

DEMOGRAPHICS TRENDS AND FACILITIES RECOMMENDATION

FREQUENTLY ASKED QUESTIONS

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History/Timeline

What is the history of examination of Roosevelt facility needs?

2016 -- Demographics Trends & Facility Planning Committee examined options to address enrollment and facility needs at Roosevelt. It explored renovation, replacement on same site, and replacement at a different site. The group recommended replacement on a different site based on cost.

August 2016 -- Roosevelt was not included in the 2016 referendum based on feedback from the community and the total amount of referendum the community indicated it would support.

2017-2018 -- The Demo Trends Committee continues to study district needs, shifting its focus from Roosevelt as a single school to the District as a whole.

May 2018 -- The Demo Trends Committee votes to rescind previous recommendation of replacing Roosevelt based on three things: Need for additional 4K classrooms, under-enrollment in neighboring schools, schools at or near capacity in other areas of the District.

October 2018 -- The Demo Trends Committee recommends repurposing Roosevelt to 4K, and utilize surrounding elementary schools to serve the Roosevelt attendance area.

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Boundaries

When will the changes in elementary boundaries take place?

The boundaries have not been changed as a decision has not been made. The Board is seeking community input regarding possible solutions to challenges the District is facing prior to making any decisions.

What are the overall potential boundary changes? Where can I find out if boundaries in my area could change?

The committee has drafted potential boundary changes for elementary schools in the northern part of the District. Maps of those changes can be found on the Demographic Trends Committee website.

The committee has not drafted changes for elementary schools in the southern part of the District as the construction would likely need a referendum.

Why hasn't the district considered redistricting ALL elementary schools? Have you drawn maps showing a district-wide redistricting?

In February of 2017 the Committee began looking at elementary capacity and facility needs issues through a district wide lens. The Committee continued this discussion in March of 2017 and January through May of 2018. Throughout that discussion and exploration, it became evident to the Committee that fixing the capacity issue in the southern part of the District was not feasible without more space. While vacant seats were available in the northern part of the District, these seats were not adjacent to where more seats were needed. Furthermore, high school boundaries had just been changed and the Committee operates under the principal of maintaining boundaries for a minimum of 5 years and potentially 10 years.

Since Roosevelt is being asked to solve a problem in the south side, why are south side boundaries not being adjusted at this time? Why is this a completely separate issue?

Although a draft of new elementary boundaries for the southern part of the District have not been developed yet, the Committee anticipates that those boundaries will change if an expansion plan takes place. Once it is determined where the expansion is located, boundaries will be redrawn to balance enrollment and place all schools within the capacity guidelines of the committee.

If students who attend Sherman (flex area), would they be forced to attend the school in their boundary?

There is a designated area in the Roosevelt attendance areas that is also served by a Sherman bus. When entering kindergarten, families in this area are able to choose to send their students to Sherman for K-5 rather than Roosevelt. Currently 12 students attend Sherman under this option. When the option was provided to these families, it was agreed they could attend Sherman for grades K-5.

Will students be grandfathered into their boundaries if they are already attending a school?

This is a question the Committee has not considered. Once the Board makes a final decision, developing a plan for transitioning and supporting students and families will be the work of administrators and staff. This is certainly one question that would be considered during that planning.

Why does the committee not consider the impact on neighborhoods when closing schools or shifting boundaries?

The Committee did not take the recommendation to close Roosevelt or shift boundaries lightly. In fact, it discussed the option for several months before voting to recommend this. The impact on students, families, and the neighborhood were all part of the many difficult conversations the Committee had prior to voting.

How many kids are in section 9, 8, and 7 total and why can't these sections stay in Longfellow district on option 1 like in option 3?

There are 3 students in section 7, 27 students in section 8, and 20 students in section 9. In all scenarios, the Committee was committed to keeping enrollment between 65% and 85% capacity if at all possible and to bringing the rates of free and reduced lunch counts more in line as a district. In order to accomplish these two goals, some neighborhoods were assigned differently in each scenario.

Why are the flexible boundaries not working?

The flexible boundaries have worked to keep Roosevelt class sizes within the targeted range set by the District. However, we anticipate that the number of houses within the flexible area will continue to increase. Over time more students from the area will need to be assigned to a different school in order to maintain targeted class sizes.

