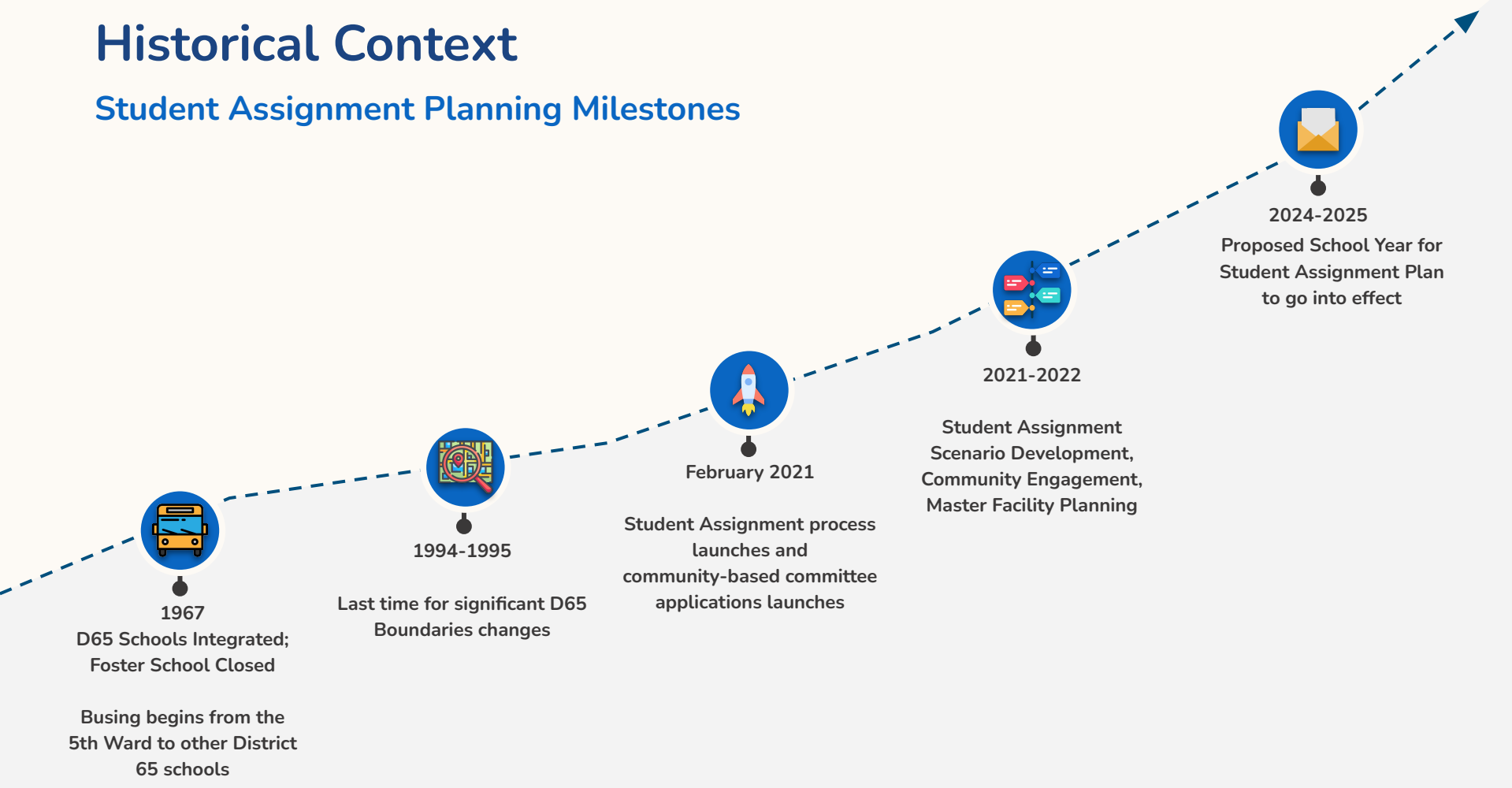


Student Assignment Planning Scenarios February 2022

Historical Context

Student Assignment Planning Milestones



Community Involvement and Feedback

Meetings with Community Leaders (Throughout the project)

Reviewed Former Community and Historical Data (Dec. 2020 - Feb. 2021)

Launch of 40-member community-based SAP Committee (met twice monthly since spring 2021)

Evanston Public Library School Segregation Series (May 2021)

Community and Family Interviews (June 2020)

Student Assignment Community Questions (since June 2021)

SAP Community and Educator Survey (Sept. 2021 - Oct. 2021)

Virtual Interactive Presentations (Jan. 2022)

Pre-Board Meeting Presentation (Feb. 2022 - Mar. 2022)

Educator 'Chat and Chews' With Dr. Horton (Ongoing)

ALL STUDENT
ASSIGNMENT
MEETING NOTES ARE
POSTED ONLINE



SAP Committee / D65 Facilitators

- Over 40 community members
- 17 D65 parents
- Representation from all 9 wards
- Board and union representation (present and past)
- 10 D65 staff facilitators

Meetings

- Meeting twice a month since May 2020
- 18 committee meetings
- Additional subcommittee meetings

Compression Planning —> Subcommittees

- Two compression meetings to develop our subcommittees
- SAP subcommittees: Walkable schools, Data/Monitoring Student Success, Program Access, and Elevating Marginalized Voices

District 65 Terms and Definitions

School Boundaries are the school districts physical borders that define how students are assigned to school.

Student Assignment is a system that aligns the values of the community and the district to assign students to schools and programs.

Selective Enrollment Programs

African Centered Curriculum (ACC)

ACC is a culturally immersive program option for kindergarten through fifth-grade students that centers around the identity, heritage, and culture of people of African descent.

Two-way Immersion (TWI)

TWI is a Spanish and English program option for kindergarten through fifth-grade students that develops strong literacy skills and language proficiency in English and Spanish.

Attendance or Neighborhood Schools

are the schools and their feeder schools in each boundary area and are assigned based on the address of residency.

Magnet Schools serve students in grades K-8 and focus on a special area of study embedded in the core curriculum.

Scenario Considerations



1 Fostering community through neighborhood schools

2 Modernizing our attendance boundaries to better serve students

3 Reducing district transportation expenses

4 Addressing historic inequities

5 Engaging community feedback

6 Incorporating master facility planning and enrollment projection data

Specialty School Analysis



Notable Highlights

At this time, SAP is not recommending any changes to any specialty schools (Park, Rice, JEH).

