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High School Master Facility Planning Process

Superintendent's Report to the Board of Education **December 11, 2017**



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Introduction

The Mariemont City School District has a long history of taking excellent care of all school facilities. Preventative maintenance, accessibility issues, and environmental responsiveness are an integral part of this history. As the result of a 5.28 mil bond issue passed in May, 2010, the school district renovated and/or constructed three facilities: Mariemont Elementary, Terrace Park Elementary and Mariemont Junior High School. At the time, the existing facilities ranged in age from 74 to 99 years old. The total cost of this construction project was \$39.8 million. The three new/renovated buildings opened their doors in the fall of 2012.

Although no renovation or replacement was done at Mariemont High School as part of this project, it was noted at that time that significant needs had been identified at the high school by the Ohio School Facilities Commission and that work needed at this facility would need to be revisited by the year 2020.

The decision to not include the high school in the 2010 building campaign resulted for three reasons: (1) A bond issue passed in 2000 generated \$6 million for upgrades and renovations at the high school facility including auditorium renovation, additional walls, track renovation, ongoing roofing work (by pod), turf replacement, asbestos abatement, and entrance lighting. Additionally, because of the age of the high school in comparison to other schools, it had much fewer structural needs at the time. (2) Feedback collected during the community engagement process indicated that there was little interest in upgrading and/or replacing all schools at the same time. (3) District operating dollars would have been spread too thin and/or the tax request would have been too high if the high school was included in the project with the other schools.

The 2008 OSFC report identified \$15,000,000 in repairs and/or upgrades recommended for the high school facility, including 13 areas that "needed replaced." Because the district's facility focus and finances went to the construction/renovation of the other schools, very few of the recommendations for the high school have been implemented, thus elevating the need to address the aging facility in the immediate future.

In the summer of 2015, the Board of Education reviewed the costs associated with recent repairs made to the high school structure and looked at the projected costs of repairs that will be needed in the near future to keep the high school facility safe and functioning at an appropriate level to meet student and staff needs. In response to this information, the Board of Education directed the superintendent to develop a multi-year facility engagement process for the purpose of creating a facility plan for Mariemont High School. Informal assessments and planning took place during the 2015-16 school year, and the formal engagement process launched in August, 2016. This process will conclude in December, 2018.



Our Current Reality

In fall, 2016 a community facility taskforce (20 members consisting of community members, parents, and staff) conducted a thorough assessment of Mariemont High School.

The primary focus of these stakeholders was to complete an assessment of the current high school facility in the following areas:

- Academic Program Areas
- Visual & Performing Arts Areas
- Library/Media Center
- Safety
- Cafeteria
- Physical Education/Athletics
- General Site/Structure
- Administration/Office Area

The taskforce assessment was summarized in four overarching themes: (SEE APPENDIX A FOR FULL ASSESSMENT REPORT)

THEME #1: Classroom Size and Layout

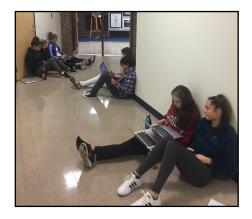


The size and layout of the high school make implementation of present-day and future curriculum needs and teaching techniques as outlined in *Destination 2026* very challenging, if not impossible. Average classroom size at the high school is 672 square feet (compared to the recommended 950 square feet) limiting opportunities to use modern furniture, vary classroom configuration and promote student movement. There is little to no natural lighting in most classrooms and gathering spaces in the high school.



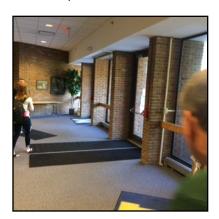
Our Current Reality continued

THEME #2: Lack of Flexibility and Collaboration Spaces



Rooms, meeting spaces and furniture are very fixed leaving little to no flexibility for student and staff collaboration, multipurpose use of spaces and small or large group gatherings. The auditorium is outdated, performing arts areas lack adequate rehearsal space, and there are no spaces for students to meet, collaborate, construct/fabricate and/or present.

THEME #3: Security Concerns



The security allowed by the current space is limited because of the layout of the high school that includes multiple entrances/ exits, small/narrow hallways, difficult wayfinding, no vestibule at the main entrance and a one-way in/one-way out traffic pattern.



Our Current Reality continued

THEME #4: Aging Infrastructure



The infrastructure needs of the high school facility are many; aging systems, roofs, wiring and plumbing are noticeable and in need of repair and/or replacement. The district has spent over \$500,000 over the last five years in repairs and maintenance at the high school. Estimates show necessary expenditures of \$12-\$14 million over the next ten years just to keep the building operational. The cost to bring the facility up to code and standards would exceed \$18 million.

High School Facility Facts



High School Built 1970



Walls added & Science Labs Upgraded 2001-2002



Gymnasium Addition 2003-2004



132,573 Sq. Ft.



Student Enrollment 530



Auditorium Capacity 410



Research & Assessments



Futures Team

A "futures team" was commissioned to study high school facility trends both nationally and locally. The team consisted of 22 community members, parents, and staff. The team visited 22 facilities to complete its research and identified the following trends. (SEE APPENDIX B FOR FULL TRENDS REPORT)

Trend #1: Large, active flexible spaces and multiple areas for collaboration.



Trend #2: Embedded focus on safety and security.





Trend #3: Visibility and transparency with easy wayfinding and open flow of student traffic.



Trend #4: Natural daylight in all areas of the school building.





Trend #5: Use of outdoor spaces and sustainability .



Trend #6: Dedicated yet flexible arts spaces, storage and student work displays.







Demographic Study

McKibben Demographics completed a demographic study in November, 2016 to ascertain the demographic factors that will influence the enrollment levels in the school district. The results of this study show that there are not expected to be any significant increases or decreases in student enrollment over the next ten years. (SEE APPENDIX C FOR FULL DEMOGRAPHIC STUDY)

The report included nine key findings:

- 1. The resident total fertility rate for the Mariemont City Schools over the life of the forecast is below replacement level.
- 2. Most in-migration to the district continues to occur in the 0-to-9 and 24-to-44 year old age groups.
- **3.** The local 18-to-24 year old population continues to leave the district, going to college or moving to other urbanized areas. This population group accounts for the largest segment of the district's out migration flow.
- **4.** The primary factors causing the district's enrollment to slightly increase over the next ten years are the high occupancy rate of the district's apartments, a robust existing home sales market in the district and high migration of young families.
- **5.** Changes in year-to-year enrollment over the next ten years will primarily be due to large cohorts entering and moving through the school system in conjunction with smaller cohorts leaving the system.
- 6. The elementary enrollment will begin to stabilize after the 2018-2019 school year. This will be due primarily to the fact that rising 6th grade cohorts will be approximately the same size as the entering kindergarten and 1st grade cohorts.
- 7. The median age of the population will increase from 37.8 in 2010 to 41.9 in 2025.
- 8. Even if the district continues to have a modest level of annual new home construction the rate, magnitude and price of existing home sales will become the increasingly dominant factor affecting the amount of population and enrollment change.
- **9.** Total district enrollment is forecasted to decrease by 39 students, or -2.2%, between 2016-17 and 2021-22. Total enrollment will grow by 43 students, or 2.5%, from 2020-21 to 2025-26.



Ohio School Facilities Commission Assessment

At the request of the school district, the Ohio School Facilities Commission conducted a needs assessment of the high school facility in November, 2016. Significant repair, upgrade and replacement needs were identified in the (1) heating system; (2) roofing; (3) ventilation/air conditioning; (4) electrical systems; (5) plumbing and fixtures; (6) windows; (7) structure walls; (8) general finishes; (9) interior lighting; (10) security systems; (11) emergency/egress lighting; (12) handicapped access; (13) site condition; (14) exterior doors; (15) life safety; (16) and technology. The OSFC estimated cost to bring the building up to standards and code is \$16,997,353. After reviewing the findings, Turner Construction estimates the cost at \$18,372, 89. (SEE APPENDIX D FOR OSFC ASSESSMENT)





Geotechnical Survey

Consulting Services Incorporated completed a desktop geotechnical survey in December, 2016 of the existing Mariemont High School property. (SEE APPENDIX E FOR FULL SURVEY) The survey identified three areas of instability on the property: (1) a portion of the southeast practice field where there is a landslide is visible and a storm pipe has separated that extends down the slope; (2) an area of the entrance road to the northeast parking lot; (3) a portion of the eastern track that has shown signs of slippage for at least ten years.

Given the information collected and analyzed, Consulting Services Incorporated noted that relocating the school to the existing practice field or expanding into the existing stadium field could be a viable option; however, precautions would have to be taken to stabilize the property and closer examination of the slopes is needed to understand the magnitude of potential slope failure.

After reviewing this survey, Turner Construction noted likely significant increases in construction costs to move the high school facility to any other site on the property and recommended keeping the high school (new or renovated) at its current location.

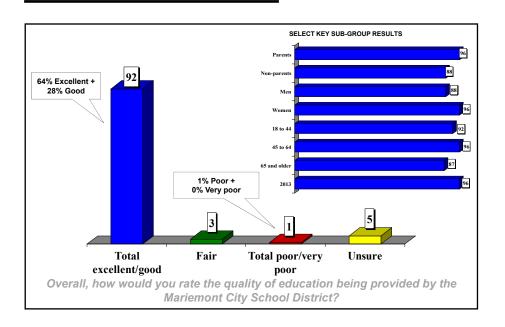


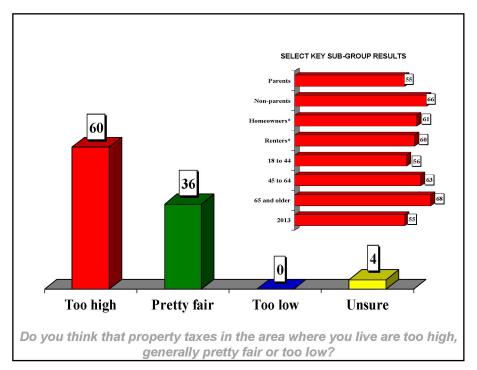
Fallon Research & Communications, Inc. conducted a community survey September, 2017-October, 2017 to gauge opinions about and satisfaction with the Mariemont City Schools. The survey was conducted with 251 randomly-selected registered voters within the Mariemont City School District. The overall estimated margin of sampling error is +/-6.18%, based on a confidence level of 95%. This means that if this survey were repeated, 95 times out of 100 the results would be within plus or minus 6.18% of the results gathered.

Questions asked covered topics such as overall satisfaction with the school district, perception of property tax rates, opinions about the high school project and priorities. (SEE APPENDIX F FOR COMPLETE SURVEY RESULTS)

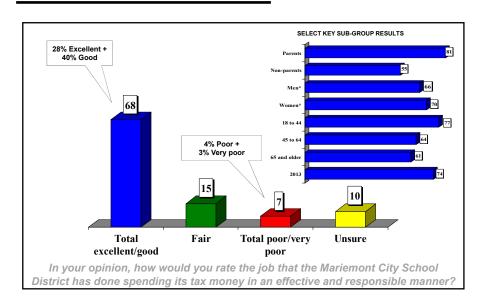
Key data points from the survey are below:

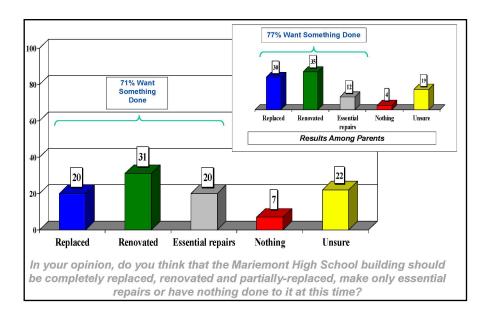














Key take aways from the survey are:

Climate & Opinion Environment:

- There is great contentment and satisfaction within the community, which indicates that there are no misgivings or turmoil that may affect public opinions and deliberations about facilities needs
- The performance ratings for all critical functions are exceptionally high, indicating great satisfaction with the school system, as well as suggesting tremendous confidence
- Much of the community, especially parents, appear to be engaged in district matters and there is no critical dearth of communication
- There is a high level of sensitivity to taxes, which is quite pervasive among many key segments, despite the confidence that the public seems to have in the work the district is doing to manage finances

Building Needs & Options:

- Awareness of an impending building initiative is high, which indicates that first impressions are being formed and views will soon become entrenched.
- There is a some complacency about the condition of the high school building that may be stifling urgency to act.
- Among the public, conceptual support for replacing the high school building is tepid, although parents appear more enthusiastic.
- A request for funding to replace the building may face substantial resistance, but the public appears receptive to the other options.
- The timing of the request could have a pivotal impact on the outcome of the voting decision.
- A high level of sensitivity to taxes appears to be inhibiting support for any type of building initiative, regardless of its merits.



Property Audit. (SEE APPENDIX G FOR AUDIT REPORT)

The school district commissioned Bellwether Enterprise in October, 2017 to review potential site options (other than the current site) for a new Mariemont High School location.

Bellwether Enterprise used multiple real estate search web sites (LoopNet, MLS, Co-Star), aerial assessment (Google Earth), and field canvassing (drive the market) to identify potential sites. Both single sites or assembled sites were considered. Zoning was not a limiting condition since it was assumed the site could be rezoned.

The search area aligned with the Mariemont City School jurisdictional boundaries with the following criteria:

- Within Mariemont, Terrace Park, Fairfax and small section of Columbia Township.
- 30-35-acre minimum site area
- Greenfield or improved site that can be redeveloped to match High School building plan which includes 150,000 SF with 90,000 SF first floor area
- 15 minimum acres for outside athletics and other extra-curricular activities
- Access / Walkable

The conclusion of the study is that the current high school site is the best, viable option to locate Mariemont High School.





Steering Committee

A steering committee was commissioned to assist the school district in identifying priorities and solutions for the high school facility. The committee began its work in January, 2017 and concluded with a final presentation to the Board of Education in December, 2017.

In order to identify possible solutions for the high school, the steering committee identified four categories of primary objectives to guide its work and discussion.

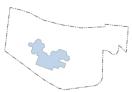
Category #1: Learning environments (classrooms, collaboration spaces, daylight, flexibility)
Category #2: Facility improvements (safety, infrastructure, accessibility, open & inviting)

Category #3: Campus planning (campus access, parking)
Category #4: Operations and phasing (construction)

In collaboration with the school district's design architectural firm, MSA Architects, the steering committee moved forward seven building options for community input and discussion.



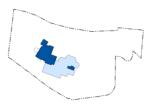
Option #1A: "Repair as Needed" Estimated Cost: \$12-\$14 million



Option #1B: "Infrastructure" Estimated Cost: \$18-\$21 million



Option #1C: "Small Adds"
Estimated Cost: \$27-\$32 million



Option #2D BASE: "Partial Replace with Existing Auditorium"

Estimated Cost: \$35-\$41 million





Option #2D AUD: "Partial Replace with New Auditorium"

Estimated Cost: \$45-\$52 million



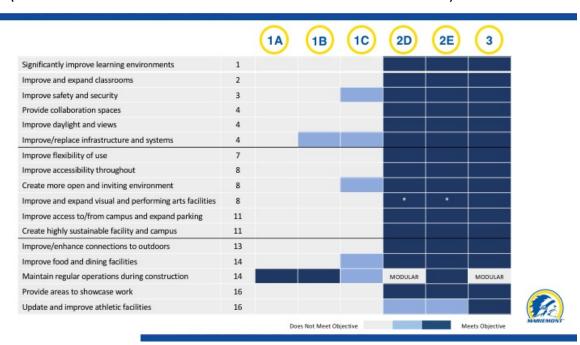
Option #2E: "Connected Campus" Estimated Cost: \$43-\$50 million



Option #3: "All New"

Estimated Cost: \$52-\$61 million

After reviewing the potential solutions and feedback from the design workshops, the steering presented its initial findings to the Board of Education in June, 2017 with the recommendation to continue considering Option #1A, #2D AUD, #2D BASE #2E and #3. (SEE APPENDIX H FOR FULL STEERING COMMITTEE PRESENTATION)







Design Workshops & Feedback

Three design workshops were held at Mariemont High School in spring, 2017. The seven building options were presented for community input and discussion. Over 250 community members participated in the workshops and provided feedback via surveys and online questionnaires.



Over **250 community members**, staff and students participated and offered feedback.

Little interest in keeping existing footprint that would not allow for improvements to learning environments. Doesn't make sense to invest long term in the aging facility as primary objectives cannot be met. Opportunities to protect some parts/areas of the building should be explored further.

An all new facility should be explored to understand costs and amenities. Further research needed to determine athletic areas to be renovated vs. replaced. Further research needed to determine arts areas to be renovated vs. replaced.



At the conclusion of the final design workshop, the following survey results were collected from participants: (SEE APPENDIX I FOR ALL DESIGN WORKSHOP SURVEY RESULTS & FEEDBACK)

When considering the challenges that the current high school facility presents, which do you consider to be the best option moving forward?

Category #1: 18% Category #2: 59% Category #3: 23%



When considering the high school facility that you believe we should have for our students, which do you consider to be the best option moving forward?

Category #1: 18% Category #2: 55% Category #3: 27%

If you could <u>remove</u> one option from consideration based on what you know now, which would you select?

Category #1: 76% Category #2: 4% Category #3: 20%

If you could keep one option for consideration based on what you know now, which would you select?

Category #1: 15% Category #2: 64% Category #3: 21%

Using the feedback from the steering committee and community input from the design workshops, the Board of Education reduced the number of high school options to from seven to three in August, 2017. Cost estimates were revised by Turner Construction to reflect additional information and feedback collected during this process. (SEE APPENDIX J FOR ESTIMATED ANNUAL COSTS TO TAX PAYERS)



Option #1: "Repair as Needed" Estimated Cost: \$12-\$14 million



Option #2: "Partial Replace" Estimated Cost: \$37-\$53 million





Option #3: "All New"

Estimated Cost: \$53-\$62 million



Facility Teams

In August, 2017, six facilities teams were developed to take a more in-depth look at the possible solutions for the high school facility. Nearly 100 community members and staff researched and explored (1) design/architecture, (2) academic spaces, (3) technology, (4) arts, (5) athletics and (6) finance to identify needs, wants and priorities for our high school facility.

Each team was charged with identifying three to four key findings and five to six objectives. Each team then presented their findings and objectives to the steering committee in October, 2017.

Finance Team - Key Findings

- In order for the school district to maintain an adequate cash balance and limit deficit spending, it will need additional operating dollars during the 2018-2019 school year. Not doing so will result in the need for a very large mileage request in a later year.
- Property tax dollar amounts remain fixed from the date a levy is passed and there are no inflationary increases; therefore, the school district must pass additional levies every few years to accommodate inflationary needs and anticipated decreases in State funding.
- The school district has explored Ohio Facility Construction Commission funding in the past and with this current project; given the requirements and restrictions of commission. Construction, and minimum funds the commission would provide our school district, pursuing this does not seem like a viable option.
- The current school district administration understands the problems that occurred during the bidding/funding process of the last project and will put processes and checks in place to prevent a reoccurrence.



Design Team - Key Findings

- The current park-like setting is one of Mariemont High School's greatest assets. The design should take advantage of this setting to create a timeless and unique building that respects the Mariemont School Communities.
- A redesigned facility should have the capability to adapt to evolving educational goals and inspire learning. The campus should include indoor and outdoor student-centered spaces that fulfill multiple educational, social, and recreational activities (or objectives).
- In order to provide for a long term financial return on dollars spent, the district should invest in sustainable, innovative, energy efficient, durable (disaster resistant) building materials and mechanical systems.

Learning Spaces Team - Key Findings

- Spaces and learning environments must foster ownership and pride and be inspiring and welcoming to the whole school community.
- Learning environments need to be fluid and student-centered to foster collaboration and support active and interdisciplinary learning.
- Spaces and learning environments need to be future-ready and sustainable in order to support changing pedagogical and learning trends.
- Community involvement is an integral part of the learning process and is necessary to promote civic responsibility and ownership in students and staff.

Arts Team - Key Findings

- Visual and Performing Arts education requires dedicated, sufficiently sized and configured spaces, which are in close
 proximity to one another and include sufficient storage. These spaces need to allow students to collaborate and learn the
 foundational elements of their art while promoting creative exploration and innovation.
- The school needs a properly-sized, multi-functional, main performing and gathering venue able to seat the entire student body and support ALL school programs and events (refer to auditorium use calendar). Such a space will increase exposure, appreciation, and support for the arts produced at Mariemont HS, and provide for greater student and community involvement.
- Students need access to multi-purpose support spaces that promote interdisciplinary learning experiences, allow
 collaboration across core subjects, offer the opportunity to expand beyond traditional fine arts subjects, encourage
 multimedia exploration and creativity, and develop real world skills through both integrated and project-based learning.
- The school needs specific arts-related technology in digital media, sound, lighting, design, and public speaking. Solid arts education fosters skills in these areas, which develops leadership and communication abilities integral to being competitive in any job market as well as preparing students for opportunities across disciplines both inside and outside of the arts.



Athletics Team - Key Findings

- The facility contains ample space but requires updates and reconfiguration for better utilization, flow, visibility, daylight, and building security.
- The facility needs dedicated, flexible, securable team space (locker rooms, storage areas, meeting room, restrooms/ showers) to serve ALL of our athletic teams during practice and competition events on campus.
- Contemporary athletic facilities feature enlarged, modern, and reconfigured athletics training & rehabilitation space to better serve the health and rehabilitation of student athletes and the needs of athletic training staff.
- The larger competition and practice spaces (Gymnasiums, Pool, Kusel Stadium) are in need of upgrades to improve safety, security, and functionality during MHS events.

Technology Team - Key Findings

- A robust infrastructure and network that is flexible and adaptable is needed to support ever changing edTech trends and needs.
- The building technology must support controllability, access, safety, and security of our environment(s).
- Technology needs to maintain user-friendly and ease of operation for staff and students.
- A need for a mobile environment that supports sharing and communication of ideas for our 21st century student.
- We must ensure emerging technologies are planned for and supported through continued evaluation and training.



Transition Taskforce

In October 2017, the school district commissioned a Transition Taskforce to develop objectives and options for the potential use of temporary housing during a renovation/construction project. If a category 2 option is selected, high school students will be displaced from the academic wing of the facility for one year. If a category 3 option is selected, high school students will be displaced from the academic wing of the facility for two years.

The Taskforce identified ranked objectives to consider when finalizing the temporary housing plan:

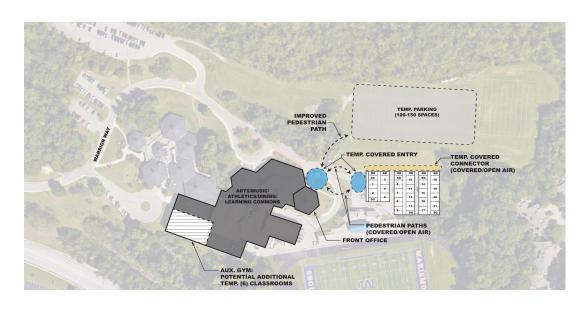
- 1. Ensure no interruption to the academic experience (i.e., science labs, technology access, art rooms, storage).
- 2. Maintain the "community" feel of being in a high school; ensure a plan for keeping current high school traditions (i.e., pep rallies, assemblies, performances, graduation, etc.) going during the transition; incorporate "gathering" spaces into the temporary housing (if used in the option selected) for before school and after school activities.
- 3. Make safety and security a priority in the transition plan.
- 4. During consideration of options, identify the challenges, mistakes, pressure points, etc. with temporary classrooms during the last construction project and make appropriate adjustments this time to prevent reoccurrence.



- 5. Consider the daily operational logistics that parents and students will need to navigate during the transition (i.e., parking, drop off/pick up, busing, after school activities, athletic events, performances).
- 6. Make the temporary classrooms (if used in the option selected) as comfortable as possible (i.e., use of flexible furniture that will be transitioned into new facility, windows, gathering spaces, etc.) and plan for the transitions between classes if students will need to go outside.
- 7. Message the transition plan and its rationale very clearly to parents and community members to ensure transparency.
- 8. Build incentives for the students (particularly the seniors) into the transition plan to ease the feeling of inconvenience (i.e., open lunch, student names/class commemorated in new facility in some way, etc.).
- 9. Clearly articulate the advantages students will experience during the transition in comparison to the current high school facility (i.e., no natural light in current building; small classrooms in current building; difficult wayfinding in current building, outdated restrooms, etc.). Message the opportunity for students as a "win."
- 10. Message clearly how the sacrifice students are making temporarily now will benefit future students and the community for years to come.

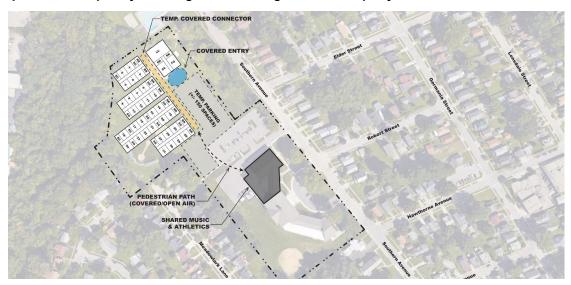
The taskforce identified two options to be considered for temporary housing during a construction project. Either option could be implemented for a category two solution. Only option #2 could be implemented for a category 3 solution.

Option #1: Temporary Housing on Senior Parking Lot w/some Building Access





Option #2: Temporary Housing on Junior High School Property





Community Forum

The school district hosted a community forum at Mariemont High School on November 1, 2017. Approximately 50 community members attended the event to ask questions about the high school project. A total of 41 questions were submitted prior, during or after the event via email and text message.

Key questions asked at the forum are listed below: (SEE APPENDIX K FOR ALL Q&As)

Q1. Some other districts in the area (like West Clermont Schools and Mason Schools) have done some different types of financing options for recent building projects that prevented the burden from falling all on property tax owners. Is this a possibility for us?

The district has looked into these types of financing options and, unfortunately, the Mariemont City School District is not eligible.

In the West Clermont Schools, the district had two existing high schools that they closed to replace with one new high school on a separate site. The district worked in conjunction with its township to develop the two old high school sites and generate TIF (Tax Increment Financing) funds in the amount of \$65,000,000 to pay for a portion of the new high school cost. The district will then use its existing PI (Permanent Improvement) levy to fund the remaining cost of the project.



Mason City Schools is a district that experienced massive growth requiring the construction of new buildings years ago. At that time, the district built new buildings following Ohio Facility Construction Commission (OFCC) guidelines and paid full price for the buildings with taxpayer dollars; doing this allowed the district to generate OFCC credits. Because Mason's spot on the OFCC waiting list came up recently, the district is now able to use these credits to offset the cost of this new construction as long it is within the OFCC guidelines.

Q2. Isn't the district going to need operating dollars too? If so, when will all of this be on the ballot?

The previous levy for operating dollars was approved by voters in 2014. The district met its promise to make those dollars last at least four years this Fiscal Year (FY). With changes at the state level continuing to reduce our operating dollars, the district will need to seek additional revenue streams in the near future in order to sustain the current level of excellence that students receive and our community expects.

While we have done a good job limiting our expenditure increases to around two percent over the last five years, our state revenues have been greatly reduced -- 20 percent in the latest state budget. This amounts to \$750,000 per year or \$3.75 million over five years.

Currently, the state only provides Mariemont City Schools with 30 percent of the dollars we should be receiving if fully funded. Added to this, it is important to remember that the school district does not receive any inflationary increases in funding. Even when home values go up, the school district still receives the dollar amount originally approved by voters, with very little revenue increase. This means that the only way for the school district to get additional operating dollars is to ask for more funds from taxpayers.

Q3. Will this likely be on the ballot as a two separate issues - one for operating and one for building improvements - or will it be one issue?

No decisions have been made regarding when or what type of ballot issue or issues will be presented to voters. However, the school district considering making this a single ballot issue.

Two different third party assessments estimate the need for \$12-\$14 million in repairs and upgrades over the next five to ten years at Mariemont High School. These are repairs and upgrades that will be necessary just to keep the building open and operating — not for any significant improvements to the security, environment or design.

Because doing these repairs is not optional, placing these issues on the ballot separately would create challenges if one passed and the other didn't. For example, if an operating levy was approved by voters but a permanent improvement levy failed, the district would be forced to take dollars from its general operating budget to pay for needed repairs at the high school. This would require cuts in staffing and the academic program as there is not enough money in the operating budget to pay for millions of dollars in repairs without making reductions in other areas.



In order to meet the community expectations for a high quality education in a fiscally transparent manner, it may be necessary to have one combined issue so that it is very clear what will happen if it is approved and what will happen if it fails.

Q4. You keep saying there isn't a zero cost option, so if we don't pass a levy, what will we do to keep the high school operating?

It is true that there is no zero cost option. Two different third party assessments estimate the need for \$12-\$14 million in repairs and upgrades over the next five to ten years. These are repairs and upgrades that will be necessary just to keep the building open and operating — not for any significant improvements to the security, environment or design. Therefore, we must plan for these expenditures.

Because doing these repairs is not optional, we would be forced to take dollars from our general operating budget to pay for them. This will require us to make cuts in staffing and the academic program as we do not have enough money in the operating budget to pay for millions of dollars in repairs without making reductions in other areas.

Q5. During the renovations of our elementary buildings, is it true that some of the additions/features originally planned were not included in the final design?

Yes. A few things happened that caused the last building project cost to increase, requiring sacrifices (value engineering) to be made in order to complete the project. First, since federal funds were used in the financing portion of the project, prevailing wages had to be paid increasing the cost of the project by 3-5%. This was not included in the original cost estimates. Secondly, square footage (30%) was added to the project very late which increased the cost as well. Finally, the level of finishing materials and a "bad bid day" increased the cost of the project. Sacrifices had to be made to get the project completed. The general contractor, Turner Construction, worked closely with the vendors and the school district to get the project completed on time with as many amenities and features as possible.

The school district has already taken proactive steps to ensure this does not happen again on a future project including acquiring the services of a construction consultant very early in the process to work with design architects to be more realistic of costs, square footage, features and amenities.

Q6. Our high school students do well. We are considered one of the best high schools in the state. I just don't understand how this is going to make us any better? Can you please explain?

Space matters. Current research shows that the learning environment impacts student performance by as much as 25 percent. Our current high school building is limiting how well our faculty can teach and our students can learn. If asked, our students would likely describe Mariemont High School as more of a museum for the way that education was 30 – 50 years ago—along with leaky ceilings and a temperature differential of 20 – 30 degrees on any given day--than an inspirational space for teaching and learning.



As a community, we have to ask ourselves, are we doing our best to prepare our students for a world that they will soon inhabit at the university level and in the workplace? Not by a long shot! If we remain static, we will soon be surpassed by those schools who are making the changes that are in the best interest of their students.



Final Report by the Steering Committee

In its final report to the Board of Education, the steering committee presented the 30 objectives developed by the facility teams in rank order. (SEE APPENDIX L FOR FULL PRESENTATION)

- 1. Design flexible spaces and classrooms that support learning appropriate to the discipline and intended experience.
- 2. A secure main point of entry leading to a gathering space for students and guests that embodies the heart of our district heritage and evokes inspiration and pride
- 3. Design student-centered collaborative spaces throughout the building. These spaces should be designed so that they can be used as community-centered gathering spaces outside of the regular school day.
- 4. Design a welcoming, defined entrance, that is safe and secure and showcases school pride for all visitors.
- 5. Design a building that respects the aesthetic character of the Mariemont School Communities, but also includes elements of transitional design that connect the outdoor elements to the indoor spaces through the use of natural lighting, views, and access that will take advantage of the building site to inspire learning.
- 6. The total millage request of a combined operating levy/permanent improvement levy should not exceed 9.9 mils; additionally, the operating levy millage amount should be large enough to last the school district a minimum of four years.
- 7. Simple internet connectivity, wireless access points, and robust bandwidth are critical components that must be in place prior to any other implementation of technology.
- 8. Create efficient/safe drop-off/pickup areas for students and visitors that are incorporated into an improved traffic flow and improved campus parking areas for students, staff, and visitors
- 9. Design spaces and classrooms that support adaptation of emerging technologies and pedagogies while promoting environmentally sustainable practices.
- 10. The school district needs to clearly message the impact well performing, high supported schools have on property values and what our residents get in return for their investment in comparison to other school districts.
- 11. Incorporate energy efficient and sustainable design into the facility to maximize long term operating savings.
- 12. Provide sufficiently-sized and configured visual and performing arts classrooms with appropriate support spaces, in-room storage, lighting, and acoustics. They must be accessible to each other as well as the performance and display spaces, and include updated systems and equipment.
- 13. Students and staff need to have equal access to technology in a user-friendly environment
- 14. Safety and educated access to not only digital environments but physical environments need to have the ability to be controlled by our technology.
- 15. A mobile technology environment needs to support learning anywhere, anytime, by anyone
- 16. Design functional spaces that allow for the showcase of student learning while incorporating natural light and providing ample storage.



- 17. Utilization of outdoor areas, maximizing the natural aesthetics in learning spaces.
- 18. Plan for emerging technologies by continually searching for edtech trends and properly train staff and students.
- 19. Provide adequate infrastructure in all arts classrooms to support advancing, discipline-specific technologies (e.g., adequate kiln, dark room, outlets and charging stations at tables, recording/playback equipment within music rooms, flexible use furniture that adjusts to group size and purpose.).
- 20. The school district should pursue private funding options as part of this project that could include naming rights, the employment of a district development director and/or the use of an outside consultant.
- 21. Do adequate research to ensure the current site is the most viable and/or desired option for the high school facility.
- 22. Provide several break out rooms adjacent to music spaces as well as media commons, with proper sound insulation, equipment and technology to accommodate music lessons and practice, recording sessions, video production, and small group meetings.
- 23. Expand and Improve Locker Room and Team Space Areas.
- 24. Provide sufficient storage within the arts wing for ALL visual and performing arts to support current programs and future growth.
- 25. The large performance space should include 21st century technology onstage, backstage and in the house as well as accommodate the entire current and future student body and audience.
- 26. Expand and Improve Athletic Training and Rehabilitation Facility.
- 27. Expanded On-Campus Practice / Competition Facilities.
- 28. Provide additional flexible performance space (e.g., black-box theater).
- 29. Research necessary activities and benefits of creating a LEED certified, or LEED-like building.
- 30. Expanded and Improve Pool Facilities.



Mariemont High School Master Facility Plan

TO BE FINALIZED IN SPRING, 2018



Scholars of today. Leaders of tomorrow.

Mariemont High School Master Facility Plan



Project Scope

With extensive involvement from the community, the district conducted a two-year community wide facility planning process. The process identified numerous mechanical, structural and learning space needs within the existing high school. Below is a list.

General

- Approximately 165,000 square feet of new & renovated construction
- Complete replacement of mechanical, electrical/technology, plumbing and fire protection services
- New/replacement windows throughout both the new and existing building
- New/renovated restrooms throughout both the new and existing building
- ADA (Accessibility) improvements throughout both the new and existing building
- New/replacement of roofs throughout both the new and existing buildings
- Security features and equipment inclusive of secured entry points and storm shelter
- Site & access improvements inclusive of a secondary entrance/exit driveway

Academic Spaces

- Replace old learning spaces/classrooms
- New science and STEM laboratories
- · New project-based learning/collaboration areas
- · Update media center

Performing Arts Wing

- Renovate existing auditorium
- Renovate music spaces with support areas
- Improvements to back stage areas (restrooms, dressing rooms, storage)

Athletics

- Updates to existing locker room areas
- Updates to training/rehabilitation areas



APPENDIX A

Mariemont High School MASTER FACILITY PLAN

Assessment Phase

A Report to the Mariemont City School District Board of Education on the Facility Status and Needs of Mariemont High School

January, 2017



Scholars of today. Leaders of tomorrow.

EXECUTIVE SUMMARY

The Mariemont City School District has a long history of taking excellent care of all school facilities. Preventative maintenance, accessibility issues, and environmental responsiveness are an integral part of this history. As the result of a 5.28 mil bond issue passed in May, 2010, the school district renovated and/or constructed three facilities: Mariemont Elementary, Terrace Park Elementary and Mariemont Junior High School. At the time, the existing facilities ranged in age from 74 to 99 years old. The total cost of this construction project was \$39.8 million. The three new/renovated buildings opened their doors in the fall of 2012.

This project came on the heels of a 2006 decision by the Board of Education to commission the District Advisory Committee to study all five school buildings (Fairfax Elementary, Mariemont Elementary, Terrace Park Elementary, Mariemont Junior High School and Mariemont High School) and issue findings that then led to the passage of a Board resolution in December, 2007 to request a comprehensive review of the district facilities including a ten year enrollment projection by the Ohio School Facilities Commission (OSFC). This OSFC report was submitted to the school district in the summer of 2008 and is included in this report (see pages 31-36).

Because the OSFC report showed that there were significant infrastructure (building systems) issues in the district facilities that would need addressed within ten years, the Board of Education directed the superintendent to develop a Facilities Engagement Process for the purpose of creating a comprehensive facilities master plan. At the conclusion of this process, it was determined to move forward with the option to close Fairfax Elementary and renovate/construct Mariemont Elementary, Terrace Park Elementary and Mariemont Junior High School. No immediate renovation/construction was recommended for Mariemont High School at the conclusion of this engagement process; however, it was noted that significant needs were identified in the OSFC report and that work needed at this facility would need to be revisited by the year 2020, when the high school building will be 50 years old. The findings of the engagement process and the final Master Facilities Plan are included in this report *(see pages 2-3)*.

The decision to not include the high school in the 2010 building campaign resulted for three reasons: (1) A bond issue passed in 2000 generated \$6 million for upgrades and renovations at the high school facility including auditorium renovation, additional walls, track renovation, ongoing roofing work (by pod), turf replacement, asbestos abatement, and entrance lighting. A history of all renovations completed on the high school campus is included in this report (see pages 113-114). Additionally, because of the age of the high school in comparison to other schools, it had much fewer structural needs at the time. (2) Feedback collected during the community engagement process indicated that there was little interest in upgrading and/or replacing all schools at the same time. (3) District operating dollars would have been spread too thin and/or the tax request would have been too high if the high school was included in the project with the other schools.

The 2008 OSFC report identified \$15,000,000 in repairs and/or upgrades recommended for the high school facility, including 13 areas that "needed replaced." Because the district's facility focus and finances went to the construction/renovation of the other schools, very few of the recommendations for the high school have been implemented, thus elevating the need to address the aging facility in the immediate future. Current estimates predict expenses will exceed \$10 million over the next 15-20 years just to maintain the current facility as is and keep it operational. Furthermore, the cost to bring the current facility up to current code and standards would exceed \$18,000,000, according to a 2016 OFCC (previously named OSFC) assessment (see pages 45-46).

In the summer of 2015, the Board of Education reviewed the costs associated with recent repairs made to the high school structure and looked at the projected costs of repairs that will be needed in the near future to keep the high school facility safe and functioning at an appropriate level to meet student and staff needs. In response to this information, the Board of Education directed the superintendent to develop a multi-year facility engagement process for the purpose of creating a facility plan for Mariemont High School (see timeline and process on pages 115-126).

A Master Facility Plan is an <u>evolving</u> document that provides a valuable fact-based, community driven <u>tool</u> for future facility related decision making that is consistent with and supportive of the school district's mission and instructional vision. This plan will set the course for <u>planning</u> capital improvements and facility management in the near future.

This process officially began in the fall of 2015 with the "assessment phase – part I." The purpose of this phase was to complete the following:

- Compile historical data on the existing high school facility
- Develop a projected cost summary of needed improvements and repairs
- Conduct site visits of newly constructed/renovated facilities
- Create an initial summary of high school facility strengths and weaknesses

After reporting the initial findings of the "assessment phase – part I" to the Board of Education in August, the work continued with "assessment phase – part II." The purpose of phase II was to complete the following:

- Update/Review the OFCC facility assessment and cost analysis report
- Review the land survey
- Update the district enrollment/demographic study
- Gather feedback from student and staff focus groups
- o Identify a design architect and construction consultant
- o Identify the future trends in education that will best meet the needs of high school students in the future

Assessment work was conducted over a 14-month period (9 months for phase I and five months for phase II), culminating in December, 2016 by the following stakeholders:

- Administrative Facilities Committee (9 school district administrators)
- Superintendent's Advisory Council (15 community members)
- Superintendent's Facility Committee (2 Board of Education members)
- Facilities Taskforce (20 members consisting of community members, parents, teachers and school administration)
- Futures Team (22 members consisting of community members, parents, teachers, and school administration)

Assessment was conducted in the following areas:

- o Academic Program Areas
- Visual & Performing Arts Areas
- Library/Media Center
- Safety
- Cafeteria
- Physical Education/Athletics
- General Site/Structure
- Administration/Office Area

The assessment included tours of Mariemont High School and several school facilities in the area including:

- Wyoming Middle School, Cincinnati, Ohio
- Deer Park High School, Cincinnati, Ohio
- o Lebanon High School, Lebanon, Ohio
- Indian Hill High School, Cincinnati, Ohio
- Kings High School, Cincinnati, Ohio
- o Cincinnati Hills Christian Academy, Cincinnati, Ohio
- o Princeton High School, Cincinnati, Ohio
- Highland High School, Medina Ohio
- o Northern Kentucky University, Highland Heights, Kentucky

- o Xavier University, Cincinnati, Ohio
- o Blue Valley CAPS (Center for Advanced Professional Studies), Overland, KS
- o Joplin High School, Joplin, MO
- Bloch School of Management, Kansas, MO
- Nathan Hale High School, Seattle, WA
- University of Washington Allen Research Commons Park, Seattle, WA
- Lynnwood High School, Bothell, WA
- Meadowdale Middle School, Lynnwood, WA
- o Maryville-Getchell Campus, Marysville, WA
- Bainbridge Island High School, Bainbridge Island, WA
- Wilkes Elementary School, Portland, OR
- Vashon High School, St. Louis, MO
- Raisbeck Aviation High School, Tukwila, WA

The detailed findings of the initial assessment conducted in these areas are included in this report (see pages 127-148). These findings can be summarized with four overarching themes:

- The size and layout of the high school make implementation of present-day and future curriculum needs and teaching techniques as outlined in *Destination 2026* very challenging, if not impossible. Average classroom size at the high school is 672 square feet (compared to the recommended 950 square feet) limiting opportunities to use modern furniture, vary classroom configuration and promote student movement.
- Rooms, meeting spaces and furniture are very fixed leaving little to no flexibility for student and staff collaboration, multi-purpose use of spaces and small or large group gatherings. The auditorium is outdated, performing arts areas lack adequate rehearsal space, and there are no spaces for students to meet, collaborate, construct/fabricate and/or present.
- The security allowed by the current space is limited because of the layout of the high school that includes multiple entrances/exits, small/narrow hallways, difficult wayfinding, no vestibule at the main entrance and a one-way in/one-way out traffic pattern.
- Although a few areas of the high school are adequate, the infrastructure needs of the high school facility
 are many; aging systems, roofs, wiring and plumbing are noticeable and in need of repair and/or
 replacement; preliminary estimates show necessary expenditures. The cost to bring the facility up to code
 and standards would exceed \$18,000,000.

Part I

Key Findings and Trends

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|--|
| The Facility Taskforce Identified Ten Key Findings |
| Although significant high school facility needs were identified when the district last completed a |
| facilities assessment in 2009, a decision was made to postpone high school renovation/construction at that |
| time with the understanding facility needs would need to be revisited by the year 2020. |
| The school district has spent nearly a half million dollars in the last five years on the high school facility just to |
| keep it functional. |
| According to the OFCC building cost analysis, reviewed by Turner Construction, it would cost approximately |
| \$18,372,389 to bring the high school facility up to today's standards and code. Bringing the high school facility |
| up to date and standard based on the OFCC recommendations would not change the current building footprint |
| and learning spaces. |
| Security is a concern. There is a lack of sight-lines through the building corridors and general difficulty with |
| way-finding. The building lacks a secure vestibule/front office welcome area. |
| The classrooms in the high school are small limiting the furniture options and classroom configurations, and in |
| general, there is a lack of flexible, collaborative learning spaces. |
| The science labs, athletic facilities and pool are generally in good condition and more up-to-date due to recent |
| renovations. |
| TI POLA CONTRACTOR |
| There is little to no natural light in classrooms and other academic areas. |
| Utilities are dated and in need of replacement. Bathroom facilities and HVAC appear to require significant |
| investment or complete replacement. |
| |
| Relocating the school, or expanding into the existing football field would be a viable option, provided |
| precautions are taken. Due to two known landslides occurring in the upper field, locating a structure there |
| would be a concern. |
| |
| Home values are rising and houses continue to sell quickly in the school district, but, because of limited |
| inventory, a demographic/enrollment study forecast completed by McKibben Demographics, there will not be a |
| significant change in district enrollment in the next ten years. |
| |

| | The Futures Team Key Trends |
|------------------------------------|--|
| Large active, flexible spaces | |
| Embedded focus on safety and | security |
| Visibility and transparency with | easy way finding |
| Natural daylight in all areas of t | he school building |
| | lemic programs and student dining |
| Green and sustainable building | |
| Collaboration spaces -formal a | nd informal as well as whole group, small group, and individual spaces |
| Dedicated yet flexible arts space | es with storage |
| Open flow of student traffic | |
| Evidence of student work displa | aved throughout the building |

Part II

Master Facilities Plan - 2009

MARIEMONT CITY SCHOOLS

"Building on Tradition"

Facilities Master Plan

Adopted by the Board of Education October 20, 2009



Mariemont Elementary

- Utilize the composite approach (combination of new construction and building renovation) for a K-6 building and, at a minimum, save the front facade of the current school and the auditorium
- Will serve K-6 students who reside in Mariemont and Fairfax communities
- Site of Board of Education office
- Estimated enrollment of 580 students
- Approximately 75,000 square feet



Terrace Park Elementary

- Utilize the composite approach for a K-6 building and, at a minimum, save the front facade of the original portion of the building
- Estimated enrollment of 370 students
- Approximately 54,100 square feet



Mariemont Junior High School

- Construct a new 7-8 junior high school on the current Fairfax Elementary site and integrate the current cupola into the new structure
- · On-site athletic facilities for after school activities
- Estimated enrollment of 260 students
- Approximately 49,000 square feet



Mariemont High School

 To remain on current, on-going maintenance plan and to be reassessed in the future

Benefits/Efficiencies throughout all renovated and new buildings:

- Electrical systems with increased capacity to support technology
- Modern science labs
- New HVAC/Plumbing systems to meet state standards
- · Flexible learning spaces to accommodate individualized & group use
- · Fully accessible spaces for individuals with disabilities
- Energy efficient buildings
- · Increased safety and security throughout



Part III

Mariemont High School Building Summary

Original construction: 1970 Auditorium fixed seating: 1970 Natatorium addition: 1970 Gymnasium addition: 2004

Total square footage: 132,573 Avg. classroom square footage: 672

Auditorium square footage: 3,227 (seating capacity: 410)

Natatorium square footage: 6,257

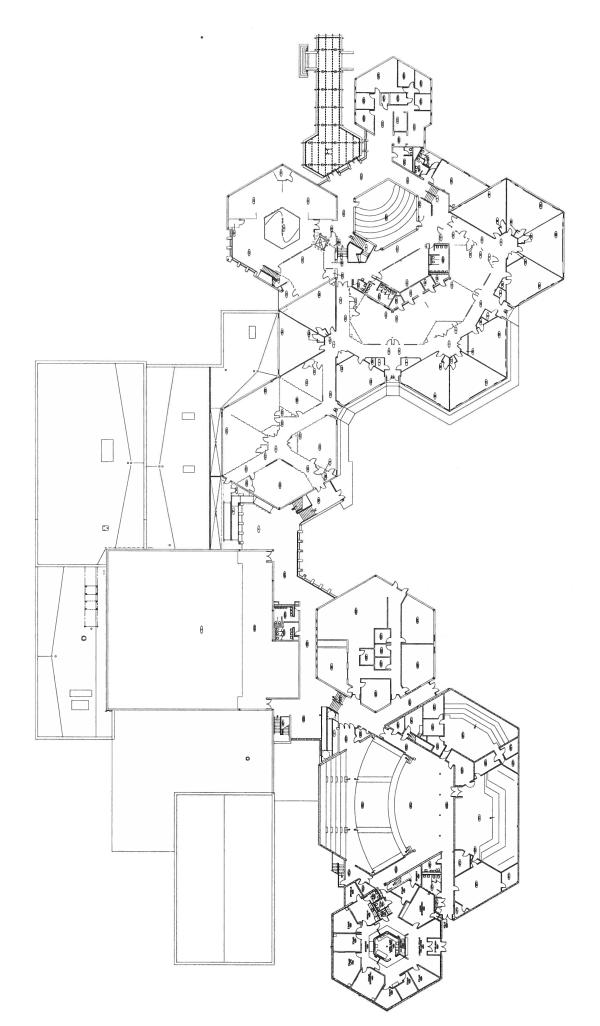
Additional gymnasium square footage: 17,478 Athletic stadium seating capacity: 3,000

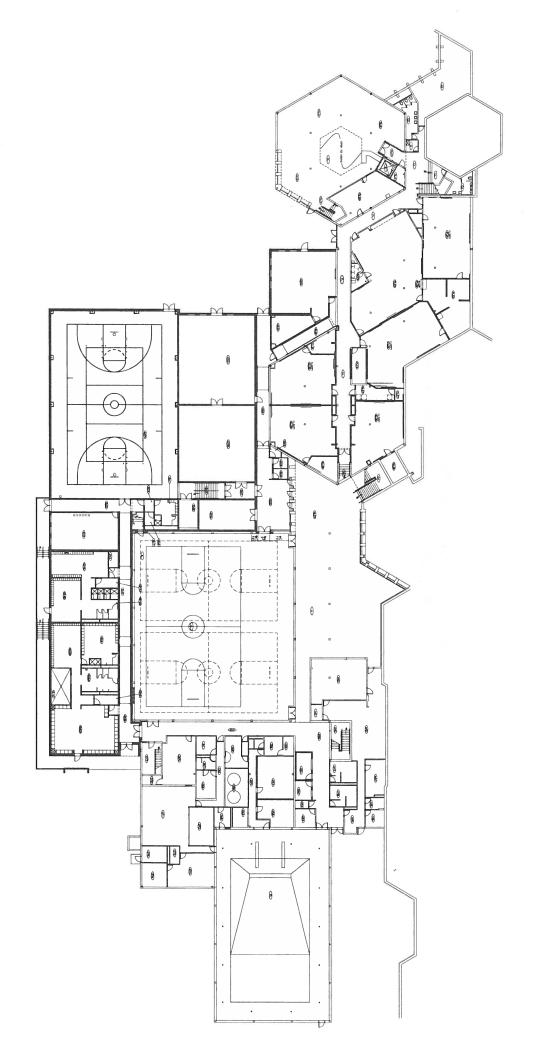
Current grades: 9-12 Current enrollment: 502

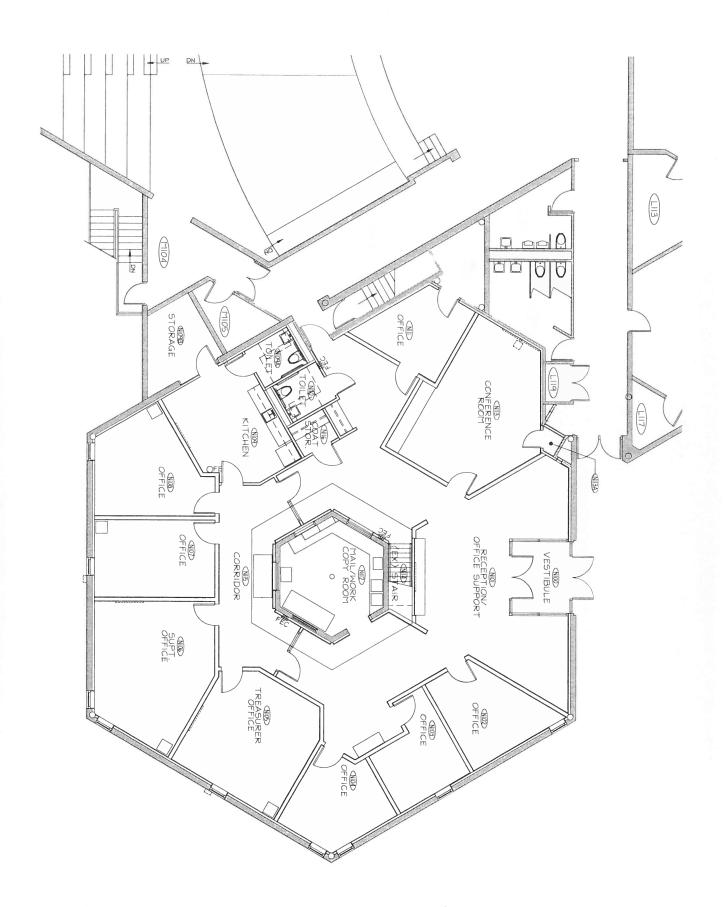
Acreage: 30.6

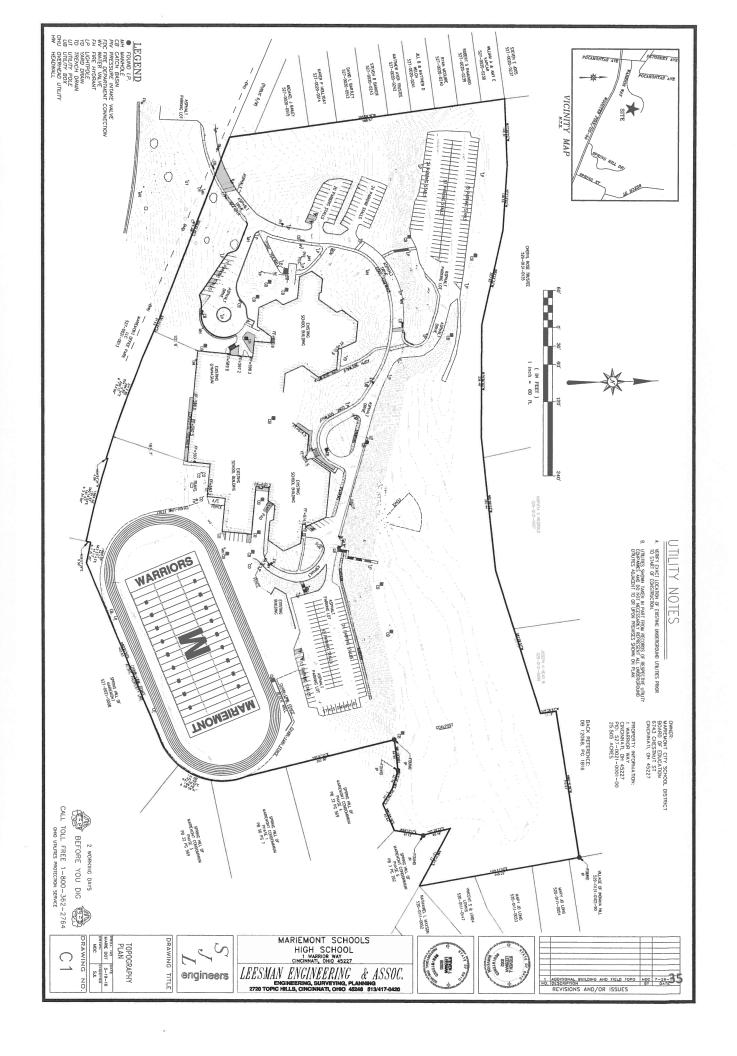
Teaching stations: 38 Classrooms: 32

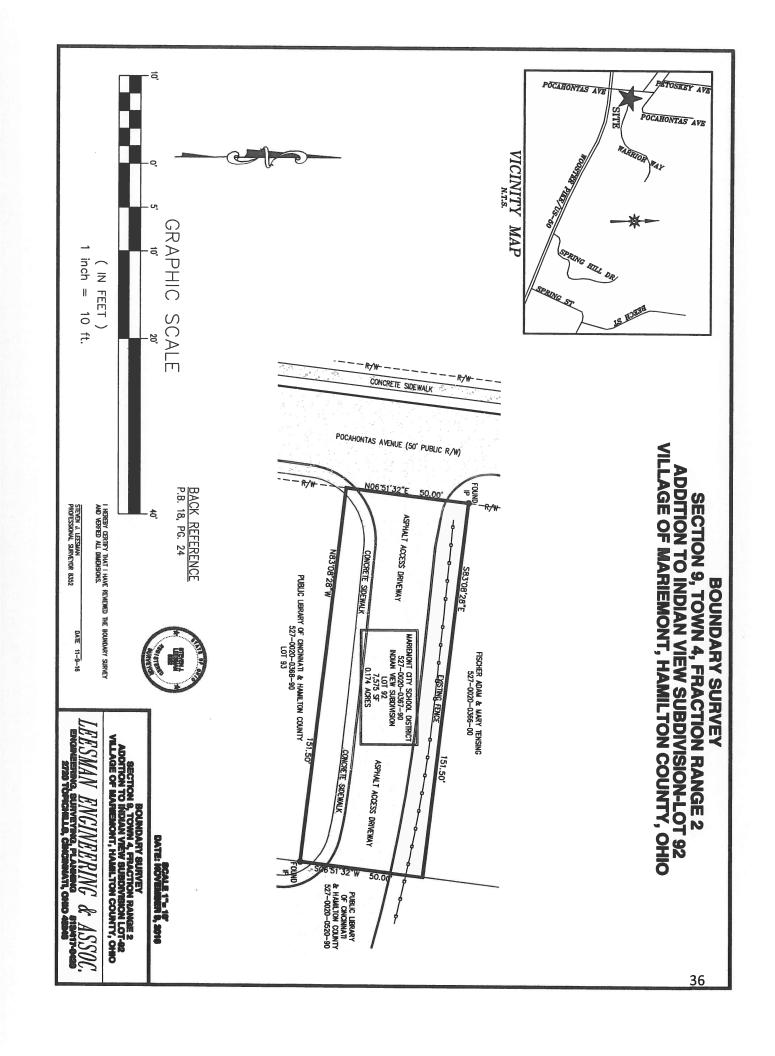
Part V
Building Blueprint and Property/Land Plot; Property Survey











Part VI

Ohio School Facilities Commission Assessment of High School Facility - 2008

OFSC

The Ohio School Facilities Commission (OSFC) administers the State's comprehensive Pre-Kindergarten through 12th Grade public school construction program.

