

Blue Ribbon Committee Meeting

April 22, 2019 Board Presentation

Grosse Pointe Public School System

Strategic Plan

Promote Innovation → Maximize Potential → Embrace Community

Blue Ribbon Committee Overview

The Blue Ribbon Committee (BRC) was not empowered or intended to be a decision making body. Instead the committee, following the charge provided by the Board of Education (BOE) was to serve as a filter or focus group for ideas that would be analyzed and discussed by a broad group of parents, staff and community members.

GPPSS Blue Ribbon Reconfiguration Committee - Charge

The GPPSS Blue Ribbon Reconfiguration Committee is charged with the following:

*Propose a reconfiguration plan for facility usage and grade configuration to be implemented in GPPSS starting no earlier than the **2020-21 school year**. This plan should consider all relevant factors identified by the committee including meeting the target of substantial structural financial savings. However, the best interest of students and **focusing on expanding opportunities for all students while maintaining excellence** shall be at the center of the committee's work. The plan should be specific including identifying facilities and options.*

BRC Membership

Lisa Abbey	Administration, former parent	Judy Gafa	BOE, former parent	Amanda Pata	Teacher, parent
Kathy Abke	BOE, parent	Dan Hartley	Administration, parent	Andrew Praedel	Union
Hussain Ali	Administration	Stefanie Hayes	Administration	Adam Price	Teacher
Donna Alford	NAACP, parent	Glen Hipple	Teacher	Lauri Read	Park City Council, parent
George Bailey	Bond Oversight, parent	Mike Hix	Parent	Mike Rennell	Teacher, former parent
Jeff Balfour	Parent	Keith Howell	Administration	Sue Speirs	Teacher
Jim Bellanca	Community	Mary Howlett	Parent	Michelle Stackpoole	Teacher, parent
Roy Bishop	Administration, parent	Matthew Jewell	Bond Oversight, parent	Chris Stanley	Administration, parent
Maureen Bur	Administration	Kevin Ketels	Parent , former city council	Adam Stemmler	Teacher, parent
Ben Burns	Parent	Lisa Khoury	Teacher, former parent	Brian Summerfield	BOE, parent
Shannon Byrne	Parent	Karl Kratz	Community	Susan Sutorka	Parent
Bridget Christian	Parent	Alger LaHood	Community	Rich Van Gorder	Administration
Jon Dean	Administration, parent	Ryan Lally	Parent, realtor	Catherine Vernier	Administration
Sara Delgado	Administration, parent	Michele Lindsay	Parent	Yvette Vektor	Teacher
Lisa Dougherty	Special Education, parent	Barry Loucks	Parent	David Walenga	Bond Oversight
Cynthia Douglas	NAACP President	Julie Moe	Parent	Beth Walsh-Sahutske	Counselor, parent
Dale Ehresman	Community	Wilson Moin	Bond Oversight, parent	Angela Whately	Teacher
Jeff Evans	Parent	Jacquelynn Muller	Union, former parent	<i>Paul Wills</i>	<i>Plante Moran CRESA*</i>
Rebecca Fannon	Parent, support	Margaret O'Connell	Union, parent	<i>Mike Wilmot</i>	<i>Facilitator*</i>
Erica Foondle	Parent	Cindy Parravano	Administration	<i>Gary Niehaus</i>	<i>Administration*</i>
Mike Fuller	Community				<i>*Non voting</i>

Presentation Overview

The purpose of this presentation is to:

- Summarize for the BOE and the GPPSS community the material that was presented to the BRC during the preceding three months
- Provide the community a 'single source' for an overview of the discussions that occurred at BRC meetings
- Provide the BOE and the GPPSS community a summary of the committee's thoughts as it relates to reconfiguration options
- Provide the BOE and the community a summary of the various survey data that was gathered as part of the BRC process

BOE Declining Enrollment Resolution

During the June 8, 2018, the Board of Education Meeting approved the Declining Enrollment Resolution by a 7-0 vote:

- Established various ‘triggers’ that would require administration to provide the BOE a plan within 30 days how to address declining enrollment
- Triggers included in the resolution centered on the following factors:
 - Changes to overall student enrollment
 - Changes to student enrollment by level (ES, MS, HS)
 - Change in student enrollment relative to enrollment projections
 - Student enrollment relative to district and building capacity
 - Changes to funding from state
 - Changes to retirement rate

After the completion of the Fall 2018 count, administration determined that a trigger had been met as a result of the fall count

