STEVENS POINT AREA PUBLIC SCHOOL DISTRICT

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

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		encourage members to share perspectives and needs of those groups to the extent they are able—from their experiences and conversations. As the process moves forward, we will explore other approaches to ensure broad community understanding and opportunity to share opinions.		
4.	Can you provide more information on where students live who open-enroll-out to other public school districts?	Most students who open-enroll-out of the SPAPSD live in the far eastern, northern, and western areas of the District, including the Villages of Milladore and Junction City and the Towns of Eau Pleine, Dewey, Sharon, and Stockton. These students open-enroll-out to Tomorrow River, Auburndale, Mosinee, and Wisconsin Rapids school districts. Portions of these communities are located a considerable distance from SPAPSD schools—particularly the junior high and high schools—and are often closer to schools in neighboring districts. For example, students living in parts of the Villages of Junction City and Milladore are approximately 10–12 minutes from Auburndale Middle School and High School, compared to roughly 20–25 minutes from P.J. Jacobs Junior High and 15–20 minutes from SPASH.	4/29/26	Task force meeting
5.	Why are students leaving [open-enrolling-out]? How can we bring in more kids?	When surveyed, families who choose to open-enroll-out of the district often cite perceptions of having their students at a “big” district, perceptions of class sizes, DPI report card scores, and general life situations (daycare location, work location, etc.). Attempting to retain more resident students going forward may be more fruitful than attempting to attract significantly more non-resident students. This is because surrounding districts are fairly rural (i.e., not many students nearby) and the SPAPSD’s schools are generally near our District’s geographic center.	4/29/26	Task force meeting

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6.	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?	In preparing enrollment projections, the SPAPSD's consultant (MDRoffers Consulting) did not factor any possible changes to District policies, programming, or facilities. The consultant only considered directions that have been approved by the School Board, or are not part of current State or Federal law or programs. It is possible that certain investments (or lack thereof), programming changes, or law changes could affect future enrollment. However, the number of variables is too great to arrive at meaningful projections under different, often unknown investment, policy, or program change scenarios.	4/29/26	Task force meeting
7.	The Kennedy Elementary attendance area was recently shifted to also be in the PJ Jacobs attendance area. How will this change enrollment projections?	The consultant's revised report and presentation, available to the Task Force, now reflect the correct elementary-to-junior high progression. There are only minor changes from the junior high school projections in the consultant's November 2025 report and April 2026 Task Force presentation. The changes are minor for three reasons: ● Kennedy is the District's smallest elementary school. ● The junior high schools have only three grades while elementary schools have seven or eight grades. ● The consultant had previously assigned many of the junior high school students residing in the Kennedy attendance area to P.J. Jacobs anyway. This was because of the consultant's previously mistaken thinking that Kennedy-to-Jacobs students were at Jacobs as intra-district transfer students.	4/29/26	Task force meeting
8.	Can we get enrollment by grade and school? Are grade-level projections available?	Current enrollment by grade and school is available here: 2026-27 Enrollment Projections This information will also be included in the presentation on 5-27-26. The consultant's enrollment projections were	4/29/26	Task force meeting

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		generally provided by current District grade groupings—rather than by individual grade. This approach allowed individual school enrollment projections. Grade group projections tend to be more reliable, for example by smoothing individual grade bubbles, and less expensive to produce. The scope of the projection effort was already expansive; the consultant prepared projections within each of 90 different neighborhoods and for four projection years. Still, the consultant did prepare grade-specific projections for 4K, grade 6, and grade 9. This would allow reorganizing projections for the most likely grade group shifts the Task Force might consider.		
9.	How important is the current childcare shortage in keeping births down?	It is no doubt a factor, though challenges in obtaining affordable childcare are not unique to the Stevens Point area. Nationally, increasing childcare, housing, and other expenses are one of several factors that have resulted in record low birth rates. Other factors include later ages of getting married and having a first child, declining teen births, economic uncertainty, and political and societal concerns.	4/29/26	Task force meeting
10.	How would be District's 4K program change if more private preschool sites stopped providing 4K or closed?	We would be required to leverage spaces differently in schools to accommodate a larger number of 4K classrooms or potentially rent space at a community site.	4/29/26	Task force meeting
11.	How can the community address revenue strain on private providers resulting from District in-house 4K expansion?	Providing greater 4K opportunities in the public schools may help address the childcare shortage in the Stevens Point area by providing more spots for younger children in the private preschools and daycare centers.	4/29/26	Task force meeting

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12.	Was there some sort of past promise to keep Kennedy Elementary open?	We are not aware of a promise. This being said, the School Board and District Administration have had no discussions about closing Kennedy. Kennedy may be important in managing open-enrollment-out of resident students from the northwest part of the SPAPSD. Auburndale schools are a short drive west from there.	4/29/26	Task force meeting
13.	Which is more important to District financial health—more students or more tax base?	Both are important. The financial health of the District, along with maintaining or increasing student enrollment, remains a consistent priority. A larger property tax base helps reduce the tax burden for individual taxpayers, which is important to the District; however, it does not generate additional revenue for the District. In contrast, student enrollment has a direct impact on the revenue limit and therefore directly affects District revenue.	4/29/26	Task force meeting
14.	Is it the best use of schools to have special ed students at 18 different sites?	Our district has prioritized meeting student needs within each child's home school whenever possible. We recognize that students and families develop meaningful relationships and a strong sense of belonging within their neighborhood school communities, and we value the importance of maintaining those connections. At the same time, some students require highly specialized programming and supports to meet unique or complex needs. In those situations, the District provides targeted programming at select sites rather than replicating every specialized service at every school.	4/29/26	Task force meeting
15.	How are demographics and special needs populations different at different schools?	The District has neighborhood schools that typically reflect the demographics of the neighborhood. The School Board's option evaluation criteria do not include achieving any particular distribution or balance of demographic or special needs factors among schools—at least not directly.	4/29/26	Task force meeting

