


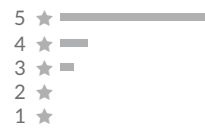
1/18/22 THOUGHTS Q2

Evanston/Skokie School District 65



Q1 How should the placement of programs into schools be determined? Who is best positioned to take advantage of them?

Ensure bilingual students can directly access the TWI program So they support that dual culture and dual language experience

4.2  (13 )
Ranked #1 of 78





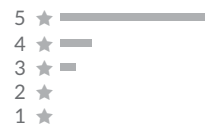
After placement of English learners, Latino students should have priority for TWI admission regardless of their language abilities. Student ownership of curriculum makes for more meaningful and deeper learning.

4.2  (12 )
Ranked #2 of 78




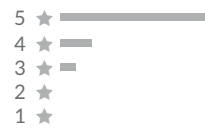
Sibling preference definitely Ease for families

4.2  (12 )
Ranked #3 of 78




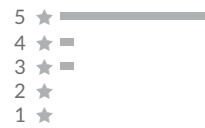
TWI programs should be placed based on the preferences of Spanish-speaking families. TWI's primary function is to serve English Language Learners. The preferences of these families must be determined by asking them. No assumptions.

4.2  (12 )
Ranked #4 of 78

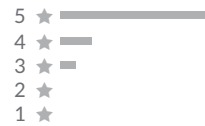
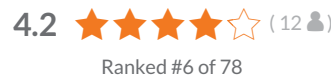


Very important to have siblings in same school It is very hard on working parents to manage multiple drop offs. hard to feel community

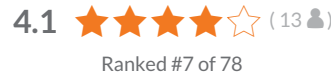
4.2  (12 )
Ranked #5 of 78



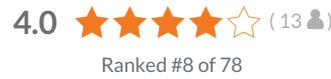
siblings placed at same school so much easier for families



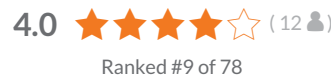
The programs should be located in multiple Evanston schools where the interest is highest



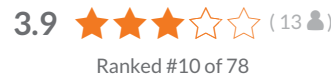
The TWI program should be offered where the Latino families live



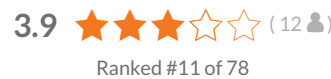
Helpful to have siblings in same school, Black and Latinx students should be prioritized as historically marginalized groups History and current reality of opportunity gaps



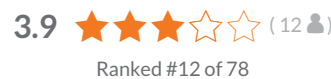
The placement should be determined by where they're most needed; who is best positioned should be anyone who is interested



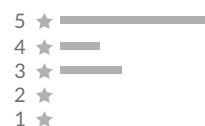
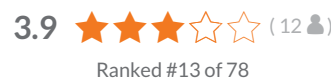
Proximity and need. Black and Latinx families should get priority for ACC and TWI. My Latinx son was denied entry into TWI at Oakton (the school closest to us) and now we go to Lincoln because of where we are in the 8th ward.



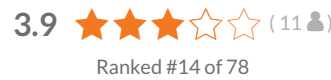
TWI and ACC offered to all kids Language and culture learning so important



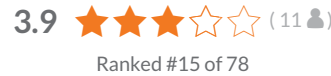
TWI should be in every single school so children who need to be in TWI to learn English don't have to go to another school.



Neighborhood proximity So we can better contribute to our community



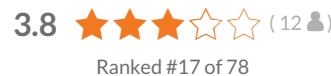
Twi offered at more schools, so all can access
Extremely beneficial and popular program



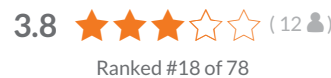
BIPOC students access to programs should be prioritized Because representation in the curriculum matters



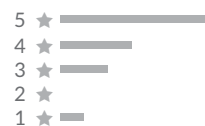
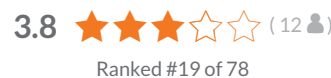
By the population that will utilize the specific program (ACC or TWI) Students should have access to programs where they will learn the best and be most successful (ACC or TWI).



For TWI: after English Language Learners, students from bilingual households should have priority over students who come from English-only households. The program goal is for students to be bilingual & bicultural; students coming from bilingual families have more buy-in & offer more to programming.





