



District Facilities Plan Building Team Meeting 02

April 2 - 4, 2024





Agenda

Welcome – Dr. Harley Williams

Assessment/Cost Review – Design Team

Move to Miro Board – All Participants

Essential Questions – Building Team Members

Move to Big Group – Download Small Group – All Participants

What's Next? – Dr. Harley Williams

CHAMPIONING OUR FUTURE: READING OUR MAP

DIVERSITY, EQUITY, AND INCLUSION IS THE MAP.



CULTURE



TEACHING & LEARNING



FACILITIES

CHAMPIONING OUR FUTURE: READING OUR MAP

DIVERSITY, EQUITY, AND INCLUSION IS THE MAP.



FACILITIES

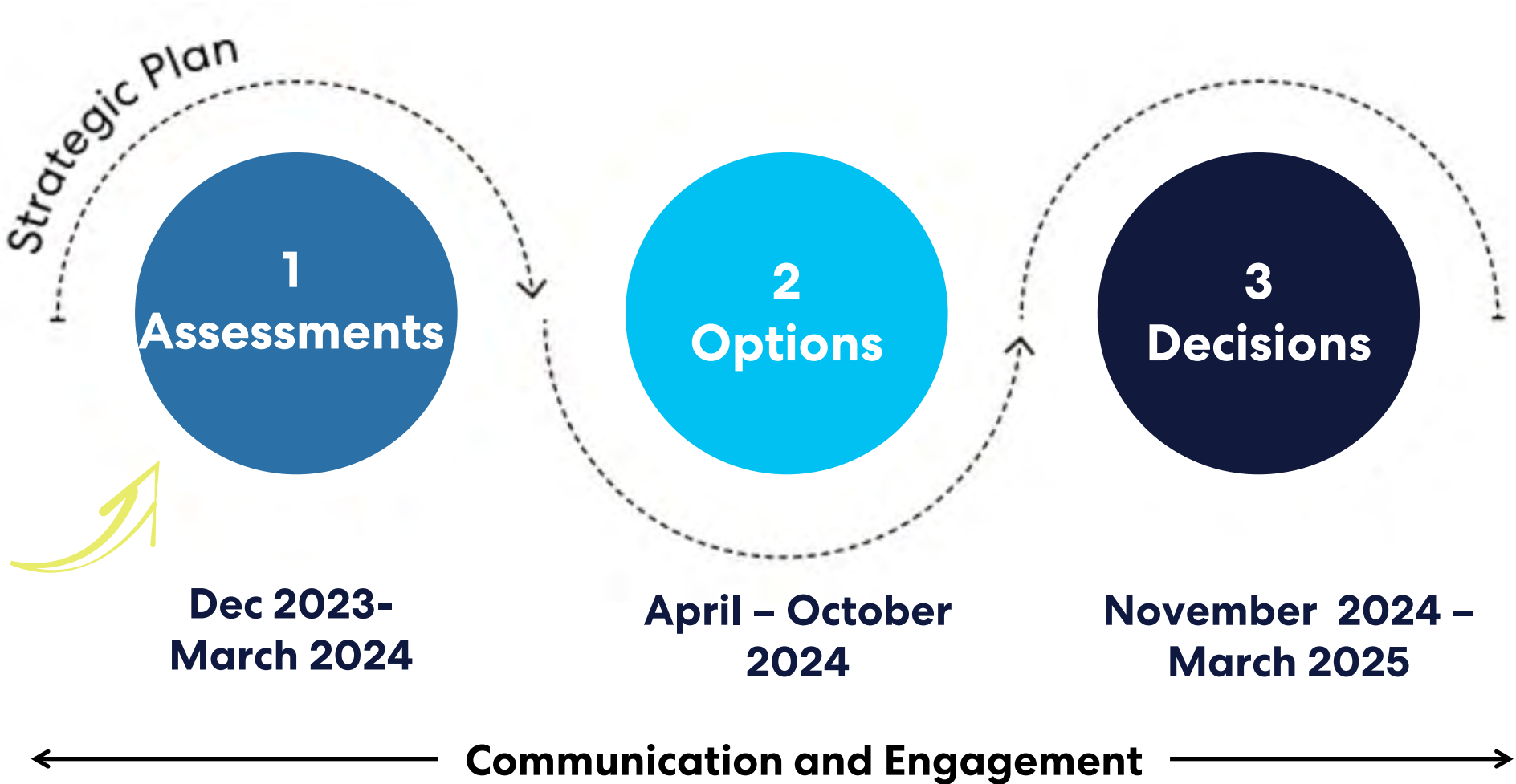
Goal One: Develop a BCSD district facilities plan that will efficiently utilize spaces and resources to address the growing population and evolving needs of the district.

Goal Two: Prioritize flexible and adaptive spaces to support dynamic teaching and meet the needs of every learner.

Goal Three: Create welcoming spaces that promote safety and belonging for all.

Process

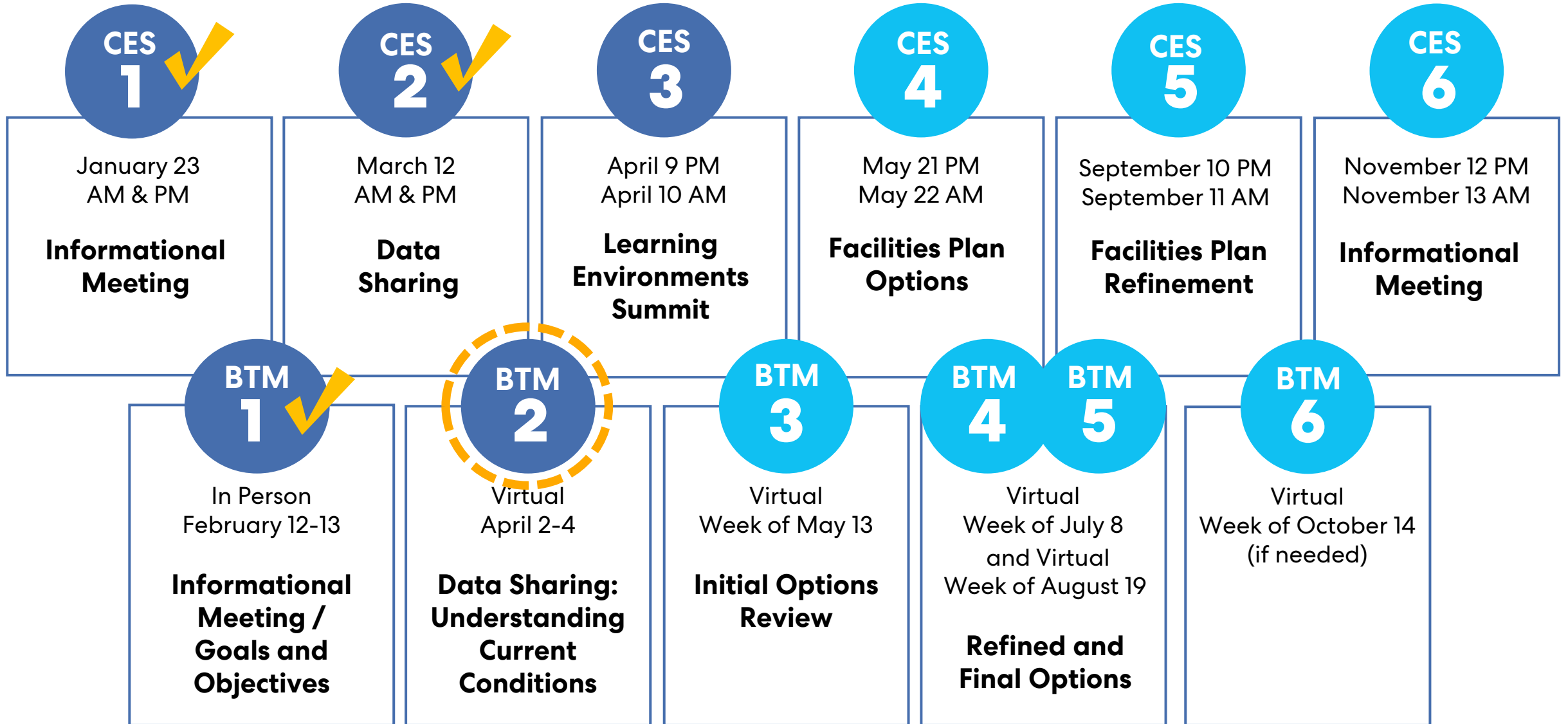
No Preconceived Solutions



Engagement Schedule

Assessment Phase

Options Phase



Guiding Principles

Our Bexley School facilities will...

Support powerful learning experiences

- With a variety of intentional, multi-use, flexible and adaptable spaces
- Inspire curiosity, joy and connection
- Provide a variety of opportunities (curricular, extra curricular, community)

Our Bexley School facilities will...

Foster well-being and a sense of belonging

- Meet the needs of each learner
- Provide equitable, inclusive and accessible spaces
- Be safe and secure (physically / social emotional)

Our Bexley School facilities will...

Be designed for the future and be community responsive

- Be sustainable and resilient
- Be efficient, fiscally responsible and built to last

Skills and Dispositions

Skills

The capacities and strategies that enable students to learn and engage in higher order thinking, meaningful interaction planning for the future

- Critical thinking
- Problem solving
- Working collaboratively
- Communicating effectively
- Metacognition & self-awareness
- Study skills & learning how to learn
- Time/goal management
- Creativity & innovation

Dispositions

Socio-emotional skills or behaviors that associate with success in college, career and citizenship

- Agency (Self-efficacy)
- Initiative
- Resilience
- Adaptability
- Leadership
- Ethical behavior & civic responsibility
- Social awareness & empathy
- Self-control

World Economic Forum's [Future of Jobs Report 2023](#)



“Future Collaboration”: created via playground.ai

Student Workshop

Emergent Themes:

- Environmental stewardship, recycling, composting, smart/clean energy, bring outdoors inside
- Independent and collaborative spaces
- Comfortable spaces and furnishings
- Library: larger, more places to work, more collaboration space, MS: separation from LS Library
- Larger black box theater
- Larger weight room
- More common and flexible spaces
- More project-based spaces (“to make things”)
- Cafeteria – size, comfort, “a place we want to go”, informal “vibe”, covered outdoor dining
- Larger MS gym

How Will Decisions Be Made?

Inform

Community Meetings
Building Teams
Facilities Advisory Council
Finance Advisory Council
Surveys / Feedback Forms



Recommend

Core Team



Decide

Board of Education

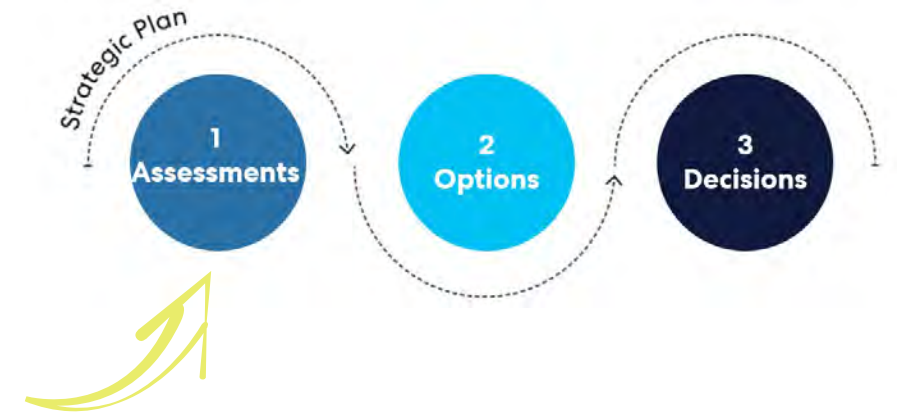
Building Team Focus

Meeting 1 - Assessment Phase

- Process Overview
- Building tours

Meeting 2 - Assessment Phase

- Exploring current state of buildings
- Learning about future costs of maintaining what we have (repair)
- Group discussions in Miro



Building Team Essential Questions

1. In what ways are the facilities failing to meet the expectations and needs of all stakeholders now and in the future?
2. What facility changes need to occur to align with the District's educational mission?
3. What do you perceive as sacred as it pertains to buildings or the district's facilities?



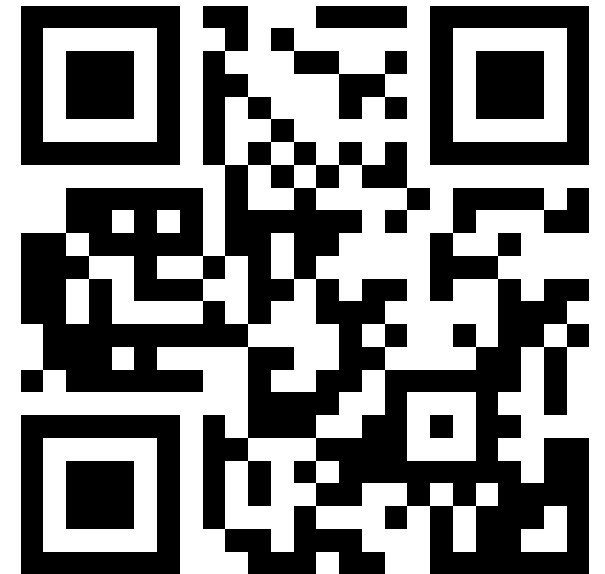
Reminder . . . Sign Up for Bexley School Tours

APRIL 15

- Maryland Elementary
- Montrose Elementary

APRIL 16

- Cassingham Elementary
- Bexley Middle School
- Bexley High School



FOR BUILDING TEAM MEMBERS:

Tour Remodeled or Newly Built Central Ohio Schools

- **April 17 (Wed.), 6:15 p.m.** **Metro High School** **Skills-Based School**
- **April 24 (Wed.), 6:15 p.m.** **Barrington Elementary** **Renovated Elem**
- **April 25 (Thurs.), 6:15 p.m.** **Grandview MS/HS** **Renovated MS/HS**
- **May 1 (Wed.), 6:15 p.m.** **Africentric High School** **Newly Built HS**

Your Design Team



Aimee Eckmann
Facilities Planning
Principal



Steve Turckes
Facilities Planning
Principal



Curt Moody
Facilities Planning
Partner



Amelia Alhashimi
Community Liaison



Brent Wilcox
Facilities Assessment
Leader



Lauren Turnage
Facilities Assessment
Team

Consultant Team





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What's Next? – Dr. Harley Williams

Physical Facilities Assessments

OFCC 2017 PHYSICAL FACILITIES ASSESSMENT WHAT DOES IT INCLUDE?

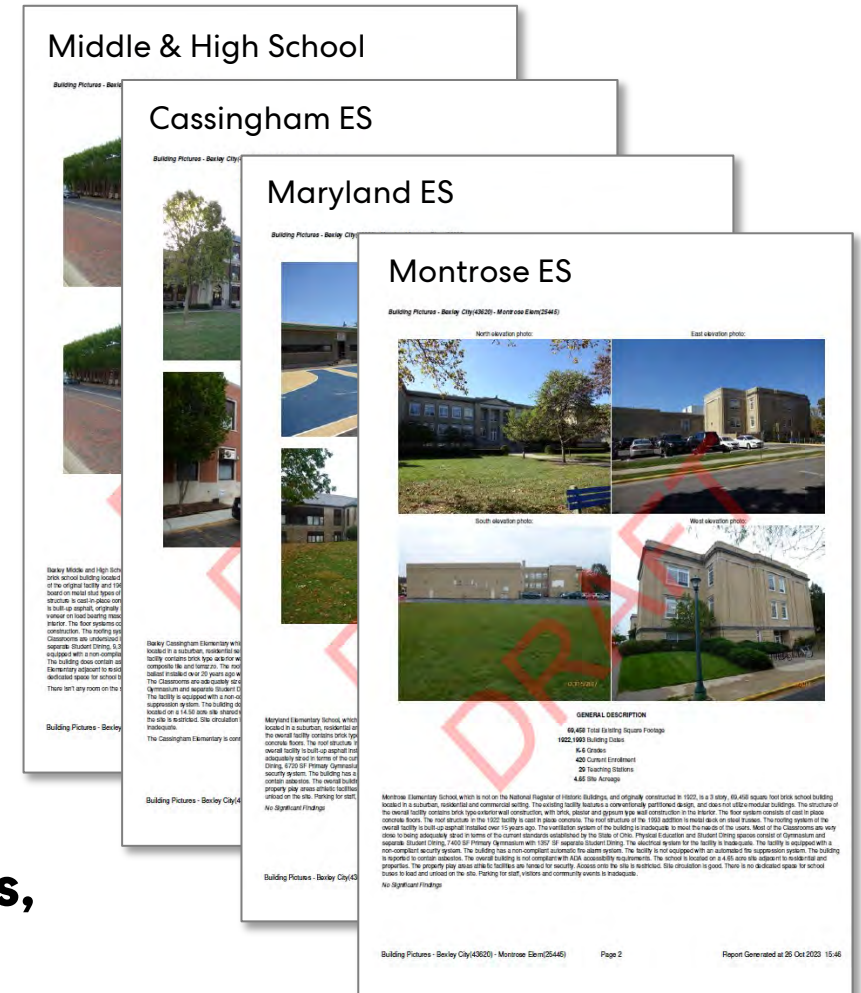
State-funded facility assessment conducted by the Ohio Facilities Construction Commission (OFCC)

- Completed 2017
- Detailed assessment of building components and systems
- Identifies required repairs and associated costs
- Utilizes OFCC's Ohio School Design Manual (OSDM) standards as the basis of required replacements and required space to be added (using State-based calculations)

DOES NOT reflect programmatic input from the District

DOES NOT include assessment of outdoor athletics and recreation/playground areas and components

DOES NOT include costs for phasing, general requirements, and swing space during construction



Physical Facilities Assessments

2024 Physical FACILITIES Assessment
PROCESS WE WENT THROUGH

In-depth review of all 3 campuses (5 schools) and recent reports

Architectural / Engineering / Estimating

Moody Nolan / CMTA / Concord Addis

Assess the condition of major systems and components

- Based on District input
- Based on observations
- Based on collective expertise
- Reviewed by an independent cost consultant

Chronology: Age of Original Building

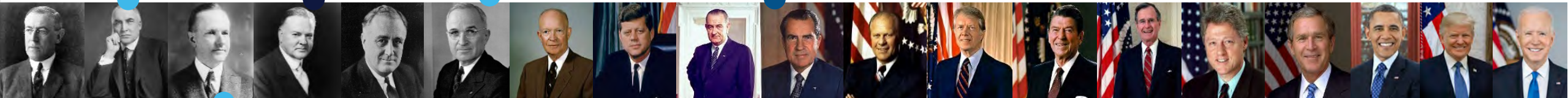


Montrose
1921

Bexley HS
1931

Maryland
1950

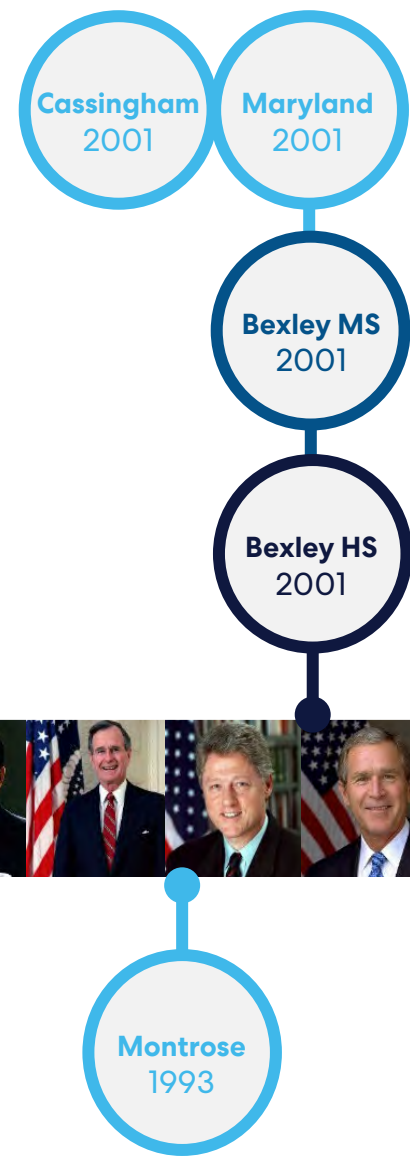
Bexley MS
1969



Cassingham
1927

AVERAGE ORIGINAL BUILDING AGE = OVER 84 YEARS

Chronology: Age of Last Major Addition



General Data - Context

School Name	Current Enrollment	Current Site Area (Acres)	Recommended site size** (Acres, per 2023 OFCC guidelines based on current enrollment)	Current Building Area (SF)	Current SF/Student	Projected Enrollment Year 2033/34 (10yr.)	SF/Student Year 2033/34	Projected Enrollment Growth (Decline) (10 yr.)
Maryland Elementary	335	4.10	13.35	57,981	173			
Montrose Elementary	330	4.65	13.30	69,458	210			
Cassingham Elementary*	501			78,441	157			
Total Elementary	1166	14.50	58.54	205880	177	1,111	185	-55
Bexley Middle School*	593			290,267	215	591	204	-2
Bexley High School*	760					833		73
Cassingham Complex Totals	1,854	14.50	58.54	290,267	199			
Total All Schools	2,519	23.25		496,147		2,535		16

*Site area total combined for Cassingham Complex

** OFCC provides unspecified site size reductions for urban school sites

2033/34 enrollment data from March 26, 2024 DRAFT Future Think report includes career tech high school students (total 11 in 2033/34)

SCHOOL BUILDINGS

- AGE: Average age of original school construction +84 years
- INTERIOR ENVIRONMENT: Solid durable materials, well maintained but dated, but “institutional” in feeling
- TYPICAL CLASSROOM SIZE: Many classrooms sizes do not meet OFCC standards nor current best practices
- INSTRUCTIONAL MATERIALS STORAGE: Smaller classrooms limit amount of storage, cause congestion, and create possible distractions from learning

School Name	Year of Original Construction	Age in 2024
Cassingham Elementary	1927	97
Maryland Elementary	1950	74
Montrose Elementary	1921	103
Bexley Middle School	1969	55
Bexley High School	1931	93
Average Age in 2024		84.4

School Name	Kindergarten Classroom				Core Classroom				Science Classroom			
	Average Size	Recommended site size per 2023 OFCC guidelines	Delta	%	Average Size	Recommended site size per 2023 OFCC guidelines	Delta	%	Average Size	Recommended site size per 2023 OFCC guidelines	Delta	%
Cassingham Elementary	917	1,200	-283	-31%	819	900	-81	-10%	1,000	1,000	-1,000	
Maryland Elementary	908	1,200	-292	-32%	773	900	-127	-16%	1,000	1,000	-1,000	
Montrose Elementary	965	1,200	-235	-24%	921	900	21	2%	1,000	1,000	-1,000	
Bexley Middle School					720	900	-180	-25%	1,124	1,000	124	11%
Bexley High School					706	900	-194	-27%	1,226	1,200	26	2%

School Sites

- CONTEXT: Primarily surrounded by single housing and at Montrose commercial uses to the north
- SIZE: Generally constricted sites, especially Cassingham Complex
- TRAFFIC: Drop-off/pick-up occurs in street as opposed to best practice of on site
- PARKING: Generally limited, event parking an issue, especially at Cassingham Complex
- ACCESSIBILITY: Most sites have accessible although not equitable routes
- STORM WATER: Select schools report issues



School Buildings

- DATED: Designed for a different time and different educational modalities (i.e. direct instruction)
- FLEXIBILITY: Lack of variation of learning spaces a common issue
- COLLABORATIVE SPACE: Very few intentionally designed spaces
- STUDENT FURNITURE: Some new, most dated, some in poor condition, generally not collaborative, not ergonomic
- DAYLIGHTING: Some “buried” spaces resulting from previous additions, some window replacements reduced daylight
- COMMUNITY USE: Schools heavily used after hours but in most cases must use gates to segregate use
- SECURITY: All schools have security access control, Cassingham has secure vestibule
- TECHNOLOGY: Inconsistency between teaching spaces



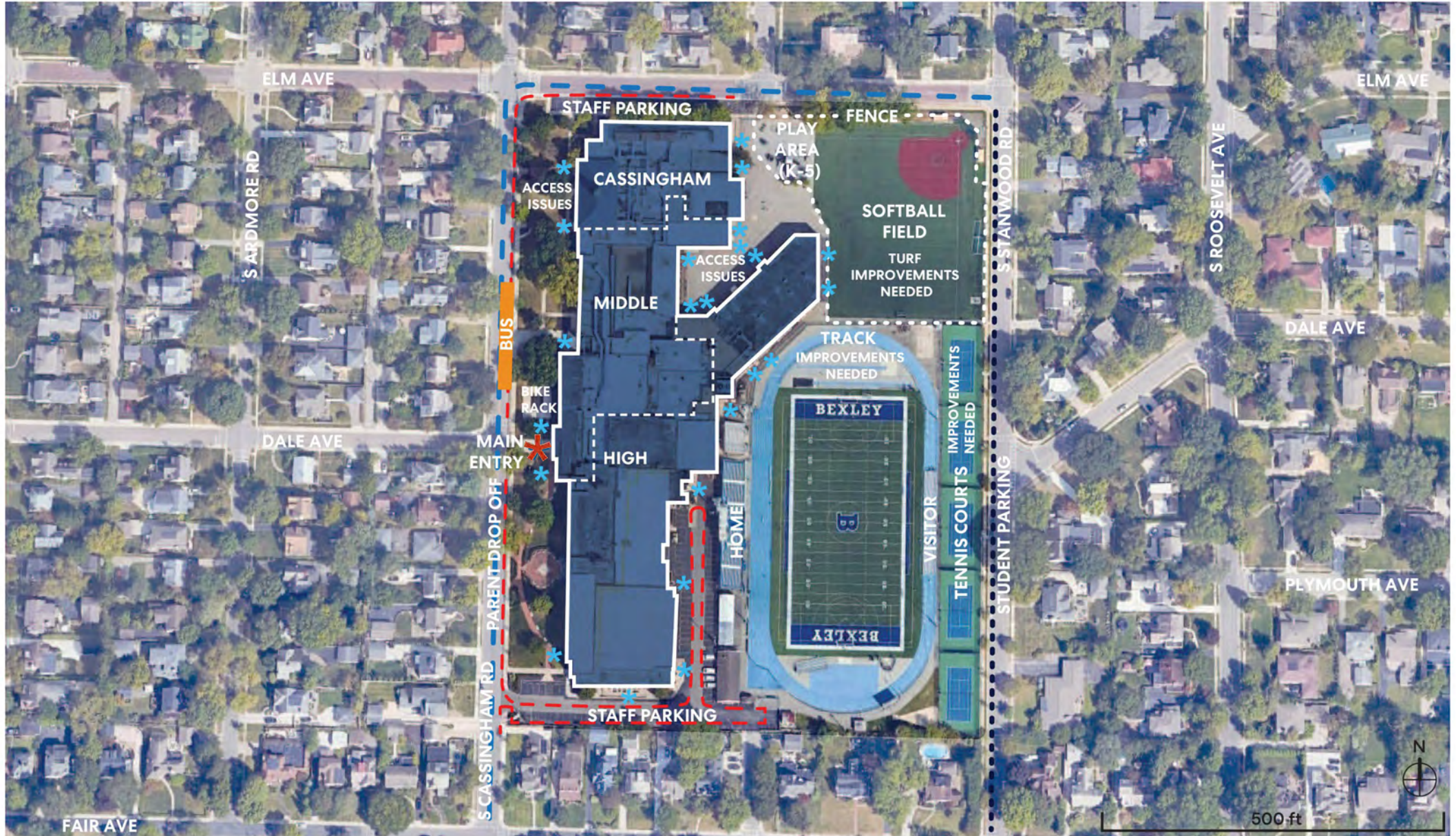
**MIDDLE SCHOOL
HIGH SCHOOL**

Bexley Middle and High School

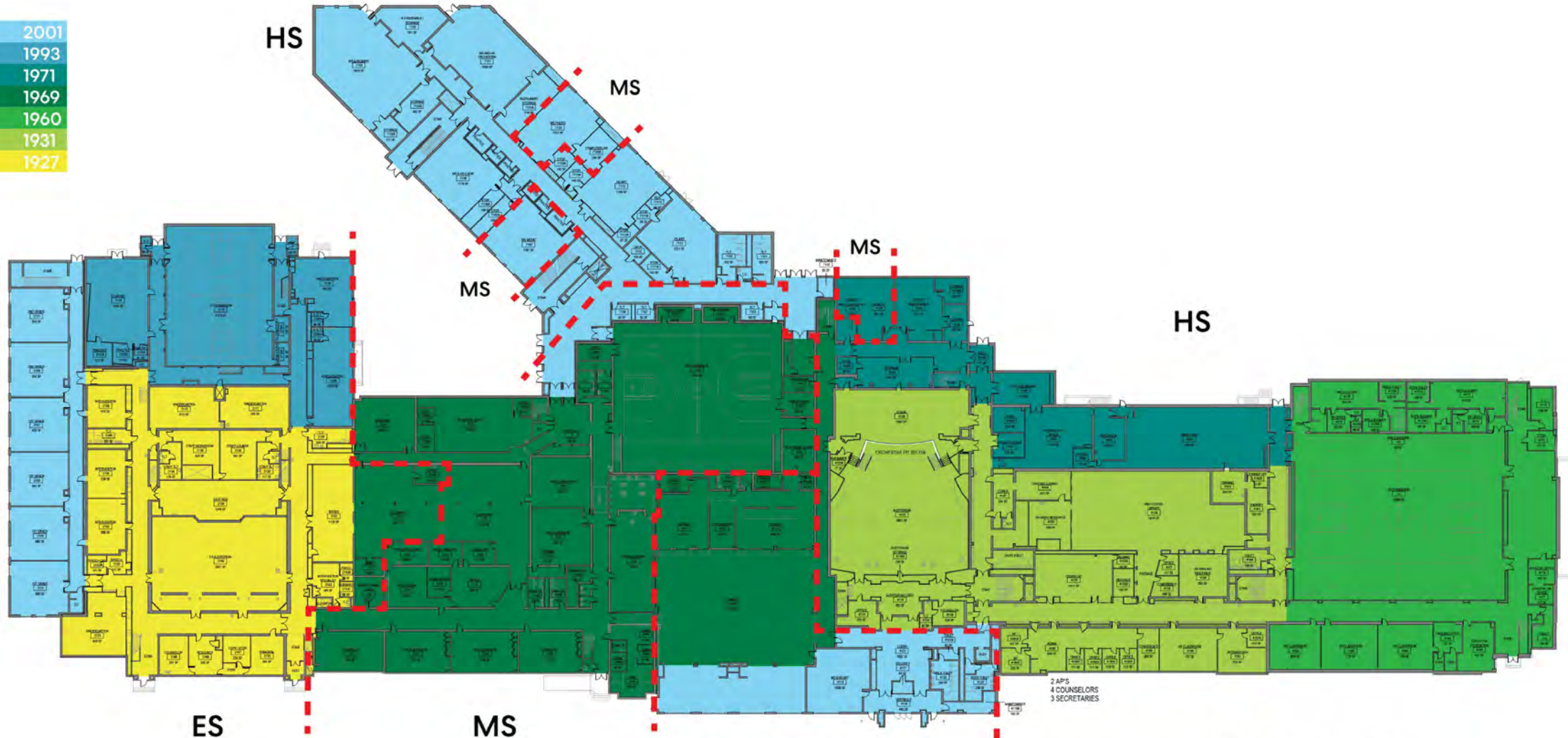
Physical Facility Adequacy Assessment



Site Analysis

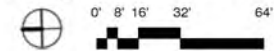


Chronology Diagram

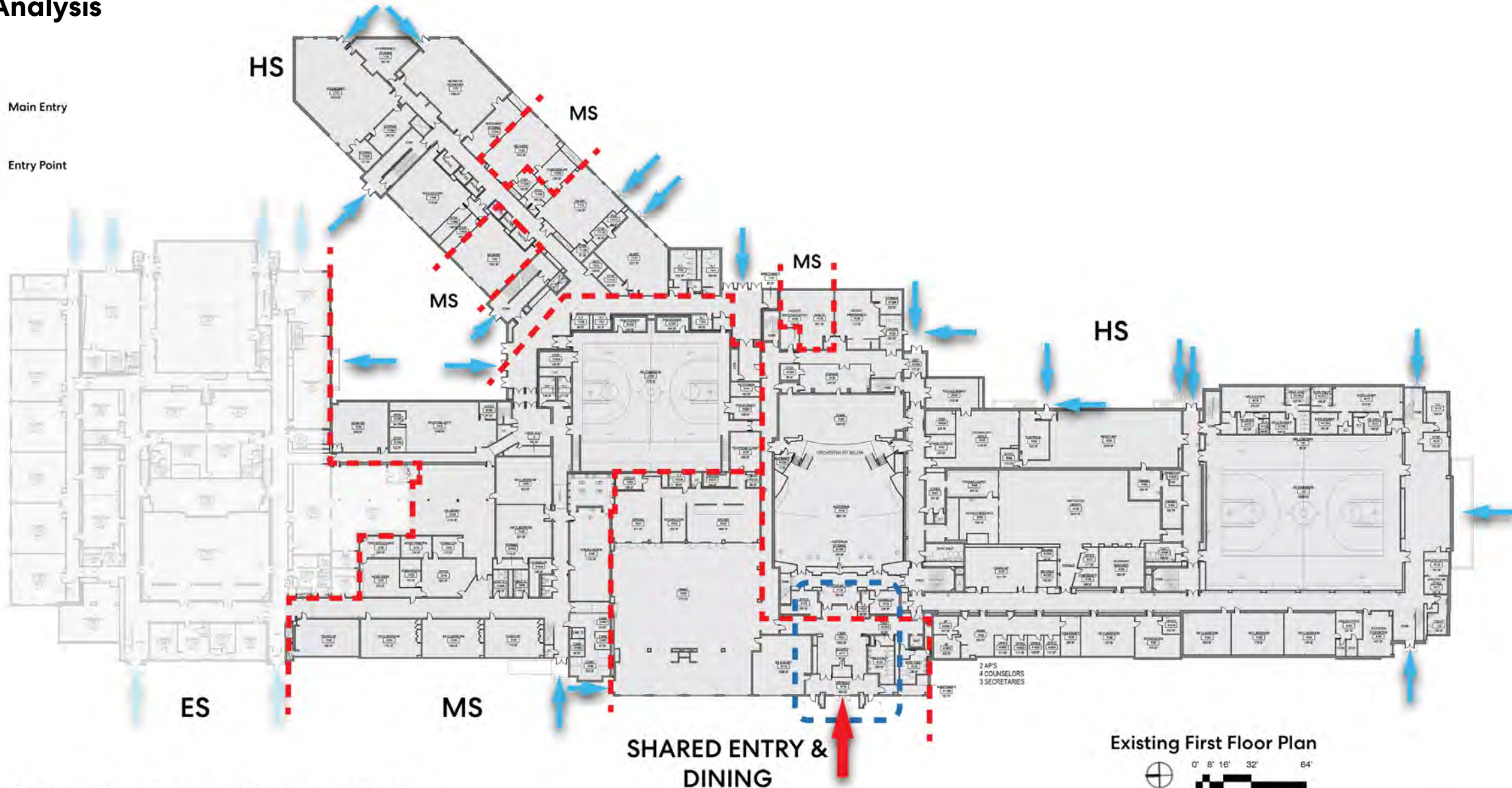


SHARED ENTRY & DINING

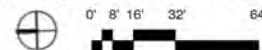
Existing First Floor Plan



Entry Analysis



Existing First Floor Plan



Restroom Analysis

Level 01

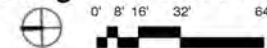
- GIRLS RESTROOM
- BOYS RESTROOM
- UNISEX RESTROOM
- STAFF RESTROOM
- ACCESSIBLE RESTROOM