Can you verify if there are any proposed boundary changes with Option 2?

Option #1 and Option #3 both involve boundary changes at many schools. Option #2 does not include boundary changes.

Will the Board approve the boundary changes as proposed will they develop their own?

The Board could do either of these, and we will not know until the Board decides which option they will chose.

Do new boundaries involve private schools too?

No, private schools are not impacted by boundary changes.

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Referendum

Why were District-wide needs not considered prior to the last referendum?

District-wide needs were considered with the most recent referendum. Listening sessions prior to the referendum helped us understand what tax amount the community would support, and a survey indicated that if we went above a certain amount, there was a good chance the referendum wouldn't pass. Therefore, Roosevelt and South were not included in the referendum.

When will Roosevelt be receiving the updates that were included in the last referendum?

Roosevelt needs were not included in the November 2016 referendum. Although they were discussed initially, Roosevelt and South were pulled from the list of work to be completed in August of 2016. For this reason, any work at Roosevelt would have to be included in the 5-year capital project listing, prioritized and approved by the Board.

Which options would require referendums for funding?

A referendum would be required for all or part of each option presented.

Is it realistic that the city of Eau Claire would support any referendum at all, being that the city has a history of not passing referenda havingin to do with 4K and having passed a referendum in 2016?

This is a question that the District will need to examine. Prior to going out for referendum, the District seeks input from the community to try to determine the level of support, not only for a referendum in general, but for the total dollar amount that could be supported. This work has not begun for a future referendum, so it is difficult to predict at this point in time.

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Capacity

How did the committee project enrollments within the new boundaries?

The committee plotted every student in the District based on their current address. As new boundaries were drawn, the students within those areas were removed from their current school's enrollment and added to their new school's enrollment.

Could the District relieve all elementary enrollment issues by shifting students from the southern part of the District to schools in the northern part? Could we avoid adding to a southern elementary school by doing this?

There are approximately 1,000 seats available in elementary schools throughout the District. Approximately 800 of those are in the northern part of the District and 200 in the southern part of the District.

The committee did not draft boundaries for this scenario. If community listening sessions or the Board would like the committee to do so, such boundary shifts could be developed.

If Locust Lane is at approximately 50% capacity, could those students be sent to other north side schools and then Locust Lane be turned into another 4K site?

There are several schools in the northern part of the District that are under capacity (below 65%). Because these schools are 3 section schools with larger commons areas and more classrooms to accommodate additional students, shifting students to bring these schools to capacity offers a longer-term solution than maintaining smaller schools.

Can the committee come up with options that address capacity issues on the south side?

The Committee examined boundary and capacity issues in the southern part of the District. Because the schools in that part of the district are all between 80-100% full, it was not possible to shift boundaries and keep all schools within the capacity range that the Committee strives to accomplish.

Why are under-capacity schools a problem? Do we need to increase enrollment at those schools just because there is room?

Although the schools that are under capacity are fine schools, there are a couple of concerns with operating under capacity. First, due to student enrollment there are many staff members who serve these buildings part time. From a student perspective, this means that children do not have access to those staff members every school day or all school day. For the staff that travel, it is challenging to feel a part of the school community and to fully participate in the school community events when serving a school part time. Furthermore, whether a school is at capacity or under capacity, some costs remain constant. For example, the entire building is heated and maintained. This leads to added costs.

What are the number of open seats at 90% enrollment? 100% doesn't seem realistic.

The Committee calculated capacity of each school at 90% and 100%. You can find that information on the Student Count Capacity Chart on the website, or by following this link [Student Count Capacity APL 10-2018 \(002\).pdf](#).

Will class sizes be impacted?

No, in all situations the District will maintain targeted class sizes.

Can Sam Davey and Sherman Elementary absorb all of the Roosevelt students?

Yes. This would be possible through boundary changes.

How long (many years) have Longfellow and Locust Lane been at 54%?

SY	Locust Lane		Longfellow	
	Count	Percent	Count	Percent
2009-10	286	60%	265	56%
2010-11	283	60%	292	62%
2011-12	270	57%	310	65%
2012-13	272	57%	321	68%
2013-14	289	61%	295	62%
2014-15	282	59%	293	62%
2015-16	263	55%	271	57%
2016-17	270	57%	247	52%
2017-18	266	56%	264	56%
2018-19	250	53%	262	55%

Is the team aware that there are 67 incoming kindergarteners next year?

