

Point Proud Schools 2040 Task Force

Meeting #3: June 15, 2026



Welcome back!

- This is the third of nine Task Force meetings, leading to a recommended long-range facilities plan
- As you make your way into the room...
 - Please sign in
 - Help yourself to a snacks and a drink
 - Introduce yourselves to your new table mates

What is the Task Force's charge?

1. Recommend a long-range school facilities plan for the District, including phasing advice, to the School Board by winter 2026-27.
2. Learn applicable baseline conditions, including student enrollment projections and demographics; conditions, capacities, and locations of school buildings; financial conditions and projections; and educational policy, funding, and programming practices.



What is the Task Force's charge?

3. Develop and evaluate a range of different long-range options with phasing related to the utilization of the District's school buildings with reference to:
 - a) The District's mission, vision, and pillars in its *Strategic Plan 2022-2027* →
 - b) Option evaluation criteria approved by the School Board

STEVENS POINT AREA PUBLIC SCHOOL DISTRICT

Strategic Plan

2022 - 2027

Our Mission:
Prepare each student to be successful

Our Vision:
The leading innovative school district, empowering lifelong learners to strengthen our communities



STEVENS POINT
AREA PUBLIC
SCHOOL DISTRICT

Our District Pillars:

The following district pillars organize our continuous improvement work at the system and school level over the long-term.



Fostering Student Engagement, Growth, and Learning

Improve student engagement, growth, mental health, and wellness in an inclusive environment focused on the development of the whole child.



Recruiting, Developing, and Retaining Quality Staff

Provide an equitable and inclusive environment through communication, collaboration, professional growth, and support.



Responsibly Managing Finance, Facilities, and Operations

Identify, secure, and sustain resources for equitable allocation that reflect district belief statements.



Connecting School, Family, and Community

Foster inclusive partnerships to enhance learning and engagement opportunities that create a sense of belonging.

Summary of Facility Option Criteria

- School Board has endorsed four equally-weighted criteria for the Task Force to use in consider in developing and evaluating facility options:
 - Fiscal Responsibility
 - Efficient Building Utilization
 - Maintained or Enhanced Student Opportunities
 - Manageable Student and Family Impacts
- Task force handout from 1st meeting provides more detail on these criteria

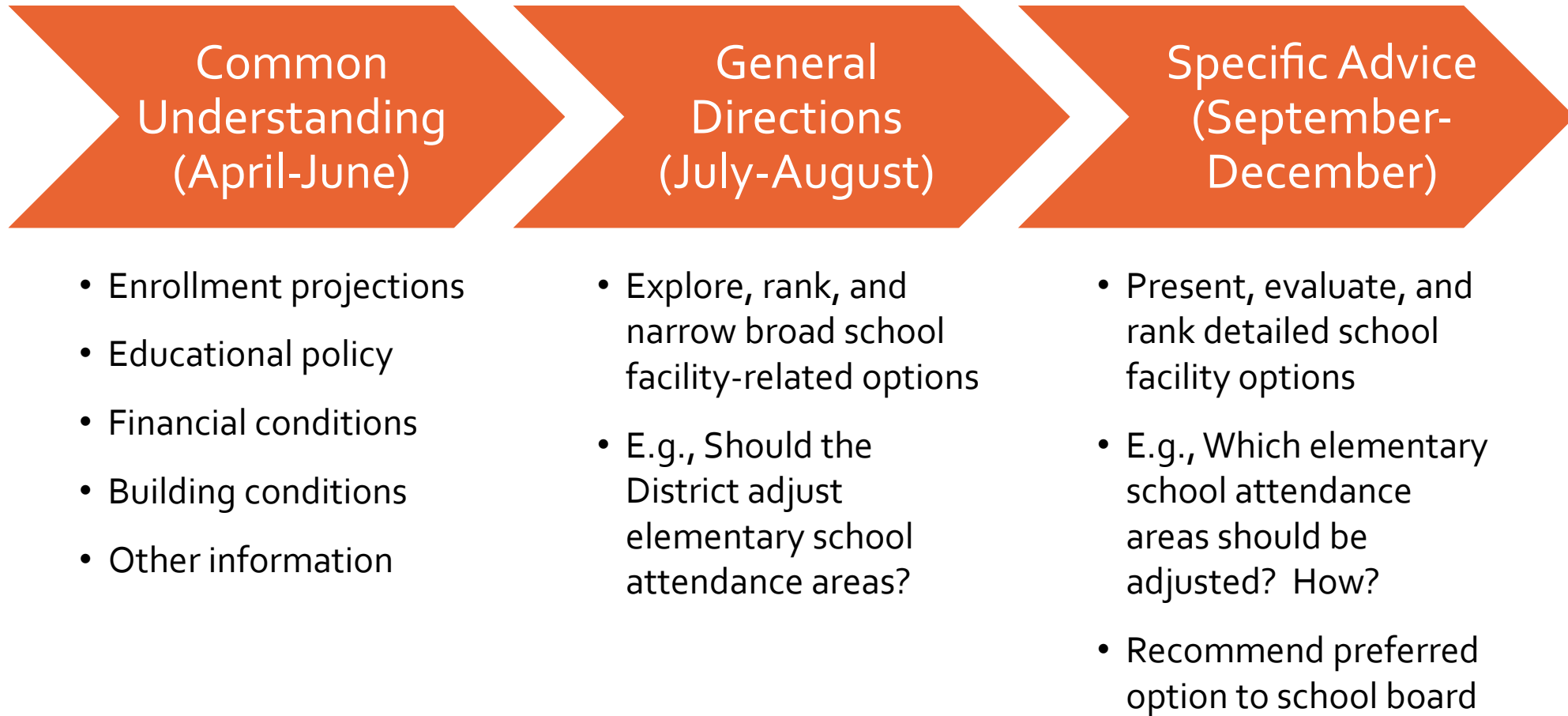
What *might* the Task Force consider?