Programs should be based on needs of families in the community



Acc should be positioned where there is a concentration of Black families; TWI should be placed near Spanish-speaking communities
Let the kids enjoy the benefits of going to school in their neighborhood. They shouldn't be penalized for needing a specific program.





Placement should be determined by the want and need

3.8  (11 )
Ranked #21 of 78





Priority should be given to families that culturally are connected with program content (Latinx to TWI, Black families to ACC)

3.8  (11 )
Ranked #22 of 78



Spread out evenly across district but with more places offered where population exists. Less bussing, more neighborhood schools, but offer elsewhere otherwise doesn't expose other kids to learn more about other races/languages

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Ranked #23 of 78





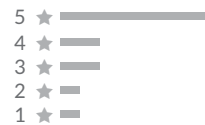
Prioritize based on need with a focus on equity. To give all students, especially POC and students with disabilities and equitable leg up

3.7  (13 )
Ranked #24 of 78





The TWI program is supposed t meet the needs of children from Spanish speaking families It is offered in the Willard neighborhood wth no Spanish speaking families

3.7  (13 )
Ranked #25 of 78



Families in near the programs are best positioned to take advantage of them. Put programs in areas most needing them and as many areas as possible to minimize bussing for programs and allow kids to attend neighborhood school AND programs.

3.7  (12 )
Ranked #26 of 78





Neighborhood proximity Being able to have neighborhood support and leverage neighborhood connections to offer a safe learning environment

3.7  (12 )
Ranked #27 of 78





Prioritize programs by where student population lives

3.7  (12 
Ranked #28 of 78





Families who enroll in these programs should be kept together. Family support and love is important. Siblings will speak and learn the language at home together.

3.7  (11 
Ranked #29 of 78





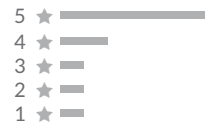
Prioritize the needs of Spanish ELL's and Black students who are not meeting grade level standards.

3.7  (11 
Ranked #30 of 78





Siblings should not be separated when placing students into programs. logistics of having children at different schools is impossible. Hard to be a family invested in a school community if they have to divide their time

3.7  (11 
Ranked #31 of 78





They should be placed where there they can make the largest impact and be utilized. If the school district is spending the money on a program we should try to maximize its value.

3.7  (10 
Ranked #32 of 78





We should all be able to send our children to an Evanston Public school knowing they will be treated equally and that all childrens health and education Is priority

3.7  (10 
Ranked #33 of 78





Student interest and need

3.6  (14 
Ranked #34 of 78





Acc being offered at more schools Its important to share a more inclusive history

3.6  (13 
Ranked #35 of 78





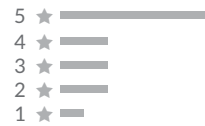
In all schools there should be the program Illinois and Chicago is multicultural.
translated by Google

3.6  (13 )
Ranked #36 of 78





The neighborhood preference in TWI historically made it difficult for Black families to successfully enter through the overenrolled lottery. This contributed to a lack of Black students in TWI. Families that wanted to participate weren't selected in the lottery.

3.6  (13 )
Ranked #37 of 78





Proximity to student population We want the kids to go to school in their neighborhood with their neighbors

3.6  (12 )
Ranked #38 of 78





Based on where siblings are assigned to So families can stay together an contribute to the community

3.6  (11 )
Ranked #39 of 78





Placement should depend on type of program that's being considered. Programs should prioritize the needs of historically marginalized communities, while at the same time providing value to all.

3.6  (11 )
Ranked #40 of 78





Ideally, programs would be placed at local area schools where students and families that would benefit and be interested most live Create community and ease prioritizing needs of students and families

3.6  (7 )
Ranked #41 of 78





Prioritize siblings assignment in the TWI program

3.6  (7 )
Ranked #42 of 78





Placement in neighborhood schools and use money saved from bus costs to hire appropriate staff at neighborhood schools

3.5  (13 )
Ranked #43 of 78





Being near your neighborhood school is important know your classmates, able to walk

3.5  (12 )
Ranked #44 of 78





By need and interest

3.5  (12 )
Ranked #45 of 78





Proximity to Black families (ACC). TWI should be available to all, concentrated in schools in closest proximity to Native-Spanish speaking families

