COVINGTON INDEPENDENT PUBLIC SCHOOLS

Master Plan Report

06.05.25

01 EXECUTIVE SUMMARY

This master plan addresses current and future facility needs, ensuring both educational appropriateness and fiscal responsibility. Like a robust three-legged stool, its success hinges on strong support from the community, forming a comprehensive and sustainable vision for Covington Independent Public Schools.

PLANNING OBJECTIVE

mas-ter plan:
noun
a comprehensive or far-reaching plan of action

Purpose:
To consider current and anticipated facility needs and develop solutions to address them.

A strong master plan is like a three-legged stool – each leg being equally important.

The first leg is educational appropriateness. That is to say the plan must be in support of instructional goals and direction of the district.

The second leg is fiscally responsible. The plan should be financially sustainable for the district and make the most of existing facility investments.

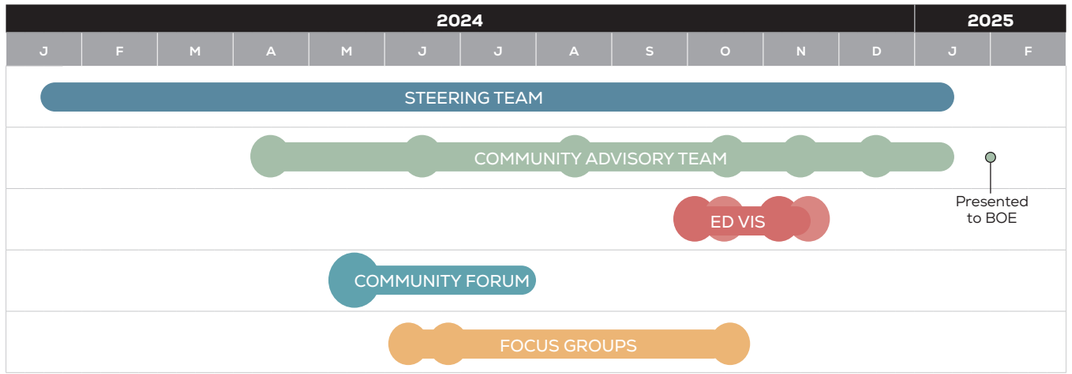
Finally, the third leg is community support. This leg is the litmus test for the efficacy of the first two. The plan must garner the support of the district's constituents.

With this in mind, the district developed a strategy that would research and identify the plan that best meets the needs of the Covington Independent Public Schools community. This document endeavors to describe that process and its outcome.

02 COMMUNITY ENGAGEMENT

This process took place from February 2024 to March of 2025. It was built on the involvement of two standing groups or committees and a series of community focus groups and forums. Those groups are described on the following page:

MASTER PLANNING TIMELINE



FACILITY STEERING TEAM

This executive level group met regularly to monitor progress, offer course corrections when needed, and provide data required by the other groups. The team was composed of the following individuals:

- Alvin Garrison, CIPS
- Ken Kippenbrock, CIPS
- Maranda Meyer, CIPS
- Tom Haggard, CIPS Board
- Stephen Gastright, CIPS Board
- Brandi Ash, SHP
- Frank Forsthoefel, SHP
- Jeff Parker, SHP

COMMUNITY ADVISORY TEAM

This group was composed of roughly 25 community stakeholders. The intent was for this group to reflect the diverse range of community member voices. Members of this team served as a mechanism for the community to speak into the solution. They also served as a means to communicate to the community the intricacies of the planning process and conclusions. The group was charged with wading thru the current and projected district Information and developing a range of viable solutions to be considered. Advisory Team sessions occurred on April 15, June 18, August 6, October 15, November 12of 2024, and January 27, 2025. This team was composed of the following community members:

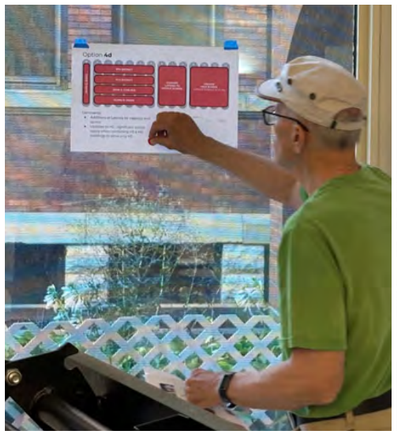
- Jay Fossett
- Tony Milburn
- Greg Paeth
- Jake Thamann
- Jon Adkins
- Steve Arlinghaus
- Sara Patton
- Lauren Olson
- Krista King-Oaks
- Jordan Huizenga
- Mary Kay Connolly
- Marisa McNee
- Holley Winkle
- Jerome Bowles
- Erik Pederson
- Katherine Stevenson
- Lauren Wassler
- Chelsea Brown
- Katie Whalen
- Ana Summe
- Eric Leach
- Tony Zembrodt
- Ben Wassler
- Katherine Teague
- Amanda Sorrell
- Selena Murdoch
- Mary Brady
- Jarrett Spisak
- Morgan Davenport
- PJ Lonneman
- Ruby Johnson
- Asia Thompson
- Jeanette Corley
- Courtney Barlow-Schulte
- Evan Torner
- Patton Johnson
- Jameela Salaah
- Tom Cislo
- Michelle Williams
- Pam Mullins
- April Coffee
- Alex Gallenstein
- Andre James
- Lori Brooks
- Crystal Madaris
- Robin Williams
- Daniese Bush
- Sienna Thompson
- Victoria Washington

COMMUNITY FORUM

Additionally, the district hosted a Community Forum on May 28, 2024. Open invitations were extended to all members of the community.

EDUCATIONAL VISIONING TEAM

The world is changing at an exponential rate. Therefore, what our students learn and how our students learn must evolve as well. The goal of this group was to understand the changes that are occurring in learning, and in turn chart a course for the future of learning environments in Covington. Please refer to section 4 for participants and further description of this team's work.



03 GUIDING PRINCIPLES

1. Outstanding Academics
2. Centers of the Community
3. Accountability and Trust
4. A Collaborative Dialogue
5. Inclusive Environment
6. Interdependence
7. Foster Community Pride
8. Sustainable Investment
9. Safety

04 FOUNDATIONAL INFORMATION

ENROLLMENT PROJECTIONS

A demographic study was done to identify likely future enrollment levels. That enrollment projection report[1] was presented to the Steering Team. The study projected a 5% decline in enrollment between now and 2028/9school year (total enrollment of 3,495), and additional 3% decline in the 2033/4 school year (total enrollment of 3,392) for an 8% total decline of the 10-year projection window.

Covington Independent Public Schools: District Total

	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32	2032-33	2033-34
97	30	19	22	41	14	14	14	14	14	14	14	14	14	14	14
98	106	83	90	95	71	71	71	71	71	71	71	71	71	71	71
99	275	96	196	212	185	185	185	185	185	185	185	185	185	185	185
Total PK	**411**	**198**	**308**	**348**	**270**	**270**	**270**	**270**	**270**	**270**	**270**	**270**	**270**	**270**	**270**
K	420	329	311	302	310	307	300	304	316	317	312	313	302	305	302
1	396	351	312	286	327	304	299	293	297	307	311	309	308	301	302
2	336	342	334	288	289	316	295	289	284	287	295	300	298	297	289
3	352	294	316	310	286	285	314	291	286	279	280	288	295	291	290
4	341	278	273	304	305	275	275	304	281	274	266	269	274	280	277
5	328	282	253	256	289	287	259	259	286	266	257	248	252	257	260
Total K-5	**2,173**	**1,876**	**1,799**	**1,746**	**1,806**	**1,774**	**1,742**	**1,740**	**1,750**	**1,730**	**1,721**	**1,727**	**1,729**	**1,731**	**1,720**
6	282	257	237	215	219	249	249	222	223	244	227	219	219	213	222
7	265	250	246	219	210	209	238	237	212	212	233	215	208	208	202
8	272	231	239	236	220	208	206	233	233	210	210	226	210	204	203
Total 6-8	**819**	**738**	**722**	**670**	**649**	**666**	**693**	**692**	**668**	**666**	**670**	**660**	**637**	**625**	**627**
9	315	298	310	300	258	267	249	250	280	278	251	250	269	249	246
10	221	207	226	223	278	206	210	196	197	220	219	196	194	209	194
11	189	163	137	203	197	228	167	170	158	159	178	176	157	155	167
12	183	172	217	162	218	206	235	175	178	166	168	185	183	164	162
14	1	1	2	3	1	1	1	1	1	1	1	1	1	1	1
20	8	1	1	1	5	5	5	5	5	5	5	5	5	5	5
Total 9-20	**917**	**842**	**893**	**892**	**957**	**913**	**867**	**797**	**819**	**829**	**822**	**813**	**809**	**783**	**775**
Total PK-20	**4,320**	**3,654**	**3,722**	**3,656**	**3,682**	**3,623**	**3,572**	**3,499**	**3,507**	**3,495**	**3,483**	**3,470**	**3,445**	**3,409**	**3,392**

EXISTING FACILITIES

The district school facilities are currently composed of eight buildings – 1 preschool center, 5 (kindergarten through 5th grade) elementaries, 1 middles school, and 1 high school. Those buildings are itemized below.

BUILDING	ASSESSMENT SCORE	GRADES	CIRCA	ACRES	AREA (SF)	4/11/2024 ENROLLMENT	2033/2034 PROJECTED ENROLLMENT
Holmes High School	68%	9-12	1916	22	258,961	865	691
Holmes Middle School	69%	6-8	1927	22	102,963	598	587
6th District	73%	K-5	1907	3.4	80,914	462	458
9th District	77%	K-5	1957	6.8	63,935	306	232
John G. Carlisle	81%	K-5	1994	5.3	58,940	327	327
Latonia	68%	K-5	1973	5.4	62,819	261	242
Glenn O. Swing	85%	K-5	1969	7.1	45,175	402	418
James E. Biggs	72%	Pre-K	1900	1	20,288	145 (per half day)	135 (per half day)

The primary insight from this information is that, according to the projections, the district will be operating at 68% of its capacity in the 2033/34 school year. It became the task of the Community Advisory Team to develop solutions to address the surplus capacity in the district.

In addition to understanding the quantitative aspects of the buildings, it was necessary to understand the qualitative nature of the buildings - in other words, how good is a particular building at being a school. This rating is referred to as the "Assessment Score". The schools were assessed on a number of criteria including site function and safety, building function and safety, the overall environment for education, and educational support functions.

Assessment Scores range from 68% to 85%. Latonia Elementary is the lowest scoring elementary primarily due to its open floor plan (no classroom partitions) and lack of exterior views and daylighting.


Holmes High School

Holmes Middle School


6th District Elementary School


9th District Elementary School


John G. Carlisle Elementary School


Latonia Elementary School


Glenn O. Swing Elementary School


James E. Biggs Early Childhood Education Center

BUILDING CAPACITY STUDY

A primary key to the planning process is understanding the instructional capacities of the district's school buildings. There are varied methods for calculating the capacity of a school building. At its most basic level, capacity is a function of the area (square feet) per child. But keep in mind that capacity is also driven by local impacts and the breadth of courses any given district is able to offer.

For instance, many instructional spaces (classrooms) across the district have been repurposed to provide supplemental student services such as English language or counseling interventions. Additionally, the district has created Community and Family resource spaces at each campus. While providing much needed supports, these spaces eat into the overall capacity of any particular building. These spaces were not counted as instructional space in SHP's capacity calculations, as they are likely to be needed in the near future. Also, the elementary capacities include restoring specific art, music, and STEM classes at each K-5 building.

BUILDING	AREA (SF)	4/11/2024 ENROLLMENT	2033/2034 PROJECTED ENROLLMENT	CAPACITY PER KDE	SHP CALCULATED CAPACITY	SF/STUDENT @ CAPACITY
Holmes High School	258,961	865	691	905	986	263
Holmes Middle School	102,963	598	587	929	849	121
6th District	80,914	462	458	546	523	155
9th District	63,935	306	232	475	391	164
John G. Carlisle	58,940	327	327	550	329	179
Latonia	62,819	261	242	463	491	128
Glenn O. Swing	45,175	402	418	500	356	127
James E. Biggs	20,288	145 (per half day)	135 (per half day)	200	154	132
TOTAL (INCLUDING SINGLE SESSION OR HALF DAY PK LOAD)		3,366	3,090	200	4,079	

Generally speaking, the district's schools are not operating at capacity. While most spaces are in some state of use, many former classrooms are underutilized.

The district has an instructional a capacity of 4,079 students. At the time of this report, the district has an enrollment of 3,366 students – 82.5% of total capacity. The projected enrollment for 2033/34 school year is 3,090 students – a decline of 276 students. Putting them at 75.8% of capacity. See the attached Building Capacity Study for more information.[2]

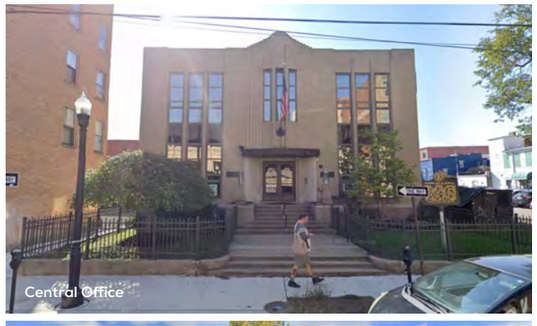
While this surplus capacity can does afford a degree of flexibility to each campus, it also comes with increased operating and maintenance costs. Right-sizing the district facilities to better align with demand will likely permit the district to operate in a much more efficient and cost-effective manner.

CIPS SUPPORT FACILITY STUDY

SUPPORT FUNCTION	ADDRESS	CIRCA*	ACRES*	AREA (SF)*
Central Office	25 E. 7th	1949	0.4	9,000
Instructional Support	212 Levassor	1950s	0.5	6,000
Adult High School	212 Levassor	1950s	0.5	4,000
Maintenance	401 W. Southern Ave	1969	0.2	4,000
Transportation	3306 Eugenia	1927	1	8,000
Storage	3618 Caroline	1946	0.2	2,000
Pike Street / Cov Partners / T1	257 W. Pike St.	1940d	0.7	6,000
TOTAL			3.5	39,000

* Indicates information estimated from county records or historic district knowledge.

In addition to the 8 school buildings, the district maintains 7 additional locations that house various support functions. The maintenance and transportation buildings have enjoyed recent purpose-built improvements. While most of the remaining facilities have served multiple purposes in the life of the district.


Central Office


Maintenance


Adult High School + Instructional Support


Storage

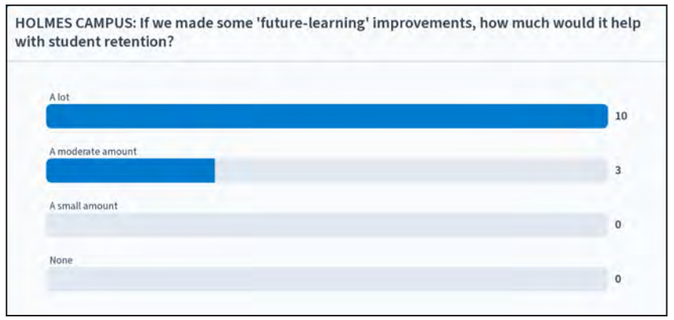
ADDING DETAIL + FOCUS

INVESTING IN THE HOLMES CAMPUS

The CAT came to consensus around improvements at the Holmes Campus. Enrollment trends indicate that as students move from fifth grade in the elementaries to sixth grade at Holmes Middle School, many opt to leave the district for nearby parochial options. Anecdotally, families indicate concerns around safety on the campus as well as limited enrichment opportunities as reasons to enroll their students elsewhere.

In light of the available and/or underutilized space throughout the campus, the CAT expressed interest in targeted improvements across the campus that would provide improved learning environments in support the skills outlined in the district's Portrait of a Learner.

The team was also intrigued by the EDHUB at Eminence Independent Schools in Henry County, Kentucky. This project in a small rural community, breathed new life into a struggling district. The project features an innovation center that supports and supplements the learning experience of students of all grade levels. The CAT was of the general opinion that, if it could be funded, an Innovation Hub of this nature would bolster community perceptions of the Holmes Campus while augmenting elementary learning opportunities.



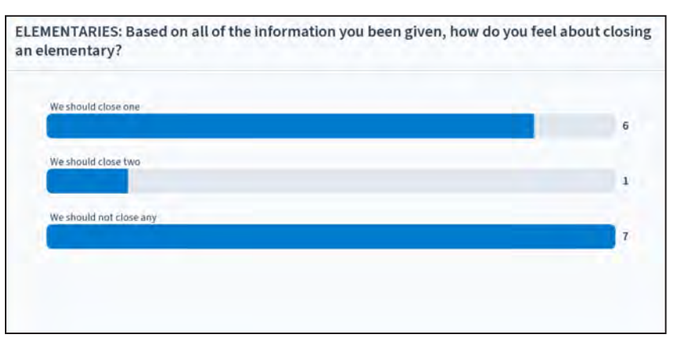
4 out of 5 CAT discussion groups felt an Innovation Hub would be appropriate. 10 of 13 individuals felt it would help with student retention.

FOUR OR FIVE ELEMENTARIES?

At this point, all of the remaining options featured four or five elementaries.

While the CAT was quick to acknowledge the operational and fiscal efficiency of closing an elementary, it wrestled with the realities of doing so. Many raised concerns about how closing a neighborhood school will impact the community. Also mentioned was the family stress created by having to travel further to get to your school.

From a purely planning perspective, there is merit to keeping John G. Carlisle (to the north) and Latonia (to the south) as they ensure coverage of the extreme ends of the district. Thereby leaving the three central elementaries up for consideration of closing. When pushed to consider which elementary to close, three out of five CAT discussion subgroups leaned toward closing 9th District. At the same time more than half of the CAT members agreed that no elementaries should be closed.



3 out of 5 groups leaned toward closing 9th, while half of individuals said we should not close elementaries.

ACCESS TO PRESCHOOL

The group also had lengthy conversation around the topic of preschool. Currently the Biggs Early Childhood Education Center serves roughly 300 children each Monday through Thursday in morning and afternoon sessions.

Several themes developed around the preschool topic. First was the benefit a five full day program would be to families. A Monday through Friday program seemed to better accommodate parent work schedules, as did a full day option. District preschool specialists indicated that full day programming did offer some marginal benefit when it came to classroom readiness. However, there is no increase in test score for students who graduated from a full-day preschool program. That led to a discussion of half-day preschool partnered with half-day childcare. This arrangement would likely require a public/private partnership to make it viable.

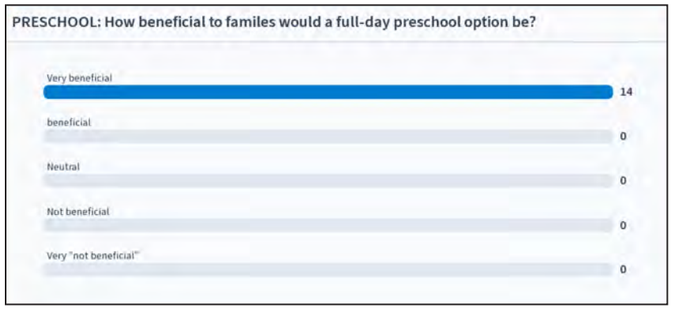
This led to the development and consideration of option 2 which maintained the five elementaries and filled surplus capacity with preschool programming. This particular option envisions creating two preschool classrooms in each of the elementaries, thereby duplicating or doubling the existing preschool space at Biggs.

The CAT pointed out a few benefits that they perceived:

- Moves preschool closer to children's homes minimizing transportation burden on families.
- Preschoolers would attend school with their siblings.
- Could strengthen the relationship between families and the district by starting earlier.
- Could potentially serve more preschoolers.

It should be noted that district leadership pointed out numerous and significant challenges to moving preschool out of a centralized center and into the neighborhood elementaries:

- How to administer a decentralized program – multiple directors? Traveling directors?
- The district is required to provide transportation to all special-needs preschool students (those with IEPs). Would likely require more buses, routes, drivers and assistants.
- Serving more preschoolers would require finding additional qualified staff in and already lean market.
- Buildings would require renovations to accommodate preschool classroom requirements.



5 out of 5 CAT discussion groups and all individuals said a full day option would be good for families. (Undecided as to full day instruction or 1/2 instruction + 1/2 childcare.)

SUPPORT FACILITIES

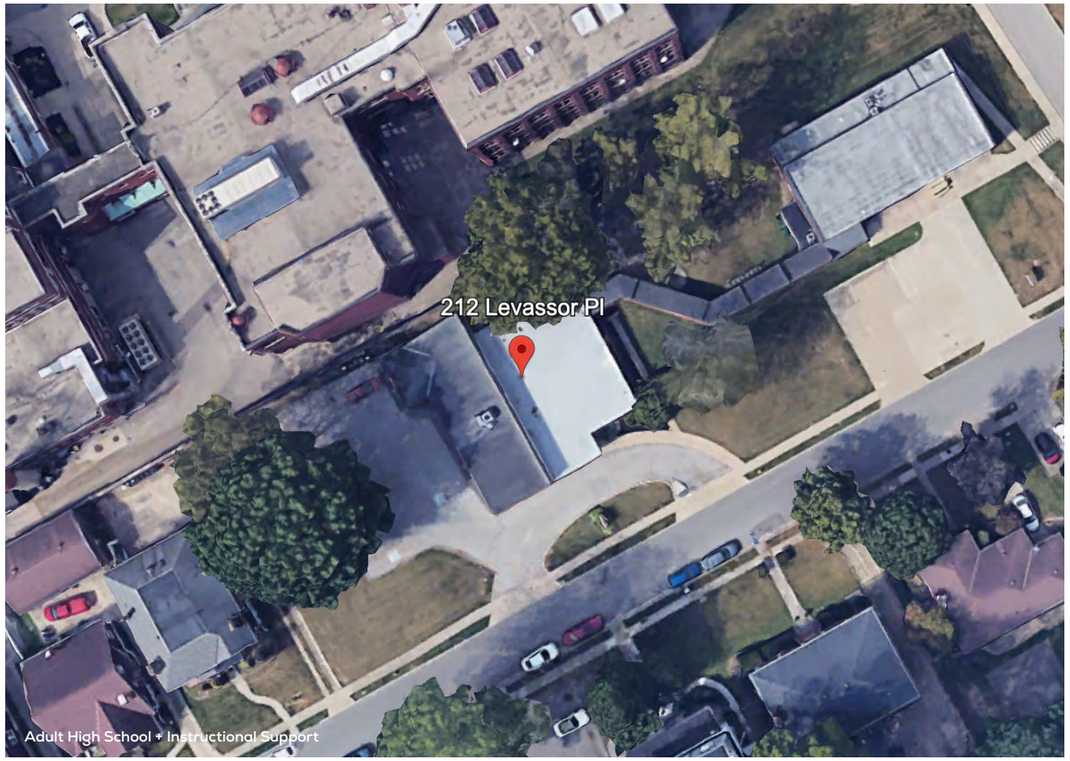
As detailed in the above Foundational Information section, the district maintains 7 different support buildings across the district. These buildings house the following functions:

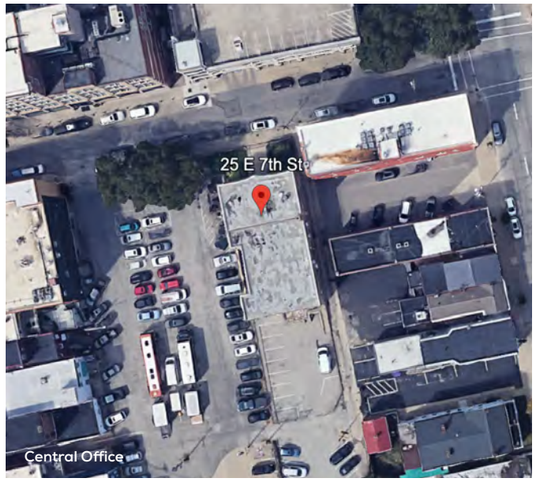
1. Central Office
2. Community and Family Engagement
3. Learning Supports
4. Adult High School
5. General Storage
6. Transportation
7. Maintenance

The closure of an elementary school or the preschool center. Could allow the district to consolidate these functions into the closed school building, thereby allowing the district to divest from the remaining properties. Options range from moving Central Office and Community and Family Partners into Biggs, to moving all but transportation and maintenance into the closed elementary. The transportation and maintenance buildings are less easily relocated and require more specialized facilities. Therefore, they are not likely to be relocated.

A note about the 257 Pike Street parcel: this is the current home of Community and Family Supports and contains the two adjoining buildings as well as the adjacent parking lot. This building is in front of John G. Carlisle Elementary. Due to the historic nature of the building, demolition will likely not be permitted. The district may want to consider replatting the parcel to join the parking lot portion with the elementary parcel.

There was general consensus among the CAT that support functions should be consolidated as much as practical. Doing so would likely create revenue from the sale of property and eliminate the cost of operating and maintaining these buildings.



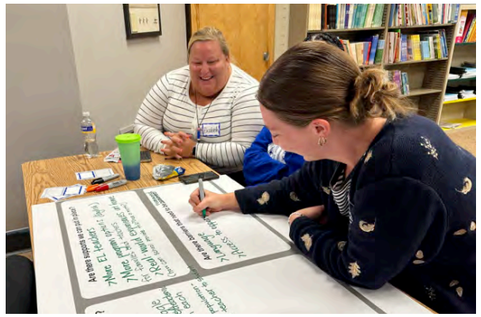


05 EDUCATIONAL VISIONING

The world is changing at an exponential rate. Therefore, what our students learn and how our students learn must evolve as well.

PURPOSE

The goal of this group was to understand the changes that are occurring in learning, and in turn chart a course for the future of learning environments in Covington. The district created a staff group and a student group, each of which met twice. Staff sessions occurred on October 8 and November 4. The Student group was composed of 6th through 12th grade students and met on October 10 and November 7.



