



plante moran | cresa

# 2022 Facility Master Plan

Grand Rapids Public Schools

November 2022



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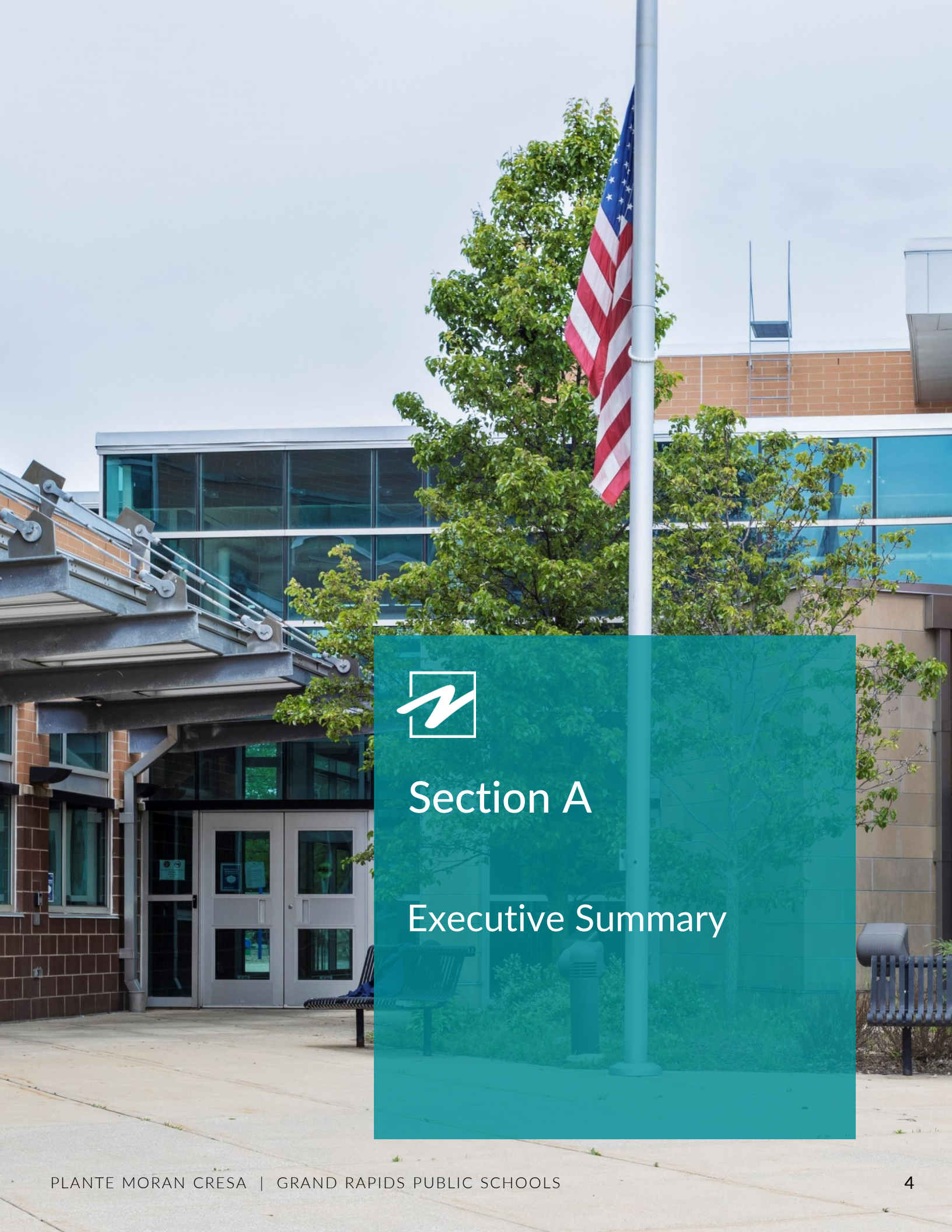
Lunch and Learn Minutes

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District and Quadrant Maps





# Section A

## Executive Summary



## Recommendations

### Executive Summary

In the Summer of 2022, The Facilities Master Plan Work Group was formed as a biproduct of Grand Rapids Public Schools 2022 Strategic Plan. In accordance with Strategic Theme #6:

“Create a culture of trust, collaboration, and stewardship”

the Facilities Master Plan Work Group set out to gather data and feedback from internal and external stakeholders that would inform future decisions on GRPS assets. Having conducted Pupil Enrollment Projections and Utilization Assessments for GRPS in 2019, as well as a district-wide Facilities Conditions Assessment, Plante Moran CRESA worked as part of the Work Group to develop recommendations that would serve as guardrails for future decision-making efforts. Over the course of the Summer and Fall of 2022, GRPS, in collaboration with Urban Curry Consulting and Plante Moran CRESA, has come to the following conclusions that are being presented as Facility Master Plan Recommendations to the Board of Education in December 2022.

- ❖ 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.

## Recommendations

### Executive Summary

- ❖ 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.

## Mission, Vision, Goals and Objectives

### Mission

*“To ensure that all students are educated, self-directed, and productive members of Society”*

### Vision

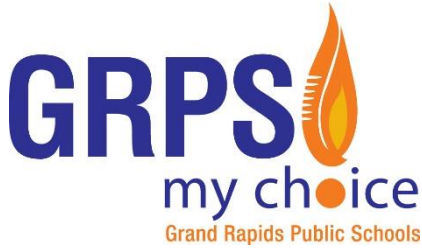
*“To become a world-class performing district with a diverse portfolio of the highest quality schools, with the top educational talent, to meet the differing academic, social, emotional, and physical needs of every student with unrelenting focus on high achievement, high expectations, and preparation for the 21<sup>st</sup> Century.”*

### Facility Master Plan Goals and Objectives

- Aligned with Strategic Plan
  - Meet holistic student needs
  - Optimize and value all school locations --> neighborhood schools to see same level of attention, priority, and innovation as theme schools
  - Ensure equitable access and outcomes
  - Enhance curriculum and program opportunities
  - Cultivate an engaged, impactful, more diverse workforce
  - Create a culture of trust, collaboration, and stewardship
- Invest in 21<sup>st</sup> Century Educational Spaces
- Enhance Scholar Opportunity
  - 75% Utilization
  - Pool talent, innovation, and resources
  - Arts & Athletics
- Equitable Outcomes
- To Prioritize Property for Community Enhancement
- Positive Financial Impact



## The Team



Erica Curry VanEe

### Facilities Master Plan Work Group

- Dr. Leadriane Roby
- Dr. Brandy Lovelady Mitchell
- Leon Hendrix
- Javier Cervantes
- Mel Atkins
- Larry Johnson
- Alex Smart
- Rhonda Kribs
- Raynard Ross
- Jen Schottke
- Steve Petros

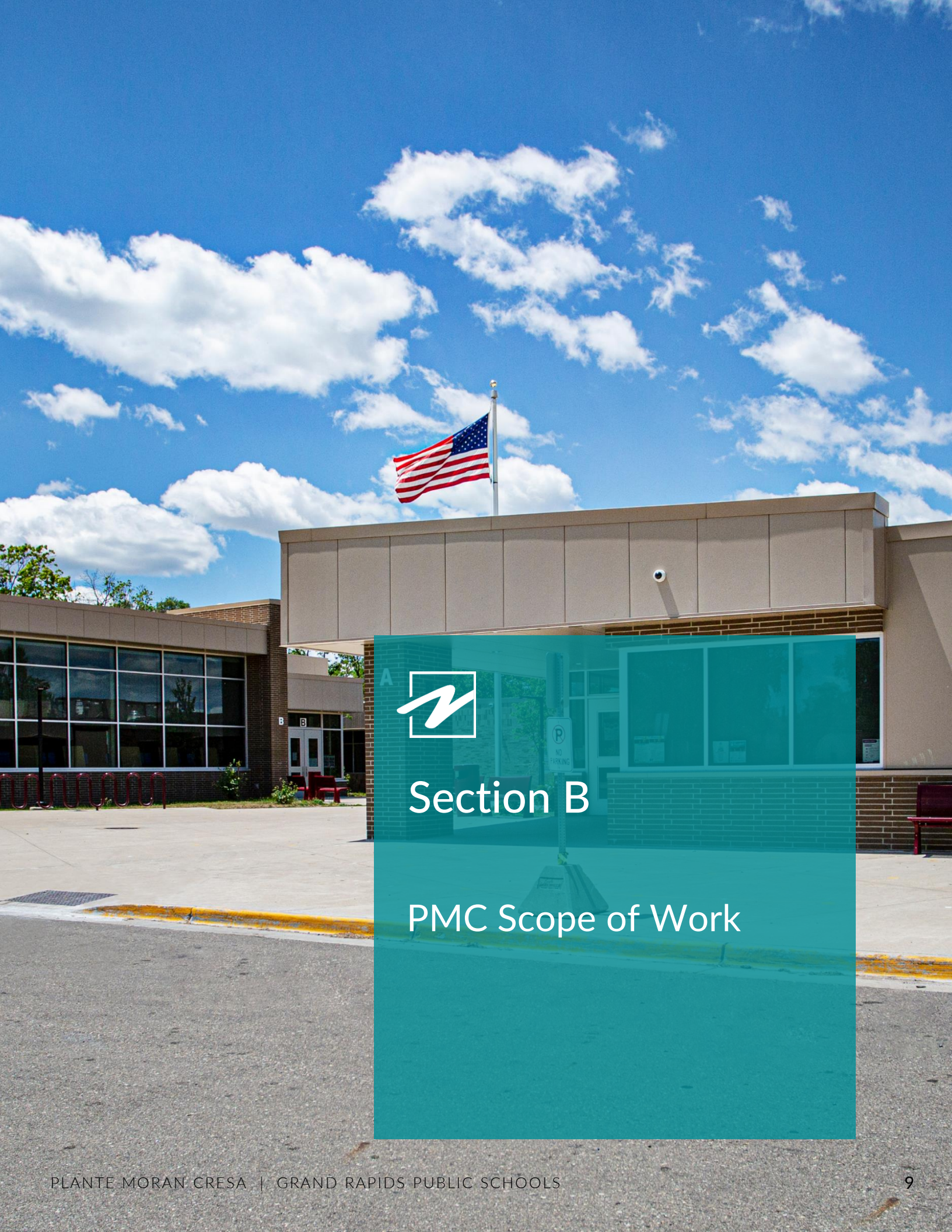


- Paul Wills
- Jake Dykstra

### Board of Education

- Raynard Ross
- Kimberley Williams
- Kristian Grant
- Jen Schottke
- Tony Baker, Ph.D.
- Kimberlie Davis
- Katherine Downes Lewis
- Jose A. Flores, Ph.D.
- John Matias, Min., M.A.





# Section B

## PMC Scope of Work



**INSERT PMC SCOPE OF WORK/SERVICES**

DRAFT





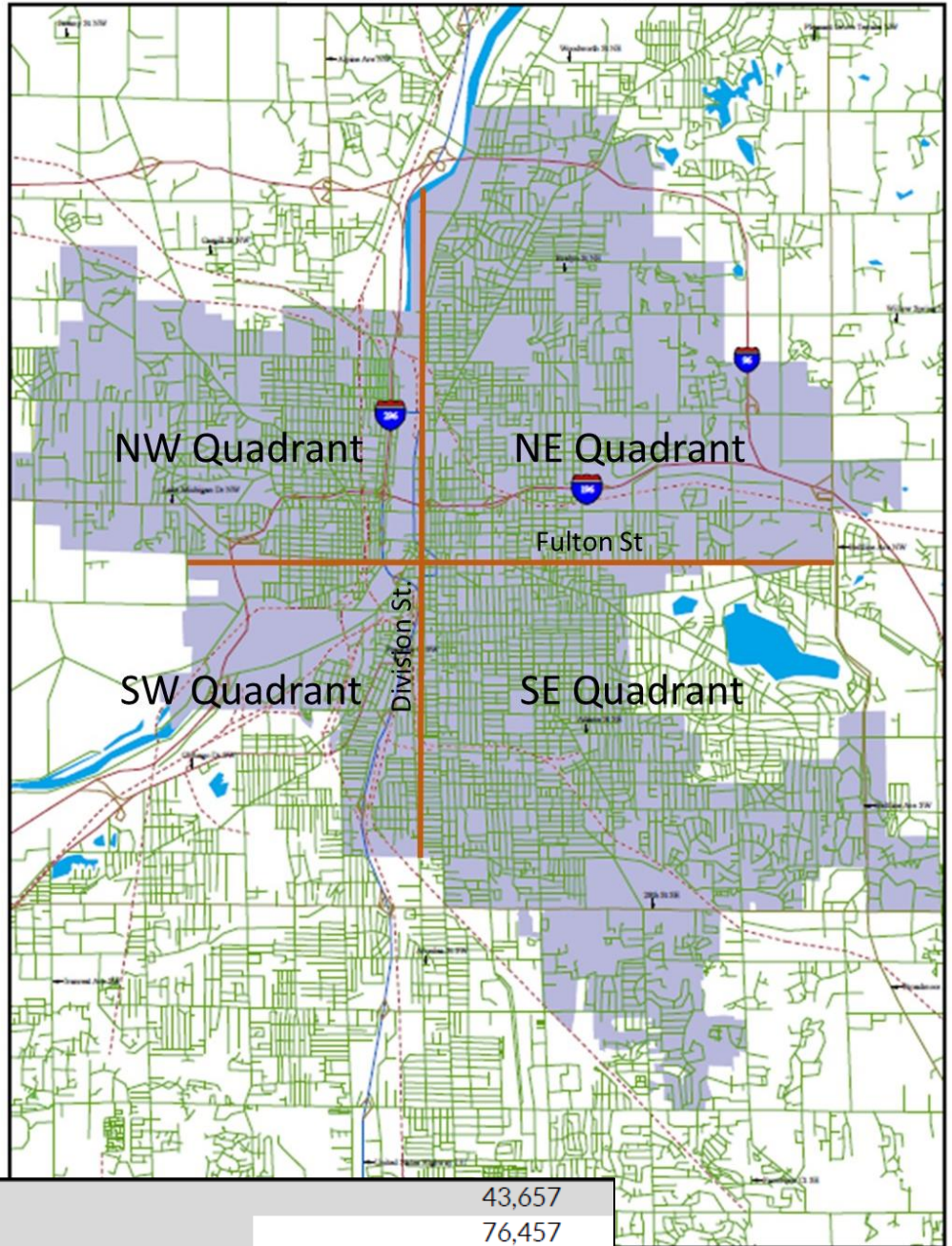
## Section C

### District Overview



## GRPS - Demographics

Grand Rapids Public Schools – Kent County, MI



Total Number of Families	43,657
Total Number of Households	76,457
Average Household Size	2.46
Median Household Size	2.60
Median Age of Householder	46.9
Households with School Age Children	37,159
% of Household with School Age Children	48.6%
Average # of K-12 children per household	0.92
Average # of K-12 children per housing unit	0.49
Median Year Moved In	2009

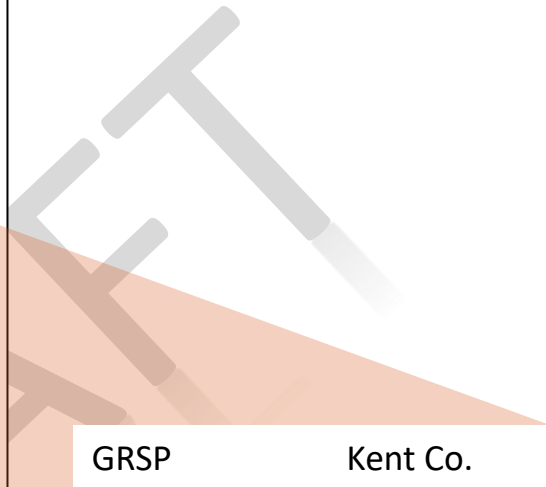
# GRPS - Demographics

## 2022 GRPS School District Data Book

**School District Data Book**  
 === General Characteristics Profile (Summary) ===

Primary Area: Grand Rapids Public Schools  
 Comparison Area 1: County of: Kent  
 Comparison Area 2: State of: Michigan

	Primary Area	Comparison Area 1	Comparison Area 2
	Grand Rapids Public Schools	Kent County	Michigan
County FIPS Code (Some Districts)			26081
Grade Range (District)	KG - 12		
<b>Total Persons</b>	196,219	659,353	9,970,224
Urban Population	100.00%	84.20%	74.64%
White	49.02%	67.00%	71.74%
Black	18.71%	9.45%	14.09%
Asian	2.16%	3.46%	3.57%
Am. Indian/Alaskan	0.78%	0.58%	0.78%
Other	9.61%	5.98%	1.86%
2 or More Races	4.63%	3.66%	2.97%
Hispanic	15.09%	9.85%	4.98%
<b>Median Age</b>	32.7	35.6	40.8
<b>Total Housing Units</b>	82,696	266,797	4,580,864
<b>Total Housing Units - Occupied</b>	76,457	251,827	3,967,016
<b>Median Housing Value</b>	\$ 119,509	\$ 156,542	\$ 145,904
<b>Median Household Income</b>	\$ 53,736	\$ 70,030	\$ 68,223
<b>Average Household Income</b>	\$ 69,389	\$ 89,735	\$ 88,714
<b>Per Capita Personal Income</b>	\$ 28,006	\$ 34,781	\$ 35,796
<b>High Income Average</b>	\$ 327,534	\$ 326,482	\$ 328,447
<b>Total Number of Families</b>	43,657	168,950	2,523,124
<b>Total Number of Households</b>	76,457	251,827	3,967,016
<b>Average Household Size</b>	2.46	2.57	2.46
<b>Median Household Size</b>	2.60	2.70	2.60
<b>Median Age of Householder</b>	46.9	49.7	53.2
<b>Households with School Age Children</b>	37,159	121,880	1,534,523
% of Household with School Age Children	48.6%	48.4%	38.7%
Average # of K-12 children per household	0.92	1.02	1.16
Average # of K-12 children per housing unit	0.49	0.48	0.39
Median Year Moved In	2009	2003	2003
<b>Enrolled School Age Children PK-12</b>	34,019	124,467	1,779,526
Enrolled in Public Pre-primary School	71.70%	63.48%	67.24%
Enrolled in Private Pre-primary School	28.30%	36.52%	32.76%
Enrolled in Public School (K-12)	78.22%	82.80%	89.02%
Enrolled in Private School (K-12)	21.78%	17.20%	10.98%
<b>Household Educational Attainment (Pop 25+)</b>			
Less Than High School (no diploma)	12.09%	7.71%	9.47%
High School Graduate	26.72%	27.35%	29.35%
Some College	22.47%	22.21%	22.85%
Associate's Degree (2 years)	8.10%	9.44%	9.26%
Bachelor's Degree (4 years)	21.17%	23.02%	18.13%
Master's Degree			
Professional Deg.			
Doctorate Deg.			
<b>Employment Profile</b>			
White Collar Occ.			
Blue Collar Occ.			
Service Occup.			



	GRSP	Kent Co.	Michigan
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SECTION C | DISTRICT OVERVIEW

# GRPS Historical Pupil Enrolment

## Grand Rapids Public Schools

Kent County, Michigan

K-12 Pupil Membership in General Education (Historical)

Please Indicate: **FTE**

**DISTRICT WIDE (ALL PUPILS)**

(\*need Spring data for Blended Projections)

Grade	EXAMPLE				Academic Year 2014*				Academic Year 2015				Academic Year 2016				Academic Year 2017			
	Fall	Spring	Blended*		Fall 2014	Spring 2015	Blended*		Fall 2015	Spring 2016	Blended*		Fall 2016	Spring 2017	Blended*		Fall 2017	Spring 2018	Blended*	
K	156.56	153.17	154.89		1,332.04	1,344.28	1,340.77		1,292.16	1,285.04	1,297.37		1,393.75	1,429.25	1,382.88		1,330.93	1,352.46	1,340.76	
1	152.02	140.27	150.96		1,418.00	1,417.18	1,427.79		1,381.54	1,401.89	1,385.10		1,321.48	1,344.20	1,329.52		1,379.93	1,390.58	1,376.36	
2	151.69	133.48	154.44		1,434.19	1,431.47	1,436.72		1,376.35	1,376.47	1,381.86		1,328.25	1,329.86	1,333.07		1,237.84	1,217.61	1,247.04	
3	135.07	171.55	135.48		1,401.45	1,399.26	1,400.77		1,357.14	1,371.92	1,361.95		1,348.44	1,351.19	1,350.79		1,253.32	1,251.11	1,263.11	
4	175.74	133.23	174.36		1,322.25	1,322.96	1,332.11		1,332.11	1,337.15	1,331.20		1,293.88	1,302.10	1,298.21		1,249.99	1,236.91	1,255.20	
5	140.38	160.93	143.20		1,251.09	1,228.56	1,246.66		1,305.33	1,320.55	1,297.65		1,302.34	1,314.01	1,304.16		1,262.29	1,253.74	1,267.46	
6	160.14	169.16	160.46		1,205.74	1,198.86	1,202.83		1,247.62	1,240.62	1,242.74		1,275.94	1,278.06	1,272.41		1,308.93	1,298.70	1,305.84	
7	174.98	161.74	176.25		1,149.16	1,127.42	1,147.71		1,148.69	1,155.65	1,146.56		1,176.90	1,193.18	1,174.78		1,254.91	1,247.33	1,248.74	
8	166.41	188.35	170.04		1,115.39	1,096.81	1,116.23		1,080.85	1,084.17	1,082.45		1,127.22	1,129.07	1,122.92		1,188.43	1,182.21	1,182.49	
9	195.15	208.12	198.06		1,249.91	1,215.85	1,242.76		1,024.48	1,043.62	1,043.62		1,347.51	1,318.92	1,328.44		1,224.77	1,172.71	1,234.19	
10	200.93	208.70	198.71		885.18	865.90	884.97		1,040.30	938.19	1,022.86		919.85	926.14	923.68		963.43	961.78	959.70	
11	209.11	169.44	207.48		744.33	682.75	736.79		748.86	584.47	742.25		701.05	635.18	689.39		848.07	748.53	826.78	
12	174.72	192.48	176.05		574.71	557.83	569.62		597.04	564.16	593.12		531.19	527.25	534.49		581.65	577.15	576.21	
K-12	2,192.90	2,190.62	2,200.37		15,083.44	14,889.13	15,072.37		14,932.47	14,837.07	14,928.14		15,067.80	15,078.41	15,044.73		15,084.49	14,890.82	15,083.88	
SE	30.00	28.00	30.80		1,838.28	1,892.86	1,853.24		1,779.29	1,885.46	1,790.65		1,726.09	1,784.30	1,737.03		1,589.87	1,608.17	1,609.31	
Total	2,321.34	2,326.94	2,331.28		16,921.72	16,781.99	16,925.61		16,711.76	16,672.53	16,718.78		16,793.89	16,862.71	16,781.75		16,674.36	16,498.99	16,693.20	

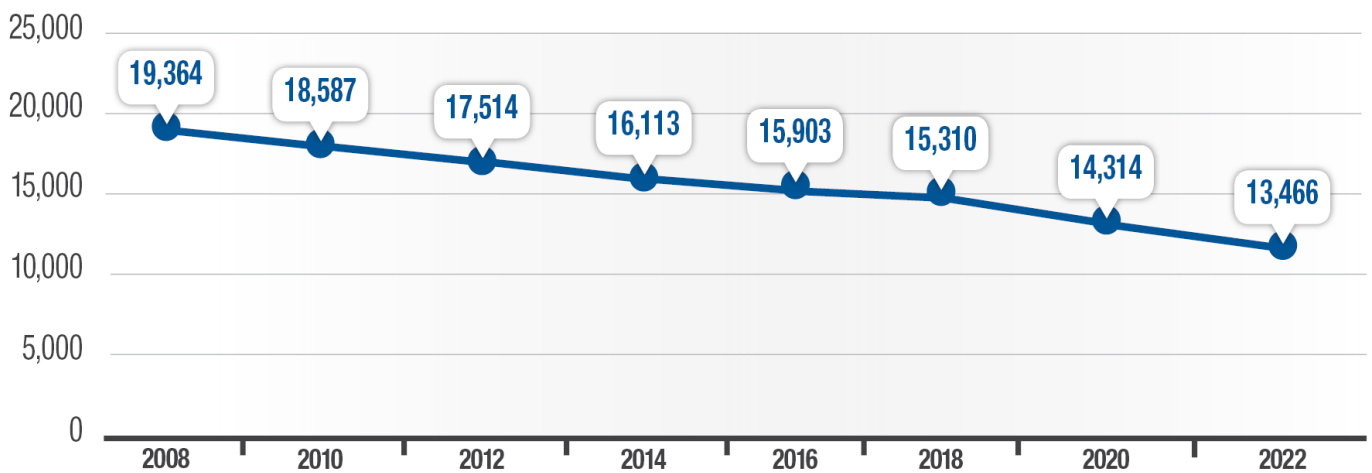
Grade	Academic Year 2018				Academic Year 2019				Academic Year 2020				Academic Year 2021				Academic Year 2022 Projected			
	Fall 2018	Spring 2019	Blended*		Fall 2019	Spring 2020	Blended*		Fall 2020	Spring 2021	Blended*		Fall 2021	Spring 2022	Blended*		Fall 2022 Projected	Spring 2023 Projected	Blended 2022 Projected	
K	1,282.65	1,309.14	1,289.63		1,359.66	1,287.32	1,354.60		1,089.87	1,113.30	1,109.62		1,167.82	1,172.79	1,162.37		1,221.18	-	-	
1	1,300.87	1,288.85	1,309.84		1,283.07	1,282.79	1,283.65		1,206.36	1,208.07	1,214.00		1,171.02	1,208.07	1,174.73		1,155.60	-	-	
2	1,300.97	1,298.39	1,292.63		1,232.34	1,241.06	1,238.94		1,143.30	1,140.80	1,153.08		1,134.23	1,140.80	1,134.89		1,093.83	-	-	
3	1,157.94	1,165.47	1,167.26		1,237.59	1,251.42	1,230.38		1,129.12	1,134.24	1,141.35		1,121.15	1,134.24	1,122.46		1,075.99	-	-	
4	1,184.16	1,182.48	1,189.44		1,092.62	1,119.68	1,101.61		1,158.30	1,156.48	1,154.44		1,060.03	1,156.48	1,069.68		1,051.73	-	-	
5	1,214.01	1,209.90	1,217.98		1,149.55	1,194.07	1,155.59		1,059.12	1,060.44	1,072.62		1,085.48	1,060.44	1,082.98		1,022.34	-	-	
6	1,277.03	1,264.25	1,279.20		1,213.88	1,214.56	1,218.91		1,169.90	1,167.51	1,174.37		1,071.38	1,172.91	1,080.99		1,086.99	-	-	
7	1,249.98	1,260.92	1,249.72		1,229.25	1,224.45	1,232.41		1,164.18	1,172.91	1,170.21		1,126.20	1,172.91	1,130.87		1,026.93	-	-	
8	1,147.11	1,143.41	1,150.62		1,208.54	1,229.15	1,202.02		1,160.93	1,168.72	1,167.75		1,137.85	1,168.72	1,140.94		1,084.69	-	-	
9	1,088.82	1,095.32	1,097.21		1,246.68	1,022.62	1,231.54		1,095.66	1,111.01	1,088.36		1,101.04	1,111.01	1,102.04		1,171.27	-	-	
10	953.43	954.31	954.27		833.43	1,020.84	845.52		947.87	975.14	955.17		1,115.51	975.14	1,101.47		902.88	-	-	
11	837.78	769.66	828.86		778.05	760.09	777.22		877.07	853.92	865.37		807.15	853.92	811.83		961.27	-	-	
12	775.39	732.47	755.57		676.87	742.65	682.43		771.91	755.25	768.98		839.10	755.25	830.72		698.86	-	-	
K-12	14,770.14	14,674.57	14,782.21		14,541.53	14,590.70	14,554.83		13,973.59	14,017.79	14,035.30		13,937.96	14,077.28	13,945.94		13,553.57	-	-	
SE	1,439.18	1,473.00	1,456.08		1,539.25	1,297.10	1,532.63		966.52	1,042.16	999.58		995.60	1,052.22	1,000.26		1,117.85	-	-	
Total	16,209.32	16,147.57	16,238.29		16,080.78	15,887.80	16,087.46		14,940.11	15,059.95	15,034.88		14,933.56	15,129.50	14,946.20		14,671.41	-	-	

Note: \* Pupil Blended Count membership (number) is calculated based on 90% of Fall count & 10% of Spring count of a Calendar year.

Source: Office of Pupil Accounting, Grand Rapids Public Schools

## Enrollment – Past & Present

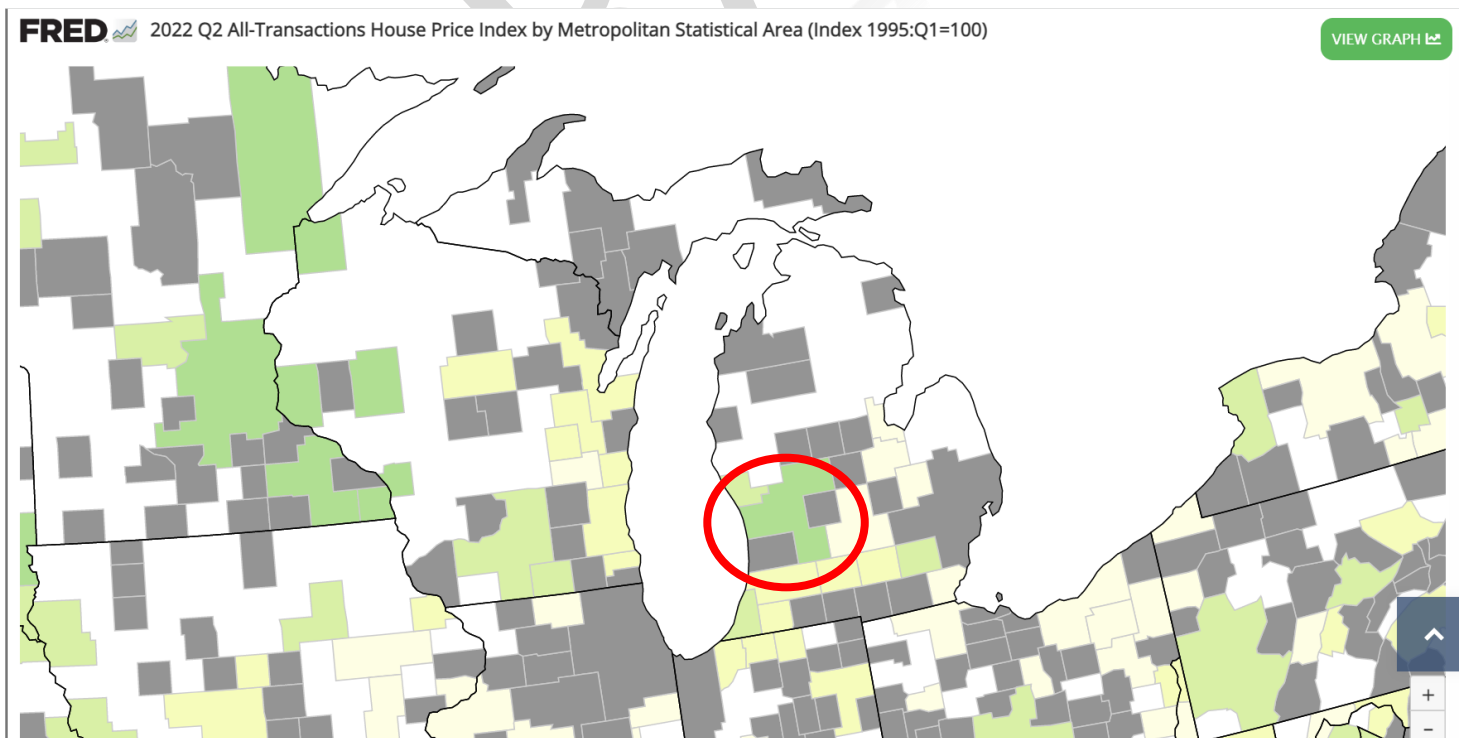
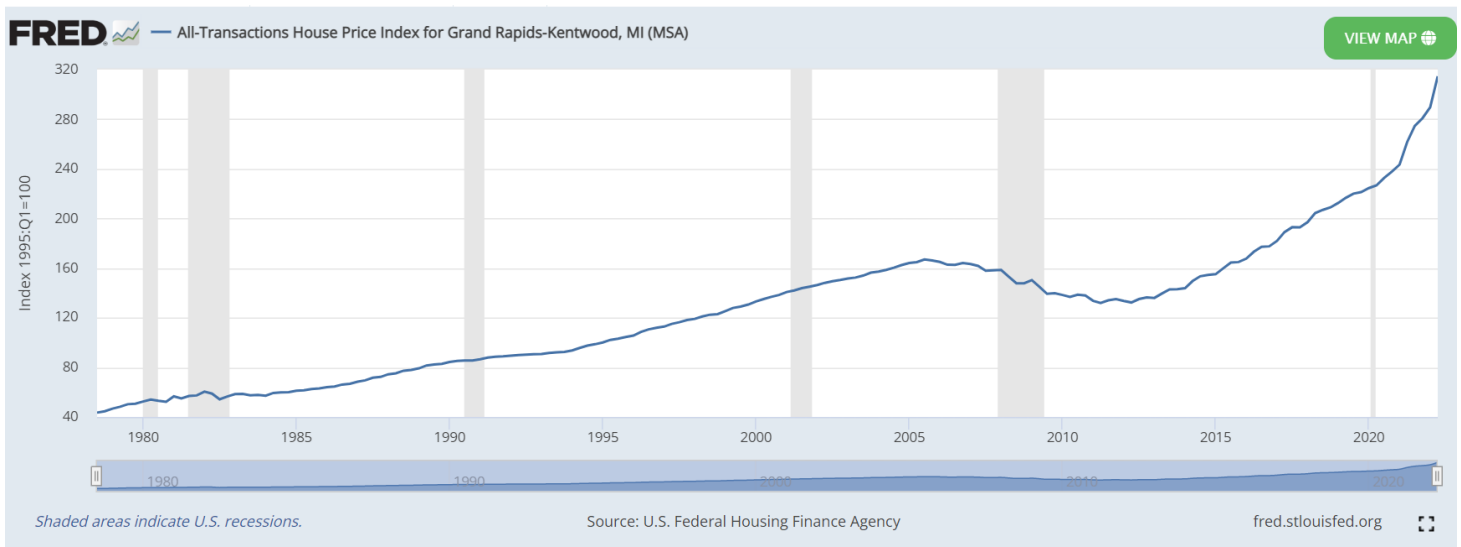
- In 2000, GRPS had a student population of 27,000 and maintained 80+ educational facilities.
- From 2001 through 2014, GRPS closed 35 school buildings as enrollment declined to 16,113 scholars.
- Since 2014, despite a sustained declination of an additional 2,600 scholars, GRPS has not closed another school.



GRPS Enrollment Trends from 2008 - 2022

## Enrollment – Past & Present

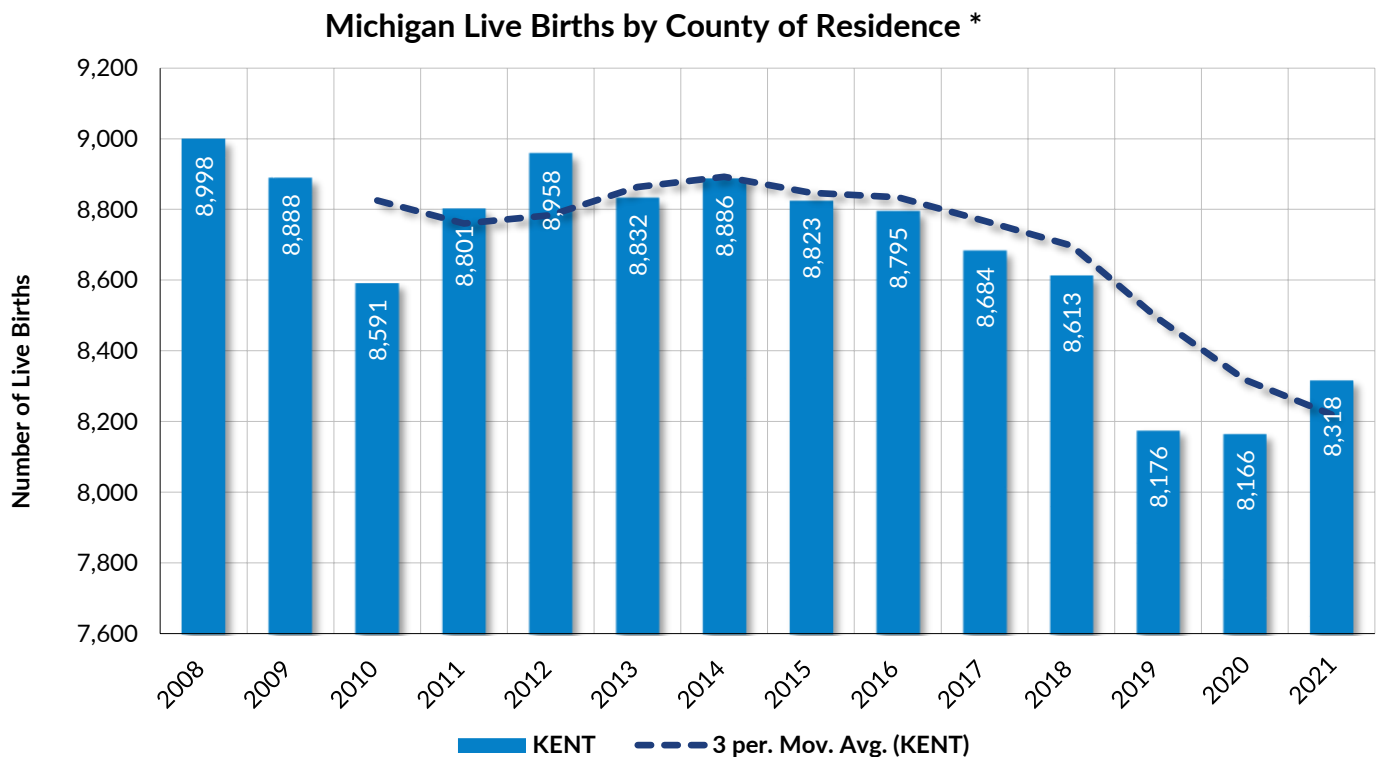
- Declines in enrollment can be attributed to the following:
  - Affordable Housing
    - » Home prices and taxable values continue to rise, making it more difficult for low- and medium-income wage earners to establish local roots.





## Enrollment – Past & Present

- Declines in enrollment can be attributed to the following:
  - Birth Rate Decrease
    - » In 1957, there were 208,808 live births in the State of Michigan.
    - » In 2020, there were 104,149 live births in the State of Michigan.
    - » In 2008, there were 8,998 live births in Kent County.
    - In 2021, there were 8,318 live births in Kent County.

