



Community Conversations: School Closure Scenarios

October 14-16, 2025



EVANSTON/SKOKIE
SCHOOL DISTRICT 65

Every Child, Every Day, Whatever it Takes

Welcome!



- ¿Necesita interpretación al español? Manuel se encuentra al frente del salón (cerca del escenario) para prestarle un juego de audífonos que usted puede utilizar. Se hará un anuncio al inicio de la reunión.
- Free childcare is available and provided tonight by D65 School Age Child Care staff.
 - Find them at the entrance to our space tonight, wearing their staff IDs.
- Introductions

Today's Purpose and Agenda



Purpose

- Provide space for feedback and information about school closure scenarios

Agenda

- Recap: Why are we considering school closures?
- Presentation of two 3-school closure scenarios
 - Community-generated questions
- Presentation of Board-requested scenarios
 - Community-generated questions
- Next Steps



**Creating a bright
future for current
and future
generations of
District 65 learners**



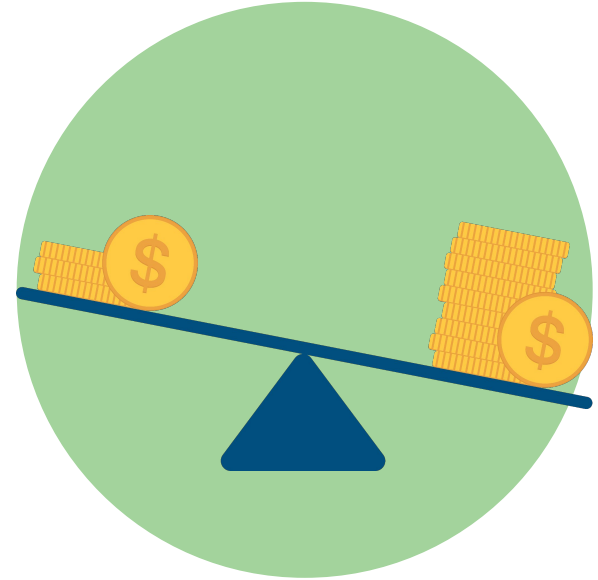
Why consider the need for right sizing the district?



Declining Student Enrollment and Underutilized Schools



School Buildings in Need of Significant Repairs and Improvements



Ensuring Long-term Financial Stability

Our Reality: Taking a holistic look



6,193 Students

declining enrollment for the next 10 years (aging population)

65% 58% Occupancy

school building occupancy

Decreasing # of Youth

2020 Census indicates a decreasing # of youth under 13

79.3% Enrollment Average

D65 returns to pre-pandemic student enrollment



18 School Buildings

(+Foster) with 1.2M sq ft of building space

8 Square Miles

D65 Attendance Boundaries

79 Years Old

(average building age)

\$188 Million

in recommended facility repairs/improvements

Poor or Very Poor

building conditions



\$189 Million

operating budget

\$20 Million

in operational reductions over the past two years alone

\$10 -15 Million

in estimated reductions necessary for FY27

2.3% Expense Growth

expenses outpace revenues on an annual basis (*structural deficit*) 6

Phase III Roadmap: How we got to this point?



March

Open call to join SDRP
Phase III Subcommittees
(Facilities, Finance,
Programming)

April

Stakeholder engagement to
brainstorm and rate
criteria for school closures

April-June

Development of school
closure categories and
criteria

June-July

Stakeholder engagement
to finalize criteria for
school closures

August/September

Modeling and development
of school closure scenarios

September 29

Presentation of options for
0-4 school closure
scenarios

SDRP Decision-Making



- The administration was charged with making SDRP-related recommendations to the Board for consideration.
- All school closure and consolidations decisions are that of the Board.
- Open application processes for SDRP subcommittees.
 - Administration selected ~60 parents/caregivers, staff, and community members to be thought partners.
 - Committee feedback was one of numerous resources that the administration used in formulating the administration recommendations to the School Board tonight.
- All aspects rooted in stakeholder voice.

