



 CCSD59

# EQUITY JOURNEY TASK FORCE MEETING FOUR REPORT

OCTOBER 3, 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

**5:00-5:30**

Welcome and Dinner

**5:30-5:45**

Review of Purpose & Progress to Date

**5:45-6:00**

Timelines & Transition Plans

**6:00-6:30**

Small Group Discussions

**6:30-7:00**

Whole Group Discussion & Wrap Up





# 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 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 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 Four



# 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 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





# REVIEW OF PURPOSE & PROGRESS TO DATE

Dr. Bresnahan reviewed the timeline as seen below. She shared that the group held a good discussion last meeting around decision-making timelines. The district built in flexibility for the process, and the board of education requested to move the final recommendation to the November 14 meeting, which will now move the potential board action to the December 12 meeting. This will allow more time to communicate with staff and the community.

As was done last meeting, discussion started with the [eight areas of focus](#) as the drivers to answer, “Why are we doing this and why does this need to be done now?”

## WELCOME

Dr. Bresnahan welcomed the group and thanked everyone for being present for meeting four. She reviewed the agenda for the evening and shared how we will look ahead to next steps for the community.

	May '22	June '22	July '22	Aug. '22	Sept. '22	Oct. '22	Nov. '22
<b>Data Collection</b>							
<b>Data Analysis / Assimilation</b>							
<b>Baseline Options Development</b>							
<b>Internal Planning Team Work (1-2 meetings per month)</b>							
<b>Public Advisory Committee Meeting 1</b> - Review Background Data and DRAFT Options				8/ 22			
<b>Public Advisory Committee Meeting 2</b> - DRAFT Options Review					9/ 8		
<b>Public Advisory Committee Meeting 3</b> - DRAFT Options Review					9/ 22		
<b>Public Advisory Committee Meeting 4</b> - Final considerations regarding DRAFT Options				We are here	→	10/ 3	
Board Presentation & Discussion						10/10	
Final Recommendation to the Board							11/14

Dr. Bresnahan reminded the group these are not new problems in the district. These are not items that were suddenly discovered. These are issues that, as part of the district's [strategic plan](#) work, were identified as areas to make the district better.

Through audits and studies, the district identified areas that were shifting over time and wanted to make changes that would set up students for success. The district accumulated a series of issues over time that are negatively impacting our students, staff, and families. This is not just about race or about demographics. It's about ensuring all students have what they need to be successful.

The district cannot just add all programs at all schools in the current model. There is not enough space, staff, or resources needed. There have been enrollment changes both up and down over the past 30 years, and the district has attempted numerous short-term solutions as shown to the right.

This is much more complicated than just closing or constructing a single school. We are looking for a fully comprehensive, long-term solution that will ensure future consistency. We want every family to be able to say their child is getting what they need to be successful. That is not the case for all of our families right now.

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 JLow
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 move 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 JLow (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 @ 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 @ Friendship
2001-02	Programming	Ridge Family Center for Learning & Early Childhood District Program Open at Ridge
2002-03	Programming	Learning Opportunity Program (LOP) Established @ Forest View
2003-04	Programming	Cross-Categorical Instructional Program (CCIP) Established @ Friendship
2004-05	Programming	LOP Program Established at Juliette Low for Multilingual Students (Monolingual Students remain @ Forest View)
2004-05	Programming	Early Childhood classrooms established @ Forest View
2005-06	Programming	LICA Jr. High Hearing Impaired Program shifted out of Holmes Jr. High & D59

YEAR DEPLOYED	TYPE	ACTIONS
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 @ Salt Creek & Early Childhood classrooms established @ 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 @ Juliette Low
2011-12	Construction	Room additions completed @ Ridge (classroom & gym) & Rupley (classrooms & multi-purpose )
2012-13	Construction	Classroom additions completed @ 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 @ 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 @ 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



# STUDENT OUTCOMES

Dr. Bresnahan revisited the discussion on student outcomes from the last task force and board meetings. She shared a question she heard: “How is the solution we are talking about going to improve test scores?” The district has received feedback that it is not being transparent and is hiding the research.

She said she would say it very openly: there is no research that says changing grade level configurations will increase test scores. What matters is what happens in the classroom. When there are class sizes of 32, that negatively impacts test scores. When there are declinations of services to stay at a home school, that negatively impacts test scores. The current challenges evident in our eight areas of focus for improvement negatively impact test scores.

