

#PointProud Schools 2040 Meeting 3 Outcomes – 6/15/2026

38 Task Force members in attendance

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

District staff in attendance: Cory Hirsburnner, Superintendent; Chris Nyman, Assistant Superintendent/Director of Elementary Education; Michael Kurtz, Director of Business Services; Chris Budzinski, Facilities & Safety Manager; Nicole Baumann, Executive Assistant to the Superintendent

Large-group questions asked during and after a School Facilities presentation:

4. Q1: Has the District ever replaced an entire building on site? R: Not to our knowledge. Bannach is the newest building and it was on a greenfield site. There were also additions to a handful of existing buildings following the 2018 referendum and in the mid-1990s.
5. Q2: Can you talk about Jackson Elementary and its closure? R: This former west side school building was repurposed for the Point of Discovery and Charles Fernandez Center schools in the mid-2010, which relocated from Downtown space. It is a solid building but like many warrants some updates.
6. Q3: Has the District performed a full energy audit of all buildings? R: It is not clear when one was performed. Referendum and other projects have included efficiency enhancements, such as LED lighting on motion sensors and better insulation such as with roofing projects. Energy usage is also monitored regularly. Energy usage is down since last capital referendum, even with added space.

Large-group questions asked during and after a Transportation presentation:

7. Q1: How does the District cycle through school busses? R: The District typically buys replacement busses on a staggered 10-year cycle. This cycle levels costs over time and helps keep more busses under warranty.
8. Q2: Do bus drivers receive benefits? They receive State retirement benefits and may qualify for health insurance depending on number of hours/routes worked.
9. Q3: Has the District explored contracting out all bussing? R: Not recently. It is not clear that there is a regional group with the capabilities; one would have to start or significantly expand operations in the Point area. From what Lamers' charges for its current five routes, it is not clear that privatizing all bus service would be less expensive, and it would be a very difficult decision to later reverse and controlling cost increases may be harder. Remember that private services must make a profit.
10. Q4: Are private students picked up by the same routes as SPAPSD students? R: Yes. Private schools have been cooperative in coordinating schedules to allow this.
11. Q5: Would eliminating an elementary school building allow a reduction in bus routes? R: Maybe, but if too many walking zone students were switched to bussing, there might be cost increases.

Large-group questions asked with reference to a presentation on School Building and Site Overview matrices handouts:

- Q1: Why are “annual operating cost per student” so different among some elementary schools? R: Per student costs tend to be smaller with larger enrollment schools. More students = building better optimized. Other factors include age of building, whether they have air conditioning, and physical building size.
- Q2: Which six referenced schools are considered similar in physical size (square footage)? R: Bannach, Washington, Roosevelt, Plover-Whiting, Madison, and McDill. McKinley is notably larger than this group in square footage. Kennedy and Jefferson are smaller
- Q3: Does the “annual operating cost per student” just cover the regular school year, or does it also include summers for schools with summer programming? R: It covers the entire calendar year. The team can attempt to modify annual operating cost per student to better control for this. Summer programming is run from certain schools because those schools qualify for outside funding.
- Q4: Which buildings have summer school? For elementary school, McKinley, Madison, Roosevelt—run from these schools in large part because they are funding-eligible schools. Grade 7-12 summer school is usually run at SPASH.
- Q5: When have school buildings have been looked at for optimization of use of their square footage, increasing capacity or making rooms better for students or teaching? R: It is unclear when the District last performed such an analysis.
- Q6: What is the goal or ideal percentage for enrollment-to-capacity in a school building? R: A percentage somewhere in the 80s, comparing enrollment to working capacity, seems to be a reasonable target.
- Q7: Not bussing students living within 1 mile of a school in neighborhoods that have sidewalks may make sense, but not in other neighborhoods. If a neighborhood has no sidewalks, are students within 1 mile still required to walk? R: The District also has determined some walking routes and street crossings to be “unusually hazardous”, and in such cases students within 1 mile and on that route are offered bussing.
- Q8: What do the arrows after 2035+ in the “Proj. 2035 Enroll & 2035+ Trend” mean? R: It means the consultant’s general prediction of enrollment trajectory for that school after 2035.
- Q9: Note that while classrooms in PJ Jacobs are air conditioned, hallways are not air conditioned. R: Noted—the associated matrix can be updated.
- Q10: What the rating for “co-curricular & athletic facilities” be if SPASH changed to also serve grade 9? R: Question added to parking lot—see “questions and responses” document.

