Facility Advisory Committee

June 12, 2023
Agenda

1. Welcome back and tonight’s agenda
2. May FAC meeting review and regrounding
3. Review survey results
4. Evaluate ES consolidation options
5. Secondary facilities detail and challenges
6. Table team discussion
7. Next meeting / Committee feedback
Next Meeting

FAC Meeting #1: April 20
Goal: Develop a common understanding of the relevant conditions and factors
Topics:
- Purpose and norms
- Facilities history and overview (Joe L.)
- Enrollment history/projections (Aaron)
- District financial overview (Patty)
- Survey (Bill Foster)

FAC Meeting #2: May 11
Goal: Understand elementary (ES) facilities, explore ES consolidation options
Topics:
- ES facilities detail (Joe L.)
- ES enrollments and challenges (Shelley & Troy)
- Early survey results (Bill F.)
- Explore ES consolidation options

FAC Meeting #3: June 12
Goal: Evaluate ES consolidation options, understand secondary facilities
Topics:
- Survey results (Bill F.)
- Evaluate ES consolidation options
- Secondary facilities detail and challenges (Joe L & Stacey)

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 Members

<table>
<thead>
<tr>
<th>Alex Attardo</th>
<th>Jerry Wacek</th>
<th>Michelle Powell</th>
</tr>
</thead>
<tbody>
<tr>
<td>Andrea Trane</td>
<td>Joan Parke</td>
<td>Mo Yang</td>
</tr>
<tr>
<td>Anna Stindt</td>
<td>Karl Green</td>
<td>Nell Saunders-Scott</td>
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<tr>
<td>Bill Lanzel</td>
<td>Kathi Blanchard</td>
<td>Paisley Sichone</td>
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<tr>
<td>Courtney Lokken</td>
<td>Katie Bittner</td>
<td>Steve O'Malley</td>
</tr>
<tr>
<td>Ed Scholl</td>
<td>Linda Hansen</td>
<td>Tamara Gruen</td>
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<tr>
<td>Heidi Odegaard</td>
<td>Mac Kiel</td>
<td>Taylor Ledvina</td>
</tr>
<tr>
<td>Jed Olson</td>
<td>Matt Johnson</td>
<td>Tim Alberts</td>
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<tr>
<td></td>
<td>Tammy Wills</td>
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</tr>
</tbody>
</table>

**FAC Facilitator:** Joe Schroeder
“Coming together is a beginning,
Staying together is progress,
And working together is success.”

– Henry Ford
May FAC Meeting Review and Regrounding
Enrollment History and Projections

Three decades of declining enrollment

The primary cause is lower birth rates.

2020 population study projected declining enrollment across models.

Actual enrollments have been less than projected.
State Education funding has not kept up with inflation since 2009!

No state budget increase in revenue limits the last two years!

Funding at inflation would have resulted in an additional $3,200 in funding per pupil!

In La Crosse, this would mean an additional $19.2 million in funding annually!
## Capital Maintenance and Improvements - Annual Summary by Building

