

Focus Group Meetings

Introduction and Overview – October 12, 2026



DLR GROUP emersion**DESIGN**

Welcome

Agenda

- 01 Welcome & Introductions
- 02 Planning Process
- 03 Existing Conditions Overview
- 04 The Research
- 05 Workshop Recap
- 06 Eye Toward Future Learning Environments
- 07 What to Expect During Focus Groups
- 08 Wrap-Up Discussions



Introductions

Your Team



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K-12 Education Client Leader
DLR Group



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Teaching & Learning Designer
DLR Group



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Teaching & Learning Designer
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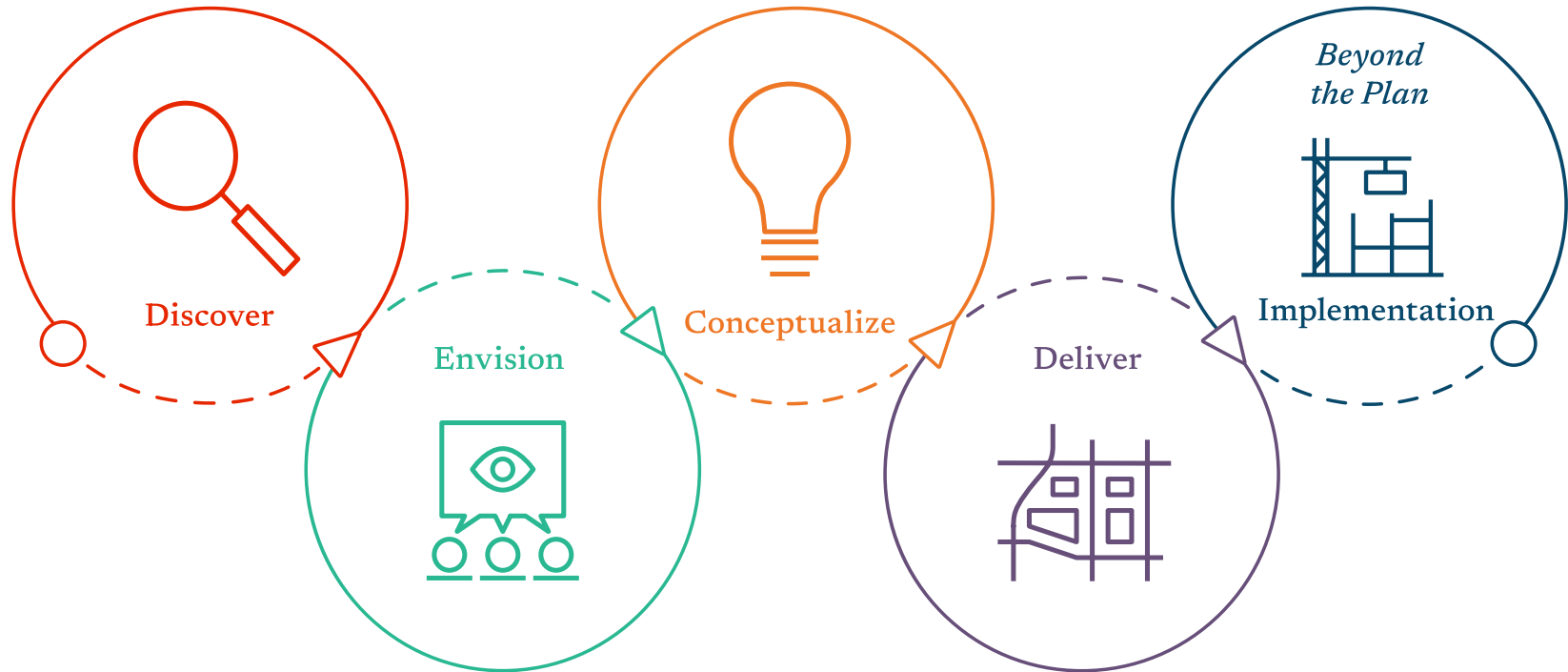


Christie Boron, ALEP, RA, LEED AP
K-12 Educational Planner
emersion DESIGN

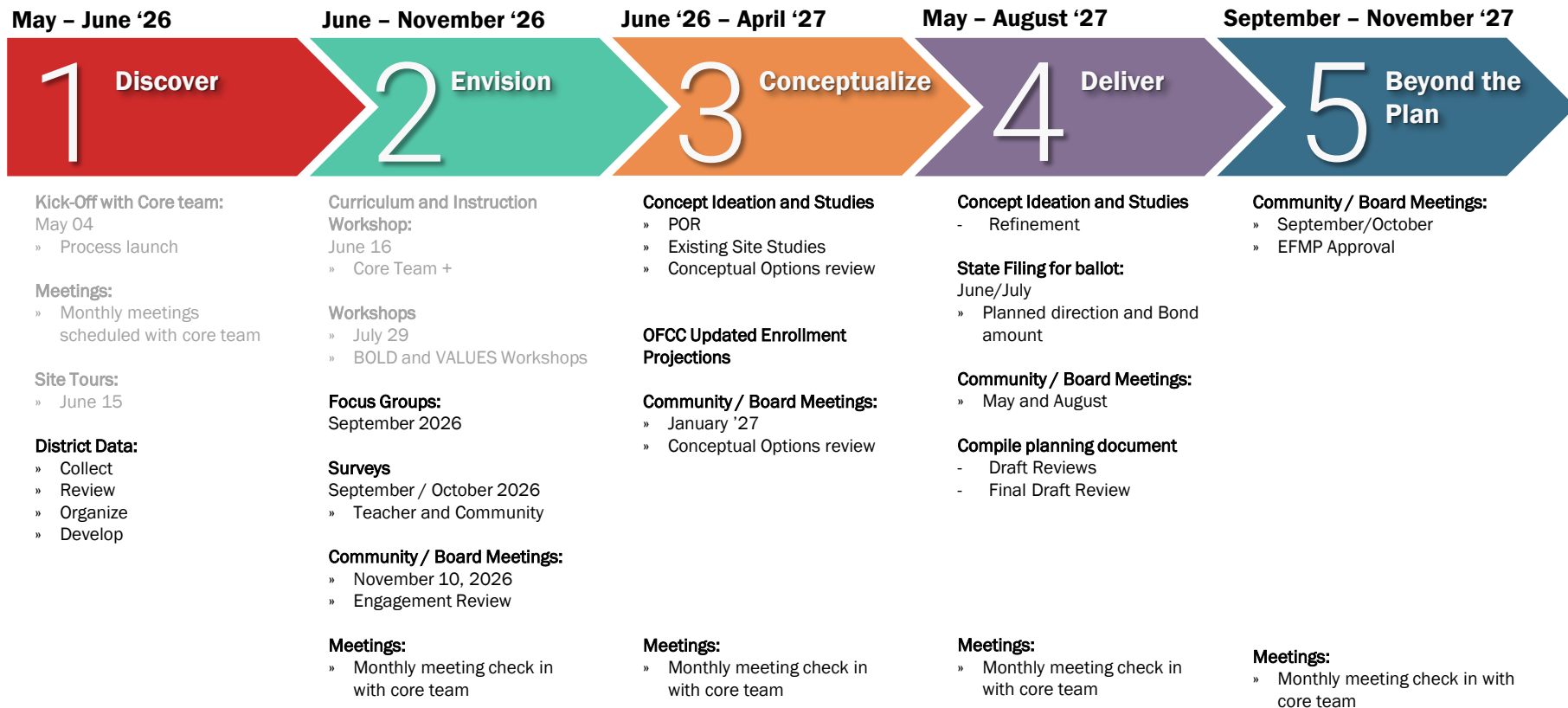
Planning Process



Educational Facilities Planning Process



Outlining Our Process



A District-Wide Educational Focus

BOGS EDUCATIONAL FACILITY MASTER PLAN | FALL 2023

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VIII. MASTER PLAN RECOMMENDATIONS

