School Reconfiguration Planning and Discussion
Background

- Grade-level reconfiguration has been a consistent topic as part of:
  1) Public forums at beginning of the school year
  2) In the development of the District Strategic Plan
  3) As part of the Superintendent Roundtable discussions
  4) As part of the Budget Program Committee discussions
Call to Action

• Grade level configuration is inconsistent throughout the District
  -No clear pattern and ineffective student flow

• Overcrowding in some buildings and underutilizing of space in others

• Need for cost savings
Opportunity Statements

1. We believe that there needs to be a flow that allows students to enter and exit each school at the same point and to be grouped in an effective way to better focus on teaching and learning.

2. We have determined boundary re-alignment based on enrollment is necessary.

3. Communication planning is essential to our process.

4. The financial impact of all decisions must be measured.
1. Pre-K to 4 changes
   a. Thomas Jefferson (remove pod @ $40,000/year – Change to K-4 for building to hold enrollment)
      i. 5th and 6th grade students moved to home middle schools 1 or 2 years early (Sterling, Calvin Coolidge and Rolling Acres)
      ii. Research moving Thomas Jefferson Special Education Pre-K classrooms to Valeska
   b. Reconfigure Valeska to Pre-K only, sending K and 1st grades to home schools (frees up 5 classrooms)
   c. Franklin to remove 5th grade, which allows space to funnel students from Glen Oak; 5th grade students moved to home middle schools 1 year early (Sterling and Calvin Coolidge)
2. K-8 and Middle School Changes
   a. Glen Oak becomes K-4 absorbing Lincoln students, but is over 1,000 students
      i. transfer approximately 150-200 to Franklin
      ii. transfer approximately 40 students from Cityscape area to Roosevelt
   b. Lincoln becomes 5-8 absorbing Glen Oak students, with approximately 600 students
   c. Combine ELL programs at Lincoln and Von Steuben at Von Steuben
Plans and Discussion by area

Existing Glen Oak area annexed by Franklin

City Scape are currently serviced by Lincoln annexed by Roosevelt

Green and Yellow area existing Lincoln attendance area

Green represents the area added to Glen Oak attendance area
3. K-8 and High School Changes
   a. Option A
      i. Trewyn (K-5)
         1. 6, 7, 8 graders move to Manual
      ii. Harrison (K-5)
         1. 6, 7, 8 graders move to Manual
      iii. Manual (6-12)
         1. 9\textsuperscript{th} grade academy to high school
         2. 6, 7 and 8 to middle school and 9\textsuperscript{th} grade academy areas
   b. Option B
      i. Trewyn becomes (K-4) and absorbs Harrison students
      ii. Harrison becomes (5-8) and absorbs Trewyn students
      iii. Manual is (9-12) and we move to boundary considerations
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4. Boundary Changes
   a. Move Manual boundary north to include CityScape area to redirect students to Manual and neighborhood schools rather than busing across town – see transportation map
   b. Expand Manual boundary to include Averyville area – see transportation map
   c. Consider boundary changes in the Annex area such as South River West and Village Green to redirect students to neighborhood schools rather than busing across town.
   d. Small piece (by Bradley Park) of Woodrow Wilson attendance area moved to Whittier.
Plans and Discussion by area

Green area represents area annexed from Woodrow Wilson to Whittier

Yellow areas represent proposed MHS boundary changes. Currently PHS.

Blue area represents the annex area currently serviced by: Thomas Jefferson Kellar Charter Oak Richwoods Lindbergh Mark Bills Northmoor Rolling Acres
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<th>African American</th>
<th>Native Hawaiian</th>
<th>Caucasion</th>
<th>Hispanic</th>
<th>Multi-racial</th>
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<th>Percent Minority</th>
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<tr>
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<td>1</td>
<td>2</td>
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<td>1</td>
<td>75</td>
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<td>5</td>
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<td>2</td>
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<td>0</td>
<td>21</td>
<td>6</td>
<td>4</td>
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<td>24</td>
<td>18</td>
<td>2</td>
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<td>0</td>
<td>24</td>
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<td>0</td>
<td>27</td>
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<td>0</td>
<td>17</td>
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<td><strong>22</strong></td>
<td><strong>7825</strong></td>
<td><strong>44</strong></td>
<td><strong>3064</strong></td>
<td><strong>1343</strong></td>
<td><strong>1081</strong></td>
<td><strong>13646</strong></td>
<td><strong>78%</strong></td>
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</tbody>
</table>

### Breakdown by School and Ethnicity

- **STERLING**
  - American Indian: 1
  - Asian/Pacific Islander: 2
  - African American: 258
  - Native Hawaiian: 0
  - Caucasion: 61
  - Hispanic: 34
  - Multi-racial: 18
  - Total: 374
  - Percent Minority: 84%

- **VON STUEBEN**
  - American Indian: 1
  - Asian/Pacific Islander: 4
  - African American: 160
  - Native Hawaiian: 1
  - Caucasion: 61
  - Hispanic: 44
  - Multi-racial: 38
  - Total: 309
  - Percent Minority: 80%

