



Recap of the Option Review Process

- First Meeting of the Equity Task Force, August 22nd
 - Presentation & review of 2 approaches to address inequities in CCSD59
 - Redistricting with School Closures (1 Option)
 - Redistricting + School Pairings + Repurposing a School (4 Options)
- Second Meeting of the Equity Task Force, September 8th
 - Focus on most viable option
 - Elimination of redistricting option
 - Review of "Draft Option" (Redistricting + School Pairing + Repurposing a School)



EQUITY JOURNEY TASK FORCE MEETING THREE REPORT

SEPTEMBER 22, 2022

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

MEETING AGENDA

5:00-5:10

Welcome and Introductions

5:10-5:30

Recap on Areas of Focus & Work To-Date

5:30-5:40

Review of Draft Option A & Introduction of Draft Option B

5:40-6:10

Discussion of School Pairing Concept & Timeline

6:10-6:30

Small Group Discussions

6:30-7:00

Whole Group Discussion, Review Next Steps and Adjourn





CCSD59 EQUITY TASK FORCE MEMBERS

Family representatives were asked to invite an additional family representative from their school for the third and fourth task force meetings. The additional family representatives are noted in the right hand column below.

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 - Alexis Tovar
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 Rathel*
Holmes Junior High - Amy Matalas*
Early Learning Center - Diana Munoz

ADDITIONAL FAMILY REPRESENTATIVES

Admiral Byrd Elementary - Irnes Lopez*
Brentwood Elementary - Jeanine Smith*
Clearmont Elementary - Samone Haywood*
Devonshire Elementary - Henry Mistarz*
Forest View Elementary - Tim Foecking*
Juliette Low Elementary - Hillary Linden*
Ridge Family Learning Center - Nicole Kitzinger*
Robert Frost Elementary - Michele Yanong*
Salt Creek Elementary - Laura Barrera*
Grove Junior High - Bryan Berenz*
Holmes Junior High - Mariana Hernandez
Arias*

*Indicates member was present at Meeting Three



CCSD59 EQUITY TASK FORCE MEMBERS

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*

ADDITIONAL SUPPORT

CCSD59 Superintendent's

Leadership Team

*Indicates member was present at Meeting Three



RECAP ON FOCUS AREAS & WORK TO DATE

Dr. Bresnahan gave an overview of the first two meetings, while reviewing some resources to find information on the equity journey to this point. This included the dedicated page on the district website, which features the definition of equity, a timeline of the work, and how stakeholders can provide feedback.

Dr. Bresnahan recapped this work dating back to 2019 and how equity is embedded in the CCSD59 Strategic Plan. From there, the district began looking at enrollment trends, as Cropper GIS continued their working relationship with the district on this effort in January. Eight research-based focus areas for improvement were identified, the first seven of which feed into the eighth area: student outcomes.

INTRODUCTIONS

Dr. Bresnahan welcomed the group to the third meeting and thanked everyone for being present. She shared there are new members in the room as the process has now evolved to the point where the focus is narrowing down to more details of specific options. Members were encouraged to invite an additional family representative from each school to provide further feedback. Each member introduced themselves at the start of the meeting (see Page 3 for full list).

Dr. Bresnahan also reminded the task force that the superintendent’s leadership team was present and in the back of the room to provide support and answers to any questions or provide information specific to their areas of expertise.

	May '22	June '22	July '22	Aug. '22	Sept. '22	Oct. '22	Nov. '22
<i>Data Collection</i>							
<i>Data Analysis / Assimilation</i>							
<i>Baseline Options Development</i>							
<i>Internal Planning Team Work (1-2 meetings per month)</i>							
<i>Public Advisory Committee Meeting 1 - Review Background Data and DRAFT Options</i>				8/22			
<i>Public Advisory Committee Meeting 2 - DRAFT Options Review</i>					9/8		
<i>Public Advisory Committee Meeting 3 - DRAFT Options Review</i>					9/22		
<i>Public Advisory Committee Meeting 4 - Final considerations regarding DRAFT Options</i>						10/3	
<i>Anticipated Presentation of Final Recommendations to the Board of Education</i>						10/10	

RECAP ON FOCUS AREAS & WORK TO DATE (CONTINUED)

Matthew Cropper recapped the progression of options presented to the Task Force. At the first meeting, one approach featured school pairings and the other featured redistricting with the possibility of closing school buildings. This was broken down into five total options: one for redistricting and four variations of pairings.

