Facilities Recommendation Report

November 10, 2023

A report of the Facility Advisory Committee

Developed for the
School District of La Crosse

ACKNOWLEDGMENTS

We would like to thank the incredible work of the Facilities Advisory Committee (FAC) who dedicated their time and effort to a very challenging project. The FAC members met for many hours over eight months, took building tours, examined volumes of information and committed to difficult conversations in an effort to provide the School District of La Crosse a thoughtful recommendation regarding district facilities. These considerate volunteers worked tirelessly in service to others and their thoughtful analysis and deliberation is invaluable to our community and the district.

We would also like to thank the presenters from the school district and its partners for their presentations and subject matter expertise, as well Dr. Joe Schroeder, the FAC facilitator, for his time and effort in guiding the FAC through this challenging process.

Table of Contents

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 recommends the district develop a long range facility plan to replace/rejuvenate aging school district facilities. This process may include referenda to replace older buildings or to make sufficient capital investments to bring the remaining buildings up to modern educational standards to maintain the world class education the School District of La Crosse provides.

The FAC recommendation to close two elementary schools to address declining enrollment is viewed as a necessary initial step in the strategy to improve the district's facilities as a whole. The FAC recognizes that enrollment may continue to decline and recommends the district monitor the enrollment trend, revisit the issue periodically, study/address the multiple factors and influences impacting enrollment, and explore strategies to reduce declining enrollment.

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 the Hintgen Elementary School building.
- Adjust elementary school boundaries in accordance with the recommendations of the administration.
- Retain the International Baccalaureate program at another site.

All information provided to the FAC is located on the district website along with recordings of the meetings. FAC meetings were open to the public and community members were invited to watch the proceedings. The FAC was facilitated by Dr. Joe Schroeder, an independent educational consultant. This recommendation report was assembled by Dr. Aaron Engel on behalf of the FAC and approved by the FAC as their consensus recommendation to the School District of La Crosse.

FACILITIES RECOMMENDATION REPORT

The School District of La Crosse Facility Advisory Committee (FAC) convened to develop recommendations for school district facility needs.

FAC Purpose

As a citizen-based group, the FAC served in an advisory capacity to the administration and School Board. The tasks of the FAC were to:

- Review demographic data, enrollment projections, facilities assessments, best practices and other factors that impact school district facilities.
- Integrate community feedback from surveys and other means into evaluations and recommendations.
- Serve as factual “key communicators” to the La Crosse community.
- Explore, evaluate, and refine potential elementary school arrangement and facilities consolidation options.
- Explore, evaluate, and refine middle and high school facilities improvements that result in comparable opportunities for students.
- Prepare and present a final report summarizing findings and advisory recommendations to the administration and school board by December 2023.

FAC Membership

To develop the membership of the FAC, 36 individuals were invited from a range of backgrounds. Of those invited, 21 individuals accepted and attended meetings regularly. We are incredibly grateful to these volunteers who sacrificed many hours of their time to assist the school district in this crucial effort. The members of the FAC were:

Jerry Wacek	Bill Lanzel	Tamara Gruen
Michelle Powell	Kathi Blanchard	Heidi Odegaard
Andrea Trane	Courtney Lokken	Mac Kiel
Joan Parke	Katie Bittner	Taylor Ledvina
Anna Stindt	Steve O'Malley	Jed Olson
Karl Green	Ed Scholl	Tim Alberts
Nell Saunders-Scott	Linda Hansen	

Transparency

The School District of La Crosse made the FAC process as transparent as possible. The meetings were open to the public to be viewed by any who attended. The meetings were facilitated by Dr. Joe Schroeder - an independent, Wisconsin-based, educational consultant. All meeting information and related materials are located on the school district’s website at https://www.lacrosseschools.org/facilities-advisory-committee/ including video recordings of meetings.

FAC Meetings and Topics
Meetings were held from 6:00 p.m. to 8:30 p.m. at the Hogan Administrative Center on the following dates covering the listed topics:

FAC Meeting #1: April 20 **Goal**: Develop a common understanding of the relevant conditions and factors **Topics**: ● Purpose and norms ● Facilities history and overview ● Enrollment history/projections ● District financial overview ● Survey	**FAC Meeting #5: August 14** **Goal**: Evaluate ES boundary options, explore secondary facility options **Topics**: ● Evaluate ES boundary options ● Refine ES consolidation options ● Explore secondary facility options
FAC Meeting #2: May 11 **Goal**: Understand elementary (ES) facilities, explore ES consolidation options **Topics**: ● ES facilities detail ● ES enrollments and challenges ● Early survey results ● Explore ES consolidation options	**FAC Meeting #6: September 14** **Goal**: Refine ES boundary options, evaluate secondary facility options **Topics**: ● Refine ES consolidation options ● Evaluate and refine secondary facility options
FAC Meeting #3: June 12 **Goal**: Evaluate ES consolidation options, understand secondary facilities **Topics**: ● Survey results ● Evaluate ES consolidation options ● Secondary facilities detail ● Secondary facility challenges	**FAC Meeting #7: October 17** **Goal**: Develop and refine draft of FAC report **Topics**: ● Refine ES consolidation options ● Refine ES boundary options ● Develop and refine FAC report
FAC Meeting #4: July 19 **Goal**: Refine ES consolidation options, explore ES boundary options **Topics**: ● Use survey results to inform parameters ● Refine ES consolidation options ● Explore ES boundary options	**FAC Meeting #8: November 2** **Goal**: Refine final report to School District **Topics**: ● Refine FAC report

Presenters
The facilitator for the FAC meetings was Dr. Joe Schroeder. Additional presenters on various topics included:

- Dr. Aaron Engel, Superintendent
- Dr. Troy Harcey, Associate Superintendent for Instruction
- Patty Sprang, Executive Director of Business Services
- Joe Ledvina, Director of Facilities
- Shelley Shirel, Director of Elementary Education
- Stacey Everson, Director of Secondary Education
- Matt Wolfert, Principal and President at Bray Architects
- Clint Selle, Architect and Vice President at Bray Architects
- Bill Foster, President and Owner of School Perceptions

Continual Feedback
As a part of the FAC process, a continual feedback process ensured meeting agendas and information provided met committee member needs. At the end of every meeting, members had the opportunity to fill out exit slips that helped the facilitator effectively respond to members. Committee members and observers also filled out Question/Response cards that generated answers in a publicly shared Frequently Asked Questions (FAQ) document by the following meeting.

FAC Purpose vs Non-Purpose
The FAC had a narrow purpose and the committee explicitly addressed what fell into the purpose of the committee and what did not. The purpose of the FAC was to recommend potential elementary school arrangements, recommend elementary facilities consolidation options, and to recommend MS/HS facilities improvements that result in equal opportunities for students.

Non-purposes of the committee were: addressing student behavior; attracting and retaining staff; increasing enrollment; increasing property values; state politics; city improvements; the number of high schools present in the district; and open enrollment. While these factors may have been a consideration of some committee members as they evaluated decision criteria, they were not a purpose of the FAC.

FAC Process
The FAC used an intentional, progressive process to explore options, evaluate options, and finally to refine options to make a recommendation. This process was used independently for each task of the FAC.

Additionally, the FAC established norms to guide its work. These norms were: 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; be forward-looking, focused on the future; make decisions through consensus which meant: ensure that every different perspective on a topic at hand has opportunity to be heard and ensure that the will of the group on that topic is clear.

BACKGROUND INFORMATION

The information provided to the FAC and summarized in this section was gathered by and presented to the FAC by school district administration. The information presented in initial meetings led to FAC members asking additional questions and making requests for information that were provided through an ongoing FAQ and with highlighted questions presented at following FAC meetings.

Facility History and Overview
A large body of research over the past century has consistently found that school facilities impact teaching and learning in profound ways[1]. Yet state and local policymakers often overlook the impact facilities can play in improving outcomes for both teachers and students. Factors that intersect facilities and teaching and learning, among others are: acoustics and noise; air quality; lighting; proper temperature and controls; classroom size and space; and twenty-first century learning.

The district last passed a capital referendum in 2012 leading to the construction of Northside Elementary School. A previously passed 2008 capital referendum led to general facility improvements including secure entrances and boiler replacements. Annually, the Facilities Department has a $1.2M budget, about 1% of total expenses, to address district-wide facilities needs.

District Facilities Guidance. The district is guided by school board policy and administrative policies. District facilities must support school board policy Operational Expectation (OE) - 10 Learning Environment in that the district desires facilities that establish and maintain a learning environment that is physically, socially and emotionally safe, welcoming, inclusive, respectful and conducive to effective learning.

District facilities must also meet the administrative goals outlined in Administrative policy 9100 Facilities Development, which indicates the district desires facilities that support innovative and best practices for teaching and learning, meet diverse learning needs, promote collaborative alignment with community resources, and are financially prudent and sustainable. Additional guidance is also found in school board policy OE-12 Facilities and administrative policy 9800 Retirement of Facilities.

Facility Inventory. District facilities that provide instruction for students include nine elementary school buildings, two middle school buildings, two high school buildings, and one alternative school building (table 1). The district also maintains a district administrative center and a shop to

[1] Penn State Center for Evaluation and Education Policy Analysis, Penn State College of Education, October 5, 2023, https://ed.psu.edu/academics/departments/department-education-policy-studies/eps-centers-councils-and-journals/center-evaluation-and-education-policy-analysis

support the Facilities Department. Lincoln Middle School was closed for instruction on August 31, 2023, but is still owned and maintained by the school district.

Building	Date(s) of Construction Additions and Renovations	Site Acreage	Building Sq Ft	Boiler Installed
Elementary Schools				
Emerson Elementary	1939, 1956, 1972, 1992	2.6	57,600	**2013 (3)**
Hamilton Elementary/SOTA I	1961, 1984, **2021**	2.6	64,950	**2011 (3)**
Hintgen Elementary	1968, 1971	7.9	60,263	**2010 (3)**
North Woods Elementary	1992	10.9	68,599	1992 (2)
Northside Elementary	**2014**	3.6	86,767	**Geo Thermal**
Southern Bluffs Elementary	1992	8.1	71,483	1992 (2)
Spence Elementary	1953, 1955, 1962, 1973, 1992, 1994	7.9	60,190	**2012 (3)**
State Road Elementary	1957, 1959, 1969, 1989	10.4	58,882	**2009 (3)**
Summit Elementary	1954, 1972	9.7	58,273	**2010 (3)**
Middle Schools				
Lincoln Middle	1924, 1958, 1973, 1991, 1997	2.1	97,115	**2011 (4)**
Logan Middle	1939, 1957, 1962, 1971, 1979, 1986, 1998	5.5	147,797	**2009 (5) 2021**
Longfellow Middle/SOTA II	1939, 1946, 1965, 1973, 1977, **2018**	4.3	139,850	**2009 (4)**
High Schools				
Central High	1967, 1988, 1996	17.9	288,907	1995 (2) **2015**
Logan High	1979, 1987, 1994, 1996, 1997	29.3	216,000	1994, 1995 (2), **2014**
La Crosse Polytechnic	1905, 1979	0.2	17,000	2005
District				
Hogan Administrative Center	1921, 1948, 1983	4.7	53,716	1948, 1948
Shop	1961		9,960	AHU 1961
Buildings Removed From Inventory				
Jefferson	2004			
Franklin	2013			
Roosevelt	2014			

Table 1. Facility inventory for the School District of La Crosse.

Capital Maintenance and Improvement (CMI) Process. The district Facilities Department CMI process identifies needs and prioritizes projects and is described below:

1. Meet with Principals and Building Engineer
2. Evaluate current projects identified in CM&I book
3. Discuss any potential new projects identified
4. Prioritize the projects for their school
5. Estimate any new projects identified
6. Add projects to CM&I database
7. Bring recommendations to Board of Education
8. Design, specifications, bid & manage the project

When determining what projects to prioritize each year, the Facilities Department uses the following criteria, listed in order of importance:

1. Safety & security
2. Regulatory compliance
3. Board Initiatives
4. Improve/maintain learning environment
5. Consider priorities provided by individual building teams
6. Consider operating costs
7. Consider level of community support

The CMI book produced by the Facilities Department annually outlines the anticipated capital maintenance needs for a five-year period, and those projects that are identified as future needs over the next 20 years but have no time frame (table 2).

Capital Maintenance and Improvements - Annual Summary by Building

Building Name	2023/2024	2024/2025	2025/2026	2026/2027	2027/2028	No Time Frame
Emerson Elementary		$105,400	$299,261	$414,000	$130,600	$1,963,995
Hamilton Elementary		$290,519	$20,000	$170,839	$403,000	$168,717
Hintgen Elementary	$60,000	$323,685	$26,000	$260,400	$117,367	$117,527
Spence Elementary		$399,149	$78,792	$35,731	$267,120	$2,629,546
State Road Elementary	$223,200	$273,196	$277,760	$121,700	$131,322	$2,804,016
Summit Elementary		$456,320	$53,148	$179,834	$1,054,967	$239,883
Southern Bluffs Elementary		$151,280	$8,859	$366,200	$125,949	$404,339
North Woods Elementary		$124,000	$53,375	$223,200	$207,797	$142,718
Northside Elementary		$62,000	$19,840	$31,000	$18,600	$74,400
Lincoln Middle						$5,422,822
Logan Middle	$1,104,761	$25,544	$330,827	$538,480	$166,665	$3,712,320
Longfellow Middle	$810,310	$1,482,517	$194,109	$40,628	$1,196,881	$3,052,689
Polytechnic	$24,800	$310,000				
Central High	$619,768	$175,866	$45,880	$1,001,143	$99,397	$38,382,395
Logan High	$608,433	$276,122	$416,112	$67,086	$2,275,400	$34,253,279
District-Wide	$93,000	$93,000	$93,000	$93,000	$93,000	
Hogan Administrative Center	$49,600	$270,000	$2,498,960	$193,197		$2,539,574
Shop						$54,916
Total	***$3,593,871***	***$4,818,597***	***$4,415,922***	***$3,736,437***	***$6,288,064***	***$95,963,138***

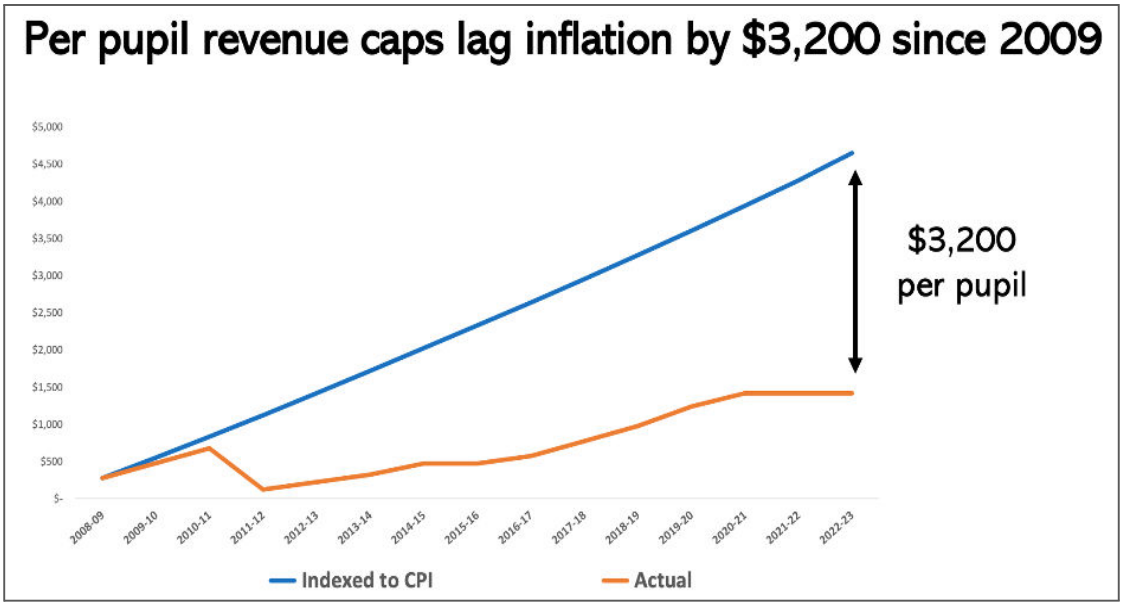
Grand Total: $118,816,029

Table 2. Annual anticipated capital maintenance needs from the 2023 Capital Maintenance and Improvements book.

District Financial Overview

Revenue limits imposed in 1993 through state law limit the amount of funds school districts may levy to operate their schools. The revenue limit may be changed each biennium by the state

legislature. Revenue limits are calculated on a per pupil basis - the more students a district has, the more funding the district is authorized. The total local levy is offset by state equalized funding. Per pupil revenue limit increases lagged inflation by $3,200 between 2008 and 2023 (graph 1).



Graph 1. Per pupil revenue limit increases relative to inflation between 2008 and 2023.

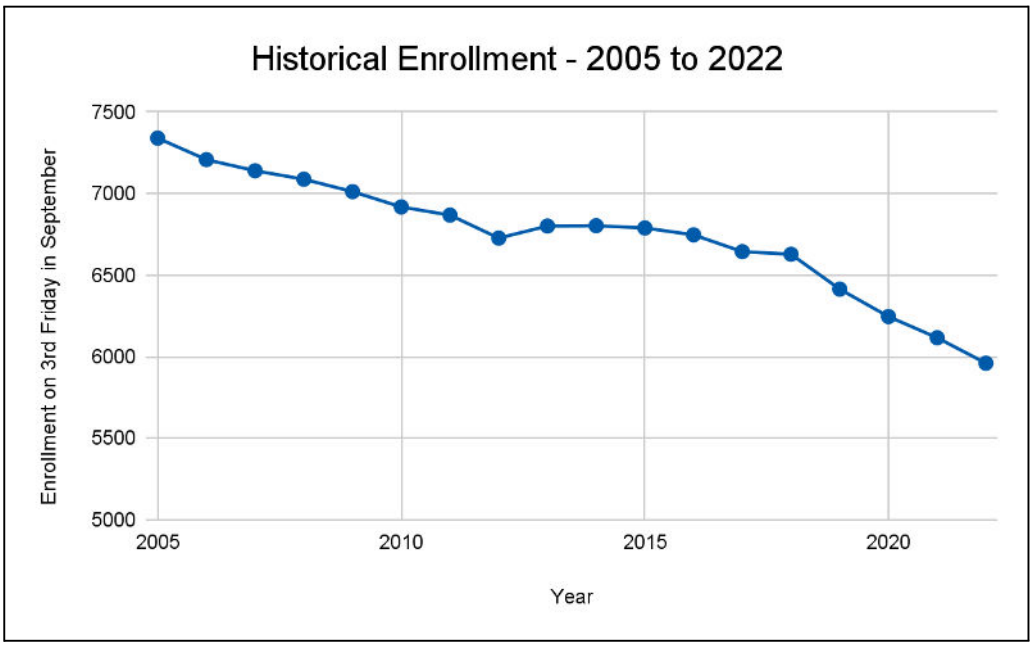
The reduction in funding to the district relative to inflation has led to deficit budgets in the last few years and created an increasing challenge to provide key resources for students.

State law also provides the opportunity to have a locally-elected operational referendum if state funding provides insufficient funds to operate the district. The district successfully passed operational referenda every five years going back to 2004 and recently passed an operational referendum in 2023. The 2023 operational referendum provided a significant, necessary boost to school finances through 2029. However, due to the historical and ongoing state funding gap, as well as declining enrollment, the district will continue to face the need to become more efficient with limited resources to avoid deficit budgets.

Enrollment History, Projections, and Capacities

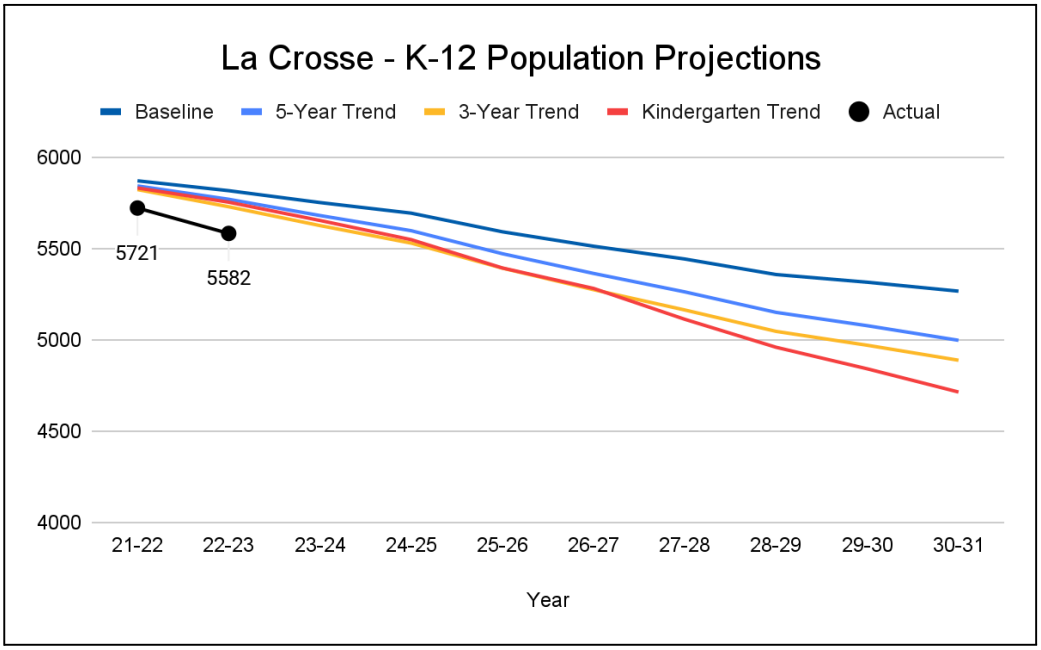
Enrollment is a crucial element of school finance as funding is determined on a per pupil basis. Building enrollment is important as it has significant effects on efficient use of resources and the instructional capacity of teachers and buildings. The district's annual Budget Plan presents current and historical enrollment as well as enrollment projections.

Enrollment History. The district has experienced three decades of declining enrollment. The primary cause of declining enrollment in recent years is lower birth rates - families are having fewer children than they have historically. Over the last two decades, enrollment declined from 7,752 students in 2001 to 5,960 in 2022 (graph 2).



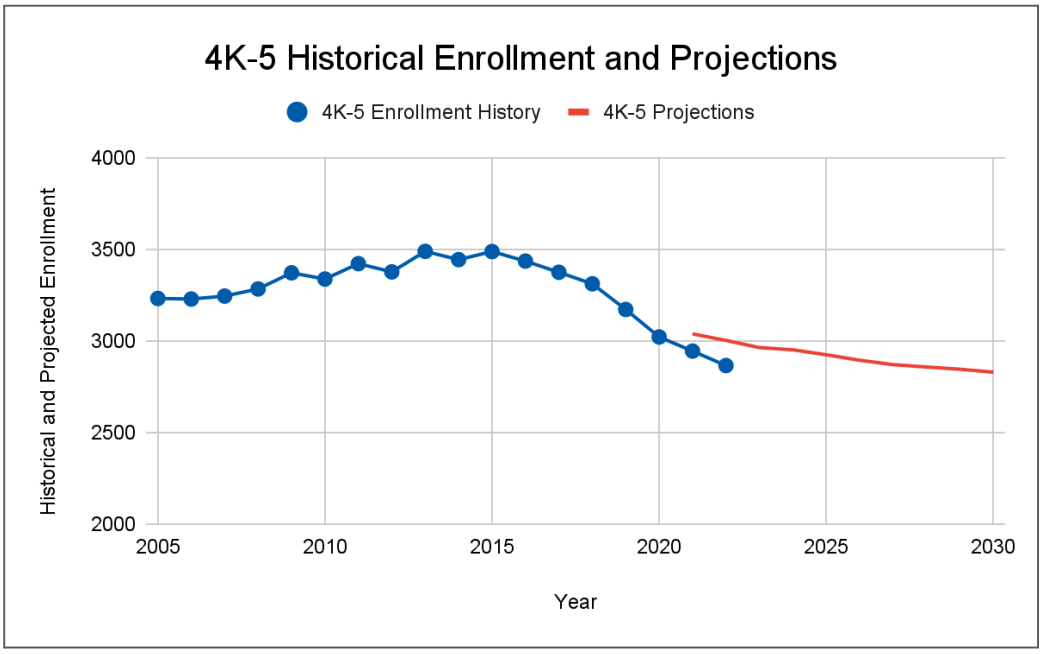
Graph 2. District enrollment from 2005 to 2022.

Enrollment Projections. The district commissions a population study at least every five years, and most recently in 2020. The University of Wisconsin Applied Population Lab conducted the 2020 study and found that across models, declining enrollment is projected for the next ten years. The district is experiencing actual enrollments that are less than projections (graph 3).



Graph 3. Enrollment projections for the district compared to actual enrollments. Source: UW Madison Applied Population Lab.

Enrollments at the 4K-5 level are declining most significantly in recent years, with projections of continued declining enrollment in the coming years (graph 4).



Graph 4. Historical and projected enrollment at the 4K-5 level from 2005 through 2030.

Impacts of Declining Enrollment

Declining enrollment impacts the district both fiscally and instructionally. While per pupil revenue is reduced linearly with declining enrollment, district costs are not reduced in the same way. Fixed costs for items like facilities, maintenance, and curricular materials do not decline in step with, or as rapidly as enrollment. Even variable costs like staffing, supplies, and the number of classrooms utilized do not follow enrollment declines as closely as is economically efficient. Along with rising costs due to inflation, declining enrollment places substantial pressures on school district budgets.

Declining enrollment has occurred across the district relatively uniformly, with the impacts felt more significantly at smaller buildings. As such, enrollment in most elementary school buildings is declining, with significant impacts. Low enrollment in elementary buildings leads to a number of challenges including: staffing inefficiencies (especially for specialists like art, music and physical education); fewer staff resources that produce less capacity for flexibility, creativity, and responsiveness; an inability to create balanced classrooms; loss of collaborative planning opportunities between teachers; an increase in split classrooms where students from multiple grades are shared that are not philosophically intentional (e.g. as opposed to Montessori multi-age classrooms); and uneven classroom sizes within and across buildings.

The School District of La Crosse has made great efforts to provide parents with choices to meet the unique needs of each student. As a result, students are assigned a boundary school but

also have access to three choice schools, three charter schools and the ability to transfer between traditional schools under certain circumstances. The result is 30% of elementary students choose a school that is not their boundary school.

The district also has a history of attempting to balance schools along socioeconomic demographics to create a more similar instructional environment for all students, the intent of which is to produce better outcomes for all students. The impact of this effort has changed over time with the intermittent elimination of previously created attendance islands. Because elementary schools are located in neighborhoods that have substantial economic disparities, home boundaries for elementary schools lead to persistent socioeconomic differences between schools. As a result, despite the efforts to provide socioeconomic balance between schools, poverty levels vary significantly between elementary buildings - from 82% at Northside Elementary School to 34% at Southern Bluffs Elementary Schools. To address these disparities and provide each student with what they need to succeed, a comprehensive equity strategy is implemented across the district with financial, resource, and staffing implications.

An ideal elementary school structure. A review of research on best instructional practice and efficient use of resources has created a model of the “ideal” elementary school for the district. An ideal elementary school in the district would have between 350-400 students, would have between 18-20 total grade level sections, and would have 3-4 sections per grade level. This arrangement allows for efficient use of financial resources and leads to full-time music, art, physical education, and library teachers as well as efficiently utilized support staff such as special education teachers, English Learner teachers, counselors, success coaches, and others. In addition, to provide similar educational opportunities for all students, comparable socioeconomic status between buildings is desirable.

The school district goals for class size ratios are 18:1 in grades K-3 and 25:1 in grades 4-5. These goals arise from research, parent preference, and the State’s Achievement Gap Reduction program. An ideal elementary school maintains these ratios, with modification based on the collective student need in a classroom or building.

Building capacities, enrollments and utilization. The district tracks enrollment at the district, building, and grade level on an annual basis. This information is presented to the school board annually in the district Budget Plan. At least every five years the district commissions a population study to better understand historical, current, and future enrollments to effectively conduct financial and facility planning. The last population study was commissioned through the University of Wisconsin-Madison Applied Population Laboratory.

