

MILTON FACILITIES ADVISORY COMMUNITY TEAM (FACT)

FACT MEETING MINUTES

WEDNESDAY, APRIL 27, 2016

MILTON HIGH SCHOOL LMC – ROOM 121

6:00 – 8:00 PM

ATTENDANCE ANNOUNCEMENTS AND NEW ATTENDANCE

Co-chair, Barry Brandt, opened the FACT meeting with the announcement that both Eric Richards and Scott Storlid have resigned their obligations as members of FACT due to personal and work situations. Barry expressed a warm “thank you” from the whole committee to Eric and Scott for their willingness to serve. He also referred to a previous email to all committee members, asking for group consensus to include two members from the Citizens’ Commission as members of FACT. To be inclusive and to receive diverse viewpoints, FACT members agreed to this proposal which was suggested originally by Scott Storlid. So far, this community group chose **Brian Kvapil** who had originally applied to be on FACT. A group welcome was conveyed to Brian.

FACT Members Present: Jeff Adee, Mike Astin, Barry Brandt (co-chair), Michael Dorn (meeting in progress), Gary Groelle, Lesley Hammer (co-chair), Dan Honold, Leo Johnson, Tina Keller, Brian Kvapil, Wilson Leong, Joe Martin, Bill O’Leary, Steve Quade, Jill Schuerman-Fons, Bonnie Stalker, Danielle Stivarius, Lucille Vickerman, Patrick Weberpal, Daniel Weitzel, Brendon Wilkinson

School Board Members Present: Shelly Crull-Hanke (Liaison to FACT), Bob Cullen, Tom Westrick, Betsy Lubke

Community Members Present: **Brent Miller, Wade Hallett, Chad Olson, Bill Maas, Al Roehl, Lance Fena, Terri Fena, Ruth Robinson, Benjamin Bovee** (*Edgerton Reporter*)

Consultants Present: Scott Cramer, PRA; Kevin Hickman and David Baran, J. P. Cullen

School District of Milton (SDM) Staff and Administrators Present: Tim Schigur, Jerry Schuetz, Susan Probst, Mary Ellen VanValin, Heather Slosarek, Jeremy Bilhorn, Matt Biederwolf, Jennifer Cramer, Stephen Schantz

MEETING INTRODUCTION – LESLEY HAMMER AND BARRY BRANDT

A motion was made by Leo Johnson and seconded by Joe Martin to approve the FACT Meeting Minutes of April 13, 2016. The minutes were approved unanimously.

Co-chairs presented the agenda for tonight's meeting: Add any items to the list of Key Facts which was generated two weeks ago; watch the You Tube videos of Milton High, Milton Middle, and Milton East Elementary Schools; and, discuss student-focused educational needs assessment based on the videos and previous tours. Finally, solutions may be considered.

Handouts in the committee packet were discussed. The PRA map of Northside Intermediate School was added to the school maps from two weeks ago.

A question was raised at the last FACT meeting as to how the 90 students lost to open enrollment impacts total enrollment. Tim Schigur presented the 3rd Friday in September enrollment-count document in order to inform committee members about those 90 students. He verified the total enrollment for all seven schools in the SDM and also showed the "resident choice" (341 students) and "non-resident choice" (251 students) numbers, the difference being 90 students lost to open enrollment or choice. Tim confirmed that total enrollment still was increasing even with the loss of 90 students and that the chart is indicative of how SDM receives funding from the state.

Tim Schigur briefly presented the "Sample Tax Impact on Bonds" chart from the Ehlers' PowerPoint. The chart shows varying financing amounts (possible referendums) along with a 3% valuation trend over 20 years, a 4% interest rate, and the various increased mill rates. Lastly, Tim emphasized how the numbers on the chart would need to be updated depending on FACT's recommendations, so the tax impact on equalized home market values would also change.

