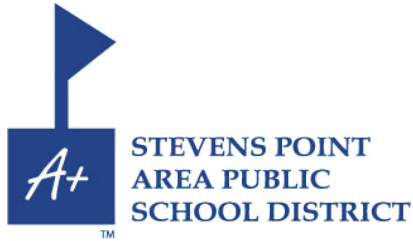




Point Proud Schools 2040 Between-Meeting Questions and Responses

#	TASK FORCE MEMBER QUESTION	DISTRICT ADMINISTRATION/CONSULTANT RESPONSE	DATE ASKED	WHAT FORUM?
1.	What is the focus of this project? What is the goal?	While the SPAPSD has no looming financial crisis, it has decreasing enrollment, enrollment imbalances across some schools, some aging building infrastructure and learning environments, and atypical grade groupings. There are also potential programming opportunities, possibly including further expansions to early childhood learning. These all have implications for the school buildings. The desired outcome of this project will be a plan to inform short-term (1-4 years), mid-term (5-9 years), and long-term (10+ years) District decisions related to its school buildings. At this early stage, the precise focus is uncertain and will be driven by data and discussions of the Task Force, guided by School Board criteria.	4/29/26	Task force meeting
2.	How can the four option evaluation criteria actually be equal? How does the financial pillar not dominate?	The Board has endorsed four equally weighted criteria for the Task Force to use in developing and evaluating facility options. Not prioritizing “Fiscal Responsibility” over the other criteria means that the Task Force could, by way of example, arrive at a recommended option that would result in major capital expenses if it performed exceptionally well against the other three criteria. No option will likely receive a high score against all four criteria. The Board may provide further guidance on this question in the future. The District’s ability to raise money is not limitless, and any major capital expenditure would require community support.	4/29/26	Task force meeting
3.	How can we make sure that diverse community voices are also being represented in this task force's vision?	The 47-member Task Force has been selected to represent different perspectives and experiences across the District community. Still, we appreciate that participation on the Task Force requires commitments in time, transportation, and other factors that may make participation	4/29/26	Task force meeting



Point Proud Schools 2040 Between-Meeting Questions and Responses

#	TASK FORCE MEMBER QUESTION	DISTRICT ADMINISTRATION/CONSULTANT RESPONSE	DATE ASKED	WHAT FORUM?
		from people in traditionally underrepresented groups challenging. We encourage members to share perspectives and needs of those groups to the extent they are able—from their experiences and conversations. As the process moves forward, we will explore other approaches to ensure broad community understanding and opportunity to share opinions.		
4.	Can you provide more information on where students live who open-enroll-out to other public school districts?	Most students who open-enroll-out of the SPAPSD live in the far eastern, northern, and western areas of the District, including the Villages of Milladore and Junction City and the Towns of Eau Pleine, Dewey, Sharon, and Stockton. These students open-enroll-out to Tomorrow River, Auburndale, Mosinee, and Wisconsin Rapids school districts. Portions of these communities are located a considerable distance from SPAPSD schools—particularly the junior high and high schools—and are often closer to schools in neighboring districts. For example, students living in parts of the Villages of Junction City and Milladore are approximately 10–12 minutes from Auburndale Middle School and High School, compared to roughly 20–25 minutes from P.J. Jacobs Junior High and 15–20 minutes from SPASH.	4/29/26	Task force meeting
5.	Why are students leaving [open-enrolling-out]? How can we bring in more kids?	When surveyed, families who choose to open-enroll-out of the district often cite perceptions of having their students at a “big” district, perceptions of class sizes, DPI report card scores, and general life situations (daycare location, work location, etc.). Attempting to retain more resident students going forward may be more fruitful than attempting to attract significantly more non-resident students. This is because surrounding districts are fairly rural (i.e., not many students	4/29/26	Task force meeting



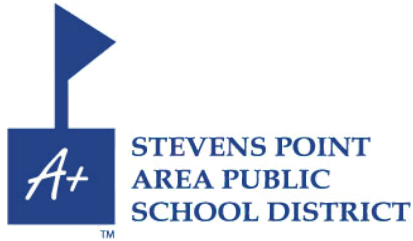
Point Proud Schools 2040 Between-Meeting Questions and Responses

