EVANSTON/SKOKIE SCHOOL DISTRICT 65

Every Child, Every Day, Whatever it Takes

TO: District 65 School Board

CC: Dr. Angel Turner, Superintendent

FROM: Dr. Stacy Beardsley, Assistant Superintendent; Tamara Mitchell,SFO, Chief Financial Officer/CSBO

DATE: December 1, 2025

RE: Scenario Modeling Next Steps

Objective: ___ Information __X_ Discussion ____ Follow-up ____ Decision

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Background:

This memo is intended to centralize the maps, data tables and other related information into one memo to support the School Board in reviewing, discussing and voting on the four scenarios they have added to the agenda for the December 1, 2025 meeting.

Scenarios

Please refer to the appendix for the maps and data tables for each scenario. Each scenario is modelled to close at the end of the 2025-26 school year.

- Scenario 2D-R2: Close Kingsley and Lincolnwood Schools
- Scenario 2F-R2: Close Kingsley and Willard Schools
- Scenario 1A-R: Close Kingsley School
- Scenario 1B-R: Close Lincolnwood School

Modeling the Impact of Potential Expectations to School Closure Scenarios and Boundaries.

In order to test feasibility of various boundary exceptions for revised scenarios 2D-R2 and 2F-R2, the administration considered an analysis that performs a systematic parameter sweep to assess school utilization and capacity constraints under various scenarios. The analysis runs **14,641 total scenarios** to evaluate whether schools have sufficient capacity to accommodate different policy combinations with varying participation rates (0-100% in 10% increments). This parameter sweep systematically tests all combinations of participation rates rather than randomly sampling from probability distributions. Random sampling is only used to select which specific students participate at each participation rate.

The following labels were applied to capture the different exceptions that are being tested:

- Legacy: This tests the impact of allowing students who are currently enrolled in 6th or 7th grade to remain at their current school through eighth grade.
- KA -> Foster: This tests the impact of King Arts students possibly returning to Foster as their home school. A student is always allowed to return to their home school as long as there is capacity.
- BR -> Foster: This tests the impact of maintaining the exception that Bessie Rhodes families can attend Foster as opposed to attending their neighborhood TWI school.
- FC (Foster -> Current): This tests the impact of allowing elementary students that live in Foster's attendance boundaries to stay at their current school.

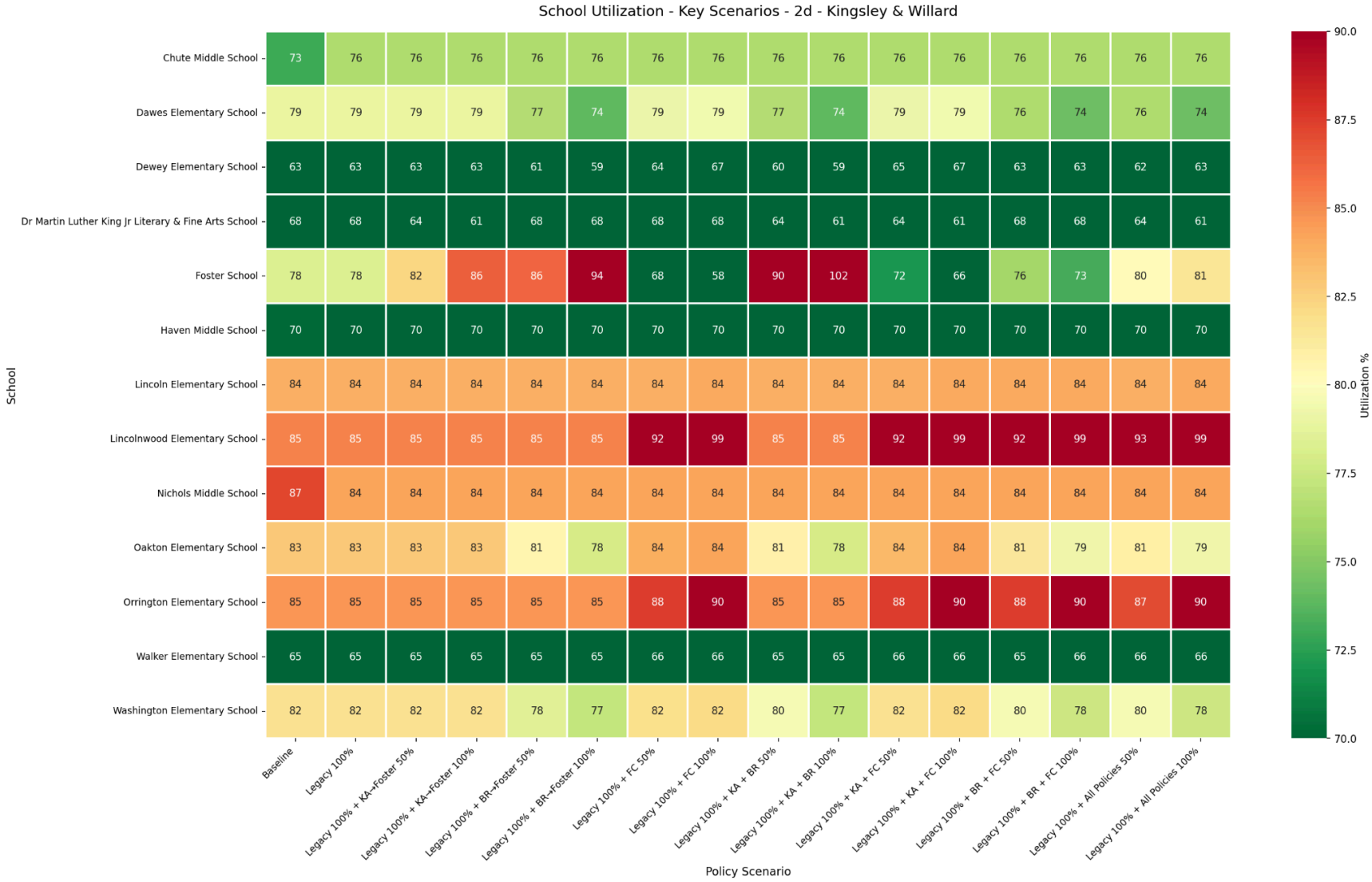
The simulation captures feasibility at 10% increments. Full information on the methodology and limitations can be found here.

Specific limitations that administration wants to specifically name include:

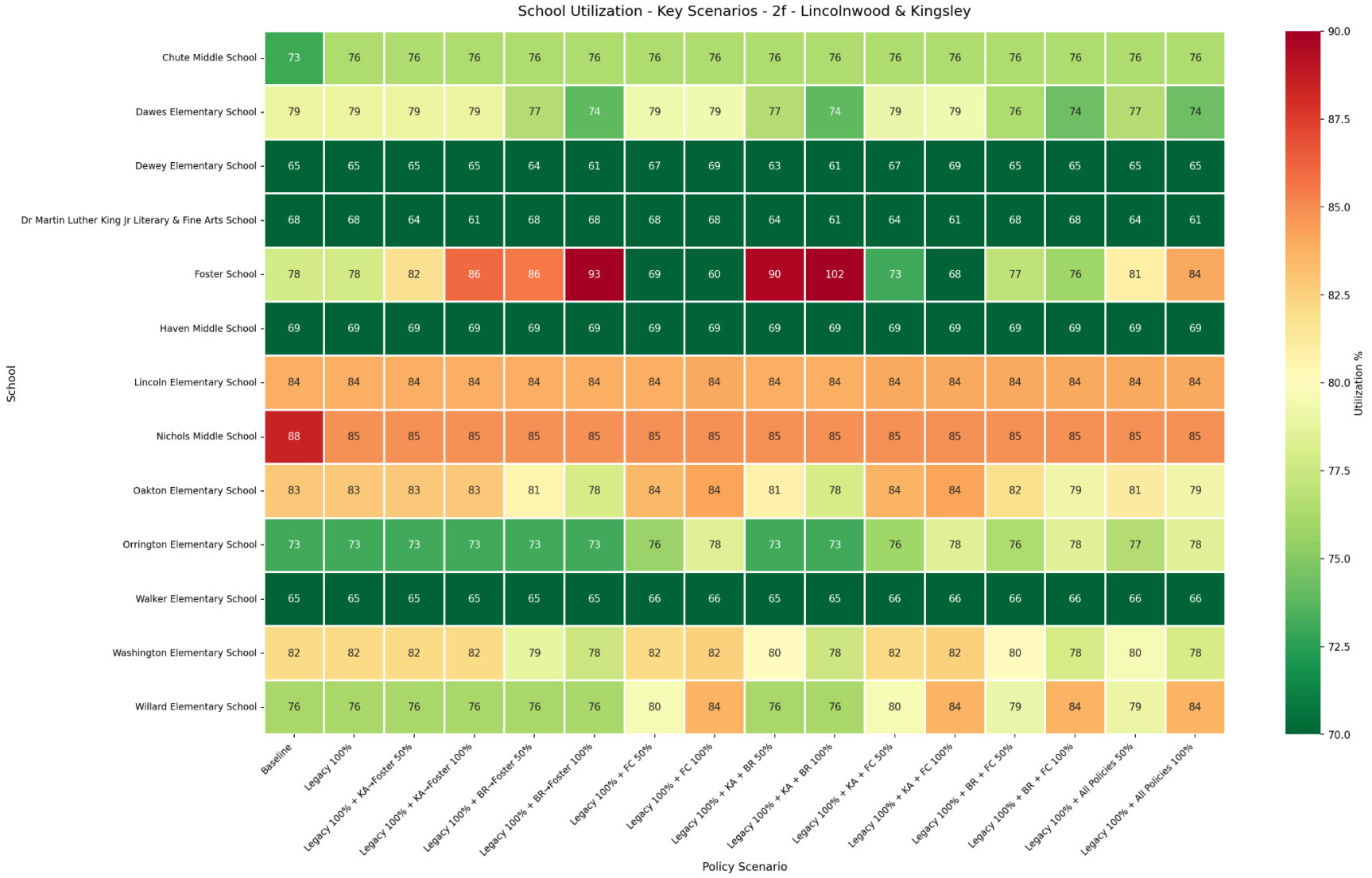
1. **Participation rate granularity**: Only tests participation rates in 10% increments (0%, 10%, 20%, ..., 100%). Does not capture intermediate values (e.g., 15%, 25%).

2. **Fixed enrollment assumption**: Analysis uses current year student enrollment data. Does not account for:
    - Future enrollment changes
    - New students entering the district
    - Students leaving the district
    - Grade-level cohort size changes

Scenario 2D-R2 Heat Map



Scenario 2F-R2 Heat Map



Model and Define Parameters for a School Closure Scenario Boundaries

Any decision to close schools and define new Board approved boundaries must have clear rules attached to the decision so families know when the change takes place, who it applies to and steps they can take if they seek to attend a different school than their newly assigned school.

Currently, if a family wishes to attend a school other than their home school (determined by residence address and Board approved boundaries) families have three options:

- Apply to a magnet school (King Arts) or magnet program (ACC or TWI).
- Apply for a permissive transfer (Policy 7:30) by an annual deadline for the following school year. The deadline for the 2026-27 school year is March 1, 2026.
- Apply for an administrative transfer (Policy 7:30).

When permissive transfers are submitted by the deadline, they are reviewed and either approved or denied based upon building enrollment trends, current capacity, and any special factors. Families generally hear before the opening of school but approval may come as late as one to two weeks before school opens since registration monitors ongoing enrollment.

An administrative transfer is generally tied to a safety concern. It is submitted by a school principal or designee after the family has partnered with their current school to attempt to address the issue, and is reviewed and approved by the Superintendent during the school year.

A family that is not in their home school may always request a return to home school. This option is open year round.

In addition to these options, previous Boards have defined special exceptions to allow families to have increased choice during times of change. The existing special exceptions include:

1. **(Rhodes)** Bessie Rhodes students who are currently enrolled in kindergarten through fourth grade are automatically enrolled in Foster school for the 2026-27 school year to allow the students to remain together as a cohort. Families may complete a return to home school form or apply to King Arts if they do not wish to attend Foster. If a TWI student completes a return to home school form, registration will either place them in the TWI program at their home school or in their feeder pattern.
2. **(Foster)** Students who are currently enrolled in kindergarten through fourth grade AND live in the Foster attendance boundaries are automatically enrolled in Foster school for the 2026-27 school year. Families may complete a permissive transfer request if they wish to have their student remain at their current school (as long as it remains open). The Board direction is to approve these requests to allow the families to remain at their current school however transportation will not be provided by District 65.

These special exceptions make forecasting enrollment, managing sections, and managing staffing for next year very difficult. If all of the exceptions remain in place, the administration may need to maintain extra classroom sections at Foster and any school that has a significant number of students impacted by an exception in order to be responsive to family decisions. The administration may also look at expanding multi-age classrooms if needed to manage classroom spaces and class size guidelines. A family may return to their home school at any time so it is feasible that families could start at their current school and return to their home school (Foster) during the school year creating an inflow of students through the year that can impact school culture building as well as significant fluctuations in class sizes. Below, the administration has outlined key questions for parameters and the administrative recommendations. There is a summary table for each key recommendation.