2 APS
4 COUNSELORS
3 SECRETARIES

SHARED ENTRY &
DINING

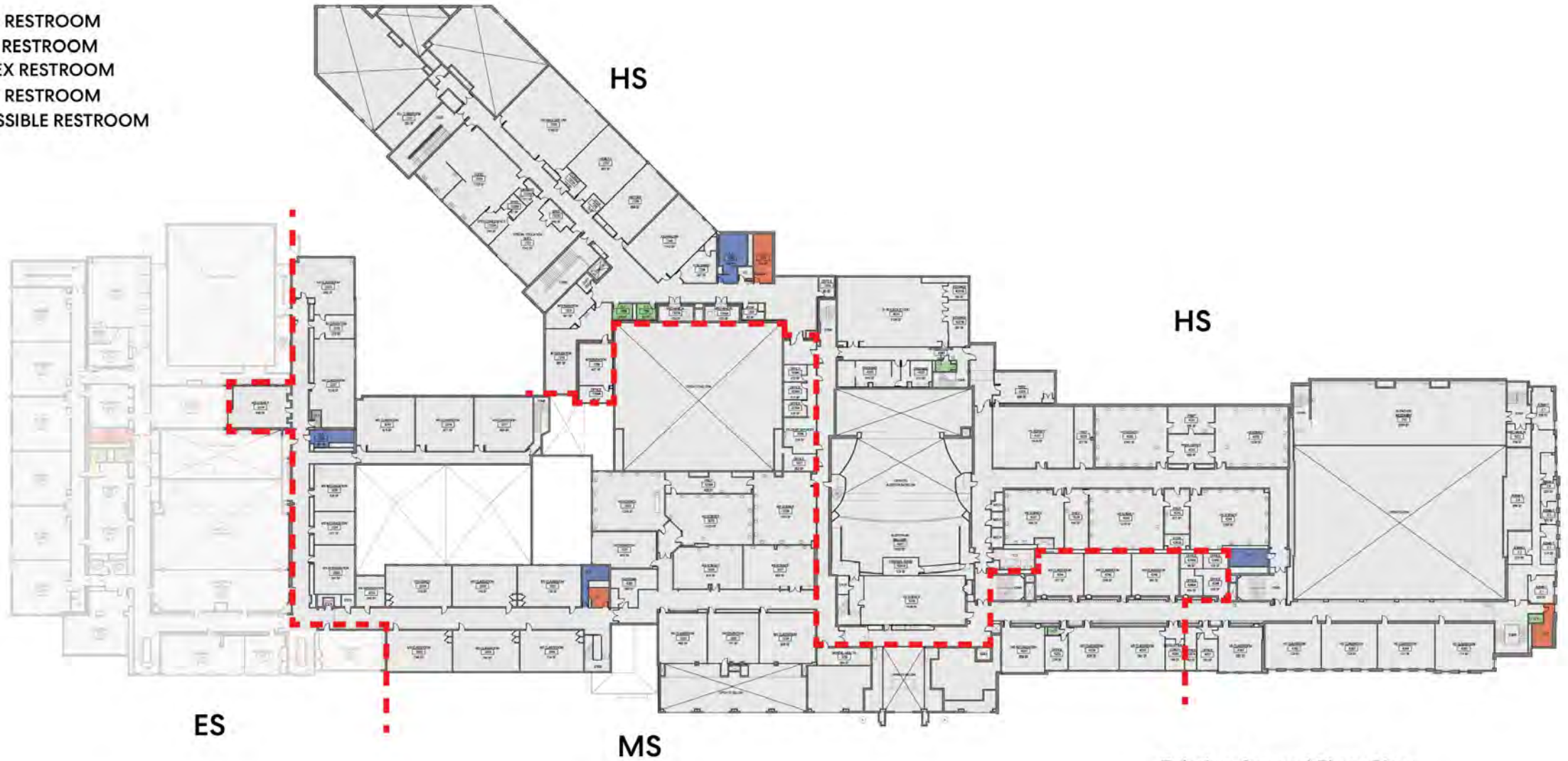
Existing First Floor Plan



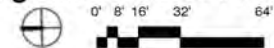
Restroom Analysis

Level 02

- GIRLS RESTROOM
- BOYS RESTROOM
- UNISEX RESTROOM
- STAFF RESTROOM
- ACCESSIBLE RESTROOM



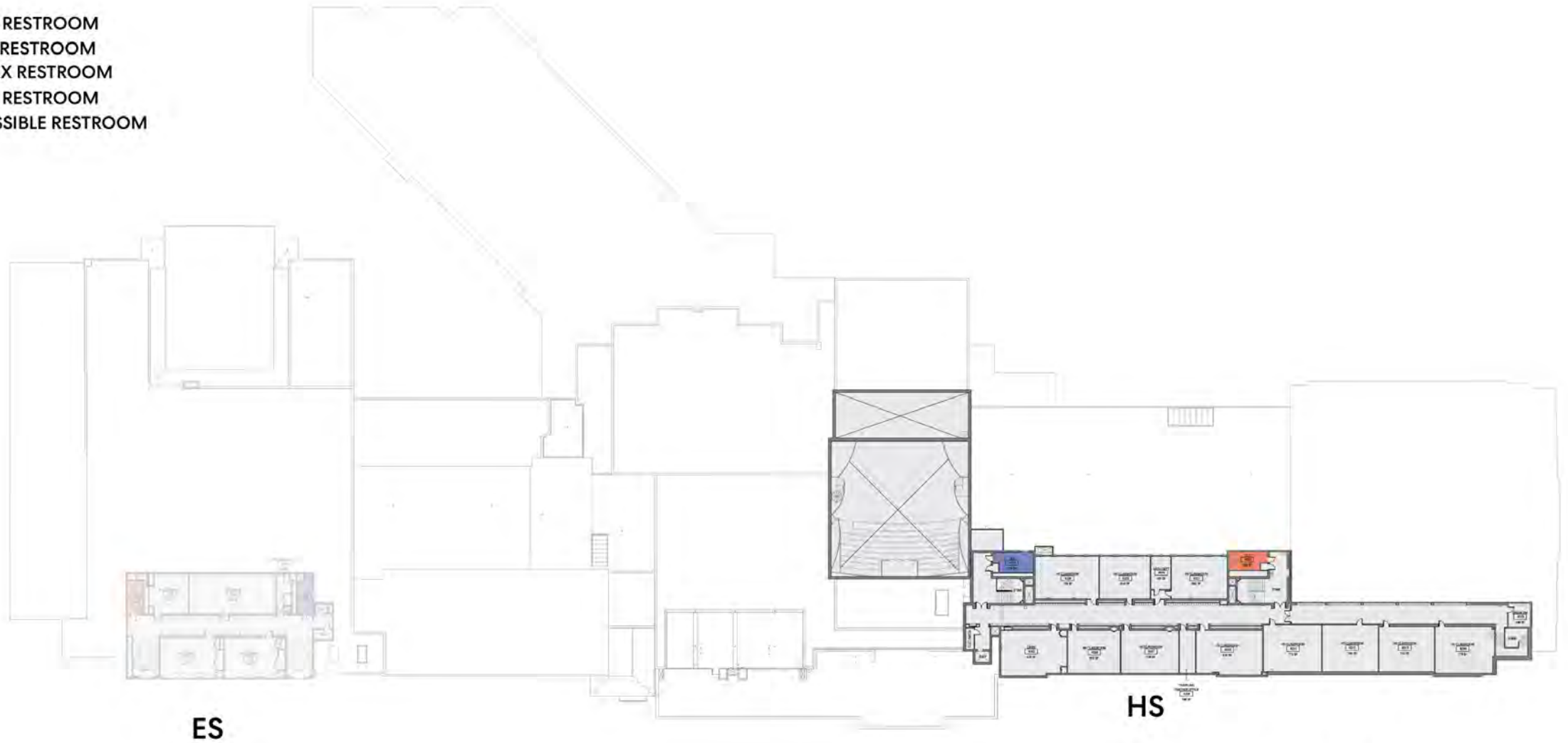
Existing Second Floor Plan



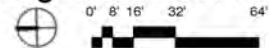
Restroom Analysis

Level 03

-  GIRLS RESTROOM
-  BOYS RESTROOM
-  UNISEX RESTROOM
-  STAFF RESTROOM
-  ACCESSIBLE RESTROOM



Existing Third Floor Plan



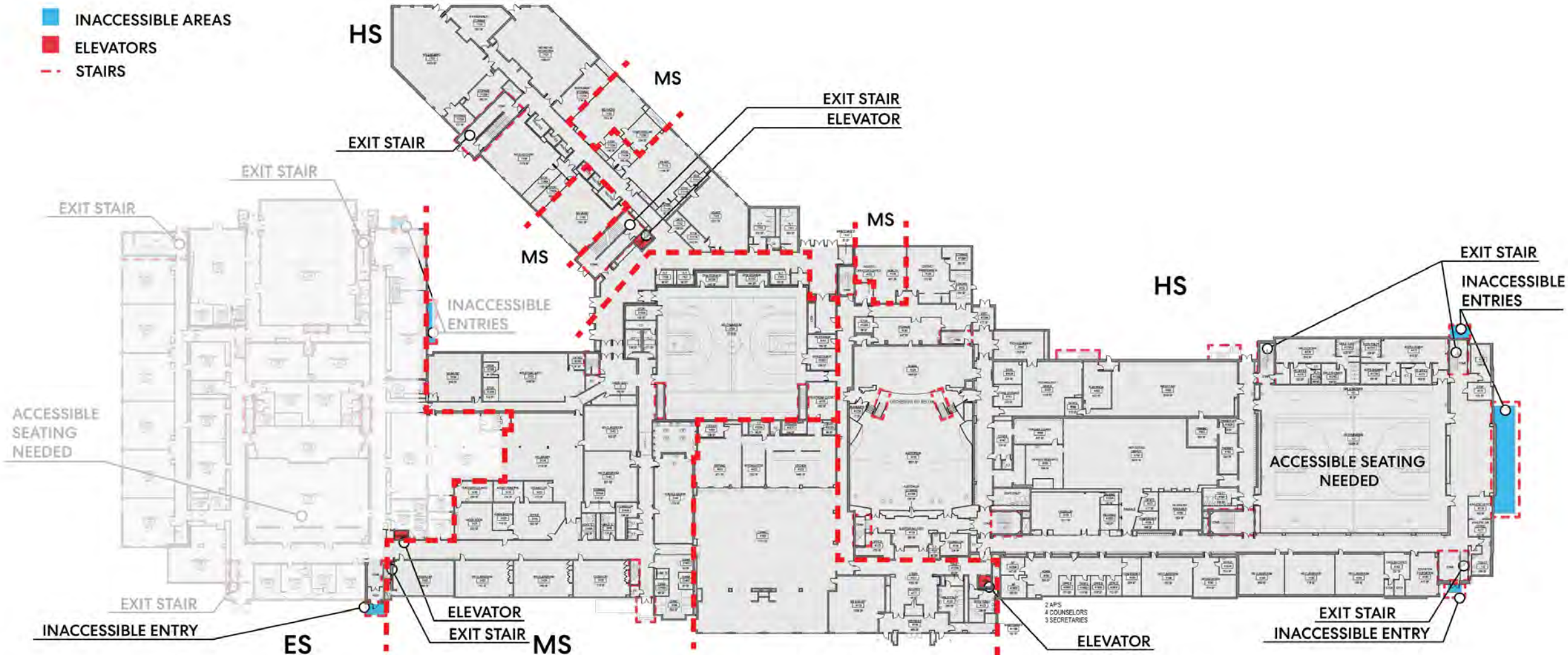
Accessibility Analysis

Level 01

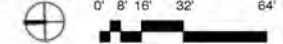
■ INACCESSIBLE AREAS

■ ELEVATORS

- - - STAIRS




Existing First Floor Plan



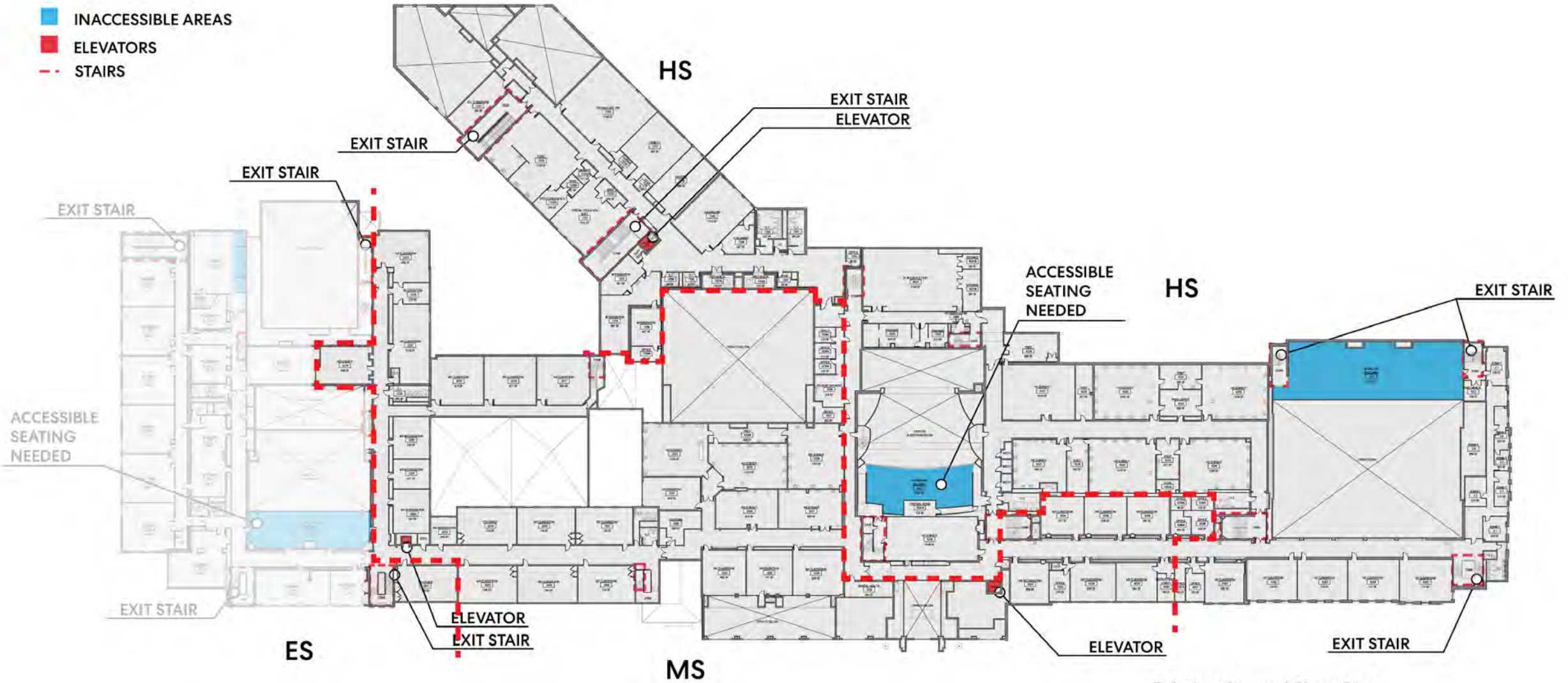
Accessibility Analysis

Level 02

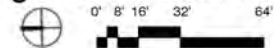
 INACCESSIBLE AREAS

 ELEVATORS

 STAIRS



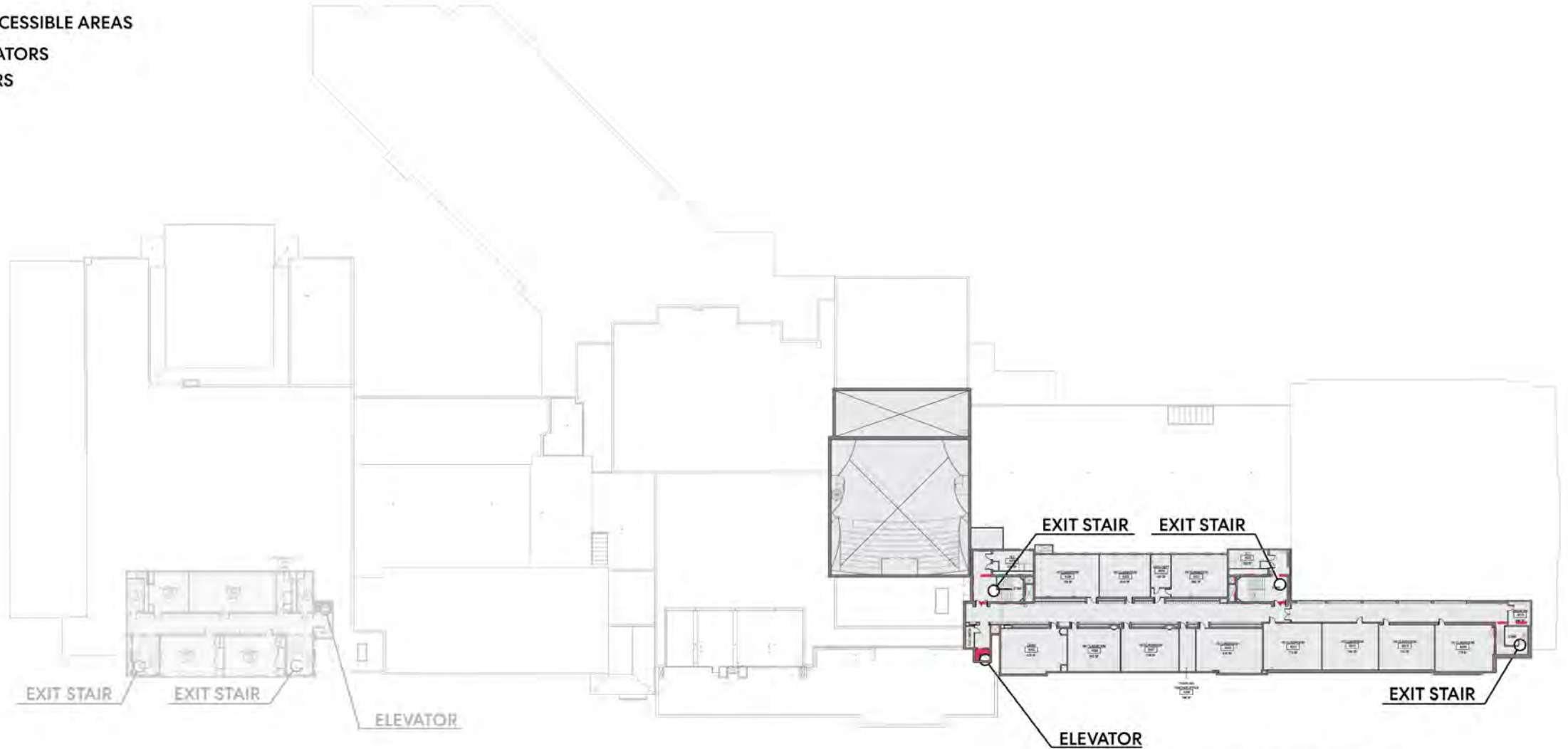
Existing Second Floor Plan



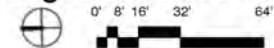
Accessibility Analysis

Level 03

- INACCESSIBLE AREAS
- ELEVATORS
- - STAIRS



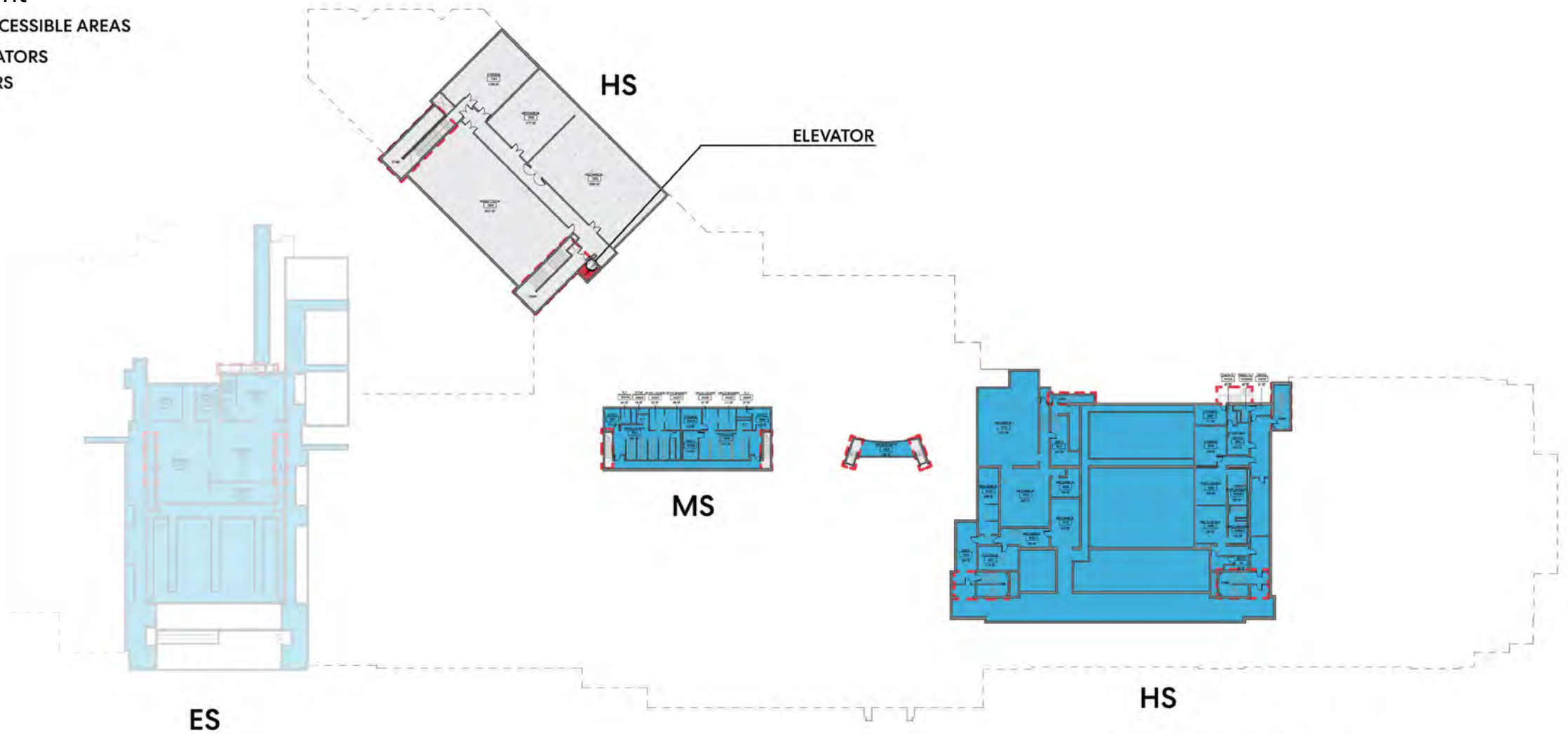
Existing Third Floor Plan



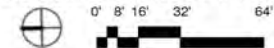
Accessibility Analysis

Basement

- INACCESSIBLE AREAS
- ELEVATORS
- - STAIRS

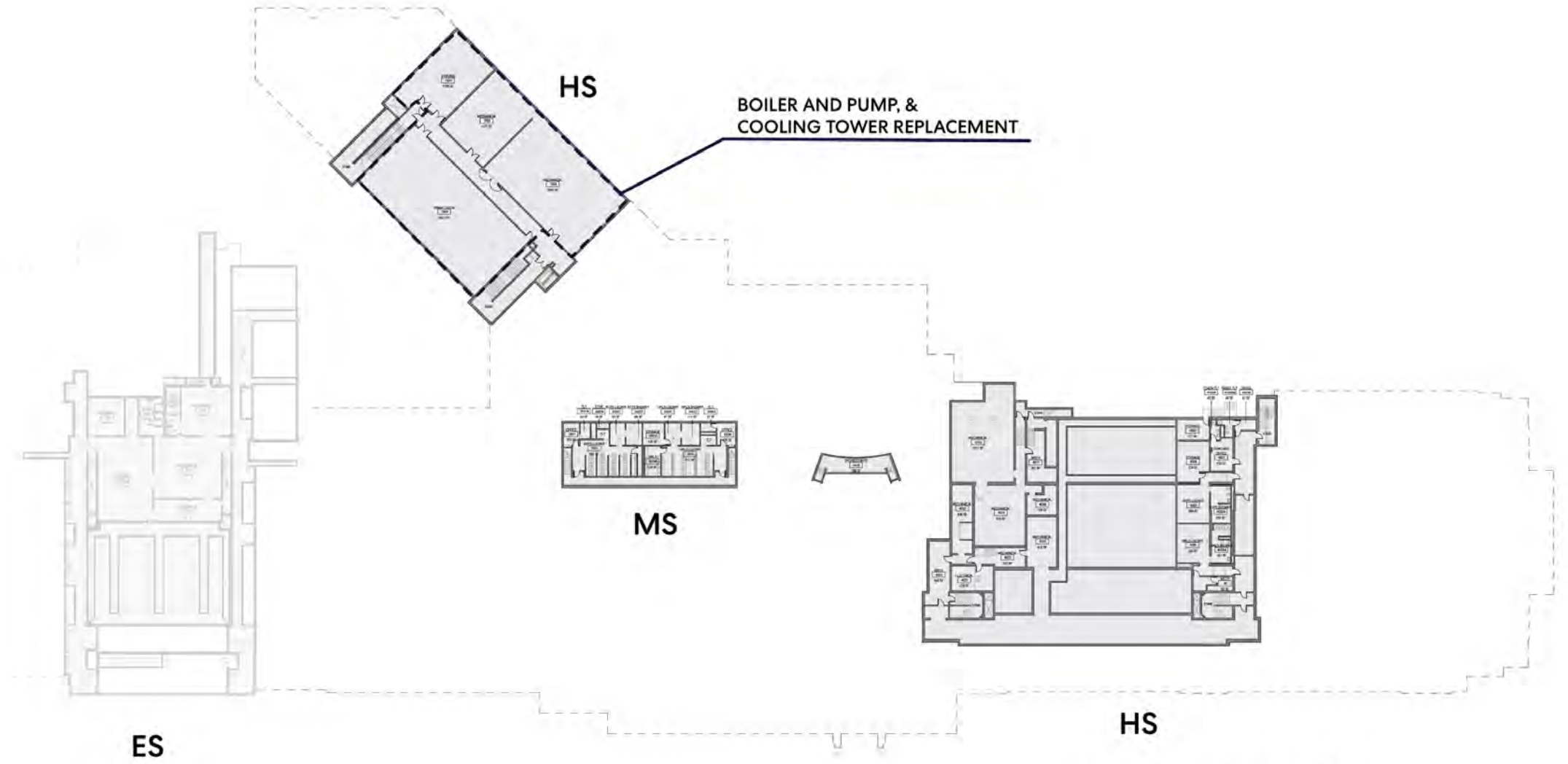


Existing Basement Floor Plan

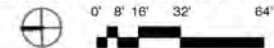


Physical Assessment Analysis

Basement



Existing Basement Floor Plan



Physical Facilities Assessment Summary: Bexley Middle and High School

- Many MEP systems have been replaced based on lifecycle
- Systems that have not yet been replaced are aging – boilers and pumps, terminal units, roofing, cooling towers, etc.
- Existing plumbing counts are lower than current building code; Toilets, urinals, sinks, and water fountains are aging and do not provide the efficiencies of low-flow fixtures
- Exterior structure has been well maintained but will need continued maintenance (tuckpointing, masonry cleaning and sealing, etc.)
- Existing building structure appears to be in good condition
- Window replacement needed throughout
- Replacement of finishes has occurred in phases
- Most of the lighting has been replaced with LED fixtures
- Security upgrades are planned for Summer 2024
- Accessibility improvements to restrooms and circulation areas are needed
- Existing sewage system and water supply appear sufficient
- Existing facility not equipped with sprinklers/fire suppression
- Site repairs necessary for railings and existing concrete steps



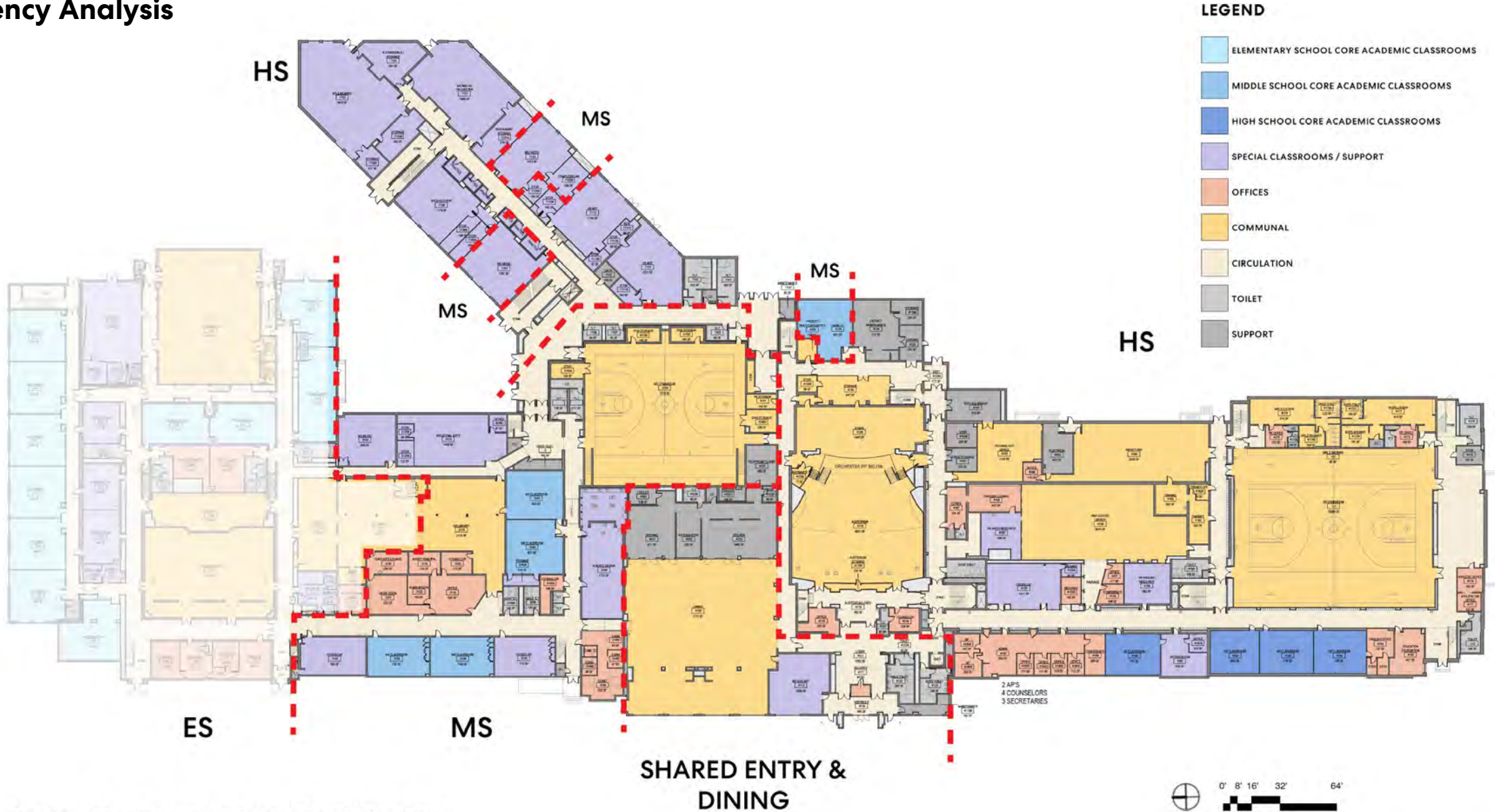
Bexley Middle and High School

Educational Adequacy Assessment



Adjacency Analysis

Level 01

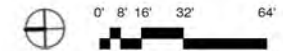


Adjacency Analysis

Level 02

LEGEND

- ELEMENTARY SCHOOL CORE ACADEMIC CLASSROOMS
- MIDDLE SCHOOL CORE ACADEMIC CLASSROOMS
- HIGH SCHOOL CORE ACADEMIC CLASSROOMS
- SPECIAL CLASSROOMS / SUPPORT
- OFFICES
- COMMUNAL
- CIRCULATION
- TOILET
- SUPPORT

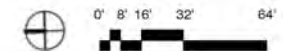
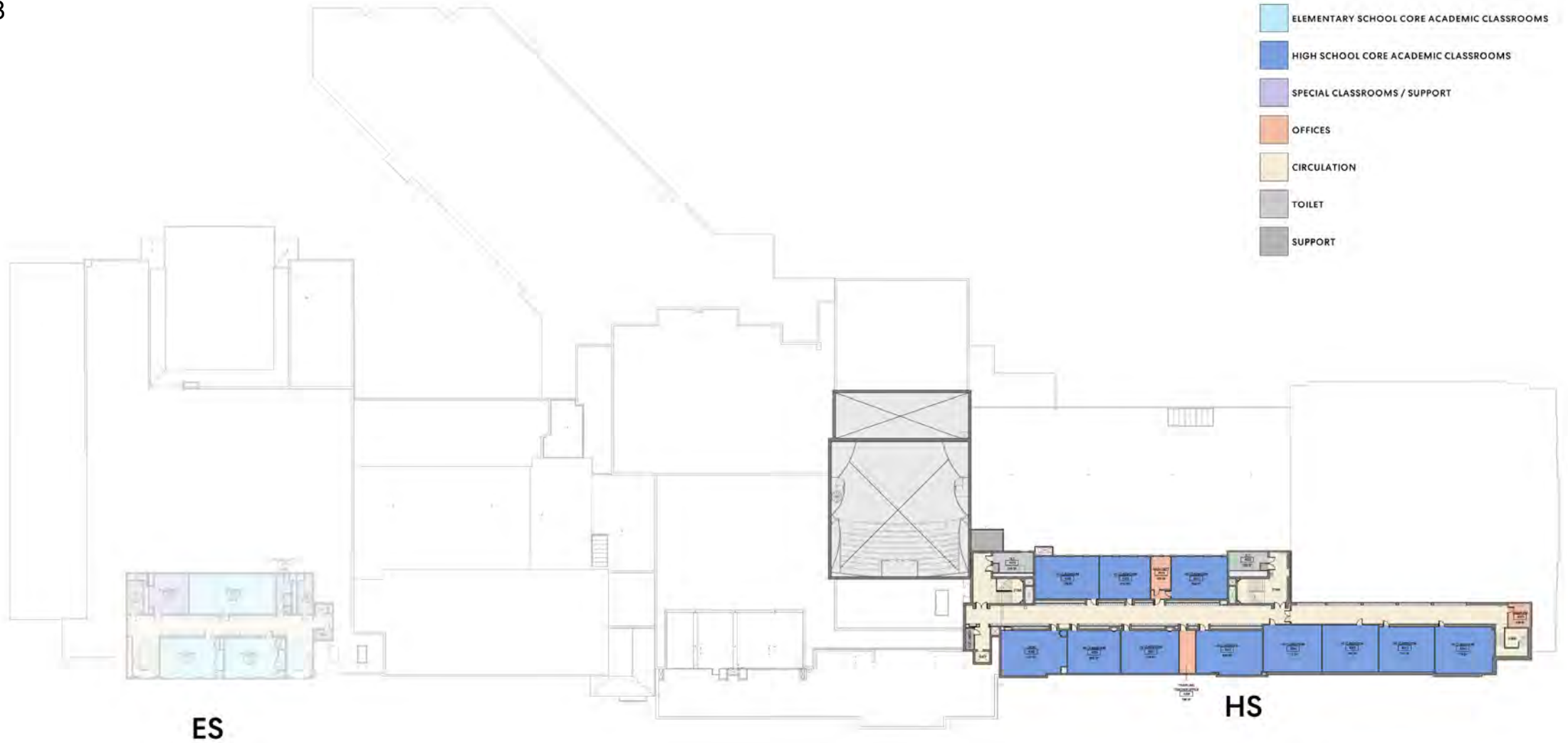


Adjacency Analysis

Level 03

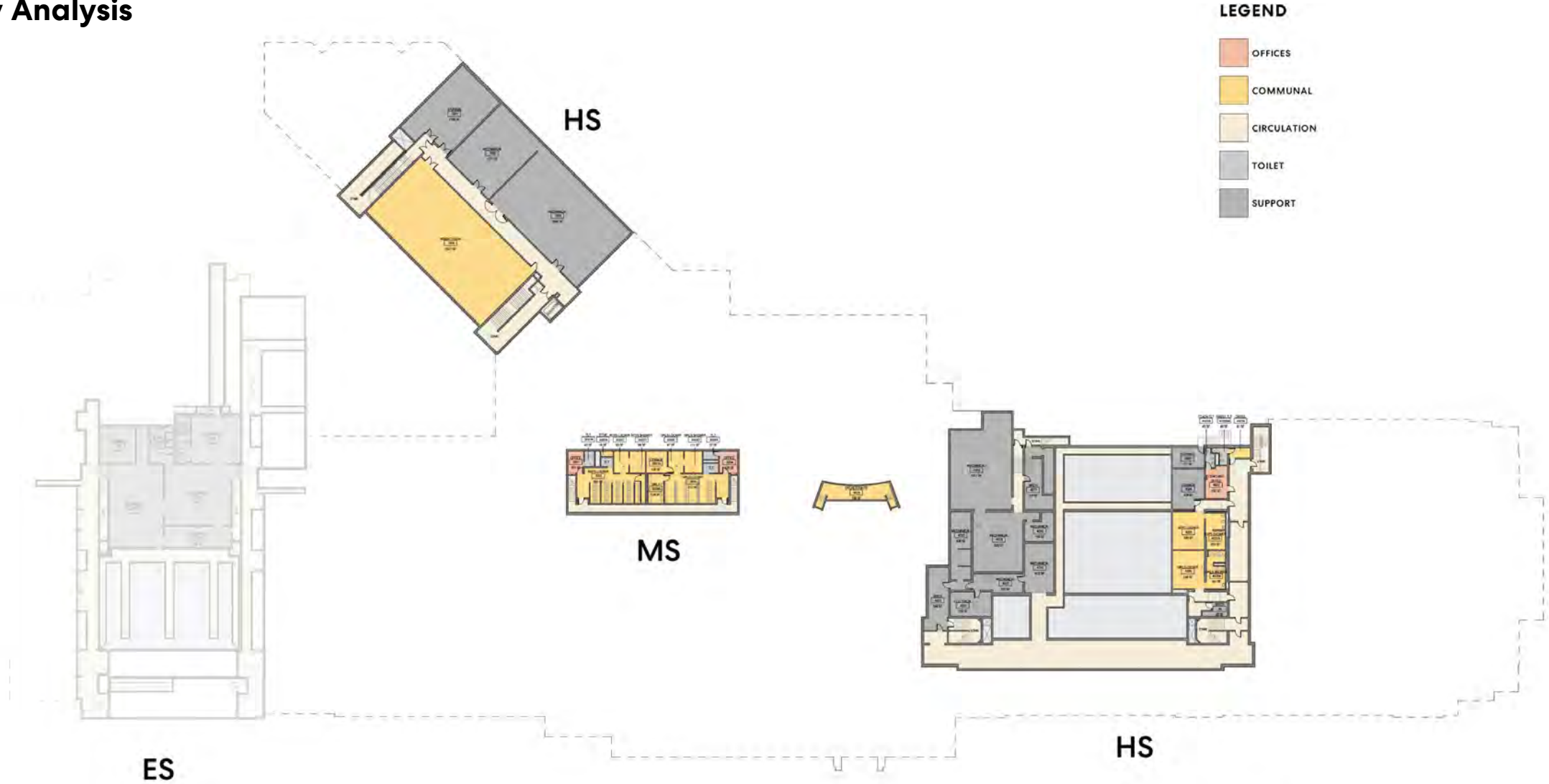
LEGEND

- ELEMENTARY SCHOOL CORE ACADEMIC CLASSROOMS
- HIGH SCHOOL CORE ACADEMIC CLASSROOMS
- SPECIAL CLASSROOMS / SUPPORT
- OFFICES
- CIRCULATION
- TOILET
- SUPPORT








Adjacency Analysis

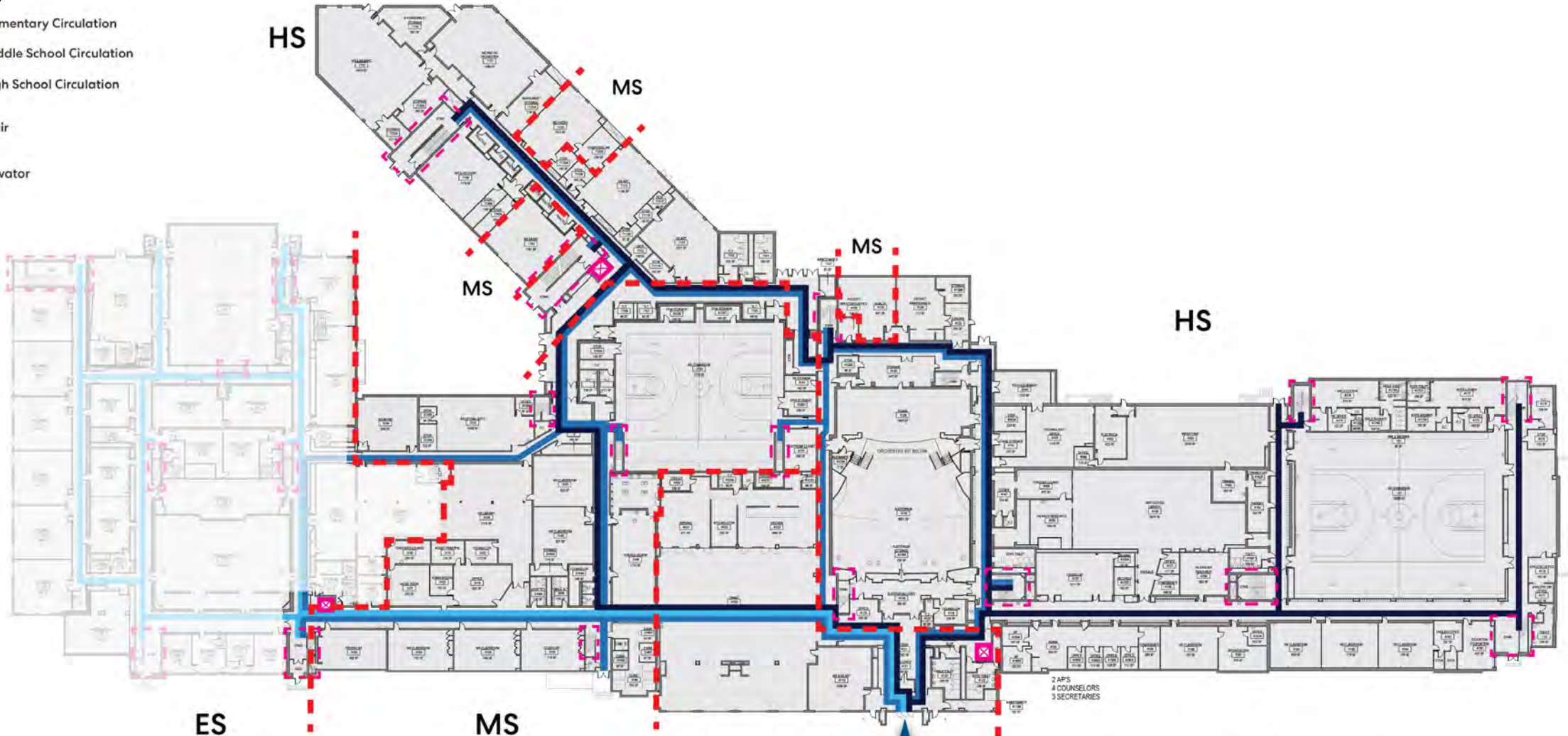
Basement



Circulation Analysis

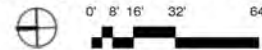
Level 01

-  Elementary Circulation
-  Middle School Circulation
-  High School Circulation
-  Stair
-  Elevator








SHARED ENTRY & DINING

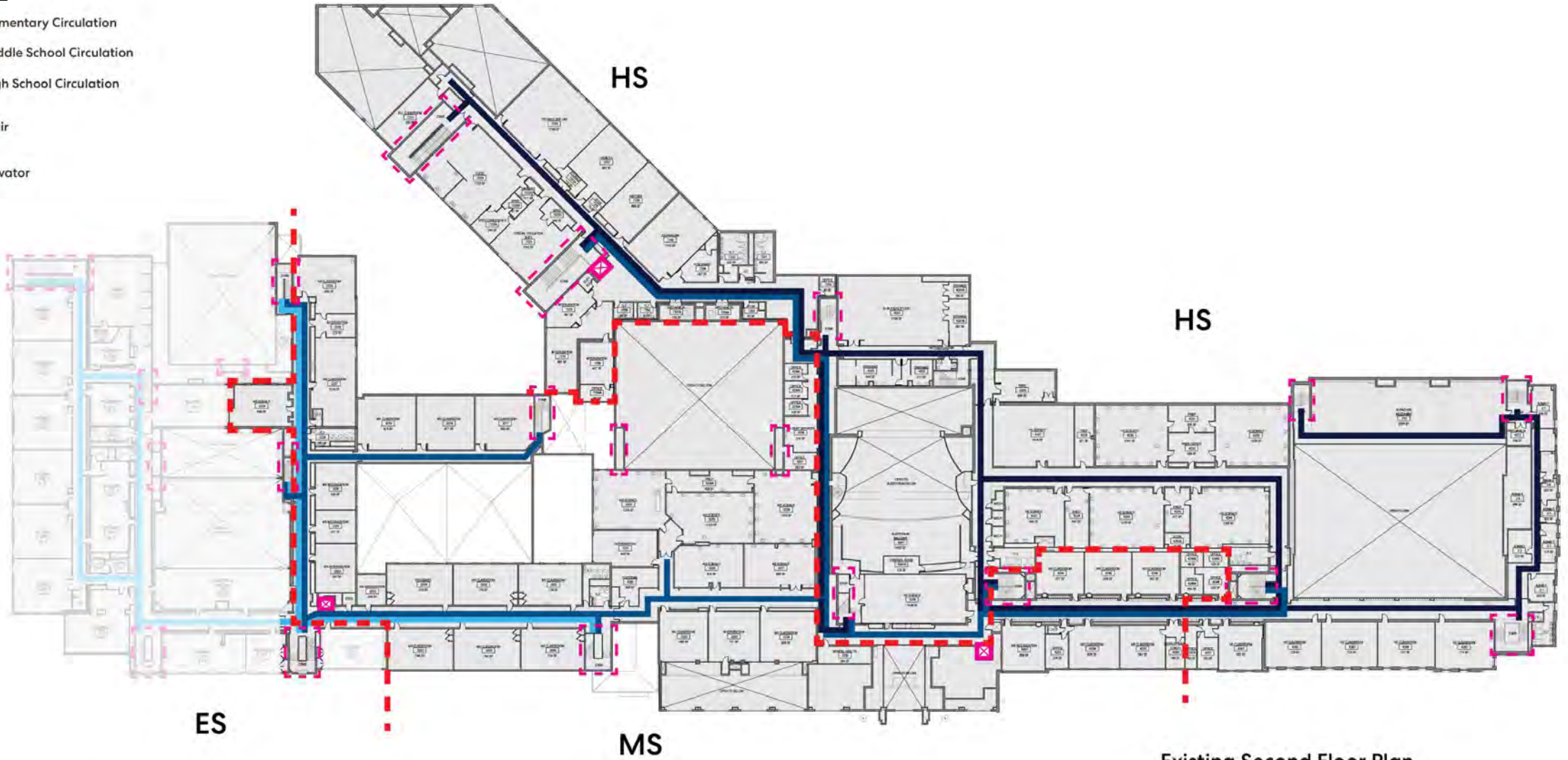
Existing First Floor Plan



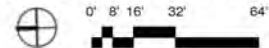
Circulation Analysis

Level 02

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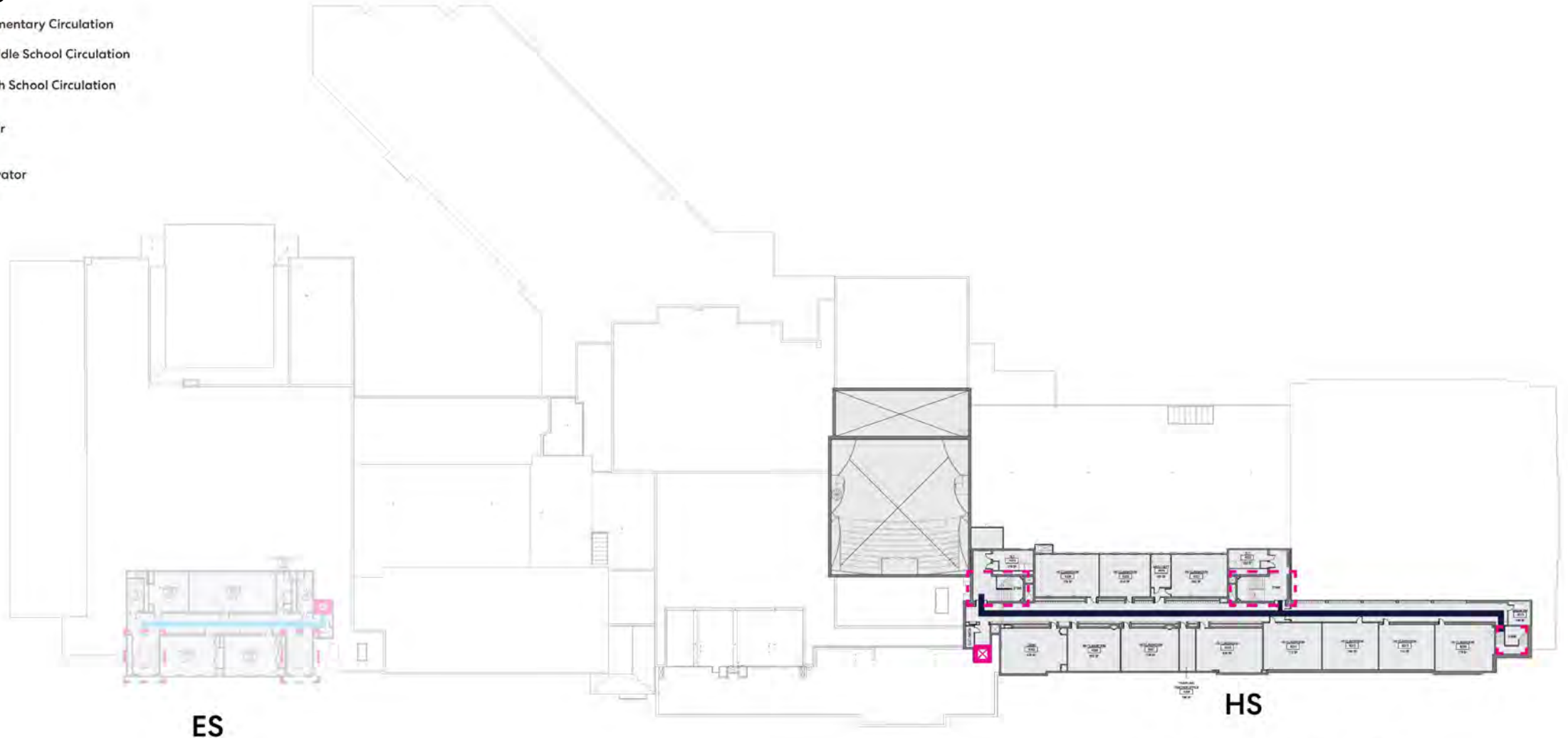
Existing Second Floor Plan



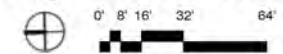
Circulation Analysis

Level 03

-  Elementary Circulation
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-  High School Circulation
-  Stair
-  Elevator








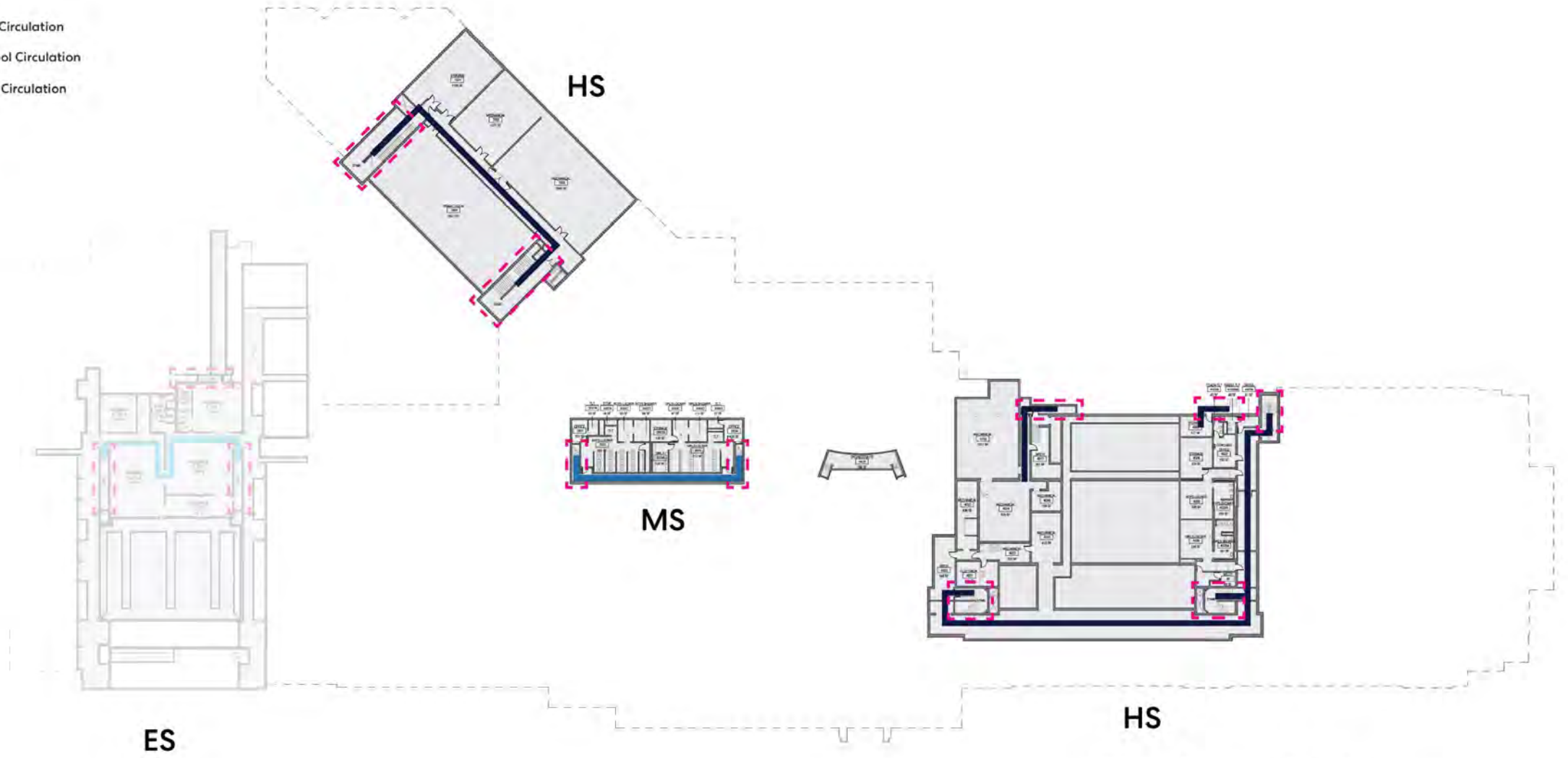
Existing Third Floor Plan



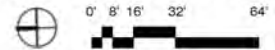
Circulation Analysis

Basement

-  Elementary Circulation
-  Middle School Circulation
-  High School Circulation
-  Stair
-  Elevator



