

Facility Advisory Committee

October 17, 2023

Tonight's Agenda

1. Welcome back and agenda
2. September FAC meeting review and regrounding
3. Full group discussion/input to further refine consolidation options
4. Refine elementary school boundary adjustments
5. Table team discussion/report out #1: ES boundary adjustments
6. Review draft FAC Report
7. Table team discussion #2 / Full group report out: Draft FAC Report
8. Next meeting / committee feedback

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.



September FAC Meeting Review and Regrounding

Looking Back at Our September FAC Meeting

1. Refine ES consolidation options
Full group discussion/input on consolidation options
2. Refine secondary facility options

Evolution of Options Identified by the FAC

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



Evolution of Options Identified by the FAC

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



Exit Slip Feedback from Our September Meeting

What went well?

- Table clarification was helpful
- Group discussion
- Improved data

What could be improved?

- Accurate data; staying focused
- More discussion; discussion about values
- Concerned about advocacy for a particular building, not the whole district
- Stop Secondary facility work; needs its own committee

What do you want to learn more about?

- Maps of all attendance boundaries; maps with population density
- Learn more about SES impact
- Student and teacher perspectives



Question / Response Form Check-in



Submitter: Corrie Welch

Was there an error in how the bussing costs were added up in the table on slide 11 as a part of the FAQ?

- Yes there was an error. The negative signs in the bussing costs should have been reversed for the four scenarios.

Option	Annual Staffing Savings	Annual Operating Costs	Annual Change in Bussing Costs	Estimated Annual Savings	Deferred Maintenance
North Woods & Hintgen	\$2,400,000	\$222,398	\$70,000	\$2,692,398	\$1,656,067
North Woods & Spence	\$2,400,000	\$209,401	\$70,000	\$2,679,401	\$4,161,426
Emerson & Hintgen	\$2,400,000	\$194,726	-\$210,000	\$2,384,726	\$3,818,234
Emerson & Spence	\$2,400,000	\$181,729	-\$210,000	\$2,371,729	\$6,323,593



Question / Response Form Check-in



Submitter: Sarah Kratt

If our District claims to be equitable, why are we possibly closing the schools who serve our under-represented population?

- While we certainly recognize that some schools serve more students of color or those experiencing poverty than others, the school district's Strategic plan for educational equity is not founded on providing schools in particular locations to serve unique groups of students. The school district's strategic plan for educational equity is rooted in developing educators who are knowledgeable about the students they serve, implementing strategies that benefit all students but intentionally lift those who need the most assistance, and providing financial and staffing resources equitably.



Question / Response Form Check-in



Submitter: Corrie Welch

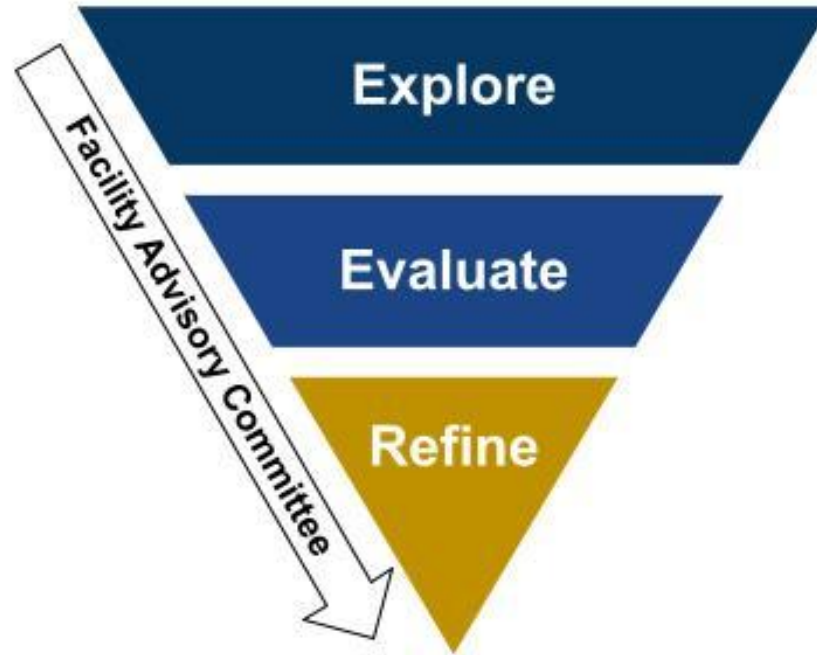
How will bussing costs change over the long term (5, 10 years) if elementary schools are closed?
How does that compare to the deferred maintenance costs over the same time frame?

