ROANE COUNTY BOARD OF EDUCATION
ROANE COUNTY BOARD OF EDUCATION WORKSHOP
Edward E. Williams Building

REGULAR AGENDA
October 20, 2026

I. **CALL TO ORDER**
II. **ROLL CALL**
III. **MGT UPDATE & DISCUSSION OF BUILDING CONDITIONS & PLANS**
IV. **ADJOURNMENT**

Facility Master Planning

Facilities Assessment Findings and Next Steps

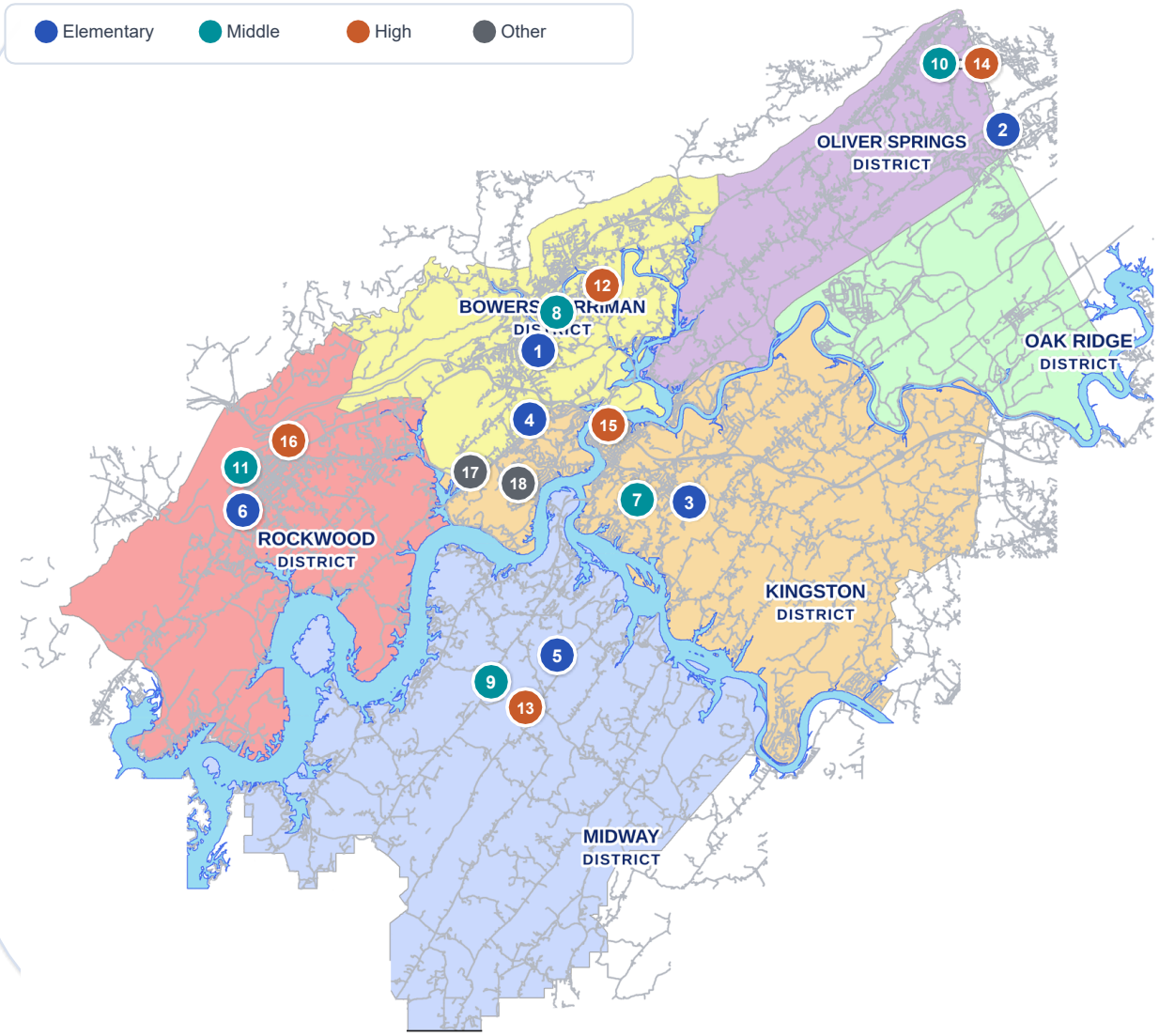
Roane County Board of Education • October 2026

MGT

School Service Areas and School Locations

PLANNING REFERENCE

All current Roane County schools are shown; service-area colors follow the district-provided GIS reference map.



ALL SCHOOLS BY LEVEL

Marker numbers correspond to locations on the map.

ELEMENTARY SCHOOLS

1. Bowers Elementary School
2. Dyllis Springs Elementary School
3. Kingston Elementary School
4. Midtown Elementary School
5. Midway Elementary School
6. Ridge View Elementary School

MIDDLE SCHOOLS

7. Cherokee Middle School
8. Harriman Middle School
9. Midway Middle School
10. Oliver Springs Middle School
11. Rockwood Middle School

HIGH SCHOOLS

12. Harriman High School
13. Midway High School
14. Oliver Springs High School
15. Roane County High School
16. Rockwood High School

OTHER PROGRAMS

17. Midtown Educational Center
18. Roane County Virtual Academy

Location notes: Markers 10 and 14 are paired at the same Oliver Springs Academy campus. RCVA is virtual; marker 18 shows its administrative location with Midtown Educational Center.

Boundary source: Roane County Planning/GIS, March 8, 2017

Five independent lenses support different planning decisions

Planning lens	What it measures	How it informs decisions
Capacity utilization	Enrollment divided by target functional capacity.	Informs effective use of space across the district.
Facility condition	Physical condition and lifecycle performance of building systems.	Prioritize renewal, replacement, and risk mitigation.
Site condition	Condition and performance of parking, drives, utilities, drainage, and grounds.	Target site safety, access, and infrastructure needs.
Educational suitability	How well spaces support current instructional and student-service needs.	Align renovations with program delivery and learning needs.
Technology readiness	Power, cooling, communications, network, and instructional technology support.	Protect a strong baseline and correct localized constraints.

SCORING DISCIPLINE Analysis does not combine the five lenses into a single score. This preserves the distinction between condition, suitability, technology, and the operational implications of capacity.