Building enrollment has consistently declined at the elementary level, leading to lower enrollment relative to capacity (table 4). The preferred utilization rates for schools is 85-95%.

Elementary Schools					Middle Schools			
School	**Capacity**	**Enrollment**	**Utilization**		**School**	**Capacity**	**Enrollment**	**Utilization**
Emerson	466	311	67%		Logan	793	491	62%
Spence	424	335	79%		Longfellow	988	698	71%
Hamilton	418	270	65%		Average			66%
Hintgen	447	246	55%					
North Woods	397	294	74%					
Northside	549	379	69%		**High Schools**			
Southern Bluffs	415	315	76%		**School**	**Capacity**	**Enrollment**	**Utilization**
State Road	397	309	78%		Logan	1300	752	58%
Summit	414	285	69%		Central	1600	986	62%
Average			70%		Average			61%

Table 4. Enrollment, capacity and utilization rate for each of the district's traditional school buildings.

Closing elementary buildings will have an effect on the average K-5 enrollment in each building, the number of sections that are offered, as well as deliver financial benefits and instructional impacts (table 5).

Enrollments and Sections			Benefits	
Scenario	*Enrollment*	*Sections*	*Financial Benefits*	*Educational Impacts*
Current Elementary Schools (9)	275	16.3	$3.4M deficit in six years	
Close 1 Elementary School	310	18.3	$1.4M annual savings	More balanced classrooms, more collaboration, ***fewer*** split classrooms, ***fewer*** traveling teachers
Close 2 Elementary Schools	354	20.9	$2.4M annual savings	More balanced classrooms, more collaboration, ***likely no*** split classrooms, ***likely no*** traveling teachers
Close 3 Elementary Schools	413	24.3	$3.0M annual savings	More balanced classrooms, more collaboration, ***likely no*** split classrooms, ***fewer*** traveling teachers

Table 5. The effect of closing elementary school buildings on average enrollment, average number of sections, financial benefits and educational impacts.

ELEMENTARY SCHOOL CONSOLIDATION PARAMETERS

District Policies

Feedback from the FAC indicated that administrative policies were useful in the development of differentiated parameters to evaluate consolidation options. The administrative goals outlined in administrative policy 9100 Facilities Development and the considerations for school closure in

administrative policy 9800 Retirement of Facilities provided the basis for generating factors that allowed the committee to differentiate between consolidation options. The following were factors derived from administrative policies that were differentiating between options:

- Collaborative Alignment with Community Resources
- Physical Site and Facility Considerations
- Financial Considerations
- General Enrollment Projections and Reassignment Impacts

Community Survey

Additional parameters were identified from a community survey (Appendix A). The community survey was facilitated by School Perceptions, a professional educational survey company whose mission is to help educational leaders gather, organize, and use data to make strategic decisions.

The community survey generated over 2,000 responses with 1,511 parent/community respondents and 541 staff respondents. The primary survey question that was instrumental for consideration by the FAC was: What factors are most important as we plan for elementary school reconfiguration? This question was followed by 19 options, of which community members could select five.

Survey analysis found the top four priorities are the same for parents, non-parents (community) and staff: appropriately-sized classrooms; safe & secure schools; comparable opportunities for students at each school; neighborhood accessible schools. Three of the next four priorities are the same for all three groups: safe vehicle traffic flow for student pick-up/drop off; social/economic diversity in our schools; important part of the community/"sense of place." The community placed a higher priority on cost than staff and parents.

Of these factors, three were identified as differentiating for consolidation options: neighborhood accessible schools; safe vehicle traffic flow; and socioeconomic diversity.

The result was a list a of seven parameters that the committee used as a framework for evaluating consolidation options:

1. Collaborative Alignment with Community Resources (9100)
2. Physical Site and Facility Considerations (9100/9800)
3. Financial Considerations (9100)
4. General Enrollment Projections and Reassignment Impacts (9800)
5. Neighborhood accessible schools (survey)
6. Safe vehicle traffic flow (survey)
7. Socioeconomic diversity (survey)

ELEMENTARY SCHOOL CONSOLIDATION EVALUATION PROCESS

Elementary School Consolidation Process And Information

The FAC employed a variety of strategies to explore, evaluate and refine consolidation options for elementary school facilities. Elementary school building profiles (Appendix B) provided common information for the committee to refer to as it related to the characteristics of the buildings, the home boundary enrollment area, and the students attending the building. This information was summarized in table form as well (Appendix C). Additionally, a summary of the information provided throughout the FAC process related to the seven parameters was compiled and shared with the committee (Appendix D).

Consolidation Option Considerations

The development of elementary consolidation options, new boundary options, and the associated impacts of consolidation options utilized the following considerations:

- Align elementary boundaries with the secondary boundaries (Ferry St.)
    - Create common pathways for students
    - Allow for better support structures for students and families
    - Become more predictable for parents
    - Limit disruptions to student friend groups
- Limit disruption to existing boundaries
- Intradistrict transfer students in closed school buildings are assigned to their home boundary school
- Keep students closer to nearby schools when possible
- Follow logical transportation pathways when possible
- Keep communities together
    - Eliminate attendance islands
    - Use natural geographic and city boundaries when possible
    - Reduce bussing times and costs
- Try to naturally create socioeconomic balance

The consolidation and boundary options primarily considered by the FAC can be found in Appendix E.

ELEMENTARY SCHOOL CONSOLIDATION RECOMMENDATION

The FAC deliberated at length over eight months to come to consensus around a recommendation for consolidation of elementary schools. To make the recommendation on elementary school consolidation, the FAC used information regarding the seven parameters (Appendix D) for evaluating consolidation options as well as additional understandings gained through FAQs, information provided at meetings, group discussions, and anonymous surveys of FAC members (Appendix F - please note that the comments from FAC members on surveys are their own and made in good faith. However, some comments may include misperceptions or inaccuracies, e.g. the Hintgen Elementary School does in fact have community connections and relationships with the BGC and YMCA).

Elementary School Closure Recommendation
The FAC recommends the district develop a long range facility plan to replace/rejuvenate aging school district facilities. This process may include referenda to replace older buildings or to make sufficient capital investments to bring the remaining buildings up to modern educational standards to maintain the world class education the School District of La Crosse provides. The

FAC recommendation to close two elementary schools to address declining enrollment is viewed as a necessary initial step in the strategy to improve the district's facilities as a whole. The FAC recognizes that enrollment may continue to decline and recommends the district monitor the enrollment trend, revisit the issue periodically, study/address the multiple factors and influences impacting enrollment, and explore strategies to reduce declining enrollment.

The FAC makes the following recommendations as it relates to elementary school consolidation:

- Close two elementary schools to maximize the educational and financial benefit to students. Closing two schools will address low enrollment at elementary schools by bringing the remaining schools to within a target enrollment of 350-400 students. The FAC makes this recommendation with the understanding that the closure of schools will not result in larger class sizes.
- Close one elementary school on the north side of the district and one elementary school on the south side of the district. This north/south pairing will balance enrollments at the remaining elementary schools across the district while keeping students together and aligned as they move on to middle and high school.
- Close the North Woods International Elementary School building. The last vote of the FAC for a northern elementary building was 14 for North Woods and 5 for Emerson Elementary School. The FAC felt they arrived at consensus on this decision and chose North Woods for closure. Quotes from an FAC member survey (Appendix F) highlight some of the reasons why individual FAC members voted the way they did.
- Close Hintgen Elementary School. The last vote of the FAC for a southern elementary school was 11 for Hintgen and 5 for Spence Elementary School. The FAC felt they arrived at consensus on this decision and chose Hintgen for closure. Quotes from an FAC member survey (Appendix F) highlight some of the reasons why individual FAC members voted the way they did.
- Adjust elementary school boundaries in accordance with the recommendations of the administration.

Other Elementary School Recommendations
Along with the specific recommendations listed above regarding school closures, the FAC recommends the following considerations:

- Limit disruptions to students' school of attendance by looking closely at home boundary and intradistrict transfer rules and processes with the intent to allow students to remain at their current school if it is not closing (e.g. students from the State Road Island).

- Consider providing transportation to students from disadvantaged neighborhoods or those who have to cross hazardous areas per the district's existing practice, who may no longer receive bussing due to boundary changes (e.g. students who live in the Schuh Mullen Neighborhood).

- Retain the International Baccalaureate (IB) program by moving the program, along with certified teachers, to another building.

- With the closure of Hintgen, consider the combination of the Hintgen and Spence boundary areas and build a new elementary school to replace the remaining aging building.

- The district should carefully consider the future use of parcels/land where buildings are closed. Closed school buildings and properties could be repurposed for other community needs, housing, or other uses that benefit the district.

SECONDARY SCHOOL COMPARABILITY EVALUATION PROCESS

The FAC examined middle and high school building improvements and needs through a lens of "Where we are vs. where we need to be." The FAC examined the potential projects over multiple meetings and considered current cost ranges for building improvements in making initial prioritization determinations.

The primary spaces initially examined at the middle schools were: cafeteria and shared gym spaces; technical education addition/renovation; classroom addition/renovations; music department location, addition/renovation at Logan Middle school; performance space at Longfellow Middle school.

The potential projects initially examined at the high schools were: cafeteria/commons additional seating capacity at Logan High School; technical education addition/renovations; classroom addition/renovations; performing arts addition/renovation at Logan High School; planetarium at Logan High School; aquatics/pool renovation/addition; and outdoor athletic spaces. Bray Architects provided a summary of the potential cost ranges of these identified projects located in Appendix G. It should be noted that some of these costs are also identified in the district's CMI book.

SECONDARY SCHOOL FACILITY RECOMMENDATION

The FAC evaluated secondary schools at the middle and high school to provide comparable opportunities for students. The FAC viewed secondary facilities improvements through a lens of providing the greatest improvements for the most students. The FAC spent limited time on the

secondary school facilities issue. Based on the assessment of the information provided, the FAC identified the following projects as important to consider for improvement but also requiring more deliberation and analysis before specific recommendations were made:

- Technical education spaces at all secondary schools
- Cafeteria/commons areas at all secondary schools
- Learning environment in general at the middle schools
- Band/music to the first floor at Logan Middle School
- Maintain the pool at Logan High School, the planetarium at Central High School, and quality outdoor athletic facilities at both high schools

SCHOOL PERCEPTIONS
Measuring what matters

Survey Analysis System

Accessing results summary from "2023 Spring Parent/Community Survey, page: **Facility Planning** from School District of La Crosse.

As you are probably aware, our enrollment has dropped by almost 1,800 students in the last 20 years. Because state funding is tied to enrollment, the fewer students we have, the less money we receive. It has become very costly to maintain and operate all of our schools. To help solve this problem, the District created a Facilities Advisory Committee this spring.

The charge of this group is to study options on how to adjust our elementary school configuration, which could include school consolidation. Ultimately the committee will make a recommendation to the school board. Your feedback will help inform this recommendation.

What factors are most important as we plan for elementary school reconfiguration? Please select up to five (5) in total. (n=1454)

Appropriately-sized classrooms (0)	1011	69.5%	
Safe & secure schools (0)	913	62.8%	
Neighborhood accessible schools (0)	721	49.6%	
Comparable opportunities for students at each school (0)	702	48.3%	
Safe vehicle traffic flow for student pick-up/drop off (0)	470	32.3%	
Social/economic diversity in our schools (0)	423	29.1%	
Dedicated art and music/band classrooms (0)	398	27.4%	
Important part of the community/"sense of place" (0)	390	26.8%	
Bus ride time (0)	312	21.5%	
Eco-friendly, energy-efficient buildings (0)	279	19.2%	
Accessible playgrounds (0)	249	17.1%	
Cost of building renovation/adaption/replacement (0)	221	15.2%	
Building maintenance costs (0)	190	13.1%	
Lower school operating costs (0)	169	11.6%	
Dedicated gyms (not shared with the cafeteria) (0)	163	11.2%	
Dedicated space for small group instruction and student collaboration (0)	148	10.2%	
Adequate parking (0)	103	7.1%	
Aesthetically appealing (attractive) schools (0)	76	5.2%	
Meeting spaces for staff, parents, and the community (0)	46	3.2%	

North Woods International Elementary School

School Demographics

K-5 Enrollment	264
Capacity	397
Economically Disadvantaged	55%
Of Color	43%
Students with Disabilities	15%
English Learners	8.8%

Attendee Data

Transfer In	41% (117)
Open Enrollment	10% (29)
Eligible for Bussing	43% (123)

Boundary Data

Live in Boundary	198
Closer to Another Elementary	79% (157)
Transfer Out	25% (50)

District Data

Live within One Mile of School	30
Live within Two Miles of School	61

Building Information

Original Construction	1992
Additions	None
Site Size (Acres)	10.9
Square Footage	68,599
Parking Stalls	62
Average Annual Operating Costs	$114,655

Building Assets and Challenges

Assets

- ✦ Adequate parking
- ✦ Large green space
- ✦ Separate bus lane

Challenges

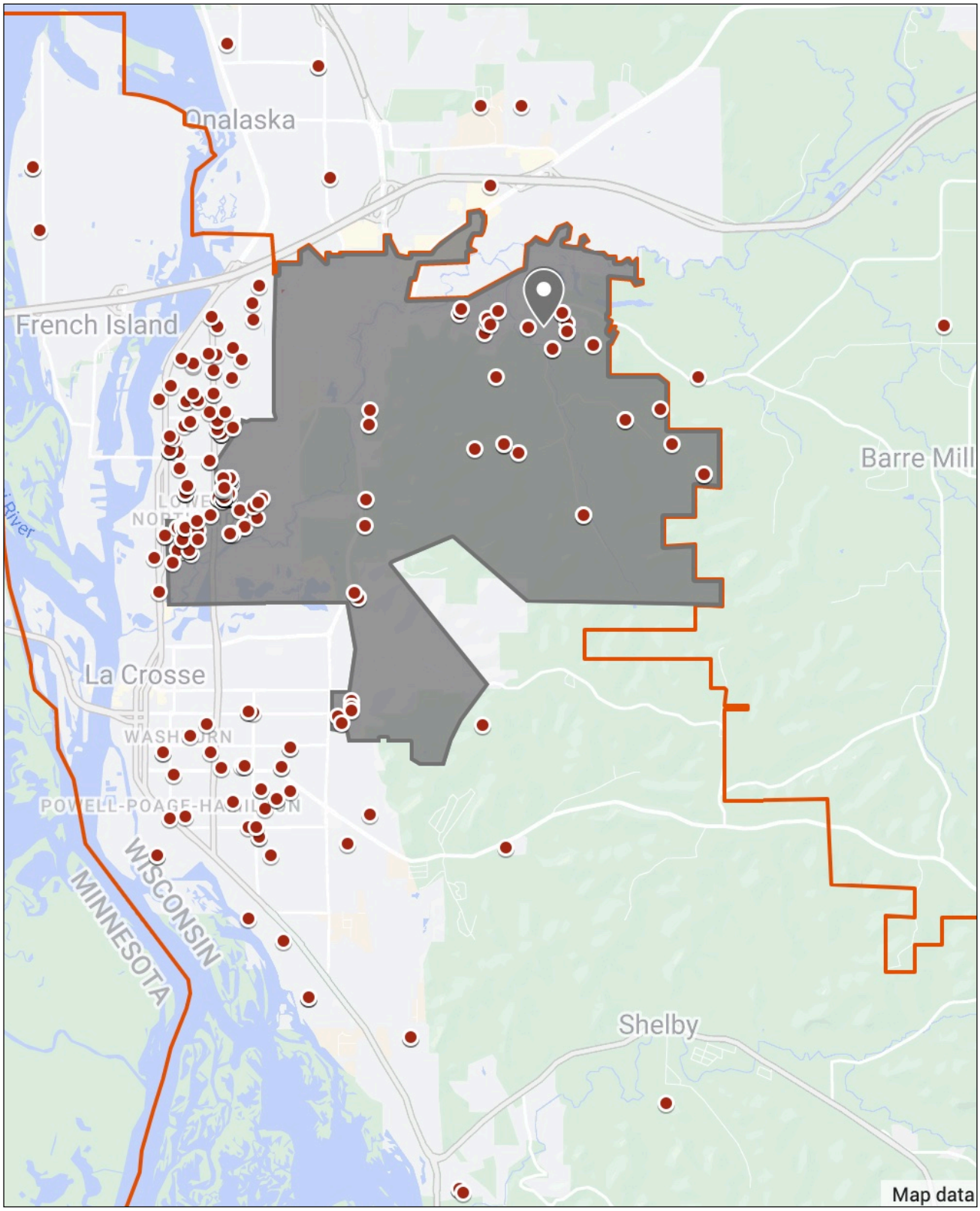
- ✦ Not located where students live
- ✦ Only 16% (45) of students can walk to school
- ✦ Shared gymnasium and cafeteria, but able to be divided

Identified Maintenance and Capital Projects

Flooring, tuck pointing, LED lighting, kitchen flooring and plumbing, high efficiency boiler, classroom shelving, on-demand hot water heater, replace lockers.

Identified Maintenance Costs	$751,089

North Woods International Attendance Area and Student Location



Additional Information

North Woods International historically had a Spanish immersion program. Due to programmatic and staffing challenges, the programming was eventually shifted to International Baccalaureate (IB). The IB program has been in place for three years.

Northside/Coulee Montessori Elementary School

School Demographics

K-5 Enrollment (NS/CM)	232 / 109 = 341
Capacity	549
Economically Disadvantaged	78% / 64%
Of Color	57% / 23%
Students with Disabilities	24% / 15%
English Learners	17.6% / 2.7%

Attendee Data

Transfer In	22% / 70% (58/83)
Open Enrollment	2.3% / 12.7% (6/15)
Eligible for Bussing	0% / 0% (0/0)

Boundary Data

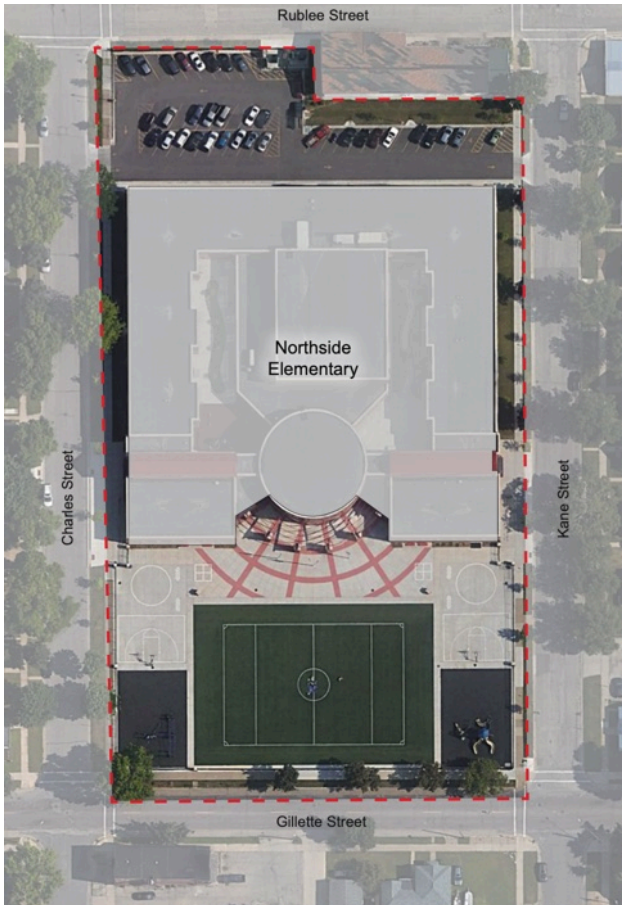
Live in Boundary	396
Closer to Another Elementary	0% (0)
Transfer Out	24% (132)

District Data

Live within One Mile of School	483
Live within Two Miles of School	680

Building Information

Original Construction	2014
Additions	None
Site Size (Acres)	3.6
Square Footage	86,767
Parking Stalls	40
Average Annual Operating Costs	$147,756



Building Assets and Challenges

Assets

- A new building in great condition
- Located in a dense area with many children nearby
- Solar panels installed through partnership with SOLS

Challenges

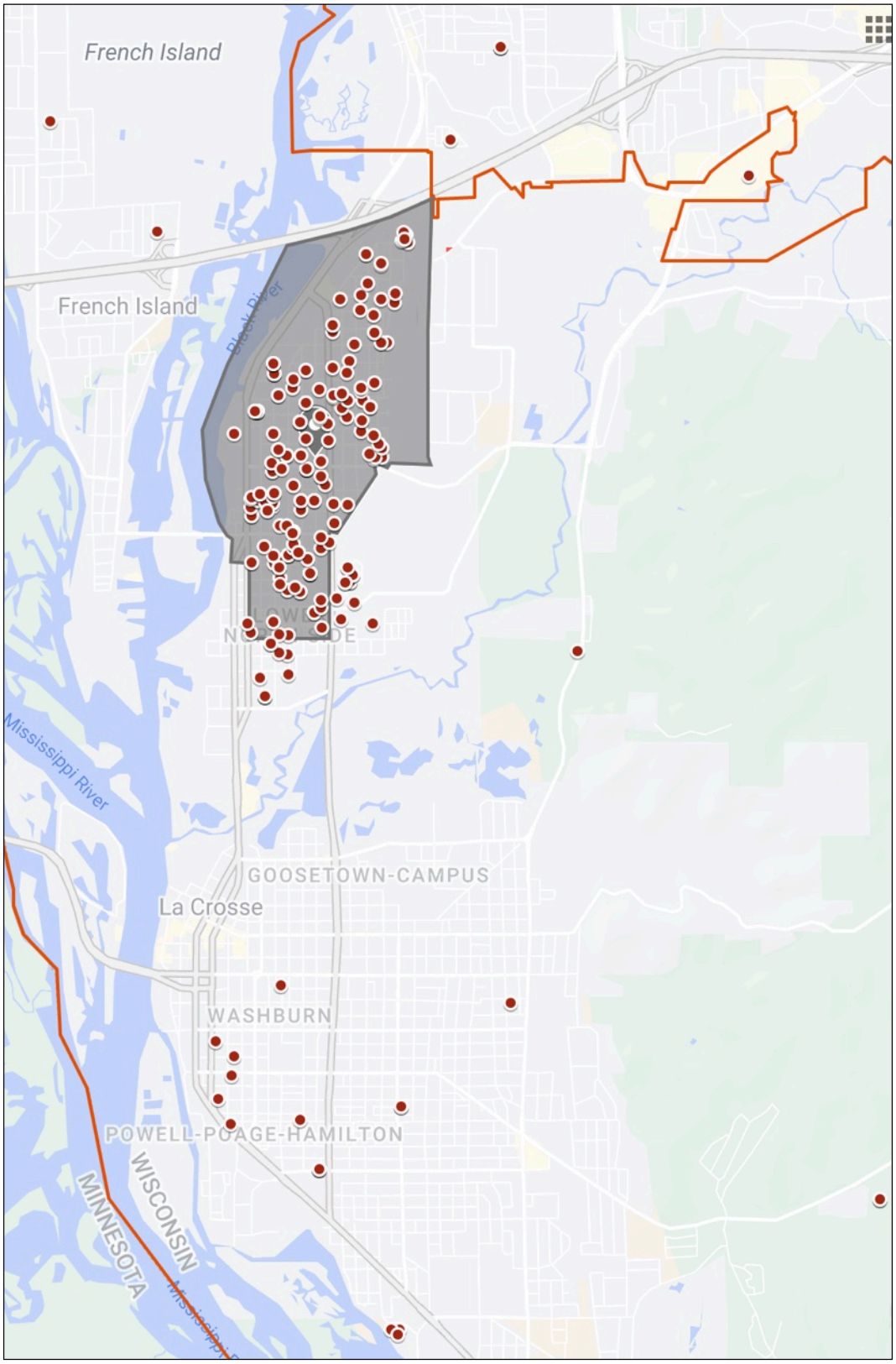
- A compact site plan
- Limited outdoor options for students and staff
- Limited parking
- Challenging drop off/pickups
- No dedicated bus lane
- Two choice schools in one building

Identified Maintenance and Capital Projects

Outside storage shed, cubbies, drinking fountain, replace playground fall zone material, shade on windows, 2nd floor special needs restroom.

Identified Maintenance Costs $205,840

Northside Attendance Area and Student Location



Additional Information

Northside Elementary has two schools in one building. A school on a year-round calendar and a Montessori school. The opt-outs for the year-round calendar may choose the Montessori school to stay on a traditional calendar. 35 students intradistrict transfer from within the Northside boundary to the Montessori school. Transfers out do not include these students.

Summit Environmental School

School Demographics

K-5 Enrollment	243
Capacity	414
Economically Disadvantaged	53%
Of Color	31%
Students with Disabilities	15%
English Learners	2.8%

Attendee Data

Transfer In	35% (101)
Open Enrollment	2.4% (7)
Eligible for Bussing	21% (60)

Boundary Data

Live in Boundary	205
Closer to Another Elementary	27% (55)
Transfer Out	13% (27)

District Data

Live within One Mile of School	121
Live within Two Miles of School	694

Building Information

Original Construction	1953
Additions	1972
Site Size (Acres)	9.7
Square Footage	58,273
Parking Stalls	76
Average Annual Operating Costs	$113,638

Building Assets and Challenges

Assets

- ✦ Large green space
- ✦ Separate bus lane
- ✦ Access to the Mississippi River nearby
- ✦ Located in an area where children live

Challenges

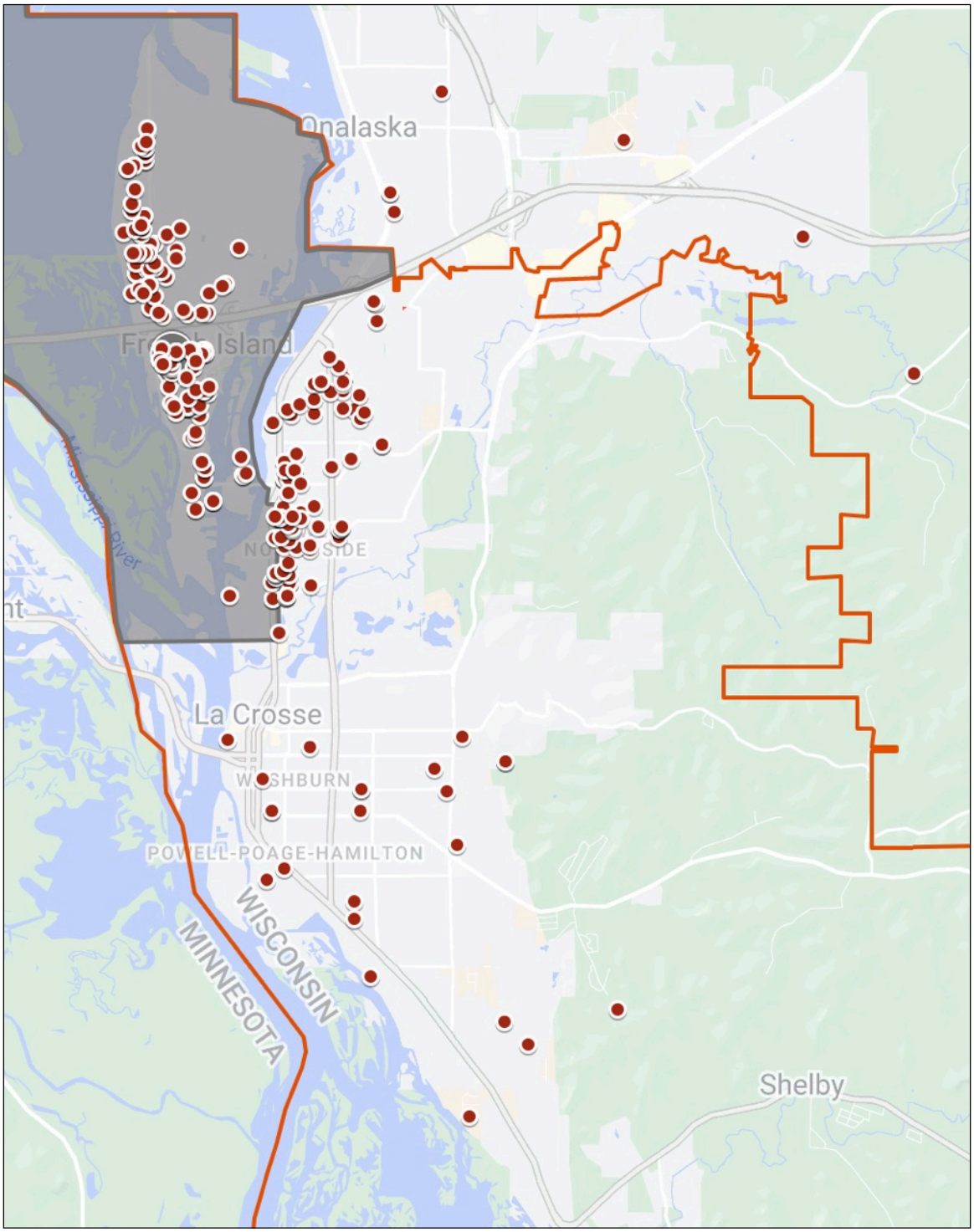
- ✦ Small health room
- ✦ Not on city water, relies on a well
- ✦ Design of building - former open concept

Identified Maintenance and Capital Projects

Flooring in four classrooms, casework in classrooms, two sections of roof, flooring in corridor, paving in sections, casework in classrooms, cafeteria doors, expansion joints, custodial sinks, paint lockers, remodel health room, exterior doors, dumpster enclosure, hallway for inaccessible rooms

Identified Maintenance Costs	$1,984,152

Summit Attendance Area and Student Location



Additional Information

Summit Environmental School is a choice school that offers a focus on environmental education. It has unique resources and an useful location near the Wisconsin River to fulfill this mission.