High School,
Middle School, and
Elementary Schools

BGCS Elementary Schools

Considerations

- Equitable experiences
- Elevated opportunities
- Expanded district resources
- Universally beneficial
- Support the families and students they serve
- Celebrate history and community – Pride of place

“Bowling Green City Schools is dedicated to the planning of all district school facilities. Our work has only begun with conversations stemming from the Educational Facility Master Plan. As a community, WE MUST work together to build the future for our elementary students that will provide equitable opportunities and resources.”

- Ted Haselman, Superintendent



Existing Conditions Overview



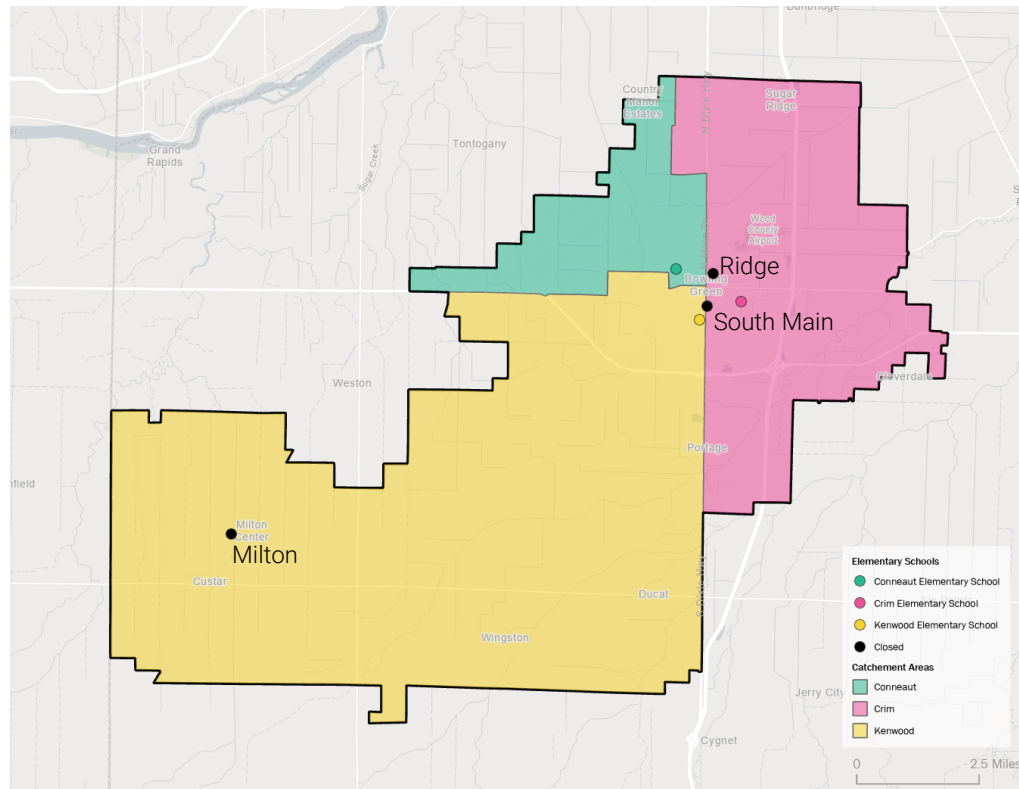
Elementary Schools

Student Enrollment in 2025-2026

- Kenwood ES: 320 Students
- Conneaut PS & ES: 506 Students
- Crim ES: 398 Students

3 elementary school faculties closed in prior years

- South Main: 2004/2005 school year
- Milton: June 2011
- Ridge: June 2013



Conceptualize

Existing Sites

OFCC Minimum Size to Co-Fund

350 Students

13.5 Acres (suggested)



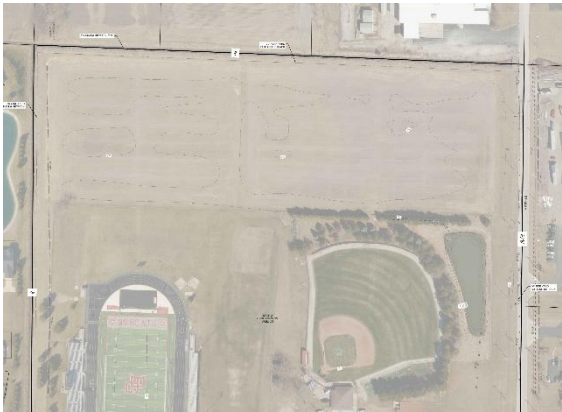
Crim
10.91 Acres and 51,136 SF
1957 original building
1963 addition
2021 addition and renovation
398 Students



Kenwood
9.71 Acres and 45,877 SF
1953 original building
1988 addition
320 Students



Conneaut
9.41 Acres and 42,946 SF
1954 original building
1987 addition
1988 addition
387 Students plus 119 preschool