STAFF EDUCATIONAL VISIONING TEAM

- Kim Frank
- Joey sholler
- Apryl Frazier
- Mario White
- Lisa Frazier
- Scott Alter
- Patty Arnold
- Donna Adams
- Sherry Lindberg
- Veronica Dixon
- Maurice Brown
- Deb Winkler
- Chelsea Fischer
- Victoria Likert
- Jamie Mospens-Counts
- Christina Patterson
- David DJ Campbell
- Sharon Scott
- Shawna Davis
- Lauren Hardy
- Sue Propst
- Michael Roberts
- Molly Russell
- Matt Reed
- Candace McFann
- Hayley Zeis
- Olivia Fields
- Rachel Blackwood
- Monique Taylor
- Liz Vrogindewey
- Kiersten Campbell
- Brittany Vancini
- Molly Stuntebeck
- Elizabeth Lenen
- Allyson Pruiett
- Lauren Noonan

STUDENT EDUCATIONAL VISIONING TEAM

- Carter Bell
- Elmer Perez
- Nathan Walker
- Mark McCuthen
- Riley Baker
- Fayth Griffin
- Anthony Engelmon
- Jayla Oden
- Nakila Scruggs
- Krystal Dnnaway
- Edith Spisak
- Kyleigh Cooper
- Simone Scott
- Jawan Custis
- Saider Guiterrez
- Charles Kennedy
- Skarleth Toj Chingo
- Parker Wassler
- Tanner Rowe
- Estefany Aguilar
- Ramirez
- Lunden Scott
- Landon Crowder
- Iyanna Moore
- Jaleel Pitts
- Journei Thompson
- Jazzlyn Emerson
- Alana Home
- Sarai McDonald
- Analiyah Frazier
- Cristybel Lopez
- Cortez
- Weslyn Bautista
- Crrington Scott
- Julia Starr
- Ainslee Heizer
- Ivan Smith

The district had already completed a Portrait of a Learner – a strategic exercise to articulate what skills and attributes Covington students need for the future. These skills and attributes are as follows:

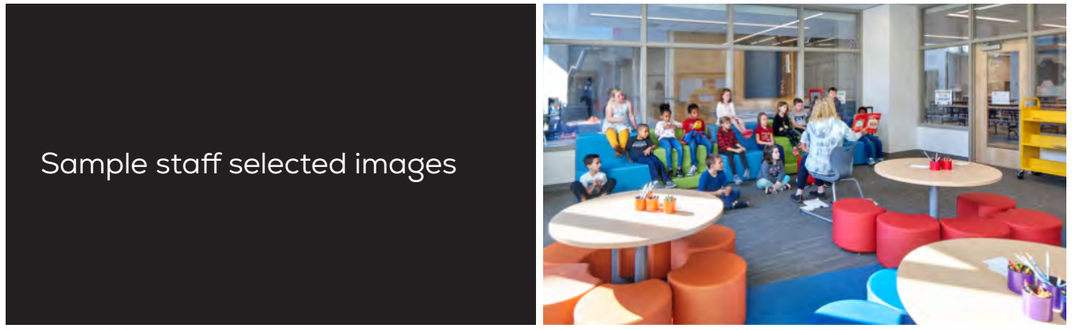
This "Portrait of a Learner" served as the starting point for the Educational Visioning process. The Staff Group was asked to consider what interactions, spaces, or equipment one might see in the schools if "we were intentional about teaching these 7 attributes". They highlighted the following:

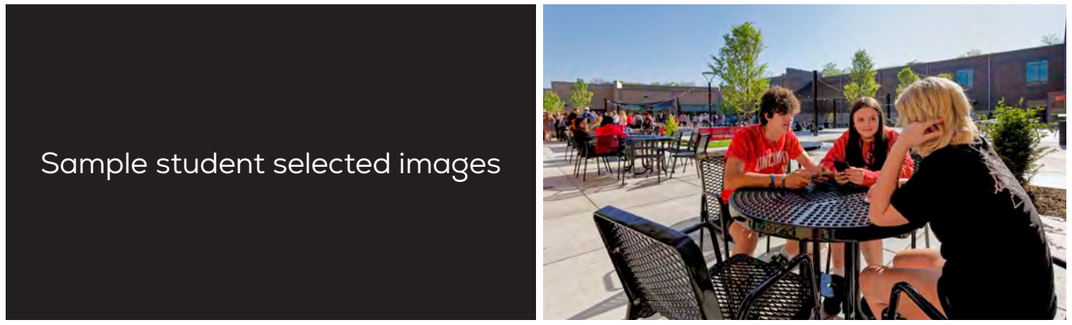
- "We would see a culture of learning through failure – both students and staff."
- "We would see collaborative, multi-use spaces in addition to traditional classroom settings."
- "We would see students being academically resilient – learning how to work through challenges and adversity to reach a successful end."
- "We would see students learning from each other."
- "We would see students mastering abstract concepts by applying and testing them in hands-on settings."
- "We would see students demonstrating content mastery by presenting their work to peers and community."
- "We would see nimble furnishings that supports varies instructional modalities."

Having defined and discussed the Portrait of a Learner attributes with the students, they were asked to consider where they learn these skills today. With those mental pictures in mind, they were asked how they might change school to teach these skills better. The students discussed:

- The importance of student-to-student mentoring
- Hands-on learning opportunities to encourage deeper learning
- Group work and collaboration, and spaces to do so
- And finally, student safety

Finally, both groups reviewed a series of 40 images of modern learning environments and asked to identify those that best support the instruction of the "Portrait of a Learner" attributes. The images selected by the teachers leaned toward more "classroomy" settings with equipment that fostered easier reconfiguration and student interaction. The images highlighted by the students tended to be spaces beyond classrooms that supported collaboration as well as a level of emotional comfort.

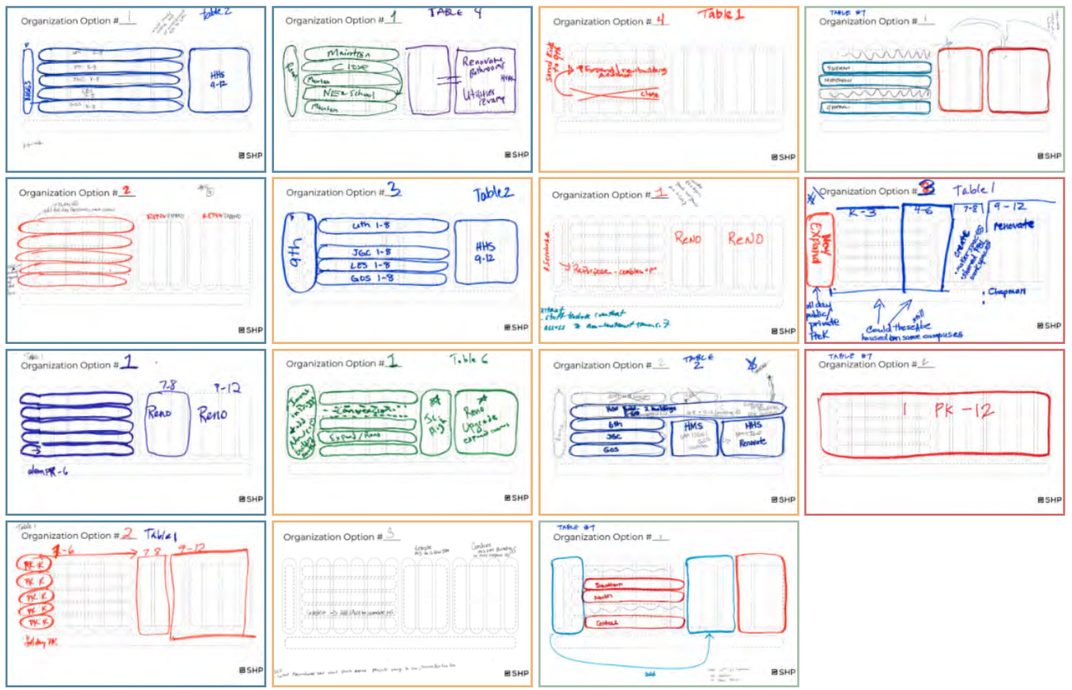




06 OPTION DEVELOPMENT

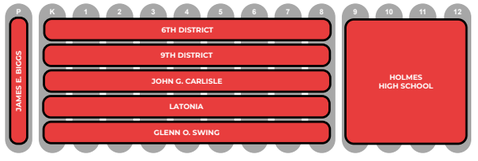
The Community Advisory Team (CAT) brainstormed 15 solutions (below) to address the anticipated surplus of educational space. These solutions ranged from maintaining the status quo to consolidating all of the schools into a single campus. The options fell into four categories primarily based upon the number of elementaries each proposed.

15 options that fell into 4 categories:	5 elementaries 4 elementaries 3 elementaries 0 outside the box

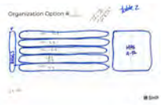


BRAINSTORM OPTIONS FROM CAT 2

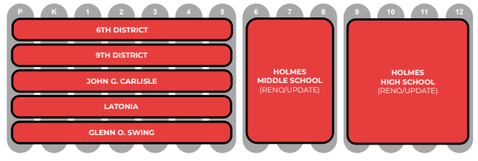
Option **5a**



Comments:
- Repurpose HMS

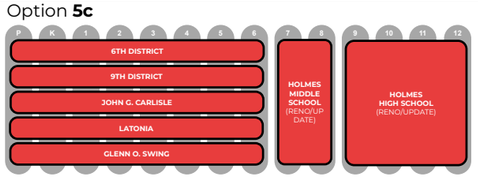


Option **5b**

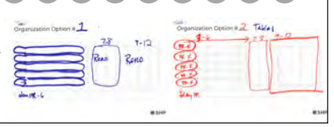


Comments:
- Repurpose James E. Biggs
- Full-day preschool @ elems

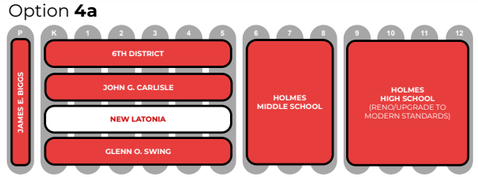
Option **5c**



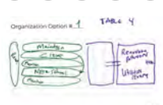
Comments:
- Repurpose James E. Biggs
- Full-day preschool @ elems



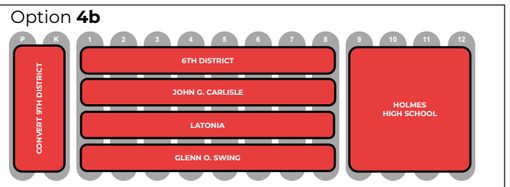
Option **4a**



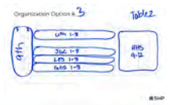
Comments:
- Repurpose 9th District
- Updates to HHS
- New k5 for 425 students = $25M*



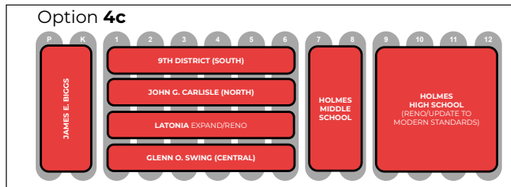
Option **4b**



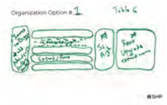
Comments:
- Repurpose:
  - James E. Biggs
  - HMS
- Reno 9th District to support pk



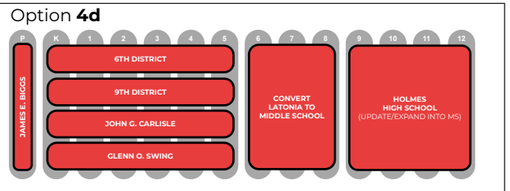
Option **4c**



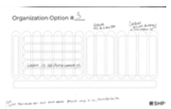
Comments:
- Repurpose 6th District
- Requires addition at James E. Biggs (tight site)
- Updates to HHS



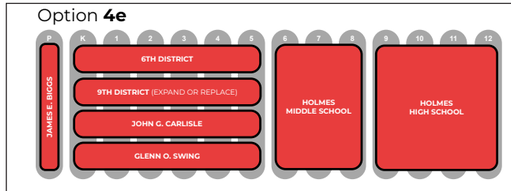
Option **4d**



Comments:
- Additions at Latonia for capacity and sports
- Updates to HS - significant excess space when combining HS & MS buildings to serve only HS

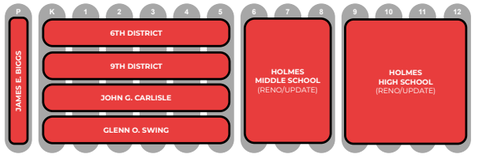


Option **4e**

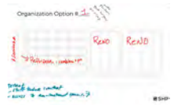


Comments:
- Repurpose Latonia
  - Move kids to 9th

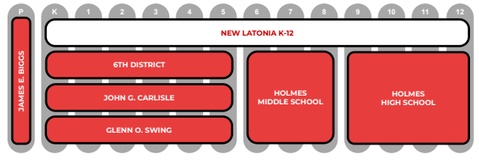
Option **4f**



Comments:
- Repurpose Latonia to District Services

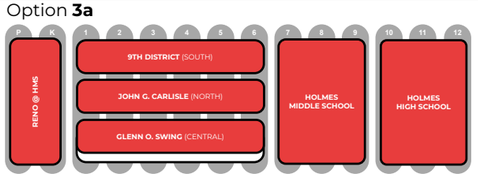


Option **4g**



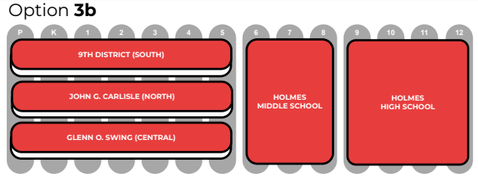
Comments:
- Repurpose 9th District
- K12 for 850 students = $50M*

Option **3a**

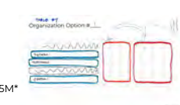


Comments:
- Repurpose:
  - James E. Biggs
  - 6th District
  - Latonia
- Move PreK and K to available space at HMS
- Requires +/-100 student addition at elem level = $5M*

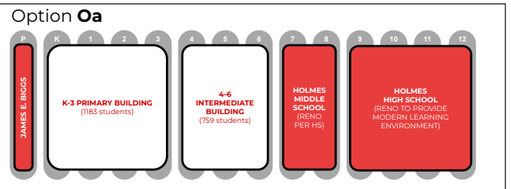
Option **3b**



Comments:
- Repurpose:
  - James E. Biggs
  - 6th District
  - Latonia
- Requires +/-300 student addition at elem level = $15M*



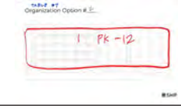
Option **Oa**



Comments:
- Repurpose all elems
- New K-3 for 1200 students = $70M*
- New 4-6 for 800 students = $45M*

Option **Ob**

Comments:
- Repurpose all buildings
- Viable location for >400,000sf school?
- P-12 for 3400 students = $180-210M*



These options were normalized and their preliminary costs estimated. See CAT Master Plan Option Development for depictions of all 15 proposals.[3] The group was then asked to identify the options they felt least appropriate for the community. They eliminated four options:

- Option 4d was eliminated because it proposed moving the middle school to the Latonia Elementary. This would leave a tremendous surplus of space at the Holmes campus.
- Option 4g which proposed a new k-12 that only served the Latonia are was eliminated because it would likely segregate that region from the rest of the Covington community.
- Option Oa was eliminated in response to proposing a new k-3 primary campus and new 4-6 intermediate campus. In addition to the significant expense of new campuses, this option created even more surplus area at the Holmes campus.
- Finally, option Ob which rebuilt and consolidated the entire district into a single building was taken from the running because of the significant cost and the fact that a sufficient piece of real estate does not exist in the district.

Upon further evaluation, options 3a and 3b were eliminated because both required the addition of elementary space while demolishing two of the district's elementary schools.

07 OBSERVATIONS + CONCLUSIONS

From a quantitative perspective, the district is faced with declining enrollment, aging and underutilized facilities, and decreasing funding. While at the same time it struggles with more subjective issues such as the role of neighborhood elementary schools and the perceived benefits of more accessible preschool and daycare offerings.

QUANTITATIVE CHALLENGES

Declining Enrollment: The district has experienced a steady decrease in student population over recent years, creating a ripple effect throughout the system. This decline may be attributed to changing demographics, including lower birth rates, families moving to suburban areas, and increased competition from private schools. Each empty seat represents lost per-pupil funding and contributes to inefficient resource allocation.

Aging Infrastructure: Many school buildings within the district were constructed during population booms and now require significant maintenance and upgrades. These facilities often lack modern amenities, have outdated HVAC systems, insufficient technology infrastructure, and deferred maintenance issues. With buildings operating at partial capacity, the cost per student for facility maintenance increases dramatically.

Funding Challenges: The district faces a constrained financial outlook due to multiple factors: property tax limitations, reduced state appropriations based on enrollment formulas, and increased costs for special education services, transportation, and employee salaries and benefits. Federal funding has remained relatively flat while mandated services continue to expand, creating unfunded obligations.

SUBJECTIVE CONSIDERATIONS

Neighborhood Schools Identity: Despite under-enrollment, neighborhood elementary schools remain important cultural anchors and sources of community pride. Many families value the walkability and intimate nature of smaller schools where staff know every child by name. These schools often serve as gathering places for community events and foster a sense of belonging that extends beyond academic functions.

Early Childhood Education Access: The community is navigating increasing demands for comprehensive early childhood services. Research consistently demonstrates the academic and social benefits of quality preschool programs, particularly for disadvantaged populations. Families increasingly seek districts that offer seamless birth-to-kindergarten solutions, including affordable daycare, universal pre-K, and wrap-around services.

INTERSECTING CHALLENGES

These challenges create complex policy dilemmas that resist simple solutions. Consolidating schools could address financial inefficiencies but risks community backlash and potentially increases transportation costs and travel times. Expanding early childhood programs might attract and retain families but requires significant investment at a time of budget constraints.

The district must balance fiscal responsibility with educational quality and community values, leading to sustainable solutions that serve diverse constituent needs.

CONCLUSIONS

At the close of the Community Engagement effort the following four options seemed to offer potentially acceptable solutions to the district's challenges. All options maintained the historic Holmes Campus as the home of the middle school and high school, as well as proposing improvements to the campus that would serve to modernize learning environments and aid in the retention of students as they leave the elementaries.

They also recommend the consolidation of district support buildings and liquidation of the vacated facilities.

Additionally, all options were broken in three phases:

PHASE 1
To be completed immediately

Includes converting facilities to house consolidated functions, and furniture replacement in all classrooms district-wide.

PHASE 2
To be completed in 5 years

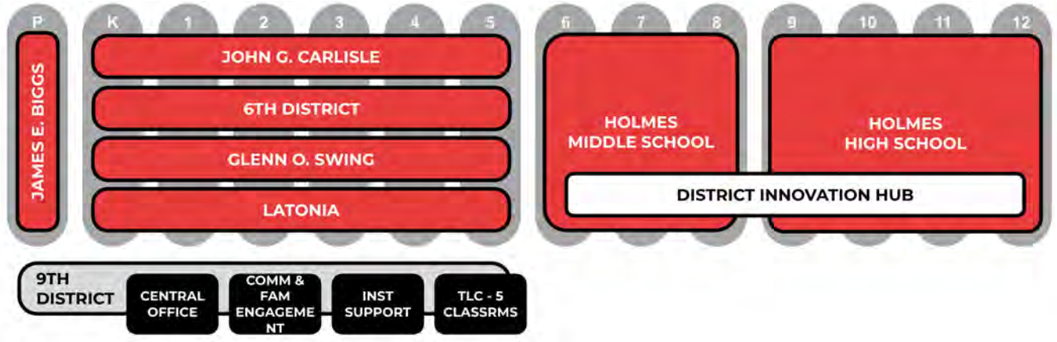
Includes the renovation or replacement of Latonia Elementary. Although being one of the newer buildings (built in 1973) it was the lowest scoring elementary for educational appropriateness.

PHASE 3
To be completed in 10 years

Construction of a 20,000 square foot Innovation Hub at the Holmes Campus.

Options 1A, 1B, and 1C all propose the closure of one elementary facility. Doing so would enable balancing enrollment across the elementaries and the redistricting of catchment areas.

OPTION **1A**



ELEMENTARIES

- Reduce to four elementaries by repurposing 9th District to house Central Office, Community & Family Engagement, Instructional Supports, and the Transitional Learning Center.
  - Proposes locating TLC functions on the lower level of the building and all other central office functions on the 2nd and 3rd floors.
  - Balance and redistrict four elementaries.

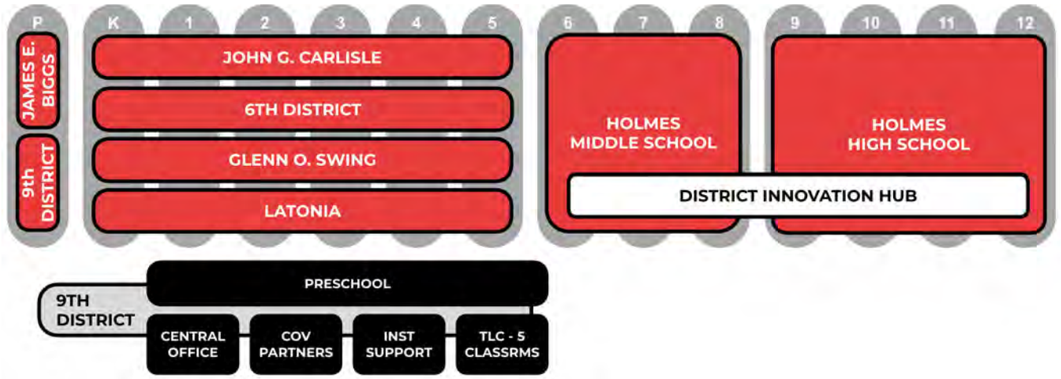
VACATED PARCELS

- Sell central office at 25 E. 7th
- Replat and sell former Community & Family Engagement building at 257 W. Pike St. (retain portion of parcel that has school parking)
- Sell storage building at 3618 Caroline

ESTIMATED FACILITY COSTS

	PHASE 1 2025 HARD & SOFT COST	PHASE 2 5 YEAR	PHASE 3 10 YEAR
TOTAL	$5,382,805	$27,881,264 TO $38,288,447	$16,288,946
ELEMENTARIES			
CLOSE 9TH DISTRICT			
BALANCE & REDISTRICT REMAINING	-		
FURN REPLACEMENT	$1,048,125		
RENOVATE LATONIA		$24,052,419	
REPLACE LATONIA		$34,459,602	
HOLMES MIDDLE SCHOOL			
FURNITURE REPLACEMENT	$258,280		
TARGETED FUTURE LEARNING IMPRI		$1,914,422	
HOLMES HIGH SCHOOL			
FURNITURE REPLACEMENT	$276,400		
TARGETED FUTURE LEARNING IMPRI		$1,914,422	
INNOVATION HUB BUILDING			$16,288,946
DISTRICT SERVICES			
CONVERT 9TH TO CENTRAL OFFICE	$3,800,000		
CENTRAL OFFICE			
COV PARTNERS			
INSTRUCTIONAL SUPPORT			
TLC (NON RESIDENTIAL)			

OPTION **1B**



ELEMENTARIES

- Reduce to four elementaries by repurposing 9th District into expanded preschool thereby doubling pk capacity. Doing so would either increase the capacity of half-day preschool students, or allow all of current preschoolers to have access to a full-day offering.
  - Balance and redistrict four elementaries.

REPURPOSES 9TH DISTRICT TO HOUSE CENTRAL OFFICE, COMMUNITY & FAMILY ENGAGEMENT, INSTRUCTIONAL SUPPORTS, AND THE TRANSITIONAL LEARNING CENTER.

- Proposes locating TLC and some of Community & Family Engagement functions on the lower level of the building and all other central office functions on the 3rd floor, and preschool on the second floor to facilitate egress at ground level. (This floor has ground level access.)

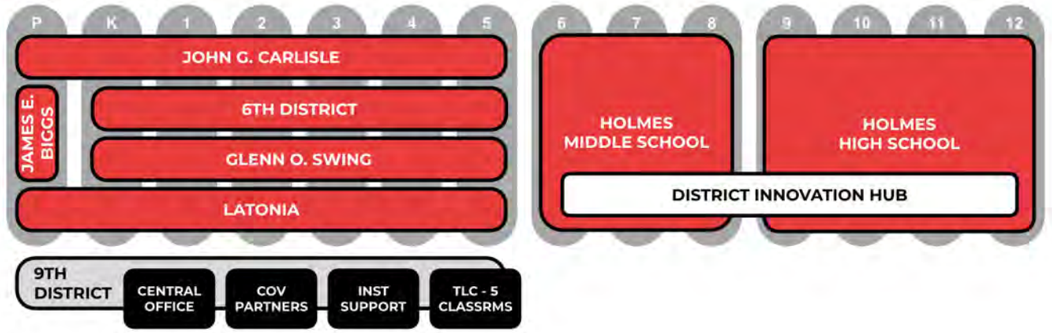
VACATED PARCELS

- Sell central office at 25 E. 7th
- Replat and sell former Community & Family Engagement building at 257 W. Pike St. (retain portion of parcel that has school parking)
- Sell storage building at 3618 Caroline

ESTIMATED FACILITY COSTS

		PHASE 1 2025 HARD & SOFT COST	PHASE 2 5 YEAR	PHASE 3 10 YEAR
TOTAL		$5,982,805	$27,881,264 TO $38,288,447	$16,288,946
ELEMENTARIES				
	CLOSE 9TH DISTRICT	-		
	BALANCE & REDISTRICT REMAINING	-		
	FURN REPLACEMENT	$1,048,125		
	RENOVATE LATONIA		$24,052,419	
	REPLACE LATONIA		$34,459,602	
HOLMES MIDDLE SCHOOL				
	FURNITURE REPLACEMENT	$258,280		
	TARGETED FUTURE LEARNING IMPRC		$1,914,422	
HOLMES HIGH SCHOOL				
	FURNITURE REPLACEMENT	$276,400		
	TARGETED FUTURE LEARNING IMPRC		$1,914,422	
	INNOVATION HUB BUILDING			$16,288,946
DISTRICT SERVICES				
	CONVERT 9TH TO CENTRAL OFFICE	$4,400,000		
	CENTRAL OFFICE			
	COV PARTNERS			
	INSTRUCTIONAL SUPPORT			
	TLC (NON RESIDENTIAL)			
	SECOND PRESCHOOL			

OPTION **1C**



ELEMENTARIES

- Reduce to four elementaries by repurposing 9th District to house Central Office, Community & Family Engagement, Instructional Supports, and the Transitional Learning Center.
  - Proposes locating TLC functions on the lower level of the building and all other central office functions on the 2nd and 3rd floors.
  - Balance and redistrict four elementaries.

REPURPOSES 9TH DISTRICT TO HOUSE CENTRAL OFFICE, COMMUNITY & FAMILY ENGAGEMENT, INSTRUCTIONAL SUPPORTS, AND THE TRANSITIONAL LEARNING CENTER.

- Proposes locating TLC functions on the lower level of the building and all other central office functions on the 2nd and 3rd floors.

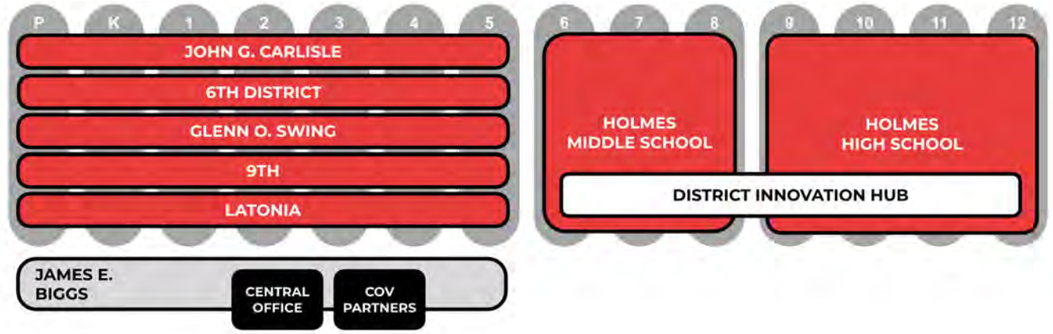
VACATED PARCELS

- Sell central office at 25 E. 7th
- Replat and sell former Community & Family Engagement building at 257 W. Pike St. (retain portion of parcel that has school parking)
- Sell storage building at 3618 Caroline

ESTIMATED FACILITY COSTS

		PHASE 1 2025 HARD & SOFT COST	PHASE 2 5 YEAR	PHASE 3 10 YEAR
TOTAL		$6,222,805	$27,881,264 TO $38,288,447	$16,288,946
ELEMENTARIES				
	CLOSE 9TH DISTRICT	-		
	BALANCE & REDISTRICT REMAINING	-		
	FURN REPLACEMENT	$1,048,125		
	RENOVATE LATONIA		$24,052,419	
	REPLACE LATONIA		$34,459,602	
HOLMES MIDDLE SCHOOL				
	FURNITURE REPLACEMENT	$258,280		
	TARGETED FUTURE LEARNING IMPRC		$1,914,422	
HOLMES HIGH SCHOOL				
	FURNITURE REPLACEMENT	$276,400		
	TARGETED FUTURE LEARNING IMPRC		$1,914,422	
	INNOVATION HUB BUILDING			$16,288,946
DISTRICT SERVICES				
	CONVERT 9TH TO CENTRAL OFFICE	$4,640,000		
	CENTRAL OFFICE			
	COV PARTNERS			
	INSTRUCTIONAL SUPPORT			
	TLC (NON RESIDENTIAL)			
	TWO ADD'L PRESCHOOLS			

OPTION **2**



ELEMENTARIES

- Keep five elementaries
- Provide space for 3 specials at each building
- Create two preschool classrooms in each elementary
  - This would provide two morning and two afternoon classes in each elementary.
  - Could offer hybrid option of part half-day and part full-day.
  - Could create four full-day classes if choosing to provide one special class instead of three.

