



January 12, 2017

***Enrollment Balancing Project Board Advisory Committee Meeting Recap***

*Superintendent, Trisha Kocanda*, welcomed the Advisory Committee and community to the meeting.

*Maureen Hager, Project Manager*, thanked those in attendance and noted that the Committee's goal for the meeting would be to narrow the four potential Phase I models down to one. She also reviewed the timeline the Board Advisory Committee has undergone since they began meeting in September 2016, which included school tours, community and staff input sessions, and eight Committee Meetings. The following sources of information were developed by or made available to Committee members:

- *Demographic Background by McKibben Demographics (October 25, 2016)*
- *Cropper GIS Models (November 10, 2016)*
- *Guiding Principles developed with community and staff input (October 18, 2016)*
- *Benefits and Challenges of Short Term Models (November 29, 2016)*
- *Administrative Panel Discussion from December 12, 2016 Meeting and the resulting Educational Impact Report from the Administrative Team (January 5, 2017)*
- *Summary Report from December 2016/January 2017 Community and Staff Input Sessions (January 10, 2017)*
- *Emails addressed to the Advisory Committee re: Enrollment Balancing (October 2016 - January 2017)*

Throughout their discussion, the Committee reviewed how staff and community members responded to the models at the input sessions and how these models aligned with the Guiding Principles.

After lengthy analysis of the four models, the Committee voted to eliminate two options from further consideration. The outcome is below.

Models	Current Status
1. All Crow Island Kindergarten students attend another District school	<i>Under consideration</i>
2. Some Crow Island Kindergarteners attend another school	<i>Under consideration</i>
<del>3. Crow Island fourth graders attend The Skokie School</del>	<i>Eliminated</i>
<del>4. All students remain at Crow Island (a second temporary unit is installed)</del>	<i>Eliminated</i>

The Committee will continue the discussion and vote upon a Phase I recommendation at the meeting on January 17, 2017, at Carleton Washburne School. The Committee will share this recommendation with the School Board at its meeting on January 24, 2017.

You can remain involved in the EBP process by:

- Emailing your comments and suggestions to [enrollmentbalancingproject@winnetka36.org](mailto:enrollmentbalancingproject@winnetka36.org)
- Making use of public comment sessions that are included on the agendas for both the Advisory Committee meetings and the regular School Board meetings. All dates and locations are included on the District website.

Please note, formal detailed Meeting Minutes will be approved by the School Board at the February 21, 2017, Meeting.



## **Enrollment Balancing Project**

### **Educational Impact Report Phase One Models**

**Draft as of January 5, 2017**

**Prepared for the EBP Advisory Committee  
Informed by D36 Staff Input  
Authored by the D36 Administrative Team**

# **Model One**

## **ALL CROW ISLAND KINDERGARTEN STUDENTS ATTEND ANOTHER DISTRICT SCHOOL**

### **General Facts**

- It is typical for 15-30% of first graders to have kindergarten experiences outside of District 36. These students are welcomed and transition well to the new learning environment.
- Currently, children only interact with peers who attend kindergarten on the same half day time in which they attend.
- Families who have had experiences in more than one D36 elementary school (ex. family moved from Crow Island attendance area to Hubbard Woods) have reported positive and successful transitions to principals.

### **General Relief**

- If 100% of Crow Island kindergarteners are welcomed at other schools, there would be enrollment relief and two-classroom facility relief.
- The relief would result in fewer specials to schedule during the day which directly impacts space and staffing. The result would be nine fewer hours of specials to schedule and to staff. The specifics include:
  - four 45- minutes a week less art,
  - four 30-minutes a week less music,
  - four 60-minutes a week less Resource Center time.
  - There would be no change to the KW or Spanish schedules, as kindergarteners currently do not participate in these programs.