Emerson Elementary School

School Demographics

K-5 Enrollment	289
Capacity	466
Economically Disadvantaged	31%
Of Color	23%
Students with Disabilities	21%
English Learners	2.6%

Attendee Data

Transfer In	20% (66)
Open Enrollment	2.1% (7)
Eligible for Bussing	0% (0)

Boundary Data

Live in Boundary	383
Closer to Another Elementary	37% (141)
Transfer Out	27% (103)

District Data

Live within One Mile of School	210
Live within Two Miles of School	1194

Building Information

Original Construction	1939
Additions	1954, 1972, 1991
Site Size (Acres)	2.6
Square Footage	57,600
Parking Stalls	72
Average Annual Operating Costs	$86,983

Building Assets and Challenges

Assets

- ✦ Access to UW La Crosse
- ✦ Located in an area where children live

Challenges

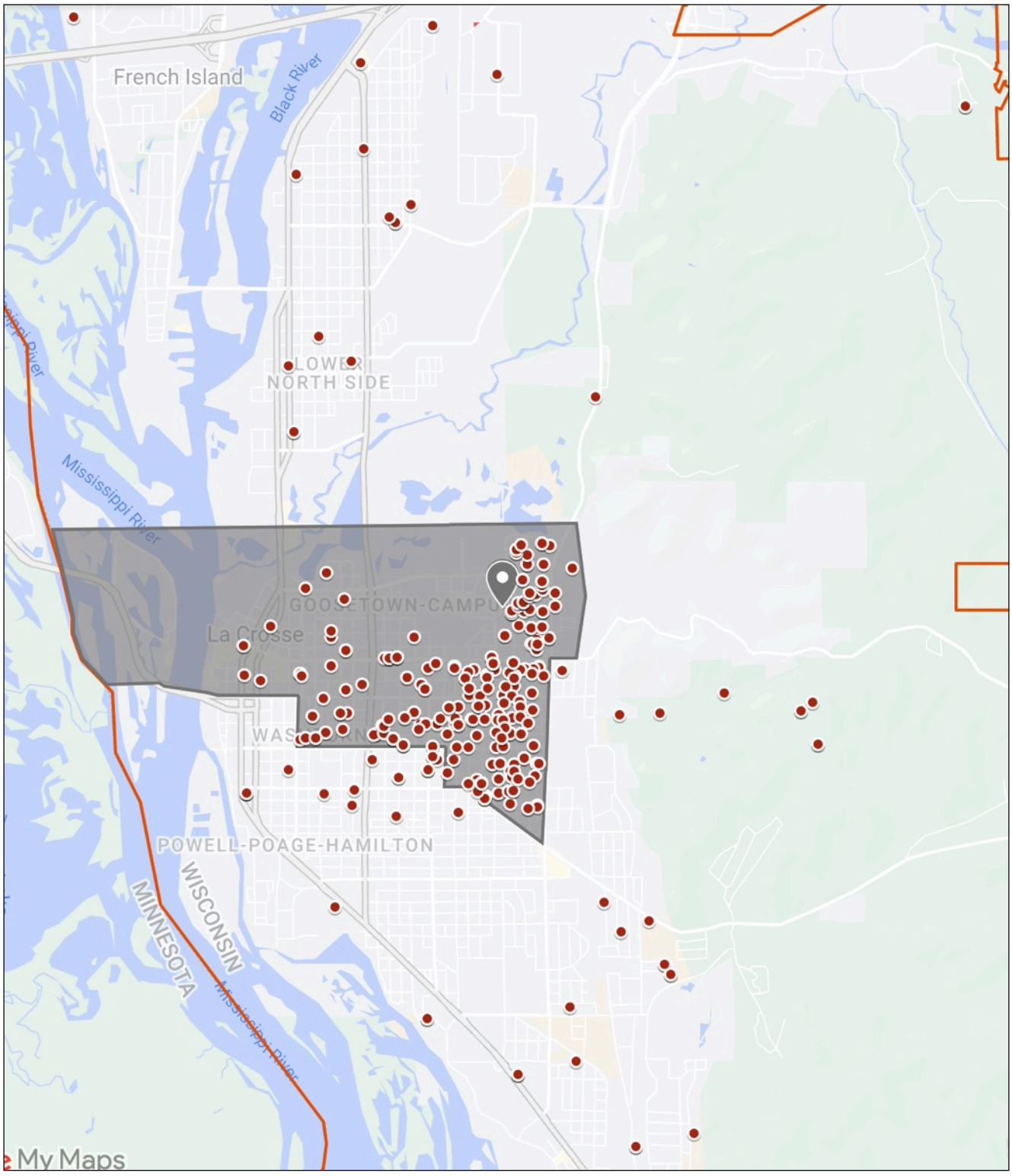
- ✦ Shared gymnasium and cafeteria
- ✦ Small site
- ✦ Green space is owned by the City
- ✦ Oldest elementary building
- ✦ Challenging drop off/pickups

Identified Maintenance and Capital Projects

Tuckpointing, parking at front entrance, replace classroom doors, replace windows in gym, paint lockers, replace casework in classrooms, water heater on demand system, VCT flooring, LED lighting, replace ceilings, parking lot, receiving, sound panels, storage shed, fencing, lintels, storefront/windows, etc.

Identified Maintenance Costs	$2,913,256

Emerson Attendance Area and Student Location



Additional Information

Emerson is located near a variety of City amenities including UW La Crosse, Myrick Park, downtown, and the marsh.

Hamilton Elementary School/SOTA I

School Demographics

K-5 Enrollment	130 / 111 = 241
Capacity	418
Economically Disadvantaged	84% / 36%
Of Color	59% / 18%
Students with Disabilities	29% / 4%
English Learners	4.5% / 0.9%

Attendee Data

Transfer In	60% / 85% (99/100)
Open Enrollment	0.6% / 6.8% (1/8)
Eligible for Bussing	0% / 0% (0/0)

Boundary Data

Live in Boundary	190
Closer to Another Elementary	10% (19)
Transfer Out	64% (121)

District Data

Live within One Mile of School	580
Live within Two Miles of School	1331

Building Information

Original Construction	1959
Additions	1984, 2021
Site Size (Acres)	2.6
Square Footage	64,950
Parking Stalls	0
Average Annual Operating Costs	$96,629

Building Assets and Challenges

Assets

- ✦ Located near Viterbo and health systems
- ✦ Located in an area where children live
- ✦ Recent $4.8M addition of a gym, classrooms, library and solar panels
- ✦ Community School

Challenges

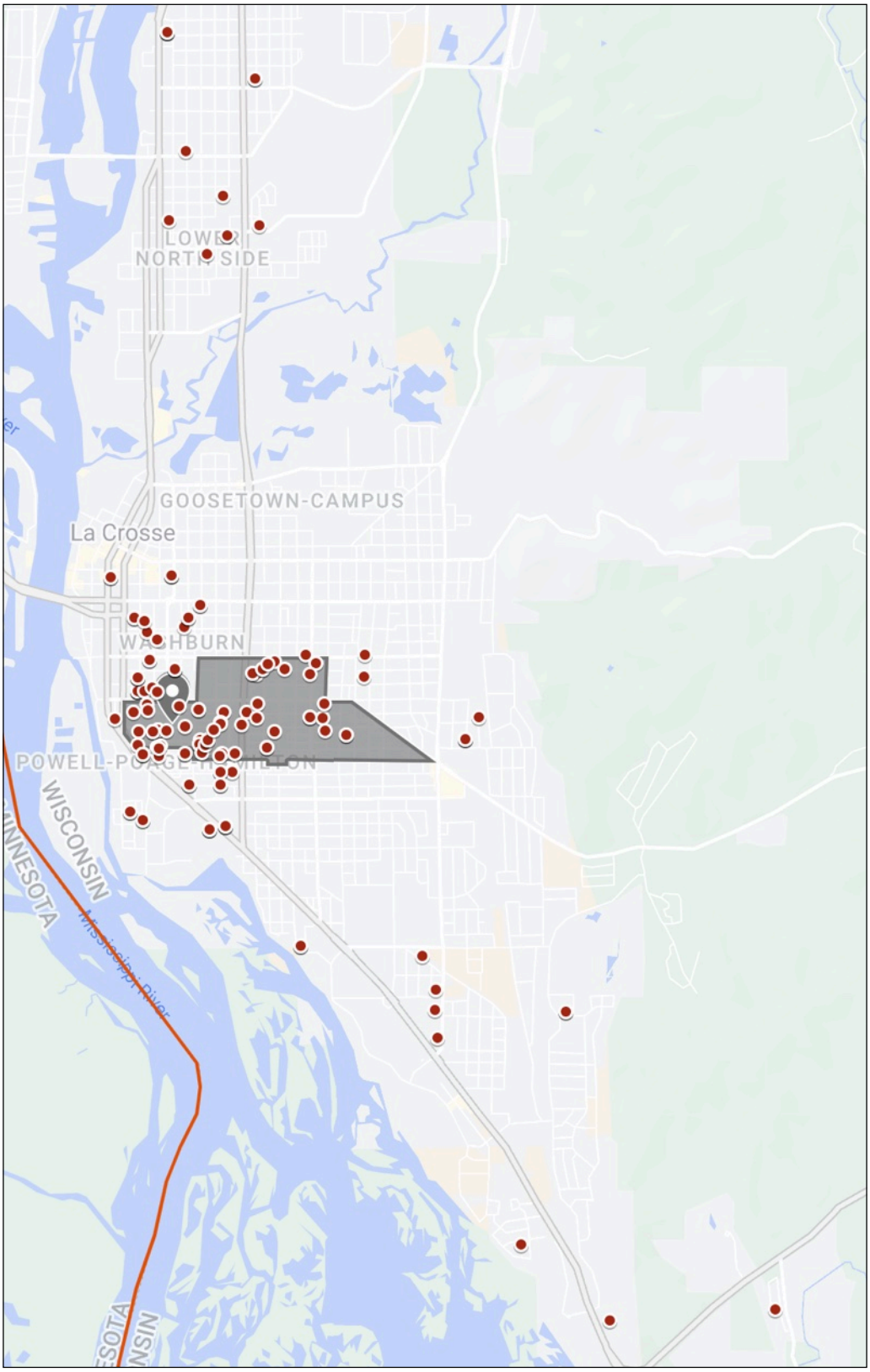
- ✦ Small site
- ✦ Limited green space
- ✦ Challenging drop off/pickups

Identified Maintenance and Capital Projects

2nd floor ceilings and lighting, exterior doors, flooring in some rooms, casework in classrooms, faucets in classrooms, windows with thermal units, lockers, tuck pointing, playground fall zone material.

Identified Maintenance Costs $1,053,075

Hamilton Attendance Area and Student Location



Additional Information

The Hamilton Elementary School building houses a traditional elementary school and a separate charter school, the School of Technology and Arts I (SOTA I). Until the end of the 2022-2023 school year, the traditional elementary school ran a year-round model calendar.

Spence Elementary School

School Demographics

K-5 Enrollment	298
Capacity	424
Economically Disadvantaged	55%
Of Color	32%
Students with Disabilities	15%
English Learners	6.6%

Attendee Data

Transfer In	35% (119)
Open Enrollment	3.0% (10)
Eligible for Bussing	5.3% (18)

Boundary Data

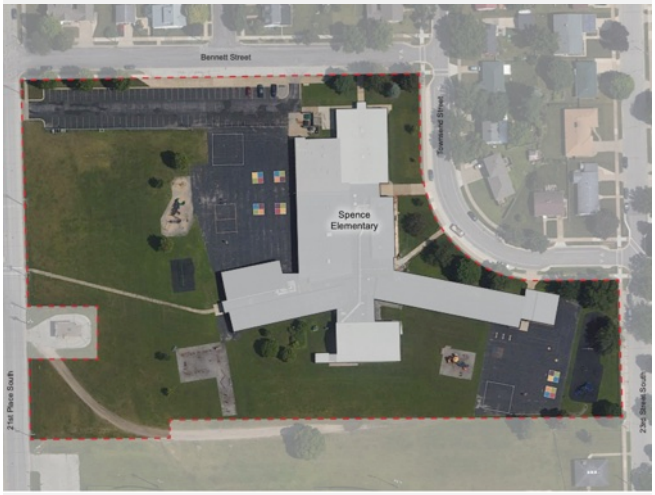
Live in Boundary	190
Closer to Another Elementary	33% (92)
Transfer Out	21% (60)

District Data

Live within One Mile of School	616
Live within Two Miles of School	1574

Building Information

Original Construction	1953
Additions	1955, 1962, 1973, 1992, 1994
Site Size (Acres)	7.9
Square Footage	60,190
Parking Stalls	75
Average Annual Operating Costs	$94,746



Building Assets and Challenges

Assets

- A lot of green space with a park nearby
- Located in an area where children live
- Parking available
- Multiple playground sites

Challenges

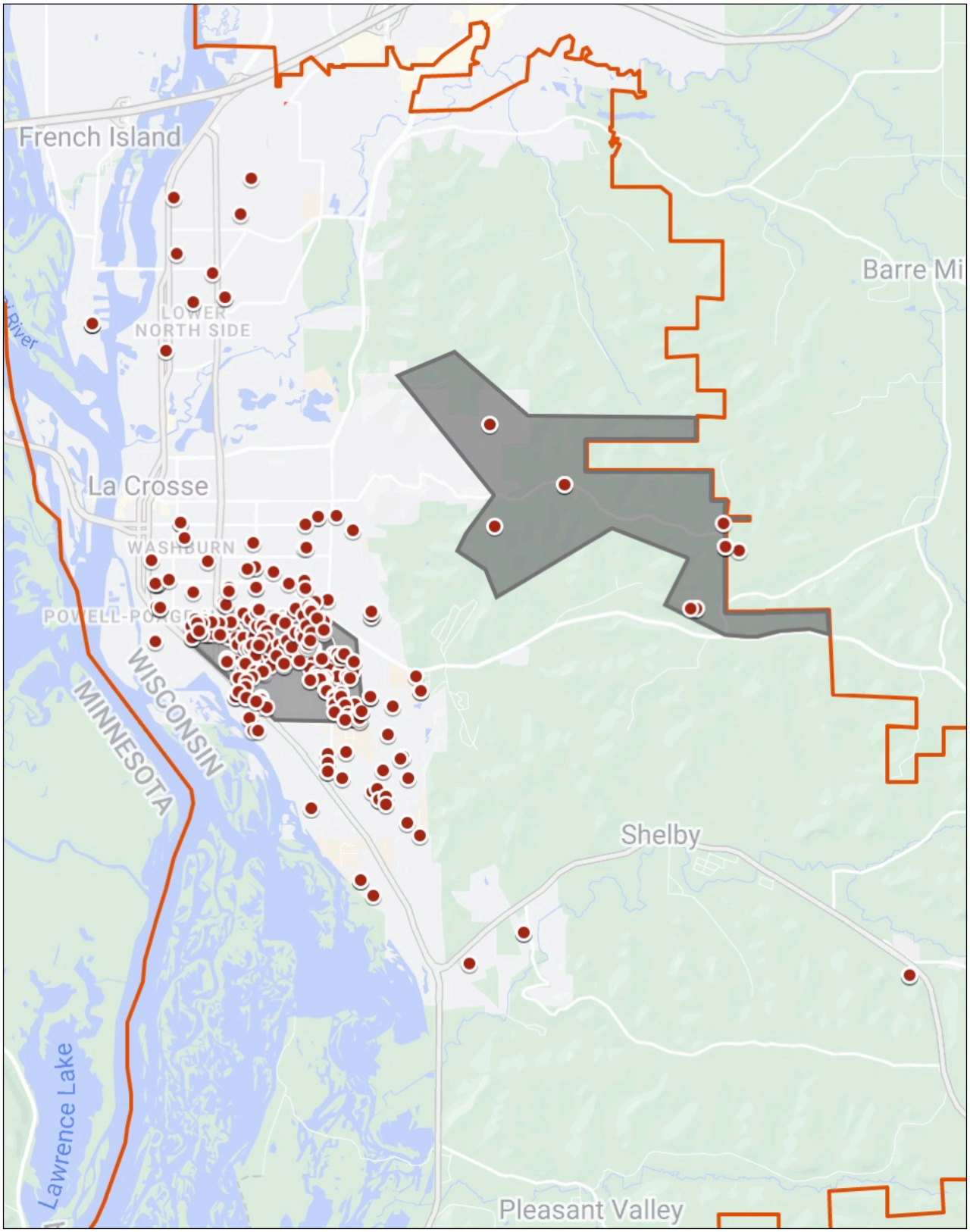
- Poor construction
- Challenging layout
- Challenging pick up/drop off for busses

Identified Maintenance and Capital Projects

Two sections of roof, hallway flooring, exterior doors, lunch tables and wall, classroom additions, playground paving, exterior walls, replace brick, doors in kitchen, classroom sinks, casework in classrooms, storage by receiving doors, parking lot pavement, replace wood doors, VCT flooring, ceilings, gyms floor, storefront/ window, piping, grease trap, LED lighting

Identified Maintenance Costs $3,410,337

Spence Attendance Area and Student Location



Additional Information

Spence Elementary School has an attendance island that was put in place in the early 1990s to create socioeconomic balance across the school district.

State Road Elementary School

School Demographics

K-5 Enrollment	282
Capacity	397
Economically Disadvantaged	42%
Of Color	21%
Students with Disabilities	14%
English Learners	3.9%

Attendee Data

Transfer In	25% (78)
Open Enrollment	3.9% (12)
Eligible for Bussing	19% (59)

Boundary Data

Live in Boundary	330
Closer to Another Elementary	58% (191)
Transfer Out	29% (97)

District Data

Live within One Mile of School	328
Live within Two Miles of School	1097

Building Information

Original Construction	1957
Additions	1959, 1969, 1989, 2012
Site Size (Acres)	10.4
Square Footage	58,882
Parking Stalls	96
Average Annual Operating Costs	$97,208

Building Assets and Challenges

Assets

- ✦ A lot of green space
- ✦ Located in an area where children live
- ✦ Good drop off/pickups
- ✦ Able to be added on to by building up

Challenges

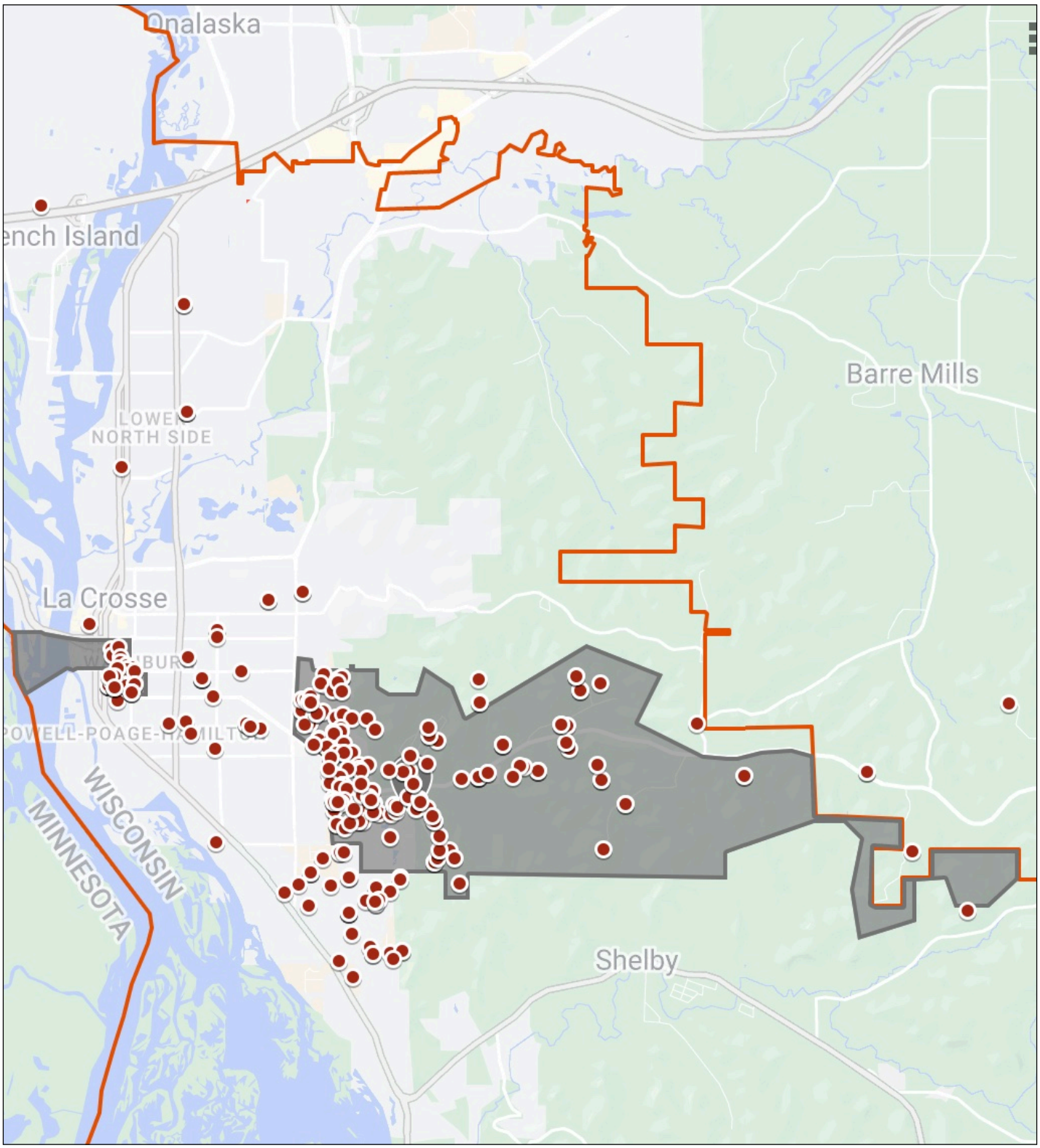
- ✦ Smaller school footprint
- ✦ Multiple levels of building making access difficult
- ✦ Shared gym/cafeteria, smaller gym than others

Identified Maintenance and Capital Projects

Roofing, windows on west addition, exterior doors, casework in classrooms, brick waterproofing, remodel second follow restrooms, add protective shelter to south entrance, replace 1st floor restroom fixtures, add storage to six classrooms, replace chiller.

Identified Maintenance Costs	$1,227,193
Capital Improvement: Gym addition	$2,604,000

State Road Attendance Area and Student Location



Additional Information

State Road Elementary School has an attendance island that was put in place in the early 1990s to create socioeconomic balance across the school district.

Hintgen Elementary School

School Demographics

K-5 Enrollment	226
Capacity	447
Economically Disadvantaged	69%
Of Color	45%
Students with Disabilities	15%
English Learners	12.2%

Attendee Data

Transfer In	26% (65)
Open Enrollment	2.4% (6)
Eligible for Bussing	16% (40)

Boundary Data

Live in Boundary	352
Closer to Another Elementary	42% (146)
Transfer Out	44% (156)

District Data

Live within One Mile of School	375
Live within Two Miles of School	925

Building Information

Original Construction	1968
Additions	1971
Site Size (Acres)	7.9
Square Footage	60,263
Parking Stalls	62
Average Annual Operating Costs	$107,743

Building Assets and Challenges

Assets

- A lot of green space
- Located in an area where children live
- Good drop off/pickups

Challenges

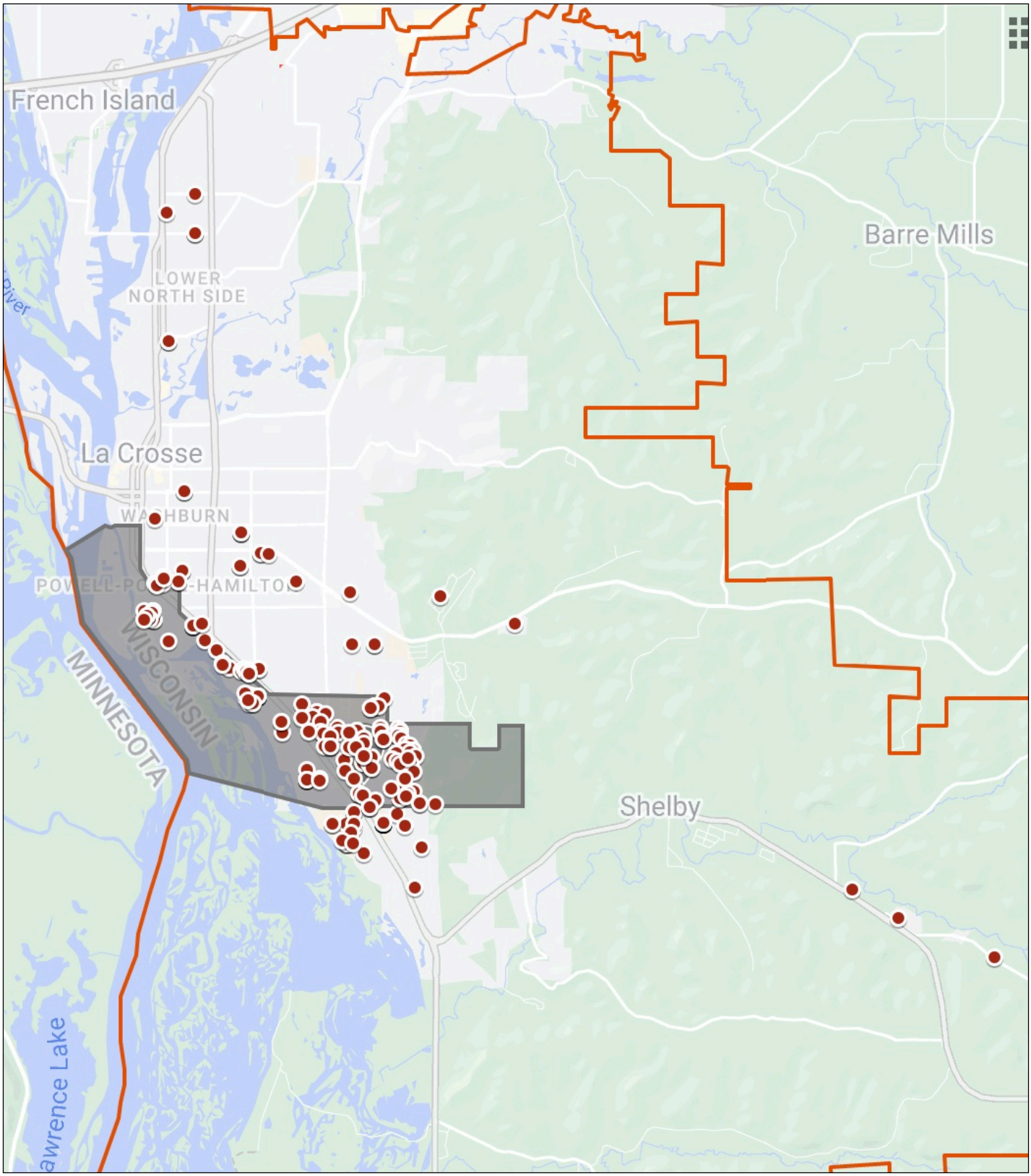
- Older design with fewer exterior walls and windows
- Insufficient parking (use church parking across the street)
- North classrooms do not have permanent walls

Identified Maintenance and Capital Projects

Student lockers, energy efficient doors to playground, divider wall between 5th grade rooms, replace cafeteria tables, casework in classrooms, replace chiller, replace folding walls, enclosures on dumpsters, add wall benches, expand field sprinkler system, add outdoor storage.