VIDEO PRESENTATIONS OF TOURED SCHOOLS – JERRY SCHUETZ AND PRINCIPALS

While watching the You Tube videos and remembering information from previous tours, Lesley Hammer asked FACT members to keep written notes of significance on the "Student-Focused Needs Assessment" sheet provided in their packet. These "needs" would be the focus of the next discussions.

1A. MILTON HIGH SCHOOL – The following video clips of space needs were affirmed: crowded hallway passing, the forensic science class with plastic, vertical storage bins, a math classroom with a "tear away" wall, an assembly with students sitting on the floor, a crowded and popular agricultural science classroom, lunch time with students eating in the hallway near the band classroom.

1B. QUESTIONS AND DISCUSSION – High school Principal, Jeremy Bilhorn, addressed questions asked by FACT. Since students eat in the hallway during lunch, questions surrounding the lunch period were recognized: How many lunch periods are there, how long is each lunch period, and how many students eat at a given period? There are three lunch periods, 30 minutes each in length, with over 300 students eating at a time. Eating in the hallway is a code violation as questioned by Joe Martin. Students do not have much time to eat, but Mr. Bilhorn stated that as the school year progresses, students "learn" to eat faster. Bill O'Leary noted how long lines occur for food that is considered "good," and Jill Schuerman-Fons agreed that there are also

long lines for microwave warm-ups. Some students do eat in special education areas as well as with counselors at specified times. Mike Astin questioned the idea of “open campus” for lunch as a temporary assist. Mr. Bilhorn articulated that there are both pros and cons associated with this concept. Open campus would relieve the space issue, but a longer lunch period would have to be given as well as considering the fact that some students would be “lost” to afternoon classes due to skipping. Mike also asked if time could be added to the beginning and the end of the day to accommodate a longer lunchtime. Mr. Bilhorn recalled that this has been done a number of times in the 19 years he has been at the high school. School used to begin at 7:50 am and dismiss at 2:42 pm; whereas, now it starts at 7:35 am and ends at 2:55 pm.

A question was asked, “Why build an auditorium that does not hold the total student population?” Scott Cramer, PRA, reviewed that no school auditorium is built to hold the full student population. The current auditorium holds 749 bodies, and the high school population is now at a total of 966 students. Gymnasiums are, however, built to accommodate all students in a building plus more (parents, family members, the public).

Bill O’Leary also brought forth the safety dilemma of students walking outside from the main building to the tech. ed. building. These doorways are not secure.

2A. MILTON MIDDLE SCHOOL – Here, the You Tube video clips addressed space concerns in the crowded literature and language arts classrooms, science classrooms with no labs, the choir room which is connected to the old boys locker room by a curtain and tables that need to be set up and taken down for foreign language classes when choir is not in session, the art classrooms with no storage and a kiln behind a screen, the band room that will not hold 110 students, and crowded passing time. A huge concern is loss of instructional time to accommodate the space needs.

2B. QUESTIONS AND DISCUSSION – Middle school Associate Principal, Matt Biederwolf, addressed further questions by FACT. Lucille Vickerman asked if instructional quality could be upgraded by adding more faculty positions. Tim Schigur assured the committee that all classrooms are in use with the exception of when students are in gym or the cafeteria. He also cited that some closet spaces are classrooms and that a theater storage room is teacher-office space. Also, the gym and cafeteria are adjacent to each other which causes congestion on indoor recess days. Bonnie Stalker asked how teacher schedules are affected in regard to quality instruction, and Mr. Biederwolf indicated that some teachers travel to other buildings which complicate the schedules.

Dan Weitzel asked if the video clips are the “worst of the worst, or the best of the best.” Mr. Biederwolf responded that typical classrooms currently hold 27-28 students most of the time. Some students are in special education or enrichment classes, however. It was clarified, through Shelly Crull-Hanke, that there are 34 students currently in a math enrichment class.

There are four lunch periods – two seventh and two eighth grade lunches. Dani Stivarius asked about the length of the lunch periods, and the response was that each lunch period is 36 minutes in length, 18 minutes for eating and 18 minutes for recess. Brian Kpavil asked what the issues are with two lunch periods versus four. Tim Schigur disclosed how two lunch periods would be challenging for cafeteria workers. Staff has considered longer eating times with no recess; however, developmentally, for middle school students, the lack of physical and social activity would/could be detrimental. Presently, the four lunch periods work best because all staff make it work!

