



August 3, 2017

Rachel Ford  
Oswego, IL

**VIA EMAIL –Rachel.Ford@disney.com**

Re: FOIA Request Dated July 28, 2017 and received July 31, 2017

Subject: A request for a copy of a report done by an outside company who provided 5-10 year plan on growth and development within the district.

Dear Ms. Ford:

This letter will serve as Community Unit School District 308's response to your July 28, 2017 request under the Freedom of Information Act (5 ILCS 140/1 et seq.), in which you asked for the above referenced information. The information responsive to your request is attached.

To promote district transparency and assist others who may have a similar question, this responsive document will be posted online on the district's website. To access it, go to [www.sd308.org](http://www.sd308.org) and select *Our District > Freedom of Information Act Request > FOIA Request Responses*, then select *FOIA ID #17-16*.

Please be advised that to comply with your FOIA request, the district incurred the expense of **\$61.16** comprised of the cost of labor and resources used to search for records responsive to your request. You are not legally required to reimburse the district for the amount incurred.

Please let me know if you have additional questions. Thank you.

*Kandi King*

Kandi King  
Freedom of Information Officer



# Planning for the Future: Boundary Committee Meeting #3

**October 13, 2016**

# Agenda

- **Part 1: Introductions**
  - Activity 1 – What Have You Heard
- **Part 2: Committee Information**
  - Roles
  - Parking Lot
  - Boundary Process
  - Boundary Study Scope
  - Prioritized Boundary Criteria for the Process
- **Part 3: Boundary Discussion**
  - Enrollment Projections Update
  - Boundary Introduction
  - Activity 2 – Draft Scenario
  - Report Out
  - Activity 3 – ES to JH Feeder
- **Part 4: Next Steps**
  - Homework
  - Public Comment



# Part 1:

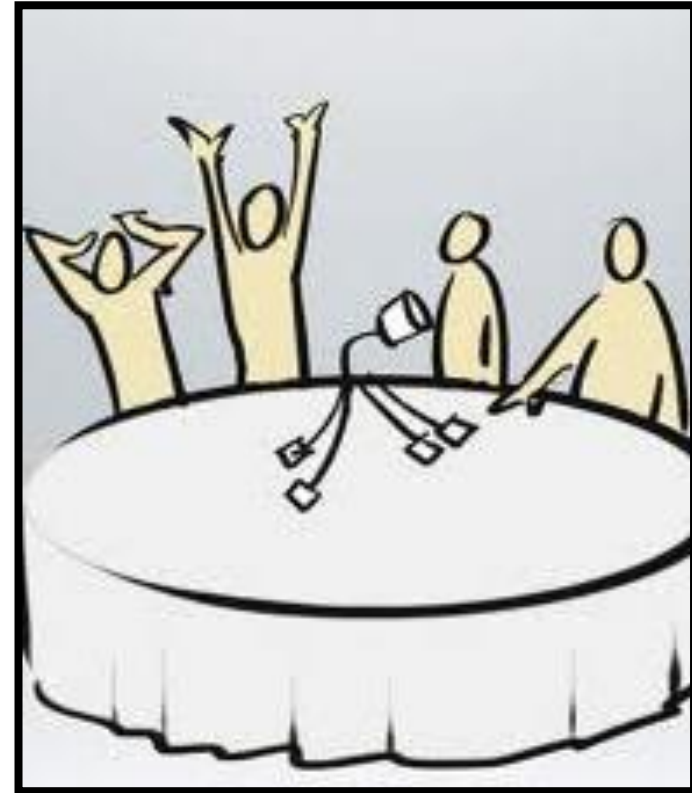
# Introduction

# Activity 1 :

## What Have You Heard

- At your Table choose a person to ask the following questions:
  - What have you heard since our last committee meeting. . .about redistricting!
- Report out what you discussed at your table
- Time to Complete – 10 minutes

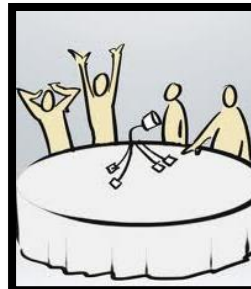
**Time Limits – 5 Minutes**



# Activity 1 :

## What Have You Heard - Responses

- Perception that students who were moved in prior boundary changes will again be changed
- Rural area not many students – keep them at current school assignment
- Ensure same JH to HS feeder
- Boundary lines have been approved – the process is just for show
- Allow grand fathering / student options
- Focus of criteria on financial not student concerns
- Takes time to form a community – moves hurt this



# **Part 2:**

# **Committee**

# **Information**

# Presentation Goals

1. *Provide information that will help guide a Boundary Committee discussion for the Elementary, Junior High, and High School Attendance area realignment:*
  - Boundary Process
  - Boundary Scope and Boundary Criteria
  - Update about Enrollment and Demographics
  - Scenario Draft Discussion
2. *Provide a transparent dialogue between RSP, Administration, BOE, and Committee so the public will better understand the timing for proposed changes and reasons why adjustments to current boundary lines will need to occur in the future*



# Conduct / Ground Rules

- **A**sk questions
- **E**ngage fully
- **I**ntegrate new information
- **O**pen your mind to diverse views
- **U**tilize what you learn
- **Other Items Added By Committee:**
  - Just because different- not wrong
  - Really listen thoughtfully
  - Respect others views
  - Factor emotions of those not having opinion of majority
  - Speak up

# Parking Lot from 9/15/16

**Question:** On Page 51 of 9/6 PowerPoint, what does it mean by growth of 5+ students?

**RSP Answer:** RSP examined the growth of students by planning area over a five year time frame and applied a density factor that normalizes each planning area to a square mile – if it shows growth of 5 students that area experienced an increase

**Question:** On page 52 of 9/6 PowerPoint , greater than 10 year could be any place.

What does it meant to put it on some areas?

**RSP Answer:** RSP worked with the County/City/Village to understand the possibility for growth in specific areas. If a land owner wants to develop that could change the specifics shown on the map

# Roles

In order to ensure a positive outcome during the process and for the final outcome, the BOE directed RSP to clearly state the roles of each entity in the Boundary Process – Approved by the BOE on August 1, 2016:

Board of Education: Provide the framework of the process, community values, prioritized boundary criteria, receive the Committee recommendation, listen to community input, and after more discussion approve attendance areas for the ES, JH, and HS for the 2017/18 school year.

Administration: Provide guidance over the process, attend the committee meetings and public forums, be a resource in answering questions related to school district related topics, communicate the educational vision, and provide ongoing progress updates to the school community through a targeted communication plan.

RSP: Facilitator (Board, Committee, and Public Forums). Utilize GIS data, knowledge gained from city jurisdictions and others to create accurate enrollment projections and generate scenarios based on the committee feed back to the Board community values and prioritized boundary criteria.

Committee: Examine scenarios presented and evaluate based on the community values and prioritized boundary criteria so a recommendation can be provide to the Board of Education. Focus is not on knowing where students reside, but rather the community values and prioritized boundary criteria

Community: Review the scenarios and provide constructive feedback so the committee and/or Board can consider how any of these ideas might benefit the boundary plan that will be implemented

## COMMUNITY UNIT SCHOOL DISTRICT 308 COMPREHENSIVE BOUNDARY PROCESS



### Process in Detail:

- 3 Board of Education Meetings
- 5 Committee Meetings
- 2 Public Forums
- Process starts August 2016
- Process completed December 2016

# Boundary Criteria Guiding Principles

The following are to be considered:

The BOE considers this work as part of the district plan. It's one part of a whole – keep committee meetings to 90 minutes in length

The boundary should reflect providing better educational opportunities at each school for there to be an equitable student experience at each school

The grade configuration should be Kdg to 5<sup>th</sup>, 6<sup>th</sup>- 8<sup>th</sup>, and 9<sup>th</sup> to 12<sup>th</sup>

- Kdg students should be located to a home attendance area

The committee recognizes the power of an elementary school to create community.

- Accessibility for families is essential (volunteering and attending school function are easier when the school is near)

The boundary can anticipate future growth of the neighborhood

- Walkability may not be possible currently – some schools may start with small enrollment in anticipation of growth.

The boundary proposed should utilize all of the available district resources – do not increase capital costs to increase capacity

Consider boundary lines that follow natural/manmade boundaries – do not split neighborhoods – prefer no attendance area islands

Grandfathering/Transfers/Student Options are determined by Administration

Special Education should be located in the same school each school year

Maintain the current class size standards for schools



# Board Criteria Ranking

**Below are the top four the BOE prioritized on August 1, 2016:**

1. Projected Enrollment and Building Utilization (Balance enrollment with given building capacity constraints)
2. Fiscal Consideration – Operational (Minimize staff increases)
3. Duration of Boundaries (Have them last as long as possible)
4. Transportation (Minimize travel time – create safe environment for students)

***Note: All 10 criteria are important to making a good decision – the Board of Education identified these four to be the basis of how to begin the evaluation in the creation of attendance areas***

# Neighborhood Committee Visual



# Committee Deeper Dive (9/15/16)

**Are there different considerations that you feel should be used to determine elementary school attendance area changes? (Table #1)**

- Proximity to school, young children should be able to live close to their school (yes next to it)
- Need to consider Special Programs – can they attend their home school
- Enrollment Numbers (yes next to it)
- Socio-economic issues (yes next to it)
- Agree with all previous statements

**How much time should a school with high residential growth potential be allowed to be underutilized? (Table #2)**

- 1-2 years
- 2-3 years
- 2-4 years
- 3 years ( 2 more agreed)
- 3-4 years

**Should the City/Village in which you reside be a factor in which school a student attends? Please provide details? (Table #3)**

- No – not possible to not relevant
- Yes – these boundaries won't change
- All answered NO – One district



# Committee Deeper Dive (9/15/16)

**Are there different considerations you feel should be used to determine junior high school attendance area changes? (Table #4)**

- Feeder JH to HS (one more agreed)
- Feeder ES to JH
- Same as above
- Feeder ES to JH to HS (2 more agreed)

**Are there any special considerations that should be given to students that might have to change which feeder system they are in? For Elementary, For Junior High, For High School? (Table #5)**

- If we change feeders students get to stay where they started
- ES – no, JH – 8<sup>th</sup> grade, HS – 12<sup>th</sup> Grade
- NO
- NO
- Yes, last year of each school (5<sup>th</sup> , 8<sup>th</sup> and 12<sup>th</sup> grade)
- Yes, sibling option

**Are there specific neighborhoods in the community that you think should not be moved? If so list the neighborhood or general location (Table #6)**

- NA – avoid additional islands
- Rural area neighborhood
- The neighborhoods that were impacted previously, maybe some special considerations
- Homestead
- Everyone is fair game (one more agreed)

# Questions with Clickers

Questions and the use of the Clickers are to help RSP, Board of Education, Administration, and the public better understand what you may be thinking about the working draft as well as:

Keeping your mind engaged

Get immediate feedback

Answers will help with future discussions



# Part 3:

# Creating Boundaries

# 3 Key Items About the District in 16/17

## 1. **K-12 Enrollment is projected to decrease to approximately 17,250 students by 2021/22**

- ES is projected to decrease by 367 students (-4.7%)
- JH is projected to decrease by 294 students (-6.8%)
- HS is projected to increase by 470 students (+8.9%)
- District is projected to decrease by 191 students (-1.1%)

## 2. **Capacity**

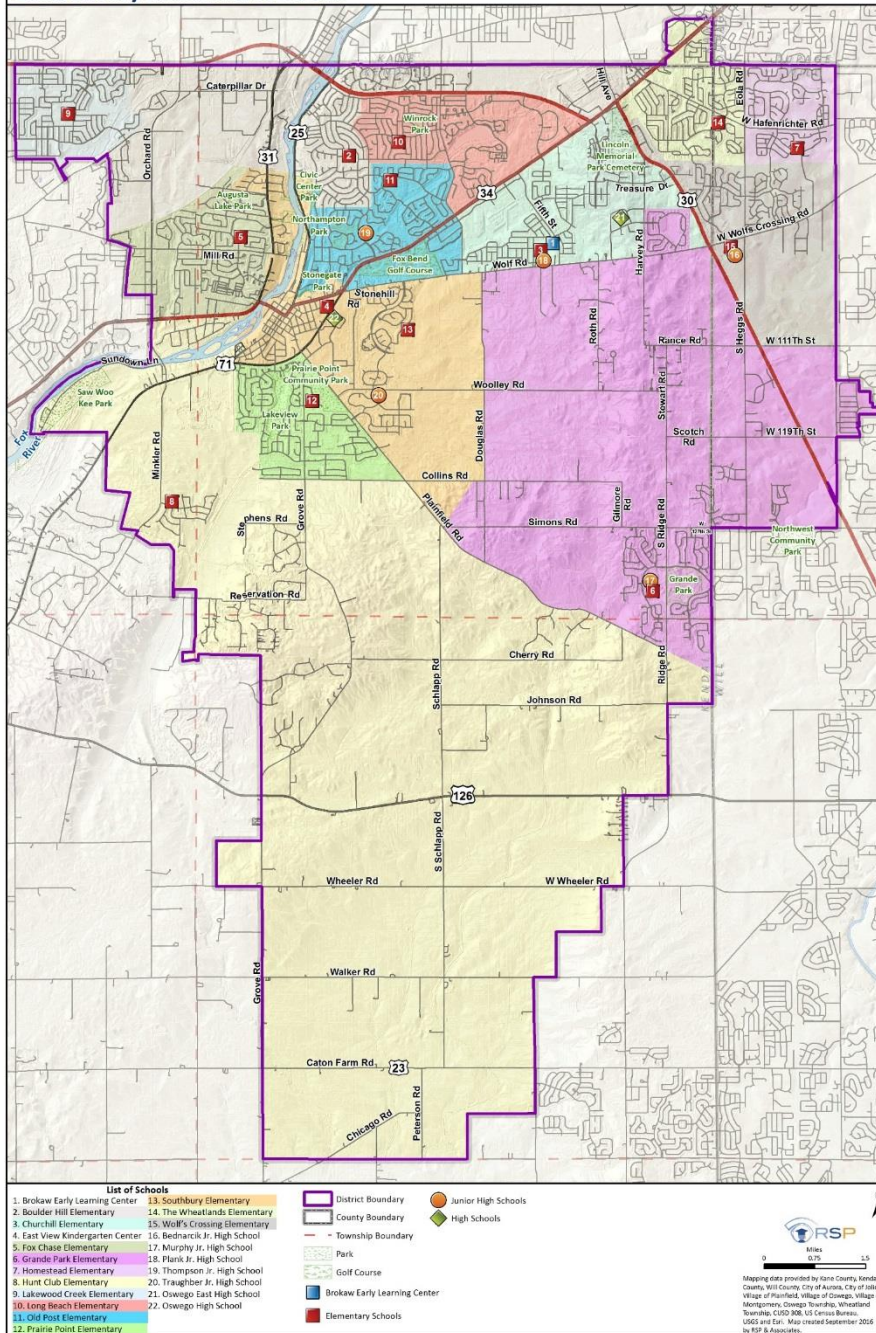
- Adequate capacity at ES, JH, and HS
- Plans are being made for Eastview to become the early childhood facility

