

Facility Advisory Committee

November 2, 2023

Tonight's Agenda

1. Welcome back and agenda
2. October FAC meeting review and regrounding
3. Refine ES consolidation recommendation regarding south-side school options
4. Review and refine updated draft FAC Report to the School Board
5. Next steps in the process and thank you

October FAC Meeting Review and Regrounding

Looking Back at Our October FAC Meeting

1. Further refine ES consolidation options
2. Review/refine elementary school boundary adjustments
3. Provide feedback to draft FAC report to the School Board

Question / Response Form Check-in



Submitter: Ed Scholl

Is it still the intent of the School District to keep and maintain buildings that are closed?

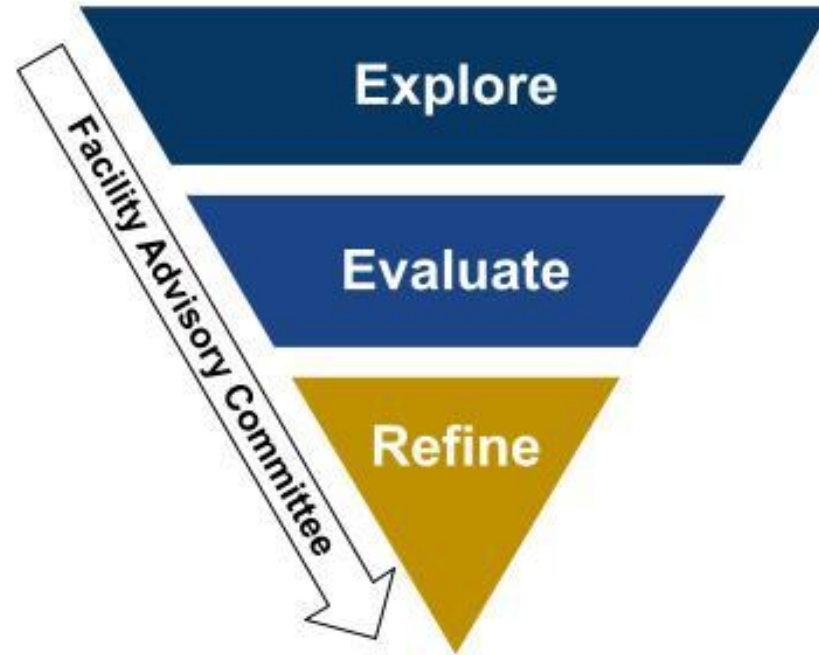
The district is still the process of determining what to do with buildings if they are closed.

- A short term view of our school district would indicate we do not need vacated property in the new future. A long term view of our school district (20-50 years) would indicate that the school district should hold on to any property it owns in order to be flexible to meet the future needs of the school district. If in the future a new property were needed to build or expand, it would be very expensive and potentially impossible to find. As a result, there is little incentive at this time to sell any property and a greater incentive to repurpose property.
- The building could be viable for a variety of repurposed uses now and in the future for the school district. The range of options are substantial and some options could potentially offer a site for athletic fields, a site for administration, a day care, a 4K center, an outdoor learning facility, a consolidated charter school location, a community garden, or a community center.