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16.	How will increasing student needs factor into the long-range facilities plan?	This could be a factor to the extent it dovetails with one or more of the four facility option criteria that the School Board has approved. It may relate to Criterion 3–Maintained or Enhanced Student Opportunities and/or Criterion 4–Manageable Student and Family Impacts.	4/29/26	Task force meeting
17.	What are the District's class size policies?	District class size policies will be shared at the May 27th Task Force meeting.	4/29/26	Task force meeting
18.	Can the families who want smaller sized schools select them?	We have a parent transfer request (PTR) process that provides the opportunity for families to request placement at a smaller school. These placements are not guaranteed and are based on space availability at each respective grade level. Families are required to transport when attending a school outside of their designated attendance zone on a PTR.	4/29/26	Task force meeting
19.	Why is teaching faculty leaving prior to retirement?	The top reasons for teachers exiting prior to retirement are relocation, different career, personal reasons, and family/daycare needs.	4/29/26	Task force meeting
20.	How will our decisions affect staffing? Will educators still have opportunities for their own class space if facilities are reduced?	Staffing requirements, scheduling efficiency, and learning environment suitability are considerations embedded in the Board's facility option criteria. Beyond this, it is difficult at this stage to evaluate staffing impacts because no options have yet been proposed or evaluated.	4/29/26	Task force meeting

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21.	How did the District calculate school building capacities? Did it consider spaces for pull-out services and therapies?	The District administration calculated a capacity range for each existing school building by multiplying the SPAPSD's class size guideline for each grade in the school by the number of core classrooms in the building. The upper end is each building's maximum capacity. The lower end is each building's working capacity, reduced by 10 percent in elementary schools and 25 percent in secondary schools to accommodate class variations and scheduling inefficiencies. The need for pull-out spaces is being evaluated as part of the overall analysis of building conditions, which we expect to share with the Task Force in June.	4/29/26	Task force meeting
22.	How realistic is closing an elementary school?	There has been no proposal or decision to close any SPAPSD school building. The Task Force may or may not include building closure or repurposing among its options over the summer and fall. The District's consultant has reported that (a) combined 2040 projected enrollment at traditional elementary schools would be around 800 students fewer than the combined working capacity of the SPAPSD's nine current traditional elementary buildings, and (b) most of the SPAPSD's elementary schools would operate below their working capacities by 2040. But there are other factors that should also be considered, such as geographic service areas and student impacts.	4/29/26	Task force meeting

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23.	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	There has been no proposal or decision to realign any of the SPAPSD's elementary attendance areas at this point. The Task Force may or may not consider attendance area shifts among its options. The District's consultant has projected that, by 2040, four elementary schools may operate at less than two-thirds capacity, while Plover-Whiting would exceed its working capacity by the early-2030s and exceed maximum capacity before 2040. Therefore, at least some modest attendance area shifts may be appropriate to discuss. We also recognize different perceptions about schools. We know that all SPAPSD schools provide high-quality learning environments, strong staff, and meaningful student opportunities. No school is viewed as a "lesser" school. If attendance area adjustments are considered, the District would prioritize open communication, community engagement, and transparent sharing of information about strengths, opportunities, and student experiences present across all schools. Our goal would be to ensure that all students and families continue to feel connected, valued, and confident in the educational experience at their school.	4/29/26	Task force meeting

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24.	Has there been any consideration given to a model that separates “primary” and “intermediate” grade levels—for example, a PreK–2 structure and a 3–5 structure in distinct buildings, particularly if 6th grade were to transition to a middle school model as part of creating more developmentally aligned grade bands?	This concept could certainly be explored if the Task Force ultimately supports grade-group shifts as part of its recommendations. In our experience, PK-2 and 3-5 grade configurations are most commonly found in smaller districts or in school pairings designed to promote greater socioeconomic diversity across attendance areas. Educational research suggests advantages to minimizing the number of school transitions students experience throughout their PK-12 journey. A PK-2 and 3-5 structure would introduce an additional building transition for elementary students, which may impact continuity of relationships, routines, and student support systems. Additionally, families with multiple elementary-aged children could have students attending different schools more often, creating logistical challenges. Depending on attendance boundaries and transportation routes, this model could also result in longer bus rides for some students at the beginning and end of the school day. As with any potential grade reconfiguration, these challenges would need to be weighed against potential educational, operational, and financial benefits.	5/27/26	Task Force member email