Existing Basement Floor Plan



Kindergarten Classrooms



Science Classrooms



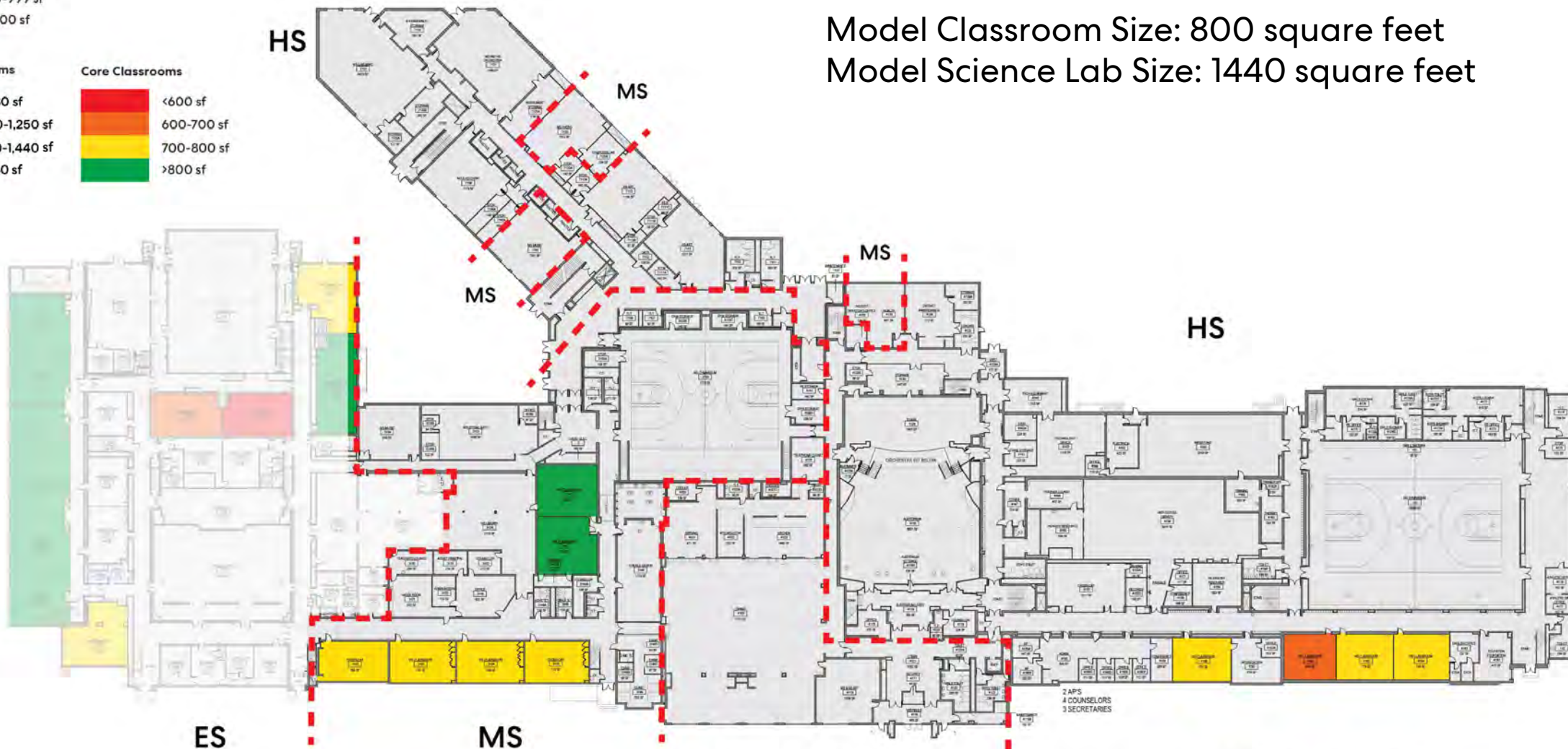
Core Classrooms



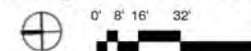
Classroom Size Analysis

Level 01

Model Classroom Size: 800 square feet
Model Science Lab Size: 1440 square feet



Existing First Floor Plan



Classroom Size Analysis

Level 02

Science Classrooms

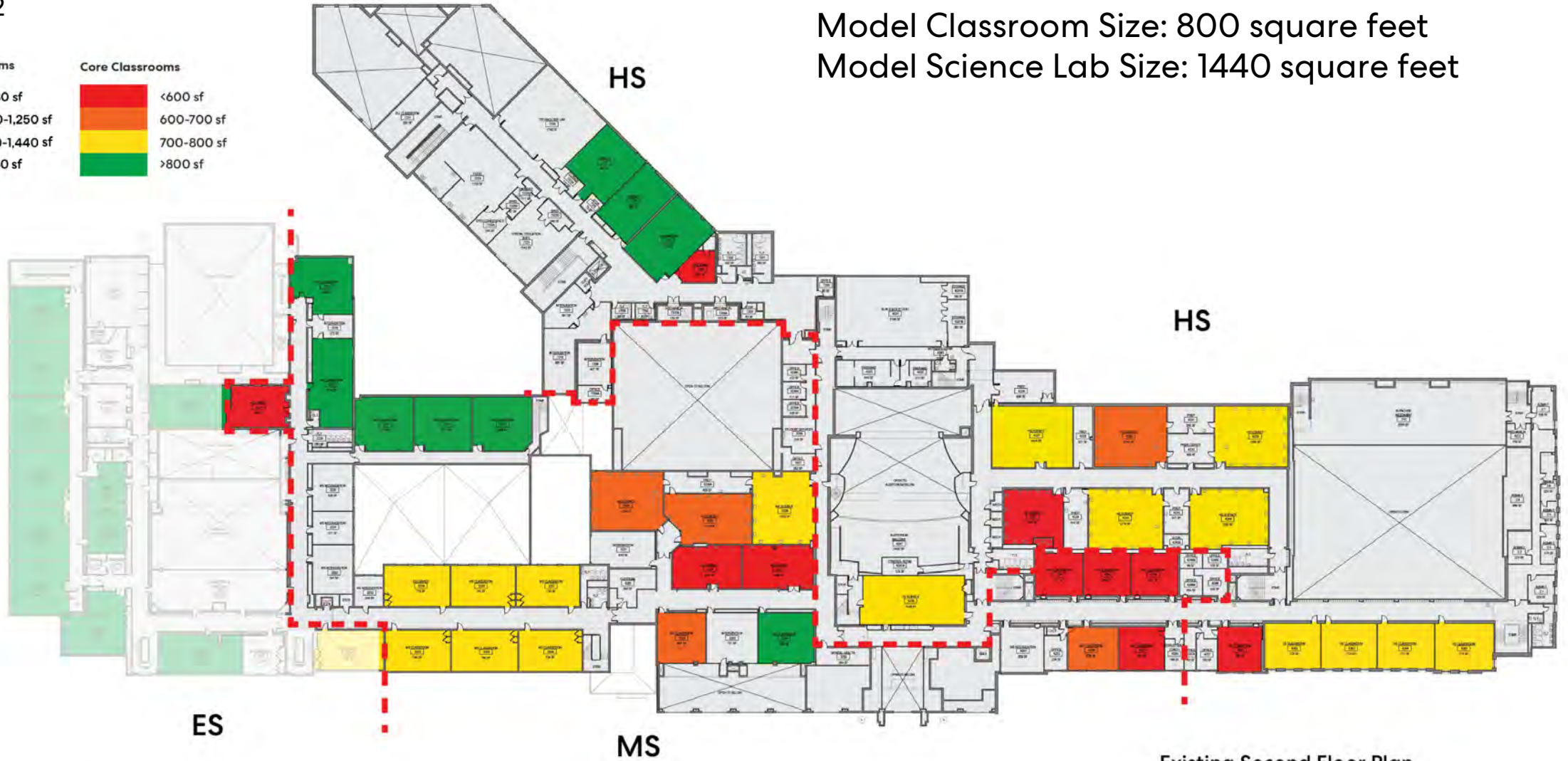


Core Classrooms

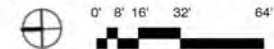


Model Classroom Size: 800 square feet

Model Science Lab Size: 1440 square feet



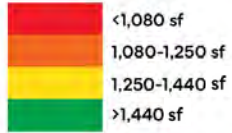
Existing Second Floor Plan



Classroom Size Analysis

Level 03

Science Classrooms

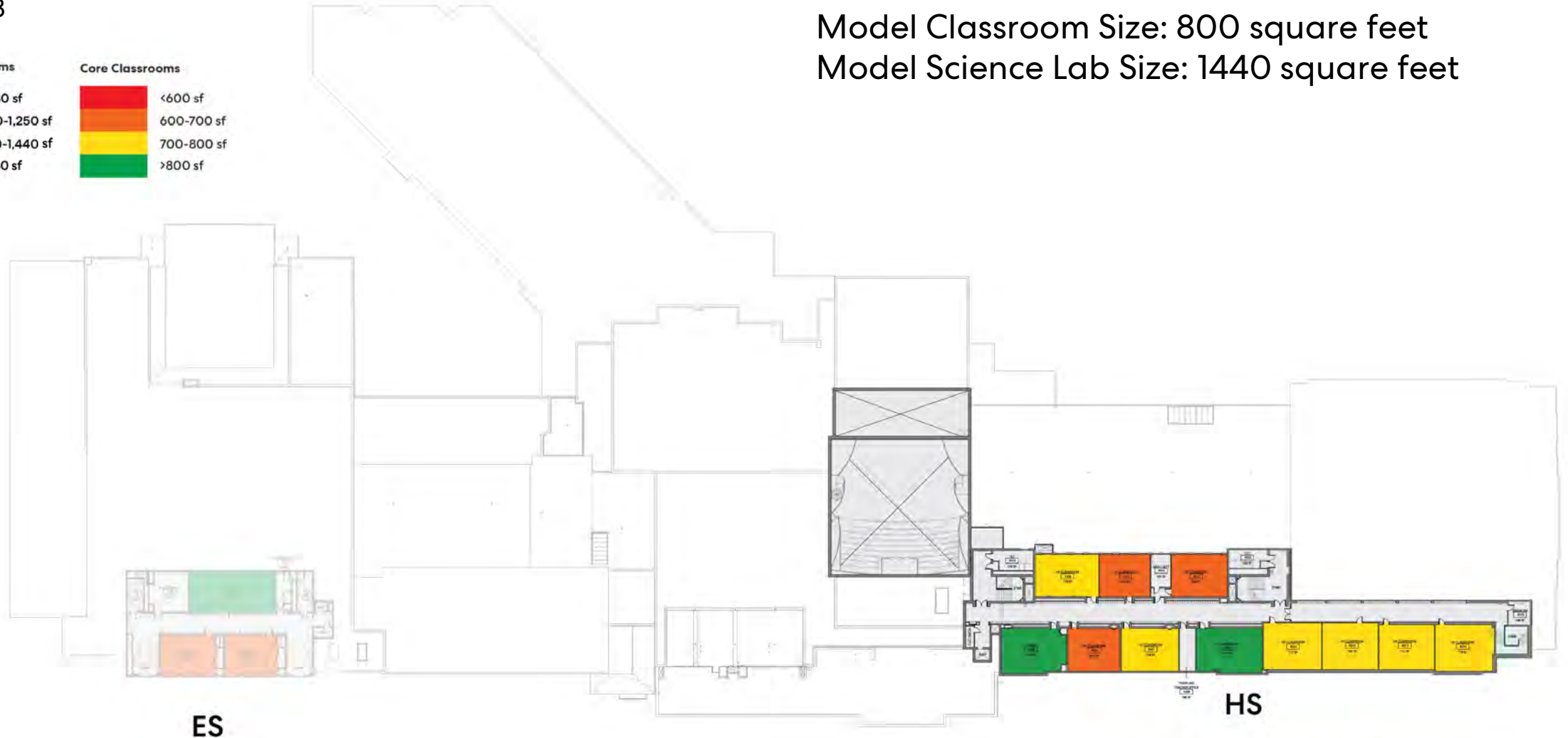


Core Classrooms



Model Classroom Size: 800 square feet

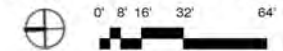
Model Science Lab Size: 1440 square feet



ES

HS

Existing Third Floor Plan



Daylighting

Daylighting has been linked to “better performance of students – as much as 20% improvement in math and 26% in reading on standardized tests”
(Heschong Mahone Group, 1999)



Daylight Analysis

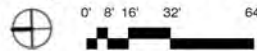
Level 01

- No Daylight
- Some Daylight
- Adequate Daylight



2 APS
4 COUNSELORS
3 SECRETARIES

Existing First Floor Plan



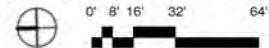
Daylight Analysis

Level 02

- No Daylight
- Some Daylight
- Adequate Daylight



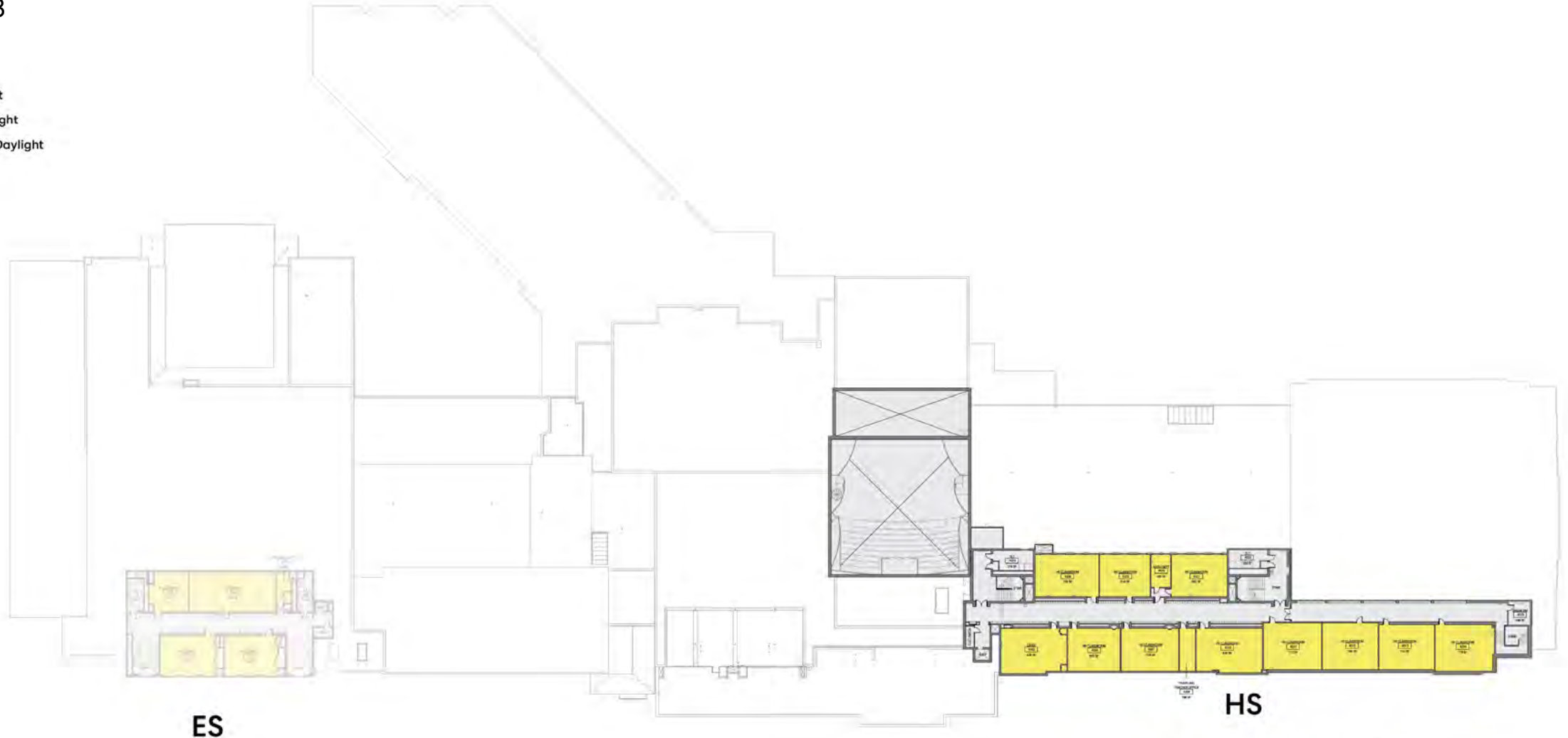
Existing Second Floor Plan



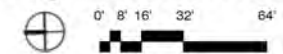
Daylight Analysis

Level 03

- No Daylight
- Some Daylight
- Adequate Daylight



Existing Third Floor Plan



Classroom Utilization 'Heat Map' Analysis

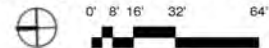
Level 01

TEACHING STATION UTILIZATION RATE
(8 PERIODS TOTAL)



2 APS
4 COUNSELORS
3 SECRETARIES

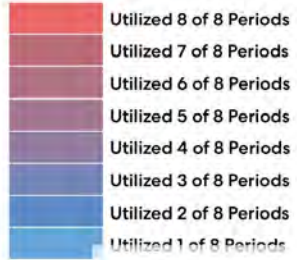
Existing First Floor Plan



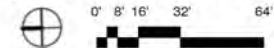
Classroom Utilization 'Heat Map' Analysis

Level 02

TEACHING STATION UTILIZATION RATE
(8 PERIODS TOTAL)



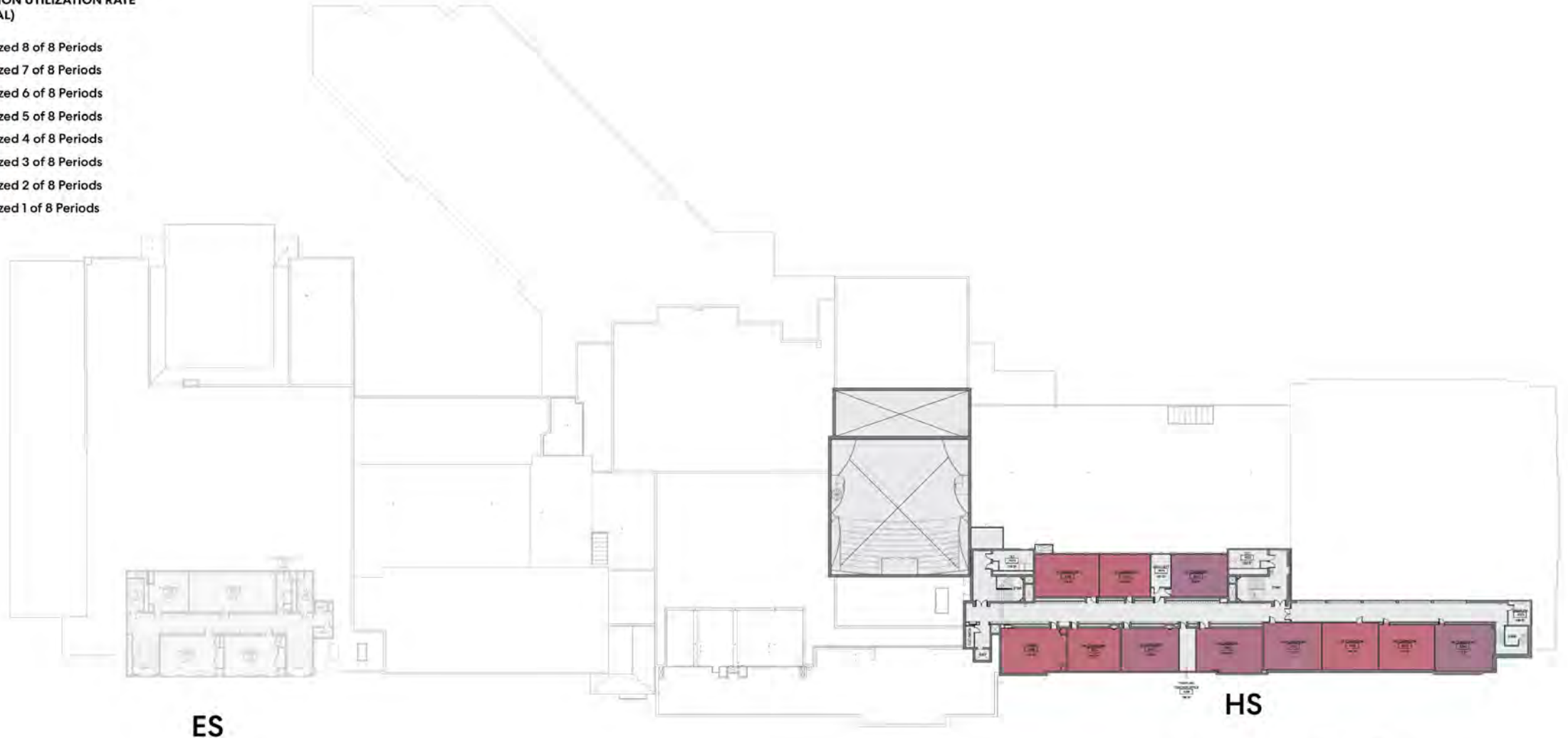
Existing Second Floor Plan



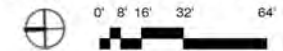
Classroom Utilization 'Heat Map' Analysis

Level 03

TEACHING STATION UTILIZATION RATE
(8 PERIODS TOTAL)



Existing Third Floor Plan

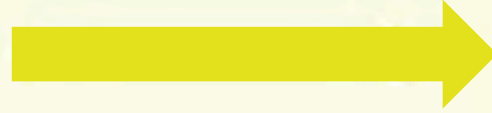


Educational Adequacy Assessment Summary: Bexley Middle and High School

- Some classroom sizes are too small for current educational modalities
- Many classrooms and student support spaces have no daylight
- Difficult to support interdisciplinary instruction
- Shared cafeteria presents challenges for all grade levels
- Corridors are narrow and wayfinding is challenging
- No intentionally designed collaborative or informal learning spaces
- Many restrooms are not ADA compliant
- Inclusive restrooms are limited and not centrally located for ease of access
- Many rooms have older, less flexible furniture
- Many offices are non-contiguous and would benefit from consolidation
- No intentional teacher collaboration spaces, makes sharing classrooms challenging
- Constricted site, lack of parking, open field space
- MS Media Center use conflicts with adjacent ES use
- Technology not standardized



Repair



Address the needs identified in the **physical facility assessments**

Renovate



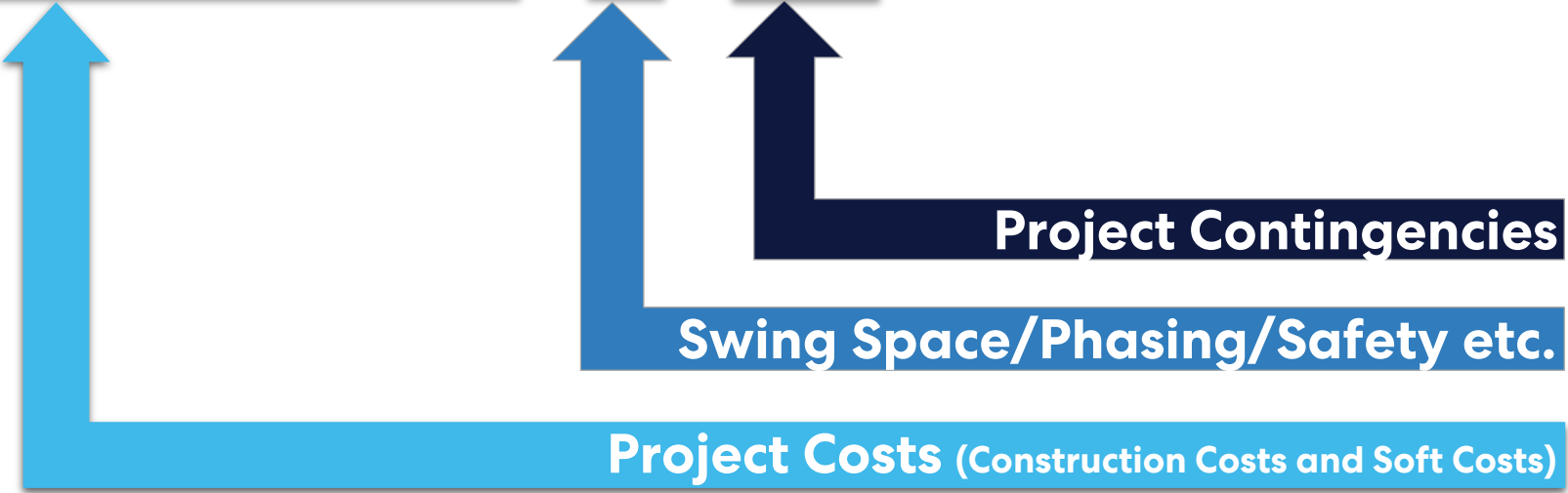
Address the needs identified in the **physical facility assessments PLUS** the needs identified in the **educational adequacy assessments**

Rebuild



Total project costs

What is included in the project costs?



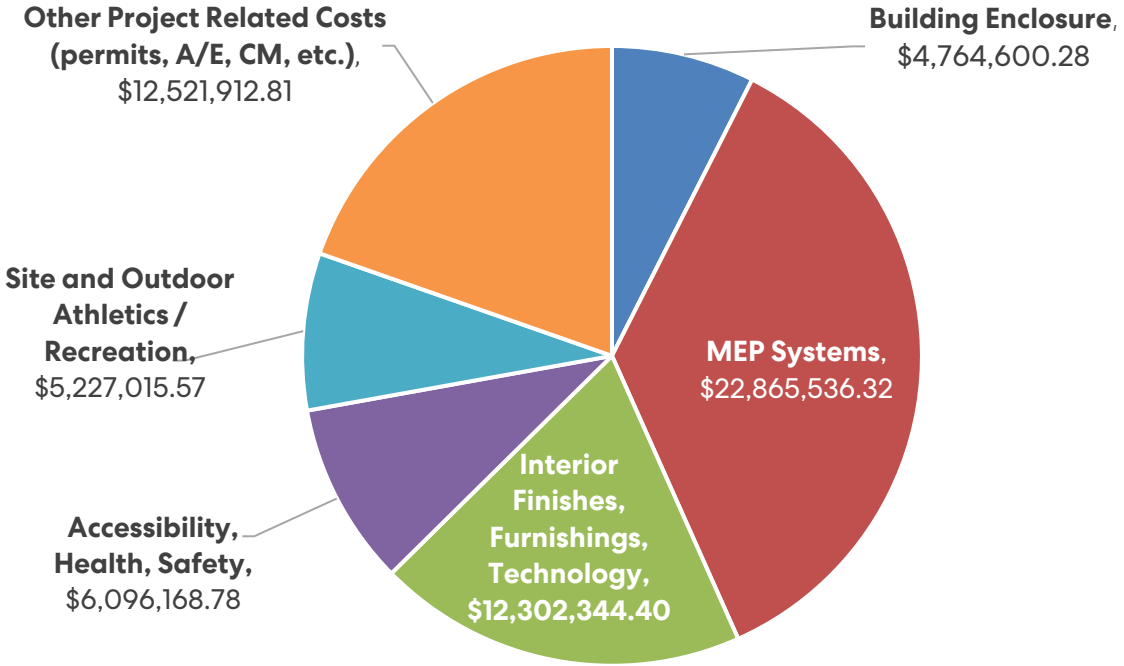
Project Costs (Construction Costs and Soft Costs)

Swing Space/Phasing/Safety etc.

Project Contingencies

Summary Distribution of Required Investment

BEXLEY MIDDLE & HIGH SCHOOL - SUMMARY
DISTRIBUTION OF REQUIRED INVESTMENT



- Building Enclosure
- MEP Systems
- Interior Finishes, Furnishings, Technology
- Accessibility, Health, Safety
- Site and Outdoor Athletics/Recreation
- Other Project Related Costs (permits, fees, etc.)

Bexley Middle and High School

WORK REQUIRED		TIMING OF REQUIRED INVESTMENT		
		0-5 YRS	6-10 YRS	11-15 YRS
Building Enclosure		\$	\$\$\$	\$
MEP Systems		\$	\$\$	\$\$\$
Interior Finishes, Furnishings, Technology		\$\$\$	\$\$\$	\$\$\$
Accessibility, Health, Safety		\$	\$\$\$	\$
Site and Outdoor Athletics/Recreation		\$\$\$	\$	\$\$
Other Project Related Costs (permits, fees, etc.)		\$\$	\$\$\$	\$\$\$

\$ - less than \$1,000,000 \$\$ - \$1,000,000-\$3,000,000 \$\$\$ - more than \$3,000,000

Bexley Middle and High School

BUILDING SYSTEM	2023 COSTS	COSTS ESTIMATED FOR WORK PERFORMED IN			ESTIMATED TOTAL
		0-5 Years	6-10 Years	11-15 Years	
Building Enclosure	\$3,601,073.93	\$69,371.16	\$4,469,358.59	\$225,870.54	\$4,764,600.28
MEP Systems	\$14,862,255.75	\$418,480.15	\$1,100,512.88	\$21,346,543.29	\$22,865,536.32
Interior Finishes, Furnishings, Technology	\$9,274,612.50	\$3,532,247.91	\$4,008,845.54	\$4,761,250.95	\$12,302,344.40
Accessibility, Health, Safety	\$4,672,365.49	\$752,842.71	\$4,806,366.98	\$536,959.09	\$6,096,168.78
Site and Outdoor Athletics / Recreation	\$4,251,900.00	\$3,344,724.65	\$263,361.81	\$1,618,929.12	\$5,227,015.57
Other Project Related Costs (permits, A/E, CM, etc.)	\$2,984,413.69	\$1,983,170.30	\$3,578,659.25	\$6,960,083.26	\$12,521,912.81
2023 COSTS TOTAL	\$39,646,621.36				
0-5 YEAR TOTAL		\$10,100,836.87			
6-10 YEAR TOTAL			\$18,227,105.06		
11-15 YEAR TOTAL				\$35,449,636.25	
ESTIMATED TOTAL					\$63,777,578.18

Note: This assessment forecasts annual escalation rates commensurate with each time frame.

Other project related costs include: Land survey, soil borings/Phase I Environmental Site Assessment, agency approval fees (building code), construction testing, printing of bid documents, advertising for bids, builders risk insurance, bond fees, design professionals compensation, CM compensation, commissioning and maintenance plan advisor and Other Project Related Costs contingency.

Districtwide Summary

SCHOOL	2024 COSTS	COSTS ESTIMATED FOR WORK PERFORMED IN			ESTIMATED TOTAL
		0-5 Years	6-10 Years	11-15 Years	
Cassingham Elementary	\$19,557,524.90	\$3,675,203.76	\$15,672,279.00	\$6,789,120.56	\$26,136,603.33
Maryland Elementary	\$20,417,697.75	\$3,638,429.52	\$11,569,835.09	\$13,058,683.27	\$28,266,947.88
Montrose Elementary	\$21,378,887.86	\$4,516,879.66	\$17,998,470.11	\$5,687,599.91	\$28,202,949.68
Middle and High School	\$39,646,621.36	\$10,100,836.87	\$18,227,105.06	\$35,449,636.25	\$63,777,578.18
ESTIMATED TOTAL	\$101,000,731.86	\$21,931,349.81	\$63,467,689.26	\$60,985,039.99	\$146,384,079.06

The Three “Buckets” for District Facilities Needs

As Identified in the Physical Facilities Assessment



District-wide TOTAL estimate (0-15 years): \$146,384,080



Agenda

Welcome – Dr. Harley Williams

Assessment/Cost Review – Design Team

Move to Miro Board – All Participants

Essential Questions – Building Team Members

Move to Big Group – Download Small Group – All Participants

What's Next? – Dr. Harley Williams

Miro Board & Discussion – Bexley Middle School

bit.ly/BexleyMiddleSchool-Miro (case sensitive)



A screenshot of a Miro board titled "Bexley Middle School Building Team Meeting 02" dated 04/03/2024. The board features a header with the Bexley City Schools logo and the slogan "WHERE WE CHAMPION OUR FUTURE". The main content is organized into five distinct breakout group sections, each with a unique background color: BREAKOUT GROUP 1 (yellow), BREAKOUT GROUP 2 (green), BREAKOUT GROUP 3 (teal), BREAKOUT GROUP 4 (peach), and BREAKOUT GROUP 5 (purple). Each section contains a complex diagram of interconnected nodes and text boxes, representing collaborative work. A vertical toolbar on the left side of the board includes icons for navigation, editing, and collaboration. At the bottom right, there are zoom controls showing a zoom level of <1% and a search icon.

Building Team Essential Questions

1. In what ways are the facilities failing to meet the expectations and needs of all stakeholders now and in the future?
2. What facility changes need to occur to align with the District's educational mission?
3. What do you perceive as sacred as it pertains to buildings or the district's facilities?

You will find these questions posted in Miro



CES 2 Feedback

What do you perceive as sacred as it pertains to buildings or the district facilities?

- Would love to keep some of the existing original stuff that is nostalgic - theater seating, railings etc. As a person whose grandparents, parents, and myself attended Bexley. Preserving bricks, benches, memorial trees, is the only sacred. Memories can still remain through photos. The buildings need updated.
- I think keeping 3 separate k-5 elementary schools—one in each section of Bexley—is a must for the community. Otherwise all creative ideas welcome! Knock buildings down and build new! Add on to existing structures! Go for anything!
- Jewel box that is CS theater, architectural details from structure built in 1927(relief sculptures on facade), clock tower could be referenced in some manner
- Bexley is a community rooted in history. I especially appreciated hearing the term “community of this vintage” during the presentation. Most are drawn to Bexley for the character and quaintness of the streets, and the history rooted in these 100+ year old homes. Likewise, the master planning of Bexley is its own form of suburban urbanism. The sense of community you get with the tighter grid and walk-ability of the neighborhoods, nestled in mature tree canopies is quintessential Bexley. I feel both of these traits are currently present in our schools. Both the “vintage” charm and the tighter acreage is reflected in the three school properties. So - when you ask me what is sacred, to me it’s the charm, the history, and the smart and efficient use of land. Whether it’s a simple repair, a renovation or a rebuild, I hope you consider the relic of these existing buildings and their site adjacencies to our community.
- Cassingham clock tower. Front face/entrance of Montrose. Maryland architecture. Mature trees on school grounds that have been there for decades.
- Sunlight! One of my kiddos was in a cassingham class last year with no windows, it was horrible. Having multi-use space for kids to hang out and more space for lunch. My kids are always saying how crowded the cafeteria at cassingham is and how it takes forever to get your food if you want hot lunch, then there are no seats left.
- Neighborhood schools where each Elementary child can safely walk to school
- I firmly believe that maintaining neighborhood schools is an essential goal. Bexley is a community of neighborhoods, and the elementary schools are also neighbor play grounds and gathering spots, places were we build community. I also believe that Cassingham and the HS are historic, at least the facades , and should be preserved, as well the FB stadium (it’s the “ playground “ for the HS!) I don’t believe the Cassingham complex front yard is sacred, however its utilization will require an outstanding design answer. The Cassingham playground is not sacred and can be relocated nor is the SB field.
- Nothing, but I know many community members feel the facade of the high school is important to keep.
- I'm not sure sacred is the right word. It feels judgemental.

Bexley Middle School – Building Team #1 Form Responses

Like

- The people
- New paint, new floors
- Classrooms are inviting
- Not much, feels like an afterthought, space limited, small
- Library use of flexible space and multiple modalities for group work
- Son indicates cafeteria size okay, science rooms well equipped, gym fine
- A few nice classrooms on front of building

Needs Improvement

- A lot: classrooms w/o windows, difficulty navigating, outdated classrooms/furniture, gloomy hallways (no natural light), lack of communal spaces, need more classrooms to eliminate floating teachers, lack of performance space/outdoor learning space/athletic fields, lack of intentional design for grade/departments
- MS in separate space just for them, if science was together teachers could share storage/prep areas. Nice to have more open common space for socialization, strip out old obsolete tech.
- MS gym/locker accessibility, space for Wellness Room, improve natural light
- Spaces do not optimize or elevate a MS student's experience, "building" squeezed into place, no communal student gathering spaces, classrooms small, school layout confusing, subjects not grouped, difficult to do cross-class collaboration, hallways too tight
- Need daylight! (remove metal panels), MS doesn't feel like its own place
- Better restrooms

Other

- Flex spaces
- Shared spaces at each school, second track or field add to Maryland or Montrose
- Add space for MS athletic training room

Miro Breakout Session Timing

– Total 30 minutes

- 10 minutes** Each participant works independently on the three essential questions
- 20 minutes** Group discussion: what are the common themes?

Each group appoints a spokesperson to share common themes with larger group.





Agenda

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- I'm not sure sacred is the right word. It feels judgemental.

Bexley High School – Building Team #1 Form Responses

Like

- Clean, classy feel, classrooms appropriately sized, space allocated to special programs

Needs Improvement

- **Accessibility** issues addressed for inclusivity
- Don't maintain a standard that has been the same for decades
- Expand MS/HS activities away from Cassingham Complex (parks, elementary properties) think outside of the box
- **Locker room accessibility**, more storage

Other

- Cell services is tough
- More parking needed

Miro Breakout Session

Timing – Total 30 minutes

- 10 minutes** Each participant works independently on the three essential questions
- 20 minutes** Group discussion: what are the common themes?

Each group appoints a spokesperson to share common themes with larger group.



