

**RESOLUTION OF THE BOARD OF EDUCATION OF COMMUNITY
CONSOLIDATED SCHOOL DISTRICT NO. 59 TO APPROVE EQUITY JOURNEY
FINAL RECOMMENDATION INVOLVING SCHOOL PAIRINGS, BOUNDARY
CHANGES AND REPURPOSING OF RIDGE FAMILY CENTER FOR LEARNING
AND CORRESPONDING STUDENT ASSIGNMENT**

WHEREAS, in line with its strategic plan, over the 2021-2022 school year, Community Consolidated School District No. 59 conducted an equity audit, dual language audit, and a facility utilization and enrollment study that identified eight areas of focus for growth and improvement; and

WHEREAS, the District engaged stakeholders through a task force to obtain input and feedback on potential options and solutions to help the District address its areas of focus for growth and improvement; and

WHEREAS, the District's Equity Task Force defines equity as "ensuring all students have equitable access to resources and opportunities to equip them to be successful for life"; and

WHEREAS, the District has publicly shared the development, discussion and evaluation of the potential plans that have arisen from this engagement, including options for school attendance boundaries, school pairings and student assignments by grade-level; and

WHEREAS, as a result of this comprehensive process, the Superintendent of Community Consolidated School District No. 59 has recommended changes in the student assignment and attendance areas of the District in order to provide more access to District programs; expand enrichment learning opportunities for students while being able to support common collaboration time among classes; allow for more flexible grouping, more placement options for students, more grade-level staff collaboration and more long-term sustainability to handle student enrollment fluctuations; balance class sizes among elementary school buildings; and facilitate the desired learning environment at all District buildings; and accordingly recommends to the Board the

adoption of the Equity Journey Final Recommendation in substantially the form attached to this Resolution as Exhibit A, which plan contemplates, among other things, school pairings and the student assignment of students throughout the District’s ten elementary schools by grade level such that five schools will house students in grades K-2 and five schools will house students in grades 3-5, changing attendance boundaries for the District’s junior high schools, repurposing Ridge Family Center for Learning and the possibility of using it for early learner programming, and certain boundary changes for all schools within the School District to occur no sooner than the 2023-2024 school year; and

WHEREAS, the Illinois School Code authorizes school boards to establish and from time to time change or revise one or more attendance units within their school districts in a manner which will take into consideration the prevention of segregation and the elimination of separation of children in public schools because of color, race or nationality, and authorizes school boards to assign pupils to the several schools in their school districts as long as no pupil is excluded from or segregated in any such school on account of his color, race, sex, or nationality, 105 ILCS 5/10-21.3, 22.5; and

WHEREAS, Community Consolidated School District No. 59 School Board Policy 7:30 recognizes the School Board’s right to draw and change its attendance boundaries, and provides the procedure for such changes, stating: “The School District is divided into school attendance areas. The Superintendent shall review the boundary lines annually and recommend to the Board of Education any changes or revisions to existing units; or create new units using a lens that considers preventing segregation and the elimination of separating students in the District’s schools because of color, race or nationality. A map of the District showing current school attendance areas shall be maintained by the Superintendent. . . . Students living in a given school

attendance area shall attend that school . . . Homeless children shall be assigned according to Board policies 7:60 and 6:140, *Education of Homeless Children*”;

NOW, THEREFORE, BE IT AND IT IS HEREBY RESOLVED BY THE BOARD OF EDUCATION OF COMMUNITY CONSOLIDATED SCHOOL DISTRICT NO. 59, Cook County, Illinois, as follows:

1. The Board finds that all of the recitals contained above are true and correct, and that the same are hereby incorporated herein by reference;

2. That the Board approves the Equity Journey Final Recommendation recommended by the Superintendent in substantially the form attached to this Resolution as Exhibit A, with the changes set forth in the Recommendation to take effect for the 2023-2024 school year;

3. That the Board approves the boundary line changes recommended by the Superintendent and set forth on the attached Map included in Exhibit A depicting the new boundaries for the District’s elementary and junior high school buildings, to take effect for the 2023-2024 school year;

4. That the Board approves Ridge Family Center for Learning to be repurposed and used for early learner programming, and approves the corresponding assignment of students currently assigned to Ridge Family Center to the schools within students’ respective attendance boundaries, or as otherwise determined by the Superintendent, to take effect for the 2023-2024 school year;

5. That the Board president appoint a special committee in accordance with Policy 4:150 regarding the re-naming of school buildings for the purpose of reflecting the terms “primary” and “intermediate” in the names of the District’s elementary schools, consistent with the grades to be taught in the schools in accordance with this resolution; and

6. This Resolution shall be in force and effect upon its adoption.

Adopted this ____ day of _____, 2022.

BOARD OF EDUCATION OF COMMUNITY
CONSOLIDATED SCHOOL DISTRICT NO. 59,
COOK COUNTY, ILLINOIS

By: _____
It's President

ATTEST:

By: _____
It's Secretary

| Roll Call Vote: | Ayes | Nays | Absent | Abstain |
|-----------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Espino | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Lang | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Mancilla | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Petrielli | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Reid | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Sagerer | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Schumacher | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

AYES: _____ NAYS: _____ ABSENT: _____ ABSTAIN: _____

MOTION (approved/defeated) VOTE: ____ - ____ - ____ - ____

Exhibit A
Equity Journey Final Recommendation



EQUITY JOURNEY

FINAL RECOMMENDATION



EQUITY

ENSURING ALL STUDENTS HAVE EQUITABLE ACCESS TO RESOURCES AND OPPORTUNITIES TO EQUIP THEM TO BE SUCCESSFUL FOR LIFE.

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BACKGROUND

Over the past 30 years, CCSD59 experienced a variety of enrollment and demographic changes across the district. In response, the district took various actions to resolve known issues through different approaches and strategies. An overview of the past actions can be seen on the following page.

The changes completed in the past, which included school additions, program moves, and boundary changes, were done in isolation. Until now, the district has not explored a comprehensive review and approach to addressing inequities and instability in CCSD59.

| YEAR DEPLOYED | TYPE | ACTIONS |
|---------------|--------------|--|
| 1988-89 | Boundary | Adjusted boundaries to shift a set multi-family housing from John Jay to Juliette Low & to begin to provide Multilingual programming at Juliette Low |
| 1990-91 | Boundary | Adjusted boundaries to shift the area bordered on the north by Landmeier; west by Arlington Heights Rd; South by Elk Grove Blvd; & east by Ridge Ave from Clearmont to Salt Creek |
| 1991-92 | Programming | Devonshire students living east of Rt. 83 shifted to Brentwood, ALL Frost students to now attend Friendship, and Special Education classes from Holmes were moved to Friendship |
| 1992-93 | Programming | Ridge Multilingual (Bilingual Spanish) program closed with students attending boundary school full time |
| 1993-94 | Boundary | Boundary Changes: John Jay to Juliette Low (Crystal Towers, Forest Cove, Mansard Place Apts. & Lost Creek Townhomes), John Jay to Salt Creek (Willoway), Holmes to Grove (Willoway), John Jay to Brentwood (Colony Apts.) |
| 1995-96 | Programming | LICA (Low Incident Cooperative Agreement) Elementary Hearing Impaired Program Shifted out of Forest View to Brentwood, with the K-5 moving out of D59 the following year |
| 1995-96 | Construction | Classroom additions completed at Grove |
| 1998-99 | Programming | The Board of Education approved the structure for Ridge Family Center for Learning |
| 2000-01 | Programming | Site changes for Multilingual student: K-5 Frost ESL students return to Frost, K-5 Bilingual Spanish from Byrd & Clearmont attendance areas attend Byrd, K-5 Bilingual Spanish from Salt Creek & Rupley attend Salt Creek, Grove Cluster K-5 ESL to attend Clearmont |
| 2000-01 | Construction | Classroom additions completed at Friendship |
| 2001-02 | Programming | Ridge Family Center for Learning & Early Childhood District Program Open at Ridge |
| 2002-03 | Programming | Learning Opportunity Program (LOP) Established at Forest View |
| 2003-04 | Programming | Cross-Categorical Instructional Program (CCIP) Established at Friendship |
| 2004-05 | Programming | LOP Program Established at Juliette Low for Multilingual Students (Monolingual Students remain at Forest View) |
| 2004-05 | Programming | Early Childhood classrooms established at Forest View |
| 2005-06 | Programming | LICA Jr. High Hearing Impaired Program shifted out of Holmes Jr. High & D59 |
| 2006-07 | Boundary | Shift 400 Touhy students from Grove Jr. High to Friendship Jr. High starting with 6th graders |
| 2006-07 | Programming | Multilingual 2-Way Dual Language Spanish Program Established at Salt Creek & Early Childhood classrooms established at Brentwood |
| 2007-08 | Programming | Multilingual Dual Language Spanish Oasis shared attendance area established between Salt Creek & Rupley (qualified students formerly attended Salt Creek) |
| 2010-11 | Construction | Classroom additions completed at Juliette Low |
| 2011-12 | Construction | Room additions completed at Ridge (classroom & gym) & Rupley (classrooms & multi-purpose) |
| 2012-13 | Construction | Classroom additions completed at Frost |
| 2013-14 | Boundary | Return the 400 Touhy students to Grove Jr. High from Friendship Jr. High beginning with the 6th graders |
| 2014-15 | Programming | Multilingual Return to "Home School" Plan Implemented (DL & ESL) students to attend boundary school (Except DL students from FV & ESL from Byrd) |
| 2014-15 | Programming | Consolidation of Multilingual Dual Language Polish Program at Clearmont |
| 2014-15 | Construction | Early Learning Center is built |
| 2015-16 | Programming | Early Learning Center opens (EC classrooms at Ridge, Forest View, Juliette Low, & John Jay are closed) |
| 2015-16 | Programming | Full Day Kindergarten Expanded to ALL Sites |
| 2015-16 | Programming | LOP Program Consolidated at Juliette Low |
| 2016-17 | Programming | Multilingual 2-Way DL Spanish expanded to Juliette Low & John Jay |
| 2017-18 | Programming | 4 year old, District Supported, Early Childhood program established at Ridge (Closed at end of year) |
| 2022-23 | Programming | Multilingual 1-way DL Spanish shifted from Devonshire (K-5) & Brentwood (K) to Frost. 6-8 ELS students shift to Holmes from Grove |

In 2021, the district conducted a series of audits in an effort to create a sustainable, long-term solution to the enrollment, programming, and boundary challenges. The three main audits were a dual language audit, an enrollment and facilities study, and an equity audit.

DUAL LANGUAGE AUDIT

The district conducted a dual language audit with Adelante Educational Specialists in 2021. The following recommendations were presented as a result of the audit:

- Review and realign the vision and goals of dual language programs
- Identify ways to consolidate dual language programming in order to effectively use resources, enhance collaboration, and maintain high quality staff
- Restructure elementary daily schedules and junior high student pathways to reflect biliteracy instruction requirements (content and language allocation)
- Align curriculum with state standards that articulates literacy and language development in both Spanish and English through updated scope and sequences
- Review authentic curricular resources in order to meet the pillars of a dual program (biliteracy/biculturalism, academic achievement, sociocultural competence)
- Expand professional development for teachers and administrators around effective dual language instructional strategies
- Plan for district-wide collaboration on a consistent basis
- Increase opportunities for family education in regards to dual language programming

ENROLLMENT AND FACILITIES STUDY

The district conducted an enrollment and facilities study with Cropper GIS in 2021. The following findings were shared with the board following an evaluation of the enrollment and facilities study:

- Various relief strategies have been explored and discussed with the district team. These strategies include:
 - Moving large programs, such as language programs or special education programs, to buildings with extra capacity, or alternatively, spreading programs out more evenly across the district
 - Redistricting by moving boundary lines to change where some students attend school
 - Pairing; combining elementary schools into K-2 and 3-5 pairs, so that all students in one zone will attend the K-2 school and then the 3-5 school before moving onto junior high school
 - Repurposing buildings for alternate uses, such as conversion to neighborhood school or to potentially serve another grade level
- Options have been explored and are indicating that significant improvements can be made to reduce the imbalance in utilization and demographics. Some methods only slightly improve the imbalances and others almost completely resolve the imbalances.