- As an example, the estimated bussing savings of closing North Woods is \$70,000 annually. The estimated savings in deferred maintenance for North Woods is \$751,089 over 20 years. As a result the estimated 20 year savings is \$1,400,000 for bussing, and a 20 year savings of \$751,089 for deferred maintenance. Closing North Woods yields an estimated net savings of \$2,151,089.
- As another example, the estimated bussing change for closing Emerson is an increase of three routes or \$210,000 annually. The estimated savings in deferred maintenance at Emerson is \$2,916,256 over 20 years. As a result the estimated 20 year cost is \$4,200,000 for bussing, and a 20 year savings of \$2,916,256 for deferred maintenance. The closing of Emerson yields an estimated net cost of \$1,283,744.



Regrounding

Refine Elementary Consolidation Options



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

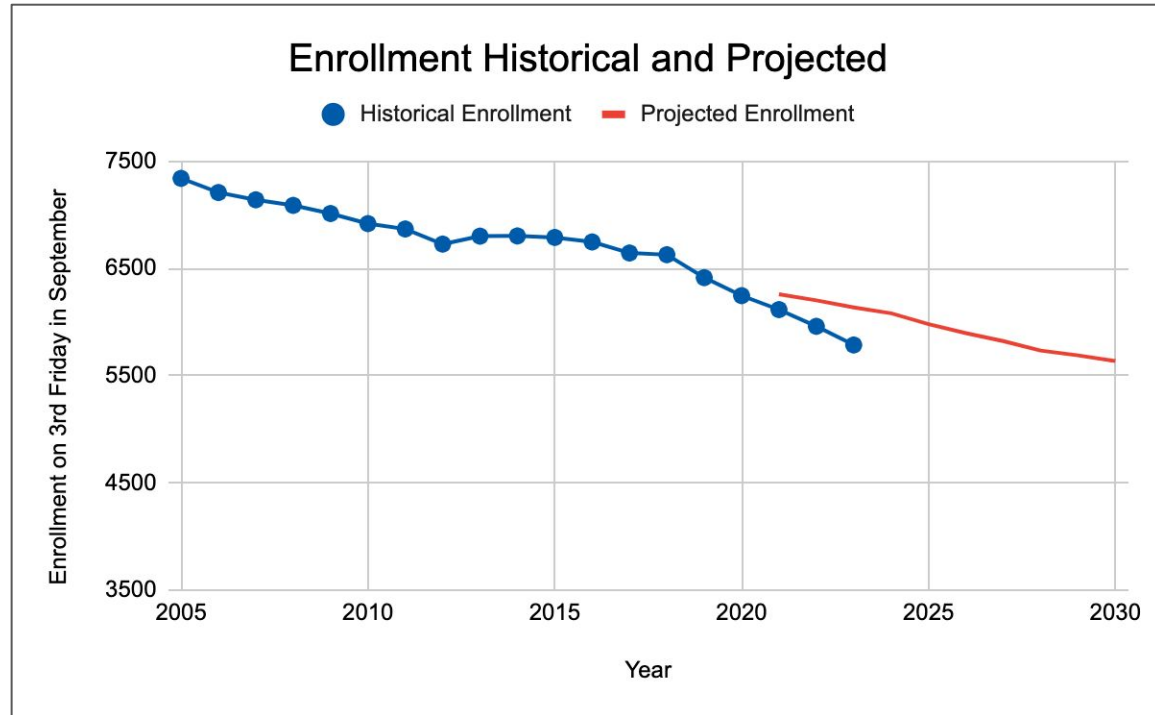


Updated Enrollment Trend

Enrollment continues to decline, -174 students

104 through declining enrollment (4K, K, PK)

The incoming kindergarten class is smaller than the exiting senior class



Building Closure Impacts and Benefits

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



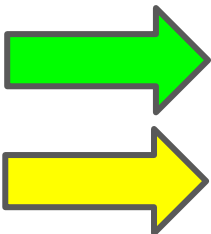
1. FAC makes recommendations to administration and the School Board.
2. Administration refines long range facility plan for approval by the School Board.
3. School Board makes all final decisions regarding school consolidation.



Community input on the recommendations report will be available on November 27 and 29th.

Hello Facilities Advisory Committee (FAC) Members,

September 27, 2023



In our recent monthly meetings, the FAC identified consensus support for:

- (1) a two-school approach to elementary school closure and
- (2) a northside/southside school pairing within such an arrangement.

At our most recent meeting on Sept. 14, we attempted to determine if there was also consensus support for:

- (3) a specific two-school pairing from among a short list of four, paired-school options that have been identified from ongoing FAC review and input over a series of many months.

