



Approved at the October 18, 2016, Board Meeting

WINNETKA PUBLIC SCHOOLS  
ENROLLMENT BALANCING PROJECT  
ADVISORY COMMITTEE MEETING  
September 26, 2016

Members: Dana Crumley (absent), Kristin Dillon, Nancy Fehrenbach, John Griffin, Kristen Hertel, Mike Hynes, Dave Kanne, Greg Kurr, Dawn Livingston (absent), Cheryl O'Brien, Julie Pfeffer, Emily Reynolds, Daniel Ryan, Eva Tarini, Stacey Wellman, Stephanie Wheat, Peter Wilson, Carolyn Yoch

ALSO

PRESENT: Maureen Hager, Kate Hughes, Trisha Kocanda, (exited 6:36 pm) Jessica Lerner, Maureen Miller, Steve Richart, (arrived 5:59 pm; exited 6:31pm)

The meeting was called to order at 5:16 p.m. by Board Member, Kristen Hertel, in the Carleton Washburne Resource Center. Superintendent Trisha Kocanda welcomed everyone and thanked them for their commitment to the Enrollment Balancing Project. She expressed appreciation for their time commitment and their interest in representing the District by coming together to address the current enrollment imbalance at the elementary level.

Project Facilitator Maureen Hager was introduced and addressed the committee regarding the process. The District has engaged Cropper GIS (Matthew Cropper)/McKibben Demographics (Dr. Jerrold McKibben) to provide forecasts of enrollment and potential options to best support high quality educational programming and the most effective ways to house students in the five District schools. The group began with introductions that included mention of Committee member backgrounds, interests, and concerns regarding the project.

An opportunity for Public Comment was provided with no members of the public present to comment.

To familiarize the Committee with its obligations regarding Board committee membership, Attorney Steve Richart of Hodges, Loizzi, Eisenhammer, Rodick, & Kohn addressed the group regarding the Open Meetings Act (OMA) and Freedom of Information Act (FOIA). Richards emphasized that as a Board Committee, the group constituted a "public body", therefore, all Board committee meetings fall under the designation of a "public open meeting" and as such will be creating public records to which the public has access under the Freedom of Information Act. He also noted the

Committee has certain obligations under Board policy as it relates to Board communications and access to public records. The group was informed of required training provided by the Office of the Attorney General and was instructed to complete the training required as a member of a public body. Richards also referenced the various District policies that Committee members are subject to and may wish to further reference on the District's website including 2:150 (Committees), 2:140 (Committee Member Communication Including Email Use), 2:230 (Public Participation at School Board Meetings and Petitions to the Board), and 2:250 (Access to Public Records). A procedure for Board communications is also included in the School Board section of the website. Committee members were requested to complete the OMA training prior to the October 25, 2016, meeting and to provide a certificate of training completion at that time.

Director of Technology Maureen Miller addressed the Committee on the topic of District email addresses and requested that all sign the District 36 *Acceptable Use Policy (AUP)*. This policy provides guidelines regarding the use of the District's network. Committee members are requested to conduct all Committee business on the District's network as opposed to personal email.

Maureen Hager addressed the Committee on the topic of the purpose and charge of the Advisory Committee. She shared information regarding district boundaries; referenced detached house sales by school year; the impact of kindergarten registrations on enrollment; and the evolution of school building space usage from 1900 to present day (Addendum I). Current conditions include the decline of enrollment over time, the differing rate of decline at the three elementary buildings, the need for additional space at Crow Island, and differing levels of unused capacity at other buildings. Therefore the Committee will be reviewing relevant information, learning about the issues, and evaluating options for consideration. The Committee's ultimate charge is to develop an informed recommendation to address this current imbalance at the elementary level and present the recommendation to the Board by January 24, 2017.

Facilitator Maureen Hager shared the work that has been done thus far including the consultant's visitations to each building; the preparation of a Demographic Study and a Capacity Study, a Building Utilization Assessment; the formation of the Advisory Committee; and the implementation of a community and staff survey to assist with the setting of priorities and identification of community values.

The group participated in an exercise to set norms for its work with one another and committed to a set of guidelines that will assist with the process and expectations for Committee membership (Addendum II).

Members split into six groups of three to review a portion of either the current Demographic or Capacity studies for the purpose of sharing a summary with other Committee members. It was noted that the Demographic Study will be updated based on the October 1 enrollment data for the current year. Additionally, each group identified questions prompted by the reports in preparation for the October 25 meeting (Addendum III).

A summary of future meetings was shared and a request was made for the opportunity for Committee members representing the community to visit the buildings while occupied by staff and students. Members of this sub-group indicated they would like the tours to occur prior to the next Committee meeting.

The Advisory Committee adjourned at 9:08 p.m.