IEP services at all local area schools.

Emergent Bilingual programming expanded to all D65 schools by 2024 (neighborhood schools, JEH, Park).

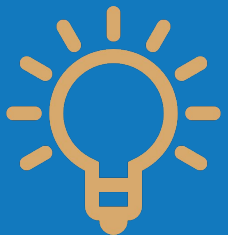
Scenario **A**

Construction of a K-8 Fifth Ward School



Highlights

- Address historic inequities following the closure of Foster School in 1967
- Students residing in the 5th Ward (west of Green Bay) would be assigned to attend the new school.
- Inclusion of community input to determine programming, design of school, and sustainability initiatives
- Construction would be financed through the issuance of lease certificates and at no additional cost to taxpayers
 - Repaid through the district's operating budget using transportation savings over a period of time.



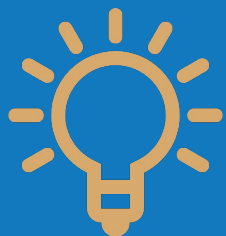
- ✓ A community-based neighborhood school for students and families in the 5th ward
- ✓ Significantly reduce annual district transportation costs by ~\$2 million annually
- ✓ Construction of a modern building designed for 21st century learning and sustainable school
- ✓ 73% survey respondents were supportive of construction of 5th Ward School (district population sample); 81% of staff were supportive

Planned Closure of Bessie Rhodes



Considerations

- Rhodes will remain open as a magnet through the 2023-2024 school year (earliest school year for closure).
- TWI programming would be expanded to King Arts and consideration for dual strands at another D65 school. Global Studies programming would be available at King Arts.
- Bessie Rhodes families will have the choice to enroll at their neighborhood school or continue in current programming expanded to King Arts.
- Upon the eventual closure, the building will be sold and funds will go to the district's overall capital funding plan.
- As a result, building operations for fifth ward school would remain cost neutral.



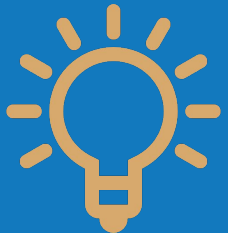
- ✓ Identified as nearing the end of its building life-cycle and needs over \$10M in repairs (cost to repair is more than half of the cost to rebuild).
- ✓ Declining student enrollment since 2016-2017 (enrollment declined by nearly 50%)
- ✓ Close proximity to neighborhood school (Walker Elementary)
- ✓ Ability to sustain programming and absorb student capacity at King Arts while doubling down on resources for a strengthened magnet school model

King Arts Expansion of Magnet Programming



Highlights

- King Arts will remain a K-8 magnet school.
- Given current building capacity, magnet programming include fine arts and expanded to include Two-Way Immersion and Global Studies (beginning at the earliest in the 2024-2025 school year).
 - Arts and Global Studies programming will continue its pursuit of accreditation through Magnet Schools of America
 - Collaborative re-visioning with the school community and key stakeholder groups.
 - Investments will be made to repair and upgrade facilities to accommodate additional students and staff.



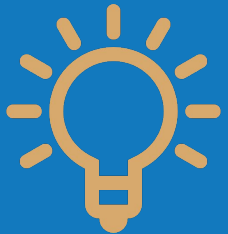
- ✓ Data shows steadily decreasing enrollment in magnet schools
- ✓ MFP analysis shows capacity to consolidate all magnet programming into one building
- ✓ SAP survey and Thought Exchange data showed family interest in small class sizes and proximity to home
- ✓ 45% of Bessie Rhodes students currently live in 2nd or 5th Wards
- ✓ TWI programming in most current students' neighborhood schools (exception 5th Ward)

Elementary Attendance Boundary Adjustments



Highlights

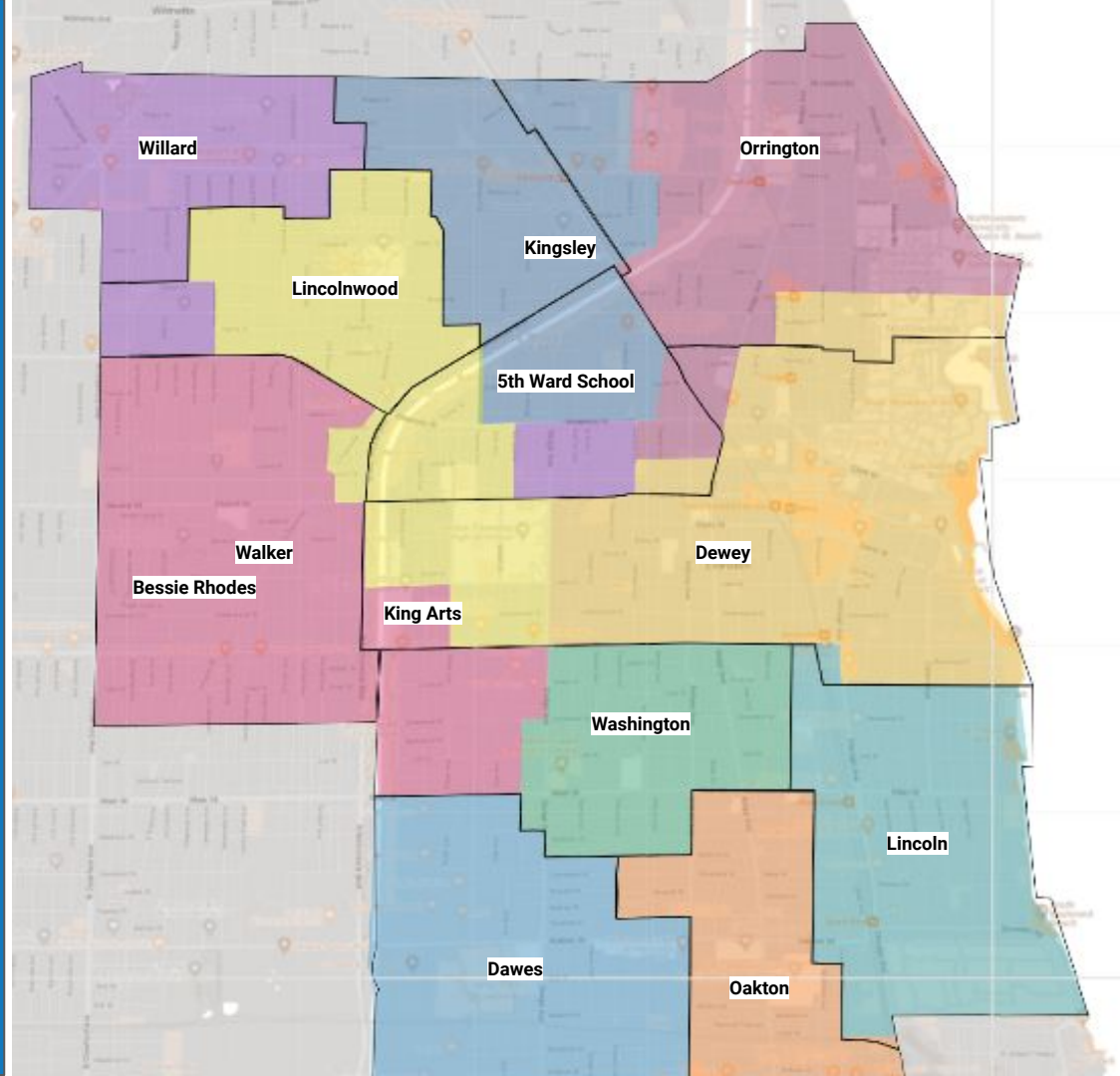
- All elementary attendance boundaries are within (1) mile of students' homes.
- Attendance-area boundaries will be adjusted to accommodate students who will be assigned to the new 5th Ward School.
 - Boundary changes and enrollment decreases will most significantly impact Kingsley, Lincolnwood, Orrington, and Willard which currently bus students in from the 5th Ward.
- Boundaries better aligned to natural or physical barriers, including hazards, to reduce transportation costs.
- Slight boundary changes for Dewey, Washington, and Walker to reduce transportation for students.
- Dawes, Lincoln, and Oakton have no changes to attendance area boundaries.



