STEVENS POINT AREA PUBLIC SCHOOL DISTRICT

# Point Proud Schools 2040
# Meeting 2 Outcomes – 5/27/26

**42 Task Force members in attendance**

**Planning/facilitation consultants in attendance:** Mark Roffers and Nick Johnson

**District staff in attendance:** Chris Nyman, Assistant Superintendent/Director of Elementary Education; Michael Kurtz, Director of Business Services; Nicole Baumann, Executive Assistant to the Superintendent; Sarah O'Donnell, Director of Communications

**Large-group questions and responses after "Educational Programming Policies, Trends, and Needs" presentation:**

- Q1: Do you have any data to compare the percentage of SPAPSD students with disabilities average (16.6% in 2024-45) to the Statewide percentage? R: The State average is 13%-15%.
- Q2: Are special education students included in the District's class size targets? R: Yes, with appropriate supports as needed.
- Q3: What is the typical profile of a student open-enrolling-out of the District? Do they commonly return? Do many students open-enroll-out if they are not approved for an intra-district transfer to another school? R: Most students who open-enroll-out of the District has never enrolled and do never enroll in SPAPSD schools. When resident students do return, returning in 7$^{th}$ or 10$^{th}$ grades is most common.
- Q4: How many District elementary schools qualify as a Title 1 school? R: Madison, McKinley, Jefferson. The District receives supplemental funding for Title 1 schools, which have more than 40% of their students eligible for free or reduced priced lunch. Class size policies are the same as any other school

**Small group exercise results after same presentation:** Each of the eight small groups formed at this Task Force meeting was asked to respond to two questions asked after the Educational Programming Policies, Trends, and Needs presentation, record their responses on flip-chart pages, and summarize responses for the large group. Results of all recorded responses are as follows:

1. <u>What did I learn about educational policy that should particularly inform or influence the Task Force's work?</u>

   Group A suggestions:
   i. Opt-out largely due to desires for smaller classes, environments we don't offer
   ii. Student ratios at grade levels are much more complicated/nuanced (special ed, pull-outs, testing needs influence space too)

   Group B suggestions:
   i. Surface-level information … (table of teachers)
   ii. Are the numbers really telling the story?
   iii. High needs of students <u>TODAY!</u>

   Group C suggestions:

i. Data points are helpful, though the accuracy is in question.
ii. The large gap between 12th grade and kindergarten was striking.
iii. Consider the implications of moving 4k into alternate buildings as enrollment drops

Group D suggestions:
i. Class size, rec. # likely not to change

Group E suggestions:
i. Class size policy data

Group F suggestions:
i. Surprised by how class size presented average instead of range

Group G suggestions:
i. Class sizes
ii. Policy vs practice
iii. 4K option breakdown (awesome options!)
iv. Percentage of students w/ disabilities  keep in mind as we potentially re-allocate resources (buildings/staff/etc.)

Group H suggestions:
i. Class size
ii. Open enrollment out
iii. 4k options
iv. Homeschool, grade levels

2. <u>What more do I need to learn about educational policy related to the Task Force's charge?</u>

Group A suggestions:
i. Staffing needs and costs for special reasons, supports

Group B suggestions:
i. Comparative data (testing). Relationship to class size.
ii. Can we look at “human” data?
iii. How does 4k programming:
    a. Affect staffing
    b. Behavior supports
    c. Support staff
iv. Voucher programs increase property taxes

Group C suggestions:
i. Can we compare average class sizes to lowest/highest sizes?
ii. Why is there such a discrepancy?
iii. Do the projection formulas line up with the data from the last 5 years?

Group D suggestions:
i. Looking at the actual needs of the classroom
    a. Getting the breakdown a little more clearly (504s, per school, etc.)
ii. How are we accounting for AI?
iii. Comparison of 4K student-to-teacher ratio

Group E suggestions:
i. Positions eliminated?
ii. Impact on offerings?
iii. We need context and/or breakdown

iv. Class sizes and outcomes

Group F suggestions:

i. Open-enrollment-out – Receive survey data
ii. Homeschool Data – Potential survey? Why homeschool?
iii. Ask would the community want the Waldorf Model
iv. Identify pipelines out and catch those before the decision is made
v. Are there pipelines at early learning centers feeding TRS?