Dr. Bresnahan reviewed the steps the district took last year to begin addressing our inequities, which included updating schedules, eliminating multi-age classrooms, and expanding ELC programming to five days a week.

This work is not about grade level centers. It’s about addressing the needs that we have identified and creating long term solutions.

The history of the changes the district has made show that we have been trying to create short term solutions for over 30 years. The goal is to create the long-term solution. Our kids have been through a lot, even before COVID. It’s important to now move beyond just COVID-recovery mode.

To be on the task force, Dr. Bresnahan asked that everyone be open-minded. The CCSD59 community has to be able to look at how our district has changed, how our students have changed, and how the needs of our community have changed.



# WHAT IS OUR WHY?

Throughout this process, the district has used the graphic below as a visual example to describe the difference between inequality, equality, equity, and justice.

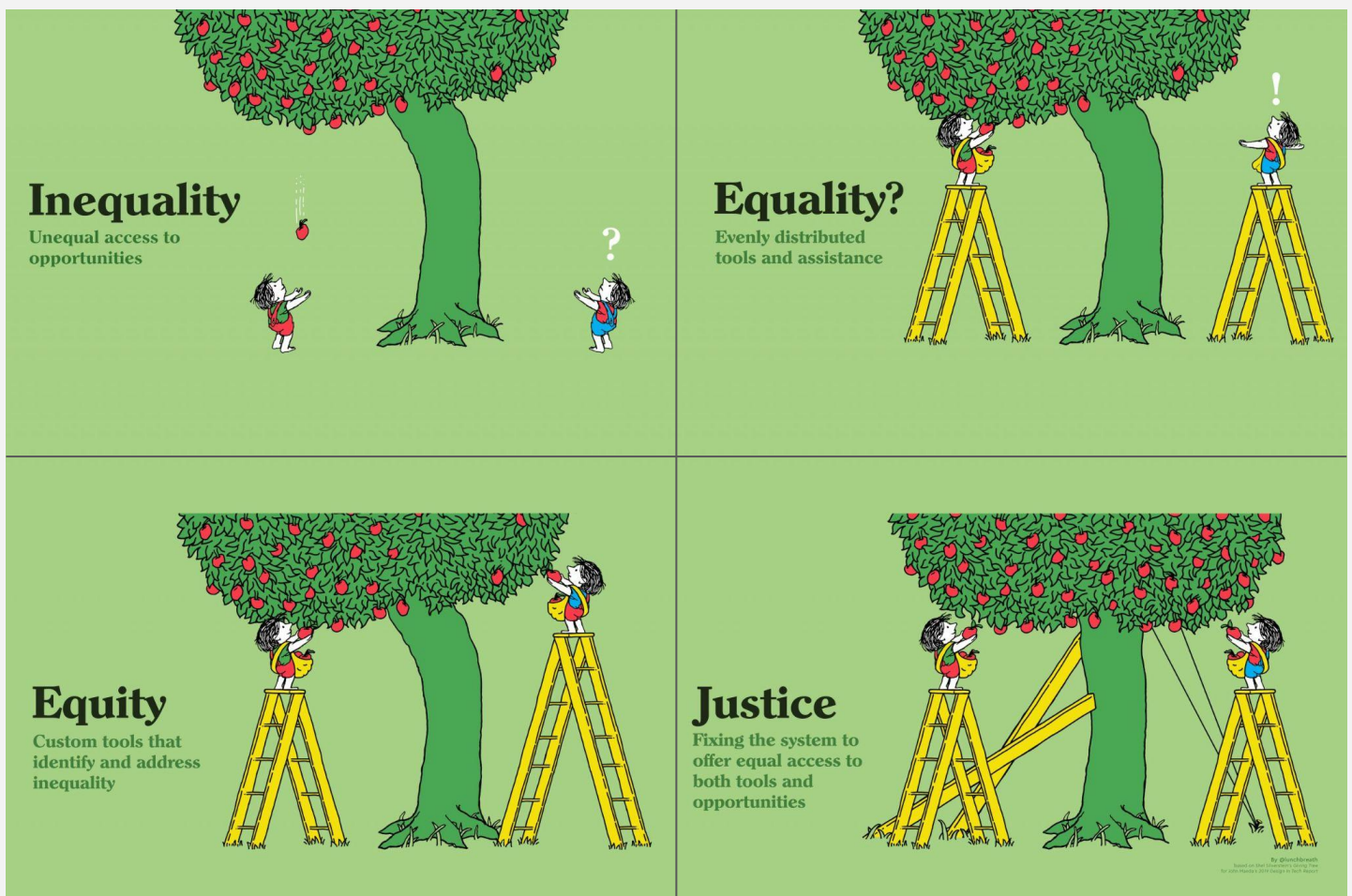
This aims to paint a picture as to how this work is intended to reach a long-term solution that will give every student equitable access to the resources they need. The district is aware the suggestions made with these options are aggressive, but they are also aimed at addressing every focus area without using a “band-aid” fix.

