



# EQUITY JOURNEY TASK FORCE MEETING ONE REPORT

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AUGUST 22, 2022

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

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## MEETING AGENDA

**5:00-5:20**

INTRODUCTIONS

**5:20-5:30**

NORMS & EXPECTATIONS

**5:30-6:00**

STRENGTHS, LIMITATIONS, OPPORTUNITIES, &  
CHALLENGES (SLOC) EXERCISE

**6:00-6:20**

REVIEW OF PROCESS & **DRAFT** OPTIONS

**6:20-6:50**

SMALL GROUP DISCUSSION OF **DRAFT**  
OPTIONS

**6:50-7:00**

COMMUNICATION & NEXT STEPS





# CCSD59 EQUITY TASK FORCE MEMBERS

## FAMILY REPRESENTATIVES

Admiral Byrd Elementary  
Valeria Rodriguez\*

Brentwood Elementary  
Daniel Okafor\*

Clearmont Elementary  
Anna Rogowski\*

Devonshire Elementary  
Carolyn Cheeseman\*

Forest View Elementary  
Beth Combs\*

John Jay Elementary  
Alison Lopez Upton\*

Juliette Low Elementary  
Delma Alvarez

Ridge Family Learning Center  
Deborah Behnke\*

Robert Frost Elementary  
Jennifer Kupietz\*

Rupley Elementary  
Christina Maloney\*

Salt Creek Elementary  
Angelica Johnson\*

Friendship Junior High  
Iwona Strugala\*

Grove Junior High  
Jacklyn Rathe\*

Holmes Junior High  
Amy Matalas\*

Early Learning Center  
Diana Munoz

## STAFF REPRESENTATIVES

Admiral Byrd Elementary  
Amy DeLuca\*

Brentwood Elementary  
Jaclyn Pearson

Clearmont Elementary  
Paula Ruddy\*

Devonshire Elementary  
Alissa Jelke\*

Forest View Elementary  
Dawn Suarez\*

John Jay Elementary  
Melissa Tejada\*

Juliette Low Elementary  
Angelica Johnson\*

Ridge Family Learning Center  
Katie Rowley\*

Robert Frost Elementary  
Sean Hawkinson\*

Rupley Elementary  
Becca Nierman\*

Salt Creek Elementary  
Becky Burreight\*

Grove Junior High  
Alma Ruiz\*

Holmes Junior High  
Jennifer Santini\*

Early Learning Center  
Michelle Gonzalez\*

Elementary Band/Orchestra  
Christina Hoblin\*

## PRINCIPAL REPRESENTATIVES

Brentwood Elementary  
Kim Barrett\*

Clearmont Elementary  
Monika Farfan\*

## BOARD REPRESENTATIVES

Vice-President  
Courtney Lang\*

Secretary  
Patti Petrielli\*

## FACILITATORS

CCSD59 Superintendent  
Terri Bresnahan\*

Cropper GIS Consulting  
Matthew Cropper\*

\*Indicates member was present at Meeting One



## INTRODUCTIONS

Dr. Bresnahan began by expressing her gratitude for the group being here and participating in the process. She explained the work the task force will engage in will lay a foundation not only for our students now, but for many years to come.

Dr. Bresnahan expressed her hope that the group would have a robust time with the four meetings ahead. She also indicated that most of what the group would be discussing and analyzing during this first meeting has been shared in recent board meetings and discussions over the past several months.

Dr. Bresnahan then shared the Upstream Story.

## UPSTREAM

You are with a friend on a picnic near a river. Suddenly, you hear a child struggling to swim and calling out for help. You jump in and rescue the child. Just as you pull the child to the shore, you hear another child call out. You jump in again, and save the second child.

When you hear a third child call for help, you see your friend jump up and start to run away from the river. You turn and ask why your friend is running away instead of helping.

Your friend answers, “I’m going to go upstream and see who is pushing all of these children into the river.”

*-Public health parable commonly attributed to Irving Zola*



## UPSTREAM APPLICATION

Dr. Bresnahan shared the task force will be working from an upstream view; working to identify issues and solutions proactively at the source. The group will be looking at the issues from both a personal perspective, as well as a broader perspective that impacts the entire district.