## 3. **Residential opportunities exist**

- There are over 600 Single Family lots platted and ready for development
- Over 4,500 potential lost that are annexed, pre Annexed, Not Platted, or Not Building Permit Ready

# Attendance Areas (Elementary)

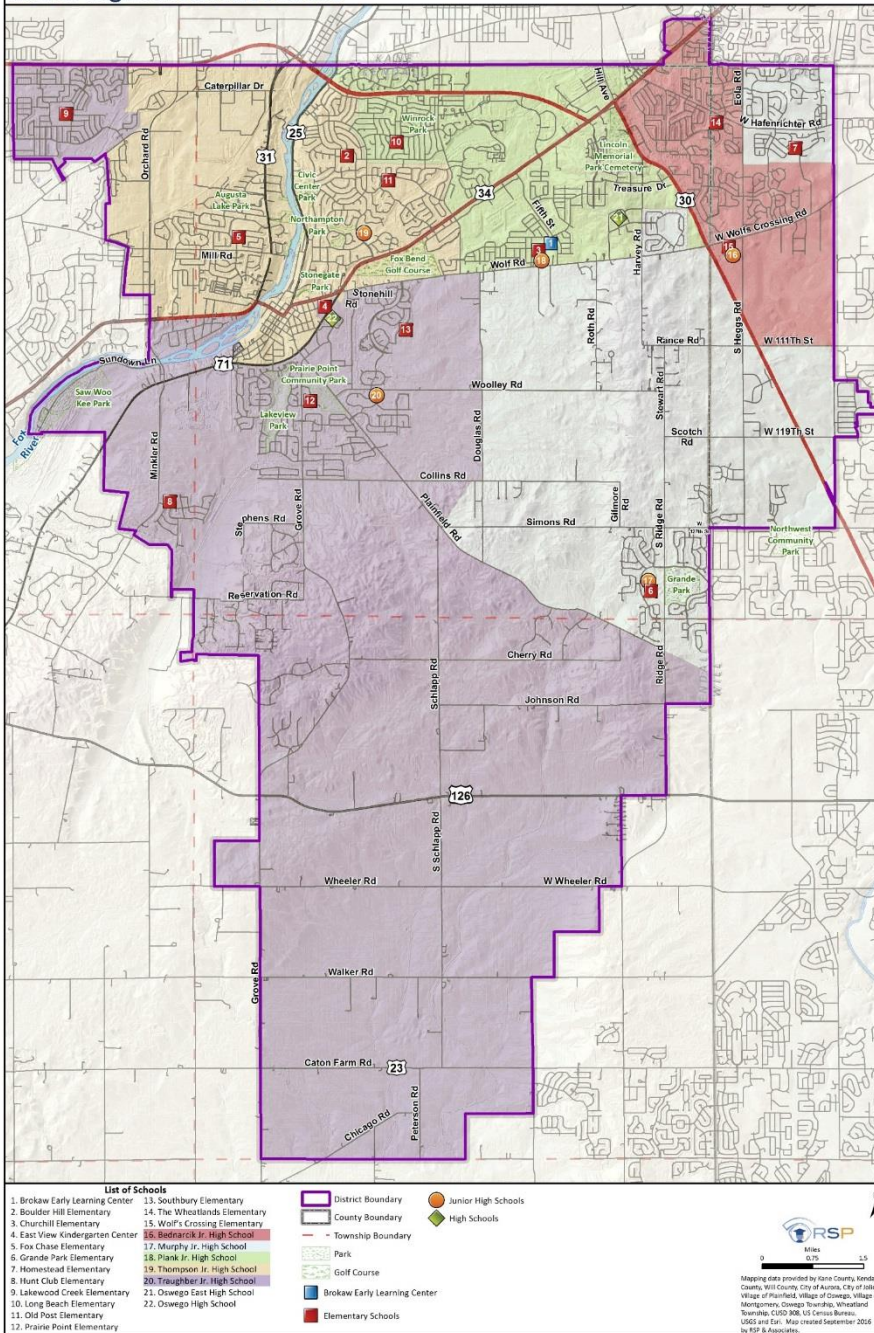
- District Boundary (purple line)
- Elementary Attendance Areas
- Major Streets
- Major water features
- School Locations





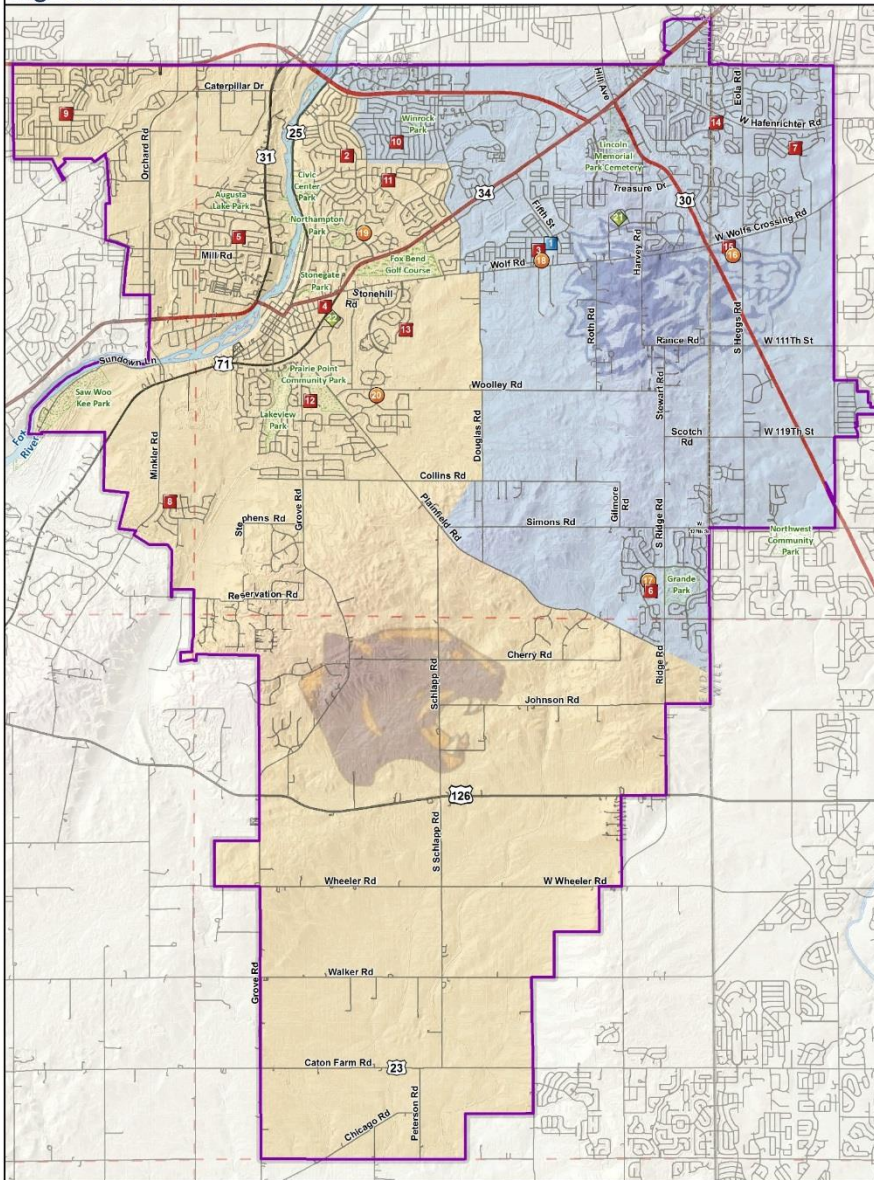
# Attendance Areas (Junior High)

- District Boundary (purple line)
- Junior High Attendance Areas
- Major Streets
- Major water features
- School Locations



# Attendance Areas (High School)

- District Boundary (purple line)
- Junior High Attendance Areas
- Major Streets
- Major water features
- School Locations



- List of Schools**
- |                                  |                                |
|----------------------------------|--------------------------------|
| 1. Brook Early Learning Center   | 13. Southbury Elementary       |
| 2. Boulder Hill Elementary       | 14. The Wheatlands Elementary  |
| 3. Churchill Elementary          | 15. Wolf's Crossing Elementary |
| 4. East View Kindergarten Center | 16. Bednarick Jr. High School  |
| 5. Fox Chase Elementary          | 17. Murphy Jr. High School     |
| 6. Grande Park Elementary        | 18. Plank Jr. High School      |
| 7. Homestead Elementary          | 19. Thompson Jr. High School   |
| 8. Hunt Club Elementary          | 20. Traugber Jr. High School   |
| 9. Lakewood Creek Elementary     | 21. Oswego East High School    |
| 10. Long Beach Elementary        | 22. Oswego High School         |
| 11. Old Post Elementary          |                                |
| 12. Prairie Point Elementary     |                                |
- District Boundary  
 County Boundary  
 Township Boundary  
 Park  
 Golf Course  
 Brokaw Early Learning Center  
 Elementary Schools  
 Junior High Schools  
 High Schools

Mapping data provided by Kane County, Kendall County, Will County, City of Aurora, City of Joliet, Village of Plainfield, Village of Oswego, Village of Montgomery, Chicago Township, Wheatland Township, C100 308, US Census Bureau.
   
 USGS and Esri. Map created September 2006 by RSP & Associates.

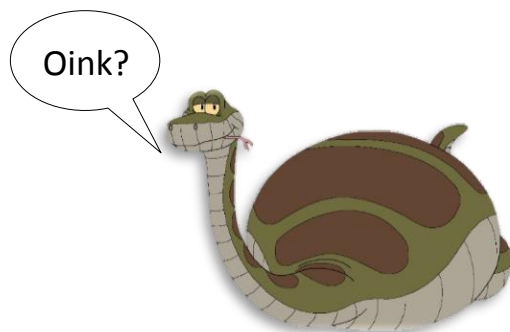


# Past School Enrollment

## Enrollment By Grade

Year	K	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	11th	12th	Total
2000/01	589	598	528	540	536	523	540	562	508	483	455	431	304	6,597
2001/02	690	707	655	592	596	595	597	597	603	541	502	455	326	7,456
2002/03	770	778	801	746	659	674	661	626	624	623	541	506	367	8,376
2003/04	836	875	852	870	818	711	766	725	693	670	659	561	552	9,588
2004/05	1,064	986	984	925	959	878	791	824	781	828	731	619	536	10,906
2005/06	1,154	1,182	1,058	1,053	992	1,067	948	864	900	897	860	688	638	12,301
2006/07	1,299	1,240	1,230	1,106	1,115	1,057	1,134	1,006	914	1,030	886	800	675	13,492
2007/08	1,260	1,359	1,252	1,267	1,145	1,160	1,096	1,168	1,048	1,010	1,012	818	725	14,320
2008/09	1,387	1,326	1,374	1,291	1,250	1,161	1,167	1,126	1,180	1,118	974	906	750	15,010
2009/10	1,434	1,439	1,345	1,372	1,285	1,262	1,200	1,181	1,142	1,253	1,090	905	869	15,777
2010/11	1,406	1,470	1,438	1,357	1,388	1,295	1,273	1,207	1,176	1,229	1,192	1,013	745	16,189
2011/12	1,323	1,454	1,478	1,443	1,361	1,391	1,290	1,277	1,181	1,133	1,107	1,175	939	16,552
2012/13	1,389	1,367	1,468	1,468	1,445	1,357	1,384	1,329	1,278	1,164	1,138	1,083	1,108	16,978
2013/14	1,267	1,373	1,372	1,459	1,440	1,440	1,360	1,348	1,324	1,276	1,171	1,128	1,069	17,027
2014/15	1,242	1,292	1,375	1,380	1,448	1,456	1,437	1,362	1,377	1,321	1,274	1,165	1,117	17,246
2015/16	1,161	1,283	1,333	1,376	1,405	1,449	1,482	1,444	1,368	1,365	1,334	1,273	1,140	17,413
2016/17	1,132	1,213	1,294	1,353	1,391	1,419	1,453	1,473	1,413	1,352	1,371	1,332	1,246	17,442

Source: School District 308



### Pig in the Snake Effect

- Largest class in 2016/17 – 7<sup>th</sup> grade (1,473)
- Smallest class in 2016/17 – Kindergarten (1,132)
- Graduating senior class will likely be larger than the next year incoming Kindergarten class
- Elementary has had a decreasing enrollment

*The above enrollment totals are Kindergarten to 12th grade*

*The above numbers are not the Certified Enrollment Count*

*Does not include Home School, Private School, or Parochial School*



# Past School Enrollment Change

## Change By Grade from the Previous Year

From	To	K	K 1st	1st 2nd	2nd 3rd	3rd 4th	4th 5th	5th 6th	6th 7th	7th 8th	8th 9th	9th 10th	10th 11th	11th 12th	District Change
2000/01	2001/02	101	118	57	64	56	59	74	57	41	33	19	0	-105	859
2001/02	2002/03	80	88	94	91	67	78	66	29	27	20	0	4	-88	920
2002/03	2003/04	66	105	74	69	72	52	92	64	67	46	36	20	46	1,212
2003/04	2004/05	228	150	109	73	89	60	80	58	56	135	61	-40	-25	1,318
2004/05	2005/06	90	118	72	69	67	108	70	73	76	116	32	-43	19	1,395
2005/06	2006/07	145	86	48	48	62	65	67	58	50	130	-11	-60	-13	1,191
2006/07	2007/08	-39	60	12	37	39	45	39	34	42	96	-18	-68	-75	828
2007/08	2008/09	127	66	15	39	-17	16	7	30	12	70	-36	-106	-68	690
2008/09	2009/10	47	52	19	-2	-6	12	39	14	16	73	-28	-69	-37	767
2009/10	2010/11	-28	36	-1	12	16	10	11	7	-5	87	-61	-77	-160	412
2010/11	2011/12	-83	48	8	5	4	3	-5	4	-26	-43	-122	-17	-74	363
2011/12	2012/13	66	44	14	-10	2	-4	-7	39	1	-17	5	-24	-67	426
2012/13	2013/14	-122	-16	5	-9	-28	-5	3	-36	-5	-2	7	-10	-14	49
2013/14	2014/15	-25	25	2	8	-11	16	-3	2	29	-3	-2	-6	-11	219
2014/15	2015/16	-81	41	41	1	25	1	26	7	6	-12	13	-1	-25	167
2015/16	2016/17	-29	52	11	20	15	14	4	-9	-31	-16	6	-2	-27	29
3-Yr Avg		-45.0	39.3	18.0	9.7	9.7	10.3	9.0	0.0	1.3	-10.3	5.7	-3.0	-21.0	138.3
3-Yr Wav		-45.7	43.8	19.5	11.7	14.0	10.0	10.2	-1.8	-8.7	-12.5	7.0	-2.3	-23.7	106.7

