



# Reinvesting for our Future: Structural Deficit Reduction Plan (SDRP)

January 13, 2025



**EVANSTON/SKOKIE**  
SCHOOL DISTRICT 65

Every Child, Every Day, Whatever it Takes

# Our time together

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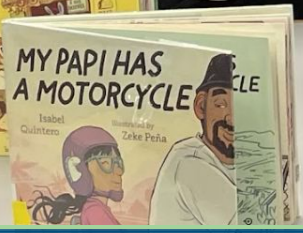
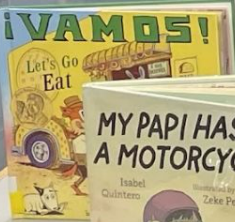
**1** revisiting our financial outlook

**2** **listen & learn**  
what we heard from stakeholders

**3** preserving critical investments

**4** **scenario development**  
an aerial view

**5** next steps



**Pura Belpré Book Club 2022**  
Third Grade

Title of Book	Author	Illustrator	Avatar
¡VAMOS! Let's Go Eat	Isabel Quintero		
MY PAPI HAS A MOTORCYCLE	Isabel Quintero	Zake Peña	
Planting Stories	Patricia Polacco		
SUMMER GIRL	Barbara Cooney		
ISLANDBORN	Juana María Rivera	Leo Espinoza	
DANCING HANDS	Patricia Polacco		
PRINCESS WARRIOR	Duncan Tonatiuh		



**Reinvesting for our Future**

# Evolution/Phases of Structural Deficit Reduction Plan



**FY24**

**FY25**

**FY26**

**FY27 and**

**Identification**

**Phase 1: Immediate Cuts**

**Phase 2: Stabilize**

**Phase 3: Sustainability**

**Began in February 2024**

**Hiring Freeze**

**\$13.2M in Reductions**

**\$15M in Reductions (est.)**

Immediately, identified \$6.5M in reductions for FY25

Eliminated vacant positions

Stakeholder Engagement & Decision-making:  
December 2024  
January 2025

Stakeholder Engagement & Decision-making:  
Begins February 1

Purchased Services reductions

Goes into effect:  
July 1, 2025

Goes into effect:  
July 1, 2026

Developed SDRP Framework (includes stakeholder engagement)





# Revisiting the Need for Budget Reductions

## Our current reality (if no action is taken)

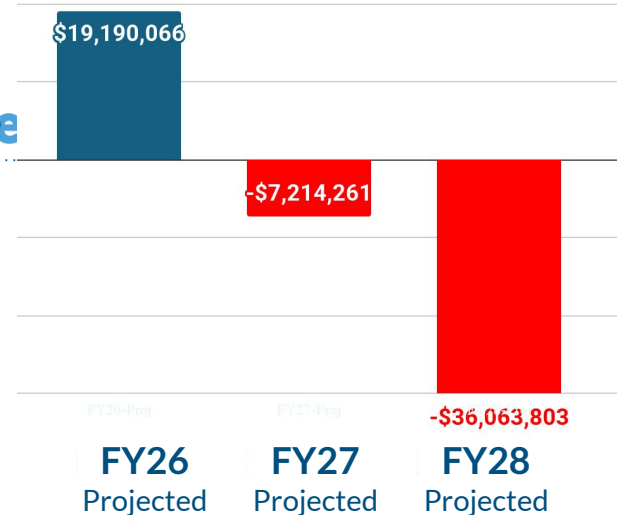
	FY21 actuals	FY22 actuals	FY23 actuals	FY24 projected	FY25 budget	FY26 with no action
Surplus/Deficit	\$3,288,685	\$6,099,923	-\$7,918,262	-\$8,531,093	-\$13,590,541	-\$16,675,563

### Projected Days Cash on Hand



FY25:	71
FY26:	36
FY27:	-13
FY28:	-63

### Projected Fund Balance



# What we heard: Key Takeaways

Developing a Structural Deficit Reduction Plan that is rooted in community voice



## Holistic student learning opportunities

Placing equal emphasis on student well-being, socioemotional development, and academic outcomes.