Yes. Enrollment at Roosevelt is one of the flags that brought Roosevelt to the attention of the committee. Currently Roosevelt is over 90% capacity and the Committee expects this trend to continue unless there is an addition to or replacement of the school and/or boundaries are redrawn.

Why is Locust Lane at 54% capacity a great enough problem to close a thriving school?

There are several schools in the northern part of the District that are under capacity (below 65%). Because these schools are 3 section schools with larger commons areas and more classrooms to accommodate additional students, shifting students to bring these schools to capacity offers a longer term solution than maintaining smaller schools.

Has Demo & Trends examined neighborhood turnover in its capacity needs?

The Committee consulted with several experts in these areas throughout the process. This includes city planners, town clerks, a realtor, and a geographer, and their contributions informed Committee discussions. However, the Committee does not have turnover data for impacted neighborhoods.

How many students actually attend Lakeshore in the 3rd ward who would go to Longfellow?

Currently there are 52 students in the 3rd ward area who would be moved to Longfellow under this option.

Why move kids out of Longfellow if it's at 56% capacity?

As the Committee shifted students from School A to School B (in this case Longfellow), it sometimes pushed the enrollment of School B close to 90%. In order to relieve that pressure, some students from School B were then shifted to School C. In all scenarios, the Committee was committed to keeping enrollment between 65% and 85% capacity if at all possible and to bringing the rates of free and reduced lunch counts more in line as a district.

Why is it okay to close Roosevelt and make capacity at Davey 92%?

This occurs in the scenario of 6 schools with Dual Immersion. Davey's capacity at 92% in this scenario is the primary reason that the Committee does not support that option as a viable solution.

Why are we looking at just north side issues when there are south side capacity issues as well?

In December of 2017 the committee began looking at the District as a whole rather than isolated schools. This district-wide examination of capacity and enrollment was what prompted the change to recommend that Roosevelt be repurposed rather than replaced. In studying the district as a whole, the most capacity needs in the southern part of the District are imminent, whereas the northern part of the District has space.

When other schools were closed, all of the students went to one school. Why will Roosevelt students be the first to be split among many schools?

There have been times when schools have closed and all students were able to be sent to the same new school. For example, all Boyd students were sent to Flynn and all Little Red students were sent to Putnam Heights. At other times, students were not all sent to the same school. For example, when Lincoln school was closed, students from Lincoln were sent to Lakeshore, Roosevelt, Sherman and Longfellow. When Cleghorn was closed, students were sent to Meadowview and Robbins.

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Middle Schools

How will boundary changes at the elementary level impact where students attend middle school?

The Board is seeking information from the community regarding this question. Currently, middle schools are the only schools in the District that use a “feeder school” model, meaning where a student attends elementary determines his/her middle school placement. One option is to continue a feeder school model, meaning students who switch elementary schools may switch middle schools. Another option is to use geographical boundaries for middle schools like the District does for elementary and high schools.

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Costs

Why is it projected to cost \$16.5 - 19.4 million to keep Roosevelt as an elementary school, but only \$1.5 - 3 million to have Roosevelt as a 4K Site?

Renovation of Roosevelt for conversion to a 4K site is significantly less expensive than the cost estimates for making Roosevelt a 3-section school. This is because converting Roosevelt to 4K does not require. . .

- o the addition of more classrooms, larger media center, new kitchen, cafeteria, gymnasium, resource spaces, enlarged office area, etc. whereas enlarging Roosevelt to a 3-4 section school does.
- o the purchase of additional land. Enlarging Roosevelt to a 3-4 section school would require purchasing additional land and installation of more drives, sidewalks, etc.
- o the installation of new electrical, gas or water infrastructure. Enlarging Roosevelt to a 3-4 section school would require all these improvements.
- o a larger playground. It would require new age appropriate play structures.

What would the cost be if the District expanded Prairie Ridge to accommodate twice as many kids?

The projected cost for adding to Prairie Ridge is between \$11.3 and \$11.5 million dollars. Prairie Ridge has 42,283 square feet. At \$250/square feet, we have \$10.5 million for additional construction costs plus around \$300,000 for fire protecting the existing building and another \$500,000-\$700,000 for normal site development.