**Inequality:** unequal access to opportunities

**Equality:** evenly distributed tools and assistance

**Equity:** custom tools that identify and address inequality

**Justice:** fixing the system to offer equal access to both tools and opportunities







## IMPLICATIONS OF STATUS QUO

Should the board of education choose not to proceed with any option that will address our eight areas of focus, the district will continue to use the resources at its disposal to serve students, families, and staff.

Dr. Bresnahan shared the reality of what is sustainable and what is not, and included several actions that could become necessary:

- Shift from a “per building” resource allocation to a “student needs” resource allocation.
  - Student need may require some buildings to feature more programming or staff supports than others.

- Consolidate Dual Language programs (one-way and two-way) and adjust program locations based on numbers of students.
  - These programs would not be available at every building.
- Move staff to meet class size fluctuations.
  - This has already occurred, even close to the start of some school years.
- Accept significant class size ranges or return to multi-grade classrooms.
- Accept significant transportation route times and ranges for students.
- Consider long-term and expanded use of portable classrooms and/or building additions.
  - These are already being used at Robert Frost and Brentwood as temporary solutions.
- Continue with inconsistent opportunities for collaboration for teachers across grade levels and programs.

# REVIEW OF DRAFT OPTIONS

Dr. Bresnahan reviewed the two draft options currently being presented, which have evolved from the multiple options reviewed throughout the process. School pairing remains the most viable option that will be the least disruptive of those explored. That includes avoiding neighborhoods being split by redistricting. Instead, pairing would broaden attendance boundaries at all schools to keep neighborhoods together.

Dr. Bresnahan clarified how the district currently has too many buildings for the number of students it serves. The goal would be not to close facilities, but rather repurpose them as needed. One idea to do so involves created a second Early Learning Center as illustrated in the options on the right. This is only one possibility of how to potentially repurpose a school as opposed to selling a building.

The logistics of what that solution would look like would likely not take shape until a future phase of this process. It is only one part of the options, but the initial goal is to keep all properties. Further discussions of the best way to repurpose a building would still have to happen.

# DRAFT OPTION A

This option would:

- Move boundary lines and pair schools
- Estimates 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