3A. MILTON EAST ELEMENTARY SCHOOL – This You Tube video illustrated the space issues with conducting art and music classes in the basement where there is lack of space, air flow and temperature problems, and no natural lighting. The art and music classes are held every afternoon; there is a “time-out” room for de-escalation, and paraprofessionals have office space in the basement.

3B. QUESTIONS AND DISCUSSION - A question was discussed, identifying the needs of special education students. Principal Jennifer Cramer explained that handicapped students with physical needs go to Milton West Elementary, and Director of Student Services, Susan Probst, assured FACT that all de-escalation rooms across the district, including East’s, are up to par with state code and standards. Highly trained professionals work with students with behavioral disorders.

Principal Cramer also addressed the challenge of a six-day rotation schedule for music, art, and phy. ed. with four sections of kindergarten, first and third grades. The fourth sections are always split between the other three classes, making for larger sections of these special classes.

Finally, storage concerns were specified with lack thereof for tables, chairs, paper, textbooks, chapter and leveled books. The gymnasium has standing room only with no air conditioning. Also, at East, only one grade level eats lunch at a time, spreading out the lunchtime and taking away from instructional time. The question was asked as to how the high school could be utilized for special programs from the elementary buildings. Jeremy Bilhorn responded that it depends upon what’s happening at a specific time at the high school, and Jennifer Cramer verified bussing issues.

FINAL QUESTIONS AND DISCUSSION ABOUT SPACE NEEDS – Barry Brandt asked if there were any unusual space needs and concerns at West, Harmony, Consolidated, or Northside Intermediate Schools. Tim Schigur remarked that all classrooms are used in these buildings all day unless students are at lunch or in gym. He commended all staff for using space efficiently and added that work spaces are even used as teaching stations. He concluded that increased student enrollment causes issues with space needs.

Patrick Weberpal asked, “What is the optimal square footage of space required per student?” Scott Cramer, PRA, expressed two interconnections – that of the changing need for flexible learning space and the size of the school building. He used the high school as an example: The

optimal square footage per adolescent ranges between 140-160 square feet. With the high school enrollment, the building is short 100 square feet. The optimal MHS square footage should be 850-950 square feet, but there is only 700-750 square feet which makes the building overcrowded by 10-20 %.

Dan Weitzel remarked how the technology education, science, and agriculture areas are a “less than perfect” learning environment. Tim Schigur indicated how difficult it is to adapt classrooms for different uses, an example being that turning a history classroom into a science area is hard because the evolving curriculum makes current spaces inadequate. Dan declared that FACT needs to emphasize flexible learning space for all students, whether they are college bound, skill oriented, or enter the work force.

Steve Quade asked how Blackhawk Technical College could be of assistance with taking high school students. Mr. Bilhorn summarized how seniors in Youth Options programs do go to BTC, but the college is not equipped for high school introductory courses.

STUDENT-FOCUSED EDUCATIONAL NEEDS ASSESSMENT – SCOTT CRAMER

FACT members were referred to a cost handout from the first meeting dated September 30, 2015. Two major cost considerations are listed here by PRA. The first cost consideration was discussed in detail two weeks ago, the Infrastructure Upgrades. The next major point of discussion is the Modern Learning Renovations.

Scott Cramer addressed space needs, the accommodations for flexible learning spaces as possible additions to existing buildings, a possible conversion of the existing high school to a middle school, and/or a new high school. Scott also identified a 128 page population study completed by the Applied Population Lab (APL). Jerry Schuetz will see if this study can be posted to the SDM’s website.

Each building would need to have breakout areas created and libraries upgraded as well as gyms. The need for more space costs more money. Steve Quade asked if the population study was based on future years, eg., the next 20 years. Brian Kvapil asked how the cost considerations would be impacted with a decrease in student population. Mr. Cramer stipulated the population projection is designed for current needs with options to adapt (or add) in the future as needed.