EQUITY AUDIT

The district conducted an equity audit in 2021 with District Management Group, an objective agency specializing in educational equity. It consisted of three parts: a data review, focus groups, and an equity opportunity review with a representative Equity Coalition. The following recommendations were made:

- Strengthening the one-way Spanish dual language program by rezoning attendance boundaries, placing sections more strategically around the district, or redesigning the program.
- Setting district-wide scheduling priorities and strengthening accountability, feedback, and support mechanisms.
- Building intentional structures that encourage collaboration between general and special educators and fostering a culture of risk-taking to breed creativity and partnership among staff.
- Developing structures for two-way communication and increasing accessibility of information to strengthen family engagement.

Following the audit, CCSD59 revised ELC, Elementary, and Junior High Schedules; eliminated multi-age classrooms; and increased full time equivalency (FTE) staffing dedicated to family and community outreach.

PURPOSE

EIGHT AREAS OF FOCUS FOR IMPROVEMENT

As a result of the three audits above, the district was able to identify eight main areas of focus for improvement. The eight areas are listed below along with a description of the current conditions and the goals for each area.

| EQUITY GOAL AREA | CURRENT | GOAL |
|------------------------------------|---|--|
| ACCESS TO PROGRAMMING | Not all programs are offered at every school, including multilingual programs, special education, and early learning. | Equitable opportunities so that appropriate programming is available to all students based on needs. |
| CLASS SIZES | Range of students (9-32) | Range of students in Grades K-2 (17-23), range of students in Grades 3-5 (22-28) |
| DEMOGRAPHICS | Range for Hispanic students (14-71%), range for white students (11-78%), range for free and reduced lunch (29-66%) | Each school should be within 15% of the district average for each of these groups |
| ENROLLMENT | Five schools are below the target minimum of 300 students | Minimum of 300 students per elementary school, 400 for junior high |
| FACILITY CAPACITY AND USAGE | Range in enrollment for each building's capacity (39-95%) | Each school should be within 15% of the target utilization of 75% |
| RESOURCE ALLOCATION | Range of per pupil operation expenses is \$13,968 - \$19,732 | Balanced spending per pupil across schools, factoring in program needs and teacher experiences |
| TRANSPORTATION | Range of 16-66 minutes for student bus travel each way | Balanced routes among schools with the least amount of travel times |
| STUDENT OUTCOMES | Range of student growth in math (48-87%), range of student growth in reading (52-89%) | 80% or more of students will show growth and have needs met through curriculum |

PROCESS

DATA REVIEW

As the district began moving forward with constructing options to address the eight areas of focus for improvement, relevant and necessary data had to be accessed and utilized for planning. The district provided Cropper GIS with 2021-22 student enrollment data directly from Skyward, the district's student information system. These data were used to create the initial proposed options and solutions.

The board of education began reviewing the enrollment data, projections, and potential approaches to addressing the district's inequities in the summer of 2022.

At the end of September, 2022, the district began using 2022-23 school year student enrollment data. The district did not start using the 2022-23 data prior to the end of September as the start of the school year enrollment does not typically stabilize until after the first full month of a school year.

EQUITY TASK FORCE

Following the board presentation by Cropper GIS at the July 11, 2022, and August 1, 2022, board meetings, the district created the Equity Task Force to provide input and feedback on potential options and solutions to help the district meet the goal of ensuring all students have equitable access to resources and opportunities to equip them to be successful for life. This team consisted of parents, teachers, staff members, administrators, and board members and was facilitated by the superintendent with consultation from Cropper GIS.

The Equity Task Force met on the following dates, and the full report from each meeting can be found below or on our website at ccsd59.org/equity:

- August 22, 2022 | [Meeting Report](#)
- September 8, 2022 | [Meeting Report](#)
- September 22, 2022 | [Meeting Report](#)
- October 3, 2022 | [Meeting Report](#)



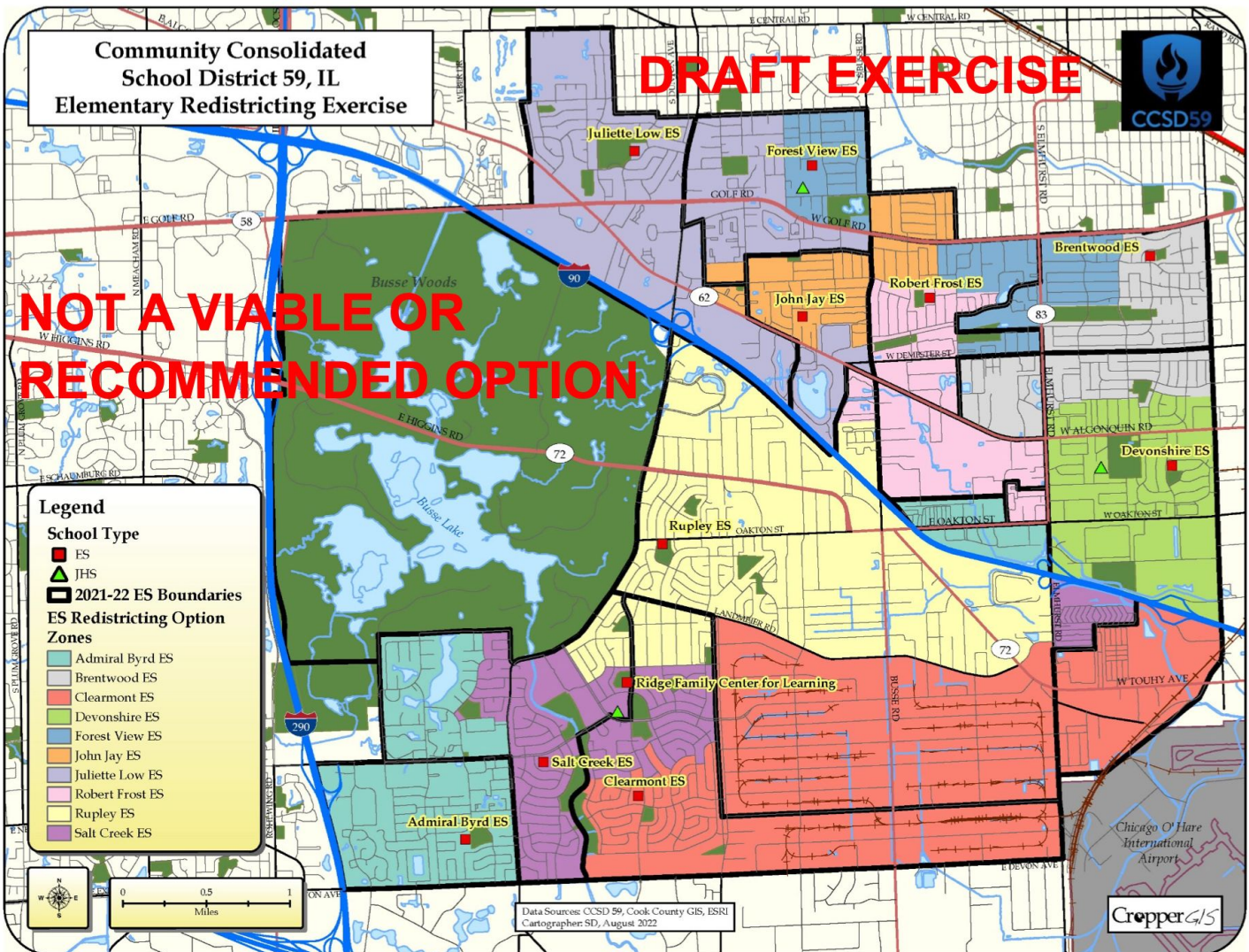
POSSIBLE SOLUTIONS

The board of education and the Equity Task Force considered a variety of potential solutions to best address the eight areas of inequities in CCSD59. The following approaches were evaluated and considered as part of the process:

REDISTRICTING

The Equity Task Force initially presented a redistricting-only option that made moderate changes to the current district boundaries. The changes did not make a significant impact on the eight areas of focus, and the board of education and Equity Task Force asked Cropper GIS to create a more significant redistricting model.

After conducting an analysis of the more significant redistricting model, the district determined that redistricting alone was not a viable option as it required boundary lines to be drawn down the middle of neighborhoods, and boundary cutouts were created throughout the district to balance enrollment and demographics at the elementary level. Below is an example of a boundary exercise the Equity Task Force participated in that demonstrates what redistricting would look like to address the eight areas of focus.



SCHOOL CLOSURES

The enrollment and facility usage study indicated the district currently has more buildings than are needed for current student enrollment. The district has school utilization as low as 39% at the elementary level, and the district could close up to three schools to better balance utilization across the district. A school with a lower utilization and/or a low number of neighborhood students would be considered for a school closure. Schools that meet this profile include Admiral Byrd, Ridge Family Center for Learning, Rupley, and Juliette Low.

The district did not want to pursue closing multiple schools as the board and administration wanted to pursue an option that kept as many schools open as possible.

PROGRAM MOVEMENT

The district explored utilizing the previous practice of relocating programs, but this has historically proven to be a short-term solution that often requires additional program movement. The district wanted to produce a long-term solution that would provide stability and reduce the need to continue to move programs and groups of students into the future. This practice also targets specific groups of students who are often underserved within our schools.

SCHOOL PAIRINGS

The board held discussions about school pairings as far back as 2013. School pairings is a concept that would pair two elementary schools to create one larger boundary with one school serving students in grades K-2 and the other school serving students in grades 3-5.

School pairing is a common method used to help alleviate imbalances in school utilization and demographics. School pairing is used widely in communities across the United States and is not a new concept.

Benefits of pairing (K-2/3-5) include:

- Focus and concentration of curriculum/services to 3 grade levels (as K-2 or 3-5) instead of 6 (as K-5)
- Larger number of teachers to collaborate with within each grade level
- More classrooms per grade level provide more opportunities to match students to teachers according to teaching and learning styles
- Resources available in library media centers geared towards smaller grade-level spans.
- Students may be able to participate on a more equitable and developmentally appropriate level in more activities
- Larger number of classes in 3 grade-level school increases opportunities for inclusive practices in which students learn with and learn from others with different abilities, languages, and strengths.
- 3 grade-level schools have more of a focus for planning developmentally appropriate school initiatives, activities, and professional development
- Although an added number of school transitions can be seen as a downside, some believe that having students experience a transition earlier in their schooling better helps them adapt when they transition to junior high school

RECOMMENDATION

SCHOOL PAIRINGS, REDISTRICTING, AND SCHOOL REPURPOSING

The following is the final recommended solution for addressing the district's eight areas of focus for improvement:

GRADES K-2

BRENTWOOD

- GENERAL EDUCATION
- SPANISH DUAL LANGUAGE
- ESL

GRADES 3-5

DEVONSHIRE

- GENERAL EDUCATION
- SPANISH DUAL LANGUAGE
- ESL • TDP

JOHN JAY

- GENERAL EDUCATION
- SPANISH DUAL LANGUAGE
- ESL

ROBERT FROST

- GENERAL EDUCATION
- SPANISH DUAL LANGUAGE
- ESL • TDP

FOREST VIEW

- GENERAL EDUCATION
- SPANISH DUAL LANGUAGE
- ESL

JULIETTE LOW

- GENERAL EDUCATION
- SPANISH DUAL LANGUAGE
- ESL • TDP

CLEARMONT

- GENERAL EDUCATION
- SPANISH DUAL LANGUAGE
- POLISH DUAL LANGUAGE
- ESL

ADMIRAL BYRD

- GENERAL EDUCATION
- SPANISH DUAL LANGUAGE
- POLISH DUAL LANGUAGE
- ESL • TDP

RUPLEY

- GENERAL EDUCATION
- SPANISH DUAL LANGUAGE
- ESL • ELS

SALT CREEK

- GENERAL EDUCATION
- SPANISH DUAL LANGUAGE
- ESL • TDP • ELS

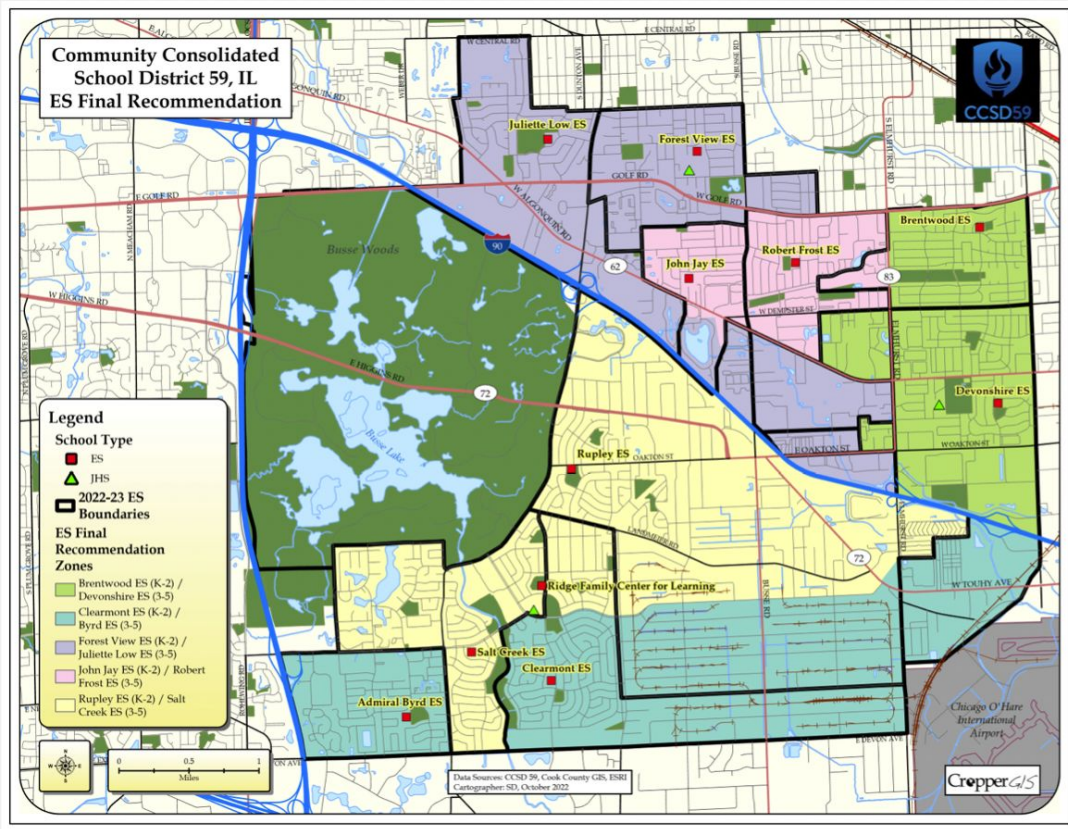


Repurposes Ridge Family Center for Learning

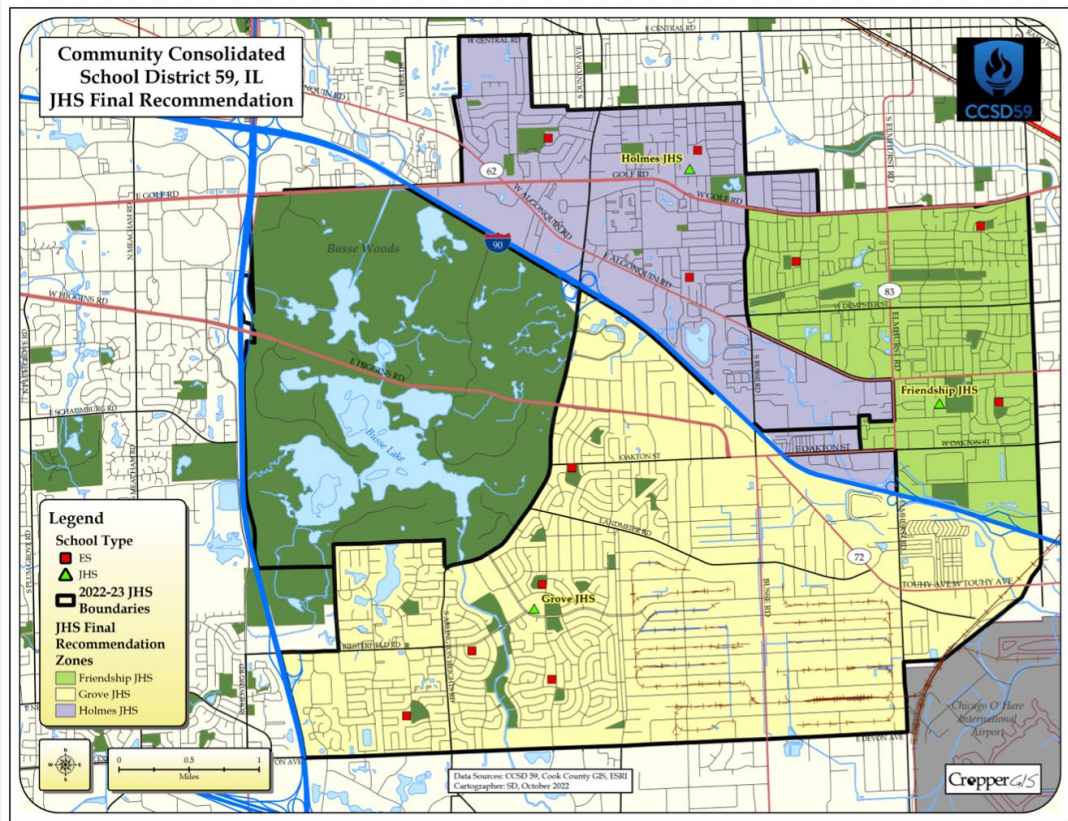
PROGRAM KEY

- **Spanish Dual Language:** Classes where students learn both Spanish and English with the goal of biliteracy for all students.
- **Polish Dual Language:** Classes where students learn both Polish and English with the goal of biliteracy for all students.
- **ESL:** English as a Second Language, support program to help students gain proficiency in English
- **TDP:** Talent Development Program, support for gifted and talented students
- **ELS:** Educational Life Skills, support program for students with specific learning needs

ELEMENTARY SCHOOL BOUNDARY MAP



JUNIOR HIGH SCHOOL BOUNDARY MAP



Families can utilize the online boundary map developed by Cropper GIS to enter their address and see their K-8 pathway in the proposed plan. The map can be accessed at croppermap.com/ccsd59/.

AVAILABILITY OF PROGRAMS

The proposed final recommendation would provide improved access to programs across the district. The Dual Language Spanish and English as a Second Language programs would be available at all district schools, and this would help reduce the number of families who decline services to stay at their boundary school and avoid traveling to a school that currently has the needed programs. The plan will also provide Dual Language Polish at two locations, Clearmont (K-2) and Admiral Byrd (3-5) instead of only at Clearmont. There are additional benefits to the way programs would be structured in the proposed plan, and those benefits are described in the appropriate sections later in this plan.

SCHOOL START/END TIMES

As detailed in the “Transportation” section later in this document, the district will not need to stagger start and end times for the K-2 and 3-5 buildings. The district is working to increase the amount of time available for staff supervision prior to the start of school, which will allow for the option of siblings to still walk together to school or families to drop off students at different locations.

In the case of siblings walking together who might attend different schools under the new plan, staff supervision would be available to allow for students to arrive at school early enough for the sibling who attends the school in walking distance to stay and be supervised. There would be a bus stop added to each school for siblings who attend the other paired school, so the other sibling can board the bus and ride the short distance to the paired school.

School start and end times will remain the same as they are currently at the elementary and junior high levels. Again, we would allow for additional supervision for students who have siblings to support their need for sibling help getting to and from school together, as well as families who drive their children to both school pairings.

EXPANDED SPECIALS ROTATION

In the traditional elementary structure (K-5), each school has the following Full Time Equivalency (FTE) for specials teachers:

- Art (0.5 - 1.0 FTE)
- Music (1.0 FTE)
- Library Resource (1.0 FTE)
- Physical Education (1.0 - 1.5 FTE)

This team provides important enrichment learning opportunities for students. These learning experiences are built into the schedule in a way that also creates time for grade-level teaching teams to have common collaboration time for MTSS and instructional planning. This is possible within the current schedule because each school has between two to five classroom sections per grade-level which can be structured into four integrated sections for specials instruction.

In the recommended primary (K-2) and intermediate (3-5) pairing structure, there are opportunities within the schedule to expand enrichment learning opportunities for students while being able to support common collaboration time for potentially up to eight classrooms across a single grade level. In the pairing model, each school would have following specials teachers:

- Art (1.0 FTE)
- Music (1.0 FTE)
- Library Resource (1.0 FTE)
- Physical Education (2.0 FTE)
- To Be Determined with stakeholder input (1.0 FTE)

CLASS SECTION OVERVIEW

The proposed plan would allow for the increase of common grade level sections at each K-2 and 3-5 building. Currently, the district has a number of “singleton” classes throughout the elementary schools. A singleton is a single class section per grade level at a given building. For example, a school might only have a single section of general education kindergarten at a school. This limits the opportunities for students to be mixed into new groups each school year, and it does not provide the chance for the teacher to collaborate with other common grade-level teachers in the building.

With the updated plan, the goal is to have multiple sections of common grade level classes at each grade level at each paired building. Based on our current enrollment, this model would provide for a range of at least four and up to eight class sections at a building, which allows for more flexible grouping, more placement options for students, more grade-level staff collaboration, and more long-term sustainability to handle student enrollment fluctuations.

CALENDARS

In alignment with the Certified Group Collective Bargaining Agreement and our standard district practice, the school calendar will be developed and recommended to the board of education for approval by the human resources department with input and feedback from DEA leadership and staff. For the 2023-24 school year, the district will be developing one calendar for all K-8 schools and will continue to align with the local high school calendar as much as possible. The board of education's annual approval typically occurs between January and March.

DUAL LANGUAGE

Our Spanish and Polish dual language programs are enrichment programs that have the same goals which include the goals of achieving:

- Bilingualism
- Biliteracy
- Grade level academic achievement
- Sociocultural competence

We currently house dual language at the following sites K-5:

- Brentwood - Spanish Dual Language (One-way)
- Byrd - Spanish Dual Language (One-way)
- Clearmont - Polish Dual Language
- Frost - Spanish Dual Language (One-way)
- John Jay - Spanish Dual Language (One-way and Two-way)
- Juliette Low - Spanish Dual Language (One-way and Two-way)
- Rupley - Spanish Dual Language (One-way)
- Salt Creek - Spanish Dual Language (One-way and Two-way)

The school pairing recommendation allows families access to our Spanish dual language program at all schools, and access to the Polish dual language program at Clearmont (K-2) and Admiral Byrd (3-5). Consolidating our Spanish dual language program by grade level would allow more opportunities for native English speaking families to access dual language. Our current demographics and language profiles of students allow us to balance out dual language classrooms with a blend of language learners within classrooms all moving towards the same goals of biliteracy.

TALENT DEVELOPMENT PROGRAM (TDP)

Our Talent Development Program would be available at all Grade 3-5 schools. Each school would have the opportunity for a full time TDP teacher and this role would not need to be split amongst schools as in our current model. This would allow for more targeted support at our five, Grade 3-5 sites for students as well as more focused professional learning opportunities for TDP staff. A district articulation process will be created and implemented within pairings to support early identification and articulation from primary to intermediate school sites.

SPECIAL EDUCATION PROGRAMS

Inclusive educational practices in CCSD59 benefit students with and without disabilities. Students with disabilities have the right to an education with their non-disabled peers and necessary supports are provided within the classroom. In the recommended plan, we will continue to meet IEP needs in all buildings. The Educational Life Skills (ELS) Program and the Cross-Categorical Instructional Program (CCIP) are district programs that require additional consideration.

The ELS Program needs access to general education classrooms, special education classrooms, sensory spaces, and safe outdoor areas. Staff must be able to collaborate and support each other, and students need inclusive opportunities with peers. The elementary program is currently housed at Rupley Elementary, and the Junior high program is currently housed at Holmes Junior High. Based on program needs, primary ELS classes will continue to be housed at Rupley elementary, intermediate classes will be housed at Salt Creek, and junior high classes will continue to be housed at Holmes Junior High. The CCIP will remain at Friendship Junior High. Student needs can be met at that location and the program is not large enough to require classrooms at additional buildings. Student needs change over time, and we will continue to allow for case-by-case consideration and changes to these locations should they be necessary.

