



# Facility Assessment, Educational Assessment, and Pre-Bond/Planning Steering Team

Board of Education Update 04/20/2025



# *Building a Tridge*



**Our schools, Board of Education, and Administration**

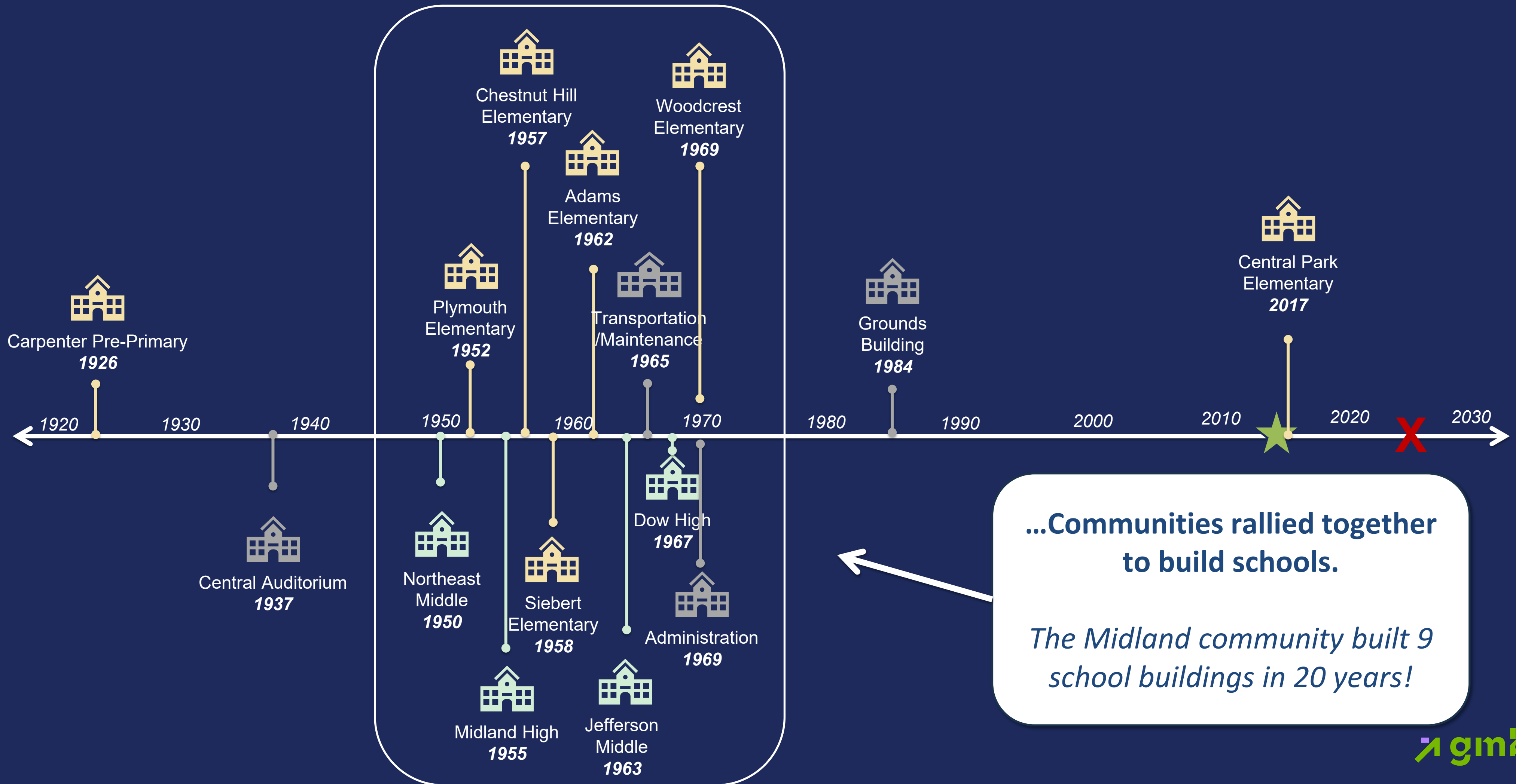


**Representative Steering Team**



**The Greater Midland Community**

# 60+ years ago...



**...Communities rallied together to build schools.**

*The Midland community built 9 school buildings in 20 years!*

# Community Engagement Session 2



## Community Shift & Evolving Needs

- The Changing Community: Transitioning from historical automatic support; younger families have new expectations and financial realities.
- Central to Vitality: Schools are the key to economic health and to attracting/retaining families and businesses.

## Opportunities & Strategic Investments

- Enhancing Student Experience: Strong alignment on Career & Technical Education (CTE), real-world learning, and practical local preparation.
- Forward-Thinking Solutions: Expectations for innovative, creative approaches that go beyond "fix what's broken" and reimagine learning.

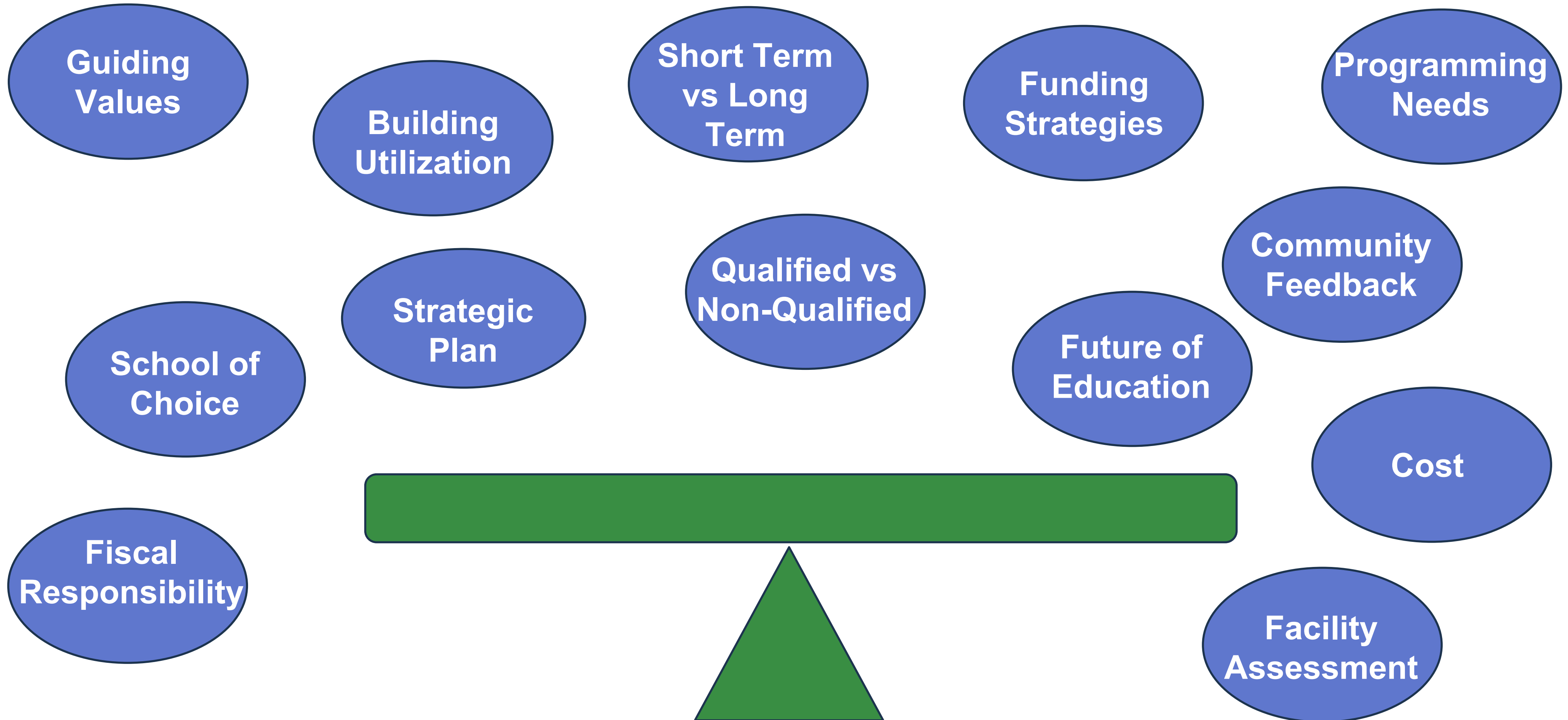
## Risks & Call to Action

- Facilities as an Enabler: Facilities must be seen as a means to enable student experience and community outcomes, not just infrastructure.
- Operational effectiveness: Concerns about staffing, transportation, and building utilization require integrated, operational solutions.
- Risk of Inaction: Maintaining the status quo is not sustainable; doing nothing leads to decline, inequities, and reduced competitiveness.

