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# Board of Education

Work Session  
February 8, 2025

# Agenda

- Overview of Community Advisory Team process
- Master Plan Options from the CAT
- Board input
- Closure & Next Steps



# Community Advisory Team Overview

# CAT PRESENTATION hyperlinks



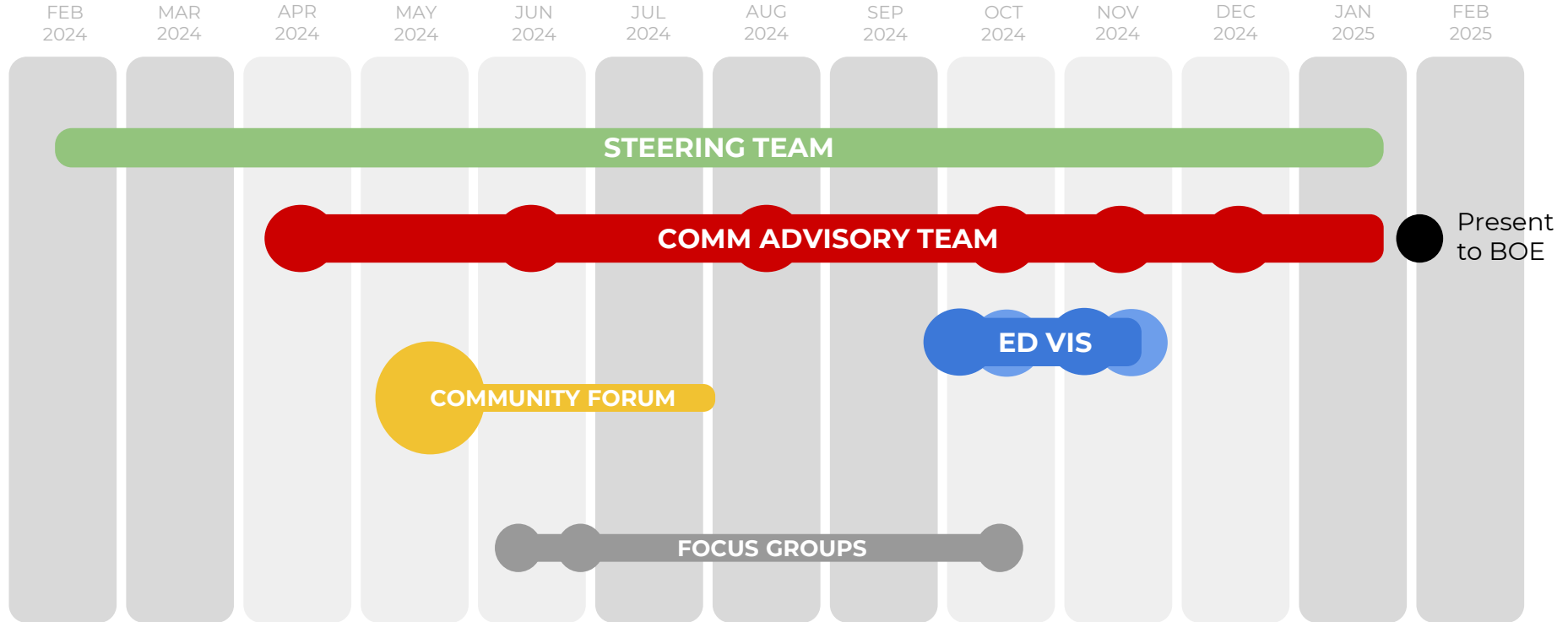
- [#1, April 15](#)
- [#2, June 18](#)
- [#3, August 8](#)
- [#4, October 15](#)
- [#5, November 12](#)
- [#6, January 27](#)



# CAT Purpose

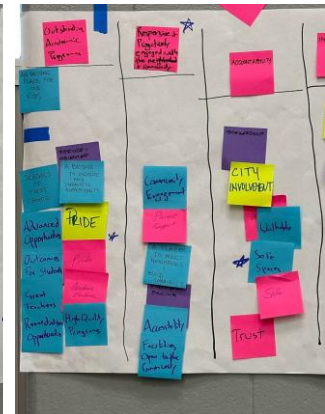
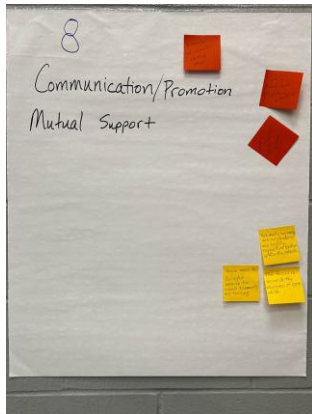
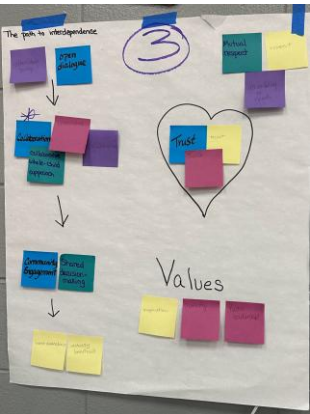
To represent the Covington community in the process of understanding educational needs, facility conditions, and financial implications to advise in the development of an appropriate facility master plan.

# Master Planning Timeline



# COMMUNITY VALUES

“When I think about the relationship between our schools and the community, these things should be the most important:”



# Community Values

- Outstanding Academics
- Centers of the Community
- Accountability and Trust
- A Collaborative Dialogue
- Inclusive Environment
- Interdependence
- Foster Community Pride
- Sustainable Investment
- Safety





# Focus Groups

- Black & Brown / underrepresented voices
- City Economic Leadership
- Young families

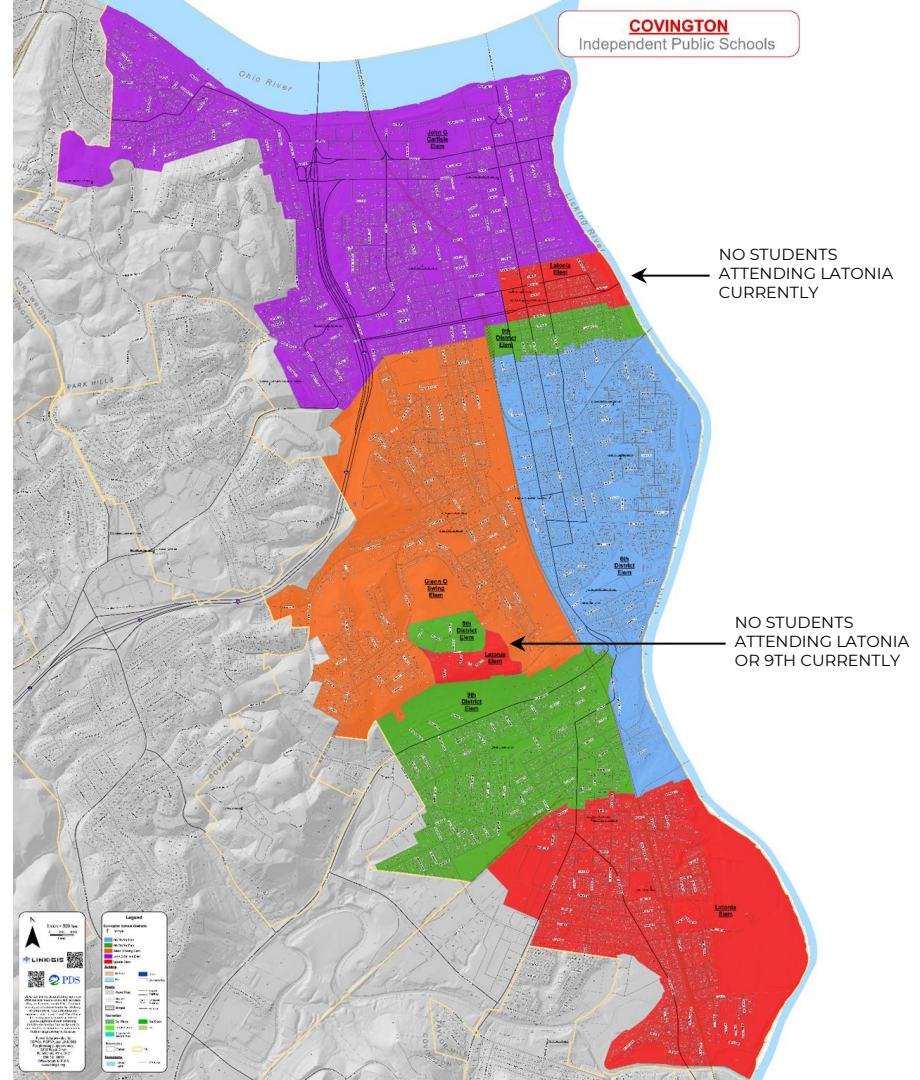




# Focus Groups - Aspirations

- Student & staff safety
- Excellent academics
- High quality programs
- Adequate funding
- Emphasis on diversity

# DISTRICT SNAPSHOT



# HOLMES

## HIGH SCHOOL

- Construction: **1916, '37 & '68**
- Grades: **9-12**
- Enrollment: **868**
- Capacity: **905**
- Building area: **258,961 sf**
- Site area: **22** (cont) shared acres
- Annual maintenance cost: **\$564,100**
  - cost/sf: **\$2.18**
- 2022/23 utility cost: **\$182,549**
  - cost/sf: **\$.70**
- Assessment Score (how good it is at being a school): **68%**
  - **Historic character of the campus is inviting/inspiring and recent updates in some portions**
  - **parking/pick-up/drop-off is challenging**
  - **No central air in classrooms**
  - **Classrooms are undersized and create cramped conditions-little acoustical treatment**



# BUILDING ASSESSMENTS

BUILDING	ASSESSMENT SCORE	GRADES	STUDENTS OF COLOR	CIRCA	ACRES	AREA (SF)	240411 ENROLLMENT	33/34 PROJECTED ENROLLMENT	CAPACITY PER KDE	SHP CALCULATED CAPACITY	SF/STUDENT @ CAPACITY	PLANNED MAINT COSTS	MAINT \$/SF	UTILITY \$/SF
REGIONAL BENCHMARKS											HS: 160SF/STUDENTS MS: 140SF/STUDENTS ES: 120SF/STUDENTS			.80 TO \$1.00
<b>HOLMES HIGH SCHOOL</b>	68%	9-12	64%	1916	22	258,961	865	691	905	<b>609</b>	286	\$564,100	\$2.18	\$0.70
<b>HOLMES MIDDLE SCHOOL</b>	69%	6-8	65%	1927	22	102,963	598	587	929	<b>774</b>	111	\$224,286	\$2.18	\$0.70
<b>6TH DISTRICT</b>	73%	K-5	73%	1907	3.4	80,914	462	458	546	<b>523</b>	148	\$159,200	\$1.97	\$0.93
<b>9TH DISTRICT</b>	77%	K-5	68%	1957	6.8	63,935	306	232	475	<b>391</b>	135	\$145,000	\$2.27	\$1.01
<b>JOHN G. CARLISLE</b>	81%	K-5	80%	1994	5.3	58,940	327	327	550	<b>329</b>	107	\$149,500	\$2.54	\$1.25
<b>LATONIA</b>	68%	K-5	34%	1973	5.4	62,819	261	242	463	<b>491</b>	136	\$165,000	\$2.63	\$1.19
<b>GLENN O. SWING</b>	85%	K-5	64%	1969	7.1	45,175	402	418	500	<b>356</b>	90	\$144,500	\$3.20	\$1.43
							145	135						



# ENROLLMENT PROJECTION

## 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
<b>Total PK</b>	<b>411</b>	<b>198</b>	<b>308</b>	<b>348</b>	<b>270</b>	<b>270</b>	<b>270</b>	<b>270</b>	<b>270</b>	<b>270</b>	<b>270</b>	<b>270</b>	<b>270</b>	<b>270</b>	<b>270</b>
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	298	301	302
2	336	342	334	288	289	316	299	284	287	287	295	301	298	297	289
3	352	294	316	310	286	285	285	286	286	279	280	279	280	291	290
4	341	278	273	304	305	275	275	281	274	266	266	266	266	280	277
5	328	282	253	256	289	287	259	266	266	266	257	248	252	258	260
<b>Total K-5</b>	<b>2,173</b>	<b>1,876</b>	<b>1,799</b>	<b>1,746</b>	<b>1,806</b>	<b>1,774</b>	<b>1,742</b>	<b>1,740</b>	<b>1,750</b>	<b>1,730</b>	<b>1,721</b>	<b>1,727</b>	<b>1,709</b>	<b>1,731</b>	<b>1,720</b>
6	282	257	237	215	219	249	249	223	223	244	227	227	210	213	222
7	265	250	246	219	210	209	209	212	212	212	233	220	210	208	202
8	272	231	239	236	220	208	206	203	210	210	210	226	210	204	203
<b>Total 6-8</b>	<b>819</b>	<b>738</b>	<b>722</b>	<b>670</b>	<b>649</b>	<b>666</b>	<b>693</b>	<b>692</b>	<b>668</b>	<b>666</b>	<b>670</b>	<b>660</b>	<b>637</b>	<b>625</b>	<b>627</b>
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	228	158	158	159	178	178	155	155	167
12	183	172	217	162	218	206	206	178	166	166	168	168	164	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
<b>Total 9-20</b>	<b>917</b>	<b>842</b>	<b>893</b>	<b>892</b>	<b>957</b>	<b>913</b>	<b>867</b>	<b>797</b>	<b>819</b>	<b>829</b>	<b>822</b>	<b>813</b>	<b>809</b>	<b>783</b>	<b>775</b>
<b>Total PK-20</b>	<b>4,320</b>	<b>3,654</b>	<b>3,722</b>	<b>3,656</b>	<b>3,682</b>	<b>3,623</b>	<b>3,572</b>	<b>3,499</b>	<b>3,507</b>	<b>3,495</b>	<b>3,483</b>	<b>3,470</b>	<b>3,445</b>	<b>3,409</b>	<b>3,392</b>