How to Read the Results

Performance and capacity use different scales

SCORE	ASSESSMENT PERFORMANCE
90–100%	Excellent
80–<90%	Good
70–<80%	Fair
60–<70%	Poor
<60%	Unsatisfactory

EFFICIENCY RATE	CAPACITY DESCRIPTION
>110%	Inadequate Space
95–110%	Approaching Inadequate Space
80–<95%	Adequate Space
70–<80%	Approaching Inefficient Use
<70%	Inefficient Use of Space

Capacity and Utilization

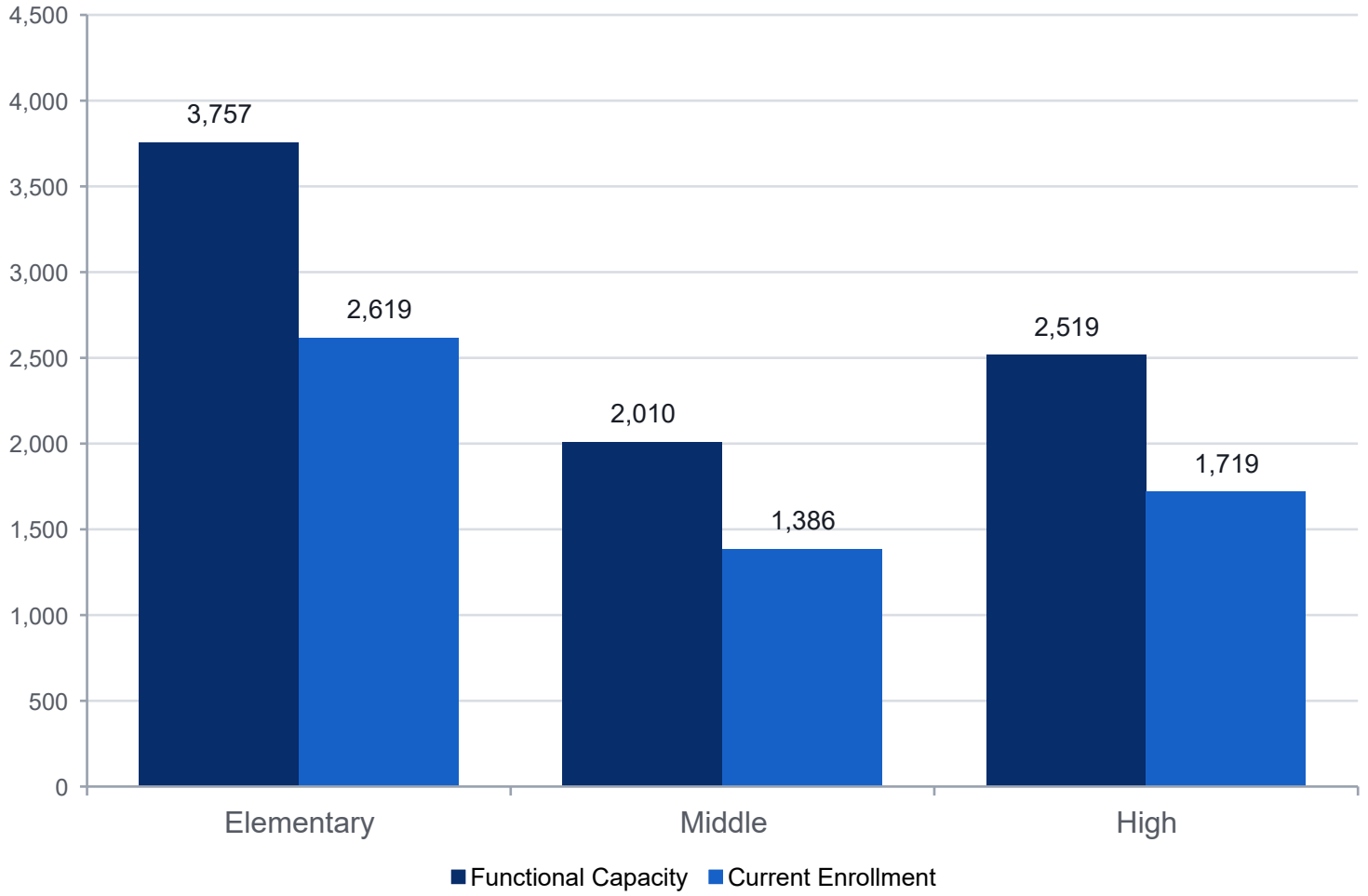
Review how current enrollment compares with available school space and target functional capacity.

Campus Capacity Detail

All Physical Campuses						
School	Enrollment	Maximum	Functional	Utilization	Available Seats	Capacity Band
Bowers ES	504	635	603	84%	99	Adequate
Dyllis Springs ES	294	620	589	50%	295	Inefficient
Kingston ES	631	860	817	77%	186	Approaching Inefficient
Midtown ES	278	480	456	61%	178	Inefficient
Midway ES	371	580	551	67%	180	Inefficient
Ridge View ES	541	780	741	73%	200	Approaching Inefficient
Cherokee MS	454	700	595	76%	141	Approaching Inefficient
Harriman MS	276	475	404	68%	128	Inefficient
Midway MS	217	325	276	79%	59	Approaching Inefficient
Oliver Springs MS/HS	378	900	714	53%	336	Inefficient
Rockwood MS	279	475	404	69%	125	Inefficient
Harriman HS	318	648	486	65%	168	Inefficient
Midway HS	218	375	281	78%	63	Approaching Inefficient
Roane County HS	627	1,200	900	70%	273	Inefficient
Rockwood HS	338	625	469	72%	131	Approaching Inefficient
DISTRICT TOTAL	**5,724**	**9,678**	**8,286**	**69%**	**2,562**	**Inefficient**