BOE Declining Enrollment Summary

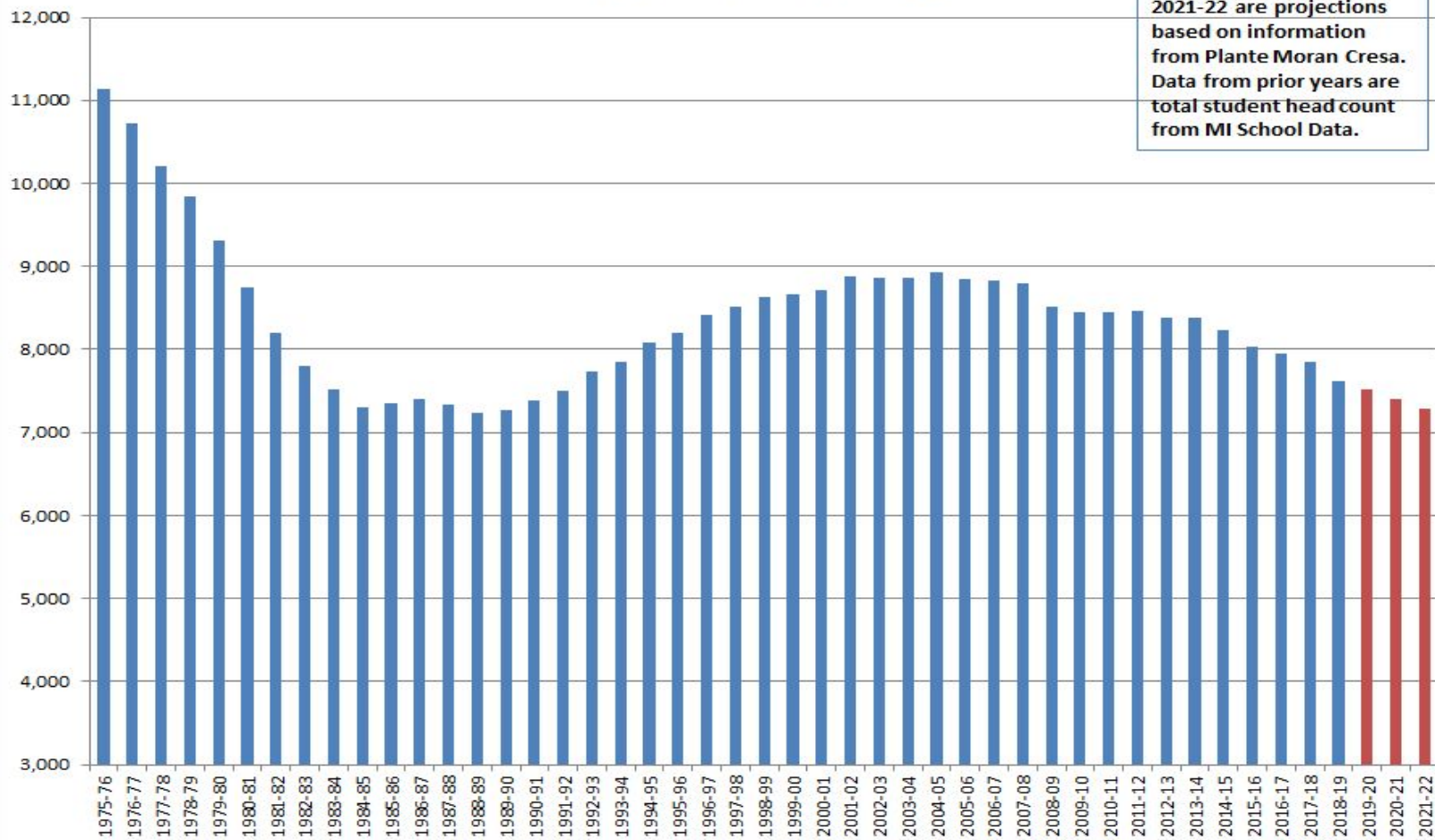
Enrollment summaries have been provided to the Board of Education on a regular basis for the past five years. Most recently, enrollment summaries were provided and are available on the District website from:

- September 2017 - Initial Blue Ribbon Committee work
- November 26, 2018 - Board Meeting Presentation
- Various Blue Ribbon Committee Meetings from February and March 2019
- Recently updated Plante Moran Cresa projections
- Middle Cities projections

The above, as well as various community member enrollment analyses, were reviewed by the Blue Ribbon Committee.

GPPSS Enrollment History

Note: Data for 2019-20 - 2021-22 are projections based on information from Plante Moran Cresa. Data from prior years are total student head count from MI School Data.



Initial Presentation to the BOE

In response to the declining enrollment trigger being met, administration provided the Board of Education a presentation at their January 14th meeting that:

- Summarized the historical enrollment changes in GPPSS
- Provided parameters for a conversation regarding reconfiguration
- Developed a charge to the BRC
- Established a timeline for BRC work as well as BOE potential decisions

The BRC Journey

January 31st:

- Reviewed District enrollment data and trends
- Reviewed and discussed the original seven options provided to the BOE by administration on January 14th
- Reviewed charge by BOE to BRC

February 14th:

- Reviewed school funding in Michigan
- Discussed a detailed review of GPPSS financial history
- Added an eighth option based on new data
- Conducted a BRC poll that identified:
 - GPPSS has declining enrollment
 - BRC felt that considering closing ES and MS schools was appropriate
 - Closing a HS was not appropriate

February 14th Polling Data

	Yes	No	Maybe
Does GPPSS have declining enrollment	98%	0%	2%
Close Admin (389) and move into school	91%	0%	9%
Support Closing Elementary School	78%	9%	13%
Support Closing Your Elementary	44%	24%	15%*
Support Closing Middle School	78%	9%	13%
Support Closing Your Middle School	44%	17%	22%*
Support Closing High School	15%	74%	11%
Support Closing Your High School	11%	67%	2%*
GPPSS has financial challenges to address through reconfiguration	78%	0%	22%
Support maintaining EL class sizes	91%	0%	9%

BRC Considerations

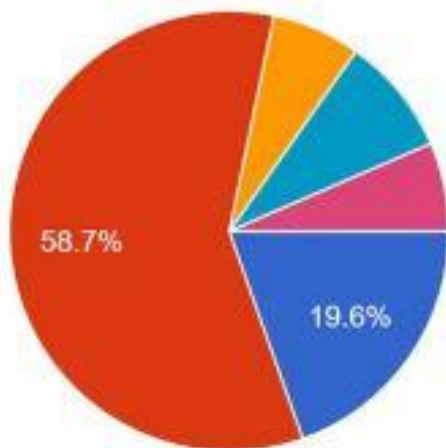
At the February 14th BRC meeting our committee conducted an activity to identify which of the following would be primary considerations as the BRC continued our work:

- Preserving neighborhood (walking) schools
- Maximizing new learning opportunities for all students
- Maximizing new learning opportunities for students that may elect a unique program
- Reducing the amount of change experienced by staff
- Maintaining our sense of tradition and history
- Identifying solutions that most reduce the operational costs of the District
- Maintaining current extracurricular programs for students

February 14th Question 12 Data

As the Blue Ribbon Committee continues to work, please select three of the following considerations to be at the center of our work:

46 responses



- Preserving neighborhood (walking) schools
- Maximizing new learning opportunities for all students
- Maximizing new learning opportunities for students that may elect a unique...
- Reducing the amount of change ex...
- Maintaining our sense of tradition a...
- Identifying solutions that most reduc...
- Maintaining current extracurricular p...