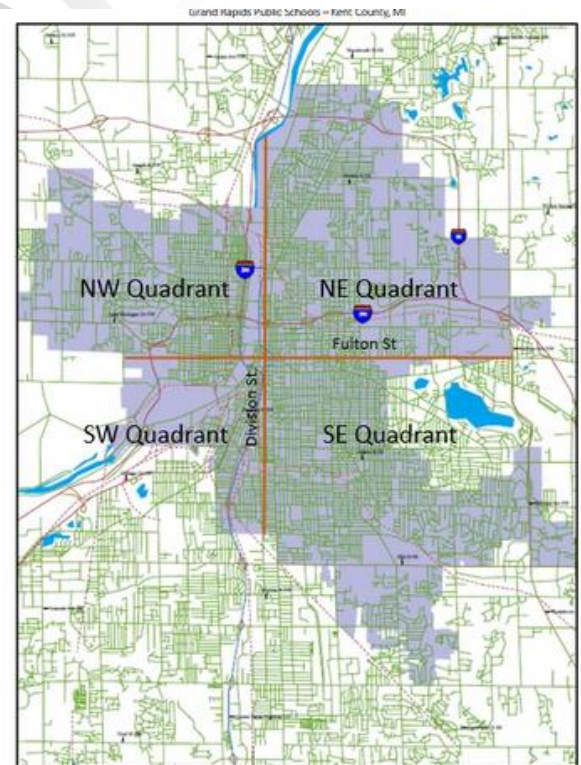


- COVID-19 Pandemic
  - It was expected that the COVID-19 pandemic could have resulted in an influx of births. However, live births in the State of Michigan continued to fall.
  - In 2019, there were 107,917 live births in the State of Michigan.

## Enrollment – Past & Present

- Declines in enrollment can be attributed to the following:
  - More School Options
    - » In 1994, Proposal A was adopted by the State of Michigan and provided a state-funded per-pupil allowance.
    - » Section 105 in the State School Aid Act was passed in 1996, which allowed for school districts to accept students within their ISD.
    - » As departing students left their previously assigned educational institution for schools-of-choice, state funding consequently decreased.
  - School Options in and around GRPS School District
    - » GRPS has 42 educational facilities that educate approximately 13,551 scholars
    - » There are 21 Other public-school options that educate approximately 10,988 scholars
    - » There are 39 Private school options that educate approximately 6,812 scholars

GRPS DISTRICT		
Total Population	196,119	
# of PK-12	34,037	
# of PK-12 Public	26,437	78%
# of PK-12 Private	7,600	22%
# of K-12 Total	31,351	
# of K-12 GRPS	13,551	43%
# of K-12 Public (Other)	10,988	35%
# of K-12 Private	6,812	22%



## Enrollment – Past & Present

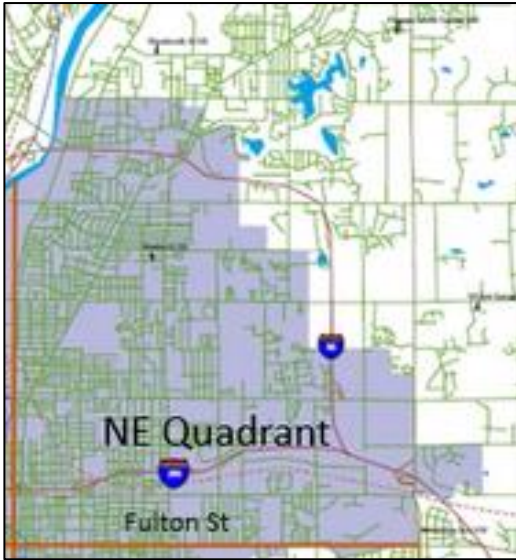


NORTHWEST		
	40,793	
	6,484	
# of PK-12 Private	1,282	
# of K-12 Total	6,020	
# of K-12 GRPS	3345	
# of K-12 Public (Other)	1611	
# of K-12 Private	1064	



SOUTHWEST		
Total Population	22,198	
# of PK-12	5,385	
# of PK-12 Public	4,809	
# of PK-12 Private	576	
# of K-12 Total	4,975	
# of K-12 GRPS	2583	52%
# of K-12 Public (Other)	1820	37%
# of K-12 Private		11%

## Enrollment – Past & Present



NORTHEAST		
	54,591	
	8,661	
# of PK-12 Private	1,845	
# of K-12 Total	8,012	
# of K-12 GRPS	3774	
# of K-12 Public (Other)	2606	
# of K-12 Private	1632	



SOUTHEAST		
Total Population	78,537	
# of PK-12	13,507	
# of PK-12 Public	9,610	
# of PK-12 Private	3,897	
# of K-12 Total	12,344	
# of K-12 GRPS	3849	31%
# of K-12 Public (Other)	4951	40%
# of K-12 Private		29%



# Enrollment - Future

## ENROLLMENT PROJECTION USING COHORT SURVIVAL METHOD & Adjusted to Community Demographic Trends

Educational Agency Name: **Grand Rapids Public Schools**  
County: **Kent**

BASED ON **2021** FALL FTE  
DISTRICT WIDE (ALL PUPILS)

Birth Yr	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
Births	8,591	8,801	8,958	8,832	8,886	8,823	8,795	8,684	8,613	8,176	8,166	<b>8,318</b>
K% Birth	15.04%	15.84%	14.86%	14.52%	15.30%	12.35%	13.28%	14.06%	13.90%	13.78%	13.48%	13.70%

2021 Live Births is an ESTIMATE based on past 3 years trend  
Anticipated Non-historical Factor: ▲ -0.25%

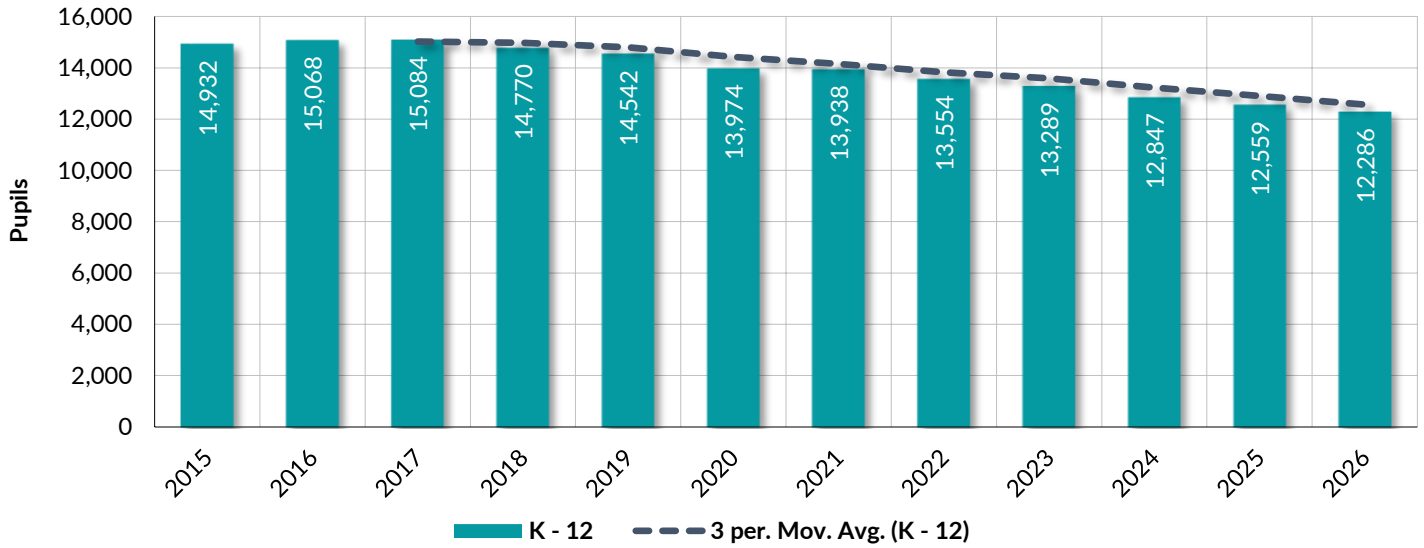
Grade	Historical Data												Projection Data											
	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031							
K	1,292	1,394	1,331	1,283	1,360	1,090	1,168	1,221	1,198	1,127	1,100	1,140	N.A.	N.A.	N.A.	N.A.	N.A.							
1	1,382	1,321	1,380	1,301	1,283	1,206	1,171	1,156	1,208	1,185	1,115	1,089	1,128	N.A.	N.A.	N.A.	N.A.							
2	1,376	1,328	1,238	1,301	1,232	1,143	1,134	1,094	1,079	1,129	1,107	1,041	1,017	1,053	N.A.	N.A.	N.A.							
3	1,357	1,348	1,253	1,158	1,238	1,129	1,121	1,076	1,038	1,024	1,071	1,050	988	965	999	N.A.	N.A.							
4	1,332	1,294	1,250	1,184	1,093	1,158	1,060	1,052	1,009	973	961	1,004	985	927	905	937	N.A.							
5	1,305	1,302	1,262	1,214	1,150	1,059	1,085	1,022	1,014	973	939	926	969	950	894	873	904							
6	1,248	1,276	1,309	1,277	1,214	1,170	1,071	1,087	1,024	1,016	975	940	928	970	951	895	874							
7	1,149	1,177	1,255	1,250	1,229	1,164	1,126	1,027	1,042	981	974	934	901	889	930	912	858							
8	1,081	1,127	1,188	1,147	1,209	1,161	1,138	1,085	989	1,003	945	938	900	868	856	896	878							
9	1,024	1,348	1,225	1,089	1,247	1,096	1,101	1,171	1,117	1,018	1,033	973	965	926	893	882	922							
10	1,040	920	963	953	833	948	1,116	903	960	916	835	847	798	792	760	733	723							
11	749	701	848	838	778	877	807	961	778	828	789	719	730	687	682	655	631							
12	597	531	582	775	677	772	839	699	832	674	717	683	623	632	595	591	567							
<b>K - 12</b>	<b>14,932</b>	<b>15,068</b>	<b>15,084</b>	<b>14,770</b>	<b>14,542</b>	<b>13,974</b>	<b>13,938</b>	<b>13,554</b>	<b>13,289</b>	<b>12,847</b>	<b>12,559</b>	<b>12,286</b>	<b>N.A.</b>	<b>N.A.</b>	<b>N.A.</b>	<b>N.A.</b>	<b>N.A.</b>							
Year-to-Year #Growth:	135	17	-314	-229	-568	-36	-384	-265	-442	-287	-274	-274	-274	-274	-274	-274	-274							
Year-to-Year %Growth:	0.91%	0.11%	-2.08%	-1.55%	-3.91%	-0.25%	-2.76%	-1.95%	-3.33%	-2.24%	-2.18%	-2.18%	-2.18%	-2.18%	-2.18%	-2.18%	-2.18%							
SE	1,779	1,726	1,590	1,439	1,539	967	996	1,118	1,096	1,060	1,036	1,013	1,013	1,013	1,013	1,013	1,013							
<b>Totals</b>	<b>16,712</b>	<b>16,794</b>	<b>16,674</b>	<b>16,209</b>	<b>16,081</b>	<b>14,940</b>	<b>14,934</b>	<b>14,671</b>	<b>14,385</b>	<b>13,906</b>	<b>13,595</b>	<b>13,299</b>	<b>N.A.</b>	<b>N.A.</b>	<b>N.A.</b>	<b>N.A.</b>	<b>N.A.</b>							

Projections for Special Education pupils are based on three year averaging trends and are not affected by community demographics.

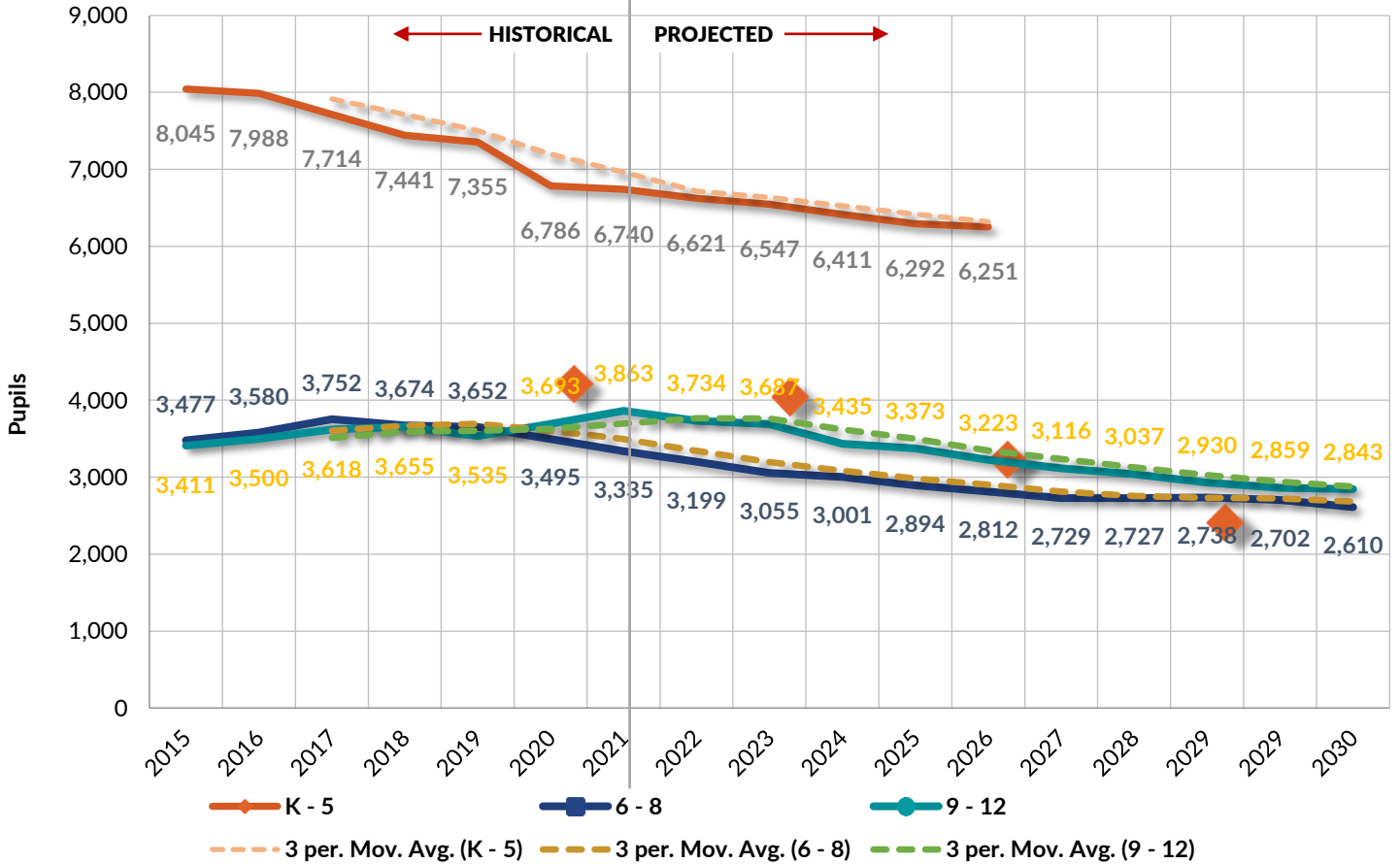
Note: K-12 General Education Pupil Enrollment history and projections do not include self-contained special education, alternative education or part-time students (in FTE's).

## Enrollment - Future

### Pupil Enrollment Projection Study: Grades K - 12

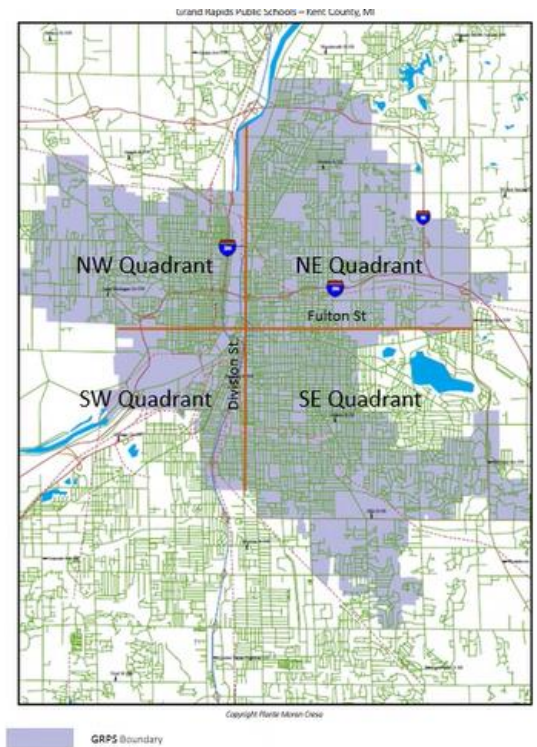


### Grade Pattern Compilation



## Facility Footprint & Conditions

- Grand Rapids Public School 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

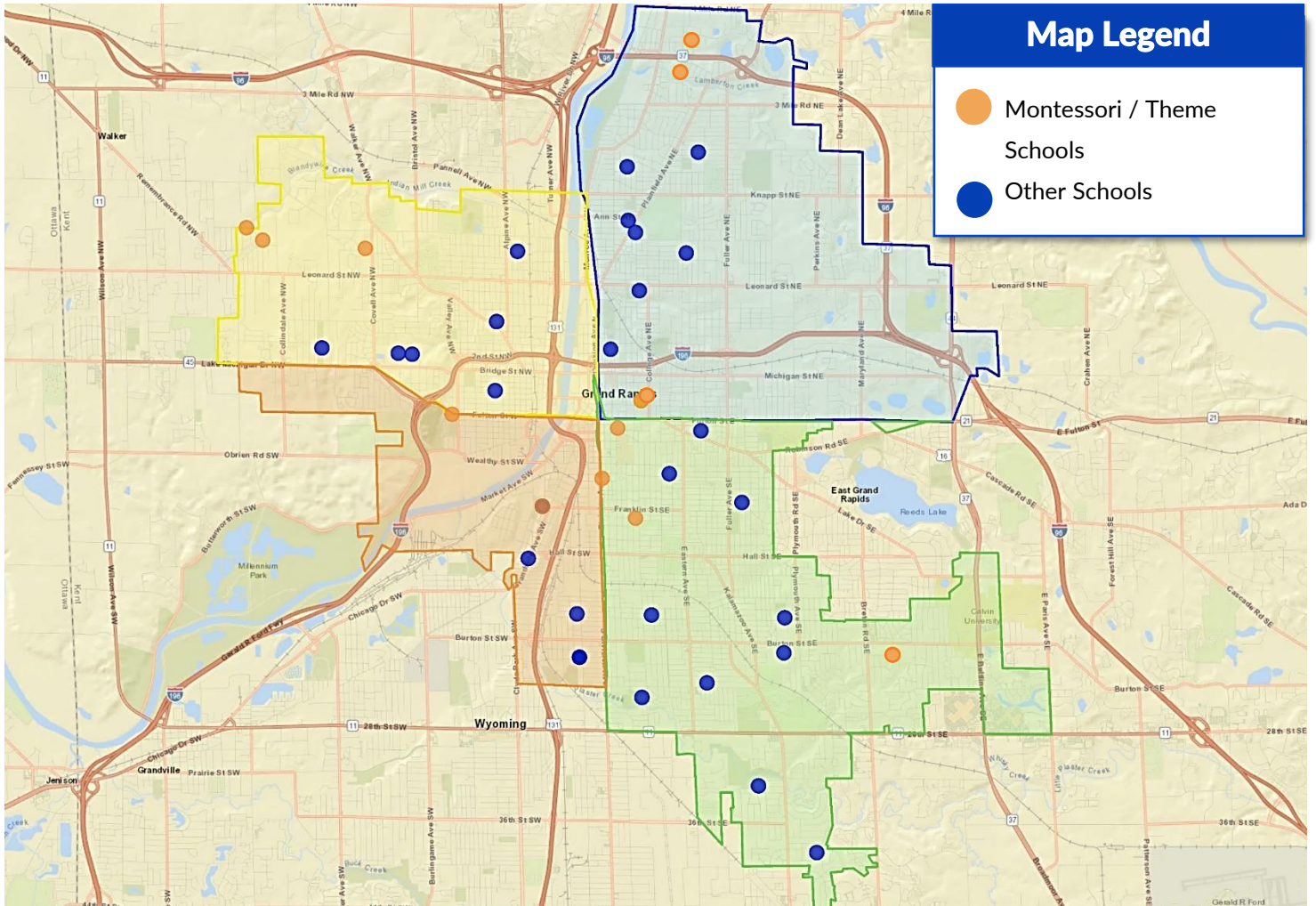


## Quadrant Educational Facility Overview

2021 Quadrant Summary					
	Enrollment	Capacity	Delta	Occupancy	
					27
Middle	1,350	3,186	1,836	42%	6
High	4,585	9,106	4,521	50%	9

## Facility Footprint – Theme School & Neighborhood Schools

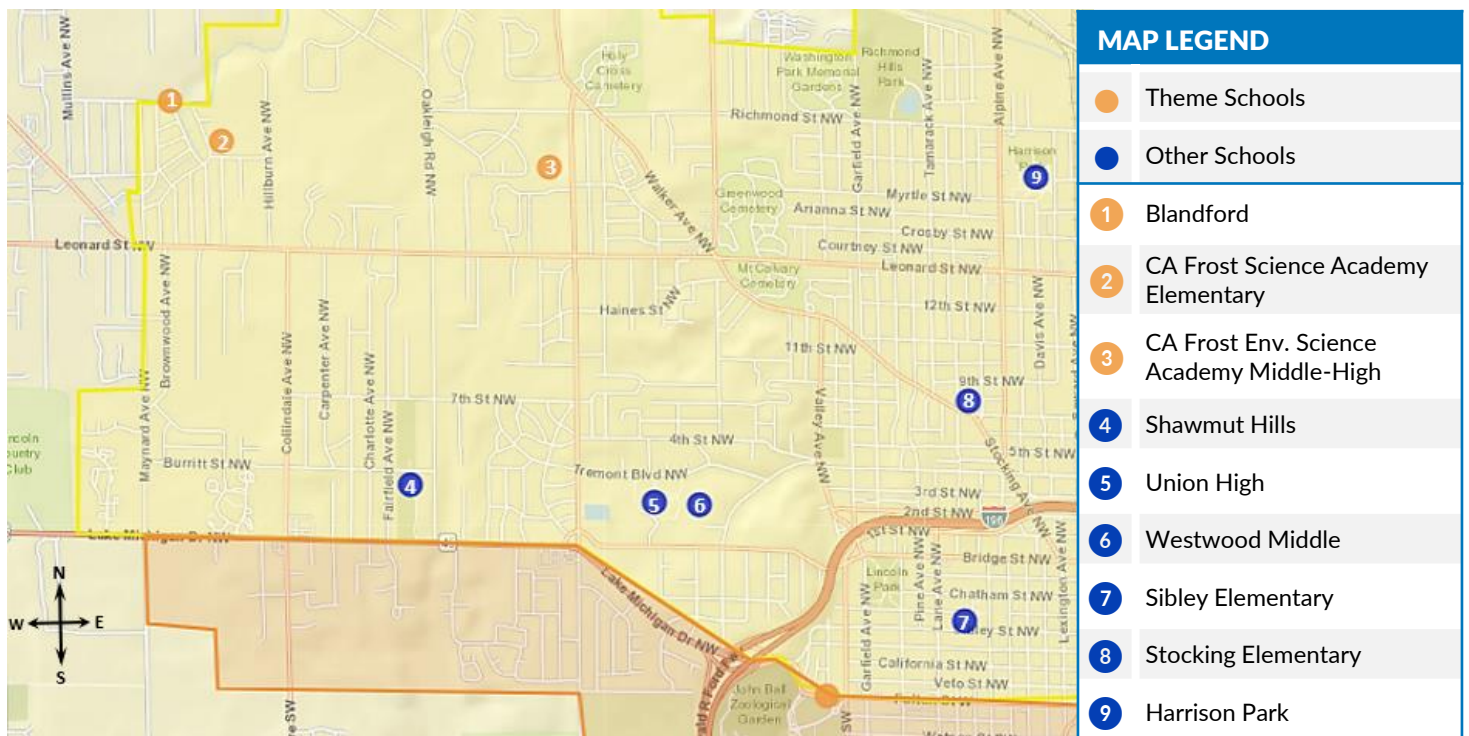
- Grand Rapids Public Schools maintains (17) Theme Schools and (25) Neighborhood Schools.





## Facility Footprint – Northwest Quadrant Breakdown

NORTHWEST									
School	Enrollment	Capacity	Delta	Occupancy	2022 Facility Count	Essential Facilities	Adjusted Essential Facilities	Non Essential Facilities	Essential Classrooms #
Elementary	1,754	3,264	1,510	54%	5	3.9	4.0	1	73
Middle	265	864	599	31%	2	0.4	1.0	1	10
High	1,326	2,117	791	63%	2	1.7	2.0	0	46



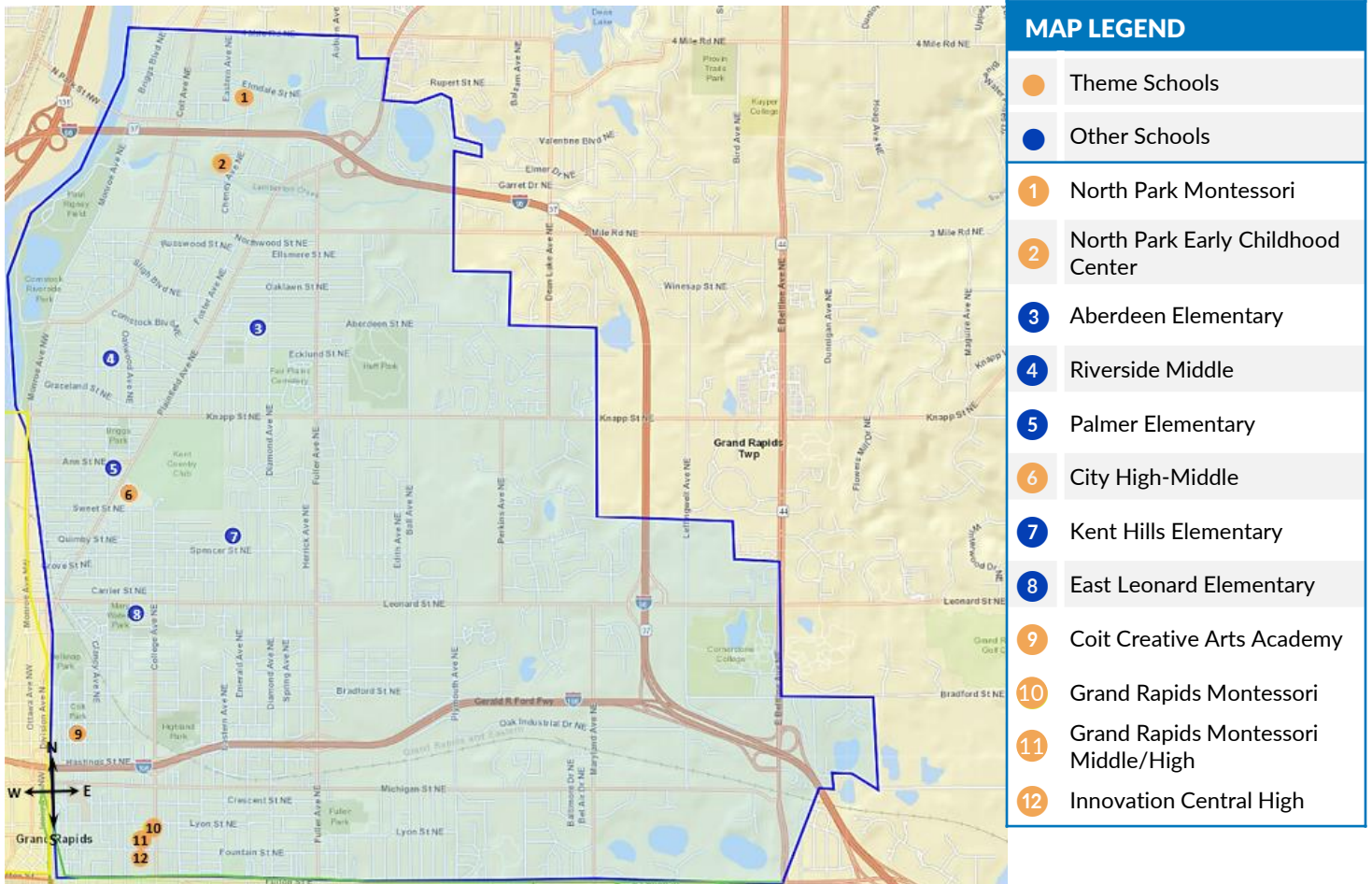
Facility Name	School	Quadrant	Building Size	# Classrooms	Facility Condition	Utilization % (Target = F/G) (I)	Utilization
Stocking Elementary	Elementary	NW	36,949	23	Good	30%	Poor
Shawmut Hills	Elementary	NW	40,649	19	Good	67%	Fair
CA Frost Science Academy Elementary	Elementary	NW	58,676	25	Good	73%	Fair
Harrison Park	Elementary	NW	192,650	49	Good	55%	Poor
Sibley Elementary	Elementary	NW	67,005	28	Good	44%	Poor
Blandford	Middle	NW	6,771	2	Good	117%	Excellent
Westwood Middle	Middle	NW	89,180	30	Fair	25%	Poor
CA Frost Enviro. Science Academy Middle-High	High	NW	37,543	21	Good	60%	Poor
Union High	High	NW	269,264	52	Fair	64%	Poor

\*Reference page 52 for definitions and descriptions of Facility Conditions and Utilization



## Facility Footprint – Northeast Quadrant Breakdown

NORTHEAST									
School	Enrollment	Capacity	Delta	Occupancy	2022 Facility Count	Essential Facilities	Adjusted Essential Facilities	Non Essential Facilities	Essential Classrooms #
Elementary	1,842	3,360	1,518	55%	8	4.1	5.0	3.0	77
Middle	203	810	607	25%	1	0.3	1.0	0.0	8
High	1,729	3,219	1,490	54%	3	2.2	3.0	0.0	60

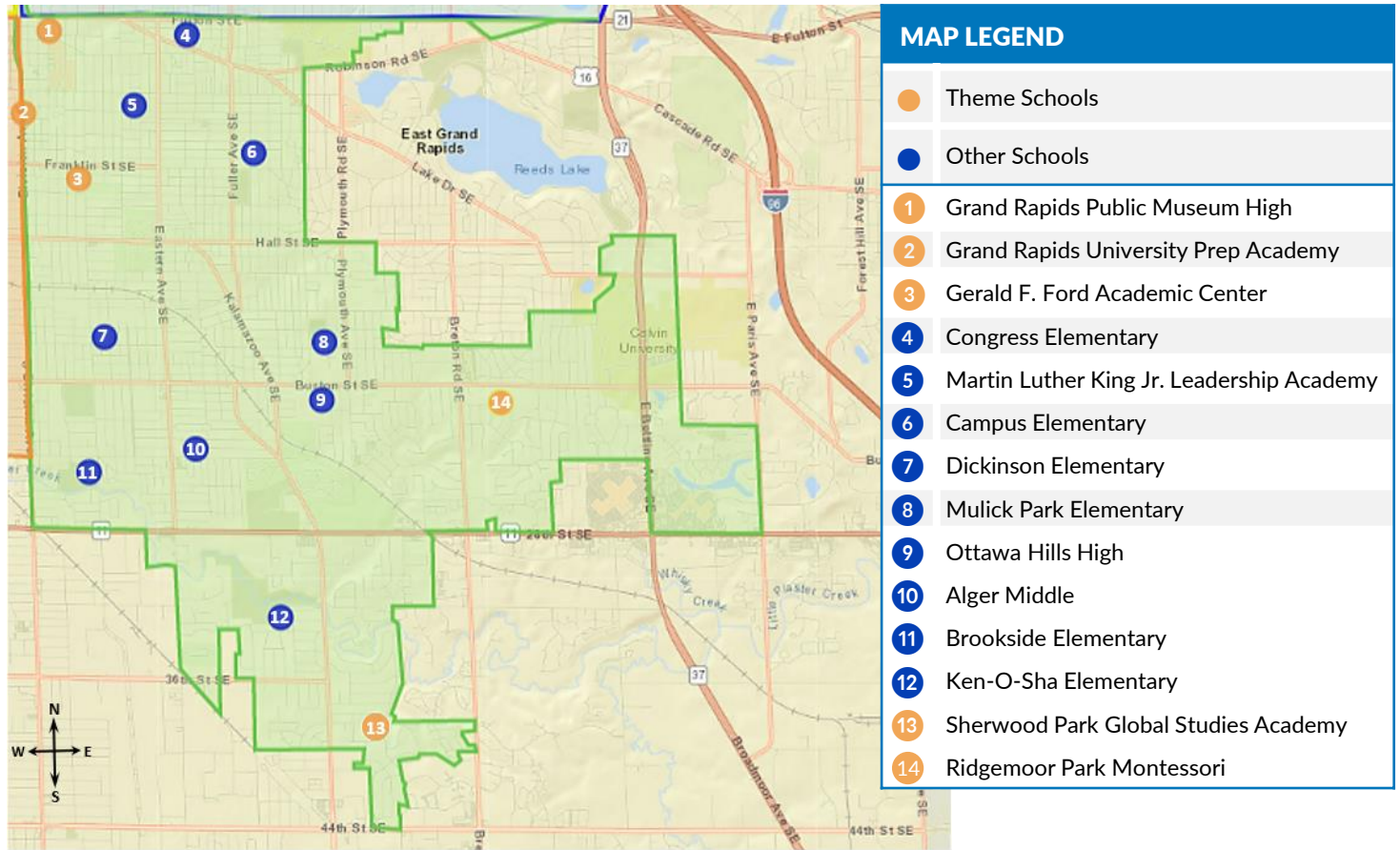


Facility Name	School	Quadrant	Building Size	# Classrooms	Facility Condition	Utilization % (Target F/G (I))	Utilization
North Park Early Childhood Center	Elementary	NE	18,030	8	Good	100%	Excellent
East Leonard Elementary	Elementary	NE	33,983	15	Fair	49%	Poor
Palmer Elementary	Elementary	NE	38,400	15	Good	49%	Poor
Aberdeen Elementary	Elementary	NE	46,322	23	Fair	42%	Poor
Coit Creative Arts Academy	Elementary	NE	62,556	22	Good	46%	Poor
Kent Hills Elementary	Elementary	NE	54,493	22	Good	35%	Poor
North Park Montessori	Elementary	NE	43,444	19	Fair	85%	Good
Grand Rapids Montessori Academy	Elementary	NE	35,425	19	Fair	62%	Poor
Riverside Middle	Middle	NE	88,380	30	Fair	25%	Poor
City High-Middle	High	NE	366,407	50	Good	63%	Poor
Innovation Central High	High	NE	235,350	50	Fair	44%	Poor
Grand Rapids Montessori Middle/High	High	NE	203,492	11	Fair	58%	Poor

\*Reference page 52 for definitions and descriptions of Facility Conditions and Utilization

## Facility Footprint – Southeast Quadrant Breakdown

SOUTHEAST									
School	Enrollment	Capacity	Delta	Occupancy	2022 Facility Count	Essential Facilities	Adjusted Essential Facilities	Non Essential Facilities	Essential Classrooms #
Elementary	2,224	4,392	2,168	51%	10	4.9	5.0	5	93
Middle	355	729	374	49%	1	0.6	1.0	0	13
High	1,270	2,987	1,717	43%	3	1.6	2.0	1	44



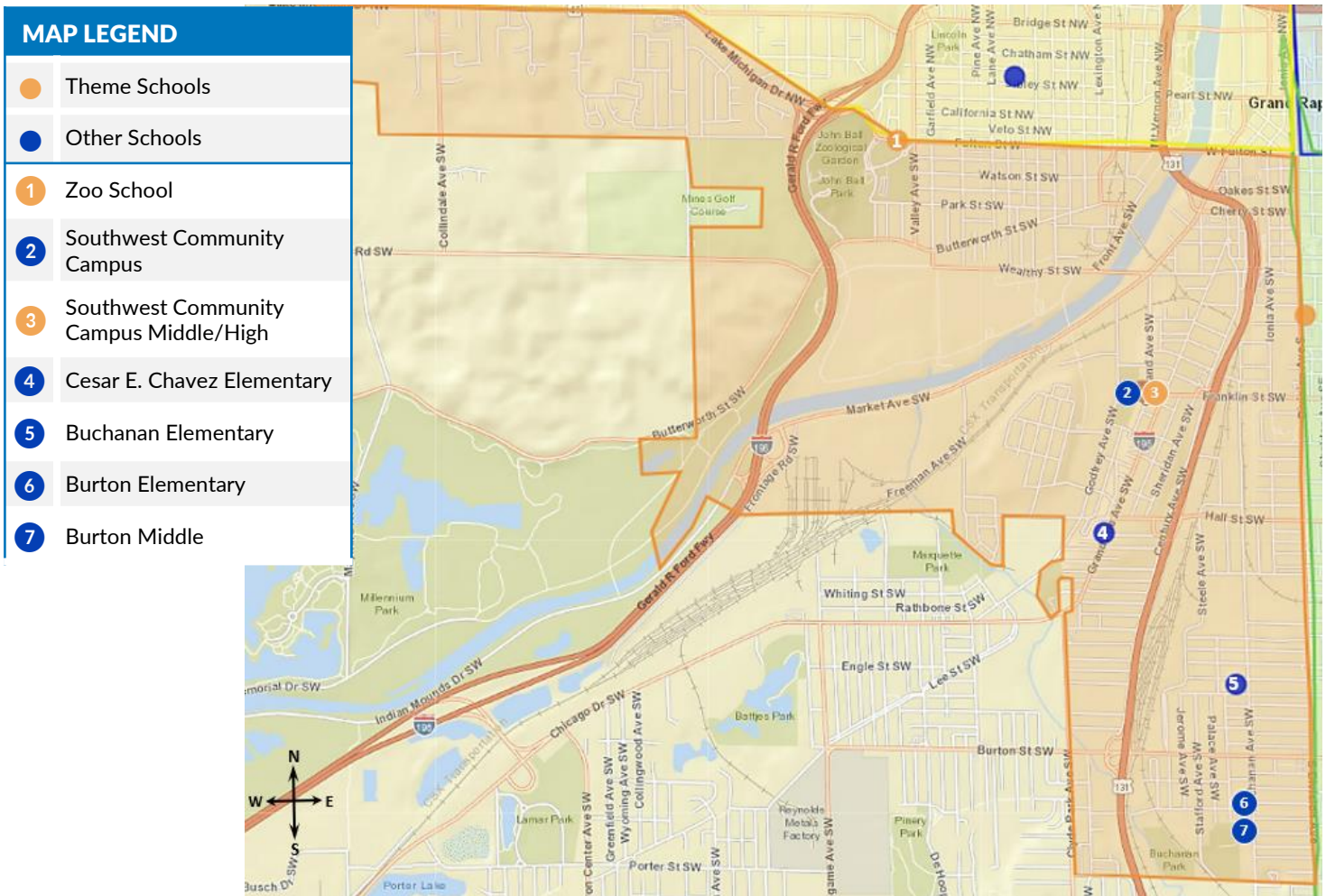
Facility Name	School	Quadrant	Building Size	# Classrooms	Facility Condition	Utilization % (Target F/G (I))	Utilization
Ken-O-Sha Elementary	Elementary	SE	83,679	29	Fair	21%	Poor
Ridgemoor Park Montessori	Elementary	SE	34,612	7	Good	73%	Fair
Sherwood Park Global Studies Academy	Elementary	SE	56,967	23	Good	24%	Poor
Congress Elementary	Elementary	SE	33,664	15	Fair	55%	Poor
Mulick Park Elementary	Elementary	SE	36,698	15	Fair	69%	Fair
Gerald F. Ford Academic Center	Elementary	SE	85,749	22	Good	75%	Fair
Dickinson Elementary	Elementary	SE	55,740	23	Good	54%	Poor
Brookside Elementary	Elementary	SE	38,201	18	Fair	66%	Fair
Martin Luther King Jr. Leadership Academy	Elementary	SE	55,122	24	Good	55%	Poor
Campus Elementary	Elementary	SE	52,672	20	Fair	55%	Poor
Alger Middle	Middle	SE	89,235	27	Good	49%	Poor
Grand Rapids University Prep Academy	High	SE	55,825	35	Good	44%	Poor
Grand Rapids Public Museum High	High	SE	32,590	11	Good	139%	Excellent
Ottawa Hills High	High	SE	339,710	57	Good	23%	Poor