HISTORICAL PERSPECTIVE ON SCHOOL CAPACITY

ADDENDUM I

It is worthwhile to briefly cover why buildings are not able to contain the same number of students as when they were originally constructed. America's public schools can be traced back to 1640 when founders assumed families bore the responsibility of raising a child. Gradually, programs were added by Federal and State mandates that have dramatically affected the educational environment. The trend of increasing responsibilities for public schools has accelerated ever since.

1900-1910	Health Instruction added	1980's	Computer Education
1910-1930	Physical Education		English as a Second Language
	Vocational Education (Home Economics & Agriculture)		Early Childhood
1940's	Business Education		Full-Day Kindergarten
	Art & Music		At-Risk Programs
	Speech & Drama		After School Programs
	Half-Day Kindergarten	1990's	Expanded Computer / Internet
	Lunch provided		Inclusion of Special Education Learners
1950's	Expanded Science & Math		School-to-Work Programs
	Expanded Art & Music	2000's	Standardized Testing
	Foreign Language		Project Lead the Way
1960's	Advanced Placement		STE(A)M
	Head Start	2010's	Makerspace
	Title I (Reading)		BYOD (Bring Your Own Device)
	Consumer & Career Education		
1970's	Special Education		
	Title IX (equality for girl's athletics)		
	Behavior Adjustment		
	Breakfast provided		

In many districts, spaces that were once used as standard classrooms have been transformed into multiple educational environments that have to act as offices, teaching space for 4-6 students, and reference libraries for several different areas associated with Special Education. One of the most dramatic program requirements of the past 30 years may become obsolete in the near future. Computers first made their presence in schools in the early 1980s when a single Apple II was assigned to one building in many national schools. Now, many elementary schools assign a single lab to each grade, and the future may reverse these spaces back into classrooms as laptops and hand-held tablets become the norm



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**Enrollment Balancing Project  
Committee Meeting Minutes September 26, 2016  
Addendum II: Working Norms**

**Enrollment Balancing Advisory Committee Guiding Norms**

- Commit to attending all meetings and arrive prepared to participate.
- Be creative when brainstorming potential solutions; think “outside of the box”.
- Speak up at meetings and share your views with the entire committee; recognize the importance of listening to all voices.
- Be open to alternative perspectives and ideas.
- Respect the comments, ideas, and views of the community-at-large.
- Consider what is best for the community focusing on what is the best outcome for the children of this community.
- Learn about the context of enrollment issues from those with first-hand knowledge (e.g. building principals, teachers).
- Ask for clarity when unsure of message or information.
- When emotions are high, insert a brief pause into the process to allow rational mindsets to return.
- Agree on a process to determine consensus of Committee when required.
- Accept previously determined School Board direction when relevant.
- Treat other committee members with respect during and outside of meetings.
- Check email communication periodically for any messages related to Committee work.
- Use whiteboards during meetings to provide visual record of ideas under discussion to facilitate dialog and avoid repetition.
- Unless authorized by the Committee, no one individual speaks on behalf of the Committee.

**Enrollment Balancing Project  
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Addendum III: Further Questions for October 25, 2016, Meeting**

Winnetka District 36  
Enrollment Balancing Project  
Questions for Cropper Presentation  
October 25, 2016 Meeting

What impact does older population have on home sales?

What effect does the extended kindergarten option have on the anticipated kindergarten enrollment?

Why are historical data points extended earlier than 2010-11?

What is the impact of affordable housing initiative (is there such an effort in the District boundaries) in the Village of Winnetka?

How does future home construction (One Winnetka – 60 units in Greeley at \$1.2M) affect the enrollment? (Elm Street to the south)

Is there a home sales echo effect (related to Baby Boomer generation)?

What is the basis for interest rate assumptions and how do they affect housing transfers – source(s) of input for the assumptions?

What contributes to your outlook on business viability in light of vacant commercial space in the community?

Impact of private school enrollment – are they lower in their capacity?

When a household becomes an empty nest household, how long do the residents typically stay?

What is the effect of families leaving Illinois? the effect of increasing taxation in Cook County?

Inventory of larger homes: how does this affect the viability of our community?

Additional data that would be of assistance:

Map of New Trier students; today and ten years ago?

Where may houses turn over based on NT student attendance

Is there a correlation to historic analysis and projected analysis of High School students?

What caused the Hubbard Woods high enrollment in the past and its current decline?

Any assumption about home sales in Crow Island area? moves within Winnetka?

From what source(s) have the 2019-2020 enrollment data been developed?

How do increasing Cook County property taxes affect Winnetka home sales?

Clarification on optimal (low) versus maximum (high) capacity study

Definition of what spaces were counted in capacity study

What is driving the density of enrollment at Crow Island?

Does integration of curriculum allow for more efficient use of space?

*Questions for District personnel:*

Do principals see other opportunities or challenges in these enrollment forecasts?

Who determined the class size guidelines? When and on what educational basis were they determined?

Help us better understand the use of space at Washburne.