The input from the fifteen FAC members who participated at our September meeting showed that a clear consensus for item (3) above is not yet evident.

I am sending out this communication today in a final effort to see if the FAC might yet be able to find a clear consensus around item 3 above. If so, great. If not, we will proceed with our report to the School Board with the best advisory recommendations and information that we have in hand from the group's work overall.

I believe revisiting item (3) during our October meeting is reasonable and responsive for several reasons:

- Some updated/clarified information (particularly around costs) for the paired options was presented at the start of the Sept. 16 meeting, which perhaps impacted individual processing time of these particular factors alongside many other relevant parameters gathered over months about the school options.
- We had about one quarter of the FAC absent from our September meeting, which resulted in 15 FAC | members providing individual input in contrast to the 21 who did so during our August FAC meeting.
- Having information to review and a clear sense of what input will be gathered from FAC members in one place in advance of the meeting (which this message and related follow-up is meant to offer) has been helpful to this group in the past (e.g., our August meeting) to help discern consensus.

So at some point at our October 17 FAC meeting, I would like to once again gather individual FAC input regarding the four options you see on the October FAC Input Form (an example of which is shown at the very end of this message) to see if we can yet gather a consensus about a preferred two-school consolidation option – or not.



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



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



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

Two School Consolidation Impacts

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



Emerson and Hintgen Closure
Boundary Creation Considerations

General Principles

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

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

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

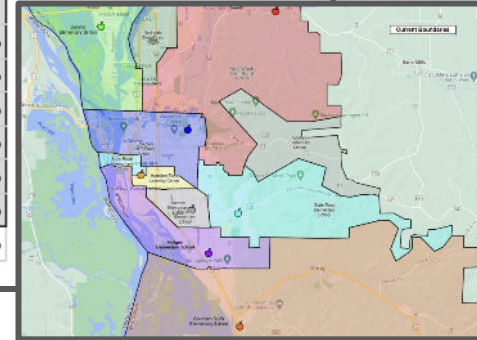
If Hintgen were closed and boundaries redrawn, the following were considered in the provided option:

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

Example Detailed School Attendance Boundary Information

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

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



Refine ES Consolidation Options

Hello Facilities Advisory Committee (FAC) Members,

September 27, 2023

In our recent monthly meetings, the FAC identified consensus support for:

- (1) a two-school approach to elementary school closure and
- (2) a northside/southside school pairing within such an arrangement.

At our most recent meeting on Sept. 14, we attempted to determine if there was also consensus support for:

- (3) a specific two-school pairing from among a short list of four, paired-school options that have been identified from ongoing FAC review and input over a series of many months.

The input from the fifteen FAC members who participated at our September meeting showed that a clear consensus for item (3) above is not yet evident.

I am sending out this communication today in a final effort to see if the FAC might yet be able to find a clear consensus around item 3 above. If so, great. If not, we will proceed with our report to the School Board with the best advisory recommendations and information that we have in hand from the group's work overall.



After reviewing the summary table, at this point in the process, perhaps the most helpful approach for you to use in sharing your individual input by Oct. 6 would take this form:

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

About Option F:

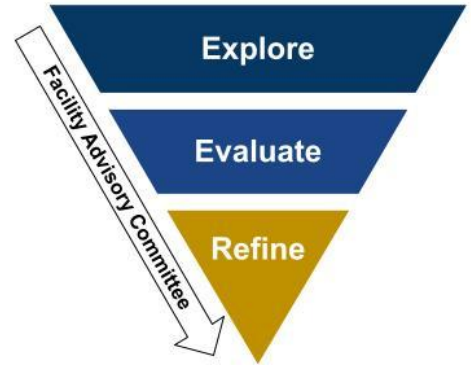
Option F was created in response to FAC members inquiring about a multi-phase plan that may include both consolidation and building replacement. As we continue to reflect upon Option F, it has become apparent that this type of strategy is likely beyond the scope of the FAC given that it requires not only closure of one or more buildings, but as a precondition, also the passage of a referendum for the construction of a new building. Going to referendum requires a whole additional set of considerations, preparations, and decisions that the FAC does not, as currently set up, have time to gather, nor the authority to determine. That said, a version of Option F may be combined with the closure of a building(s), in that closure could be followed up by replacement/combination of remaining buildings. Therefore, if a consensus of the FAC believes that the School Board should consider that school closure be paired with a strategy for renewing buildings, that recommendation could certainly be made within the FAC report, which is something we can discuss further at our upcoming FAC meeting.



