



Enrollment Balancing Models for Phase I - Fall 2017

Model One

ALL CROW ISLAND KINDERGARTEN STUDENTS ATTEND ANOTHER DISTRICT SCHOOL

Logistics: Incoming Kindergarteners placed in:

- 1a. Greeley & Hubbard Woods Kindergarten programs **or**
- 1b. Classrooms dedicated to Kindergarten at Skokie or Washburne

Projected Impact:

- 2 classroom spaces would become available at Crow Island
- Enrollment Shift: Up to ~67 fewer students at Crow Island (18% enrollment shifted to other schools)
- Facility/Transportation 2 year cost:
 - 1a. Transportation to Greeley/Hubbard Woods \$128,000 **or**
 - 1b. Restrooms at a Middle School \$126,000
- School Impacts:
 - Crow Island drops to 101% optimal capacity (1a.)
 - Greeley rises to 103% w/ +53 students or 100% optimal capacity w/ +44 students (1a.)
 - Hubbard Woods rises to 95% w/ +10 students or 100% optimal capacity w/ +23 students (1a.)
 - Skokie rises to 108% optimal capacity w/ +67 students (1b.)
 - Washburne rises to 62% optimal capacity w/ +67 students (1b.)



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Model Two

SOME CROW ISLAND KINDERGARTENERS ATTEND ANOTHER SCHOOL

Logistics: Incoming Kindergarteners placed in:

- 2a. Crow Island in one or two Extended Day Kindergarten sections with overflow students assigned to Greeley **or**
- 2b. Crow Island in one or two Extended Day Kindergarten sections with overflow students assigned to Greeley and Hubbard Woods

Projected Impact:

- 0-1 classroom spaces would become available at Crow Island
- Enrollment Shift: Up to ~47 fewer students at Crow Island (13% enrollment shifted to other schools)
- Facility/Transportation 2 year cost:
 - 2a. Transportation \$64,000 (to Greeley)
 - 2b. Transportation \$128,000 (to Greeley and Hubbard Woods)
- School Impacts:
- Crow Island drops to 107% optimal capacity
- Greeley rises to 97% optimal capacity w/ +35 students or 101% optimal capacity w/ all 47 students
- Hubbard Woods rises to 94% optimal capacity w/ +8 students or 96% optimal capacity w/ +12 students
- Percentages of optimal capacity at middle schools remain unchanged



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Model Three

CROW ISLAND 4th GRADERS ATTEND SKOKIE SCHOOL

Logistics: Incoming Crow Island 4th graders attend Skokie School.

Projected impact:

- 4 classroom spaces would become available at Crow Island
- Enrollment Shifts: Up to ~81 fewer students at Crow Island (22% enrollment shifted to other schools)
- Facility/Transportation 2 year cost: None
- School Impacts:
 - Crow Island drops to 96% optimal capacity (-81 students)
 - Skokie rises to 112% optimal capacity (+81 students)
 - All other schools' percentage of optimal capacity unchanged



Enrollment Balancing Models for Phase I - Fall 2017

Model Four

ALL STUDENTS REMAIN AT CROW ISLAND (A SECOND TEMPORARY UNIT IS INSTALLED)

Logistics: All students remain at neighborhood school with the additional of a 2nd mobile unit on the Crow Island Campus

Projected Impact:

- No existing classroom spaces would become available at Crow Island, however 2 additional temporary classrooms are added
- Enrollment Shifts: None
- Requires addition of 1 additional mobile unit
 - Adds 2 temporary classrooms for two years with a one year extension option for a total of three years
- Facility/Transportation 2 year cost: 2 classroom modular unit \$245,000
- School Impacts:
 - Crow Island at 110% optimal capacity
 - All other schools' percentage of optimal capacity unchanged



Model One

ALL CROW ISLAND KINDERGARTEN STUDENTS ATTEND ANOTHER DISTRICT SCHOOL

Benefits

- Would provide more classroom space at Crow Island
- Would allow for fewer students at Crow Island, reducing overcrowding
- Would create a more equal student enrollment at all three elementary schools
- Would reduce travel for some art, music, kinetic wellness and Spanish teachers
- Allows for kindergarten to kindergarten and/or older student “buddy program”
- Would cost less than installing a second mobile unit or new construction at Crow Island
- Moving kindergarten students new to a school is less disruptive than moving 4th graders
- Crow Island maintains current playground/carbon footprint without 2nd mobile unit
- Allows for kindergarten teacher collaboration across two schools
- Families could elect to stay at school their child attends for kindergarten program