4% decrease

5% decrease

3% increase

3% decrease

13% decrease

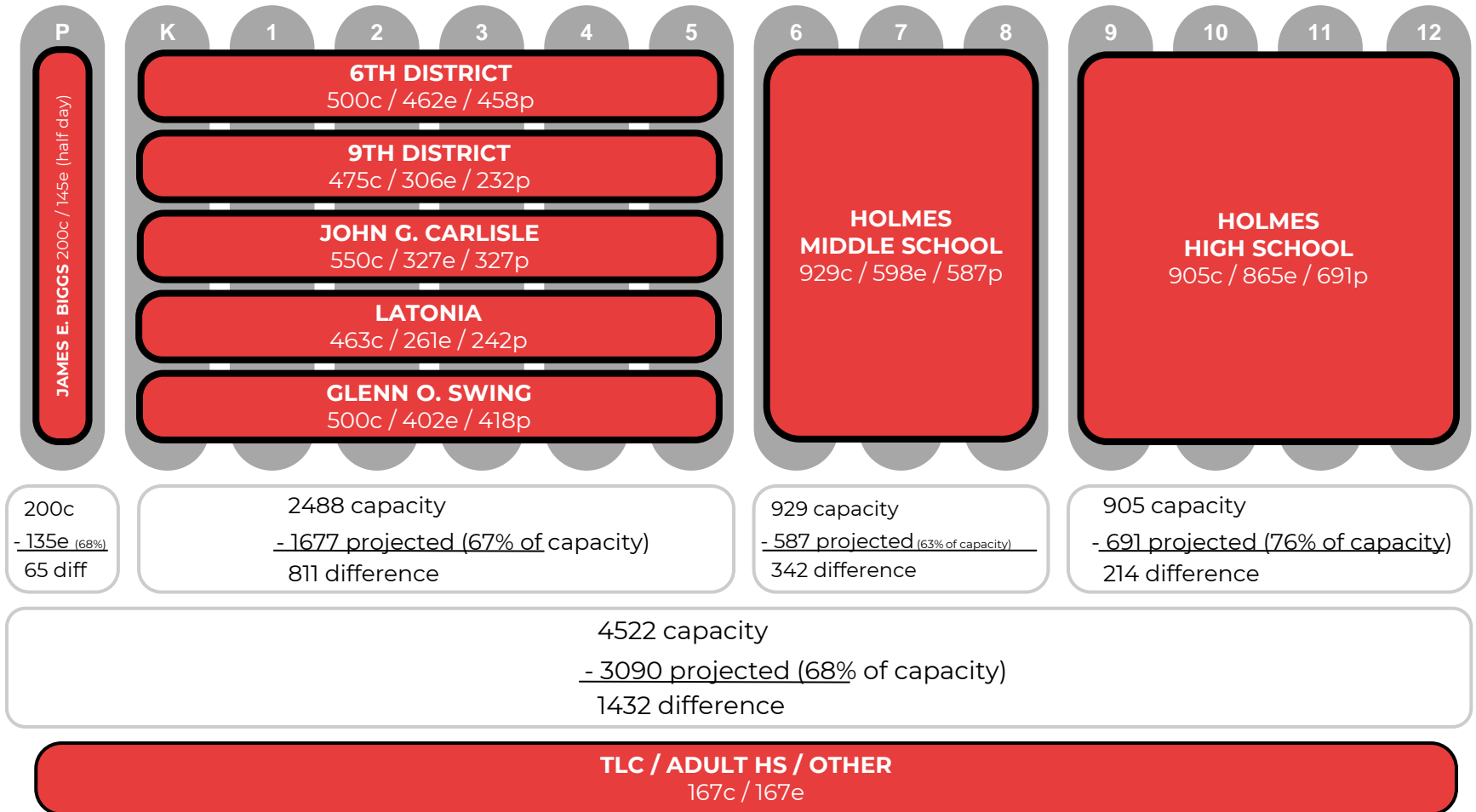
19% decrease

5% decrease

8% decrease



# CIPS Capacity, Enrollment & 2033/34 Projection





# Educational Visioning

## Future of Learning at Covington

Work to date:

# Portrait of a Learner

Seven Learner  
Attributes



**RESILIENT LEARNER**



**EFFECTIVE COMMUNICATOR**



**CRITICAL THINKER**



**COMPASSIONATE CITIZEN**



**LIFELONG CONTRIBUTOR**



**CONSCIENTIOUS COLLABORATOR**



**AMBITIOUS ACHIEVER**

# Educational Visioning

## Combined (staff & student) Highlights

We would see:

- **Learning through failure**
- **Collaborative multi-use spaces**
- **Applying resilience in learning**
- **student -led / peer to peer learning**
- **Hands-on beyond CTE**
- **Students presenting their work**
- **Flexible furnishings**

Students: If you were in charge, how would you change school to teach these skills better?

- **Mentorships**
- **Hands-on opportunities**
- **Group work / collaboration**
- **Spaces to work together**
- **Safety**

# Educational Visioning

## Visual Vocabulary





teachers



students



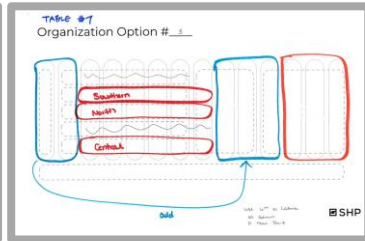
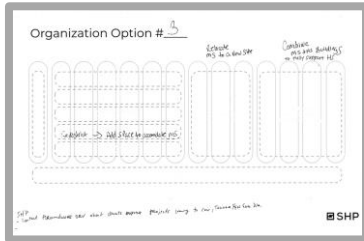
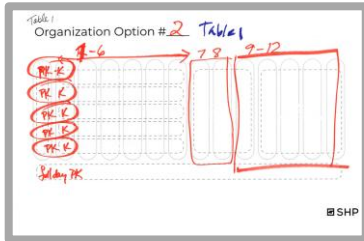
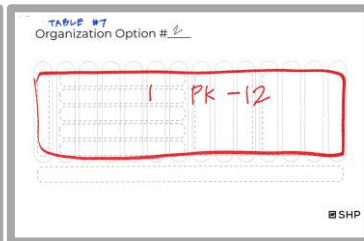
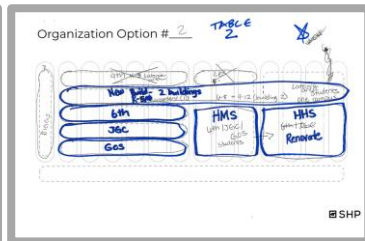
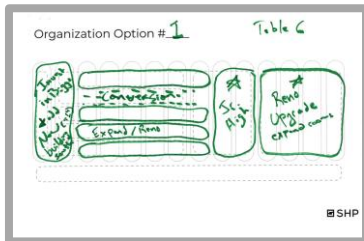
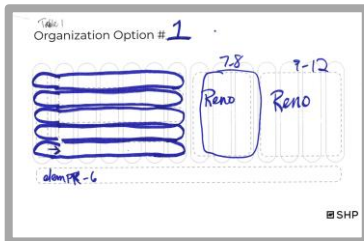
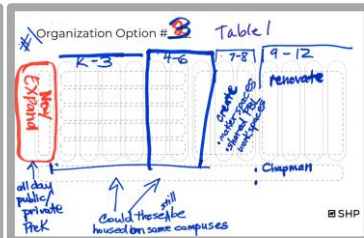
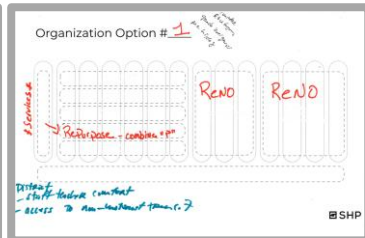
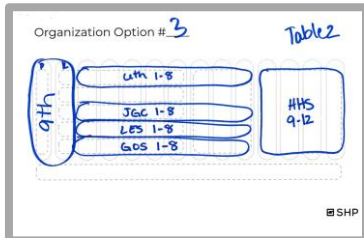
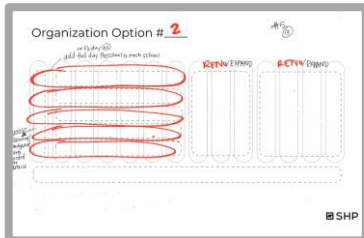
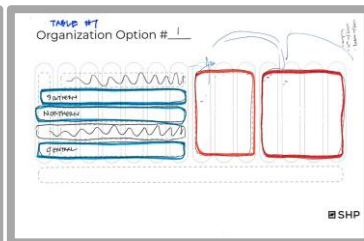
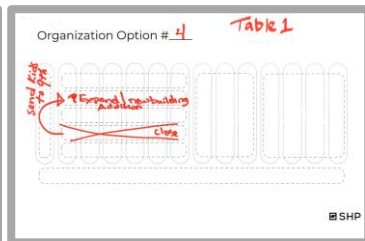
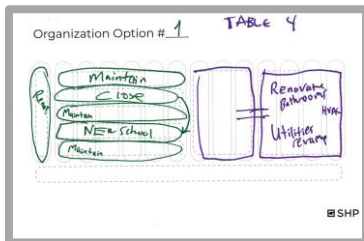
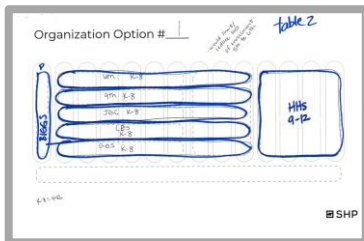


CAT2

# BRAINSTORMING OPTIONS



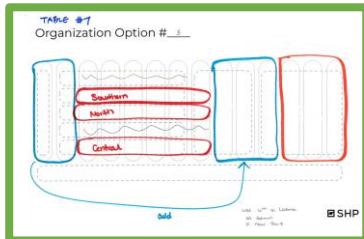
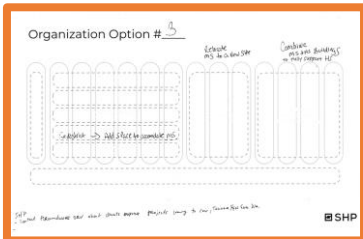
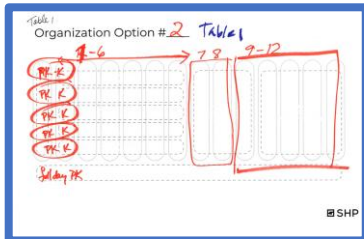
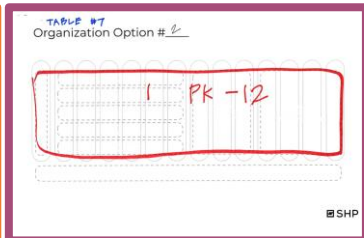
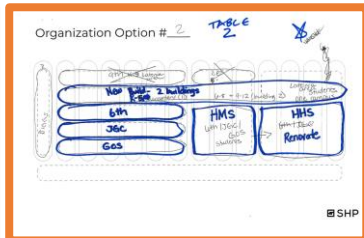
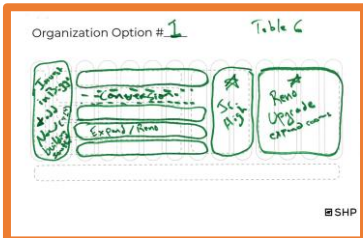
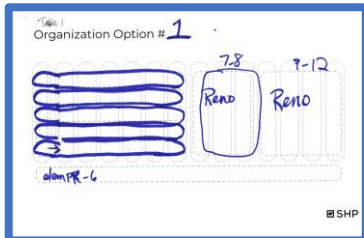
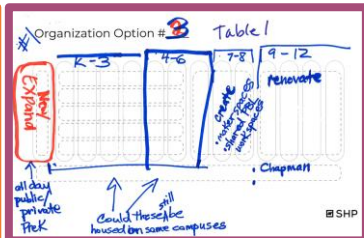
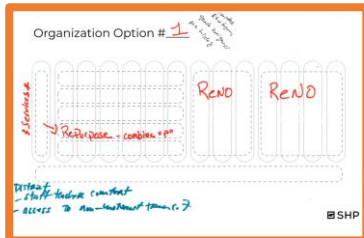
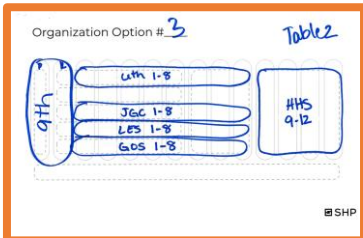
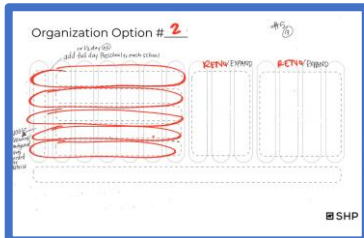
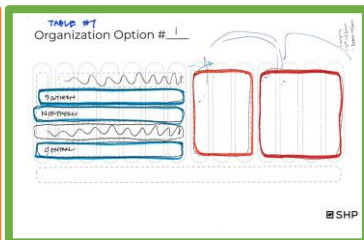
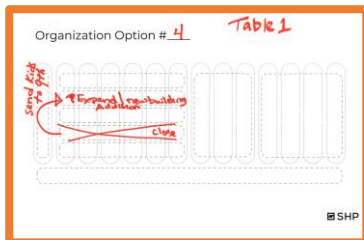
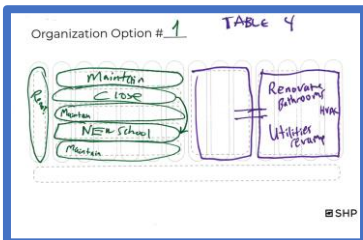
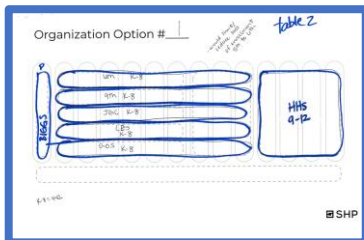
# 15 options