Small group exercise results: Each of the eight small groups formed at this Task Force meeting was asked to respond to two questions following the School Facilities, Transportation, and Matrices presentations. Each group recorded its responses on flip-chart pages and then shared results with the large group. Results of all recorded responses are as follows:

1. What did I learn about school buildings and transportation that should particularly inform or influence the Task Force’s work?

Group A suggestions:

- i. Working capacity is only for as-is scenario, doesn’t envision potential changes
- ii. The buildings are very old

Group B suggestions:

- i. Looking at building usage and projections, shifting lines are in heavy consideration.

Group C suggestions:

- i. Some type of redistricting is going to be necessary
- ii. 84 minute bus route is a total of 3 hours of a kid's life each day

Group D suggestions:

- i. How many students w/in 1 mile = more flexibility
- ii. Realization that the buildings are old, and "clustered in age"
- iii. We learned at the 80% ideal, SPASH does not have room currently to add 9th grade [Consultant note—he suggested that ideal enrollment to capacity may be between 80-90%]

Group E suggestions:

- i. Our buildings are old!
- ii. Are we utilizing transportation options to fullest?
- iii. What are the other buildings/land owned by the district? What are they used for?
- iv. Thanks for sharing breakdown of staff and equipment of transportation dept.

Group F suggestions:

- i. Age of buildings
- ii. Bussing of private school students
- iii. Size of our district
- iv. Owning transportation is good

Group G suggestions:

- i. Buildings are old
- ii. \$ for new ones – probably not
- iii. A lot under capacity by 2040
- iv. Well-being spaces

Group H suggestions:

- i. Age of buildings – ouch!
- ii. Thanks for Building and Site Overview sheet!

2. What more do I need to learn about school buildings and transportation related to the Task Force's charge?

Group A suggestions:

- i. Criteria for choosing remodel v. new building?
- ii. Would like to know comparative information from districts like Wausau
- iii. What if enrollment doesn't decline; not enough flexibility?
- iv. How many additional students within 1 mile of Jefferson could be re-districted to go to Jefferson?
- v. Criterion doesn't include student outcomes

Group B suggestions:

- i. Is it feasible to bring up 9th gr. & when with space?
- ii. Is actual athletic space available?
- iii. When can we no longer sustain the "old" buildings? *Looking at more remodels?
- iv. What is 4K change over costs?

Group C suggestions:

- i. Help us understand culture and demographics of the individual elementary schools.

- ii. What does transportation look like if we redistrict or close a school?
- iii. If we move grades up, do we have data showing leaning efficacy if they are in a different (higher) school? Would it help with learning?
- iv. Behavioral stats for students who no longer have active time (recess) during the school day.
- v. Open enrollment requests per building?
- vi. Hypothetically... If we double the number of buses and cut the route time in half, will that affect the open enrollment out numbers?

Group D suggestions:

- i. Information refined to easier/simple access and re-access
- ii. How would grade shifts impact transportation
- iii. More info on annual costs
- iv. Age of building does not equate condition
- v. More transparency of room use vs. class size

Group E suggestions:

- i. Developmental needs of 5-9 grade students.
- ii. What non-district events happen at district facilities?
- iii. Is there a benefit to keeping some facilities at a lower capacity?

Group F suggestions:

- i. What does an empty building cost?
- ii. Do we pay property taxes on buildings we own?
- iii. Models/Proposals/Roll out/domino effect

Group G suggestions:

- i. Have dem. att- areas made to optimize walking?
- ii. What changes would need to happen at SPASH to acc. 9 grade coming in? classroom/athletic/music
- iii. What other changes for 3k/4k students? -bathrooms -meal services -playgrounds – access to specials – training of staff
- iv. AC? Summer school buildings
- v. Summer school – additional wear and tear
- vi. Cost of update vs. new building

Group H suggestions:

- i. If we change grade grouping in school, how would that affect per student cost (ex: moving 9th grade to SPASH)?
- ii. Does district geography affect costs, operations and facility usage? Ex: rivers/trains/etc.
- iii. Also for walking students

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

- Is summer school (for buildings that have it) in “operating cost per student” column? If so, what is this impact?
- How would SPASH’s “co-curricular and athletic facilities” grade change if 9th graders were moved there?