The OSFC helps school Districts fund, plan, design and build or renovate their facilities. The Mariemont City School District may choose to participate in one of the OSFC programs, or may complete a facilities improvement program without OSFC assistance.

THE OSFC ASSESSMENT, OSDM GUIDELINES AND STANDARDS ASSUMPTIONS

The OFSC uses the Ohio School Design Manual (OSDM) as a guideline for their assessments; the OSDM is the basis for all new OSFC co-funded school facility construction in the state of Ohio. This document illustrates the 'best of the best' with regard to school facilities. The OSFC Assessment and Master Planning process projects out 10 years for a 40 to 50-year building life. Many items appear in the Assessment report as needing repair or replacement because they do not meet the current standard for new facility construction according to the OSDM, or they have reached their useful life. As an example, even if a building has had all of the windows replaced in the last five years, the Assessment still calls for a total window replacement if those windows are not the type recommended by the OSDM. This does not necessarily mean the existing windows are inferior, simply that the guidelines for new facility construction have surpassed what is existing. The Assessment also assumes an 80% building capacity to ensure future program flexibility. While the OSFC assumes all-day Kindergarten will be in place in the District, additional LFI space is required to meet these criteria.

The OSFC Assessment Report is made up of two parts;

- 1. The Council for Educational Facility Planners International (or CEFPE) Appraisal Summary portion of the report and;
- 2. The Facility Assessment portion (with associated dollar amounts)

THE CEFPI APPRAISAL SUMMARY

The CEFPI Appraisal Summary is an instrument that yields information about the ability of the building to support the educational program. It is the more subjective half of the OSFC report, evaluating the educational environment and attributing a number of percentage points for each of six categories. These six categories are the types of concerns that daily users of the facility understand about the way the school functions. For Example:

- "We need more/less storage."
- "The parking lot is a traffic jam during morning/afternoon drop off."
- "The playground/gym/cafeteria/classrooms/restrooms are too small/large/far away."
- "The delivery area is too close to the playground."
- "the building entry and administration location are not ideal for security."

1.0 The School Site

- Site is large enough.
- Site is easily accessible.
- Site is well located.
- Site is well landscaped and developed.
- Playgrounds and athletic areas are separated from the street.
- Site is stable and free of erosion.
- Site is suitable for special instructional needs.
- Pedestrian services are adequately provided.

Sufficient parking is provided.

2.0 Structural and Mechanical Features

- Structure, roofs, foundations, and walls are sound.
- Adequate mechanical, electrical, plumbing, drainage, fire protection systems and communication systems are installed.

3.0 Plant Maintainability

- Windows, doors, walls, floor surfaces and built-in equipment are of material, finish and condition to require minimum maintenance.
- Finishes and hardware are of durable quality.
- Custodial space is adequately provided throughout the building.
- Adequate electrical outlets and power are provided to allow for routine cleaning.
- Outdoor lights, outlets and equipment are accessible for repair and replacement.

4.0 Building Safety and Security

Site Safety

- Student loading areas are segregated from vehicular traffic
- Walkways are available for pedestrian safety
- o Access streets have sufficient signals and signs to permit safe entry to the site
- Vehicular entrances and exits permit safe traffic flow
- Location of intramural equipment is free from hazards
- Athletic field equipment if located free from hazards

Building safety

- Heating units are located away from student-occupied areas
- Multi-story buildings have at least two stairways for egress
- o Exterior doors open outward and are equipped with panic hardware
- Emergency lighting is provided throughout building
- Classroom doors are recessed and open outward
- Building security systems are provided
- Flooring is non-slip
- Stair risers do not exceed 7" in height
- o Glass is properly located and protected with wire or safety glass
- Fixed projections do not extend more than 8" into corridors
- o Traffic areas terminate at an area of exit or a stairway leading to an exit

Emergency Safety

- Adequate fire safety equipment is properly located
- o There are at least two independent exits from any point in the building
- o Fire-resistant materials are used throughout
- Automatic and manual emergency alarm systems with a flashing light and distinctive sound are provided

5.0 Educational Adequacy

- Academic learning spaces
 - Size of learning areas meet standards
 - Classrooms allow for small group arrangements
 - Location of academic core is away from disruptions
 - Classrooms allow for individual instruction
 - Storage is adequate

Special Learning Spaces

- Size of spaces meet standards
- Design is compatible with instructional need
- Library provides appropriate space

- Gym adequately serves PE instruction
- PreK-K spaces are age-appropriate
- o Science program is provided with sufficient space and equipment
- o Music program is provided with adequate sound treated space
- Space for art is appropriate for special instruction and equipment
- School facility appraisal
 - Space for technology permits state-of-the-art equipment
 - o Small group space is provided adjacent to the classrooms
 - Storage for student and teacher material is adequate
- Support spaces
 - Teacher lounge and work areas are professional
 - o Cafeteria/Kitchen has sufficient space for dining, delivery, storage and food
 - o Administrative offices are consistent with the maturity of the students served
 - o Counselor's office allows for privacy and sufficient storage
 - o Clinic is near administrative offices and equipped to meet requirements
 - Suitable reception space is provided for students, teachers and visitors
 - o Administrative personnel are provided with sufficient work space and privacy

6.0 Environment for Education

- Exterior Environment
 - Overall design is aesthetically pleasing to age of students

THE FACILITY ASSESSMENT

The facility Assessment projects out 10 years for a 40 to 50-year building life. The Facility Assessment portion is the objective portion of the report – indicating any deficiencies in the building systems and attributing a unit cost for each item to be repaired or replaced. Each of the District's facilities is evaluated in the following categories:

A. Heating System

Evaluate the heating system, boilers, piping and controls. Rules:

- The OSDM requires a ducted, forced-air system
- Systems not compliant with the OSDM can be acceptable if they meet Ohio Building Code requirements for fresh air.
- Radiators should be removed.
- Rooftops units older than 10 years must be removed.
- Controls older than 1975 must be replaced.
- If a total system replacement is required in this category, no dollar amount is shown for item C (Air conditioning).

B. Roofing

Evaluate age and condition of existing roofs, gutters, downspouts, flashing and coping. Rules:

- Replace membrane roofs older than 7 years.
- Replace built-up roofs older than 15 years.
- Replace shingle roofs older than 10 years.

C. Ventilation/Air Conditioning

Determine if buildings are equipped with air conditioning and appropriate ventilation and exhaust systems. System must meet Ohio Building Code requirements for fresh air. Rules:

- Window air conditioning units are not acceptable.
- Provide exhaust systems for restrooms, gymnasium, storage rooms and custodial closets.
- Provide kiln ventilation and paint hoods in art rooms.

D. Electrical System

Verify that the electrical system meets OSDM guidelines, is adequate to meet current electrical loads, future needs and additional loads if adding air conditioning or technology.

Rules:

- If the electrical system is older than 35 years, replace the entire system.
- Includes the addition of an emergency generator.

E. Plumbing and Fixtures

- This category does not include plumbing fixtures required to meet ADA compliance. See item o)
 Handicapped access for information regarding ADA compliance.
- If the existing system is galvanized piping, it must be replaced.
- Current codes require schools to be equipped with back-flow preventers.

F. Windows

Assess condition of all existing exterior windows, transoms, sidelites and skylights. OSDM requires windows to be insulated (multi-pane), with integral blinds at academic areas.

Rules:

- Replace all single-pane windows.
- Replacement cost of windows includes installation of new operable windows with insect screens.

G. Structure: Foundation

Assess for cracking or movement of building foundations.

Rules:

 This item includes tuck-pointing of existing brick walls, masonry cleaning, caulking, sealing and/or replacement of damaged brick veneer.

H. Structure: Walls and Chimneys

Assess condition of slabs, floors and roofs

Rules:

 This item includes tuck-pointing of existing brick walls, masonry cleaning, caulking, sealing and/or replacement of damaged brick veneer.

I. Structure: Floors and Roofs

Assess condition of slabs, floors and roofs.

Rules:

Existence of wood floor joists requires replacement of entire structure.

J. General Finishes

Assess the condition of all floor finishes, wall finishes, ceiling finishes, casework (built-in cabinetry), display cases, paint, tackboards, chalkboards, markerboards, lockers, toilet partitions, doors and frames, basketball backboards, bleacher, and kitchen equipment.

40

Rules:

- Casework should comply with OSDM requirements.
- Replace kitchen equipment over 20 years old.
- If acoustic tile ceilings are being replaced, review the condition of item K.) Interior Lighting.

K. Interior Lighting

Assess interior lighting to determine if the minimum foot-candle levels required by the OSDM are met. Rules:

- Replace all incandescent pendant fixtures, U-shaped fluorescent lamps and T-12 lamps.
- If interior lighting is being replaced, replace acoustic ceilings.
- If sprinklers are added, replace existing ceilings and lights.

L. Security Systems

Determine whether a complete security system is in place. Rules:

 A complete system includes access control systems, panic alarms, lockdown capabilities, motion detectors, CCTV cameras and exterior site lighting.

M. Emergency/Egress Lighting

Determine if the emergency egress lighting has the following elements in place, illuminated exit signs that meet current code requirements, and emergency egress floodlighting with battery back-up or emergency generator. Rules:

A new emergency egress lighting system is required to have a generator back-up.

N. Fire Alarm

Determine whether facilities have a zoned general fire alarm system that includes horns and strobe lights in all rooms and corridors, pull stations at all exits, flow switches, tamper switches, heat sensors, smoke detectors, and smoke dampers to meet Ohio Building Code, National Fire Protection Association (NFPA) and OSDM requirements.

Rules:

 If there is not an existing system, or if the present system does not meet current code, add a new system.

O. Handicapped Access (ADA Access)

Students and staff who require the use of a wheelchair must have access to all instructional areas of every school. All toilet partitions, plumbing fixtures, drinking fountains and door hardware must be ADA compliant. This category also includes ADA assist door openers, elevators, lifts, ramps and signage. Rules:

• Existing floor-to-floor lifts cannot be used as a substitute for a new elevator.

P. Site Condition

Determine if any deficient site conditions exist. This category includes the following items: playground equipment, asphalt paving, parking areas, bus drop-off, concrete curbs, and concrete sidewalks, stabilization of any soil erosion, dumpster pads, exterior handrails, storm drainage and curb cuts.

Rules:

- Playground equipment should be provided only to elementary schools.
- Bus and car separation should be in place at each school site.

Q. Sewage System

Assess the condition and suitability of the existing sewage system.

Rules:

• These items are determined on a case-by-case basis.

R. Water Supply

Verify that there are no problems with the water supply system. This includes water mains, wells and well pumps, water booster pumps and pressure tanks.

Rules:

Verify that the existing system will be sufficient if a sprinkler system will be added to the building.
 Funding for this item would be under category U) Life Safety.

S. Exterior Doors

Assess the condition of exterior doors, frames and hardware. Rules:

- Wood exterior doors require replacement.
- All exterior doors and hardware must be ADA compliant.
- Replace doors with single glazed vision panels with doors that do not comply with current codes.

T. Hazardous Materials

It is the policy of the OSFC to remove all hazardous material from existing buildings. Hazardous materials would include lead paint, asbestos pipe insulation, vinyl asbestos floor tile and mastic and fluorescent lamps and ballasts. Rules:

• The existence of hazardous materials in an existing building does not constitute an immediate threat to health and safety. However, removal of hazardous materials is recommended due to the possibility of those items being disturbed during a renovation process.

U. Life Safety

Assess the facility for life safety issues. Items in the assessment of this category include: determine if the building contains an automated sprinkler system, determine if any dead- end corridor conditions exist, verifying exit stairwells are enclosed in a fire-rated assembly, assessing whether existing stair railing pass the 4" ball test (Current building codes do not allow a 4" sphere to pass between the balusters of a railing).

Rules:

- The OSFC requires all schools to have an automated sprinkler system. When adding a sprinkler system, existing acoustic ceilings and interior lighting should be replaced.
- Verify that the existing water supply will be sufficient for the addition of a sprinkler system. If the
 existing water supply is from a well, assure an additional well, well pump, storage tank and
 generator are installed.
- A life safety issue in an existing building does not necessarily constitute an immediate threat to health and safety. It does mean that while the existing building complied with building codes at the time it was constructed, it does not meet current building code requirements.

V. Loose Furnishings

Assess the condition of loose furnishings. Loose furnishings include student desks and chairs, teacher desks and chairs, file cabinets, reading tables, computer desks, bookcases and wastebaskets.
Rules:

- Dollar amounts are always shown in this category due to the useful lifespan of furnishings.
- Dollar amounts are shown on a graduated scale based on the CEFPE ratings for the loose furnishings.

W. Technology Infrastructure

Evaluate if the building is equipped with an OSDM compliant technology system. A complete technology system includes: five technology ports in each classroom, once voice port with a digitally based phone system in each classroom, one cable port and monitor per classroom, a two-way PA system, centralized clock system, media distribution system and computer lab space.

Rules:

• This category **DOES NOT** include computers, printers, software or other peripherals; it only provides for the infrastructure for these items.

X. Construction Contingency/Non-Construction Costs

This category includes construction contingency and other non-construction costs such as: land surveys, soil borings, permitting fees, construction testing, printing, bid advertising, builders risk insurance, design professional compensation, construction managers compensation and non-construction contingency. Rules:

None

Y. Special Conditions

These areas are items which the professional team felt should be included or removed from the assessment estimate, or were special conditions not accounted for in the facility Assessment. Rules:

None

Z. Sequencing Costs

During renovation projects, appropriate space for student learning must be provided for the duration of the project. This category accounts for any necessary "Swing space," trailers, or off-site facility rental costs during the construction phases, allowing for uninterrupted student learning during that time.

Rules:

None

| 3817 | RIEMONT HIGH SCHOOL BUILDING SU POCAHONTAS AVENUE | MMARY | BUILDING DATA | | |
|-------|--|--|-----------------|----------------------|-------------|
| | IEMONT, OHIO 45227 | | CURRENT GRADES | | |
| | 72-7600 | | CURRENT ENROLL | | 9 |
| | AMES RENNER, PRINCIPAL | | ACREAGE | MEIAI | |
| Asses | sment date: April 2008 | | TEACHING STATIO | NS | ; |
| | | | CLASSROOMS | | |
| | ORIGINAL CONSTRUCTION ADDITION | DAT | | | |
| | ALIDITORIUM CINTOR | 197 | THE WAR | 7000101 | F |
| | AUDITORIUM FIXED SEATING | 197 | -1 146 | 1 4 | 105, |
| | NATATORIUM ADDITION GYMNASIUM ADDITION | 197 | "[1E | -1 4 | 3, |
| OTA | STORE SIDNE ADDITION | | 1 | . 4 | 6, |
| | | | 16 | 2 | 17, |
| | | | | | 137, |
| | CONDITIONS RATING | | RECOMME | NOED REPLACEMENT | |
| | | DESCRIPTION | Ir . | SCHEDULE | |
| | 3 | Needs Replacement | | 3-7 Years | |
| | 2 | Needs Repair | | 7-10 years | |
| | 1 | Satisfactory | | 10+ years | |
| 11.5 | 4 14 74 | | | | |
| ACIL | LITY ASSESSMENT SUMMARY! | | CONDITIONS | COST DETERMENTED | |
| - | | | RATING | CCALINE I SIGNATURED | TOTAL COSTS |
| - | HEATING SYSTEM | | | 912 | |
| | ROOFING | | 3 | OSFC | \$3,619,9 |
| | VENTILATION/AIR CONDITIONING | | 3 | OSFC | \$376,7 |
| | ELECTRICAL SYSTEM | | 1 | OSFC | 3370,7 |
| | PLUMBING AND FIXTURES | | 3 | OSFC | \$1,998,6 |
| | WINDOWS | | 3 | OSFC | \$859,6 |
| | STRUCTURE FOUNDATION | | 3 | OSFC | \$200,2 |
| | STRUCTURE WALLS AND CHIMNEYS | | 11 | OSFC | 7203,2 |
| | STRUCTURE: FLOORS AND ROOFS | | 2 | OSFC | \$116,0 |
| | GENERALFINISHES | | 1 | OSFC | 7.30,0 |
| | INTERIOR UGHTING | | 3 | OSFC | \$1,815,1 |
| | SECURITY SYSTEMS | | 3 | OSFC | \$513.3 |
| - | EMERGENCY/EGRESS LIGHTING | | 3 | OSFC | \$184,5 |
| | FIRE ALARM | | 3 | OSFC | \$105,5 |
| | HANDICAPPED ACCESS | | 1 | OSFC | |
| | SITE CONDITION | | 2 | OSFC | \$103,50 |
| | SEWAGE SYSTEM | | 2 | OSFC | \$443.39 |
| | WATER SUPPLY | | 1 | OSFC | |
| | EXTERIOR DOORS | | 1 | OSFC | |
| | HAZARDOLIS MATERIALS | | 3 | OSFC | \$54,00 |
| | UFESAFETY | | 2 | OSFC | \$35,45 |
| | LOOSE FURNISHINGS | | 3 | OSFC | \$162,50 |
| | TECHNOLOGY | | 3 | OSFC | \$246,07 |
| | CONSTRUCTION CONTINGENCY/NON- | | | OSFC | \$874,80 |
| | CONSTRUCTION COSTS | | _ | | |
| | OSFC ASSESSMENT TOTAL: | | | OSFC | \$2,860,72 |
| 1 | ADDITIONAL DISTRICT ITEMS OF CONCERN NOT ON A | SSESSMENTS: | | OSFC | \$14,570,45 |
| r | The representation to point titles I make alegation to | The state of the s | | | |
| | | | | | |
| | The second court of 15 court of the second o | out of Pod J. | | TURNER | \$25,00 |
| | The territory of Externit control to be | | | TURNER | \$12,00 |
| Ľ | Add connecting directly to new municipal sewer line a | nd getting off the lift | | TURNER | \$13,00 |
| | | | | | |
| 10 | ou mountains to duditorium consult and and | ode compliance | | TURNER | \$140,000 |
| 15 | SCALATION, SEQUENCING, SWING SPACE PREMIUM | , OSFC PRICE ADII ICT | | TURNER | \$15,000 |
| | | TIMEN 12 | | TURNER | |
| AL | | | | 1 manualist | \$2,955,093 |

Information contained in these building reports reflects an April 2008 assessment based on Ohio Schools Facilities Commission Standards, and a subsequent review by Turner Construction and SFA Architects. This assessment will be used as one determining factor in the development of the Mariemont City Schools Facilities Master Plan.

12/16/05 Facility Assessment Page 5 \$17,730,549

Part IX

High School Facilities Assessment by Staff and Students in 2008

Exhibit 3

FACILITIES ASSESSMENT SUMMARY - MHS STAFF, BUILDING TEAMS AND STUDENTS

MARIEMONT HIGH SCHOOL - STAFF COMMENTS (10-14-08)

Academic Core

- Rm 33: New Bulletin Boards
- J-Pod: Need To Have Secured Storage And Offices
- Need New Desks And Chairs Not Enough And Many Are Broken (Multiple Requests)
- J-Pod, Rm 31: Visual Display Equipment For Walls
- J-Pod, Rm 31: Dimmer Switch On Lighting
- J-Pod, Rm 31: Enlarge Entrance
- J-Pod, Rm 31: Add Windows To Corridor Connection Possible Skylight
- Foreign Lang Pod: Redesign Teacher Work Area Shelves, Etc., Need More Space
- Teacher's Lounge Electrical System Upgrade To Avoid Overloading Current When Using Microwaves, Etc.
- J-Pod, Rms 33 & 34: Needs Insulation On Cinder Block Walls
- 23a Prep Room: Need Additional Storage Space Added So Classroom Space Can Be Utilized
- Laptops That Teachers Can Check Out And Use At Home
- Laptop Hook Up With Smart Board
- Teacher Access To Copy Room After 4pm Perhaps Security/Code Lock System
- Designated "Performance Room" Carpeted With Moveable Furniture (4 "Read-Arounds", Debates, Etc.
- Study Hall/Lab Resources: Locked Closet/Room For Easy Access By Teacher For Supplies
- Journalism Lab: Computers, Printer, Stimulating Environment For Creating/Writing
- Each Student Needs A Laptop Funding Project For Mariemont Found, PTO Connect W/Smart Board, Etc.
- Prepaid Wireless Connection (Contract) W/Carrier Student Code Activated Student Fee Beg. Of Year (Optional)

Administration

- In-School Suspension Room Help Reduce Out-Of-School Suspensions
- Courtseling Office Needs: Conference Room, College/Career Resource Room; Storage
- Bathrooms Need To Be Fixed And Updated
- Faculty Lounge Needs To Be Remodeled
- Private Meeting/Counseling Room Parent Meetings/ IEP's, Etc. Current Locations Are Not Private
- Faculty Rest Room Towel Dispensers That Work!
- Improve Internet Connectivity In Teacher's Lounge And Work Room
- Need A Conference Room For Parent/Teacher's Meetings.

<u>Art</u>

Safety: Eye Wash Station

- Storage For Woodworking & Stained Glass Projects
- Safety: Restraining Device Installed On Second Level Of Student Storage To Prevent Falling Objects
- Replace Garage Door
- Room 40: Replace Lock On Office Door
- Safety: Replace Woodworking Machines
- Update Air Filtration On Sawdust Extraction System To Reduce Air Contamination
- Replace Lab Tables, Cabinets And Countertops Remodel And Paint Room
- Replace HVAC Noisy
- Install Electric For Kilns
- Covers For Light Fixtures
- Replace Sinks All Are Corroded And Leaking
- Room 27: Blinds For Interior Hallway Door & Outside Door Repair Window Blinds
- Visual Art Dept: Storage Area For Display Equipment

Cafeteria

More Outlets In The Commons So Study Hall Students Can Use Laptops

General Site

- Ladies Faculty Rest Room Needs Heat During The Winter
- More Faculty Parking Only Signs In Lower Parking Lot By Aux Gym
- Better Lighting In Faculty Parking Lots!
- Crosswalk Between Faculty Lot(S) And Main Entrance Sidewalk
- Access To Upper Field Parking From The Sophomore Lot Instead Of Big Hill Driveway
- New Drop Off Area In Rear Of Building To Eliminate Congestion
- Access Road Around South Side Of Bldg That Could Be Used For Bus, Game Day, Staff Parking
- Add "Faculty" Only Parking Signs To Lower Lot # Spaces
- Install Automatic Flushers On All Toilets/Urinals
- More Directional Signs In Hallways Parents Are Always Lost
- Sanitary Protection Machines In All Girls Rest Rooms
- Hand Dryers That Work Or Install Paper Towel Dispenser
- Bathroom Doors In Faculty Rest Room That Lock
- Larger Desks To Accommodate Lap Tops & Teaching Materials
- Better & Stronger Chairs
- Parking Spots For The Swimming Pool Groups During The Day
- Better Handicap Access From Auditorium Area To Lower Level Of Gym
- Repair The Path Over To Hiawatha Avenue
- Update Upper Library Lounge With New And Additional Furniture
- Need Updated Electrical System Currently Not Enough Outlets And Keep Blowing Fuses
- Retractable Blinds In Lower Library To Block Glare When Using The Projector
- Access To Light Switch In Upper Library...Currently In A Lock Fuse Box Cannot Shut Off Lights
 When Using The Projector
- Foreign Language Computer Lab.....Library Or Near Music Rooms....Indiv Stations, Sound-Proof-Recording Capabilities

Library

- Update Upper Library Lounge With New And Additional Furniture
- Need Updated Electrical System Currently Not Enough Outlets And Keep Blowing Fuses
- Retractable Blinds In Lower Library To Block Glare When Using The Projector
- Access To Light Switch In Upper Library...Currently In A Lock Fuse Box Cannot Shut Off Lights When Using The Projector
- Foreign Language Computer Lab.....Library Or Near Music Rooms....Indiv Stations, Sound-Proof-Recording Capabilities

Music

- Chorus: Own Room Sound System, Music Whiteboard, Raked Seating, Large Doors To Enable Grand Piano Movement
- String Orchestra: Large Orchestra Room For Strings So Equipment Can Be Stored And Set Up
- Strings: Acoustically Designed With Smartboard, Computer/Composing Software & Printer...
- Five Practice Rooms That Are Large, Well Vented, Lighted, Acoustically Designed & W/ Smart Music Program
- Sound Proof Office For Instructor
- Music Library That Can Be Utilized By Band, Orchestra And Chorus
- Cello Chairs And Bass Stools For Each Student
- Secure Locker & Storage Space For Instruments And Bookbags
- Need New Auditorium W/ Good Lighting & Acoustics -Large Backstage & Side Wings...Fly-Space Above For Backdrops — Orchestra Pit
- Separate Band Room With Proper Storage And Set Up Areas For Students And Instruments

Phys Ed

- New Locker Rooms
- Heat/Ac Systems That Operate Correctly
- Security Cameras In Adjacent Hallways Near Aux. Gym & Room 28
- Expand Boy's Locker Room So Each Boy Has A Locker For The Semester
- PE Equipment Need Additional Secured Storage Space
- Add Access Drive To South End Of Bldg From New Bus Turnaround Back To Locker Rooms
- Pave Grassy Area Near Fine Arts Area For Additional Parking During Athletic Events
- Create Location W/Baseball, Softball & Soccer Practice Field On Same Site Inc: Concession Stand, Training Area & Rest Rooms
- Renovate Stadium Entrance W/Press Box, Improved Concessions & Storage For Product And Operations
- Field-Turf & Dugouts On Baseball Field Provide Year-Round Practice/Play Facility For MHS & Community
- Pole & Light Needed Outside New Girls Locker Room Walkway Recessed Lights Keep Burning Out
- Increased Seating In Natatorium, Capable Of Hosting Districts Large Tournaments
- Energy Efficient Lighting For Stadium W/Less Spill & W/Remote On/Off Capability

Science

- Science Room 24: Need To Accommodate Computers/Laptops
- Fully Functional Lab Facility Gas Jets, Electrical Wall Outlets (Keep Blowing Fuses)
- Fumehoods For Ventilation Of Experiments

- Equip Room With Biotech Stations
- Fix Ceiling Leak And Replace Panel In Back Left Corner (Rm 24)
- Hvac Repair/Replace
- Rm 24: Gas Jets, Upgrade Electrical More Outlets (That Don't Blow Fuses)
- Rm 24: New Computers Used For Lab Design
- Rm 24: Fumehoods
- Bio Computer "Lab" Desks Need Smaller Monitors And Keyboards
- Lab Pro Upgrade More Probes W/More Functions To Reflect College/Work Level Research
- Redesign Furnishings So Technology Equipment Can Remain Set Up & Available For Use
- Bio Lab: Needs Electrical Upgrade And Outlets
- Prep Room: Needs Electrical Upgrade And Outlets
- Prep Room: Fix Leak In Ceiling So Entire Classroom Can Be Functional
- Rm 21: Redesign Or Enlarge Room To Have Functional Experiments Without Possible Computer Damage
 Special Ed
- Rm 20: Need Life Skills Classroom ADA Kitchen Area, Stove, Microwave, Washer & Dryer
- Separate Classroom Instead Of Dividers To Provide Better Learning Environment
- More Desks And Chairs

Speciality

- Our Own Stage Lights And Sound Board For Our Plays
- C-20 Electrical Outlets In Each Row Or End Of Aisle For Laptops
- Culinary Arts: Meet Health/Safety Standards
- Culinary Arts: Compliment Foreign Lang For Cultural Diversity
- Rm 32 J-Pod
 Tables & Chairs Culinary Arts; Fashion Design; Fabric Design; Life Skills (Sp Ed)

MARIEMONT HIGH SCHOOL — BUILDING TEAM (1 1-5-08) (ADMIN, STAFF AND PARENT REPS)

Academic Core

- Continued Technology Improvements (Smart Boards)
- Laptops: Power Requirements, Secure Storage

Administration

- More Inviting Entry
- More & Appropriate Storage Space At Entry
- Additional Staff Presence

Art

- Equipment And Finishes Are Outdated
- Comprehensive Look At Space Efficiency

Cafeteria

- Lighting
- Ceiling Tiles

12/16/08
Exhibit 3 - Facilities Assessment Summary - MHS
Staff and Building Teams
Page 4

- "Food Court" Atmosphere
- Round Tables Vs Rectangular

General Design

- Clear "Front Door"
- More Efficient Security

Library

- Fill In "Hole" In Media Center
- Build New Media Center & Use Existing Space For Specialty Space "Hub Of The School"

Music

- Auditorium: Additional Space, Seating, Etc.
- Acoustics
- Move Room 38 Into Room 40, Allows Space Adjacent To Music To Be Free
- Secure Instrument Storage

Phys Ed

- Traffic Flow @ Access Road
- Landscaped Gathering Space
- Shelter Area/Seating For Pick Up And Drop Off
- Storage Garages That Mimic The Stadium Façade

Pedagogy

- Display Space For Art Work
- Better "Way Finding" Signage
- Traffic Flow More Than One Entry To Campus
- "Lockable" Area
- Rethink "Front Door" Location & Drop Off
- Be "Creative" With Our Solutions To Infrastructure Needs

Special Ed

Life Skills Space Improvements, Small Group Space

HIGH SCHOOL - STUDENT COUNCIL COMMENTS (11-19-08)

- Update Bathrooms
- Regulate Temperature!
- Add Outdoor Eating Area
- "Green" Initiatives
- Online Classes Combined With Teacher Access
- Laptops!
- Class Lounges
- Spaces For Collaborative Studying
- Combine Tech With Music
- Increase Virtual Classroom Opps
- Increase Foreign Language Choices
- For JR High: Gym Not Adequate; Update Bathrooms; Whole Building Needs Help

FACILITIES COMMUNITY DIALOGUE

November 12, 2008

Community Feedback

ISSUE #1 – "Based on your knowledge of the District, what are the critical needs and priorities in regard to facilities"?

- Keep the historic look of the buildings.
- Biggest need HVAC. (Multiple requests.)
- Outdoor eating areas for MHS secured, safe area for a "break" at lunch.
- Allocate resources to further segment LIKE learners.
- History is SO important to Mariemont. Preserving the schools is very important.
- Working within the four walls is the best option.
- Look into green renovation higher cost upfront cost means cheaper costs over life of systems.
 EX. Geothermal heating/cooling
- UC used "igloos" as temporary space while renovations were completed....could be a good interim solution
- Student safety.
- Updated restrooms more accessible, age appropriate.
- Fix obvious structural issues leaky pipes, electrical.
- Technology labs multiple requests
- Replace JR High
- JR High: 1) Safety 2) Sizing for the children 3) Environmental comfort
- Need gifted program K-6.
- Centralizing elementaries? Community or value in larger scale schools (administration)?
- Concentrate on science and math to solve the technical problems of the near future and farther ahead to 2050+
- Foreign Language Labs for all schools (K-12).
- Specials needs programs enlarged to help inclusion.
- It is critical as we embark on this process to CLEARLY delineate Needs vs Wants.
- How is learning/academic excellence not encumbered by physical space?
- Infrastructure: Phases in accordance with level of importance.
- We do not meet the challenges of tomorrow we do not compare to other districts.
- Our buildings are not comparable to other districts in our area. It would be fantastic to keep the outside of ME & MJH and internally reconfigure the space.
- Science & Math: We need to look at having a curriculum that supports or enhances our facilities.
- Students should have the same educational opportunities regardless of what Building they are in

 i.e. special programs, special education, technology.
- Provide for technology flexibility within the building, such as raised floor/
 Dropped ceiling, but enable for the future & for the creativity of the teacher.
- Look at the trends in colleges, how they have modified degrees to better

Part X

High School Facilities Assessment by Staff and Students in 2016

| STAFF/FACULTY COMMENTS | |
|--|---|
| I Academic Program Areas | |
| I. Academic Program Areas O What is working well? | |
| | Space, collaboration space, academic wings, computers, smartboards, separate labs, lectures areas and windows |
| | COMMENTS |
| | Adequate wall space to display student artwork, Variety of areas for students to work in, Adequate storage for 2D room but not 3D |
| | Collaborative areas where students can work together Adequate wall space to display artwork ,Building |
| | is somewhat organized by dept. A large classroom area for the special needs population equipped with cooking lab, large work space for group activities, bathroom facility |
| | academic core areas are close to each other and have a good flow |
| | Academic Wings |
| | All department classrooms in the same area for collaboration. |
| | An open space with a flat floor |
| | Building organized by subject matter |
| | classroom with lots of space for TPR and activities; Mobile seating; Insolated walls since we could get loud sometimes; |
| | Close proximity of department members Large windows in some rooms, nice natural lights. Smart Board |
| | Closed classrooms vs. open classrooms of the past. Smart Technology consistently functions well. |
| | closets |
| | computers and smartboards working well |
| | Conference room |
| | Content areas grouped together for the most part. |
| | Curriculum specific classrooms located in the same area. Classroom furniture is in pretty good shape. I like my windows. |
| | Designated area for Office of Learning Assistance |
| | desks with adjustable height |
| | Disciplines are placed together. Business is near science and/or math due to analytical thought processes. |
| | Englishwe all have our own classrooms, we have a library. |
| | Furniture to meet needs of some students - sensory, movement |
| | have hand sanitizer and a sink in the room so student doesn't have to leave class every 5 minutes |
| | Having all of the same subject classrooms in the same area, smart boards |
| | Having both smart board and white board in the class; |
| | Having departments grouped together works for students and collaboration. |
| | Having Smart Board and a window for natural lighting. |
| | I do not have a lot of interaction with the academic classrooms. It seems as if the classrooms in the front half of the building are more spacious |
| | I have my own classroom |
| | I have my own room during my plan bell this year. |
| | I like academic wings grouped together. |
| | I like having carpet in my classroom. |
| | In terms of the math department, it is helpful that all of the teaches are located in the same area of the building. |
| | indirect fluorescent lighting as opposed to down-focused lights works for me. |
| | Inflexible furniture |
| | Large chemistry classroom |
| | Large special education classrooms |
| | Larger classroom spaces |

| | Life Skills Lab |
|--|---|
| | Plenty of wall space. |
| | proximity to front office |
| | School supplies enough desks, other furniture. Rooms seem secure enough. |
| | science rooms and art rooms seem pretty good. |
| | Separate classrooms for all special education teachers |
| | Separate lab and lecture area. |
| | Table and counter space. |
| | separate lab and lecture spaces in one of our rooms |
| | Small group areas connected to classrooms |
| | Small group room for individual work or individual verbal assessments where I could also keep an eye on the class at the same time. SMART Boards |
| | |
| | smartboards and the interaction between students and teachers |
| | Space for wall decorations, posters. Counter space to place regalia and models. Comfortable floor(rug) for standing. Window. |
| | Teachers have their own classrooms. |
| | Technology available to students and teachers |
| | Technology is readily accessible to students and teachers. |
| | Technology/computer projection available in classrooms |
| | The building has a warm feel. Love having carpeted areas as well as tile-does not have an industrial feel like some schools, which is good. |
| | the cleanliness |
| | the color scheme |
| | the furniture |
| | the smartboards |
| | unique, educational appearancevisually appealing |
| | Windows |
| | windows actually open! |
| | Windows in downstairs art room is nice. |
| 2 | Working well in Physicsnot muchneed more space for both educational process and storage |
| Academic Program Areas | |
| What are the critical needs and priorities in regard to the facilities | |
| Key Areas | HVAC, Noise reduction, lack of space, computer lab, larger classrooms, larger areas for arts, storage, collaboration space, flexible seating natural light, electrical outlets COMMENTS |
| , | Larger classrooms with flexible seating for grouping of student desks. Accessibility for students to move around for various activities |
| | 90 degree angles in my corners |
| | Ability to move teacher and/or student desks. Not enslaved by cord reach. |
| | ability to set up teacher's desk in the back of the classroom |
| | Minimal natural light |
| | Acoustic isolation important. HVAC needs not cross through rooms. Music kept in/hallway noise out. soundproof practice facilities. |
| | Acoustical Engineering - classroom spaces need to address specific concerns of different types of ensembles and classroom needs. All differ All 3 art rooms need to next to each other and downstairs. |
| | Computer lab for art students. |
| | Lack of intentional collaboration spaces |
| | Lack of storage in classrooms |
| | All walls interactive, i.e. Whiteboards, broadcasts, student work displayed |

| | Although there is a screen and projector, it is not located in a location that works for classroom use. AP Art students need access to art computer lab. I can't be in 2 places at 1 time. Having the lab on other |
|-----|---|
| | side of building is not working. Art computer lab need same monitors, not 6-7 brands! All are calibrated differently making it difficult to |
| | match color settings for printing |
| | art rooms need to be larger-especially 3D room. Kids, equipment, projects all crammed in. Has caused glass accidents b/c kids have no room. |
| | Band, Chorus and Orchestra have different needs for space design and acoustical challenges. SPACE for practice and small rehearsal groups |
| | Bigger classrooms, Windows, Whiteboard, more outlets |
| | Bigger classrooms, more space in each classroom that are not desks and chairs, windows, color on walls to make the classroom more friendly |
| | bigger closets |
| | Collaboration spaces, flexible seating, natural light, larger rooms, electric outlets for computer use, smart boards |
| | Collaborative space. Space to reconfigure. Bookcases and storage spaces for resources and classroom props. Natural light. |
| | Comprehensive bathroom repair |
| | Comprehensive HVAC repair |
| | conference room |
| | Conference room to hold meetings with parents |
| | consistent ceiling height so student focus is easier to control |
| | consistent heating and cooling with control in the room. |
| | Consistent temperature in classrooms and hallways |
| | Critical needs in physics are spaceboth educational space and adequate storage space. |
| | Department classes should be close together not spread out in building. Access to bulletin boards or walls in halls for display/information |
| | Designated sensory space for students |
| | Digital Video needs space for their equipment. They lost their green screen and studio which is a shame |
| | doors that lock |
| | During times when we are set-building we are often trying to set up on top of, around and under set pieces. It is very challenging. |
| | enough classrooms for all teachers, small group rooms (for testing, tutoring, etc.), room for OLA |
| | Flat drawer paper storage for projects and paper storage. Studio lights for still life drawing. Art gallery back for student work. |
| | Floor in 3D art room is slippery, especially when clay is used. A teacher and students have slipped and fallen a few times |
| | front office security measures |
| | Grouping of classrooms by department; allows for better collaboration. |
| | hardwood floors |
| | Having enough rooms |
| | Having enough space in the room to ensure that all the students are comfortable, safe, and can see and hear what is being presented. |
| | Having storage space independent from the learning space. |
| l i | Heating and air accessibility. Temperature is very uncomfortable at times. |
| | heating and air that can be controlled |
| | In order to be seen from on stage I use an old projector on a cart projected on to a whiteboard. Our sound |
| | system is also an old boom box. In terms of math, it is a necessity that we have larger rooms. In fact, every subject would benefit from |
| 1 | this. My room is far too small. In terms of math, it would be nice to have multiple walls with whiteboards on it. When I was at IH, we had |
| | whiteboards on 3 walls |
| | Infrastructure to support technology. Dependable heating system. Printers for classrooms or departments? |

| | It is critical that we have a better copier. In fact I think each department should have their own copier. |
|---|--|
| | Keep warm feel, not industrial. |
| | Large enough classrooms to accommodate desks, a common workspace, book bags, and possible growth of enrollment. |
| | Larger art rooms, especially the 3D room. Adequate storage for equipment, art supplies, and student work. Dark room for photography. |
| = | Larger classrooms and flexible furniture for grouping of students. Ability to move students around to complete various activities. |
| | Larger classrooms, better connectivity, improved ventilation in Chemistry lab. |
| | larger classrooms, windows in rooms, , flexible seating |
| | Larger kiln room and adequate voltage setup. Plenty of shelving, cabinets, and storage space for all 2D and 3D classes. |
| | Larger rooms based on the increase in average class size over the years. Better lighting. |
| | less carpet |
| | Lots of space in classroom for activities; |
| | more electrical access for student devices |
| | |
| | more natural light in all classrooms more room or classes under 25 |
| | |
| | more rooms with separate lab and lecture spaces or flexible furniture More sinks & larger sinks. Stools in all art rooms. Spray booth. More display cases & easily accessible. More windows & better lighting. |
| | more uniform shape |
| | movable desks, chairs, improved lighting but keeping a "warm" student friendly learning place |
| | multiple places to situate computer for use with smartboard |
| | My classroom is currently the stage/auditorium. This is challenging because this space is used for so many different activities. |
| | Natural Light-ability to darken with blinds for tech needs. |
| | Natural lighting is critical. Better technology access (lag often). Adjustable seating arrangements that facilitate discussion or tests |
| | Need 2 ceramic kilns to accommodate size of projects and # of students taking classes. |
| | Need art room-sized sinks in 3D art room, not tiny little bathroom sized sinks. Also need more than 2 sinks in an art room! |
| | Need bulletin board space. Can't always use the smartboard for displays, so I tape stuff onto any surface I can find, which gets challenging |
| | Need connectivity-cannot access internet with several students simultaneously, no cell phone service (safety issue), slow, no window! |
| | need effective and consistent hvac system |
| | Need more electric outlets to accommodate glass classes using soldering irons at tables. have to tape extension cords across floor |
| | Need more space |
| | need proper equipment-acoustical shell, tech, piano lab, new chairs and stands (ours are falling apart), furniture and library cabinets |
| | Need safer storage cabinets in 3D art room. Shims are balancing old wooden cabinets to prevent them from tipping! Most don't even close/lock |
| | need shelving for classrooms to hold libraries/collections of texts. |
| | Need spray booth for spraying adhesives for mounting art room. I bought a tiny booth we use in kiln room with vent, but it doesn't work. |
| | Need storage for tons of finished artwork-not just in process work. Have to store work all year for competition, exhibits, AP portfolio, etc. |
| | Need strong exhaust system in 3D art room to pull soldering fumes out of room. Smoke pulls in room which is unhealthy. |
| | need windows |
| | new interactive whiteboards that allow other, non-computer use of the board space. |
| | |

| | New smartboard. Different seating options for students and teachers. Designated collaborative space for |
|---|---|
| | small groups that can be monitored. |
| | No windows on doors. |
| | normal shapes |
| | normal temperatures |
| | not all classrooms have escape route |
| | Open shelving, closed cabinets in the kiln room, storage room, and art rooms. Adequate space for growing classes for ceramics and glass. |
| | option to relocate your teacher desks and have flexibility for room arrangements |
| | Phones in art rooms are confusing. No one knows what number to call to reach us |
| | Physics needs access to flexible space for labs, projects, and investigations. |
| | rectangular rooms |
| | robust Wi-Fi. |
| | safety to students, ability to move freely about the room, brighter areas to work in |
| , | Science classrooms need adequate electrical outlets and strong WIFI for using lab interfaces. |
| | Science classrooms need the flexibility to have natural lighting but also adequate shades to completely |
| | darken the room for labs. |
| | Secure storage for equipment, instruments, and music Better acoustics Practice spaces outside of the main classroom |
| | Slightly larger classrooms to spread desks apart |
| | Sound proof walls; mobile seats; A separated but not isolated small space for individual work or individual verbal test; |
| | Space - larger classroom. Portable desks. Dimmable lighting. Separate soundproof room audio video needs. Smart Board and whiteboard windows |
| | SPACE - not enough music rooms. Rooms are not large enough for our ensembles. Need spaces designed for our specific music disciplines |
| | space, better technology, windows, open spaces to collaborate outside the classroom, |
| | space/size of room too small |
| | Storage drawers in downstairs art room are only 14" deep-fairly useless. Counter deeper than drawers so artwork falls behind and gets lost |
| | Storage in all 3 art rooms is terrible. We have to pile work on top of supplies, tables, boxes, etc. |
| | storage space |
| | STORAGE Space - uniforms, instruments, repair equipment, pianos, acoustic shells, chairs, stands, music library, portable sound systems, etc. |
| | TECHNOLOGY- need technology for music rooms. Need piano labs, good sound and recording systems, smartboard and network connection in rooms |
| | temperature control is nonexistent |
| | The phones do not always work in individual classrooms. We rely on cell phones to communicate with Study Hall teachers in the commons area |
| | The stage/auditorium itself has horrible acoustics. It swallows up the sound of the singers forcing the kids to strain their voices |
| | The trapezoid rooms make for a bad use of space. |
| | There is simply not enough space for each of the band, strings and chorus classes. We are all sharing space which becomes very problematic |
| | tile floors! No carpet |
| | to be heard. You can not teach proper vocal technique in a space that has no resonance. It is also really disappointing for the students. |
| | |
| | Updated electric so my breaker doesn't continually trip. venting runnes caused by arr a science projects, need room for project space a teaching space in same room Eliminate structural poles in view |
| | venting; HVAC; high speed printing; clean teacher lounge |
| | Visual arts rooms need to be next to each other. Lugging art materials & projects up and down steps across the building is difficult. |
| | warm/inviting lighting; larger classrooms |
| | Transming agriculty, larger elaboroeme |

| | lue of a second |
|--|---|
| | We are often forced to have class in unusual locations (the gym, the hallway, etc.) simply because there is nowhere else to meet. |
| | We need larger rooms, or better yet, smaller class sizes, especially the teacher-to-student ratio that we advertise. More staff. |
| | we need spaces that are versatile. Having a Black box theatre or small recital hall in addition to performing arts hall opens opportunities |
| | when we are all doing things at the same time. There are no spaces for students to practice or small groups to rehearse. |
| | whiteboard walls for brainstorming unit topics |
| | Whiteboards - yes! |
| | Whiteboards around the wall for collaboration, brainstorming, and collaboration. |
| | whiteboards/chalkboards on the walls |
| | windows |
| | windows as a way out of the classroom in emergency |
| | wireless internet connectivity and cell service |
| Academic Program Areas | wheless internet conhectivity and cen service |
| When you think of the academic | |
| program areas, rate the overall condition based on your experience | |
| Ratings | Above Average 1 out of 36 |
| | Average 21 out of 36 |
| | Below Average 14 out of 36 |
| II Visual Performing Arts Areas | |
| II. Visual Performing Arts Areas O What is working well? | |
| | Arts areas are away from academic areas, comfortable seating in auditorium, updated band room |
| 110,711010 | |
| · | COMMENTS |
| | academic areas separate from performing arts |
| | backstage access; seats are comfy |
| , | C-20 is productive use of space |
| | comfortable seating in the auditorium |
| | comfortable seats |
| | Comfortable seats, nicer than sitting in gym |
| | Dressing rooms |
| | The band has a designated room. The art room seems pretty with lots of natural light. |
| | Large, flat space for versatile rehearsals Cabinets for music storage Paint and carpet have been updated, Sound system coming next month |
| | larger spaces for each group of musicians to practice in rather than using the hallways |
| | New smart board and computer |
| | Nice seats in auditorium |
| | Our auditorium has comfortable seats. |
| | people can see the stage from everywhere |
| | Seats are comfortable. |
| | Set building area |
| | Size of stage area and proximity to audience. |
| | Small practice rooms |
| | Somewhat adequate 2D storage in 2D room. Lots of wall space to display student artwork. Displays cases spaced throughout the building. |
| | space for whole student body in auditorium |
| | spaces for galleries is good but has been usurped by other things (lockers, collab. space) |
| | Storage |
| | The auditorium is nice. |
| | |

| | The seats are nice |
|---|---|
| | There is ample use of walls and spaces for display. |
| | Ticket window |
| | Variety of collaboration areas for students to work in. |
| | We have an auditorium. It is not adequate, but we are lucky to have the space. |
| | we have an additionion. It is not adequate, but we are lucky to have the space. |
| Visual Performing Arts Areas | |
| What are the critical needs and priorities in regard to the facilities? | |
| Key Areas | Practice areas for classes, better access to theater, soundproofing, acoustics, sound and lighting, larger auditorium, backstage area, classrooms for chairs and music, display areas, HVAC, technology, loading dock |
| | COMMENTS |
| | a place to practice and updated performance areas |
| | A space for recording/editing music. |
| | All 3 art rooms need to be next to each other and downstairs. Next to an elevator preferably. Computer lab/research/reflection area. |
| | All the arts students seep into the Hall of Fame and beyond, make noise. |
| | Auditorium is small, practice areas for music classes so they don't disrupt other classes. |
| | Auditorium needs to be able to seat entire student body (plus some). |
| | Better access to the theater from the parking lot for better audience experiences. |
| | Better acoustics |
| | Better soundproofing |
| | Better space to storage art equipment, supplies, and student work. More open shelving, closed cabinets, paper drawers, and lockers. |
| | Better table surfaces for the variety of classes that are taught, especially for newly created classes. More sinks, larger sinks. Bigger auditorium |
| | Bigger stage |
| | Bigger stage and a pit for the orchestra. Larger seating area. |
| | Brighter and larger auditorium |
| | building needs places to display artwork |
| | |
| | C20 is outdated and needs updating. Please keep the "Robert Martin Memorial Hall" however. |
| | Capacity of auditorium to accommodate entire student body, faculty and staff. Larger backstage area for theater productions & musical events Chorus & music need their own large space & not share with engineering with thousands of \$s of project |
| | out in sight. auditorium larger |
| | Computers in art lab need to be networked to high end printers so we don't have a bottleneck at the 2 computers dedicated to those machines |
| | could use area for outdoor performance. Patio that leads indoors or outdoor amphitheater. Area to be used for our receptions and others |
| | Display spaces that are functional and inspiring. |
| | easier access to tech needed |
| | Easily accessible display cases and more display cases for 3D work. Art gallery for student work. |
| | Collaboration areas outside. Easy access to outside from the 2D and 3D art room. |
| | Patio area connected to the 3D room. Dark room for photography. |
| | Larger kiln room. |
| | Enough seats in an auditorium to seat all students simultaneously. |
| | HVAC, Water fountain in the classroom |
| | individual spaces for each group to practice in rather than using hallways. |
| | It is critical that we have a professional design the acoustics in the auditorium. For both the performers and the audience |
| | lack of enclosed space for practice |

| Lack of space and proximity to instructional classrooms. |
|--|
| LARGE gathering area outside of theater/hall - lobby area. Larger ticket booth and display area for Visual |
| Arts and performing arts items. |
| Larger art rooms for the growing number of students and increasing student enrollment in classes such as |
| ceramics and sculpture. |
| Larger auditorium that can seat the entire student body |
| Larger kiln room and adequate voltage setup. Currently the kiln isn't setup to the right voltage which |
| causes it to improperly fire. |
| Loading dock |
| Lobby area for pre and post performances |
| Lots of open shelving in the kiln room for easier loading and unloading. |
| Lots of windows in both art rooms. Stools in all art rooms. |
| More classrooms |
| Music & Chorus needs a place to practice so they are not in the hallways outside classrooms or teacher |
| bathrooms!!!! |
| Need a larger darkroom with an actual light blocking entrance, not the makeshift contraption I built on my |
| own with tape and cloth. |
| Need additional seating, area back stage for setup |
| Need art display cases that do not require teachers to climb up into them like ones above locker bay-very |
| dangerous-have almost fallen out |
| Need better lighting in art classrooms. need bigger auditorium to be able to seat the entire student body |
| • |
| need bigger auditorium to seat entire student body as well as large classrooms for these areas with storage areas |
| Need bigger auditorium. |
| Need blinds in downstairs art room fixed. They are inside the glass panes and several are broken, so |
| weather can't open or can't close them. |
| Need displays that do not require teachers to climb up into. I have almost fallen several times out of the |
| displays in locker area |
| need rooms big enough for entire chorus, band, orchestra, and storage |
| Need specific locations to display artwork. Cramming artwork in hallways is okay for a few projects but we have 100s of pieces to display |
| No backstage space, fly space, the stage is falling apart. The steps leading up to the stage are UGLY! |
| The sound system is antiquated. T |
| NO backstage, no dressing rooms, no green room, no laundry, no shop, no costume or prop storage, no |
| height for theater fly's, no depth |
| No input |
| No loading dock, no garage door (large door entrance) no large inside doors for supplies, sets, |
| equipment, acoustic shell, grand piano, etc. orchestra pit in the auditorium; dressing area or areas ("a green room"); arts located near one another |
| Significant pictiff the additionality dressing area of alreas (a green room); alls located hear one another |
| Orchestra pit, back stage, set building space, |
| Performance area is not designed for music and theatre. no resonance. Student musicians/actors on |
| stage cannot hear themselves or others |
| practice rooms! |
| Proper auditorium with acoustics, storage, fly space, and pit |
| Secure storage for equipment and instruments |
| More cabinets for music storage Putting artwork on easels stashed throughout hallways isn't enough-too scattered |
| |
| Repair space including counter, sink, and storage for materials Practice rooms |
| Chairs need to be repaired/replaced |
| Black music stands |
| restrooms for audience |
| Sound and lighting systems in the auditorium need to be designed by professionals and tailored to our |
| needs. |
| SPACE, SPACE, & SPACE |

| Key Areas | Natural lighting, Collaboration areas, comfortable seating, spacious, Maker Space, technology, location |
|--|--|
| ○ What is working well? | Network Earlier Collection Control of the Control o |
| III. Library/Media Center | |
| | |
| | Below Average 20 out of 37 |
| ixaungs | Average 17 out of 37 |
| Ratings | Above Average 0 out of 37 |
| condition based on your experience | |
| performing arts areas, rate the overall condition based on your experience | |
| When you think of the visual | |
| Visual Performing Arts Areas | |
| 10. | |
| | Would like windows in the art rooms. 2 of them are enclosed with no window/daylight |
| | Would be nice to have assemblies in an auditorium if big enough. |
| | shows (not the band room) |
| | We need storage for props, costumes and set pieces. We need room for performers to get ready for |
| | We need our art gallery back!!!! It is a shame that we no longer have a large location to display student work. |
| | |
| | We need our art gallery back!! We have 100s of pieces of work and not enough places to display. |
| | We need more seating in the auditorium to allow for larger audiences. Right now those performances have to happen in the gym. |
| | so limited in what we can do by space. |
| | We need large backstage and side stage areas for movement of props, performers, etc. Right now we are |
| | We need excellent sound and lighting systems that can be controlled from one location. |
| | community). Updated stage and storage spaces. |
| | We need a place big enough for the community/communities to meet (both high school and larger |
| | We need a "pit" for musicians in front of the stage. It would be great if this could also hold risers for flexible performance spaces. |
| | We need "fly space" above the stage to be able to raise and lower set pieces. |
| | same wing or area. |
| | We don't have ample gallery and display areas for 2D and 3D art in the building. V&P arts need to be in |
| | Too close to academic areas, therefore frequent disruptions to class. |
| | this also be a gallery space to display artwork. |
| | they need a dressing area |
| | there should be a place for musicians |
| | space for world language boards |
| | There needs to be more space and sound proofing between the VP area and academic space. Allow |
| | there needs to be a way for hundreds to exit quickly - it takes 30 min. |
| | There are no spaces for other music classes other than band, strings and chorus. |
| | Theater seating not ample. No pit for the orchestra, No height for multiple fly backdrops. stage needs extra tall garage door open to shop |
| | Theater needs to be adaptable to future multi-media presentation and changing technology |
| | |
| | the sound system needs improvement |
| | The lights needs an overhaul. The Chorus and Strings need dedicated spaces. |
| | intermission. It would be great to have the lighting is too hot and blinding |
| | The auditorium needs a lobby for gathering before and after performances and for serving food at |
| | music-not in halls. |
| | The arts should be together and not spread out. There should be classrooms for students practicing |
| | The acoustics in the auditorium are not conducive. STORAGE for props and set pieces |
| | substandard sound and lighting |
| | Proper ventilation in 2D and 3D room. Lots of cabinets in the 3D room for equipment, supplies, & student work. |
| | Spray booth in 2D room. |

