

APPLETON AREA SCHOOL DISTRICT

FUTURE NEEDS ADVISORY COMMITTEE MEETING (Tuesday, September 24, 2019)

Generated by Kimm Smith on Friday, September 27, 2019

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

A. Welcome and Introductions

Meeting began at 6:30 PM at Kaleidoscope Academy, 318 E. Brewster Street, Appleton, Wisconsin.

Greg reviewed the Committee's Charge: to serve in an advisory capacity to AASD administration and Board of Education. The committee will support the District's efforts to explore long-term facilities options that best provide the necessary space for students.

Greg noted that all committee members received a binder to organize all of the paperwork they will be receiving as members of this committee.

Greg reviewed "WHY" this committee was organized:

- Northside growth
- Capital project needs
- Outdated buildings

Greg reviewed the 3 possible OUTCOMES," which could come from this committee:

- Recommendation to the Board of Education and Leadership Team
- No recommendation
- Request for more time

Greg reviewed the Committee's responsibilities, meeting norms, and agenda.

Questions that arose from the 9-10-19 meeting:

- Does the District own property on which to build facilities?
 - * Yes, the District owns approximately 40 acres of land on the southeast corner of County Highway JJ and Lightning Drive.
- What was the outcome of the previous three Future Needs Advisory Committees?
 - * 2013 committee's work led to the approved 2014 referendum.
 - * 2008 committee's work led to a failed 2009 referendum.
 - * 2004 committee's work led to the approved 2005 referendum.
- How will we communicate with our schools about the work of the committee?
 - * Information will be shared with the entire community through mailed newsletters.
 - * District Administrators will receive information during monthly meetings.
 - * District staff members will receive information through emails.
 - * Families will receive information through school newsletters, and webpage links.
 - * The Board of Education will receive updates on the committee's work at each Board meeting.
- What would be the enrollment impact if all 6th graders from all elementary schools were moved to middle schools?
 - * 8 of the 11 elementary schools would no longer have enrollments above their "fully-utilized" capacity. Huntley, Columbus, and Richmond would still be over capacity.
 - * Along with Kaleidoscope Academy (middle level charter school), the other 3 middle schools in the District would have enrollments above their "fully-utilized" capacity.
- How does the evolution of curriculum and delivery methods impact our work?
 - * We'll find out more at our meeting on October 22.

Greg added that several questions arose around Equity.

- Using a graphic, Greg explained the difference between "Equality = SAMENESS" & "Equity = FAIRNESS"
- All kids do not have the same needs; we can't treat them all the same
- Some of our schools offer SAGE/AGR where the class sizes are lower in grades K-3. Many of the students in those schools have higher needs.

- We offer extended day programs (after school care) to extend the classroom day to help students and families
- We use a "Weighted Student Funding Model" as needed - developed by Greg and encouraged and shared at the State level as well.

* How this works is we look at the needs of the students at each school, not the enrollment. For example, homeless students receive may .5 points; special ed. students may receive .4 points; students with low 3rd grade reading scores may receive .2 points, etc. This gives the school a "weighted" number. We try to use this model as much as we can.

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2. HISTORY OF TOTAL DISTRICT ENROLLMENTS

A. District Enrollment History

Judy shared AASD demographic data.

AASD Enrollment History

- 1998-1999 enrollment = 14,538

- 2008-2009 enrollment = 15,232

- 2018-2019 enrollment = 16,214

* part of the jump is from the addition of 4K, which began in 2013-2014

AASD Demographic 20-Year History

- Students of Color 13% to 32%

- Economically Disadvantaged (students who qualify for free/reduced lunch) 17% to 41%

- Special Education Students 13% to 16%

- English Language Learners 5% to 9%

* 56 languages spoken by our students in AASD

* Our Newcomer program (students new to the country that do not speak English) started in 2003-04 with 10 students at McKinley

* This year we currently have 83 students in our Newcomers programs at McKinley, Kaleidoscope, and North High School

* We welcome and embrace diversity

* Increases the need for different spaces for small group work, interventions, etc.