# 15 options that fell into 4 categories:

- 5 elems
- 4 elems
- 3 elems
- O - outside the box





# Brainstorm Options from CAT2

COVINGTON INDEPENDENT PUBLIC SCHOOLS

**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 5a**

Comments:

- Repurpose HMS

**Option 5b**

Comments:

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

**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 = \$5M\*

**Option 0a**

Comments:

- Repurpose all elements
- Repurpose James E. Biggs = \$70M\*
- New K-3 for 1200 students = \$70M\*
- New 4-6 for 800 students = \$45M\*

**Option 0b**

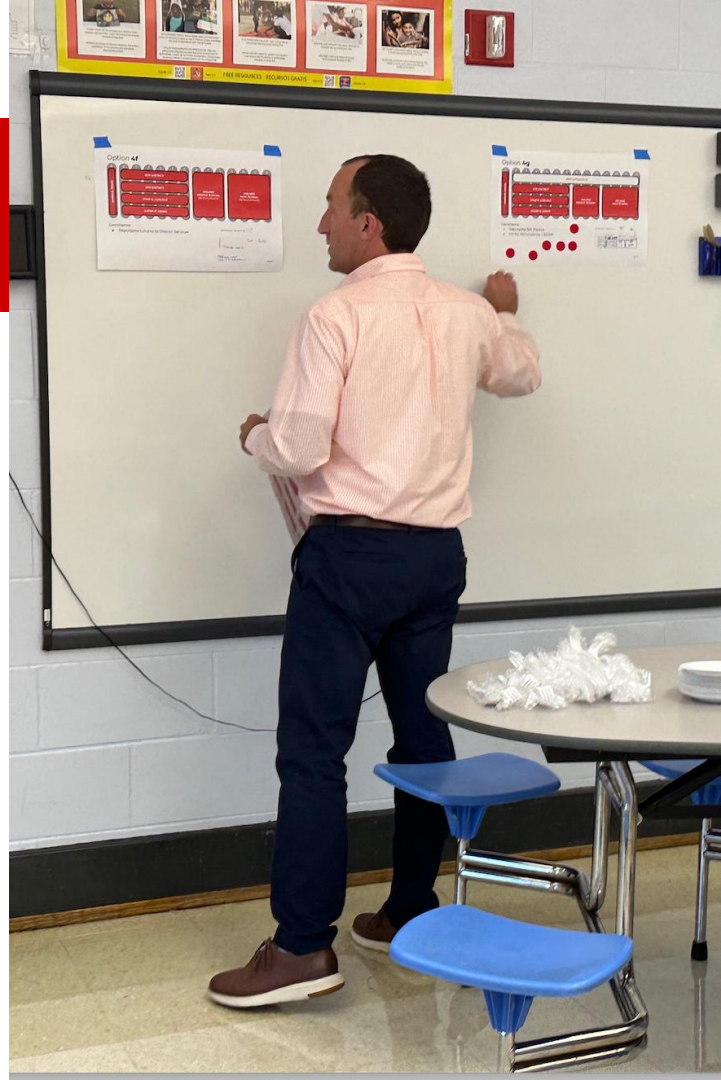
Comments:

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

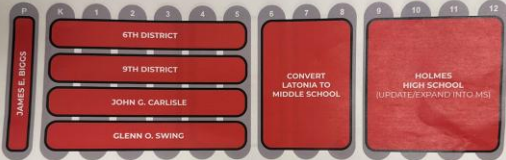
# CAT3

## Narrowing the field

- Place one dot (only one) on each of the 3 least appropriate solutions (on the wall)



### Option 4d 5 'no's



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

Organization Option # 4d

PK	K	1	2	3	4	5	6	7	8	9	10	11	12
James E. Bigos													

### Option 4g

6 'no's



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

Organization Option # 4g

PK	K	1	2	3	4	5	6	7	8	9	10	11	12
James E. Bigos													

### Option 0a

6 'no's



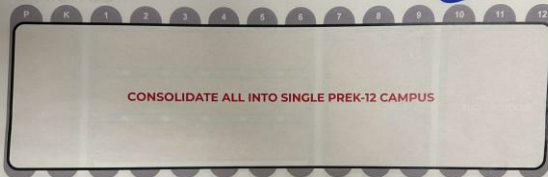
- Comments:
- Repurpose all elems
  - New K-3 for 1200 students = \$70M\*
  - New 4-6 for 800 students = \$45M\*

Organization Option # 0a Table 1

PK	K-3	4-6	7-8	9-12
James E. Bigos				

### Option 0b

8 'no's



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

Organization Option # 0b

PK	K	1	2	3	4	5	6	7	8	9	10	11	12
1 PK-12													

Which options are we least interested in?

# Brainstorm Options from CAT2

COVINGTON INDEPENDENT PUBLIC SCHOOLS

### 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 HMS
- 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 (right site)
- Updates to HMS

### Option 4d

Comments:

- Additions at Latonia for city and sports
- Updates to HS - significant 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

### 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 = \$5M\*

### Option 0a

Comments:

- Repurpose all elem
- James E. Biggs
- New K-5 for 3200 students
- New 4-6 for 800 students

### Option 0b

Comments:

- Repurpose all bu.
- James E. Biggs
- Viable location for PK
- P-12 for 3400 students

# School Construction Funding 101



- MICHAEL GEORGE



## Covington Independent School District

Debt and Capital Funding Program

October 15, 2024



**Bonding Capacity Report**

(A)	(B)	(C)	(D)	(E)	(F)
Fiscal Year	Local Funds Available for Debt Service	Revenue Loss Due to AADA Decline <sup>1</sup>	--- District Portion Only ---		Available for Future Bonding
			Restricted Fund Debt Service	New Bonds	
2025	\$3,241,631	\$0	\$1,783,698		\$1,457,933
2026	\$3,241,631	(\$18,922)	\$1,856,560		\$1,366,149
2027	\$3,700,455	(\$60,550)	\$1,857,068		\$1,782,837
2028	\$3,700,455	(\$90,825)	\$1,854,267		\$1,755,363
2029	\$3,700,455	(\$121,100)	\$1,856,835		\$1,722,520
2030	\$3,700,455	(\$151,375)	\$1,859,114		\$1,689,966
2031	\$3,700,455	(\$151,375)	\$1,857,952		\$1,691,128
2032	\$3,700,455	(\$151,375)	\$1,855,630		\$1,693,450
2033	\$3,700,455	(\$151,375)	\$1,856,059		\$1,693,021
2034	\$3,700,455	(\$151,375)	\$1,858,634		\$1,690,446
2035	\$3,700,455	(\$151,375)	\$1,855,655		\$1,693,426
2036	\$3,700,455	(\$151,375)	\$1,855,557		\$1,693,523
2037	\$3,700,455	(\$151,375)	\$1,859,665		\$1,689,415
2038	\$3,700,455	(\$151,375)	\$1,128,356		\$2,420,724
2039	\$3,700,455	(\$151,375)	\$1,128,246		\$2,420,834
2040	\$3,700,455	(\$151,375)	\$1,130,569		\$2,418,511
2041	\$3,700,455	(\$151,375)	\$1,132,773		\$2,416,307
2042	\$3,700,455	(\$151,375)	\$1,131,519		\$2,417,561
2043	\$3,700,455	(\$151,375)	\$606,577		\$2,942,504
2044	\$3,700,455	(\$151,375)	\$605,981		\$2,943,099
2045	\$3,088,690	(\$75,688)	\$609,975		\$2,403,027
2046	\$3,088,690	(\$75,688)	\$609,563		\$2,403,440
2047	\$3,088,690	(\$75,688)	\$608,325		\$2,404,677
2048	\$3,088,690	(\$75,688)	\$606,275		\$2,406,727
2049	\$3,088,690	(\$75,688)	\$608,400		\$2,404,602
<b>Totals:</b>	<b>\$88,534,903</b>	<b>(\$2,940,459)</b>	<b>\$33,973,252</b>	<b>\$0</b>	<b>\$51,621,191</b>

Bonding Potential @ 25 Years	
District Bonds <sup>2</sup>	\$28,500,000
SFCC Bonds - No Current Offers	\$0
<b>Total Bonding Potential<sup>3</sup></b>	<b>\$28,500,000</b>

**Bonding Potential Notes**

1. Assumes AADA reduction of 25 students per year through FY 2030.
2. Assumes 4.65% borrowing rate.
3. Analysis does not factor in grant or ESSER funds

# Brainstorm Options from CAT2

COVINGTON INDEPENDENT PUBLIC SCHOOLS

### 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 HMS
- 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 (right site)
- Updates to HMS

### Option 4d

Comments:

- Additions at Latonia for city and sports
- Updates to HS - significant 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 C
- K12 for 850 students

### Option 3a

Comments:

- Repurpose:
  - James E. Biggs
  - 6th District
  - Latonia
- Move Prek and K to available space at HMS
- Requires +/-300 student addition at elem level = \$5M\*

### Option 3b

Comments:

- Repurpose:
  - James E. Biggs
  - 6th District
  - Latonia
- Requires +/-300 student addition at elem level = \$5M\*

### Option 0a

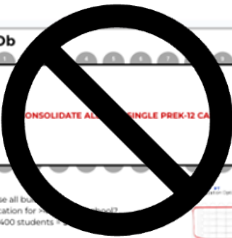
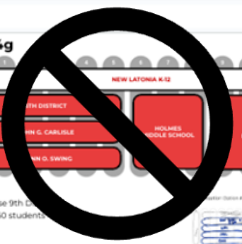
Comments:

- Repurpose all elem
- James E. Biggs
- New K-3 for 3200 students
- New 4-6 for 800 students

### Option 0b

Comments:

- Consolidate all
- Single PreK-12 CA
- Repurpose all bu
- Viable location for
- P-12 for 3400 students



CAT5

## Master Plan Base Variables

- Number of elementaries
- Preschool aspirations
- District support facilities
- Improvements to remaining facilities

# What if...?

## What if...?

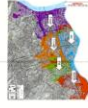
### Master Plan Base

#### Variables:

- Number of elementaries
- Preschool aspirations
- District support facilities
- Improvements to remaining facilities

### Elementary Preliminary Recommendations:

- Phase 1 (2025) - Reduce to 4 elementaries
  - Reduce to 4 elementaries
  - Due to their central location in the district, reconfiguring can be more easily distributed across remaining elementaries
- Phase 2 (2025) - Close either **Central Office** or **Storage (Central)**
  - Close either **Central Office** or **Storage (Central)**
  - Address to provide wrap-around supports, future learning, and added capacity (200 @ each)



### Preschool Options:

- Search for full-day programming by **expanding** space
- May require leasing instructional supports or Transformational Learning in current location
- Consider distribution learning phase instead of consolidating support functions

### Holmes HS & MS Options:

- Future learning spaces
- Elementary enrichment opportunities
- Consider distribution learning phase

### Support Facilities Preliminary Recommendations:

- Phase 1 (2025) - Retain parent due to proximity to John G.
  - Central Office
  - Storage (Central)
  - Consider into unconsolidated
  - Consider into unconsolidated
- Phase 2 (2025) - Retain parent due to proximity to John G.
  - Central Office
  - Storage (Central)
  - Consider into unconsolidated
  - Consider into unconsolidated

ES - likely requires 3rd niche or regulated funding

Expand to full-day programming at Biggs & Park

Let go of Central Office

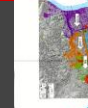
## What if...?

### Master Plan Base

- Number of elementaries
- Preschool aspirations
- District support facilities
- Improvements to remaining facilities

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  - Central Office
  - Storage (Central)
  - Consider into unconsolidated
  - Consider into unconsolidated

ES - likely requires 3rd niche or regulated funding

Close Central Office with Central Office

Let go of Central Office

Preschool options - use existing space to create new learning labs

Revocations to reconfiguration

How do we transition to a hybrid?

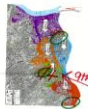
## What if...?

### Master Plan Base

- Number of elementaries
- Preschool aspirations
- District support facilities
- Improvements to remaining facilities

### Elementary Preliminary Recommendations:

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### Preschool Options:

- Search for full-day programming by **expanding** space
- May require leasing instructional supports or Transformational Learning in current location
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### Holmes HS & MS Options:

- Future learning spaces
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  - Storage (Central)
  - Consider into unconsolidated
  - Consider into unconsolidated

ES - likely requires 3rd niche or regulated funding

TO BACKFILL CAMPUS TO FULL CAPACITY

ES = K-5  
PK-5

\* PK HYBRID - KEEP BIGGS BUT EXPAND PK INTO SOME ES's?

BISS

## What if...?

### Master Plan Base

- Number of elementaries
- Preschool aspirations
- District support facilities
- Improvements to remaining facilities

### Elementary Preliminary Recommendations:

- Phase 1 (2025) - Reduce to 4 elementaries
  - Reduce to 4 elementaries
  - Due to their central location in the district, reconfiguring can be more easily distributed across remaining elementaries
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  - Close either **Central Office** or **Storage (Central)**
  - Address to provide wrap-around supports, future learning, and added capacity (200 @ each)



### Preschool Options:

- Search for full-day programming by **expanding** space
- May require leasing instructional supports or Transformational Learning in current location
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### Holmes HS & MS Options:

- Future learning spaces
- Elementary enrichment opportunities
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  - Central Office
  - Storage (Central)
  - Consider into unconsolidated
  - Consider into unconsolidated

ES - likely requires 3rd niche or regulated funding

What did we learn from other closures? - what worked? - how can we do better?