MS / HS Empty North Lot
Approx. 15 Acres

Renovate vs Replace

Based on OFCC 2015 assessment; revised 2023

2023 OFCC Master Plan Costs



Crim

29% Renovate / Replace ratio

19% in 2021

Replace: \$19,519,500

Reno: \$5,569,957

OFCC Recommendation: **Renovate**



Kenwood

68% Renovate / Replace ratio

61% in 2021

Replace: \$17,909,922

Reno: \$12,147,624

OFCC Recommendation: **Demolish**



Conneaut

83% Renovate / Replace ratio

78% in 2021

Replace: \$16,765,688

Reno: \$13,971,051

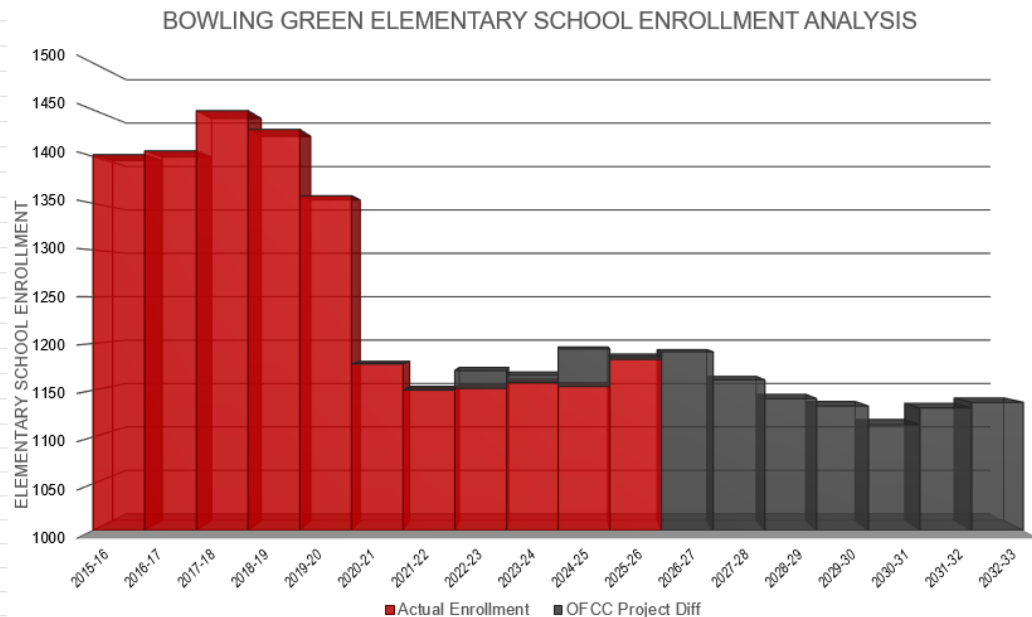
OFCC Recommendation: **Demolish**

Enrollment Projections – 2023 report

	Actual Enrollment	OFCC Project Diff	Actual Enrollment	OFCC Projections (unstacked)	OFCC pk Project.	Per the district
2015-16	1402	0	1402			
2016-17	1406	0	1406			
2017-18	1449	0	1449			
2018-19	1429	0	1429			
2019-20	1358	0	1358			
2020-21	1178	0	1178			1182
2021-22	1150	0	1150			1180
2022-23	1152	19	1152	1113	58	1150
2023-24	1158	8	1158	1117	49	1166
2024-25	1154	40	1154	1142	52	1139
2025-26	1183	3	1183	1143	43	1224
2026-27		1191		1145	46	
2027-28		1161		1114	47	
2028-29		1141		1094	47	
2029-30		1133		1086	47	
2030-31		1113		1066	47	
2031-32		1131		1084	47	
2032-33		1137		1090	47	

was taken vs the standard Oct count. PK kids probably increase as they age into the program

To accurately compare OFCC projections, you need to double the PK of the OFCC projections because they only recognize the Spec Ed



Prior Planning Initiatives

No OFCC partnership established

2021-22
Planning
Effort

November 7, 2017

- \$71,990,000
- 6 mill Bond Issue
- Construction, Renovation, Equipping Facilities
- HS Partial Reno/Add and Consolidate ES

FAILED

4,073 to 3,540

May 8, 2018

- \$71,990,000
- 5.7 mill Bond Issue
- Repeat of November 7, 2017 bond initiative

FAILED

4,249 to 2,891

November 5, 2019

- \$40,000,000
- 1/4% Income Tax / 1.6 mill Bond
- Consolidated single Elementary School

FAILED

4,019 to 3,987

November 8, 2022

- \$70,000,000
- 1/2% Income Tax / 3.95 mill Bond
- Construction of new High School

FAILED

5,577 to 5,193

Conceptualize

2021 – 2022 Planning

Planning and engagement was completed by others.



Crim

Pro (34): Building condition (17)

Con (24): Inadequate Interior

Space (11)



Kenwood

Pro (21): Location (7) and Building
condition (6)

Con (36): Interior Environment
(16)



Conneaut

Pro (12): Location (7)

Con (68): Inadequate Interior Space
(33)

Consensus

- Renovate Crim to central admin, preschool, kindergarten, and/or autism center – all options in any configuration discussed
 - Demolish Kenwood and Conneaut
 - Split opinion (50/50) between unified and 2 new elementary schools
-
- Prioritize a new High School before elementary schools

The Research (Our Why)



Why Should We Care About Education Design?



What impacts student learning progress?

Individual student variability = 50%

Teacher effectiveness = 30%

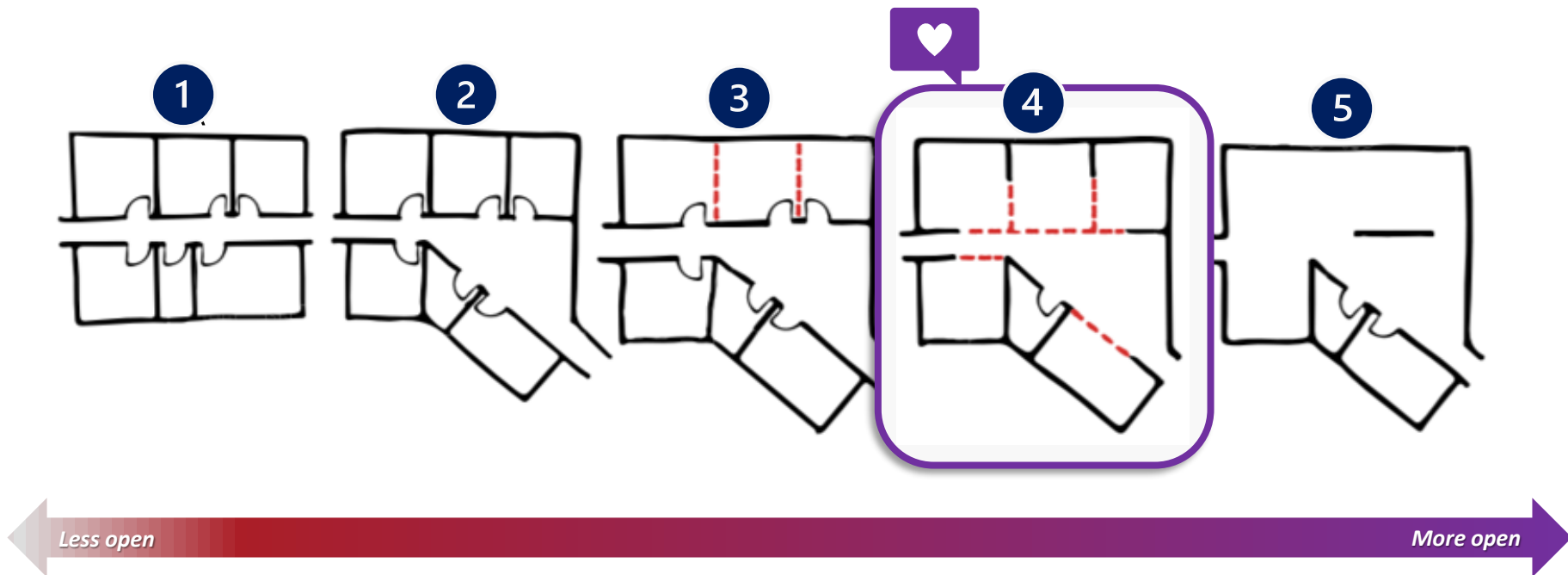
Physical learning environment = 16%

Hattie, John. "Visible learning: A synthesis of over 800 meta-analyses relating to achievement." (2008)

Nye, Barbara, Spyros Konstantopoulos, and Larry Hedges. "How large Are Teachers effects?" *Educational Evaluation and Policy Analysis* 26, no. 3 (2004): 237-57

Barrett, Peter, Fay Davies, Yufan Zhang, and Lucinda Barrett. "The impact of classroom design on pupils' learning: Final results of a holistic, multi-level analysis." *Building and Environment* 89 (2015): 118-133.