Expanding to twice the size of the current building presents challenges due to the existing site layout and underlying bedrock. This most likely adds another \$0.5M to the costs.

Where do you get all the renovation numbers?

We use past District construction costs where possible. Where this is not possible, we use unit cost data from a national publishing company that surveys costs across the country. We adjust these costs based upon the overall project scope, complexity, etc.

What is the cost of bussing 300+ students from Roosevelt to 4 different schools every year from here on out?

There are two factors that help to minimize the cost of transportation within redistricting. First, some areas with the current boundaries are currently being served by buses for two schools. For example, north of Highway 312 west of the river, you will see some busses that serve Roosevelt and others that serve Sherman. This duplication of service can be redirected to transport students to other schools in the District. The second factor is that when schools are under capacity, their busses also run under capacity. These busses, in fact, have room for many more students, eliminating the need for additional buses. This being said, Dual Immersion could impact bussing. Because Dual Immersion will serve students from throughout the District, rerouting of busses and changes in current occupancy levels may change. While there may be additional routes needed, the Committee believes they will be minimal.

What is the detailed cost breakdown of expenses to convert Roosevelt to 4K compared to expenses to maintain physical building with Roosevelt as 2 section max?

The costs for either option are similar. 4K costs reflect increased plumbing needs due to basin sinks in each room along with renovation work to accomplish this. Keeping the building an elementary school would eliminate the above plumbing cost, but would not address cafeteria noise and space concerns that have been identified. Keep in mind that under the 4k program, children eat in classrooms and not the cafeteria. Any construction cost differences would be small compared to the rest of the work identified.

What is cost, pros, cons of Roosevelt as primary pre-K to grade 2 or 3?

This is a great question. The suggestion to use Roosevelt as a primary school (PreK-2 or PreK-3) was suggested by the public and hasn't been fully explored by the Committee or the District.

The cost for estimates for converting Roosevelt to a 4K have been outlined in some detail, totaling \$565,742. Please explain why the costs associated with this project are estimated at \$1.5-\$3 million in the presentation given to the Board in October 2018.

The \$565K costs are for renovation to the building required specifically for a 4k program. The \$1.5-\$3M costs reflect the addition of deferred maintenance costs. The deferred maintenance costs have not been kept up except for adding the secure entrance costs as until recently, it was expected that Roosevelt School would be replaced. The deferred costs have not been updated for inflation nor have additional items been added. Thus the estimated range up to \$3M.

Can you explain how costs for expanding Prairie Ridge were estimated at \$13.5-\$14.5 million in Option 2?

The projected cost is detailed for an addition that is the same size and comparable to Prairie Ridge. That addition square footage was then multiplied by the current cost per square foot cost for new buildings. A range is given as there is no detailed building program yet.

I would like to see the cost figures include the cost of diversity and loss of green space.

Using Roosevelt would not involve a loss of green space unless the program needed to expand beyond the current number of classrooms. If Roosevelt were to be replaced, that would be dependent upon "with what?" We currently do not have adequate parking on site for staff and an addition would not be recommended unless more land was purchased. A new building on the same site serving the current number of students could be possible by going to a 2-story structure. That would allow for more parking and possibly a slight increase in green space. These are all considerations for when a building program and conceptual plans are finalized.

How is south side school expansion estimated at \$21 million when the School Board hasn't determined what it would be?

The projected cost is detailed for an expansion is estimated for adding 12-18 classrooms and accompanying resource rooms and restrooms. That additional square footage was then multiplied by the current cost per square foot cost for new buildings. A range is given as there is no detailed building program yet.

Has the cost of bussing kids from west to north schools been accounted for?

Yes. It is projected that the cost of bussing students will be neutral.

How does south side getting a new school keep schools funding neutral?

The cost of expansion of elementary schools in the southern part of the District is not cost neutral. It is estimated to cost \$16-\$18 million dollars and will require a referendum.

Why didn't you show the costs of adding on to Robbins, Putnam, and Sherman?

The additions for Robbins, Putnam, and Sherman were not part of the most recent referendum which was referred to during the presentation. Those schools were part of a previous referendum.

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Facilities

What is a "facility plan"?

A facility plan is a generic term indicating that a plan still needs to be developed to address the stated need. No site or floor plan has been developed yet.