Group G suggestions:

i. Future of education always changing, so can we accurately predict what works long term?
ii. Percentages/trends of disabilities
iii. What are our goals?
    a. Meeting social/emotional needs?
    b. Meeting educational needs?
    c. "Prepare each student to be successful" -> how do we define success?

Group H suggestions:

i. Clustering students based on their needs and services provided.
ii. More data by school instead of grade.

**Large-group questions and responses after "Financial Conditions and Forecast" presentation:**

- Q1: Does a recurring operating referendum allocation decrease if enrollment decreases? R: Yes.
- Q2: Did you factor in declining enrollment in financial forecasts? R: Yes. The assumption was a 40 student decrease per year.
- Q3: Does the District seek to reduce operating expenses by an additional $1 million each year. R: Yes. This becomes more challenging each year.
- Q4: Can you give us examples of what the District has done to cut about $1 million each year? R: Software replacement, professional development, staff and benefit decreases by not replacing certain positions, typically to correspond with enrollment decreases.
- Q5: What types of positions have had the most staffing decreases? R: Certified staff (e.g., licensed staff member or administrator).
- Q6: What type of services are eligible under Medicaid claims? R: Salary and benefits for certain staff that are providing medical services that we provide in school district.
- Q7: Why the significant difference between the District's special education and Medicaid claims and the actual amount received? R: More claims for these funds than there are funds available.

**Small group exercise results after same presentation:** Each of the eight small groups formed at this Task Force meeting was asked to respond to two questions asked after the Financial Conditions and Forecast presentation (plus one unrelated questions), record their responses on flip-chart pages, and summarize responses for the large group. Results of all recorded responses are as follows:

1. <u>What did I learn about the District's financial position that should particularly inform or influence the Task Force's work?</u>

    Group A suggestions:

i. Framing around a $1M cut each year
ii. P.D. needs in best assisting the students going forward

Group B suggestions:
i. How do we keep cutting $1 million every year?
ii. What cuts help vs. hurt?
iii. How are those decisions made?

Group C suggestions:
i. $1,000,000 is a scary number!
ii. Budget decreases lead to increased class sizes
iii. Retirements lead to increased class sizes as they are not replaced

Group D suggestions:
i. Things are not as bad fiscally as was maybe thought
ii. How the million-dollar cut has been addressed thus far

Group E suggestions:
i. Staff demographics (cost savings)
ii. Facilities costs

Group F suggestions:
i. Great teaching of Rev. Limits! Fantastic use of props!

Group G suggestions:
i. $1M is new annually
ii. ↑ taxes ≠ ↑$ for district
iii. Positive projections aren't a guarantee

Group H suggestions:
i. Revenue limit structure
ii. Operational referendum is essential for function

2. <u>What more do I need to learn about the District's financial position related to the Task Force's charge?</u>

Group A suggestions:
i. Ways that our changing student needs might make new funding possible

Group B suggestions:
i. Public Perception – Education on Funding Formulas Laws, etc.
ii. Voucher programs
iii. Staff cuts/Benefits/Salaries

Group C suggestions:
i. How far can $1 million get us?
ii. Do we have any say financially how dollars are allocated for building changes?

Group D suggestions:
i. What needs to be done at each of the buildings?
ii. Who determines the priorities (needs vs wants) in the classroom/@ each building?
iii. When do we reach breaking point of the million dollar cuts being met?

Group E suggestions:
i. Kennedy, 4k costs & retention also PODs and CFC

Group F suggestions:
i. What kind of capital costs coming up?

ii. How does the district relay the cuts to the public in a way that impacts better understanding… especially when voting on referendum

Group G suggestions:

i. How can we keep finding a new $1m each year?
ii. How will we ensure the arts/electives stay alive?
iii. What % of students w/ disabilities qualify for the higher cost SpEd?

Group H suggestions:

i. Insurance costs for facilities?
ii. Can the District find even more creative revenue options (ex. Paid 4k or child care for profit?)
iii. Could selling a building help?

3. What more do I need to learn about other topics, such as about the District's school buildings, before I can start talking about options for future changes?

Group A suggestions:

i. Inspection reports, best practices on space needs for special instruction/environments

Group B suggestions:

i. Appreciate District efforts to get ahead of issues and avoid a crisis

Group C suggestions:

i. Cost annually to maintain buildings and the connection to the age of the building?
ii. Is the cost to renovate/upkeep higher than building new?

