

APPLETON AREA SCHOOL DISTRICT

FUTURE NEEDS ADVISORY COMMITTEE MEETING (Tuesday, October 22, 2019)

Generated by Kimm Smith on Tuesday, October 29, 2019

1. MEETING OPENING

(Although a quorum of Board of Education members may be present, no Board Resolutions will be approved.)

A. Welcome and Review of Previous Meetings

Judy welcomed the group.

Brief review of the first 3 meetings

- Meeting 1: Overview of committee's tasks; introduction to schools and boundaries
- Meeting 2: Overview of school enrollments, capacities, demographics; discussion on what equity means to each committee member
- Meeting 3: District finances (revenue and expenditures); Financial benefits of open enrollment; How referenda provide revenue above what the State revenue limit allows; committee's prioritized areas of equity (results below)
 - * 25 votes for Provide opportunities and programming for all
 - * 24 votes for Update existing educational and supporting spaces
 - * 24 votes for Class size, staff time, and teacher/student ratio
 - * The following three areas received 12 votes each: Supporting spaces (non-classroom spaces); Provide new innovative education spaces; Update building infrastructure and conditions

We will use this list again as a lens and a filter later on in our committee meetings, before we make a recommendation to the Board.

2. QUESTION AND ANSWER PERIOD

A. Questions Answered from Previous Meeting

Greg responded to the following questions, which came about from the last meeting.

Can the District spend \$100,000 or any amount available in that long-term capital project fund?

- Any dollar deposited in the fund can be spent when the 5-year waiting period is reached (fall 2022).

How would the recently revised City of Appleton property assessments affect a potential referendum?

- Yes, this could impact your property taxes.

- * There are 7 municipalities that make up our District (Appleton, Grand Chute, Village of Little Chute, Harrison, City of Menasha, Fox Crossing, Town of Buchanan)
- * Recent property assessments will affect property owners differently depending on the municipality in which they live and if their assessment went up more or is less than the municipal average.
- * The City Assessor makes sure that there is fairness across the city.
- * The Department of Revenue makes sure that each municipality also pays their fair share. They look at 12 different metrics and decide how much property value is in that municipality.
- * The Dept. calculated that Appleton has 64.1% of the property value in the AASD (32% from Grand Chute)
- * So, Appleton must pay 64.1% of our District Tax Levy (64.1% of \$69,809,000 = \$44,747,595)
- * Every property owner has to pay their share -- calculated by taking your property value divided by the total city property value x \$44,747,595
- * When Appleton reassessed residential properties this year, the average increase across the city was 15%; so if your property value went up more than 15% you'll pay a little more and if less than 15% it should go down

What is the State average as a percentage for schools when it comes to salaries and benefits?

- Approximately 71%

How much interest do we pay the City when we borrow to cover cash-flow needs? What is the interest rate?

- Over the past 5 years we have paid an average of \$24K in interest to the City.
- The interest rate is 2% above the Federal Funds Rate, which is currently 2.25%.

How does open enrollment within the District financially impact either school?

- Each school is given a per pupil allocation.
- High School = \$91 per student; \$109 per middle level student; \$83 per elementary student

Do you have data to show the number of students not attending their District "home" school?

- No, we do not keep track of this data.

We have noticed that many of our students with significant special education needs are students who have been accepted into our District through open enrollment. Is this something that is considered when accepting students for open enrollment?

- Yes. Each year we are required to designate what special ed. programs have space (for the upcoming school year). For this school year, no special ed. programs were open.
- In 2018-19, the only programs open were K-12 ID (intellectual disability), K-12 Vision, and Middle Level EBD (emotional behavior disorder)
- In 2017-18, the only programs open were special phy. ed. and high school ID
- So, typically we do not have room in our special ed. programs for open enrolled students

Few people at my table understood Weighted School Funding. This concept is more abstract than class sizes, facilities, etc.