When will any new boundaries go into effect?

The administrative recommendation is that new boundaries go into effect for the next school year for kindergarten through sixth grade students.

Will any new exceptions be created by the School Board?

Administration modeled creating a legacy exception for 5th, 7th and 8th graders districtwide for scenarios 2D and 2F.

Legacy Status for Students in 5th grade for 2026-27

Legacy status would allow current fourth grade students to remain at their current school for the fifth grade year before moving to the middle school in the feeder pattern where they live. This would apply to any fourth grade student in the District that would be assigned to a new school for the 2026-27 school year. This does not apply to younger siblings of the student.

Legacy status in 5th grade is not fully feasible when paired with the commitment to Foster families that was shared with the School Board in March, 2022. When the Foster exception AND the proposed legacy exception for 5th graders are combined, capacities are not feasible assuming all or most families accept the option.

The District believes the preferred pathway for 5th grade students who wish to stay in their current school due to a boundary change is to use the District's existing permissive transfer process and the District will prioritize approving these requests as long as space is available. *The administration does NOT recommend guaranteeing that space is available by creating a legacy exception for fifth graders.* The administration recommends maintaining existing exceptions prior to creating any new exceptions.

Legacy Status for Students in 7th and 8th Grade Students

Legacy status would allow current sixth and seventh grade students to remain at their current school through eighth grade graduation. This would apply to any seventh and eighth grade student in the District that would be assigned to a new school for the 2026-27 school year. This does not apply to younger siblings of the student.

The scenario simulations support allowing a legacy exception for 7th and 8th graders.

Exception	2D-R2 Recommendation	2F-R2 Recommendation	Explanation
5th Grade Legacy	No	No	Legacy status would allow current fourth graders to remain at their current school for the fifth grade year before moving to the middle school in the feeder pattern when they live. This would apply to any fourth grade student in the District that would be assigned to a new school for the 2026-27 school year. Alternative: Families apply for a permissive transfer and the District does a randomized selection for space available for permissive transfer.
7th and 8th Grade Legacy	Yes	Yes	Legacy status would allow current sixth and seventh graders to remain at their current middle school through graduation.

Will any previous exceptions be honored or revised?

Bessie Rhodes Exception
This exception automatically enrolls current Bessie Rhodes kindergarten through fourth grade students into Foster School to allow the students to remain together as a cohort. These students may attend Foster through 5th grade. This does not apply to younger siblings of the students who are not yet enrolled in Bessie Rhodes.

Families may complete a return to home school form or apply to King Arts if they do not wish to attend Foster. If a TWI student completes a return to home school form, registration will either place them in the TWI program at their home school or in their feeder pattern.

The scenario simulations indicate if all families take advantage of this exception that Foster enrollment would exceed 90% utilization (Legacy ⅞ 100% and Foster 100% for scenario 2D and 2F). It is important to note that in every case, utilization rates are more manageable for scenario 2F (closure of Lincolnwood and Kingsley. This is due to the fact that Willard has more classrooms and capacity than Lincolnwood.

The District still believes that it is in the best long term interest of the Board and the District to honor the Board commitment to Rhodes. Therefore, administration recommends honoring the existing Board commitment for the Bessie Rhodes exception. If enrollment approaches District maximums, the District will use existing strategies to avoid over enrollment. These strategies include use of permissive transfers, magnet seats, or if necessary capping enrollment. Similar to the past few years, there may be cases where classes exceed the class size guidelines however administration would work to limit these instances as has been the practice over the past two years.

Foster Attendance Boundary Exception

Students who are currently enrolled in kindergarten through fourth grade AND live in the Foster attendance boundaries are automatically enrolled in Foster school for the 2026-27 school year.

If a family wishes to have their student continue at their current school, families may complete a permissive transfer request (as long as the school remains open). The Board direction is to approve these requests to allow the families to remain at their current school however transportation will not be provided by District 65. This does not apply to younger siblings who are not yet in kindergarten.

The administration also ran simulations to test this existing Board exception. Allowing the option for Foster families to remain at their existing school does create some enrollment relief for Foster which could exceed 90% utilization if all Foster students attend and the Rhodes exception is honored. As can be seen in the simulations above, enrollment decreases making the school size more manageable in the short term.

The challenge for the Foster exception arises at the other Haven elementary schools that remain open as utilization rates exceed 90% at both schools in 2D. For 2D, Lincolnwood exceeds the 90% utilization if as few as 50% of the families accept the option to stay at the school (Legacy (⅞) 100%, KA, FC 50%). Allowing this exception to remain in place is more feasible for scenario 2F due to the increased capacity at Willard.

The challenge of allowing this exception to continue is that it inserts a great deal of uncertainty in our school specific enrollments and grade level numbers. That could mean more changes to sections and teaching assignments closer to the beginning of the year if families delay or change their decisions.

Despite the challenges that this exception may introduce, the administration recommends honoring this exception with a clear deadline for permissive transfer requests. If enrollment approaches District maximums, the District will use existing strategies to avoid over enrollment. These strategies include use of permissive transfers, magnet seats, or if necessary capping enrollment which could result in families moving into the attendance boundary and needing to attend a different District 65 school in the short term. Similar to the past few years, there may be cases where classes exceed the class size guidelines however administration would work to limit these instances as has been the practice over the past two years.

Previous Exception	2D-R2 Recommendation	2F-R2 Recommendation	Explanation
Bessie Rhodes Exception	Yes	Yes	Kindergarten through fourth grade students at Bessie Rhodes are assigned to Foster School through fifth grade. Families may complete a return to home school request if they wish to exit Foster. (Bessie Rhodes Resolution, 6/10/24)

Foster Exception	Yes	Yes	Students who live in Foster but attend another D65 K-5 elementary school during the 25-26 school year will be assigned to Foster school for 26-27 and a family may complete a permissive transfer to stay at their 25-26 school and the District is to accept this request automatically. (Board recommendation and commitment, 3/7/22 and 3/14/22)

TWI Program Placement:

- TWI students in current modeling are placed in the TWI program closest to their home in the feeder pattern.

The administrative recommendation is to have TWI students attend the program at their home school or in the feeder pattern where they live. This will lead to reassigning some TWI students to new schools and will change the composition of TWI cohorts. It also moves students into their feeder pattern prior to middle school making the transition to middle school smoother.

The District currently uses capacity, enrollment trends and special factors as the primary review criteria for evaluating permissive transfer requests. The district will review these criteria and process due to an expectation of an increased number of permissive transfers.

Additional Information Aligned to SDRP Process and School Closure Decision Making

STEP Program Placement

The STEP program provides structured, relationship-centered learning environments for students with autism who require individualized support in communication, sensory regulation, behavior, functional, and academics. The administration continues to evaluate where to place the STEP program with consideration for the impact of change for STEP students, as well as the desire to have the program in a location that will have the needed resources for hosting a STEP program. Since the last meeting, District administration continued to collaborate to identify program placement that can best serve the long term needs of the program, as well as the possibility of additional sections in the future.

After collaborating with the Academics team and specifically special education leadership, there are two options for placement of the current Lincolnwood program. One option is to place the program at Dewey Elementary (modeled in 2D-R and 2F-R). The rationale for this placement is connected to proximity to where current students live, feasible capacity, and ability to meet most of the STEP building requirements. The second option that is being considered is moving STEP to Lincoln and combining it with the existing classrooms. This would result in monolingual STEP at Lincoln (6 classrooms) and bilingual STEP at Washington (3 classrooms). This consolidates the Lincoln and Lincolnwood STEP programs into one site. As explained below, there are benefits to consolidating the monolingual STEP program to one site and Lincoln can support most of the building needs. To make this option feasible, the District would need to add a bathroom to a classroom.

In both cases, the District would reduce the capacity of the school building from a four section school to a three section school to ensure there is adequate space for related services, therapy spaces and potential program growth.

As part of the district's SDRP, the district is considering the following program alignment option to strengthen continuity of services, improve staff stability, and support long-term program capacity:

Co-locating all K–5 Monolingual STEP classrooms at Lincoln School; maintaining the K–5 Bilingual STEP classroom at Washington School alongside the Two-Way Immersion (TWI) strand; and ensuring that both K–5 STEP programs feed directly into the STEP program at Nichols for grades 6–8. This structure establishes a cohesive and developmentally aligned K–8 pathway for STEP students.

Co-locating all K–5 Monolingual STEP classrooms at Lincoln would create a more comprehensive and cohesive instructional environment by allowing students and staff to share consistent routines, communication systems, visual structures, and sensory and behavior supports. When STEP classrooms are located together, educators, related service providers, and paraprofessionals are able to collaborate throughout the school day, engaging in shared planning, modeling of instructional strategies, and real-time problem-solving. This daily coordination supports aligned instructional language and expectations, helping students generalize skills across contexts.

Establishing the program in one location also allows for a dedicated team of STEP-focused related service personnel, including speech-language pathologists, social workers, occupational therapists, and paraprofessionals who are consistently embedded within the Lincoln program. Concentrating related service providers at a single site strengthens the depth and alignment of therapeutic supports, increases opportunities for professional development centered on autism-informed practice, and promotes ongoing collaborative consultation among instructional and clinical staff. This shared expertise improves program coherence and supports a unified approach to communication, sensory regulation, behavioral planning, and inclusive opportunities.

To fully support student needs, the STEP program requires classroom environments with specialized space considerations, including areas that allow for calming, sensory regulation, structured teaching, and small-group work. The program also benefits significantly from dedicated sensory rooms, where students can regulate and return to learning readiness, and from classroom-adjacent or nearby bathrooms, which reduce transition demands and support independence and dignity. Additionally, appropriate workspace for related service providers is needed to ensure consistent and integrated therapeutic support throughout the school day. Centralizing the program at Lincoln allows these space needs to be planned for and implemented intentionally and consistently, rather than recreated in multiple school environments.

Centralizing the program further encourages deeper staff knowledge development, shared professional identity, and stronger staff retention over time. A single-site structure supports the development of shared sensory and therapeutic environments without duplicating resources across multiple schools. By fostering a stable and cohesive team familiar with students' learning profiles and support needs, the

district increases continuity and predictability, elements essential to emotional regulation, engagement, and academic growth.

Maintaining the Bilingual STEP classroom at Washington ensures alignment with the Two-Way Immersion strand. Students who require STEP supports while developing bilingualism benefit from remaining in a setting where bilingual instructional practices, peer language models, and cultural identity development are intentionally supported.

Both the Lincoln Monolingual STEP program and the Washington Bilingual STEP program would continue to feed directly into the STEP program at Nichols for grades 6–8. This unified and predictable transition ensures that students move into middle school with familiar systems and support strategies in place, reducing transition-related stress and promoting continuity in communication, sensory regulation, and behavior frameworks.

The district will continue to provide coordinated professional development for educators, related service providers, and paraprofessionals, focusing on autism-informed practices, AAC implementation, sensory regulation approaches, and consistent behavior-support frameworks. Shared professional learning strengthens instructional quality, supports staff retention, and contributes to cohesive and sustainable program identity.

As part of the SDRP, the district is considering a STEP structure that establishes Lincoln as the centralized K–5 Monolingual STEP program site, maintains the Bilingual STEP classroom within the TWI strand at Washington, and continues a unified feeder pathway to Nichols for grades 6–8. This approach strengthens program continuity, ensures comprehensive instructional and sensory support, meets key space needs, and provides students and families with a consistent, aligned K–8 experience.

For scenarios 2D-R2 and 2F-R2, the administration has modeled with STEP consolidated at Lincoln. Both options for STEP program placement are feasible. The administration will continue to explore both options by engaging with school leadership, the specialized services department and buildings and grounds before finalizing a program placement decision. Both models are feasible from an enrollment and capacity perspective.

TWI Program Placement (% of TWI students in a new location)

Scenarios 2D-R2 and 2F-R2 continue with consistent TWI strand placement from the previous 2D and 2F scenarios. These scenarios reflect reducing the number of TWI strands districtwide from eight strands (1st-5th grade in 2025-26, kindergarten has 7 strands this year) to seven strands (K-5th grade for 2026-27). Strands are reduced to seven due to lower enrollment numbers in TWI classrooms, including several sections that are below District TWI guidelines for class size minimums.

With eight strands and TWI classrooms at 90% of the general education maximum capacities, the districtwide utilization is 68%. When scenarios shifted to 7 strands, the districtwide utilization rate in TWI classrooms is 75%. Average class sizes with 8 strands per grade are 16 and 7 strands per grade are 19. Additionally, this year, seventeen of the forty classes in kindergarten through fifth grade that were fifteen students or lower were TWI classrooms.