Individual member written meeting evaluation responses (following meeting):

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

- a. Building info was nice
- b. The transportation info was enlightening
- c. Relevant info dump
- d. I think the discussion at our table were great. The clear realization of district transportation and age of buildings & the yearly costs.
- e. Good visuals and explanations
- f. Good to start w/ the charge and revisiting what we've learned
- g. Thank you for going over our "charge" and the recap. It is helpful to reorient and remind ourselves what was discussed.
- h. Information is presented in a thorough manner. Questions are answered when they can be. Always appreciate the guidance for keeping the group on task.
- i. I thought these were the best/smoothest information/presentations
- j. Good small group discussion. Great presentation.
- k. Expectation setting w/ the ask and purpose of task force
- l. Recentering the Task Force charge to keep focus on facilities
- m. Really solid info – helpful when considering the facts
- n. More great data and info
- o. Discussion following data
- p. Presentations were very good & informative. Sharing the agenda and expectations of the upcoming meetings will be helpful to keep future meeting discussions on target.
- q. Good snacks! Great matrices that give at a glance information that is helpful.
- r. Geographically concentrated areas where students live was helpful
- s. Succinct info, good presentations that answered questions
- t. I like following an agenda and way more information provided to make decisions.
- u. Great information
- v. Clear matrices to lay out info
- w. Information was presented efficiently. It was good to re-center on the end goal and I think it will be important to continue to do that.
- x. Group dynamics/respect, info presentation
- y. Great presentation – but wow! So much data.
- z. Many good questions this session! I was really impressed with the thoughtful ideas brought up.
- aa. More time for group discussion was nice
- bb. Good baseline info regarding building age, condition, costs
- cc. Very informative learning about building ages and projected costs to upkeep buildings moving forward
- dd. Presentations were very good/informative. Great group discussion.
- ee. Small group
- ff. Good info on buildings
- gg. The building and site overview sheet was a big help!
- hh. Trivia
- ii. Good discussion

2. What could have gone better? How?

- a. Trivia doesn't feel like the best use of our time
- b. More small group time
- c. Go over how to review this info on the website so we can access it with ease
- d. Access to slide show during meeting
- e. Systems thinkers have a hard time focusing on one or two variables and it benefits us all when we explore the complexity of this challenge. Allow them that space w/ out redirection sometimes.
- f. Could the check-in sheet list what table/group I'm in this month/meeting so I don't have to look at each table?
- g. Break up the lectures for our table to digest information.
- h. No trivia please. Time back if we end early would be much appreciated.
- i. Trivia at start for team building. More time to digest facility expenses and presentation.
- j. As we look @ schools – understanding the demographics and culture of those buildings will be helpful.
- k. Task Force members tended to get off topic. For small group discussion, it may be useful to ask one question at a time.
- l. Keep the Bloom and Poppis coming!
- m. Groups need to be mixed better, have been w/ multiple people more than once in the three meetings
- n. Present questions that we will need to discuss prior to having small group discussions
- o. I would like to see dynamic slides/Excel sheets during the presentation to show what the likely proposed scenarios would do to costs, building populations, etc.
- p. Regarding information presentation, having the numbers and data be more dynamic rather than static would be helpful, but also more comparative info (i.e., if we made this change, then this would be the projected cost/savings). Also getting the Q&R just a weekend prior to the meeting was not ideal. I think with this meeting, it was maybe hard because we had less time between meetings and it was on a different day of the week.
- q. I thought this session went well. I could hear everyone. The slides weren't overwhelming and topics handled in a timely manner.
- r. It felt like the presentation on the buildings was a bit rushed and it could have included more detail on how badly the projects are needed.
- s. Trivia – if we're done – let us go
- t. What are the most pressing needs at each building? How would grade re-alignment re-drawing boundary lines impact this?
- u. A lot of charts.
- v. Cookies?