REPURPOSES BIGGS TO HOUSE CENTRAL OFFICE AND COMMUNITY & FAMILY ENGAGEMENT.

- Learning Supports and TLC functions would remain as they are.

VACATED PARCELS

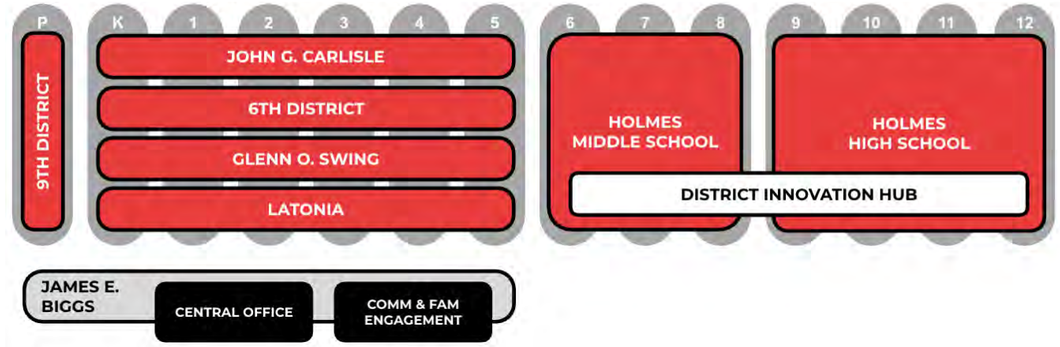
- Sell central office at 25 E. 7th
- Replat and sell former Community & Family Engagement building at 257 W. Pike St. (retain portion of parcel that has school parking)
- Sell storage building at 3618 Caroline

ESTIMATED FACILITY COSTS

	PHASE 1 2025 HARD & SOFT COST	PHASE 2 5 YEAR	PHASE 3 10 YEAR
TOTAL	$6,232,805	$27,881,264 TO $38,288,447	$16,288,946
ELEMENTARIES			
MOVE PRESCHOOL INTO ELEMS	$1,500,000		
FURN REPLACEMENT	$1,048,125		
RENOVATE LATONIA		$24,052,419	
REPLACE LATONIA		$34,459,602	
HOLMES MIDDLE SCHOOL			
FURNITURE REPLACEMENT	$258,280		
TARGETED FUTURE LEARNING IMPR		$1,914,422	
HOLMES HIGH SCHOOL			
FURNITURE REPLACEMENT	$276,400		
TARGETED FUTURE LEARNING IMPR		$1,914,422	
INNOVATION HUB BUILDING			$16,288,946
DISTRICT SERVICES			
CONVERT BIGGS TO CENTRAL OFFICE	$3,150,000		
CENTRAL OFFICE			
COV PARTNERS			

THE FOLLOWING OPTIONS GREW OUT OF THE BOARD RETREAT THAT WAS HELD ON FEBRUARY 8, 2025:

OPTION **D** (developed after 2/08)



ELEMENTARIES

- Reduce to four elementaries by repurposing 9th District to house all preschool functions. Community & Family Engagement, Instructional Supports, and the Transitional Learning Center.
  - Balance and redistrict four elementaries.

REPURPOSES BIGGS TO HOUSE CENTRAL OFFICE AND COMMUNITY & FAMILY ENGAGEMENT.

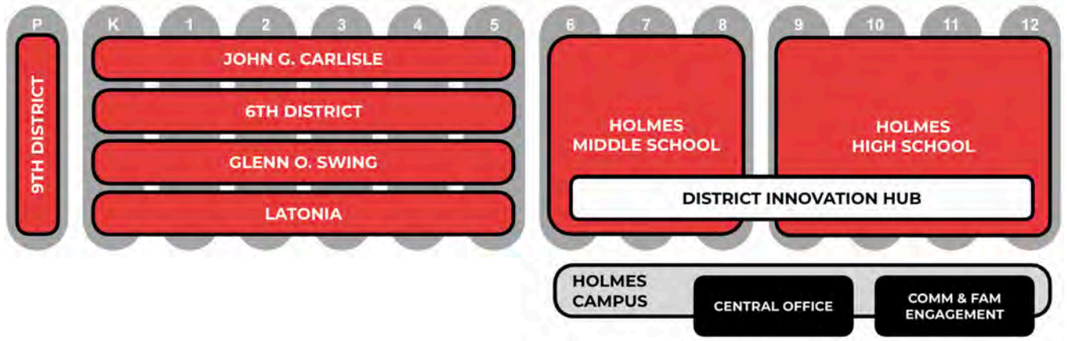
VACATED PARCELS

- Sell central office at 25 E. 7th
- Replat and sell former Community & Family Engagement building at 257 W. Pike St. (retain portion of parcel that has school parking)
- Sell storage building at 3618 Caroline

ESTIMATED FACILITY COSTS

	PHASE 1 2025 HARD & SOFT COST	PHASE 2 5 YEAR	PHASE 3 10 YEAR
TOTAL	$6,232,805	$27,881,264 TO $38,288,447	$16,288,946
ELEMENTARIES			
CONVERT 9TH DISTRICT TO PRESCHO	$1,500,000		
BALANCE & REDISTRICT REMAINING	-		
FURN REPLACEMENT	$1,048,125		
RENOVATE LATONIA		$24,052,419	
REPLACE LATONIA		$34,459,602	
HOLMES MIDDLE SCHOOL			
FURNITURE REPLACEMENT	$258,280		
TARGETED FUTURE LEARNING IMPR		$1,914,422	
HOLMES HIGH SCHOOL			
FURNITURE REPLACEMENT	$276,400		
TARGETED FUTURE LEARNING IMPR		$1,914,422	
INNOVATION HUB BUILDING			$16,288,946
DISTRICT SERVICES			
CONVERT BIGGS TO CENTRAL OFFICE	$3,150,000		
CENTRAL OFFICE			
COV PARTNERS			

OPTION **1E** (developed after 2/08)



ELEMENTARIES

- Reduce to four elementaries by repurposing 9th District to house all preschool functions.
- Balance and redistrict remaining four elementaries.
- Consider renovating or replacing Latonia Elementary to better support educational function.
- Consider strategic enhancements to each of the other elementaries to enhance community engagement and support innovative learning opportunities.

RELOCATE CENTRAL OFFICE AND COMMUNITY & FAMILY ENGAGEMENT TO HOLMES CAMPUS

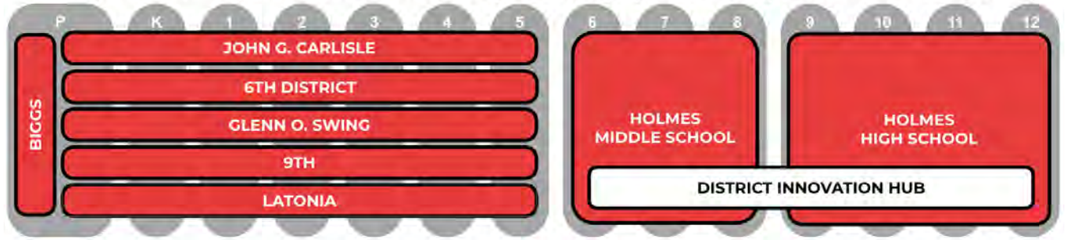
VACATED PARCELS

- Sell James E. Biggs
- Sell central office at 25 E. 7th
- Replat and sell former Community & Family Engagement building at 257 W. Pike St. (retain portion of parcel that has school parking)
- Sell storage building at 3618 Caroline

ESTIMATED FACILITY COSTS

	PHASE 1 2025 HARD & SOFT COST	PHASE 2 5 YEAR	PHASE 3 10 YEAR
TOTAL	$6,232,805	$33,624,531 TO $44,031,714	$16,288,946
ELEMENTARIES			
CONVERT 9TH DISTRICT TO PRESCHC	$1,500,000		
BALANCE & REDISTRICT REMAINING	-		
FURN REPLACEMENT	$1,048,125		
RENOVATE LATONIA		$24,052,419	
REPLACE LATONIA		$34,459,602	
STRATEGIC IMPROVEMENTS AT JGC, 6TH & GOS		$5,743,267	
HOLMES MIDDLE SCHOOL			
FURNITURE REPLACEMENT	$258,280		
TARGETED FUTURE LEARNING IMPRC		$1,914,422	
HOLMES HIGH SCHOOL			
FURNITURE REPLACEMENT	$276,400		
TARGETED FUTURE LEARNING IMPRC		$1,914,422	
INNOVATION HUB BUILDING			$16,288,946
DISTRICT SERVICES			
RELOCATE CENTRAL OFFICE TO HOLI	$3,150,000		
CENTRAL OFFICE			
COV PARTNERS			

OPTION **3** (pk hub and spokes) (developed after 2/08)



ELEMENTARIES

- Keep five elementaries
- Provide space for 3 specials at each building
- Create two preschool classrooms in each elementary
  - This would provide two morning and two afternoon classes in each elementary.
  - Could offer hybrid option of part half-day and part full-day.
  - Could create four full-day classes if choosing to provide one special class instead of three.

BIGGS TO REMAIN AS PRESCHOOL HUB

- Serving more intense needs and appropriate typicals.
- And expand optional preschool offerings into the elementaries as described above.

CENTRAL OFFICE TO REMAIN

VACATED PARCELS

- Replat and sell former Community & Family Engagement building at 257 W. Pike St. (retain portion of parcel that has school parking)
- Sell storage building at 3618 Caroline

ESTIMATED FACILITY COSTS

	PHASE 1 2025 HARD & SOFT COST	PHASE 2 5 YEAR	PHASE 3 10 YEAR
TOTAL	$3,582,805	$27,881,264 TO $38,288,447	$16,288,946
5 ELEMENTARIES			
FURN REPLACEMENT	$1,048,125		
RENOVATE LATONIA		$24,052,419	
REPLACE LATONIA		$34,459,602	
INSERT 2 PK CLASSROOMS AT EACH	$2,000,000		
HOLMES MIDDLE SCHOOL			
FURNITURE REPLACEMENT	$258,280		
TARGETED FUTURE LEARNING IMPR		$1,914,422	
HOLMES HIGH SCHOOL			
FURNITURE REPLACEMENT	$276,400		
TARGETED FUTURE LEARNING IMPR		$1,914,422	
INNOVATION HUB BUILDING			$16,288,946
DISTRICT SERVICES			
NO CHANGE			

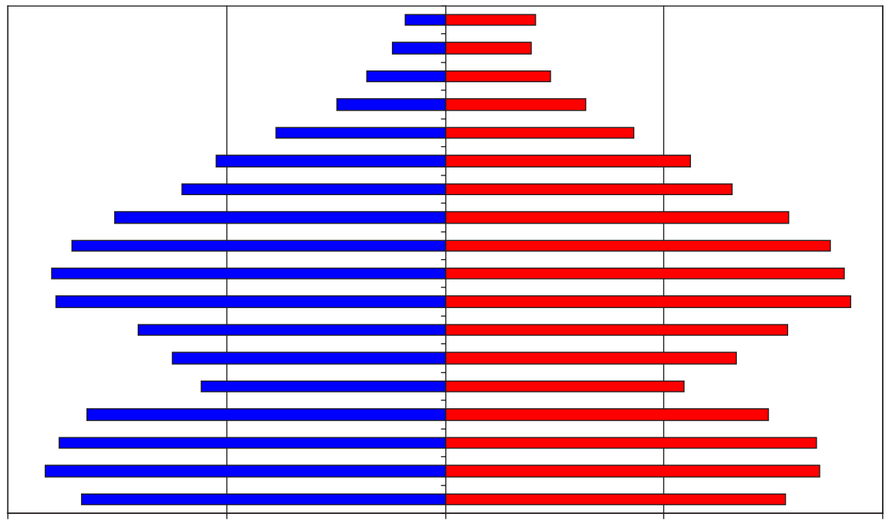
Included for reference is a copy of the Steering Team Recap of the February 8, 2025 Board work Session. See Appendix D[4].

08 APPENDICES

APPENDIX A
CROPPER GIS DEMOGRAPHIC STUDY REPORT, 2024

Covington Independent Public Schools, KY

Demographic Study Report 2024



Cropper GIS

Table of Contents

Executive Summary

1. The resident total fertility rate for Covington Independent Public Schools over the life of the forecasts is just below replacement level. (1.72 vs. the replacement level of 2.1)

2. Most in-migration to the district continues to occur in the 18-29-year-old age groups.

3. The local 0-17 and 30-54-year-old population continues to leave the district, moving out to other suburbs or out of state. Another migration outflow is in the 70+ age groups, as empty nesters move out and downsize.

4. The primary factors causing the district's enrollment to decrease over the next 10 years are families moving out of the district and falling birth rate among remaining population.

5. Changes in year-to-year enrollment over the next ten years will primarily be due to varying size of cohorts entering, moving through, and leaving the school system.

6. The elementary enrollment will continue decreasing through the first half of the forecast period, and then stabilize.

7. The median age of the district's population will increase from 35.9 in 2020 to 37.6 in 2035.

8. The pace, magnitude, and price of housing turnover, mortgage rates, and apartment rental will continue to be the dominant factor affecting the amount of population and enrollment change.

9. Total district enrollment is forecasted to decrease by 187 students, or -5.1%, between 2023-24 and 2028-29. Total enrollment is forecasted to then further decrease by 103 students, or -2.9%, from 2028-29 to 2033-34.

INTRODUCTION

By demographic principle, distinctions are made between projections and forecasts. A projection extrapolates the past (and present) into the future with little or no attempt to take into account any factors that may impact the extrapolation (e.g., changes in fertility rates, housing patterns or migration patterns) while a forecast results when a projection is modified by reasoning to take into account the aforementioned factors.

To maximize the use of this study as a planning tool, the ultimate goal is not simply to project the past into the future, but rather to assess various factors' impact on the future. The future population and enrollment change of each school district are influenced by a variety of factors. Not all factors will influence the entire school district at the same level. Some may affect different areas at dissimilar magnitudes and rates causing changes at varying points of time within the same district. The forecaster's judgment, based on a thorough and intimate study of the district, has been used to modify the demographic trends and factors to more accurately predict likely changes. Therefore, strictly speaking, this study is a forecast, not a projection; and the amount of modification of the demographic trends varies between different areas of the district as well as within the timeframe of the forecast.

To calculate population forecasts of any type, particularly for smaller populations such as a school district, realistic suppositions must be made as to what the future will bring in terms of age specific fertility rates and residents' demographic behavior at certain points of the life course. The demographic history of the school district and its interplay with the social and economic history of the area is the starting point and basis of most of these suppositions particularly on key factors such as the age structure of the area. The unique nature of each district's and attendance area's demographic composition and rate of change over time must be assessed and understood to be factors throughout the life of the forecast series. Moreover, no two populations, particularly at the school district and attendance area level, have exactly the same characteristics.

The manifest purpose of these forecasts is to ascertain the demographic factors that will ultimately influence the enrollment levels in the district's schools. There are of course, other non-demographic factors that affect enrollment levels over time. These factors include, but are not limited to transfer policies within the district; student transfers to and from neighboring districts; placement of "special programs" within school facilities that may serve students from outside the attendance area; state or federal mandates that dictate the movement of students from one facility to another (No Child Left Behind was an excellent example of this factor); the development of charter schools in the district; the prevalence of home schooling in the area; and the dynamics of local private schools.

Unless the district specifically requests the calculation of forecasts that reflect the effects of changes in these non-demographic factors, their influences are held constant for the life of the forecasts. Again, the main function of these forecasts is to determine what impact demographic changes will have on future enrollment. It is quite possible to calculate special "scenario" forecasts to measure the impact of school policy modifications as well as planned economic and financial changes. However, in this case the results of these population and enrollment forecast are meant to represent the most likely scenario for changes over the next 10 years in the district and its attendance areas.

The first part of the report will examine the assumptions made in calculating the population forecasts for the Covington Independent Public Schools. Since the results of the population forecasts drive the subsequent enrollment forecasts, the assumptions listed in this section are paramount to understanding the area's demographic dynamics. The remainder of the report is an explanation and analysis of the district's population forecasts and how they will shape the district's grade level enrollment forecasts.

DATA

The data used for the forecasts come from a variety of sources. The Covington Independent Public Schools provided enrollments by grade and attendance center for the school years 2018-19 through 2023-24. The net migration values were calculated using Internal Revenue Service migration reports for the years 2010 through 2020. The data used for the calculation of migration models came from the United States Bureau of the Census, 2010 to 2020, and the models were designed using demographic and economic factors. The base age-sex population counts used are from the results of the 2020 Census. The Census data was also used to estimate fertility and mortality rates for the district.

Recently the Census Bureau began releasing annual estimates of demographic variables at the block group and tract level from the American Community Survey (ACS). There has been wide scale reporting of these results in the national, state and local media. However, due to the methodological problems the Census Bureau is experiencing with their estimates derived from ACS data, particularly in areas with a population of less than 60,000, the results of the ACS are not used in these forecasts.

To develop the population forecast models, past migration patterns, current age specific fertility patterns, the magnitude and dynamics of the gross migration, the age specific mortality trends, the distribution of the population by age and sex, the rate and type of existing housing unit sales, and future housing unit construction are considered to be primary variables. In addition, the change in household size relative to the age structure of the forecast area was addressed. While there was a slight drop in the average household size in the Covington Independent Public Schools as well as most other areas of the state during the previous 20 years, the rate of this decline has been forecasted to slow over the next ten years.

ASSUMPTIONS

For these forecasts, the mortality probabilities are held constant at the levels calculated for the year 2020. While the number of deaths in an area are impacted by and will change given the proportion of the local population over age 65, in the absence of an extraordinary event such as a natural disaster or a breakthrough in the treatment of heart disease, death rates rarely move rapidly in any direction, particularly at the school district or attendance area level. Thus, significant changes are not foreseen in district's mortality rates between now and the year 2035. (At this point in time, there is insufficient data of the geographic and age level impacts of COVID-19 on mortality rates. We assume that most areas will return to their traditional mortality rate levels by 2022). Any increases forecasted in the number of deaths will be due primarily to the general aging of the district's population and specifically to the increase in the number of residents aged 65 and older.

Similarly, fertility rates are assumed to stay fairly constant for the life of the forecasts. Like mortality rates, age specific fertility rates rarely change quickly or dramatically, particularly in small areas. Even with the recently reported rise in the fertility rates of the United States, overall fertility rates have stayed within a 10% range for most of the last 40 years. In fact, the vast majority of year to year change in an area's number of births is due to changes in the number of women in child bearing ages (particularly ages 20-29) rather than any fluctuation in an area's fertility rate.

The resident total fertility rate (TFR), the average number of births a woman will have while living in the school district during her lifetime, is estimated to be 1.72 for the total district for the ten years of the population forecasts. A TFR of 2.1 births per woman is considered to be the theoretical "replacement level" of fertility necessary for a population to remain constant in the absence of in-migration. Therefore, in the absence of migration, fertility alone would be insufficient to maintain the current level of population and enrollment within the Covington Independent Public Schools over the course of the forecast period.

A close examination of data for the Covington Independent Public Schools has shown the age specific pattern of net migration will be nearly constant throughout the life of the forecasts. While the number of in- and out-migrants has changed in past years for the Covington Independent Public Schools (and will change again over the next 10 years), the basic age pattern of the migrants has stayed nearly the same over the last 30 years. Based on the analysis of data it is safe to assume this age specific migration trend will remain unchanged into the future. This pattern of migration shows most of the local out-migration occurring in the 0-17 and 30-54-year-old age group as families continue to leave the area. The second group of out-migrants are empty-nesters and retirees. Most of the local in-migration occurs in the 18-29-year-old age groups. The changes in migration magnitude and patterns that are not related to new construction, usually occur due changes in the household structure in turnover of existing homes.

As the municipalities encompassing Covington Independent Public Schools area is not currently contemplating any major expansions or contractions, the forecasts also assume that the current economic, political, social, and environmental factors, as well as the transportation and public works infrastructure (with a few notable exceptions) of the Covington Independent Public Schools and its attendance areas will remain the same through the year 2033. Below is a list of assumptions and issues that are specific to the Covington Independent Public Schools. These issues have been used to modify the population forecast models to more accurately predict the impact of these factors on each area's population change. Specifically, the forecasts for the Covington Independent Public Schools assume that throughout the study period:

a. The national, state or regional economy does not go into deep recession at any time during the 10 years of the forecasts; (Deep recession is defined as four consecutive quarters where the GDP contracts greater than 1% per quarter)
b. Interest rates have climbed from a historic low in 2020 and will not fluctuate more than one percentage point in the short term; the interest rate for a 30-year fixed home mortgage stays below 8.0%;
c. The rate of mortgage approval stays at 2015-2020 levels and lenders do not return to "sub-prime" mortgage practices;
d. There are no additional restrictions placed on home mortgage lenders or additional bankruptcies of major credit providers;
e. The rate of housing foreclosures does not exceed 125% of the 2015-2020 average of Kenton County for any year in the forecasts;
f. All currently planned, platted, approved, and permitted housing developments are built out and completed by 2035. All housing units constructed are occupied by 2033;
g. The unemployment rates for Kenton County and the Cincinnati Metropolitan Area will remain below 7.5% for the 10 years of the forecasts;
h. The intra district student transfer policy remains unchanged over the next 10 years;
i. The State of Kentucky does not change any of its current laws or policies regarding Charter Schools, Vouchers or inter district transfers;
j. No additional Charter schools open in Covington Independent Public Schools area over the next 10 years;
k. The rate of students transferring into and out of the Covington Independent Public Schools will remain at the 2018-19 to 2023-24 average;
l. The inflation rate for gasoline will stay below 5% per year for the 10 years of the forecasts;
m. There will be no building moratorium within the district;

n. Businesses within the Cincinnati Metropolitan Area and Covington Independent Public Schools area will remain viable;
o. The number of existing home sales in the district that are a result of "distress sales" (homes worth less than the current mortgage value) will not exceed 20% of total homes sales in the district for any given year;
p. Housing turnover rates (sale of existing homes in the district) will remain at their current levels. The majority of existing home sales are made by home owners over the age of 55;
q. Private school and home school attendance rates will remain constant;
r. The rate of foreclosures for commercial property remains at the 2015-2020 average for Kenton County;
s. The district will have at least an average of 650 single-family home sales per year for the next 10 years.

If a major employer in the district or in the Cincinnati Metropolitan Area closes, reduces or expands its operations, the population forecasts would need to be adjusted to reflect the changes brought about by the change in economic and employment conditions. The same holds true for any type of natural disaster, major change in the local infrastructure (e.g., highway construction, water and sewer expansion, changes in zoning regulations etc.), a further economic downturn, any additional weakness in the housing market or any instance or situation that causes rapid and dramatic population changes that could not be foreseen at the time the forecasts were calculated.

Finally, all demographic trends (i.e., births, deaths, and migration) are assumed to be linear in nature and annualized over the forecast period. For example, if 1,000 births are forecasted for a 5-year period, an equal number, or proportion of the births are assumed to occur every year, 200 per year. Actual year-to-year variations do and will occur, but overall year to year trends are expected to be constant.

METHODOLOGY

The population forecasts presented in this report are the result of using the Cohort-Component Method of population forecasting (Siegel, and Swanson, 2004: 561-601) (Smith et. al. 2004). As stated in the **INTRODUCTION**, the difference between a projection and a forecast is in the use of explicit judgment based upon the unique features of the area under study. Strictly speaking, a cohort projection refers to the future population that would result if a mathematical extrapolation of historical trends. Conversely, a cohort-component forecast refers to the future population that is expected because of a studied and purposeful selection of the components of change (i.e., births, deaths, and migration) and forecast models are developed to measure the impact of these changes in each specific geographic area.

Five sets of data are required to generate population and enrollment forecasts. These five data sets are:

1. a base-year population (here, the 2020 Census population for the Covington Independent Public Schools);
2. a set of age-specific fertility rates for the district to be used over the forecast period;
3. a set of age-specific survival (mortality) rates for the district;
4. a set of age-specific migration rates for the district; and;
5. the historical enrollment figures by grade.

The most significant and difficult aspect of producing enrollment forecasts is the generation of the population forecasts in which the school age population (and enrollment) is embedded. In turn, the most challenging aspect of generating the population forecasts is found in deriving the rates of change in fertility, mortality, and migration. From the standpoint of demographic analysis, the Covington Independent Public Schools is classified as a "small area" population (as compared to the population of Kentucky or to that of the United States). Small area population forecasts are more complicated to calculate because local variations in fertility, mortality, and migration may be more irregular than those at the regional, state or national scale. Especially challenging is the forecast of the migration rates for local areas, because changes in the area's socioeconomic characteristics can quickly change from past and current patterns (Peters and Larkin, 2002.)

The population forecasts for Covington Independent Public Schools were calculated using a cohort-component method with the populations divided into male and female groups by five-year age cohorts that range from 0-to-4 years of age to 85 years of age and older (85+). Age- and sex-specific fertility, mortality, and migration models were constructed to specifically reflect the unique demographic characteristics of each of the attendance areas in the Covington Independent Public Schools.

The enrollment forecasts were calculated using a modified average survivorship method. Average survivor rates (i.e., the proportion of students who progress from one grade level to the next given the average amount of net migration for that grade level) over the previous five years of year-to-year enrollment data were calculated for grades two through twelve. This procedure is used to identify specific grades where there are large numbers of students changing facilities for non-demographic factors, such as private school transfers or enrollment in special programs.

The survivorship rates were modified or adjusted to reflect the average rate of forecasted in and out-migration of 5-to-9, 10-to-14 and 15-to-17-year-old cohorts to each of the attendance centers in Covington Independent Public Schools for the period 2019 to 2023. These survivorship rates then were adjusted to reflect the forecasted changes in age-specific migration the district should experience over the next five years. These modified survivorship rates were used to project the enrollment of grades 2 through 12 for the period 2023 to 2028. The survivorship rates were adjusted again for the

period 2028 to 2033 to reflect the predicted changes in the amount of age-specific migration in the district for the period.