## High quality, dedicated, and certified “student-facing” staff

(e.g., teachers, counselors, learning specialists)—and resources (e.g., training, learning resources) that support high quality teaching.

- Reduce spending on administration or “non-student facing positions”



## Access to the arts, sports, extracurriculars

Overwhelmingly identified as essential for holistic student learning.



# Preserving Critical Investments



## What we heard

## Our Response

<b>Prioritize and retain talented educators</b>	Reached a four-year contract with DEC with highly competitive compensation package
<b>Reduce central office administration</b>	Reimagining “top-down” approach of central office Reduction of 22 central office FTEs in FY25 with proposed reductions of 21-26 FTEs in FY26
<b>Support our most vulnerable students</b>	Maintaining, with the goal of enhancing, individualized education and multilingual services
<b>Retain staff who support students’ mental health and social emotional needs</b>	No reduction to social work, psychology, mental health, and therapy services
<b>Avoid short-term borrowing / state takeover</b>	Resolute decision making by bringing forward aggressive plan that hits reduction targets

# Preserving Critical Investments



## What we heard

## Our Response

### **Class sizes should remain small**

Class sizes will remain within district guidelines  
(K-2: 23 students; 3-5: 25 students; 6-8: 28 students)

### **Ensure students have access to arts, athletics, and extracurriculars**

Maintaining fine arts, physical education, and library services as part of students' daily schedule (includes SEEL, Computer Science, athletics)

### **Ensure continuance of magnet programs**

Continue to offer ACC/TWI (with dual language expansion through eighth grade)

### **Be thoughtful about school closures and retaining assets**

No school closures for the 2025-2026 school year.  
SDRP Phase 3 will begin in February 2025  
(consideration for future school closures/consolidation)

# Implementation with fidelity and in order



**THE BIG 5**

Maintaining humanization:  
Understanding the impact  
on our people



**UNITY**

Ongoing collaboration with  
union leadership and honoring  
collective bargaining  
agreements



**TURNING UP THE  
J-FACTOR!**  
It's all about the **JOY** in District 65

Fostering a joyful learning  
experience for all students



# Minimizing the impact of \$13.2M + in reductions



## STUDENT Impact



## STAFFING Impact



## RACIAL EQUITY Impact Assessment

	STUDENT Impact	STAFFING Impact	RACIAL EQUITY Impact Assessment
<b>LEVEL 1</b>	<b>Minimal Impact</b> on ALL Students	Positions that do NOT directly support students and are not located in schools	<b>Minimal Impact</b> on Equity and Inclusion
<b>LEVEL 2</b>	<b>Moderate Impact</b> on ALL Students	Positions that directly support adults in schools	<b>Moderate Impact</b> on Equity and Inclusion
<b>LEVEL 3</b>	<b>High Impact</b> on ALL Students	Positions that directly support schools AND support students	<b>High Impact</b> on Equity and Inclusion

**Goal: avoid short-term borrowing (Tax Anticipation Warrants) and related expenses**



Scenarios  
(an aerial view)

# Categories for Reduction (across all scenarios)



## Category

## What does this mean ???

<b>Central Office (administration)</b>	Reduction of administrative staff
<b>Purchased Services (non-transportation)</b>	Contractual services, software, subscriptions, training, technology <ul style="list-style-type: none"><li>• Focus on underutilized, non-essential expenses with minimal to no impact on student learning</li></ul>
<b>Purchased Services (transportation)</b>	Student transportation services (non-special education)
<b>Supplies</b>	Cost containment actions, such as: <ul style="list-style-type: none"><li>• Centralized purchasing (e.g., copy paper) to minimize cost variances</li><li>• Greater utilization of purchasing cooperatives to contain costs</li></ul>
<b>Other Objects</b>	Revisiting out-of-district student placement
<b>Academic Skill Center (ASC)</b>	High dosage student tutoring program implemented to support pandemic learning loss (initially funded by ESSER)