**Elementary School Consolidation
Individual Input from FAC Members
Oct. 17, 2023**

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





Refine ES Boundary Adjustments



Boundary Assumptions

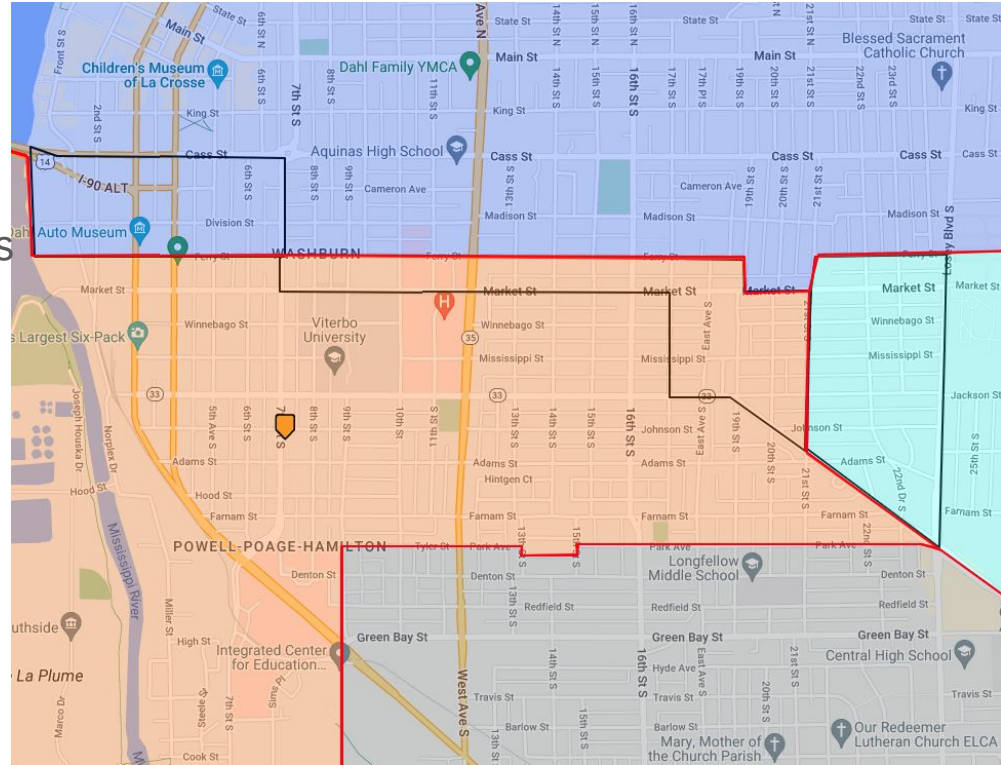
Align elementary boundaries with the secondary boundaries (Ferry St.)