\*Reference page 52 for definitions and descriptions of Facility Conditions and Utilization



## Facility Footprint – Southwest Quadrant Breakdown

SOUTHWEST									
School	Enrollment	Capacity	Delta	Occupancy	2022 Facility Count	Essential Facilities	Adjusted Essential Facilities	Non Essential Facilities	Essential Classrooms #
Elementary	1,796	2,928	1,132	61%	4	4.0	4.0	0	75
Middle	527	783	256	67%	2	0.9	1.0	1	20
High		783	523	33%	1	0.3	1.0	0	9



Facility Name	School	Quadrant	Building Size	# Classrooms	Facility Condition	Utilization % (Target = F/G) (I)	Utilization
Buchanan Elementary	Elementary	SW	47,663	25	Good	61%	Poor
Cesar E. Chavez Elementary	Elementary	SW	62,170	26	Good	65%	Fair
Southwest Community Campus	Elementary	SW	100,118	41	Good	63%	Poor
Burton Elementary	Elementary	SW	203,492	30	Good	56%	Poor
Burton Middle	Middle	SW	203,492	26	Good	66%	Fair
Zoo School (Leased from GR Zoo)	Middle	SW	6,617	3	Fair	79%	Good
Southwest Community Campus Middle/High	High	SW	41,841	27	Excellent	33%	Poor

\*Reference page 52 for definitions and descriptions of Facility Conditions and Utilization

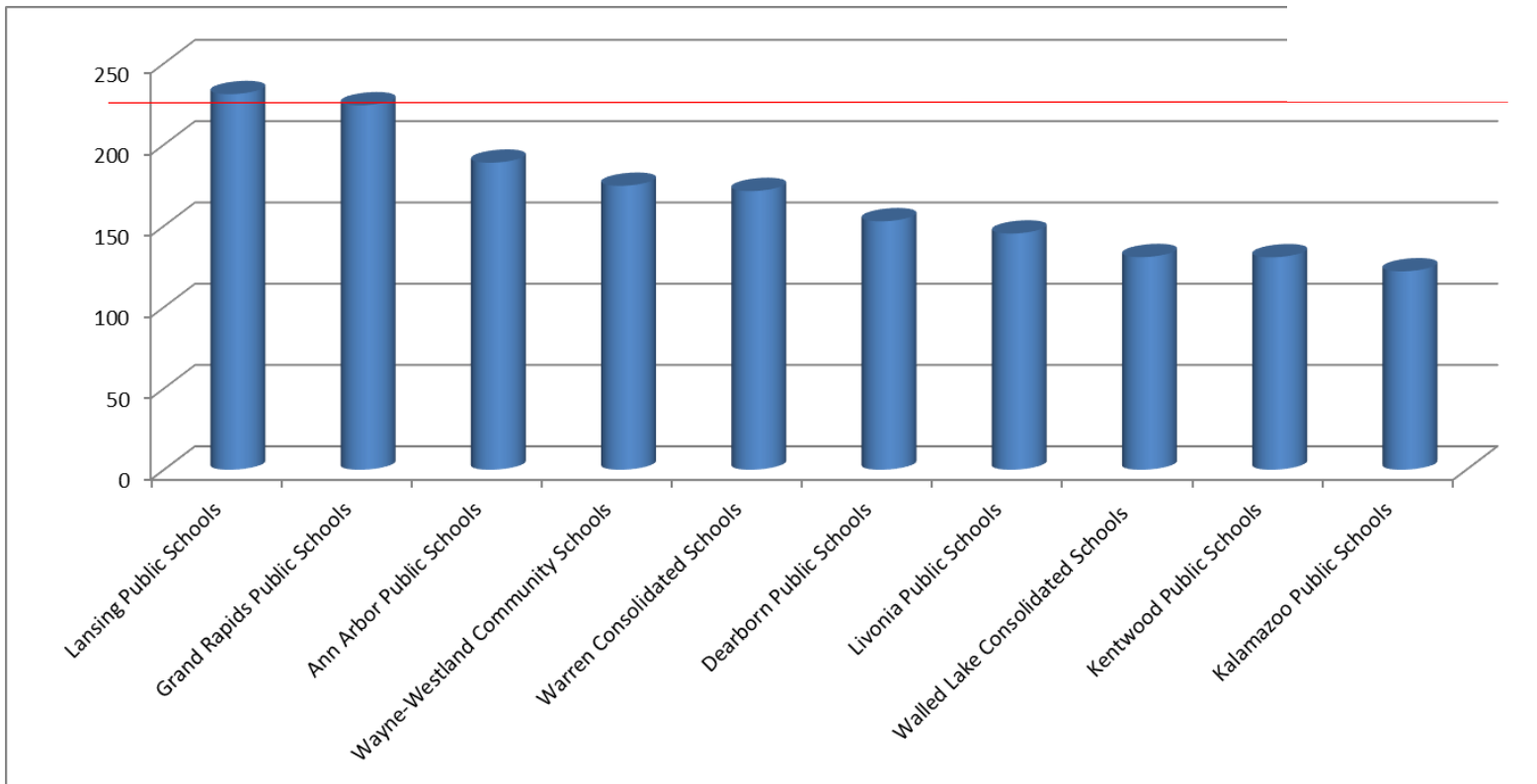
## Peer District Review

School District Name	Proposed / Approved Bond Budgets	Year Bond Proposed	# of K-12 Students (2019)	# of K-12 Facilities (2019)	Educational Square Feet (SF)	Educational SF per Student
Lansing Public Schools	\$120,000,000	2016	11,640	26	2,690,000	231
<b>Grand Rapids Public Schools</b>	<b>\$175,000,000</b>	<b>2015</b>	<b>14,770</b>	<b>40</b>	<b>3,311,376</b>	<b>224</b>
Ann Arbor Public Schools	\$1,000,000,000	2020	17,961	32	3,393,000	189
Wayne-Westland Community Schools	\$158,000,000	2019	10,848	18	1,895,000	175
Warren Consolidated Schools	\$134,500,000	2016	13,676	24	2,345,000	171
Dearborn Public Schools	\$240,000,000	2019	19,228	29	2,939,170	153
Livonia Public Schools	\$195,000,000	2103	17,390	21	2,526,983	145
Walled Lake Consolidated Schools	\$316,000,000	2019	14,490	19	1,895,500	131
Kentwood Public Schools	\$64,800,000	2015	8,983	18	1,174,063	131
Kalamazoo Public Schools	\$96,700,000	2018	13,000	24	1,586,676	122
<b>Averages</b>	<b>\$250,000,000</b>		<b>14,199</b>	<b>25</b>	<b>2,375,677</b>	<b>167</b>



## 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

- GRPS currently maintains 3,448,851 square feet of educational space.
  - With enrollment totaling 13,556 in 2021, this equates to 254 SF/Student
  - GRPS Peer Districts are maintaining, on average, 167 SF/Student
  - Based on Peer District benchmarks, GRPS currently maintains an excess of:

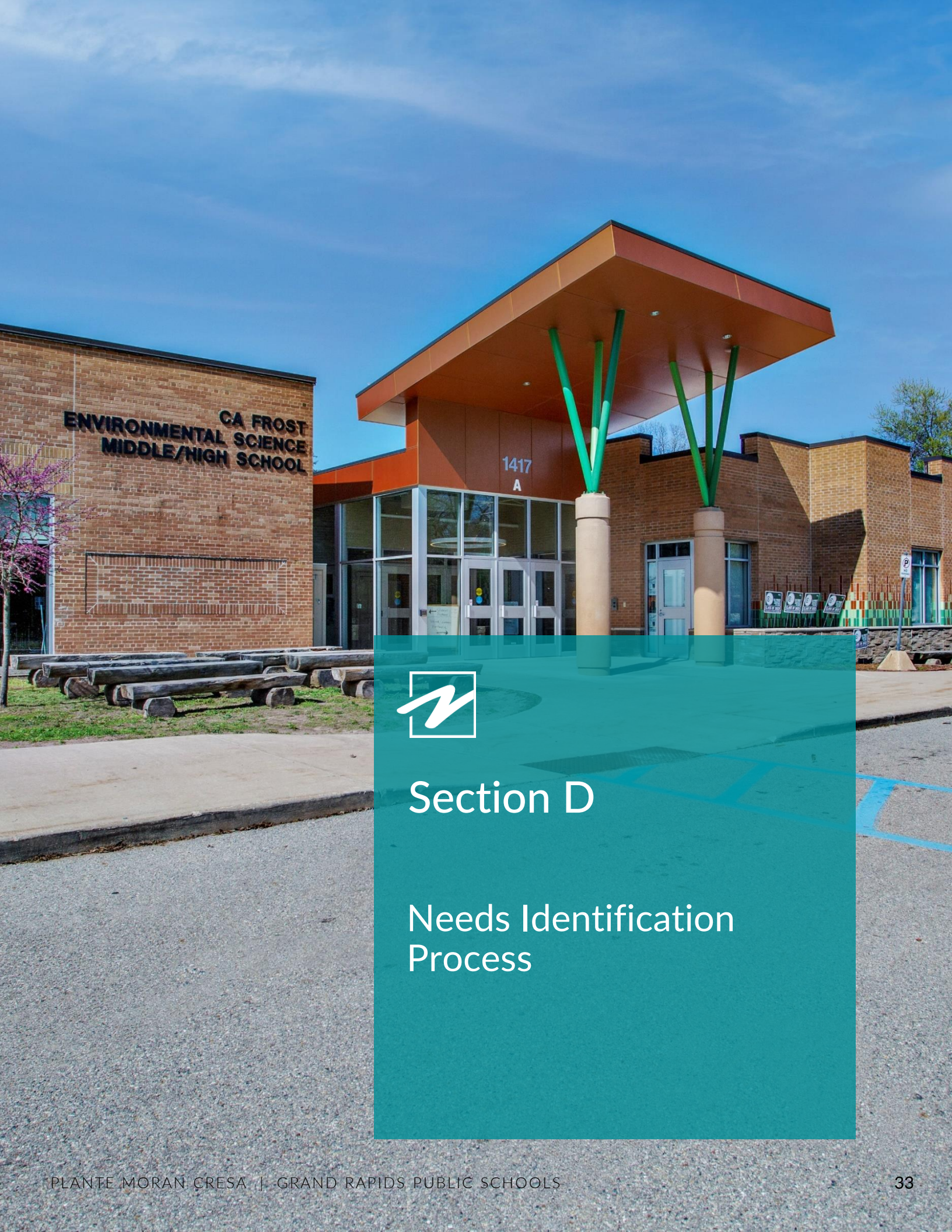
$$\frac{(254 - 167)SF}{Student} \times 13,551 Students = 1,178,937 SF$$

- GRPS is maintaining over 1,000,000 square feet of space that is not needed for educational purposes.
  - Industry standards indicate that ongoing maintenance costs for general upkeep of educational facilities range from \$3 - \$5 per square foot.
  - 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.
- Based on the Facilities Condition Assessment and backlogged projects being monitored by the GRPS Facilities Department, there is an estimated \$430,000,00 dollars in deferred maintenance \*(Deferred Maintenance can be best described as postponed reparations that are a known need, but due to lack of funding, time, or access, have not yet been completed. Examples include roof repairs, window replacements, HVAC infrastructure reconfiguration).
- Cost Avoidance
  - 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.
- GRPS 2026 projected FTE enrollment is 12,286 students. The approximately 1,265 less FTE students (2021) represents an additional 9% decrease in the next five (5) years.

## District Overview Summary

- GRPS FTE enrollment has decreased from 16,113 students in 2014 to approximately 13,466 students in 2022. The approximately 2,600 less FTE students represents an 16% decrease in the past seven (8) years.
- GRPS 2026 projected FTE enrollment is 12,286 students. The approximately 1,265 less FTE students (2021) represents an additional 9% decrease in the next five (5) years.
- The demographic trend for birth and population appear to remain level over the next 5 years.
- With 42 educational facilities with an additional 17 non-institutional buildings, GRPS has a significantly more space-per-student than its peer districts. The average square feet of students for peer districts is 167 s.f. compared to GRPS is 254 s.f. Based on the GRPS' 2022 student enrollment of 13,556, this equates to approximately 1,178,937 of additional educational square footage than GRPS' peers.
- GRPS is currently spending ~\$4M on routine maintenance in facilities that are underutilized for educational purposes.
- With \$430M in deferred maintenance, the district could experience up to \$145M in long term savings if the facility footprint is aligned with its enrollment.





CA FROST  
ENVIRONMENTAL SCIENCE  
MIDDLE/HIGH SCHOOL

1417  
A



## Section D

# Needs Identification Process



## Utilization Study Process

- In March 2020, Plante Moran Cresa (PMC) was engaged by Grand Rapids Public Schools (GRPS) to review its current utilization and capacity based on enrollment and current programming. The goal of this assessment was to provide GRPS with a planning template with consideration of its current facilities and opportunities and challenges for educational programming.
- PMC conducted the assessment through multiple on-site visits, during which over 3.3 million square feet of GRPS facility footprint was toured. Interviews were also conducted with GRPS Administration as well as a review of GRPS-provided documentation.
- Utilization can be defined as the following:

$$\% \text{ Utilization} = \frac{\text{Current Student Enrollment Per School}}{\# \text{ Educational Classrooms} \times \text{Average Number} \frac{\text{Scholars}}{\text{Classroom}}}$$

- Example: Ken-O-Sha Elementary

$$\frac{142 \text{ Scholars}}{27 \text{ Educational Classrooms} \times 24 \frac{\text{Elementary Scholars}}{\text{Classroom}}} = 21.9\%$$

- Utilization Rate Analysis
  - Excellent = >95%
  - Good = 80% to 94%
  - Fair = 65% to 79%
  - Poor < 65%

## Utilization Study Process

- Review of School Enrollment Capacities:
  - Per Classroom by Grade Level – review two densities
    - » State qualification standard (85% utilization)
    - » Current GRPS assignment capacity
  
- Enrollment Capacities do include:
  - General Classroom spaces of approximately 600 square feet or more
  - Vacant or Non-Programmed Classrooms
  
- Enrollment Capacities do NOT include:
  - Gym and Multipurpose Room
  - Art Room
  - Music Room
  - Computer Lab / STEM Lab
  - Special Ed. COOP, and other dedicated special purpose classrooms

# Utilization Summary

GRAND RAPIDS PUBLIC SCHOOLS CLASSROOM UTILIZATION									BUILDING CAPACITY (TARGET CLASS SIZE)		
School Name	Grade Configuration	General Education Classrooms (A)	Dedicated Classrooms (Art, Music, Comp.) (B)	Special Education /Support Rooms (Full-sized Classrooms used for: ECSE, ASD, Literacy, Etc.) (C)	Vacant/Non Programmed Classrooms (D)	Total: All Classrooms (A+B+C+D)	Total Classrooms (General Ed. + Non Programmed Classrooms) (A+C+D E)	Student Enrollment (FTE) (as of Feb. 20 Count Day) (F)	Building Capacity [(Colm. A)*Class Size] (Target) (G)	Excess Capacity (Target) (G F) (H)	Utilization % (Target F/G) (I)
<b>SCHOOLS:</b>									24 Pupils at K-5		
<b>ELEMENTARY:</b>									28 Pupils at 6-8		
									30 Pupils at 9-12		
		426	69	83	47	625	556	9011	13,344	4,333	68%
North Park Early Childhood Center	PK-K	4	0	4	0	8	8	127	192	65	66%
Brookside Elementary	PK-5	13	3	2	0	18	15	342	360	18	95%
Buchanan Elementary	PK-5	18	3	1	3	25	22	458	528	70	87%
CA Frost Science Academy Elementary	PK-5	22	3	0	0	25	22	471	528	57	89%
Campus Elementary	PK-5	14	3	3	0	20	17	395	408	13	97%
Cesar E. Chavez Elementary	PK-5	22	2	1	1	26	24	426	576	150	74%
Coit Creative Arts Academy	PK-5	14	2	1	5	22	20	244	480	236	51%
Congress Elementary	PK-5	10	2	1	2	15	13	254	312	58	81%
East Leonard Elementary	PK-5	11	2	2	0	15	13	177	312	135	57%
Ken-O-Sha Elementary	PK-5	11	2	11	5	29	27	142	648	506	22%
Kent Hills Elementary	PK-5	19	1	11	11	42	41	245	984	739	25%
Mulick Park Elementary	PK-5	10	1	3	1	15	14	277	336	59	82%
Palmer Elementary	PK-5	12	1	0	2	15	14	236	336	100	70%
Sibley Elementary	PK-5	14	3	10	1	28	25	338	600	262	56%
Stocking Elementary	PK-5	13	2	8	0	23	21	235	504	269	47%
Grand Rapids Montessori Academy	PK-6	13	3	2	1	19	16	350	384	34	91%
Ridgemoor Park Montessori	PK-6	6	0	0	1	7	7	142	168	26	85%
Aberdeen Elementary	PK-8	9	4	10	0	23	19	237	456	219	52%
Burton Elementary	PK-8	23	3	1	3	30	27	459	648	189	71%
Dickinson Elementary	PK-8	18	2	1	2	23	21	324	504	180	64%
Gerald F. Ford Academic Center	PK-8	16	6	0	0	22	16	292	384	92	76%
Harrison Park	PK-8	31	7	6	5	49	42	659	1008	349	65%
Martin Luther King Jr. Leadership Academy	PK-8	17	4	2	1	24	20	372	480	108	78%
Shawmut Hills	PK-8	14	3	0	2	19	16	248	384	136	65%
Sherwood Park Global Studies Academy	PK-8	21	1	1	0	23	22	247	528	281	47%
Southwest Community Campus	PK-8	36	4	1	0	41	37	827	888	61	93%
North Park Montessori	PK-8	15	2	1	1	19	17	487	408	-79	119%

\*Classroom assessments completed in 2020. Enrollment data from 2021 counts.



## Utilization Summary

GRAND RAPIDS PUBLIC SCHOOLS CLASSROOM UTILIZATION									BUILDING CAPACITY (TARGET CLASS SIZE)		
School Name	Grade Configuration	General Education Classrooms (A)	Dedicated Classrooms (Art, Music, Comp.) (B)	Special Education /Support Rooms (Full-sized Classrooms used for: ECSE, ASD, Literacy, Etc.) (C)	Vacant/Non Programmed Classrooms (D)	Total: All Classrooms (A+B+C+D)	Total Classrooms (General Ed. + Non Programmed Classrooms) (A+C+D E)	Student Enrollment (FTE) (as of Feb. 20 Count Day) (F)	Building Capacity [(Colm. A)*Class Size] (Target) (G)	Excess Capacity (Target) (G F) (H)	Utilization % (Target F/G) (I)
<b>SCHOOLS:</b>									24 Pupils at K-5 28 Pupils at 6-8 30 Pupils at 9-12		
<b>MIDDLE:</b>											
		58	11	16	33	118	107	1,694	2996	1,302	57%
Alger Middle	6-8	13	3	5	6	27	24	366	672	306	54%
Blandford	6	2	0	0	0	2	2	58	56	-2	104%
Burton Elementary-Middle	6-8	17	1	1	7	26	25	621	700	79	89%
Riverside Middle	6-8	14	4	6	6	30	26	268	728	460	37%
Westwood Middle	6-8	10	3	4	13	30	27	325	756	431	43%
Zoo School	6	2	0	0	1	3	3	56	84	28	67%
<b>HIGH:</b>											
		215	20	14	27	276	256	3,969	7680	3,711	52%
CA Frost Enviro. Science Academy Middle-High	6-11	12	6	2	1	21	15	375	450	75	83%
City High-Middle	6-12	44	2	0	4	50	48	864	1440	576	60%
Grand Rapids University Prep Academy	6-12	35	0	0	0	35	35	459	1050	591	44%
Innovation Central High	9-12	31	6	4	9	50	44	711	1320	609	54%
Grand Rapids Public Museum High	9-12	11	0	0	0	11	11	141	330	189	43%
Ottawa Hills High	9-12	53	4	0	0	57	53	401	1590	1189	25%
Union High	9-12	29	2	8	13	52	50	1018	1500	482	68%
<b>OTHER:</b>											
		5	4	4	3	16	12	98	360	262	27%
Southeast Career Pathways		5	4	4	3	16	12	98	360	262	27%
<b>TOTAL:</b>		<b>704</b>	<b>104</b>	<b>117</b>	<b>110</b>	<b>1,035</b>	<b>931</b>	<b>14,772</b>	<b>24,380</b>	<b>9,346</b>	<b>61%</b>

\*Classroom assessments completed in 2020. Enrollment data from 2021 counts.

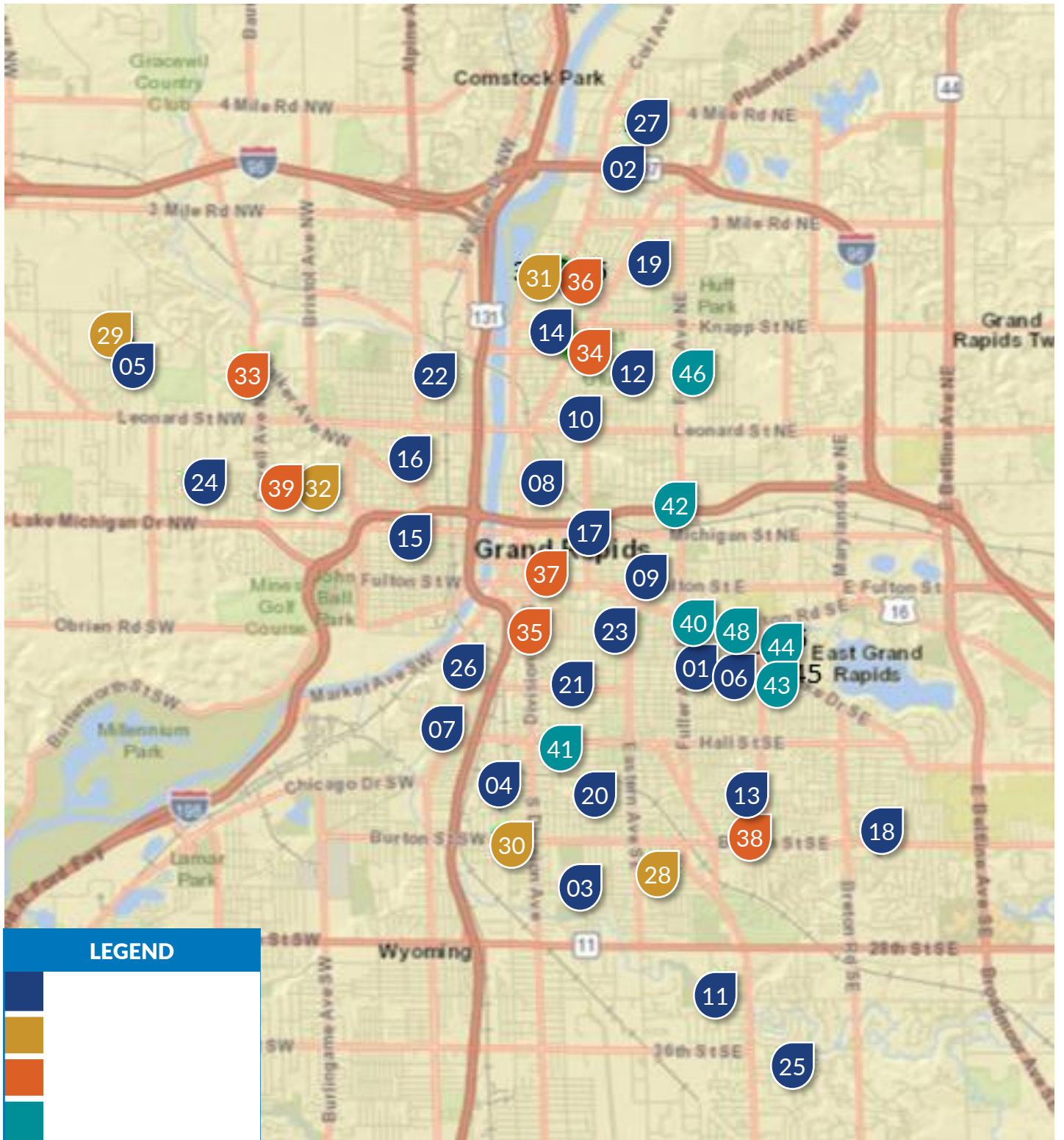
## Facility Conditions Assessment Overview

- In March 2020, Plante Moran Cresa (PMC) was engaged by Grand Rapids Public Schools (GRPS) to assess its facilities and sites. The goal of this assessment was to provide GRPS with a 10-year capital planning template with three major components:
  - Critical Needs
  - Deferred Needs
  - Property Enhancement
- The assessment provided probable costs for the following categories:
  - Site/Building Envelope (Exterior Work)
  - Interior Renovations, Plumbing, HVAC, Electrical, Security, and Abatement (Interior Work)
  - Program Soft Costs (Contingencies, professional fees, testing, etc.)
  - Technology, Furniture, and Equipment Allowances
- Facility Condition was then assigned a condition ranking as follows:
  - 5 pts = Excellent
  - 4 pts = Good
  - 3 pts = Fair
  - 2 pts = Poor

## Facility Assessment Process - Buildings Assessed

Bldg #	Name of School Facility	Grade	Address	City	State	Zip
<b>ELEMENTARY SCHOOLS:</b>						
1	Campus Early Childhood Center	Pre-K	1326 Thomas SE	Grand Rapids	Michigan	49506
2	North Park Early Childhood Center	PK-K	800 Wellerwood NE	Grand Rapids	Michigan	49505
3	Brookside Elementary School	PK-5	2505 Madison SE	Grand Rapids	Michigan	49507
4	Buchanan Elementary School	PK-5	1775 Buchanan SW	Grand Rapids	Michigan	49507
5	C.A. Frost Environmental Science Academy	PK-5	1460 Laughlin NW	Grand Rapids	Michigan	49504
6	Campus Elementary School	PK-5	700 Benjamin SE	Grand Rapids	Michigan	49506
7	Cesar E. Chavez Elementary School	PK-5	1205 Grandville SW	Grand Rapids	Michigan	49503
8	Coit Creative Arts Academy	PK-5	617 Coit Ne	Grand Rapids	Michigan	49503
9	Congress Elementary School	PK-5	940 Baldwin SE	Grand Rapids	Michigan	49506
10	East Leonard Elementary School	PK-5	410 Barnett NE	Grand Rapids	Michigan	49503
11	Ken-O-Sha Park Elementary School	PK-5	1353 Van Auken SE	Grand Rapids	Michigan	49508
12	Kent Hills Elementary School	PK-5	1445 Emerald NE	Grand Rapids	Michigan	49505
13	Mulick Park Elementary School	PK-5	1761 Rosewood SE	Grand Rapids	Michigan	49506
14	Palmer Elementary School	PK-5	309 Palmer NE	Grand Rapids	Michigan	49505
15	Sibley Park Elementary School	PK-5	943 Sibley NW	Grand Rapids	Michigan	49504
16	Stocking Elementary School	PK-5	863 Seventh NW	Grand Rapids	Michigan	49504
17	Grand Rapids Montessori Academy	PK-6	159 College NE	Grand Rapids	Michigan	49503
18	Ridgemoor Park Montessori	PK-6	2555 Inverness SE	Grand Rapids	Michigan	49546
19	Aberdeen Elementary School	PK-8	928 Aberdeen NE	Grand Rapids	Michigan	49505
20	Dickinson Elementary School	PK-8	448 Dickinson SE	Grand Rapids	Michigan	49507
21	Gerald R. Ford Academic Center	PK-8	851 Madison SE	Grand Rapids	Michigan	49507
22	Harrison Park School	PK-8	1440 Davis NW	Grand Rapids	Michigan	49504
23	Martin Luther King Jr. Leadership Academy	PK-8	645 Logan SE	Grand Rapids	Michigan	49503
24	Shawmut Hills	PK-8	2550 Burritt NW	Grand Rapids	Michigan	49504
25	Sherwood Park Global Studies Academy	PK-8	3859 Chamberlain SE	Grand Rapids	Michigan	49508
26	Southwest Community Campus	PK-8	801 Oakland SW	Grand Rapids	Michigan	49503
27	North Park Montessori	PK-8	3375 Cheney NE	Grand Rapids	Michigan	49525
<b>MIDDLE SCHOOLS:</b>						
28	Alger Middle School	6-8	921 Alger SE	Grand Rapids	Michigan	49507
29	Blandford School	6	3155 Milo NW	Grand Rapids	Michigan	49504
30	Burton Elementary-Middle School	6-8	2133 Buchanan	Grand Rapids	Michigan	49507
31	Riverside Middle School	6-8	265 Eleanor NE	Grand Rapids	Michigan	49505
32	Westwood Middle School	6-8	1525 Mount Mercy NW	Grand Rapids	Michigan	49504
<b>HIGH SCHOOLS:</b>						
33	C. A. Frost Middle-High School	6-11	1417 Covell NW	Grand Rapids	Michigan	49504
34	City High-Middle School	6-12	1720 Plainfield NE	Grand Rapids	Michigan	49505
35	Grand Rapids University Prep Academy	6-12	512 S. Division	Grand Rapids	Michigan	49503
36	Innovation Central High School	9-12	265 Eleanor St NE	Grand Rapids	Michigan	49505
37	Grand Rapids Public Museum High School	9-12	54 Jefferson SE	Grand Rapids	Michigan	49503
38	Ottawa Hills High School	9-12	2055 Rosewood SE	Grand Rapids	Michigan	49506
39	Union High School	9-12	1800 Tremont NW	Grand Rapids	Michigan	49504
<b>OTHER:</b>						
40	Southeast Academic Center		1250 Sigsbee SE	Grand Rapids	Michigan	49506
41	Southeast Career Pathways		1356 Jefferson SE	Grand Rapids	Michigan	49507
42	Nutrition Center		1130 Race NE	Grand Rapids	Michigan	49503
43	Franklin Campus: 4-H Building		1303 Franklin SE	Grand Rapids	Michigan	49506
44	Franklin Campus: Administration Building		1331 Franklin SE	Grand Rapids	Michigan	49506
45	Franklin Campus: Library		1341 Franklin SE	Grand Rapids	Michigan	49506
46	GRPS University		1400 Fuller NE	Grand Rapids	Michigan	49507

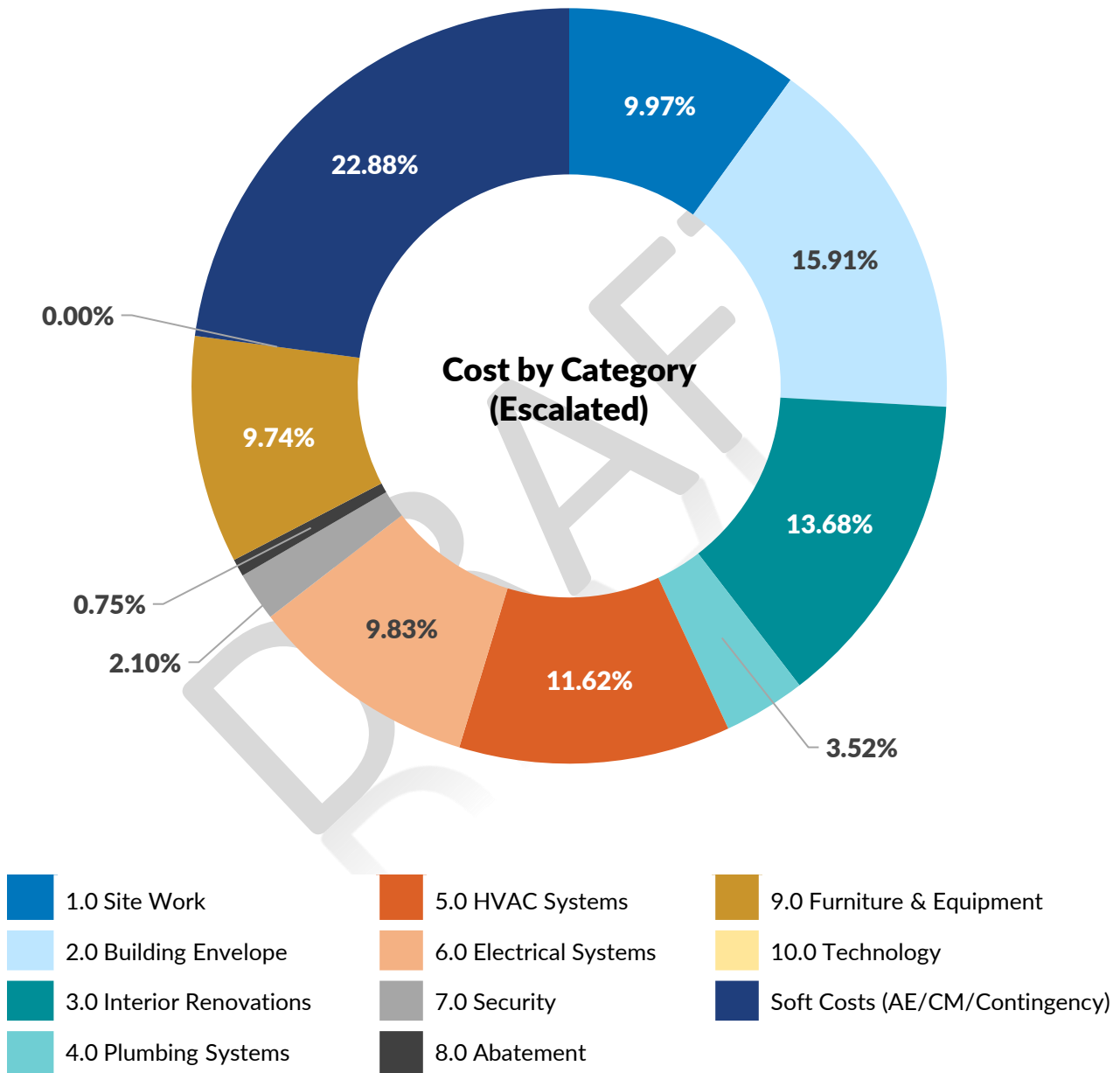
## Facility Assessment Process - Building Locations Map





## Facility Conditions Assessment Overview

- Relative to the current 3.3 million square feet facility footprint assessed by Plante Moran CRESA, GRPS projected capital needs in the next (10) ten years is approximately \$355 million dollars



## Facility Conditions Assessment Overview

Building No.	GRAND RAPIDS PUBLIC SCHOOLS - FACILITY SUMMARY TABLE	BUILDING RANKING	
	Facility Name	Facility Condition	Cost of Improvement
	SCHOOLS:	Based on definitions outlined in Facility Report dated 11/20/2020	Anticipated 10-Year Capital Spend divided by Building Size
	ELEMENTARY:		\$ 119.11
1	North Park Early Childhood Center	Good	\$ 217.35
2	Ken-O-Sha Elementary	Fair	\$ 139.35
3	Ridgemoor Park Montessori	Good	\$ 75.57
4	East Leonard Elementary	Fair	\$ 143.19
5	Stocking Elementary	Good	\$ 188.12
6	Palmer Elementary	Good	\$ 95.97
7	Aberdeen Elementary	Fair	\$ 142.23
8	Coit Creative Arts Academy	Good	\$ 74.31
9	Kent Hills Elementary	Good	\$ 127.98
10	Sherwood Park Global Studies Academy	Good	\$ 159.11
11	Shawmut Hills	Good	\$ 157.05
12	Congress Elementary	Fair	\$ 216.39
13	Mulick Park Elementary	Fair	\$ 223.24
14	Gerald F. Ford Academic Center	Good	\$ 65.02
15	Dickinson Elementary	Good	\$ 61.63
16	Sibley Elementary	Good	\$ 68.85
17	Brookside Elementary	Fair	\$ 173.96
18	Grand Rapids Montessori Academy	Fair	\$ 169.88
19	Martin Luther King Jr. Leadership Academy	Good	\$ 77.94
20	Franklin Campus Elementary	Fair	\$ 133.00
21	Cesar E. Chavez Elementary	Good	\$ 53.95
22	Buchanan Elementary	Good	\$ 37.02

## Facility Conditions Assessment Overview

Building No.	GRAND RAPIDS PUBLIC SCHOOLS - FACILITY SUMMARY TABLE		BUILDING RANKING	
	Facility Name	Facility Condition	Cost of Improvement	
	<b>SCHOOLS:</b>	Based on definitions outlined in Facility Report dated 11/20/2020	Anticipated 10-Year Capital Spend divided by Building Size	
	<b>ELEMENTARY:</b>		\$	119.11
23	Burton Elementary	Good	\$	44.46
24	CA Frost Science Academy Elementary	Good	\$	103.97
25	North Park Montessori	Fair	\$	129.86
26	Harrison Park	Good	\$	57.61
27	Southwest Community Campus	Good	\$	79.05
	<b>MIDDLE:</b>		\$	133.87
28	Alger Middle	Good	\$	67.36
29	Blandford	Good	\$	223.59
30	Burton Middle	Good	\$	44.46
31	Riverside Middle	Fair	\$	189.64
32	Westwood Middle	Fair	\$	144.29
33	Zoo School (Leased from GR Zoo)	Fair	\$	-
	<b>HIGH:</b>		\$	78.15
34	CA Frost Enviro. Science Academy Middle-High	Good	\$	86.31
35	City High-Middle	Good	\$	44.35
36	Grand Rapids University Prep Academy	Good	\$	52.15
37	Innovation Central High	Fair	\$	138.66
38	Grand Rapids Public Museum High	Good	\$	31.51
39	Grand Rapids Montessori Middle/High	Fair	\$	44.46
40	Ottawa Hills High	Good	\$	53.50
41	Southwest Community Campus Middle/High	Excellent	\$	189.16
42	Union High	Fair	\$	63.28



