engagement process that our community prioritizes providing an equitable and high-quality education for our children. What does equity mean to you?

- Participants expressed that equity is about access to opportunity, including educational resources, technology, facilities quality, programming and more. At the same time, participants mentioned that equity does not mean “the same,” as some children require a different set of support structures to be set up for success.
- Attendees noted that full ADA compliance, fire safety, and air conditioning in all buildings are core to an equitable outcome for all buildings.
- Participants noted that equity is also related to competitiveness and ensuring that D112 children have as much opportunity as children in other districts to succeed in their academic experience and beyond.
- Attendees suggested that equity would be undermined by putting some programs (like dual language) only on certain sides of town, treating some schools differently than others (for example, splitting some schools in half), or by having some students travel across the district to get to their school while others only have to travel a short distance.
- Participants offered that not all schools need to be provided the same exact financial treatment to ensure equity. Different buildings have different maintenance needs and different cost requirements as well as different staffing plans. Moreover, teachers do not need to work from the same exact curriculum all the time, and should retain the freedom to use the style and approach that suits them and their students best.
- Attendees suggested that there isn’t a high level of understanding on the dual language program, and this leads to misinformation and distrust that threaten perceptions of equity. Some stated that dual language students are seen by members of the community as completely separate from the rest of the school or that these students are exclusively native Spanish speakers. At all three focus groups, 2.0 Team members provided additional information about dual language programs.

Discussion of Models by Group: Models A, B, and C

Overall Reactions

- Attendees did not like the cost estimates assigned to Models A, B, and C, repeatedly saying that they were too high. This, in turn, would likely present a serious obstacle to passing a referendum.
- The blanket reaction to Models A, B, and C is that they would be highly disruptive, since they propose the most change relative to the other models proposed.
- Participants expressed concern with the idea of placing all dual-language programs in one area of the district.
- Some attendees expressed that they were hesitant to offer opinions on any of the models until they could understand how the boundaries would be redrawn.
- A few participants suggested that Models A, B, and C accomplish the goal of reducing the number of buildings in the district, which is one of the most important objectives at present.

Model A

- Participants were very wary of the feasibility of Model A based on financial impact and sustainability. They noted that it seems hard to ask for community support when you're telling people that you have too much space and too few students, but you're proposing to build two new schools.
- Some attendees noted that there is a strong contingent of people who want Ravinia and Braeside to remain open, and that may pose a direct challenge to support for Model A.

Model B

- Model B was praised by some attendees for the number of buildings and the fairness of the geographic distribution proposed. It was also highlighted as a model of compromise, as “everyone gives up a little” in this option.
- Participants who supported Model B noted that there are challenges in the number of transitions, potential equity concerns, and high cost estimates. There was a mixed response to the idea of rolling 5th graders into middle school.

Model C

- Though Model C was praised as an efficient or an equitable option, the single middle school concept was suggested to be a “non-starter” for too many people in the district. According to some, this is exacerbated by the extreme level of change proposed by the model.
- Attendees noted that the five-building plan provides the opportunity for long-term operational savings not offered by other models.
- Participants noted that Model C bears too much resemblance to the most recent referendum that failed, and putting something like that forward for consideration on the ballot would almost ensure defeat.
- Model C was met with skepticism by some attendees, as it “eliminates all of the schools in the southeast part of the district” and also leaves limited flexibility should there be significant enrollment shifts in the future.

Discussion of Models by Group: Models D and E

Overall Reactions

- Attendees praised both Models D and E as “moderate” or “compromise” solutions. The number of buildings included as well as the geographic distribution of buildings within the plan were met with positive responses. Both models were praised for the number of sections as well as the amount of change proposed with the new building configurations.
- The number of transitions was commented on by a number of attendees. For some, there seemed to be an academic cost to the number of transitions. Others expressed that there is a benefit to the social development of children who get to spend time with students of mostly the same age. Beyond concerns regarding specialized play equipment and

libraries, attendees did not articulate a positive or negative argument around the transitions as they relate to the physical buildings.

- Participants saw both Model D and E as financially feasible, with middle-of-the-road cost estimates and capacity to generate operational savings over time.
- There was some discussion by participants of the traffic impact of building-out Northwood and Wayne Thomas, and the congestion that would result during morning commute time.
- Attendees saw a significant benefit to keeping eight buildings open to appease those residents in the district who want to see schools near their homes, but there was some concern about the inefficiency and the financial sustainability of retaining that many buildings in the future.

Model D

- The grade center concept proposed in Model D was received positively by most focus group participants. The negative reactions came mostly from participants who perceived difficulty in coordinating pickups and drop-offs for families with multiple children at different schools.
- A few attendees expressed skepticism of the benefit of keeping K-2 sections by themselves. The increase in transitions seemed to promote a lack of permanence, consistency, or familiarity for students that would need to change buildings every three years.
- A few focus group participants with monolingual students expressed concern that there were not as many monolingual sections in the north part of the district in Model D.

Model E

- Participants acknowledged that the limited number of grade transitions in Model E presented the opportunity for younger students to have an older “buddy,” which was seen as a benefit to the feeder patterns in this model.
- The spread of dual language programs to both the north and south of the district in Model E was viewed as a better approach than the geographic distribution of dual language in Model D.

Discussion of Models by Group: Models F, G, and H

Overall Reactions

- Participants reacted to these models in a largely negative way, with some indicating that the likelihood of building broad community support for any of the three is somewhat limited. The lack of real change proposed by these models was seen by many as “kicking the can down the road.”
- One participant noted, and many agreed, that Models F, G, and H are low cost options for those that “don’t want to spend any money” and “don’t care about educational quality.”

- For some attendees, Models F, G, and H do not do enough to address equity concerns related to the treatment of the north and south areas of the district.
- There was a significant amount of dialogue on the value and role of dual language programs in D112 during the discussion of Models F, G, and H. Though managing and distributing dual language programs was viewed as a challenge, the overall sentiment among participants was that the dual language option added immense value to the district.
- Attendees did not like the idea that the two monolingual sections at Wayne Thomas would be the only monolingual sections to continue on during middle school at Northwood.

Model F

- Model F was referred to by one participant as “an experiment using our children as subjects.” Another participant made reference to D112 serving as a “guinea pig” in the future proposed by this model.
- Though praised for minimizing change by some attendees, others indicated that equity concerns would present problems for community support should this option be put forth for approval by the board.

Model G

- Because of the number of buildings retained in Model G, many participants saw this option as the weakest, given the financial reality of the district at present. Of this model, one participant said, “It seems like we’re just going to come back and ask for more money later.”
- Attendees indicated that money spent to maintain old and failing buildings in Model G would have been better spent on developing new facilities. In addition, the staffing needs for 10 buildings would present significant financial constraints on the district moving forward.

Model H

- Model H was criticized for the resemblance it bears to BDR3, prompting many to dismiss it as a viable option given the lack of community support it would likely garner.
- Some participants indicated that an eight-building plan is desirable for the amount of change introduced, though the buildings included in the plan may not be optimal.

Do you have any other information you would like to share with the 2.0 Team to consider?

- Attendees reiterated the importance of moving forward quickly, and that a decision should be made soon even if it doesn’t represent the perfect solution.
- Some participants suggested that the referendum would have a much higher likelihood of passing if school closings were decoupled from the call for a bond. There was a belief that many more people would vote no if the vote included a decision to close schools.

- Though many attendees indicated that communication has improved significantly since the last referendum, many stressed the need for greater communication to more residents within the district, particularly the 80% of Highland Park residents who do not currently have children in schools. That requires a continued community engagement effort after the 2.0 Team makes its recommendation to the board, as well as concerted effort to get the word out in the weeks leading up to a referendum vote.
- Participants indicated that future iterations of the models under consideration need to include operational costs built out and a more robust explanation of benefits offered in each scenario.
- Some attendees expressed that there will need to be a spokesperson with a strong voice about the vision put forth by the board, and that success will come from a solid information sharing effort about how the option on the ballot is different than the one that came before.
- Participants shared an interest in the 2.0 Team providing the board with a “Plan B” backup (or series of backup plans) that would incorporate a phased approach, an option that works without a referendum, or an option that requires a significantly smaller bond amount.
- Attendees indicated that, no matter what option is ultimately chosen, the board should show explicitly how they listened to the community and responded directly to the preferences and priorities expressed during the engagement process carried out by the 2.0 Team.

THOUGHT EXCHANGE COMMUNITY FEEDBACK

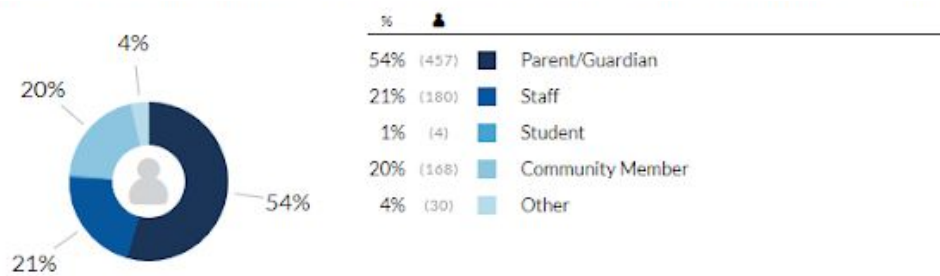
PARTICIPATION BREAKDOWN

 1
Exchange

 920
Participants

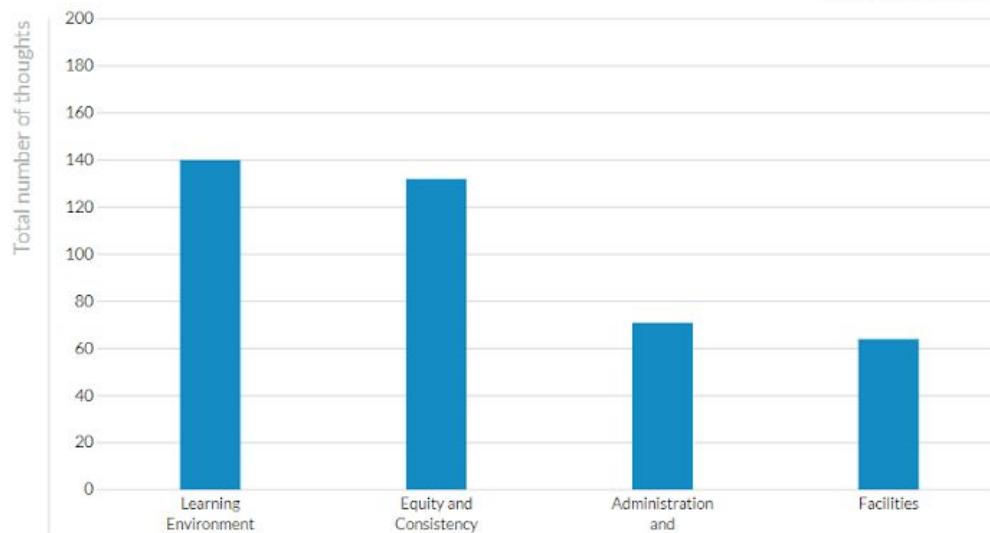
 1081
Thoughts

 52526
Ratings



BAR CHARTS

SUMMARY THEMES





North Shore School District 112 - Configuration Thoughtexchange

What are the most important perspectives that we must take into account while planning for potential changes in our facilities and school boundaries?

20 July 2018

 920 People

 1081 Thoughts

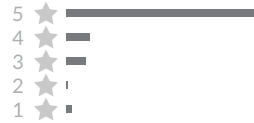
 52526 Ratings

Here are 20 thoughts that received the highest star ratings

We need to make sure that we are giving the very best education to every child in the district regardless of race, ethnicity, or school
It is our duty

4.6 ★★★★★ (61 🧑)

Ranked #1 of 20

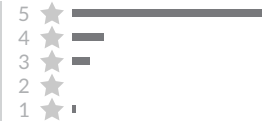


inclusiveness

Every child in D112 deserves to have the same educational opportunities no matter what schools they attend in the district

4.6 ★★★★★ (39 🧑)

Ranked #2 of 20

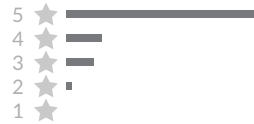


Balance

The quality of the educational experience across the district should be the same, irrespective of the school.

4.6 ★★★★★ (37 🧑)

Ranked #3 of 20

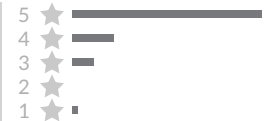


Equity in facilities and curriculum

all children should have the same experience and opportunities for learning

4.6 ★★★★★ (36 🧑)

Ranked #4 of 20



Helping to maximize learning for all students in our community

There must be a focus on creating a sustainable, effective, and excellent culture and community of learning for all students in 112.

4.5 ★★★★★ (62 🧑)

Ranked #5 of 20

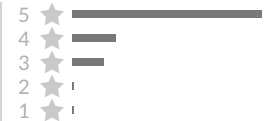


Achieve a high standard of education

The strongest influence on students future

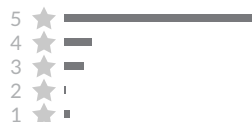
4.5 ★★★★★ (61 🧑)

Ranked #6 of 20



Equitable education for both middle schools.
Obviously.

4.5 ★★★★★ (61 👤)
Ranked #7 of 20



Our students need high quality instruction
so they can be well-informed critical thinkers
and conscientious citizens.

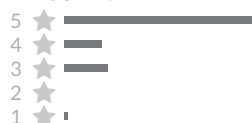
4.5 ★★★★★ (56 👤)
Ranked #8 of 20



**The most important thing is to ensure the fair
and equitable distribution of educational
opportunities and resources for all kids in
D112**

This is important bc a child's educational
access and potential shouldn't be predicated on
which region of D112 He/she lives in.

4.5 ★★★★★ (56 👤)
Ranked #9 of 20



**Equality in education for all. Rich, poor,
middle class, smart, average, and those who
struggle academically.**

Each child has a right to a good education.
Middle of the road children need as much
challenge, help, and attention as gifted and
struggling learners

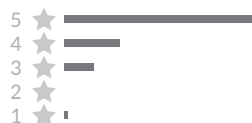
4.5 ★★★★★ (55 👤)
Ranked #10 of 20



Equity

All students should receive a challenging and
engaging experience responsive to their needs

4.5 ★★★★★ (55 👤)
Ranked #11 of 20



**Fantastic curriculum and opportunities for
our students**

Because this is what makes our district strong
and attractive

4.5 ★★★★★ (55 👤)
Ranked #12 of 20



**We need all students to get the best possible
education**

4.5 ★★★★★ (55 👤)
Ranked #13 of 20



**The student's need to be kept front and
center in the decision making for the district**

Student needs, excellent curriculum, brilliant
and thoughtful teachers that bring out the best
in our kids is key to our district's success

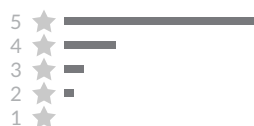
4.5 ★★★★★ (54 👤)
Ranked #14 of 20



All students in NSSD 112 should be at the heart of every decision.

NSSD 112 is a school district. Providing students with the best education possible should be the priority.

4.5 ★★★★★ (52 👤)
Ranked #15 of 20



Competitive excellence in our program offerings and facilities.

All children in our community deserve the opportunity to excel and flourish.

4.5 ★★★★★ (52 👤)
Ranked #16 of 20



attract/retain high quality teachers

future of our children, property values, etc

4.5 ★★★★★ (47 👤)
Ranked #17 of 20



Curriculum alignment throughout the district

All students within the district deserve the same educational opportunities and curricula

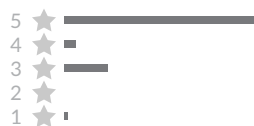
4.5 ★★★★★ (39 👤)
Ranked #18 of 20



Equality in the resources and facilities

All kids in the district should have access to the same resources regardless of which school they attend.

4.5 ★★★★★ (39 👤)
Ranked #19 of 20



Curriculum should be up to date.

Need to stay current.

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REPORTS AND INFORMATION



Superintendent's Citizen Finance Advisory Committee Report

February 21, 2012

The mission of North Shore School District 112, a community partnership committed to a world-class education, is to nurture every child to become an inspired learner, a well-rounded individual and contributing member of a global community by striving for excellence within an environment that fosters innovation, respect, engagement and intellectual inquiry.



SCFAC Committee Members

Robert Bernat, Resident, Braeside Parent

Bradly Burke, Resident, Wayne Thomas Parent

Matt Eriksen, Employee, Edgewood Middle School Principal

Courtney Fedacsek, Resident, Green Bay Parent

Kevin Huh, Resident, Oak Terrace and Northwood Parent

Pamela Kramer, Employee, Teacher Union President

Dan Leib, Resident, Ravinia Parent

Dan Littman, Resident, Lincoln Parent

Karla Livney, Resident, Ravinia Parent

Dina Nanberg, Resident, Sherwood Parent

Todd Needlman, Resident, Parent of children in programs outside the district

Tony Minorini, Employee, President, Support Staff Union

Steve Putzel, Resident, Braeside Parent

Tammie Beckwith Schallmo, Resident, Oak Terrace Parent

Anne Stern, Resident, Red Oak Parent

Paul Tatelli, Resident, Oak Terrace Parent

Leonard Tenner, Resident, Parent of district alumni, Lincoln and Edgewood grandparent

Shawn Walker, Employee, Principal, Sherwood School



Superintendent's Citizen Finance Advisory Committee (SCFAC)

Purpose:

- To insure that a broad cross-section of the district has in-depth knowledge of the district's finances and the particular challenges it faces in maintaining long-term financial sustainability
- To provide community members an opportunity to ask questions and offer meaningful input to the administration and superintendent

Responsibilities:

The committee will examine the driving forces that impact the district's revenues and expenditures, and offer broad recommendations to the superintendent regarding fiscal priorities to ensure the district's long-term financial sustainability, including ideas for cost containment or revenue enhancement. It is expected that the committee will provide a summary report to the superintendent that will:

- Identify the district's financial strengths and concerns
- Provide reaction to the district's financial assumptions and input on types of data we should be looking at that we're not currently examining
- Prioritize areas of revenue enhancement or expenditure reduction
- Develop general recommendations on how financial concerns should be addressed moving forward in a way that maintains both quality of education and financial sustainability

Member Expectations:

- Learn and study the issues that impact North Shore School District 112 Finances
- Attend all scheduled committee meetings
- Hold in confidence the detailed conversations held during committee meetings
- Respectfully ask questions and provide feedback during meetings

INTRODUCTION

Like many Illinois school districts, North Shore School District 112 is facing financial challenges. The district's primary source of revenue is from local property taxes, increases in which are capped by state law at the lesser of 5% or the rate of the Consumer Price Index (CPI), plus any tax generated from new construction. Historically low CPI rates over the last three years and the depressed real estate market, combined with increased staff costs due to contractual obligations and staff additions, have contributed to a situation where expenditures are growing faster than revenues. Even though the district has trimmed more than \$3 million from its budget in the last two fiscal years, it has run operating deficits, and has had to draw from its financial reserves. If expenditures and revenues continue at the current pace, financial projections show that the district's reserves will be depleted by the year 2017. Solutions need to be found to ensure the district's long-term financial health.