### **If students are welcomed at Greeley & Hubbard Woods**

- Student Placement
  - To provide a more inclusive experience that best serves students' social and emotional needs, Crow Island kindergarteners would be placed in classes with Hubbard Woods or Greeley students.
  - Kindergarteners would have recess at the same time, providing extended access to peers during the school day.
  - As first graders, principals are committed to placing students with 1-2 peers from their previous kindergarten class.
- Student Needs
  - Specialists from Crow Island School, such as reading specialists, social workers, speech and language pathologists, etc., would schedule regular visits to Greeley and Hubbard Woods Kindergarten classes to ensure smooth transitions to first grade.
- Curriculum
  - Common curriculum is in place for all kindergarteners. Key milestone experiences, such as the butterfly migration, would be available to all kindergarteners.

- Extended nature play is an expected addition to the Extended Day Kindergarten program. Access to outdoor learning is available. Specifically, Hubbard Woods and Greeley have Lake Michigan beachfront access. Crow Island and Hubbard Woods have wooded area access.
- Kindergarteners would have consistent access to art, music, KW, and resource center time.
- Pick-Up & Drop-Off
  - To address logistical challenges with pick-up and drop-off, the kindergarten day could begin 15 minutes later (~8:50 am) and end at 2:15 pm. This would alleviate drop-off and pick-up challenges that currently exist.
  - The District would provide non-instructional supervision for kindergarteners in the morning, from 8:30 - 8:50 am, utilizing current staff.
- Impact on Greeley and Hubbard Woods Schools
  - More specials classes to schedule for additional kindergarten classrooms. There is “room” in the schedule and in the building for these additional specials.
  - Additional special education and student services staff would be required to address kindergarten speech therapy and social work needs
  - Per policy, families could request to remain at Greeley or Hubbard Woods
  - Facility/Transportation 2 year cost: Transportation \$128,000
- Benefits to Kindergarteners being welcomed at Hubbard Woods and Greeley Schools
  - + Access to staff who are experienced with early childhood
  - + Access to facilities and playgrounds conducive to kindergarten learning, play and size
  - + Access to an elementary community, integrated into a K-4 environment
  - + Access to a Resource Center with developmentally appropriate text, materials, and resources
  - + Access to a makerspace with developmentally appropriate text, materials, and resources
  - + Kindergarten teachers will be concentrated at fewer sites for more collaborative opportunities, especially with introducing a new program
  - + Families could request to remain at Hubbard Woods and/or Greeley Schools facilitating enrollment balancing through choice

### **If students welcomed at Skokie or Carleton Washburne**

- Student Placement
  - All Crow Island students would be placed together, as they are the only kindergarteners in the school.
  - Every attempt would be made to place Kindergarteners in close proximity to one another in a Kindergarten classroom area.
- Student Needs
  - Same as above
- Curriculum

- Common curriculum is in place for all kindergarteners. Key milestone experiences, such as the butterfly migration, would be available to all kindergarteners.
- Access to outdoor learning is available. With proper supervision, students could access wooded areas near Crow Island. West Elm Street Park is in close proximity. Extended nature play is an expected addition to the Extended Day Kindergarten program.
- Kindergarteners would have scheduled access to art, music, KW, and Resource Center time.
- Pick-Up & Drop-Off
  - Same as above
- Impact at Skokie or Carleton Washburne Schools
  - Remodeling/revision of restroom facilities may be necessary
  - Age-appropriate supplies would need to be purchased or shared from the elementary schools (ie: KW equipment, MakerSpace supplies, books for the RC)
  - An age-appropriate recess area would need to be created.
  - Facility/Transportation 2 year cost: Restrooms at a Middle School \$126,000; Potential playground enhancement \$50,000 (new consideration)
- Benefits to Kindergarteners being welcomed at Skokie or Carleton Washburne Schools
  - + Proximity to Crow Island School
  - + Creation of buddy system between Kindergarteners and Skokie/Washburne students
  - + Air-conditioning (CW only)

## **Model Two**

# **SOME CROW ISLAND KINDERGARTENERS ATTEND ANOTHER SCHOOL**

### **General Facts**

- It is typical for 15-30% of first graders to have kindergarten experiences outside of District 36. These students are welcomed and transition well to the new learning environment.
- Currently, children only interact with peers who attend kindergarten on the same half day time in which they attend.
- Families who have had experiences in more than one D36 elementary school (ex. family moved from Crow Island attendance area to Hubbard Woods) have reported positive and successful transitions to principals.
- Facility/Transportation 2 year cost: Transportation to Greeley \$64,000; or Transportation to Greeley & Hubbard Woods \$128,000.

