Facility Advisory Committee

November 2, 2023
Tonight’s Agenda

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

1. Further refine ES consolidation options
2. Review/refine elementary school boundary adjustments
3. Provide feedback to draft FAC report to the School Board
Is it still the intent of the School District to keep and maintain buildings that are closed?

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

- A short term view of our school district would indicate we do not need vacated property in the new future. A long term view of our school district (20-50 years) would indicate that the school district should hold on to any property it owns in order to be flexible to meet the future needs of the school district. If in the future a new property were needed to build or expand, it would be very expensive and potentially impossible to find. As a result, there is little incentive at this time to sell any property and a greater incentive to repurpose property.

- The building could be viable for a variety of repurposed uses now and in the future for the school district. The range of options are substantial and some options could potentially offer a site for athletic fields, a site for administration, a day care, a 4K center, an outdoor learning facility, a consolidated charter school location, a community garden, or a community center.
Regrounding
Refine Elementary Consolidation Options
<table>
<thead>
<tr>
<th>Parameter</th>
<th>North Woods</th>
<th>Emerson</th>
<th>Hintgen</th>
<th>Spence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collaborative Alignment with Community Resources (9100)</td>
<td>• 43% of students are eligible for/require bussing. In a location that requires transportation for most students and family members.</td>
<td>• 1,194 students live within 2 miles of the school building.</td>
<td>• 925 students live within 2 miles of the school building.</td>
<td>• 1,574 students live within 2 miles of the school building.</td>
</tr>
<tr>
<td>Elementary Boundaries</td>
<td>• 61 students live within 2 miles of the school building.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Potential Decision Parameter Notes</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2021-22 Facility Use Report</td>
<td></td>
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<tr>
<td>Physical Site and Facility Considerations (9100/9800)</td>
<td>• Large green space on 10.9 acres.</td>
<td>• Limited school-owned green space on 2.6 acres.</td>
<td>• Large green space on 7.9 acres.</td>
<td>• Large green space on 7.9 acres.</td>
</tr>
<tr>
<td>Elementary School Profiles</td>
<td>• Built in 1992 and has $751,089 in maintenance needs.</td>
<td>• Built in 1939; is well built and has $2.9M in identified maintenance needs.</td>
<td>• Built in 1968, with $904.978 in identified maintenance needs.</td>
<td>• Built in 1953, was not well built, and has $3.4M in identified maintenance needs.</td>
</tr>
<tr>
<td>Potential Decision Parameter Notes</td>
<td>• Atypical building shape and arrangement limits instructional effectiveness to a small extent.</td>
<td>• Some inconsistently sized classrooms that are smaller than desired, limiting potential instructional effectiveness.</td>
<td>• The most flexible for multiple school purposes, with movable walls between classrooms that can maximize instructional effectiveness.</td>
<td>• Some unreliable infrastructure that has to be replaced.</td>
</tr>
<tr>
<td>Elementary School Data</td>
<td>• Efficient maintenance with no utilities located in a basement.</td>
<td>• Challenging storm water mitigation issues given the hard surfaces surrounding the building.</td>
<td>• Geothermal could not be added to the Emerson site given the school-district owned property available.</td>
<td>• Shorter lifespan given the structural maintenance issues.</td>
</tr>
<tr>
<td></td>
<td>• Longer lifespan - built 30 years ago.</td>
<td>• Challenging to monitor the outside of the building from the office given its arrangement and location.</td>
<td></td>
<td></td>
</tr>
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<td>Financial Considerations (9100)</td>
<td>• Built in 1992 and has $751,089 in maintenance needs.</td>
<td>• Built in 1939, is well built, and has $2.9M in identified maintenance needs.</td>
<td>• Built in 1968, with $904.978 in identified maintenance needs.</td>
<td>• Built in 1953, was not well built, and has $3.4M in identified maintenance needs.</td>
</tr>
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<td>Elementary School Profiles</td>
<td>• Built with modern building codes - meets most current expectations.</td>
<td>• An older building that does not comply with all modern building codes.</td>
<td></td>
<td></td>
</tr>
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<td>Potential Decision Parameter Notes</td>
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<td></td>
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</tr>
<tr>
<td><strong>General Enrollment Projections and</strong></td>