#	TASK FORCE MEMBER QUESTION	DISTRICT ADMINISTRATION/CONSULTANT RESPONSE	DATE ASKED	WHAT FORUM?
		nearby) and the SPAPSD's schools are generally near our District's geographic center.		
6.	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?	In preparing enrollment projections, the SPAPSD's consultant (MDRoffers Consulting) did not factor any possible changes to District policies, programming, or facilities. The consultant only considered directions that have been approved by the School Board, or are not part of current State or Federal law or programs. It is possible that certain investments (or lack thereof), programming changes, or law changes could affect future enrollment. However, the number of variables is too great to arrive at meaningful projections under different, often unknown investment, policy, or program change scenarios.	4/29/26	Task force meeting
7.	The Kennedy Elementary attendance area was recently shifted to also be in the PJ Jacobs attendance area. How will this change enrollment projections?	The consultant's revised report and presentation, available to the Task Force, now reflect the correct elementary-to-junior high progression. There are only minor changes from the junior high school projections in the consultant's November 2025 report and April 2026 Task Force presentation. The changes are minor for three reasons: <ul style="list-style-type: none"> • Kennedy is the District's smallest elementary school. • The junior high schools have only three grades while elementary schools have seven or eight grades. • The consultant had previously assigned many of the junior high school students residing in the Kennedy attendance area to P.J. Jacobs anyway. This was because of the consultant's previously mistaken thinking that Kennedy-to-Jacobs students were at Jacobs as intra-district transfer students. 	4/29/26	Task force meeting



Point Proud Schools 2040 Between-Meeting Questions and Responses

#	TASK FORCE MEMBER QUESTION	DISTRICT ADMINISTRATION/CONSULTANT RESPONSE	DATE ASKED	WHAT FORUM?
8.	Can we get enrollment by grade and school? Are grade-level projections available?	Current enrollment by grade and school is available here: 2026-27 Enrollment Projections This information will also be included in the presentation on 5-27-26. The consultant’s enrollment projections were generally provided by current District grade groupings—rather than by individual grade. This approach allowed individual school enrollment projections. Grade group projections tend to be more reliable, for example by smoothing individual grade bubbles, and less expensive to produce. The scope of the projection effort was already expansive; the consultant prepared projections within each of 90 different neighborhoods and for four projection years. Still, the consultant did prepare grade-specific projections for 4K, grade 6, and grade 9. This would allow reorganizing projections for the most likely grade group shifts the Task Force might consider.	4/29/26	Task force meeting
9.	How important is the current childcare shortage in keeping births down?	It is no doubt a factor, though challenges in obtaining affordable childcare are not unique to the Stevens Point area. Nationally, increasing childcare, housing, and other expenses are one of several factors that have resulted in record low birth rates. Other factors include later ages of getting married and having a first child, declining teen births, economic uncertainty, and political and societal concerns.	4/29/26	Task force meeting
10.	How would be District’s 4K program change if more private preschool sites stopped providing 4K or closed?	We would be required to leverage spaces differently in schools to accommodate a larger number of 4K classrooms or potentially rent space at a community site.	4/29/26	Task force meeting
11.	How can the community address revenue strain on private providers resulting from District in-house 4K expansion?	Providing greater 4K opportunities in the public schools may help address the childcare shortage in the Stevens Point area by providing	4/29/26	Task force meeting