<table>
<thead>
<tr>
<th>Building Name</th>
<th>2023/2024</th>
<th>2024/2025</th>
<th>2025/2026</th>
<th>2026/2027</th>
<th>2027/2028</th>
<th>No Time Frame</th>
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<tbody>
<tr>
<td>Emerson Elementary</td>
<td>$105,400</td>
<td>$299,261</td>
<td>$414,000</td>
<td>$130,600</td>
<td>$1,963,955</td>
<td></td>
</tr>
<tr>
<td>Hamilton Elementary</td>
<td>$290,519</td>
<td>$20,000</td>
<td>$170,839</td>
<td>$403,000</td>
<td>$168,717</td>
<td></td>
</tr>
<tr>
<td>Hintgen Elementary</td>
<td>$60,000</td>
<td>$323,686</td>
<td>$26,000</td>
<td>$260,400</td>
<td>$117,367</td>
<td>$117,527</td>
</tr>
<tr>
<td>Spence Elementary</td>
<td>$399,149</td>
<td>$78,792</td>
<td>$35,731</td>
<td>$267,120</td>
<td>$2,629,546</td>
<td></td>
</tr>
<tr>
<td>State Road Elementary</td>
<td>$223,200</td>
<td>$273,196</td>
<td>$277,760</td>
<td>$121,700</td>
<td>$131,322</td>
<td>$2,804,016</td>
</tr>
<tr>
<td>Summit Elementary</td>
<td>$456,320</td>
<td>$314,148</td>
<td>$179,834</td>
<td>$1,054,967</td>
<td>$239,883</td>
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<tr>
<td>Southern Bluffs Elementary</td>
<td>$151,280</td>
<td>$8,859</td>
<td>$366,200</td>
<td>$125,949</td>
<td>$404,339</td>
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</tr>
<tr>
<td>North Woods Elementary</td>
<td>$124,000</td>
<td>$53,375</td>
<td>$223,200</td>
<td>$207,797</td>
<td>$142,718</td>
<td></td>
</tr>
<tr>
<td>Northside Elementary</td>
<td>$62,000</td>
<td>$19,840</td>
<td>$31,000</td>
<td>$18,600</td>
<td>$74,400</td>
<td></td>
</tr>
<tr>
<td>Lincoln Middle</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>$5,422,822</td>
<td></td>
</tr>
<tr>
<td>Logan Middle</td>
<td>$1,104,761</td>
<td>$25,544</td>
<td>$330,827</td>
<td>$638,480</td>
<td>$1,666,665</td>
<td>$3,712,320</td>
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<tr>
<td>Longfellow Middle</td>
<td>$810,310</td>
<td>$1,482,517</td>
<td>$194,109</td>
<td>$40,628</td>
<td>$1,196,881</td>
<td>$3,052,689</td>
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<tr>
<td>Polytechnic</td>
<td>$24,800</td>
<td>$310,000</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Central High</td>
<td>$619,768</td>
<td>$175,866</td>
<td>$45,880</td>
<td>$1,001,143</td>
<td>$99,397</td>
<td>$38,382,395</td>
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<tr>
<td>Logan High</td>
<td>$608,433</td>
<td>$276,122</td>
<td>$416,112</td>
<td>$67,986</td>
<td>$2,275,400</td>
<td>$34,253,279</td>
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<tr>
<td>District-Wide</td>
<td>$93,000</td>
<td>$93,000</td>
<td>$93,000</td>
<td>$93,000</td>
<td>$93,000</td>
<td></td>
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<tr>
<td>Hogan Administrative Center</td>
<td>$49,600</td>
<td>$270,000</td>
<td>$2,498,960</td>
<td>$193,197</td>
<td></td>
<td>$2,539,574</td>
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<tr>
<td>Shop</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>$54,916</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>$3,593,871</td>
<td>$4,818,597</td>
<td>$4,415,922</td>
<td>$3,736,437</td>
<td>$6,288,064</td>
<td>$95,963,138</td>
</tr>
</tbody>
</table>

**Grand Total:** $118,816,029
As Property Value Increases and Membership (Enrollment) Declines, State Equalization Aid also Declines
Remember this from the Revenue Limit History Slide? Provided operational referendums if calculation provided insufficient funds.

History of Successful Operational Referenda

- 2004-2009: $17.625M
- 2009-2014: $20.875M
- 2014-2019: $20.875M
- 2019-2024: $20.875M
- 2023-2029: $60.00M
The passage of spring’s operational referendum was crucial for our District. Underinvestment by the State is still impacting revenues into the future. We asked for as much as we could while knowing we still have to become more efficient.
Excess Space in Building

Buildings are underutilized at all levels as a result of declining enrollment.

