

Requests for Information  
School Board Strategic Planning

**February 19, 2024**

1. When does our next debt come off (2025?) and what will be the impact on taxes?
  - a. In 2025, the 2008 capital referendum that provided \$16,500,000 in safety/security, HVAC & other upgrades will end.
2. About how much could be levied that would keep it level to current payments?
  - a. About \$20M, financed over 20 years, could be levied to keep our current mill rate. The impact of each additional \$10M is about \$0.13 on the mill rate.
  - b.
3. What projects could be put together to address further capital needs, either with the referendum or as a second one?
  - a. Additions/improvements to other elementary buildings, the middle schools or high schools could be added, as identified in the long range facility plan. The projects that could have the most impact are upgrading career and technical education facilities and other public facing facilities.

**February 5, 2024**

1. What are the demographics of the secondary schools with Polytechnic, SOTA II, and CRVA?

Secondary Schools	Jan 2024	School Demographics (WISEdash 2023-24)						Attendee Data			
		Building	Enroll	Capacity	% Fill High	% Econ Dis	% of Color	% SPED	% EL	Intradistrict In	% Intra In
Logan MS	452	793	57%	63%	45%	22%	12.5%	51	11%	19	4.2%
Longfellow	623	988	63%	42%	28%	12%	7.2%	10	2%	21	3.4%
Logan High	703	1300	54%	47%	36%	19%	3.8%	81	11%	52	7.2%
Central High	997	1600	62%	38%	28%	13%	4.1%	65	6%	41	4.1%
Polytechnic	120	120	100%	44%	18%	8%	0%	120	100%	11	10.7%
SOTA II	23	--	--	26%	9%	--	0%	23	100%		
CRVA	86	--	--	28%	31%	--	1%	86	100%	19	23.2%

2. What is the estimated impact of Mr. Jackson's second proposal?
  - a. COA #11 ([Mr. Jackson 2](#)) - Spence consolidates into Hintgen and Hamilton. North Woods becomes a non-boundary charter school. Close Hogan, to North Woods. Referendum for combined elementary and middle school at Spence site. Potentially close North Woods. Subsequent referendum to add on to Logan High to consolidate Logan Middle.

2024	2027	2028
C. Close Spence - to Hamilton and Hintgen (-\$1.4M) K. North Woods non-boundary L. North Woods becomes charter school elementary N. Close Hogan - to North Woods building  Reduced Expense = -\$1.4M	<b>New:</b> Modified F. Referendum to consolidate Hintgen and Longellow at the Spence site  <b>Option:</b> A. Close North Woods (-\$1.4M)  Potential reduced expense = -\$2.4M	

- Cover temporary deficit with short-term reductions in payments toward long-term obligations, additional staffing reductions, and/or modified wage/benefits
- **Assessment:** This course of action would need an additional \$0.6M to \$1.6M in facility options to reduce expenses to balance the budget or reduced expenses would come from laying off staff, cutting programs, limiting wage increases, and reducing benefits. Given the size of a potential ~1,000 student K-8 building, the Spence site would need to be reevaluated for suitability.

3. What are the bussing savings if we eliminate transportation for choice schools?
  - a. Removing transportation for choice schools would result in the reduction of five bus routes saving about \$350,000 annually.

**January 22, 2024**

1. What is the estimated impact of Ms. Suchla's proposal?
  - a. COA #8 Referendum (Ms. Suchla) - Emerson + Spence consolidation, middle school replacement and Hogan to Polytechnic building

2024	2027	2028
J. Polytechnic to Central (-\$0.6M)  N. Close Hogan - to Polytechnic building  Reduced Expense = -\$0.6M	F. Referendum to consolidate Emerson and Spence in a new building (-\$1.4M)  <b>New:</b> Referendum to build a new middle school at Spence site  Reduced Expense = -\$2.0M	

- Cover temporary deficit with short-term reductions in payments toward long-term obligations, additional staffing reductions, and/or modified wage/benefits
- **Assessment:** This course of action would need an additional \$1.0M in facility options to reduce expenses to balance the budget or reduced expenses would come from laying off staff, cutting programs, limiting wage increases, and reducing benefits.