1 Adequate • 6 Approaching Inefficient • 8 Inefficient • 0 Overcrowded

Capacity and Utilization by Grade Band

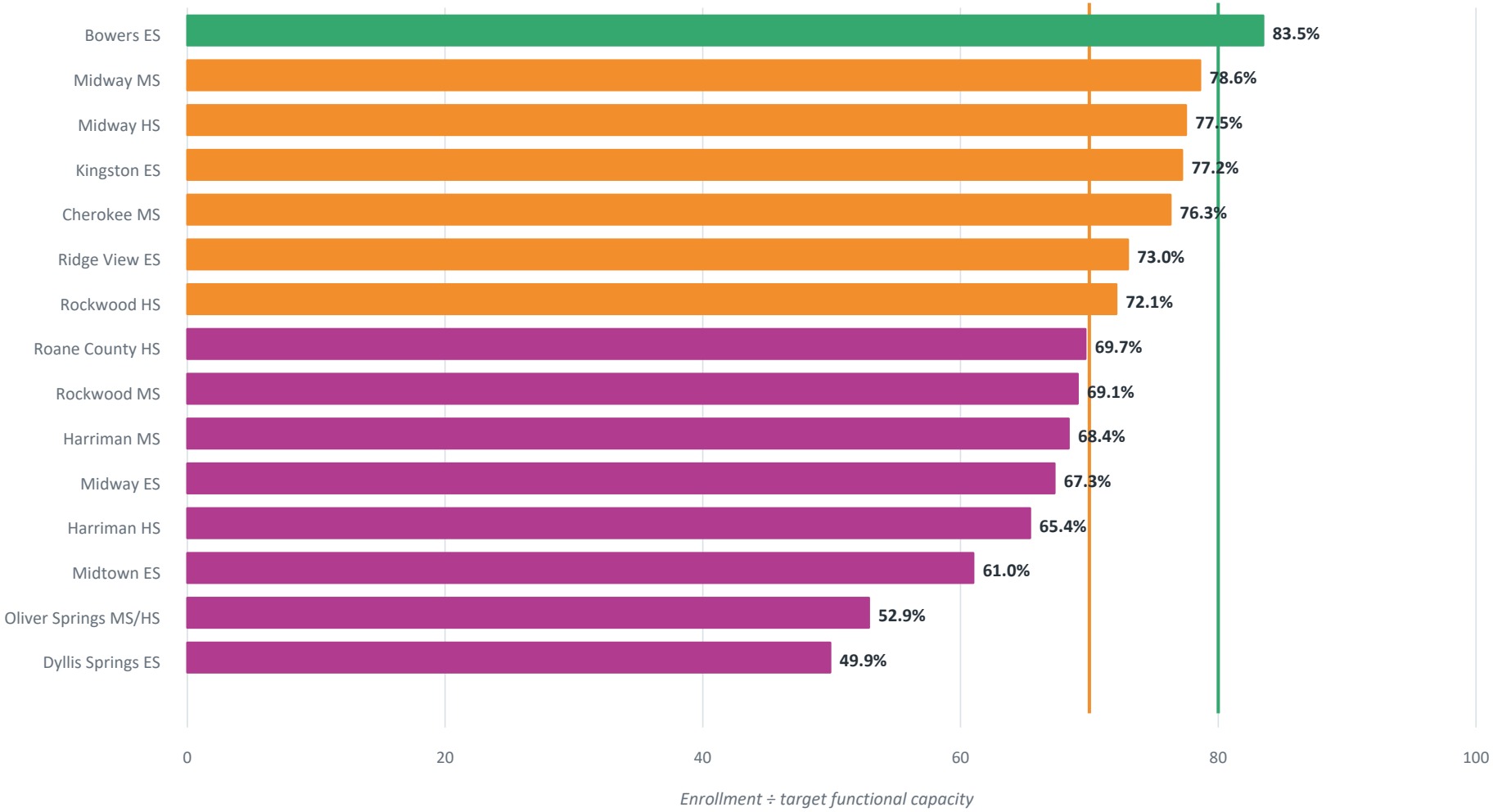


Grade Band	Utilization	Available Seats
Elementary	70%	1,138
Middle	69%	624
High	68%	800
District	69%	2,562

Elementary 70% • Middle 69% • High 68%

PRELIMINARY

Districtwide utilization is 69.1% of target functional capacity



69.1%
DISTRICT

2,562
AVAILABLE SEATS

Eight of 15 campuses fall below 70% utilization. Only Bowers Elementary is in the Adequate Space range.

Facility Assessments

Examine building condition, site condition, educational suitability, and technology readiness across schools.

Campus Performance Detail

	Facility Condition	Site Condition	Educational Suitability	Technology Readiness	Capacity Utilization
All Physical Campuses and Program Profiles					
Bowers ES	80.5%	76.6%	76.3%	95.0%	84%
Dyllis Springs ES	90.0%	90.0%	88.2%	100.0%	50%
Kingston ES	81.5%	89.9%	76.3%	95.0%	77%
Midtown ES	73.7%	77.5%	76.0%	87.5%	61%
Midway ES	85.4%	59.1%	77.5%	100.0%	67%
Ridge View ES	60.6%	76.8%	74.9%	95.0%	73%
Cherokee MS	81.7%	89.2%	76.2%	95.0%	76%
Harriman MS	44.9%	69.8%	70.4%	72.5%	68%
Midway MS	76.9%	87.2%	72.3%	84.2%	79%
Oliver Springs MS/HS	87.9%	87.9%	MS 75.4 / HS 82.0	95.0%	53%
Rockwood MS	85.7%	76.6%	75.2%	95.0%	69%
Harriman HS	73.4%	72.8%	76.4%	85.0%	65%
Midway HS	74.9%	63.6%	74.8%	100.0%	78%
Roane County HS	58.7%	65.4%	74.8%	87.5%	70%
Rockwood HS	80.0%	76.6%	74.7%	95.0%	72%
Midtown Education Center	73.0%	72.5%	Pending	100.0%	Pending

Most campuses are serviceable, but a small group concentrates the most significant risk

Campus assessment scores across facility, site, suitability, and technology.

	Facility	Site	Suitability	Technology
Harriman MS	45%	70%	70%	73%
Roane County HS	59%	65%	75%	88%
Ridge View ES	61%	77%	75%	95%
Midtown Education Center	73%	73%		100%
Harriman HS	73%	73%	76%	85%
Midtown ES	74%	78%	76%	88%
Midway HS	75%	64%	75%	100%
Midway MS	77%	87%	72%	84%
Rockwood HS	80%	77%	75%	95%
Bowers ES	81%	77%	76%	95%
Kingston ES	82%	90%	76%	95%
Cherokee MS	82%	89%	76%	95%
Midway ES	85%	59%	78%	100%
Rockwood MS	86%	77%	75%	95%
Oliver Springs MS/HS	88%	88%	79%	95%
Dyllis Springs ES	90%	90%	88%	100%

Assessment bands

- Excellent
- Good
- Fair
- Poor
- Unsatisfactory

PRIORITY SIGNAL Harriman Middle School has the lowest facility-condition score (44.9%). Roane County High School is also Unsatisfactory for facility condition (58.7%), while Midway Elementary has the lowest site score (59.1%).

Oliver Springs suitability is shown as the average of its separate middle- and high-school program profiles. Midtown Education Center suitability remains pending.

