

Amalgamated Scenario: A Phased Implementation Approach



Elementary Boundary Review Committee Recommendation

The following proposal presents a carefully developed phased implementation approach for adjusting elementary school attendance boundaries within the Chippewa Falls Area Unified School District. This comprehensive plan balances educational excellence, facility utilization, and community needs while being mindful of disruption to students and families.

We strongly encourage reading this document in its entirety to understand the thoughtful rationale, implementation timeline, contingency planning, and transition support measures that form the foundation of this recommendation. Each section provides essential context for the decisions presented and reflects months of diligent analysis and community input.

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Board Recommendation

Executive Summary

After extensive deliberation, community engagement, and data analysis, the Elementary Boundary Review Committee (EBRC) presents this Amalgamated Scenario as a thoughtful, balanced approach to addressing our district's elementary attendance boundaries. This recommendation represents a measured, multi-year implementation strategy that prioritizes educational outcomes while thoughtfully considering disruption to students and families.

In alignment with our core mission—to analyze enrollment data, demographic trends, and facility capacities to ensure balanced access to education and optimal resource utilization—the EBRC has thoroughly evaluated multiple scenarios to develop a single, comprehensive recommendation for the Board's consideration. This unified recommendation reflects our commitment to the Chippewa Falls Area Unified School District's mission of providing an equitable educational environment beginning in the 2025-26 school year.

The EBRC's recommendation received strong support from committee members, with 82% selecting it as their first or second choice. This approach earned an overall score of 3.50 out of 5, nearly identical to the highest-ranked individual scenario (3.51).

Core Principles of the Recommendation

The Amalgamated Scenario is grounded in several key principles:

1. **Educational Excellence** - Targets consistent K-3 class sizes of 18-22 students to align with WI Act 20's literacy progress requirements
2. **Balanced Utilization** - Creates more equitable distribution of students across all elementary facilities
3. **Phased Implementation** - Addresses student/family disruption through a gradual, multi-year approach
4. **Community Responsiveness** - Incorporates public feedback while balancing educational and operational needs
5. **Long-Term Planning** - Establishes a framework for regular evaluation cycles (3-5 years) to adapt to changing demographics

Phased Approach Overview *(If impacts were less than 1% they are not reported, and see maps attached at the bottom of this document)*

Phase 1 (2025-2026): Initial Targeted Adjustments

- **Move expanded area 2 from Hillcrest to Parkview**
 - Expanded Area 2 is North of Bridgewater Avenue, East of Hwy 53, North to the northernmost boundary
 - This adjustment responds directly to public input about preserving neighborhood cohesion to the greatest extent possible
 - Will apply to new students and K-2 students; current 3-5 students would be grandfathered; evaluate the impact on families with siblings potentially attending different schools
 - Due to the number of students within Expanded Area 2, it allowed for the grandfathering of this year's 3rd and 4th graders and still achieves a favorable facility utilization rate for both schools
 - Economic impact is minimal (Hillcrest decreases from 39% to 37% economic status)
 - Reassignment requests will be considered...with classroom sizes in relation to student enrollment as a major consideration before approval; more information pending
- **Move area 3 from Halmstad to Southview**
 - Area 3 is East of hwy 124, West of hwy 53, to the 29/53 interchange
 - Reduces Halmstad grade 3 class sizes from 22.7 to 19.7
 - Addresses capacity concerns at Halmstad (currently at 88%)
 - Improves Southview facility utilization (currently at 71%)
 - Reassignment requests will be considered...with classroom sizes in relation to student enrollment as a major consideration before approval; more information pending

Phase 1 Implementation Considerations:

- Approximately 52-58 students are impacted by the moves at Halmstad and Hillcrest Elementary Schools.
- Monitor Parkview bus loop capacity for additional buses
- Watch for potential staffing reallocation needs across buildings
- Provide extra transition support for K-4 students changing schools during their elementary educational journey
- Watch enrollment numbers at key grade-level transition points that are near section thresholds
- Closely track initial family response to ensure adequate support resources are allocated where needed