### **General Relief**

- If 25-50% of Crow Island kindergarteners attend the school, there would be enrollment relief and either one classroom opening up or no facility relief.
- The relief would result in fewer specials to schedule during the day which directly impacts space and staffing. The result would be two to four fewer hours of specials to scheduled and staff. The specifics include:
  - one or two 45-minutes a week less art,
  - one or two 30-minutes a week less music,
  - one or two 60-minutes a week less Resource Center time.
  - There would be an increase of one or two 30-minutes a week KW class(es). This KW class would be double-booked.

### **Who remains at Crow Island? What is the Criteria? Options include:**

- Siblings
  - Approximately 50% (36 of 70) of currently registered Crow Island kindergarteners are siblings/returning families (as of 1/3/2017).
  - Allows easier drop-off management for families that have other children at Crow Island
  - Results in a Kindergarten class that has no first born students at Crow Island. Therefore, we would want to mix students coming from Crow Island with students of varying birth order when they are in first grade.
- Geographic
  - Most efficient use of travel considerations for many families
  - Neighborhoods would be assigned to a school so kindergarten-aged peers from same area would be at same school
  - May be perceived as a precursor to redistricting
- Lottery
  - Equitable process of selecting students
  - Process will be stressful for families

- Does not take into account siblings or geography
- Voluntary
  - May not provide enough relief, although may alleviate need to move families that wanted to stay at Crow Island
  - May result in unhealthy marketing and comparison of elementary schools

**Students welcomed at Greeley & Hubbard Woods**  
***Same as Option 1***

## **Model Three**

# **CROW ISLAND 4<sup>th</sup> GRADERS ATTEND SKOKIE SCHOOL**

### **General Facts**

- A pairing of grades 4 and 5 works well regarding child development and curriculum. Grade 4-6 schools exists in many communities across the country.

### **General Relief**

- Two classroom spaces would become available at Crow Island, as Extended Day Kindergarten would also be included.
- The relief would result in fewer specials to schedule during the day which directly impacts space and staffing. The result would be ~17.5 fewer hours of specials to schedule and to staff. The specifics include:
  - two 60- minutes a week less art,
  - four 30-minutes a week less music,
  - two 60-minute a week less Resource Center time.
  - sixteen fewer 25-minute KW sections a week
  - nine fewer 30-minute Spanish sections a week.
- Skokie's enrollment would increase to 112% of optimal capacity.
- Facility/Transportation cost; None

### **If fourth grade students are welcomed at Skokie, we anticipate:**

- Additional staffing needs for special education, interventionists, and specials (related arts).
- Introducing three different school schedules, one for each grade.
- Pressure on facilities especially in the areas of gym, art, and the lunchroom. Lunchroom would have to adopt a 4 or 5 period schedule. Playground area would be sufficient.
- Implementation of the 4th Grade curriculum as it is now.
- Limit the implementation of the innovative Skokie school day schedule due to space limitations and schedule constraints.
- Transfer some tech devices from Crow Island to Skokie. As the technology is shared across the school, we would need to replace some of the technology for Crow Island.
- A challenge for students and families expecting to round out their fourth grade experience at Crow Island. The timing of the decision may contribute to a stressful transition to Skokie School for these students.
- A challenge due to a cohort of fourth grade students from Crow Island, but not Hubbard Woods and Greeley, potentially impacting the social dynamics within the school as students matriculate.
- Benefits to 4th Graders being welcomed at Skokie
  - + Proximity to Crow Island School
  - + Provides most relief to schedule and facility at Crow Island School
  - + Crow Island fourth graders do not add transition to their K-8 experience; the transition comes one year early.