| a makerspace exists as part of library |
|---|
| Beautiful natural lighting and airy environment. Display options. Technology access. |
| Cafe style seating/areas, large window, booth seats, outstanding librarians |
| Collaboration areas |
| collaboration cafe, maker space is cool, awesome natural light and airy feeling, comfy seating |
| Collaboration space there is well used. |
| collaboration space; natural lighting; comfortable seating offered; books on the shelves; copying and |
| scanning available |
| comfortable booth seating |
| Constantly looking at innovative ways to utilize the space and make the environment warm and inviting. |
| copier/printer for students |
| The space is ample for classes. It is light and bright. Lots of room for actual books. |
| Furniture |
| Good rotation. |
| Great light and resources |
| large windows, furniture, cafe style seating, collaboration areas |
| Space used creatively. But it doesn't ever seem like there's enough room for all of the activities. |
| Library is the Center / Heart of the school. That should remain in new building. |
| Library lost space for CCCP. |
| Library space used well |
| lots of natural lights |
| Maker space is cool. But would it be better to have it "walled" or cordoned off? |
| natural light |
| natural lighting, diversity of seating options |
| New modularization of large space. |
| nice, two level appearance |
| open access to various parts of the school |
| open and flexible space, big windows |
| open to the top level |
| Outside lighting. |
| Plenty of tables for students to work at. A couple of collaboration areas. Somewhat adequate technology setup. 2 levels for students. |
| Seems to be an inviting space for students to work in with a variety of seating. |
| Seems to have lots of space. Light and bright! |
| separate spaces for students to work |
| small tables good for small group research projects |
| Technology |
| the booths |
| The booths and couch - comfy seating for the students, the makers space, copier, computers for students to use |
| the central location |
| The different types of spaces - cafe, maker and tables |
| the fact that we still have space for books (stacks) |
| The library has adapted to meet the needs of a changing society. |
| The library staff has made the library a central hub of the school. |
| the number of windows |
| the windows |
| they have a copier and some working computers for students |
| Versatility of the space to accommodate different size groups and needs of different groups. |
| |

| | Wall space to put up some artwork. Warm atmosphere. Lots of windows. Circular design that isn't |
|--|--|
| | confusing to navigate. |
| | warm and inviting, center of building, effective use of space |
| | Windows |
| | Works very well. Natural lighting and seating arrangements |
| Library/Media Center | |
| What are the critical needs and | |
| priorities in regards to the facilities? | |
| Key Areas | Larger space, technology- more computers and printers, enclosed areas, acoustics, electrical and USB outlets, collaboration areas |
| | COMMENTS |
| | Acoustics |
| | Better access to printing resources for students |
| | better furniture |
| | better heat/ cool control |
| | more space. compartmentalized. So more than one class can come at a time comfortably. |
| | better technology, bigger space, flexible furniture/seating |
| | Bigger space - with all the tables it can get cramped especially when classes are down there. |
| | collaboration areas- white walls, white tables, technology |
| | collaboration rooms |
| | computer bank expanded; charging options for student devices; not an open ceiling? |
| | enclosed area separate from the upstairs counseling area |
| | enhanced copy services, more space, better technology, more desktop student working spaces |
| | Flexible furniture |
| | Have an area for world language use |
| | If area is to be used for student groups and teachers lessons, acoustics should be better. More printer resources. |
| | It is too open to the CCPC. When there is a presenter above and a class below, it is too noisy. |
| | It needs to remain the center of student activity. |
| | Larger overall space to handle increased class size. |
| | larger space |
| | larger space in general, collaboration, private tutoring areas so that one class doesn't dominate the space |
| | Larger space with more technology available to students and teachers. |
| | Less books |
| | makerspace likely needs more space as it continues to grow |
| | more books |
| | more collaboration spaces |
| | More computers and better printing technology for students AND teachers to use. 3D printing area. Closed off study space. |
| | more computers and outlets |
| | More computers for student use, study rooms, eliminate distraction of upper level |
| | more electrical access |
| | more plugs |
| | More printers |
| | More quiet working areas. More comfortable seating for students and teacher. More printers instead of just one that jams all the time. |
| | more space because of larger class sizes |
| | More space, a big copier, windows, creative space for maker space, computers for students to check out. Storage space. |
| | More storage area and larger space for students |

| | Need more copiers in library. it's the only one on lower level of school and it is really slow |
|---|--|
| | |
| | need to control outside noise (too many departments, places to control) |
| | Needs more space and enhanced technology. |
| | new and cleaner furniture No Carpet-dust! Study Carrels for QUIET research/study. Space for collaborative work. No food/drinks |
| | unless separate area for easy cleaning |
| | not enough electrical in media / library space (or any classrooms). rooms not versatile bc we have to work around limited outlets |
| | PC and MAC computers as students know how to use both. Tech Hubs for students to collaborate on projects for all classes. More tables. |
| | Proper organization of books and other library equipment so it's not so scattered about. More updated modern/contemporary design. |
| | quiet work areas. |
| | |
| | Reach out to all subject areas such as the electives of arts, world languages with digital resources. separate areas for library/media center and upstairs counselingtoo loud and distracting to have them open to each other |
| | Space |
| | Space does not seem to be utilized well. Storage is minimal. |
| | Space for book and resource storage. Spaces, nooks for students to meet, study, discuss. |
| | spaces for students to collaborate privately without interrupting others or being interrupted |
| | storage space |
| | Too open to the CCPC - to hard to manage space. It gets too noisy when there is a presenter above and a class below |
| | Varied configuration of furniture - singles, group |
| | White boards, white walls, white tables for students to write on |
| Library/Media Center | |
| When you think of the library/media center areas, rate the overall condition based on your experience | |
| Ratings | Above Average 4 out of 38 |
| | Average 26 out of 38 |
| | Below Average 8 out of 38 |
| IV. Safety | |
| What is working well? | |
| | Resource officer, camera, classroom locks, numerous exits to building, new visitor check in system |
| Ney Aleas | n cooling of the rest of the r |
| | COMMENTS |
| | Addition of a resource officer and lobby guard. Limiting access points for entry. Maintenance does a good |
| | job of monitoring outside spaces additional cameras |
| | |
| | Athletic and 'common' areas have separate entrance from most of academic areas. |
| | Cameras |
| | cameras are present and seem to work. |
| | cameras in many locations |
| | cameras in many locations, doors are locked during school hours |
| | cameras in many places |
| | classroom doors lock |
| | controlled access |
| | Doors have locks on them. |
| | doors lock |
| | doors look |
| | Guest ID background check and guest passes |

| | having a safety plan is an improvement. Keeping doors locked for quick-close is good idea. |
|---|--|
| | Having a security officer, high quality cameras in building and premises. |
| | I have a door nearby |
| | I have a ladder to the roof |
| | I have closets reinforced with concrete blocks |
| | In all fairness, I feel relatively secure and I enjoyed the ALICE sessions and reassurance from the police |
| | Locked doors with entry controlled by office. |
| | Locks on outside doors and classrooms. New sign in procedures. |
| | Love having a resource officer in building |
| | My classroom has 5 exits. It is hard to secure this space in case of emergency. |
| | New check in system, new cameras, resource officer presence daily |
| | New check-in system |
| | Organized system for fire drills seems to be working effectively |
| | Police officer at scene during lunch |
| | Practice drills with students and training/information about safety given to faculty |
| | |
| | Presence of SRO in building. Procedure plans for emergency situations. Phone in room. |
| | secondary escapes (windows) are available in some rooms |
| | security cameras |
| | some rooms have windows that serve as emergency escape routes |
| | Storage and kiln room to run into in case there is a threat INSIDE the building. 2 doors in each art room to |
| | Teachers have been trained to deal with different situations. |
| | There are avenues for safety from most places |
| | Video cameras. |
| | Visitors have to check in / scan their ID at the main office. Back door seems to be propped open less this year. |
| Safety | |
| What are the critical needs and priorities in regard to facilities? | |
| | Ability to lock down specific areas of building, alarms in various doors, secure entrance for visitors, confusing building layout, storage areas, access to and from the building, only one driveway to and from |
| | the building. |
| | COMMENTS |
| | COMMENTS a better in and out entrance. multiple entrances. |
| | COMMENTS a better in and out entrance. multiple entrances. ability to lock down different zones |
| | COMMENTS a better in and out entrance. multiple entrances. ability to lock down different zones Ability to lock down parts of building |
| | a better in and out entrance. multiple entrances. ability to lock down different zones Ability to lock down parts of building ability to lock down the building by wing/area |
| | COMMENTS a better in and out entrance. multiple entrances. ability to lock down different zones Ability to lock down parts of building ability to lock down the building by wing/area alarm if doors are propped open too long |
| | a better in and out entrance. multiple entrances. ability to lock down different zones Ability to lock down parts of building ability to lock down the building by wing/area alarm if doors are propped open too long Lack of outlets / overloaded outlets / outlets that are not working are a fire hazard. |
| | a better in and out entrance. multiple entrances. ability to lock down different zones Ability to lock down parts of building ability to lock down the building by wing/area alarm if doors are propped open too long Lack of outlets / overloaded outlets / outlets that are not working are a fire hazard. ALICE training for students and staff. No outside access during school hours except in specific |
| | a better in and out entrance. multiple entrances. ability to lock down different zones Ability to lock down parts of building ability to lock down the building by wing/area alarm if doors are propped open too long Lack of outlets / overloaded outlets / outlets that are not working are a fire hazard. |
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| Building layout is confusing and there are many area | s in which students or intruders can easily hide |
|---|---|
| Summing tayout is containing and there are many area | is in which students of intruders can easily file. |
| cameras | |
| Cameras that actually work and can see long distance | es |
| Cell phone network between teachers | |
| clear, visual, protective entrance that allows secretary | y to lock-down, admit, etcentrance to the facilities |
| Concerns regarding students propping open doors es | specially during lunches. |
| Doors don't remain locked/closed, layout of halls, stu | dents roaming halls, easy access to some rooms, |
| cell service, no vestibule, entrances | |
| Doors or entrances that can't be undermined (studen | |
| doors that cannot be accessed by students during the | |
| Doors that close and lock, no rugs propping open doo | ors, a front entry that is actually secure |
| doors that shut all the way when someone leaves | |
| driveways and flow of traffic | |
| easier ways to communicate with the office | |
| Enclosed vestibule | |
| entry system that can control the entry and exit of stu | |
| fewer doors on the perimeter, wider hallways, 2 drive | way exits, |
| fewer doors to the outside that people can use at any | time. |
| Front and back entry visibility needed. Resource offic lighting. Parking flow at dismissal. | er continuity and suitability. Better parking lot |
| Hallways need to be wider. | |
| ID/keycard access along with traditional key | |
| Key cards to ease burden of monitoring door access. | |
| Lack of outlets / overloaded outlets/ outlets that are n | not working are fire hazards. |
| Language and performing arts areas left in the insect | ure section, outside of security doors. |
| Little monitoring of hallways. Lots of students walking | g around without passes/permission. |
| main entrance vestibule; limiting the number of entry view to door for office staff | points; exterior doors that close on their own; a clear |
| More hallway doors to lock dock a hallway if there is | a threat inside. |
| Bullet proof glass inside classrooms. | |
| Emergency exits in each dept. more paths out of the property for automobile traffic. | |
| More than one way out | |
| Much fewer entrances, and that have cameras with a | a cooura abaak in praeses |
| Multiple exits from classrooms | r secure check in process. |
| Multiple ways out of a room for emergencies. Ways to | o safaquard students at lunghtime. Washing |
| restrooms with hot water to keep viruses away | o sareguaru students at functiume. Working |
| My classroom has 5 exits. It is hard to secure that sp | ace in case of emergency. |
| Need more than one entrance to campus for safe ent | trance and efficient exit. |
| Need office for resource officer and safety where study | dents and staff can go if necessary. |
| need security cameras, security system for entrances | |
| No supervision on back entrances. | |
| no windows on classroom doors | |
| only one entrance into the building without having a k | key |
| Only one way in and out for entrance to school. | |
| Parking lots after school are a source of frustration ar | nd safety risk. |
| Phone in the cafeteria | • |
| Plan set out and practiced by students if there is a loc | ck down or threat inside the building in case there is |
| an emergency situation. Less doors around the building or at least secure there | |
| | |

| | Dellies for the state of the st |
|---|--|
| | Rolling furniture to barricade doors & windows in case there is a threat inside of outside of the building. Bucket with emergency supplies. |
| | Should there be ONE main entrance? Seems like a LOT of ways to get into the building (and out of it, which is good). |
| | Sign in policy consistency, no ID tags for staff, locks on main doors |
| | Some teachers have security cards, others have keys-weird? |
| | some way to secure the commons for lunch or study halls |
| | steel doors? |
| | study hall areas inability to contact office |
| | Supervised secured entryways. Proximity of classrooms to central location (office) to procure quick assistance. Reliable communication, |
| | The new sign in kiosk is a great step in the right direction, but far too many of the other entrances are still being propped open. |
| | This building really lacks in the safety department. Doors constantly propped by senior lot and upper bus turnaround. |
| | Too many doors are not monitored that are propped open during lunch. |
| | Too many doors and entrances. Doors are propped open all over the building all day long. |
| | Too many doors, always unlocked or propped open. Needs to be monitored or fixed. |
| | Too many entrances. |
| | too many hiding places for students. too many places to "disappear" in the building and not be found. Doors are open everywhere inside too |
| | Too many ways in and out of the building |
| | vestibule into office for entry. Less doors leading in/out of building |
| | Vigilance of entry access. Classrooms should be in central location not far or isolated from others. Lighting, communication |
| | Visitors should have to enter/pass through secure 'vestibule' area And check in to gain access to main building. |
| | We don't have swipe cards that keep a tally of who came and went when. We don't have good cameras and surveillance in critical areas |
| | When a guest enters the building, sign-in process depends on that individual stopping at deskneed a controlled access (2nd locking door). |
| | When people buzz at back door, no follow up on who came in building. Its a constant flow of people. No inventory of who is in building |
| | windows that you can shutter |
| Safety | |
| When you think of the safety, rate the overall condition based on your experience | |
| Ratings | Above Average 0 out of 37 |
| J- | Average 7 out of 37 |
| | Below Average 30 out of 37 |
| V Cofetorio | |
| V. Cafeteria ○ What is working well? | |
| | Natural lighting, central location, folding tables, large area, Wi-Fi |
| ney Areas | COMMENTS |
| | Cafeteria has some natural lighting. |
| | Cafeteria staff. Microwaves and utensils available. Natural lighting. |
| | Central location, separate food/eating areas |
| | Central location, windows |
| | flexible space with folding tables |
| | Fold up tables are nice. |
| | Large multi-use space |
| | I |
| | larger serving area, better seating, larger area, more tables/flexible seating |

| | location |
|-------------------------------------|---|
| 1 | location works well and lighting is good |
| 1 | microwaves for student use |
| | Multiple lines for purchase |
| ı | natural light |
| | Seems large enough. Nice window light. Honestly, not there enough to comment |
| \$ | Size |
| | The cafeteria accommodates all the students for lunch. |
| | The UBU Lounge |
| t | there is a tv. |
| | There's a kitchen and a place to sit. |
| | usually clean |
| | we have tables and windows |
| | Wi-Fi |
| | |
| Cafeteria | |
| What are the critical needs and | |
| priorities in regard to facilities? | |
| | Size, spacious, multiple food lines, used for cafeteria only and not classroom, outdoor area, flexible |
| | seating, more outlets and technology, collaboration space COMMENTS |
| | A distinct entrance and exit, and someone to actually monitor it. |
| | A more spacious food line area. |
| | Area to accommodate enough seating for entire student body. |
| | Smaller table groupings, better traffic flow through food/serving area, picnic tables |
| | better kitchen facilities, better food options (store), better tables and chairs |
| | better seating configurations |
| | Better soundproofing. The sound drifts all the way to the core curriculum areas |
| | Bigger space, tables spread out, special area for seniors |
| | cafeteria separate from classrooms |
| | · |
| | distance from cafeteria to some classrooms needs to increase, noise during lunch reaches the classrooms and can be a distraction |
| | Different furniture - varied configurations |
| 1 | Not designed for good student interaction. No a lot of options for kids in terms of food. Tables are hard to |
| <u> </u> | get in and out of. |
| | Outdoor seating |
| | enough seating for the entire student body. kids should not be eating in various locations around the |
| | school, unsupervised. fewer uncontrollable exits |
| | fire exit plans |
| | IF used for study hall, better safety and communication with office, outdoor seating would be nice |
| | acca .c. stady nam, better early and communication with onice, outdoor seating would be filee |
| i | increased communication access |
| 1 | larger kitchen/food line spacebetter positioning of this area |
| | larger space, more flexibility in seating areas, windows, doors that close off the cafeteria, restroom in the cafeteria |
| 1 | Larger space, more tables and places for students to move around |
| 1 | less exits/entrancestoo easy to leave |
| | less noise in and out |
| | Less people at table. More room for serving; more lines to pay. Better color scheme. Tables not folding in |
| | middle. |
| | middle. More comfortable seating. An outdoor space would be nice - maybe connected to. |

| | more open space for different uses |
|---|---|
| | more space so that study hall can still meet in a large space during lunch hour. |
| | More space. |
| | multiple lines to serve |
| | Multiple seating options. Tables, high tops, staggered "steps", multi-use charging station/solitaire areas. |
| | Natural light |
| | |
| | Need a more segmented floor plan with areas that students can collaborate (so education or 'working lunches' can take place). |
| | Outdoor eating space would be great as an option. |
| | outdoor seating / eating area |
| | outside eating during warmer months |
| | picnic tables for outdoor eating option for seniors/teachers |
| | Places for students to meet in small groups. If it's used for a study space, more outlets and resources for technology. |
| | Safe, secure environment. Inviting, "friendly" layout of tables to avoid group ownership of tables and promote exchange of seats. |
| | Space is neededclose proximity of large number of students lends to noise, misbehavior, and doesn't enable education. |
| | Students are able to sneak out of cafeteria too easily! |
| | Students have started eating in the hallway outside of my classroom. Not ever having been in the cafeteria during lunch, is size an issue? |
| | The cafeteria is efficient but not effectiveit is set up to efficiently house students for lunch but not to add to or enable learning. |
| | too easy to get in and out from parking lot |
| | variety of seating arrangements and furniture |
| | Visible and usable phone. Ability to lock. Space for students to heat up their lunches. Utensils and napkins available during school day. |
| Cafeteria O When you think of the cafeteria, rate the overall condition based on your experience | |
| | Above Average 1 out of 32 |
| | Average 14 out of 32 |
| | Below Average 17 out of 32 |
| VI Division Ed. (C. (All L.C. | |
| VI. Physical Education/Athletics | |
| ○ What is working well? Key Areas | Stadium, multiple gyms, space of athletics facilities, field, parking lot close to field, multiple facilities, track, gyms, pool, field COMMENTS |
| | attractive stadium entrance |
| | Aux gym availability. Wrestling rooms and weight room |
| | easy access to field |
| | Field and stadium seem nice from a spectator perspective. |
| | Good athletic facilities |
| | Gym is in great shape, as is Kusel stadium. Very welcoming and bright |
| | Gymnasium Gymnasium |
| | |
| | Having a pool enables us to have a more robust swim program |
| | having a practice gym |
| | Keep the pool! Great for the kids and as a money maker for the district |
| | Large student involvement. Often have many opportunities to play. |
| | |
| | lots of room in the stadium Lots of space for programs. |

| | more space for on-sight practice |
|-----------------------------------|---|
| | multiple gyms |
| | multiple gyms, swimming pool on site |
| | multiple gyms, swimming pool, track and field facilities |
| | nice football stadium |
| | Outdoor field is beautiful |
| | parking lot is adjacent to athletics = good community access. |
| | People always comment on the positioning of our stadium and the brick entrance. |
| | pool, stadium, scoreboard |
| | Press box and concession stand |
| | Second gym |
| | Seems like these have been updated and look good to the public and to students. |
| · . | Seems like we have 2 nice gyms, although the auxiliary gym is too small |
| | Seems well-kept. The turf. The new scoreboard in the gym is pretty fancy. |
| | Separate gyms. New locker rooms. |
| | Stadium |
| | |
| | stadium and gym are nice, practice gym is good, stadium has nice aesthetics |
| | Structure some of the athletic space so it can also be used by other Academic areasadequate outlets, |
| | Structure the space so that it can be used by other Academic areasadequate outlets, WIFI, |
| | sturdy/safe bleachers |
| | The facilities are nice. |
| | the fact that we have practice fields is very good. |
| | The stadium is one of the most used facilities in our district. |
| | the stadium is very nice |
| | The turf on the field is nice. |
| | We have a stadium, pool and basketball court. |
| | we have pretty good facilities, extra gym is nice, separate wrestling room, pool |
| nysical Education/Athletics | |
| What are the critical needs and | |
| iorities in regard to facilities? | |
| Key Areas | All athletic facilities should be located in same area-AD office, additional facilities needed-baseball, tennis softball, better entrance/exit to facilities, better traffic flow, more parking, locker and training rooms, larger gym-more seating, pool, area to show accomplishments |
| | COMMENTS |
| | 1-3 gyms or exercise areas. Places to "warm up" or rehearse. |
| | a community fitness center would be wonderful (and a great service to the community) |
| | A Hall of Champions near the Athletic facilities. |
| | a more soundproof gym |
| | a secondary entrance |
| | All athletic facilities should be near outdoor field. Athletic Dir. office should be near gym and athletic area |
| | Another auxiliary gym would be ideal as well. |
| | Baseball/fast pitch fields on campus! Cleaner locker rooms; eliminate roaches! Larger training room. |
| | better entry/exit to athletic facilities- so people can't wander the building |
| | Better spaces for crowd parking |
| | Better traffic flow through parking lot areas/into HS, ticket collecting areas for indoor activities |
| | Bigger pool |
| | Bigger training room with updated equipment would be great. Larger weight room area would be ideal. |
| | Don't know enough about this area - but our building systems are very old and certainly do not support our athletic facilities well |

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| onies in there with community |
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| ter to utilize the facilities |
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| arking for football games, etc |
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| ool looking building efinitely an "original" design. Makes us unique. ach department has a space; teacher/student parking seems ample; large meeting room; location of the lood location. Central to all of the other schools. reat setting rounds are well manicured ligh school in centered in the community. lolated from the surrounding homes and businesses. In its own space. |
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| igh school in centered in the community. olated from the surrounding homes and businesses. In its own space. |
| olated from the surrounding homes and businesses. In its own space. |
| |
| has character and is distinct. |
| is still functional despite all of the changes of the past 46 years. |
| s pretty from the outside |
| andscaping and aesthetics are pleasing |
| cture hall-C-20 |
| cation |
| cation relative to other areas |
| ocation, windows in the CCPC |
| ove the use of C-20 |
| any people enjoy the architecture of the hexagons from the outside. |
| ultiple bus turnarounds |
| ultiple parking areas |
| atural light in the areas that have it, the CCPC works well |
| ice football stadium |
| |
| arking is not too far |
| ods for different academic areas |
| oof has been fixed, and I don't think it leaks any more. I like the exposed brick walls. |
| eparate department areas. |
| ite/location of school is nice in relation to town. |
| ubjects are able to work together in their "pods" New arts space by auditorium - all students are using it |
| ne building and grounds are all well maintained; testament to the maintenance staff. |
| ne building is not seen from the main road and there isn't any sign on Wooster indicating such. |
| ne grounds and building look good outside. |
| he landscape - the fact that the school is away from the road and the campus is flowing. |
| he site looks pretty from the outside. |
| ere are trees on campus |
| |
| |
| |
| VAC, Bathrooms, teacher workspace, windows, wider hallways, conference areas, layout of school, bund proofing, space, parking and traffic patterns, larger classrooms OMMENTS |
| ir conditioning frequently not working. |
| s unique as our building is, it doesn't mix well with the style of Mariemont. We need a structure that |
| presents the community. |
| etter Bathrooms. Inadequate teacher resources space. Inadequate teacher work space. Inadequate acher's lounge / lunch area. |
| CPC needs its own space that does not impinge upon educational areas. |
| lassrooms are generally too small |
| onference areas for meetings |
| onference/Collaboration areas, Wider hallways, Natural light - some classrooms with no windows |
| |

| | Confusing as to where the main entrance (office) is located for visitors. Classroom layout. Soundproofing between classrooms. HVAC |
|--|---|
| | courtyard so that classes can meet outside and yet still be safe on campus |
| | Easy ways to expand the building when needed |
| | enough space/rooms for all teachers |
| | Greater access to parking and traffic flow patterns |
| | Hallways are too narrow |
| | - |
| | heating/AC units turning on without them sounding like the building is collapsing HVAC floods my room on occasion |
| | HVAC systems that are sufficient to heat and cool the facilities |
| | HVAC, roof, grading. The exterior walls are sloped inward so that I always get water in my room during and after a hard rain. |
| | improving traffic flow |
| | Inadequate large gathering areas. No school store, no coffee shop for students, Loud HVAC /performance areas and classes (Music hindrance |
| | inadequate layout, inadequate entrances to buildings (need sports entrance / arts entrance / main |
| | entrance) easy to reach. |
| | Inadequate parking. Inadequate ingress and egress. inadequate light, inadequate HVAC!!! inadequate electrical needs. Inadequate plumbing |
| | it's not immediately obvious where the front entrance is |
| | Larger building which would accommodate larger classrooms; more common areas; more conference areas; larger parking facility. |
| | larger building, better flow of building |
| | Larger parking lot, more windows, it's too cold in the building |
| | lockers for students spread throughout; wider hallways; natural light |
| | maintain the beauty from the outside |
| | Many different levels / not handicap accessible / too many places for students to hide |
| | Middle lot does not have room for a van to back out of a space if against curb. Last year it took me several minutes to maneuver my van out |
| | more access to the site from different ways (exits for auto traffic) |
| | More parking for staff near the building. I lug so much equipment, art projects, supplies etcit is hard if I have to park a distance away |
| | more parking, multiple driveways in and out of building (more than 1) |
| | More private counseling area |
| | More secure entrance to the building needed. |
| | More specific entrance to the theater. |
| | more than one entrance and exit |
| | more than one way in/out of grounds |
| | More windows in classrooms, larger classrooms, larger/better teachers lounge- better seating |
| * | More windows in more/all classrooms, larger classrooms, new front office appearance, larger teachers' |
| | lounge More windows/natural lighting to all rooms |
| | Need bigger parking lot with bigger spaces and turn around areas, would love more than one |
| | entrance/exit. |
| | Need more entrance and exit ways into and out of high school. Having 1 road in/out is not working. |
| | Need more space everywhere including areas that are not in the classroom, need bigger hallways |
| | new and improved teachers lounge |
| | NO lobby for gyms, no lobby for theatre, people packed in like sardines. No great outdoor areas to gather, learn, eat, study, collaborate |
| | normal temperatures throughout the building |
| | One entrance - too many people in and out of multiple doors throughout the day. More seating in large spaces - gym, auditorium, library |
| | Only one entrance and exit |
| The same of the sa | |

| | Only one way into or out of the school property makes for a backup at times and could potentially be |
|--|---|
| * Electronic Transfe | Tongorous |
| | outdoor teaching spaces that are secure and safe. |
| | Parking and ingress/egress routes. No flat roofs; eliminate standing water. HVAC that can be |
| | controlled/repaired. More trees to hide school |
| | Parking lots on many different levels. Not convenient to building. Parking, Driveway into school, add other entrances for athletic events, Overall location - hard to know |
| | where the school is (signage) |
| | Pods are not much use. Inadequate computer lab space. |
| | Roof |
| | Structure layout not cohesive to school function. Exit from school limited for vehicles. HVAC, roofing, |
| | insulation, natural lighting. |
| | Teachers lounge |
| | The building needs to be ready to meet the needs of the next 50 years, but we don't know what those needs are yet. Future proofing. |
| | The heating and cooling system is completely inconsistent and unpredictable - I never know what to wear |
| | The traffic flow in and out |
| | Traffic bad at beginning and end of day. |
| | We need to keep at least a couple computer labs. |
| | Wider spaces for our cars in the parking lot. We are really crammed in. |
| | windows, natural light |
| | |
| General Site/Structure | |
| When you think of the general its (structure, rate the general good its in the general good its interest in the general good in the good | |
| site/structure, rate the overall condition based on your experience | |
| based on your experience | Above Average 0 out of 28 |
| based on your experience | Average 6 out of 28 |
| based on your experience | |
| based on your experience Ratings | Average 6 out of 28 |
| based on your experience Ratings VIII. Administrative/Office | Average 6 out of 28 |
| based on your experience Ratings VIII. Administrative/Office What is working well? | Average 6 out of 28 Below Average 22 out of 28 |
| based on your experience Ratings VIII. Administrative/Office What is working well? | Average 6 out of 28 Below Average 22 out of 28 Department Pods, CCPC and Admin have own offices, location, natural light COMMENTS |
| based on your experience Ratings VIII. Administrative/Office What is working well? | Average 6 out of 28 Below Average 22 out of 28 Department Pods, CCPC and Admin have own offices, location, natural light COMMENTS Admin and ccpc have own offices and the ccpc has an area for college reps to meet. |
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| based on your experience Ratings VIII. Administrative/Office What is working well? | Average 6 out of 28 Below Average 22 out of 28 Department Pods, CCPC and Admin have own offices, location, natural light COMMENTS Admin and ccpc have own offices and the ccpc has an area for college reps to meet. Approachable. |
| based on your experience Ratings VIII. Administrative/Office What is working well? | Average 6 out of 28 Below Average 22 out of 28 Department Pods, CCPC and Admin have own offices, location, natural light COMMENTS Admin and ccpc have own offices and the ccpc has an area for college reps to meet. Approachable. Big counter for student lunches forgotten at home. |
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| based on your experience Ratings VIII. Administrative/Office What is working well? | Average 6 out of 28 Below Average 22 out of 28 Department Pods, CCPC and Admin have own offices, location, natural light COMMENTS Admin and ccpc have own offices and the ccpc has an area for college reps to meet. Approachable. Big counter for student lunches forgotten at home. bright, welcoming Counselor area nice and new. easy for kids to gather there and fairly private counter that separates lobby from staff |
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| based on your experience Ratings VIII. Administrative/Office What is working well? | Average 6 out of 28 Below Average 22 out of 28 Department Pods, CCPC and Admin have own offices, location, natural light COMMENTS Admin and ccpc have own offices and the ccpc has an area for college reps to meet. Approachable. Big counter for student lunches forgotten at home. bright, welcoming Counselor area nice and new. easy for kids to gather there and fairly private counter that separates lobby from staff CPCC renovations were a nice touch. easy access to administrators easy to find from parking It is a center of activity prominently located at the front of the school. it is easy to get to the admins. Location of front office. locations is ideal = front of building! |
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| | separate copy room; offices for admin; inviting; nurse's office; mailboxes for staff |
|---|--|
| 4 | separation of admin and counseling areas |
| | Separation of upper admin (Jim and Trevor) and counseling area works well. |
| | The CCPC is nice - conference area and offices big enough to meet in. |
| | The counseling department being separate from the administrative offices, counseling offices are pretty |
| | The space and light in the CCPC. The light in the front office |
| | A person answers the phone. There are photos of kids and flag. Locked doors. |
| | we have a nurses office such as it is :-) |
| | , |
| Administrative/Office | |
| What are the critical needs and priorities in regard to facilities? | |
| priorities in regard to facilities? | Teacher work area, better floor plan, vestibule for outsiders to enter the building, conference space, |
| Rey Aleas | HVAC, security, more signage COMMENTS |
| | A bigger teacher work area. |
| | A designated larger meeting space - Jim's office gets a little cramped sometimes. |
| | a second copy machine for staff |
| | A teacher work room. |
| | admin assts need bigger desk / areas |
| | ALL admin offices should be large enough for meetings. (including Asst. Principal) |
| | Seems like there should be an enclosed office where we can have conversations that are not overheard |
| | from lurkers around the main entrance. |
| | Shouldn't the principal and front office staff/guests have a dedicated restroom? Perhaps a unisex? |
| | Approachable yet secure and safe. Perhaps there should be two office areas - one by entrance and other centrally located, quick access |
| | asst principal & nurse areas too small |
| | better design for a foyer in the front. |
| | better floor-plan, vestibule for outsiders to enter the building |
| | Better work area for teachers and staff |
| | Better work area for teachers/staff. separate teacher work room from office |
| | Big enough copy room for 2 machines in one location. Compare to other schools? |
| | Bigger area for administrative assistants |
| | Bigger copier room. |
| | Bigger offices for admins |
| | Closed off from rest of the building until cleared at office |
| | conference space for admin; natural light; heating; inviting; clear view of a main entrance vestibule; staff mailboxes; separate copy room |
| | Confidentiality factor is terrible. Logistics of counselor offices, library, upper library and 'pass through' for kids is in need of a new f |
| 1 | Copier in the CCPC, more noise privacy between offices and between CCPC and library |
| | Counseling department needs it's own copier/printer, a more centrally located counseling department, need conference room(s) |
| | Cumulative file room in counseling department, white noise machines/something to keep things more confidential |
| | escape route from teachers lounge |
| | guidance offices near front offices |
| | Lack of conference rooms |
| | Larger teacher work area |
| | more access to printers/ better printers/ |
| , | more privacy for conversations |
| | More privacy for counselors |
| | More security and better heat |
| | I |

| | More welcoming entrance - no tall counter blocking office |
|---|--|
| | Need a conference room. Need a room/area for college reps to meet with students. This is sometimes one student to 30 students. |
| | Need privacy with separate offices for each counselor and administration. Need a quiet area. Need sound proof offices. |
| | Needs to be updated, Teacher mailboxes relocated, More space for secretaries, Designated main office, not just open area, |
| | no secure check in |
| | Nurses office |
| | Office sizes are too small |
| | paper storage near copiers. |
| | poor plan. |
| | Security for visitor's entrance |
| | security!!! |
| | separate athletic office |
| | Space for administrators and athletics to have conversations without the entire building hearing them. |
| | storage areas for front office |
| | Teacher lunchroom needs to be able to hold people (not like a conference room). |
| | Teacher lunchroom should be a great respite from the day and large enough to hold the staff. |
| | Teacher workroom that is separate from the teacher lunch room. |
| | teacher workstation should not be the same as the lunch area. |
| | Teachers lounge is outdated. Needs new appliances, more room, and a designated work area |
| | Vestibule for check-in |
| | Walkway up to front of building is very slippery in winter, even though it is properly salted. Maybe it's the surface coating of sidewalk? |
| | When someone walks in it's not immediately obvious where they need to go/who they need to talk to |
| | A place to welcome guests. A sitting/waiting room that isn't in the middle of a highly trafficked area. |
| Administrative/Office | |
| When you think of the | |
| administrative/office, rate the overall | |
| condition based on your experience | |
| Ratings | Above Average 0 out of 29 |
| | Average 12 out of 29 |
| | Below Average 17 out of 29 |

| OTUDENT COMMENTS | |
|--|---|
| I. Academic Program Areas | |
| i. Academic i Togram Areas | , |
| O What is working well? | |
| Key Areas | Size of classes, size of classrooms, technology is good, smartboards, academic pods, keeping subjects and teachers grouped together, |
| , | COMMENTS |
| | Class sizes, collaboration. I think that the Orchestra/band room is great, smart board |
| | Technology is good, amount of freedom is great. |
| | I am a fan of the small class rooms. It creates a close proximity for everyone and encourages discussion. Makes it easier to talk to teachers 1 on 1, |
| | I think that the current size of the classes are working well. The rooms are big enough so that it doesn't feel cramped. |
| | I think the quirkiness of the pods is nice |
| | Integration of technology is currently working well. |
| | Mixing up students but also keeping them with their friends |
| | size of the room needs to stay smaller - the classroom sizes now are good because we are a small district and have small class sizes. |
| | Smart boards and use of them is working very well. They are efficient and educational. |
| | The groupings based on ; we have 'pods' now which are good. For example, the English department is close in proximity. |
| | The organization of the school into the pods makes it easier to find where different teachers are and is nicer than just a long hallway |
| | The pods everything is organized around the subject. It makes it easy to guess where a classroom is if you aren't sure |
| | They're spacious, consistent, and provide students with a good learning environment. |
| | Weaving in technology (computer/smart boards) into curriculum and classrooms |
| | Wi-Fi freedom |
| Academic Program Areas | |
| What are the critical needs and priorities in regard to the facilities | |
| | Windows, Natural Lighting, HVAC, bathrooms updated, collaboratively focused areas, including furniture, soundproof classrooms, better handicapped accessible, ceramic areas |
| | COMMENTS |
| | A coffee bar |
| | Air conditioning and heating for sure (HVAC mentioned multiple times), less cold, better heating systems , consistent temperatures |
| | An actual ceramics room |
| | classrooms need more windows. The room needs to feel open, without windows and access to the sunlight, it just feels uncomfortable. |

| 11 |
|--|
| Larger classrooms with the same class size. It is impossible to move around in Sra. Stinnett's room |
| Less fluorescent lighting |
| More classrooms-smaller classes |
| new learning space (by foreign language) smart boards and technology |
| We need better walls: you can hear other classes and it is very distracting. The classrooms themselves could also be larger. |
| Windows. And the walls seem paper thin, you can hear teachers talking in other classrooms. Also better hand dryers |
| Bathrooms and Lavatories |
| Better classroom shape. Not weird designs that make it smaller than it already is. |
| Better hand dryers in bathrooms or switch to a all paper towel set up |
| Better smartboards |
| Bigger classrooms. Especially in the language area. |
| Bigger rooms, more sunlight |
| classroom furniture should be similar to those in the junior high collaboratively focused! |
| Clear organization of the classrooms |
| Color! No white walls everywhere! |
| Comfier Chairs |
| Enough room for desks for all students |
| Get rid of carpet |
| Having areas where group work can happen in place |
| having windows in all of the rooms |
| I don't love hearing every other teacher in the building teaching their class while I'm trying to take a test |
| I think one of the needs is more windows, and more of an open environment |
| more desks/better desks |
| more flow to hallways & connecting rooms |
| More natural light through windows |
| More space in hallways/classrooms to maneuver (difficult to do active class activities in small, cramped space) |
| More Wi-Fi freedom, outlets near center of room |
| More WINDOWS, natural light. Feels like you are in a dungeon |
| More windows, outlet plugs, comfier chairs, |
| |

| | M. C. LILLE |
|--|--|
| | Natural Light |
| | New laptops |
| | Newer Bathrooms |
| | No carpet |
| | normal heating and cooling systems |
| | Places to make students enjoy their school experience more such as more study spaces, snack areas |
| | etc. Smartboards |
| | Sittatiboards |
| | Snack Machine |
| | This school needs more open space as well as space for students to break out into individual groups. Also there is a need for more sunlight |
| | Wheel chair bound people aren't very common, but I feel like this school could use more ramps and things to make it easier on them |
| | Wider hallways |
| | Wi-Fi freedom |
| | Windows in all rooms, comfortable chairs, space but also keeping the class small, more outlets, |
| | Windows in every class room |
| | windows, brightness, bigger classrooms that are more open |
| | I think that we need more open classrooms with windows because it feels like a dungeon. |
| | I think the classrooms with a more open environment help me learn better |
| | I would like an actual ceramics room |
| | The classrooms are a little small and need more light |
| | Wider hallways, an actual ceramics room, and bigger rooms. |
| | |
| Academic Program Areas | |
| When you think of the academic program areas, rate the overall | |
| Ratings | Above Average 6 out of 38 |
| | Average 28 out of 38 |
| | Below Average 4 out of 38 |
| | |
| II. Visual Performing Arts Areas | |
| What is working well? | |
| | |

| Key Areas | |
|---|---|
| | Lower level art classes, good natural lighting, auditorium, chairs, band room, photography room |
| | COMMENTS |
| | Art classes are good, classes are well lit by natural light (lower level) |
| | Attitude and working well with space given |
| | Auditorium is nice, good sound for chorus classes |
| | Band room has mirrors, Band room is big enough. Everyone fits in band room. |
| | easy access and availability to use auditorium |
| | Good band room |
| | Good Programs |
| | have both art rooms close to each other |
| | I adore the art room it's chaotic but beautiful |
| | I like our chairs in the auditorium |
| | large rooms |
| | Orchestra is very well, and the room is big enough. Same goes for band |
| | photography room works well |
| | room specifically used for chorus |
| | separated from (most) other classroom so less of a distraction to other academics |
| | Spacious |
| | The band/strings room is big enough to comfortably fit a large number of people |
| | the chairs are good in the auditorium |
| | The hallway is used for only visual performing arts which is a good use of space |
| | The ticket booth is cool |
| | windows in the art room |
| | I think that the art rooms are great |
| | |
| Visual Performing Arts Areas | |
| What are the critical needs and priorities in regard to the facilities? | |
| Key Areas | Auditorium, chorus room, better sound equipment, larger rooms, storage, larger stage, individual rooms for classes, ceramics room |
| | COMMENTS |

| | A new room for Chorus! |
|---|--|
| | |
| | A structure kind of like C20 so that the band doesn't have to practice in the hallway sometimes |
| | Also a new sound system |
| | An actual class for the choir, storage area for the band, perhaps a separate room from orchestra. NEW AUDITORIUM- and better lighting equip. |
| | Another Kiln, it takes a long time for 60 big projects to be fired in one kiln |
| | Auditorium could be bigger |
| | auditorium should have more seats, and make them more comfortable |
| | auditorium that can fit all of the students |
| | Better sound containment. While in the Spanish or Latin rooms, instruments or other teachers that are teaching can easily be heard. |
| | Better stand and comfier chairs for band and orchestra |
| | Bigger auditorium with manageable seating. I don't think we need a specific area for band, strings, chorus, |
| | if each class has its own time Bigger rooms for musical practice. Bigger budget for photography |
| | bigger rooms for musical practice. Bigger budget for photographry |
| | Can not be too big like junior high because it is bad for the sound. Need to talk to music director on architecture before building |
| | Entrance to Art and PA Pod should be restructured/reorganized |
| | group all arts together in one spot |
| | I think there is a need for more space when it comes to strings and band. Also, a place for students to practice outside would be cool. |
| | Improved storage for belongings |
| | Auditorium should be big enough so that we don't have to have all of our school assemblies in the gym |
| | Keeping the sound in the rooms so you don't hear the strings people from the Latin room |
| | larger space for auditorium |
| | Larger stage would allow a broader range of presentations |
| | Larger stage, with updated tech stuff that is needed, updated seats in auditorium. A Balcony |
| | longer stages |
| | More seating in auditorium to seat entire high school (instead of switching presentations from auditorium to gym). |
| | more spacious music hallway |
| | more storage for music materials & performance attire |
| - | More storage for props and stage tools |
| | More supplies for the art program |
| | More/better lighting |
| | |

| | need more food in them |
|--|---|
| | New equipment, and a larger budget. |
| | New equipment, and a larger budget. |
| | New stage and seats, modern tech |
| | no carpet, stains too easily |
| | Not much. Everything is usable, but not great. It is hard to excel with old and breaking things. A new auditorium should be next on the list |
| | Nothing. It's almost all bad. Need better equipment and better memes |
| | Own Rooms |
| | pianos, lots and lots of pianos |
| | room specifically used for chorus practice |
| | ROOM. SPACE. I think we need two rooms. One for band and orchestra to share, with our own spacious storage units. And separate room for choir |
| | The art rooms - the studio and the tech lab - need to be closer together; connected maybe. It's hard to go between them. |
| | The auditorium doesn't work for the chorus students! |
| | The auditorium is becoming too small for the growing chorus classes. |
| | The auditorium is too small for the growing chorus classes. |
| | the auditorium should be able to fit the whole school |
| | The auditorium should be bigger and separate band and orchestra rooms |
| | The band and orchestra room carry sound better! We need that in a new chorus room |
| | The band room needs a better organization system. There needs to be two different storage rooms for both orchestra and band |
| | The lighting equipment (for plays and musicals) is old and outdated |
| | Update everything |
| | We need an actual ceramics room instead of borrowing the Photography room. Ceramics is really messy and clay dust can damage cameras. |
| * | windows, openness, big |
| | |
| Visual Performing Arts Areas | |
| When you think of the visual performing arts areas, rate the overall | |
| Ratings | Above Average 7 out of 38 |
| | Average 25 out of 38 |
| | Below Average 6 out of 38 |
| | |

| III. Library/Media Center | |
|---------------------------|--|
| ○ What is working well? | |
| Key Area | as |
| · | Seating - collaborative, size, location, outlets, windows, natural lighting |
| | COMMENTS |
| | A lot of seats for people to sit down |
| | Availability Having computers to print from and options to sit at tables or booths |
| | Best part of our school |
| | Better place to eat lunch than the lunchroom |
| | books of lots |
| | booths |
| | CCPC |
| | chairs |
| | collaborative spaces |
| | comfortable seating |
| | computers |
| | Cool Design |
| - 3 | couches and benches |
| | decent size |
| | easily accessible and used by everyone for many purposes |
| | good location: center of school & connects guidance |
| | Great lounge space with booths and tables |
| | High tables and Lounge |
| | I like all the tables in the library. |
| | I like that it is a good idea that students have an environment like the library where students can study and do their work |
| | I like that it's pretty big |
| | I like the couches and booths and how spacious it is. maybe like stuff around the walls to make sure sound doesn't amplify |
| | I like the lounge areas |
| | I think the space for student to use the library is helpful in keeping this quiet. Students are able to find their own space if needed |

| | It's decent size |
|--|--|
| | Large Space |
| | Library has a good selection of activities and books |
| | Lots of outlets |
| | lots of seating and comfortable spaces. very calm and a good place to just relax in |
| | Love it! The seating, the shelves, the atmosphere. Great setup |
| , | love the windows |
| | Provides students with a good working/studying environment |
| | Relaxing, quiet space |
| | seating |
| | So many books |
| | Spacious |
| | spatially competent |
| | The atmosphere of the library |
| | The booths |
| | the booths are very comfortable and a good place to work |
| | The CCPC |
| / | The collaboration and activities/clubs that are held there. I like the tables and couches |
| | the librarians are incredible. There are plenty of outlets and resources for the students to use |
| | The Library is A1 |
| | The makerspace is a great addition that engages creativity. The way the seating is placed by the window is also very nice for students |
| | The seating and desks are good , but the library becomes cramped allot. |
| | Two levels. Window space. Comfortable seating. Nice chairs in the upper library. |
| | We have a lot of books |
| | Above average |
| , | windows, large area, bright |
| | |
| Library/Media Center | |
| What are the critical needs and | |
| priorities in regards to the facilities? | |

| | Designated area, not sharing with CCPC, technology, more computers and printers, more collaborative space, meeting rooms, more seating, window blinds |
|---|---|
| | COMMENTS |
| | a more simple organizational system of books |
| | And when college visits are above, the library is closed |
| | Better computer's and more printers so students aren't late for class when they try and print a document. |
| | better desktops and Wi-Fi privileges |
| , | Bigger space, more seats |
| | Comfortable seating |
| | computers that work |
| | GET RID OF CARPET |
| | I don't think the library needs anything besides a Vending machine |
| | It needs curtains |
| | Less books, more room for computers |
| | Many schools, mainly colleges, are defined by their high tech and futuristic libraries. I think we need to have a top flight library |
| | More books, spaces to read. More tables and lounging spots |
| , | More booths, more computers |
| | More collaborative space |
| | More comfortable seats |
| | More computers, more booths |
| | more couches |
| | more desktop computers and printers |
| | More desktops |
| | More meeting spaces |
| | more printers |
| | More rental chargers |
| | more seating, printers, computer access |
| | more space & spread out so everyone is not on top of each other |
| | more space to hang out with friends but also study |
| | multiple printers |

| | needs places for more food |
|---|--|
| | no carpet |
| | Not sure, its hard. I like the space and openness, but sometimes its hard when you have study hall, lunch, |
| | random printers, clubs, sharing |
| | Plenty of booths, everyone wants to sit at booths |
| | printers that actually work |
| | Seating; windows; technology areas; maybe a quiet space vs a loud space; organization |
| | Skylights |
| | space that can be strictly for studying (quiet) |
| | Students should be allowed in the upper library more. It's there for a reason |
| | The CCPC and lower library should be separated from each other. It's hard to focus on lower library while meetings are taking place upstairs |
| | The windows are great, but the light is blinding |
| | Too Bright-Needs window blinds |
| | Upper library can be better utilized |
| | working Wi-Fi |
| | |
| Library/Media Center | |
| When you think of the library/media center areas, rate the overall condition | |
| Ratings | Above Average 11 out of 39 |
| | * |
| | Average 16 out of 39 |
| | Below Average 12 out of 39 |
| IV. Safety | |
| | |
| O What is working well? | |
| Key Areas | Multiple exit areas, door magnets, security cameras, school resource officer, doors are locked during school day, windows that open |
| * | COMMENTS |
| | A lot of exit points, drills just in case something happens so we know what to do |
| | cafeteria police |
| | can't get in without going through front office |
| | Check in at front desk |
| L | |

| сор |
|--|
| covered windows in classrooms |
| Door magnets |
| doors locked and visitors have to go to front |
| doors locked during the school day |
| doors stay locked and are semi-monitored (most of them) |
| Drills |
| Feel safe with the policeman |
| Gender neutral BRs |
| give the teachers guns |
| I Honestly don't think anything needs to be improved |
| I like the cop |
| I think having a policemen is a good idea |
| Locked doors after a certain time |
| Locked doors during school times |
| many door to get in & out |
| Multiple ways out of the school drive way |
| police safe |
| Pretty much everything?? I never feel unsafe |
| |
| Scheduled drills |
| Spread out, so if an intruder broke in you could escape on the other side of the building |
| Student resource officer |
| the building has many exits and is easy to escape in case of emergency |
| the camera are very nice, there could probably be more though |
| The check in at the front |
| The cop, safety equipment in the classrooms |
| The doors locked |
| The front entrance does a good job with the new check in system. Also the door locking system is a good way to keep people out |
| The police in cafeteria |
| 1 |

| | The police officers are very friendly people, I enjoy their presence. It makes me feel much more safe and |
|---|---|
| | protected from bad people! :) |
| | The security system works well and makes me safe |
| | There's a lot of exit points |
| | We have the cop |
| | windows that can open |
| | |
| Safety | |
| What are the critical needs and priorities in regard to facilities? | |
| Key Areas | Larger classrooms, multiple ways for cars to enter and exit the facilities, more parking, cards or codes to access school entrance, more natural light, better door closures. |
| | COMMENTS |
| | bigger classrooms with windows. More color coordination |
| | Please don't add metal detectors at the front entrance |
| | Airlock system |
| | all doors can be unlocked by office and monitored through video security (not just the front one) so they are just jammed opened and used |
| | ADT |
| | there's a lot of mold because it's an old building and that's unsafe? |
| | If an intruder were to come the students aren't educated enough about the procedures and steps that would be taken |
| | Better handicap access, gender neutral bathrooms |
| | Bigger classrooms. Painted rooms to make it feel I'm not in jail. New floors desks. |
| | less isolated unused space that is completely unmonitored |
| | Gender neutral bathrooms |
| | cameras in the band room and auditorium |
| | metal detectors |
| | check every student on their way in |
| | More situational drills |
| | Accessible doors that also lock throughout the day |
| | Maybe another police officer, more drills |
| | I feel pretty safe inside the school already |
| | High school that's easy to navigate, more accessible from the road (Wooster), better layout so if there was an emergency. |

| | different setup for parking lots & driveway |
|---|--|
| | Multiple drive ways |
| | |
| | More parking lots |
| | More drills |
| , | Way more drills |
| | Less doors, check all doors because some don't close all the way unless you pull them. |
| | building setup in a more logical way so some classes aren't isolated in parts of buildings |
| | Leveled parking lot |
| | no presidential polls on campus without closing school |
| | Wider hallways and stair cases |
| | Better safety training than just sitting in the room during a lockdown |
| | less doors that lead to nowhere(outside) |
| | more than 1 entry point into the school. Would also help with traffic |
| | Dangerous Chemicals |
| | different setup for parking lots |
| | exterior doors are always locked, and its hard to get into places we aren't allowed into |
| | Less doors, keep an eye on the doors to see if they are locked because some don't close without pulling them, leveled parking |
| | NEW PARKING LOT. one way to enter and another to exit. Too many accidents and money from cars being hit from the one way in senior lot |
| | more windows in classrooms |
| | Easy access to the basement for a hurricane shelter or bomb shelter. |
| | Use cards to get in school |
| | Bigger parking lots |
| | Back Door Entrance Technology needs update |
| | Bigger parking lots |
| | Better flow of traffic, you risk getting hit when crossing the crosswalk |
| | Another way out of the school |
| | Feel extremely unsafe when school used polling place, strangers are in building while students are in classrooms |
| | more parking areas |
| | More monitors by doors |
| | |

| | classrooms sometimes lock although not practical |
|--|--|
| | We need better security for the other entrances to the school. I've found a way into the high school |
| | anytime I've needed to get in |
| | Bigger Parking lot |
| | Quicker way to get out of the school |
| | Finger print ID to get in school |
| | More lighting in the Main Entrance Pod |
| | feel unsafe with small overpopulated parking lots and lots of walking students |
| | Every student should have a card so they could scan it and get in like that |
| | |
| Safety | |
| When you think of the safety, rate the overall condition based on your | |
| Ratings | Above Average 15 out of 39 |
| | Average 15 out of 39 |
| | Below Average 9 out of 39 |
| | |
| V. Cafeteria | |
| What is working well? | |
| Key Areas | Large areas, plenty of seating, open space, windows. |
| | COMMENTS |
| | big enough |
| | Cameras, teachers supervising. Tables could be round to make everyone feel included and social |
| | Diversity. Different tables. More like the library feel or like the new lounge upstairs. |
| | Easy layout and many seats |
| | enough seats |
| | Everyone is able to get food |
| | It does its job, it's not great, but it seats everyone. |
| | Its big |
| | Open space |
| | something to make it not freezing every day |

| | 10 |
|---|---|
| | Spacious |
| | tables are separated enough |
| | The arrangements work well but the food could be better |
| | windows |
| | Everything seems pretty good |
| | |
| Cafeteria | |
| What are the critical needs and priorities in regard to facilities? | |
| | Better lunch line flow, outdoor seating, different table arrangements, round tables, better Wi-Fi connections, larger lunchroom, more light, more microwaves, better ventilation, TV area |
| | COMMENTS |
| | as far as the TV and stuff goes (media) you can't do much with it as is |
| | Bad Wi-Fi, more outlets, round tables and better food |
| | Better function in the lunch lines |
| | Better place for outside restaurant choices during the week, multiple lunch lines |
| | Better seating areas: normal chairs, circular tables so everyone can talk, somewhere with more sunlight, outdoor seating area, salad bar, |
| | Better spacing use to try and make everyone feel included |
| | variety of tables, so people don't feel pressured to sit at the same table with same people. And can work if needed |
| | Better ventilation |
| | Bigger space |
| | Bigger space for buying lunch |
| | Contain the smell |
| | Get rid of the long tables and make it more comfortable |
| | Get rid of those weird pictures from the 90s that are hanging up In the kitchen area |
| | I would like round tables, different table shapes |
| | Ice Cream Freezer |
| | If you look at colleges they have open space with different places to sit and different food options |
| | it has a different temperature than the rest of the building so something to fix that |
| | it has pretty bad Wi-Fi connection |
| | it would be nice if it didn't feel like I was eating in a cement prison. Also the current layout leads to cliques and exclusion. |

| Keep light |
|--|
| Larger lunchroom |
| Larger space |
| Lunchroom with round tables, cafe style somewhat like the Junior high |
| lunch lines have more space - not pushed into the corner |
| many round tables - set up more like a dining room than a cafeteria |
| More diverse seating options |
| More food prepared, by second lunch almost everything is gone |
| More futuristic and open space |
| More light |
| More microwaves |
| More of a cafe style |
| More of a college style lunchroom with like Mexican, Americana, Italian, and Asian style foods |
| More organized lunch room line. More windows/lights and something on the TV instead of it just being off all of the time. More tables |
| More outlets in the center of the cafeteria. Study hall seating and work center maybe in the cove thing by the big windows. |
| More room in the food area |
| more ventilation |
| more windows |
| Multiple serving lines |
| Natural lighting, updated kitchen area, a tv |
| Need plenty of room. Maybe variance in types of seating's. |
| Needs to be above ground. Larger. More food options |
| New tables |
| Outdoor eating |
| Reorganize lunch line |
| Round tables so everyone is involved in conversations |
| something to fix the feeling that you're stuck underground |
| sound dampeners to limit echoing |
| The area where you get a school lunch is old and rundown with polls sticking out of the ground. It would be better if it had more space |
| The state of the s |

| | In. a |
|--|---|
| | the smell |
| 0 | too uniform |
| | TV |
| | updated kitchen |
| | WIFI is bad |
| | Windows & more natural light |
| | |
| Cafeteria | |
| When you think of the cafeteria, rate the overall condition based on your | |
| Ratings | |
| | Above Average 0 out of 39 |
| | Average 27 out of 39 |
| | Below Average 12 out of 39 |
| | |
| VI. Physical Education/Athletics | |
| What is working well? | |
| Key Areas | Multiple gyms, seating in stadium, gym floors are nice, Kusel stadium, spacious locker rooms, technology in gyms, track and field |
| | COMMENTS |
| | 2 gyms helps to keep sports moving |
| | A marked queue for the snack bar |
| | Basketball court is nice |
| | Beautiful stadium and locker rooms |
| | Both gyms are spacious |
| | enough bleacher space & extra level on top |
| | Enough seats in the stadium |
| | Everything is working well, Maybe redesigned locker rooms |
| | floors are nice |
| | Good field and track |
| | Good gym |
| | Good space and a good amount of activities. |
| | |