- **WASHINGTON**
  - American Indian: 1
  - Asian/Pacific Islander: 25
  - African American: 17
  - Native Hawaiian: 2
  - Caucasion: 183
  - Hispanic: 17
  - Multi-racial: 27
  - Total: 272
  - Percent Minority: 33%

- **MANUAL**
  - American Indian: 4
  - Asian/Pacific Islander: 0
  - African American: 440
  - Native Hawaiian: 2
  - Caucasion: 78
  - Hispanic: 88
  - Multi-racial: 36
  - Total: 648
  - Percent Minority: 88%

- **PEORIA HIGH**
  - American Indian: 6
  - Asian/Pacific Islander: 6
  - African American: 780
  - Native Hawaiian: 2
  - Caucasion: 184
  - Hispanic: 138
  - Multi-racial: 109
  - Total: 1225
  - Percent Minority: 85%

- **RICHWOODS**
  - American Indian: 4
  - Asian/Pacific Islander: 59
  - African American: 397
  - Native Hawaiian: 7
  - Caucasion: 587
  - Hispanic: 86
  - Multi-racial: 134
  - Total: 1274
  - Percent Minority: 54%

- **WCTC**
  - American Indian: 3
  - Asian/Pacific Islander: 2
  - African American: 177
  - Native Hawaiian: 0
  - Caucasion: 65
  - Hispanic: 35
  - Multi-racial: 21
  - Total: 303
  - Percent Minority: 79%

- **GREELEY**
  - American Indian: 0
  - Asian/Pacific Islander: 1
  - African American: 51
  - Native Hawaiian: 0
  - Caucasion: 1
  - Hispanic: 2
  - Multi-racial: 4
  - Total: 59
  - Percent Minority: 98%

- **QUEST**
  - American Indian: 4
  - Asian/Pacific Islander: 6
  - African American: 388
  - Native Hawaiian: 1
  - Caucasion: 75
  - Hispanic: 41
  - Multi-racial: 43
  - Total: 558
  - Percent Minority: 87%

- **DAY TREATMENT**
  - American Indian: 0
  - Asian/Pacific Islander: 0
  - African American: 41
  - Native Hawaiian: 0
  - Caucasion: 0
  - Hispanic: 5
  - Multi-racial: 1
  - Total: 49
  - Percent Minority: 90%

- **JAMIESON**
  - American Indian: 0
  - Asian/Pacific Islander: 2
  - African American: 49
  - Native Hawaiian: 0
  - Caucasion: 21
  - Hispanic: 6
  - Multi-racial: 4
  - Total: 82
  - Percent Minority: 74%

- **GUARDIAN ANGEL**
  - American Indian: 0
  - Asian/Pacific Islander: 0
  - African American: 3
  - Native Hawaiian: 0
  - Caucasion: 0
  - Hispanic: 9
  - Multi-racial: 0
  - Total: 12
  - Percent Minority: 25%

- **PRIVATE INS/KIEFER**
  - American Indian: 0
  - Asian/Pacific Islander: 1
  - African American: 24
  - Native Hawaiian: 18
  - Caucasion: 2
  - Hispanic: 6
  - Multi-racial: 0
  - Total: 51
  - Percent Minority: 96%

- **RESIDENT OUT**
  - American Indian: 0
  - Asian/Pacific Islander: 0
  - African American: 2
  - Native Hawaiian: 0
  - Caucasion: 24
  - Hispanic: 1
  - Multi-racial: 0
  - Total: 27
  - Percent Minority: 11%

- **KNOXVILLE**
  - American Indian: 0
  - Asian/Pacific Islander: 0
  - African American: 75
  - Native Hawaiian: 0
  - Caucasion: 17
  - Hispanic: 8
  - Multi-racial: 7
  - Total: 108
  - Percent Minority: 84%

### Total

- **Total** students transported: 13646
- **Percent Minority** total: 78%
Financial Impact

• Program efficiencies
• Staffing efficiencies and changes
• Transportation
Draft of Communication Plan

1. Testing the water
   a. PTO Council on 11/30/15
   b. Staff Roundtable on 12/1/15
   c. Staff Roundtable on 12/3/15
   d. Board of Education Meeting on 12/14/15
Draft of Communication Plan

2. Working toward a plan
   a. Letter/Email updating staff prior to Christmas Break
   b. Letters to all District families at beginning of second semester
   d. Superintendent willing to participate in PTO meetings and special school-wide parent meetings at affected schools in January/February
Draft of Communication Plan

3. Staff recommendation and planning
   a. Final plan presented by staff/voted on at February 22\textsuperscript{nd} BOE meeting
   b. Staffing in March 2016
   c. Parent letters with boundary assignment & busing over or upon completion of spring break
   d. CHOICE process begins on April 4, 2016
   e. Staff movements and reconfigurations happen over the summer
   f. Monday, August 15\textsuperscript{th} – All Staff Event at Bradley / Back to School event District-wide events at schools held in the afternoon/evening