## Facility Assessment Example – Riverside Middle School



<b>Address:</b>	265 Eleanor St NE, Grand Rapids, MI 49505
<b>Year Built:</b>	1956
<b>Square Footage:</b>	88,380
<b>Site Area:</b>	12.21 Acres
<b>Parking Spaces:</b>	99
<b>Stories:</b>	2
<b>Basement:</b>	Tunnels
<b>Elevator(s):</b>	No
<b>Exterior Façade:</b>	Masonry
<b>Roof:</b>	EPDM , PVC
<b>Fire Protection:</b>	No

### Site Plan:



# Facility Assessment Example – Riverside Middle School

## Riverside Middle

First Floor Plan

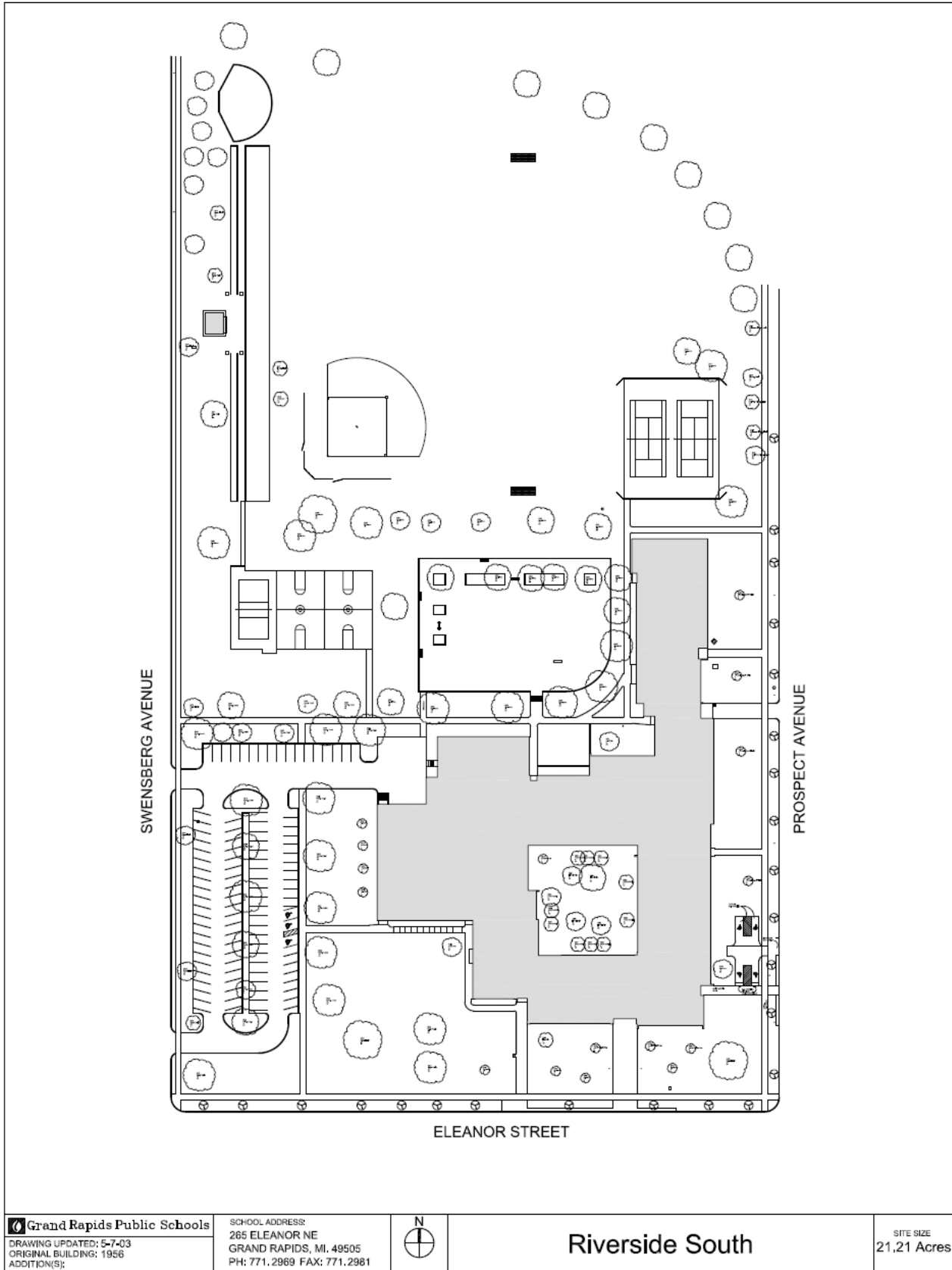
Not to Scale



### Legend

- General Education Classroom
- Dedicated Classroom (Art, Comp. Lab, Music)
- Special Education/Support Classroom
- Vacant Classroom

## Facility Assessment Example – Riverside Middle School





# SECTION D | NEEDS IDENTIFICATION PROCESS

## Facility Assessment Example - Riverside Middle School

### Summary of Budgets:

Riverside Middle School					
	88,380 sf	(Medium) (U.S. Median) Summer 2021	Cost Escalation Factors 1.04      1.22      1.42		
Program Area	Net Present Value Cost (\$)	As % of Total Cost	Critical Needs Cost (1 - 3 years)	Deferrable Maintenance Cost (4 - 6 years)	Property Enhancement Cost (7 - 10 years)
<b>1.0 SITE</b>					
<b>Paving</b>					
Pavement Reconstruction - Remove Asphalt/Base & Repave (4.5" on 10" Stone) (HD)	\$249,953	1.61%	\$249,953	\$0	\$0
Exterior Stair Restoration	\$10,350	0.07%	\$10,350	\$0	\$0
Selective Sidewalk & Curb Replacement Allowance	\$41,400	0.27%	\$0	\$50,369	\$0
<b>Playground / Playpad</b>					
Remove & Replace Asphalt Play Pads	\$178,227	1.15%	\$178,227	\$0	\$0
<b>Landscaping</b>					
Fence Removal	\$3,105	0.02%	\$3,105	\$0	\$0
Chain Link Fencing - 8' (Vinyl Coated)	\$17,388	0.11%	\$17,388	\$0	\$0
Improve Landscaping	\$103,500	0.67%	\$103,500	\$0	\$0
<b>Utilities</b>					
Utilities	\$155,250	1.00%	\$0	\$0	\$220,969
<b>Misc.</b>					
Movable Letter Signage	\$6,210	0.04%	\$0	\$0	\$8,839
Replace Site Lighting Pole (Base / Pole / LED Fixture)	\$0	0.00%	\$0	\$0	\$0
<b>SITE SUBTOTAL</b>	<b>\$765,383</b>	<b>4.93%</b>	<b>\$562,523</b>	<b>\$50,369</b>	<b>\$229,808</b>
<b>2.0 BUILDING ENVELOPE</b>					
<b>Roofing Work</b>					
Roofing Work	\$10,350	0.07%	\$10,350	\$0	\$0
(Existing PVC) - Installed 2009 (R16, 17, 18 - Warranty 2028) (PVC)	\$204,785	1.32%	\$0	\$0	\$291,473
(Existing EPDM) - Installed 2009 (R15 - Warranty 2028) (PVC)	\$107,519	0.69%	\$0	\$0	\$153,033
(Existing PVC) - Installed 2009 (R6 - Warranty 2024) (PVC)	\$73,128	0.47%	\$0	\$88,971	\$0
(Existing PVC) - Installed 2013 (R1-5, 7-14 - Warranty 2028) (PVC)	\$718,766	4.63%	\$0	\$0	\$1,023,028
Remove portion of Existing Masonry Chimney, Re-Cap	\$20,700	0.13%	\$0	\$0	\$29,463
Repair Roof Deck	\$10,350	0.07%	\$10,350	\$0	\$0
<b>Windows</b>					
Repair/Replace Exterior Window System	\$431,336	2.78%	\$431,336	\$0	\$0
<b>Exterior Walls</b>					
Remove & Replace Fascia	\$51,750	0.33%	\$51,750	\$0	\$0
Replace Exterior Soffits	\$25,875	0.17%	\$25,875	\$0	\$0
Masonry Restoration (Allowance)	\$25,875	0.17%	\$25,875	\$0	\$0
<b>BUILDING ENVELOPE SUBTOTAL</b>	<b>\$1,680,434</b>	<b>10.81%</b>	<b>\$555,536</b>	<b>\$88,971</b>	<b>\$1,496,997</b>
<b>3.0 INTERIOR/FINISHES</b>					
<b>Interior Doors &amp; Hardware</b>					
Replace Door, Frame & Hardware - Classroom Corridor	\$65,102	0.42%	\$65,102	\$0	\$0
Replace Door, Frame & Hardware - Misc. Ancillary	\$95,738	0.62%	\$0	\$116,479	\$0
Replace Door, Frame & Hardware - Misc. Ancillary Corridor	\$16,560	0.11%	\$16,560	\$0	\$0
Replace Door, Frame & Hardware - Classroom Corridor	\$8,280	0.05%	\$8,280	\$0	\$0
<b>Walls &amp; Partitions</b>					
Gym Wall Repair	\$20,700	0.13%	\$20,700	\$0	\$0
<b>Ceilings</b>					
Remove Existing & Install New Acoustic Tile Ceiling - Classrooms	\$212,818	1.37%	\$212,818	\$0	\$0
Remove Existing & Install New Acoustic Tile Ceiling - Corridors	\$117,543	0.76%	\$117,543	\$0	\$0
Remove Existing & Install New Acoustic Tile Ceiling - Ancillary	\$172,991	1.11%	\$172,991	\$0	\$0
<b>Flooring</b>					
Remove & Replace Classroom Flooring - Carpet/LVT	\$212,818	1.37%	\$212,818	\$0	\$0
Remove & Replace Kitchen Flooring - Hard Tile	\$7,245	0.05%	\$7,245	\$0	\$0
Remove & Replace Media Center Flooring - Carpet	\$14,231	0.09%	\$14,231	\$0	\$0
Remove & Replace Corridor Flooring - LVT	\$144,668	0.93%	\$144,668	\$0	\$0
Replace Stair Treads - South	\$31,050	0.20%	\$31,050	\$0	\$0
<b>Windows</b>					
HS Remove & Replace Window Treatments	\$62,100	0.40%	\$62,100	\$0	\$0
<b>Paint</b>					
Painting Allowance - Classrooms	\$34,931	0.22%	\$0	\$42,499	\$0
Painting Allowance - Corridors	\$195,615	1.26%	\$0	\$237,996	\$0
Painting Allowance - Ancillary	\$6,986	0.04%	\$0	\$8,500	\$0

# SECTION D | NEEDS IDENTIFICATION PROCESS

## Facility Assessment Example - Riverside Middle School

### Summary of Budgets Continued:

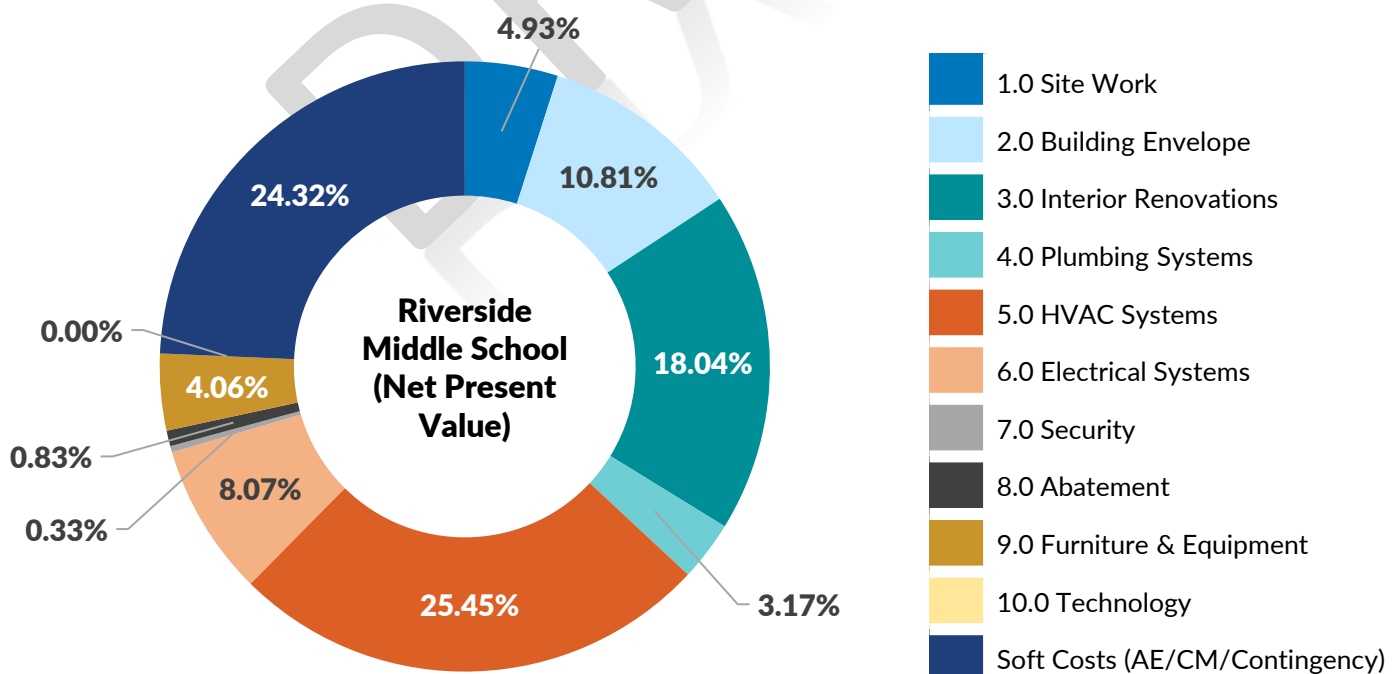
Program Area	Net Present Value Cost (\$)	As % of Total Cost	Critical Needs Cost (1 3 years)	Deferrable Maintenance Cost (4 6 years)	Property Enhancement Cost (7 10 years)
<b>3.0 INTERIOR/FINISHES CONTINUES</b>					
<b>Visual Display Boards</b>					
Replace Visual Display Boards - Misc.	\$31,050	0.20%	\$31,050	\$0	\$0
<b>Signage</b>					
Replace Interior Signage	\$36,589	0.24%	\$0	\$0	\$52,078
<b>Restrooms</b>					
Partially Renovate - Toilet Room (Single / Staff / Locker Room)	\$24,840	0.16%	\$24,840	\$0	\$0
Partially Renovate - Toilet Room (Gang)	\$621,000	4.00%	\$621,000	\$0	\$0
<b>Lockers</b>					
Replace Gym/Pool Locker - Single Tier, Welded, Metal	\$24,426	0.16%	\$0	\$0	\$34,766
<b>Gym / Pool Equipment</b>					
Replace Gym Bleachers - Wall Attached Motorized	\$68,310	0.44%	\$0	\$0	\$97,226
Gym Backboard Replacement - Ceiling Mounted, Powered	\$13,455	0.09%	\$0	\$16,370	\$0
Gym Backboard Replacement - Wall Mounted, Fixed	\$16,560	0.11%	\$0	\$20,148	\$0
<b>Casework &amp; Countertops</b>					
Replace Casework - Classroom (Middle)	\$397,440	2.56%	\$397,440	\$0	\$0
<b>Miscellaneous</b>					
Cleaning & Selective Demolition - Tunnels	\$10,350	0.07%	\$0	\$0	\$14,731
Install Handicap Accessible Ramp - Lower Level Art Room	\$82,800	0.53%	\$82,800	\$0	\$0
<b>INTERIOR/FINISHES SUBTOTAL</b>	<b>\$2,802,655</b>	<b>18.04%</b>	<b>\$2,299,694</b>	<b>\$441,992</b>	<b>\$198,802</b>
<b>4.0 PLUMBING SYSTEMS</b>					
<b>Fire Protection</b>					
New Fire Suppression System	\$411,630	2.65%	\$0	\$0	\$585,878
<b>Equipment &amp; Fixtures</b>					
Replace Drinking Fountain	\$16,560	0.11%	\$16,560	\$0	\$0
Replace Additional Bottle Filling Stations at Existing Drinking Fountains	\$12,420	0.08%	\$12,420	\$0	\$0
<b>Piping</b>					
Replace Piping / Valves and Unions	\$51,750	0.33%	\$51,750	\$0	\$0
<b>PLUMBING SYSTEMS SUBTOTAL</b>	<b>\$492,360</b>	<b>3.17%</b>	<b>\$80,730</b>	<b>\$0</b>	<b>\$585,878</b>
<b>5.0 HVAC SYSTEMS</b>					
<b>Equipment</b>					
Replace Boilers	\$207,000	1.33%	\$207,000	\$0	\$0
Replace Boiler Pumps	\$15,525	0.10%	\$15,525	\$0	\$0
Install RTU for Main Office	\$51,750	0.33%	\$51,750	\$0	\$0
Replace Make-Up Air Units (MAU)	\$24,840	0.16%	\$24,840	\$0	\$0
Install Unit Ventilator (Vertical w/ New Ductwork) - Heat & A/C (DX) - See Electrical for Assoc. Elec. Costs	\$1,035,000	6.66%	\$1,035,000	\$0	\$0
<b>Piping</b>					
Replace Piping / Valves and Unions	\$51,750	0.33%	\$51,750	\$0	\$0
Replace Deteriorated Piping Insulation	\$20,700	0.13%	\$20,700	\$0	\$0
<b>Miscellaneous HVAC</b>					
Air and Water Balance	\$13,721	0.09%	\$13,721	\$0	\$0
Commissioning	\$18,295	0.12%	\$18,295	\$0	\$0
Temperature Controls	\$228,683	1.47%	\$228,683	\$0	\$0
Update Mechanical System - Convert Steam To Hot Water	\$2,286,833	14.72%	\$2,286,833	\$0	\$0
<b>HVAC SYSTEMS SUBTOTAL</b>	<b>\$3,954,096</b>	<b>25.45%</b>	<b>\$3,954,096</b>	<b>\$0</b>	<b>\$0</b>
<b>6.0 ELECTRICAL SYSTEMS</b>					
<b>Power</b>					
Replace Existing Electrical Panels	\$77,625	0.50%	\$77,625	\$0	\$0
Update Electrical Service for New UV's w/ Condensers	\$103,500	0.67%	\$103,500	\$0	\$0
Power for new HVAC	\$155,250	1.00%	\$155,250	\$0	\$0
Power Drops for New IT Equipment	\$46,575	0.30%	\$46,575	\$0	\$0
<b>Lighting</b>					
Replace Lighting with LED's (New OS, Switching, etc.) - Classrooms	\$212,818	1.37%	\$212,818	\$0	\$0
Replace Lighting with LED's (New OS, Switching, etc.) - Corridors	\$117,543	0.76%	\$117,543	\$0	\$0
Replace Lighting with LED's (New OS, Switching, etc.) - Ancillary (Excluding Kitch. Add'n)	\$172,991	1.11%	\$172,991	\$0	\$0
Replace Lighting with LED's (New OS, Switching, etc.) - Gymnasium	\$29,228	0.19%	\$29,228	\$0	\$0
Replace Exterior Wall Packs	\$23,288	0.15%	\$23,288	\$0	\$0
Replace Emergency & Exit Lights	\$22,868	0.15%	\$22,868	\$0	\$0
<b>Fire Alarm System</b>					
Fire Alarm - Replaced in 2014	\$0	0.00%	\$0	\$0	\$0
<b>Miscellaneous</b>					
New Wireless Clock System	\$22,868	0.15%	\$22,868	\$0	\$0
Existing Emergency Generator - Kohler, 17.5KW, 240v-1p, Natural Gas	\$0	0.00%	\$0	\$0	\$0
New Emergency Generator In Boiler Room	\$207,000	1.33%	\$0	\$251,847	\$0
Replace PA System (Middle)	\$62,100	0.40%	\$62,100	\$0	\$0
<b>ELECTRICAL SYSTEMS SUBTOTAL</b>	<b>\$1,253,654</b>	<b>8.07%</b>	<b>\$1,046,654</b>	<b>\$251,847</b>	<b>\$0</b>

# SECTION D | NEEDS IDENTIFICATION PROCESS

## Facility Assessment Example- Riverside Middle School

### Summary of Budgets Continued:

Program Area	Net Present Value Cost (\$)	As % of Total Cost	Critical Needs Cost (1 3 years)	Deferrable Maintenance Cost (4 6 years)	Property Enhancement Cost (7 10 years)
<b>7.0 SECURITY</b>					
<b>Security</b>					
Security Allowance (Surveillance, Access Control, Alarm)	\$51,750	0.33%	\$51,750	\$0	\$0
<b>SECURITY SYSTEMS SUBTOTAL</b>	<b>\$51,750</b>	<b>0.33%</b>	<b>\$51,750</b>	<b>\$0</b>	<b>\$0</b>
<b>8.0 ABATEMENT</b>					
<b>Abatement</b>					
Abatement	\$129,375	0.83%	\$129,375	\$0	\$0
<b>ABATEMENT SUBTOTAL</b>	<b>\$129,375</b>	<b>0.83%</b>	<b>\$129,375</b>	<b>\$0</b>	<b>\$0</b>
<b>9.0 FURNITURE &amp; EQUIPMENT</b>					
<b>General Furniture</b>					
Classroom Furniture	\$397,440	2.56%	\$397,440	\$0	\$0
Media Center Furniture	\$129,375	0.83%	\$129,375	\$0	\$0
Office Furniture	\$51,750	0.33%	\$51,750	\$0	\$0
<b>Miscellaneous FF&amp;E</b>					
Food Service Equipment - Middle School	\$51,750	0.33%	\$0	\$0	\$73,656
<b>FURNITURE &amp; EQUIPMENT SUBTOTAL</b>	<b>\$630,315</b>	<b>4.06%</b>	<b>\$578,565</b>	<b>\$0</b>	<b>\$73,656</b>
<b>10.0 TECHNOLOGY</b>					
<b>Technology</b>					
Classroom - Instructional Wall (Boards/Projector)	\$0	0.00%	\$0	\$0	\$0
Infrastructure	\$0	0.00%	\$0	\$0	\$0
Instructional Technology	\$0	0.00%	\$0	\$0	\$0
Non-Instructional Technology	\$0	0.00%	\$0	\$0	\$0
Other	\$0	0.00%	\$0	\$0	\$0
<b>TECHNOLOGY SUBTOTAL</b>	<b>\$0</b>	<b>0.00%</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>
Building Infrastructure Improvement Total:	\$11,760,022	75.68%	\$9,258,924	\$833,180	\$2,585,140
Project Contingency:	\$1,112,971	7.16%	\$868,036	\$83,318	\$251,148
Permits, Testing & Printing:	\$306,067	1.97%	\$238,710	\$22,912	\$69,066
Construction Manager Fee and Costs:	\$1,129,387	7.27%	\$880,839	\$84,547	\$254,853
Professional Fees & Costs:	\$1,231,032	7.92%	\$960,115	\$92,156	\$277,790
<b>PROJECT TOTAL</b>	<b>\$15,539,478</b>	<b>100.00%</b>	<b>\$12,206,624</b>	<b>\$1,116,113</b>	<b>\$3,437,997</b>

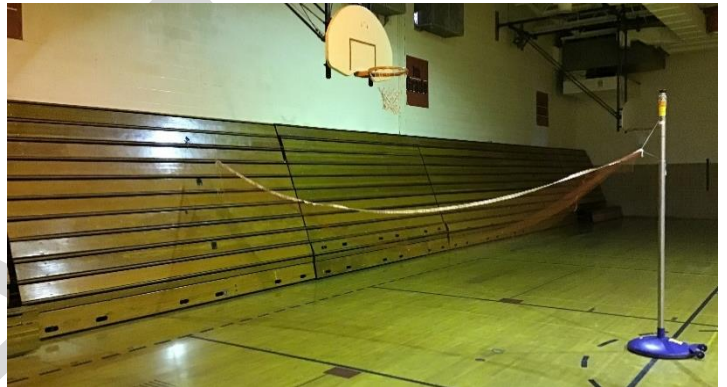
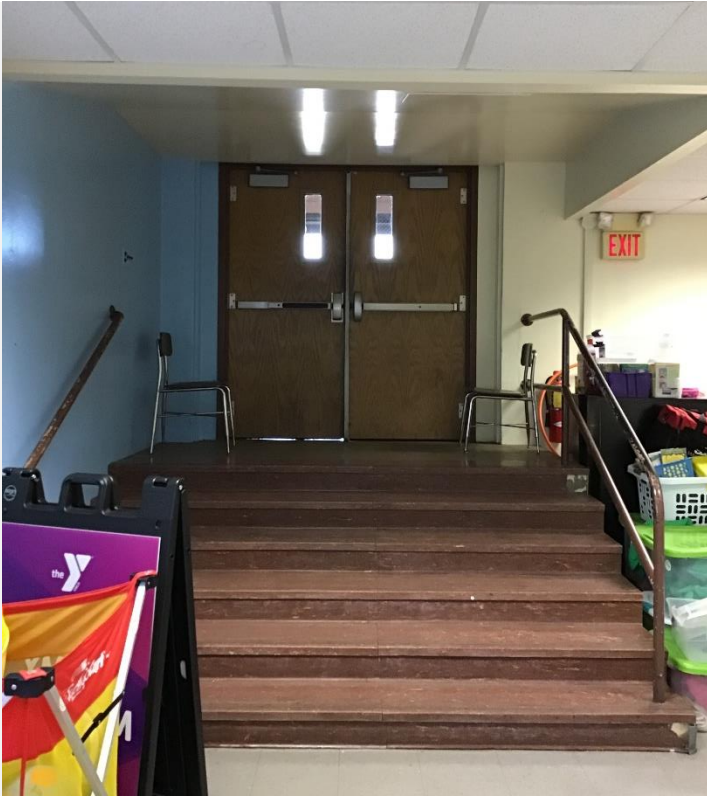




# SECTION D | NEEDS IDENTIFICATION PROCESS

## Facility Assessment Example- Riverside Middle School

Photos:





SECTION D | NEEDS IDENTIFICATION PROCESS

Facility Assessment Example- Riverside Middle School

Photos:



## Criteria Based Selection Process

- In June 2022, Plante Moran Cresa (PMC) conducted a Criteria Based Selection (CBS) analysis on the assessed GRPS facilities. The purpose of the CBS was to rank the facilities based on physical condition in an unbiased, data-centric manner.
- To do so, the GRPS Facilities Team identified seven quantitative factors that should be considered when assessing the condition of the property. A weight factor was assigned to each quantitative factor for the purpose of prioritization.

QUANTITATIVE				
1	Facility Condition	5	20	100
2	10-year Capital Plan	5	15	75
3	Occupied / Vacant	5	20	100
4	Age of Facility	5	10	50
5	Facility Utilization	5	20	100
6	Acreage	5	10	50
7	Building Size	5	5	25
TOTAL		35.00	100.00	500.00

Quantitative Score (90%)

90.00	450.00
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- The summation of these quantitative scores was then taken to rank the facilities in order of best to worse overall condition.

### Definitions, Quantitative Notes, and Clarifications for the CBS Analysis

- Facility Condition is based on condition ranking as follows; 5 pts. = Excellent; 4 pts. = Good; 3 pts. = Fair; 2 pts. = Poor
- 10-Year Capital Plan Spend to upgrade facility/site for educational purposes; 5 pts. = < \$5M; 4 pts. <\$10M; 3 pts. <\$15M; 2 pts. < \$20M; 1 pt. < \$25M
- Scoring is based on occupancy status as follows; 5 pts. = Occupied; 1 pt. = Vacant
- Age of facility is in alignment with opportunity to renovate for educational spaces; 5 pts. = < 20 years; 4 pts. <25 years; 3 pts. <30 years; 2 pts. < 35 years; 1 pt. < 40 years
- Facility Utilization is based on utilization ranking as follows; = 5 pts. = Excellent(> 95%); 4 pts. = Good (80% to 94%); 3 pts. = Fair (65% to 79%); 2 pts. = Poor (<65%)
- Acreage size is determined by site considerations to allow for future educational expansion spaces; 5 pts. = > 25 acres; 4 pts. > 20 acres; 3 pts. > 15 acres; 2 pts. > 10 acres; 1 pt. > 5 acres
- Building size is determined by square footage allocated for educational spaces; 5 pts. = > 70,000 s.f.; 4 pts. > 60,000 s.f.; 3 pts. > 50,000 s.f.; 2 pts. > 40,000 s.f.; 1 pt. > 30,000 s.f.

### Quantitative Notes / Clarifications for the CBS Analysis

- Scoring is based on alignment with 2012 Transformational Plan as follows; 5 pts. = Yes; 1 pt. = No
- Scoring is based on alignment with 2012 Transformational Plan as follows; 5 pts. = Yes; 1 pt. = No
- Scoring is based on future disposition opportunities; 5 pts. = Best; 3 pts. = Better; 1 pt. = Good

## Criteria Based Selection Process

Facility ranking based on the Criteria Based Selection Process (Quantitative Measures only)

ROW LABELS	TOTAL SCORES	RANKING / SCORING
GRAND RAPIDS PUBLIC MUSEUM HIGH	383.5	1
ZOO SCHOOL	383.5	1
BLANDFORD	379	3
CESAR E CHAVEZ	356.5	4
NORTHPARK EARLY CHILDHOOD CENTER	352	5
GERALD R FORD ACADEMIC CENTER	347.5	6
ALGER MIDDLE	338.5	7
SIBLEY ELEMENTARY	338.5	7
SOUTHWEST COMMUNITY CAMPUS MIDDLE-HIGH	334	9
MARTIN LUTHER KING JR LEADERSHIP ACADEMY	334	9
HOUSEMAN FIELD	334	9
NUTRITION CENTER	329.5	12
BRIGGS FIELD	325	13
SHAWMUT HILLS	325	13
BURTON MIDDLE	320.5	15
GRPS UNIVERSITY	316	16
CA FROST SCIENCE ACADEMY ELEMENTARY	311.5	17
BROOKSIDE ELEMENTARY	311.5	17
GRAND RAPIDS UNIVERSITY PREP ACADEMY	307	19
RIDGEMOOR PARK MONTESSORI	307	19
COLT CREATIVE ARTS ACADEMY	302.5	21
CA FROST ENVIRONMENTAL SCIENCE ACADEMY MIDDLE-HIGH	302.5	21
OTTAWA HILLS HIGH	302.5	21
KEC OAKLEIGH	302.5	21
HARRISON PARK	298	25
FRANKLIN CAMPUS - 4H	298	25
FRANKLIN CAMPUS - LIBRARY/DATA CENTER	298	25
DICKINSON	298	25
SOUTHWEST COMMUNITY CAMPUS	293.5	29
SERVICE BUILDING	293.5	29
BUCHANAN	293.5	29
SHERWOOD PARK GLOBAL STUDIES ACADEMY	293.5	29
KENT HILLS ELEMENTARY	293.5	29
BURTON ELEMENTARY	293.5	29
PALMER ELEMENTARY	289	35
STRAIGHT - NATIVE AMERICAN	289	35
FRANKLIN CAMPUS - EARLY CHILDHOOD SPECIAL EDUCATION	284.5	37
GRAND RAPIDS MONTESSORI MIDDLE-HIGH	284.5	37
UNION HIGH	284.5	37
SOUTHEAST CAREER PATHWAYS	280	40
NORTH PARK	280	40
CITY MIDDLE-HIGH	275.5	42
MULICK PARK ELEMENTARY	275.5	42
STOCKING ELEMENTARY	275.5	42
FRANKLIN CAMPUS - CENTRAL OFFICE	271	45
ROOSEVELT CHILD DEVELOPMENT CENTER	271	45
EAST LEONARD ELEMENTARY	271	45
WESTWOOD MIDDLE	271	45
FRANKLIN CAMPUS ELEMENTARY	266.5	49
RIVERSIDE MIDDLE	266.5	49
ABERDEEN ELEMENTARY	262	51
KEN-O-SHA ELEMENTARY	262	51
SOUTHEAST ACADEMIC CENTER	262	51
CONGRESS ELEMENTARY	257.5	54
GRAND RAPIDS MONTESSORI ACADEMY	257.5	54
ALEXANDER	239.5	56
KENSINGTON	239.5	56
INNOVATION CENTRAL	235	58

## Criteria Based Selection Process

- Qualitative measures are also important factors in the ranking of the facility conditions. Three Qualitative factors have been identified by the Facilities Team and assigned a corresponding weight assigned for the purpose of prioritization.

QUALITATIVE				
1	Alignment with 2012 Transformation Plan	5	5	25
2	Demographic Consideration	1	2.5	2.5
3	Future Disposition Consideration	5	2.5	12.5
Review Score (10%)		11.00	10.00	1.00
Total Score		11.00	100.00	451.00

- The Qualitative Analysis will be conducted in 2023. Qualitative factors and weights have not yet been determined.**
- Note: Because Qualitative measures have not been solidified yet, these can be altered or added too. The Criteria Based Selection Qualitative Measures should also include:
  - Program Compatibility – How well would the current programs relocate or receive additional programs?
  - Grade Configurations – What is the desired academic model/grade configuration?
  - Social Influences – Are there social or cultural elements that a school has that would allow it to assimilate well with others?



## Facilities Master Plan Work Group

- In June 2022, a Work Group was assembled for the purpose of identifying the goals, objectives, and potential themes that would be contained within a Facilities Master Plan.
- The Facilities Master Plan Work Group was led by Jen Schottke, Erica Curry Vanee (Urban Curry Consulting), and Paul Wills (Plante Moran CRESA). Work group members also included Dr. Leadriane Roby, Dr. Brandy Lovelady Mitchell, Leon Hendrix, Javier Cervantes, Mel Atkins, Larry Johnson, Alex Smart, Rhonda Kribbs, Raynard Ross, and Steve Petros.
- Facilities Master Plan Work Group Meetings were conducted weekly on Thursday morning from 8:00-10:00am through December 2022.
- The Facilities Master Plan Work Group led stakeholder engagement efforts through the Fall to compile feedback that would inform the recommendations of the Facilities Master Plan.
- The Facilities Master Plan Deliverable was to be created by Plante Moran CRESA and delivered to the Board of Education for final approval in December 2022.

## Stakeholder Engagement

- During the Summer 2022, the Facilities Master Plan Work Group and the GRPS Board of Education defined stakeholders as follows:
  - **Internal Stakeholders**
    - » GRPS Board of Education (BoE)
    - » GRPS Staff
    - » GRPS Scholars
    - » GRPS Parents/Guardians
    - » GRPS Community Partners
    - » GRPS Unions
  - **External Stakeholders**
    - » GRPS Alumni
    - » Business Community
    - » Philanthropic Community
    - » Public Sector (City of GR and Kent County)
    - » General Community
- Engagement **Goals** for the Facility Masters Plan were as follows:
  - **Inform** stakeholders about the strategic plan and facilities master plan process and timeline.
  - **Consult** stakeholders on the proposed options for the facilities master plan
  - **Involve** stakeholders in shaping phase 2 engagement, to occur after the FMP has been approved.
- Engagement **Strategy**
  - Dr. Roby would record a message that could be used by GRPS leadership to share highlights about the strategic plan and the next step for the district, which is the approval of a Facilities Master Plan by the end of the 2022 calendar year. Key features of the draft Facilities Master Plan would be shared with stakeholders for review and comment between September and October. This feedback would inform the final plan which would be presented to the BoE in November and voted on in December.

## Stakeholder Engagement

- Engagement Methods

- 12 Town Hall Meetings were held across all four quadrants of the district. The purpose of the Town Halls was to inform the stakeholders about WHY the Facilities Master Plan was underway now and afford them the opportunity to pose both questions and feedback.
- Lunch and Learn Meetings scheduled around the City with community partners.

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

**FACILITIES MASTER PLAN**  
**TOWN HALL MEETINGS**  
 A 2022-2027 GRPS STRATEGIC PLAN EFFORT

Grand Rapids Public Schools is inviting you to engage as we chart the course for the future of the district's school buildings and other facilities. The goal is to ensure our school resources are streamlined toward scholar achievement. Join us at an upcoming Town Hall Meeting where we will inform the community about the challenge before us and the Facilities Master Plan process.

Through this work, we will engage with our families and the broader community in guiding the decisions that will shape the Grand Rapids Public Schools for years to come. We will work together to identify the best opportunities to invest, enhance, upgrade, and revitalize our buildings to serve our scholars in more effective, efficient, and equitable ways. There are challenging decisions ahead but we know that with your help we're poised to position schools to provide the best possible education for our scholars.

Childcare and refreshments will be provided. Interpretation services will be available at each event.

Town Hall events marked "Spanish Session Available" will provide two presentations at the same time - one in Spanish and one in English.

For more information about the Facilities Master Plan, scan the QR Code.  
[grps.org/facilities-master-plan](https://grps.org/facilities-master-plan)

**TOWN HALL MEETING SCHEDULE**

<b>TUESDAY, SEPTEMBER 13 / 6:00 PM - 7:30 PM</b> Located at Harrison Park Academy 1440 Davis Ave NW, Grand Rapids, MI 49504
<b>WEDNESDAY, SEPTEMBER 14 / 9:00 AM - 10:30 AM</b> Located at Westwood Middle School 1525 Mount Mercy Drive NW, Grand Rapids, MI 49504
<b>WEDNESDAY, SEPTEMBER 14 / 6:00 PM - 7:30 PM</b> Located at Westwood Middle School 1525 Mount Mercy Drive NW, Grand Rapids, MI 49504
<b>TUESDAY, SEPTEMBER 20 / 6:00 PM - 7:30 PM</b> VIRTUAL - ADD ZOOM LINK
<b>TUESDAY, SEPTEMBER 27 / 6:00 PM - 7:30 PM</b> Located at Kent Hills Elementary 1444 Emerald Ave NW, Grand Rapids, MI 49505
<b>THURSDAY, SEPTEMBER 29 / 6:00 PM - 7:30 PM</b> Located at Riverside Middle School 265 Eleanor Street NE, Grand Rapids, MI 49505
<b>SATURDAY, OCTOBER 1 / 10:00 AM - 11:30 AM</b> VIRTUAL - ADD ZOOM LINK
<b>TUESDAY, OCTOBER 4 / 6:00 PM - 7:30 PM</b> SPANISH SESSION AVAILABLE Located at Cesar E. Chavez Elementary 1205 Cesar E. Chavez Ave SW, Grand Rapids, MI 49503
<b>THURSDAY, OCTOBER 6 / 6:00 PM - 7:30 PM</b> SPANISH SESSION AVAILABLE Located at Burton Middle School 2113 Buchanan Ave SW, Grand Rapids, MI 49507
<b>TUESDAY, OCTOBER 11 / 6:00 PM - 7:30 PM</b> Located at Brookside Elementary 2505 Madison Ave SE, Grand Rapids, MI 49507
<b>WEDNESDAY, OCTOBER 12 / 6:00 PM - 7:30 PM</b> Located at Mulick Park Elementary 1761 Rosewood Ave SE, Grand Rapids, MI 49506

**GRPS my choice**  
 Grand Rapids Public Schools

[grps.org/facilities-master-plan](https://grps.org/facilities-master-plan) | [myschools@grps.org](mailto:myschools@grps.org) | 616.819.2149

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

**INTRODUCTION**

Grand Rapids Public Schools is researching various aspects of its educational, operational, financial, and facility (building) functions. As part of this process, the district's strategic planning consultant, Plante Moran Cresa, is seeking feedback in the form of a survey.