Innovative Learning Environments



Research-Informed Design

FINNS Framework *Activating Design Research to Empower Learners*



Flexibility & Operability
Movement Matters



Individualization
Physical Needs are Unique



Naturalness & Nature
Health & Comfort are Critical



Stimulation
Activate the Senses

Differentiated through research



SEI

Student Engagement Index™

TEI

Teacher Engagement
Index™

The Student Engagement Index™ [SEI] and the Teacher Engagement Index™ [TEI] are two proprietary online survey tools our teams to use post-occupancy. These tools measure how the design of the built environment impacts student academic engagement levels, both in formal learning spaces, as well as in the overall building itself.



What is BOLD?

B

| Bridging
isolated
departments

O

| Creating
Organizational
systems for change

L

| Defining
a new vision
of Learning

D

| Designing
environments
to support
learning



teacher-centered



unused space



non-functional group space



separated learning

BOLD

learner-centered



active space



small group collaboration



learning on display



Workshop Recap



Envision

Workshop 01 Recap

— Profile of a Learner



Profile of a Learner: Elementary

The Bowling Green City Schools Profile of a Learner reflects our commitment to our core values of accountability, compassion, courage, creativity, honesty, integrity, respect, responsibility, and service, and supports our mission to provide equitable opportunities and excellent instruction in a caring, inclusive environment.

PERSONAL AGENCY

- Demonstrates initiative by setting goals, taking ownership of learning, and pursuing continuous growth and excellence.
- Connects positively with others through compassion, empathy and collaboration, and responds to challenges with flexibility, adaptability, and resilience.
- Prioritizes responsibilities by managing time effectively and maintaining focus on meaningful, high-quality work.
- Acts with honesty and integrity, honors commitments, and takes responsibility for decisions, actions, and outcomes.

LIFELONG LEARNER

- Thinks deeply and creatively, analyzes ideas from multiple perspectives, and applies critical thinking to solve problems in challenging and engaging learning experiences.
- Translates learning into action by setting goals, developing thoughtful plans, and consistently following through to achieve meaningful and impactful outcomes.
- Demonstrates intellectual curiosity by asking insightful questions, exploring new ideas, and actively seeking equitable opportunities to expand knowledge, skills, and understanding.
- Embraces growth and change by seeking feedback, reflecting on experiences, and continuously developing new knowledge and skills to reach personal and academic potential.

SOCIAL & SELF-AWARENESS

- Develops self-awareness by understanding and appropriately advocating for personal ideas, needs, values, and perspectives with confidence and respect.
- Listens with empathy and openness, thoughtfully considering the viewpoints and experiences of others.
- Communicates with clarity, respect, and purpose through effective listening, speaking, and writing.
- Fosters an inclusive, caring, and safe environment by recognizing and valuing diverse perspectives, cultures, and beliefs while building meaningful relationships.

GLOBAL COMMUNICATOR & CITIZEN

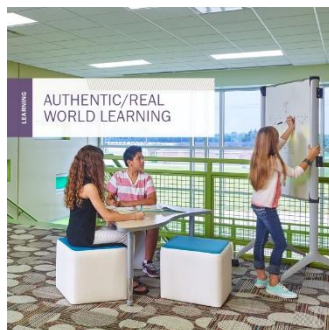
- Communicates effectively across cultures by sharing ideas, exchanging perspectives, and engaging in meaningful dialogue.
- Uses digital tools responsibly and ethically, embracing new technologies with curiosity to connect, learn, and collaborate.
- Cultivates a global mindset by exploring the interconnectedness of people, communities, languages, and cultures, recognizing their impact on local and global responsibility and service.
- Approaches all people and communities with empathy, curiosity, respect, and a commitment to positive contribution.

Envision

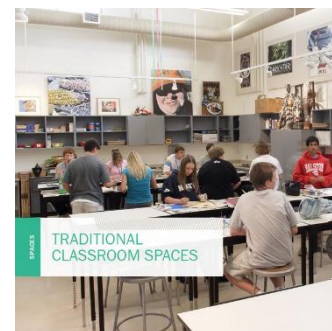
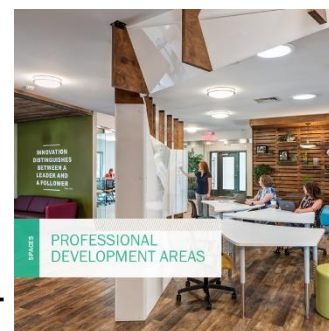
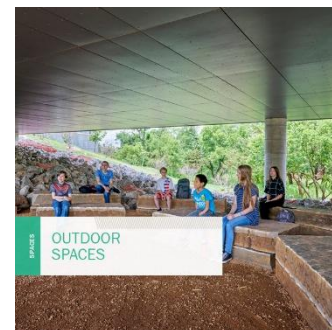
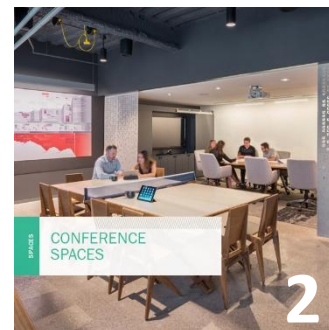
Workshop 01 Recap

— Learning Connections

Learning



Teaching



Spaces

Envision

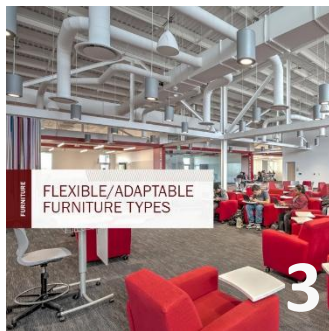
Workshop 01 Recap

— Learning Connections

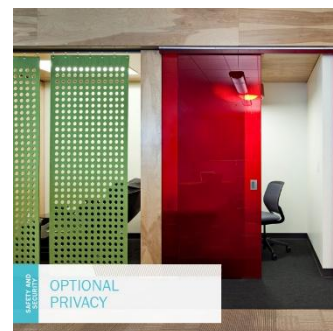
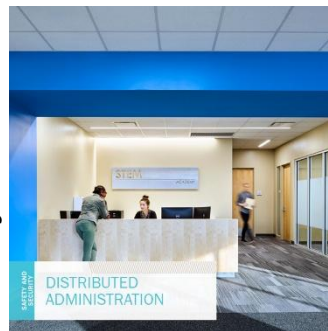
Technology