While each person on the task force has a specific view, whether that is a teacher in a classroom or a family member with multiple children, we will all be looking at our work from an upstream view in an effort to make long-lasting changes for all students.

Dr. Bresnahan shared that the front of the participant binder has the definition of diversity. The definition reads, “ensuring all students have equitable access to resources and opportunities to equip them to be successful for life.”

As we consider equity and think of our experience, the question we should be asking is “what does a specific child experience, and what do all children experience?”

Dr. Bresnahan shared that we want to gain a collective vision beyond just our own vision through this process. We want a collective vision.

## MEMBER INTRODUCTIONS

The group went around the room and each member shared their name, role, and what school they represented.



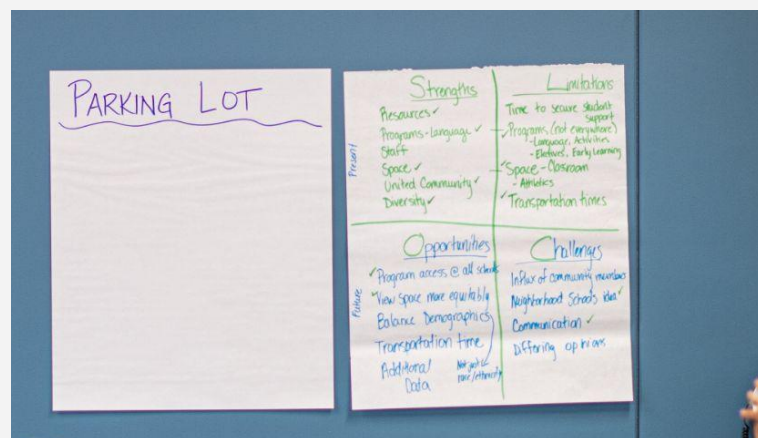
# NORMS AND EXPECTATIONS

Dr. Bresnahan explained why this isn't an open meeting or being live streamed.

With only two board members present, the meeting is not an official board meeting that would require a public meeting. We also want participants to feel comfortable and share openly throughout the sessions. Following each meeting, we will share photos and detailed minutes out publicly. We will also provide periodic video overviews as well.

Mr. Matthew Cropper then thanked the group for being willing to participate in this process and for their time in attending the meeting.

Mr. Cropper explained there was a "Parking Lot" paper posted on the side wall for any questions that come up that can't be addressed or answered in this first meeting. The goal is for everyone to be a contributing member, yet also give everyone else the chance to be heard. Time is going to go quickly, and the group will work diligently to keep to the timing on the agenda. The binders have information that has been shared in previous meetings, through our website, and in communications.



# SLOC EXERCISE

Mr. Cropper reviewed the imbalances across the district with enrollment as well as demographics. These charts can be viewed in the [Meeting 1 Handout](#). The stoplight color scheme in the tables show current school status, with green representing a value within 10% of the district average, yellow representing between 10-15% above or below the district average, and red representing 15% above or below the average.

Elementary School	2021-22 Race and Ethnicity						2021-22 Lunch Code			2021-22 Multi-Lingual and Special Ed		
	American Indian or AK Native	Asian	Black	Hispanic/Latino	Native Hawaiian or Other PI	White	Multi-Racial	Paid	Reduced	Free	Multi-Lingual	Special Ed
Devonshire ES	2%	18%	4%	30%	0%	45%	3%	51%	3%	46%	43%	10%
Brentwood ES	1%	24%	8%	24%	0%	30%	4%	50%	2%	47%	53%	9%
Forest View ES	1%	33%	10%	14%	0%	38%	4%	64%	1%	31%	33%	8%
Juliette Low ES	1%	9%	2%	53%	0%	33%	2%	42%	3%	55%	37%	18%
John Jay ES	1%	7%	6%	69%	0%	11%	6%	34%	2%	64%	63%	11%
Robert Frost ES	0%	8%	7%	46%	0%	35%	4%	43%	1%	56%	56%	12%
Ridge ES	0%	24%	2%	14%	0%	57%	3%	71%	1%	28%	28%	9%
Rupley ES	7%	7%	2%	55%	0%	27%	3%	36%	5%	59%	66%	31%
Salt Creek ES	2%	3%	1%	52%	0%	40%	3%	41%	2%	54%	52%	13%
Admiral Byrd ES	2%	3%	2%	71%	0%	22%	2%	36%	2%	62%	61%	11%
Clearmont ES	0%	3%	2%	14%	0%	78%	3%	61%	2%	37%	48%	9%
<b>Total</b>	<b>2%</b>	<b>12%</b>	<b>4%</b>	<b>41%</b>	<b>0%</b>	<b>39%</b>	<b>3%</b>	<b>49%</b>	<b>2%</b>	<b>49%</b>	<b>51%</b>	<b>13%</b>