Identified Maintenance Costs	$904,978

Hintgen Attendance Area and Student Location



Additional Information

Hintgen Elementary School has a unique boundary and students who live across Highway 35 are in a hazardous transportation zone and provided transportation to school.

Southern Bluffs Elementary School

School Demographics

K-5 Enrollment	275
Capacity	415
Economically Disadvantaged	32%
Of Color	11%
Students with Disabilities	17%
English Learners	0.9%

Attendee Data

Transfer In	14% (43)
Open Enrollment	8.1% (25)
Eligible for Bussing	33% (101)

Boundary Data

Live in Boundary	318
Closer to Another Elementary	33% (106)
Transfer Out	24% (75)

District Data

Live within One Mile of School	68
Live within Two Miles of School	278

Building Information

Original Construction	1992
Additions	None
Site Size (Acres)	8.1
Square Footage	71,483
Parking Stalls	73
Average Annual Operating Costs	$107,743

Building Assets and Challenges

Assets

- A lot of green space
- Good drop off/pickups

Challenges

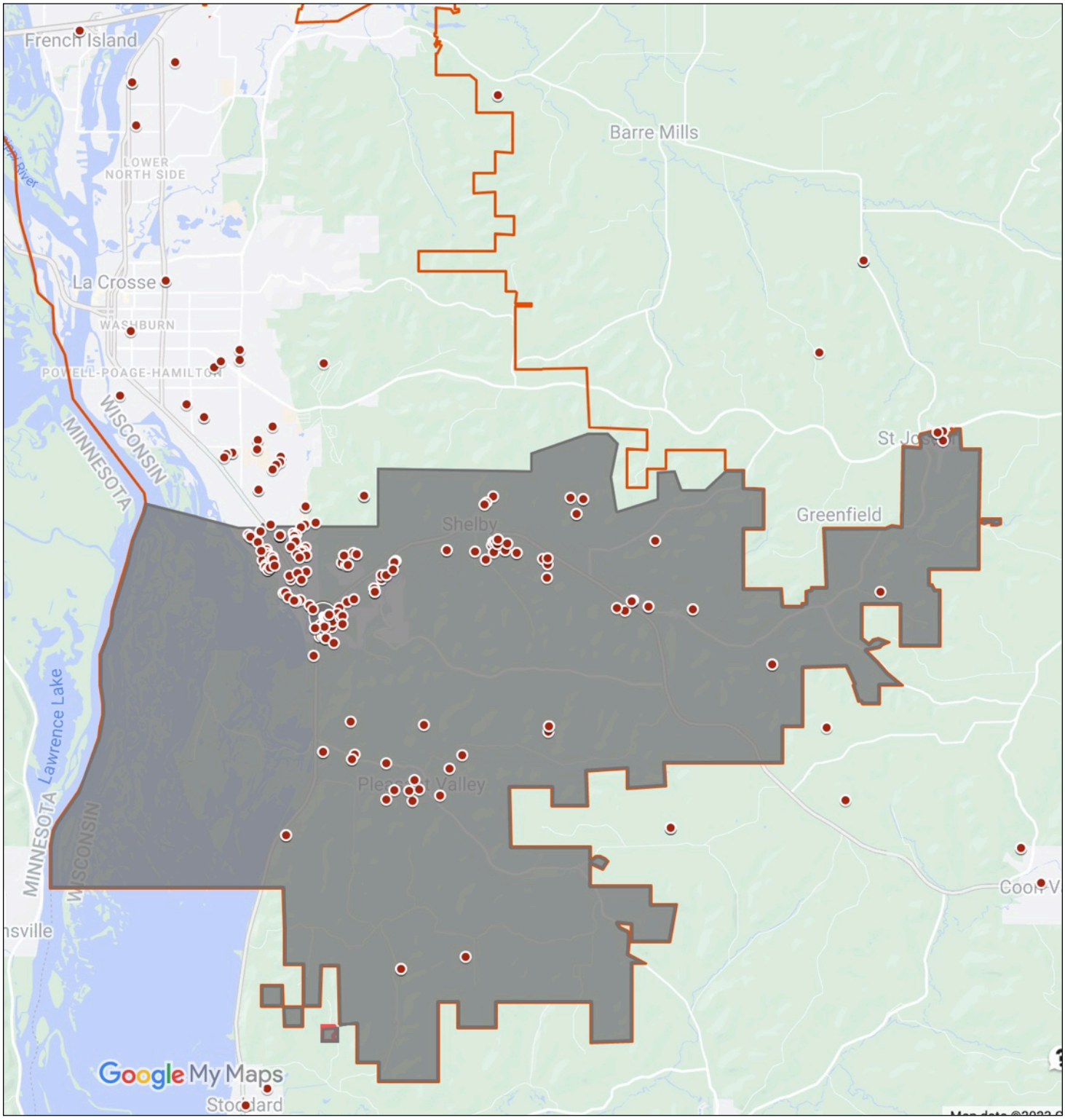
- Location is challenging for walking students
- Shared gymnasium and cafeteria, but able to be divided

Identified Maintenance and Capital Projects

Acoustical treatment to cafeteria/gym, AC unit in office area, high efficiency condensing boiler, replace steel exterior doors, replace kitchen flooring, remodel LMC, replace flooring in rooms, add to irrigation system, add outdoor storage, replace lobby flooring, paint lockers, replace asphalt in play area.

Identified Maintenance Costs	$1,056,626

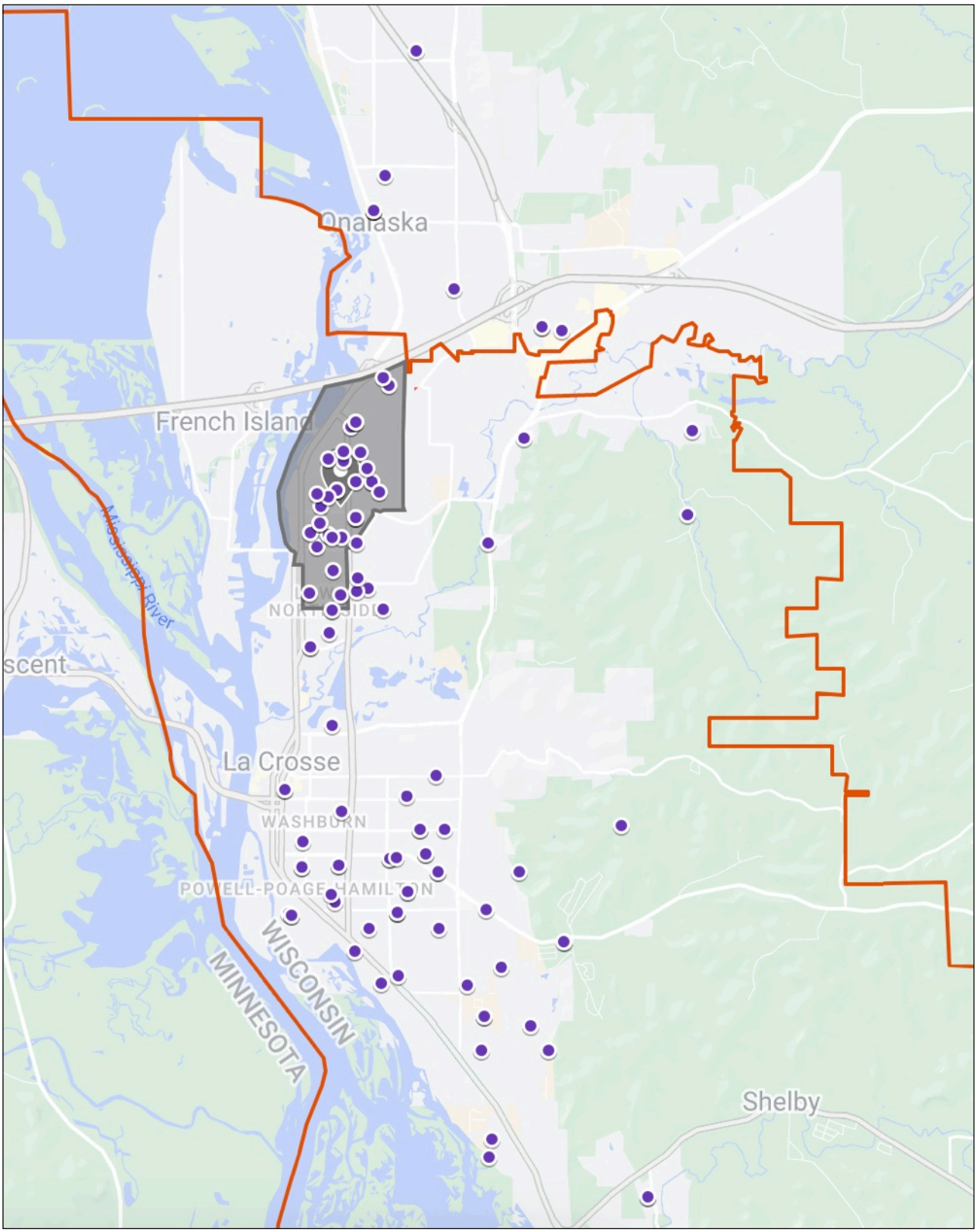
Southern Bluffs Attendance Area and Student Location



Additional Information

Southern Bluffs Elementary School has the largest attendance area and part of its attendance area is in Vernon County.

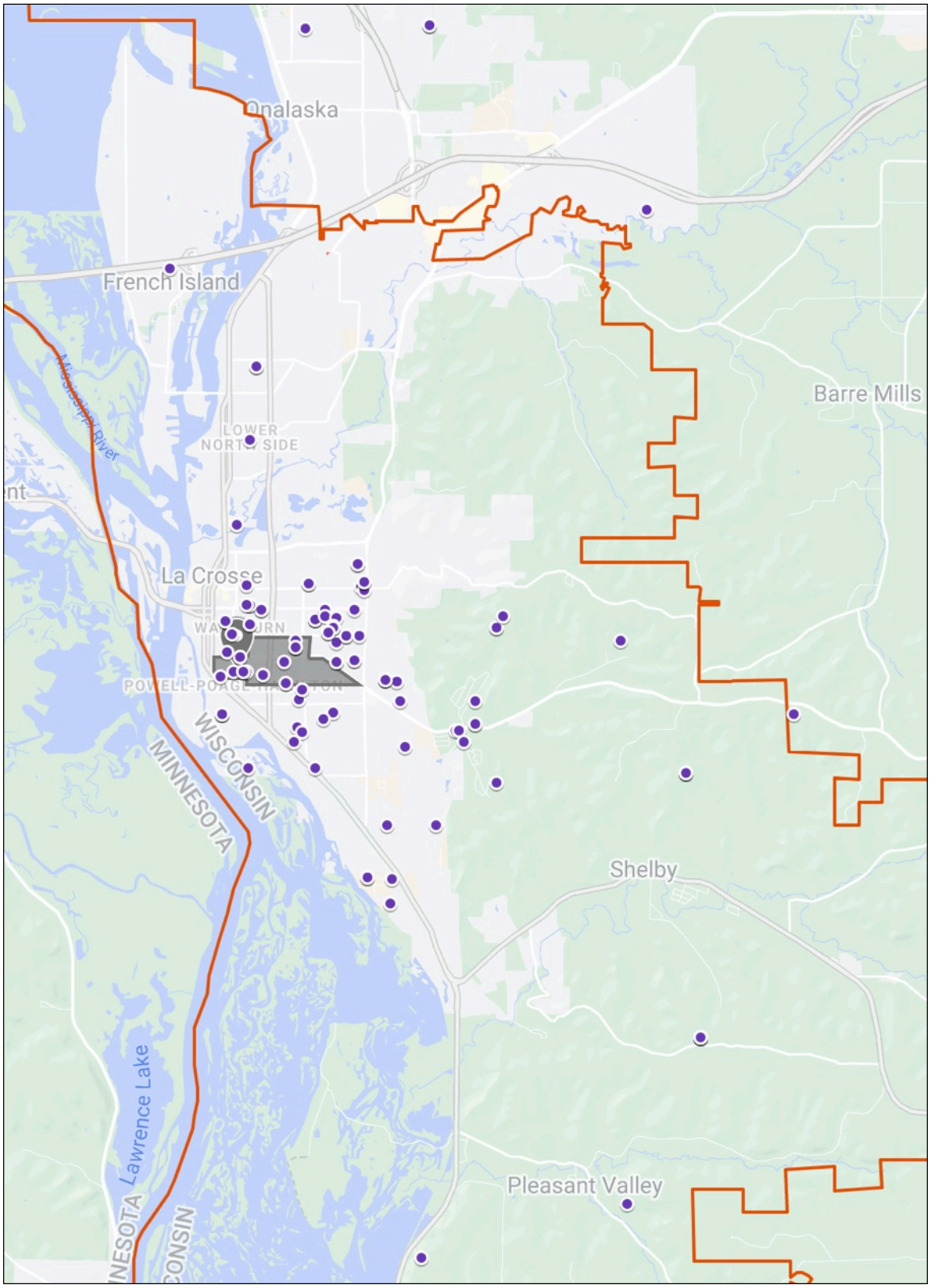
Coulee Montessori Student Location



Additional Information

Coulee Montessori is a public charter school, that is an instrumentality of the school district, that offers a unique Montessori education.

SOTA I Student Location



Additional Information

SOTA I is a public charter school, that is an instrumentality of the school district, that offers a unique education rooted in the arts.

APPENDIX C

Elementary School Data			School Demographics (WISEdash 2022-23)						Attendee Data			
Building	4K-5 Enrollment	K-5 Enrollment	Capacity High	% Fill High	% Econ Disadvan.	% of Color	% SPED	% EL	Intradistrict In	% Intra In	OE In	% OE In
Emerson	326	289	466	70%	31%	23%	21%	2.6%	66	20%	7	2.1%
Hamilton	146	130	418	63%	84%	59%	29%	4.5%	99	68%	1	0.7%
SOTA I	116	111			36%	18%	4%	0.9%	100	86%	8	6.9%
Hintgen	244	226	447	55%	69%	45%	15%	12.2%	65	27%	6	2.5%
North Woods	292	264	397	74%	55%	43%	15%	8.8%	117	40%	29	9.9%
Northside	250	232	549	67%	78%	57%	24%	17.6%	58	23%	6	2.4%
Coulee Montess	123	109			64%	23%	15%	2.7%	83	67%	15	12.2%
Southern Bluffs	306	275	415	74%	32%	11%	17%	0.9%	43	14%	25	8.2%
Spence	334	298	424	79%	55%	32%	15%	6.6%	119	36%	10	3.0%
State Road	307	282	397	77%	42%	21%	14%	3.9%	78	25%	12	3.9%
Summit	278	243	414	67%	53%	31%	15%	2.8%	101	36%	7	2.5%

Elementary Sch			Boundary Data					District Data		Opearations, Maintenance, Capita		
Building	Bus Eligible	% Bus Eligible	In Boundary	Closer to Diff ES	% Closer to Diff ES	Intradistrict Out	% Intra Out	All 1 Mile	All 2 Miles	Ave. Operating	Maint.	Capital
Emerson	0	0.0%	383	141	36.8%	103	27%	335	1194	$86,983	$2,913,256	
Hamilton	0	0.0%	190	19	10.0%	121	64%	580	1331	$96,629	$1,053,075	
SOTA I							24%					
Hintgen	40	16.4%	352	146	41.5%	156	44%	375	925	$107,743	$904,978	
North Woods	123	42.1%	198	157	79.3%	50	25%	30	61	$114,655	$751,089	
Northside	0	0.0%	396	0	0.0%	132	24%	483	680	$147,756	$205,840	
Coulee Montess												
Southern Bluffs	101	33.0%	318	106	33.3%	75	24%	68	278	$107,743	$1,056,626	
Spence	18	5.4%	282	92	32.6%	60	21%	616	1574	$94,746	$3,410,337	
State Road	59	19.2%	330	191	57.9%	97	29%	328	1097	$97,208	$1,227,193	$2,604,000
Summit	60	21.6%	205	55	26.8%	27	13%	121	694	$113,638	$1,984,152	

APPENDIX D

Elementary School Consolidation Summary Table

Parameter	North Woods	Emerson	Hintgen	Spence
Collaborative Alignment with Community Resources (9100) Elementary Boundaries Potential Decision Parameter Notes 2021-22 Facility Use Report	• 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.	• 1,194 students live within 2 miles of the school building. • 0% of students are eligible for/require bussing.	• 925 students live within 2 miles of the school building. • 16% of students are eligible for/require bussing.	• 1,574 students live within 2 miles of the school building. • 5.3% of students are eligible for/require bussing.
Physical Site and Facility Considerations (9100/9800) Elementary School Profiles Potential Decision Parameter Notes Elementary School Data	• 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.	• 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.	• 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.	• 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.
Financial Considerations (9100) Elementary School Profiles Potential Decision Parameter Notes Elementary School Data	• Built in 1992 and has $751,089 in maintenance needs. • Built with modern building codes - meets most current expectations.	• 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.	• Built in 1968, with $904,978 in identified maintenance needs.	• Built in 1953, was not well built, and has $3.4M in identified maintenance needs.

Parameter	North Woods	Emerson	Hintgen	Spence
General Enrollment Projections and Reassignment Impacts (9800) Elementary School Profiles Potential Decision Parameter Notes Elementary School Data	• 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.	• 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.	• 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.	• 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.
Neighborhood accessible schools (survey) Elementary School Profiles Elementary School Data School Closure Impacts from June Meeting	• 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%.	• 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%.	• 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%.	• 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	• 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.	• 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.	• Bus traffic is not segregated from parent traffic.	• Bus traffic is segregated from parent traffic.
Socioeconomic diversity (survey) Elementary School Profiles Elementary School Data School Closure Impacts from July Meeting	• Closure would increase socioeconomic balance by reducing the standard deviation of the poverty rate from: 19% → 17%.	• Closure would increase socioeconomic balance by reducing the standard deviation of the poverty rate from: 19% → 17%.	• Closure would increase socioeconomic balance by reducing the standard deviation of the poverty rate from: 19% → 18%.	• 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

APPENDIX E

Hintgen and North Woods 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 North Woods 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 southern portion of North Woods' attendance area is assigned to Emerson (south of Gillette St.) which creates more socioeconomic balance and reduces bussing. (2, 3a, 3b, 3c, 4)
- The northern portion of North Woods' attendance area is assigned to Northside which creates more socioeconomic balance. (2b, 4)

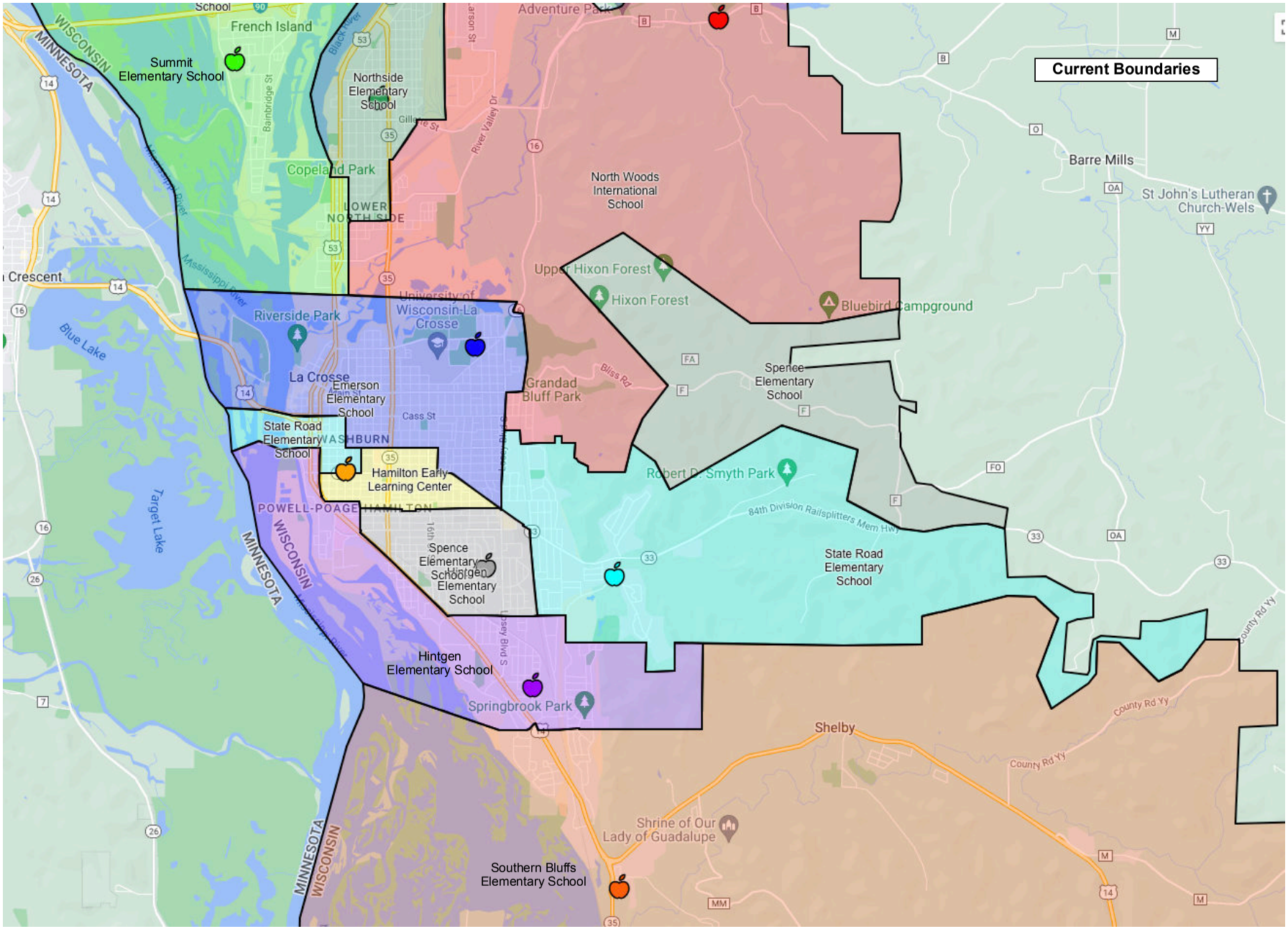
If Hintgen were closed and boundaries redrawn, the following were considered in the provided option:

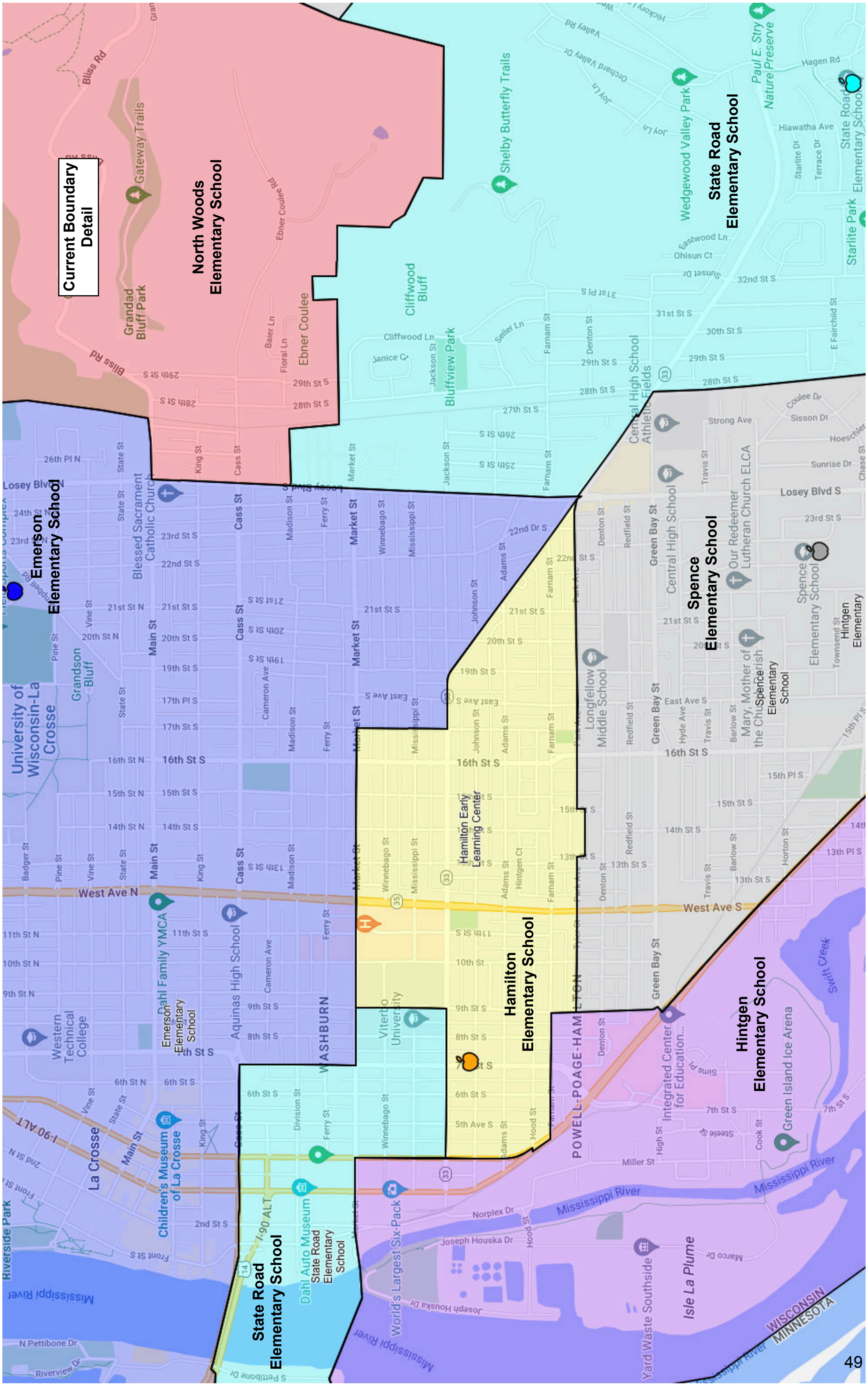
- The Spence attendance island is assigned to State Road to eliminate attendance islands. (3a)
- The northwestern portion of the Hintgen boundary is assigned to Hamilton using natural boundaries. (3b)
- The northern portion of the Hintgen boundary is assigned to Spence using natural boundaries. (3b)
- 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)

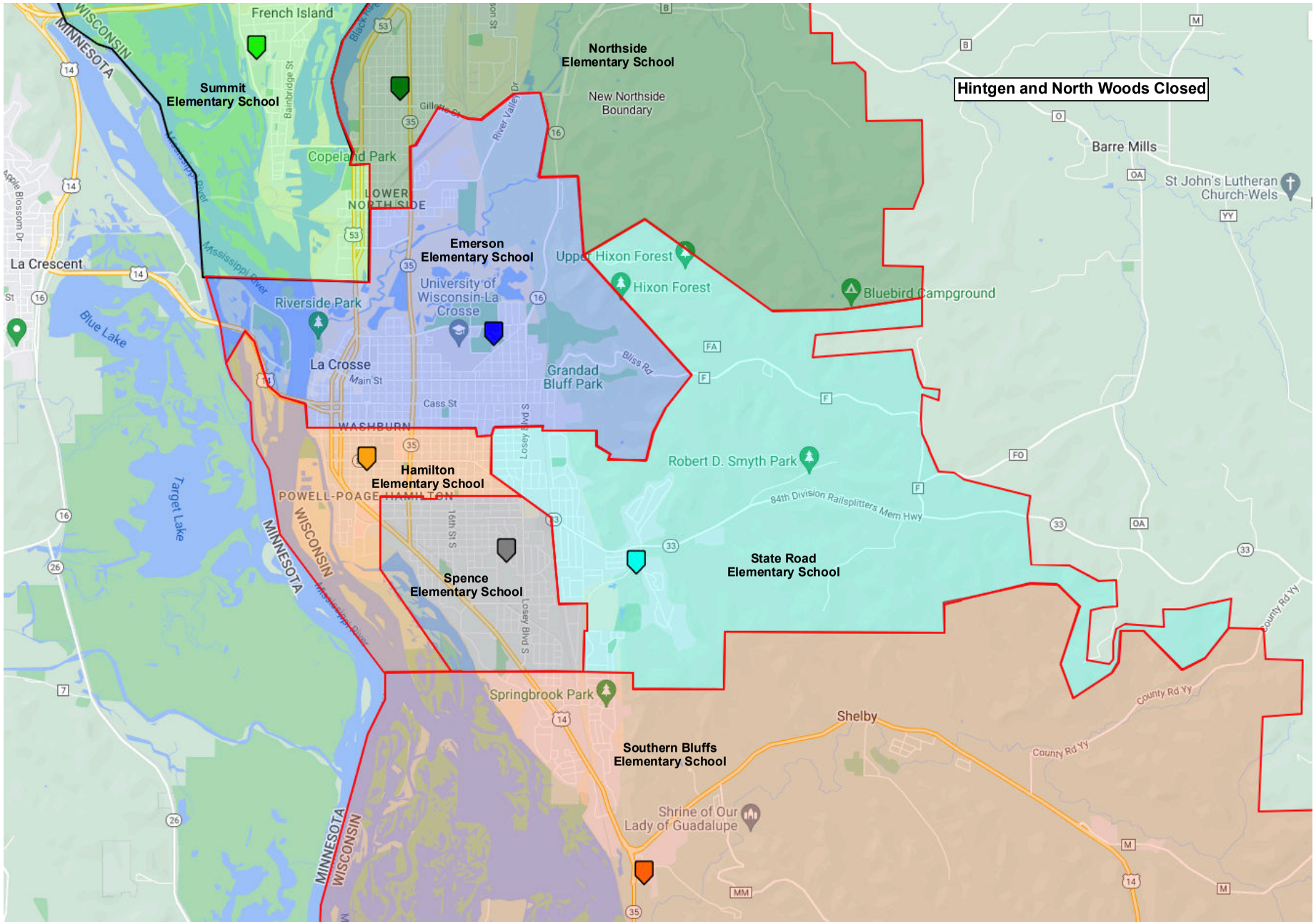
Socioeconomic balance closer to average at Northside, Emerson, Hamilton, State Road, and Southern Bluffs. Overall socioeconomic balance improves, standard deviation improves from 19% to 17%. There is a 20% reduction in bussing required for elementary students.