Furniture



Safety

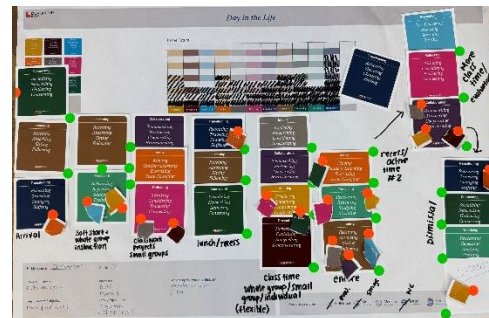
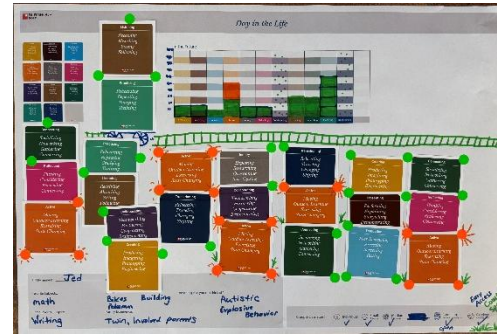


Envision

Workshop 02 Recap

— A Day in the Life - Future

- **Connecting** – beginning and end of day
 - Students and Teachers
 - Soft start
 - Socializing and reflecting
- Simultaneous activities – options throughout day for students to arrive at an end goal
- Learning cycle – nothing is linear or static – Inquiry based
 - Allow for collaboration and creation
- Listening and practicing never stop during the day
- Transitions – How to make them intentional and purposeful
- Intro, tasks, present/share, reflect
- “Sprinkle” active and movement throughout
- Outdoor activities (grass and sun)

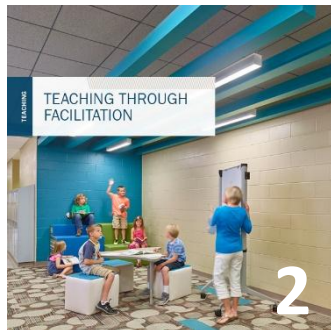
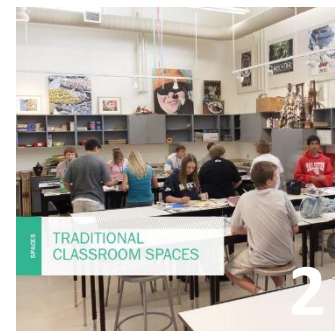


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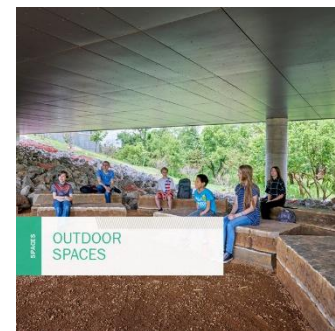
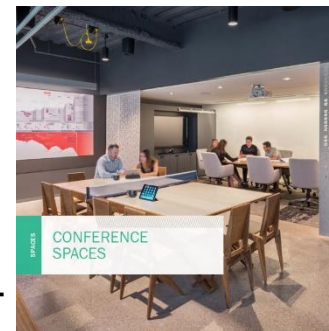
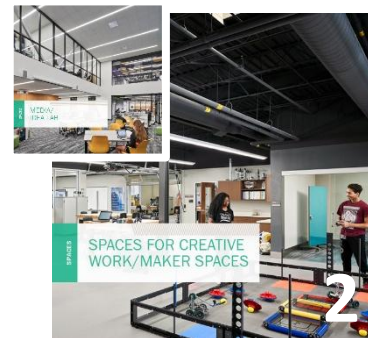
Workshop 02 Recap

— Learning Connections

Learning



Spaces



Envision

Workshop 02 Recap

— Learning Connections

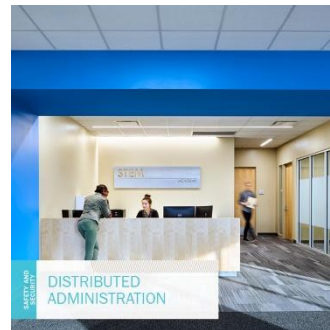
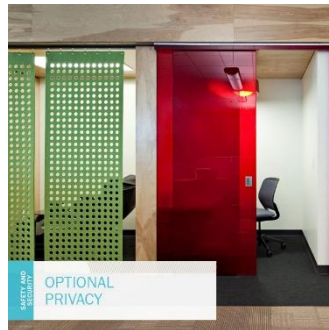
Technology