At the second meeting, the redistricting option was eliminated due to its impact on neighborhood boundaries and the closure of at least two schools. Therefore, the most viable “Draft Option” was the focus of the second meeting, which features a combination of school pairings, redistricting, and possible repurposing of a school building.

Mr. Cropper further explained why redistricting alone is not a preferable option for CCSD59. He shared the location of schools and communities within the district would make school pairings a more effective method to balance out enrollment in each building.



REVIEW OF DRAFT OPTION A

Mr. Cropper conducted a review of “Draft Option” from the previous meeting that is now being titled “Draft Option A”. This option would:

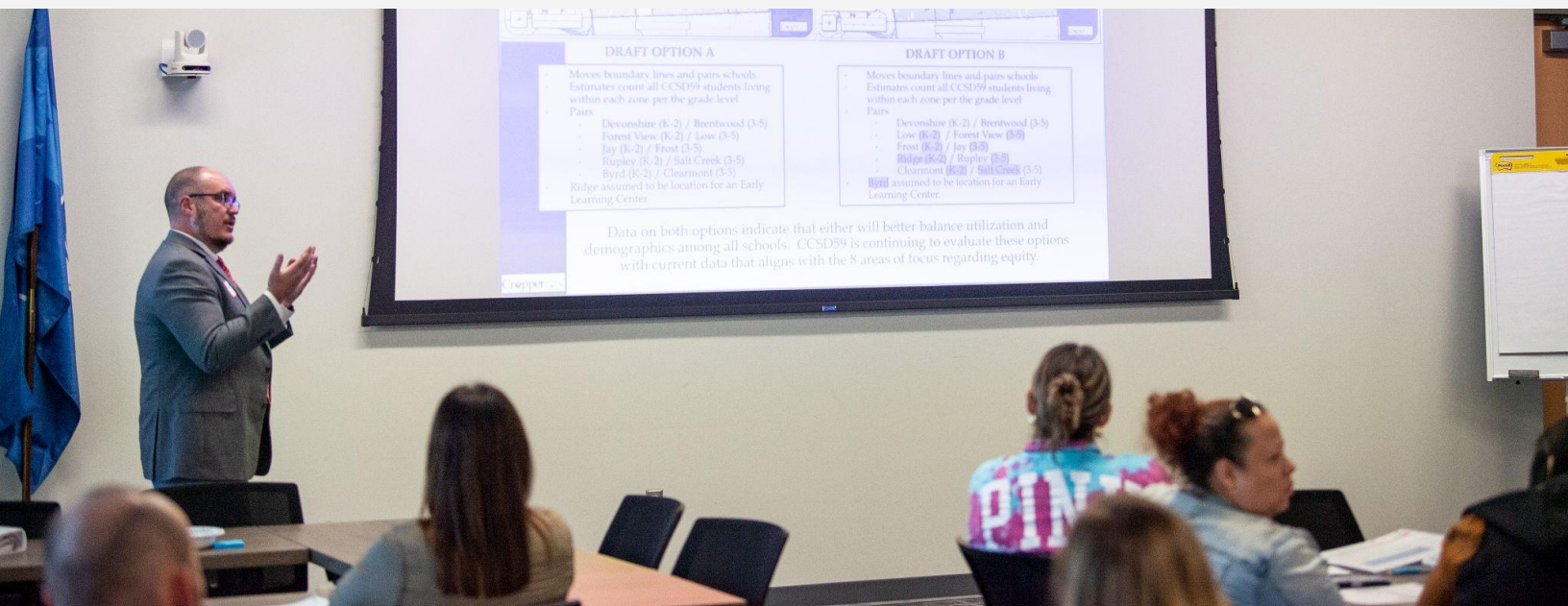
- Move boundary lines and pair schools
- Estimate count for all CCSD59 students living within each zone per the grade level
- Pair:
 - Devonshire (K-2) / Brentwood (3-5)
 - Forest View (K-2) / Juliette Low (3-5)
 - John Jay (K-2) / Robert Frost (3-5)
 - Rupley (K-2) / Salt Creek (3-5)
 - Admiral Byrd (K-2) / Clearmont (3-5)
- Assume Ridge would become a second Early Learning Center