2. What is the estimated impact of Mr. Jackson's proposal?
  - a. COA #9 Referendum (Mr. Jackson) - Hintgen + Spence + Hamilton consolidation

2024	2027	2028

J. Polytechnic to Central (-\$0.6M) C. Close Spence - to Hamilton and Hintgen (-\$1.4M)  Reduced Expense = -\$2.0M	<b>New:</b> Referendum to consolidate Hintgen, Spence and Hamilton in a new building (-\$1.0M)  Reduced Expense = -\$3.0M	
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- Cover temporary deficit with short-term reductions in payments toward long-term obligations, additional staffing reductions, and/or modified wage/benefits
- **Assessment:** This course of action would balance the budget through a reduction in operational expenses within four years. There are some concerns about the impacts of closing Hamilton after recently improving the facility through donor funding from Gundersen Health System and private donors through the Boys and Girls Club. Gundersen donated \$1.2M and the BGC donated \$1.2M.

3. What is the Hogan site size?
  - a. The Hogan site is 4.7 acres. For comparison, the Northside site is 3.6 acres.
4. What is the estimated impact of Mr. Quarberg's proposal?
  - a. COA #10 Referendum (Mr. Quarberg) - Hintgen + Spence consolidation, North Woods becomes a charter building

2024	2027	2028
K. North Woods non-boundary L. North Woods becomes charter school elementary C. Close Spence - to Hamilton and Hintgen (-\$1.4M) N. Close Hogan - to other site(s)  Reduced Expense = -\$1.4M	F. Referendum to consolidate Hintgen and Spence in a new building       Reduced Expense = -\$1.4M	

- Cover temporary deficit with short-term reductions in payments toward long-term obligations, additional staffing reductions, and/or modified wage/benefits
- **Assessment:** This course of action would need an additional \$1.6M in facility options to reduce expenses to balance the budget or reduced expenses would come from laying off staff, cutting programs, limiting wage increases, and reducing benefits. There would be an additional cost to renovate other spaces to accommodate district offices - this cost is variable depending on the sites selected and facility needs identified. Costs could be between \$0.5M and \$1M based on previously explored projects.

5. If North Woods closes or becomes a charter, and I want my child to continue with the IB curriculum at North Woods, how would my child get to North Woods or Northside? At one of the FAC Meetings, Dr. Engel said that bussing would need to be provided for those students (in this example he was stating that students would need to be bussed to their proposed new home school, Emerson). Would these students first be bussed to Emerson and then North Woods, or Emerson and then Northside?
  - a. We provide transportation to any choice or charter school from a student's home boundary elementary school. If after boundary changes, a student now lived in

the Emerson boundary, and wanted to attend North Woods or Northside for a choice or charter program, the student would get to Emerson and the district would provide bussing to the school where their choice or charter program is. If the student lived closer to a different elementary school, they could go to that school to get bussing.

