



**NEWTON**  
**PUBLIC SCHOOLS**  
**2025 Facility Master Plan Blueprint**  
Committee Recommendation

Process Facilitated by RSP & Associates

# RSP & Associates Introduction

## RSP Team:

**Robert Schwarz, AICP, CEFP,**

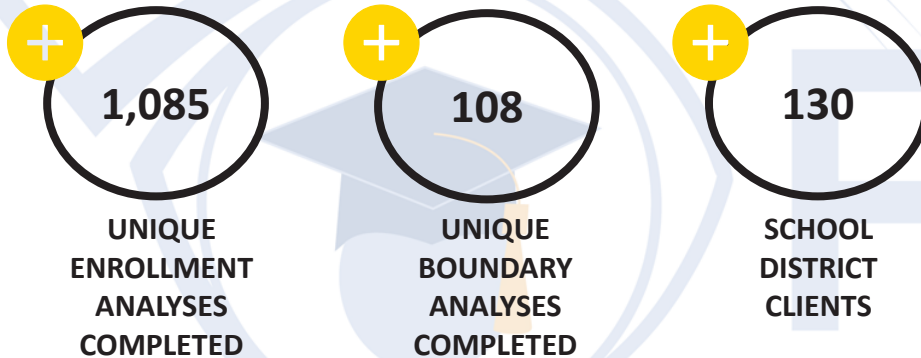
Military, County, City, and School District Planner  
University of Kansas – Master of Urban Planning (MUP)

**Ginna Wallace, Planner**

University of Kansas – Master of Urban Planning (MUP)

**Todd White, Retired Kansas Superintendent**

## SIMPLE FACTS ABOUT RSP



- Founded in 2003
- Professional educational planning firm
- Expertise in multiple disciplines (GIS, Planning, Facilitation)
- 20+ years of planning experience, 80+ years of education experience, 20+ years of GIS experience
- Projection accuracy of 97% or greater

Company was started with the desire and commitment to assist school districts in long-range planning. RSP has served over **130** clients in:

- Arkansas
- Colorado
- Iowa
- Illinois
- Kansas
- Minnesota
- Missouri
- Nebraska
- North Dakota
- Oklahoma
- South Dakota
- Tennessee
- Wisconsin

## RSP Facility Master Plan Projects:

- Lawrence USD 497 (2022/23)
- Ankeny Community School District (2022/23)
- Des Moines Public Schools (2023/24)
- Hutchinson Public Schools USD 308 (2021/22)

## Our Partners:



# Process Talking Points

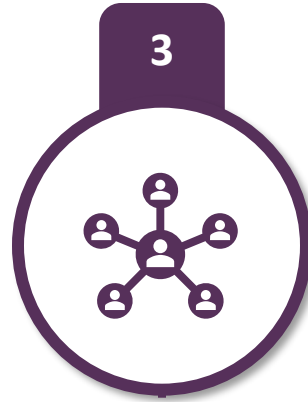
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Scope  
Definition



Data  
Foundation



Committee  
Work



Community Input



Facility Master Plan  
Recommendations



# Scope Definition



# What is a Facility Master Plan?

## Roadmap to Success



### Main Takeaway:

- ❑ A comprehensive roadmap to assess and align district facilities with future needs
- ❑ Incorporates community and leadership input at every stage
- ❑ Defines how academic, culture, facilities, and economics are all aligned into a Strategic Vision
- ❑ Results in a long-term, data-driven strategy for capital investment and facility improvement

# The Process



## COMPREHENSIVE FACILITY PLANNING PROCESS

### Throughout the Process:

7 Leadership Team Meeting

(November 2024 to June 2025)

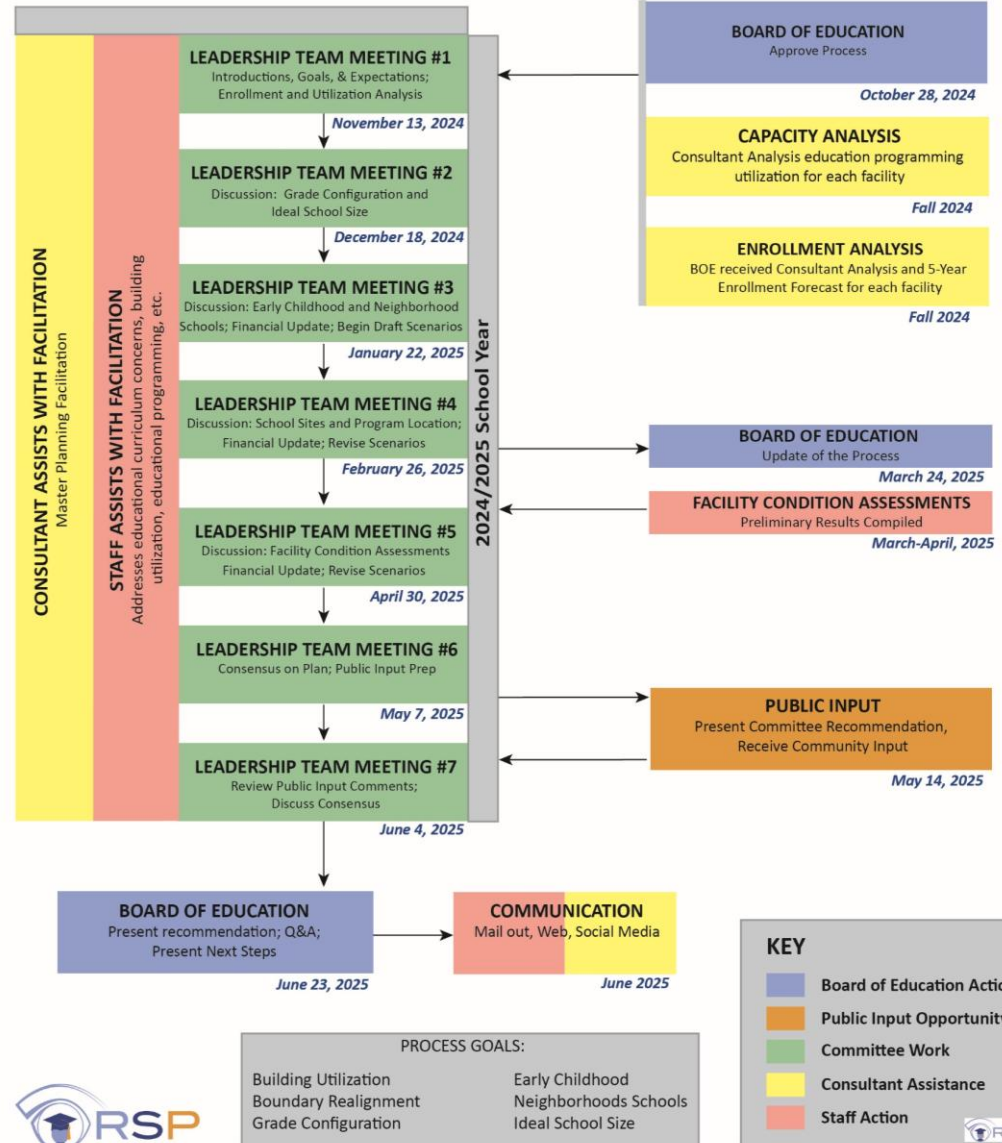
Public Input

(May 2025)

3 Board meetings

(October, March, and June)

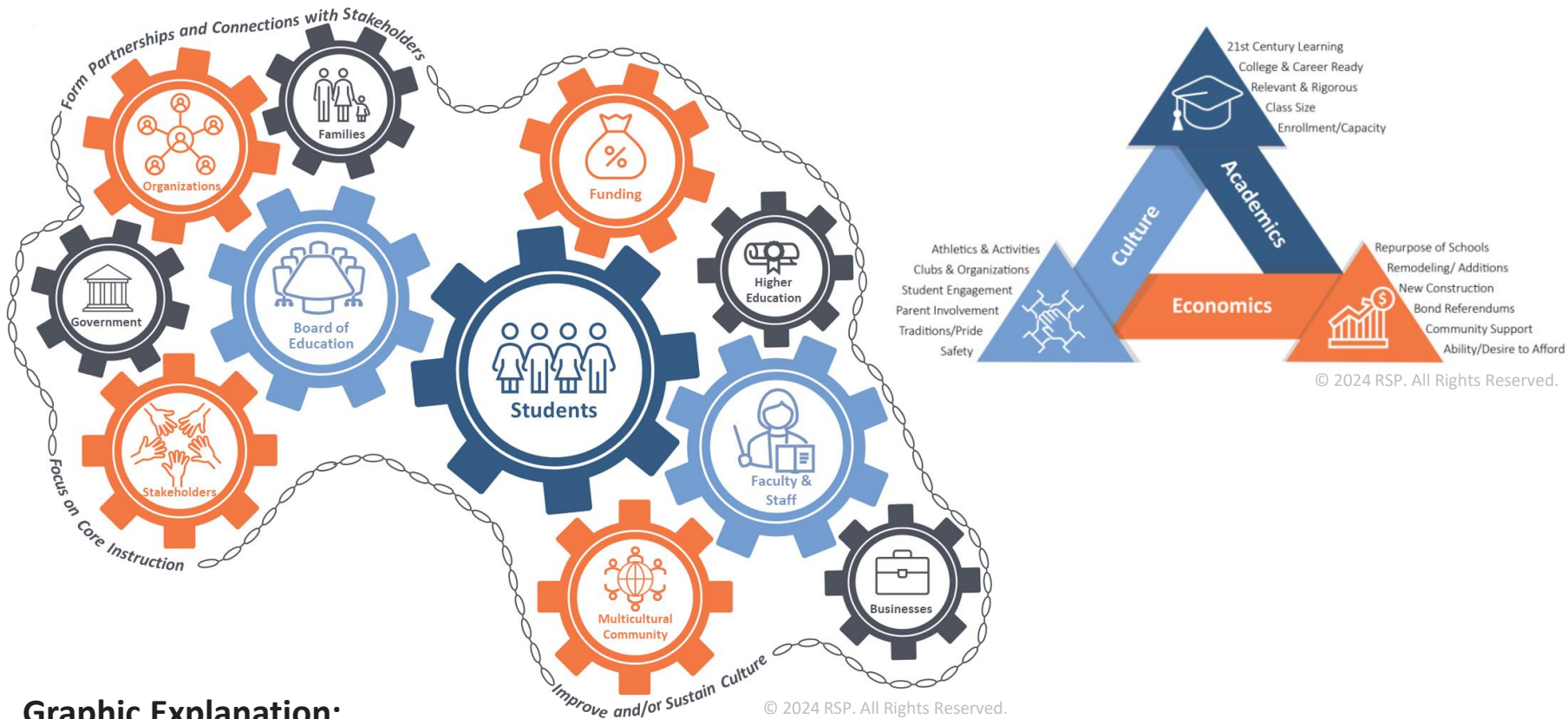
*RSP assists with facilitation and analysis throughout the entire process*



Board Approved 10/28/2024



# A Process Involving Everyone



## Graphic Explanation:

- ❑ Re-imagining education will take all these entities working toward enhancing the student experience
- ❑ All groups are connected and are needed to accomplish the outcome (Serving Students)
- ❑ ACE (Academic, Culture, Economics) are **pillars** of the process creating the experience and reality for the community
- ❑ All pillars are needed; if too much emphasis is placed in only one or two of these areas, it could result in a negative student outcome

# Board of Education Goals

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## Goal Area #1: Focus on Core Instruction



- To include hard and soft skills
- Reading and mathematics are foundational skills necessary for all students to succeed.
- Focus on important soft skills that are age-appropriate throughout the district.
  - **Strategy #1:** All core instructional areas will be aligned to state standards.
  - **Strategy #2:** All core instructional areas will have common assessments created at the grade level and/or content area that validate the rigor of the curriculum at the system level.
  - **Strategy #3:** Grade levels and content areas that have the interim assessments available to them will administer those assessments during the three open windows
  - **Strategy #4:** Focus on instructional strategies that matter

## Goal Area #2: Improve and/or Sustain Culture



- Invite the community to support kids on the field, at performances.
  - How do we give people permission to be proud? Has to be organic, not toxic positivity.
- Consistencies with processes in behavior, leadership,
  - What things are we doing to encourage the negative rather than put spin on the positive? Proactive vs. reactive.
- Recognize students/staff at BOE, or at the schools
  - Bring everything back to your goals. (Board vision)

## Goal Area 3: Form Partnerships/Connections with Stakeholders



- Sharing our good intern/partner experiences to bring more people to table. Expand if/when possible
- Bring our community INTO the lower grades, establishing connections early.
- Get people into our buildings. Showcase volunteering early on. Introducing our kids.
  - **Strategy #1:** Develop a specific and intentional plan for communication for all stakeholders
  - **Strategy #2:** Engage the school parent and community patron population in a more regular and meaningful manner

# Process Guiding Principles

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## The following are potential Guiding Principles to consider for the Facility Blueprint Process:

- ❑ The Board will consider the committee work as part of **long-range District planning**
- ❑ The future Facility Blueprint should provide even **better educational opportunities** at each school to ensure an equitable student experience at each school
- ❑ The Facility Blueprint Process may include an evaluation of (but not limited to):
  - Attendance areas or grade centers
  - Ideal grade configuration
  - Optimal facility utilization
  - Current and future student programming need
  - Financial opportunities for implementation
- ❑ The Facility Blueprint implementation will include solutions in the following areas (but not limited to):
  - Building utilization (how many sections, teams, and/or students in a building)
  - Programming (special education, multi-lingual, student activities, STEM focused, etc.)
  - How building are utilized (grade centers, neighborhood centers, etc.)
  - Implementation (building inventory need, program delivery, attendance area plan, timeline, funding, etc.)