The modeling utilization rates and patterns of underenrolled classrooms led the administration to shift to modeling with seven TWI strands per grade districtwide. To place these strands, the administration reviewed and utilized guidance from the SDRP program subcommittee. As a reminder, the SAP III process first completed a data analysis on TWI recommendations and generated guidance to inform the SDRP process in supporting sustainable, robust TWI strands. This information was presented to the SDRP program subcommittee for inclusion in their work. The guidance for strand placement is as follows:

- **Consider establishing/maintaining at least one TWI program in every middle school feeder pattern, with a focus on historically underserved neighborhoods.**
    - **Double strands** in TWI buildings and feeder patterns may help strengthen instructional depth, facilitate collaboration, and ensure equitable access to services across Evanston.
- **Maintain the 67/33 classroom composition and** prioritize walkable access for TWS/TWX students, **particularly across hazard zones wherever possible.**
    - Ideal TWI classroom composition is 50% native Spanish-speaking students and 50% native English-speaking students; however, in real world practice that is not always possible. The dual language model does have flexibility which allows for a composition as low as 33% native English-speakers or 33% native Spanish-speakers (a 67/33 split between language groups) and still retain model integrity

Drawing off the guidance from the SDRP Programs subcommittee, administration used data on where the TWS/X students live to place strands.

School (FY27)	Monitoring 2 yrs	Monitoring 2 yrs, TWE	Monitoring 2 yrs, TWX	TWE	TWS	TWX	Total
Dawes Elementary School	<10	0	<10	48	47	10	110
Dewey Elementary School	<10	0	<10	53	32	18	117
Foster School	0	0	<10	15	76	17	114
Kingsley Elementary School	0	0	0	11	<10	<10	20
Lincoln Elementary School	0	<10	<10	16	39	13	75
Lincolnwood Elementary School	0	0	0	<10	<10	<10	10
Not in D65	<10	0	0	0	<10	0	<10
Oakton Elementary School	<10	0	<10	46	35	12	97

Orrington Elementary School	0	0	<10	<10	<10	<10	15
Walker Elementary School	0	<10	<10	13	14	<10	38
Washington Elementary School	<10	0	<10	83	46	17	154
Willard Elementary School	<10	0	0	24	<10	<10	35

It is for these reasons that the District has shifted to seven strands and placed the strands as follows: Foster (2), Washington (2), Dewey (1), Dawes (1), Oakton (1).

Property Assessment Update

The real estate firm Mpact Collective, hired by District 65, did not include title or survey reviews in the scope of its school property assessments. Consequently, potential deed restrictions were neither analyzed nor reflected in the final report.

Mr. Filippini, in his letter to the Board, claims that this omission undermines the validity of the Scorecard rankings used to evaluate schools for potential closure. However, this argument does not hold in the case of Lincolnwood School. Because Lincolnwood is zoned as “open space,” Mpact correctly identified it as one of the least viable properties for sale or reuse. Out of 13 properties analyzed, Lincolnwood ranked third lowest, receiving an Income score of 4.3 out of 5.0 (with 5.0 indicating the least potential value). Only Dawes and Dewey scored lower.

To test the impact of this rating, we conducted a sensitivity analysis, adjusting Lincolnwood’s Income score from 4.3 to 5.0. The change had no meaningful effect as the total Scorecard score increased only from 2.06 to 2.12, which rounds to the same overall score of 2.1. This minimal change is expected since the Income category carries the lowest weighting (9%) among the five Scorecard criteria. Even if title or deed restrictions had been reviewed, Lincolnwood’s ranking and the overall conclusions of the Scorecard analysis would remain unchanged.

In light of Mr. Filippini’s title analysis for the Lincolnwood property that may restrict the District’s options for leasing and sale, District 65 is in the process of securing the titles for Lincolnwood and for the other three schools under consideration for closure: Kingsley, Orrington, and Willard.

While the impact on the scorecard will be nominal for all four properties if further information obtained from the title search would change the Income category score (see table below), it will be important for the Board and the community to understand the possible options for lease, sale or re-use as part of the decision-making process going forward.

School	Original Income Score	Original Total Score		Adjusted Total Score for Income = 1.0		Adjusted Total Score for Income = 5.0
Lincolnwood	4.3	2.1		1.8		2.1
Kingsley	2.1	1.9		1.8		2.2
Orrington	4.0	3.7		3.4		3.8
Willard	3.2	3.1		2.9		3.2

Community Feedback (Kingsley, Foster, Rhodes)

Foster community on preference for attendance next year.

The School Board requested that the administration gather input from the Foster school community to assess the communities current thinking about where they would prefer for their student to go to school next year within the limited set of options (Foster: Foster or current school). The survey is non binding and is for informational purposes only.

The District issued the survey on Tuesday November 11 and is keeping the survey window open until December 1, 2025. It is a District 65 standard to keep surveys open for at least ten days. This memo shares early data and a more final report will be shared in December.

As of noon on November 24, responses for forty students have been received

Option (Foster Boundary Families)	**Percent**	**Number**
My child will attend Foster School	24.2%	17
I will submit a Permissive Transfer Application for my child to remain at their current school	64.3%	45
I am undecided at this time	11.4%	8

Bessie Rhodes community on preference for attendance next year.

The School Board requested that the administration gather input from the Bessie Rhodes community to assess the communities current thinking about where they would prefer for their student to go to school next year within the limited set of options (Rhodes: Foster or Home School/Feeder School with TWI). The survey is non binding and is for informational purposes only.

The District issued these surveys on Tuesday November 11 and is keeping the survey window open until Friday November 21, 2025. It is a District 65 standard to keep surveys open for at least ten days. This memo shares early data and a more final report will be shared in December.

As of noon on November 24, responses for forty students have been received

Option (Bessie Rhodes)	Percent	Number
My child will attend Foster School	71.4%	20
Return to my home school or TWI feeder pattern school.	17.8%	5
I am undecided at this time	10.7%	3

Additional Data Table:

Administration is including an additional data table to support Board considerations. This table attempts to consolidate data for the schools and scenarios. The data table can be found on the next page.

Source	BUILDING	Kingsley Elementary	Lincolnwood Elementary	Orrington Elementary	Willard Elementary	District Totals		2F Kingsley & Lincolnwood	2D Kingsley & Willard
CC MFP	Building Square Footage	63,427	61,039	46,933	56,856	1,228,640			
CC MFP	Date Built	1967	1949	1911	1922	1945			
CC MFP	Total Age - Original Structure	55	73	111	100	77			
CC MFP	Last Major Renovation	1967	1970	1920	1960	1961			
CC MFP	Total Age of Building from Last Major Renovation	55	52	102	62	61			
CC MFP	Functional Age	55	52	102	62	61			
CC MFP	Value of FCA Improvements (Not Adjusted for Inflation)	$10,525,063	$9,897,125	$7,863,130	$9,008,990	$188,695,126			
CC MFP	FCA FCI %	44.25%	43.24%	44.68%	42.25%	41.76%			
Other	SY25-26 Enrollment (Excluding Park, Rice, JEH, and SEES)	323	276	193	327	5,630			
Baseline SY26-27	SY26-27 Capacity	432	432	432	533				
Scorecard	K-5 Students Changing Schools (FY27 Baseline home school)	160	182	224	176			616	645
Scorecard	K-5 Who Is Impacted (FY27 Baseline home school)	23	38	56	31			210	230
Scorecard	School Proximity	0.9	1.0	1.4	1.2			1.9	2.1
Scorecard	ADA Compliance	4	1	1	4			5	8
MFP, 2022	YES or NO Complaint	YES	NO	NO	YES			Yes / No	Yes / Yes
Scorecard	Gym Cafeteria Separation	0	0	0	1			0	1
MFP, 2022	YES or NO Separation	NO	NO	NO	YES			No / No	No / Yes
Scorecard	Teaching Stations	20	19	20	24			39	44
Scorecard	Income Potential	7.7	Under Review	6.0	6.7			13.4	14.4
Property Profile Report	Sale / Resale Value	$ 5.0M	0.0	$ 5.5M	$ 8.5M			$ 9.5M	$ 13.5M
Property Profile Report	Feasibility	7.8	Under Review	5.4	5.9			7.8	6.9
Property Profile Report	Developer Sentiment	10.0	Under Review	4.0	4.0			10.0	7.0
Scorecard	Capital Expense	$10,525,063	$9,897,125	$7,863,130	$9,008,990			$20,422,188	$19,534,053
Scorecard	Operating Cost	$110,178	$96,489	$92,927	$110,381			$206,667	$220,559
Scorecard	**Total Score**	1.9	2.3	3.6	3.2				
Other	Number of students moving from current school							1411	1444
Other	Number of IEP students moving from current school							247	291
Other	Number of EL students moving from current school							297	299
Other	Sections per grade level (max)	3	3	3	4				
Other	Current Program Placement	None	STEP	None	TWI				
Other	Historic Landmark	No	Application Pending	Local Landmark	Application Submitted				
Other	Lot Size - Square Footage	~ 134,400	~ 385,000	~ 85,000	~ 233,000				
Other	Zoning	R3	OS	R1	R1				
Other	Classrooms Below Grade	None	1 Multipurpose Room	Yes - 6	Yes - 5				
Other	Parking Lot	12 spaces	40 spaces	Street Parking	Rental Lot				
IL School Report Card	Overall Rating	Targeted	Commendable	Exemplary	Commendable				
IL School Report Card	% IEP	11%	16%	17%	17%				
IL School Report Card	% EL	Redacted	Redacted	Redacted	14%				
IL School Report Card	% Low Income	31%	35%	21%	22%				
Scenario Dependent	Number of students living > 0.75 miles from school *							2,572	2,592
Scenario Dependent	Number of students living > 1.5 miles from school *							655	680
Scenario Dependent	Number of Students crossing a hazard							256	280
Scenario Dependent	Number of students changing from current middle schools							191	195
Scenario Dependent	Financial Impact: Busing							$300K - $500K Savings	$300K - $500K Savings
Scenario Dependent	K-5 Move Current to new school							34%	35%
Scenario Dependent	*K-8 Move Current to new school*							25%	26%

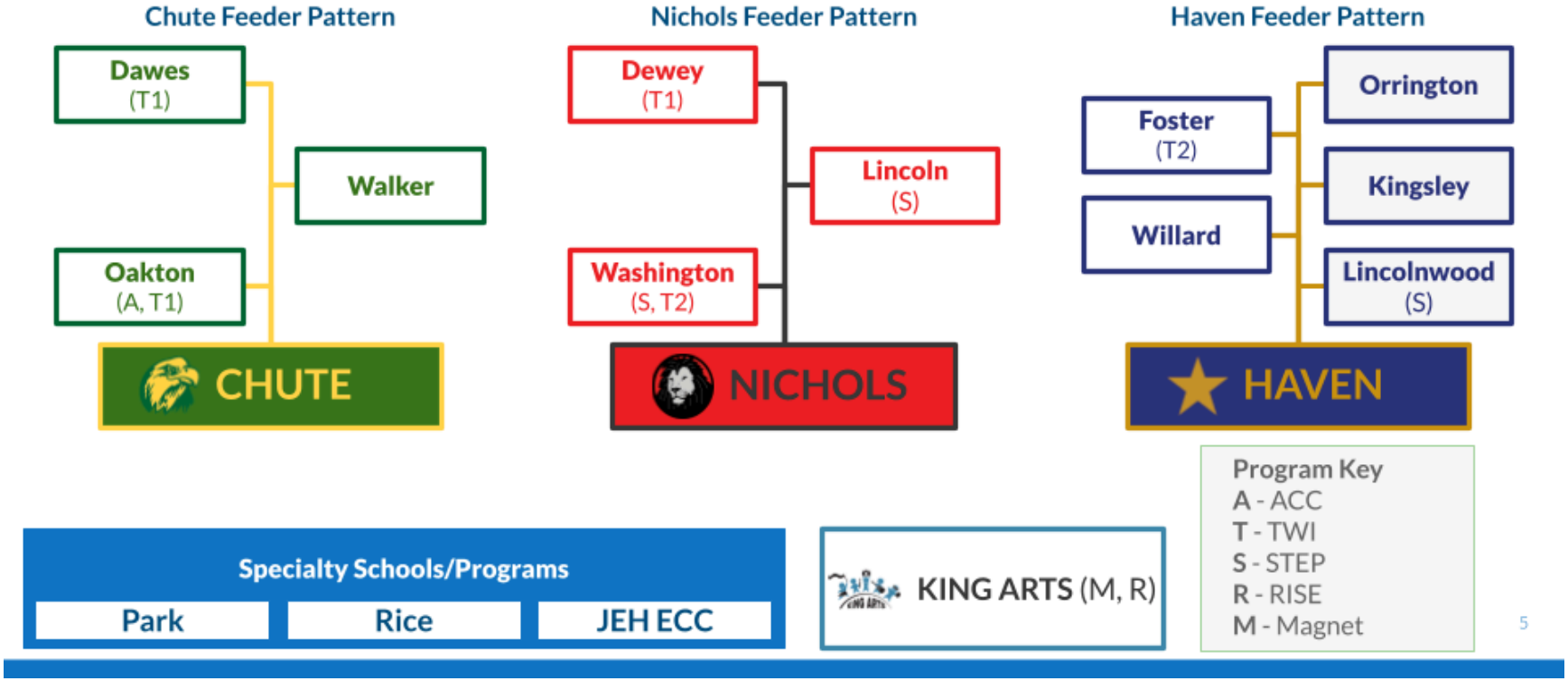
* Includes students with a hazard AND more than 0.75 miles or 1.5 miles