- Attendance area changes to rebalance enrollment among schools
- Grade group shifts, potentially to a more traditional model
- Expanded or contracted educational and co-curricular programming that are related to building usage
- School building or site upgrades
- School building or site repurposing
- Phasing alternatives

Task Force charge does not include advice on...

- General financial planning and decisions
- Educational programming, including special education, except to the extent it relates to facility usage
- Student-to-teacher ratios; class size policy
- Whether/how the District can increase enrollment, or further slow decreases in enrollment (except as programming might affect)
- Day-to-day and other “micro” operations and decisions
- Other factors that do not closely relate to District decisions related to its school buildings

How are Task Force meetings intended?



Main Outcomes from Last Meeting

- Discussed District's educational programming data, policies, and trends
 - Class size policies and averages
 - Student performance and profile trends
 - 4K changes and childcare
- Discussed District's financial conditions and forecast
 - School funding under Wisconsin law
 - Operating budget including \$1 million per year reduction goal
 - Operating referendum cycle
 - 5-year financial outlook

Task Force Advice from Last Meeting

- It's all in an "Outcomes" document shared via email on 6/11 and available on project [webpage](#)
- Repeated comments:
 - ☐ Mike's cup is legendary!
 - ☐ Student needs seem to be increasing, especially related to special education.
 - ☐ Class size policy is helpful, but what about differences in schools and core classes?
 - ☐ More info on why some students are opting out of SPAPSD schools.
 - ☐ It will likely get harder each year to cut \$1 million from the budget.
 - ☐ Would like to see financial and other data by school building.



Questions & Responses Document

- On 6/11, Nicole provided the updated “Questions & Responses” document (new questions 24-38)
- Provides responses to questions asked at each Task Force meeting or in-between meetings
- We will generally not go through these questions and responses at the subsequent meeting
- Document updated and shared after each meeting



Point Proud Schools 2040 Between-Meeting Questions and Responses

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

The Rest of This Meeting

- School building and transportation conditions and characteristics
 - Presentation
 - Large group questions (try to hold to end please)
 - Small group discussion on topic, then reporting to large group
- Preview of assignments and format for next two meetings
- Team trivia???

School Buildings & Transportation

Why share specific building information?

- Familiarize Task Force members with all the District's school buildings
- Show similarities and differences among buildings in age, inclusions, expenses, enrollment-to-capacity, and others
- Allow informed later discussions on different school buildings and options relative to the Board's criteria
- Summarized through two matrices—one for the elementary school buildings and one for the secondary school buildings