You've said that "common areas" at Roosevelt need to be improved. How do the Roosevelt "common areas" compare to other elementary schools?

"Common areas" are the areas of a school that all students use, and sometimes have several classes at a time using them simultaneously. The table below shows the square footage of those areas at Roosevelt Elementary and at a recently renovated elementary school.

	Roosevelt	Robbins
Gym	2,131 SF	8,525 SF
Kitchen/Serving/Storage	1,176 SF	2,332 SF
Cafeteria	1,500 SF	3,136 SF
Media Center	2,265 SF	3,300 SF

Does the District still own land on North Crossing and Jeffers Road?

The District does not own land on the North Crossing.

Why have the renovations at Roosevelt been ignored?

Although Roosevelt has not undergone a remodel in some time, it has not been ignored. Life safety modifications are maintained as we have made fire alarm system repairs in the last year. Toilets were remodeled in 2005, partial reroofing in 2006, HVAC modifications in 2008, more reroofing work in 2011, and safe route to school bike racks in 2015 or 16. Equipment is still being maintained and serviced. See [Referendum 2016 Maintenance Project Updated 4-2018](#).

Have you considered pairing schools?

This was a new idea presented at the listening session on February 13, 2019 and is not an option the Committee has considered before. The Committee will share this when feedback is presented to the Board.

Could 4K be served in their neighborhood elementary schools so that they would not have to start a new school in 5K?

Many of our elementary classrooms do not have classroom space available to serve 4K students. If we were to move to this model, we would need to construct additional classrooms onto several schools to accommodate.

The "common areas" table on the district FAQ site shows comparisons between Roosevelt and Robbins. Wouldn't it be more comparable to show the difference between Roosevelt and Sam Davey since most of our students would be shifted there? Can we see a comparison table of those two schools?

	ROOSEVELT	SHERMAN
Year Built	1953	1952
Renovations	1970, 1995	1955, 1959, 1960, 1965, 2011
Total Square Footage	38,849 SF	88,193 SF
Gym	2,131 SF	7,151 SF
Kitchen/Serving, Storage	1,176 SF	1,867 SF
Cafeteria	1,500 SF	3,071 SF
Media Center	2,265 SF	2,924 SF
Students/Capacity	297*/316 94% *12 Students sent to Sherman	460/632 73%

Can we buy the skating rink next to Roosevelt and build a new school in that spot?

One of the options the Committee explored is building a new school on the same site. This would push the building to the other side of the property, near the skating rink. However, an architectural study indicated it would be approximately the same price to purchase a larger plot of land North of 312 to build a new school.

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Little Red

What is Little Red used for right now?

Little Red is used for storage of surplus district equipment/furnishings that cannot be accommodated in our schools. Items are constantly being moved in and out of the building to service staff/student needs.

The site is used to store topsoil, gravel, etc. that is used for site improvements across the District.

How much would it cost for Little Red to become the second Prairie Ridge?

The cost to reopen Little Red for any school is estimated at \$2 million.

There may be additional costs to accommodate for children under five such as toilets, sinks, and drinking fountains. Additional adjustments to provide for younger, smaller children have not been estimated.

Little Red was built as a one section elementary school, meaning there is enough room for one class at each grade level. At full capacity it can serve approximately 150 students.

Should Little Red be reopened as an elementary school to relieve enrollment in the southern part of the District?

The cost to reopen Little Red as a one-section elementary school is estimated at \$2 million.

Little Red was built as a one section elementary school, meaning there is enough room for one class at each grade level. At full capacity it can serve approximately 150 students.

Although it could provide short term relief for capacity issues, it would not solve the long-term issues at the elementary level.

There are safety concerns with the location of Little Red as it's located on a busy highway. Because of that, 100% of the students who attend Little Red are bussed.

The schools near Little Red are nearing capacity. The committee has not examined boundaries in the southern part of the District.

Could Little Red be expanded to become a larger elementary school or a larger 4K site?

In addition to the estimated \$2 million dollars to reopen the school, expanding Little Red for any purpose would escalate the costs significantly as it would require either fire separating the building into small compartmentalized areas or adding a fire protection system. Since there is not public water service to Little Red, underground tanks, pumps, etc. would be needed to provide enough water storage to fight a building fire.

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4K Programming

Are districts required to provide 4K programming? Do we have to provide it to every child?