Categories & Criteria, Weighting

EQUITY (22%)

Connecting Every Student to the Resources and Support They Deserve

We remain committed to fully understanding and assessing potential decisions to ensure they do not disproportionately affect the diverse communities we serve.

Criteria

- **Impact on Students:** Consider how many students would have to change schools—and which students are most affected.
- **Demographics of Impact:** Identifying whether certain groups (socioeconomic status, language, or special education status) are more heavily impacted.



GEOGRAPHY (32%)

Making School Access Safe and Practical

We are committed to ensuring that any changes to boundaries minimize the challenges students and families may face getting to school each day.

Criteria

- **Walkability:** Ensuring as many students as possible remain within a reasonable walking distance of their school (*recommendation to model 0.75 miles or less*).
- **Safe Routes to School:** Taking into account known safety concerns (such as traffic and hazards identified by IDOT) near schools or along common travel routes.
- **Transportation Needs and Costs:** Percentage of students who would qualify for transportation and accompanying costs.
- **Geographic Proximity:** Average distance of three closest adjacent schools.



BUILDING FUNCTIONALITY (16%)

Ensuring Schools Meet Today's and Tomorrow's Needs

We must ensure that buildings are designed and equipped to support high-quality academic and social emotional learning experiences for all students—now and in the future.

Criteria

- **Accessibility:** Whether buildings meet current ADA standards and are fully accessible to all students and staff.
- **Key Facilities:** Whether the school includes dedicated, separate spaces for a cafeteria and gym to support student health, wellness, and instructional activities throughout the day.
- **Size of School Facility:** Assess the number of classrooms that a school has that can serve students and support overall enrollment.



FINANCIAL IMPACT (30%, divided below)

Being Responsible with Public Resources

We must make fiscally responsible decisions that support long-term sustainability and allow us to invest more directly in teaching and learning and overall student experiences.

Criteria - Building Income (9%)

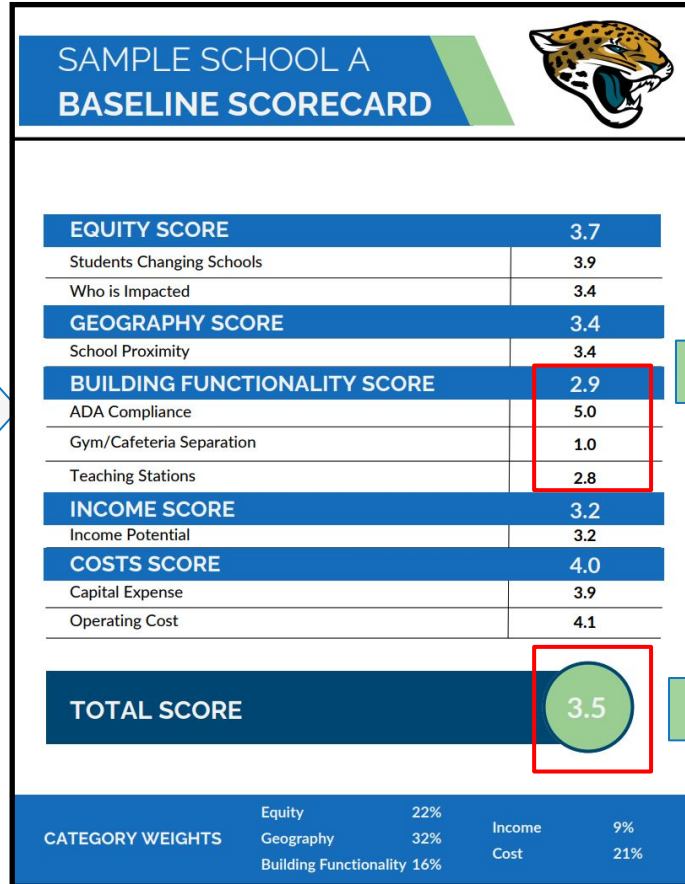
- **Revenue Opportunities:** The potential for a property to generate income for the district if repurposed or sold, including considerations related to landmark status and zoning restrictions.