**Board Approved 10/28/2024**

**100% committee support 11/13/24**

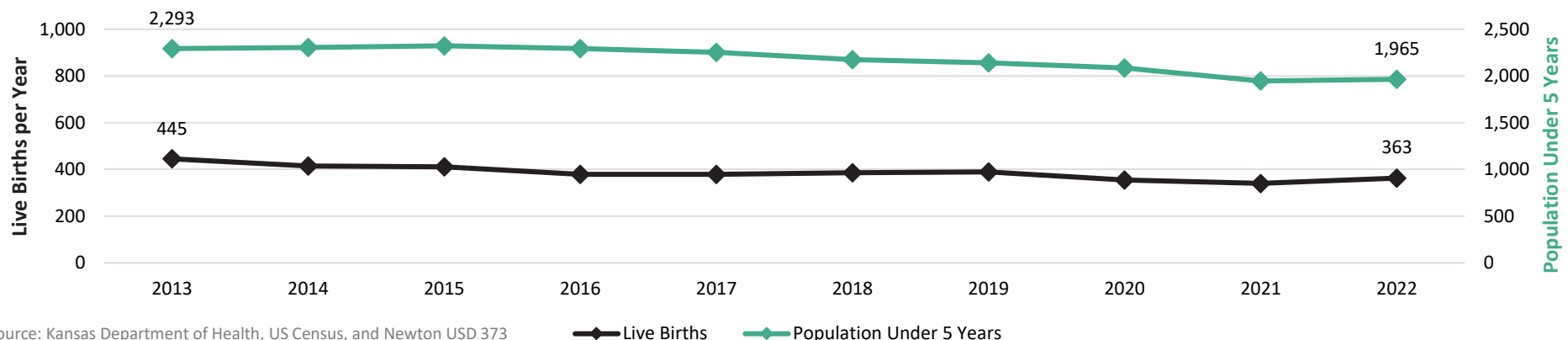


# Part 2: Data Foundation



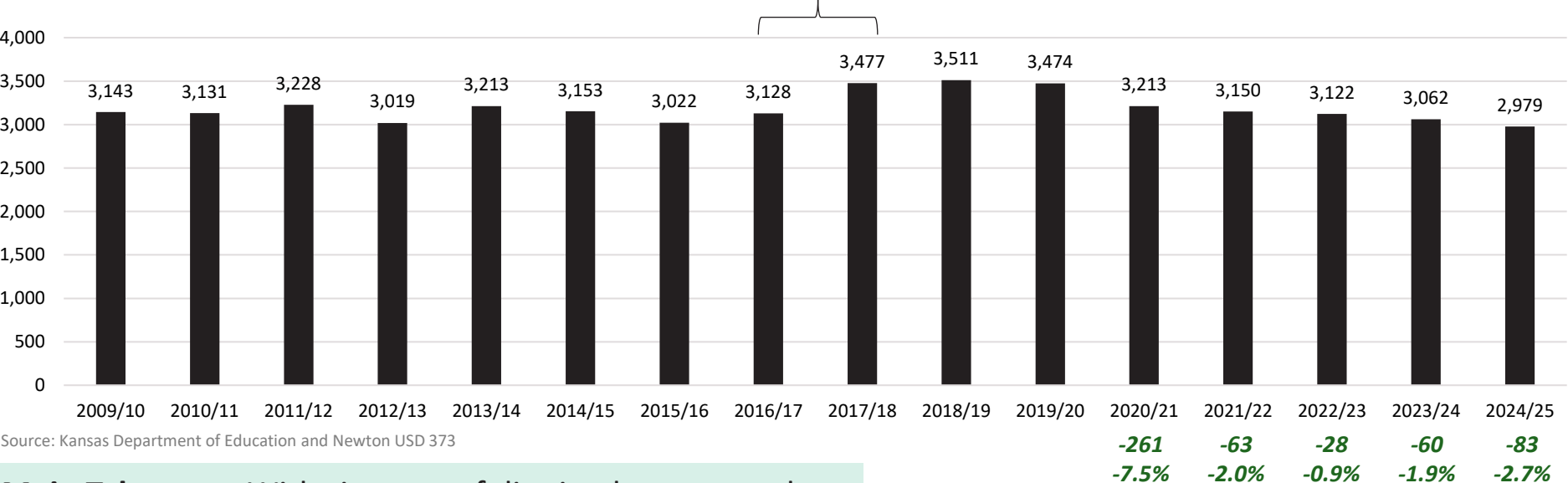
# Enrollment Analysis: Key Variables (P. 1)

## Harvey County Live Births and Population Under 5 Years of Age



Source: Kansas Department of Health, US Census, and Newton USD 373

## Newton Public School Total Enrollment Over Time



Source: Kansas Department of Education and Newton USD 373

**Main Takeaway:** With six years of district decrease and decreasing child-age population, growth is limited.

**-261**  
**-7.5%**

**-63**  
**-2.0%**

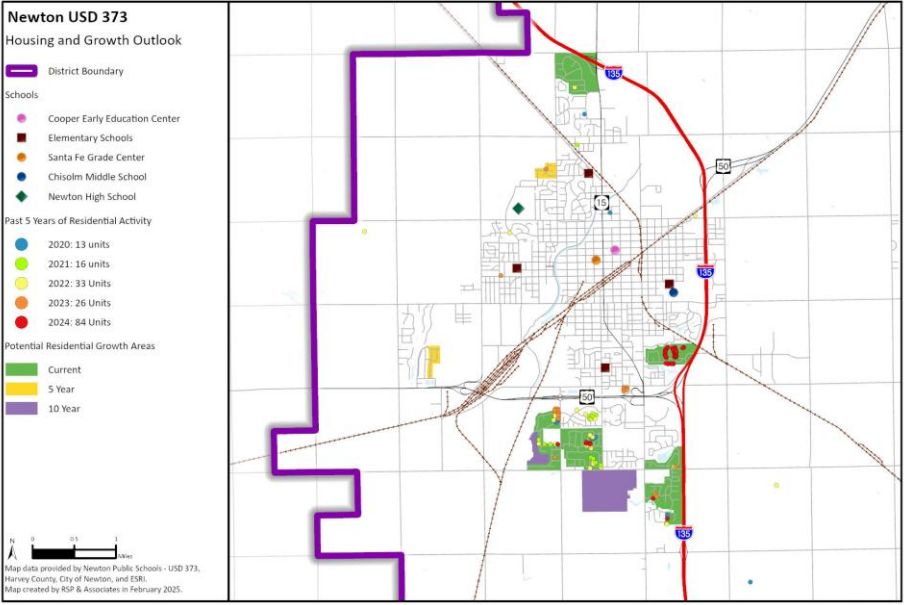
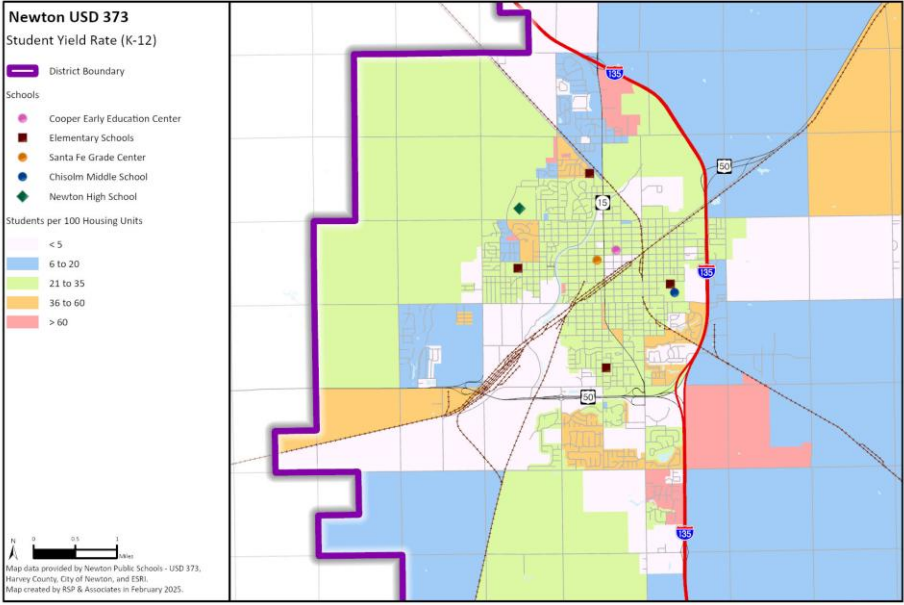
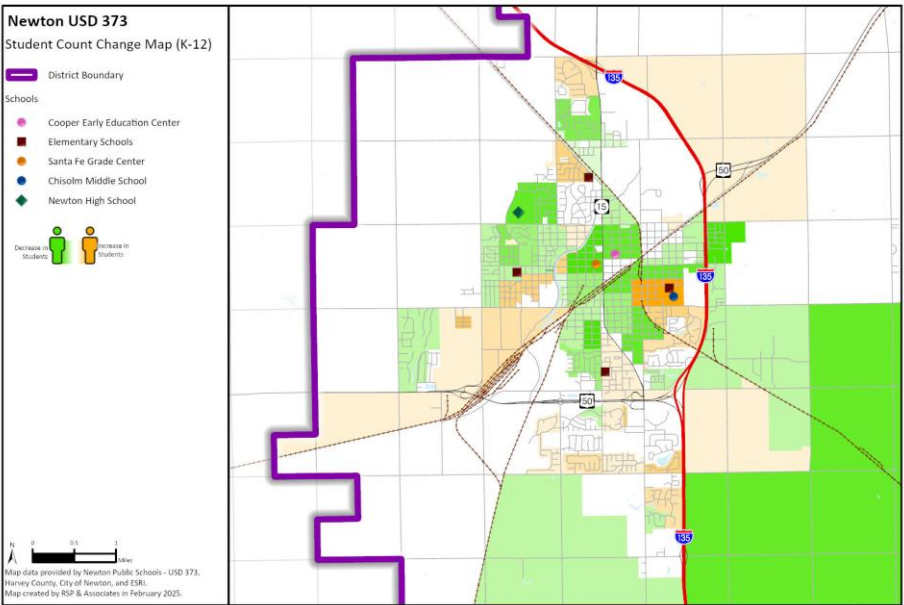
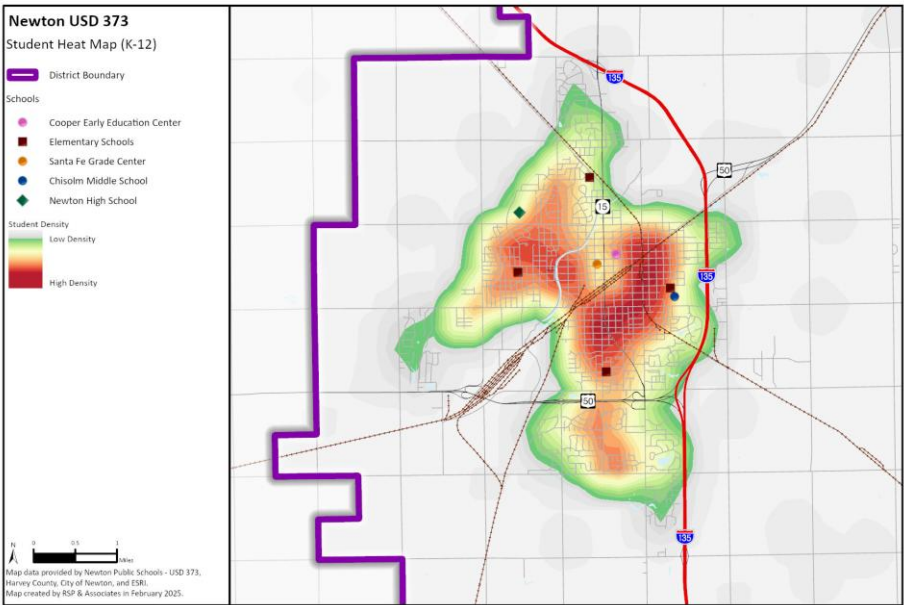
**-28**  
**-0.9%**