A group of approximately 15 children of various ages are posed in a classroom. Many are wearing colorful, hand-decorated paper hats. Some children are holding signs, including one that says "HAPPY DE." and another that says "dies home". The background features educational posters, including a calendar, a "100th day school" banner, and a math poster with the text "Math I can add and subtract two numbers." and a grid of numbers. The children are dressed in a variety of casual clothing, including t-shirts, sweaters, and dresses. The overall atmosphere is festive and educational.

# “Blueprint for Tomorrow” Committee

# Factors Guiding Our Decisions: Finding the Right Balance



# Guiding Values to Design Drivers

## CTE & Future Ready Student Experiences

Provide enhanced career/ CTE pathways

Create student-centered, flexible, tech enabled learning spaces that support personalized learning and collaboration.

Include athletic and arts spaces that foster school pride holistic development.

Ensure environments encourage innovation, creativity, critical thinking, and real-world skills development.

## Resilience, Safety, Security, & Well-Being

Balance security needs to protect students and staff while creating a welcoming environment

Design layouts that allow safe circulation for students, staff and visitors.

Ensure all facilities include equitable, accessible options that meet the needs of both students and staff, supporting dignity and inclusion for all users

Provide spaces for sensory regulation, mental health, counseling, and wellness

## Equity & Strategic Prioritization

Allocate resources to address the most critical infrastructure needs first, ensuring all students have access to safe and functional spaces.

Balance student enrollment across buildings to optimize utilization and learning opportunities.

Create a sense of belonging by providing equitable access to quality learning environments - athletic facilities, music, performing arts and technology.

## Phased, Responsible Facility Planning

Plan improvements in clear, sequenced phases to minimize disruption and maximize impact.

Allow flexibility for future-focused upgrades, ensuring spaces can adapt to emerging educational needs.

Prioritize foundational infrastructure (HVAC, roofs, electrical, accessibility) before elective enhancements.

1

## Transparent Stewardship & Community Clarity

Communicate clearly, easy-to-understand proposals that connect improvements to student outcomes

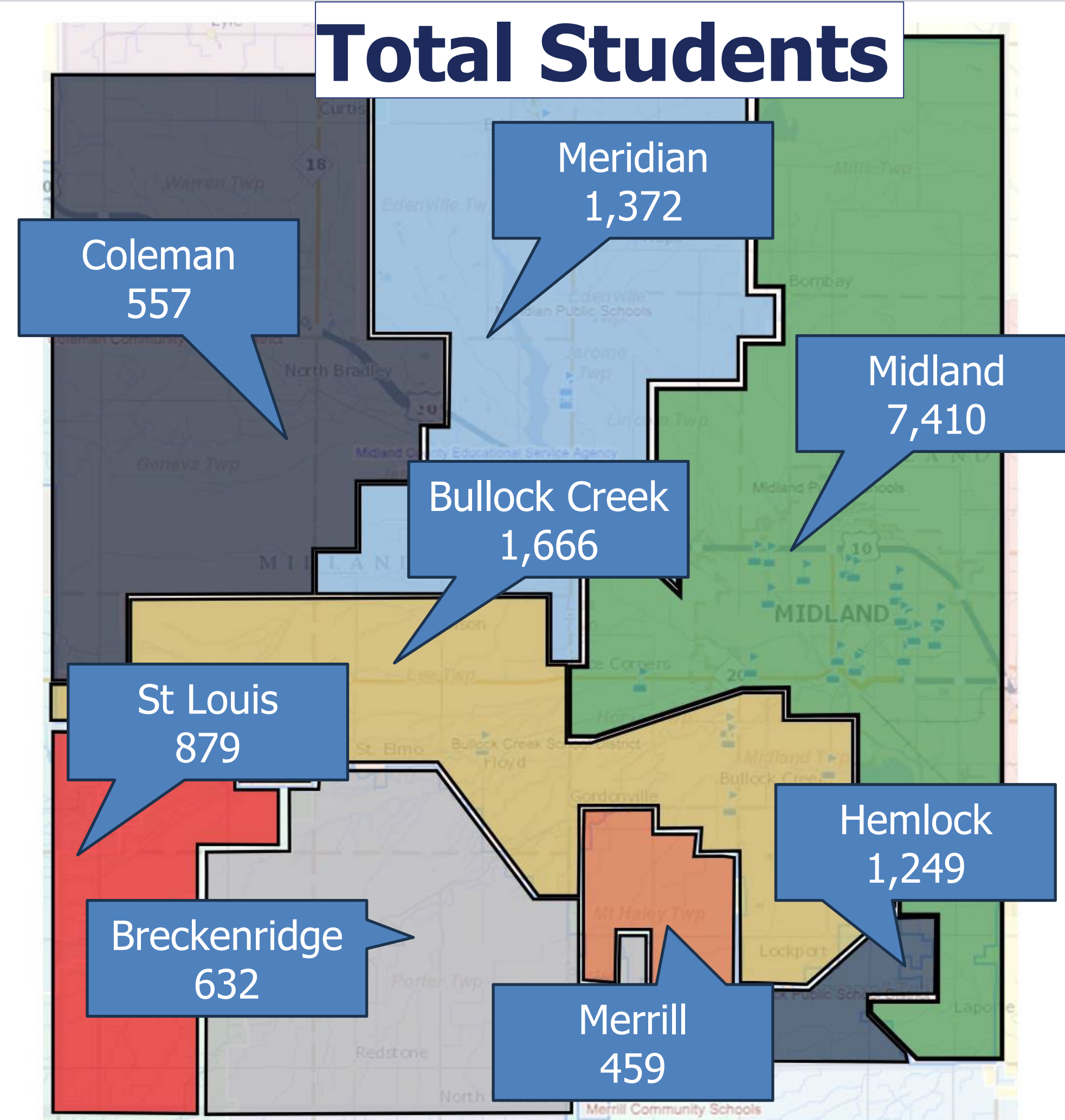
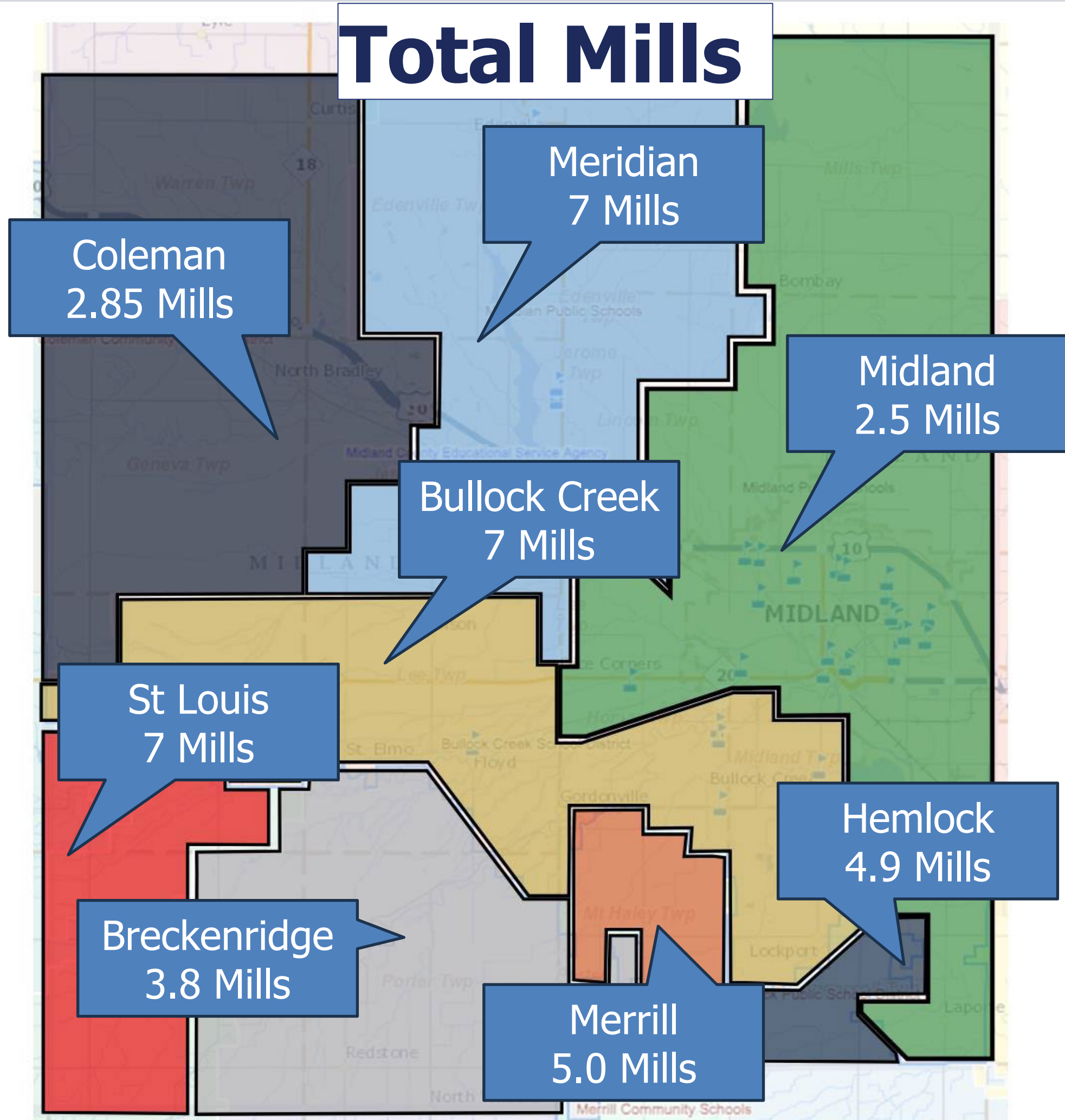
Maintain budgeting, cost tracking, and accountability measures for all projects.