Your insight will help the district refine its facilities master plan to align with both short-term and long-term goals and objectives. Please complete the survey by Monday, October 24, 2022. Survey results will be shared publicly upon completion in December 2022.

Thank you in advance for participating in the survey. Please direct any questions to the GRPS communications team via email at [myschools@grps.org](mailto:myschools@grps.org) or call (616) 819-2149.

**GRPS my choice**  
 Grand Rapids Public Schools

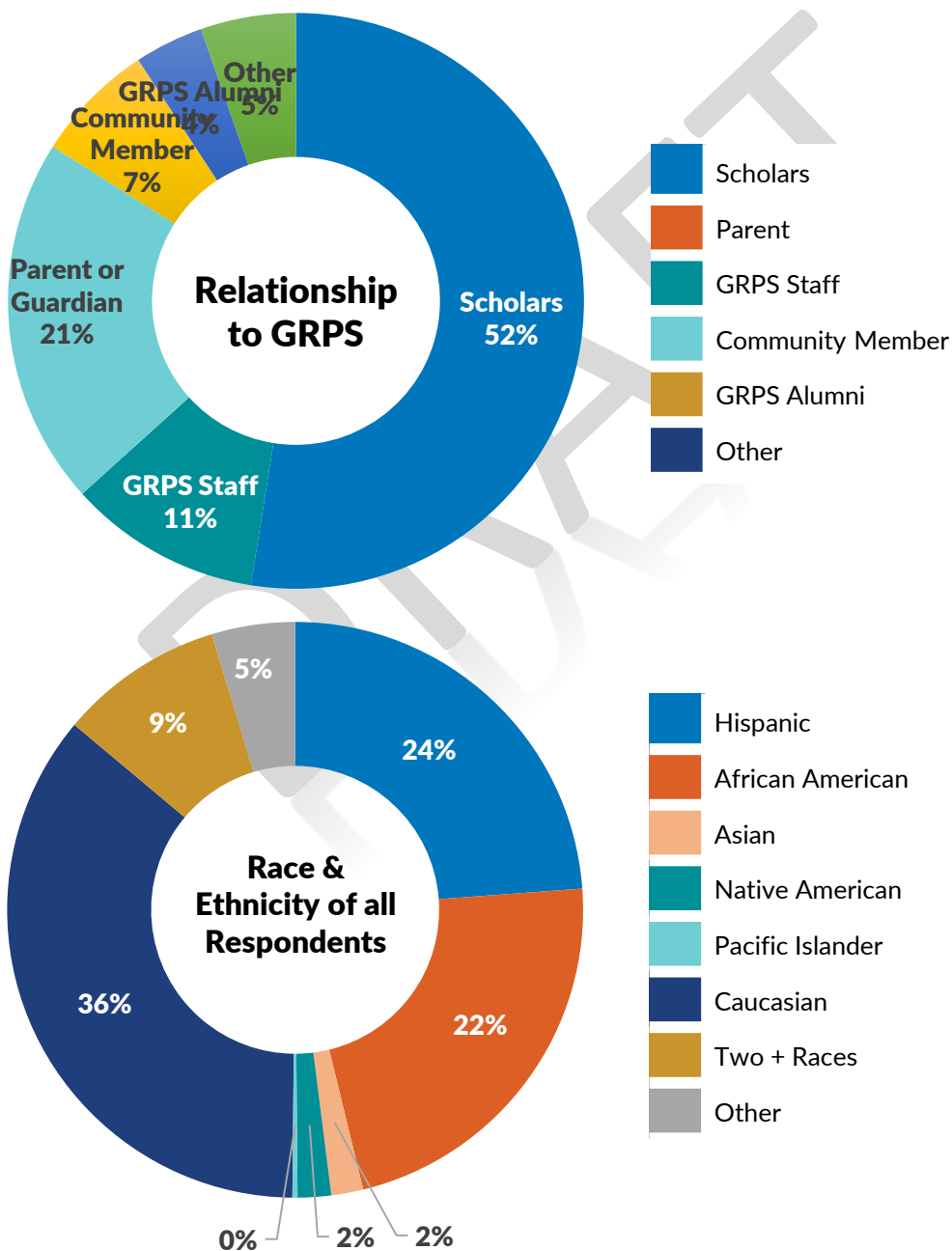
**plante moran cresa**  
 Real Estate Consultants

**FACILITY MASTER PLANNING COMMUNITY INPUT SURVEY**

- Online Surveys in four different languages
- Scholar surveys administered during class.
- Radio Advertisements
- Robocalls
- Mailers
- Backpack Stuffers

## Stakeholder Engagement Results & Feedback

- Community & Scholar Stakeholder Survey Outreach
  - The community survey was open from September 19 through November 13, 2022 and the Scholar Survey from
  - 6,160+ responses were captured from stakeholders





## Stakeholder Engagement Results & Feedback

- Community Stakeholder Survey efforts have presented the greatest support for investing in the following areas:
  - Demolish assets that are unoccupied was not supported.
  - Vacant land to be maintained and utilized for (in preferred order):
    - » Parks & Recreation
    - » Family Housing
    - » Greenspace
  - Renovate and improve existing elementary and middle schools. Only construct new facilities only where fiscally responsible
  - Consolidate programs and close unoccupied schools
  - Unoccupied assets in good condition to be repurposed for (in preferred order):
    - » Community Centers
    - » Housing
    - » Non-Profit Organizations
    - » Early Childhood
  - Provide more early childhood options.
  - Renovate existing performing arts auditoriums and do not construct a new stand alone performing arts center.
  - Improve existing athletic tracks, fields, and swimming pools

## Stakeholder Engagement Results & Feedback

- Scholar Stakeholder Engagement efforts have presented the greatest support for investing in the following areas:
  - Scholars love the following the most about their schools:
    - » Teachers
    - » Friends
    - » Gym/Arts/Recess
    - » Small Class & School Sizes
  - If scholars could change only one thing about their schools, it would be:
    - » Food
    - » Phone Policy
    - » Workload
    - » Bathrooms & Facility Cleanliness
  - Scholars would like to have additional activities within their schools, like:
    - » Sports – Swimming, Boxing, Soccer, Football, Basketball, and Cheer
    - » Electives – Sewing, Photography, Art, Drama, Cooking & Nutrition, Language Courses, Woodworking, Longer Gym & Recess Periods, Robotics, Career Readiness & Life Prep Classes
    - » Field Trips
  - Scholars feel that their school buildings:
    - » Have very poorly maintained bathrooms
    - » Are generally unclean
    - » Need improved Arts and Athletics spaces
    - » Are not adequately climatized (heating and cooling)
    - » Need improvements to playgrounds
  - Scholars are generally split on K-5 or K-8 grade configurations due predominately to:
    - » Middle Schoolers can be mean to younger kids
    - » Middle schoolers can be role models
    - » You only need to go to one building if you have multiple family members

## Stakeholder Engagement Results & Feedback

- Community Lunch-and-Learn and Town Hall efforts have provided the following feedback:
  - Be forthright, transparent, and clear about decisions
  - Provide a clear vision to how GRPS will not only close facilities, but also improve its programs and increase its enrollment
  - The community needs to be more engaged in GRPS activities and decisions
  - GRPS needs to find more ways to partner with local community organizations
  - Name schools as soon as possible
  - Investments need to be made equitably across districts
  - Investments need to be made in teachers and staff
  - Hold onto real estate
  - Don't sell to charter schools
  - Transportation methods need to be enhanced
  - Renovate and improve existing school buildings before constructing new
  - Invest in athletic programs, fields, tracks, and pools
  - Increase Montessori sites and programs
  - Provide more Young 5's and Pre-Kindergarten options





## Section E

# Facilities Master Plan



## Background - 2012 GRPS Transformation Plan

- In 2012, GRPS passed the Transformation Plan.
  - The plan unveiled:
    - » Enrollment had sharply declined by more than 7,000 students since 2001 from 24,632 to 17,729 in 2012.
    - » 17 of 43 educational buildings were below 60% capacity, including 2 new buildings.
    - » Maintaining excess capacity and too many “small” facilities costs too much and takes resources away from other buildings.
  - Environmental Goal: “Ensuring high quality educational environments for teaching and learning.”
    - » Increase number of schools at or above 70% capacity.
    - » To be accomplished by changing, closing, or consolidating schools with excess capacity and address overcrowding; savings would be invested back into high capacity school sites.
    - » Age, condition, adaptability, and technology of facility was to be assessed for consideration of change, closure, maintenance, or expansion.
  - To achieve the environmental goal set by the 2012 Transformation Plan
    - » 10 buildings were recommended for closure
    - » 5 buildings were to be closed or repurposed
  - That Transformation Plan would be implemented in the following phases:
    - » Phase 1: 2013-2014 → Close and re-invest in buildings
    - » Phase 2: 2014-2015 → Propose final recommendation options on IB, Secondary Redesign, and Charter Options
    - » Phase 3: 2015-2016 → Implement planned growth recommendations with approved bond finances.
  - In 2015, the GRPS district passed a 2.1 mill increase, netting \$175M with a 52.83% pass rate.
    - » Primary focus was investments within high schools, with approximately \$110M allocated.

## Background - GRPS 2022 Strategic Plan

- In 2021, GRPS engaged in the process of developing a 5-year Strategic Plan guided by it's Equity Vision Statement:

*“We will remove barriers contributing to disproportionate outcomes by incorporating anti-racist and inclusionary practices.”*

- The process began with assessing GRPS's past performance and stakeholder perceptions throughout the community.
  - 18 stakeholder groups engaged
  - 1,300 respondents from community-wide survey
- Strengths and Assets were assessed as part of the Stakeholder Engagement efforts, which included:
  - Positive connections between students and teachers
  - Improved graduations rates
  - Dedicated and supportive employees
  - Variety of academic programs and choices
  - Community partnerships
  - Theme schools
  - Diversity
  - Recently renovated facilities are seen as community assets.
- After analyzing stakeholder feedback and incorporating recommended changes, the GRPS Board of Education adopted a set of priority outcomes, strategic themes, and objectives designed to attain the equity vision.



## Background - GRPS 2022 Strategic Plan

- Priority Student Outcomes
  - Increase literacy proficiency
  - Increase math proficiency
  - Reduce academic disparities for Black and Latino students
  - Reduce Black students exclusionary discipline
  - Increase student empowerment, belonging, and agency.
  - Increase successful transitions from high school to college or career
- Strategic Themes
  - Meet holistic student needs
  - Optimize and value all school options
  - Ensure equitable access and outcomes
  - Enhance curriculum and program opportunities
  - Cultivate an engaged, impactful, more diverse workforce
  - Create a culture of trust, collaboration, and stewardship
- The Strategic Plan was to be implemented over the course of 2022-2027.

### Priority Student Outcomes

These priority student outcomes will be defined by measurable progress indicators, and our performance on these outcomes will

- **Increase** literacy proficiency
- **Increase** math proficiency
- **Reduce** academic disparities for Black and Latino students
- **Reduce** Black students exclusionary discipline
- **Increase** student empowerment, belonging, and agency.
- **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 below.

- Meet Holistic Student Needs** +
- Optimize and Value All School Options** +
- Ensure Equitable Access and Outcomes** +
- Enhance Curriculum and Program Opportunities** +
- Cultivate an Engaged, Impactful, More Diverse Workforce** +
- Create a Culture of Trust, Collaboration, and Stewardship** +

## Key Themes & Recommendations

### **IMPACT**

- Consolidate GRPS facilities by relocating educational and support programs to provide environments that allow scholars and staff to excel in alignment with the Strategic and Academic Plans.
  - **Recommendation #1:** 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.
  - **Recommendation #2:** Enrollments and utilization rates to be assessed annually to ensure Facilities Master Plan, Strategic Plan, and Academic Plan. Implementations are improving measurable strategic outcomes.
  - **Recommendation #3:** Relocation of scholars and staff will be implemented to preserve programs, prioritize equitable access, and improve learning environments of our schools.
  - **Recommendation #4:** 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.

### **INVEST**

- Reimagine state-of-the-art-school environments that provide for greater scholar opportunity and equitable outcomes.
- Align capital requirements with this vision to make a positive financial impact on the District.
  - **Recommendation #5:** Provide continuation of funding for the implementation of Facilities Master Plan through a capital program initiated in November 2023.



## Key Themes & Recommendations

### **INNOVATE**

- Collaborate on opportunities within the district that would allow GRPS to create the community that would allow it to thrive and grow. Property would be prioritized for community benefit.
  - **Recommendation #6:** 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.

### **SUSTAIN**

- Manage vacant assets to improve financial responsibility while maintaining ownership.
  - **Recommendation #7:** 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.

## Decision Making Criteria for Realigning Facilities

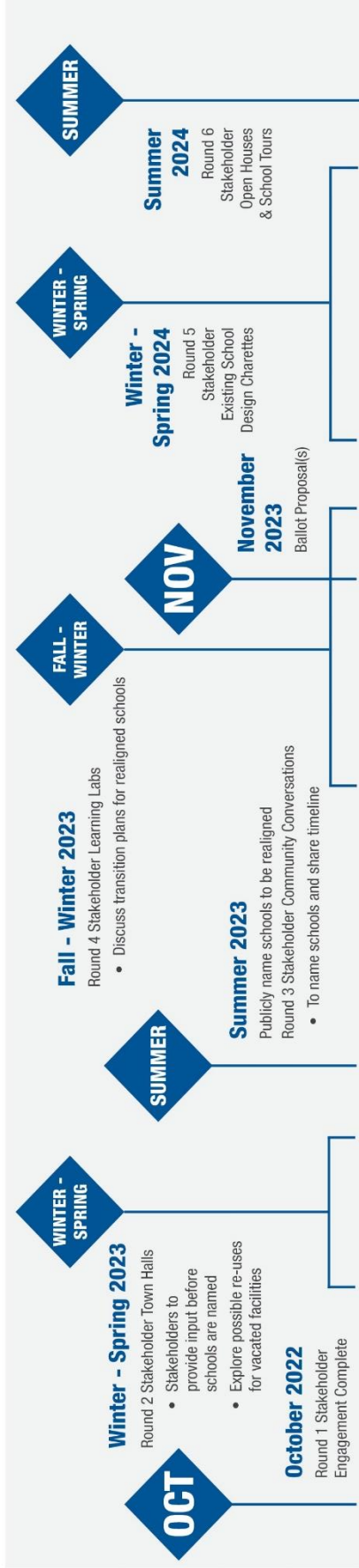
- Decision Making Criteria to be Used for Realigning Facilities
  - Results in equitable scholar outcomes
  - Creates new and improved scholar opportunities
  - Invests in spaces, environment, and culture to strengthen teaching and learning
  - Aligned with Strategic Plan
  - Positive financial impact, 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
- Tools Used to Inform Decision Making for Realigning Facilities
  - 2022 Strategic Plan
  - GRPS Academic Plan
  - Continual Stakeholder Engagement Efforts and Feedback
  - Program Consolidation and Compatibility Assessments
  - Academic Model / Grade Configuration
  - Facilities Conditions Assessments
  - Utilization Studies
  - Enrollment Projections

# Timeline

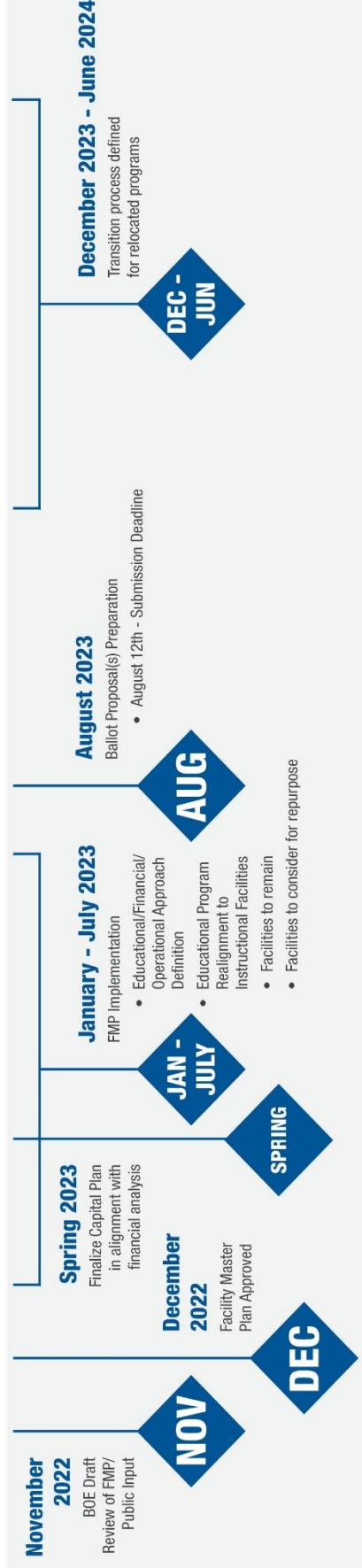
## OUR CHILDREN, OUR SCHOOLS, OUR FUTURE

### FACILITIES MASTER PLAN DRAFT TIMELINE | 2022-2024

#### STAKEHOLDER ENGAGEMENT EFFORTS



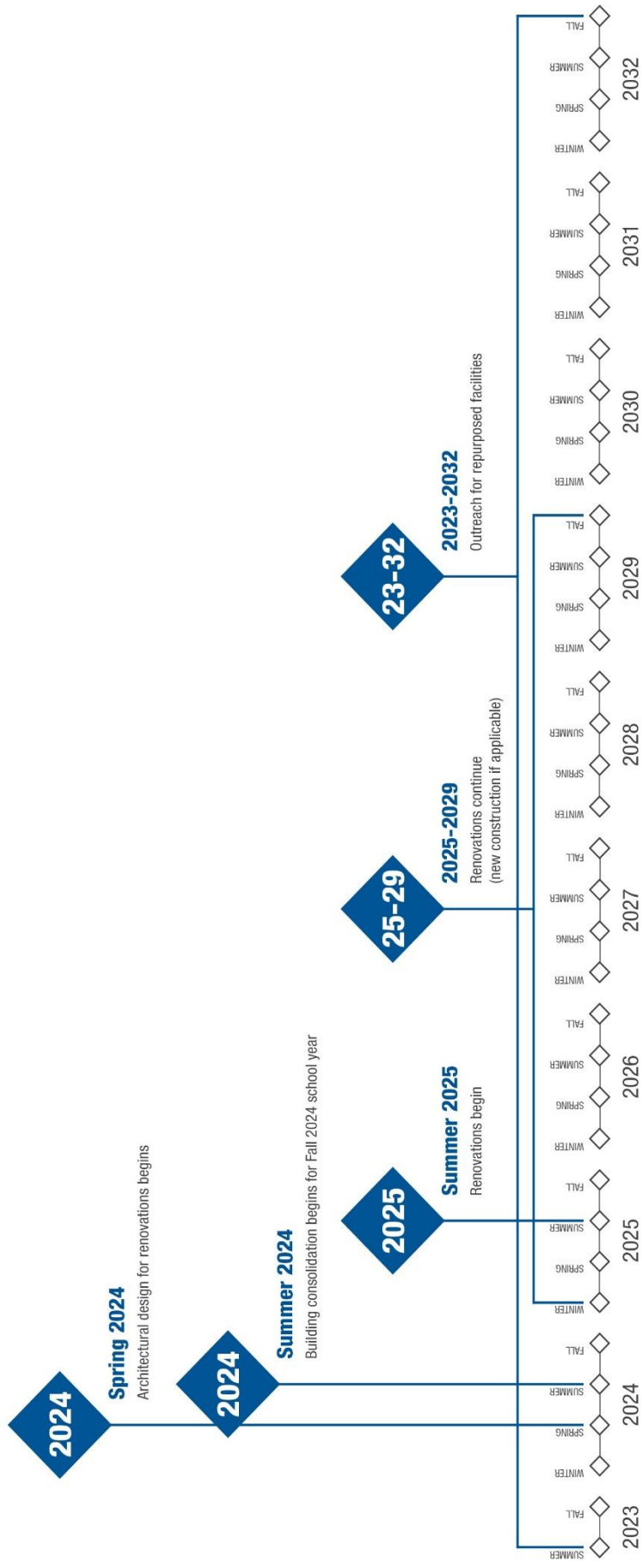
#### FACILITY MASTER PLAN EFFORTS



## Timeline

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

# FACILITIES MASTER PLAN DRAFT TIMELINE | 2023-2032





## Phase Breakdown - IMPACT

### Phase - IMPACT

- In alignment with the Strategic Plan, the GRPS Board of Education is recommending targeting a 75% utilization by 2032.
- Elementary and Middle School programs should be consolidated within existing schools to achieve this.
- Stakeholder engagement responses have indicated that neighborhood schools should be a primary focus.
- Consolidating specialty school footprints by relocating their programs within these neighborhood schools would:
  - Reduce the GRPS facility footprint
  - Reduce routine and deferred maintenance costs
  - Provide scholars equitable access to programs
  - Collocate teachers for enhanced collaboration and peer support
- **Next Steps:**
  - January – July 2022 – FM Implementation
    - » Educational, Financial, Operational Approach Definition
    - » Educational Program realignment to instructional facilities
      - Facilities to remain
      - Facilities to consider for repurpose
  - Summer 2023
    - » Publicly name schools to be realigned w/ timeline.
    - » Round 2 stakeholder community conversations.
  - December 2023 - June 2024 – Transition process defined for relocated programs
  - Summer 2024 – Building consolidation begins for Fall 2024 school year

## Phase Breakdown - IMPACT

### Phase - INVEST

- Stakeholder engagement efforts in Fall 2022 and Winter 2023 have provided insight into facets of the district that the community would like to see investments made (Reference Stakeholder Engagement Results above).
- GRPS has the opportunity to present to the community a zero-millage rate increase bond proposal. This would result in a two series bond program and provide GRPS with approximately \$258M in capital funding.
- In the event that a no-mill proposal was not supported by the district, GRPS would lose approximately \$100M in funding.
- Updating existing school buildings would be the primary focus of this no-mill bond proposal.
- Stakeholders also indicated that they would like to see investments made into their arts and athletics programs.
- Presenting to the community the option to approve a ½ mill increase in addition to the no-mill program would provide GRPS with approximately \$60M in additional capital funding.

## Phase Breakdown - INVEST

### Phase - INVEST

- A two-part ballot would allow the community to approve a zero-mill bond for the consolidation and upgrading of GRPS elementary and middle school facilities. In addition, voters would have the opportunity to approve a millage rate increase to support investments in arts and athletic programs.
  - **Proposal A:** Zero-Mill Bond to be utilized for elevating elementary and middle school facilities to state-of-the-art environments for scholars.
  - **Proposal B:** ½ Mill Bond to be utilized for the enhancement of arts and athletics facilities throughout the GRPS district.
  - It should be noted that Proposal A can still move forward if Proposal B is vetoed. If Proposal B is approved, then Proposal A would also be approved. Proposal B is not mutually exclusive of Proposal A.
- **Next Steps**
  - Spring 2023 - Finalize Capital Plan
  - August 2023 – Ballot Proposal(s) Preparation (August 12th deadline)
  - November 2023 – Ballot Proposal(s)
  - Spring 2024 – Architectural Design for Renovations Begins
  - Summer 2025 – Renovations begin
  - 2025 – 2029 – Renovations continues (new construction if applicable)

## Phase Breakdown - INNOVATE

### Phase - INNOVATE

- GRPS is the second largest landowner in the facility, with 720 acres under ownership.
- After program consolidation efforts are in motion, GRPS will have the ability to collaborate with community stakeholders and cultivate innovative ways to utilize vacant or unneeded facilities.
- Reference Stakeholder Engagement Results to review community enhancement desires and priorities.
- **Next Steps:**
  - 2023 – 2032 – Outreach for repurposed facilities and vacant land

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## Phase Breakdown - SUSTAIN

### Phase - SUSTAIN

- GRPS currently maintains 17 unoccupied, non-educational facilities.
- There are 2 schools that are currently vacant and have exceeded the State regulatory limits for vacancy durations.
  - **Alexander**
    - » Size: 15,570 SF
    - » Acreage: 3.06
    - » Approximate Annual Maintenance Cost: \$62,280
    - » Approximate 2022 Abatement Cost: \$124,560
    - » Approximate 2022 Demolition Cost: \$110,000
    - » Estimated Payback Period if Demolished: 3.76 Years
    - » Deferred Maintenance: \$6,732,00
  - **Kensington**
    - » Size: 25,710 SF
    - » Acreage: 4.63
    - » Approximate Annual Maintenance Cost: \$102,840
    - » Approximate 2022 Abatement Cost: \$205,680
    - » Approximate 2022 Demolition Cost: \$175,500
    - » Estimated Payback Period if Demolished: 3.71 Years
    - » Deferred Maintenance: \$9,795,500
- GRPS is currently spending, on average, \$4M to underutilized buildings.
- **Next Steps:**
  - March 2023 - Prepare Capital Plan and associated Timeline for demolition of Kensington.
  - Implement a reduction strategy by establishing an agreement with a future partner that would absolve the District of property maintenance costs while maintaining ownership of the land.
  - April 2023 - Board of Education vote of approval.





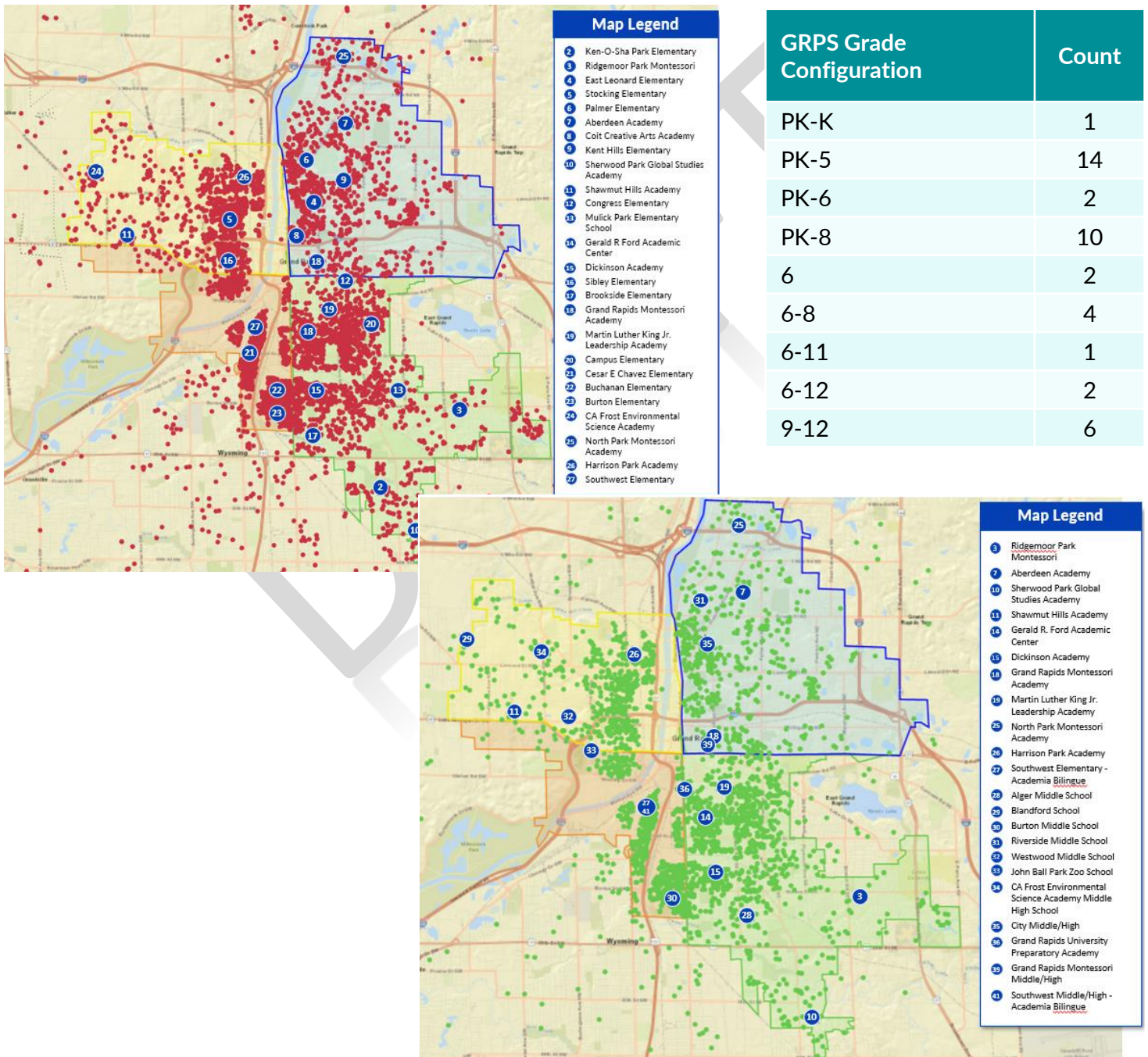
## Section F

## Future Considerations



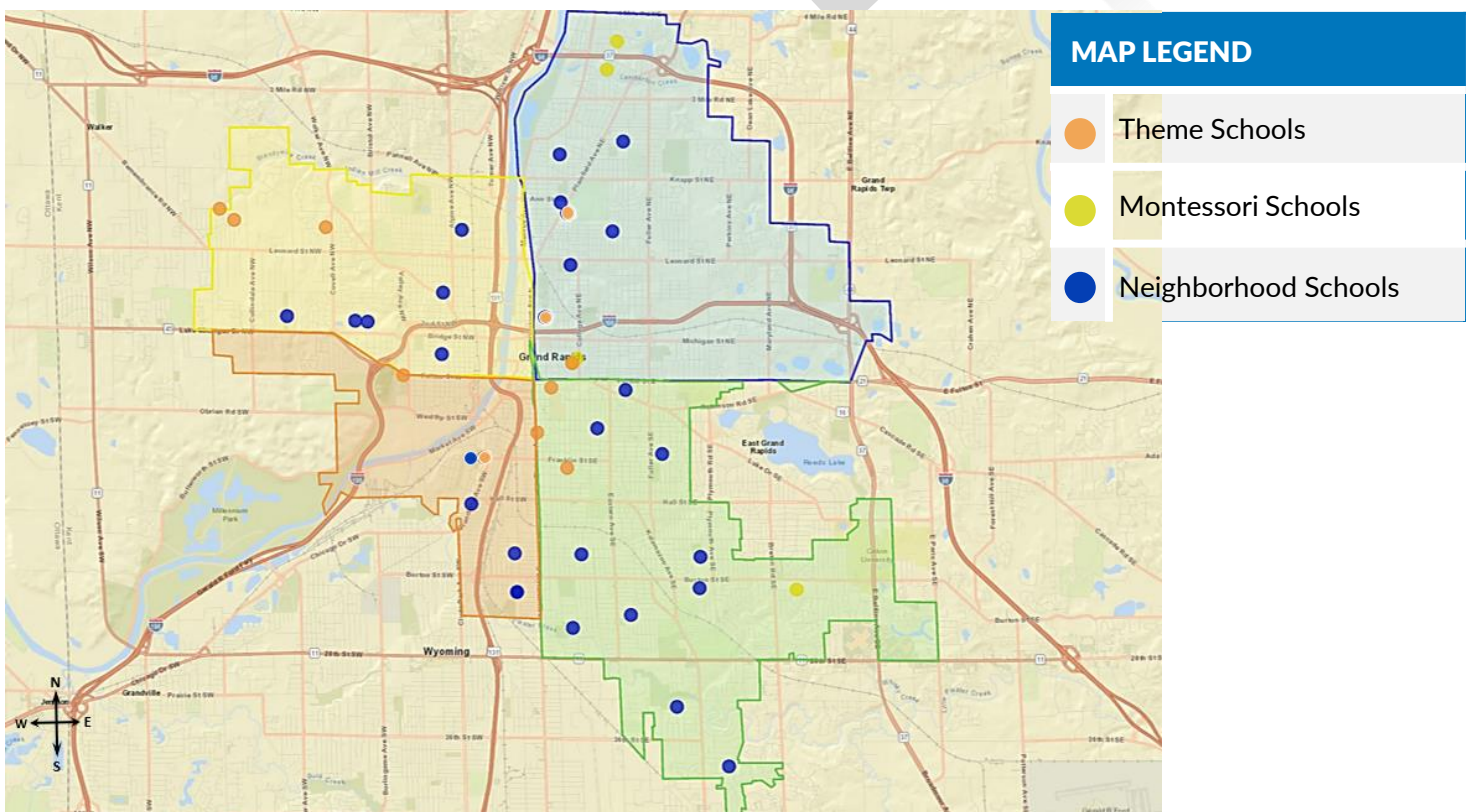
## Academic Overlay

- Research and define preferred grade configurations for elementary and middle schools.
- Preferred models to be overlaid upon existing facilities and programs to determine extent of relocation and consolidation efforts with key recommendations.



## Program Compatibility & Consolidation Assessment

- Identify existing themes and programs
- Define compatibility factors for determining fit and function of future school buildings
- Determine compatibility of programs within existing neighborhood or theme schools with understood financial implications
- Utilized Criteria Based Selection
  - Facility/Operational Lens
  - Academic Lens
- Present names of impacted facilities and programs with associated timeline to the district

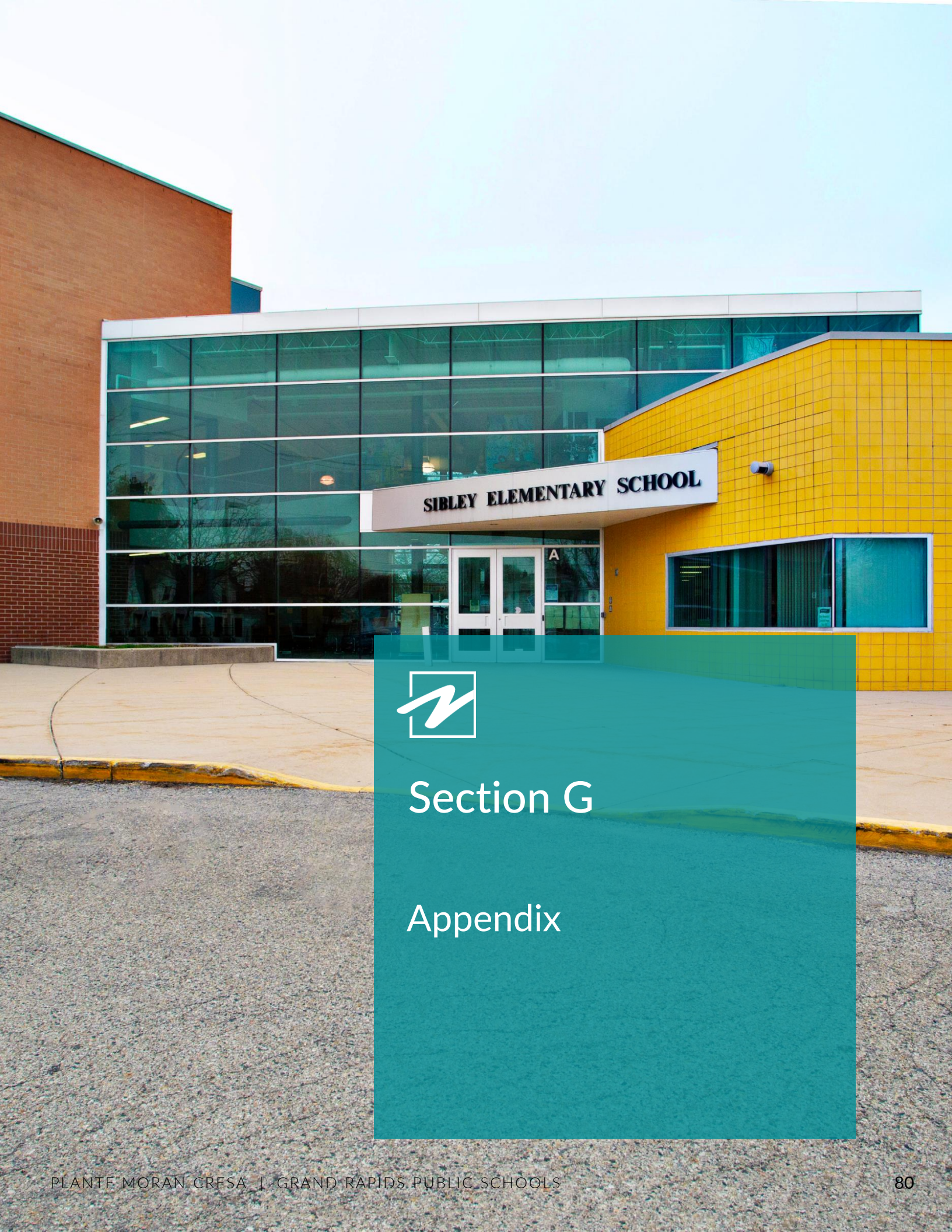




## Capital Program Improvement Sequencing and Phasing

- **November 2023 - Zero Millage Rate Bond Proposal**
  - GRPS to present to the community a no-mill increase bond proposal for solidifying approx. \$258,000,000 in capital funding for implementation of the Facilities Master Plan.
  - GRPS to conclude whether to present to the community a half-mill increase secondary bond for solidifying up to approximately \$60,000,000 in additional capital funding for the purpose of enhancing existing arts and athletics programs.
- **Capital Contingency Plan**
  - In the event the zero-millage rate increase bond proposal does not pass in November 2023, reevaluate and reassess in effort to present to the public for secondary vote in May 2024.
  - If initial proposal in November 2023 is not supported by the GRPS community, define capital requirements and alternative funding sources for implementation of Facilities Master Plan and realignment efforts.