The forecasted enrollments for kindergarten and first grade are derived from the 5-to-9-year-old population of the age-sex population forecast at the elementary attendance center district level. This procedure allows the changes in the incoming grade sizes to be factors of forecasted population change and not an extrapolation of previous class sizes. Given the potentially large amount of variation in kindergarten enrollment due to parental choice, changes in the state's minimum age requirement, and differing district policies on allowing children to start kindergarten early, first grade enrollment is deemed to be a more accurate and reliable starting point for the forecasts. (McKibben, 1996) The level of the accuracy for both the population and enrollment forecasts at the school district level is estimated to be +2.0% for the life of the forecasts.

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McKibben, J.
The Impact of Policy Changes on Forecasting for School Districts. Population Research and Policy Review, Vol. 15, No. 5-6, December 1996

Peters, G. and R. Larkin
Population Geography. 7th Edition. Dubuque, IA: Kendall Hunt Publishing. 2002.

Siegel, J. and D. Swanson
The Methods and Materials of Demography: Second Edition, Academic Press: New York, New York. 2004.

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State and Local Population Projections, Academic Press, New York, New York. 2001.

Appendix A: Supplemental Tables

Table 1: Forecasted Elementary Area Population Change, 2020 to 2035

	2020	2025	*2020-2025 Change*	2030	*2025-2030 Change*	2035	*2030-2035 Change*	*2020-2035 Change*
Glenn O. Swing	5,650	5,570	*-1.4%*	5,520	*-0.9%*	5,490	*-0.5%*	*-2.8%*
John G. Carlisle	9,100	8,770	*-3.6%*	8,450	*-3.6%*	8,070	*-4.5%*	*-11.3%*
Latonia	5,780	5,610	*-2.9%*	5,740	*2.3%*	5,850	*1.9%*	*1.2%*
Ninth District	5,560	5,030	*-9.5%*	4,780	*-5.0%*	4,470	*-6.5%*	*-19.6%*
Sixth District	6,490	6,660	*2.6%*	6,810	*2.3%*	6,940	*1.9%*	*6.9%*
DISTRICT TOTAL	**32,580**	**31,640**	***-2.9%***	**31,300**	***-1.1%***	**30,820**	***-1.5%***	***-5.4%***

Table 2: Household Characteristics by Elementary Area, 2020 Census

	HH w/ Pop Under 18	% HH w/ Pop Under 18	Total Households	Household Population	Persons Per Household
Glenn O. Swing	629	25.6%	2,452	5,643	2.30
John G. Carlisle	660	13.4%	4,936	9,094	1.81
Latonia	661	26.9%	2,459	5,781	2.26
Ninth District	661	28.2%	2,345	5,538	2.36
Sixth District	716	27.1%	2,642	6,495	2.37
DISTRICT TOTAL	**3,327**	**22.4%**	**14,834**	**32,551**	**2.15**

Table 3: Householder Characteristics by Elementary Area, 2020 Census

	Percentage of Householders aged 35-54	Percentage of Householders aged 65+	Percentage of Householders Who Own Homes
Glenn O. Swing	32.9%	23.0%	45.4%
John G. Carlisle	29.2%	20.9%	31.6%
Latonia	29.9%	22.6%	46.0%
Ninth District	32.9%	20.6%	47.3%
Sixth District	34.8%	19.0%	40.2%
DISTRICT TOTAL	**31.5%**	**21.2%**	**40.3%**

Table 4: Percentage of Households that are Single Person Households and Single Person Households that are over age 65 by Elementary Area, 2020 Census

	Percentage of Single Person Households	Percentage of Single Person Households and are 65+
Glenn O. Swing	38.5%	11.5%
John G. Carlisle	52.3%	13.5%
Latonia	41.2%	14.1%
Ninth District	35.1%	9.2%
Sixth District	39.1%	9.0%
DISTRICT TOTAL	**43.1%**	**11.8%**

Table 5: Elementary Enrollment (K-5), 2023, 2028, 2033

	2023	2028	2023-2028 Change	2033	2028-2033 Change	2023-2033 Change
Glenn O. Swing	400	398	-0.5%	418	5.0%	4.5%
John G. Carlisle	322	337	4.7%	327	-3.0%	1.6%
Latonia	264	224	-15.2%	242	8.0%	-8.3%
Ninth District	294	261	-11.2%	232	-11.1%	-21.1%
Sixth District	483	467	-3.3%	458	-1.9%	-5.2%
DISTRICT TOTAL	**1,763**	**1,687**	**-4.3%**	**1,677**	**-0.6%**	**-4.9%**

Table 6: Age Under One to Age Ten Population Counts, by Year of Age, by Elementary Area: 2020 Census

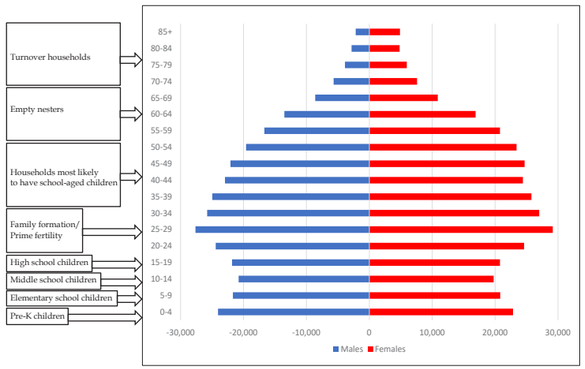
	Under 1 year	1 year	2 years	3 years	4 years	5 years	6 years	7 years	8 years	9 years	10 years
Glenn O. Swing	81	83	85	86	85	83	65	68	91	66	82
John G. Carlisle	82	74	72	72	86	68	73	71	62	74	67
Latonia	99	75	68	93	81	75	72	81	84	83	68
Ninth District	86	91	99	93	106	132	110	69	72	98	100
Sixth District	92	101	83	84	83	89	95	102	84	84	75
DISTRICT TOTAL	**441**	**424**	**407**	**428**	**440**	**446**	**415**	**391**	**393**	**406**	**392**

Appendix B: Population Pyramids

Population pyramids are an effective tool to graphically represent age-sex composition of a given geographical area. They are designed to provide a detailed picture of structure of a population, with age and sex group intervals represented as horizontal bars stacked on one another. Most commonly, the pyramids are represented in 5-year age intervals, with the oldest group being open ended (on top). Male population groups are presented on the left, and female groups are given on the right side of the graph. For the purpose of this report, pyramids are represented as absolute numbers, since these types of pyramids show differences in overall population numbers between age-sex groups and between different geographical areas. Since the size of population between different attendance zones, regions and the district as a whole varies significantly, the pyramids are represented at different scale groupings, varying from: very small (up to 400 per age-sex group); small; (up to 800 per age-sex group); medium-sized (up to 1,200 per age-sex group); large (up to 1,600 per age-sex group); and very-large (up to 2,000 per age-sex group). The scales for the regions as well as for the whole district are naturally larger and are adjusted accordingly.

The shapes of the pyramids, along with the magnitude of the scales, are powerful tool with which one can quickly gain insight into population dynamics of analyzed area. Various types of shapes offer demographers visual aids in determining possible underlying trends regarding not just the age-sex composition of the area, but also provide clues to population components of change (fertility, mortality, and migration). They might also provide insight into possible type of housing, workforce, education level and presence of group quarters (such as correctional institutions, colleges, senior care facilities, etc.) All these factors should be considered when analyzing population trends of a certain area and more importantly while trying to ascertain future trends that this area might experience.

With all of this in mind, one can consider a population pyramid as a demographic fingerprint of a certain area. Consider the pyramid below:

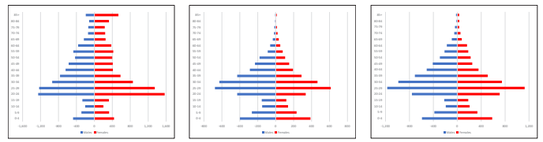


We can classify age groups into eight approximate categories (with an obvious note that 5-year age groups will not perfectly match school levels):

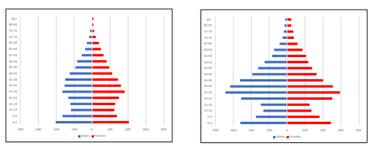
a) Ages 0-4 - Pre-K children;
b) Ages 5-9 - Elementary school children;
c) Ages 10-14 - Middle school children;
d) Ages: 15-19 - High school children;
e) Ages: 20-34 - Family formation/prime fertility;
f) Ages 35-54 - Households most likely to have school-aged children;
g) Ages 55-74 - Empty nesters; and
h) Ages 75 - Turnover households.

Using different kinds of typologies, we can classify elementary attendance zones into 7 different types, as follows:

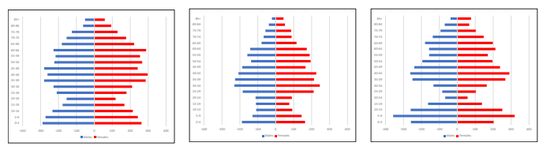
a) Multi-family - high SES (socioeconomic status): characterized by high proportion of population in their 20s and early 30s, most likely to be renting apartments. In addition, characterized by higher SES.



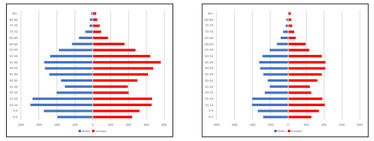
b) Multi-family – low SES: characterized by high proportion of population in their 20s and early 30s, most likely to be renting apartments. In addition, characterized by lower SES.



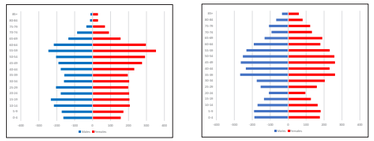
c) Young suburban: characterized by high proportions of population in their 30s and 40s, as well as young children (pre-K and elementary schoolers).



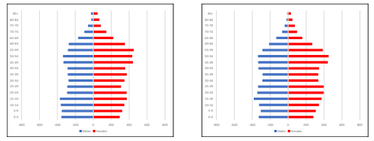
d) Old suburban: characterized by high proportions of population in their 40s and 50s, as well as older children (middle and high schoolers).



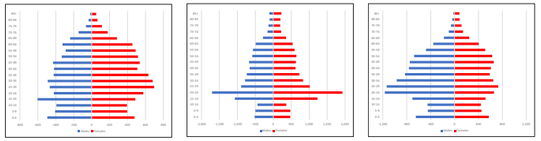
e) Turnover: characterized by population in 50s and 60s, empty nest households more likely to sell a house and downsize.



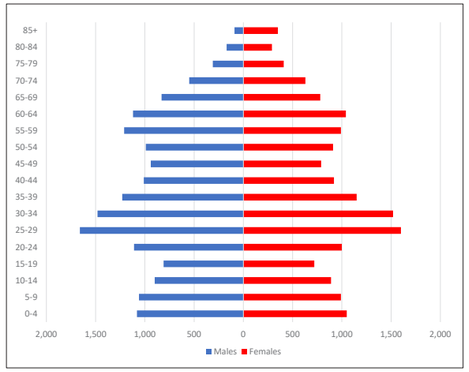
f) Mixed: characterized by mixed population of various ages and types of housing.



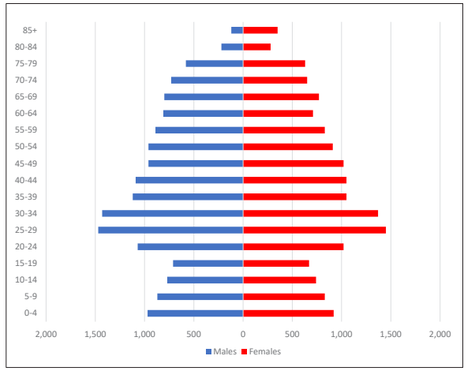
g) Group quarters: characterized by presence of one specific group of population that is living in either retirement homes, correctional facilities, army bases, student dorms, etc.



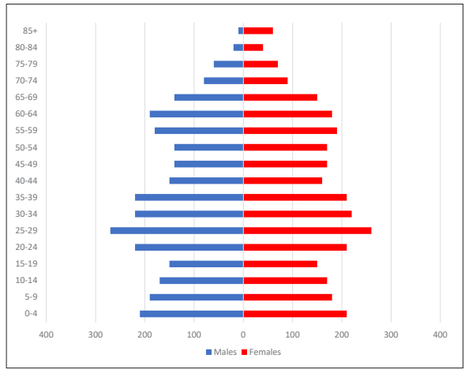
Covington Independent Public Schools Total Population – 2020 Census



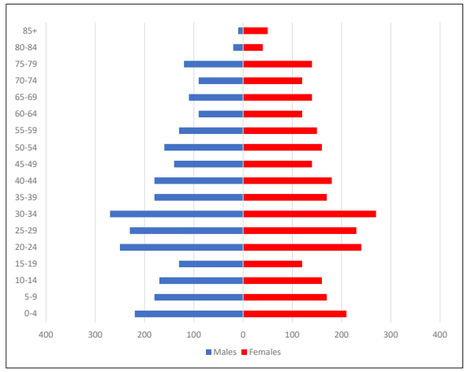
Covington Independent Public Schools Total Population – 2035 Forecast



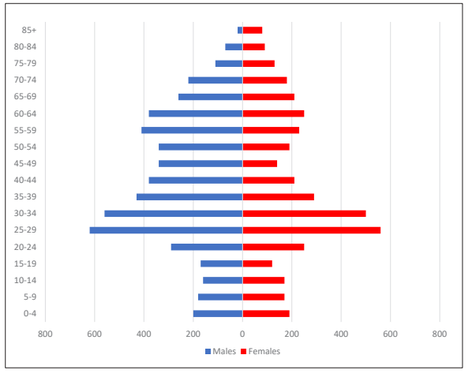
Glenn O. Swing Elementary Total Population – 2020 Census



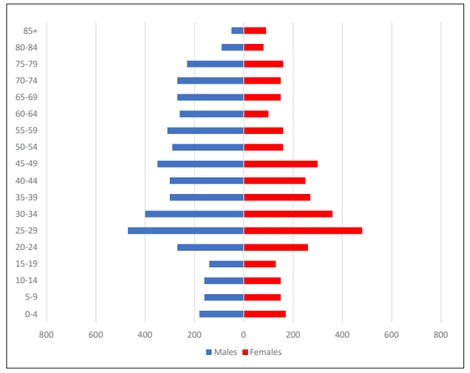
Glenn O. Swing Elementary Total Population – 2035 Forecast



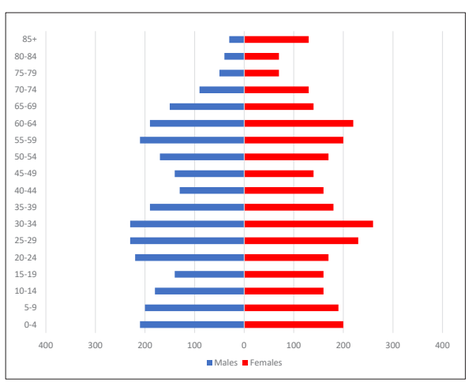
John G. Carlisle Elementary Total Population – 2020 Census



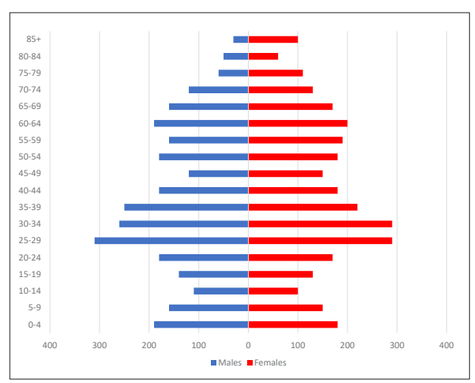
John G. Carlisle Elementary Total Population – 2035 Forecast



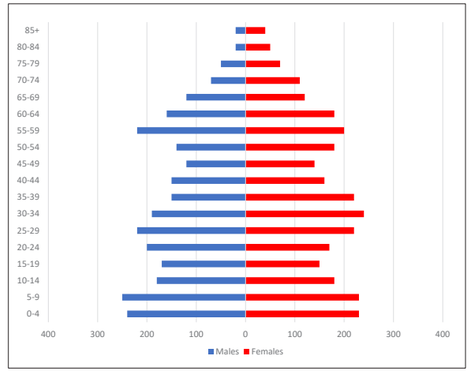
Latonia Elementary Total Population – 2020 Census



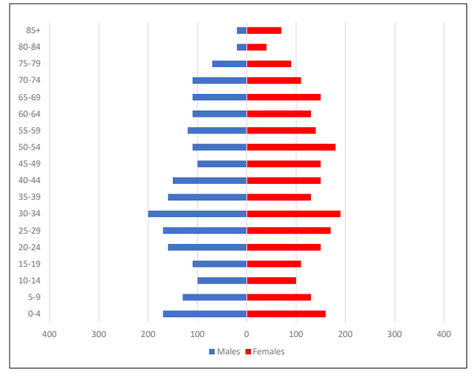
Latonia Elementary Total Population – 2035 Forecast



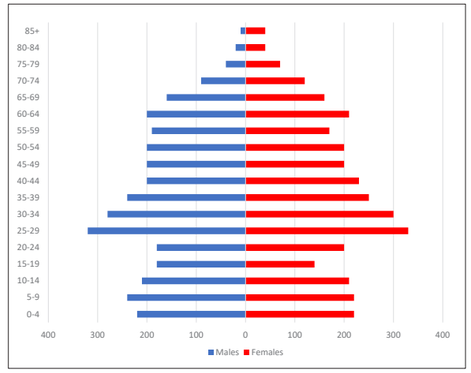
Ninth District Elementary Total Population – 2020 Census



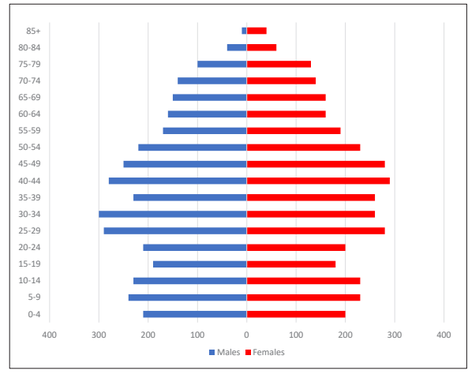
Ninth District Elementary Total Population – 2035 Forecast



Sixth District Elementary Total Population – 2020 Census



Sixth District Elementary Total Population – 2035 Forecast



Appendix C: Population Forecasts

Covington Independent Public Schools - 2024 Population Forecast

Total	2020	2025	2030	2035
0-4	2,130	1,940	1,930	1,890
5-9	2,050	1,830	1,760	1,700
10-14	1,790	1,650	1,580	1,510
15-19	1,530	1,540	1,440	1,380
20-24	2,110	2,260	2,220	2,090
25-29	3,260	2,870	2,990	2,920
30-34	3,000	2,930	2,690	2,800
35-39	2,380	2,300	2,370	2,170
40-44	1,930	2,080	2,070	2,140
45-49	1,730	1,760	2,000	1,980
50-54	1,900	1,680	1,650	1,870
55-59	2,200	1,990	1,730	1,720
60-64	2,160	1,910	1,750	1,520
65-69	1,610	1,940	1,760	1,570
70-74	1,180	1,180	1,490	1,380
75-79	720	920	950	1,210
80-84	460	400	500	500
85+	440	460	420	470
Total	32,580	31,640	31,300	30,820
Median Age	35.9	36.7	37.2	37.6

	2020 to 2025	2025 to 2030	2030 to 2035
Births	2,220	2,180	2,160
Deaths	1,420	1,420	1,480
Natural Increase	800	760	680
Net Migration	-1,740	-1,120	-1,080
Change	-940	-360	-400

Differences between period Totals may not equal Change due to rounding.

Glenn O. Swing Elementary - 2024 Population Forecast

Total	2020	2025	2030	2035
0-4	420	420	430	430
5-9	370	350	350	350
10-14	340	350	330	330
15-19	300	240	270	250
20-24	430	500	470	490
25-29	530	420	490	460
30-34	440	540	470	540
35-39	430	330	410	350
40-44	310	380	290	360
45-49	310	300	370	280
50-54	310	250	240	320
55-59	370	350	290	280
60-64	370	280	250	210
65-69	290	360	270	250
70-74	170	210	270	210
75-79	130	170	210	260
80-84	60	40	50	60
85+	70	80	60	60
Total	5,650	5,570	5,520	5,490
Median Age	34.9	34.7	34.5	34.0

	2020 to 2025	2025 to 2030	2030 to 2035
Births	400	400	410
Deaths	230	230	230
Natural Increase	170	170	180
Net Migration	-240	-230	-220
Change	-70	-60	-40

Differences between period Totals may not equal Change due to rounding.

John G. Carlisle Elementary – 2024 Population Forecast

Total	2020	2025	2030	2035
0-4	390	390	370	350
5-9	350	330	330	310
10-14	330	330	300	310
15-19	290	290	310	270
20-24	540	560	550	530
25-29	1,180	1,020	1,000	950
30-34	1,060	900	760	760
35-39	720	840	710	570
40-44	590	540	670	550
45-49	480	540	520	650
50-54	530	410	460	450
55-59	640	540	420	470
60-64	630	560	470	360
65-69	470	580	520	420
70-74	400	370	470	420
75-79	240	320	300	390
80-84	160	140	180	170
85+	100	110	110	140
Total	9,100	8,770	8,450	8,070
Median Age	37.8	38.4	39.3	39.9

	2020 to 2025	2025 to 2030	2030 to 2035
Births	420	400	370
Deaths	440	440	460
Natural Increase	-20	-40	-90
Net Migration	-300	-280	-260
Change	-320	-320	-350

Differences between period Totals may not equal Change due to rounding.

Latonia Elementary - 2024 Population Forecast

Total	2020	2025	2030	2035
0-4	410	310	360	370
5-9	390	290	270	310
10-14	340	270	250	210
15-19	300	370	280	270
20-24	390	390	430	350
25-29	460	550	560	600
30-34	490	460	540	550
35-39	370	310	380	470
40-44	290	340	290	360
45-49	280	230	310	270
50-54	340	400	300	360
55-59	410	400	420	350
60-64	410	400	390	390
65-69	290	330	350	330
70-74	220	180	240	250
75-79	120	130	130	170
80-84	110	100	110	110
85+	160	150	130	130
Total	5,780	5,610	5,740	5,850
Median Age	36.5	37.7	37.4	37.8

	2020 to 2025	2025 to 2030	2030 to 2035
Births	560	590	620
Deaths	300	280	290
Natural Increase	260	310	330
Net Migration	-450	-160	-170
Change	-190	150	160

Differences between period Totals may not equal Change due to rounding.

Ninth District Elementary - 2024 Population Forecast

Total	2020	2025	2030	2035
0-4	470	380	340	330
5-9	480	370	320	260
10-14	360	270	250	200
15-19	320	310	250	220
20-24	370	420	380	310
25-29	440	330	370	340
30-34	430	380	370	390
35-39	370	280	280	290
40-44	310	350	300	300
45-49	260	250	310	250
50-54	320	260	240	290
55-59	420	350	280	260
60-64	340	320	300	240
65-69	240	310	300	260
70-74	180	150	200	220
75-79	120	160	130	160
80-84	70	60	80	60
85+	60	80	80	90
Total	5,560	5,030	4,780	4,470
Median Age	34.0	36.0	37.0	38.2

	2020 to 2025	2025 to 2030	2030 to 2035
Births	380	340	320
Deaths	220	220	230
Natural Increase	160	120	90
Net Migration	-700	-400	-380
Change	-540	-280	-290

Differences between period Totals may not equal Change due to rounding.

Sixth District Elementary - 2024 Population Forecast

Total	2020	2025	2030	2035
0-4	440	440	430	410
5-9	460	490	490	470
10-14	420	430	450	460
15-19	320	330	330	370
20-24	380	390	390	410
25-29	650	550	570	570
30-34	580	650	550	560
35-39	490	540	590	490
40-44	430	470	520	570
45-49	400	440	490	530
50-54	400	360	410	450
55-59	360	350	320	360
60-64	410	350	340	320
65-69	320	360	320	310
70-74	210	270	310	280
75-79	110	140	180	230
80-84	60	60	80	100
85+	50	40	40	50
Total	6,490	6,660	6,810	6,940
Median Age	35.0	35.5	36.7	37.2

	2020 to 2025	2025 to 2030	2030 to 2035
Births	460	450	440
Deaths	230	250	270
Natural Increase	230	200	170
Net Migration	-50	-50	-50
Change	180	150	120

Differences between period Totals may not equal Change due to rounding.