AASD demographics as compared to the State average

- Students of Color 32% in AASD & 31% in State

- Economically Disadvantaged 41% for both AASD and State

- Special Education Students 16% in AASD & 14% in State

- English Language Learners 9% in AASD & 6% in State

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3. CURRENT ENROLLMENT & DEMOGRAPHIC INFORMATION

A. Data by School

Greg talked about the chart that was included in everyone's binder. The chart shows the following SITE DATA: enrollment, students of color, free/reduced, open enrollment, year built/square feet, additions/square feet, total square feet/per student, and acreage.

High School student data includes charter school students as they take up space and are a part of that building.

Enrollment numbers are tentative 3rd Friday in September figures.

- East/Tesla = 1,560 students

- North/Fox Cities Leadership Academy = 1,736

- West/A-TECH/Renaissance = 1,363

Enrollment is a one-day snapshot of numbers as it changes daily.

- About 500 students come and go during the school year

Things to note:

- Kaleidoscope Middle School has grades 6-8

- Wilson's numbers are up a bit because we added 6th graders from Odyssey this year

- Charters in their own building: Classical (AASD owned); Fox River Academy (gr. K-4 in Jefferson and Gr. 5-8 in Green Teaching Building next store (AASD owned); Valley New School (rented in City Center); Appleton Public Montessori (Plamann building rented from County); Appleton Bilingual School (rented from Zion Church)

- 4K is in 4 of our elementary sites and in 19 community sites

- There are also various preschool programs throughout our sites
- Demographics are pretty similar among elementary schools as well as middle schools
- Charter schools are becoming more diverse, can cap enrollment, and have lotteries based on their capacity
- Economically Disadvantaged (percentages based on number of students who qualify for free or reduced lunch). If a family makes less than \$34K, they can receive free breakfast and lunch. If a family earns less than \$47K, they can receive reduced priced breakfasts and lunches.
- If a school has a percentage of 40% or higher of families who are "directly certified from the State as free," the entire school can participate in the Community Eligibility Program (CEP) where all students receive free breakfast and lunch. This year the followings schools are participating in the CEP program: Badger, Columbus, Highlands, Horizons, Jefferson, Johnston, Lincoln, McKinley, and Wilson.
- Because of the CEP programs, families are not required (but encouraged) to fill out free/reduced lunch paperwork, so our total school and district low-income percentages may be skewed (lower than actual) as not all families who qualify are filling out the forms.

Open Enrollment

- The column "Ave Net New" shows how many additional new students (net of ins and outs) have open enrolled to the school on average over the past 5 years (East +2.4, North 17.4, etc.).
- The column "Ave Net" shows how many students in that school are open enrolled (net of ins and outs) over the years and currently still attending (East +52, North +103, etc.).
- Highlands, Houdini, and Huntley were all closed for open enrollment this school year because they are full. This decision is determined in the January before the school year starts.
- This changes yearly. Some years Ferber has been closed as well.
- Last year we had about 1,600 students open enroll to AASD from other districts and about 600 who open enrolled to other districts outside of the AASD.
- Charter schools typically have quite a few open enrolled students.
- Badger loses a handful of kids to Greenville because of the location of some neighborhoods.
- Southside schools may lose kids to Kimberly, etc.
- If an AASD student applies to a Choice (Voucher) school (private school), the resident district has to pay the private school.
- Parochial students who live within the AASD boundaries are welcome to transfer to AASD schools at any time; there's no need to open enroll.
- Parochial students who live outside the AASD boundaries need to open enroll in order to attend an AASD school.

4. REVIEW OF DISTRICT FACILITIES

A. Information on District Facilities

Jody Andres from Hoffman talked about the following information, which was also included on the chart:

- Year Built (our oldest school was built in the 1800's and our newest was built in 1995)
- Original Square Feet of building
- Year Additions were Built
- Additions in Square Feet
- Total Square Feet
- Square Feet Per Student (we do not rely on these numbers too much)
- Acreage (there are guidelines in Wisconsin, but no requirements)

The next handout shared information about every AASD referendum back to 1998, the dollar amount, the type (debt or recurring/operational), percentage of yes and no votes, the final results, and a brief description of the referendum question(s).