Source: School District 308

## Examining the Trends

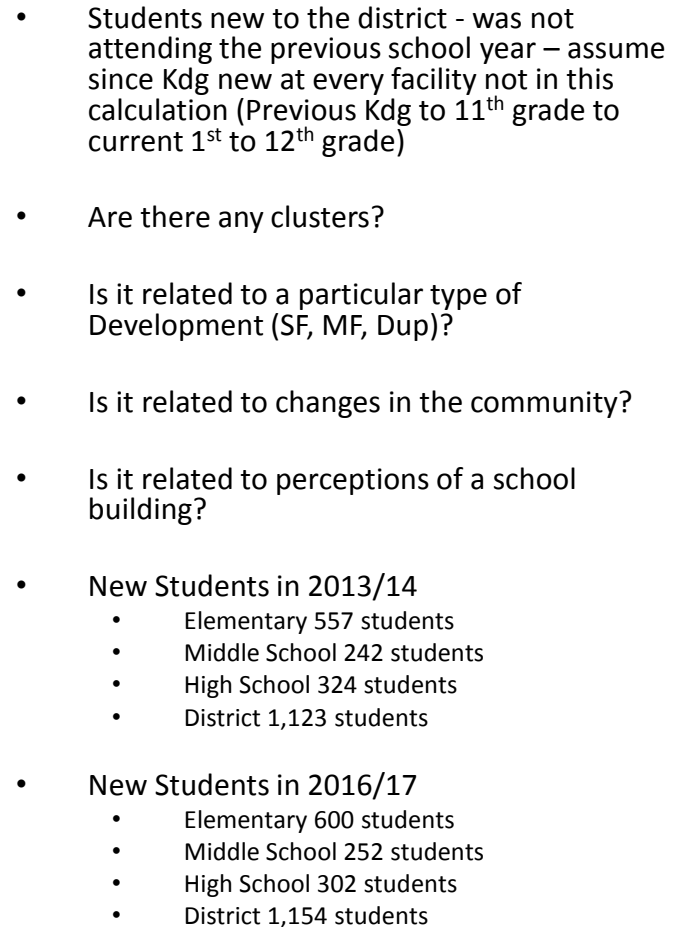
- Largest average class cohort increase – Kdg to 1<sup>st</sup> grade (39 students)
- Largest average class cohort decrease – 11<sup>th</sup> to 12<sup>th</sup> grade (-21 students)
- Propensity to have varying cohort change from year to year in most grades

*The above enrollment totals are Kindergarten to 12th grade*

*The above numbers are not the Certified Enrollment Count*

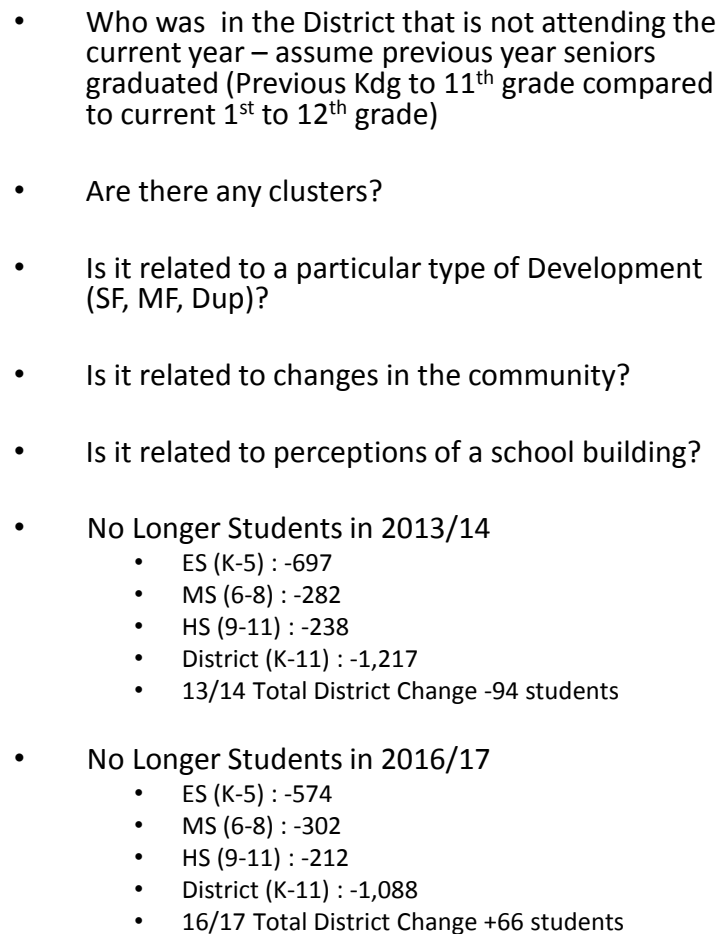
*Does not include Home School, Private School, or Parochial School*

## 25



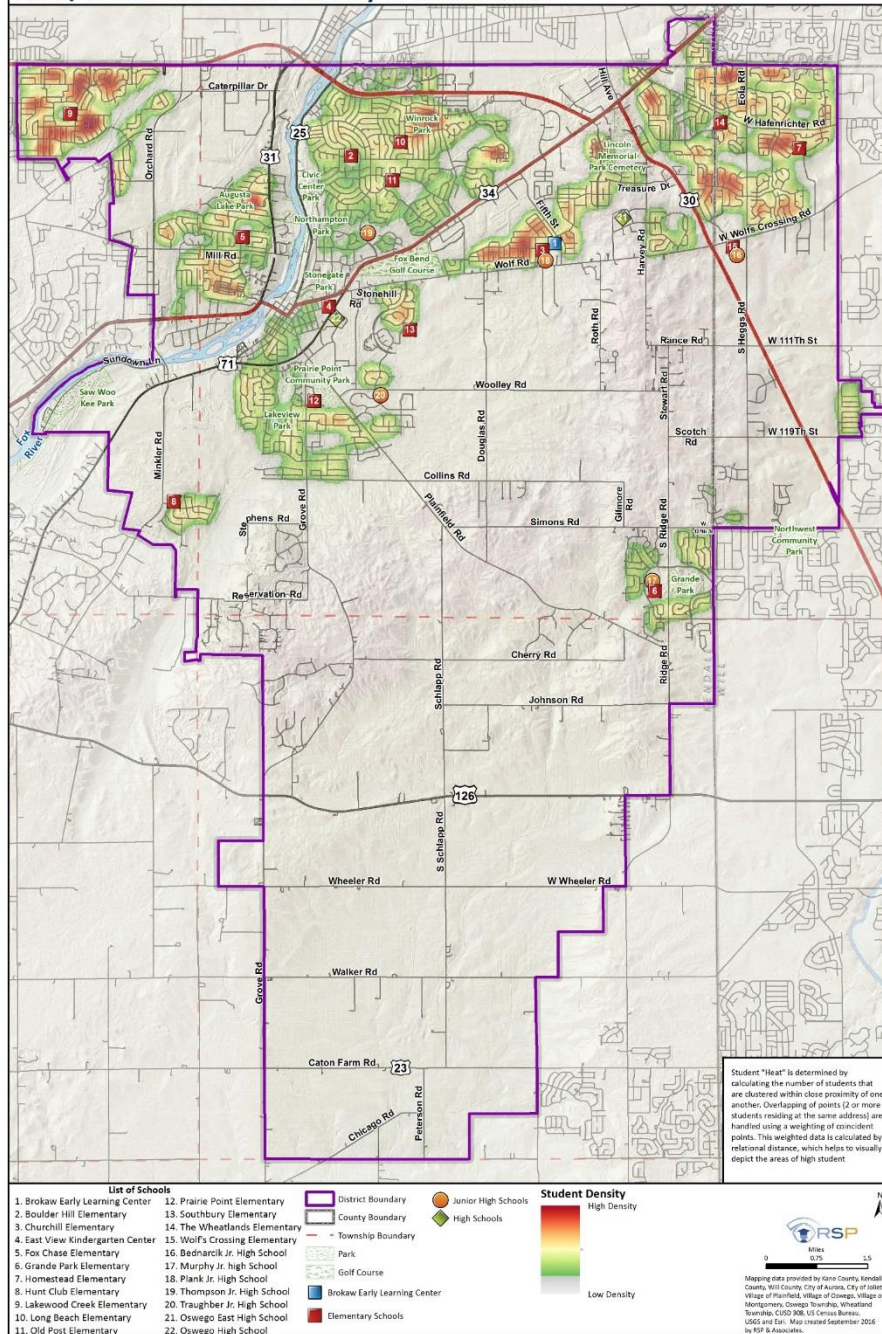


## 26



# Student Heat Map

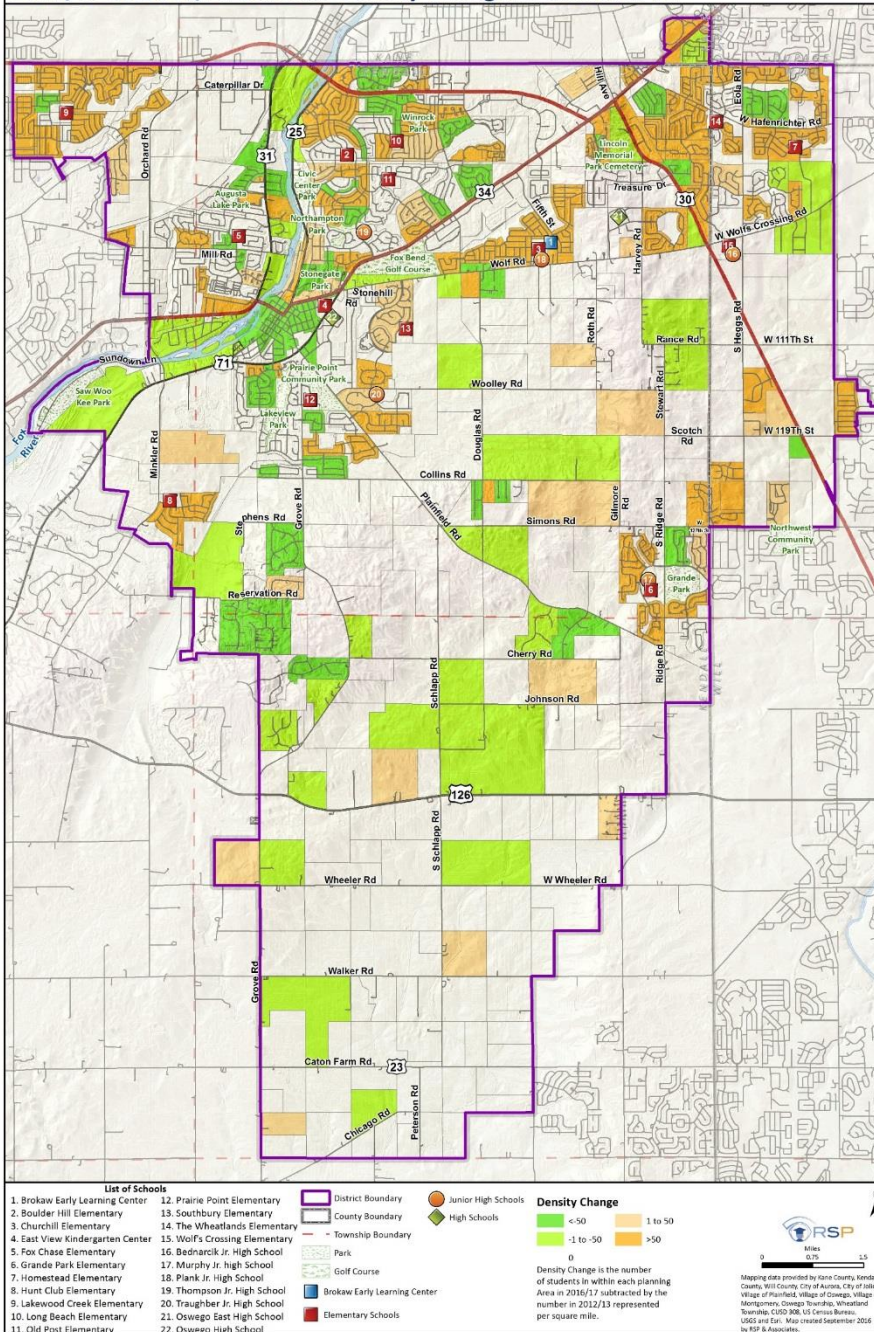
- Red areas depict highest, gray as lowest student density
- Overlapping points (2 or more students) are handled using a weighting of coincident points
- Illustrates by student address where there is the greatest clustering of students
- This type of analysis can help with understanding student population and geographic proximity to schools
- The greatest density with point data tends to be in higher density developments and mobile home parks
- This map is the start to understanding future facility locations