Embedded in the first line of the district's mission statement is the idea of community partnership, and working together to provide children with a world-class education. All district residents and staff members are important and valuable community partners, and their knowledge and input is essential in shaping the district's future. In this spirit, District Superintendent David L. Behlow, Ph.D. convened an advisory committee made up of a representative group of district stakeholders, with the purpose of educating a broader segment of the community about the district's financial challenges, and asking for direction on possible solutions.

The members of the Superintendent's Citizen Finance Advisory Committee would like to thank the superintendent and the board for allowing us the opportunity to participate and learn about the financial health of our district. Many of the representatives on the committee chose to live in North Shore School District 112 because of its outstanding schools, and hope that a fiscally sound district will support property values and/or are proud to be teachers and administrators in the district.

While the process was beneficial to furthering our understanding, it is also noteworthy that because of a compressed time frame and the solely financial nature of the information provided, there are many more questions than answers that result from a process like this. It is important to note the recommendations from the committee were informed by financial information, and not on information about educational merits or community philosophy. For example, we did not have substantive conversation on the tradeoffs of larger class sizes, if necessary, and their impact on learning nor did we discuss how strongly the community might feel about small neighborhood schools and their potential benefit on learning, community and development.

That said, the information we received tells a story of a district that has a fiscal problem. The district operates old, small and inefficient buildings, and has a structural expense/revenue problem that needs to be solved, as more than 70% of its costs (primarily salaries and benefits) are growing more quickly than its revenues. After a series of three meetings where the committee was presented with in-depth financial

information from District CFO Mohsin Dada and other district administrators, committee members compiled a list of the district's financial strengths, as well as its short-term and long-term financial challenges, all outlined later in this report. It also reviewed a list of 54 recommendations, including those generated in prior year discussions as well as those generated by the committee, and each member gave individual input about how they would prioritize these items and potential actions.

SUMMARY OF KEY FINDINGS

An analysis of the survey results demonstrates that to make an appreciable difference in rectifying the finances of the district and to create financial sustainability for the long-term, SCFAC committee members believe **the only way to have a meaningful impact is to address certain key cost-drivers and revenue producers**. The committee identified key cost drivers and revenue producers in five broad categories, and believes **all items listed below deserve high-priority attention from the Board of Education:**

Compensation

- Consider a review of the employee healthcare and benefits structure (plan design and employee/employer cost share) with the goal of reducing District expenditures. (16 out of 17 gave this medium or high priority)
- Consider restructuring the salary model to include performance and merit-based pay. (15 out of 17 gave this medium or high priority)
- Consider restructuring teacher lane advancement. (15 out of 17 gave this medium or high priority)

Facilities

- Consider a reduction in the number of school buildings. (16 out of 17 gave this medium or high priority)
- Consider reorganizing District schools into grade level centers to achieve economies of scale. (15 out of 17 gave this medium or high priority)

Education Programs

- Consider changes to the Dual Language and World Language programs to obtain greater economic efficiency, including the possibility of implementing fees for Dual Language or consolidating the program into fewer buildings. (16 out of 17 gave this medium or high priority)
- Consider developing District in-house programs to reduce North Shore Special Education Districts program costs. (15 out of 17 gave this medium or high priority)

Personnel

- Consider further personnel reductions to get to staff/student ratios in line with district policies. (15 out of 17 gave this medium or high priority)
- Review how district allocation guidelines with respect to special education conform to national best practices, and apply such standards to reduce personnel costs, specifically with respect to special education teachers, social workers, speech therapists, classroom aides and other paraprofessional staff. (13 out of 17 gave this medium or high priority)
- Consider reducing the number of building and/or district level administrative and administrative support positions, and the reduction of paraprofessional support staff. (12 out of 17 gave this medium or high priority)

Revenues

- Consider pursuing a building bond referendum that would allow the district to issue bonds to fund capital improvements. (16 out of 17 gave this medium or high priority)
- Consider sale of real estate that would be made possible if the number of district buildings are reduced. (15 out of 17 gave this medium or high priority)
- Although support was less well defined for a referendum to increase taxes to fund District operations, the importance of consideration of such a recommendation is apparent. (12 out of 17 gave this medium or high priority)

The committee recognizes many of the above recommendations are controversial if not hot button issues. However, if these third rail issues of District finances are not directly and openly addressed, it is clear to the SCFAC that **within the next one to two year period NSSD112 will pass the tipping point beyond which its financial failure may well become inevitable.**

The changes the board undertakes should be holistic and designed to create the best education system, supported by the most qualified and passionate teachers and administrators. The community values quality education, and if presented properly, residents would embrace investment in education that produces tangible results.

While a potential logical solution revolves around consolidating schools to lower ongoing operating costs, and leverage building maintenance and technology upgrades, we believe there is a long-term challenge not addressed by consolidation alone. As we reviewed the information, it was voiced by some that the model is broken. An operation with 70% of its costs growing more quickly than its revenue year after year is headed for financial challenge. While revenue growth is limited by the Consumer Price Index (CPI), which has averaged just 2.5% over the past 20 years, teacher salaries increased last year by 5.95%. While reducing fixed-cost infrastructure through consolidation can provide a head start and some cushion, the underlying structural problem of revenue vs. expense must be addressed if the district is to achieve long-term financial sustainability.

It would seem that the district's operating deficit of \$1.3 million would be solvable through cost control alone, by balancing diverging trends in staffing and enrollment. In the last ten years, student count is down by only two, while staff is up 114 (and has increased every year except in 2004 when it was down 2 teachers). Had staff numbers kept pace with the student population, the district would not be operating with a deficit at this time. The ratio of staff to students is part of the long-term financial challenge.

A good stable property tax base producing a high revenue per student is a foundation to create a sustained model for the district without the need to tap the \$22.9 million reserve balance. With no debt on the books after this year and historically low borrowing rates, it seems now is the time to undertake a referendum to fund the building and system of the future.

MAKING INFORMED CHOICES TO ENSURE A SUSTAINABLE FUTURE



*REPORT PREPARED BY THE
SUPERINTENDENT'S CITIZEN FINANCE AND FACILITIES ADVISORY COMMITTEE
NORTH SHORE SCHOOL DISTRICT 112
FEBRUARY 2014*



District Mission

The mission of North Shore School District 112, a community partnership committed to a world class education, is to nurture every child to become an inspired learner, a well rounded individual and contributing member of a global community by striving for excellence within an environment that fosters innovation, respect, engagement and intellectual inquiry.

Report Purpose

This report was prepared by the members of the Superintendent's Citizen Finance and Facilities Advisory Committee, for the purpose of informing District stakeholders about the challenges the District faces in the areas of finance and facilities. Committee members, comprised of a cross-section of District parents, community members and staff, spent more than a year studying the District's challenges. This report discusses those challenges, and identifies some potential solutions. There will be two opportunities for community members to provide feedback — a series of facilitated community meetings and an online survey.

Executive Summary

North Shore School District 112 is at a crossroads. We face a once-in-a-generation choice: Should we invest in our schools now and renew our community's historic deep commitment to educational excellence, or should we defer difficult decisions?

The needs are urgent and increasing. While NSSD112 attained a balanced budget in FY 2014, costs are outpacing revenues. If no action is taken, the District will begin operating at a deficit in 2016 and face alarming challenges by 2019.

The number of aging school buildings in our District and mounting deferred capital maintenance demands seriously compound this problem. The current facilities are expensive to maintain and operate, are ill-suited to the standards of educational excellence of our community, fail to meet current safety and ADA requirements, are not equipped for 21st century technology, and are growing more dilapidated.

In order to assure financial sustainability and continue to provide students with a world-class education, citizens must make choices. We must choose the best way to maximize limited resources and leverage operating efficiencies while:

- Maintaining quality educational programming
- Addressing basic infrastructure needs and extending building lifespans
- Achieving equity across buildings
- Ensuring financial sustainability

Superintendent David L. Behlow convened the Superintendent's Citizen Finance and Facilities Advisory Committee (SCFFAC) in Fall 2012 and tasked the group with defining the challenges, exploring opportunities, and presenting the community with options that reflect its values and that further the District's educational mission.

The Committee identified four major challenges to achieving these goals:

- *Aging Buildings:* Almost all buildings require significant and expensive repairs.
- *Number of buildings:* The District has a large number of buildings relative to the number of students it serves. This leads to inefficient staffing and high building maintenance and upkeep expenses.
- *Financial Challenges:* District expenses are growing faster than revenues; this trend is expected to continue.
- *21st Century Learning:* The district must prepare its children for today's world. Current facilities are not aligned with 21st century learning needs, instructional delivery methods, or technology requirements.

The committee developed three broad scenarios for the future, and examined the impact of each:

- **Choice 1—No new investment:** Keep all 12 schools open without seeking a referendum. This would severely curtail the District's ability to carry out its educational mission. Because there would be no new revenues generated to pay for urgent repair needs, funds would need to be diverted from educational programming, and would directly impact student learning. The committee believes this would result in reduced programming, increased class sizes, and other measures that would have an adverse impact on children and the community's reputation.
- **Choice 2—Renovate and maintain all 12 buildings:** Seek funding through a referendum to upgrade and maintain all current schools and increase their usable lifespans. The committee found that this would solve most infrastructure issues, and result in classroom spaces that would be more conducive to 21st Century learning needs. However, other significant needs related to optimal delivery of education would not be addressed. There would continue to be inefficient allocation of staff at all schools, and it would be difficult to provide optimal opportunities for teacher collaboration and differentiated instruction for students. Perhaps most importantly, it would not result in long-term financial sustainability. By the year 2020, District fund balances would dip below levels required by board policy and state guidelines, and additional revenues would eventually be necessary to sustain the current educational program.
- **Choice 3—Invest in a new model:** Reduce the number of schools and seek funding through a referendum to renovate/rebuild a fewer number of buildings. The committee found that this would solve the District's infrastructure issues, meet the needs of students in the 21st century, and ensure a financially sustainable future by reducing operating costs.

After a thorough review of current best practices regarding school architecture, the 21st century learning environment, and instructional delivery, the configuration subcommittee developed three models that meet the District's goals and will allow the community to overcome existing challenges:

- **8** buildings utilizing the current configuration: **6** K–5 and **2** 6–8 buildings
- **6** buildings utilizing the current configuration: **4** K–5 and **2** 6–8 buildings
- **8** buildings with a grade-center configuration: **4** K–2, **2** 3-5 and **2** 6–8 buildings

The committee is seeking stakeholder input prior to formulating its report for the superintendent, which will be presented at the May 2014 board meeting. The findings included in this report will be presented at six community meetings in February and March 2014. A facilitated discussion will follow the presentations. Residents who are not able to attend any of the meetings will have the opportunity to share their feedback via an online survey in March 2014.

The SCFFAC & Community Meetings

The Superintendent's Citizen Finance and Facilities Advisory Committee (SCFFAC) included community residents, parents, and staff who served on one of three subcommittees: (Finance, Facilities, and Configuration). Team members were selected because of their diverse professional and volunteer backgrounds. Community members included parents of District graduates and parents of children who are not yet school age. The parents on the committee proportionately represented the District's schools.

They conducted an extensive study of the District's finances and facilities and were tasked with developing options for the future. The committee is seeking community, parent, and staff input on their findings and next steps. Feedback will be solicited at a series of meetings that will include a presentation and a facilitated discussion.

[Click here to learn more about the committee purpose](#)

[Click here for a list of committee members](#)

The community meetings will include candid and open conversations about the current situation, the general choices the committee has defined, and the benefits and challenges of each choice.

The meetings will provide District stakeholders with an opportunity to:

- Learn about the committee's findings to date
- Discuss the findings with fellow community members, parents, and staff
- Share perceptions of the District's challenges
- Comment on options that will allow the District to continue to provide a world-class education to all students in a financially sustainable way

The meetings will NOT:

- Include a discussion of specific schools to close if that becomes a viable option
- Include a discussion of school boundaries

Meeting dates are scheduled for:

- Thursday, February 13, 9:30 - 11:30 a.m. (Highland Park Country Club)
- Wednesday, February 19, 7:00 - 9:00 p.m. (Highland Park Country Club)
- Saturday, February 22, 9:30 - 11:30 a.m. (Highland Park Country Club)
- Wednesday, February 26, 7:00 - 9:00 p.m. (Highland Park Country Club)
- Thursday, February 27, 7:00 - 9:00 p.m. (Highland Park Country Club)
- Sunday, March 2, 2 to 4 p.m. (Oak Terrace in Spanish)

Current Situation

The District is at a critical juncture and the choices our community makes now will determine how well the District can continue its history of providing excellent education to its children. The residents of Highland Park and Highwood have always taken pride in their schools and recognize that property values are strongly correlated with quality schools.

It is common for adults who grew up here to return to the community to raise their own families because they value the education they received. The District also has a long history of attracting first-generation immigrants who settle here because of the community's reputation for excellent education. Residents expect the District to provide all children with an education that will allow them to succeed in their future academic pursuits and adult lives, and that their hard earned tax dollars will be spent wisely and prudently.

This report section outlines the District's challenges, offers options for resolving them, and highlights the impact of each of those choices on the District's future. For the purposes of this document and the community meetings, the challenges are presented in four categories: aging buildings, number of buildings, finances and 21st century learning.

Aging buildings

With the exception of Oak Terrace, the average age of District's buildings is 74 years old. Children who must acquire the skills to be successful in the 21st century, and who are using computers and tablets on a daily basis, are being educated in facilities that were, in some cases, designed before the invention of the school bus. Eleven of the District's twelve buildings are old and deteriorating, and require costly repairs and renovations in order to meet today's education, safety, energy efficiency, and ADA accessibility standards. Environmental hazards (asbestos, radon, lead, etc.) exist in areas of some buildings.

A comprehensive Master Plan completed in 2009 and updated in 2013 estimates that it will cost more than \$100 million to complete deferred maintenance, and to meet basic operating and infrastructure needs. This budget includes ADA compliance, safety and security systems, and replacing/repairing items that have served long past their life expectancy such as windows, roofs, floors, boilers, etc. It does not include items that many argue are necessities, such as sprinkler fire protection; ADA upgrades; air-conditioning; flexible, collaborative classroom spaces; and infrastructure to support current and future technology needs.

[Click here for the 2009 Master Facilities Master Plan](#)

Number of Buildings

The District has a large number of schools compared with other area districts with similar enrollments. The average number of students per building is the lowest of twelve other north suburban districts with enrollments ranging from 3,000 to 6,000 students. Additionally, the average number of square feet per student far exceeds Illinois State averages and is higher than that of other local districts. The number of buildings the District operates leads to relatively high operating expenses. It is costly and inherently less efficient to operate 12 buildings for 4,400 students.

[Click here to review school size comparisons.](#)

[Click here to review square footage comparisons.](#)

Additionally, having 12 buildings of uneven sizes impacts educational programming. It does not promote current best practices in teaching and learning in several critical ways. Multiple small buildings result in an uneven distribution of students, which in turn leads to inefficient staffing and resource allocation. Currently class sizes range from 13–27 at the elementary level, and 13–30 in the three middle schools.

When class sizes are well below district class size guidelines, the academic culture and social environment can be compromised. There are fewer opportunities for differentiated and collaborative activities. When class sizes exceed guidelines, staffing and other resources are strained.

The number of sections per grade also impacts programming for students and professional collaboration for staff. In schools with only two sections per grade, opportunities to share ideas and resources and creatively group students based on needs and interests are limited. These issues intensify at the middle schools, which offer a wider array of courses. When middle school enrollments dip below 500 or even 400 students, it is challenging to staff them in an efficient manner while offering a full complement of courses and meeting complex scheduling needs for multiple academic levels. Fewer and larger schools would enable the District to optimize class sizes and staff resources, and facilitate programming at all grade levels.

Finances

The District faces two major financial challenges—facilities maintenance (described earlier) and annual operating expenses.

Although the District has no debt, currently has an AAA bond rating, and projects a balanced budget for this fiscal year, annual operating expenses have been increasing faster than revenues for the past several years. This trend is expected to continue for the foreseeable future.

[Click here to review financial projections.](#)

About 90 percent of District revenues come from local property taxes, which are subject to limits under state law. Those tax increases are capped at the rate of the Consumer Price Index. More than 70 percent of District expenditures are for employee salaries and benefits, which have typically grown faster than revenues. Since 2010 the District has cut more than \$6 million in expenses in order to achieve a balanced budget. These financial pressures have impacted the educational program and have contributed to difficult labor negotiations.

[Click here to review the finance subcommittee report.](#)

21st Century Learning

North Shore School District 112 must equip children with the skills and knowledge necessary to succeed in a rapidly evolving world. To be successful in today's world, students must be able to think critically, collaborate, apply knowledge to new situations, and be well versed in technology. Teachers are expected to provide differentiated instruction, accommodate students with different learning needs and abilities, and incorporate technology whenever appropriate.