**-60**  
**-1.9%**

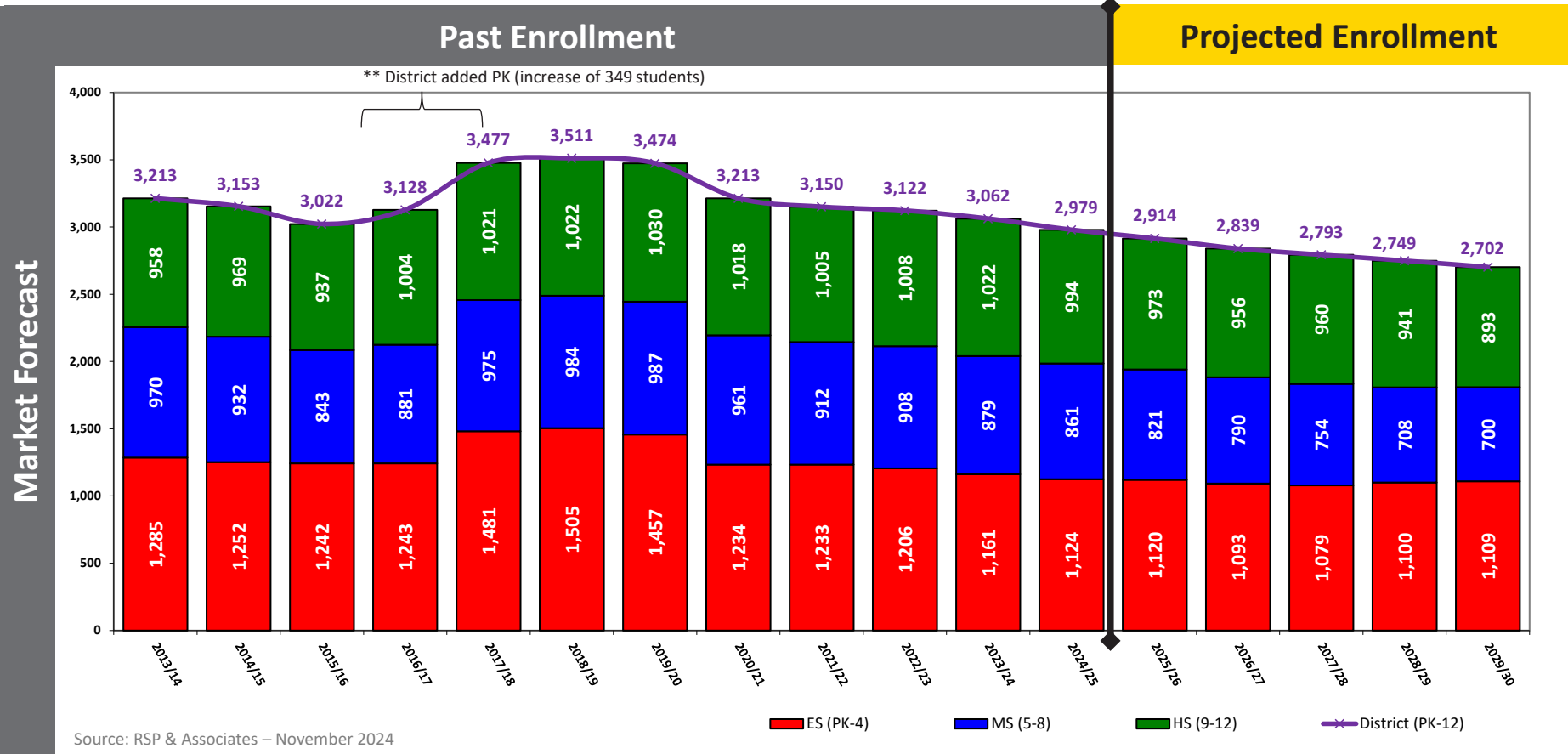
**-83**  
**-2.7%**

**Past Five-Year Change: -495 students**

# Enrollment Analysis: Key Variables (P. 2)



# Enrollment Analysis: Results



## Projected Outlook

- Enrollment is forecasted to decrease to around **2,702 students** over the next five years
- District enrollment to decrease by about **275 students by 2029/30**
  - Elementary enrollment to decrease by **15 students by 2029/30**
  - Middle school enrollment to decrease by **160 students by 2029/30**
  - High school enrollment to decrease by **100 students by 2029/30**

*\*All past student data is exported from the district student database allowing the ability to do robust statistical analysis by student geography. The student database export will not always align perfectly with the Official Counts (Statistically 99% greater match by grade)*

# Capacity Analysis: Methodology

## Data Collection:



### Step 1: Gather

Sept. to Nov. 2024

- Building Floor Plans
- Building Master Schedules
- Class Size Guidelines

### Step 2: Building Tours

Nov. 2024

- Building Administrator(s) provide programming of each classroom
- RSP validates Building Administrator input with Master Schedules and Building Floor Plans
- RSP uses information for qualitative educational space impacts which allow for deeper understanding of how programs are impacted by space limitations

## Capacity Calculation:



### Step 3:

Size of Spaces

- Review Floor Plans and data collection notes to determine if spaces are standard size classrooms

### Step 4:

Space Assignment

- Assign each space a size (standard classroom, smaller space)
- Assign each space a type (Core, Elective, or Other Program Space)

### Step 5:

Apply Class Size

- Apply class sizes based on District class size guidelines
- Calculate **Functional Capacity** of each building

### Step 6:

Repurpose Potential

- Determine if any classrooms could be reassigned as Core programming classrooms
- Utilize results to calculate **Functional Repurpose Capacity**

## Product Delivery:



### Step 7:

Data Entry

- Enter building attributes for each school (Address, Year Built, Recent Remodel, Title 1 Designation, Special Designation, and Section/Team Quantity)

### Step 8:

Create Visuals

- Create a visual of the Building Floor Plan that identifies space by use (Core, Elective, Other Program Space, or Administration)

### Step 9:

Final Report

- Create the report of Building Utilization findings

### Step 10:

Review Results

- Review with Administration to finalize for presentation to the Board of Education

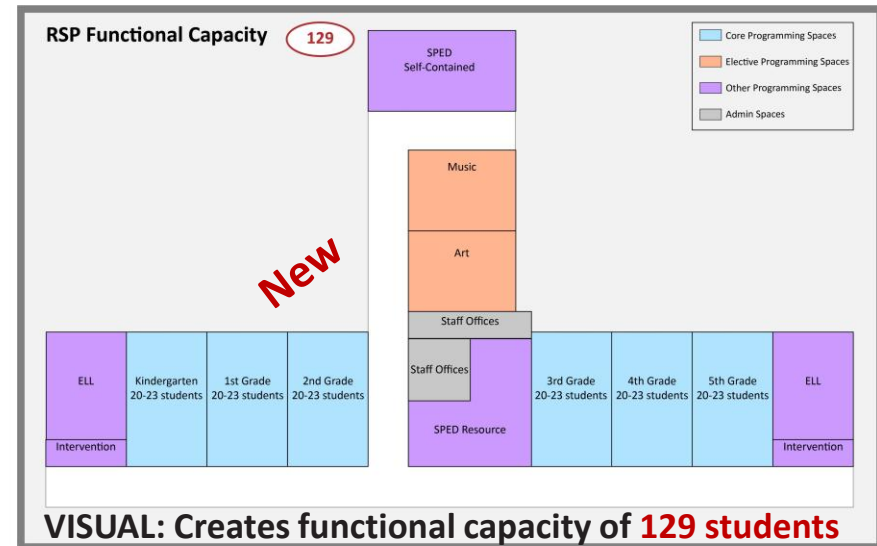
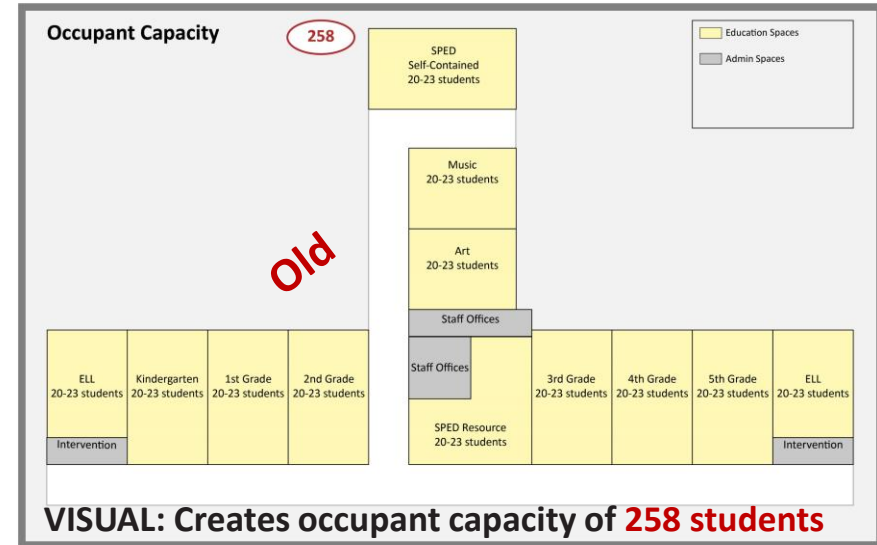
# Capacity Analysis: Key Variables

## Functional Capacity (RSP Methodology):

- A capacity analysis is a method to identify the number of learners that can be reasonably accommodated by a school building by assessing the following variables:
  - **Physical** (building space, classroom size, support space)
  - **Operational** (utilization rate, staffing, class size range, building schedule)
  - **Programmatic** (core educational program, specialty programs, instructional model)

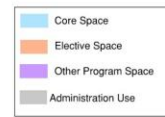
## Advantages of Functional Capacity:

- Programming of classrooms affects how many students utilize that classroom
- Integrates class size range by classroom type
- Ensures all student programs and resource offerings have designated spaces factored into the capacity
- Spaces that are smaller than the “ideal classroom size” are removed from calculation as core learning cannot take place in those spaces

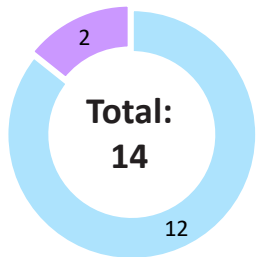


# Capacity Analysis: Cooper EEC Clarification

## COOPER EARLY ED

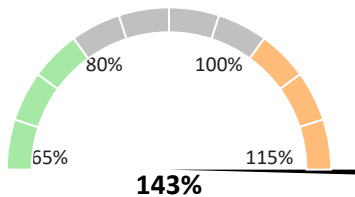


### Functional Classroom Inventory:



Page 1: Level 1

### 2029/30 Attend Capacity Utilization:



Functional Capacity: 176

## Cooper Enrollment:

- 2024/25 Total Attendance: **251 (State Official Count)**
- Total attendance does NOT differentiate between:
  - Half-Day V.S. Full-Day students
  - Students at neighborhood schools
- Typically, throughout the day ~200-210 students are served at Cooper EEC (113-120% utilization)
  - Constraints are driven less by the number of students and more by staffing demands/programming needs

## RSP Functional Capacity:

- **Does** account for full day and half day programming:
  - Classroom count: 6 for Half-Day; 5 for Full-Day; 1 for Infant
- **Does Not** account for neighborhood school services, extra staffing, home visits/evaluations, functional realities, etc.

## Utilization of Building:

- PK enrollment is forecasted to increase to over **260 Total Students**, but not all students are served at Cooper EEC at one time, providing some relief to the building
- While Cooper EEC does face real challenges with space and over-capacity, the data may overstate the severity due to the complex structure of PK programming

**Main Takeaway:** RSP's capacity accounts for classroom use by schedule, but does not capture the functional realities created by **program regulations, staff-to-student ratios, and overlapping service delivery**. Continued monitoring and **deeper capacity conversations are recommended**, especially as enrollment growth and service demands continue.