Priority signals concentrate in a small number of campuses

Focus on the intersection of condition, site risk, and space efficiency.

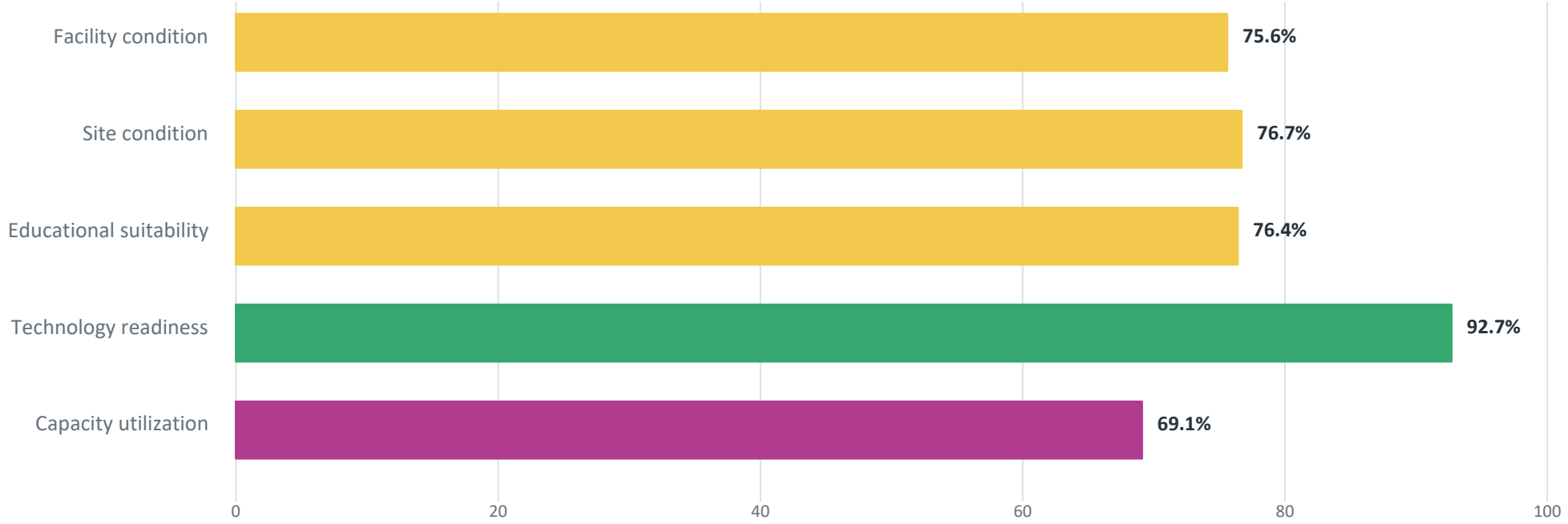
Campus	Condition	Site	Utilization	Primary planning signal
Harriman Middle School	44.9%	69.8%	68.4%	Facility • Site • Space efficiency
Roane County High School	58.7%	65.4%	69.7%	Facility • Site • Space efficiency
Ridge View Elementary School	60.6%	76.8%	73.0%	Facility • Suitability
Midtown Education Center	73.0%	72.5%		Site • Facility
Harriman High School	73.4%	72.8%	65.4%	Site • Facility • Space efficiency

PRIORITY SIGNAL Harriman Middle combines the lowest facility score with a Poor site score and inefficient use of space. Roane County High also combines Unsatisfactory facility condition with site and space-efficiency concerns.

District Portfolio

The five planning lenses are reported separately; no composite score is calculated.

75.6%	76.7%	76.4%	92.7%	69.1%
FACILITY	SITE	SUITABILITY	TECHNOLOGY	UTILIZATION



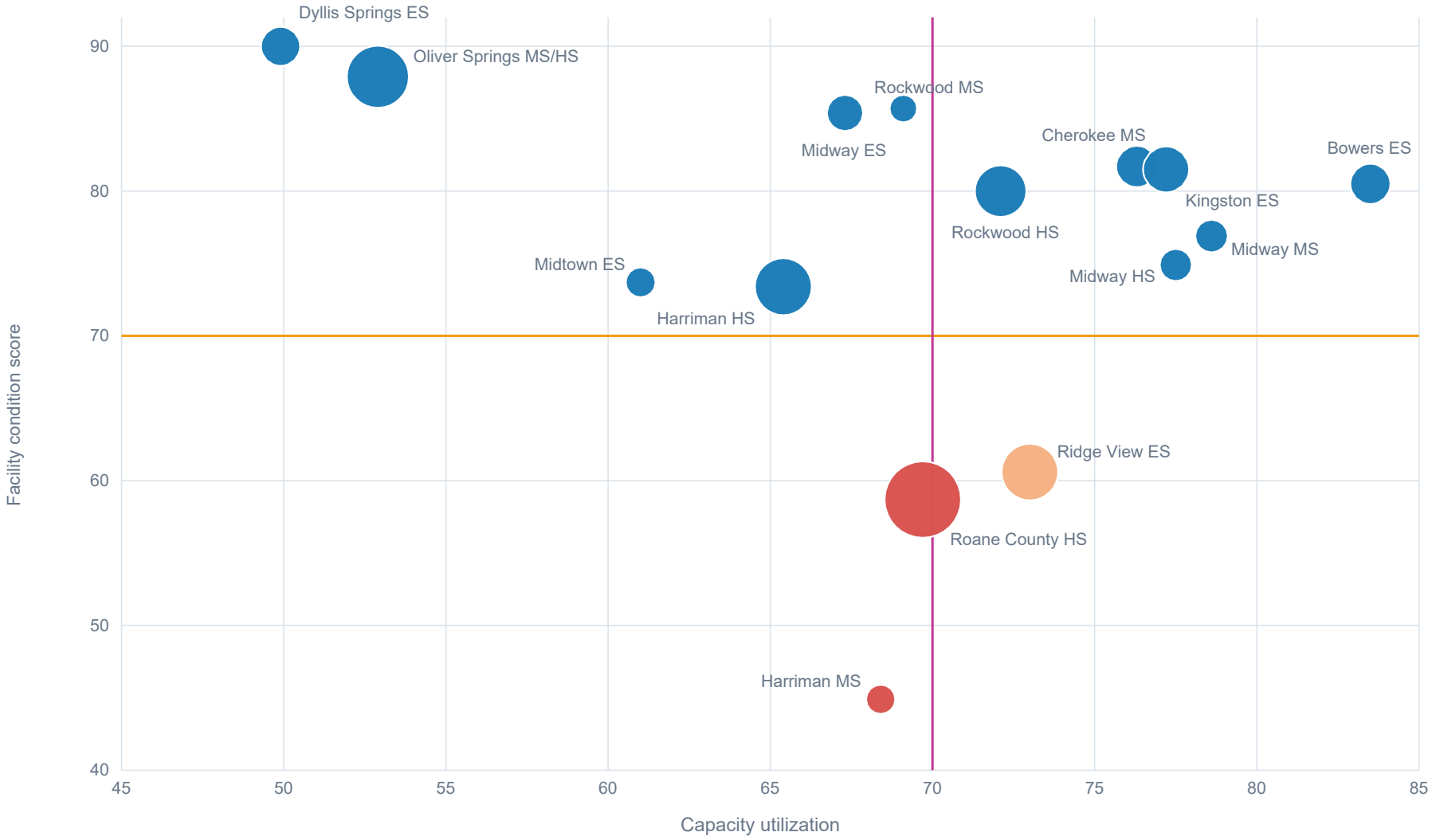
CENTRAL CONCLUSION Buildings and sites average in the Fair range, suitability is Fair, and technology readiness is Excellent. The district uses 69.1% of target functional capacity, leaving approximately 2,562 seats available across the 15 campuses.