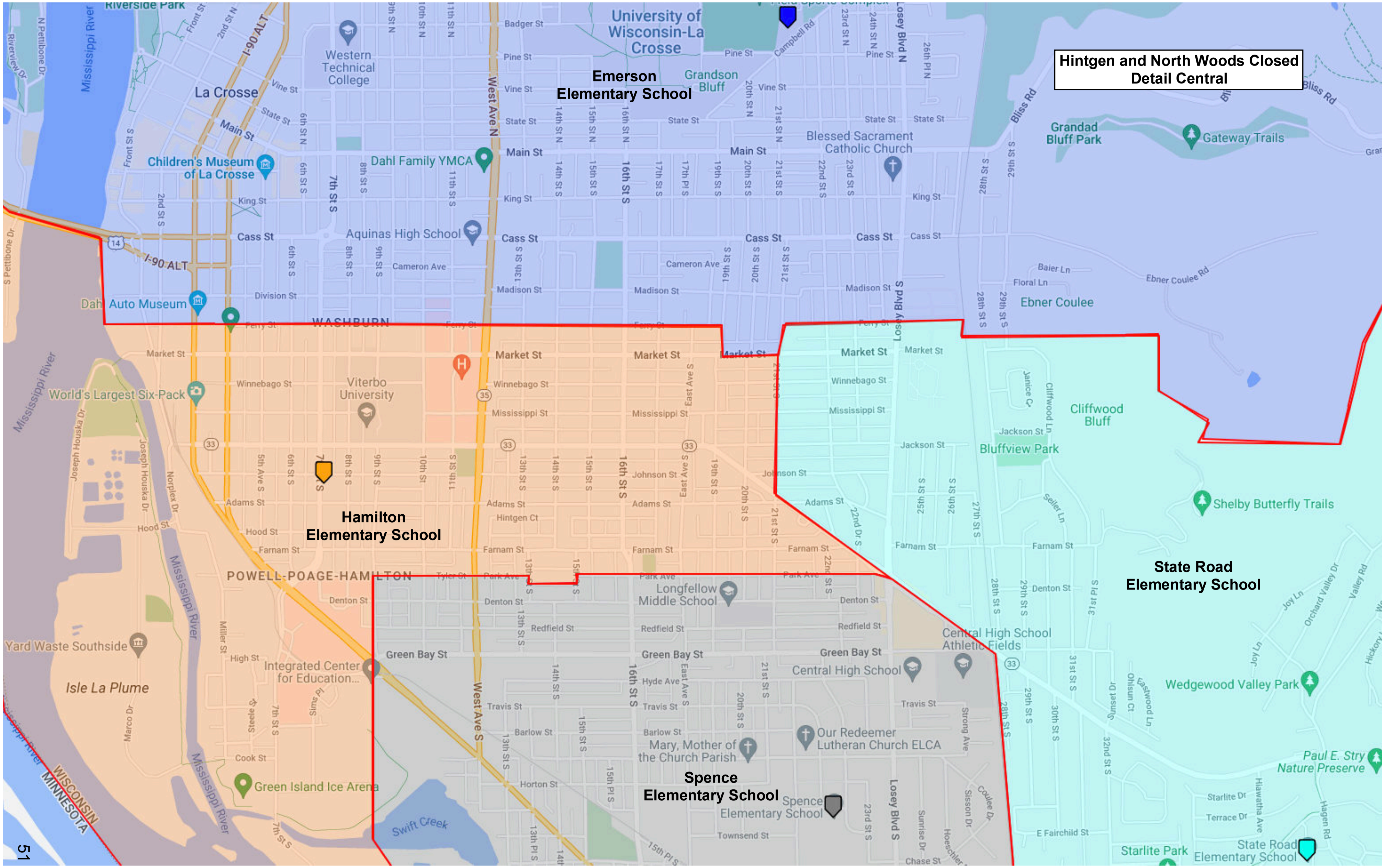
Building Attendance and Socioeconomic Percent Changes

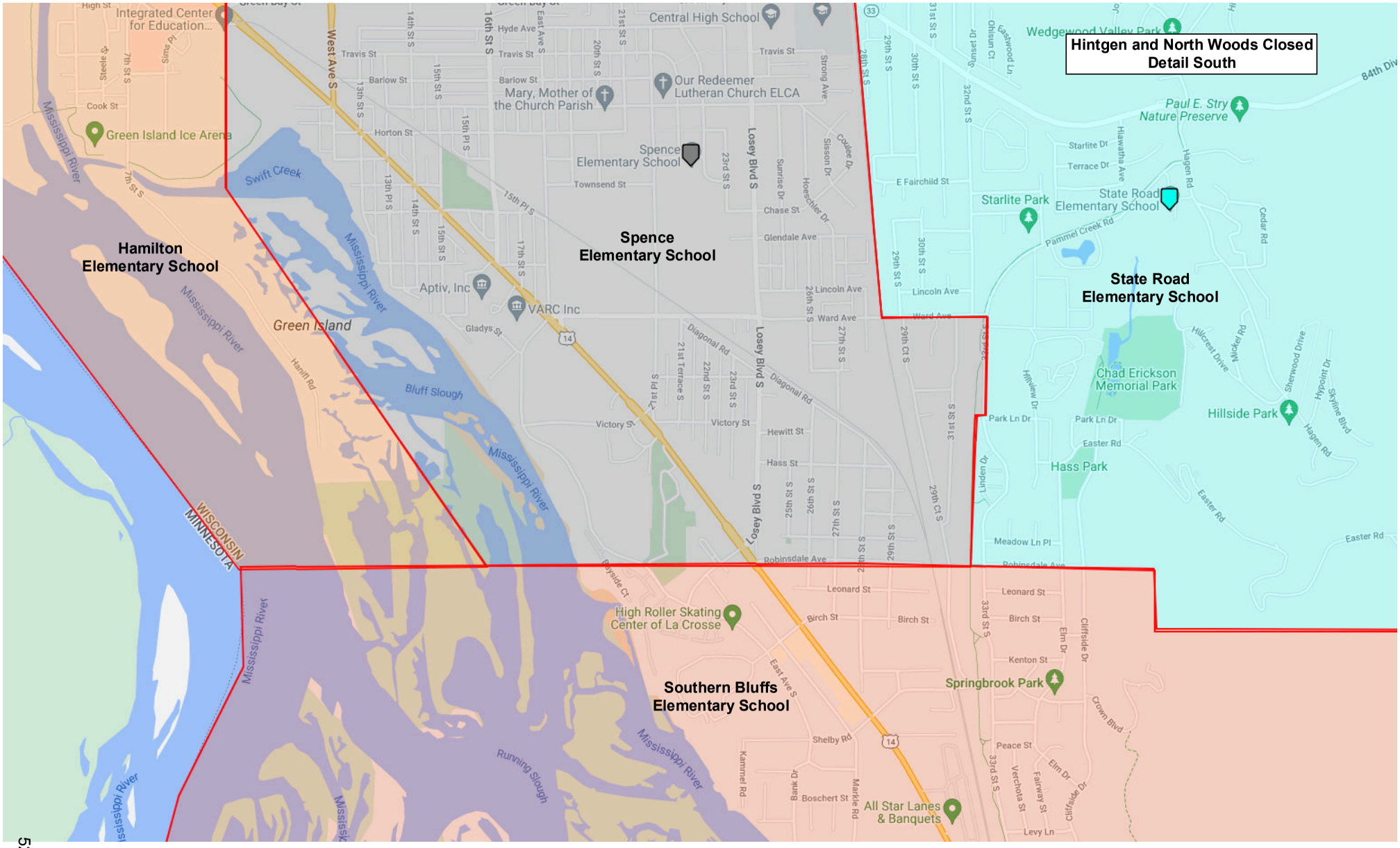
Hintgen & North Woods	Current		New Boundaries		
Building	Current K-5 Enroll.	Econ Dis %	Students Added	New K-5 Enroll.	New Ec Dis %
Emerson	289	31%	96	385	42%
Hamilton/SOTA I	241	84%	38	279	83%
Hintgen	226	69%			
North Woods	264	55%			
Northside/CM	341	78%	91	432	73%
Southern Bluffs	275	32%	79	354	39%
Spence	298	55%	92	390	58%
State Road	282	42%	43	325	45%
Summit	243	53%	5	248	53%
	273	19%		341	17%

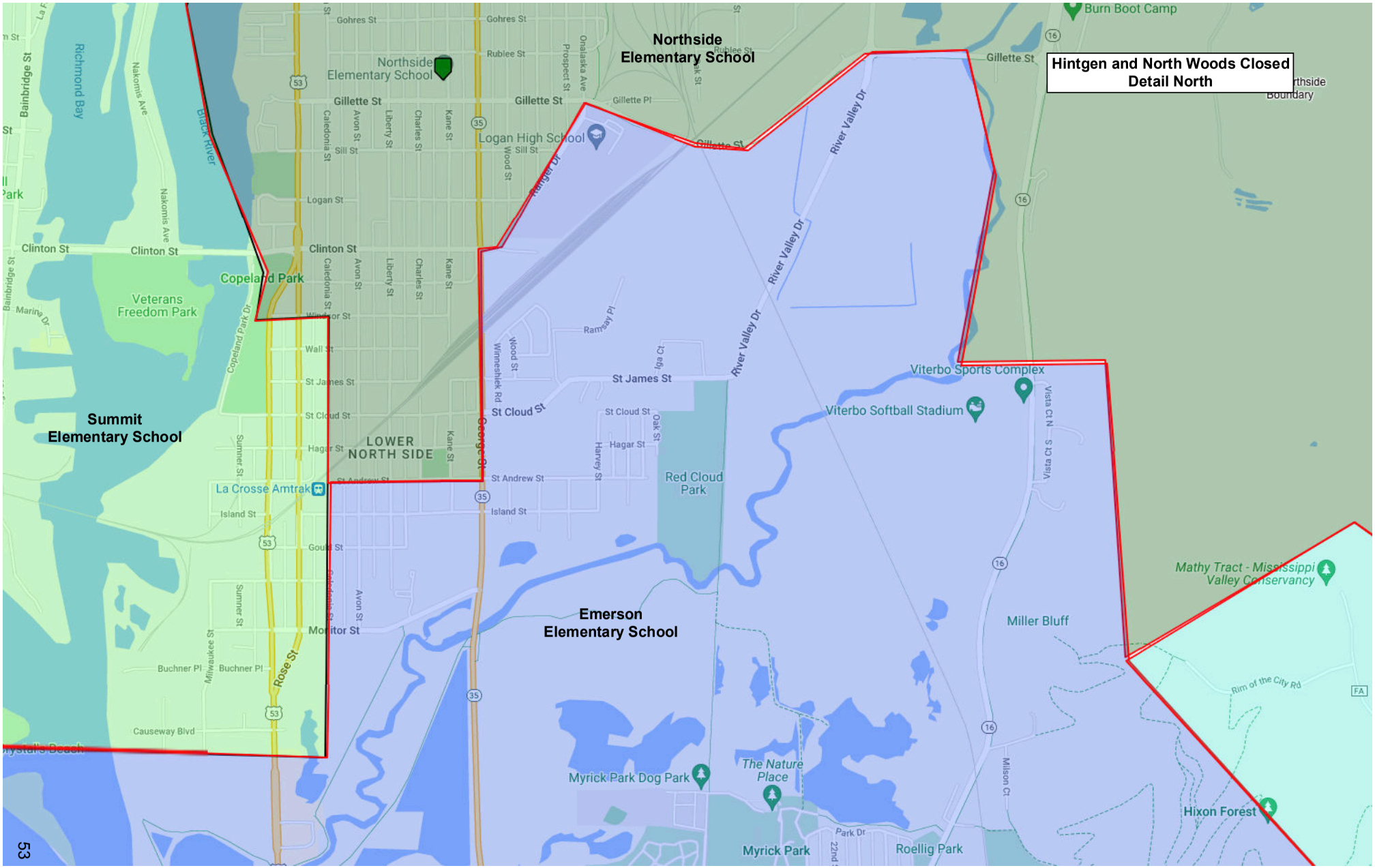

Current Boundaries
Summit Elementary School
French Island
Northside Elementary School
Copeland Park
LOWER NORTH SIDE
North Woods International School
Upper Hixon Forest
Hixon Forest
Bluebird Campground
Barre Mills
St John's Lutheran Church-Wels
Riverside Park
University of Wisconsin-La Crosse
La Crosse
Emerson Elementary School
Grandad Bluff Park
Spence Elementary School
State Road Elementary School
WASHBURN
Hamilton Early Learning Center
POWELL-POAGE-HAMILTON
Robert P. Smyth Park
84th Division Railsplitters Mem Hwy
State Road Elementary School
Spence Elementary School
Hintgen Elementary School
Hintgen Elementary School
Springbrook Park
Shelby
County Rd Yy
Shrine of Our Lady of Guadalupe
Southern Bluffs Elementary School
Blue Lake
Target Lake
Crescent
WISCONSIN
MINNESOTA

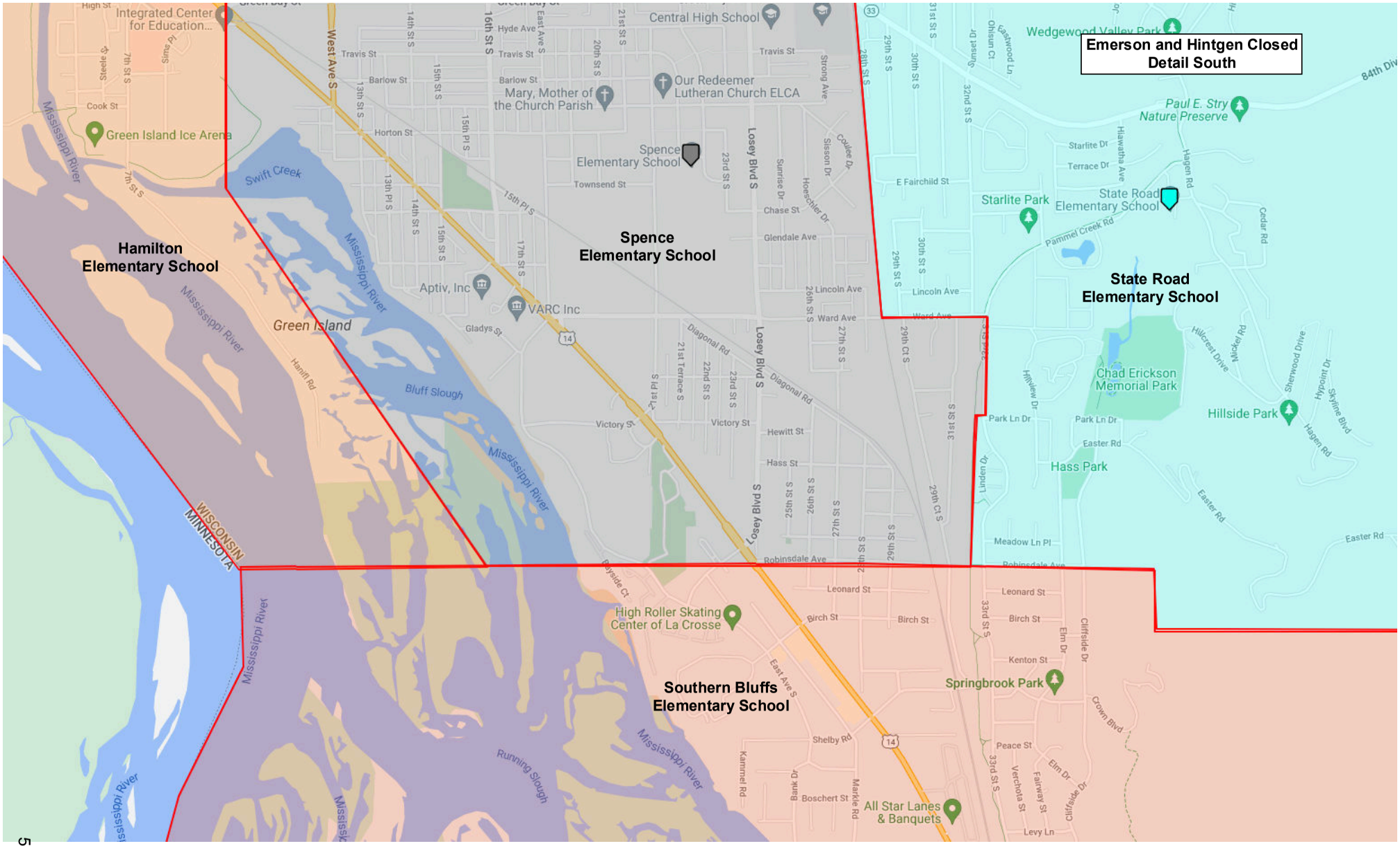

Current Boundary Detail
North Woods Elementary School
Emerson Elementary School
Hamilton Elementary School
Spence Elementary School
State Road Elementary School
Hintgen Elementary School
State Road Elementary School


Summit Elementary School
Northside Elementary School
New Northside Boundary
Hintgen and North Woods Closed
Emerson Elementary School
Hamilton Elementary School
Spence Elementary School
State Road Elementary School
Southern Bluffs Elementary School
French Island
Copeland Park
LOWER NORTH SIDE
La Crescent
Riverside Park
University of Wisconsin-La Crosse
La Crosse
Grandad Bluff Park
WASHBURN
POWELL-POAGE-HAMILTON
Upper Hixon Forest
Hixon Forest
Bluebird Campground
Barre Mills
St John's Lutheran Church-Wels
Robert D. Smyth Park
84th Division Railsplitters Mem Hwy
Springbrook Park
Shelby
Shrine of Our Lady of Guadalupe
Blue Lake
Target Lake
WISCONSIN
MINNESOTA
Mississippi River
Bainbridge St
River Valley Dr
Losey Blvd S
16th St S
Bliss Rd
Main St
Cass St
County Rd Yy


Hintgen and North Woods Closed
Detail Central
Emerson
Elementary School
Hamilton
Elementary School
Spence
Elementary School
State Road
Elementary School
University of Wisconsin-La Crosse
La Crosse
Western Technical College
Viterbo University
Aquinas High School
Longfellow Middle School
Central High School
Dahl Family YMCA
Children's Museum of La Crosse
Grandad Bluff Park
Ebner Coulee
Cliffwood Bluff
Bluffview Park
Shelby Butterfly Trails
Wedgewood Valley Park
Isle La Plume
Mississippi River
WISCONSIN
MINNESOTA


Hintgen and North Woods Closed
Detail South
Hamilton
Elementary School
Spence
Elementary School
State Road
Elementary School
Southern Bluffs
Elementary School
Integrated Center for Education...
Central High School
Wedgewood Valley Park
Paul E. Stry Nature Preserve
Green Island Ice Arena
Mary, Mother of the Church Parish
Our Redeemer Lutheran Church ELCA
Spence Elementary School
Starlite Park
State Road Elementary School
Aptiv, Inc
VARC Inc
Green Island
Chad Erickson Memorial Park
Hillside Park
Hass Park
Springbrook Park
High Roller Skating Center of La Crosse
All Star Lanes & Banquets
Swift Creek
Bluff Slough
Running Slough
Mississippi River
WISCONSIN
MINNESOTA
West Ave S
Losey Blvd S
Diagonal Rd
Hamlin Rd
Pammel Creek Rd
Hagen Rd
Easter Rd
Cook St
Horton St
Barlow St
Townsend St
Glendale Ave
Chase St
Lincoln Ave
Ward Ave
Hewitt St
Hass St
Robinsdale Ave
Leonard St
Birch St
Kenton St
Peace St
Meadow Ln Pl
Park Ln Dr
Starlite Dr
Terrace Dr
E Fairchild St
Shelby Rd
Boschert St
Levy Ln
Travis St
Hyde Ave
Gladys St
Victory St
Lincoln Ave
Cliffside Dr
Crown Blvd
Elm Dr
Fairway St
Verchota St
Kammel Rd
Markle Rd
Bank Dr
Bayside Ct
Meadow Ln Pl
Hillcrest Drive
Nickel Rd
Sherwood Drive
Hypoint Dr
Skyline Blvd
Cedar Rd
Hiawatha Ave
Sunset Dr
Ohlsun Ct
Eastwood Ln
Lunden Dr
Hmview Dr
Coulee Dr
Sisson Dr
Sunrise Dr
Hoeschler Dr
Strong Ave
Steele St
Sims Pl
Swift Creek
14th St S
15th St S
16th St S
17th St S
20th St S
21st St S
22nd St S
23rd St S
25th St S
26th St S
27th St S
28th St S
29th St S
30th St S
31st St S
32nd St S
33rd St S
13th St S
15th Pl S
13th Pl S
14th Pl S
21st Pl S
21st Terrace S
29th Ct S
84th Div


Hintgen and North Woods Closed
Detail North
Northside
Elementary School
Summit
Elementary School
Emerson
Elementary School
Burn Boot Camp
Northside
Elementary School
Logan High School
Copeland Park
Veterans
Freedom Park
LOWER
NORTH SIDE
La Crosse Amtrak
Red Cloud
Park
Viterbo Sports Complex
Viterbo Softball Stadium
Miller Bluff
Mathy Tract - Mississippi
Valley Conservancy
The Nature
Place
Myrick Park Dog Park
Myrick Park
Roellig Park
Hixon Forest
Gillette St
Clinton St
St Cloud St
St James St
Hagar St
Island St
Monitor St
Buchner Pl
Causeway Blvd
Rose St
George St
River Valley Dr
Ranger Dr
Rim of the City Rd
Park Dr
Milson Ct
Vista Ct N
Vista Ct S
Oak St
Harvey St
Ramsay Pl
Iga Ct
Wood St
Winneshiek Rd
Logan St
Sill St
Rublee St
Gohres St
Gillette Pl
Prospect St
Onalaska Ave
Caledonia St
Avon St
Liberty St
Charles St
Kane St
Windsor St
Wall St
Summer St
Milwaukee St
Bainbridge St
Richmond Bay
Nakomis Ave
Black River
Marina Dr
Copeland Park Dr
St Andrew St
Goulo St
Boundary


Emerson and Hintgen Closed Detail South
Hamilton Elementary School
Spence Elementary School
State Road Elementary School
Southern Bluffs Elementary School
Integrated Center for Education...
Central High School
Wedgewood Valley Park
Green Island Ice Arena
Mary, Mother of the Church Parish
Our Redeemer Lutheran Church ELCA
Spence Elementary School
Paul E. Stry Nature Preserve
Starlite Park
State Road Elementary School
Aptiv, Inc
VARC Inc
Green Island
Chad Erickson Memorial Park
Hillside Park
Hass Park
High Roller Skating Center of La Crosse
Springbrook Park
All Star Lanes & Banquets
Swift Creek
Bluff Slough
Running Slough
Mississippi River
WISCONSIN
MINNESOTA
West Ave S
Losey Blvd S
Diagonal Rd
Travis St
Barlow St
Horton St
Townsend St
Glendale Ave
Lincoln Ave
Ward Ave
Victory St
Hewitt St
Hass St
Robinsdale Ave
Leonard St
Birch St
Kenton St
Peace St
Meadow Ln Pl
Easter Rd
Park Ln Dr
E Fairchild St
Pammel Creek Rd
Starlite Dr
Terrace Dr
Hillcrest Drive
Sherwood Drive
Hypoint Dr
Skyline Blvd
Hagen Rd
Cedar Rd
Nickel Rd
Hamlin Rd
Gladys St
Shelby Rd
Boschert St
Levy Ln
Cliffside Dr
Crown Blvd
Elm Dr
Fairway St
Verchota St
Kammel Rd
Marble Rd
Bank Dr
Bayside Ct
Meadow Ln
Sunset Dr
Ohlsun Ct
Eastwood Ln
Sisson Dr
Sunrise Dr
Hoeschler Dr
Coulee Dr
Strong Ave
Hyde Ave
East Ave S
Steele St
Cook St
Swift Pl
Hiawatha Ave
Lunden Dr
Hillview Dr
14
33

Spence and North Woods 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 North Woods 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 southern portion of North Woods' attendance area is assigned to Emerson (south of Gillette St.) which creates more socioeconomic balance and reduces bussing. (2, 3a, 3b, 3c, 4)
- The northern portion of North Woods' attendance area is assigned to Northside which creates more socioeconomic balance. (2b, 4)