| | having both gyms help as far as practices go |
|---|---|
| | |
| | highlight of school building |
| | I like having two gyms |
| | I like our weight room |
| | I think having two gyms is very helpful in giving teams space to break out if one gym is taken. |
| | I think the athletic design part of our school is the best |
| | It's nice having 2 gyms |
| | kugel and main gym are really nice |
| | Kusel, Gym are very nice. However it would be nice to have more room on the basketball court, stands kind of keep it packed in and tight. |
| | Locker room space |
| | Locker rooms are good. Swimming lockers room NEED to be bigger and renovated. Showers in those too. |
| | Lockers rooms are spacious |
| | main gym is nice & has a lot of space |
| | main gym/ aux gym |
| | Nice basket ball and LAX locker rooms |
| | nice field |
| | pool is nice to have onsite |
| , | Score board, bleachers, second level to the gym |
| | Soccer has access to the locker room |
| | Some of the weight room machinery |
| | Space for everyone, big and nice stadium |
| | Stadium is perfect size and field is in good condition |
| | The floors in the gym are A1 |
| | The football stadium |
| | The gymnasium |
| | The netting on the football field |
| | The stadium is super nice and the gym is awesome |
| | The turf field is nice, as well as the main gym. |
| | the training room and locker rooms are all close to the gym and fields, so proximity |
| L | |

| | There are lots of soccer goals |
|---|---|
| | |
| | there is a lot of seating in the main gym |
| | There is a weight room |
| | Track field |
| | turf |
| | Two gyms is nice and its also a plus to have a trainer |
| | Upper gym |
| | Whiteboard in locker room |
| Dhysical Education/Athletica | |
| Physical Education/Athletics | |
| What are the critical needs and priorities in regard to facilities? | |
| Key Areas | Audio system for gym and stadium, larger locker rooms, training rooms and weight room, more seating in gym and stadium, more storage, |
| | COMMENTS |
| | Better access to balls, access to free gym/field/pool time after school, PowerAde/Gatorade fountain |
| | Better audio system for Football field |
| | Better auxiliary gym, no air conditioning and floors are very dusty |
| | Better locker rooms, newer lockers |
| | Better secondary gym. Tennis courts. Better seating for football games |
| | Better space in the locker rooms |
| , | Better upper field. Hard for practices and all sports to fit in on one field during spring |
| | bigger locker rooms |
| | Bigger trainers room |
| | Bigger weight room |
| | Bleachers on both sides |
| | Different entrance here like 7 hills |
| | FIX THE TURF!! |
| | Football locker room is always super cold and wet. There's no ventilation |
| | Give soccer a locker room |
| | If we were to fix things: The swimming locker room would probably be first. The stadium is hard to get to for away teams especially for bus |

| | keeping everything close |
|---|--|
| | Larger locker rooms |
| | Larger training room, fix some of the lower boxes in the locker room that have broken locks. |
| | Locker room for swimming is a little gross. The other locker rooms always smell like sweat. |
| | Locker Rooms at field so all sports can use them. Maybe even multiple locker rooms |
| | Make the upper field nicer |
| | Marked queue for the snack bar |
| | Maybe redo the upper field into a turf field so both JV and varsity teams don't have to try to split |
| | more benches |
| , | |
| | More comfortable seats in the stadium |
| | more organized storage for gym & sports equipment |
| | More seats for football and basketball |
| | More space in the trainers room |
| | More space in weight room, an alternative properly kept field (one that is turf), more space in training room. |
| | More than one locker rooms so more sports can use them |
| | Need more fields/courts. Should utilize upper field, install multi complex fields up there. Aux gym would be better as a field house |
| | new rims on the baskets |
| | new turf, new track |
| | New upper turf field |
| | Stadium is too small to accommodate the swamp |
| | Swimming locker rooms could be redone, a little too small and gross |
| | Taller fences |
| | The football locker room is always super cold and wet. There's like no ventilation down there. |
| | trees behind field are bad, we lose a ton of soccer balls |
| | Turf field on upper field |
| | Tvs in locker room |
| | Two sets of bleachers in the gym on each side! One side being the visitor side and the other being the |
| | home side. updated auxiliary gym w/ seating |
| | |
| | Updated locker rooms, a track around the gym on the second level |

| | Updated locker rooms, more benches and room. Bigger Aux gym with seating |
|--|---|
| | Updated stadium |
| | Weight room needs help. More room, better equipment. |
| | Weight room needs to be more open to the students, as well with the swimming pool |
| | |
| Physical Education/Athletics | |
| When you think of the physical education/athletics, rate the overall | |
| Ratings | Above Average 9 out of 39 |
| | Average 24 out of 39 |
| | Below Average 6 out of 39 |
| | |
| VII. General Site/Structure | |
| What is working well? | |
| Key Areas | Senior lot, classrooms close proximity, greenspace |
| | COMMENTS |
| | Access to main office is easy since it's in the front of building |
| | Better accessibility to parking lost/school |
| | big school |
| | Biology Greenhouse |
| | Classrooms are in close proximity and do cause distractions since we can hear the other classrooms discussions, etc. |
| | Considering it is mandatory to be here and we have to pay to park at the lots in the school, we need to have a place to park for students |
| | Easier way to get in and out through the parking lot |
| | everything but the speed bumps |
| | everything is close |
| | extra parking space |
| | I like grass |
| | I like having pods |
| | I like how close we are to the public library |
| | I like how there is some nature |

| | I like the grass as well |
|---|--|
| | |
| | I love the stadium. Maybe an additional parking lot? |
| | In close proximity to everything |
| | Looks cool |
| | Lots of parking lots, I like the actual location of the school |
| | Lower speed bumps |
| | Nature |
| | nice colored concrete |
| | parking all around school |
| | parking lot |
| | pods for each of the subjects & teachers |
| | Pods for subjects |
| | Stadium behind the school |
| | the campus feel of everything be right here is super nice |
| | The gate/security bar works nicely. |
| | The junior lot is big enough for juniors, seniors and sophomores |
| | The parking lots |
| | The way the building connects and is set up is super cool and interesting |
| | Two parking lots |
| | TWO sided road to senior lot (like junior lot), so students enter and exiting don't have to wait to see who's right of way and create cars |
| | |
| General Site/Structure | |
| What are the critical needs and priorities in regard to facilities? | |
| Key Areas | Entrance and exits to school, traffic control, outdoor classrooms, larger parking lots, better access to athletics |
| | COMMENTS |
| | 2 exit/entrances for the senior lot |
| | 2 ways to exit school to Wooster. Mariemont and terrace park |
| | A set 'main entrance' |
| | Another exit to Wooster on other side of the school for emergencies and break up traffic |
| | |

| | Another parking lot would be great, very hilly |
|---|--|
| | Better classroom shapes and sizes |
| | better drop off system than just the first turnaround (no stopping by the front of the school to let your kid out) |
| | Better parking lot flow. better engineered speed bumps. senior lot needs two way road. |
| | Better parking, traffic control after school |
| | better system of existing campus (i.e. multiple exits) |
| | Bigger lot, not necessarily bigger but more practical, More exits. Parking passes are too much for 15 feet |
| | of concrete |
| | bigger senior lot |
| | courtyard type area for students to have access to during day |
| | easier access to the gym rather than having to go all the way around by the swim pool to get in |
| , | Easier ways to get around |
| | extra parking space |
| | Get rid of Mariemont School sign that blocks the right side vision coming out of the school |
| | Give us another way out |
| | Greenhouse |
| | Have to do something to reduce traffic |
| | I think we could have outdoor classrooms |
| | junior lot needs more space to pull out someone gets hit at least once or twice a week |
| | Larger parking lots |
| | Less speed bumps |
| | Lower speed bumps |
| | Make better use of upper field |
| | Maybe a lounging area outside to create campus feel. |
| | More entry/exit ways. Easier navigation throughout the school |
| | More exits |
| | more parking especially for bigger incoming classes |
| | More parking for football games |
| | More windows, less doors |
| | Multiple ways in and out of the school |
| | |

| | NEED BIGGER PARKING LOT!! |
|--|--|
| | Nature |
| | new parking lots |
| | No Hills |
| | No windows in the classroom doors |
| | One entrance instead of five |
| | Parking lots are annoying to get in and out of. The senior lot only has a one way so it can be hard for a car to get up and down |
| | parking lots that are close to school entrance, more accessible driveway, layout the classrooms in fashion that makes sense for students |
| | parking space is very inconveniently located. I like that the structure is winding and somewhat confusing, it makes the school interesting |
| | Rt to the another exit |
| | School looks like tepees |
| | second way out |
| | Separated better. Art and media all together, band chorus strings together, language, etc |
| | some outdoor learning area |
| | sophomore lot |
| | The bathrooms |
| | The classrooms need to be completely sealed off from each other so you cannot clearly hear the classroom next to you. That is very distracting |
| | two exits |
| | use height of school better to show it off |
| | Utilize more of the area |
| | We don't have much of an outdoor area, a courtyard would be nice |
| | We have no room to expand. Library is in front of school |
| | We need more parking lots |
| , | We need more than one way to get out of school |
| | Windows. Art classes all in same area of school. So teachers aren't running back and forth and wasting class time from one side to other |
| | You should walk into the office area first. Not a lobby. |
| | |
| General Site/Structure | |
| ○ When you think of the general | |
| site/structure, rate the overall condition | |

| Ratings | | |
|-----------------------------|---|--|
| | Above Average 4 out of 38 | |
| | Average 25 out of 38 | |
| | Below Average 9 out of 38 | |
| | | |
| VIII. Administrative/Office | | |
| What is working well? | | |
| Key Areas | | |
| | Visitor check in, good circular layout, easy to find, lobby is spacious | |
| | COMMENTS | |
| | Accessible sign in | |
| | be easy to access, well laid out, c20 type lecture hall is a good idea | |
| | C20 is cool | |
| | check in system, | |
| | doesn't look as old and run down as the rest of the building | |
| | Easy access to talk to those people that's in the office | |
| | Good circular layout | |
| | good placement of office | |
| | I like how close the counselors are to each other | |
| | I like the lobby | |
| | In the front so it's easy to find | |
| | It is very convenient to talk to the front desk in the CCPC, however the front office has a mail slot in front of the desk obstructing it | |
| | It's not too crowned in CCPC which is nice | |
| | Keep a lobby just walk into the office | |
| | Lots of outlets | |
| | nice layout | |
| | office right next to front doors | |
| | Quicker unlocking mechanism on the door | |
| | Spacious | |
| | The lobby | |
| | Very accessible and is very helpful. No problems and the counselors are great and very understanding | |
| | | |

| | Very effective for students and faculty, don't see any problems with the space | |
|---|--|--|
| | Very effective, bigger office space packed in corner Could be more like Junior High | |
| | visitor check-in system | |
| | | |
| Administrative/Office | | |
| What are the critical needs and priorities in regard to facilities? | | |
| Key Areas | A secured front area, access to front door better unlocking system | |
| | COMMENTS | |
| | A better front desk | |
| | A office and not a lobby | |
| | accessible sign in | |
| 3 | bigger lobby | |
| | c20 type lecture hall | |
| | larger lobby and front area | |
| | More space for the main office. Seems kind of tucked away into a small area | |
| | office that is proximal to all parking, the office should be the entrance not a lobby, ' | |
| | Quicker unlocking mechanism on the door | |
| | Storage | |
| | The technology to unlock and lock the doors is slow | |
| | Updated | |
| | Very effective for students and faculty, don't see any problems with the space | |
| | Very effective, bigger office space packed in corner Could be more like Junior High | |
| | You should walk straight into it instead of it being off to the side. Updated front desk instead of that weird table and then a desk | |
| | | |
| Administrative/Office | | |
| When you think of the administrative/office, rate the overall | | |
| Ratings | Above Average 0 out of 38 | |
| | Average 24 out of 38 | |
| | Below Average 9 out of 38 | |

Part XI

Upgrades/Major Repairs Summary

| 2001 | |
|--|-------------|
| Phase 1 Renovation | \$160,940 |
| Phase 2 Renovation | \$4,514,206 |
| Parking Lot Repair | \$1,000 |
| Pool Filter | \$68,278 |
| Roofing - Pods | \$153,412 |
| Asbestos Abatement | \$3,600 |
| Room C20 Furniture | \$12,110 |
| 2002 | 7.2, |
| Carpeting | \$63,500 |
| Phase 3 Renovation – Science & Lobby | \$613,929 |
| Entrance Lighting | \$12,650 |
| Roofing | \$13,454 |
| Parking Lot Repair | \$1,100 |
| Security System | \$7,790 |
| Asbestos Abatement | \$11,952 |
| ADA Toilets | \$16,473 |
| Data Cabling | \$50,156 |
| 2003 | |
| Roofing | \$575 |
| Room C20 Furniture | \$2,000 |
| Parking Lot Repair | \$193,320 |
| Entry Deck Repairs | \$19,000 |
| Pool Renovation | \$185,135 |
| Water repair damage in auxiliary gymnasium | \$25,500 |
| New gymnasium bleachers | \$185,000 |
| 2004 | |
| 2005 | |
| Main gym floor replacement | \$70,000 |
| Video lab | \$25,000 |
| 2006 | ψ23,000 |
| Natatorium improvements (HVAC) | \$230,000 |
| Front deck replacement | \$80,000 |
| Landslide corrections | \$60,000 |
| 2007 | 400,000 |
| 2008 | |
| | <u> </u> |
| New walkway (front) | \$8,600 |
| 2009 | |
| New track | \$167,395 |
| Surveillance cameras | \$62,537 |
| 2010 | |
| New walkway (side) | \$46,534 |
| 2011 | |
| New turf | \$365,068 |
| New stadium lighting | \$177,200 |
| Sophomore parking lot re-pavement | \$188,330 |
| 2012 | |
| New press box | \$19,500 |
| Weight room renovation | \$29,528 |
| Blacktop Repairs | \$2,350 |
| Replacement of AHU C-20 | \$38,942 |
| 2013 | |
| HVAC | \$9,465 |
| | |

| 2014 | |
|---|----------|
| HVAC | \$7,608 |
| Roof replacement (Hall of Fame hallway) | \$91,681 |
| Replace pool chlorination system | \$5,413 |
| Track repair/resurface | \$72,934 |
| Roof Repairs | \$9,406 |
| Painting, floor and repairs | \$45,540 |
| Pool repairs | \$1,216 |
| 2015 | |
| Parking lot light replacements | \$3,000 |
| Flooring repairs | \$10,200 |
| HVAC | \$35,233 |
| Roof repair/door security | \$18,486 |
| 2016 | |
| Lab update | \$8,500 |
| HVAC | \$54,210 |
| Site Repairs | \$13,374 |
| Roof, floor repairs | \$30,015 |
| Pool repair | \$13,535 |
| Painting/repairs | \$6,040 |
| Security cameras | \$29,000 |
| 2017 | |
| Water main repair | \$39,260 |
| Pool repair | \$7,000 |
| Site repairs | \$8,500 |
| HVAC | \$57,000 |
| Roof, floor repairs | \$11,200 |
| 2018 | |
| Pool repair | \$1,150 |
| HVAC | \$27,100 |
| Roof, floor repairs | \$9,000 |

Master Facility Planning Process Summary

Assessment Phase – Part I

Work:

- Compile historical data on the existing high school facility
- Develop a projected cost summary of needed improvements and repairs
- Conduct site visits of newly constructed/renovated facilities
- Create an initial summary of high school facility strengths and weaknesses

Participants:

- Administrative Facilities Committee (9 administrators)
- Superintendent's Advisory Committee (15 community members)
- Superintendent's Facility Committee (2 Board members)

Assessment Phase – Part II

Work:

- Complete the final assessment of the high school facility
- Conduct district enrollment study
- Identify future trends in facilities/education
- Identify architect and construction manager to assist with development of solution options

Participants:

- High school staff
- High school students
- Community Facility Task Force (20 community members)
- Futures Team (22 community members)

Solution Options

Work:

- Develop final criteria to guide the development of potential solutions/options
- Create final solution options for further consideration through design workshops (Note: One option is to maintain the existing facility)
- Develop cost projections for each option

Participants:

- Steering Committee (10 members)
- Building Team Superintendent's Facility Committee (2 Board members)
- Administrative Facilities Committee (9 administrators)
- Building Team (open to anyone no max.)

Feedback & Decision

Work:

- Gather feedback on solution options
- Conduct a community survey for feedback on solution options
- Finalize the high school facility master plan *

Participants:

Open to all community members

Final Planning

Work:

- o Depending on final plan, either develop a long-term maintenance plan or construction plan **Participants:**
- Steering Committee
- Architectural Review Panel

^{*} A Master Facility Plan is an evolving document that provides a valuable fact-based, community-driven tool for future facility-related decision making that is consistent with and supportive of the school district's mission and instructional vision. The plan sets the course for planning capital improvements and facility management in the near future.

Part XIII

Timeline

It's time.

We must revisit and complete the final section of the 2009 Master Facilities Plan: The high school.

In 2009 the community participated in the development of a comprehensive Master Facilities Plan. That plan resulted in the construction of nearly all new – and much needed – schools for our district.

Left unaddressed in the 2009 plan, however, was what to do about the high school building. Now, with the high school even older than it was then, it is the time to begin looking at the need and options.

As we begin our work, we know that:

- There are no preconceived notions about what to do about the high school.
- All options must be on the table and considered through a very open and transparent community-wide process.
- There is no zero-cost option.
- Planning now will help to minimize costs into the future.
- Quite a bit has changed with technology, safety and education since the building was constructed nearly 50 years ago.

2018

High School Facility Master Plan complete

Board of Education makes final decision on high school facility

Report community feedback to Board of Education

Conduct community survey - we want your input!

Host community forums - we want your input!

Report solution options to Board of Education

Conduct design workshops

Create Building Team

Report final assessment to Board of Education

Create Futures Team

Create Community Facility Taskforce

016

"Staying ahead of education also means providing the educational facilities that our students need to support today's technology and learning.

There are no preconceived notions for what to do about the high school. What we do know, however, is that it is up to the community to be involved in assessing the needs and options."

Steven Estepp, Superintendent

Part XIV

Engagement Plan



ASSESSMENT PHASE II (AUGUST - DECEMBER 2016)

- Create Community Facility Taskforce, Futures Team, Identify Strengths and Needs (trends in construction/academic need)
- Key points to communicate:
 - ▶ there are no preconceived notions, outcomes
 - we have a solid process that involves community input and transparency
 - b there is a cost of doing nothing with a 50-year-old building
 - part of our work in seeking efficiencies and protecting the elite education that we offer
 - ▶ show alignment between Destination 2026 and facility and how existing structure does not align

AUGUST - SEPTEMBER 2016: EVENTS

Staff Meetings

Cover with staff the priorities for this school year and tie in to Destination 2026

Curriculum nights, parent meetings, principals at staff meetings

State the district priorities for the year, the elite education that we offer as guided by *Destination 2026* and the relationship with how facilities feed into our excellence which is why we are updating the master plan through a very transparent and open process

Quality Profile

Insert section on facilities and Master Plan (Mail to district homes the week of September 12, release on Sept. 15, per The Alliance)

School Chats

Sept. 21 at Mariemont Elementary Sept. 28 at Terrace Park Elementary



ASSESSMENT PHASE II (AUGUST - DECEMBER 2016)

OCTOBER 2016: EVENTS

Videos on QP

especially Destination 2026

Develop FAQs

Develop written FAQs on Facilities / Master Planning

Website

Develop web site for Master Planning that is readily visible and available from the district's home page. Populate with documents, links, process, timeline and what we have available to-date

Key Points

Develop & Finalize

Facilities Task Force & Futures Team

(Form)

Letter/postcard from superintendent to senior citizens

- Apprise them of update that is underway and how they can get involved
- Will receive regular postcard mailers (same as issued to community)
- They have created a legacy in Mariemont and we want to protect that going forward

Focus Group

Comprised of high school staff and students

App

Rework district app for focus on facilities project

Fall Newsletter

Section on facilities work

NOVEMBER — DECEMBER 2016 : EVENTS

Videos on Findings Final Assessment to the School Board

Show how the community was involved, the transparency and next steps

Develop & Launch Online Model for Input

For those not able or wishing to attend public session, develop online module for input and collection of comments. Link to district app



SOLUTIONS OPTIONS (JANUARY - JULY 2017)

- ➤ Report final assessment to the Board, select architect and construction manager, create Building Team, conduct design workshops, report solution options to the Board (including costs + cost of doing nothing)
- Key points to communicate:
 - community involvement, the need, the options and next steps
 - ▶ transparency
 - b there is a cost to do nothing and delaying only makes it more costly over time
 - ▶ must be cognizant of protecting the elite education we offer

JANUARY - FEBRUARY 2017 : EVENTS

(OFFICIAL LAUNCH OF THE MASTER PLANNING PROCESS)

State of the Schools

Officially launch the district's work, *Destination 2026*, relationship between *Destination 2026* and the facilities team Launch the app at SOTS Address State of Schools video clips

Host In-Home Chats

Follow-up to state of schools and to begin greater dialogue about high school facility need and process

Annual Report

Include a special edition/insert on facilities, master planning

Principal's Meetings with Parents and Staff

Update on process and how they can get involved

Postcard Invite

Invite all residents to participate in design workshops with the task force and Futures Team; saturation mailing & invite all teachers, staff



SOLUTIONS OPTIONS (JANUARY - JULY 2017)

MARCH - APRIL - MAY 2017: EVENTS

Report on Facilities

Master Planning update to community – Literature piece that frames the master plan update from 2008 and note why updating it now; identify where we are in the process; issue timeline. (Show need that exists in high school and why it is costly.) Include comments, quotes and input from teachers as to how the building is getting in the way of education and why they are glad for this process

Videos on Findings

Show how the community was involved, the transparency and next steps

FAQ Videos

Update with new FAQs given this point in process

Host Design Workshops

Superintendent Letter

Issue letter to parents apprising them of the solutions, the cost and how they can provide input and next steps

Superintendent letter to senior citizens

Apprise them of district honors, successes, that work on facilities continues and their input has been critical, hope they will continue to be involved in this community process
Invite to 3rd Annual Warrior Club breakfast event

Spring Newsletter

Update to community on options and costs; remind why are looking into facilities now, update on facilities, next steps, work/planning occurring over the summer, what to expect when school returns

JUNE – JULY 2016 : EVENTS

Video

Work on needs in high school building (feature custodians, maintenance workers)



FEEDBACK & DECISIONS (AUGUST - DECEMBER 2017)

- Host community forums, conduct community survey, report community feedback to board of education, complete high school facility master plan
- Key points to communicate:
 - identify options, costs and forums to discuss options
 - ▶ included is cost to "do nothing" and stay on current path of Band-Aid repairs
 - be there are no preconceived notions and process is transparent and involves community
 - ▶ identify needs for 21st Century education

AUGUST — SEPTEMBER 2017 : EVENTS

Convocation or Video

Cover with staff the priorities for this school year and how options will be available for input from community, teachers and staff

Curriculum nights, parent meetings, principals at staff meeting

Discuss the process for master planning, where we are with it, that options are available for input, the elite education that we offer as guided by Destination 2026 and the relationship with how facilities feed into our excellence which is why we are updating the master plan through a very transparent and open process

Postcard Invitation

Superintendent Letter

Issue letter to parents regarding options and invite them to participate in community forums

Principals

Discuss/update parents at curriculum nights, etc. and invite them to participate

Principal of ES/JH students

Send personalized email home asking them to attend

Quality Profile

Update, show progress on Facilities and Master Plan (show link between *Destination 2026* and facilities)

Videos on QP

Show link between *Destination* 2026 and facilities

Survey

Begin work on fielding a survey

Coffees

In home; continue with these 2x month



FEEDBACK & DECISIONS (AUGUST - DECEMBER 2017)

OCTOBER — NOVEMBER — DECEMBER 2017 : EVENTS

Board of Education reporting of recommendations

Superintendent, community member to report to board on community input, how it was accounted for in the recommendations, what the cost of doing nothing is, goals for ensuring an elite education for the future, why buildings matter to that

Fall/winter Newsletter

Issue report to community, feature quotes from key community members, key quotes that also recognize district/maintenance/custodial for extending useful life of building to this point; detail options

Issue Postcard

Apprise community of next steps; presentation to the board and rationale

Letter to Senior Citizens, Former/Retired Teachers

Thank them for their input, invite them to State of the Schools

Update Online FAQs





FINAL PLANNING PHASE (JANUARY - JUNE 2017)

- ▶ If final plan involves construction/renovation then develop construction timeline, relocation plan for students, final cost analysis, plan/timeline for community effort
- Key points to communicate:
 - > state need to do something, what the options are, extensive community input
 - > need to stay competitive and offer elite education
 - bidentify needs that may exist to relocate classrooms during construction and what parents can expect and for how long
 - ⊳ show alignment between Destination 2026 and facility and how existing structure does not align

JANUARY - MAY 2018: EVENTS

State of the Schools

Show relationship between the budget and facilities; discuss efficiencies and how doing something mitigates expense and is best value

Video on State of Schools

Full length & clips that can be used online

Letter from Superintendent to Parents

Invite them to State of the Schools

Principal Letter to Parents

After State of the Schools, apprise parents of what was discussed and that the district is aware of upcoming needs such as relocating students

Winter Newsletter

Issue newsletter that aligns carefully to the State of the Schools

Spring Newsletter

Discuss budget, finances and facility needs

Part XV

High School Facility Assessment

■ The Academic Program Areas

The biggest challenges in the academic program areas are the size of classrooms and the lack of flexible space and furniture. At an average of 672 square feet, the high school classrooms are significantly smaller than the minimum recommended size, 950 square feet. Small classrooms limit the types of instruction and activities that students and staff can engage in during instructional time. Furniture is forced to be very traditional and staged in straight rows to maximize the use of the space.



This is a typical size and layout of a classroom at Mariemont High School.



Mariemont High School classroom furniture is very traditional. Flexible and collaborative grouping is challenging.



Larger classrooms would allow for more flexibility, project-based learning, and collaboration.



Flexible, collaborative furniture would match the type of instructional strategies being implemented in core and elective content areas.

The existing science labs at Mariemont High School are in good shape as these were part of the renovation completed in 2002; however, the number of labs is limiting, and they are not equipped with advanced ventilation hoods. This limits the number and type of courses that can be offered. For example, Advanced Placement Chemistry requires the hoods, and the course cannot be offered without them.



The chemistry lab at Mariemont High School was renovated in 2002.



The biology lab at Mariemont High School was renovated in 2002.



The most effective science lab layout includes both a lecture and laboratory space. The current chemistry room has this layout.



Advanced science courses require special ventilation hooding.

Specialized programming such as "maker space" labs and world language centers are becoming more common in the high school curriculum. Mariemont High School does not have classroom or lab space equipped to house this type of programming. Additionally, there is, in general a lack of flexible space throughout the high school for collaboration, informal gatherings and large learning activities.





Larger laboratory is needed space for engineering and maker space programming.





Flexible spaces would create venues for students to meet informally to collaborate and complete projects.

In addition to the lack of flexible, open spaces, the current facility does not have any closed areas for small group or individual instruction.

■ Visual & Performing Arts Areas

Mariemont High School currently has two visual arts classrooms and one large room for performing arts classes (i.e., choir, orchestra, band). The visual arts classrooms are in good shape and adequately resourced to include shelving, computers, darkroom, a kiln, pottery wheel, etc. However, the art rooms are on opposite sides of the building hindering collaboration and the sharing of resources.





Art room #1

Art room #2

Only having one large room for performing arts groups can be a challenge, preventing multiple classes from meeting and/or practicing at the same time. Additionally, the high school has no small group rehearsal rooms forcing students to use hallways, closets and outdoor areas to practice. There is also inadequate storage.



The carpeting, paint and shelving has recently been updated in the high school music room; however, there is minimal storage and only one large practice space for three music groups to share.



Small group rehearsal rooms would allow for ensemble practice during the school day. MHS musicians currently use the hallway. There are also no individual practice rooms.

The biggest challenge for performing arts is the auditorium and supporting areas. The stage floor is in disrepair, lighting fixtures and equipment is old, and seating is not adequate to support the number of students in the high school. There are no dressing rooms, make-up rooms, lighting booth or sound booth. This space also has poor acoustics with the lack of an acoustic shell behind the stage; there is no storage for props and sets.



The Mariemont High School auditorium is aging. Seating does not support the number of students enrolled in the high school.



The existing auditorium does not have a sound/lighting booth.



There is little to no backstage area in the Mariemont High School auditorium.



A larger backstage area would allow for props, additional storage, and preparation areas for performers.



A large auditorium space would promote greater community and student involvement in the performing arts.

■ Library/Media Center

The library/media center has a few flexible space areas for student collaboration and the use of technology. It is an open area with large windows, allowing for natural light.



Flexible spaces for student learning and collaboration in the media center at Mariemont High School.



Large windows permitting natural light in the media center at Mariemont High School.

The size of the media center is somewhat limiting to promote the use of the space by large numbers of students and/or whole classes. There are no areas for students to construct/build projects. There are no studio areas for video and/or audio production. There are no large/multipurpose spaces for larger group instruction/activities. The furniture is fixed and cannot be easily moved to accommodate different types and instruction and activities. Additionally, there are no spaces for technology "check out" or storage.



Large, open spaces in the media center would make it more accessible to students and classes.



Modern high school media centers have places for students to construct/build projects and activities.

Safety

The high school facility design poses safety concerns. There is no vestibule to divide the entrance into the building from immediate access to student and staff areas. The building does not have key card access; doors are often propped open as students and staff enter/exit building. There is not a central monitoring station of surveillance cameras in the main office.



There is no vestibule area at Mariemont High School. Visitors enter directly into the academic areas



A vestibule area is an important security feature to control entrance into the high school facility.



A centralized surveillance camera monitoring system would allow office staff to track visitor movement throughout the building.



Multiple doors with direct access to the academic areas of Mariemont High School present safety concerns.

In general, wayfinding is a challenge. Because the walls were built after the initial design of the building, navigating hallways can be a maze. There is no way to isolate/lock down certain areas of the building remotely, and signage is vague and unclear.



Hallway signage at Mariemont High School is unclear and difficult to follow.



Adequate, effective signage would make wayfinding easier.



Steel doors can be closed remotely at this high school for a lock down or to secure one part of the building.



Large, straight hallways allow for sight from one end of the building to another at this high school.

Cafeteria

The cafeteria is small. The layout of the cafeteria does not permit separate areas for special seating, and outdoor eating spaces are not an option. The placement of the cafeteria in the building makes community access/use difficult. Additionally, the kitchen and check-out areas limit the options for food and vending that can be made available to students and staff. Ventilation is also poor in the cafeteria.



The seating area in the Mariemont High School cafeteria is very structured and confining.



The kitchen/serving lines at Mariemont High School are small.



An outdoor eating space for students extends the cafeteria at this high school.



This high school cafeteria includes flexible seating for lunches and other informal gatherings.

The concession area for athletic/performing arts events is very small and has electrical issues. Additionally, there is no space for a school store.



The Mariemont High School indoor concessions area is small.



A large school store at this high school is used during the school day and for after school concessions.

High school water fountains are dated and do not include modern features like water bottle filling stations.



Modern drinking fountains include water bottle filling stations.

■ Physical Education/Athletics

The physical education/athletic facilities at Mariemont High School are in adequate condition. Both the main and auxiliary gymnasiums are in good shape, as is the stadium field and track. The weight room is well-equipped, and the pool has been well-maintained. The outdoor stadium entrance, press box and concession stand have recently been upgraded and renovated.



Main gymnasium at Mariemont High School



Mariemont High School stadium.



Mariemont High School weight room.



Mariemont High School natatorium.

There are, however, areas needing improvement. In the outdoor complex, the stadium seating structure is aging; steps are very steep, and handicapped access is limited. Indoors, both the gymnasium and pool lack a lobby area. The pool has no dry land area, and seating is minimal. The upper seating area of the gymnasium cannot be accessed from the main floor, creating challenges during larger events.



The stadium seating structure is steep and handicapped access is limited.



There is no lobby area outside the pool/gymnasium.



There is no dry land area and very minimal seating in the natatorium.



The upper seating area of the gymnasium cannot be accessed from the lower level.

Additionally, the number, size and condition of locker rooms also pose challenges as teams are forced to share space, and showers are in need of upgrades. Office space for coaches is minimal and needs expanded.



The existing locker rooms are dated; showers work inconsistently, and there are often leaks.



There is minimal coaching space available at Mariemont High School.



Larger, more modern locker rooms have better ventilation and facilities.



New locker rooms have concrete flooring for ease of cleaning and reduction of germs, bacteria.



New locker rooms have individual shower stalls.

The weight room has no space for stretching and other types of floor exercise (i.e., yoga, dance, aerobics). This will need attention as the curriculum and philosophy of physical education continues to evolve.

In general, community access is challenging in many of the athletic spaces throughout the high school. Their placement limits a single entrance to the building and prevention of full access to other areas of the building. Furthermore, the entrance used most often is next to the trash dumpsters, and aesthetically, is not very attractive. Newer facilities have direct entry to athletic facilities for ease of community use.



The weight room at Kings High School has a variety of equipment to meet the needs of different users.



The weight room at Princeton High School has floor areas for stretching, aerobics, etc.







Cardio equipment is a part of modern weight room facilities.

An indoor track is part of this gymnasium for use by physical education classes, athletes and community members.

Today's wellness programs need spaces for dance, yoga, stretching, etc.

■ General Site/Structure

Because of the age of the facility, there are significant structural and systems challenges. The biggest concern is the HVAC system in all parts of the building. The current system operates using multiple computers with software that is over thirty years old. Each "pod" and section of the facility uses a separate HVAC unit, and all units are beyond their typical life cycle.



Rooftop HVAC units at Mariemont High School are past their life cycle.



Rooftop HVAC units at Mariemont High School are past their life cycle.



Rooftop HVAC units at Mariemont High School are past their life cycle.



Rooftop HVAC units at Mariemont High School are past their life cycle.



Rooftop HVAC units at Mariemont High School are past their life cycle.



One of the computers that controls the HVAC unit at Mariemont High School.

Roofing is also a concern at the high school. A significant section of the roofing was replaced in 2014; however, other parts of the roof are beginning to fail and will need replaced in the near future.

Both the plumbing and electrical systems are aged and beyond their typical life cycle. Lack of power creates challenges in science labs and the teacher lounge. Old clay pipes that feed into a septic system are also beginning to fail; they clog easily and will need attention in the immediate future



Portions of the Mariemont High School roof were replaced in 2014.



Portions of the Mariemont High School roof that are cracking and need replaced.

In general, with the exception of the media center and portions of the cafeteria, the building lacks natural lighting. Many classrooms have no windows, and those that do, have very small windows limiting the amount of light. The hallways are very narrow and can be challenging to navigate as large number of students exit classrooms at the same time.

In general, with the exception of the media center and portions of the cafeteria, the building lacks natural lighting. Many classrooms have no windows, and those that do, have very small windows limiting the amount of light. The hallways are very narrow and can be challenging to navigate as large number of students exit classrooms at the same time.



Many of the classrooms at Mariemont High School have no windows.



The hallways at Mariemont High School are very narrow, and wayfinding is difficult.

Although technology has been added over the years to the high school, it is somewhat limited in comparison to more modern facilities. Lack of a central video/broadcast system prevents live video feeds throughout the building.

There are very few storage areas in the building, causing the areas that are available to appear cluttered and used for multiple purposes. Large deliveries are difficult because the high school does not have a loading dock.

The restrooms are small and need upgraded; this is especially true in the restrooms near the gymnasium, pool and "Hall of Fame" areas.

The parking lots need attention. In particular, the pavement in and around the natatorium/gymnasium and stadium will need replaced soon. The "one way in and out" design of the parking lot also presents challenges and a potential safety concern.



There are a lack of storage areas at Mariemont High School.



A high school loading dock is a necessity for large deliveries and musical/arts performances.



Some of the pavement at Mariemont High School is in need of repair.



Mariemont High School only has one way in and out.

The centralized placement of locker bays is a strength of the facility; however, there are currently not enough lockers for all students, and many are broken.

The college & career planning center and guidance area has recently been renovated and is in great condition. There is some concern, though, for the lack of privacy as students wait to see a guidance counselor in a very open, heavily travelled area.

The building is handicapped accessible; however, because of narrow hallways and the maze-like layout, navigation can be challenging.



The locker bays at Mariemont High School are centrally located.



The College & Career Center was constructed as part of the media center in 2013.

Administration/Office Area

The administration/office area is under whelming and appears cluttered. There is no main receptionist area, and the space is very small. The first impression is disappointing and not welcoming. Additionally, conference room space at Mariemont High School is non-existent.

The current facility has limited work space, lounge areas and collaboration/professional development room for staff. The existing staff lounge has inadequate power supply. Fuses often blow when multiple appliances (i.e. microwave, vending machines) are running at the same time.



The Mariemont High School receptionist area is small and underwhelming.



The Mariemont High School staff lounge is small and lacks adequate power.



A modern, welcoming receptionist area greets students and visitors at this high school.



A variety of conference room space is a part of most high school office areas.



APPENDIX B

Part XVI

Future Trends Findings

■ The Academic Program Areas

- Active, flexible spaces with furniture designed for various classroom configurations and learning experiences
- Large classrooms in academic wings with whole group, small group, and individual spaces
- Opportunities for formal or informal collaboration inside, near, and around the classroom



Classes are designed with the tools, equipment, and space to meet the needs of the course.

Lynwood High School, Washington



Glass walls surrounding classes with furniture on wheels provide flexibility and transparency

Bloch School of Business, University of Missouri



Neighboring small group rooms with glass walls provide small groups of students the space to collaborate.

University of Washington, Washington



Hallways host small group collaboration spaces with technology

CAPS (Center for Advanced Studies), Kansas



Breakout spaces embedded in academic wings allow for students to go between the whole group classroom and the small group work station

Joplin High School, Missouri

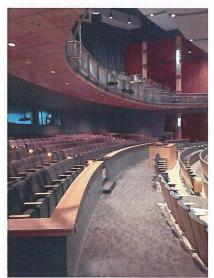


Different portions of a classroom serving different needs allow for flexibility of activity

Princeton Middle School/High School, Cincinnati

■ Visual & Performing Arts Areas

- ❖ Dedicated yet flexible performance spaces with a focus on the performer and audience experience
- Specific arts storage, practice spaces, equipment rooms, and opportunities for diverse arts experiences
- Integration of arts into the building as a whole with an eye towards highlighting student pieces



Theatre seating with a focus on audience comfort and experience

Princeton Middle School/High School, Cincinnati



Black box theatre for classroom and performance use

Joplin High School, Missouri



Stage, lighting, sound system, and acoustics provide for a variety of performances

Indian Hill High School, Cincinnati



Dedicated storage space for arts and performance groups

CHCA, Cincinnati



Studio Arts classroom with natural light and student work on display

Highlands High School, Kentucky



Student work displayed in academic and athletic corridors

Southwest High School, Kansas

■ Library/Media Center

- Hyper flexible with ability to have collaborative and individual spaces; glass small group rooms
- Full service learning commons (learning, research, and project space) with seamless technology integration
- Comfortable, welcoming environment for diverse purposes and groupings with areas for innovation and creation



A dedicated research commons for student work and collaboration

University of Washington, Washington



A Makerspace for student projects and creativity

Xavier University, Cincinnati



Open air design and collaborative seating allow for student group work

Meadowdale Middle School, Washington



Comfortable seating provide a welcoming space for students

Southwest High School, Kansas



Different seating options and configurations allow for a variety of uses

Princeton Middle School/High School, Cincinnati



Space is designed with an eye for multipurpose use and student ease

Vashon High School, Washington

Safety

- Centralized, limited access area for visitors to enter with security vestibule and ability to screen guests
- Pass system or access systems for students, staff, and visitors
- Easy way-finding with limited blind areas and strategic camera placement



Lowered height lockers allow for clear sightlines in hallways

Southwest High School, Kansas



Access is limited to first the office where guests enter before being granted access to the rest of the building

CAPS (Center for Advanced Studies), Kansas



Open hallways create clear sightlines even between multiple floors

Nathan Hale High School, Washington



Open staircases and glass sidings create an open concept and visibility

University of Missouri, Bloch School of Business

■ Cafeteria

- Sustainable options with embedded recycling, green features, and natural light
- Commons area used for multiple purposes beyond lunch
- Student choice options (café style, student life focus, outdoor eating, food, type of seating, location, and structure)



Outdoor seating allows for students to eat outdoors during lunch,

Kings High School, Cincinnati



A mix of formal and informal seating paired with lots of natural light

Bainbridge High School, Washington



A student run, in house coffee shop for students and staff

CHCA, Cincinnati



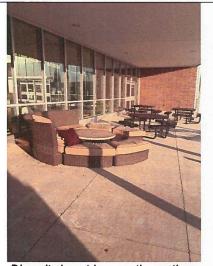
Formal and informal seating provide student choice and multiple use spaces

Meadowdale Middle School, Washington



Food served café style

Lynwood High School, Washington



Diversity in outdoor seating options

Southwest High School, Kansas

Physical Education/Athletics

- Mix of use between school and community with large mainstreet commons area
- Multipurpose spaces including locker rooms, storage, training areas, and additional spaces
- Ability to adapt to multiple disciplines (garage doors, dividers, equipment on wheels)



Athletics spaces serving multiple disciplines

Highlands High School, Kentucky



Spirited gym with lots of seating

Joplin High School, Kansas



Work out space with lots of natural light

Lynwood High School, Washington



A large athletic main street

Southwest High School, Kansas



A work out space with glass walls that can be accessed by students, staff, and community

Princeton Middle School/High School, Cincinnati

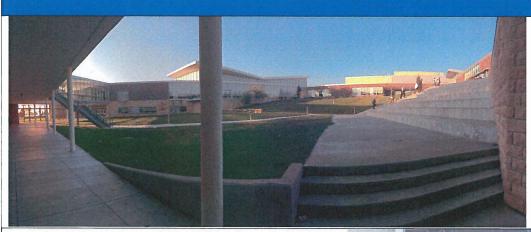


Multipurpose spaces that can be used for a variety of athletic and wellness uses

Marysville High School, Washington

■ General Site/Structure

- Transparency wide hallways, glass doors, and corridors
- Ability to be flexible and moveable (moveable dividers, chairs on wheels)
- Purposeful indoor/outdoor space with daylight and a focus on sustainability
- Capitalized opportunities for found space such as hallway collaboration spots or student seating



The building is designed with multiple, purposeful connections between inside and outside space

Southwest High School, Kansas

Open floor plans with strategically placed areas to either informally collaborate or to formally collaborate in a small group, as they are located in close proximity to classrooms

CAPS (Center for Advanced Studies), Kansas





Moveable glass walls provide transparency and flexibility

Vashon High School, Washington



A wide open entrance with visibility to multiple floors, natural lighting, and a wide staircase with built in informal seating options

University of Missouri, Bloch School of Business



Lots of natural light, comfortable seating, and opportunities for informal collaboration

Xavier University, Cincinnati

■ Administration/Office Area

- Approachable and welcoming to guests with a focus on the user experience and safety
- ❖ Impressive welcoming that sets the tone for the Mariemont Experience



A front office provides a welcome, polished greeting to parents and guests

Kings High School, Cincinnati



Though secure with controlled access from a vestibule, glass walls create transparency and allow for natural light

Kings High School, Cincinnati

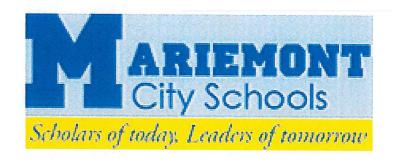


A wide office area creates space and use for students, staff, parents, and guests

Marysville, Washington



APPENDIX C



Mariemont City Schools, OH Demographic Study

November 2016







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Executive Summary

- 1. The resident total fertility rate for the Mariemont City Schools over the life of the forecasts is below replacement level. (1.81 vs. the replacement level of 2.1)
- 2. Most in-migration to the district continues to occur in the 0-to-9 and 25-to-44 year old age groups.
- 3. The local 18-to-24 year old population continues to leave the district, going to college or moving to other urbanized areas. This population group accounts for the largest segment of the district's out migration flow.
- 5. The primary factors causing the district's enrollment to slightly increase over the next 10 years are the high occupancy rate of the district's apartments, a robust existing home sales market in the district, and a high rate of in migration of young families.
- 6. Changes in year-to-year enrollment over the next ten years will primarily be due to large cohorts entering and moving through the school system in conjunction with smaller cohorts leaving the system.
- 7. The elementary enrollment will begin to stabilize after the 2018-19 school year. This will be due primarily to the fact that the rising 6th grade cohorts will be approximately the same size as the entering Kindergarten and 1st grade cohorts.
- 8. The median age of the population will increase from 37.8 in 2010 to 41.9 in 2025.
- 9. Even if the district continues to have a modest level of annual new home construction, the rate, magnitude, and price of existing home sales will become the increasingly dominant factor affecting the amount of population and enrollment change.
- 10. Total district enrollment is forecasted to decrease by 39 students, or -2.2%, between 2016-17 and 2021-22. Total enrollment will grow by 43 students, or 2.5%, from 2020-21 to 2025-26.







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

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. A variety of factors influence the future population and enrollment changes of each school district. 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 are the starting points and the 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 forecasts 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 Mariemont City 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 Mariemont City Schools provided enrollments by grade and attendance center for the school years 2010-2011 to 2016-17. Birth and death data for the years 2000 through 2013 were obtained from the Ohio Department of Health. The net migration values were calculated using Internal Revenue Service migration reports for the years 2000 through 2012. The data used for the calculation of migration models came from the United States Bureau of the Census, 2005 to 2010, and the models were designed using demographic and economic factors. The base agesex population counts used are from the results of the 2010 Census.





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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. For example, given the sampling framework used by the Census Bureau, each year only 300 of the over 9,100 current households in the district would have been included. For comparison 1,200 households in the district were included in the sample for the long form questionnaire in the 2000 Census. As a result of this small sample size, the ACS survey result from the last 5 years must be aggregated to produce the tract and block group estimates.

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 Mariemont City 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 2010. 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 2025. 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 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 1.81 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 inmigration. Therefore, in the absence of migration, fertility alone would be insufficient to maintain the current level of population and enrollment within the Mariemont City Schools over the course of the forecast period.

A close examination of data for the Mariemont City 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 Mariemont City Schools area (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 outmigration occurring in the 18-to-24 year old age group as young adults leave the area to go to college or move to other urbanized areas. The second group of outmigrants is those householders aged 70 and older who are downsizing their residences. Most of the local inmigration occurs in the 0-to-9 and 25-44 age groups (the bulk of the which come from areas within 50 miles of the Mariemont City Schools) primarily consisting of younger adults and their children.

As the Hamilton County 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 Mariemont City Schools and its attendance areas will remain the same through the year 2025. Below is a list of assumptions and issues







that are specific to the Mariemont City 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 Mariemont City Schools assume that throughout the study period:

- a. There will be no short term economic recovery in the next 18 months and 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 reached a historic low 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 5.0%;
- The rate of mortgage approval stays at 1999-2003 levels and lenders do not return to "subprime" 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 2005-2007 average of Hamilton County for any year in the forecasts;
- f. All currently planned, platted, and approved housing developments are built out and completed by 2024. All housing units constructed are occupied by 2025;
- g. The unemployment rates for the Hamilton County and the Cincinnati Metropolitan Area will remain below 7.0% for the 10 years of the forecasts;
- The rate of students transferring into and out of the Mariemont City Schools will remain at the 2011-12 to 2016-17 average;
- i. The inflation rate for gasoline will stay below5% per year for the 10 years of the forecasts;
- There will be no building moratorium within the district;
- k. Businesses within the Mariemont City Schools area will remain viable;
- 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;
- m. 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 60;
- n. Private school and home school attendance rates will remain constant;
- o. The rate of foreclosures for commercial property remains at the 2004-2008 average for Hamilton County;

If a major employer in the district or in the Greater 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.

The high proportion of high school graduates from the Mariemont City Schools that attend college or move to urban areas outside of the district for employment is a significant demographic factor. Their departure is a major reason for the extremely high outmigration in the 18 to 24 age group, and was taken into account when calculating these forecasts. The outmigration of graduating high school seniors is expected to continue over the period of the forecasts and the rate of out-migration has been forecasted to remain the same over the life of the forecast series.

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 from a mathematical extrapolation of historical trends. Conversely, a cohortcomponent 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 2010 Census population for Mariemont City Schools and its attendance areas);
- 2. a set of age-specific fertility rates for the district to be used over the forecast period and its attendance areas;
- 3. a set of age-specific survival (mortality) rates for the district and its attendance areas;
- 4. a set of age-specific migration rates for the district and its attendance areas;
- 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 Mariemont City Schools area is classified as a "small area" population (as compared to the population of the state of Ohio 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 Mariemont City 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 Mariemont City 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 Mariemont City Schools for the period 2010 to 2016. 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 2017 to 2021. The survivorship rates were adjusted again for the period 2022 to 2026 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 $\pm 2.0\%$ for the life of the forecasts.