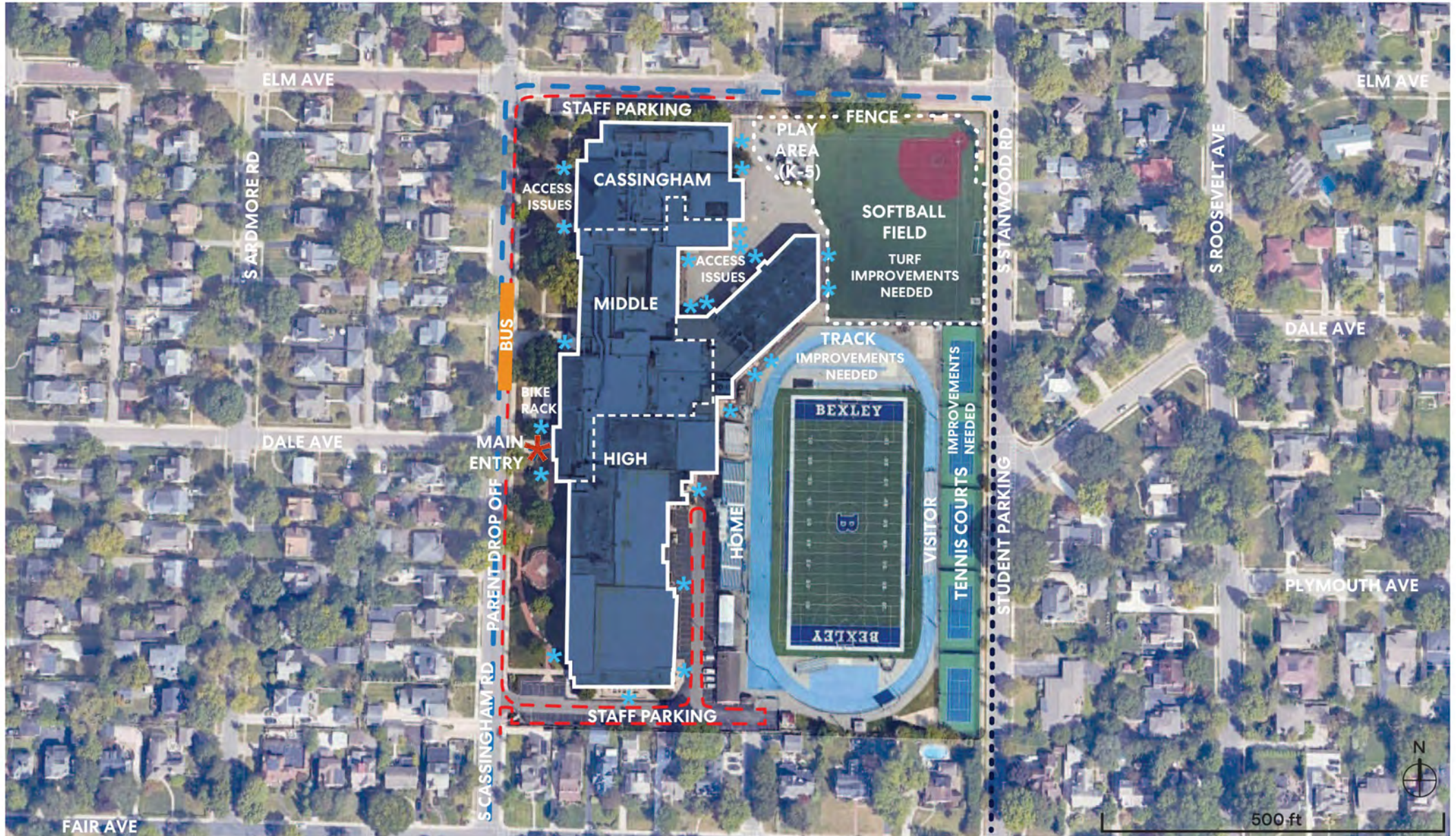
CASSINGHAM

Cassingham Elementary School

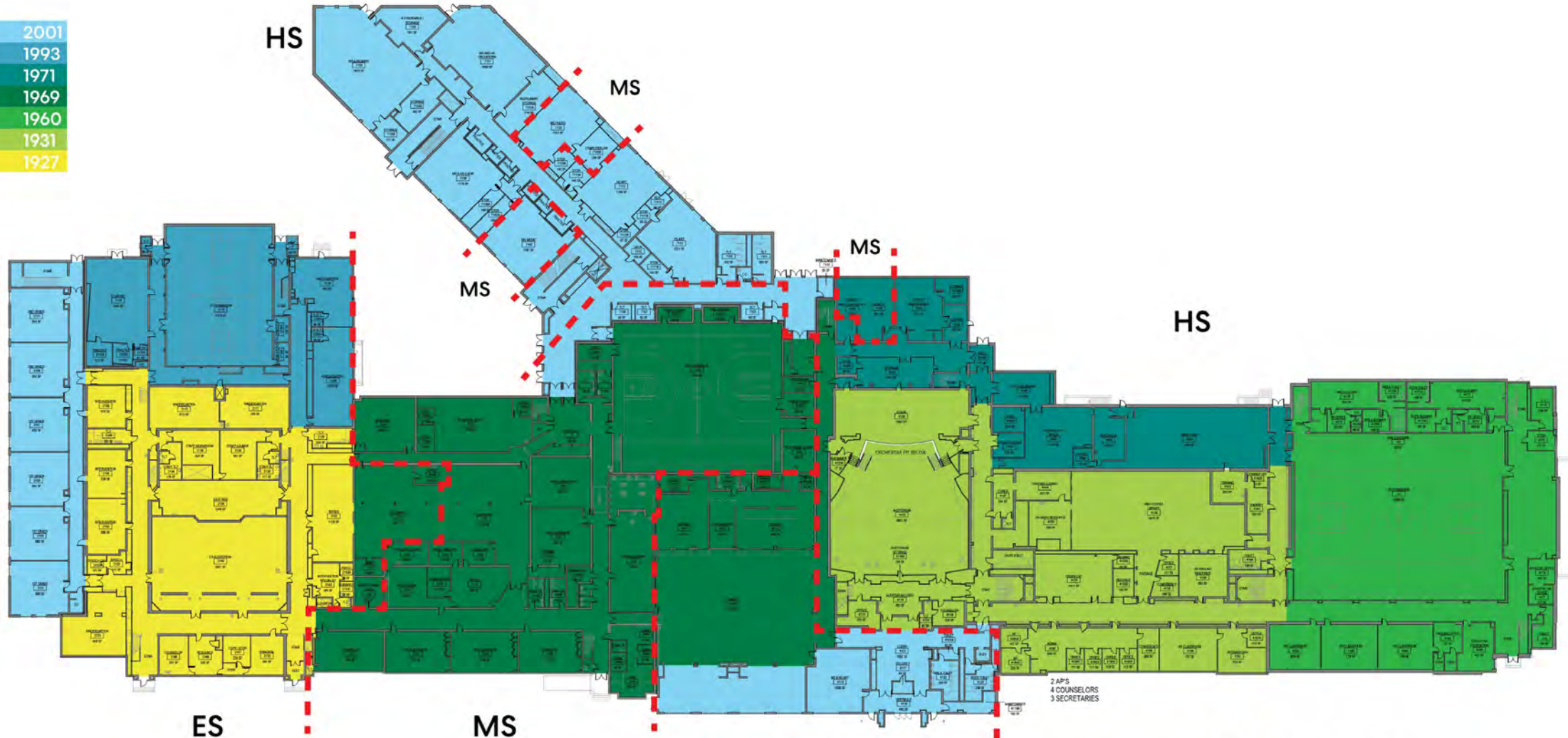
Physical Facility Adequacy Assessment



Site Analysis

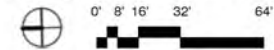


Chronology Diagram



SHARED ENTRY &
DINING

Existing First Floor Plan



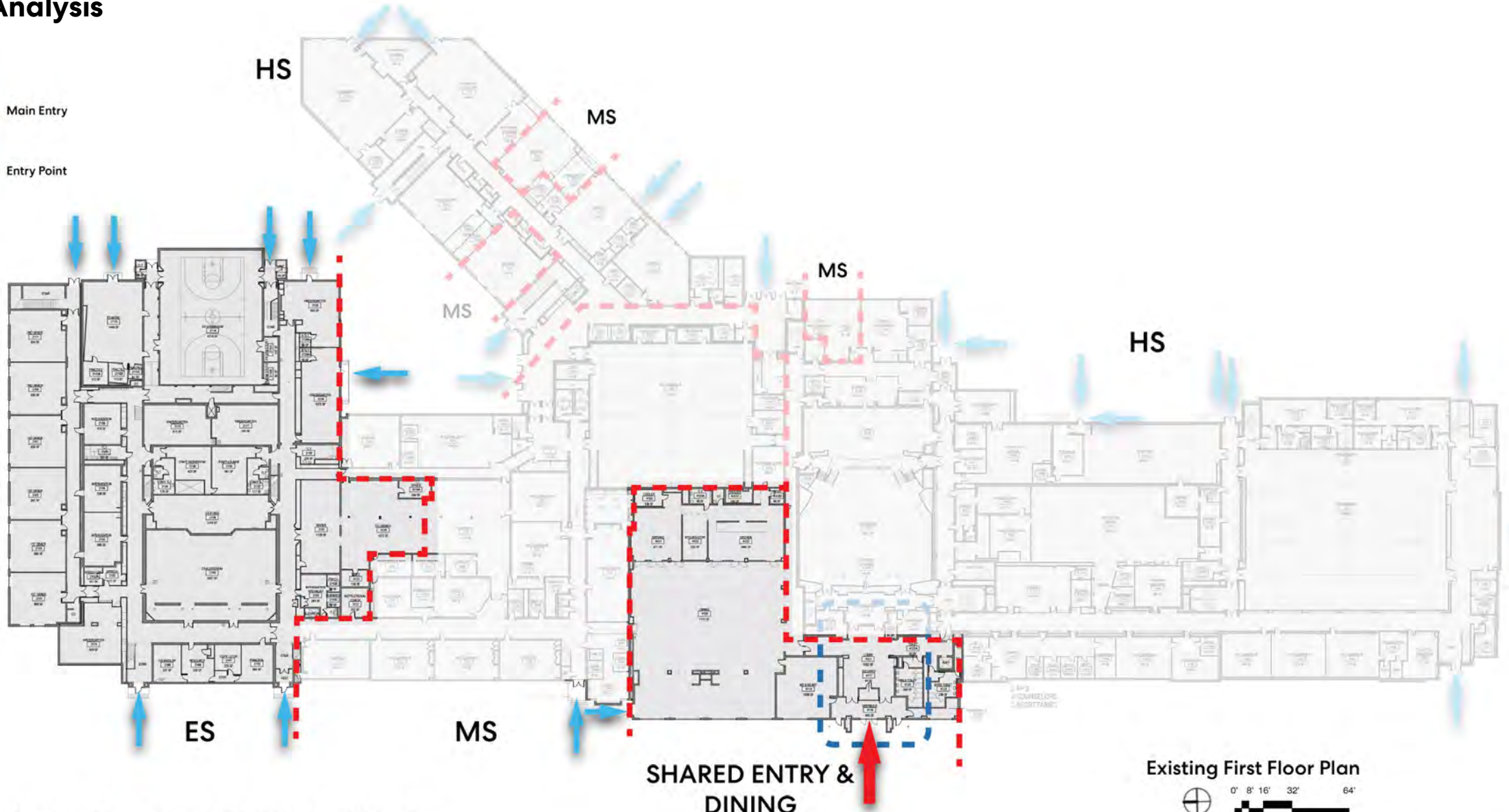
Entry Analysis



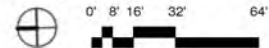
Main Entry



Entry Point



Existing First Floor Plan



Restroom Analysis

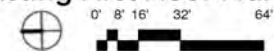
Level 01

- GIRLS RESTROOM
- BOYS RESTROOM
- UNISEX RESTROOM
- STAFF RESTROOM
- ACCESSIBLE RESTROOM



SHARED ENTRY &
DINING

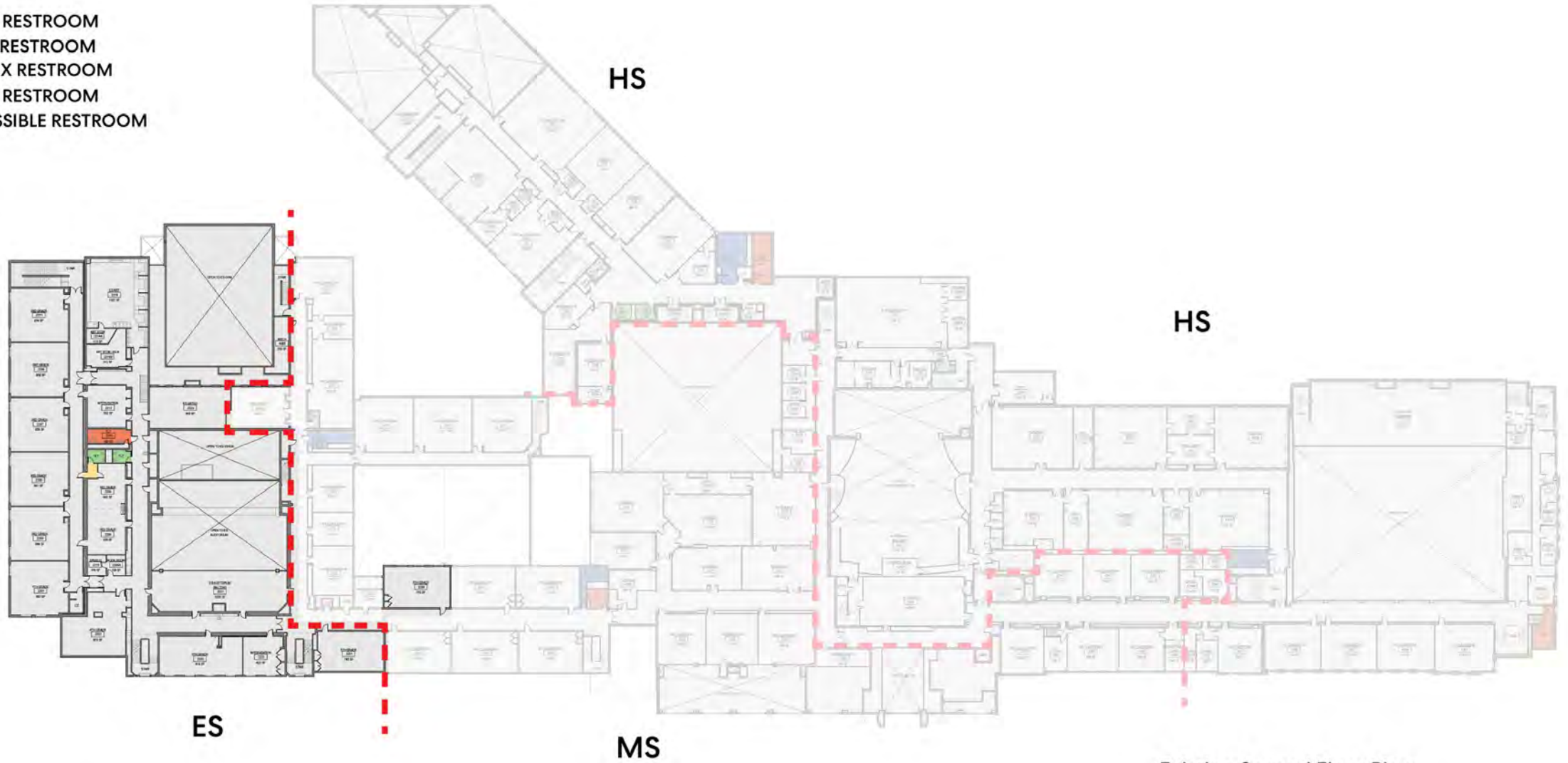
Existing First Floor Plan



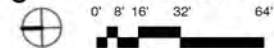
Restroom Analysis

Level 02

- GIRLS RESTROOM
- BOYS RESTROOM
- UNISEX RESTROOM
- STAFF RESTROOM
- ACCESSIBLE RESTROOM



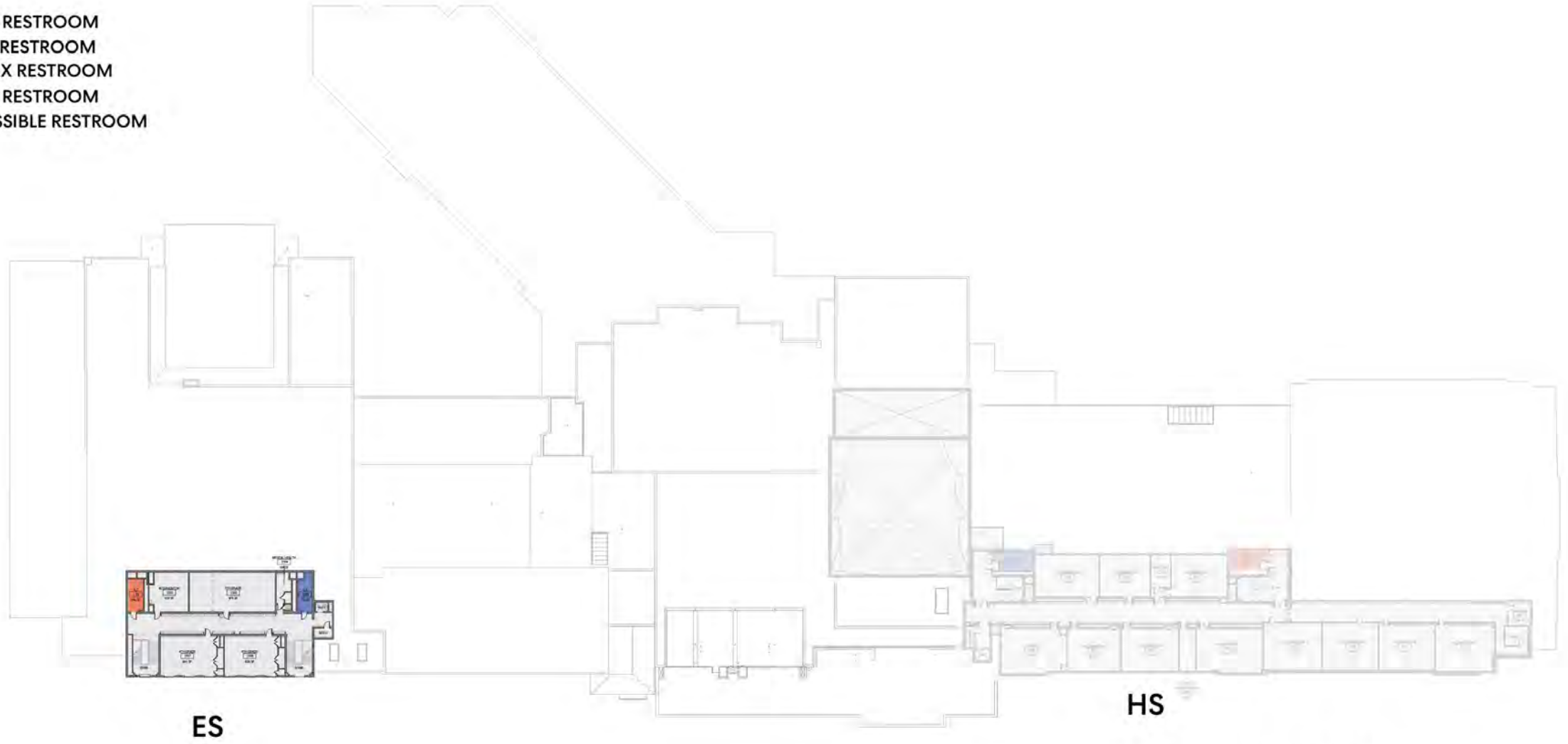
Existing Second Floor Plan



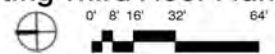
Restroom Analysis

Level 03

- GIRLS RESTROOM
- BOYS RESTROOM
- UNISEX RESTROOM
- STAFF RESTROOM
- ACCESSIBLE RESTROOM



Existing Third Floor Plan



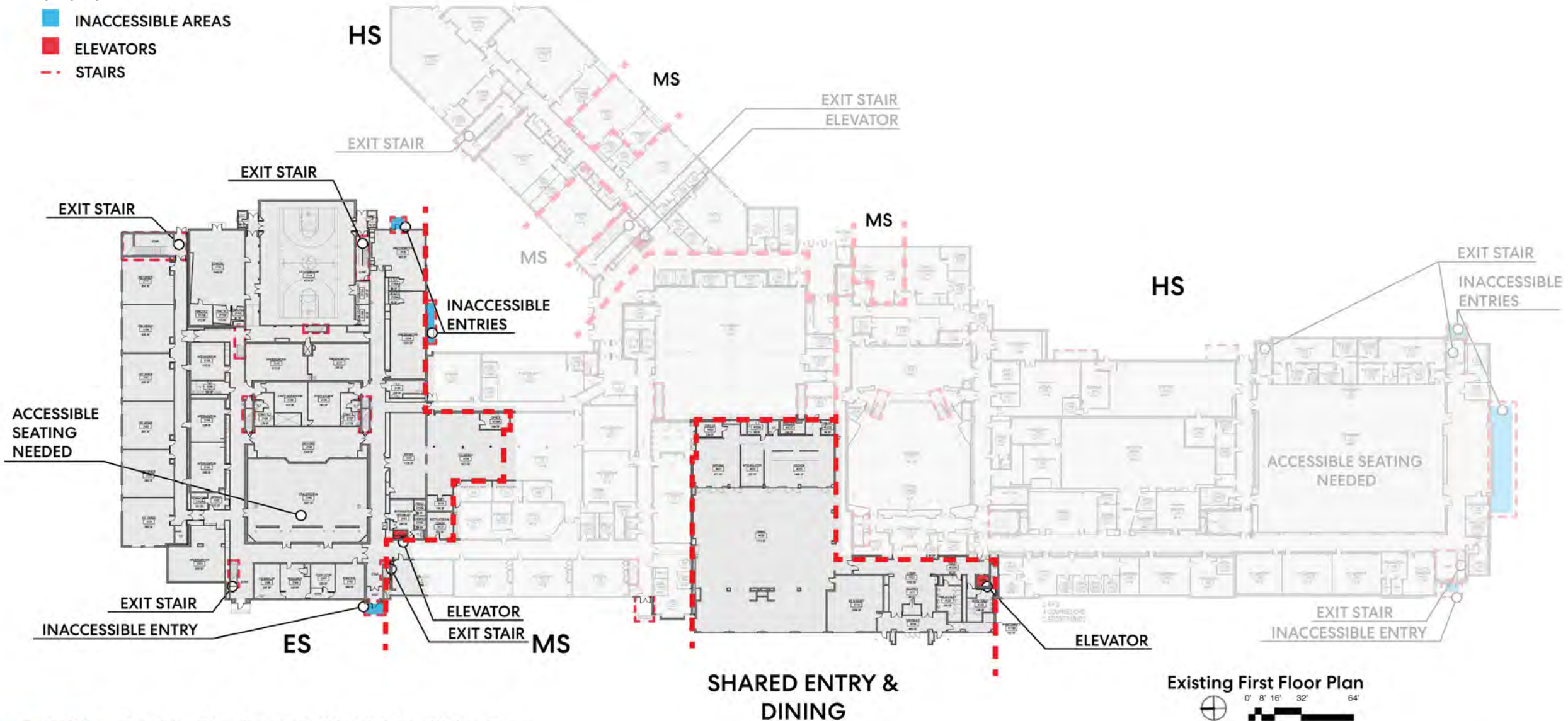
Accessibility Analysis

Level 01

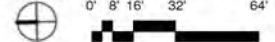
■ INACCESSIBLE AREAS

■ ELEVATORS

- - - STAIRS



Existing First Floor Plan



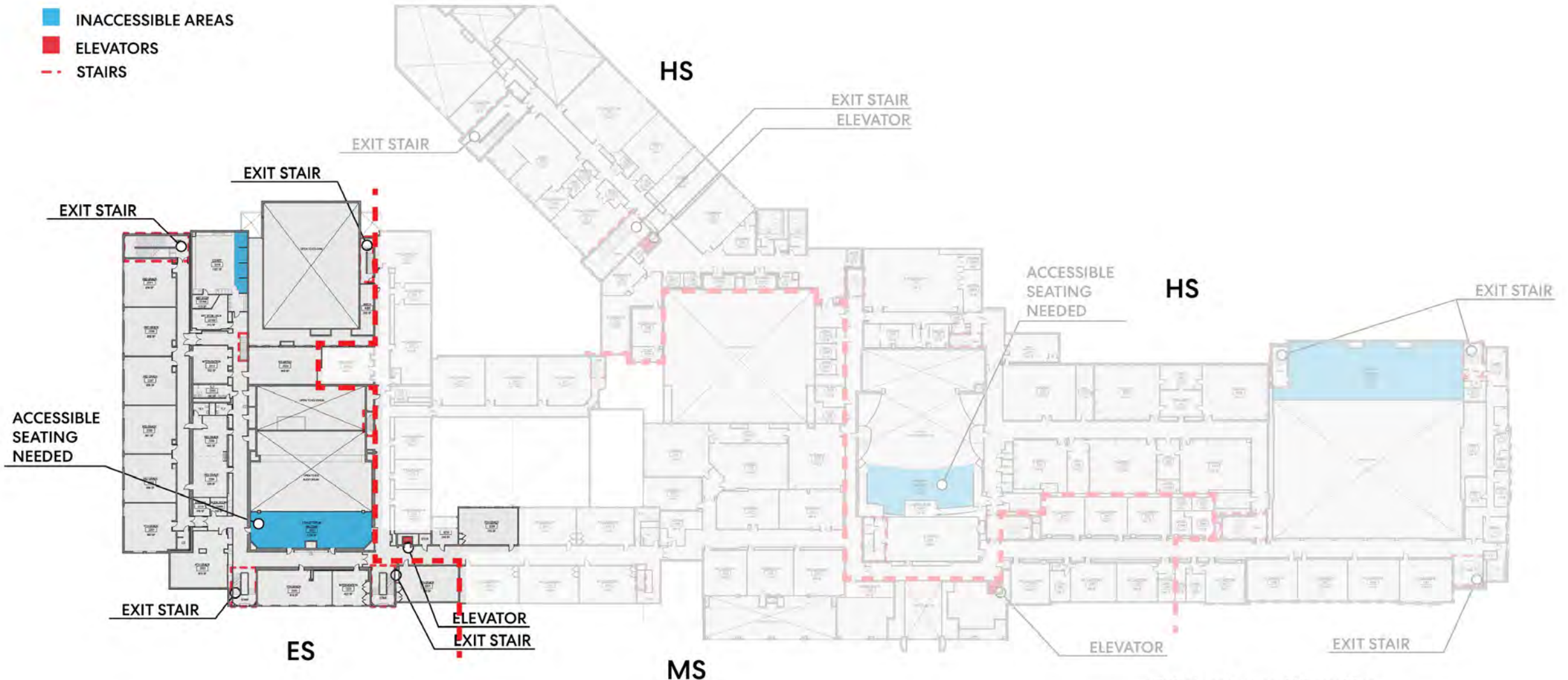
Accessibility Analysis

Level 02

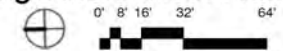
■ INACCESSIBLE AREAS

■ ELEVATORS

- - - STAIRS



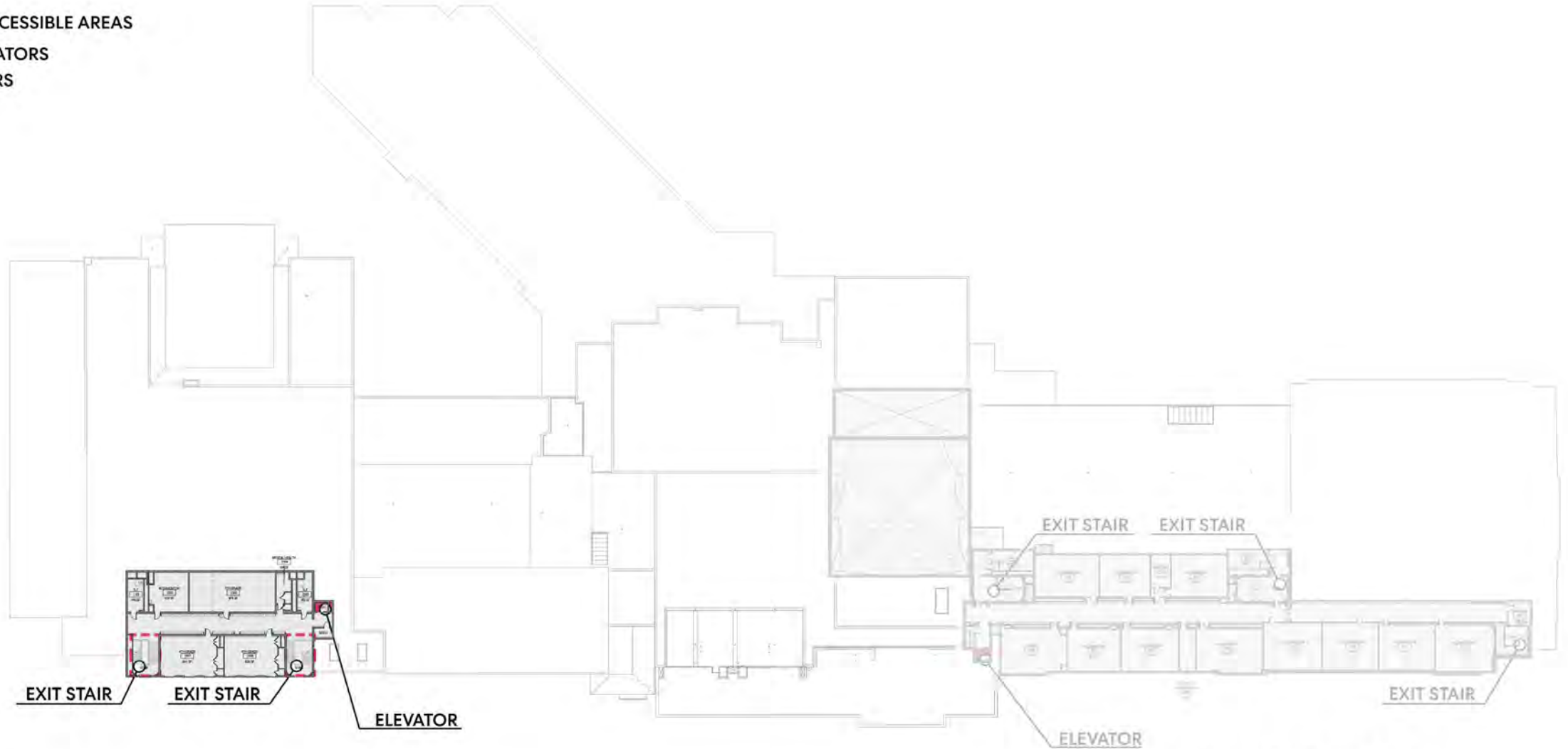
Existing Second Floor Plan



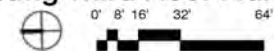
Accessibility Analysis

Level 03

- INACCESSIBLE AREAS
- ELEVATORS
- - STAIRS



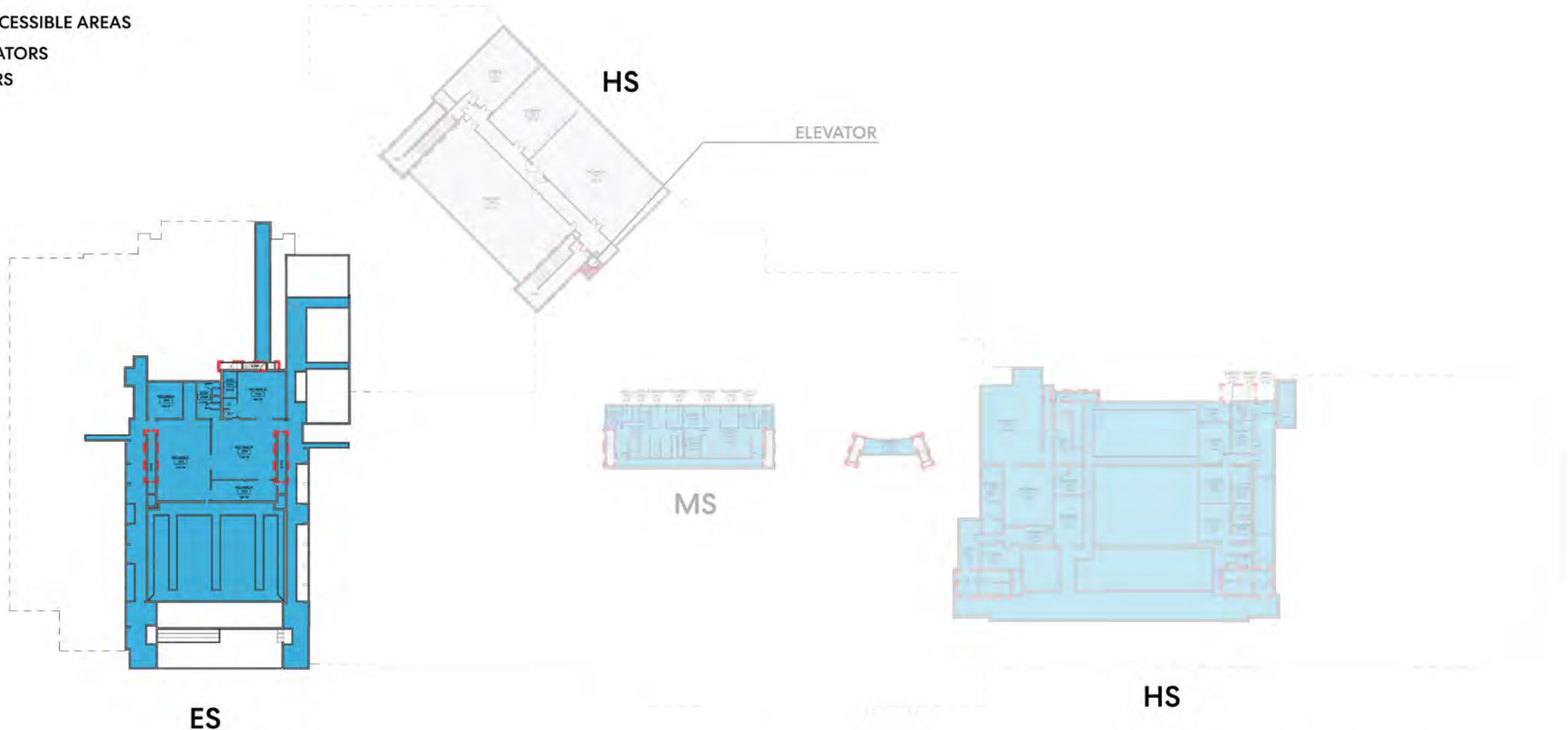
Existing Third Floor Plan



Accessibility Analysis

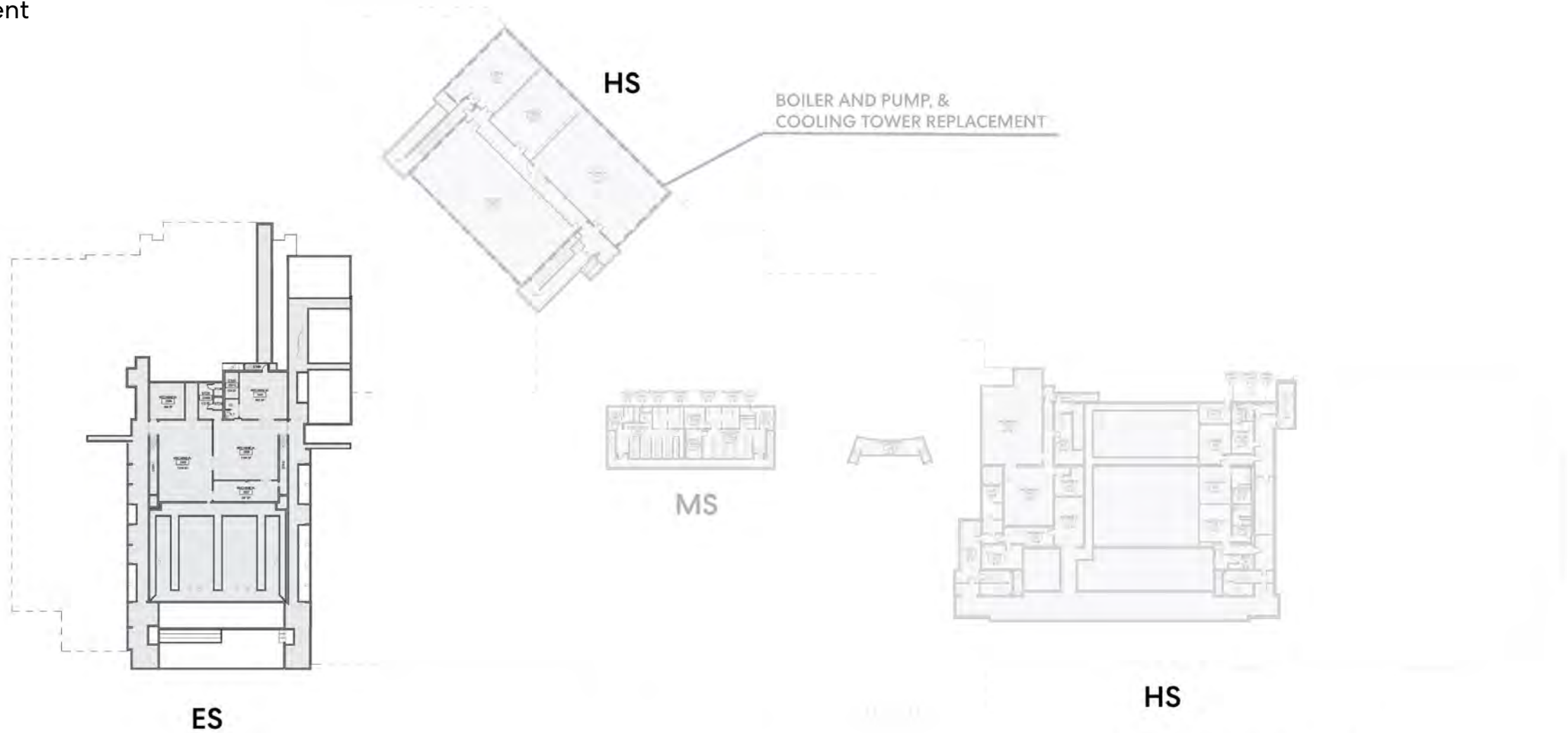
Basement

- INACCESSIBLE AREAS
- ELEVATORS
- - STAIRS

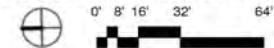


Physical Assessment Analysis

Basement

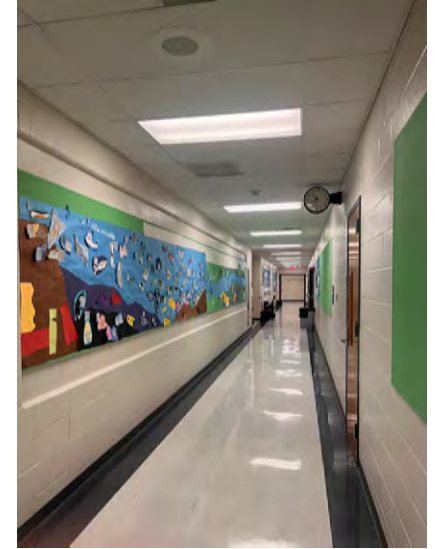
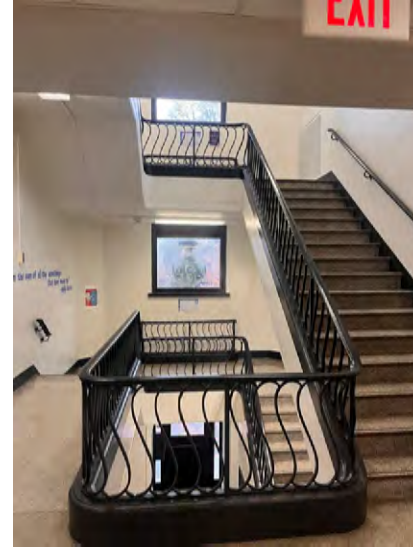


Existing Basement Floor Plan



Physical Facilities Assessment Summary: Cassingham Elementary

- Many MEP systems have been replaced based on lifecycle
- Systems that have not yet been replaced are aging – roof top units, terminal units, roofing, chillers, etc.
- Existing plumbing counts are lower than current building code; Toilets, urinals, sinks, and water fountains are aging and do not provide the efficiencies of low-flow fixtures
- Exterior structure has been well maintained but will need continued maintenance (tuckpointing, masonry cleaning and sealing, etc.)
- Existing building structure appears to be in good condition
- Window replacement needed throughout
- Replacement of finishes has occurred in phases
- Lighting has not been replaced with improved LED fixtures
- Security upgrades are planned for Summer 2024
- Accessibility improvements to restrooms and circulation are needed
- Existing sewage system and water supply appear sufficient
- Existing facility not equipped with sprinklers/fire suppression
- Site repairs necessary for railings and existing concrete steps



Cassingham Elementary School

Educational Adequacy Assessment



Adjacency Analysis

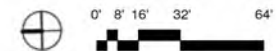
Level 01

LEGEND

- ELEMENTARY SCHOOL CORE ACADEMIC CLASSROOMS
- MIDDLE SCHOOL CORE ACADEMIC CLASSROOMS
- HIGH SCHOOL CORE ACADEMIC CLASSROOMS
- SPECIAL CLASSROOMS / SUPPORT
- OFFICES
- COMMUNAL
- CIRCULATION
- TOILET
- SUPPORT



**SHARED ENTRY &
DINING**

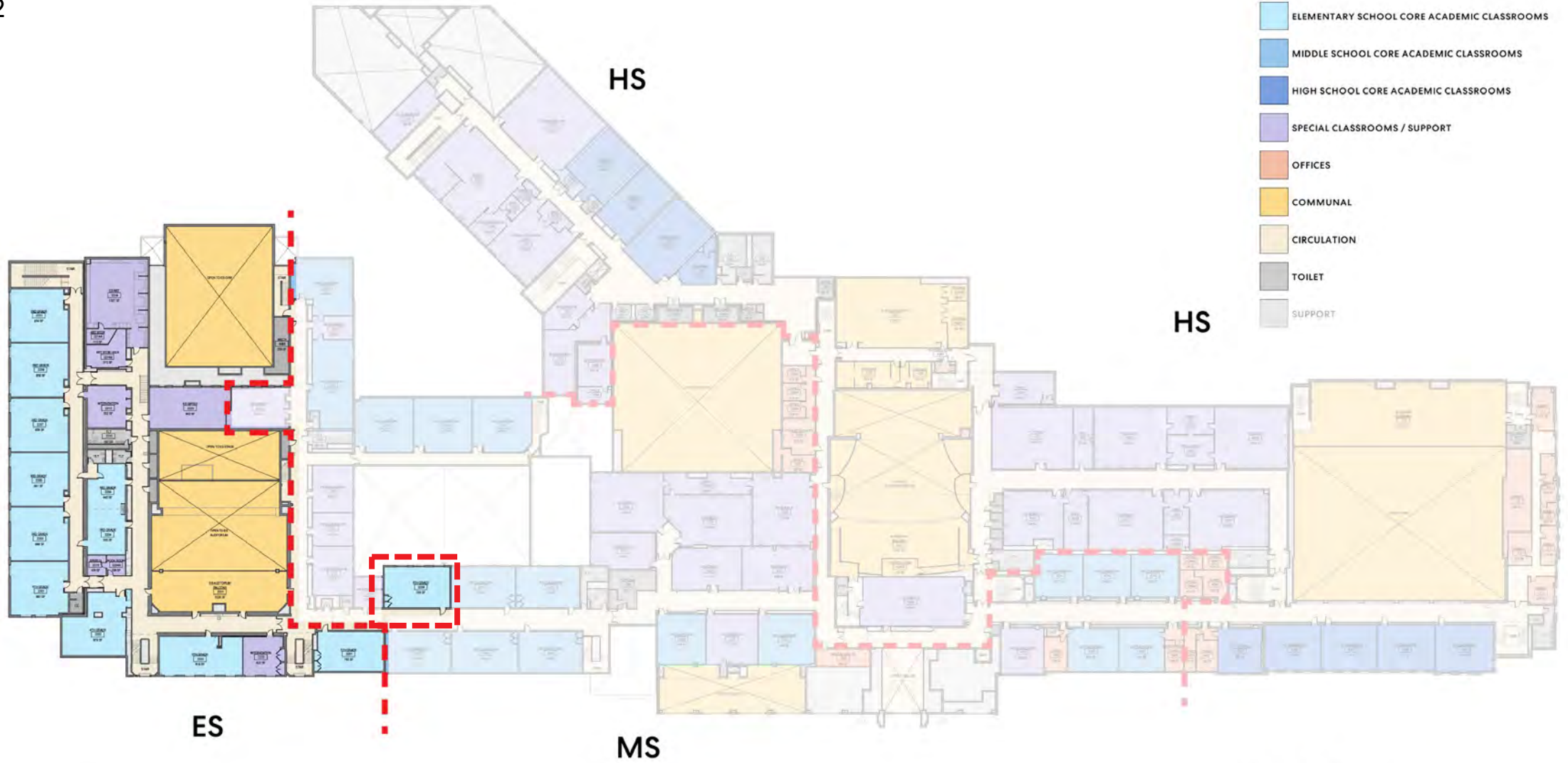


Adjacency Analysis

Level 02

LEGEND








- ELEMENTARY SCHOOL CORE ACADEMIC CLASSROOMS
- MIDDLE SCHOOL CORE ACADEMIC CLASSROOMS
- HIGH SCHOOL CORE ACADEMIC CLASSROOMS
- SPECIAL CLASSROOMS / SUPPORT
- OFFICES
- COMMUNAL
- CIRCULATION
- TOILET
- SUPPORT

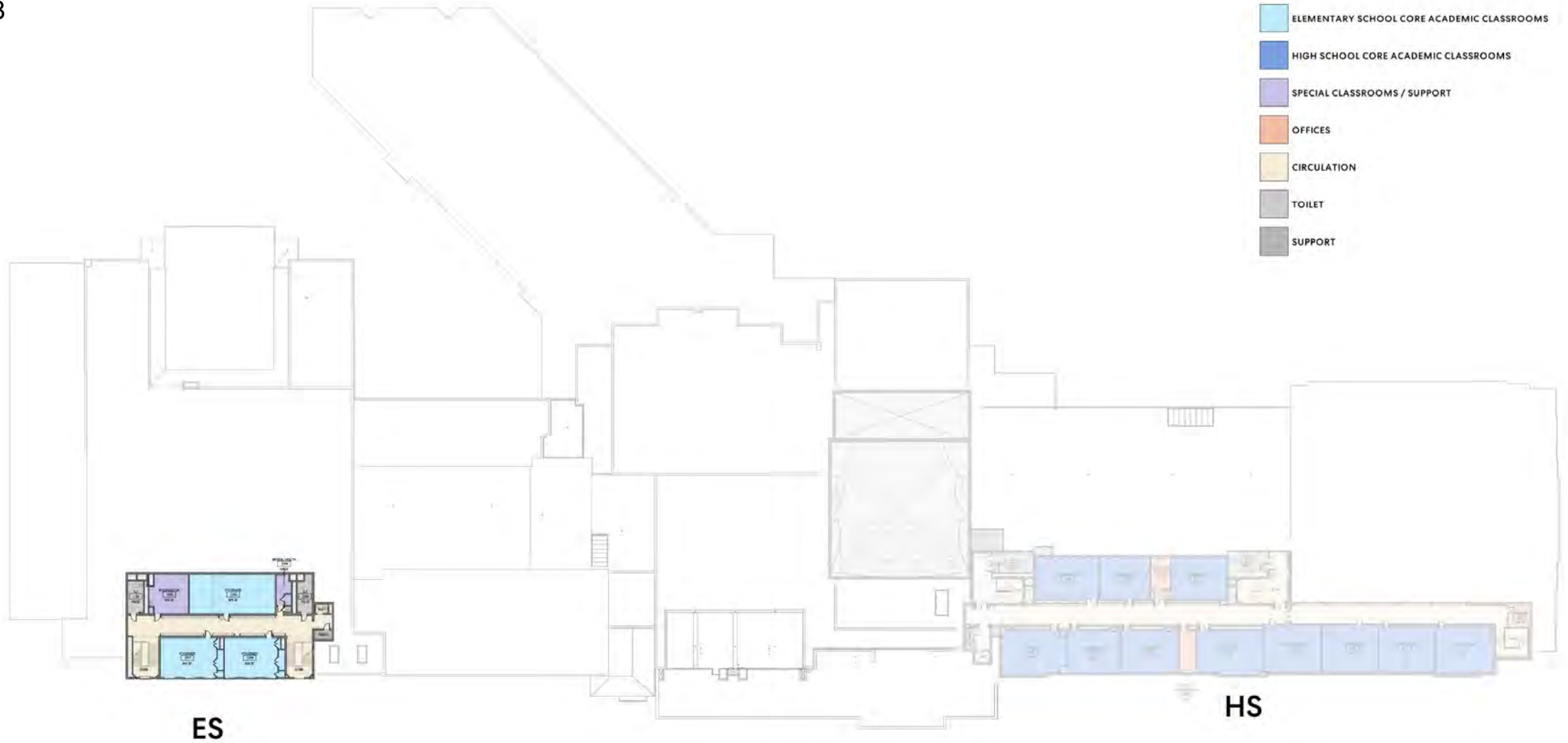


Adjacency Analysis

Level 03

LEGEND

-  ELEMENTARY SCHOOL CORE ACADEMIC CLASSROOMS
-  HIGH SCHOOL CORE ACADEMIC CLASSROOMS
-  SPECIAL CLASSROOMS / SUPPORT
-  OFFICES
-  CIRCULATION
-  TOILET
-  SUPPORT



ES

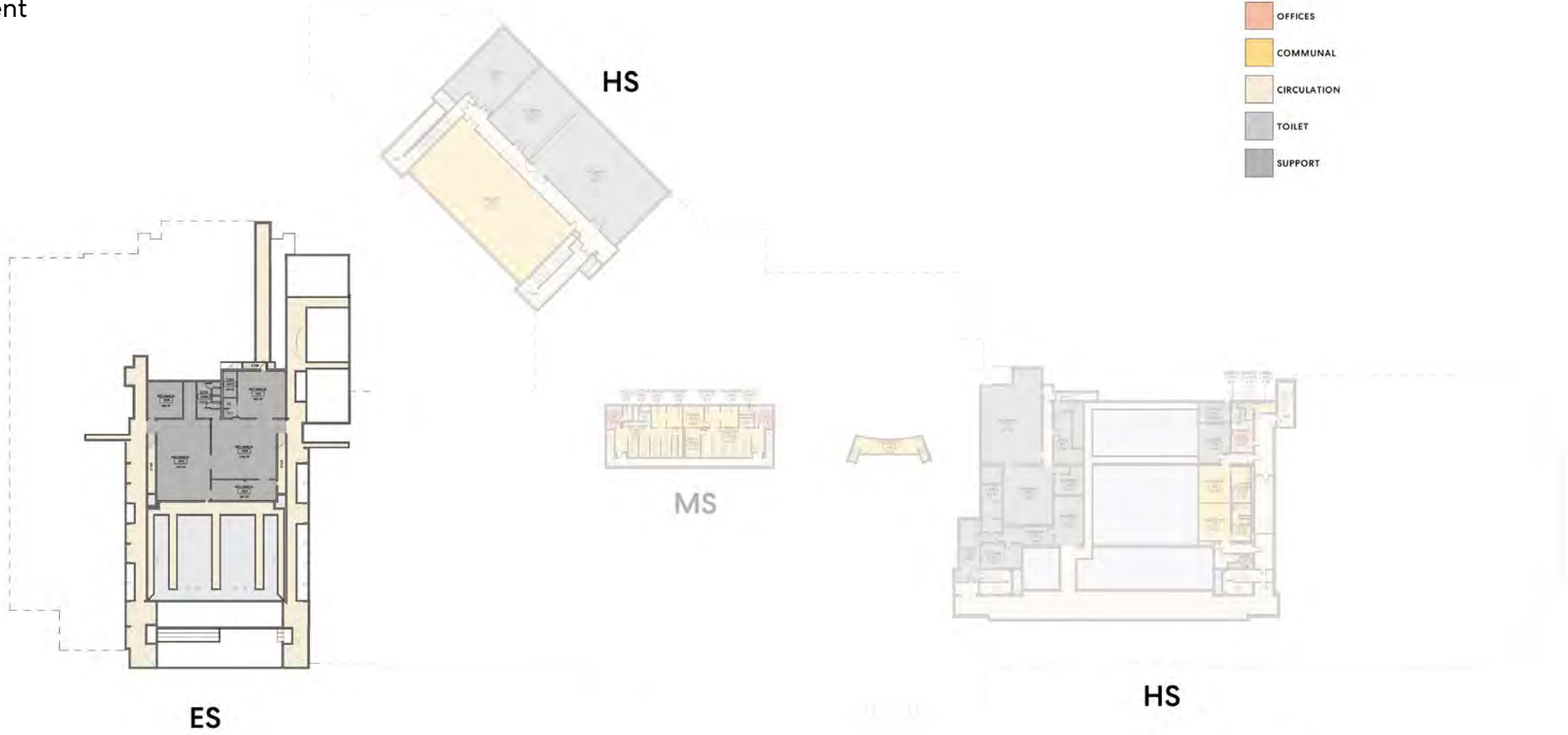
HS

Adjacency Analysis

Basement






LEGEND

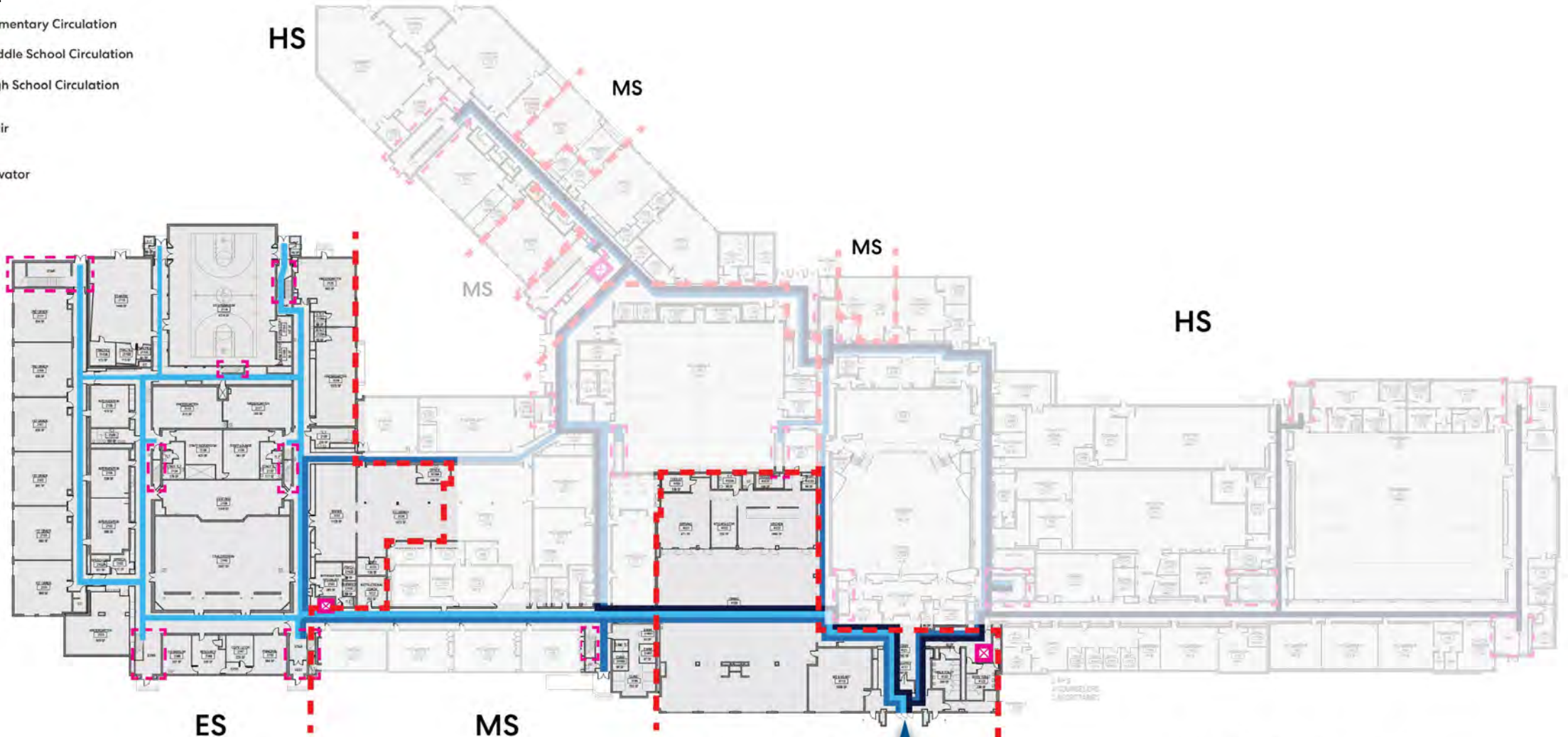
- OFFICES
- COMMUNAL
- CIRCULATION
- TOILET
- SUPPORT