Engage stakeholders regularly to build trust, understanding, and support for decisions.

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**\*\*\* Staff are integral to every design driver by providing equitable, well supported environments for teaching, planning, safety and well-being facilities empower staff effectiveness which directly enhances student learning, experience, and outcomes.\*\*\***

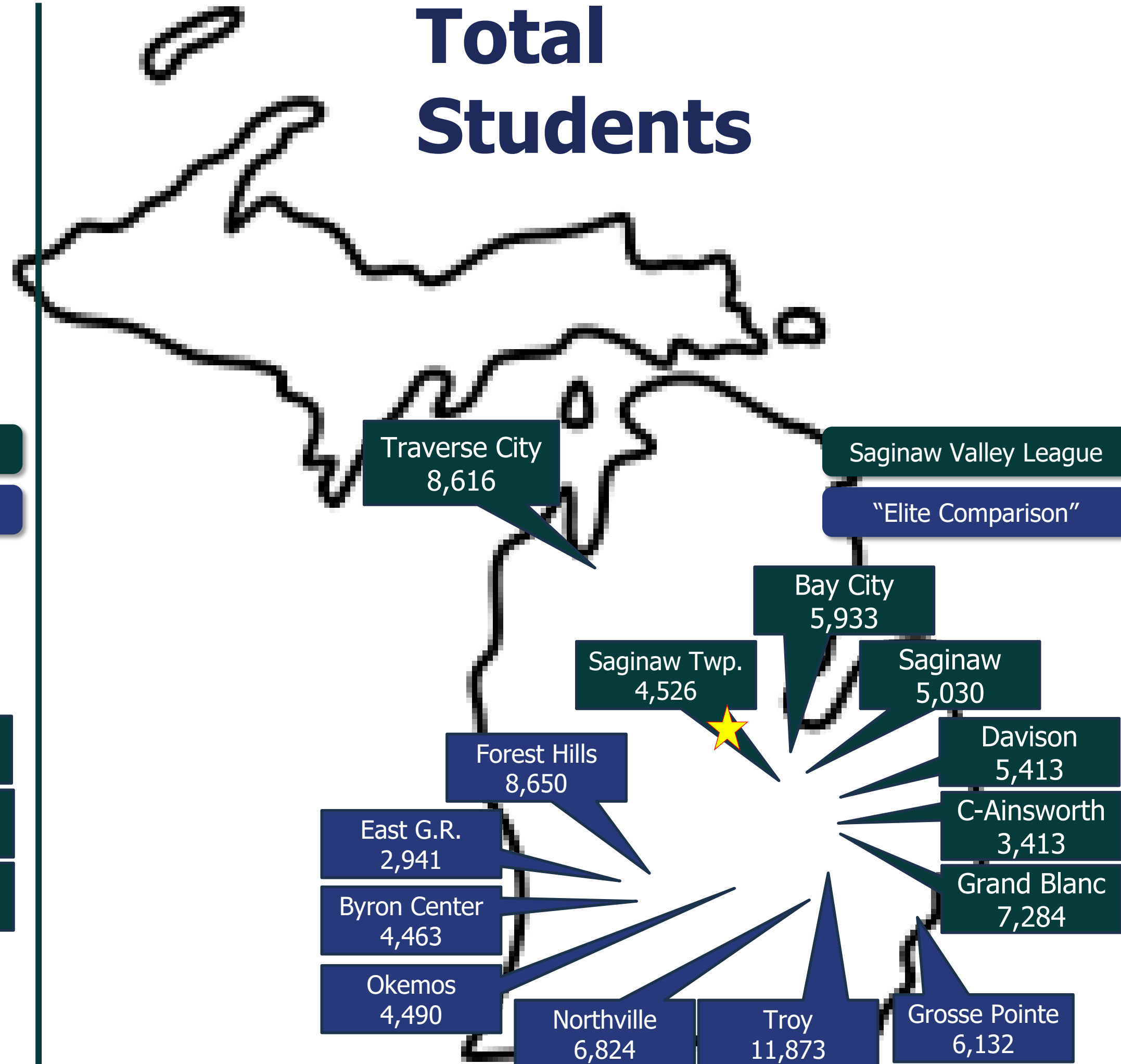
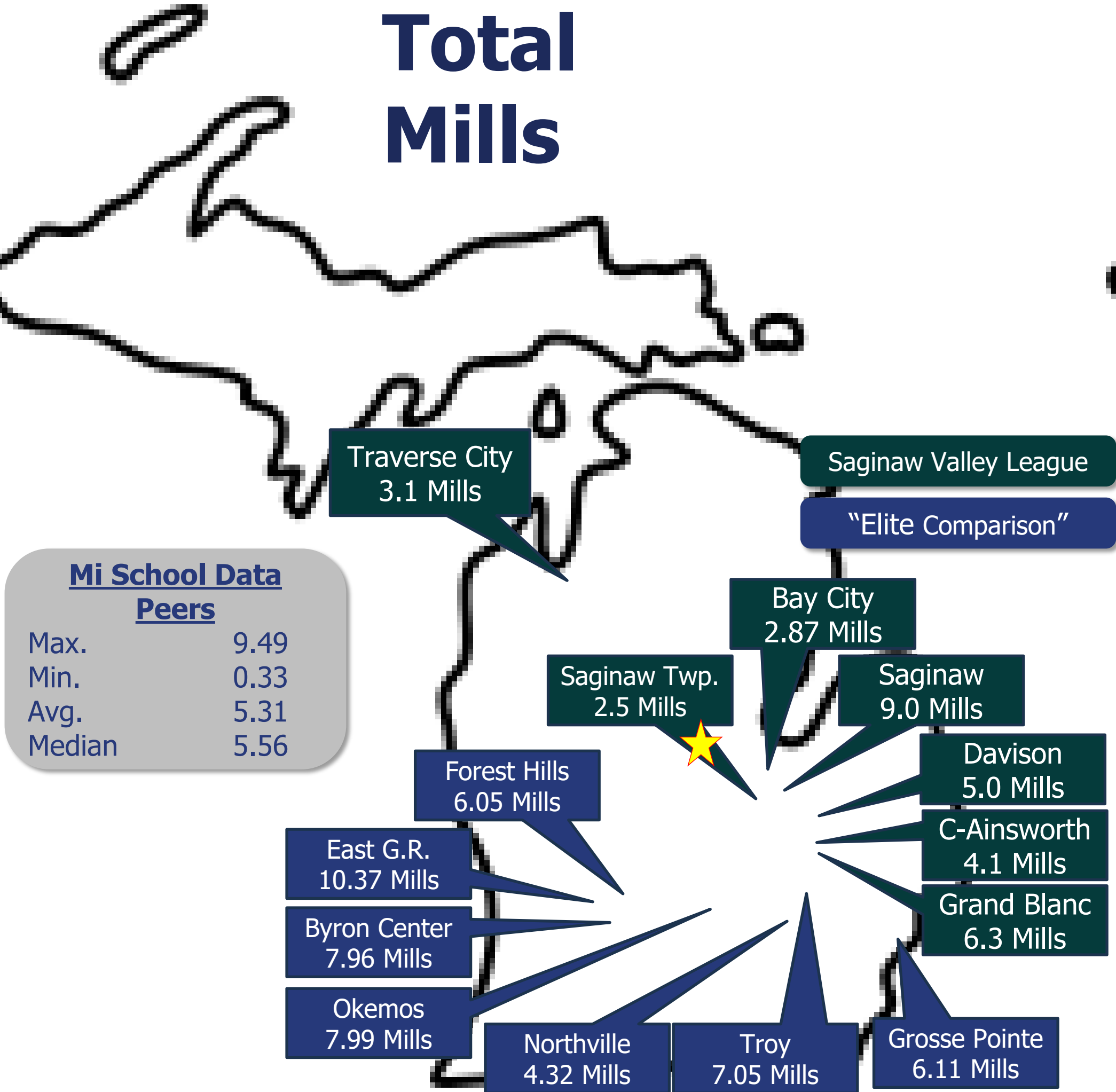
# District Funding Comparisons: Total + Students