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Appendix A: Enrollment Forecasts

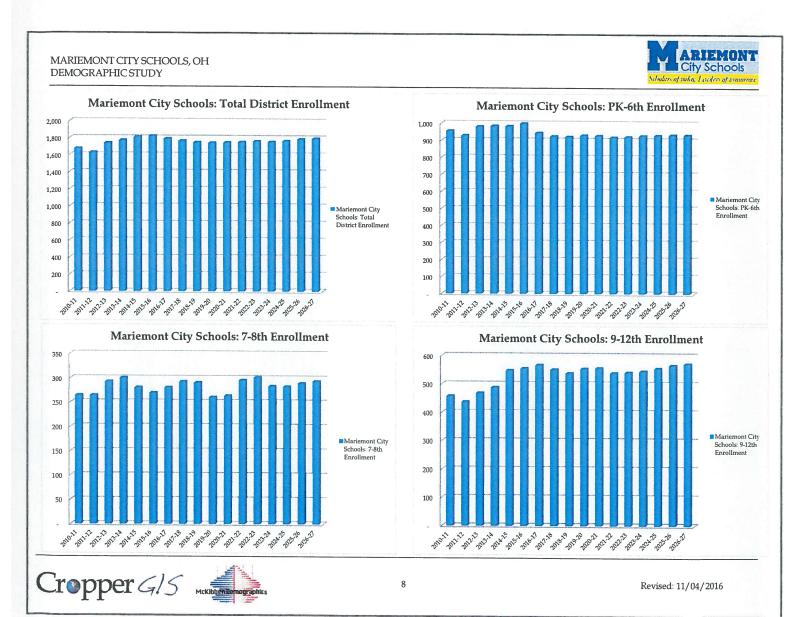
| 3.0 | | 1 | | |
|-------------|----------|------------|----------|--------|
| Mariemont (| Lity Sch | lools I of | tal Enro | llment |

| | 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 | 2023-24 | 2024-25 | 2025-26 | 2026-4 |
|----------------------------------|--|--|--------------|---------|---------|---------|---------|---------|---------|------------|---------|---------|---------|--------------|---------|---------|--------|
| PK | 31 | 22 | 32 | 39 | 17 | 22 | 22 | 22 | 22 | 22 | 22 | 22 | 22 | 22 | 22 | 22 | 2 |
| K | 127 | 117 | 134 | 138 | 135 | 139 | 108 | 114 | 115 | 115 | 115 | 116 | 117 | 116 | 117 | 118 | 11 |
| 1 | 131 | 131 | 133 | 138 | 138 | 142 | 131 | 123 | 125 | 126 | 126 | 126 | 125 | 126 | 125 | 126 | 12 |
| 2 | 116 | 130 | 138 | 130 | 146 | 131 | 145 | 130 | 122 | 124 | 125 | 126 | 126 | 125 | 126 | 126 | 12 |
| 3 | 121 | 126 | 138 | 146 | 129 | 138 | 134 | 149 | 134 | 126 | 129 | 131 | 132 | 132 | 130 | 130 | 13 |
| 4 | 141 | 120 | 131 | 137 | 145 | 136 | 124 | 135 | 150 | 135 | 128 | 133 | 135 | 136 | 136 | 134 | 13 |
| 5 | 143 | 138 | 124 | 132 | 137 | 150 | 129 | 120 | 132 | 147 | 132 | 126 | 131 | 133 | 134 | 135 | 13 |
| 6 | 143 | 143 | 149 | 123 | 135 | 140 | 150 | 130 | 120 | 133 | 149 | 137 | 131 | 136 | 138 | 140 | 14 |
| Total: K-6 | 953 | 927 | 979 | 983 | 982 | 998 | 943 | 923 | 920 | 928 | 926 | 917 | 919 | 926 | 928 | 931 | 93 |
| 7 | 135 | 135 | 153 | 148 | 132 | 135 | 137 | 155 | 135 | 125 | 138 | 156 | 144 | 138 | 143 | 145 | 14 |
| 8 | 129 | 129 | 139 | 152 | 148 | 134 | 143 | 137 | 155 | 135 | 125 | 139 | 157 | 145 | 139 | 144 | 14 |
| Total: 7-8 | 264 | 264 | 292 | 300 | 280 | 269 | 280 | 292 | 290 | 260 | 263 | 295 | 301 | 283 | 282 | 289 | 25 |
| 9 | 102 | 114 | 127 | 137 | 157 | 443 | anul | | 2-3 | 42-1 | | | | | | | |
| 10 | 119 | 95 | 114 | 126 | 137 | 140 | 131 | 142 | 136 | 153 | 134 | 125 | 138 | 156 | 144 | 138 | 1 |
| 11 | 93 | 115 | 93 | 115 | 126 | 139 | 139 | 133 | 144 | 138 | 155 | 136 | 127 | 140 | 158 | 146 | 1 |
| 12 | 119 | 97 | 112 | 96 | 109 | 121 | 147 | 133 | 128 | 1.58 | 132 | 149 | 130 | 122 | 134 | 151 | 1 |
| JVS | 20 | 14 | 18 | 10 | 14 | 7 | 3 | 3 | 126 | 121 | 131 | 125 | 142 | 123 | 115 | 127 | 1 |
| 23 | 3 | 1 | 3 | 3 | 4 | 4 | 3 | - 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 8 | |
| Total: 9-12 | 456 | 436 | 467 | 487 | 547 | 554 | 566 | 550 | 537 | 553 | 555 | 2 | | - | - | - | |
| Total: K-12 | 1,673 | 1,627 | 1,738 | 1,770 | 1,809 | 1,821 | 1,789 | 1,765 | 1,747 | 1,741 | 1,744 | 538 | 540 | 544 | 554 | 565 | 57 |
| | | | | | | - Par | 1,00 | 2,700 | 1,721 | 1,71 | 1,/44 | 1,750 | 1,760 | 1,753 | 1,764 | 1,785 | 1,7 |
| Total: K-12 | 1,673 | 1,627 | 1,738 | 1,770 | 1,809 | 1,821 | 1,789 | 1,765 | 1,747 | 1,741 | 1,744 | 1,750 | 1,760 | 1,753 | 1,764 | 1,785 | 1,79 |
| Change | | -46 | 111 | 32 | 39 | 12 | -32 | -24 | -18 | -6 | 3 | 6 | 10 | -7 | 11 | 21 | |
| %-Change | | -2.7% | 6.8% | 1.8% | 2.2% | 0,7% | -1,8% | -1.3% | -1.0% | -0.3% | 0.2% | 0.3% | 0.6% | -0.4% | 0.6% | 1.2% | 0. |
| Total: K-6 | 953 | 927 | 979 | 983 | 982 | 998 | 943 | 923 | 920 | 928 | 926 | 917 | 919 | 926 | 928 | 931 | 93 |
| Change | | -26 | 52 | 4 | -1 | 16 | -55 | -20 | -3 | 8 | -2 | -9. | 2 | 7 | 2 | 3 | 93 |
| %-Change | | -2.7% | 5,6% | 0.4% | -0.1% | 1.6% | -5.5% | -2.1% | -0.3% | 0.9% | -0.2% | -1.0% | 0.2% | 0.8% | 0.2% | 0.3% | -0.1 |
| Total: 7-8 | 264 | 264 | 292 | 300 | 280 | 269 | 280 | 292 | 800 | acal | 200 | | | | | | |
| Change | | 0 | 28 | 8 | -20 | -11 | 11 | 12 | 290 | 260 -30 | 263 | 295 | 301 | 283 | 282 | 289 | 29 |
| %-Change | | 0.0% | 10.6% | 2.7% | -6.7% | -3.9% | 4.1% | 43% | -0.7% | -10.3% | 1.2% | 12.2% | 2.0% | -18 -6.0% | -0.4% | 25% | 1. |
| | | | | | | | | | | | | | | 0.0% | -0.2 3 | 20.01 | 10 |
| Total: 9-12 | 456 | 436 | 467 | 487 | 547 | 554 | 566 | 550 | 537 | 553 | 555 | 538 | 540 | 544 | 554 | 565 | 51 |
| Change | | -20 | 31 | 20 | 60 | 7 | 12 | -16 | -13 | 16 | 2 | -17 | 2 | 4 | 10 | 11 | |
| %-Change | Dept. Sec. | 44% | 7.1% | 4.3% | 12.3% | 13% | 2.2% | -28% | -2.4% | 3.0% | 0.4% | -3.1% | 0.4% | 0.7% | 1.8% | 2.0% | 0.0 |
| recasts Develo een Cells (201 | CONTRACTOR DESIGNATION OF THE PERSON NAMED IN COLUMN TWO IS NOT THE PERSON NAMED IN COLUMN TRANSPORT NAMED IN COLUMN TWO IS NOT THE PERSON NAMED IN COLUMN TRANSPORT NAMED IN COLUMN TWO IS NAMED IN COLUMN T | THE RESERVE AND ADDRESS OF THE PERSON NAMED IN COLUMN TWO IS NOT THE PERSON NAMED IN COLUMN TWO IS | istorical da | ita | | | | | | | | | | | | | |





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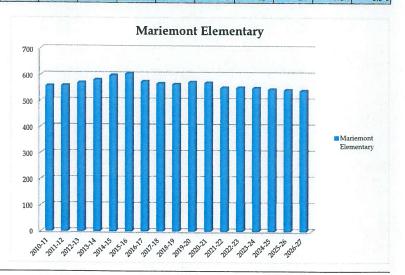
Mariemont Elementary

| | 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 | 2023-24 | 2024-25 | 2025-26 | 2026-27 |
|-----------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| K | 79 | 78 | 77 | 91 | 92 | 80 | 71 | 75 | 75 | 74 | 73 | 73 | 73 | 72 | 72 | 73 | 74 |
| 1 | 83 | 84 | 84 | 82 | 88 | 99 | 77 | 78 | 79 | 79 | 78 | 77 | 76 | 76 | 75 | 75 | 74 |
| 2 | 66 | 83 | 87 | 80 | 87 | 84 | 97 | 75 | 76 | 77 | 77 | 76 | 75 | 74 | 74 | 74 | 7 |
| 3 | 74 | 72 | 90 | 93 | 80 | 79 | 81 | 98 | 76 | 77 | 79 | 79 | 78 | 77 | 75 | 74 | 7 |
| 4 | 82 | 72 | 73 | 84 | 90 | 83 | 72 | 82 | 99 | 77 | 79 | 81 | 81 | 80 | 79 | 77 | 7 |
| 5 | 88 | 80 | 73 | 73 | 84 | 91 | 83 | 73 | 84 | 101 | 79 | 81 | 83 | 83 | 82 | 82 | 8 |
| 6 | 85 | 89 | 85 | 77 | 76 | 88 | 93 | 85 | 74 | 86 | 104 | 83 | 85 | 87 | 87 | 87 | 8 |
| otal: K-6 | 557 | 558 | 569 | 580 | 597 | 604 | 574 | 566 | 563 | 571 | 569 | 550 | 551 | 549 | 544 | 542 | 539 |

| Total: K-6 | 557 | 558 | 569 | 580 | 597 | 604 | 574 | 566 | 563 | 571 | 569 | 550 | 551 | 549 | 544 | 542 | 539 |
|------------|-----|------|------|------|------|------|-------|-------|-------|------|-------|-------|------|-------|-------|-------|-------|
| Change | | 1 | 11 | 11 | 17 | 7 | -30 | -8 | -3 | 8 | -2 | -19 | 1 | -2 | -5 | -2 | -3 |
| % Change | | 0.2% | 2.0% | 1.9% | 2.9% | 1.2% | -5.0% | -1.4% | -0.5% | 1.4% | -0.4% | -3.3% | 0.2% | -0.4% | -0.9% | -0.4% | -0.6% |

Forecasts Developed November 2016

Green Cells (2016-17 and earlier) are historical data Blue Cells (2017-18 and later) are forcasted years



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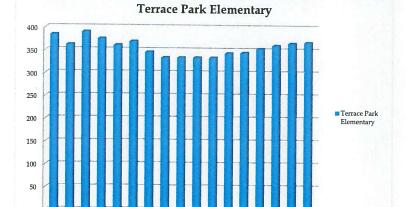
Terrace Park Elementary

| | 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 | 2023-24 | 2024-25 | 2025-26 | 2026-27 |
|-----------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| PK | 31 | 22 | 32 | 36 | 16 | 22 | 22 | 22 | 22 | 22 | 22 | 22 | 22 | 22 | 22 | 2023-20 | |
| K | 48 | 38 | 46 | 40 | 41 | 53 | 37 | 39 | 40 | 41 | 42 | 43 | 44 | 44 | 45 | 45 | 22 |
| 1 | 47 | 47 | 47 | 50 | 45 | 42 | 50 | 41 | 42 | 43 | 44 | 45 | 45 | 46 | 46 | 47 | 47 |
| 2 | 48 | 47 | 50 | 48 | 53 | 43 | 44 | 51 | 42 | 43 | 44 | 46 | 47 | 47 | 48 | 48 | 49 |
| 3 | 44 | 53 | 47 | 53 | 48 | 53 | 47 | 45 | 52 | 43 | 41 | 46 | 48 | 49 | 49 | 50 | 50 |
| 4 | 56 | 46 | 56 | 48 | 55 | 50 | 45 | 46 | 44 | 51 | 42 | 45 | 47 | 49 | 50 | 50 | 51 |
| 5 | 53 | 56 | 50 | 55 | 48 | 57 | 45 | 46 | 47 | 45 | 52 | 44 | 47 | 49 | 51 | 52 | 52 |
| 6 | 57 | 53 | 62 | 45 | 55 | 49 | 56 | 44 | 45 | 46 | 44 | 53 | 45 | 48 | 50 | 52 | 53 |
| otal: K-6 | 384 | 362 | 390 | 375 | 361 | 369 | 346 | 334 | 334 | 334 | 334 | 344 | 345 | 354 | 361 | 366 | 368 |

| Total: K-6 | 384 | 362 | 390 | 375 | 361 | 369 | 346 | 334 | 334 | 334 | 334 | 344 | 345 | 354 | 361 | 366 | 368 |
|------------|-----|-------|------|-------|-------|------|-------|-------|------|------|------|------|------|------|------|-----|------|
| Change | | -22 | 28 | -15 | -14 | 8 | -23 | -12 | 0 | 0 | 0 | 10 | | 9 | 7 | 500 | 300 |
| % Change | | -5.7% | 7.7% | -3,8% | -3.7% | 2.2% | -6.2% | -3.5% | 0.0% | 0.0% | 0.0% | 3.0% | 0.3% | 2.6% | 2.0% | 14% | 0.5% |

Forecasts Developed November 2016

Green Cells (2016-17 and earlier) are historical data Blue Cells (2017-18 and later) are foreasted years



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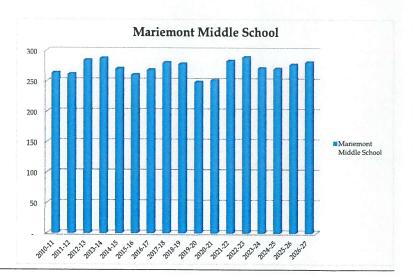
Mariemont Middle School

| | 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 | 2023-24 | 2024-25 | 2025-26 | 2026-27 |
|------------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| 7 | 135 | 133 | 151 | 140 | 130 | 131 | 130 | 148 | 128 | 118 | 131 | 149 | 137 | 131 | 136 | 138 | 140 |
| 8 | 128 | 128 | 133 | 147 | 140 | 129 | 138 | 132 | 150 | 130 | 120 | 134 | 152 | 140 | 134 | 139 | 141 |
| Total: 7-8 | 263 | 261 | 284 | 287 | 270 | 260 | 268 | 280 | 278 | 248 | 251 | 283 | 289 | 271 | 270 | 277 | 281 |

| Total: 7-8 | 263 | 261 | 284 | 287 | 270 | 260 | 268 | 280 | 278 | 248 | 251 | 283 | 289 | 271 | 270 | 277 | 281 |
|------------|-------|-------|------|------|-------|-------|------|------|-------|--------|-----|-------|------|-------|-------|------|------|
| Change | | -2 | 23 | 3 | -17 | -10 | 8 | 12 | -2 | -30 | 3 | 32 | 6 | -18 | -1 | 7 | 4 |
| % Change | 22133 | -0.8% | 8.8% | 1.1% | -5.9% | -3.7% | 3.1% | 4.5% | -0.7% | -10.8% | 12% | 12.7% | 2.1% | -6.2% | -0.4% | 2.6% | 1.4% |

Forecasts Developed November 2016

Green Cells (2016-17 and earlier) are historical data Blue Cells (2017-18 and later) are forcasted years



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11



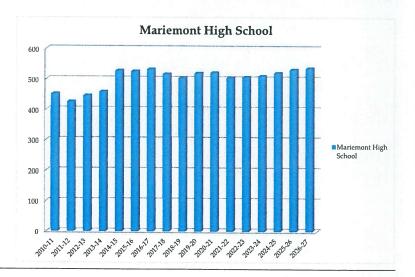
Mariemont High School

| | 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 | 2023-24 | 2024-25 | 2025-26 | 2026-27 |
|------------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| 9 | 100 | 112 | 123 | 130 | 149 | 134 | 124 | 135 | 129 | 146 | 127 | 118 | 131 | 149 | 137 | 131 | 136 |
| 10 | 118 | 90 | 112 | 124 | 132 | 134 | 128 | 122 | 133 | 127 | 144 | 125 | 116 | 129 | 147 | 135 | 129 |
| 11 | 92 | 113 | 83 | 106 | 123 | 130 | 135 | 122 | 117 | 127 | 121 | 138 | 119 | 111 | 123 | 140 | 129 |
| 12 | 118 | 95 | 106 | 85 | 105 | 116 | 142 | 134 | 121 | 116 | 126 | 120 | 137 | 118 | 110 | 122 | 139 |
| JVS | 20 | 14 | 18 | 10 | 14 | 7 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | |
| 23 | 3 | 1 | 3 | 3 | 4 | 4 | | Take in | | | | | V4.35 | 8)// 54 | | | |
| otal: 9-12 | 451 | 425 | 445 | 458 | 527 | 525 | 532 | 516 | 503 | 519 | 521 | 504 | 506 | 510 | 520 | 531 | 536 |

| Total:9-12 | 451 | 425 | 445 | 458 | 527 | 525 | 532 | 516 | 503 | 519 | 521 | 504 | 506 | 510 | 520 | 531 | 536 |
|------------|-----|-------|------|------|--------|-------|------|-------|-------|------|------|-------|------|------|------|------|------|
| Change | | -26 | 20 | 13 | 69 | -2: | 7 | -16 | -13 | 16 | 2 | -17 | 2 | 4 | 10 | | 5 |
| % Change | | -5.8% | 4.7% | 2.9% | 15,1 % | -0.4% | 1.3% | -3.0% | -2.5% | 3.2% | 0.4% | -3.3% | 0.4% | 0.8% | 2.0% | 2.1% | 0.9% |

Forecasts Developed November 2016

Green Cells (2016-17 and earlier) are historical data Blue Cells (2017-18 and later) are foreasted years



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12



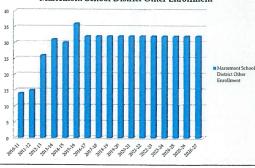
Mariemont School District Other Enrollment

| | 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 | 2023-24 | 2024-25 | 2025-26 | 2026-27 |
|--------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|-----------|---------|---------|
| PK | i i | | 7 | 1 | | | - | | 969456 | | | | | | Secretary | | |
| K | | • | 9 | 5 | 2 | 5 | Tree of | | | 2533 | 416-41 | | | | | | Page 1 |
| 1 | 1 | 10 mg/h | | 5 | 3 | 1 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | |
| 2 | 2 | | 1 | - 2 | 5 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | |
| 3 | 2 | 1 | | - | | 4 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | |
| 4 | 1 | 1 | 1 | 2 | | | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | |
| 5 | 2 | 2 | | 2 | 2 | 2 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | |
| 6 | 1 | 1 | 2 | - 1 | 3 | 2 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | |
| 7 | | 1 | 2 | 3 | 1 | 3 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | A-NE |
| 8 | | 1 | 4 | - 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | |
| 9 | 2 | 1 | 2 | 3 | 5 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | TA E |
| 10 | 1 | 3 | 1 | 2 | 3 | 5 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | |
| 11 | 1 | 2 | 2 | | 2 | 3 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | |
| 12 | 1 | 2 | 2 | 5 | 1 | 2 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | |
| : K-12 | 14 | 15 | 26 | 31 | 30 | 36 | 32 | 32 | 32 | 32 | 32 | 32 | 32 | 32 | 32 | 32 | |

| Total:K-12 | 14 | 15 | 26 | 31 | 30 | 36 | 32 | 32 | 32 | 32 | 32 | 32 | 32 | 32 | 32 | 32 | 32 |
|------------|----|------|-------|-------|-------|-------|--------|------|------|------|------|------|------|------|------|------|------|
| Change | | 1 | 11 | 5 | -1 | 6 | -4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| % Change | | 7.1% | 73.3% | 19.2% | -3.2% | 20.0% | -11.1% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |

Forecasts Developed November 2016 Green Cells (2016-17 and earlier) are historical data Blue Cells (2017-18 and later) are foreasted years

Mariemont School District Other Enrollment



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Mariemont School District Special Enrollment

| | 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 | 2023-24 | 2024-25 | 2025-26 | 2026-27 |
|--------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|------------|
| PK | | 2 | - | 2 | 1 | | | - | | - 1 | | 449 EVI | | | | | - |
| K | | 1 | 2 | 2 | | T | | | | | VI-1-45 | 7.87.7 | | 54601 | | | |
| 1 | | | 2 | 1 | 2 | | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 |
| 2 | | | | 2 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 3 | 1 | | 1 | | 1 | 2 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 |
| 4 | 2 | 1 | 1 | 3 | | 3 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 |
| 5 | F415-02 | | 1 | 2 | 3 | | | | | | - | - 1 | | | | | 19674 |
| 6 | - | • | - | 1 | 1 | 1 | - | - | | | | | | | | | 500 |
| 7 | - | 1 | | 5 | 1 | 1 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| 8 | 1 | 4 | 2 | 2 | 5 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | Parties : |
| 9 | | 1 | 2 | 4 | 3 | 3 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | J. F. J. 4 |
| 10 | | 2 | 1 | | 2 | 4 | 8 | 8 | 8 | 8 | 8 | 8 | 8 | 8 | 8 | 8 | |
| 11 | | | 8 | 9 | 1 | 6 | 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 | St. St. |
| 12 | | | 4 | 6 | 3 | 3 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | |
| : K-12 | 4 | 6 | 24 | 39 | 24 | 27 | 37 | 37 | 37 | 37 | 37 | 37 | 37 | 37 | 37 | 37 | 3 |

| Total:K-12 | 4 | 6 | 24 | 39 | 24 | 27 | 37 | 37 | 37 | 37 | 37 | 37 | 37 | 37 | 37 | 37 | 37 |
|------------|---------------|-------|--------|-------|--------|-------|-------|------|------|------|------|------|------|------|------|------|------|
| Change | | 2 | 18 | 15 | -15 | 3 | 10 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| % Change | Editor | 50.0% | 300.0% | 62.5% | -38.5% | 12.5% | 37.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |

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Forecasts Developed November 2016 Green Celis (2016-17 and earlier) are historical data Blue Cells (2017-18 and later) are forcasted years









Appendix B: Population Forecasts

Mariemont City Schools

| Males | 2010 | 2015 | 2020 | 2025 |
|-------|-------|-------|-------|-------|
| 0-4 | 291 | 310 | 300 | 270 |
| 5-9 | 355 | 370 | 340 | 350 |
| 10-14 | 368 | 350 | 370 | 340 |
| 15-19 | 302 | 300 | 280 | 300 |
| 20-24 | 162 | 140 | 130 | 120 |
| 25-29 | 201 | 240 | 220 | 210 |
| 30-34 | 242 | 240 | 280 | 260 |
| 35-39 | 256 | 330 | 340 | 370 |
| 40-44 | 312 | 320 | 400 | 400 |
| 45-49 | 306 | 300 | 310 | 390 |
| 50-54 | 315 | 290 | 300 | 290 |
| 55-59 | 274 | 290 | 280 | 290 |
| 60-64 | 172 | 250 | 270 | 250 |
| 65-69 | 103 | 140 | 210 | 230 |
| 70-74 | 70 | 80 | 120 | 200 |
| 75-79 | 69 | 60 | 60 | 110 |
| 80-84 | 71 | 60 | 40 | 50 |
| 85+ | 45 | 60 | 60 | 60 |
| Total | 3,914 | 4,130 | 4,310 | 4,490 |

| Females | 2010 | 2015 | 2020 | 2025 |
|---------|-------|-------|-------|-------|
| 0-4 | 275 | 300 | 280 | 260 |
| 5-9 | 320 | 350 | 330 | 340 |
| 10-14 | 337 | 320 | 350 | 330 |
| 15-19 | 307 | 270 | 240 | 290 |
| 20-24 | 171 | 150 | 100 | 100 |
| 25-29 | 253 | 250 | 230 | 170 |
| 30-34 | 256 | 300 | 300 | 270 |
| 35-39 | 293 | 350 | 390 | 380 |
| 40-44 | 354 | 360 | 420 | 460 |
| 45-49 | 362 | 350 | 350 | 410 |
| 50-54 | 371 | 350 | 350 | 330 |
| 55-59 | 293 | 360 | 340 | 330 |
| 60-64 | 200 | 270 | 330 | 320 |
| 65-69 | 116 | 170 | 230 | 300 |
| 70-74 | 123 | 100 | 160 | 230 |
| 75-79 | 144 | 120 | 90 | 140 |
| 80-84 | 80 | 130 | 90 | 70 |
| 85+ | 125 | 130 | 160 | 160 |
| Total | 4,380 | 4,630 | 4,740 | 4,890 |

| Total | 2010 | 2015 | 2020 | 2025 |
|------------|-------|-------|-------|-------|
| 0-4 | 566 | 610 | 580 | 530 |
| 5-9 | 675 | 720 | 670 | 690 |
| 10-14 | 705 | 670 | 720 | 670 |
| 15-19 | 609 | 570 | 520 | 590 |
| 20-24 | 333 | 290 | 230 | 220 |
| 25-29 | 454 | 490 | 450 | 380 |
| 30-34 | 498 | 540 | 580 | 530 |
| 35-39 | 549 | 680 | 730 | 750 |
| 40-44 | 666 | 680 | 820 | 860 |
| 45-49 | 668 | 650 | 660 | 800 |
| 50-54 | 686 | 640 | 650 | 620 |
| 55-59 | 567 | 650 | 620 | 620 |
| 60-64 | 372 | 520 | 600 | 570 |
| 65-69 | 219 | 310 | 440 | 530 |
| 70-74 | 193 | 180 | 280 | 430 |
| 75-79 | 213 | 180 | 150 | 250 |
| 80-84 | 151 | 190 | 130 | 120 |
| 85+ | 170 | 190 | 220 | 220 |
| Total | 8,294 | 8,760 | 9,050 | 9,380 |
| Median Age | 37.8 | 38.6 | 40.3 | 41.9 |

| 2010 to | 2015 to | 2020 to |
|---------|----------------------------------|---|
| 2015 | 2020 | 2025 |
| 500 | 450 | 420 |
| 290 | 320 | 340 |
| 210 | 130 | 80 |
| 230 | 240 | 220 |
| 440 | 370 | 300 |
| | 2015 500 290 210 230 | 2015 2020 500 450 290 320 210 130 230 240 |

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





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Mariemont Elementary

| Males | 2010 | 2015 | 2020 | 2025 | Females | 2010 | 2015 | 2020 | 2025 |
|-------|-------|-------|-------|-------|---------|-------|-------|-------|-------|
| 0-4 | 215 | 220 | 210 | 190 | 0-4 | 192 | 210 | 200 | 180 |
| 5-9 | 210 | 250 | 230 | 220 | 5-9 | 212 | 220 | 220 | 210 |
| 10-14 | 212 | 210 | 250 | 230 | 10-14 | 215 | 210 | 220 | 220 |
| 15-19 | 186 | 170 | 160 | 200 | 15-19 | 205 | 170 | 160 | 180 |
| 20-24 | 129 | 110 | 80 | 80 | 20-24 | 134 | 130 | 90 | 90 |
| 25-29 | 172 | 210 | 190 | 160 | 25-29 | 230 | 210 | 210 | 160 |
| 30-34 | 216 | 200 | 240 | 220 | 30-34 | 218 | 260 | 250 | 240 |
| 35-39 | 198 | 260 | 250 | 280 | 35-39 | 218 | 260 | 310 | 290 |
| 40-44 | 197 | 200 | 270 | 260 | 40-44 | 230 | 220 | 270 | 320 |
| 45-49 | 189 | 190 | 190 | 260 | 45-49 | 241 | 230 | 220 | 270 |
| 50-54 | 198 | 190 | 190 | 190 | 50-54 | 240 | 240 | 230 | 210 |
| 55-59 | 180 | 190 | 180 | 190 | 55-59 | 199 | 240 | 230 | 220 |
| 60-64 | 108 | 170 | 180 | 170 | 60-64 | 146 | 190 | 230 | 230 |
| 65-69 | 70 | 90 | 150 | 160 | 65-69 | 86 | 130 | 170 | 210 |
| 70-74 | 49 | 50 | 80 | 140 | 70-74 | 93 | 70 | 120 | 170 |
| 75-79 | 47 | 40 | 40 | 70 | 75-79 | 102 | 90 | 60 | 110 |
| 80-84 | 51 | 40 | 30 | 30 | 80-84 | 62 | 90 | 70 | 50 |
| 85+ | 31 | 40 | 40 | 40 | 85+ | 102 | 100 | 120 | 120 |
| Total | 2,660 | 2,830 | 2,960 | 3,090 | Total | 3,126 | 3,270 | 3,380 | 3,480 |

| Total | 2010 | 2015 | 2020 | 2025 |
|------------|-------|-------|-------|-------|
| 0-4 | 407 | 430 | 410 | 370 |
| 5-9 | 423 | 470 | 450 | 430 |
| 10-14 | 427 | 420 | 470 | 450 |
| 15-19 | 391 | 340 | 320 | 380 |
| 20-24 | 264 | 240 | 170 | 170 |
| 25-29 | 402 | 420 | 400 | 320 |
| 30-34 | 434 | 460 | 490 | 460 |
| 35-39 | 416 | 520 | 560 | 570 |
| 40-44 | 427 | 420 | 540 | 580 |
| 45-49 | 429 | 420 | 410 | 530 |
| 50-54 | 439 | 430 | 420 | 400 |
| 55-59 | 379 | 430 | 410 | 410 |
| 60-64 | 255 | 360 | 410 | 400 |
| 65-69 | 156 | 220 | 320 | 370 |
| 70-74 | 142 | 120 | 200 | 310 |
| 75-79 | 149 | 130 | 100 | 180 |
| 80-84 | 113 | 130 | 100 | 80 |
| 85+ | 133 | 140 | 160 | 160 |
| Total | 5,786 | 6,100 | 6,340 | 6,570 |
| Median Age | 36.8 | 37.6 | 39.1 | 41.2 |

| | 2010 to | 2015 to | 2020 to |
|------------------|---------|---------|---------|
| | 2015 | 2020 | 2025 |
| Births | 410 | 380 | 350 |
| Deaths | 210 | 230 | 240 |
| Natural Increase | 200 | 150 | 110 |
| Net Migration | 110 | 120 | 110 |
| Change | 310 | 270 | 220 |

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





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Terrace Park Elementary

| Males | 2010 | 2015 | 2020 | 2025 | Fer |
|-------|-------|-------|-------|-------|-----|
| 0-4 | 76 | 90 | 90 | 80 | |
| 5-9 | 145 | 120 | 110 | 130 | |
| 10-14 | 156 | 140 | 120 | 110 | |
| 15-19 | 116 | 130 | 120 | 100 | |
| 20-24 | 33 | 30 | 50 | 40 | |
| 25-29 | 29 | 30 | 30 | 50 | |
| 30-34 | 26 | 40 | 40 | 40 | |
| 35-39 | 58 | 70 | 90 | 90 | |
| 40-44 | 115 | 120 | 130 | 140 | |
| 45-49 | 117 | 110 | 120 | 130 | |
| 50-54 | 117 | 100 | 110 | 100 | |
| 55-59 | 94 | 100 | 100 | 100 | |
| 60-64 | 64 | 80 | 90 | 80 | |
| 65-69 | 33 | 50 | 60 | 70 | |
| 70-74 | 21 | 30 | 40 | 60 | |
| 75-79 | 22 | 20 | 20 | 40 | |
| 80-84 | 20 | 20 | 10 | 20 | |
| 85+ | 14 | 20 | 20 | 20 | |
| Total | 1,254 | 1,300 | 1,350 | 1,400 | |

| | | | 1 er | race . |
|---------|-------|-------|-------|--------|
| Females | 2010 | 2015 | 2020 | 2025 |
| 0-4 | 83 | 90 | 80 | 80 |
| 5-9 | 108 | 130 | 110 | 130 |
| 10-14 | 122 | 110 | 130 | 110 |
| 15-19 | 102 | 100 | 80 | 110 |
| 20-24 | 37 | 20 | 10 | 10 |
| 25-29 | 23 | 40 | 20 | 10 |
| 30-34 | 38 | 40 | 50 | 30 |
| 35-39 | 75 | 90 | 80 | 90 |
| 40-44 | 124 | 140 | 150 | 140 |
| 45-49 | 121 | 120 | 130 | 140 |
| 50-54 | 131 | 110 | 120 | 120 |
| 55-59 | 94 | 120 | 110 | 110 |
| 60-64 | 54 | 80 | 100 | 90 |
| 65-69 | 30 | 40 | 60 | 90 |
| 70-74 | 30 | 30 | 40 | 60 |
| 75-79 | 42 | 30 | 30 | 30 |
| 80-84 | 18 | 40 | 20 | 20 |
| 85+ | 23 | 30 | 40 | 40 |
| Total | 1,254 | 1,360 | 1,360 | 1,410 |

| Total | 2010 | 2015 | 2020 | 2025 |
|------------|-------|-------|-------|-------|
| 0-4 | 159 | 180 | 170 | 160 |
| 5-9 | 252 | 250 | 220 | 260 |
| 10-14 | 278 | 250 | 250 | 220 |
| 15-19 | 219 | 230 | 200 | 210 |
| 20-24 | 69 | 50 | 60 | 50 |
| 25-29 | 52 | 70 | 50 | 60 |
| 30-34 | 64 | 80 | 90 | 70 |
| 35-39 | 133 | 160 | 170 | 180 |
| 40-44 | 239 | 260 | 280 | 280 |
| 45-49 | 239 | 230 | 250 | 270 |
| 50-54 | 248 | 210 | 230 | 220 |
| 55-59 | 188 | 220 | 210 | 210 |
| 60-64 | 118 | 160 | 190 | 170 |
| 65-69 | 63 | 90 | 120 | 160 |
| 70-74 | 51 | 60 | 80 | 120 |
| 75-79 | 64 | 50 | 50 | 70 |
| 80-84 | 38 | 60 | 30 | 40 |
| 85+ | 37 | 50 | 60 | 60 |
| Total | 2,509 | 2,660 | 2,710 | 2,810 |
| Median Age | 40.6 | 41.2 | 42.6 | 43.5 |

| | 2010 to 2015 | 2015 to 2020 | 2020 to 2025 |
|------------------|-----------------|-----------------|-----------------|
| Births | 90 | 70 | 70 |
| Deaths | 80 | 90 | 100 |
| Natural Increase | 10 | -20 | -30 |
| Net Migration | 120 | 120 | 110 |
| Change | 130 | 100 | 80 |

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



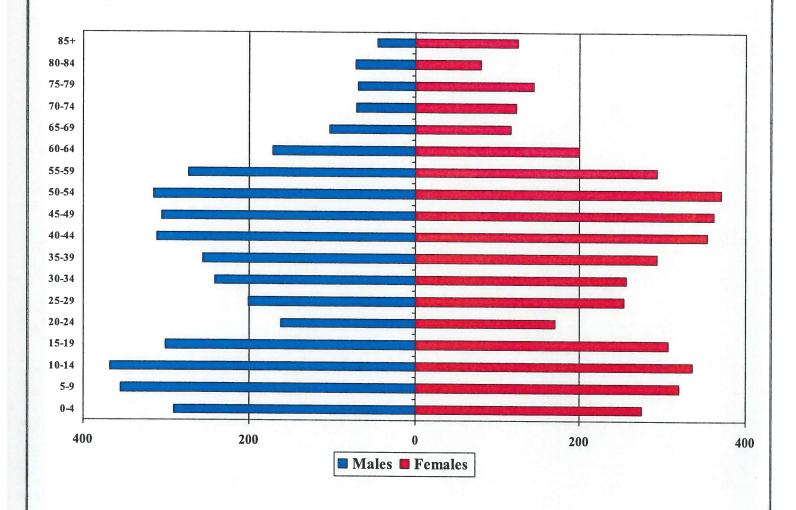


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Appendix C: Population Pyramids

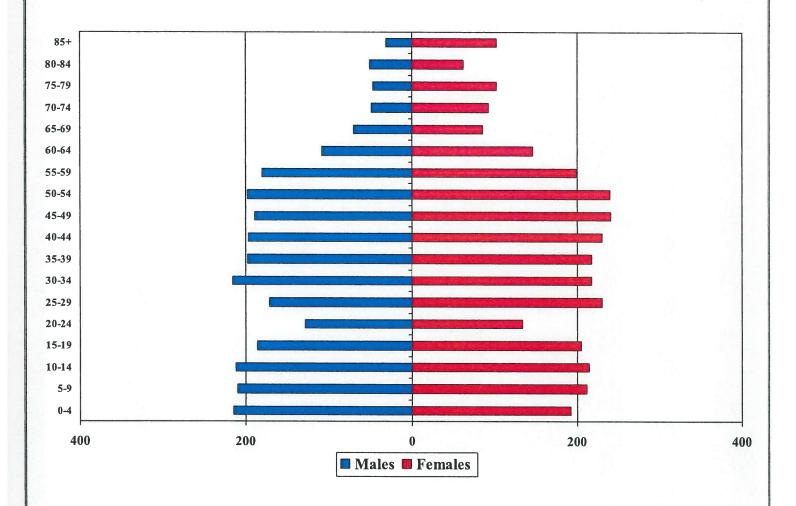
Mariemont City Schools Total Population - 2010 Census







Mariemont Elementary Total Population - 2010 Census

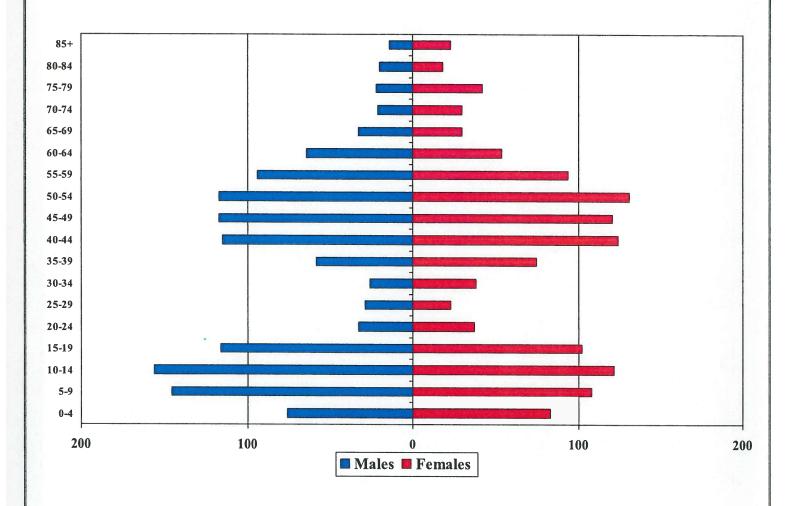


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Terrace Park Elementary Total Population - 2010 Census







Appendix D: Additional Tables

Table 1: Forecasted Elementary Area Population Change, 2010 to 2020

| | 2010 | 2015 | 2010-2015 Change | 2020 | 2015-2020 Change | 2010-2020 Change |
|----------------|-------|-------|---------------------|-------|---------------------|---------------------|
| Mariemont | 5,786 | 6,100 | 5.1% | 6,340 | 3.9% | 9.6% |
| Terrace Park | 2,509 | 2,660 | 5.7% | 2,710 | 1.9% | 8.0% |
| District Total | 8,294 | 8,760 | 5.3% | 9,050 | 3.3% | 9.1% |

Table 2: Household Characteristics by Elementary Area, 2010 Census

| | HH w/ Pop | % HH w/ Pop | H w/ Pop Total Household | | Persons Per |
|----------------|-----------|-------------|--------------------------|------------|-------------|
| | Under 18 | Under 18 | Households | Population | Household |
| Mariemont | 856 | 34.8% | 2456 | 5765 | 2.35 |
| Terrace Park | 411 | 47.9% | 859 | 2509 | 2.92 |
| District Total | 1267 | 38.2% | 3315 | 8273 | 2.50 |

Table 3: Householder Characteristics by Elementary Area, 2010 Census

| | Percentage of Householders aged 35-54 | Percentage of Householders aged 65+ | Percentage of Householders Who Own Homes |
|----------------|---|--|--|
| Mariemont | 41.1% | 20.6% | 64.8% |
| Terrace Park | 53.0% | 19.1% | 87.9% |
| District Total | 44.2% | 20.2% | 70.8% |

Table 4: Percentage of Single Person Households and Single Person Households that are over age 65 by School District, 2010 Census

| | Percentage of Single Person Households | Percentage of Single Person Households and are 65+ |
|----------------|---|---|
| Mariemont | 22.3% | 7.9% |
| Terrace Park | 10.4% | 3.9% |
| District Total | 14.2% | 2.3% |







Table 5: Total Elementary (K to 6) Enrollment, 2016, 2021, 2026

| | | 2016 - 2021 | | 2021 - 2026 | 2016 - 2026 | |
|----------------|------|-------------|--------|-------------|-------------|--------|
| | 2016 | 2021 | Change | 2026 | Change | Change |
| Mariemont | 574 | 550 | -4.2% | 539 | -2.0% | -6.1% |
| Terrace Park | 346 | 344 | -0.6% | 368 | 7.0% | 6.4% |
| District Total | 934 | 917 | -1.8% | 930 | 1.4% | -0.4% |

Table 6: Age Under One to Age Ten Population Counts, by Year of Age: 2010 Census

| | Under 1 year | 1 year | 2 years | 3 years | 4 years | 5 years | 6 years | 7 years | 8 years | 9 years | 10 years |
|----------------|-----------------|--------|---------|---------|---------|---------|---------|---------|---------|---------|----------|
| Mariemont | 68 | 101 | 85 | 80 | 74 | 95 | 75 | 81 | 79 | 93 | 94 |
| Terrace Park | 26 | 27 | 36 | 29 | 41 | 42 | 49 | 57 | 55 | 50 | 55 |
| District Total | 93 | 128 | 121 | 109 | 115 | 137 | 124 | 137 | 134 | 143 | 149 |

Table 7: Comparison of District Enrollment by Grade with 2010 Census Counts by Age, 2010-2016

| 2010 Census | Under 1 year | 1 year | 2 years | 3 years | 4 years | 5 years | 6 years | 7 years | 8 years | 9 years | 10 years | 11 years | 12 years | 13 Years |
|------------------------|-----------------|---------|---------|---------|---------|---------|---------|---------|---------|---------|----------|----------|----------|----------|
| Mariemont City Schools | 93 | 128 | 121 | 109 | 115 | 137 | 124 | 137 | 134 | 143 | 149 | 165 | 145 | 119 |
| 2016 Enrollment | 131 | 145 | 134 | 124 | 129 | 150 | 137 | 143 | 131 | 139 | 146 | 147 | | |
| | 140.86% | 113.28% | 110.74% | 113.76% | 112.17% | 109.49% | 110.48% | 104.38% | 97.76% | 97.20% | 97.99% | 89.09% | | |
| 2015 Enrollment | 139 | 142 | 131 | 138 | 136 | 150 | 140 | 135 | 134 | 140 | 143 | 139 | 121 | |
| | 149.46% | 110.94% | 108.26% | 126.61% | 118.26% | 109.49% | 112.90% | 98.54% | 100.00% | 97.90% | 95.97% | 84.24% | 83.45% | |
| 2014 Enrollment | | 135 | 138 | 146 | 129 | 145 | 137 | 135 | 132 | 148 | 152 | 137 | 126 | 115 |
| | | 105.47% | 114.05% | 133.94% | 112.17% | 105.84% | 110.48% | 98.54% | 98.51% | 103.50% | 102.01% | 83.03% | 86.90% | 96.64% |
| 2013 Enrollment | | | 138 | 138 | 130 | 146 | 137 | 132 | 123 | 148 | 1452 | 137 | 126 | 115 |
| | | | 114.05% | 126.61% | 113.04% | 106.57% | 110.48% | 96.35% | 91.79% | 103.50% | 974.50% | 83.03% | 86.90% | 96.64% |
| 2012 Enrollment | | | | 134 | 133 | 138 | 138 | 131 | 124 | 149 | 153 | 139 | 127 | 114 |
| | | | | 122.94% | 115.65% | 100.73% | 111.29% | 95.62% | 92.54% | 104.20% | 102.68% | 84.24% | 87.59% | 95.80% |
| 2011 Enrollment | | | | | 117 | 131 | 130 | 126 | 120 | 138 | 143 | 135 | 129 | 114 |
| | | | | | 101.74% | 95.62% | 104.84% | 91.97% | 89.55% | 96.50% | 95.97% | 81.82% | 88.97% | 95.80% |
| 2010 Enrollment | | | | | | 127 | 131 | 116 | 121 | 141 | 143 | 143 | 135 | 129 |
| | | | | | | 92.70% | 105.65% | 84.67% | 90.30% | 98.60% | 95.97% | 86.67% | 93.10% | 108.40% |





Appendix E: Live Attend Analysis

Live Attend Matrix

The table below gives details on the schools that students attend and the school zones where they live. The schools of attendance are listed on the left while the districts where students live are listed on the top line. The numbers highlighted in green are counts of students who attend the assigned schools for the zones where they live.

Where K-6 Students Live Terrace Park to Out of District 594 338 Mariemont Elementary School 614 589 5 17 3 22 Terrace Park Elementary School 341 5 7 333 2 1 Live In Attend Out 5

Where K-6
Students
Attend





APPENDIX D

FACILITY ASSESSMENT BREAKDOWN

Estimate Date: 11/10/2016 Documents Date: GSF:

9/16/2016 132,573

ESTIMATE SUMMARY Gross SF = 132,573 Gross SF = 132,573

| | | Cost Assess | ment | Turner Assessment | | |
|----|---|---|-----------|--------------------|-----------|--|
| | | Cost | Cost / SF | Cost | Cost / SF | |
| A. | HEATING SYSTEM · | \$3,988,214 | \$30.08 | \$3,988,214 | \$30,08 | |
| B. | ROOFING | \$1,812,864 | \$13.67 | \$3,045,793 | \$22.97 | |
| | A single ply roofing option would be much more cost affordable given the current 22 year life span of the existing roof. Single ply roofing system would be possible within the Cost Assessment budget. | | | | | |
| C. | VENTILATION / AIR CONDITIONING | \$0 | \$0.00 | \$0 | \$0.00 | |
| D. | ELECTRICAL SYSTEMS | \$1,873,235 | \$14,13 | \$1,873,235 | \$14.13 | |
| | This price assumes the site lighting is reasonable. This price assumes any duct bank replacement would be no more than 400'. | | | * 1,51 5,25 | | |
| E. | PLUMBING AND FIXTURES | \$859,665 | \$6.48 | \$746,570 | \$5.63 | |
| F. | WINDOWS | \$205,575 | \$1.55 | \$247,175 | \$1,86 | |
| G. | STRUCTURE: FOUNDATIONS | \$0 | \$0,00 | \$0 | \$0.00 | |
| H. | STRUCTURE: WALLS AND CHIMNEYS | \$119,261 | \$0,90 | \$119,261 | \$0.90 | |
| | Highly variable based on expectations of acceptability. | | | ****** | 40.00 | |
| 1. | STRUCTURE: FLOORS AND ROOFS | \$0 | \$0.00 | \$0 | \$0.00 | |
| J. | GENERAL FINISHES | \$1.815.651 | \$13.70 | \$1,822,876 | \$13.75 | |
| | The level of finishes upgrades required by the district is highly variable. The kitchen equipment budget appears adequate. | *************************************** | * | \$1,022,010 | \$10.70 | |
| K. | INTERIOR LIGHTING | \$513,341 | \$3.87 | \$674,335 | \$5.09 | |
| L. | SECURITY SYSTEMS | \$227,622 | \$1.72 | \$227,622 | \$1.72 | |
| M. | EMERGENCY / EGRESS LIGHTING | \$115,095 | \$0.87 | \$86,321 | \$0.65 | |
| N. | FIRE ALARM | \$0 | \$0.00 | \$0 | \$0.00 | |
| Ο. | HANDICAPPED ACCESS | \$103,505 | \$0.78 | \$103,505 | \$0.78 | |
| P. | SITE CONDITION | \$449.322 | \$3,39 | \$455,199 | \$3,43 | |
| | Roughly 2,300sy of parking and 1,500sy of bus drop off in budget. | | | • | | |
| Q. | SEWAGE SYSTEM | \$0 | \$0.00 | \$0 | \$0.00 | |
| R. | WATER SUPPLY | \$0 | \$0.00 | \$0 | \$0.00 | |
| S. | EXTERIOR DOORS | \$54,000 | \$0.41 | \$94,500 | \$0.71 | |
| | Aluminum replacement doors would be more than budgeted. | ***, | 40.11 | ψο 4,000 | Ψ0.71 | |
| T. | HAZARDOUS MATERIAL | \$35,450 | \$0.27 | \$132.573 | \$1.00 | |
| | Highly variable based on site assessments. Appears low based on comparable school projects. Milford comp was \$1/sf | \$00,400 | Ψ0.27 | ψ132,373 | \$1.00 | |
| U. | LIFE SAFETY | \$190,509 | \$1,44 | \$190,509 | \$1,44 | |
| V. | LOOSE FURNISHINGS | \$246,078 | \$1.86 | \$615,195 | \$4.64 | |
| | Typical budgets are priced at \$5/sf for complete replacement. | | | ****** | | |
| W. | TECHNOLOGY | \$1,050,753 | \$7,93 | \$1,050,753 | \$7.93 | |
| | General Requirements | \$0 | \$0.00 | \$464,209 | Ψ1,95 | |
| | Construction Contingency (5% Typical on Renovation Projects) | \$956,210 | 73.53 | \$796,892 | | |
| X. | NON-CONSTRUCTION COST | \$2,381,003 | \$17.96 | \$3,228,131 | \$24.35 | |

| T. Control | TOTAL | \$16,997,353 | \$128.21 | \$19,962,868 | \$150.58 |
|------------|--|--------------|----------|--------------|-----------|
| ALT | Single Ply Roofing i.l.o. Built-up Asphalt Roofing | | | -\$1,590,478 | (\$12.00) |
| Met 6 | TOTAL (Accepting all Alternates) | \$16,997,353 | \$128.21 | \$18,372,389 | \$138.58 |



APPENDIX E



Consulting Services Incorporated

Lexington 859.309.6021 | Cincinnati 513.252.2059 | Louisville 502.532.8269 Geotechnical & Materials Engineering | IBC Special Inspection | Material Testing

December 16, 2016

Mr. Lance Hollander Mariemont City Schools 2 Warrior Way Cincinnati, Ohio 45227

Subject:

Desktop Geotechnical Survey

Mariemont High School

2 Warrior Way,

Cincinnati, Hamilton County, Ohio

Dear Mr. Hollander:

As requested, CSI Cincinnati, LLC, has completed a preliminary desktop survey of the existing Mariemont High School property. Our findings are based upon published information and the long history that our employees have had with the site while employed at other firms. If you have any questions concerning the information presented, please contact us.

Property Information

The site is located at 2 Warrior Way in Cincinnati, Ohio at the existing Mariemont High School campus. It is our understanding that the Mariemont School District is looking into a new school which could consist of renovating the existing school with a similar footprint, expanding the existing school into the existing football field or possibly relocating the school to where the practice field is currently located.

The property is about 25 acres in size and is located along a hillside which has had a long history of stability issues. We understand that the existing school was constructed in the early 1970's and in discussions with maintenance staff, fill material was placed to create the existing practice field in the mid 1970's. Given the topography of the practice field area, it has been estimated that the fill thickness along the north side, where it adjoins the hillside, is less than 5 feet thick with the south side approaching 25 to 30 feet. Currently, we are aware of three (3) areas of instability on the property. These include a portion southeast practice field where a landslide is visible and a storm pipe has separated that extends down the slope, an area of the entrance road to the northeast parking lot, where this has been an issue for many years and then a portion of the eastern track that has shown signs of slippage for at least 10 years.

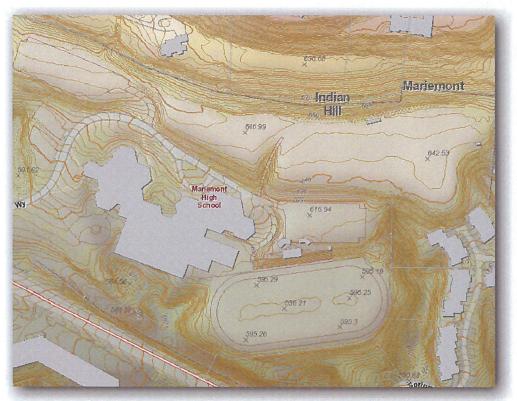




Published Information

Topography

In general the developed areas where the parking lots, football and practice fields, and the existing school building are located are relatively flat. Elevations across the property are lowest near the existing football field and rise towards the north, ranging from approximately 595 to 646 feet. The undeveloped areas surrounding the school building, consist of rapidly increasing slope towards the north of the property and a rapidly decreasing slope towards the south. The steepest of slopes are to the north where Indian Hill lies.

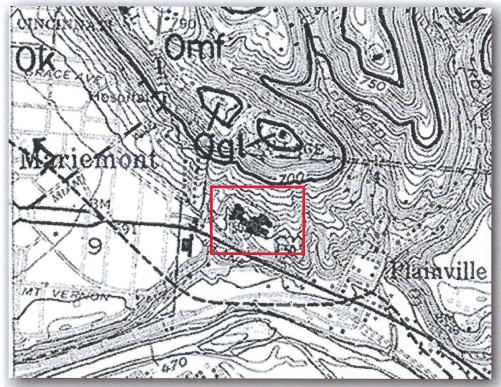


Current Topographic Generated by Hamilton County CAGIS

Geology

The site is located on the northern fringe of an ancient buried valley where bedrock depths become rapidly deeper the further south on the property. The geologic conditions in the area are primarily fill material (from the existing development) surrounded by silty loams where bedrock depths across the property vary from about 10 feet along the north portion of the site to 80 feet or more in the vicinity of the track. Review of the bedrock geology of the Madeira quadrangle indicate that the site is located within bedrock associated with the Kope Formation which is comprised of interbedded Limestone (20%) and Shale (80%) with an average thickness of 200 feet. The Kope Formation has had a long history of

hillside instability in the Cincinnati area. The shale in this formation has little resistance to weathering when exposed to air and water creating colluvial, steep slopes with instability issues.



Bedrock Mapping of the Maderia Quadrangle, Dated October 1998 Site vicinity outlined

County Soil Survey

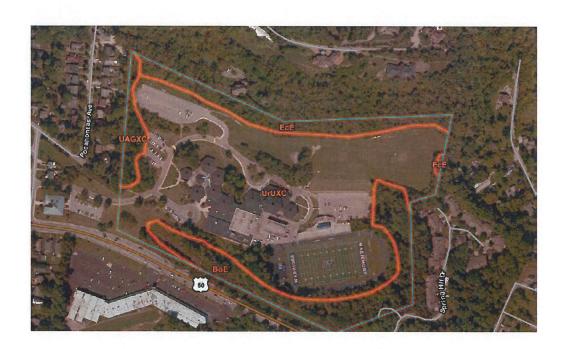
Review of the USDA Soil Survey of Hamilton County, Ohio (NRCS website) shows that soils underlying the site is mainly classified as Urban land, these soils are typically associated with man made fills or otherwise developed land. Of particular importance is the presence of the eden soil series along the hillside to the north of property. Along with the Kope Formation, the Eden soil series is associated with areas of steep slopes and shallow bedrock in which soil creep and landslide activity presents concerns.

[INTENTIONALLY LEFT BLANK]



Table 1: Summary of USDA Soil Survey

| Soil Series | Abbreviation | Slope (%) | Parent Material | Percentage of Site (%) | Depth to Restrictive Feature (in.) | Depth to Water Table (in.) |
|---|--------------|-----------|--|---------------------------|--|----------------------------------|
| Bonnell Silt Loam | ВоЕ | 25 to 35 | Losses over till | 3.3 | >80 | >80 |
| Eden Silty Clay Loam | EcE | 25 to 40 | Residuum weathered from limestone and shale | 8.6 | 20 to 40 to paralithic bedrock | >80 |
| Urban Land- Alfic Udarents- Rossmoyne Complex | UAGXC | 0 to 12 | - | 5.0 | 0 to 18 to fragipan | >80 |
| Urban Land- Udorthents | UrUXC | 0 to 12 | | 83.1 | >80 | >80 |



Historical Aerial Photographs (1993-2015)

Review of historical aerial imagery from 1993 to 2016 shows an addition to the southernmost part of the school as well as a driveway addition to the southwest. This addition occurred between 1994 and 2000 and no further construction has taken place on the property.



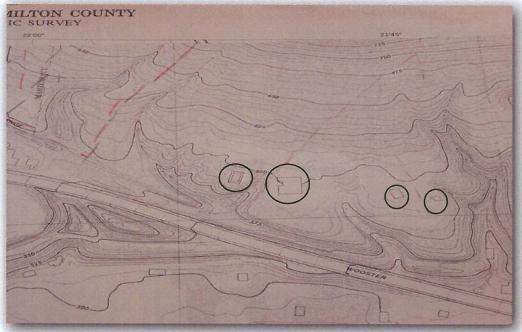




Aerial Photo: 6/10/2016

Historical Topographic Mapping

Review of historic Cincinnati Hamilton County Ohio Metropolitan Area topographic maps dated 1952, indicate that four previous structures were located on or adjoining the subject property, which are shown circled in the historical topographic map above. The larger structure is to believed to have been a house with several smaller storage structures in the vicinity.



Historical Topographic Mapping, Cincinnati Hamilton County Ohio Metropolitan Area dated 1952 (Previous structures circled)



Preliminary Geotechnical Concerns

With our history of the site and review of the published information, it is our opinion relocating the school to the practice field or expanding into the existing football field would be a viable option for the new school, provided some precautions are taken. At this time, the primarily concerns would be associated with slope instability and the competency of existing fill materials on the site.

Practice Field

If the structure were to be located at the practice field, evaluation of the existing fill for potential settlement issues along with hillside stability would be a concern. There are currently two known landslides occurring in the area, one of which (the northeast parking lot) we feel is associated with shallow bedrock conditions with the one on the southeast side of the practice field being associated with possible deeper bedrock.

Existing Field

If the school is expanded into the existing football field, the extent the expansion approaches the proximity of the existing slopes to the south and east would be a concern. We are aware of slope issues on the east side of the track and suspect that additional concerns would be valid along the southern portion of the field. A thorough investigation of the slopes would need to be performed with recommendations most likely associated with providing boundaries at which the school could expand to, such that the expansion would be outside of concerns with a slope failure. In addition, fill material is also most likely present around the school and within the football field.



Areas of Slope Instability



The above concerns are ones that have been determined to be relevant based upon our experience and review of the published mapping. To fully evaluate the subsurface conditions and geotechnical concerns, a complete geotechnical evaluation should be performed. We appreciate the opportunity to provide our preliminary evaluation of this proposed project and hope to continue similar and geotechnical services on future projects.

Sincerely,

Consulting Services Incorporated

Graham Duncan, EIT Staff Engineer

Joseph S. Burkhardt, PE Principal Geotechnical Engineer

fl 5 Black



APPENDIX F

MARIEMONT CITY SCHOOL DISTRICT

Hamilton County, Ohio 9/25/2017 – 10/11/2017 N=251, +/- 6.18% Registered Voters

(percentages may not add up to 100% due to rounding)



www.FallonResearch.com

- Q. 1. Generally speaking, would you say that Hamilton County is going in the right direction, or has it gotten off onto the wrong track?
- 55.8% Right direction
- 16.4 Wrong track
- 5.7 Mixed/both (volunteered)
- 22.1 Unsure/no answer

Looking at some local matters in your particular area...

- Q. 2. Do you think that property taxes in the area where you live are too high, generally pretty fair or too low?
- 60.4% Too high
- 35.6 Pretty fair
- .4 Too low
- 3.6 Unsure/no answer
- Q. 3. Thinking about the Mariemont City School District that serves your community, would you say that it is generally going in the right direction, or has it gotten off onto the wrong track?
- 77.8% Right direction
- 13.2 Wrong track
- 1.8 Mixed/both (volunteered)
- 7.2 Unsure/no answer
- Q. 4. Overall, how would you rate the quality of education being provided by the Mariemont City School District? Would you say it is excellent, good, fair, poor, or very poor?

89.3% TOTAL POSITIVE RATING

- 64.3 Excellent
- 28 Good
- 2.6% Fair

.5% TOTAL NEGATIVE RATING

.5 Poor

- 0 Very poor
- 4.6% Unsure/no answer
- Q. 5. Generally speaking, do you approve or disapprove of the job being done by the classroom teachers who work for the Mariemont City School District, or do you not have enough information to have formed an opinion? Follow-up: Would you say that you strongly approve/disapprove, or just somewhat approve/disapprove?

57% TOTAL APPROVE

- 48.5 Strongly approve
- 8.5 Somewhat approve

3% TOTAL DISAPPPROVE

- 1.4 Somewhat disapprove
- 1.6 Strongly disapprove
- 37.3% Not informed/no opinion
- 2.7% Unsure/no answer
- Q. 6. In your opinion, how would you rate the job that the Mariemont City School District has done spending its tax money in an effective and responsible manner? Would you say it is excellent, good, fair, poor or very poor?

68.4% TOTAL POSITIVE RATING

- 28.5 Excellent
- 39.9 Good
- 15.1% Fair

7% TOTAL NEGATIVE RATING

- 3.9 Poor
- 3.1 Very poor
- 9.5% Unsure/no answer
- Q. 7. Overall, how would you rate the job that the Mariemont City School District does communicating with parents and the public? Would you say it is excellent, good, fair, poor or very poor?

79.6% TOTAL POSITIVE RATING

- 46.1 Excellent
- 33.5 Good
- 8.4% Fair

3.1% TOTAL NEGATIVE RATING

- 2.1 Poor
- 1 Very poor
- 9% Unsure/no answer
- Q. 8. How much news and information about the Mariemont City School District schools do you see or read on the School District's official website, Twitter and Facebook accounts? Would you say that you see or read a lot, some, not very much or nothing at all?
- 27.4% A lot
- 29.6 Some
- 13.3 Not very much
- 22.9 Nothing
- 5.6 Do not use social media (volunteered)
- 1.1 Unsure/no answer
- Q. 9. Overall, how would you rate the job that the School District has done to listen to people like you, so they feel like stakeholders whose opinions are valued by school leaders? Would you say it is excellent, good, fair, poor or very poor?

62.9% TOTAL POSITIVE RATING

- 27.3 Excellent
- 35.6 Good
- 16.8% Fair

8.7% TOTAL NEGATIVE RATING

- 5.7 Poor
- 3 Very poor
- 11.6% Unsure/no answer

Looking at another school matter...

- Q. 10. At this time, the School District is currently exploring plans for a new or renovated Mariemont High School building. How much news and information have you seen, read, or heard about this matter? A lot of information, some, not very much or nothing at all?
- 32.3% A lot
- 29.1 Some
- 16.7 Not very much
- 21.4 Nothing
- .4 Unsure/no answer

- Q. 11. In general, do you think the Mariemont High School building is in...good condition and needs no improvements...adequate condition and needs some upgrades and repairs...poor condition and needs to be replaced...(ended rotation)...or...do you not have enough information about this to have formed an opinion?
- 9.1% Good
- 37 Adequate
- 18.2 Poor
- 32.1 No opinion
- 3.6 Unsure/no answer
- Q. 12. In your opinion, do you think that the Mariemont High School building should be completely replaced, renovated and partially-replaced, make only essential repairs or have nothing done to it at this time?
- 20.2% Replaced
- 30.6 Renovated/partially replaced
- 20.1 Only essential repairs
- 7.2 Nothing
- 21.9 Unsure/no answer
- Q. 13. Supposing for a moment, that the School Board decides to completely replace the Mariemont High School building with a new one, generally speaking would you support or oppose this plan?
- 51.2% Support
- 38 Oppose
- 10.8 Unsure/no answer

Thinking more about some various building options...