Circulation Analysis

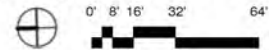
Level 01

-  Elementary Circulation
-  Middle School Circulation
-  High School Circulation
-  Stair
-  Elevator








SHARED ENTRY & DINING

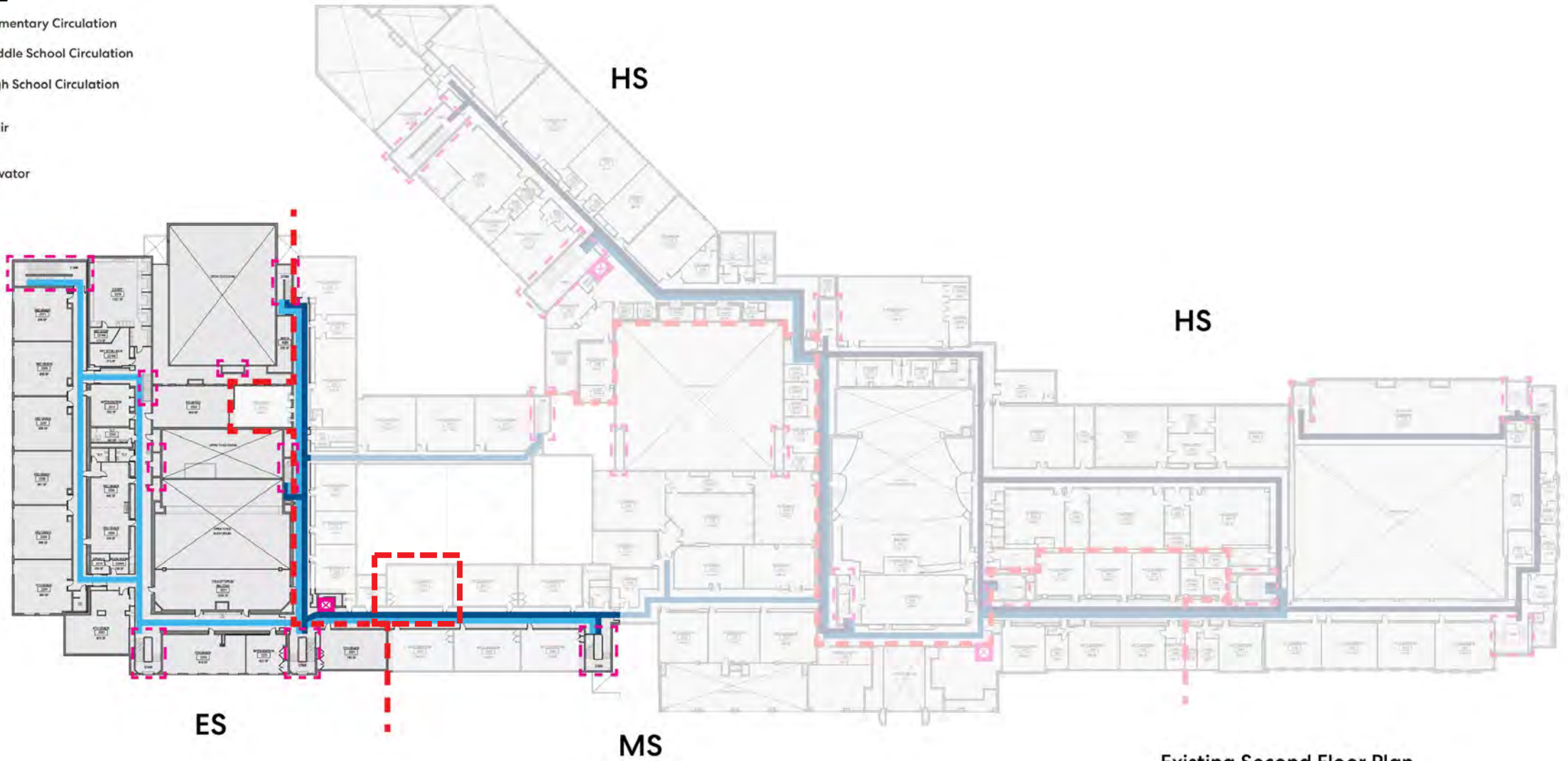
Existing First Floor Plan



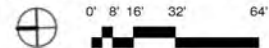
Circulation Analysis

Level 02

-  Elementary Circulation
-  Middle School Circulation
-  High School Circulation
-  Stair
-  Elevator








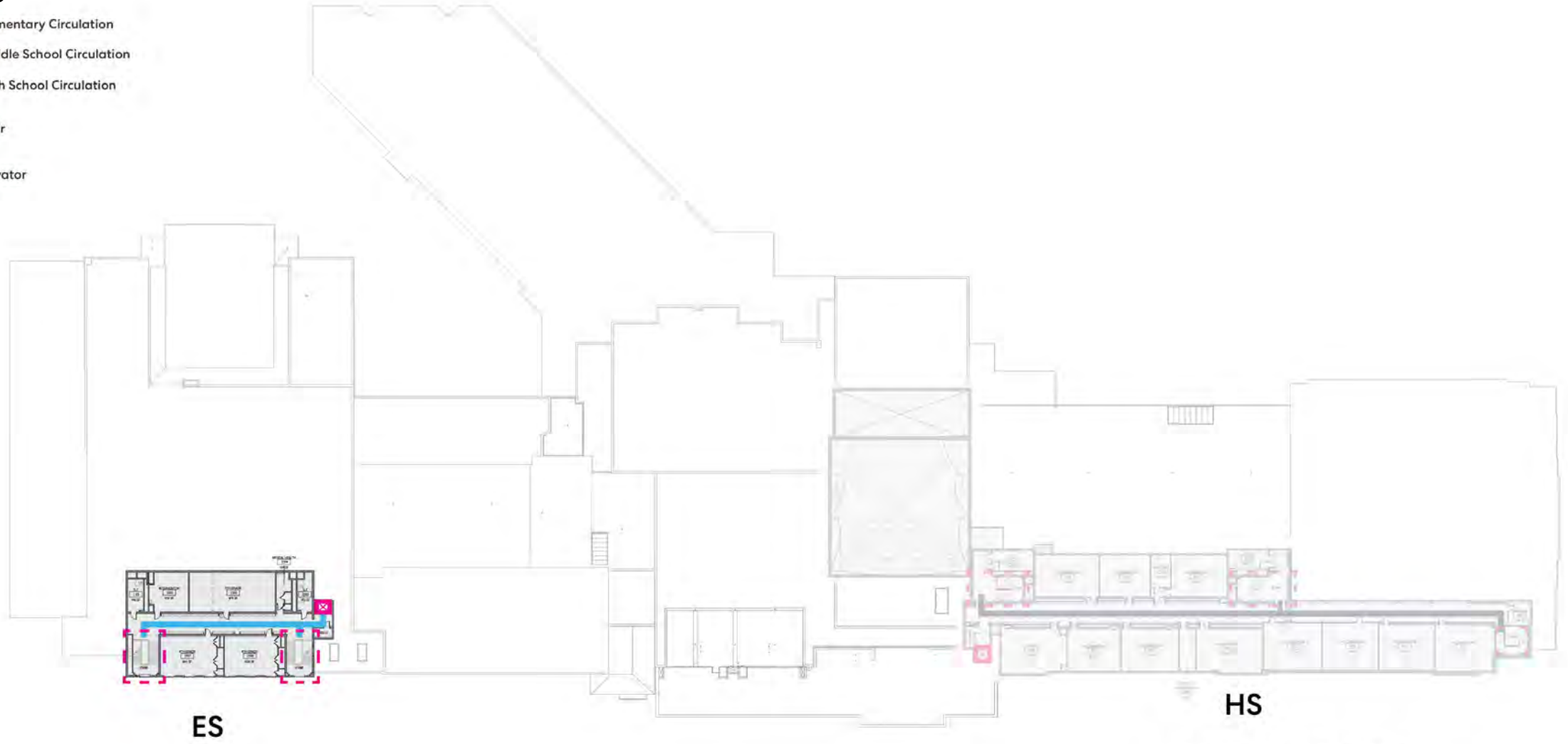
Existing Second Floor Plan



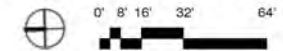
Circulation Analysis

Level 03

-  Elementary Circulation
-  Middle School Circulation
-  High School Circulation
-  Stair
-  Elevator








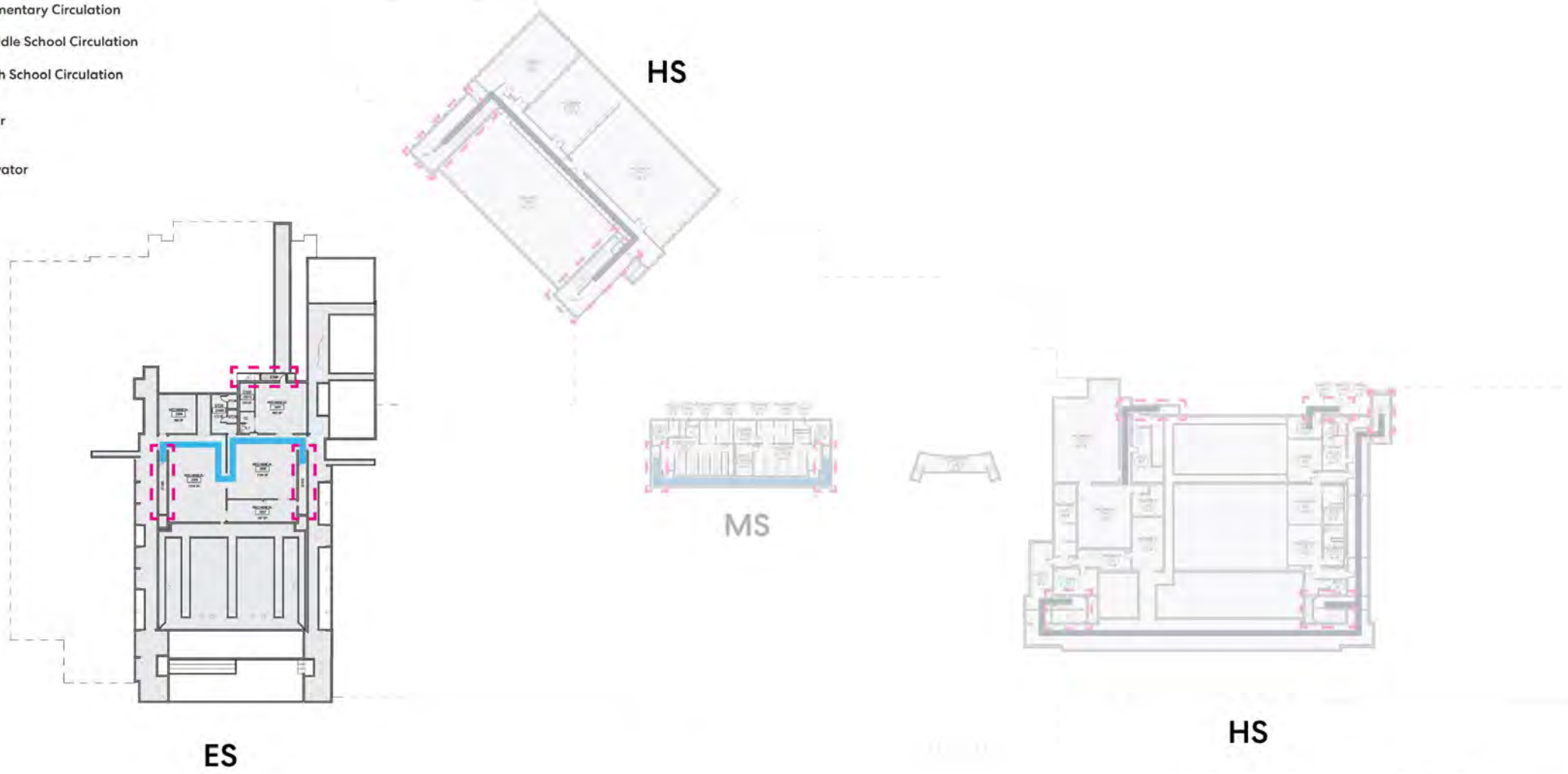
Existing Third Floor Plan



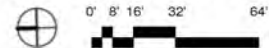
Circulation Analysis

Basement

-  Elementary Circulation
-  Middle School Circulation
-  High School Circulation
-  Stair
-  Elevator



Existing Basement Floor Plan



Classroom Size Analysis

Level 01

Kindergarten Classrooms

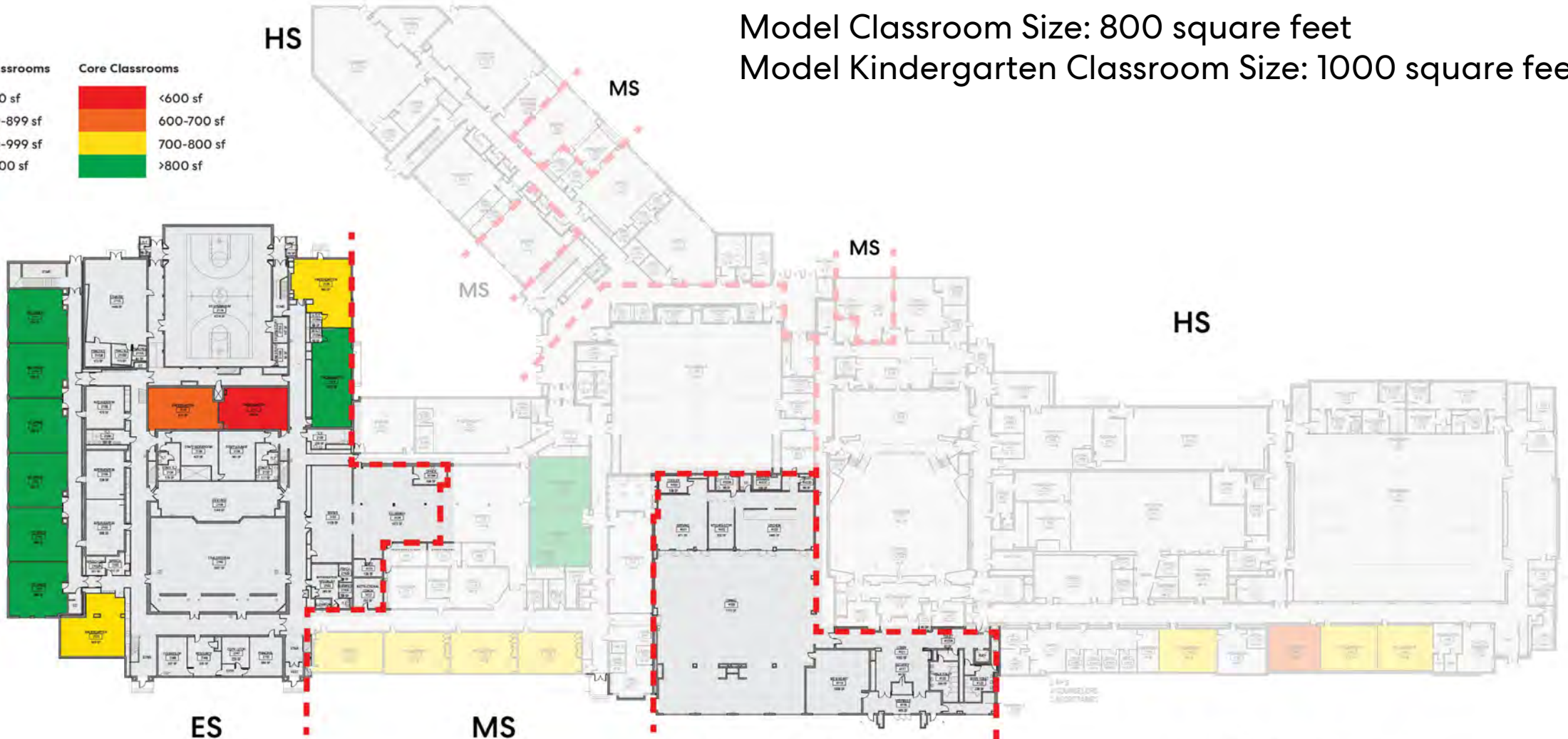


Core Classrooms

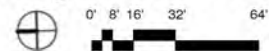


Model Classroom Size: 800 square feet

Model Kindergarten Classroom Size: 1000 square feet



Existing First Floor Plan



Classroom Size Analysis

Level 02

Kindergarten Classrooms

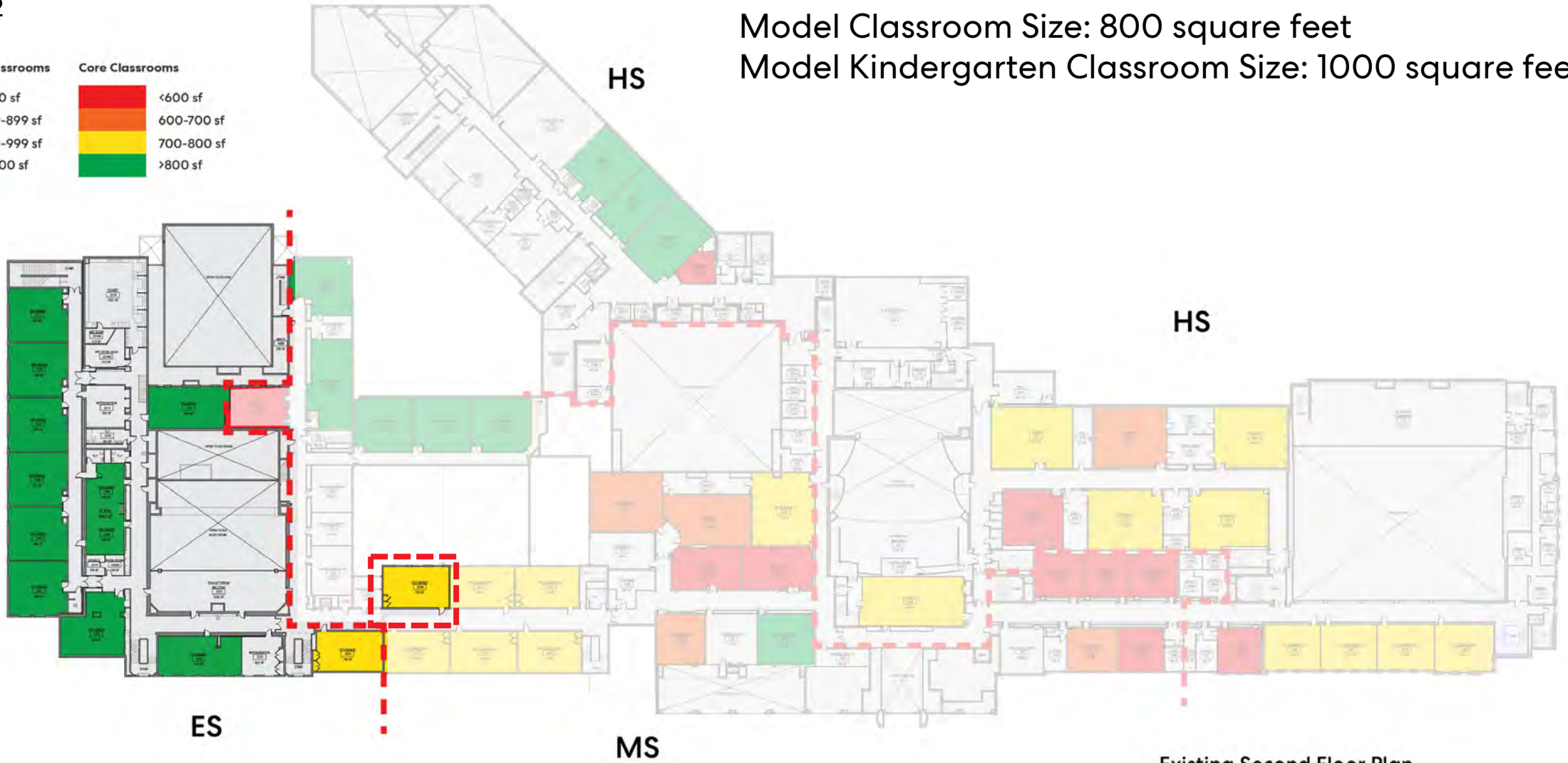


Core Classrooms

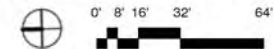


Model Classroom Size: 800 square feet

Model Kindergarten Classroom Size: 1000 square feet



Existing Second Floor Plan



Classroom Size Analysis

Level 02

Kindergarten Classrooms

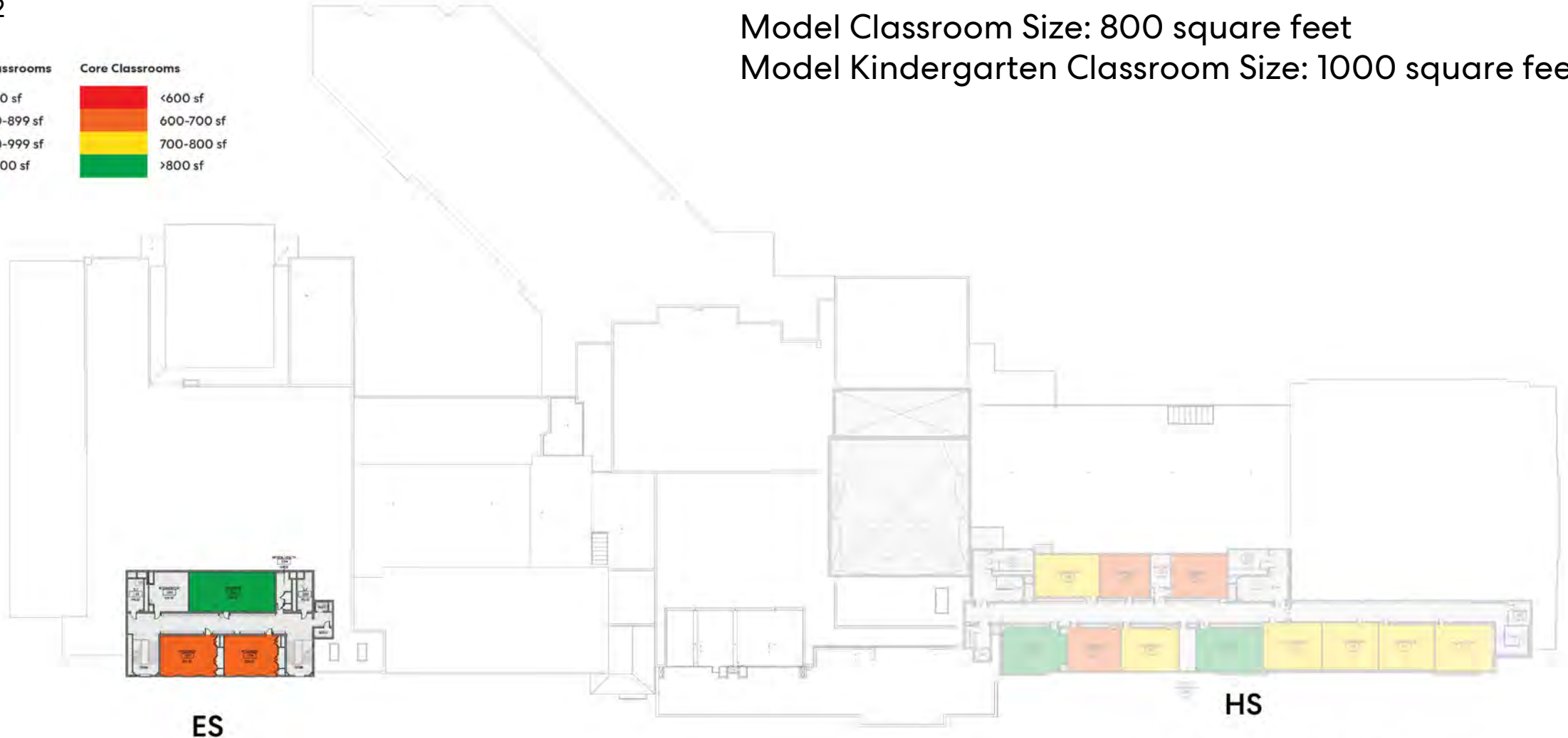


Core Classrooms



Model Classroom Size: 800 square feet

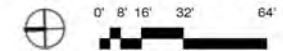
Model Kindergarten Classroom Size: 1000 square feet



ES

HS

Existing Third Floor Plan



Daylighting

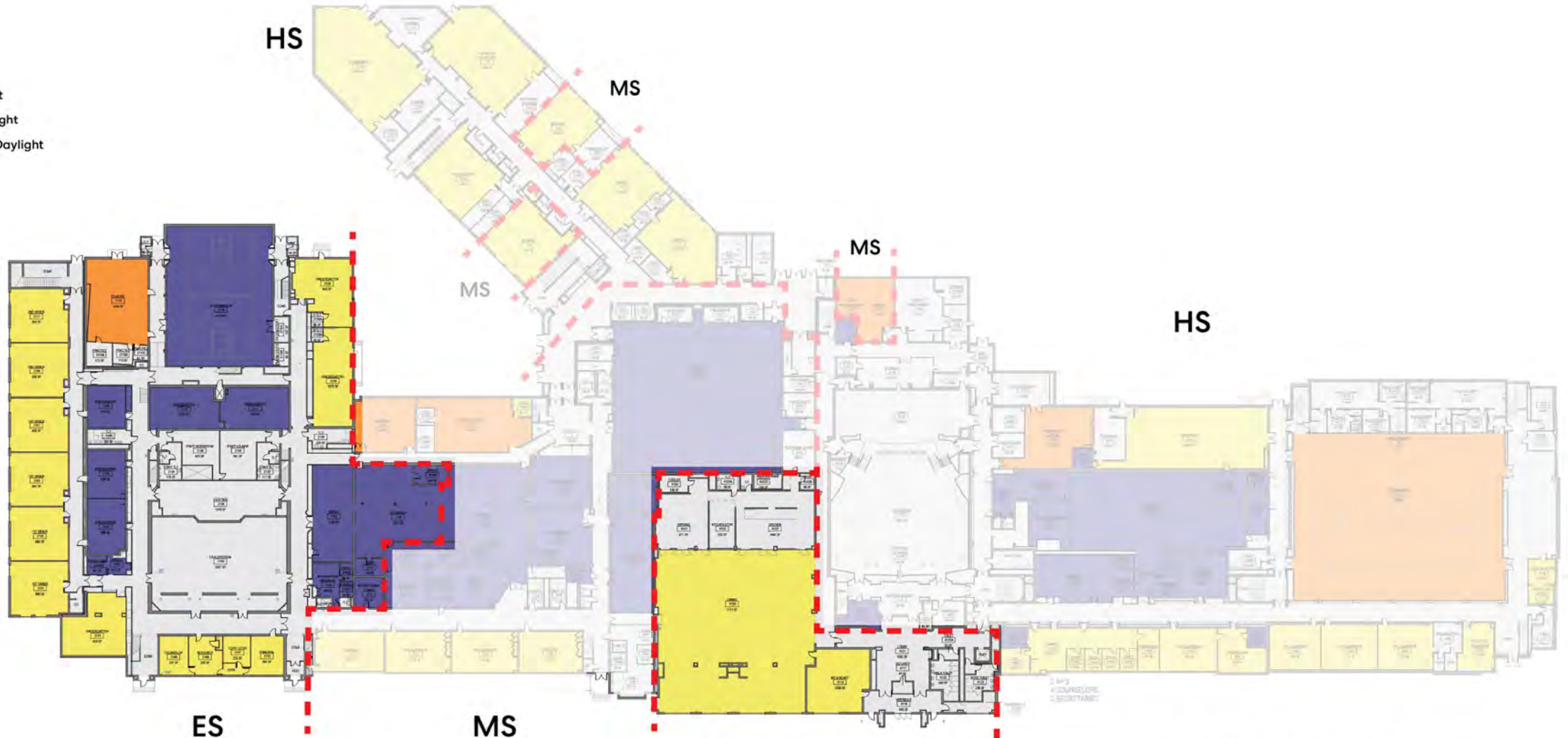
Daylighting has been linked to “better performance of students – as much as 20% improvement in math and 26% in reading on standardized tests”
(Heschong Mahone Group, 1999)



Daylight Analysis

Level 01

- No Daylight
- Some Daylight
- Adequate Daylight



SHARED ENTRY & DINING

Existing First Floor Plan



Daylight Analysis

Level 02

- No Daylight
- Some Daylight
- Adequate Daylight



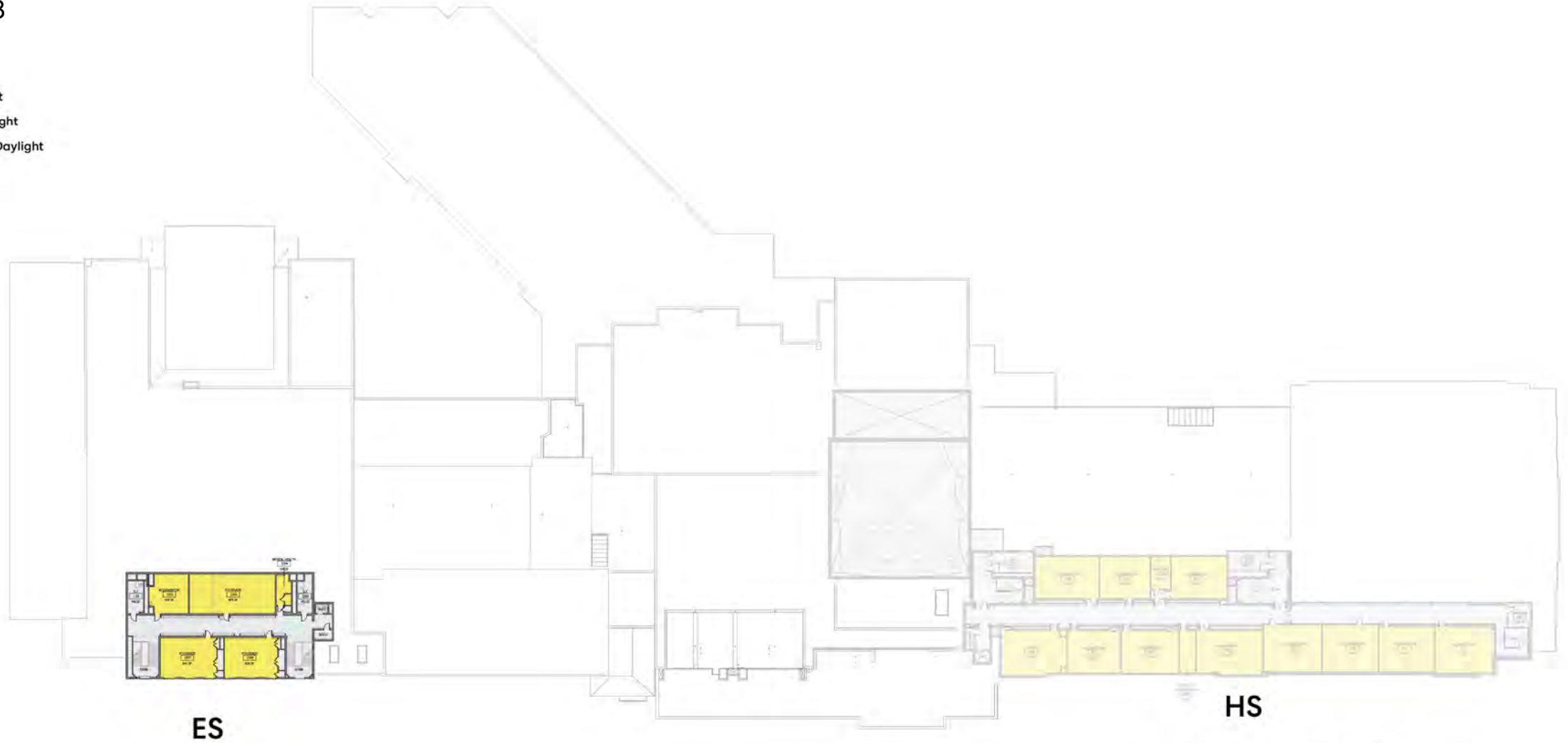
Existing Second Floor Plan



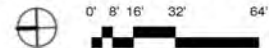
Daylight Analysis

Level 03

- No Daylight
- Some Daylight
- Adequate Daylight



Existing Third Floor Plan



Educational Adequacy Assessment Summary: Cassingham Elementary School

- Secure entry to building is distant – visitors must traverse the cafeteria and other spaces to locate Cassingham office
- Some classroom sizes are too small for current educational modalities
- Some classrooms are “buried” with no daylight
- Some spaces co-opted to alternate uses or spaces serve multiple functions due to lack of space
- No intentionally designed collaborative spaces
- Some student support spaces are not ADA compliant
- Cafeteria: distant and not conducive to elementary use
- Media Center is small, conflicts occur with adjacent Middle School use
- Many restrooms are not ADA compliant
- Some furniture updated, many rooms have older, less flexible furniture
- Technology not standardized
- Lack of appropriate storage an issue
- Lack of consistent temperature an issue



Repair



Address the needs identified in the **physical facility assessments**

Renovate



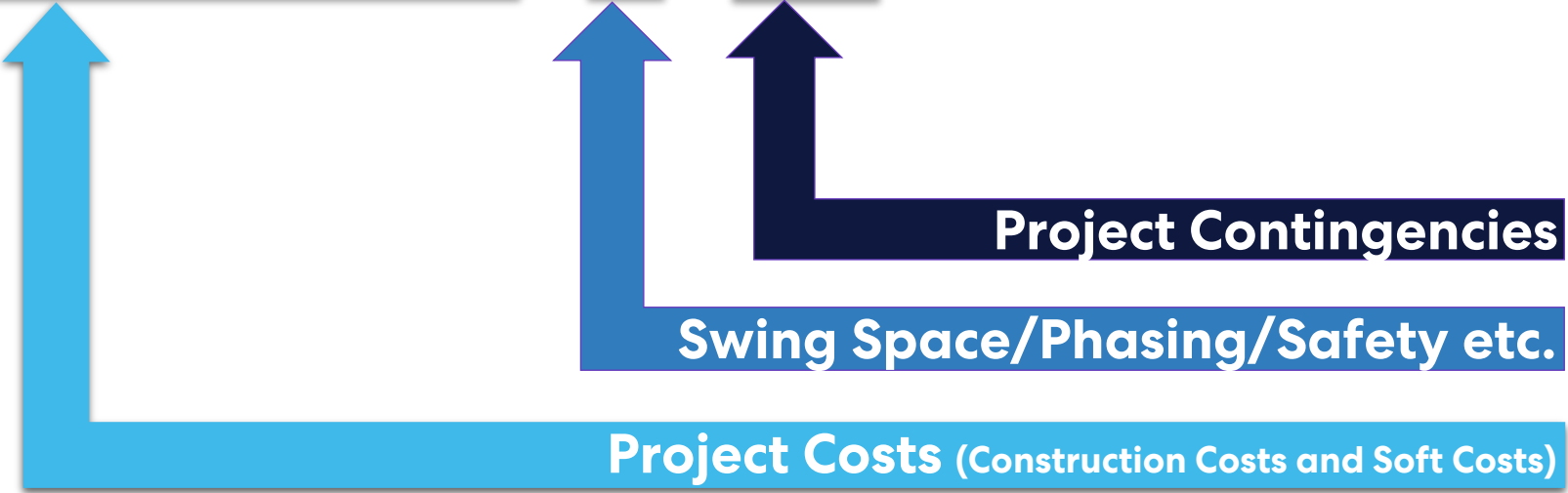
Address the needs identified in the **physical facility assessments PLUS** the needs identified in the **educational adequacy assessments**

Rebuild



Total project costs

What is included in the project costs?



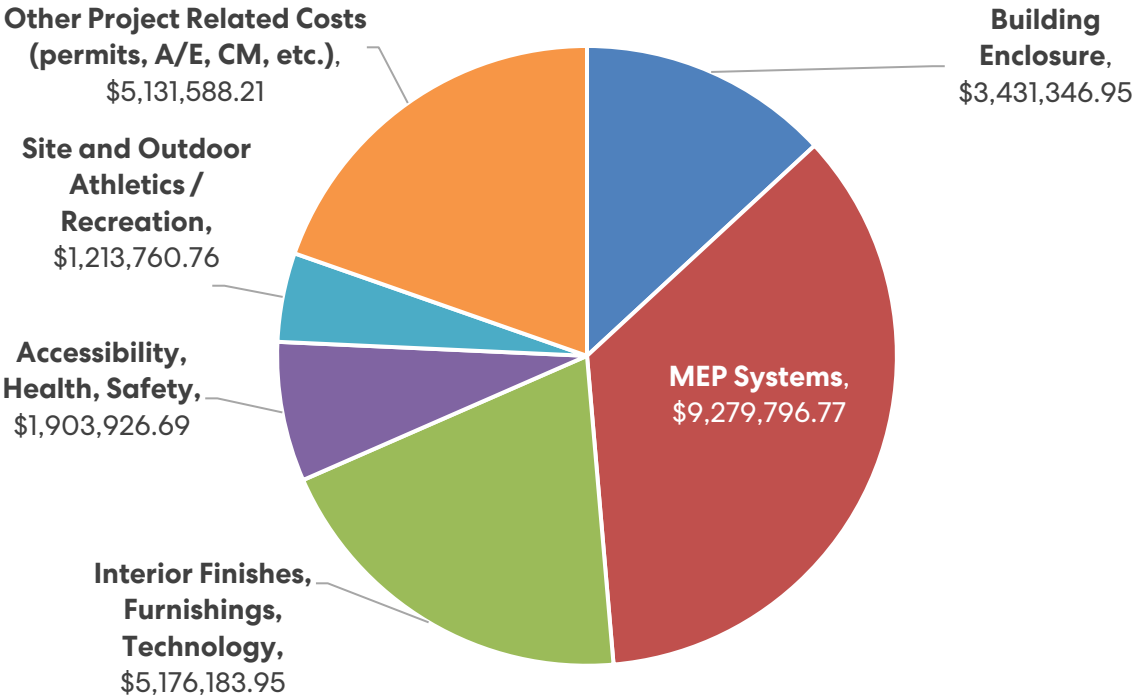
Project Costs (Construction Costs and Soft Costs)

Swing Space/Phasing/Safety etc.

Project Contingencies

Summary Distribution of Required Investment

CASSINGHAM ELEMENTARY - SUMMARY DISTRIBUTION OF REQUIRED INVESTMENT



Cassingham Elementary

WORK REQUIRED		TIMING OF REQUIRED INVESTMENT		
		0-5 YRS	6-10 YRS	11-15 YRS
	Building Enclosure	\$	\$\$\$	\$
	MEP Systems	\$\$	\$\$\$	\$\$\$
	Interior Finishes, Furnishings, Technology	\$\$\$	\$\$\$	\$\$\$
	Accessibility, Health, Safety	\$\$	\$\$\$	\$
	Site and Outdoor Athletics/Recreation	\$\$\$	\$	\$\$
	Other Project Related Costs (permits, fees, etc.)	\$\$	\$\$\$	\$\$\$

\$ - less than \$1,000,000 \$\$ - \$1,000,000-\$3,000,000 \$\$\$ - more than \$3,000,000

Cassingham Elementary

BUILDING SYSTEM	2023 COSTS	COSTS ESTIMATED FOR WORK PERFORMED IN			ESTIMATED TOTAL
		0-5 Years	6-10 Years	11-15 Years	
Building Enclosure	\$2,582,322.98	\$158,941.98	\$2,887,964.24	\$384,440.73	\$3,431,346.95
MEP Systems	\$6,961,262.86	\$997,554.48	\$6,381,487.61	\$1,900,754.67	\$9,279,796.77
Interior Finishes, Furnishings, Technology	\$3,892,372.01	\$1,438,514.14	\$1,708,503.55	\$2,029,166.26	\$5,176,183.95
Accessibility, Health, Safety	\$1,448,284.85	\$306,779.07	\$1,252,963.42	\$344,184.20	\$1,903,926.69
Site and Outdoor Athletics / Recreation	\$833,412.00	\$51,834.78	\$364,308.39	\$797,617.59	\$1,213,760.76
Other Project Related Costs (permits, A/E, CM, etc.)	\$3,839,870.20	\$721,579.31	\$3,077,051.79	\$1,332,957.10	\$5,131,588.21
2023 COSTS TOTAL	\$19,557,524.90				
0-5 YEAR TOTAL		\$3,675,203.76			
6-10 YEAR TOTAL			\$15,672,279.00		
11-15 YEAR TOTAL				\$6,789,120.56	
ESTIMATED TOTAL					\$26,136,603.33

Note: This assessment forecasts annual escalation rates commensurate with each time frame.

Other project related costs include: Land survey, soil borings/Phase I Environmental Site Assessment, agency approval fees (building code), construction testing, printing of bid documents, advertising for bids, builders risk insurance, bond fees, design professionals compensation, CM compensation, commissioning and maintenance plan advisor and Other Project Related Costs contingency.

Districtwide Summary

SCHOOL	2024 COSTS	COSTS ESTIMATED FOR WORK PERFORMED IN			ESTIMATED TOTAL
		0-5 Years	6-10 Years	11-15 Years	
Cassingham Elementary	\$19,557,524.90	\$3,675,203.76	\$15,672,279.00	\$6,789,120.56	\$26,136,603.33
Maryland Elementary	\$20,417,697.75	\$3,638,429.52	\$11,569,835.09	\$13,058,683.27	\$28,266,947.88
Montrose Elementary	\$21,378,887.86	\$4,516,879.66	\$17,998,470.11	\$5,687,599.91	\$28,202,949.68
Middle and High School	\$39,646,621.36	\$10,100,836.87	\$18,227,105.06	\$35,449,636.25	\$63,777,578.18
ESTIMATED TOTAL	\$101,000,731.86	\$21,931,349.81	\$63,467,689.26	\$60,985,039.99	\$146,384,079.06

The Three “Buckets” for District Facilities Needs

As Identified in the Physical Facilities Assessment



District-wide TOTAL estimate (0-15 years): \$146,384,080



Agenda

Welcome – Dr. Harley Williams

Assessment/Cost Review – Design Team

Move to Miro Board – All Participants

Essential Questions – Building Team Members

Move to Big Group – Download Small Group – All Participants

What's Next? – Dr. Harley Williams

Miro Board & Discussion

bit.ly/Cassingham-Miro (case sensitive)



WHERE WE CHAMPION OUR FUTURE
HEXLEY CITY SCHOOLS

Cassingham Elementary School
Building Team Meeting 02
04/02/2024

BREAKOUT GROUP 1

BREAKOUT GROUP 2

BREAKOUT GROUP 3

BREAKOUT GROUP 4

A screenshot of a Miro board interface. The board is titled 'Cassingham Elementary School Building Team Meeting 02' and dated '04/02/2024'. It features four distinct breakout group panels arranged in a 2x2 grid. Each panel is labeled 'BREAKOUT GROUP 1' through 'BREAKOUT GROUP 4' and contains a complex diagram with various nodes, arrows, and text boxes. The panels are color-coded: yellow for Group 1, green for Group 2, light blue for Group 3, and pink for Group 4. A vertical toolbar on the left side of the board contains various Miro editing tools like selection, text, eraser, and lasso. A large QR code is positioned in the top right corner of the overall image.

Building Team Essential Questions

1. In what ways are the facilities failing to meet the expectations and needs of all stakeholders now and in the future?
2. What facility changes need to occur to align with the District's educational mission?
3. What do you perceive as sacred as it pertains to buildings or the district's facilities?

You will find these questions posted in Miro



CES 2 Feedback

What do you perceive as sacred as it pertains to buildings or the district facilities?