The BRC Journey (Continued)

March 7th:

- Heard from President Summerfield regarding the 'why' of our work
 - 389 will be sold
 - BOE removed options that created a K-6 & 7-12 configuration as well as the option that did not close any current schools
- Reviewed school capacity data
- Received information from teachers on the Gravity School concept
- Conducted a BRC poll that identified:
 - An interest in continuing to explore K-5, 6-8 and K-4, 5-8 configurations
 - A lack of interest in a K-6, 7-8 configuration
 - An interest in expanding early childhood opportunities
 - An interest in exploring the Gravity School concept

March 7th Polling Data

	Support Further Consideration	Do Not Support Further Consideration
Closing Admin Building (389)	100%	0%
Maintaining Separate ECC	89%	11%
Maintain K-5, 6-8, 9-12	57%	43%
Utilize K-6, 7-8, 9-12	26%	75%
Utilize K-4, 5-8, 9-12	87%	13%
Utilize 1 Gravity School	85%	15%
Utilize 2 Gravity Schools	38%	62%
Middle School to Service Center	72%	28%

The BRC Journey (Continued)

March 14th:

- Prioritized reconfiguration scenarios using four lenses:
 - Increasing educational opportunity
 - Impact on community
 - Financial savings
 - Building capacity

Four Lenses Used by BRC

Increase Educational Opportunities

- Create new opportunity for students
- Maintain our current class sizes
- Expand and maintain rigorous, engaging opportunities for all students

Building Capacity

(BOE has target of 80 % capacity for each building)

- What is configuration scenario capacity percentage at the elementary level
- What is configuration scenario capacity percentage at the secondary level

Impact on Community

- Impact on current and future students
 - Walkability
- Impact on current communities
 - Neighborhood schools
 - Impact of obsolete buildings
- Provide a community school concept for students
 - Attending school with neighborhood friends

Financial Savings

- Provide operational savings
 - Closing buildings, pools
 - Create cost avoidance
- Repairs, allocation of bond money
 - Cost avoidance
- Generates one-time savings
 - Sale of buildings
- Creates the possibility for future revenue
 - Expand preschool, facility rentals, potential for new homes (students)/businesses (tax base)

Four Lenses Polling Data

Most Important	Increasing Educational Opportunities 68%	Financial Savings 16%	Impact on Community 14%	Building Capacity 2%
2nd Most Important	Financial Savings 36%	Impact on Community 36%	Increasing Educational Opportunities 25%	Building Capacity 4%

The BRC Journey (Continued)

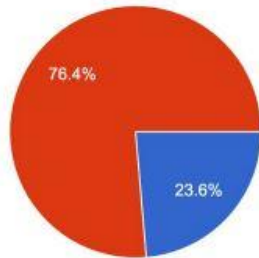
March 14th:

- Conducted a BRC poll that:
 - Removed Gravity Schools from future considerations
 - Expressed an interest in expanding early childhood opportunities
 - Expressed an interest in maintaining three middle schools
 - Expressed an interest in implementing a K-4, 5-8 configuration
 - This configuration would maintain 3 middle schools
 - Expressed a lack of interest in maintaining the current K-5, 6-8 configuration
 - Maintaining K-5, 6-8 would result in the closure of a middle school

March 14 Polling Data

Is the continued use of a K-5 & 6-8 configuration a component the BRC wishes to include in our final recommendation(s)?

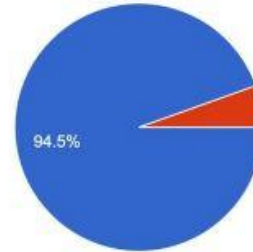
55 responses



- I support inclusion of this component
- I do not support inclusion of this component

Is the expansion of Early Childhood Center opportunities a component the BRC wishes to include in our final recommendation(s)?

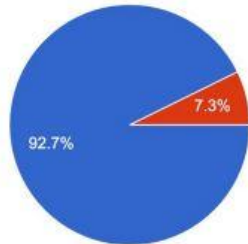
55 responses



- I support inclusion of this component
- I do not support inclusion of this component

Should the K-4 & 5-8 configuration be a component the BRC wishes to include in our final recommendation(s)?

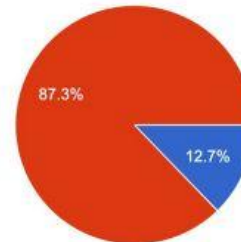
55 responses



- I support inclusion of this component
- I do not support inclusion of this component

Should One Gravity School be a component the BRC wishes to include in our final recommendation(s)?

55 responses



- I support inclusion of this component
- I do not support inclusion of this component

The BRC Journey (continued)

April 11th

- Reviewed the updated Plante Moran Cresa enrollment projections
- Reviewed the newly provided Middle Cities enrollment projections

Enrollment Update

PMC	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24	5 YEARS
COUNT							
k-5	2,794	2,757	2,756	2,761	2,763	2,742	
6-8	1,665	1,653	1,593	1,561	1,527	1,552	
9-12	2,753	2,651	2,551	2,481	2,444	2,395	
k-12	7,212	7,061	6,900	6,803	6,734	6,689	

CHANGE

k-5		(37)	(1)	5	2	(21)	
6-8		(12)	(60)	(32)	(34)	25	
9-12		(102)	(100)	(70)	(37)	(49)	
k-12		(151)	(161)	(97)	(69)	(45)	(523)