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25.	Do core classes (ELA, Math, SS, Science) have higher class size averages than the reported all-class averages? What are they?	Core content area classes at the secondary level have higher average enrollments than all classes combined. Those classes were included in the average class size calculations shared with the Task Force on 5/27. For context, a sampling of current core course enrollments at the junior high level includes: ● English 7: 26 students ● English 8: 30 students ● English 9: 24 students ● Algebra I: 26 students ● Algebra II: 16 students At SPASH, a sampling of core course enrollments includes: ● English 10: 27 students ● American Literature: 29 students ● Global Literature: 24 students ● Geometry: 25 students ● Algebra II: 26 students ● Pre-Calculus: 25 students While secondary core classes generally have larger enrollments than many elective offerings, these examples illustrate that current core class sizes continue to operate within Board-established guidelines.	5/27/26	Task Force meeting

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<table>
<tr><th>#</th><th>TASK FORCE MEMBER QUESTION</th><th>DISTRICT ADMINISTRATION/CONSULTANT RESPONSE</th><th>DATE ASKED</th><th>WHAT FORUM ?</th></tr>
<tr><td>26.</td><td>Can you provide average class sizes for each of the elementary schools individually?</td><td>
<table>
<tr><th>School</th><th>Average S/T Ratio</th></tr>
<tr><td>Bananch</td><td>21.3</td></tr>
<tr><td>Jefferson</td><td>18.2</td></tr>
<tr><td>Kennedy</td><td>21.4</td></tr>
<tr><td>Madison</td><td>22.3</td></tr>
<tr><td>McDill</td><td>21.3</td></tr>
<tr><td>McKinley</td><td>21.6</td></tr>
<tr><td>Plover-Whiting</td><td>20.7</td></tr>
<tr><td>Roosevelt</td><td>23</td></tr>
<tr><td>Washington</td><td>24.2</td></tr>
</table>
</td><td>5/27/26</td><td>Task Force meeting</td></tr>
<tr><td>27.</td><td>Can you provide student disability percentages and English language learners for each of the elementary schools individually?</td><td>
<table>
<tr><th>School</th><th>Students with Disabilities</th><th>English Learners</th></tr>
<tr><td>Bannach</td><td>18.20%</td><td>3.50%</td></tr>
<tr><td>Jefferson</td><td>19.90%</td><td>2.50%</td></tr>
<tr><td>Kennedy</td><td>24.10%</td><td>1.20%</td></tr>
<tr><td>Madison</td><td>23.10%</td><td>5%</td></tr>
<tr><td>McDill</td><td>18.60%</td><td>8.30%</td></tr>
<tr><td>McKinley</td><td>22.50%</td><td>9.90%</td></tr>
<tr><td>Plover-Whiting</td><td>19.20%</td><td>7.10%</td></tr>
<tr><td>Roosevelt</td><td>19.30%</td><td>10.20%</td></tr>
<tr><td>Washington</td><td>21.20%</td><td>4.30%</td></tr>
</table>
This information is publicly available on the school district report cards on the DPI website: https://apps6.dpi.wi.gov/reportcards/home
</td><td>5/27/26</td><td>Task Force meeting</td></tr>
</table>

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28.	Can you break down the students in the District with a disability by specific disability type?	While the District collects and analyzes data regarding students receiving special education services by disability category, we are unable to publicly share disability-specific counts at the level requested. As noted in the building-level data provided in response to Question #27, the number of students receiving special education services varies across schools and student groups. When data is further disaggregated by disability category, some groups become very small, increasing the risk that individual students could be identified. Consistent with our commitment to student privacy and confidentiality, the District generally reports special education data in aggregated formats that protect student identity while still providing meaningful information regarding enrollment trends and service needs.	5/27/26	Task Force meeting
29.	How have/do support staff needs increase with more special needs students?	The answer to this question depends on the specific needs of the student. The enrollment of a new student with a disability does not automatically result in the need for additional support staff. Each student's Individualized Education Program (IEP) is reviewed by a team to determine the services, supports, and placement that best align with the student's unique needs. Staffing decisions are based on the collective needs of students, service requirements, and staff workloads–all of which can change over time as students enter, exit, or experience changes in their educational needs.	5/27/26	Task Force meeting

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30.	Is there a disproportionate percentage of non-disabled students open-enrolling-out to other Districts or attending private schools? Is there a disproportionate percentage of disabled students open-enrolling-in to the District?	The District follows a formal annual process required by Wisconsin open enrollment law to determine the number of available seats for both general education and special education students. While general education seat availability is based on factors such as enrollment projections and class size considerations, special education seat availability is determined through a detailed review of staffing capacity, student needs, service requirements, and staff workload. If the District determines that it does not have the capacity to provide additional special education services while continuing to meet the needs of currently enrolled students, it may limit or deny special education open enrollment seats. For the 2026-27 school year, the District approved unlimited general education open enrollment seats but determined that no special education open enrollment seats would be available in Early Childhood, grades K-6, grades 7-12, or Project SEARCH, with only one special education seat available at Point of Discovery School. This annual capacity analysis serves as a safeguard to ensure the District can continue to meet its obligations to resident students and helps prevent a disproportionate increase in non-resident students requiring specialized services beyond the District's available capacity.	5/27/26	Task Force meeting
31.	How can the District keep finding $1 million in operating cost reductions each year?	We are pleased to report that the District has identified approximately $1.3 million in cost reductions for the 2026-27 budget. Identifying future budget reductions may become increasingly challenging as many of the more readily available efficiencies have already been realized. Still, we remain committed to continually evaluating programs, services, and operational practices to identify efficiencies and make fiscally responsible decisions while minimizing the impact on students and preserving the quality of educational opportunities.	5/27/26	Task Force meeting