The ideal modern classroom environment is flexible (to allow small and large group learning) and equipped to allow devices and Internet access for all students simultaneously. Current facilities and infrastructure were designed to accommodate rows of desks pointed toward a blackboard and prepare students for an industrial economy. They do not align with current student needs and instructional delivery methods. Collaboration and creativity are essential for student growth and achievement and require a variety of learning environments. The current facilities in our district limit the opportunities for collaboration and creativity and small group instructions due to the lack of flexible spaces.

Committee Findings

The SCFFAC members concluded that the District's annual budget is not sufficient to sustain the current educational program and maintain the District's 12 school buildings. Without additional funding and/or restructuring, the District will have to use funds that now go toward the classroom to pay for the unavoidable upkeep of the school buildings in the immediate future. The District would not be able to provide the quality of education that the community values and expects.

Given this unchangeable set of circumstances, the SCFFAC members developed three broad scenarios for the future. This report describes the impact of each and uses the District's Strategic Plan as a framework for evaluation. Those goals include: providing students with a world-class education; promoting equity across buildings; ensuring financial sustainability and operating efficiency; and addressing basic infrastructure needs so buildings have a 30–50 year lifespan.

- **Choice 1—No new investment:** Keep all 12 schools open without seeking a referendum. This would severely curtail the District's ability to carry out its educational mission. Because there would be no new revenues generated to pay for urgent repair needs, funds would need to be diverted from educational programming, and would directly impact student learning. The committee believes this would result in reduced programming, increased class sizes, and other measures that would have an adverse impact on children and the community's reputation.
- **Choice 2—Renovate and maintain all 12 buildings:** Seek funding through a referendum to upgrade and maintain all current schools and increase their usable lifespans. The committee found that this would solve most infrastructure issues, and result in classroom spaces that would be more conducive to 21st Century learning needs. However, other significant needs related to optimal delivery of education would not be addressed. There would continue to be inefficient allocation of staff at all schools, and it would be difficult to provide optimal opportunities for teacher collaboration and differentiated instruction for students. Perhaps most importantly, it would not result in long-term financial sustainability. By the year 2020, district fund balances would dip to unhealthy levels, and additional revenues would eventually be necessary to sustain the current educational program.
- **Choice 3—Invest in a sustainable future:** Reduce the number of schools and seek funding through a referendum to renovate/rebuild a fewer number of buildings. The committee found that this would solve the District's infrastructure issues, meet the needs of students in the 21st century, and ensure a financially sustainable future by reducing operating costs.

The Choices

Choice 1—No New Investment

Continuing on the District's current trajectory will quickly lead to a significant degradation in the quality of our schools. Operating expenses are expected to continue to outpace revenues. Building repair and maintenance has been deferred, but this cannot continue indefinitely. The District estimates that \$65 to \$75 million in maintenance, repairs, and improvements over the next 15 to 20 years cannot reasonably be avoided. This translates to \$3.3 to \$5 million per year for minimal improvements and the most basic and necessary repairs. It does not include the upgrades recommended in the Master Plan, including sprinkler systems, air-conditioning, full ADA compliance, and more.

Because the current budget can only support a small fraction of these expenses, funds would need to be pulled from other areas. This would have a devastating impact on the educational program and on the District's ability to remain financially solvent. SCFFAC members project that without additional funding/re-structuring:

- Educational quality will suffer if funds are diverted from programming to maintenance. Funding for building repairs would need to come from reductions in staff. This would lead to increased class sizes, reduced program offerings and an overall decrease in educational quality that would be unacceptable to the community.
- Ending fund balances will drop below 25% in FY 2016. The District will be placed on financial watch by the Illinois State Board of Education (ISBE) and lose its AAA bond rating, which would make borrowing more expensive in the future.
- Safety and security will be compromised because fire monitoring, sprinklers, secured entries, and emergency communication systems will not be upgraded to meet current standards.

[Click here to review financial projections for each scenario](#)

[Click here to review the facilities impact chart for each scenario](#)

[Click here to review the educational impact chart for each scenario](#)

Choice 2—Renovate and Maintain All 12 Buildings

This option would require voters to approve a bond issue of approximately \$145 million to renovate the District's 12 existing buildings and bring them up to current standards. Basic upkeep and improvements, including HVAC controls, sprinkler installation, fire monitoring systems, energy efficient windows, ADA compliance, air-conditioning, roof and foundation repairs, and furnishings would be completed.

While this would address some of the facility issues, it would **not** solve the District's long-term financial problems because the District would still need to staff and maintain 12 buildings and would not realize operational savings. By the 2019-2020 school year, the District would again be in the position of having dangerously low fund balances. They would likely be forced to choose between cutting programs or seeking a tax increase to support educational programming.

If the District seeks and obtains voter approval for a bond issue to renovate and continue to operate all 12 schools:

- The District will have a 25-year bond issue to pay and property taxes will increase. Based on current information, ending fund balances are projected to drop below 25% in FY 2019 (compared with FY 2016 in Option 1). The District then will be placed on financial watch by the Illinois State Board of Education, and lose its AAA bond rating. This would make borrowing more expensive in the future.
- The buildings would be upgraded but the District would continue to have significantly higher square footage per student compared to neighboring districts, and state and national averages. This results in above-average costs for facilities operations and maintenance, for example energy costs and custodial expenses.
- This scenario does not address the District's basic staffing inefficiencies. The District would continue to have a wide disparity in class sizes, and a small number of grades per section at many schools.
- This scenario does not allow for improvements in teaching and learning because it does not add collaborative, flexible learning spaces, or allow for improved teacher collaboration. Middle school scheduling and learning environments will continue to be especially problematic.

[Click here to review financial projections for each scenario](#)

[Click here to review the facilities impact chart for each scenario](#)

[Click here to review the educational impact chart for each scenario](#)

Choice 3—Invest in a New Model

Choices one and two will not solve the District's long-term financial and educational needs. The third choice is to re-shape the District. Renovating or rebuilding fewer schools will allow the District to meet the needs of all students now and in the years to come. Fewer schools will allow North Shore District 112 to:

- Realize operating savings
- Maintain future financial sustainability
- Reduce inequity in class sizes
- Address difficulties in middle school scheduling/programming
- Create buildings with a minimum lifespan of 30–50 years
- Align square footage per student with local, state, and national averages
- Ensure all facilities can meet 21st century learning needs, including:
 - Differentiated instruction/ Flexible grouping
 - Personalized learning
 - Technology Integration
 - Collaborative classroom spaces
 - Effective teacher collaboration

A configuration subcommittee was established and charged with generating and evaluating alternative configurations.

[Click here to view the full configuration subcommittee report.](#)

The Process

The work of the configuration subcommittee involved research, interviews, observations, robust discussion, and group analysis. The committee was encouraged to think broadly and creatively, and incorporate current best practices regarding school architecture, the 21st century learning environment, and instructional delivery in their recommendations.

One key finding was common to all of their research—every school district is unique and will arrive at a solution that reflects their community's demographics and character. With that in mind, the group looked at dozens of potential scenarios for North Shore School District 112. It was agreed that all models must meet these criteria:

- Be rooted in, and supported by, the beliefs in the District's Strategic Plan
- Be in the best interests of students and learning
- Be able to foster a positive culture, climate, and sense of community
- Be able to maintain current class size guidelines (20-23 at K-2 and 23-25 at 3-5)
- Be able to maintain current busing guidelines (no bus route longer than 45 minutes)
- Have no more than two building transitions throughout the K-8 experience
- Allow students to remain at the same school for a minimum of three years

- Allow students to remain with the same group of students for their entire K-8 experience (i.e., a K-5 school would not feed into two separate middle schools)
- Have the flexibility to accommodate new programs such as all-day kindergarten, STEM, the International Baccalaureate program, and Dual Language options beyond Spanish-English.
- Ability to incorporate the District preschool program and administrative offices---they would not continue to be housed at a separate building

The subcommittee identified the most important factors in evaluating how well each model would attain the committee goals of long-term financial sustainability, effective education, and equity across the district. These included:

Factor	Target
Number of sections per grade level in elementary schools	4
Class size range grades K-2	18-21 students
Class size range grades 3-5	20-23 students
Class size range in core middle school subjects	23-25 students
Elementary School Size	400-500 students
Middle School Size	700-800 students
Operating Cost Effectiveness	Annual savings of more than \$3.5 million

Each of these factors was scored using a four-point rubric (maintained status quo, limited progress toward goal, progress toward goal, met goal).

[Click here to view the configuration subcommittee decision-making rubric.](#)

The Options

The subcommittee selected three options for further discussion and community feedback, based on how well they align with the criteria and the targets. They are:

- **Eight schools:** Six K-5 schools and two middle schools
- **Six schools:** Four K-5 schools and two middle schools
- **Eight schools, grade-center model:** Four K-2 schools, two 3-5 schools and two middle schools

All three options include:

- Significant cost savings for the district because fewer schools will require less staff.
[Click here for staffing information and savings projections.](#)
- Two middle schools, which will allow for the most opportunities and equity for students. Creating two middle schools will support personalized learning and facilitate scheduling and staffing.
[Click here for the Configuration Subcommittee Report, which provides more information about the opportunities that can be gained from two middle schools.](#)

- A fewer number of elementary schools than the current configuration, which will allow for easier differentiation of instruction to individual needs, and more effective teacher collaboration.
- Maintaining current district class size guidelines (20-23 for K-2, and 23-25 for 3-5)
- Linear feeder patterns so students are not split up when they transition from school-to-school.
- Placing the pre-school program at one of the K–5 buildings.
- Placing the administrative office at one of the school buildings.

Comparison of Current Configuration and Three Options

	CURRENT CONFIGURATION 8 K-5 3 6-8 1 PK/ADMIN	8 BUILDINGS 6 K-5 2 6-8	6 BUILDINGS 4 K-5 2 6-8	8 BUILDINGS 4 K-2 2 3-5 2 6-8
Number of Sections per Grade	2 - 5	3 - 5	6 or more	3 - 5 at K-2 6 or more at 3 - 5
Class size in grades K-2	13 - 25	15 - 22	18 - 23	17 - 23
Class size in grades 3 - 5	15 - 27	18 - 25	19 - 24	21 - 24
Class size in core subjects 6-8	13 - 30	21 - 27	21 - 27	21 - 27
Elementary School Size	241 - 528	400 - 500	650 - 750	300 - 350 at K2 700 - 750 at 3-5
Middle School Size	373 - 630	700 - 800	700 - 800	700 - 800
Number of School Transitions	1	1	1	2
Annual Operating Savings	0	\$3.5 million	\$5.1 million	\$3.7 million

If the community makes a capital investment in fewer buildings:

- The District will have a 25-year bond issue to pay, and property taxes will increase, but operating costs will decrease. Based on current information, ending fund balances will continue to be healthy for the foreseeable future, and the District will not be forced to cut programming to fund operations.
- Buildings will have a minimum lifespan of 30–50 years, meet current safety and ADA standards, and the District’s square footage per student will be better aligned with neighboring districts as well as state and national averages.

- The schools would be designed for 21st century learning. They would include collaborative, flexible learning spaces, be equipped for current technology and future upgrades, and include options for program enhancements. Fewer schools will allow the District to balance the number of sections per grade level at elementary schools, and even out the number of students per class. Middle school scheduling and opportunities will be improved. Learning environments at the elementary and middle school levels will reflect the District's commitment to educational excellence.

Members of the Configuration Subcommittee feel that the most important take-away from their study process is that there is no single configuration that is inherently better than any other. What's most important is that the District directs the maximum resources possible toward educating children as opposed to maintaining facilities. Investing in a new model with fewer buildings satisfies that objective.

[Click here for the full configuration subcommittee report.](#)

RECOMMENDATIONS TO THE DISTRICT 112 BOARD OF EDUCATION

JULY 2017



Preferred Models and Additional Models for Consideration



ASSUMPTIONS USED IN DEVELOPING OUR RECOMMENDATIONS

The 2.0 Team formed a number of basic assumptions in the course of our study and analysis. We took these assumptions as underlying facts of our analysis and they informed our process. It is possible that changes to these core assumptions could lead to the identification of different reconfiguration options:

- Full day kindergarten will be introduced to D112 along with reconfiguration; fiscal sustainability through 2030 is a precondition for any reconfiguration option; district class size guidelines will remain unchanged; the student population will be composed of 19 sections per grade; demographic patterns will remain the same; and Dual Language will continue to be offered in a single middle school.
- ADA, fire, health/life safety, as well as Green Report (long-term and deferred maintenance) work identified to be performed within the next five years, is included within the scope of reconfiguration work.
- Maintaining the current 12 building model is not financially sustainable. Survey results reflect wide community support for closing a number of schools, leading us to focus on 8-9 building models.
- Recommendations developed support the mission of D112, which is to nurture every child to become an inspired learner, a well-rounded individual and a contributing member of a global community by striving for excellence within an environment that fosters innovation, respect, engagement and intellectual inquiry.

PREFERRED MODELS: B, D, AND E

- The committee chose models B, D, and E as preferred models because they contain the greatest number of features that are in the best interest of D112 students and garnered the strongest support from those who attended the community forums and focus groups.
- There are tradeoffs for all configurations and any of the models require compromise. Dissenting opinions existed among all models.
- There may be elements of some non-preferred models that merit the Board's consideration.

Note: Preferred models are presented alphabetically, not in order of preference.

MODEL B

9-Building Plan

- Early childhood center (attached to Oak Terrace)
- Six elementary schools: NW, OT, RO, SW, RV, BR
- Two middle schools: IT (5-6), EP (7-8), EW (5-8)
- Administrative offices attached to SW

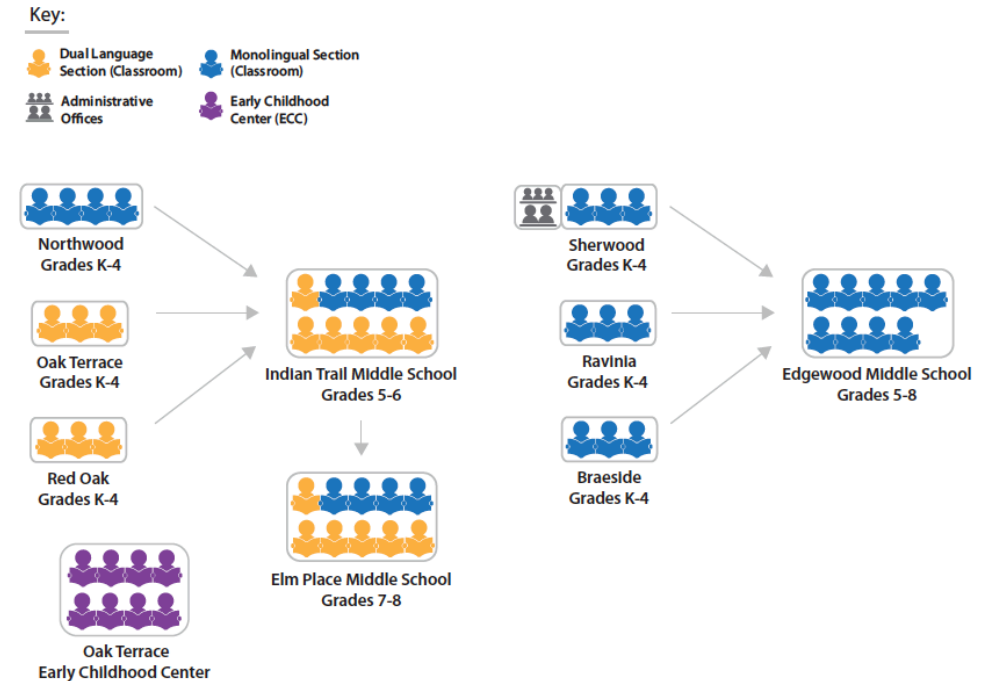
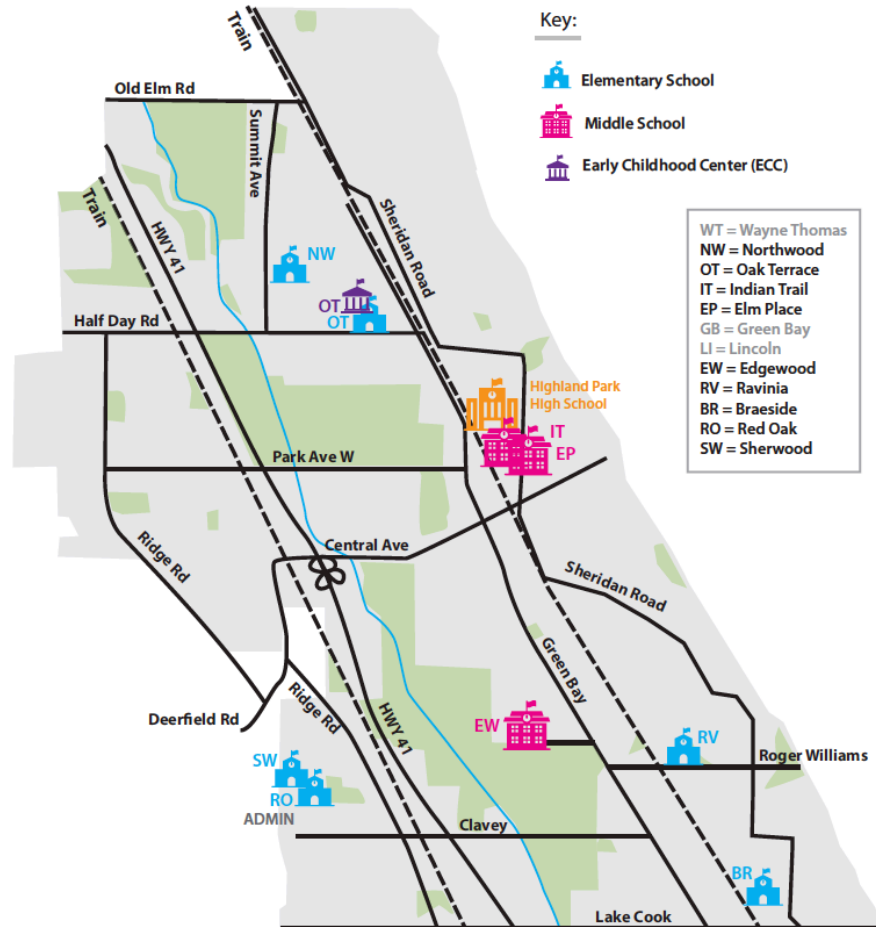
Goals and Key Elements

- Three sections per grade level at all elementary schools district-wide to achieve larger cohorts and teaching teams.
- Two Dual Language Academies to consolidate resources and accommodate six sections.
- Students would transition to middle school in 5th grade. Edgewood will function as two schools (5-6 and 7-8) to the greatest extent possible.
- Elm Place/Indian Trail Middle School would include a 60/40 split of Dual Language/monolingual students to achieve diversity.