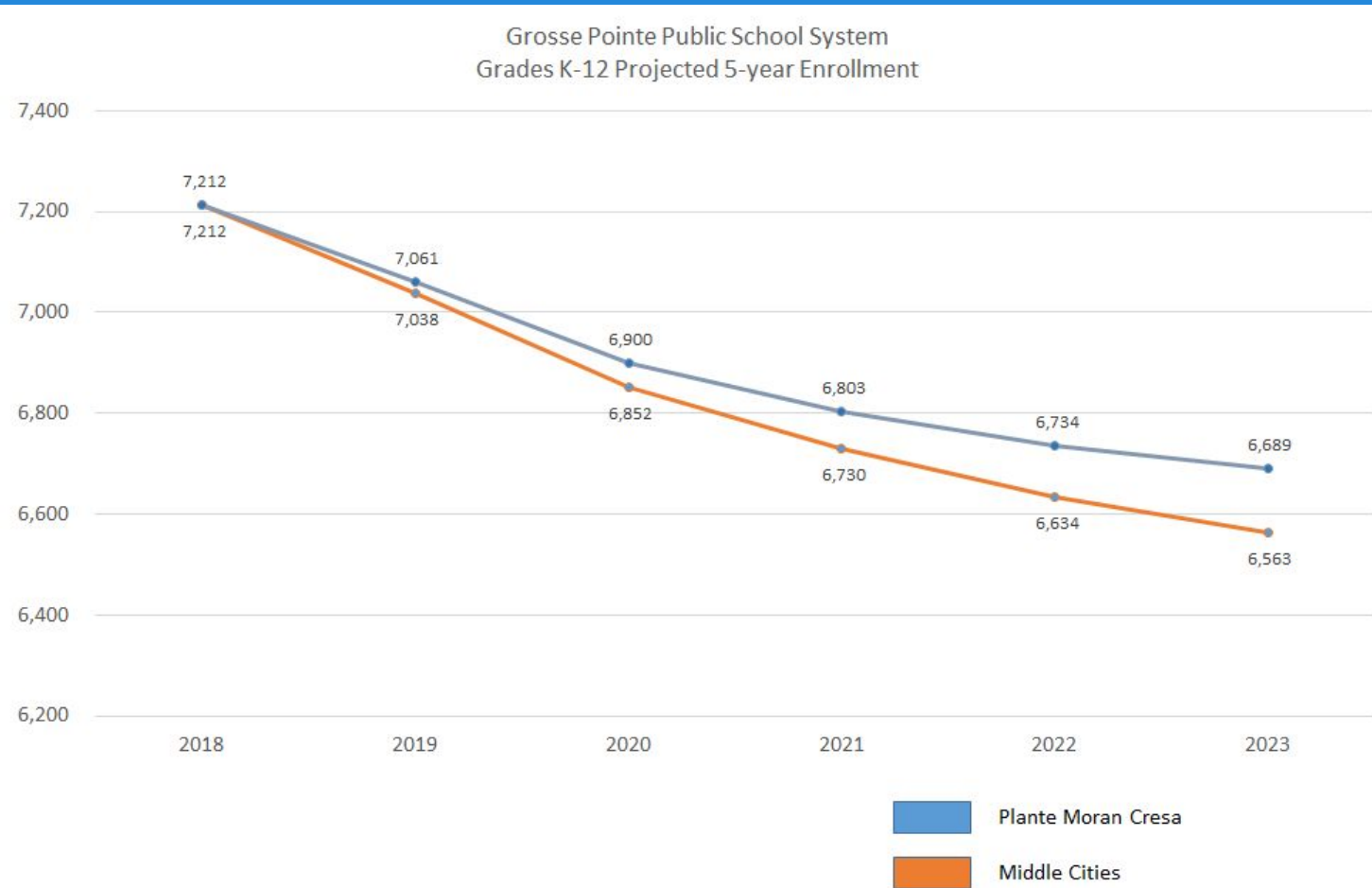
MIDDLE CITIES - METHOD 1	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24	5 YEARS
--------------------------	---------	---------	---------	---------	---------	---------	---------

COUNT (PAGE #4)							
k-5	2,794	2,755	2,751	2,754	2,747	2,714	
6-8	1,665	1,643	1,573	1,534	1,499	1,521	
9-12	2,753	2,640	2,528	2,442	2,388	2,328	
k-12	7,212	7,038	6,852	6,730	6,634	6,563	

CHANGE

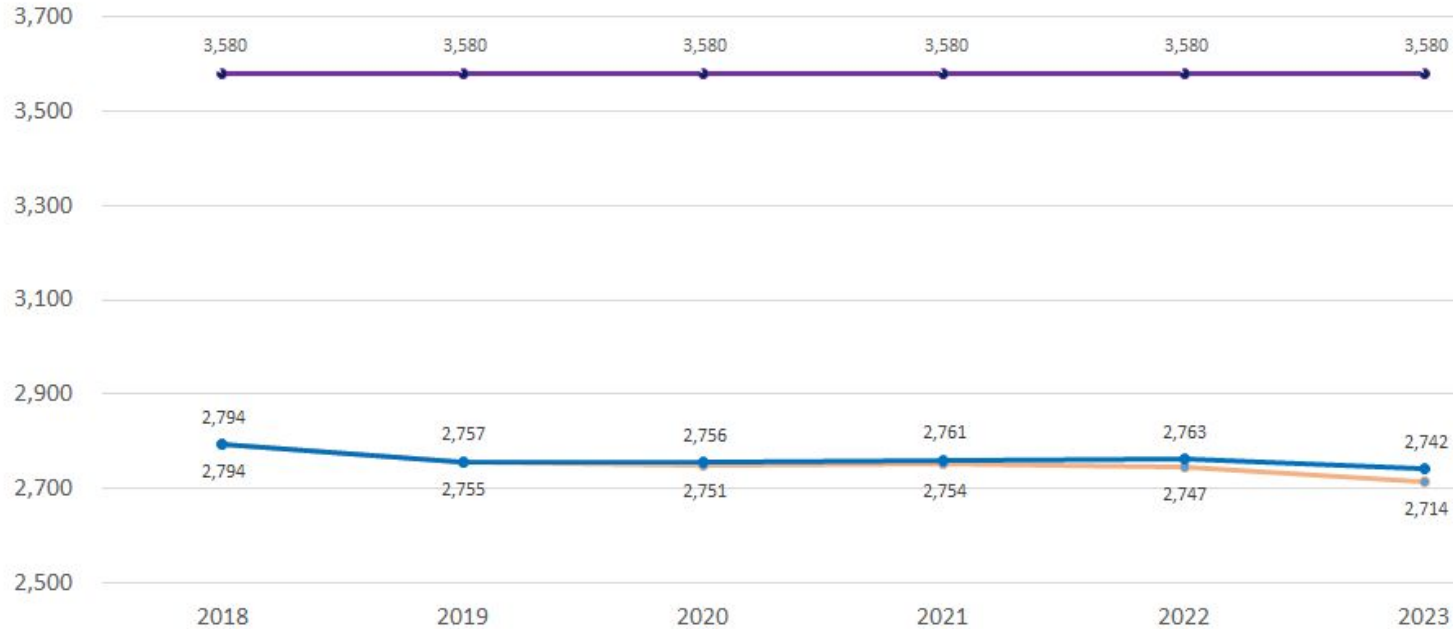
k-5		(39)	(4)	3	(7)	(33)	
6-8		(22)	(70)	(39)	(35)	22	
9-12		(113)	(112)	(86)	(54)	(60)	
k-12		(174)	(186)	(122)	(96)	(71)	(649)