- ✓ Commitment to neighborhood schools based on values shared by D65 community
- ✓ Significantly reduce annual district transportation costs by ~\$2 million annually
- ✓ Effort to address declining elementary enrollment issues while also minimizing overcrowding in middle schools.

SCENARIO A

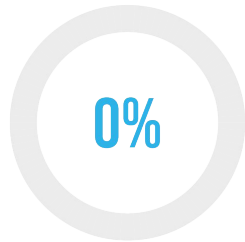
Proposed Elementary Boundaries Map



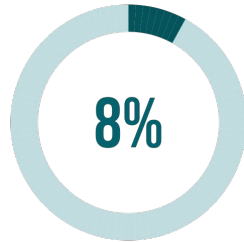
Elementary Boundaries Student Impact



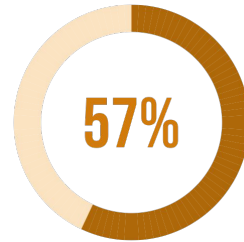
The percentage of students in current boundaries that will have a new boundary.



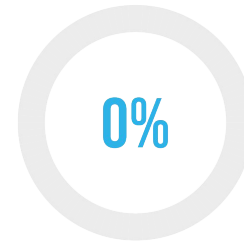
Dawes



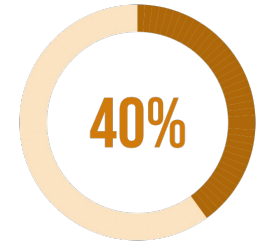
Dewey



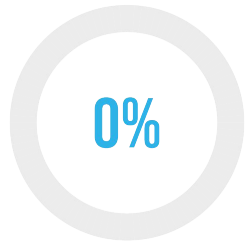
Kingsley



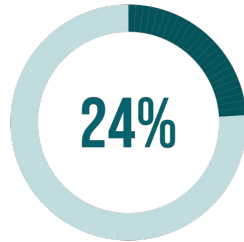
Lincoln



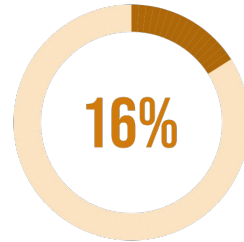
Lincolnwood



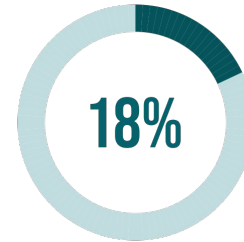
Oakton



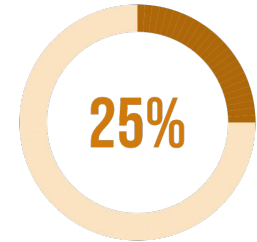
Orrington



Walker



Washington



Willard

Blue - No enrollment change
Green - Increased enrollment
Orange - Decreased enrollment

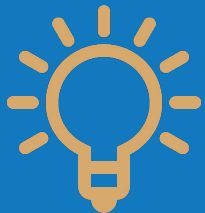
Kingsley, Lincolnwood, and Willard will be most impacted as students are mostly bused from their homes located in the 5th Ward to these school.

Middle School Attendance Boundary Adjustments



Highlights

- No change to middle school feeder pattern.
- 5th Ward School recommended as a K-8 neighborhood school (5th ward students who currently attend Haven would be assigned to new school as early as the 2024-25 school year)
 - Students will have a choice to stay at Haven or attend the new 5th ward school