6. Estimated building costs to consider if going to referendum:
  - a. New 92,000 SF Elementary (assumed to be built on Hogan site and includes building demo) - \$41,000,000 - \$43,000,000
  - b. New 43,000 SF District Office (attached to new elementary) - \$16,235,000 - \$17,000,000 (Note – this estimate assumes construction at the same time as the elementary.)
  - c. New 4,000 SF Food Service Storage (site TBD) - \$2,800,000 - \$2,950,000 - this is if the Hogan site is closed.
  - d. State Road - these are the updated costs for the options provided in this [document](#) from 2016:
    - i. Option #1 - \$6,100,000 - \$6,400,000
    - ii. Option #2 - \$11,100,000 - \$11,700,000
    - iii. Option #3 - \$9,860,000 - \$10,350,000
  - e. Hamilton (8 Classroom two-story addition, includes demo of existing one-story classrooms) - \$6,650,000 - \$6,975,000
  - f. Middle school - a new 700 student MS at the Spence site - \$78M-\$83M
    - i. Here are some of the details that are included:
      1. Demo of Spence
      2. 185,000 SF Middle School
      3. Geothermal HVAC
      4. Full production kitchen
      5. 3-station gym
      6. All new furniture
      7. Included two years of inflation at 7%
      8. Included 10% contingency for estimating and construction
7. How far is Emerson Elementary School from the Hogan site? How many students live closer to the Hogan site?
  - a. Emerson is 0.77 miles from the Hogan site or 9 blocks.
  - b. Of the 334 K-5 students who live in the Emerson boundary, 214 live closer to the Hogan site, or 64%.
  - c. Of the 292 K-5 students that attend Emerson, 162 live closer to the Hogan site, or 55%.
8. How far is Spence Elementary School from the Hogan site? How many students live closer to the Hogan site?
  - a. Spence is 1.0 miles from the Hogan site or 14 blocks.
  - b. Of the 230 K-5 students who live in the Spence boundary, 207 live closer to the Hogan site, or 62%.
  - c. Of the 285 K-5 students that attend Spence, 119 live closer to the Hogan site, or 42%.
9. In the proposed Emerson + Spence boundary, how many students live closer to the Hogan site?
  - a. Of the 487 K-5 students who live in the proposed potential boundary, 307 live

closer to the Hogan site, or 63%.

10. What are the statistics for each elementary school for those experiencing poverty and those students of color?
  - a. The school [profiles](#) from the FAC process has those numbers for each school.
  - b. This [document](#) compiles the information in one place. It is one year old.
  
11. If North Woods would change from a boundary school to charter school, would free bussing be provided? Directly from a home or from their boundary school? If they are bussed to the boundary school, would they transfer to a different bus? In the above scenario, would socio-economic balance at North Woods be impacted without boundaries?
  - a. Free bussing would be provided if North Woods was not a boundary school. We currently provide bussing for students attending our choice and charter schools.
  - b. For choice and charter students, we provide transportation from their home boundary school to their choice or charter school.
  - c. If a student is bussed to their boundary school, they may transfer to a different bus.
  - d. The socioeconomic balance at North Woods would likely be impacted by becoming a non-boundary school. If it retained the IB program, the resulting socioeconomic balance would depend on which students chose to remain in the choice program and what new students chose to attend. It would also depend on the characteristics of any other choice or charter school that moved there and that school's resulting enrollment changes.
  
12. Can the [financial impact](#) of the closing of Hogan to include:
  - a. Estimated annual savings, (staff, utilities, etc)
    - i. The estimated annual staff savings are minimal as there is no full-time staff that support only the Hogan Building. Potentially about 0.25 FTE custodian or about \$15,000 annually. The estimated utility savings are about \$64,000 annually. This totals \$79,000 annually.
  - b. Estimated yearly impact on savings of needed capital changes
    - i. The estimated annual savings from capital changes are about \$37,000.
  - c. Estimated revenue for building/site
    - i. The estimated one-time revenue for the building/site is dependent on a number of factors. The site is two blocks but has a very old building with a lot of maintenance on it. The City Heritage Preservation Commission has indicated that Hogan is on their watch list to make a historic site, complicating a potential sale and the number of interested purchasers. Given other experiences in selling school district property over the last ten years, we can estimate a one-time revenue between \$100,000 and \$750,000 for the property.
  
13. Can you provide bussing implications for school closures in one area so we can compare savings and new costs? It would also help to have the annual 5% increases shown so we know what the impact would take away/add to a closure.
  - a. Estimates on [bussing impacts](#) for school closures were developed as a part of the FAC process and are summarized below. The annual cost for a bus route is about \$70,000. This cost of our transportation contract with Go Riteway typically increases by 5% annually. Over five years, this cost will become closer to \$90,000 per bus route annually.

- i. North Woods - Reduction of 1 bus route
- ii. Emerson - Increase of 3 bus routes; The closure of Emerson through the FAC process had students from that attendance boundary attending Summit, Northside and North Woods to develop a consistent feeder pattern to the middle school and high schools. If Emerson were consolidated with schools south of the 45/55 enrollment line at Ferry St. just one bus route would be needed.
- iii. Spence - No change
- iv. Hintgen - No change
- v. Summit - Increase of 1-2 bus routes. This closure was not addressed in the FAC estimates.