Furniture



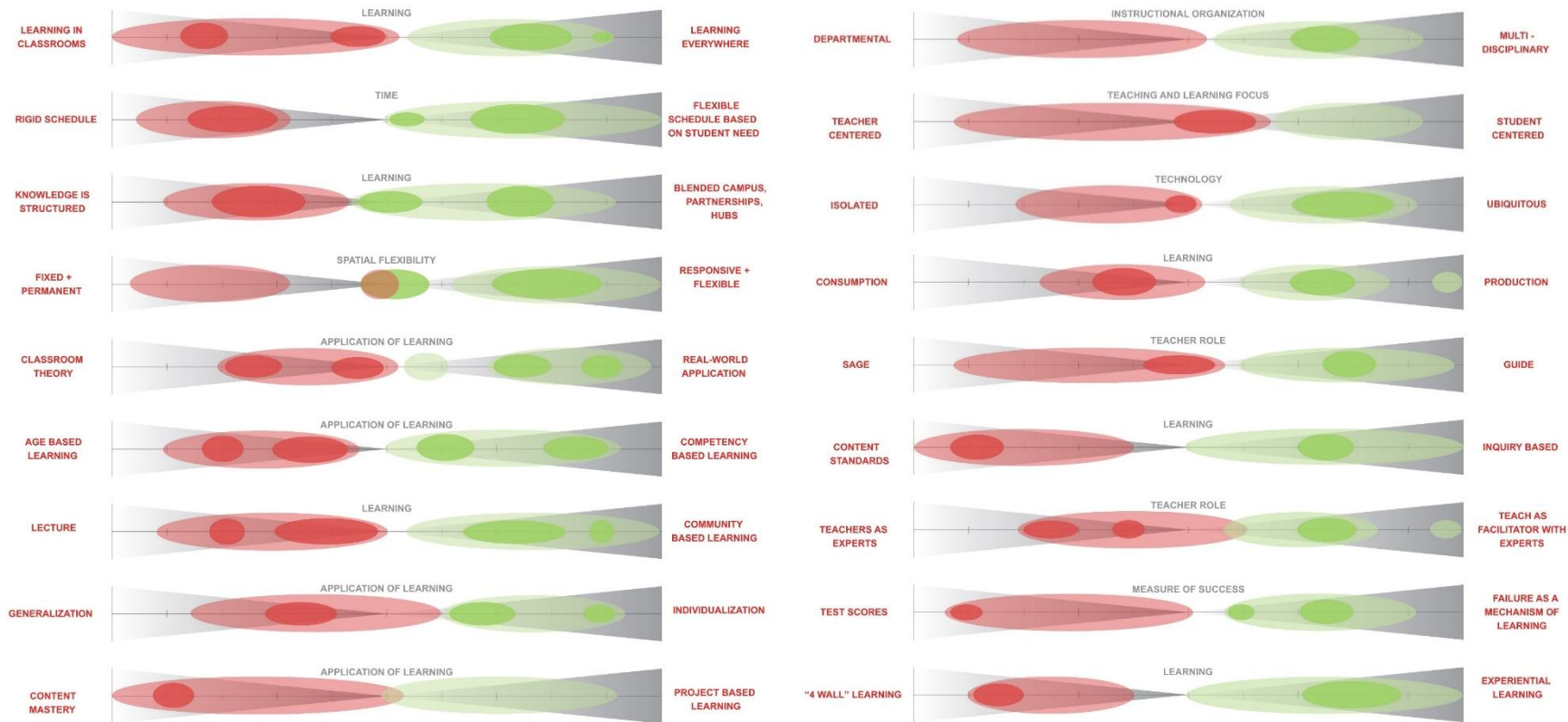
Safety



Envision

Workshop 02 Recap

Learning Continuum



Workshop 02 Recap

VALUES



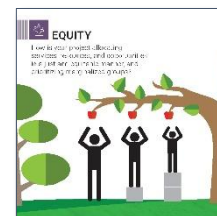
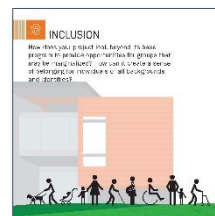
MOVEMENT AND PLAY

Theme

- Movement, play, and exploration are essential to supporting the cognitive, social-emotional, and physical development of young learners.
- Learning environments should intentionally integrate movement throughout the day—indoors and outdoors—to promote engagement, well-being, self-regulation, and academic success.
- Embrace purposeful transitions.

Goals

- Celebrating the Journey
- Every Space Supports Movement
- Connecting Learning to the Outdoors



FOR ONE AND FOR ALL

Theme

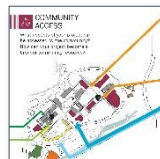
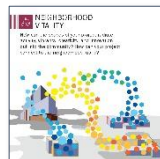
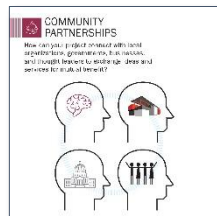
- Equity means providing every student with what they need to succeed—not simply the same resources.
- Foster a culture of belonging through inclusive, accessible, and emotionally supportive learning environments.
- Align spaces, programs, and resources to support the unique needs of each school community while ensuring opportunities for all.

Goals

- Equitable Access to Resources
- Design Spaces for Success

Workshop 02 Recap

VALUES



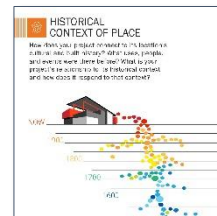
AMPLIFY COMMUNITY ACCESS AND PARTNERSHIPS

Theme

- Strengthen partnerships with families, local organizations, businesses, and higher education to expand learning opportunities for students.
- Create elementary schools that serve as welcoming community hubs for learning, engagement, and neighborhood activities.
- Build on the district's history of community collaboration through continued transparency, engagement, and shared investment in the future of Bowling Green City Schools.

Goals

- Community Partnerships
- Community Transparency
- BGSU Connection



PRIDE IN BOWLING GREEN CITY SCHOOLS

Theme

- Honor the histories, traditions, and memories of each elementary school while creating a shared vision for the future of Bowling Green City Schools.
- Create inspiring learning environments that foster Bobcat Pride, celebrate student identity, and strengthen belonging among students, staff, families, and the community.
- Leverage new elementary schools as a catalyst for innovation, community connection, and the next chapter of educational excellence.

Goals

- An Inspirational Place
- Bridging Legacy and Possibility
- A Catalyst for the Future

Workshop 02 Recap

VALUES



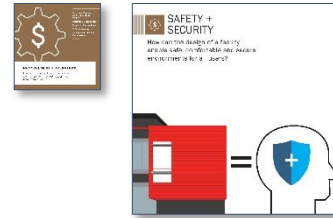
ENERGY REDUCTIONS AND COMFORT

Theme

- Design high-performing schools that balance operational efficiency with long-term stewardship.
- Create healthy, comfortable environments through quality daylight, acoustics, indoor air quality, and thermal comfort.
- Support student success and educator performance by investing in learning environments that promote health, well-being, and productivity.

Goals

- Environmental Comfort
- Design For Operation Life



PHYSICAL AND MENTAL SAFETY

Theme

- Ensure the safety and security of staff, teachers, and students while also considering the emotional well-being of everyone.
- Create an environment where everyone feels safe, protected, and supported.
- Collaborative efforts required to address concerns and implement strategies for prevention, response, and recovery.

Goals

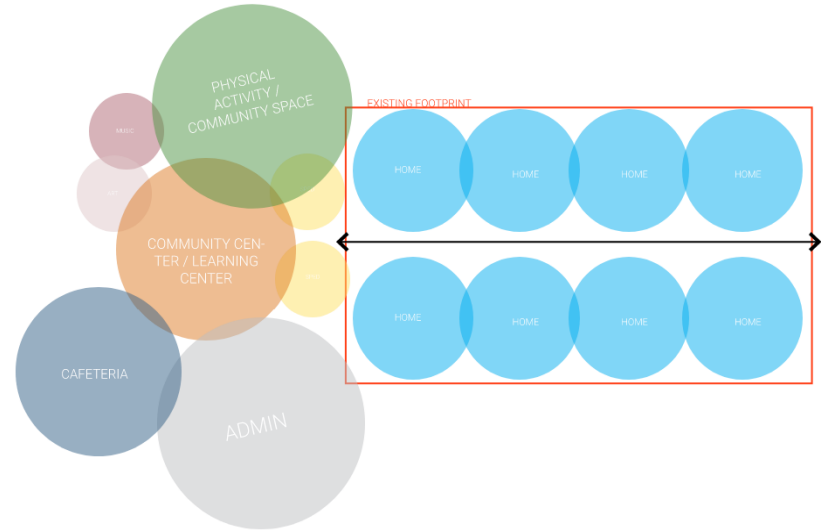
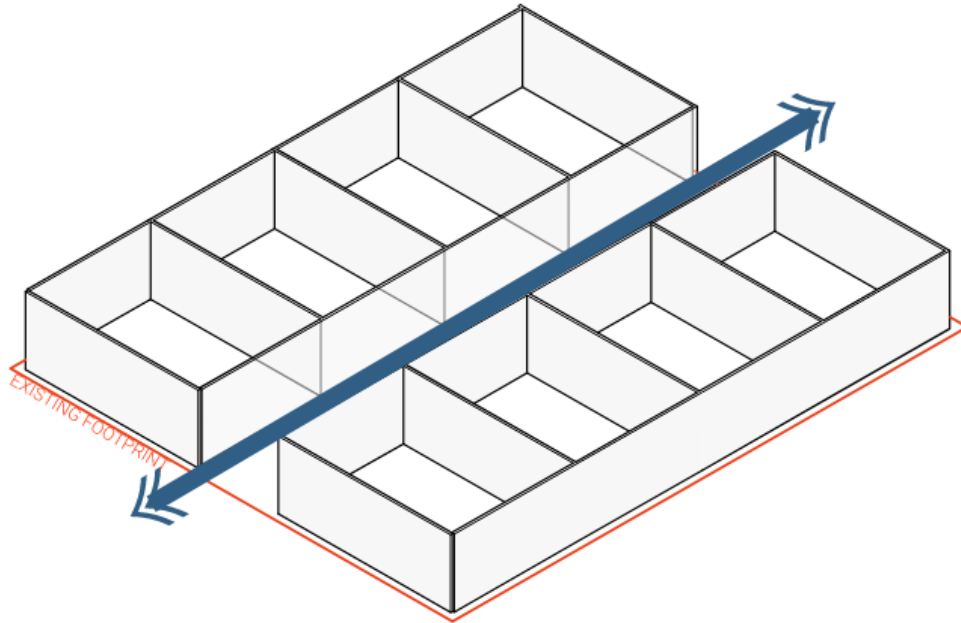
- Physical Safety
- Emotional and Mental Safety
- Security Protocols