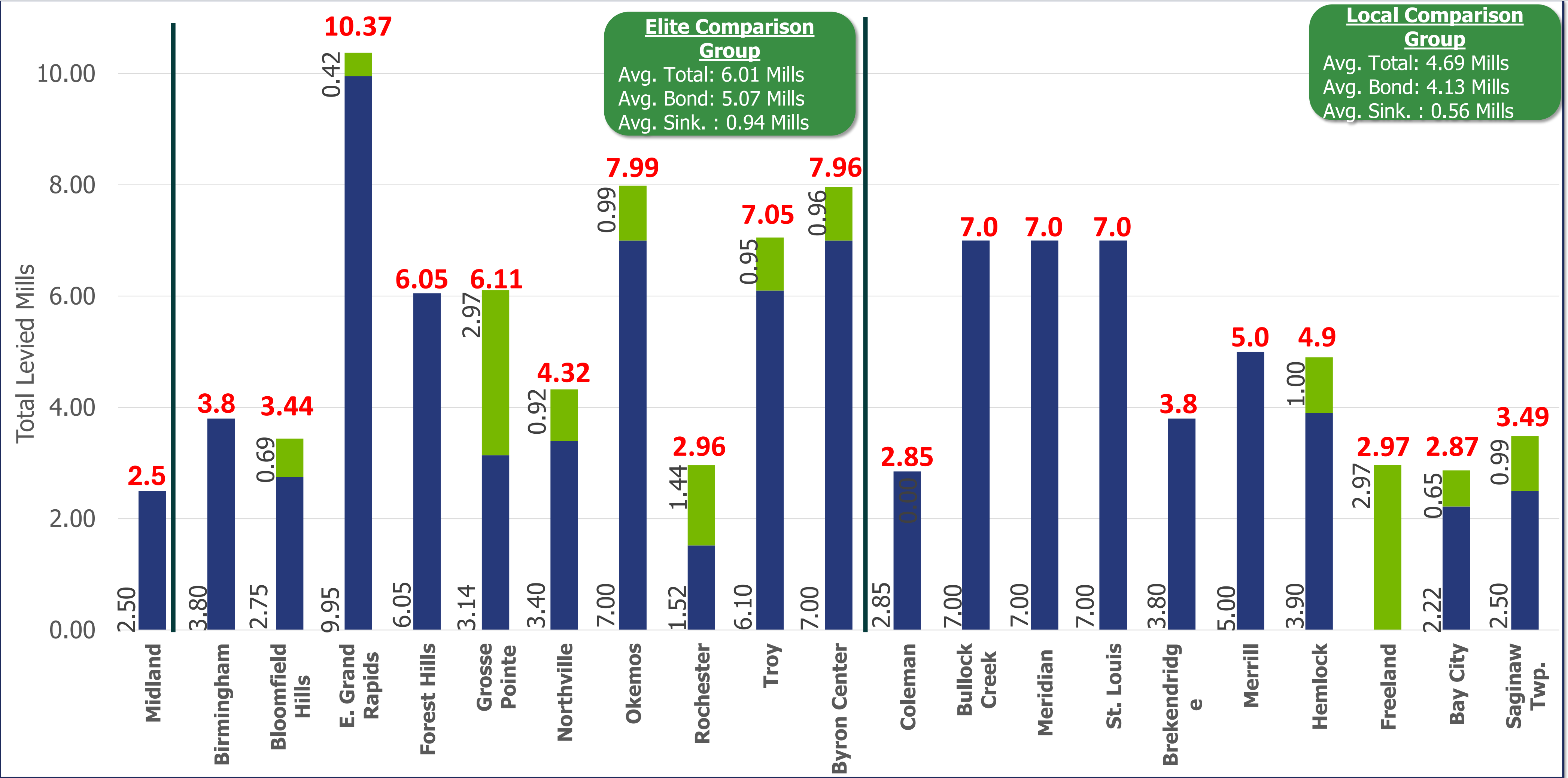
# District Funding Comparisons: Total + Students

## Total Mills

## Total Students



# District Funding Comparisons



# District Funding: Total Mills



<1 Taco Bell Taco



1 ½ K-Cup



1 Soup



Small Coffee



1 Coke Bottle



1 Candy Bar



Daily \$1.50 Consumables

# Qualified vs Non-qualified



# To Qualify or Not to Qualify

## What is Bond Qualification in Michigan?

Bond qualification is a voluntary process through the Michigan Department of Treasury that allows a school district to issue bonds using the State of Michigan's credit rating, providing access to credit enhancement and financing programs.