Steve Quade expressed how the “possibility” of a new 9-12 building would allow space and safety concerns to be partially addressed at the K-8 level. Reconfiguration of grade levels, then, could be devised. Dan Honold and Steve Quade, once again, examined open enrollment’s impact. Tim Schigur assured FACT of a fairly consistent number for “choice out.” He commented that the net loss of open enrollment was more when he first came into the SDM as superintendent. On the other hand, the enrollment of SDM residents is going up. What are the open enrollment numbers for neighboring school districts?

STUDENT FOCUSED EDUCATIONAL NEEDS SOLUTIONS DISCUSSION – FACT MEMBERS

Barry Brandt asked FACT, “What is the overarching educational theme you are hearing tonight?” Committee members agreed that crowding and space issues are restricting educational and instructional practices as well as safety. Storage problems have also been identified. Lesley Hammer asked the committee to think about options and solutions. Joe Martin, who was a member of the Design Team 8-10 years ago, stressed that the SDM needed to build (a new high school) back then, and that is still a need. The current building is outdated. He emphasized two ideas: 1) There are seven buildings, all with issues. FACT can rank and prioritize what should be done. 2) Whether or not the school district grows or shrinks, space will still be an issue, and we cannot keep teaching and learning the same way for another 10-20 years. Jeff Adee reiterated that the building tours support a “reduced teaching and learning environment.” SDM students have good test scores; however, it is not acceptable to re-arrange furniture to fit the space. When this is required, at least 15% of instructional time is lost. If this keeps on, what will happen to test scores?

Brian Kvapil elaborated with the question, “Where is the research to prove that adaptable (flexible) learning space positively affects learning?” Tim Schigur, Heather Slosarek, and Susan Probst cited research to support the need for modern learning renovations. Heather confirmed that the Common Core State Standards has shifted the teaching and learning emphasis to 21st Century skills which require differentiation of instruction and Response to Interventions as well as other innovative and creative strategies. Susan explained how brain-based learning demands more space through collaboration. Heather also indicated a professional educators’ journal, *Educational Leadership*, from ASCD.org be pursued as support for flexible learning environments.

Brian Kvapil also noted how teaching methods change. Would test scores continue to increase with changes in methodology? Michael Dorn responded with supportive research indicating that only poverty affects test scores with a positive correlation.

Bonnie Stalker asked a significant question, “What is FACT’s base purpose?” Leo Johnson recommended, “Facilities!” Steve Quade stated that the committee must “focus on facilities and help deliver that need. He concluded that educational needs must also be considered; however, administrators and educators know the methodology and we must trust them.” Leo suggested the solution of a new 9-12 building with use of a “trickle-down” effect to reconfigure grade levels: 6-8 in the old high school, 5-6 at Northside, 3-4 at the old middle school, K-2 in the four elementary buildings with some Pre-K.

Dan Weitzel asked about building locations, and Joe Martin responded with the “26 acres adjacent to the current high school so amenities can be shared, eg., pool, gym, auditorium, applied technology.” Joe also mentioned that, in his experience from being a member on previous committees, approximately 40 acres of property is needed for a stand-alone building. Lastly, Bill O’Leary asked, “What do we need to do in the community to get a referendum

passed? How do other communities do it?" FACT needs to come forward with a good plan, a good cost, then sell that plan to the public.

HOMEWORK ASSIGNMENT

Barry Brandt charged FACT with this homework:

1. Review the Facilities options already present in the FACT binder.
2. What additional options are there?
3. Are there any options that should be ruled out?

Come to the next FACT meeting prepared to discuss, rank, prioritize.

NEXT FACT MEETING

Wednesday, May 11, 2016

Milton High School LMC – Room 121

6:00 – 8:00 PM

Respectfully Submitted,

Judith R. Schmitz, Ed.D.

FACT Recording Secretary