<table>
<thead>
<tr>
<th>School</th>
<th>Elementary Schools</th>
<th>Capacity</th>
<th>Enrollment</th>
<th>Utilization</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emerson</td>
<td>466</td>
<td>311</td>
<td>67%</td>
<td></td>
</tr>
<tr>
<td>Spence</td>
<td>424</td>
<td>335</td>
<td>79%</td>
<td></td>
</tr>
<tr>
<td>Hamilton</td>
<td>418</td>
<td>270</td>
<td>65%</td>
<td></td>
</tr>
<tr>
<td>Hintgen</td>
<td>447</td>
<td>246</td>
<td>55%</td>
<td></td>
</tr>
<tr>
<td>North Woods</td>
<td>397</td>
<td>294</td>
<td>74%</td>
<td></td>
</tr>
<tr>
<td>Northside</td>
<td>549</td>
<td>379</td>
<td>69%</td>
<td></td>
</tr>
<tr>
<td>Southern Bluffs</td>
<td>415</td>
<td>315</td>
<td>76%</td>
<td></td>
</tr>
<tr>
<td>State Road</td>
<td>397</td>
<td>309</td>
<td>78%</td>
<td></td>
</tr>
<tr>
<td>Summit</td>
<td>414</td>
<td>285</td>
<td>69%</td>
<td></td>
</tr>
<tr>
<td><strong>Average</strong></td>
<td></td>
<td></td>
<td><strong>70%</strong></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>School</th>
<th>Middle Schools</th>
<th>Capacity</th>
<th>Enrollment</th>
<th>Utilization</th>
</tr>
</thead>
<tbody>
<tr>
<td>Logan</td>
<td>793</td>
<td>491</td>
<td>62%</td>
<td></td>
</tr>
<tr>
<td>Longfellow</td>
<td>988</td>
<td>698</td>
<td>71%</td>
<td></td>
</tr>
<tr>
<td><strong>Average</strong></td>
<td></td>
<td></td>
<td><strong>66%</strong></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>School</th>
<th>High Schools</th>
<th>Capacity</th>
<th>Enrollment</th>
<th>Utilization</th>
</tr>
</thead>
<tbody>
<tr>
<td>Logan</td>
<td>1300</td>
<td>752</td>
<td>58%</td>
<td></td>
</tr>
<tr>
<td>Central</td>
<td>1600</td>
<td>986</td>
<td>62%</td>
<td></td>
</tr>
<tr>
<td><strong>Average</strong></td>
<td></td>
<td></td>
<td><strong>61%</strong></td>
<td></td>
</tr>
</tbody>
</table>
Rationale for Educational Recommendations regarding:

- Number of classroom sections per school/grade level
- Overall school enrollment
Low Enrollment Challenges - 1-2 sections per grade level

Challenges of 1-2 sections per grade level:

- Inability to create balanced classrooms
- Loss of collaborative planning between teachers
- “Balloon” grade levels
- Increase in split classrooms
Low Enrollment Challenges – Staffing Inefficiency

- Music
- Art
- Physical Education
- Library
- English Language (EL)
- School Psychologists
- Occupational Therapists
- Speech and Language
- Adaptive Physical Education

Increased “windshield time” has an impact.
What is an “ideal” elementary school for La Crosse?

An “ideal” SDLAX Elementary

- 350 - 400 students
- 18-20 sections
- 3-4 sections per grade level

This would allow for full time MAPEL specialists, support staff such as special education teachers, EL teachers, counselors, success coaches, etc.