Regrounding

Refine Elementary Consolidation Options



Elementary School Consolidation Summary Table

Parameter	North Woods	Emerson	Hintgen	Spence
<p>Collaborative Alignment with Community Resources (9100)</p> <p>Elementary Boundaries</p> <p>Potential Decision Parameter Notes</p> <p>2021-22 Facility Use Report</p>	<ul style="list-style-type: none"> 43% of students are eligible for/require bussing. In a location that requires transportation for most students and family members. 61 students live within 2 miles of the school building. 	<ul style="list-style-type: none"> 1,194 students live within 2 miles of the school building. 0% of students are eligible for/require bussing. 	<ul style="list-style-type: none"> 925 students live within 2 miles of the school building. 16% of students are eligible for/require bussing. 	<ul style="list-style-type: none"> 1,574 students live within 2 miles of the school building. 5.3% of students are eligible for/require bussing.
<p>Physical Site and Facility Considerations (9100/9800)</p> <p>Elementary School Profiles</p> <p>Potential Decision Parameter Notes</p> <p>Elementary School Data</p>	<ul style="list-style-type: none"> Large green space on 10.9 acres. Built in 1992 and has \$751,089 in maintenance needs. Atypical building shape and arrangement limits instructional effectiveness to a small extent. Efficient maintenance with no utilities located in a basement. Longer lifespan - built 30 years ago. 	<ul style="list-style-type: none"> Limited school-owned green space on 2.6 acres. Built in 1939; is well built and has \$2.9M in identified maintenance needs. Some inconsistently sized classrooms that are smaller than desired, limiting potential instructional effectiveness. Challenging storm water mitigation issues given the hard surfaces surrounding the building. Geothermal could not be added to the Emerson site given the school-district owned property available. Challenging to monitor the outside of the building from the office given its arrangement and location. 	<ul style="list-style-type: none"> Large green space on 7.9 acres. Built in 1968, with \$904,978 in identified maintenance needs. The most flexible for multiple school purposes, with movable walls between classrooms that can maximize instructional effectiveness. 	<ul style="list-style-type: none"> Large green space on 7.9 acres. Built in 1953, was not well built, and has \$3.4M in identified maintenance needs. Some unreliable infrastructure that has to be replaced. Shorter lifespan given the structural maintenance issues.
<p>Financial Considerations (9100)</p> <p>Elementary School Profiles</p> <p>Potential Decision Parameter Notes</p> <p>Elementary School Data</p>	<ul style="list-style-type: none"> Built in 1992 and has \$751,089 in maintenance needs. Built with modern building codes - meets most current expectations. 	<ul style="list-style-type: none"> Built in 1939, is well built, and has \$2.9M in identified maintenance needs. An older building that does not comply with all modern building codes. 	<ul style="list-style-type: none"> Built in 1968, with \$904,978 in identified maintenance needs. 	<ul style="list-style-type: none"> Built in 1953, was not well built, and has \$3.4M in identified maintenance needs.



Parameter	North Woods	Emerson	Hintgen	Spence
<p>General Enrollment Projections and Reassignment Impacts (9800)</p> <p>Elementary School Profiles</p> <p>Potential Decision Parameter Notes</p> <p>Elementary School Data</p>	<ul style="list-style-type: none"> 61 students live within 2 miles of the school building. 43% of students are eligible for/require bussing. The neighborhood immediately surrounding the building is not likely to produce more students than are currently attending. The building has less maintenance needs and the lot is large so there is a significant possibility of resale or reuse for other purposes. 79% of home boundary students live closer to another elementary school. The IB program could relocate to another building, keeping students who are interested in the program together. 25% of home boundary students transfer out to another school. 	<ul style="list-style-type: none"> 1,194 students live within 2 miles of the school building. 0% of students are eligible for/require bussing. The neighborhood immediately surrounding the building is likely to continue to produce students. The building is in a desirable location, and UWL has expressed an interest in the building and lot historically. Given its location, the building could be effectively repurposed. 37% of home boundary students live closer to another elementary school. However, reassignment would likely go north so nearly all students would be more than 2 miles from their elementary, creating a need for at least three new bus routes. 27% of home boundary students transfer out to another school. 	<ul style="list-style-type: none"> 925 students live within 2 miles of the school building. 16% of students are eligible for/require bussing. The neighborhood immediately surrounding the building is likely to continue to produce students. The building has less maintenance needs and the lot is large so there is a significant possibility of resale or reuse for other purposes. 42% of home boundary students live closer to another elementary school. 44% of home boundary students transfer out to another school. 	<ul style="list-style-type: none"> 1,574 students live within 2 miles of the school building. 5.3% of students are eligible for/require bussing. The neighborhood immediately surrounding the building is likely to continue to produce students. The lot is large and the location is desirable so there is a significant possibility of resale or reuse for other purposes. 33% of home boundary students live closer to another elementary school. 21% of home boundary students transfer out to another school.
<p>Neighborhood accessible schools (survey)</p> <p>Elementary School Profiles</p> <p>Elementary School Data</p> <p>School Closure Impacts from June Meeting</p>	<ul style="list-style-type: none"> 61 students live within 2 miles of the school building. 43% of students are eligible for/require bussing. 79% of home boundary students live closer to another elementary school. Closure would reduce bussing eligible elementary students from: 14.7% → 11.7%. 	<ul style="list-style-type: none"> 1,194 students live within 2 miles of the school building. 0% of students are eligible for/require bussing. 37% of home boundary students live closer to another elementary school. Closure would increase bussing eligible elementary students from: 14.7% → 21.6%. 	<ul style="list-style-type: none"> 925 students live within 2 miles of the school building. 16% of students are eligible for/require bussing. 42% of home boundary students live closer to another elementary school. Closure would keep bussing eligible elementary students the same: 14.7% → 14.7%. 	<ul style="list-style-type: none"> 1,574 students live within 2 miles of the school building. 5.3% of students are eligible for/require bussing. 33% of home boundary students live closer to another elementary school. Closure would keep bussing eligible elementary students the same: 14.7% → 14.7%.



