

# Blue Ribbon Committee Meeting

## April 11, 2019

Grosse Pointe Public School System

# Strategic Plan

Promote Innovation → Maximize Potential → Embrace Community

# Enrollment Update

| PMC          | 2018/19 | 2019/20 | 2020/21 | 2021/22 | 2022/23 | 2023/24 | 5 YEARS |
|--------------|---------|---------|---------|---------|---------|---------|---------|
| <b>COUNT</b> |         |         |         |         |         |         |         |
| 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) |

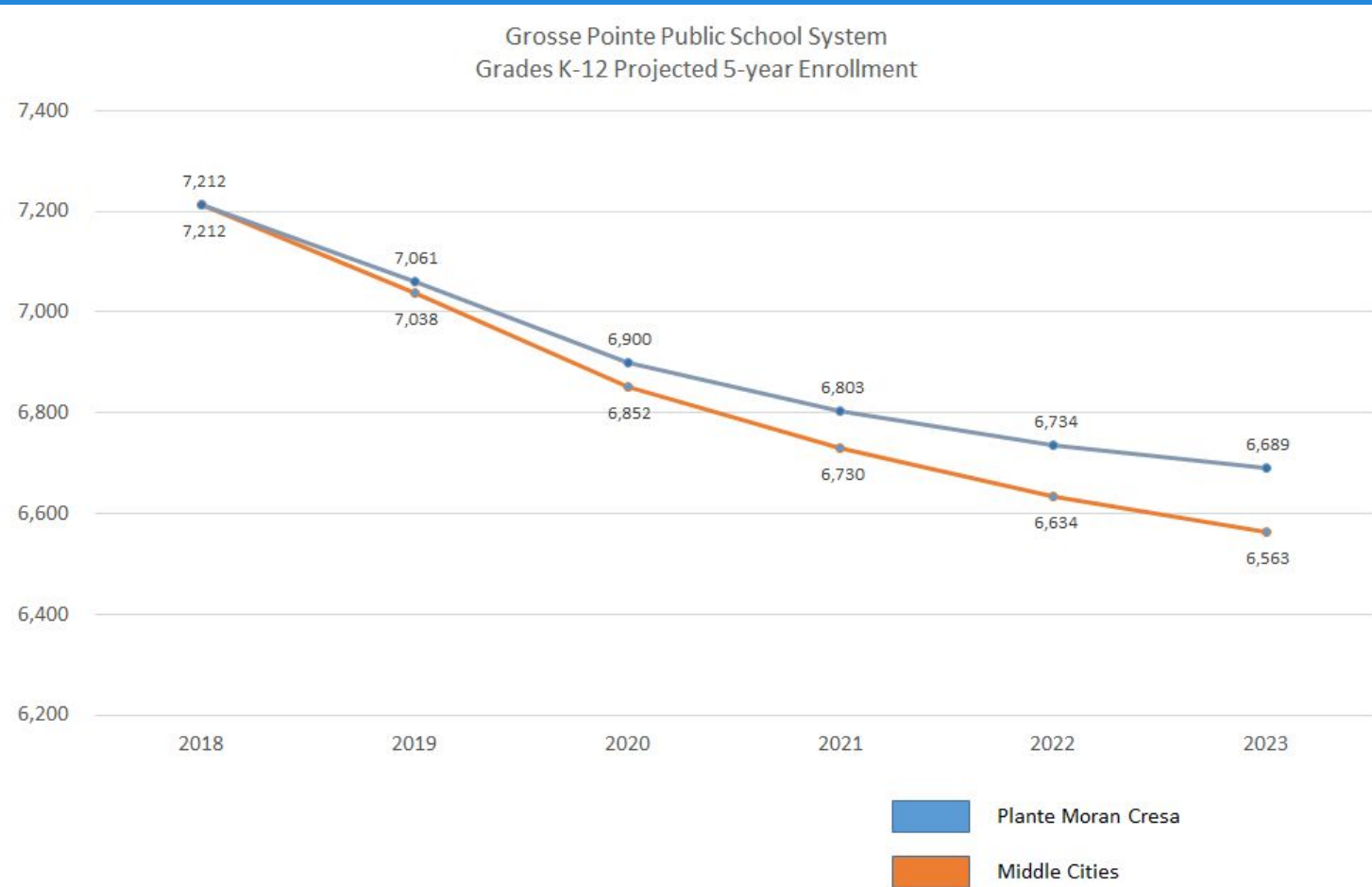
| MIDDLE CITIES - METHOD 1 | 2018/19 | 2019/20 | 2020/21 | 2021/22 | 2022/23 | 2023/24 | 5 YEARS |
|--------------------------|---------|---------|---------|---------|---------|---------|---------|
|--------------------------|---------|---------|---------|---------|---------|---------|---------|