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32.	Can we have a breakdown of what types of positions the District has eliminated? What programs have been affected?	To date, the District has eliminated a total of 48 positions across a variety of employee groups, including certified staff (teachers and administrators), support staff, clerical staff, and custodial staff. All these reductions have been achieved through attrition rather than layoffs and have resulted in minimal or no impact on existing student programming and services.	5/27/26	Task Force meeting
33.	What does student "success" mean to the District, above and beyond legal requirements? What is the overall goal for our students long-term?	For the District, student success is not limited to compliance, credits, test scores, or graduation requirements. Our broader goal is to prepare students to become capable, confident, responsible, and connected young adults who are ready for life beyond our schools. That means students are academically prepared, but also able to communicate, solve problems, work hard, take responsibility for their actions, build healthy relationships, contribute to their community, and pursue a future that is meaningful to them. Long-term, we want every student to leave SPAPSD with choices, prepared for college, career, service, technical training, or whatever path comes next, and with the skills and support to continue learning, growing, and contributing after graduation.	5/27/26	Task Force meeting

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34.	How, broadly, have student needs changed over the past 10-15 years, and how do we expect they will change over the next 10-15 years?	Student needs have changed significantly over the past 10 to 15 years. Schools are still responsible for strong academic instruction, but the work has expanded. Today's students often need more support with mental health, behavior, belonging, special education, technology use, family challenges, and planning for life after graduation. At the same time, students need access to rigorous learning, career exploration, hands-on opportunities, and adults who know them well enough to help them find a path forward. Over the next 10 to 15 years, we expect student needs to continue becoming more varied and personalized. Students will need to be academically prepared, but also adaptable, responsible, collaborative, digitally skilled, and able to make informed decisions about their future. This means our schools and facilities need to be flexible enough to support traditional classroom learning, small-group support, specialized services, career and technical education, student wellness, and community-connected learning. For the Task Force, this is an important reminder that long-range planning is not just about buildings. It is about making sure our schools can support the students we have today and the students we will serve in the future.	5/27/26	Task Force meeting

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35.	What substantive changes have been made to reverse declines in test performance?	While student performance data always warrants close attention and continuous improvement efforts, the assessment data shared with the Task Force does not reflect a pattern of overall decline. Since 2021-22, district proficiency rates on the Forward Exam have increased by 14.4 percentage points in ELA and 17.3 percentage points in mathematics. Over that same period, ACT ELA score have increased by 1.6 points and ACT mathematics scores have increased by 0.4 points. The District's focus on continuous improvement is a key factor in these outcomes. Each school engages annually in a comprehensive continuous improvement planning process in which building leaders and staff analyze student achievement data, subgroup performance, and longitudinal trends to identify areas of need. Schools then develop and implement targeted action steps designed to address barriers to student success and interrupt patterns of underperformance. These efforts are further supported through ongoing curriculum review cycles, professional learning, intervention systems, and data-informed instructional practices aimed at improving outcomes for all students.	5/27/26	Task Force meeting
36.	Does this committee have any ability to influence District finances?	The Task Force's charge is to recommend a long range school facilities plan for the District, which may include recommended changes in school attendance areas, grade groupings, and/or school building utilization. The Task Force may influence school finances through that work, but otherwise is not charged with making budget or financial recommendations to the District.	5/27/26	Task Force meeting

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37.	How much time do you predict we will need/should allocate to reviewing materials to prepare for meetings?	Before each Task Force meeting, we would ask that each Task Force member review the "outcomes" document from the previous meeting, new questions and responses in the document you are now reviewing, the agenda for the upcoming meeting, and any materials provided with the agenda. As the Task Force's work progresses, you may also find time to answer questions being asked of you from other community members not serving on the Task Force. As the meetings themselves are already a substantial time commitment, our hope is to keep any "homework" to an hour or two between each of the meetings.	5/27/26	Task Force meeting
38.	Does the incoming kindergarten class size actually equal what size that class will be at graduation, or should we assume the class size will increase?	The District's consultant expects each kindergarten class size to increase somewhat by the time that class graduates years later. This expectation is a result of two factors. The first is that the District observes small increases at school transitions; for example, 7th grade class sizes are typically around 2% larger than the previous year's 6th grade sizes. The second factor is that new home construction in the District provides opportunities for new families with older children to relocate to the District. The consultant has projected an average of about 250 new housing units of all types in the District per year through 2040. This being said, there is almost no possibility that next year's incoming kindergarten class will grow in size over its school career to match this year's outgoing senior class.	5/27/26	Task Force meeting