- It looks at the needs of students.
 - * 1 point for regular ed. students
 - * 1.3 points for each EBD (emotional behavior disorder) and autistic student
 - * .25 for each EL (English Learner) student
 - * .30 for each low SES (socioeconomic status - low income) student
 - * .20 for each transient student (those moving in/out during the school year)
 - * .40 for each homeless student
 - * .80 for each historically underserved student (African American, Hispanic, etc.)
 - * .20 for each non-proficient reading student
 - * .20 for each non-proficient math student

We have only used it last school year at the elementary level to place Deans and School Social Workers.

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3. CAPITAL PROJECTS

A. Presentation on Previous Capital Projects

AASD passed 2 referendums in the last 20 years

- The 2005 Referendum consisted of three questions - 2 of which passed -- \$17 million for facility additions and upgrades and \$3.3 million for recurring purposes (lower class size; update textbooks and instructional materials; and replace outdated technology) and one that didn't pass -- \$1.2 million for recurring purposes (expand world language instruction and physical education).

- * Recurring means that the District continues to receive the \$3.3 million each year.
- * The \$17 million is a one-time borrowing.
- * Some examples of facility additions and upgrades include windows at several schools; library and multi-purpose room additions at some elementary and middle schools; upgraded art rooms at East; classroom and tech. ed. space remodels at North; and classroom and science room remodels at West.

- The 2014 Referendum had 2 questions (both passed)

* \$25 million (one-time borrowing) for Capital projects to make facility and technology improvements around the District (includes safety and security projects, energy efficiency work such as window replacements, and STEM -- science room remodeling projects at Madison, Roosevelt, Wilson and East). The \$25 million has to be spent within 2 years.

- * \$5 million recurring for ongoing building maintenance each year and replacement of technology and staff positions to support our technology.
- * Since this referendum, we have an additional \$2.5 million added to our capital projects fund.
- * The list included in the handouts/presentation only includes those projects over \$50K. There were many other projects less than that amount.

- Greg also shared the list of Capital projects over the last 5 years (see presentation and handouts).
- Greg talked about concerns about enrollment growth on the northside of the District -- Huntley, Ferber, Houdini

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4. CURRENT NEEDS

A. Presentation by Principals on Current Needs

All principals were asked the following 4 questions:

- What curriculum or programs are you currently delivering which are limited by the lack of space or that the type of space will not allow?
- What curriculum or programs do you see a need to deliver in your school that the lack of space or that the type of space will not allow?

- What supporting facilities are over-utilized or absent in your school?
- Are there areas of innovation that will change the environment of your school?

We looked for themes that go across all schools/by levels including charter schools.

ELEMENTARY

- 3 elementary principals were present (Kristin Comerford, Highlands/Odyssey); Kendra Vandertie, Huntley; Jack Knaack, Richmond) who represented all elementary schools in the AASD.

Classroom Spaces/Learning Spaces

- Specialist spaces are overcrowded and/or not conducive to learning: Fine Arts, Phy. Ed., Special Ed., English Learners (EL), TAG (Talented and Gifted), Intervention, Tutoring
- We have EL classrooms in storage spaces, music and art classes in the gym and on the stage; tutoring in the hallways; lounges being used for offices, meeting spaces, and work spaces with kids
- Spaces are not available for innovative instructional practices: STEAM Centers (adaptable, flexible, mobile)

Common Spaces

- Overcrowded and often double booked (auditorium/stage, bookroom, gym, LMC, Multipurpose room, playgrounds)
- TAG is in the library so other kids can't checkout books during that time
- Stage in gym/multipurpose room is being used for music or afterschool program

Professional Spaces

- Many spaces doubled up
- Student services staff need to meet with parents/kids - spaces too small
- We want to work with community partners who help support our students - and we don't have room to do that
- Need for places for staff to meet, for professional development, and collaboration and our buildings are not designed for those types of spaces

Kendra indicated she has 750 kids and 95 staff members at Huntley.