14. How often is UWL and Myrick Park used by Emerson students?

- a. Here are numbers for Emerson's UWL and Myrick Park usage. Numbers are based on the moments when a single class, entire grade level or the entire school makes a visit.
  - i. UWL - 22 times (scheduled within the 2023-24 school year). Reasons for using (present & past):
    - 1. Archeological center
    - 2. Planetarium
    - 3. Mitchell Hall - P.E.
    - 4. K-1 Movement classes - (Majority of the trips to UWL - 10 trips in 2023-24)
    - 5. Safety drill - Evacuation site
    - 6. Memorial Field and Track
    - 7. Student Union - Battle of the Books
  - ii. Myrick Park - approx 80 times (January 2023 - January 2024). Reasons for using (present & past):
    - 1. P.E.
      - a. Biking - 18 times
      - b. Hiking - 36 times
      - c. Sledding - 10 times
      - d. Forest bathing - 6 times
    - 2. Art
      - a. Scenic drawing/paintings - 6 times
      - b. EcoPark
      - c. Class Fitness Walks
- b. These numbers represent formal, identified opportunities. However, there are also ad hoc opportunities that are likely not identified where teachers use Myrick Park or UWL that go under-reported.
- c. Some of these uses may be available at different sites or could be accomplished with a small transportation budget for buses, as occurs at other elementary schools. Some of the experiences, especially those that are ad hoc would be more challenging, to replicate

15. What are the demographics of the secondary schools?

- a.

Secondary School Data	Jan 2024	School Demographics (WISEdash 2023-24)						Attendee Data (Location Analytics)			
Building	Enroll	Capacity High	% Fill High	% Econ Dis	% of Color	% SPED	% EL	Intradistrict In	% Intra In	OE In	% OE In
Logan Middle	452	793	57%	63%	45%	22%	12.5%	51	11%	19	4.2%
Longfellow	623	988	63%	42%	28%	12%	7.2%	10	2%	21	3.4%
Logan High	703	1300	54%	47%	36%	19%	3.8%	81	11%	52	7.2%
Central High	997	1600	62%	38%	28%	13%	4.1%	65	6%	41	4.1%

**January 8, 2024**

1. Is there some clarification on the financial projections? Some of the data does not seem to line up with the budget book.
  - a. This [link](#) goes to the 2024 Budget Projections and includes the column with the 2023-2024 expenses from the budget book. This column is what the percent increases for the 2024-2025 school year were based on. The 2023-24 “bucket” of expenses matches the [2023-24 Budget Plan](#) book expenses identified on page 50.
  
2. Where is Hogan addressed in the long range facility plan?
  - a. Hogan was not addressed in the long range facility plan as a stand alone item as the cost/benefit analysis of Hogan indicates it would likely be best to keep the building as a site for administration with minimal improvements. A similar exploration and analysis has been conducted many times over the last 30 years and each time the Board has kept the site. Investing in a new site for administration when there are other more pressing concerns does not seem prudent at this time unless combined with other options available. However, Hogan is addressed in the [Course of Action Development and Analysis](#) document.
  
3. What is the assessment of Hogan?
  - a. In the [Course of Action Development and Analysis](#) document in Appendix A there is an assessment of the Hogan site. It reads:
    - i. Assets: Eliminates a building with more identified deferred maintenance. Saves \$0.05M annually in efficiencies. \*Updated to \$0.08M in annual efficiencies
    - ii. Drawbacks: The district will need to renovate other spaces to accommodate public facing services which may cost \$0.2-\$0.5M. If all services are not colocated at one site, families and staff may have to visit multiple locations to receive the services they are currently able to access in one visit. The City has indicated that Hogan is on the top ten historic sites which would complicate subsequent use of the building and site.