Continued enrollment at magnet school to balance middle school population



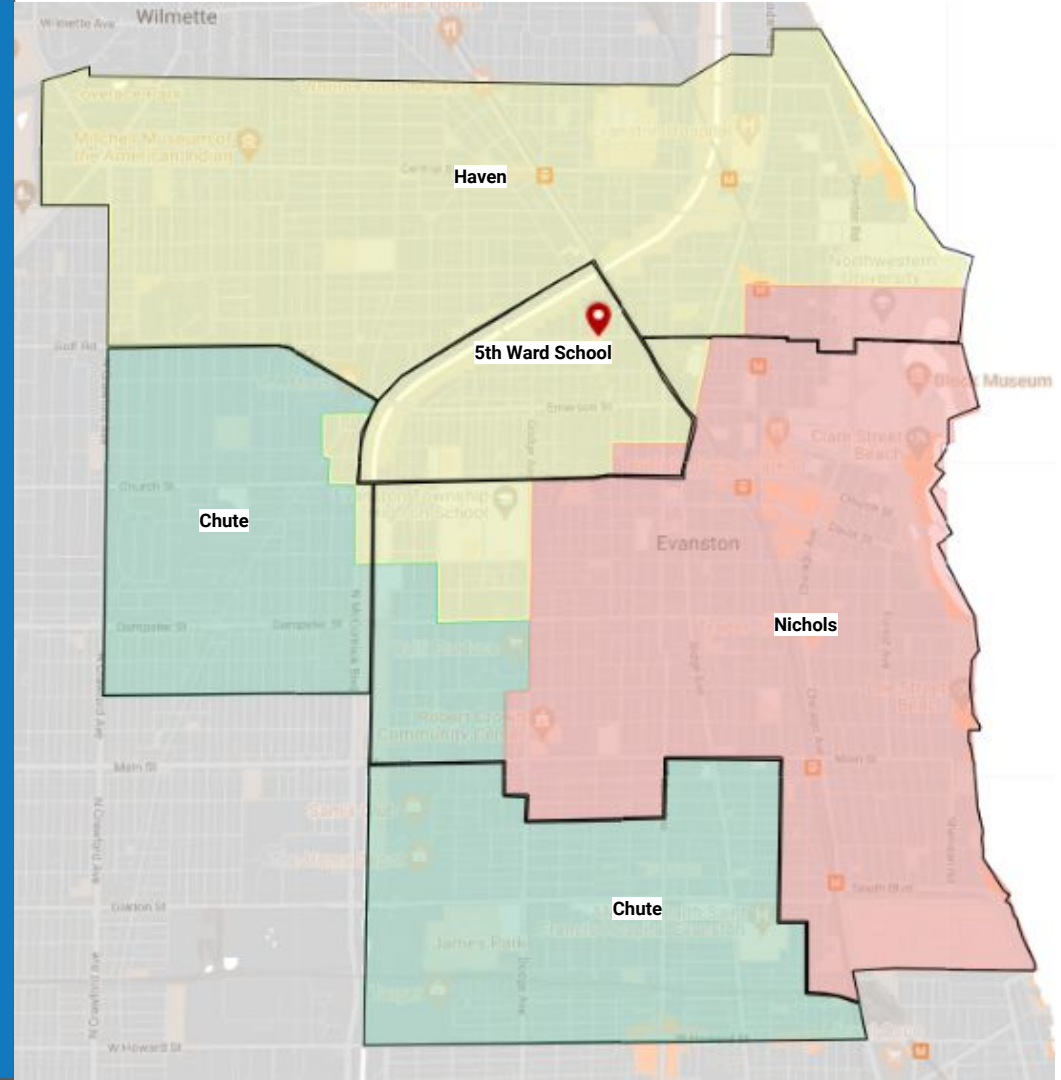
Opportunities to repurpose spaces at Haven and Nichols



Minimize changes in consideration for middle school transition

SCENARIO A

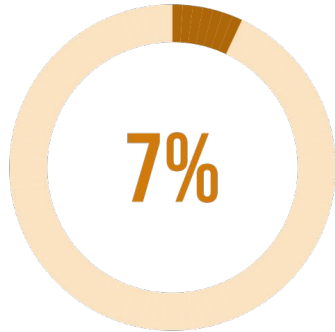
Proposed Middle School Boundaries Map



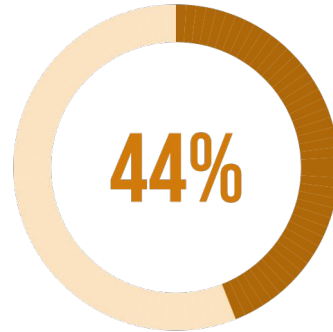
Middle School Student Impact



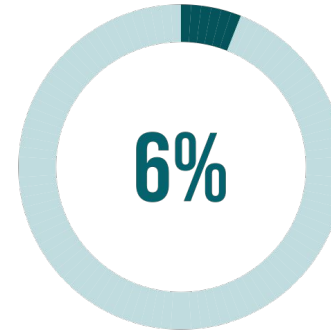
The percentage of students in current boundaries that will have a new boundary.



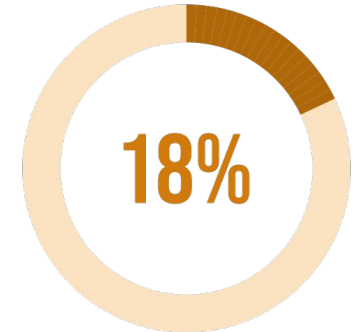
Chute



Haven



Nichols



King Arts

Blue - No enrollment change
Green - Increased enrollment
Orange - Decreased enrollment

Most significant shift is at Haven Middle School reflecting anticipated transition to new 5th ward neighborhood school.

Proposed Middle School Feeder Pattern



	Middle School	Current Feeders	Proposed Feeders
Middle School Feeders	Chute	Dawes, Oakton, Walker	Dawes, Oakton, Walker
	Nichols	Dewey, Lincoln, Washington	Dewey, Lincoln, Washington
	Haven	Kingsley, Lincolnwood, Orrington, Willard	Kingsley, Lincolnwood, Orrington, Willard
	King Arts	King Arts	King Arts
	Rhodes	Rhodes	None
	5th Ward School		5th Ward School

*****No change to feeder pattern with the exception of students who will attend the 5th Ward K-8 grade school.*****

SCENARIO A

Proposed Program Changes



SCHOOLS	GRADE	CURRENT PROGRAMS	PROPOSED PROGRAM CHANGES
Dawes	K-5	TWI (1 strand per grade)	TWI (2 strands per grade) *with capital improvements
Dewey	K-5	TWI (1 strand per grade)	No changes
Lincoln	K-5	STEP	No changes
Nichols	6-8	STEP	No changes
Oakton	K-5	ACC (1 strand per grade) & TWI (1 strand per grade)	ACC (1 strand per grade)
Washington	K-5	TWI (2 strand per grade)	No changes
Willard	K-5	TWI (1 strand per grade)	No changes
King Arts	K-8	Arts and Literacy (3 strands per grade) & RISE	Arts and Literacy, RISE, and Global Studies / TWI (from Rhodes)
Rhodes	K-8	Global Studies and TWI (2 strand per grade)	Consolidate with King Arts
5th Ward School	K-8		Community input for programming
PARK	PreK - 12	Self-contained public therapeutic day program	No changes
RICE	K-5	Self-contained special education program	No changes