Challenges

- Crow Island kindergarten students would have a different experience than others
- Logistical challenges moving kindergarteners to other locations
- Kindergarten students may be split up, attending multiple school settings
- Attending Skokie/Washburne, there may be drop off and pick up safety concerns
- Challenge of kindergartners in upper grade building and costs to upgrade facilities
- Additional costs of transporting students to other schools
- Support for special needs students
- Split of siblings could cause loss of continuity for families
- Kindergarten students would be mixed with students from other neighborhoods creating possible difficulties with play dates, less access to one another, etc.
- Delays Crow Island teachers from getting to know kindergarten students
- Added transition for kindergarten students
- Crow Island has a “different feel” without kindergarten students

The Winnetka Public Schools community empowers every student to flourish in an innovative, experiential environment. We support and challenge all learners to actively engage in continual growth and achievement to make a meaningful difference in the world.



Model Two

SOME CROW ISLAND KINDERGARTENERS ATTEND ANOTHER SCHOOL

Benefits

- Provides potential for 1 classroom space at Crow Island (depending on number of kindergarten students served)
- Fewer students at Crow Island, reducing overcrowding for relief
- Would keep siblings together if that factor is considered in placement
- Space utilization at Greeley School would be better with Crow Island kindergarten students present
- Crow Island would remain a K-4 Building

Challenges

- Some Crow Island kindergarten students would have different experiences than other kindergarten students in the District
- Adds logistical challenges in moving kindergarteners to other locations
- Adds additional costs of transporting students to other schools
- Support for special needs students
- Potential acclimation challenges for students in building relationships
- If families opt to stay at new school, it could contribute to future enrollment issues
- Added transition for kindergarten students
- Crow Island has a “different feel” without all kindergarten students
- Does not supply sufficient classroom relief, and may still require need for mobile classrooms
- Does not provide relief for overscheduled art, music, Spanish, kinetic wellness teachers



Model Three

CROW ISLAND 4th GRADERS ATTEND SKOKIE SCHOOL

Benefits

- Provides more classroom space at Crow Island
- Fewer students at Crow Island reduces overcrowding
- 4th graders are able to walk or bike to school
- Art, music, kinetic wellness, Spanish teachers would have relief from tight scheduling
- Would keep Crow Island 4th graders together
- Would cost less than putting in a second mobile building or new construction at Crow Island
- Moving 4th graders could lead to a long-term solution of moving all 4th graders (IF that is the determined direction)
- Crow Island 4th graders can become acclimated to Skokie earlier, giving them a potential advantage
- Crow Island keeps its playground space and carbon footprint without 2nd mobile unit

Challenges

- Would need to find way to maintain Crow Island 4th grade traditions
- Would move Crow Island 4th graders away from their home school
- Potential negative social/emotional impact of being only 4th grade not at home school
- Skokie School may become overcrowded
- More difficult to move older children with established roots in a school
- 4th grade teachers would have a shift in teacher collaboration options
- May cause increased scheduling issues for Skokie School
- Could split siblings and cause loss of continuity for families
- Insufficient time to prepare for this transition to Skokie experience



Model Four

ALL STUDENTS REMAIN AT CROW ISLAND (A SECOND TEMPORARY UNIT IS INSTALLED)

Benefits

- Keeps Crow Island intact and honors community neighborhood school
- Less stress on the community at large due to less change
- Would keep siblings and families together at Crow Island
- Would honor the K-4 experience in all three elementary schools
- Crow Island traditions would remain intact
- 4th graders continue to have leadership opportunities as Crow Island students

Challenges

- Cost and environmental impact of an additional mobile classroom unit
- No space relief for art, music, kinetic wellness, Spanish and creates added stress
- Would not solve the Crow Island overcrowding issue, thus no long term gain
- Would need to pursue neighborhood approval for additional mobile unit
- Student transition time may increase with many moving parts in a large school
- Adds additional stress of overcrowding at Crow Island
- Expense of new mobile unit is greater than expense of busing students
- Staff feels overloaded with additional students in building
- No relief for common area space needs such as lunch rooms, gym, music, and art



Long Term Phase II Concepts

Process initiates Spring/Summer 2017

- **Redistrict** - shift school attendance boundaries
- **Reconfigure Grades** - schools have different grade structure
 - i.e. shift to K-3; 4-5; 6-8 model or K-5; 6-8 model
- **Construction** - add new space at schools

At this time...closing a school = not a viable option

Enrollment Balancing Project – Timeline

- ❑ Summer – Preliminary Demographic Report (*Cropper GIS*)
- ❑ Fall – Form committee and examine Phase I (short-term) & Phase II (long-term) options
- ❑ Winter – Narrow Phase I options for community input
- ❑ March – School Board approves Phase I Plan
- ❑ Late Spring– School Board determines Phase II Timeline