Criteria - Building Cost (21%)

- **Operating Costs:** The ongoing monthly expenses to operate each building, including utilities, maintenance, and related costs.
- **Capital Expenses:** The projected costs required to bring each building up to baseline safety, accessibility, and instructional standards.



Moving Forward



Data
Collection
and
Calculations

Scenario
Development,
Testing, and
Iterating

Board
Presentation:
Scenarios
(9/29)

Scenario Assumptions



Context: District 65 has previously Board approved boundaries for the 2026-27 school year. The baseline data is for the 2026-27 boundaries.

Student Mapping: Students are counted in the attendance boundary based on address including students in programs (STEP, RISE, ACC, TWI). The exceptions are Park, Rice and King Arts

Program Placement: Scenarios assign program placement. The placement was informed by guidance provided to District administration by the programs subcommittee. Building capacities were adjusted based on program placement.

Equity Scorecard Values: These values include all students who are reassigned from their baseline placement (not just the students in the closed schools).

Scenario Data Sets: These are early versions of the scenarios and will continue to be revised or refined as the interests of the Board and community feedback are considered.

District Property: Cost and income potential are considered in the scorecards. Use of District property is ultimately a School Board decision.

Scenarios: Three-School Closure



	Equity			Geography					Building Functionality				Income	Costs			
	Students Changing Schools	Who Is Impacted	Equity Score	Walk-ability	Hazards	Transportation	School Proximity	Geography Score	ADA Compliance	Gym Cafeteria Separation	Teaching Stations	Building Score	Income Potential	Capital Expense	Operating Cost	Costs Score	Total Score
3 School Closure Scenario Scorecard																	
3g - Wilard, Kingsley & Dewey	3.1	3.1	3.1	3.2	3.1	4.6	2.4	3.3	5.0	5.0	4.3	4.8	2.9	4.3	3.1	3.7	3.6
3t - Orrington, Lincolnwood & Dewey	3.7	3.1	3.4	1.1	4.5	1.8	4.6	3.0	1.0	3.0	2.7	2.2	5.0	5.0	5.0	5.0	3.6
3n - Orrington, Lincolnwood & Dewey	3.2	3.0	3.1	1.2	4.4	2.3	4.6	3.1	1.0	3.0	2.7	2.2	5.0	5.0	5.0	5.0	3.5
3s - Kingsely, Wilard & Dewey	2.8	3.0	2.9	3.1	3.3	4.7	2.4	3.4	5.0	5.0	4.3	4.8	2.9	4.3	3.1	3.7	3.5
3u - Orrington, Lincolnwood & Washington	3.8	3.2	3.5	1.0	5.0	1.9	5.0	3.2	1.0	3.0	2.7	2.2	4.2	3.6	3.2	3.4	3.3
3q - Oakton, Kingsley & Washington	5.0	5.0	5.0	5.0	3.8	3.2	2.0	3.5	3.0	5.0	5.0	4.3	1.0	1.0	1.0	1.0	3.2
3r - Kingsely, Wilard & Washington	2.5	2.8	2.7	2.6	3.5	4.7	2.8	3.4	5.0	5.0	4.3	4.8	2.2	2.9	1.3	2.1	3.1
3f - Lincolnwood, Kingsley & Lincoln	4.5	2.9	3.7	4.2	1.5	1.0	2.7	2.3	3.7	3.0	3.7	3.4	1.2	3.6	3.2	3.4	2.9
3a - Lincolnwood, Kingsley & Dewey	3.5	2.9	3.2	2.3	2.5	1.6	1.0	1.8	3.0	3.0	2.7	2.9	3.7	4.0	4.0	4.0	2.9
3v - Lincolnwood, Kingsley & King Arts	3.0	3.6	3.3	2.9	1.0	5.0	2.5	2.9	3.7	3.0	4.7	3.8	2.9	2.0	1.5	1.7	2.9
3e - Lincolnwood, Kingsley & Oakton	3.5	3.5	3.5	4.6	2.0	2.6	1.7	2.7	1.7	3.0	3.3	2.7	1.6	2.4	3.7	3.1	2.9
3b - Lincolnwood, Kingsley & Dawes	3.0	2.5	2.8	2.5	1.8	1.0	2.3	1.9	3.7	1.0	1.0	1.9	4.0	4.1	4.6	4.3	2.8
3d - Lincolnwood, Kingsley & Washington	1.0	1.0	1.0	2.5	2.4	1.0	1.4	1.8	3.0	3.0	2.7	2.9	2.9	2.6	2.2	2.4	2.0
3w - Lincolnwood, Kingsley & Park*	4.1	4.9	4.5	3.5	1.9	1.0	1.0	1.9	3.7	1.0	1.0	1.9	2.7	5.0	5.0	5.0	3.2

