



COMMUNITY FOCUS GROUP #1 | Worksheet Summary

The following are all comments /questions that appeared on the 15 worksheets completed by focus group attendees.

FACILITY AND ENROLLMENT SUMMARY

Worksheet #1

- Will we need to re-zone the elementary schools? If so, when? Is there a plan for this? What precedent?
- Have we reserved space in building plans for capacity beyond the projects to 2025 or just getting by?
- We had a discussion of the pros and cons of buying land to build on west and southwest from current buildings - towards new homes.
- We were surprised about the high school capacity limitations and growth.
- We discussed the potential of a 3rd elementary school down the road.
- What about auxiliary spaces that schools need as our population grows? (parking lots, fields, emergency responders, etc.)

Worksheet #2

- Have the neighboring land-locked districts been approached about available capacity?
- Consider redistricting the northwest sector to Ashwaubenon.

Worksheet #3

- Not surprising, but it is going to be inevitable issue. Growth isn't going to stop.
- What is the solution?
- Good and thorough analysis.
- Good problem to have.

Worksheet #4

- Magnitude of growth; credibility of study projections.
- Are students' emotional and academic needs being considered?
- Are these plans to change the elementary school boundaries based on projected growth?
- What is the current teacher to student ratio in core classes?
- If referendum doesn't pass, what would student / teacher ratio be the next 3 years? When would a new referendum be proposed?
- Has possibility of "aquatic center" being included in one of the involved schools? Seymour and Southwest Schools have successfully incorporated pools in schools.

Worksheet #5

- Does the district still own the second parcel of land that was purchased when Hemlock was built?
- Generally, the growth projections are not surprising.



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Worksheet #6

- No surprises - we all live here!
- Redistrict - send Ashwaubenon kids to Ashwaubenon.
- Why didn't you build back then? Stop the band-aids!
- We anticipate even more growth than what is expected.
- Build the great facilities so our district continues to be a destination district to retain / recruit great kids for music, athletics, and academics!
- Offer good facilities to build good schools to bring in great professional people in the district. Including teachers and school staff to educate our children.

Worksheet #7

- No surprises.
- We couldn't read the numbers.
- How does our situation compare to what East De Pere is doing? Or has done in the past, as their development started earlier?
- Would we ever consider combining school districts with East De Pere?
- What is the process to start making decisions? What exactly is the plan?
- Does capacity include classrooms being used all day long? How are the spaces being used all day long, transparency in these facts will help in decision making.

Worksheet #8

- How quickly we will exceed capacity in district.
- Are they going to change elementary boundaries with so much growth in the Hemlock area?
- Addressing traffic concerns (all schools).
- Do we still own land by Southwest Park?
- What is true capacity numbers (classroom sizes) versus ideal capacity (ideal classroom sizes)?

Worksheet #9

- Where do special needs, mental health, language barriers fit in?
- Classroom configurations / needs may change by the time construction begins - is that being considered?
- How will busing be impacted or addressed?
- Have emotional needs of intermediate ages (5-8) been considered?
- Is the minority demographic being included in the projections - larger families settling the area?
- Would they consider redefining district borders?
- Get feedback from schools that intermediate schools (East De Pere and Bay Port/Howard) on how they work - pros and cons to share and consider.
- Is school choice going to be allowed or a factor to consider?
- Could we partner with Ashwaubenon School District to share facilities, etc.?



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Worksheet #10

- How does this impact school start times and busing? Traffic?
- What happens if it doesn't pass?
- Moving lines at elementary?
- Isn't high school at capacity?
- Capacity means? Class sizes?
- Will we eventually need a new high school?

Worksheet #11

- Surprised it was only 84% available land to build in Hemlock Creek area.
- Are growth projections altered when building happens?
- Why isn't 4K housed in district buildings?
- Hemlock Creek appears to be headed towards over-capacity in the near future even with taking 5th grade out.
- How do you reconfigure Hemlock Creek at the size it is?
- We'd like 4K included in projections.
- Why wasn't there a focus group before the survey?
- Lot of confusion / misconception with survey
- Who made the decision to build an intermediate?
- What was survey completion rate?
- Why weren't growth rates / data shared to community before survey?