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39.	What are the other buildings and land owned by the district? What are they used for?	The District operates the following three buildings adjacent to the Ben Franklin Junior High site: • Bliss Educational Services Center, which houses administrative offices and meeting rooms. • Transportation Building, which is the headquarters for the District's busing and other transportation related services. • Support Services Building, which provides information technology services for the District. The SPAPSD also owns a professional office building in downtown Stevens Point that formerly served as the home of the Charles F. Fernandez Center (CFC). The property is currently listed for sale and is occupied by CESA 5 under an active lease agreement. The District also owns a vacant 20-acre site west of Hoover Avenue, south of McDill Street and another vacant 20-acre site along Forest Avenue in Plover. Both sites are shown on maps provided to the Task Force. Finally, the SPAPSD owns the Boston School Forest—two separate donated parcels totaling around 80 acres near the District's south edge.	6/15/26	Task Force Meeting
40.	It looks like the "expected 10 year capital needs" in the matrices do not include adding air conditioning to any spaces that do not currently have it. Is that accurate?	That is accurate.The plan from which the figures in this column were generated was focused on "needs" to keep each building running properly, rather than "wants" for greater comfort, reconfigured space, etc.	6/15/26	Task Force Meeting

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41.	Is summer school (for buildings that have it) in the "annual operating cost per student" column in the Elementary School Building and Site Overview matrix? If so, what is this impact?	Yes. Summer school programming is currently offered at Madison, McKinley, and Roosevelt. However, summer school costs were not included in the annual per-student operating costs for these schools in the associated matrix.	6/15/26	Task Force Meeting

42.	What are the unique developmental needs of 5th graders? 9th graders? How do these translate to facility needs?	Fifth-grade students are beginning to seek greater independence while still benefiting from the structure, routines and close adult relationships often associated with elementary schools. At this age, students continue to develop organizational skills, self-regulation and social-emotional competencies. Many educators believe these students benefit from learning environments that provide strong adult support, opportunities for movement and play and a sense of belonging within a smaller school community. Ninth-grade students are transitioning into adolescence and preparing for greater academic rigor, increased independence, and postsecondary planning. They benefit from access to a broader range of coursework, extracurricular opportunities, career exploration and specialized instructional resources. Ninth grade is also a critical year academically, as student performance and engagement during this year are strong predictors of high school success and graduation. These developmental considerations can influence facility planning and grade configuration decisions. Elementary facilities are often designed to support younger learners through self-contained classrooms, age appropriate common spaces and environments that foster close relationships with staff. Secondary facilities typically provide specialized instructional spaces such as science labs, technical education classrooms, performing arts spaces, athletic facilities and other resources designed to support a wider range of academic and extracurricular opportunities.	6/15/26	Task Force Meeting

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		While there is no single grade configuration that research universally identifies as superior, studies have found benefits associated with minimizing the number of school transitions students experience throughout their PK-12 educational journey. These considerations are particularly relevant for younger students, who often thrive on strong relationships with trusted adults, consistency in routines and predictable learning environments. At the same time, districts must balance developmental considerations with educational programming, facility inventory and capacity, transportation, enrollment trends, operational efficiency and long-term financial sustainability when evaluating potential grade configurations.		
43.	What changes would need to happen at SPASH to accommodate 9th graders?	Early 2010s studies suggested that the then-recommended addition of 9th graders to SPASH should be accompanied by more classrooms, resource areas, conference rooms, offices, storage spaces, lockers, a new production kitchen, an additional gymnasium, and more sports fields. Re-grouping of students in the building (e.g., grades 9-10 closed campus, 11-12 open campus), and parking and circulation enhancements, were also advised. Today's needs, should this be a Task Force priority, have yet to be fully identified. In the early 2010s, continued high school enrollment growth was anticipated, while now the consultant projects enrollment decreases at the high school level. The building is also 10+ years older but has had some improvements in the meantime. This may also have some impact on SPASH facility needs should a decision to transfer 9th graders there be made.	6/15/26	Task Force Meeting

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44.	How would SPASH's "co-curricular and athletic facilities" matrix grade change if 9th graders were moved there?	Through the Secondary School Building and Site Overview matrix, SPASH was assigned a "sufficient" (middle) rating for its current co-curricular and athletic facilities. The change in grade would depend on what facilities were assumed added to SPASH. Were 9th graders added to SPASH, non-athletic co-curriculars could be managed. Winter sports (particularly basketball and volleyball), and Spring sports before transitioning to outdoors, would be the biggest challenges with current SPASH facilities. As suggested in the early 2010s studies, an auxiliary gym would be advisable. Otherwise, some 9th grade teams would likely have to remain at the current Junior High buildings for practice/competitions. If moving 9th graders to SPASH is advised, the District should work with its athletic directors on a season-by-season analysis before finalizing facility improvement needs.	6/15/26	Task Force Meeting
45.	What more precisely would need to happen at the elementary school buildings to bring 4K students into more or all of them?	Starting in the 2026-27 school year, Bannach, Jefferson, Kennedy, McDill, McKinley, and Plover-Whiting (i.e., 6 of the 9 elementary schools) will have 4K students–with full-day 4K offered at all but Jefferson. Madison, Roosevelt, and Washington would require us to re-evaluate the current use of classroom and special education spaces to accommodate full- or half-day 4K programming. The buildings would also need to be reviewed for suitable (e.g., small scale) bathroom space.	6/15/26	Task Force Meeting