Mr. Cropper reviewed the current imbalances that are present in elementary demographics. Some schools are well outside the averages. Ideally, all of the cells would be green. Our goal through this process is to get to as many green cells as possible.

Currently, the balance in demographics is good at the junior high schools. There are, however, imbalances in utilization with Grove and Holmes.

Mr. Cropper shared that all potential options being looked at are drafts, and the task force is coming together at an early phase of the process.

The options include:

- Potential movement of boundaries (redistricting)
- Alternate use of facilities (repurpose for another grade level or special programs)
- Pairing schools (2 schools serve a geographic area as K-2 and 3-5 schools)

The district has established that any implementation will be phased in. It will not be an immediate, full implementation, and the earliest the first phase of any implementation would start would be in the 2023-24 school year.

Mr. Cropper reminded the group that options will be modified as the group works through the task force process and reviews their progress with the board. The focus through this process is to look at what is best for all students in the district.

The group reviewed the responsibilities of all stakeholders as found on slide 10 of the [Meeting Slides](#). The responsibilities of the task force can be seen below.

Outline of Stakeholder Responsibilities	
<b>Consultant</b>	Schedule and facilitate meetings.
	Communicate updates with stakeholders, including updated handout and meeting schedule logistics.
	Conduct public meetings to solicit feedback related to draft options that are under consideration.
	Support the district in providing materials such as presentations, handouts, and online interactive maps for the public’s benefit.
	Coordinate and summarize online feedback received from general public and task force members.
	Recommends a plan to the School Board with the Superintendent.
<b>Equity Task Force</b>	The task force will be made up of representatives from the community, each representing a specific area or school, but all working together in the best interest of the entire district.
	Group will work to review draft options that are being developed for the process. The task force will not vote on a final recommendation but will continue to serve as an advisory role and provide valuable feedback regarding work being drafted.
	Review input provided from the consultant, staff, and general public regarding draft options and continue to provide focused feedback with a focus on the best solution for all students as a whole.
<b>General Public</b>	Informed through website.
	Can submit comments via online general feedback forms at the onset of the study.
	Can use online map to stay informed of most up to date DRAFT Options under consideration.
<b>School Board</b>	Charge task force with its responsibilities, as well as have 2 members serve on the task force.
	Identify questions the task force and planning team is expected to answer.
	Advise staff and the process regarding policy related considerations and other board-level decisions.
	Vote and approve a plan.





Mr. Cropper explained the advisory nature of this group. The goal is to make the entire process as open and transparent as possible. All of the associated materials and updates will be shared publicly, and the task force members are not responsible for organizing sessions for other families or staff members. The task force member role is intended to engage in this process and provide input that will help inform the final recommendations.

The group reviewed the task force timeline that concludes with the anticipated final recommendation presentation to the board at the October 10 board meeting. If the district feels more time is needed to get a recommendation to the board, the presentation and a final decision can be moved back.

After the background information was shared, the SLOC exercise began.

Mr. Cropper broke the task force up into five small groups, and he randomized the group composition by counting participants off by fives. Each group was tasked with conducting a brainstorming session to generate a SLOC analysis based on the question, “What should CCSD59 consider as it develops a plan for schools to be more equitable?”

Small groups moved to different areas in the building for 15 minutes to conduct the SLOC analysis.

The small groups then came together to share what they captured in their conversations with every other group. The results of each group’s SLOC analysis can be found on the next page.