- Would love to keep some of the existing original stuff that is nostalgic - theater seating, railings etc. As a person whose grandparents, parents, and myself attended Bexley. Preserving bricks, benches, memorial trees, is the only sacred. Memories can still remain through photos. The buildings need updated.
- I think keeping 3 separate k-5 elementary schools—one in each section of Bexley—is a must for the community. Otherwise all creative ideas welcome! Knock buildings down and build new! Add on to existing structures! Go for anything!
- Jewel box that is CS theater, architectural details from structure built in 1927(relief sculptures on facade), clock tower could be referenced in some manner
- Bexley is a community rooted in history. I especially appreciated hearing the term “community of this vintage” during the presentation. Most are drawn to Bexley for the character and quaintness of the streets, and the history rooted in these 100+ year old homes. Likewise, the master planning of Bexley is its own form of suburban urbanism. The sense of community you get with the tighter grid and walk-ability of the neighborhoods, nestled in mature tree canopies is quintessential Bexley. I feel both of these traits are currently present in our schools. Both the “vintage” charm and the tighter acreage is reflected in the three school properties. So - when you ask me what is sacred, to me it’s the charm, the history, and the smart and efficient use of land. Whether it’s a simple repair, a renovation or a rebuild, I hope you consider the relic of these existing buildings and their site adjacencies to our community.
- Cassingham clock tower. Front face/entrance of Montrose. Maryland architecture. Mature trees on school grounds that have been there for decades.
- Sunlight! One of my kiddos was in a cassingham class last year with no windows, it was horrible. Having multi-use space for kids to hang out and more space for lunch. My kids are always saying how crowded the cafeteria at cassingham is and how it takes forever to get your food if you want hot lunch, then there are no seats left.
- Neighborhood schools where each Elementary child can safely walk to school
- I firmly believe that maintaining neighborhood schools is an essential goal. Bexley is a community of neighborhoods, and the elementary schools are also neighbor play grounds and gathering spots, places were we build community.I also believe that Cassingham and the HS are historic, at least the facades , and should be preserved, as well the FB stadium (it’s the “ playground “ for the HS!) I don’t believe the Cassingham complex front yard is sacred, however its utilization will require an outstanding design answer. The Cassingham playground is not sacred and can be relocated nor is the SB field.
- Nothing, but I know many community members feel the facade of the high school is important to keep.
- I'm not sure sacred is the right word. It feels judgemental.

Cassingham Elementary School – Building Team #1 Form Responses

Like

- Theater has character
- Good central location, some classrooms sized appropriately & have good amenities (sinks/restrooms), theater should be maintained
- Good bones, well-built, theater, some classrooms are larger and have good daylight
- Traditional architecture fits community, many classrooms have large windows, generally grade-level classrooms close to each other, most classrooms have sinks/water
- Impressed by how staff utilizes space so effectively
- Wide hallways, “newer” classrooms have good space/daylight
- History and cleanliness

Needs Improvement

- **Bathrooms** – not shared with MS/staff, Library – separate from MS, need small group study rooms for 1:1 & testing, separate lunchroom
- **Lack of space (crowded)**, retrofitted rooms not ideal
- **Inconsistencies in classroom sizes and features, classrooms/hallways/cafeteria** are mixed with MS & HS, many **window-less rooms**, minimal green space, lacks character inside, choppy additions have cut flow of building
- **Cafeteria** – one for ES/MS/HS not best practice, spaces seems okay for ES students but sharing across all three is difficult
- **Classroom size not appropriate** in many instances, mismatched furniture not easily reconfigured, many interior rooms **[no daylight]** not enough **restrooms**, lockers often far from classroom, shared **cafeteria** – inappropriate sized furniture and not enough furniture
- Building dated, **poor space utilization**

Other

- No places to collaborate, inflexibility with growing population/changing needs
- Move offices to Maryland or Montrose to free up classroom space at Cassingham?
- Immediate needs like restrooms need to be addressed before plan finalized
- Improve storage in basement
- Many bandaids have been put in place, won't last much longer

Cassingham Elementary School – Building Team #1 Form Responses

Like

Needs Improvement

Other

- Daylight! Windowless rooms not okay, uncover existing windows, need more space – bursting at seams, need small group space, theater needs new lighting/brighter walls, one cafeteria does not work, restrooms need a lot of improvement (KG and MS students should not share same restroom), grade level teams need to be more proximate
- Classrooms equipped inconsistently, no consistency classroom seating/style/set up, closing off ½ of natural light seems ineffective, natural light nice but space more important, offices typically w/o windows, ADA accessibility, outdated mechanicals

Miro Breakout Session

Timing – Total 30 minutes

- 10 minutes** Each participant works independently on the three essential questions
- 20 minutes** Group discussion: what are the common themes?

Each group appoints a spokesperson to share common themes with larger group.



MARYLAND

Maryland Elementary School

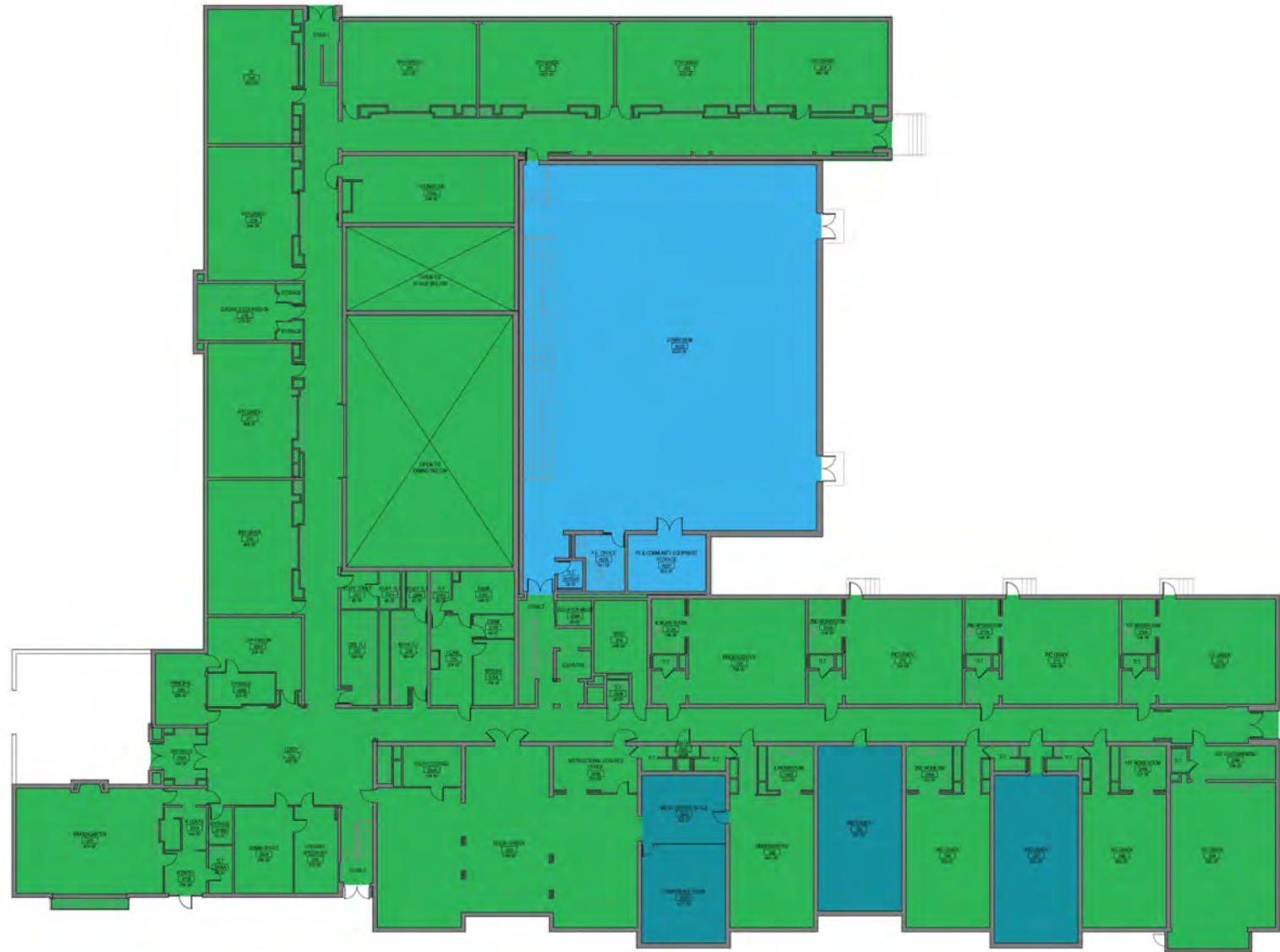
Physical Facility Adequacy Assessment



Site Analysis



Chronology Diagram



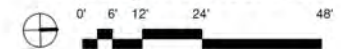
Existing First Floor Plan



Entry Analysis



Existing First Floor Plan



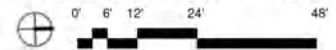
Restroom Analysis

Level 01

- GIRLS RESTROOM
- BOYS RESTROOM
- UNISEX RESTROOM
- STAFF RESTROOM
- ACCESSIBLE RESTROOM



Existing First Floor Plan



Restroom Analysis

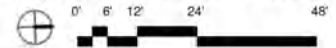
Lower Level

- GIRLS RESTROOM
- BOYS RESTROOM
- UNISEX RESTROOM
- STAFF RESTROOM
- ACCESSIBLE RESTROOM

USE BY CROSS CAT



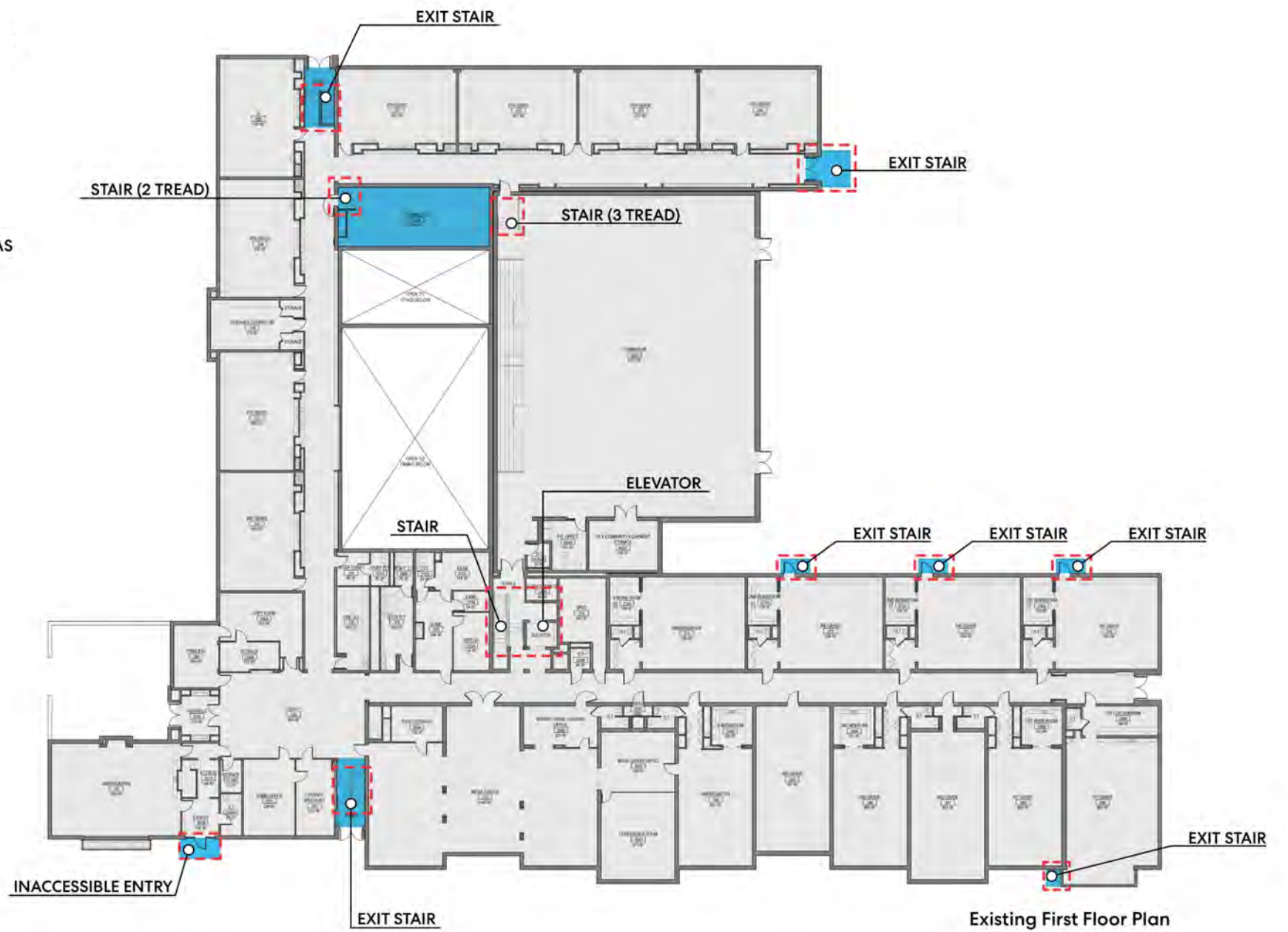
Existing Lower Level Floor Plan



Accessibility Analysis

Level 01

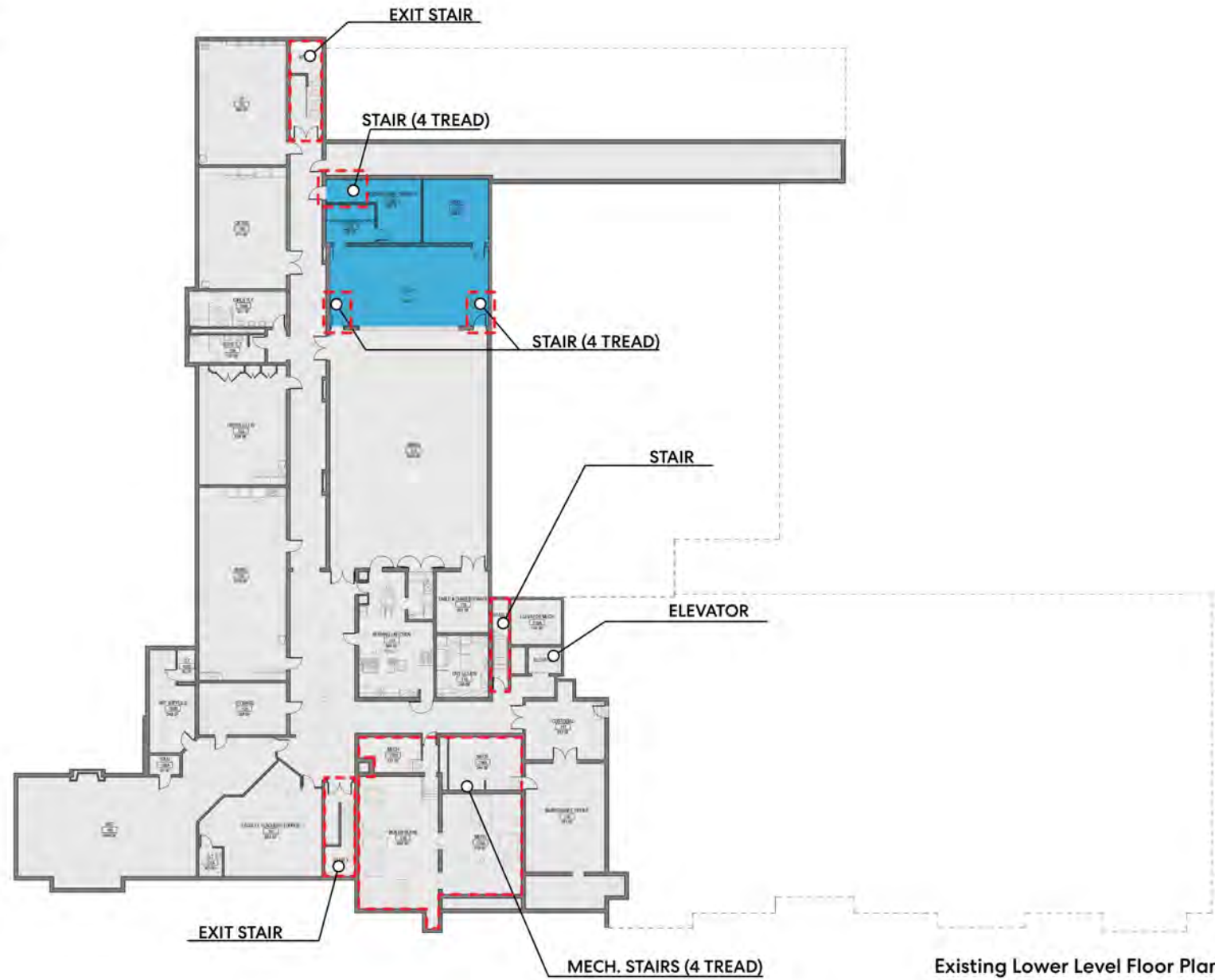
- INACCESSIBLE AREAS
- ELEVATORS
- - - STAIRS



Accessibility Analysis

Lower Level

- INACCESSIBLE AREAS
- ELEVATORS
- - STAIRS



Existing Lower Level Floor Plan



Physical Assessment Analysis

Level 01

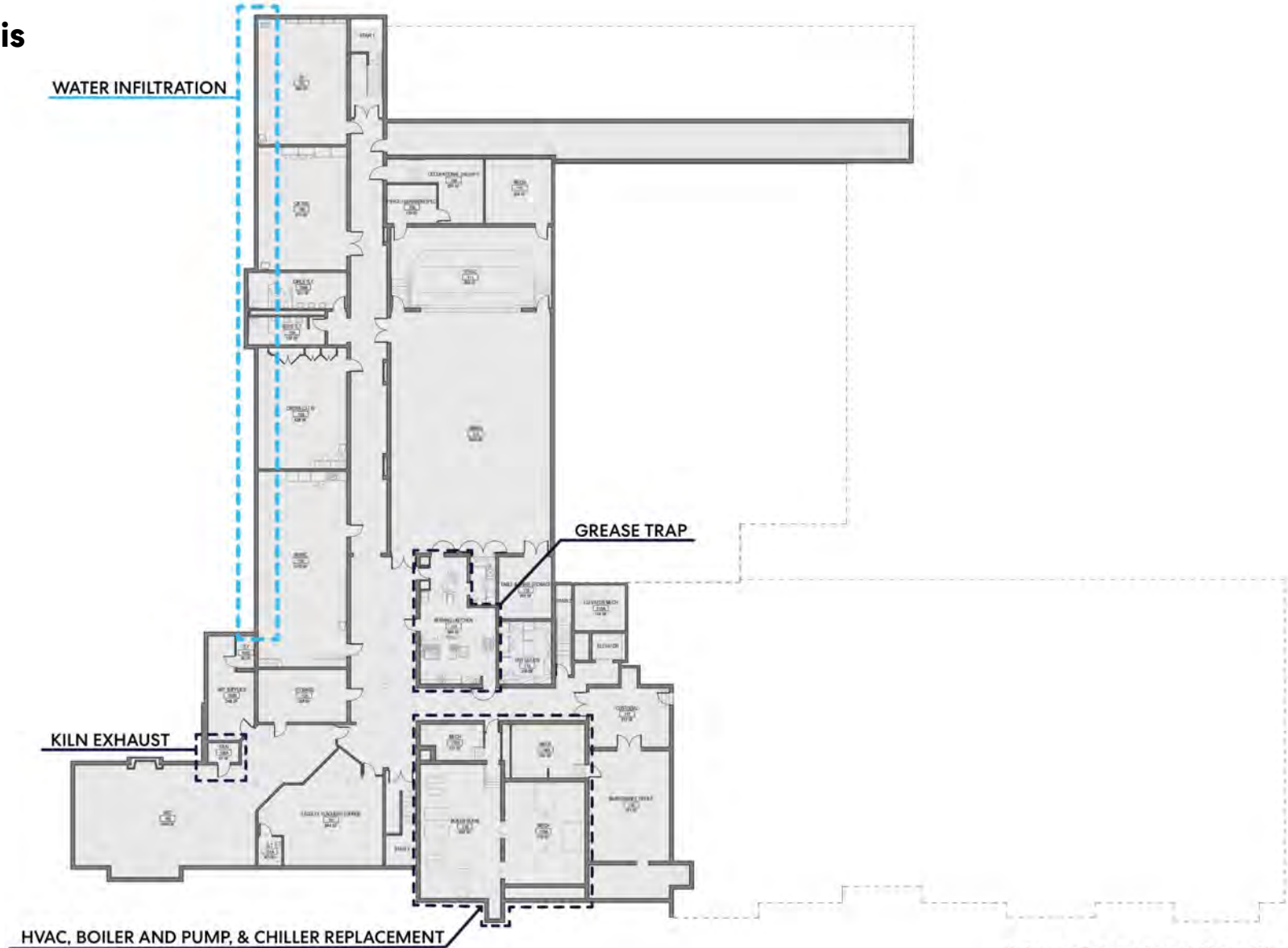


Existing First Floor Plan

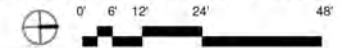


Physical Assessment Analysis

Lower Level

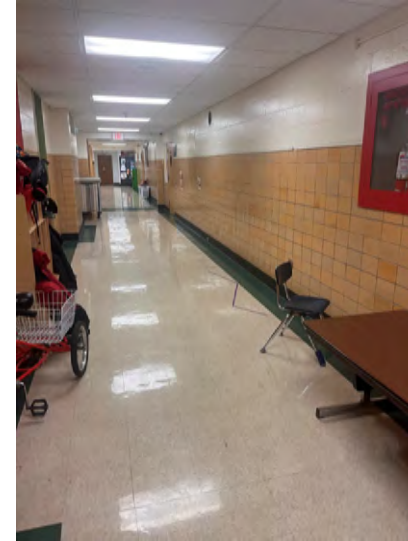


Existing Lower Level Floor Plan



Physical Facilities Assessment Summary: Maryland Elementary

- Many MEP systems are in need of replacement based on lifecycle – HVAC system replacement, boilers and pumps, rooftop units, roofing, chillers, etc.
- Existing plumbing counts are lower than current building code; Toilets, urinals, sinks, and water fountains are aging and do not provide the efficiencies of low-flow fixtures
- Exterior structure has been well maintained but will need continued maintenance (tuckpointing, masonry cleaning and sealing, etc.)
- Existing building structure appears to be in good condition
- Window replacement needed throughout
- Replacement of finishes has occurred in phases
- Most of the lighting has not been replaced with improved LED fixtures
- Security upgrades are planned for Summer 2024
- Accessibility improvements to restrooms and circulation areas are needed
- Existing sewage system and water supply appear sufficient
- Existing facility not equipped with sprinklers/fire suppression



Maryland Elementary School

Educational Adequacy Assessment



Adjacency Analysis

Level 01

- LEGEND**
- CORE ACADEMIC CLASSROOMS
 - SPECIAL CLASSROOMS / SUPPORT
 - OFFICES
 - COMMUNAL
 - CIRCULATION
 - TOILET
 - SUPPORT



Adjacency Analysis

Lower Level

- LEGEND**
- SPECIAL CLASSROOMS / SUPPORT
 - OFFICES
 - COMMUNAL
 - CIRCULATION
 - TOILET
 - SUPPORT



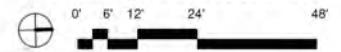
Circulation Analysis

Level 01

-  Circulation
-  Stairs
-  Elevator



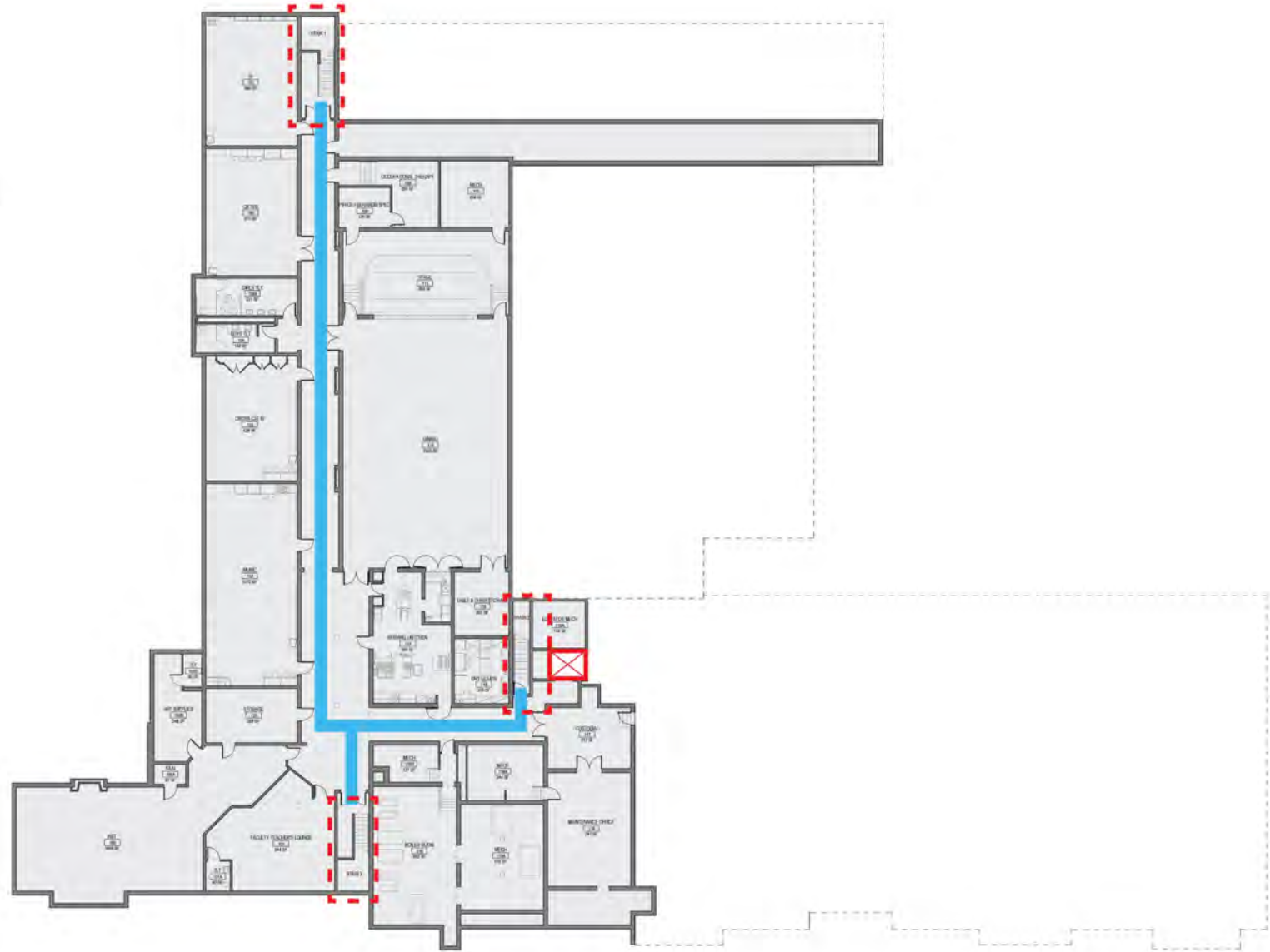
Existing First Floor Plan



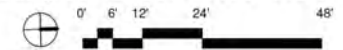
Circulation Analysis

Lower Level

-  Circulation
-  Stairs and Elevators
-  Elevator



Existing Lower Level Floor Plan

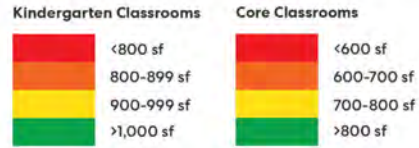


Classroom Size Analysis

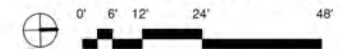
Level 01

Model Classroom Size: 800 square feet

Model Kindergarten Size: 1000 square feet



Existing First Floor Plan



Daylighting

Daylighting has been linked to “better performance of students – as much as 20% improvement in math and 26% in reading on standardized tests”
(Heschong Mahone Group, 1999)



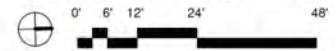
Daylight Analysis

Level 01

- No Daylight
- Some Daylight
- Adequate Daylight



Existing First Floor Plan



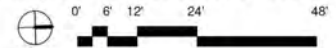
Daylight Analysis

Lower Level

- No Daylight
- Some Daylight
- Adequate Daylight



Existing Lower Level Floor Plan

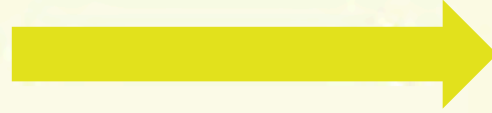


Educational Adequacy Assessment Summary: Maryland Elementary School

- Some classroom sizes are too small for current educational modalities
- Some classroom proportions are challenging and yield less daylight
- Some special education spaces located in lower level
- Lower level classrooms have limited daylight and views
- No intentionally designed collaborative spaces
- Some student support spaces are not ADA compliant
- Some student support spaces have no daylight
- Many restrooms are not ADA compliant
- Recently renovated media center
- Many rooms have older, less flexible furniture
- Many offices are non-contiguous and would benefit from consolidation and secure vestibule
- Corridors are narrow and doors swing into them



Repair



Address the needs identified in the **physical facility assessments**

Renovate



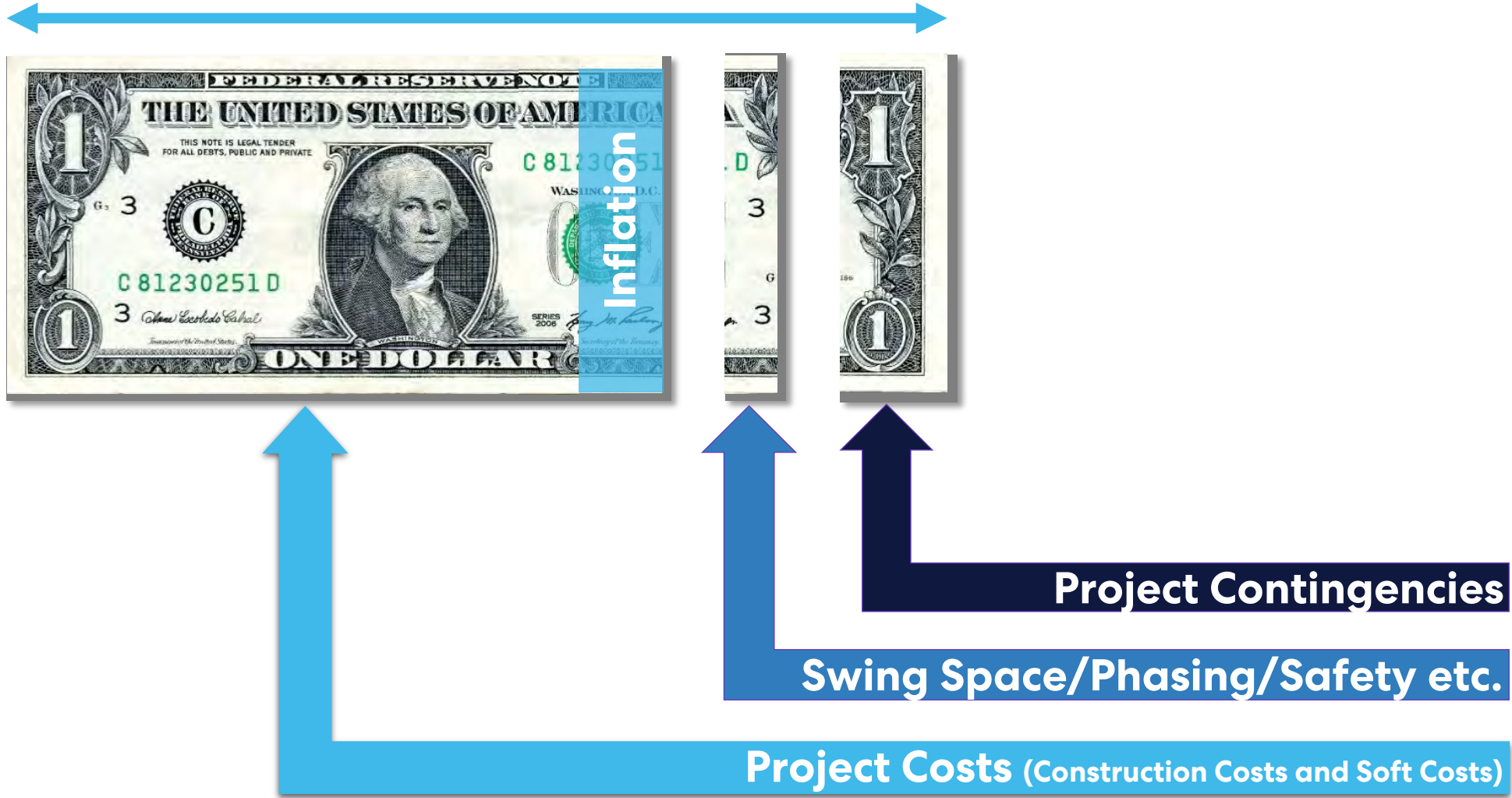
Address the needs identified in the **physical facility assessments PLUS** the needs identified in the **educational adequacy assessments**

Rebuild



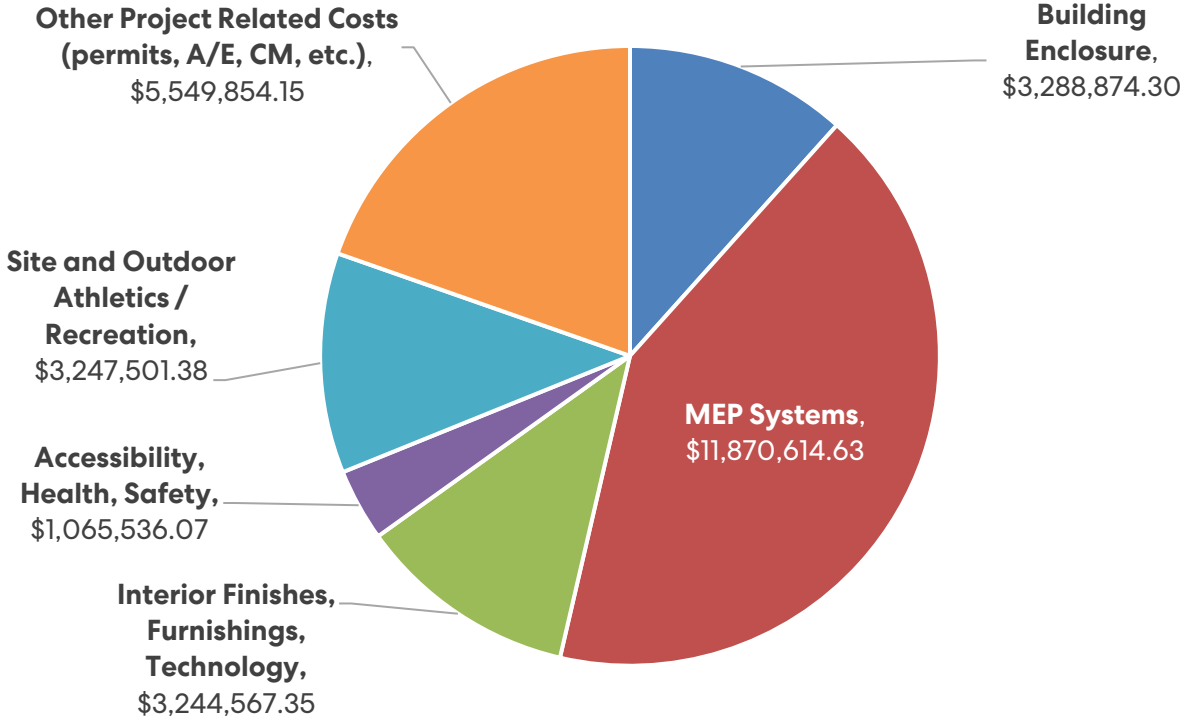
Total project costs

What is included in the project costs?



Summary Distribution of Required Investment

MARYLAND ELEMENTARY - SUMMARY
DISTRIBUTION OF REQUIRED INVESTMENT



- Building Enclosure
- MEP Systems
- Interior Finishes, Furnishings, Technology
- Accessibility, Health, Safety
- Site and Outdoor Athletics/Recreation
- Other Project Related Costs (permits, fees, etc.)

Maryland Elementary

WORK REQUIRED		TIMING OF REQUIRED INVESTMENT		
		0-5 YRS	6-10 YRS	11-15 YRS
	Building Enclosure	\$	\$\$	
	MEP Systems	\$	\$\$\$	\$\$\$
	Interior Finishes, Furnishings, Technology	\$	\$\$	\$\$
	Accessibility, Health, Safety	\$	\$	\$
	Site and Outdoor Athletics/Recreation	\$	\$	\$\$
	Other Project Related Costs (permits, fees, etc.)	\$	\$\$	\$\$

\$ - less than \$1,000,000 \$\$ - \$1,000,000-\$3,000,000 \$\$\$ - more than \$3,000,000

Maryland Elementary

BUILDING SYSTEM	2023 COSTS	COSTS ESTIMATED FOR WORK PERFORMED IN			ESTIMATED TOTAL
		0-5 Years	6-10 Years	11-15 Years	
Building Enclosure	\$2,555,973.25	\$409,483.11	\$2,879,391.20	\$0.00	\$3,288,874.30
MEP Systems	\$8,344,863.14	\$728,039.36	\$4,696,413.99	\$6,446,161.28	\$11,870,614.63
Interior Finishes, Furnishings, Technology	\$2,439,840.48	\$901,698.25	\$1,070,934.66	\$1,271,934.43	\$3,244,567.35
Accessibility, Health, Safety	\$804,182.85	\$430,671.55	\$81,718.13	\$553,146.39	\$1,065,536.07
Site and Outdoor Athletics / Recreation	\$2,264,083.88	\$454,178.10	\$569,787.77	\$2,223,535.51	\$3,247,501.38
Other Project Related Costs (permits, A/E, CM, etc.)	\$4,008,754.15	\$714,359.16	\$2,271,589.33	\$2,563,905.66	\$5,549,854.15
2023 COSTS TOTAL	\$20,417,697.75				
0-5 YEAR TOTAL		\$3,638,429.52			
6-10 YEAR TOTAL			\$11,569,835.09		
11-15 YEAR TOTAL				\$13,058,683.27	
ESTIMATED TOTAL					\$28,266,947.88

Note: This assessment forecasts annual escalation rates commensurate with each time frame.

Other project related costs include: Land survey, soil borings/Phase I Environmental Site Assessment, agency approval fees (building code), construction testing, printing of bid documents, advertising for bids, builders risk insurance, bond fees, design professionals compensation, CM compensation, commissioning and maintenance plan advisor and Other Project Related Costs contingency.

Districtwide Summary

SCHOOL	2024 COSTS	COSTS ESTIMATED FOR WORK PERFORMED IN			ESTIMATED TOTAL
		0-5 Years	6-10 Years	11-15 Years	
Cassingham Elementary	\$19,557,524.90	\$3,675,203.76	\$15,672,279.00	\$6,789,120.56	\$26,136,603.33
Maryland Elementary	\$20,417,697.75	\$3,638,429.52	\$11,569,835.09	\$13,058,683.27	\$28,266,947.88
Montrose Elementary	\$21,378,887.86	\$4,516,879.66	\$17,998,470.11	\$5,687,599.91	\$28,202,949.68
Middle and High School	\$39,646,621.36	\$10,100,836.87	\$18,227,105.06	\$35,449,636.25	\$63,777,578.18
ESTIMATED TOTAL	\$101,000,731.86	\$21,931,349.81	\$63,467,689.26	\$60,985,039.99	\$146,384,079.06

The Three “Buckets” for District Facilities Needs

As Identified in the Physical Facilities Assessment



District-wide TOTAL estimate (0-15 years): \$146,384,080



Agenda

Welcome – Dr. Harley Williams

Assessment/Cost Review – Design Team

Move to Miro Board – All Participants

Essential Questions – Building Team Members

Move to Big Group – Download Small Group – All Participants

What's Next? – Dr. Harley Williams

Miro Board & Discussion

bit.ly/Maryland-Miro (case sensitive)



A screenshot of a Miro board interface. The board is titled "Maryland Elementary School" and "Building Team Meeting 02" with a date of "04/02/2024". It features three distinct breakout group sections: "BREAKOUT GROUP 1" (yellow background), "BREAKOUT GROUP 2" (green background), and "BREAKOUT GROUP 3" (blue background). Each section contains a complex diagram with various nodes, arrows, and text boxes. The Miro interface includes a top navigation bar with the "miro" logo, the board name, and a "PUBLIC" status indicator. A left sidebar contains various tool icons for navigation and editing. The bottom right corner shows zoom controls set to 1% and a help icon.

Building Team Essential Questions

1. In what ways are the facilities failing to meet the expectations and needs of all stakeholders now and in the future?
2. What facility changes need to occur to align with the District's educational mission?
3. What do you perceive as sacred as it pertains to buildings or the district's facilities?

You will find these questions posted in Miro



CES 2 Feedback

What do you perceive as sacred as it pertains to buildings or the district facilities?

- Would love to keep some of the existing original stuff that is nostalgic - theater seating, railings etc. As a person whose grandparents, parents, and myself attended Bexley. Preserving bricks, benches, memorial trees, is the only sacred. Memories can still remain through photos. The buildings need updated.
- I think keeping 3 separate k-5 elementary schools—one in each section of Bexley—is a must for the community. Otherwise all creative ideas welcome! Knock buildings down and build new! Add on to existing structures! Go for anything!
- Jewel box that is CS theater, architectural details from structure built in 1927(relief sculptures on facade), clock tower could be referenced in some manner
- Bexley is a community rooted in history. I especially appreciated hearing the term “community of this vintage” during the presentation. Most are drawn to Bexley for the character and quaintness of the streets, and the history rooted in these 100+ year old homes. Likewise, the master planning of Bexley is its own form of suburban urbanism. The sense of community you get with the tighter grid and walk-ability of the neighborhoods, nestled in mature tree canopies is quintessential Bexley. I feel both of these traits are currently present in our schools. Both the “vintage” charm and the tighter acreage is reflected in the three school properties. So - when you ask me what is sacred, to me it’s the charm, the history, and the smart and efficient use of land. Whether it’s a simple repair, a renovation or a rebuild, I hope you consider the relic of these existing buildings and their site adjacencies to our community.
- Cassingham clock tower. Front face/entrance of Montrose. Maryland architecture. Mature trees on school grounds that have been there for decades.
- Sunlight! One of my kiddos was in a cassingham class last year with no windows, it was horrible. Having multi-use space for kids to hang out and more space for lunch. My kids are always saying how crowded the cafeteria at cassingham is and how it takes forever to get your food if you want hot lunch, then there are no seats left.
- Neighborhood schools where each Elementary child can safely walk to school
- I firmly believe that maintaining neighborhood schools is an essential goal. Bexley is a community of neighborhoods, and the elementary schools are also neighbor play grounds and gathering spots, places were we build community.I also believe that Cassingham and the HS are historic, at least the facades , and should be preserved, as well the FB stadium (it’s the “ playground “ for the HS!) I don’t believe the Cassingham complex front yard is sacred, however its utilization will require an outstanding design answer. The Cassingham playground is not sacred and can be relocated nor is the SB field.
- Nothing, but I know many community members feel the facade of the high school is important to keep.
- I'm not sure sacred is the right word. It feels judgemental.

Maryland Elementary School – Building Team #1 Form Responses

Like

- Small and cozy, structure fits neighborhood
- Warm and retro feel, large classrooms, bathrooms in most classrooms
- Primary classrooms have restrooms, layout of primary classrooms good, having a cloakrooms & storage/activity annex, art room is good, as is gym
- Primary separate from older students, bathrooms in classrooms, most classrooms have natural light
- Restrooms in classrooms, many exits
- Feels cozy and authentic, not sterile
- Classrooms filled with bright, inspirational, affirming art; separate wings by age
- Building well maintained, restrooms in classrooms, high ceilings, clustered grades
- Classic, welcoming lobby
- Gym and cafeteria

Needs Improvement

- Mechanicals, space use, accessibility issues
- Accessibility, air quality
- Any space that is office/small group – bad, poor accessibility, basement classrooms & 4/5 too small, library size insufficient and does not allow for privacy/quiet in connected rooms, Benner Theater is inefficient use of space, lobby small & used for overflow meeting area, stage not accessible, cafeteria small/inefficient, outdoor field gets muddy with little rain, needs complete technology overhaul
- Better access/wayfinding for community spaces, accessibility a major problem, outdoor space not secure, fence ineffective, hardscape areas aging, grass area gets muddy, needs tech overhaul, classrooms small, support spaces crammed all over building, bathrooms need upgrades
- Storage limited, need new fence, modular furniture for younger classrooms, better use of basement

Other

- Gym – great facility but location may impede reconfiguration
- Nice to share my experience as a staff in the building
- Ample expansion opportunity, students with special needs definitely need better facilities/classrooms
- Teachers/staff done amazing job making welcoming environment, like to see Maryland Ave. closed during arrival/dismissal times
- Move from Building Management System to open protocol systems – helps with future costs and adds providers
- Be more clever about storage & accessibility, need exterior upgrades (fence, use of space, grass vs turf)
- Walls and ceilings show signs of possible mold growth

Maryland Elementary School – Building Team #1 Form Responses

Like

Needs Improvement

Other

- **Accessibility**, size for upper grades, lack of flexible community space for small/large groups, inconsistent classroom amenities (i.e. bathrooms)
- Any **service space or para-educational** (speech, behavioral health, interventions, OT, allied arts) **does not have adequate space**, **accessibility**, lack of storage, cafeteria/kitchen seem an afterthought
- More closed storage for teachers, more usable and accessible spaces for special classrooms
- **Accessibility**, **inefficient use of space**, failing systems
- Overall appearance dated
- **Accessibility**, **lack of meeting spaces** or spaces to do assessments, **classroom size** not conducive to learning with curiosity or flexibility of different abled learners

Miro Breakout Session

Timing – Total 30 minutes

- 10 minutes** Each participant works independently on the three essential questions
- 20 minutes** Group discussion: what are the common themes?