Community Perspective Based on Forums and Focus Groups

- Opinions from the community were mixed on this concept. Some felt strongly that 5th grade is a good time to transition to middle school while others felt strongly that students are not ready for middle school at that age.
- Diversity was a key theme of feedback for this concept at the elementary level, with regard to Dual Language and monolingual sections concentrated in different schools.

MODEL B MAP AND FEEDER PATTERN



MODEL B FINANCIAL SUMMARY

Project Costs ⁴ (\$ millions)				Ongoing Capital Expense (\$ millions)			Total Costs (\$ millions)	Total Costs (\$ millions)
Renovation of Existing Space		Additions to Existing Space and Site Improvements ³	Furniture, Fixtures and Equipment	Maintenance and Repair Planned through 2025 ⁵	Est. 40% funded by District Sources ⁶	Net Est. Capital Expense	Total (Upper Range)	Total ⁷ (Lower Range)
Improvements ¹	State-mandated Health & Safety ²							
\$99.2	\$11.2	\$35.5	\$12.7	\$32.8	\$13.1	\$19.7	\$178.3	\$151.6

1. Improvements required to accommodate sections per grade, classroom configurations, student population, and upgrades to meet educational requirements, as well as ADA, HVAC and Safety/Security
2. Improvements already mandated by Health Life Safety (HLS) that are due to be completed during the project term
3. Additions to buildings to accommodate sections per grade, configurations, student population, educational requirements, and security vestibules, and site work for grading, parking and driveways
4. Includes Architect, Engineers, General Contractors, reserve for contingencies, permits, utility fees, security, Legal, financial, and escalation (increasing of construction costs during later years of the project)
5. Capital expenses identified in the Green Report
6. Portion of Capital Expenses identified in Green Report that may be funded by District sources, such as District Reserve, future operational savings, and/or future tax revenue to be completed
7. Lower Range estimate assumes potential refinement of 15%

MODEL D

8-Building Plan

- Early childhood center attached to NW
- Three primary schools (K-2): OT, SW, BR
- Three secondary schools (3-5): IT, RO, RV
- Two middle schools: NW and EW
- Administrative offices attached to EW

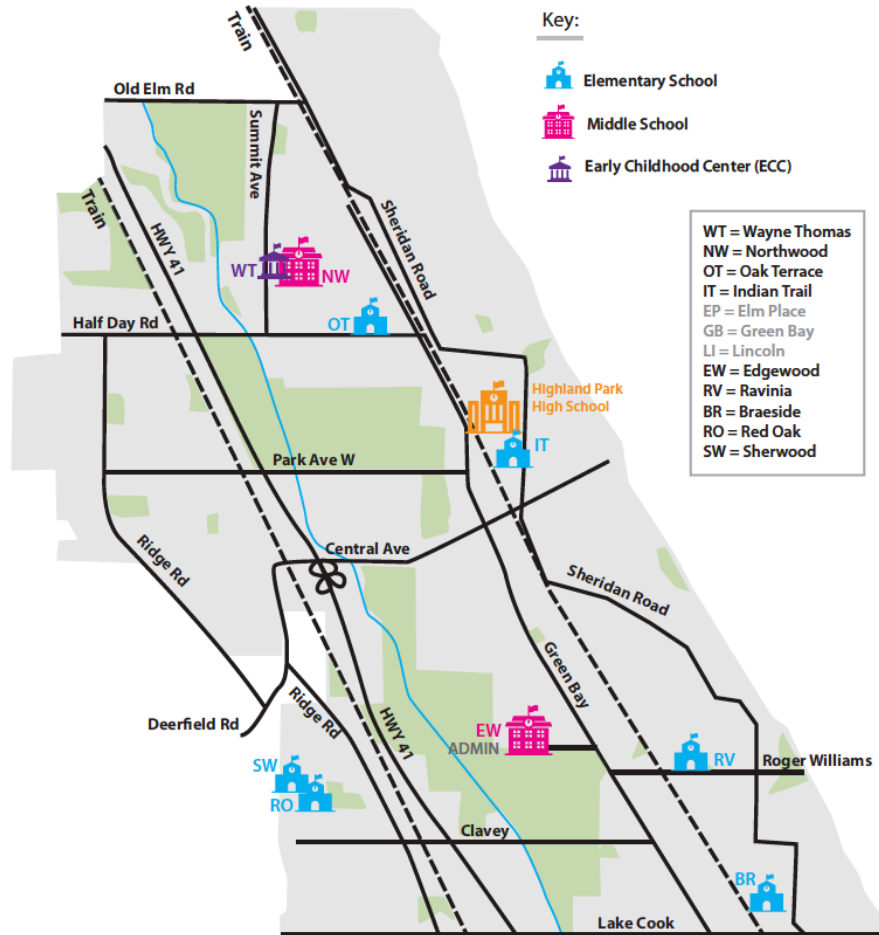
Goals and Key Elements

- Three sets of regional pairs of schools establishes 3-4 sections per grade at each elementary school.
- Dual Language students would be in a common building with monolingual students.
- The south end of WT would be connected to NW middle school to eliminate trailers, accommodate a larger student population, and dedicate entire field space to middle school students. The north end of WT would be used for an early childhood center.

Community Perspective Based on Forums and Focus Groups

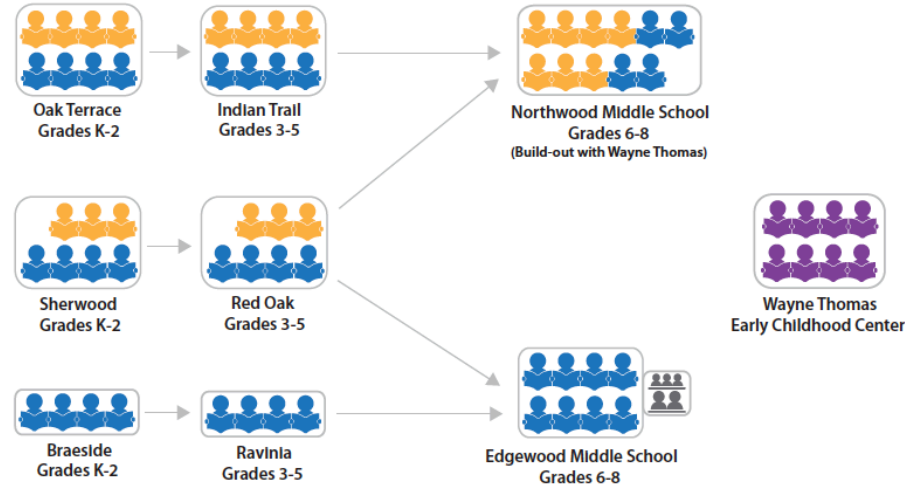
- Allows for more consistency across the district and provides for opportunities to allow for team teaching and collaborative learning in alignment with best educational practices.
- Community comments were positive on mixing the Dual Language and monolingual sections at the schools.
- Community members who disliked this model overwhelmingly flagged the number of transitions as the reason. Further studies on this model should include staggering start and end times of the school day.
- Community members also expressed interest in the educational opportunities that regional pairings of schools would provide.

MODEL D MAP AND FEEDER PATTERN



Key:

- Dual Language Section (Classroom)
- Monolingual Section (Classroom)
- Administrative Offices
- Early Childhood Center (ECC)



MODEL D FINANCIAL SUMMARY

Project Costs ⁴ (\$ millions)				Ongoing Capital Expense (\$ millions)			Total Costs (\$ millions)	Total Costs (\$ millions)
Renovation of Existing Space		Additions to Existing Space and Site Improvements ³	Furniture, Fixtures and Equipment	Maintenance and Repair Planned through 2025 ⁵	Est. 40% funded by District Sources ⁶	Net Est. Capital Expense	Total (Upper Range)	Total ⁷ (Lower Range)
Improvements ¹	State-mandated Health & Safety ²							
\$90.7	\$5.2	\$34.8	\$11.8	\$29.4	\$11.8	\$17.6	\$160.1	\$136.1

1. Improvements required to accommodate sections per grade, classroom configurations, student population, and upgrades to meet educational requirements, as well as ADA, HVAC and Safety/Security
2. Improvements already mandated by Health Life Safety (HLS) that are due to be completed during the project term
3. Additions to buildings to accommodate sections per grade, configurations, student population, educational requirements, and security vestibules, and site work for grading, parking and driveways
4. Includes Architect, Engineers, General Contractors, reserve for contingencies, permits, utility fees, security, Legal, financial, and escalation (increasing of construction costs during later years of the project)
5. Capital expenses identified in the Green Report
6. Portion of Capital Expenses identified in Green Report that may be funded by District sources, such as District Reserve, future operational savings, and/or future tax revenue to be completed
7. Lower Range estimate assumes potential refinement of 15%

MODEL E

8-Building Plan

- Early childhood center attached to WT
- Six elementary schools (K-5): OT, IT, RD, SW, RV, BR
- Two middle schools (6-8): NW and EW
- Administrative offices attached to IT

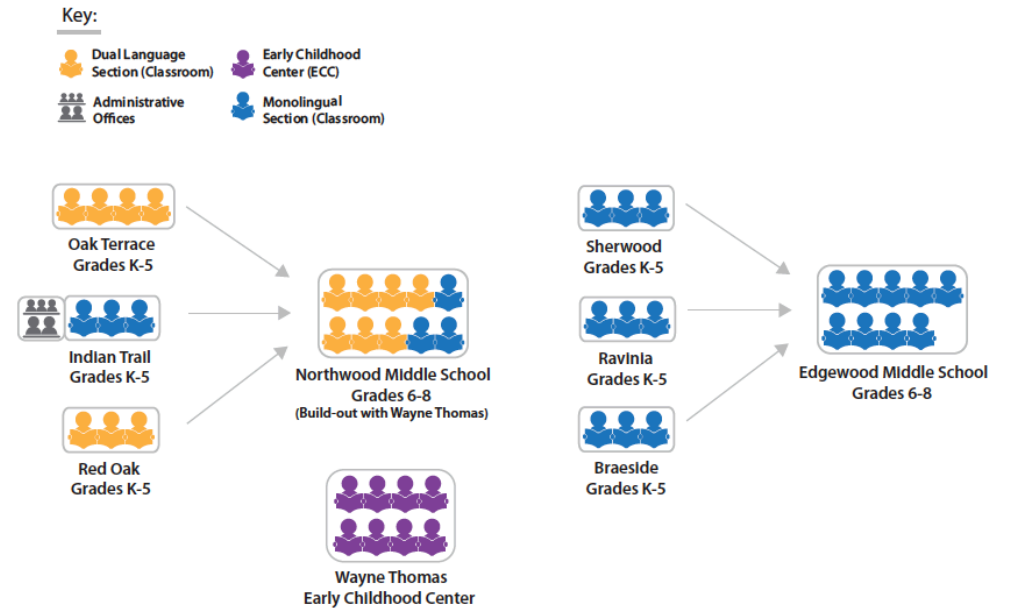
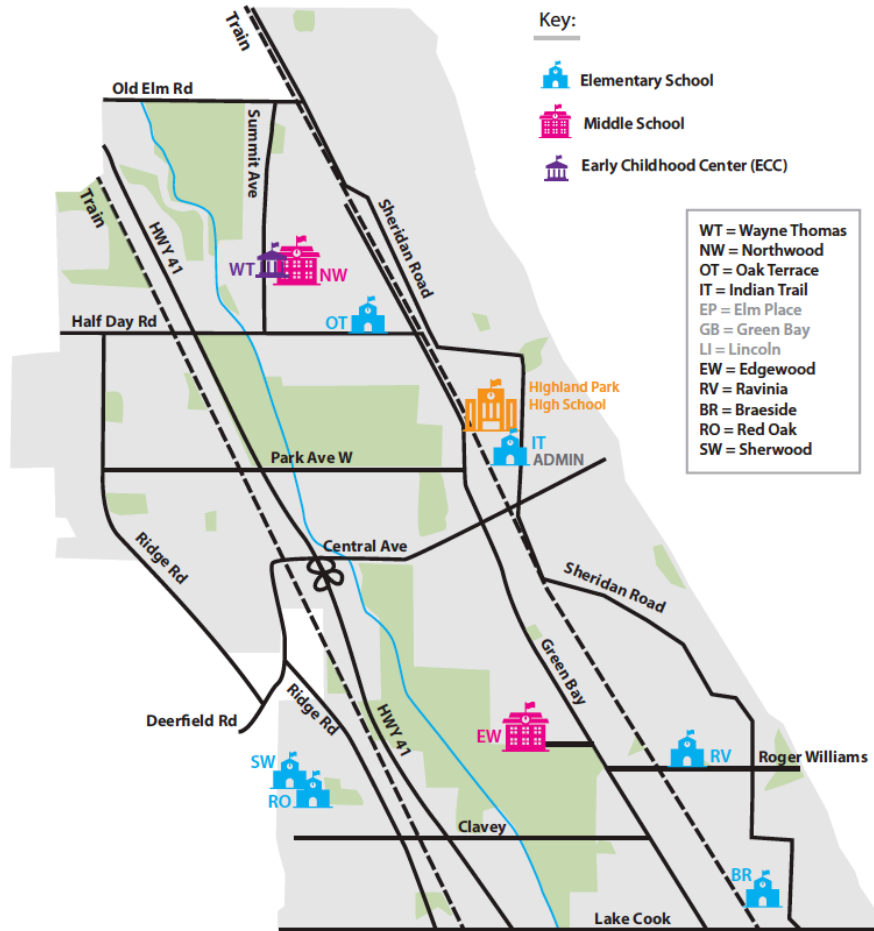
Goals and Key Elements

- Three or more sections per grade level at each elementary school district-wide to achieve larger cohorts and teaching teams.
- Two Dual Language Academies to consolidate resources and accommodate 6+ sections of students.
- The south end of WT would be connected to NW middle school to eliminate trailers, accommodate a larger student population, and dedicate entire field space to middle school students. The north end of WT would be used for an early childhood center.

Community Perspective Based on Forums and Focus Groups

- Many community members saw this model as a good compromise.
- Community members who disliked the plan mentioned that the balance in buildings favors the south side of the district.
- There was also concern that Northwood has too few monolingual sections.

MODEL E MAP AND FEEDER PATTERN



MODEL E FINANCIAL SUMMARY

Project Costs ⁴ (\$ millions)				Ongoing Capital Expense (\$ millions)			Total Costs (\$ millions)	Total Costs (\$ millions)
Renovation of Existing Space		Additions to Existing Space and Site Improvements ³	Furniture, Fixtures and Equipment	Maintenance and Repair Planned through 2025 ⁵	Est. 40% funded by District Sources ⁶	Net Est. Capital Expense	Total (Upper Range)	Total ⁷ (Lower Range)
Improvements ¹	State-mandated Health & Safety ²							
\$87.7	\$5.3	\$36.1	\$11.8	\$29.4	\$11.8	\$17.6	\$158.6	\$134.8

1. Improvements required to accommodate sections per grade, classroom configurations, student population, and upgrades to meet educational requirements, as well as ADA, HVAC and Safety/Security
2. Improvements already mandated by Health Life Safety (HLS) that are due to be completed during the project term
3. Additions to buildings to accommodate sections per grade, configurations, student population, educational requirements, and security vestibules, and site work for grading, parking and driveways
4. Includes Architect, Engineers, General Contractors, reserve for contingencies, permits, utility fees, security, Legal, financial, and escalation (increasing of construction costs during later years of the project)
5. Capital expenses identified in the Green Report
6. Portion of Capital Expenses identified in Green Report that may be funded by District sources, such as District Reserve, future operational savings, and/or future tax revenue to be completed
7. Lower Range estimate assumes potential refinement of 15%

OTHER MODELS FOR CONSIDERATION: C, A, F, G AND H

- The remaining models have positive features, but were not identified as the top choices by the 2.0 Team or by individuals that attended forums and focus groups.
- Certain features within these models may be of interest to the Board in considering their choices.