## Section G

### Appendix



# Pupil Enrollment

## Projection Study Report

### 2022-2026

Presented to

Grand Rapids Public Schools

October, 2022



**Grand Rapids Public Schools  
Facility Utilization Assessment  
March 2022**

GRAND RAPIDS PUBLIC SCHOOLS CLASSROOM UTILIZATION								BUILDING CAPACITY (TARGET CLASS SIZE)		
Facility Name	Grade Configuration	General Education Classrooms (A)	Dedicated Classrooms (Art, Music, Comp.) (B)	Special Education /Support Rooms (Full-sized Classrooms used for: ECSE, ASD, Literacy, Etc.) (C)	Vacant/Non Programmed Classrooms (D)	Total Classrooms (General Ed. + Non Programmed Classrooms) (A+C+D E) (E)	Student Enrollment (FTE) (as of Fall 2021 Certified) (F)	Building Capacity [(Colm. A)*Class Size] (Target) (G)	Excess Capacity (Target) (G F) (H)	Utilization % (Target F/G) (I)
<b>ELEMENTARY:</b>								20 Pupils at Pre-K 25 Pupils at K-2 27 Pupils at 3-6 29 Pupils at 7-12		
		420	70	77	38	535	7,424			
North Park Early Childhood Center	PK-K	4	0	4	0	8	192	192	0	100%
Ken-O-Sha Elementary	PK-5	11	2	11	5	27	138	648	510	21%
Ridgemoor Park Montessori	PK-6	6	0	0	1	7	122	168	46	73%
East Leonard Elementary	PK-5	11	2	2	0	13	153	312	159	49%
Stocking Elementary	PK-5	13	2	8	0	21	152	504	352	30%
Palmer Elementary	PK-5	12	1	0	2	14	166	336	170	49%
Aberdeen Elementary	PK-8	9	4	10	0	19	232	552	320	42%
Coit Creative Arts Academy	PK-5	14	2	1	5	20	242	528	286	46%
Kent Hills Elementary	PK-5	13	2	5	2	20	186	528	342	35%
Sherwood Park Global Studies Academy	PK-8	21	1	1	0	22	134	552	418	24%
Shawmut Hills	PK-8	14	3	0	2	16	256	384	128	67%
Congress Elementary	PK-5	10	2	1	2	13	172	312	140	55%
Mulick Park Elementary	PK-5	10	1	3	1	14	231	336	105	69%
Gerald F. Ford Academic Center	PK-8	16	6	0	0	16	289	384	95	75%
Dickinson Elementary	PK-8	18	2	1	2	21	271	504	233	54%
Sibley Elementary	PK-5	14	3	10	1	25	264	600	336	44%
Brookside Elementary	PK-5	13	3	2	0	15	284	432	148	66%
Grand Rapids Montessori Academy	PK-6	13	3	2	1	16	283	456	173	62%
Martin Luther King Jr. Leadership Academy	PK-8	17	4	2	1	20	319	576	257	55%
Campus Elementary	PK-5	14	3	3	0	17	264	480	216	55%
Cesar E. Chavez Elementary	PK-5	22	2	1	1	24	405	624	219	65%
Buchanan Elementary	PK-5	18	3	1	3	22	368	600	232	61%
Burton Elementary	PK-8	23	3	1	3	27	402	720	318	56%
CA Frost Science Academy Elementary	PK-5	22	3	0	0	22	439	600	161	73%
North Park Montessori	PK-8	15	2	1	1	17	388	456	68	85%
Harrison Park	PK-8	31	7	6	5	42	643	1176	533	55%
Southwest Community Campus	PK-8	36	4	1	0	37	621	984	363	63%
<b>MIDDLE:</b>								2,832	1,482	48%
Alger Middle	6-8	13	3	5	6	24			374	49%
Blandford	6	2	0	0	0	2	63	54	-9	117%
Burton Middle	6-8	17	1	1	7	25			239	66%
Riverside Middle	6-8	14	4	6	6	26	203	810	607	25%
Westwood Middle	6-8	10	3	4	13	27		810	608	
Zoo School (Leased from GR Zoo)	6	2	0	0	1	3	64	81	17	79%
<b>HIGH:</b>								7,536	2,951	61%
CA Frost Enviro. Science Academy Middle-High	6-11	12	6	2	1	15				60%
City High-Middle	6-12	44	2	0	4	48	907	1,450	543	63%
Grand Rapids University Prep Academy	6-12	35	0	0	0	35			570	44%
Innovation Central High	9-12	31	6	4	9	44	636	1,450	814	44%
Grand Rapids Public Museum High	9-12	11	0	0	0	11		319		
Grand Rapids Montessori Middle/High	9-12	11	0	0	0	11	186	319	133	58%
Ottawa Hills High	9-12	53	4	0	0	53	380	1,653	1273	23%
Southwest Community Campus Middle/High	9-12	19	2	6	0	25	260	783	523	33%
Union High	9-12	29	2	8	13	50	960	1,508	548	64%
<b>OTHER:</b>										
Southeast Career Pathways (at Jefferson)		5	4	4	3	12	87			
<b>GRPS TOTAL:</b>										
		728	107	117	101	946	13,446			



## Facilities Condition Assessment

**Page intentionally left blank as a placeholder for an additional attachment.**

DRAFT

**LUNCH AND LEARN**  
**QUESTIONS/ANSWERS/STATEMENTS/RESPONSES**  
10/10/2022

**QUESTIONS**

**IS THE INCOME COMING INTO THE DISTRICT GOING TO THE SCHOLARS? OR IS IT GOING TO STAFF AND ADMINISTRATION?**

- a. The largest amount of money, in every district, goes toward staffing.
- b. We will be able to close buildings and continue to keep all of our staffing.
- c. Closing buildings will allow GRPS to use the saved resources for school buildings and scholars.
- d. GRPS has an extra one million square feet of land that they are responsible for maintaining.
- e. Removing these responsibilities would bring additional money into the schools.
- f. This is a great opportunity.
- g. We are the 2<sup>nd</sup> largest landowner in GR.
- h. We want to think about ways to use these properties to support our families.

**WILL YOU PLEASE GIVE OUR CONGREGATIONS PAPER COPIES OF THE SURVEY?**

- a. Yes! We will deliver these copies this week, which will give you two Sundays to distribute to your congregants.
- b. The survey is being offered in 4 languages.
- c. It is also online, on our website, and it is offered through social media.
- d. Paper copies have also been distributed during the town hall meetings.

**DOES GRPS OFFER MORE THAN ACADEMICS? CAN KIDS GO TO SCHOOL AND COME OUT WITH TRADE SKILLS?**

- a. We want 100% of our students to graduate. We are currently above the graduation rate.
- b. Within our HS programs there are different academies and programs.
- c. There are opportunities for kids to go to college and learn trades.
- d. We are developing programming so young people have opportunities to pursue their passions.
- e. This is a part of telling our stories.
- f. We want to make sure that people know our options.

**WHEN DID THE EXODUS FROM GRPS BEGIN?**

- a. We have had a perfect storm.
- b. There are fewer live births than before.
- c. There is a lack of affordable housing.
- d. Pandemic
  - a. Our enrollment has leveled off for the last 3-5 years.

**THERE IS AN ABUNDANCE OF GROWTH IN GR. WHY IS THERE A REDUCTION OF STUDENTS?**

- a. There is a decline in enrollment across the state and the nation.
- b. This decline will continue.
- c. The “why” may be different in every state.

**LUNCH AND LEARN**  
**QUESTIONS/ANSWERS/STATEMENTS/RESPONSES**  
10/10/2022

**GENERAL STATEMENTS/RESPONSES**

**PASTOR'S STATEMENT ABOUT "STEWARDSHIP"**

- a. The school system is in a good financial place.
- b. It's a good time to think about the future.
- c. We are in competition with many other schools (charter, magnet, religious...)
- d. There is room for collaboration with the churches and the school system.
- e. GRPS can be better "stewards" for the Latino community and share access to the school buildings.
- f. Encourage to seek additional collaboration with this group.
- g. Be creative.

**ROBY'S RESPONSE TO "STEWARDSHIP" STATEMENT**

- a. Part of the master plan is gathering feedback about how to use our spaces.
- b. One component of the plan is "community use".
- c. It is also how to compete with the other districts and offer a better product?
- d. GRPS must offer a product where families want to attend our schools.
- e. We need to offer great programs and that offers tremendous opportunities to our families.
- f. There are about 20 charter schools in Kent County
- g. Twelve of these schools are housed in the footprint of Grand Rapids.

**PASTOR'S STATEMENT ABOUT CHURCH/GRPS PARTNERSHIP**

We should create relationships between the schools and the churches. This partnership will support our Latino families. GRPS has a lot of space right now and their attendance is falling. Churches have the people to fill the schools. The Spanish community is growing. A lot of the churches have to pay a lot of money for rent. Usually the rent is so high, the churches have to close down and then the families leave. If the churches can be part of the building, we can keep the families here. We are willing to help to support what the school wants.

**PASTOR'S STATEMENT ABOUT COMMUNITY HOUSING**

There was a suggestion to utilize the buildings for housing.

**ROBY'S RESPONSE ABOUT COMMUNITY HOUSING**

- a. Affordable housing was something that GRPS is considering.
  - a. Housing would support families – no studios.
  - b. Additional Lunch and Learns will include GR housing organizations.

**STATEMENT ABOUT WELCOMING FAMILIES FROM DIFFERENT COUNTRIES**

Families, who come to GRPS from different countries, want to be embraced. GRPS families experience "walls" when they are trying to enroll. These walls need to be broken down and the families must be embraced. If the school district and the pastors embrace the families, and



GRPS provides quality programming, the families will stay. These families need our staff to believe in them.

## **GRPS Facilities Master - Lunch and Learn Meeting**

### NOTES

#### **Grand Rapids Public Schools University**

Wednesday, October 12, 2022

#### **When considering marginalized people of color will this include partnering with churches? Is it possible to think about space and facilities which could be used for housing or refurbished housing?**

- In meeting with other groups such as Latino and Hispanic Pastors it is clear we have not valued and heard these people. They are waiting to see what we will do because there is a history in our city of red lining. This is real to people and GRPS is sensitive to this.
- We are trying to show up authentically with respect to how we are using the space and not just selling properties off.
- We are looking at how we become a value added to the community. Grand Rapids is landlocked so we are looking at housing both in the market place and affordable housing.
- We are also looking into the repurposing of facilities as new teacher housing in partnership with the City for a "Teacher Next Door" program. This is designed for people who serve such as firemen, police, teachers and such.
- At a meeting yesterday the Pastors were interested in Community Centers because there is a crisis with youth having access to weapons and drugs yet there does not appear there are places for young people to go other than athletics. We would like to partner with churches and work toward equity for those who are disenfranchised and advocate for the voices who are absent or who have not been able to come to the table.

#### **Statement:**

**The Health Department wants their voice to be heard. We recognize there is an issue of trust post COVID. We saw incredible disparities related to vaccinations and death. The vaccines were not equally distributed in the community. People would not trust or go to clinics for vaccines but did tend to community Schools which are in walking distance and neighborhoods for their vaccinations. We would encourage the retention and opportunity of community school partnerships. Health and education disparities align. Children need good health and education and these work together.**

- GRPS is very interested in continuing to work closely with the Health Department.

#### **Statement:**

**I am a long term resident of Grand Rapids and my experience in high school was as a Creston grad. There were a lot of administrators who did not assist me when I had trauma in middle school. It is important to recognize disparities in mental health and wellness. There are many forms this could take. For example having a church partnership which could ask what do you need prayer for? Trauma of African American children is not being understood. We need more mental health and wellness along with more counselors and psychologists. It is impossible to give your best when dealing with issues like isolation and mental health. With the closing of some schools, programs for expression were taken out such as poetry or infusing the creative arts, music, art, dance and other holistic / artistic expression experiences.**

- We are committed to social emotional learning for both students and staff
- If the teachers are not healthy and feeling connected/belonging then this will have an impact on the students.
- We want to create a tiered system of support along with a sense of community and belonging in the classroom. We are interested in creating social groups which obtain help from counselors and / or social workers, family counseling such as Cherry Health to meet the holistic needs of our scholars. We currently have 10 schools piloting a socio emotional learning model so we can learn from these piloted schools. The idea is to scale up to other schools in the system.
- We would ask what is needed of me, a community member. Find out how we connect and how we can co-collaborate and work around these issues.

**With regards to students' mental health, what about repurposing and using the 4H building for mental health where students can go after school when they cannot go home. Or offering an option if a student doesn't want to go to school then maybe this space could be available as a positive option. I grew up doing the 4H program in the 4H building learning to cook and grow things. How do we partner to learn how to take care of mental health when it is not acquired?**

**Cherry Health representative: Have we identified properties to repurpose or close?**

- No, we do not have a number of buildings yet. As we do the town halls, the Board of Education will hear all the data from surveys along with anecdotal and qualitative data from other conversations. We are looking at buildings across the district and considering their health and maintenance. We want to make sure we have a footprint across the city. No buildings that have children in them will be named until 2023 with the transition occurring in 2025. Other buildings such as Service, Nutrition and / or GRUPA might be moved next year because these don't impact children.

**Statement: People want to know how this all will be impacting them. They will not go meetings unless it is impacting them. They want to know if my kid is going to finish school at the school that they go to. People might assume there is no transparency.**

- We are being transparent and will not start naming buildings without asking the community. This is why we are keeping an open structure. We are collecting information and will make decisions then take the information back to the community .
- We are not having trouble getting people engaged. We are obtaining diverse racial input from several sides of the city. This has been an eye opening experience with some community members. For example when presenting a survey we have learned about community literacy when reading a survey. Educational jargon may not be as supportive as we need it to be. We need to continue to have family meetings at parent teacher conferences and welcome people of color and newcomers to the community from other countries.

**With regards to the closing of buildings, social media has indicated some neighborhood schools have transferred into specialized schools. Wondering if there are thoughts of joint use agreements with schools and medical clinics and working with community partners within the space without closing the educational component? This is a wonderful opportunity to provide additional resources for children.**

- Even with our joint agreements and the after school programming component, we are only at 50% capacity. We still need to keep the lights on, perform maintenance and keep buildings secure which incurs costs. We want to make sure we become flexible to use these spaces - but also leave room for growth. We are not interested in creating single family homes.

**Can health be part of conversation due to disparities?**

- We have partnership with Cherry Health in 3 schools, Kent School Service Network (KSSN) in 14 schools, along with 18 mental health clinicians which is expanding rapidly. We love the idea of a one stop shop which could include food pantries, backpack programs, clothing pantry providing new or gently used gloves, scarves, hats and scarves. These wrap around services would be offered with the schools as the hub of a community depending on partnerships.

**Would you create 24 hour traces back to the administrator especially when someone is being bullied? Would the nurse talk with someone rather than getting passed from person to person? If there is not enough staff or money then this leads to a lot of distrust. A lot will depend on the institutional capacity to build a community center or health institution. How will these things happen and how it plays out will depend on the user experience. Sometimes we are so close to it that some things are overlooked which creates a backlog of struggles for families. The biggest concern is institutionally with partners and new entities coming onboard. Right now it is a struggle for families and partnerships, for example transportation. Currently students who are expelled and**



**feel very forgotten. I met with a mom whose son is expelled and has been out of school for 6 months. Could a facility be used for transformative justice or mental health?**

- Again no one is going to say we are doing all these things right. We are trying to address the gaps which we are keenly aware of. Part of why we are doing this is to narrow the gap and go on to the deeper things. As for trust, we can only show you by getting better each day. We are demonstrating to the community by making sure communication is an opportunity. You can follow up with our Executive Directors who can assist with finding the right person to follow up with..

**After the surveys are in and we see the report of the surveys, then GRPS will create a master plan. Will there be an opportunity for the community to give input on the plan?**

- Once a draft plan is presented to the Board of Education and to the community. The Board of Education will decide by the end of the year. We are in the process of switching out Board of Education members and the new Board members will make these decisions.
- Hard decisions were made in the past. We cannot spend energy in the past. Here is where we are and how we are going forward. There is nothing we can do about the past. It is like driving a car - we must look forward and not focus on the rear view mirror because this could become a safety issue. There is not a precooked determination of which schools will close.
- This is about redoing and we are saying cleanly and clearly we need to close schools.

**How do we get around people feeling unheard? There will be schools closed. Will there be communication to address this head on. I am not certain there were conversations around Creston closing. This is a huge issue so it is important to have a really good communication strategy.**

- We are providing ongoing communication. Everybody is fine until the school is named. We are trying to keep communications available on many platforms.

**With regards to school walkability and childhood obesity. Please keep in mind if sidewalks are available and that children do not need to cross major streets. Bussing - the time my children spend on buses is 45 minutes to get to school at 7pm. This is a lot. Please keep in mind we need to help students to grow healthy with good self esteem and health related issues. People want to know how a decision is being made. If there are ways to answer with clarity, it will help. It is complicated and is not what people want to hear. Maybe use a visual aid, showing this is where your input was considered. The fact we are having a conversation like this first is critical. You did put this out there, and are doing the best you can to lay out the process right now, and collect community feedback. With regards to communicating clearly, will we have input after a decision is made?**

- One of the Board of Education's charges is mapping out the process showing where we are. There will be multiple opportunities to give input. We want to be considerate and want to give a reason why. We may not agree, but there will be a reason why.
- We will say what we know and people will have to decide if they believe. We are not here to sell, rather to engage.

**Generations of family came through GRPS. This district was vibrant. I understand the trauma of South High and Creston High being closed. Please be mindful of the cost of what we are about to do. We need to look at the gain of what we are about to do. There have been folks left behind. We are revitalizing and we are showing up differently. I appreciate the folks at the table standing tall to show up. There is a grieving but also a gain to this venture.**

- Our district has suffered on the level of service we have provided our district families.
- We need to figure out how we compete with charter / private and private schools. We offer a superior product and we need to be clear about what we are offering. An emphasis could be on our creating pathways for both career and college.
- City is #1 in state and 13 in nation. 90 percent are coming through our articulation. We want to replicate this success.
- Literacy is key and we need to consider where we need interventions and that teachers understand the scope of language.
- No matter who the students are, we need to have instruction at their level. Clearly, we have some work to do.

**Please share how the teachers have input into this process?**

- The teachers can attend town halls with the community along with the town halls we have hosted for the teacher groups, bargaining teams and principals. We will continue to meet with all of these levels. Most of the respondents have been parents and staff members.

**With the City of Grand Rapids, how are we leveraging?**

- We have great dialog. The City has come to us and we are holding once per month meetings. We had a combined work session earlier this spring. The City is creating a similar strategic plan to where we are discussing affordable housing.
- The City offers a program of \$7,500 down payment on a home and they are looking to increase this for down payment on a house.
- GRPS will be going to a retreat with the city.
- The City has joint use and first rights of refusal to where we have to let the city have first dibs if any building is to be sold. We want to be certain the building serves the community.
- Both GRPS and the City have issues of trust. So we are being transparent, and not hiding from this. In the past, four district buildings were sold to be used as affordable

housing but were turned over to Charter Schools. This was not transparent. These are the things we are trying to overcome.

- We will not be selling to charter schools or other organizations which do not serve the community
- There are gains but whose gains will these be? What are we leading with? How do we address this as we go forward? We have not led in with it in the past.. We are owning issues and that is why we are showing up differently. How are we showing up now? It happened, it was unfortunate.

**Statement:**

**We need to leave space for grief. We want to make space for hurt. Have celebrations to remember.**

- Change is hard, and people need time. Leveraging a once in a lifetime opportunity to launch in a positive direction.

**I would like to encourage the district to record a presentation and get this information out there. This is very good information. After listening, I felt better able to answer questions in a positive light. Please place this information on the website.**

- Questions and answers are being documented. A session was recorded and may be put out on the website.

**LUNCH AND LEARN**  
10/17/ 2022  
Neighborhood Associations

**HIGH SCHOOLS WILL NOT BE IMPACTED IN THIS PLAN. WOULD THE MIDDLE/HIGH SCHOOLS BE IMPACTED?**

- Primary focus will be middle schools and elementary schools.
- We will continue, however, to create and advance programming and security in the high schools.

**MENTION OF CITY MS/HS**

- City is highly ranked within the state and nation.
  - GRPS is seeking information re: City students' elementary schooling experiences.
    - Is there something that GRPS can do to replicate those experiences?

**IF A COMMUNITY STATES THAT THEIR COMMUNITY NEEDS A COMMUNITY CENTER, PLEASE CONSIDER THESE SUGGESTIONS...**

- Do not sell the land.
- Resource people directly from that community.
- Give them agency.
- Allow the kids to work at that center.
- Create curriculum to support the practical learning.
- "Build and grow our own."
- Community centers would leverage partnerships with non-profits and collaborate with neighborhood partners.

**WHEN CONSIDERING YOUTH CENTERS, WHAT FACTORS WILL BE DETERMINED? - DR. ROBY'S AND BOE MEMBER'S COMMENTS**

GRPS will consider...

- What is equal vs. what is equitable?
- City quadrants.
- Physicality of the buildings and their current programming.
- Leveraging what is already being done.
- Current opportunities within the communities to engage the youth outside of the school day.
- Engaging youth in activities other than sports.

**THE BOE WILL ULTIMATELY DECIDE WHAT TO DO WITH THE BUILDINGS.**

- The value added are our GRPS kids.
- Scholars could learn so many different skills through community centers.
  - Learning must be valuable.
  - We need to be innovated.
- BOE wants to understand the community's desires.
- The district must "right-size" the school district.
  - GRPS wants to do this with the support from the community.
- Community thoughts and concerns are necessary.
- Early input is critical to our decision-making process.
- Once invested into a decision, it is difficult to go backwards.



# LUNCH AND LEARN

10/17/ 2022

Neighborhood Associations

## DISCUSSION ABOUT SELLING PROPERTIES

- We want to be financially and fiscally smart **and** keep schools within each footprint.
- GRPS does not intend to sell their land.
  - If they sell, they will consider...
    - First right of refusal.
    - Costs of maintenance vs demolition.
      - GRPS is not looking for the easy win. They are looking for the long haul.
- Consideration of land trusts
  - We can hold onto land as a resource, so it continues to be a value for the community.
- Housing
  - GR is landlocked.
  - Finding homes is very difficult.
    - We are considering affordable family housing and teacher housing.
    - Necessary programming for GRPS scholars.

## INNOVATIVE OPPORTUNITIES CANNOT REST ONLY ON THE SCHOOL DISTRICT

- We need community experts to contribute.

## KNOWING THAT DISTRICT TRANSPARENCY IS NECESSARY AND INTENTIONAL, WHERE ARE SOME ADDITIONAL OPPORTUNITIES TO ENGAGE WITH OTHER COMMUNITY MEMBERS?

- Neighborhood associations.
- Canvas neighborhoods.
  - Knocking on the doors.
  - Meet community members in their communities.
- Face to face engagement.
- Pastoral groups
  - Contact the minister alliance.
    - This is a group of interdenominational Christians.
  - Baptist Fellowship Convention
    - This is the largest group of pastors.
      - If we contact the leaders of those organizations, they will share it out.
- Black elected official group.

## CONSIDER CLIMATE CHANGE

- Change the paradigm on how to use the GRPS green spaces.
  - Plant trees in our green spaces.
- Creation of rain gardens.
- Explore the Storm water credit training program
  - Free consultants
    - American Rivers
    - Shannon Viars
    - [sviars@americanrivers.org](mailto:sviars@americanrivers.org)

## CONSIDER THE DIVERSE POPULATIONS AND LANGUAGE BARRIERS

- How can we make sure that students within this group do don't receive lower priorities?
- Continue to be sensitive.
- Understand that literacy barriers take precedence.

# VIRTUAL LUNCH AND LEARN

10/19/2022

## WHAT IS A GOOD WAY TO REACH THE NATIVE AMERICAN COMMUNITY? IS IT CULTURALLY ACCEPTABLE TO CONTACT EACH TRIBE?

- Yes!
  - This is about forming relationships.
  - Ask for a contact person for GRPS related items.
- Connect at a United Tribes Meeting.
  - These meetings are held a couple of times a year.

## NATE BELEN'S SUGGESTIONS

- Nate works with the twelve recognized tribes.
  - Honor each tribe and create relationships.
  - Learn each tribe's preferred mode of communication.
  - Contact The Grand River Band
    - This is a local Native American group.

## SHARABLE GRPS INFORMATION

- GRPS can create informational documents to share with Andrea Rainer.
  - Amy is the Secretary of Michigan Tribal Department.
  - Amy has the capacity to share information with the tribal leadership team.
    - That team will decide if the information is added to the agenda(s).
  - Every tribe has an education department.
    - The educational departments might provide faster responses.
      - Contact Amy Wescott for additional information.

## LEVELS OF TRIBAL ENGAGEMENT

- Due to turnover and transitions, tribes are functioning at different levels of engagement.

## GRPS SURVEY

- There are two surveys.
  - Scholar
  - Caregiver
    - GRPS will support Native American caregivers/students with the surveys.
      - Contact Mayda for additional support.

## CAN NON GRPS COMMUNITY MEMBERS COMPLETE THE SURVEY?

- Yes!
  - The town halls have provided this opportunity.
  - Anyone can take the survey – it has been broadly shared with the public.
  - We've had good representation from the community in GR.

## **GRPS Facilities Master - Lunch and Learn Meeting**

### NOTES

#### **Grand Rapids Public Schools University**

Friday, October 21, 2022

#### **I am curious about the facilities plan, are you open to using all the vacant buildings? In other words not selling these off?**

Yes, a few buildings are completely vacant. There are several options being considered. For example, Affordable housing might be an option or maybe it will make sense to clear land and allow for green space. It will not be cost efficient to attempt to bring the vacant buildings up to code for a school. However, the buildings might be used in a different capacity but will not be a school again. We want to be sensitive to equity and not impact one side or the city over the other. This will be multifaceted and a process that will occur over the next 5 to 7 years which will consider how this will look over time. jWe cannot do this all at once.

#### **Several of us here today have theme school programming ties. Do you see the theme schools more or less impacted and is there a desire to expand from a strategic perspective?**

Part of the plan includes being intentional about what this looks like. We will be considering how healthy a building is and the age of the building along with the capacity of building programs. We might move a theme program into neighborhood school. We are looking at all options and the impact to all of our elementary and middle schools configurations. .

#### **With regards to looking at redistribution, some students walk to school which exposes them to green space. Some schools were intended to be park schools. Are these factors being considered?**

We are looking at all options with the lens of equity. We are layering things as we make a decision looking at what is best ideally for people to feel connected to their schools and community. We are looking at each of our schools, what does school offer, and what is their focus. We are staying sensitive to how we market our programs. We do not want scholars to track all across town.

#### **Looking at each 43 school yards which are unique, many mirror local parks. With the 700 acres, and being 2nd largest landowner in Grand Rapids, we have the opportunity to teach students about places where they live and learn and to engage in their community.**

We are interested in teaching the whole child including their engagement within the city, social justice and becoming a citizen, not politics rather a member of a community.

**Is the City of Grand Rapids looking at different facilities? As they are reconfiguring and moving off the river, are they making plans to move into our bldgs?**

The City is looking at their facilities plan. They are making sure as to what will be the impact with housing. We have land as a resource. So working with the City with regards to affordable housing could bring in new students to our district. We are still in the early stages of conversation.

**With the definition of building utilization at 75-80 percent, is the ideal classroom size part of the question?**

The standard includes 75 percent in classrooms not including lunchrooms, transportation, or gyms. The Board of Education might go larger. We want to have room for growth. . We are governed by contracts such as teachers' contract language where we do not load too many students into a classroom.

**Is the survey still open?**

Yes, the survey is open until October 25 or 30.

**Has the Board of Education seen the data?**

The Board has not yet seen the data. The Board will look at overarching themes, and gather voices from various stakeholders. Themes will be reported out to the Board of Education.

**What ways have you engaged scholars in the facilities master plan?**

We just launched the scholar survey this week. One of our scholar group student representatives does a short public service announcement. The student survey asks what they like, what could be improved and is not the same as the adult survey. At the elementary level the teachers are leading. The survey is being presented to 3rd graders and up to quantify the information.

**Will this follow up information be shared out to the school by the principal? Will the physical analysis be presented to each school and their community so each school will know the response from their students and staff?**

We have not drilled down to the specific school level.. For this level right now the survey is not responding to a particular school. We plan on sharing. The first step is to allow the Board of Education to absorb the information and then share it to the community. Right sizing our district is like pruning a tree so we can grow, we are not in a financial crisis.

**As a community partner it would be helpful to have feedback about the programs we are hoping to serve.**

Again we did not drill down into specific schools.



**I am a fan of consolidated programs and reducing our carbon foot print. Running schools at capacity is a good thing. Teachers want to be proud of their school. Composting and recycling does not appear to be a priority in the district. We need to take ownership of space such as a community garden or outdoor teaching space. As you develop the master plan for facilities. Is this being considered? Similar to a 2020 goal in the city?**

I do not know what we are doing at individual schools. I do believe it is an opportunity. Several folks will need to take the lead on something like this. Custodial and maintenance can not take this on. This would be an opportunity to get scholars involved. We are not opposed to it. Each school has had freedom to request this type of program. Some schools have gardens existing and these have not been discouraged. The school has to take the lead which includes areas for water, plants and space. Several schools have gardens such as CA Frost, Congress, and Blandfords. Montessori has gardens and composting. It is ok, you just need to call Alex Smart and discuss perimeters to manage the maintenance. Within each of our schools, each school was charged to look at their schools and pick 2 or 3 things to lift up within their schools.

**We want to encourage future communications. As a group we would help facilitate. 44% of schools have existing evidence of gardens. Not just fruit and veggies but habitat gardens - citizen science, urban wildlife, perennial gardens or areas as habitat. Having these options takes away the space gas to run mowers. Recycling is a frustration as we don't believe the district is recycling. Totally understand custodial staff and maintenance are overwhelmed. Some schools / students have seen the recycling trash bags go out to the dumpster.**

Please talk with Alex Smart or Larry Johnson about these schools so they can look into this.

**With enrollment down and lack of child care in Kent county and with economic development it appears that many people / families are not moving to Grand Rapids because there is no childcare. Are there ways to build childcare for infants and early childhood in this plan?**

We are not interested in the birth to 3 year old business. However, we are not opposed to partnering. The 4 year old programming component is attached to elementary school. Families are interested in PK through elementary. We have been in partnership with the Kellogg Foundation and we understand the shortage of early childhood experiences. We value this, and are not dismissing it. Our work right now is PK-12 and how we can partner with early childhood. From a facilities standpoint we are not necessarily involved with early childhood.

**Looking at the building energy balance of keeping open, have you considered renewable energy to reducing energy costs?**

The district has made a commitment to follow LEAD principles and Energy Star. In the renovation of Innovation Central to replace the HVAC system, we heard 2 weeks ago that we qualify for LEADs. We work at every level that allows us to do this. Not all small projects will get us there.

**Have you been looking at solar panels? Many houses of worship are looking at this.**

We have not explored this. We would use most open land for athletics and playgrounds. We have not looked into this.

**There are so many positives to help address so many challenges in the district. Having art teachers moving through the district, along with security and maintenance. Consolidating will help improve learning. I am excited to see how you will emphasize the benefits. With any huge change like this, parents will be nervous about the impact on their schools. I am interested in seeing how all challenges will be addressed.**

People will wonder what this is going to look like. We want our district to be healthier to the point of not having art / music teachers going all over the place. If we can build a program with 6-8 then this will be a value addition. I commend the Board of Education for stepping into this place of change. There will be some things that will need to be addressed. We cannot stay in a place where we don't want to do anything because people will be upset.

**So much of this has been well thought out. Thank you for taking time to hear our voice today.**

This is not the last time. We want to continue to come back. Asking for input is a process. This is our district and your district. When you have a healthy school district it makes for a healthy community. We will come back with large themes and allow the community to weigh in. Currently the Board of Education wants to set the Why. T

**Thank you for taking time to not sell but to redevelop land. The land will stay for the benefit of the public. I appreciate the not selling off and development which would not benefit the surrounding community. Again I appreciate this.**

The Board of Education has a value driven decision process. How this takes shape will depend on the voice. We need to reinvest in our children in a different way as they need to have something which is constructive to do outside of the school hours.

Mary Spalding - Note Taker

# LUNCH AND LEARN

10/24/2022

## ACKNOWLEDGEMENTS/STATEMENTS

1. Thank you for the opportunity to recognize that the district is more than just the schools - it also includes the larger community.
2. Please do not sell the land – use it for repurposing.
  - a. The community will not support selling existing properties.
3. Create community centers
4. Create teacher housing

## WHAT IS THE PLAN TO ATTAIN AND ATTRACT GRPS STUDENTS? HOW CAN WE BRING BACK FAMILIES?

- We are intentional about “bringing them home.”
  - GRPS must continue to tell their stories and rebuild trust with the community members.
  - GRPS must help families and community members understand that GRPS is a viable option for success.
  - GRPS must intentionally communicate Promise Zone and GRSEPN information.
  - Conversations and communications must be intentional to reduce the fears created by possible closures.

## HAVE YOU CONSIDERED CREATING COMMUNITY RESOURCE HUBS?

- These hubs could provide crib to college community services.
- This will create more community ownership.
- Selling is not the first option.
  - We want to be intentional about the use.
- We are considering all options.
  - The BOE will ultimately make the decisions.

## PARTNERSHIPS

- Partnerships are a two-way street.
- Partnerships must be reciprocal.
- GRPS must leverage our partnerships to best support our scholars.
- Partners/district accountability measures should be in place.
  - Create detailed plans for partnerships
  - MOU's
  - Intentional partnering is necessary with check points throughout the school year.

## CAN WE INVITE PARTNERS TO SHARE THE SPACES?

- Next level partnerships - mixed use partnerships
  - We should be intentional in having partners housed within the buildings.

## HOW DO WE BRING OPPORTUNITIES INTO THE COMMUNITIES?

- We need to build structures during the summer to nurture relationships.
- Can we take advantage of the “meal stations” to get families enrolled?
  - If we really want family voices, we must deeper.

## ARE WE LOOKING AT THE DATA FROM THE MOST POPULATED GRPS AREAS? WILL THAT DATA BE CONSIDERED WHEN CLOSING BUILDINGS?

# LUNCH AND LEARN

10/24/2022

- We are tracking information.
- We want to create spaces that give families multiple reasons to be in the building.

## DO WE HAVE QUADRANT DATA FROM THE CURRENT SURVEY?

- Yes, we have this data.
  - We currently have 1800+ community responses.
  - We currently have over 3000+ scholar responses.
  - We have received over 10000+ pieces of data from students re: what they want.
- We need to hear SE side voices.
- Community members can access the survey via QR code, online, paper copies...
- There will be iterative loops of engagement.
- Scholar voice will be centered in our decisions.

## TRANSLATION IS NOT ENOUGH FOR FAMILIES WITH LOW LITERACY. HOW WILL GRPS SUPPORT THESE FAMILIES?

### WHAT HAPPENS IF A LANGUAGE SCHOOL CLOSSES?

- Equitable access is most important.
- We would like to reduce the need for busing kids all over the city.
- We'd prefer to have the kids attend their neighborhood schools.
- As we consolidate, we will be able to have more resources for the kids.

### GRPS COMMUNITY EVENT TOOLKIT

- This would be a how-to kit for partners.

### CONCERNS ABOUT MISINFORMATION

- There is a lot of misinformation in the community.
  - Partners need to be in the "know" of what is happening so they can mitigate the misinformation.
  - Families need to hear information in places that they already trust. (Urban League, Linc Up...)

### IS THERE A PLAN TO SURVEY TO THE TEACHERS?

- Yes!
  - Teachers have had access to all of the different forms of outreach.

### WHAT ARE WE DOING TO BRING TEACHERS TO GRPS?

- GRPS is being very intentional with retention and recruitment.

### WILL GRPS SEND THE QR CODE SURVEY LINK TO THE ORGANIZATIONS?

- Yes.
  - Hard copies are available, too.



# LUNCH AND LEARN

11/3/2022

## WONDERINGS/CLARIFICATIONS/QUESTIONS

### **PLEASE TALK MORE ABOUT THE FACILITY CHANGES AND THE ACADEMIC APPROACHES THAT WILL BE ADDRESSED.**

- Facilities need to change.
- We do not want facilities to lead the strategic plan.
- BOE was clear about creating a vision of excellence.
- Six strategic needs were created from that vision.
- There is a perception that some schools are more preferred than others.

### **HOW DOES THIS PLAN MANIFEST INTO OPERATIONAL PIECES AND WHAT ELSE IS INCLUDED?**

- We are looking at how each school defines themselves and how they engage staff.
- We want to create adaptive spaces that provide professional learning experiences for the staff and scholars.
- We need to consider the structural needs to create the programs.
- The facility plan is to repurpose dollars to bring kids and staff into the district.
- We can repurpose buildings to meet the need of our current scholars/families.

### **WHAT FACTORS GOT US HERE?**

- Birth rates have declined.
  - 8700 live births – down from 10,000.
  - It will continue to decline to 7300 live births.
- More school options
  - Private
  - Parochial
  - Magnet
  - Charter
    - 20 charter schools are in Kent County and 9 are in the city of GR.
- The pandemic has caused a decline.
  - The state lost 50,000 students
- Affordable housing.
  - GR is landlocked.
  - Lack of affordable housing for new buyers.
- Declining enrollment
  - In 2018-2019, 3000 SPED students returned to their home districts.
    - This SPED decision caused some of the enrollment decline.

### **STRATEGIC PLAN – WHAT IT ISN'T!**

- This plan is not doom and gloom.
- This is a unique opportunity.
- GRPS is the 2<sup>nd</sup> largest landowner in GR.
  - We are thinking of ways to support the district and be "good neighbors"?

### **CAN YOU OVERLAY MARKET SHARE? WHAT IS THE MARKET DOING?**

- We capture 48% of GR market – if we were to tease out families who have selected private schools,

## LUNCH AND LEARN

11/3/2022

- What was the percentage of the market in 2012?
  - This will help frame the story.

### WHAT IS THE RESPONSE TO THE SURVEY? WHAT ARE WE HEARING?

- More white people have responded to the community survey.
- The GR community is predominantly more white - GRPS is not.
- Underrepresented groups have not responded as much as we would have liked.
  - This has prompted us to change our strategies and approaches.

### The community survey indicated the following...

- Desire to upgrade current facilities rather than building new facilities.
- Desire to upgrade tracks/fields/pools.
- Keep PreK programs in the neighborhood schools.
- Creation of resource centers.
- Keep the kids in their neighborhood and do not bus the students out of the neighborhoods.

### The scholar surveys indicated...

- 3600+/65% scholars of color have responded to the survey.
- We are doing things right!
  - The kids like their teachers even more than recess and friends!