Enrollment Update K-12



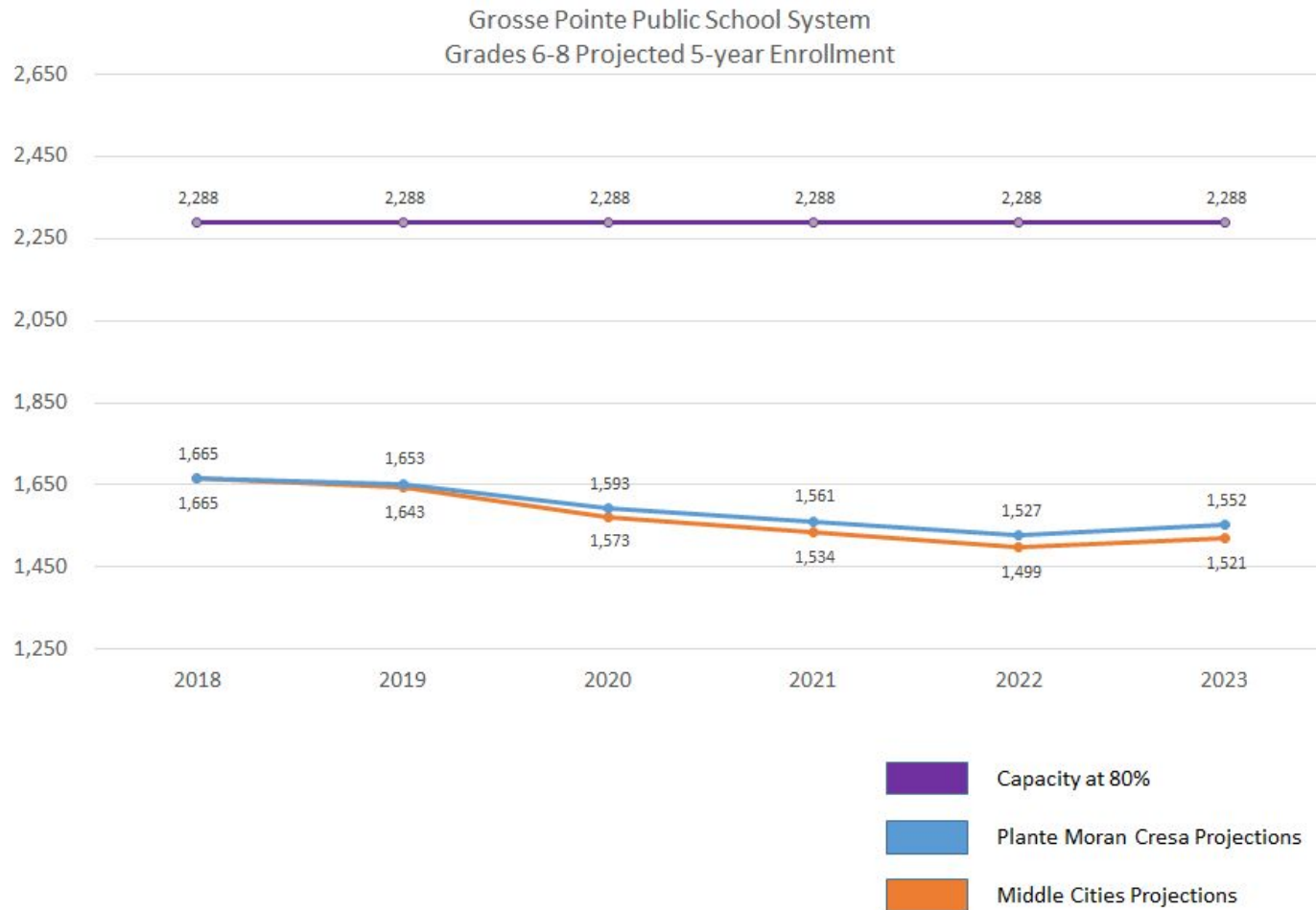
Enrollment Update K-5

Grosse Pointe Public School System
Grade K-5 5-year Enrollment



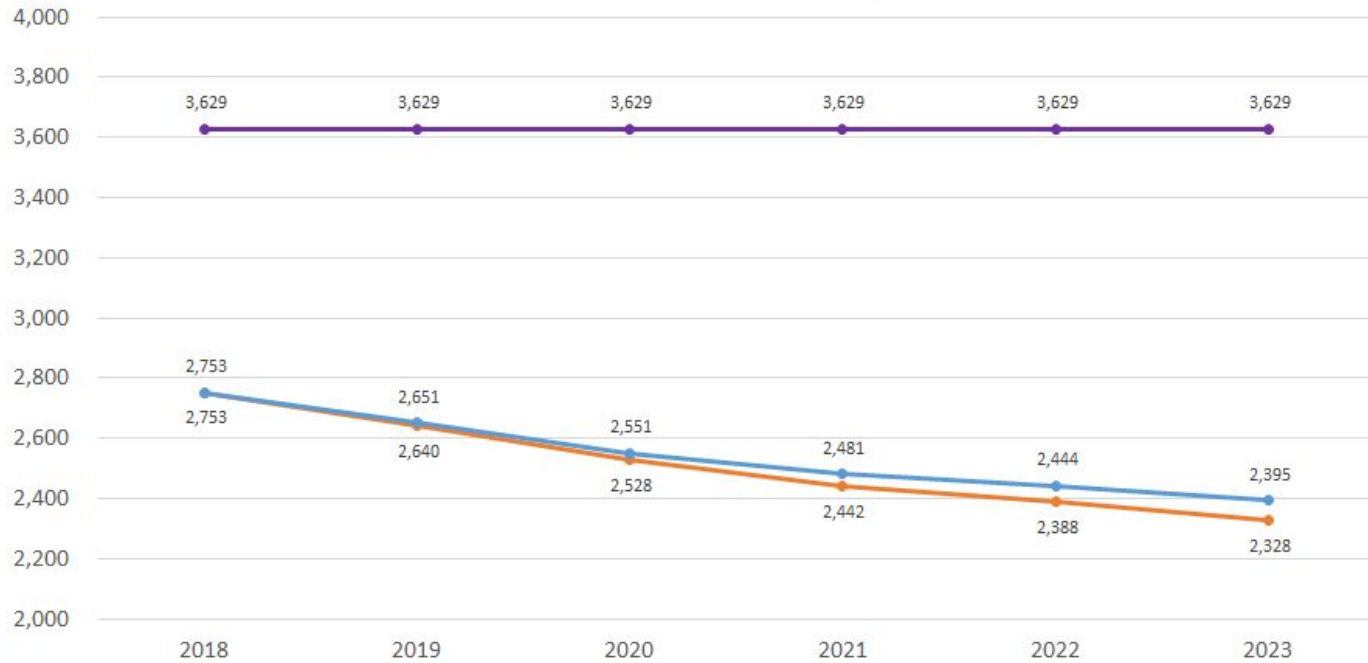
- Capacity at 80%
- Plante Moran Cresa Projections
- Middle Cities Projections