Group D suggestions:

i. How would changing over grade structure (4k-5,6-8,9-12) impact fiscally?
ii. How would the humanizing aspects look like? it is captured in 2 out of 4 criterion we are using to make decisions?

Group E suggestions:

i. Recurring costs to have a building?
ii. Budget overview

Group F suggestions:

i. The ins and outs of school choice
ii. What is the # of students opting for school choice and why?

Group G suggestions:

i. Before even accounting for school happening, how much is the base cost of running a building?
ii. Are any buildings more expensive than others?

Group H suggestions:

i. Age and physical state of facilities
ii. Value of buildings
iii. More specific data about line items for $1m cut each year

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

- Do we have % of students by specific disability type?
- Is there a disproportionate percentage of non-disabled students open-enrolling-out to other Districts or attending private schools? How about the reverse?

- Do core classes (ELA, Math, SS, Science) have higher class sizes than reported all-class averages?
- How have/do support staff needs increase with more special needs students?
- What are class size averages by elementary school?
- Can we have a breakdown of what types of positions have been eliminated?
- Can we get disability percentages by school?

**Individual member written meeting evaluation responses (following meeting):**

1. What do you think went well at this meeting?
    a. Information was presented thoroughly, honestly, and in an understandable way for all (not just those in education)
    b. The revenue explanation was so helpful
    c. Chris & Mike were thorough & did a great job of outlining current status of the District
    d. Good table adjustment
    e. Structure was great. Presentations and then group discussions and report out
    f. A lot of data
    g. Good balance and flow. Educate□Discuss□Share. Far fewer interruptions and constant opinions
    h. Chunked content with 2 different moments to process/discuss/share
    i. Loved the prop for explaining District finance
    j. Pacing of meeting; balance between presentation, large group, and small group questions
    k. I appreciate the responsiveness to feedback from our last meeting
    l. Coffee cup analogy
    m. Good conversations and helpful info
    n. Good description of revenue vs tax dollars and that we levy taxes to make up for vouchers
    o. Helpful info, well-paced. Respectful, thoughtful questions and documents
    p. This felt like a more efficient meeting in terms of what we learned in the time. Good facilitation
    q. Thoughtful questions that were more related to the topics at hand. Clear presentations
    r. Great presenters
    s. Mike did an amazing job at explaining the financial status of our district
    t. Thank you for asking for definitions, EBD. Thanks for the snacks ☺
    u. Financial presentation was very accessible
    v. Smaller, mini presentations. I liked the parking lot and that those questions were answered in the document shared via email before this meeting. Well organized
    w. Tables are set up much better this week. The financial presentation was very educational.
    x. The presentations were broken up w/ small group – very effective. Also thanks for giving acronyms – IE – IED, certified staff, etc.
    y. Great financial explanation
    z. Providing more baseline info – especially the financial information
    aa. Very informative, great to learn about how the financial outlook is
    bb. Fantastic revenue limits presentation. I feel much more confident and now able to participate in discussions
    cc. Schedule and timing was great. Good information

dd. Got some good data
ee. Much more efficient. Thankful for better seating
ff. The presentations were very informative. I like that we are with new people each time
gg. Discussion at our table was great! Enjoyed the insights on District funding
hh. Holding questions until the end was helpful
ii. Great explanation of material – provided a clear picture
jj. Presentations – especially Mike
kk. Seating arrangement was nicer. Reduction in breaks was helpful to stay on task. Mike's presentation was helpful
ll. Taking time for us to synthesize a few times was very helpful
mm. Good briefing on financials
nn. Being able to keep the parking lot questions at bay a little bit. Having higher level information being able to be broken down in a way that is digestible

2. What could have gone better? How?

a. Not much
b. More details on educational programming. Felt surface level and left more questions than answers
c. I feel like this one did a good job of balance between info & group chat
d. Everything went well
e. More detail
f. Primary speakers should be mic'ed up. Table microphones would be amazing. Some people were too quiet.
g. I really need people to remember that at a public school district we educate all students in our District boundaries. The language some are using about special ed students, or other students, borders on not wanting to educate all students. I know it is coming from a place of support for educators and students but it is starting to border on exclusionary language.
h. I appreciate when a timeline is provided
i. Information comparing us to the state
j. Bigger font on slides
k. I would have liked the data presented to have more context, so that its meaningful. Ex: we were given raw ACT scores without context of what proficiency of state averages are
l. Could always have more time for group discussions
m. I really wanted to understand the financial info, but my eyes were glazing over. I'll keep trying. I could use more examples, or perhaps having it explained a different way.
n. I thought things went well
o. The questions and conversations regarding WHY enrollment is dropping is outside this team's purview. I'm concerned that it is drawing attention away from our goals. A comment may be needed that enrollment projections are not something we are supposed to fix.
p. Good mtg. – no answer here
q. Keep it focused – we will not be able to fix everything. i.e., SPED %s
r. Felt the meeting ran very smooth and stayed on topic