EARLY LEARNING

In the last year, CCSD59 identified barriers to enrollment at the Early Learning Center (ELC) and executed changes to overcome them. Those improvements are noted below.

- Transportation to and from school is available to all families.
- The afternoon program now runs five days a week instead of four, creating more consistency for families and more program availability for learners.
- Tuition assistance is now available to any families in need.

This year, there has been an increase in ELC enrollment, which could be a result of these changes. There are still existing barriers for some families to explore, such as the availability of affordable, accessible day care for the times in which the child is not in early learning. In addition, long bus rides may be a deterrent to families who would like their child to participate. The lack of full day Preschool For All (PFA) expansion programming with before/after care options within the school is a perceived barrier to explore.

The long-term goals of early learning for CCSD59 include:

- Capturing the most critical time in brain development and providing the appropriate opportunities for learning and growth across domains thereby preparing all students for success
- Building strong family practices that enhance kindergarten readiness
- Ease of access to learning
- The ability to connect with agencies and partners in closer proximity to our families and establishing community connections within the area in which they reside
- Building stronger connections family-to-family
- Shorter bus rides for our youngest learners
- (Should space allow) Additional programming options such as more zero to three-year-old programming, full-day preK options, staff child care, evening family classes and evening access to resources, Cares Closet on the north and south end, and renting space to other providers could be considered

These barriers and goals will continue to be explored in the coming years. In addition, we will gather information on need in our geographic boundaries to inform next steps. Those next steps may include considering the Ridge Family Center for Learning facility as a second Early Learning Center. We will seek to answer the following questions to determine the trajectory for early learning expansion.


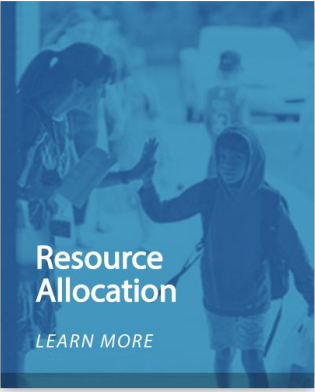


1. What is the need of our families for early learning options?
2. What models of early learning would most likely be utilized by our families?
3. Based on family needs and models of successful early learning, what should the district provide going forward?

PLAN OBJECTIVES AND ACCOUNTABILITY

This comprehensive plan is designed to address, in part or in whole, each of the eight areas for improvement and move us closer to the goals outlined in our strategic plan. Maintaining the status quo is not recommended as it prevents the district from creating a foundation for long-term sustainability. The graphics below capture the objectives that can be achieved through the recommended plan versus what cannot be achieved in status quo.

As the plan is implemented, the district will construct a reporting process that focuses on the eight areas for improvement and the district's strategic plan. The district would engage the board in discussions over the remainder of the 2022-23 school year to establish a final scorecard and public reporting tool.

| EQUITY GOAL AREA | STATUS QUO | FINAL PLAN |
|--|--|--|
|  <p>Access to Programming LEARN MORE</p> | <ul style="list-style-type: none"> ✓ Continue to offer DL programming ✗ Singleton classes in Monolingual ✗ Singleton classes in DL-Spanish ✗ DL-Spanish offered at 7 schools ✗ DL-Polish offered at 1 location ✗ Families declining programs due to program location | <ul style="list-style-type: none"> ✓ DL-Spanish offered at all schools ✓ DL-Polish offered at both Clearmont (K-2) and Admiral Byrd (3-5) ✓ Program expansion opportunities (community partnerships, ELC, etc.) ✓ Expand elementary specials ✓ Greatly reduce or eliminate singletons |
|  <p>Class Sizes LEARN MORE</p> | <ul style="list-style-type: none"> ✓ Elementary average class size = 18 ✗ Elementary class size ranges = 9-32 ✗ ISBE Dual Language class size compliance not being met at all schools ✗ Inability to adequately accommodate enrollment changes and grouping needs ✗ Increase in involuntarily staff transfers to support class size | <ul style="list-style-type: none"> ✓ Elementary average class size = 18 ✓ Elementary class range est. = 13-23 ✓ Greater ability to reach ISBE compliance for DL class size ✓ Increased long-term stability & capacity to support enrollment changes ✓ Increased student grouping choices ✓ Staffing assignment stability |
|  <p>Demographics LEARN MORE</p> | <ul style="list-style-type: none"> ✗ Maintains current imbalances across demographic groups within our schools: range from 14%-71% for Hispanic students & 11%-78% for White students ✗ Limited opportunities for students to apply learned social awareness skills in diverse settings | <ul style="list-style-type: none"> ✓ Greater balance & diversity of students across race/ethnicity, socioeconomic status, and languages ✓ Earlier opportunities for regular application of social awareness skills in diverse settings |
|  <p>Enrollment LEARN MORE</p> | <ul style="list-style-type: none"> ✓ No change for schools not currently impacted by inequities ✗ Low student enrollment prevents high levels of programming implementation ✗ Low student enrollment prevents extracurricular offerings ✗ High enrollment creates overcrowding | <ul style="list-style-type: none"> ✓ Achieve enrollment goal of at least 300 students per elementary school & better balances in JH enrollments ✓ Creates consistent conditions for extracurricular opportunities ✓ Expands geographic neighborhoods ✗ Additional building transition between 2nd & 3rd grade for students |

| EQUITY GOAL AREA | STATUS QUO | FINAL PLAN |
|---|---|---|
|  <p>Facility and Capacity Usage <i>LEARN MORE</i></p> | <ul style="list-style-type: none"> ✓ No change for schools not currently impacted by inequities ✗ 8 of 14 schools are underutilized or do not have enough facility space ✗ Cost of mobiles & building additions ✗ 2-3 school buildings considered for closure or repurposing | <ul style="list-style-type: none"> ✓ Approaching target goal of all school utilization within range of 60%-80% ✓ District runs and operates all current facilities ✓ Program expansion opportunities (community partnerships, ELC, etc.) ✗ Cost to repurpose current spaces |
|  <p>Resource Allocation <i>LEARN MORE</i></p> | <ul style="list-style-type: none"> ✗ Not all students have the same access to the staff resources they need ✗ Staff involuntary transfer increases ✗ Staff recruitment & retention issues | <ul style="list-style-type: none"> ✓ Greater balance of student needs allows for balanced distribution of resource and support staff ✓ Greater consistency and stability of staffing assignments year-to-year ✓ Allows for more targeted curriculum planning & professional learning options ✗ One-time staff transitions |
|  <p>Transportation <i>LEARN MORE</i></p> | <ul style="list-style-type: none"> ✓ No change for families not impacted by current inequities ✗ Route times range: 22-59 minutes | <ul style="list-style-type: none"> ✓ Reduced average route times & ranges across the district while reducing overall time on busses ✓ Reduced overall number of buses needed for routes ✓ Program locations result in more students overall attending school closer to home ✗ Increase in number of students eligible for bussing |
|  <p>Student Outcomes <i>LEARN MORE</i></p> | <ul style="list-style-type: none"> ✓ Curriculum cycle review process ✓ District assessment plan ✗ Limited instructional grouping options ✗ Inequitable access to interventions ✗ Limited collaboration for singletons ✗ Staffing and instructional resources must serve across 6 grade levels | <p>Increased best-practice access:</p> <ul style="list-style-type: none"> ✓ Curriculum cycle review process ✓ District assessment plan ✓ Greater instructional grouping options ✓ Access to interventions ✓ Grade-level collaboration opportunities ✓ Developmentally focused resources (interventionists, library materials, etc.) |

FAMILY CONSIDERATIONS

TRANSPORTATION

There are currently 3,350 students who are eligible for transportation in the district, and the average route time across the district is 31 minutes. Under the final recommended plan, the anticipated number of eligible students would increase to 3,959. While this increase would at first indicate the need for more buses and create higher bus ride time averages, the total number of buses needed in the new plan would be reduced to 78 buses and the average route time would decrease to 26 minutes.

This is possible because many students would be on short routes to the paired school in their boundary. Many students would also be returning to a school closer to their home with the availability of programs such as Spanish dual language available at all district schools.

The reduction in overall routes is also due to the ability to run more efficient routes with more students being closer to the school they attend. Bus routes will be able to run more consistently near, or just slightly above the target number of 50 students per route. For reference, this allows most students to ride at two to a seat. Full bus capacity is three students to a seat, but the district is working to minimize instances where buses need to run at that capacity. The reduction in overall buses to 78 will also help alleviate challenges related to the current national bus driver shortage.

The district would also create the opportunity for bus stops to be added at school sites, which would allow for siblings to still walk together to school. For example, a family with a kindergarten and third grade student who lives near John Jay elementary school could still have both students walk together to school. The student in kindergarten would stay at John Jay (K-2) under staff supervision, while the third grade student would get on the bus and be taken to Robert Frost (3-5).

Staff supervision would be available to allow for the kindergarten student to arrive at school early enough for the older sibling to catch the bus to Robert Frost. Staff supervision structured in this manner would also allow the district to avoid having staggered start times for K-2 and 3-5 buildings. Supervision would be available earlier to allow for bus stops as described above or for families who drive their children to school.

It is important to note that the creation of routes and bus stops are done on an annual basis. All plans are subject to current enrollment numbers and individual student transportation needs. As part of the recommended plan, the district will utilize a transportation survey to provide families the opportunity to share information regarding their transportation interests and needs.

CHILDCARE

Child care considerations will be taken into account to ensure families have the opportunity to still utilize before and after school care in a manner that is as convenient and accessible as possible. The district has partnered with Arlington Heights (CAP), Elk Grove Village (Kids Club), and Mt. Prospect (Kids Klub) in order to provide a consistent fee structure at each site. Programming will remain the same as in previous years.

SCHOOL PAIRING COMMUNITY

The district, schools, and staff members will work together with families and students to help ensure a positive transition with the new school pairings and boundary updates.

SEL Support for Students

Student social and emotional preparation for changes will take three forms; students will participate in tailored social-emotional learning, schools will facilitate welcoming transition events, and added individualized support will be provided to those with needs. Social emotional lessons will continue with a focus on growth mindset, one of several competencies taught and assessed on a yearly basis. Lessons will be provided to practice and reinforce open mindedness, growth mindset, managing change, and resilience.

Transition Events

Transition events will be planned by sending and receiving schools. Possibilities include after school family events, field trips, virtual field trips, letters, and/or videos from new teachers or staff. Students who may experience stress or anxiety based on their identified needs, and students who will need individualized accommodations based on disability will receive additional tailored support or instruction. Additional needs for support will be determined based on teacher knowledge of students, student Panorama survey data, and/or 504 plan and IEP needs. These supports will be provided by teachers, social workers, support staff, and/or counselors.

PTO Opportunities

Schools will also work with the PTO to consider a shift in focus and approach for the school pairing boundary. The intent will be to create a focus across K-5 for all students within the boundary of a given school pairing, and this will add opportunities for the PTOs at both buildings to partner together in a manner that considers the K-2 campus and 3-5 campus a part of one community.

SCHEDULING EVENTS AND LOGISTICS

Conferences

As a district, our administrative leadership team would plan and collaborate around parent conferences in order to ensure access to conferences for families with children at more than one school site. Our junior high schools collaborate with D214 to determine dates that do not conflict and the elementary leadership team would align to ensure conflicts are avoided.

Family Events

In a similar manner to conferences, each school pairing team of administrators would work collaboratively to identify family events that are specific to primary and intermediate or could be a combination of all students within the pairing school team. The focus would be to create a greater sense of “one community” from grades K-8 with opportunities at multiple buildings throughout the year.

REGISTRATION PROCESS

The annual process to register for the upcoming school year will continue as usual. Online registration will open for returning families in February, and supporting documentation to help with any registration changes based on the final plan will be shared with families as the registration process begins the year prior to implementation.

