STEVENS POINT AREA PUBLIC SCHOOL DISTRICT

Point Proud Schools 2040
Task Force Meeting 1 Outcomes – 4/29/26

41 Task Force members in attendance

Planning/Facilitation consultants in attendance: Mark Roffers and Nick Johnson

District staff in attendance: Cory Hirsbrunner, Superintendent; Chris Nyman, Assistant Superintendent/Director of Elementary Education; Nicole Baumann, Executive Assistant to the Superintendent; Sarah O'Donnell, Director of Communications

Small group exercise results: Each of the seven small groups formed at this Task Force meeting were asked to respond to three questions, record their responses on flip-chart pages, and summarize responses for the large group. Results of all recorded responses are as follows:

1. **What did you discover today that may be important to this process? Any gee-whiz moment?**

   Group A suggestions:

   i. It is going to be more interesting than I thought
   ii. Questions that are unknown, seeing the numbers
   iii. How little development is in the Kennedy area
   iv. How inter-connected everything is
   v. I didn't realize the impact of apartment buildings on growth of the district
   vi. Interested to see what options we will end up with as options

   Group B suggestions:

   i. Not declining as much as one thought
   ii. Some were surprised at the excess of Plover-Whiting (others not surprised)

   Group C suggestions:

   i. Full day 4K
   ii. Housing calculations
   iii. So many questions
   iv. Information fairly aware of already

   Group D suggestions:

   i. Data
   ii. Many, many viewpoints
   iii. Perception vs reality
   iv. Wow! Populations
   v. Point and Plover strategic plans, zoning, etc.?

   Group E suggestions:

   i. Declining birth rate not worse
   ii. Ratio of housing types to student generation
   iii. The potential of sites to be over capacity

Group F suggestions:

i. Plover Whiting population
ii. Population decline not as bad as we thought

Group G suggestions:

i. Open enrollment statistics… how much can we keep kids here, here?
ii. Population statistics… push pull of employment (and climate changes/impacts)
iii. Liked the approach to demographics (granular, housing types, etc.)
iv. Consideration about rental market?

2. **What major questions or concerns do you have right now?**

Group A suggestions:

i. Taxes vs students --> how taxes impact this situation?
ii. How can projections be impacted by the change of different variables?
iii. Open enrollment out is a big concern

Group B suggestions:

i. Impact of lack of childcare on families choosing to live here
ii. Can we have smaller class sizes/schools?
iii. How will our decisions impact staffing?
iv. Can open enrollment stop if school is at capacity?

Group C suggestions:

i. Demographics of special populations at schools – what is factored?
ii. Education support - teacher's space/SPED needs
iii. Finances - operation and other breakdown

Group D suggestions:

i. Budget? Number of Buildings? Operational costs?
ii. Still concerns about maintenance of buildings and facilities
iii. Referendum?
iv. Modernization?

Group E suggestions:

i. What's the condition of each of these buildings?
ii. Concerns about inaccuracy of PJ Jacobs (projection)
iii. 3K/4K self-contained students having access to reg-ed peers
iv. Why does district movement happen? Students moving within the district
v. How is unhoused population served?

Group F suggestions:

i. 4K programming decision making

ii. How will staffing be affected and staff retention
iii. Class size board policy
iv. What is drawing families in?

Group G suggestions:

i. Such a push for home schooling
ii. State funding moving to private schools
iii. Any potential to "cut back" open enrollment kids leaving?
iv. Test scores
v. How can the four criteria actually be equal? How does the financial pillar not dominate? What's the fiscal impact of some of these decisions?

3. **What do you think you will need to learn, so we can gear upcoming meetings accordingly?**

Group A suggestions:

i. Learn more about the finances and how they are impacted
ii. Can we totally throw out and start fresh…or are we looking for the most minimal disruption?

Group B suggestions:

i. How does the data shift now that Kennedy --> PJ Jacobs?
ii. Which buildings can withstand the upcoming decades (age)?

Group C suggestions:

i. Finances
ii. What supports are we going to provide in the future of the buildings?
iii. Maintenance costs of buildings and amenities in them

Group D suggestions:

i. Overall goal?
ii. What is driving this?