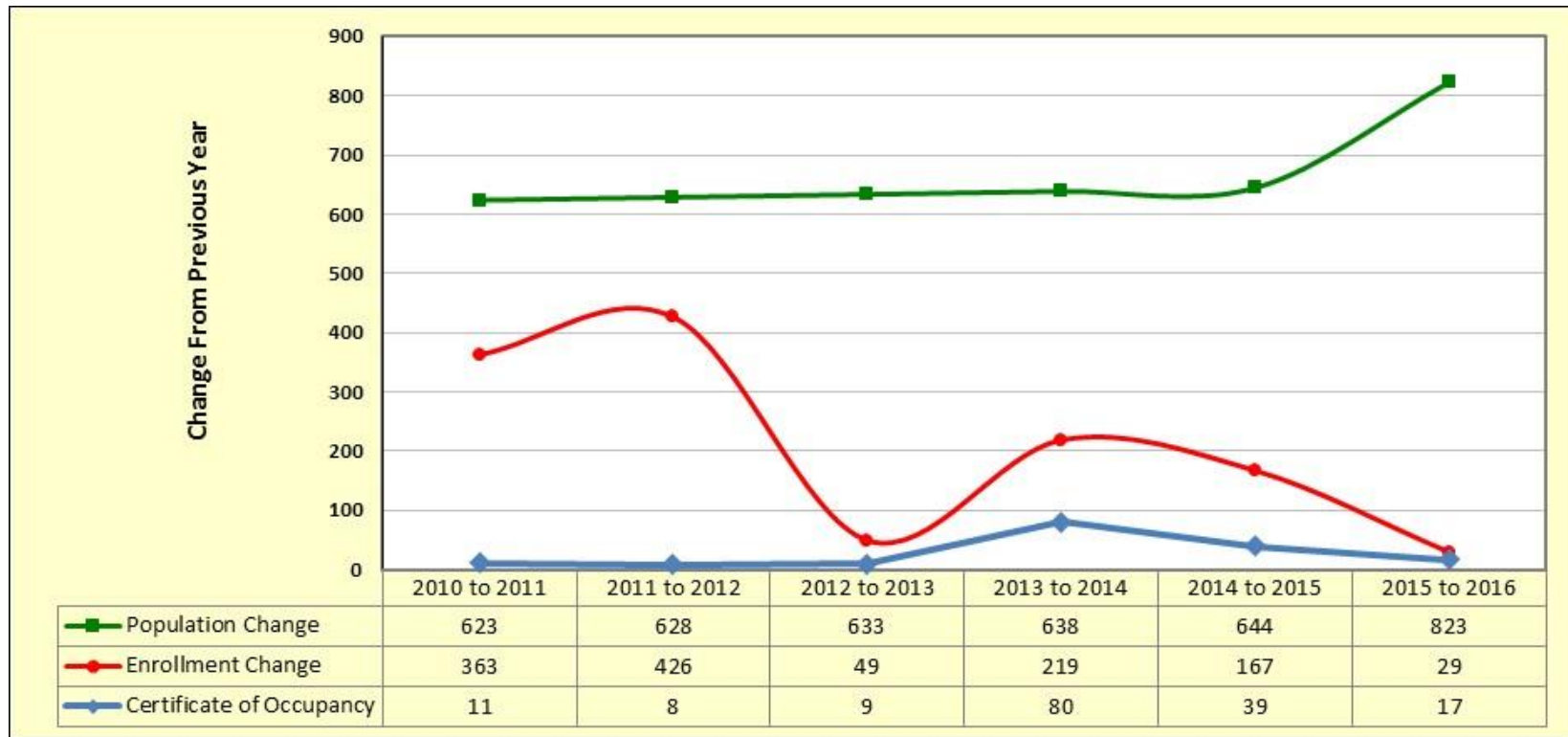


# Student Density Change (12/13 – 16/17)

- Depicts number of students per square mile within a planning area from 2012/13 to 2016/17
- Orange areas experienced an increase since 2012/13; green areas a decrease
- White areas had no net change of students since 2012/13
- Several older areas of the community are experiencing a “regreening” effect
- As new developments come online, there will be even greater changes in those type of development.



# Population and Development Trends



Source: Census Estimates, School District 308, Kendall and Will County, and RSP SFM & Demographic Models

## What This Means

- Population has continued to increase
- Building activity has been much slower than prior to 2010
- Enrollment has increased somewhat following the building permit activity

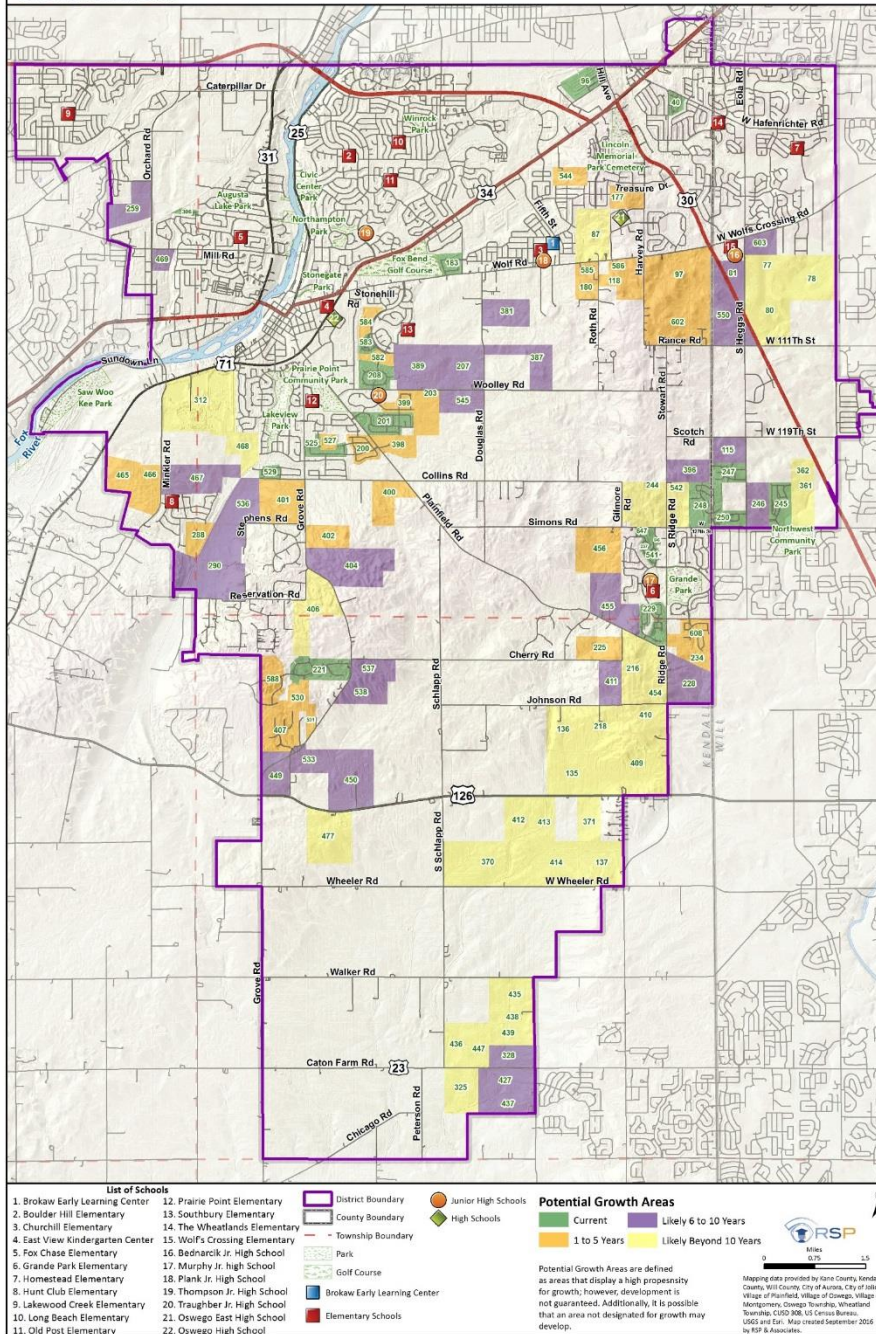
*The above numbers reflect census population change, District enrollment change, and Certificate of Occupancies issued each year.*

*The above enrollment totals are Kindergarten to 12th grade  
The above numbers are not the Certified Enrollment Count  
Does not include Home School, Private School, or Parochial School*

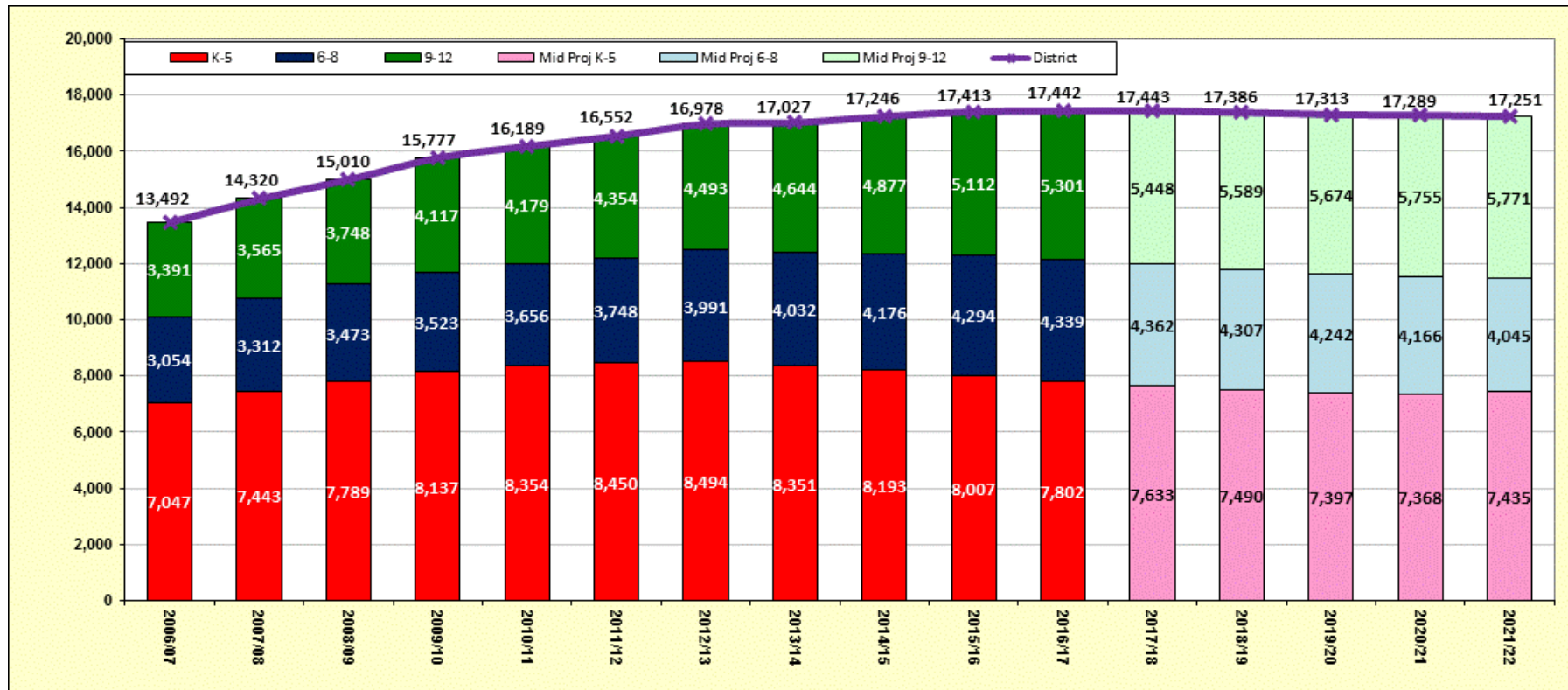


# Growth Areas

- Identifies where development activity is currently happening (green)
- Identifies possible areas that are likely to develop in next 5 years (orange)
- Identifies possible areas that are likely to develop between 6 to 10 years (purple)
- Identifies possible areas that are likely to develop beyond 10 years (yellow)
- The market and property owner's desire to build guides the timing of development
- Other properties not shown might develop while some shown might not develop



# Past, Current & Future Enrollment



Source: School District 308, Student Count and RSP SFM & Demographic Models

## What This Means

- Elementary enrollment will continue to decrease stabilizing to about 7,400 students (2007/08 comparison)
- Junior High school enrollment will begin to decrease stabilizing close to 4,000 students (2013/14 comparison)
- High School enrollment will continue to increase toward 5,800 students (largest ever)

*The above enrollment totals are Kindergarten to 12th grade*

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*Does not include Home School, Private School, or Parochial School*



# ES Enrollment Projections

School	Student Location	Past School Enrollment			Future Enrollment By Student Residence					Future Enrollment By Student Attendance				
		2014/15	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2017/18	2018/19	2019/20	2020/21	2021/22
Boulder Hill Elementary Instructional Capacity 695 Grades K-5	Res/Att Reside Attend	517 666 610	574 701 654	611 719 624	715	719	721	725	736	636	640	642	646	657
Churchill Elementary Instructional Capacity 550 Grades K-5	Res/Att Reside Attend	582 734 607	579 721 612	552 677 584	662	636	629	629	624	564	538	531	531	526
East View Elementary Instructional Capacity 650 Grades K	Res/Att Reside Attend	0 0 567	0 0 541	0 0 508	0	0	0	0	0	519	524	528	523	530
Fox Chase Elementary Instructional Capacity 750 Grades K-5 - 1-5 13/14	Res/Att Reside Attend	562 640 592	549 615 567	529 590 554	593	568	578	578	585	553	528	538	538	545
Grande Park Elementary Instructional Capacity 700 Grades K-5	Res/Att Reside Attend	704 778 631	710 758 655	728 761 653	762	770	781	801	846	656	664	675	695	740
Homestead Elementary Instructional Capacity 669 Grades K-5	Res/Att Reside Attend	620 658 672	595 623 614	592 625 573	620	600	586	582	574	582	562	548	544	536
Hunt Club Elementary Instructional Capacity 761 Grades K-5	Res/Att Reside Attend	219 256 477	254 279 489	265 283 519	290	298	315	331	348	517	520	533	549	559
Lakewood Creek Elementary Instructional Capacity 900 Grades 1-5	Res/Att Reside Attend	839 945 764	815 909 738	777 866 698	836	827	802	799	789	667	658	633	635	625
Long Beach Elementary Instructional Capacity 644 Grades K-5	Res/Att Reside Attend	500 652 518	473 618 460	496 618 452	598	593	582	565	572	435	430	419	402	409
Old Post Elementary Instructional Capacity 482 Grades K-5	Res/Att Reside Attend	314 373 358	324 362 358	332 367 356	358	359	358	345	346	349	350	349	336	337
Prairie Point Elementary Instructional Capacity 600 Grades K-5	Res/Att Reside Attend	537 596 530	529 570 521	503 528 551	506	472	441	429	428	505	471	440	428	427

ES Reside has KDG students in the school which they would currently attend 1<sup>st</sup> to 5<sup>th</sup> grade

# ES Enrollment Projections

School	Student Location	Past School Enrollment			Future Enrollment By Student Residence					Future Enrollment By Student Attendance				
		2014/15	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2017/18	2018/19	2019/20	2020/21	2021/22
Southbury Elementary Instructional Capacity 750 Grades K-5	Res/Att Reside Attend	456 547 619	459 539 613	459 519 582	512	518	530	534	552	579	585	597	601	619
The Wheatlands Elementary Instructional Capacity 625 Grades K-5	Res/Att Reside Attend	676 738 653	656 720 601	627 684 581	637	612	591	585	574	529	504	483	477	466
Wolf's Crossing Elementary Instructional Capacity 575 Grades K-5	Res/Att Reside Attend	555 610 595	549 592 584	535 565 567	544	518	483	465	461	543	517	482	464	460
ELEMENTARY TOTAL Instructional Capacity 9,351 Grades K-5	Reside Attend	8,193 8,193	8,007 8,007	7,802 7,802	7,633	7,490	7,397	7,368	7,435	7,633	7,490	7,397	7,368	7,435