Limit disruption to existing boundaries

Keep communities together

- Eliminate attendance islands
- Use natural boundaries
- Reduce bussing

Try to naturally create socioeconomic balance



CB Option

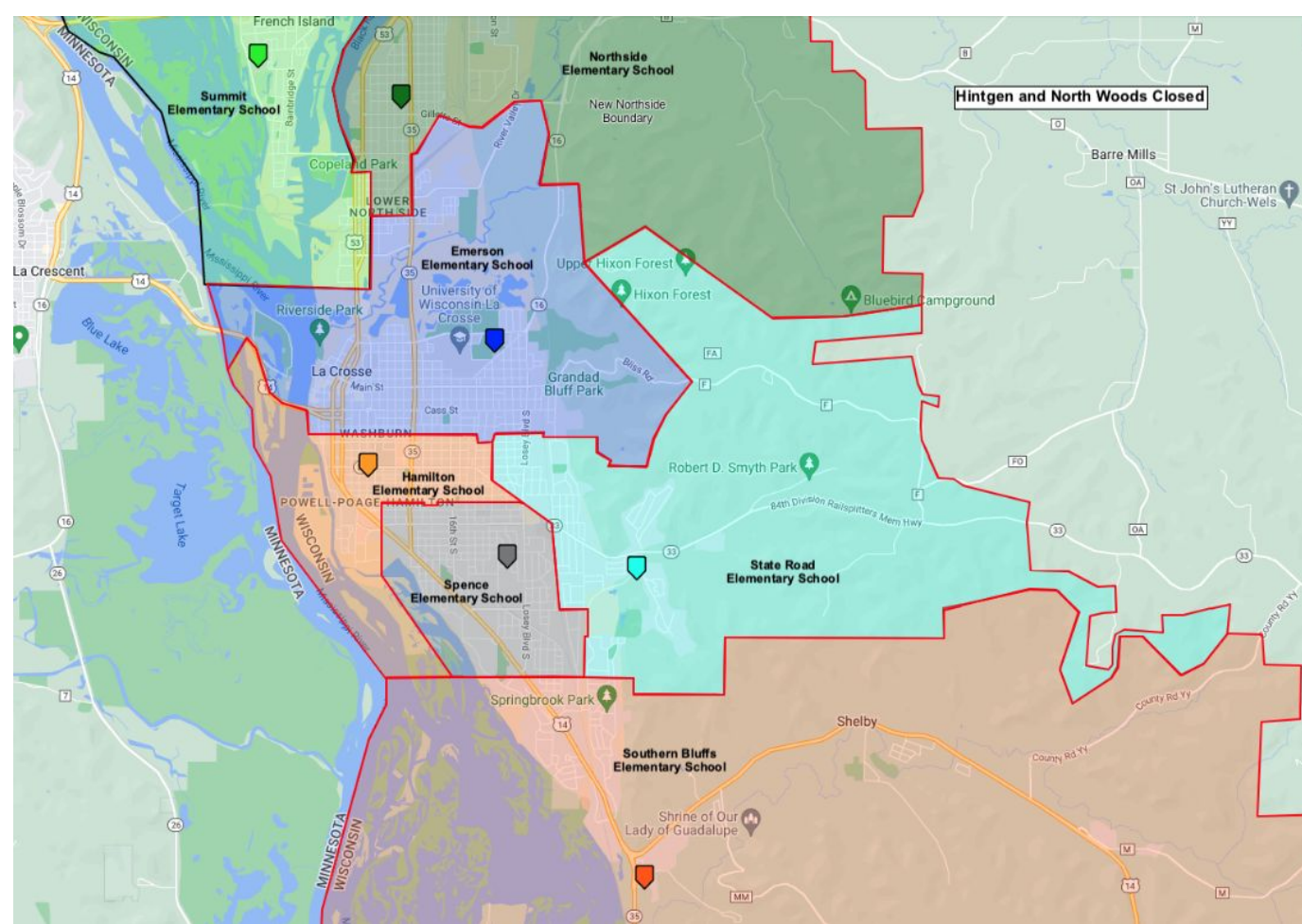
North Woods and Hintgen closed

Attendance islands eliminated

Aligned with secondary boundary (Ferry St.)

Socioeconomic balance closer to average at Northside, Emerson, Hamilton, State Road, and Southern Bluffs. Overall socioeconomic balance improves, stdev: 19% → 17%.

