Discover and Envision

BGCS ES Planning Update – November 10, 2026



DLRGROUP emersionDESIGN

Welcome

Agenda

01 Welcome & Introductions

02 Planning Process

03 Existing Conditions Overview

04 The Research

05 Workshop Recap

06 Focus Groups Recap

07 What Might the Future Hold

08 Community Survey and Wrap Up



Introductions

Your Team



Dusty Lake, AIA, ALEP
K-12 Education Client Leader
DLR Group



Tim Shimp, Ed.D.
Teaching & Learning Designer
DLR Group



Zach Weagley
Teaching & Learning Designer
DLR Group

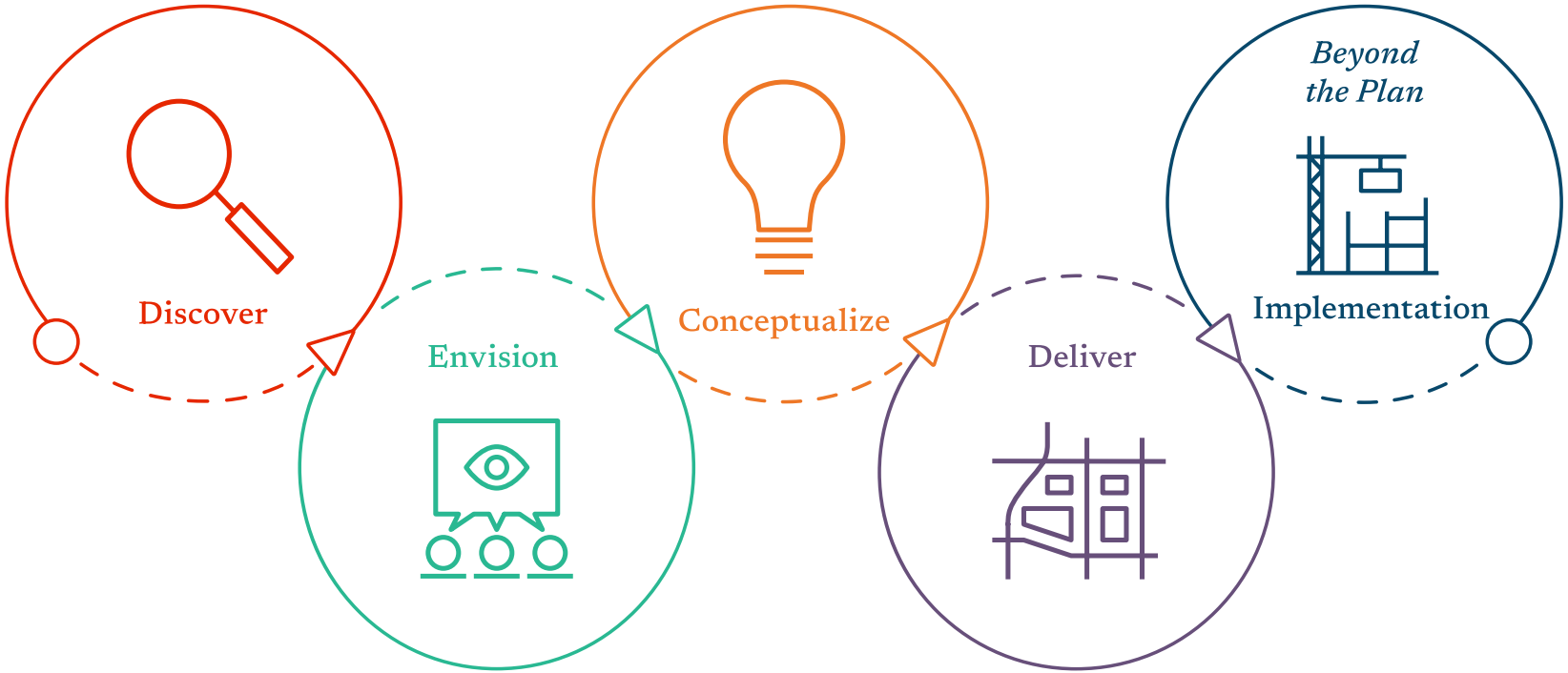


Christie Boron, ALEP, RA, LEED AP
K-12 Educational Planner
emersion DESIGN

Planning Process

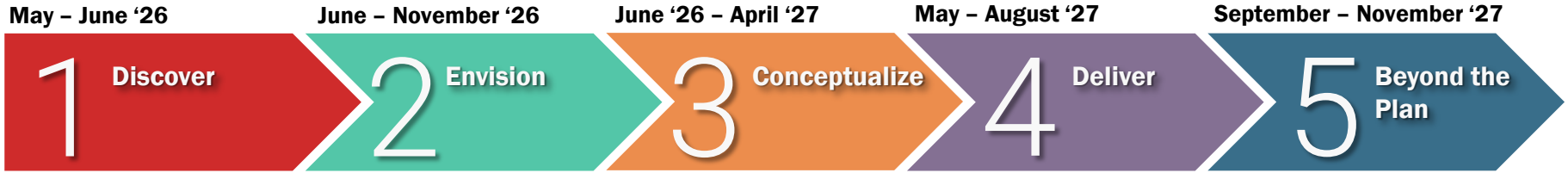


Educational Facilities Planning Process



Timeline

Outlining Our Process



Kick-Off with Core team:
May 04
» Process launch

Meetings:
» Monthly meetings scheduled with core team

Site Tours:
» June 15

District Data:
» Collect
» Review
» Organize
» Develop

Curriculum and Instruction Workshop:
June 16
» Core Team +

Workshops
» July 29
» BOLD and VALUES Workshops

Focus Groups:
September 2026

Community / Board Meetings:
» November 10, 2026
» Engagement Review