# DRAFT OPTION B

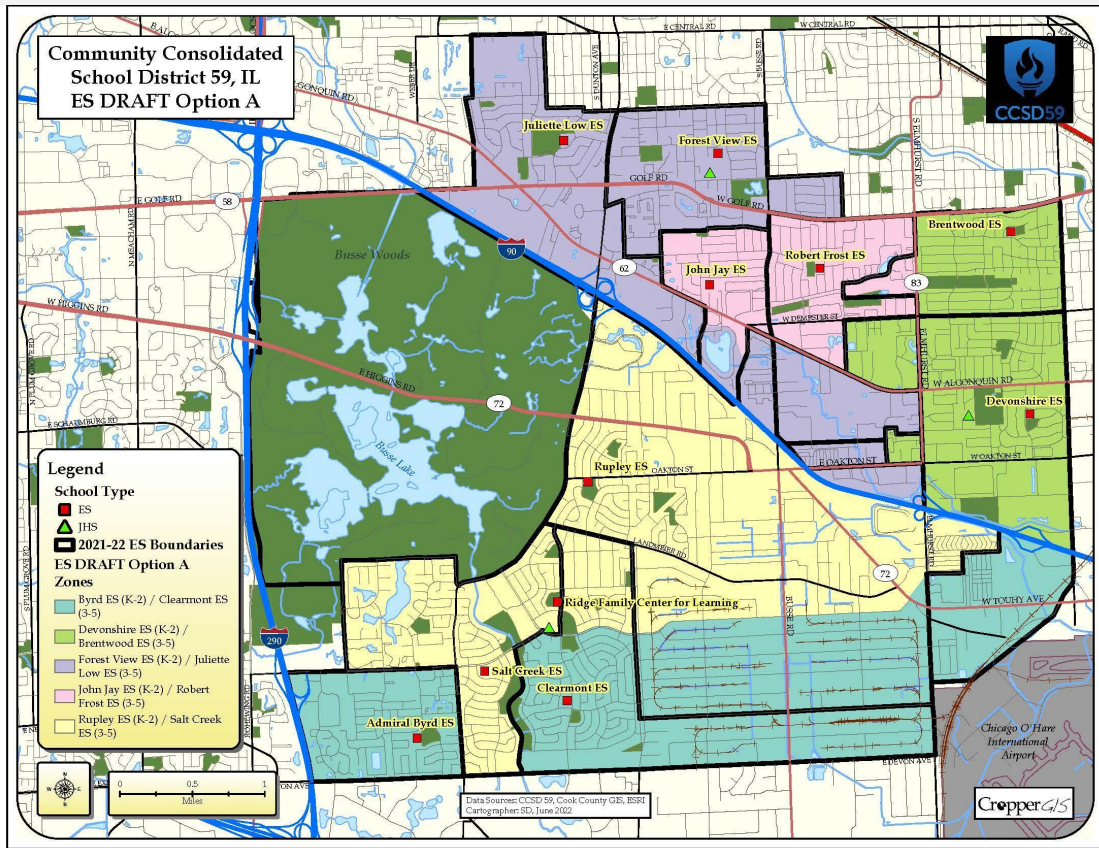
There are similarities to “Draft Option A”, with a primary difference being Admiral Byrd becoming an Early Learning Center for the south side. Variations in the school pairings include:

- 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)

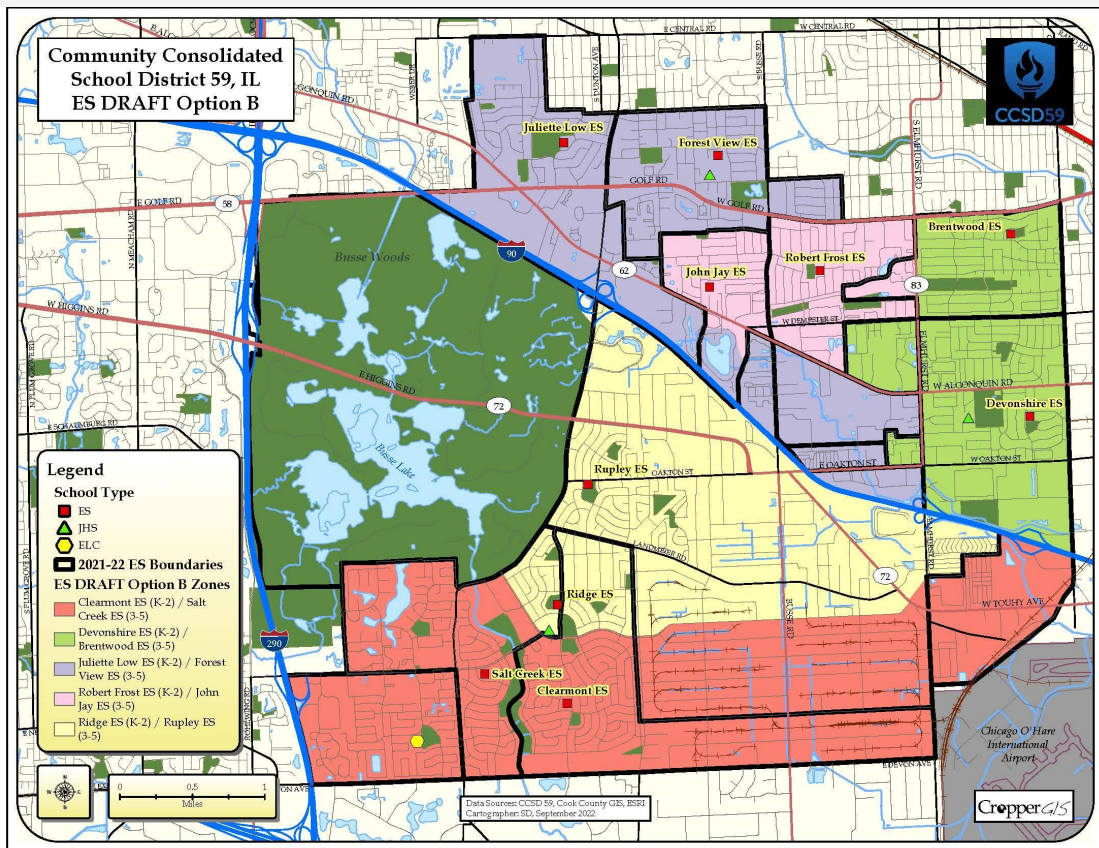
Due to this configuration, students in the Robert Frost/John Jay pairing would be split once students reach junior high, with half going to Friendship and the rest going to Holmes.