Can accommodate consolidation AND Preschool? \*\*\*

Backfill campus to full capacity

Use as storage

Community Messaging

Effective Communication for Community

Intentional and respectful to community

Transition Smoothly

timetable - intentional - community building - pre-closure - Transition Smoothly

## What if...?

### Master Plan Base

- Number of elementaries
- Preschool aspirations
- District support facilities
- Improvements to remaining facilities

### Elementary Preliminary Recommendations:

- Phase 1 (2025) - Reduce to 4 elementaries
  - Reduce to 4 elementaries
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  - Address to provide wrap-around supports, future learning, and added capacity (200 @ each)



### Preschool Options:

- Search for full-day programming by **expanding** space
- May require leasing instructional supports or Transformational Learning in current location
- Consider distribution learning phase instead of consolidating support functions

### Holmes HS & MS Options:

- Future learning spaces
- Elementary enrichment opportunities
- Consider distribution learning phase

### Support Facilities Preliminary Recommendations:

- Phase 1 (2025) - Retain parent due to proximity to John G.
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  - Consider into unconsolidated
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  - Central Office
  - Storage (Central)
  - Consider into unconsolidated
  - Consider into unconsolidated

ES - likely requires 3rd niche or regulated funding

How do we transition to a hybrid?

How do we transition to a hybrid?

How do we transition to a hybrid?

# What if...?

## Master Plan Base

### Variables:

- Number of elementaries
- Preschool aspirations
- District support facilities
- Improvements to remaining facilities

### Preschool Options:

1. Continue Half-day programming at Biggs, or
2. Switch to full-day programming by:
  - a. Creating another preschool at closed elem surplus space
    - i. May require leaving Instructional Supports or Transformational Learning in current location.
  - b. Or, move all preschool to closed elementary instead of consolidating support functions

### PRESCHOOL: How beneficial to families would a full-day preschool option be?



## preschool:

5 out of 5 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)



# What if...?

## Master Plan Base

### Variables:

- Number of elementaries
- Preschool aspirations
- District support facilities
- Improvements to remaining facilities

### Elementary Preliminary Recommendations:

1. Phase 1 (2025) 5% projected drop in enrollment
  - a. Reduce to 4 elementaries
    - i. Close either Glenn O., 6th or 9th
    - ii. Due to their central location in the district, redistricting can be more easily distributed across remaining elementaries
2. Phase 2 (2033) add'l 3% projected drop in enrollment (8% total)
  - a. Stay at 4 elementaries, or
  - b. Reduce to 3 elementaries
    - i. Close either Glenn O., 6th or 9th
  - c. Either
    - i. Replace Latonia with 700+ capacity (\$\$), or
    - ii. Renovate and add to all 3 elems (\$\$)
      1. Additions to provide wrap-around supports, future learning, and added capacity (100 @ each)

ELEMENTARIES: Based on all of the information you been given, how do you feel about closing an elementary?



## elementaries:

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

# What if...?

## Master Plan Base

### Variables:

- Number of elementaries
- Preschool aspirations
- District support facilities
- Improvements to remaining facilities

### Holmes HS & MS Options:

1. Maintain as is
2. Use surplus capacity to do selective renovations providing future learning spaces (\$\$)
3. Major addition of Innovation Hub building (\$\$) to provide:
  - a. Future learning spaces
  - b. Elementary enrichment opportunities
  - c. Create destination learning choice

HOLMES CAMPUS: If we made some 'future-learning' improvements, how much would it help with student retention?



## Holmes Campus:

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

# What if...?

## Master Plan Base

### Variables:

- Number of elementaries
- Preschool aspirations
- District support facilities
- Improvements to remaining facilities

### Support Facilities Preliminary Recommendations:

1. Phase 1 (2025)
  - a. Demolish Cov Partners (Pike St)
    - i. Retain parcel due to proximity to John G.
  - b. Sell
    - i. Central Office
    - ii. Storage (Caroline)
  - c. Consolidate into unused elem
    - i. Central Office
    - ii. Cov Partners
    - iii. Instructional Supports (Levassor)
    - iv. Transformational Learning Ctr (CHNK)

May not be  
allowed to  
demo Pike St -  
TBD

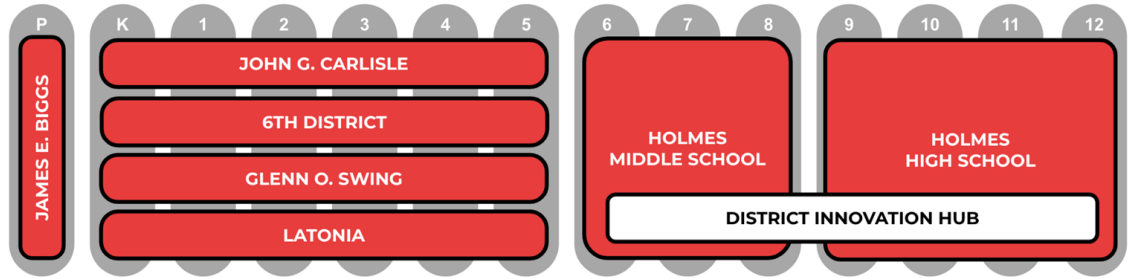
## Support facilities:

General support for consolidating services as much as possible. Allowing for the sale of vacated properties.

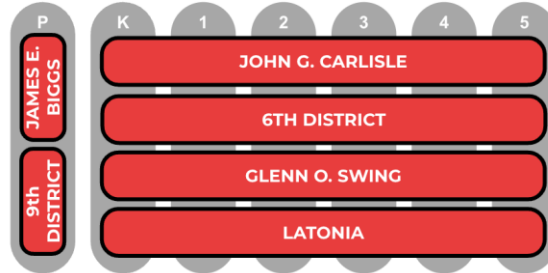
# Options

# Option 1

## Option 1A

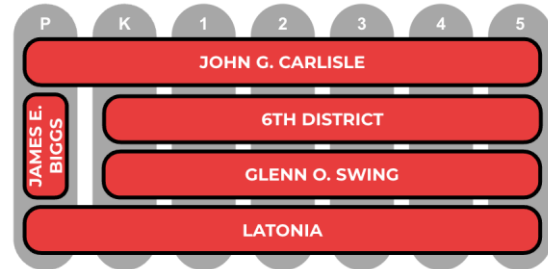


## Option 1B



“ ”

## Option 1C

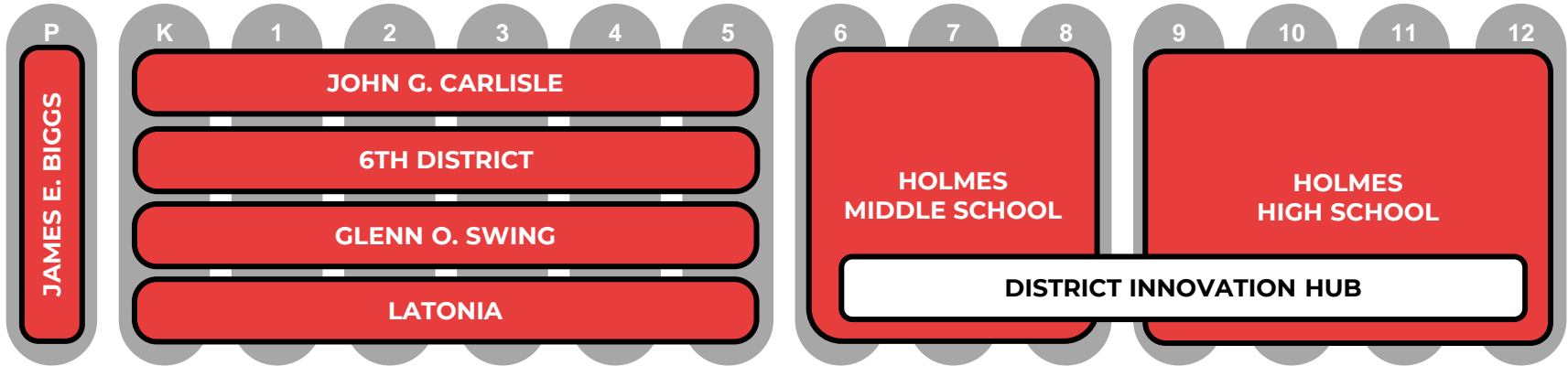


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# Option 1A

\$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

## 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

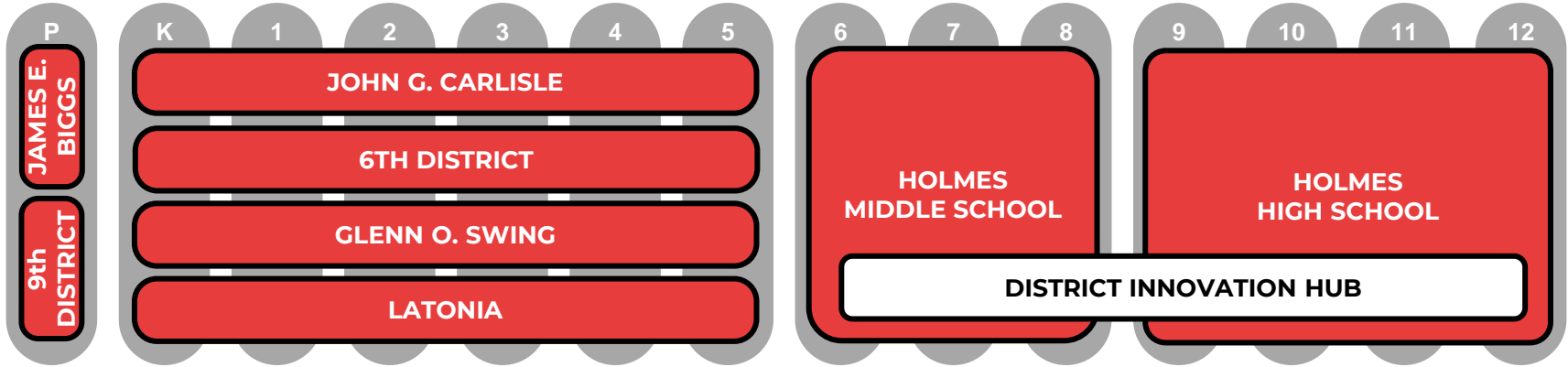


## Central Office

- 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

# Option 1B

\$6M Phase 1 conversions, equipment & furniture  
 \$61M estimated facility & bus purchase costs  
 \$-707,000 estimated annual operating cost variance

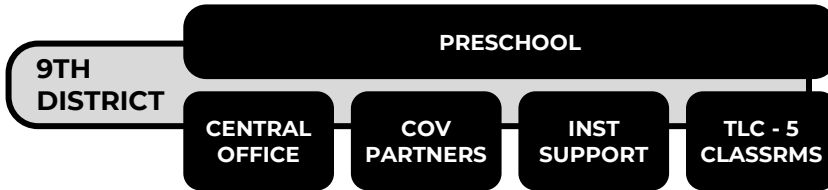


## Elementaries

- Repurpose 9th District
- Balance/redistrict 4 elementaries

## Preschool

- Expand preschool into portion of 9th, doubling pk capacity
  - Would allow expansion to full-day offering



## Holmes Campus

- 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

## Central Office

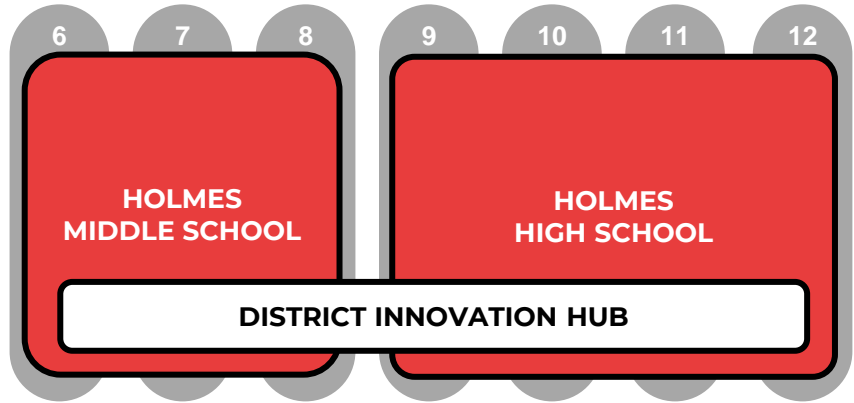
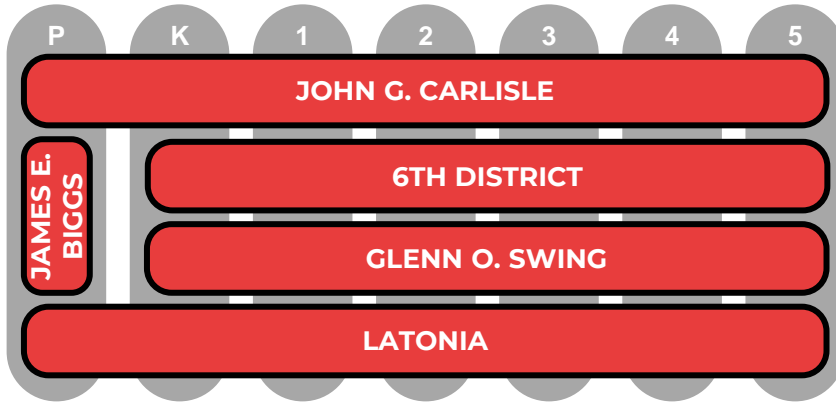
- Repurpose 9th
  - Sell Central Office property
  - Replat & Sell Cov Partners

## Conversion Notes

- Preschool on 2nd floor
  - may be whole or half day
- TLC on portion of 1st floor
- CO, Cov Partners & Inst Support on 3rd and portion of 1st floors

# Option 1C

\$6.2M Phase 1 conversions, equipment & furniture  
 \$61M estimated facility costs  
 \$-960,000 estimated annual operating cost variance



## Elementaries

- Repurpose 9th District
- Balance/redistrict 4 elementaries

## Preschool

- Expand preschool into portion of 9th, doubling pk capacity
  - Would allow expansion to full-day offering