Point Proud Schools 2040 Between-Meeting Questions and Responses

#	TASK FORCE MEMBER QUESTION	DISTRICT ADMINISTRATION/CONSULTANT RESPONSE	DATE ASKED	WHAT FORUM?
		more spots for younger children in the private preschools and daycare centers.		
12.	Was there some sort of past promise to keep Kennedy Elementary open?	We are not aware of a promise. This being said, the School Board and District Administration have had no discussions about closing Kennedy. Kennedy may be important in managing open-enrollment-out of resident students from the northwest part of the SPAPSD. Auburndale schools are a short drive west from there.	4/29/26	Task force meeting
13.	Which is more important to District financial health—more students or more tax base?	Both are important. The financial health of the District, along with maintaining or increasing student enrollment, remains a consistent priority. A larger property tax base helps reduce the tax burden for individual taxpayers, which is important to the District; however, it does not generate additional revenue for the District. In contrast, student enrollment has a direct impact on the revenue limit and therefore directly affects District revenue.	4/29/26	Task force meeting
14.	Is it the best use of schools to have special ed students at 18 different sites?	Our district has prioritized meeting student needs within each child's home school whenever possible. We recognize that students and families develop meaningful relationships and a strong sense of belonging within their neighborhood school communities, and we value the importance of maintaining those connections. At the same time, some students require highly specialized programming and supports to meet unique or complex needs. In those situations, the District provides targeted programming at select sites rather than replicating every specialized service at every school.	4/29/26	Task force meeting



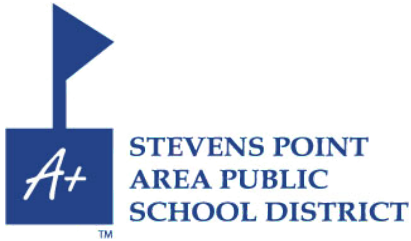
Point Proud Schools 2040 Between-Meeting Questions and Responses

#	TASK FORCE MEMBER QUESTION	DISTRICT ADMINISTRATION/CONSULTANT RESPONSE	DATE ASKED	WHAT FORUM?
15.	How are demographics and special needs populations different at different schools?	The District has neighborhood schools that typically reflect the demographics of the neighborhood. The School Board's option evaluation criteria do not include achieving any particular distribution or balance of demographic or special needs factors among schools—at least not directly.	4/29/26	Task force meeting
16.	How will increasing student needs factor into the long-range facilities plan?	This could be a factor to the extent it dovetails with one or more of the four facility option criteria that the School Board has approved. It may relate to Criterion 3—Maintained or Enhanced Student Opportunities and/or Criterion 4—Manageable Student and Family Impacts.	4/29/26	Task force meeting
17.	What are the District's class size policies?	District class size policies will be shared at the May 27 th Task Force meeting.	4/29/26	Task force meeting
18.	Can the families who want smaller sized schools select them?	We have a parent transfer request (PTR) process that provides the opportunity for families to request placement at a smaller school. These placements are not guaranteed and are based on space availability at each respective grade level. Families are required to transport when attending a school outside of their designated attendance zone on a PTR.	4/29/26	Task force meeting
19.	Why is teaching faculty leaving prior to retirement?	The top reasons for teachers exiting prior to retirement are relocation, different career, personal reasons, and family/daycare needs.	4/29/26	Task force meeting
20.	How will our decisions affect staffing? Will educators still have opportunities for their own class space if facilities are reduced?	Staffing requirements, scheduling efficiency, and learning environment suitability are considerations embedded in the Board's facility option criteria. Beyond this, it is difficult at this stage to evaluate staffing impacts because no options have yet been proposed or evaluated.	4/29/26	Task force meeting



Point Proud Schools 2040 Between-Meeting Questions and Responses

#	TASK FORCE MEMBER QUESTION	DISTRICT ADMINISTRATION/CONSULTANT RESPONSE	DATE ASKED	WHAT FORUM?
21.	How did the District calculate school building capacities? Did it consider spaces for pull-out services and therapies?	The District administration calculated a capacity range for each existing school building by multiplying the SPAPSD's class size guideline for each grade in the school by the number of core classrooms in the building. The upper end is each building's maximum capacity. The lower end is each building's working capacity, reduced by 10 percent in elementary schools and 25 percent in secondary schools to accommodate class variations and scheduling inefficiencies. The need for pull-out spaces is being evaluated as part of the overall analysis of building conditions, which we expect to share with the Task Force in June.	4/29/26	Task force meeting
22.	How realistic is closing an elementary school?	There has been no proposal or decision to close any SPAPSD school building. The Task Force may or may not include building closure or repurposing among its options over the summer and fall. The District's consultant has reported that (a) combined 2040 projected enrollment at traditional elementary schools would be around 800 students fewer than the combined working capacity of the SPAPSD's nine current traditional elementary buildings, and (b) most of the SPAPSD's elementary schools would operate below their working capacities by 2040. But there are other factors that should also be considered, such as geographic service areas and student impacts.	4/29/26	Task force meeting