Appendix A: Scenario Data Tables - *Please see the next page.*

School Closing Scenarios

D65 Elementary School Feeder Pattern 2026-2027

Scenario 0 (Foster Baseline) with Program Designations



5

Utilization by Feeder Pattern - 2026-27

Middle School Feeder Pattern (2026-27 School Year)	Average Elementary School Utilization Rate Per Feeder Pattern
Chute (Dawes(T1), Oakton(T1), Walker(T1))	73%
Haven (Kingsley, Lincolnwood, Orrington, Willard, and Foster(Projected T1)	50%
Nichols (Dewey, Lincoln, Washington(T1))	68%

District 65 schools that do not follow an elementary/middle school feeder pattern:
Dr. Bessie Rhodes School of Global Studies, Dr. Martin Luther King Jr. Literary and Fine Arts School, Joseph E. Hill Early Childhood Center, Park School, and Rice Children's Center

2 School Closure Scenarios

2D-R2 and 2F-R2

Objectives for Scenario Modeling

- Minimize distance of walkable blocks (More emphasis)
- Minimize Transportation (More emphasis)
- Maintain FY27 boundaries (lesser relative to others)
- Utilization - max value at 90

General Notes for Both Scenarios (2D-R2 & 2F-R2)

- Both scenarios include movement as a result of Bessie Rhodes closing, Foster opening, and the named schools closing.
- Regardless of modeling with a focus on increasing walkability and decreasing transportation, both models require students to cross Green Bay.
- K-5 utilization rates have become increasingly balanced with a range from 63% to the mid 80% for both scenarios.
- STEP program is relocated in both scenarios which will require limited capital improvements and professional learning investment.
- Willard TWI section is closed and all Haven feeder pattern TWI students will attend the Foster TWI strands.
- Orrington remains open despite being the smallest building and lot with limited parking and basement classrooms.
- Impact of the closures are largely absorbed by the 6th, 7th wards as well as portions of the 5th and 1st ward.
- Closed buildings can be used for program relocation or as swing schools during buildings renovations.
- Boundaries should be reviewed in no later than the 5-year requirement. Greater options for increasing walkability will be available after the Board commitments for Foster and Rhodes sunset.

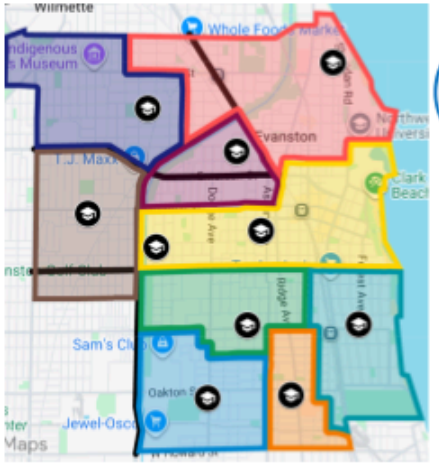
8

Scenarios: Two-School Closure

2D-R2 Close Kingsley and Willard (75%*)

Kingsley and Willard close after the 2025-26 school year.

- Close TWI Section at Willard Elementary
- STEP moves to Lincoln



Strengths

- Kingsley and Willard communities largely stay together
- Maintains centrally located school west of Green Bay
- Avoids closing adjacent schools and maintains a Haven feeder school south of Central in addition to Foster
- Reduction in annual operating cost ($14K) with the closure of the larger school (Willard)

Challenges

- Closes two buildings (Kingsley and Willard) that are ADA accessible, more recently renovated (Willard), and have the highest building functionality scores leaving Foster as the only fully accessible school in the Haven feeder pattern
- Results in busing 243 additional students
- Highest number of available classroom seats reduced due to closing Willard

Scenarios: Two-School Closure

2D-R2 Close Kingsley and Willard - Utilization

Schools	Enroll SY26	Area Counts	Cap Total	Cap Neighb.	Cap TWI	Cap ACC	Enroll Total	Enroll Neighb.	Enroll TWE	Enroll TWS	Enroll TWX	Enroll ACC	Util Total	Util Neighb.	Util TWI	Util ACC
Dawes Elementary School	293	385	432	288	144	0	341	207	61	52	21	0	79%	72%	93%	
Dewey Elementary School	329	395	537	393	144	0	337	217	48	37	35	0	63%	55%	83%	
Kingsley Elementary School	323	0	0	0	0	0	0	0	0	0	0	0				
Lincoln Elementary School	341	494	432	432	0	0	362	362	0	0	0	0	84%	84%		
Lincolnwood Elementary School	276	428	432	432	0	0	368	368	0	0	0	0	85%	85%		
Oakton Elementary School	366	439	467	227	120	120	387	207	48	43	19	70	83%	91%	92%	58%
Orrington Elementary School	193	428	432	432	0	0	366	366	0	0	0	0	85%	85%		
Walker Elementary School	332	398	432	432	0	0	281	281	0	0	0	0	65%	65%		
Washington Elementary School	388	423	530	242	288	0	433	208	104	82	39	0	82%	86%	78%	
Willard Elementary School	327	0	0	0	0	0	0	0	0	0	0	0				
Dr Bessie Rhodes School of Global Studies	191	0	0	0	0	0	0	0	0	0	0	0				
Foster School	0	507	576	288	288	0	451	255	64	88	44	0	78%	89%	68%	
Dr Martin Luther King Jr Literary & Fine Arts School	441	0	651	651	0	0	441	441	0	0	0	0	68%	68%		
Chute Middle School	621	690	792	792	0	0	578	578	0	0	0	0	73%	73%		
Haven Middle School	634	690	936	910	26	0	657	632	2	18	5	0	70%	69%	96%	
Nichols Middle School	574	686	705	679	26	0	615	615	0	0	0	0	87%	91%		
Park School	52	0	109	109	0	0	52	52	0	0	0	0	48%	48%		
Family Center	26	0	60	60	0	0	26	26	0	0	0	0	43%	43%		
Rice Childrens Center	21	0	0	0	0	0	21	21	0	0	0	0				
Joseph E Hill Education Center	263	0	404	404	0	0	263	263	0	0	0	0	65%	65%		
Not in D65	0	28	0	0	0	0	12	8	0	3	1	0				

Scenarios: Two-School Closure

2D-R2 Close Kingsley and Willard - Transportation (IDOT)

Ttransportation Based on IIDOT	ACC Placement	Bus	Hazard	Not in D65	Park, Rice, JEH	STEP Placement	SpEd Transportation	TWE Placement	TWS Placement	TWX Placement	Walk <=.75 miles	Walk >.75 miles
Chute Middle School	0	196	0	0	0	0	11	0	0	0	220	151
Dawes Elementary School	0	0	0	0	0	0	2	8	6	4	295	26
Dewey Elementary School	0	0	0	0	0	0	2	4	7	5	226	93
Dr Martin Luther King Jr Literary & Fine Arts School	0	153	129	1	0	0	24	0	0	0	75	59
Family Center	0	0	0	0	26	0	0	0	0	0	0	0
Foster School	0	0	0	0	0	0	6	49	13	21	300	62
Haven Middle School	0	0	0	0	0	0	6	1	8	4	163	475
Joseph E Hill Education Center	0	0	0	0	240	0	23	0	0	0	0	0
Lincoln Elementary School	0	0	0	0	0	4	33	0	0	0	279	46
Lincolnwood Elementary School	0	10	0	0	0	0	0	0	0	0	223	135
Nichols Middle School	0	0	0	0	0	0	7	0	0	0	235	373
Not in D65	0	0	0	12	0	0	0	0	0	0	0	0
Oakton Elementary School	23	0	0	0	0	0	3	7	8	5	311	30
Orrington Elementary School	0	62	68	0	0	0	0	0	0	0	115	121
Park School	0	0	0	0	26	0	26	0	0	0	0	0
Rice Childrens Center	0	0	0	0	11	0	10	0	0	0	0	0
Walker Elementary School	0	0	83	0	0	0	1	0	0	0	163	34
Washington Elementary School	0	0	0	0	0	1	11	21	32	14	301	53
Total	23	421	280	13	303	5	165	90	74	53	2906	1658

Scenarios: Two-School Closure

2D-R2 Close Kingsley and Willard - Transportation (IDOT & D65)

IDOT and D65 Transporation	ACC Placement	Bus	Hazard	Not in D65	Park, Rice, JEH	STEP Placement	SpEd Transportation	TWE Placement	TWS Placement	TWX Placement	Walk <=.75 miles	Walk >.75 miles
Chute Middle School	0	196	0	0	0	0	11	0	0	0	220	151
Dawes Elementary School	0	0	0	0	0	0	2	8	6	4	295	26
Dewey Elementary School	0	0	61	0	0	0	2	4	7	5	197	61
Dr Martin Luther King Jr Literary & Fine Arts School	0	153	129	1	0	0	24	0	0	0	75	59
Family Center	0	0	0	0	26	0	0	0	0	0	0	0
Foster School	0	0	0	0	0	0	6	49	13	21	300	62
Haven Middle School	0	0	0	0	0	0	6	1	8	4	163	475
Joseph E Hill Education Center	0	0	0	0	240	0	23	0	0	0	0	0
Lincoln Elementary School	0	0	109	0	0	4	33	0	0	0	214	2
Lincolnwood Elementary School	0	10	73	0	0	0	0	0	0	0	197	88
Nichols Middle School	0	0	0	0	0	0	7	0	0	0	235	373
Not in D65	0	0	0	12	0	0	0	0	0	0	0	0
Oakton Elementary School	23	0	0	0	0	0	3	7	8	5	311	30
Orrington Elementary School	0	62	98	0	0	0	0	0	0	0	115	91
Park School	0	0	0	0	26	0	26	0	0	0	0	0
Rice Childrens Center	0	0	0	0	11	0	10	0	0	0	0	0
Walker Elementary School	0	0	121	0	0	0	1	0	0	0	141	18
Washington Elementary School	0	0	0	0	0	1	11	21	32	14	301	53
	23	421	591	13	303	5	165	90	74	53	2764	1489

Scenarios: Two-School Closure

2D-R2 Close Kingsley and Willard - Low Income / Race

2D R2 Race	American Indian or Alaska Native	Asian	Black or African American	Hispanic or Latino	Middle Eastern or North African	Multi-racial	Native Hawaiian / Other Pac Islander	White
Chute Middle School	0%	7%	28%	26%	0%	9%	0%	30%
Dawes Elementary School	0%	5%	26%	30%	0%	11%	1%	28%
Dewey Elementary School	1%	7%	20%	28%	1%	12%	0%	35%
Dr Martin Luther King Jr Literary & Fine Arts School	0%	4%	40%	17%	0%	12%	0%	27%
Family Center	0%	0%	77%	19%	0%	4%	0%	0%
Foster School	0%	2%	37%	37%	0%	6%	0%	18%
Haven Middle School	0%	4%	17%	17%	0%	9%	0%	54%
Joseph E Hill Education Center	0%	5%	38%	30%	1%	8%	0%	17%
Lincoln Elementary School	0%	7%	20%	10%	1%	12%	0%	51%
Lincolnwood Elementary School	0%	2%	2%	5%	0%	10%	0%	82%
Nichols Middle School	0%	4%	20%	26%	0%	11%	0%	39%
Not in D65	0%	0%	58%	42%	0%	0%	0%	0%
Oakton Elementary School	0%	4%	39%	24%	0%	8%	0%	25%
Orrington Elementary School	0%	7%	7%	6%	0%	13%	0%	67%
Park School	0%	12%	31%	15%	0%	10%	0%	33%
Rice Childrens Center	0%	0%	43%	14%	0%	19%	0%	24%
Walker Elementary School	0%	10%	15%	12%	0%	16%	0%	47%
Washington Elementary School	0%	2%	16%	36%	0%	10%	0%	36%

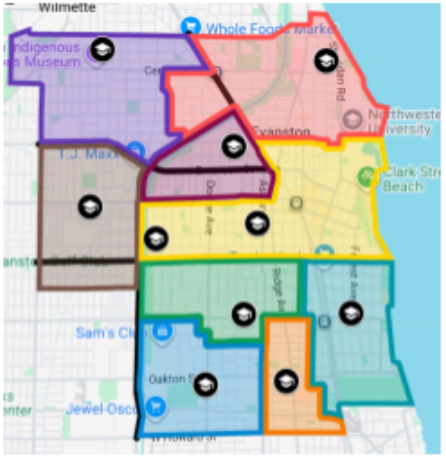
Frree and Reduced Lunch	No	Yes
Chute Middle School	54%	46%
Dawes Elementary School	52%	48%
Dewey Elementary School	57%	43%
Dr Martin Luther King Jr Literary & Fine Arts	47%	53%
Family Center	81%	19%
Foster School	36%	64%
Haven Middle School	70%	30%
Joseph E Hill Education Center	46%	54%
Lincoln Elementary School	61%	39%
Lincolnwood Elementary School	97%	3%
Nichols Middle School	65%	35%
Not in D65	0%	100%
Oakton Elementary School	45%	55%
Orrington Elementary School	87%	13%
Park School	33%	67%
Rice Childrens Center	48%	52%
Walker Elementary School	76%	24%
Washington Elementary School	61%	39%

Scenarios: Two-School Closure

2F-R2 Close Lincolnwood and Kingsley (75%*)

Close Lincolnwood and Kingsley after the 2025-26 school year.