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46.	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?	No. While examples discussed by the Task Force have focused on Early Childhood and 4K programming, this consideration is not limited to those areas. The expansion of full-day 4K for the 2026-27 school year highlighted the connection between educational programming and available facility space. While family interest supported expansion, the availability of classroom space at individual elementary schools influenced where expansion was possible. To date, the District has not explored other new programming ideas that have significant space implications, or eliminating or consolidating existing programs to create space. Program expansion can also occur without requiring additional facility space. For example, the District has continued to expand Youth Apprenticeship (YA), Dual Enrollment (DE), and Advanced Placement (AP) opportunities at the secondary level to increase college and career readiness options for students.	6/15/26	Task Force Meeting

47.	Is there a formula or some sort of standard criteria by which the District (or state or building experts) evaluates whether a building is worth the capital needed to improve or maintain it? In other words, at what point is it no longer efficient and/or fiscally responsible to put money into a building with major structural needs?	To our knowledge, the District has not used a formal formula to determine whether a building is worth the capital investment required to maintain, improve, or replace it. The last building for which the District decided to discontinue maintenance was the Emerson building. We are not aware of the specific criteria that were used to make that decision. Since then, the District has continued to use all of its buildings, with ongoing maintenance and capital improvements as needed. There are established life-cycle cost analysis methods that can help determine whether it is more cost-effective to improve, replace, or retire a building. These analyses typically consider the following factors: ● **Initial Costs** – Purchase, acquisition, construction, or renovation costs associated with the project. ● **Energy and Water Costs** – Ongoing operating expenses for utilities based on projected consumption, current rates, and expected future costs. ● **Replacement Costs** – Future capital costs for replacing building systems, including expected service life. ● **Residual Value** – Estimated resale or salvage value, or the cost of demolition and disposal. ● **Financing Costs** – Interest and other borrowing expenses associated with the investment. ● **Non-Monetary Benefits or Costs** – Factors that are difficult to quantify financially, such as noise levels or improved functionality.	6/15/26	Task Force Meeting

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		• **Other Costs** – Expenses such as contract administration, temporary relocation, or operational downtime. These same life-cycle cost principles can also be applied when evaluating whether to repair or replace major building systems or capital equipment, such as an HVAC system.		
48.	Can we tour SPASH and maybe the two Junior High Schools to have a better sense of current conditions and potential capital needs?	Given the limited time available during scheduled Task Force meetings to review and discuss agenda content, it would not be feasible to organize a group tour of SPASH and the two junior high schools as part of the meeting schedule. However, any Task Force member who is interested in visiting one or more of these schools is welcome to contact the building principal directly to arrange a convenient time for a tour.	7/15/26	Task Force Meeting
49.	What capital improvements would minimally be required versus desired/ideal if 9th graders were moved to SPASH?	A more comprehensive analysis would be needed to understand how space throughout SPASH could be used most effectively and whether existing areas could be reconfigured or scheduled differently to accommodate ninth-grade students. If the Task Force elects to pursue this option, the district would partner with an outside facilities planning vendor or firm to evaluate projected enrollment, building utilization, program needs, and available space. That analysis would help determine when ninth grade could be moved to SPASH with minimal or no capital improvements and identify any improvements that would be necessary to support the transition.	7/15/26	Task Force Meeting

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50.	Is repurposing a current building as a 4K site or Early Learning Center an option for the SPAPSD?	Yes. If the Task Force ultimately recommends an option that results in the closure of one or more district buildings, repurposing an existing facility as a dedicated 4K site or Early Learning Center would be one option available for the Task Force to consider. Any decision regarding the future use of a building would be evaluated in the context of the Board's final direction, district needs, enrollment projections, convenience to students and parents, educational programming, and long-term financial sustainability.	7/15/26	Task Force Meeting
51.	Is the Task Force expected to recommend an option that saves the District money?	Cost savings is an important consideration, but not the primary driver of this work. The Task Force is focused on identifying options that will help the District respond responsibly to projected declining enrollment and ensure our schools and facilities are aligned with future enrollment needs. We anticipate that the final recommendations will result in some cost savings and greater operational efficiency, but those savings are an expected outcome of the process rather than its primary purpose.	8/5/26	Task Force Meeting

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52.	Which schools are Title 1 and what additional funding do we get or want to maintain with that designation?	Our current Title I elementary schools are McKinley, Roosevelt, Madison, and Jefferson. Title I provides federal funding to support schools with higher concentrations of students from economically disadvantaged households. As the Task Force considers potential school closures or repurposing, we will need to be mindful of where students from an affected school would be reassigned. If a Title I school were closed or repurposed, we would anticipate that students would either transition to schools already receiving Title I funding or that the change in student enrollment and demographics could move a receiving school above the threshold to qualify for Title I funding. For that reason, we would not anticipate a significant loss of Title I funding as a result of a potential closure or repurposing. However, the distribution of those funds among schools could change based on the final recommendation and resulting student enrollment patterns.	8/5/26	Task Force Meeting