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

- a. Building quality – not just based on age -SPASH Space – 9th grade class size
- b. Staff and benefit information by building. There is NO way all staff will be retained if consolidation is considered.
- c. Suitable data sets
- d. What buildings need the most help/updating
- e. Can SPASH accommodate 9th grade successfully w/ high standards for safety and education?
- f. Comparisons with numbers in different scenarios: grade levels switch, redistricting, etc.
- g. I'd love to hear from people in the field who may have insights the data doesn't tell
- h. Comparable models

- i. Comparison models. If ____ then ____
 - j. I would love to see an editable data visualization of the school populations mapped out over time
 - k. How geographical features influence zoning
 - l. Data about 6-8 and 9-12 – how do these schools perform – Pros vs. Cons
 - m. We need information/data on how the changes we are considering will (projected) to impact: a) learning and education of our students, b) the social and emotional growth of students, e.g. do more transitions negatively impact students
 - n. Trivia preparation ☺
 - o. What would 4k changes cost to elementary buildings
 - p. Building quality ratings
 - q. PTR. – Parent transfer request info, and does that need to be considered, policy need to change?
 - r. What other land/buildings does the district own?
 - s. How the decisions we make will look with classes and building usage.
 - t. What would an EC school look like? Who would attend?
 - u. If this, then that. Inputs → Outputs
 - v. How long can we operate with such old schools?
 - w. We need detailed info to show the impact of certain changes
 - x. I feel like I need better information about operating costs. I need to see the raw numbers, not just cost per pupil. I also need to see pure utility and maintenance operating costs because some included costs like software, media, and supplies, also change per pupil, like staffing costs. Also, which schools host summer school?
 - y. Really need to know some information regarding knowing at what point is it more fiscally responsible to stop repairing a failing/not modern-and-up-to-date school (and which school) vs building a new school w/ all of the updated and modern amenities?
 - z. Consensus on shared values. Data is great, but what matters most as we consider how to move forward? I'm not sure we've spent enough time thinking about that.
 - aa. I am open right now.
 - bb. Do we have any idea on how the community feels about grade shifts or redistricting for elementary schools? Have surveys been done?
 - cc. Building capacity #s/% w/out 6th grade, re-done at PJs/BF 6-8 and SPASH 9-12
 - dd. What is the district's timeframe for making changes? Some schools I feel can continue to operate as is, where others are struggling at the current time.
 - ee. More info about what changes would need to be made to buildings to accommodate shifts of 4k, 6th, and 9th grade.
 - ff. Demographics – low income areas. Vacant land – expanding curricula/stem. Another point discover/charter school. Provide options, free room.
 - gg. What needs to happen to bring 4k into elementary?
 - hh. Covered in discussion
 - ii. School realignment simulation to balance student numbers
 - jj. Value of buildings. District endowments and “wealth” → can SPASD cover some expenses without aid of taxpayer dollars
 - kk. Answers to questions asked in groups
4. Any questions we can answer before or at the next meeting?
- a. Would we consider virtual/project-based/Montessori programming options to adapt to current education trends?

- b. What is the base building operating cost (what does it cost a building just to open the door daily & breakdown)?
- c. Just the ones shared in the big group.
- d. Any plans to make more/less use of old Jackson (PODS/CF)?
- e. What is best for our students and teachers? What are community non-negotiables?
- f. What are some non-negotiables?
- g. Solutions that are definitely off the table (so we can stay on the right track)
- h. What was the capacity of SPASH in 1985? I thought SPASH at one time had over 3000 students, which is better financially, open enroll in or open enroll out?
- i. How do we get data regarding how our proposed changes will impact the education of our students?
- j. How could walking/ vs. busing students affect transportation costs?
- k. Breakdown of how things would look if we did move classes to other buildings. More info on building usage.
- l. List of activities that happen at elementary schools after school. Like play practice, sports practices...
- m. How feasible is it to bring up 9th grade? Is there space?
- n. It looks like the expected 10 year capital needs costs doesn't include adding any air conditioning, is that accurate? I expect that a/c will be a requested addition to many buildings.
- o. It was brought up that programming expansion/contraction is an item to be considered, but it feels like we haven't been presented any info on programming that could be expanded/contracted other than 4k. Is this consideration limited to 4K/EC?
- p. Is there a formula or some sort of standard criteria by which the district (or state or building experts) evaluate whether a site is worth the capital needed to improve or maintain it? In other words, @ what point is it no longer efficient and/or fiscally responsible to put money into a site with major structural needs?
- q. Speaking of trivia – I'm curious about the group. Any local grads? How many elem. Schools represented? School mascots?
- r. Are we factoring security into expenses?
- s. What are parent perceptions to having kids walk to school?
- t. How would elective choices be impacted if 9th graders moved to SPASH? Would they be able to get into elective classes?
- u. 1.5 m annually (elementary energy) Pros/cons renewable energy, cost effective??? Considering/optimizing energy efficiency for schools w/ higher annual operating cost ☐ schools that have had a recent add on. Transportation ☐ annual operational cost???
- v. How well you integrate 9th graders into SPASH with the classrooms available.
- w. Covered in discussion