SWITCH TO OTHER PRESENTATION SLIDES HERE

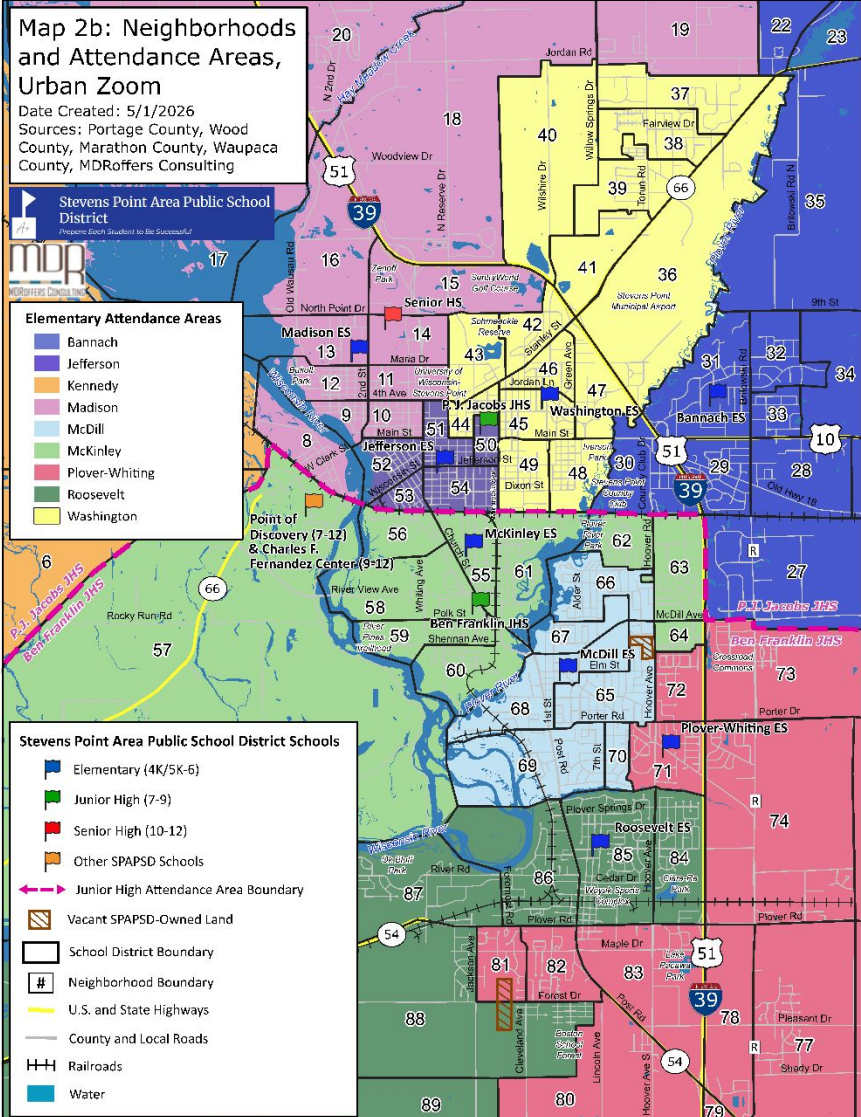
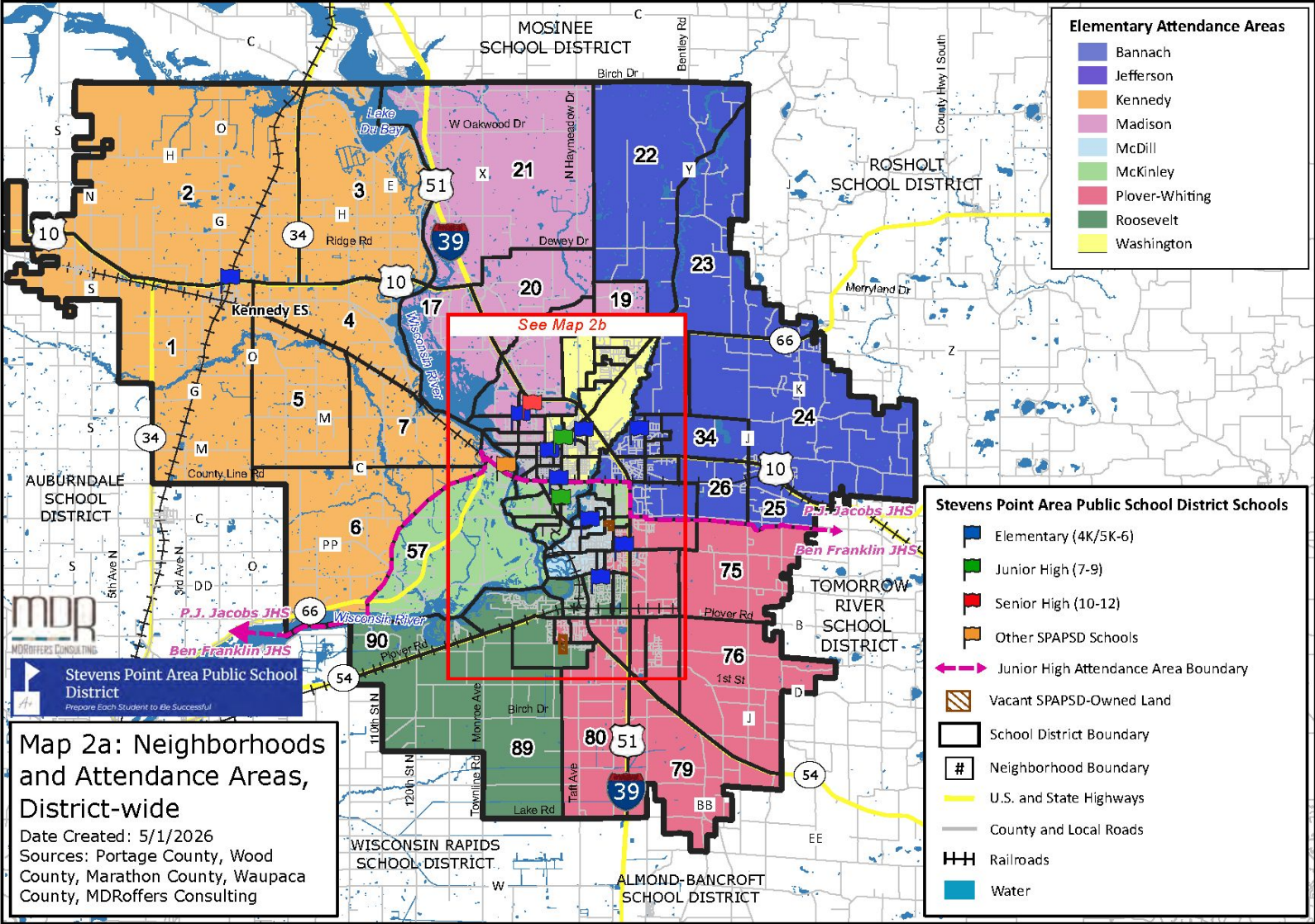
Elementary Building Conditions & Characteristics