Families will continue to have the opportunity to submit open transfer requests. Per CCSD59 School Board Policy 7:30, a student’s parents/guardians may request a transfer for their child to a district school other than the one assigned. A request should be directed to the superintendent who, at their discretion, may grant the request when the parents/guardians demonstrate that the student could be better accommodated at another school, provided space is available. All requests must be made annually and if a request is granted, the parent/guardian shall be responsible for transportation.

All requests must be made annually on or before April 15, and if a request is granted, the parent/guardian shall be responsible for transportation.

STAFF CONSIDERATIONS

STAFFING PLACEMENT

The human resources department will support the staffing transition from our current, traditional elementary structure (K-5) into the recommended primary (K-2) and intermediate (3-5) pairing structure. The transition plan will include the following drivers and commitments:

- Maintain a neutral staffing plan without utilizing any Reductions in Force (RIF)
- Minimize staffing transfers and assignment changes
- Maintain ISBE licensure requirements for all assignments
- Collect staff preferences (Grade Band, School, Pairing, Additional Information, etc.)
- Support all impacted job groups (Administration, Certified, Custodial and ESP)
- Identify additional staffing needs for board of education approval (Art, Music, PE, etc.)
- Identify needs, staff preferences and notify staff of new assignments by spring break

The primary (K-2) and intermediate (3-5) pairing structure allows for a more efficient use of staffing resources, stabilizes staff assignments, eliminates singleton cohorts, and improves class size, class size ranges, and averages.

MOVING LOGISTICS

The district will construct a staff support plan to help with the logistics of moving staff who will be relocated due to the new plan. Both internal and potentially external resources will be utilized, and staff classroom materials will be moved over the summer prior to the implementation of the plan.

The instruction department currently has an inventory system in place to ensure all teachers have access to curricular resources. This process is used on an annual basis and will be expanded to support the transitions in the recommendation. The instruction department would utilize the inventory process to determine which materials can stay at their current location and which materials need to be moved or replenished based on updated sections per school and grade. Materials and supplies will be relocated and added as needed. The process would occur during the late spring and early summer of the year prior to the implementation of the plan.

SUPERVISION OPPORTUNITIES

The pairing recommendation would allow for supervisory opportunities for staff in the morning and afternoon during the window of time to support student arrival/breakfast and dismissal. This increased opportunity for supervision will result in increased support for families and students as they navigate the transportation needs between paired buildings.

K-2 | 3-5 SPECIALS OPPORTUNITIES WITH ADDITIONAL ROTATION

In the recommended primary (K-2) and intermediate (3-5) pairing structure, there are opportunities within the schedule to expand enrichment learning opportunities for students while being able to support common collaboration time for potentially up to eight classrooms across grade-level classrooms. In the pairing model, each school would have following specials teachers:

- Art (1.0FTE)
- Music (1.0 FTE)
- Library Resource (1.0 FTE)
- Physical Education (2.0 FTE)
- To Be Determined with stakeholder input (1.0 FTE)

The opportunity will exist for the addition of the sixth specials rotation, which will allow for the district to have conversations and explore options to meet the interest and needs of students, families, and staff for this additional rotation.

FACILITIES CONSIDERATIONS

RENOVATIONS

The district conducted an evaluation of the elementary buildings, and the paired building grade-level assignments were finalized based on input received from the district's architects regarding which facilities would be most conducive to house kindergarten students. This was primarily based on the overall building capacity, the size and layout of the classrooms, and the minimum amount of renovations that would be needed to create the best spaces to support our kindergarten students.

Additional Elementary Gym Spaces

The district is in the process of evaluating the possibility of adding gym space to all of the elementary buildings. This work is needed to help support the district's P.E. teachers as the state mandate for increased weekly P.E. instruction is challenging in the current available gym space. The gym additions are a project that will be investigated even if the recommended plan does not move forward based on the need at the elementary buildings with the current K-5 system.

Repurposing Ridge Family Center for Learning

As part of the final recommended plan, Ridge Family Center for Learning would be repurposed based on upcoming board discussion. The repurposing of Ridge would have current Ridge students return to their boundary school, and Ridge staff would be included in the process of submitting their preference of where they would like to be placed when the plan is implemented. One possibility currently being explored is to potentially retrofit the building to expand early learning opportunities to the south side of the district.

COSTS

As a result of specific programmatic updates at the buildings, there are costs for potential renovation. Each Learning Resource Center (LRC) will be fitted with appropriate furniture depending on the students' ages. New flooring will be installed so that each space is flexible for student, staff, and community needs. Each elementary gymnasium is being evaluated to determine if a larger space is needed.

The district is anticipating using an outside company for moving staff in order to get supplies and materials to additional sites if changes occur. Portable classrooms contain minimal cost at this juncture, which allows the district to strategically place them near buildings during the transition. Additional before and after school supervision stipends will be available in order to allow for safe pick up and drop off of students, and to assist with the flow of children from one spot to another.

TIMELINE

RECOMMENDED IMPLEMENTATION

If the board approves the final plan, the district administration is recommending implementation of the plan in the 2023-24 school year. This recommendation is based on the importance and significant difference the new plan will make for students in the district. The plan accomplishes the targets set out with the eight areas of focus for improvement, and the sooner the plan can be implemented, the sooner all district students will have access to the resources they need to be successful.

Staff feedback regarding the implementation timeline was relatively split, as seen in the additional resources section at the end of the report. A two-year implementation plan was extensively discussed and evaluated, but the challenges were more significant as compared to implementation in 2023-24. One example of the challenges with a two-year implementation can be seen with kindergarten students.

There is not space at all buildings to allow kindergarten students to start next year at their future K-2 paired school. The implications of this issue would be an additional transition for kindergarten students who would spend next year at the current K-5 school, then transition to the K-2 building in first grade.

The recommendation is also in alignment with feedback received from building principals and district leaders. Their voice and input has been instrumental in helping shape this recommendation, and they have a full vision and understanding of what our schools will look like once the plan is in place.

NEXT STEPS

Following the presentation of the final recommendation to the board of education on November 14, 2022, the board will take action on the recommendation at the meeting on December 12, 2022.

If the board approves the recommended plan, the district will take the following steps to prepare for the plan implementation based on the timeline approved by the board.

- Transportation Survey for Families - This will provide the district with information regarding the interest and intention of families regarding their need for transportation.
- Staff Survey for Placement Preference - This will provide the district with the interests of staff to help with staffing placement for the plan implementation. Staff will be notified of their placement by spring break of the year prior to the plan implementation.
- Transition Activities - As described earlier in the plan, transition activities will take place with students, families, and staff to help with the transition to the new plan.
- Informational Meetings for Families - The district will hold informational meetings to help families better understand the transition and any potential changes they will experience with the new plan.

ADDITIONAL RESOURCES

STAFF SURVEY

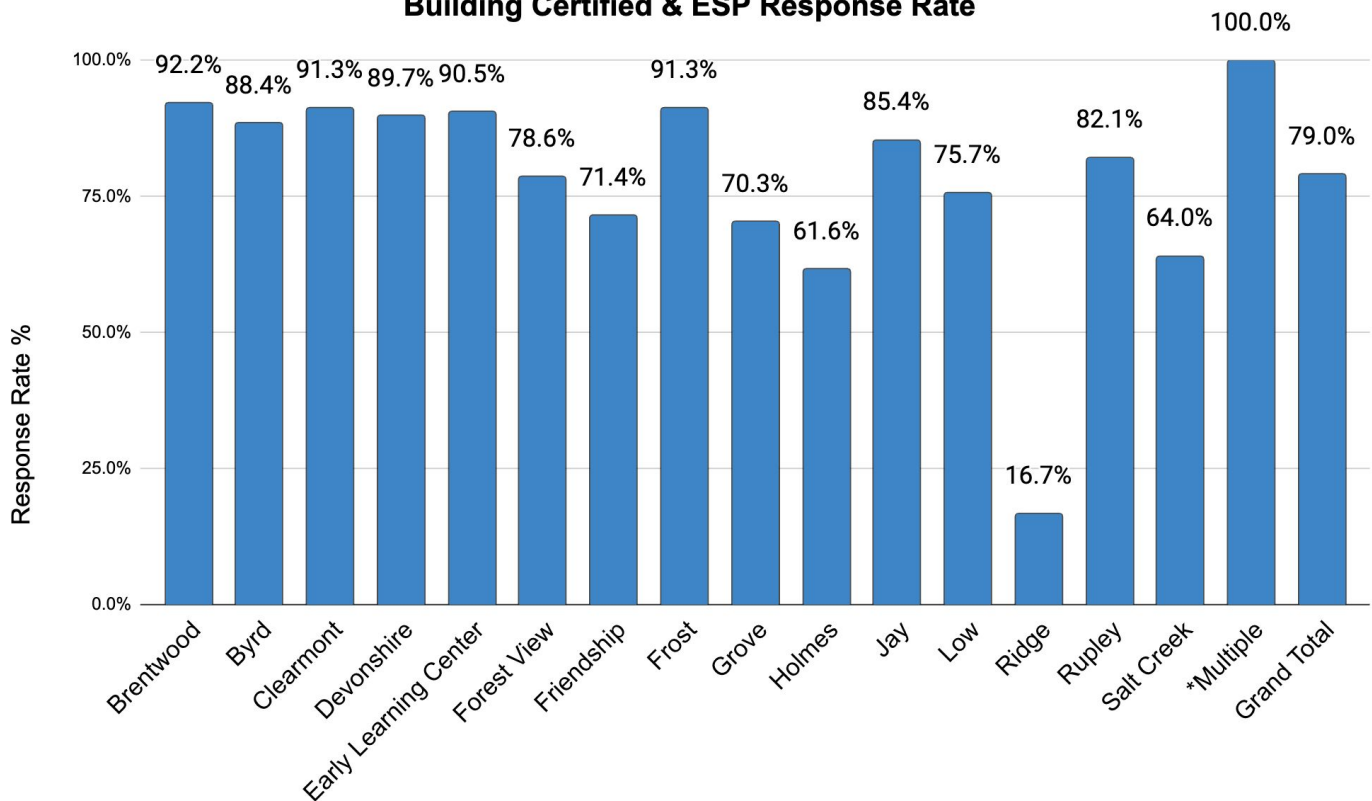
The district provided all certified and instructional support staff with the opportunity to provide feedback regarding the plan the week of October 17, 2022. Graphs of the staff responses are included below.

The survey was open only to School-based Certified & ESP Staff (809 Total)

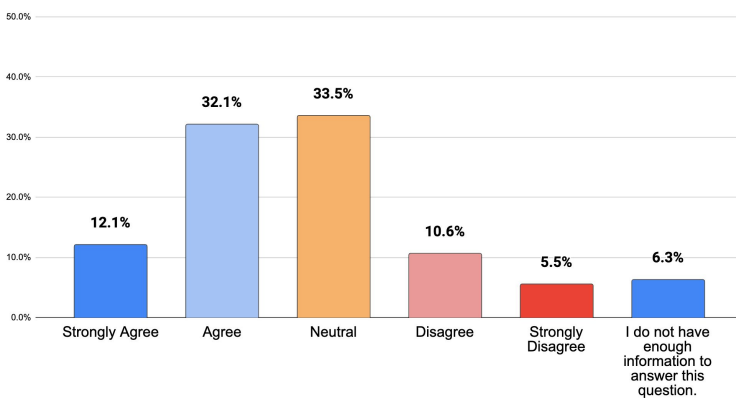
- 639 Total Responses (78.9% of the designated group) submitted a response
 - 515 Certified (81.8% of group)
 - 124 ESPs (62.3% of group)

Response Graphs:

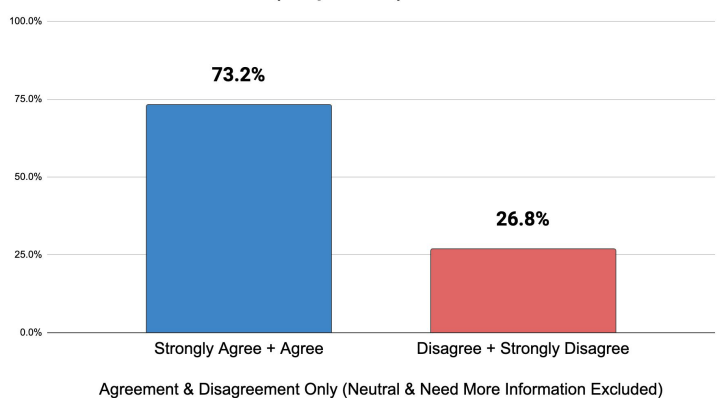
Building Certified & ESP Response Rate



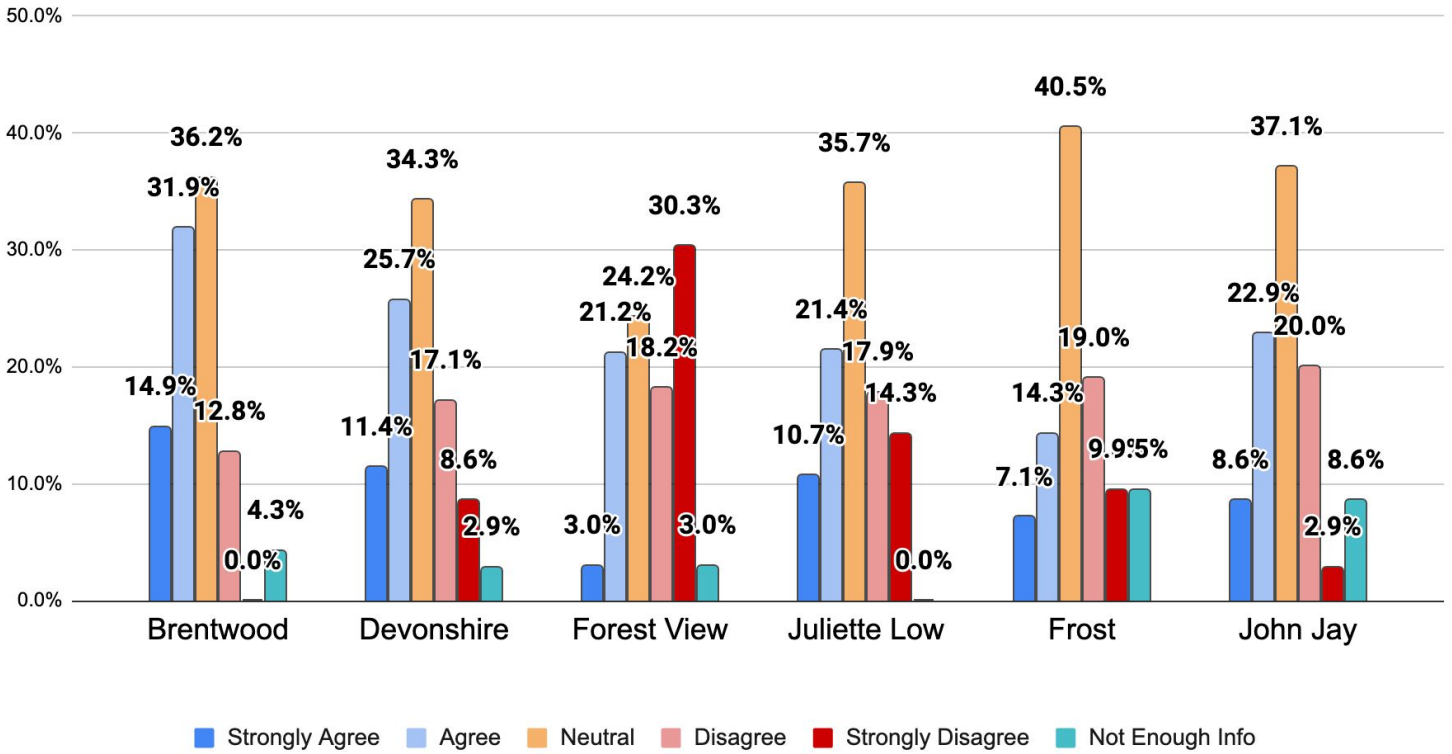
I believe that the changes associated with the plan will benefit our students and school (Response %) - District 59 ALL



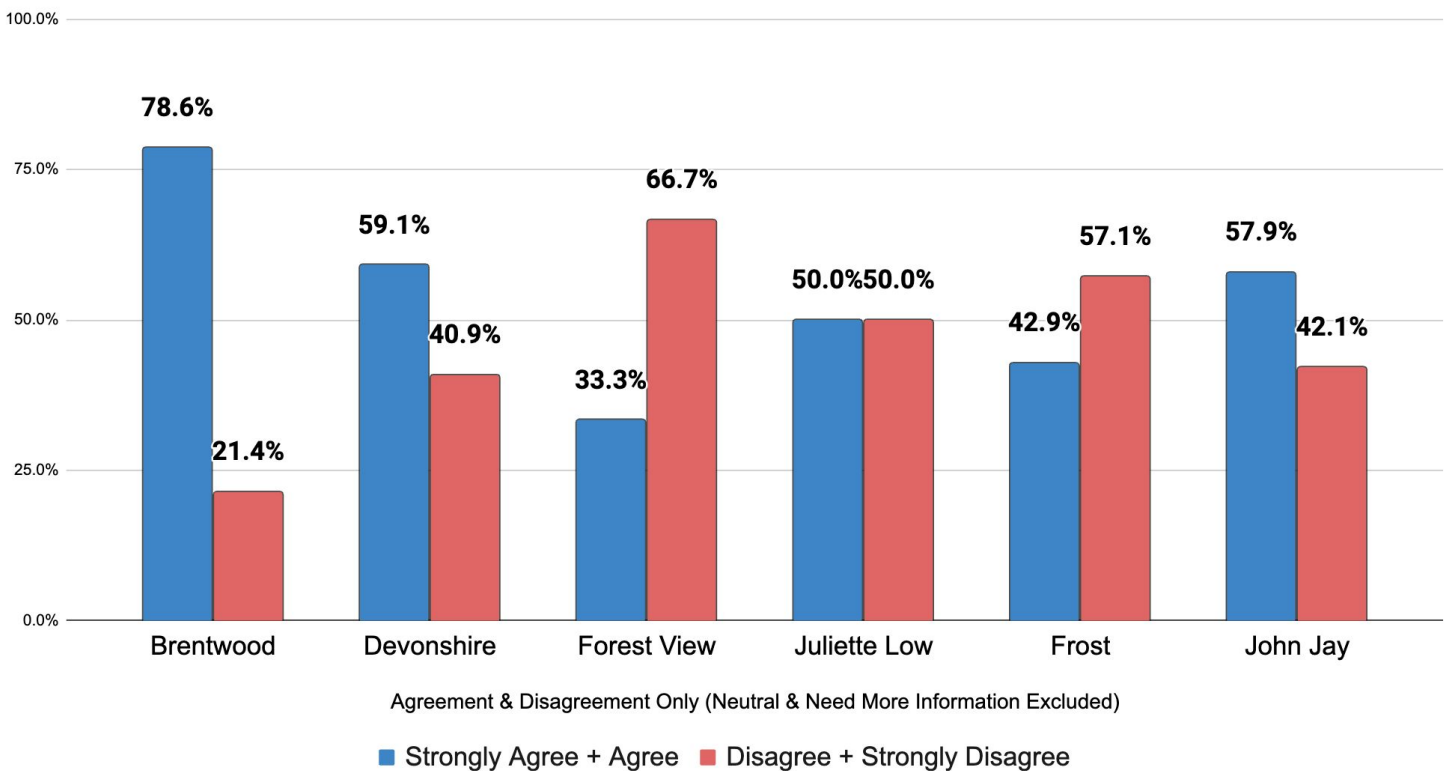
I believe that the changes associated with the plan will benefit our students and school (Response %) - District 59 ALL



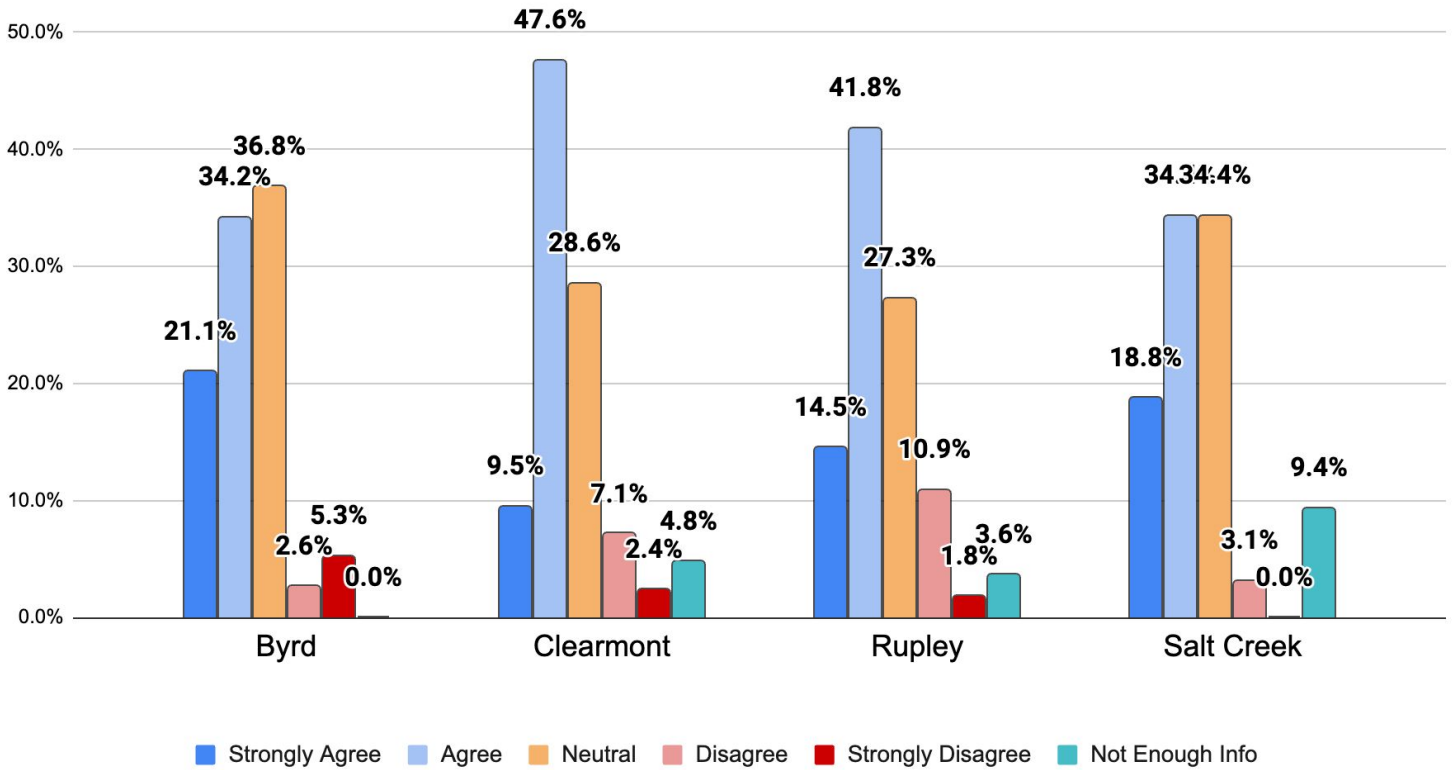
I believe that the changes associated with the plan will benefit our students and school (Response %) - Northside Elementary Pairing Schools