# GROUP 1

## STRENGTHS

- Neighborhood school
- Community
- What kids know already
- Same K-5 school
- Teacher Community
- Buddy opportunities- younger with older

## LIMITATIONS

- Lack of diversity
- Programming limits flexibility within grade levels
- Transportation challenges
- Higher utilization at certain buildings
- Ratio of students to support staff varies by building
- Large range of class size

## OPPORTUNITIES

- Increased teacher collaboration
- Increased diversity
- More equal distribution of teacher/classroom materials
- Better ratio of students to support staff (more balanced)

## CHALLENGES

- Change is hard
- Families in multiple schools
- Family proximity to assigned school
- Transportation
- Rebuild teacher community
- Need for more support staff for K-2 building - runners!
- Fewer big / little buddy opportunities

# GROUP 2

## STRENGTHS

- Sense of community
- Diversity of our students
  - Race
  - Linguistic
  - Ethnic
  - Elementary different ages interaction (buddies, readers)
  - Distinct unique programs (ELS, dual)

## LIMITATIONS

- Small class sizes (eg Low)
- Larger geographic area impacts
  - Friendships
  - Play
  - Sports
- Can't see future of demographics perfectly

## OPPORTUNITIES

- Even playing field with class size and teacher attention
- Stability for leadership to manage staff/building
- Shifting staff?
- Infrastructure / layout - most buildings west
- How do we create buffer?

## CHALLENGES

- Class size
- Preventing oversize/ under
- Transportation
  - Times
  - Overcrowding
- Logistics of family transport if multi age children
  - Working families
  - Communication
- Unique programming for all?
- How do you balance demographics long-term?

# GROUP 3

## STRENGTHS

- Resources
- Programs - language
- Staff
- Space
- United community
- Diversity

## LIMITATIONS

- Time to secure student support
- Programs (not everywhere)
- Language, activities
- Electives, early learning
- Space - Classroom Athletics
- Transportation times

## OPPORTUNITIES

- Program access at all schools
- View space more equitably
- Balance demographics (not just race/ethnicity)
- Transportation time
- Additional data

## CHALLENGES

- Influx of community members
- Neighborhood schools idea
- Communication
- Differing opinions

# GROUP 4

## STRENGTHS

- Overall diversity
- Services provided (SST etc)
- Room to grow (facilities)
- Small class sizes (elem)
- Robust extracurricular activities

## LIMITATIONS

- Change will be difficult
- Demographics and enrollment
- Access to diverse languages

## OPPORTUNITIES

- Opening up space for before / after care
- Improved relationships between families and school staff
- Boundaries

## CHALLENGES

- Junior high class sizes
- Off-site before and after care
- No extracurricular activities
- Transportation
- Inconsistent pickup and drop off
- Times on bus
- Overcrowded bus

# GROUP 5

## STRENGTHS

- Community
- Dual language programs
- Variety of programming
- Instructional supports / resources
- K - 5 shared siblings
- Convenient for families

## LIMITATIONS

- Enrollment
- Use of space
- Staffing
- Not consistent programming
- Junior high size
- Balance of exposure to diversity

## OPPORTUNITIES

- Rebalance class sizes
- Best use of our staff / resources / space
- Expanding certain programs (ex: ELC)
- Collaboration

## CHALLENGES

- Coordinating calendar start times / end times
- Teacher shortage
- Demographic balance
- Long term solutions that make a difference



# REVIEW OF PROCESS & DRAFT OPTIONS

Mr. Cropper explained the four phases of the project approach based on the content that was included in the binder and the slides from the presentation.