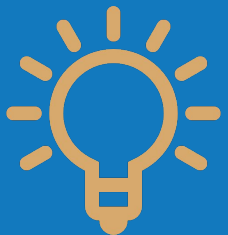
Scenario **B**

Construction of a K-5 Fifth Ward School



Highlights

- Address historic inequities following the closure of Foster School in 1967
- Students residing in the 5th Ward (west of Green Bay) would be assigned to attend the new school.
- Inclusion of community input to determine programming, design of school, and sustainability initiatives
- Construction would be financed through the issuance of lease certificates and at no additional cost to taxpayers
 - Repaid through the district's operating budget using transportation savings
- Building operations will be cost neutral.



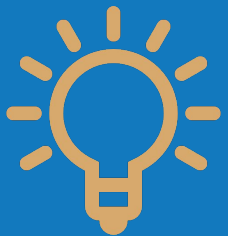
- ✓ A community-based neighborhood school for students and families in the 5th ward
- ✓ Significantly reduce annual district transportation costs
- ✓ Construction of a modern building designed for 21st century learning
- ✓ 73% survey respondents were supportive of construction of a 5th Ward School (district population sample); 81% of staff were supportive.

Planned Closure of Bessie Rhodes



Considerations

- Rhodes will remain open as a magnet school through the 2023-2024 school year.
- TWI programming will be expanded at other D65 schools.
- Global Studies programming would be infused within new social studies curriculum framework.
- Bessie Rhodes students would be assigned to their neighborhood school. Students in TWI program would be assigned at their neighborhood school or one within close proximity.
- Upon the eventual closure, the building will be sold and funds will go to the district's overall capital funding plan.
- As a result, building operations for Fifth Ward School would remain cost neutral.



- ✓ Identified as nearing the end of its building life-cycle and needs over \$10M in repairs (cost to repair is more than half of the cost to rebuild).
- ✓ Declining student enrollment since 2016-2017 (enrollment declined by nearly 50%)
- ✓ Close proximity to neighborhood school (Walker Elementary)
- ✓ Ability to focus on neighborhood schools and strengthening core curriculum

King Arts Transitions to Middle School



Highlights

- King Arts will no longer serve as a magnet school and will be converted to a middle school to serve 6-8 grade students.
- King Arts students will attend their neighborhood elementary or middle school beginning as early as the 2024-2025 school year.
- Stronger focus on core curriculum enhancement and program infusion.



- ✓ Balances enrollment across middle schools and addresses current overcrowding issues in some buildings.
- ✓ All elementary schools have capacity to absorb students returning to their neighborhood school.
- ✓ Fine Arts continues to be a focus in all D65 schools (three enrichment rotations per school year).

Elementary & Middle Boundary Adjustments



Highlights

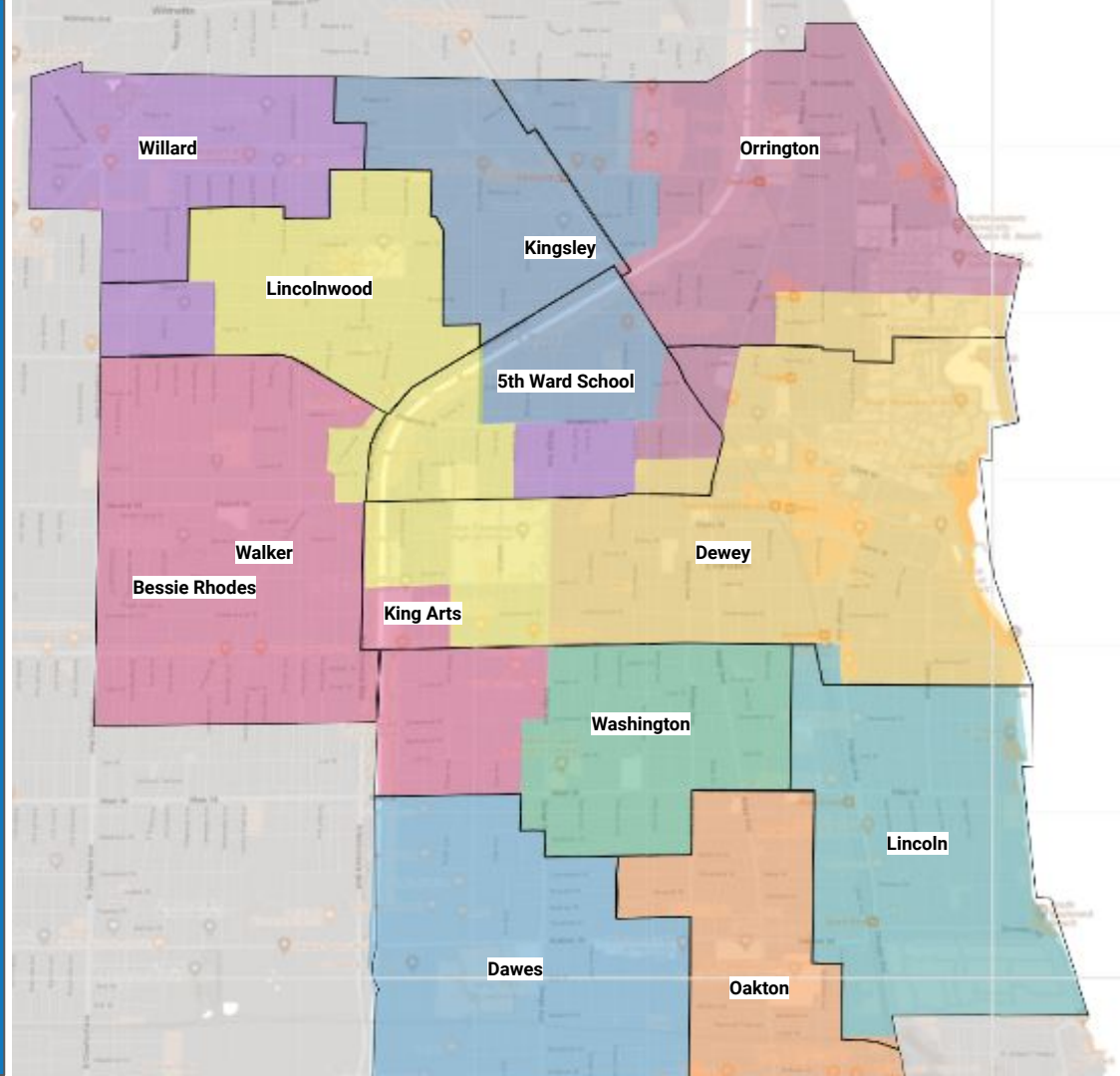
- Elementary boundaries remain the same as in Scenario A (one mile or less from school).
- 5th Ward School is K-5 neighborhood school.
- Efforts to balance middle school enrollment at Chute, Haven, and Nichols by transitioning King Arts into an attendance area middle school.
- Update to middle school feeder patterns
 - New 5th ward school and Dewey Elementary now assigned to New King Arts Middle School
- Feeder pattern for Chute and Haven do not change