# Capacity Analysis: Results

## Newton Public School Projections By School (Based on Student Reside)

Market Forecast	School	Functional Capacity	Enrollment Type (Past)	Past School Enrollment		Projections Based on Residence (1-5 years)					Utilization %
				2023/24	2024/25	2025/26	2026/27	2027/28	2028/29	2029/30	2029/30
				Cooper Early Education Center	176	Attend	245	251	255	257	256
Northridge Elementary	234	Attend	208	184	184	176	169	172	177	75.6%	
Slate Creek Elementary	234	Attend	216	212	221	201	206	221	228	97.4%	
South Breeze Elementary	351	Attend	284	279	280	277	269	275	275	78.3%	
Sunset Elementary	234	Attend	208	199	193	182	179	169	166	70.9%	
Santa Fe 5/6 Center	455	Attend	422	433	392	352	359	347	333	73.2%	
Chisholm Middle School	504	Attend	449	417	427	430	387	353	359	71.2%	
Newton High	1,083	Attend	958	928	921	888	892	870	827	76.4%	
The Learning Center	0	Attend	17	21	17	20	20	23	18	0.0%	
Opportunity Academy	0	Attend	55	55	37	56	56	56	56	0.0%	
<b>ELEMENTARY SCHOOL TOTAL</b>	<b>1,229</b>	<b>Attend</b>	<b>1,161</b>	<b>1,125</b>	<b>1,120</b>	<b>1,093</b>	<b>1,079</b>	<b>1,100</b>	<b>1,109</b>	<b>90.2%</b>	
<b>MIDDLE SCHOOL TOTAL</b>	<b>959</b>	<b>Attend</b>	<b>871</b>	<b>850</b>	<b>813</b>	<b>782</b>	<b>746</b>	<b>700</b>	<b>692</b>	<b>72.2%</b>	
<b>HIGH SCHOOL TOTAL</b>	<b>1,083</b>	<b>Attend</b>	<b>1,030</b>	<b>1,004</b>	<b>981</b>	<b>964</b>	<b>968</b>	<b>949</b>	<b>901</b>	<b>83.2%</b>	
<b>DISTRICT TOTALS</b>	<b>3,100</b>	<b>Attend</b>	<b>3,062</b>	<b>2,979</b>	<b>2,914</b>	<b>2,839</b>	<b>2,793</b>	<b>2,749</b>	<b>2,702</b>	<b>87.2%</b>	

Source: RSP & Associates, LLC - November 2024

Note 1: Student Projections are based on the residence of the student.

Note 2: The Enrollment Model is based on a Head count of students by Planning Area at each facility

Note 3: Transfers between Facilities are shown with Attend Projections

Note 4: The Enrollment Model assumes ES(PK-4) MS(5-8) and HS (9-12)

Note 5: Each planning area is assigned the 2024/25 boundary

Note 6: School capacity provided from RSP 2024 capacity analysis

Note 7: Reside is based on the student home address. PK students are assigned to reside in elementary schools

Note 8: Attend is based on which facility the student attends

Note 9: Res/Att (Reside/Attend) are the students who reside in the attendance area that they have chosen to attend

### School Utilization Legend

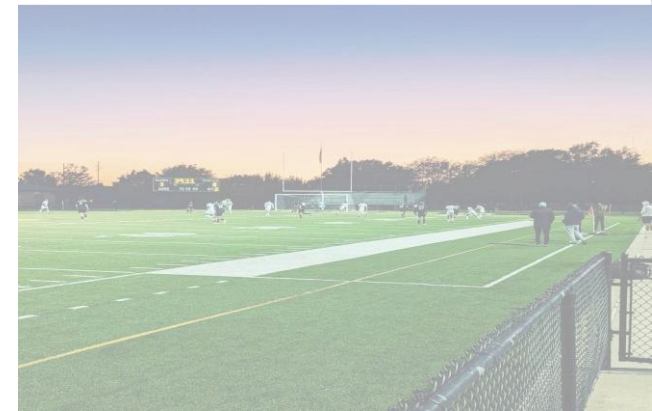
	Over 100% School Capacity
	Under 70% School Capacity

## Conclusion:

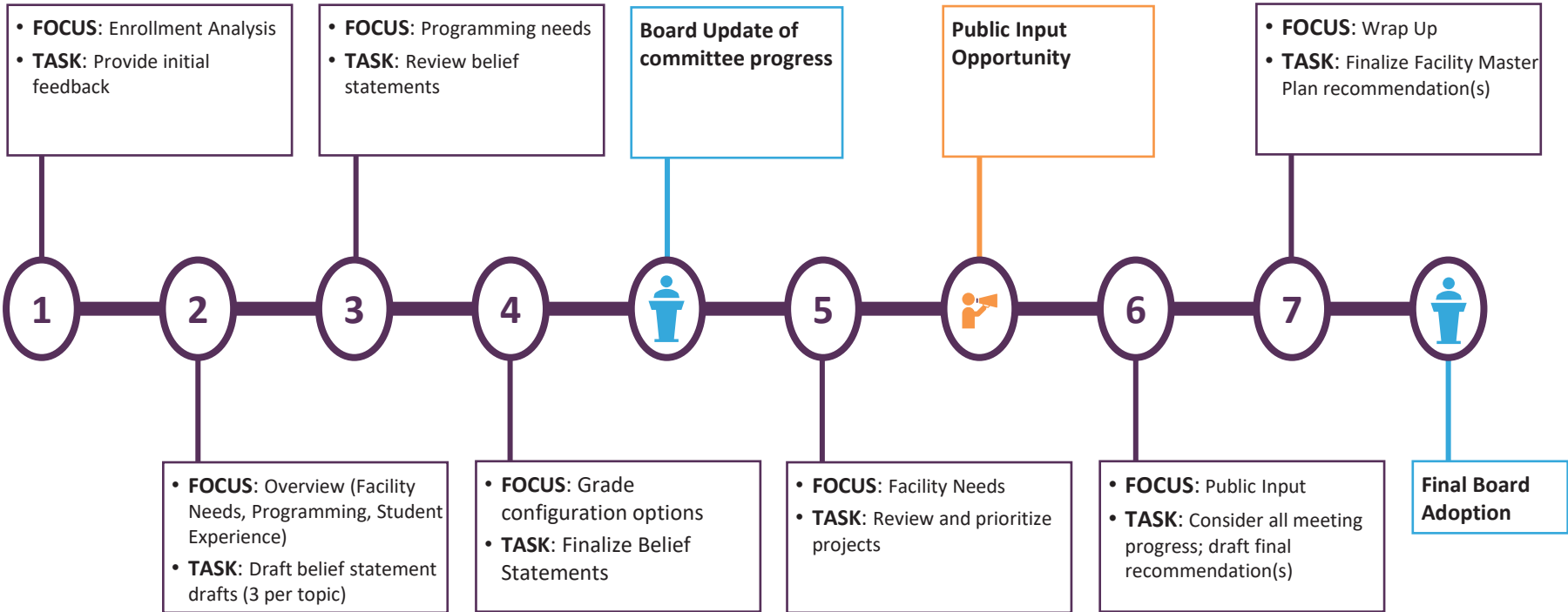
- Cooper EEC appears to be over capacity the next five years, but due to program realities, most challenges are addressed
- Elementary schools are forecasted under functional capacity, but Slate Creek ES increases at the greatest rate
- The Secondary facilities have adequate capacity to accommodate forecasted enrollment



# Committee Work



# Committee Meetings Summary



# Committee Belief Statements

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## Facility Needs

All students will have access to facilities that support their academic and personal growth today and tomorrow.

**100% support at Meeting #3**



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## Program Offerings

Students will have strong foundational skills that will enable them to succeed in a variety of program offerings. USD 373 will continue to provide students access to a variety of program options in academics, athletics, activities, CTE, and post-secondary skills training.

**100% support at Meeting #4**



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## Student Experience

We believe in fostering growth and community pride, striving to maintain smaller class sizes in the primary grades, embracing students as they grow, and providing supportive, inclusive environments that prepare every student for success in school and beyond.

**100% support at Meeting #4**



# Program Offerings



**The following are final themes extracted from the committee to wrap around each recommendation:**

- Continue to emphasize core instruction
- Enhance communication and definition of Career and Tech Ed offerings
- Importance of teaching life skills to students of all ages
- Celebrate positivity throughout the district
- Integration between Academic and CTE strands

# Student Experience



**The following are final themes extracted from the committee to wrap around each recommendation:**

- When possible, maintain smaller class sizes to improve student outcomes
- Prioritize projects that align with ADA compliance
- Community clarification with challenges at Cooper EEC
- Provide fine arts and SPED support throughout the district
- Consider opportunities to provide staff wage increases

# Facility Needs

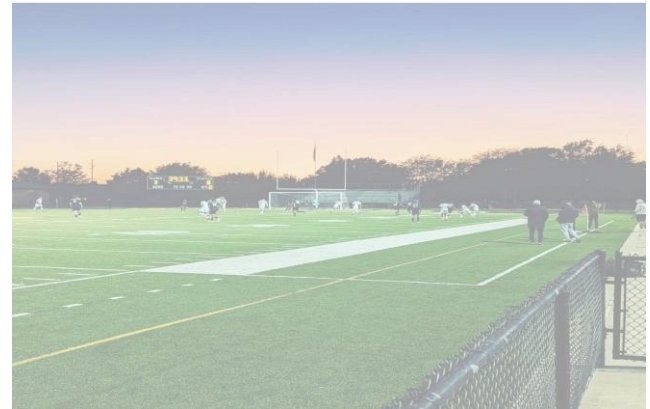


**The following are final themes extracted from the committee to wrap around each recommendation:**

- Facility needs for fine arts and athletics
- Multi-use of facilities with future projects
- Prioritize security/safety needs throughout the district
- Invest and maintain current facilities
- Communicate cost and realities with any major projects