Integrated Findings

Consider facility condition, educational needs, and space utilization together to inform future planning.

Condition and capacity evaluated together

Bubble size represents building area. Lower-left campuses combine weaker condition with lower utilization.



How to read it

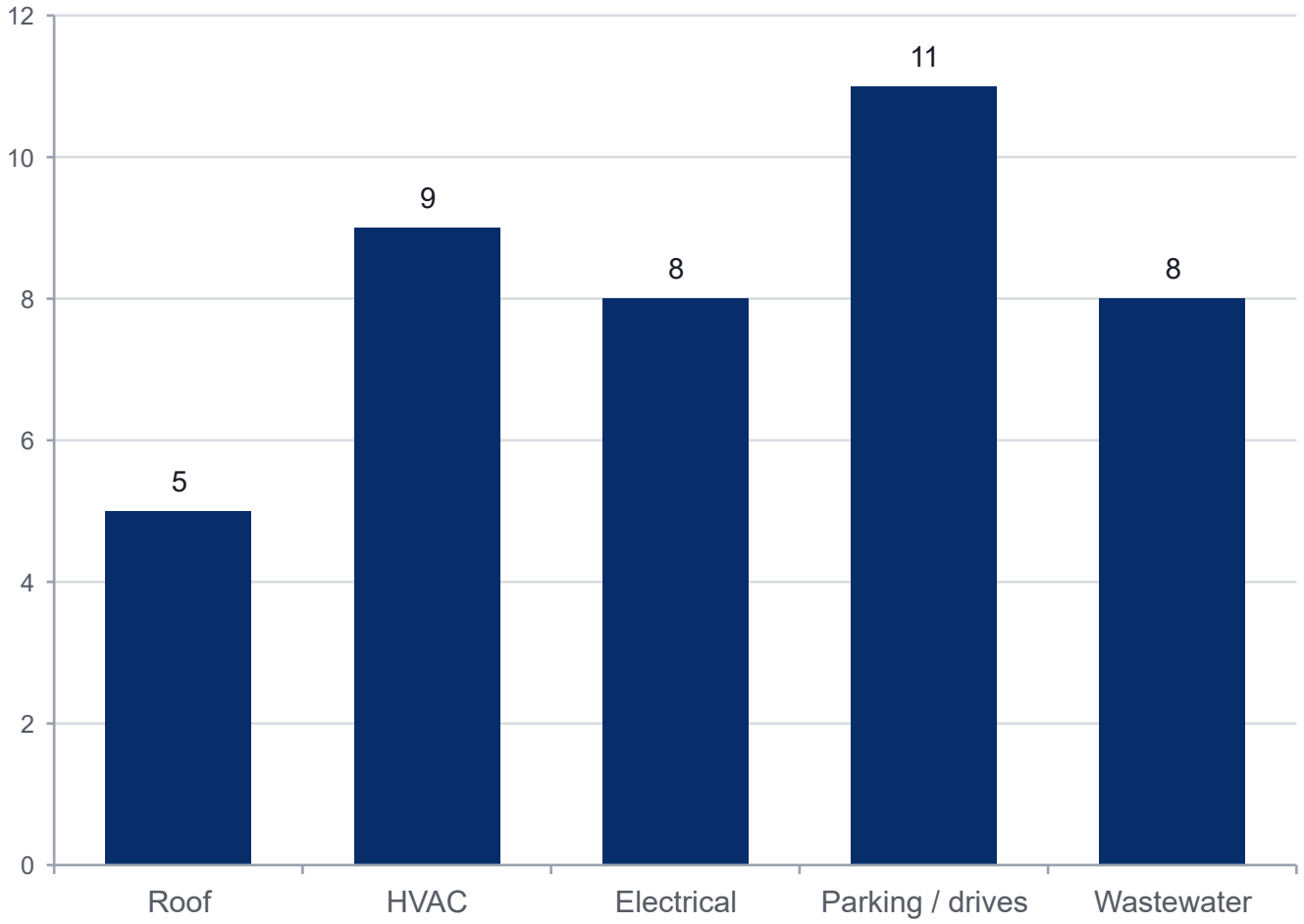
Left = lower use
Down = weaker condition
Larger bubble = more square feet

Different intersections lead to different planning questions.

Harriman Middle and Roane County High require near-term and lifecycle attention. Dyllis Springs and Oliver Springs have strong condition but very low utilization, pointing toward space-strategy questions rather than condition-driven replacement.

