

EMC Questions and Answers

Community Meeting October 30, 2007

answered by Joe Ruffolo and Sandra Ficke-Bradford during the presentation

- 1) I have a third grader at Rose. Is it possible to petition to keep him there, especially if we arrange transportation? What about the same for my four year old when they enter elementary school?

The Board and District 220 have a procedure in place for those families wishing to make petition requests and they are granted on a year to year basis. Joe emphasized that if everyone petitioned out, the issue of class sizes across the district would not be addressed.

- 2) Was Sunny Hill included in the analysis? We currently need an average 22.7 students per class. Is that number going to rise going forward? Meaning, do we need to build a new elementary school?

The District recommendation was to keep Sunny Hill class sizes stable because of dual language classes, etc. and therefore class sizes are lower than other schools. The projected class size is based on averages of all the schools, except Sunny Hill. EMC was not asked to determine if a new school was needed. This is a community decision.

- 3) Do Hoffman Estates residents pay taxes to the South Barrington School District? If so, do they pay the same percent as South Barrington residents or the same dollar amount as South Barrington residents?

All residents who live within the District 220 attendance area contribute taxes to District 220. The amount of taxes paid does not give anyone more rights than another.

- 4) What is planned for the almost \$1.4 million dollars that Toll Brothers from The Woods of South Barrington is paying as a School Impact Fee?

Joe responded that he did not have the answer at this time, but would be glad to find out and answer by e-mail or posting on the website.

(answer after further research)

All impact fees are placed in the District 220 Site and Construction fund. School impact fees will be used for land acquisition or capital improvements of school buildings pre k-12. However, the fees cannot legally be used to pay salaries or other operational expenditures. Money will be utilized to acquire sites or fund capital improvements that benefit the children who reside in the contributing development.

- 5) What is your justification for moving The Woods of South Barrington from Rose to Countryside, considering how close we are to Rose?

In seeking the goal of equitable class sizes with minimal amount of movement, there tends to be a domino effect created when making those kinds of adjustments.

- 6) Question on Map "B" – item 6. Why is this proposal in violation of guiding principles 4, 5, 6, and 7.

The proposal attempts to focus on the Committee's objectives and tries to minimize the movement taking in to account the larger total picture.

- 7) We live off of Algonquin and Huntington Roads. Why do we have to move again? We were just redistricted to Rose, not even eight years ago. How many times and how often are you going to push our neighborhood around?

The EMC started fresh without history on prior redistricting moves. While some areas are more vulnerable to movement, in total there is less than 7% of the entire district student body being proposed to be moved.

- 8) If Hough Street needs to add 54 students, why would you even think of removing any kids from Hough?

Looking at the larger picture across the district as students are moved from one area to another, adjustments need to be made in other areas until desired results are obtained. Again, a domino effect is a result.

9) *The EMC received the following similar questions:*

Why would the EMC recommend moving a small neighborhood at Hough when Hough has been under enrolled for a number of years and still has room for more students?

If Hough Elementary does not have an overcrowding issue, why is the EMC suggesting moving children out?

Why would you consider moving any children out of a school that is not overcrowded?

Once students are moved from one school to another, adjustments need to be made to achieve the desired numbers throughout the whole district. It's a complex issue when taking in the whole picture across the district.

10) Hager St., Raymond and Main St. are less than a mile from Hough – Why would you consider moving them to Countryside which is over 3 miles away? Your guiding principal #5 is to minimize busing. Our students can walk to Hough. You also state that first priority should be given to students within 1.5 miles. We are .8 miles from Hough.

Again, a domino effect is created when making adjustments from one school to another to meet desired numbers throughout the district.

11) *The EMC received the following similar questions:*

Per the EMC Guidelines, will children currently in school be “grandfathered” so they may remain? What is the process to ensure this happens?

Will children be considered for “grandfathering” into their current school? What grades for grandfathering will be considered? Will busing be provided for grandfathered students?

The EMC will maximize the stability of attendance area boundaries for future years in order to minimize change (long-term) for students and parents of District 220. “Grandfathering” may be considered as part of any recommendation to the Board of Education if attendance boundaries are changed. Specifics of Grandfathering would be decided by the Board and Administration.

12) Are any of these plans open for a second draft based on comments tonight?

The EMC will continue to meet taking the feedback from tonight's meeting and may redraft and fine tune proposals to be recommended to the School Board. The EMC has struggled with some of the same concerns brought up this evening.

13) Will the School board pick one of the three plans or could they possibly choose a plan of their own?

This is a good question. We will have to wait to see what the Board's decision will be. The Board has the final decision and what direction they take is up to them.