(RANDOMLY ROTATED NEXT 3 QUESTIONS)

- Q. 14. Supposing for a moment that the plan to pay for a new Mariemont High School building was funded through an 8-mill continuous permanent improvement levy, which would cost property owners an additional \$280 dollars for each \$100,000 dollars of property value, would you vote for or against it?
- 37.6% For
- 56.9 Against
- 5.5 Unsure/no answer
- Q. 15. Supposing for a moment that the plan to pay to renovate and partially replace the Mariemont High School building was funded through a 6-mill continuous permanent

improvement levy, which would cost property owners an additional \$200 dollars for each \$100,000 dollars of property value, would you vote for or against it?

- 46.3% For
- 45.3 Against
- 8.4 Unsure/no answer
- Q. 16. Supposing for a moment that the plan to pay to make only essential repairs to the Mariemont High School building was funded through a 5-mill continuous permanent improvement levy, which would cost property owners an additional \$180 dollars for each \$100,000 dollars of property value, would you vote for or against it?
- 52.4% For
- 41.2 Against
- 6.4 Unsure/no answer
- Q. 17. Thinking more about this, in general, do you think it is better to...(rotated)...do as much as possible at this time, in order to maximize the investment in the high school building, even though it will cost more money to do so...or...do as little as possible at this time, in order to minimize the burden on taxpayers, even though more money will eventually have to be spent on the building in the future?
- 53.7% Do as much as possible
- 34.5 Do as little as possible
- 11.8 Unsure/no answer

Now I would like to read you some of the things that could be accomplished by renovating or building a new high school building. After each one, please tell me if you think it should be a high, medium or low priority. Here's the first one...

(RANDOMLY ROTATED NEXT 4 QUESTIONS)

How much of a priority should it be to...

- Q. 18. Offer new science labs that can provide exposure to advanced coursework needed to prepare students for college?
- 62.5% High
- 22.9 Medium
- 10.9 Low
- .7 Not a priority (volunteered)
- 3 Unsure/no answer
- Q. 19. Create a new performing arts space that could also be used for community meetings and public events?

- 26.1% High
- 37.4 Medium
- 31.9 Low
- 1.1 Not a priority (volunteered)
- 3.7 Unsure/no answer
- Q. 20. Offer areas for project-based learning, in order to teach students other skills needed for life after high school and the workforce?
- 53.9% High
- 24.8 Medium
- 16.4 Low
- .7 Not a priority (volunteered)
- 4.3 Unsure/no answer
- Q. 21. Create a building that is safer for students and staff and offers better accessibility?
- 52.6% High
- 26.7 Medium
- 16.9 Low
- .7 Not a priority (volunteered)
- 3.1 Unsure/no answer

Now that you have heard more about it...

(ROTATED NEXT 2 QUESTIONS)

- Q. 22. If the School Board decides to completely replace the Mariemont High School building with a new one, generally speaking would you support or oppose this plan?
- 49.1% Support
- 42.6 Oppose
- 8.3 Unsure/no answer
- Q. 23. If the School Board decides to renovate and partially replace the Mariemont High School building, generally speaking would you support or oppose this plan?
- 67.2% Support
- 25.7 Oppose
- 7.1 Unsure/no answer

Finally, I have a few short questions for statistical purposes...

Q. 24. I would like to read you a list of age groups. Please stop me when I get to the one you are in.

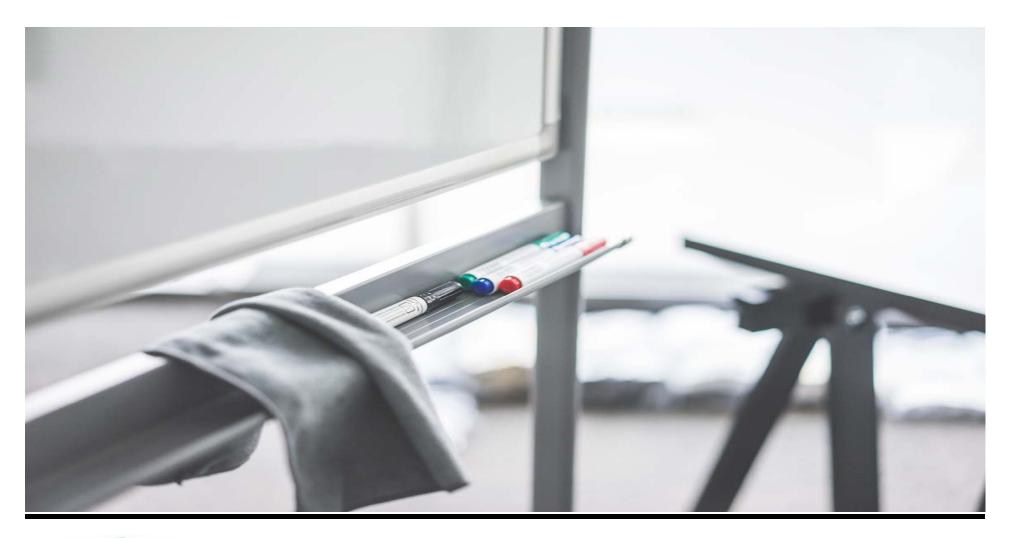
- 39.8% 18 to 44
- 34.3 45 to 64
- 25.2 65 and older
- .37 Unsure/no answer
- Q. 25. Do you own or rent your current home?
- 85.8% Own
- 13.5 Rent
- Other (volunteered)
- .7 Unsure/no answer
- Q. 26. Do you have any children currently enrolled in a Mariemont City School District public school?
- 52.1% Yes skipped next question
- 47.9 No
- 0 Unsure/no answer
- Q. 27. Do you expect to enroll any children in a Mariemont City School District public school within the next 5 years?

n=120

- 14.1% Yes
- 83.6 No
- 2.4 Unsure/no answer

Gender:

- 47.2% Male
- 52.8 Female





MARIEMONT CITY SCHOOL DISTRICT

FACILITIES STUDY SURVEY RESULTS





Telephone interviews performed by specially-trained opinion research interviewers

Conducted with 251 randomly-selected registered voters, residing in the Mariemont City School District of Ohio, using a combination of valid residential, VOIP and cellular telephone listings

> +/- 6.18% overall estimated margin of error, with a confidence interval of 12.36% within which the results can vary

> > September 25 – October 11, 2017

Data was stratified so that the differences in vital characteristics, such as age, gender and geography are represented in proportion to their percentages of the district's electorate

Due to rounding, not all results add up to 100%, and the data is presented in a different order than the questions were asked

Unless otherwise noted, only statistically-significant differences that were outside the confidence interval for the overall estimated margin of sampling error have been reported in this presentation of key findings

Methods







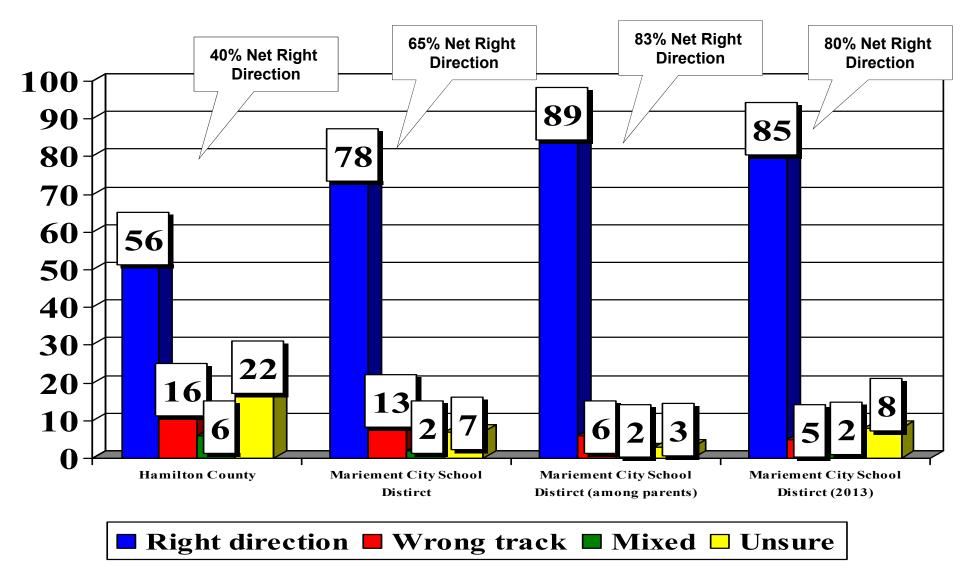
Opinion Environment

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Is it going in the right direction or has it gotten off onto the wrong track?

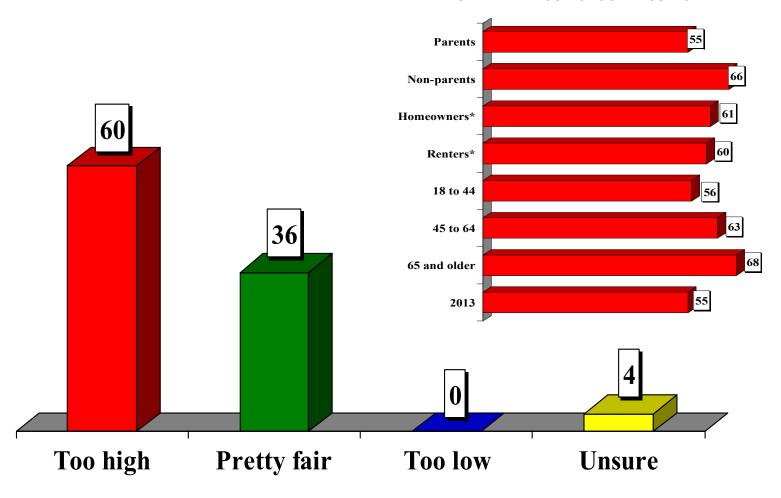
Comparing Locales

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@OHOmnibusSurvey



Do you think that property taxes in the area where you live are too high, generally pretty fair or too low?

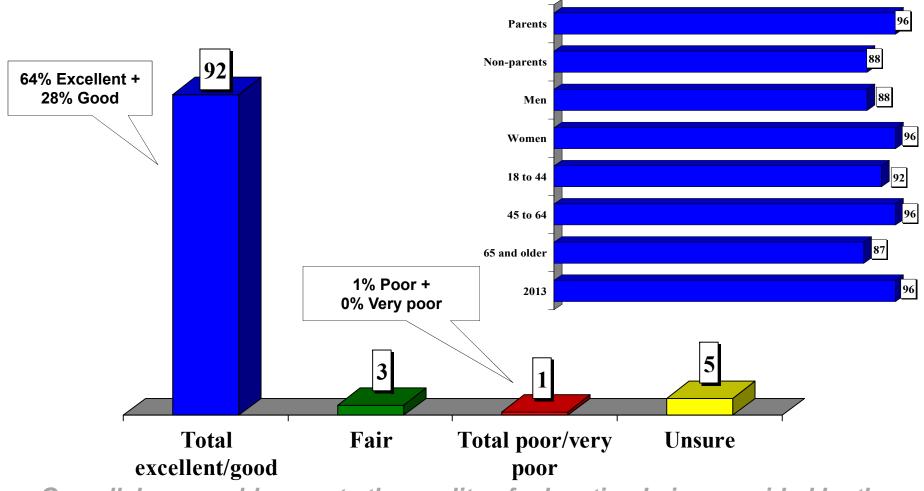
Tax Sensitivity

* Differences are not statistically significant







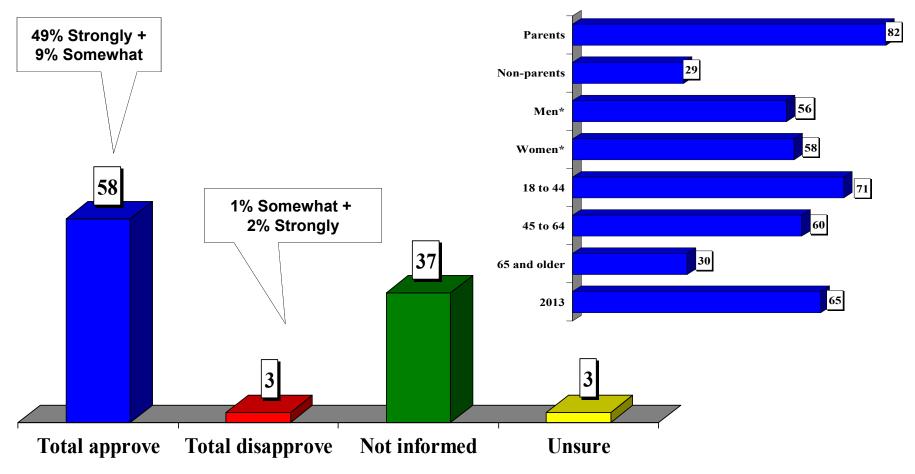


Overall, how would you rate the quality of education being provided by the Mariemont City School District?

Quality of Education







Generally speaking, do you approve or disapprove of the job being done by the classroom teachers who work for the Mariemont City School District, or do you not have enough information to have formed an opinion?

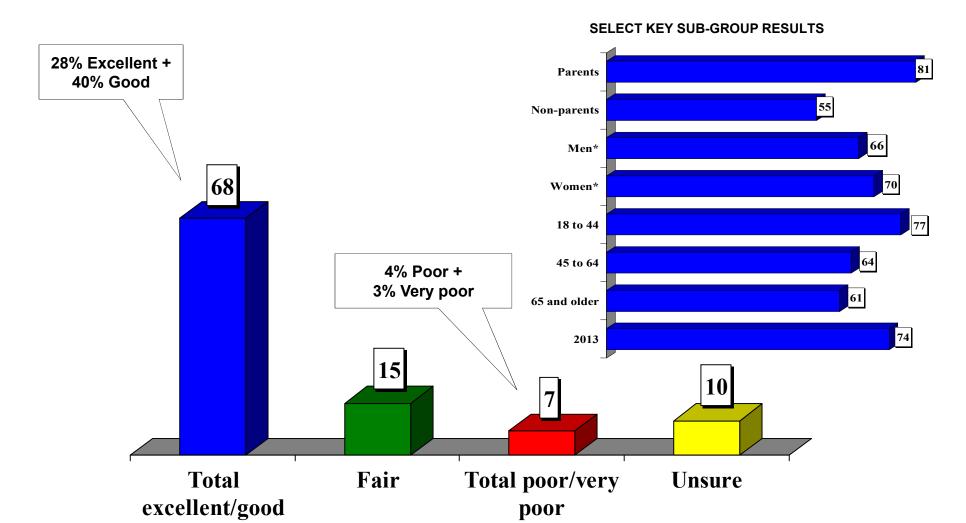
Teacher Approval Rating

* Differences are not statistically significant









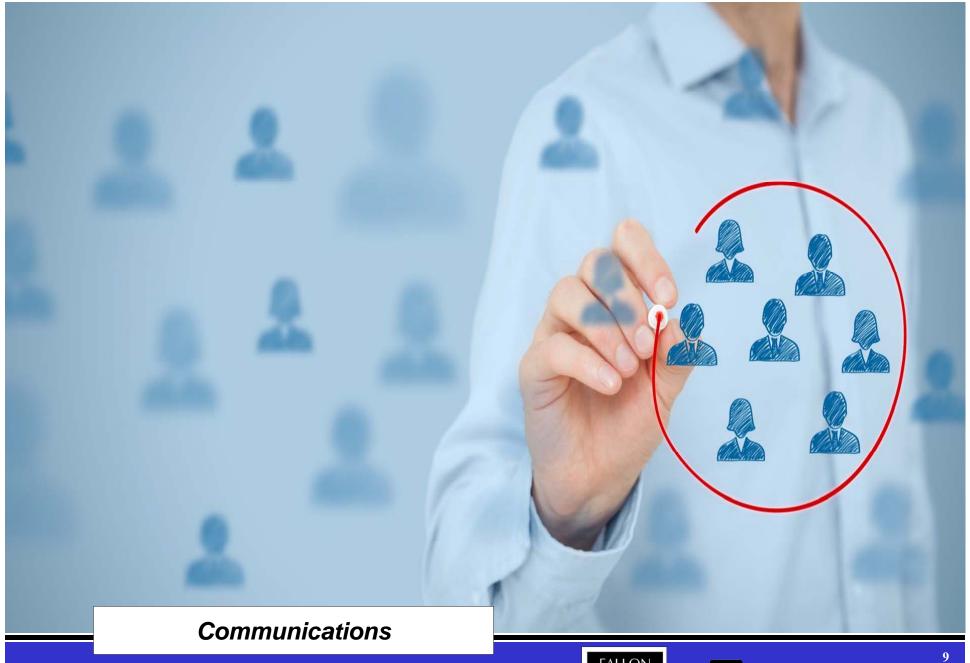
In your opinion, how would you rate the job that the Mariemont City School District has done spending its tax money in an effective and responsible manner?

Managing Taxes

* Differences are not statistically significant







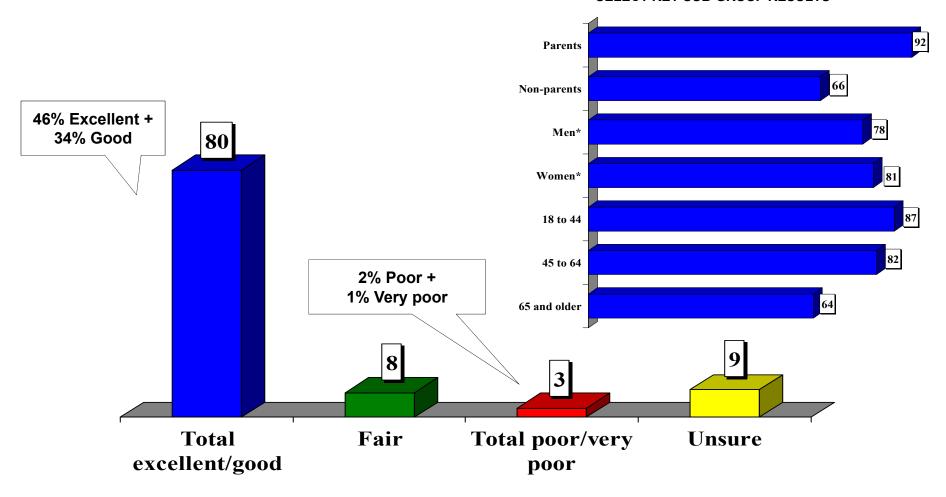
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Overall, how would you rate the job that the Mariemont City School District does communicating with parents and the public?

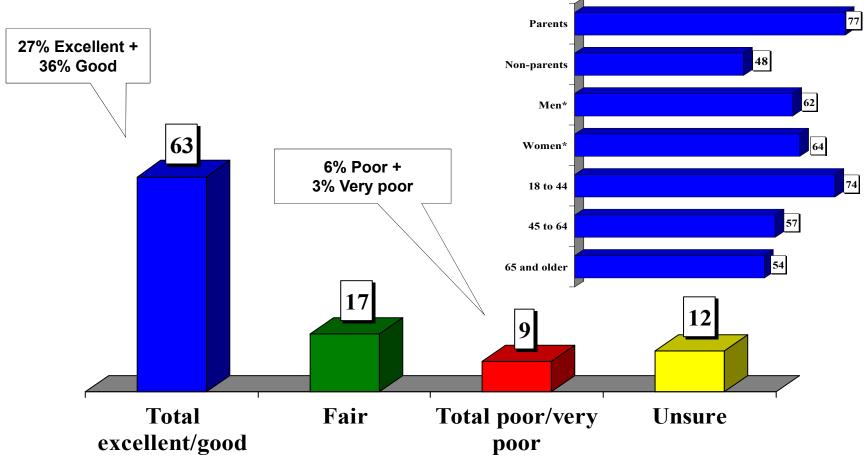
Rating Communication

* Differences are not statistically significant









Overall, how would you rate the job that the School District has done to listen to people like you, so they feel like stakeholders whose opinions are valued by school leaders?

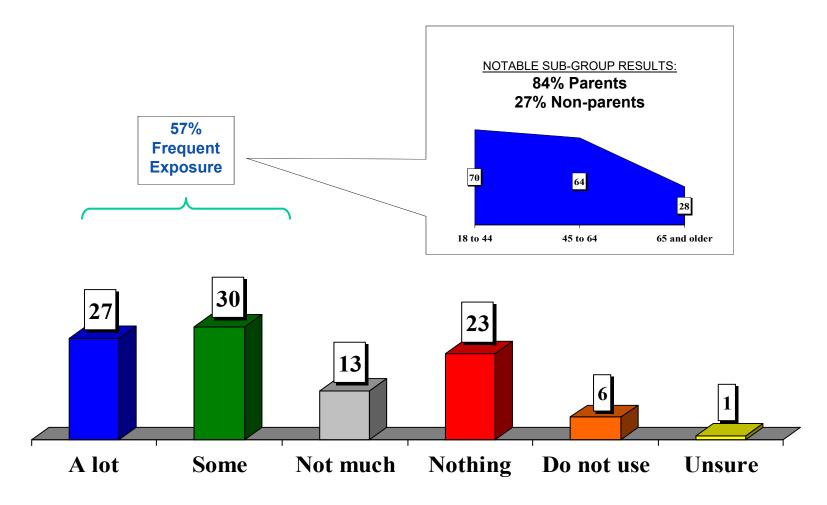
Stakeholder Receptivity

* Differences are not statistically significant









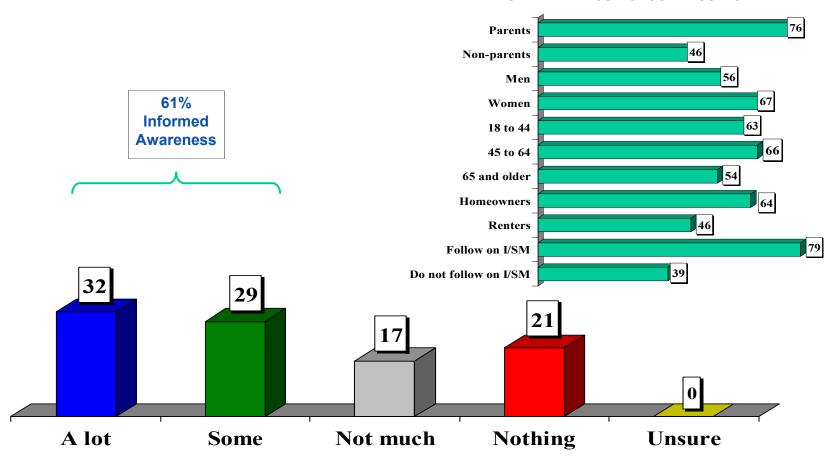
How much news and information about the Mariemont City School District schools do you see or read on the School District's official website, Twitter and Facebook accounts?

Internet & Social Media Penetration







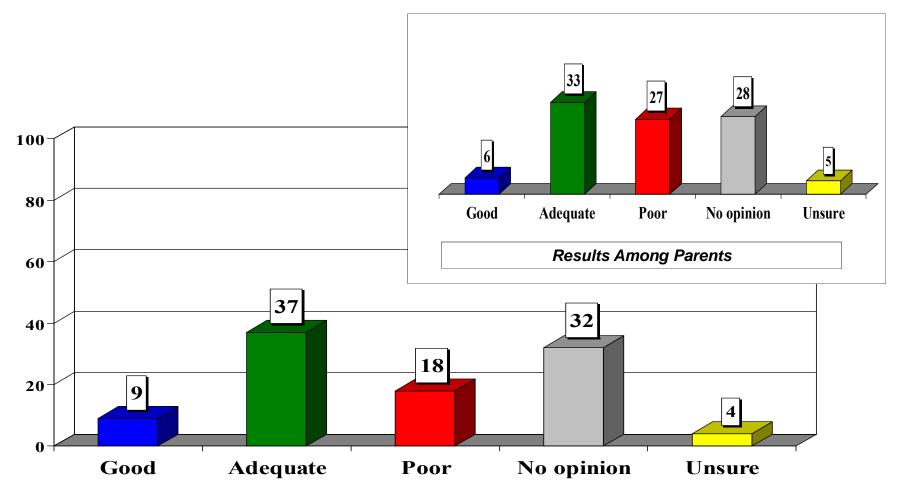


At this time, the School District is currently exploring plans for a new or renovated Mariemont High School building. How much news and information have you seen, read, or heard about this matter?

Awareness





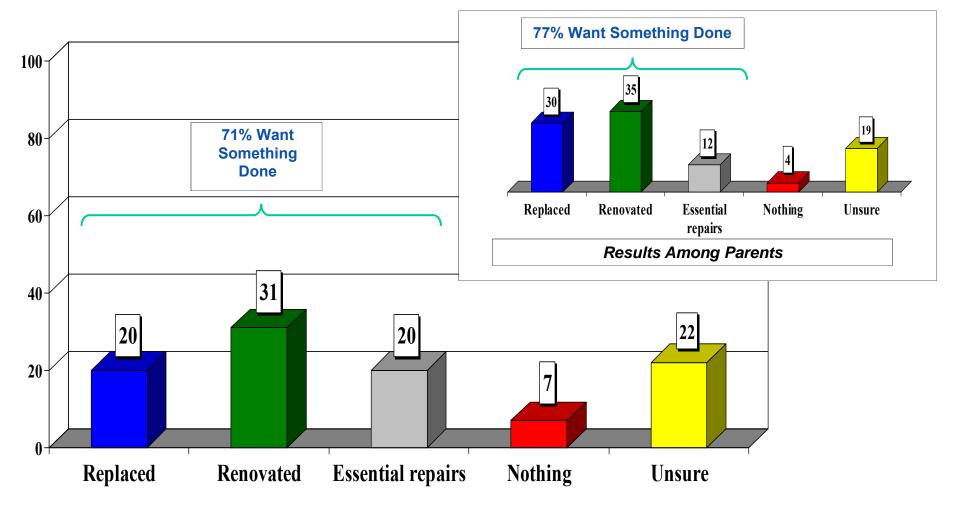


In general, do you think the Mariemont High School building is in good condition and needs no improvements, adequate condition and needs some upgrades and repairs, poor condition and needs to be replaced or do you not have enough information about this to have formed an opinion?

Building Condition







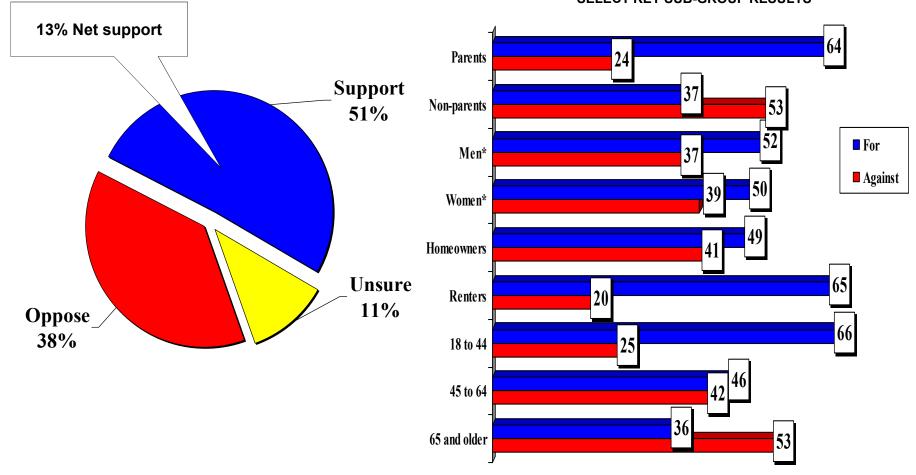
In your opinion, do you think that the Mariemont High School building should be completely replaced, renovated and partially-replaced, make only essential repairs or have nothing done to it at this time?

Building Disposition





SELECT KEY SUB-GROUP RESULTS



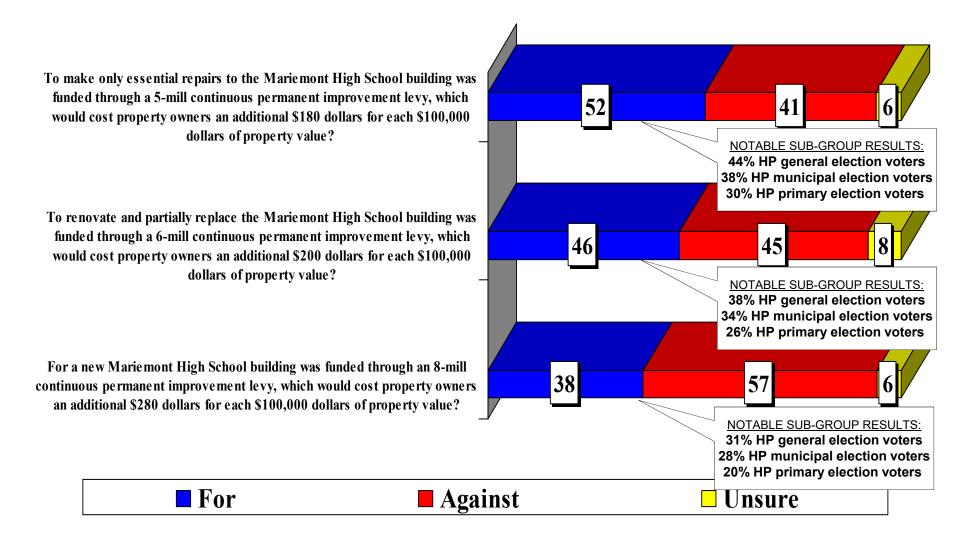
Supposing for a moment, that the School Board decides to completely replace the Mariemont High School building with a new one, generally speaking would you support or oppose this plan?

Building Replacement

* Differences are not statistically significant







Would you vote for or against the plan...

Funding Options Among All

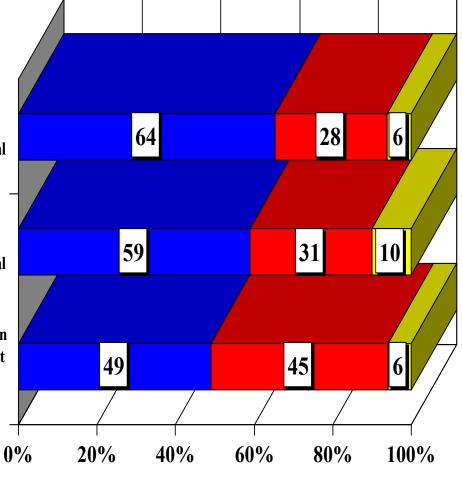




To make only essential repairs to the Mariemont High School building was funded through a 5-mill continuous permanent improvement levy, which would cost property owners an additional \$180 dollars for each \$100,000 dollars of property value?

To renovate and partially replace the Mariemont High School building was funded through a 6-mill continuous permanent improvement levy, which would cost property owners an additional \$200 dollars for each \$100,000 dollars of property value?

For a new Mariemont High School building was funded through an 8-mill continuous permanent improvement levy, which would cost property owners an additional \$280 dollars for each \$100,000 dollars of property value?



■ For ■ Against □ Unsure

Would you vote for or against the plan...

Funding Options Among Parents

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& COMMUNICATIONS, INC.

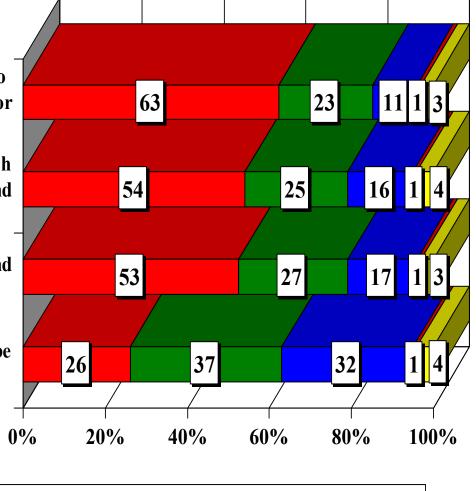


Offer new science labs that can provide exposure to advanced coursework needed to prepare students for college?

Offer areas for project-based learning, in order to teach students other skills needed for life after high school and the workforce?

Create a building that is safer for students and staff and offers better accessibility?

Create a new performing arts space that could also be used for community meetings and public events?



■ High ■ Medium ■ Low ■ Not □ Unsure

How much of a priority should it be to...

Priorities Among All

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& COMMUNICATIONS, INC.

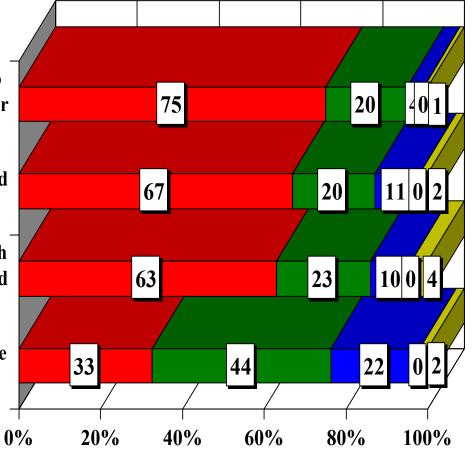


Offer new science labs that can provide exposure to advanced coursework needed to prepare students for college?

Create a building that is safer for students and staff and offers better accessibility?

Offer areas for project-based learning, in order to teach students other skills needed for life after high school and the workforce?

Create a new performing arts space that could also be used for community meetings and public events?





How much of a priority should it be to...

Priorities Among Parents





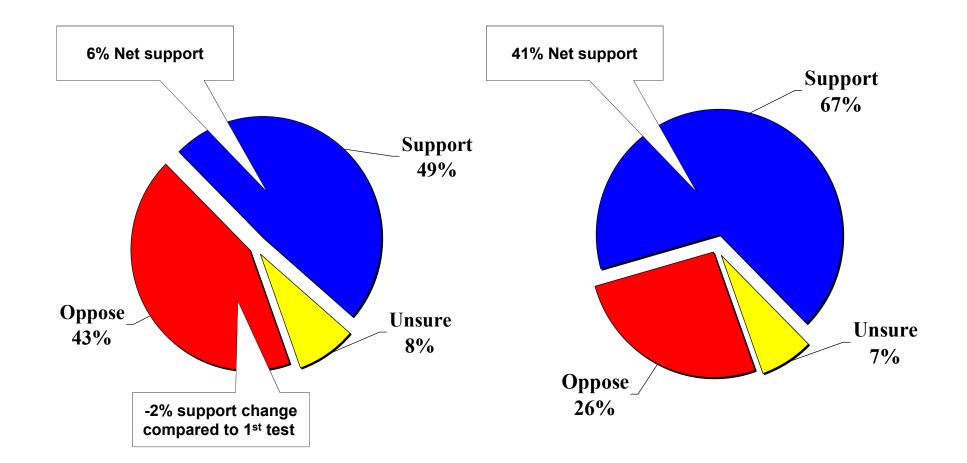


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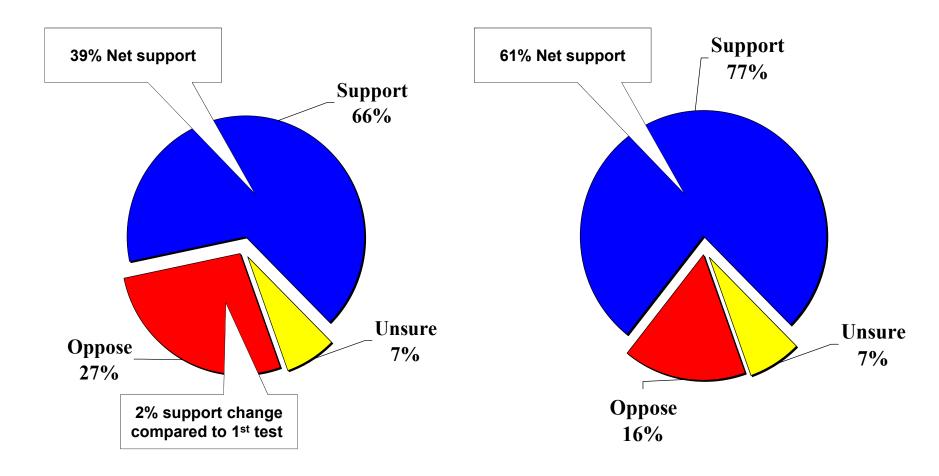
If the School Board decides to completely replace the Mariemont High School building with a new one, generally speaking would you support or oppose this plan?

If the School Board decides to renovate and partially replace the Mariemont High School building, generally speaking would you support or oppose this plan?

Support Among All







If the School Board decides to completely replace the Mariemont High School building with a new one, generally speaking would you support or oppose this plan?

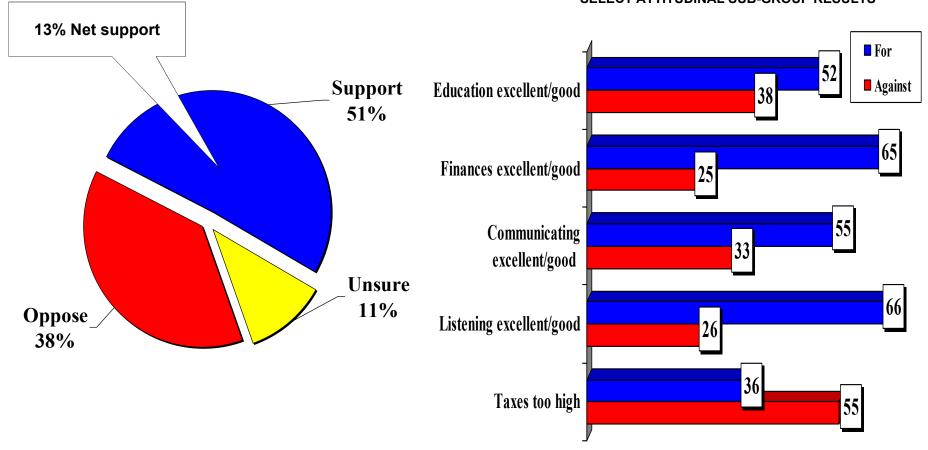
If the School Board decides to renovate and partially replace the Mariemont High School building, generally speaking would you support or oppose this plan?

Support Among Parents





SELECT ATTITUDINAL SUB-GROUP RESULTS

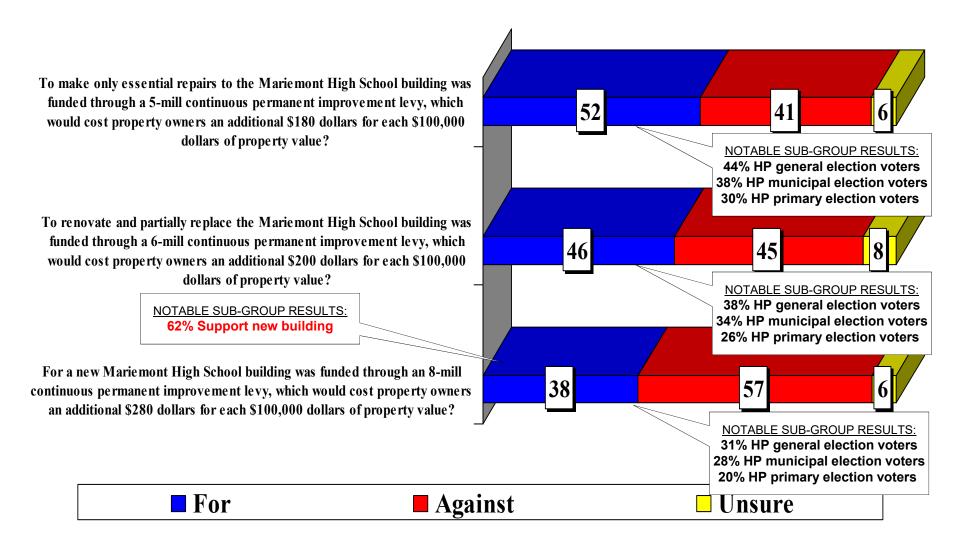


Supposing for a moment, that the School Board decides to completely replace the Mariemont High School building with a new one, generally speaking would you support or oppose this plan?

Building Replacement Revisited







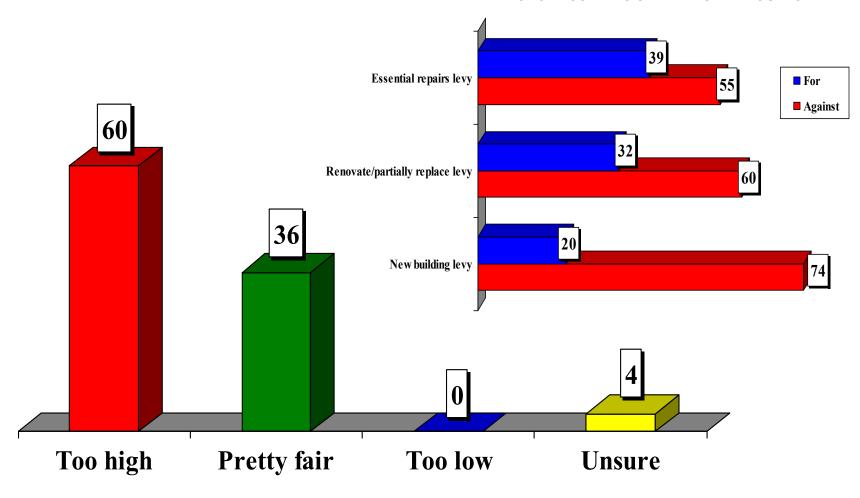
Would you vote for or against the plan...

Funding Options Revisited





AMONG THOSE WHO SAY TAXES ARE TOO HIGH



Do you think that property taxes in the area where you live are too high, generally pretty fair or too low?

Tax Sensitivity Revisited





Climate & Opinion Environment:

There is great contentment and satisfaction within the community, which indicates that there are no misgivings or turmoil that may affect public opinions and deliberations about facilities needs

The performance ratings for all critical functions are exceptionally high, indicating great satisfaction with the school system, as well as suggesting tremendous confidence

Much of the community, especially parents, appear to be engaged in district matters and there is no critical dearth of communication

There is a high level of sensitivity to taxes, which is quite pervasive among many key segments, despite the confidence that the public seems to have in the work the district is doing to manage finances

Building Needs & Options:

Awareness of an impending building initiative is high, which indicates that first impressions are being formed and views will soon become entrenched

There is a some complacency about the condition of the high school building that may be stifling urgency to act

Among the public, conceptual support for replacing the high school building is tepid, although parents appear more enthusiastic

A request for funding to replace the building may face substantial resistance, but the public appears receptive to the other options

The timing of the request could have a pivotal impact on the outcome of the voting decision

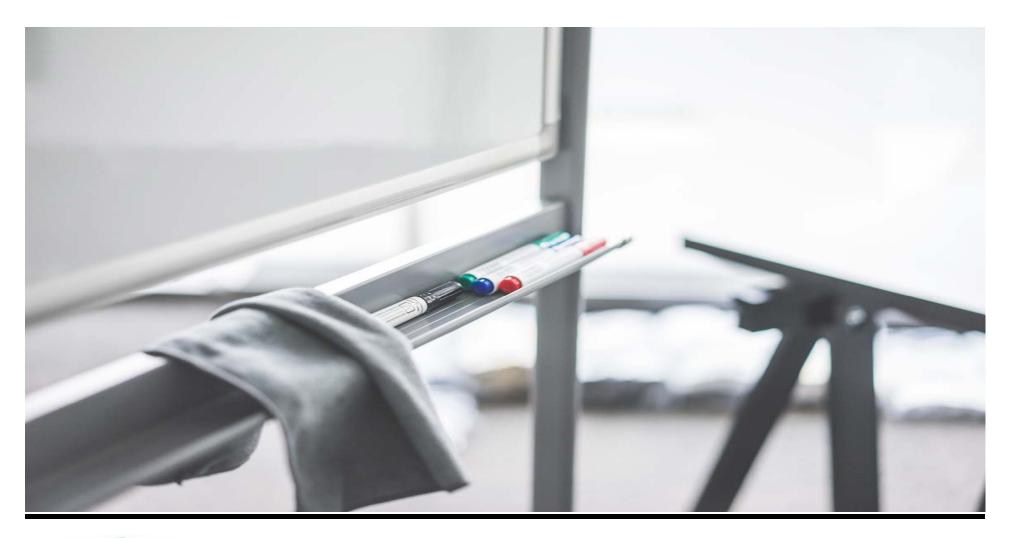
A high level of sensitivity to taxes appears to be inhibiting support for any type of building initiative, regardless of its merits

Key Findings Re-Cap











MARIEMONT CITY SCHOOL DISTRICT

QUESTIONS?







APPENDIX G



MARIEMONT CITY SCHOOLS REAL ESTATE STUDY

December 4, 2017

OVERVIEW

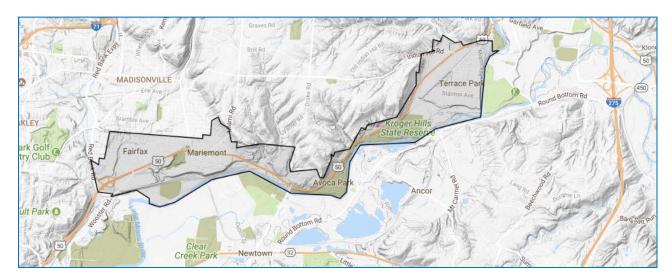
1. Project Background and Description

MSA Architects (MSA), project architect and manager for the Mariemont City Schools (MCS) high school, was engaged to work with the Mariemont community and school leadership to develop a master facility plan for Mariemont High School. As part of MSA's scope of work, Bellwether Enterprise was asked to review potential site options to meet the requirements of a new high school facility.

2. Project Scope

The search area aligns with the Mariemont City School jurisdictional boundaries (see map below) with the following criteria:

- Within Mariemont, Terrace Park, Fairfax and small section of Columbia Township.
- 30-35-acre minimum site area
- Greenfield or improved site that can be redeveloped to match High School building plan which includes 150,000 SF with 90,000 SF first floor area
- 15 minimum acres for outside athletics and other extra-curricular activities
- Access / Walkable



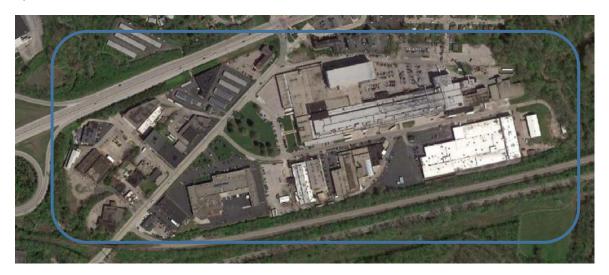


3. Research

Bellwether Enterprise used multiple real estate search web sites (LoopNet, MLS, Co-Star), aerial assessment (Google Earth), and field canvassing (drive the market) to identify potential sites. Both single sites or assembled sites were considered. Zoning was not a limiting condition since we assumed site could be rezoned. There were 15 listed sites for sale identified, however all were under 2.1 acres without the ability to assemble. Large improved structures were considered in Fairfax (existing use industrial). Finally, the field search includes properties within the district used as public parks as well as a recreation use located on Newtown Road.

Fairfax Industrial District

The industrial district located on the west edge of the MCS district within the Village of Fairfax has a group of about a dozen small (5,000 SF) to large (+100,000 SF) industrial structures in a land area of over 100 total acres. The lager buildings are nearly fully occupied +50 years old, functionally challenged structures. It is likely the site and building improvements, have environmental conditions that would either preclude residential and/or school uses or require substantial remediation.



Newtown

Located on Newtown Road, this 100+ acre site is Home to the Little Miami Golf Center, a 9-hole par 3 golf course owned by the Hamilton County Park District. This property is situated in the flood plain within the political jurisdiction of Anderson Township and Forest Hills Local School District.





Park Areas

There are public park areas that are located within the MCS district boundaries. While these sites have the sufficient land area to house a new high school, deed restrictions, existing use, political issues, and flood plain topographical issues would preclude consideration of these sites for development.



- (A) Mariemont Gardens Park (South 80): The Mariemont Gardens Park, also known as South 80 (80-acres) is a community gardens managed by the village of Mariemont. Identified by the Audubon Society as a hidden gem, it is a migratory site with abundant bird life.
- (B) Indian Hill Greenbelt: Although not designated as a park, this 35.56 acre considered part of the Indian Hill greenbelt although it located in the jurisdiction of MCS in the Village of Mariemont. This parcel is owned by the Village of Indian Hill, being transferred in 1984.



- (C) Avoca Park and Trail: Dedicated as a public park since the 1920's, this 65-acrea park is now owned by Hamilton County Park District and is preserved without development, except for parking and restrooms. The site is bisected by the Little Miami Scenic Trail.
- (D) Kroger Hills State Reserve: This 217-acre conservation district is compromised od old-growth forest and a restored prairie with 80 acres of grassland. This conservation area was acquired in 1978 and is located along the Little Miami River and on the hillsides near Indian Hill. Tis area is owned by the State of Ohio Department of Natural Resources and managed by the Hamilton County Park District.



(E) Village of Terrace Park: Contiguous to the Kroger Hills State Reserve is land owned by the Village of Terrace Park (Drackett Field 12 acres, soccer fields); Terrace Park Recreation Commission (10 acres, baseball fields); and Terrace Park Swim and Tennis Club (+/- 3.7 acres).



4. Conclusion

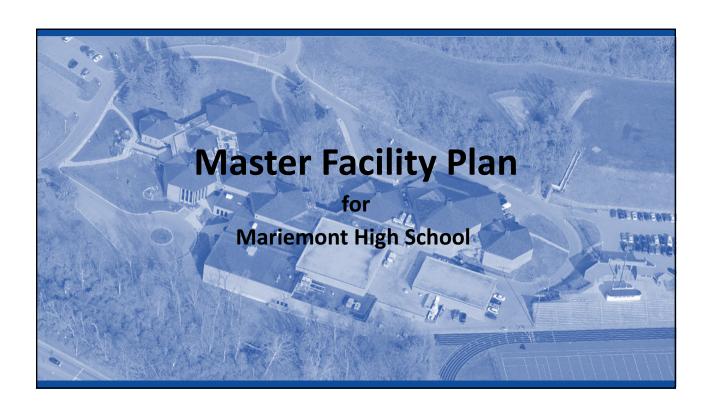
The current high school site offers the ability to develop new building improvements aligning with the criteria of the master plan for the high school. The alternative sites did not meet the criteria for the high for the following reasons:

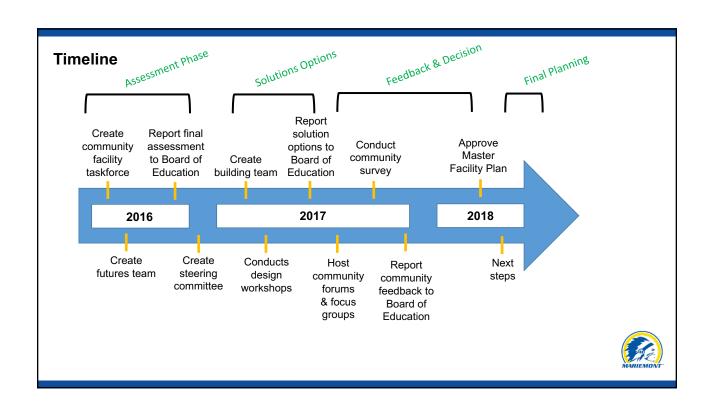
- Size
- Political Jurisdiction
- Topography / Flood Plain
- Environmental
- Existing use
- Access

| | Size | Jurisdiction | Торо | Environmental | Use | Access |
|---------|------|--------------|------|---------------|-----|--------|
| Listed | N | Υ | Υ | Υ | N | N |
| Fairfax | Υ | Υ | Υ | N | N | N |
| Newtown | Υ | N | N | Υ | N | N |
| Parks | Υ | Υ | N | Υ | N | N |



APPENDIX H





From Feedback to Objectives . . .