### Qualified Bonds

Access to State of Michigan credit rating → lower borrowing costs.

Example: 0.20% lower interest rate on a \$165M bond could save ~\$4.7M in interest

However, risk could be mitigated with municipal bond insurance.

Example: \$500,000 for the district to have a comparable interest rate for a 165M bond.

PQ App Development and Michigan Department of Treasury oversight.

Prevailing wage requirements apply.

### Non-Qualified

Removes prevailing wage requirements

Example: ~10% savings on labor costs. On a 165 M bond could save \$13,200,000 that you can do additional projects with which increases student impact.

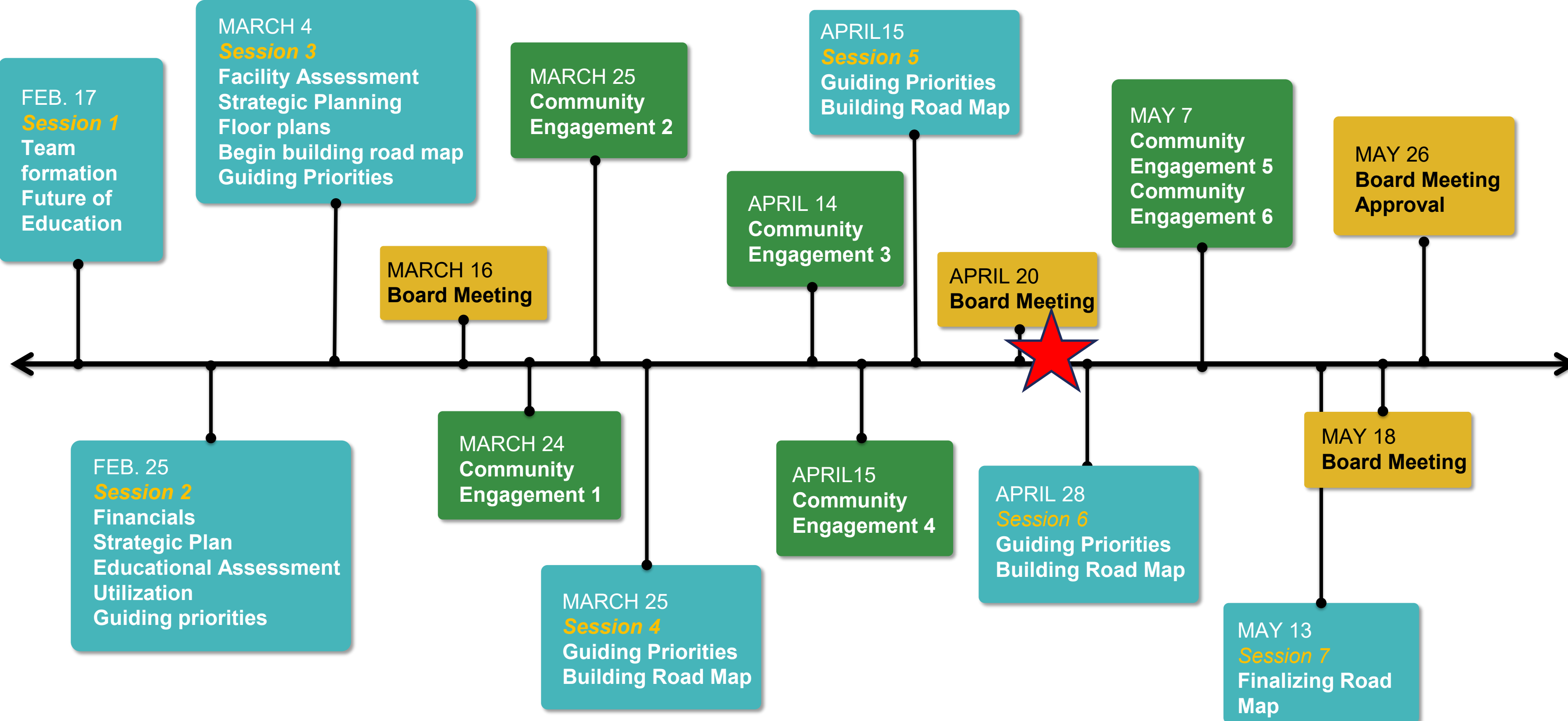
Increases contractor competition

Removes the lengthy and complex qualification process, resulting in more available time to plan and gather community input.

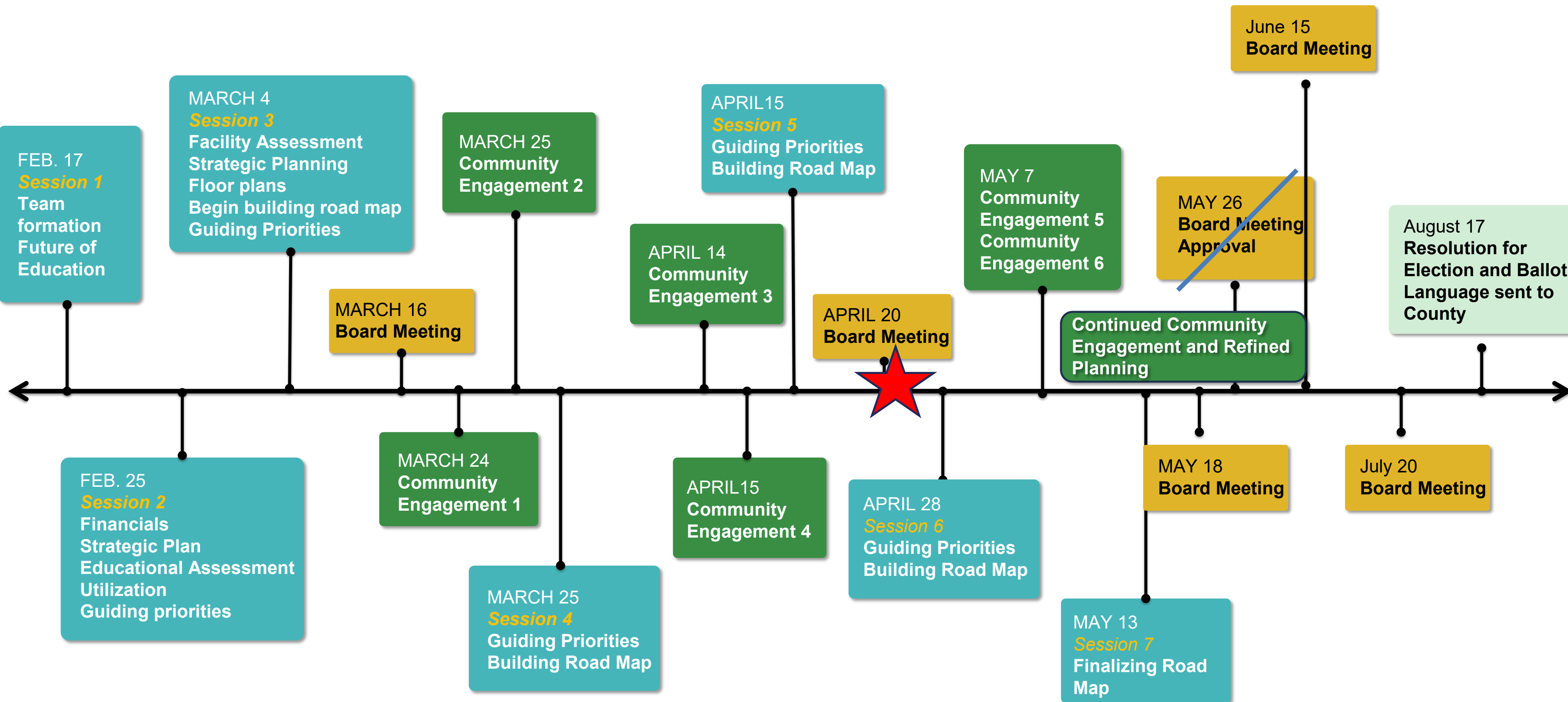
District can develop its own "PQ App" for project tracking and accountability.