Elementary School (grades served starting '26-27)	The Basics				
	Year Built	Last Addition/ Remodel	Site Area	Location	Annual Operating Cost per Student
Bannach (4K-6)	1992	2022	Medium	E Stevens Point	\$600
Jefferson (4K-6)	1955	2018	Small	C Stevens Point	\$1,077
Kennedy (4K-6)	1961	2018	Medium	Junction City	\$1,231
Madison (5K-6)	1968	2018	Large	N Stevens Point	\$894
McDill (4K-6)	1953	2018	Medium	Whiting	\$1,104
McKinley (4K-6)	1957	2021	Small	S Stevens Point	\$1,262
Plover-Whiting (4K-6)	1973	2018	Medium	Plover	\$873
Roosevelt (5K-6)	1957	2018	Small	Plover	\$763
Washington (5K-6)	1963	2021	Small	E Stevens Point	\$791

What went into average annual operating costs?

- Utilities
- Non-capital equipment, equipment rental, maintenance, and repairs
- Software, media, and supplies
- Professional Development and Field Trips
- Library Books and Supplies
- Contracted Subs
- Not staff salaries, as these are tied much more to how many students are being educated and not the building's characteristics

A reminder about school location & attendance area maps



Elementary School Building Conditions & Characteristics

Elementary School (grades served starting 2026-27)	Building and Site Conditions				
	Expected 10-Year Capital Needs	AC?	Parking Capacity	Site Circulation	Outdoor Learning & Recreation Space
Bannach (4K-6)	\$1.05 M	P	Sufficient	Ample	Ample
Jefferson (4K-6)	\$0.62 M	P	Marginal	Marginal	Marginal
Kennedy (4K-6)	\$1.22 M	P	Sufficient	Ample	Ample
Madison (5K-6)	\$1.10 M	P	Sufficient	Ample	Ample
McDill (4K-6)	\$1.87 M	P	Sufficient	Ample	Marginal
McKinley (4K-6)	\$1.74 M	E	Sufficient	Sufficient	Marginal
Plover-Whiting (4K-6)	\$1.00 M	E	Sufficient	Sufficient	Marginal
Roosevelt (5K-6)	\$1.54 M	P	Sufficient	Ample	Sufficient
Washington (5K-6)	\$0.33 M	P	Marginal	Marginal	Ample