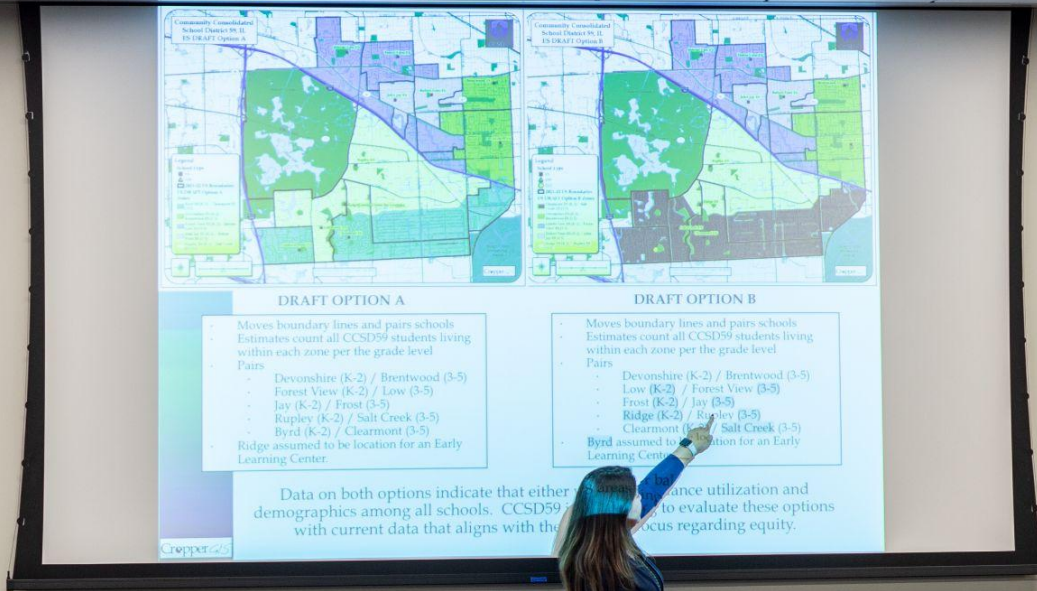
# DRAFT OPTION A MAP



# DRAFT OPTION B MAP







## BENEFITS OF SCHOOL PAIRINGS

Dr. Bresnahan revisited the anticipated benefits school pairings would have in CCSD59, which can be found on the next two pages.

She also acknowledged the emotion and personal feelings tied to this work. This work was previously done in Berkeley School District 87, where Dr. Bresnahan served as Superintendent of Schools before coming to CCSD59. She shared there has been public commentary stating the school pairings were not successful in District 87, and she clarified that is not an accurate representation of the outcome of the District 87 process. She welcomed community members to reach out to current District 87 staff and board members to get their impression of how the school pairing model has benefited that district.

She also revisited the idea of “upstream” thinking that was introduced at the first meeting, where the task force is designed to help the district fix the cause of inequities, not simply try to rescue kids that have already experienced issues “downstream”. While we all want to help our students, the biggest benefit to their educational experience would be to find a long-term solution to fix these inequities before any student experiences them.



# 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

## RESOURCE 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

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





# SMALL GROUP DISCUSSION OF WORK BEING CONSIDERED

Members were split up into their proposed elementary school pairings and asked to discuss positives and negatives of both keeping the status quo of the configuration of our district and moving to school pairings.

They were also asked to come up with considerations for any possible transition based on the option selected and how the district could support students, families, and staff through it.