**Phase 1: Data Collection.** Use data received from the district, as well as Cook County GIS for analysis.

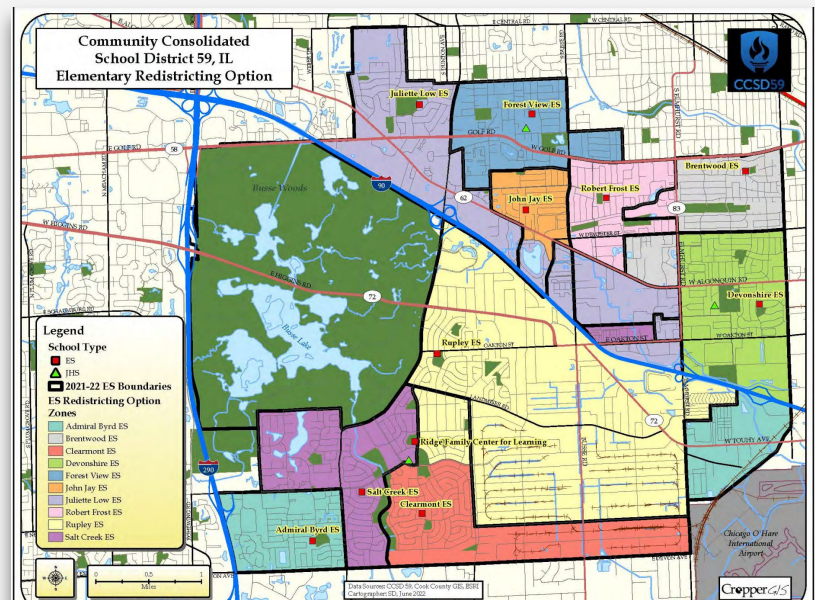
**Phase 2: Data Analysis & Assimilation.** Analyze the data and map out where students live and attend. Place data in charts that are included in the main handout. Create attendance zone maps, also included in the handout. Also create heat maps that show student density, high density areas noted in red, and low density in white and light gray.

**Phase 3: Options Development.**

Create several baseline options to begin working from with the goal of gathering feedback and refining/redeveloping throughout the process.

**Phase 4: Equity Task Force and Public Engagement.**

Work to keep open communication with all stakeholders. Task force is created to provide invaluable insight towards final draft options for consideration by the board.



# DRAFT OPTIONS SUMMARIES

**A note on naming conventions:** Currently, there is a redistricting option for both elementary and junior high. Redistricting options only change zone boundaries. Pairing options combine elementary schools into K-2/3-5 pairs and sometimes also move zone boundaries. There are four elementary pairing options and two junior high pairing options. Pairing options 3 and 4 at the elementary level align with pairing options 3 and 4 at the junior high level, but no specific junior high pairing options were created for elementary pairing options 1 and 2, and so there are no options labeled “Junior High Pairing and Redistricting Option 1” or “Junior High Pairing and Redistricting Option 2.”

## **Redistricting Option (ES and JHS)**

- All grade cohorts remain the same
- Moves boundary lines
- Does not pair schools
- Improves utilization

## **Pairing and Redistricting Option 1 (ES)**

- Moves boundary lines and pairs schools
- Pairs Devonshire (K-2) / Brentwood (3-5), Forest View (K-2) / Low (3-5), Jay (K-2) / Frost (3-5), Rupley (K-2) / Salt Creek (3-5) and Byrd (K-2) / Clearmont (3-5)
- Repurposes Ridge (usage to be determined)
- Improves demographic balance

## **Pairing and Redistricting Option 2 (ES)**

- Moves boundary lines and pairs schools
- Pairs Devonshire (K-2) / Brentwood (3-5), Forest View (K-2) / Low (3-5), Jay (K-2) / Frost (3-5), Ridge (K-2) / Salt Creek (3-5) and Byrd (K-2) / Clearmont (3-5)
- Repurposes Rupley (usage to be determined)
- Improves demographic balance

## **Pairing and Redistricting Option 3 (ES and JHS)**

- Moves boundary lines and pairs schools
- Flips grade cohorts of Devonshire/Brentwood and Jay/Frost as compared to Options 1 and 2
- Pairs Brentwood (K-2) / Devonshire (3-5), Forest View (K-2) / Low (3-5), Frost (K-2) / Jay (3-5), Ridge (K-2) / Rupley (3-5) and Byrd (K-2) / Clearmont (3-5)
- Repurposes Salt Creek to a Junior High School
- Maintains perfect feeder patterns
- Improves demographic balance

## **Pairing and Redistricting Option 4 (ES and JHS)**

- Moves boundary lines and pairs schools
- Flips grade cohorts of Devonshire/Brentwood and Jay/Frost as compared to Options 1 and 2
- Brentwood (K-2) / Devonshire (3-5), Forest View (K-2) / Low (3-5), Frost (K-2) / Jay (3-5), Ridge (K-2) / Byrd (3-5) and Clearmont (K-2) / Rupley (3-5)
- Repurposes Salt Creek to a Junior High School
- Creates a feeder pattern split at Frost / Jay between Friendship and Holmes
- Improves utilization
- Improves demographic balance



Mr. Cropper asked if there were any questions from the group for clarification regarding the options.