Comparable economic status between buildings would be desirable.
# Building Closure Impacts and Benefits

<table>
<thead>
<tr>
<th>Scenario</th>
<th>Enrollment</th>
<th>Sections</th>
<th>Financial Benefits</th>
<th>Educational Benefits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Current (9)</td>
<td>275</td>
<td>16.3</td>
<td>$3.4M deficit in six years</td>
<td></td>
</tr>
<tr>
<td>Close 1 ES</td>
<td>310</td>
<td>18.3</td>
<td>$1.4M annual savings</td>
<td>More balanced classrooms, more collaboration, <em>fewer</em> split classrooms, <em>fewer</em> travelling teachers</td>
</tr>
<tr>
<td>Close 2 ES</td>
<td>354</td>
<td>20.9</td>
<td>$2.4M annual savings</td>
<td>More balanced classrooms, more collaboration, <em>likely no</em> split classrooms, <em>likely no</em> travelling teachers</td>
</tr>
<tr>
<td>Close 3 ES</td>
<td>413</td>
<td>24.3</td>
<td>$3.0M annual savings</td>
<td>More balanced classrooms, more collaboration, <em>likely no</em> split classrooms, <em>fewer</em> travelling teachers</td>
</tr>
</tbody>
</table>
Why a FAC Consolidation Recommendation is Needed

Financial
- Ongoing, declining enrollment
- Significant financial challenges, even with successful referenda
- Excess space in district buildings

Instructional
- Balanced classrooms, fewer splits
- Collaboration for staff, less travel time
- Student access to their teachers
Exit Slip Feedback from Our May Meeting

What went well?
○ Good discussion time
○ Good information presented

What could be improved?
○ Would like more information

What do you want to learn more about?
○ Class size information at each school
○ Other options available besides consolidation
Submitter: Tim Alberts
Why are we as a committee not looking at other options besides consolidation? It may be the only option but would like discussion on why other options are not possible.
- The reason for considering consolidation at the elementary level is a combination of declining enrollment that has led to underutilized buildings and inefficient use of staff, the need for cost savings to adjust to less State funding, and the need to provide the best possible educational environment for students by having enough sections in a building to accommodate better “grade-wide seating charts” and full-time staff in buildings.
Can you share the research and evidence to support the ideal size shared tonight?

- The ideal elementary size is born out of the professional experiences of our administrators, the practical realities of economic efficiency and supported by a range of policy papers and research studies. General research conducted on the topic has been done by a number of researchers and has been collected by Hanover Research and others in meta-analysis or summary format. State level studies have been conducted in Wisconsin, Illinois, Iowa, Texas, Maryland, and South Carolina. This policy paper from the Consortium for Policy Research in Education, in the Wisconsin Center for Education Research at University of Wisconsin-Madison identified 432 as the ideal elementary size in Wisconsin.
Question / Response Form

Check-in

Submitter: Anna Stindt
Can we consider the Hogan Administration building as well? Cost to operate? Utilizing the site as a school? Would like more info on the building.

- Hogan Administrative center is not a part of the elementary consolidation process, but is an aging building with high deferred maintenance costs. The annual cost to operate the building is relatively low (~$90,000 including custodial support). The site could be used for a school and could be considered as a part of the elementary consolidation process. Another site would have to be found for the services and people provided at Hogan.
Staying Focused

**FAC Purpose**

- Recommend potential elementary school arrangement
- Recommend elementary facilities consolidation options
- Recommend MS/HS facilities improvements that result in equal opportunities for students

**FAC Non-Purpose**

- Addressing student behavior
- Attracting and retaining staff
- Increasing enrollment
- Increasing property values
- State politics
- City improvements
- Number of high schools
- Open enrollment
Our Norms

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

- Founded in **2002** to provide independent research
- Conducted over **10,000** staff, parent, and student, and community surveys for school improvement
- Helped more than **900** districts navigate the strategic planning and referendum planning process
Contents

- Background Info
- Respondent Information
- Results & Analysis
- Wrap-up/Questions
Survey Information

• Survey deadline **May 12, 2023**

• **1,511** parent/community respondents

• **541** staff respondents
**Background:** 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?
What factors are most important as we plan for elementary school reconfiguration?