#PointProud 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 7th or 10th 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:

3. What did I learn about educational policy that should particularly inform or influence the Task Force’s work?

Group A suggestions:

- iii. Opt-out largely due to desires for smaller classes, environments we don’t offer
- iv. Student ratios at grade levels are much more complicated/nuanced (special ed, pull-outs, testing needs influence space too)

Group B suggestions:

- ii. Surface-level information ... (table of teachers)
- iii. Are the numbers really telling the story?
- iv. High needs of students TODAY!

Group C suggestions:

- iii. Data points are helpful, though the accuracy is in question.
- iv. The large gap between 12th grade and kindergarten was striking.

- v. Consider the implications of moving 4k into alternate buildings as enrollment drops

Group D suggestions:

- iv. Class size, rec. # likely not to change

Group E suggestions:

- v. Class size policy data

Group F suggestions:

- v. Surprised by how class size presented average instead of range

Group G suggestions:

- v. Class sizes
- vi. Policy vs practice
- vii. 4K option breakdown (awesome options!)
- viii. Percentage of students w/ disabilities ☐ keep in mind as we potentially re-allocate resources (buildings/staff/etc.)

Group H suggestions:

- iii. Class size
- iv. Open enrollment out
- v. 4k options
- vi. Homeschool, grade levels

4. What more do I need to learn about educational policy related to the Task Force's charge?

Group A suggestions:

- vi. Staffing needs and costs for special reasons, supports

Group B suggestions:

- v. Comparative data (testing). Relationship to class size.
- vi. Can we look at “human” data?
- vii. How does 4k programming:
 - a. Affect staffing
 - b. Behavior supports
 - c. Support staff
- viii. Voucher programs increase property taxes

Group C suggestions:

- vii. Can we compare average class sizes to lowest/highest sizes?
- viii. Why is there such a discrepancy?
- ix. Do the projection formulas line up with the data from the last 5 years?

Group D suggestions:

- vi. Looking at the actual needs of the classroom
 - a. Getting the breakdown a little more clearly (504s, per school, etc.)
- vii. How are we accounting for AI?
- viii. Comparison of 4K student-to-teacher ratio

Group E suggestions:

- iv. Positions eliminated?
- v. Impact on offerings?
- vi. We need context and/or breakdown
- vii. Class sizes and outcomes

Group F suggestions:

- iv. Open-enrollment-out – Receive survey data

- v. Homeschool Data – Potential survey? Why homeschool?
- vi. Ask would the community want the Waldorf Model
- vii. Identify pipelines out and catch those before the decision is made
- viii. Are there pipelines at early learning centers feeding TRS?

Group G suggestions:

- vii. Future of education always changing, so can we accurately predict what works long term?
- viii. Percentages/trends of disabilities
- ix. 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:

- iv. Clustering students based on their needs and services provided.
- v. 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. What did I learn about the District's financial position that should particularly inform or influence the Task Force's work?

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

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):

5. 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

6. 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.
7. 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.
8. 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?

#PointProud Schools 2040 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:

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:

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

Group C suggestions:

- x. Full day 4K
- xi. Housing calculations
- xii. So many questions
- xiii. Information fairly aware of already

Group D suggestions:

- ix. Data
- x. Many, many viewpoints
- xi. Perception vs reality
- xii. Wow! Populations
- xiii. Point and Plover strategic plans, zoning, etc.?

Group E suggestions:

- ix. Declining birth rate not worse
- x. Ratio of housing types to student generation
- xi. The potential of sites to be over capacity

Group F suggestions:

- x. Plover Whiting population
- xi. 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):

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