In 2025 in terms of dollars, 84% Non-Qualified K-12 bonds passed compared to 50% passage rate for Qualified.

# Planning Timeline:



# Planning Timeline:





# ***BUILDING UTILIZATION***

*How we use our current spaces*

# Building Utilization

## 70% - 80% Underutilized / Flexible Capacity

- Extra classrooms available
- Easier scheduling (specials, intervention, small groups)
- Room for enrollment growth
- Often higher per-student operating cost
- May raise questions about consolidation in long-range planning
- This range provides flexibility but can feel inefficient from a financial standpoint.

## 85% Target / Healthy Operating Range

- Strong balance of efficiency and flexibility
- Limited surplus space
- Accommodates normal enrollment fluctuation
- Allows for dedicated spaces (intervention, storage, collaboration rooms)
- **Generally considered the ideal planning target**
- Most districts aim for this range in master planning.

## 90% Efficient but Tight

- Minimal extra classroom capacity
- Scheduling becomes more complex
- Less flexibility for enrollment spikes
- Specialty spaces may begin converting to general classrooms
- Still workable, but pressure begins to build.

## 95% Near Capacity / Operational Strain

- Very limited flexibility
- Intervention and collaboration spaces reduced
- Increased class sizes likely
- Scheduling inefficiencies
- Program expansion becomes difficult
- At this level, the building is essentially "full" in practical terms.

## 100% + Over Capacity

- Shared spaces repurposed
- Reduced program quality
- Safety and circulation concerns
- Staff morale and student experience impacted
- **This is typically not sustainable long-term.**

Association for Learning Environments (A4LE) | | National Center for Education Statistics (NCES)  
State-Level School Construction Authorities (Dept. of Treasury) | | Industry Planning & Architecture Practice

$$\text{UTILIZATION} = \frac{\text{ENROLLMENT}}{(\text{TEACHING STATIONS} * \text{STUDENTS PER STATION})}$$

# BUILDING CODE

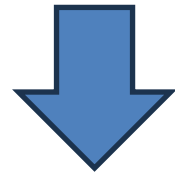
(OCCUPANCY)

# MI PQ APP

(QUALIFIED BONDS)

20 SF/  
PERSON

750 SF  
CLASSROOM



35 KIDS

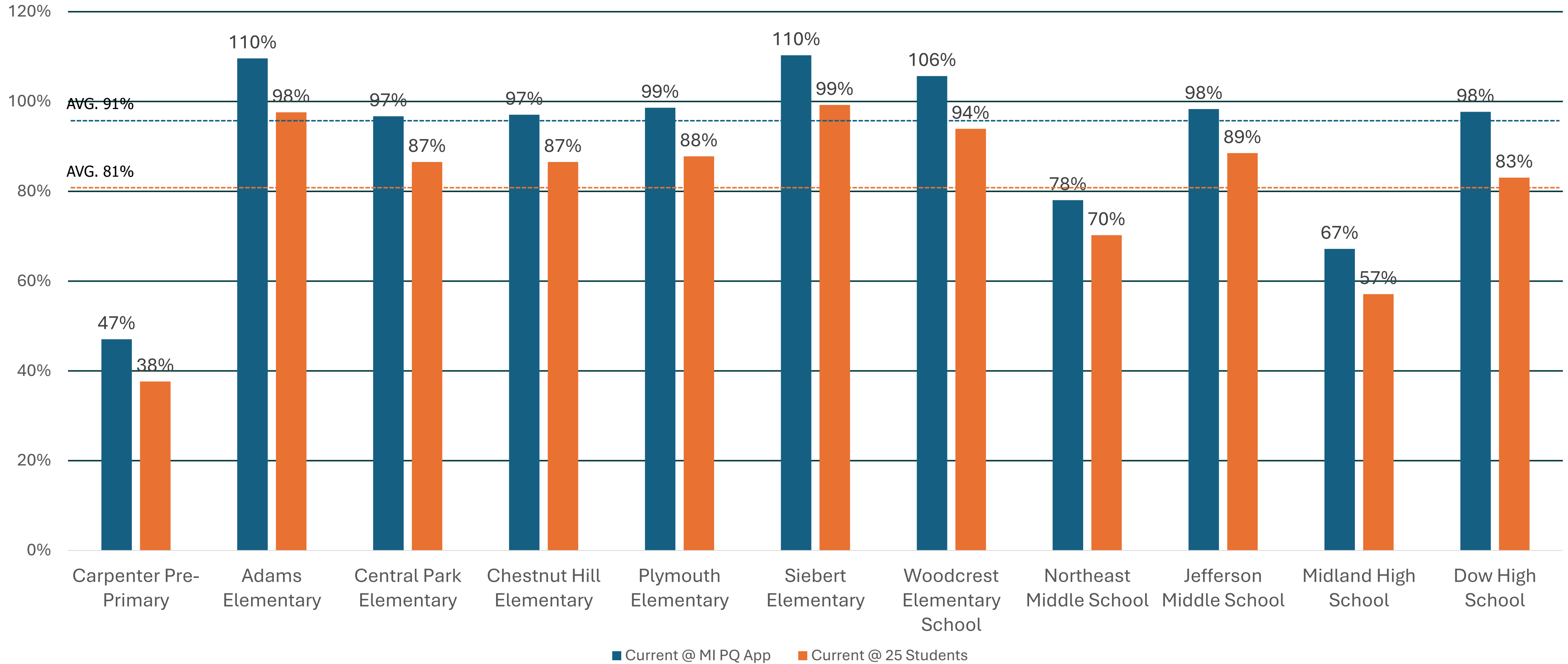
K-2: 20 STUDENTS  
3-5: 25 STUDENTS  
6-8: 22.5 STUDENTS  
9-12: 21.5 STUDENTS