Surveys
November 10, 2026
» Community

Meetings:
» Monthly meeting check in with core team

Concept Ideation and Studies
» POR
» Existing Site Studies
» Conceptual Options review

OFCC Updated Enrollment Projections

Community / Board Meetings:
» February ‘27
» Conceptual Options review

Meetings:
» Monthly meeting check in with core team

Concept Ideation and Studies
- Refinement

State Filing for ballot:
June/July
» Planned direction and Bond amount

Community / Board Meetings:
» May and August

Compile planning document
- Draft Reviews
- Final Draft Review

Meetings:
» Monthly meeting check in with core team

Community / Board Meetings:
» September/October
» EFMP Approval

Meetings:
» Monthly meeting check in with core team

A District-Wide Educational Focus

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MASTER PLAN RECOMMENDATIONS

High School, Middle School, and Elementary Schools 42



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



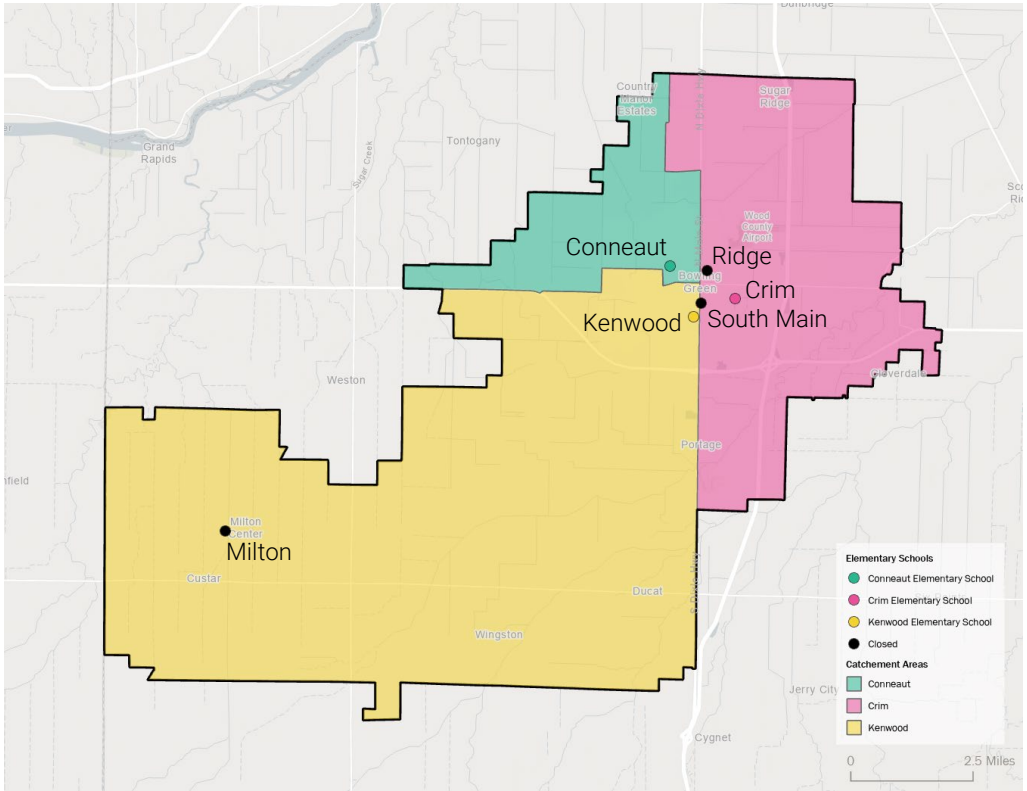
Enrollment

Student Enrollment in 2025-2026

- Kenwood ES: 327 Students
- Conneaut ES: 383 Students
- Crim ES: 396 Students
- Preschool (Conneaut): 124 Students