4K is not required. However, ECASD made the decision to include 4K in its programming over a decade ago.

The District receives funding to provide 4K programming.

Any four-year-old who applies is enrolled. There are no waiting lists for 4K.

As the 4K program has continued to grow in the District, what options has the District explored to accommodate the demand?

Since moving to Prairie Ridge, the 4K program had adequate space until the last two years. We have added one additional classroom (a.m. & p.m.) for each the last two years. We also bus overflow students to specific community sites.

Is 4K being expanded to an all-day program?

Prairie Ridge provides services for Head Start, and extended duration for Head Start will impact Prairie Ridge. If funding is provided for extended duration, our 123 Head Start students at Prairie Ridge will require full day programming, which causes a space issue. The District anticipates this change will occur within the next 2-4 years.

Solving daycare issues for their employees is a top priority for the university. Why doesn't the District partner with UWEC?

The District partners with the UWEC Nature Academy and has since the beginning of the program. We have two classrooms (3 sections) of 4K programming at the Nature Center. 4K programming is one year of programming between birth and kindergarten. Although we partner with the University for 4K, we do not partner with them to provide programming prior to 4K.

Which 4K sites have 2 sections of 4K?

Beautiful Minds, Children's House Montessori, Chapel Heights, Days Gone By, Genesis, KinderCare, Mayo, Rachel's Place, Redeemer, Regis, UWEC, Eau Claire Family Literacy, Truax Head Start

- o Please keep in mind that most sites provide wrap-around care (care before or after EC4T). This means they need classroom space for a.m. children who are enrolled in the p.m. and p.m. classroom space for children enrolled in the a.m. Some do not have two sections due to classroom space issues.

Is there a problem with the private 4K schools? (St. James, Rachel's Place, etc.)

St. James does not partner with the ECASD for 4K. Genesis, Regis, Chapel Heights and Rachel's Place all have two sections and are popular sites.

Is the goal to have no community partnership of 4K programs?

No, that is not the goal.

Why are we looking at future possibilities/needs of 4K when we have current needs of our active students?

The District wanted to begin brainstorming options in the event of Head Start Duration, which increases the number of instructional hours for students from 448.5 hours to 1,020 hours per year. There is also potential full day funding for 4K students.

What is the benefit of having 4K in the district?

4K programming provides the opportunity for all four-year-old children in the district to attend a high-quality program to support social emotional and academic learning. Research from James Heckman reports that the dollars invested in 4K programming offer a tremendous return on investment, and other research shows it's easier and more effective to provide intervention to young students than it is to provide remediation for older students. In addition, all EC4T students are counted in the third Friday count in September and second Friday count in January. The district receives funding for these students. Although Eau Claire was one of the first districts to implement over a decade ago; the majority of districts in the state offer 4K programming.

Could Sam Davey or Locust Lane absorb some of the 4K students?

Yes, if this is what is decided, it can be done. The ECASD has used this model before. Regulations for 4K include requirements for the facilities in regard to PreK environments. These requirements are typically not part of elementary facilities and were one the reasons for moving the program to Prairie Ridge. Additional costs for this solution are related to transportation. 4K students require door to door transportation as well as safety harnesses. These services are not standard for elementary students and would need to be added. These accommodations for younger students at an elementary school could result in additional buses and routes.

Since bussing is a criteria to "get into" 4K at Prairie Ridge, is that a motivation for putting another 4K site so close to Prairie Ridge?

No. Roosevelt just happens to be on the same side of town.

Does Prairie Ridge enrollment bring revenue to ECASD?

Yes. The District receives .60 of the revenue limit for 4K students. This is estimated to be approximately \$5,900 per 4K student.

How many students do you expect to attend all-day 4K instead of half-day?

Yearly enrollment is approximately 285 (4-year-old) students at Prairie Ridge and 500 (4-year-old) students in community EC4T sites.

How many HeadStart students does Western Dairyland serve? What is the trend for the percent of students attending the ECASD?

The Committee doesn't have data regarding Western Dairyland enrollment. That information would need to be gathered from Western Dairyland. We contract with Western Dairyland for 123 slot each year. For the 18-19 school year, WDL asked us to take on 17 additional students for 140 slots. Next year we are back to 123.

Is 4K desired by families in our community? How will you determine if it is a change families support since it is not mandated?