Worksheet #12

- Two studies got to basically same number / good process.
- Do you build to meet 10-year projection or longer range?
- Would "over building" open us up to open enrollment "issues"? Do we want that? If we do open enrollment, does that add more volatility to budget planning?
- Where are we building? Are we considering the cost of the transportation budget?
- Are there any plans to change district lines? For example, Hemlock versus Westwood - would that change?
- Will you ever bring in 4K?
- What is your projected "ideal" classroom size? (Lean to smaller class size) How do we compare to our peers? (Area schools - comparable enrollment)
- Are we just talking about classrooms? Or does this include arts, athletics, etc.? Regarding facility size, etc.

Worksheet #13

- The growth didn't surprise.
- The current capacity at the high school was surprising.



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Worksheet #13 (continued)

- What is the expected growth in Hobart and Oneida because the tribe will not sell? In past 10 years, 5 new homes went up (includes other districts). Are these numbers skewed?
- Why do we do now versus five years from now when people move in (to help pay for the work)?
- Will the elementary school borders be re-drawn?
- Will the resources be allocated equally between the elementary schools or more focused on the Hemlock area? Just don't want Westwood to be forgotten due to no growth. All the homes are built already. A lot of rental properties, etc.

Worksheet #14

- Not surprised by numbers.
- Will a new building / addition allow for open enrollment? How will / would that change projected numbers?
- How will traffic increases be addressed (time to travel and paths to get there)?

Worksheet #15

- If 84% of projected growth is in the Hemlock Creek area, what's being done to address the elementary schools (Hemlock Creek) growth?
- Are they intending to open open enrollment after this project?

DISTRICT FINANCIAL OVERVIEW

Worksheet #1

- Do projections include community growth? How does this change hypothetical tax impacts?
- Does our credit rating align with those districts growing at same / similar rate?

Worksheet #2

- At what point in the future will the mill rate go down to avoid the accumulation of expansion funds spent without tax payer approval? (i.e. Hemlock expansion without tax payer approval)

Worksheet #3

- Most surprising that most of the population is 65+.
- What referendum dollar amount is the "most" tolerable.
- Where / who came up with the 2 options? What data was used? Financials / best for kids?
- When would the referendum be held and when would construction start (and finish)?
- How many sessions were held to target non-parent, non-staff residents?
- Why only 2 options on survey?
- Have students been asked / surveyed?
- Would the response have been more accurate if more information had been provided on the survey?



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Worksheet #3 (continued)

- At some point, there had to have been a vote to provide survey recipients with 2 options. How did these 2 options come to be?

Worksheet #4

- How many community sharing sessions were there to target the non-parent, non-staff population? They are our largest voting group, so they need to be educated on impact of students, not just money. (Aside from district newsletter and board meetings)
- Option 2 is overwhelmingly research-based on what is best for kids, academically, socially and emotionally (2nd lowest ranked category on survey)
- Why were there only 2 options? (Ex. Other WI school districts are giving 7 options based on community feedback over 5 years)
- Were there studies on emotional (including mental health), social, and academic needs of students and what is best for them (and therefore, our future)? Is this about money and quick fix or advocating for investing in our students and taking time before proposing a referendum on what is best for KIDS.
- It would have been helpful to have more information pre-survey. Some didn't fill out survey because they had no information to base their responses / opinions on (specifically non-parent / non-teacher residents).
- Have students been asked?
- Are teachers being heard (outside of community survey) and valued? (Non of us teach in the district)
- Are you considering maintaining high-quality teachers?

Worksheet #5

- No comments

Worksheet #6

- Don't understand why if you are OK with 100 million, why wouldn't you just vote for the \$115 million?
- If you're telling us to "trust the data," are you telling us the option of a new high school is off the table?
- Can the existing facilities - classrooms - hold the existing number of students?
- Glad the fund balance has a good dollar amount in there, but willing to spend the money to get the high school (facilities) our kids deserve.
- Thank you for the fiscal conservatism that has been put into place by the district. But no band-aids!
- Option without high school, concerns about what troubles may happen and the money that may be needed to address issues that will arise during construction (unforeseen issues). There is only pot of money, when it's gone, it's gone.

Worksheet #7

- No surprises, except that the respondents were so heavily weighted to parents when they are so low in population.
- Again, couldn't see the numbers.
- What would the tax rate be after the Hemlock debt comes off? What's the increment from that zero state to the referendum question?



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Worksheet #7 (continued)

- How will you convince the over 65, or childless, or all groups except parents to vote for this?