20% reduction in required bussing for elementary students



CD Option

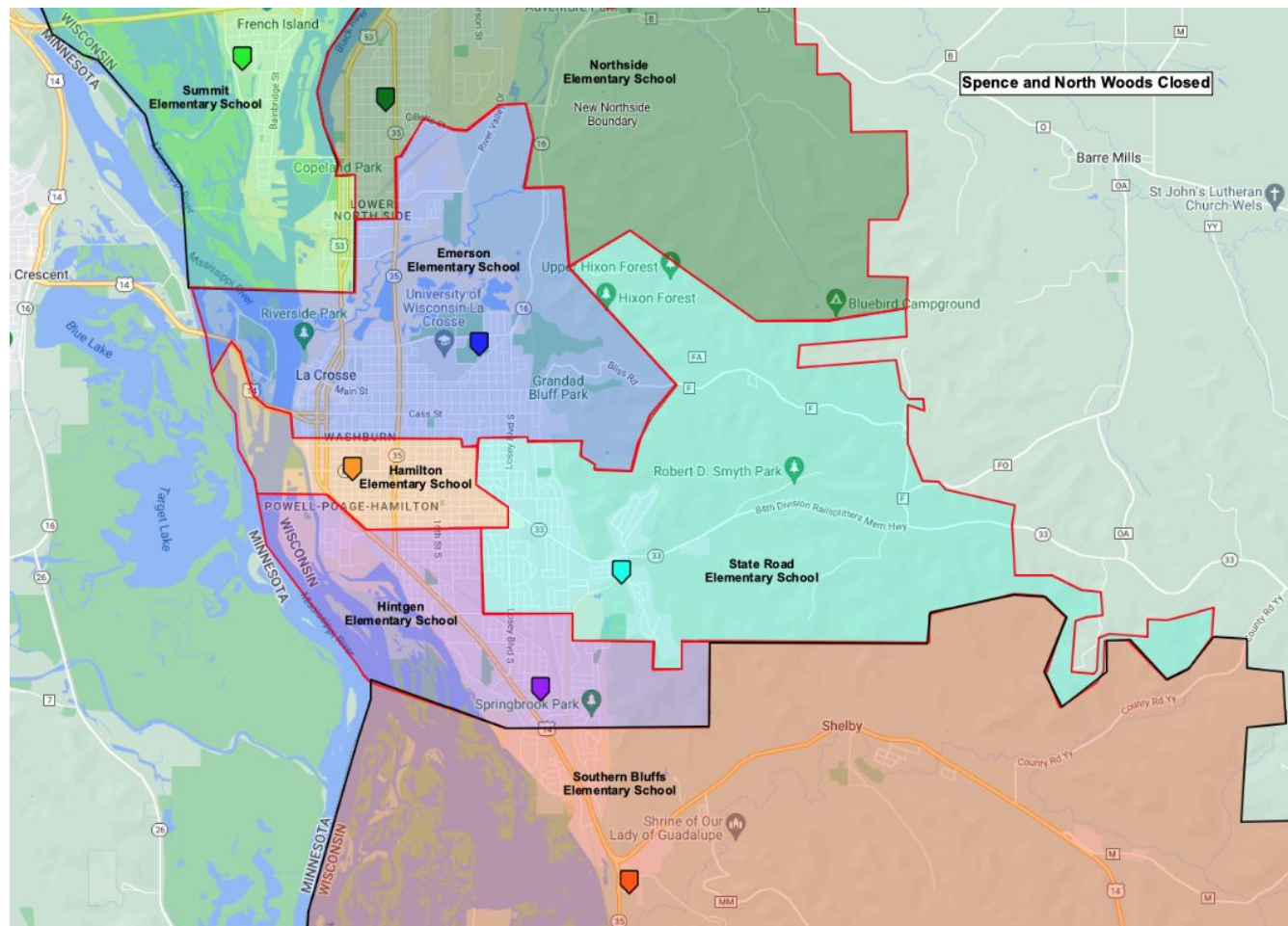
North Woods and Spence closed

Attendance islands eliminated

Aligned with secondary boundary (Ferry St.)

Socioeconomic balance closer to average at Northside, Emerson, Hamilton, and Hintgen. Overall, socioeconomic balance remains the same, stdev: 19% → 19%.