Parameter	North Woods	Emerson	Hintgen	Spence
Safe vehicle traffic flow (survey) Elementary School Profiles Elementary School Data	<ul style="list-style-type: none"> Challenges with drop off and pick up for parents given the high number of parents who transport their own children. Bus traffic is segregated from parent traffic. 	<ul style="list-style-type: none"> Challenges with drop off and pick up for parents given the high number of parents who transport their own children. Bus traffic is segregated from parent traffic. 	<ul style="list-style-type: none"> Bus traffic is not segregated from parent traffic. 	<ul style="list-style-type: none"> Bus traffic is segregated from parent traffic.
Socioeconomic diversity (survey) Elementary School Profiles Elementary School Data School Closure Impacts from July Meeting	<ul style="list-style-type: none"> Closure would increase socioeconomic balance by reducing the standard deviation of the poverty rate from: 19% → 17%. 	<ul style="list-style-type: none"> Closure would increase socioeconomic balance by reducing the standard deviation of the poverty rate from: 19% → 17%. 	<ul style="list-style-type: none"> Closure would increase socioeconomic balance by reducing the standard deviation of the poverty rate from: 19% → 18%. 	<ul style="list-style-type: none"> Closure would reduce socioeconomic balance by increasing the standard deviation of the poverty rate from: 19% → 20%.

Two School Consolidation Impacts

Option	Ave. K-5 Enrollment	Std Dev Econ Dis	Bus Eligible	Annual Staffing Savings	Annual Operating Costs	Annual Change in Bussing Costs	Estimated Annual Savings	Deferred Maintenance
Current	273	19%	14.7%					
North Woods & Hintgen	345	17%	11.7%	\$2,400,000	\$222,398	\$70,000	\$2,692,398	\$1,656,067
North Woods & Spence	341	19%	11.7%	\$2,400,000	\$209,401	\$70,000	\$2,679,401	\$4,161,426
Emerson & Hintgen	351	15%	21.6%	\$2,400,000	\$194,726	-\$210,000	\$2,384,726	\$3,818,234
Emerson & Spence	348	18%	21.6%	\$2,400,000	\$181,729	-\$210,000	\$2,371,729	\$6,323,593



Emerson and Hintgen Closure
Boundary Creation Considerations

General Principles

1. Align elementary boundaries with the secondary boundaries (Ferry St.)
2. Limit disruption to existing boundaries
3. Keep communities together
 - a. Eliminate attendance islands
 - b. Use natural boundaries
 - c. Reduce bussing
4. Try to naturally create socioeconomic balance

If Emerson were closed and boundaries redrawn, the following were considered in the provided option:

- A section of the current Emerson attendance area south of Ferry St. is assigned to Hamilton which aligns with secondary boundaries and creates more socioeconomic balance. (1, 4)
- A section of the current Emerson attendance area south of Ferry St. is assigned to State Road which aligns with secondary boundaries. (1)
- The State Road attendance island is eliminated and split between Emerson (north of Ferry St.) and Hamilton (south of Ferry St.) which aligns secondary boundaries and creates more socioeconomic balance. (1, 2, 3a, 3c)
- The western portion of Emerson's attendance area is assigned to Summit (west of West Ave.) which creates more socioeconomic balance. (2, 3b, 4)
- The central portion of Emerson's attendance area is assigned to Northside (between West Ave and 21st St.) which creates more socioeconomic balance. (3b, 4)
- The eastern portion of Emerson's attendance area is assigned to North Woods (east of 21st St.) which creates more socioeconomic balance. (3b, 4)