Worksheet #8

- How many years are residents paying the tax increase?
- How many years to pay off debt?
- Where will the excess money go after debt is paid off? How will it be used?
- Do the 2 options have same timeline for reaching capacity? How long before Option 1 reaches capacity? How long before Option 2 reaches capacity?
- Didn't seem well-informed for survey #1. Didn't give residents information on capacity.
- Is Option 1 just a band-aid?
- Are there more financial options if East / West De Pere merge?
- Is it an option to do a follow-up survey regarding timeline and capacity, giving more info to residents (parents / non-parents)?
- What's the "best" option for our kids?
- What other ideas were taken off the table?

Worksheet #9

- Surprised by low response rate of higher age groups.
- Is there a way to get a better sense of response for higher age group and non-parent/non-staff? Another survey option for them?
- Shorter, simpler surveys would be better, free postage return for paper copy.
- When will referendum be on ballot? November 2018? May 2019?
- How often can referendum be on ballot if it is not passed initially?

Worksheet #10

- Business / industrial parks taxed more and figured into this?
- Is it worth \$60 million now the right option, if we are coming back in 5 years for another \$60 million?
- New school staffing costs? (Administration, educators)

Worksheet #11

- It appears there was 50% approval for \$100 million when adding in the "not sure, need more info." Why is that group lumped in with "no"?
- You say to trust data; some feel there wasn't enough info / accurate data presented for accurate survey results.
- Can you access census info to get an accurate number on community members who are actually parents? You used parent number as 25% & 35% (big difference).
- Can you communicate a more specific tax dollar increase so people don't see a large number and make their mind up prior to facts?



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Worksheet #11 (continued)

- Survey questions / options unclear, specifically with optional ad-ons.
- Lack of info to community; much talk about “we just paid for new football field” which is inaccurate.

Worksheet #12

- Surprised we get as much support from non-parent / non-staff group.
- Important to trust the data - good examples.
- Use the data in the right way so referendum passes.
- Surprised by how much the taxes increased... especially as we got to higher levels.
- Surprised we are not looking at a solution that is below break even. Have we done that? Did you look at a break even point option?
- Do both pieces of the referendum fall into these cost projections? Is this only facility? or also operating budget?
- Define what is included in operational costs please.
- Does this impact our current operating costs at the same vote? Do we currently have an “excess” of operating funds?
- What factors could cause referendum before 2025-2030?
- Do you have a way to quantify the difference in the education the students receive by staying at the mid-point? I.e. \$60 million versus \$100 million proposal? How would it compare to today? Increase quality, stay the same, decrease quality?

Worksheet #13

- Do the numbers include teachers and staff salaries and benefits? (Of hired teachers)
- Surprising number of parent input and lack of non-parent input.
- Comforting to know the survey is very predictive (but wish we could get a new high school).
- Surprising how much the non-parent / non-staff affects the desired improvement of the schools, how big their voices are compared to the parents and staff actively using the district.

Worksheet #14

- Survey only 24% participation - how will you reach out to the rest (65+, non-parent / non-staff) to get a referendum to pass?
- Survey questions should have been worded differently. How will you give those who want more information the tax increase / impact.
- Why only 2 options? Would like more a la carte menu. Some want some of Option 1 and 2.

Worksheet #15

- Why were there not 3 options? Because Option 1 was worded for elementary school and / or the intermediate yet Option 2 was the middle and / or high school, it made the results skewed.
- People voted for Option 1 because of elementary school option.



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PRELIMINARY SOLUTION SUMMARY

Worksheet #1

- Would like to see improvements in outdoor football / track facilities particularly the bleachers and ADA guidelines.
- What specifically could the indoor facilities generate as revenue?
- Could indoor sports facilities / outdoor track be used by the community?
- What would be plans with softball / baseball fields / parking for those plans?
- Will busing still be needed to bus students to Hemlock Creek for sports (girls / boys basketball and wrestling)?
- Will / could there be additional music / band space in 5-8 school?
- With additional parking space - what is the plan for adequate green space?
- 5th grade curriculum including large amounts of language arts.

Worksheet #2

- Why not build a 5-6 school and leave the middle school 7-8? (Build 5-6 without shop classes)
- Controlling traffic at Grant and suburb, that offset intersection is a problem with more traffic.
- Has a 7-9 option been considered to save HS expansion?

Worksheet #3

- Updated auditorium is a pleasant surprise, though essential.
- Bleacher expansions also welcomed.
- What is the measure of "success" in the 5-6 configuration? Concerned about 5th grades melding with 8th graders.
- Why would the building be separate?
- What "exploratory" offerings will there be? Does connecting the two schools have anything to do with this?
- Appreciate close attention to community tolerance to referendum dollar amount. Also grateful for stewardship toward money.
- Pleasantly surprised with the conservative dollar estimates. Would sharing this information convince more non-parent, non-staff toward a favorable result.
- Was there any research done demonstrating the social, emotional, mental readiness for students, specific to age/grade groupings you propose?
- Appears decisions are motivated by finances, not the needs of students' development.

