



# District Facilities Plan Community Engagement Session 4

May 21-22, 2024





# Agenda

Welcome – Dr. Jason Fine

Budget Considerations – Kyle Smith

Option Review – Design Team

What's next? – Dr. Harley Williams

World Café and Group Chats – Community Participants

Dr. Jason Fine  
Superintendent



Mr. Kyle Smith  
Treasurer



Dr. Harley Williams  
Director, Operations  
& Facilities



## Bexley Board of Education



Victoria Powers  
BOARD PRESIDENT



Joanne Pickrell  
BOARD VICE PRESIDENT



Dr. Jonathan Baker  
BOARD MEMBER



Mike Carter  
BOARD MEMBER



Patrick King  
BOARD MEMBER

## School Principals



Jeannine Hetzler  
Cassingham



Rachel Niswander  
Maryland



Nyeshia Clayton  
Montrose

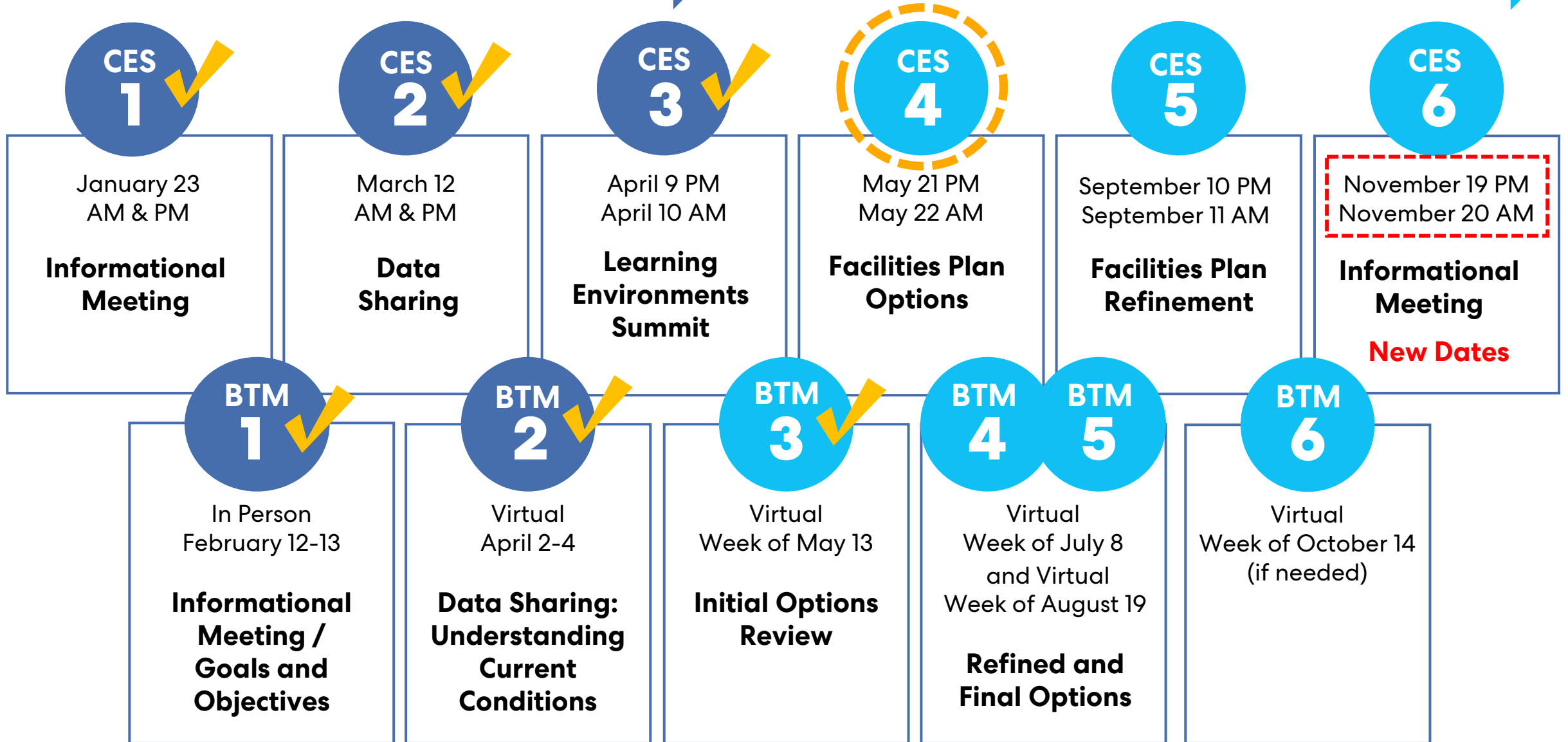


Jason Caudill  
Secondary Schools

# Engagement Schedule

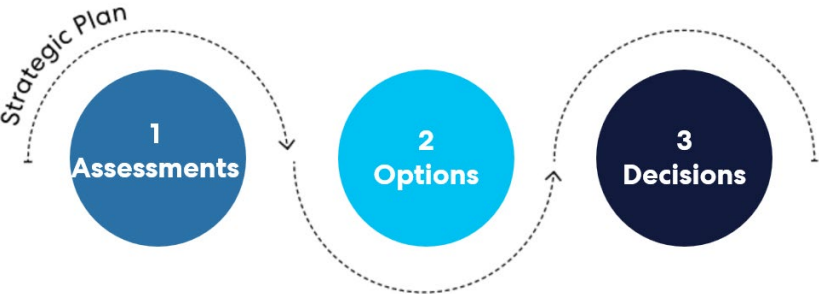
Assessment Phase

Options Phase

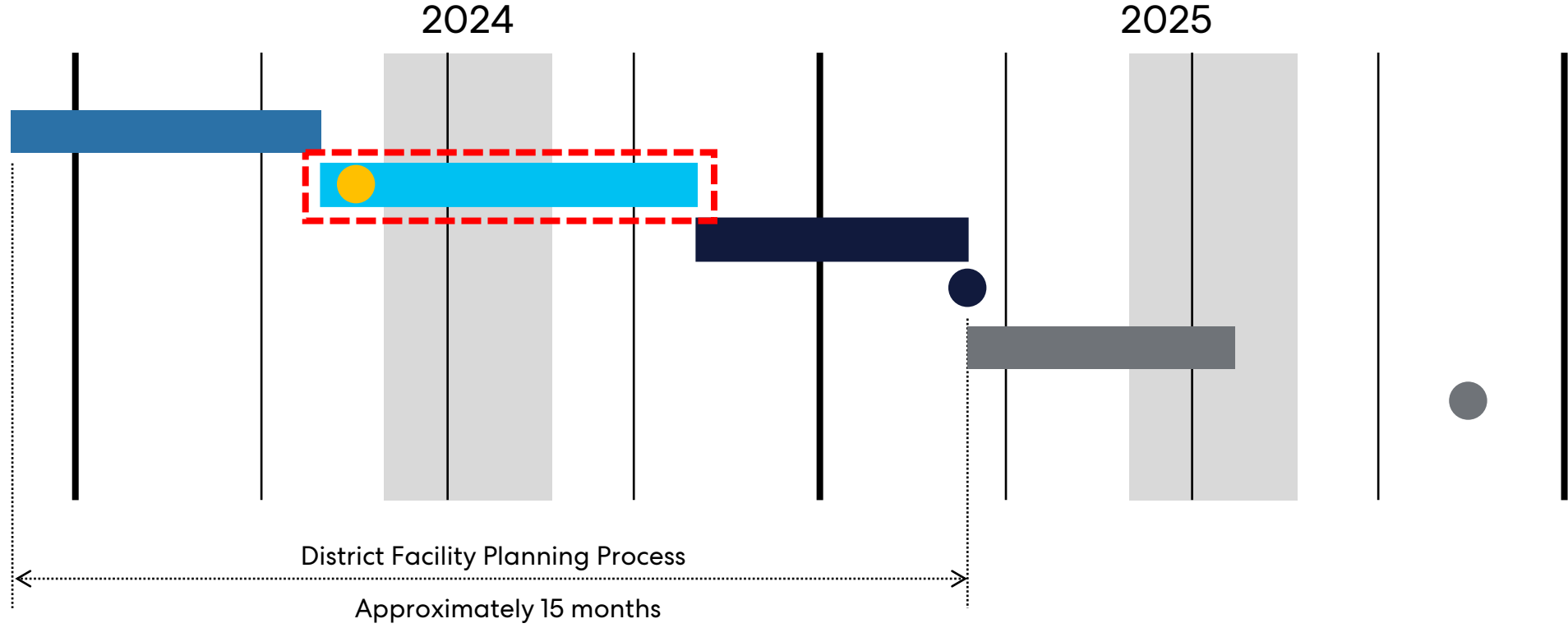




# Schedule



- Assessment
- Options
- Decisions
- BoE Presentation
- Funding Options
- Potential Bond Levy



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

“If we teach today’s students as we did yesterday then we are robbing them their tomorrow.”