One participant asked, “What is the key benefit of balancing the demographics across schools?” Mr. Cropper and Dr. Bresnahan shared the following benefits and key points for balancing demographics:

- Imbalances of demographics results in imbalances of programming, performance, transportation, and resources.
- We recognize that we won’t intentionally create transportation issues to make all students balanced.
- There is a law that requires the district to evaluate the balance of our demographics on an annual basis.

- Balancing demographics helps us answer the question, “How do we create a balance of opportunities for all of our students?”
- We currently move traditionally and typically marginalized students, and our goal is to create a system that supports all of our students equitably.

Mr. Cropper also reminded the group when they move into small groups, they shouldn’t dismiss options because they cause challenges or discomfort with initial implementation.

Dr. Bresnahan also shared as the group looks at the pairing school options, one perspective to think about is that we currently have grade level centers. We have 6-8 schools. In CPS, schools are K-8. Many suburbs break schools up into various grade bands.



## SMALL GROUP DISCUSSION OF DRAFT OPTIONS

Another participant asked, “Based on your experience and expertise, where does our district fall in terms of equity?”

Mr. Cropper responded that the district is on the high side of the scale for inequity. He believes the district has been trying to use more of a bandage solution in recent years, and it’s best to look at a broader, more comprehensive solution.

He shared with the solutions being looked at now, he would estimate these options would sustain for at least 10-15 years outside of a significant, unforeseen event that would impact the district in a very unsuspected way.

The members then moved into small groups to discuss the options and answer the following questions:

- Jot down notes about the various options
- What do you like or not about the options?
- What other considerations should we look at as we evaluate this current set of Draft options?

Groups then came back together and shared out their notes. The notes recorded by each group can be found on the next page of the report.

Mr. Cropper also shared there is currently one redistricting option, but he will look at providing another option that would give additional thoughts and ideas for feedback.





# GROUP 1

## Pros

- Grade Level Centers create collaboration
- More sections in common
- Grade / age grouping
- Potential programming across the district
- ELC on north and south side for more kids
- More equitable
- Gives special education services (SPED) more opportunities
- Dual

## Cons

- Closing any school
- Salt Creek as junior high
- What are financial implications?
- Mobile home parks - how do we help kids? (500 students)
- Which school is closest?
- Jay and Frost split between two junior highs
- Redistricting doesn't solve problem

## Questions

- Just ask families of thoughts
- Schools of choice across district?

# GROUP 2

- Option 2 - Rupley (due to location/size) → junior high?
- Option 3 / 4 - Salt Creek too close to Grove for a junior high option + renovation
  - Staff changes could be challenging
  - Also could be an opportunity for collaboration
- Option 1 - does not address our needs with demographics

# GROUP 3

- Prefer options that provide access to programs at all schools
- Dislike potential anxiety over transitions but also provides opportunity
- Dislike loss of mentoring for students
- Re-districting and improves utilization
- 1 Pairing
  - could be large distance to travel
  - could have staggered start
- maintains feeder pattern

# GROUP 4

- Which maximizes all equity areas?
- In pair opts, fear SPED (ELS) programs pulled apart.
- K-8 SPED at repurpose?
- Can all programs be everywhere?
- Can't forget about Pre-K program options
- How to determine which programs there?
- Maximize curriculum effect with options

# GROUP 5

- Unknown impact on programming (all)
- Additional cost of renovations to align to programming (primary / intermediate / junior high) - space, furniture
- Logistics of any moves
- Impact on learning - getting there (impact)
  - More than moves and shifts
  - Consideration
  - Overall impact on different schools (small, big)
- Age level focus
- Focus on diversity balance
- Pairings brings different kids together who attend junior high - exposure

## Considerations

- Crowding / utilization (Brentwood / Grove)
- Space
  - Travel / Time
- Share more comparative info (more than demographics)
- Start times / end times
  - K - 6 option



## COMMUNICATION AND NEXT STEPS

Mr. Cropper reminded the group that the district has an equity page to review the materials regarding the district's equity journey, and the goal is to have the materials from the first task force meeting posted by the end of the week. The equity webpage can be found at [ccsd59.org/equity](https://ccsd59.org/equity).

