

Point Proud Schools 2040

Task Force Meeting 3 Outcomes – 6/15/26

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:

- 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.
- 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-2010s, which relocated from Downtown space. It is a solid building but like many warrants some updates.
- 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:

- 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.
- Q2: Do bus drivers receive benefits? They receive State retirement benefits and may qualify for health insurance depending on number of hours/routes worked.
- 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.
- 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.
- 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.

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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:

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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!

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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

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- 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

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- 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

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- 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.

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- 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?

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- 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