# Categories for Reduction (across all scenarios)



## Category What does this mean ???

<b>Summer Learning</b>	<p>Summer Learning programs</p> <ul style="list-style-type: none"><li>• There will be no impact or reduction to programming that supports students with IEPs or English Learners.</li></ul>
<b>Classroom section reductions</b>	<p>Reduction of classroom sections</p> <ul style="list-style-type: none"><li>• Reduction of the number of classrooms in certain grade levels/schools to more closely align to student enrollment</li><li>• Leveraging attrition to avoid job cuts (retirements, non-renewals, resignations)</li><li>• Remaining within district class size guidelines<ul style="list-style-type: none"><li>○ K-2=23 students; 3-5=25 students; 6-8= 28 students</li></ul></li></ul>
<b>School Level (non-direct instruction)</b>	<p>Restructuring through a reduction of school-level staff who do not directly deliver student instruction</p> <ul style="list-style-type: none"><li>• Several scenarios aligned to State of Illinois guidelines</li><li>• Equitable support based on student need/enrollment</li></ul>

# Scenarios At-A-Glance



Category	FTE	Scenario 1	FTE	Scenario 2	FTE	Scenario 3	FTE	Scenario 4
Central Office/ Administration	26.0	\$3,077,660	26.00	\$3,077,660	21.0	\$2,459,165	26.0	\$3,077,660
Purchased Services (Non-Transportation)		\$1,770,370		\$1,770,370		\$1,770,370		\$1,770,370
Purchased Services (Transportation)		\$4,499,544		\$4,499,544		\$4,499,544		\$4,499,544
Supplies - 10%		\$432,214		\$432,214		\$432,214		\$432,214
Other Objects - 5%		\$370,011		\$370,011		\$370,011		\$370,011
Academic Skill Center/ Summer Learning		\$934,769		\$934,769		\$934,769		\$934,769
School Level Section Reductions	22.0	\$2,288,957	22.00	\$2,288,957	22.0	\$2,288,957	22.0	\$2,288,957
School Level-Non Direct Instruction/SEL	24.5	\$1,859,808	28.00	\$2,225,386	37.5	\$3,346,367	31.0	\$2,148,795
	<b>72.50</b>	<b>\$15,233,332</b>	<b>76.00</b>	<b>\$15,598,910</b>	<b>80.50</b>	<b>\$16,101,397</b>	<b>79.00</b>	<b>\$15,522,320</b>



# Aerial View of Scenarios



	STAFFING			TOTALS	
	Central office staff	Section reductions	Non-direct instruction, non-SEL	FTE	Reductions
Scenario 1	26.0	22.0	24.5	72.5	\$15,233,332
Scenario 2	26.0	22.0	28.0	76.0	\$15,598,910
Scenario 3	21.0	22.0	37.5	80.5	\$16,101,397
Scenario 4	26.0	22.0	31.0	79.0	\$15,522,320