Each group appoints a spokesperson to share common themes with larger group.



MONTROSE

Montrose Elementary School

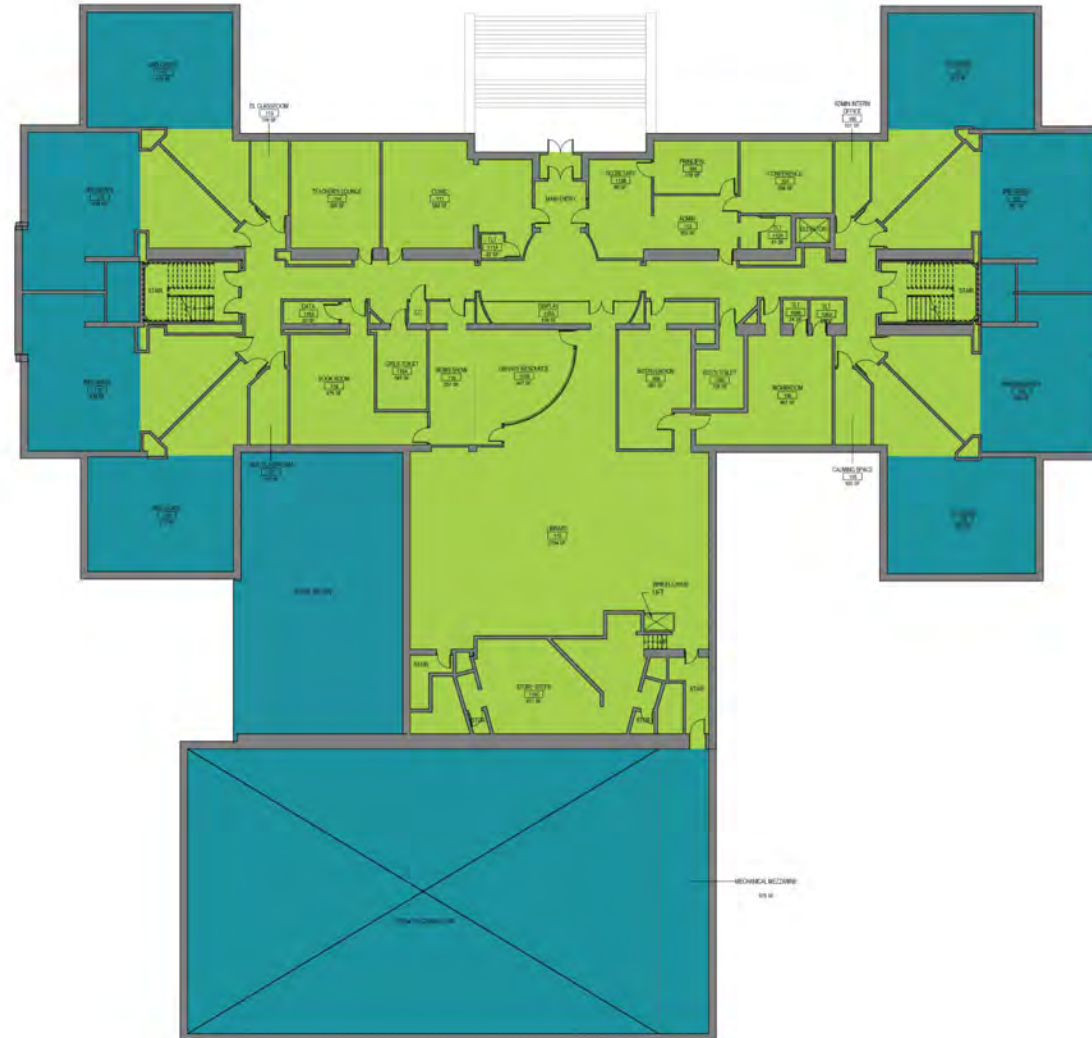
Physical Facility Adequacy Assessment



Site Analysis

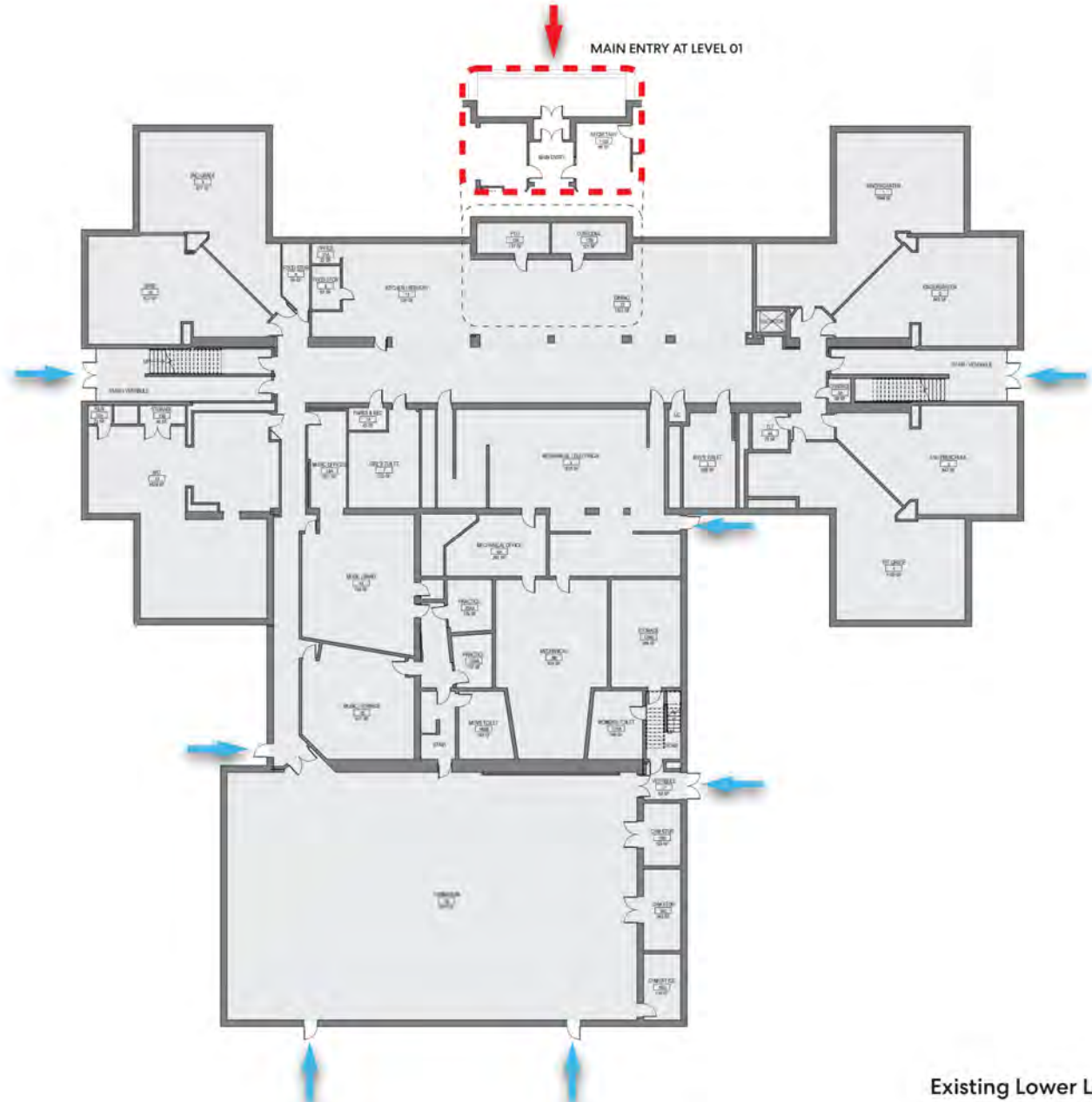


Chronology Diagram

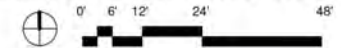


Existing First Floor Plan
0' 6' 12' 24' 48'

Entry Analysis



Existing Lower Level Floor Plan



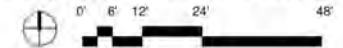
Restroom Analysis

Lower Level

- GIRLS RESTROOM
- BOYS RESTROOM
- UNISEX RESTROOM
- STAFF RESTROOM
-  ACCESSIBLE RESTROOM



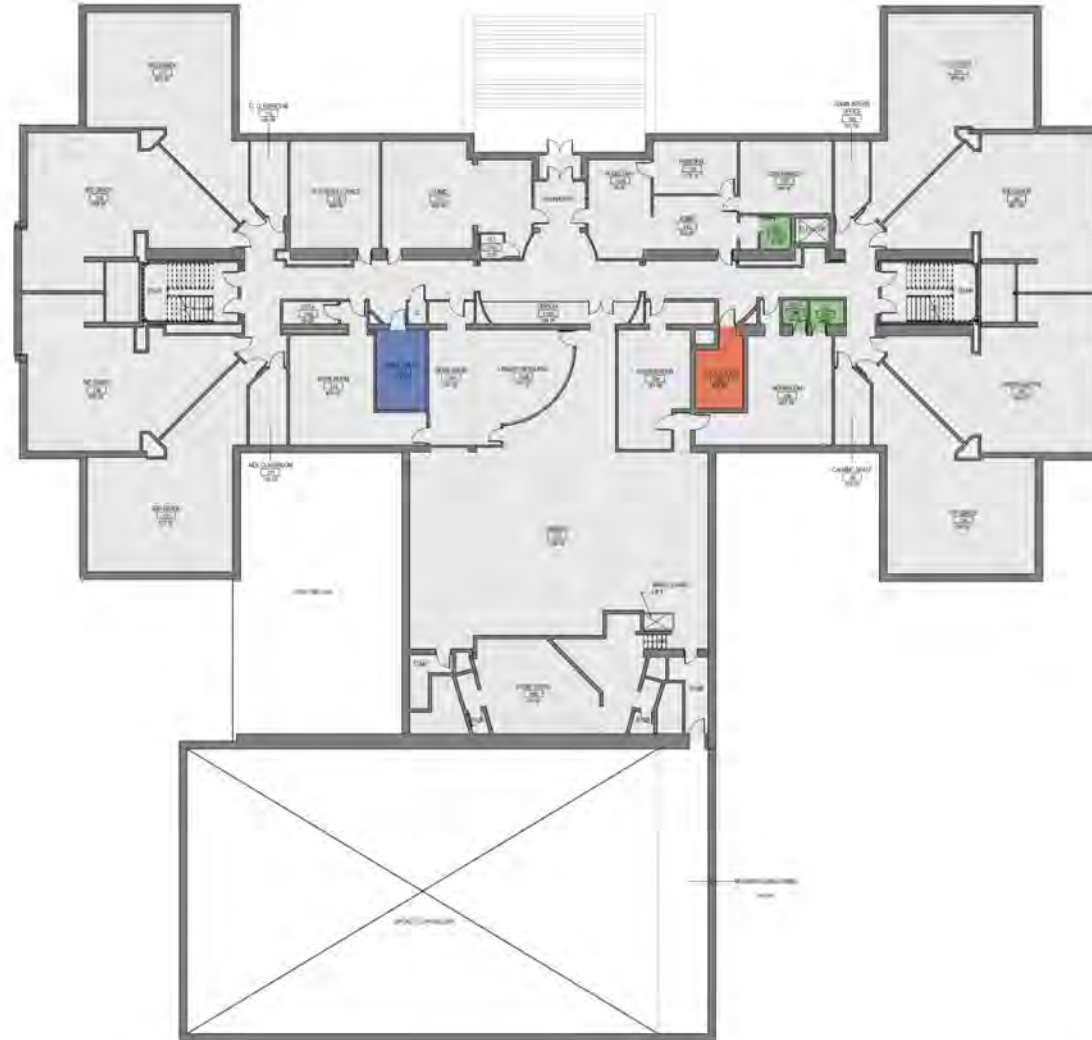
Existing Lower Level Floor Plan



Restroom Analysis

Level 01

- GIRLS RESTROOM
- BOYS RESTROOM
- UNISEX RESTROOM
- STAFF RESTROOM
- ACCESSIBLE RESTROOM



Existing First Floor Plan



Restroom Analysis

Level 02

- GIRLS RESTROOM
- BOYS RESTROOM
- UNISEX RESTROOM
- STAFF RESTROOM
- ♿ ACCESSIBLE RESTROOM



Existing Second Floor Plan

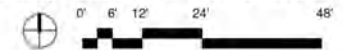


Accessibility Analysis

Lower Level

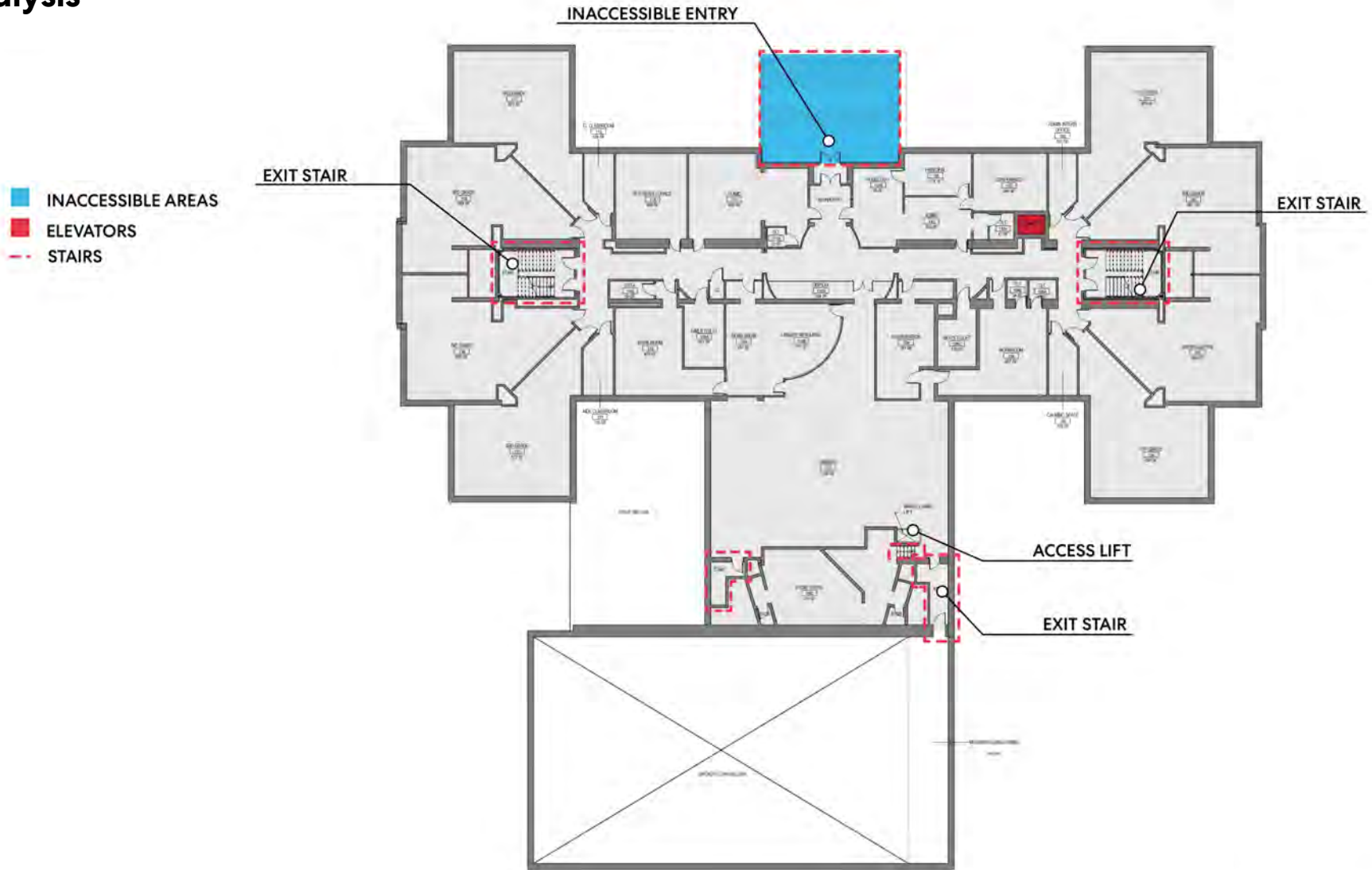


Existing Lower Level Floor Plan



Accessibility Analysis

Level 01



Accessibility Analysis

Level 02

- INACCESSIBLE AREAS
- ELEVATORS
- - STAIRS

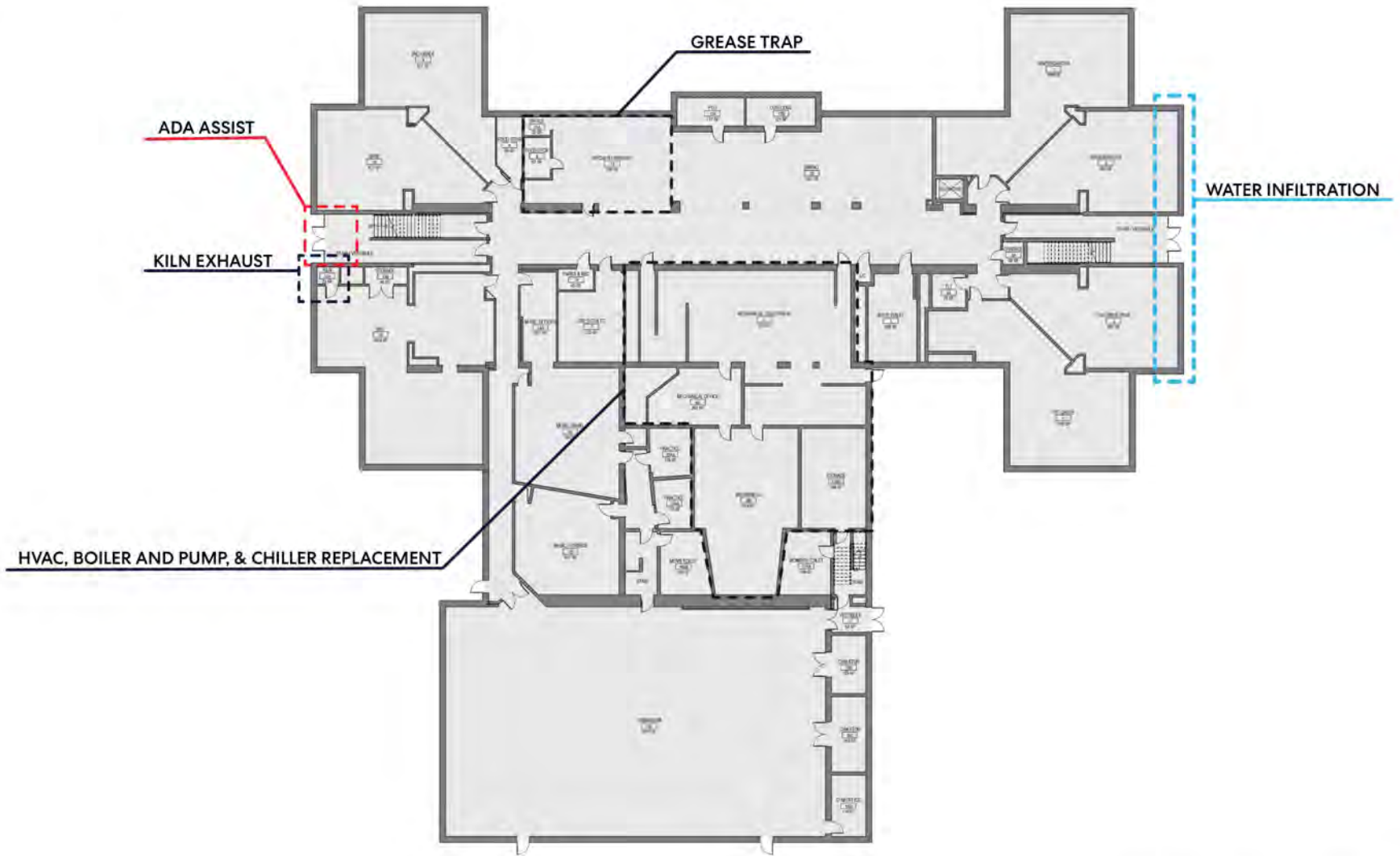


Existing Second Floor Plan



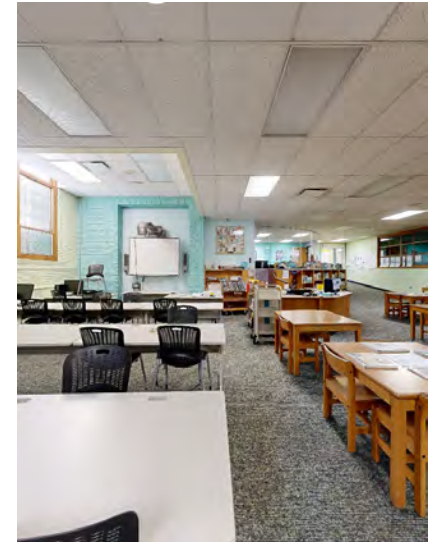
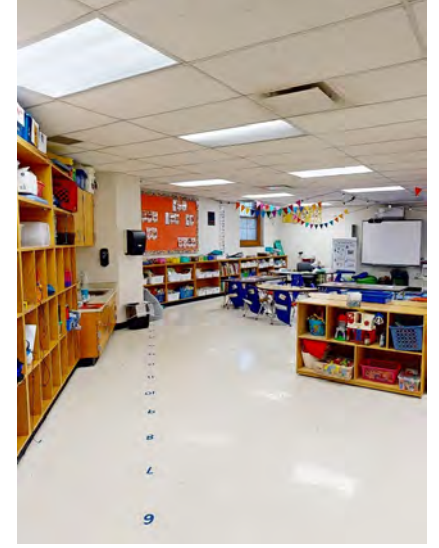
Physical Assessment Analysis

Lower Level



Physical Facilities Assessment Summary: Montrose Elementary

- Many MEP systems are in need of replacement based on lifecycle – HVAC system replacement, boilers and pumps, rooftop units, roofing, chillers, etc.
- Existing plumbing counts are lower than current building code; Toilets, urinals, sinks, and water fountains are aging and do not provide the efficiencies of low-flow fixtures
- Exterior structure has been well maintained but will need continued maintenance (tuckpointing, masonry cleaning and sealing, etc.)
- Existing building structure appears to be in good condition
- Window replacement needed throughout
- Replacement of finishes has occurred in phases
- Lighting has not been replaced with improved LED fixtures
- Security upgrades are planned for Summer 2024
- Accessibility improvements to restrooms and circulation areas are needed
- Existing sewage system and water supply appear sufficient
- Existing facility not equipped with sprinklers/fire suppression
- Site repairs necessary for railings and existing concrete steps



Montrose Elementary School

Educational Adequacy Assessment

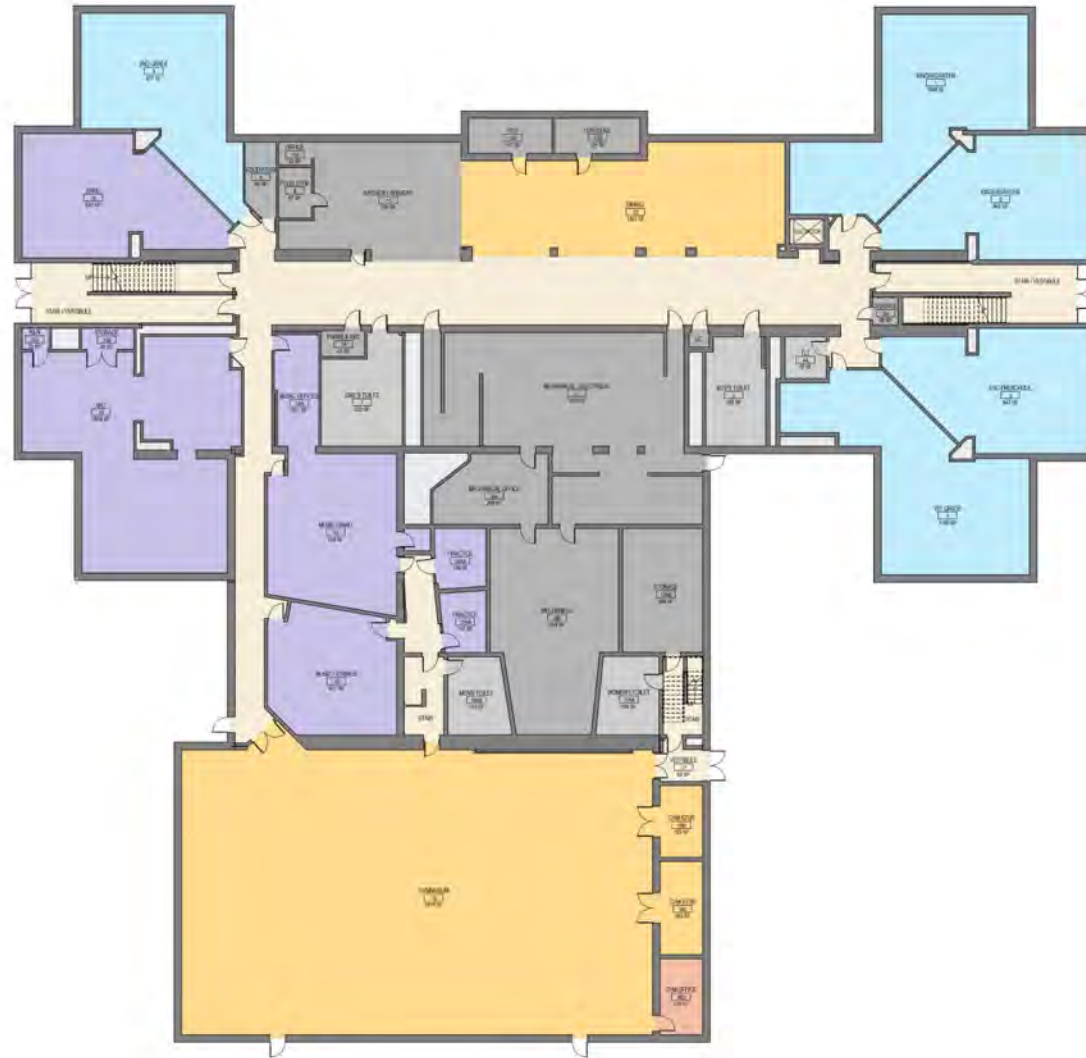


Adjacency Analysis

Lower Level

LEGEND

- CORE ACADEMIC CLASSROOMS
- SPECIAL CLASSROOMS / SUPPORT
- OFFICES
- COMMUNAL
- CIRCULATION
- TOILET
- SUPPORT

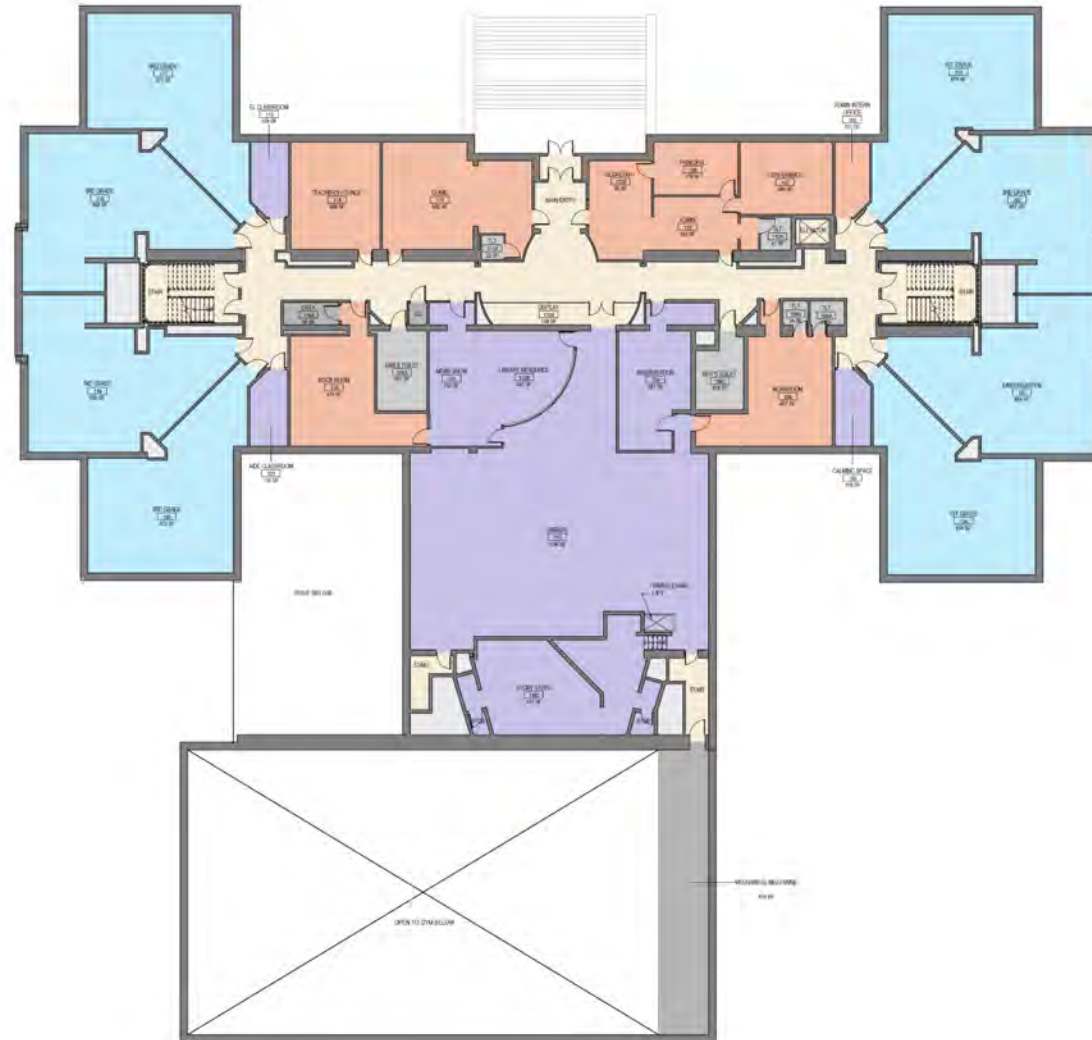


Adjacency Analysis

Level 01

LEGEND

- CORE ACADEMIC CLASSROOMS
- SPECIAL CLASSROOMS / SUPPORT
- OFFICES
- CIRCULATION
- TOILET
- SUPPORT

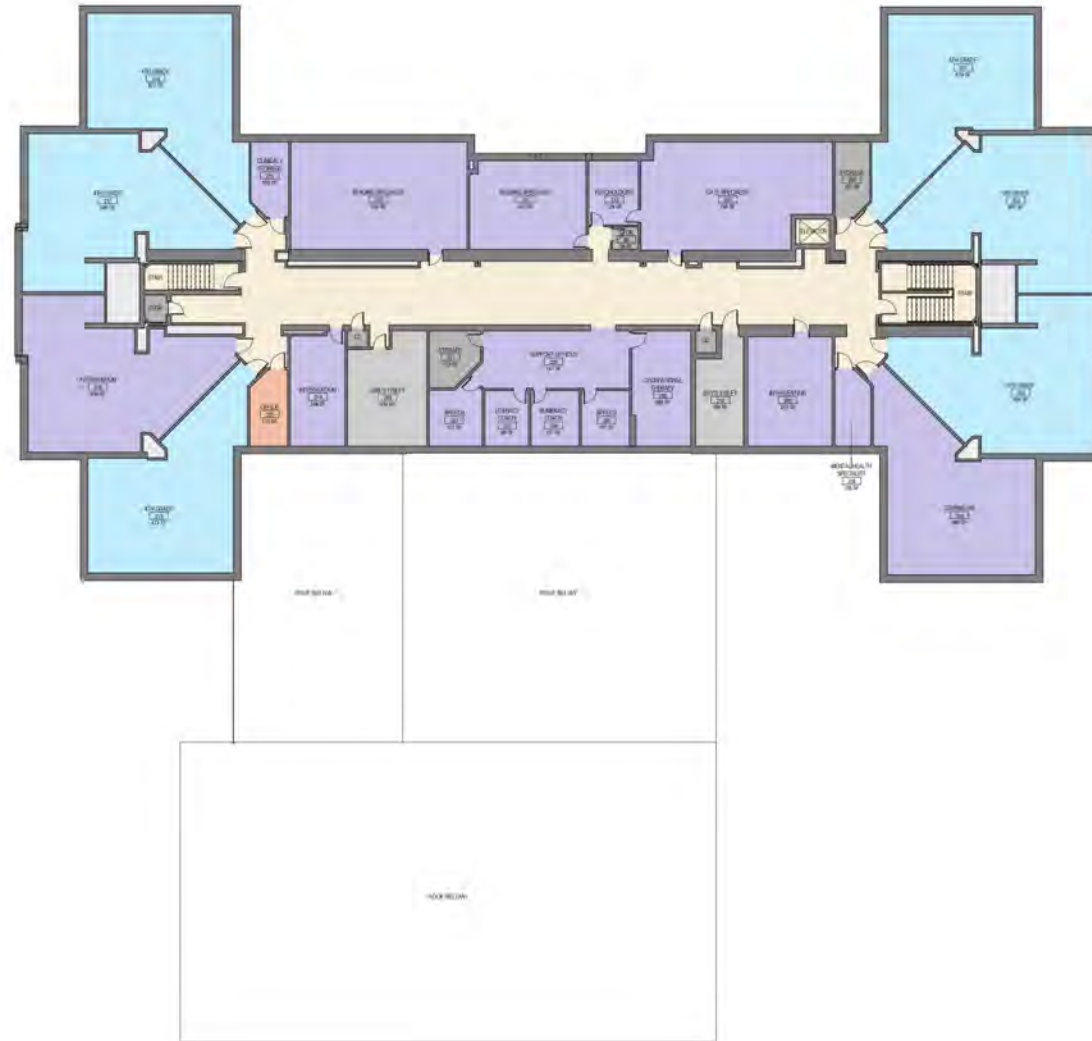


Adjacency Analysis

Level 02

LEGEND

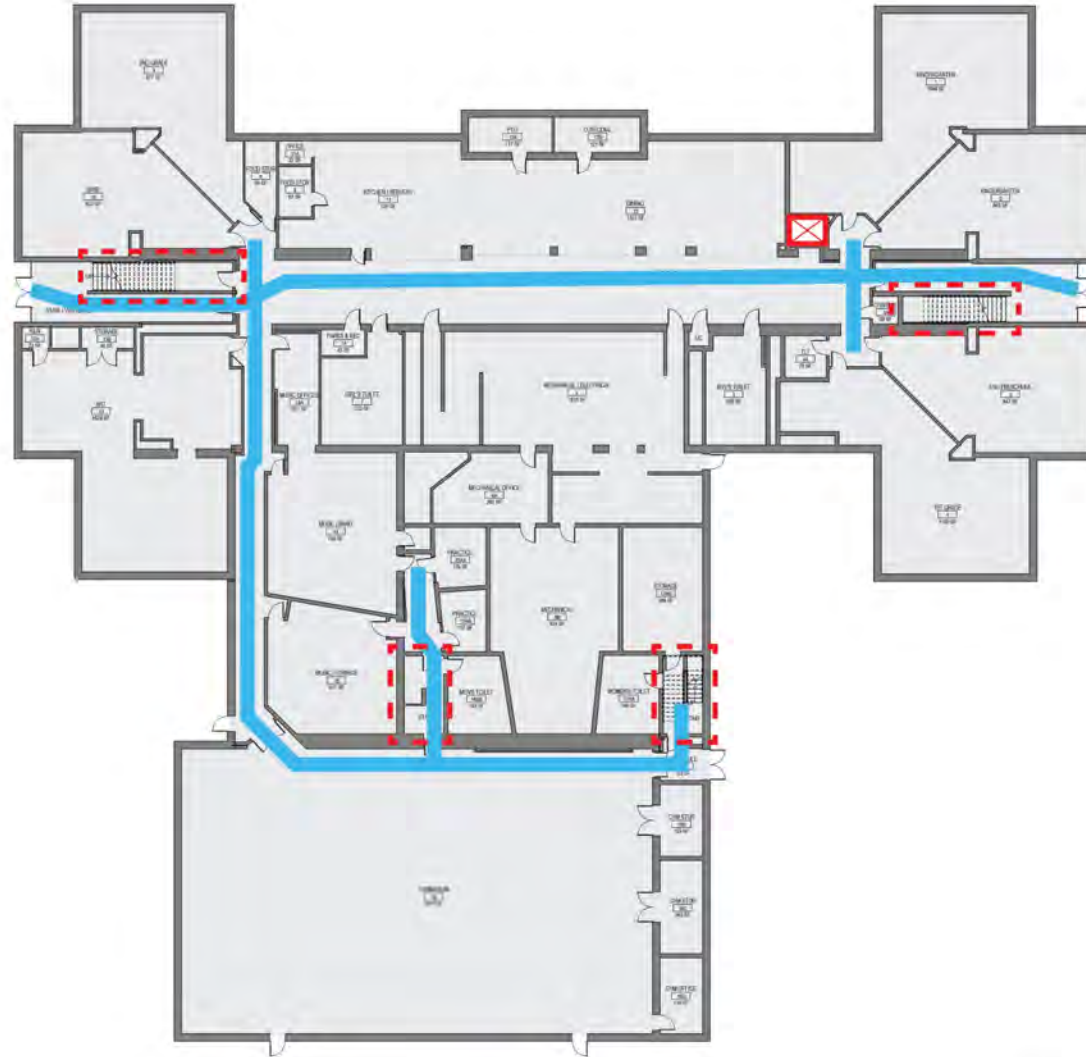
- CORE ACADEMIC CLASSROOMS
- SPECIAL CLASSROOMS / SUPPORT
- OFFICES
- CIRCULATION
- TOILET
- SUPPORT



Circulation Analysis

Lower Level

-  Circulation
-  Stairs
-  Elevator



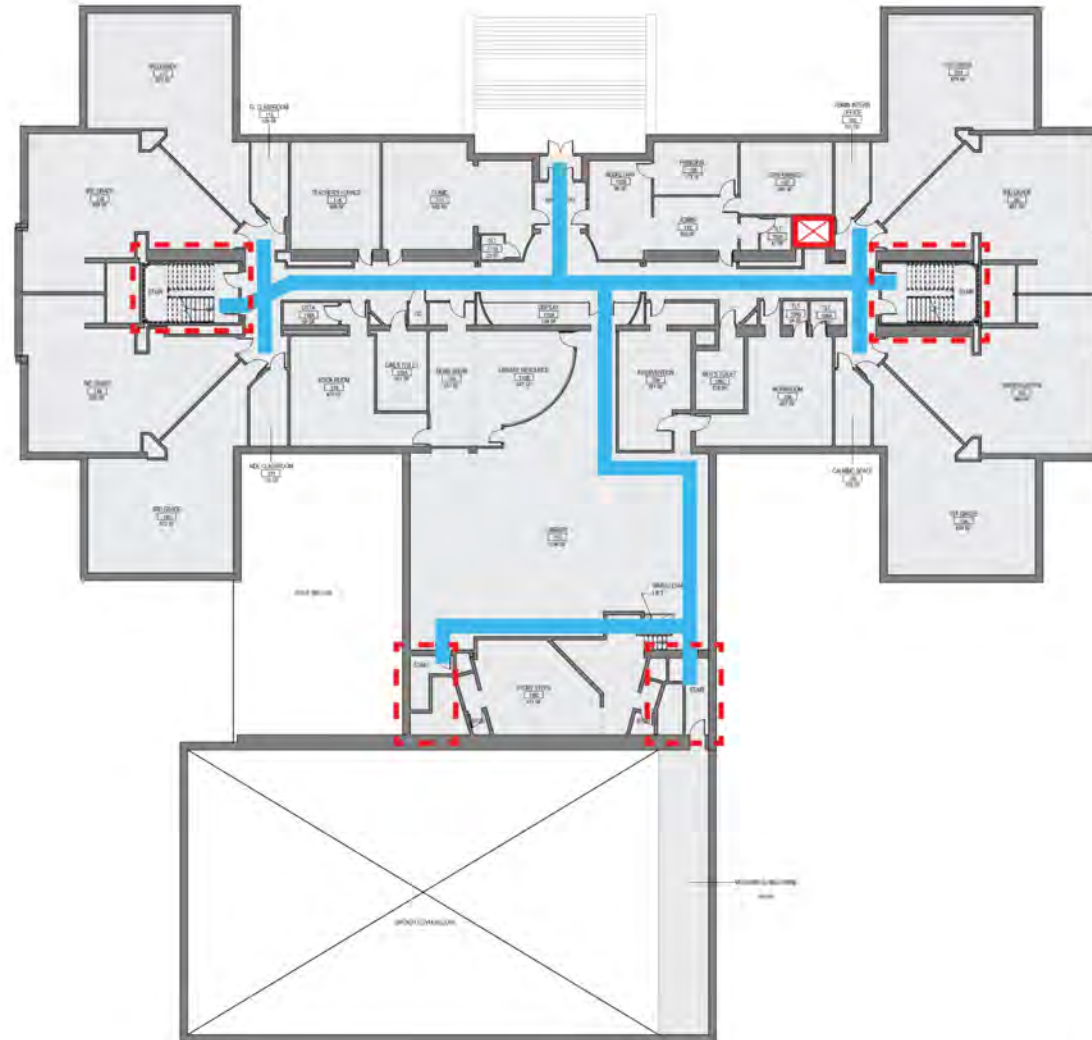
Existing Lower Level Floor Plan



Circulation Analysis


Level 01

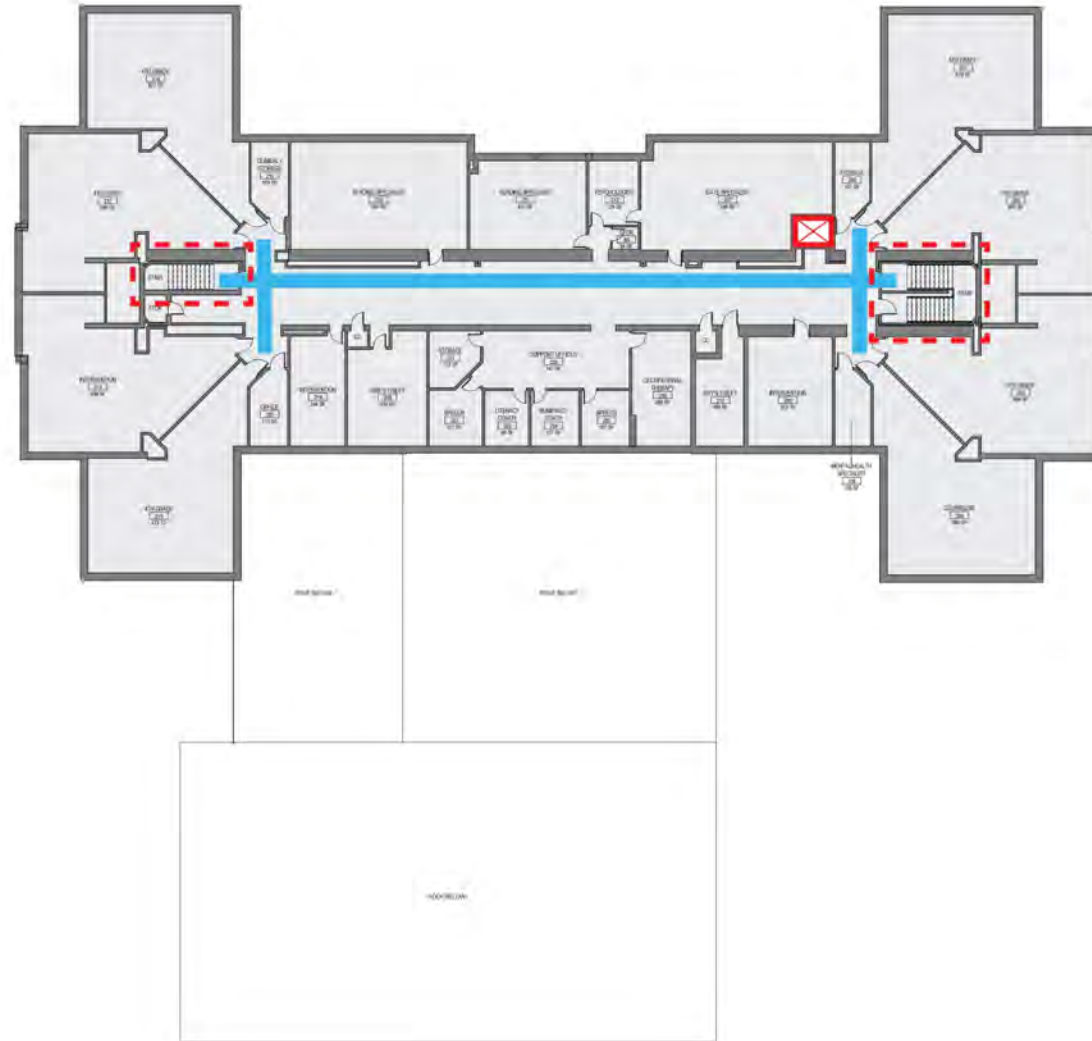
-  Circulation
-  Stairs
-  Elevator



Circulation Analysis

Level 02

-  Circulation
-  Stairs
-  Elevator



Existing Second Floor Plan

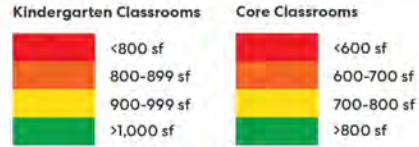


Classroom Size Analysis

Lower Level

Model Classroom Size: 800 square feet

Model Kindergarten Size: 1000 square feet



Existing Lower Level Floor Plan

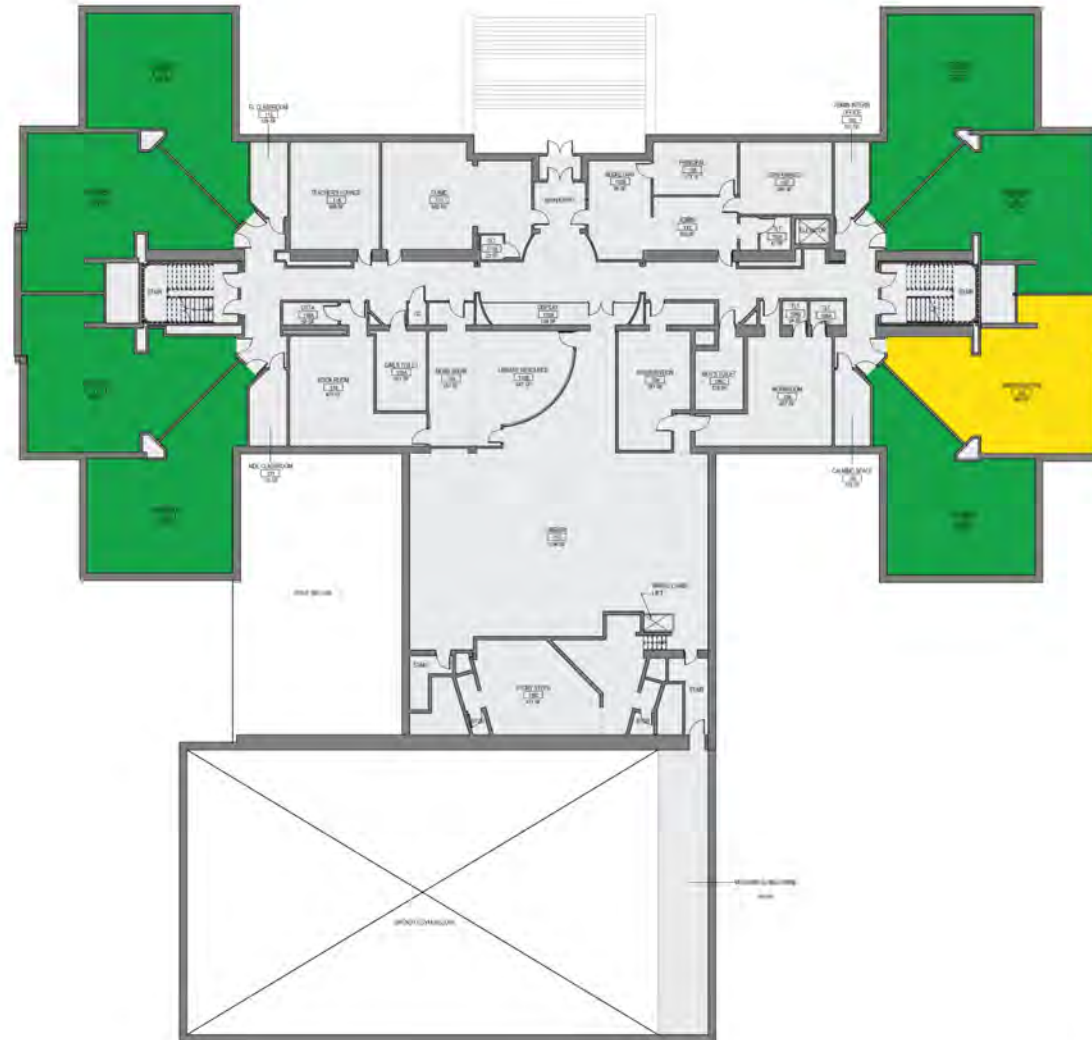
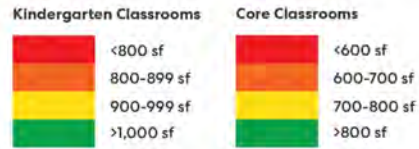