INTRODUCTION OF DRAFT OPTION B

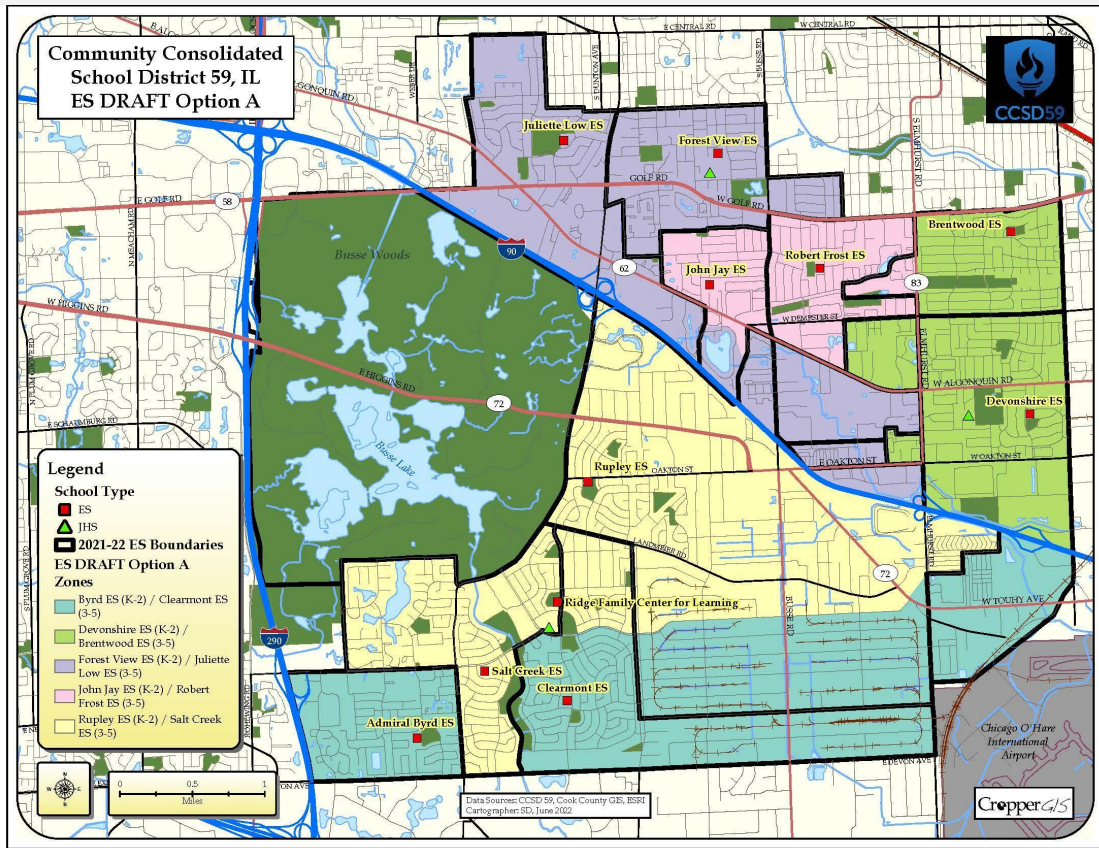
Based on discussions from the previous meeting, “Draft Option B” was introduced. There are similarities to “Draft Option A”, with a primary difference being Admiral Byrd becoming an Early Learning Center for the south side. Variations in the school pairings include:

- Devonshire (K-2) / Brentwood (3-5)
- Juliette Low (K-2) / Forest View (3-5)
- Robert Frost (K-2) / John Jay (3-5)
- Ridge (K-2) / Rupley (3-5)
- Clearmont (K-2) / Salt Creek (3-5)

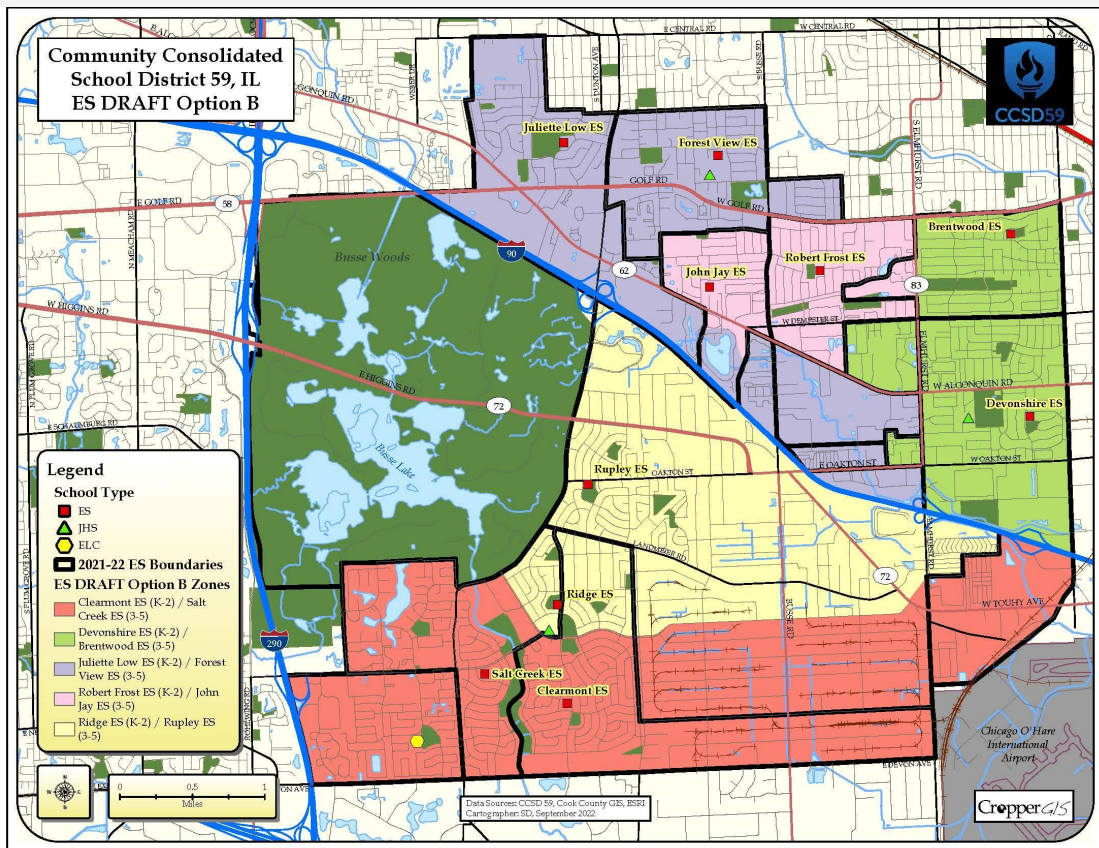
Both options are viable in terms of the data being shown and addressing our eight areas of focus. These are the two scenarios still being examined and explored.



DRAFT OPTION A MAP



DRAFT OPTION B MAP



DISCUSSION OF SCHOOL PAIRING CONCEPT & TIMELINE

Dr. Bresnahan spent time addressing community concerns regarding the process and the timeline for possible implementation. She acknowledged that school pairings come with obvious challenges, and the options being explored are not a perfect solution. Any by-product of the final decision is not something she intended prior to her start with the district. This process, and the specific areas of focus, have led to this option best addressing our goals.