On the back side of the sheet it includes the voting results per Ward (City of Appleton, Grand Chute, City of Menasha, Town of Buchanan, Village of Harrison, and Village of Little Chute - municipalities where we have AASD voters). This kind of information will be helpful in the future if we decide to go to a referendum.

Jody shared a map that details the elementary school attendance and residential growth areas.

- Growth projections are reviewed with the City of Appleton and the Town of Grand Chute
- Most of the growth areas are around the loop of 441 and 41
- There is a growth area by Kensington near 441; an area in the McKinley boundaries by highway 114/10; and an area on the West side in the Badger neighborhood off of Mayflower Drive near AASD boundary line
- We have to understand the type of housing (1-2 family homes or multi-family homes)
- About 60-75 homes per year are being built resulting in 30 to 40 new students
- AASD averages .35 students per household unit
- Each growth area has unique characteristics and trends

What is not shown here in the study:

- Redevelopment - different types of housing; moves fast
- Economic Drivers - housing marketing up or down
- Housing Growth Trends - what type of housing?
- Open Enrollment

Jody shared a lengthy handout pertaining to our School Capacity Study

Capacity Calculations - 2 capacity numbers were calculated for this study

- 90% = Fully Utilized Capacity (more realistic number)
- 100% = Over Utilized Capacity

Capacity is based on current 2019 numbers

Capacity spaces - contribute directly to capacity numbers and are mostly classroom spaces

Limiting Factors:

- Do not contribute directly to capacity numbers
- Limit overall capacity due to the ability to serve the whole student population
- Gymnasiums, cafeterias, art, music, computer rooms, Tech. Ed., special ed. self-contained, etc.
- We need these spaces in the school as they serve an important role and a function
- We are using every space possible (Example: LMC's or LGI being used for additional student space, etc.)

Capacity Calculations

- Special Ed. classrooms - listed separately from other classrooms

Columbus Elementary example:

- Chart includes Net Square Feet per room and the number of students the room can hold at 100% capacity and 90% capacity

What is an ideal school's makeup?

- Tough to determine because of age, capacity, make-up, open enrollment, etc.

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5. TABLE ACTIVITY - WHAT DOES EQUITY IN THE AASD MEAN TO YOU IN TERMS OF THE FOLLOWING?

A. Facilities

B. Programming

C. Opportunities

D. Other Areas

James explained that when we reviewed committee member questions, equity seemed to be a concern. What does equity look like?

James led the group in a table activity in order to get a better understanding of what committee members feel equity means in terms of the following:

- Facilities
- Programming
- Opportunities
- Other areas?

Each table discussed equity and what it means to them, captured the information and then shared one key area with the entire group.

Takeaways from the group:

- A need for more open, small flexible spaces for outside agencies and providers (mental health, health care, social workers, etc.) to work with students and for parent meetings
- Flexible spaces - appropriate use of space for what learning is taking place - reading, music, speech, etc.
- Programming and opportunities - support for mental health and wellness - training for teachers and equipping our staff - access to nurses, etc.
- Opportunities at that school - making sure we have the same advantages in each school - no matter the make-up of the school

- The needs of all students should be met at each site - spaces for interventions
- Not limiting what we can offer to ALL students and staff -- from remediation to Advanced Placement
- Space inside and outside - athletic facilities - similar facilities - do not want to feel inferior -- safety is important and it's harder with small playgrounds and gyms
- Static and flexible spacing to accommodate learning needs of each individual unique student
- Buildings - in the end they won't all look the same, but every building needs the space so that they can adequately and appropriately deliver the curriculum's components
- Barriers - make sure students have access to all programs that are available in the District (Example: if they want to go to TESLA, help them get there - remove barriers)
- Allowing each school to grow with what they need

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6. CLOSING

A. Future Meetings

Jody confirmed that the charts are correct indicating that the capacity percentages at high school are different - 80% for fully utilized and 90% for over utilized

Committee members can email any questions they have to Kimm Smith at smithkimm@asds.k12.wi.us.

The meeting adjourn at 8:22 PM.