MODEL C

5-Building Plan

- Early childhood center attached to WT
- Four elementary schools: WT, OT, SW, EW
- One middle school: IT/EP campus
- Administrative offices attached to EW

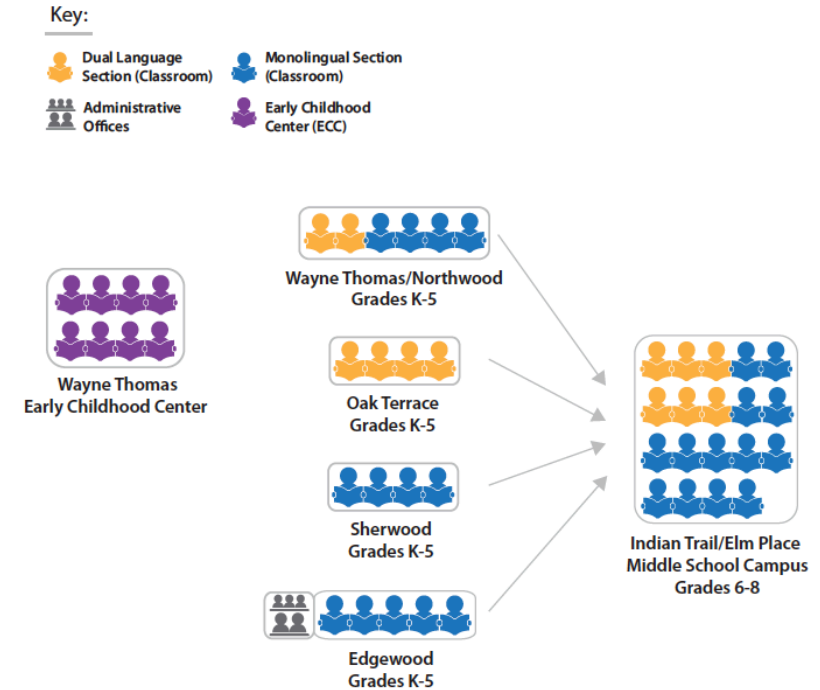
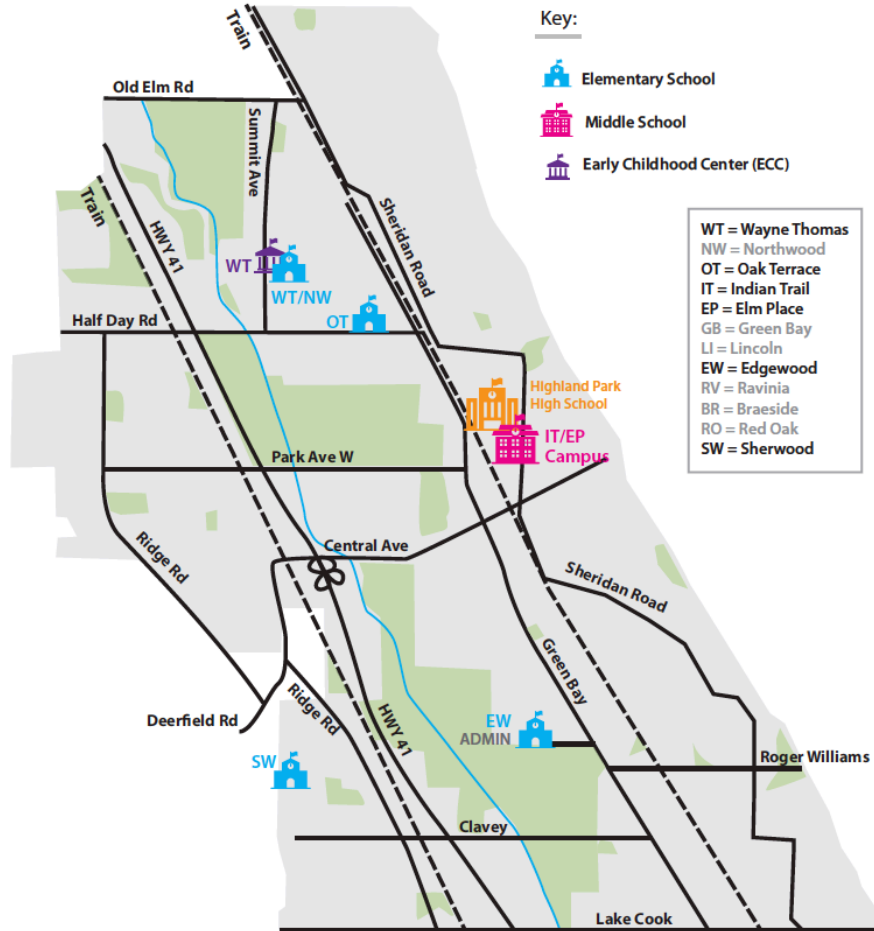
Goals and Key Elements

- 2-5 sections per grade level to allow for larger cohorts and better teaming of teachers.
- One Dual Language Academy and two sections in a common facility with monolingual programming to accommodate six sections.
- Single middle school allows for more collaborative teaching environment and operational efficiencies.

Community Perspective Based on Forums and Focus Groups

- This model garnered the most feedback. Opinions were either strongly in favor or strongly against the plan.
- Community members who were strongly in favor of this plan thought that it provided equitable distribution across the district and aggressive change via reconfiguration.
- People that were strongly against the plan thought that it was too much change and provided for only one middle school. Some liked the idea of the middle school in the center of town while others thought traffic may be a problem, especially given its proximity to the high school.
- Even though no long-term sustainability studies have been done, since this plan is only five buildings, community members indicated that it provides the greatest opportunity for operational efficiencies.

MODEL C MAP AND FEEDER PATTERN



MODEL C FINANCIAL SUMMARY

Project Costs ⁴ (\$ millions)				Ongoing Capital Expense (\$ millions)			Total Costs (\$ millions)	Total Costs (\$ millions)
Renovation of Existing Space		Additions to Existing Space and Site Improvements ³	Furniture, Fixtures and Equipment	Maintenance and Repair Planned through 2025 ⁵	Est. 40% funded by District Sources ⁶	Net Est. Capital Expense	Total (Upper Range)	Total ⁷ (Lower Range)
Improvements ¹	State-mandated Health & Safety ²							
\$76.3	\$9.5	\$74.3	\$11.7	\$26.1	\$10.4	\$15.7	\$187.5	\$159.4

1. Improvements required to accommodate sections per grade, classroom configurations, student population, and upgrades to meet educational requirements, as well as ADA, HVAC and Safety/Security
2. Improvements already mandated by Health Life Safety (HLS) that are due to be completed during the project term
3. Additions to buildings to accommodate sections per grade, configurations, student population, educational requirements, and security vestibules, and site work for grading, parking and driveways
4. Includes Architect, Engineers, General Contractors, reserve for contingencies, permits, utility fees, security, Legal, financial, and escalation (increasing of construction costs during later years of the project)
5. Capital expenses identified in the Green Report
6. Portion of Capital Expenses identified in Green Report that may be funded by District sources, such as District Reserve, future operational savings, and/or future tax revenue to be completed
7. Lower Range estimate assumes potential refinement of 15%

MODEL A

8-Building Plan

- Early childhood center at Green Bay
- Administrative offices at Green Bay
- Five elementary schools: OT, IT, RO, SW, new southeast elementary school
- Two middle schools: EW, and new NW

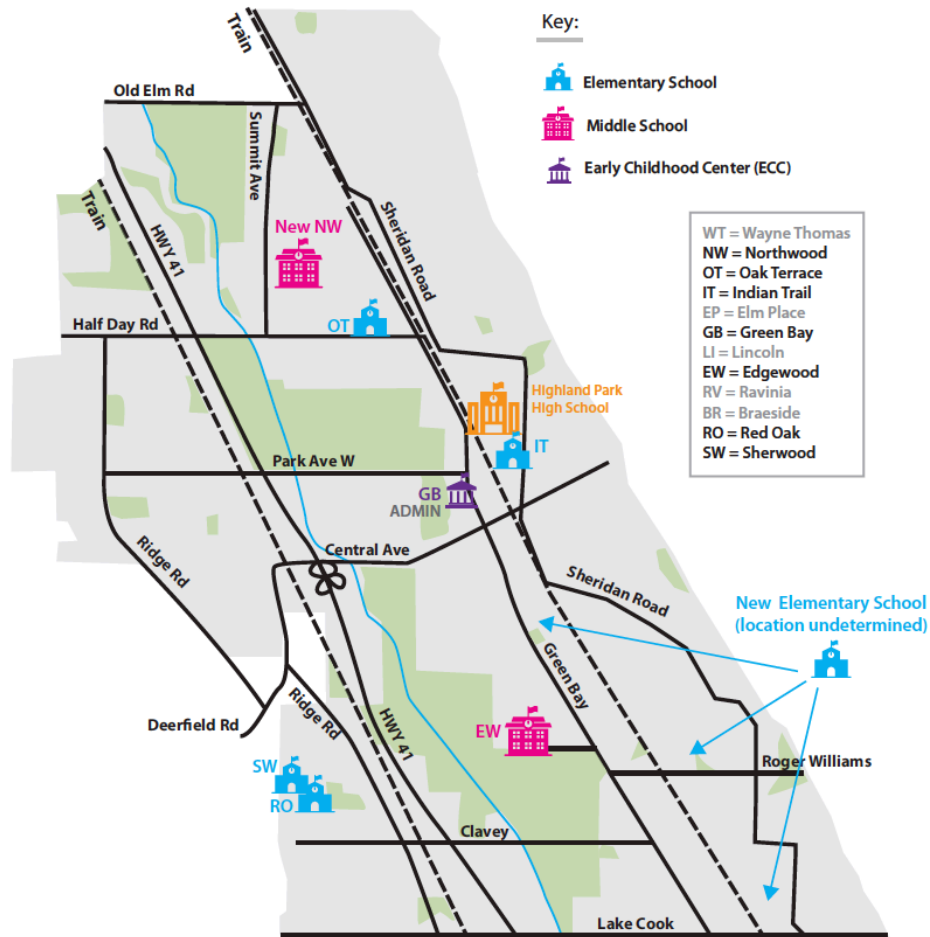
Goals and Key Elements

- 3-4 sections per grade to achieve larger cohorts and teaching teams at all buildings.
- Two Dual Language Academies to consolidate resources and accommodate 6+ sections of students.
- New middle school at the NW/WT site and a new four section per grade level elementary school in the southeast part of the district.

Community Perspective Based on Forums and Focus Groups

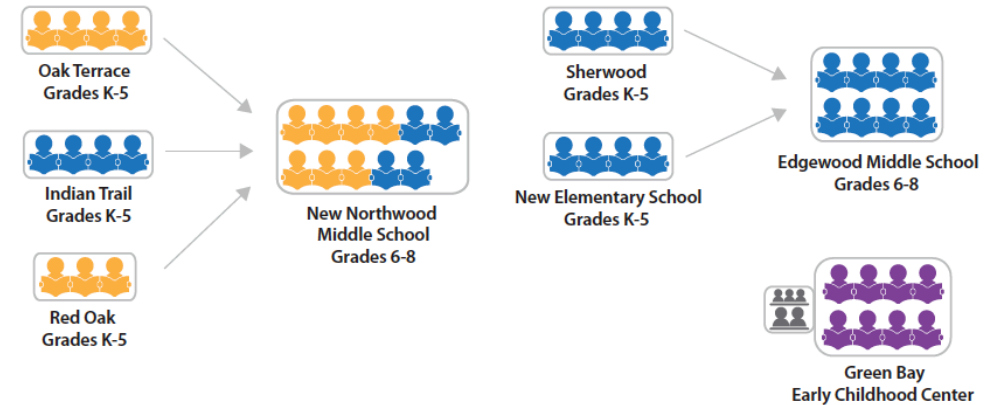
- People believed that this plan was too expensive. It includes two new buildings.
- There were a number of concerns about the lack of diversity and lack of monolingual resources in the north end of the district.
- Many thought it was the most strategic suggestion, but also believed that it would be difficult to pass in a referendum.

MODEL A MAP AND FEEDER PATTERN



Key:

- Dual Language Section (Classroom)
- Monolingual Section (Classroom)
- Administrative Offices
- Early Childhood Center (ECC)



MODEL A FINANCIAL SUMMARY

Project Costs ⁴ (\$ millions)				Ongoing Capital Expense (\$ millions)			Total Costs (\$ millions)	Total Costs (\$ millions)
Renovation of Existing Space		Additions to Existing Space and Site Improvements ³	Furniture, Fixtures and Equipment	Maintenance and Repair Planned through 2025 ⁵	Est. 40% funded by District Sources ⁶	Net Est. Capital Expense	Total (Upper Range)	Total ⁷ (Lower Range)
Improvements ¹	State-mandated Health & Safety ²							
\$50.8	\$5.1	\$135.5	\$11.9	\$20.1	\$8.1	\$12.1	\$215.4	\$183.1

1. Improvements required to accommodate sections per grade, classroom configurations, student population, and upgrades to meet educational requirements, as well as ADA, HVAC and Safety/Security
2. Improvements already mandated by Health Life Safety (HLS) that are due to be completed during the project term
3. Additions to buildings to accommodate sections per grade, configurations, student population, educational requirements, and security vestibules, and site work for grading, parking and driveways
4. Includes Architect, Engineers, General Contractors, reserve for contingencies, permits, utility fees, security, Legal, financial, and escalation (increasing of construction costs during later years of the project)
5. Capital expenses identified in the Green Report
6. Portion of Capital Expenses identified in Green Report that may be funded by District sources, such as District Reserve, future operational savings, and/or future tax revenue to be completed
7. Lower Range estimate assumes potential refinement of 15%

MODEL F

9-Building Plan

- Early childhood center attached to WT
- One primary school (K-2): BR
- One secondary school (3-5): RV
- Five elementary schools (K-5): OT, WT, RO, SW, IT
- Two middle schools (6-8): EW, NW
- Administrative offices attached to RO

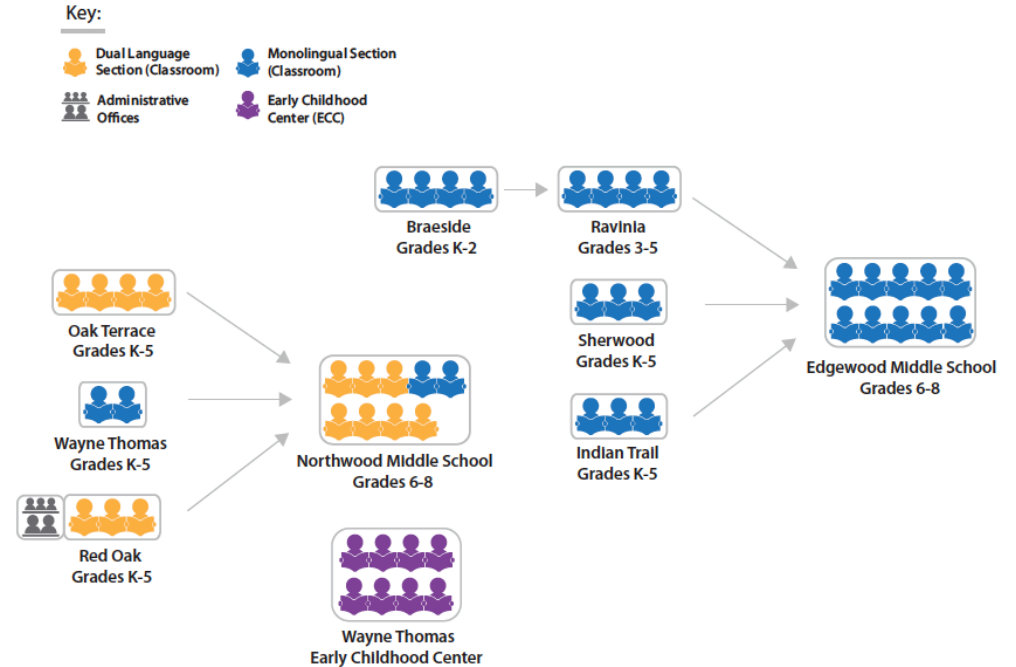
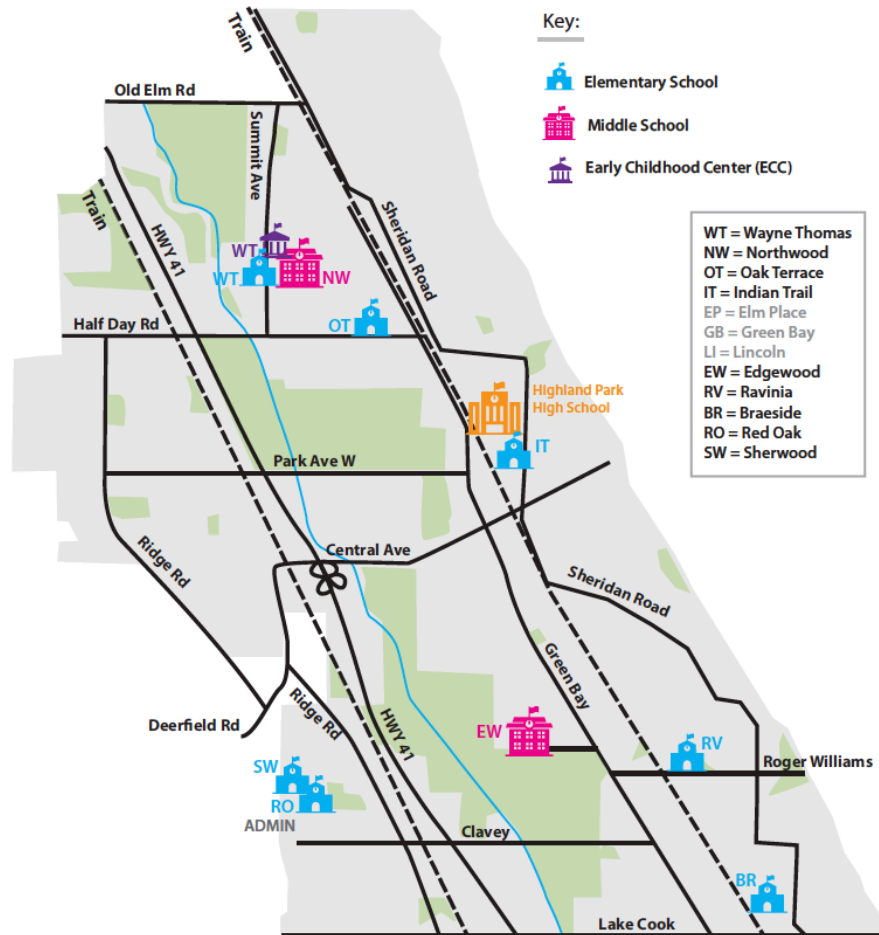
Goals and Key Elements

- 2-4 sections in elementary schools per grade level and one regional pairing.
- Two Dual Language Academies to consolidate resources and accommodate 6+ sections of students.
- Northwood expansion to accommodate larger student population.

Community Perspective Based on Forums and Focus Groups

- Community members felt that there were too many buildings, so not enough money would be saved.
- There were concerns about not enough balance between Northwood and Edgewood with only two monolingual sections at NW.
- Stakeholders noted inconsistency across the District with some students attending two schools from K-5 and some attending one school K-5.
- Wayne Thomas would only have two sections per grade so would not allow for as much team teaching as the other schools.