M = millions

P = building
partially air
conditioned
(usually library
and offices)

E = entire
building air
conditioned

Site Condition Evaluations—Elementary Schools

- **Parking Capacity**, considering staff, visitor, and handicapped parking availability
- **Site Circulation**, including how vehicles move through the site and how the layout supports safe and efficient movements
- **Outdoor Learning & Recreation Space**, including presence, size, suitability, and degree of modernization
- Based on quantitative ranking, each school characterized having “ample” (high), “sufficient” (middle), or “marginal” (lower) such spaces

Building Suitability for Modern Learning—Elementary

- Average SPAPSD elementary school building is 54 years old and newest is Bannach at 34 years old
- All SPAPSD elementary buildings have:
 - Separate cafeteria and gym spaces
 - Received remodeling or other capital upgrades since 2018
- Many spaces in many elementary buildings do not have the most suitable characteristics for modern learning, such as:
 - Flexible/adaptive spaces, including break-out and common learning spaces
 - Seamless technology integration, including interactive displays
 - Well-being components, including natural light, connection to outdoors, advanced air filtration, and modern acoustic control

Elementary School Building Conditions & Characteristics

Elementary School (grades served starting 2026-27)	Students and Building Capacity				
	Working Building Capacity	Projected 2027 Enrollment	Projected 2035 Enroll & 2035+ Trend	% of Building Capacity Used in 2035	EC-6 Students within 1 Mile
Bannach (4K-6)	464	382	385 →	83%	193
Jefferson (4K-6)	373	275	253 ↘	68%	510
Kennedy (4K-6)	293	193	184 →	63%	41
Madison (5K-6)	463	334	276 ↘	60%	293
McDill (4K-6)	419	389	367 ↘	88%	324
McKinley (4K-6)	470	316	280 ↘	60%	469
Plover-Whiting (4K-6)	502	473	553 ↗	110%	428
Roosevelt (5K-6)	524	487	452 ↘	86%	401
Washington (5K-6)	455	437	428 ↘	94%	368

BLUE% = projected enrollment <70% of building capacity

RED% = projected enrollment over building capacity

Secondary School Building Conditions & Characteristics

Secondary School/ Building (grades served)	The Basics				
	Year Built	Last Addition/ Remodel	Site Area	Location	Annual Operating Cost per Student
Ben Franklin Junior High School (7-9)	1968	1986	Large	South Stevens Point	\$999
P.J. Jacobs Junior High School (7-9)	1936	2021	Small	Central Stevens Point	\$1,365
Stevens Point Area Senior High School (10-12)	1971	2018	Large	North Stevens Point	\$1,490
Point of Discovery (7-12) & Charles F. Fernandez (9-12)	1968	2023	Med.	West Stevens Point	\$3,958/\$1,029

Secondary School Building Conditions & Characteristics

Secondary School/ Building (grades served)	Building and Site Conditions				
	Expected 10-year Capital Needs	AC?	Parking Capacity	Site Circulation	Co-curricular & Athletic Facilities
Ben Franklin Junior High School (7-9)	\$5.94 M	E	Sufficient	Ample	Ample
P.J. Jacobs Junior High School (7-9)	\$3.84 M	E	Marginal	Sufficient	Ample
Stevens Point Area Senior High School (10-12)	\$3.16 M	E	Sufficient	Ample	Sufficient
Point of Discovery (7-12) & Charles F. Fernandez (9-12)	\$1.56 M	P	Sufficient	Ample	Marginal

M = millions

P = building partially air conditioned (usually library and offices)

E = entire building air conditioned

Site Condition Evaluations—Secondary Schools

- **Parking Capacity**, considering staff, visitor, student, and handicapped parking availability
- **Site Circulation**, including how vehicles move through the site and how the layout supports safe and efficient movements
- **Co-curricular and athletic facilities**, including meeting space, pool access, athletic practice facilities (each season), athletic competition facilities (each season), and training facilities
- Based on quantitative ranking, each school characterized having “ample”, “sufficient”, or “marginal” such spaces