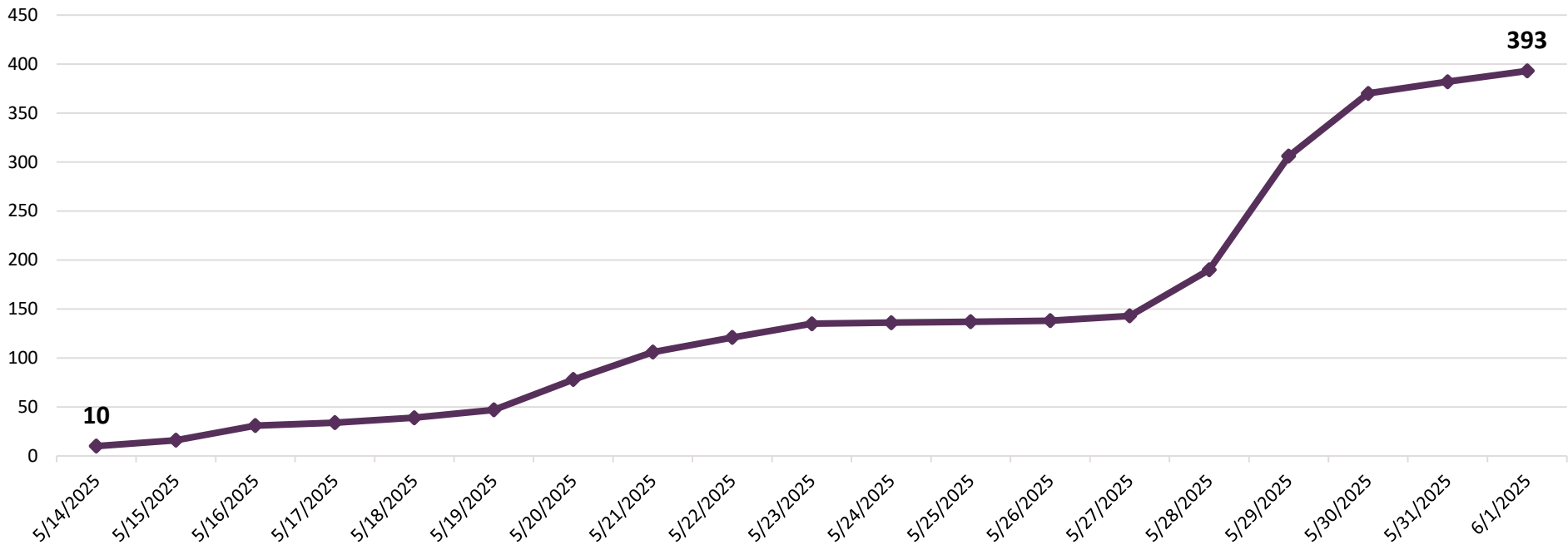
# Part 4: Community Input



# Community Survey Results

393 Total Survey Respondents

## Survey Traffic Over Time:

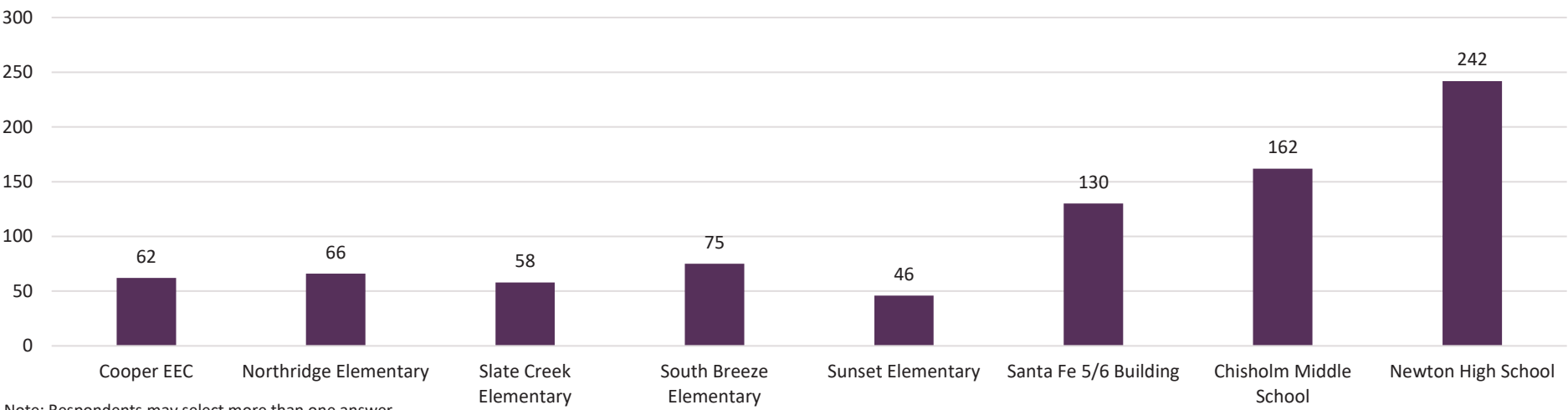


## About the Survey:

- Survey opened on the in-person public input night (May 14<sup>th</sup>)
- Survey was advertised and distributed by district administration (social media, handouts, verbal, etc.)
- Survey was able to be translated to other languages – all results are compiled
- Survey was closed at 11:59pm June 1<sup>st</sup> with **393 total results**

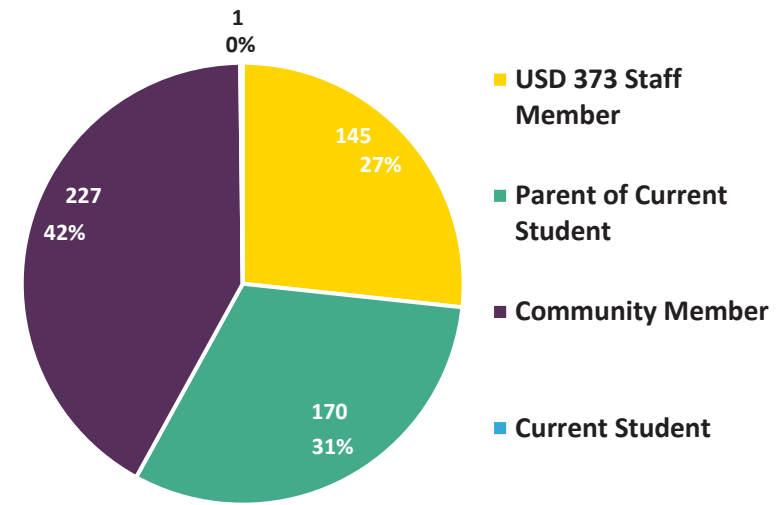
# About the Survey Respondents:

## School Identification of Survey Respondents:



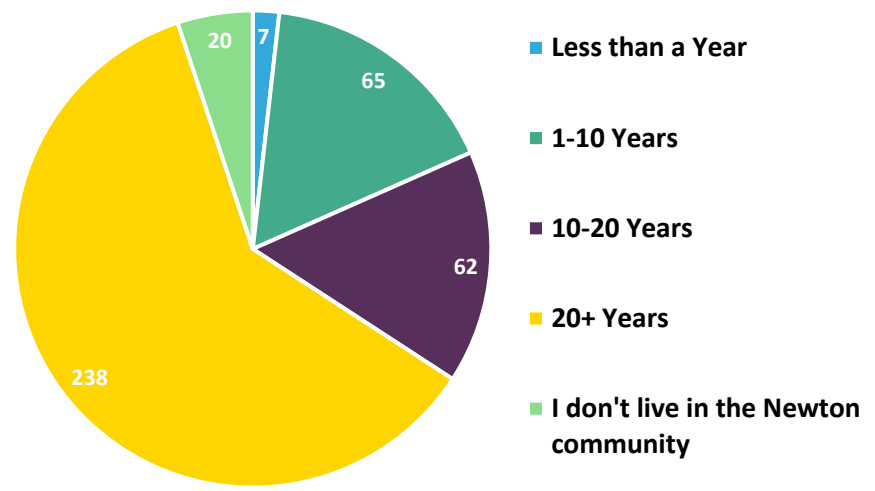
Note: Respondents may select more than one answer

## Roles of Survey Respondents:



Note: Respondents may select more than one answer

## Longevity with Community:

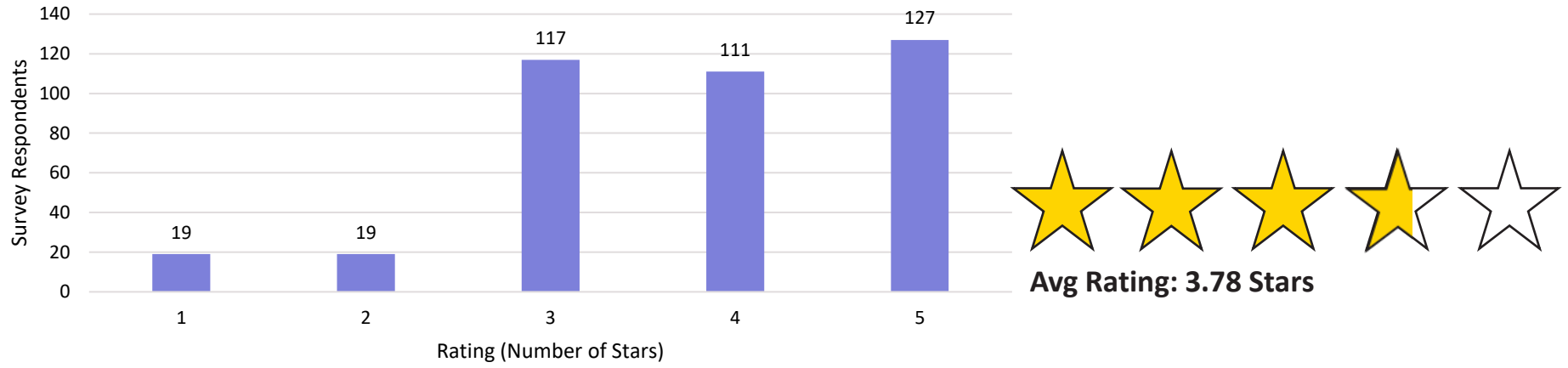




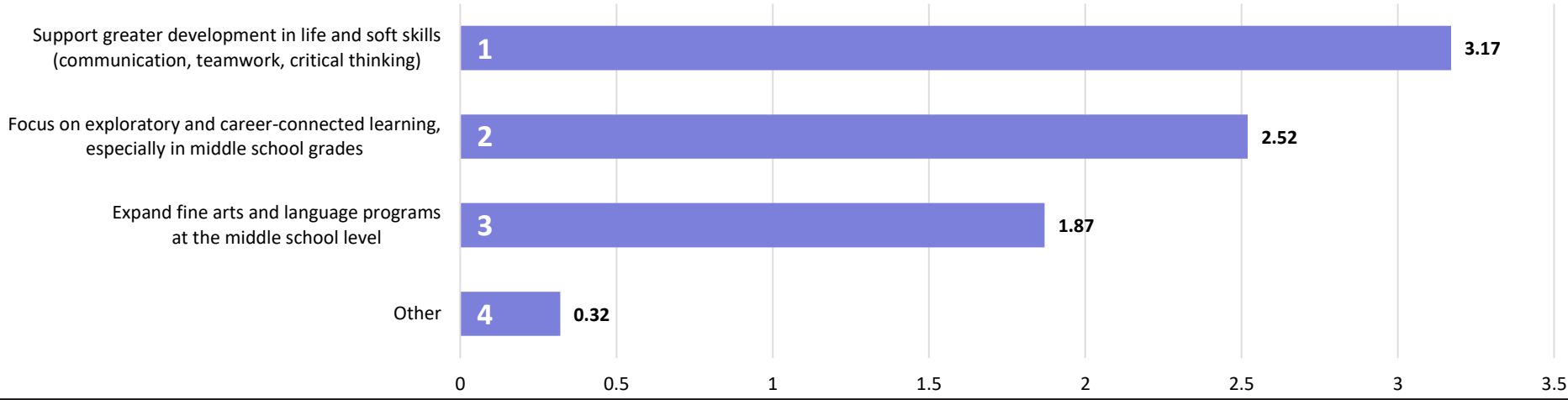
# Program Offerings Objective #1:

**Objective #1:** For the District to explore expanded elective class offerings for students in all grades.

## Rating of Objective Statement:



## Ranking of Potential Strategies:

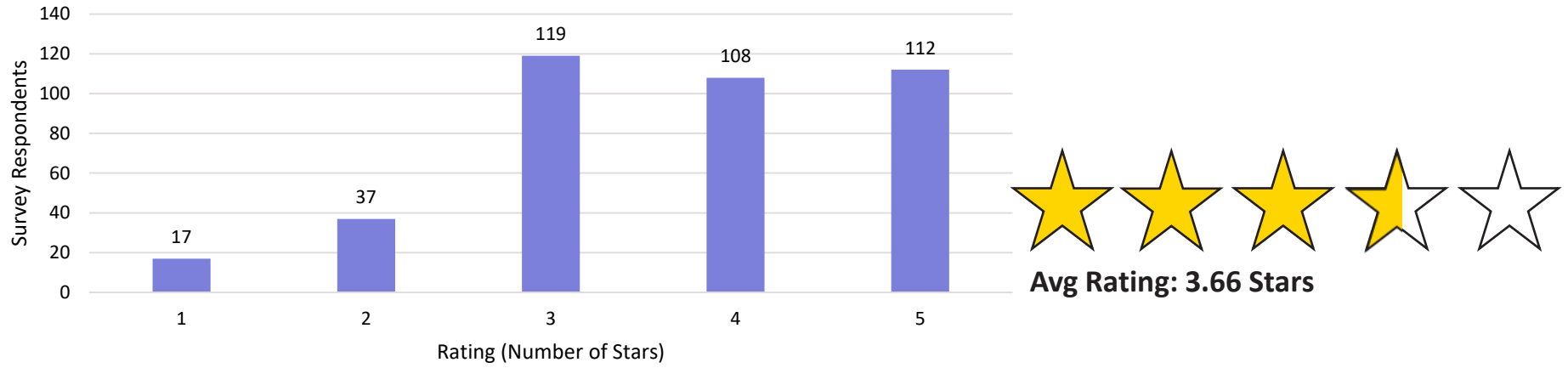




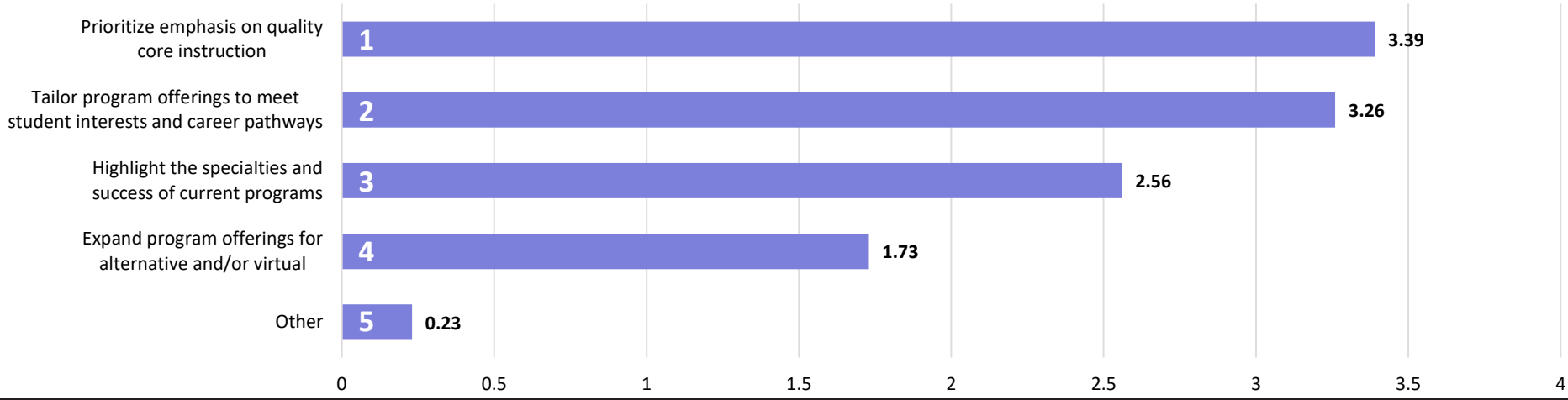
# Program Offerings Objective #2:

**Objective #2:** For the District to support greater pride throughout the community and promote program offerings.

### Rating of Objective Statement:



### Ranking of Potential Strategies:

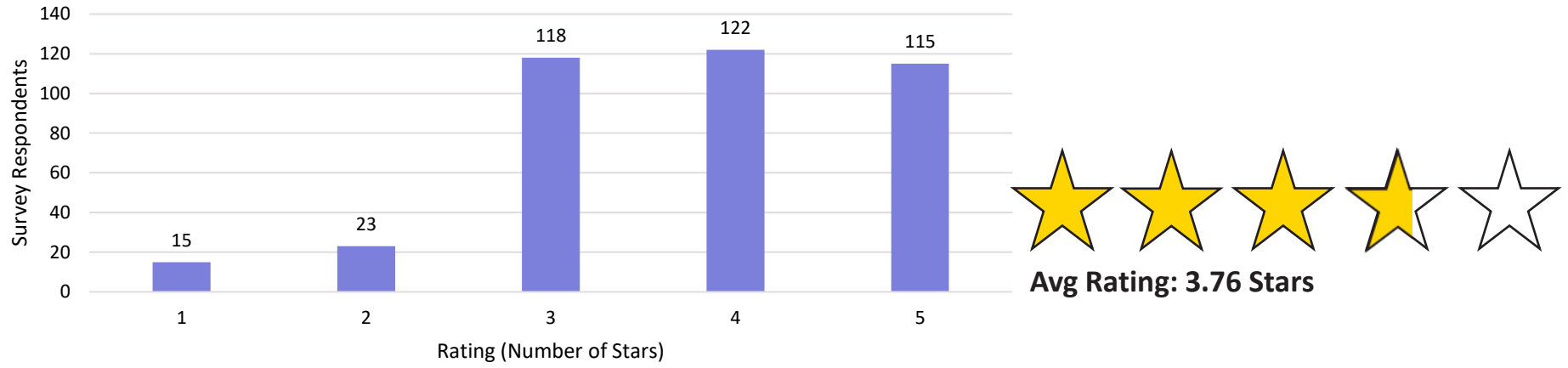




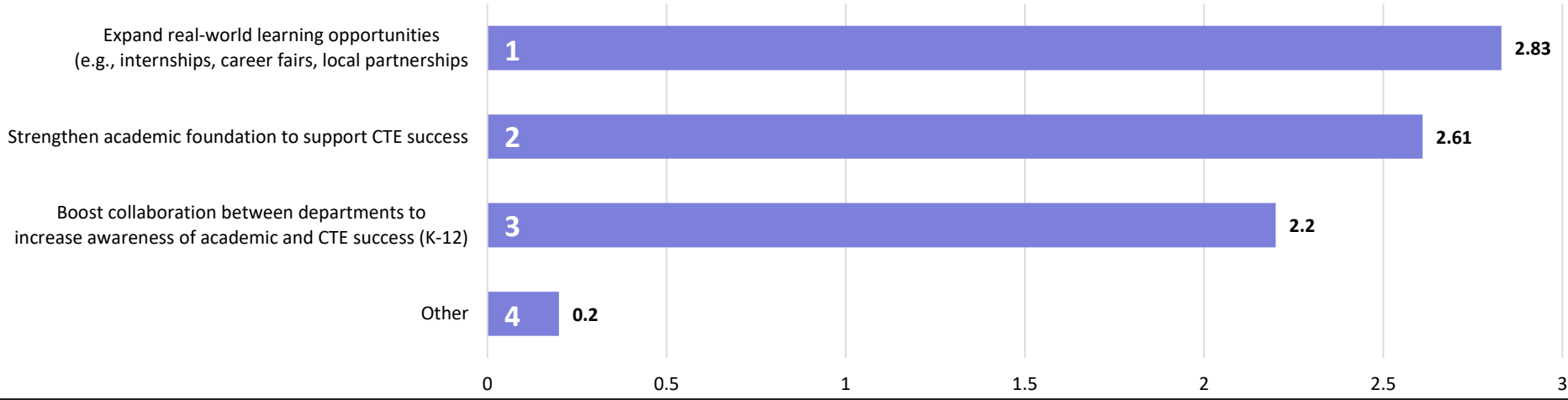
# Program Offerings Objective #3:

**Objective #3: For the District to foster greater CTE and Academic alignment in middle and high school grades.**

## Rating of Objective Statement:



## Ranking of Potential Strategies:



# Program Offerings Comments (Key Themes)

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## **Focus on Core Academics and Foundational Skills:**

- Many respondents emphasized the need to prioritize reading, writing, math, and science over expanding programs. There is concern that basic academic outcomes are suffering despite the breadth of programs.

## **CTE (Career & Technical Education) Controversy:**

- There is a mixed perception of CTE: some praise its real-world benefits, while others criticize the overemphasis and funding toward it.
- Multiple comments expressed a need for balance between CTE and core subjects, and some asked for better public understanding of what CTE includes.

## **Real-World and Life Skills Curriculum:**

- Strong interest was expressed in classes that teach life skills (e.g., taxes, budgeting, cooking), both as part of electives and integrated into core curriculum.

## **Support for Special Populations:**

- Several comments called for better support and inclusion of Special Education and SPED students, advocating for tailored electives and stronger program integration.

## **Expanded Program Access and Scheduling:**

- Respondents noted scheduling conflicts (e.g., between band and CTE) and requested more flexible, accessible options for students, including consideration of year-round school or online alternatives.

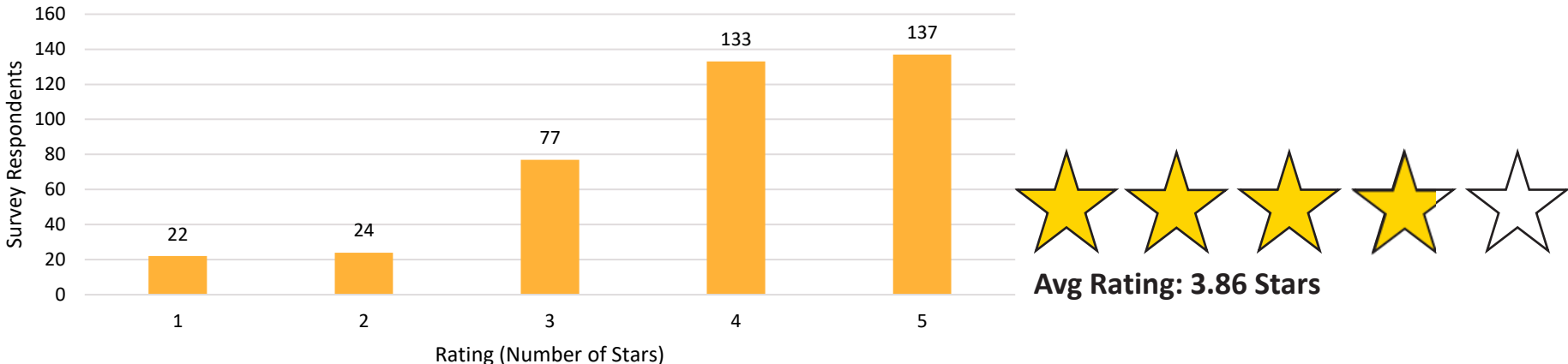
***Disclaimer:** Providing open-ended comments was optional. The summaries are based on approximately 60-80 comments per open ended question, representing about 15–20% of total survey responses. As such, the identified themes may not reflect the views of the overall majority.*



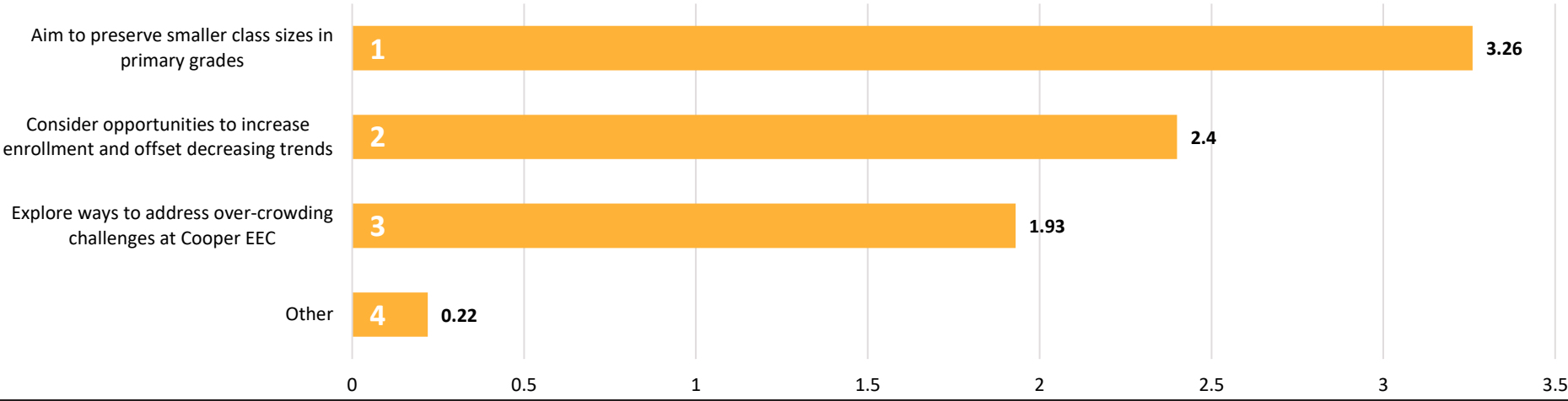
# Student Experience Objective #1:

**Objective #1: For the District to maintain the current grade levels and balance enrollment between buildings.**

### Rating of Objective Statement:



### Ranking of Potential Strategies:

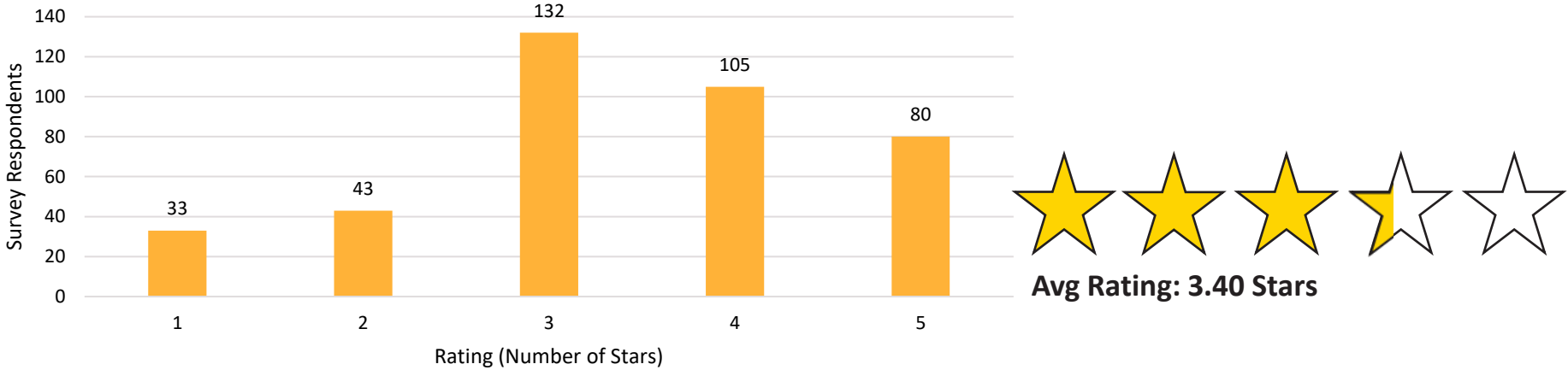




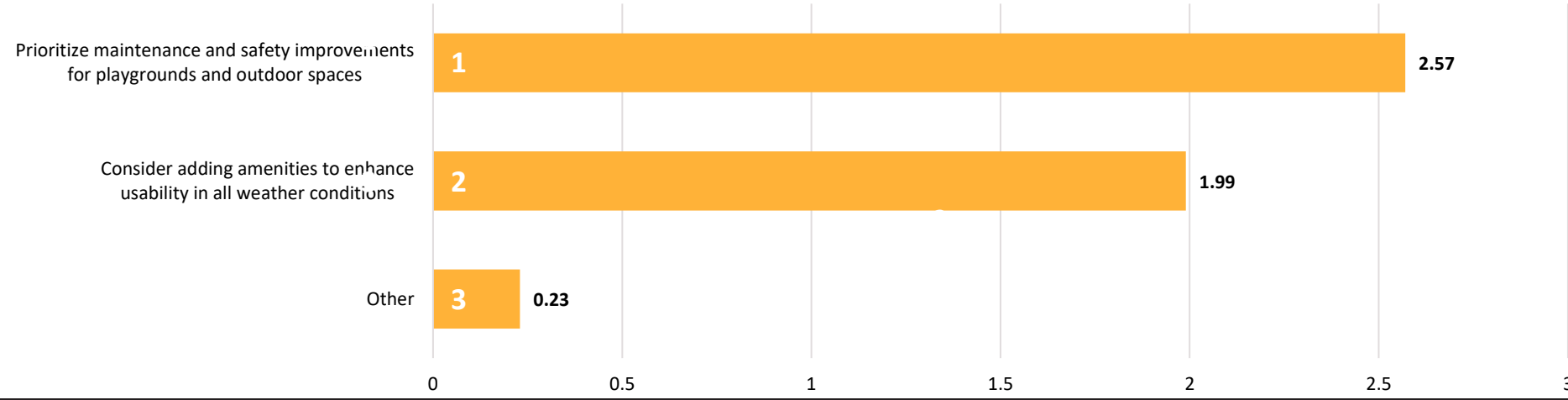
# Student Experience Objective #2:

**Objective #2:** For the District to upgrade and maintain outdoor amenities at school sites.

### Rating of Objective Statement:



### Ranking of Potential Strategies:

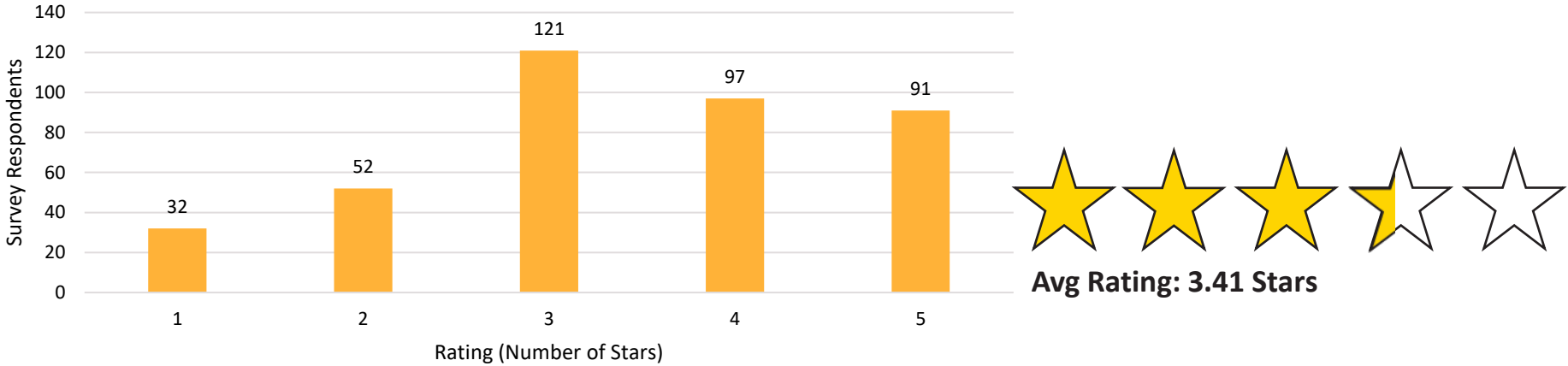




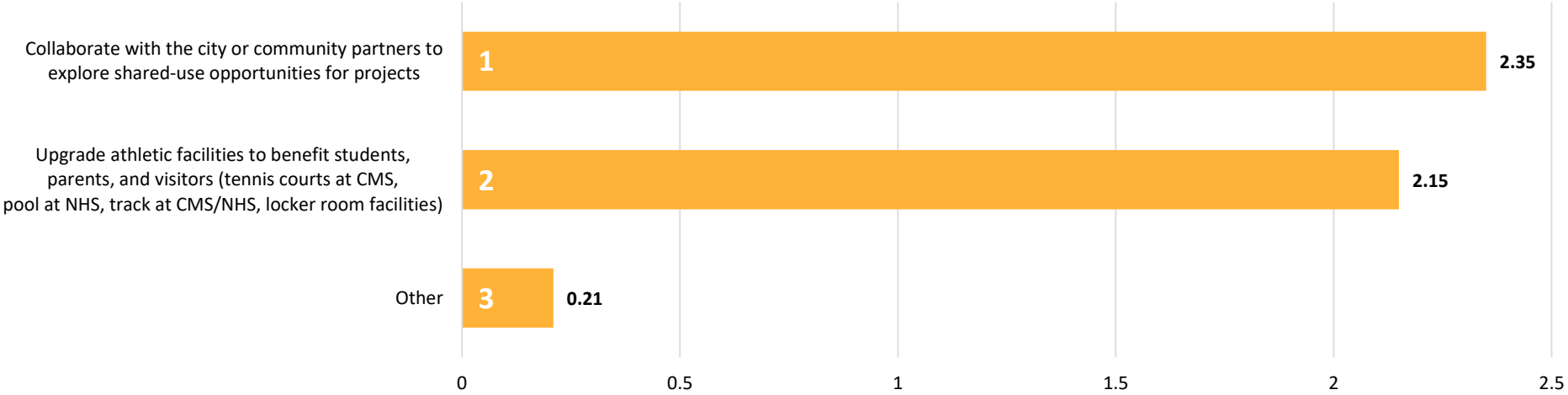
# Student Experience Objective #3:

**Objective #3: For the District to consider enhancements to athletic and extra-curricular facilities.**

### Rating of Objective Statement:



### Ranking of Potential Strategies:



# Student Experience Comments (Key Themes)

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## **Equity in Extracurricular Offerings:**

- Many want more emphasis on fine arts, non-athletic extracurriculars, and inclusive activities, with concerns that sports receive disproportionate attention and funding.

## **Bullying, Safety, and Behavior Support:**

- Several parents expressed frustration with bullying and the lack of effective response.
- Others stressed the need for better behavioral supports and inclusive, supportive environments.

## **Teacher and Staff Retention:**

- There were numerous calls for better pay and working conditions for teachers, paraeducators, and support staff, linking these improvements directly to student success.

## **Class Size and Student-Teacher Connection:**

- Concerns about overcrowding, especially in special programs like Cooper, and issues with CMS's block schedule were raised.
- Smaller class sizes and daily teacher contact were viewed as key to better learning and relationships.

## **Community and Cultural Identity:**

- Some respondents felt a lack of community pride and called for a district-wide effort to celebrate successes, foster inclusion, and build a stronger culture that supports all students.

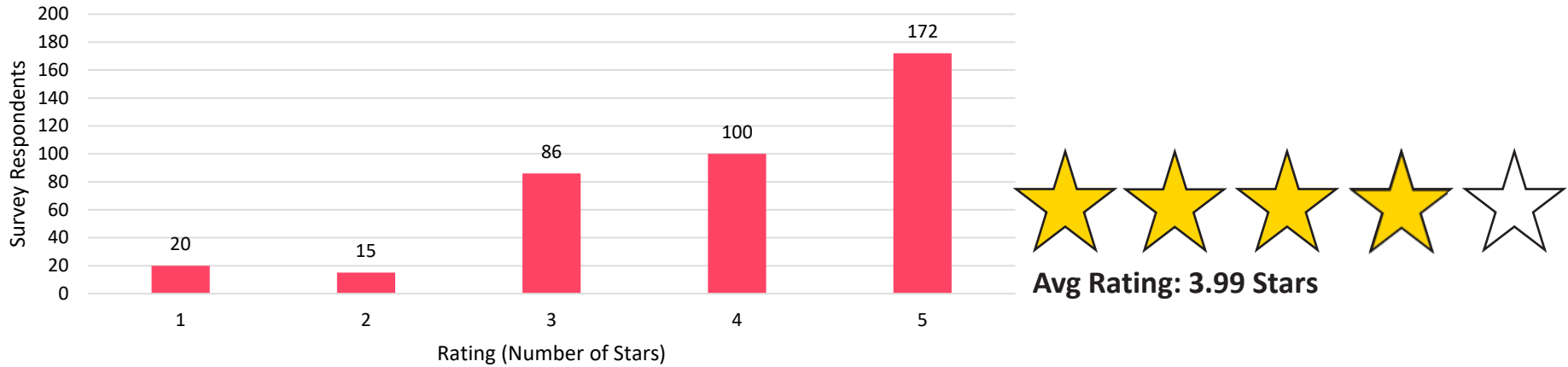
***Disclaimer:** Providing open-ended comments was optional. The summaries are based on approximately 60-80 comments per open ended question, representing about 15–20% of total survey responses. As such, the identified themes may not reflect the views of the overall majority.*



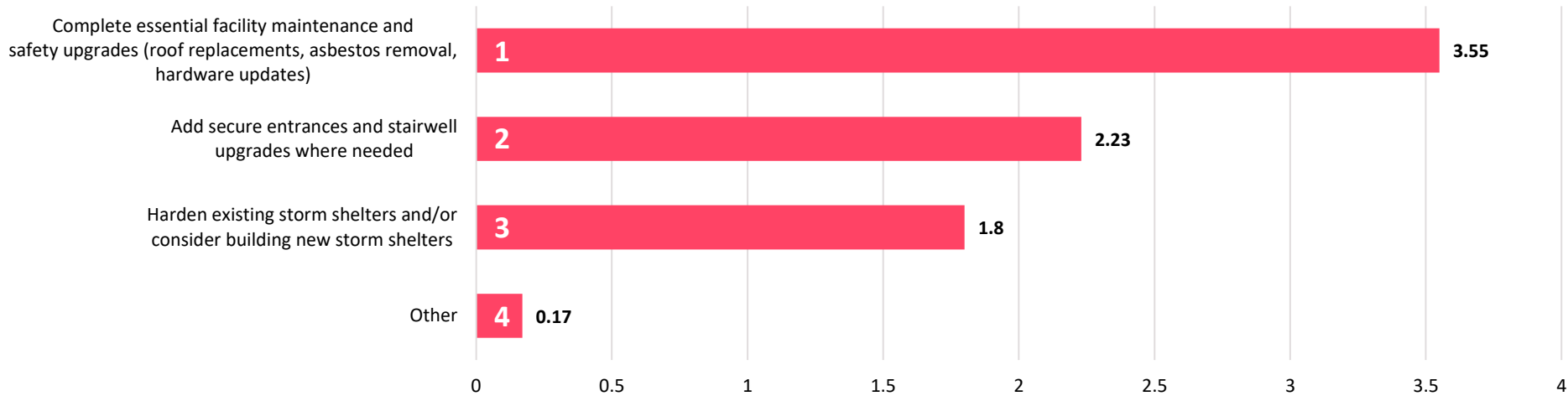
# Facility Needs Objective #1:

**Objective #1: For the District to expand safety, accessibility, and security at facilities.**

## Rating of Objective Statement:



## Ranking of Potential Strategies:

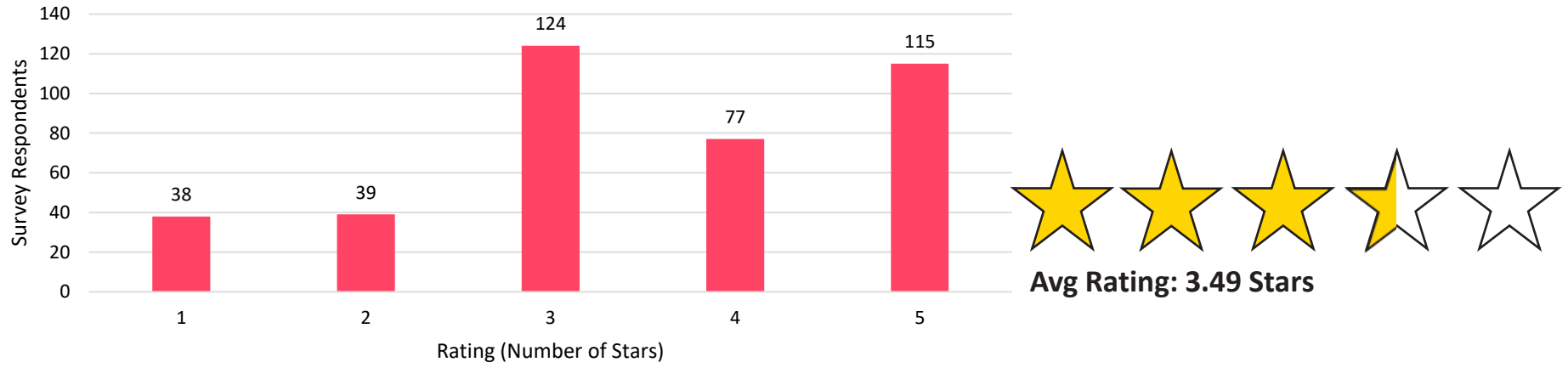




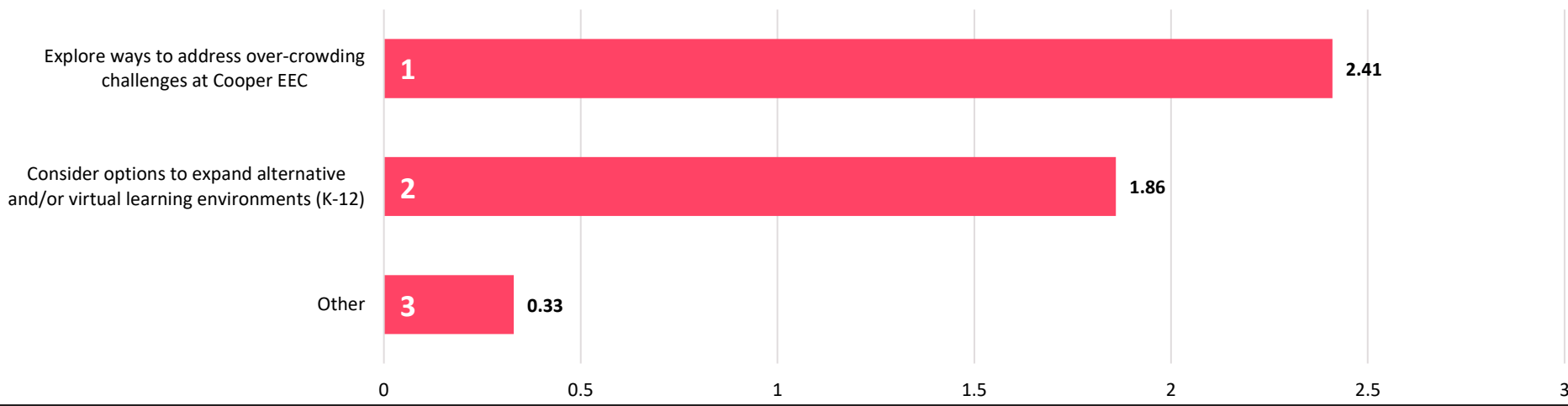
# Facility Needs Objective #2:

**Objective #2:** For the District to consider ways to maximize use of all district facilities.

### Rating of Objective Statement:



### Ranking of Potential Strategies:

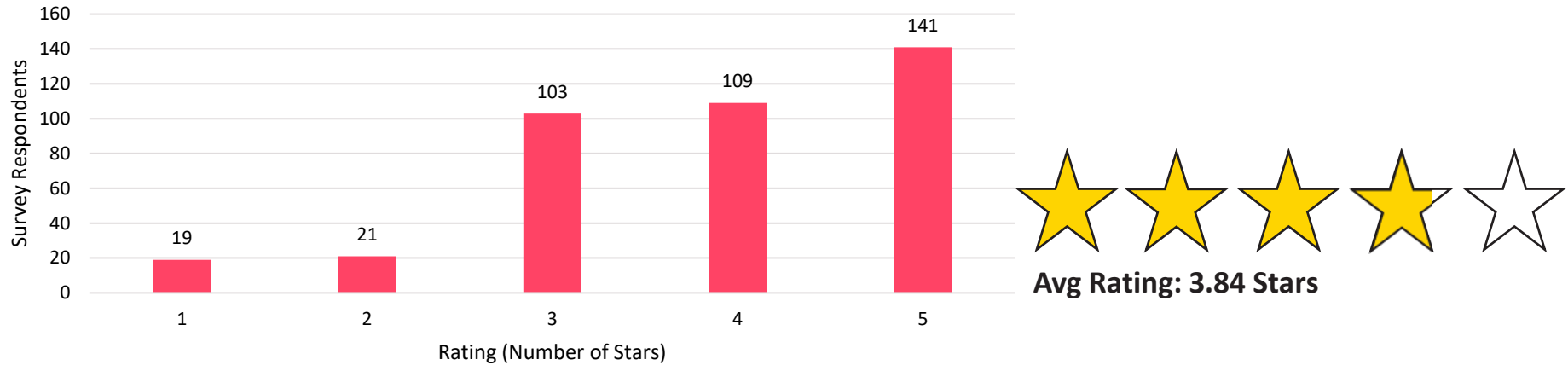




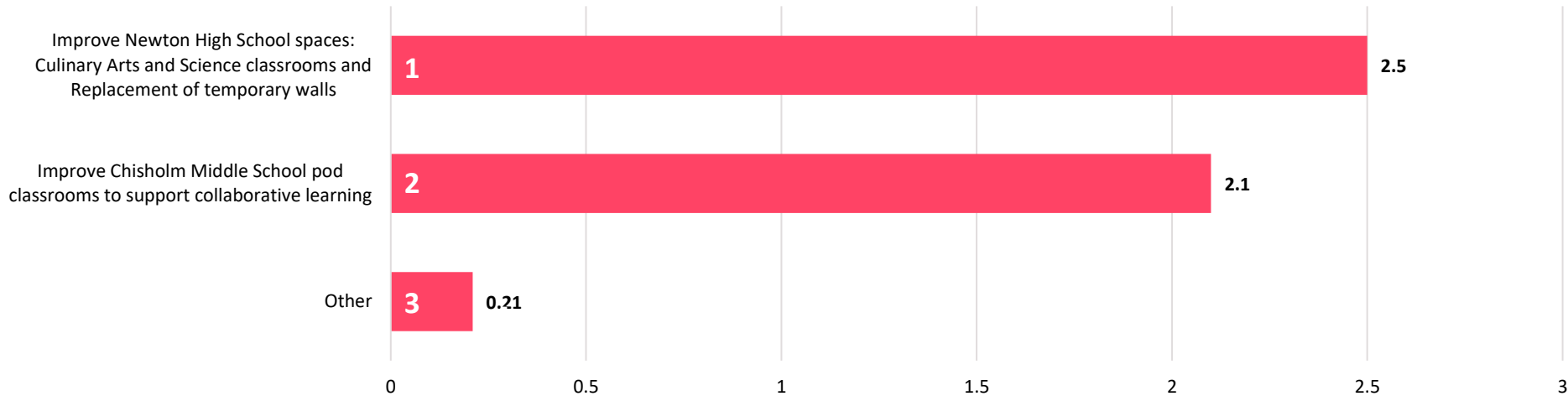
# Facility Needs Objective #3:

**Objective #3: For the District to consider strategic facility improvements that enhance learning environments.**

## Rating of Objective Statement:



## Ranking of Potential Strategies:



# Facility Needs Comments (Key Themes)

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## **Maintenance and Modernization of Existing Buildings:**

- Repeated mentions of basic issues like leaks, outdated classrooms, lack of warm water, and poor infrastructure show strong community support for maintaining what currently exists over building new facilities.

## **Safety and Security:**

- Comments emphasized the need for safer structures (e.g., permanent walls at NHS), secure entrances, storm shelters, and code-compliant upgrades, especially in older schools.

## **Upgrade Specific Program Facilities:**

- Facilities for CTE (e.g., kitchens, science labs), performing arts, and athletics were frequently noted as inadequate or outdated.
- Many supported upgrades but wanted them to be equitably distributed.

## **Early Childhood and Cooper Concerns:**

- Strong support for preserving the Early Childhood Center at Cooper and skepticism about overcrowding claims.
- Many cautioned against relocating or splitting services into elementary buildings.

## **Fiscal Responsibility and Transparency:**

- A number of participants expressed frustration with perceived wasteful spending or lack of clear priorities, emphasizing the need for smart investments that directly support students.

***Disclaimer:** Providing open-ended comments was optional. The summaries are based on approximately 60-80 comments per open ended question, representing about 15–20% of total survey responses. As such, the identified themes may not reflect the views of the overall majority.*



# Part 5: Facility Master Plan Recommendations



# Program Offerings



## Belief Statement:

Students will have strong foundational skills that will enable them to succeed in a variety of program offerings. USD 373 will continue to provide students access to a variety of program options in academics, athletics, activities, CTE, and post-secondary skills training.

### Objective #1:



For the District to explore **expanded elective class** offerings for students in all grades.

### Objective #2:



For the District to support **greater pride** throughout the community and promote program offerings.

### Objective #3:



For the District to foster greater **CTE and Academic alignment** in middle and high school grades.

### Potential Strategies (prioritized):

1. Support greater development in life and soft skills (communication, teamwork, critical thinking)
2. Focus on exploratory and career-connected learning, especially in middle school grades
3. Expand fine arts and language programs at the middle school level

### Potential Strategies (prioritized):

1. Prioritize emphasis on quality core instruction
2. Tailor program offerings to meet student interests and career pathways
3. Highlight the specialties and success of current programs
4. Expand program offerings for alternative and/or virtual

### Potential Strategies (prioritized):

1. Expand real-world learning opportunities (e.g., internships, career fairs, local partnerships)
2. Strengthen academic foundation to support CTE success
3. Boost collaboration between departments to increase awareness of academic and CTE success (K-12)

Disclaimer: All potential strategies may involve financial considerations, including but not limited to: evaluating budget priorities, reallocating funds, exploring a bond referendum, and other financial adjustments.

The goal of this process is to identify a vision for our facilities, students, and staff, with further investigation and planning to be completed after gathering input from the community.

# Student Experience

Updated 06/23/2025



COMMITTEE RECOMMENDATION

## Belief Statement:

We believe in fostering growth and community pride, striving to maintain smaller class sizes in the primary grades, embracing students as they grow, and providing supportive, inclusive environments that prepare every student for success in school and beyond.

### Objective #1:



For the District to **maintain** the current grade levels and **balance enrollment** between buildings.

#### Potential Strategies (prioritized):

1. Aim to preserve smaller class sizes in primary grades
2. Consider opportunities to increase enrollment and offset decreasing trends
3. Explore ways to address logistical program challenges at Cooper EEC

### Objective #2:



For the District to upgrade and maintain **outdoor amenities** at school sites.

#### Potential Strategies (prioritized):

1. Prioritize maintenance and safety improvements for playgrounds and outdoor spaces
2. Consider adding amenities to enhance usability in all weather conditions

### Objective #3:



For the District to consider enhancements to **athletic and extra-curricular facilities**.

#### Potential Strategies (prioritized):

1. Collaborate with the city or community partners to explore shared-use opportunities for projects
2. Upgrade athletic facilities to benefit students, parents, and visitors (tennis courts at CMS, pool at NHS, track at CMS/NHS, locker room facilities)

Disclaimer: All potential strategies may involve financial considerations, including but not limited to: evaluating budget priorities, reallocating funds, exploring a bond referendum, and other financial adjustments.

The goal of this process is to identify a vision for our facilities, students, and staff, with further investigation and planning to be completed after gathering input from the community.

# Facility Needs



## Belief Statement:

All students will have access to facilities that support their academic and personal growth today and tomorrow.

### Objective #1:



For the District to expand **safety, accessibility, and security** at facilities.

#### Potential Strategies (prioritized):

1. Complete essential facility maintenance and safety upgrades (roof replacements, HVAC, asbestos removal, hardware updates)
2. Add secure entrances and stairwell upgrades where needed
3. Harden existing storm shelters and/or consider building new storm shelters

### Objective #2:



For the District to consider ways to **maximize** use of all district facilities.

#### Potential Strategies (prioritized):

1. Explore ways to address logistical program challenges at Cooper EEC
2. Consider options to expand alternative and/or virtual learning environments (K-12)

### Objective #3:



For the District to consider **strategic facility improvements** that enhance learning environments.

#### Potential Strategies (prioritized):

1. Improve Newton High School spaces:
  - Culinary Arts and Science classrooms
  - Replacement of temporary walls
2. Improve Chisholm Middle School pod classrooms to support collaborative learning

Disclaimer: All potential strategies may involve financial considerations, including but not limited to: evaluating budget priorities, reallocating funds, exploring a bond referendum, and other financial adjustments.

The goal of this process is to identify a vision for our facilities, students, and staff, with further investigation and planning to be completed after gathering input from the community.