Key:

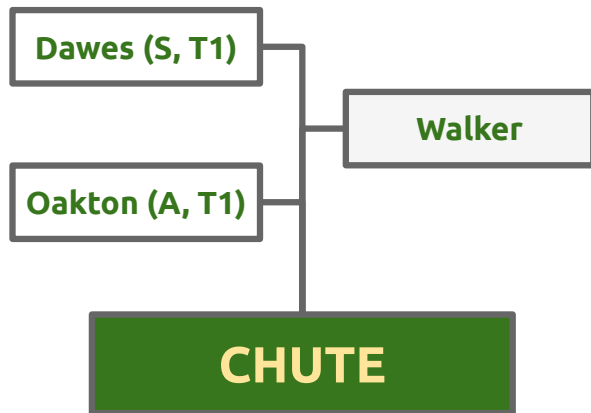
1: Least impactful to close

5: Most impactful to close

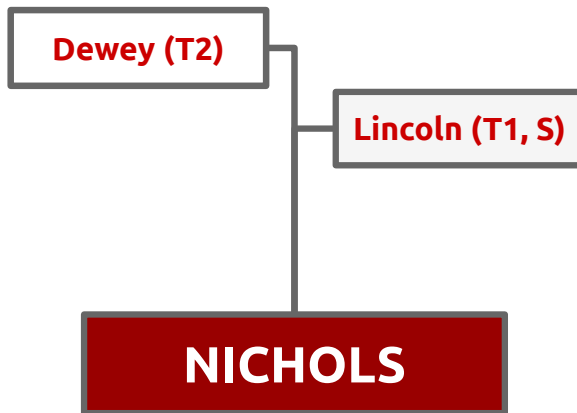
D65 Elementary School Feeder Pattern 2026-27

Scenario 3D-R Lincolnwood, Kingsley, Washington Closure with Program Designations

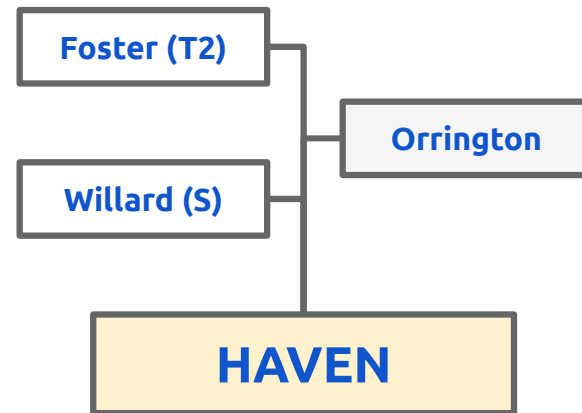
Chute Feeder Pattern



Nichols Feeder Pattern



Haven Feeder Pattern



Program Key
A - ACC
T - TWI
S - STEP
R - RISE
M - Magnet

Scenarios: Three-School Closure



Close Lincolnwood, Kingsley, and Washington (75%*)

Estimated Annual Savings: \$6,390,760

Lincolnwood, Kingsley, and Washington close after the 2025-26 school year.