Building Suitability for Modern Learning—Secondary

- Average SPAPSD elementary school building is 65 years old and newest is SPASH at 55 years old
- 9th graders (“freshmen”) are in junior high buildings
- Many co-curricular/athletic facilities are not on or in school where student is educated (e.g., high school football, track)
- Many spaces in secondary buildings do not have the most suitable characteristics for modern learning, such as:
 - Flexible/adaptive spaces, seamless technology integration, and well-being components (like elementary schools)
 - Modern STEM labs and encore spaces
 - Community and social hubs, designed to feel like student unions or workplaces

Secondary School Building Conditions & Characteristics

Secondary School/ Building (grades served)	Students and Building Capacity				
	Working Building Capacity	Projected 2027 Enroll-ment	Projected 2035 Enrollment & 2035+ Trend	% of Building Capacity Used in 2035	Feeder Elem. Schools
Ben Franklin Junior High School (7-9)	985	728	707 →	71%	McDill, McKinley, Plover-Whiting Roosevelt
P.J. Jacobs Junior High School (7-9)	985	664	630 ↘	65%	Bannach, Jefferson, Kennedy, Madison, Washington
Stevens Point Area Senior High School (10-12)	1,628	1,314	1,233 ↘	76%	
Point of Discovery (7-12) & Charles F. Fernandez (9-12)	317	228	228 →	72%	

Building Suitability for *Possible* Grade Group Shifts

- If more 4K in more buildings → smaller bathrooms, furniture
- Most WI districts moved to grade 6-8 middle schools decades ago; a minority have 5-8 middle schools or even 5-6 intermediate and 7-8 middle
- SPAPSD and D.C. Everest may be the last WI districts that have retained a typical junior high model (but DCE may be moving away)
- P.J. Jacobs and Ben Franklin are generally as suited for 6th graders as they are for 7th through 9th graders, but less suited for 5th graders
- Typical 6th grade instruction generally involves more switching of classes than K-5 instruction—more like 7-12 grade instruction
- SPASH is suited for 9th graders, but may not presently be enough room with current core class sizes or capacity

School Facilities and Transportation Group Discussion

- Large group questions, then small group discussion
- Each small group selects facilitator, recorder, reporter
- Responses on flip charts to following questions:
 1. What did I learn about school buildings and transportation that should particularly inform or influence the Task Force's work?
 2. What more do I need to learn about school buildings and transportation related to the Task Force's charge?
- Reporter shares results with large group

Preview of Next Two Meetings

Preview of Broad Options to Explore

- **Grade group changes?** Should the SPAPSD consider changes in what grades attend what schools? If so, what is the most favorable grade groupings?
- **Attendance area changes?** Should the SPAPSD consider adjusting school attendance area boundaries? To address emerging enrollment-to-capacity issues or District-wide?
- **Demand expansion?** Should the SPAPSD consider some educational or co-curricular programming expansions or contractions that may affect school building usage? If so, what types?
- **Supply contraction?** Should the SPAPSD consider any school building consolidation? If so, under what conditions and at what level(s)?
- **Supply expansion?** Should the SPAPSD consider any school building expansion to address particular needs or reconfiguration opportunities?

General July 15th Meeting Agenda

- More Q&A, gap filling, and warm up
- Preliminary affinity exercise
 - Each member of small group brainstorms preferred general options on post-it notes
 - Small group clusters similar notes together and assign a label to each
 - Small groups report to larger group and consultant, who puts together master list consolidating general options where agreed

Very Preliminary August 5th Meeting Format

- Details on format pending directions from July 15th meeting
- Likely needs:
 - Sorting out results from July 15th meeting
 - Resolving potentially mutually exclusive ideas from that meeting
 - Uncovering more detail where reasonable, but still veering from too many specifics yet
 - Introducing a time (phasing) element

Team Trivia!

Question 1

Which of the District's elementary schools occupies the largest site?

Question 2

Which school building has a set of “stairs to nowhere”?

Bonus question: To what type of space were those stairs reportedly to connect, once built?

Question 3

For whom was Bannach Elementary named, and what was his or her leadership role in the local education?

Question 4

How many miles are driven each year by SPAPSD busses?
(i.e., how well were you paying attention to the presentation?)

Question 5

How many SPASH graduates have competed for Team USA in the Olympics?

Meeting wrap-up and next meeting

- Please complete evaluation forms!
- Next meeting:
 - **When:** Wednesday July 15th, 6pm-8:30pm
 - **Location:** Professional Development Center at Bliss Educational Services Center (1900 Polk Street, same location)
 - **Purpose:** Fill in remaining knowledge gaps; Explore and prioritize general facility planning options
- Any final questions or comments?

Thank you!