Enrollment Update 6-8



Enrollment Update 9-12

Grosse Pointe Public School System
Grades 9-12 Projected 5-year Enrollment



- Capacity at 80%
- Plante Moran Cresa Projections
- Middle Cities Projections

Eight Configuration Options

Based on the history presented on the preceding slides, the following is a brief status update on options one through eight.

Option	Configuration	Current Viability Status	Notes
#1 General Reduction	ECC, K-5, 6-8 & 9-12	Inactive	Clear majority of BRC did not support
#2 Reconfigure and Reduce	ECC, K-6, 7-8 & 9-12	Inactive	Clear majority of BRC did not support
#3 Reconfigure with Service Center	K-6, 7-8, 9-12 and an ECC/Admin service center	Inactive	Clear majority of BRC did not support
#4 Eliminate MS	ECC, K-6 & 7-12	Inactive	Removed by BOE
#5 Reduce Footprint Create 1 Gravity	ECC, K-5, 6-8, 1 3-8 Gravity School and 9-12	Inactive	Clear majority of BRC did not support GS
#6 Reduce Footprint Create 2 Gravity	ECC, K-4, 5-8, 2 3-8 Gravity Schools & 9-12	Inactive	Clear majority of BRC did not support GS
#7 Maintain As Is	ECC, K-5, 6-8 & 9-12	Inactive	Removed by BOE
#8 Reduce, Reconfigure and Create 1 Gravity	ECC, K-4, 5-8, 1 3-8 Gravity School & 9-12	Inactive	Clear majority of BRC did not support GS

The BRC Journey (continued)

April 11th:

Based on previous BRC work, the BRC focused on plans that contained:

- Maintaining three middle schools
- Using a K-4 & 5-8 grade configuration
- Expansion opportunities for our ECC program
- Closure of elementary schools

Plans involving the above will be viewed through the four lenses:

- Increasing Educational Opportunities
- Impact on Community
- Building Capacity
- Financial Savings

Middle School Reconfiguration Results

Given that in a K-4 & 5-8 configuration GPPSS would maintain 3 middle schools the following would be the projected 2020-21 enrollment and capacity for each of the three middle schools. In addition, the BRO and PAR pools would be maintained. The PIE pool would be closed.

School	Grades	2020-21 Estimated Enrollment	% of Capacity	New Attendance Area Would Include Students Currently Attending:
Brownell	5 - 8	615	66%	100% BRO
Parcells	5 - 8	829	91%	100% PAR
Pierce	5 - 8	630	62%	100% PIE

Basic Considerations of Reconfiguration

As administration reviewed the mechanics of possible reconfiguration scenarios, the following were considerations:

- Ensuring ES student capacity exists geographically across the District
- Maintaining buildings with more sq. footage typically addresses future capacity needs
- ECC must be housed on the first floor of any building, unless specific fire and safety conditions are met to allow for 2nd floor fee based programming (special education early childhood education must remain on the first floor)
- Many variables (some easily identified & some not) exist when considering which buildings to possibly close
- Reconfiguration will cause a ripple effect on attendance areas
- For the sake of this presentation, elementary schools are divided into North and South end as follows:
 - North - Ferry, Mason, Monteith and Poupard
 - South - Defer, Kerby, Maire, Richard and Trombly

Three Key Questions the BRC Needs to Address

Given the decisions highlighted on the previous slides, the BRC addressed the following key questions:

1. Where should a single site, expanded ECC program be located?
2. On the North end of the District, which elementary school should be closed?
 - On the South end, the constraints fit together in a more complex manner that impacts potential closures
3. How many ES buildings will be closed?

Question #1

Question #1 - Where should a single site, expanded ECC program be located?

Constraints:

- Must offer a potential of more than 15 first floor classrooms or classrooms on the 2nd floor that meet certain conditions
- To allow for 2nd floor fee based early childhood programming safety protocols (firewalls, unique stairwells and proximity to exit locations) must be installed
- To house early childhood children on the 2nd floor, the district/community must be comfortable with 2nd floor placement of students
- No MS or HS offers this much capacity
- Ideally would be located in a geographically central location

Outcome:

An expanded ECC program housed in one location given the above could be housed at Barnes (after significant renovations) or at Kerby

Question #1 - Revised

Question #1 (revised) - Should Kerby or Barnes be the expanded, single site early childhood center?

Question #2

Question #2 - On the North end of GPPSS, which elementary school should be closed?

Constraints:

- On the North end of the District, Monteith and Ferry have the largest capacity (an excess of 600 students per building)
- Closing either Monteith or Ferry substantially impacts capacity
- Both Mason and Poupard have a smaller capacity
- All reconfiguration concepts close a North end elementary school

Outcome:

Either Poupard or Mason must be closed on the North end

- If Poupard is closed, limited transportation would be considered at the ES level for Poupard students

Question #2 (revised)

Question #2 (revised) - Should Mason or Poupard be closed on the North end?

Question #3

Question #3 - How many ES schools should be closed?

Constraints:

- Based on enrollment and capacity, only one North end ES can be closed (either Poupard or Mason given Question #2)
- Up to two ES could be closed on the South end

Question #3 (revised)

Question #3 (revised) - Should 1 or 2 South end elementary schools be closed?