<td>61 students live within 2 miles of the school building.</td>
<td>1,194 students live within 2 miles of the school building.</td>
<td>925 students live within 2 miles of the school building.</td>
<td>1,574 students live within 2 miles of the school building.</td>
</tr>
<tr>
<td><strong>Reassignment Impacts (9800)</strong></td>
<td>43% of students are eligible for/require bussing.</td>
<td>0% of students are eligible for/require bussing.</td>
<td>16% of students are eligible for/require bussing.</td>
<td>5.3% of students are eligible for/require bussing.</td>
</tr>
<tr>
<td><strong>Elementary School Profiles</strong></td>
<td>The neighborhood immediately surrounding the building is not likely to produce more students than are currently attending.</td>
<td>The neighborhood immediately surrounding the building is likely to continue to produce students.</td>
<td>The neighborhood immediately surrounding the building is likely to continue to produce students.</td>
<td>The neighborhood immediately surrounding the building is likely to continue to produce students.</td>
</tr>
<tr>
<td><strong>Notes</strong></td>
<td>The building has less maintenance needs and the lot is large so there is a significant possibility of resale or reuse for other purposes.</td>
<td>The building is in a desirable location, and UW-L has expressed an interest in the building and lot historically. Given its location, the building could be effectively repurposed.</td>
<td>The building has less maintenance needs and the lot is large so there is a significant possibility of resale or reuse for other purposes.</td>
<td>The lot is large and the location is desirable so there is a significant possibility of resale or reuse for other purposes.</td>
</tr>
<tr>
<td><strong>Elementary School Data</strong></td>
<td>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.</td>
<td>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.</td>
<td>42% of home boundary students live closer to another elementary school.</td>
<td>33% of home boundary students live closer to another elementary school.</td>
</tr>
<tr>
<td><strong>School Closure Impacts from June Meeting</strong></td>
<td>25% of home boundary students transfer out to another school.</td>
<td>27% of home boundary students transfer out to another school.</td>
<td>44% of home boundary students transfer out to another school.</td>
<td>21% of home boundary students transfer out to another school.</td>
</tr>
<tr>
<td><strong>Neighborhood accessible schools (survey)</strong></td>
<td>61 students live within 2 miles of the school building.</td>
<td>1,194 students live within 2 miles of the school building.</td>
<td>925 students live within 2 miles of the school building.</td>
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<td>33% of home boundary students live closer to another elementary school.</td>
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<td><strong>School Closure Impacts from June Meeting</strong></td>
<td>Closure would reduce bussing eligible elementary students from: 14.7% → 11.7%.</td>
<td>Closure would increase bussing eligible elementary students from: 14.7% → 21.6%.</td>
<td>Closure would keep bussing eligible elementary students the same: 14.7% → 14.7%.</td>
<td>Closure would keep bussing eligible elementary students the same: 14.7% → 14.7%.</td>
</tr>
<tr>
<td>Parameter</td>
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<td>Hintgen</td>
<td>Spence</td>
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<td>-----------------------------------------------</td>
<td>----------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Safe vehicle traffic flow (survey)</td>
<td>- Challenges with drop off and pick up for parents given the high number of parents who transport their own children.</td>
<td>- Challenges with drop off and pick up for parents given the high number of parents who transport their own children.</td>
<td>- Bus traffic is not segregated from parent traffic.</td>
<td>- Bus traffic is segregated from parent traffic.</td>
</tr>
<tr>
<td>Elementary School Profiles</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elementary School Data</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Socioeconomic diversity (survey)</td>
<td>- Closure would increase socioeconomic balance by reducing the standard deviation of the poverty rate from: 19% → 17%.</td>
<td>- Closure would increase socioeconomic balance by reducing the standard deviation of the poverty rate from: 19% → 17%.</td>
<td>- Closure would increase socioeconomic balance by reducing the standard deviation of the poverty rate from: 19% → 18%.</td>
<td>- Closure would reduce socioeconomic balance by increasing the standard deviation of the poverty rate from: 19% → 20%.</td>
</tr>
<tr>
<td>Elementary School Profiles</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School Closure Impacts from July Meeting</td>
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<td></td>
</tr>
</tbody>
</table>