- ✓ Commitment to neighborhood schools aligned to values expressed by community
- ✓ Significantly reduce annual district transportation costs by over \$2 million a year
- ✓ Effort to address declining elementary enrollment issues while also minimizing overcrowding in middle schools.

SCENARIO B

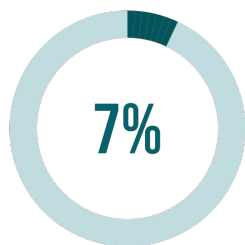
Proposed Elementary Boundaries Map



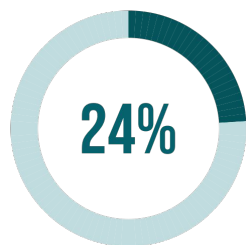
Elementary Boundaries Student Impact



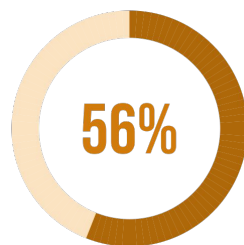
The percentage of students in current boundaries that will have a new boundary.



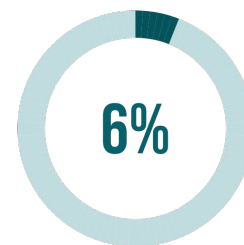
Dawes



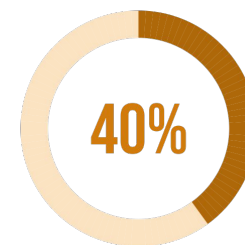
Dewey



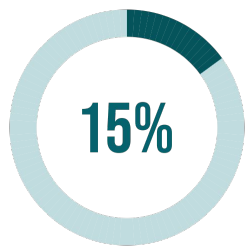
Kingsley



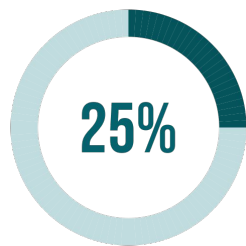
Lincoln



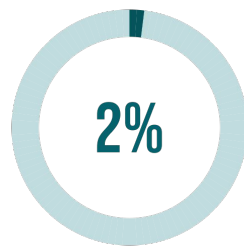
Lincolnwood



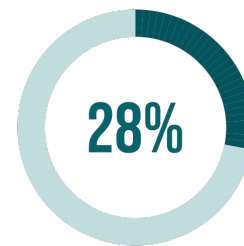
Oakton



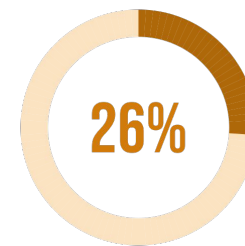
Orrington



Walker



Washington

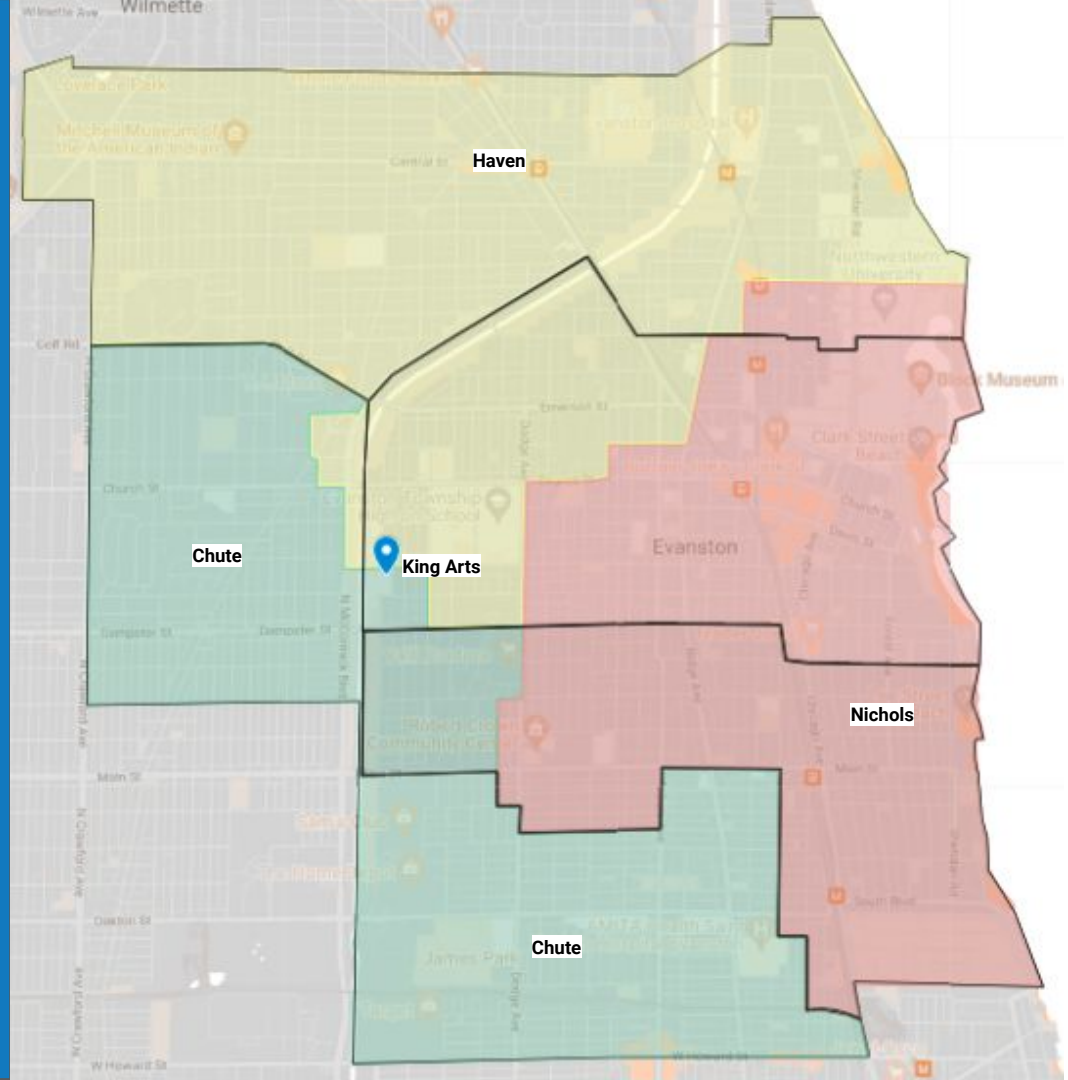


Willard

Blue - No enrollment change
Green - Increased enrollment
Orange - Decreased enrollment

Many schools will see an **increase** since all Rhodes and King Arts students return to their neighborhood schools.

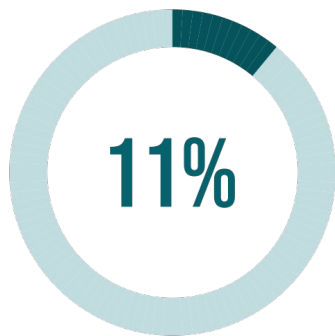
Proposed Middle Boundaries Map



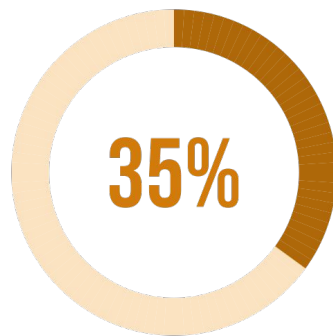
Middle Boundaries Student Impact



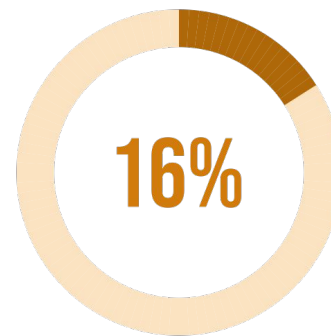
The percentage of students in current boundaries that will have a new boundary.



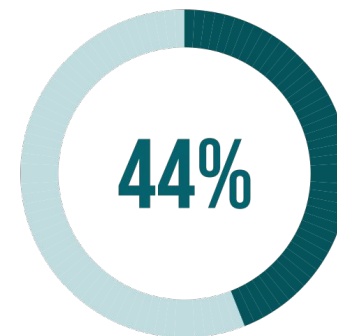
Chute



Haven



Nichols



King Arts

The decreases at Haven and Nichols and the increase at King are based on the new boundary lines you were just shown.

The increase at Chute is based on current king middle school students returning to their neighborhood middle school.

Blue - No enrollment change
Green - Increased enrollment
Orange - Decreased enrollment

Proposed Middle School Feeder Pattern



	Middle School	Current Feeders	Proposed Feeders
Middle School Feeders	Chute	Dawes, Oakton, Walker	Dawes, Oakton, Walker
	Nichols	Dewey, Lincoln, Washington	Lincoln, Washington
	Haven	Kingsley, Lincolnwood, Orrington, Willard	Kingsley, Lincolnwood, Orrington, Willard
	King Arts	King Arts	Dewey, 5th Ward School