Mr. Cropper also invited members to direct anyone they know with questions to click on the **"Ask a Question/Provide Input"** button that can be found on the equity page.

Dr. Bresnahan closed the meeting with a note of gratitude stating this is what partnership and working together as a village looks like.

Hopefully the information learned here will help guide future conversations and raise the questions we need to ask in order to find a best, most comprehensive solution.

We do not have that final option yet, and we know that our definition of equity will be addressed with our final option. We will provide equitable access to resources and opportunities to equip all of our students to be successful for life.



## QUESTIONS FROM THE “PARKING LOT” CHART

Can information be sent on what current programs exist and at which schools?

How is the district’s stability predicted? i.e . What data is the source and how was it acquired? More detail about enrollment numbers...home school, program, impact, etc.

Rupley and Salt Creek share Oasis students as of current boundaries- why is this not reflected on the map?

What happens to our dual language programs? Especially Polish?

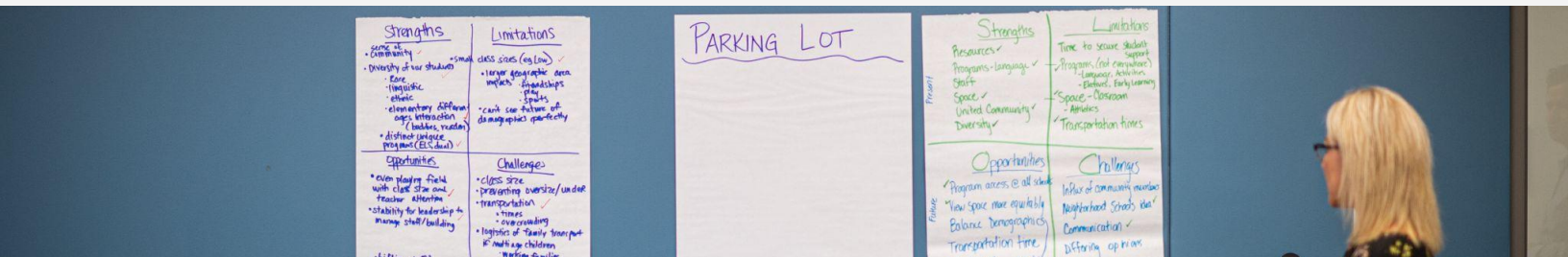
Does the data include families that have children living in the district but do not go to the public school?

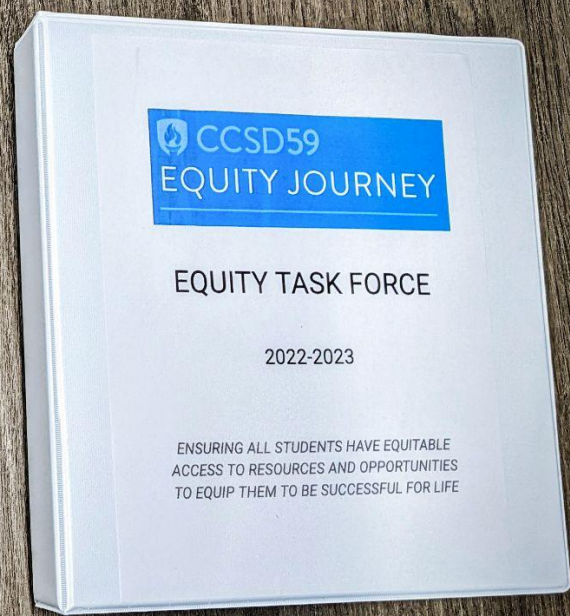
Where is the priority?

Utilization?

Demographics?

No option will make all cells green so where is the main focus?





# TASK FORCE MEETING ONE RESOURCES AND REFERENCE MATERIALS

- [Meeting Agenda](#)
- [Meeting Handout](#)
- [Meeting Slides](#)
- [CCSD59 Equity Page](#)
- [CCSD59 Equity Question/Input Form](#)
- [Task Force Process Video](#)