Recurring Physical Issues

The same systems and site conditions recur across multiple campuses

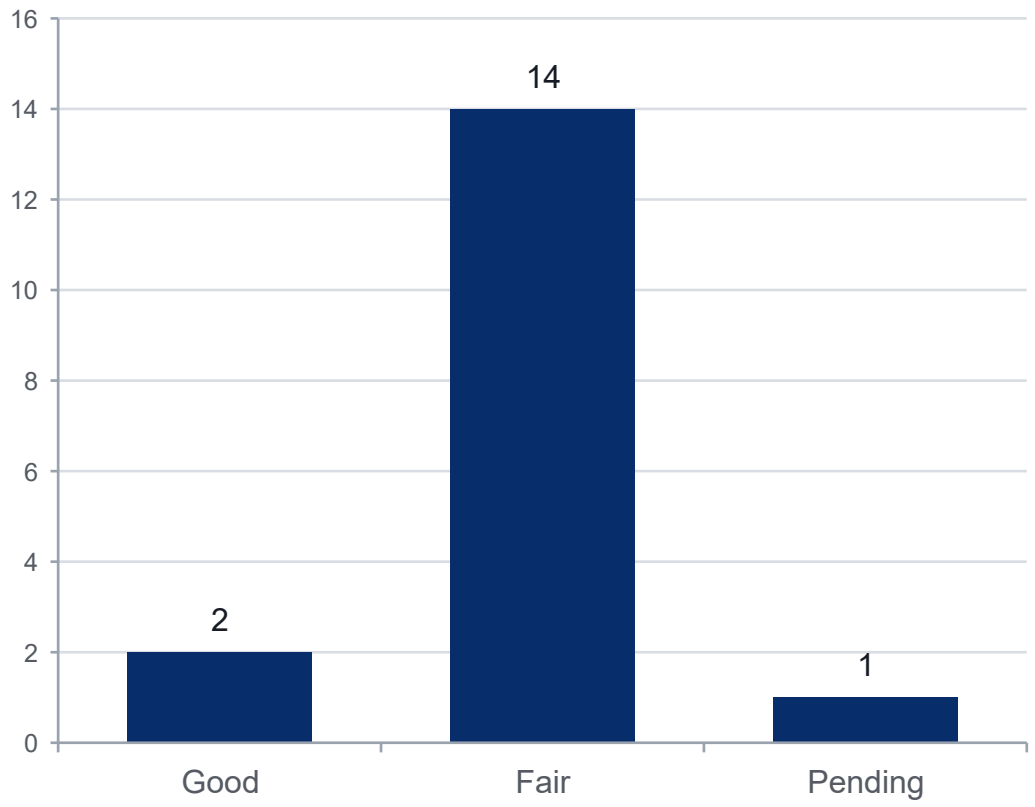


Portfolio Theme	What the Observations Indicate
Water management	Roof failures, water intrusion, condensate routing, drainage, and ceiling damage often appear together.
Mechanical age	HVAC systems, controls, and cooling performance recur in both condition and technology observations.
Life safety and access	Ten campuses include comments about absent or partial sprinkler coverage; fire-alarm age and accessibility also recur.

Counts reflect distinct campuses with documented observations. They are not cost estimates.

Educational Suitability and Functionality

Educational suitability is broadly Fair

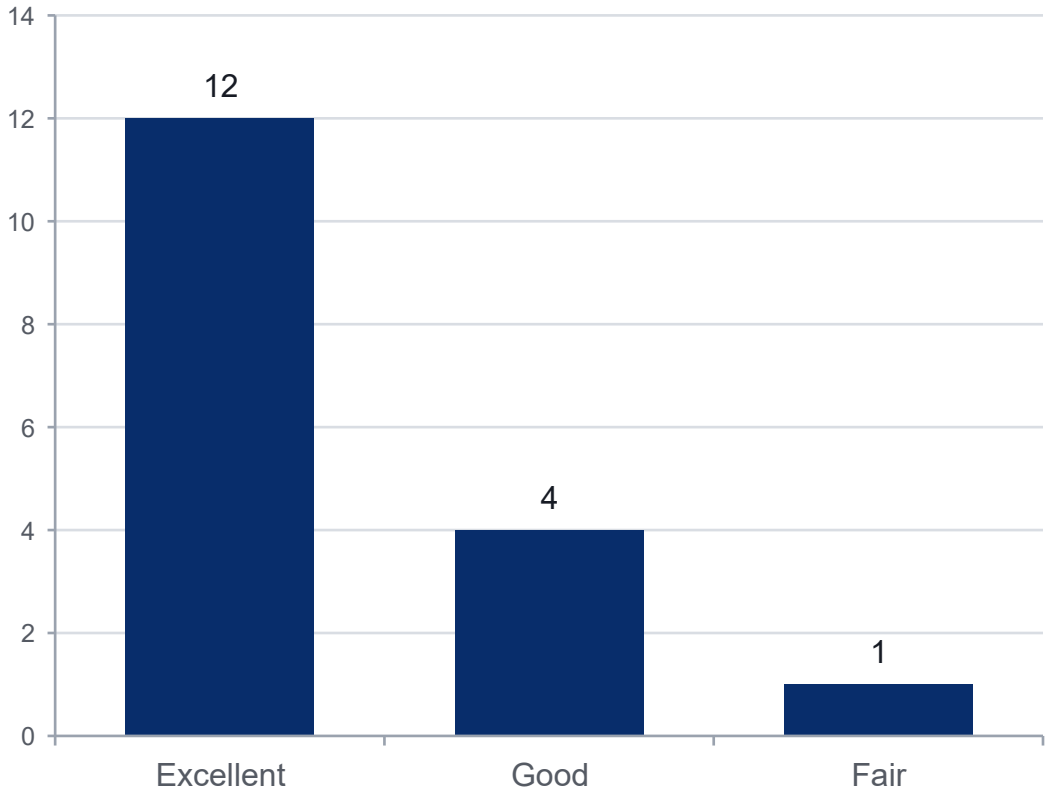


76.4% profile average

Recurring Theme	Campuses	Typical Findings
Interior learning environment	**11**	HVAC, leaks, lighting, outlets, and room conditions
Clinic functionality	**9**	Size, sinks, restrooms, privacy, storage, and configuration
Safety and security fencing	**8**	Perimeter gaps, open gates, and supervision concerns
Music environment	**8**	Adapted rooms, acoustics, HVAC, storage, and shared spaces
Food service and prep	**8**	Age, layout, drainage, equipment, and loading limitations
General classroom environment	**8**	Environmental or functional constraints affecting instruction