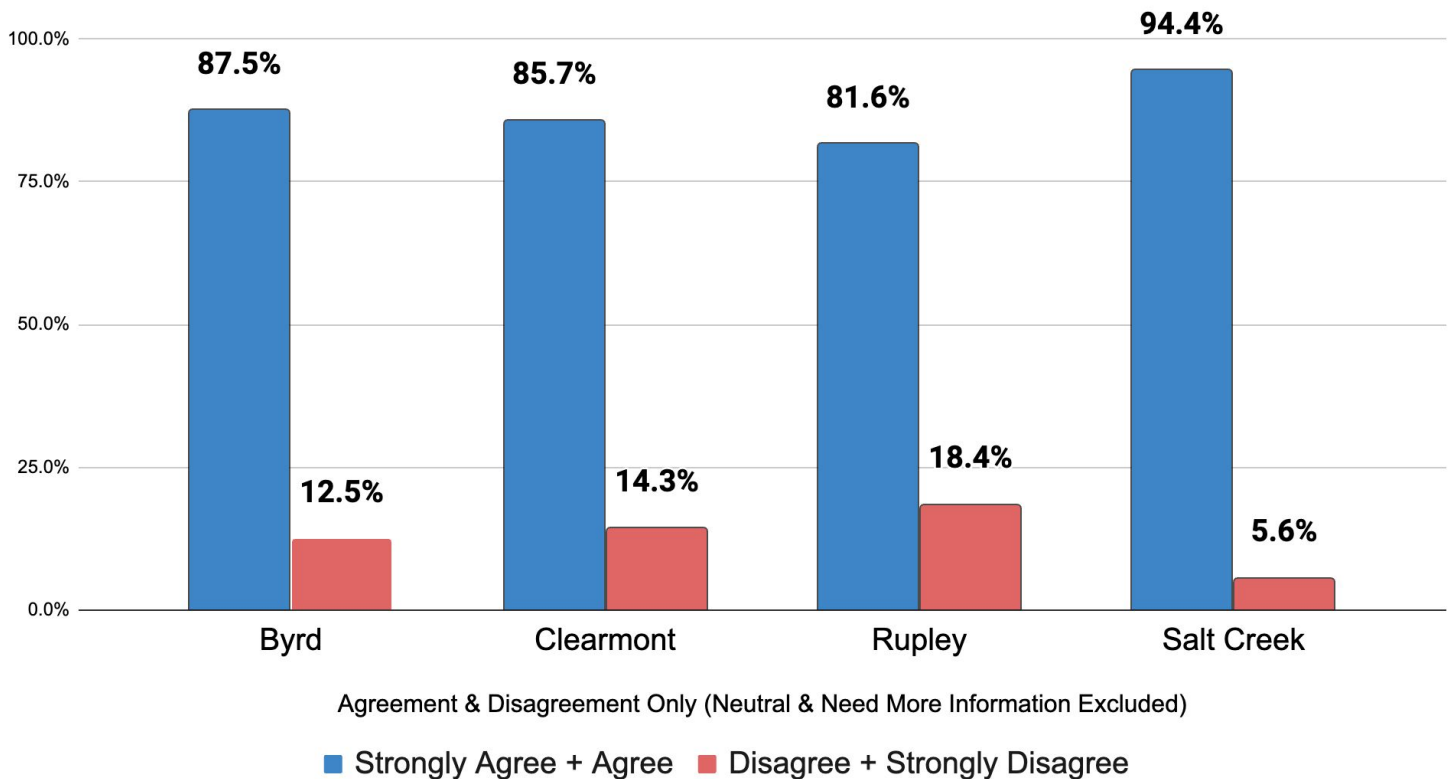
I believe that the changes associated with the plan will benefit our students and school (Response %) - Northside Elementary Pairing Schools



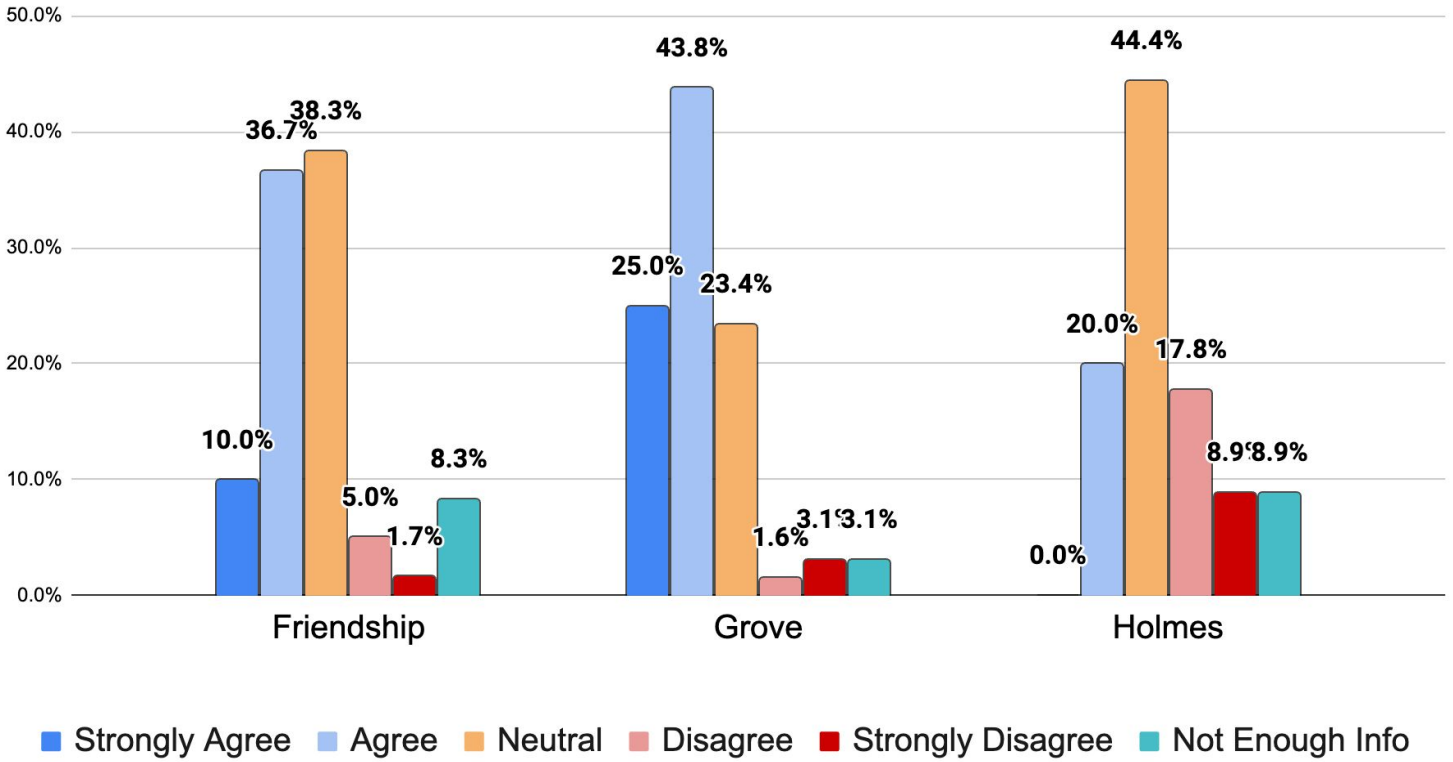
I believe that the changes associated with the plan will benefit our students and school (Response %) - Southside Elementary Pairing Schools



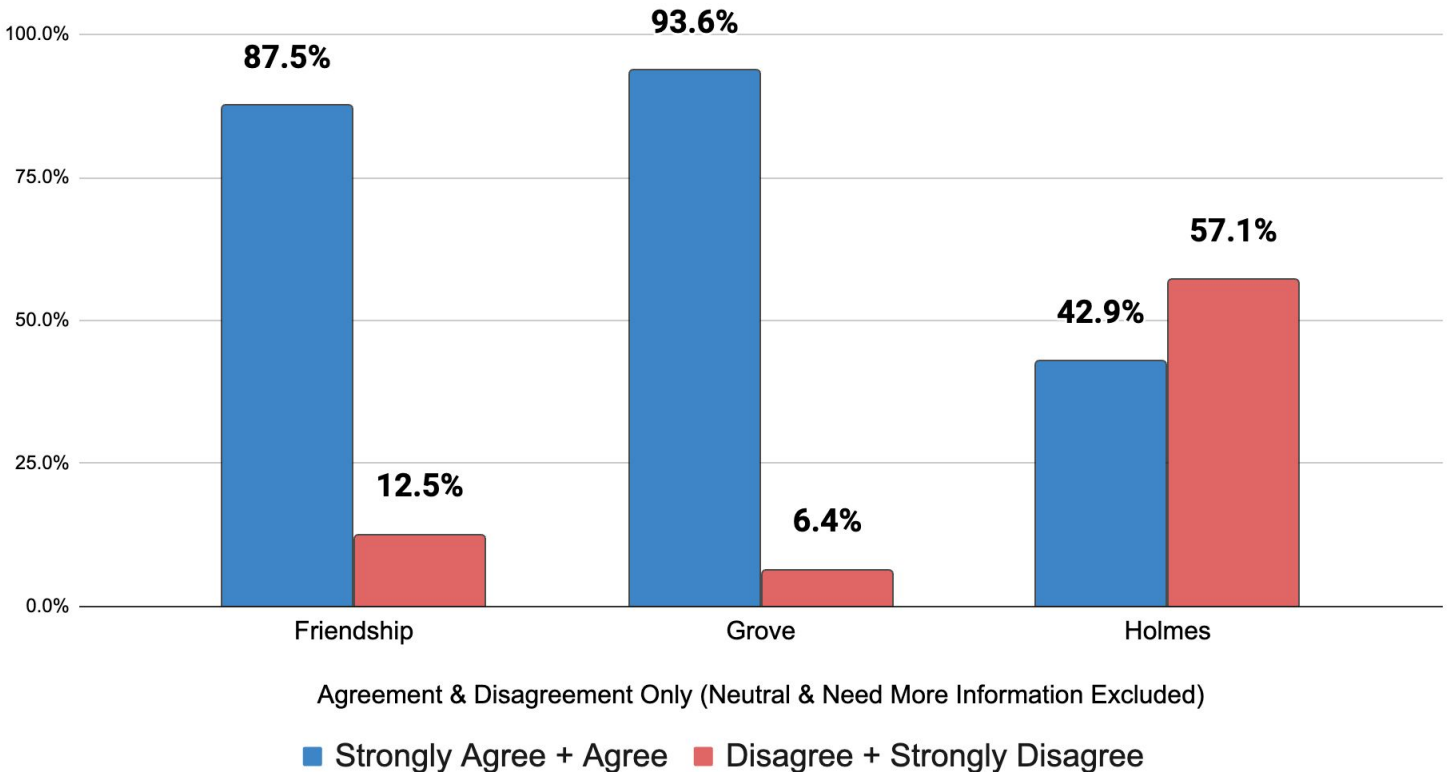
I believe that the changes associated with the plan will benefit our students and school (Response %) - Southside Elementary Pairing Schools



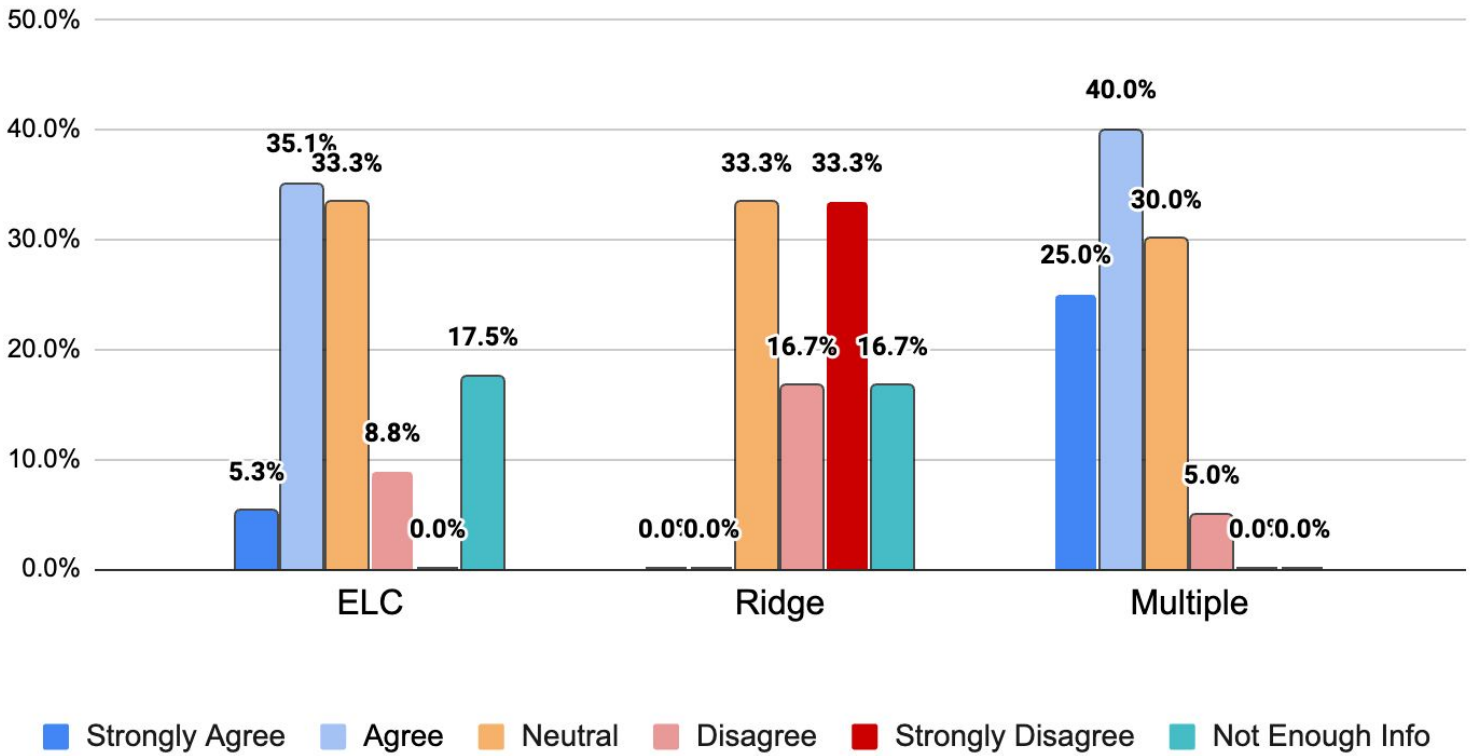
I believe that the changes associated with the plan will benefit our students and school (Response %) - Jr. High