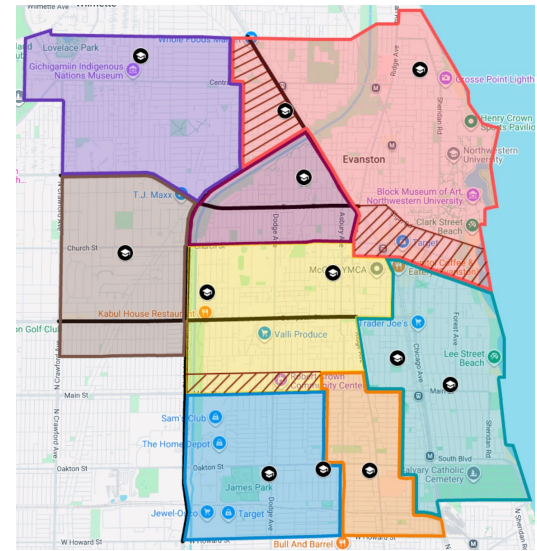
- Close TWI Section at Willard Elementary
- STEP moves to Willard
- Dewey becomes a double strand of TWI and Lincoln adds a TWI strand
- Bilingual STEP moves to Dawes

Strengths

- Average districtwide utilization is 75% and K-5 utilization rate is 82%.
- All K-5 schools have a utilization rate below 88%.
- Scenario has the least impactful equity scorecard value.
- Aligned to the scorecard by including the schools with the lowest baseline scorecard values.

Challenges

- Increases the number of students requiring transportation due to distance (221) from school or crossing hazards (244) from the baseline.
- K-5 students cross Dempster (Hazard) to get to school.
- ~~Schools over 100% — could be partially absorbed by an adjacent school but could add to number of students crossing a hazard.~~
- Approximately 18% of all D65 students have a new school assignment.

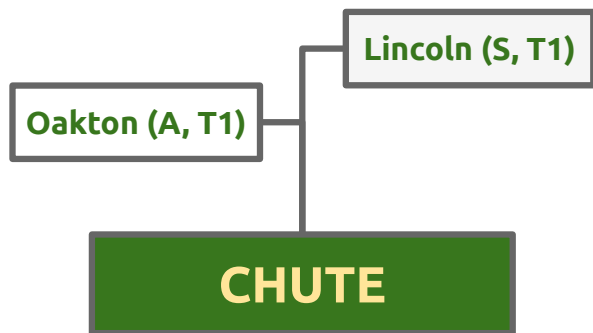


* Average Districtwide Utilization Rate

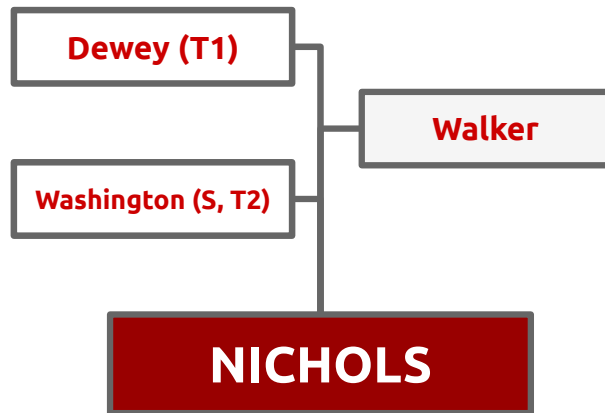
D65 Elementary School Feeder Pattern 2026-27