### ARE FACILITIES MORE FOCUSED ON ELEMENTARY? MS? HS? THE GUTS OF THE BUILDING?

- We are looking at elementary and middle school programming.
- PreK-8 programs do not support electives.
  - K-8 programs are small.
  - We have not been able to offer electives in K-8
    - All 9<sup>th</sup> graders arrive in our high schools.
- We will look at HS from a programmatic lens.
- We are looking behind the brick and mortar.
- We'd like to create nicer buildings – more bells and whistles.
- We'd like to create healthier buildings.
- We need to give our community something to be proud of...and we need to more competitive.
- We need to appeal to the whole child, and they need to feel comfortable and welcomed into an inviting building.
  - Referencing heating and cooling components.
- We are talking about opportunities to refresh the buildings and programming.
- This is an amazing opportunity to dream big.
- Our changes will affect multiple generations down the road.
- "We have to prune to grow."
- We have not received push back from community or staff re: closing buildings.
- GREA is on-board.
- There is excitement about repurposing buildings.
- Adopting the vision of excellence has given us the opportunity to envision the elementary "experience".

### AT THE MOST BASIC LEVEL, THE KIDS DON'T HAVE FAMILY SUPPORT. WE NEED TO FIGURE OUT HOW TO SUPPORT OUR STUDENTS, CHANGE THEIR CHAOTIC LIVES, AND PREPARE THEM FOR SUCCESS. HOW DO WE CREATE THIS TRANSFORMATION? HOW DO WE HELP SOLVE THIS PROBLEM SO STUDENTS CAN HAVE SUCCESSFUL LIVES?

# LUNCH AND LEARN

11/3/2022

- We have a tiered model – academic and SEL.
- We must have a base level curriculum.
- We must differentiate to support the students.
  - It is creating a PreK-12 ELA/Math framework.
  - It is offering extended days and different programming.
  - This is about providing access to a literacy block with a PLC piece.
- Building out from the classroom to the families – we can invite families through academies and additional partnerships – but we have limited control.
- We need to gently guide the families toward opportunities.
- Let's look at the structural issues that are creating harm for families.
- We must create systems to support the families.
- There are so many opportunities to re-create spaces to embrace our caregivers and scholars.

**HOW ARE WE INTENTIONALLY THINKING ABOUT THIS FOR THE WHOLE FAMILIES - NOT JUST FROM THE ACADEMIC LENS? WHAT DOES THAT LOOK LIKE AS WE CONSIDER SPACE? HOW DOES THE HOLISTIC SUPPORT "SHOW UP" EVERYDAY IN GRPS? "EVERY STUDENT, EVERY DAY, EVERY YEAR, STUDENTS ARE BEING LEFT BEHIND. LET'S GET IT UNDER CONTROL."**

- We want all of our students to read.
- Interventions are designed to support the child.
- Data drives instruction.
- The curriculum is based on different literacy components.
- The intervention model provides a structure to allow all students Tier 1 instruction.
- Tier 2 includes interventions using research-based programs.
  - The programming and data is often assessed.
- GRPS is to provide academic experiences for our scholars.
- We also provide opportunities for our caregivers.
  - This is a layered, complex historical issue in our community.

**WHEN CONSIDERING SHUTTING DOWN BUILDINGS, HOW DO WE ALSO PROVIDE SUPPORT WITHIN THE HOMES? WHAT HAPPENS IN THE SCHOOLS TO SUPPORT THE FAMILIES?**

- This is a systematic, very complex approach.
- Different people need different resources.
- We must find a way to assess what families need and access resources to support them.
- "No one is proud of the 40% achievement rate. We know this is low."

**ARE WE LOOKING AT PLACING THE MOST QUALIFIED TEACHERS WITH THE MOST AT-RISK STUDENTS?**

- Can we consider bringing additional resources into the K-3 buildings?
- Can we consider smaller class sizes in the younger grades?

**DOES THE MASTER PLAN INCLUDE A CLEAN UP OF THE INTERNAL TEACHERS?**

- We have not dug into this yet.
- A different part of the plan could involve moving teachers.
- We are exploring professional opportunities for the teachers.
  - There was a recommendation to bring universities into these conversations.

**COMMENT**

- Facilities drove these important conversations.

# LUNCH AND LEARN

11/3/2022

- We know we need to do better and have better results for our students.
- If the data is the same in 5 years, we, as a community, have failed.

## HOLISTIC SUPPORT

- This is a monster goal.
- A recommendation was shared to reach out to partners for holistic support.
- GRPS was encouraged to remain in the academic lane.
  - We lose something when we try to do it all.
- We need to prepare our teachers and create structures to support the students.
- We know that we need to meet the SEL and academic needs of our students.
  - Our plan will be adaptive.
  - We will reshape our goals as we move forward.
  - We cannot be stagnate.

## WHAT ARE THE NEXT STEPS?

- BOE meeting on Monday, November 7, 2022
  - This will be broad stroke policy process recommendations.
  - The priorities of the BOE are equitable outcomes for our scholars.
  - The meeting will give a loose overview of the survey data.
- On November 14<sup>th</sup> BOE meeting
  - Public feedback will be encouraged.
- On December 5<sup>th</sup>
  - BOE will vote.
- 2023
  - We will create a community plan.
  - The teaching and learning team will look at the programmatic pieces.
  - The goal is to announce school closures in the late spring/summer 2023.
    - This is adjustable and adaptable.
  - A new BOE may change this process.
- We ask all for your support as we move forward. Please continue to bring your concerns. We saw some amazing outcomes from the transformational plan. This is not the end of your feedback.





**Facility Master Planning  
November 18, 2022  
Survey and Lunch & Learn Final Results**

Presented to Grand Rapids Public Schools

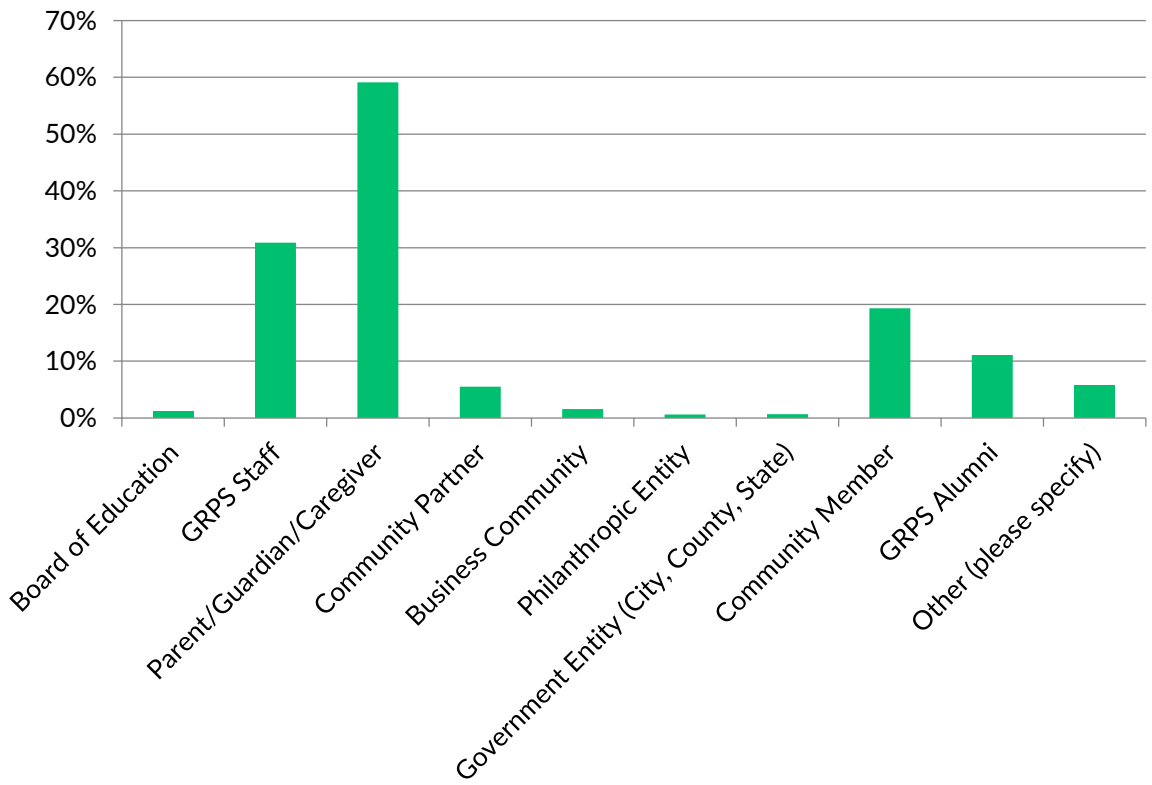


# GRPS Quadrant & Demographic Makeup

Survey Dates: September 2 through November 13, 2022

As of November 18, 2022, there have been 2,492 total respondents.

What is your **connection to GRPS**? Check all that apply.



Answer Choices	Responses	
Board of Education	1.14%	28
GRPS Staff	30.87%	756
Parent/Guardian/Caregiver	59.09%	1,447
Community Partner	5.51%	135
Business Community	1.55%	38
Philanthropic Entity	0.61%	15
Government Entity	0.69%	17
Community Member	19.35%	474
GRPS Alumni	11.07%	271
Other (please specify)	5.76%	141
	Answered	2,449
	Skipped	43

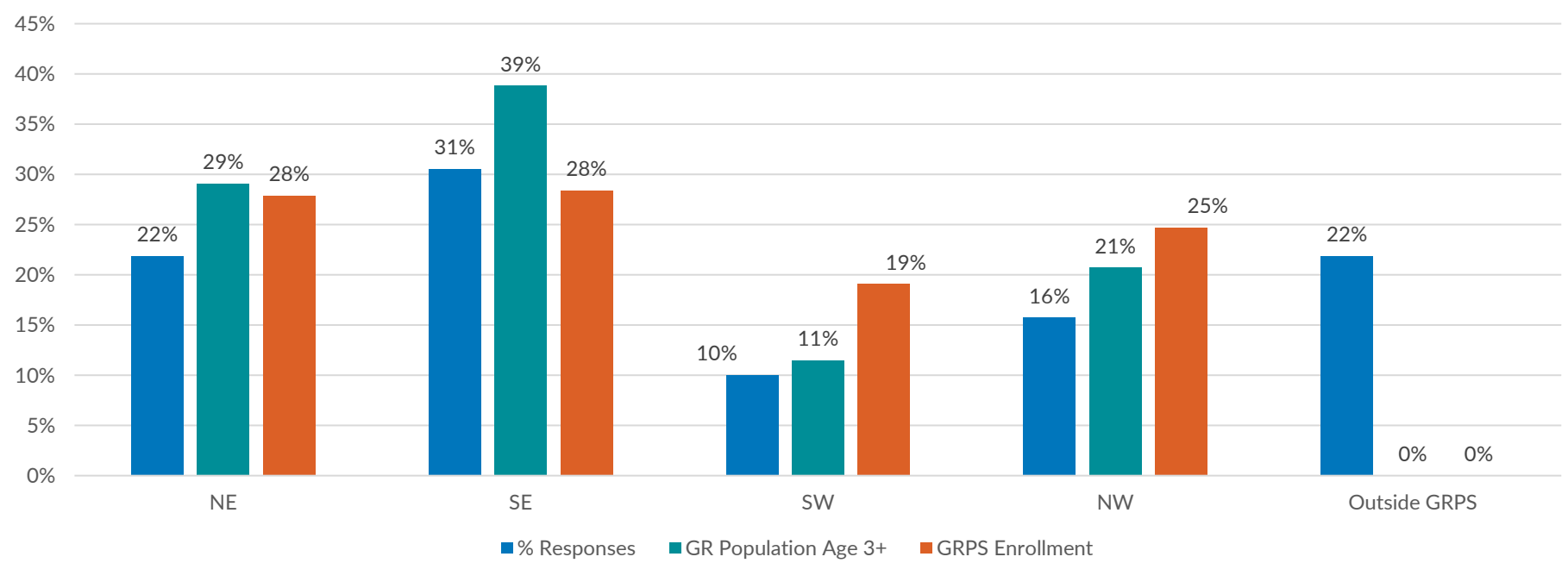


# GRPS Quadrant & Demographic Makeup

If you live within the GRPS district boundary, in **which quadrant** do you live? Please choose only one option based on the map above.

<u>Quadrant</u>	<u>% Responses</u>		<u>GR Population Age 3+</u>		<u>GRPS Enrollment</u>	
Northeast Quadrant	529	21.87%	53,891	29.0%	3,774	27.9%
Southeast Quadrant	739	30.55%	72,044	38.8%	3,849	28.4%
Southwest Quadrant	242	10.00%	21,251	11.4%	2,583	19.1%
Northwest Quadrant	380	15.71%	38,429	20.7%	3,345	24.7%
Outside GRPS	529	21.87%	-	0.0%	-	0.0%
	<b>2,419</b>		<b>185,615</b>		<b>13,551</b>	

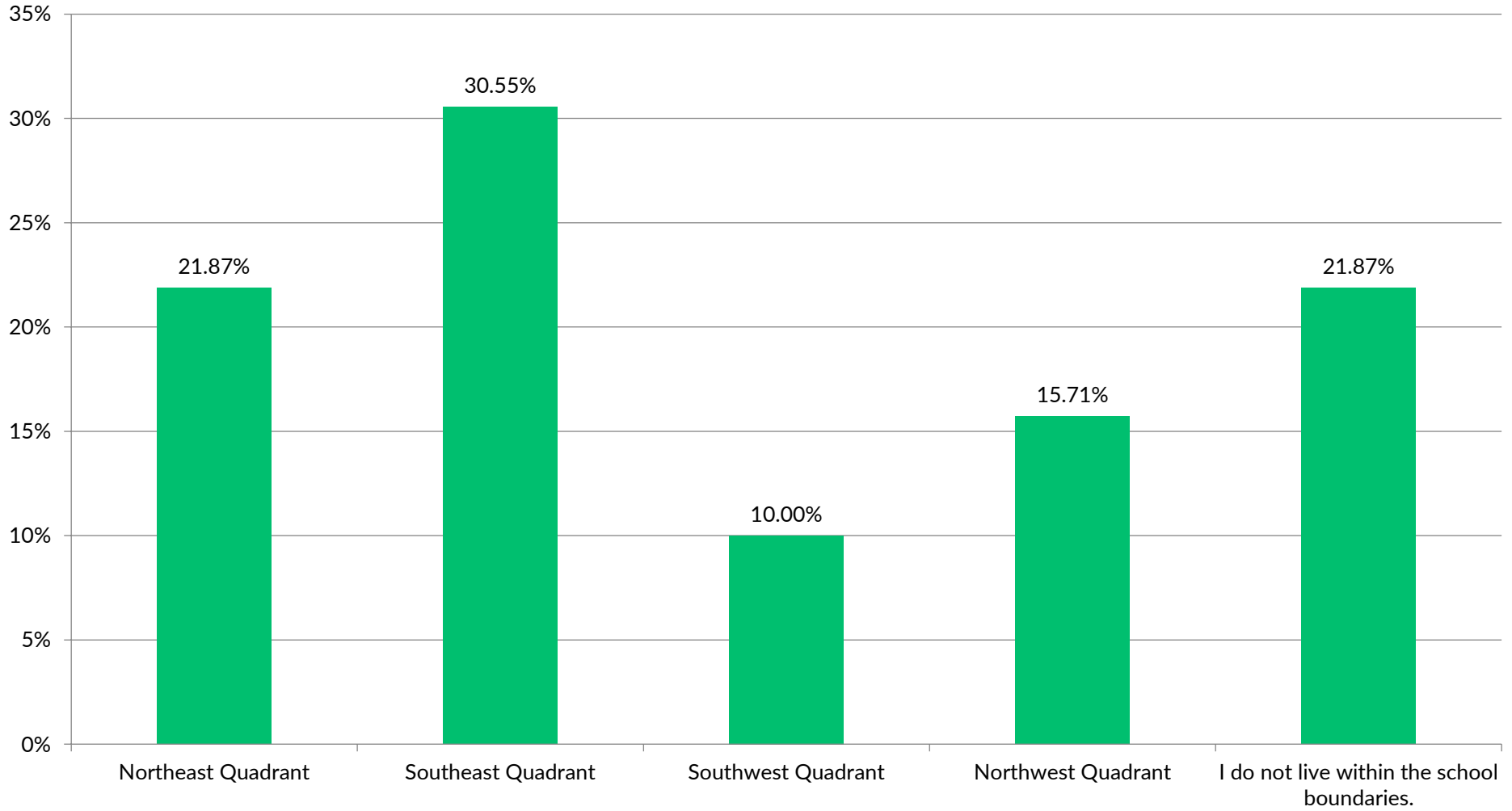
District Quadrant Population Analysis





# GRPS Quadrant & Demographic Makeup

If you live within the GRPS district boundary, **in which quadrant do you live**? Please choose only one option based on the map above.



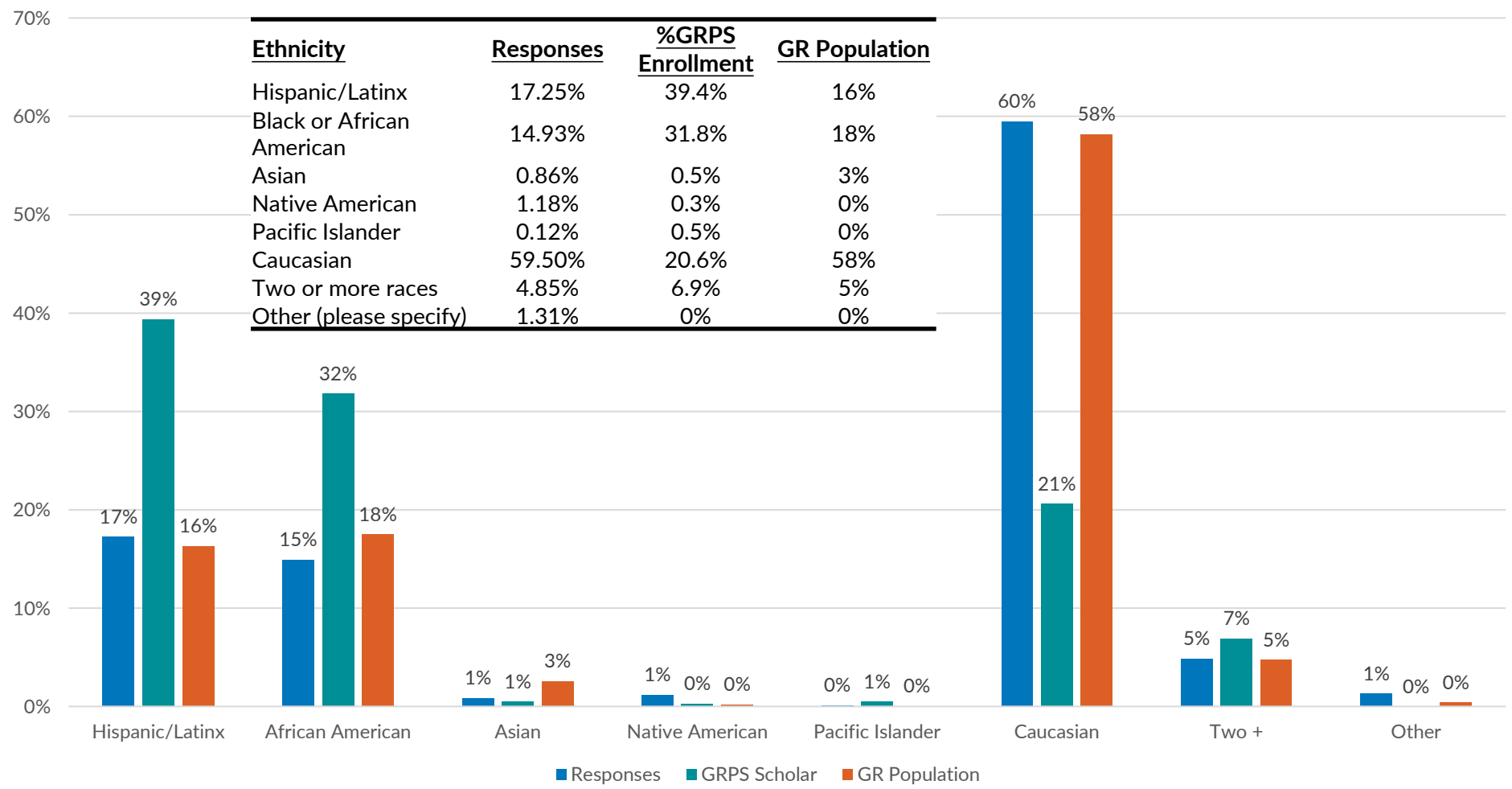




# GRPS Quadrant & Demographic Makeup

With which **race or ethnicity** do you most closely identify? Please choose only one option.

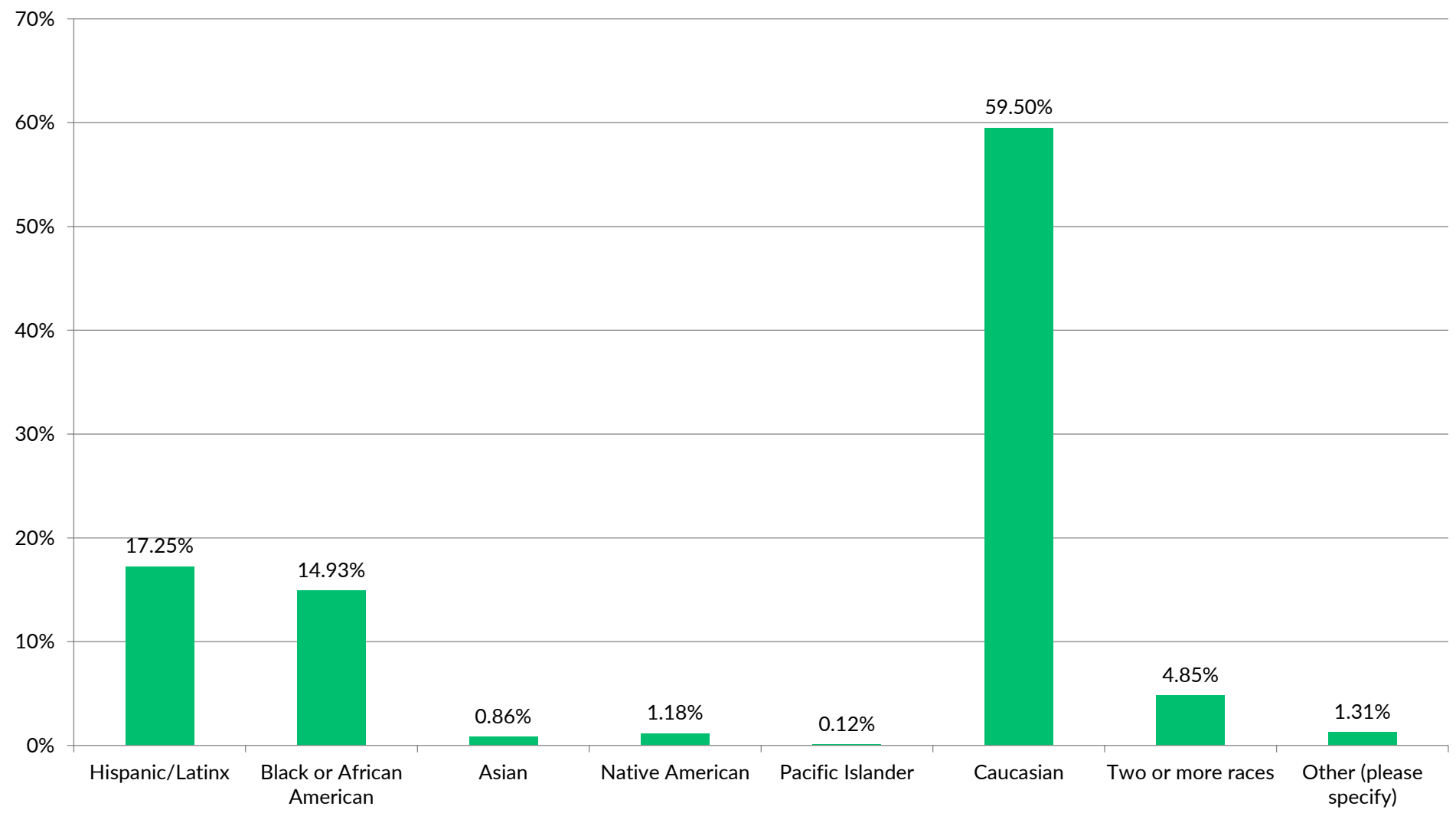
Race & Ethnicity GR, GRPS Enrollment, & Responses





# GRPS Quadrant & Demographic Makeup

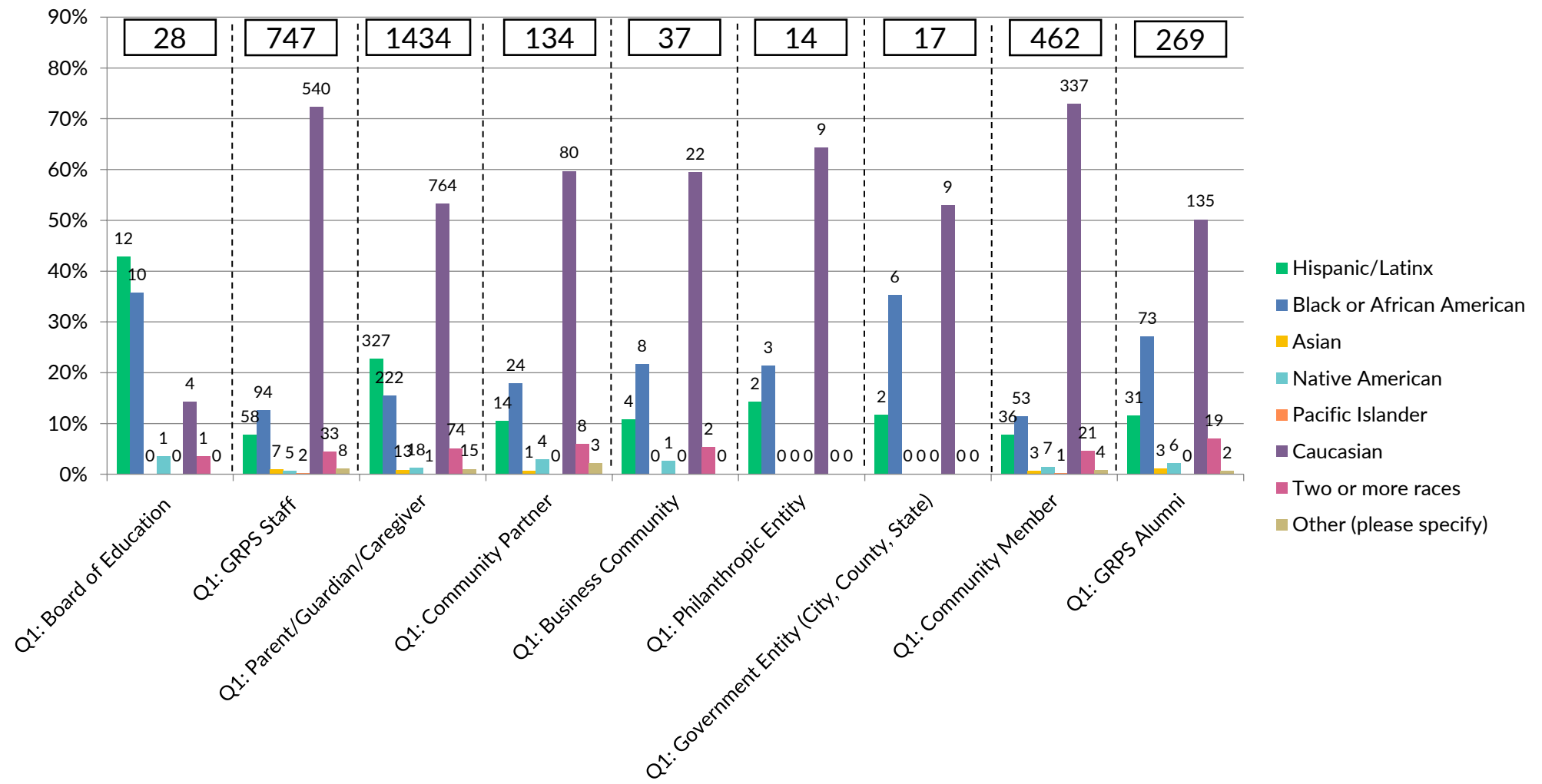
With which **race or ethnicity** do you most closely identify? Please choose only one option.





# GRPS Quadrant & Demographic Makeup

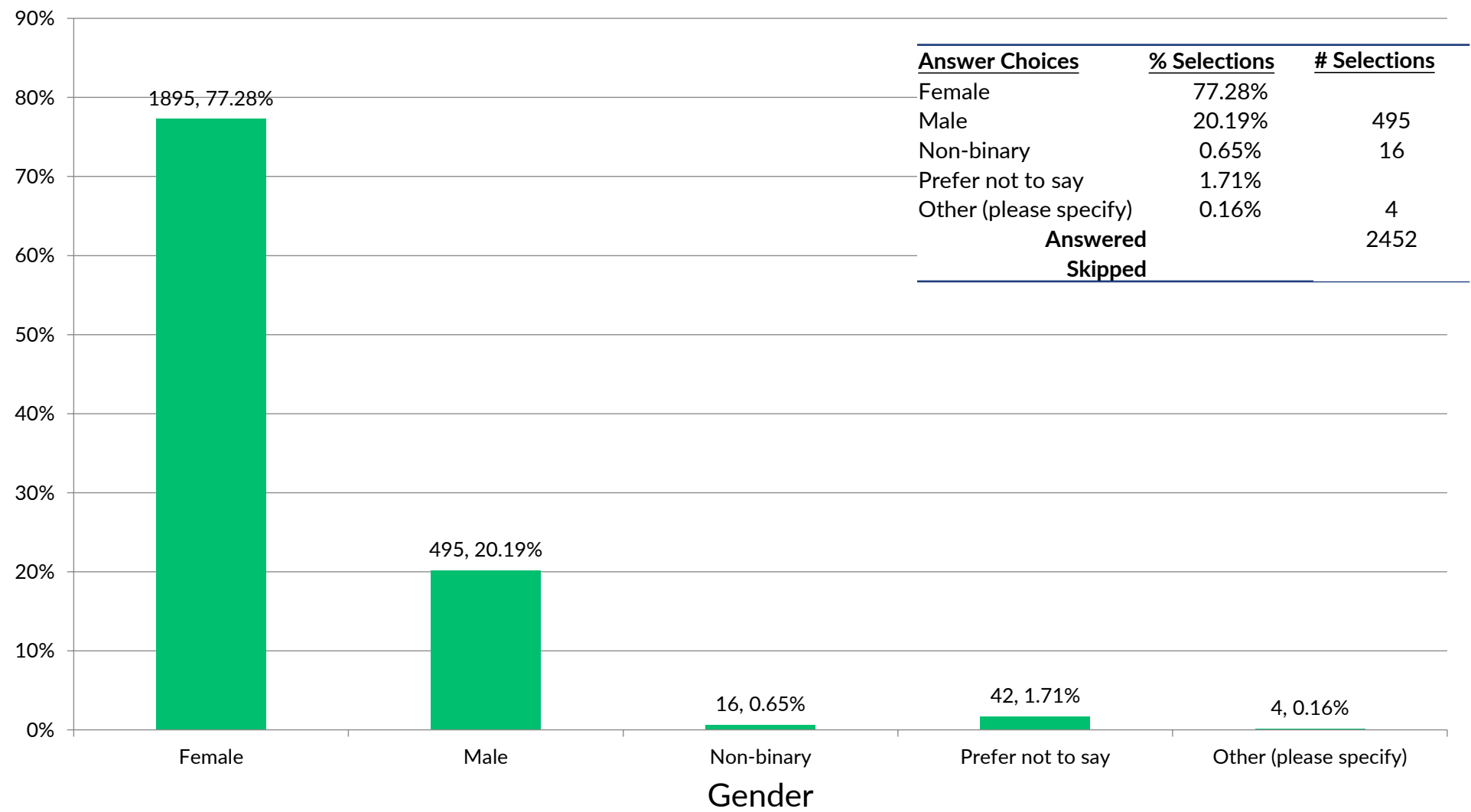
With which race or ethnicity do you most closely identify? Please choose only one option.





# GRPS Quadrant & Demographic Makeup

With which gender do you identify? Please choose only one option.

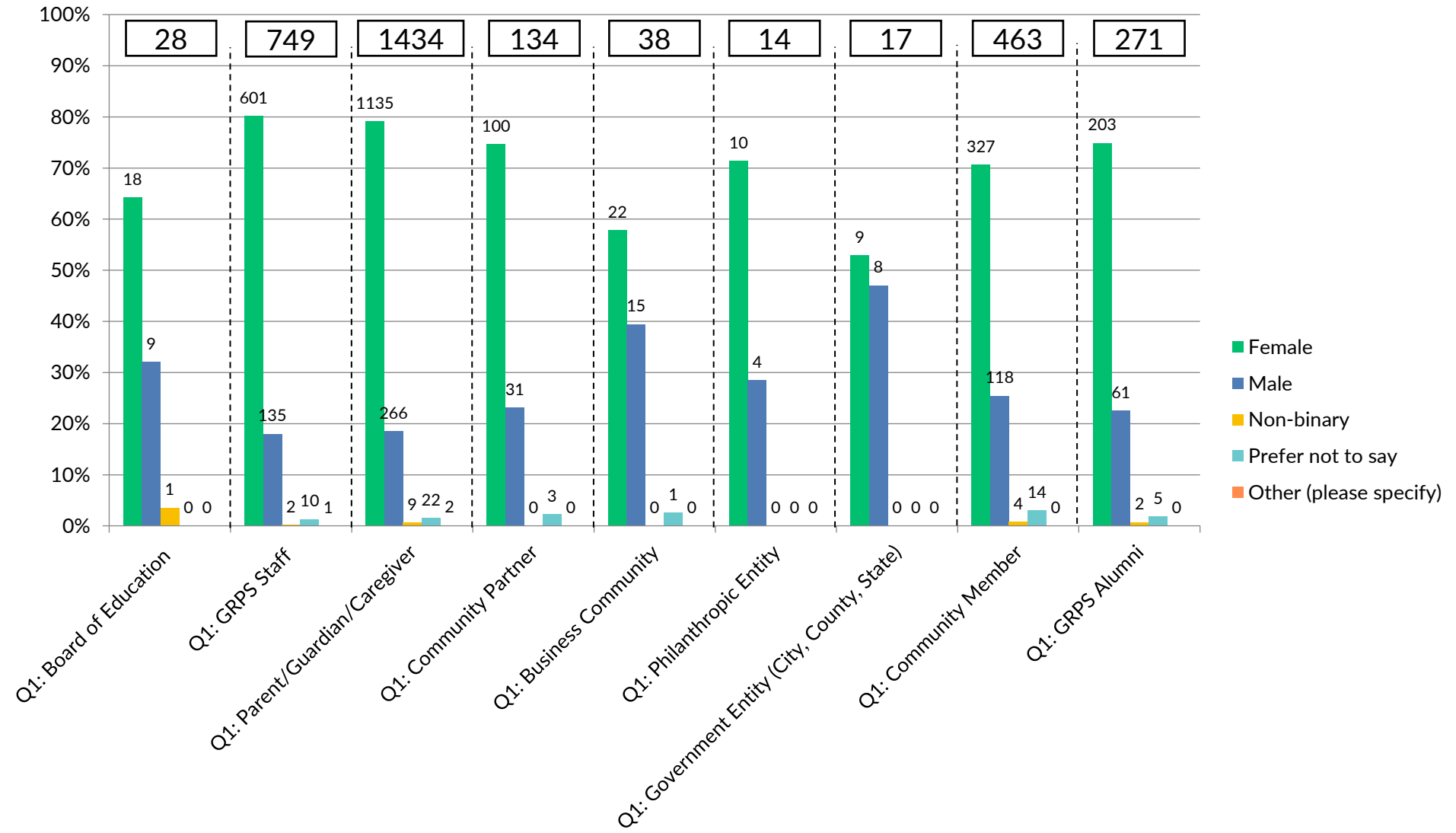






# GRPS Quadrant & Demographic Makeup

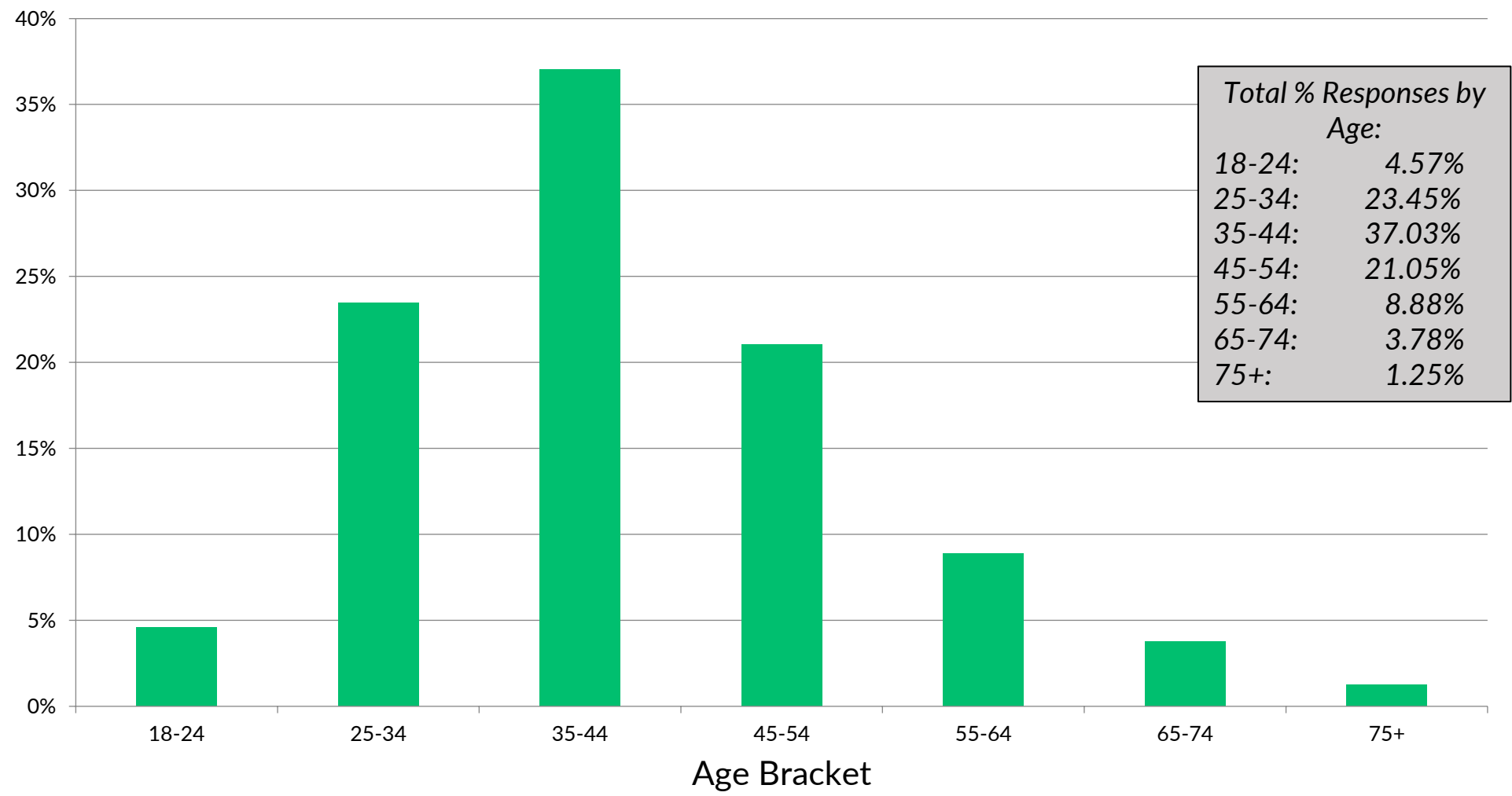
With which gender do you identify? Please choose only one option.