Technology Readiness

Technology readiness is a districtwide strength

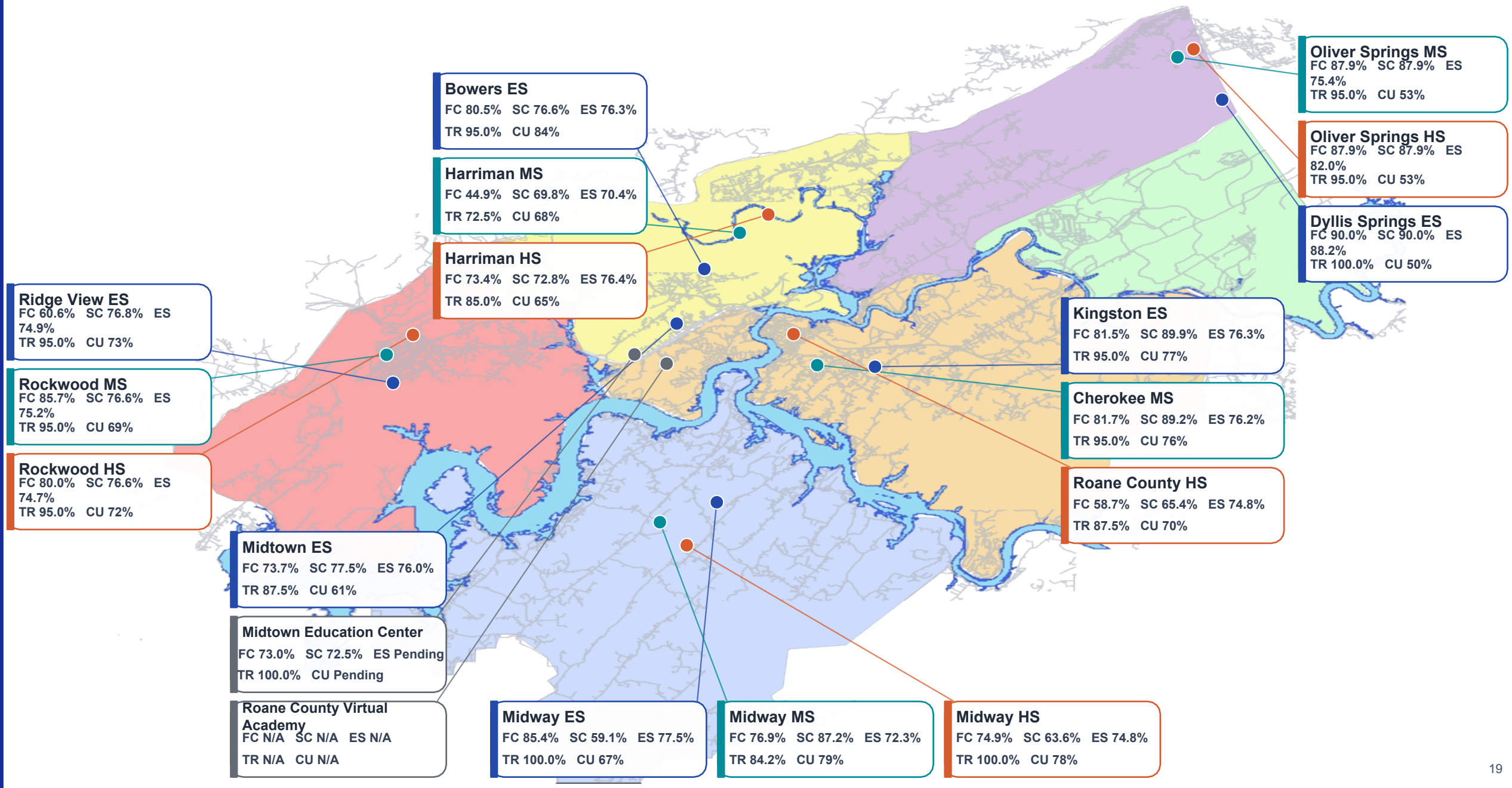


92.7% district profile average

Targeted Priority	Documented Pattern
Cooling	11 campuses include Fair cooling findings; environmental conditions can affect instruction and equipment.
Electrical power	Five campuses include Fair or Unsatisfactory power findings, including overloads or insufficient outlets.
Distribution and communication	Video distribution is Unsatisfactory at Harriman Middle and Harriman High; selected areas also have voice-coverage gaps.

School Facility and Utilization Profile Map

FC Facility Condition | SC Site Condition | ES Educational Suitability | TR Technology Readiness | CU Capacity Utilization



Capital priorities

Conceptual all-in planning allowances across facility condition, site condition, educational suitability, and technology readiness. Not approved budgets or construction bids.

Capital priorities | three planning horizons

Three priority levels, with the long-range category covering Years 4 and beyond.

PRIORITY 1 | IMMEDIATE / YEAR 1	PRIORITY 2 | YEARS 2–3	PRIORITY 3 | YEARS 4+
$58.60M	$77.04M	$91.18M
57 costed needs in this period	37 costed needs in this period	73 costed needs in this period

CAPITAL INVESTMENT **$226.83M**

P1/P2/P3 represent provisional planning and action windows, not committed construction spending.
Some packages span periods; costs require scope and overlap validation.

How preliminary capital costs were modeled

School replacement costs inform initial estimates; these are not approved budgets.

COST MODEL ELEMENTS

Campus area	Replacement baseline: Campus GSF multiplied by the appropriate all-in school-type rate.
Construction baseline	All-in rates: Elementary $525/GSF; Middle $575/GSF; High $625/GSF. (Inclusive of Soft Cost)
Building-system estimates	Four-lens costing: RSMeans/BASYS weights and provisional condition factors; no separate markup.
Priority grouping	Priority allocation: Needs are grouped into Year 1, Years 2–3, or Years 4+; some span periods.

Confirm estimates, specific needs and any overlapping costs before funding decisions.

Priority 1 | Immediate needs (Year 1)

Identified immediate needs for Year 1 consideration; costs are not Year 1 spending.

ESTIMATED CAPITAL INVESTMENT	NEEDS WITH COST ESTIMATES
$58.60M	57
	57 costed needs in this period

SCHOOLS WITH MOST PRIORITY 1 NEEDS

Roane County High School	$15.96M
Ridge View Elementary School	$13.05M
Harriman Middle School	$9.38M
Rockwood High School	$4.27M

Priority 1 identifies near-term actions across the four assessment lenses; planning allowances are not approved Year 1 spending.

Priority 2 | Years 2–3

Planned Years 2–3 renewal includes major facility, HVAC and building-system investments.

ESTIMATED CAPITAL INVESTMENT	NEEDS WITH COST ESTIMATES
$77.04M	37
	37 costed needs in this period

SCHOOLS WITH MOST PRIORITY 2 NEEDS

Roane County High School	$20.40M
Harriman High School	$10.86M
Harriman Middle School	$8.04M
Ridge View Elementary School	$7.74M

Priority 2 includes provisional facility, site, suitability, and technology allowances; project scopes and overlaps require validation.