20% reduction in required bussing for elementary students



AB Option

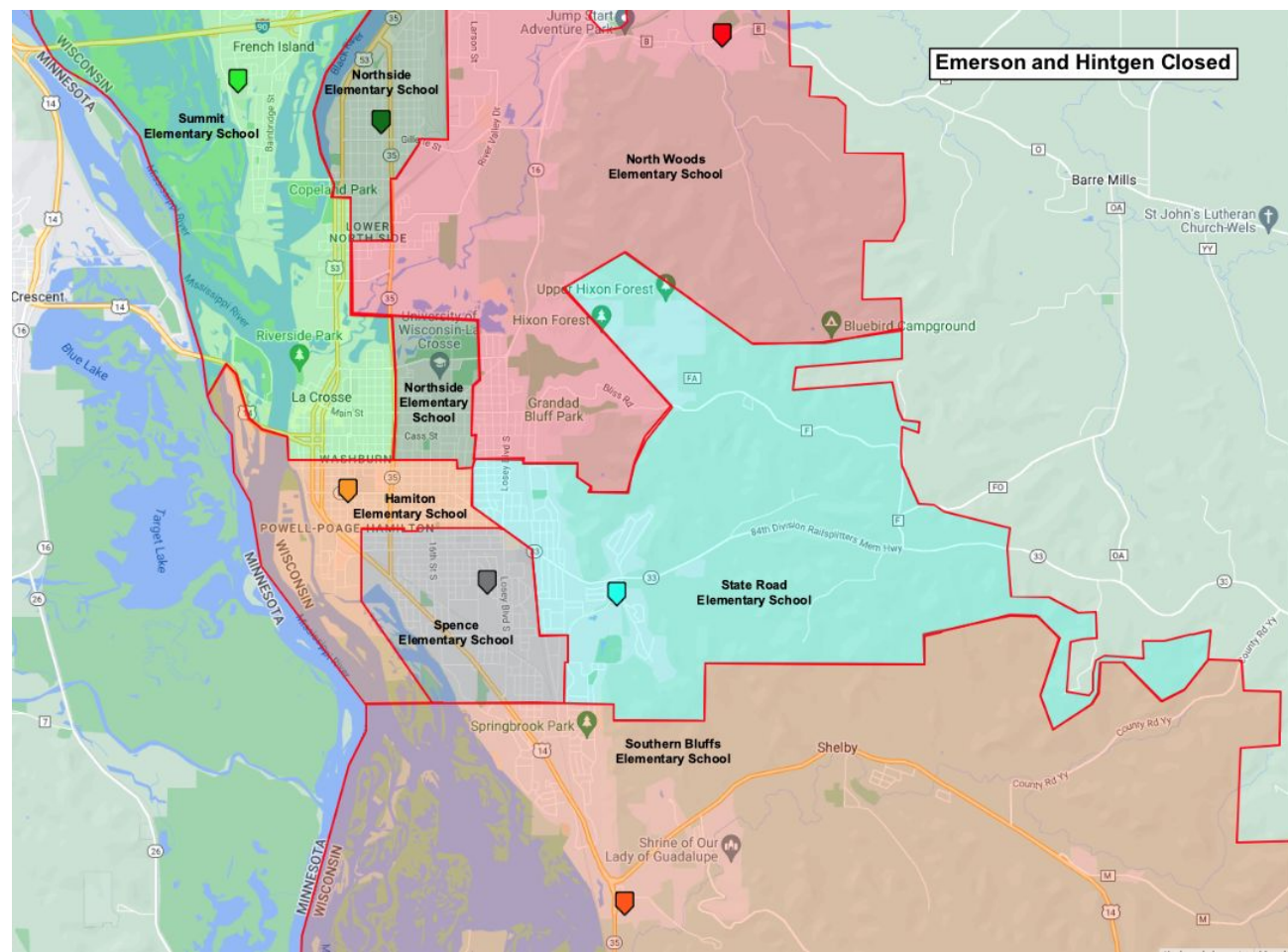
Emerson and Hintgen Closed

Attendance islands eliminated

Aligned with secondary boundary (Ferry St.)

Socioeconomic balance closer to average at Northside, Hamilton, and Southern Bluffs. Overall socioeconomic balance improves, stdev: 19% → 15%.