4. Where are middle schools addressed in the long range facility plan?
  - a. The needs identified for our middle schools are in the [2023-2024 CMI book](#). Most of the middle school needs are maintenance at this point. The 2023 operational referendum provided funds to improve our middle schools with the consolidation at Longfellow and Logan Middle. These improvements meet many of the buildings' needs that were identified previously.
  - b. The primary areas where improvements at the middle school would be needed are in the public facing spaces - gyms, auditoriums, cafeterias and entrances. These items are identified in the long range facility plan and apply to the middle schools as well.
  - c. Additionally, given the limited sites we have available for our middle schools, the condition they are currently in, and the more pressing needs at the elementary level, full replacement of the middle schools is not an anticipated need until after 2050. Circumstances may certainly change between now and then and an updated long range facility plan in the future may include the middle schools.
5. What was communicated with staff regarding staff advocacy on facilities issues?
  - a. After consultation with our legal counsel on what to share with staff regarding appropriate advocacy regarding facilities issues, I sent an [email](#) on September 16, 2023 to staff (and copied the Board) that clarified that while acting as a district employee their speech was limited, but as a citizen, our employees have a right to speak on matters of public concern. Staff members have sent emails to me to clarify their ability to speak and have exercised that right frequently at board meetings.
6. How are capacities of buildings calculated?
  - a. Bray Architects conducted a [Capacity Study](#) of our buildings based on modern uses of educational facilities. They used three different methods and created ranges of capacity for the district to consider.
7. How are the projected savings of buildings calculated?
  - a. Elementary consolidation personnel cost reduction estimates are identified in this [document](#). These efficiencies would apply to any one or combination of buildings closed. They scale per building, without an anticipated difference based on the buildings chosen.
8. What do efficiencies gained look like at the building level? Where do the savings come from? What do savings look like? What about special education?
  - a. Elementary consolidation personnel cost reduction estimates are identified in this [document](#). These efficiencies would apply to any one or combination of buildings closed. The impact on special education is a single teacher and TA.
9. What are the extra services that can be provided with cost savings?



- a. Cost savings would not allow for extra services unless they exceed the anticipated budget deficit. However, consolidation would lead to a better instructional environment for students as there would be fewer split classrooms and specialists would be present full time in the building. For staff, there would be more support present in one building to respond to incidents and adapt to absences, there would be more opportunity for collaboration, there would be more staff to cover duties and other needs, and an opportunity to distribute students across more classrooms leading to better instructional environments.

10. Polytechnic - what would we do with it if it were vacated?

- a. If Polytechnic were vacated, it could be repurposed for other school district uses including some of the centralized administration functions. The space is somewhat limited and parking is a challenge but it would be an accessible site for some of the district's more public facing functions like registration and HR. The building could also be sold and added back to the tax rolls as a downtown business.

11. What is the cost to update all buildings and staff all buildings through capital and operational referendum - a do everything approach?

- a. The estimated cost of an approach that would "do everything" would be \$4M annually in operational costs and \$2M - \$6M in capital maintenance costs.
- b. Operationally, it would involve hiring four specials (art, music, phy ed) teachers to ensure full-time staff in each elementary building, hiring four special education and specialist teachers to create redundancy of support in buildings, hiring four classroom teachers to ensure we did not have split classrooms, and two school psychologists to provide one per building. The cost of this level of additional staffing would be about \$1.0M annually. This cost along with the \$3.0M deficit that would not be addressed through consolidation makes up the total \$4M in operational costs.
- c. On the capital maintenance side, it would involve addressing the maintenance of the two buildings that would not otherwise be closed. This ranges from \$2M - \$6M based on the buildings that would be chosen for closure.
- d. The impact of funding this through a referendum would be about \$0.57 on the mill rate for the operational costs annually and between about \$0.05 and \$0.17 on the mill rate for the capital maintenance costs over five years. The total impact on the mill rate for a five year referendum would be between about \$0.62 and \$0.74 which amounts to between \$134 and \$148 annually on a home worth \$200K.
- e. Looked at over a 20 year period, the total cost would amount to at least \$80M. This cost is comparable to that of building two new elementary schools in the same timeframe. This course of action would provide the same instructional environment as closing two elementary schools.