3 elementary school facilities closed in prior years

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



Transportation

Average Bus Riders / Eligible bus riders

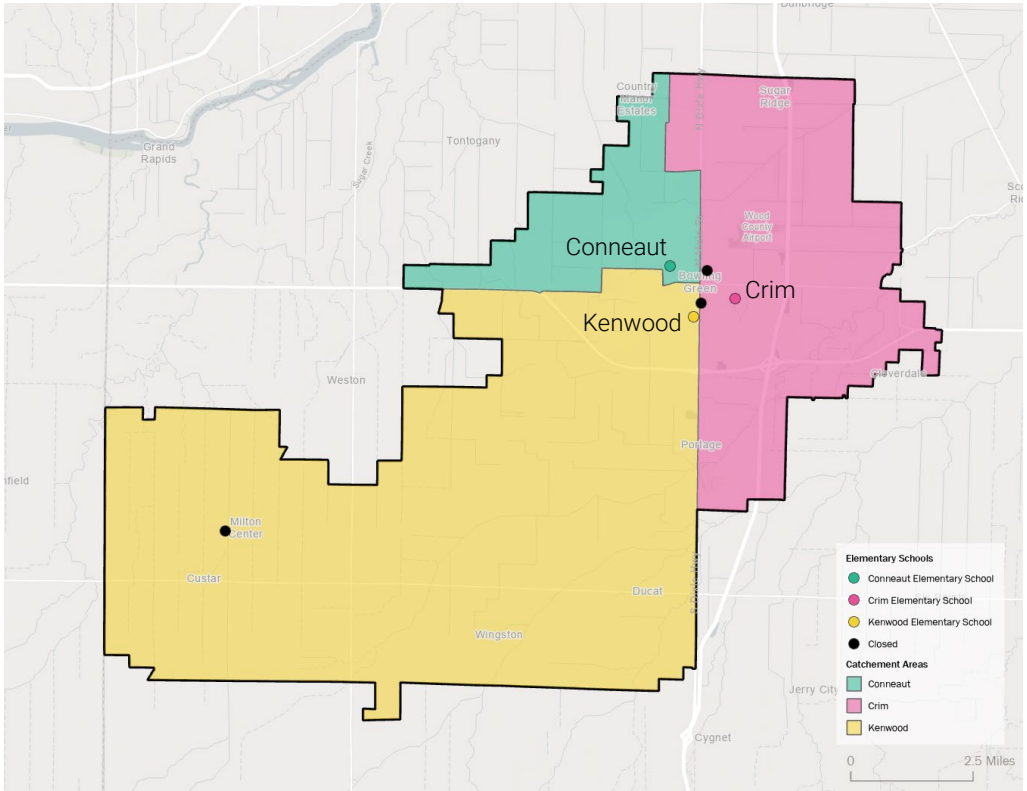
- Kenwood ES: 151 / 253
- Conneaut ES: 141 / 269
- Crim ES: 113 / 306

Average Walkers

- Kenwood ES: 14; 4% of students
- Conneaut ES: 26; 6.5% of students
- Crim ES: 22; 5.5% of students

Total square mileage of district:
Approx. 118 sq. miles

All three schools sit within a 1-mile radius central to Bowling Green.