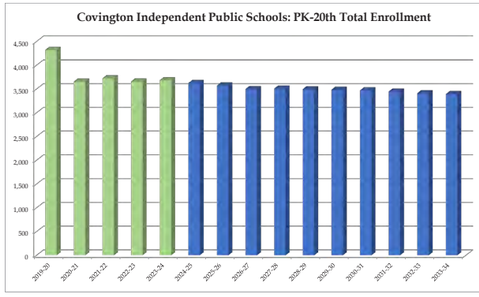
Appendix D: Enrollment Forecasts

Covington Independent Public Schools: District Total

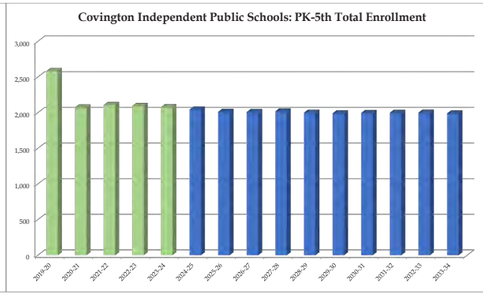
	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32	2032-33	2033-34
97	30	19	22	41	14	14	14	14	14	14	14	14	14	14	14
98	106	83	90	95	71	71	71	71	71	71	71	71	71	71	71
99	275	96	196	212	185	185	185	185	185	185	185	185	185	185	185
Total PK	**411**	**198**	**308**	**348**	**270**	**270**	**270**	**270**	**270**	**270**	**270**	**270**	**270**	**270**	**270**
K	420	329	311	302	310	307	300	304	316	317	312	313	302	305	302
1	396	351	312	286	327	304	299	293	297	307	311	309	308	301	302
2	336	342	334	288	289	316	295	289	284	287	295	300	298	297	289
3	352	294	316	310	286	285	314	291	286	279	280	288	295	291	290
4	341	278	273	304	305	275	275	304	281	274	266	269	274	280	277
5	328	282	253	256	289	287	259	259	286	266	257	248	252	257	260
Total K-5	**2,173**	**1,876**	**1,799**	**1,746**	**1,806**	**1,774**	**1,742**	**1,740**	**1,750**	**1,730**	**1,721**	**1,727**	**1,729**	**1,731**	**1,720**
6	282	257	237	215	219	249	249	222	223	244	227	219	219	213	222
7	265	250	246	219	210	209	238	237	212	212	233	215	208	208	202
8	272	231	239	236	220	208	206	233	233	210	210	226	210	204	203
Total 6-8	**819**	**738**	**722**	**670**	**649**	**666**	**693**	**692**	**668**	**666**	**670**	**660**	**637**	**625**	**627**
9	315	298	310	300	258	267	249	250	280	278	251	250	269	249	246
10	221	207	226	223	278	206	210	196	197	220	219	196	194	209	194
11	189	163	137	203	197	228	167	170	158	159	178	176	157	155	167
12	183	172	217	162	218	206	235	175	178	166	168	185	183	164	162
14	1	1	2	3	1	1	1	1	1	1	1	1	1	1	1
20	8	1	1	1	5	5	5	5	5	5	5	5	5	5	5
Total 9-20	**917**	**842**	**893**	**892**	**957**	**913**	**867**	**797**	**819**	**829**	**822**	**813**	**809**	**783**	**775**
Total PK-20	**4,320**	**3,654**	**3,722**	**3,656**	**3,682**	**3,623**	**3,572**	**3,499**	**3,507**	**3,495**	**3,483**	**3,470**	**3,445**	**3,409**	**3,392**
Total PK-20	**4,320**	**3,654**	**3,722**	**3,656**	**3,682**	**3,623**	**3,572**	**3,499**	**3,507**	**3,495**	**3,483**	**3,470**	**3,445**	**3,409**	**3,392**
Change		-666	68	-66	26	-59	-51	-73	8	-12	-12	-13	-25	-36	-17
% Change		-15.4%	1.9%	-1.8%	0.7%	-1.6%	-1.4%	-2.0%	0.2%	-0.3%	-0.3%	-0.4%	-0.7%	-1.0%	-0.5%
Total: PK-5	**2,584**	**2,074**	**2,107**	**2,094**	**2,076**	**2,044**	**2,012**	**2,010**	**2,020**	**2,000**	**1,991**	**1,997**	**1,999**	**2,001**	**1,990**
Change		-510	33	-13	-18	-32	-32	-2	10	-20	-9	6	2	2	-11
% Change		-19.7%	1.6%	-0.6%	-0.9%	-1.5%	-1.6%	-0.1%	0.5%	-1.0%	-0.5%	0.3%	0.1%	0.1%	-0.5%
Total: 6-8	**819**	**738**	**722**	**670**	**649**	**666**	**693**	**692**	**668**	**666**	**670**	**660**	**637**	**625**	**627**
Change		-81	-16	-52	-21	17	27	-1	-24	-2	4	-10	-23	-12	2
% Change		-9.9%	-2.2%	-7.2%	-3.1%	2.6%	4.1%	-0.1%	-3.5%	-0.3%	0.6%	-1.5%	-3.5%	-1.9%	0.3%
Total: 9-20	**917**	**842**	**893**	**892**	**957**	**913**	**867**	**797**	**819**	**829**	**822**	**813**	**809**	**783**	**775**
Change		-75	51	-1	65	-44	-46	-70	22	10	-7	-9	-4	-26	-8
% Change		-8.2%	6.1%	-0.1%	7.3%	-4.6%	-5.0%	-8.1%	2.8%	1.2%	-0.8%	-1.1%	-0.5%	-3.2%	-1.0%

Forecasts developed May 2024
Green cells (2023-2024 and earlier) are historical data
Blue cells (2024-2025 and later) are forecasted years

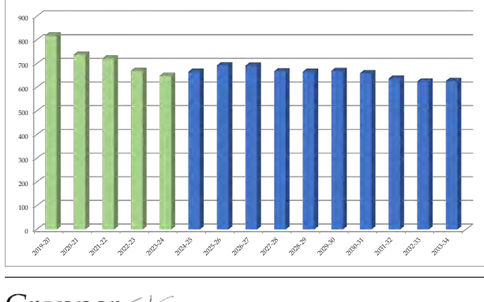
Covington Independent Public Schools: PK-20th Total Enrollment



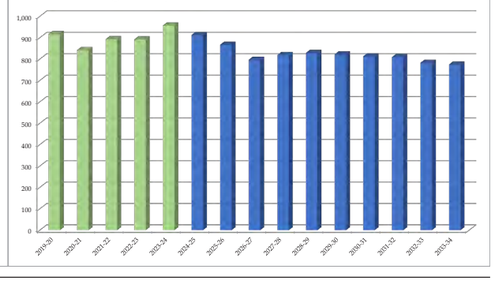
Covington Independent Public Schools: PK-5th Total Enrollment



Covington Independent Public Schools: 6-8th Total Enrollment



Covington Independent Public Schools: 9-20th Total Enrollment



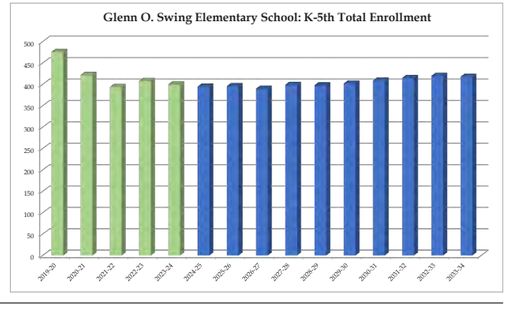
Glenn O. Swing Elementary School

	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32	2032-33	2033-34
K	81	71	69	68	67	68	67	68	72	73	72	73	71	72	72
1	81	71	72	69	72	65	66	65	67	70	71	71	71	70	71
2	80	77	67	80	61	75	67	68	67	69	73	74	74	74	72
3	76	66	68	67	73	58	72	64	64	63	65	70	71	70	71
4	77	67	57	73	62	71	57	71	63	63	62	63	69	69	68
5	81	70	61	51	65	58	67	54	66	60	59	58	59	65	64
Total K-5	**476**	**422**	**394**	**408**	**400**	**395**	**396**	**390**	**399**	**398**	**402**	**409**	**415**	**420**	**418**

Total K-5	**476**	**422**	**394**	**408**	**400**	**395**	**396**	**390**	**399**	**398**	**402**	**409**	**415**	**420**	**418**
Change		-54	-28	14	-8	-5	1	-6	9	-1	4	7	6	5	-2
% Change		-11.3%	-6.6%	3.6%	-2.0%	-1.3%	0.3%	-1.5%	2.3%	-0.3%	1.0%	1.7%	1.5%	1.2%	-0.5%

Forecasts developed May 2024
Green cells (2023-2024 and earlier) are historical data
Blue cells (2024-2025 and later) are forecasted years

Glenn O. Swing Elementary School: K-5th Total Enrollment



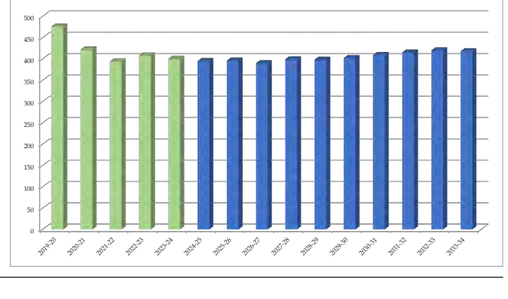
John G. Carlisle Elementary School

	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32	2032-33	2033-34
K	85	61	53	47	57	55	53	55	58	57	58	55	54	53	54
1	59	69	51	49	54	55	52	51	52	55	56	56	55	53	53
2	69	51	69	55	56	60	61	57	57	57	59	61	61	59	57
3	64	59	49	56	48	55	60	60	57	55	55	57	59	58	56
4	56	50	54	44	53	46	51	57	57	54	50	51	52	53	53
5	74	40	51	48	54	55	48	54	60	59	56	51	51	54	54
Total K-5	**407**	**330**	**327**	**299**	**322**	**326**	**325**	**334**	**341**	**337**	**334**	**331**	**332**	**330**	**327**

Total K-5	**407**	**330**	**327**	**299**	**322**	**326**	**325**	**334**	**341**	**337**	**334**	**331**	**332**	**330**	**327**
Change		-77	-3	-28	23	4	-1	9	7	-4	-3	-3	1	-2	-3
% Change		-18.9%	-0.9%	-8.6%	7.7%	1.2%	-0.3%	2.8%	2.1%	-1.2%	-0.9%	-0.9%	0.3%	-0.6%	-0.9%

Forecasts developed May 2024
Green cells (2023-2024 and earlier) are historical data
Blue cells (2024-2025 and later) are forecasted years

John G. Carlisle Elementary School: K-5th Total Enrollment

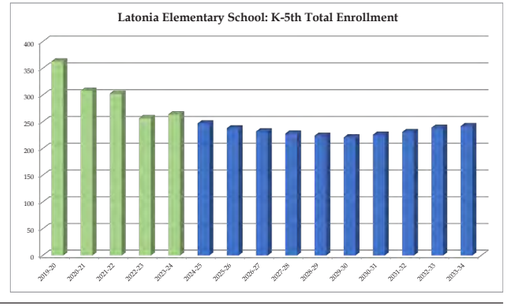


Latonia Elementary School

	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32	2032-33	2033-34
K	62	51	51	41	47	43	43	43	46	45	43	47	48	51	50
1	72	52	50	43	42	44	40	39	39	41	41	40	42	44	46
2	54	57	54	45	46	40	43	38	37	37	39	40	38	41	42
3	71	51	54	46	40	44	39	41	37	35	36	37	39	37	39
4	55	52	47	45	45	36	41	35	38	33	32	34	33	36	33
5	49	45	47	37	44	40	32	36	31	33	30	28	31	30	32
Total K-5	363	308	303	257	264	247	238	232	228	224	221	226	231	239	242

Total K-5	363	308	303	257	264	247	238	232	228	224	221	226	231	239	242
Change		-55	-5	-46	7	-17	-9	-6	-4	-4	-3	5	5	8	3
% Change		-15.2%	-1.6%	-15.2%	2.7%	-6.4%	-3.6%	-2.5%	-1.7%	-1.8%	-1.3%	2.3%	2.2%	3.5%	1.3%

Forecasts developed May 2024
Green cells (2023-2024 and earlier) are historical data
Blue cells (2024-2025 and later) are forecasted years

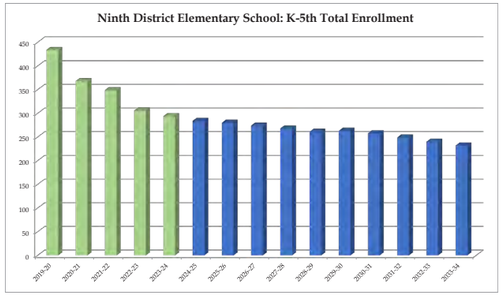


Ninth District Elementary School

	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32	2032-33	2033-34
K	82	84	69	63	50	60	57	58	57	56	55	54	48	48	46
1	83	61	77	57	61	44	53	51	51	50	50	49	47	43	42
2	63	63	54	51	47	51	37	46	43	43	42	42	41	39	36
3	69	53	61	47	51	45	49	35	44	42	41	40	41	40	38
4	66	51	49	48	42	47	42	46	32	40	39	38	37	37	37
5	71	56	39	40	43	37	42	38	41	30	36	35	35	33	33
Total K-5	434	368	349	306	294	284	280	274	268	261	263	258	249	240	232

Total K-5	434	368	349	306	294	284	280	274	268	261	263	258	249	240	232
Change		-66	-19	-43	-12	-10	-4	-6	-6	-7	2	-5	-9	-9	-8
% Change		-15.2%	-5.2%	-12.3%	-3.9%	-3.4%	-1.4%	-2.1%	-2.2%	-2.6%	0.8%	-1.9%	-3.5%	-3.6%	-3.3%

Forecasts developed May 2024
Green cells (2023-2024 and earlier) are historical data
Blue cells (2024-2025 and later) are forecasted years

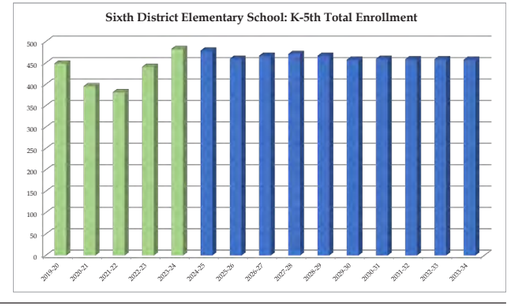


Sixth District Elementary School

	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32	2032-33	2033-34
K	102	52	65	79	83	75	74	74	77	80	78	78	75	75	74
1	93	86	53	67	87	85	77	76	77	80	82	82	82	80	79
2	66	84	82	53	74	85	82	75	75	76	77	78	79	79	77
3	61	59	75	89	67	76	87	84	77	77	76	77	78	79	79
4	78	51	61	81	96	68	77	88	84	77	76	76	76	78	79
5	49	64	46	72	76	90	63	70	81	77	69	69	69	68	70
Total K-5	449	396	382	441	483	479	460	467	471	467	458	460	459	459	458

Total K-5	449	396	382	441	483	479	460	467	471	467	458	460	459	459	458
Change		-53	-14	59	42	-4	-19	7	4	-4	-9	2	-1	0	-1
% Change		-11.8%	-3.5%	15.4%	9.5%	-0.8%	-4.0%	1.5%	0.9%	-0.8%	-1.9%	0.4%	-0.2%	0.0%	-0.2%

Forecasts developed May 2024
Green cells (2023-2024 and earlier) are historical data
Blue cells (2024-2025 and later) are forecasted years

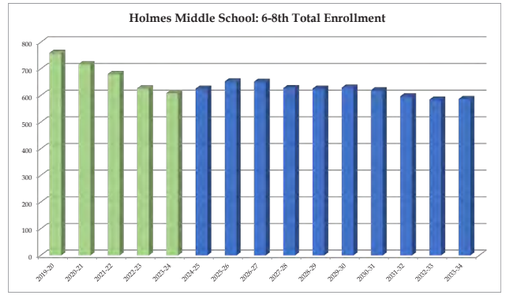


Holmes Middle School

	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32	2032-33	2033-34
6	270	255	223	204	208	238	238	211	212	233	216	208	208	202	211
7	249	241	238	202	199	198	227	226	201	201	222	204	197	197	191
8	241	222	220	221	202	190	188	215	215	192	192	208	192	186	185
Total 6-8	760	718	681	627	609	626	653	652	628	626	630	620	597	585	587

Total 6-8	760	718	681	627	609	626	653	652	628	626	630	620	597	585	587
Change		-42	-37	-54	-18	17	27	-1	-24	-2	4	-10	-23	-12	2
% Change		-5.5%	-5.2%	-7.9%	-2.9%	2.8%	4.3%	-0.2%	-3.7%	-0.3%	0.6%	-1.6%	-3.7%	-2.0%	0.3%

Forecasts developed May 2024
Green cells (2023-2024 and earlier) are historical data
Blue cells (2024-2025 and later) are forecasted years

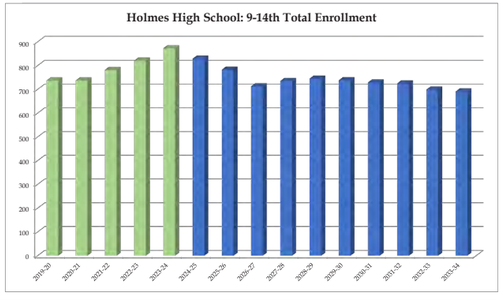


Holmes High School

	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32	2032-33	2033-34
9	267	269	286	280	237	246	228	229	259	257	230	229	248	228	225
10	190	186	205	209	259	187	191	177	178	201	200	177	175	190	175
11	152	152	130	189	183	214	153	156	144	145	164	162	143	141	153
12	127	129	159	140	193	181	210	150	153	141	143	160	158	139	137
14	1	1	2	3	1	1	1	1	1	1	1	1	1	1	1
Total 9-14	737	737	782	821	873	829	783	713	735	745	738	729	725	699	691

Total 9-14	737	737	782	821	873	829	783	713	735	745	738	729	725	699	691
Change		0	45	39	52	-44	-46	-70	22	10	-7	-9	-4	-26	-8
% Change		0.0%	6.1%	5.0%	6.3%	-5.0%	-5.5%	-8.9%	3.1%	1.4%	-0.9%	-1.2%	-0.5%	-3.6%	-1.1%

Forecasts developed May 2024
Green cells (2023-2024 and earlier) are historical data
Blue cells (2024-2025 and later) are forecasted years

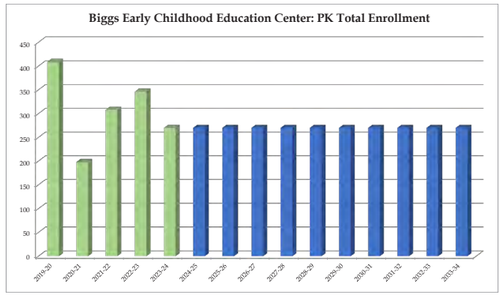


Biggs Early Childhood Education Center

	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32	2032-33	2033-34
97	30	19	22	41	14	14	14	14	14	14	14	14	14	14	14
98	106	83	90	95	71	71	71	71	71	71	71	71	71	71	71
99	273	96	196	210	185	185	185	185	185	185	185	185	185	185	185
Total PK	409	198	308	346	270	270	270	270	270	270	270	270	270	270	270

Total PK	409	198	308	346	270	270	270	270	270	270	270	270	270	270	270
Change		-211	110	38	-76	0	0	0	0	0	0	0	0	0	0
% Change		-51.6%	55.6%	12.3%	-22.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%

Forecasts developed May 2024
Green cells (2023-2024 and earlier) are historical data
Blue cells (2024-2025 and later) are forecasted years

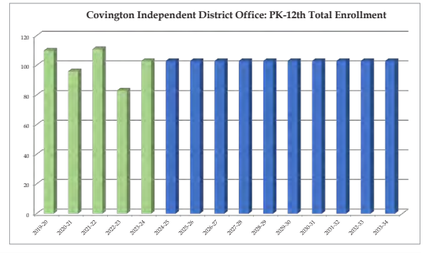


Covington Independent District Office

	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32	2032-33	2033-34
99	2			2											
K	8	10	4	4	6	6	6	6	6	6	6	6	6	6	6
1	8	12	9	1	11	11	11	11	11	11	11	11	11	11	11
2	4	10	8	3	5	5	5	5	5	5	5	5	5	5	5
3	10	6	9	5	7	7	7	7	7	7	7	7	7	7	7
4	8	7	5	11	6	6	6	6	6	6	6	6	6	6	6
5	4	6	9	6	7	7	7	7	7	7	7	7	7	7	7
6	5	2	6	6	9	9	9	9	9	9	9	9	9	9	9
7	3	3	6	9	7	7	7	7	7	7	7	7	7	7	7
8	11	3	6	5	7	7	7	7	7	7	7	7	7	7	7
9	7	6	8	9	7	7	7	7	7	7	7	7	7	7	7
10	11	6	10	7	14	14	14	14	14	14	14	14	14	14	14
11	18	7	3	10	9	9	9	9	9	9	9	9	9	9	9
12	11	18	28	5	8	8	8	8	8	8	8	8	8	8	8
Total PK-12	110	96	111	83	103	103	103	103	103	103	103	103	103	103	103

Total PK-12	110	96	111	83	103	103	103	103	103	103	103	103	103	103	103
Change		-14	15	-28	20	0	0	0	0	0	0	0	0	0	0
% Change		-12.7%	15.6%	-25.2%	24.1%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%

Forecasts developed May 2024
Green cells (2023-2024 and earlier) are historical data
Blue cells (2024-2025 and later) are forecasted years

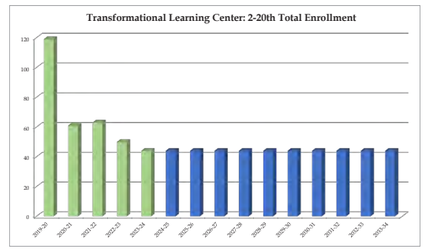


Transformational Learning Center

	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32	2032-33	2033-34
2				1											
3	1														
4	1			2	1	1	1	1	1	1	1	1	1	1	1
5		1		2											
6	7		8	5	2	2	2	2	2	2	2	2	2	2	2
7	13	6	2	8	4	4	4	4	4	4	4	4	4	4	4
8	20	6	13	10	11	11	11	11	11	11	11	11	11	11	11
9	41	23	16	11	14	14	14	14	14	14	14	14	14	14	14
10	20	15	11	7	5	5	5	5	5	5	5	5	5	5	5
11	11	2	2	4	4	4	4	4	4	4	4	4	4	4	4
12	4	8	11		3	3	3	3	3	3	3	3	3	3	3
14															
20	1														
Total 2-20	119	61	63	50	44	44	44	44	44	44	44	44	44	44	44

Total 2-20	119	61	63	50	44	44	44	44	44	44	44	44	44	44	44
Change		-58	2	-13	-6	0	0	0	0	0	0	0	0	0	0
% Change		-48.7%	3.3%	-20.6%	-12.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%

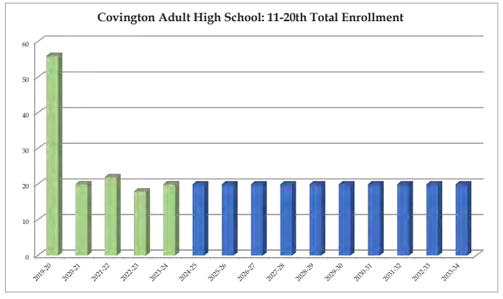
Forecasts developed May 2024
Green cells (2023-2024 and earlier) are historical data
Blue cells (2024-2025 and later) are forecasted years



Covington Adult High School

	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32	2032-33	2033-34
11	8	2	2		1	1	1	1	1	1	1	1	1	1	1
12	41	17	19	17	14	14	14	14	14	14	14	14	14	14	14
14															
20	7	1	1	1	5	5	5	5	5	5	5	5	5	5	5
Total 11-20	56	20	22	18	20	20	20	20	20	20	20	20	20	20	20
Total 11-20	56	20	22	18	20	20	20	20	20	20	20	20	20	20	20
Change		-36	2	-4	2	0	0	0	0	0	0	0	0	0	0
% Change		-64.3%	10.0%	-18.2%	11.1%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%

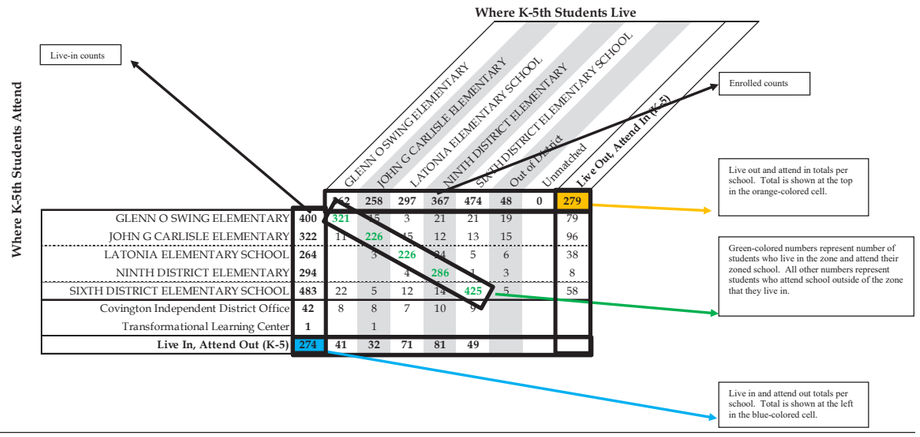
Forecasts developed May 2024
Green cells (2023-2024 and earlier) are historical data
Blue cells (2024-2025 and later) are forecasted years

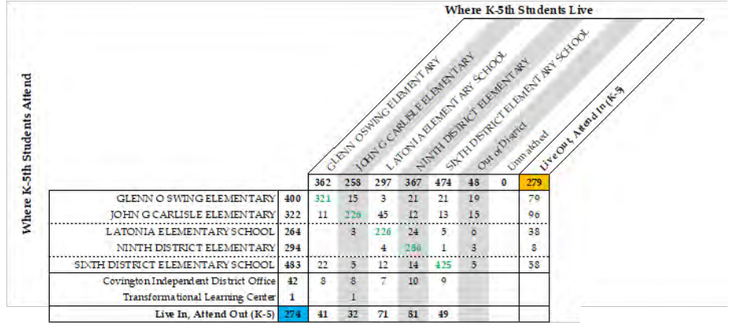


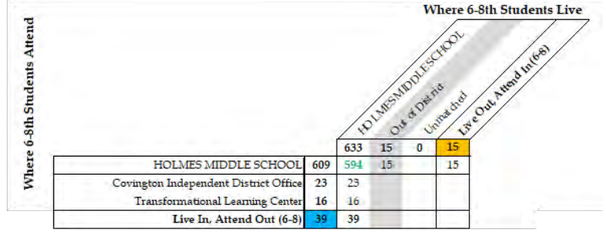
Appendix E: Live-Attend Analysis

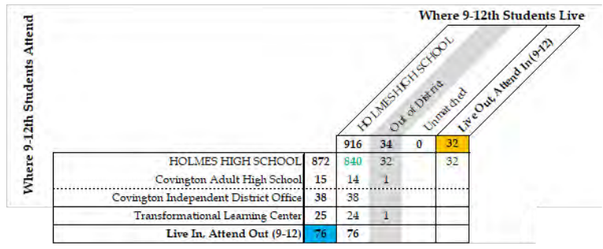
The following tables display where students live and attend relative to school zones. The schools of attendance are listed on the left while the zones are listed on the top. This student data is from the Covington Independent Public Schools student database, received February 2024.

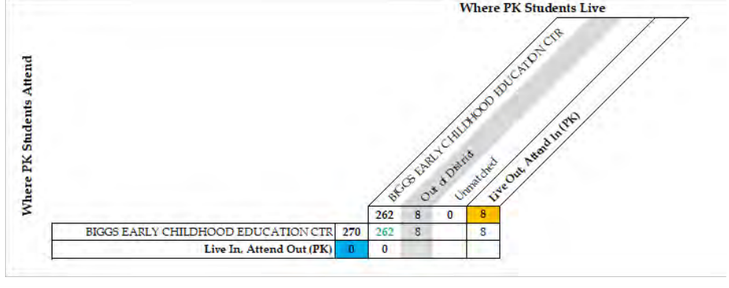
The first column of numbers to the right of the schools of attendance represents the number of students enrolled at each given school. The first row of numbers below the zones represents the total number of students living inside of each given zone. The green-colored numbers represent number of students who attend the school of the zone in which they live. All other numbers represent students who attend school outside of the zone in which they live. The bottom row represents the number of students that "Live-In and Attend-Out" by school. The blue-colored cell shows the total number of students that "Live-in and Attend-Out". The farthest right column represents the number of students that "Live-Out and Attend-In" by school. The orange-colored cell shows the total number of students that "Live-Out and Attend-In".











Covington Independent Public Schools, KY
2023-24 Elementary School Zones

Transormational LC
John G. Carlisle ES
Biggs ECEC
Sixth District ES
Glenn O Swing ES
Holmes HS
Chapman Vocational EC
Covington Adult HS
Holmes MS
Ninth District ES
Latonia ES

Legend

Schools
- PK
- ES
- MS
- HS
- Other

23-24 ES Zones
- Glenn O Swing
- John G Carlisle
- Latonia
- Ninth District
- Sixth District

N

0 0.25 0.5 Miles

Data sources:CIPS, Kenton County, Campbell County, ESRI
Map created: SD, May 2024

Cropper GIS

Covington Independent Public Schools, KY
2023-24 Student Density Analysis
Glenn O. Swing Elementary School

Glenn O. Swing ES	
Total Enrollment (K-5)	400
Out of District	19
Unmatched	0
Total Live-In (K-5)	362
Live and Attend In	321
Live Out, Attend In	79
Live In, Attend Out	41

Transormational LC
John G. Carlisle ES
Biggs ECEC
Sixth District ES
Glenn O Swing ES
Holmes HS
Chapman Vocational EC
Covington Adult HS
Holmes MS
Ninth District ES
Latonia ES

Legend

Schools
- PK
- ES
- MS
- HS
- Other

2023-24 ES Boundaries

Student Density
(Quantile Classification)
- 92 - 137
- 67 - 91
- 44 - 66
- 24 - 43
- 18 - 23
- 14 - 17
- 11 - 13
- 9 - 10
- 7 - 8
- 6

23-24 ES Zones
- Glenn O Swing
- John G Carlisle
- Latonia
- Ninth District
- Sixth District

Map Note: Concentration represents counts of students within a one-quarter-mile radius. Concentrations of less than 6 students are excluded.

