GPPSS Bond Update with the League of Women Voters
February 26, 2019
Thank you

November 6, 2018, the GPPSS community passed a $111,040,000 bond focused on keeping our students
- Safe
- Warm
- Dry
- Connected

Voter turnout was spectacular
- 16,557 yes (55%)
- 13,303 no (45%)
Bond Activity in Progress

- School Board approved Plante Moran CRESA as **Owner’s Rep**
- Board approved partnership of French and Ehresman **Architects**
- Board appointed **Oversight Committee**
- Conducted bid process and interviews for **Construction Manager**
- **Sold Bonds** Wednesday 2/6/19
- Conducted bid process and interviews for **Technology Designer**
- Next step - develop construction timeline with these partners for
  - Phase One (High Schools/Other)
  - Phase Two
A reoccurring comment in the Bond Town Halls and presentations was to address declining enrollment.

A Board resolution was approved 7-0 on June 18, 2018.

It established various ‘triggers’ that would require administration to provide the BOE a plan within 30 days regarding how to address declining enrollment.
The triggers included in the resolution centered on the following factors:

- Changes to overall student enrollment
- Changes to student enrollment by level (ES, MS and HS)
- Change in student enrollment relative to enrollment projections
- Student enrollment relative to district and building capacity
- Changes to funding from the state
- Changes to the 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.
A comprehensive enrollment review was provided at the November 26, 2018 Board of Education Meeting.

- Overall enrollment has been declining for the past 15 years.
- Total student enrollment is projected to continue to decline as demographic trends continue to impact all districts including GPPSS.
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 headcount from MI School Data.
## Elementary Building Enrollment Percentage Change

<table>
<thead>
<tr>
<th>Building</th>
<th>2008-09</th>
<th>2018-19</th>
<th>Percentage Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Defer</td>
<td>427</td>
<td>332</td>
<td>-29%</td>
</tr>
<tr>
<td>Ferry</td>
<td>376</td>
<td>339</td>
<td>-11%</td>
</tr>
<tr>
<td>Kerby</td>
<td>339</td>
<td>357</td>
<td>5%</td>
</tr>
<tr>
<td>Maire</td>
<td>318</td>
<td>304</td>
<td>-4%</td>
</tr>
<tr>
<td>Mason</td>
<td>261</td>
<td>301</td>
<td>13%</td>
</tr>
<tr>
<td>Monteith</td>
<td>569</td>
<td>403</td>
<td>-41%</td>
</tr>
<tr>
<td>Poupard</td>
<td>363</td>
<td>291</td>
<td>-24%</td>
</tr>
<tr>
<td>Richard</td>
<td>387</td>
<td>311</td>
<td>-24%</td>
</tr>
<tr>
<td>Trombly</td>
<td>284</td>
<td>240</td>
<td>-18%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>3323</strong></td>
<td><strong>2880</strong></td>
<td><strong>-15%</strong></td>
</tr>
<tr>
<td>Building</td>
<td>2008-09</td>
<td>2018-19</td>
<td>Percentage Change</td>
</tr>
<tr>
<td>----------</td>
<td>---------</td>
<td>---------</td>
<td>-------------------</td>
</tr>
<tr>
<td>Brownell</td>
<td>652</td>
<td>535</td>
<td>-22%</td>
</tr>
<tr>
<td>Parcells</td>
<td>695</td>
<td>641</td>
<td>-8%</td>
</tr>
<tr>
<td>Pierce</td>
<td>600</td>
<td>489</td>
<td>-23%</td>
</tr>
<tr>
<td>Total</td>
<td>1947</td>
<td>1665</td>
<td>-17%</td>
</tr>
</tbody>
</table>
## High School Building Enrollment Percentage Change

<table>
<thead>
<tr>
<th>Building</th>
<th>2008-09</th>
<th>2018-19</th>
<th>Percentage Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>North</td>
<td>1407</td>
<td>1256</td>
<td>-12%</td>
</tr>
<tr>
<td>South</td>
<td>1602</td>
<td>1499</td>
<td>-7%</td>
</tr>
<tr>
<td>Total</td>
<td>3010</td>
<td>2755</td>
<td>-9%</td>
</tr>
</tbody>
</table>
## Local Private/Parochial Enrollment

<table>
<thead>
<tr>
<th>School</th>
<th>2009-10</th>
<th>2016-17</th>
<th>Percentage Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Liggett</td>
<td>563*</td>
<td>604</td>
<td>7%</td>
</tr>
<tr>
<td>St. Clare</td>
<td>182</td>
<td>147</td>
<td>-21%</td>
</tr>
<tr>
<td>St. Joan</td>
<td>525</td>
<td>391</td>
<td>-26%</td>
</tr>
<tr>
<td>St. Paul</td>
<td>454</td>
<td>316</td>
<td>-31%</td>
</tr>
<tr>
<td>Star of the Sea</td>
<td>336</td>
<td>236</td>
<td>-30%</td>
</tr>
</tbody>
</table>
Enrollment Analysis

- Statewide enrollment continues to decline
- GPPSS enrollment continues to decline
- Elementary decline appears to be flattening
- The number of students living in GPPSS who are eligible to attend continues to decline
- Per Plante Moran CRESA the District ‘capture rate’ continues to remain steady
Southeast Michigan Council of Government (SEMCOG) recently released a Quick Facts report detailing its 2045 forecast of school-age population in that predicts a continued drop in school-age population. Highlights:

- School-age population has been declining since the early 2000’s. The region has seen a **15% decline** in 15 years (2000-2015).
- The number is forecast to **drop another 10% by 2025**.
- The impact has been seen in elementary and middle schools over the past 15 years. Going forward, the impact will be more prevalent in high schools and post-secondary education.
- At the individual school-district level, **all but 12 of the 112 school districts** in the region are forecast to experience declines in school-age children between now and 2025.
- By 2026, the senior population (65+) will outnumber children in Southeast MI.
How are schools funded?

Enrollment x Foundation Allowance = State Aid

- Foundation Allowance = $9,984 per student for 2017/2018
  - The annual per student amount of state aid funding
- Foundation Allowance is comprised of 2 portions – local and state
  - Local portion funded by 18 mills on non-primary residence property in Grosse Pointe and 6 mills on commercial property + additional community support of 6.3 mills on primary residence property = $2,913 per student or 29% of total foundation
  - State portion funded by 6 mills on ALL property = $7,071 per student or 71% of total foundation
GPPSS Foundation Allowance History

- 2006: $9,870
- 2007: $10,080
- 2008: $10,128
- 2009: $10,184
- 2010: $10,184
- 2011: $10,184
- 2012: $9,714
- 2013: $9,744
- 2014: $9,794
- 2015: $9,864
- 2016: $9,924
- 2017: $9,984
- 2018: $10,104
- 2019: $10,104
General Fund Revenue, Expenditures & Fund Balance

Amounts in Millions of Dollars
General Fund Balance as a Percent of Expenditures
Fund Balance in Peer Districts

General Fund Balance as % of Expenditures

- Ann Arbor Public Schools: 7.17%
- Birmingham Public Schools: 14.75%
- Bloomfield Hills Schools: 22.57%
- East Grand Rapids Public Schools: 9.21%
- Forest Hills Public Schools: 15.20%
- Grosse Pointe Public Schools System: 10.37%
- Northville Public Schools: 30.75%
- Novi Community Schools: 15.40%
- Rochester Community Schools: 18.28%
- Saline Area Schools: 4.71%
- Troy School District: 16.75%
Enhancement Millage

* Currently approved through 2021. Renewal would need to be approved countywide AND new renewal will be shared with charter schools.
Unknowns for 2019/20

- State Funding
- Retirement rate and State support
- Enrollment changes
- Contract negotiations
- Countywide enhancement millage longevity
The Importance of Enrollment

- Foundation Allowance drives funding
- Enrollment drives the revenue
- Enrollment changes are enacted “immediately” by the State in terms of revenue
- A reduction of 100 students (1% of the total) means a revenue reduction of $1 million
- Enrollment RARELY changes in 1 building/class/grade
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.
Reconfiguration Factors Considered

When creating and analyzing the following options, administration used the following assumptions:

- GPPSS will continue to serve various programs within the District including
  - K-12 education for general education students
  - Birth-age 26 education for students with special needs and
  - Provide the community a fee based Pre-K Tuition program
- Current GPPSS and Plante Moran CRESA enrollment projections
- No change in High School boundaries
- GPPSS will not participate in Schools of Choice
- Administration placed a value on expanding educational options and opportunities as a result of reconfiguration
When creating and analyzing the following options administration used the following assumptions:

- GPPSS will continue to utilize both GPN and GPS as high schools
- Reducing fixed costs is an intended result of these options
- GPPSS would keep the footprint of current facilities intact
- GPPSS would not be building or acquiring new facilities
- When determining building capacity and cost savings, materials from the Blue Ribbon Committee work of 2017 would serve as the basis for broad assumptions
- District transportation will not be considered
- Plans that included annual operational savings of less than $1,000,000 were not considered
Description: Maintain the current grade configuration (K-5, 6-8 and 9-12) while reducing buildings and reconfiguring buildings as available

New footprint: 7 ES (2 large), 2 MS, 2 HS and 1 ECC

Closed facilities: 3 ES and 389

Pros:
- Cost savings in excess of $2,000,000
- Maintains current grade configuration
- Based on updated MS capacity this option is viable

Cons:
- Does not provide new opportunities for GPPSS students
- Impact on neighborhood school concept
Option #2 - Reconfigure and Reduce

Description: Convert ES to a K-6 configuration with MS moving to a 7-8 configuration

New footprint: 8 ES (2 large), 2 MS, 2 HS and 1 ECC

Closed facilities: 2 ES and 389

Pros:
- Cost savings in excess of $1,500,000

Cons:
- Creates two small middle schools (~550 students)
- Creates several ES that are relatively small (~300 students)
- Does not necessarily provide new opportunities for GPPSS students
- Impact on neighborhood school concept

Questions:
- Impact on 6th grade curriculum and pedagogy
Option #3 - Reconfigure and Create a Service Center

Description: Convert ES to K-6, MS to 7-8, close a MS and create a comprehensive service center that houses ECC and central office in the repurposed MS

New footprint: 9 ES, 2 MS, 2 HS and 1 Service Center

Closed facilities: ECC center and 389

Pros:
- Cost savings in excess of $1,300,000
- Maintains 9 current ES
- Expands the opportunity for early childhood programming

Cons:
- Creates two small middle schools (~550 students)
- Does not necessarily provide new opportunities for GPPSS students

Questions:
- Impact on 6th grade curriculum and pedagogy
Option #4 - Eliminate MS Option

Description: Change the grade configuration to K-6 and 7-12. 4 ES schools would be large (in excess of 500 students)

New footprint: 6 ES (4 large), 2 HS and 1 ECC

Closed facilities: 6 ES and 389

Pros:
- Financial savings in excess of $3,000,000 annually
- Maximized efficiency
- Greatest number of facility closings

Cons:
- Impact on neighborhood school concept
- Inclusion of MS age students within HS
- No peer districts use this configuration
Option #5 - Reduce Footprint and Create 1 Gravity School

Description: Maintain current K-5, 6-8, and 9-12 grade configuration adding a special purpose, or Gravity School, that attracts students across the district configured 3-8

New footprint: 6 ES, 1 Gravity School, 2 MS, 2 HS and 1 ECC

Closed facilities: 3 ES and 389

Pros:
- Financial savings in excess of $2,000,000 annually
- Creates a location for innovation and alternate programming for grade 3-8 students
- Maintains the current grade configuration

Cons:
- Most students would not experience new opportunities
- Impact on neighborhood school concept
Option #6 - Reduce Footprint and Create 2 Gravity Schools

Description: Reconfigure grades to include K-4, 5-8, 2 Gravity Schools (grades 3-8), and 2 HS

New footprint: 5 ES, 2 Gravity Schools, 2 MS, 2 HS and 1 ECC

Closed facilities: 3 ES and 389

Pros:
- Financial savings in excess of $2,000,000 annually
- Creates two location for innovation and alternate programming for grade 3-8 students
- Increases the amount of time students spend at the MS level increasing participation and engagement
- Would allow for more curriculum options for 5th grade students
- Would allow for a greater literacy and early childhood focus at the ES level
- All grade K-8 students would experience impacted and improved instruction

Cons:
- Impact on neighborhood school concept
- Requires significant work regarding curriculum and pedagogy
Option #7 - Maintain Current Configuration While Eliminating ECC and 389 Facilities

Description: Retain the current ES, MS and HS. This plan could also include maintaining a separate ECC and 389 center or the closure of those facilities.