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

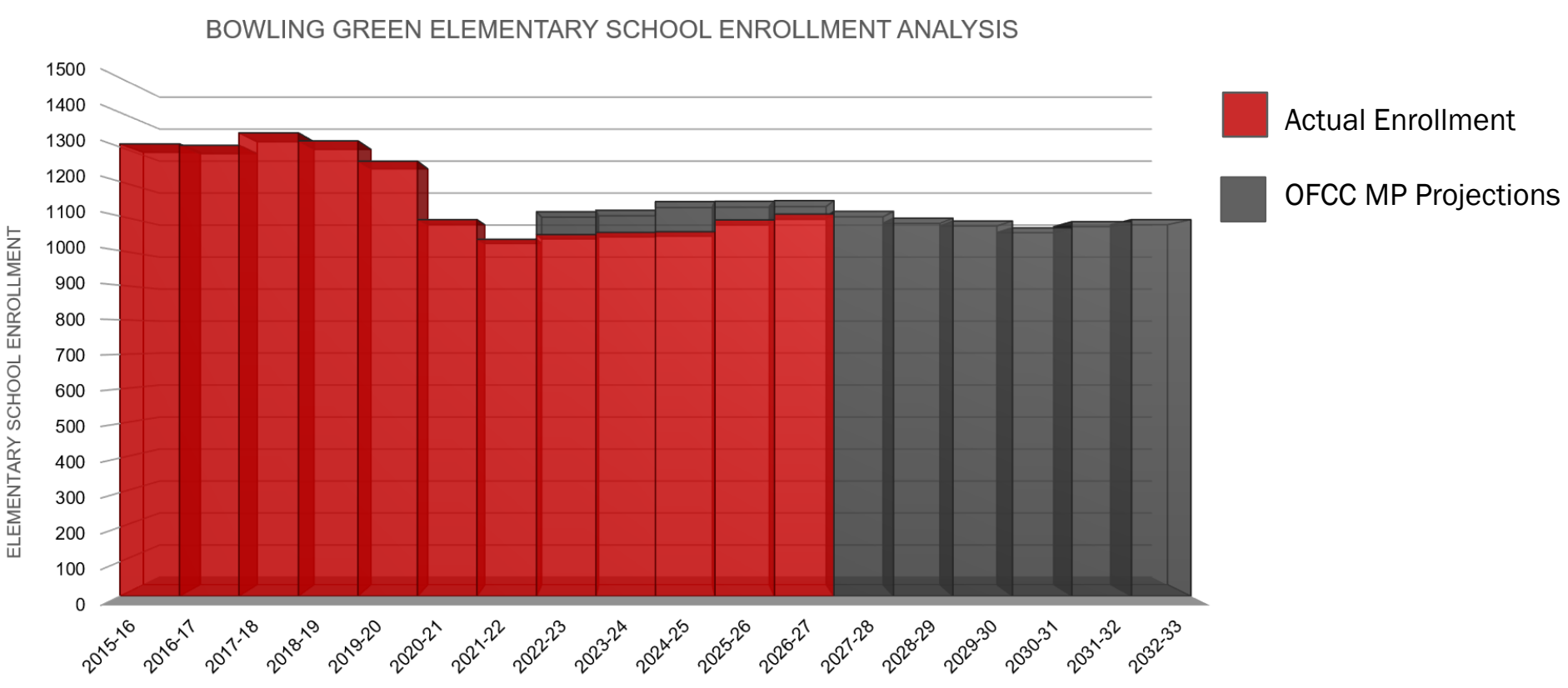
78% in 2021

Replace: $16,765,688

Reno: $13,971,051

OFCC Recommendation: Demolish

Enrollment Projections – 2023 report



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
- New elementary school facilities for K-5

- 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.

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
















FORESTS

Workshop Recap



Who we heard from

2

Workshop Sessions

Including district leadership, elementary school teachers and staff, and community members captured the vision for the future.

Guiding future ready learning

June 16, 2026 Workshop

12

attendees

Profile of a Learner
&
Learning Connections



July 30, 2026 Workshop

32

attendees

A Day in the Life,
Learning Connections,
Learning Continuum,
&
VALUES



Envision

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

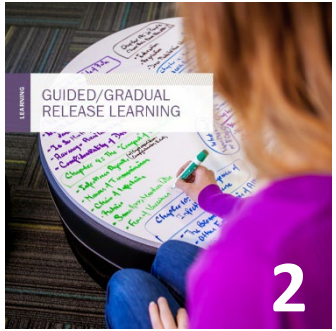
- Communicates effectively across cultures by sharing ideas, exchanging perspectives, and engaging in meaningful dialogue.
- Uses digital tools responsibly and ethically, embracing new technologies with curiosity to connect, learn, and collaborate.
- Cultivates a global mindset by exploring the interconnectedness 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.