- Improve/Replace Infrastructure and Systems
- Improve Safety and Security
- Improve Daylight and Views
- Improve and Expand Classrooms
- · Provide Collaboration Spaces
- Provide Areas to Showcase Work
- · Improve Flexibility of Use
- · Create More Open and Inviting Environment
- · Improve Accessibility Throughout
- Improve/Enhance Connections to Outdoors

- Create Highly Sustainable Facility and Campus
- Significantly Improve Learning Environments
- · Update and Improve Athletic Facilities
- Improve and Expand Visual and Performing Arts Facilities
- Improve Food and Dining Facilities
- Improve Access to/from Campus and Expand Parking
- Maintain Regular Operations During Construction



DESIGN WORKSHOP #1 Development Scenario Categories

1A 1B 1C

(1B) (1C) Minimal Renovation

2A 2B 2C

(2B) (2C) Major Renovation | Demo | Addition(s)

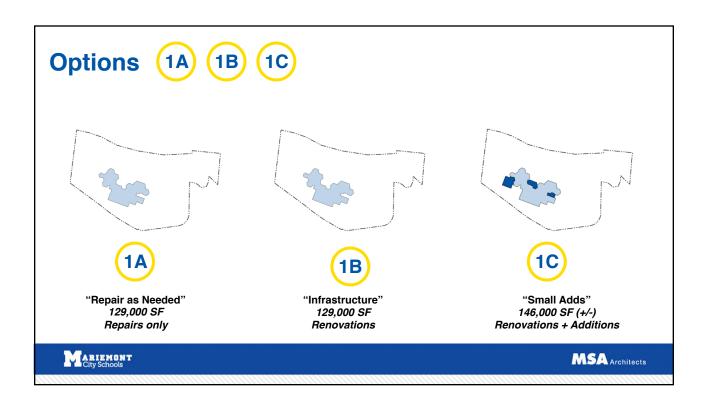
3

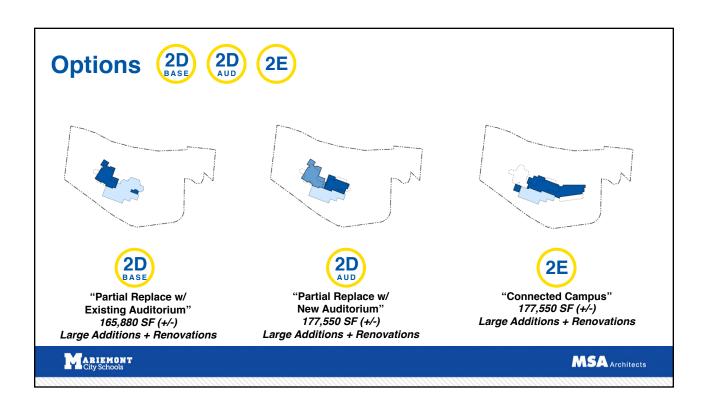
New Facilities

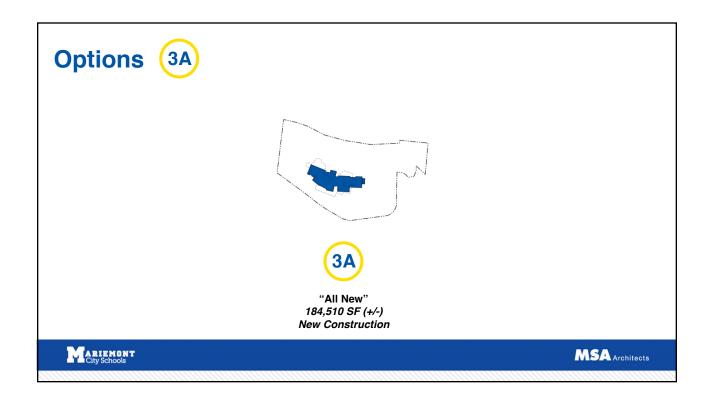


| | Primary Objectives | Cank |
|---|--|------------|
| | Significantly Improve Learning Environments | 1 |
| | Improve and Expand Classrooms | 2 |
| (| Improve Safety and Security | 3 |
| | Provide Collaboration Spaces | 4 |
| | Improve Daylight and Views | 4 |
| | Improve/Replace Infrastructure and Systems | 4 |
| | Improve Figure of Lise | 7 |
| | Improve Accessibility Throughout | 8 |
| | Create More Open and Inviting Environment | 8 |
| | Improve and Expand Visual and Performing Arts Facilities | 8 |
| | Improve Access to/from Campus and Expand Parking | 11 |
| | Create Highly Sustainable Facility and Campus | 11 |
| | Improve/Enhance Connections to Outdoors | 13 |
| | Improve Food and Dining Facilities | 14 |
| | Maintain Regular Operations During Construction | 14 |
| | Provide Areas to Showcase Work | 16 |
| | Update and Improve Athletic Facilities | 16 MARIEMO |
| | | |

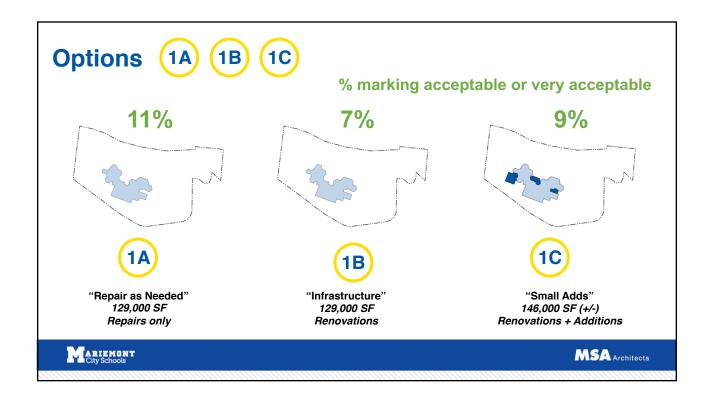


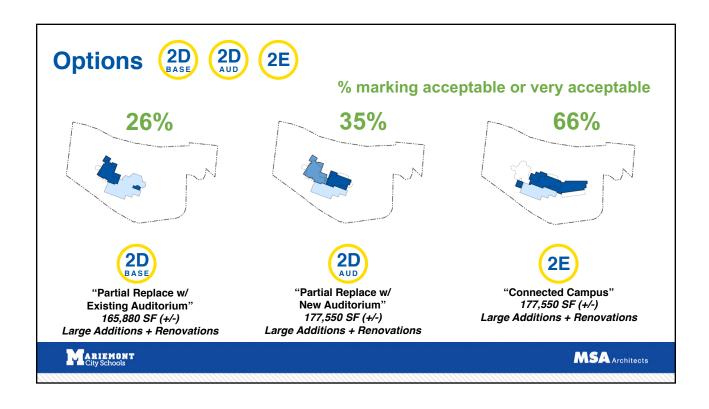


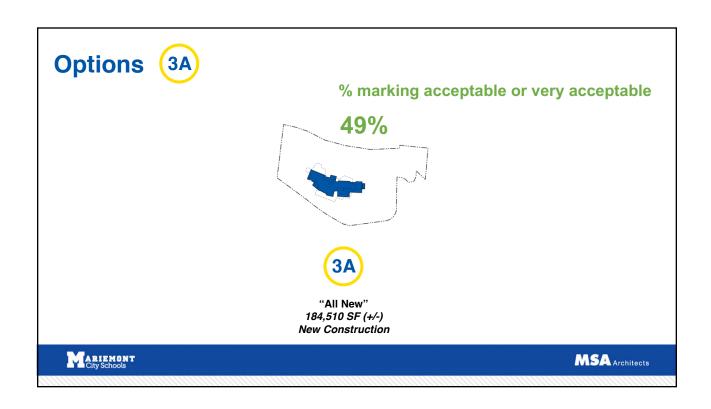


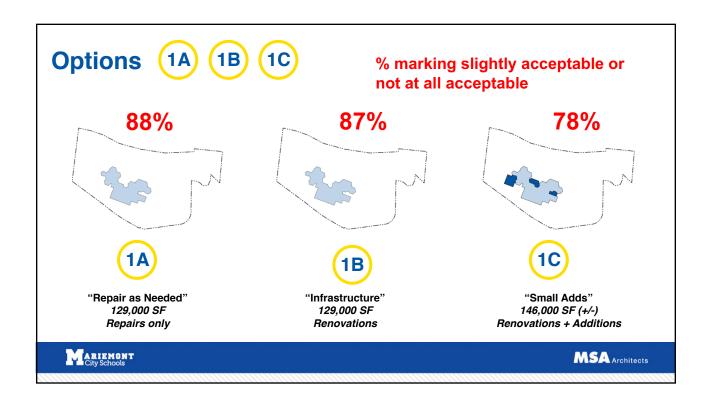


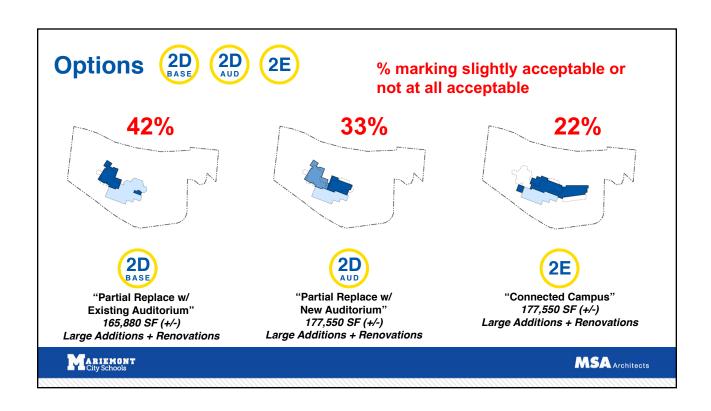
Conceptual Budget Summary (Total Project Cost) 1A \$12.0 million to \$14.0 million 1B \$18.0 million to \$21.0 million (1C \$27.0 million to \$32.0 million \$35.0 million to \$41.0 million 2D AUD \$45.0 million to \$52.0 million (2E \$43.0 million to \$50.0 million (3A) \$52.0 million to \$61.0 million ARIEMONT City Schools Turner

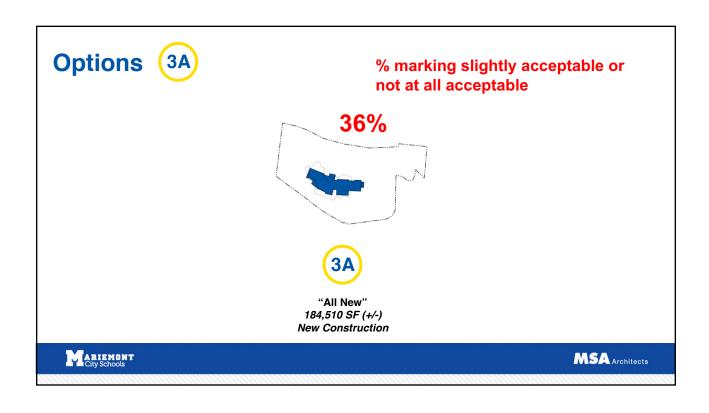


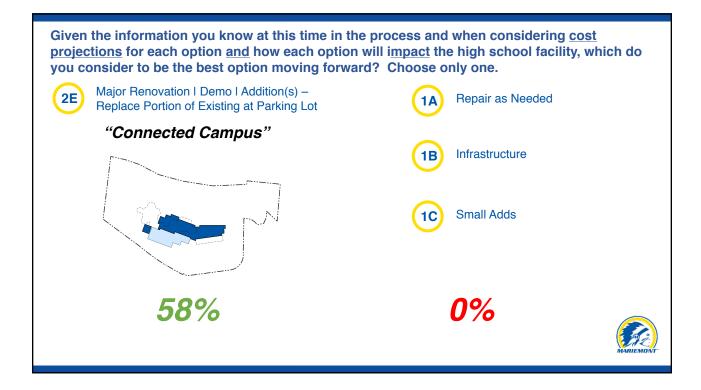


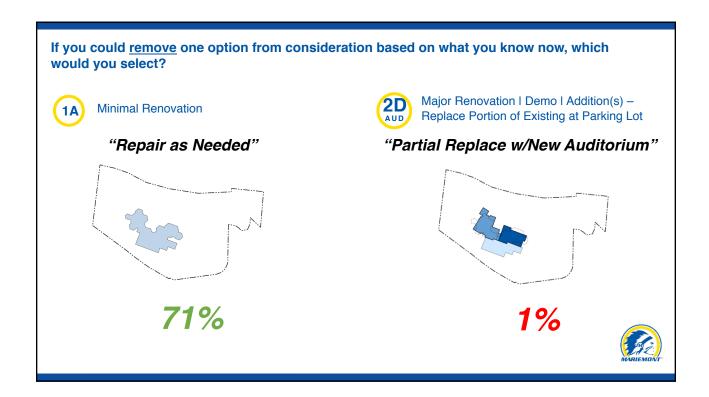


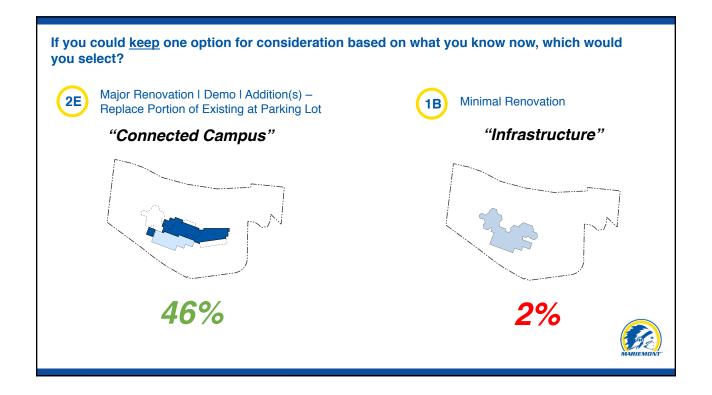












This solution seems appropriate for addressing the challenges at the high school.

WORKSHOP #1
SURVEY RESULTS

WORKSHOP #2
SURVEY RESULTS

SURVEY RESULTS

QE

IB

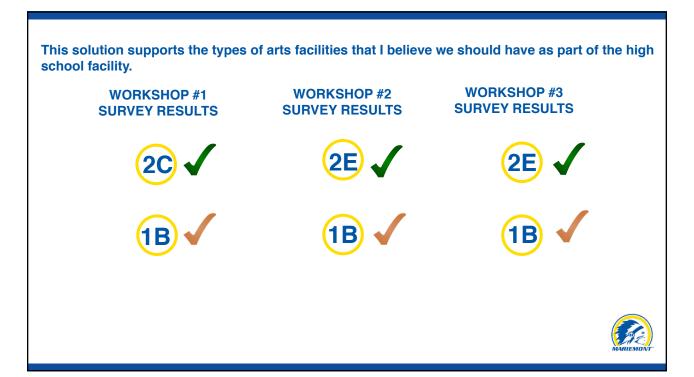
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WORKSHOP #3
SURVEY RESULTS



This solution supports the types of athletic facilities that I believe we should have as part of the high school facility.

WORKSHOP #1 SURVEY RESULTS

WORKSHOP #2 SURVEY RESULTS

WORKSHOP #3 SURVEY RESULTS



























APPENDIX I

DESIGN WORKSHOP #1



SOLUTION 1A – "Repairs Only"

Based on what you know about this solution now, what do you consider to be the \underline{most} significant \underline{pro} ? Choose only one.

| □nfrastructure/systems only repaired/replaced as needed | 08% |
|--|-----|
| □No safety enhancements | |
| □No learning environment/academic space enhancements | |
| □No updates/renovations to athletic facilities | 03% |
| □No updates/renovations to arts facilities | |
| □No additional natural light/outdoor spaces | |
| □No improvements in accessibility | |
| □No improvements to dining/food facilities | |
| □No change to shape/structure/look of facility | |
| □All areas of high school facility remain under one roof | 04% |
| □No enhancements to parking | |
| □No student displacement/relocation | 21% |
| ☐Least expensive | 64% |

Based on what you know about this solution now, what do you consider to be the \underline{most} significant \underline{con} ? Choose only one.

| □nfrastructure/systems only repaired as needed | 06% | |
|--|-----|-----|
| □No safety enhancements | | 10% |
| □No learning environment/academic space enhancement | ts | 38% |
| □No updates/renovations to athletic facilities | | 15% |
| □No updates/renovations to arts facilities | | 14% |
| □No additional natural light/outdoor spaces | | 03% |
| □No improvements in accessibility | | 08% |
| □No improvements to dining/food facilities | | |
| □No change to shape/structure/look of facility | | 01% |
| □All areas of high school facility remain under one roof | | |
| □No enhancements to parking | | |
| □No student displacement/relocation | | |
| ☐ east expensive | | 05% |

| This solution s | seems appropriate for addressing the challenges at the high school. |
|-----------------------------|--|
| □Agree 15% | |
| Disagree | <mark>- 85%</mark> |
| | |
| This solution a ☐Agree 20% | addresses the concerns I have about the academic areas/learning environments. |
| Disagree | <mark>- 80%</mark> |
| facility. □Agree 56% | supports the types of athletic facilities that I believe we should have as part of the high school |
| Disagree | 44% |
| This solution s ☐Agree 18% | supports the types of arts facilities that I believe we should have as part of the high school facility. |
| Disagree | <mark>- 82%</mark> |

ADDITIONAL COMMENTS:

- The feedback I'm leaving is that the athletic facilities are still acceptable.
- What's the point?
- No viable option!!
- This option is really a bandage. It does not provide the space for our students to compete with other high performing schools
- Concerns about safety
- Students learn differently in different environment and I believe Mariemont should consider a completely new pace
- Rooms in Arts rooms and academic rooms are not large enough to accommodate students, equipment, student projects, Etc.
- To me this is really not an option. Meets none of the goals and objectives
- Not sure what this solution buys us. We are just kicking the can down the road
- I don't see a pro in this plan
- While seemingly cheap-more fiscally irresponsible
- I feel we need more than this
- This scenario is not representative of our district
- There is a great value in our district and many people hope to be able to continue to live here and enjoy. We do not need to create a huge expense for taxpayers when things are working so well.
- There is absolutely no need to replace or build new at this time. Levies will make our community unaffordable to
 most and put too heavy of a tax burden on a community that is already the highest taxed in the Cincinnati region.
 Mariemont schools need to learn to exist within the already generous budget they are provided with to date.
- Don't like this option at all



☐ Lower expense

SOLUTION 1B – "Infrastructure"

Based on what you know about this solution now, what do you consider to be the \underline{most} significant \underline{pro} ? Choose only one.

| ☐ Infrastructure/systems repaired/replaced | <mark>19%</mark> |
|--|---|
| ☐ Safety enhancements | 02% |
| ☐ Minor learning environment/academic space enhancements | 14% |
| ☐ Minor updates/renovations to athletic facilities | |
| ☐ No updates/renovations to arts facilities | |
| ☐ No additional natural light/outdoor spaces | |
| ☐ No improvements in accessibility | |
| ☐ No improvements to dining/food facilities | |
| ☐ No change to shape/structure/look of facility | |
| ☐ All areas of high school facility remain under one roof | 10% |
| ☐ Enhancements to parking | 07% |
| ☐ Minimal student displacement/relocation | 23% |
| | |
| □ Lower expense Based on what you know about this solution now, what do y | 25% ou cor |
| · | |
| Based on what you know about this solution now, what do y | |
| Based on what you know about this solution now, what do youly one. | ou cor |
| Based on what you know about this solution now, what do yonly one. Infrastructure/systems repaired/replaced | ou cor |
| Based on what you know about this solution now, what do youly one. Infrastructure/systems repaired/replaced Safety enhancements | ou coi 03% 03% |
| Based on what you know about this solution now, what do yonly one. Infrastructure/systems repaired/replaced Safety enhancements Minor learning environment/academic space enhancements | ou cor 03% 03% 28% |
| Based on what you know about this solution now, what do youly one. Infrastructure/systems repaired/replaced Safety enhancements Minor learning environment/academic space enhancements Minor updates/renovations to athletic facilities | 03% 03% 03% 28% 12% |
| Based on what you know about this solution now, what do yonly one. Infrastructure/systems repaired/replaced Safety enhancements Minor learning environment/academic space enhancements Minor updates/renovations to athletic facilities No updates/renovations to arts facilities | 03% 03% 28% 12% |
| Based on what you know about this solution now, what do yonly one. Infrastructure/systems repaired/replaced Safety enhancements Minor learning environment/academic space enhancements Minor updates/renovations to athletic facilities No updates/renovations to arts facilities No additional natural light/outdoor spaces | 03% 03% 28% 12% 13% |
| Based on what you know about this solution now, what do yonly one. Infrastructure/systems repaired/replaced Safety enhancements Minor learning environment/academic space enhancements Minor updates/renovations to athletic facilities No updates/renovations to arts facilities No additional natural light/outdoor spaces No improvements in accessibility | 03% 03% 28% 12% 13% |
| Based on what you know about this solution now, what do yonly one. Infrastructure/systems repaired/replaced Safety enhancements Minor learning environment/academic space enhancements Minor updates/renovations to athletic facilities No updates/renovations to arts facilities No additional natural light/outdoor spaces No improvements in accessibility No improvements to dining/food facilities | 03% 03% 28% 12% 13% 13% 16% |
| Based on what you know about this solution now, what do yonly one. Infrastructure/systems repaired/replaced Safety enhancements Minor learning environment/academic space enhancements Minor updates/renovations to athletic facilities No updates/renovations to arts facilities No additional natural light/outdoor spaces No improvements in accessibility No improvements to dining/food facilities No change to shape/structure/look of facility | 03% 03% 28% 12% 13% 13% 16% |

| | ms appropriate for addressing the challenges at the high school. |
|---|---|
| ☐ Agree | 06% |
| □ Disagree | 94 <mark>%</mark> |
| | |
| This solution add | resses the concerns I have about the academic areas/learning environments. |
| □ Agree | 11% |
| □ Disagree | <mark>89%</mark> |
| 1 1115 501011011 500 | norte the types of athletic facilities that I believe we should have as part of the high school |
| facility. | ports the types of athletic facilities that I believe we should have as part of the high school |
| • | ports the types of athletic facilities that I believe we should have as part of the high school 55% |
| facility. | |
| facility. <mark>□ Agree</mark> □ Disagree | 55% |
| facility. <mark>□ Agree</mark> □ Disagree | 55% 45% |
| facility. □ Agree □ Disagree This solution sup | 55% 45% ports the types of arts facilities that I believe we should have as part of the high school fac |

ADDITIONAL COMMENTS:

- Like at minimum the addition of the access out and added security
- Let's do more
- Same not cost effective
- This option really doesn't give our students what they need to be competitive in today's world
- Marginal improvement but no real addressing of objectives
- This option still does not address the inadequate classroom sizes for arts and academics
- Mechanic's
- Makes us look pretty on the inside, but that's about it
- Again. Just like anyone who lives within a budget and has emergency funds within the budget for major repairs, this
 is how Mariemont schools should exist. Living in excess of a common sense budget is u reasonable burden for the
 community and not sustainable long term.



SOLUTION 1C - "Small Adds"

Based on what you know about this solution now, what do you consider to be the <u>most</u> significant <u>pro?</u> Choose only one.

| ☐nfrastructure/systems repaired/replaced | | 24% |
|--|-----|-----|
| ☐Safety enhancements | 06% | |
| ☐ earning environment/academic space enhancements | | 33% |
| ☐Minor updates/renovations to athletic facilities | | 02% |
| ☐Minor updates/renovations to arts facilities | | 02% |
| □No additional natural light/outdoor spaces | | |
| □No improvements in accessibility | | |
| ☐mprovements to dining/food facilities | | |
| ☐Minimal change to shape/structure/look of facility | | 02% |
| □All areas of high school facility remain under one roof | | |
| □Enhancements to parking | | |
| ☐Minimal student displacement/relocation | | 07% |
| □ ower expense | | 24% |
| | | |

Based on what you know about this solution now, what do you consider to be the \underline{most} significant \underline{con} ? Choose only one.

| □nfrastructure/systems repaired/replaced | 06% |
|--|-----|
| ☐Safety enhancements | |
| ☐ earning environment/academic space enhancements | 21% |
| ☐Minor updates/renovations to athletic facilities | 06% |
| ☐Minor updates/renovations to arts facilities | 09% |
| □No additional natural light/outdoor spaces | 15% |
| □No improvements in accessibility | 09% |
| ☐mprovements to dining/food facilities | |
| ☐Minimal change to shape/structure/look of facility | 21% |
| ☐All areas of high school facility remain under one roof | |
| Enhancements to parking | 06% |
| ☐Minimal student displacement/relocation | 05% |
| □ower expense | 02% |

| This solution | seems appropriate for addressing the challenges at the high school. |
|---------------------------|--|
| □Agree 39% | |
| Disagree | <mark>61%</mark> |
| | |
| This solution ☐ Agree 34% | addresses the concerns I have about the academic areas/learning environments. |
| Disagree | <mark>- 66%</mark> |
| | |
| | supports the types of athletic facilities that I believe we should have as part of the high school |
| facility. | |
| □Agree 71% | |
| □Disagree | 29% |
| | |
| | supports the types of arts facilities that I believe we should have as part of the high school facility. |
| □Agree 39% | |
| Disagree | <mark>61%</mark> |

ADDITIONAL COMMENTS:

- What instigated the need to begin this process?
- Difficult to fully assess above without greater details specific to upgrades to academic improvements. IE: How will the space, system, technology, etc. positively impact the environment as a learning institution?
- Need some natural light
- Needs to address learning spaces, not just common spaces
- Better but still we pay a lot for minimum return
- Board office should stay
- This solution could be made to work. I'd want it plused more, and if \$ doesn't allow, I could see this being at least a
 potential candidate.
- This is the best of the three options. However, there still is an old house without the charm. The facilities still won't be up to the standards our kids need
- Slight improvements half way measures at best
- This option might work if the arts are moved to Board office area. Please do not separate visual art rooms across the building. We need a fine arts wing.
- Inability to improve lighting biggest drawback. And relocating of students during renovation obviously presents a huge problem. We are already challenged with regard to parking. However, this addresses many of the issues with affordable updates.
- Like the second gym
- A few new space are nice, but there really needs to be a major overhaul!
- Taxes are already too high. This solution seems like a good compromise for now.
- This is the better options outlined in the 1 series, although more light and better arts facility is needed. The outline
 did not address student displacement directly, but my assumption was student displacement minimal in all 1
 options.



SOLUTION 2A – "Partial Replace"

Based on what you know about this solution now, what do you consider to be the \underline{most} significant \underline{pro} ? Choose only one.

| ☐nfrastructure/systems repaired/replaced ☐Safety enhancements | 01% |
|---|-----|
| ☐ earning environment/academic space enhancements/expansion | 44% |
| ☐Minor updates/renovations to athletic facilities | 07% |
| Replacement/expansion of arts facilities | 01% |
| ☐Additional natural light/outdoor spaces 3/28 | 07% |
| ☐mprovements in accessibility | 01% |
| ☐mprovements to dining/food facilities | |
| Change to shape/structure/look of facility | 15% |
| □All areas of high school facility remain under one roof | 17% |
| □Enhancements to parking | |
| Potential student displacement/relocation | |
| ☐Moderate expense | 07% |

Based on what you know about this solution now, what do you consider to be the \underline{most} significant \underline{con} ? Choose only one

| Lintrastructure/systems repaired/replaced | 05% |
|---|-----|
| Safety enhancements | |
| ☐ earning environment/academic space enhancements/expansion | |
| ☐Minor updates/renovations to athletic facilities | 07% |
| Replacement/expansion of arts facilities | |
| □Additional natural light/outdoor spaces | 03% |
| ☐mprovements in accessibility | 03% |
| ☐mprovements to dining/food facilities | |
| ☐Change to shape/structure/look of facility | |
| □All areas of high school facility remain under one roof | |
| Enhancements to parking | 07% |
| Potential student displacement/relocation | 68% |
| ☐Moderate expense | 07% |

| This solution s | eems appropriate for addressing the challenges at the high school. |
|---------------------------|--|
| □Agree | <mark>68%</mark> |
| □Disagree | 32% |
| This solution a | ddresses the concerns I have about the academic areas/learning environments. |
| □Agree 74% | |
| □Disagree | 26% |
| This solution s facility. | supports the types of athletic facilities that I believe we should have as part of the high school |
| □Agree 76% | |
| □Disagree | 24% |
| This solution s | supports the types of arts facilities that I believe we should have as part of the high school facility. |
| □Agree 79% | |
| □Disagree | 21% |

ADDITIONAL COMMENTS:

- Concur of where kids will do during construction
- Very confused about cost/disruption regarding temporary displacement
- Renovations can often cost more than new construction but do appreciate the green aspect
- Doesn't achieve the total objectives
- Not particularly visionary
- I like that we are all under the same roof
- Although where do students go during construction?
- There isn't one main entrance to the building (negative)
- Really like the split campus on the hill
- Not so sure of the split campus by the stadium. Seems really crowded by the building and stadium
- Is parking/dropping off a problem?
- Again not enough information to efficiently assess options
- Personal opinion: community will eventually need a more concise set of options with some financial assessment and ideally recommendations based on current academic (learning institution best in class examples.
- The area of focus should be the learning spaces. This provides it.
- This is a great hybrid option
- The impact on the students of the construction is my biggest concern
- Don't know enough design details to completely agree that this will do it, but checked agreed as there is on somewhat option. Major concern over where students will have their high school experience during this transition.
- Little to no money should be spent to replace. Mariemont school system needs to learn to live within a budget that is sustainable and not out tax the community to "keep up" with status markers of other communities.



SOLUTION 2B – "Split Campus on the Hill"

Based on what you know about this solution now, what do you consider to be the <u>most</u> significant <u>pro?</u> Choose only one.

| □nfrastructure/systems repaired/replaced | 09% |
|---|-----|
| ☐Safety enhancements | |
| ☐ earning environment/academic space enhancements/expansion | 40% |
| ☐Minor updates/renovations to athletic facilities | 04% |
| Replacement/expansion of arts facilities | 06% |
| ☐Additional natural light/outdoor spaces | 04% |
| ☐mprovements in accessibility | |
| ☐mprovements to dining/food facilities | |
| □Change to shape/structure/look of facility | 02% |
| ☐Athletic facilities separate from academic/arts facilities | 06% |
| Enhancements to parking | 06% |
| ☐Minimal student displacement/relocation | 21% |
| ☐Moderate expense | 02% |

Based on what you know about this solution now, what do you consider to be the \underline{most} significant \underline{con} ? Choose only one.

| □nfrastructure/systems repaired/replaced | 04% | 6 |
|---|--------|---|
| ☐Safety enhancements | 04% | |
| ☐ earning environment/academic space enhancements/expansion | on 05% | 6 |
| □ pdates/renovations to athletic facilities | 05% | 0 |
| Replacement/expansion of arts facilities | | |
| ☐Additional natural light/outdoor spaces | 05% | 0 |
| ☐mprovements in accessibility | 05% | 6 |
| ☐mprovements to dining/food facilities | | |
| Change to shape/structure/look of facility | 05% | 6 |
| ☐Athletic facilities separate from academic/arts facilities | 39% | 6 |
| Enhancements to parking | 08% | 6 |
| ☐Minimal student displacement/relocation | 04% | 0 |
| ☐Moderate expense | 16% | ó |

| This solution s | eems appropriate for addressing the challenges at the high school. |
|---------------------------------------|--|
| □Agree 60% | |
| Disagree | 40% |
| This colution a | ddresses the concerns I have about the academic areas/learning environments. |
| Agree 65% | duresses the concerns i have about the academic areas/learning environments. |
| □Disagree | 35% |
| | |
| This solution s facility. ☐Agree 71% | supports the types of athletic facilities that I believe we should have as part of the high school |
| facility. | supports the types of athletic facilities that I believe we should have as part of the high school 29% |
| facility. ☐Agree 71% ☐Disagree | |

ADDITIONAL COMMENTS:

- Only drawback to this is building on the hill. Ideally I would love the upper field to be a new field for soccer, lacrosse and field hockey
- Real questions about hill stability
- Of "2" options this is the least "Good" option because of the distance between facilities
- Concern about building on hillside
- I see some safety concerns by having extra exits on potential student spaces. Students maybe in academic areas during the day but will need travel to another area, which could create safety issues
- Worry a little about light in classrooms
- Like Athletics separated as long as doesn't hurt gym class flow during day
- I like but not as much as the last if the new building direction is changed to allow parking near stadium
- Students walking between buildings makes me nervous. Potential safety, security issue?
- The area of focus should be learning spaces. This option provides competitive spaces for our students.
- Two buildings are too distant
- The hill will present significant challenges
- Cost prohibitive
- Two completely separate facilities cause concern for many reasons specifically safety
- Don't like this one. Seems to be a pain to build on hillside and to walk back and forth from athletics to building
- Also, operations become more challenging
- This seems a good option if the space on hill works. No concern that athletics is separate. Would like to
 understand cost implication vs. others in this category vs. new. Just assuming they have been presented by cost
 least to most.
- Not completely sure of total improvements offered with this plan for learning and arts environments... hopefully I will hear more detail about that by attending the April 12 design workshop. Also, wondering about accessibility with main campus being up on the hill? Would it only be accessible by steps, or would there also be parking up top considered? What about ADD requirements?
- Live within the already generous budget you have. Be better stewards of the finances given from an already over taxed community



☐ Moderate expense

SOLUTION 2C – "Split Campus at Stadium"

Based on what you know about this solution now, what do you consider to be the \underline{most} significant \underline{pro} ? Choose only one.

| ☐ Infrastructure/systems repaired/replaced | 06% |
|--|--|
| ☐ Safety enhancements | |
| ☐ Learning environment/academic space enhancements/expansion | <mark>52%</mark> |
| ☐ Updates/renovations to athletic facilities | <mark>07%</mark> |
| ☐ Updates/renovations to athletic stadium | |
| ☐ Replacement/expansion of arts facilities | 06% |
| ☐ Additional natural light/outdoor spaces | 03% |
| ☐ Improvements in accessibility | 04% |
| ☐ Improvements to dining/food facilities | |
| ☐ Change to shape/structure/look of facility | 06% |
| ☐ Athletic facilities separate from academic/arts facilities | |
| ☐ Enhancements to parking | |
| | 400/ |
| ☐ Minimal student displacement/relocation | <mark>13%</mark> |
| ☐ Moderate expense Based on what you know about this solution now, what do you con | 03% |
| ☐ Moderate expense | 03% |
| ☐ Moderate expense Based on what you know about this solution now, what do you coronly one. | 03% nsider to be the <u>most</u> significant <u>con</u> ? Ch |
| ☐ Moderate expense Based on what you know about this solution now, what do you coronly one. ☐ Infrastructure/systems repaired/replaced | 03% nsider to be the <u>most</u> significant <u>con</u> ? Ch |
| ☐ Moderate expense Based on what you know about this solution now, what do you coronly one. ☐ Infrastructure/systems repaired/replaced ☐ Safety enhancements | 03% nsider to be the <u>most</u> significant <u>con</u> ? Ch 03% 07% |
| ☐ Moderate expense Based on what you know about this solution now, what do you coronly one. ☐ Infrastructure/systems repaired/replaced ☐ Safety enhancements ☐ Learning environment/academic space enhancements/expansion ☐ Updates/renovations to athletic facilities ☐ Updates/renovations to athletic stadium | 03% nsider to be the <u>most</u> significant <u>con</u> ? Ch 03% 07% |
| ☐ Moderate expense Based on what you know about this solution now, what do you coronly one. ☐ Infrastructure/systems repaired/replaced ☐ Safety enhancements ☐ Learning environment/academic space enhancements/expansion ☐ Updates/renovations to athletic facilities ☐ Updates/renovations to athletic stadium ☐ Replacement/expansion of arts facilities | 03% nsider to be the <u>most</u> significant <u>con</u> ? Ch 03% 07% |
| ☐ Moderate expense Based on what you know about this solution now, what do you coronly one. ☐ Infrastructure/systems repaired/replaced ☐ Safety enhancements ☐ Learning environment/academic space enhancements/expansion ☐ Updates/renovations to athletic facilities ☐ Updates/renovations to athletic stadium ☐ Replacement/expansion of arts facilities ☐ Additional natural light/outdoor spaces | 03% nsider to be the <u>most</u> significant <u>con</u> ? Ch 03% 07% 07% |
| □ Moderate expense Based on what you know about this solution now, what do you coronly one. □ Infrastructure/systems repaired/replaced □ Safety enhancements □ Learning environment/academic space enhancements/expansion □ Updates/renovations to athletic facilities □ Updates/renovations to athletic stadium □ Replacement/expansion of arts facilities □ Additional natural light/outdoor spaces □ Improvements in accessibility | 03% nsider to be the <u>most</u> significant <u>con</u> ? Ch 03% 07% |
| □ Moderate expense Based on what you know about this solution now, what do you coronly one. □ Infrastructure/systems repaired/replaced □ Safety enhancements □ Learning environment/academic space enhancements/expansion □ Updates/renovations to athletic facilities □ Updates/renovations to athletic stadium □ Replacement/expansion of arts facilities □ Additional natural light/outdoor spaces □ Improvements in accessibility □ Improvements to dining/food facilities | nsider to be the <u>most</u> significant <u>con</u> ? Ch |
| □ Moderate expense Based on what you know about this solution now, what do you coronly one. □ Infrastructure/systems repaired/replaced □ Safety enhancements □ Learning environment/academic space enhancements/expansion □ Updates/renovations to athletic facilities □ Updates/renovations to athletic stadium □ Replacement/expansion of arts facilities □ Additional natural light/outdoor spaces □ Improvements in accessibility □ Improvements to dining/food facilities □ Change to shape/structure/look of facility | nsider to be the most significant con? Check to be the most significant con? Check to the constant constant con? Check to the constant con |
| □ Moderate expense Based on what you know about this solution now, what do you coronly one. □ Infrastructure/systems repaired/replaced □ Safety enhancements □ Learning environment/academic space enhancements/expansion □ Updates/renovations to athletic facilities □ Updates/renovations to athletic stadium □ Replacement/expansion of arts facilities □ Additional natural light/outdoor spaces □ Improvements in accessibility □ Improvements to dining/food facilities □ Change to shape/structure/look of facility □ Athletic facilities separate from academic/arts facilities | 03% nsider to be the <u>most</u> significant <u>con</u> ? Ch 03% 07% 07% 08% 08% |
| □ Moderate expense Based on what you know about this solution now, what do you coronly one. □ Infrastructure/systems repaired/replaced □ Safety enhancements □ Learning environment/academic space enhancements/expansion □ Updates/renovations to athletic facilities □ Updates/renovations to athletic stadium □ Replacement/expansion of arts facilities □ Additional natural light/outdoor spaces □ Improvements in accessibility □ Improvements to dining/food facilities □ Change to shape/structure/look of facility | nsider to be the most significant con? Check to be the most significant con? Check to the constant constant con? Check to the constant con |

28%

| This solution | seems appropriate for addressing the challenges at the high school. |
|----------------------------|--|
| ☐ Agree | <mark>- 85%</mark> |
| □ Disagree | 15% |
| This colution | addresses the conserve I have shout the condemic every/leaveling environments |
| inis solution | addresses the concerns I have about the academic areas/learning environments. |
| ☐ Agree | 83% |
| □ Disagree | 17% |
| | |
| This solution facility. | supports the types of athletic facilities that I believe we should have as part of the high school |
| ☐ Agree | <mark>91%</mark> |
| □ Disagree | 09% |
| | |
| This solution | supports the types of arts facilities that I believe we should have as part of the high school facility. |
| ☐ Agree | 91% |
| □ Disagree | 09% |
| | |

ADDITIONAL COMMENTS:

- Students walking between building could be an issue (Safe/Security)
- Best of three
- Wish it was all on space much better option than 2B
- Expensive!!
- Change this to have the new come off the existing gym toward the hill
- This keeps existing parking and adds parking at front. Also keep existing building construction
- · Again worried about classrooms being built into the hill
- Like that the academic and sports facilities are closer than the middle option
- Again with the cultural safety changes that are happening, it seems a bit nerve wracking to have a large area "Unsupervised" and away from the students during the school day.
- I think the small split is a real candidate...I'd like to know more about the "pro's" of a split campus. I wouldn't choose this for the lack of disruption alone. But it could be a viable if there are some other perks to a split campus
- Building on hill makes difficult construction due to terrain.
- Put parking on hill behind facility
- Put academic in parking area
- Rework auditorium/theater in existing area
- Partial replace 2A is best, this is second
- There is a lot of potential for creative collaboration and learning spaces in the Gateway Plaza and areas between 2 buildings (and also stadium)
- This is a great option. It's a nice hybrid and campus isn't truly split with the connector
- The design seems crowded next to the stadium
- Better than 2B, Closer together
- Hillside slides up above where you want to place new buildings
- Still would like more detail about performing arts space and learning spaces...
- Why would we pick the hill if this is an option with less structural worry? Unless the hill buys us some great space or other enhancements does not seem worth effort. Is it cheaper?
- Any additional costs at this time so close to the already multiple levies done in the community in the last 5 years along with the upcoming police/fire levy of 2 million this is not the time for such a move by the district



☐ Most expensive

SOLUTION 3 – "All New"

Based on what you know about this solution now, what do you consider to be the \underline{most} significant \underline{pro} ? Choose only one.

| only one. | |
|---|--|
| ☐ Infrastructure/systems replaced | 10% |
| ☐ Safety enhancements | 03% |
| ☐ Learning environment/academic space enhancements/expansion | 29% |
| ☐ New athletic facilities | 02% |
| ☐ New arts facilities | 03% |
| ☐ Additional natural light/outdoor spaces | |
| ☐ Full accessibility | 09% |
| ☐ New dining/food facilities | 02% |
| ☐ Change to shape/structure/look of facility | <mark>21%</mark> |
| ☐ All areas of high school facility remain under one roof | 10% |
| ☐ Enhancements to parking | |
| ☐ Minimal student displacement/relocation | <mark>11%</mark> |
| ☐ Most expensive | |
| Based on what you know about this solution now, what do you coronly one. | nsider to be the <u>most</u> significant <u>con</u> ? Choose |
| ☐ Infrastructure/systems replaced | |
| ☐ Safety enhancements | |
| ☐ Learning environment/academic space enhancements/expansion | |
| ☐ New athletic facilities | |
| ☐ New arts facilities | 03% |
| | 03% |
| ☐ Additional natural light/outdoor spaces | 03% |
| ☐ Additional natural light/outdoor spaces☐ Full accessibility | |
| · | |
| ☐ Full accessibility ☐ New dining/food facilities ☐ Change to shape/structure/look of facility | 03% |
| ☐ Full accessibility ☐ New dining/food facilities ☐ Change to shape/structure/look of facility ☐ All areas of high school facility remain under one roof | 03% |
| ☐ Full accessibility ☐ New dining/food facilities ☐ Change to shape/structure/look of facility | 03% 06% |

81%

| I his solution | seems appropriate for addressing the challenges at the high school. |
|-------------------------|--|
| ☐ Agree | <mark>77%</mark> |
| □ Disagree | 23% |
| This solution | addresses the concerns I have about the academic areas/learning environments. |
| ☐ Agree | <mark>90%</mark> |
| □ Disagree | 10% |
| This solution facility. | supports the types of athletic facilities that I believe we should have as part of the high school |
| ☐ Agree | <mark>87%</mark> |
| □ Disagree | 13% |
| This solution | supports the types of arts facilities that I believe we should have as part of the high school facility. |
| ☐ Agree | 87 <mark>%</mark> |
| □ Disagree | 13% |

ADDITIONAL COMMENTS:

- Would consider pushing athletics or auditorium back for light in academic areas
- Desirable but cost may be issue unless 2B or 2C or about equal
- My major concern with all the options (1,2,2) is that the visual arts space is being increased only a tiny tiny bit as far as square footage (only increased by 10 sq. ft.). I trip over stuff in 2 or the 3 art rooms daily. Because we have nowhere to store equipment, supplies, student work etc. For a small school, we offer a lot of different visual arts courses, many/all of which require large equipment and supplies. And then hundreds of students need a place to store their artwork. There is such limited space for this when you have full classrooms of students. Please consider adding MORE than only an add'l 10 sq. ft. to the existing visual arts rooms. Can you guess I'm one of the visual arts teachers?
- Seems extravagant/wasteful, but maybe not once we see costs
- Concerns about cost as well as hillside stability
- Rather different to assess questions above based on the degree of detail shared. More complete information on Academic solutions are critical
- One of the serious limitations at TPE is the lack of an auditorium/meeting facilities. The auditorium is really important
- Not needed considering other options unless 30 million cheaper
- Does not give views to class rooms
- Hill?
- Board Office?
- Too much, some of existing facilities are usable
- General observation: All the scenarios (2 & 3) make academic space much more efficient. Is this a goal? Is this good for learning? Research?
- Huge concern about \$
- This is great, but it does seem wrong to build a new gym, pool and other athletic facilities in the existing building
- It seems questionable to try and keep gym and pool in a separate building (option 2) when those will be dated quickly and we had an option to start fresh. However, if the hillside cannot support a full new facility, than that would be only reason to consider option 2 instead of a new facility
- Meets all the objectives
- Best solution overall
- Love the option

- Much prefer over all other options
- All comes down to relative costs vs benefits
- I'm not totally sold on the "commons" idea as a solution for dining/library activities.
- Our schools have a community feel. This option is all parking lot and doesn't seem welcoming
- We already have athletic facilities enlarged classrooms same OK
- Is academic Ft per student at par with Indian Hill and Madeira
- Given there is a no non-cost approach I feel our focus should be on the long term return. Our space doesn't support the skills our kids need for their future. If we are investing let's invest for the long term not the quick fix.
- Clearly the most expensive option however I support building a new facility
- Only concern is the hillside being supportive enough o not erode or cause structural problems with new buildings over time
- The questions here is how much more? If there was a way to fund this option with some private money along with taxpayer money, we would have type of premier school that will take our students and community into a great future. If I had to pick at this point is between 2© and all new
- Having participated actively in the design of Terrace Park Elementary re-design a few years back, my underlying opinion as we approach the HS is: "Do it Right". I know that will mean different things to different people, but to me, it means, start fresh and fix <u>all</u> elements which need addressed. Don't compromise on certain elements in order to save a few dollars now. We won't get another chance to do this, so let's do it right.

In my opinion, the only option that really allows us to do that is **Option 3 - complete rebuild**. If we try to patch the existing, or do anything other than a completely new facility, it will inevitably lead to compromise. Based on the survey results and verbatims, it appears I am in good company in advocating for this option. I realize this will be the most expensive option, but I hope it will also lead to the result in which we can be most proud, and will benefit the students the most. I will help to actively campaign for this option.

The next best option is Option 2C - another, high-scoring plan. I think a split campus can work, and could allow for a future upgrade to athletic facilities; although, I would rather just do it all, right now. In whatever option is ultimately selected, please make sure to ask for enough money. We didn't do that with the elementary schools / Jr. High, and when challenges arose, and contingencies were needed, scope was cut, leading to a good, but not great, final product. (At TPES, we had to cut Geo-Thermal, push the Art room back into the basement, retain/reconfigure the existing gym into classrooms, and the new gym could use another 5 feet in width and length, and only has one entrance / exit into the foyer making egress to events a challenge - to name a few changes made after funding was secured.)

DESIGN WORKSHOP #2



DESIGN WORKSHOP #2 – SURVEY RESULTS

(1) When considering the challenges that the current high school facility presents, which do you consider to be the best option moving forward? Choose only one.

| □ Option 1A – "Repair as Needed" | 11% |
|----------------------------------|-----|
| ☐ Option 1B – "Infrastructure" | 03% |
| ☐ Option 1C – "Small Adds" | 04% |
| ☐ Option 2D – "Partial Replace" | 21% |
| ☐ Option 2E – "Connected Campus" | 38% |
| ☐ Option 3A – "All New" | 23% |

- Would prefer if an estimate of cost was provided so that I could possibly choose "All New" if not 20-25 \$ more in costs above
- 2E good plan to address
- 3A only if <25% higher cost than 2E
- Balances learning environments and cost and safety, more entry to central areas between academic and athletic entrance for safety and increase interaction of administration and students
- I don't feel like we need to tear down and replace pool and gym.
- Please consider going tall to minimize footprint
- Parking and Bus problems please more
- I want to know how many people think we need new athletics
- Updates will repair old failing systems. This school is no worse than Indian Hill H.S. for daylight.
 Science, library and center of building there has no windows. More windows create more heat lose.
- Update infrastructure
- The adds can be sized to satisfy needs
- Lower impact on students than now
- 2-3 story academic/phase approach option Student displacement likely
- Like the potential phased approach option with this Give us flexibility for a funding perspective
- · cost effective-athletic facilities are acceptable
- My top priority recommendations
 - Second entrance exit to Wooster important for a safety and traffic standpoint It needs a light, not just an entrance
 - Security enhancements whole campus
 - Grand entrance that complements the architectural styles of MES and MJHS
- Also Important:
 - Engage private industry as a stakeholder to ensure the facilities are complementary to the workforce needs of the future
 - Keep greenspace
 - New safe walking paths to Walton Creek, Spring Hill and Muchmore close
- I prefer the options of the "New" academic areas. replacing the entire school (athletic) does not seem lost effective to me

- 2d is a close second if not equal option
- 50yrs old is not a replacement age. Reconsider in 15 yrs time.
- All new allows for design to incorporate best pedestrian and traffic flow both outside and inside the facilities.
- Great facility, totally serviceable for decades
- I attended MHS and have been to the campus many times over the years to see the steady
 decline and can testify that we are in serious need of a new campus. Also as a parent of
 children that will be attending MHS in the near future, would love to see my children have the
 best education provided for them. I honestly feel that putting them in the old HS after going
 through both elementary and junior high in nice new buildings, very depressing.
- I do not think the facilities are in such dire shape to warrant replacement.
- I like many aspects of this plan. I like the integration of the campus with the stadium, rather than having parking at the location. It blends all the top needs well and is fiscally responsible. It's a bonus that displacement can be minimized.
- I like this option, but do feel there should be more parking near the auditorium/stadium.
- If not cost prohibitive, all new would be the preference. Considering costs, the connected campus would be my choice
- Major changes need to happen at the high school, but having had two students go through a
 year in "pods" in elementary school, the phasing option looks the best all around for current and
 future students. Some disruption is to be expected, but we think it's more fair for the students
 who have already had to deal with construction challenges.
- Of course HVAC, etc. needs replacing. Reward years of neglect with a new bldg?
- Thank you for providing multiple ways to participate and review material as was at JHS open house tonight. Just watched video. Hard to compare design options without a magnitude of cost estimate. If cost is similar between 2D and 3A, might chose 3A. Also hard to distinguish which is best option between 2D and 2E, but going with 2D as like there's potential for 2 phases and think there might be noise issues with academic rooms being close to stadium/athletic/performing arts areas. Also what's all included in "All New" option? What does improved athletic areas mean what are the attributes vs the overall cost? In regards to the natatorium it would be nice to have more bleacher space.
- The high school is no other than really old. The school has water problems in the ceiling where it is leaking, etc.

2) When considering the priority objectives that have been identified for the facility plan based on feedback received so far (improved learning environments, increased safety and security, new systems/infrastructure, increased natural lighting), which do you consider to be the best option moving forward? Choose only one.

| ☐ Option 1A – "Repair as Needed" | 11% |
|----------------------------------|-----|
| ☐ Option 1B – "Infrastructure" | 02% |
| ☐ Option 1C – "Small Adds" | 02% |
| ☐ Option 2D – "Partial Replace" | 27% |
| ☐ Option 2E – "Connected Campus" | 31% |
| ☐ Option 3A – "All New" | 27% |

- Need some cost guidance to properly assess
- I like the phase idea. Doesn't disrupt as much
- However the main entry with this option should be relocated to bring in the middle of the building, closer to students
- Safety is a huge concern
- But admin needs to be near student classrooms for safety
- I would still like a unique building seems best choice better facilities all around
- Parking is far away from stadium if you use stadium parking at building site.
- I think I only choose 2D on the assumption that it would be a bit cheaper than 2E. Since either seem to meet the priority objectives.
- Consider a phased approach similar to 2D for 2E (costs minimize or spread out) need to address bus and pick up/drop off traffic
- Focus on fixing the closed windowless learning environment
- This would provide better learning environments, but would compromise the athletic accessibility creating new issues.
- It's time band aids won't last. Need to think forward to population growth, technology changes, new learning needs, best environments for healthy students, bodies and minds
- All new allows optimal placement of academic "wing" for views, daylight, etc.
- Building doesn't make the school
- Fix and maintain what we have. And NO we do not need to meet guidleines for a new school building. That creates a false choice.
- Ideally a good plan, if taxpayer and parent support exists.
- It doesn't make since to stick a bandaid on something that will eventually need repaired/reconstructed. In the end wouldn't that be MORE money?
- This option is fantastic for future generations, but depending on the length of construction time, it could be unfair to current students.
- While all new or partial replace could accomplish the same, I like this one the best because it is more fiscally responsible.

(3) When considering the high school facility that you believe we should have for our students, which do you consider to be the best option moving forward? Choose only one.

| □ Option 1A – "Repair as Needed" | 11% |
|----------------------------------|-----|
| ☐ Option 1B – "Infrastructure" | 02% |
| ☐ Option 1C – "Small Adds" | 05% |
| ☐ Option 2D – "Partial Replace" | 21% |
| ☐ Option 2E – "Connected Campus" | 34% |
| ☐ Option 3A – "All New" | 27% |

- Need cost guidance to properly assess
- We want to be the best and to give our students GREAT learning and enjoyment opportunities.
 We should improve both learning, performing and athletic facilities
- Relocating students concerns me. Multi story is good Expense?
- Need for administrative offices to be closer to student activities
- · I think cost needs to be discussed
- The students won't care about temp classrooms
- Expense for property owners will drive away families with no school age children
- We need major updates new spaces for our top notch arts curriculum. Areas to offer more
 education of tech behind scenes opportunities that could lead to true careers. Art needs more
 working and show casing space. Need storage for instruments, costumes, art supplies. Need
 audio, scene shop, green rooms, restrooms, practice rooms for small groups.
- Athletic needs some new electric, seating, freshen up to gyms, weight room, but need all new lockers/showers. Field and stands are good
- All areas need upgrades / improvements. Would hate to have a new academic area tacked onto an old athletic area.
- Of course All New could be as good, but displacement is a small concern. I also like the way parking is moved away from the stadium.
- Why do we have plumbing, HVAC, roof issues? Only because we have not stayed ahead of the curve on these items. Why is that?
- Why not the best? Isn't that why we live in this district?

(4) When considering the arts facilities that you believe we should have for our students, which do you consider to be the best option moving forward? Choose only one.

| ☐ Option 1A – "Repair as Needed" | 11% |
|----------------------------------|-----|
| ☐ Option 1B – "Infrastructure" | 01% |
| ☐ Option 1C – "Small Adds" | 06% |
| ☐ Option 2D – "Partial Replace" | 17% |
| ☐ Option 2E – "Connected Campus" | 38% |
| ☐ Option 3A – "All New" | 27% |

- Need costs
- Assuming cost is affordable
- Performance spaces should be addressed completely, not phased
- I just want more space
- Work this in a s part of the process
- But with 2D would live it. All done at once why wait?
- Arts facilities are absolutely fine. It's a high school for 500 kids. It's not DAAAP.
- I didn't see much difference between the 2 and 3 options ... it looks like the arts facilities are scaled back a bit from the Design Workshop 1. I'd love to get more detail on the tradeoffs and whether this is acceptable.
- Perfectly adequate today
- The connected campus would put more financial resources into these other facilities

(5) When considering the athletic facilities that you believe we should have for our students, which do you consider to be the best option moving forward? Choose only one.

| ☐ Option 1A – "Repair as Needed" | 13% |
|----------------------------------|-----|
| ☐ Option 1B – "Infrastructure" | 03% |
| ☐ Option 1C – "Small Adds" | 07% |
| ☐ Option 2D – "Partial Replace" | 25% |
| ☐ Option 2E – "Connected Campus" | 27% |
| ☐ Option 3A – "All New" | 25% |

- Need costs
- Assuming cost is affordable
- Gymnasium could be accessible
- Security entrances could be at athletic areas and academic areas
- Some concern with 2E regarding access to stadium. Would like tennis to be moved to campus
- I want to know how many people want new athletic facilities
- The MSA reps kept stressing how flexible the options still are, so it's kind of hard to nail down how much 2D and 2E would actually be different from one another once we fleshed them out now
- Refresh at a minimum if expected extended useful life
- not necessary, WE have good athletic facilities
- · All new is better than renovate
- Athletic facilities are fine but do need updating and fixing stadium steps
- Excellent as is, with huge recent investments
- I think keeping everything connected, at least to some degree, is the right approach. I would like to see some modest upgrades to the pool (viewing area) and perhaps the gymnasiums.
- Like both option 2D and 2E, but with option 2E concerned about how far parking for accessibility challenged people attending sporting events (handicapped, elderly, injured student, etc). Also with 2E bridged campus - not sure how having 2nd exit would be able to be accessed as it looks like that would go through learning commons
- The best option is all new, but realistically, there are modifications that could be made to the existing facilities to make them very good (additional locker room, training space, lobby)
- We have at least double the facilities we had 20 years ago. They are wonderful. Multiple gyms, equipment, natatorium, fields, stadium, ...FAR above adequate.

(6) If you could <u>remove</u> one option from consideration based on what you know now, which would you select? Choose only one.

| ☐ Option 1A – "Repair as Needed" | 65% |
|----------------------------------|-----|
| ☐ Option 1B – "Infrastructure" | 04% |
| ☐ Option 1C – "Small Adds" | 07% |
| ☐ Option 2D – "Partial Replace" | 03% |
| ☐ Option 2E – "Connected Campus" | 01% |
| Option 3A – "All New" | 20% |

- I don't like 1A either, but if we're not going to invest much, we might as well invest the minimal amount. This one invests too much and we get nothing. (This was in response to option 1B)
- I would prefer to eliminate all of Option 1, but if I have to select only one, I would eliminate Option 1C. Option 1 is essentially "do nothing" and if we choose to go this route, I would like to do the least amount of nothing. Small adds would waste precious resources that could be used in the future. *This was in response to option 1C*)
- Ridiculous (This was in response to option 3A)
- The cost study by Turner Construction provides a false choice. Fix things. There is no
 requirement to update to current school design criteria. When we bought our home, its HVAC,
 water heating, roofing, foundation, plumbing, electrical were all due for upgrading. So we did it.
 Of course we didn't do it all at once, we prioritized, and now have a home better than new
 construction. (Note from Josephine: This was in response to option 3A)
- This option was the least attractive based on cost- no it is even more so due to the potential for the complete displacement of students - that can't be in the best interest of student learning (Note from Josephine: This was in response to option 3A)
- Way too much money. We only have 500 students in the high school. This plan is ridiculous.
 (Note from Josephine: This was in response to option 3A)

(7) If you could <u>keep</u> only one option for consideration based on what you know now, which would you select? Choose only one.

| □ Option 1A – "Repair as Needed" | 11% |
|----------------------------------|-----|
| ☐ Option 1B – "Infrastructure" | 01% |
| ☐ Option 1C – "Small Adds" | 03% |
| ☐ Option 2D – "Partial Replace" | 25% |
| ☐ Option 2E – "Connected Campus" | 39% |
| ☐ Option 3A – "All New" | 21% |

- Costs unknown
- With connected campus, I worry about handicapped access. I also worry about access from RT.
 50 I like the "phase" idea
- Least amount of disruption during construction
- The district should do a better job of explaining what's happening at each of the three
 workshops, because I think a lot of community members don't have a good understanding of the
 differences and the specifics of what's happening when
- We really need to focus on fixing what is a real detriment to our school
- Would love all new, but I think for what is logical, one of the options in 2D or 2E is best choice
- If students needed to be displaced a potential site for trailers could be old "Swallens" site in Fairfax; or is there an empty school to rent in the area for a year or two? Use that stadium too?
- · Ideas for learning commons/media
 - o glass wall small break out spaces (like colleges) for digital video lab, student writing center, reserved study spaces, etc.
 - Garage doors for flexibility
 - Makerspace areas ideally has exhaust to outdoors
 - o possible mini stage?
 - o Glass walls allows media center manager to supervise but allow students more flexibility.
 - How does volume control look in options where media/learning commons connected to dining?
- "Repairing as needed" is just prolonging the inevitable. "Infrastructure" doesn't move us into the future. "small adds" again is not moving us where we need to be or fixing many of the existing issues. "Partial Replace" would be a headache. If you are going to do the job do it all at once! Just as remodeling a home at different phases is exhausting this would be just chaotic. "Connected Campus" is better except where do sports spectators park? It needs to be near the facilities. Also, there is no outdoor eating area and it doesn't look like anything is being done to the athletic areas. Just as the performing arts is in need of updating I feel some areas of the athletic facilities need updating. Mainly locker rooms, bathrooms in stadium and near pool, training facility needs some improvement along with personal trainers in the weight room to prevent these young inexperienced kids from getting injured. Having remodeled many homes and several buildings I know the best option in the long run is to build from ground up. My only concern is where would the pods be located? I did not hear any options for that. (*This was in response to option 3A*)
- All New addresses all the needs (assuming we get enough funding to do it right). I don't love the displacement of students during construction, however, I think building on the hill is a bad idea. (This was in response to option 3A)
- All the way through, this one seems to do the best at meeting the objectives. (This was in response to option 2E)

- I have a son who will start in the HS next year. I realize the "All New" option will be the most disruptive for him, but it is best in the long run for Mariemont Students. (This was in response to option 3A)
- I suspect that my children would be affected by the construction and displacement of HS students (for the second time in their academic careers). Any displacement will adversely impact any support that I have for the project. (This was in response to option 1C)
- It's a no brainer. (This was in response to option 1A)
- Our schools are great as they are and the building still looks good. Fix what breaks when
 needed. Our property taxes are already out of control, we don't need to pay more. Sometime we
 need to tighten our belts. It might be a good lesson for the kids to see that you don't always get
 everything you want. (This was in response to option 1A)
- The case for replacement/major upgrade is not as strong as it was for the elementary schools. This building is not as old but was designed with a much different objective. The athletic facilities have been updated most recently. Swim is an area that a number of schools in the area don't emphasize. There is an opportunity to differentiate in this area. What are the concerns about the arts area? Understand there is minimal support space. Does the auditorium hold enough people? Is there some way to add an academic tower to the existing facility to provide additional traditional classroom space and re utilize the existing pod structure for supporting functions? Love the idea of improved traffic flow. You really feel the difference between the JH which is designed with double lanes such that traffic can flow and bypass stopped cars. Want to stay competitive with other districts in terms of feel of the school. Don't feel that the existing facility is at a critical phase but does risk being seen as not as good/non competitive from the viewpoint of someone moving into the region. Top priorities are improved traffic flow, improved classroom space within the adjacent footprint, and maximizing options for aquatics. (*This was in response to option 2D*)
- The design workshop does not provide enough information to make a well informed decision. I appreciate the fact you're asking the community for input, but I would also ask that the community be provided a much more detailed plan for feedback at some point in the process. We do not know the actual cost of the options, there are no "walk through" style visualizations, we don't have a collection of student reactions to plans, and we do not have information about best practice and what comparable districts are doing.