Source: RSP & Associates, LLC - September 2016

Note 1: Student Projections are based on the residence of the student - continues student assignments at each school through 2021/22

Note 2: Eastview 1/2 Kdg has students from Homestead, Lakewood Creek, Long Beach, Prairie Point, and The Wheatlands


Note 3: PreKindergarten, GOAL, & Kendall Opportunity students not in the enrollment projections

Note 4: Instructional Capacity of each facility provided by SD 308 - Eastview becomes EC facility in 2017/18

Note 5: Reside is based on the student address and has all Kdg students attending Eastview assigned to the 1-5 school they will attend

Note 6: Attend is based on which facility the student attends and reflects Kdg students attending Eastview

Note 7: Res/Att (Reside/Attend) is the student who resides in the attendance area that they attend

 Exceed Instructional Capacity

# JH and HS Enrollment Projections

School	Student Location	Past School Enrollment			Future Enrollment By Student Residence					Future Enrollment By Student Attendance				
		2014/15	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2017/18	2018/19	2019/20	2020/21	2021/22
Bednarcik Junior High Instructional Capacity 1,064 Grades 6-8	Res/Att Reside Attend	672 710 713	682 711 716	696 725 719	724	717	705	666	641	722	715	703	664	639
Murphy Junior High Instructional Capacity 1,164 Grades 6-8	Res/Att Reside Attend	609 655 627	665 701 677	691 720 709	729	732	746	745	719	714	717	731	730	704
Plank Junior High Instructional Capacity 1,131 Grades 6-8	Res/Att Reside Attend	727 781 878	740 776 862	749 778 862	793	777	766	748	727	878	862	851	833	812
Thompson Junior High Instructional Capacity 1,200 Grades 6-8	Res/Att Reside Attend	879 973 933	924 1,000 963	908 968 937	955	945	936	937	912	922	912	903	904	879
Traugher Junior High Instructional Capacity 1,170 Grades 6-8	Res/Att Reside Attend	968 1,057 1,025	1,032 1,106 1,076	1,088 1,148 1,112	1,161	1,136	1,089	1,070	1,046	1,127	1,102	1,055	1,036	1,012
Oswego High Instructional Capacity 3,200 Grades 9-12	Res/Att Reside Attend	2,579 2,631 2,645	2,631 2,666 2,678	2,702 2,716 2,737	2,726	2,748	2,793	2,812	2,815	2,744	2,766	2,811	2,830	2,833
Oswego East High Instructional Capacity 3,200 Grades 9-12	Res/Att Reside Attend	2,231 2,296 2,282	2,432 2,478 2,466	2,566 2,599 2,578	2,722	2,841	2,881	2,943	2,956	2,704	2,823	2,863	2,925	2,938
JUNIOR HIGH TOTAL Instructional Capacity 5,729 Grades 6-8	Reside Attend	4,176 4,176	4,294 4,294	4,339 4,339	4,362	4,307	4,242	4,166	4,045	4,362	4,307	4,242	4,166	4,045
HIGH SCHOOL TOTAL Instructional Capacity 6,400 Grades 9-12	Reside Attend	4,927 4,927	5,144 5,144	5,315 5,315	5,448	5,589	5,674	5,755	5,771	5,448	5,589	5,674	5,755	5,771
DISTRICT K -12 TOTALS Instructional Capacity 21,480 Grades K-12	Reside Attend	17,296 17,296	17,445 17,445	17,456 17,456	17,443	17,386	17,313	17,289	17,251	17,443	17,386	17,313	17,289	17,251

Source: RSP & Associates, LLC - September 2016

Note 1: Student Projections are based on the residence of the student - continues student assignments at each school through 2021/22

Note 2: Eastview 1/2 Kdg has students from Homestead, Lakewood Creek, Long Beach, Prairie Point, and The Wheatlands


Note 3: PreKindergarten, GOAL, & Kendall Opportunity students not in the enrollment projections

Note 4: Instructional Capacity of each facility provided by SD 308 - Eastview becomes EC facility in 2017/18

Note 5: Reside is based on the student address and has all Kdg students attending Eastview assigned to the 1-5 school they will attend

Note 6: Attend is based on which facility the student attends and reflects Kdg students attending Eastview

Note 7: Res/Att (Reside/Attend) is the student who resides in the attendance area that they attend

 Exceed Instructional Capacity

# Boundary Introduction

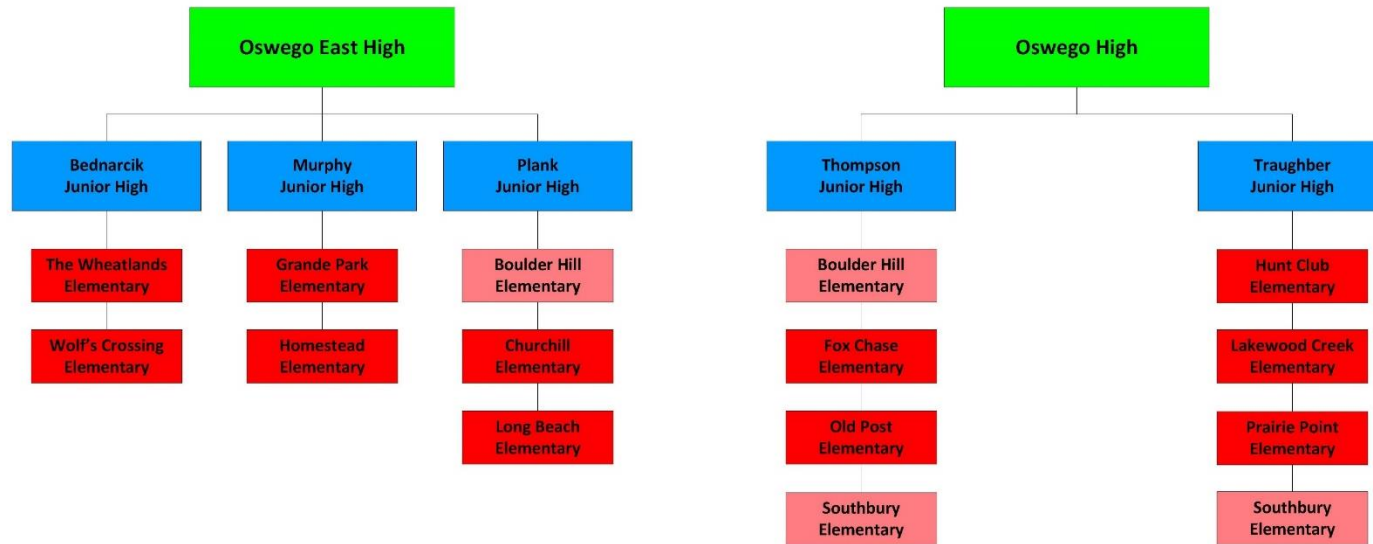
## **Scenario Reasoning:**

1. Create a scenario that addresses as many of the items the committee members drew on the neighborhood map activity
  - Not all of the changes worked based on a multitude of factors
2. Have attendance areas that visually make sense in relation to proximity to schools, neighborhoods and roads
3. Start the conversation of how to refine the scenario

## **Scenario Questions:**

1. Do the boundary demarcations make sense – are they logical?
2. Are the 5 year capacities for the respective elementary and JH schools reasonable?
3. Is there adequate room to grow in areas where there could be significant new residential activity?
4. Are there small areas that need to shift to make the draft scenario better?

# Current Feeder Diagram



## LEGEND



High School



Junior High School – Complete Feeder Junior High School to High School



Junior High School – Incomplete Feeder Junior High School to High School



Elementary School – Complete Feeder Elementary School to Junior High School



Elementary School – Incomplete Feeder Elementary School to Junior High School

### SPECIAL NOTE:

Check for the name of the school you are looking for under each high school feeder to be sure you know which facility transitions to the next grade level (elementary school to middle school or middle school to high school).

# Data on the Map – Current Boundary

School	Capacity	2017/18	2018/19	2019/20	2020/21	2021/22	21/22 Cap%	FRL%
Boulder Hill Elementary	695	715	720	722	725	735	105.8%	42.6%
Churchill Elementary	550	662	638	628	629	625	113.6%	12.6%
Fox Chase Elementary	750	592	568	578	578	585	78.0%	27.4%
Grande Park Elementary	700	762	769	781	801	844	120.6%	9.2%
Homestead Elementary	669	620	600	586	582	574	85.8%	14.4%
Hunt Club Elementary	761	289	297	315	331	349	45.8%	13.9%
Lakewood Creek Elementary	900	837	827	801	797	788	87.5%	24.4%
Long Beach Elementary	644	598	592	581	564	572	88.8%	43.3%
Old Post Elementary	482	359	359	357	345	346	71.8%	15.7%
Prairie Point Elementary	600	506	473	441	429	427	71.1%	8.7%
Southbury Elementary	750	513	518	529	535	551	73.5%	27.6%
The Wheatlands Elementary	625	636	613	591	586	573	91.6%	16.5%
Wolfs Crossing Elementary	575	545	519	484	465	461	80.2%	15.2%
<b>Total</b>	<b>8,701</b>	<b>7,633</b>	<b>7,492</b>	<b>7,395</b>	<b>7,367</b>	<b>7,430</b>		

School	Capacity	2017/18	2018/19	2019/20	2020/21	2021/22	21/22 Cap%	FRL%
Bednarcik Junior High	1,064	724	717	706	666	641	60.2%	15.4%
Murphy Junior High	1,164	729	731	747	745	719	61.8%	12.9%
Plank Junior High	1,131	792	777	766	748	728	64.3%	35.8%
Thompson Junior High	1,200	956	945	937	937	912	76.0%	27.8%
Traugher Junior High	1,170	1161	1136	1089	1070	1047	89.5%	17.3%
<b>Total</b>	<b>5,729</b>	<b>4,363</b>	<b>4,306</b>	<b>4,245</b>	<b>4,166</b>	<b>4,046</b>		

*Yellow shaded areas depict where the enrollment exceeds the Instructional Capacity of the building*

School	Capacity	2017/18	2018/19	2019/20	2020/21	2021/22	21/22 Cap%	FRL%
Oswego East High	3,200	2,723	2,842	2,881	2,944	2,957	92.4%	20.0%
Oswego High	3,200	2,727	2,748	2,792	2,812	2,815	88.0%	20.4%
<b>Total</b>	<b>6,400</b>	<b>5,449</b>	<b>5,590</b>	<b>5,673</b>	<b>5,756</b>	<b>5,771</b>		

# Data on the Map – Draft Boundary

School	Capacity	2017/18	2018/19	2019/20	2020/21	2021/22	21/22 Cap%	FRL%
Boulder Hill Elementary	695	499	496	491	491	497	71.6%	50.3%
Churchill Elementary	550	546	526	516	515	505	91.8%	10.2%
Fox Chase Elementary	750	687	690	700	712	714	95.2%	35.4%
Grande Park Elementary	700	606	599	604	625	669	95.6%	9.2%
Homestead Elementary	669	620	600	586	582	574	85.8%	14.4%
Hunt Club Elementary	761	391	392	404	406	412	54.2%	15.8%
Lakewood Creek Elementary	900	837	827	801	797	788	87.5%	24.4%
Long Beach Elementary	644	652	641	632	622	632	98.1%	42.8%
Old Post Elementary	482	461	463	462	446	453	94.1%	14.6%
Prairie Point Elementary	600	536	497	467	455	461	76.8%	9.3%
Southbury Elementary	750	642	656	683	685	711	94.8%	18.1%
The Wheatlands Elementary	625	635	613	591	586	573	91.6%	16.5%
Wolfs Crossing Elementary	575	520	491	459	443	441	76.6%	14.1%
<b>Total</b>	<b>8,701</b>	<b>7,633</b>	<b>7,492</b>	<b>7,395</b>	<b>7,367</b>	<b>7,430</b>		

School	Capacity	2017/18	2018/19	2019/20	2020/21	2021/22	21/22 Cap%	FRL%
Bednarcik Junior High	1,064	712	706	693	649	620	58.3%	15.0%
Murphy Junior High	1,164	772	775	777	774	749	64.4%	12.5%
Plank Junior High	1,131	691	675	667	643	623	55.1%	35.3%
Thompson Junior High	1,200	1030	984	987	991	981	81.7%	27.8%
Traugher Junior High	1,170	1157	1165	1120	1108	1073	91.7%	19.6%
<b>Total</b>	<b>5,729</b>	<b>4,363</b>	<b>4,306</b>	<b>4,245</b>	<b>4,166</b>	<b>4,046</b>		

*Yellow shaded areas depict where the enrollment exceeds the Instructional Capacity of the building*

School	Capacity	2017/18	2018/19	2019/20	2020/21	2021/22	21/22 Cap%	FRL%
Oswego East High	3,200	2619	2730	2784	2839	2855	89.2%	19.1%
Oswego High	3,200	2831	2860	2888	2917	2916	91.1%	21.1%
<b>Total</b>	<b>6,400</b>	<b>5,449</b>	<b>5,590</b>	<b>5,673</b>	<b>5,756</b>	<b>5,771</b>		