- Appropriately-sized classrooms
- Safe & secure schools
- Comparable opportunities for students at each school
- Neighborhood accessible schools
- Safe vehicle traffic flow for student pick-up/drop off
- Dedicated art and music/band classrooms
- Social/economic diversity in our schools
- Important part of the community/“sense of place”
- Bus ride time
- Accessible playgrounds
- Eco-friendly, energy-efficient buildings
- Dedicated gyms (not shared with the cafeteria)
- Dedicated space for small group instruction and student collaboration
- Building maintenance costs
- Cost of building renovation/adoption/replacement
- Adequate parking
- Aesthetically appealing (attractive) schools
- Lower school operating costs
- Meeting spaces for staff, parents, and the community

[Bar chart showing parent, community, and staff opinions on different factors]
What factors are most important as we plan for elementary school reconfiguration?
What factors are most important as we plan for elementary school reconfiguration?
What factors are most important as we plan for elementary school reconfiguration?

Important priorities for community members:
What did we learn?

The top 4 priorities are the same for all 3 groups:
• Appropriately-sized classrooms
• Safe & secure schools
• Comparable opportunities for students at each school
• Neighborhood accessible schools

3 of the next 4 priorities are the same for all 3 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 the staff and parents.
What factors are most important as we plan for elementary school reconfiguration?
What factors are most important as we plan for elementary school reconfiguration?
What factors are most important as we plan for elementary school reconfiguration?
Parent/Guardian
Respondent Information
Which schools do your children attend?
(Select all that apply.)
Grade level of your child(ren):
(Select all that apply.)

- 12: 10%
- 11: 12%
- 10: 12%
- 9: 14%
- 8: 12%
- 7: 13%
- 6: 15%
- 5: 13%
- 4: 14%
- 3: 13%
- 2: 11%
- 1: 12%
- Kindergarten: 13%
- Pre-Kindergarten: 8%
One or more of my children receive the following services: (Select all that apply.)
I identify as: *(Select all that apply)*

- White: 89%
- More than one race/ethnicity: 2%
- Hispanic, Latinx, or Spanish origin of any race: 2%
- Asian: 2%
- Black or African American: 1%
- American Indian or Native Alaskan: 1%
- Native Hawaiian or Other Pacific Islander: 1%
- Other: 1%
- I prefer not to respond: 6%
Staff Respondent Information
At which location do you spend the most time?

- Central High: 13%
- Logan High: 11%
- Logan Middle: 8%
- Longfellow Middle: 6%
- Spence Elementary: 6%
- District-wide: 5%
- Southern Bluffs Elementary: 5%
- Northside Elementary: 5%
- Hintgen Elementary: 5%
- Hamilton Elementary: 5%
- Lincoln Middle: 4%
- Summit Environmental: 4%
- State Road Elementary: 4%
- North Woods International: 4%
- Emerson Elementary: 4%
- Other: 3%
- La Crosse Polytechnic: 1%
- Coulee Montessori: 1%
- SOTA I: 1%
- Coulee Region Virtual Academy (CRVA): 1%
- SOTA II: 0.2%
- Choose not to answer: 3%
What best describes your position?

- Classroom Teacher: 47%
- Support Staff (food service, transportation, custodial/maintenance, administrative assistant, etc.): 18%
- Paraprofessional: 7%
- Educational Specialist: 7%
- Choose not to answer: 6%
- Administration: 12%
Questions or Comments?
Thank you!
Evaluate ES Consolidation Options
Consolidation Assumptions

1. Align with the secondary boundary at Ferry Street where possible
   a. Creates common pathways for students
   b. Allows for better support structures for students and families
   c. Becomes predictable for parents
   d. Limits disruptions to student friend groups
2. Intradistrict transfers are assigned to their home boundary school
3. Keep students closer to nearby schools when possible
4. Follow logical transportation pathways when possible
5. Follow natural geographic and city boundaries when possible
6. Parameters listed are those in the top eight that are variable between schools (neighborhood accessible, social/economic diversity)
7. Start with the four options identified by the FAC
A - Emerson