Scenario Sheet Explanation

The following slides provide a template that were used for each scenario.

- Scenario (A-H) provide a snapshot of information for the BRC to review and consider.
- Analysis of scenarios through the four lenses

Scenario

New School Configuration:							Building Use:
School	Grades	2020-21 Estimated Enrollment	% of Capacity	New Attendance Area Would Include Students Currently Attending:	General Education Classroom Usage		
						Obsolete Buildings:	
						Administrative Services:	
Total ES Enrollment Summary							
Total Estimated 2020-21 Enrollment				ES Capacity			
Total ES Capacity				ES Open Seats			
Financial Savings:				Notes:			
	Annual Operationa l Savings	Bond Savings	Land Value				
				Question Review			
Total Savings							

Scenario Summary Page

There were eight specific scenarios (A-H) provided April 11. Scenarios that establish Kerby as an ECC were printed on pink paper. Scenarios that expand ECC at Barnes were printed on yellow paper. These are all available on the district website www.gpschools.org under the Blue Ribbon button.

Scenario Title	Question #1 (Kerby or Barnes?)	Question #2 (Poupard or Mason Open)	Question #3 (Close 2 or 3 elementary schools?)
Scenario A	Kerby	Poupard	2
Scenario B	Kerby	Mason	2
Scenario C	Kerby	Poupard	3
Scenario D	Kerby	Mason	3
Scenario E	Barnes	Poupard	2
Scenario F	Barnes	Mason	2
Scenario G	Barnes	Poupard	3
Scenario H	Barnes	Mason	3

Historical School Capacity Data - Elementary

	2008-09		2018-19		2020-21		2020-21	
School	Enrollment	% Capacity	Enrollment	% Capacity	Scenario D	% Capacity	Scenario G	% Capacity
Defer	427	81%	332	63%	455	87%	459	87%
Ferry	376	60%	339	54%	404	65%	455	73%
Kerby	339	80%	357	84%	NA	NA	344	81%
Maire	318	85%	304	81%	317	85%	NA	NA
Mason	261	58%	301	67%	331	74%	NA	NA
Monteith	569	91%	403	64%	488	78%	493	79%
Poupard	363	66%	291	53%	NA	NA	213	39%
Richard	387	82%	311	66%	386	81%	416	88%
Trombly	284	67%	240	56%	NA	NA	NA	NA

Historical School Capacity Data - Middle School

	2008-09		2018-19		2020-21		2020-21	
School	Enrollment	% Capacity	Enrollment	% Capacity	Scenario D	% Capacity	Scenario G	% Capacity
Brownell	652	70%	535	57%	615	68%	615	68%
Parcells	695	76%	641	70%	829	91%	829	91%
Pierce	600	59%	489	48%	630	62%	630	62%

Special Education Student Count

From the beginning of the BRC process in 2017, self-contained classrooms have not been included in the capacity measures for these reasons:

- Capacity was determined using the district's class size limits for each grade which are not proposed to change (Kindergarten 24 students; grades 1-3 27 students; 4&5 30 students)
- ASD and CI classrooms have much lower student to teacher ratios per law
- Including a classroom with 7 ASD students for example, compared to their grade level peers with 25, would skew the capacity data

Please note:

- The district has shared how many of these self-contained classrooms there are
- The district is cognizant of those needs in space and transition planning
- Parents, special education teachers, and special education administrators have served on the BRC committee and continue to advocate for ALL our students
- These are Act 18 funded, county-wide programs GPPSS administers

Special Education Reconfiguration Considerations

Historically GPPSS has partnered with Wayne RESA to provide students from GPPSS, Harper Woods and Hamtramck categorical services for students with autism (ASD) or moderate cognitive impairments (CI). These students are important to us and will be specifically accounted for in configuration scenarios as scenarios parameters are narrowed. Please note the following regarding these rooms:

- Anticipated elementary classrooms for the 2020-21 school year:
 - 9 Autism Spectrum Disorder
 - 2 Moderate Cognitive Impaired (in addition GPPSS would likely maintain an elementary mild cognitive impaired classroom)
- Unlike other classrooms in GPPSS, these classrooms do not have a home attendance area and can be placed in various schools, as they are County funded programs
- Maintaining the two CI rooms together in a building would be a priority
- Maintaining ASD classrooms across the district would be a priority

Elementary Student Impact

	A		B		C		D		Option # Affected % of Total		
	% Affected	# Affected	% Affected	# Affected	% Affected	# Affected	% Affected	# Affected	Option	# Affected	% of Total
Defer	0%	-	0%	-	100%	35	100%	35	A	1,079	38%
Ferry	30%	95	0%	-	0%	-	0%	-	B	990	35%
Kerby	100%	376	100%	376	100%	376	100%	376	C	1,022	36%
Maire	40%	116	40%	116	0%	-	0%	-	D	973	34%
Mason	100%	311	20%	62	100%	311	20%	62	E	776	27%
Monteith	0%	-	0%	-	0%	-	20%	85	F	719	25%
Poupard	0%	-	100%	255	0%	-	100%	255	G	1,070	37%
Richard	60%	181	60%	181	20%	60	20%	60	H	1,098	38%
Trombly	0%	-	0%	-	100%	240	0%	100			
		1,079		990		1,022		973			
% of total		38%		35%		36%		34%			
	E		F		G		H				
	% Affected	# Affected	% Affected	# Affected	% Affected	# Affected	% Affected	# Affected			
Defer	30%	104	30%	104	0%	-	0%	-			
Ferry	20%	63	0%	-	20%	63	0%	-			
Kerby	0%	-	0%	-	20%	75	20%	75			
Maire	20%	58	20%	58	100%	290	100%	290			
Mason	100%	311	20%	62	100%	311	20%	62			
Monteith	0%	-	0%	-	0%	-	20%	85			
Poupard	0%	-	100%	255	0%	-	100%	255			
Richard	0%	-	0%	-	30%	91	30%	91			
Trombly	100%	240	100%	240	100%	240	100%	240			
		776		719		1,070		1,098			
% of total		27%		25%		37%		38%			

Four Lens Feedback Summary - Per Request

Most important lens for BRC is Educational Opportunities:

All K-4, 5-8 scenarios increase educational options

- Increased opportunities for 5th grade (science labs, math, foreign languages, expanded fine and performing arts, counseling, teaming with 6th)
- Opportunity for gentler transition for 6th (teaming with 5th, scheduling, lunch, recess)
- Social concern for 5th grade at middle school
- Easier to maintain balanced class sizes
- Provides opportunity to expand Young Fives and Early Childhood
- Scenarios A/C/E/G provide opportunity to expand Head Start (must be located at Poupard)
- K-4 can focus on literacy and numeracy
- Financial savings are also important or we would not be here

2019-20 Next Steps K-4, 5-8

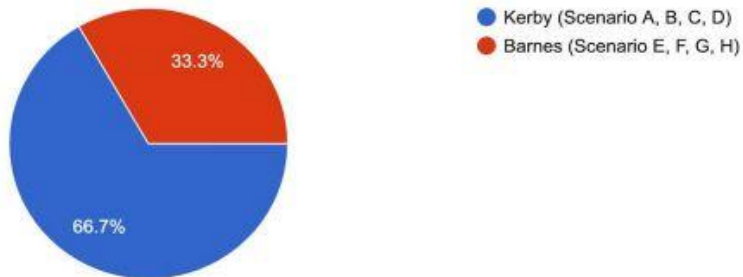
Work over the 2019-20 school year to prepare for transition:

- Provide more detail on how to separate 5th and 6th and increase educational options
- Continue to meet with teachers for input
- Identify curriculum development needs
- Identify curricular options for K-4, 5-6, 7-8
- Assess staff credentials
- Provide more detail on where special education self-contained classrooms would be
- Provide more detail on Kerby and Barnes renovations - value added for each
- Assess MS logistics - lunch, restrooms, recess, entrance/exit, schedule
- Address social concern for 5th grade at middle school
- Keep reminding community projections are estimates
- Arrange transition activities to merge PTOs and build community

April 11th Polling Data

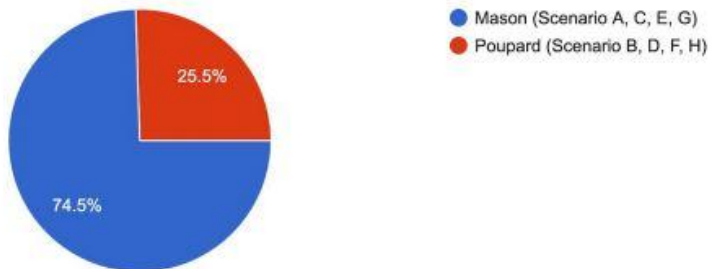
Should Kerby or Barnes serve as a stand alone, expanded ECC center?

51 responses



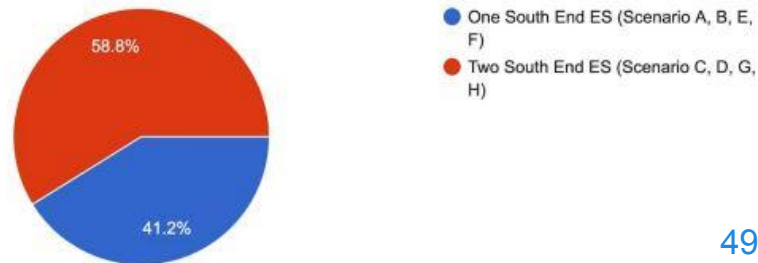
Should Mason or Poupard be closed on the North end?

51 responses



Should 1 or 2 South end elementary schools be closed?

51 responses



New Scenarios - Community Request

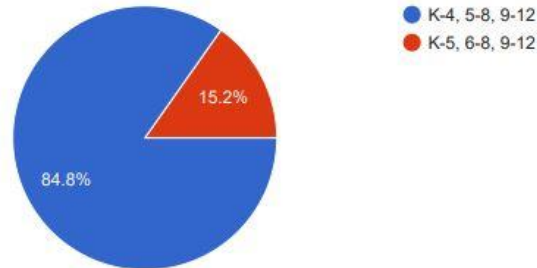
Based on BRC and community feedback, administration developed two new scenarios that the BRC reviewed on April 16th as follows:

- Scenario I - K-6 & 7-8
- Scenario J - K-5 & 6-8

April 16th Polling Data

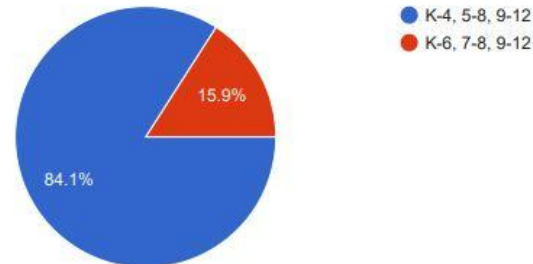
Given data for scenarios A-J, which grade configuration do you prefer?

- K-4, 5-8, 9-12 **85%**
- K-5, 6-8, 9-12 **15%**



Given data for scenarios A-J, which grade configuration do you prefer?

- K-4, 5-8, 9-12 **84%**
- K-6, 7-8, 9-12 **16%**



Next Steps and Town Halls

Board Meeting, 4/22 - Brownell MPR, 7 p.m.

Wednesday, 4/24 - North Library 6:30 p.m.

Thursday, 4/25 - Kerby Gym 6:30 p.m.

Monday, 4/29 - Mason Gym, 6:30 p.m.

Tuesday, 4/30 - South Auditorium, 6:30 p.m.

Wednesday, 5/1 - Richard Gym, 6:30 p.m.

Thursday, 5/2 - Ferry Gym, 6:30 p.m.

Monday, 5/6 - Parcels Auditorium, 6:30 p.m.

Tuesday, 5/7 - Brownell MPR, 6:30 p.m.

Wednesday, 5/8 - Monteith Gym, 6:30 p.m.

Thursday, 5/9 - Maire Gym, 6:30 p.m.

Tuesday, 5/14 - Trombly Auditorium, 6:30 p.m.

Wednesday, 5/15 - Poupard Gym, 6:30 p.m.

Thursday, 5/16 - Defer Gym, 6:30 p.m.

Tuesday, 5/21 - Pierce Auditorium, 6:30 p.m.

Wednesday, 5/22 - Barnes Gym, 6:30 p.m.