N

0 0.25 0.5 Miles

Data sources:CIPS, Kenton County, Campbell County, ESRI
Map created: SD, May 2024

Cropper GIS

Covington Independent Public Schools, KY
2023-24 Student Density Analysis
John G. Carlisle Elementary School

John G. Carlisle ES	
Total Enrollment (K-5)	322
Out of District	15
Unmatched	0
Total Live-In (K-5)	258
Live and Attend In	226
Live Out, Attend In	96
Live In, Attend Out	32

Transformational LC
John G. Carlisle ES
Biggs ECEC
Sixth District ES
Glenn O Swing ES
Holmes HS
Chapman Vocational EC
Covington Adult HS
Holmes MS
Ninth District ES
Latonia ES

Legend

Schools
PK
ES
MS
HS
Other

2023-24 ES Boundaries

Student Density
(Quantile Classification)
58 - 81
46 - 57
38 - 45
29 - 37
21 - 28
15 - 20
11 - 14
8 - 10
7
6

23-24 ES Zones
Glenn O Swing
John G Carlisle
Latonia
Ninth District
Sixth District

Map Note: Concentration represents counts of students within a one-quarter-mile radius. Concentrations of less than 6 students are excluded.

Data sources:CIPS, Kenton County, Campbell County, ESRI
Map created: SD, May 2024

N
0 0.25 0.5 Miles

Cropper GIS

Covington Independent Public Schools, KY
2023-24 Student Density Analysis
Latonia Elementary School

Latonia ES	
Total Enrollment (K-5)	264
Out of District	6
Unmatched	0
Total Live-In (K-5)	297
Live and Attend In	226
Live Out, Attend In	38
Live In, Attend Out	71

Transformational LC
John G. Carlisle ES
Biggs ECEC
Sixth District ES
Glenn O Swing ES
Holmes HS
Chapman Vocational EC
Covington Adult HS
Holmes MS
Ninth District ES
Latonia ES

Legend

Schools
PK
ES
MS
HS
Other

2023-24 ES Boundaries

Student Density
(Quantile Classification)
75 - 98
60 - 74
47 - 59
35 - 46
27 - 34
21 - 26
14 - 20
11 - 13
8 - 10
6 - 7

23-24 ES Zones
Glenn O Swing
John G Carlisle
Latonia
Ninth District
Sixth District

Map Note: Concentration represents counts of students within a one-quarter-mile radius. Concentrations of less than 6 students are excluded.

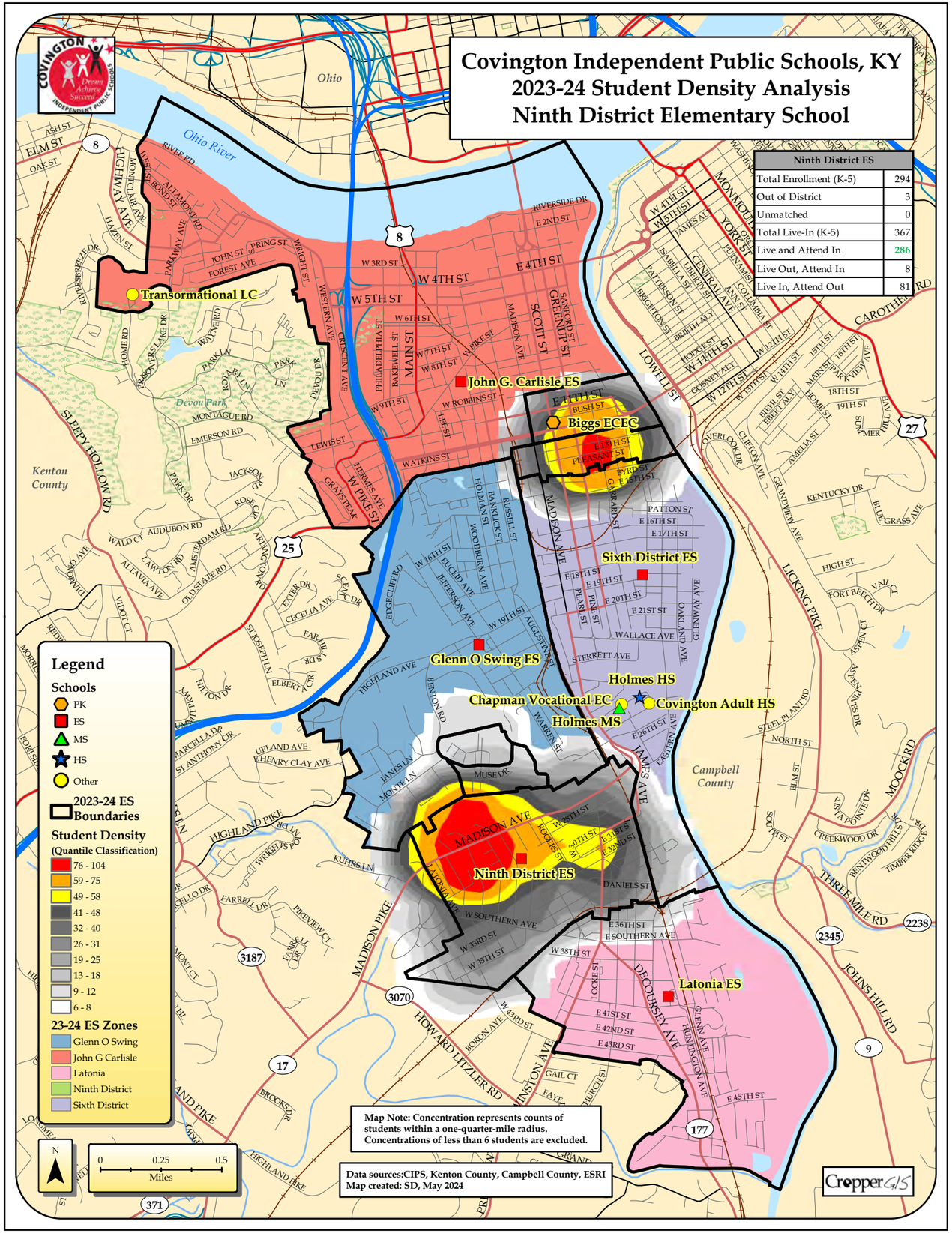
Data sources:CIPS, Kenton County, Campbell County, ESRI
Map created: SD, May 2024

N
0 0.25 0.5 Miles

Cropper GIS

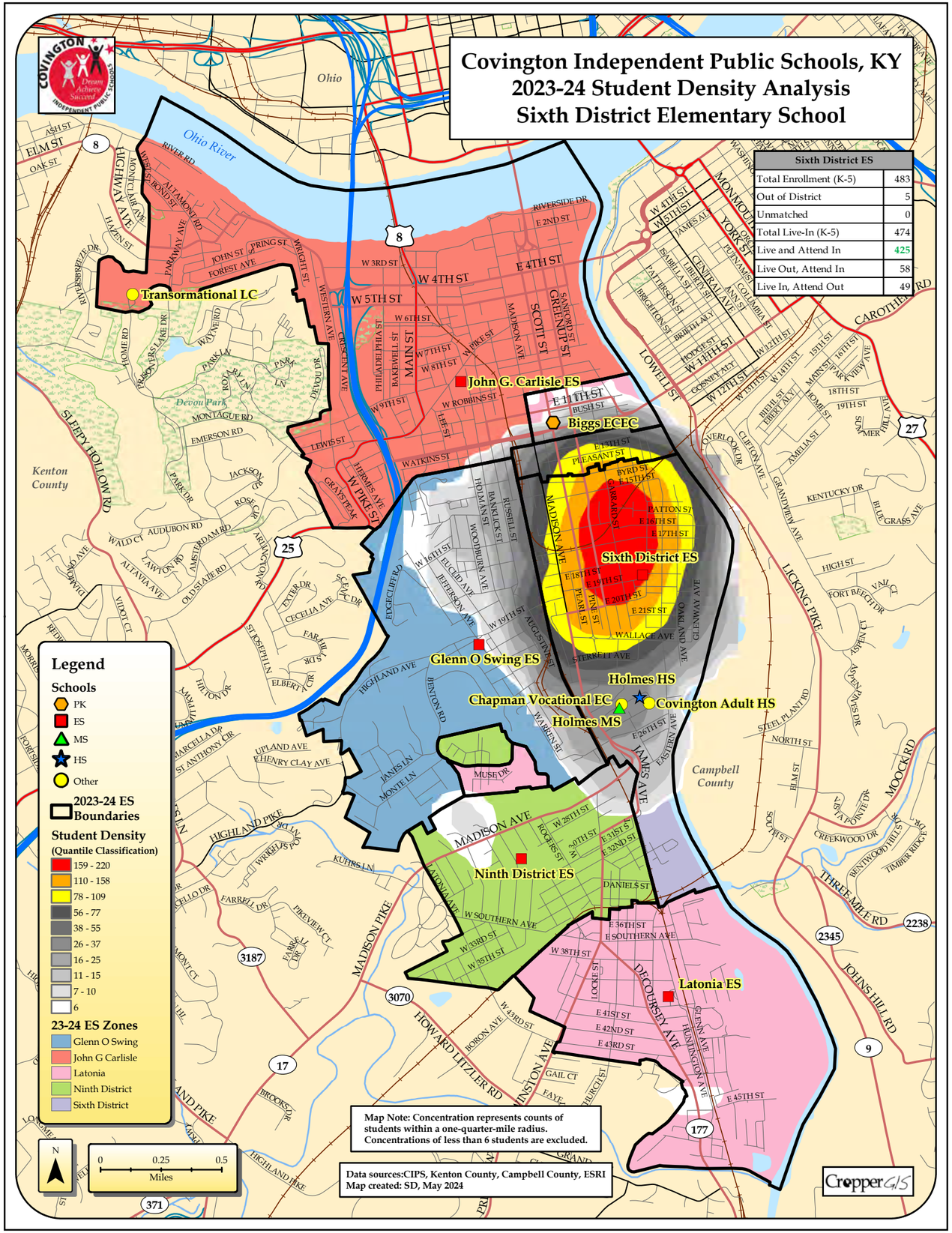
Covington Independent Public Schools, KY
2023-24 Student Density Analysis
Ninth District Elementary School

Ninth District ES	
Total Enrollment (K-5)	294
Out of District	3
Unmatched	0
Total Live-In (K-5)	367
Live and Attend In	286
Live Out, Attend In	8
Live In, Attend Out	81



Covington Independent Public Schools, KY
2023-24 Student Density Analysis
Sixth District Elementary School

Sixth District ES	
Total Enrollment (K-5)	483
Out of District	5
Unmatched	0
Total Live-In (K-5)	474
Live and Attend In	425
Live Out, Attend In	58
Live In, Attend Out	49



Covington Independent Public Schools, KY
2023-24 Student Density Analysis
Holmes Middle School

Holmes MS	
Total Enrollment (6-8)	609
Out of District	15
Unmatched	0
Total Live-In (6-8)	633
Live and Attend In	594
Live Out, Attend In	15
Live In, Attend Out	39

Legend

Schools
- PK
- ES
- MS
- HS
- Other

2023-24 MS Boundaries

Student Density
(Quantile Classification)
- 53 - 82
- 42 - 52
- 33 - 41
- 28 - 32
- 23 - 27
- 19 - 22
- 15 - 18
- 12 - 14
- 9 - 11
- 6 - 8

23-24 MS Zones
- Holmes

Transformational LC
John G. Carlisle ES
Biggs ECEC
Sixth District ES
Glenn O Swing ES
Holmes HS
Chapman Vocational EC
Covington Adult HS
Holmes MS
Ninth District ES
Latonia ES

Map Note: Concentration represents counts of students within a one-quarter-mile radius. Concentrations of less than 6 students are excluded.

Data sources:CIPS, Kenton County, Campbell County, ESRI
Map created: SD, May 2024

Cropper GIS

Covington Independent Public Schools, KY
2023-24 Student Density Analysis
Holmes High School

Holmes HS	
Total Enrollment (9-12)	872
Out of District	32
Unmatched	0
Total Live-In (9-12)	916
Live and Attend In	840
Live Out, Attend In	32
Live In, Attend Out	76

Legend

Schools
- PK
- ES
- MS
- HS
- Other

2023-24 HS Boundaries

Student Density
(Quantile Classification)
- 72 - 128
- 51 - 71
- 39 - 50
- 32 - 38
- 26 - 31
- 21 - 25
- 17 - 20
- 13 - 16
- 9 - 12
- 6 - 8

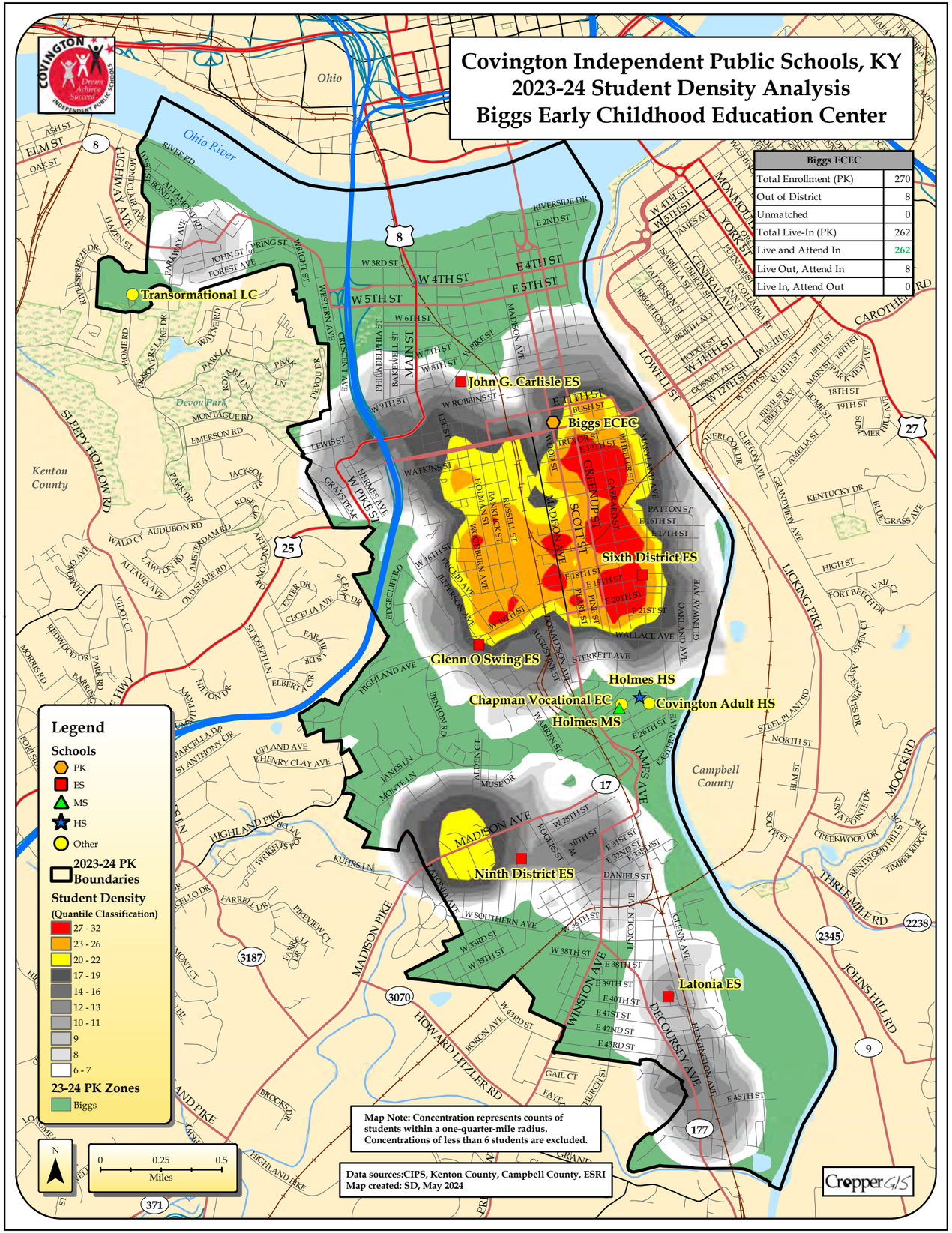
23-24 HS Zones
- Holmes

Transformational LC
John G. Carlisle ES
Biggs ECEC
Sixth District ES
Glenn O Swing ES
Holmes HS
Chapman Vocational EC
Covington Adult HS
Holmes MS
Ninth District ES
Latonia ES

Map Note: Concentration represents counts of students within a one-quarter-mile radius. Concentrations of less than 6 students are excluded.

Data sources:CIPS, Kenton County, Campbell County, ESRI
Map created: SD, May 2024

Cropper GIS



APPENDIX B
BUILDING CAPACITY CALCULATIONS

SF / STUDENT	RECOMMENDED AREA	TARGET CLASS SIZE (# OF STUDENTS)	TARGET SF / STUDENT
GEN ACADEMIC	800	28	29
SCIENCE	1200	28	43
PHYS ED (GYM)	6000	50	120
ART	1200	28	43
MUSIC - INSTRUMENTAL	2000	60	33
MUSIC - VOCAL	1200	40	30
RESOURCE	600	8	75
SPECIAL ED	900	8	113
MEDIA CENTER	3000	60	50
CAREER TECH - CLASSROOM	900	25	36
CAREER TECH - LAB	6000	50	120

COMBINED HOLMES HIGH SCHOOL CAPACITY **986 INSTRUCTIONAL CAPACITY**

INSTRUCTIONAL SPACE SUMMARY

SENIOR HIGH BUILDING	**986**	**INSTRUCTIONAL CAMPUS CAPACITY**	70% USE FACTOR	**1408** MAX CAMPUS CAPACITY
SENIOR HIGH BUILDING	561	INSTRUCTIONAL CAPACITY	70% USE FACTOR	802 MAX BUILDING CAPAC

LOWER LEVEL	RM #	RM NAME	RM AREA	TARGET SF / STUDENT	STUDENT CAPACITY	
						39 TOTAL FLOOR CAPACITY
X		SENIOR GYM	4659	120	39	
FIRST FLOOR						80 TOTAL FLOOR CAPACITY
	3106	CLASSROOM	565	29	20	
X		CLASSROOM	746	29	26	
	3108	IN SCHOOL SUSPENSION	496	75	7	
		ART GALLERY	561	75	7	
		LINCOLN ROOM	484	75	6	
		MSD THERAPY	500	113	4	
		MSD SOUTH	500	113	4	
		MSD NORTH	500	113	4	
SECOND FLOOR						384 TOTAL FLOOR CAPACITY
	3225	SOCIAL STUDIES	885	29	31	
	3223	SOCIAL STUDIES	985	29	34	
X		ELL	565	29	20	
	3213	MATH	607	29	21	
	3211	SPANISH	722	29	25	
	3224	SOCIAL STUDIES	789	29	28	
	3222	SOCIAL STUDIES	513	29	18	
	3220	ENGLISH	567	29	20	
	3218	ENGLISH	559	29	20	
	3216	ENGLISH	596	29	21	
	3214	MATH	592	29	21	
	3210	ENGLISH	688	29	24	
	3208	ENGLISH	554	29	19	
	3206	ENGLISH	543	29	19	
	3204	ENGLISH	543	29	19	
	3202	MATH	746	29	26	
	3217	ELL	882	75	12	
	3212	SPED RESOURCE	483	75	6	

CIPS Bldg Capacity HOLMES HIGH SCHOOL

THIRD FLOOR						
						299 TOTAL FLOOR CAPACITY
	3327	ENGLISH	768	29	27	
	3323	MATH	909	29	32	
	3322	SOCIAL STUDIES	885	29	31	
	3314	SOCIAL STUDIES	749	29	26	
	3306	HEALTH	482	29	17	
	3304	ENGLISH	497	29	17	
	3302	MATH	746	29	26	
	3309	SPED COLLABORATIVE SPACE	2348	113	21	
	3318	FRESHMAN SCIENCE	842	43	20	
	3308	FRESHMAN SCIENCE	733	43	17	
	3312	ART	749	43	17	
	3217	ELL	882	29	31	
	3212	SPED RESOURCE	483	29	17	

ADMIN BUILDING **180 INSTRUCTIONAL CAPACITY** 70% USE FACTOR 257 MAX BUILDING CAPAC

LOWER LEVEL	ROOM	AREA	TARGET SF / STUDENT	STUDENT CAPACITY	
					257 TOTAL FLOOR CAPACITY
X	SOUTHEAST CLASSROOM	1003	29	35	
X	SOUTHWEST CLASSROOM	707	29	25	
X	NORTHEAST CLASSROOM	567	29	20	
X	NORTHWEST CLASSROOM	639	29	22	
FIRST FLOOR					TOTAL FLOOR CAPACITY
X	CAFETERIA	2716	18	155	
SECOND FLOOR					TOTAL FLOOR CAPACITY
	SECOND FLOOR IS ALL ADMIN SPACE				

SCIENCE / GYM BUILDING **244 INSTRUCTIONAL CAPACITY** 70% USE FACTOR 349 MAX BUILDING CAPAC

FIRST FLOOR	ROOM	AREA	TARGET SF / STUDENT	STUDENT CAPACITY	
					163 TOTAL FLOOR CAPACITY
X	GYM	8804	120	73	
4103	DENTIST	550	75	7	
4101	ART	1297	43	30	
4102	CHEMISTRY	1025	43	24	
4100	BIOLOGY	1192	43	28	
SECOND FLOOR	**ROOM**	**AREA**	**TARGET SF / STUDENT**	**STUDENT CAPACITY**	
					115 TOTAL FLOOR CAPACITY
4203	CHEMISTRY	1087	43	25	
4201	BIOMED CAREER TECH	1089	43	25	
4200	CHEMISTRY	1283	43	30	
4202	MATH	983	29	34	
THIRD FLOOR	**ROOM**	**AREA**	**TARGET SF / STUDENT**	**STUDENT CAPACITY**	
					71 TOTAL FLOOR CAPACITY
X	MEDIA CENTER	3559	50	71	

SF / STUDENT	RECOMMENDED AREA	TARGET CLASS SIZE (# OF STUDENTS)	TARGET SF / STUDENT
GEN ACADEMIC	800	31	**26**
SCIENCE	1200	26	**46**
PHYS ED (GYM)	6000	50	**120**
ART	1200	26	**46**
MUSIC - INSTRUMENTAL	2000	60	**33**
MUSIC - VOCAL	1200	40	**30**
RESOURCE	600	8	**75**
SPECIAL ED	900	8	**113**
MEDIA CENTER	3000	60	**50**
CAREER TECH - CLASSROOM	900	25	36
CAREER TECH - LAB	6000	50	120

COMBINED HOLMES MIDDLE SCHOOL CAPACITY **849 INSTRUCTIONAL CAPACITY**

INSTRUCTIONAL SPACE SUMMARY

MIDDLE SCHOOL BUILDING

849 INSTRUCTIONAL CAMPUS CAPACITY 80% USE FACTOR 1061 MAX CAMPUS CAPACITY

774 INSTRUCTIONAL CAPACITY 80% USE FACTOR 968 MAX BUILDING CAPAC

245 TOTAL FLOOR CAPACITY

	RM #	RM NAME	RM AREA	SF/STUDENT
LOWER LEVEL				
	1021	ART	1000	46 22
	1010	ART	797	46 22
X		GYM	5538	120 46
	1005	BAND / MUSIC	1315	30 44
	1002	MATH	695	26 27
	1006	ELA	593	26 23
	1008	SOCIAL STUDIES	708	26 27
	1018	SPEC ED	1391	113 12
	1012	SCIENCE	1028	46 22
	1022	REPURPOSED CLASSROOM	718	
	1020	REPURPOSED CLASSROOM	649	
FIRST FLOOR				
	1128	SCIENCE	798	46 17
	1126	ELA	506	26 20
	1124	SOCIAL STUDIES	594	26 23
	1122	MATH	718	26 28
	1120	MATH	608	26 24
	1118	CAREERS & FINANCIAL	608	26 24
	1102	FRC	705	75 9
	1104	MENTORING	669	75 9
	1106	BEHAVIORAL	583	75 8
SECOND FLOOR				

144 TOTAL FLOOR CAPACITY

332 TOTAL FLOOR CAPACITY

CIPS Bldg Capacity HOLMES MIDDLE SCHOOL

SF / STUDENT	RECOMMENDED AREA	TARGET CLASS SIZE (# OF STUDENTS)	TARGET SF / STUDENT
GEN ACADEMIC	800	31	**26**
SCIENCE	1200	26	**46**
PHYS ED (GYM)	6000	50	**120**
ART	1200	26	**46**
MUSIC - INSTRUMENTAL	2000	60	**33**
MUSIC - VOCAL	1200	40	**30**
RESOURCE	600	8	**75**
SPECIAL ED	900	8	**113**
MEDIA CENTER	3000	60	**50**
CAREER TECH - CLASSROOM	900	25	36
CAREER TECH - LAB	6000	50	120

1228	SCIENCE	798	26	31
1208	SCIENCE	708	26	27
1226	ELA	506	26	20
1224	SOCIAL STUDIES	594	26	23
1209	LIFE SKILLS	967	26	37
1222	MATH	513	26	20
1220	HEALTH	608	26	24
1218	CURRENT EVENTS	608	26	24
1214	MATH	687	26	27
1212	SOCIAL STUDIES	608	26	24
1210	ELA	608	26	24
1216	DI & ACTING	687	75	9
1207	MEDIA CENTER	2647	60	44

THIRD FLOOR

247 TOTAL FLOOR CAPACITY

1328	SCIENCE	798	46	17
1308	SCIENCE	718	26	28
1326	SOCIAL STUDIES	506	26	20
1324	ELA	594	26	23
1302	SOCIAL STUDIES	720	26	28
1304	MATH	685	26	27
1306	ELA	592	26	23
1320	MATH	803	26	31
1322	BEST PROOGRAM	718	75	10
1316	INST OFFICE	1130	75	15
1314	BEHAVIOR TRANSITION	695	75	9
1312	PASS PROGRAM	615	75	8
1310	ELL	615	75	8

ADMIN BUILDING

80 INSTRUCTIONAL CAPACITY 86% USE FACTOR 93 MAX BUILDING CAPAC

93 TOTAL FLOOR CAPACITY

	ROOM	AREA	TARGET SF / STUDENT	STUDENT CAPACITY
THIRD FLOOR				
2307	CLC / AFTER SCHOOL PROGRAMS	600	26	23
2305	SPED	600	26	23
2303	TECHNOLOGY	600	26	23
2301	SPEECH / OT	600	26	23
2302	DIR EXCEPTIONAL CHILDREN	600		
2300	SPED COLLAB	600		