## GROUP A:

### Positives

#### Status Quo

- no disruption: people = happy

#### School Pairings

- better utilization of buildings & resources
- access to programming

### Negatives

#### Status Quo

- Just a band-aid, temporary fixes

#### School Pairings

- Major shift for students, staff, and parents
  - Could affect retention

### Short Term

- Open Houses
- Prepping Teachers
  - assignment/placement by spring break
  - survey preferences

### Long Term

- Open Houses
- Pen pals between paired schools
- Combined PTO events between paired schools
- Annual field trip/orientation to grade 3-5 schools for second graders

### Bonus

- More district-wide collaboration
- Other options? Balance between status quo & pairings

## GROUP B:

### Positives

#### Status Quo

- known
- comfortable

#### Transition to school pairings

- Communication
- Make sure everyone is in the know
- Areas to Consider
  - teacher collaboration: increased
  - parental involvement: more could be involved

### Negatives

#### Status Quo

- marginalized groups are still impacted
- equal distribution of resources

#### Transition to school pairings

- Areas to Consider
  - Parental involvement: How to increase number of families involved? How to draft in new families?
  - What are new ways to have parents involved?
  -

### Transition Considerations

- How can the district communicate what the band-aids have done and that this plan isn't a band-aid?
- Clearly communicate transition and planning

*Note: Can we clarify the elementary to junior high to high school transitions?*





## GROUP C:

### Positives

#### Status Quo

- minimal change/impact to staff, students, community

#### School Pairings

- expanding ELC audience
- PD for each center
- libraries
- resources

### Negatives

#### Status Quo

- minimal change
- same students under-served

#### School Pairings

- DLP will have singleton teachers
- Resources replenished (SDL & DLP libraries)

### Transition Considerations

- Libraries
- Furniture
- Summer School?
- Mental status for students/families, staff
- Grade level & program model considerations
- School tours before changes
- Joint events for paired schools
- Sneak peek to new building
- Teachers packing timeline
- End of Era school celebrations

## GROUP D:

### Positives

#### School Pairings

- Teacher collaboration training
- Spread of diversity across schools
- Kids get to know more kids
- More children will have access to programs they need
- More DL sessions
- Smaller case loads for interventions
- Bigger PTO across two schools
- Family events tailored to age
- Smaller class sizes (student outcomes)

### Negatives

- Singleton classrooms would continue, therefore less teacher/student collaboration
- Transportation
  - Walk vs. ride
  - Parents have to deal with more schools
- Loss of neighborhood community
- Loss of community
- PTO traction
- -Stress of change on top of COVID-19
- Changing schools is hard on kids
- Transition is most concerning for those in now (way too much change/stress now - timeline)
- before and after care
- implementation (added costs)
- possible divide for middle school
- Segregation between student body?
- Not convince the numbers move enough to warrant this dramatic of a change

### Transition Notes

- minimize impact on grade 3-5 kids "grandfather"
- longer transition (they are worth trying to work it out)
- getting kids/parents together with paired schools (shared PTO, events)
- visiting new school - meeting kids
- before/after care - required because many now depend on older siblings
- busing exploring - to one school for families

## GROUP E:

### Positives

#### Status Quo

- Proximity to schools
- Hone in on skills for teachers to master at a school that is succeeding
- Going from building needs to per person
- Allowing Kids adjustment from COVID-19

#### School Pairings

- available supports & resources for all students
- less collaboration opportunities
- potential school closing permanently