Families currently have a choice to send their children to half day 4K, and we anticipate there will also be a level of choice for full day 4K. However, without additional facilities, we will limit the choices we are able to provide for our families. We want to be able to accommodate any choice a family makes in regard to 4K programming for their children.

Is it harder for students whose parents have a higher income to attend 4K?

Every 4K student in the ECASD who enrolls for 4K programming is allowed to attend. Some students are placed at Prairie Ridge and others are served in childcare centers throughout the District. Income is not a factor in providing 4K; however, a parent's ability to transport their child to a 4K site is often considered in assigning children to 4K sites.

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Growth/Future Development

Why is the growth on the north side not being taken into consideration?

The committee consulted with city planners and clerks from surrounding townships to determine potential areas of growth/construction. That information can be found [HERE](#). There are several developments in the northern part of the city, and the ECASD believes the district will continue to grow because of those. In the elementary schools near these developments, there's room for 800 additional students. The developments in the south are outside of the city limits but within the ECASD. In the elementary schools near these developments only 200 seats are available.

Would we be land-locked for the future?

No. Surrounding property could always be purchased or negotiated with the City regarding any available land that they may own adjacent to the school. As an example, surrounding houses were purchased when Flynn Elementary School was planned for.

What is the plan for absorbing additional growth north of North Crossing?

The Committee met with city planners to gather data about the projected growth within the city limits and township clerks to gather data about projected growth outside the city limits. This data was considered when proposed boundaries were drafted. The Committee's sought long term solutions; boundaries that could be maintained for 10 years.

If numbers continue to grow why close a school?

The committee acknowledges the projected growth North of 312, but is also confident that the surrounding schools can accommodate that growth.

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Dual Immersion

Does the Dual Immersion program change this recommendation? Will there be enough room if that program starts?

The committee considered the Dual Immersion program in its recommendations. The proposed boundary maps, found [HERE](#), include options for boundaries with Dual Immersion and without Dual Immersion.

Why was the Dual Immersion issue resolved (i.e. program approved/denied) before all of this? What is the history of the Dual Immersion Program?

A final decision on the Dual Immersion program has not yet been made. If you would like more information about the history of the proposed Dual Immersion program, please see [Dual Immersion Project Timeline](#).

What is the true recommendation if the Committee isn't comfortable with closing Roosevelt if Dual Immersion happens?

If Dual Immersion is approved, the Committee does not recommend repurposing Roosevelt. The Committee would then examine options 2 and 3 to determine its next recommendation.

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Open Enrollment

What is the potential loss in students to online, charter and parochial schools by forcing students out of their "neighborhood" schools?

It is difficult to predict the number of students who will choose another options for their children. The District believes that all schools in the ECASD offer great opportunities for students and our students experiences will be strong no matter the school they attend.

How does open enrollment affect south side schools?

In 2017 the School Board directed all open enrollment students to schools in the northern part of the District. Since that time all applications for open enrollment have been placed at North High School, NorthStar and DeLong Middle Schools, and the elementary schools feeding those middle schools.

Will open enrollment be abolished?

No. Open enrollment is dictated by Wisconsin statute 118.51.

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Student Well-Being

My kids like to ride their bikes to school and it's healthy for them. Don't you want them to continue this?

We love to see students ride their bikes or walk to school! Changing boundaries may change the way that your child gets to school. Walking, biking, bussing, or riding in a car each offer opportunities, and no matter how your child is getting to school, we want it to be a positive experience.

During the 2017-18 school year, Roosevelt took part in a Safe Routes to School study.

Although 66% of Roosevelt students live within a mile of school, only 25% of families reported their students ride their bikes or walk to school.

Has the district studied emotional effects of changing schools?

Yes. The District understands the impact of student mobility not only on students who move, but also those who remain. We also know that when families and schools support one another and work hard to make the move as easy on students as possible, negative effects are minimized. For example, if students move at the beginning of the school year when the receiving school has many new students and peer networks are relatively open so it is easier to enter into new social circles, negative effects are minimized. The District is committed to

supporting students, families, and staff through any transitions that may occur. In fact, our listening session on March 6 is dedicated to exploring this topic with families.

If a secure entrance would be needed for a 4K facility at Roosevelt, why is the safety of Roosevelt students not being taken care of immediately?