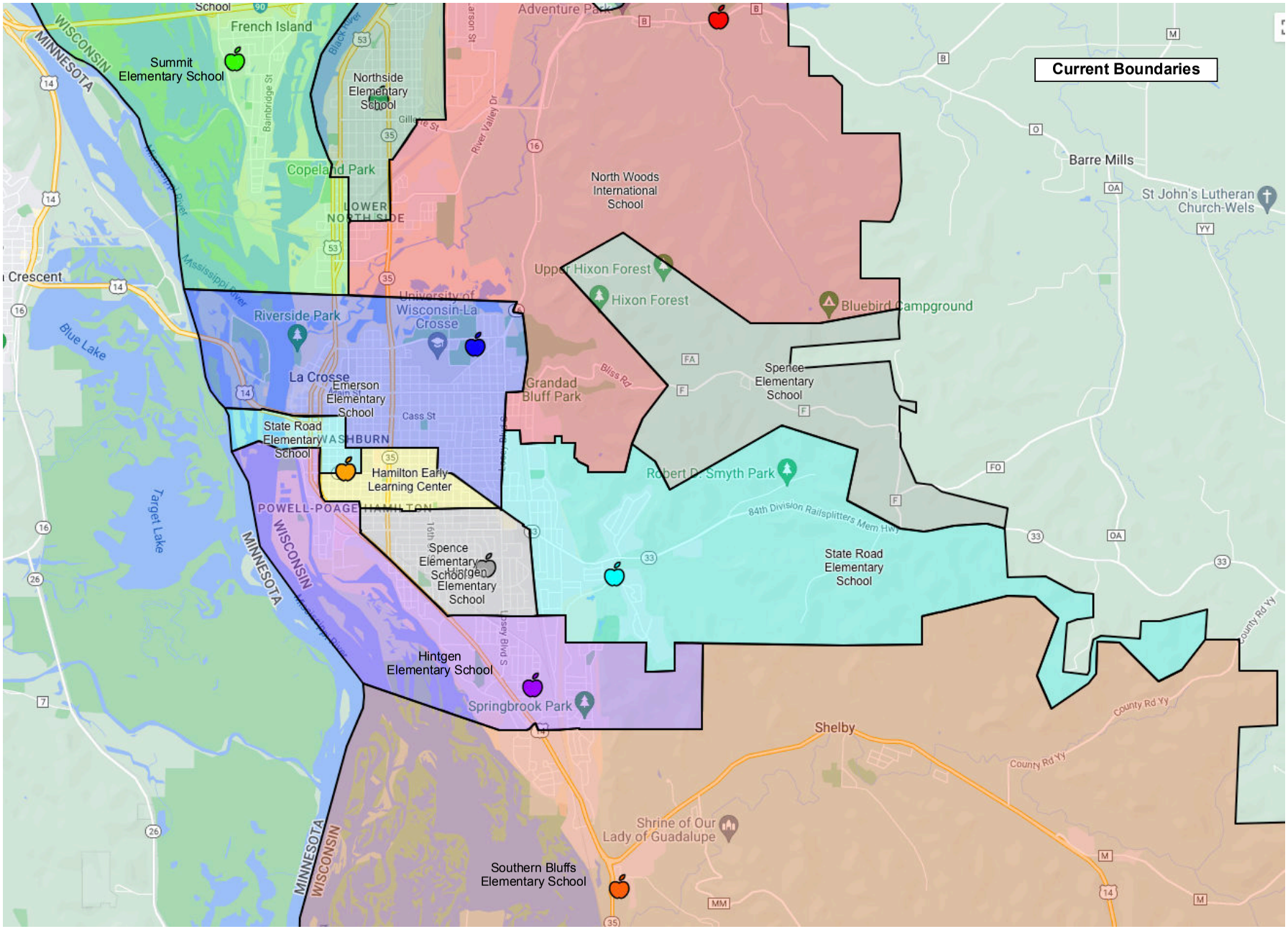
If Spence were closed and boundaries redrawn, the following were considered in the provided option:

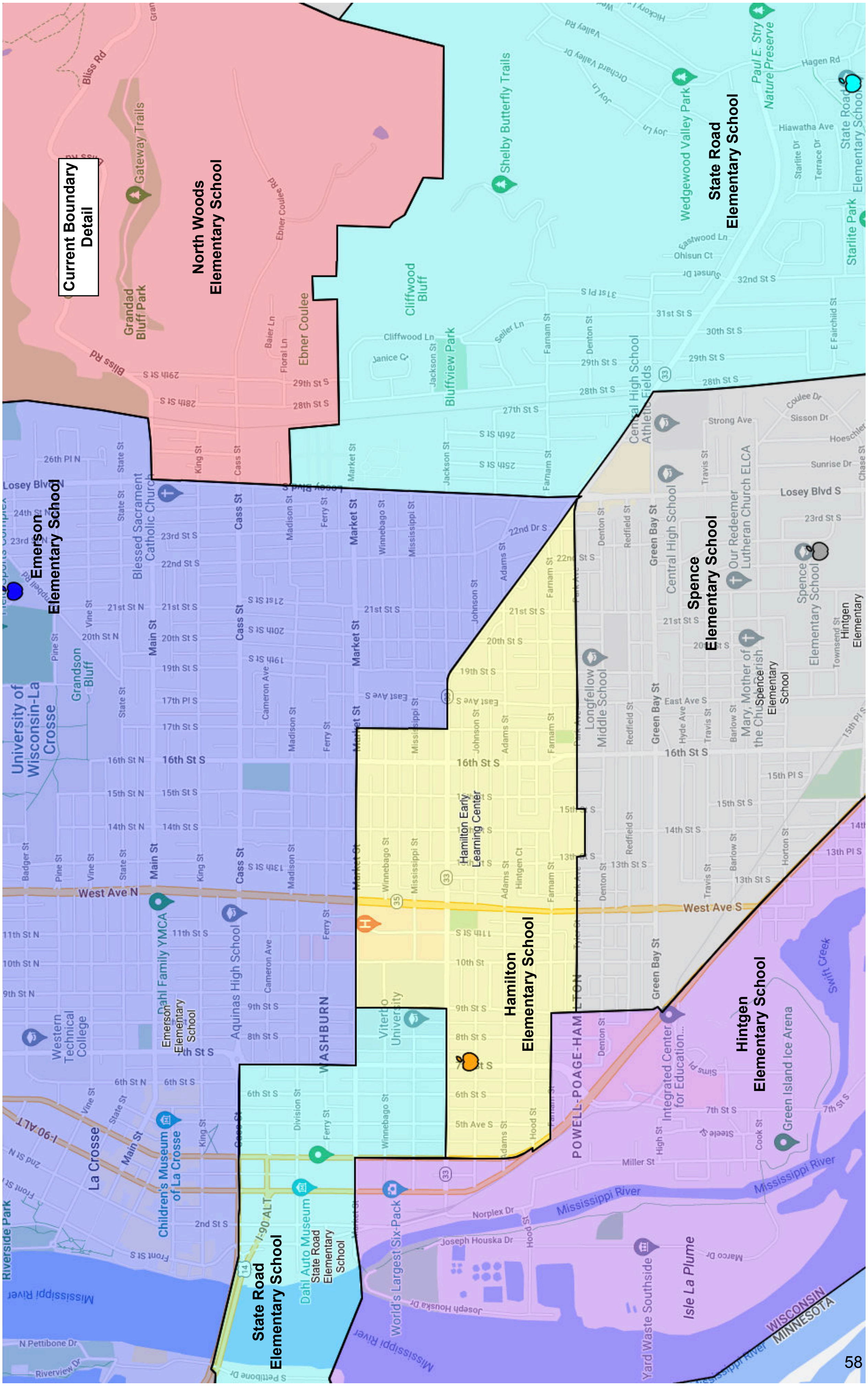
- The Spence attendance island is assigned to State Road to eliminate attendance islands. (3a)
- The northern portion of Spence is assigned to Hamilton to use natural boundaries and creates more socioeconomic balance. (3b, 4)
- The southwestern portion of Spence is assigned to Hintgen to use natural boundaries. (3b)
- The southeastern portion of Spence is assigned to State Road to use natural boundaries and creates more socioeconomic balance. (3b, 4)

Socioeconomic balance closer to average at Northside, Emerson, Hamilton, and Hintgen. Overall, socioeconomic balance remains the same, standard deviation stays the same at 19%. There is a 20% reduction in bussing required for elementary students.

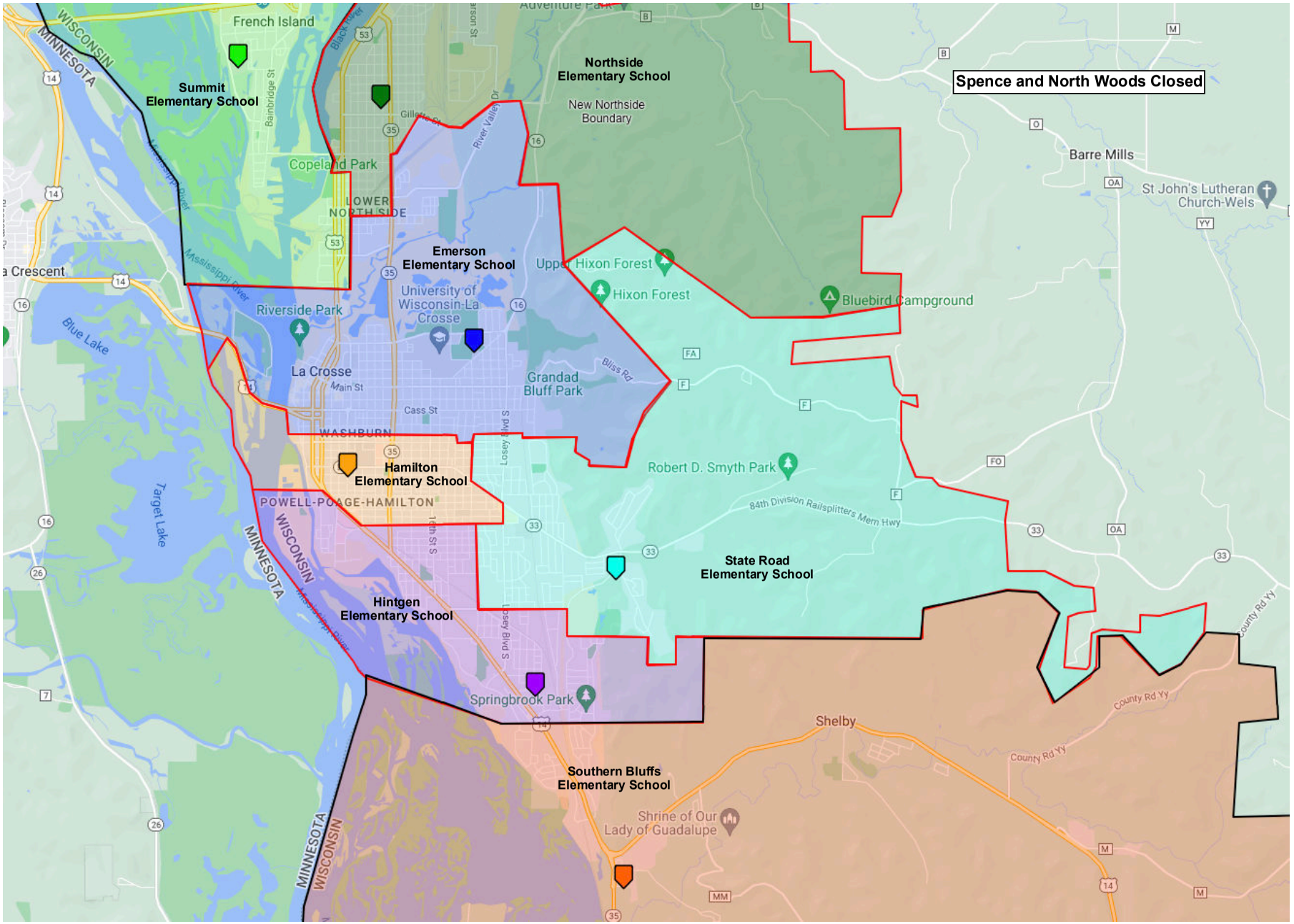
Building Attendance and Socioeconomic Percent Changes

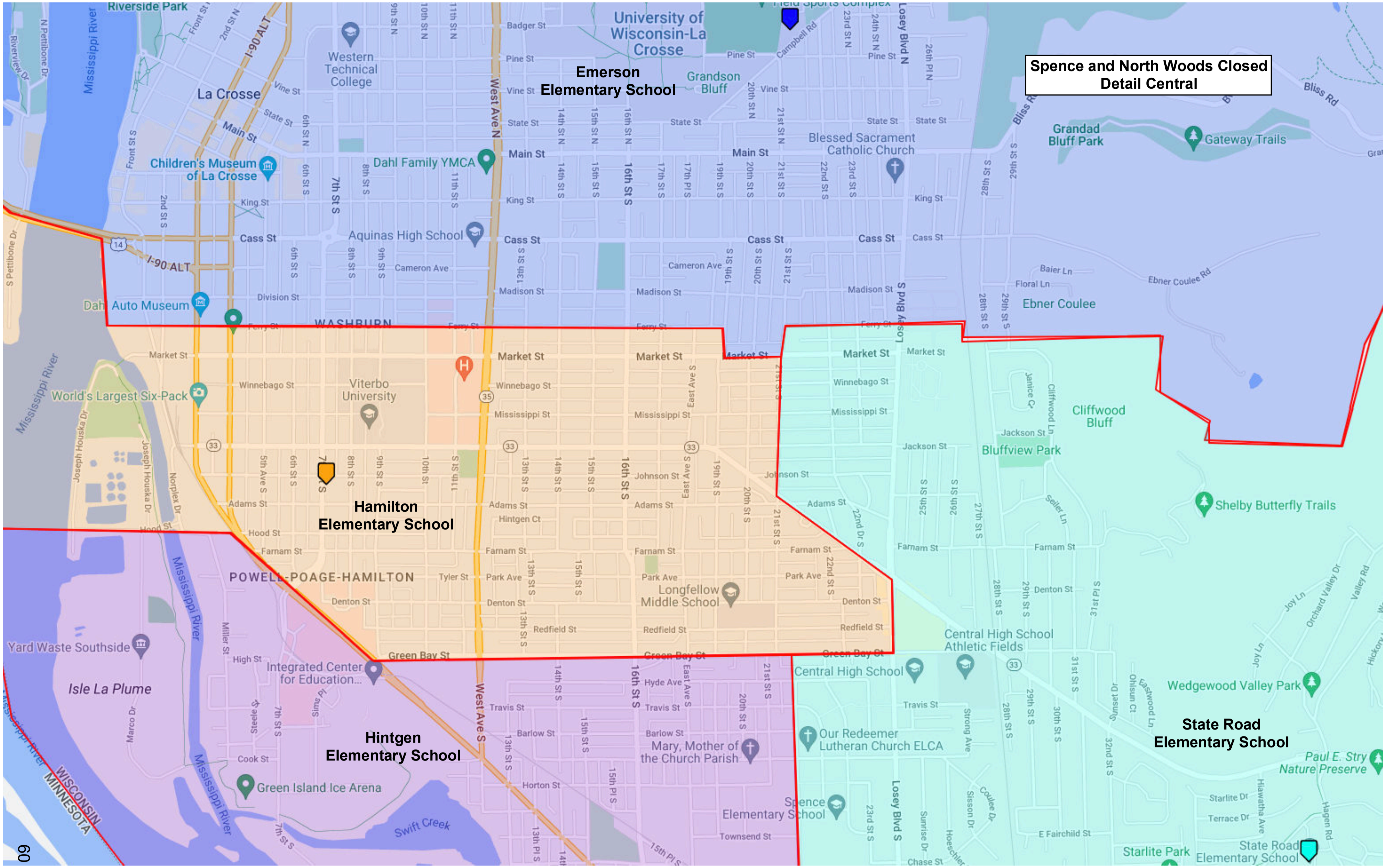
North Woods & Spence	Current		New Boundaries		
Building	Current K-5 Enroll.	Econ Dis %	Students Added	New K-5 Enroll.	New Ec Dis %
Emerson	289	31%	111	400	42%
Hamilton/SOTA I	241	84%	93	334	82%
Hintgen	226	69%	94	320	65%
North Woods	264	55%			
Northside/CM	341	78%	92	433	73%
Southern Bluffs	275	32%	18	293	32%
Spence	298	55%			
State Road	282	42%	77	359	40%
Summit	243	53%	5	248	52%
	273	19%		341	19%

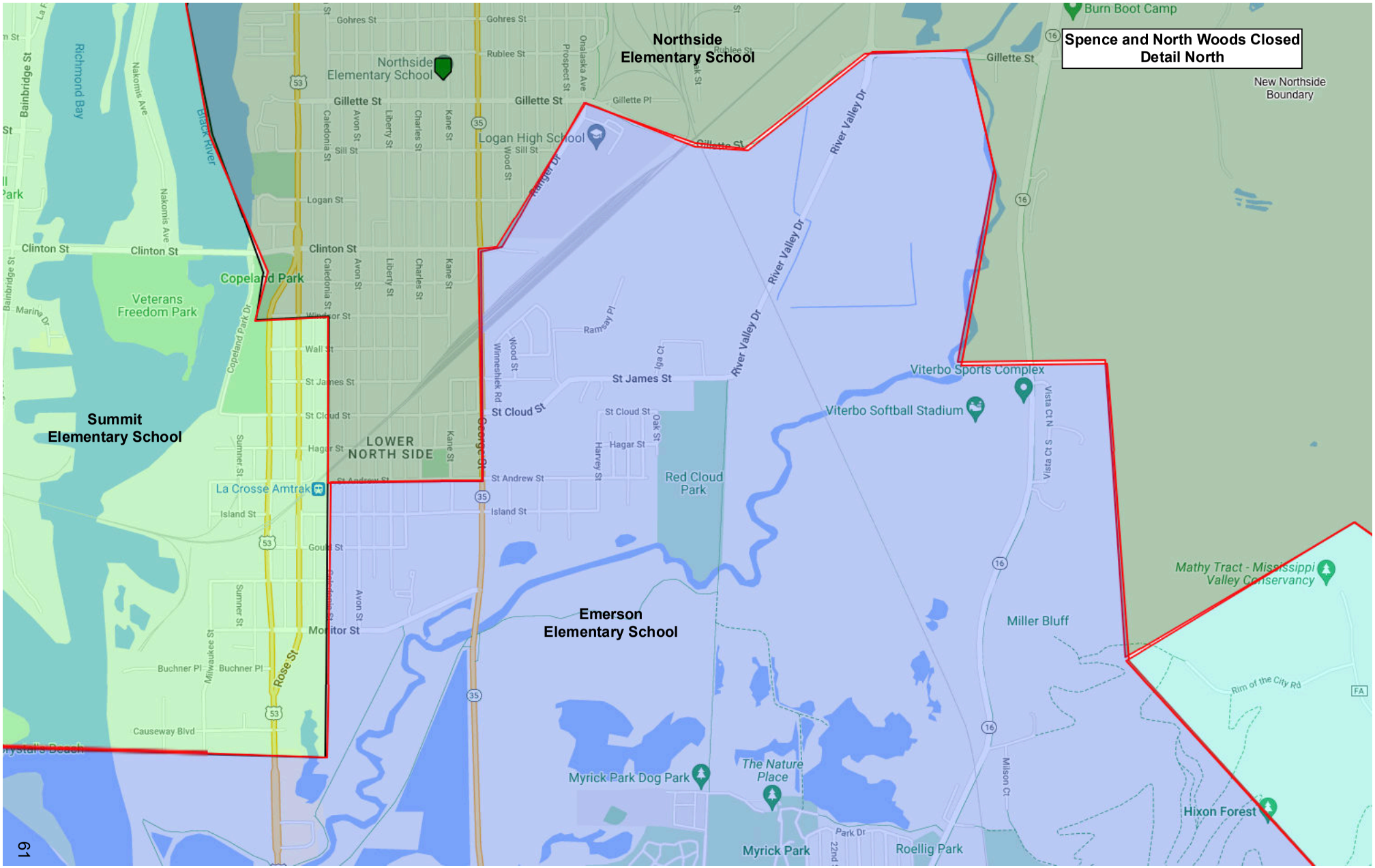

Current Boundaries
Summit Elementary School
French Island
Northside Elementary School
Copeland Park
LOWER NORTH SIDE
North Woods International School
Upper Hixon Forest
Hixon Forest
Bluebird Campground
Barre Mills
St John's Lutheran Church-Wels
Riverside Park
University of Wisconsin-La Crosse
La Crosse
Emerson Elementary School
Grandad Bluff Park
Spence Elementary School
State Road Elementary School
WASHBURN
Hamilton Early Learning Center
POWELL-POAGE-HAMILTON
Robert P. Smyth Park
84th Division Railsplitters Mem Hwy
State Road Elementary School
Spence Elementary School
Hintgen Elementary School
Hintgen Elementary School
Springbrook Park
Shelby
County Rd Yy
Shrine of Our Lady of Guadalupe
Southern Bluffs Elementary School
Blue Lake
Target Lake
Crescent
WISCONSIN
MINNESOTA



Current Boundary Detail
North Woods Elementary School
Emerson Elementary School
State Road Elementary School
Hamilton Elementary School
Spence Elementary School
Hintgen Elementary School


Spence and North Woods Closed
Summit Elementary School
Northside Elementary School
New Northside Boundary
Emerson Elementary School
Hamilton Elementary School
Hintgen Elementary School
State Road Elementary School
Southern Bluffs Elementary School
French Island
Copeland Park
LOWER NORTH SIDE
Riverside Park
University of Wisconsin-La Crosse
La Crosse
Grandad Bluff Park
WASHBURN
POWELL-POAGE-HAMILTON
Springbrook Park
Robert D. Smyth Park
Upper Hixon Forest
Hixon Forest
Bluebird Campground
Barre Mills
St John's Lutheran Church-Wels
Shelby
Shrine of Our Lady of Guadalupe
Blue Lake
Target Lake
WISCONSIN
MINNESOTA
Mississippi River
Main St
Cass St
Bliss Rd
84th Division Railsplitters Mem Hwy
County Rd Yy


Spence and North Woods Closed
Detail Central
Emerson
Elementary School
Hamilton
Elementary School
Hintgen
Elementary School
State Road
Elementary School
Spence
Elementary School
State Road
Elementary School
Longfellow
Middle School
Central High School
Aquinas High School
Viterbo
University
University of
Wisconsin-La
Crosse
Western
Technical
College
La Crosse
Mississippi River
Isle La Plume
WISCONSIN
MINNESOTA
West Ave N
West Ave S
Losey Blvd N
Losey Blvd S
WASHBURN
POWELL-POAGE-HAMILTON


Spence and North Woods Closed Detail North
New Northside Boundary
Northside Elementary School
Summit Elementary School
Emerson Elementary School
Burn Boot Camp
Gillette St
Logan High School
Clinton St
Copeland Park
Veterans Freedom Park
LOWER NORTH SIDE
St Cloud St
St James St
Viterbo Sports Complex
Viterbo Softball Stadium
Red Cloud Park
La Crosse Amtrak
Island St
Monitor St
Rose St
George St
River Valley Dr
Ranger Dr
Mathy Tract - Mississippi Valley Conservancy
Miller Bluff
Rim of the City Rd
Myrick Park Dog Park
The Nature Place
Myrick Park
Roellig Park
Hixon Forest
Causeway Blvd
Buchner Pl
Richmond Bay
Black River

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:

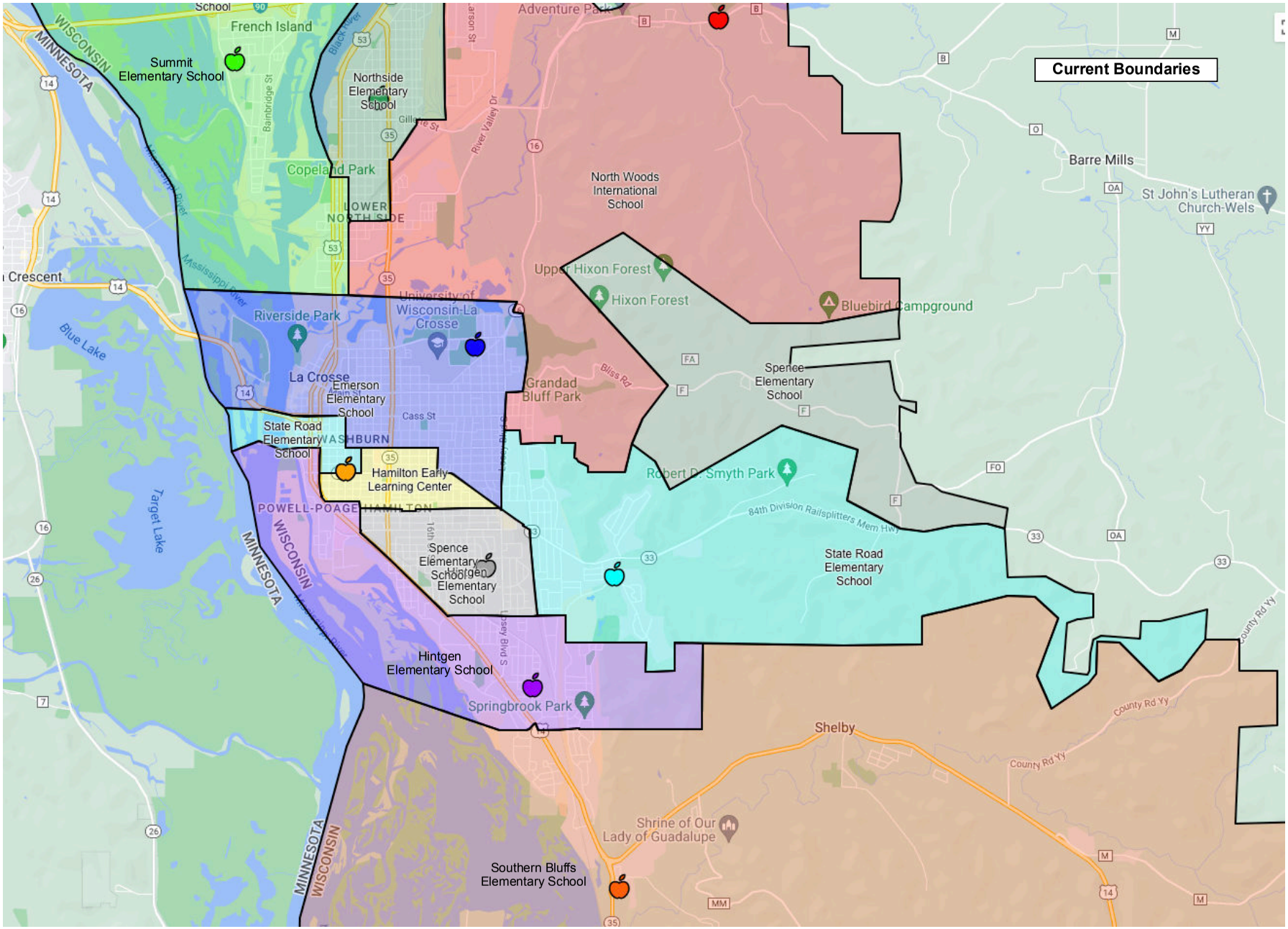
- A section of the current Emerson attendance area south of Ferry St. is assigned to Hamilton which aligns with secondary boundaries and creates more socioeconomic balance. (1, 4)
- A section of the current Emerson attendance area south of Ferry St. is assigned to State Road which aligns with secondary 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)