Scenario 3B-R Lincolnwood, Kingsley, Dawes Closure with Program Designations

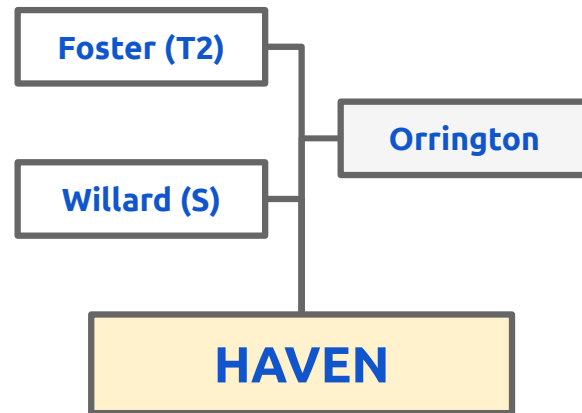
Chute Feeder Pattern



Nichols Feeder Pattern



Haven Feeder Pattern



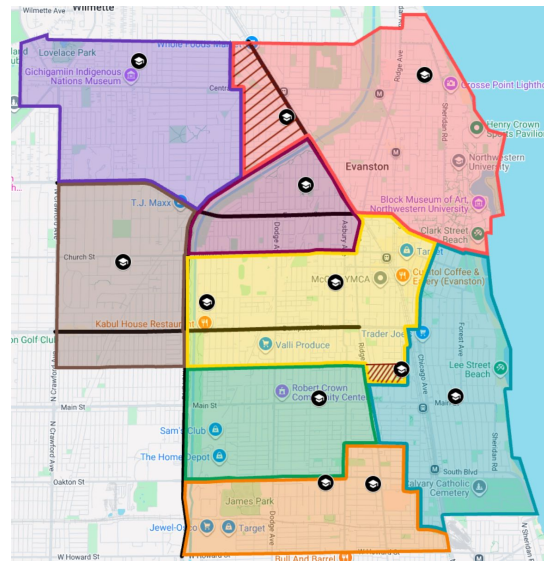
Program Key
A - ACC
T - TWI
S - STEP
R - RISE
M - Magnet

Estimated Annual Savings: \$6,288,522

- Close TWI Section at Willard Elementary
- STEP moves to Willard
- TWI moves to Lincoln
- Lincoln moves to the Chute feeder pattern
- Walker moves to the Nichols feeder pattern

- Average utilization is 74% with an 80% utilization rate for K-5 schools.
- **All K-5 schools have an overall utilization rate below 90%.**
- Minimizes program movement and maximizes walkability when compared to other 3 school scenarios.
- Maintains large capacity (4 section per grade) schools.

* Average Districtwide Utilization Rate



- Changes the middle school feeder pattern.
- Increases the number of students requiring transportation due to distance (124) from school or crossing hazards (157) from the baseline.
- ~~Schools over 100% utilization and will require boundary adjustment.~~
- Approximately 28% of all D65 students have a new school assignment.

Financial model **estimations**



#	Parameters	0	3D	3B
1	# of School Closures	0	3	3
2	Through Fiscal Year	2030	2030	2030
3	Days Cash on Hand	90	90	90
4	Structural Deficit Reduction	\$ 11,800,000	\$ 11,800,000	\$ 11,800,000
#	Financial Model Summary	0	3D.	3B.
1	Facility Right Sizing	\$ 50,000	\$ 6,390,760	\$ 6,288,522
2	Reinvesting in Buildings-\$2.7M	\$ -	\$ -	\$ -
3	Revenue Levers	\$ 1,206,600	\$ 1,206,600	\$ 1,206,600
4	Expenditure Levers	\$ 2,480,000	\$ 2,480,000	\$ 2,480,000
5	Programming/Staffing Levers	\$ 8,063,400	\$ 1,722,640	\$ 1,824,878
	Total	\$ 11,800,000	\$ 11,800,000	\$ 11,800,000

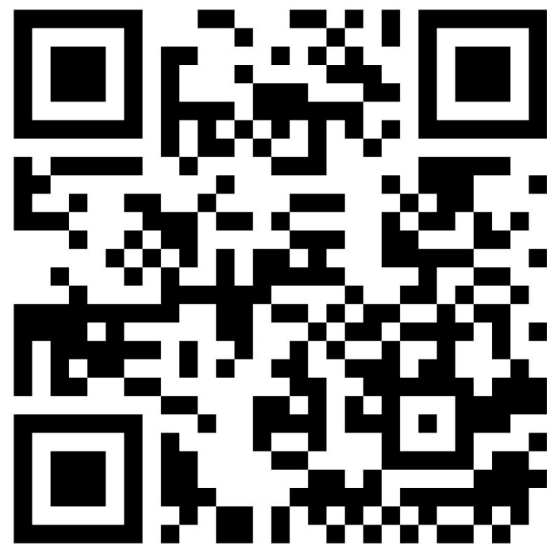
Discussion on 3-school scenarios



- 1  Utilize this QR code to submit a question regarding the scenarios →

- 2  Briefly discuss with your neighbor

- 3  Review of questions submitted (20 minutes)