MODEL F MAP AND FEEDER PATTERN



MODEL F FINANCIAL SUMMARY

Project Costs ⁴ (\$ millions)				Ongoing Capital Expense (\$ millions)			Total Costs (\$ millions)	Total Costs (\$ millions)
Renovation of Existing Space		Additions to Existing Space and Site Improvements ³	Furniture, Fixtures and Equipment	Maintenance and Repair Planned through 2025 ⁵	Est. 40% funded by District Sources ⁶	Net Est. Capital Expense	Total (Upper Range)	Total ⁷ (Lower Range)
Improvements ¹	State-mandated Health & Safety ²							
\$88.0	\$5.3	\$30.1	\$11.7	\$29.4	\$11.8	\$17.6	\$152.8	\$129.9

1. Improvements required to accommodate sections per grade, classroom configurations, student population, and upgrades to meet educational requirements, as well as ADA, HVAC and Safety/Security
2. Improvements already mandated by Health Life Safety (HLS) that are due to be completed during the project term
3. Additions to buildings to accommodate sections per grade, configurations, student population, educational requirements, and security vestibules, and site work for grading, parking and driveways
4. Includes Architect, Engineers, General Contractors, reserve for contingencies, permits, utility fees, security, Legal, financial, and escalation (increasing of construction costs during later years of the project)
5. Capital expenses identified in the Green Report
6. Portion of Capital Expenses identified in Green Report that may be funded by District sources, such as District Reserve, future operational savings, and/or future tax revenue to be completed
7. Lower Range estimate assumes potential refinement of 15%

MODEL G

10-Building Plan

- Early childhood center at Green Bay
- Administrative offices at Green Bay
- Seven elementary schools: OT, WT, RO, IT, SW, RV, BR
- Two middle schools: NW, EW

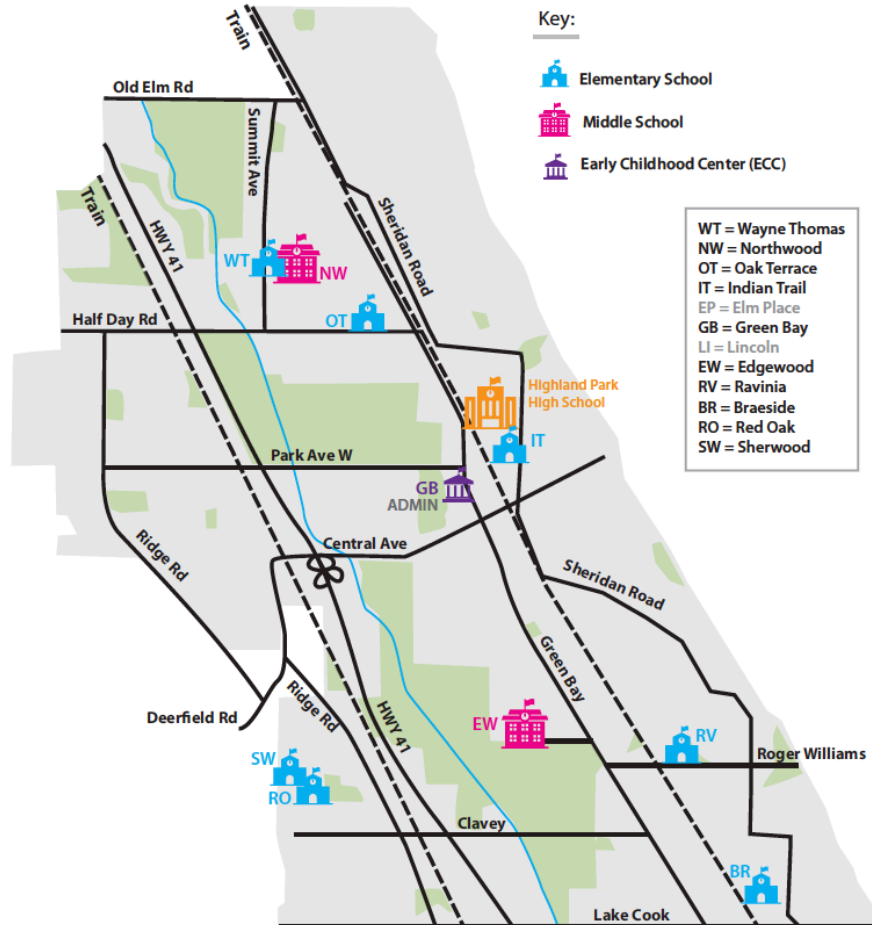
Goals and Key Elements

- 2-4 sections per grade level maintains status quo at most buildings.
- Two Dual Language Academies to consolidate resources and accommodate 6+ sections of students.
- No change to the early childhood center, remains at GB.

Community Perspective Based on Forums and Focus Groups

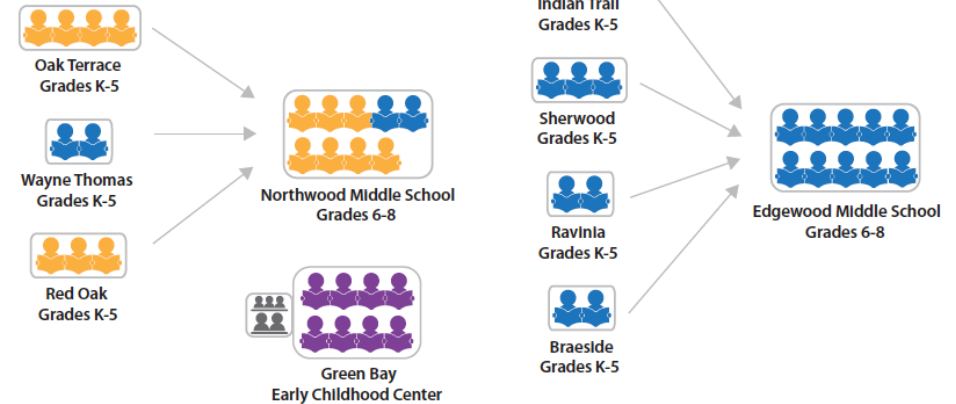
- This plan had the most negative reaction from the community.
- People felt that there were too many buildings with too few sections per school.
- Not enough change would mean this model becomes too expensive for the district.
- Stakeholders voiced concerns that there were too few monolingual sections at Northwood (two sections per grade versus eight sections of Dual Language).

MODEL G MAP AND FEEDER PATTERN



Key:

- Dual Language Section (Classroom)
- Monolingual Section (Classroom)
- Administrative Offices
- Early Childhood Center (ECC)



MODEL G FINANCIAL SUMMARY

Project Costs ⁴ (\$ millions)				Ongoing Capital Expense (\$ millions)			Total Costs (\$ millions)	Total Costs (\$ millions)
Renovation of Existing Space		Additions to Existing Space and Site Improvements ³	Furniture, Fixtures and Equipment	Maintenance and Repair Planned through 2025 ⁵	Est. 40% funded by District Sources ⁶	Net Est. Capital Expense	Total (Upper Range)	Total ⁷ (Lower Range)
Improvements ¹	State-mandated Health & Safety ²							
\$97.2	\$5.5	\$21.7	\$11.9	\$29.4	\$11.8	\$17.6	\$153.9	\$130.8

1. Improvements required to accommodate sections per grade, classroom configurations, student population, and upgrades to meet educational requirements, as well as ADA, HVAC and Safety/Security
2. Improvements already mandated by Health Life Safety (HLS) that are due to be completed during the project term
3. Additions to buildings to accommodate sections per grade, configurations, student population, educational requirements, and security vestibules, and site work for grading, parking and driveways
4. Includes Architect, Engineers, General Contractors, reserve for contingencies, permits, utility fees, security, Legal, financial, and escalation (increasing of construction costs during later years of the project)
5. Capital expenses identified in the Green Report
6. Portion of Capital Expenses identified in Green Report that may be funded by District sources, such as District Reserve, future operational savings, and/or future tax revenue to be completed
7. Lower Range estimate assumes potential refinement of 15%

MODEL H

8-Building Plan

- Six elementary schools: OT, WT, RO, SW, IT, BR
- Two middle schools: EW, NW
- Early childhood center connected to WT
- Administrative offices attached to RO

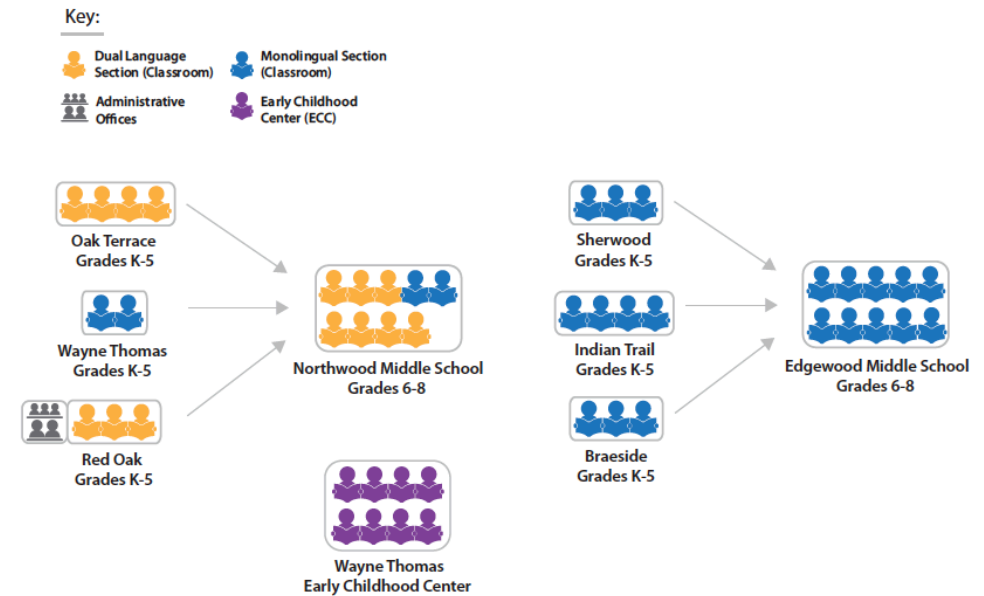
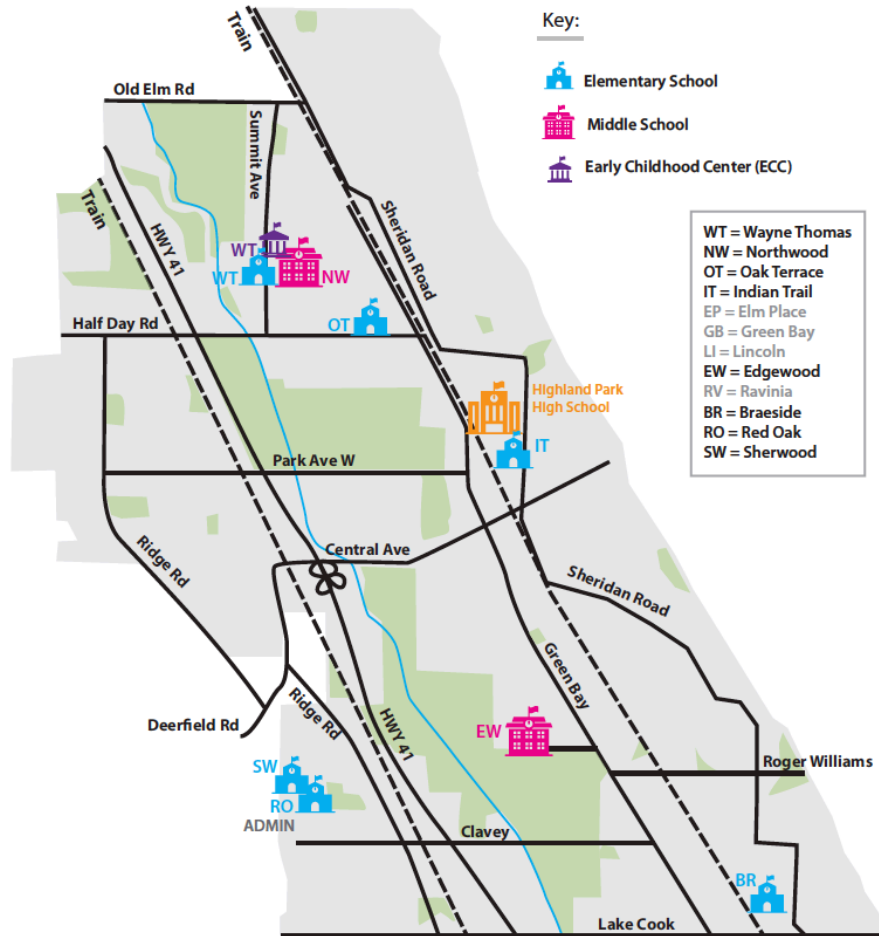
Goals and Key Elements

- 2-4 sections in elementary schools per grade level.
- Two Dual Language Academies to consolidate resources and accommodate 6+ sections of students.
- Early childhood center at WT, sharing space with two-section elementary school.
- Additions at BR and IT absorb populations from RV and LI.

Community Perspective Based on Forums and Focus Groups

- Community members noted similarities to BDR3.
- There were concerns about not enough balance between Northwood and Edgewood with only two monolingual sections at NW.
- Stakeholders felt that there were too few elementary sections at WT (2 per grade).
- Students from WT would also be the only monolingual students at NW.
- People noted that this model had the lowest price overall.

MODEL H MAP AND FEEDER PATTERN



MODEL H FINANCIAL SUMMARY

Project Costs ⁴ (\$ millions)				Ongoing Capital Expense (\$ millions)			Total Costs (\$ millions)	Total Costs (\$ millions)
Renovation of Existing Space		Additions to Existing Space and Site Improvements ³	Furniture, Fixtures and Equipment	Maintenance and Repair Planned through 2025 ⁵	Est. 40% funded by District Sources ⁶	Net Est. Capital Expense	Total (Upper Range)	Total ⁷ (Lower Range)
Improvements ¹	State-mandated Health & Safety ²							
\$76.8	\$4.2	\$42.1	\$11.2	\$25.7	\$10.3	\$15.4	\$149.7	\$127.2

1. Improvements required to accommodate sections per grade, classroom configurations, student population, and upgrades to meet educational requirements, as well as ADA, HVAC and Safety/Security
2. Improvements already mandated by Health Life Safety (HLS) that are due to be completed during the project term
3. Additions to buildings to accommodate sections per grade, configurations, student population, educational requirements, and security vestibules, and site work for grading, parking and driveways
4. Includes Architect, Engineers, General Contractors, reserve for contingencies, permits, utility fees, security, Legal, financial, and escalation (increasing of construction costs during later years of the project)
5. Capital expenses identified in the Green Report
6. Portion of Capital Expenses identified in Green Report that may be funded by District sources, such as District Reserve, future operational savings, and/or future tax revenue to be completed
7. Lower Range estimate assumes potential refinement of 15%



Process Going Forward

NEXT STEPS AND RECOMMENDATIONS

- The 2.0 Team based its recommendations on the interpretation of data and research collected over the past year. We recognize that there are still many community members who have yet to learn about the details of our process.
- The submission of this report is the close of a research and preliminary engagement process, and we recommend that the next phase further extend and expand the engagement process.
- The Board should quickly determine if and when to pursue a referendum and continue community engagement to maintain the momentum achieved over the past year.

COMMUNICATION RECOMMENDATIONS

- The Board should announce a short- and long-term timeline to the community, as necessary.
- This timeline should clearly signal to the community what happens next on the path to reconfiguration and future engagement opportunities.
- The engagement timeline should be a "living document" and be updated to meet the needs of community members and to ensure the integrity of the process.
- Establish an online resource where people can learn about next steps and explore background information about the process. This could be done by adapting and updating the existing 2.0 Team website as appropriate.

OPEN ENGAGEMENT WITH THE PUBLIC

- The Board should actively consult and involve all 2.0 Team members interested in continuing their participation in the process.
- The 2.0 Team recommends that the Board engage stakeholders from the wider community in all future phases of the process.
- The transition from the 2.0 Team to the Board must inspire continued community confidence in the process.
- All meetings should be transparent and open to the public to attend and provide comment.
- Stakeholder groups should represent demographics that may be affected by changes, such as neighbors and staff members (to advise on a plan to close or build additions to a school), Military, Special Education, and Dual Language representatives. The 2.0 Team has identified potential liaisons for these groups.

RECOMMENDATIONS FOR FURTHER INQUIRY

- Convene a cost-reduction team for the proposed models to offer the community a range of refined costs.
- Run a new survey to test public opinion on the proposed reconfiguration models and test these against the survey preferences that preceded specific models.
- Conduct reliable traffic studies of the areas impacted by potential models.
- Determine draft boundaries for potential reconfigurations as soon as possible.
- Conduct financial stress-testing.

Appendix A



2.0 TEAM GLOSSARY

Term	Definition
2.0 Community Team	A committee comprised of more than two dozen Highland Park, Highwood, and Fort Sheridan residents chosen to research and present 2-3 viable reconfiguration options to the D112 Board of Education.
6th Day Counts	The administration uses the student registration numbers as of the 6th day of school each year as the marker for that year's student body population. The 6th day counts are frequently referenced when discussing populations at specific schools or of specific grade levels.
Boundaries	The dividing lines that separate and distinguish what schools students attend based on the location of their home. Students who participate in special programs (e.g., Dual Language, special education programs) may attend a school that is different than their home school.
Building	A freestanding structure that requires ongoing district maintenance. In the case of two buildings being joined by an addition (e.g., Wayne Thomas and Northwood), those are counted as a single building.
Cohort	Peers of the same grade level or students within a similar group. EX: At Elm Place Middle School, there are 98 students in the 6th grade cohort.
Configuration	A proposed school plan that indicates which buildings remain open and in what capacity.
Dual Language Program (DL)	Two-way immersion bilingual, bi-literate, and bicultural educational programming that operates independently from monolingual programming. Bilingual services are mandated by law and the DL program has been proven through research to be the best practice for bilingual education. The DL program strives for a composition of 50 percent of students whose primary home language is Spanish and 50 percent of students whose primary home language is English. DL students start in Kindergarten, with 80% of their day in Spanish. By the time they're in 5th grade, 50% of their day is in English and 50% of their day is in Spanish. When students reach middle school, three of their nine classes are in Spanish, and students attend all other classes in English with their monolingual peers.
ECC	Early Childhood Center for preschool aged children, currently housed at Green Bay School. Services for preschool aged children with disabilities are mandated by the state, and there is a requirement that students have typically developing peers. District 112 accomplishes this through a combination of tuition-based programming, Preschool for All Grant Funding, and Special Education services.
FDK	Full Day Kindergarten

2.0 TEAM GLOSSARY

Term	Definition
Feeder Pattern	Determination of which elementary schools feed into which middle schools.
Green Report	Maintenance capital expenditures
HLS Report	Health/Life and Safety building specifications required by law for all public education buildings; report summary filed with Illinois Board of Education.
Home School	The school a student is assigned to based on their home's geographical location and current district boundaries.
Monolingual Program	The primary method of education in D112, where the students are taught all school subjects in English throughout the school day.
Ongoing Capital Expense	Future maintenance capital expenditures through 2025 included in project; it does not refer to ongoing operating efficiency.
Play Space	The grass and/or concrete outdoor space that is available for students to play on for recess and/or physical education classes.
Program	While multiple programs may be housed in a single building, students cannot be moved between programs in order to balance class sizes or placements. Some examples of programs in NSSD112 include Dual Language, Special Education (STEP, SAIL, and LEAP), and Early Childhood. Programs may be housed in the same building, but shared staffing opportunities are limited.
Regional Pairs	Organization of district elementary school buildings into pairs that serve a combined K-5 population in two narrower age span buildings, a primary (grades K-2) building and a secondary (grades 3-5) building.
Sections	Number of individual classes per grade level. Example: At Red Oak, there are three sections (or classes) of 3rd grade students.
Site	A district-owned property that includes play space, parking, and buildings therein.
Tracking	Middle school scheduling limitations can result in the same 20-25 kids having the majority of their classes together during a school day. This constraint is alleviated by having larger cohorts.