## Holmes Campus

- 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

## Central Office

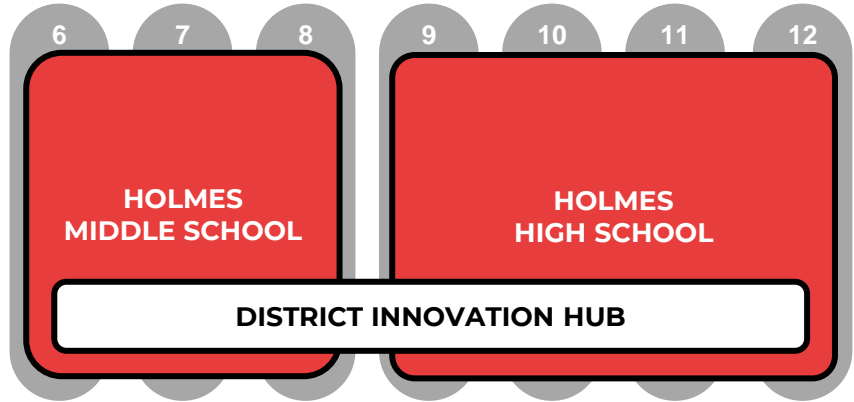
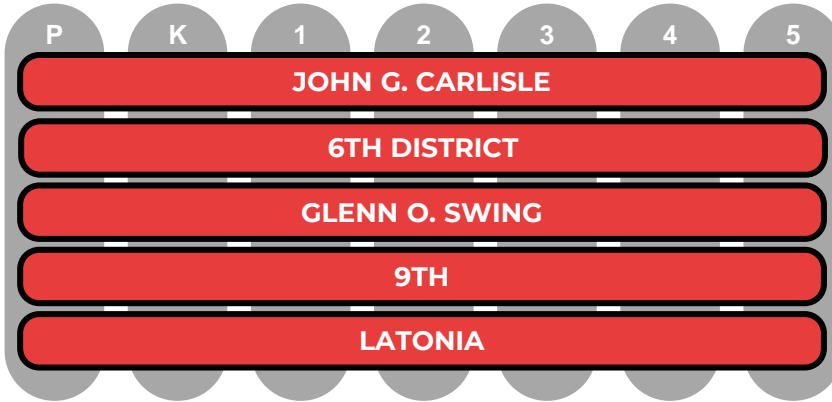
- Repurpose 9th
  - Sell Central Office property
  - Replat & Sell Cov Partners

## Conversion Notes

- Preschool on 2nd floor
  - may be whole or half day
- TLC on portion of 1st floor
- CO, Cov Partners & Inst Support on 3rd and portion of 1st floors

# Option 2

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



## 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

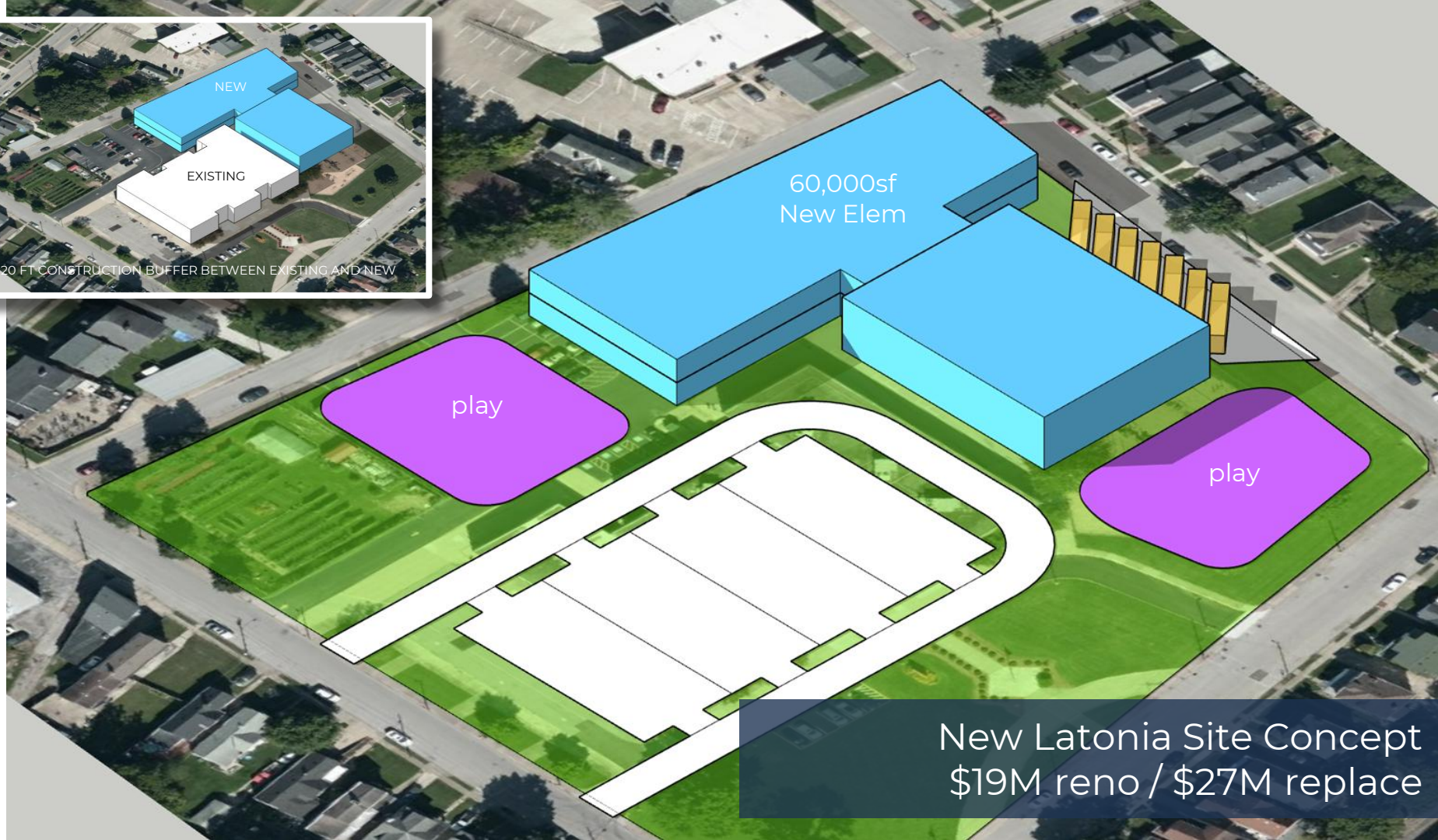
# Cost Estimates

Note: the following costs estimates are based upon today's dollars and 5% annual inflation. They represent limited preliminary understanding of project scope.



# Construction Cost Estimates

	Option 1A	Option 1B	Option 1C	Option 2	
	4 K-5	4 K-5	4 K-5	5 P-5	
	1 PRE-K	2 PRE-K	3 PRE-K		
	CO @ 9TH	CO @ 9TH	CO @ 9TH	CO @ BIGGS	
TOTAL	<b>\$59,960,198</b>	<b>\$60,560,198</b>	<b>\$60,800,198</b>	<b>\$60,810,198</b>	DOES NOT INCLUDE BUS PURCHASES
PHASE 1	\$5,382,805	\$5,982,805	\$6,222,805	\$6,232,805	CONVERSIONS, EQ, & FURN
PHASE 2 (2030)	\$38,288,447	\$38,288,447	\$38,288,447	\$38,288,447	LATONIA REPLACEMENT & TARGETED HOLMES IMPROVEMENTS
PHASE 3 (2035)	\$16,288,946	\$16,288,946	\$16,288,946	\$16,288,946	INNOVATION HUB
POTENTIAL INCOME FROM PROPERTY SALE*	\$711,800	\$711,800	\$711,800	\$711,800	* BASED UPON TAX VALU
PHASE 1 MINUS PROPERTY INCOME	\$4,671,005	\$5,271,005	\$5,511,005	\$5,521,005	



New Latonia Site Concept  
\$19M reno / \$27M replace

# Phase 1 & Operating Estimates

	Option 1A	Option 1B	Option 1C	Option 2
	4 K-5	4 K-5	4 K-5	5 P-5
	1 PRE-K	2 PRE-K	3 PRE-K	
	CO @ 9TH	CO @ 9TH	CO @ 9TH	CO @ BIGGS
<b>IMMEDIATE ONE TIME COSTS</b>	<b>\$5,382,805</b>	<b>\$6,482,805</b>	<b>\$6,222,805</b>	<b>\$6,732,805</b>
CONVERSIONS, EQ & FURN	\$5,382,805	\$5,982,805	\$6,222,805	\$6,232,805
TRANSPORTATION	\$0	\$500,000	0	\$500,000
OTHER	0	0	0	0
<b>RECURRING ANNUAL COSTS</b>	<b>-\$960,000</b>	<b>-\$707,000</b>	<b>-\$960,000</b>	<b>-\$196,000</b>
TRANSPORTATION STAFFING	\$0	\$210,000	0	\$110,000
TRANSPORTATION MAINT	0	43,000	0	14,000
CLOSURE SAVINGS	-\$960,000	-\$960,000	-\$960,000	-\$320,000
OTHER	0	0	0	0

# CAT Discussion

Small Group Discussion Activity #1

**COMMUNITY IMPACTS**  
How does each option impact these segments of the community? Identify each impact as being positive or negative. (+/-)

City of Covington					More English teachers for health impacts
Neighborhoods					Greater (Highland School) keep all neighborhood schools
Families					Be more culturally
Students					Focus Teachers
District	Catholic Areas Op. Greater will bring French involvement is included	Catholic Areas Op.	Catholic Areas Op.		

SHP Community Advisory Team

Small Group Discussion Activity #1

**COMMUNITY IMPACTS**  
How does each option impact these segments of the community? Identify each impact as being positive or negative. (+/-)

City of Covington					
Neighborhoods					ADVERSE IMPACT TO NINTH
Families					CAN'T EXPAND PE
Students					NINTH KIDS LONGER COMMUTE HOME
District					NO INCREASE OF PE CAPACITY

SHP Community Advisory Team

Small Group Discussion Activity #1

**COMMUNITY IMPACTS**  
How does each option impact these segments of the community? Identify each impact as being positive or negative. (+/-)

City of Covington	Holmes + Redistricting	Full-day Pre-K + Holmest	Full-day Pre-K + Holmest	More Neighborhood Schools + Holmest
Neighborhoods	Redistricting	Redistricting	Redistricting	More Neighborhood Schools + Redistricting
Families	Transportation (pre-con) Bump Rerouting	Transportation (pre-con) qn -	Transportation? qn -	Redistricting - Child Meals +
Students	Holmest + Day to qn -	Holmest + qn -	Holmest + qn -	Holmest Improved + Redistricting
District	District road to get +	Publicity to Public agency on the road	Public Market Strategy + Clear-in Road option	Meat Plan + District Budget + pp. + influence -

SHP Community Advisory Team

Small Group Discussion Activity #1

**COMMUNITY IMPACTS**  
How does each option impact these segments of the community? Identify each impact as being positive or negative. (+/-)

City of Covington					
Neighborhoods					+
Families					+
Students					+
District					++

SHP Community Advisory Team

not starting seeing from perspective bc of all benefits in four beyond increasing, then? could come from that?

Small Group Discussion Activity #1

**COMMUNITY IMPACTS**  
How does each option impact these segments of the community? Identify each impact as being positive or negative. (+/-)

City of Covington	OPTION 3 - EXPAND PE & UNITS - CAPITAL IMPROVEMENT TO NEEDS	LIKE CENTERS - IF EXPANDING, DON'T LIKE SELECTIVE EXPANSION	IF BALANCING BUDGET... - COUNTERACTED w/ OPERATIONAL COSTS
Neighborhoods			
Families			
Students			
District			

SHP Community Advisory Team

Small Group Discussion Activity #1

**COMMUNITY IMPACTS**  
How does each option impact these segments of the community? Identify each impact as being positive or negative. (+/-)

City of Covington	#1a	#3	#2	#4
Neighborhoods	Large general need region would be ok?		capital SA	
Families				
Students	1	3	3	3
District	1	3	3	3

SHP Community Advisory Team

Small Group Discussion Activity #1

**COMMUNITY IMPACTS**  
How does each option impact these segments of the community? Identify each impact as being positive or negative. (+/-)

City of Covington				
Neighborhoods				
Families				
Students				
District				

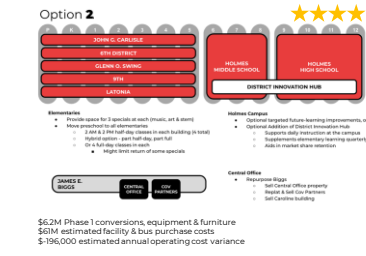
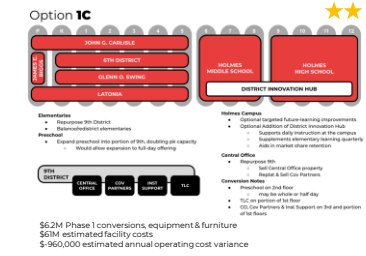
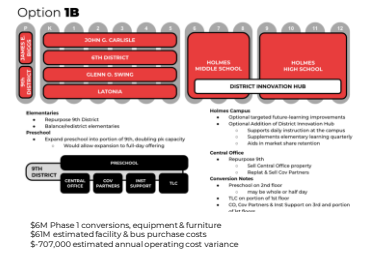
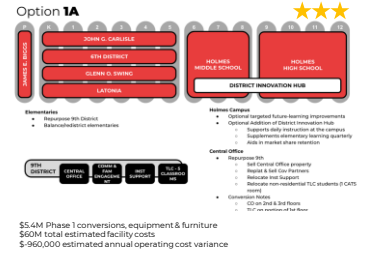
SHP Community Advisory Team

increasing already impacted population  
neighborhood schools (capital)