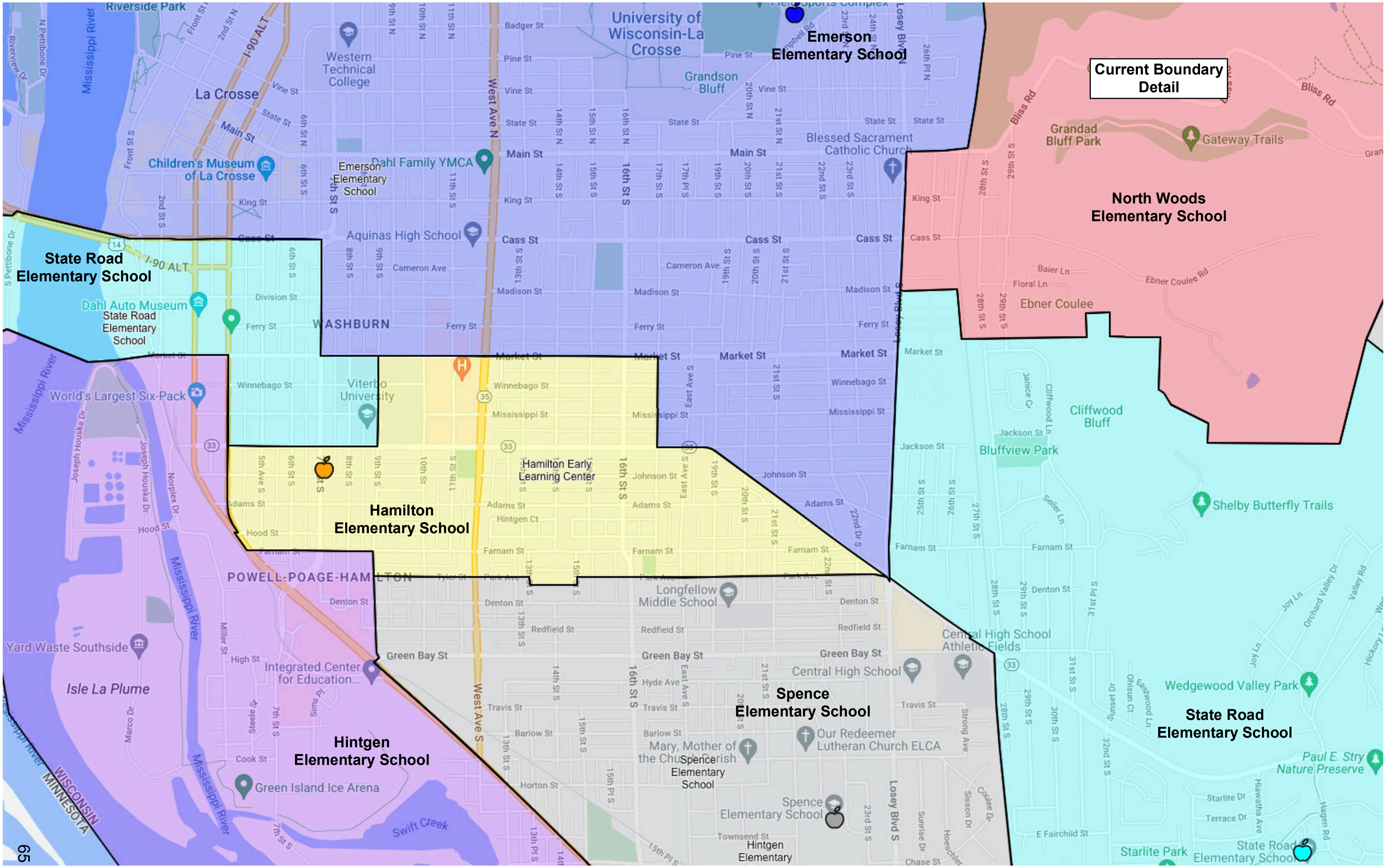
If Hintgen were closed and boundaries redrawn, the following were considered in the provided option:

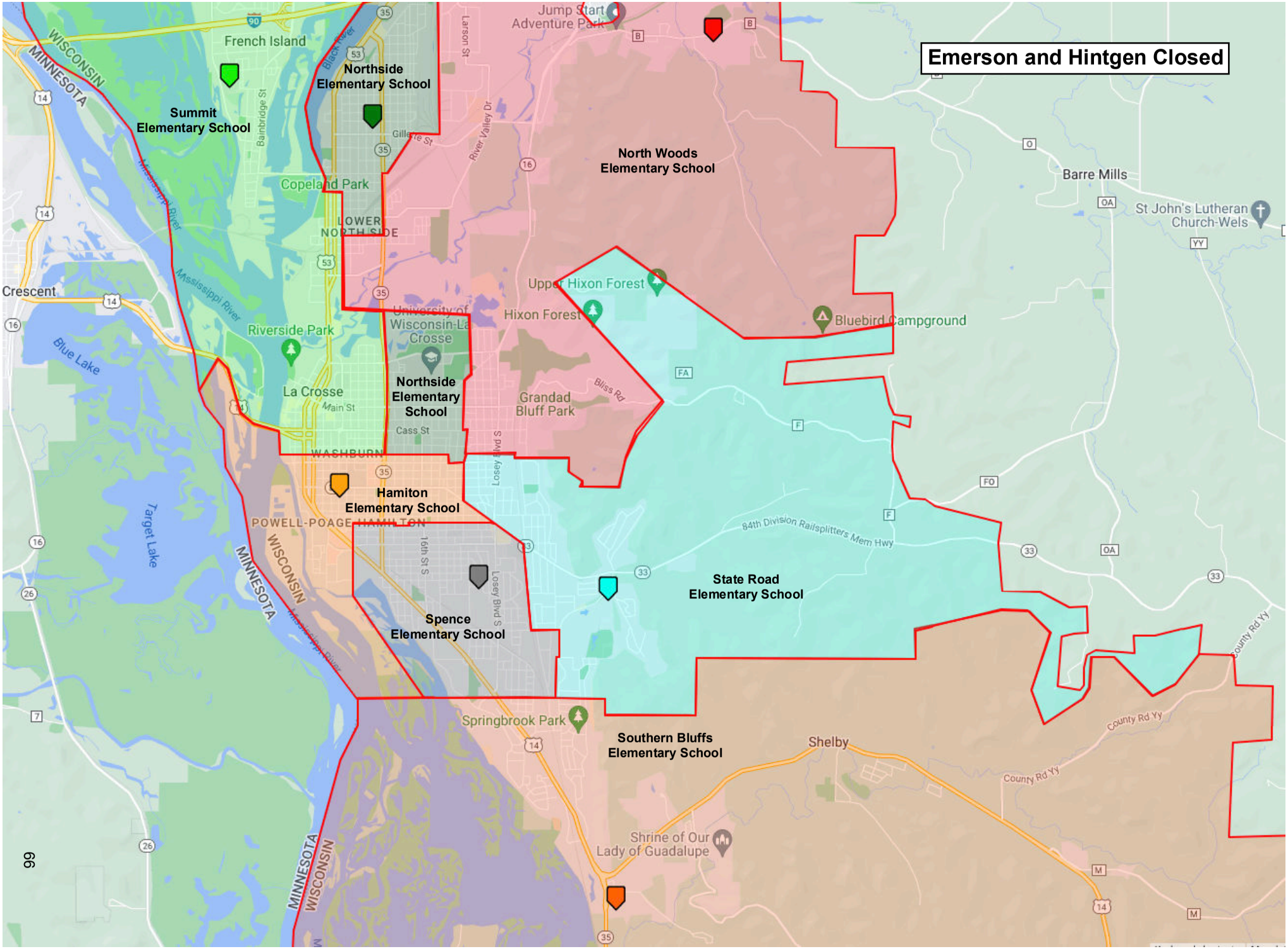
- The Spence attendance island is assigned to State Road to eliminate attendance islands. (3a)
- The northwestern portion of the Hintgen boundary is assigned to Hamilton using natural boundaries. (3b)
- The northern portion of the Hintgen boundary is assigned to Spence using natural boundaries. (3b)
- 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)

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	Current		New Boundaries		
Building	Current 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%


Current Boundaries
Summit Elementary School
French Island
Northside Elementary School
Copeland Park
LOWER NORTH SIDE
North Woods International School
Upper Hixon Forest
Hixon Forest
Bluebird Campground
Barre Mills
St John's Lutheran Church-Wels
Riverside Park
University of Wisconsin-La Crosse
La Crosse
Emerson Elementary School
Grandad Bluff Park
Spence Elementary School
State Road Elementary School
WASHBURN
Hamilton Early Learning Center
POWELL-POAGE-HAMILTON
Robert P. Smyth Park
84th Division Railsplitters Mem Hwy
State Road Elementary School
Spence Elementary School
Hintgen Elementary School
Hintgen Elementary School
Springbrook Park
Shelby
County Rd Yy
Shrine of Our Lady of Guadalupe
Southern Bluffs Elementary School
Blue Lake
Target Lake
Crescent
WISCONSIN
MINNESOTA


Current Boundary Detail
North Woods Elementary School
Emerson Elementary School
State Road Elementary School
Hamilton Elementary School
Spence Elementary School
Hintgen Elementary School
State Road Elementary School
University of Wisconsin-La Crosse
La Crosse
Western Technical College
Aquinas High School
Viterbo University
Hamilton Early Learning Center
Longfellow Middle School
Central High School
Integrated Center for Education...
Grandad Bluff Park
Gateway Trails
Ebner Coulee
Cliffwood Bluff
Bluffview Park
Shelby Butterfly Trails
Wedgewood Valley Park
Paul E. Stry Nature Preserve
Starlite Park
Isle La Plume
Green Island Ice Arena
WASHBURN
POWELL-POAGE-HAMILTON
Mississippi River
WISCONSIN
MINNESOTA


Emerson and Hintgen Closed
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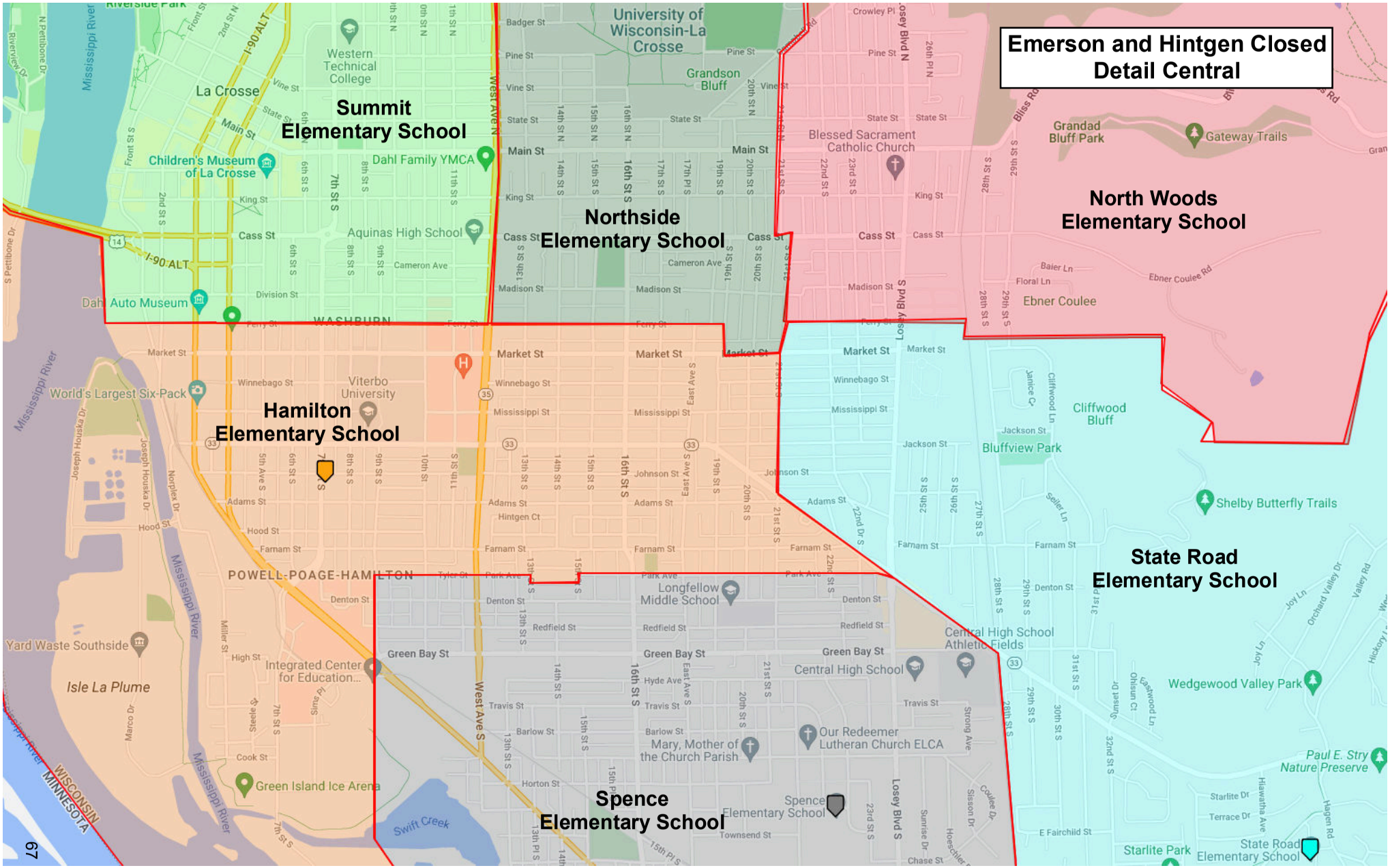
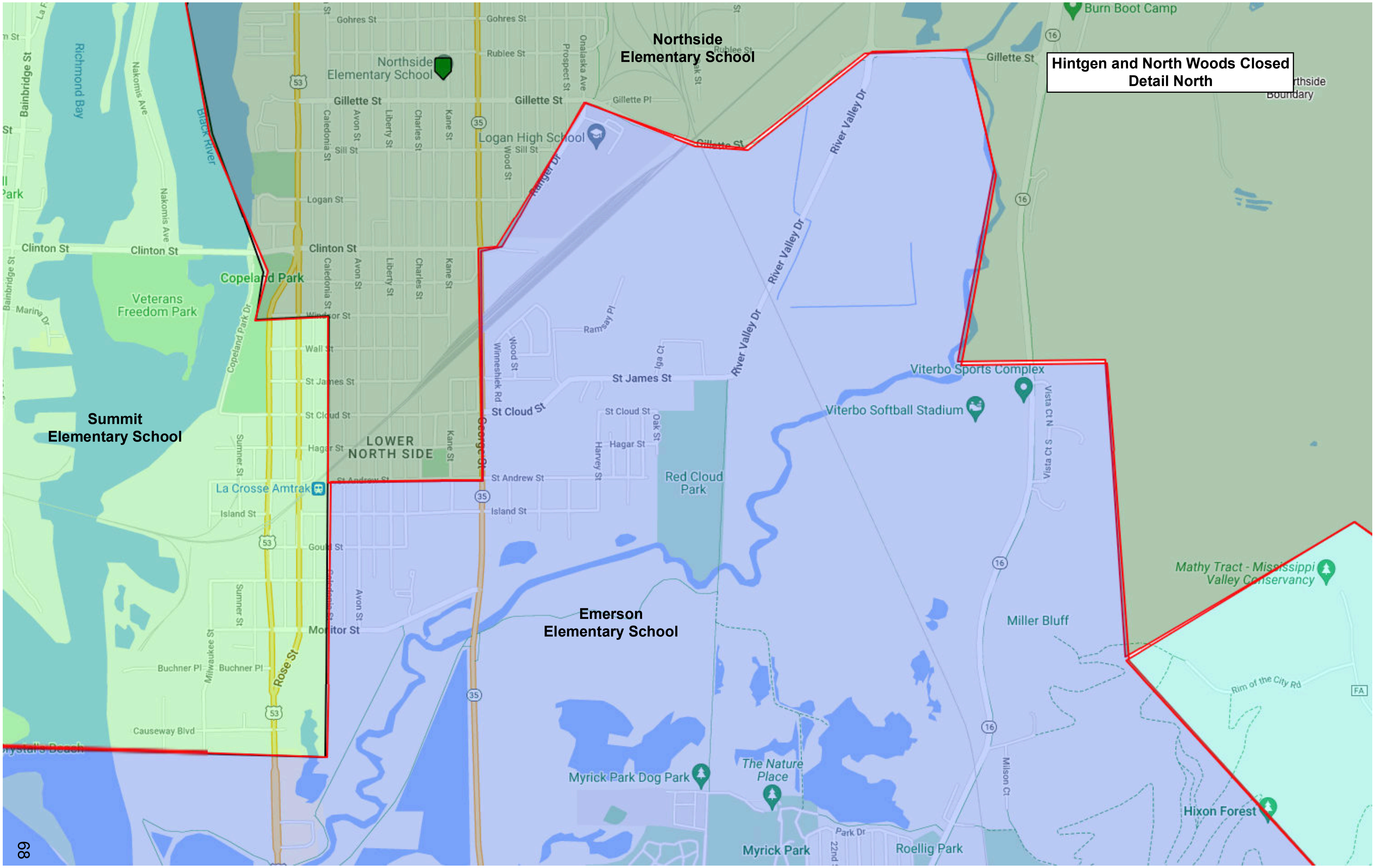
Northside Elementary School
North Woods Elementary School
Northside Elementary School
Hamiton Elementary School
Spence Elementary School
State Road Elementary School
Southern Bluffs Elementary School
French Island
Copeland Park
LOWER NORTH SIDE
Crescent
Riverside Park
La Crosse
Blue Lake
Target Lake
Mississippi River
WISCONSIN
MINNESOTA
Jump Start Adventure Park
Upper Hixon Forest
Hixon Forest
Bluebird Campground
Grandad Bluff Park
Barre Mills
St John's Lutheran Church-Wels
University of Wisconsin-La Crosse
WASHBURN
POWELL-POAGE-HAMILTON
Springbrook Park
Shelby
Shrine of Our Lady of Guadalupe
84th Division Railsplitters Mem Hwy
Bainbridge St
Gillette St
River Valley Dr
Larson St
Main St
Cass St
Bliss Rd
16th St S
Losey Blvd S
County Rd Yy


Emerson and Hintgen Closed
Detail Central
Summit
Elementary School
Northside
Elementary School
North Woods
Elementary School
Hamilton
Elementary School
State Road
Elementary School
Spence
Elementary School
La Crosse
Western Technical College
University of Wisconsin-La Crosse
Grandson Bluff
Blessed Sacrament Catholic Church
Grandad Bluff Park
Gateway Trails
Children's Museum of La Crosse
Dahl Family YMCA
Aquinas High School
Dahl Auto Museum
Viterbo University
World's Largest Six-Pack
Cliffwood Bluff
Bluffview Park
Shelby Butterfly Trails
Longfellow Middle School
Central High School
Central High School Athletic Fields
Wedgewood Valley Park
Yard Waste Southside
Isle La Plume
Integrated Center for Education...
Green Island Ice Arena
Swift Creek
Our Redeemer Lutheran Church ELCA
Mary, Mother of the Church Parish
Paul E. Stry Nature Preserve
Starlite Park
State Road Elementary School
Ebner Coulee
POWELL-POAGE-HAMILTON
WISCONSIN
MINNESOTA
Mississippi River
I-90 ALT
West Ave S
16th St S
7th St S



Hintgen and North Woods Closed
Detail North
Northside
Elementary School
Summit
Elementary School
Emerson
Elementary School
Northside Elementary School
Logan High School
Copeland Park
Veterans Freedom Park
Richmond Bay
Black River
LOWER NORTH SIDE
La Crosse Amtrak
Red Cloud Park
Viterbo Sports Complex
Viterbo Softball Stadium
Miller Bluff
Mathy Tract - Mississippi Valley Conservancy
Hixon Forest
Myrick Park Dog Park
The Nature Place
Myrick Park
Roellig Park
Burn Boot Camp
River Valley Dr
St James St
St Cloud St
George St
Rose St
Gillette St
Clinton St

Emerson and Spence Closure

Boundary Creation Considerations

General Principles

5. Align elementary boundaries with the secondary boundaries (Ferry St.)
6. Limit disruption to existing boundaries
7. Keep communities together
    a. Eliminate attendance islands
    b. Use natural boundaries
    c. Reduce bussing
8. Try to naturally create socioeconomic balance

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

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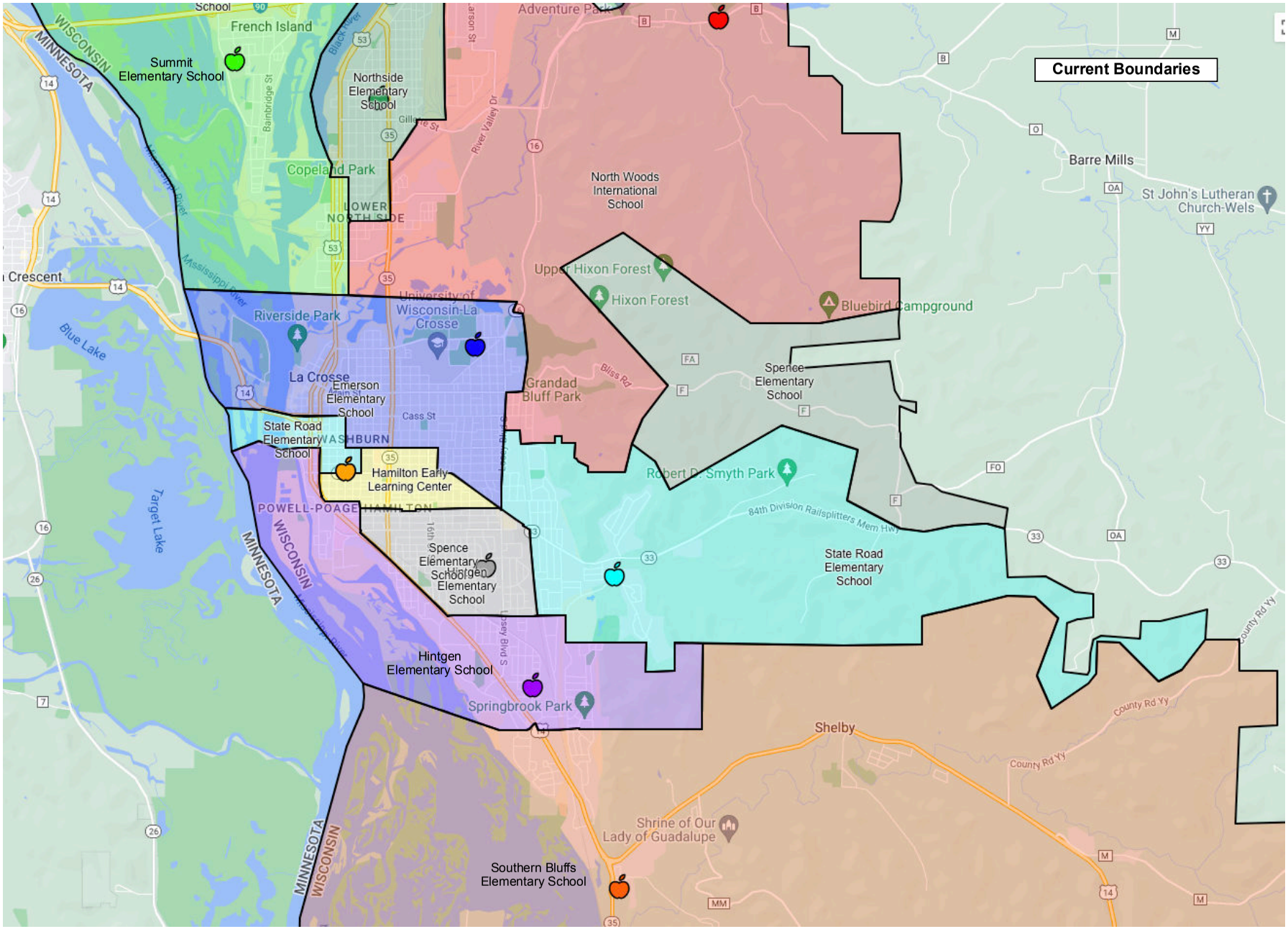
- The western portion of Emerson's attendance area is assigned to Summit (west of West Ave.) which creates more socioeconomic balance. (2, 3b, 4)
- The central portion of Emerson's attendance area is assigned to Northside (between West Ave and 21st St.) which creates more socioeconomic balance. (3b, 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)

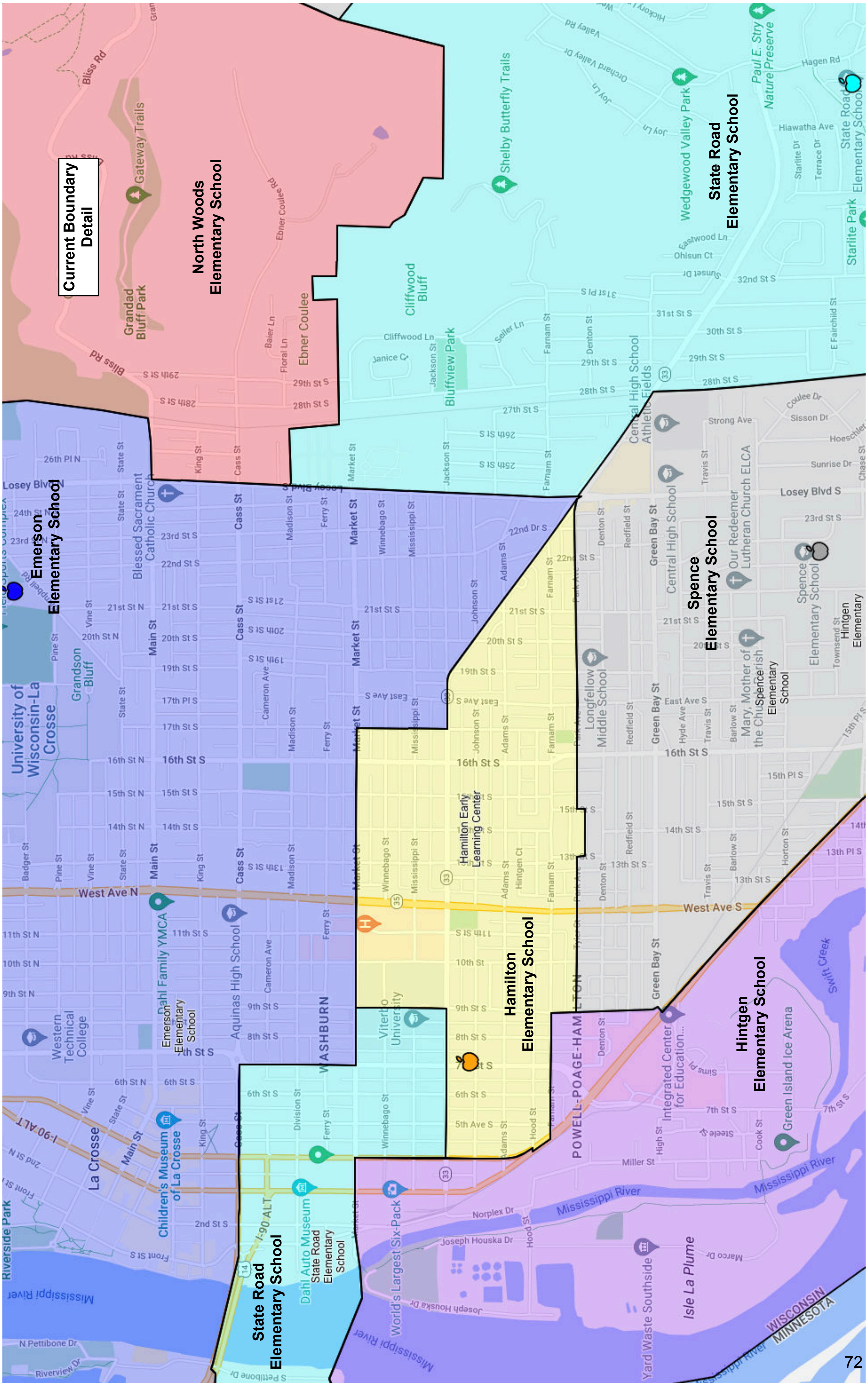
If Spence were closed and boundaries redrawn, the following were considered in the provided option:

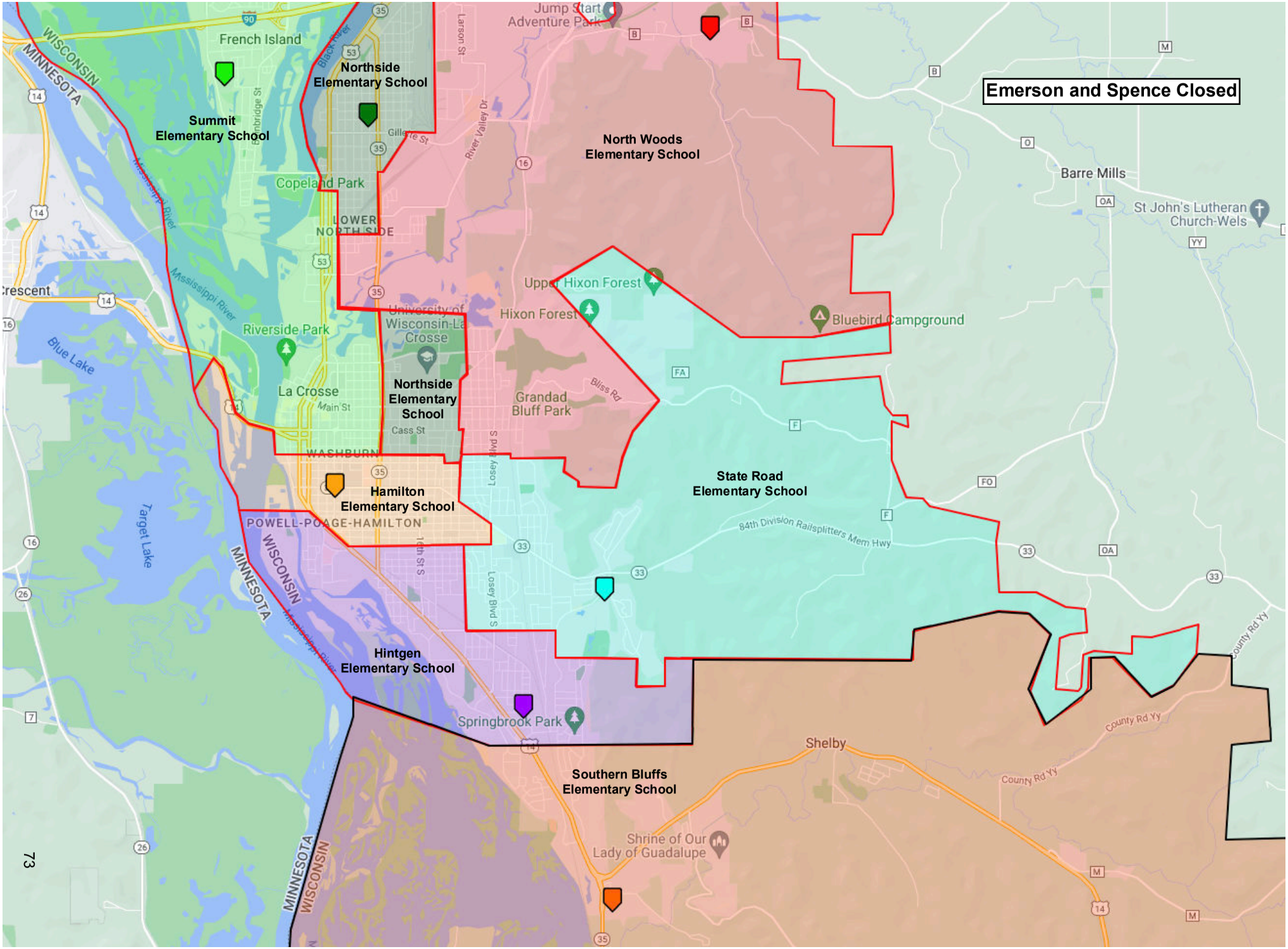
- The Spence attendance island is assigned to State Road to eliminate attendance islands. (3a)
- The northern portion of Spence is assigned to Hamilton to use natural boundaries and creates more socioeconomic balance. (3b, 4)
- The southwestern portion of Spence is assigned to Hintgen to use natural boundaries. (3b)
- The southeastern portion of Spence is assigned to State Road to use natural boundaries and creates more socioeconomic balance. (3b, 4)

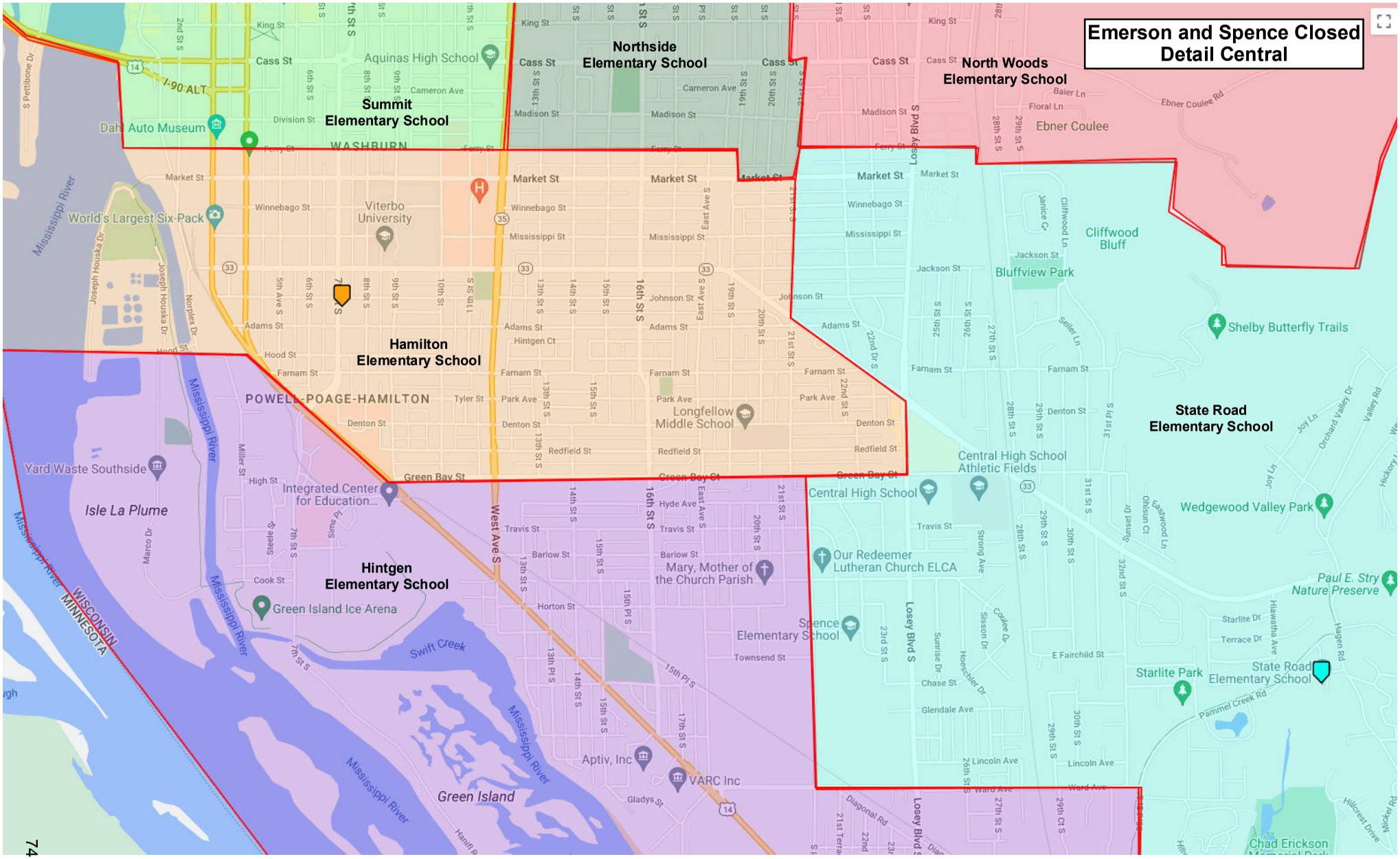
Socioeconomic balance closer to average at Northside, North Woods, Hamilton and Hintgen. Overall socioeconomic balance improves, standard deviation improves from 19% to 18%. There is a 46% increase in bussing required for elementary students.

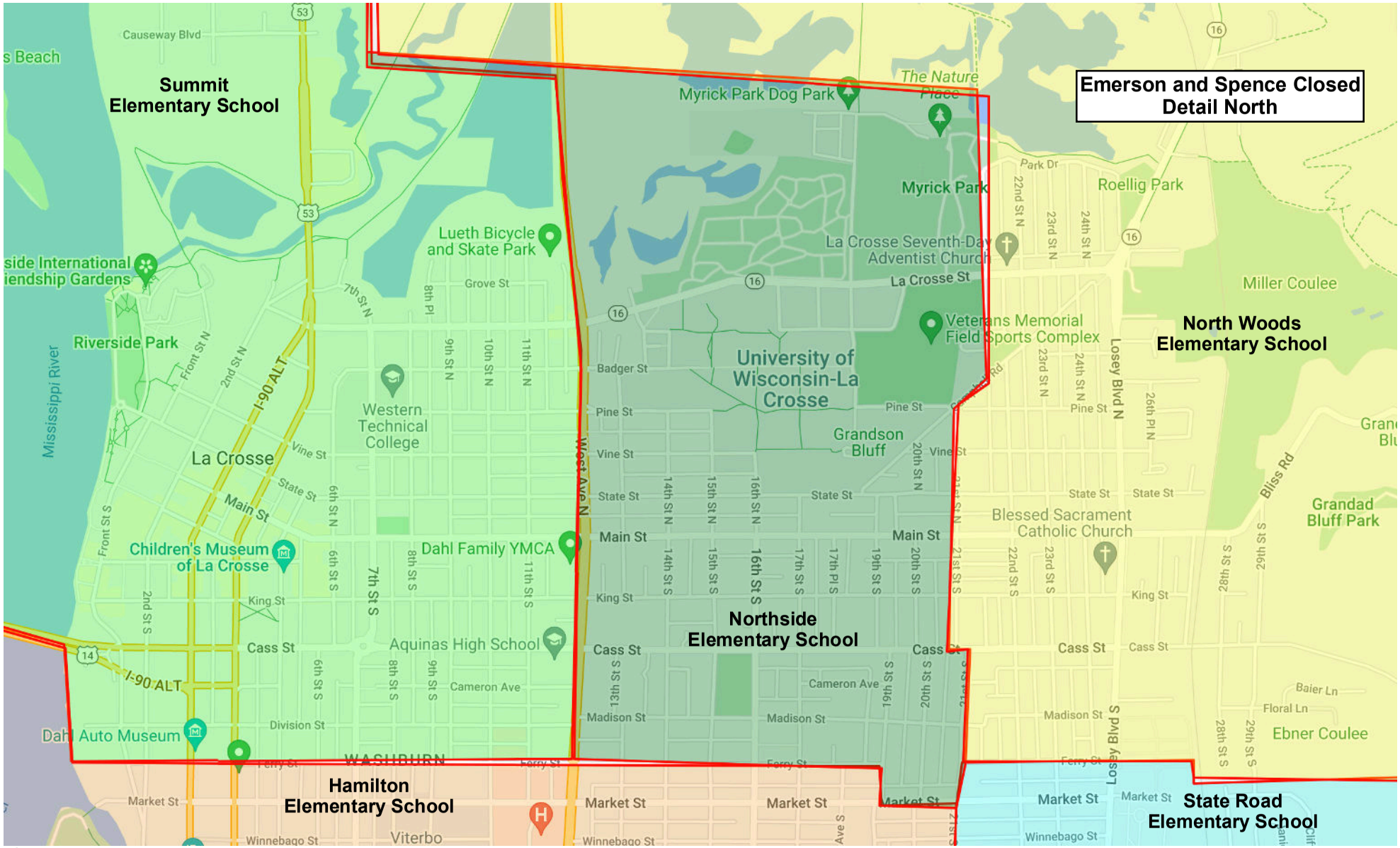
Emerson & Spence	Current		New Boundaries		
Building	Current K-5 Enroll.	Econ Dis %	Students Added	New K-5 Enroll.	New Ec Dis %
Emerson	289	31%	18		
Hamilton/SOTA I	241	84%	127	368	81%
Hintgen	226	69%	92	318	68%
North Woods	264	55%	101	365	44%
Northside/CM	341	78%	89	430	67%
Southern Bluffs	275	32%	11	286	32%
Spence	298	55%			
State Road	282	42%	109	391	37%
Summit	243	53%	33	276	56%
	273	19%		348	18%


Current Boundaries
Summit Elementary School
French Island
Northside Elementary School
Copeland Park
LOWER NORTH SIDE
North Woods International School
Upper Hixon Forest
Hixon Forest
Bluebird Campground
Barre Mills
St John's Lutheran Church-Wels
Riverside Park
University of Wisconsin-La Crosse
La Crosse
Emerson Elementary School
Grandad Bluff Park
Spence Elementary School
State Road Elementary School
WASHBURN
Hamilton Early Learning Center
POWELL-POAGE-HAMILTON
Robert P. Smyth Park
84th Division Railsplitters Mem Hwy
State Road Elementary School
Spence Elementary School
Hintgen Elementary School
Hintgen Elementary School
Springbrook Park
Shelby
County Rd Yy
Shrine of Our Lady of Guadalupe
Southern Bluffs Elementary School
Blue Lake
Target Lake
Crescent
WISCONSIN
MINNESOTA


Current Boundary Detail
North Woods Elementary School
Emerson Elementary School
State Road Elementary School
Hamilton Elementary School
Spence Elementary School
Hintgen Elementary School
State Road Elementary School


Emerson and Spence Closed
Summit Elementary School
Northside Elementary School
North Woods Elementary School
Northside Elementary School
Hamilton Elementary School
State Road Elementary School
Hintgen Elementary School
Southern Bluffs Elementary School
French Island
Copeland Park
LOWER NORTH SIDE
Riverside Park
La Crosse
University of Wisconsin-La Crosse
Grandad Bluff Park
Hixon Forest
Upper Hixon Forest
Bluebird Campground
Barre Mills
St John's Lutheran Church-Wels
Jump Start Adventure Park
WASHBURN
POWELL-POAGE-HAMILTON
Springbrook Park
Shelby
Shrine of Our Lady of Guadalupe
Blue Lake
Target Lake
Mississippi River
WISCONSIN
MINNESOTA
84th Division Railsplitters Mem Hwy
County Rd Yy
Bliss Rd
Losey Blvd S
14th St S
Main St
Cass St
Gillette St
River Valley Dr
Larson St
Black River


Emerson and Spence Closed Detail Central
Summit Elementary School
Northside Elementary School
North Woods Elementary School
Hamilton Elementary School
Hintgen Elementary School
State Road Elementary School
Aquinas High School
Dahl Auto Museum
WASHBURN
Viterbo University
World's Largest Six-Pack
Mississippi River
Cass St
King St
Market St
Winnebago St
Mississippi St
Adams St
Hood St
Farnam St
Johnson St
Hintgen Ct
Park Ave
Denton St
Redfield St
Green Bay St
Tyler St
Travis St
Barlow St
Horton St
Townsend St
Hyde Ave
Cameron Ave
Madison St
Division St
Ferry St
Jackson St
Longfellow Middle School
POWELL-POAGE-HAMILTON
Integrated Center for Education...
Yard Waste Southside
Isle La Plume
Green Island Ice Arena
Swift Creek
Green Island
Mary, Mother of the Church Parish
Aptiv, Inc
VARC Inc
Central High School
Central High School Athletic Fields
Our Redeemer Lutheran Church ELCA
Spence Elementary School
Ebner Coulee
Cliffwood Bluff
Bluffview Park
Shelby Butterfly Trails
Wedgewood Valley Park
Paul E. Stry Nature Preserve
Starlite Park
State Road Elementary School
Chad Erickson
West Ave S
16th St S
Losey Blvd S
WISCONSIN
MINNESOTA


Emerson and Spence Closed Detail North
Summit Elementary School
Northside Elementary School
North Woods Elementary School
Hamilton Elementary School
State Road Elementary School
Causeway Blvd
Myrick Park Dog Park
The Nature Place
Myrick Park
Roellig Park
Park Dr
Lueth Bicycle and Skate Park
La Crosse Seventh-Day Adventist Church
La Crosse St
Miller Coulee
Veterans Memorial Field Sports Complex
Riverside Park
Mississippi River
Front St N
2nd St N
I-90 ALT
Western Technical College
Grove St
7th St N
8th Pl
9th St N
10th St N
11th St N
Badger St
Pine St
University of Wisconsin-La Crosse
Losey Blvd N
23rd St N
24th St N
26th Pl N
Grandson Bluff
Vine St
La Crosse
State St
Main St
West Ave N
14th St N
15th St N
16th St N
20th St N
21st St N
Blessed Sacramental Catholic Church
Bliss Rd
Grandad Bluff Park
Children's Museum of La Crosse
Dahl Family YMCA
6th St N
6th St S
7th St S
8th St S
11th St S
Front St S
2nd St S
King St
Aquinas High School
Cass St
14th St S
15th St S
16th St S
17th St S
17th Pl S
19th St S
20th St S
21st St S
22nd St S
23rd St S
Cameron Ave
Madison St
Dahl Auto Museum
Division St
Ferry St
WASHBURN
Market St
Viterbo
Winnebago St
Losey Blvd S
Baier Ln
Floral Ln
Ebner Coulee
28th St S
29th St S

APPENDIX F

Facility Advisory Committee member survey results October 2023

"The specific two-school option that seems most viable to me is _____ because _____."

- Definitely Spence as the south side school. Compared to Hintgen, it is outdated, poorly built, and save the district several million dollars if repairs are not needed. In addition, even with a couple of million dollars, it will still be an unattractive space with odd hallways, chopped up spaces and overall a poor investment. Hingent is in much better shape, requires less capital expenditures, is laid out better and because of its close proximity, the bussing, neighborhood belonging and socioeconomic diversity impact is low. The second school is not as easy. Personally, I think closing Northwoods makes the most sense but that is based off my personal values which I do think reflect the concerns of the parents, community members and staff in the district. Northwoods was a mistake. It is a horrible location for more than 80% of the students that attend. I feel that the logistics of bussing are a nightmare for both the district and many of the children that are required to attend. I personally have choiced out of that school for my own family because the location is completely unrealistic. Yes, Emerson is outdated and in serious need of repair but Emerson is where the students are, Northwoods is not. The only way I would support a closure of Emerson is if it was temporary to tear down the building and rebuild.

- North Woods and Spence.

- The specific two-school option that seems most viable to me is North Woods and Hintgen because North Woods and Hintgen will be the biggest annual estimated savings of just over $2,692,398. In addition, the number of students that live within a 2 mile radius of the North Woods and Hintgen combined is 986 compared to 2,768 for Emerson and Spence combined. Community wants neighborhood schools and North Woods does not necessarily provide that to a large population, while Hintgen does, but has two other schools within reasonable distance.

- Regarding Spence vs. Hintgen, I would support closing one school, temporarily transferring those students to other schools, to rebuild on that site. As for North Woods vs. Emerson, The impact that Emerson has on the neighborhood and community is far greater than North Woods. The activities inside North Woods can be relocated but the neighborhood impact on Emerson cannot. It is important for students to have the experience of walking to school, familiarizing themselves with their neighborhood and their community. It makes no sense to close Emerson. It makes all the sense to close North Woods. Just because that is newer and the shiny thing, has no comparison to the impact Emerson has on the core of our community.

- The two school option that seems most viable to me is Emerson and Spence because of the age of the buildings, deferred maintenance costs, socioeconomic balance, and number of students enrolled.

- The specific two school options that seems most viable to me is Northwoods and Spence. This is because closing NW would have the least negative impact on current students, the amount of students that are bused into this school making it not their community school also helps drive this decision. As for Spence I feel the need of repairs is what drives this thought and the land there is open at Hintgen is what makes it Spence for me. Between Spence and Hintgen is a tougher choice but I do feel looking at everything and how close they are that Spence would make the most sense to close. ALL of these are tough choices I really do feel but I do have confidence more in our teachers and the people than the physical buildings and feel that these closures would help provide more resources for our teachers to be able to flourish even more than they already do. I know they can build community everywhere and it is important we are able to help provide the tools and spaces they need to do that.

- North Woods/Spence

- North Woods and Hintgen. The location of North Woods is too far away from where the students live. Hintgen's boundary is closer to 3 other schools that parents choose to go to State Rd, Southern Bluffs and Spence. Combined they have the highest annual maintenance costs. There are not a lot of community connections for these two schools. Other schools (Emerson and Spence have ties to BGC, UWL, Park and Rec, walking field trip opportunities, pool, Myrick and Trane All Abilities Park, Altra, Central High, Longfellow, etc...)

- Emerson & Spence because it will save the school district the most total dollars over the next 10-20 years. While I understand the emotional attachment to individual school communities and buildings, I also believe that the sense of community can be created in any building based on the quality of the staff that the school district employs. Geographic location is far less impactful than the people and programs that are offered to our students.

- Northwoods & Spence. Northwoods boundary/location does not serve our community as a whole. Its unfortunate it's a new building, but it's not serving our students well. Spence has a significant amount of repair & the building layout is not ideal.

- The specific two-school option that seems most viable to me is Northwoods & Spence because: Northwoods: While Northwoods has less building remodeling associated, it has significant busing costs (translated - every year operational expenses) that will reduce the costs savings of closing Emerson over Northwoods. I am also looking at

the potential impact of reusing closed school sites - for which a large school property footprint would be helpful (for resale/redevelopment of site, etc.) Northwoods sits on 10.9 acres in an area that could easily be turned into middle & upper-income housing options within the City. The City of La Crosse needs middle and upper-income housing options (lack of developable areas is in part why we are closing schools in the first place). The Spanish-Immersion program could be transferred to another school with minimal impact in my opinion. Spence: Closing Spence seems to make most sense since it is one school in need of the most remodeling/upgrades. Its closure will have less impact on operational costs because its central location is close enough to other elementary schools that closure will not place a large burden on busing students. Additionally, Spence sits on 7.9 acres, tied with Hintgen as second largest campus other than Northwoods – therefore potential for redevelop of housing in a very centralized part of the City.

- The two-school option that seems most viable to me is closing North Woods and Hintgen because this option seems most realistic for the future of our district. If we agree that it is important for our district to close two schools to address the declining enrollment and budget constraints faced in our district and to capture staffing benefits of elementary schools that are closer to their true capacities, then the more important consideration is where should those schools be. The specific savings from each building scenario do not vary significantly, but the community impacts of keeping different school locations do. For example, not having a school specifically located where Emerson is has a much bigger impact than not having a school specifically where North Woods is in terms of transportation needs, etc. Closing a school where 1,194 students live with in 2 miles compared to one where 61 live within two miles seems shortsighted. The difference is less stark between Spence and Hintgen, but many Hintgen students live near other schools. My support for this option is partially based on the idea that if we first consolidate elementaries, then our community can focus on rebuilding Emerson and Spence. Even if that doesn't happen, I still believe having schools where students are (and are most likely to be in the future) is most important.

- Emerson & Spence because of the long-term financial savings of both the identified maintenance needs and the need to replace Emerson's building in the near future.

- The specific two-school option that seems most viable to me is Spence and Emerson due to the opportunities that those choices provide. These opportunities include the potential sale of land and potential of where to build upon a new space, when the other schools age and need to be replaced and/or closed. This would support the multi-phase approach and provide an FAC recommendation that goes beyond the new few years and into the future, where families will want to live in La Crosse and combat the declining enrollment rate.

- In utilizing the parameters defined by the FAC according to the public survey outcome and administrative policies 9100 & 9800, I believe it is in the best interest of our district to close North Woods and Hintgen. Emerson vs. North Woods: When comparing North Woods and Emerson, Emerson is without a doubt the school we must sustain. It offers tremendous opportunities for community collaboration and one of our most neighborhood accessible schools. Emerson is surrounded by families, many of whom moved to the neighborhood for Emerson. Although the site is small, the adjacent park offers desirable green space and a wonderful playground. Additionally, Myrick Park, the marsh trails, and the Nature Place are all in walking distance, and the school has many partnership opportunities with UW-L due to proximity. Enrollment projections at Emerson are favorable due to the high density of families living within walking distance and the likelihood that the neighborhood remains family-oriented. Although Emerson does not offer the ideal pick up/drop off lane, most families can walk or bike to school, thereby making this a far less critical factor. Although Emerson has maintenance needs, it is a well-built facility and a long-term outlook justifies this expenditure. As a district and city, we would lose a lot more in the coming years by closing Emerson than we will save by avoiding deferred maintenance costs. Emerson is where more than 1,194 students live and can walk to school. We cannot close a school where so many students live in order to keep open a school on the outskirts of the city where only 61 students reside within walking distance. One of the primary concerns about closing North Woods is the IB program. Fortunately we can relocate the IB program and continue to offer this wonderful choice program in our community. No such replacement exists for closing Emerson - once the school is gone, the neighborhood faces collapse and the entire district and city will suffer the consequences. Hintgen vs. Spence: This is a more challenging decision. On the one hand, Hintgen is in great shape while Spence is poorly built and in desperate need of replacement. To me, the decision boils down to people and place. 1,574 students live within walking distance to Spence vs. 925 for Hintgen. Furthermore, 42% of Hintgen students live closer to another elementary school and 44% of Hintgen home boundary students opt to enroll in a different school. On the contrary, at Spence, 33% live closer to another elementary and only 21% choose to enroll in a different school rather than their boundary school of Spence. 16% of Hintgen students are eligible for busing while only 5.3% of Spence students are eligible for busing. From a long-term perspective, it is worth it to rebuild Spence on the existing site in order to maintain a school in a neighborhood where so many families reside. In the grand scheme, the annual operational cost savings gained by closing any of these schools are so similar that our decision must boil down to this: Who are we as a district, and where do we want our schools to be? We are a district of choice and a community that values neighborhood accessible schools. Therefore, we owe it to our community to sustain schools in the places where people live, and for that reason I wish to see our district commit to sustaining Emerson and Spence.

After reviewing the materials once more, 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 _____."

- I feel it is in the best interest of the community to sustain Spence, and, if we must, I then recommend closing Hintgen. My reasoning is based on pure data. 1,574 students live within walking distance to Spence vs. only 925 for Hintgen. An aerial view of Spence vs Hintgen shows that Spence has far superior walkability. 42% of Hintgen students live closer to another elementary school than Hintgen and 44% of Hintgen home boundary students opt to enroll in a different school all together. On the contrary at Spence, 33% live closer to another elementary and only 21% choose to enroll in a different school rather than their boundary school of Spence. 16% of Hintgen students are eligible for busing while only 5.3% of Spence students are eligible for busing. From a long-term perspective, we should keep a school on the Spence site due to it neighborhood accessibility and desirable community connections. I acknowledge the building itself presents challenges that must be addressed either by repair or by rebuilding on the site.

- I recommend Spence for closure because the school itself has greater deferred maintenance than Hintgen. Both of these two options do not significantly change bussing routes, and each are located close enough to student populations that other schools will be able to absorb their students.

- Spence for the simple fact that the building is in further disrepair than Hintgen. We owe our students the best possible facilities. If in the future, the Spence site is used for a new school, the Hintgen site can be revisited.

- I recommend Hintgen for closure because you could house students in Spence and then build a new school on the Spence site. Most Hintgen students are within walking to distance to another elem.

- I recommend Spence for closure because I feel that this space would be better suited for a long-term plan of building a new south side school and eventually closing Hintgen to go into the new school as well. The building at Spence is just in such poor shape and maintaining that while working on a long-term plan is not beneficial for the budget.

- It is important to acknowledge that this is not easy, to close any schools, but big decisions need to be made for the betterment of our students, teachers, and community. With that, I recommend Hintgen because of the financial savings on an annual basis..

- I recommend Hintgen for closure because it is not centrally located. Over 40% of the current student choose to go to other schools base on their location. It has exit doors in the classrooms that kids can use to vacate the classroom directly outside. Students can hear other classroom if they are in a room with a moveable wall. It is close to the railroad tracks. It does not have an adequate kitchen that can provide hot meals and all of the fresh produce to Hamilton like Spence does. Southern Bluffs currently supplies Hintgen with satellite meals. People who did not go on the building tours do not know this information.

- Hintgen

- I recommend Hintgen for closure because of the low number of students enrolled, location to three other elementary buildings near by, and layout of the room dividers/partitions between classrooms. By closing Hintgen and redrawing the boundaries, this allows for a rebuild (in the future) on the Spence site. In my opinion, Spence has a better location to community amenities/business (Trane Park, Erickson Pool, Erickson Park, Festival Foods, Fire Station, Altra, etc.) which allow for walking field trips. Spence is located in the middle of a neighborhood surrounded by families that attend their nearby school. Data shows that students are opting to go to neighboring schools (State Road, Southern Bluffs, Spence) even though they live in Hintgen boundary. For these reasons, and planning for the future of School District of La Crosse, my recommendation is to close Hintgen.

- Spence seems to require more future expense than Hintgen. And the site has more space for future alternative uses or sale by the district.

- I recommend Hintgen for closure because the Spence site is a more desirable site for a southside elementary school when taking into account the boundaries and overall socio-economic mix that results from a Hintgen closure. Spence is more centrally located in the proposed new boundary than Hintgen would be in its new proposed boundary. I believe focusing on the best building site (rather than building itself) will give our community the best options going forward as we continue to make decisions about how best to serve students in a district with declining enrollment and aging facilities.

- Hintgen for closure because the new boundary lines for keeping Spence option are more equitable and accessible for pedestrian and bicycle transportation. Best suggestion would be to rebuild on the Spence site, allowing for Hintgen students to then attend the new Spence or Southern Bluffs.

- I recommend Spence for closure because it is the building that is in the most disrepair, especially in comparison to Hintgen. My recommendation is based solely on the state of the building, cost of necessary repair and potential for students to be redistributed amongst the remaining schools with little disruption to travel time to school.