- Last referendum they added a multipurpose room, sensory room, and regulation stations. They used their old cafeteria for special education students and they noticed right away that behaviors went down. However now they are bigger than ever and they are running out of space again.

Community Wellness

- Schools are used for community outreach and wellness to help meet the needs of our kids, so they also are trying to find room for food pantries, clothes closets, and a place to conduct health screenings.

Other Needs

- Adequate parking - - safe drop off and pickup locations
- Staff bathrooms -- 95 staff and 2 bathrooms
- Bathrooms for students with special needs (autism classrooms)

Kristin added that we formed the Elementary Day Study Committee where they gather and provide information on best ways to meet the classroom and instructional needs of our students.

- Trying to create more planning for staff during the day
- Pilots such as Soft Landing to Start the Day (multiple schools); Soft Landing to the School Year (Columbus); Active WIN (Jefferson)
- Looking at an increase in elementary phy. ed., but wouldn't be able to do this in large schools - too many classes and not enough room

MIDDLE SCHOOL

- Dr. Al Brant, Principal at Kaleidoscope and Thai Xiong, AASD Administrator for 7-12 STEM and K-12 Computer Science, were present to represent our 4 large middle schools and charter schools that include middle level grades.

Instructional Spaces

- Our schools represent an era of when they were built. Kaleidoscope in the Roosevelt building was built 95 years ago when kids sat in rows. That is not how we teach today. Kids are working collaboratively, critically, and creatively. Kids are sitting in our hallways to accomplish that now.
- Today, a lot more students are showing anxiety issues and are experiencing more behaviors.

The grades "6-8 Concept" was brought to Kaleidoscope 12 years ago when that charter school opened. Al indicated that it's a benefit to have the same kids for three years as you get to know them better and their families. Plus it's a great way to transition kids from elementary to high school.

Full-Time Instructional Coaches

- There is a need for instructional coaches.

* Literacy skills in all courses; integrated math skills; cultural linguistic responses (CLR) practices; integrating social and emotional learning; focus on inquiry and critical thinking instructional practices; focus on standards based instructional practices; incorporating instructional technologies

- Literacy coaches are now helping with this task. We are learning more about what our kids need and it's more than the teaching of math and reading skills.
- We are expecting our teachers to do things they weren't trained for in college many years ago.

21st Century Programming/Staffing

- Thai indicated that STEM is Science, Technology, Engineering, and Math. We have those areas as separate entities when it comes to teaching. They are taught in a silo at all levels. There is a need to integrate all four components together.

- Each discipline is similar to a gear. Alone it serves no purpose, but together, all four gears can drive the belt.
- STEM integration is the integration of all four disciplines.
- STEM is the overlap of standards and practices.
 - * In Math there are the Common Core State Standards
 - * In ELA (English Language Arts) there are Common Core State Standards and 7 ELA capabilities
 - * The use of technology tools overlaps Math and ELA, ELA and Science, Math and Science
 - * STEM is the integration of science, technology, engineering and mathematics to provide relevant hands-on experiences for all students.
- STEM is not only for middle school, it is also for elementary and high school.
- Currently, our curriculum is not integrated, but taught in silo. As a District, we have adopted the Next Generation Science Standards as our science standards for both middle school and high school. The adoption of the Next Generation Science Standards will allow students to shift towards an inquiry based approach of the 5E Model → engage, explore, build, and create. However, we have limited space to conduct both traditional and inquiry lab activities. We also have limited instructional technologies to conduct science investigations.
- Robotics integrates all STEM fields such as mechanical, electrical, electronics, control engineering, computer science, technology, math, and science. It allows students to design, build, and code. The opportunities for STEM in our District include:
 - * Robotics: robotics is currently offered at 1 of 4 MS
 - * Computer Science: We have established the high school components of computer science, but not at middle and elementary. There is opportunity to increase coding and computer science at the middle and elementary level.
 - * Integration of curriculum
 - * Space for conducting performance based science activities
 - * Instructional technologies to conduct science investigations
 - * Teacher professional development in STEM education

What is needed to support STEM education?