Other concerns with school pairings that were addressed included:

CONCERN: The added transition between K-2 & 3-5 schools will have a greater social-emotional impact.

ANSWER: Dr. Bresnahan stressed the district will be prepared to support students and staff through any transition.

CONCERN: Staff, student, and parent relationships do not have as much longevity as a K-5 school.

ANSWER: She acknowledged staff and families would be together for three years rather than six in pairings. One thing to keep in mind is students would still be with their grade-level friends at paired buildings.

CONCERN: There will be a loss of upper grades (3-5) mentoring and modeling for primary grades (K-2).

ANSWER: Dr. Bresnahan pointed out that younger students often assume the roles of mentors in districts that have adopted school pairings.

CONCERN: Siblings in grades K-5 will attend separate schools.

ANSWER: This is certainly a challenge, and one we will have to navigate. The district could look into staggered start times and other logistics to minimize the impact.

CONCERN: After school care will be needed at two schools instead of one.

ANSWER: The district continues to work with community partners to ensure after school care will be provided efficiently under any option.

CONCERN: Changes in busing and transportation for families.

ANSWER: We will likely have more students eligible for a bus, but travel times will be greatly reduced through new routes.



MISCONCEPTIONS OF SCHOOL PAIRINGS

Dr. Bresnahan went on to address some common misunderstandings of the impact of school pairings.

CONCERN: Loss of PTO participation and parent volunteers

ANSWER: There could be an opportunity to partner PTOs to create K-5 and even K-8 groups to benefit all schools.

CONCERN: Communication issues for families with students at two schools

ANSWER: The Communications Department will continue to work to streamline communication procedures to address any issues.

CONCERN: Scheduling overlaps in family involvement, such as conferences

ANSWER: The district would continue to articulate across all grade levels, even up to the high schools to minimize scheduling overlaps.

CONCERN: Less support and resources for students

ANSWER: The ability to focus on three grade levels instead of six actually allows for greater opportunities and access to resources.

CONCERN: Disruption or loss of friend groups

ANSWER: Students will have access to more same age friends in a building and the chance to build additional friend groups with more students of the same grade level.





BENEFITS OF SCHOOL PAIRINGS

Dr. Bresnahan shared that school pairing is a common method used to help minimize imbalances in school utilization and demographics. School pairing is not a new concept and is used widely in communities across the United States. There are currently at least 42 districts in Illinois who utilize school pairings.

Benefits of school pairings are listed here, and you can find how this model benefits the eight focus areas in CCSD59 on the next page.

- 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 schools increase 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, having students experience a transition earlier in their schooling can potentially better prepare them to adapt when they transition to Junior High School.

EXPECTED BENEFITS OF SCHOOL PAIRINGS IN CCSD59

ACCESS TO PROGRAMMING

- Dual Language- Spanish available at all schools K-8
- Dual Language- Polish expanded to both the north and south sides of the district
- ELC expanded to both the north and south sides of the district

CLASS SIZES

- Greater balance & consistency of class sizes across grade levels and schools
- Increased flexibility in student groupings and teacher assignments
- Greater ability to maintain compliance requirements for Dual Language and Special Education.

DEMOGRAPHICS

- Greater balance & diversity of students across race/ethnicity, socioeconomic status, and languages

ENROLLMENT

- Achieve enrollment goal of at least 300 students per elementary school

FACILITY CAPACITY & USAGE

- Approaching target goal of all school utilization within range of 60%-80%
- Keeps all school buildings open and operating
- Repurposes a school building to expand ELC opportunities

RESOURCES ALLOCATION

- Greater consistency of staffing assignments year-to-year
- Greater availability of staffing resources based on student needs (TDP, interventionists, etc.)
- Greater flexibility and equity of staff positions across all schools

TRANSPORTATION

- Reduced average route times and ranges across the district
- *Note: this model leaves room for increases or changes to local demographics or construction.*

STUDENT OUTCOMES

As mentioned, the previously listed focus areas contribute to improving our eighth area: student outcomes.