25 STUDENTS

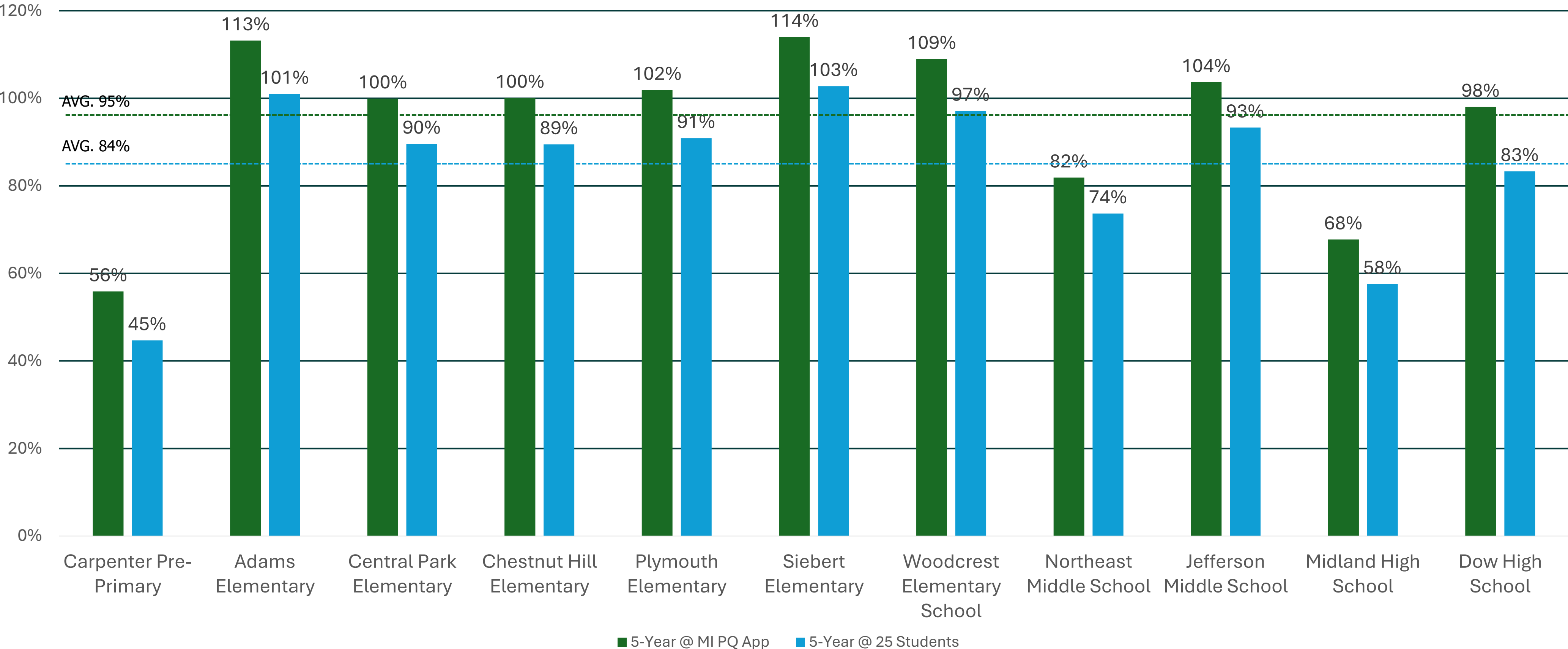
PROGRAMMING

School	Adams	Central Park	Chestnut Hill	Plymouth	Siebert	Woodcrest	Jefferson	Northeast	Dow	Midland	Notes
Enrollment (March 2026)	488	649	411	395	645	587	885	790	1225	1085	
<b>General Education Classroom</b>	<b>20</b>	<b>30</b>	<b>19</b>	<b>18</b>	<b>26</b>	<b>25</b>	<b>40</b>	<b>45</b>	<b>59</b>	<b>76</b>	<b>Only these classrooms count as “teaching stations” when determining utilization</b>
Art	1	1	1	1	1	1					
Music	1	1	1	1	2	1					
Maker Space		5	1	1							
Foreign Language	1		1	1							
Collaboration		1		1							
CI/Special Education	2	2		2			1	3	4		
ESA		1	2	2	1		2	2	2	2	
<b>Total</b>	<b>25</b>	<b>41</b>	<b>25</b>	<b>27</b>	<b>30</b>	<b>27</b>	<b>43</b>	<b>50</b>	<b>65</b>	<b>78</b>	

# Current Utilization Based on Mi PQ App and 25 Student per Teaching Station



# 5-Year Utilization Based on Mi PQ App and 25 Student per Teaching Station



# School of Choice Review



# What Is School of Choice?

## Resident School of Choice (RSOC)



Resident students attending a MPS building other than their assigned school of residence



No financial impact - the money stays within MPS but just moves from one building's roster to another

## Non-Resident SOC (NRSOC)



Students come into MPS from other districts; once accepted, they are MPS through graduation.



Students leave MPS to attend other districts



Financial impact occurs: Students bring or lose **\$10,018 per FTE**

# RSOC By The Numbers

2025-2026 Resident SOC By Building	
2025-2026	
2025-2026	<i>In-District Transfers</i>
Adams	86
Carpenter PPC (DK only)	NA
Central Park	126(64 due to ALPS)
Chestnut Hill	97
Plymouth	93
Siebert	76
Woodcrest	67
Jefferson	165
Northeast	190
Dow High	114
Midland High	208
<b>TOTAL</b>	<b>1096</b>

Elementary

MS

HS

**DK:**Developmental Kindergarten

**ALPS:** Advanced Learning Program for Students

# RSOC By The Numbers

## 2025-2026 Resident SOC By Building

2025-2026

2025-2026	<i>With RSOC</i>	<i>Without RSOC</i>	<i>Change</i>
Adams	467	452	-15
Central Park	597	620	23
Chestnut Hill	392	345	-47
Plymouth	362	348	-14
Siebert	596	597	1
Woodcrest	565	580	15

# NRSOC: Facts & Drivers

## Legal Protections



Once accepted, NRSOC students are officially "our" students until their high school graduation.

### **The district maintains a commitment to continuity**

We cannot "send them back" to their resident district.

### **Legislative movement to expand SOC**

Michigan House Bill 5310 proposes legislation to require all schools to be open to School of Choice.