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53.	Will a referendum be needed if the District decides to consolidate grade schools?	Not necessarily. Consolidating elementary schools would not, by itself, require a referendum. Whether a referendum would be needed depends on the scope of the final recommendation and any associated facility improvements, renovations or construction. The District would first evaluate what could be accomplished within existing resources and available funding. If the final recommendation includes facility needs that cannot be supported within the District's existing financial capacity, the Board of Education could consider asking the community to support a capital referendum. Any decision to pursue a referendum would ultimately be made by the Board and would occur only after the Task Force completes its work and a final direction is identified.	8/5/26	Task Force Meeting

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#	TASK FORCE MEMBER QUESTION	DISTRICT ADMINISTRATION/CONSULTANT RESPONSE	DATE ASKED	WHAT FORUM ?
54.	Why are we not talking about redrawing the elementary attendance area map?	Elementary attendance areas changes are still a potential part of the Task Force's work. To date, the Task Force has explored potential for grade group changes and consolidation, which affect how attendance areas might change. At its September meeting, the Task Force will begin considering possible long range paths. Rather than looking at individual decisions in isolation, these paths will demonstrate how different strategies could work together over time. A path could include changes to elementary attendance areas, building use, early childhood programming, grade configuration, or future needs at SPASH. The Task Force will also consider how potential changes could be phased, including what may make sense in the near term, what could occur several years from now and what the District should ultimately be working toward. Redrawing attendance areas is a likely component of those long-range paths.	8/5/26	Task Force Meeting

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55.	Please share more about the experiences of other Wisconsin school districts that run early learning centers.	Several Wisconsin school districts use an early learning center model, although the structure varies based on the needs of each community. For example, the Sheboygan Area School District operates an Early Learning Center that serves the majority of its 4K students, while the Middleton-Cross Plains Area School District uses an Early Learning Center for 4K, early childhood special education, and other early learning services. West De Pere also operates a dedicated 4K Learning Center. One potential benefit of this model is the opportunity to bring early childhood programming, staff and specialized services together in a setting designed specifically around the needs of young learners. Depending on the model, districts may also continue to offer programming at elementary schools or through community partnerships, rather than placing all early learners in one location. The Task Force is not being asked to assume that an early learning center is the right model for Stevens Point. Rather, it is one of several possibilities worth exploring as we consider declining enrollment, future building use, programming, transportation, family needs, and how best to serve our youngest learners. As we evaluate this option further, the experiences of other Wisconsin districts can help us better understand both the opportunities and the challenges associated with this model.	8/5/26	Task Force Meeting

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<tr><th>#</th><th>TASK FORCE MEMBER QUESTION</th><th>DISTRICT ADMINISTRATION/CONSULTANT RESPONSE</th><th>DATE ASKED</th><th>WHAT FORUM?</th></tr>
<tr><td>56.</td><td>How would enrollment and projections change if all elementary school students were required to attend the school that their geographic attendance area suggested they would attend (no intra-district transfers)?</td><td>
<table>
<tr><th rowspan="2">School</th><th colspan="2">Existing Projections, Includes Intra-District Transfers at Elementaries</th><th colspan="2">Projections Assuming No Intra-District Transfers at Elementaries</th></tr>
<tr><th>2027</th><th>2035</th><th>2027</th><th>2035</th></tr>
<tr><td>Bannach</td><td>382</td><td>385</td><td>353</td><td>356</td></tr>
<tr><td>Jefferson</td><td>275</td><td>253</td><td>246</td><td>224</td></tr>
<tr><td>Kennedy</td><td>193</td><td>184</td><td>183</td><td>174</td></tr>
<tr><td>Madison</td><td>334</td><td>276</td><td>384</td><td>326</td></tr>
<tr><td>McDill</td><td>389</td><td>367</td><td>373</td><td>351</td></tr>
<tr><td>McKinley</td><td>316</td><td>280</td><td>356</td><td>320</td></tr>
<tr><td>Plover-Whiting</td><td>473</td><td>553</td><td>473</td><td>553</td></tr>
<tr><td>Roosevelt</td><td>487</td><td>452</td><td>460</td><td>425</td></tr>
<tr><td>Washington</td><td>437</td><td>428</td><td>458</td><td>449</td></tr>
</table>
Notes: In its “existing projections” (i.e., those in its projections report), MDRoffers assumed a similar pattern of students transferring in and out of each school as in Spring 2025. As of Spring 2025, there were equal numbers of intra-district transfers to and from Plover-Whiting, which is why the two sets of projections for that school are the same.
</td><td>8/5/26</td><td>Task Force Meeting</td></tr>
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57.	Can we get community feedback during this process?	Yes. Community feedback is planned as part of the process. Right now, the Task Force is still in the study and development phase; reviewing information, asking questions and helping shape potential paths forward. As those paths become more clearly defined, there will be opportunities for the broader community to provide feedback before the Task Force completes its work and recommendations move forward to the School Board. The intent is to gather community input at a point when there are clear enough options for people to respond meaningfully, while still leaving time for that feedback to inform the Task Force's work.	8/5/26	Task Force Meeting