## **Model Four**

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

#### **General Facts**

- The additional temporary unit would be placed perpendicular and to the south of the current unit displacing play space.
- Facility/Transportation 2 year cost: 2 classroom modular unit \$245,000. This expenditure is a variable in our financial forecasting models. Technically, it is not in the current budget.
- This model would be bound by a timeline agreed to by the Village and State of Illinois (both units would need to be removed from the Crow Island campus by 2020).
- The number of currently registered kindergartens as of 1/3/2017 is at 70. This already surpasses enrollment forecast by three students. It is typical experience to register 8-10 more kindergarteners by the start of school the school year, bringing the expected kindergarten total to 80.

#### **General Relief**

- Facilities would continue experiencing facility/enrollment pressure in the following areas:
  - Specials schedule and interdisciplinary areas (two instructional spaces are needed for art, music, and Spanish classes)
  - Gym space (50% of KW classes are currently doubled)
  - Lunch spaces
  - Logistics related to travel outdoors
  - Play space reduction
  - Lack of flexible learning space
  - Scheduling collaborative planning time for teachers
  - Lack of small group instructional space
  - Lack of space for facilitators
- There would be no relief to the specials schedule or staffing. There would be four more hours of specials to staff and to schedule. Specifically, this includes eight more 25-minute KW sections a week that would be offered as a double class for kindergarteners in the gym.
- Although two classrooms are added, it is likely that programs currently being offered in common spaces would be moved to the temporary units. Therefore, interior instructional and/or classroom space would not become available.

#### **If all Crow Island students remained at Crow Island**

- Provides an additional air conditioned space at the school.
- Current negative impacts of overcrowding persist by allowing all students to attend the school they anticipated.
- Shared staffing between buildings potentially increases.



## **Informational Memo: Enrollment Balancing Project Community and Staff Input Session Results**

To: Enrollment Balancing Project Committee  
Trisha Kocanda, *Superintendent*

From: Greg Kurr, Chief Financial Officer  
Maureen Hager, Enrollment Balancing Project Coordinator

January 12, 2017

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This memo shares the outcomes of the community and District staff input sessions designed to capture feedback regarding the four short-term enrollment models under consideration for implementation in August 2017. The four models are the product of discussions by the Advisory Committee at its November 29, 2016, meeting with further review by the Committee at its December 12, 2016, meeting.

To assist the Advisory Committee in its process to evaluate potential enrollment models before determining a final recommendation, community and staff surveys were developed and open for response following each input session.

### **Background on the Input Process**

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The process used to elicit input was the following:

- three community meetings were scheduled on December 7 and December 14, 2016 and January 5, 2017
- staff school-based meetings were scheduled at each of the five campuses on December 9 (Skokie), December 12 (Hubbard Woods and Washburne), December 15 (Crow Island), and January 4 (Greeley)
- participants were introduced to the District's enrollment issue and the four models under consideration via a seven minute video ([https://youtu.be/Vmz94JyqT\\_k](https://youtu.be/Vmz94JyqT_k)); the video reviewed the process used to narrow the models to the current four and included a summary of benefits and challenges identified by the Advisory Committee
- participants were invited to visit each of four stations to view posters listing the benefits and challenges of each model and to engage in a discussion with one another and representatives of the Advisory Committee (for ease of survey completion, at each computer station participants were provided with laminated copies of these "ready reference materials") ([Addendum 1](#))

- each participant was then invited to sit at a computer station to complete a survey soliciting input on the identified benefits and challenges of the four short term models; the survey:
  - *offered the opportunity to provide additional benefits and challenges* to the list generated by the Committee; (the original list of *benefits and challenges* was not meant to be comprehensive and exclusionary; the survey sought feedback as to one's agreement with the potential benefits and challenges; the survey also solicited additions to the list)
  - *posed the question "Do you support Model "x" as a solution for Fall 2017?"* (available responses were "yes, no, or unsure")
  - *provided an open ended comment section* at the conclusion of the survey

## Community and Staff Participation Levels

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The input process elicited the following participation levels:

- 111 community members and 123 staff members completed the online survey for a total of 234 responses (47% of total responses from community; 53% from staff)
- 16% of the community members who participated do not currently have children in a District 36 school
- 65 community and 37 staff provided additional comments that were analyzed for themes that met the threshold for "Moderate Agreement" (at least five comments); these themes are included in the comment summary portion of the survey outcomes.