Greater investment in new school  
Greater schools (Lower Priority 3)  
Less storage  
District meeting for food safety

# COMMUNITY IMPACTS

How does each option impact these segments of the community? Identify each impact as being positive or negative. (+/-)



City of Covington

**PRO** - Increased property tax

**PRO** - Increased property tax

**PRO** - Increased property tax

**PRO** - Increased property tax

Neighborhoods

**CON** - redistricting an already marginalized 9th population

**CON** - redistricting an already marginalized 9th population

**CON** - redistricting an already marginalized 9th population

**PRO** - keeps neighborhood elems

Families

**CON** - greater distance to elem schools  
**CON** - closing 9th

**PRO** - full day pk  
**CON** - greater distance to elem schools  
**CON** - closing 9th

**PRO** - full day pk  
**CON** - greater distance to elem schools  
**CON** - closing 9th

**PRO** - pk @ elems strengthens relationships w/ families  
**PRO** - children close to home

Students

**PRO** - improvements at Holmes campus  
**CON** - greater distance to schools  
**CON** - closing 9th

**PRO** - improvements at Holmes campus  
**PRO** - increased pk capacity  
**CON** - proximity of pk to TLC  
**CON** - closing 9th

**PRO** - improvements at Holmes campus  
**PRO** - increased pk capacity  
**CON** - proximity of pk to TLC  
**CON** - closing 9th

**PRO** - improvements at Holmes campus  
**PRO** - ease of pk to k5 transition  
**CON** - less surplus space

District

**PRO** - consolidate district/support functions  
**PRO** - fiscal savings  
**CON** - no increase in pk capacity

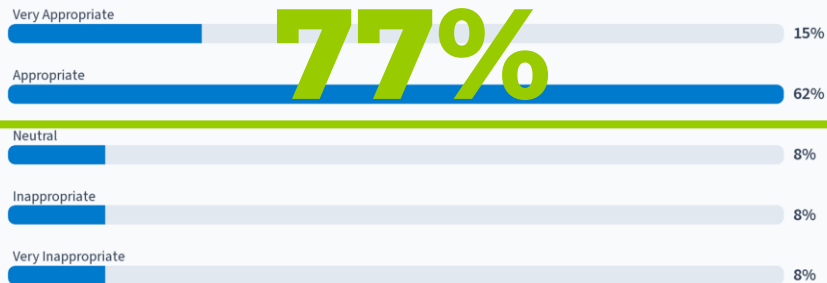
**PRO** - consolidate district/support functions  
**PRO** - added pk capacity  
**PRO** - modular pk staffing  
**CON** - pk transportation

**PRO** - consolidate district/support functions  
**PRO** - added pk capacity  
**PRO** - modular pk staffing  
**CON** - pk transportation

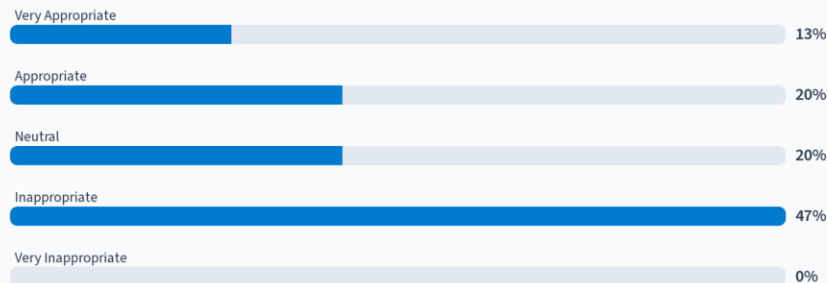
**PRO** - consolidate district/support functions  
**CON** - stretches pk oversight  
**CON** - transportation challenges



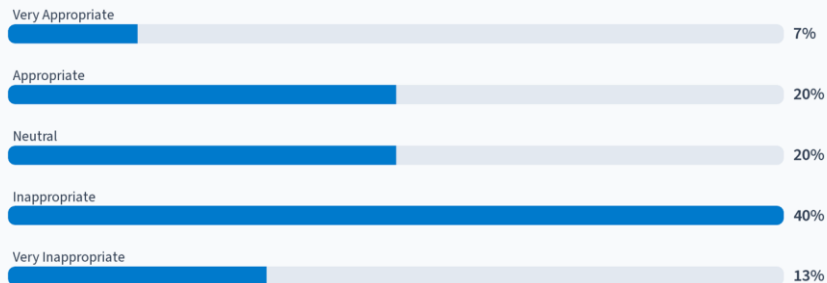
### How appropriate is option 1A? (close 9th District, 4 elems and 1 preschool @ Biggs)



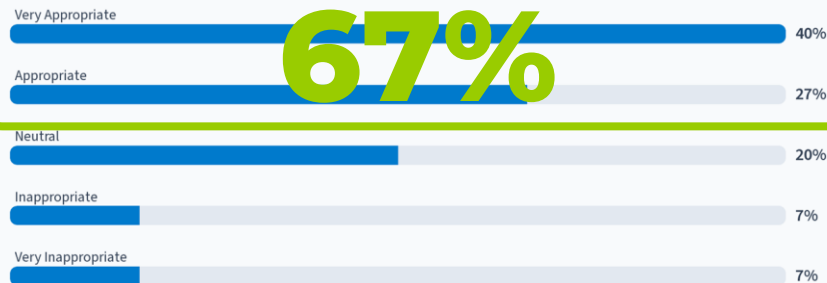
### How appropriate is option 1C? (close 9th District, 4 elems and 3 preschools @ Biggs, JGC & Latonia)



### How appropriate is option 1B? (close 9th District, 4 elems and 2 preschools @ Biggs & 9th)



### How appropriate is option 2? (keep 5 elems and shift preschool into each, repurposing Biggs)

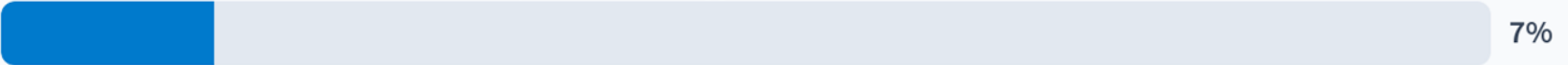


## Which option is most appropriate for our community?

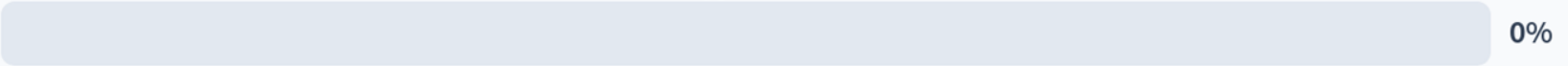
Option 1A - close 9th District, 4 elems and 1 preschool @ Biggs



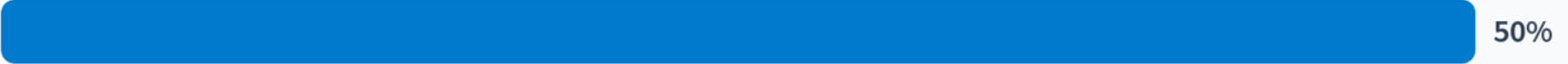
Option 1B - close 9th District, 4 elems and 2 preschools @ Biggs & 9th



Option 1C - close 9th District, 4 elems and 3 preschools @ Biggs, Carlisle & Latonia



Option 2 - keep 5 elems and shift preschool into each, repurposing Biggs

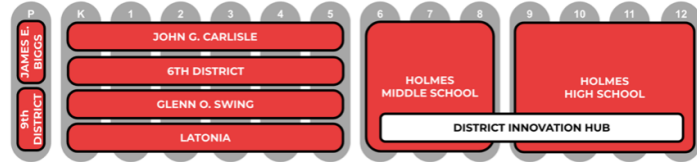


# Board Input

## Pros, Cons, & Need To Knows

### Pros, Cons & Need To Knows

#### Option 1B



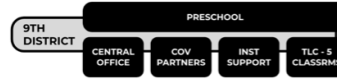
\$6M Phase 1 conversions, equipment & furniture  
 \$61M estimated facility & bus purchase costs  
 \$-707,000 estimated annual operating cost variance

#### Elementaries

- Repurpose 9th District
- Balance/redistrict 4 elementaries

#### Preschool

- Expand preschool into portion of 9th, doubling pk capacity
  - Would allow expansion to full-day offering



#### Holmes Campus

- 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

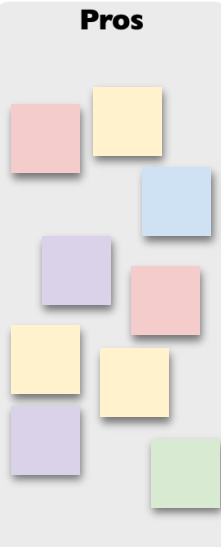
#### Central Office

- Repurpose 9th
  - Sell Central Office property
  - Replat & Sell Cov Partners

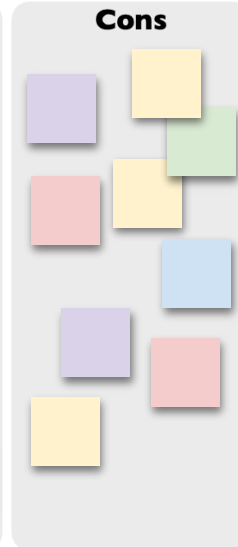
#### Conversion Notes

- Preschool on 2nd floor
  - may be whole or half day
- TLC on portion of 1st floor
- CO, Cov Partners & Inst Support on 3rd and portion of 1st floors

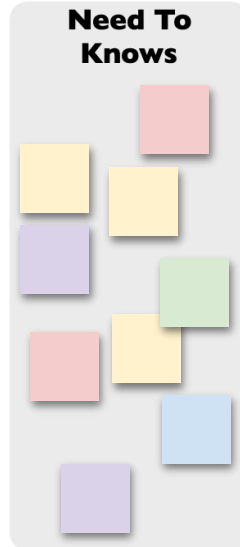
#### Pros



#### Cons



#### Need To Knows



# Closure & Next Steps



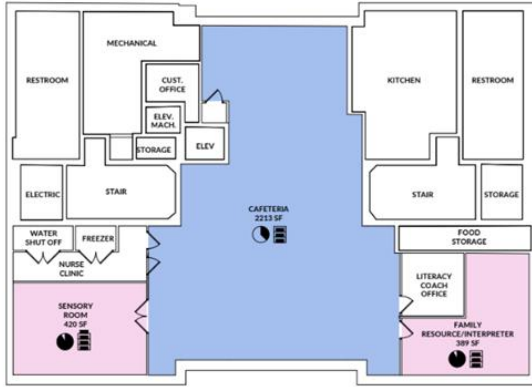
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**THANK YOU!**





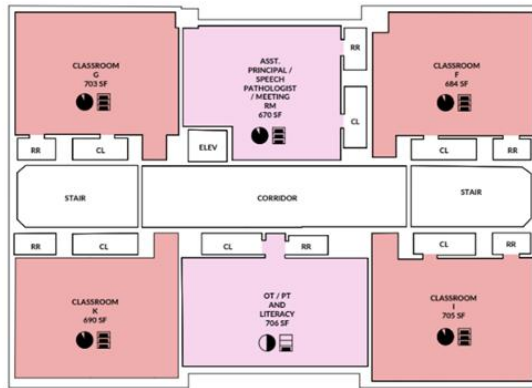
# School Building Assessments



LOWER LEVEL FLOOR PLAN - ROOM CATEGORY



FIRST FLOOR PLAN - ROOM CATEGORY



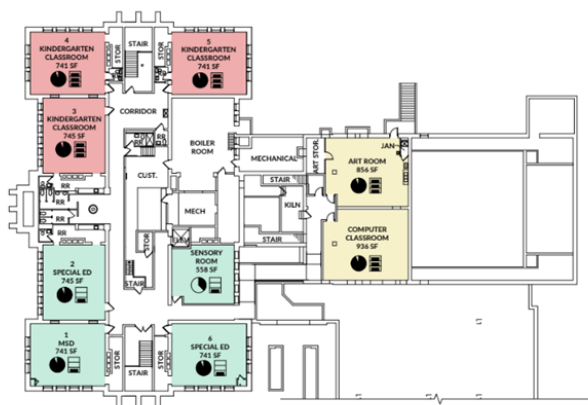
SECOND FLOOR PLAN - ROOM CATEGORY

Room Use Legend

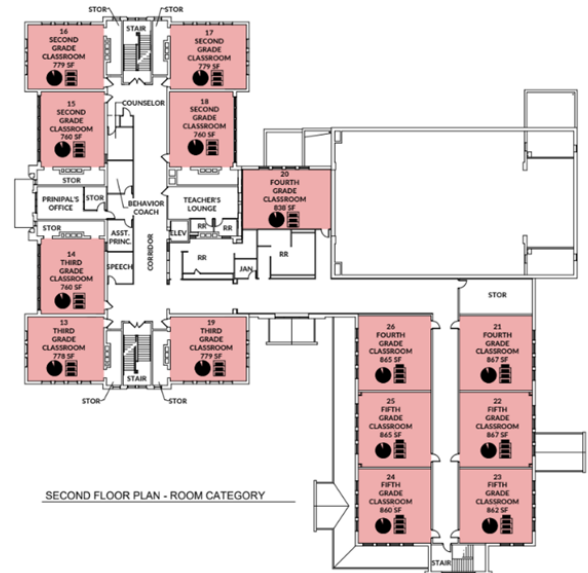
- ACADEMIC CORE
- FOOD SERVICE
- RESOURCE / SERVICES