Student Reassignment

- To North Woods: 92
- To Northside: 83
- To Hamilton: 43
- To State Road: 33
- To Summit: 29
- To other ES: 0, 1, 9

Key Parameters

- ES Average Enrollment: 273 → 308
- Bussing Eligible: 14.7% → 21.6%
- SES Balance (std dev): 19% → 17%
B - Hintgen

Student Reassignment

- To Spence: 83
- To Southern Bluffs: 68
- To State Road: 38
- To Hamilton: 25
- To other ES: 0, 1, 3, 3

Key Parameters

- ES Average Enrollment: 273 → 307
- Bussing Eligible: 14.7% → 21.6%
- SES Balance (std dev): 19% → 18%
C - North Woods

Student Reassignment
- To Northside: 88
- To Emerson: 93
- To other ES: 4, 5, 7, 8, 8, 10

Key Parameters
- ES Average Enrollment: 273 → 302
- Bussing Eligible: 14.7% → 11.7%
- SES Balance (std dev): 19% → 17%

*Need a location for SOTA 1, 111 students
D - Spence

Student Reassignment

- To Hintgen: 83
- To Hamilton: 81
- To State Road: 71
- To Emerson: 18
- To other ES: 1, 4, 4, 10

Key Parameters

- ES Average Enrollment: 273 → 304
- Bussing Eligible: 14.7% → 14.7%
- SES Balance (std dev): 19% → 20%
Two School Consolidation Impacts

<table>
<thead>
<tr>
<th>Building</th>
<th>Ave. K-5 Enrollment</th>
<th>Std Dev Econ Dis</th>
<th>Bus Eligible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Current</td>
<td>273</td>
<td>19%</td>
<td>14.7%</td>
</tr>
<tr>
<td>Hintgen &amp; North Woods</td>
<td>345</td>
<td>17%</td>
<td>11.7%</td>
</tr>
<tr>
<td>Emerson &amp; Hintgen</td>
<td>351</td>
<td>15%</td>
<td>21.6%</td>
</tr>
<tr>
<td>North Woods &amp; Spence</td>
<td>341</td>
<td>19%</td>
<td>11.7%</td>
</tr>
<tr>
<td>Emerson &amp; Spence</td>
<td>348</td>
<td>18%</td>
<td>21.6%</td>
</tr>
</tbody>
</table>
Table Team/Full FAC Discussion

Please Identify Timekeeper, Scribe, and Reporter Roles

A) After further review, do Options A, B, and C still seem viable for potential consolidation?

B) Do any of the these options seem more viable than others?

C) What other consolidation options (if any) should the FAC consider?
School District Elementary Sites

Southern Bluffs
Hintgen
State Road
Spence
Hamilton/SOTA I
Emerson
Northside/Coulee Montessori
Summit Environmental
North Woods International
Meeting Schedule and Topics Continued

<table>
<thead>
<tr>
<th>FAC Meeting #5: August 14</th>
<th>FAC Meeting #7: October 17</th>
</tr>
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<tbody>
<tr>
<td><strong>Goal:</strong> Evaluate ES boundary options, explore secondary facility options</td>
<td><strong>Goal:</strong> Develop and refine draft of FAC report</td>
</tr>
<tr>
<td><strong>Topics:</strong></td>
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Secondary Facilities
Central High School

- Date Built: 1967
- Date of Addition(s): 1988, 1996
- Overall Site Size: 17.9 Acres
- Building Size: 288,907 sq. ft.
- Capacity 1,560
- Student Enrollment 1,001
Logan High School

- Date Built: 1979
- Date of Addition(s): 1987, 1994, 1996, 1997
- Overall Site Size: 29.3 Acres
- Building Size: 216,000 sq. ft.
- Capacity 1072
- Student Enrollment 734
Challenges