46% increase in required bussing for elementary students



AD Option

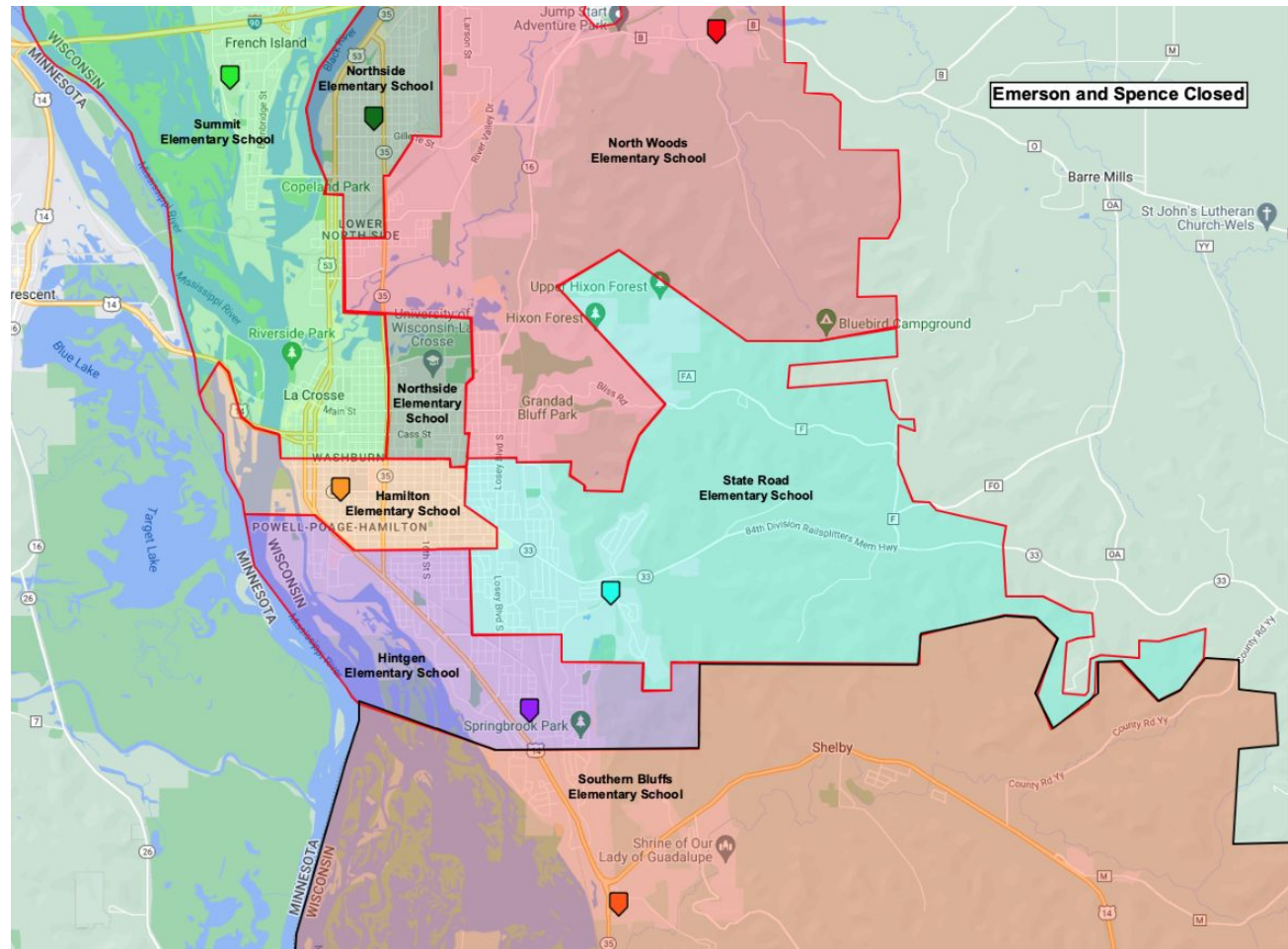
Emerson and Spence Closed

Attendance islands eliminated

Aligned with secondary boundary (Ferry St.)

Socioeconomic balance closer to average at Northside, Hamilton, and Hintgen. Overall, socioeconomic balance improves slightly, stdev: 19% → 18%.

46% increase in required bussing for elementary students



Consolidation Options - Resulting School Size and Percent Economic Disadvantaged

Building	2022-23 K-5 Enrollment	Econ Dis %	Hintgen & North Woods				North Woods & Spence			
			Added	K-5	New Econ Dis	New Ec Dis %	Added	K-5	New Econ Dis	New Ec Dis %
Emerson	289	31%	96	385	71	42%	111	400	80	42%
Hamilton/SOTA I	241	84%	38	279	30	83%	93	334	72	82%
Hintgen	226	69%					94	320	53	65%
North Woods	264	55%								
Northside/CM	341	78%	91	432	49	73%	92	433	48	73%
Southern Bluffs	275	32%	79	354	51	39%	18	293	5	32%
Spence	298	55%	92	390	62	58%				
State Road	282	42%	43	325	27	45%	77	359	25	40%
Summit	243	53%	5	248	2	53%	5	248	1	52%
	273	19%		341		17%		341		19%



Consolidation Options - Resulting School Size and Percent Economic Disadvantaged

Building	K-5 Enrollment	Econ Dis %	Emerson & Hintgen				Emerson & Spence			
			Added	K-5	New Econ Dis	New Ec Dis %	Added	K-5	New Econ Dis	New Ec Dis %
Emerson	289	31%					18		12	
Hamilton/SOTA I	241	84%	68	309	47	81%	127	368	95	81%
Hintgen	226	69%					92	318	59	68%
North Woods	264	55%	92	356	11	44%	101	365	16	44%
Northside/CM	341	78%	86	427	25	68%	89	430	24	67%
Southern Bluffs	275	32%	71	346	46	39%	11	286	3	32%
Spence	298	55%	90	388	65	59%				
State Road	282	42%	71	353	27	41%	109	391	27	37%
Summit	243	53%	33	276	28	57%	33	276	27	56%
	273	19%		351		15%		348		18%



Table Team Discussion /Full Group Report Out #1: ES Boundary Adjustments



Please Identify Timekeeper, Scribe, and Reporter Roles

- A) Do the proposed attendance boundaries related to the top two-school consolidation option seem appropriate?

- B) Are there any specific adjustments to the proposed boundaries related to the top two-school option that you would recommend? If so, why?

- C) Is there any remaining information needed to assist the committee in meaningfully completing its work related to ES boundary options?

Review draft FAC Report

Draft Option F Language for the Report

Rejuvenation/replacement of buildings

Consolidation of two buildings with one as enrollment declines

Facilities Recommendation Report

November __, 2023

A report of the Facility Advisory Committee

Developed for the
School District of La Crosse

Table Team Discussion #2: Draft FAC Report

Please Identify Roles:

- Timekeeper
- Scribe
- Reporter



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

Next Meeting

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 (Bray)

FAC Meeting #7: October 17

Goal: Develop and refine draft of FAC report

Topics:

- Refine ES consolidation options
- Refine ES boundary options
- Review and refine draft FAC report

FAC Meeting #6: September 14

Goal: Refine ES boundary options, evaluate secondary facility options

Topics:

- Refine ES boundary options
- Refine ES consolidation options
- Evaluate secondary facility options

FAC Meeting #8: November 2

Goal: Refine final report to School District

Topics:

- Refine FAC report



Committee Feedback

Exit Ticket



Exit Ticket

What went well? _____

What could be improved? _____

What do you want to learn more about? _____