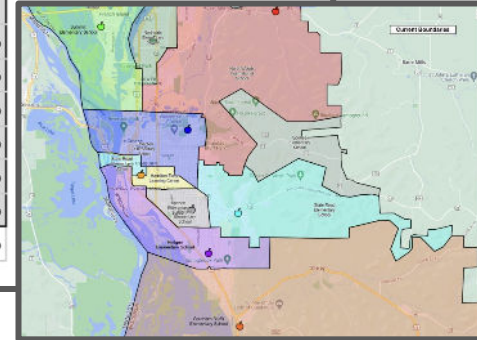
If Hintgen were closed and boundaries redrawn, the following were considered in the provided option:

- The Spence attendance island is assigned to State Road to eliminate attendance islands. (3a)
- The northwestern portion of the Hintgen boundary is assigned to Hamilton using natural boundaries. (3b)
- The northern portion of the Hintgen boundary is assigned to Spence using natural boundaries. (3b)
- The eastern portion of the Hintgen boundary is assigned to State Road using natural boundaries and creates more socioeconomic balance. (3b, 4)
- The southern portion of the Hintgen boundary is assigned to Southern Bluffs using natural boundaries and creates more socioeconomic balance. (3b, 4)

Example Detailed School Attendance Boundary Information

Socioeconomic balance closer to average at Northside, North Woods, Hamilton and Southern Bluffs. Overall socioeconomic balance improves, standard deviation improves from 19% to 15%. There is a 46% increase in bussing required for elementary students.

Emerson & Hintgen Building	Current		New Boundaries		
	K-5 Enroll.	Econ Dis %	Students Added	New K-5 Enroll.	New Ec Dis %
Emerson	289	31%			
Hamilton/SOTA I	241	84%	68	309	81%
Hintgen	226	69%			
North Woods	264	55%	92	356	44%
Northside/CM	341	78%	86	427	68%
Southern Bluffs	275	32%	71	346	39%
Spence	298	55%	90	388	59%
State Road	282	42%	71	353	41%
Summit	243	53%	33	276	57%
	273	19%		351	15%



Evolution of Options Identified by the FAC



May	June	July	August	September	October
Identify elementary school consolidation options that the FAC should review and evaluate.	Do any of these options seem more viable than others?	Using the updated parameters ... which consolidation options seem most credible?	<ol style="list-style-type: none"> 1. Top 2 one school options 2. Top 2 two-school option 3. Single or paired 	Individual input form - top two school option	<p>Identify a north side elementary.</p> <p>Identify a south side elementary</p>
North Woods x3 Hintgen x3 Emerson x4 Spence x4 Hamilton Southern Bluffs	North Woods x3 Spence x1, Not Spence x1 1 North, 1 South x1	North Woods x3 Hintgen x3 Emerson x2 Spence x2	<ol style="list-style-type: none"> 1. C-15, F-8, A-5, D-5, B-4, E-0 2. AB-4, AD-3, CB-11, CD-6 3. Paired-13, Single-1, Uncertain-6 	AB - 1 AD - 6 CB - 3 CD - 5	<p><u>Northside</u> North Woods - 14 Emerson - 5</p> <p><u>Southside</u> Hintgen - 10 Spence - 9</p>



Oct. 19, 2023

Hello Facilities Advisory Committee (FAC) Members,

Thank you for your ongoing service to the community through the FAC! As you know, in our most recent meeting on Tuesday night:

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- The FAC was able to arrive at consensus regarding an advisory recommendation to close North Woods ES on the north side of the community
 - Such consensus was inconclusive regarding the specific school to recommend for closure on the south side (either Hintgen or Spence).

Since our Tuesday vote – given time to process the potential attendance boundary information further and have additional discussion with others – several FAC members indicated an interest in revisiting the south-side elementary closure topic at our final meeting to see if a consensus recommendation regarding either Hintgen or Spence may yet be achieved.