SF / STUDENT	RECOMMENDED AREA	TARGET CLASS SIZE (# OF STUDENTS)	TARGET SF / STUDENT
GEN ACADEMIC	800	23	**35**
SPECIALS - ART, STEM, ETC	1200	23	**52**
PHYS ED (GYM)	5000	48	**104**
ART	1200	24	**50**
MUSIC - INSTRUMENTAL	2000	60	**33**
MUSIC - VOCAL	1200	40	**30**
RESOURCE	600	8	**75**
SPECIAL ED	900	8	**113**
MEDIA CENTER	3000	60	**50**

JOHN G. CARLISLE 329 INSTRUCTIONAL CAPACITY

INSTRUCTIONAL SPACE SUMMARY

JOHN G. CARLISLE **329 INSTRUCTIONAL CAPACITY** 100% USE FACTOR 23 TCHNG S 329 MAX BUILDING CAPAC

	RM #	RM NAME	RM AREA	SF/STUDENT	PARTIAL DAY	ALL DAY	
FIRST FLOOR							178 TOTAL FLOOR CAPACITY
	105	FIRST	792	35		23	
	107	FIRST	784	35		23	
	109	SECOND	795	35		23	
	111	SECOND	792	35		23	
	102	KINDERGARTEN	789	35		23	
	104	KINDERGARTEN	787	35		23	
	110	SECOND	799	35		23	
	101	SPED CONF / STOR	598	113		5	
	106	SPED	798	113		7	
	108	SPED MSD	747	113		7	
	112	READING INTERVENTION	797	75	11		
		GYMNASIUM	5138	104	49		
REPURPOSED CLASSROOMS							
	103	FRC STORAGE	782				
	113	NURSE	795				
SECOND FLOOR							219 TOTAL FLOOR CAPACITY
	203	FOURTH	782	35		22	
	205	FOURTH	792	35		23	
	207	FOURTH	784	35		23	
	211	THIRD	795	35		23	
	213	THIRD	792	35		23	
	215	THIRD	795	35		23	
	204	FIFTH	787	35		23	
	206	FIFTH	798	35		23	
	212	THIRD	799	35		23	
	219	SPED CLASSROOM	1053	75		14	
	209	CLC OFFICE	753	75	10		
	202	EL CLASSROOM	789	75	11		
	208	INST COACH OFFICE	660	75	9		
	210	PASS PROGRAM	747	75	10		
	214	READING INTERVENTION	797	75	11		
	216	CLASSROOM	572	75	8		
				75	0		
		MEDIA CENTER	2647	60	44		
MISSING SPECIALS							-68
		ART	-790	35		-23	
		MUSIC	-790	35		-23	
		STEAM	-790	35		-23	
				MAX CLASS SIZE			
BACK CHECK		# GEN ACADEMIC CLASSROOMS	13	23.20		302	

CIPS Bldg Capacity JOHN G CARLISLE

SF / STUDENT	RECOMMENDED AREA	TARGET CLASS SIZE (# OF STUDENTS)	TARGET SF / STUDENT
GEN ACADEMIC	800	23	**35**
SPECIALS - ART, STEM, ETC	1200	23	**52**
PHYS ED (GYM)	5000	48	**104**
ART	1200	24	**50**
MUSIC - INSTRUMENTAL	2000	60	**33**
MUSIC - VOCAL	1200	40	**30**
RESOURCE	600	8	**75**
SPECIAL ED	900	8	**113**
MEDIA CENTER	3000	60	**50**

K	23
1	23
2	23
3	23
4	24
AVERAGE CLASS SIZE	23.20
SPED CAPACITY	33
TOTAL CAPACITY	335

SF / STUDENT	RECOMMENDED AREA	TARGET CLASS SIZE (# OF STUDENTS)	TARGET SF / STUDENT		CAP	MAX	MIN	MED
GEN ACADEMIC	800	23	**35**	5th	30	31	22	27
SPECIALS - ART, STEM, ETC	1200	23	**52**	4th	28	30	22	26
PHYS ED (GYM)	5000	48	**104**	3rd	24	27	20	24
ART	1200	24	**50**	2nd	24	27	20	24
MUSIC - INSTRUMENTAL	2000	60	**33**	1st	24	27	20	24
MUSIC - VOCAL	1200	40	**30**	K	24	27	20	24
RESOURCE	600	8	**75**					
SPECIAL ED	900	8	**113**					
MEDIA CENTER	3000	60	**50**					

6TH DISTRICT 523 INSTRUCTIONAL CAPACITY

INSTRUCTIONAL SPACE SUMMARY

6TH DISTRICT **523 INSTRUCTIONAL CAPACITY** 100% USE FACTOR 523 MAX BUILDING CAPAC

LOWER FLOOR — 89 TOTAL FLOOR CAPACITY

RM #	RM NAME	RM AREA	SF/STUDENT	PARTIAL DAY	ALL DAY
3	KINDERGARTEN	745	35		21
4	KINDERGARTEN	741	35		21
5	KINDERGARTEN	741	35		21
1	MSD	741	113		7
2	SPED	745	113		7
6	SPED	741	113		7
6	SENSORY	558	113		5
	ART	856	52	16	
	COMPUTER	936	52	18	

REPURPOSED CLASSROOMS

	FRC	760			

FIRST FLOOR — PARTIAL DAY ALL DAY — 114 TOTAL FLOOR CAPACITY

7	FIRST	750	35		22
8	FIRST	750	35		22
10	SECOND	750	35		22
11	SECOND	750	35		22
12	KINDERGARTEN	750	35		22
9	SPED	750	113		7
	READING INTERVENTION	797	75	11	
	GYMNASIUM	4595	104	44	

REPURPOSED CLASSROOMS

	FRC	760			

SECOND FLOOR — 342 TOTAL FLOOR CAPACITY

13	THIRD	778	35		22
14	THIRD	760	35		22
15	SECOND	760	35		22
16	SECOND	779	35		22
17	SECOND	779	35		22
18	SECOND	760	35		22
19	THIRD	779	35		22
20	FOURTH	838	35		24
21	FOURTH	867	35		25
22	FIFTH	867	35		25
23	FIFTH	862	35		25
24	FIFTH	860	35		25
25	FIFTH	865	35		25
26	FOURTH	865	35		25
	SPED CLASSROOM	1053	75		14

CIPS Bldg Capacity 6TH DISTRICT

SF / STUDENT	RECOMMENDED AREA	TARGET CLASS SIZE (# OF STUDENTS)	TARGET SF / STUDENT		CAP	MAX	MIN	MED
GEN ACADEMIC	800	23	**35**	5th	30	31	22	27
SPECIALS - ART, STEM, ETC	1200	23	**52**	4th	28	30	22	26
PHYS ED (GYM)	5000	48	**104**	3rd	24	27	20	24
ART	1200	24	**50**	2nd	24	27	20	24
MUSIC - INSTRUMENTAL	2000	60	**33**	1st	24	27	20	24
MUSIC - VOCAL	1200	40	**30**	K	24	27	20	24
RESOURCE	600	8	**75**					
SPECIAL ED	900	8	**113**					

CLC OFFICE	753	75	10	
EL CLASSROOM	789	75	11	
INST COACH OFFICE	660	75	9	
PASS PROGRAM	747	75	10	
READING INTERVENTION	797	75	11	
CLASSROOM	572	75	8	

THIRD FLOOR — 0 TOTAL FLOOR CAPACITY

ELL	872	75	12	
MEDIA CENTER	2329	50	47	

MISSING SPECIALS — -23

ART		35		0
MUSIC	-790	35		-23
STEAM		35		0

CIPS Bldg Capacity

GLENN O. SWING

SF / STUDENT	RECOMMENDED AREA	TARGET CLASS SIZE (# OF STUDENTS)	TARGET SF / STUDENT
GEN ACADEMIC	800	23	**35**
SPECIALS - ART, STEM, ETC	1200	23	**52**
PHYS ED (GYM)	5000	48	**104**
ART	1200	24	**50**
MUSIC - INSTRUMENTAL	2000	60	**33**
MUSIC - VOCAL	1200	40	**30**
RESOURCE	600	8	**75**
SPECIAL ED	900	8	**113**
MEDIA CENTER	3000	60	**50**

GLENN O. SWING — 356 INSTRUCTIONAL CAPACITY

INSTRUCTIONAL SPACE SUMMARY

GLENN O. SWING **356 INSTRUCTIONAL CAPACITY** 100% USE FACTOR 356 MAX BUILDING CAPAC

	RM #	RM NAME	RM AREA	SF/STUDENT	PARTIAL DAY	ALL DAY	
FIRST FLOOR							402 TOTAL FLOOR CAPACITY
	1	KINDERGARTEN	676	35		19	
	3	KINDERGARTEN	678	35		19	
	7	FIRST	730	35		21	
	8	SECOND	730	35		21	
	9	FIRST	730	35		21	
	10	SECOND	750	35		22	
	11	SECOND	730	35		21	
	12	FIRST	750	35		22	
	13	KINDERGARTEN	750	35		22	
	17	THIRD	750	35		22	
	18	FIFTH	750	35		22	
	19	FOURTH	750	35		22	
	20	FIFTH	750	35		22	
	21	THIRD	750	35		22	
	22	FOURTH	750	35		22	
	23	FOURTH	750	35		22	
	24	FIFTH	750	35		22	
	26	THIRD	750	35		22	
	4	SPED	746	113		7	
	6	SPED MSD	746	113		7	
	15	SPED	750	113		7	
	5	READING INTERVENTION	730	75	10		
	14	ELL	760	75	10		
	16	PASS PROGRAM	730	75	10		
	25	READING INTERVENTION	750	75	10		
		FRC	660	75	9		
		STEM	900	52	17		
		MEDIA CENTER	1200	50	24		
		GYMNASIUM	4107	104	39		
REPURPOSED CLASSROOMS							
MISSING SPECIALS							-45
		ART	-790	35		-23	
		MUSIC	-790	35		-23	
		STEAM		35		0	

CIPS Bldg Capacity

9TH DISTRICT

SF / STUDENT	RECOMMENDED AREA	TARGET CLASS SIZE (# OF STUDENTS)	TARGET SF / STUDENT
GEN ACADEMIC	800	23	**35**
SPECIALS - ART, STEM, ETC	1200	23	**52**
PHYS ED (GYM)	5000	48	**104**
ART	1200	24	**50**
MUSIC - INSTRUMENTAL	2000	60	**33**
MUSIC - VOCAL	1200	40	**30**
RESOURCE	600	8	**75**
SPECIAL ED	900	8	**113**
MEDIA CENTER	3000	60	**50**

9TH DISTRICT — 391 INSTRUCTIONAL CAPACITY

INSTRUCTIONAL SPACE SUMMARY

9TH DISTRICT **391 INSTRUCTIONAL CAPACITY** 100% USE FACTOR 391 MAX BUILDING CAPAC

	RM #	RM NAME	RM AREA	SF/STUDENT	PARTIAL DAY	ALL DAY	
LOWER FLOOR							0 TOTAL FLOOR CAPACITY
		READING / G&T / AFTER-SCHOOL	1167	35	34		
		TECHNOLOGY LAB	855	52	16		
		GYM	4453	104	43		
REPURPOSED CLASSROOMS							
		COPY ROOM	855				
		VARIOUS SUPPORTS ON RETAININC	4000				
FIRST FLOOR					PARTIAL DAY	ALL DAY	230 TOTAL FLOOR CAPACITY
	110	KINDERGARTEN	868	35		25	
	111	KINDERGARTEN	854	35		25	
	113	KINDERGARTEN	856	35		25	
	114	FIRST	859	35		25	
	116	FIRST	856	35		25	
	117	FIRST	854	35		25	
	118	SECOND	858	35		25	
	119	SECOND	854	35		25	
	120	SECOND	864	35		25	
	112	SPED	856	113		8	
	115	READING INTERVENTION	844	75	11		
	121		855	75	11		
	251	MEDIA CENTER	1495	50	30		
REPURPOSED CLASSROOMS							
		FRC	760				
SECOND FLOOR							210 TOTAL FLOOR CAPACITY
	210	THIRD	868	35		25	
	211	ELA	854	35		25	
	212	THIRD	856	35		25	
	214	FOURTH	859	35		25	
	215	FOURTH	844	35		24	
	218	FIFTH	858	35		25	
	220	FIFTH	864	35		25	
	213	SPED CLASSROOM	1053	113		9	
	217	SPED CLASSROOM	1053	113		9	
	219	SPED CLASSROOM	1053	113		9	
	221	SPED CLASSROOM	1053	113		9	
	216	BEHAV COACH / READING INST	856	75	11		
MISSING SPECIALS							-49
		ART	-850	35		-24	

CIPS Bldg Capacity

9TH DISTRICT

SF / STUDENT	RECOMMENDED AREA	TARGET CLASS SIZE (# OF STUDENTS)	TARGET SF / STUDENT
GEN ACADEMIC	800	23	**35**
SPECIALS - ART, STEM, ETC	1200	23	**52**
PHYS ED (GYM)	5000	48	**104**
ART	1200	24	**50**
MUSIC - INSTRUMENTAL	2000	60	**33**
MUSIC - VOCAL	1200	40	**30**
RESOURCE	600	8	**75**
SPECIAL ED	900	8	**113**
MEDIA CENTER	3000	60	**50**

	MUSIC	-850	35	-24
	STEAM/COMP/TECHNOLOGY		35	0

CIPS Bldg Capacity

LATONIA

SF / STUDENT	RECOMMENDED AREA	TARGET CLASS SIZE (# OF STUDENTS)	TARGET SF / STUDENT
GEN ACADEMIC	800	23	**35**
SPECIALS - ART, STEM, ETC	1200	23	**52**
PHYS ED (GYM)	5000	48	**104**
ART	1200	24	**50**
MUSIC - INSTRUMENTAL	2000	60	**33**
MUSIC - VOCAL	1200	40	**30**
RESOURCE	600	8	**75**
SPECIAL ED	900	8	**113**
MEDIA CENTER	3000	60	**50**

LATONIA — 491 INSTRUCTIONAL CAPACITY

INSTRUCTIONAL SPACE SUMMARY

LATONIA **491 INSTRUCTIONAL CAPACITY** 100% USE FACTOR 491 MAX BUILDING CAPAC

	RM #	RM NAME	RM AREA	SF/STUDENT	PARTIAL DAY	ALL DAY	
FIRST FLOOR							180 TOTAL FLOOR CAPACITY
	101	KINDERGARTEN	1538	35		44	
	111	KINDERGARTEN	1556	35		45	
	105	FIRST	1438	35		41	
	107	FIRST	1444	35		42	
	110	SPED RESOURCE	973	113		9	
	103	INTERVENTION / DATA / MTSS	742	75	10		
	109	INTERVENTION	544	75	7		
	113	FRC / CLC	1286	75	17		
	114	GYMNASIUM	4286	104	41		
REPURPOSED CLASSROOMS							
SECOND FLOOR							356 TOTAL FLOOR CAPACITY
	203	THIRD	1510	35		43	
	205	THIRD	1495	35		43	
	209	FIFTH	1479	35		43	
	211	FIFTH	1530	35		44	
	213	FOURTH	1465	35		42	
	214	FOURTH	1405	35		40	
	221	COTEACH AREA	551	35		16	
	222	SECOND	1022	35		29	
	223	SECOND	1236	35		36	
	217	SPED CLASSROOM	731	113		6	
	219	SPED CLASSROOM	746	113		7	
	220	SPED CLASSROOM	730	113		6	
	207	INST COACH / TCHR RESOURCE	1502	75	20		
	218	SPEACH	710	75	9		
	224	MATH INTERVENTION	769	75	10		
	200	MEDIA CENTER	1538	50	31		
	202	STEAM	762	52	15		
MISSING SPECIALS							-45
		ART	-790	35		-23	
		MUSIC	-790	35		-23	
		STEAM		35		0	

SF / STUDENT	RECOMMENDED AREA	TARGET CLASS SIZE (# OF STUDENTS)	TARGET SF / STUDENT
GEN ACADEMIC	650	16	**41**
SPECIALS - ART, STEM, ETC	1200	23	**52**
PHYS ED (GYM)	5000	48	**104**
ART	1200	24	**50**
MUSIC - INSTRUMENTAL	2000	60	**33**
MUSIC - VOCAL	1200	40	**30**
RESOURCE	600	8	**75**
SPECIAL ED	900	8	**113**
MEDIA CENTER	3000	60	**50**

JAMES E. BIGGS 154 INSTRUCTIONAL CAPACITY

INSTRUCTIONAL SPACE SUMMARY

JAMES E. BIGGS **154 INSTRUCTIONAL CAPACITY** 100% USE FACTOR 154 MAX BUILDING CAPAC

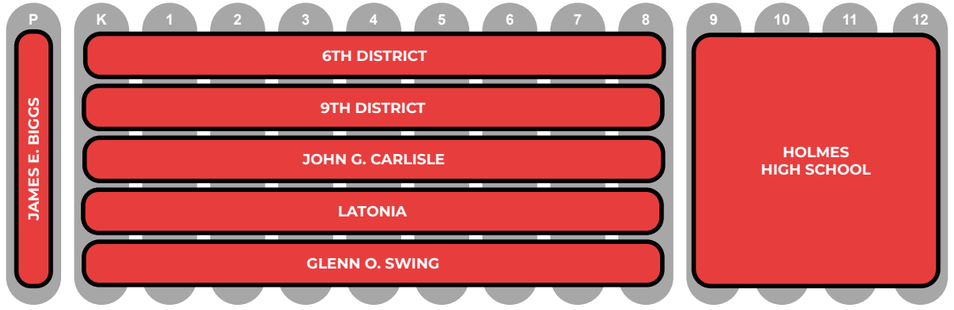
	RM #	RM NAME	RM AREA	SF/STUDENT		
LOWER FLOOR					PARTIAL DAY	ALL DAY	0 TOTAL FLOOR CAPACITY
	3	SENSORY	420	41	10	
	4	FRC	389	41	10	
REPURPOSED CLASSROOMS						
FIRST FLOOR					PARTIAL DAY	ALL DAY	86 TOTAL FLOOR CAPACITY
	A	CLASSROOM	707	41		17
	B	CLASSROOM	703	41		17
	C	CLASSROOM	670	41		16
	D	CLASSROOM	689	41		17
	E	CLASSROOM	705	41		17
SECOND FLOOR							68 TOTAL FLOOR CAPACITY
	F	CLASSROOM	684	41		17
	G	CLASSROOM	703	41		17
	I	CLASSROOM	705	41		17
	K	CLASSROOM	690	41		17
		ASST PRINC / SPEECH / MTG	670	75	9	
		OT / PT / LITERACY	706	75	9	

APPENDIX C
COMMUNITY ADVISORY TEAM (CAT) MASTER PLAN OPTION DEVELOPMENT

CAT Master Plan

Option Development

Option **5a**

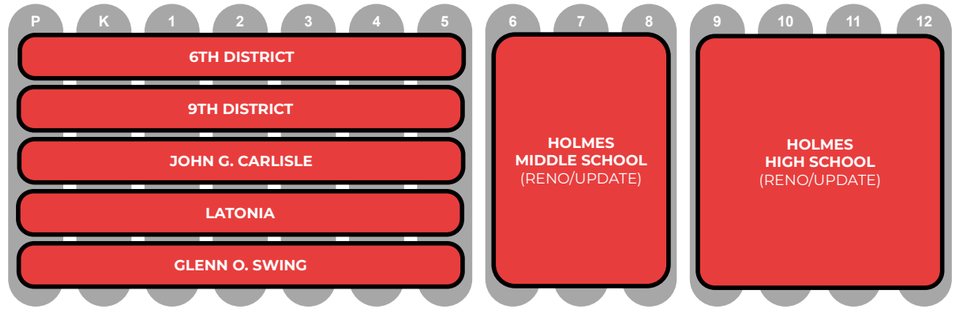


Comments:

- Repurpose HMS

SHP

Option **5b**

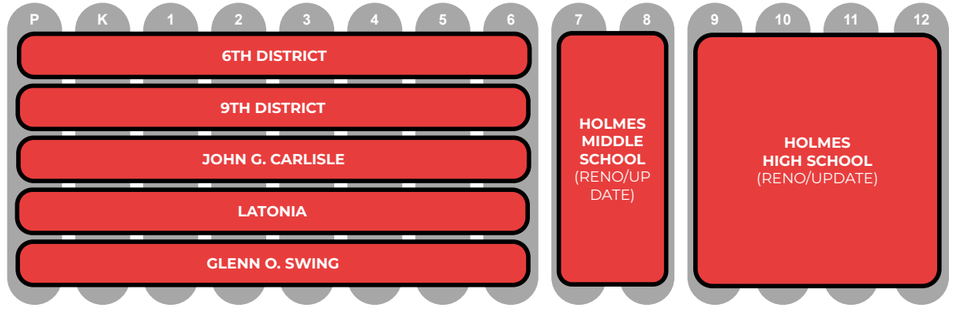


Comments:

- Repurpose James E. Biggs
- Full-day preschool @ elems

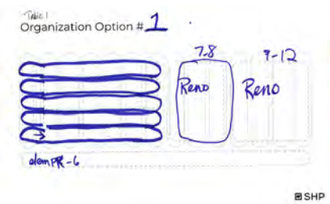
SHP

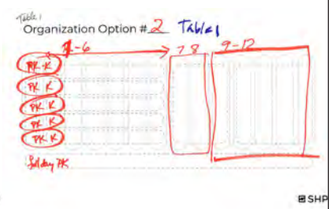
Option **5c**



Comments:

- Repurpose James E. Biggs
- Full-day preschool @ elems



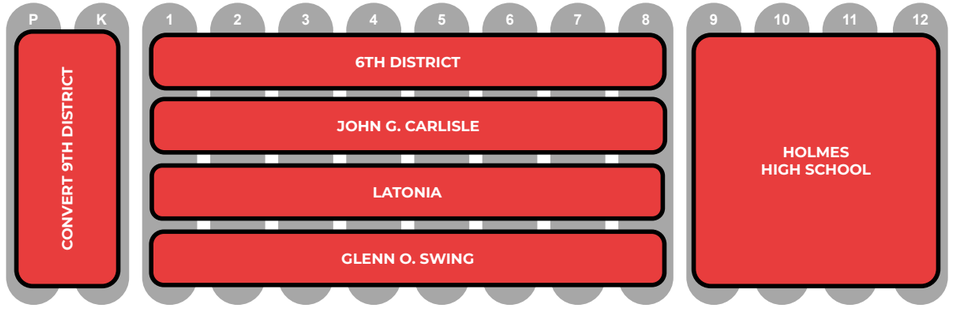


SHP

SHP

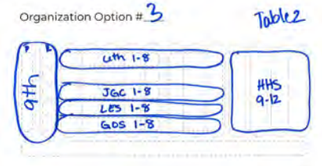
The following cost estimates are provided for comparison purposes only.
As the solutions evolve, so will these values.

Option **4b**



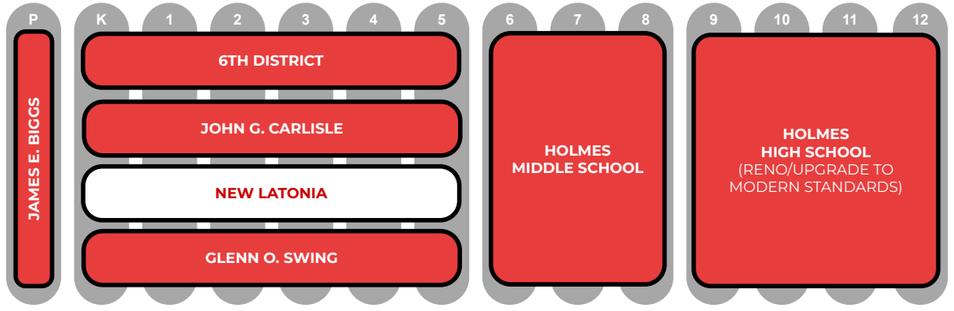
Comments:

- Repurpose:
  - James E. Biggs
  - HMS
- Reno 9th District to support pk



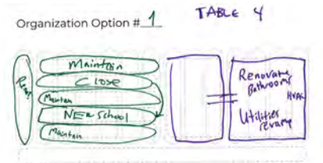
SHP

Option **4a**



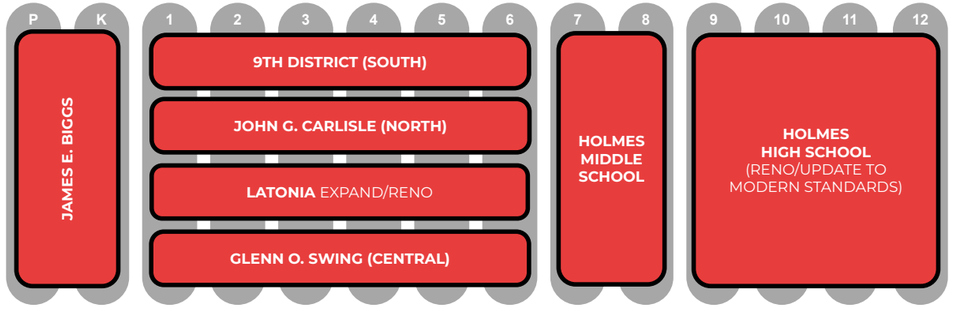
Comments:

- Repurpose 9th District
- Updates to HHS
- New k5 for 425 students = $25M*



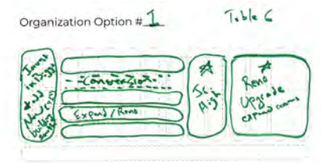
SHP

Option **4c**



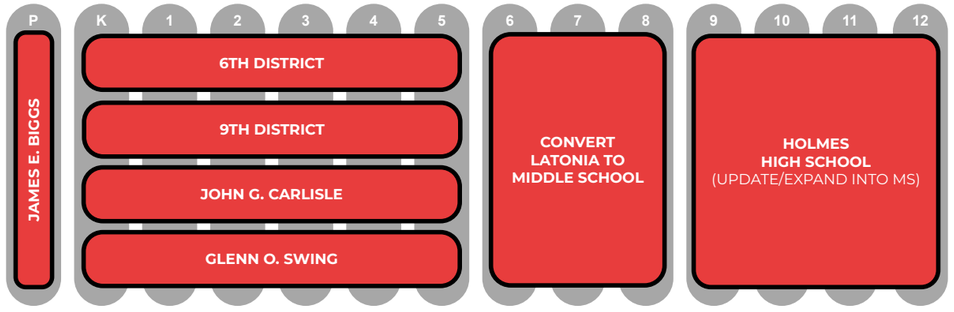
Comments:

- Repurpose 6th District
- Requires addition at James E. Biggs (tight site)
- Updates to HHS