Point Proud Schools 2040 Between-Meeting Questions and Responses

#	TASK FORCE MEMBER QUESTION	DISTRICT ADMINISTRATION/CONSULTANT RESPONSE	DATE ASKED	WHAT FORUM?
23.	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	There has been no proposal or decision to realign any of the SPAPSD's elementary attendance areas at this point. The Task Force may or may not consider attendance area shifts among its options. The District's consultant has projected that, by 2040, four elementary schools may operate at less than two-thirds capacity, while Plover-Whiting would exceed its working capacity by the early-2030s and exceed maximum capacity before 2040. Therefore, at least some modest attendance area shifts may be appropriate to discuss. We also recognize different perceptions about schools. We know that all SPAPSD schools provide high-quality learning environments, strong staff, and meaningful student opportunities. No school is viewed as a "lesser" school. If attendance area adjustments are considered, the District would prioritize open communication, community engagement, and transparent sharing of information about strengths, opportunities, and student experiences present across all schools. Our goal would be to ensure that all students and families continue to feel connected, valued, and confident in the educational experience at their school.	4/29/26	Task force meeting



Point Proud Schools 2040 Between-Meeting Questions and Responses

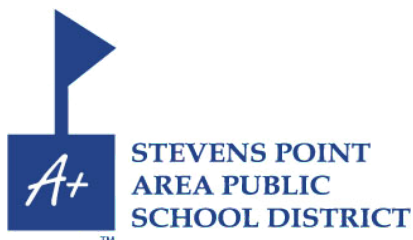
#	TASK FORCE MEMBER QUESTION	DISTRICT ADMINISTRATION/CONSULTANT RESPONSE	DATE ASKED	WHAT FORUM?
24.	Has there been any consideration given to a model that separates “primary” and “intermediate” grade levels—for example, a PreK–2 structure and a 3–5 structure in distinct buildings, particularly if 6th grade were to transition to a middle school model as part of creating more developmentally aligned grade bands?	This concept could certainly be explored if the Task Force ultimately supports grade-group shifts as part of its recommendations. In our experience, PK-2 and 3-5 grade configurations are most commonly found in smaller districts or in school pairings designed to promote greater socioeconomic diversity across attendance areas. Educational research suggests advantages to minimizing the number of school transitions students experience throughout their PK-12 journey. A PK-2 and 3-5 structure would introduce an additional building transition for elementary students, which may impact continuity of relationships, routines, and student support systems. Additionally, families with multiple elementary-aged children could have students attending different schools more often, creating logistical challenges. Depending on attendance boundaries and transportation routes, this model could also result in longer bus rides for some students at the beginning and end of the school day. As with any potential grade reconfiguration, these challenges would need to be weighed against potential educational, operational, and financial benefits.	5/27/26	Task Force member email

Point Proud Schools 2040 Between-Meeting Questions and Responses

#	TASK FORCE MEMBER QUESTION	DISTRICT ADMINISTRATION/CONSULTANT RESPONSE	DATE ASKED	WHAT FORUM?
25.	Do core classes (ELA, Math, SS, Science) have higher class size averages than the reported all-class averages? What are they?	<p>Core content area classes at the secondary level have higher average enrollments than all classes combined. Those classes were included in the average class size calculations shared with the Task Force on 5/27. For context, a sampling of current core course enrollments at the junior high level includes:</p> <ul style="list-style-type: none"> ● English 7: 26 students ● English 8: 30 students ● English 9: 24 students ● Algebra I: 26 students ● Algebra II: 16 students <p>At SPASH, a sampling of core course enrollments includes:</p> <ul style="list-style-type: none"> ● English 10: 27 students ● American Literature: 29 students ● Global Literature: 24 students ● Geometry: 25 students ● Algebra II: 26 students ● Pre-Calculus: 25 students <p>While secondary core classes generally have larger enrollments than many elective offerings, these examples illustrate that current core class sizes continue to operate within Board-established guidelines.</p>	5/27/26	Task Force meeting