Measurable improvement in this area means increased access to these best practices that, based on research, are known to improve student achievement:

- Small group instruction
- Greater access to interventions
- Teacher collaboration
- Access to programming to better meet student needs
- Curriculum, programming, staffing, resources based on developmental needs
- Stronger social and emotional skill development, particularly in social awareness



IMPLEMENTATION TIMELINE

Dr. Bresnahan reiterated that no timeline has been set for the implementation of any option decided by the board of education.

Factors that will go into any timeline will include:

- What have our students already experienced due to the pandemic?
- What inequities are most urgent?
- How much can our school system manage at one time?
- How long are we able to manage the current issues facing the district?
- Is phasing of certain changes an option?

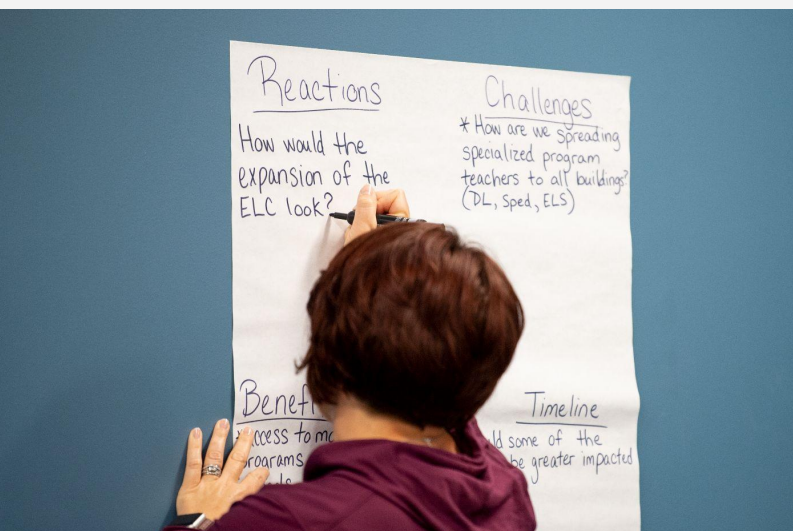
Dr. Bresnahan stated that with these considerations comes the understanding that simple band-aid solutions are not sustainable, and the purpose behind this process is to find a long-term solution.



SMALL GROUP DISCUSSION OF WORK BEING CONSIDERED

Members were split up into four small groups, with SLT members serving as group facilitators. The small group discussion time focused on the following topics:

- Reactions to the Information Presented
- Challenges of School Pairings
- Benefits of School Pairings
- Timeline





GROUP A:

Parent

- Challenge
 - 3 kids → 3 schools
 - Family planning/Morale
timeline
- Benefit
 - 3 kids → 3 schools
 - sibling time
 - Transitions

Staff

- Challenge
 - Do #s in dual Spanish support staffing?
 - Ridge staff changes
 - *timeline*
- Benefit
 - Resource allocation

GROUP B:

- Roll out across several buildings?
 - North is “cleaner”
 - Where is the greatest need for change?
- Remember equity and priority
 - Curriculum? Programming being a priority → curriculum goes on
 - Look at the number of students versus needs
- Underserved aren’t just moved
 - North and south programs could bring more interest
 - Survey interests?
- Staffing questions...what is needed?
 - Moving resources/staff?
 - Make sure we have spacing?
- Grandfathering families? Recent dual move
- Dual language / Polish teams → continued collaborate, not singletons
- Resources
- ELC advantages



GROUP C:

Teacher Feelings
Buy-In

Deltas

- Impact on families
- Parent involvement +✓✓
 - PTO - break up (same parents)
- Space use/utilization - impact on some schools (size of kids)
- DLP - North and South → not in every school
- Not getting kids together in classroom and connected
- Spaces

Positives

- Larger groups of friends
- Teacher collaboration
- Max classroom and enrollments
- Retain program at schools
- Concentrated grade levels (focus)

Timeline

- 2-3 years
- “Just do it” → wait/don’t wait → comparison

GROUP D:

Reactions

- How would the expansion of the ELC look? (full day program?)
- Polish Dual Language