*John Dewey*

**WHERE WE  
CHAMPION  
OUR FUTURE**  
BEXLEY CITY SCHOOLS





# Agenda

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## Parameters: Budget Consideration

This is not related to what is expected to be on the ballot this November (Operating)

**Debt limit: \$180 million**

**Estimated: 11 mills (bond)**

## Bookended Estimates (in today's dollars, not escalated):

### **Repair all facilities:**

District-wide TOTAL estimate: \$101M

### **Replace all facilities (existing square footage on existing sites):**

District-wide TOTAL order of magnitude estimate range: \$235M - \$304M\*

\*Based on recently bid or estimated school projects in Central Ohio (as reported from multiple Construction Managers)



# The Three “Buckets” for District Facilities Needs

As Identified in the Physical Facilities Assessment



Escalated Over 15 Year Time Frame

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

# Parameters: Enrollment



Bexley City School District  
Franklin County  
Enrollment Projections  
March 26, 2024

School	Current Enrollment	Projected Enrollment Year 2033/34	Growth (Decline)
Cassingham Elementary School	501	463	(38)
Maryland Elementary School	335	297	(38)
Montrose Elementary School	330	351	21
Total Elementary	1166	1,111	(55)
Bexley Middle School	593	591	(2)
Bexley High School	760	833	73
<b>TOTAL BEXLEY CITY SCHOOLS</b>	<b>2,519</b>	<b>2,535</b>	<b>16</b>

## Projections Utilize:

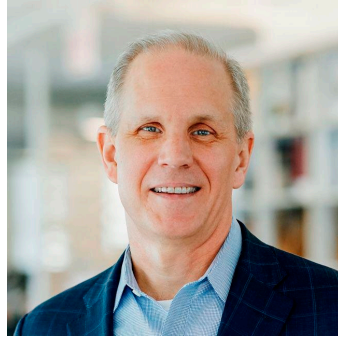
- Live birth data
- Historical enrollment
- Community school enrollment
- Open enrollment
- Community demographics
- Housing information

**TAKE-AWAY:  
ENROLLMENT IS  
PROJECTED TO  
BE FLAT**

# 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





# Agenda

Welcome – Dr. Jason Fine

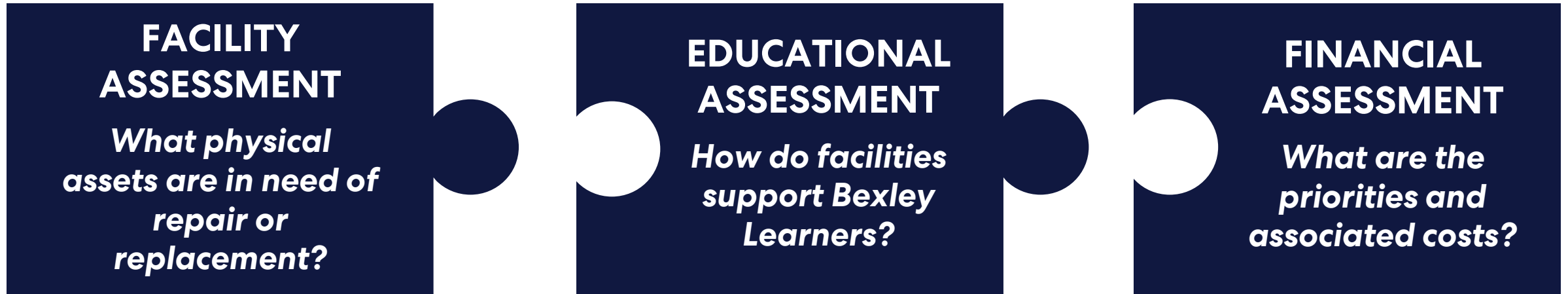
Budget Considerations – Kyle Smith

Option Review – Design Team

What's next? – Dr. Harley Williams

World Café and Group Chats – Community Participants

# What is a District Facilities Plan?



## District Facilities Plan





# Assessments



## District Facilities Plan Facilities Assessment Report

April 30, 2024

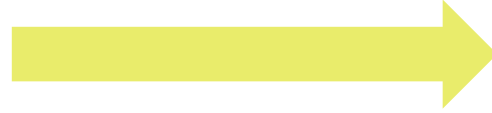


## District Facilities Plan Educational Adequacy Report

April 4, 2024 (revised 4/23/24)

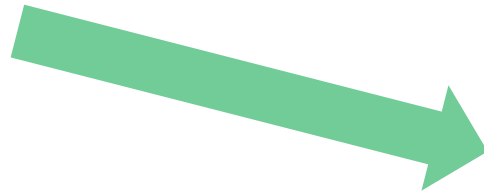
Perkins&Will

Repair



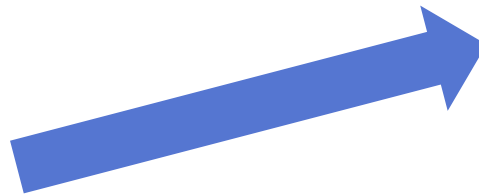
Address the needs identified in the **physical facility assessments**