Point Proud Schools 2040 Between-Meeting Questions and Responses

#	TASK FORCE MEMBER QUESTION	DISTRICT ADMINISTRATION/CONSULTANT RESPONSE	DATE ASKED	WHAT FORUM?																														
26.	Can you provide average class sizes for each of the elementary schools individually?	<table border="1"> <thead> <tr> <th>School</th> <th>Average S/T Ratio</th> </tr> </thead> <tbody> <tr><td>Bananch</td><td>21.3</td></tr> <tr><td>Jefferson</td><td>18.2</td></tr> <tr><td>Kennedy</td><td>21.4</td></tr> <tr><td>Madison</td><td>22.3</td></tr> <tr><td>McDill</td><td>21.3</td></tr> <tr><td>McKinley</td><td>21.6</td></tr> <tr><td>Plover-Whiting</td><td>20.7</td></tr> <tr><td>Roosevelt</td><td>23</td></tr> <tr><td>Washington</td><td>24.2</td></tr> </tbody> </table>	School	Average S/T Ratio	Bananch	21.3	Jefferson	18.2	Kennedy	21.4	Madison	22.3	McDill	21.3	McKinley	21.6	Plover-Whiting	20.7	Roosevelt	23	Washington	24.2	5/27/26	Task Force meeting										
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27.	Can you provide student disability percentages and English language learners for each of the elementary schools individually?	<table border="1"> <thead> <tr> <th>School</th> <th>Students with Disabilities</th> <th>English Learners</th> </tr> </thead> <tbody> <tr><td>Bannach</td><td>18.20%</td><td>3.50%</td></tr> <tr><td>Jefferson</td><td>19.90%</td><td>2.50%</td></tr> <tr><td>Kennedy</td><td>24.10%</td><td>1.20%</td></tr> <tr><td>Madison</td><td>23.10%</td><td>5%</td></tr> <tr><td>McDill</td><td>18.60%</td><td>8.30%</td></tr> <tr><td>McKinley</td><td>22.50%</td><td>9.90%</td></tr> <tr><td>Plover-Whiting</td><td>19.20%</td><td>7.10%</td></tr> <tr><td>Roosevelt</td><td>19.30%</td><td>10.20%</td></tr> <tr><td>Washington</td><td>21.20%</td><td>4.30%</td></tr> </tbody> </table> <p>This information is publicly available on the school district report cards on the DPI website: https://apps6.dpi.wi.gov/reportcards/home</p>	School	Students with Disabilities	English Learners	Bannach	18.20%	3.50%	Jefferson	19.90%	2.50%	Kennedy	24.10%	1.20%	Madison	23.10%	5%	McDill	18.60%	8.30%	McKinley	22.50%	9.90%	Plover-Whiting	19.20%	7.10%	Roosevelt	19.30%	10.20%	Washington	21.20%	4.30%	5/27/26	Task Force meeting
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Point Proud Schools 2040 Between-Meeting Questions and Responses

#	TASK FORCE MEMBER QUESTION	DISTRICT ADMINISTRATION/CONSULTANT RESPONSE	DATE ASKED	WHAT FORUM?
28.	Can you break down the students in the District with a disability by specific disability type?	While the District collects and analyzes data regarding students receiving special education services by disability category, we are unable to publicly share disability-specific counts at the level requested. As noted in the building-level data provided in response to Question #27, the number of students receiving special education services varies across schools and student groups. When data is further disaggregated by disability category, some groups become very small, increasing the risk that individual students could be identified. Consistent with our commitment to student privacy and confidentiality, the District generally reports special education data in aggregated formats that protect student identity while still providing meaningful information regarding enrollment trends and service needs.	5/27/26	Task Force meeting
29.	How have/do support staff needs increase with more special needs students?	The answer to this question depends on the specific needs of the student. The enrollment of a new student with a disability does not automatically result in the need for additional support staff. Each student's Individualized Education Program (IEP) is reviewed by a team to determine the services, supports, and placement that best align with the student's unique needs. Staffing decisions are based on the collective needs of students, service requirements, and staff workloads—all of which can change over time as students enter, exit, or experience changes in their educational needs.	5/27/26	Task Force meeting



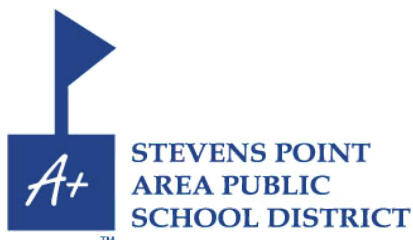
Point Proud Schools 2040 Between-Meeting Questions and Responses

#	TASK FORCE MEMBER QUESTION	DISTRICT ADMINISTRATION/CONSULTANT RESPONSE	DATE ASKED	WHAT FORUM?
30.	Is there a disproportionate percentage of non-disabled students open-enrolling-out to other Districts or attending private schools? Is there a disproportionate percentage of disabled students open-enrolling-in to the District?	The District follows a formal annual process required by Wisconsin open enrollment law to determine the number of available seats for both general education and special education students. While general education seat availability is based on factors such as enrollment projections and class size considerations, special education seat availability is determined through a detailed review of staffing capacity, student needs, service requirements, and staff workload. If the District determines that it does not have the capacity to provide additional special education services while continuing to meet the needs of currently enrolled students, it may limit or deny special education open enrollment seats. For the 2026-27 school year, the District approved unlimited general education open enrollment seats but determined that no special education open enrollment seats would be available in Early Childhood, grades K-6, grades 7-12, or Project SEARCH, with only one special education seat available at Point of Discovery School. This annual capacity analysis serves as a safeguard to ensure the District can continue to meet its obligations to resident students and helps prevent a disproportionate increase in non-resident students requiring specialized services beyond the District's available capacity.	5/27/26	Task Force meeting



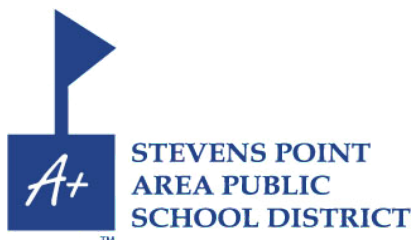
Point Proud Schools 2040 Between-Meeting Questions and Responses

#	TASK FORCE MEMBER QUESTION	DISTRICT ADMINISTRATION/CONSULTANT RESPONSE	DATE ASKED	WHAT FORUM?
31.	How can the District keep finding \$1 million in operating cost reductions each year?	We are pleased to report that the District has identified approximately \$1.3 million in cost reductions for the 2026-27 budget. Identifying future budget reductions may become increasingly challenging as many of the more readily available efficiencies have already been realized. Still, we remain committed to continually evaluating programs, services, and operational practices to identify efficiencies and make fiscally responsible decisions while minimizing the impact on students and preserving the quality of educational opportunities.	5/27/26	Task Force meeting
32.	Can we have a breakdown of what types of positions the District has eliminated? What programs have been affected?	To date, the District has eliminated a total of 48 positions across a variety of employee groups, including certified staff (teachers and administrators), support staff, clerical staff, and custodial staff. All these reductions have been achieved through attrition rather than layoffs and have resulted in minimal or no impact on existing student programming and services.	5/27/26	Task Force meeting
33.	What does student “success” mean to the District, above and beyond legal requirements? What is the overall goal for our students long-term?	For the District, student success is not limited to compliance, credits, test scores, or graduation requirements. Our broader goal is to prepare students to become capable, confident, responsible, and connected young adults who are ready for life beyond our schools. That means students are academically prepared, but also able to communicate, solve problems, work hard, take responsibility for their actions, build healthy relationships, contribute to their community, and pursue a future that is meaningful to them. Long-term, we want every student to leave SPAPSD with choices, prepared for college, career, service, technical training, or whatever path comes next, and with the skills and support to continue learning, growing, and contributing after graduation.	5/27/26	Task Force meeting



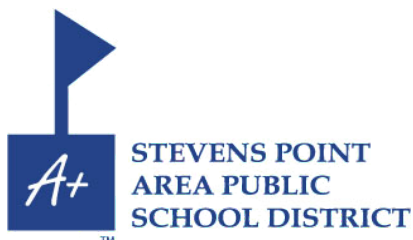
Point Proud Schools 2040 Between-Meeting Questions and Responses

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34.	How, broadly, have student needs changed over the past 10-15 years, and how do we expect they will change over the next 10-15 years?	<p>Student needs have changed significantly over the past 10 to 15 years. Schools are still responsible for strong academic instruction, but the work has expanded. Today's students often need more support with mental health, behavior, belonging, special education, technology use, family challenges, and planning for life after graduation. At the same time, students need access to rigorous learning, career exploration, hands-on opportunities, and adults who know them well enough to help them find a path forward.</p> <p>Over the next 10 to 15 years, we expect student needs to continue becoming more varied and personalized. Students will need to be academically prepared, but also adaptable, responsible, collaborative, digitally skilled, and able to make informed decisions about their future. This means our schools and facilities need to be flexible enough to support traditional classroom learning, small-group support, specialized services, career and technical education, student wellness, and community-connected learning. For the Task Force, this is an important reminder that long-range planning is not just about buildings. It is about making sure our schools can support the students we have today and the students we will serve in the future.</p>	5/27/26	Task Force meeting



Point Proud Schools 2040 Between-Meeting Questions and Responses

#	TASK FORCE MEMBER QUESTION	DISTRICT ADMINISTRATION/CONSULTANT RESPONSE	DATE ASKED	WHAT FORUM?
35.	What substantive changes have been made to reverse declines in test performance?	<p>While student performance data always warrants close attention and continuous improvement efforts, the assessment data shared with the Task Force does not reflect a pattern of overall decline. Since 2021-22, district proficiency rates on the Forward Exam have increased by 14.4 percentage points in ELA and 17.3 percentage points in mathematics. Over that same period, ACT ELA score have increased by 1.6 points and ACT mathematics scores have increased by 0.4 points.</p> <p>The District's focus on continuous improvement is a key factor in these outcomes. Each school engages annually in a comprehensive continuous improvement planning process in which building leaders and staff analyze student achievement data, subgroup performance, and longitudinal trends to identify areas of need. Schools then develop and implement targeted action steps designed to address barriers to student success and interrupt patterns of underperformance. These efforts are further supported through ongoing curriculum review cycles, professional learning, intervention systems, and data-informed instructional practices aimed at improving outcomes for all students.</p>	5/27/26	Task Force meeting
36.	Does this committee have any ability to influence District finances?	As a reminder, the Task Force's charge is to recommend a long range school facilities plan for the District, which may include recommended changes in school attendance areas, grade groupings, and/or school building utilization. The Task Force may influence school finances through that work, but otherwise is not charged with making budget or financial recommendations to the District.	5/27/26	Task Force meeting



Point Proud Schools 2040 Between-Meeting Questions and Responses

#	TASK FORCE MEMBER QUESTION	DISTRICT ADMINISTRATION/CONSULTANT RESPONSE	DATE ASKED	WHAT FORUM?
37.	How much time do you predict we will need/should allocate to reviewing materials to prepare for meetings?	Before each Task Force meeting, we would ask that each Task Force member review the “outcomes” document from the previous meeting, new questions and responses in the document you are now reviewing, the agenda for the upcoming meeting, and any materials provided with the agenda. As the Task Force’s work progresses, you may also find time to answer questions being asked of you from other community members not serving on the Task Force. As the meetings themselves are already a substantial time commitment, our hope is to keep any “homework” to an hour or two between each of the meetings.	5/27/26	Task Force meeting
38.	Does the incoming kindergarten class size actually equal what size that class will be at graduation, or should we assume the class size will increase?	The District’s consultant expects each kindergarten class size to increase somewhat by the time that class graduates years later. This expectation is a result of two factors. The first is that the District observes small increases at school transitions; for example, 7th grade class sizes are typically around 2% larger than the previous year’s 6th grade sizes. The second factor is that new home construction in the District provides opportunities for new families with older children to relocate to the District. The consultant has projected an average of about 250 new housing units of all types in the District per year through 2040. This being said, there is almost no possibility that next year’s incoming kindergarten class will grow in size over its school career to match this year’s outgoing senior class.	5/27/26	Task Force meeting