Scenarios: Board Requested



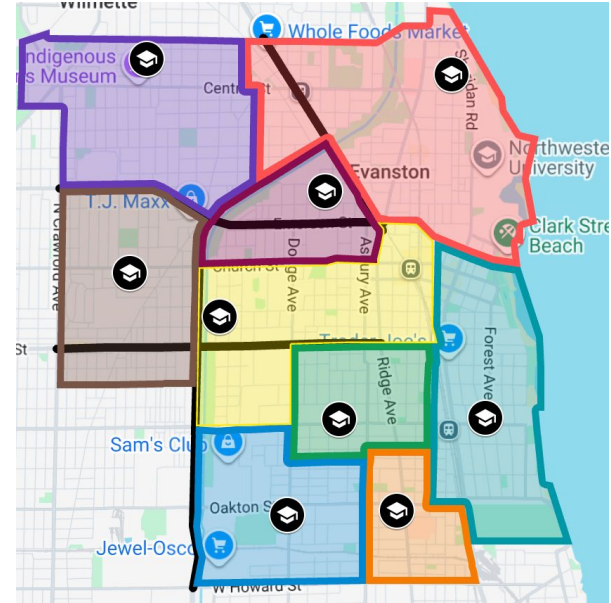
Close Lincolnwood, Kingsley, King Arts, and Dewey; Open a K-5 King Elementary

Estimated Annual Savings: TBD

Lincolnwood, Kingsley, King Arts & Dewey are closed after the 2025-26 school year.

- Close TWI Section at Willard Elementary, Dewey TWI moved to Lincoln
- STEP moves to Orrington
- Close King Arts Magnet and move K-5 RISE to Willard and 6-8 RISE to Haven

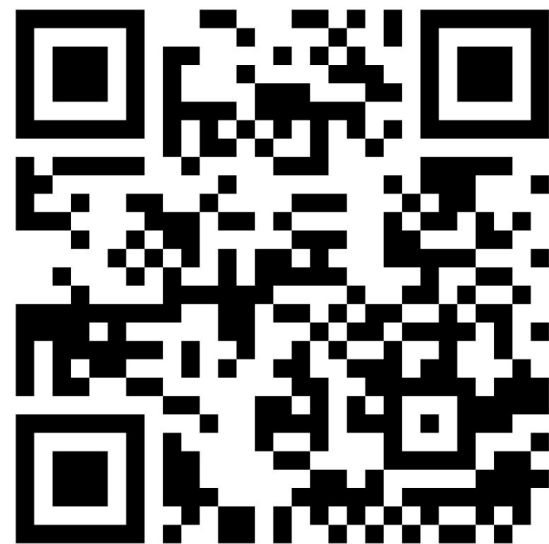
Under Development



Discussion on Board-requested scenarios



- 1  Utilize this QR code to submit a question regarding the scenarios →



- 2  Briefly discuss with your neighbor

- 3  Review of questions submitted (20 minutes)

Upcoming Board Updates & Feedback Sessions



OCT

27

Regular Board Meeting (NEW DATE)

Review updated scenarios

- Potential school closings, including opportunities and challenges
- Financial projections/deficit reduction, inclusive of opportunities and challenges

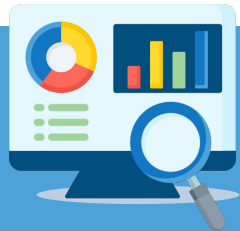
NOV

3

Committee of the Whole Meeting

Review updated scenarios

- Modeling - Updated school closure information



Tonight's presentation and information about school closure scenarios are available online: district65.net/sdrp

Stakeholder ENGAGEMENT

OCT

14

Chute Middle School
6 p.m.

OCT

15

Fleetwood-Jourdain
9:30 a.m.

OCT

15

Nichols Middle School
6 p.m.

OCT

16

Haven Middle School
6 p.m.



Thank you!



Please give **scenario** feedback through this survey:



Survey closes 11:59 p.m. Oct. 16

Please give feedback on **tonight's session** through this exit ticket:

