

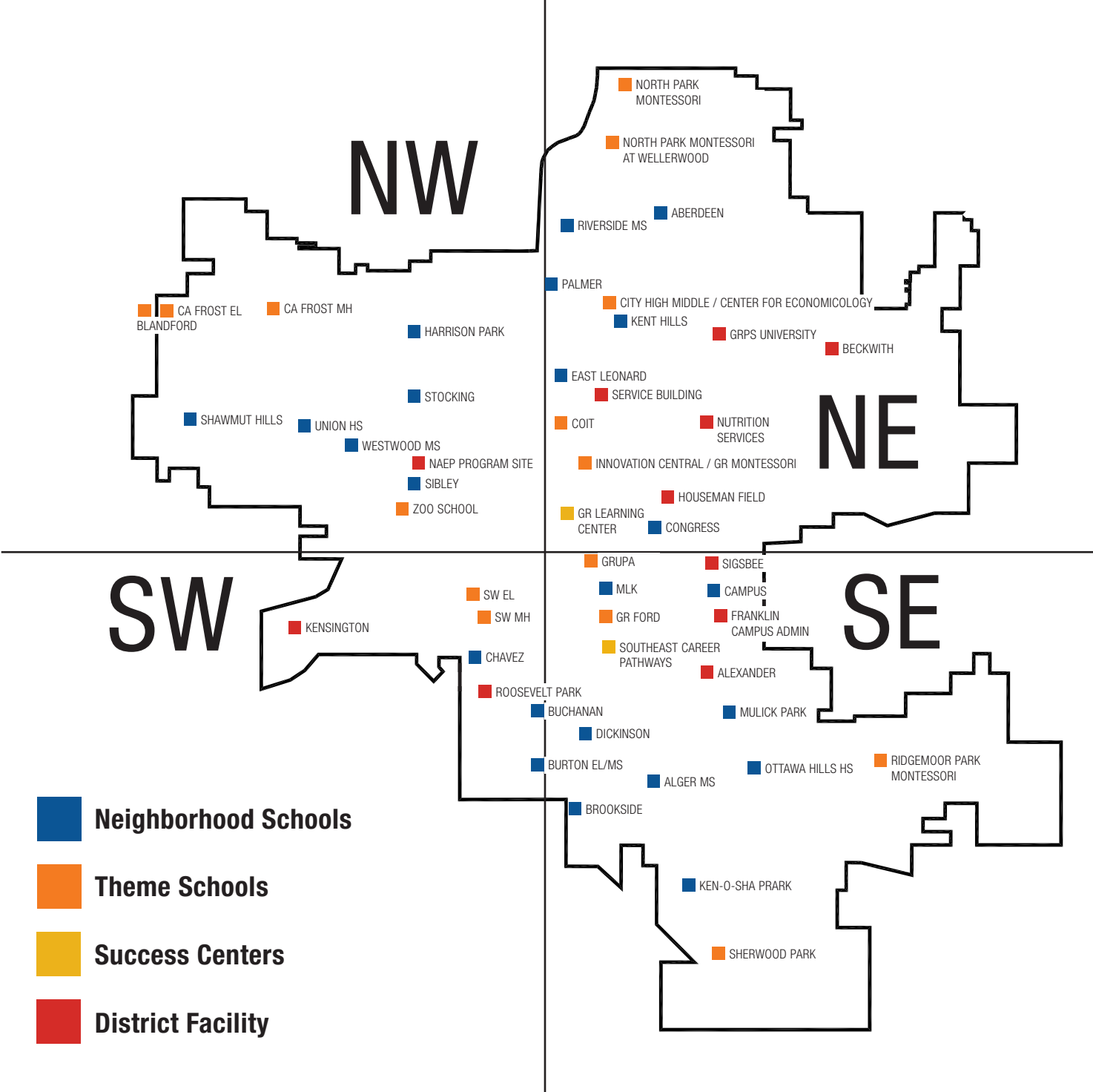
# REIMAGINE GRPS *with Us!*



**GRPS**   
my choice®  
Grand Rapids Public Schools

SAFE, HEALTHY AND HEALING SCHOOLS

# GRAND RAPIDS PUBLIC SCHOOLS QUADRANT MAP



# REIMAGINE GRPS *with Us!*

## SAFE, HEALTHY AND HEALING SCHOOLS

It has been more than ten years since the Grand Rapids Board of Education approved the GRPS Transformation Plan. A lot has happened since then that requires our district and this community to reunite to Reimagine GRPS with Us!

Leadership changes, a global pandemic, historic staffing shortages and so many other factors have created challenges, uncertainty, instability and the need for us to reassess how we position GRPS for future growth and success.

To that end, we spent the last few years actively engaging our community to listen, learn and take honest stock of our opportunities to improve and ensure our planning is grounded in data and stakeholder input. We conducted community surveys, focus groups, design sessions, community feedback sessions, open houses, virtual idea exchanges and more. This all led to the development of our new GRPS Strategic Plan and then the Facilities Master Plan that was approved last December.

But then we heard from our constituents and community advocates that we needed to take more time, be more intentional and gather more input from previously underrepresented stakeholder groups on the vision for academic programming and facility use. So we hired an independent consulting group to develop a community engagement strategy to learn from the voices, ideas, experience and wisdom of scholars, caregivers, teachers, support staff, school leaders and community partners. This resulted in the “Reimagined” report with recommendations for improving organizational culture, leadership behavior, employee morale, communications, safety and more.

The Reimagine GRPS with Us! vision and plan framework presented here today very specifically and intentionally incorporates the input, ideas and recommendations we have received to date.

This is just a starting point though. We are committed to on-going, continued engagement so we can further strengthen and refine this plan and educate our community about this historic opportunity to reimagine GRPS together for safe, healthy and healing schools. We are also focused on educating voters and the general public about this rare opportunity to raise \$305 million without increasing taxes to support the implementation of our Reimagine plan.

Thank you to all the individuals who gave of their time, talent and voice to inform the development of this vision and plan!

Sincerely,



Leadriane Roby, Ph.D.

Superintendent of Schools



# SAFE, HEALTHY AND HEALING SCHOOLS

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# BACKGROUND / OVERVIEW

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The Reimagine GRPS with Us! vision and plan framework is truly a compilation of more than two years of work listening and learning from the voices, ideas, experience and wisdom of our scholars, parents, caregivers, teachers, support staff, school leaders and community partners.

The following pages 14-40 provide background and high-level summary of the leading factors, plans and inputs that informed the development of the Reimagine GRPS with Us! vision framework.

- ◆ GRPS Transformation Plan

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- ◆ Leadership Transition

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- ◆ COVID-19 Timeline & Impact

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- ◆ 2022-2027 GRPS Strategic Plan

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- ◆ Facilities Master Plan

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- ◆ Reimagined: Community Engagement Report

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- ◆ Housing Affordability & Student Retention Report

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- ◆ No-Tax-Increase Bond Opportunity

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**To view full referenced reports, visit [grps.org/reimagine](https://grps.org/reimagine).**

# NO-TAX-INCREASE BOND OPPORTUNITY

**Not** a new tax rate; **not** a tax increase – it is a tax rate currently being paid by property owners in GR.



# NO-TAX-INCREASE BOND OPPORTUNITY

## Overview

Voter approved bonds (2004 & 2015) established the current property tax rate of **3.85 mills**

Limited-time opportunity for a “no-tax-increase” bond to extend current rate by **20 years** to raise **\$305 million** (Targeting November 2023)

**“Not a new tax rate; not a tax increase – it is a tax rate currently being paid by property owners in Grand Rapids.”**

## Key Themes for Bond Investments

### Deliver on the basics:

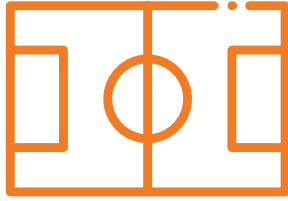
- Classrooms
- Athletic Facilities
- Fine Arts Auditoriums
- Technology
- Playgrounds / Greenspace Activation
- Safety & Security
- Food Service Facilities (Cafeterias, Kitchens)

### Using repair criteria to prioritize investments



Reference Report: \$305 Million No-Tax-Increase Bond Board Presentation

# BOND FUNDS CAN BE USED FOR



**Purchase, erect, complete, remodel, and equip school buildings structures, athletic fields, playgrounds or other facilities**



**Acquiring, installing, or equipping school buildings for technology**



**Other capital expenditures**



**Costs of bond issuance**

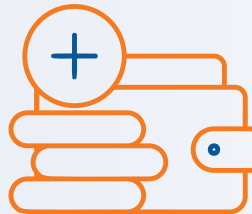
# BOND FUNDS CANNOT BE USED FOR



**Upgrades to operating systems or applications software except if purchased with qualifying hardware**



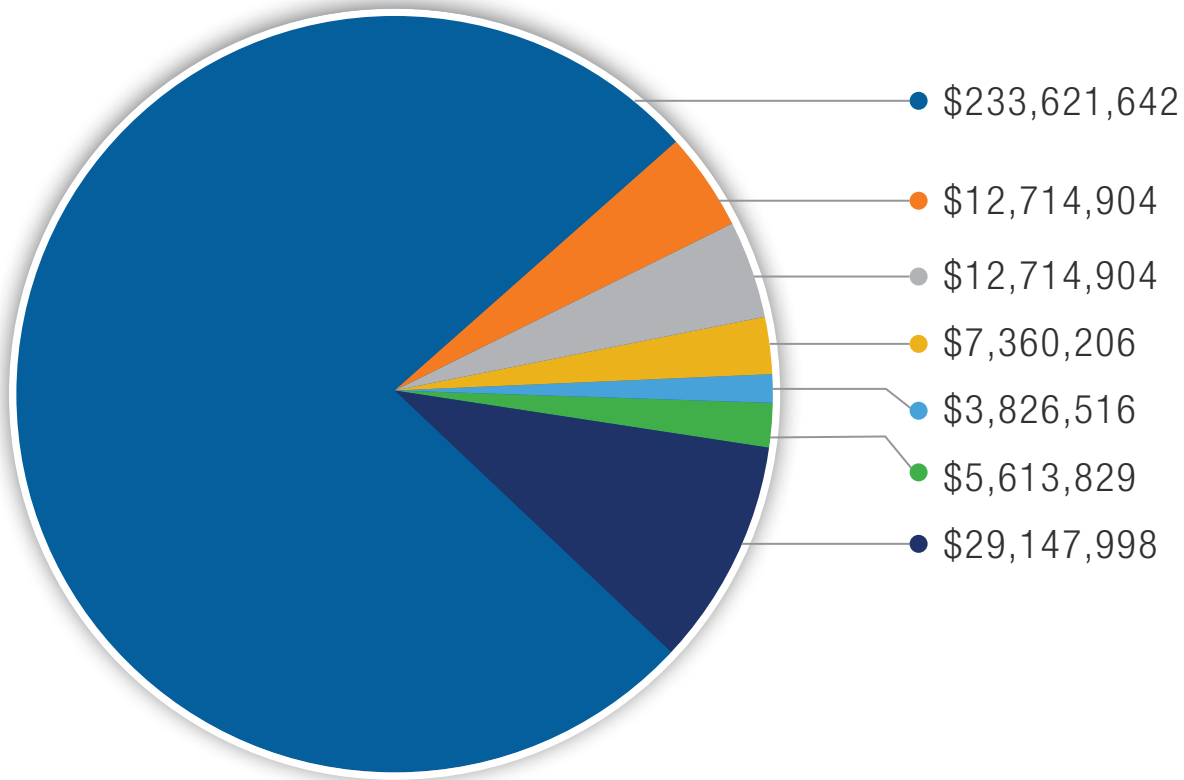
**Training, consulting, service contracts or other software support**



**Staff wages or benefits or operations of any kind**



# NO-TAX-INCREASE BOND PROGRAM DISTRIBUTIONS



- Educational Building Construction - (New, Add's, Reno's)
- Renovations - Auditoriums
- Renovations - Athletics
- Technology
- Playgrounds
- Safety & Security
- Consolidation Improvements

Proposed budget based on current, best estimates and may be subject to change. Any adjustments require a vote of the Grand Rapids Board of Education at a public meeting.

# NO-TAX-INCREASE CAPITAL PROGRAM COST MODEL

## GRPS BOND PROGRAM COST MODEL

<u>Description</u>	<u>Series #1</u>	<u>Series #2</u>	<u>Series #3</u>	<u>Total</u>
Educational Building Construction - (New, Add's, Reno's) [1]	\$85,698,529	\$71,788,413	\$76,134,700	<b>\$233,621,642</b>
Renovations - Auditoriums	\$2,757,353	\$6,297,229	\$3,660,322	<b>\$12,714,904</b>
Renovations - Athletics	\$2,757,353	\$6,297,229	\$3,660,322	<b>\$12,714,904</b>
Technology	\$2,205,882	\$2,518,892	\$2,635,432	<b>\$7,360,206</b>
Playgrounds	\$1,102,941	\$1,259,446	\$1,464,129	<b>\$3,826,516</b>
Safety & Security	\$1,654,412	\$1,763,224	\$2,196,193	<b>\$5,613,829</b>
Consolidation Improvements [2]	\$8,823,529	\$10,075,567	\$10,248,902	<b>\$29,147,998</b>
<b>TOTAL</b>	<b>\$105,000,000</b>	<b>\$100,000,000</b>	<b>\$100,000,000</b>	<b>\$305,000,000</b>

[1] Inclusive of Food Service Improvements

[2] Furniture, equipment, relocation/moving expenses, IT Infrastructure, parking lots, food service equipment, etc.



# REIMAGINE GRPS *with Us!*

**SAFE, HEALTHY AND HEALING SCHOOLS**



# Culture

## OBJECTIVES

- ◆ Prioritize customer service, responsiveness and communication expectations with continual feedback loops and on-going evaluation.
- ◆ Each school to prioritize healing-centered themes like: Social, Emotional Wellness; Restorative Justice; Healing-Centered Engagement; Customer Service; Anti-Bias Education; etc.
- ◆ Quadrant-based Open Houses with community partners with co-facilitators (Partner and GRPS), co-construction of agendas and two-way sharing that centers scholars – quarterly Claim and situate all schools to operationalize their theme of safe, healing and healthy
- ◆ Create an app (Reimagine GRPS) opening up real-time data for our champions pertaining issues that matter the most - foster related systems (regular cadence of website updates) - expand who provides feedback
- ◆ Exploration of philanthropic partnership to offer mini-grants to scholar, caregiver and teacher-centered initiatives through participatory budgeting
- ◆ Collaboration around our success matrix pertaining key topics - acknowledging while the district has always endeavored to do its best with resources it has, our community has experienced hurt and harm
- ◆ Regular Superintendent Highlight and Update Videos
- ◆ Deepen structures and practices related to our Grow Your Own initiatives, while strengthening our First Three Years Educator programming and support
- ◆ Establish a “model classroom” in each school
- ◆ Amplification of the role of PALS in quadrants
- ◆ Offer incentives for all staff leading and serving in our partnership schools: Campus, Alger and Ottawa
- ◆ Incentivize scholar-centered clubs in our partnership schools



# Academics

## OBJECTIVES

- ◆ Fully staffing schools with priority focus on fully staffing schools with Black and Latinx students.
- ◆ Increased investment in equitable education opportunities with priority focus on neighborhood schools and SE-side schools
- ◆ New, improved and expanded state of the art school facilities with the latest instructional technology and education spaces for enhancing teaching and learning for all scholars
- ◆ Maintaining one-to-one technology for all scholars and teachers
- ◆ Provide support to our teachers through initiatives such as offering Spanish courses for staff at no cost and launching school support meetings
- ◆ Expanding the number of Elective, Advanced Placement, Dual Enrollment and Experiential course
- ◆ Expanding resources/accessibility to social-emotional mental health services and support for scholars/staff. Increased training and staffing for social-emotional and mental health services. We will offer services and honor the two-generation, caregiver systems approach

**The reality is our state and nation are facing historic teacher and school staffing shortages. GRPS has too many buildings, not enough students and not enough teachers and support staff – who are spread thin between the 42 school buildings. With 450 vacant staff positions, it is necessary to close and consolidate school to help ensure our schools are fully staffed - without any layoffs.**

- ◆ Increasing scholar voice in decision making for school and district improvement planning with emphasis on increasing scholar engagement, belonging and social-emotional support. Dedicating funds for students to decide how to invest in their schools utilizing the Scholar Advisory Committees.



# Athletics

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## OBJECTIVES

- ◆ Ensure equitable investments in our boys and girls' sports teams to support competitiveness and state of the art facilities comparable to our peer districts
- ◆ Fully fund Ottawa Hills and Union High Building Champions campaign improvements (locker rooms, weight rooms, fields, tennis courts, gymnasiums and more)
- ◆ Renovations/improvements to pools at Ottawa Hills, Union and City High Schools
- ◆ Houseman Field improvements
- ◆ Increase stipends to ensure fully staffed coaching for all teams



# Arts

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## OBJECTIVES

- ◆ Major renovations to Ottawa Hills High School, Union High School, Innovation Central High School, City High School and Burton Elementary/Middle School auditoriums to transform them into state-of-the-art performance halls
- ◆ New, improved and renovated art and music spaces at elementary and middle schools
- ◆ Maintain and expand menu of options for art and music classes



# After-School & Extracurricular

## OBJECTIVES

- ◆ Expanding after-school program opportunities to increase accessibility and serve more scholars
- ◆ As part of our repair criteria, whatever is offered in one half of the district is offered in the other half (North and South) - scholars do not have to go outside of their home half to access GRPS Programming
- ◆ New, improved, expanded playgrounds
- ◆ New, improved, expanded and more equitably available and accessible extra-curricular offerings (e.g. STEM Greenhouse, debate, mock trial, chess club, robotics, hip hop clubs, poetry/spoken word, etc.)
- ◆ New, improved, expanded partnership with the City of Grand Rapids Parks & Recreation Department to activate greenspaces, athletic facilities, playgrounds and pools, aligned with Green Grand Rapids Master Plan and prioritizing 3rd Ward/49507



# Air Quality

## OBJECTIVES

- ◆ Annual air quality monitoring of all schools for CO2, humidity and temperature with targeted investments based on findings.
- ◆ Investment in new/improved HVAC systems and ensure all schools have air conditioning



# Facilities / Operations / Transportation

## OBJECTIVES

- ◆ Investing in custodial/grounds/maintenance improvements to ensure buildings and grounds are regularly cleaned and well maintained. The closure and consolidation of schools will help address staffing shortage issues that have contributed to the challenges of regular groundskeeping, maintenance and cleaning.
- ◆ Investing in transportation improvements to ensure students are on-time, ready to learn. This includes instituting a tracking process for contract standards and service provisions, reinstating the parent committee dedicated to transportation improvements and quarterly reports to the Board of Education. The closure and consolidation of schools will reduce the number of yellow bus runs and help ensure transportation is fully staffed and yellow buses on-time frequency is better.
- ◆ Investing in food service improvements to ensure all students have access to high quality, free school meals – **informed by scholar voice** – that influence academic readiness. The closure and consolidation of schools will help ensure food service is fully staffed.

The reality is the district has too many buildings and not enough support staff due to the significant number of vacancies in custodial, grounds, maintenance and food service. The closure and consolidation of schools, coupled with staff retention and recruitment efforts, will improve the quality of staffing and services in our schools.







# Safety & Security

## OBJECTIVES

- ◆ Continued investment in secure entry ways
- ◆ New, improved and expanded school safety technology
- ◆ New, improved and expanded visitor management system
- ◆ Expanding professional development and training opportunities for scholars, parents, caregivers and staff on school safety, gun safety and overall public safety



# Repurposing Vacant, Closed & Underutilized Facilities / Property

## OBJECTIVES

- ◆ We will prioritize repurposing our closed buildings for affordable housing and green spaces first
- ◆ Prioritize affordable housing development options for families with children, GRPS teachers and support staff
- ◆ Leveraging district assets (facilities, property, greenspace) by seeking out partnership opportunities for vacated schools and sites. Prioritizing that GRPS maintain ownership for future asset decisions.







GRPS

# TRANSFORMATION PLAN

It's been more than 10 years since  
GRPS Transformation Plan.

# GRPS TRANSFORMATION PLAN SUCCESS OVER TIME

Since the launch of the Transformation Plan, the District has undergone many layers of input from stakeholders, releasing modified versions to fit the needs of the community. The District management’s ability to implement budgetary adjustments in response to declining enrollment and uncertainty of state funding led to an increase in the bond rating and overall successes for our scholars as a whole.

 <p><b>Increased Graduation Rates</b></p>	 <p><b>Reduced Chronic Absenteeism by 25%</b></p>	<p><b>STABILIZED ENROLLMENT</b></p>
<p><b>\$175 MILLION BOND TO SECURE, CONNECT &amp; TRANSFORM PASSED</b></p>	 <p><b>Increased Parent Engagement</b> 1000+ Parent University classes taken, 500+ classes offered</p>	 <p><b>Increased AP, IB and Dual Enrollment by 60%</b></p>

The Transformation Plan achieved successes that have earned the District state and national attention as a “model” for innovation, education reform, and fiscal responsibility.

# GRPS TRANSFORMATION PLAN BOND INVESTMENTS 2015-2023

The Plan's Bond Investments leveled up GRPS schools, adding modern technology into classrooms, renovating school facilities and improving security systems. These are the factors that kickstarted our communities and increased graduation rates, reduced absenteeism, increased parent engagement and increased AP, IB and dual enrollment.

<b>BOND INVESTMENTS</b>	
<b>AIR CONDITIONING</b>	<b>\$9,030,052</b>
<b>CONSTRUCTION</b>	<b>\$127,184,142</b>
<b>DEMOLITION 111 COLLEGE</b>	<b>\$487,454</b>
<b>FURNITURE</b>	<b>\$4,157,614</b>
<b>ROOF</b>	<b>\$1,516,938</b>
<b>SECURITY</b>	<b>\$2,179,694</b>
<b>TECHNOLOGY</b>	<b>\$12,406,496</b>

**TOTAL PROCEEDS = \$174,512,909**

**TOTAL INVESTMENTS TO DATE = \$156,962,393**

**REMAINING BALANCE = \$17,550,517**



# LEADERSHIP IN TRANSITION

## 2012-2019

Teresa Weatherall Neal's leadership brought forth the Transformation Plan, elevating outcomes of the whole student, strengthening academic programs, expanding school choices, investing in talent, modernizing buildings, and investing for stability and growth.

**“My legacy is just providing hope, getting people to believe as I do that these children are worthy of greatness and need to be supported. There is no way you can educate children without the support of the community.”**



## 2020-PRESENT

Dr. Leadriane Roby was hired as the new superintendent of GRPS just months before COVID-19 hit. While addressing the ever-changing demands to reassess and reimagine learning, she engaged our community in a strategic planning process to position GRPS for the future.

**“I believe we have an historic opportunity to build from our past successes and learn from the voices, ideas, experience and wisdom of our scholars, caregivers, teachers, support staff, school leaders and community partners to reimagine GRPS.”**



# COVID-19 TIMELINE & IMPACT

In February 2020, our district, state and nation as a whole were hit with a global pandemic that had a devastating impact on the academic, social, emotional and mental wellbeing of our scholars, parents, caregivers and educators. Our schools were shut down completely for the remainder of the 2019-2020 school year. Then we started the 2020-2021 school year with 100% virtual learning and after the new year, switched to a hybrid virtual/in-person learning model.

## TIMELINE



## IMPACT

GRPS and districts across the nation are still feeling the impact of COVID-19. Our scholars are experiencing academic learning loss and negative social, emotional and mental health impacts. The district saw a 1,000+ student enrollment decline and is facing a historic staffing shortage with more than 450 vacancies to date.

STUDENT LEARNING  
LOSS

SOCIAL, EMOTIONAL,  
& MENTAL IMPACT

1,000+ ENROLLMENT  
DECLINE

HISTORIC STAFFING  
SHORTAGE

**OUR CHILDREN, OUR SCHOOLS, OUR FUTURE**



2022-2027

# STRATEGIC PLAN

**STRENGTHS AND ASSETS TO LEVERAGE FOR THE FUTURE**

The strategic planning process provided an opportunity to celebrate and honor the many strengths and assets of our school district and our community. We are leveraging these as we work collaboratively to implement this plan.



# OUR STRATEGY DEVELOPMENT PROCESS

Following our analysis, a group of over 100 community stakeholders including students, family members, principals, district administrators, and community organization leaders participated in a session to craft a draft strategic plan framework.

After analyzing all of the stakeholder input and incorporating the recommended changes, our Board of Education adopted a set of priority outcomes, strategic themes, and objectives designed to attain our equity vision.

Multi-dimensional teams of district staff and community leaders then worked to develop strategic initiatives to achieve these objectives, continuing to incorporate stakeholder input throughout the process.


## COMMUNITY INPUT SESSIONS


- ◆ CA Frost Middle High
- ◆ City High Middle
- ◆ Grand Rapids Montessori High
- ◆ Grand Rapids Museum High
- ◆ Grand Rapids University Prep Academy
- ◆ Innovation Central High
- ◆ Ottawa Hills High
- ◆ Southwest Middle High
- ◆ Union High
- ◆ Garfield Park Neighborhood Association
- ◆ Neighborhood Association Leaders
- ◆ Grand Rapids Association of Educational Office Personnel
- ◆ Grandville Avenue Arts and Humanities
- ◆ Padres Fuertes/Strong Fathers
- ◆ GRPS University
- ◆ Southwest Community Campus (Elementary, Middle, High)
- ◆ Hispanic Center of Western Michigan
- ◆ LINC UP
- ◆ Treetops Collective with Youth
- ◆ National Association for the Advancement of Colored People
- ◆ Tribal Council Leaders

# PRIORITY SCHOLAR OUTCOMES

These priority student outcomes will be defined by measurable progress indicators, and our performance on these outcomes will be reported to our community annually.


 **Increase** literacy proficiency

 **Reduce** academic disparities for Black and Latino students

 **Increase** student empowerment, belonging, and agency

 **Increase** math proficiency

 **Reduce** Black students exclusionary discipline

 **Increase** successful transitions from high school to college or career

## STRATEGIC THEMES

Based upon our data and stakeholder input, we have identified six Strategic Themes that represent the highest leverage areas of district practice that we must enhance to achieve these priority outcomes. Each strategic theme is defined by a set of specific objectives, which are detailed on the following pages.



### Meet holistic student needs

We recognize that student success goes beyond academic achievement. It is our responsibility to acknowledge and support our students' emotional, behavioral, mental, and physical health.

#### OBJECTIVES

- ◆ Increase student engagement and influence
- ◆ Empower families to support students
- ◆ Expand direct supports and services for student success and wellness



## Optimize and value all school options

While our theme schools are recognized as innovative approaches to address the interests of our community and provide opportunities for our students, our neighborhood schools should be afforded the same level of attention, pride, and innovation.

### OBJECTIVES

- ◆ Ensure all GRPS schools are valued options for families



## Ensure equitable access and outcomes

While our students do not have the same needs and interests, they must all have equitable learning experiences and opportunities that lead to success.

### OBJECTIVES

- ◆ Create equitable systems to distribute resources to schools based on student needs
- ◆ Incorporate anti-racist and inclusionary practices that advance student participation in programs and opportunities



## Enhance curriculum and program opportunities

As we emerge from the COVID-19 pandemic, now more than ever we must ensure that our learning systems lead to student mastery and preparation for an ever-changing world.

### OBJECTIVES

- ◆ Ensure all students experience an aligned, culturally responsive curriculum at or above grade level
- ◆ Ensure curriculum and academic programs align with college and career readiness
- ◆ Expand applied, hands-on opportunities that align with student interests



## Cultivate an engaged, impactful, more diverse workforce

In order for students to succeed, we must cultivate a district culture and design human resource processes that value our employees.

### OBJECTIVES

- ◆ Increase effectiveness of hiring processes with an emphasis on diversity
- ◆ Create a culture that demonstrates value of all employees
- ◆ Establish employee roles and competencies for effective district programs and services

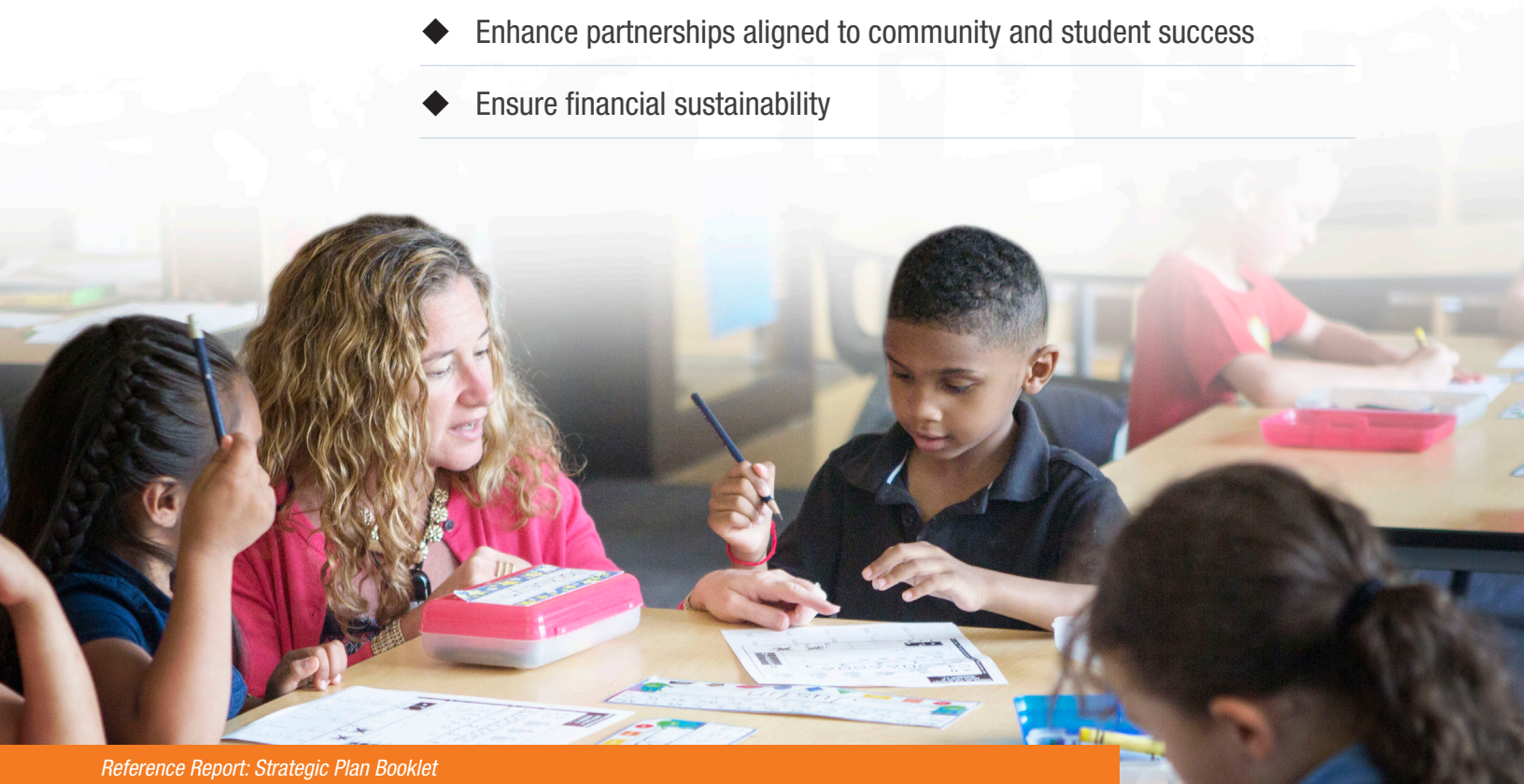


## Create a culture of trust, collaboration, and stewardship

As stewards of public resources, we must build trust by engaging our community as partners and customers and ensure our financial sustainability.

### OBJECTIVES

- ◆ Ensure open, responsive, and transparent practices
- ◆ Enhance partnerships aligned to community and student success
- ◆ Ensure financial sustainability





# FACILITIES MASTER PLAN

**CREATE A CULTURE OF TRUST, COLLABORATION & STEWARDSHIP**

The FMP serves as an extension of the 2022 Strategic Plan, falling under Strategic Theme #6.

 plante moran  
cresa

**URBAN**curry  
CONSULTING

# PROCESS & TIMELINE

## SUMMER 2022

The Facilities Master Plan (FMP) Work Group and the Board of Education worked with Plante Moran CRESA and Urban Curry Consulting to define the goals, strategies, stakeholders and methods for district engagement.

### GOALS:

- ◆ Inform stakeholders about the Strategic Plan and FMP process and timeline.
- ◆ Consult stakeholders on the proposed options for the FMP.
- ◆ Involve stakeholders in shaping continual engagement, to occur after the FMP has been approved.

### METHODS:

- ◆ Community Survey
- ◆ Scholar Survey
- ◆ Lunch and Learns
- ◆ Town Halls
- ◆ Robocalls
- ◆ Mailers
- ◆ Backpack Stuffers
- ◆ Radio Ads

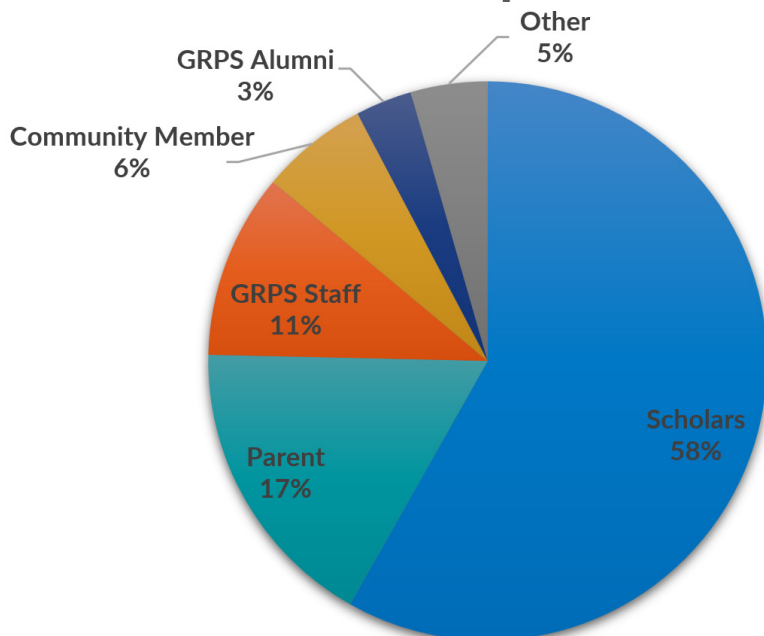
## NOVEMBER 4, 2022

Over 6,000 responses were collected from stakeholders, which served as guardrails for future decision-making criteria.

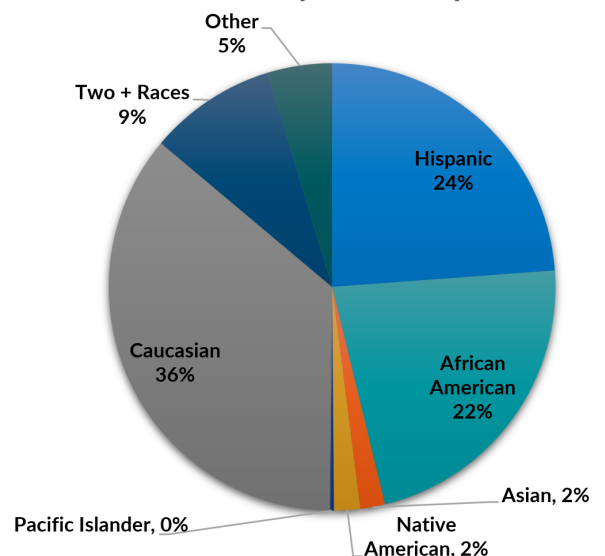
### METHODS:

- ◆ 6,000+ survey response
  - 3,900+ scholar survey responses
  - 2,100+ community survey responses
- ◆ 12 town halls
- ◆ 7 lunch and learn meetings

## Relationship to GRPS



## Race & Ethnicity of all Respondents



# DECISION-MAKING CRITERIA

- ◆ Results in equitable scholar outcomes
- ◆ Creates new and improved scholar opportunities
- ◆ Invests in spaces, environment, and culture to strengthen teaching and learning
- ◆ Aligned with Strategic Plan
- ◆ Positive financial impact, increased operating efficiencies
- ◆ Future growth through innovative, adaptive use
- ◆ Supports scholar, families, and staff voice
- ◆ Emphasize safe, healthy, and accessible facilities
- ◆ Use land for community benefit
- ◆ Prioritizes ownership of buildings and land

The GRPS Facilities team identified both quantitative and qualitative factors when considering the condition of properties and creating decision making criteria. Facility rankings and input from stakeholders informed overall recommendations.



Reference Report: Plante Moran Facility Master Plan Presentation

# ENROLLMENT PAST

## 2000

GRPS had a student population of **27,000** and maintained **80+** educational facilities.

## 2001 TO 2014

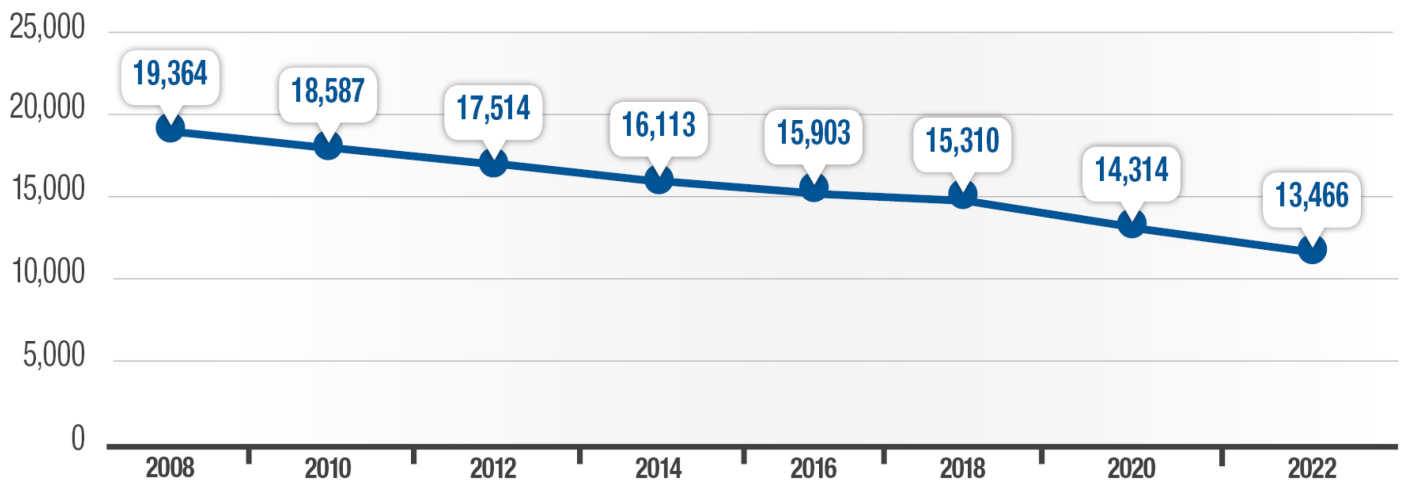
GRPS closed **35** school buildings as enrollment declined to **16,113** scholars.

## SINCE 2014

Despite a sustained decline of an additional **2,600** scholars, GRPS has not closed another school.

# ENROLLMENT TRENDS

### GRPS Enrollment Trends from 2008-2022





# ENROLLMENT PRESENT

Declines in enrollment attributed to the following:



## AFFORDABLE HOUSING

Home prices and taxable values continue to rise, making it more difficult for low- and medium-income wage earners to establish local roots.



## BIRTH RATE DECREASE

Kent County has seen a decrease in birth rates from 2008 to 2021. Birth rates decreased annually from 1957 to 2020 statewide.



## COVID-19 PANDEMIC

It was expected that the COVID-19 pandemic could have resulted in an influx of births. However, live births in the State of Michigan continued to fall. In 2019, there were 107,917 live births in the State of Michigan.

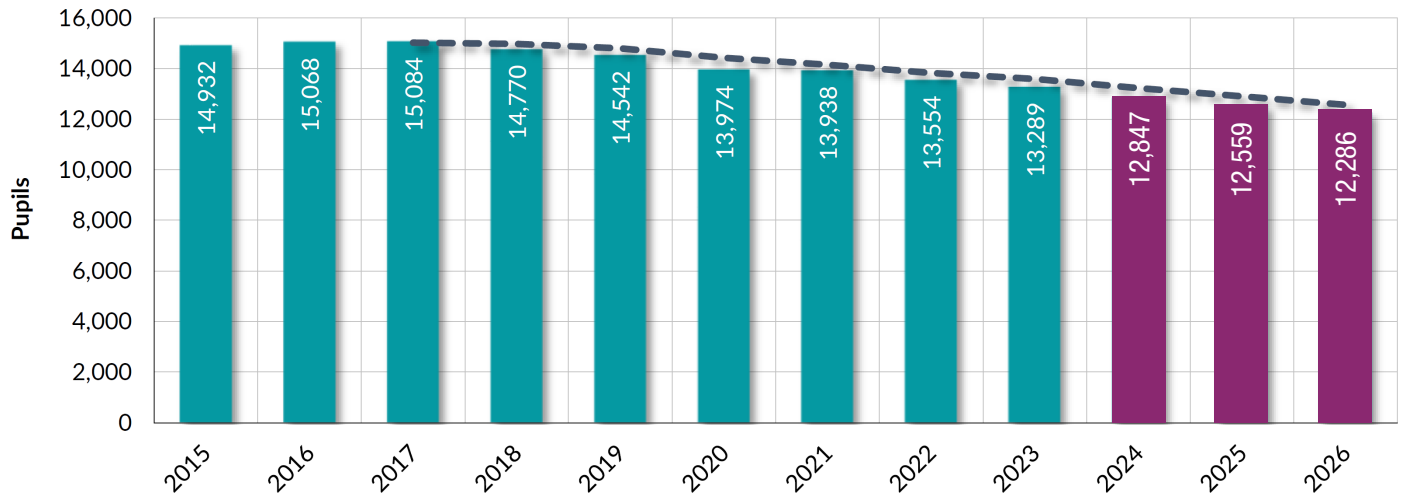


## MORE SCHOOL OPTIONS

Schools-of-choice allowed for school districts to accept students within their ISD. 70 public and private school options educate approximately 20,363 students.

# ENROLLMENT FUTURE

## Pupil Enrollment Projection Study: Grades K - 12



Reference Report: 2022 Facilities Master Plan-Plante Moran Report

# STAFFING VACANCIES

Our state and nation are facing a historic shortage of teachers and education support staff which was exacerbated by COVID-19. Michigan ranks dead last in the nation for the number of students graduating from Colleges of Education – a 71% decline since 2006. Despite the districts comprehensive and innovative efforts to recruit and retain staff, there are currently more than 400 vacancies. The staffing challenges are exacerbated by the fact that there are too many school buildings that are at 50% capacity so staff are spread thin between 42 schools.

## Vacancies as of June 2023

### GREA—GENERAL EDUCATION

138.3 Vacancies

54.30 In process to be hired

**84.00 Total Remaining Vacancies**

### GREA—SPECIAL EDUCATION

57.50 Vacancies

20.00 In process to be hired

**37.50 Total Remaining Vacancies**

### EXECUTIVE EXEMPT / EXEMPT

22.00 Vacancies

5.00 In process to be hired

**17.00 Total Remaining Vacancies**

### SUPPORT NON-EXEMPT

64.00 Vacancies

3.00 In process to be hired

**61.00 Total Remaining Vacancies**

### GRACEN—ITINERANT CCW & COTAS

52.00 Vacancies—Child Care Workers (CCW)

16.50 Vacancies— Certified Occupational Therapists (COTA)

3.00 Child Care Workers (CCW) in process to be hired

**65.50 Total Remaining Vacancies**

### GRAEOP—SECRETARIES

18.50 Vacancies

— In process to be hired

**18.50 Total Remaining Vacancies**

### GRPSPA—PARAPROFESSIONALS

26.00 Vacancies

2.00 In process to be hired

**24.00 Total Remaining Vacancies**

### GRESPA—FOOD SERVICES

31.00 Vacancies

3.00 In process to be hired

**28.00 Total Remaining Vacancies**

### GRESPA—OPERATIONS

51.50 Vacancies

4.00 In process to be hired

**47.50 Total Remaining Vacancies**

### TOTAL VACANCIES

477.30 Vacancies

94.30 In process to be hired

**383.00 Total Remaining Vacancies**

# GRPS FACILITY UTILIZATION ASSESSMENT

## GRPS - FACILITY SUMMARY TABLE

BUILDING CAPACITY OF 24 PUPILS AT PRE-K - 5; 27 PUPILS AT 6-8; 29 PUPILS AT 9-12

STUDENT ENROLLMENT PROJECTIONS AS OF FALL 2023

SCHOOL	GRADE	CURRICULUM	ENROLLMENT	CAPACITY	UTILIZATION
Aberdeen	PK-8	SSC	254	552	46%
Alger	6-8	Gen. Ed.	282	729	39%
Blanford	6	Theme	62	54	115%
Brookside	PK-5	CC	281	432	65%
Buchanan	PK-5	CC-B	364	600	61%
Burton Elem	PK-8	CC-B	364	720	51%
Burton MS	6-8	CC	453	702	65%
CA Frost MH	6-11	Theme	350	609	57%
CA Frost Elem	PK-5	Theme	430	600	72%
Campus	PK-5	Gen. Ed.	246	480	51%
Cesar Chavez	PK-5	CC-B	407	624	65%
City HM	6-12	IB/Theme	931	1,450	64%
Coit	PK-5	IB/Theme	247	528	47%
Congress	PK-5	CC	183	312	59%
Dickinson	PK-8	CC	274	504	54%
East Leonard	PK-5	SSC	158	312	51%
GR Ford	PK-8	Theme	232	384	60%
GR Montessori	PK-6	Montessori/Theme	310	456	68%
GR Montessori MH	9-12	Montessori/Theme	175	319	55%
Museum HS	9-12	Theme	455	319	143%
GRUPA	6-12	Theme	472	1,015	47%
Harrison Park	PK-8	CC	623	1,176	53%
Innovation Central	9-12	Theme	458	1,450	32%
Ken-O-Sha Park	PK-5	CC	116	648	18%

**BUILDING CAPACITY OF 24 PUPILS AT PRE-K - 5; 27 PUPILS AT 6-8; 29 PUPILS AT 9-12**

**STUDENT ENROLLMENT PROJECTIONS AS OF FALL 2023**

SCHOOL	GRADE	CURRICULUM	ENROLLMENT	CAPACITY	UTILIZATION
Kent Hills	PK-5	SSC	207	528	39%
MLK	PK-8	Gen. Ed.	319	576	55%
Mulick Park	PK-5	SSC	233	336	69%
NP Early Childhood	PK-K	Montessori/Theme	192	192	100%
NP Montessori	PK-8	Montessori/Theme	385	456	84%
Ottawa Hills	9-12	SSC	382	1,653	23%
Palmer	PK-5	CC	178	336	53%
Ridgemoor Park	PK-6	Montessori/Theme	135	168	80%
Riverside	6-8	CC	219	810	27%
Shawmut Hills	PK-8	Gen. Ed.	267	384	70%
Sherwood Park	PK-8	IB/Theme	128	552	23%
Sibley	PK-5	CC	276	600	46%
SE Career Pathways	12-Sep	Theme	93	360	26%
SW Elem	PK-8	CC-B	647	984	66%
SW MH	9-12	Theme	391	783	50%
Stocking	PK-5	CC	142	504	28%
Union	9-12	SSC-CS	978	1,508	65%
Westwood	6-8	CC-CS	151	810	19%
Zoo	6	Theme	64	81	79%

**TOTAL STUDENTS ENROLLED = 13,514**

**TOTAL BUILDING CAPACITY = 26,596**

**TOTAL UTILIZATION = 51%**

# FACILITY UTILIZATION

## GRPS PROPERTY IS DISPERSED ACROSS FOUR QUADRANTS AND CONTAINS THE FOLLOWING:

- ◆ 42 Education Facilities – 3,740,826 SF
  - » 27 Elementary Schools – 1,675,129 SF
  - » 6 Middle Schools – 483,675 SF
  - » 9 High Schools – 1,582,022 SF
- ◆ 17 Non-Instructional Facilities – 572,939 SF
- ◆ 720 Acres of Land

GRADE SPAN	
School	Occupancy
Elementary	55%
Middle	42%
High	50%

### PEER DISTRICT OVERVIEW

Grand Rapids currently maintains an average square foot per scholar facility footprint size of **230-240 SF**. The average peer district maintains an average square footage of **167** per student.

# FINANCIAL IMPACT

With over **1,000,000** square feet of unutilized space costing GRPS an average of **\$4** per square foot to maintain, there is approximately **\$4,000,000** in excess maintenance costs spent annually.

If the GRPS facility footprint was realigned with enrollment by reducing it upwards of **20-30%**, GRPS believes that it could alleviate approximately **\$145M** in deferred maintenance costs.

# FACILITIES MASTER PLAN RECOMMENDATIONS

- ◆ Ensure sustainability and align with the Strategic Plan by aiming for average 75% utilization across the district, with an emphasis on elementary and middle school grade levels by 2032.
- ◆ Enrollments and utilization rates to be assessed annually to ensure Facilities Master Plan, Strategic Plan, and Academic Plan. Implementations are improving measurable strategic outcomes.
- ◆ Relocation of scholars and staff will be implemented to preserve programs, prioritize equitable access, and improve learning environments of our schools.
- ◆ Be responsive and transparent with our community by producing a Facilities Master Plan calendar that includes continual stakeholder engagement and communication milestones on a regular basis.
- ◆ Provide continuation of funding for the implementation of Facilities Master Plan through a capital program initiated in November 2023.
- ◆ Use district assets for community benefit by seeking out partnership opportunities for vacated schools and sites once program replacements are identified. In these partnerships, GRPS would prioritize property ownership with future asset decisions.
- ◆ Reduce current operating costs and resource inefficiencies by leveling Kensington and reducing financial responsibility for Alexander during fiscal year 2023. The primary reduction strategy will be establishing an agreement that absolves the District of property maintenance costs but maintains property ownership with future asset decisions.

## The Facilities Master Plan is aligned with the GRPS Strategic Plan:

- **Strategic Theme #1:** Meet holistic student needs
- **Strategic Theme #2:** Optimize and value all school options
- **Strategic Theme #3:** Ensure equitable access and outcomes
- **Strategic Theme #4:** Enhance curriculum and program opportunities
- **Strategic Theme #5:** Cultivate an engage, impactful, more diverse workforce
- **Strategic Theme #6:** Create a culture of trust, collaboration and stewardship

Approved by the Board of Education on Decemeber 2022



# REIMAGINED

## BECOMING WEST MICHIGAN'S DISTRICT OF CHOICE

The district retained The Eureka Group to develop a bespoke community engagement strategy to learn their voices-ideas, experiences, and wisdom-on the future of GRPS.

the  
**eureka**  
group



# COMMUNITY ENGAGEMENT PROCESS

Recognizing the need for continued evaluation of its offerings and valuing the importance of making changes to meet its scholars' and the district's evolving needs, GRPS assessed its Facilities Master Plan, which governs the use, design, and structure of school buildings, with the intent to relocate academic programs and repurpose closed school buildings for community benefit.

The consultant team engaged stakeholders between March-June 2023, focusing on gathering input from previously underrepresented stakeholder groups on the vision for academic programming and facility use. In implementation, the scope quickly adapted and expanded to accommodate the topics of top-level importance to stakeholders, which may be broadly summed under the header of organizational culture, including leadership behaviors, employee morale, communication, safety, and similar matters.

The school-based strategy outlines an equity-centered, culturally-based approach to community engagement that will help inform the district's decision making in the Reimagine GRPS with Us! Initiative, Facilities Masters Plan, and emergent projects related to this engagement.

The strategy is based on a qualitative analysis, complementing the quantitative analysis in which 6,500 GRPS stakeholders participated in surveys.

## Project Timeframe

- ◆ March-June 2023

## Project Goals for GRPS

- ◆ GRPS is a district of choice for scholars and staff.
- ◆ GRPS right-sizes facilities for optimal and equitable programming for scholar learning and life success.

## Suggested Project Measures

- ◆ Increased scholar enrollment
- ◆ Increased scholar retention
- ◆ 75% utilization rate of facilities
- ◆ Scholar, parent, and staff satisfaction levels

## Priority Stakeholder Groups

- ◆ School building leaders (executive directors, principals, teachers, and staff)
- ◆ Scholars of color
- ◆ Parents of scholars of color
- ◆ Community partners providing services to GRPS families of color and refugee families

# ENGAGEMENT MILESTONES

**1.25**  
MILLION MINUTES

**459**  
STAKEHOLDERS

**77**  
DAYS

**57**  
ENGAGEMENTS

**11**  
SCHOOLS

Stakeholders provided a remarkable reimagining of the district from their perspectives.

To synthesize their collective desire for GRPS, three dominant themes are presented below:

- ◆ Stakeholders envision district leaders taking action to address their concerns.
- ◆ Stakeholders envision every scholar having access to the resources and supports required for success co-located in every school building.
- ◆ Stakeholders envision scholars and staff are safe and healthy in all school environments.



To inform its strategic decision-making process as to future facilities use, GRPS initiated *Reimagine GRPS with Us!*, with a focus on learning the perspectives and experiences of underrepresented groups from previous community engagement efforts.

# REIMAGINING REPORT SUMMARY

## GRPS STAKEHOLDER VOICE | 06.11.2023

A summary of the school-based community engagement strategy inclusive of school leaders, staff, scholars, parents, and community partners from March-June 2023

### LEADERS LISTEN AND RESPOND TO CONCERNS IN WAYS THAT ARE MEANINGFUL TO THE PEOPLE WHO BROUGHT THE CONCERNS TO THEIR ATTENTION.

- ◆ Provide timely follow-up communication on issues raised—what was heard, what action was taken (or not taken), and why.
- ◆ Affirm/show how staff wisdom and ideas are being considered in district-level decision making.
- ◆ Create frequent two-way dialogue and feedback opportunities between school staff and district leaders.
- ◆ Clarify the role of the executive director position and how it adds value to what takes place in the school buildings.
- ◆ Practice compassion and empathy.
- ◆ Communicate proactively, transparently, and with intention.
- ◆ Share more bright spots.
- ◆ Nurture and strengthen community partner relationships as authentic partnerships rather than transactional activities.
- ◆ Be more transparent about where funding has been applied effectively to make needed changes.

### EVERYTHING A SCHOLAR NEEDS TO BE SUCCESSFUL IS ACCESSIBLE IN EVERY SCHOOL BUILDING—PARTICULARLY, FULL-TIME TEACHERS.

- ◆ Develop and maintain adequate staffing models and levels across all buildings.
- ◆ Support the mental and emotional health and well-being of school leaders and staff.
- ◆ Pay an equitable and competitive salary both to support internal collaboration and to safeguard retention from other districts.
- ◆ Provide and tailor specialized staffing supports and resources to each school's unique needs.
- ◆ Increase special education resources and staffing to adequately meet needs.
- ◆ "Stop moving staff."
- ◆ Listen to us.
- ◆ Utilize the full potential of PALs.
- ◆ Hire more teachers and staff.
- ◆ Appreciate and leverage the resources that community partners bring

### SCHOLARS AND STAFF ARE SAFE AND HEALTHY IN ALL SCHOOL ENVIRONMENTS.

- ◆ Fix all physically unsafe conditions immediately and, if not possible, implement stopgap measures.
- ◆ Develop a comprehensive plan for addressing the trauma of gun violence.
- ◆ "Give us soap or hand sanitizer."
- ◆ "We need better food."
- ◆ Involve parents in generating solutions regarding safety.
- ◆ Ensure buildings are up to code.
- ◆ Fix the transportation problem.

# HOUSING AFFORDABILITY & STUDENT RETENTION IN GRPS

## Challenging problem: scarce affordable housing for the majority of GRPS families

Before evaluating potential responses, we sketch the nature of the challenge: GRPS households are disadvantaged and affordable housing is scarce.

1. Most GRPS students' families have low incomes. In Fall 2022, 76.8% of GRPS students were "economically disadvantaged"; for schools in the 49507 ZIP code, the figure was 90.4%.
2. Renters with children include a majority (54%) of single-adult-led households with elevated sensitivity to housing affordability, most of whose children are likely to be GRPS students. 42.7% of Grand Rapids households with children are renters, but that figure is 73.5% for single-adult-led households.
3. Grand Rapids has high rates of cost-burdened households paying more than 30% of household income for housing: 32.3% of households with children; 57.6% of renter households with children; 70.6% of renter single-adult-led households with children.
4. A 2019 housing study recommended large increases in affordable housing in Kent County, recommending creation of over 11,000 new affordable units.
5. In the same 2019 study, just 8,535 rental units in Grand Rapids ZIP codes were available to rent at less than 50% of Approximate Median Household Income, and just 3,057 of those had at least two bedrooms. Subtracting the estimated 6,114 student beds available in those units from total estimated demand for 10,714 student beds leaves a shortfall of 4,600 beds.

**Housing affordability likely affects at least several thousand GRPS students and seems significant enough to merit further consideration as a strategic priority for the district.**



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