### Negatives

#### Status Quo

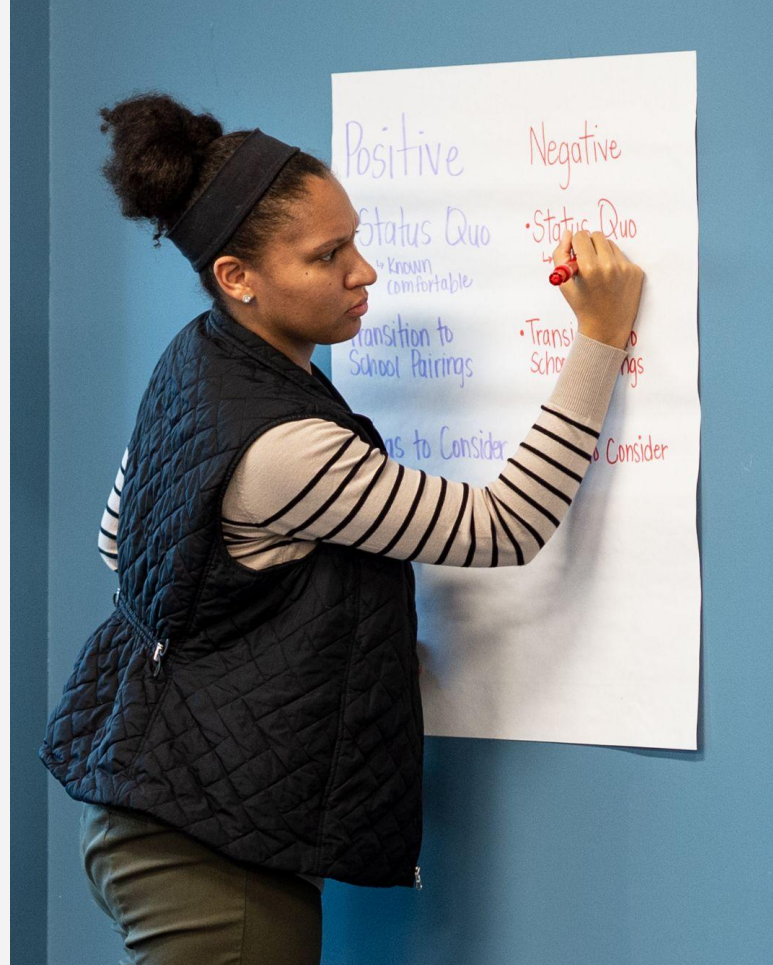
- Program stability in terms of TDP, DP, SPED
- Knowing more kids before grades 6-8
- Low/FV are good pairings
- One PTO for both schools with more parent support

#### School Pairings

- bus routes
- Additional teachers?
- staggered staff times
- after school changes

#### Transition

- Consider Forest View be grades 3-5 to enhance transition to junior high
- Facility logistics: renovations, moving needs, furniture (expenses)
- School open houses
- Combines assemblies and other events





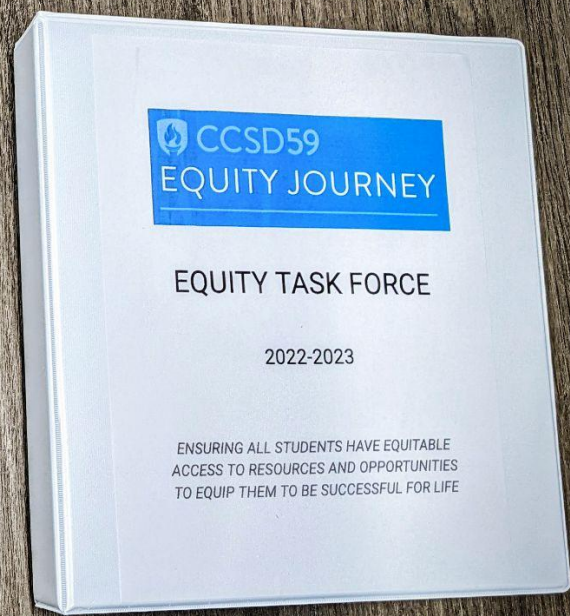


## NEXT STEPS AND ADJOURN

Dr. Bresnahan thanked each member of the task force for participating in this process, and gave a snapshot of upcoming important dates for further discussions and presentations:

- **Monday, October 10**
  - Board Meeting (Presentation and Discussion)
- **Monday, November 14**
  - Board Meeting (Final Recommendation and Discussion)
- **October-November**
  - Community and Staff Building Presentations (details to come)
- **Monday, December 12**
  - Board Meeting (Anticipated Board Action)

Dr. Bresnahan urged members to remember a quote from author Brené Brown: “Courage over Comfort”. She elaborated how this work is personal and also challenging, but the district will be here to support all of our students and staff. She also expressed gratitude for the ability to approach this work with everyone and challenge the status quo, and regardless of where the district is two to three years from now, we can hopefully come back together and celebrate this work and the difference it will be making for our students, families, staff, and community.



# TASK FORCE MEETING FOUR RESOURCES AND REFERENCE MATERIALS

- [Meeting Agenda](#)
- [Meeting Slides](#)
- [Equity Journey Input Form Themes](#)
- [CCSD59 Equity Page](#)
- [CCSD59 Equity Question/Input Form](#)