# Data on the Map – SIBC Tables

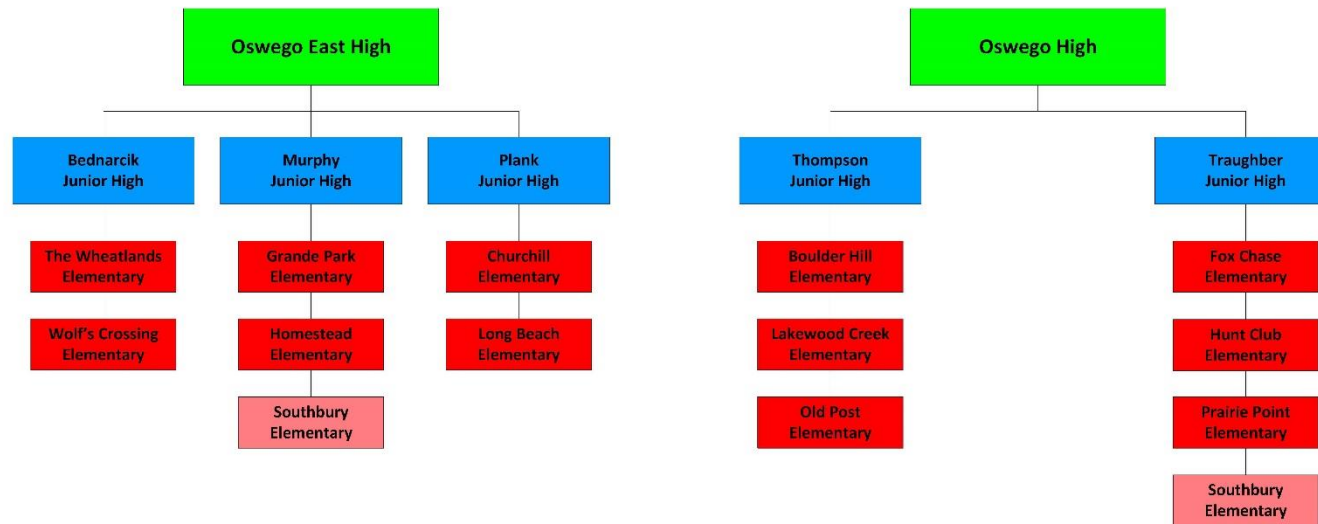
	Transferring Into:	Boulder Hill Elementary	Churchill Elementary	Fox Chase Elementary	Grande Park Elementary	Homestead Elementary	Hunt Club Elementary	Lakewood Creek Elementary	Long Beach Elementary	Old Post Elementary	Prairie Point Elementary	Southbury Elementary	The Wheatlands Elementary	Wolf's Crossing Elementary	Total Students Impacted	Total Students Impacted %
<b>Current School:</b>																
2. Boulder Hill Elementary		0	0	171	0	0	0	0	34	0	0	0	0	0	205	34.6%
3. Churchill Elementary		0	0	0	0	0	0	0	59	38	0	0	0	0	97	17.1%
5. Fox Chase Elementary		0	0	0	0	0	158	0	0	0	0	0	0	0	158	32.1%
6. Grande Park Elementary		0	0	0	0	0	0	0	0	0	0	169	0	0	169	27.1%
7. Homestead Elementary		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0.0%
8. Hunt Club Elementary		0	0	0	46	0	0	0	0	0	26	0	0	0	72	30.5%
9. Lakewood Creek Elementary		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0.0%
10. Long Beach Elementary		27	0	0	0	0	0	0	0	44	0	0	0	0	71	14.5%
11. Old Post Elementary		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0.0%
12. Prairie Point Elementary		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0.0%
13. Southbury Elementary		0	0	64	0	0	0	0	0	4	0	0	0	0	68	16.2%
14. The Wheatlands Elementary		0	0	0	0	0	0	0	1	0	0	0	0	0	1	0.2%
15. Wolf's Crossing Elementary		0	0	0	0	0	0	0	21	0	0	0	0	0	21	4.5%
<b>Total</b>		<b>27</b>	<b>0</b>	<b>235</b>	<b>46</b>	<b>0</b>	<b>158</b>	<b>0</b>	<b>115</b>	<b>86</b>	<b>26</b>	<b>169</b>	<b>0</b>	<b>0</b>	<b>862</b>	<b>13.5%</b>

	Transferring Into:	Bednarcik Junior High	Murphy Junior High	Plank Junior High	Thompson Junior High	Traugher Junior High	Total Students Impacted	Total Students Impacted %
<b>Current School:</b>								
16. Bednarcik Junior High		0	0	8	0	0	8	1.7%
17. Murphy Junior High		0	0	0	0	3	3	0.6%
18. Plank Junior High		0	0	0	77	0	77	14.6%
19. Thompson Junior High		0	0	0	0	366	366	57.5%
20. Traugher Junior High		0	34	0	352	0	386	48.6%
<b>Total</b>		<b>0</b>	<b>34</b>	<b>8</b>	<b>429</b>	<b>369</b>	<b>840</b>	<b>28.7%</b>

*SIBC is based on where a student resides and that change from current attendance area to proposed attendance area*



# Data on the Map – Draft Feeder Diagram



## LEGEND



High School



Junior High School – Complete Feeder Junior High School to High School



Junior High School – Incomplete Feeder Junior High School to High School



Elementary School – Complete Feeder Elementary School to Junior High School



Elementary School – Incomplete Feeder Elementary School to Junior High School

### SPECIAL NOTE:

Check for the name of the school you are looking for under each high school feeder to be sure you know which facility transitions to the next grade level (elementary school to middle school or middle school to high school).

# Activity 2 : Map Exercise

**This Activity will help us better create attendance ES, JH, and HS areas for the next committee meeting**

- Each group will review Scenario Draft Map
- Discuss whether to move forward with this scenario; use markers and paper to draw and make notes to illustrate if changes are needed
- Each group needs to select one presenter. Presenter will summarize and share to the rest of the group
- Focus how this meets the Boundary Criteria Guiding Principles
- Time Limits – 20 Minutes
- Each table will report out their ideas to the committee

**Time – 45 minutes for Table Discussion**



## Activity 2 : Map Exercise Committee Responses

**Below are some of the general response captured in the six table report out:**

- Would like more time to process data
- Draft is a workable solution – good start to solving the challenge
- Would like to address the under utilized schools by adding more students
- Would like Long Beach ES to have fewer students
- EL and Sped students attend need to be factored into school assignment (Attend)
- Could have some longer bus routes
- Would like all rural areas attending Oswego High School
- Would prefer Lakewood Creek to Traughber JH not Thompson JH
- Would prefer Fox Chase to Thompson JH not Traughber JH



## Activity 2 : Map Exercise Community Responses

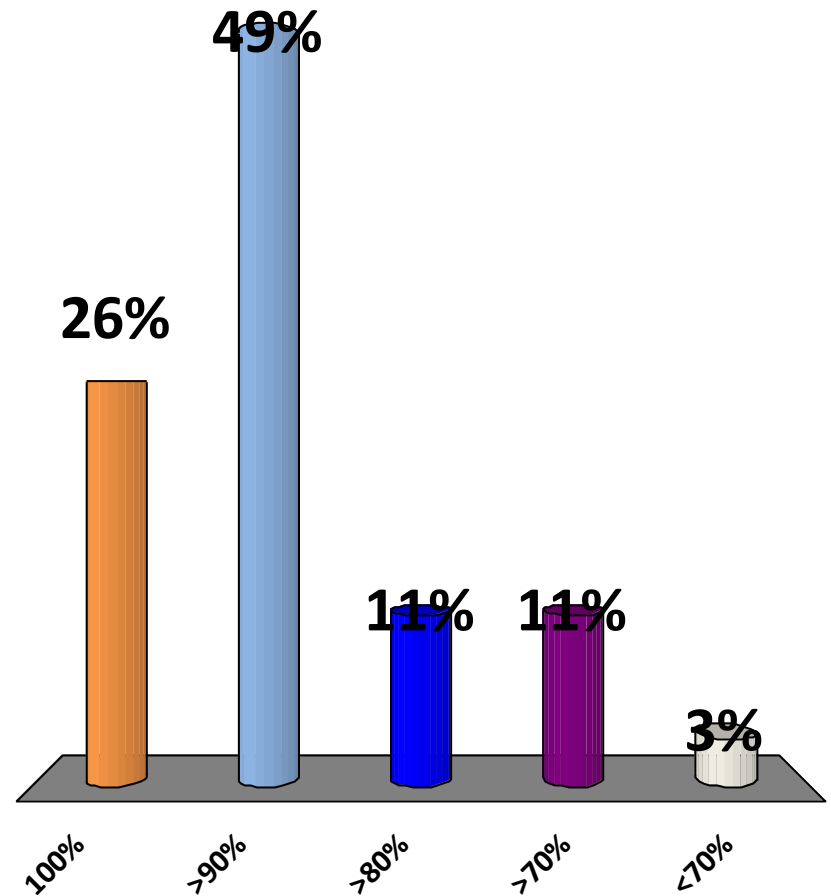
**Below are some of the general response captured in the public input:**

- Not a good idea if you have to drive by a school to get to another school
- Areas on Grove Road suggested will have property values negatively impacted, potentially longer transportation, and loss of community
- Grandfathering / Student Options should be a consideration
- Areas that can walk to a school by IL guidelines should attend the school they can walk to
- Personal and community relationships essential to student success



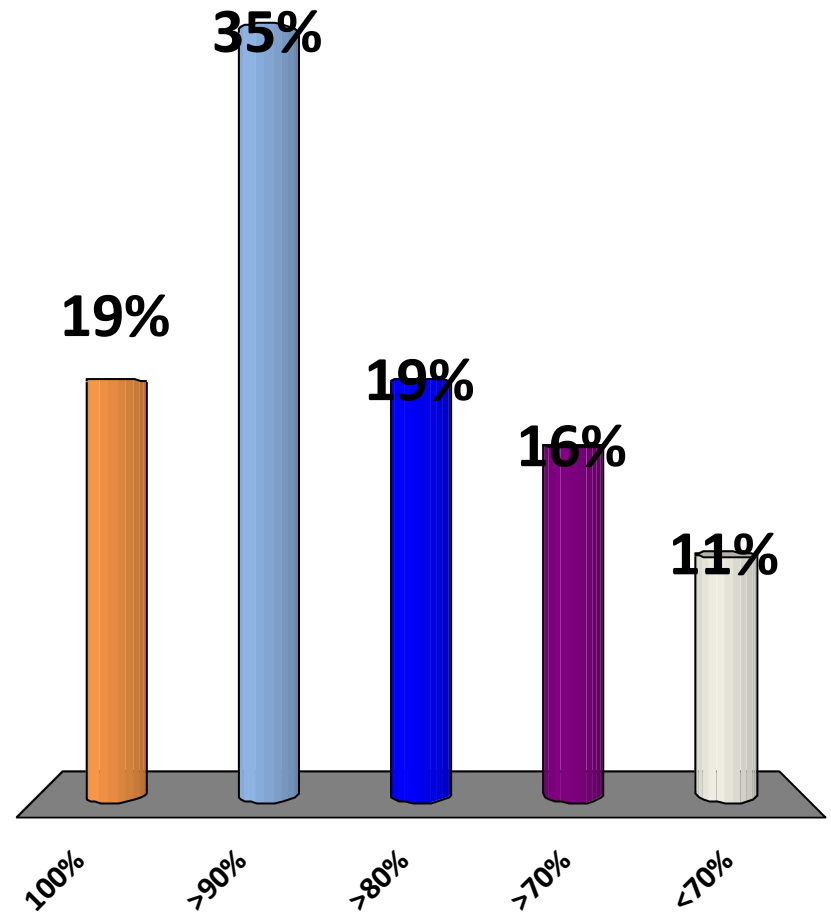
# Boulder Hill Elementary meets the Guiding Principles and Boundary Criteria provided by the BOE

- A. 100%
- B. >90%
- C. >80%
- D. >70%
- E. <70%



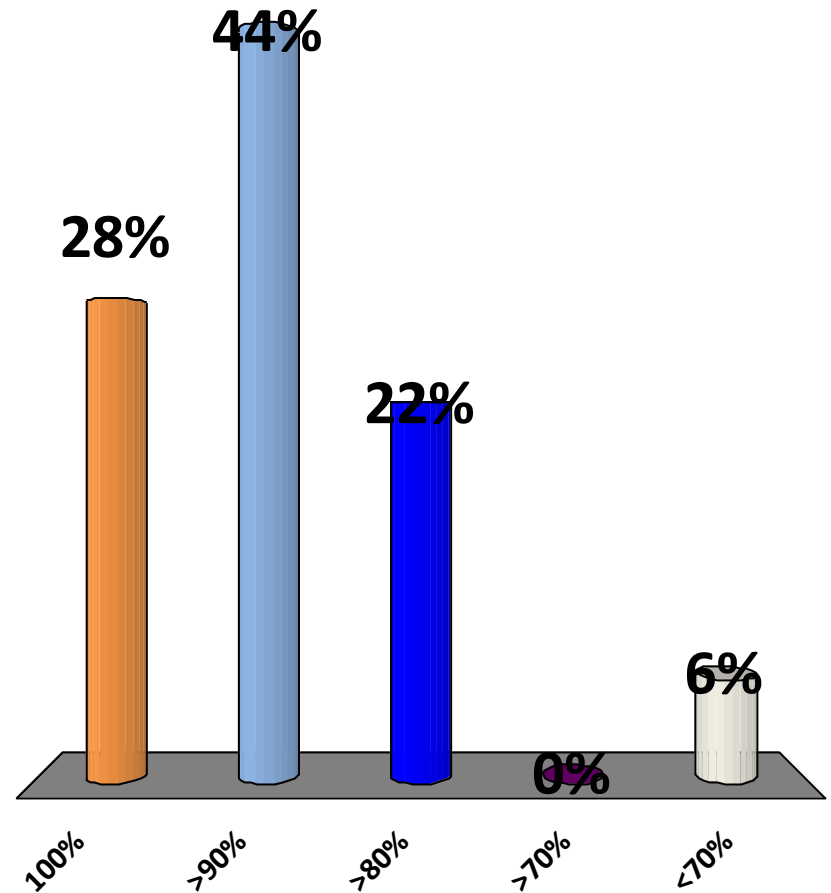
# Churchill Elementary meets the Guiding Principles and Boundary Criteria provided by the BOE

- A. 100%
- B. >90%
- C. >80%
- D. >70%
- E. <70%



# Foxchase Elementary meets the Guiding Principles and Boundary Criteria provided by the BOE

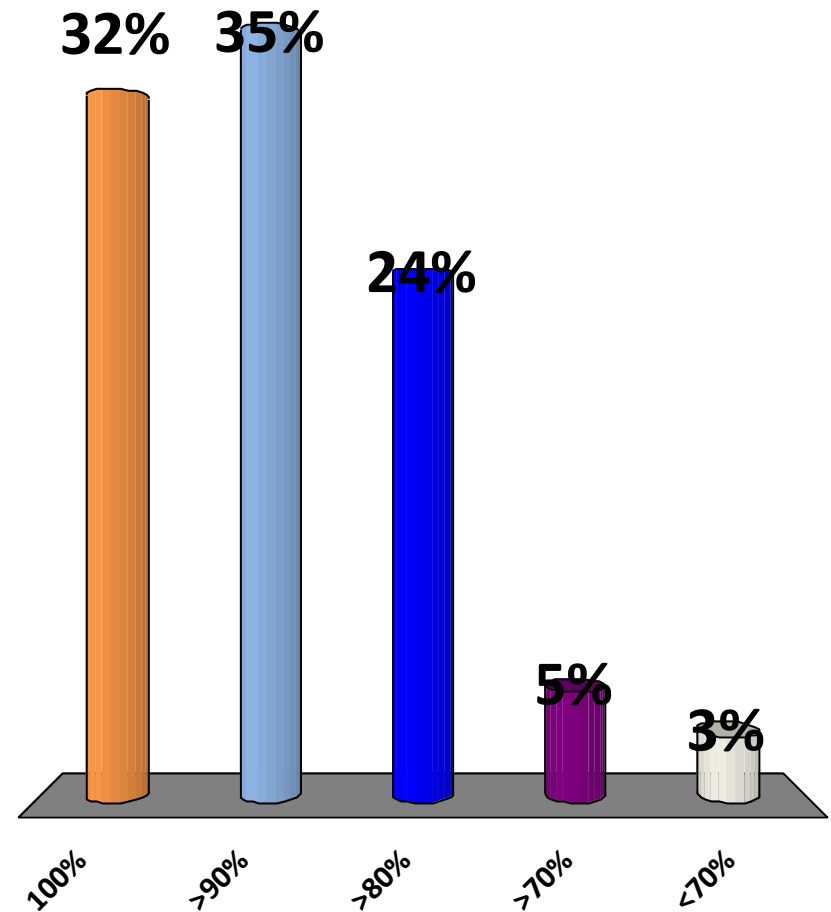
- A. 100%
- B. >90%
- C. >80%
- D. >70%
- E. <70%