Learning Connections

Learning





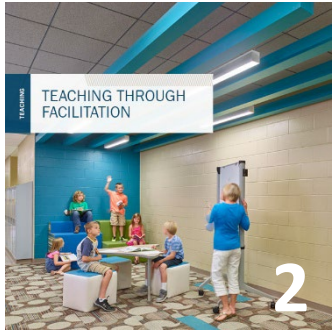




Teaching







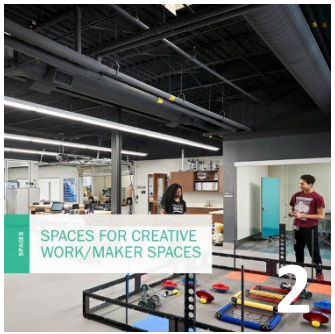
Learning Connections

Spaces





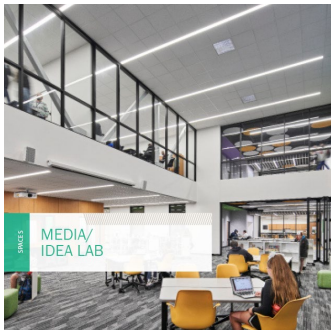


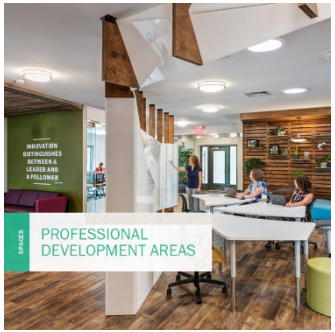












Learning Connections

Technology





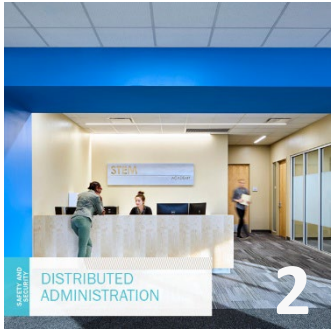


Furniture



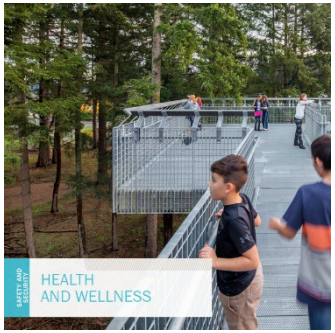


Safety









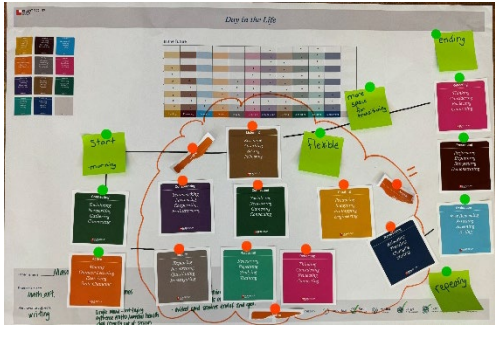
Envision

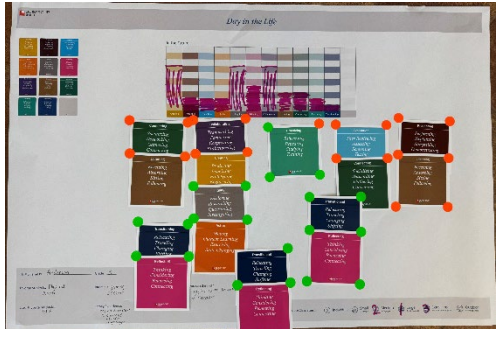
A Day in the Life

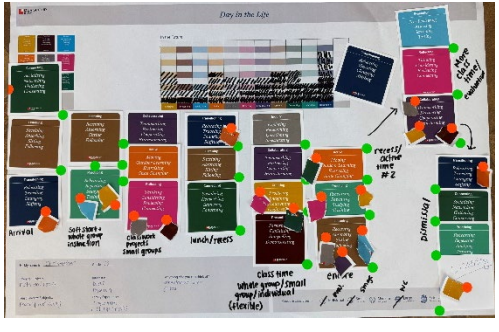
- <u>Connecting</u> – beginning and end of day
  - Students and Teachers
  - Soft start
  - Socializing and reflecting
- Simultaneous activities – options through out day for students to arrive at an end goal
- Learning cycle – nothing is linear or static – Inquiry based
  - Allow for collaboration and 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)