Benefits

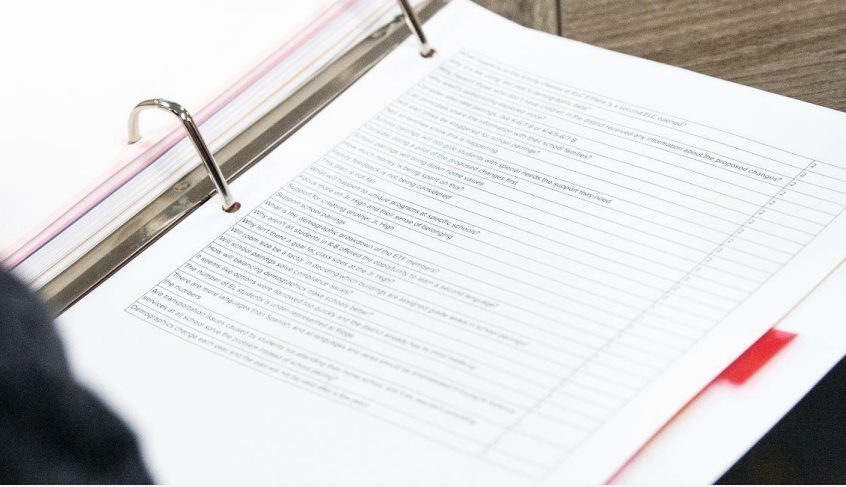
- Access to more programs at all schools
- Greater diversity and representation, sense of belonging
- Focused instruction in smaller bands K-2
- More targeted curriculum
- Differentiated learning groups

Challenges

- How are we spreading specialized program teachers to all buildings? (DL, Sped, ELS)
- Getting the word out this will be okay

Timeline

- Could some of the pairings be greater impacted?
- Could incoming families be aware of the changes ahead of time?



ONGOING COMMUNICATIONS

Dr. Bresnahan thanked the small groups for their discussion. She shared this is the first time this conversation has been able to be had as this is the first time the more developed options have been explored with a group.

Sometimes, the fear of losing what is can inhibit our dreams of what could be. We will be better with whatever change may come if we are all more informed.

The group discussion feedback shows there is no easy answer on the timeline. It will take a great deal of work and thought with the goal of knowing what we can sustain and how we can support everyone through this process. It is important to continue to spread the word and try to help everyone feel supported and reduce anxiety.

Task Force members received a constructive summary of the 88 comments that have been submitted through the online feedback form.

As the district continues to work towards the most effective methods of communicating this process, informational flyers were created in [English](#), [Spanish](#), and [Polish](#) to be shared with families and community members. They would become available the next day at the Administration Center, and also shared via hard copy and email with all families.

Dr. Bresnahan also made a point to reassure staff that voice and choice is part of the process. Staff will be given the chance to share their desires and preference for where they would want to be or what grade level they would want to teach in the pairing model.

She added that if we are informed, we can have productive conversations. We know if there is inaccurate information, it's hard to have conversation about what is possible.

Members were also given a copy of an article by The Centurion Foundation, entitled: "[The Benefits of Socioeconomically and Racially Integrated Schools and Classrooms](#)" that will reinforce the "why" behind this work.

ADDITIONAL QUESTIONS & CURRENT DATA

Associate Superintendent Tom Luedloff shared a preview of the current student enrollment and data for this year placed into Draft Option A. In the preview, he highlighted the current class sections by program and average class size by grade level and school for two buildings. He then showed what the same class sections and average class size would look like in a pairing model.

Dr. Bresnahan followed by sharing an example of how the current data looks in practice, and the enrollment data will be shared more fully at the Committee of the Whole meeting on Tuesday, September 27.

One member asked what happens to Educational Life Skills (ELS) students in this option. Dr. Bresnahan shared one of the most important areas to focus on through this work is how we serve our students who need the most support. Our ELS students are a priority, and the program will absolutely remain in place while we look at what improvements can be made.