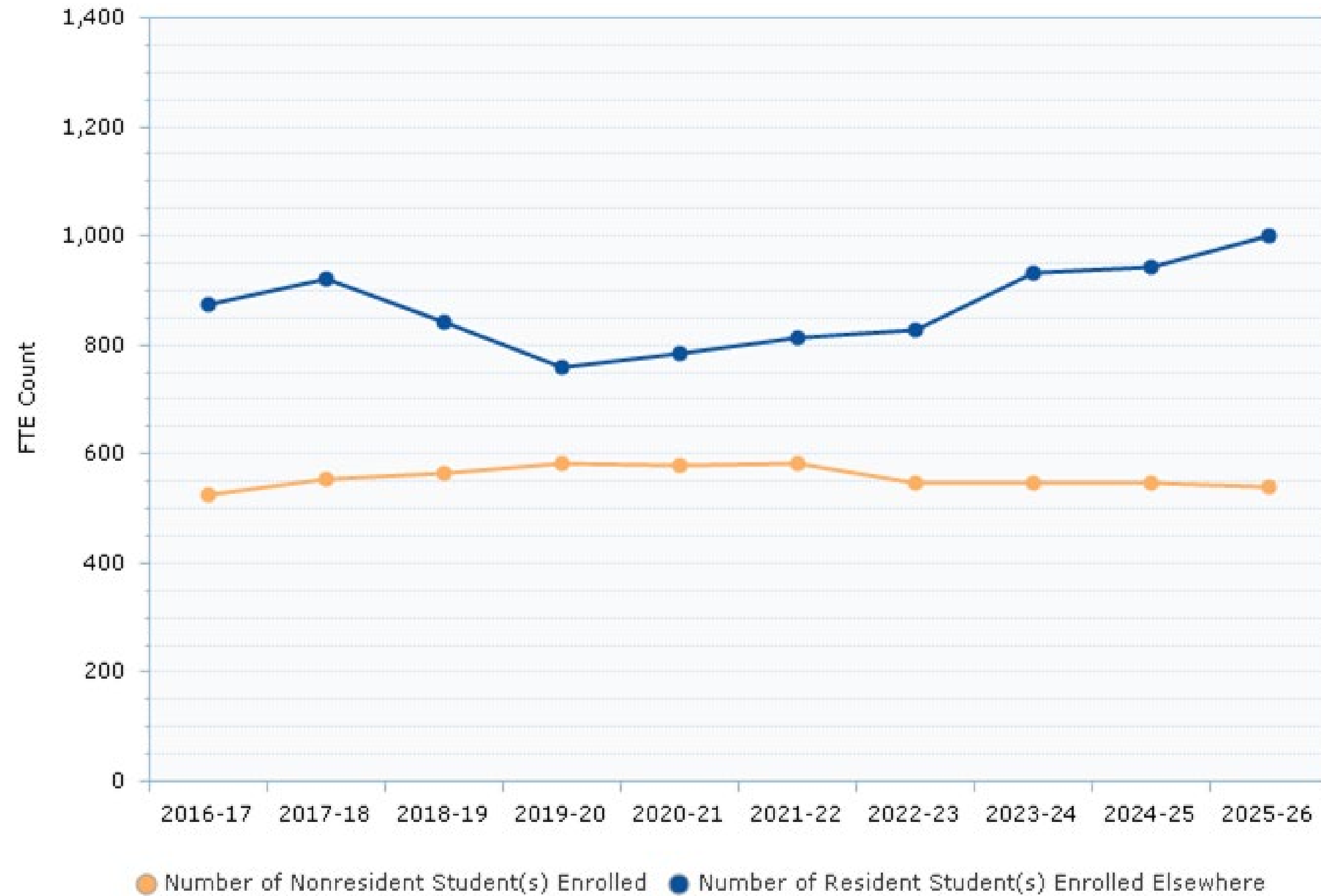
## Why Families Choose MPS



### **Top reasons from applications:**

- **Specialized Programs:** Access to unique offerings like ALPS at Central Park and programs such as welding and auto tech, band and orchestra.
- **Work/Daycare Proximity:** Parents working in Midland need nearby childcare and schooling, including MPS employees.
- **Siblings:** Importance of maintaining family unity within a single school district.
- **Stability After Moving:** Consistency for students whose families moved out of the District but wish to continue schooling at MPS.
- **Safety & Better Fit:** Seeking specific building cultures or environments that support students' well-being.

# NRSOC Trend Data



# NRSOC Trend Data

2025-2026 NRSOC By Building					
2025-2026					
2025-2026	105	105c	Total NRSOC	TOTAL BUILDING COUNT	Percent NRSOC By Building
Adams	9	13	22	488	4.51%
Carpenter PPC (DK only)	1	3	4	51	7.84%
Central Park	20	32	52	649	8.01%
Chestnut Hill	7	11	18	411	4.38%
Plymouth	11	21	32	394	8.12%
Siebert	22	27	49	646	7.59%
Woodcrest	19	5	24	588	4.08%
Jefferson	29	21	50	885	5.65%
Northeast	21	26	47	789	5.96%
Dow High	41	54	95	1234	7.70%
Midland High	53	75	128	1102	11.62%
<b>TOTAL</b>	<b>233</b>	<b>288</b>	<b>521</b>	<b>7237</b>	<b>7.20%</b>

**105:** Midland County resident, but NOT within the MPS boundaries

**105c:** Any student living outside of Midland County

# What If We Closed NRSOC?

**Misconception:** "If we stop taking out-of-district students, we save money/space"

## The Building Reality:

- NRSOC is around 7% of enrollment
- Helps to optimize capacity
- Helps to maintain programs



## The Financial Reality:

538.28 School of Choice into MPS: **\$5,392,489**

1,000.05 FTE School of Choice out: **\$10,018,500**

**Net Loss: (\$4,626,011)**

**Without NRSOC: (\$10,018,500)**

*The loss is significantly greater without the revenue brought in by SOC students.*

# What Does \$5,392,489 Equal?

## Staffing

Equivalent of:

**46 Teachers**

– OR –

**174 of our 210  
Paraprofessionals**

## Budgets

Equivalent of:

**Chestnut Hill's total operating  
budget**

– OR –

**Entire transportation budget**

## Items

Equivalent of:

**33 new school buses**

– OR –

**8,697 staff laptops**

## Savings Reality:

Most SOC students are distributed across grade levels. Removing 2-3 students from a classroom doesn't allow the District to reduce staffing or stop heating the building; it only removes the **\$30,000 in revenue** those three students provided.

# Key Takeaways

## Resident School of Choice

### Strategic Flexibility

Allows families to choose the building that best fits their unique needs.

## Non-Resident School of Choice

### Vital Revenue

It provides over **\$5 Million** that sustains our current programming.

## Sustainability

### Operational Excellence

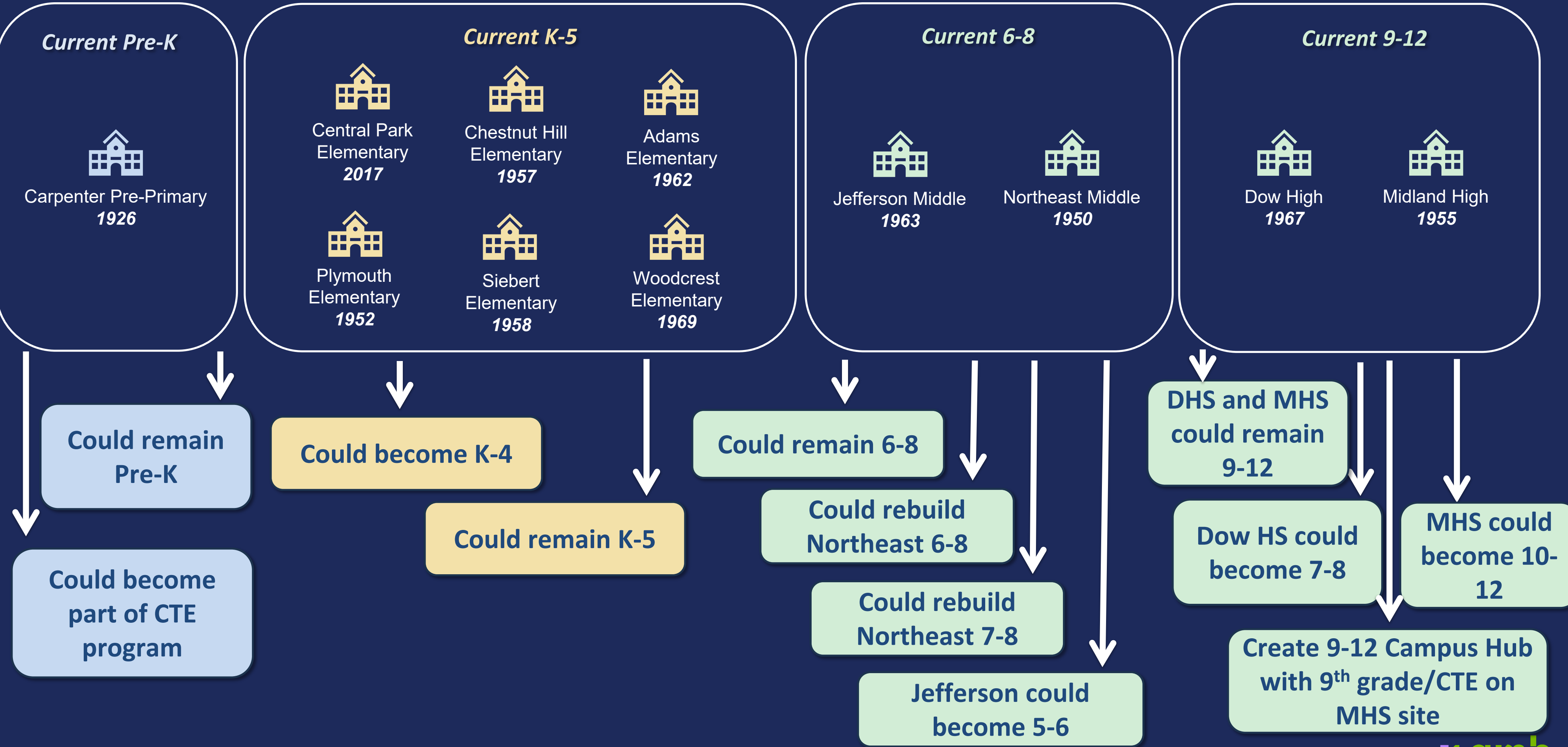
School of choice optimizes capacity to sustain specialized programs where every learner is challenged, supported, and inspired to reach their full potential.

**Maintaining enrollment through school of choice programs is essential to the long-term health and stability of the district, securing the resources to fulfill our mission and vision.**

# Making Sense of it All



# Big Picture Ideas Being Evaluated





**Q&A**