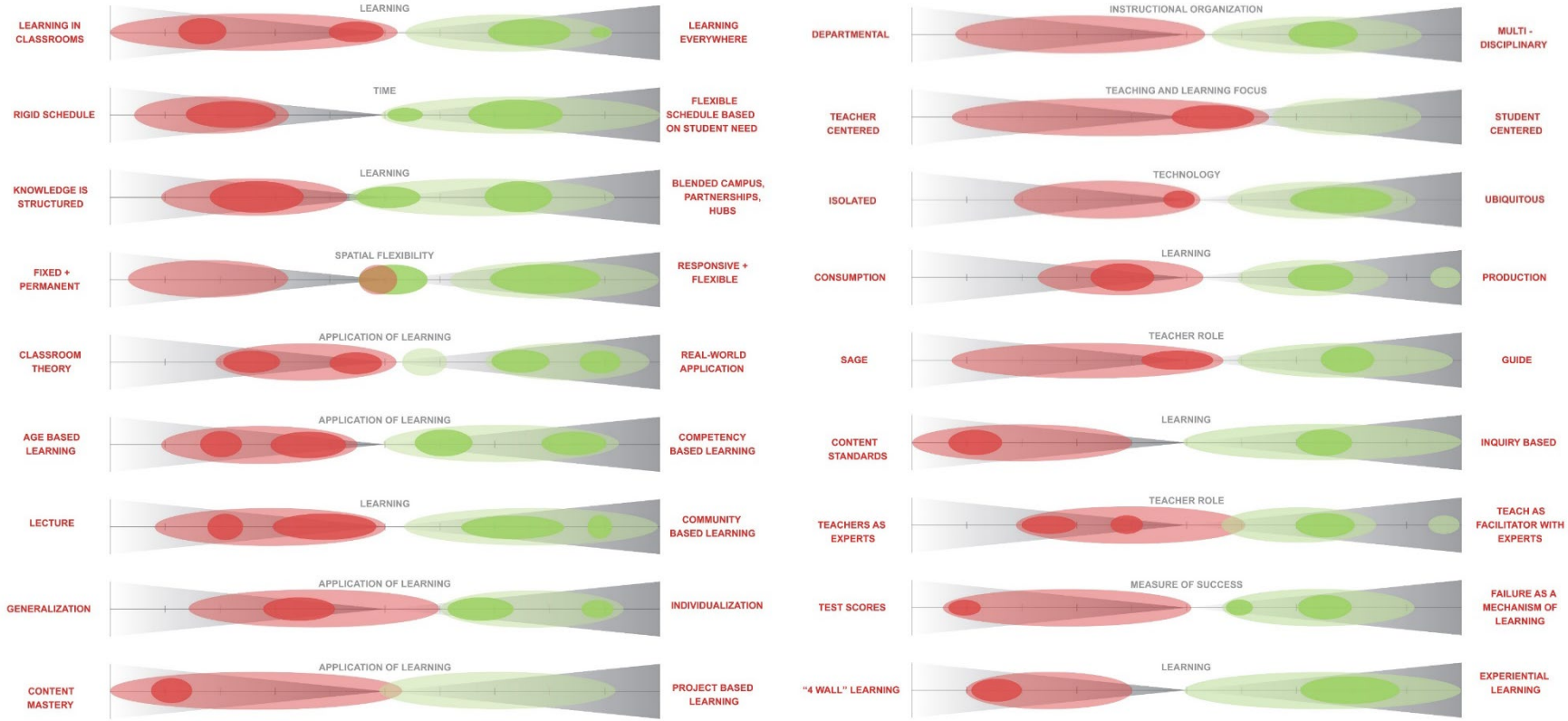








Learning Continuum



VALUES



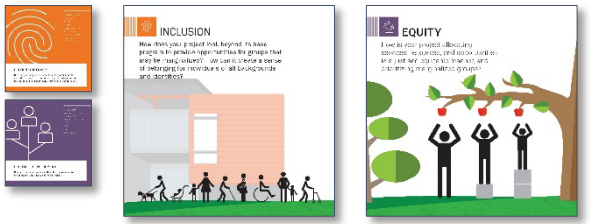
MOVEMENT AND PLAY

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

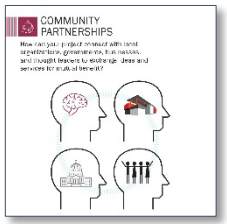
Theme

- 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.