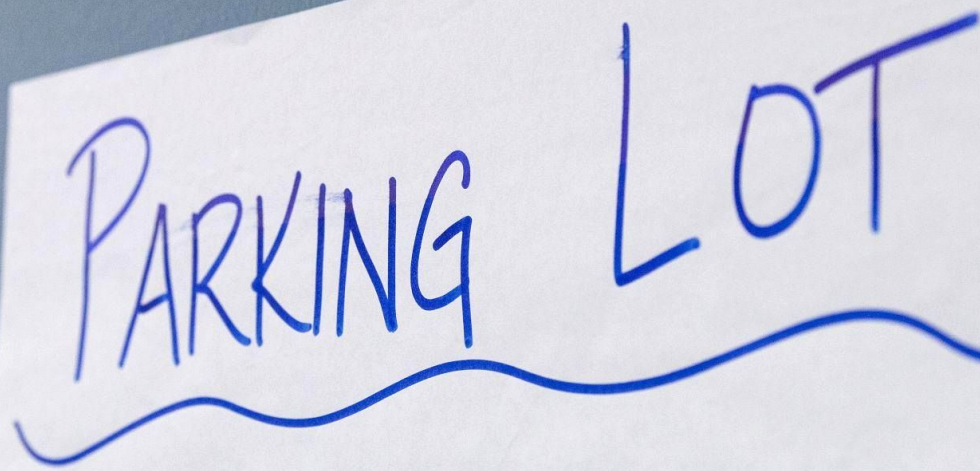


NEXT STEPS AND ADJOURN

Dr. Bresnahan invited the members to attend the upcoming Committee of the Whole Meeting on Tuesday, September 27 at 6:00 p.m. at the Administration Center. The board will discuss the work of the task force and the equity journey in detail.

Spanish interpretation services would be provided for those in attendance, and anyone who cannot be present can view the live stream or archive of the meeting [here](#).

The final Task Force meeting will take place Monday, October 3.



PARKING LOT

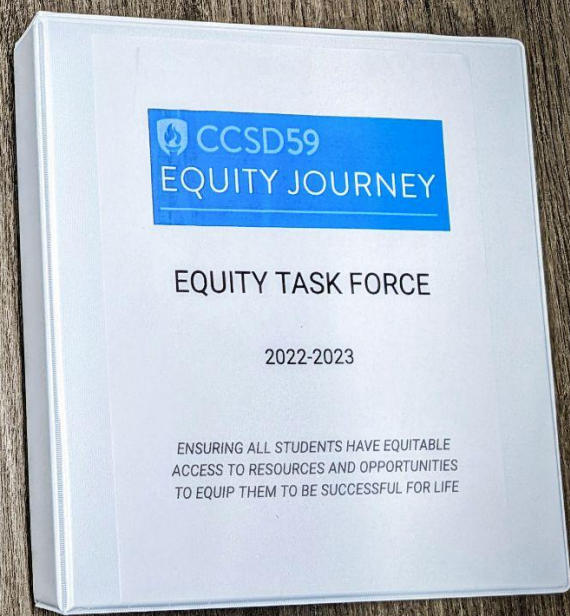
QUESTION FROM THE “PARKING LOT” CHART

Consider the outlier grade levels that are progressing out of an elementary. Ex: Low’s last year’s 5th grade=68, but their 1st grade=49, 2nd grade=38 Devonshire’s 5th=68, 1st=52

Can we see the current school enrollment and utilization statistics for the 2022-23 school year? And by grade level

Pairing Devonshire and Brentwood doesn’t help solve the issue of capacity (it’s still high). Does it make the most sense to put the older (larger) kids there?

Devonshire lost dual language in 2022 so it will come back? Just want to clarify.



TASK FORCE MEETING THREE RESOURCES AND REFERENCE MATERIALS

- [Meeting Agenda](#)
- [Meeting Slides](#)
- [Equity Journey Input Form Themes](#)
- [Reference Article](#)
- [CCSD59 Equity Page](#)
- [CCSD59 Equity Question/Input Form](#)
- [Cropper Online Map](#)