2.0 TEAM MEMBERS

Current Members of the 2.0 Team:

Roni Ben-Yoseph
Julie Campbell
Ira Chaplik
Carol Daum
Mark Frye
Megan Geelhoed
Jori Graham

Laurie Hart
Rick Heineman
Kenneth Henry
Rocki Hunter
Melissa Itkin
Bivan Kischer

Rafael Labrador
Marc Lawrence
Darren Margulis
Rebecca Mueller
Jeff Orlove
Ann Rosenblum

Dan Rubin
Davis Schneiderman
Helen Singer
Ronald Sonenthal
Brian Septon
Dan Struck

Former 2.0 Team Members & Current D112 Board Members:

Alexander Brunk
Dan Jenks
Art Kessler
Adam Kornblatt

Former Members of the 2.0 Team:

Paula Barrett
Jennifer Freeman
Tracy Jacobson
Carol Lazarus
Paul Martinez

Shelly McDaniel
Mark Meng
Brent Ross
Michael Tobin
Dan Weil

D112 Administration Partners:

John Fuhrer, Director of Operations, Facilities & Transportation
Nicholas D. Glenn, Director of Communications
John Sprangers, Interim Personnel Manager

Appendix B



POTENTIAL MODEL VARIATIONS

The below model variations were proposed by individual 2.0 Team members and have not been evaluated by the team or presented to the public. These ideas have also not been vetted for feasibility or viability.

MODEL A

- Model A potentially can be made less expensive by renovating existing sites instead of creating two new buildings by 1) renovating the existing NW/WT site as the expanded middle school and building a new SE elementary school, 2) renovating and building an addition to one of the existing SE elementary sites and building a new NW/WT middle school, or 3) renovating the existing NW/WT site as the middle school and renovating one of the existing SE elementary sites.

MODEL B

- To potentially decrease the cost of work on Oak Terrace and Sherwood, the early childhood center and administrative offices could be relocated to Wayne Thomas or could remain at Green Bay.
- Model B can be changed by building a new K-4 School at the Ravinia site, replacing the existing Ravinia and Braeside.

MODEL C

- A two-middle school version of Model C could include six schools: four elementary schools (Wayne Thomas, Oak Terrace, Sherwood, and a new SE elementary school) and two middle schools (Edgewood and Indian Trail).

POTENTIAL MODEL VARIATIONS

MODEL E

- Model E can be revised into a seven-building model by closing Ravinia and Braeside and building a new four-section school at the Ravinia site. The remaining two sections can be fit at Indian Trail and Sherwood.

MODEL F

- Model F can be modified by building a new four section school at Ravinia or by building a three-section school at Ravinia, then shifting one of the sections to Wayne Thomas to make it a three-section school.

MODEL H

- Model H can be changed by shifting a section from Indian Trail to Wayne Thomas and locating the early childhood center at Indian Trail.



THANK YOU



2018-2019 SCHOOL YEAR BOUNDARY FREQUENTLY ASKED QUESTIONS



WHAT ARE THE BOARD OF EDUCATION'S APPROVED BOUNDARIES FOR THE 2018-2019 SCHOOL YEAR?

The final boundaries for the 2018-2019 school year can be viewed with the links below. The District's new boundaries reflect the decision to close Lincoln Elementary and Elm Place Middle School as well as the implementation of Full-Day Kindergarten, and program placement for special education and Dual Language programs, among other factors. School boundaries will be revisited in August of 2018 to incorporate the findings of the District's long-range facility plan, community input, and other considerations. The final boundaries for the 2018-2019 school year can be viewed with the links below.

- [Click here to view the approved boundary map for the 2018-2019 school year](#)
- [Click here to view video of the November 28th Board Boundary Discussion](#)

WHAT CHANGES WILL BE MADE TO SPECIAL EDUCATION PROGRAM LOCATIONS?

Next school year the Life Skills Education Academic Program (LEAP) will move from its current location at Ravinia Elementary to Sherwood Elementary. The administration has determined that the lack of accessibility at Ravinia does not serve the best interests of our students in the LEAP program. In addition, the Structured Teaching Education Program (STEP) will also move from its current location at Indian Trail Elementary to Sherwood, and the Social Academic Integrated Learning Program (SAIL) will move from its current location at Lincoln Elementary to Braeside Elementary due to the closure of Lincoln. Housing the STEP and LEAP programs both at Sherwood will allow the teachers to collaborate and share resources more effectively. At this time, the programs utilize many of the same curricula and supporting resources and have been decreasing in enrollment. The move to Sherwood would occur regardless of boundary changes and school closings, as the teachers and students would benefit from increased collaboration and support.



WHAT CHANGES WILL BE MADE TO DUAL LANGUAGE PROGRAM LOCATIONS?

Next school year current Sherwood Elementary Dual Language students will attend Red Oak Elementary and current Red Oak Monolingual students will attend Sherwood. These changes are intended to increase teacher collaboration and resource sharing in an effort to more effectively achieve the goals of the K-5 Dual Language program.

WILL THE CLASS SIZE GUIDELINES BE CHANGED WHEN NEW BOUNDARIES ARE IMPLEMENTED?

The current class size guidelines will not change based on the approved boundaries for the 2018-2019 school year. The class sizes guidelines will remain as follows:

GRADE LEVELS	CLASS SIZE MAXIMUMS
K-2	24
3-5	26
6-8	29

HOW WILL BUS TRANSPORTATION BE IMPACTED ONCE NEW BOUNDARIES ARE IMPLEMENTED?

The Operations department will be developing the updated school attendance area bus routes throughout the spring and summer months as student registration and bus service requests are updated. The updated bus route information and schedule will be provided to only the families receiving bus service in early August.

WHAT WILL HAPPEN TO THE PARENT-TEACHER ASSOCIATIONS AND PARENT-TEACHER ORGANIZATIONS ONCE SCHOOLS ARE CLOSED AND PROGRAM RELOCATIONS OCCUR?

Strong parent-teacher collaboration is critical to the success of school communities in District 112. The PTA/PTO Presidents' Council is currently considering transition matters and will be determining specific recommendations in the Spring of 2018. To contact your PTA/PTO president, please visit www.nssd112.org/PTA/PTO.





WHAT IS A LONG RANGE FACILITIES PLAN AND HOW DOES IT IMPACT THE DISTRICT AND BOUNDARY DISCUSSIONS GOING FORWARD?

The goal of a long-range facilities plan is to help a district to strategically plan for future facility needs and to determine what measures can be taken to ensure the best possible learning environment for students. District 112's analysis will be done in partnership with an expertise in schools construction that will conduct an assessment of building and site conditions. The plan will also incorporate the teaching and learning objectives of the District and how the current facility footprint impacts student growth objectives. The findings contained in the plan will provide the Board of Education and District staff the information needed to make informed decisions about the future of the District, including potential future boundary revisions. Community engagement and further internal exploration will likely follow the presentation of the long-range facilities plan as District 112 considers a possible referendum effort.

WHY IS IT IMPORTANT TO REVIEW BOUNDARIES ON A REGULAR BASIS?

The redrawing of the boundaries is a significant undertaking that impacts many stakeholders. NSSD112 is committed to approaching regular boundary reviews with sensitivity and transparency. Even when boundary changes are not made, it is important for a school system to regularly review its boundaries to monitor if they are serving its students and community in the best manner possible. The boundary review process analyzes important factors including enrollment patterns, population shifts, staffing considerations, program growth and decline, among other metrics. This important information is vital to the operation of a school system and should be analyzed regularly. The next boundary review for District 112 will take place in August 2018 and will incorporate the findings of District's long-range facility plan and other factors.

HOW CAN I OBTAIN MORE INFORMATION ABOUT THIS PROCESS?

The District will continue to share information regarding the Board Strategic Vision. The Board Strategic Vision Timeline, factsheets, and additional information can be found at www.nssd112.org/StrategicVision.

WHOM CAN I CONTACT IF I HAVE FURTHER QUESTIONS ABOUT NEW DISTRICT 112 BOUNDARIES?

Further questions about the approved 2018-2019 school year boundaries can be submitted using the District's contact form located at www.nssd112.org/contact. You can email the North Shore School District 112 Board of Education can be reached at boardmembers@nssd112.org.

STRATEGIC VISION TIMELINE

North Shore School District 112 Board of Education



Please note that the below timeline is tentative and subject to change. As the Board takes action and more information becomes available, the timeline will be updated accordingly. Please check www.nssd112.org/StrategicVision regularly for updates.

2017-2018 SCHOOL YEAR

FULL DAY KINDERGARTEN (FDK)		
ACTIVITY	TIMEFRAME	BOARD ACTION
Determining preliminary financial impact of a preliminary staffing outlook for 2018-2019 school year as well as preliminary non-staffing considerations such as equipment, furniture, supplies, and other factors	Completed Sep. 26, 2017	N/A
FDK fee determination BOE discussion, which includes a market analysis of other FDK programs in similar districts	Completed Nov. 28, 2017	N/A
FDK fee decision by BOE	Completed Dec. 12, 2017	Dec. 12, 2017
Curriculum/structure of FDK program	Completed February 2018	N/A
Determination of school location for half-day program, which will be offered in addition to the full-day program as required by state law.	Completed February 2018	N/A
SCHOOL CLOSINGS		
ACTIVITY	TIMEFRAME	BOARD ACTION
Preliminary financial impact of school closings in regards to staffing and other considerations	Completed Sep. 26, 2017	N/A
School closing decision	Completed Oct. 3, 2017	Oct. 3, 2017
Approval of the relocation of Sherwood dual language students to Red Oak and Red Oak monolingual students to Sherwood	Completed Oct. 3, 2017	Oct. 3, 2017
Formation of School Legacy Committees - teams charged with leading community-wide activities to celebrate the heritage of Elm Place, Lincoln, and Green Bay	Oct. 16, 2017 – Jun. 7, 2018	N/A
Voluntary staff meetings regarding staffing timeline and process	Completed Jan. 4, 2018 – Jan. 24, 2018	N/A
Notifications sent to families that have requested permissive transfers	Completed Feb. 2018	N/A
Transition activities to welcome students to new schools	January 2018 through end of school year	N/A
PTA/PTO transitional activities to be determined by the PTA/PTO Presidents' Council	January 2018 through end of school year	N/A
Board action on non-renewals and reduction in force (RIF)	Completed Apr. 10, 2018	Apr. 10, 2018
Staff assignments	May 2018	N/A



SCHOOL BOUNDARIES

ACTIVITY	TIMEFRAME	BOARD ACTION
School boundary parameter discussion	Completed Oct. 17, 2017	N/A
School boundary recommendation	Completed Nov. 7, 2017	N/A
Special education program placement recommendation	Completed Nov. 7, 2017	N/A
School boundary BOE decision	Completed Nov. 28, 2017	Nov. 28, 2017
Modification of Permissive Transfer Procedures	Completed Dec. 12, 2017	Dec. 12, 2017

COMMUNICATION

ACTIVITY	TIMEFRAME	BOARD ACTION
Press release and email sent to parents, community, and staff regarding the Oct. 3 Board decisions	Completed Oct. 3, 2017	N/A
Publish the tentative Board Strategic Vision draft timeline	Completed Oct. 6, 2017	N/A
Board Strategic Vision FAQ	Completed Oct. 6, 2017 Nov. 28, 2017 and Ongoing	N/A
Board Strategic Vision community mailer	Completed Jan. 2018	N/A
School legacy celebration events	Completed	N/A
Other various Strategic Vision communications	Completed	N/A

OTHER CONSIDERATIONS

ACTIVITY	TIMEFRAME	BOARD ACTION
Approval of New District 112 Superintendent of Schools	Completed Dec. 12, 2017	Dec. 12, 2017
Approval of architectural firm for services	Completed Feb. 20, 2018	Feb. 20, 2018
Wight & Co. facilities assessment BOE update	Completed	N/A
Short-term usage plan for buildings that will be closing	Ongoing	TBD
Moving and packing discussions	Completed	N/A



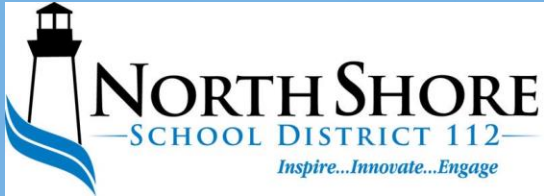
2018-2019 SCHOOL YEAR

EARLY CHILDHOOD CENTER AND ADMINISTRATION CENTER RELOCATION

ACTIVITY	TIMEFRAME	BOARD ACTION
Determine location of the Early Childhood Center	Oct. 2018	TBD
Determine location of the District office	Oct. 2018	TBD

OTHER CONSIDERATIONS

ACTIVITY	TIMEFRAME	BOARD ACTION
Facilities assessment complete	Completed	N/A
Presentation of the long-range facilities report	Aug./Sep. 2018	N/A
Continue long-range facilities planning process	Aug./Sep. 2018	TBD
Boundary review and discussion	Sep. 2018	TBD
Referendum discussion and planning	Fall/Winter 2018	N/A
Start Design Concept for Summer 2019 work	May 2018	N/A
Development of long-term usage plan for buildings that will be closing	Feb. 2019 (tentative)	TBD



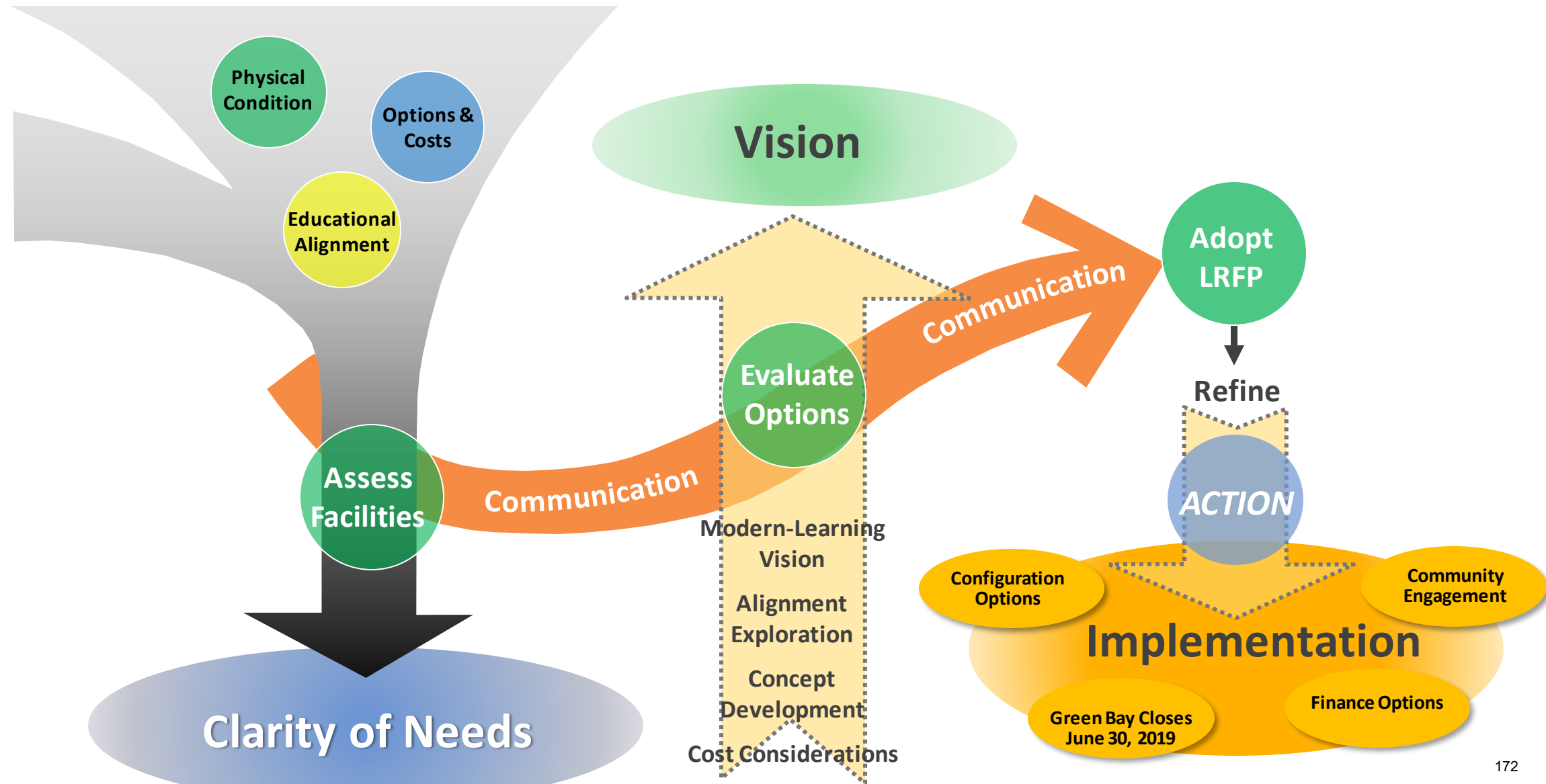
FACILITY ASSESSMENT & EDUCATIONAL ALIGNMENT