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58.	Can we get information on the alternative paths before each meeting, rather than during each meeting?	We appreciate the interest in having as much information in advance of each meeting as is practical, and are striving to accomplish this. This being said, we do not intend to provide information on new potential facilities plan paths before each meeting. Doing so would provide greater potential for misunderstanding components of paths than presenting and allowing Q&A at meetings. Sharing this type of information first at Task Force meetings also places all members on the same playing field, assuring that members with more advance time to review than others are not advantaged and member reactions to paths are their own. There are other, more practical reasons for not sharing this type of information in advance, including the inability to include late-breaking information and our interest in presenting all paths equally (Path 1 was not shared in advance). All this said, we will attempt to provide enough time for presentation, Q&A, and processing of paths at each meeting–recognizing this approach may be tedious for some members. Further, there will be another meeting to discuss and compare paths to each other towards the end of our process.	9/16/26	Task Force Meeting

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59.	What are 2026-27 student enrollment counts?	The district's Third Friday student seat count for the 2026-27 school year is 6,590, a decrease of 181, or -2.67%, from last year's seat count. The district's resident membership count was 6,878, a decrease of 160, or -2.27%, from the prior year. This count subtracts out non-resident students (students who are open enrolled into the district) and adds in resident students in other districts (students who are open enrolled out of the district). The district's FTE membership is 6,737, a decrease of 123 FTE, or -1.79%, from last year. This is the count used in the revenue limit calculation. It takes the membership count and converts 3 year old special education students and 4K students to full time equivalency. The summer school count is also used in the revenue limit calculation. We had 192 FTE in the summer program, an increase of 14 over last year. Summer school FTE is counted at 40% (77 students) for revenue limit calculations.	9/16/26	Task Force Meeting

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60.	Could we get a better sense of how much in building and staffing costs it would take to introduce 4K to all remaining elementary school buildings that currently do not have 4K?	We currently offer full-day 4K programming in five of our nine elementary schools: Kennedy, Bannach, McDill, Plover-Whiting, and McKinley. When estimating the cost to add a full-day 4K classroom, we have used approximately $135,000 in annual staffing costs for one full-time teacher and one full-time Educational Assistant. We have also estimated up to $10,000 in one-time cost per classroom for tables, furniture, and other equipment needed to support 4K students. Based on these estimates, adding full-day 4K programming at the four remaining elementary schools (Washington, Madison, Roosevelt, and Jefferson) would result in approximately $540,000 in recurring annual staffing costs and up to $40,000 in one-time classroom setup costs. However, these additional costs would be partially offset by reduced payments to community-based 4K providers. Currently, the District pays approximately $2,970 per student annually to community-based providers. Assuming 18 students enroll in each of the four new classrooms (72 students total), the district would reduce these payments by approximately $213,840 annually. When accounting for these savings, the estimated net additional recurring cost would decrease from $540,000 to approximately $326,160 annually, plus up to $40,000 in one-time classroom setup costs.	9/16/26	Task Force Meeting
61.	Understanding that Wausau did not add more bus routes after closing three elementary schools, did student time on busses increase?	Wausau District staff and its bussing provider do not believe its elementary building consolidations have had any measurable increase in time students spend on the bus, except potentially for 4K students. The Wausau District went from four 4K sites to two. The elementary consolidations were into schools that were fairly close to the ones that were closing so their busing is pretty similar to before the consolidation.	10/21/26	Task Force Meeting

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62.	How much would it cost to rebrand a "junior high school" as a "middle school" (e.g., signage, letterhead)?	The one-time cost of fully rebranding P.J. Jacobs and Ben Franklin to "middle schools", if they shifted in such a manner to warrant such rebranding, would be fairly insignificant in the scope of the District's overall budget. This would be especially true if considered in combination with an elementary building closure. This said, there is nothing that would require the District to rename the two junior highs as middle schools if their grades changed from 7-9 to 6-8.	10/21/26	Task Force Meeting
63.	Could the District consider an option in which 4K is in all the buildings but some are still half days?	The family survey conducted during the winter of 2025 indicated strong interest in full-day 4K programming offered within our elementary schools. While offering half-day 4K programming in school buildings has not been a focus of recent discussions, it remains an option the District could explore in the future. As we continue to monitor enrollment trends and family preferences, we may revisit this possibility if enrollment in full-day sections does not meet projections or if families express increased interest in school-based half-day programming.	10/21/26	Task Force Meeting
64.	How would the District decide which elementary schools to close?	If the Task Force recommended, and the School Board approved, a facility path that suggests the closure or repurposing of 1 or 2 elementary buildings, we would envision a second public process to decide which schools. This may involve a new Task Force and a new set of evaluation criteria, though many criteria might carry over from the current process. Such a process would likely consider different attendance area options corresponding with the different closure/repurpose options. Near the end or following that process, new attendance areas for the remaining elementary schools would be set.	10/21/26	Task Force Meeting

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65.	Can we get feedback from 9th graders and current SPASH students on their perceptions of their current spaces and experiences, and on a potential 9-12 grade group shift?	Yes. Our District plans to survey two student groups separately to better understand their current experiences and perspectives on a potential grades 9–12 configuration. For current 9th graders, feedback will focus on their experiences at Ben Franklin and P.J. Jacobs, including school culture, belonging, and opportunities, as well as potential benefits and concerns about attending SPASH in ninth grade. Current SPASH students will be asked to provide feedback that focuses on their experiences in the current grades 10–12 environment and perspectives on how adding 9th graders could affect school culture, opportunities, and student experiences. Survey development and deployment is anticipated in November 2026.	10/21/26	Task Force Meeting