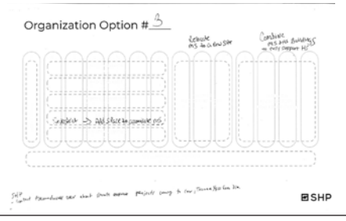
SHP

Option **4d**

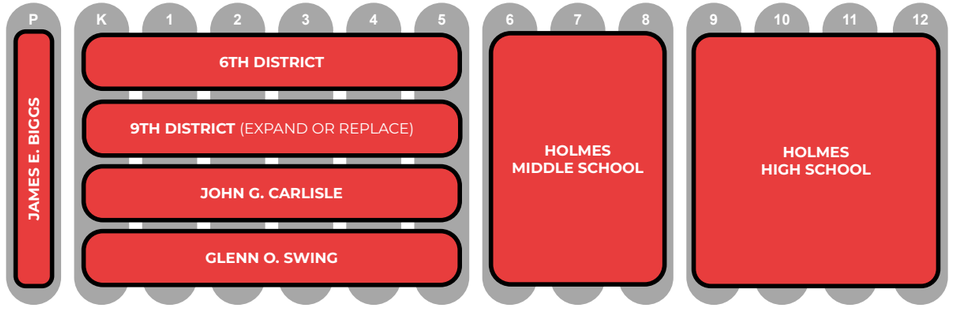


Comments:

- Additions at Latonia for capacity and sports
- Updates to HS - significant excess space when combining HS & MS buildings to serve only HS

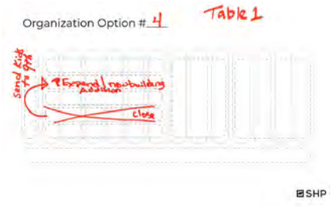


Option **4e**

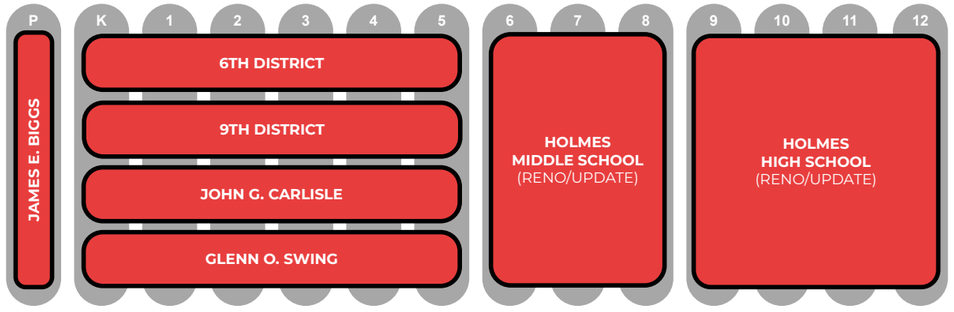


Comments:

- Repurpose Latonia
  - Move kids to 9th

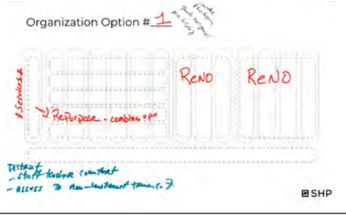


Option **4f**

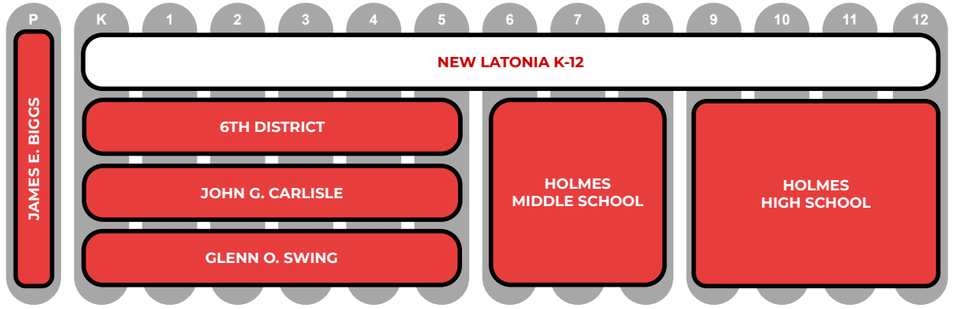


Comments:

- Repurpose Latonia to District Services

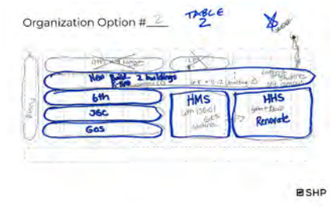


Option **4g**

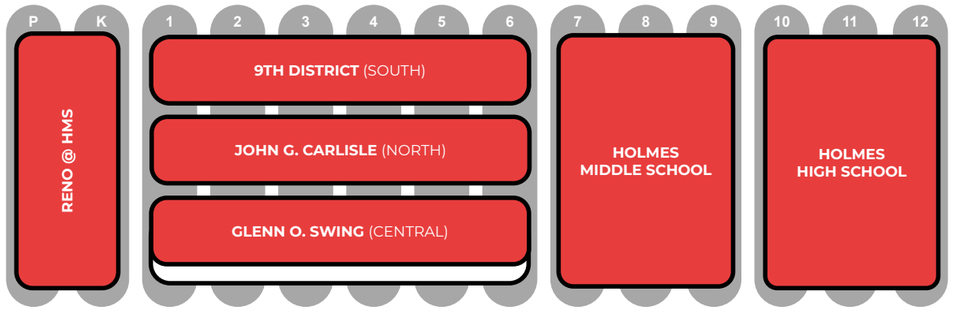


Comments:

- Repurpose 9th District
- K12 for 850 students = $50M*

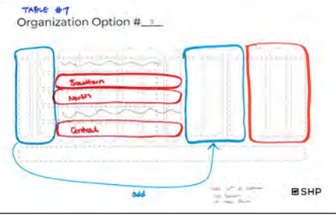


Option **3a**

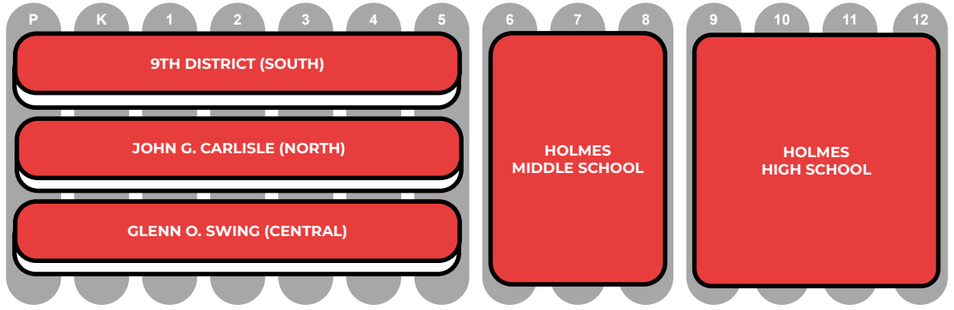


Comments:

- Repurpose:
  - James E. Biggs
  - 6th District
  - Latonia
- Move PreK and K to available space at HMS
- Requires +/-100 student addition at elem level = $5M*

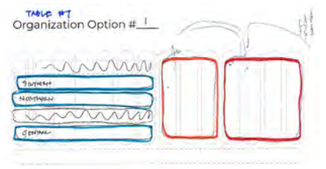


Option **3b**

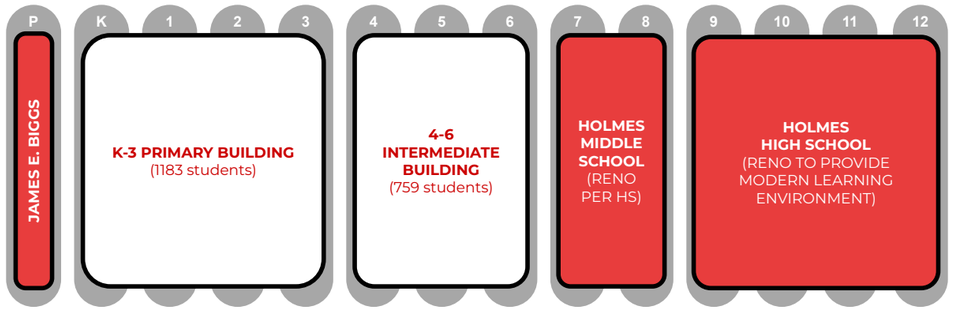


Comments:

- Repurpose:
  - James E. Biggs
  - 6th District
  - Latonia
- Requires +/-300 student addition at elem level = $15M*

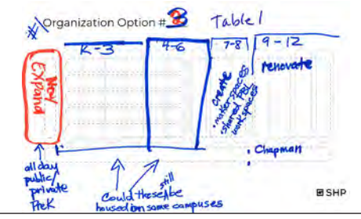


Option **Oa**



Comments:

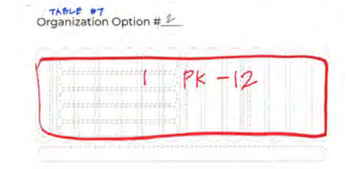
- Repurpose all elems
- New K-3 for 1200 students = $70M*
- New 4-6 for 800 students = $45M*



Option **Ob**

Comments:

- Repurpose all buildings
- Viable location for >400,000sf school?
- P-12 for 3400 students = $180-210M*



APPENDIX D
BOARD WORK SESSION RECAP

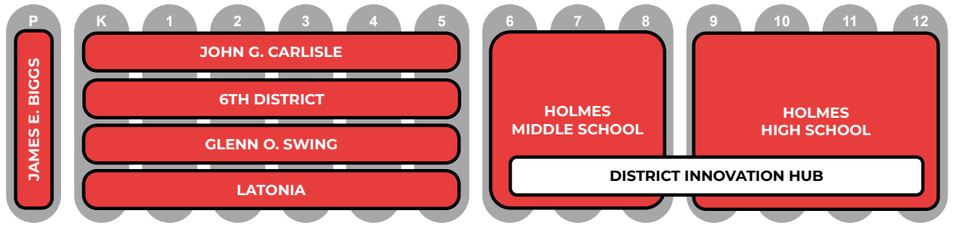
Board of Education

Work Session Recap
February 19, 2025

SHP

Option **1A**

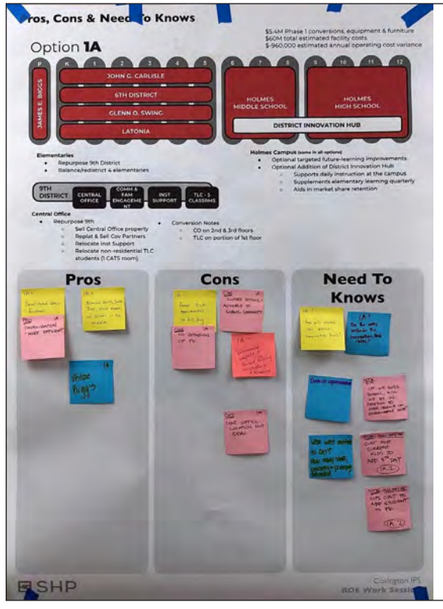
$5.4M Phase 1 conversions, equipment & furniture
$60M total estimated facility costs
$-960,000 estimated annual operating cost variance



Elementaries
- Repurpose 9th District
- Balance/redistrict 4 elementaries

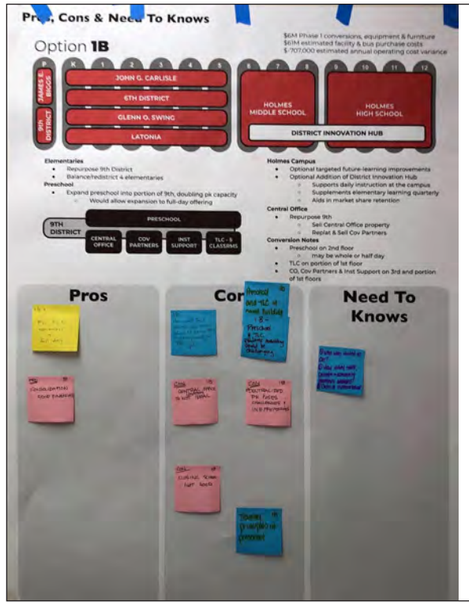
Central Office
- Repurpose 9th
  - Sell Central Office property
  - Replat & Sell Cov Partners
  - Relocate Inst Support
  - Relocate non-residential TLC students (1 CATS room)
- Conversion Notes
  - CO on 2nd & 3rd floors
  - TLC on portion of 1st floor

Holmes Campus **(same in all options)**
- Optional targeted future-learning improvements
- Optional Addition of District Innovation Hub
  - Supports daily instruction at the campus
  - Supplements elementary learning quarterly
  - Aids in market share retention



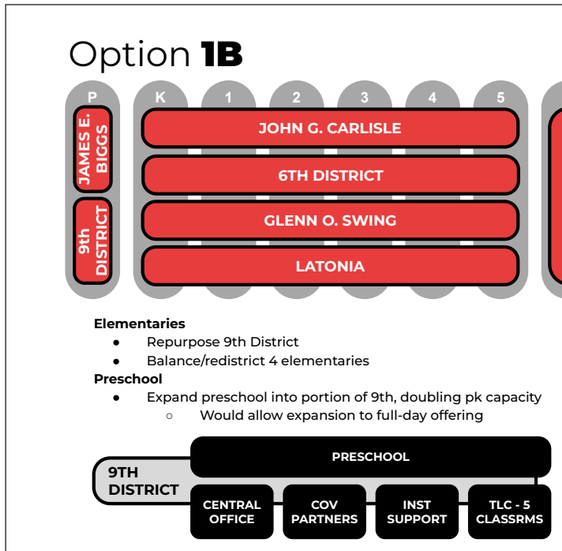
1A

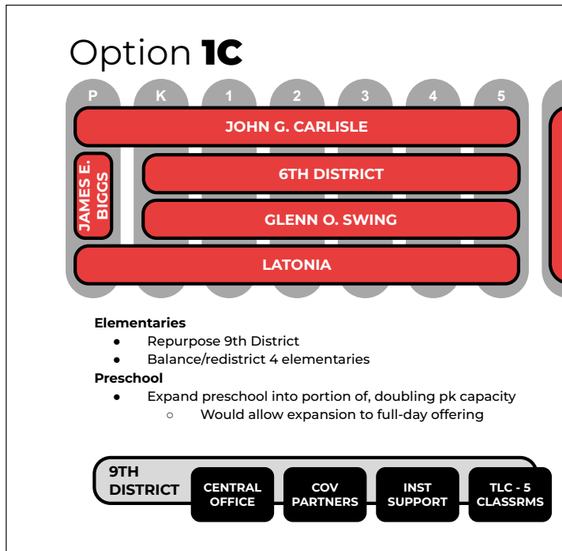
PRO	CON	NEED TO KNOW
BALANCED NORTH, SOUTH, EAST & WEST ELEMS WITH HOLMES IN THE MIDDLE	CENTRAL OFFICE LOCATION NOT IDEAL	FULL-DAY PK - CIPS COST TO ADD STUDENT TO PK?
ECE KIDS BETTER SERVED IN ONE LOCATION	NO EXPANSION OF PREK	COST FOR CURRENT KIDS TO ADD 5TH DAY?
UTILIZE BIGGS	FEWER PREK OPPORTUNITIES - NOT FULL DAY	IF WE CLOSE A SCHOOL, WILL WE BE IN POSITION TO OVERCROWD IF ENROLLMENT INCREASES?
CONSOLIDATION - MORE EFFICIENT	CLOSES SCHOOL WHICH HAS GREAT COMMUNITY SUPPORT	TIMELINE?
CONSOLIDATED ADMIN FUNCTIONS	LOSE A NEIGHBORHOOD SCHOOL	WHO WAS INVITED TO CAT?
DISTRICT INNOVATION HUB	9TH INCREASED 2 LEVELS IN KDE REPORT CARD IN ONE YEAR	HOW MANY STAFF, PARENTS & PRINCIPALS ATTENDED?
PRESCHOOL BUILDING	CLOSES SCHOOL - ADVERSE TO SCHOOL COMMUNITY	DISTRICT REPRESENTATION ON CAT
	DETREEMNTAL IMPACT OF FORCED BUSING ON STUDENTS AND FAMILIES	HOW WILL ELEMS USE DISTRICT INNOVATION HUB?
		DO THE COSTS INCLUDE THE INNOVATION HUB COSTS?

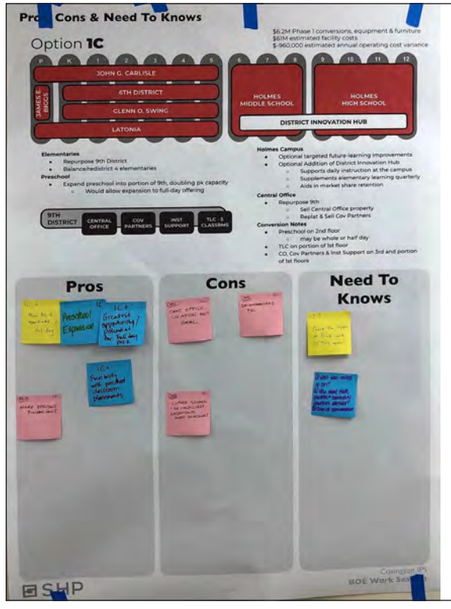


1B

PRO	CON	NEED TO KNOW
OPPORTUNITY FOR PK GROWTH IF FUNDED	TRAINING PRINCIPLES ON PRESCHOOL	TIMELINE?
FULL DAY PRESCHOOL	PREK WITH TLC (BUT COULD BE A POSITIVE TOO)	WHO WAS INVITED TO CAT?
INNIVATION HUB	HOW WILL PK PARENTS FEEL ABOUT THEIR CHILDREN BEING ON THE SAME PROPERTY AS TLC?	HOW MANY STAFF, PARENTS & COMMUNITY MEMBERS ATTENDED?
ALLOWS FOR GROWTH	PRESCHOOL AND TLC TOGETHER	DISTRICT REPRESENTATION?
MORE PK OPPORTUNITIES AND FULL DAY	PRESCHOOL AND TLC IN SAME BUILDING	
CONSOLIDATION - GOOD FINANCIALLY	PRESCHOOL AND TLC STUDENTS COEXISTING COULD BE CHALLENGING	
	CENTRAL OFFICE LOCATION IS NOT IDEAL	
	CLOSING SCHOOL IS NOT GOOD	
	DECENTRALIZED PK POSES CHALLENGES AND INEFFECIENCIES	

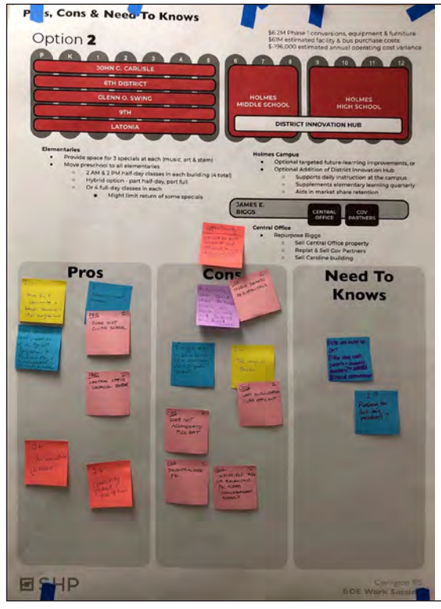






1C

PRO	CON	NEED TO KNOW
MORE EFFICIENT FINANCIALLY	CENTRAL OFFICE LOCATION IS NOT IDEAL	COULD THE LOGISITCS OF PK WORK IN THIS OPTION?
FLEXIBILITY WITH PRESCHOOL CLASSROOM PLACEMENTS	CLOSES SCHOOL - RECONFIGURES CATCHMENT AREAS MORE DRASTICALLY	WHO WAS INVITED TO CAT?
GREATEST OPPORTUNITY / POTENTIAL FOR FULL DAY PK	DECENTRALIZED PK	HOW MANY STAFF, PARENTS & COMMUNITY MEMBERS ATTENDED?
PRESCHOOL EXPANSION		DISTRICT REPRESENTATION?
MORE PK OPPORTUNITIES		
FULL DAY PK		



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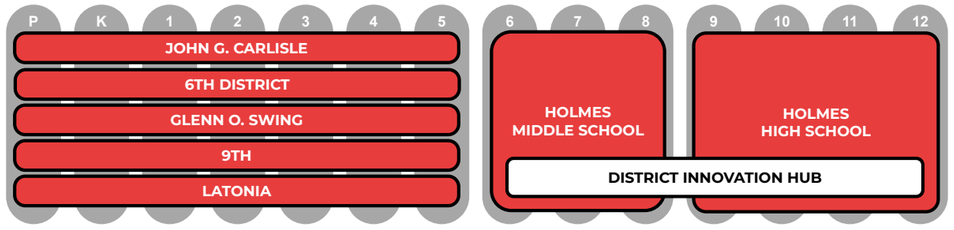
PRO	CON	NEED TO KNOW	OPPORTUNITIES
WOULD NOT PULL STUDENTS FROM NEIGHBORHOOD SCHOOLS IN MULTIPLE SCHOOLS	IMPOSSIBLE TASK OF BALANCING PK ACROSS NEIGHBORHOOD SCHOOLS	CURRENT SPACE USED IN SCHOOLS FOR INTERVENTIONINSTS, SPEECH, COUNSELORS, ETC.	WE CAN BE MORE INNOVATIVE AND EFFECIENT DEVELOPING STAFFING MODELS
INNOVATION HUB	DECENTRALIZED PK	PREK BUSSING? CURRENTLY DOOR TO DOOR	SPECIALS - NO MUSIC, ART, STEM IN ELEM AT THIS TIME, IN STRATEGIC PLAN - NEXT 5 YEARS
COMMUNITY SCHOOLS	DOES NOT ACCOMODATE FULL DAY	WHO WAS INVE=ITED TO CAT?	
COMMUNITY PICKED THIS OPTION	INCREASED RESPONIBILITY FOR ELEM PRINCIPALS	HOW MANY STAFF, PARENTS & COMMUNITY MEMBERS ATTENDED?	
LIKE INNOVATION AT HOLMES	BIGGS DISPERSED	DISTRICT REPRESENTATION?	
CENTRAL OFFICE LOCATION BETTER	TLC ATTENDANCE CHALLENGES	FUNDING FOR FULL DAY PRESCHOOL?	
MORE FAMILIES WILL CHOOSE US IF WE OFFER FULL DAY OPTION FOR PREK AND STAY WITH US ONCE EMBEDDED IN COMMUNITY SCHOOLS	TLC STAYS IN DEVOU	ANY OTHER SPACES IN THE DISTRICT THAT WOULD ACOMMODATE PK AND ALLOW EXPANSION?	
MORE PREK OPPORTUNITIES	3-4 YEAR OLDS IN SAME BUILDING AND ON SAME BUSES WITH 5TH GRADE STUDENTS		
KEEPS STUDENTS IN THEIR NEIGHBORHOOD SCHOOLS	MORE DRASTIC REDISTRICTING		
KEEPS COMMUNITY SCHOOLS	REDISTRICTING TO MAKE PREK SPACE IN ELEMENTARY SCHOOLS WILL RESULT IN MORE K5 STUDENTS BEING BUSSED FARTHER		
DOES NOT CLOSE A SCHOOL	CONNECTIONS WITH CHILDCARE		
PRESCHOOL KIDS ARE NOW IN THEIR NEIGHBORHOOD SCHOOL	LESS CONSOLIDATION - LESS EFFICIENT		
POSITIVE FOR FAMILIES	RENO IN ELEMS TO ADD PREK		
KEEPS A NEIGHBORHOOD STRUCTURE IN OUR DISTRICT			
WOULD NOT CREATE AN ISSUE WITH PARENTS AND TRANSPORTATION TO THEIR SCHOOL DAILY			
COMMUNITY FAMILY CONNECTION			

Option **2**

$6.2M Phase 1 conversions, equipment & furniture
$61M estimated facility & bus purchase costs
$-196,000 estimated annual operating cost variance



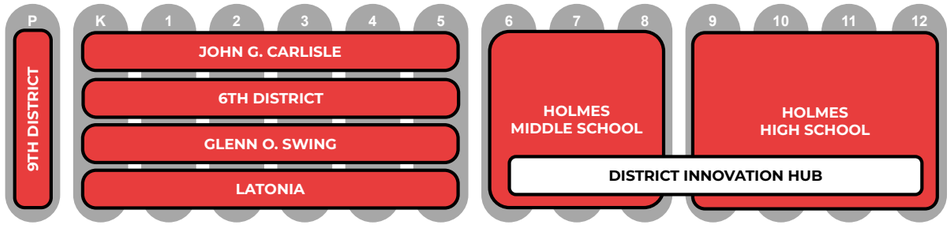
Elementaries
- Balance/redistrict 5 elementaries
- Provide space for 3 specials at each (music, art & stem)
- Move preschool to all elementaries
  - 2 AM & 2 PM half-day classes in each building (4 total)
  - Hybrid option - part half-day, part full
  - Or 4 full-day classes in each
    - Might limit return of some specials

Holmes Campus
- Optional targeted future-learning improvements, or
- Optional Addition of District Innovation Hub
  - Supports daily instruction at the campus
  - Supplements elementary learning quarterly
  - Aids in market share retention

Central Office
- Repurpose Biggs
  - Sell Central Office property
  - Replat & Sell Cov Partners
  - Sell Caroline building

2 more options for consideration

Option **1D** (developed after 2/08)



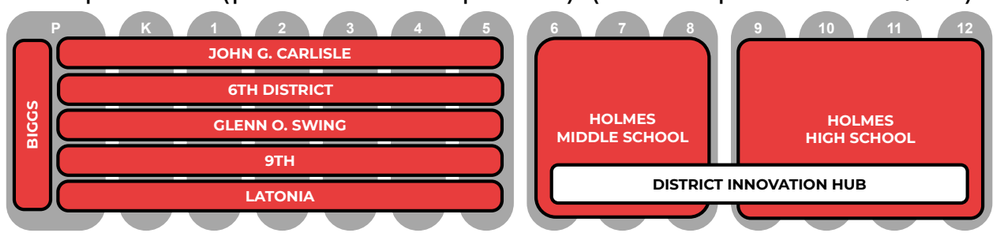
Elementaries
- Repurpose 9th District into preschool center
- Balance/redistrict 4 elementaries

Central Office
- Repurpose Biggs
  - Sell Central Office property
  - Replat & Sell Cov Partners

Holmes Campus **(same in all options)**
- Optional targeted future-learning improvements
- Optional Addition of District Innovation Hub
  - Supports daily instruction at the campus
  - Supplements elementary learning quarterly
  - Aids in market share retention

9th district questions:
- Impact of first floor mandate for pk classes?
- Potential flooding on lower level?
- Can we include instructional supports, adult hs on 3rd floor?

Option **3** (pk hub and spokes) (developed after 2/08)



Preschool
- Keep mandated (IEP) preschool at Biggs
- Double pk capacity by providing 2 AM & 2 PM half-day classes in each elem (4 total) for families to opt into
- Or, increase pk by 50% by providing 2 full-day pk classes at each elem for families to opt into

Elementaries
- Balance/redistrict 5 elementaries
- Provide space for 3 specials at each (music, art & stem) (still allows space for 2 pk classrooms)

Holmes Campus
- Optional targeted future-learning improvements, or
- Optional Addition of District Innovation Hub
  - Supports daily instruction at the campus
  - Supplements elementary learning quarterly
  - Aids in market share retention

Central Office
- Repurpose Biggs / 9th
  - Sell Central Office property
  - Replat & Sell Cov Partners
  - Sell Caroline building

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