New footprint: 9 ES, 3 MS & 2 HS

Closed facilities: TBD

Pros:
- No impact on current attendance patterns and boundaries
- Maintains current facilities

Cons:
- Operational savings of $0 - $200,000
- Programming for children ages 0-5 would be dispersed throughout the district in the event of the ECC closure
- A location for administration would need to be determined if 389 is closed
Option #8 NEW - Reduce, Reconfigure, Create 1 Gravity School

Description: Reconfigure grades to include K-4, 5-8, 1 Gravity School (grades 3-8), and 2 HS

New footprint: 5 ES (1 large), 1 Gravity School, 2 MS, 2 HS and 1 ECC

Closed facilities: 4 ES and 389

Pros:
- Creates one location for innovation and alternate programming for grade 3-8 students
- Increases the amount of time students spend at the MS level increasing participation and engagement
- Would allow for more curriculum options for 5th grade students
- Would allow for a greater literacy and early childhood focus at the ES level
- All grade K-8 students would experience impacted and improved instruction

Cons:
- Impact on neighborhood school concept
- Requires significant work regarding curriculum and pedagogy
<table>
<thead>
<tr>
<th>Option</th>
<th>Configuration</th>
<th>Facilities Closed</th>
<th>Feasible</th>
<th>Approximate Cost Savings</th>
</tr>
</thead>
<tbody>
<tr>
<td>#1 Reduction NEW</td>
<td>ECC, K-5, 6-8 &amp; 9-12</td>
<td>3 ES and 389</td>
<td>Yes</td>
<td>$2,000,000</td>
</tr>
<tr>
<td>#2 Reconfigure and Reduce</td>
<td>ECC, K-6, 7-8 &amp; 9-12</td>
<td>2 ES and 389</td>
<td>Yes</td>
<td>$1,500,000</td>
</tr>
<tr>
<td>#3 Reconfigure with Service Center</td>
<td>K-6, 7-8, 9-12 and an ECC/Admin center</td>
<td>ECC and 389</td>
<td>Yes</td>
<td>$1,300,000</td>
</tr>
<tr>
<td>#4 Eliminate MS</td>
<td>ECC, K-6 &amp; 7-12</td>
<td>7 ES and 389</td>
<td>Yes</td>
<td>$3,000,000</td>
</tr>
<tr>
<td>#5 Reduce Footprint Create 1 Gravity</td>
<td>ECC, K-5, 6-8, 1 3-8 Gravity School and 9-12</td>
<td>3 ES and 389</td>
<td>Yes</td>
<td>$2,000,000</td>
</tr>
<tr>
<td>#6 Reduce Footprint Create 2 Gravity</td>
<td>ECC, K-4, 5-8, 2 3-8 Gravity Schools &amp; 9-12</td>
<td>3 ES and 389</td>
<td>Yes</td>
<td>$2,000,000</td>
</tr>
<tr>
<td>#7 Maintain As Is</td>
<td>ECC,K-5, 6-8 &amp; 9-12</td>
<td>ECC &amp; 389?</td>
<td>Yes</td>
<td>$0 - $200,000</td>
</tr>
<tr>
<td>#8 Reduce, Reconfigure, 1 Gravity</td>
<td>5 ES (1 large), 1 Gravity, 2 MS, 2 HS, ECC</td>
<td>4 ES and 389</td>
<td>Yes</td>
<td>$1.5 - $2 million</td>
</tr>
</tbody>
</table>
GPPSS Reconfiguration Committee - Timeline

The following will be the timeline for the organization and work of this committee:

- January 15th - January 30th - Committee membership finalized
- January 31st - March 30th - Committee meetings led by a professional facilitator
- April 8th - GPPSS Reconfiguration Report provided to the BOE
- April 9th - May 30th - Community town hall meetings and feedback
- June 2019 - BOE to consider recommendations from the committee
- June 2019 - BOE recommend a Reconfiguration Plan with options
GPPSS Blue Ribbon Reconfiguration Committee Open Meetings

The GPPSS Blue Ribbon Reconfiguration Committee meetings are open to the public for observation beyond the 60+ members:

- January 31 - South Wicking Library
- February 14 - North Library
- March 7 - South Wicking Library
- March 14 - North Library
- March 28 - South Wicking Library
Questions and Answers

- Please submit on cards per LWV format
- As many as possible answered tonight
- All answered on our website FAQ [www.gpschools.org](http://www.gpschools.org)
- Again Thank You for being an informed electorate