s. A formal break allows folks to pause and shift their focus momentarily and to build camaraderie among other members for trust building and better listening
t. For the presenters less reading directly from the slides and more summarizing, adding nuance and commentary to what's being shown
u. Tie into what we actually can DO
v. Trivia!
w. We want the trivia! ☺ Even more group discussion time – I think we really learn a lot from all the great perspectives
x. Still building our knowledge – keep going!
y. Thought it went well
z. Good
aa. I like the big group discussion and would like that to run a little longer
bb. Talking about the fiscal aspects of things was helpful, but also a lot @ the same time. Personally, after a full day at work, that information was a lot to process. I think having had that information at the beginning may have been better placed. So for the next meeting, doing the heavy information @ the beginning.

3. What information do you feel you need to complete the tasks ahead?
   a. Building information, transportation, etc. Possible models and how things change because of each
   b. 4k programming will increase staffing – how is that offset by more FTE cuts? Are we increasing SPED/SLP/Assistants to manage recess or lunchtime
   c. How much does each building cost to operate? What can we save by making changes?
   d. More breakdowns per building. Statewide comparisons of everything.
   e. Facilities cost, which we will get at the next meeting. I like the idea of thinking outside the box
   f. More detail
   g. Detailed expenses
   h. Evaluation protocols for cuts
   i. Facility analysis. Staffing expenses per school. Schedule of year & start-end times w/ related policy
   j. What does "success' mean to the District? Above and beyond the legal requirements? What kind of experience are they trying to create?
   k. Do we know how the expectations for students academically has changed in the past 10-20 years? For example kindergarteners now vs 10-20 yrs ago – what were they expected to know how to do?
   l. Unsure. This was helpful. I think the reminder that this is a "wicked" problem w/ messy answers.
   m. More information on building costs
   n. Information on building operating costs
   o. Staff demographics helping to save 1 million… how long will that be a large help
   p. I want to know what substantive changes have been made to address decline in test performance. What do we think has worked in getting to the goal of increasing proficiency by 15 points?
   q. Broken down data to get a clearer picture of the status of our schools
   r. Info on building upkeep
   s. Financial look into each building

t. Could we see a budget sheet? Does this committee have any ability to influence finances?
u. More information about moving 6th and 9th grade up to the next building
v. Information about building costs
w. What is the overall goal for our students long term? Someone asked this question very well during our first large group discussion.
x. The question that each group asked should give a good attempt at answering
y. Lots of info about facilities costs and upcoming capital project needs
z. Facility costs each year by building
aa. Funding breakdown per elementary secondary schools/costs to run each building
bb. A lot more detailed/cost breakdowns on the District and facility budgets
cc. What absolutely has to get done. What do we want to do. AI. How do the changes in how we educate affect this group?
dd. More about the human element of the numbers. Who are the students? What needs do they have?
ee. More data about individual buildings/grade levels
ff. How are we going to know how to measure and make decisions on how to group special needs student to specific school?
gg. Keep the data coming!
hh. What is laid out in front – the timeline/agenda seems adequate
ii. Individual schools – enrollments, facilities
jj. When was the last audit of finances for different areas? Energy staff, etc.
kk. Some info to process/complete between meetings would help maneuver focus better
ll. I need to reread the material from the first meeting to keep that fresh in my mind and help relate it to this and future topics
mm. The numbers are certainly helpful but not at all representative of the full picture of things. I still don't understand how this group is supposed to make decisions about what's in the best interest for students & District staff if we don't look at the long-term trends and needs. I also want to see more information (but data & #s for this could be helpful) on how students needs have changed over the past 5-10 years and what they're projected to be in the next 5-10.