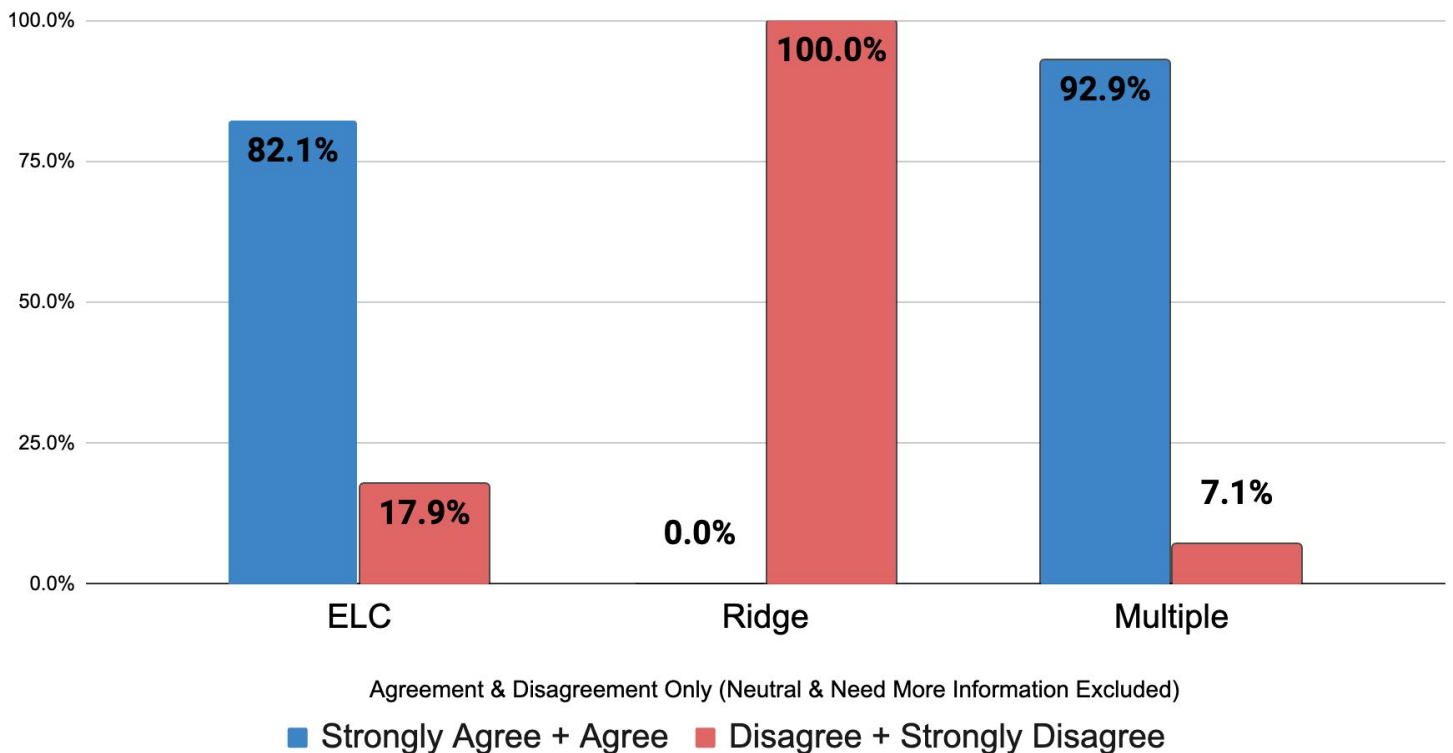
I believe that the changes associated with the plan will benefit our students and school (Response %) - Jr. High Schools



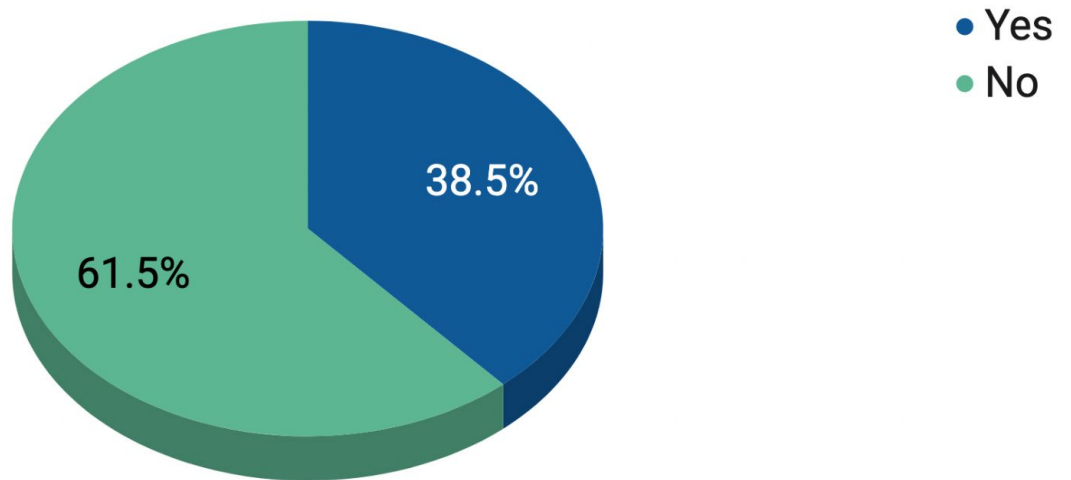
I believe that the changes associated with the plan will benefit our students and school (Response %) - ELC , Ridge, & Multiple Buildings



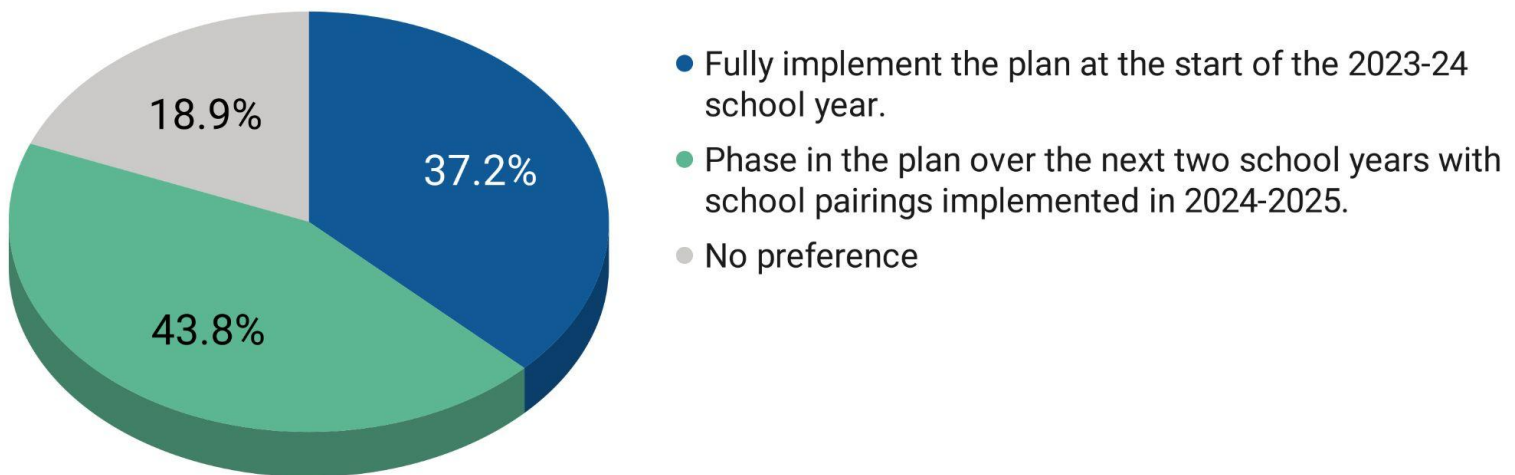
I believe that the changes associated with the plan will benefit our students and school (Response %) - ELC, Ridge, & Multiple Schools



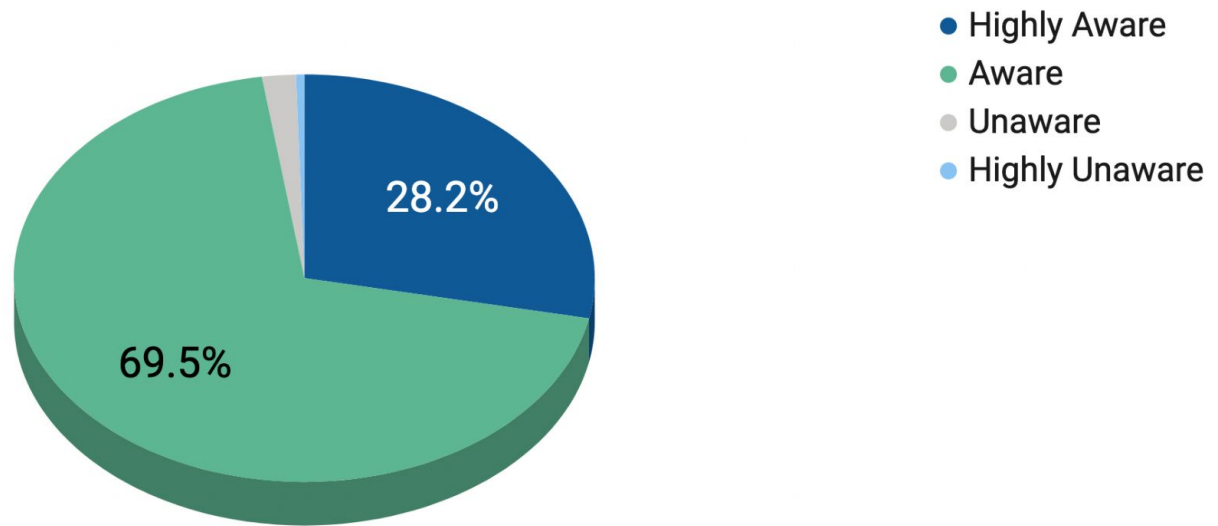
After hearing the Equity Journey Staff Presentation, would you like an opportunity to participate in a voluntary Q&A session at your school with district administration?



If the recommended plan for school pairings is approved by the board, which option would you most prefer for an implementation timeline?



What is your level of awareness and understanding of the district's Equity Journey and 8 areas for improvement?



Based on your level of understanding about the 8 areas for improvement, please select to what extent you agree with the following statement about the District's Equity Journey and school pairing plan: I believe that the changes associated with the plan will benefit our students and schools.