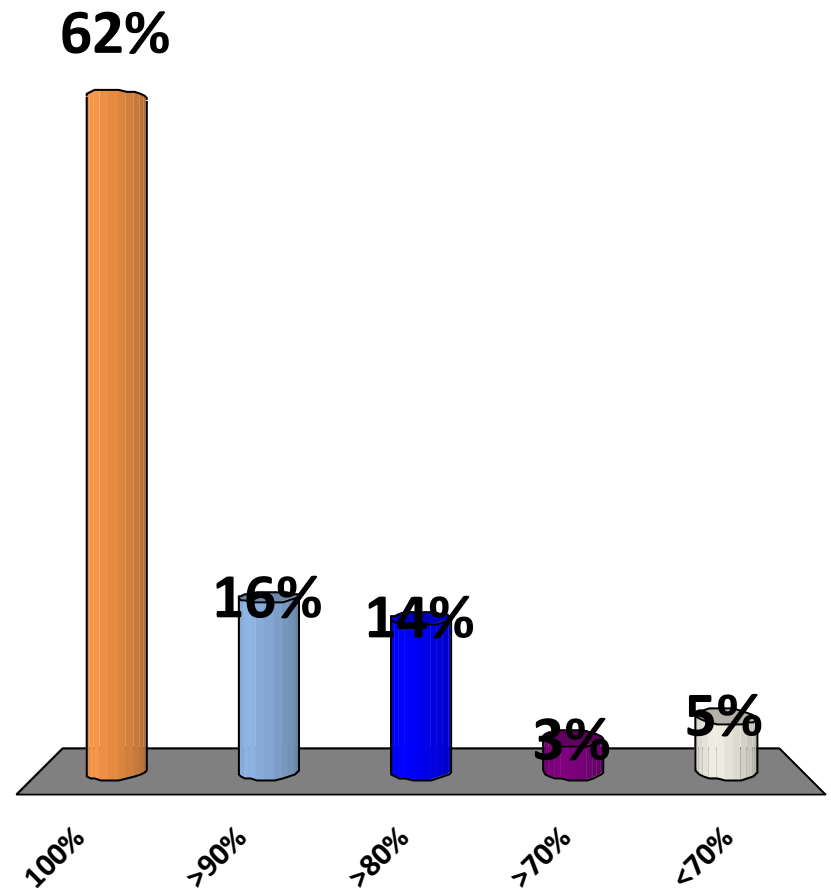
# Grande Park Elementary meets the Guiding Principles and Boundary Criteria provided by the BOE

- A. 100%
- B. >90%
- C. >80%
- D. >70%
- E. <70%



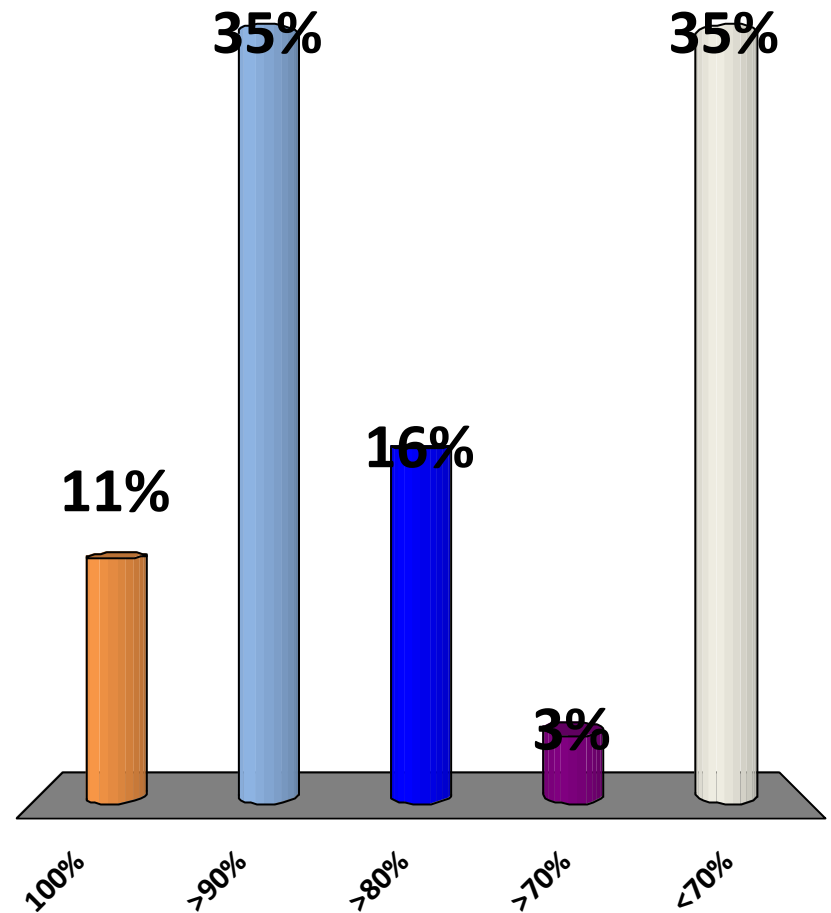
# Homestead Elementary meets the Guiding Principles and Boundary Criteria provided by the BOE

- A. 100%
- B. >90%
- C. >80%
- D. >70%
- E. <70%



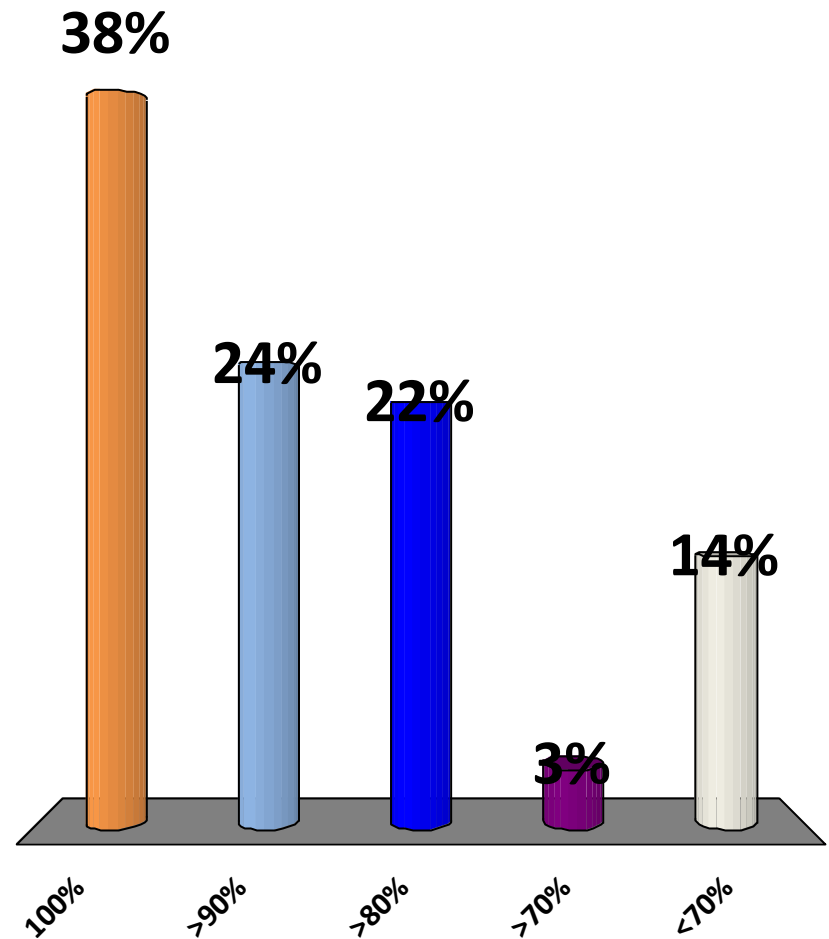
# Hunt Club Elementary meets the Guiding Principles and Boundary Criteria provided by the BOE

- A. 100%
- B. >90%
- C. >80%
- D. >70%
- E. <70%



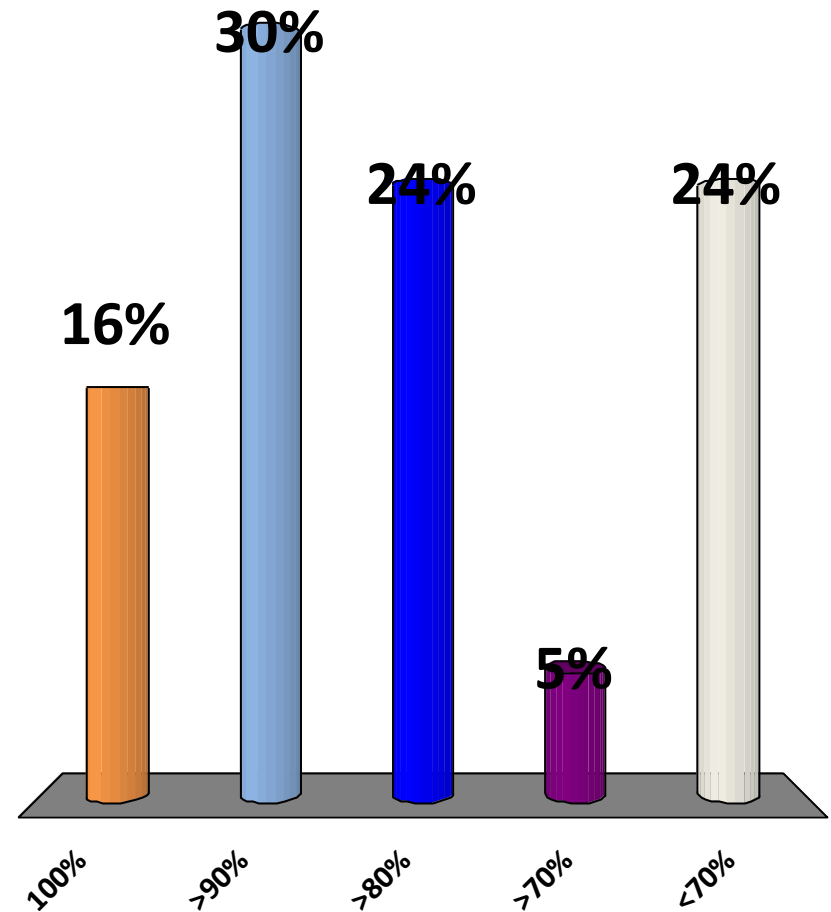
# Lakewood Creek Elementary meets the Guiding Principles and Boundary Criteria provided by the BOE

- A. 100%
- B. >90%
- C. >80%
- D. >70%
- E. <70%



# Long Beach Elementary meets the Guiding Principles and Boundary Criteria provided by the BOE

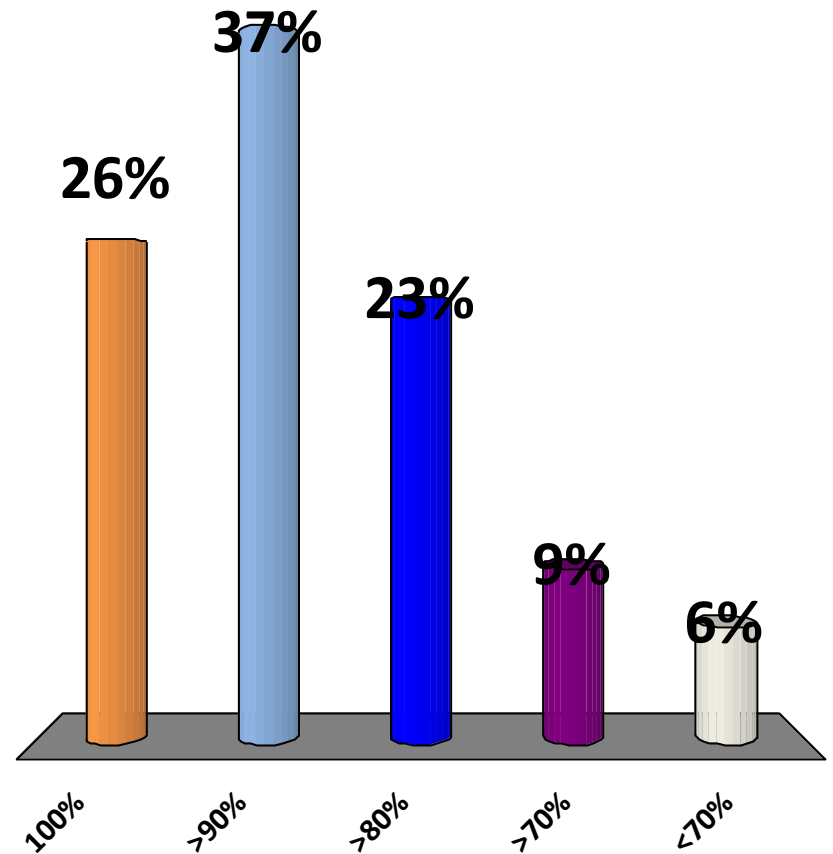
- A. 100%
- B. >90%
- C. >80%
- D. >70%
- E. <70%