**Central**

- Technology & Engineering space is outdated
- No automotive space
- Family & Consumer Sciences classrooms are outdated and inefficient.
- Agriscience space
- No exterior access to Tech Ed
- Does not have a production theater
- Parking
- Weight/wellness room small

**Logan**

- Technology & Engineering space is outdated
- Limited automotive space – no lift
- Family & Consumer Sciences classrooms are outdated and inefficient.
- Agriscience space
- Theater too small for performances
- Pool vessel needs replaced – can’t be used for competition
- Weight/wellness room small
- Band & choir space small
- Commons/cafeteria small
- Entrance Main Office
### Comparison

<table>
<thead>
<tr>
<th></th>
<th>Central HS</th>
<th>Logan HS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Built</td>
<td>1967</td>
<td>1979</td>
</tr>
<tr>
<td>Square Feet</td>
<td>288,907</td>
<td>216,000</td>
</tr>
<tr>
<td>Site Size</td>
<td>17.9 acres</td>
<td>29.3 acres</td>
</tr>
<tr>
<td>Pool</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>Theater</td>
<td>850 Seats</td>
<td>214 Seats</td>
</tr>
<tr>
<td>Planetarium</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Athletics</td>
<td>Baseball, JV football on-site</td>
<td>Turf Field - football field/soccer,</td>
</tr>
<tr>
<td></td>
<td></td>
<td>softball, baseball</td>
</tr>
<tr>
<td>Tech Ed Automotive</td>
<td>No</td>
<td>One bay - no lift</td>
</tr>
</tbody>
</table>
Table Team/Discussion

Please Sustain Same Timekeeper and Scribe Roles

Regarding the FAC Task of recommending MS/HS facility improvements that result in equal opportunities for secondary students...

A) What current differences between HS sites stand out most?

B) What input would you have for the architect/FAC planning team in preparation for our August FAC meeting, when one of the agenda items is “Exploring Secondary Facility Options”? 
Next Meeting

<table>
<thead>
<tr>
<th>FAC Meeting #1: April 20</th>
<th>FAC Meeting #3: June 12</th>
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<tbody>
<tr>
<td><strong>Goal:</strong> Develop a common understanding of the relevant conditions and factors</td>
<td><strong>Goal:</strong> Evaluate ES consolidation options, understand secondary facilities</td>
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<tr>
<td><strong>Topics:</strong></td>
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</tr>
<tr>
<td>● Purpose and norms</td>
<td>● Survey results (Bill F.)</td>
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<tr>
<td>● Facilities history and overview (Joe L.)</td>
<td>● Evaluate ES consolidation options</td>
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<tr>
<td>● Enrollment history/projections (Aaron)</td>
<td>● Secondary facilities detail and challenges (Joe L. &amp; Stacy)</td>
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<tr>
<td>● District financial overview (Patty)</td>
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<td>● Survey (Bill Foster)</td>
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<th>FAC Meeting #2: May 11</th>
<th>FAC Meeting #4: July 19</th>
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<td><strong>Goal:</strong> Understand elementary (ES) facilities, explore ES consolidation options</td>
<td><strong>Goal:</strong> Refine ES consolidation options, explore ES boundary options</td>
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<td><strong>Topics:</strong></td>
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<tr>
<td>● ES facilities detail (Joe L.)</td>
<td>● Use survey results to inform parameters</td>
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<tr>
<td>● ES enrollments and challenges (Shelley &amp; Troy)</td>
<td>● Refine ES consolidation options</td>
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<tr>
<td>● Early survey results (Bill F.)</td>
<td>● Explore ES boundary options</td>
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### Meeting Schedule and Topics Continued

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<th>FAC Meeting #5: August 14</th>
<th>FAC Meeting #7: October 17</th>
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| \- Explore long-range capital improvement cycle (PMA, Bray) | }
Committee Feedback

Exit Ticket

Exit Ticket

What went well? _________________________
____________________________________

What could be improved? ________________
____________________________________

What do you want to learn more about? ______
____________________________________
____________________________________