Eye Toward Future Learning Environments



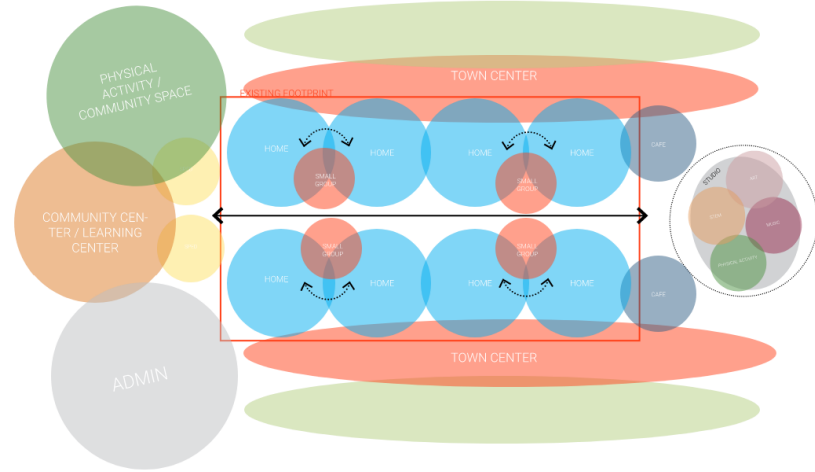
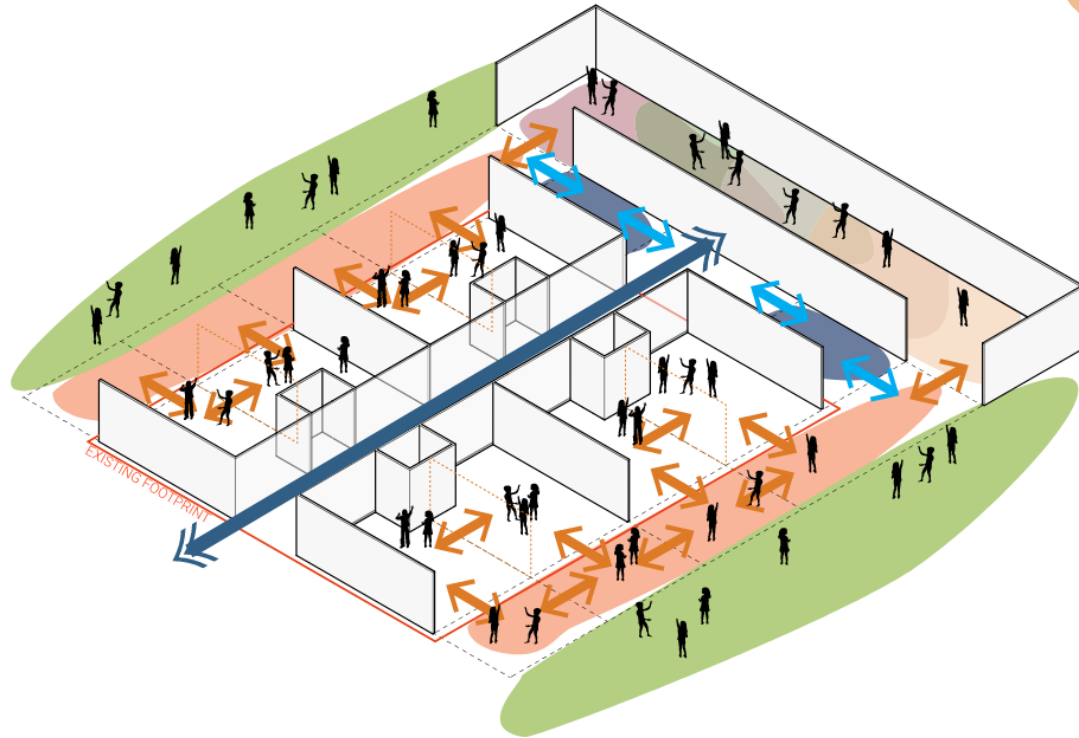
Traditional Learning Spaces