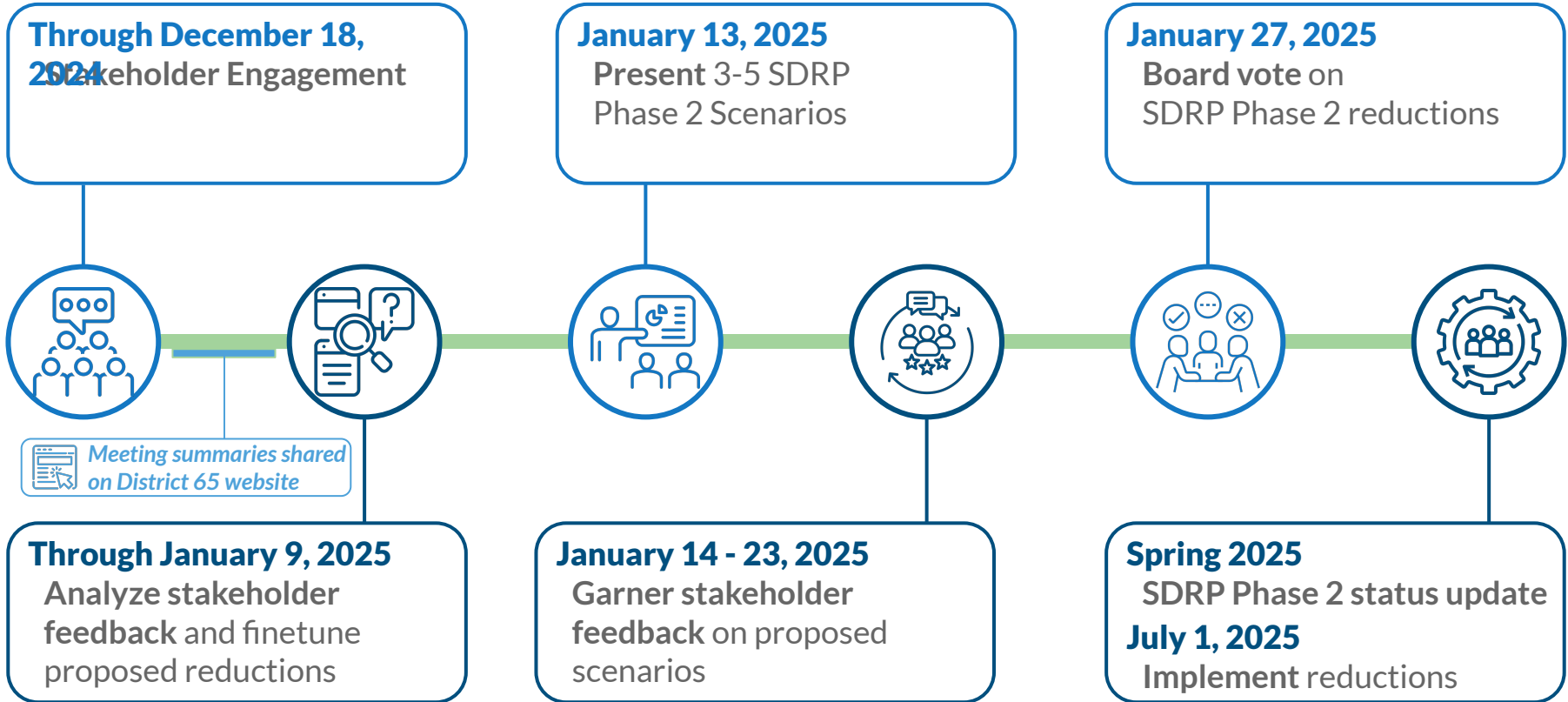
## Transportation Reductions

- Removing bus aides except for those approved through IEP/504 plans
- Consolidating bus routes
- Eliminating after/summer school services (no impact ESY)
- Eliminating non-mandatory preschool routes