12. What would the following scenario look like - North Woods becomes an elementary charter building adding SOTA I. Close Spence with students going to Hamilton, Hintgen, State Rd.

2024	2027	2028
K. North Woods non-boundary L. North Woods becomes charter school elementary C. Close Spence (-\$1.4M)  Reduced Expense = -\$1.4M		

- **Assessment:** This course of action would need additional facility options to reduce expenses to balance the budget or reduced expenses would come from laying off staff, cutting programs, limiting wage increases, and reducing benefits.

13. What are estimated numbers for a referendum?

- The cost for a new elementary school that would serve ~550 students (like Northside) is identified in this [document](#).
- Cost estimates for other projects identified during the FAC meetings are [documented](#) here.
- In 2016, we drafted an [estimate](#) of what an addition to State Road would cost including eight classrooms and a gymnasium. These estimates are seven years old and need to be updated. The estimated construction inflation since 2016 is 37% to derive an updated estimated figure from this draft proposal.
- We are still working on generating a cost for adding Hogan on to a new elementary school.

14. What would redrawn boundaries look like for other scenarios? Is there enough capacity? What is the disruption to students?

- The boundary maps linked below include the current boundaries as a layer where it seems to make sense in understanding the change. They have been removed in other cases where it was distracting to understanding the differences. The maps are at the end of this document well.
- Capacity is estimated based on where students are moved to, the resulting projected enrollment, and the identified capacity. For all of the scenarios provided there is enough capacity at the remaining schools, although in COA 7, it pushes the limits at the current time - in a couple of years there would be capacity.
- Disruption is estimated based on which students are impacted based on whether they must move or could move, creating a range in some cases. The range at the low end is if only those in the closed schools are impacted, at the high end if all students are reassigned.

Course of Action	Elementary Boundaries	Elementary Capacity Range	Elementary Disruption Range
COA 2	<a href="#">Link</a>	43% - 86% Average = 69%	18% - 38%

COA 3	<a href="#">Link</a>	43% - 96% Average = 70%	23% - 41%
COA 4	<a href="#">Link</a>	43% - 89% Average = 68%	22% - 32%
COA 5	<a href="#">Link</a>	67% - 94% Average = 87%	31%
COA 6	<a href="#">Link</a>	41% - 92% Average = 70%	46%
COA 7	<a href="#">Link</a>	79% - 103% Average = 89%	39% - 52%

- d. Note - COA 5 would have Summit students returning to home boundaries and CM moving to another location (e.g. State Road)

15. Do the budget projections include the cost savings expected from switching HS students to iPads next year? Could we go back to pre-pandemic and not give iPads to K-3rd graders. How much would that change equate to?

- a. We anticipate saving about \$1M on the four year technology lease with the change to iPads at the high school and the elimination of computer labs at the elementary school. This would involve selling our existing devices back and buying down the cost of the loan. It amounts to about \$250K a year. We had planned in this next four year cycle to take those funds and instead of buying down the lease, invest the funds back into technology to update switches, access points, servers, and other crucial infrastructure. These are areas where it is hard to find a budget and this would go a long way to keeping our network functioning.
- b. We could forgo providing iPads to our K-2 students. 3rd graders use them for state testing and it is helpful to have the devices to practice on and take the test on so they can do their best and to manage the logistics. Additionally, our new math curriculum has a strong online iPad component that many of our teachers are using and are excited about so the loss of 1:1 at the K-2 level would hamper their ability to teach and cause us to increase our paper budget for worksheets. We are eliminating elementary computer labs largely because we have 1:1 across the elementary school. Adding those labs back in would cost about \$325K. When we added full 1:1 for K-3, the total cost was about \$30,000 because we had many iPads for classrooms, interventions, specialists, and special education. If we were to maintain the instructional programs from four years ago, the net effect of eliminating K-3 ipads, with a doubled cost of an ipad, would end up saving around \$60,000 but would add a \$325,000 cost for computer labs. On balance, we feel the iPads are a more efficient route to pursue and one that adds to the instructional capacity of our teachers.

# Course of Action - Potential Boundary Maps