## Survey Outcomes

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Based on the survey responses, outcome reports were generated that represent a.) the degree of support for each model by community and by staff and b.) the level of agreement by community and by staff with the benefits and challenges developed by the Committee.

- The *degree of support* for a model is derived from the "yes, no, and unsure" responses to the survey in answer to the question, "*Do you support Model "x" as a solution for Fall 2017?*"
- The *level of agreement with the benefits and challenges* is derived from the number of comments supporting each benefit and challenge and is described in further detail below.

## Level of Agreement with the Benefits and Challenges Information

In addition to responding to the "Do you support..." questions, respondents were also requested to review the list of benefits and challenges developed by the Advisory Committee. This information was coded on the basis of the number of supportive comments made

relative to each benefit or challenge. Depending upon their number, comments fell into five color coded categories indicating “Very Strong Agreement” to “No Mention”:

- 20+ comments - Very Strong Agreement**
- 10-19 comments - Strong Agreement**
- 5- 9 comments - Moderate Agreement**
- 1 - 4 comments - Weak Agreement**
- 0 comments - No Mention**

Concepts receiving a minimum of five mentions were captured in the section titled “Additional Benefits/Challenges with at least Moderate Agreement” included at the bottom of each Benefit or Challenge summary chart.

## COMMUNITY OUTCOMES

[Click here to view the EBP Community Input Survey Outcomes](#), which summarizes the community’s support for the four short term models and provides the responses to the benefits and challenges associated with each model.

### **Community Outcomes: Additional Comments**

65 community respondents provided open-ended comments at the conclusion of the survey. From these comments, the following areas of agreement emerged (a minimum of five comments constituted a concept around which there was at least moderate agreement). These concepts included:

- support for Model One as the model that would provide the highest degree of relief for Crow Island while being least disruptive to students given that kindergarten students have not yet attended Crow Island (most favored moving students to Greeley and/or Hubbard Woods)
- support for Model Four as the short term option with the least impact on the Crow Island community allowing time to determine a long term enrollment balancing solution
- lack of support for Model Three, which was perceived as the model creating community and student disruption given its impact on the current third grade students at Crow Island
- concern regarding the decision to implement Extended Day Kindergarten preceding the determination of space availability and location
- support for redistricting as a long term solution to balancing enrollment
- encouraging the District to develop a well thought out long term plan with sufficient time to effectively implement
- frustration that the balancing of enrollment was not addressed earlier given the pattern of enrollment that has emerged
- gratitude to the Board, District, and Advisory Committee for the time, work, and attention that has been devoted to this issue

## STAFF OUTCOMES

[Click here to view the EBP Staff Input Survey Outcomes](#), which summarizes the staff's support for the four short term models and provides the responses to the benefits and challenges associated with each model.

### **Staff Outcomes: Additional Comments**

37 staff included open-ended comments at the conclusion of the survey. From these comments, three areas of agreement emerged (a minimum of five comments constituted a concept around which there was at least moderate agreement). These concepts included:

- support for Model One most often contingent upon moving the CI kindergarten classes to one or both of the other elementary schools rather than moving kindergarten aged children to either Skokie or Washburne
- support for redistricting as a long-term model to address the need to balance enrollment
- gratitude to the Committee members for their time and hard work on this issue; appreciation was expressed for the willingness to listen, to include all perspectives, and to provide a transparent process; some included a reference to continuing with this dedication to transparency

### **Next Steps**

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This information is provided to assist the Advisory Committee in its deliberations as it develops its recommendation for the School Board. When considering the models, the Committee can evaluate the degree to which each option matches the identified school community Guiding Principles developed in concert with the community and staff via a survey in September 2016, as well as the input session outcomes from the December 2016 and January 2017 sessions.