- New courses/revise current curriculum to support STEM (develop robotics curriculum; coding and computer science)
- Increase learning environment/space (STEM center or hub to support collaboration and variety of hands-on learning activities)
- Increase STEM technologies (equip learning environment with current and relevant STEM technologies)
- Personnel to manage STEM center resources and usages
- Staff development in STEM education and 3-dimensional learning

A STEM center to support collaboration and a variety of hands-on learning activities include:

- Think Center/Design lab: Moveable furniture for collaboration and presentation
- Makerspace (wet or dirty lab): Robot building, welding, wood cutting, soldering, compressed air, 3-D printers, 3D scanner, laser cutter, plotter, heat press, drill press, panel saw, CNC milling machine
- Computer-based (clean lab): Coding, animation, digital projects, virtual and augmented reality
- Product test site: Access to outdoor demo and test area
- Storage: ample room for projects and materials

Question: Do any of our schools have a STEM Center today?

- We do have some components of it at some schools (like a couple of 3d printers that not all kids can access) and we do have computer coding classes, which are electives at the high school level and not integrated in our main curriculum.

HIGH SCHOOL

High School principals Dave Pynenberg, North; Matt Mineau, East; and Mark McQuade, West were present to represent AASD's high schools (including Central)

- They all have different individual needs, but share many things in common. Tonight they will focus on common needs.
- AASD High School enrollment is just under 5,000 students this year with a senior enrollment of 1,322 students.
- What do we want our students to leave with after their K-12 learning experience? Portrait of a Graduate.

Portrait of a Graduate Vision -- Do our schools have spaces to support vision?

- We have been working as a community to develop a Portrait of a Graduate. This portrait represents skills and characteristics ALL of our graduates should possess. Tonight, we pose the question to you as to whether our current spaces best support our students in attaining the skills and characteristics ALL graduates need.

* Teachers, students, parents, and business partners were asked to share the things they believed were most important for our graduates to learn during their years here in the AASD. Their input will help us achieve Success for Every Student, Every Day.

* Although the list has not been finalized, here is what many of our parents, students, staff, community members think: critical thinking and problem solving; communication; respect; resilience; initiative and direction; empathy and compassion

To help ALL students develop those characteristics it is important to look at the...

- Size of classroom and common use spaces
- Collaboration spaces
- Access to flexible spaces (moving furniture around)
- Social/emotional needs spaces

How do we create an environment that maximizes both informal and formal learning opportunities that we as adults experience every day?

- Traditional setup in high schools are desks in rows - a lot of desks
- They shared a visual of a school in Kentucky with movable desks, a digital presence; a lot of variance in a flexible space.
- They also shared Menasha's newly-remodeled high school, which has open spaces, flexibility, a digital presence, etc.

A new kind of shopping...

- Shopping has had a rapid change due to online ordering and delivery services.
- School shopping has changed too. Families can shop around for schools. Our high schools do hundreds of school tours each year. People moving into our area want a choice.
- We are proud of the number of students who join our district from outside of our boundaries and we want to make sure we keep those students and retain students who open enroll to other districts.
- What if we could keep our kids from not open enrolling out of the AASD?
- We need spaces where kids want to be.
- There are a lot of great choices in the Fox Valley area. We already have the best teachers and our three high schools and associated charters represent great educational choices, yet we recognize that our spaces have not necessarily kept pace with area schools.
- We recognize the needs of all of our students PreK - Grade 12. We need to retain our talent and expand our economy to grow our businesses.
- We need to use our spaces differently and integrate the academics to apply what they are learning. Our graduates will then be ready for the next level.

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5. CLOSING

A. Questions and Comments from Presentations

Table discussions took place after hearing the principal presentations.

B. Future Meetings: Tuesday, November 12 & 26

The meeting adjourned at 8:03 PM.