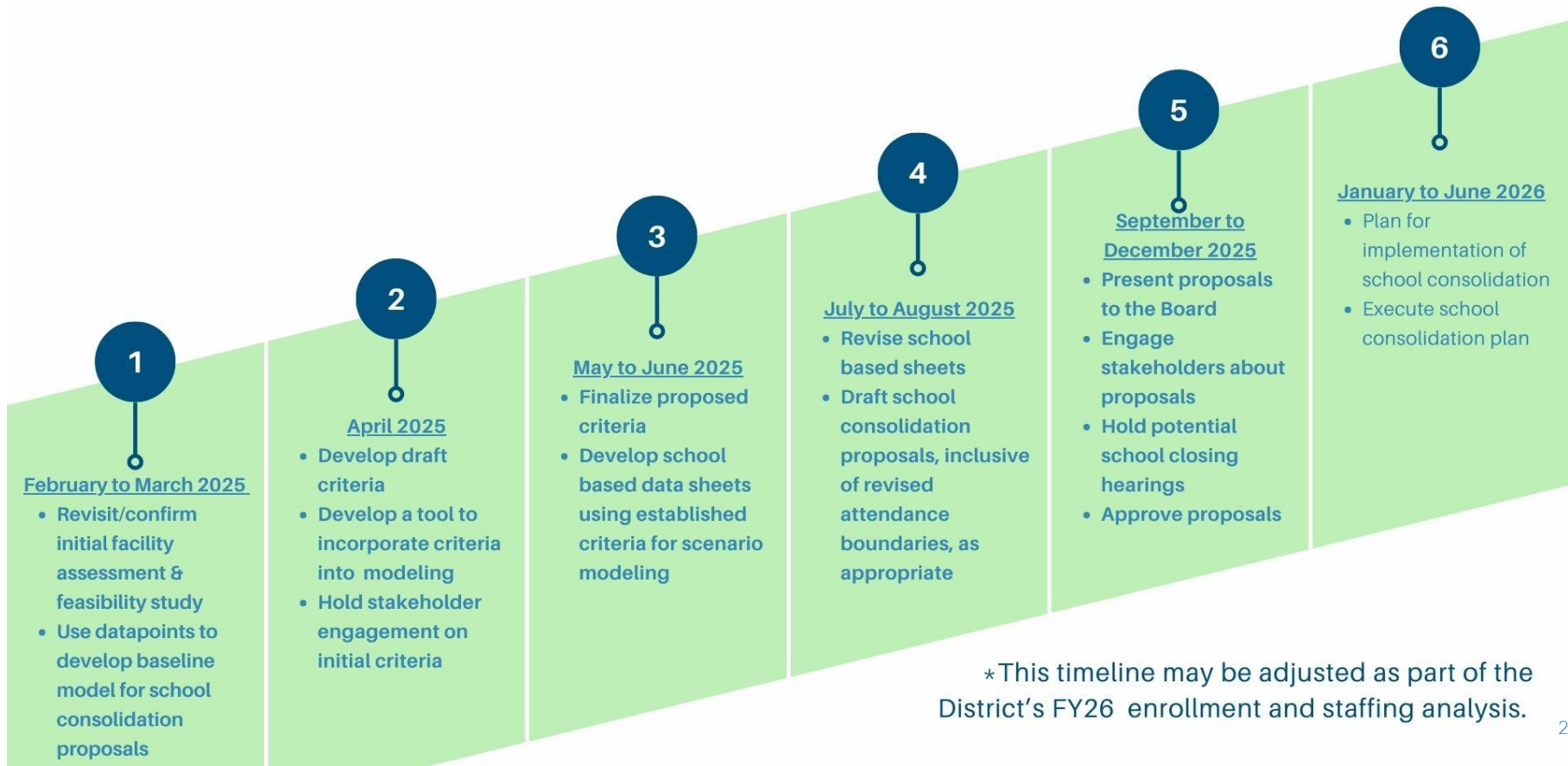
## Other Expense Reductions

- Underutilized purchased service contracts with little to no impact on student learning
- Supplies by 10%
- Other objects of 5%
- Summer learning programs by 50%
- Elimination of ESSER-funded Academic Skill Centers

# Next Steps: Structural Deficit Reduction Plan



# SDRP Tentative Timeline for Phase 3: Sustainability\*



\*This timeline may be adjusted as part of the District's FY26 enrollment and staffing analysis.

# Guiding questions

First discuss as a table, then we will share out as a large group

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1

What aspects of the future are you feeling optimistic about?

2

Where do you still have concerns or uncertainties?

3

With the need for ongoing budget reductions, how can we best mitigate the impact, especially on our most marginalized students, while still achieving necessary cost-saving goals?



Thank you!