	Rhodes	Rhodes	None

SCENARIO B

Proposed Program Changes



SCHOOLS	GRADE	CURRENT PROGRAMS	PROPOSED PROGRAM CHANGES
Dawes	K-5	TWI (1 strand per grade)	TWI (2 strands per grade) *with capital improvements
Dewey	K-5	TWI (1 strand per grade)	TWI (1 strands per grade) & RISE (K-5)
Lincoln	K-5	STEP	No changes
Nichols	6-8	STEP	No changes
Oakton	K-5	ACC (1 strand per grade) & TWI (1 strand per grade)	ACC (1 strand per grade)
Washington	K-5	TWI (2 strand per grade)	No changes
Willard	K-5	TWI (1 strand per grade)	No changes
King Arts	K-8	Arts and Literacy (3 strands per grade) & RISE	RISE (6-8 grade)
Rhodes	K-8	Global Studies and TWI (2 strand per grade)	---
5th Ward School	K-5	---	Community input for programs
Park	PreK - 12	Self-contained public therapeutic day program	No changes
Rice	K-5	Self-contained special education program	No changes

Scenario Summary

Enrollment Considerations



- The approved student assignment plan will not be effective until the 2024-2025 school year at the earliest. Students will remain in their existing schools/programs until the student assignment plan goes into effect.
- Currently enrolled students impacted by consolidation or boundary changes may remain in their elementary school through 5th grade or middle school through 8th grade.
 - No busing will be provided by the district.
 - Note elementary students must transition to their assigned sixth grade school. This is the current process due to middle school overcrowding and it will not change with the new student assignment recommendations.
 - Current magnet program students will remain magnet students during the 2024-2025 registration process.
- As of the 2024-2025 school year, newly enrolled students (including siblings) will be assigned to their attendance area school.
- Sibling preference will remain in place for magnet programs and schools (policy unchanged).

Scenarios A and B At-A-Glance



Scenario A

Boundary Lines

- ✓ Construction of a 5th Ward School (K-8)
- ✓ Closure of Bessie Rhodes
- ✓ King Arts becomes only D65 K-8 magnet school (consolidates Bessie Rhodes programming)
- ✓ Elementary Boundary Revisions
- ✓ No change to overall middle school feeder pattern (with exception of 5th ward school).