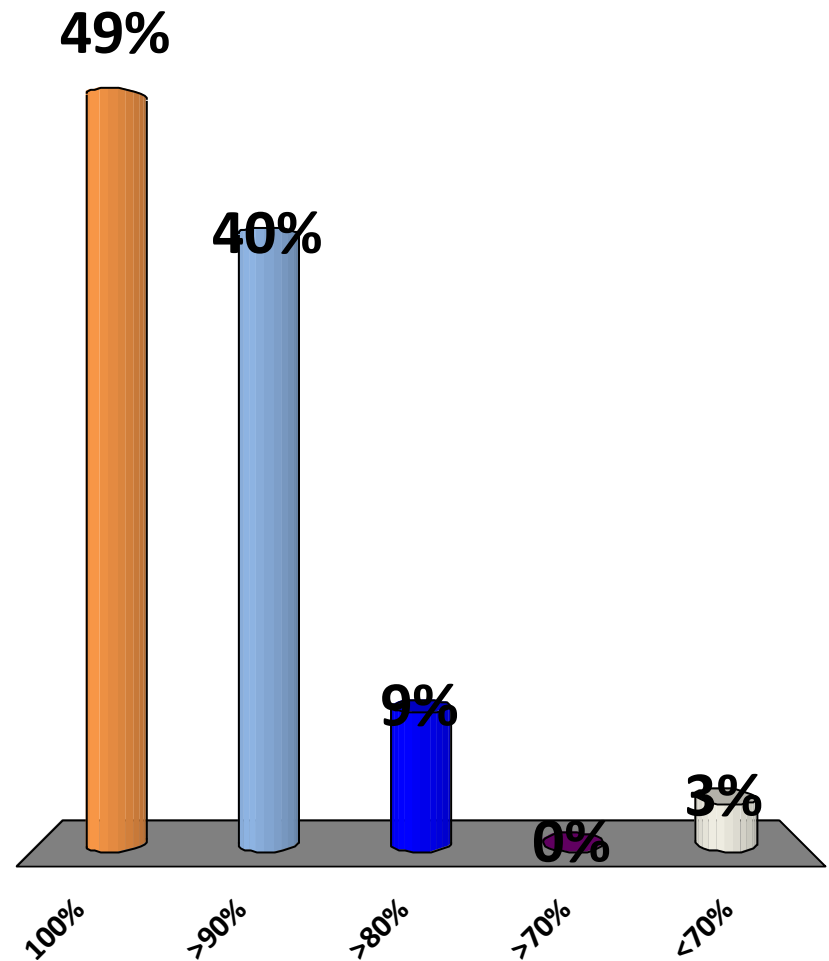
# Old Post Elementary meets the Guiding Principles and Boundary Criteria provided by the BOE

- A. 100%
- B. >90%
- C. >80%
- D. >70%
- E. <70%



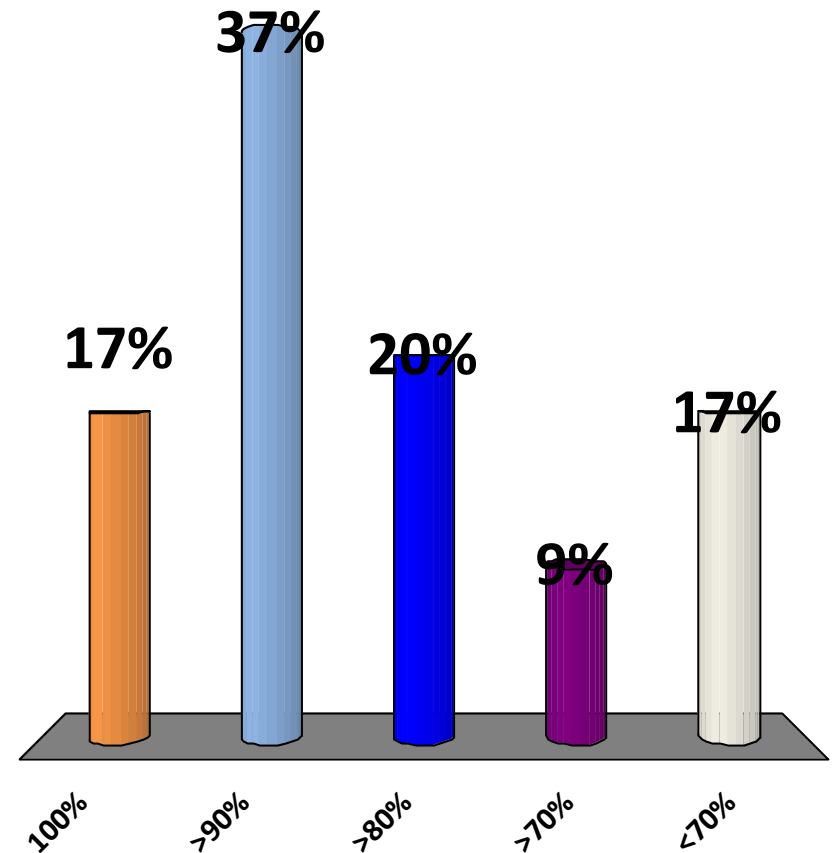
# Prairie Point Elementary meets the Guiding Principles and Boundary Criteria provided by the BOE

- A. 100%
- B. >90%
- C. >80%
- D. >70%
- E. <70%



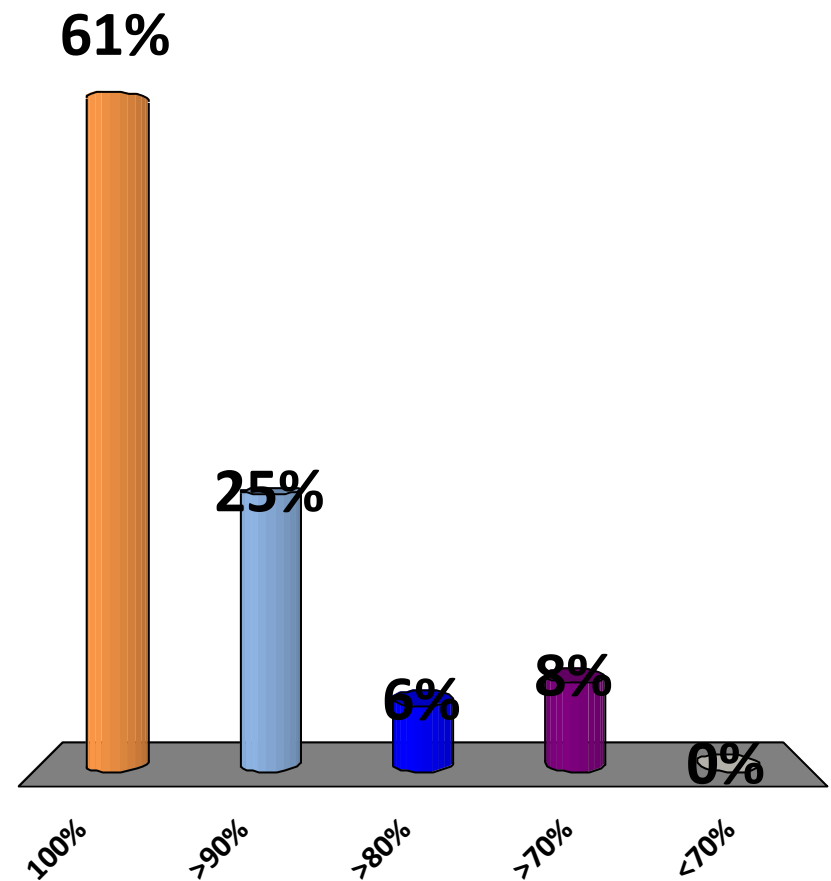
# Southbury Elementary meets the Guiding Principles and Boundary Criteria provided by the BOE

- A. 100%
- B. >90%
- C. >80%
- D. >70%
- E. <70%



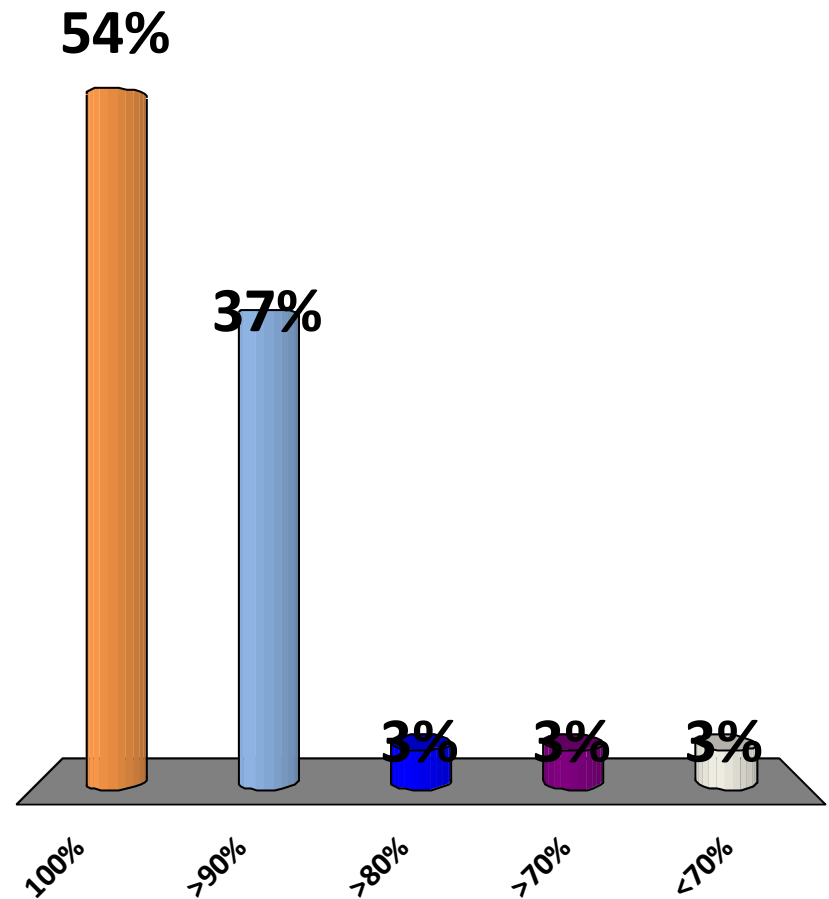
# The Wheatlands Elementary meets the Guiding Principles and Boundary Criteria provided by the BOE

- A. 100%
- B. >90%
- C. >80%
- D. >70%
- E. <70%



# Wolf's Crossing Elementary meets the Guiding Principles and Boundary Criteria provided by the BOE

- A. 100%
- B. >90%
- C. >80%
- D. >70%
- E. <70%





# Activity 3 : ES to JH Feeder

**In this activity you will assist in creating the desired ES to JH feeder pattern:**

At your table there will be a note card that has the name of each elementary school and junior high school

Under each Junior High place the elementary school you feel should completely feed into it

**Time** – 10 to 15 minutes for discussion

**Report out to Group if time allows**



# Activity 3 : Feeder Committee Responses

Listed below are the ES to JH and JH to HS options provided by the committee:

## Bednarcik JH

The Wheatlands  
Wolf's Crossing

## Bednarcik JH

The Wheatlands  
Wolf's Crossing

## Bednarcik JH

The Wheatlands  
Wolf's Crossing

## Bednarcik JH

The Wheatlands  
Wolf's Crossing

## Oswego HS

Thompson  
Traughber

## Oswego HS

Thompson  
Traughber  
Plank (Split)

## Plank JH

Churchill  
Southbury

## Plank JH

Churchill  
Long Beech

## Plank JH

Churchill  
Long Beech  
Southbury

## Plank JH

Churchill  
Long Beech  
Southbury

## Oswego East HS

Bednarcik  
Murphy  
Plank

## Oswego East HS

Bednarcik  
Murphy  
Plank (Split)

## Murphy JH

Grand Park  
Homestead

## Murphy JH

Grand Park  
Homestead

## Murphy JH

Grand Park  
Homestead

## Murphy JH

Grand Park  
Homestead

## Thompson JH

Boulder Hill  
Long Beach  
Old Post  
Fox Chase

## Thompson JH

Boulder Hill  
Lakewood Creek  
Old Post

## Thompson JH

Boulder Hill  
Fox Chase  
Old Post

## Thompson JH

Boulder Hill  
Lakewood Creek  
Old Post

## Traughber JH

Fox Chase  
Hunt Club  
Prairie Point  
Southbury

## Traughber JH

Hunt Club  
Lakewood Creek  
Prairie Point

## Traughber JH

Hunt Club  
Lakewood Creek  
Prairie Point

## Traughber JH

Fox Chase  
Hunt Club  
Prairie Point



# Part 4:

# Next Steps

# Next Steps

Next Meeting: October 20, 2016

Preliminary Agenda:

- Scenario Enhancement Review
- Factor in EL student attendance in final numbers

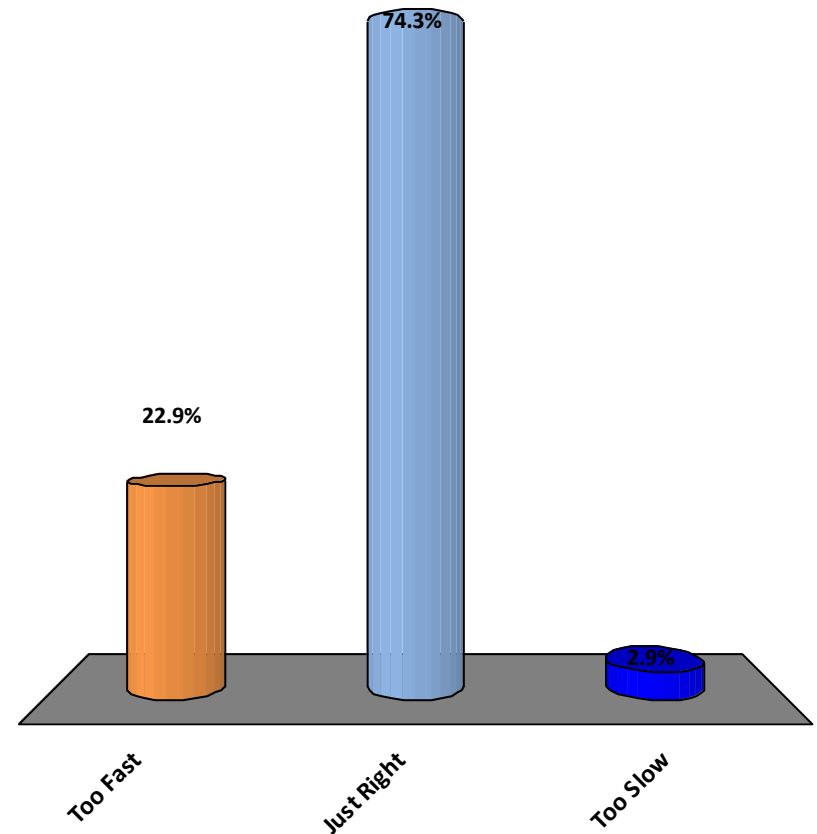
Homework:

- Part 1 - Talk about what you have discussed with other members in the community, listen to their ideas and provide those responses at the next committee meeting
- Part 2 – District Tour
  - Drive to areas you may have learned about in this committee meeting



# How was your learning experience tonight?

- A. Too Fast
- B. Just Right
- C. Too Slow





[illegible]