Priority 3 | Years 4+

Longer-range lifecycle renewal and future campus investment depend on condition, capacity, and district direction.

ESTIMATED CAPITAL INVESTMENT	NEEDS WITH COST ESTIMATES
$91.18M	73
	73 costed needs in this period

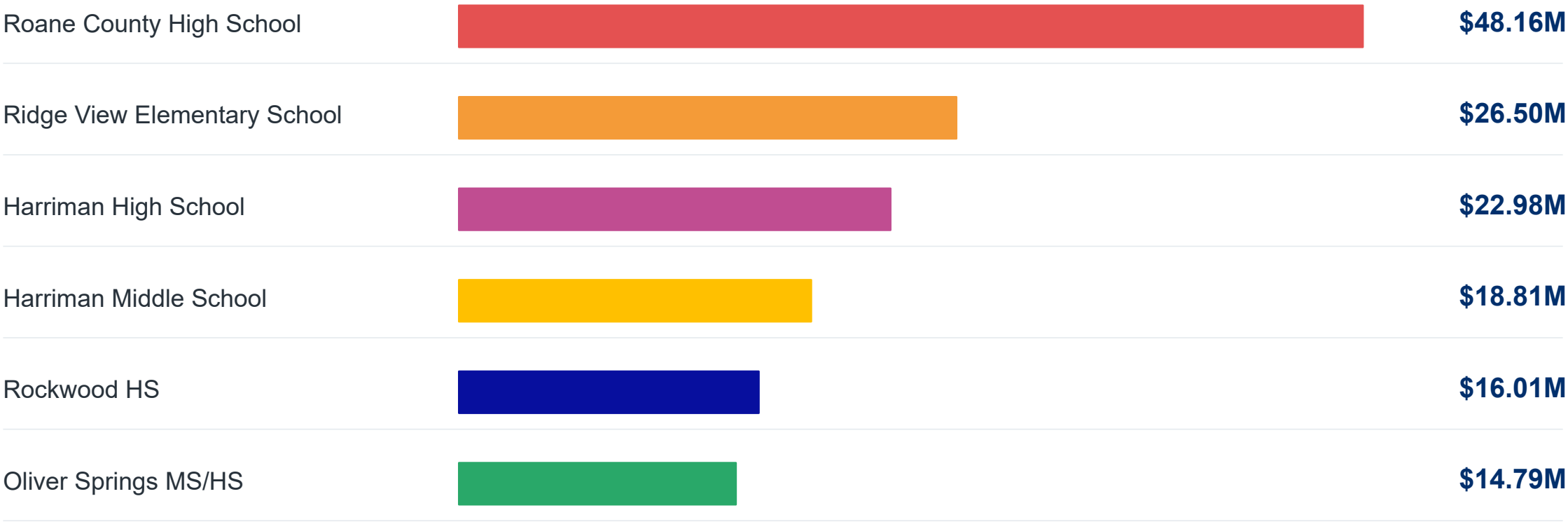
SCHOOLS WITH MOST PRIORITY 3 NEEDS

Oliver Springs MS/HS	$13.54M
Roane County High School	$11.81M
Harriman High School	$8.72M
Bowers Elementary School	$6.22M

Priority 3 represents longer-range planning allowances, subject to project scope, funding strategy, and district priorities.

Where investment is concentrated

Combined conceptual allowances across all four cost lenses; these are not closure or replacement decisions.



Campus estimates need further review and do not represent approved improvements.

Community-informed planning

Bring the information back to school communities, listen to their priorities and ideas, then return with recommendations.

Share the findings. Then listen.

Our next step is a structured community conversation before any final school-facility recommendations.

A THREE-PART COMMUNITY CONVERSATION

01	**Present the facts**	Facility and site scores; capacity and utilization; suitability; technology; preliminary capital needs.
02	**Hear community priorities**	Provide structured opportunities for students, families, employees and local stakeholders to respond.
03	**Identify key takeaways**	Clarify shared priorities, overlooked issues and information needed to evaluate practical facility choices.

Listen before conclusions are reached. The Board retains final decision-making authority.

What community members will see

Use understandable school-level evidence, not just districtwide averages.

Facility & site condition

Building systems, grounds, access, utilities and major areas of need.

Educational & technology needs

Whether learning environments and infrastructure support programs.

Capacity & utilization

Current enrollment relative to target functional capacity and available seats.

Financial priorities

Priority 1: Immediate Needs (Year 1); Priority 2: Years 2–3; Priority 3: Years 4+. All planning allowances remain preliminary.

Every site should have the opportunity to see its data and explain what the numbers may not capture.

Questions for Roane County school communities

Open-ended questions will help residents discuss priorities and trade-offs before options are developed.

1. Which school building or site conditions most affect the day-to-day student experience?
2. What opportunities or concerns do you see in schools with available classroom space?
3. How should we balance safety, learning environments, access and investment needs?
4. What should the District consider when improvements cannot all be funded immediately?
5. What else should we understand before developing options for individual schools?

Engagement should be broad, structured and accessible

The goal is to include the people who are least likely to speak at a public microphone.

School community sessions	Share the findings locally and provide facilitated discussions.
Live structured feedback	Use anonymous polling and small-group prompts so all voices can contribute.
Accessible follow-up survey	Use a districtwide online option for families and employees unable to attend.
Public feedback summary	Share themes, questions and how input informs evaluation of potential approaches.

Feedback is advisory and informs the recommendations; the Board remains the decision-making body.

From community insight to workable facility options

Technical data and community perspectives must be considered together.

1 Present

Share school-level facility, capacity and cost information.

2 Listen

Document priorities, ideas, concerns and open questions.

3 Evaluate

Test costs, program fit, transportation, access and feasibility.

4 Report back

Return to communities with findings and potential approaches.

5 Recommend

Present evidence-based options and a proposed path to the Board.

No final facility recommendations will be advanced before community participation and technical validation.

Proposed next steps | from information to decisions

Tonight: understand the baseline and confirm the process, rather than decide individual school outcomes.

NOW	NEXT	THEN	RETURN
Validate	**Engage**	**Refine**	**Recommend**
Validate four-lens planning allowances, project scope, overlapping costs, and timelines.	Share findings with communities and gather structured comments.	Develop and test feasible school alternatives and costs.	Present comparisons, costs, sequencing and recommendations to the Board.

This presentation is a fact base and an invitation to community input, not a final school action.

Thank You

Roane County Schools

Facility Master Planning

Board of Education • October 20, 2026