**Two School Consolidation Impacts**

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

<table>
<thead>
<tr>
<th>Building</th>
<th>Current K-5 Enroll.</th>
<th>Current Econ Dis %</th>
<th>Students Added</th>
<th>New K-5 Enroll.</th>
<th>New Econ Dis %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emerson</td>
<td>289</td>
<td>31%</td>
<td>68</td>
<td>309</td>
<td>81%</td>
</tr>
<tr>
<td>Hamilton/SOTA</td>
<td>241</td>
<td>84%</td>
<td>92</td>
<td>356</td>
<td>44%</td>
</tr>
<tr>
<td>Hintgen</td>
<td>226</td>
<td>69%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>North Woods</td>
<td>264</td>
<td>55%</td>
<td>92</td>
<td>356</td>
<td>44%</td>
</tr>
<tr>
<td>Northside/CN</td>
<td>341</td>
<td>76%</td>
<td>86</td>
<td>427</td>
<td>66%</td>
</tr>
<tr>
<td>Southern Bluffs</td>
<td>275</td>
<td>32%</td>
<td>71</td>
<td>346</td>
<td>39%</td>
</tr>
<tr>
<td>Spence</td>
<td>298</td>
<td>55%</td>
<td>90</td>
<td>388</td>
<td>59%</td>
</tr>
<tr>
<td>State Road</td>
<td>282</td>
<td>42%</td>
<td>71</td>
<td>353</td>
<td>41%</td>
</tr>
<tr>
<td>Summit</td>
<td>243</td>
<td>53%</td>
<td>33</td>
<td>276</td>
<td>57%</td>
</tr>
</tbody>
</table>

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)

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, 3, 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)
## Evolution of Options Identified by the FAC

<table>
<thead>
<tr>
<th>May</th>
<th>June</th>
<th>July</th>
<th>August</th>
<th>September</th>
<th>October</th>
</tr>
</thead>
</table>
| Identify elementary school consolidation options that the FAC should review and evaluate. | Do any of these options seem more viable than others? | Using the updated parameters … which consolidation options seem most credible? | 1. Top 2 one school options  
2. Top 2 two-school option  
3. Single or paired | Individual input form - top two school option | Identify a north side elementary.  
Identify a south side elementary |

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

North Woods x3  
Hintgen x3  
Emerson x2  
Spence x2

Northside  
North Woods - 14  
Emerson - 5  
Southside  
Hintgen - 10  
Spence - 9
Hello Facilities Advisory Committee (FAC) Members,

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

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

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

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

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

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

A) Please again review the specific Hintgen and Spence information within the Elementary School Consolidation Summary Table (previously supplied to you) that delineates each school option side-by-side and in one place regarding parameter details that have been gathered over the months of the FAC’s work.

B) Please also review the specific Detailed Elementary School Attendance Boundary information (previously supplied to you) regarding Hintgen and Spence.

C) In addition to these resources, we would also like to once again offer an opportunity for FAC members to anonymously provide individual input about the particular advantages you might see in one of the south-side school options over the other in advance of the Nov. 2 meeting.
After reviewing the materials once more as described above, perhaps the most helpful approach for you to use in sharing your individual, anonymous input by Oct. 26 would take this form:

“I recommend (Spence OR Hintgen) for closure because ________.”
Elementary School Consolidation
Individual Input from FAC Members
Nov. 2, 2023

1) Identify the south-side elementary school you would recommend for a FAC closure recommendation:
   - [ ] Hintgen
   - [ ] Spence
Review and Refine updated draft FAC Report to the School Board
Facilities Recommendation Report
November __, 2023

A report of the Facility Advisory Committee

Developed for the
School District of La Crosse
Table Team Discussion #2: Draft FAC Report
During October FAC Meeting

Please Identify Roles:
- Timekeeper
- Scribe
- Reporter

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

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

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

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

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

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

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

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

1. FAC makes recommendations to administration and the School Board. Published on ______
2. Community input on the recommendations report will be available on November 27 (virtual) and 29th.
3. Administration refines long range facility plan for approval by the School Board - December.
4. School Board makes all final decisions regarding school consolidation - January thru March.
“Serve as factual, key communicators to the La Crosse community”
Committee Feedback

Exit Ticket

Exit Ticket
What went well? __________________________
______________________________________
What could be improved? __________________
______________________________________
What do you want to learn more about? ______
_______________________________________