Classroom Size Analysis

Level 01

Model Classroom Size: 800 square feet

Model Kindergarten Size: 1000 square feet



Existing First Floor Plan

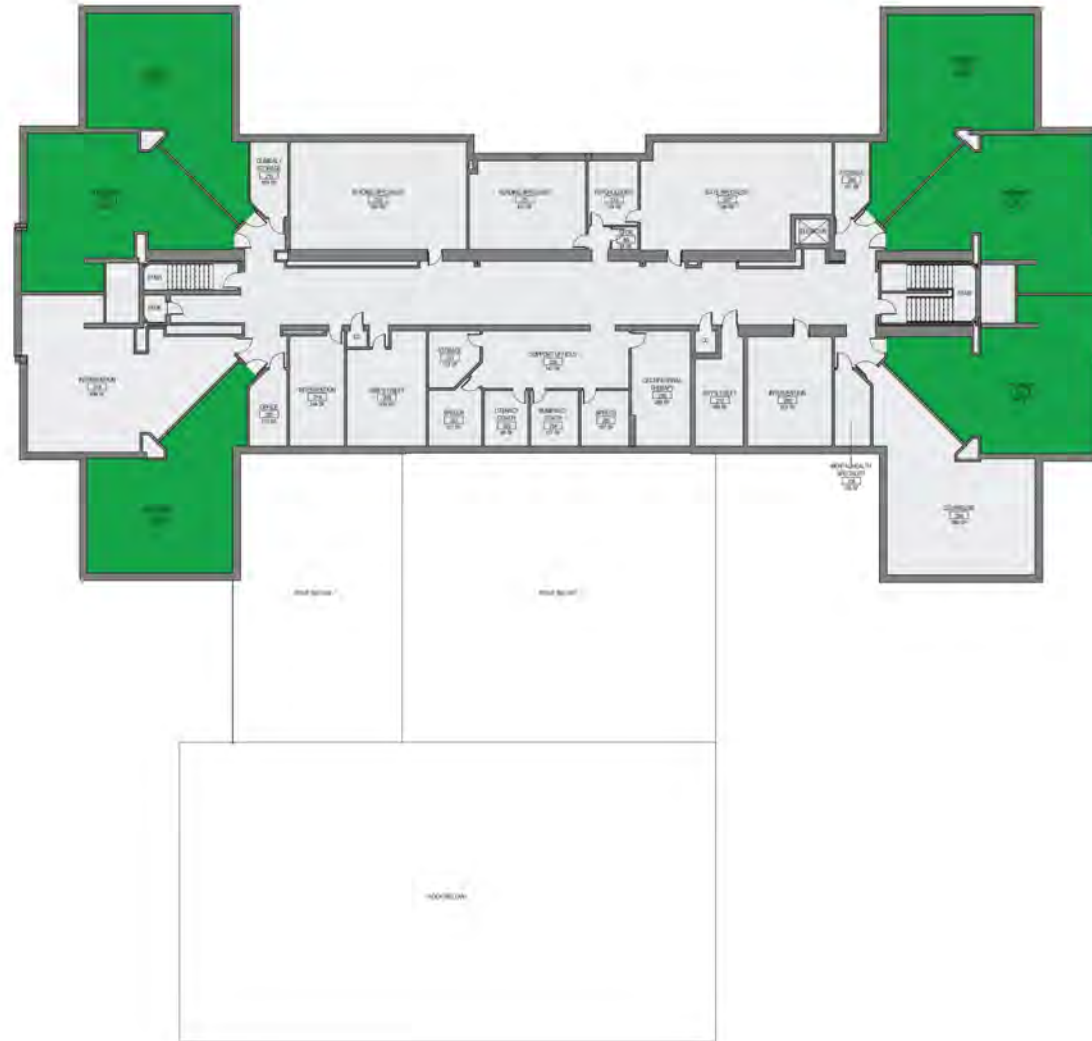
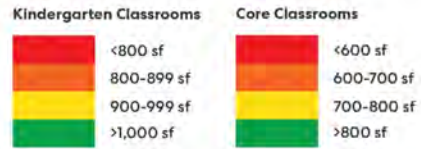


Classroom Size Analysis

Level 02

Model Classroom Size: 800 square feet

Model Kindergarten Size: 1000 square feet



Existing Second Floor Plan

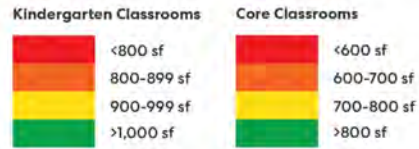


Classroom Size Analysis – Usable Area

Lower Level

Model Classroom Size: 800 square feet

Model Kindergarten Size: 1000 square feet

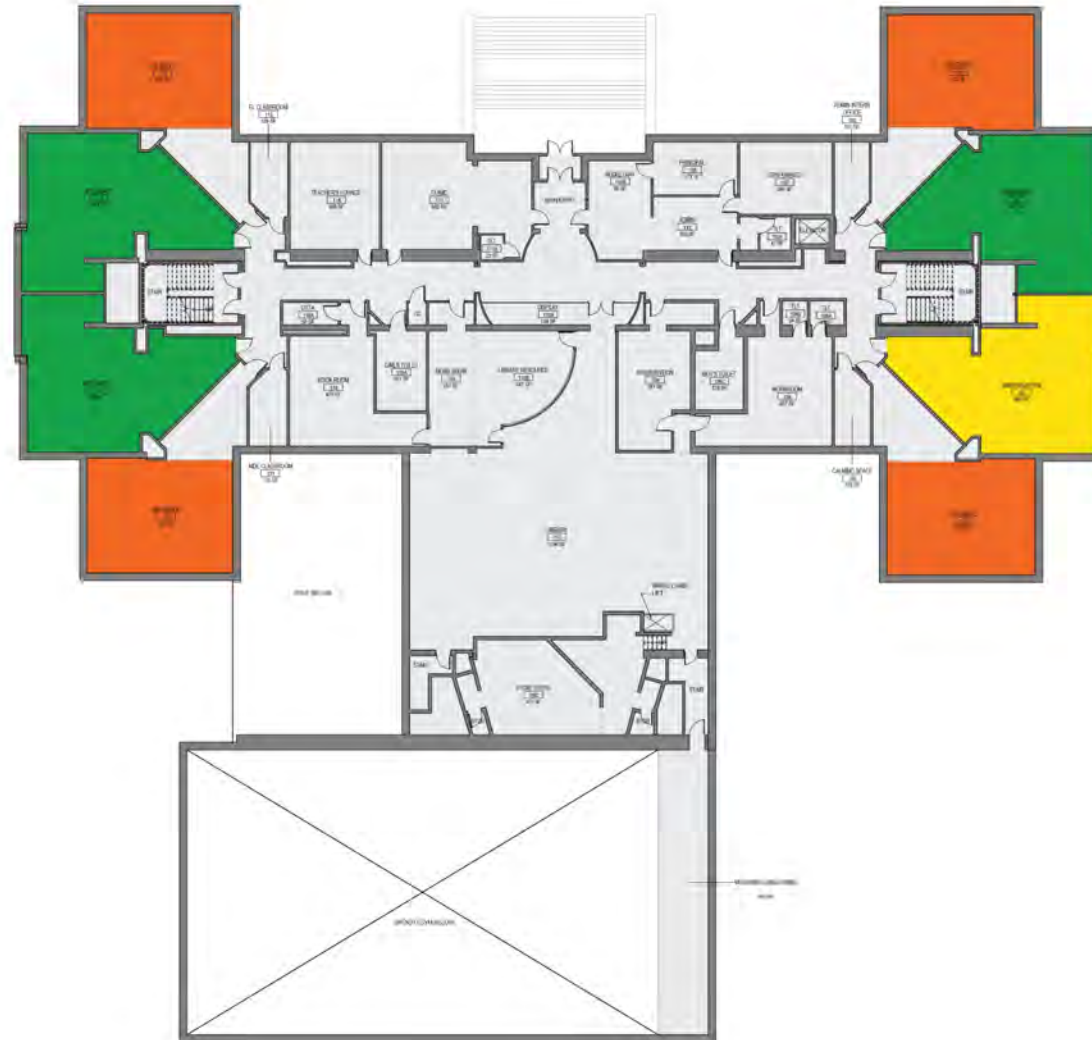
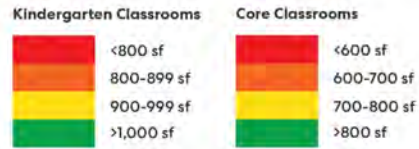


Classroom Size Analysis – Usable Area

Level 01

Model Classroom Size: 800 square feet

Model Kindergarten Size: 1000 square feet

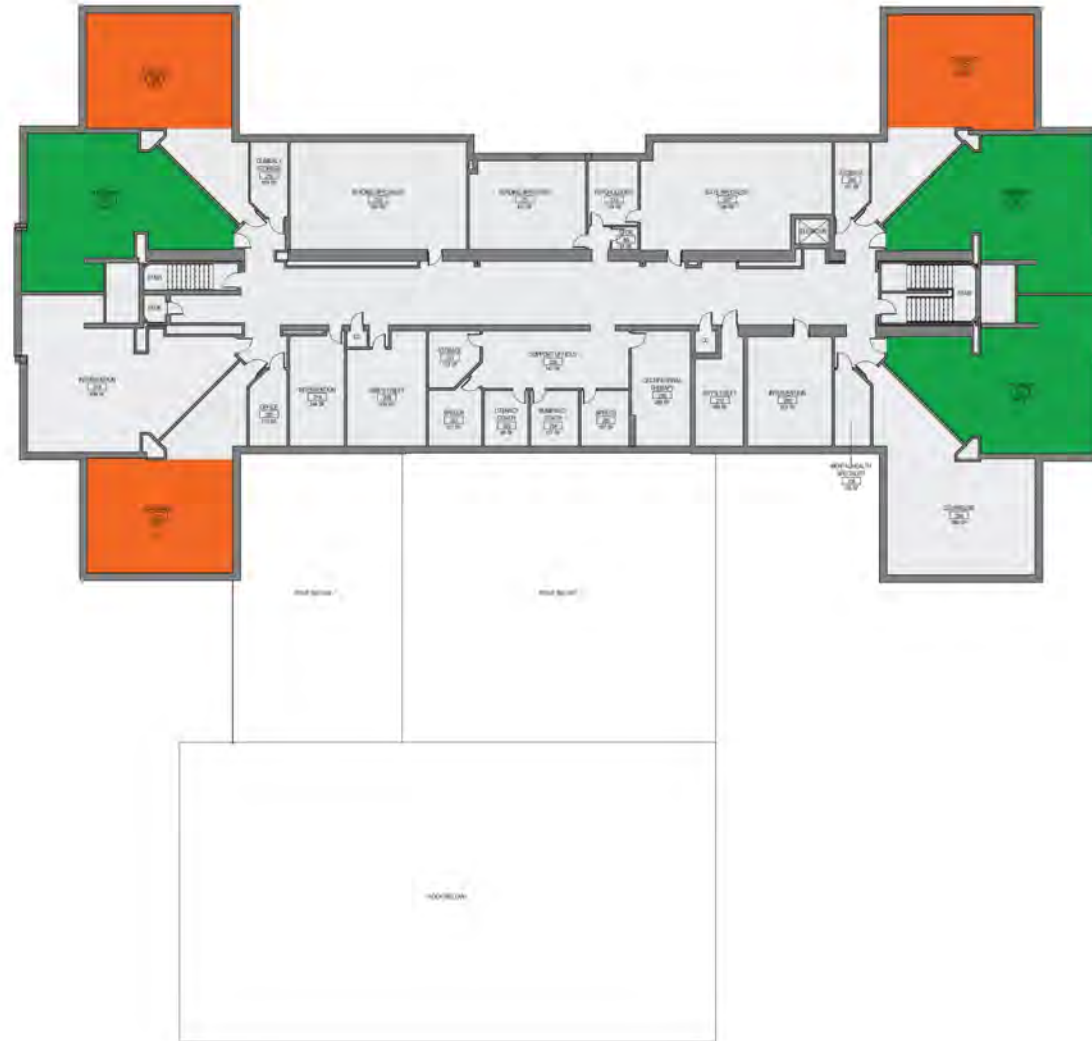
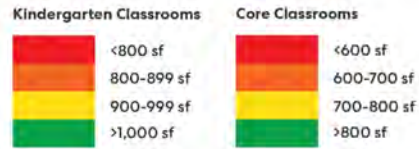


Classroom Size Analysis – Usable Area

Level 02

Model Classroom Size: 800 square feet

Model Kindergarten Size: 1000 square feet



Daylighting

Daylighting has been linked to “better performance of students – as much as 20% improvement in math and 26% in reading on standardized tests”
(Heschong Mahone Group, 1999)



Daylight Analysis

Lower Level

- No Daylight
- Some Daylight
- Adequate Daylight



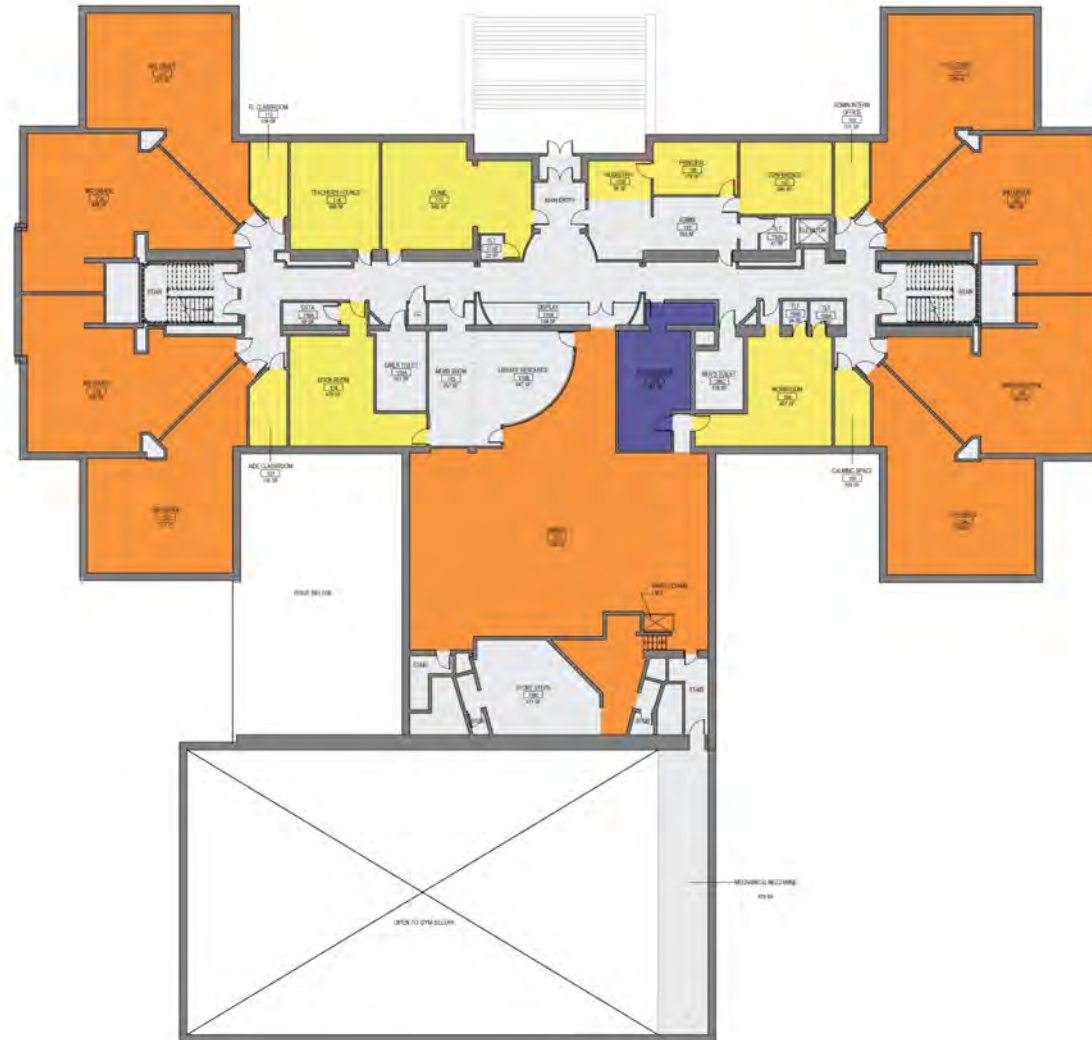
Existing Lower Level Floor Plan



Daylight Analysis

Level 01

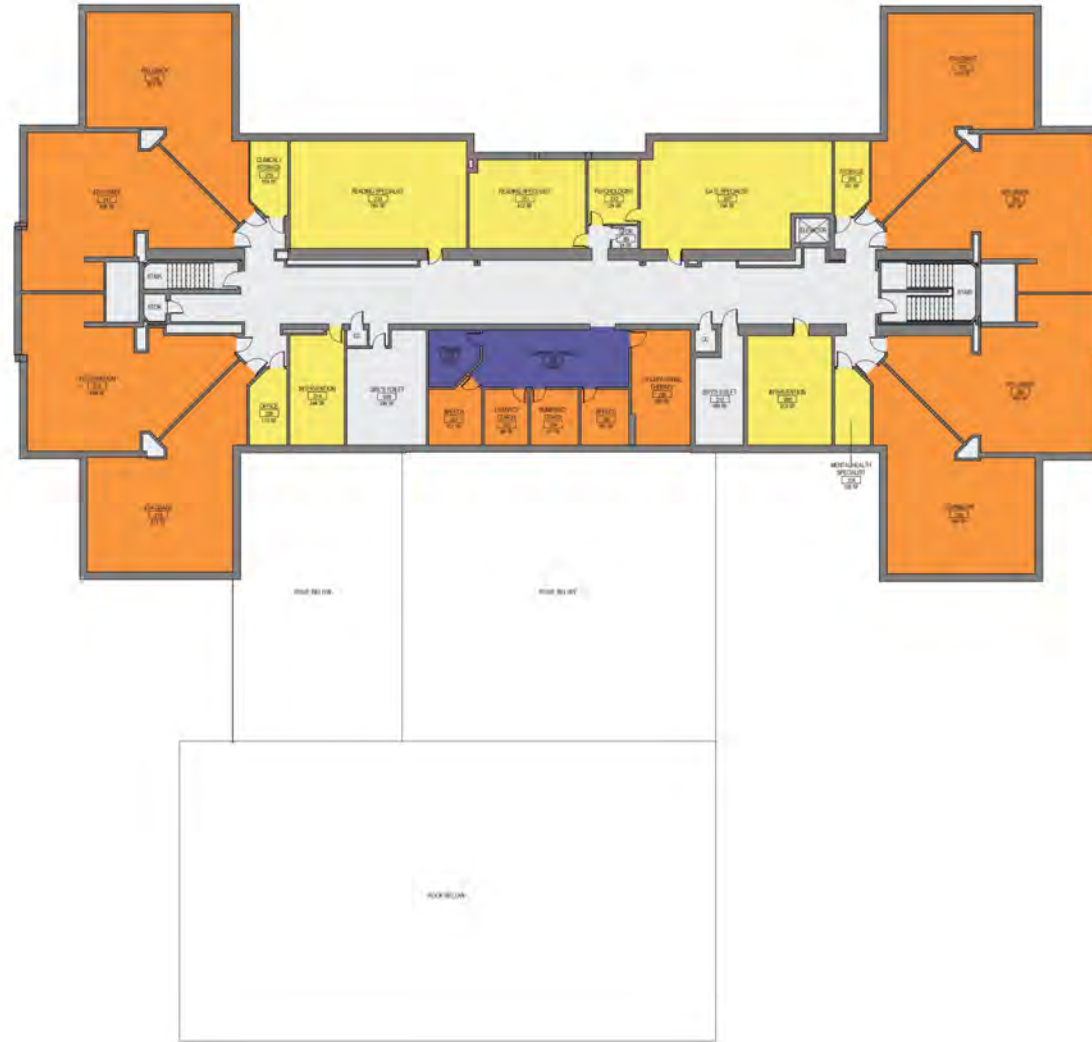
- No Daylight
- Some Daylight
- Adequate Daylight



Daylight Analysis

Level 02

- No Daylight
- Some Daylight
- Adequate Daylight



Educational Adequacy Assessment Summary: Montrose Elementary School

- Most classrooms are triangular shaped making some of the room less usable, therefore usable space is small for current educational modalities
- Most classrooms, have small windows, limiting daylight opportunities
- Cafeteria is undersized and uses adjacent circulation space to meet capacity
- Music room has no natural light
- No intentionally designed collaborative spaces
- Some student support spaces have no daylight
- Many restrooms are not ADA compliant
- Many rooms have older, less flexible furniture
- Main entry is not ADA compliant – mobility challenged people need to use a side door
- Many offices are non-contiguous and would benefit from consolidation
- Stair circulation is cramped



Repair



Address the needs identified in the **physical facility assessments**

Renovate



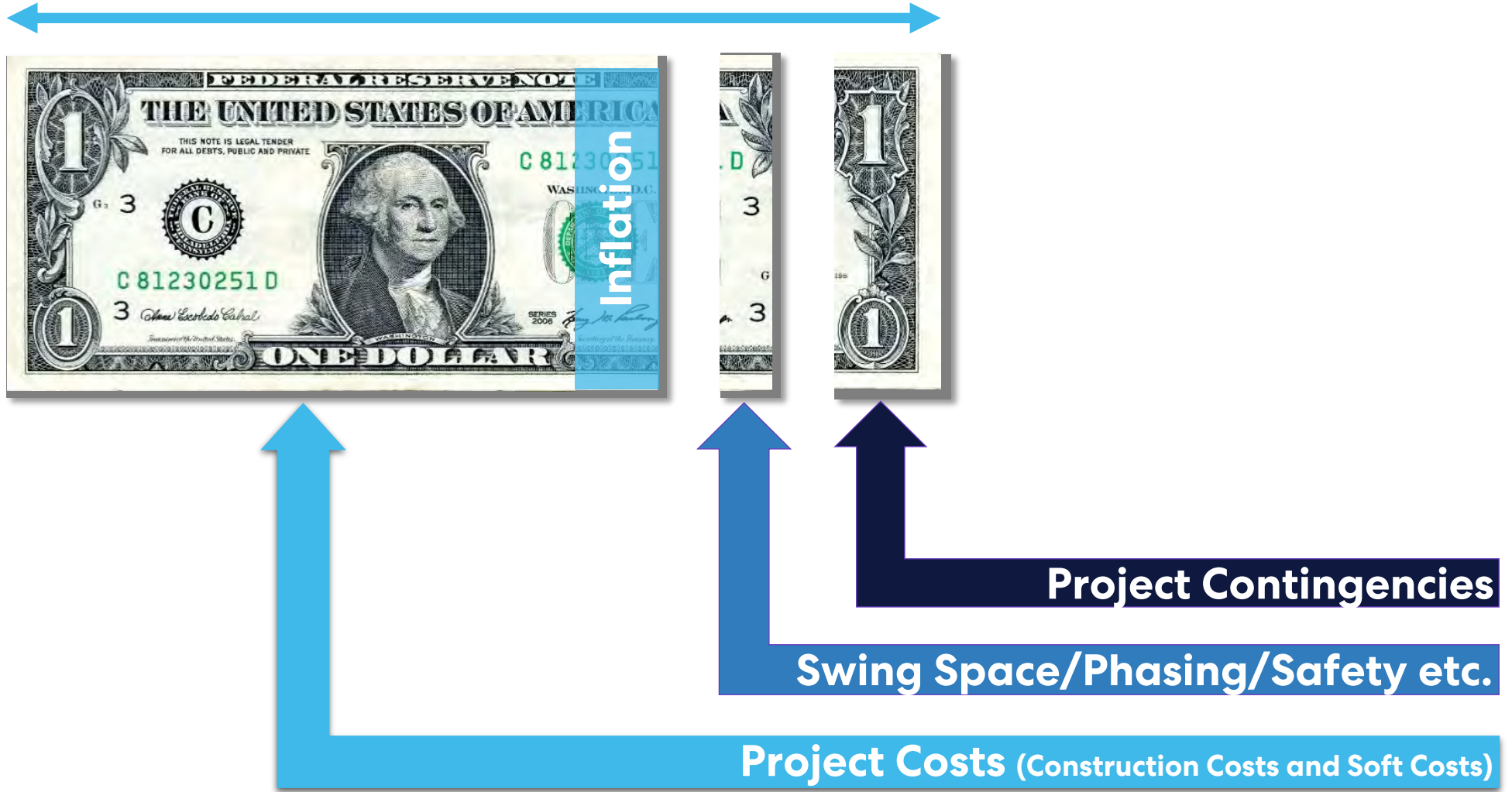
Address the needs identified in the **physical facility assessments PLUS** the needs identified in the **educational adequacy assessments**

Rebuild



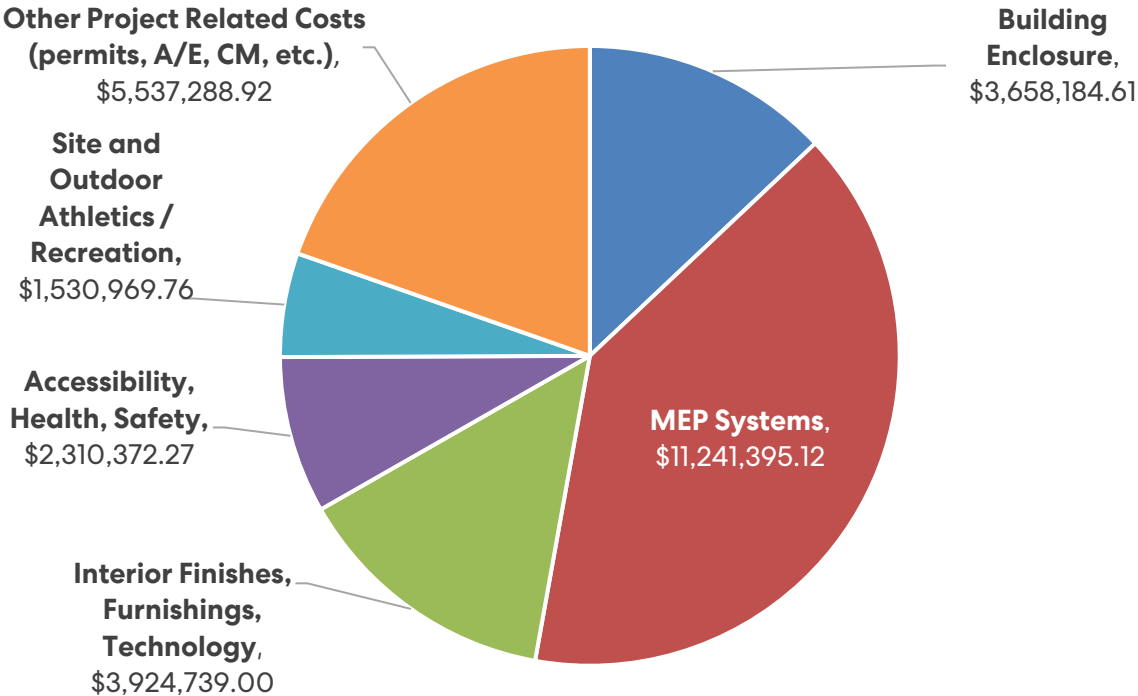
Total project costs

What is included in the project costs?



Summary Distribution of Required Investment

MONTROSE ELEMENTARY - SUMMARY DISTRIBUTION OF REQUIRED INVESTMENT



Montrose Elementary

WORK REQUIRED		TIMING OF REQUIRED INVESTMENT		
		0-5 YRS	6-10 YRS	11-15 YRS
	Building Enclosure	\$	\$\$	\$
	MEP Systems	\$\$	\$\$\$	\$
	Interior Finishes, Furnishings, Technology	\$\$	\$\$	\$\$
	Accessibility, Health, Safety	\$		\$\$
	Site and Outdoor Athletics/Recreation	\$	\$	\$
	Other Project Related Costs (permits, fees, etc.)	\$	\$\$\$	\$\$

\$ - less than \$1,000,000 \$\$ - \$1,000,000-\$3,000,000 \$\$\$ - more than \$3,000,000

Montrose Elementary

BUILDING SYSTEM	2023 COSTS	COSTS ESTIMATED FOR WORK PERFORMED IN			ESTIMATED TOTAL
		0-5 Years	6-10 Years	11-15 Years	
Building Enclosure	\$2,836,031.92	\$531,471.77	\$2,978,496.72	\$148,216.12	\$3,658,184.61
MEP Systems	\$8,600,314.38	\$1,056,124.14	\$9,459,802.69	\$725,468.29	\$11,241,395.12
Interior Finishes, Furnishings, Technology	\$2,951,314.01	\$1,090,724.87	\$1,295,438.99	\$1,538,575.14	\$3,924,739.00
Accessibility, Health, Safety	\$1,721,887.26	\$931,770.34	\$0.00	\$1,378,601.93	\$2,310,372.27
Site and Outdoor Athletics / Recreation	\$1,071,868.74	\$19,956.92	\$730,962.01	\$780,050.83	\$1,530,969.76
Other Project Related Costs (permits, A/E, CM, etc.)	\$4,197,471.55	\$886,831.63	\$3,533,769.70	\$1,116,687.59	\$5,537,288.92
2023 COSTS TOTAL	\$21,378,887.86				
0-5 YEAR TOTAL		\$4,516,879.66			
6-10 YEAR TOTAL			\$17,998,470.11		
11-15 YEAR TOTAL				\$5,687,599.91	
ESTIMATED TOTAL					\$28,202,949.68

Note: This assessment forecasts annual escalation rates commensurate with each time frame.

Other project related costs include: Land survey, soil borings/Phase I Environmental Site Assessment, agency approval fees (building code), construction testing, printing of bid documents, advertising for bids, builders risk insurance, bond fees, design professionals compensation, CM compensation, commissioning and maintenance plan advisor and Other Project Related Costs contingency.

Districtwide Summary

SCHOOL	2024 COSTS	COSTS ESTIMATED FOR WORK PERFORMED IN			ESTIMATED TOTAL
		0-5 Years	6-10 Years	11-15 Years	
Cassingham Elementary	\$19,557,524.90	\$3,675,203.76	\$15,672,279.00	\$6,789,120.56	\$26,136,603.33
Maryland Elementary	\$20,417,697.75	\$3,638,429.52	\$11,569,835.09	\$13,058,683.27	\$28,266,947.88
Montrose Elementary	\$21,378,887.86	\$4,516,879.66	\$17,998,470.11	\$5,687,599.91	\$28,202,949.68
Middle and High School	\$39,646,621.36	\$10,100,836.87	\$18,227,105.06	\$35,449,636.25	\$63,777,578.18
ESTIMATED TOTAL	\$101,000,731.86	\$21,931,349.81	\$63,467,689.26	\$60,985,039.99	\$146,384,079.06

The Three “Buckets” for District Facilities Needs

As Identified in the Physical Facilities Assessment



District-wide TOTAL estimate (0-15 years): \$146,384,080



Agenda

Welcome – Dr. Harley Williams

Assessment/Cost Review – Design Team

Move to Miro Board – All Participants

Essential Questions – Building Team Members

Move to Big Group – Download Small Group – All Participants

What's Next? – Dr. Harley Williams

Miro Board & Discussion

bit.ly/Montrose-Miro (case sensitive)



A screenshot of a Miro board titled "Montrose Elementary School" with the subtitle "Building Team Meeting 02" and the date "04/03/2024". The board features three distinct breakout group sections: "BREAKOUT GROUP 1" (yellow background), "BREAKOUT GROUP 2" (teal background), and "BREAKOUT GROUP 3" (light green background). Each section contains a complex diagram with various icons, text boxes, and flowcharts. On the left side of the board, there is a vertical toolbar with icons for navigation and editing. At the top left, the logo for "BEXLEY CITY SCHOOLS" with the tagline "WHERE WE CHAMPION OUR FUTURE" is visible. At the bottom right, there is a zoom control showing "1%" and a search icon.

Building Team Essential Questions

1. In what ways are the facilities failing to meet the expectations and needs of all stakeholders now and in the future?
2. What facility changes need to occur to align with the District's educational mission?
3. What do you perceive as sacred as it pertains to buildings or the district's facilities?

You will find these questions posted in Miro



CES 2 Feedback

What do you perceive as sacred as it pertains to buildings or the district facilities?

- Would love to keep some of the existing original stuff that is nostalgic - theater seating, railings etc. As a person whose grandparents, parents, and myself attended Bexley. Preserving bricks, benches, memorial trees, is the only sacred. Memories can still remain through photos. The buildings need updated.
- I think keeping 3 separate k-5 elementary schools—one in each section of Bexley—is a must for the community. Otherwise all creative ideas welcome! Knock buildings down and build new! Add on to existing structures! Go for anything!
- Jewel box that is CS theater, architectural details from structure built in 1927(relief sculptures on facade), clock tower could be referenced in some manner
- Bexley is a community rooted in history. I especially appreciated hearing the term “community of this vintage” during the presentation. Most are drawn to Bexley for the character and quaintness of the streets, and the history rooted in these 100+ year old homes. Likewise, the master planning of Bexley is its own form of suburban urbanism. The sense of community you get with the tighter grid and walk-ability of the neighborhoods, nestled in mature tree canopies is quintessential Bexley. I feel both of these traits are currently present in our schools. Both the “vintage” charm and the tighter acreage is reflected in the three school properties. So - when you ask me what is sacred, to me it’s the charm, the history, and the smart and efficient use of land. Whether it’s a simple repair, a renovation or a rebuild, I hope you consider the relic of these existing buildings and their site adjacencies to our community.
- Cassingham clock tower. Front face/entrance of Montrose. Maryland architecture. Mature trees on school grounds that have been there for decades.
- Sunlight! One of my kiddos was in a cassingham class last year with no windows, it was horrible. Having multi-use space for kids to hang out and more space for lunch. My kids are always saying how crowded the cafeteria at cassingham is and how it takes forever to get your food if you want hot lunch, then there are no seats left.
- Neighborhood schools where each Elementary child can safely walk to school
- I firmly believe that maintaining neighborhood schools is an essential goal. Bexley is a community of neighborhoods, and the elementary schools are also neighbor play grounds and gathering spots, places were we build community.I also believe that Cassingham and the HS are historic, at least the facades , and should be preserved, as well the FB stadium (it’s the “ playground “ for the HS!) I don’t believe the Cassingham complex front yard is sacred, however its utilization will require an outstanding design answer. The Cassingham playground is not sacred and can be relocated nor is the SB field.
- Nothing, but I know many community members feel the facade of the high school is important to keep.
- I'm not sure sacred is the right word. It feels judgemental.

Montrose Elementary School – Building Team #1 Form Responses

Like

- Seems to be plenty of space
- Spaces are bright/uplifting, lots of windows, green space is valuable
- Bright colorful space, efficient use of space, simple floor plan
- Flex space, moose lodge, sensory room
- Good space, functional, meets student needs
- Love the history/size of classrooms/library
- Seem to be enough space
- Seems to be quite a bit of space and used well, could repurpose some spaces
- Classrooms are large, building bright, warm
- History is everywhere you look, building has character, building has adapted over time to serve needs of students

Needs Improvement

- Cafeteria acoustics/layout/capacity
- Spaces for STEM, accessibility
- Cafeteria
- Cafeteria size, no seating in gym
- Space for spectators in gym
- Cafeteria size/flow/sound, spaces need beautification and engagement, modernization for more hands-on critical thinking and engaged learning, exterior grounds need work – side entrances to playground are not handicapped accessible or safe, grounds not up to Bexley standards
- Need ADA push buttons at multiple entrances and elsewhere (restrooms)
- Cafeteria needs better space – acoustics an issue, gym needs seating, classroom countertops dated
- Accessibility upgrades to be inclusive (for all – students, guests, etc.), love to see integration with outdoors, love to see STEM, multi-grade collaboration outside of classrooms
- Kitchen prep is limited

Other

- Could cafeteria and library spaces be reconfigured to exchange some or all of that space?
- A wonderful learning community
- Want to ensure hard work of shade committee and community dollars does not go to waste in a few years due to facilities plan
- Community raised nearly \$100K for shade – prioritize this investment and preserve, equitable investment in elementary schools with solid communication on why/how money spent
- Share investments made in buildings in last 10-15 years – how would this impact priorities?
- Accessibility an issue – should be stressed sooner than later
- Looking forward to seeing “needs” of building mechanicals
- Eager to see 3rd model of this school, limited walkthrough

Miro Breakout Session

Timing – Total 30 minutes

- 10 minutes** Each participant works independently on the three essential questions
- 20 minutes** Group discussion: what are the common themes?

Each group appoints a spokesperson to share common themes with larger group.





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What's Next? – Dr. Harley Williams



Assessment Phase Summary

The District Facilities Plan is a roadmap to align with the Strategic Plan.

The District Facilities Plan is designed for community-driven feedback and decisions.

No decisions have been made, the next step will be the Options Phase.



Assessment Phase Summary

[Bex.fyi/dfp](https://bex.fyi/dfp)

Today:

- OFCC 2017 facilities assessment report
- Updated facilities assessment report and associated costs
- Physical facilities and educational assessment summary and diagrams

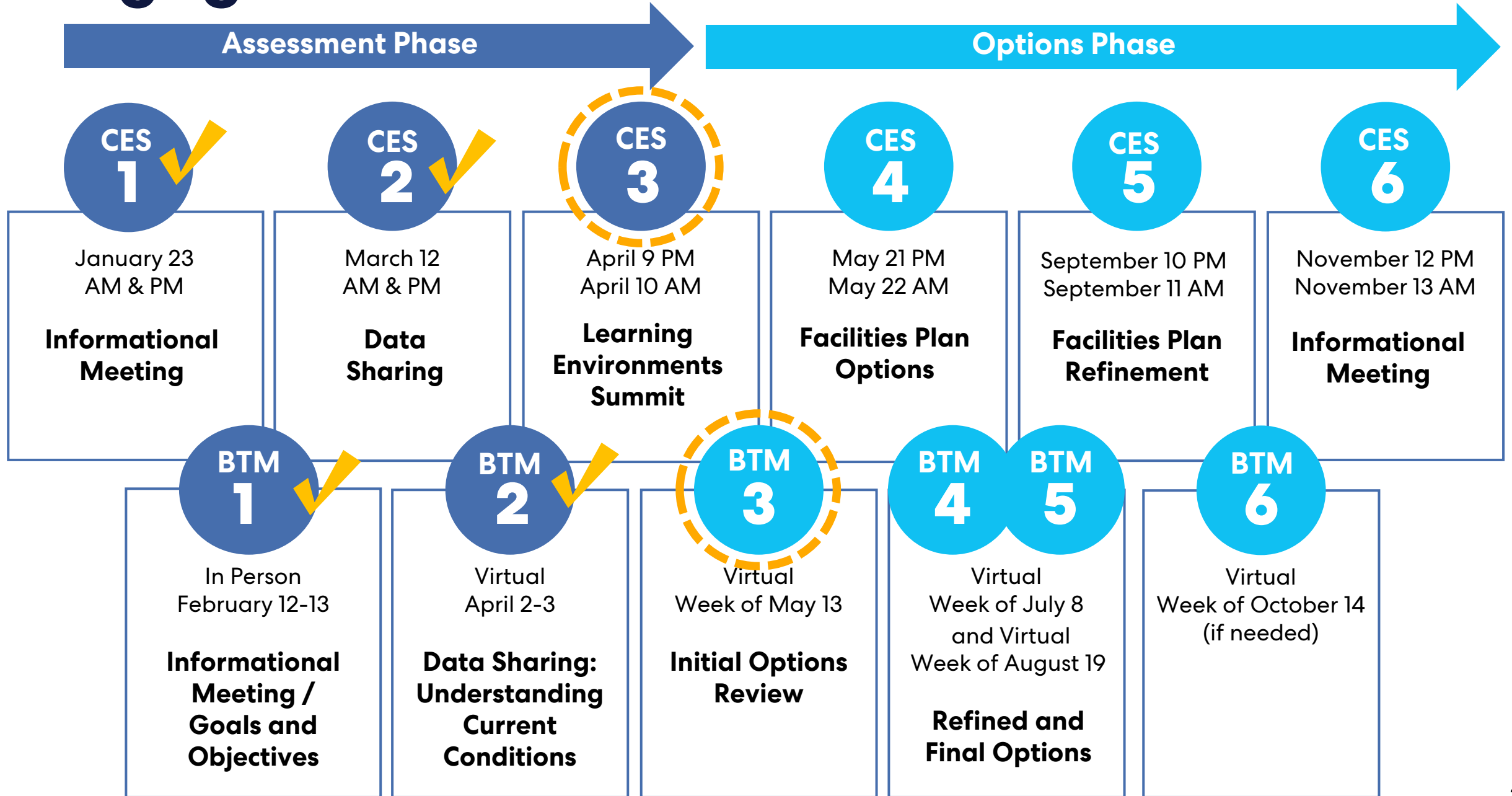
Coming soon:

- Assessment phase final report

Existing building tours:

April 15 & 16 PM

Engagement Schedule

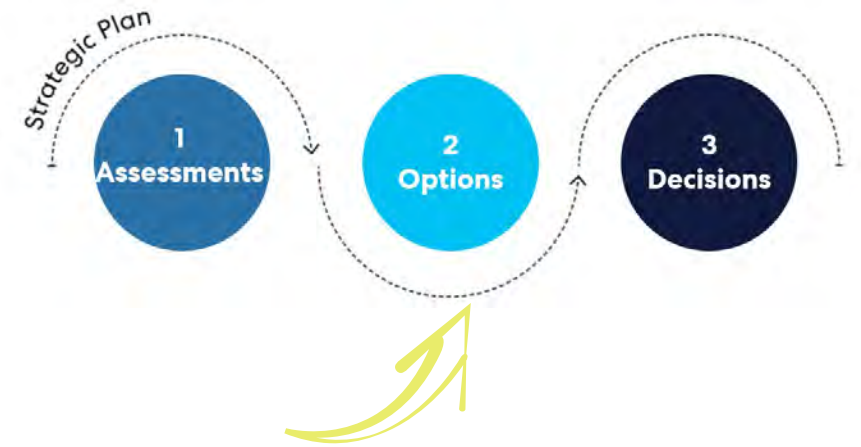


Building Team Focus

Meetings 3 & 4 - Options Phase

- Brainstorm options/solutions for each building
- Facilitated design workshops with design team
- Evaluate how options meet needs of school district and community
- Understand costs and phasing of each option created
- Rank and narrow options/solutions
- Prioritize

Meeting 5 – Options Phase Final Review





BEXLEY CITY SCHOOLS

**Thank You for
Partnering with Us.**