

Introductions

- Howard Crouse, PMA 5MAPS Representative/retired Superintendent (has been involved in 18 boundary changes)
- Jay Johnson, Legat Architects

Objectives

- Understanding building utilization and space
- Review administrative recommendations (*Moved to August 17th meeting*)
- Discuss neighborhood percent changes
- Discuss communication strategies

“WHY” Behind Work

- Increase in administrative transfers over past 8 years
 - Lost instructional minutes for students
 - Increase of students from same neighborhood attending different schools
 - Increase in transportation costs
- Park View Elementary is over capacity with current boundary area
 - Currently, 515 students requiring 22 regular education classrooms, live in the current Park View attendance area.
 - Park View has 21 regular education classrooms
 - 40+ students being Admin Transferred
- Fiscal Responsibility
 - Admin Transfer policy is fiscally responsible and has saved the district money over the years
 - Admin Transfer policy will remain, however, reduction in transfers with new boundary changes
 - Other elementary buildings have space; need to reallocate utilization
 - District Financial Projections
 - Maureen Jones, Assistant Superintendent for Finance & Operations, reviewed economic climate included year-end balances
 - An operating rate referendum has not passed in DuPage County in 8 years (except in Roselle)
 - Impact of adding (1) FTE (full-time equivalent) = \$60K/year
 - Need 10.4 additional FTE over next 5 years with Kasarda’s increase in enrollment projections

Building Utilization

- **Capacity** is the number of students that can receive effective instruction in an educational space. Capacity is calculated by measuring educational spaces, while factoring in regional office, state and federal guidelines. Capacity is based on square footage and does not account for individual usage of space.

- **Classroom utilization** is the actual use of the space specific to the need and type of classroom over the course of a day.
- Impact to utilization
 - Physical factors (Size of room, equipment in room)
 - Schedule
 - Operational and programmatic factors
 - Type of programming
- Classroom use and guidelines
 - Preschool and kindergarten: bathrooms and dual egress (best practice)
 - 1st Grade: bathrooms preferred
 - Specialized
 - K-5 classrooms and Specialized education classroom - full size classroom
- Table Activity
 - Maps of four elementary buildings distributed
 - Post-its: (Yellow requires full-size classroom), (Orange requires flexible), (Blue requires large office space)
 - Full-Size Classrooms: (AV - 19), (BG - 24), (PV - 21), (WF - 20)
 - Take Aways and Observations after Table Activity
 - Space
 - All tables kept school buildings to 2-3 sections
 - Similar size buildings
 - No school completely full
 - Didn't make any school a 4 section building
 - If Preschool was to move to Briar Glen; not enough room for 4 sections K-5
 - Arbor View only has 187 students that reside in Arbor View's boundaries
 - Do not want any one section building; not efficient
 - Moved programs – Preschool
 - Important to keep preschool program together at one school
 - It is the District's commitment for students in the Special Education Preschool to have integration with typically developing peers
 - Kept PreK together – moved to Briar Glen because they have the most toileted classrooms, largest building
 - Allocating regular education classrooms in the schools
 - Makes a difference what grade level you started with when assigning classrooms
 - Not moving walkers or dividing neighborhoods
 - Need to relieve pressure from Park View

Neighborhood Changes since 2012-13

- Dr. Tammaru reviewed percent changes in neighborhoods per request from committee member at last meeting.
 - Data is used to help with decision-making. However, if just looking at percentage of increase, the data can be misleading.
 - Amber Ridge shows an 800% increase but it went from 0 to 8 students.
 - Other neighborhoods that have larger enrollment may have a smaller percentage of growth, but a greater impact of students. (A neighborhood that had 60 students five years ago with 100% growth meaning now there are 120 students.)

Communication Strategies and Plan

- Dr. Tammaru reviewed communication strategies
 - Dr. Tammaru and committee member will attend building PTC meetings
 - Asked committee members to be good stewards of information and remember committee is looking for the best solution for 2200 students
 - Committee is NOT responsible for drawing boundaries
 - Asked committee members to bring back any feedback to next meeting
- PMA 5MAPS representative, Howie Crouse, advised prioritizing criteria for evaluating possible solutions - which are most important.
 - From past experience Mr. Crouse said most parents over-estimate the negative impact of changing schools.
 - Within a month of moving to a new school, 95% of children are just as happy at new school
 - 5% of students that are still unhappy are because of the conversation around kitchen table

Agenda Planning for Next Meeting

- Review different boundary scenarios
- Understanding impact of changes

Absent:

Nikki Battles

Steve Lichtenheld

La Sridhar

Nicole Wessel