Overall, it seems flexibility is an important consideration that has not been described in the presentation. How could these designs be altered in the future to meet changing needs? What if enrollment dramatically increases, what would that mean for the design? What if enrollment dramatically decreases? What if funding decreases, could the building be maintained at low cost? What if more, larger, smaller, different classroom designs are desired in the future, how could we accommodate them?

The options are presented as all or nothing. It seems there should be options to do renovations on an ongoing basis over time. For example, create a plan that can be carried out over 10 or 20 years where the most pressing needs are addressed sooner and as new needs arise, they could be addressed.

Finally, in completing this survey, it feels as if I'm being manipulated to choose options 1C, 2D, or 2E. The others are either ineffective or too expensive. It would be nice to drop options that wouldn't actually happen and focus on more options within the most likely range of designs. (*This was in response to option 2E*)

 There is no reason for a new building. Repair and move forward. This was in response to option 1A)

- This option seems to make the most sense for addressing the most issues with the most seamless transition and more moderate cost than an all new building, but my concerns about it relate the the proximity to the stadium and potential need for future changes to the stadium. It seems like it could be tweaked further to make the new section more independent from the stadium like in the original "split campus" option (which was my favorite from workshop 1). (This was in response to option 2E)
- This whole process is very exciting and gives us hope that future students will enjoy a facility equal to Mariemont's programs. Never doubt that the facility and campus aesthetics are a large part of what makes a learning environment more effective and attractive to new students and staff. (How many of us chose a college without a tour and taking into consideration all that the campus had to offer?!) With two older children in the Mariemont school system (a 7th-grader and a sophomore), we are obviously concerned that current students not have to deal with another year or more of disruption to the school environment. They went through this in elementary school already. We do know, however, how important a new facility is since our sophomore is anxious to leave the high school next year to attend Great Oaks. One of the reasons he dislikes Mariemont High School (and why we considered pulling him out entirely) is the building itself, which can be very depressing with its narrow hallways and lack of natural light and access to the outdoors. We were amazed with the Great Oaks facilities after getting lost in the dark, difficult-to-navigate halls of MHS. Mariemont has great academics but sorely needs a new building with a new footprint and LIGHT! (*This was in response to option 2E*)
- We live in an historical village and the buildings in our village are older. Just because they aren't state of the art doesn't mean we need to start over. Our Mariemont taxes are third highest in the state. Raising our taxes will have detrimental effects including 1. driving out people with no children in the school system which will lower the income tax base (this comes from a family who sends their children to a private catholic school but love the village for other reasons...additional taxes would make us consider moving.) and 2. exacerbate the concentration of wealthy upper middle class residents. Just a thought.. Stop giving tax abatements to wealthy retirees who purchase high end condos in the village. Just another thought..both Indian Hill and Madeira solicit and request donations for large undertakings for their schools prior to asking for a tax increase to simply fund it.(this would be a tax write off) --- Mike and Laura Dailey~ 3603 Mound Way (*This was in response to option 1A*)

DESIGN WORKSHOP #3



DESIGN WORKSHOP #3

| Option 1B = "Infrastructure" | high school facility presents, which do you | u consider to be the best option moving forward? Choose only o |
|---|---|---|
| Option 1C = "Small Adds" 01% Option 2D = "Partial Replace" = BASE 12% Option 2D = "Partial Replace" = AUD 10% Option 2E = "Connected Campus" 47% Option 3A = "All New" 19% Siven the information you know at this time in the process and when considering the priority objectives that been identified for the facility plan based on feedback received so far (improved learning environments, increase safety and security, new systems/infrastructure, increased natural lighting), which do you consider to be the best moving forward? Choose only one. Option 1A = "Repair as Needed" Option 1B = "Infrastructure" Option 1B = "Infrastructure" Option 1C = "Small Adds" 09% Option 2D = "Partial Replace" = BASE 09% Option 2D = "Partial Replace" = AUD 14% Option 3A = "All New" 19% | ☐ Option 1A – "Repair as Needed" | 10% |
| Option 2D = "Partial Replace" – BASE 12% | ☐ Option 1B – "Infrastructure" | 01% |
| Option 2D = "Partial Replace" – AUD 10% Option 2E = "Connected Campus" 47% 19% | ☐ Option 1C – "Small Adds" | 01% |
| Option 2E = "Connected Campus" 47% Option 3A = "All New" 19% | ☐ Option 2D – "Partial Replace" – BASE | 12% |
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| ○ Option 1B = "Infrastructure" ○ Option 1C - "Small Adds" ○ Option 2D - "Partial Replace" - BASE | ☐ Option 1A – "Repair as Needed" | |
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| and how each option will impact the high school facility, which do you consider to be the best option moving forward? Choose only one. Option 1A – "Repair as Needed" Option 1B – "Infrastructure" Option 2D – "Partial Replace" – BASE Option 2D – "Partial Replace" – AUD Option 2E – "Connected Campus" S8% Option 3A – "All New" 16% When considering the arts facilities that you believe we should have for our students, which do you conside the best option moving forward? Choose only one. Option 1A – "Repair as Needed" Option 1B – "Infrastructure" Option 1C – "Small Adds" Office of the best option of the structure of the considering the arts facilities that you believe we should have for our students, which do you consider the best option moving forward? Choose only one. | | 36% |
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| □ Option 3A – "All New" Mhen considering the arts facilities that you believe we should have for our students, which do you consider the best option moving forward? Choose only one. Option 1A – "Repair as Needed" Option 1B – "Infrastructure" Option 1C – "Small Adds" Option 1C – "Small Adds" | Given the information you know at this time and how each option will impact the high strong forward? Choose only one. Doption 1A – "Repair as Needed" Doption 1B – "Infrastructure" Doption 1C – "Small Adds" Doption 2D – "Partial Replace" – BASE | 19% ne in the process and when considering <u>cost projections</u> for each school facility, which do you consider to be the best option moving the second |
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| • | Given the information you know at this time and how each option will impact the high strong forward? Choose only one. Doption 1A – "Repair as Needed" Doption 1B – "Infrastructure" Doption 1C – "Small Adds" Doption 2D – "Partial Replace" – BASE | 19% ne in the process and when considering <u>cost projections</u> for each school facility, which do you consider to be the best option moving the second |
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| ☐ Option 2D – "Partial Replace" – AUD | 11% |
|--|--|
| Option 2E – "Connected Campus" | 47% |
| ☐ Option 3A – "All New" | 14% |
| | |
| • | at you believe we should have for our students, which do you consid |
| be the best option moving forward? Choo | se only one. |
| ☐ Option 1A – "Repair as Needed" | 12% |
| ☐ Option 1B – "Infrastructure" | 01% |
| ☐ Option 1C – "Small Adds" | 02% |
| ☐ Option 2D – "Partial Replace" – BASE | 15% |
| ☐ Option 2D – "Partial Replace" – AUD | 09% |
| ☐ Option 2E – "Connected Campus" | 43% |
| ☐ Option 3A – "All New" | 18% |
| ' | |
| f you could <u>remove</u> one option from consi | ideration based on what you know now, which would you select? |
| Choose only one. | |
| Shoose only one. | |
| • | 740/ |
| ☐ Option 1A – "Repair as Needed" | 71% |
| □ Option 1A – "Repair as Needed" □ Option 1B – "Infrastructure" | 03% |
| ☐ Option 1A – "Repair as Needed" ☐ Option 1B – "Infrastructure" ☐ Option 1C – "Small Adds" | 03% 03% |
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| ☐ Option 1A – "Repair as Needed" ☐ Option 1B – "Infrastructure" ☐ Option 1C – "Small Adds" ☐ Option 2D – "Partial Replace" – BASE ☐ Option 2D – "Partial Replace" – AUD ☐ Option 2E – "Connected Campus" ☐ Option 3A – "All New" f you could keep only one option for cons | 03% 03% 00% 01% 01% |
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| ☐ Option 1A – "Repair as Needed" ☐ Option 1B – "Infrastructure" ☐ Option 1C – "Small Adds" ☐ Option 2D – "Partial Replace" – BASE ☐ Option 2D – "Partial Replace" – AUD ☐ Option 2E – "Connected Campus" ☐ Option 3A – "All New" f you could keep only one option for cons Choose only one. ☐ Option 1A – "Repair as Needed" | 03% 00% 01% 01% 021% sideration based on what you know now, which would you select? |
| ☐ Option 1A – "Repair as Needed" ☐ Option 1B – "Infrastructure" ☐ Option 1C – "Small Adds" ☐ Option 2D – "Partial Replace" – BASE ☐ Option 2D – "Partial Replace" – AUD ☐ Option 2E – "Connected Campus" ☐ Option 3A – "All New" f you could keep only one option for cons Choose only one. ☐ Option 1A – "Repair as Needed" ☐ Option 1B – "Infrastructure" | 03% 00% 01% 01% 021% sideration based on what you know now, which would you select? 10% 02% |
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| ☐ Option 1A – "Repair as Needed" ☐ Option 1B – "Infrastructure" ☐ Option 1C – "Small Adds" ☐ Option 2D – "Partial Replace" – BASE ☐ Option 2D – "Partial Replace" – AUD ☐ Option 2E – "Connected Campus" ☐ Option 3A – "All New" f you could keep only one option for cons Choose only one. ☐ Option 1A – "Repair as Needed" ☐ Option 1B – "Infrastructure" ☐ Option 1C – "Small Adds" ☐ Option 2D – "Partial Replace" – BASE ☐ Option 2D – "Partial Replace" – AUD | 03% 00% 01% 01% 021% sideration based on what you know now, which would you select? 10% 02% 03% |
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When considering the information, you know at this time, rate how acceptable you consider each option as a potential solution for the high school challenges

| Option 1A – "Repair as Needed" | | |
|--|------------|--|
| ☐ Not at all Acceptable | 73% | |
| ☐ Slightly Acceptable | 15% | |
| ☐ Moderately Acceptable | 01% | |
| ☐ Acceptable | 02% | |
| ☐ Very Acceptable | 09% | |
| Option 1B – "Infrastructure" | | |
| ☐ Not at all Acceptable | 63% | |
| ☐ Slightly Acceptable | 24% | |
| ☐ Moderately Acceptable | 06% | |
| ☐ Acceptable | 03% | |
| ☐ Very Acceptable | 04% | |
| Option 1C – "Small Adds" | | |
| ☐ Not at all Acceptable | 45% | |
| ☐ Slightly Acceptable | 33% | |
| ☐ Moderately Acceptable | 13% | |
| ☐ Acceptable | 06% | |
| ☐ Very Acceptable | 03% | |
| Option 2D – "Partial Replace" Not at all Acceptable | 18% | |
| ☐ Slightly Acceptable | 24% | |
| | 32% | |
| ☐ Acceptable | 12% | |
| ☐ Very Acceptable | 14% | |
| Option 2D - "Partial Replace" | · - AUD | |
| ☐ Not at all Acceptable | 17% | |
| ☐ Slightly Acceptable | 16% | |
| ☐ Moderately Acceptable | 32% | |
| ☐ Acceptable | 21% | |
| ☐ Very Acceptable | 14% | |
| Option 2E – "Connected Campus" | | |
| ☐ Not at all Acceptable | 15% | |
| ☐ Slightly Acceptable | 07% | |
| ☐ Moderately Acceptable | 12% | |
| ☐ Acceptable | 22% | |
| □ Very Acceptable □ | 44% | |
| | | |

| Option 3A – "All New" | |
|-------------------------|-----|
| ☐ Not at all Acceptable | 27% |
| ☐ Slightly Acceptable | 09% |
| ☐ Moderately Acceptable | 15% |
| ☐ Acceptable | 19% |
| ☐ Very Acceptable | 30% |

- Given long term considerations, the difference is cost between the connected campus and the all new is mostly in housing costs. Therefore, long term, the extra cost for an all new build makes sense.
- Great presentation & Info. Thank you!
- Miss having little desks in the auditorium that pop out from the chairs like my old high school did!
- I see lots of arts and athletic focus, which is great, but just want to ensure we are on top of the best academic classrooms.
- Please consider parking vs entrance.
- How access to ALL facilities work
- Clear understanding where front door is
- Don't like academic building so far away is 2E
- Don't like long walk access to stadium in 2E
- Is there a bronze or silver standard for arts vs gold standard in 2D AUD?
- Be sure to keep the arts space
- Security is important, balanced with welcoming visitors
- I need to know how the costs (millions) translates to tax amounts dollars
- If 2D-Aud and 2E cost pretty much the same, it seems like we might as well nix 2D-AUD in favor of 2E, especially because it looks like there will be less displacement with 2E
- Board office @ front
- Entrance needs to be front and center
- There has to be more dedicated Visual Studio Space. I appreciate Auditorium and studios/performance and it is ALL necessary but space for studio needs to be added to current options. (nothing need be "sliced" out
- How do we estimate enrollment as flat as 600 students?
- Condos in Mariemont Fairfax development and spaces prime for renovation and single family homes/condos in Columbia Township
- Thought process thinking Jr. High Arts spaces. We need real spaces for those teaching and all students who are
 required to cycle thru arts.
- Worried about cost. Also worried about how far parking is from academics and stadium for 2E option
- Neither the Base or Aud remained as presented at session #2. Leaving athletic facilities alone and having arts space as second phase
- Would like a rendering without a new auditorium
- Exclude from bidding if Turner is going to consult. Is there conflict?
- Small Add on as it applies to Athletics ONLY
- To be competitive with other area high schools, it is imperative that we offer the absolute best facilities to support and engage our students. Preparing for the future allows us to truly educate the leaders of tomorrow.
- I am uncomfortable with the estimate provided. The comps Turner provided did not support their estimates. Why can't they provide actual comparable projects in progress adjusted for inflation? I have personally found several current projects with high enrollment and added facilities that are significantly less and that is just new construction. If I can't trust them on these number how can we trust the other numbers. BTW didn't Turner "help" us on the last project? Didn't we pay them a million dollars to be our consultant only to have the project be significantly over budget? What did we get for our \$?

- Our students and our staff work so hard to succeed that they shout have the best facility. The other three school are beautiful and function well. The high school should too.
- Unlike the previous renovations to 4 of the schools back in 2009, to me, there is no architectural benefit to keeping any portion of the "pod" system. While option 2E seems to be the clear upfront leader, I feel this is a generational opportunity for the Mariemont CSD to have a brand new state of the art facility. I think a lot of citizens are concerned about the 2 years being spent in temporary housing for option 3A. If option 3A had no temporary housing involved, I bet the numbers would be flipped with 2E. Given the tax levy that will be necessary to construct/renovate the school, I am not sure it would matter a whole lot to someone if the tax burden is \$700 per \$100,000 of home value for 2E versus, say, \$900 per \$100,000 for 3A. 2E and 3A are the definite options though. 2E is like the A-/B+ option from back in 2009. Just short of completely brand new. 2E is a fine option. I just think 3A is a better one --- for Mariemont and its community......
- When a road is filled with potholes, fissures, and crumbling, it is a waste of resources to continue patching it. The
 best solution is to temporarily divert the traffic and totally re-surface the road. Our high school is like a battered, old
 road; we need a new one.
- In consideration of the tax base and the actual NEED for improvements, I am only in favor as repair as needed unless we find another source of funding.
- Having the students displaced for two academic years is unacceptable. One year is understandable.
- I find the survey somewhat confusing for the "2" options. I think the 2D "Base" means the aud will be renovated whereas the 2D "aud" means the aud will be new. If this is not correct, then please disregard my survey on options 2. Basically, I think the Partial Replacement with a renovated aud is the best option balancing "must haves" and projected cost.
- Thank you for making these design workshops and surveys available online for those of us unable to attend in
 person. We appreciate being able to follow the process and voice our opinions at a time that's more convenient to
 us! As parents of two children who have already experienced temporary classrooms in elementary school, we
 definitely favor a construction scenario that won't put them through this again in their high school years.
- I'd advocate for renovation/modest Auditorium as part of any solution, but would push heavily for private funding to
 do more. As such, I prefer 2D BASE or 2E, and in both cases would only do a mid-level auditorium, but would then
 seek private funds to do more. This may mean designing the spaces in a way that they could evolve over time
 should immediate funding not be available.
- You definitely need to add a second and maybe a third way in and out of the school area for emergency reasons.
- can we find a way to keep the unique character of the school?
- Don't like academic buildings on current booster lit. Too far away. Not sure we need gold standard for auditorium
- I like that the connected campus will not involve using modular buildings for the students. I am concerned that these new building images did not show a second entrance/exit for the high school. During the last presentation there were two options for an additional exit; I do not think the option presented that exited near the library will solve the traffic/evacuation issues because it uses a common road for the majority of the exit route. If the partial replace auditorium allows for the other exit route closer to the stadium, I would vote for that. I do believe that one exit route is a major safety concern.
- Which option is most likely to get state funding from the OFCC to offset costs?
- The school is in fine shape. Repair as needed vs new or any replacement. The school was built when class sizes were much larger thus we do not need any new facilities. For sports, there is enough space and a second gym???? Maybe cut some of these extra-curricular activities? Are they breaking even?
- Minimizing time in alternate locations is important to me.
- It is really important to me that we renovate and re-design the performance arts space. Those are all amazing programs (chorus, strings, theater, band) and they have had to work for too long in suboptimal spaces. Imagine how successful these programs would be if they had amazing new spaces to work in!
- I would emphasis on core STEM areas as indicative of world trends. There are other partnership opportunities outside of building new facilities for Arts and Athletics.
- We need to reach out to alumni and community members to see if they are interested in naming rights of the new
 additions at the proposed new high school. This could offset the cost tremendously. The tax rate is already
 extremely high. We need to consider at what point do we price ourselves out of our own district. The city of

Mariemont needs to support our efforts as a community and not offer tax abatements to new condos and businesses. People want to live here.

- Any chance tennis courts could be at the High School location for both Jr High and High School?
- Add supporting space around existing auditorium. Improve traffic flow/entrance. Add a classroom tower to get
 additional conventional classroom space. Repurpose existing space. Do what you can to expand/enhance pool.
 We have one and most schools our size don't. Could we generate enough incremental income from a bigger pool
 to offset its cost given that many schools in the area don't have one?
- There are two people commenting on this form. Athletic renovations should be kept to updating mechanics. There is no need for neither a new athletic nor auditorium entry. Board offices should only be renovated or rebuilt if the space that they are currently in is demolished (we would actually consider it a conflict of interest if these offices are given priority). In fact, if they are demolished, they should be moved to a space in one of the existing buildings so we don't have to incur the cost of a new build. Is a new building entry really necessary or just a want? Also based on our family's experience (both parent and student drivers). The five minute "backup" does not require the expense of new driveways/entryways. For option 2E, there we should not incur the cost of a renovated stadium entryway or renovated athletic areas. On another note, we are concerned about voting in support of any option because of questions we have regarding the stewardship of our tax dollars. During the last building project (s) what was promised to the voters changed after demolition had already started. Long-term cost-cutting items (geothermal, smart windows, etc.) were quickly cut due to overages that we suspect were determined long before demolition began. Reusable items (e.g. smart board) were removed for the newest, latest and greatest. Also, if memory served, there were cuts to the square footage of the buildings. The consultant and ultimate contractor were the same. The consultant should be well aware of the expenses beforehand and apparently the same consultant is being used again! Also soon after renovations were completed, the community was warned of the dire forecast for our school budget ads HUGE cuts were expected from the state and our school system could not possibly survive on the current taxes. The levy passed with barely any opposition, and today our district sits comfortably in the black spending money on what seem to be monthly brochures and other questionable expenditures. We know the high school is in need of work and we want to support the district's endeavors, but how do we reconcile these past experiences.



APPENDIX J



Mariemont High School Solution Options Under Consideration

Category 1: Repair as Needed



- No change to existing footprint or layout of the building.
- Repairs and upgrades only as systems/structures fail.

129,000 SF

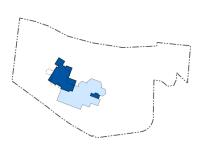
Project Cost Range: \$12 to \$14 million

How much would this option cost the property owner?*

| Market Property Value | Estimated Monthly Cost | Estimated Annual Cost |
|-----------------------|------------------------|-----------------------|
| \$100,000 | \$5-\$6 | \$60-\$70 |
| \$200,000 | \$10-\$12 | \$120-\$140 |
| \$300,000 | \$15-\$18 | \$180-\$210 |
| \$400,000 | \$20-\$23 | \$240-\$280 |
| \$500,000 | \$25-\$29 | \$300-\$350 |
| \$600,000 | \$30-\$35 | \$360-\$420 |
| \$700,000 | \$35-\$41 | \$420-\$490 |
| \$800,000 | \$40-\$47 | \$480-\$560 |

^{*}These estimated costs are for illustrative purposes only and should not be considered final at this time.

Category 2: Renovation & Partial Replace



- All new MEP Systems, Lighting, 0 Security Systems, Technology
- All new Finishes 0
- All new Furniture & Equipment 0 (scale/complexity varies)
- 0
- Replacement Windows/Doors 0 (Renovations), More Windows (New)
- ADA (Accessibility) Improvements 0
- Potential Second Exit Drive from site 0 (location TBD)
- Multi-Story Secured Entry 0 Lobby/Commons
- 24-26 New Flexible Classrooms 0 (850+sf, 2 floors)
- 6 New Science/STEM Labs 0
- 6-8 Small Meeting Spaces / Seminar Areas

- New / Replaced Roofs
- Existing Stadium & Upper Fields Remain in current configuration

Renovated Restrooms

New Dining Commons / Foodservice 0

Open Learning Commons + Media

New Visual Arts Studios/ Support

Outdoor Space 0

Commons

Spaces

0

0

- Renovated Existing Pool 0
- Renovated Existing Large Athletic Spaces + Reconfigured Locker / Support Areas
- Renovated or new Auditorium and Support Spaces (Scene Shop, Costume/Prop Storage, etc.)
- 3 Large Music Spaces w/Support Areas (Band, Choir, Orchestra, etc.)
- Commons Lobby / Entry for After 0 Hours Functions

155,000 - 177,550 SF (+/-)

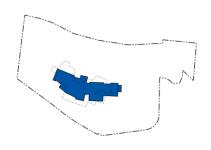
Project Cost Range: \$37 to \$56 million

How much would this option cost the property owner?*

| Market Property Value | Estimated Monthly Cost | Estimated Annual Cost |
|-----------------------|------------------------|-----------------------|
| \$100,000 | \$15-\$23 | \$185-\$280 |
| \$200,000 | \$31-\$47 | \$370-\$560 |
| \$300,000 | \$46-\$70 | \$555-\$840 |
| \$400,000 | \$62-\$93 | \$740-\$1,120 |
| \$500,000 | \$77-\$117 | \$925-\$1,400 |
| \$600,000 | \$93-\$140 | \$1,110-\$1,680 |
| \$700,000 | \$108-\$163 | \$1,295-\$1,960 |
| \$800,000 | \$123-\$187 | \$1,480-\$2,240 |

^{*}These estimated costs are for illustrative purposes only and should not be considered final at this time.

Category 3: All New



- 90k-100k s.f. New Academics
 Classrooms/Labs, Visual Arts,
 Media Commons, Admin, Learning
 Commons, Dining
 Commons/Foodservice
- 7k-9k s.f. New Performing Arts Band, Vocal, Orchestra, Support Spaces)
- 17.6k-27k New Auditorium
 Performance Space, Scene Shop,
 Green Room, Storage, Etc.

- 4k-5k s.f. New Board Offices
- 51k s.f. New Athletics
 Larger Gym, Natatorium,
 Lockers, Etc.
- All New Sitework, Parking, Access
 Drives
- Existing Stadium & Upper Fields
 Remain in Current Configuration
- Potential Second Service/Emergency Access Drive to Wooster Pike and Along South Side of Campus (TBD)

173,310 - 184,510 SF (+/-)

Project Cost Range: \$53 to \$62 million

How much would this option cost the property owner?*

| Market Property Value | Estimated Monthly Cost | Estimated Annual Cost |
|-----------------------|------------------------|-----------------------|
| \$100,000 | \$22-\$26 | \$265-\$310 |
| \$200,000 | \$44-\$52 | \$530-\$620 |
| \$300,000 | \$66-\$78 | \$795-\$930 |
| \$400,000 | \$88-\$103 | \$1,060-\$1,240 |
| \$500,000 | \$110-\$129 | \$1,325-\$1,550 |
| \$600,000 | \$133-\$155 | \$1,590-\$1,860 |
| \$700,000 | \$155-\$181 | \$1,855-\$2,170 |
| \$800,000 | \$177-\$207 | \$2,120-\$2,480 |

^{*}These estimated costs are for illustrative purposes only and should not be considered final at this time.



APPENDIX K



Facility Community Forum – November 1, 2017 Questions & Answers

Q1. It doesn't seem like 50 years is very old for a building? Why is our building in such poor condition?

There are actually two areas to consider related to this issue. The first is the condition of the mechanical and structural support systems within the building's walls. According to the experts we have been working with through this process to identify a solution for our high school facility, it is not uncommon for buildings that are as heavily used as a high school to need replaced once they approach 50 years in age. Systems such as heating, ventilation, air conditioning (HVAC), electrical, plumbing, roofing, etc. need to be replaced and brought up to today's standards because these critical systems are failing. These are all important and expensive systems to replace in order to meet the very basic standards of care for our students.

Even more important is meeting the challenges of a modern day education that truly ensures our students are college and career ready. Mariemont High School is not a typical rectangular or square building and has many different pods and elevations. This means that creating the kinds of spaces students need to meet the educational expectations for today and into the future, such as larger classrooms, updated science labs and Project Based Learning (PBL) flexible learning spaces can't be achieved given the current footprint.

The point of this entire process is to look at all the needs and determine which path is best for the entire community in addressing this problem.

We will need to seriously consider whether renovating within the existing footprint makes sense financially or academically.

Q2. Is all of this a surprise or have we known that we would need to undertake a project like this for awhile?

This is not a surprise. When the district last completed a master facility plan in 2009, it was noted then that the high school was in need of millions of dollars of repairs and updates that would need to be addressed by the year 2020. We are on track to meet this suggested timeline.

What is a surprise is just how quickly and drastically major systems have failed. We certainly were hopeful to get a little more life out of our major systems, but it just didn't happen. Only 75% of our HVAC units are working to capacity; the roofing is failing; plumbing systems are not working properly causing sewage backups into the building; the electrical system is beyond capacity; and underground structures are failing.

Clearly the time has come to do something and we want to make sure this solution not only addresses these significant structural and mechanical needs, but also the teaching and learning needs of providing a modern day education in a fiscally balanced and responsible manner.

Q3. What is the OFCC? Should we be doing an OFCC project?

The OFCC (Ohio Facility Construction Commission) is a state program that uses tobacco settlement funds to offset construction costs based on property valuation per pupil. Each district is eligible for a percentage based on this metric and is then placed on a priority waiting list. Mariemont City Schools could be eligible for an 11% state share (compared to Mason City Schools which is eligible for a 25% state share and West Clermont Schools which is eligible for a 30% state share) if the OFCC gets to the district's place on the state waiting list. Unfortunately, because Mariemont City Schools is not considered a high need district in the state, it is currently 540 out of 609 on the list, and it is highly unlikely that the OFCC will get to its place in line; but if it does, the wait would be three to five years from now.

When using OFCC money, the District must build to the OFCC standards which are very restrictive. For example, the OFCC does not cover auditoriums or theater spaces. There are size limits on specific areas such as cafeterias, gymnasiums, and other large open spaces.

The Mariemont City School District analyzed this prior to the 2010 building project and found it to be too restrictive. In order to qualify, you must design based on the Ohio School Design Manual. There are also additional administrative oversight services as well as a required software system that adds cost and complexity to the project.

This year, the Finance Facility Team also looked at the potential of an OFCC project and determined that it is not a viable option for our school district as it would actually cost more money and provide less flexibility.

Q4. Some other districts in the area (like West Clermont Schools and Mason Schools) have done some different types of financing options for recent building projects that prevented the burden from falling all on property tax owners. Is this a possibility for us?

The district has looked into these types of financing options and, unfortunately, the Mariemont City School District is not eligible.

In the West Clermont Schools, the district had two existing high schools that they closed to replace with one new high school on a separate site. The district worked in conjunction with its township to develop the two old high school sites and generate TIF (Tax Increment Financing) funds in the amount of \$65,000,000 to pay for a portion of the new high school cost. The district will then use its existing PI (Permanent Improvement) levy to fund the remaining cost of the project.

Mason City Schools is a district that experienced massive growth requiring the construction of new buildings years ago. At that time, the district built new buildings following Ohio Facility Construction Commission (OFCC) guidelines and paid full price for the buildings with taxpayer dollars; doing this allowed the district to generate OFCC credits. Because Mason's spot on the OFCC waiting list came up recently, the district is now able to use these credits to offset the cost of this new construction as long it is within the OFCC guidelines.

Q5. I see the potential costs of the different options - but what do these costs include and how did you come up with them?

The "cost estimates" for the projects currently being considered were developed by our construction consultants, Turner Construction and design architects, MSA Architects.

They include all costs associated with the project: demolition/patching; site work; excavations & foundations; structural frame; roofing & waterproofing; exterior walls; interior finishes & partitions; special requirements & equipment; vertical transportation; fire protection; plumbing; HVAC; electrical; technology; furniture; fixtures; equipment; general requirements (5% renovation, 3% new construction); temporary student classrooms (if needed); design/estimating; inflationary consideration with a bidding/construction start in 2019; premium for phasing work; construction contingency (5% renovation, 3% new construction); construction administration/management (insurance, general conditions, CM fee); owner soft cost & contingency (15% including permits, A/E fees, construction testing, owner administration, etc.).

Q6. Is it true that renovating and replacing portions of Mariemont High School may be more expensive because of its current location and design?

The unique design of Mariemont High School does make renovation a bit more complex and challenging, and therefore, potentially more expensive, when compared to that of a traditional, rectangular building that you may find in other school districts. Mariemont High School has many different elevations, multiple pods for academic areas that are octagonal in shape and a footprint originally designed to have no classroom walls.

Mariemont High School also is not on a flat piece of land. Any construction on this hilly site must account for the potential of slides and slippage will need hill stabilization. This additional site work does add expense to a construction and/or renovation project.

Q7. Isn't the district going to need operating dollars too? If so, when will all of this be on the ballot?

The previous levy for operating dollars was approved by voters in 2014. The district met its promise to make those dollars last at least four years this Fiscal Year (FY). With changes at the state level continuing to reduce our operating dollars, the district will need to seek additional revenue streams in the near future in order to sustain the current level of excellence that students receive and our community expects.

While we have done a good job limiting our expenditure increases to around two percent over the last five years, our state revenues have been greatly reduced -- 20 percent in the latest state budget. This amounts to \$750,000 per year or \$3.75 million over five years.

Currently, the state only provides Mariemont City Schools with 30 percent of the dollars we should be receiving if fully funded. Added to this, it is important to remember that the school district does not receive any inflationary increases in funding. Even when home values go up, the school district still receives the dollar amount originally approved by voters, with very little revenue increase. This means that the only way for the school district to get additional operating dollars is to ask for more funds from taxpayers.

Q8. Will this likely be on the ballot as a two separate issues - one for operating and one for building improvements - or will it be one issue?

No decisions have been made regarding when or what type of ballot issue or issues will be presented to voters. However, the school district considering making this a single ballot issue.

Two different third party assessments estimate the need for \$12-\$14 million in repairs and upgrades over the next five to ten years at Mariemont High School. These are repairs and upgrades that will be necessary just to keep the building open and operating — not for any significant improvements to the security, environment or design.

Because doing these repairs is not optional, placing these issues on the ballot separately would create challenges if one passed and the other didn't. For example, if an operating levy was approved by voters but a permanent improvement levy failed, the district would be forced to take dollars from its general operating budget to pay for needed repairs at the high school. This would require cuts in staffing and the academic program as there is not enough money in the operating budget to pay for millions of dollars in repairs without making reductions in other areas.

In order to meet the community expectations for a high quality education in a fiscally transparent manner, it may be necessary to have one combined issue so that it is very clear what will happen if it is approved and what will happen if it fails.

Q9. What are all the options for raising funds: permanent tax levy vs. a bond vs. any other way to raise funds? With a tax levy my concern is that our community's property taxes become restrictive for current and future homeowners.

The plan is to use a PI (Permanent Improvement) levy for any high school project that is selected. This levy would be paid over a 37-year term.

Unfortunately, because of the state funding model for schools and the minimal dollars Mariemont City Schools gets from the state, there are no other options to raise the amount of funds needed to address the challenges at Mariemont High School.

Q10. You keep saying there isn't a zero cost option, so if we don't pass a levy, what will we do to keep the high school operating?

It is true that there is no zero cost option. Two different third party assessments estimate the need for \$12-\$14 million in repairs and upgrades over the next five to ten years. These are repairs and upgrades that will be necessary just to keep the building open and operating — not for any significant improvements to the security, environment or design. Therefore, we must plan for these expenditures.

Because doing these repairs is not optional, we would be forced to take dollars from our general operating budget to pay for them. This will require us to make cuts in staffing and the academic program as we do not have enough money in the operating budget to pay for millions of dollars in repairs without making reductions in other areas.

Q11. I get that we eventually have to do something, but can't we just wait a few more years? What's the impact of waiting?

Waiting comes with a cost. The district will have to continue to spend money to keep the high school operational and safe for students and staff. It's money not well spent if the community chooses to renovate or replace the building in the near future.

The challenge is that we are to a point where we can't keep "band aiding" for much longer; this is why this conversation started anyway. Systems are failing and need major updates and replacement. And without additional dollars, the district will be forced to take dollars allocated for the academic program to cover the costs.

Q12. Where can I see how much this will cost me as a homeowner?

It is important to remember that the Board of Education has not made a final decision on which high school solution makes the most sense for our community. The Board is continuing the collect information and feedback prior to making this important decision. This is a full process that has and will continue to include a tremendous amount of community involvement.

However, we do have general cost estimate ranges for each of the options being considered. You can find these estimates and the monthly/annual cost for homeowners on our website at www.mariemontschools.org.

The district has not yet determined the amount of operating dollars that will be needed as part of this request, so these estimates include only the cost of potential high school projects, not additional operating dollars.

Q13. How much "operational" savings did we see from the last building project? Will we see savings from this project too?

The last project, which included closing one elementary building, renovations/additions to the two elementary schools and a new junior high school resulted in annual operational savings of around \$600,000.

We know that our current high school building is very inefficient, and we expect operational savings this time as well. We are very early in the design phase so we do not yet have good estimates on potential savings.

Q14. Are we going to seek any private funding for this project?

Yes. The school district is working with the Mariemont School Foundation to develop a private funding campaign to potentially offset some of the expense associated with a high school upgrade.

While we are grateful for these private funds, it is important to note that this campaign will account for a very small percentage of the total cost for this project.

Q15. Has there been any thought on reallocating current property taxes to this project?

The school district's current property taxes are earmarked to our existing educational program and facilities. A new or renovated facility would require an additional levy.

Q16. Can you talk about the competitive bid process and what milestones have to be met for a contractor to be paid?

There are different methods of running a facility project. In each method, contracts are competitively bid in order to receive the best possible price. The invoices are reviewed by the architect and construction manager prior to payment being made. This is done to ensure an effective and efficient process that provides quality work at a reasonable price for taxpayers.

Q17. During the renovations of our elementary buildings, is it true that some of the additions/features originally planned were not included in the final design?

Yes. A few things happened that caused the last building project cost to increase, requiring sacrifices (value engineering) to be made in order to complete the project. First, since federal funds were used in the financing portion of the project, prevailing wages had to be paid increasing the cost of the project by 3-5%. This was not included in the original cost estimates. Secondly, square footage (30%) was added to the project very late which increased the cost as well. Finally, the level of finishing materials and a "bad bid day" increased the cost of the project. Sacrifices had to be made to get the project completed. The general contractor, Turner Construction, worked closely with the vendors and the school district to get the project completed on time with as many amenities and features as possible.

The school district has already taken proactive steps to ensure this does not happen again on a future project including acquiring the services of a construction consultant very early in the process to work with design architects to be more realistic of costs, square footage, features and amenities.

Q18. What is being considered for outside improvements - driveway, parking and walkways?

In both the category 2 and category 3 options currently being considered, there are plans to make significant improvements to the driveway, parking lots and sidewalks at Mariemont High School. The district is aggressively pursuing options to create an additional entrance/exit onto the campus to alleviate the difficulties associated with having only one driveway on campus.

Q19. I'm surprised about demographic study. Fairfax is an older community that's having an influx of younger / new parents who will be attending HS in the next 5 - 10 years?

The district commissioned a demographic study in fall 2016. The report can be found on our website at www.mariemontschools.org. It is true that projections show relatively little increase in student enrollment over the next ten years. The reason cited for this is the limited inventory of housing available and the lack of vacant land available for new construction in the school district.

Q20. A lot happens in the auditorium. What's the thought process to keep the auditorium open during option 2 renovation?

In the category 2 option, the auditorium would likely remain open during the first year of construction. Depending on the scope of work selected, the auditorium may not be open during the second year of construction. Ultimately, this will depend on whether the auditorium is being renovated and to what degree or if it is being replaced.

Q21. How important is it that we can fit our whole student body in the auditorium? How many times would this happen in a year?

The auditorium is a busy place. In a typical school year, there are 200 events (rehearsals, speakers, performances) that take place in this space. Additionally, the auditorium is used for two choir classes in addition to small ensemble rehearsals for band and orchestra on a daily basis.

Our current student enrollment at Mariemont High School is just over 500 students. The seating capacity in the auditorium is 410. There are 8-10 opportunities in a typical school year when it would be ideal to bring the entire student body together in the auditorium.

But, it's important to note, the issue of seating capacity is not just about bringing the whole student body together at once. We are at capacity several times a year (high school holiday program, spring musical performances and night of the arts). We are over capacity for performers on band bash, night of singing, and strings extravaganza, so these events are held in the gym. There are a number of honor ensembles and contests that we would like to host, but facilities are not adequate. The music staff has identified seven large events that we are not eligible to host because of our current seating capacity.

But, the issue with our auditorium is more than just seating capacity. In our current auditorium, there is no back stage, no dressing rooms, no scene construction space, no orchestra pit. The auditorium has outdated technology (lighting, audio) and poor acoustics.

As a community, we need to make a decision as to what type of theatrical and musical arts programs we want to provide as well as deciding what size of space makes sense for our schools and community.

Q22. When would demolition and construction begin if we start all over again and build a new school. How long would it take to build the new school?

This greatly depends upon when the district seeks voter approval as well as things outside of our control such as weather conditions. If a category 3 option of an all new school is selected, it is estimated that the project would take approximately two years to complete.

Q23. It seems part of the challenge the current building provides is because it was built based on trends in that era that are now outdated and don't suit current preferences and needs. What is being done to ensure that a new or remodeled facility doesn't just fit current trends in education and preferences but remains timeless and will continue to meet needs well into the future?

A key trend in today's high schools is to have flexible spaces and be "future proof." Today's structures have spaces that are flexible enough to be adjusted to almost any educational trend that may come about in the future. Rooms are not constructed with cinder block, but with materials that offer transparency and can be adjusted based on the size of the group that is using them. Another way of "future proofing" a building is to allow plenty of room for conduits, additional plumbing, lighting and other features that may develop in the future.

Any option that the district ultimately chooses will be designed to be "future proof."

Q24. I've heard that we will likely have to use temporary classrooms. Is this our only option? Where will they go? How will this impact our students?

The school district has organized a Transition Task Force to look at this issue. The task force is comprised of parents, students, teachers and administrators. At this time, the best option appears to be using temporary classrooms as there are no vacant buildings in the district large enough and/or adequate enough to house a high school.

Having said this, it is important to understand that the temporary classrooms the district would use are modern, well-equipped structures. In fact, classrooms in the temporary buildings would be larger than the classrooms currently in Mariemont High School, have windows for daylight and better technology. Restrooms would also be newer and more functional.

Additionally, the district would ensure students continue to have access to science labs and other specialized spaces to limit the impact on the academic program.

Q25. My child is currently a 7th grader, so this all impacts him greatly. For option 3, what off-site location(s) are under consideration?

The transition task force is still considering options and will be making a final report to the Board of Education in December, 2017. However, right now, the only "off-site" option for temporary housing being considered is on the Mariemont Junior High School campus.

Q26. How will adequate security/safety be maintained in the event that temporary classrooms are utilized? By safety, I'm thinking of a number of challenges -- weather, students transitioning between classes, conflict between students, outside threats, etc.

Student safety is always our number one priority. The transition task force is discussing options to ensure things like transitions, weather and student gathering spaces are accounted for in the final temporary housing plan.

Q27. Would it be advantageous for the district to grow slightly, for instance by annexing Madison Place into the district? This would generate a small but perhaps significant bump in enrollment, property taxes, and maybe diversity. It might be a natural move because the other part of Columbia Township (Plainville) is already part of the district.

School districts do not have the authority to make these kinds of decisions on their own. Changing school district boundaries is a very complex process that is ultimately approved by the State Board of Education. At this time, the district is not planning on changing its boundaries.

Q28. Will "walkability" for students coming to school from the East (as opposed to from the Village) be considered?

In both the category 2 and category 3 options currently being considered, there are plans to make significant improvements to the driveway, parking lots and sidewalks at Mariemont High School. Additionally, the district is aggressively pursuing options to create an additional entrance/exit onto the campus to alleviate the difficulties associated with having only one driveway on campus. Depending on the location of this secondary access, there could be opportunities to improve walkability for students coming from the east.

Q29. When considering athletic facilities, will you take into consideration the declining interest in football in America lately?

Football is only one of the many sports we offer at Mariemont High School. Kusel Stadium, the weight room and the locker rooms are used by all of our athletes and sports teams.

However, it is important to note that none of the options being considered at this time include any renovation or replacement of Kusel Stadium.

Q30. Has the district considered taking some (a limited number, of course) open enrollment students in order to get the full per- student funding from the state for a certain number of students?

The district currently does not allow "open enrollment" students and is not currently planning to begin doing so.

It is true that the school district would receive additional state funding for "open enrollment" students (\$6,000 per pupil for "open enrollment" students compared to the \$1,800 per pupil for "in district" students); however, given the very limited space the district has for additional students via open enrollment, there would be little to no impact on the district's revenue budget.

Q31. This might seem like a crazy question but, is consolidating the high school with another district (say, Madeira) a possibility?

School district boundaries are not an easy thing to change and the entire process is actually guided and ultimately decided upon by the State Board of Education. Consolidating Mariemont High School with another high school is highly unlikely. The logistics of transporting students, having a facility that can house both student bodies and transferring funds would create many issues.

Q32. Do you plan to do anything about the "one way in, one way out" driveway and the poor parking on the high school campus?

Yes. The district is aggressively pursuing options to create an additional entrance/exit onto the campus to alleviate the difficulties associated with having only one driveway on campus.

Q33. Are we sure the current site is the best site for the high school? Should we build somewhere else?

There are certainly many advantages to the current site. It provides a beautiful, park-like setting. It also has adequate walkability to neighborhoods, businesses and restaurants. Additionally, the current site allows for an option to keep portions of the existing facility and support areas (i.e., athletic fields, stadium) rather than building all new.

The school district is not currently aware of any viable sites (with the needed 30-40 acres) within our boundaries to place a high school. However, at the request of the finance facility team, the district has commissioned a study/audit to identify potential properties (if any exist) that could be considered. The results of this study will be used as a factor in making the final decision for the future facility plan of Mariemont High School.

Q34. Who are the schools that are benchmarked that are as small as Mariemont High School at only 530 students or less than 200 students / class?

The schools that we typically benchmark against are Madeira High School and Indian Hill High School. These schools are in similar communities, are high performing and are similar in size.

The per pupil expenditure in Mariemont City Schools is \$12,150; it is \$12,206 in Madeira City Schools and \$17,402 in Indian Hill Schools.

Mariemont High School currently has 175 square feet per student. Madeira High School has 225 square feet per student. Indian Hill High School has 320 square feet per student.

Q35. We know an "open" concept didn't work last time, so are you proposing doing something similar again?

No. None of the options being considered is a structure without walls as was done in 1970. What has been discussed is designing spaces with the flexibility to change the size of the classrooms and the learning spaces based upon the needs of the students and the pedagogy. Options being considered also include classrooms that offer transparency and natural sunlight, which is known to improve student academic performance and wellbeing.

Q36. I've heard we have some limitations in the types of science classes we can offer because of ventilation issues in our science labs, is this true?

Yes. For the past seven years we have made arrangements to send many of our top students to Indian Hill High School to take Advanced Placement Chemistry. Although we have staff who are qualified to teach the course, our facility does not have suitable ventilation to offer this outstanding opportunity to our students onsite. This is also a challenge for other types of science electives that we would like to offer if we had a facility with acceptable ventilation.

Q37. Do we really need "collaboration" spaces?

Yes. Students learn differently and teachers instruct more effectively than was the case just a few years ago. The use of technology has been a game changer for schools. The days of students sitting in straight rows in classrooms being lectured by teachers for hours at a time are no longer tried and true. Students now take a more active and engaged approach to learning, and teachers are doing a better job of planning and implementing more robust and interesting instruction. In order to do this, students must have room to spread out and work with one another to put what they have learned into action. Unfortunately, with the very small classroom sizes at Mariemont High School and the lack of any flexible spaces, these opportunities just don't exist for our students.

Q38. Our high school students do well. We are considered one of the best high schools in the state. I just don't understand how this is going to make us any better? Can you please explain?

Space matters. Current research shows that the learning environment impacts student performance by as much as 25 percent. Our current high school building is limiting how well our faculty can teach and our students can learn. If asked, our students would likely describe Mariemont High School as more of a museum for the way that education was 30 – 50 years ago—along with leaky ceilings and a temperature differential of 20 – 30 degrees on any given day--than an inspirational space for teaching and learning.

As a community, we have to ask ourselves, are we doing our best to prepare our students for a world that they will soon inhabit at the university level and in the workplace? Not by a long shot! If we remain static, we will soon be surpassed by those schools who are making the changes that are in the best interest of their students.

Q39. We keep hearing how much education is changing especially with technology, how do we know that what we build today won't be out of date tomorrow? Do we really need more space? Is this really a wise investment?

No one can predict the future. However, we can use the best information we have today to create a better plan for the future. We know that Mariemont High School is outdated now and will become increasingly so in the years to come. We also know that certain things will never become outdated such as natural lighting, sustainability and the flexibility to transform classrooms and learning spaces as the educational needs of students change in the future. Collaboration, project-based learning, student presentations and the use of technology all require space.

Q40. If the community says no on both the permanent improvement and operating budget tax increases, what will you do?

Unfortunately, the needs at Mariemont High School are not going to go away, and we have to maintain a building that is at least operational and safe for students and staff. Remember there is no zero-cost option. Without additional permanent improvement dollars, funds would have to come from the academic program budget to cover the expenses at Mariemont High School. The impact of having to do this only gets exasperated by not getting needed operating dollars -- meaning the impact on the academic program will be greater.

Q41. I'm curious if anyone on the school board actually disagrees with a building redo? Do you have leadership balance in the decision process?

No decision has been made. The school board has been very engaged in this process over the last 18 months serving on various committees and task forces and getting regular updates at monthly Board of Education meetings. Board members are doing their due diligence to listen to feedback from the community and input from industry experts before reaching any decision.

The steering committee and transition task force will make their final presentations to the Board of Education in December. After this, Board members will take the time they need to reach a decision in the best interest of our school district and community.



APPENDIX L

Mariemont City Schools High School Facility Master Plan

Steering Committee Meeting





Today's Agenda

- Facilities Teams Results
- Prioritized Objectives
- Steering Committee Conclusions



Facilities Teams Results





Learning Team Results

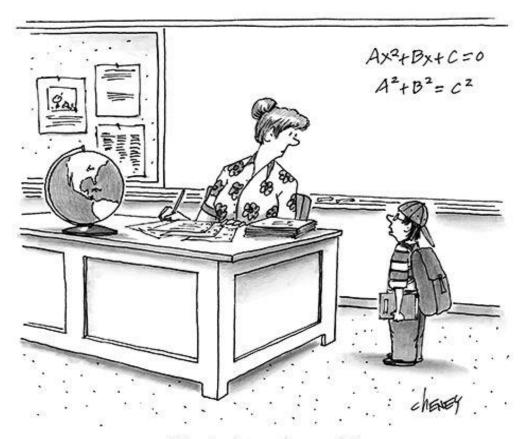
- Flexible spaces
- Connection to the outdoors
- Classrooms that support emerging technologies and sustainability
- Secure lobby with access to a gathering space
- Areas to showcase student learning



Design Team Results

- Sustainable materials and practices
- Efficient, safe drop-off/pick up areas and improved traffic flow/parking
- Welcoming, defined entrance/lobby
- Student-centered collaborative learning spaces
- Incorporation of the Mariemont community aesthetic





"The cloud ate my homework."

Technology Team Results

- Robust technology infrastructure
- Safe digital and physical environments that incorporate technology controls
- Equal access to technology in a user-friendly environment
- Mobile technology environment
- Emerging technology plan





Athletics Team Results

- Locker room/team space reconfigured
- Athletic training and rehab expansion and improvements
- Gymnasiums, pool, and Kusel Stadium facility updates
- On-campus practice/competition facility expansion/repair







Arts Team Results

- Dedicated, sufficiently-sized and configured visual and performing arts classrooms
- Sufficient arts storage
- Breakout rooms with proper sound proofing and technology
- Adequate infrastructure to support disciplines (e.g. kilns, outlets, recording technology, etc.)
- Large performance space
- Flexible performance spaces



Finance Team Results

- Local revenues account for 75% of our operating budget
- "Our taxes are high"
- Build smart (e.g. sustainable design, flex space)
- Total millage not to exceed 9.99 mils
- Site viability research
- Private funding

| FY17 October Forecast | | | ARIEMONT CITY FIVE YEAR ears Ending June | FORECAST | | | | |
|---|-----------------|-----------------|--|--------------------|--------------------|--------------------|--------------------|--------------------|
| | ACTUAL FY 14 | ACTUAL FY 15 | ACTUAL FY 16 | PROJECTED FY 17 | PROJECTED FY 18 | PROJECTED FY 19 | PROJECTED FY 20 | PROJECTED FY 21 |
| | - | | | | | | | |
| REVENUE | | | | | | | | |
| Real Estate | 14,276,852 | 15,431,606 | 16,378,565 | 16,028,013 | 16,250,921 | 16,295,931 | 16,320,342 | 16,341,74 |
| Public Utility | 957,452 | 1,105,331 | 1,263,904 | 1,182,571 | 1,094,553 | 1,094,553 | 1,094,553 | 1,094,55 |
| State Foundation State Foundation - SFSF | 3,248,150 | 3,299,979 | 3,645,491 | 3,786,206 | 3,465,610 | 3,193,173 0 | 3,132,508 | 3,086,02 |
| Restricted Grants | 1.477 | 251.202 | 70.913 | 18.541 | 18.504 | 18.499 | 18,501 | 18.51 |
| State PU Reimbursement | 0 | 251,202 | 0,913 | 10,541 | 18,304 | 10,499 | 0 | 10,51 |
| Homestead & Rollback | 1.783.506 | 1.807.414 | 1.829.572 | 1.841.887 | 1.855.812 | 1.866.039 | 1,867,012 | 1.873.98 |
| State Tax Allocation | 916,860 | 916.860 | 439,744 | 0 | 0 | 0 | 0 | 2,0.0,00 |
| All Other Revenues | 270,227 | 222,630 | 216,019 | 216,018 | 210,106 | 210,106 | 210,106 | 210,10 |
| Transfers/Advances In | 35,000 | 40,000 | 40,000 | 40,000 | 40,000 | 40,000 | 40,000 | 40,00 |
| Other Financing Sources | 1,207 | 0 | 19,424 | 0 | 0 | 0 | 0 | , |
| Total Revenue | 21,490,731 | 23,075,022 | 23,903,632 | 23,113,236 | 22,935,506 | 22,718,301 | 22,683,022 | 22,664,92 |
| EXPENDITURES: | | | | | | | | |
| Salaries & Wages | 11,348,037 | 11,492,515 | 11,769,015 | 12,278,492 | 12,719,972 | 13,172,146 | 13,640,398 | 14,125,29 |
| Fringe Benefits | 3,603,727 | 3,687,533 | 3,671,178 | 3,842,554 | 4,025,842 | 4,241,048 | 4,469,873 | 4,713,27 |
| Purch Services | 4,035,236 | 4,033,052 | 4,102,056 | 4,542,621 | 4,649,863 | 4,812,608 | 4,981,049 | 5,155,38 |
| Mat & Sup | 675,877 | 688,506 | 659,692 | 684,608 | 708,570 | 733,370 | 759,037 | 785,60 |
| Capital Outlay | 272,819 | 336,985 | 312,204 | 402,785 | 377,000 | 384,000 | 391,000 | 398,00 |
| Other Objects | 357,902 | 309,721 | 334,098 | 348,200 | 343,200 | 351,200 | 351,200 | 351,20 |
| Debt Service | 336,470 | 309,050 | 311,603 | 312,115 | 315,518 | 314,322 | 311,521 | 313,57 |
| Fransfers/Advances Out | 60,000 | 40,000 | 40,000 | 55,000 | 55,000 | 55,000 | 55,000 | 55,00 |
| Total Expenditures | 20.690.068 | 20.897.362 | 21.199.846 | 22.466.375 | 23.194.965 | 24.063.694 | 24.959.078 | 25.897.33 |



Prioritized Objectives





POTENTIAL SOLUTION DIRECTIONS

NEW

S NEEDED

Facilities Teams Final Objectives Matrix

| | REPAIR / | PARTIAI | ALI |
|---|----------|---------|----------------|
| | 1 | 2 | 3 |
| 9 | | | 5 - 5 5 - 5 |
| | | | |
| | | | |
| | | | |
| | | * Y | |
| | | | |



5

9

FLEX SPACES

WELCOMING & SECURE MAIN ENTRANCE

WELCOMING & DEFINED MAIN ENTRANCE

OPERATING/PI BUDGET 9.9 MIL MAX

IMPROVE CAMPUS LAYOUT & ACCESS

ROBUST INFRASTUCTURE

ADAPTABLE SPACES

STUDENT-CENTERED COLLABORATIVE SPACES

CLEARLY COMMUNICATE VALUE PROPOSTION

RESPECT AESTHETIC CHARACTER OF DISTRICT COMMUNITIES



POTENTIAL SOLUTION DIRECTIONS

Facilities Teams Final Objectives Matrix

SAFETY & SECURITY OF DIGITAL & PHYSICAL ENVIRONMENTS

INCOPORATE SUSTAINABLE PRACTICES

UNIVERSAL ACCESS & USER FRIENDLY

FLEXIBLE/ADAPTABLE TECHNOLOGIES

PURSUE PRIVATE FUNDING OPTIONS

ADEQUATE FLEXIBLE INFRASTRUCTURE

SHOWCASE STUDENT LEARNING

CONNECTION TO OUTDOORS

DEDICATED ART SPACES

MOBILE/UNTETHERED

| REPAIR AS NEEDED | PARTIAL REPLACE | ALL NEW |
|------------------|-----------------|--|
| 1 | 2 | 3 |
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POTENTIAL SOLUTION DIRECTIONS

Facilities Teams Final Objectives Matrix

ENSURE VIABLITY OF CURRENT SITE

EXPAND & IMPROVE LOCKER/TEAM ROOMS

ADDITIONAL FLEX PERFORMANCE SPACE

INCOPORATE SUSTAINABLE PRACTICES

EXPAND & IMPROVE POOL FACILITIES

EXPAND & IMPROVE LARGE PERFORMANCE SPACE

EXPAND & IMPROVE ATHLETIC TRAINING/REHAB FACILITIES

EXPAND ON-CAMPUS PRACTICE/COMPETITION FACILITIES

BREAK-OUT ROOMS

STORAGE

| ALL NEW | 3 | | | | | | | |
|------------------|---|---|---|---|---|--|---|--|
| PARTIAL REPLACE | 2 | | | | | | | |
| REPAIR AS NEEDED | 1 | | | | | | | |
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Steering Committee Conclusions





Steering Committee Conclusions

- Communication and PR are key
- Current facility is not suitable
- Option 2 has a wide range of features and costs
- Taxes play a big role
- Flexibility is the goal
- Arts cannot be forgotten
- Schools are the backbone of our community



Sustainable

Infrastructure

Flexible Space

SAFE

TECHNOLOGY

Secure







MSA Architects