

# Green Bay Area Public Schools Secondary Capacity Task Force



[gbaps.org](http://gbaps.org)

Green Bay Area  
Public School District  
*Engagement. Equity. Excellence.*



# Review of Our Charge

Develop short-term solutions to address secondary school enrollments; and explore long-term solutions to consider in conjunction with the District Boundary Task Force.



# Context for Our Work

**Guiding Change Document**

**Next Steps Gantt Chart**

# Task Force Recommendations

In creating its recommendations to the board, the task force focused on three categories of recommendations as a set of proposals the task force recommends to the board to do, both now and over time.

1. First, the task force would like to focus on issues related to boundaries and transportation.
2. The next category focuses on parking and traffic flow.
3. The final category is a set of ideas related to alternative scheduling options.



# Task Force Recommendations

We believe these options will have some impact on the feeling of overcrowding at Preble, but they do not address all of the concerns noted in our guiding change documents and discussions. This is the second time a committee has been charged with this task, but it was important that we explore all options as we consider our boundaries committee work that lies ahead.

The following are the areas which the task force encourages the school board to consider for additional study as it addresses needs at Preble and our other schools.

# Boundaries and Transportation

## I. Options considered

### A. Initial brainstorm

### B. List of solutions

1. Buses for open-enrolling students out of Preble
2. Open enrollment limited to one building
3. Boundary changes
4. Consider possible purchase of an existing site for Preble 9th graders

# Boundaries and Transportation (cont.)

## II. Why some were eliminated?

### A. Referred for boundaries committee

1. Possible boundary change
2. Different campus models

### B. Intra-district transfer and open enrollment changes

# Boundaries and Transportation (cont.)

## III. Transportation for open enrollment out of Preble to other high schools

### A. Cost breakdown\*

#### 1. Hubs

a. East - \$32,395

b. West - \$33,421

c. Southwest - \$35,884

d. Total Cost - \$101,700

2. Full service - cost would vary based on number of actual riders, but isn't expected to greatly exceed cost of hub busing.

\*based on an \$0.80 per mile estimate





# Boundaries and Transportation (cont.)

## B. Potential advantages

1. Reduction of students at Preble
2. Access - increase access to Pathways and dual credit offerings (NWTC/UWGB)
3. Increase student/parent choice
4. Facilitate culture shift to “One Campus” philosophy
5. Increase Metro ridership

# Boundaries and Transportation (cont.)

## C. Potential challenges

1. Additional ride time
2. Impact on extracurricular attendance
3. Additional cost to district

## D. Timeline and next steps - if approved by Board for further study

1. Surveys of student/parent interest
2. Tentative route planning
3. Deeper cost analysis
4. Negotiate enhancement of Metro routes



# Parking Lot Traffic Flow

## I. Options considered

A. Initial brainstorm

B. List of solutions

1. Danz entrance to visitor parking lot
2. Students in good academic standing arrive late/leave campus early
3. Student carpool parking discounts

## II. Why some were eliminated?

A. Pursued from previous committees

B. Parking ramp - cost

# Parking Lot Traffic Flow (cont.)

## III. Parking lot modifications

### A. Cost breakdown

1. \$8,000-10,000

### B. Potential advantages

1. Better control of traffic flow
2. Improve emergency vehicle access

# Parking Lot Traffic Flow (cont.)

## C. Potential challenges

1. Increased traffic on Danz if not controlled

## D. Timeline and next steps - if approved by Board for further study

1. Additional cost analysis - done this summer
2. Traffic analysis and facilities planning
3. Construction
4. Communication plan

# Parking Lot Traffic Flow (cont.)

## IV. Car pooling from remote location

### A. Cost breakdown

1. Rental fees - \$45,000 estimate
2. Shuttle costs - varies depending on other routes and frequency required

### B. Potential Advantages

1. Better traffic flow
2. Reduced traffic congestion
3. Reduced-price parking option

# Parking Lot Traffic Flow (cont.)

## C. Potential challenges

1. Costs
2. Safety
3. Finding suitable location

## D. Timeline and next steps - if approved by Board for further study

1. Additional cost analysis
2. Shuttle route planning
3. Communication plan

# Alternative Scheduling Options

- I. Options considered
  - A. Initial brainstorm
  - B. List of solutions
    1. Scheduling strands
    2. 1st and 8th period study hall passes
    3. Utilize zero hour, ninth hour
    4. Revisit schedule options
  
- II. Why some were eliminated?