14) How was proposal “B” determined? What are the facts behind this proposal?

The same facts and guidelines were used for each proposal. The equitable distribution was determined in a slightly different way than from other proposals.

15) Last year, Rose families were given the option to move to Hough. Why are they (the EMC) no longer considering this option? Especially in light of the over-crowding at Rose.

That option was a short term option. The EMC has been asked to determine a long term solution, so that changes won't have to be made every year to address equitable classroom capacities.

16) Savannah Subdivision was redistricted 5 years ago. Can we expect this every five years?

The EMC was given the task of coming up with proposals that will take care of classroom sizes for as long a time period as possible using the existing elementary buildings. Comments such as these are taken seriously and EMC feels badly about the history of movements but EMC focused on the data.

17) What happens to kids who chose to move from Rose to Hough in 2007-08?

Joe responded that he did not have the answer, but would be glad to find out. If the questioner would give their name, he will get back with an answer.

(answer after further research)

As promised by the Board of Education when the move was proposed, children that voluntarily moved from Rose to Hough will be allowed to stay at Hough.

18) Why would we move a lot of children around that live in Barrington versus having the children in Hoffman Estates go to Hoffman Estates Schools?

Joe/Sandra responded that this was not within the scope of work given to the EMC by the Board.

(answer after further research)

In many cases, school district borders do not reflect village boundaries. District 220, similar to many surrounding school districts, overlap into municipalities other than Barrington. If a student resides in District 220, they must attend a District 220 school, or another district. Anyone who lives within District 220 pays taxes to District 220, not another district. For this reason, children who live in a community other than Barrington such as Inverness, Fox River Grove, Deer Park, Carpentersville, and Hoffman Estates, and reside within District 220 boundaries, attend District 220 schools.

19) It looks like Rose is the school with the largest issue. Why not just add a few classrooms at Rose and make no other changes.

Once classrooms are added on, common areas such as the cafeteria may not be able to accommodate the extra numbers. Special programs also become at risk when adding on classrooms.

20) How do you resolve conflicting principles? ie. Keeping neighborhoods together and minimizing shifting of kids? The Toll Community has been in development for three years. Has this issue been considered earlier? If so, what was the result?

Much discussion has gone into the development of these proposals and all solutions will conflict with some principles. The Toll Community issue has been a past topic for discussion, but past referendum solutions have not been successful. The Board has offered options in the past to help alleviate the numbers at Rose.

21) Future families in new developments may come from the same district. Is this information considered when the new development data is projected? If so, does it make a big difference? Is there a "grandparent" rule? Does it cover siblings not yet enrolled? Do currently enrolled students have to move in 2008?

The Kasarda Report was used to project future enrollment. The "grandfather" issue was previously addressed. If a proposal is voted on and approved by the Board, implementation is planned for the 2008-09 school year.

22) Are the students from the affected neighborhoods who are already students of Rose as of 2007-08 year going to be actually moved to the corresponding new schools or are these new boundaries going to be enforced only for new enrollment?

These proposals have current student numbers as part of the proposed movement.

- 23) We would appreciate knowing the impact for each option by grade and by year within your forecast period – why is that not included in your packet?

Ron Hinkle answered this question. It is very difficult to project this information by year and grade. There are too many variables to get information that is so detailed. Demographers can not explain why certain glitches occur as they do. Working with the school numbers is the best way to go.

- 24) How much has EMC spent so far? Does it compare to the cost of expanding or adding an addition to a school like Rose?

Minimal funds have been spent on this project. The only expense worth considering would be for reports for the clarification of data being used.

- 25) The Committee Co-Chairs seem biased on your comments, to favor proposal “B”. Is proposal “B” your preferred proposal as of tonight?

No. The EMC has not reached the point of making such a decision because there is further feedback, such as tonight’s meeting, to consider before making any decision.

- 26) The graph stated that 89 students needed to move from Rose to reach target. Plan”A” affects 90 @ Rose, Plan B moving 64, Plan C moving 90. How would Plan “B” reach this goal?

Each proposal had individual solutions, some getting closer to the target numbers than others.

- 27) Where were the children’s emotions considered? Especially since families have been around 5 years ago. You speak of them as numbers. The effect on the children is similar to that of a move out of state, leaving all friends and familiar surroundings.

The EMC struggles with the same concerns and while being given a task that is hard to make everyone happy, we tried to accomplish the task with minimal disruption.

- 28) Did you consider the dual-language program students in the numbers? Wouldn’t those students have to stay at their current schools?

The special program students were not touched in the proposals. Only regular classrooms were taken into account.