- Move STEP to **Lincoln**
- Close TWI Section at Willard Elementary



Strengths

- Aligns with scorecard data as it closes the two lowest-scoring individual schools and the overall lowest-scoring 2-school pair
- Maintains an ADA compliant school open (Willard), which is a larger and more recently renovated building
- The remaining three Haven schools (Foster, Willard, Orrington) are evenly spread across the boundaries.
- Students within 0.75 miles and students crossing hazards is slightly less in this scenario.

Challenges

- Uncertainty about the ability to lease Lincolnwood if closed (under review)
- Closes adjacent schools and leaves feeder schools north of central or south of McCormick.

Scenarios: Two-School Closure

2F-R2 Close Lincolnwood and Kingsley - Utilization

2f-R2 Utilization Rates	Enroll SY26	Area Counts	Cap Total	Cap Neighb.	Cap TWI	Cap ACC	Enroll Total	Enroll Neighb.	Enroll TWE	Enroll TWS	Enroll TWX	Enroll ACC	Util Total	Util Neighb.	Util TWI	Util ACC
Dawes Elementary School	293	385	432	288	144	0	341	207	61	52	21	0	79%	72%	93%	
Dewey Elementary School	329	416	537	393	144	0	350	229	49	36	36	0	65%	58%	84%	
Kingsley Elementary School	323	0	0	0	0	0	0	0	0	0	0	0				
Lincoln Elementary School	341	494	432	432	0	0	362	362	0	0	0	0	84%	84%		
Lincolnwood Elementary School	276	0	0	0	0	0	0	0	0	0	0	0				
Oakton Elementary School	366	439	467	227	120	120	387	207	48	43	19	70	83%	91%	92%	58%
Orrington Elementary School	193	359	432	432	0	0	316	316	0	0	0	0	73%	73%		
Walker Elementary School	332	398	432	432	0	0	281	281	0	0	0	0	65%	65%		
Washington Elementary School	388	423	530	242	288	0	435	208	104	83	40	0	82%	86%	79%	
Willard Elementary School	327	476	533	533	0	0	406	406	0	0	0	0	76%	76%		
Dr Bessie Rhodes School of Global Studies	191	0	0	0	0	0	0	0	0	0	0	0				
Foster School	0	507	576	288	288	0	448	255	63	88	42	0	78%	89%	67%	
Dr Martin Luther King Jr Literary & Fine Arts School	441	0	651	651	0	0	441	441	0	0	0	0	68%	68%		
Chute Middle School	621	690	792	792	0	0	578	578	0	0	0	0	73%	73%		
Haven Middle School	634	682	936	910	26	0	649	624	2	18	5	0	69%	69%	96%	
Nichols Middle School	574	694	705	679	26	0	623	623	0	0	0	0	88%	92%		
Park School	52	0	109	109	0	0	52	52	0	0	0	0	48%	48%		
Family Center	26	0	60	60	0	0	26	26	0	0	0	0	43%	43%		
Rice Childrens Center	21	0	0	0	0	0	21	21	0	0	0	0				
Joseph E Hill Education Center	263	0	404	404	0	0	263	263	0	0	0	0	65%	65%		
Not in D65	0	28	0	0	0	0	12	8	0	3	1	0				

Scenarios: Two-School Closure

2F-R2 Close Lincolnwood and Kingsley - Transportation (IDOT)

Transporation - IDOT 2F R2	ACC Placement	Bus	Hazard	Not in D65	Park, Rice, JEH	STEP Placement	SpEd Transportation	TWE Placement	TWS Placement	TWX Placement	Walk <=.75 miles	Walk >.75 miles
Chute Middle School	0	196	0	0	0	0	11	0	0	0	220	151
Dawes Elementary School	0	0	0	0	0	0	2	8	6	4	295	26
Dewey Elementary School	0	0	0	0	0	0	2	4	6	4	230	104
Dr Martin Luther King Jr Literary & Fine Arts School	0	153	129	1	0	0	24	0	0	0	75	59
Family Center	0	0	0	0	26	0	0	0	0	0	0	0
Foster School	0	0	0	0	0	0	6	48	13	19	300	62
Haven Middle School	0	0	0	0	0	0	6	1	8	4	162	468
Joseph E Hill Education Center	0	0	0	0	240	0	23	0	0	0	0	0
Lincoln Elementary School	0	0	0	0	0	4	33	0	0	0	279	46
Nichols Middle School	0	0	0	0	0	0	7	0	0	0	235	381
Not in D65	0	0	0	12	0	0	0	0	0	0	0	0
Oakton Elementary School	23	0	0	0	0	0	3	7	8	5	311	30
Orrington Elementary School	0	48	44	0	0	0	0	0	0	0	115	109
Park School	0	0	0	0	26	0	26	0	0	0	0	0
Rice Childrens Center	0	0	0	0	11	0	10	0	0	0	0	0
Walker Elementary School	0	0	83	0	0	0	1	0	0	0	163	34
Washington Elementary School	0	0	0	0	0	1	11	21	33	15	301	53
Willard Elementary School	0	0	0	0	0	0	0	0	0	0	243	163
	23	397	256	13	303	5	165	89	74	51	2929	1686

Scenarios: Two-School Closure

2F-R2 Close Lincolnwood and Kingsley - Transportation

Transporation IDOT and D65 2F R2	ACC Placement	Bus	Hazard	Not in D65	Park, Rice, JEH	STEP Placement	SpEd Transportation	TWE Placement	TWS Placement	TWX Placement	Walk <=.75 miles	Walk >.75 miles
Chute Middle School	0	196	0	0	0	0	11	0	0	0	220	151
Dawes Elementary School	0	0	0	0	0	0	2	8	6	4	295	26
Dewey Elementary School	0	0	74	0	0	0	2	4	6	4	197	63
Dr Martin Luther King Jr Literary & Fine Arts School	0	153	129	1	0	0	24	0	0	0	75	59
Family Center	0	0	0	0	26	0	0	0	0	0	0	0
Foster School	0	0	0	0	0	0	6	48	13	19	300	62
Haven Middle School	0	0	0	0	0	0	6	1	8	4	162	468
Joseph E Hill Education Center	0	0	0	0	240	0	23	0	0	0	0	0
Lincoln Elementary School	0	0	109	0	0	4	33	0	0	0	214	2
Nichols Middle School	0	0	0	0	0	0	7	0	0	0	235	381
Not in D65	0	0	0	12	0	0	0	0	0	0	0	0
Oakton Elementary School	23	0	0	0	0	0	3	7	8	5	311	30
Orrington Elementary School	0	48	69	0	0	0	0	0	0	0	115	84
Park School	0	0	0	0	26	0	26	0	0	0	0	0
Rice Childrens Center	0	0	0	0	11	0	10	0	0	0	0	0
Walker Elementary School	0	0	121	0	0	0	1	0	0	0	141	18
Washington Elementary School	0	0	0	0	0	1	11	21	33	15	301	53
Willard Elementary School	0	0	47	0	0	0	0	0	0	0	227	132
	23	397	549	13	303	5	165	89	74	51	2793	1529

Scenarios: Two-School Closure

2F-R2 Close Lincolnwood and Kingsley - Low Income / Race

Scenario 2f.R2 Race	American Indian or Alaska Native	Asian	Black or African American	Hispanic or Latino	Middle Eastern or North African	Multi-racial	Native Hawaiian / Other Pac Islander	White
Chute Middle School	0%	7%	28%	26%	0%	9%	0%	30%
Dawes Elementary School	0%	5%	26%	30%	0%	11%	1%	28%
Dewey Elementary School	1%	7%	20%	25%	1%	12%	0%	36%
Dr Martin Luther King Jr Literary & Fine Arts School	0%	4%	40%	17%	0%	12%	0%	27%
Family Center	0%	0%	77%	19%	0%	4%	0%	0%
Foster School	0%	2%	38%	37%	0%	5%	0%	17%
Haven Middle School	0%	4%	17%	17%	0%	8%	0%	54%
Joseph E Hill Education Center	0%	5%	38%	30%	1%	8%	0%	17%
Lincoln Elementary School	0%	7%	20%	10%	1%	12%	0%	51%
Nichols Middle School	0%	4%	20%	26%	0%	11%	0%	40%
Not in D65	0%	0%	58%	42%	0%	0%	0%	0%
Oakton Elementary School	0%	4%	39%	24%	0%	8%	0%	25%
Orrington Elementary School	0%	7%	5%	4%	0%	16%	0%	67%
Park School	0%	12%	31%	15%	0%	10%	0%	33%
Rice Childrens Center	0%	0%	43%	14%	0%	19%	0%	24%
Walker Elementary School	0%	10%	15%	12%	0%	16%	0%	47%
Washington Elementary School	0%	2%	16%	36%	0%	10%	0%	36%
Willard Elementary School	0%	1%	4%	6%	0%	8%	0%	81%

Free and Reduced Lunch - 2F.R2	No	Yes
Chute Middle School	54%	46%
Dawes Elementary School	52%	48%
Dewey Elementary School	58%	42%
Dr Martin Luther King Jr Literary & Fine Arts School	47%	53%
Family Center	81%	19%
Foster School	36%	64%
Haven Middle School	70%	30%
Joseph E Hill Education Center	46%	54%
Lincoln Elementary School	61%	39%
Nichols Middle School	65%	35%
Not in D65	0%	100%
Oakton Elementary School	45%	55%
Orrington Elementary School	89%	11%
Park School	33%	67%
Rice Childrens Center	48%	52%
Walker Elementary School	76%	24%
Washington Elementary School	61%	39%
Willard Elementary School	95%	5%

Other Scenario Data

Haven Feeder Data Table

Students with IEPs

School	2D-R2 IEP	2F-R2 IEP
Chute Middle School	105	105
Dawes Elementary School	56	56
Dewey Elementary School	56	59
Dr Martin Luther King Jr Literary & Fine Arts School	106	106
Foster School	97	97
Haven Middle School	103	102
Lincoln Elementary School	75	75
Lincolnwood Elementary School	36	0
Nichols Middle School	85	86
Oakton Elementary School	56	56
Orrington Elementary School	36	29
Walker Elementary School	46	46
Washington Elementary School	63	63
Willard Elementary School	0	40

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Scenario 1A-R

Utilization by Feeder Pattern - 2026-27 (Kingsley Closure)

Middle School Feeder Pattern (2026-27 School Year)	Average Elementary School Utilization Rate Per Feeder Pattern
Chute (Dawes(T1), Oakton(T1), Walker(T1))	76%
Haven (Lincolnwood, Orrington, Willard, and Foster(Projected T1))	59%
Nichols (Dewey, Lincoln, Washington(T1))	69%

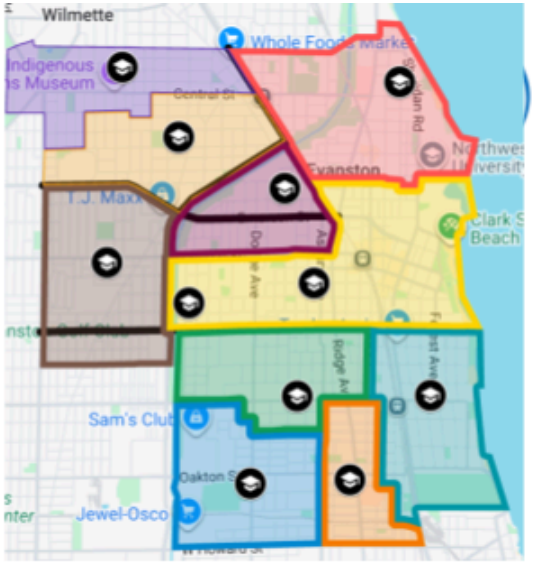
District 65 schools that do not follow an elementary/middle school feeder pattern:
Dr. Bessie Rhodes School of Global Studies, Dr. Martin Luther King Jr. Literary and Fine Arts School, Joseph E. Hill Early Childhood Center, Park School, and Rice Children's Center

Scenarios: One-School Closure

1A-R Close Kingsley

Kingsley closes after the 2025-26 school year. (Districtwide Utilization: 70%)

- Close TWI Section at Willard Elementary
- STEP remains at Lincolnwood



Strengths

- School is in close proximity to the new Foster School.
- The closure and reassignment can be achieved with minimal on hazard crossings and creates transportation savings (approx. $300,000).
- Maintains boundaries similar to the Board-approved 2026-2027 boundaries.
- Building was successfully leased in a previous closure.
- STEP program remains at Lincolnwood School.