Worksheet #4

- Oregon shouldn't be considered "successful" because they want to get away from the configuration. They don't like it and are looking at going K-8.
- Why haven't we heard how this based / researched on how this will benefit students academically and emotionally?
- Why was this building 5-8, then moved 5 out, now proposing moving 5 back in?
- Does new structure for 5-6 and 7-8 include advisory time and house structure?



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Worksheet #4 (continued)

- Why can't the whole building be 5-8 as a large community instead of a small physical attachment or none at all?
- In all of this presentation, student academic, emotional, and social needs were not addressed. Social / emotional needs was 2nd lowest ranked category on survey, but not addressed at all.
- Did they consider low-income numbers / demographics (gifted, ESL, SPED, at-risk)?
- Research proves more transitions have a negative impact on students socially, emotionally, academically. Cannot find any research on showing any benefits of the proposed configuration.
- The district poverty rate has been continually increasing over the years along with homeless numbers.
- If building is 5-6 and 7-8, do they plan on sharing common facilities (multi-purpose)?
- These decisions were made on administrative team prioritizing needs. What were these needs? Are they prioritizing building needs or student needs?
- What is "successful" - what do you mean by other districts succeeding under this configuration?
- This seems like someone saying, "I was spanked as a kid and I turned out fine, so you can spank your kids." Maybe they survived, but didn't thrive. It's not what is best for kids (based on extensive research)!!
- Why is administrative team / Board not walking around listening to groups?
- "Efficient staffing" sounds like burning out our awesome teachers with too many preps. (None of us are district teachers).
- What do they mean by "success" of configuration?
- How do other districts referenced determine success with an intermediate school? I have experience with 5-6 and 7-8 and can give countless examples of negative impact on students.
- 5-8 campus / physical connection would be huge!
- Trust the data - what data on impact on what is best for kids? Educate public!
- How many non-parent / non-staff vote versus parent / staff?
- Meeting all students' social and emotional - 2nd to last across the board.
- "Plan for facilities" - what is best for students?
- "Formally address"

Worksheet #5

- Use gym as a connecting area between school. Have as a semi-fieldhouse size for multiple use and have room to add 82' x 42' for wrestling room / multi-use room. Or have tunnels for traveling between schools and save the green space.
- Will lunches still need to be transported from the high school or will the new facility be cooking for both the intermediate and middle school? Fresh food is the BEST food!

Worksheet #6

- More access to classes, need to hire more staff (more dollars). Where is this addressed?
- Did you ask the teachers what they want and need? What will best serve our students?
- Why didn't you pay along the way for capital improvements in the buildings?



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Worksheet #6 (continued)

- Surprised figure is only \$76 million.
- Even though we are for a new high school, you do address some of the issues with facilities, athletics, etc.
- What about private donations? Get Bellin or someone else to support, to help out with costs.
- What about maintenance fee - what will the cost be to maintain?
- Long-term, what are your implications for staffing? (See first bullet)
- We still feel that high school (building new one) is the best option.
- What about an administrative team? Where are those costs?
- Don't like idea of 5th grade and 8th grade together. They are on different levels of growth and development.
- Did you bid this out or just give to Miron?

Worksheet #7

- Surprised that HVAC improvements / infrastructure and maintenance are not already part of the year-over-year operating budget.
- Why are we talking about extras (bleachers, etc.) at a meeting about capacity? Or are these going to be necessary also as an effect of greater student population?
- Liked the expanded auditorium, parking lots.
- Please lay this out so the traffic isn't as bad as Chicago Street at school times.
- A number of districts in WI are going to full-day 4K, is this a consideration? Is there room for 4K to expand?

Worksheet #8

- Weak traffic plans.
- Sounds like decision is already made.
- How does this option address growth after 2025-2030? Follow-up to this project?
- Other options for \$80 million?
- Send out more information on options that were rejected.
- How does this option affect electives at high school levels?