Given this FAC member input and the fact that our goal has always been to get as clear and focused of advisory recommendations from the FAC as possible, I am writing now to let you know that I am building this topic into the Nov. 2 FAC agenda:

- Refine ES Consolidation Recommendation Regarding South-Side School Options



Refine ES Consolidation Recommendation Regarding South-Side School Options

So in the early portion of our Nov. 2 FAC meeting, please know that I plan to revisit the effort of gathering individual FAC input regarding south-side ES closure through use of the November FAC Input Form/Ballot that you see at the end of this message.

To assist with your reflections and processing in advance of our Nov. 2 meeting:

- A) Please again review the specific Hintgen and Spence information within the [Elementary School Consolidation Summary Table](#) (previously supplied to you) that delineates each school option side-by-side and in one place regarding parameter details that have been gathered over the months of the FAC's work
- B) Please also review the specific Detailed Elementary School Attendance Boundary information (previously supplied to you) regarding Hintgen and Spence.
- C) In addition to these resources, we would also like to once again offer an opportunity for FAC members to anonymously provide individual input about the particular advantages you might see in one of the south-side school options over the other in advance of the Nov. 2 meeting.



After reviewing the materials once more as described above, perhaps the most helpful approach for you to use in sharing your individual, anonymous input by Oct. 26 would take this form:

“I recommend (Spence OR Hintgen) for closure because _____.”

**Elementary School Consolidation
Individual Input from FAC Members
Nov. 2, 2023**

- 1) Identify the south-side elementary school you would recommend for a FAC closure recommendation:
- Hintgen
 - Spence

Review and Refine updated draft FAC Report to the School Board

Facilities Recommendation Report

November __, 2023

A report of the Facility Advisory Committee

Developed for the
School District of La Crosse

Table Team Discussion #2: Draft FAC Report During October FAC Meeting

Please Identify Roles:

- Timekeeper
- Scribe
- Reporter



- A) Notable strengths of the draft report
- B) Sections of the draft report requiring more refinement / FAC discussion
- C) Specific suggestions for edits and/or content additional/revisions



EXECUTIVE SUMMARY

School District of La Crosse Facility Advisory Committee (FAC) convened over eight meetings between April and November of 2023 to develop recommendations for School District of La Crosse facilities. The FAC reviewed a wide range of facility, fiscal, enrollment, and instructional information to address two primary tasks:

1. Explore, evaluate, and refine potential elementary school arrangement and facilities consolidation options.
2. Explore, evaluate, and refine middle and high school facilities improvements that result in comparable opportunities for students.

The FAC developed consolidation parameters to guide recommendations related to elementary school building closure. The result of the FAC analysis and deliberation led to consensus around a recommendation to:

- Close two elementary schools to maximize the instructional benefit to students.
- Pair a north and south elementary school closure to address declining enrollment across the district and keep students together from elementary through high school.
- Close the North Woods International Elementary building.
- Close either Spence Elementary School or Hintgen Elementary School.
- Adjust elementary school boundaries in accordance with the recommendations of the administration.
- Retain the International Baccalaureate program at another site.

Any highlighted portions of the draft report reflect input/feedback from the FAC.

What aspects of this 22-page draft report require further discussion/refinement?



Our Norms

- Start on time; end on time or early.
- Suspend judgment.
- Listen to understand; be civil.
- Respect others and self; respect opinions other than your own.
- Share the air.
- Make recommendations on behalf of all district students.
- Be forward-looking, focused on the future.
- Make decisions through consensus:
 - Ensure that every different perspective on a topic at hand has opportunity to be heard
 - Ensure that the will of the group on that topic is clear.



Next Steps in the Process and Thank You

Next Steps in the Process

1. FAC makes recommendations to administration and the School Board.
Published on _____
2. Community input on the recommendations report will be available on November 27 (virtual) and 29th.
3. Administration refines long range facility plan for approval by the School Board - December.
4. School Board makes all final decisions regarding school consolidation - January thru March.



“Serve as factual, key communicators to the La Crosse community”

Committee Feedback

Exit Ticket



Exit Ticket

What went well? _____

What could be improved? _____

What do you want to learn more about? _____