|                        |       |       |       |       |       |       |  |
|------------------------|-------|-------|-------|-------|-------|-------|--|
| <b>COUNT (PAGE #4)</b> |       |       |       |       |       |       |  |
| 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 |  |

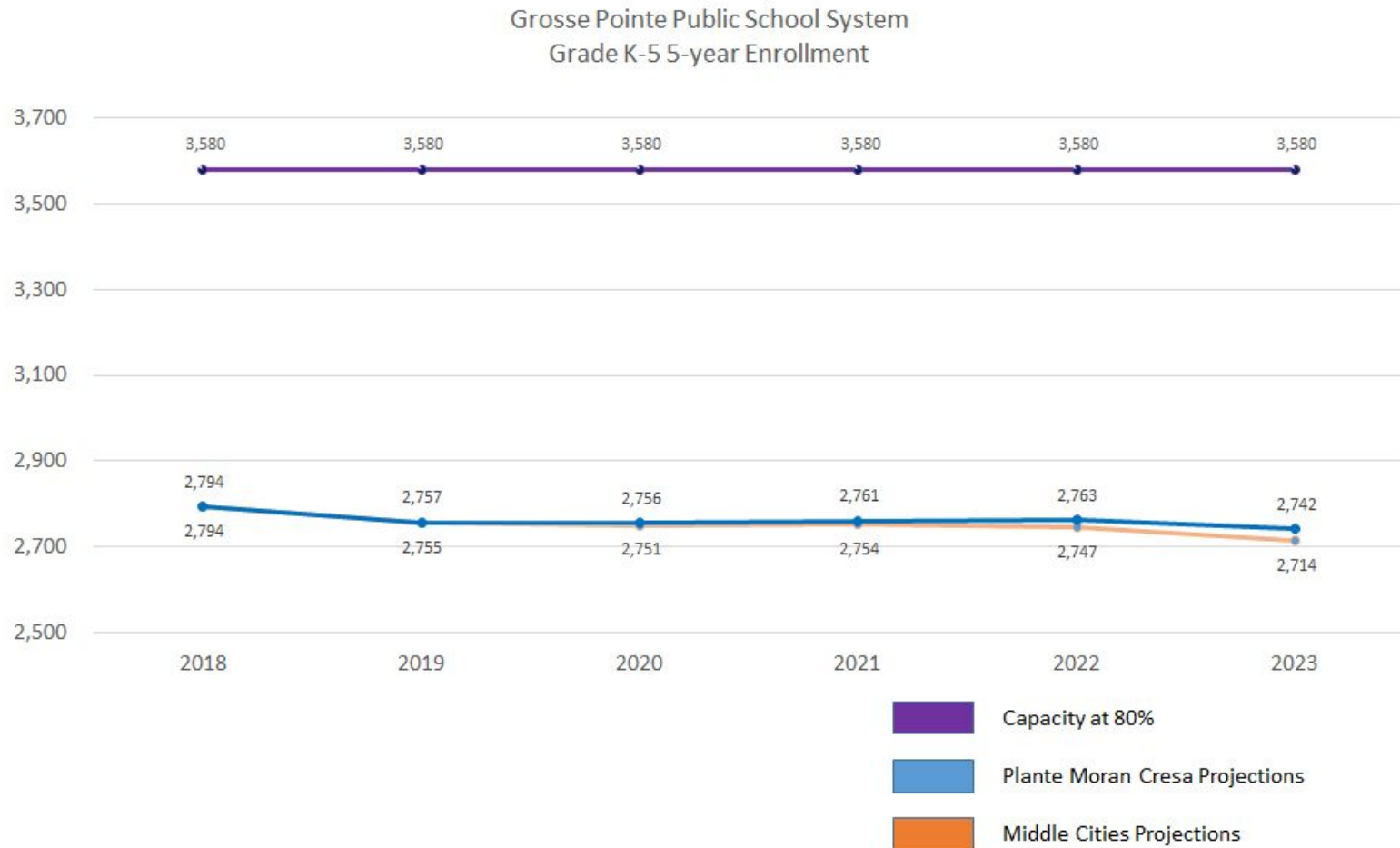
## CHANGE

|      |  |       |       |       |      |      |       |
|------|--|-------|-------|-------|------|------|-------|
| 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) |