Worksheet #9

- Concern about duplicating classrooms in 5-6 and 7-8 (music, tech ed, FACE, art) schools - could these be shared somehow between the 2 schools or would it make more sense to do a 4-6 school?
- Could shared / special classrooms be in the middle of the new building so all kids (5-8) can use them?
- Like idea of shared busing for 5-8.
- Anything to improve safety is goal.
- Is this just a short-term fix for the district or is it going to cover the district long term?
- Could the multi-purpose building be used by community and /or partially funded by city to serve community (i.e. pool)?



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Worksheet #9 (continued)

- Is there still an option for a 5-8 school or a 6-8 school versus an intermediate AND middle school?
- Is there an option to do a K-8 school?
- If we take 5th graders out of Hemlock is that going to serve / address the 80% growth predicted here if we are doing nothing with Hemlock as far as remodel, etc.?

Worksheet #10

- When is construction (timeline)?
- How is the 5-6 and 7-8 schedule configured? Departmentalized or co-teaching?
- Change drop-offs for better flow - especially Westwood and middle school.
- 5 classrooms of 5th grade at Westwood - is it worth it?
- Parking at high school?

Worksheet #11

- Let's look at K-8 buildings; this is what vast majority of research proves is best for kids.
- If high school is closest to capacity, why aren't those needs addressed first?
- Even if connected, 5-6 / 7-8 is not unified; it's an extra transition.
- Where is space for high school expansion coming from?
- Hemlock Creek will very quickly run out of space, even taking out 5th grade.
- Seems to be a band-aid solution.
- How is "success" of area 5-6 / 7-8 districts measured? Research says otherwise. More and more districts are moving towards less transition; we would be behind the game.
- If a new high school was built, how long would that accommodate our district's needs? Wouldn't this be a longer-term solution?
- How would specialists be efficiently staffed?
- How do we add 5th grade exploratory without removing time from core classes?
- How many district administration in favor or an intermediate school?
- Specials wing in middle school needs renovations; not large enough / don't accommodate.
- For a district our size, an auditorium should seat 800-1000 students. Is there room to expand that much? What about a pit?
- More info, another survey for the "unsure / need more info" group.
- What is timetable on next referendum after this current one? 5-6 / 7-8 is only temporary solution.
- What educational research was done in making the 5-6 / 7-8 building?

Worksheet #12

- How "final" is the solution?
- Surprised we are as close to \$60 million as we are.



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Worksheet #12 (continued)

- Hemlock gets 5 classrooms (by moving 5th grade) so it is only a fix for a short period of time. Band-aid solution.
- Some of the high school items surprising! Will we bring in outside income? i.e. community room - host state events, etc.
- 5-6 / 7-8 having a campus feels like a good solution. Like shared resources? Like having a “connection” to current school?
- Like a campus idea for shared facilities, i.e., library, gym ,etc. One building preferred options.
- Feel like it will be complicated to bring 5th grade level?
- Feel like if it is not intertwined with current school it will add another transition? Class minute requirements are different for 5th graders.
- Feel like one big building is best solution. School safety feels better in one building.
- Concerned about neighborhood traffic AM / PM?
- The model of 5-6 / 7-8 has been very successful, highly-ranked, and desirable.
- Thanks for all your hard working and planning for the future of our youth!

Worksheet #13

- Could you break it out into 3 different schools on the referendum (ex. Westwood and middle school, but not high school)?
- No football renovations (should be supported by Booster Club and own fundraising). Needs elsewhere (such as auditorium - increase size / capacity).
- Support for multi-purpose facility
- Support for connecting 5-6 / 7-8
- Support 5th having access to exploratory classes (tech ed in 5th / co-curriculars).
- Resurfacing parking lot should be in current budget.
- Support 7-8 going north of current building
- Appreciate the district using land already owned.
- Does the district still own land near Southwest Park?
- Can the 5-6 / 7-8 have an auditorium? Instead of going to high school or Weidner Center.

Worksheet #14

- Worried about number of transitions.
- Research that proves the success of 5-6 / 7-8 versus 6-8? What do you have? Show us the percentage, the proof.
- How will we meet the social needs of middle school students with so many transitions?
- Teachers will be isolated by building - how will those conversations take place about kids and curriculum 5-8.
- Traffic north will run into high school traffic.
- Pay / cost for separate office / administration staff?
- Moving 5th out of elementary schools doesn't fix their growth - 5 classrooms is not enough, will need another referendum in 5 years.



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Worksheet #15

- Surprising that the focus on co-curriculum and extra curricular classes versus academics!!!
- Will there be a new administrative team for both?
- Where will the new softball diamonds go?
- How does this address the overwhelmingly large size of our elementary schools? And it's continued growth?