# GRPS Quadrant & Demographic Makeup

In what **age bracket** are you? (Scholars will have the opportunity to provide insight through other means.)

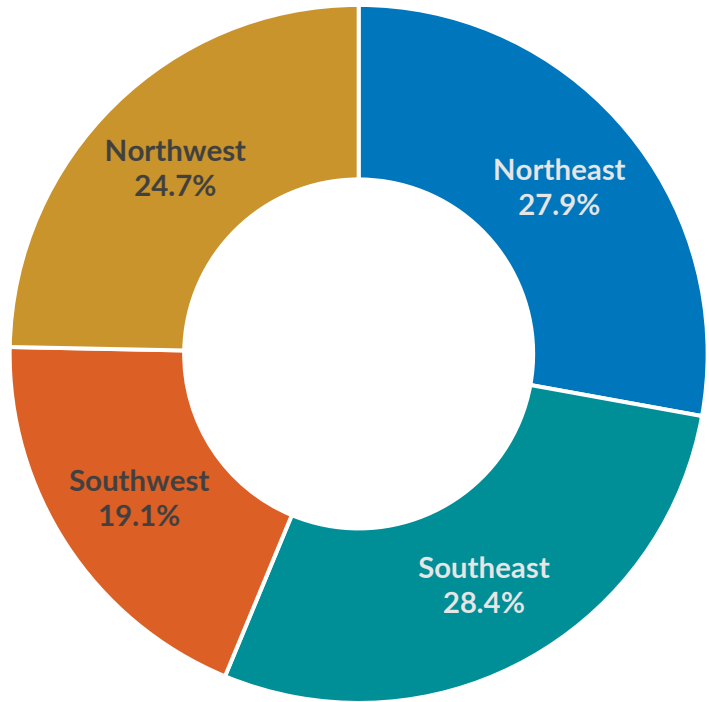




# GRPS Quadrant & Demographic Makeup

How many GRPS scholars does each quadrant contain?

GRPS Scholar Enrollment



<u>Quadrant</u>	<u>Enrollment</u>	<u>%/Total Enrollment</u>
Southwest	2,583	19.1%
Northwest	3,345	24.7%
Southeast	3,849	28.4%
<u>Northeast</u>	<u>3,774</u>	<u>27.9%</u>
	13,551	100%



# GRPS Quadrant & Demographic Makeup

If you have children in the district, **which school(s)** do they attend? Check all that apply.

<u>Line No.</u>	<u>Answer Choices</u>	<u>Selection</u>	<u>Enrollment</u>	<u>Selections / Enrollment</u>
1	Grand Rapids Public Museum Middle	26	N/A	N/A
2	Gerald R. Ford Academic Center	131	289	45.3%
3	Grand Rapids Montessori Academy	93	283	32.9%
4	Zoo School	21	64	32.8%
5	Blandford Middle	20	63	31.7%
6	North Park Montessori	112	388	28.9%
7	Sibley Elementary	74	264	28.0%
8	City High-Middle	249	907	27.5%
9	Congress Elementary	46	172	26.7%
10	Shawmut Hills	62	256	24.2%
11	CA Frost Science Academy Elementary	99	439	22.6%
12	Stocking Elementary	34	152	22.4%
13	Burton Elementary	86	402	21.4%
14	Ridgemoor Park Montessori	26	122	21.3%
15	Grand Rapids Montessori Middle/High	39	186	21.0%
16	North Park Early Childhood Center	37	192	19.3%
17	Mulick Park Elementary	44	231	19.0%
18	Brookside Elementary	50	284	17.6%
19	Buchanan Elementary	60	368	16.3%
20	Coit Creative Arts Academy	38	242	15.7%
21	Dickinson Elementary	42	271	15.5%
22	Westwood Middle	28	202	13.9%





# GRPS Quadrant & Demographic Makeup

If you have children in the district, **which school(s)** do they attend? Check all that apply.

<u>Line No.</u>	<u>Answer Choices</u>	<u>Selection</u>	<u>Enrollment</u>	<u>Selections / Enrollment</u>	
23	Aberdeen Elementary	32	232	13.8%	
24	CA Frost Enviro. Science Academy Middle-High	49	366	13.4%	
25	Burton Middle	60	463	13.0%	
26	Southwest Elementary Academia Bilingüe	80	621	12.9%	
27	Grand Rapids Public Museum High	55	445	12.4%	
28	Cesar E. Chavez Elementary	44	405	10.9%	
29	Grand Rapids University Prep Academy	47	445	10.6%	
30	Palmer Elementary	17	166	10.2%	
31	Kent Hills Elementary	19	186	10.2%	
32	Campus Elementary	26	264	9.8%	
33	Alger Middle	31	355	8.7%	
34	Ken-O-Sha Elementary	11	138	8.0%	
35	Southwest Middle/High Academia Bilingüe	20	260	7.7%	
36	Sherwood Park Global Studies Academy	9	134	6.7%	
37	East Leonard Elementary	9	153	5.9%	
38	Ottawa Hills High	22	380	5.8%	
39	Innovation Central High	36	636	5.7%	
40	Union High	51	960	5.3%	
41	Martin Luther King Jr. Leadership Academy	15	319	4.7%	
42	Riverside Middle	8	203	3.9%	
43	<u>Harrison Park</u>	<u>20</u>	<u>643</u>	<u>3.1%</u>	
44		<b>Answered</b>	<b>1,583</b>	<b>13,551</b>	<b>11.7%</b>
45		<b>Skipped</b>	<b>909</b>		



# GRPS Community Engagement Results

## □ Which options should GRPS consider to reduce building and maintenance costs?

- 62% of respondents supported repurposing buildings for community centers
- 61% of respondents supported repurposing buildings for housing
- 46% of respondents supported repurposing buildings for non-profit organizations
- 46% of respondents supported repurposing buildings for pre-kindergarten
- Only 15% supported demolishing unoccupied buildings.

## □ Which options should GRPS consider for its vacant land?

- 62% of respondents would like to see vacant land used for parks
- 62% of respondents would like to see vacant land used for housing
- 53% of respondents would like to see vacant land used as greenspace.
- Only 25% would like to see vacant land used for staff housing.

## □ If you could reimagine the GRPS school in your neighborhood into something else, what would it be?

- Community Centers
- Affordable Housing
- Parks
- Recreation Centers for Youth
- Afterschool Programs



# GRPS Community Engagement Results

## ❑ Does GRPS need more pre-Kindergarten options?

- 54% of respondents said “Yes”
- 38% of respondents were “Unsure”
- Only 8% of respondents said “No”

## ❑ How should GRPS invest in its Elementary and Middle Schools

- 66-68% of respondents would prefer to invest in/renovate existing schools
- 28-29% of respondents supported the most affordable option.
- Only 9-10% of respondents would support constructing new schools.

## ❑ How should GRPS invest in its Performing Arts Programs?

- 45% of respondents would like to see investments in existing auditoriums.
- 29% of respondents would like to see a stand-alone performing arts center constructed.
- 28% of respondents supported the most affordable option.

## ❑ Should GRPS invest in its Athletic fields, tracks, and pools?

- 71% of respondents would said “Yes”
- 19% of respondents were “Unsure”
- Only 9% of respondents said “No”



# GRPS Community Engagement Results

## □ Common responses submitted to “Additional Comments”

- Invest in our children!
- How are we considering opportunities for growth in the closing and consolidating conversations?
- Be transparent and clear about decisions being made
- Be equitable in how funds are distributed
  - Funds have not been equitably distributed in the past
  - Buildings are not equitably repaired across the district
  - Projects allocated from the last bond never improved my building
  - For the money spent by the last bond, our buildings still look lackluster
- Dispose of administrative buildings first
- Improve HVAC in schools
- Spend more money on teachers and less on administration
- Improve playgrounds, athletics, and arts infrastructure
- Improve athletics programs
- Provide better transportation solutions and ensure transportation is included in decision making.
- Staffing counts for teachers and custodians is lacking
- Provide more Young 5's and pre-Kindergarten options
- Keep schools small
- Continue to invest in security measures across all school buildings
- Increase size and access of Montessori programs
- Why are we losing students?
- Keep neighborhood schools open.



# GRPS Lunch and Learns

As of November 18, (7) Lunch and Learns have taken place.

## Summary of Engagements

- Pastors would like to administer the survey to their congregants in hard copy form.
- School funding primarily goes towards staffing. Closing our buildings, however, does not mean we are cutting staff positions.
- GRPS wants 100% of its students to graduate with academic programs being of primary focus, not necessarily programs geared towards learning trades.
- The decline in enrollment has been ongoing across the state and is largely attributed to declining birth rates, the pandemic, and affordable housing.
- This effort is about being good stewards of GRPS assets and finances, which provides GRPS with opportunities to partner with organizations to invest in community elements such as staff or affordable housing for families.
- There should be a more intentional effort made about partnerships with GRPS and Community Churches. Utilizing the school buildings for church services would be one example.
- There are often social barriers that need to be overcome when families arrive from different countries. These social barriers must be broken down and the families embraced.
- Community centers are highly desirable as it prioritizes kids.





# GRPS Lunch and Learns

As of November 18, (7) Lunch and Learns have taken place.

## Summary of Engagements

- How can we bring families back into the district? Rebuild trust, show success, and be a community resource/partner.
- Communication and transparency with data and plans is critical.
- Providing translation services for implementing a survey is not enough. How will GRPS support families with low literacy in the next stakeholder engagement effort?
- The Facilities Master Plan and the Strategic Plan needs to be about bringing kids back into the district. Closing buildings is nearsighted.
- GRPS educates 48% of scholars within the district.
- GRPS needs to figure out how to support their students at the familial level. GRPS needs to provide support and structure in chaotic lives.
- This Facilities Master Plan and the Strategic Plan needs to consider whole families, not just scholar academics. This support needs to come to GRPS every day, year in and year out.
- GRPS needs to be prepared to support families when buildings are going to be shut down.
- GRPS Master Plans (Strategic and Facility) should address teachers as well.
- GRPS needs to be clearer about how to bring scholars back as well as quality teachers.



**Facility Master Planning  
November 18, 2022  
Scholar Survey Final Results**

Presented to Grand Rapids Public Schools



# GRPS Scholar Survey Results

Survey Dates: October 19 through November 11, 2022

As of November 18, 2022, there were 3,672 total scholar respondents.

### Number of Scholar Responses per Quadrant Enrollment



<u>Quadrant</u>	<u>Enrollment</u>	<u>%/Total Enrollment</u>
Southwest	2,583	19.1%
Northwest	3,345	24.7%
Southeast	3,849	28.4%
Northeast	3,774	27.9%
<b>TOTAL</b>	<b>13,551</b>	<b>100%</b>

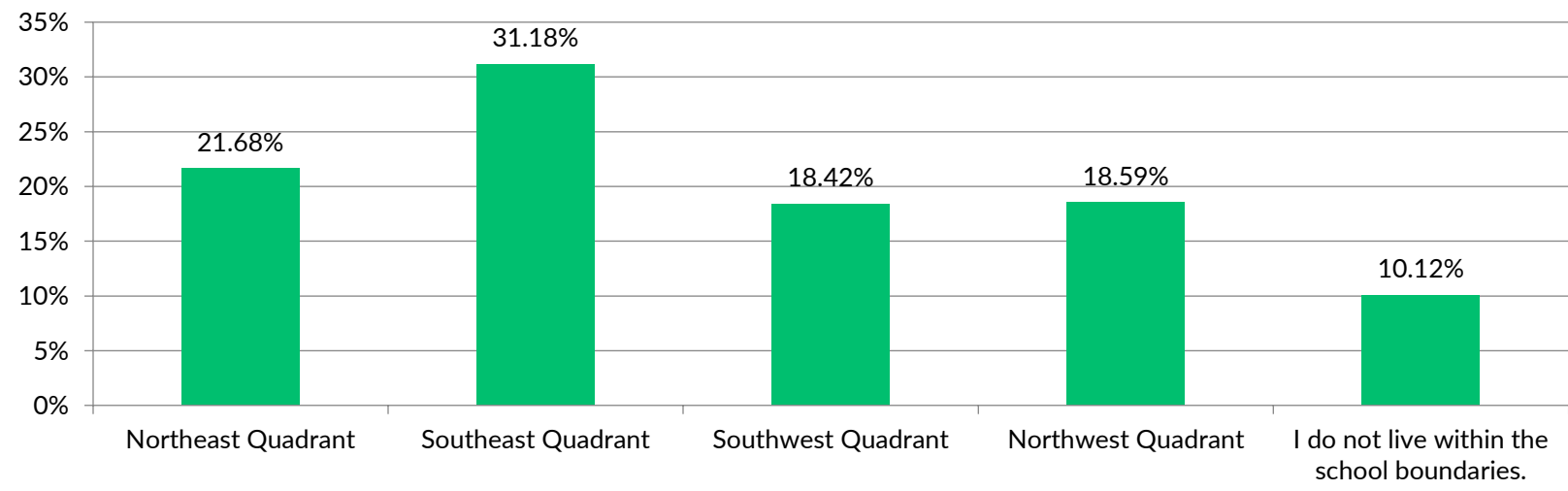


# GRPS Scholar Survey Results

If you live within the GRPS district boundary, in **which quadrant** do you live? Please choose only one option based on the map above.

<u>Answer Choices</u>	<u>Responses</u>	<u>% of Total Responses</u>	<u>Enrollment</u>	<u>Responses /Enrollment</u>
Northeast Quadrant	773	21.68%	3,774	20.5%
Southeast Quadrant	1,112	31.18%	3,849	28.9%
Southwest Quadrant	657	18.42%	2,583	25.4%
Northwest Quadrant	663	18.59%	3,345	19.8%
<u>I do not live within the school boundaries.</u>	<u>361</u>	<u>10.12%</u>	=	=
<b>Total</b>	<b>3,566</b>		<b>13,551</b>	<b>26.08%</b>
<b>Skipped</b>	<b>106</b>			

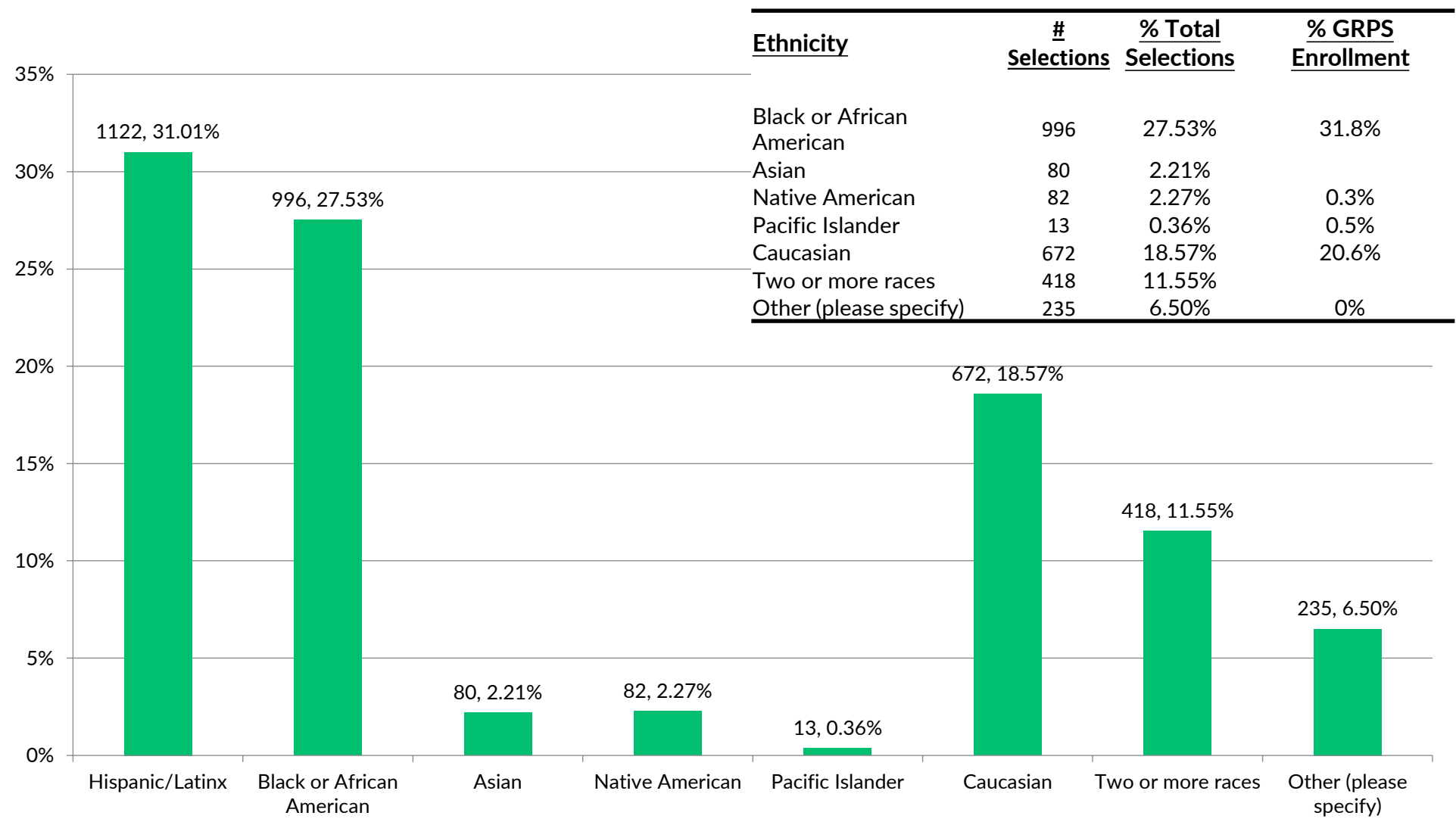
If you live within the GRPS district boundary, in **which quadrant** do you live? Please choose only one option based on the map above.





# GRPS Scholar Survey Results

Which **race or ethnicity** do you most closely identify with? Please choose only one option.

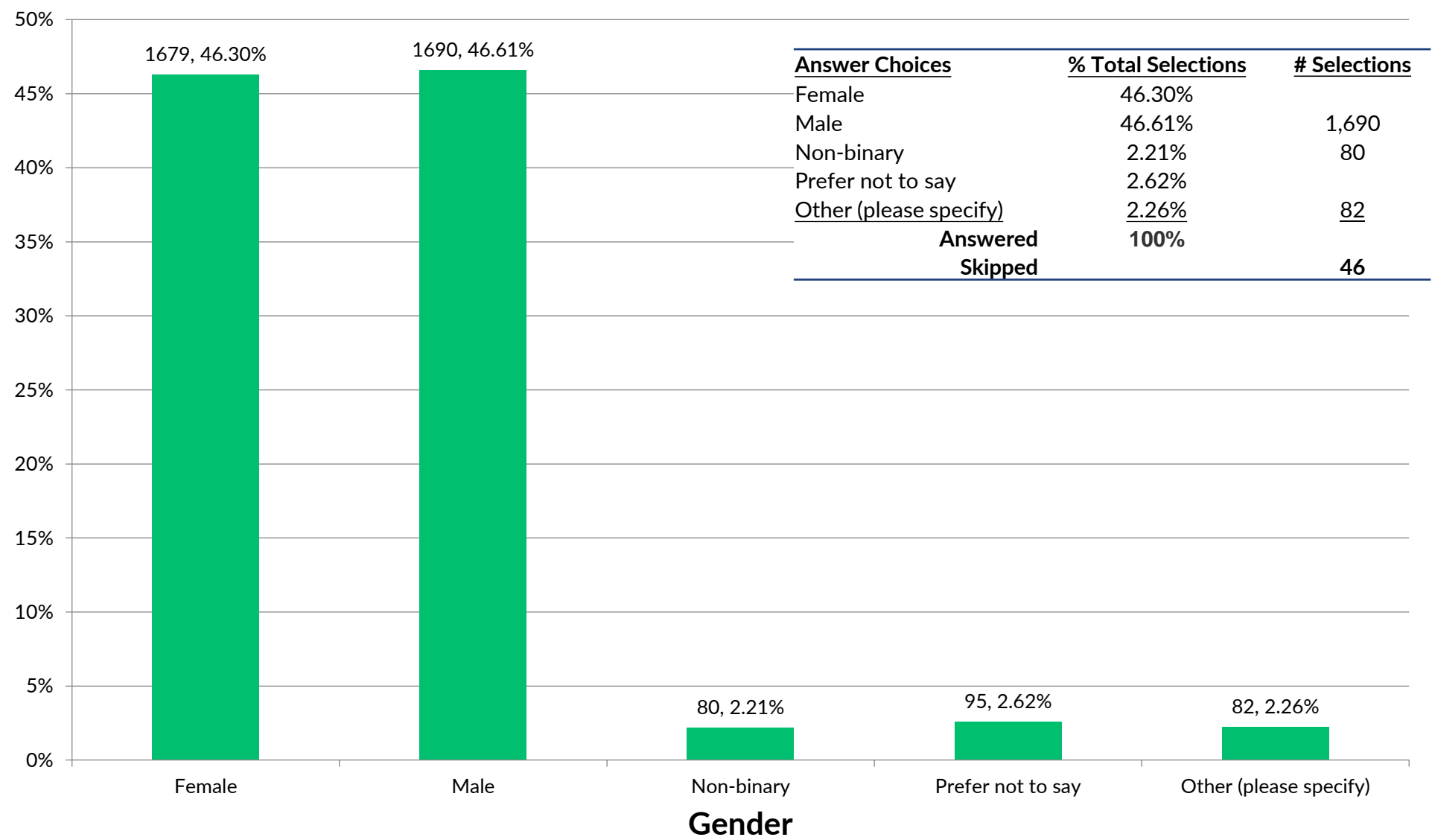






# GRPS Scholar Survey Results

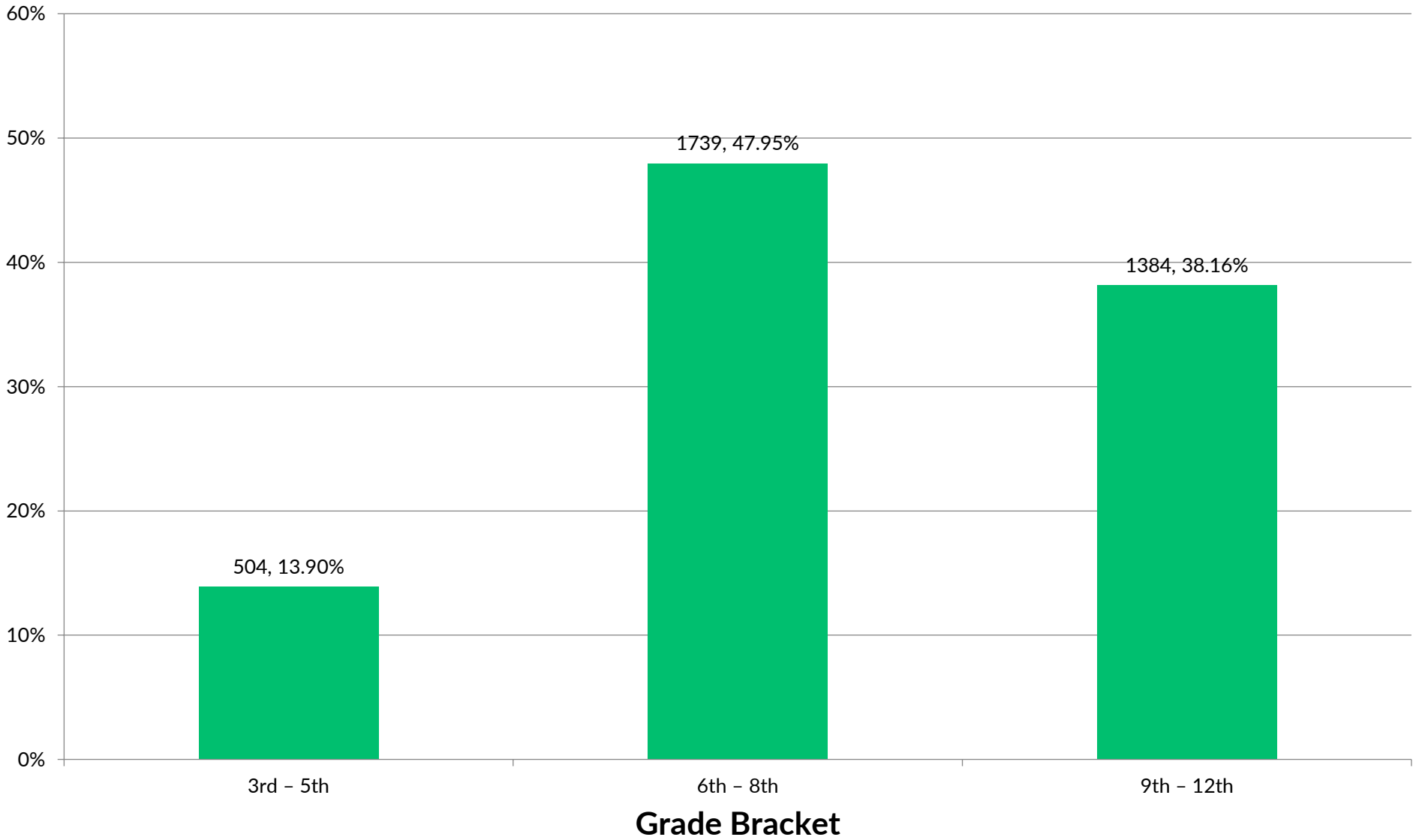
Which **gender** do you identify with? Please choose only one option.





# GRPS Scholar Survey Results

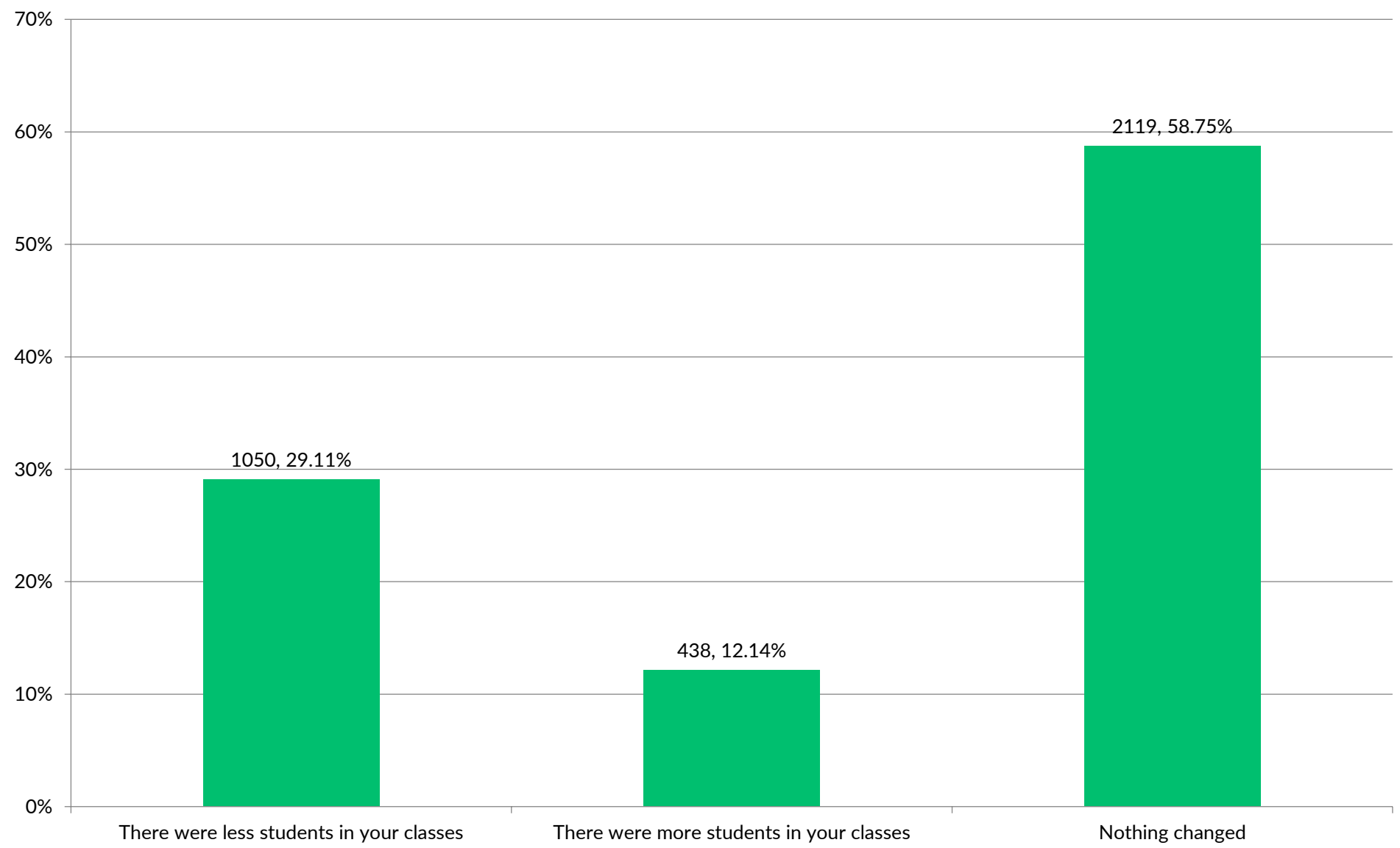
What **grade** bracket are you in?





# GRPS Scholar Survey Results

Do you think you would learn better if:





# GRPS Scholar Survey Results

If you have children in the district, **which school(s)** do they attend? Check all that apply.

<u>Line No.</u>	<u>Answer Choices</u>	<u>Responses</u>	<u>Enrollment</u>	<u>Responses / Enrollment</u>
1	Aberdeen Elementary	51	232	22.0%
2	Alger Middle	182	355	51.3%
3	Blandford Middle	61	63	96.8%
4	Brookside Elementary	85	284	29.9%
5	Buchanan Elementary	6	368	1.6%
6	Burton Elementary	57	402	14.2%
7	Burton Middle	200	463	43.2%
8	CA Frost Enviro. Science Academy Middle-High	116	366	31.7%
9	CA Frost Science Academy Elementary	32	439	7.3%
10	Cesar E. Chavez Elementary	6	405	1.5%
11	City High-Middle	628	907	69.2%
12	Coit Creative Arts Academy	6	242	2.5%
13	Congress Elementary	5	172	2.9%
14	Dickinson Elementary	119	271	43.9%
15	East Leonard Elementary	5	153	3.3%
16	Campus Elementary	4	264	1.5%
17	Gerald R. Ford Academic Center	84	289	29.1%
18	Grand Rapids Learning Center	17	N/A	N/A
19	Grand Rapids Montessori Academy	30	283	10.6%
20	Grand Rapids Montessori Middle/High	80	186	43.0%
21	Grand Rapids Public Museum High	67	445	15.1%
22	Grand Rapids Public Museum Middle	54	N/A	N/A



# GRPS Scholar Survey Results

If you have children in the district, **which school(s)** do they attend? Check all that apply.

<u>Line No.</u>	<u>Answer Choices</u>	<u>Responses</u>	<u>Enrollment</u>	<u>Responses / Enrollment</u>	
23	Grand Rapids University Prep Academy	267	445	60.0%	
24	Harrison Park	138	643	21.5%	
25	Innovation Central High	209	636	32.9%	
26	Ken-O-Sha Elementary	1	138	0.7%	
27	Kent Hills Elementary	5	186	2.7%	
28	Martin Luther King Jr. Leadership Academy	0	319	0.0%	
29	Mulick Park Elementary	58	231	25.1%	
30	North Park Early Childhood Center	2	192	1.0%	
31	North Park Montessori	52	388	13.4%	
32	Ottawa Hills High	95	380	25.0%	
33	Palmer Elementary	18	166	10.8%	
34	Ridgemoor Park Montessori	35	122	28.7%	
35	Riverside Middle	116	203	57.1%	
36	Shawmut Hills	52	256	20.3%	
37	Sherwood Park Global Studies Academy	6	134	4.5%	
38	Sibley Elementary	2	264	0.8%	
39	Southwest Elementary Academia Bilingüe	120	621	19.3%	
40	Southwest Middle/High Academia Bilingüe	68	260	26.2%	
41	Stocking Elementary	5	152	3.3%	
42	Union High	360	960	37.5%	
43	Westwood Middle	101	202	50.0%	
44	<u>Zoo School</u>	<u>32</u>	<u>64</u>	<u>50.0%</u>	
45		<b>Answered</b>	<b>3,637</b>	<b>13,551</b>	<b>26.8%</b>
46		<b>Skipped</b>	<b>35</b>		





# GRPS Scholar Survey Results

## Summary of Open Response Questions

- Note: Responses below have been ranked from most to least mentioned but represent the most recurring of open responses.
- What do you **Like/Love about your school**?
  - Teachers
  - Friends
  - Gym/Arts/Recess
  - Small Class & School Size
- If you could **change ONLY ONE thing about your SCHOOL** (not your teachers), what would it be (ranked from most to least mentioned)?
  - Food
  - Phone Policy
  - Workload
  - Bathrooms



# GRPS Scholar Survey Results

## Summary of Open Response Questions

- Note: Responses below have been ranked from most to least mentioned but represent the most recurring of open responses.
- Are there any **additional activities** you wished your school offered?
  - Sports (swimming, boxing, soccer, football, basketball, cheer)
  - More Electives
    - Art
    - Drama
    - Cooking & Nutrition
    - Language Classes
    - Woodworking
    - Longer Gym & Recess Periods
    - Robotics
    - Career Readiness & Life Prep Classes
  - Field Trips



# GRPS Scholar Survey Results

## Summary of Open Response Questions

- Note: Responses below have been ranked from most to least mentioned but represent the most recurring of open responses.
- How do you feel about your school **BUILDING** (outside, inside, bathrooms, gym, cafeteria, classrooms, temperature, cleanliness, etc.)?
  - Bathrooms are not good (rancid, missing doors, leaking fixtures, not clean, etc.)
  - Buildings are not all clean
  - Good
  - Gyms need improvements
  - Too hot or too cold



# GRPS Scholar Survey Results

What **electives (special) classes** would you like to see at your school? Check all that apply.

<u>Line No.</u>	<u>Answer Choices</u>	<u>Responses</u>	<u>% of Respondents Selected</u>	<u>% / Total # Selections</u>
1	Sewing/cooking	1278	35.80%	6.7%
2	PE/Gym	1176	32.94%	6.1%
3	Photography	1133	31.74%	5.9%
4	Art – Drawing	1062	29.75%	5.6%
5	Computer Science – Animations & Games	956	26.78%	5.0%
6	Art – Sculptures	902	25.27%	4.7%
7	Art – Hobbies/Crafts	825	23.11%	4.3%
8	Spanish	822	23.03%	4.3%
9	Woodworking	775	21.71%	4.1%
10	Theatre/Performance	757	21.20%	4.0%
11	Art – Painting & Mixed Media	729	20.42%	3.8%
12	French	703	19.69%	3.7%
13	Chinese	675	18.91%	3.5%
14	Computer Science – Coding Fun	629	17.62%	3.3%
15	Band	579	16.22%	3.0%
16	German	575	16.11%	3.0%



# GRPS Scholar Survey Results

What **electives (special) classes** would you like to see at your school? Check all that apply.

<u>Line No.</u>	<u>Answer Choices</u>	<u>Responses</u>	<u>% of Respondents Selected</u>	<u>% / Total # Selections</u>
17	Computer Science – Web Design	491	13.75%	2.6%
18	Health	479	13.42%	2.5%
19	Other (please specify)	471	13.19%	2.5%
20	ELA – Creative Writing	461	12.91%	2.4%
21	Computer Science – Advanced Computing	446	12.49%	2.3%
22	Math Support	420	11.76%	2.2%
23	Math Challenge	412	11.54%	2.2%
24	Teen Leadership	410	11.48%	2.1%
25	Choir	375	10.50%	2.0%
26	ELA – Reading Club	352	9.86%	1.8%
27	Orchestra	341	9.55%	1.8%
28	Science Challenge	310	8.68%	1.6%
29	Presentation & Public Speaking	303	8.49%	1.6%
30	<u>Current Events</u>	<u>275</u>	<u>7.70%</u>	<u>1.4%</u>
31		<b># Selections</b>	<b>19,122</b>	
32		<b>Answered</b>	<b>3,570</b>	
33		<b>Skipped</b>	<b>102</b>	



## 2022 GRPS Facilities Master Plan Revision Tracker

Line Item	Page #	Comments	Revision Date
1	8	Removed one "b" in "Kribbs"	12/1/22
2	8	Added Board of Education team members	12/1/22
3	21-23	Relocated Pg. 21 "Facilities Footprint" to Pg. 23	12/1/22
4	24	Merged Montessori and Theme schools together on map and page verbiage.	12/21/22
5	25-28	Added reference note "Reference page 52 for definitions and descriptions of Facility Conditions and Utilization"	12/1/22
		Converged Theme and Montessori Schools on Maps	12/21/22
6	36-37	Note added beneath tables. "Classroom assessments completed in 2020. Enrollment data from 2021 counts."	12/1/22
7	52	Increased Font size of "Definitions, Quantitative Notes, and Clarifications for the CBS Analysis" and corrected misspellings	12/1/22
8	54	Disclaimer added to the page stating that "The Qualitative Analysis will be conducted in 2023. Qualitative factors and weights have not yet been determined."	12/1/22
9	69-70	Revised timeline graphics for stakeholder engagement rounds	12/22/22
10	71	Revised first bullet point on page to read, "In alignment with the Strategic Plan, the GRPS..."	12/1/22
11	87	Content deleted off page as was a duplicate of page 86. Page left as placeholder for maintaining numbering scheme.	12/1/22
12	89	Merged Montessori and Theme schools together on map and page verbiage.	12/21/22
13	4,9,11, 33,62, 76	Backgrounds of the section header pages changed to GRPS facility images.	1/6/2023
14	90-91	Pages added to include historical closings maps of GRPS district.	1/6/23