4. Any questions we can answer before or at the next meeting?
   a. Nope! Keep the conversation going. Need to get more public.
   b. Act 20 effects.
   c. When it comes to students with disabilities, are their criteria and who makes the decision to put these studies into each group?
   d. To know if changes to bus routes or days in school would have impact on finances?
   e. How much time do you predict we will need/should allocate to reviewing materials to prepare for meetings?
   f. Breakdown of students w/ disabilities by category  including past numbers/trends
   g. From a school climate perspective, are our schools actually open to the conversations of grade shifts? For example, is the climate of SPASH actually conducive to 9th graders?

h. We said open-enrollment-out students may return at 10th grade. So does the incoming K class actually equal projected graduating class size, or should we assume the class size will increase?
i. Broken down data to get a clearer picture of the status of our schools
j. Does school choice take funds from the District? If so can that be stopped and funds kept in the district? (I know we can't, it's a state thing.) Frustrating.
k. One comment that was made was the assumption that this Task Force is a political face to make it okay to close one of the school buildings and ultimately selling it to offset
l. Facility costs each year by building
m. Some parking lot sort of Qs: If there is an open enrollment trend back into Stevens Point for 10th grade due to increased opportunities for high school students, would we expect a small bump if we included 9th grade in high school? And more importantly what/how could we increase opportunities in lower grades to be similarly/more attractive? Mentioned 47 positions eliminated… what were those positions? What programs were affected? How does this $$ work for the district for 4k? Does the state pay more/less for those students? Related, how does $$ work for the childcare offered at Kennedy? Cost to parents? Revenue to District?
n. AI
o. Can we see data for individual buildings/grades for SPED and ELL percentages? Why is 4K enrollment going down?
p. The projection shows a range for building capacity for the top end. Is there a way to know what the number of students is that is the low end making it inefficient to operate a school building? Is the District self-insured for health insurance? If not, has it been considered?
q. Transportation expenses – we own most of the fleet plus drivers – 1) what would it look like to bid out 2) How much save if we told private schools they had to be on our time schedule? Other districts do.
r. Is building cap. Just learners or all bodies
s. What are the best practices in space allocation for special instructors or environments (pull-out groups, extra test time, special ed) and how might this affect space needs in buildings?
t. Just the questions from the parking lot.
u. Are there any models or databases (information gathering) that can help provide this information?

**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:

iii. **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:

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

Group C suggestions:

iv. Full day 4K
v. Housing calculations
vi. So many questions
vii. Information fairly aware of already

Group D suggestions:

iv. Data
v. Many, many viewpoints
vi. Perception vs reality
vii. Wow! Populations
viii. Point and Plover strategic plans, zoning, etc.?

Group E suggestions:

vi. Declining birth rate not worse
vii. Ratio of housing types to student generation
viii. The potential of sites to be over capacity

Group F suggestions:

iv. Plover Whiting population
v. Population decline not as bad as we thought

Group G suggestions:

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

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

Group A suggestions:

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

Group B suggestions:

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

Group C suggestions:

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

Group D suggestions:

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

Group E suggestions:

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

Group F suggestions:

iii. 4K programming decision making
iv. How will staffing be affected and staff retention
v. Class size board policy
vi. What is drawing families in?

Group G suggestions:

iv. Such a push for home schooling
v. State funding moving to private schools
vi. Any potential to "cut back" open enrollment kids leaving?
vii. Test scores

viii. 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?

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

Group A suggestions:

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

Group B suggestions:

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

Group C suggestions:

iv. Finances
v. What supports are we going to provide in the future of the buildings?
vi. Maintenance costs of buildings and amenities in them

Group D suggestions:

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

Group E suggestions:

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

Group F suggestions:

iii. The "human" side
iv. Student needs, early interventions

Group G suggestions:

iii. 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):**

ii. More information on open-enrollment-out: where do these students live?

iii. How important is child care shortage in keeping births down?

iv. Kennedy actually now goes to PJ Jacobs. How will this affect enrollment projections?

v. How would District 4K change if more private sites ceased providing 4K? Or closed?

vi. How can we deal with revenue strain on private providers thru any SPAPSD 4K expansion?

vii. Is there a District past promise to keep Kennedy open?

viii. Which is more important to District finances: more kids or more housing/tax base?

ix. Can we get enrollment by grade group and school?

**Individual member written meeting evaluation responses (following meeting):**

iii. What do you think went well at this meeting?

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

iv. 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

v. What information do you feel you need to complete the tasks ahead?

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

vi. 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?