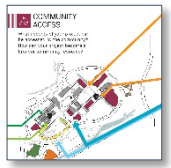
Goals

- Equitable Access to Resources
- Design Spaces for Success

VALUES





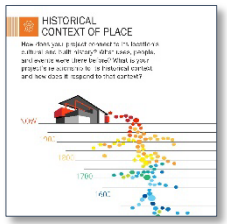
AMPLIFY COMMUNITY ACCESS AND PARTNERSHIPS

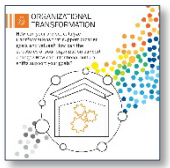
Theme

- 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

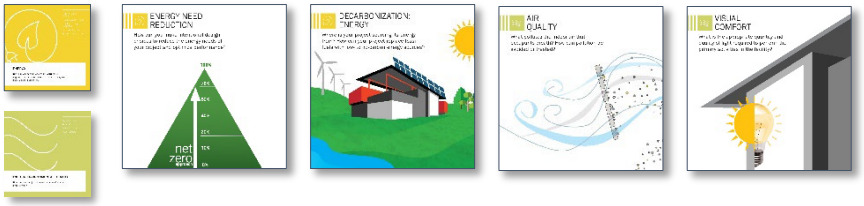
Theme

- 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

VALUES



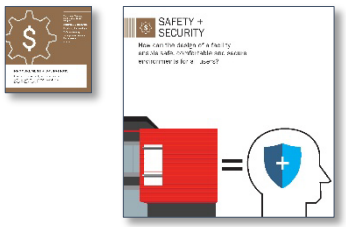
ENERGY REDUCTIONS AND COMFORT

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

What are you most excited about?



Focus Group Recap



Who we heard from

37

FOCUS GROUPS
(130 people)

across the elementary school community shared their experiences and priorities.

Many perspectives shaped the conversation

21	Students	Elementary students shared what helps them feel engaged, comfortable, and ready to learn.
67	Educators	Grade-level teachers, preschool, encore, and specialized instruction.
28	Resource + Support Personnel	Learning Center, intervention, counseling, nursing, Title I, pupil services, speech, OT, PT, and TACKLE
10	District Leadership	Building administrators, department leaders, district administration, and board members
4	Operations + Student Services	Operations and transportation, food service, before- and after-school care, and summer programming.

What makes the school day harder?

Too few appropriate spaces for small groups and student support

Crowded, inflexible classrooms limit teaching and learning options

Storage is insufficient, poorly organized, or unevenly distributed

Poor spatial adjacencies and instructional time lost to transitions

Noise and inadequate privacy; lack of staff specific space

Insufficient restrooms and personal care spaces for students and staff

Too few suitable places for movement, play, and regulation

Competing needs for staff, resources, and spaces; shared resources across schools