All facility improvements at Roosevelt were placed on hold until the Board made a decision regarding that facility as not all of the options call for the current facility to remain.

How long will children be on the bus?

The District partners with Student Transit to develop bus routes that minimize time. Routes for proposed boundaries have not been established yet. However, if any drafted routes create a bus ride that is longer than District standards, the District will not accept them. Student Transit will redraft routes to meet standards.

If Roosevelt stays, would 5th grade students be grandfathered in?

This is a question the Committee has not considered. Once the Board makes a final decision, developing a plan for transitioning and supporting students and families will be the work of administrators and staff. This is certainly one question that would be considered during that planning.

What about kids who chose to go to Sherman to alleviate overcrowding at Roosevelt? Will they be redistributed to Sam Davey?

There is a designated area in the Roosevelt attendance areas that is also served by a Sherman bus. When entering kindergarten, families in this area are able to choose to send their students to Sherman for K-5 rather than Roosevelt. Currently 12 students attend Sherman under this option. When the option was provided to these families, it was agreed they could attend Sherman for grades K-5.

What about Roosevelt students/population asked to move to another school - not only Sherman. How many students have been asked to return to Roosevelt by 2nd or 3rd grade vs. staying at the site with openings?

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How will the socioeconomic makeup of each school change? How will you avoid concentrating students experiencing economic hardship in some schools and concentrating affluent students in others?

As the Committee examined potential boundaries, they also calculated how potential boundaries impact the percent of students with low socio-economic status at each school. The proposed boundaries result in fewer differences between the schools impacted.

"Teachers play an intricate/key role in smooth transition? What will you do when teaching staff at Roosevelt chooses to take a different position and the students transitioning to four

different schools will be "supported" by emergency placement teachers who don't know the students?

If staff at Roosevelt chose to teach elsewhere during the transition year, we would continue to develop a plan to support students and families throughout the transition. Although families could be working with new staff during this time, many close relationships can be forged during one school year, and we would expect that would be the case whether the staff were limited term or permanent employees.

If students pair up with other schools for pen pals, like in the past, can we please partner with others with their own age so they feel they know someone at a new school?

Yes. One of the goals of the pen pals is to help students get to know one another. Partnering them with same-aged students will help to accomplish this.

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Looking Forward

Has the School Board already decided which option they will choose?

No. The Board is seeking feedback from the community through listening sessions. The committee recommended that a decision be made in the spring of 2019.

If we knew by the end of the school year regarding the changes, could kindergarten families choose to attend their new school in 2019-20?

A plan to support and transition students and families will be developed after the Board decides which option the District will pursue.

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Miscellaneous

Roosevelt doesn't have a Literacy Coach. Is that because it's a smaller school?

No, there is currently a 1.0 vacancy for Roosevelt as well as two other elementary schools in the District. Those vacancies have been advertised throughout the school year, however no viable candidates have been identified. The District continues its search.

Why isn't Montessori School included on the list of ECASD schools?

Montessori was not included in the vacancy numbers as there is an application process to attend. It cannot absorb students outside of that process.

How likely/willing is the committee and board to actually consider potential options? What is your vote of confidence that the Demo & Trends committee is working in the best interest of the district?

The Board is committed to hearing the concerns of the community as well as potential solutions that have not been considered. The feedback will also be shared with the Committee. It's important to note, however, that the Committee is not a decision making group. It takes its direction from the Board.

I am not able to make it to all of the Listening Sessions. Will these be live streamed for those who cannot attend?

All sessions will be video recorded and will be available for viewing on the [4K and Elementary Boundaries Website](#).

There was not enough time for an open forum and questions to be asked.

Thank you for your feedback regarding the structure of the evening. Our goal in hosting table conversations was two-fold. First, it was important that we heard from as many community members as possible. At the listening session eight administrators were able to join various discussions. On average these administrators recorded between 15-20 questions asked/answered. This format allowed us to answer between 120-160 questions within 30 minutes. Second, we were cognizant that not all community members are comfortable speaking in front of a large group. Providing smaller, more intimate conversations was an opportunity to hear the voices of community members who may not otherwise speak. As we continue our listening sessions, we encourage all families and community members to attend and to ask questions. If your questions are not answered there, please feel free to email us at 4KandElementaryFacilities@ecasd.us. We will make every effort to answer your question in a timely manner.

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