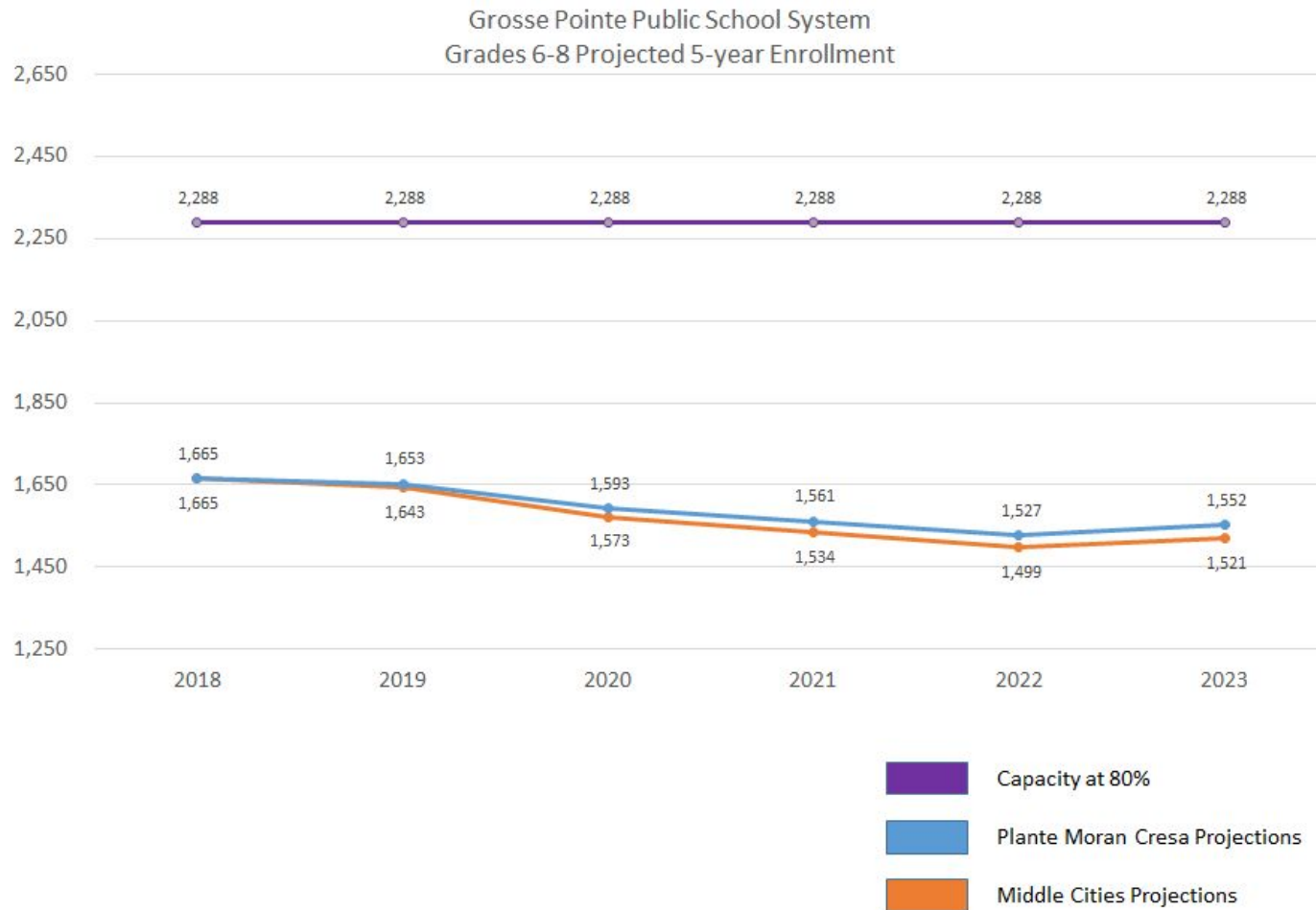
# Enrollment Update K-12



# Enrollment Update K-5

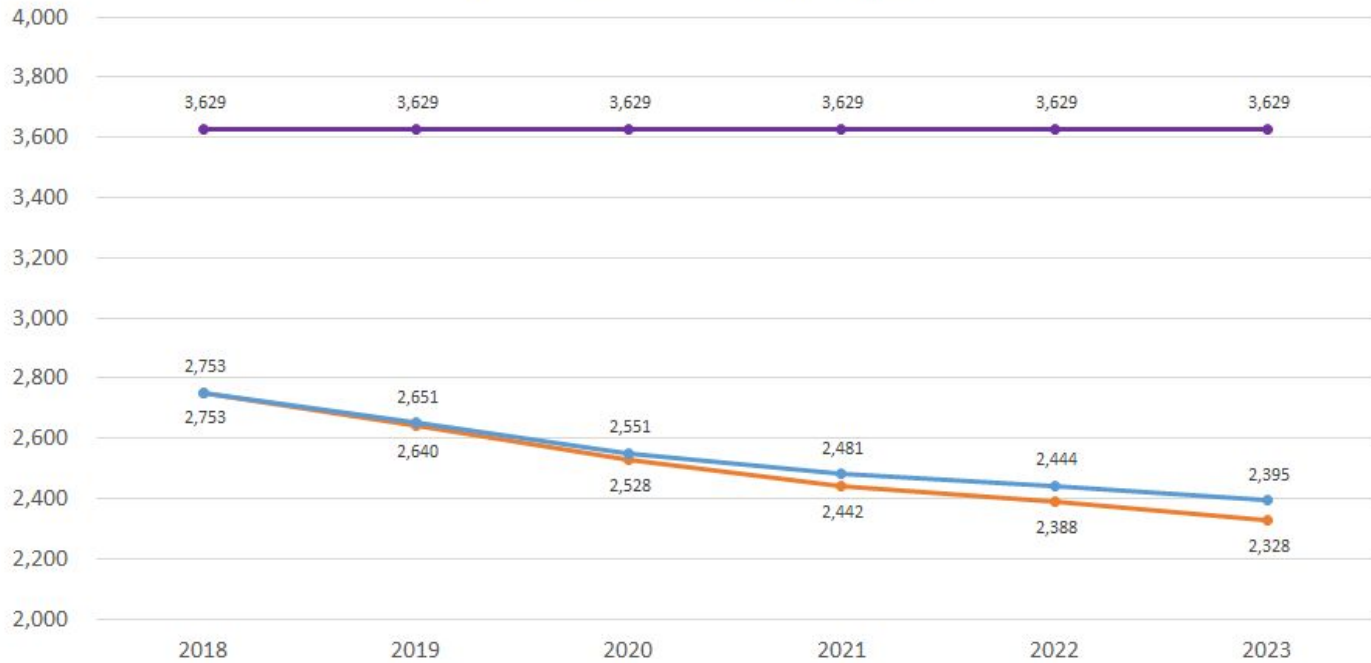


# Enrollment Update 6-8



# 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

# 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

# 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



# 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

# The BRC Journey (Continued)

March 14th:

- Prioritized reconfiguration scenarios using four lenses:
  - Increasing educational opportunity
  - Impact on community
  - Financial savings
  - Building capacity
- Conducted a BRC poll that:
  - Removed Gravity Schools from future considerations
  - Expressed an interest in expanding early childhood opportunities
  - Expressed an interest in implementing a K-4, 5-8 configuration
  - Expressed an interest in maintaining three middle schools
  - Expressed a lack of interest in maintaining the current K-5, 6-8 configuration
    - Maintaining this configuration would result in the closure of a middle school

# 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<br>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<br>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,<br>Reconfigure and<br>Create 1 Gravity | ECC, K-4, 5-8, 1 3-8 Gravity School & 9-12     | Inactive                 | Clear majority of BRC did not support GS |

# Remaining Work of the BRC

April 11th

- Evaluate configuration scenarios (A-H) through the following four lenses:
  - Increasing Educational Opportunities
  - Impact on Community
  - Building Capacity
  - Financial Savings
- Narrow configuration scenarios to provide feedback to the Board of Education

April 16th- Brownell Middle School- MPR at 6:00 pm

- Review a final presentation of the BRC work that will be provided to the Board of Education on April 22nd

# Basic Assumptions of Reconfiguration Scenarios

Based on previous BRC work, our evaluation will focus on plans that contain:

- 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 previously identified 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<br>Estimated<br>Enrollment | % of Capacity | New Attendance<br>Area Would<br>Include Students<br>Currently<br>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 needs to address 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 will be 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<br>Estimated<br>Enrollment | % of<br>Capacity | New<br>Attendance<br>Area Would<br>Include<br>Students<br>Currently<br>Attending: | General<br>Education<br>Classroom<br>Usage |                                 |               |
|                                    |                                   |                                    |                  |   |  | <b>Obsolete Buildings:</b>      |               |
|                                    |                                   |                                    |                  |   |  |                                 |               |
|                                    |                                   |                                    |                  |   |  |                                 |               |
|                                    |                                   |                                    |                  |   |  |                                 |               |
|                                    |                                   |                                    |                  |   |  | <b>Administrative Services:</b> |               |
| Total ES Enrollment Summary        |                                   |                                    |                  |   |  |                                 |               |
| Total Estimated 2020-21 Enrollment |                                   |                                    |                  | ES Capacity   |  |                                 |               |
| Total ES Capacity                  |                                   |                                    |                  | ES Open Seats   |  |                                 |               |
| Financial Savings:                 |                                   |                                    |                  | Notes:  |  |                                 |               |
|                                    | Annual<br>Operationa<br>l Savings | Bond<br>Savings                    | Land Value       |   |  |                                 |               |
|                                    |                                   |                                    |                  |   |  |                                 |               |
|                                    |                                   |                                    |                  |   |  |                                 |               |
|                                    |                                   |                                    |                  |   |  |                                 |               |
|                                    |                                   |                                    |                  |   |  |                                 |               |
|                                    |                                   |                                    |                  | <b>Question Review</b>  |  |                                 |               |
|                                    |                                   |                                    |                  |   |  |                                 |               |
| <b>Total<br/>Savings</b>           |                                   |                                    |                  |   |  |                                 |               |

# Scenario Analysis

## 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)

# Table Top Work

You will be receiving a set of eight specific scenarios (A-H). Scenarios that establish Kerby as an ECC are on pink paper. Scenarios that expand ECC at Barnes will be on yellow paper.

| Scenario Title | Question #1 (Kerby or Barnes?) | Question #2 (POU or MAS 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  |

# Table Top Discussions

Using the scenario analysis sheet, narrow configuration scenarios to provide feedback to the Board of Education

# BRC Survey

**#1 - Should Kerby or Barnes serve as a stand alone, expanded ECC center?**

**Kerby (Scenario A, B, C, D)**

**Barnes (Scenario E, F, G, H)**

**#2 - Should Mason or Poupard be closed on the North end?**

**Mason (Scenario A, C, E, G)**

**Poupard (Scenario B, D, F, H)**

**#3 - Should 1 or 2 South end elementary schools be closed?**

**One South End ES (Scenario A, B, E, F)**

**Two South End ES (Scenario C, D, G, H)**