Challenges

- Single school closure makes less progress towards financial sustainability.
- Average overall utilization rate is below 70%.
- Schools with Title I designation have an average utilization rate of 76% compared to 58% for non-Title 1 schools.
- The property is adjacent to a District middle school, which requires additional consideration for type of reuse.

Note: 10/1/25 enrollment data used for modeling as well as revised capacities.

Scenarios: Two-School Closure

1A-R Close Kingsley - Utilization

Schools - Scenario 1A Utilization	Enroll SY26	Area Counts	Cap Total	Cap Neighb.	Cap TWI	Cap ACC	Enroll Total	Enroll Neighb.	Enroll TWE	Enroll TWS	Enroll TWX	Enroll ACC	Util Total	Util Neighb.	Util TWI	Util ACC
Dawes Elementary School	293	385	432	288	144	0	341	207	61	52	21	0	79%	72%	93%	
Dewey Elementary School	329	416	537	393	144	0	350	229	49	36	36	0	65%	58%	84%	
Kingsley Elementary School	323	0	0	0	0	0	0	0	0	0	0	0				
Lincoln Elementary School	341	494	576	576	0	0	342	342	0	0	0	0	59%	59%		
Lincolnwood Elementary School	276	281	407	407	0	0	274	274	0	0	0	0	67%	67%		
Oakton Elementary School	366	439	467	227	120	120	387	207	48	43	19	70	83%	91%	92%	58%
Orrington Elementary School	193	255	432	432	0	0	224	224	0	0	0	0	52%	52%		
Walker Elementary School	332	398	432	432	0	0	281	281	0	0	0	0	65%	65%		
Washington Elementary School	388	423	530	242	288	0	435	208	104	83	40	0	82%	86%	79%	
Willard Elementary School	327	299	533	533	0	0	244	244	0	0	0	0	46%	46%		
Dr Bessie Rhodes School of Global Studies	191	0	0	0	0	0	0	0	0	0	0	0				
Foster School	0	507	576	288	288	0	448	255	63	88	42	0	78%	89%	67%	
Dr Martin Luther King Jr Literary & Fine Arts School	441	0	651	651	0	0	441	441	0	0	0	0	68%	68%		
Chute Middle School	621	690	792	792	0	0	578	578	0	0	0	0	73%	73%		
Haven Middle School	634	682	936	910	26	0	649	624	2	18	5	0	69%	69%	96%	
Nichols Middle School	574	694	705	679	26	0	623	623	0	0	0	0	88%	92%		
Park School	52	0	109	109	0	0	52	52	0	0	0	0	48%	48%		
Family Center	26	0	60	60	0	0	26	26	0	0	0	0	43%	43%		
Rice Childrens Center	21	0	0	0	0	0	21	21	0	0	0	0				
Joseph E Hill Education Center	263	0	404	404	0	0	263	263	0	0	0	0	65%	65%		
Not in D65	0	28	0	0	0	0	12	8	0	3	1	0				

Scenarios: Two-School Closure

1A-R Close Kingsley - Transportation (IDOT)

Scenario 1A - Transportation IDOT	ACC Placement	Bus	Hazard	Not in D65	Park, Rice, JEH	STEP Placement	SpEd Transportation	TWE Placement	TWS Placement	TWX Placement	Walk <=.75 miles	Walk >.75 miles
Chute Middle School	0	196	0	0	0	0	11	0	0	0	220	151
Dawes Elementary School	0	0	0	0	0	0	2	8	6	4	295	26
Dewey Elementary School	0	0	0	0	0	0	2	4	6	4	230	104
Dr Martin Luther King Jr Literary & Fine Arts School	0	153	129	1	0	0	24	0	0	0	75	59
Family Center	0	0	0	0	26	0	0	0	0	0	0	0
Foster School	0	0	0	0	0	0	6	48	13	19	300	62
Haven Middle School	0	0	0	0	0	0	6	1	8	4	162	468
Joseph E Hill Education Center	0	0	0	0	240	0	23	0	0	0	0	0
Lincoln Elementary School	0	0	0	0	0	3	14	0	0	0	279	46
Lincolnwood Elementary School	0	0	0	0	0	1	19	0	0	0	229	25
Nichols Middle School	0	0	0	0	0	0	7	0	0	0	235	381
Not in D65	0	0	0	12	0	0	0	0	0	0	0	0
Oakton Elementary School	23	0	0	0	0	0	3	7	8	5	311	30
Orrington Elementary School	0	0	0	0	0	0	0	0	0	0	115	109
Park School	0	0	0	0	26	0	26	0	0	0	0	0
Rice Childrens Center	0	0	0	0	11	0	10	0	0	0	0	0
Walker Elementary School	0	0	83	0	0	0	1	0	0	0	163	34
Washington Elementary School	0	0	0	0	0	1	11	21	33	15	301	53
Willard Elementary School	0	0	0	0	0	0	0	0	0	0	189	55
Totals	23	349	212	13	303	5	165	89	74	51	3104	1603

Scenarios: Two-School Closure

1A-R Close Kingsley - Transportation (IDOT & D65)

Scenario 1A - Transprotation IDOT & D65	ACC Placement	Bus	Hazard	Not in D65	Park, Rice, JEH	STEP Placement	SpEd Transportation	TWE Placement	TWS Placement	TWX Placement	Walk <=.75 miles	Walk >.75 miles
Chute Middle School	0	196	0	0	0	0	11	0	0	0	220	151
Dawes Elementary School	0	0	0	0	0	0	2	8	6	4	295	26
Dewey Elementary School	0	0	74	0	0	0	2	4	6	4	197	63
Dr Martin Luther King Jr Literary & Fine Arts School	0	153	129	1	0	0	24	0	0	0	75	59
Family Center	0	0	0	0	26	0	0	0	0	0	0	0
Foster School	0	0	0	0	0	0	6	48	13	19	300	62
Haven Middle School	0	0	0	0	0	0	6	1	8	4	162	468
Joseph E Hill Education Center	0	0	0	0	240	0	23	0	0	0	0	0
Lincoln Elementary School	0	0	109	0	0	3	14	0	0	0	214	2
Lincolnwood Elementary School	0	0	27	0	0	1	19	0	0	0	210	17
Nichols Middle School	0	0	0	0	0	0	7	0	0	0	235	381
Not in D65	0	0	0	12	0	0	0	0	0	0	0	0
Oakton Elementary School	23	0	0	0	0	0	3	7	8	5	311	30
Orrington Elementary School	0	0	25	0	0	0	0	0	0	0	115	84
Park School	0	0	0	0	26	0	26	0	0	0	0	0
Rice Childrens Center	0	0	0	0	11	0	10	0	0	0	0	0
Walker Elementary School	0	0	121	0	0	0	1	0	0	0	141	18
Washington Elementary School	0	0	0	0	0	1	11	21	33	15	301	53
Willard Elementary School	0	0	28	0	0	0	0	0	0	0	185	31
Total	23	349	513	13	303	5	165	89	74	51	2961	1445

Scenarios: Two-School Closure

1A-R Close Kingsley - Low Income / Race

Scenario 1A-R - Race and Ethnicity

Scenario 1A Race and Ethnicity	American Indian or Alaska Native	Asian	Black or African American	Hispanic or Latino	Middle Eastern or North African	Multi-racial	Native Hawaiian / Other Pac Islander	White
Chute Middle School	0%	7%	28%	26%	0%	9%	0%	30%
Dawes Elementary School	0%	5%	26%	30%	0%	11%	1%	28%
Dewey Elementary School	1%	7%	20%	25%	1%	12%	0%	36%
Dr Martin Luther King Jr Literary & Fine Arts School	0%	4%	40%	17%	0%	12%	0%	27%
Family Center	0%	0%	77%	19%	0%	4%	0%	0%
Foster School	0%	2%	38%	37%	0%	5%	0%	17%
Haven Middle School	0%	4%	17%	17%	0%	8%	0%	54%
Joseph E Hill Education Center	0%	5%	38%	30%	1%	8%	0%	17%
Lincoln Elementary School	0%	8%	17%	10%	1%	12%	0%	53%
Lincolnwood Elementary School	0%	2%	8%	4%	0%	11%	0%	75%
Nichols Middle School	0%	4%	20%	26%	0%	11%	0%	40%
Not in D65	0%	0%	58%	42%	0%	0%	0%	0%
Oakton Elementary School	0%	4%	39%	24%	0%	8%	0%	25%
Orrington Elementary School	0%	8%	7%	4%	0%	16%	0%	64%
Park School	0%	12%	31%	15%	0%	10%	0%	33%
Rice Childrens Center	0%	0%	43%	14%	0%	19%	0%	24%
Walker Elementary School	0%	10%	15%	12%	0%	16%	0%	47%
Washington Elementary School	0%	2%	16%	36%	0%	10%	0%	36%
Willard Elementary School	0%	2%	3%	7%	0%	8%	0%	79%

% Free and Reduced Lunch

Scenario 1A - Free and Reduced Lunch	No	Yes
Chute Middle School	54%	46%
Dawes Elementary School	52%	48%
Dewey Elementary School	58%	42%
Dr Martin Luther King Jr Literary & Fine Arts	47%	53%
Family Center	81%	19%
Foster School	36%	64%
Haven Middle School	70%	30%
Joseph E Hill Education Center	46%	54%
Lincoln Elementary School	62%	38%
Lincolnwood Elementary School	93%	7%
Nichols Middle School	65%	35%
Not in D65	0%	100%
Oakton Elementary School	45%	55%
Orrington Elementary School	86%	14%
Park School	33%	67%
Rice Childrens Center	48%	52%
Walker Elementary School	76%	24%
Washington Elementary School	61%	39%
Willard Elementary School	94%	6%

Scenario 1B-R

Utilization by Feeder Pattern - 2026-27 (Lincolnwood Closure)

Middle School Feeder Pattern (2026-27 School Year)	Average Elementary School Utilization Rate Per Feeder Pattern
Chute (Dawes(T1), Oakton(T1), Walker(T1))	76%
Haven (Kingsely, Orrington, Willard, and Foster(Projected T1))	59%
Nichols (Dewey, Lincoln, Washington(T1))	77%

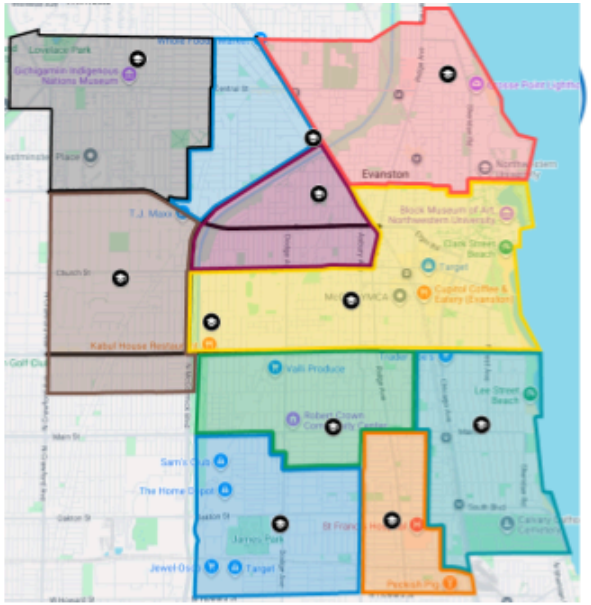
District 65 schools that do not follow an elementary/middle school feeder pattern:
Dr. Bessie Rhodes School of Global Studies, Dr. Martin Luther King Jr. Literary and Fine Arts School, Joseph E. Hill Early Childhood Center, Park School, and Rice Children's Center

Scenarios: One-School Closure

1B-R Close Lincolnwood

Lincolnwood closes after the 2025-26 school year. (Districtwide Utilization: 71%)

- Close TWI Section at Willard Elementary
- STEP moves to Lincoln



Strengths

- Remaining schools are distributed east-west across Haven feeder pattern.
- The closure and reassignment can be achieved with minimal on hazard crossings and creates transportation savings (approx. $150,000).
- Maintains boundaries similar to the Board-approved 2026-2027 boundaries.

Challenges

- Uncertainty about the ability to lease Lincolnwood if closed (under review)
- Kingsley and Foster are geographically close to each other.
- Five schools with utilization rates 65% or lower.
- Increased number of students > 0.75 miles from school when compared to 1A.