Group E suggestions:

i. Criteria/guidelines for school enrollment orders/radius from building
ii. Policy change?
iii. Siblings grandfathered in? Establishment of transfer guidelines
iv. Homeschooling trends/demographics
v. Special ed populations broken down by school
vi. % of existing housing bought by developers and turned into rentals (and even student rentals)

Group F suggestions:

i. The "human" side

ii. Student needs, early interventions

Group G suggestions:

i. Didn't hear any information about test scores

Questions placed in "parking lot" during meeting (to be answered at later meeting and/or in Q&R document):

- More information on open-enrollment-out: where do these students live?
- How important is child care shortage in keeping births down?
- Kennedy actually now goes to PJ Jacobs. How will this affect enrollment projections?
- How would District 4K change if more private sites ceased providing 4K? Or closed?
- How can we deal with revenue strain on private providers thru any SPAPSD 4K expansion?
- Is there a District past promise to keep Kennedy open?
- Which is more important to District finances: more kids or more housing/tax base?
- Can we get enrollment by grade group and school?

Individual member written meeting evaluation responses (following meeting):

1. <u>What do you think went well at this meeting?</u>
    a. I think everyone came prepared and ready to dive into the data!
    b. Great early participation from participants!
    c. Meet/greet at table and asked many questioning back and forth
    d. Good information - good discussion
    e. There was a lot of good conversation and great questions asked
    f. Awesome introduction to our group - we have a wonderfully diverse group!
    g. Well facilitated and moderated; good information, clear starting guidelines, and big picture question
    h. Well organized, clear information, good time/people management
    i. Good into/pleased to see broad range of experience on the task force
    j. Well run, lots of helpful information
    k. Collegiality - small groups
    l. I think having the agenda and going through the information first was extremely helpful --> well formatted; also the group members staying supportive and positive and respectful
    m. I think there was a lot of good and respectful discussion
    n. Good to hear the numbers and have questions answered; good to have time to discuss and share out
    o. Everyone was respectful; continued to keep things on task
    p. This happened as anticipated! Thanks for the info.
    q. Getting a clear view of potential data of projected enrollments
    r. Many varying viewpoints
    s. Controlled time and subject
    t. Well organized content and information

u. Well organized information was easy to understand and engaging; depth of information and time that went into this was impressive
v. Good intro to the task ahead
w. Eased into the discussion; excellent keeping the group on task/on time; I like that we did not go around the whole group with intro
x. It was great hearing so many different ideas and perspectives
y. Good conversations and lots of good information
z. Great initial data was presented. I liked the format.
aa. The information presented was well organized and the presenters were knowledgeable.
bb. Good group work, great questions.
cc. Lots of great information right away, not just intro/get to know the team.
dd. Good conversations and lots of information
ee. Good discussion and good presentation of initial information
ff. I could hear what everyone said - thanks for speaking up.
gg. Small group discussion
hh. Large amount of information given in a way that is still digestible
ii. I think there were great questions and open communication.
jj. Lots of good data and information presented clearly and concisely
kk. Everyone was ready to be positive participants
ll. PowerPoint of presentation was a great visual tool to see data
mm. Very informative. I wasn't expecting it to be so interesting.
nn. Providing the background of the District
oo. Wealth of information - too much at times

2. What could have gone better? How?
   a. Planned 5 minute break
   b. A cooler air conditioning
   c. Information about Kennedy's population funneling into PJ Jacobs being left out is very concerning
   d. I am, frankly, baffled that the fact of Kennedy feeding into PJ was not communicated to MDR before tonight and that it was caught by a member and not Admin team
   e. Slightly better time management, rushed at the end
   f. Continue to use parking lot to help focus
   g. First meeting went well - no complaints
   h. Better seating for people facing the wrong direction
   i. Presentations have lots of text/data with speaking over the top of it… I would recommend less text/more talk
   j. Not sure
   k. People seem very concerned about housing trends and policies that encourage affordable single-family housing…it's important but feels irrelevant to our goals

here. So I'd like to see facilitators frame and address this so that people maybe spend less time on this, and more time on the relevant topics.

l. Holding some questions to the end or putting them on parking lot ourselves
m. A lot of people's questions could have been answered if they were patient during the presentation
n. More time to dive in/discuss enrollments/demographics moving forward
o. Organize each table better
p. More presenting and fewer questions
q. Having us go through the data/slides ahead of time on our own so more time could be spent during the meeting on Q&A and discussion
r. I think everything went well, a good balance of information and discussion
s. Nothing-great job
t. The table arrangement
u. Send slides out for pre reading, prior to meeting. I like to review one or twice then follow along as information is presented.
v. More consistency between slides and printed documents (bullet/item order, for example) to avoid confusion while listening
w. Had no idea what to expect walking in
x. A little less of entertaining questions that will be handled at a future date. No door prize?
y. I like to look at info ahead of time
z. Don't make me write with this pen. My hand writing looks like this. Do an online poll or email.
aa. More small group discussion to bounce ideas off each other.
bb. Possibly suggest people write questions on post-its to put on parking lot instead of sidetracking the group discussion - only questions related to the slide etc.
cc. I think it is too early to know what could go better. This was mostly informational.
dd. Go into depth on data presented
ee. More snacks for the chatty question askers
ff. Mapping out the meetings to help keep the focus on current step
gg. Need more reflection time to process; less re-presenting of info already provided