Double Loaded Corridor



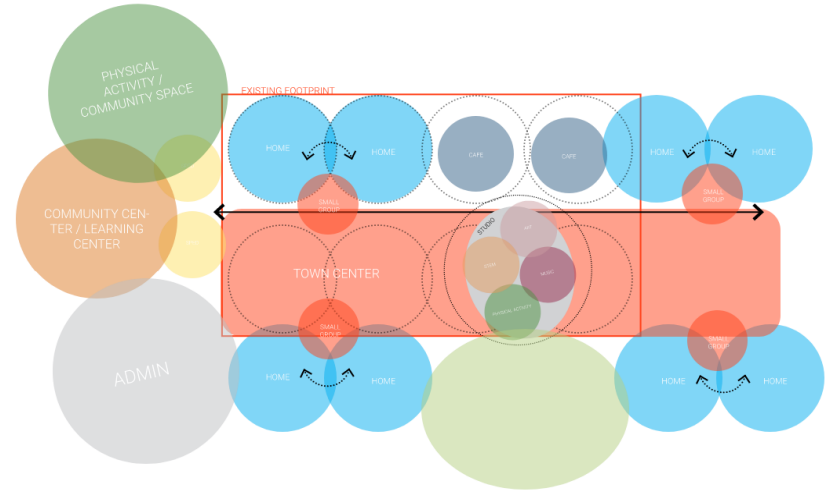
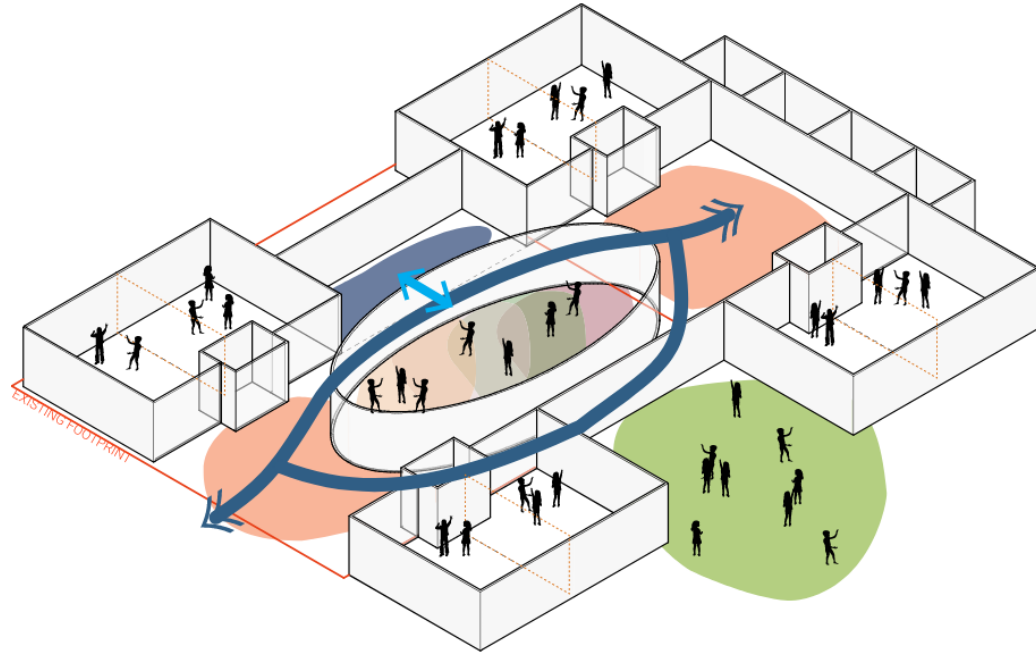
Flexible Learning Community

Outboard Shared Spaces



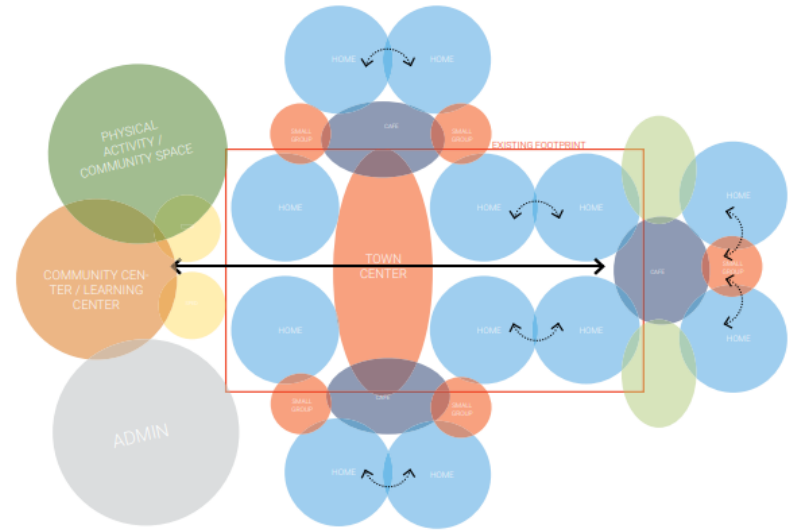
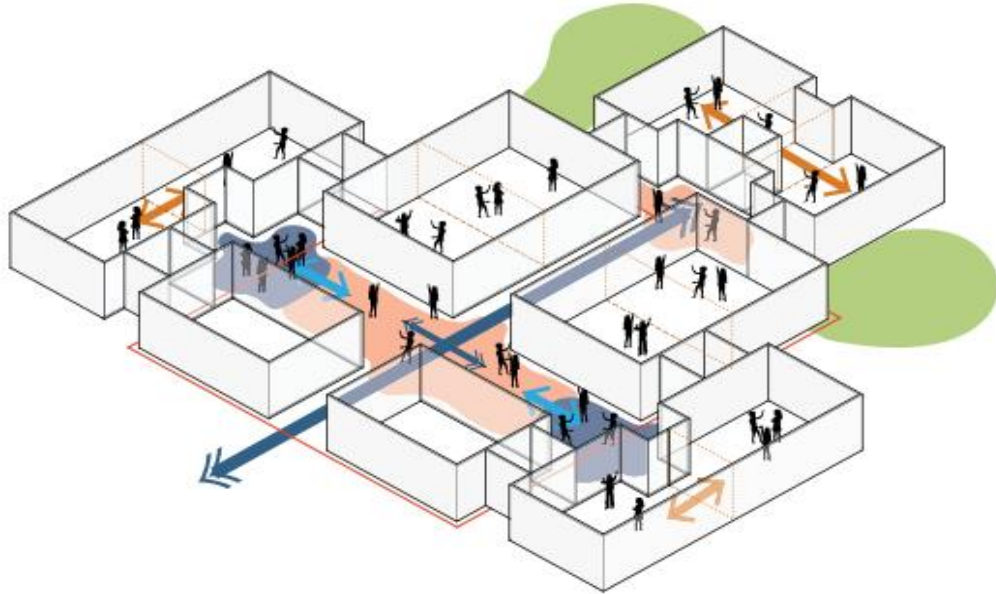
Flexible Learning Community

Central Resource Space



Flexible Learning Community

Multiple Shared Spaces



What to Expect During Focus Groups (Example Slides)



Current Bowling Green Elementary Schools

- Discuss operations of each service provided
 - Are services centralized/shared? At each school? Is there a rotation of staff?
 - Staffing, roles, functions, etc.
 - What does the day to day look like?
- Approach for your specific department area?
 - Teaching and learning modalities where applicable
 - Specific curricular adjacencies – what is working well and what is not?
- Any specific/unique spatial requirements?
- What is working well and what are the challenges?

“Bowling Green City Schools is committed to high academic expectations and extracurricular opportunities in an inclusive, caring, safe, and healthy environment. We empower and support our staff to be responsive to each student through a challenging and engaging curriculum. We partner with families and the community to ensure student success.”

Virtual Tour

Learning Spaces



Virtual Tour

Commons Areas



Virtual Tour

Health and Wellness



Needs and Long-Term Vision

Focus Areas

- How should spaces within a preschool and elementary school be structured to support the current curriculum and to meet the needs of students?
- Which design features would you recommend for spaces that would better support the current and future instructional philosophy or approach?
- Are there general and specific spaces currently not met but should be defined for the future? If so, what are they?
- On the topic of unifying each of the three elementary schools, what might be the opportunities in bringing these services together? Are there any potential challenges?



Q+A

Discussion