Note: 10/1/25 enrollment data used for modeling as well as revised capacities.

Scenarios: One-School Closure

1B-R Close Lincolnwood - Utilization

Schools	Enroll SY26	Area Counts	Cap Total	Cap Neighb.	Cap TWI	Cap ACC	Enroll Total	Enroll Neighb.	Enroll TWE	Enroll TWS	Enroll TWX	Enroll ACC	Util Total	Util Neighb.	Util TWI	Util ACC
Dawes Elementary School	293	385	432	288	144	0	341	207	61	52	21	0	79%	72%	93%	0%
Dewey Elementary School	329	416	537	393	144	0	350	229	49	36	36	0	65%	58%	84%	0%
Kingsley Elementary School	323	224	432	432	0	0	198	198	0	0	0	0	46%	46%	0%	0%
Lincoln Elementary School	341	494	432	432	0	0	362	362	0	0	0	0	84%	84%	0%	0%
Lincolnwood Elementary School	276	0	0	0	0	0	0	0	0	0	0	0	0%	0%	0%	0%
Oakton Elementary School	366	439	467	227	120	120	387	207	48	43	19	70	83%	91%	92%	58%
Orrington Elementary School	193	255	432	432	0	0	224	224	0	0	0	0	52%	52%	0%	0%
Walker Elementary School	332	398	432	432	0	0	281	281	0	0	0	0	65%	65%	0%	0%
Washington Elementary School	388	423	530	242	288	0	435	208	104	83	40	0	82%	86%	79%	0%
Willard Elementary School	327	356	533	533	0	0	300	300	0	0	0	0	56%	56%	0%	0%
Dr Bessie Rhodes School of Global Studies	191	0	0	0	0	0	0	0	0	0	0	0	0%	0%	0%	0%
Foster School	0	507	576	288	288	0	448	255	63	88	42	0	78%	89%	67%	0%
Dr Martin Luther King Jr Literary & Fine Arts School	441	0	651	651	0	0	441	441	0	0	0	0	68%	68%	0%	0%
Chute Middle School	621	690	792	792	0	0	578	578	0	0	0	0	73%	73%	0%	0%
Haven Middle School	634	682	936	910	26	0	649	624	2	18	5	0	69%	69%	96%	0%
Nichols Middle School	574	694	705	679	26	0	623	623	0	0	0	0	88%	92%	0%	0%
Park School	52	0	109	109	0	0	52	52	0	0	0	0	48%	48%	0%	0%
Family Center	26	0	60	60	0	0	26	26	0	0	0	0	43%	43%	0%	0%
Rice Childrens Center	21	0	0	0	0	0	21	21	0	0	0	0	0%	0%	0%	0%
Joseph E Hill Education Center	263	0	404	404	0	0	263	263	0	0	0	0	65%	65%	0%	0%
Not in D65	0	28	0	0	0	0	12	8	0	3	1	0	0%	0%	0%	0%

Scenarios: One-School Closure

1B-R Close Lincolnwood - Transportation (IDOT)

Scenario 1B - Transportation IDOT	ACC Placement	Bus	Hazard	Not in D65	Park, Rice, JEH	STEP Placement	SpEd Transportation	TWE Placement	TWS Placement	TWX Placement	Walk <=.75 miles	Walk >.75 miles
Chute Middle School	0	196	0	0	0	0	11	0	0	0	220	151
Dawes Elementary School	0	0	0	0	0	0	2	8	6	4	295	26
Dewey Elementary School	0	0	0	0	0	0	2	4	6	4	230	104
Dr Martin Luther King Jr Literary & Fine Arts School	0	153	129	1	0	0	24	0	0	0	75	59
Family Center	0	0	0	0	26	0	0	0	0	0	0	0
Foster School	0	0	0	0	0	0	6	48	13	19	300	62
Haven Middle School	0	0	0	0	0	0	6	1	8	4	162	468
Joseph E Hill Education Center	0	0	0	0	240	0	23	0	0	0	0	0
Kingsley Elementary School	0	0	0	0	0	0	0	0	0	0	145	53
Lincoln Elementary School	0	0	0	0	0	4	33	0	0	0	279	46
Nichols Middle School	0	0	0	0	0	0	7	0	0	0	235	381
Not in D65	0	0	0	12	0	0	0	0	0	0	0	0
Oakton Elementary School	23	0	0	0	0	0	3	7	8	5	311	30
Orrington Elementary School	0	0	0	0	0	0	0	0	0	0	115	109
Park School	0	0	0	0	26	0	26	0	0	0	0	0
Rice Childrens Center	0	0	0	0	11	0	10	0	0	0	0	0
Walker Elementary School	0	0	83	0	0	0	1	0	0	0	163	34
Washington Elementary School	0	0	0	0	0	1	11	21	33	15	301	53
Willard Elementary School	0	0	0	0	0	0	0	0	0	0	207	93
Totals	23	349	212	13	303	5	165	89	74	51	3038	1669

Scenarios: One-School Closure

1B-R Close Lincolnwood - Transportation (IDOT & D65)

Scenario 1B - Transportation IDOT & D65	ACC Placement	Bus	Hazard	Not in D65	Park, Rice, JEH	STEP Placement	SpEd Transportation	TWE Placement	TWS Placement	TWX Placement	Walk <=.75 miles	Walk >.75 miles
Chute Middle School	0	196	0	0	0	0	11	0	0	0	220	151
Dawes Elementary School	0	0	0	0	0	0	2	8	6	4	295	26
Dewey Elementary School	0	0	74	0	0	0	2	4	6	4	197	63
Dr Martin Luther King Jr Literary & Fine Arts School	0	153	129	1	0	0	24	0	0	0	75	59
Family Center	0	0	0	0	26	0	0	0	0	0	0	0
Foster School	0	0	0	0	0	0	6	48	13	19	300	62
Haven Middle School	0	0	0	0	0	0	6	1	8	4	162	468
Joseph E Hill Education Center	0	0	0	0	240	0	23	0	0	0	0	0
Kingsley Elementary School	0	0	0	0	0	0	0	0	0	0	145	53
Lincoln Elementary School	0	0	109	0	0	4	33	0	0	0	214	2
Nichols Middle School	0	0	0	0	0	0	7	0	0	0	235	381
Not in D65	0	0	0	12	0	0	0	0	0	0	0	0
Oakton Elementary School	23	0	0	0	0	0	3	7	8	5	311	30
Orrington Elementary School	0	0	25	0	0	0	0	0	0	0	115	84
Park School	0	0	0	0	26	0	26	0	0	0	0	0
Rice Childrens Center	0	0	0	0	11	0	10	0	0	0	0	0
Walker Elementary School	0	0	121	0	0	0	1	0	0	0	141	18
Washington Elementary School	0	0	0	0	0	1	11	21	33	15	301	53
Willard Elementary School	0	0	37	0	0	0	0	0	0	0	196	67
Totals	23	349	495	13	303	5	165	89	74	51	2907	1517

Scenarios: One-School Closure

1B-R Close Lincolnwood - Low Income / Race

Scenario 1B-R - Race and Ethnicity

Scenario 1B Race and Ethnicity	American Indian or Alaska Native	Asian	Black or African American	Hispanic or Latino	Middle Eastern or North African	Multi-racial	Native Hawaiian / Other Pac Islander	White
Chute Middle School	0%	7%	28%	26%	0%	9%	0%	30%
Dawes Elementary School	0%	5%	26%	30%	0%	11%	1%	28%
Dewey Elementary School	1%	7%	20%	25%	1%	12%	0%	36%
Dr Martin Luther King Jr Literary & Fine Arts School	0%	4%	40%	17%	0%	12%	0%	27%
Family Center	0%	0%	77%	19%	0%	4%	0%	0%
Foster School	0%	2%	38%	37%	0%	5%	0%	17%
Haven Middle School	0%	4%	17%	17%	0%	8%	0%	54%
Joseph E Hill Education Center	0%	5%	38%	30%	1%	8%	0%	17%
Kingsley Elementary School	0%	3%	5%	6%	0%	12%	0%	74%
Lincoln Elementary School	0%	7%	20%	10%	1%	12%	0%	51%
Nichols Middle School	0%	4%	20%	26%	0%	11%	0%	40%
Not in D65	0%	0%	58%	42%	0%	0%	0%	0%
Oakton Elementary School	0%	4%	39%	24%	0%	8%	0%	25%
Orrington Elementary School	0%	8%	7%	4%	0%	16%	0%	64%
Park School	0%	12%	31%	15%	0%	10%	0%	33%
Rice Childrens Center	0%	0%	43%	14%	0%	19%	0%	24%
Walker Elementary School	0%	10%	15%	12%	0%	16%	0%	47%
Washington Elementary School	0%	2%	16%	36%	0%	10%	0%	36%
Willard Elementary School	0%	2%	2%	6%	0%	8%	0%	83%

% Free and Reduced Lunch

Scenario 1B - Free and Reduced Lunch	No	Yes
Chute Middle School	54%	46%
Dawes Elementary School	52%	48%
Dewey Elementary School	58%	42%
Dr Martin Luther King Jr Literary & Fine Arts School	47%	53%
Family Center	81%	19%
Foster School	36%	64%
Haven Middle School	70%	30%
Joseph E Hill Education Center	46%	54%
Kingsley Elementary School	96%	4%
Lincoln Elementary School	61%	39%
Nichols Middle School	65%	35%
Not in D65	0%	100%
Oakton Elementary School	45%	55%
Orrington Elementary School	86%	14%
Park School	33%	67%
Rice Childrens Center	48%	52%
Walker Elementary School	76%	24%
Washington Elementary School	61%	39%
Willard Elementary School	95%	5%

Financial Models

The financial models presented are a pathway toward financial sustainability. As recommended by our consultants at SCS and supported by the administration, Models D1 and D2 align with the Board's direction to phase in expenditure reductions over multiple budget cycles rather than implement the full amount in FY27. As with all financial projections, assumptions may shift as new information becomes available. Some levers have already been removed because they require Board action (e.g., increased student fees). As levers are adjusted, the overall reduction target does not change, only the balance between revenue growth and expenditure reduction shifts to meet that goal. Sensitivity analysis has been run on several areas to assess potential variability. It is important to note:

- The financial models illustrate recurring savings associated with each closure scenario, but they do not rely on closure alone to function, nor should they be used as stand-alone decision tools. They represent one financial pathway among several required to address the district's long-term structural imbalance.
- Both financial models D1 and D2 reflect the need to reduce operational expenditures by approximately $15.8 million through FY30 in order to maintain balanced budgets each year, preserve at least 90 days of cash on hand, and continue making annual investments in facilities maintenance. (This is an inflation-adjusted number).
- Benchmarking against large elementary peer districts (5,000+ students) shows that District 65 has the highest per-pupil expenditures and is tied for the lowest students per building. This is a simple function of scale: fixed costs spread across fewer students result in higher per-pupil spending. Aligning our physical footprint with our enrollment profile brings us closer to peer-district efficiency.

District	Enrollment	# of Schools	Students per Building	Total Per-Pupil Expenditures	Total District Expenditures
Evanston CCSD 65	6,128.75	16	383	$26,161.40	$182,778,513
Comm Cons SD 59	5,740.44	15	383	$22,520.44	$144,763,276
Wheeling CCSD 21	6,104.50	12	509	$21,508.39	$172,908,617
Oak Park ESD 97	5,479.50	10	548	$21,018.10	$121,950,150
Joliet PSD 86	9,260.50	20	463	$19,447.67	$254,159,696
Orland SD 135	5,134.10	10	513	$18,469.85	$112,183,105
Schaumburg CCSD 54	15,136.83	28	541	$18,360.44	$302,651,292
Palatine CCSD 15	11,123.63	19	585	$18,323.39	$260,649,469
Arlington Heights SD 25	5,385.00	9	598	$17,134.07	$122,579,330
Crystal Lake CCSD 47	6,788.14	12	566	$15,532.35	$111,721,356

- Structural deficits are only permanently resolved when recurring revenues match or exceed recurring expenditures.
- Savings realized from closed buildings reduce the district's expenditure baseline and thereby narrow the structural gap between revenues and expenditures. These savings

do not replace the need for additional revenue enhancement or further expenditure reductions identified in the SDRP.