# Alternative Scheduling Options (cont.)

## III. Scheduling strands: 0-5, 1-6, 3-8, 4-9, early graduates

### A. Potential advantages

1. Provides students with the opportunity for choice in terms of the start and end time to their school day
2. Reduces the number of students in the building throughout the course of the day
3. Students can find opportunities to work/participate in postsecondary education/family obligations

# Alternative Scheduling Options (cont.)

## B. Potential challenges

1. Currently the strands are not extensively advertised/ shared with families as the request is considered based on extenuating circumstances
2. Students are currently required to have a plan on an early dismissal schedule
3. Lack of supervision for students/concern about involvement in the community if there is unstructured time

# Alternative Scheduling Options (cont.)

- C. Timeline and next steps - if approved by Board for further study
  1. Promote/market this option now, through the summer and at the beginning of the year
  2. Counselors would need additional time to hand-schedule requests throughout the summer
  3. Consider adjusting the application criteria for early graduation (semester prior to the senior year)

# Alternative Scheduling Options (cont.)

IV. First and eighth hour study halls: Allow students in good academic standing to not attend (freshmen standing would be evaluated at end of semester 1)

## A. Potential advantages

1. Reduces number of students in building throughout course of the day (approx. 40-60 for 1st hour and 80-100 for 8th hour)
2. Staff can be allocated into different instructional support positions, providing more opportunities based on student need (enrichment/remediation)
3. Brain-based research supports a later start to the school day for high school students; improves academic achievement/success or student performance.
4. Reduces congestion and traffic flow in the morning and at the end of the school day

# Alternative Scheduling Options (cont.)

## B. Potential challenges

1. Does not make a significant impact in terms of numbers/overcrowding concern, but may allow some relief at different times of the day
2. Lack of supervision for students--concern about involvement in the community if there is unstructured time

# Alternative Scheduling Options (cont.)

- C. Timeline and next steps - if approved by Board for further study
  1. Promote/market this option now, through the summer and at the beginning of the year
  2. Communicate these options with parents/guardians
  3. Counselors would need additional time to hand-schedule requests throughout the summer

# Alternative Scheduling Options (cont.)

V. A combination of back-to-back study hall and lunch, specifically hours 3-4, 4-5, 5-6, 6-7: Allow students in good academic standing to be off campus for two consecutive hours

## A. Potential advantages

1. Significantly reduce the number of students throughout the course of the day, reducing the feeling of overcrowding
2. Students could rejuvenate for learning for the rest of the school day and be better engaged
3. It will prepare students for the post-secondary experience

# Alternative Scheduling Options (cont.)

## B. Potential challenges

1. Students are off campus and unsupervised for two hours
2. Attendance and truancy

## C. Timeline and next steps - if approved by Board for further study

1. Promote/market this option now, through the summer and at the beginning of the year
2. Communicate these options with parents/guardians
3. Counselors would need additional time to hand-schedule requests throughout the summer



# Alternative Scheduling Options (cont.)

## VI. Zero hour, 9th hour

### A. Potential advantages

1. Lengthens the school day and allows for flexibility for students and staff schedules
2. Athletes/students involved in activities can take advantage of this opportunity, and fewer classes are impacted due to leaving early for games
3. Brain-based research supports improved student achievement with a later start to the school day

# Alternative Scheduling Options (cont.)

## B. Potential challenges

1. Impact on leading staff on separate schedules
  - a. staff meetings
  - b. cultivating a strong school culture

## C. Timeline and next steps - if approved by Board for further study

1. Promote/market this option now, through the summer and at the beginning of the year
2. Communicate these options with parents/guardians
3. Counselors would need additional time to hand-schedule requests throughout the summer

# Thank you to our committee members!

- Leah Bergstrom - parent
- William Birkholz - GBAPS principal at Red Smith
- Brenda Bomber - GBAPS social worker at Preble
- Ericka Brandsma - GBAPS student at Preble
- Patti Butcher - GBAPS teacher at Preble
- Dan Chatham - parent
- John Crabbe - community member
- Dawn Craft - parent
- Judy Crain - community member
- Mark Flaten - GBAPS principal at West
- Nikki Frelich - parent
- Denise Gaumer Hutchison - parent
- Marlene Gauthier - NWTC K-12 Relations
- Claudia Henrickson - GBAPS Exec. Dir., Special Education and Pupil Services
- Betty Kossik - Retired GBAPS teacher
- Steve Kranitz - GBAPS counselor at Preble
- Kristin Kreuser - GBAPS teacher at Preble

(cont.)

# Committee Members (cont.)

- Jose Macias Olave - GBAPS student at Preble
- Nick Marcelle - GBAPS teacher at Preble
- Ron Metzler - community member
- Stephen Miller - GBAPS Director of Assessment
- Mayra Navarro - GBAPS student at Preble
- Lori Peacock - GBAPS Director of College, Career and Community Readiness
- Heather Piontek - parent
- Natasha Rowell - GBAPS principal at Preble
- Kim Schanock - GBAPS Coordinator of Community Partnerships and Grants
- Christian Schommer - GBAPS student at Preble
- Julie Seefeldt - GBAPS Director of ELL Programs
- Reva Shaw - GBAPS Equity Coordinator
- Nicole Sheedy - GBAPS Special Education supervisor
- Michael Stangel - GBAPS Executive Director of Facilities
- Christopher Wagner - GBAPS Board of Education Treasurer
- Jonathan Wiebel - GBAPS principal at Edison
- Jeremy Wildenberg - GBAPS Transportation Manager