Phase 2 (2026-2027): Evaluation and Potential Adjustments

- **Determine if area 4 shift from Halmstad to Stillson is necessary or warranted**
 - Decision would be based on enrollment patterns and class size analysis
 - Would further balance grade 3-5 class sizes between schools if needed
 - Implementation contingent on evaluation of Phase 1 outcomes
 - Reassignment request will be considered...with classroom sizes in relation to student enrollment as a major consideration before approval; more information pending

Phase 2 Implementation Considerations:

- Monitor Stillson's utilization rate as it approaches 90% capacity, which could limit flexibility
- Watch for potential staffing reallocation needs across buildings
- Assess transportation routing efficiency with the additional changes
- Evaluate the impact on families with siblings potentially attending different schools
- Be mindful of community perception regarding cumulative changes across both phases

Phase 3 (2027-2028): Comprehensive Evaluation

- Assess impact of Phases 1-2 on class sizes across all grades
- Focus specifically on grade 3 class sizes to ensure alignment with past K-2 parameters
- Evaluate facility utilization rates to determine if additional adjustments are needed

Projected Outcomes

By the completion of Phase 2, facility utilization across schools will be notably more balanced when considering the utilization capabilities of those buildings:

- Halmstad: 88% → 77%
- Hillcrest: 85% → 67%; considerate of smaller classroom sizes and available spaces
- Parkview: 70% → 84%
- Southview: 73% → 78%
- Stillson: 84% → 90%; if Phase 2 is warranted

Class sizes will be more consistent across schools:

- K-3: Target range of 18-22 students per class
 - 4-5: Target range of 23-27 students per class
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Implementation Considerations

Transition Support

- Dedicated support programs for students changing schools
- Buddy systems for new students
- Cross-school activities to build relationships
- Developing a streamlined process for sibling consideration requests (Reassignment)
- Develop a “voluntary” process for families to make shifts during our declining enrollment trend period

Transportation Impact

- Phase 1: Approximately 106 students directly impacted; due to demarcation line shifts
- Addition of 2 buses required (1 for Halmstad, 1 for Parkview)
- No significant impact on middle/high school routing

Socioeconomic Impact

- Minimal shifts in economic status indicators (changes of 1-2% at affected schools)
 - No significant impact on demographic distributions
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Long-Term Benefits

This phased approach provides our district with several significant advantages:

- **Educational Alignment:** Supports consistent K-3 class sizes, aligning with WI Act 20's literacy requirements
 - **Resource Optimization:** Balances facility utilization without overcrowding any buildings
 - **Predictable Planning:** Creates a clear timeline that respects families' need for stability
 - **Sustainable Framework:** Establishes a process for regular boundary reviews on 3-5 year cycles
 - **Flexibility:** Builds in evaluation points to respond to unforeseen demographic shifts
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The Path Forward

It's important to acknowledge that the 20-year period since our last boundary adjustment will be impossible to duplicate. With declining enrollment trends throughout our region, more regular reviews will become a necessary component of responsible district planning.

The committee has also developed thoughtful contingency plans to address various enrollment scenarios. If enrollment declines accelerate beyond projections, the district can implement expedited reviews on 1-2 year cycles and potentially establish "flex boundaries" for annual adjustments while considering potential closures or consolidation. For stabilized enrollment, we would maintain the planned 3-5 year review cycle with targeted marketing to potentially balance school populations through a "voluntary" process. Should we experience unexpected growth, the district would reassess boundaries to prevent overcrowding and potentially develop capital improvement plans to address capacity needs in growth areas. These contingencies provide flexibility while maintaining our commitment to balanced class sizes and optimal facility utilization.

The EBRC's work on this recommendation has been exemplary, reflecting hundreds of hours of thoughtful analysis and deliberation during the consideration of eighteen (18) different scenarios in this process. Public input has been an integral component of this process, with feedback from community sessions directly influencing key aspects of the final recommendation.

Appreciation and Next Steps

The District Administration and EBRC extend sincere appreciation to all community members who participated in this process. Your insights and perspectives have helped shape a solution that balances immediate needs with long-term planning.