- The intersection of facilities and programming is most evident in the district's finances. Building capacity, enrollment distribution, and program offerings drive the number of sections, staff allocations, school leaders, and building-level supports required each year. These factors ultimately determine the operational expenditures that shape the district's structural deficit.
- The state's research-backed Evidence-Based Funding (EBF) formula assumes one principal for every 450 students, generating 13.43 principal FTE for District 65's PK–8 enrollment. Because EBF is enrollment-based, not building-based, the district's current footprint exceeds what the formula projects. This ties directly to the ISBE's adequacy calculation. Program placement can increase staffing needs at specific sites, but does not change the formula's underlying assumptions.
- Any positive budget-to-actual performance for the Foster School project does not decrease the structural deficit; it only reduces the size of the transfer required from Working Cash.
- The financial impacts, if any, resulting from the special education audit are not expected to be fully achievable until FY28.
- The combined Master Facilities Plan and Health/Life Safety survey will clarify project prioritization and provide updated cost estimates. These tools do not affect the structural deficit directly. Rather, they guide the Board on appropriate annual maintenance set-asides and help align capital projects with available financing mechanisms (e.g., Health/Life Safety bonds, the Debt Service Extension Base accessible in 2031, or referendum options for operating or capital needs).

The reality is that no single action will bring expenditures fully in line with revenues. Right-sizing the district's footprint is one step toward reducing the structural gap and ensuring that finite financial resources are distributed equitably while preserving core programming. Taken together, the financial models demonstrate that right-sizing alone does not resolve the district's structural deficit, but it meaningfully reduces recurring expenditures and supports the district's long-term financial sustainability.

The Financial Projections Baseline reflects projected financial performance with no expenditure reductions, revenue enhancements, or school closures implemented. It assumes a $6 million Working Cash transfer to complete the Foster School project and annual $2 million transfers from the Operations and Maintenance Fund to the Capital Projects Fund for ongoing building maintenance.

Financial Projections Baseline

Operating Fund Projections Baseline						
Operating Funds	**FY25** Estimated	**FY26** Budgeted	**FY27** Projected	**FY28** Projected	**FY29** Projected	**FY30** Projected
Revenues	168,376,918	175,485,091	179,466,529	184,018,518	188,669,262	193,419,508
Expenditures	168,704,887	175,682,880	183,874,315	192,461,333	198,914,719	205,389,354
Net Change in Fund Balance	(327,969)	(197,789)	(4,407,786)	(8,442,815)	(10,245,457)	(11,969,846)
Fund Balance Transfer	(915,610)	(3,954,038)	(8,000,000)	(2,000,000)	(2,000,000)	(2,000,000)
Other Sources/(Uses)	915,610	2,314,585	-	-	-	-
Beginning Fund Balance	50,114,571	49,786,601	47,949,359	35,541,573	25,098,758	12,853,301
Ending Fund Balance	**49,786,601**	**47,949,359**	**35,541,573**	**25,098,758**	**12,853,301**	**(1,116,546)**
Days Cash on Hand >90 Days	**107**	**99**	**70**	**47**	**24**	**-2**

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Financial Model D1 assumes $5.5 million in reductions in FY27, $6.0 million in FY28, $1.75 million in FY29, and $1.25 million in FY30, totaling $15.8 million by FY30. The model also includes a $2 million Working Cash transfer in FY27 to support the Foster School project and annual $2.7 million in capital project funding.

Financial Model Projections: D1

Assumptions: Balanced Budget, 90 Days Cash on Hand, **$2M W/C for Foster**, $2.7M Capital Projects, Multi Year Reductions

SDRP Phase III Model Assumptions - Financial Model D.1						
Budget Reduction	**Category**		**FY27-Proj**	**FY28-Proj**	**FY29-Proj**	**FY30-Proj**
FY27 SDRP Operating Fund Reductions	Expenditures		5,500,000	5,775,000	5,948,250	6,126,698
FY28 SDRP Operating Fund Reductions	Expenditures			6,000,000	6,300,000	6,615,000
FY29 SDRP Operating Fund Reductions	Expenditures				1,750,000	1,802,500
FY30 SDRP Operating Fund Reductions	Expenditures					1,250,000
Total Expenditure Reductions			***5,500,000***	***11,775,000***	***13,998,250***	***15,794,198***

Operating Fund Projections with Model Assumptions						
Operating Funds	**FY25-Est**	**FY26-Bud**	**FY27-Proj**	**FY28-Proj**	**FY29-Proj**	**FY30-Proj**
Revenues	168,376,918	175,485,091	179,466,529	184,018,518	188,669,262	193,419,508
Expenditures	168,704,887	175,682,880	178,374,315	180,686,333	184,916,469	189,595,157
Net Change in Fund Balance	**(327,969)**	**(197,789)**	**1,092,214**	**3,332,185**	**3,752,793**	**3,824,351**
Fund Balance Transfer (Assumes $2M for Foster in FY27)	(915,610)	(3,954,038)	(4,700,000)	(2,700,000)	(2,700,000)	(2,700,000)
Other Sources/(Uses)	915,610	2,314,585	-	-	-	-
Beginning Fund Balance	**50,114,571**	**49,786,601**	**47,949,359**	**44,341,573**	**44,973,758**	**46,026,551**
Ending Fund Balance	**49,786,601**	**47,949,359**	**44,341,573**	**44,973,758**	**46,026,551**	**47,150,902**
Days Cash on Hand >90 Days	**107**	**99**	**90**	**90**	**90**	**90**

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School closure scenarios aligned with Model D1 contribute to the FY27 expenditure reduction target as illustrated below. For each scenario, Facility Right Sizing savings are applied toward the $5.5 million reduction requirement, alongside revenue, expenditure, and programming/staffing levers. Reduction targets for subsequent years will need to be addressed in future budget cycles.

Financial Model Levers: D1

#	SDRP Levers	0	1A.	1B.	2F.	2D.
1	Facility Right Sizing	$ 50,000	$ 1,662,529	$ 1,830,483	$ 3,368,012	$ 3,235,277
2	Revenue Levers	$ 350,000	$ 350,000	$ 350,000	$ 350,000	$ 350,000
3	Expenditure Levers	$ 1,430,000	$ 1,430,000	$ 1,430,000	$ 1,430,000	$ 1,430,000
4	Programming/Staffing Levers	**$ 3,670,000**	**$ 2,057,471**	**$ 1,889,517**	**$ 351,988**	**$ 484,723**
	Total	**$ 5,500,000**	**$ 5,500,000**	**$ 5,500,000**	**$ 5,500,000**	**$ 5,500,000**
#	**Facility Right Sizing**	**0**	**1A.**	**1B.**	**2F.**	**2D.**
1	Non-Salary & Benefit Savings		$ 180,087	$ 155,377	$ 335,464	$ 349,079
2	Salary & Benefit Savings		$ 1,132,442	$ 1,325,106	$ 2,457,548	$ 2,311,198
3	Foster School Net Savings	$ 50,000	$ 50,000	$ 50,000	$ 50,000	$ 50,000
4	Transportation Savings		$ 150,000	$ 150,000	$ 300,000	$ 300,000
5	Section Savings		$ 150,000	$ 150,000	$ 225,000	$ 225,000
	Total	**$ 50,000**	**$ 1,662,529**	**$ 1,830,483**	**$ 3,368,012**	**$ 3,235,277**

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Financial Model D2 assumes $4.5 million in reductions in FY27, $6.25 million in FY28, $2.5 million in FY29, and $1.25 million in FY30, totaling $15.7 million by FY30. The model does not assume a Working Cash transfer for the Foster School project in FY27 and includes $2.7 million in annual capital project funding.

Financial Model Projections: D2

Assumptions: Balanced Budget, 90 Days Cash on Hand, **$0M W/C for Foster**, $2.7M Capital Projects, Multi-year Reductions

SDRP Phase III Model Assumptions - Financial Model D.2						
Budget Reduction	**Category**		**FY27-Proj**	**FY28-Proj**	**FY29-Proj**	**FY30-Proj**
FY27 SDRP Operating Fund Reductions	Expenditures		4,500,000	4,725,000	4,866,750	5,012,753
FY28 SDRP Operating Fund Reductions	Expenditures			6,250,000	6,562,500	6,890,625
FY29 SDRP Operating Fund Reductions	Expenditures				2,500,000	2,575,000
FY30 SDRP Operating Fund Reductions	Expenditures					1,250,000
Total Expenditure Reductions			***4,500,000***	***10,975,000***	***13,929,250***	***15,728,378***
Operating Fund Projections with Model Assumptions						
Operating Funds	**FY25-Est**	**FY26-Bud**	**FY27-Proj**	**FY28-Proj**	**FY29-Proj**	**FY30-Proj**
Revenues	168,376,918	175,485,091	179,466,529	184,018,518	188,669,262	193,419,508
Expenditures	168,704,887	175,682,880	179,374,315	181,486,333	184,985,469	189,660,977
Net Change in Fund Balance	**(327,969)**	**(197,789)**	**92,214**	**2,532,185**	**3,683,793**	**3,758,531**
Fund Balance Transfer (Assumes $0M for Foster in FY27)	(915,610)	(3,954,038)	(2,700,000)	(2,700,000)	(2,700,000)	(2,700,000)
Other Sources/(Uses)	915,610	2,314,585	-	-	-	-
Beginning Fund Balance	**50,114,571**	**49,786,601**	**47,949,359**	**45,341,573**	**45,173,758**	**46,157,551**
Ending Fund Balance	**49,786,601**	**47,949,359**	**45,341,573**	**45,173,758**	**46,157,551**	**47,216,082**
Days Cash on Hand >90 Days	**107**	**99**	**91**	**90**	**90**	**90**

School closure scenarios aligned with Model D2 contribute to the FY27 expenditure reduction target as illustrated below. For each scenario, Facility Right Sizing savings are applied toward the $4.5 million reduction requirement, alongside revenue, expenditure, and programming/staffing levers. Reduction targets for subsequent years will need to be addressed in future budget cycles.

Financial Model Levers: D2

#	SDRP Levers	0	1A.	1B.	2F.	2D.
1	Facility Right Sizing	$ 50,000	$ 1,662,529	$ 1,830,483	$ 3,368,012	$ 3,235,277
2	Revenue Levers	$ 350,000	$ 350,000	$ 350,000	$ 350,000	$ 350,000
3	Expenditure Levers	$ 1,430,000	$ 1,430,000	$ 1,430,000	$ 1,430,000	$ 1,430,000
4	Programming/Staffing Levers	**$ 2,670,000**	**$ 1,057,471**	**$ 889,517**	$ (648,012)	$ (515,277)
	Total	**$ 4,500,000**	**$ 4,500,000**	**$ 4,500,000**	**$ 4,500,000**	**$ 4,500,000**
#	**Facility Right Sizing**	**0**	**1A.**	**1B.**	**2F.**	**2D.**
1	Non-Salary & Benefit Savings		$ 180,087	$ 155,377	$ 335,464	$ 349,079
2	Salary & Benefit Savings		$ 1,132,442	$ 1,325,106	$ 2,457,548	$ 2,311,198
3	Foster School Net Savings	$ 50,000	$ 50,000	$ 50,000	$ 50,000	$ 50,000
4	Transportation Savings		$ 150,000	$ 150,000	$ 300,000	$ 300,000
5	Section Savings		$ 150,000	$ 150,000	$ 225,000	$ 225,000
	Total	**$ 50,000**	**$ 1,662,529**	**$ 1,830,483**	**$ 3,368,012**	**$ 3,235,277**

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The table below outlines the FY27 revenue and expenditure levers included in financial models D1 and D2. These levers remain consistent across both models. Revenue item #2 represents the concert ticket surcharge benefit outlined in the Memorandum of Understanding adopted through Resolution 87-R-23. The MOU provides for a guaranteed minimum of $500,000 annually from a concert ticket surcharge to be shared equitably between District 65 and District 202.

Board and Admin Input: Operating Fund Levers

#	Revenue Levers	FY27
1	Paid Before and After School Care (Right at School)	$ 100,000
2	Seek Funding from Local University	$ 250,000
	Total	**$ 350,000**
#	**Expenditure Levers**	**FY27**
1	Reduce Transportation	$ 500,000
2	Reduce Purchased Services	$ 500,000
3	Reduce Non-Instruction Consultants	$ 100,000
4	Consolidate Low Enrollment Classes	$ 300,000
5	Reduce Technology Licenses	$ 30,000
	Total	**$ 1,430,000**

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Cumulative rightsizing savings increase over time and help reduce overall fiscal pressure, but they do not reduce the annual reduction targets. Rightsizing provides recurring savings that support meeting each year's target, but the SDRP still requires the full annual reductions in FY27–FY30. In other words, rightsizing helps meet the target; it does not change the target.

Cumulative Projected Rightsizing Savings

	1A.	1B.	2F.	2D.
FY27	$1,662,529	$1,830,483	$3,368,012	$3,235,277
FY28	$3,325,058	$3,660,966	$6,736,024	$6,470,554
FY29	$4,987,587	$5,491,449	$10,104,036	$9,705,831
FY30	$6,650,116	$7,321,932	$13,472,048	$12,941,108

- Cumulative rightsizing savings reduce the total fiscal pressure across FY27–FY30, but they **DO NOT** reduce the annual reductions required each fiscal year.
- Rightsizing creates permanent, recurring savings, but the SDRP still requires annual reductions each year.
- **Rightsizing helps us meet the target, it does not change the target.**

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