Programming

- ✓ Oakton TWI strand moves to Dawes
- ✓ Consideration for moving Bessie Rhodes TWI strands

Scenario B

Boundary Lines

- ✓ Construction of a 5th Ward School (K-5)
- ✓ King Arts transitions to middle school
- ✓ Magnet school programming infused into D65 curriculum (with exception of TWI/ACC)
- ✓ Closure of Bessie Rhodes
- ✓ Elementary Boundary Revisions
- ✓ Dewey and 5th Ward School students to attend King Arts middle school.

Programming

- ✓ Oakton TWI strand moves to Dawes
- ✓ Consideration for moving Bessie Rhodes TWI strands
- ✓ RISE (K-5) moves to Dewey

Both scenarios reduce busing costs by ~\$2 million

Proposed Policy Changes and Next Steps

D65 Policy Change Suggestions



Policy 7:30 Student Assignment and Intra-District Transfer (Permissive Transfer)

With a focus on neighborhood schools and intentionality on strengthening core curriculum this policy doesn't meet the current changes of the SAP project.



New Permissive Transfer Policy Suggestion:

- ➔ Keep student change of residence during the year can finish final year at current school.
- ➔ Remove, *demonstrate that the student could be better accommodated by the education program at another school.*
- ➔ Add, D65 will allow K-5 families to apply for permissive transfers in the following zones based on middle feeder patterns:
 - Zone 1 : Kingsley, Lincolnwood, Orrington, Willard, and 5th ward school (Haven or 5th ward school)
 - Zone 2: Dewey, Lincoln, and Washington (Nichols)
 - Zone 3: Dawes, Oakton, and Walker (Chute)

**Buildings do not currently have capacity to allow transfer for middle school students. This can be revisited annually.*

D65 Policy Change Suggestions



Policy 7:32 Magnet Schools/Programs

The SAP Committee recommends that the current policy be updated to better align to values expressed by the community as it relates to equity and access.

With the potential addition of the 5th Ward School, there is likely no longer a need for the geographic preferences outlined in the policy but more focused alignment on student and programmatic need.

- The SAP Committee suggests a shift in the registration process to ensure students are submitting an application based on program and understand the program deliverables and commitments.



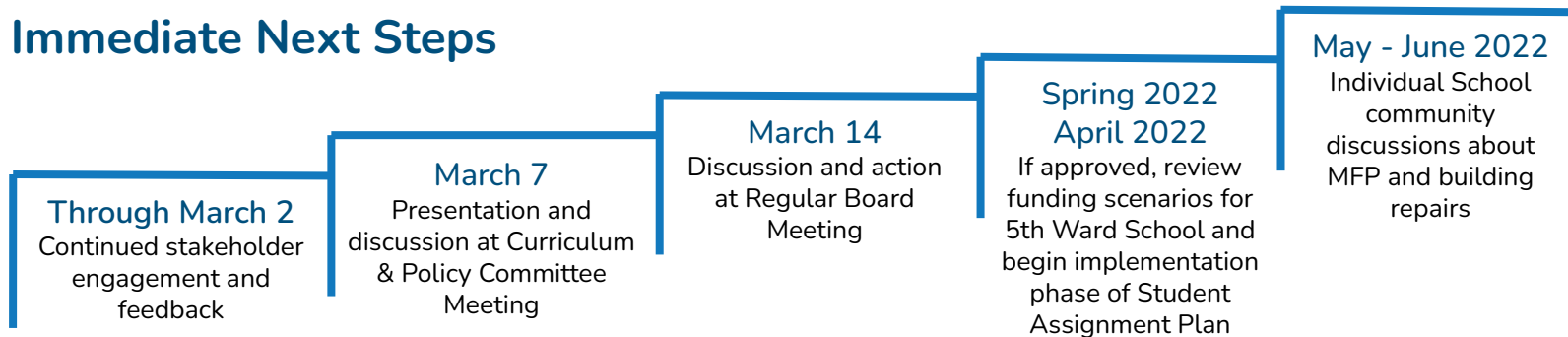
New Magnet Schools/Programs Policy Suggestion:

- ➔ Keep the twenty percent (20%) of new admissions for students in safe walking distance, balance of enrollment, and sibling preference.
- ➔ Add a section that addresses access for all communities or a more equitable lottery system for magnet program enrollment.

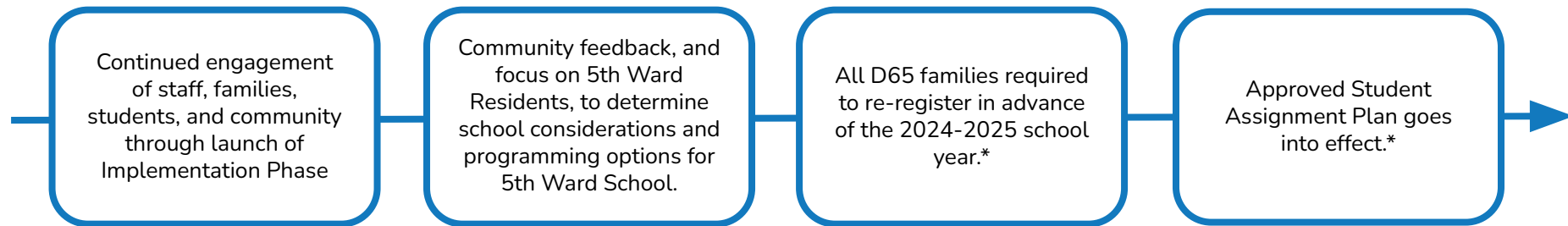
Next Steps



Immediate Next Steps



Implementation Phase (longer term)



**Timeline subject to change. SAP will not go into effect earlier than 24-25.*

Questions?

We will use Thought Exchange to gather all of your questions and feedback.

We will answer the top rated questions during this session. All other questions will be answered online in the SAP Q&A section. Our communications team will share the FAQ link by March 2, 2022.

SAP scenario attendance area maps are available for review at district65.net/SAPscenariomaps.

THANK YOU!

Student assignment is a part of our multi-faceted approach to long-term planning for the future of our public schools.

SPECIAL THANKS

to the members of our
Student Assignment Planning Committee

PARTNERS

Student Assignment Project Committee
SageBird Consultants: Cassie Blausey, J.D. and Stephen W. Lin, PH.D.
Dr. Nichole Pinkard - Northwestern University
Dr. Karen Smilowitz - Northwestern University