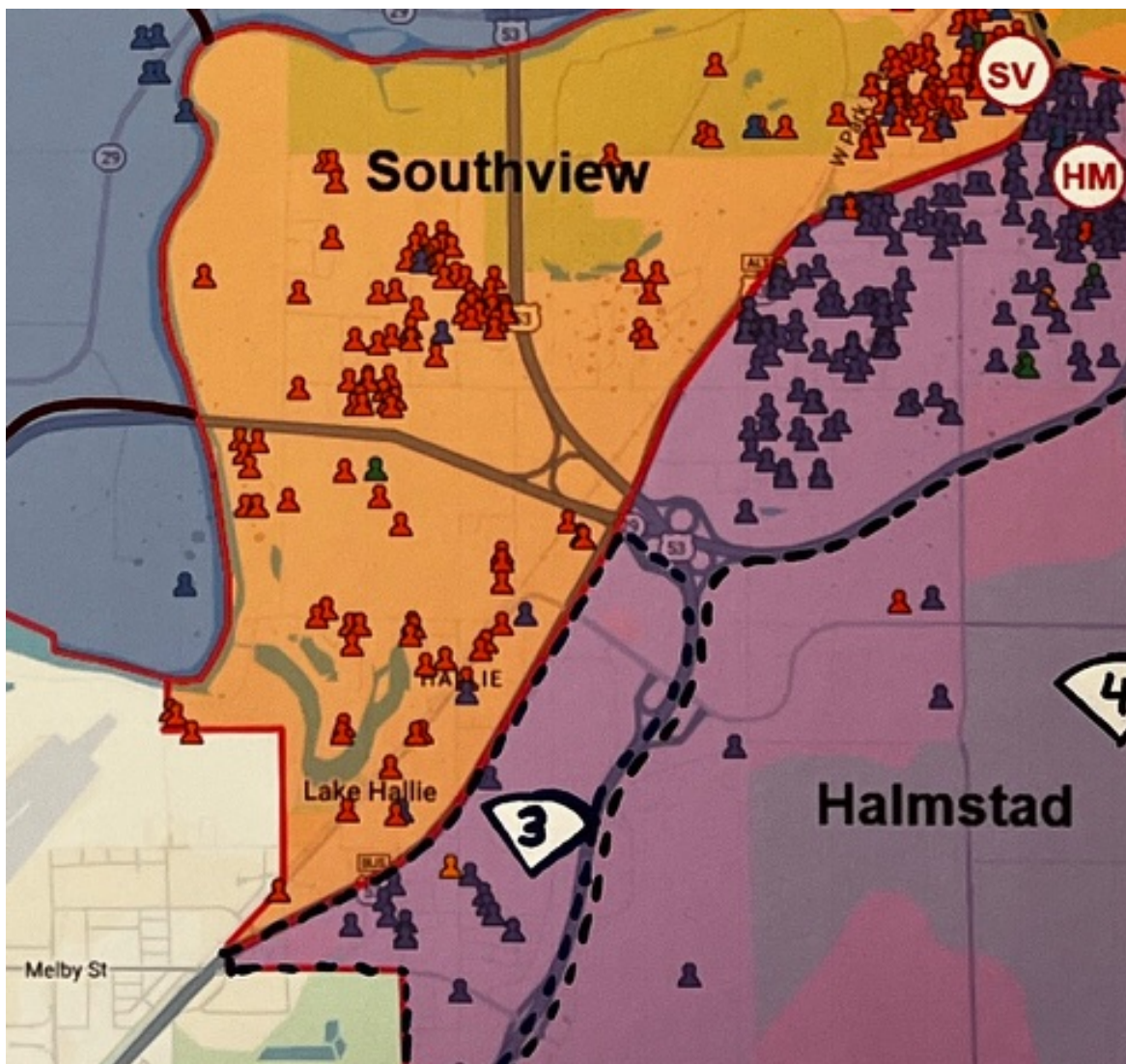
Throughout the EBRC's deliberations, one theme emerged consistently: The importance of thoughtful transition support for students and families. As one committee member eloquently stated during our final meeting, "The lines on a map are just the beginning—it's how we welcome and support these children that will determine the success of this plan." This sentiment was echoed across the committee. We believe that by investing in robust transition activities—school visits, buddy systems, welcome events, and additional counselor support—we can transform what might be a challenging change into an opportunity for growth and new friendships. The transition support plan is not merely an add-on but rather a fundamental component that underpins the entire phased implementation approach.