North Shore School District 112
Board of Education Presentation 06/05/18

Agenda

- ✓ Progress Update
- ✓ Physical Condition Assessment Recap
- ✓ Investment Required

Long Range Facility Planning Process





Agenda

- ✓ Progress Update
- ✓ **Physical Condition Assessment Recap**



**PHYSICAL
CONDITION**
needs of the
school buildings

PHYSICAL CONDITION ASSESSMENT

1 EXTERIOR / SITE

Parking / Roadways

Play Area / Fields

Accessibility

Drainage / Stormwater

2 BUILDING ENVELOPE

Roof

Masonry / Stone

Sealants / Trim

Windows / Doors

3 BUILDING INTERIOR

Walls / Ceilings

Floorings

Casework / Lockers

Doors / Hardware

4 BUILDING INFRASTRUCTURE

Mechanical / HVAC

Electrical

Plumbing / Fire Protection

Technology / Data



PHYSICAL
CONDITION

needs of the
school buildings

RATINGS, TIMEFRAMES, & CATEGORIES

Score	Condition	Timeframe / Action
1	Poor	1-2 years / Begin Planning
2	Fair	2-4 years / OK for Now
3	Good	5-10 years / Monitor
4	Excellent	Timeframe

Prioritization Categories

Safety & Security

Learning Environment Quality

Health & Comfort

Energy & Resource Use Efficiency

Life Expectancy

PHYSICAL CONDITION ASSESSMENT

SCORE	CONDITION
1	Poor
2	Fair
3	Good
4	Excellent

	SITE				BUILDING				ARCHITECTURE				MECHANICAL				ELECTRICAL				PLUMBING			
	ASPHALT/CONCRETE RESTORATION	SITE DRAINAGE/STORM WATER COLLECTION	ACCESSIBILITY IMPROVEMENTS	LANDSCAPE RESTORATION	EXTERIOR WALLS	EXTERIOR SEALANT/FLASHING	WINDOW/DOOR DEFECTS	ROOFING DEFECTS	FLOORING	CEILING	CASEWORK	DOORS/HARDWARE	MAJOR EQUIPMENT	CLASSROOM HVAC	EXHAUST SYSTEMS	COOLING COVERAGE	ELECTRICAL SERVICE	LIGHTING/POWER	FIRE ALARM	INTERCOM/PA /CLOCK	MAJOR EQUIPMENT	DISTRIBUTION PIPES	FIXTURES	FIRE PROTECTION COVERAGE
Braeside ES																								
Indian Trail ES																								
Oak Terrace ES																								
Ravinia ES																								
Red Oak ES																								
Sherwood ES																								
Wayne Thomas ES																								
Edgewood MS																								
Northwood MS																								



Agenda

- ✓ Progress Update
- ✓ Physical Condition Assessment Recap
- ✓ **Investment Required**

Investment required to **maintain** buildings in current configuration

Costs:

- represent end-of-life replacement values
- not grouped for specific projects
- include contingency & escalation
- do not include furniture



District Wide

- Sitework
- Building Exterior Envelope
- Building Interiors
- MEP/FP Systems

Braeside ES



Indian Trail ES



Oak Terrace ES



Ravinia ES



Red Oak ES



Sherwood ES



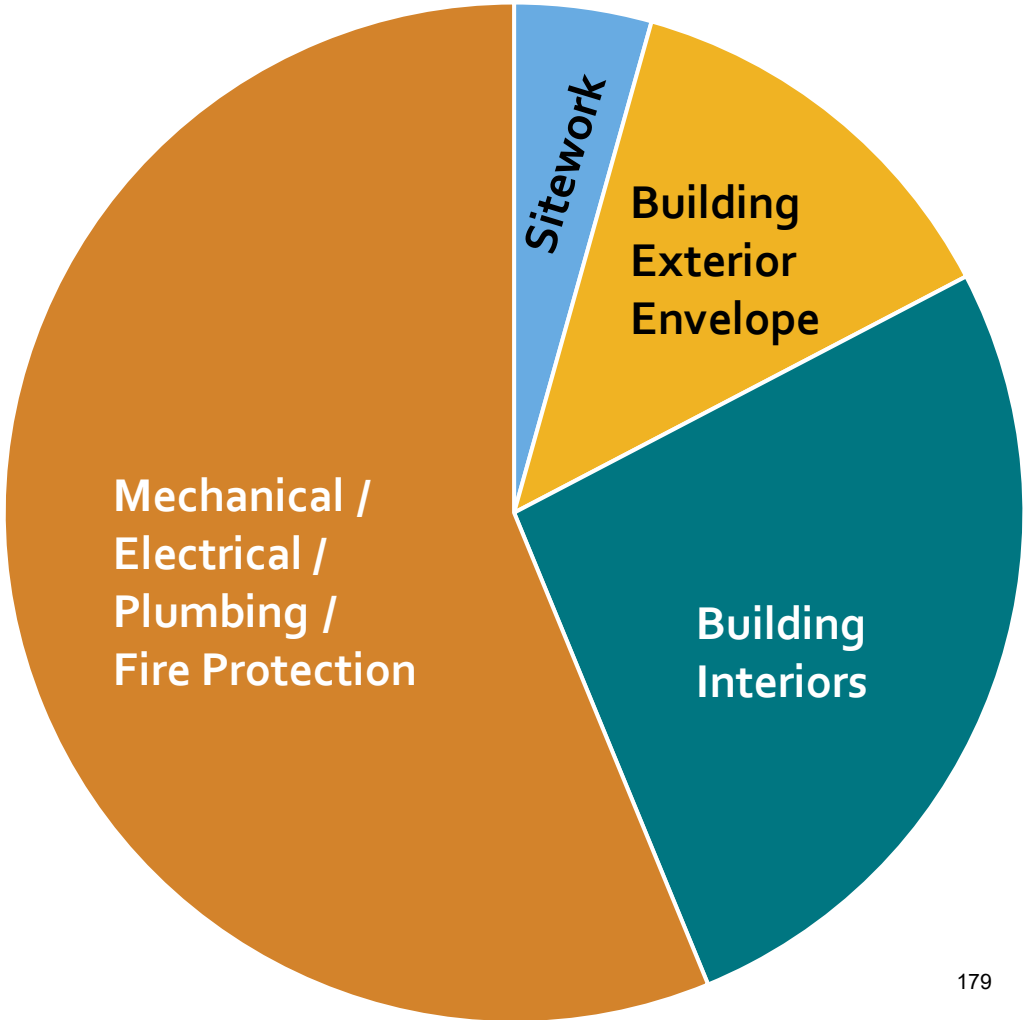
Wayne Thomas ES



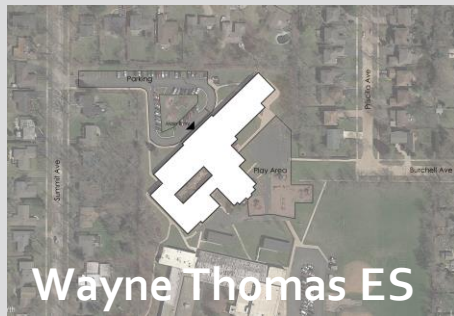
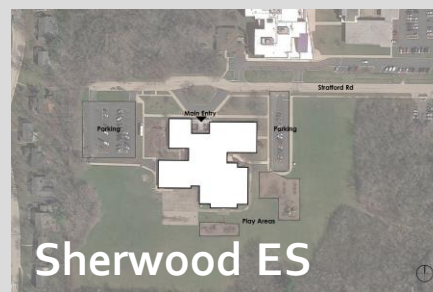
Northwood MS



Edgewood MS



INVESTMENT REQUIRED – Next 15 Years



SITework

Parking / Roadways

Play Area / Fields

Accessibility / Sidewalks

Drainage / Stormwater

Braeside ES \$0.44-\$0.51

Indian Trail ES \$0.71-\$0.82

Oak Terrace ES \$0.39-\$0.45

Ravinia ES \$0.43-\$0.49

Red Oak ES \$0.59-\$0.67

Sherwood ES \$0.51-\$0.58

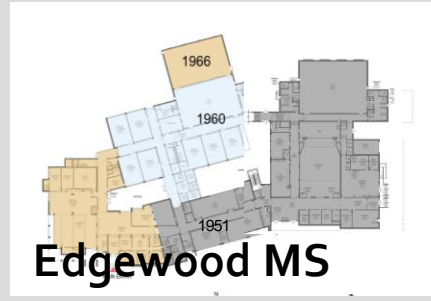
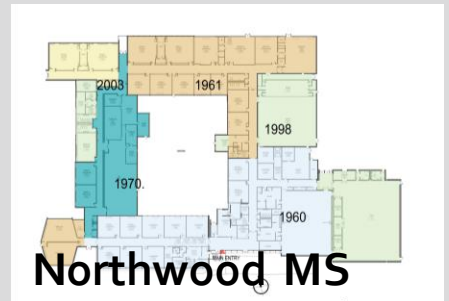
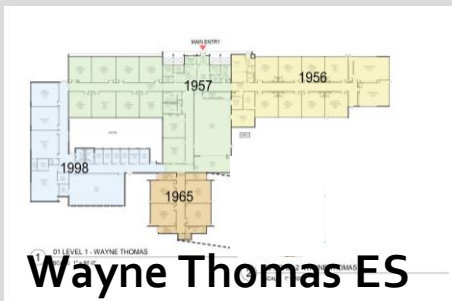
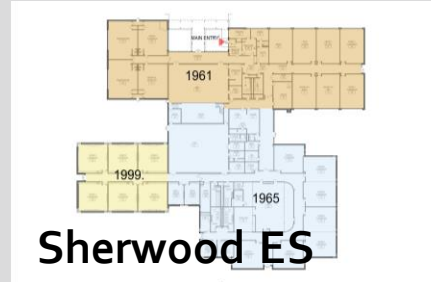
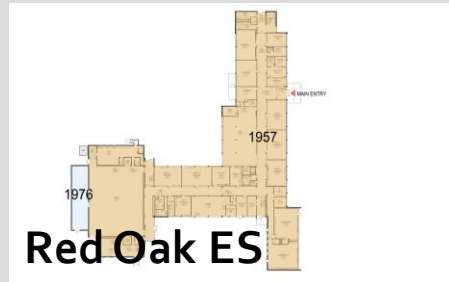
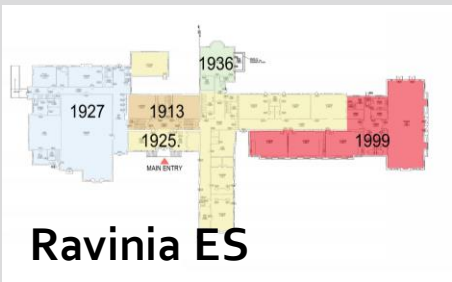
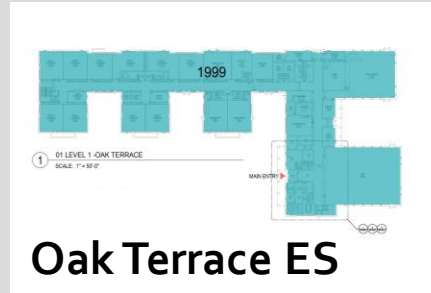
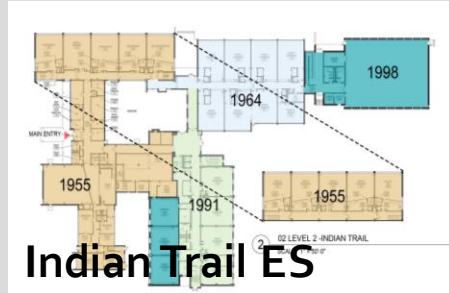
Wayne Thomas ES \$0.51-\$0.59

Northwood MS \$0.69-\$0.79

Edgewood MS \$0.26-\$0.30

Total Sitework \$4.5m-\$5.2m

INVESTMENT REQUIRED – Next 15 Years



BUILDING EXTERIOR ENVELOPE

Roofs

Masonry / Stone

Sealants / Trim

Windows / Doors

Braeside ES \$0.32-\$0.37

Indian Trail ES \$1.25-\$1.44

Oak Terrace ES \$2.37-\$2.72

Ravinia ES \$0.57-\$0.66

Red Oak ES \$0.58-\$0.66

Sherwood ES \$1.44-\$1.66

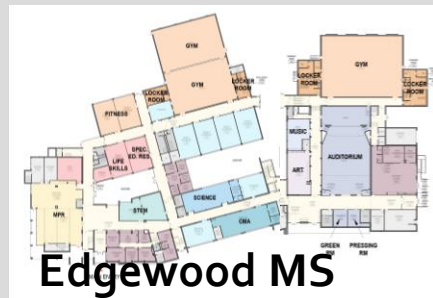
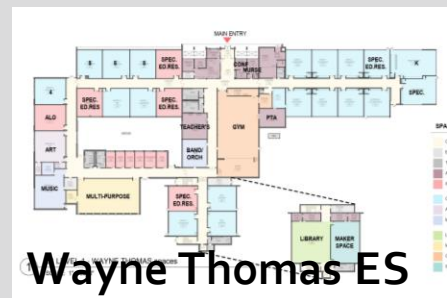
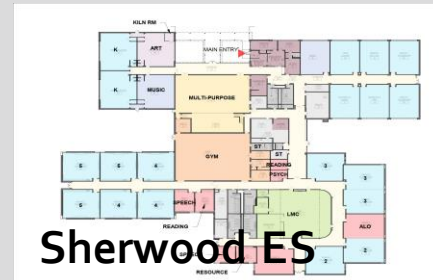
Wayne Thomas ES \$0.16-\$0.19

Northwood MS \$1.61-\$1.85

Edgewood MS \$2.70-\$3.10

Total Envelope \$11.0m-\$12.6m

INVESTMENT REQUIRED – Next 15 Years



BUILDING INTERIORS

Walls / Ceilings

Flooring

Casework / Lockers

Doors / Hardware

Braeside ES

\$2.25-\$2.59

Indian Trail ES

\$3.07-\$3.53

Oak Terrace ES

\$3.98-\$4.58

Ravinia ES

\$1.73-\$1.99

Red Oak ES

\$2.80-\$3.22

Sherwood ES

\$2.33-\$2.67

Wayne Thomas ES

\$2.15-\$2.48

Northwood MS

\$3.97-\$4.56

Edgewood MS

\$5.56-\$6.39

Total Interiors

\$27.8m-\$32.0m

INVESTMENT REQUIRED – Next 15 Years



MEP/FP SYSTEMS

Mechanical Equipment

Lighting / Power

Fire Alarm / Intercom / Clock / PA

Plumbing Fixtures / Piping

Braeside ES \$4.38-\$5.03

Indian Trail ES \$5.78-\$6.65

Oak Terrace ES \$7.97-\$9.16

Ravinia ES \$5.16-\$5.94

Red Oak ES \$5.28-\$6.07

Sherwood ES \$4.47-\$5.14

Wayne Thomas ES \$5.63-\$6.47

Northwood MS \$7.33-\$8.43

Edgewood MS \$11.3-\$13.0

Total MEP/FP \$57.3m-\$65.9m

INVESTMENT REQUIRED – Next 15 Years

	1-2 years	3-5 years	6-10 years	11-15+ years	Total	\$/SF
	(\$ Millions)	(\$ Millions)	(\$ Millions)	(\$ Millions)	(\$ Millions)	
Braeside ES	\$1.21 to \$1.39	\$1.32 to \$1.52	\$2.57 to \$2.96	\$2.29 to \$2.63	\$7.39 to \$8.50	\$167 to \$192
Indian Trail ES	\$3.54 to \$4.07	\$2.56 to \$2.94	\$3.13 to \$3.60	\$1.59 to \$1.83	\$10.82 to \$12.44	\$153 to \$176
Oak Terrace ES	\$0.05 to \$0.06	\$4.33 to \$4.98	\$5.14 to \$5.91	\$5.19 to \$5.97	\$14.71 to \$16.91	\$170 to \$195
Ravinia ES	\$1.61 to \$1.85	\$1.24 to \$1.43	\$3.31 to \$3.80	\$1.73 to \$1.99	\$7.89 to \$9.07	\$152 to \$175
Red Oak ES	\$1.64 to \$1.89	\$1.67 to \$1.92	\$3.08 to \$3.55	\$2.84 to \$3.27	\$9.24 to \$10.62	\$156 to \$180
Sherwood ES	\$1.79 to \$2.06	\$1.94 to \$2.23	\$2.41 to \$2.77	\$2.61 to \$3.00	\$8.75 to \$10.06	\$176 to \$202
Wayne Thomas ES	\$2.04 to \$2.35	\$1.18 to \$1.36	\$2.93 to \$3.36	\$2.32 to \$2.66	\$8.46 to \$9.73	\$151 to \$174
Northwood MS	\$3.60 to \$4.14	\$1.62 to \$1.86	\$3.88 to \$4.46	\$4.49 to \$5.16	\$13.59 to \$15.63	\$161 to \$186
Edgewood MS	\$5.61 to \$6.45	\$1.75 to \$2.02	\$6.44 to \$7.41	\$6.02 to \$6.92	\$19.82 to \$22.79	\$151 to \$174
TOTAL	\$21.1 to \$24.2	\$17.6 to \$20.3	\$32.9 to \$37.8	\$29.1 to \$33.4	\$100.7 to \$115.8	\$159 to \$183

15 yr Investment: \$100 -116 M

\$159 - \$183 / SF

NEXT STEPS

Mid – July Long Range Planning Survey to Community

Summer Evaluate Configuration Options | Develop Budgets

September Present Long Range Facility Plan

QUESTIONS?

Thank you!