3. <u>What information do you feel you need to complete the tasks ahead?</u>
    a. I am excited to see the rest of the data! (Building longevity)
    b. Noted in the group reports at end of session
    c. I need more information about how teachers and staff and students will be affected by any changes
    d. What can some major (maybe 3-5 max) struggles each building is feeling - staffing, behavior, repairs, etc.? Can our task force maybe help with those? Multiple birds, one stone?
    e. Obviously the financial side of things; I would love as granular/grade-level info/projections as possible, maybe try to do some data visualization stuff?

f. Open enrollment - in and out - where are they going?
g. 6th and 9th grade move data to new schools
h. All the questions asked in the round robin shared
i. Answering a lot of the questions identified and will be coming. Such as fiscal information.
j. More specific goals for finances, how much should we be trying to maintain or decrease facilities spending
k. Info about demographics of students and support educators are receiving
l. What percentage of students are PTR and why
m. How open is the Stevens Point area to change? We've talked for a long time about change but often shy away as a large community to dramatic change. Continued reminder that these changes affect teachers and students.
n. Updated demographic info with Kennedy cost for building upkeep, cost to keep running
o. Building qualities and needed work and cost to keep running properly
p. Everything, especially $
q. Is the district currently collaborating with City of Stevens Point and Plover about these enrollments and housing issues?
r. Weight of the four questions from the board
s. Budgets, expenses, operational costs "true goal"
t. What is the focus?
u. Be able to look over the full report; more specific demographic info. About each building/school
v. More information on the financial aspects and more information on student demographics (SPED)
w. More data on students and budget
x. Open enrollment, student demographics, educational programming
y. Read task force report/study
z. Even more granular detail regarding enrollment (sped, specific grades), complete building conditions, and financial details
aa. Breakdown within schools special education students; how many vacant buildings exist
bb. See flip chart for Group E
cc. Lots more information
dd. Policies on enrollment areas/bus routes
ee. Condition of each building. What upgrades or consolidation options are there?
ff. I need to know the breakdowns of 6th and 9th grade
gg. Keep the data coming!
hh. Adjust the Ben/PJ numbers and we need to know the financials
ii. Understanding the data and its connection to the long term goals; cause and effect of each criterion

jj. I am really interested in understanding tax base and how funds are distributed. How this affects educational needs of students and staff.
kk. Looking forward to more information on finances
ll. I don't know

4. Any questions we can answer before or at the next meeting?
    a. Is it the best use of 4K to have special ed sent to 18 different sites? What about smaller size schools for families who want them? Transportation for parochial schools - different than public? Make it one.
    b. Faculty retention - why is faculty (teaching faculty) leaving prior to retirement?
    c. None that weren't previously mentioned in discussions
    d. Nothing specific
    e. Obviously the financial side of things; I would love as granular/grade-level info/projections as possible, maybe try to do some data visualization stuff? Better (softer) cookies?
    f. More detailed breakdown of grades and special populations at the various schools and how that impacts projections
    g. What are class size policies? Capacity considers class size policies and spaces for specials, does that include spaces for pull-out services and therapies? Will educators still have opportunities for their own class space if facilities are reduced?
    h. What supports do we offer in building now and in the future
    i. Very informative first meeting
    j. Thank you for providing comedic relief. I think we will be needing it.
    k. How do increasing student needs factor into this? How can we make sure that diverse community voices are also being represented in this task force's vision?
    l. Answer questions that were asked during final exercise
    m. What are teacher's needs? Why are students leaving? How can we bring in more kids? Goals? Student/teacher ratio (special education)
    n. Are we going to see financial materials? Will there be any "games"?
    o. Not yet more meetings needed
    p. How realistic is closing an elementary school?
    q. Is anything being done to help with school perception? Specifically, at elementary levels to make sure if borders are re-drawn people don't feel they are being changed to a "lesser" schools.
    r. Can we absorb this deficit? Smaller class sizes are a nice feature to attract more people and help more students to get more individualized attention.
    s. When it comes to the variables being used to get the projected data, have you used difference scenarios to either increase or decrease projected numbers?