The Board will make its formal decision on this recommendation on April 2nd at 6:00 PM in the Chippewa Falls Middle School Auditorium. The meeting will be live-streamed and will include a public comments period on agenda topics for those in attendance, with a maximum of three minutes per comment.

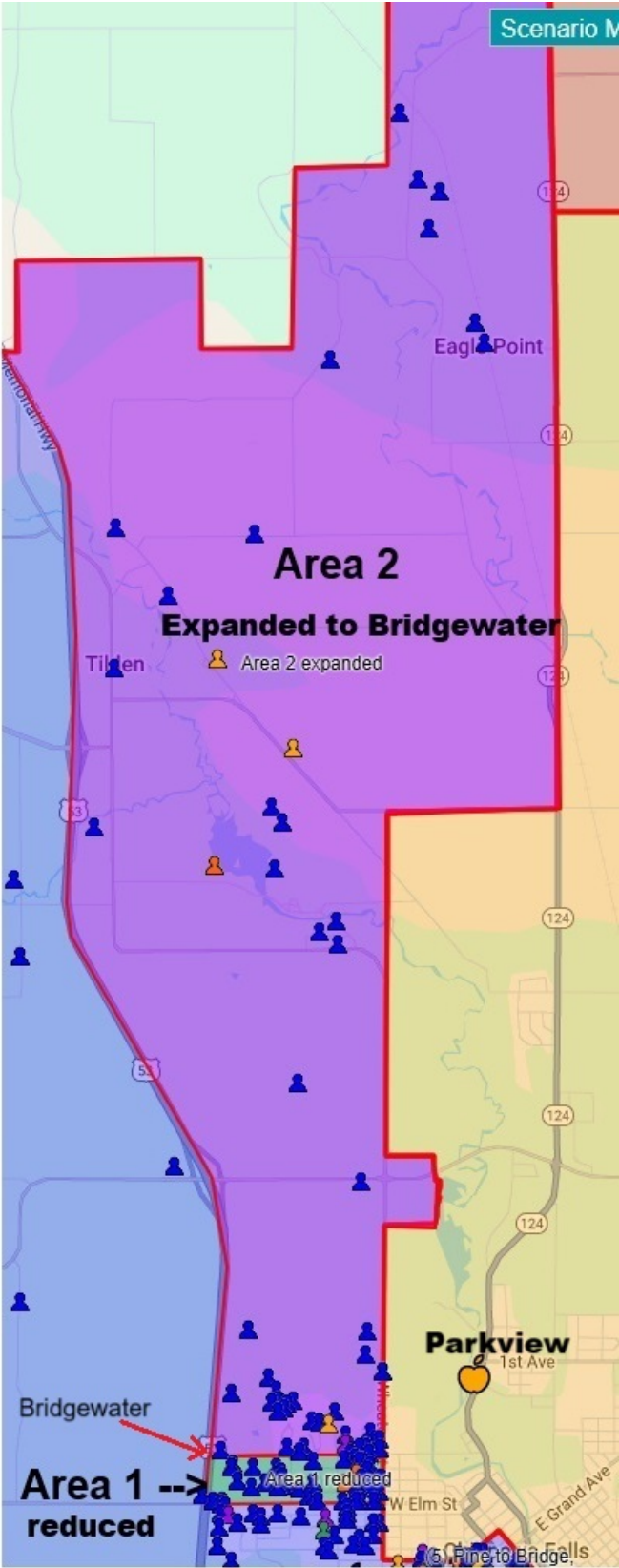
This recommendation represents the culmination of diligent work by the EBRC and incorporates the best available information with an eye toward the future needs of our district and the students and families we serve.

Respectfully submitted,
Elementary Boundary Review Committee

Phase 1 Map - Halmstad Elementary School



Phase 1 Map - Hillcrest Elementary School



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