Utilization and Capacity Legend

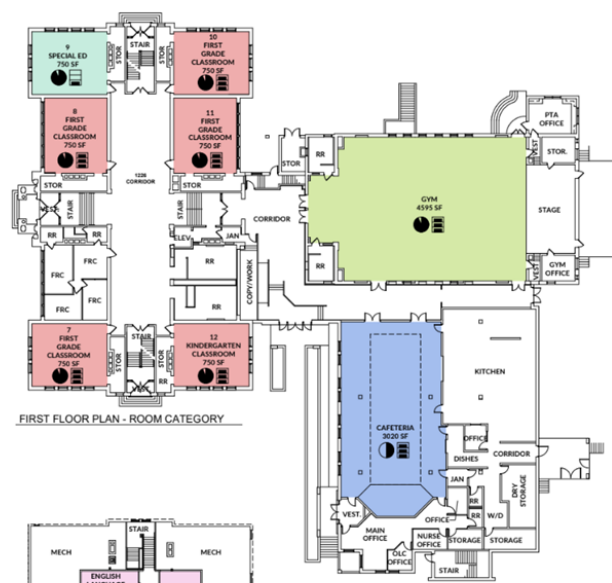
- | UTILIZATION  | CAPACITY  |
|--|---|
| <span style="display: inline-block; width: 10px; height: 10px; background-color: black; border-radius: 50%; border: 1px solid black; margin-right: 5px;"></span> ALL DAY | <span style="display: inline-block; width: 10px; height: 10px; background-color: black; border: 1px solid black; margin-right: 5px;"></span> OVER |
| <span style="display: inline-block; width: 10px; height: 10px; border: 1px solid black; border-radius: 50%; margin-right: 5px;"></span> 1/2 DAY                          | <span style="display: inline-block; width: 10px; height: 10px; border: 1px solid black; margin-right: 5px;"></span> AT                            |
| <span style="display: inline-block; width: 10px; height: 10px; border: 1px solid black; border-radius: 50%; margin-right: 5px;"></span> 1/3 DAY                          | <span style="display: inline-block; width: 10px; height: 10px; border: 1px solid black; margin-right: 5px;"></span> UNDER                         |



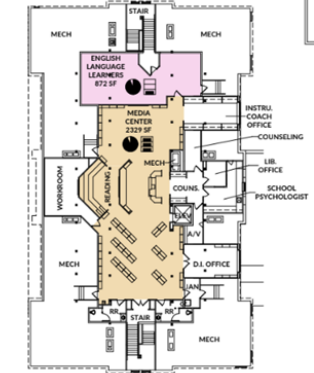
LOWER LEVEL FLOOR PLAN - ROOM CATEGORY



SECOND FLOOR PLAN - ROOM CATEGORY



FIRST FLOOR PLAN - ROOM CATEGORY



THIRD FLOOR PLAN - ROOM CATEGORY

Room Category Legend

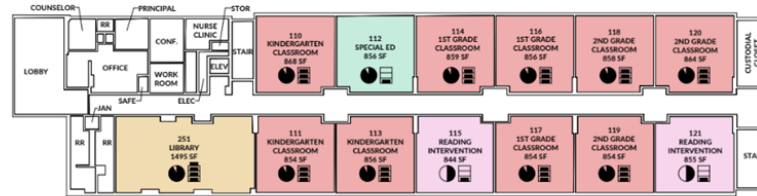
- ACADEMIC CORE
- FOOD SERVICE
- MEDIA CENTER
- PHYSICAL EDUCATION
- RESOURCE / SERVICES
- SPECIAL EDUCATION SPACES
- STEAM

Utilization and Capacity Legend

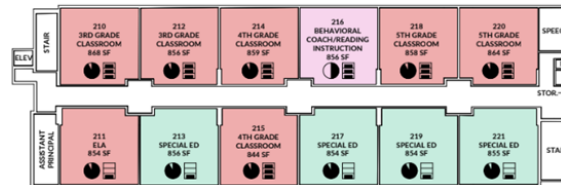
- | <u>UTILIZATION</u> | <u>CAPACITY</u> |
|--------------------|-----------------|
| ALL DAY            | OVER            |
| 1/2 DAY            | AT              |
| 1/3 DAY            | UNDER           |



LOWER FLOOR PLAN - ROOM CATEGORY



FIRST FLOOR PLAN - ROOM CATEGORY



SECOND FLOOR PLAN - ROOM CATEGORY

**Room Use Legend**

- ACADEMIC CORE
- FOOD SERVICE
- FOOD SERVICE SPACES
- MEDIA CENTER
- MEDIA CENTER SPACES
- PHYSICAL EDUCATION
- PHYSICAL EDUCATION SPACES
- RESOURCE / SERVICES

**Utilization and Capacity Legend<sup>5</sup>**

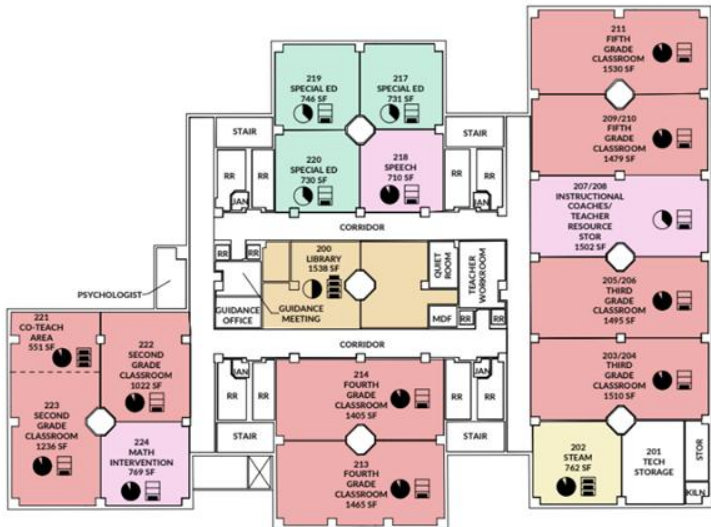
**UTILIZATION/UC/CAPACITIES**

- ALL DAY
- 11/2 DAY
- 1/3 DAY
- OVER
- AT
- UNDER





FIRST FLOOR PLAN - ROOM CATEGORY



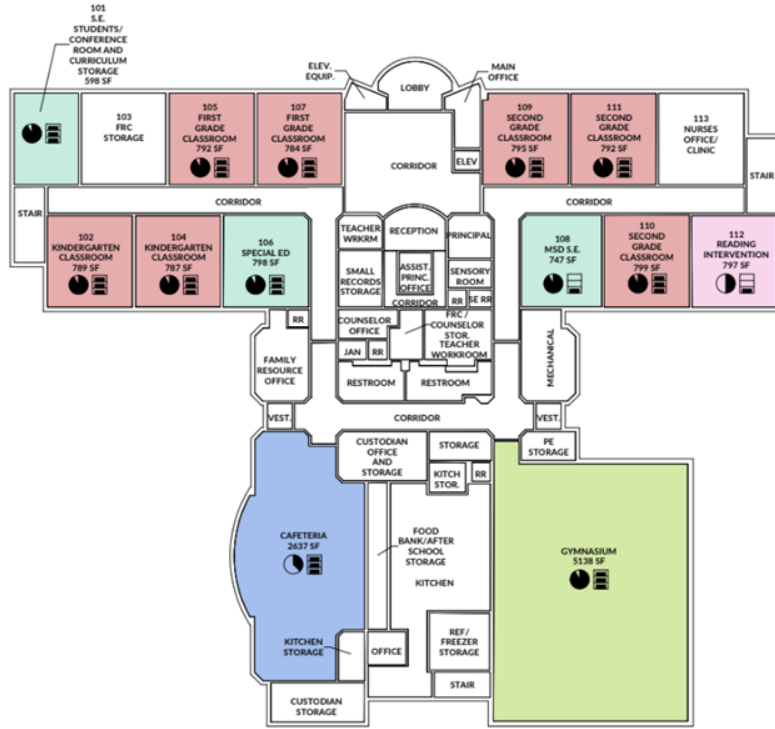
SECOND FLOOR PLAN - ROOM CATEGORY

Room Use Legend

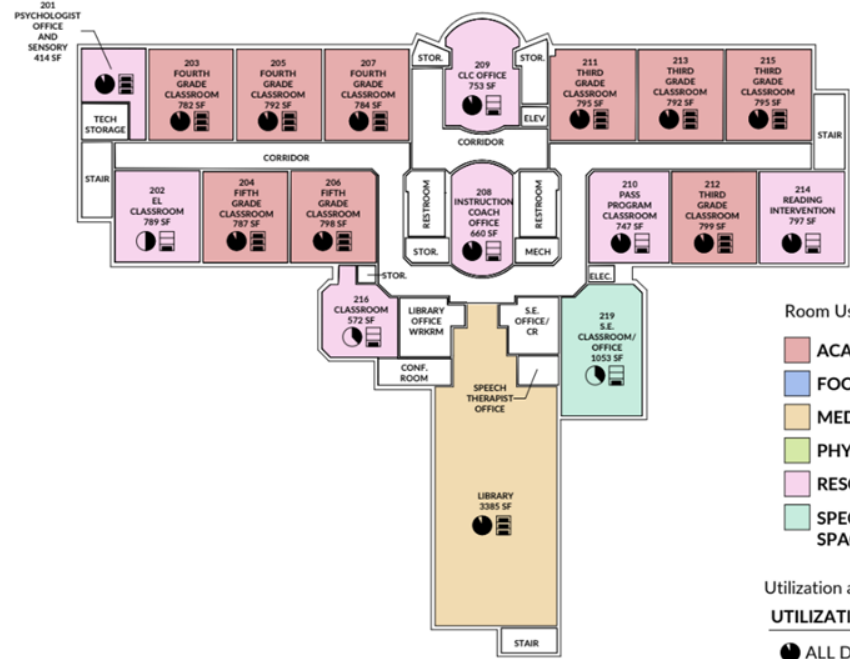
- ACADEMIC CORE
- FOOD SERVICE
- MEDIA CENTER
- PHYSICAL EDUCATION
- RESOURCE / SERVICES
- SPECIAL EDUCATION SPACES
- STEAM

Utilization and Capacity Legend

- | UTILIZATION | CAPACITY |
|-------------|----------|
| ● ALL DAY   | ▣ OVER   |
| ◐ 1/2 DAY   | ▣ AT     |
| ◑ 1/3 DAY   | ▣ UNDER  |



FIRST FLOOR PLAN - ROOM CATEGORY



SECOND FLOOR PLAN - ROOM CATEGORY

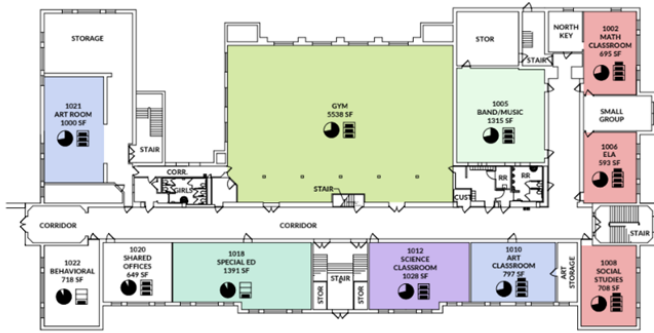
Room Use Legend

- ACADEMIC CORE
- FOOD SERVICE
- MEDIA CENTER
- PHYSICAL EDUCATION
- RESOURCE / SERVICES
- SPECIAL EDUCATION SPACES

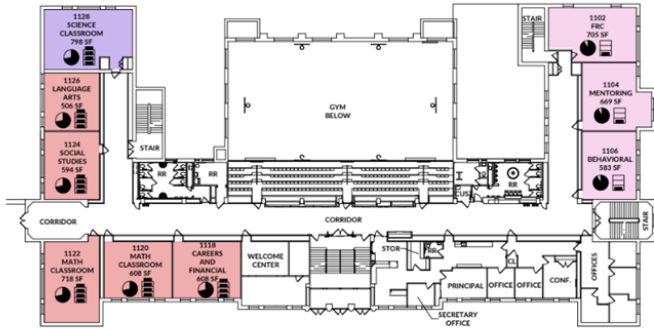
Utilization and Capacity Legend

UTILIZATION	CAPACITY
● ALL DAY	📊 OVER
◐ 1/2 DAY	📊 AT
◑ 1/3 DAY	📊 UNDER

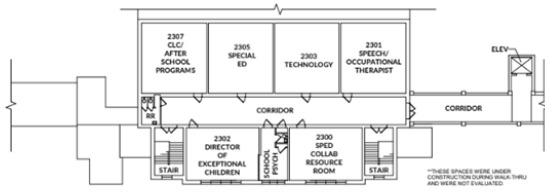




LOWER LEVEL FLOOR PLAN - ROOM CATEGORY



FIRST FLOOR PLAN - ROOM CATEGORY



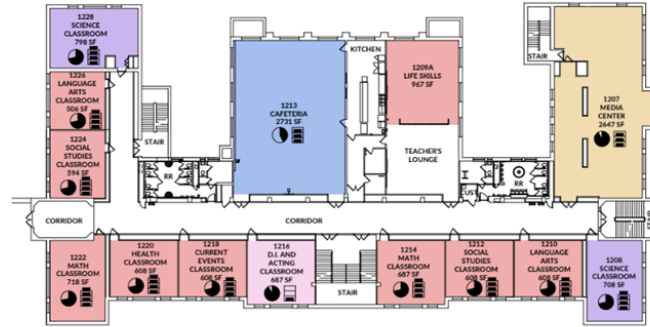
THIRD FLOOR PLAN ADMIN BLDG - ROOM CATEGORY

Room Use Legend

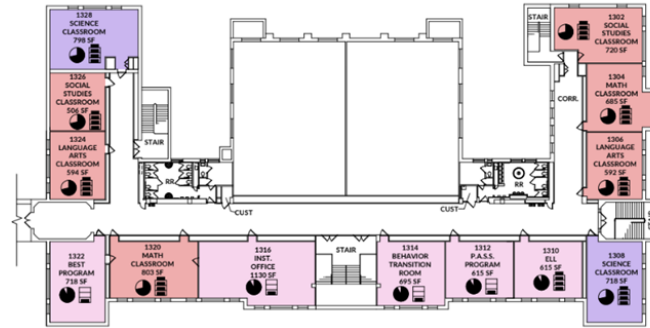
- ACADEMIC CORE
- FOOD SERVICE
- MEDIA CENTER
- MUSIC
- PHYSICAL EDUCATION
- RESOURCE / SERVICES
- SCIENCE
- SPECIAL EDUCATION SPACES
- VISUAL ART