Aging systems and infrastructure and lack of proper air quality

Arrival, dismissal, and site constraints complicate safe, efficient access

Envision

Student Voice

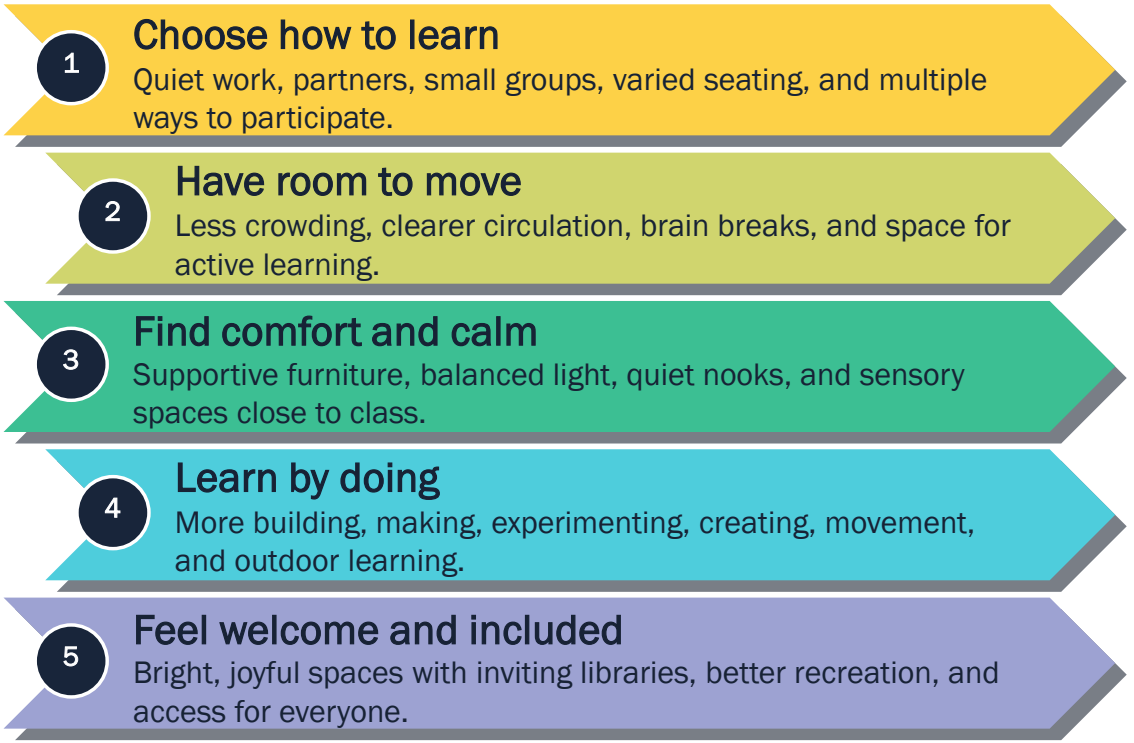
Students want a school that gives them

CHOICE

and

SPACE TO LEARN

Different students need different settings at different times.



Teacher and Staff Voice

Educators want a school that supports

FLEXIBILITY

and

CONNECTION

Spaces that support the way students learn and staff work.

1. **Adapt spaces to learning**
   Flexible classrooms for co-teaching, small groups, projects, and changing student needs.
2. **Bring support closer**
   Intervention, counseling, therapy, and shared resources near the students and staff who use them.
3. **Support the whole child**
   Nearby spaces for movement, play, sensory needs, and calm, with privacy and dignity.
4. **Make the day work better**
   Purposeful storage, nearby restrooms, shorter transitions, and reliable building systems.
5. **Connect people and resources**
   Spaces and schedules that support staff collaboration, shared expertise, and equitable access to programs.

What Might the Future Hold?



More possibilities for all

Learning for every student

Flexible spaces for varied needs, hands-on projects, and outdoor learning.

Educator collaboration

Shared expertise, planning, and resources with opportunities for co-teaching.

Health, safety, and belonging

Comfortable buildings, secure play areas, and places for movement, calm, and connection.

Stronger student support

Nearby intervention, counseling, and therapy with space for privacy and coordinated care.

Family and community access

Potential for expanded preschool and care, plus welcoming spaces for community use.

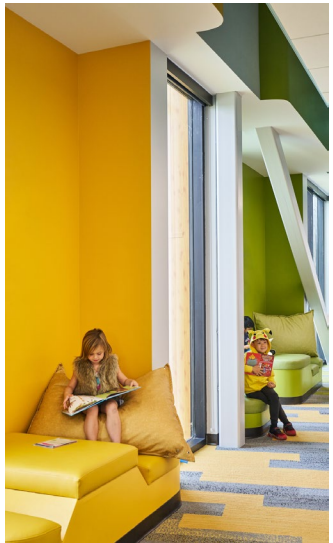
Efficient facilities and operations

Reliable systems, shorter transitions, and improved traffic flow and maintainability.

More consistent access to quality spaces, programs, and support across BGCS

















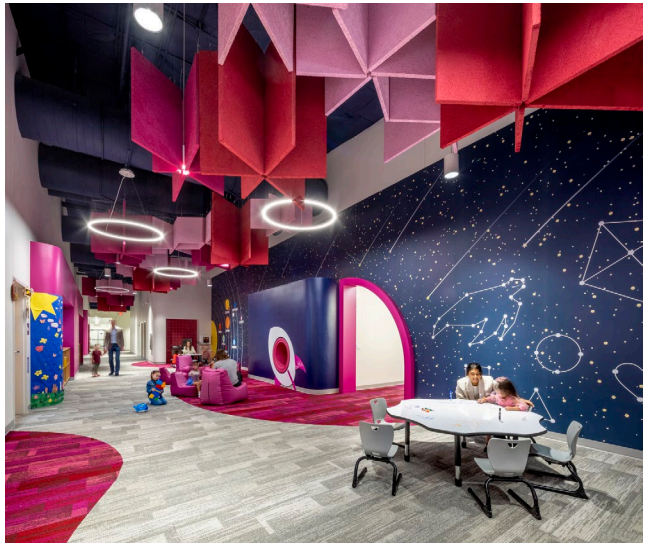












Community Input



We want to hear from you!

Please respond to the survey by November 24.

We appreciate your feedback.

Survey Link

Scan QR Code or clink on Survey Link


Thank you!