3.5  (12 )
Ranked #46 of 78





Siblings preference

3.5  (12 )
Ranked #47 of 78



Proximity

3.5  (11 )
Ranked #48 of 78



Proximity Transportation

3.5  (11 )
Ranked #49 of 78

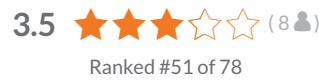


ACC should stay at Oakton and expand to any school north of it There are families who would be interested, but who can't manage the commute

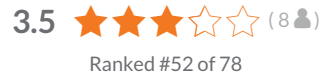
3.5  (10 )
Ranked #50 of 78



Prioritizing TWI students in all Evanston schools



Students should be able to access programs close to home



Based on residency, should be more flexible, not by lottery, most importantly, by choice



It should be available to all kids So no one needs leave their neighborhood



create diverse student bodies



needs of students.



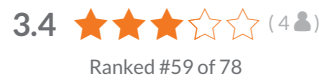
Placement should be determined on distance to and from the home of the student. No boundaries. many kids are coming to school from far away & that hurts their attendance & their attention in the morning if they're leaving so early to be on time



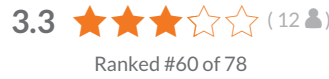
The programs should be based on the needs of the local community. This gets tricky for those who live on the borders of these invisible boundaries. Children do not see these boundaries, nor does language.



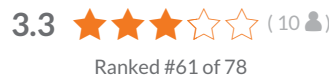
TWI offer in more schools



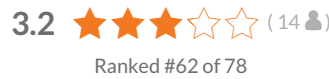
By impact it will have on students



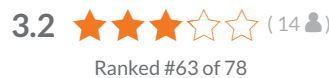
Based on student population. The TWI program should admit students who are ELL and who are BILINGUAL before English-only students. Fully bilingual kids are at a disadvantage if they speak both languages equally, which defeats the purpose of this program.



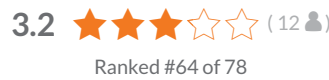
ACC should be put into King Arts so more families can learn about it.



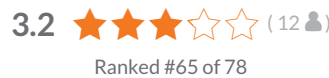
Individual schools can/ should choose the programs that suit their student population



Not solely by race - that should be one component taken into consideration It's important to build bridges and true inclusivity. Inclusivity cannot be predicated on unjust exclusivity.





selective enrollment programs feel at odds with our stated priority of building neighborhood schools and keeping kids in attendance areas.



Programs should be offered where those who can participate in them live. Make expanding TWI at schools with high population latinx students a priority





It should be determined by who wants and needs it. Families should be able to choose where they want their children to attend school and the programs, proximity determines who is best positioned

3.1  (12 
Ranked #67 of 78



Based on districtwide goals—informed by the school community.

3.1  (11 
Ranked #68 of 78





Depending on each case, sometimes parents are dissatisfied with the actions of the schools and that is not discussed by the district, which is why one chooses to go School is desired for a better education for our children

translated by Google

3.1  (10 
Ranked #69 of 78





Acc getting more advertisement in the district

3.1  (2 
Ranked #70 of 78





Those who are best positioned are those who are aware a d are interested.

3.0  (12 
Ranked #71 of 78



I think that people with low resources They have to prioritize what they need. Sometimes there are cases of severe bullying and the district doesn't say so. That's when they have to take precedence

translated by Google

3.0  (9 
Ranked #72 of 78





For those that are interested. They should be able to apply. There could be an acceptance committee and have a set of community approved objectives to weigh the applications.

2.8  (12 
Ranked #73 of 78





Let's think outside the box Isn't it time to break the mold on this? Roaming programs, leveraging technology and individualized learning plans.

2.8  (12 )
Ranked #74 of 78





Allow change of mind later on


2.7  (12 )
Ranked #75 of 78





Why not offered in all schools?

2.7  (1 )
Ranked #76 of 78





I think we should stop all the programs they should be in the schools and everyone. no matter the color
translated by 

2.0  (10 )
Ranked #77 of 78



Two by proximity and otherwise teach foreign language in all schools

0.0  (0 )
Ranked #78 of 78