Utilization and Capacity Legend

- | UTILIZATION | CAPACITY |
|-------------|----------|
| ● 7 Periods | ☐ OVER   |
| ● 5 Periods | ☐ AT     |
| ● 3 Periods | ☐ UNDER  |



SECOND FLOOR PLAN - ROOM CATEGORY




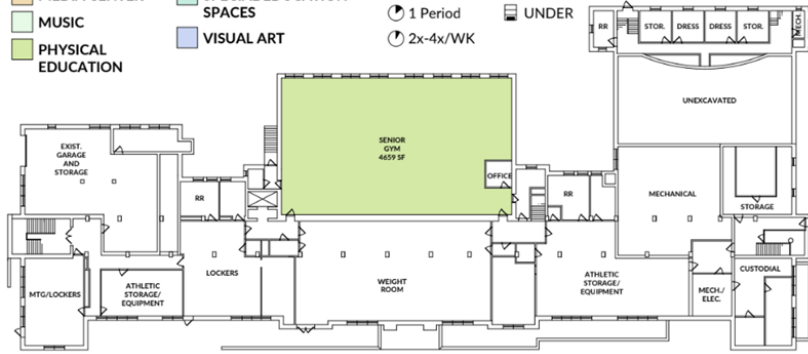
THIRD FLOOR PLAN - ROOM CATEGORY

Room Use Legend

- ACADEMIC CORE
- FOOD SERVICE
- MEDIA CENTER
- MUSIC
- PHYSICAL EDUCATION
- RESOURCE / SERVICES
- SCIENCE
- SPECIAL EDUCATION SPACES
- VISUAL ART

Utilization and Capacity Legend

- | UTILIZATION   | CAPACITY  |
|---|---|
|  7 Periods   |  OVER    |
|  5 Periods |  AT    |
|  1 Period  |  UNDER |
|  2x-4x/WK  |   |

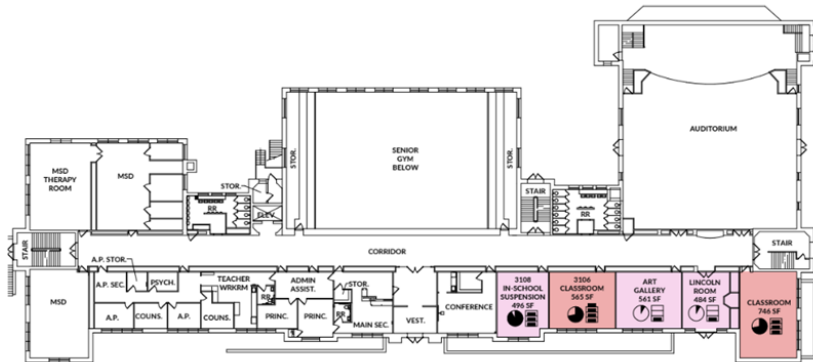


LOWER LEVEL FLOOR PLAN - SENIOR BLDG - ROOM CATEGORY

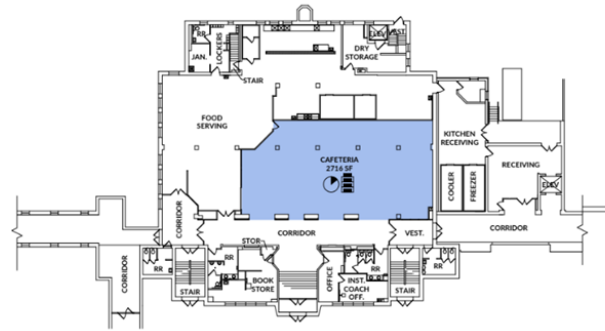


NOTE: THESE SPACES WERE UNDER CONSTRUCTION DURING WALK-THRU AND WERE NOT EVALUATED.

LOWER LEVEL FLOOR PLAN - ADMIN BLDG - ROOM CATEGORY

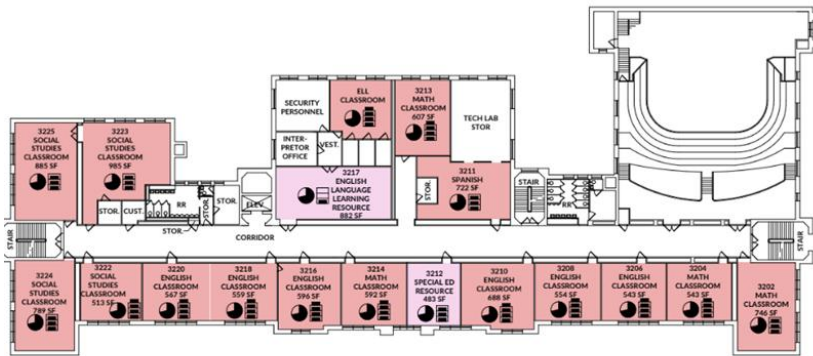


FIRST FLOOR PLAN - SENIOR BLDG - ROOM CATEGORY

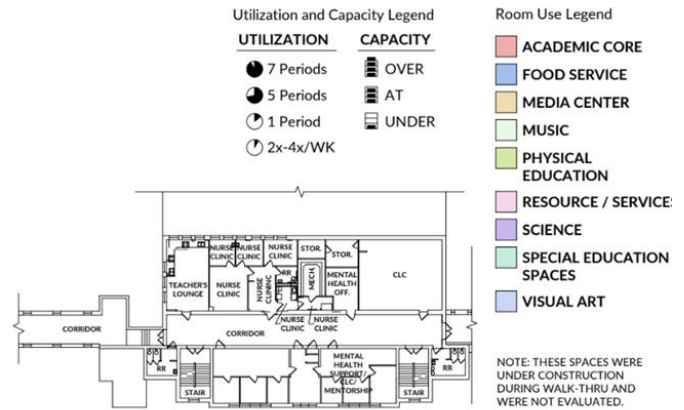


FIRST FLOOR PLAN - ADMIN BLDG - ROOM CATEGORY

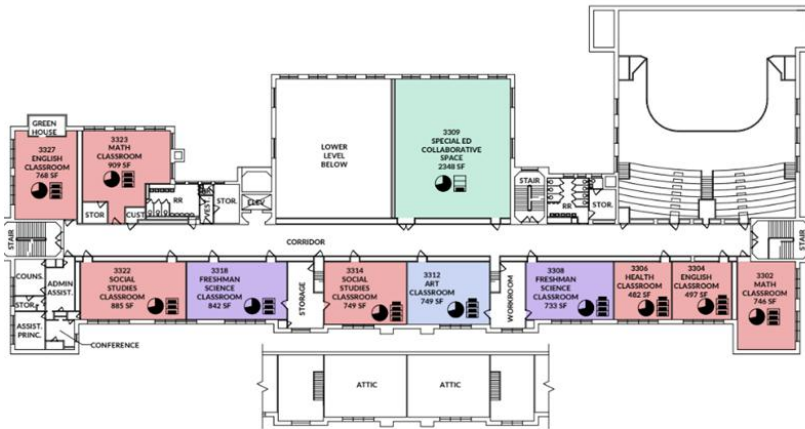




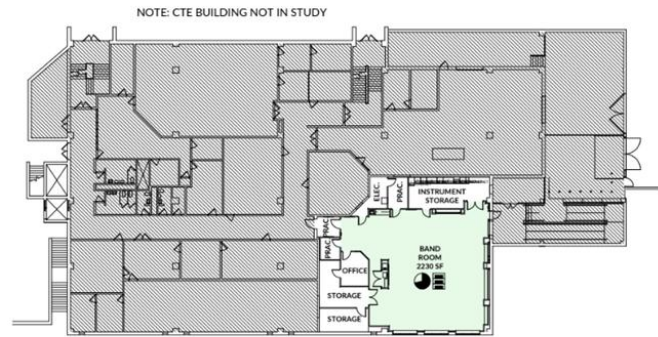
SECOND FLOOR PLAN - SENIOR BLDG - ROOM CATEGORY



SECOND FLOOR PLAN - ADMIN BLDG - ROOM CATEGORY



THIRD FLOOR PLAN - SENIOR BLDG - ROOM CATEGORY



SECOND FLOOR PLAN - VOCATIONAL BLDG - ROOM CATEGORY

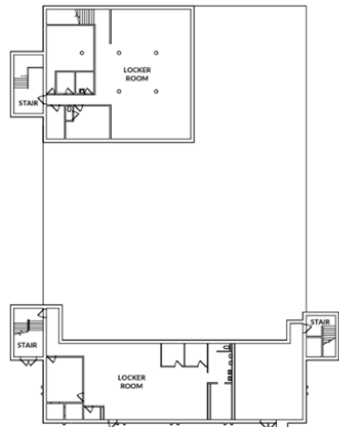
Utilization and Capacity Legend

- | UTILIZATION | CAPACITY |
|-------------|----------|
| ● 7 Periods | OVER     |
| ● 5 Periods | AT       |
| ● 1 Period  | UNDER    |
| ● 2x-4x/WK  |          |

Room Use Legend

- ACADEMIC CORE
- FOOD SERVICE
- MEDIA CENTER
- MUSIC
- PHYSICAL EDUCATION
- RESOURCE / SERVICE
- SCIENCE
- SPECIAL EDUCATION SPACES
- VISUAL ART

NOTE: THESE SPACES WERE UNDER CONSTRUCTION DURING WALK-THRU AND WERE NOT EVALUATED.



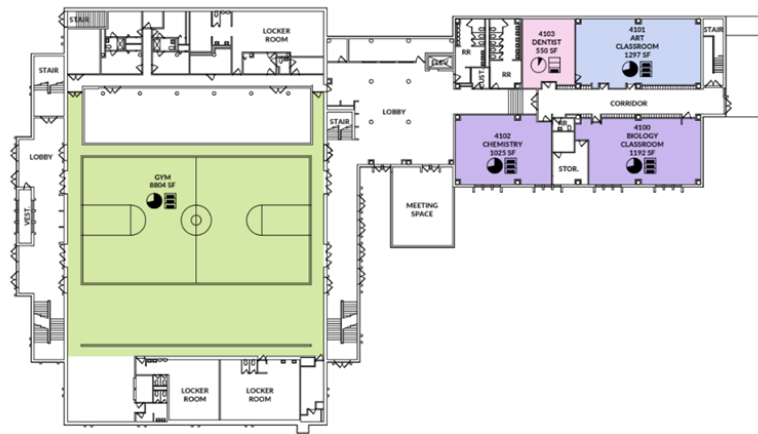
LOWER LEVEL PLAN - SCIENCE/GYM BLDG - ROOM CATEGORY

Room Use Legend

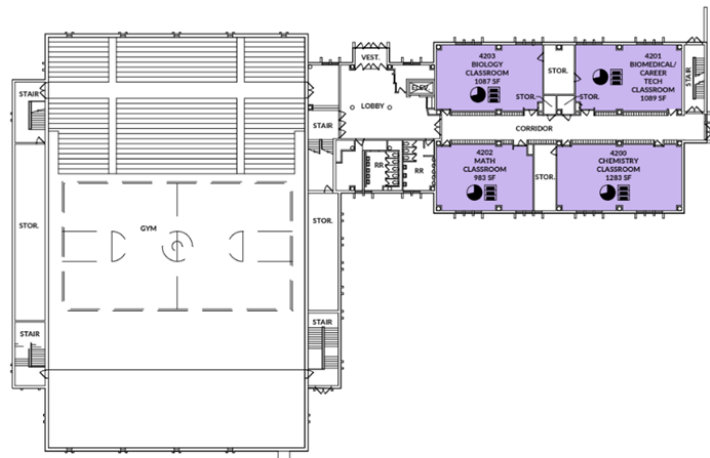
- ACADEMIC CORE
- FOOD SERVICE
- MEDIA CENTER
- MUSIC
- PHYSICAL EDUCATION
- RESOURCE / SERVICES
- SCIENCE
- SPECIAL EDUCATION SPACES
- VISUAL ART

Utilization and Capacity Legend

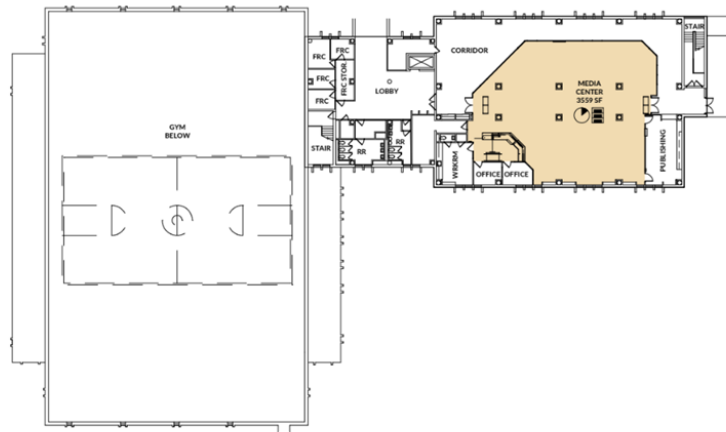
- | UTILIZATION | CAPACITY |
|-------------|----------|
|             |          |
|             |          |
|             |          |
|             |          |



FIRST FLOOR PLAN - SCIENCE/GYM BLDG - ROOM CATEGORY



SECOND FLOOR PLAN - SCIENCE/GYM BLDG - ROOM CATEGORY



THIRD FLOOR PLAN - SCIENCE/GYM BLDG - ROOM CATEGORY