Renovate



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

Rebuild



# Model Space Programs

Bexley City Schools										Perkins&Will				
Bexley HS														
March 20, 2024 DRAFT														
24 Average Classroom Loading														
Model										Existing				
SPACE DESCRIPTION	Model Program Area						NOTES	Existing Program Area						NOTES
850 planned students, grades 9-12 core capacity	SPACES		STUDENTS		NET SQUARE FEET			SPACES		STUDENTS		NET SQUARE FEET		
	teaching	total	each	total	each	total		teaching	total	each	total	each	total	
<b>1 STUDENT LEARNING SPACES</b>														
<b>A. Core Classrooms</b>														
1. Classroom	27	27	24	648	800	21,600		27	27	24	648	715	19,305	Average
2. Collaboration Commons	-	4	-	-	1,000	4,000								
3. Small Group Rooms	-	8	-	-	140	1,120								
4. Individual Study/Reflection Niche	-	8	-	-	50	400								
5. Grade-Level Instructional Storage	-	4	-	-	150	600								
6.														
Sub-Total:	27	51		648		27,720		27	27		648		19,305	
<b>B. Faculty support areas</b>														
1. English Office								-	1	-	-	237	237	4183
2. Storage								-	1	-	-	53	53	4183A
3. Storage								-	1	-	-	59	59	4183B
4. Math Department Office								-	1	-	-	185	185	4416
5. Traveling Teacher Office								-	1	-	-	196	196	4308
6. Mother's Room								-	1	-	-	55	55	4345
7. Break Room								-	1	-	-	149	149	4315
8. Teacher Planning Area	-	4	-	-	600	2,400	personal desk/storage							
9. Kitchenette Niche	-	4	-	-	20	80		-	-	-	-	-	-	
10. Phone Room	-	4	-	-	50	200		-	-	-	-	-	-	
11. Toilet	-	4	-	-	65	260								
Sub-Total:	-	16		-		2,940		-	7		-		934	
<b>C. Science</b>														
1. HS Science	7	7	24	168	1,400	9,800	change room size	7	7	24	168	1,257	8,799	
2. Science Prep		4	-	-	400	1,600		-	6	-	-	382	2,292	

# Model Space Programs

## Bexley City Schools

### Bexley HS

March 20, 2024 DRAFT

# Model

24 Average Classroom Loading

SPACE DESCRIPTION		Model Program Area						NOTES
		SPACES		STUDENTS		NET SQUARE FEET		
850	planned students, grades 9-12 core capacity	teaching	total	each	total	each	total	
<b>1 STUDENT LEARNING SPACES</b>								
<b>A. Core Classrooms</b>								
1.	Classroom	27	27	24	648	800	21,600	
2.	Collaboration Commons	-	4	-	-	1,000	4,000	
3.	Small Group Rooms	-	8	-	-	140	1,120	
4.	Individual Study/Reflection Niche	-	8	-	-	50	400	
5.	Grade-Level Instructional Storage	-	4	-	-	150	600	
6.								
Sub-Total:		<b>27</b>	<b>51</b>		<b>648</b>		<b>27,720</b>	

# Districtwide Option Exploration

**Perkins&Will**



Moody Nolan





## Districtwide Option Exploration Summary

### Option 1 – Neighborhood Schools:

All schools remain where they are and are renovated and/or added to as needed.

### Option 2 – Two Elementary Schools:

Divide all elementary students equally between Montrose and Maryland. OR – divide equally between existing three schools (removes ~130 students from Cassingham Elementary)

### Option 3 - Elementary Grade-Level Centers:

Elementary students divided between Montrose and Maryland by grade (i.e. - school 1 = PreK-1, school 2 = 2<sup>nd</sup>/3<sup>rd</sup> grades, school 3 = 4<sup>th</sup> / 5<sup>th</sup> grades)

### Options 4 & 5 – Move select outdoor athletic components and/or Central Office from Cassingham Complex:

Investigate moving individual or combinations of Cassingham athletic fields and/or Central Office to alternate site (i.e. - Capital U or JCC).

### Option 6 – Move Sixth Grade:

Sixth grade students would be relocated to all elementary schools.

# Districtwide Issues Addressed in All Options



Right-size classrooms, support spaces and specialty spaces (arts, athletics etc.)



Create collaborative spaces and teacher workspaces



Improve daylight



Address accessibility



Address adjacency / circulation issues



Improve restrooms



Improve site amenities (parking, play, fields, circulation) where possible

**To date, all building options have been based on the assumption of neighborhood schools on current sites**

# Maryland Elementary School

## Options



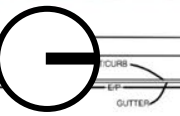
# Programmatic Need: Maryland Elementary School

- 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
- **Kitchen/servery undersized**



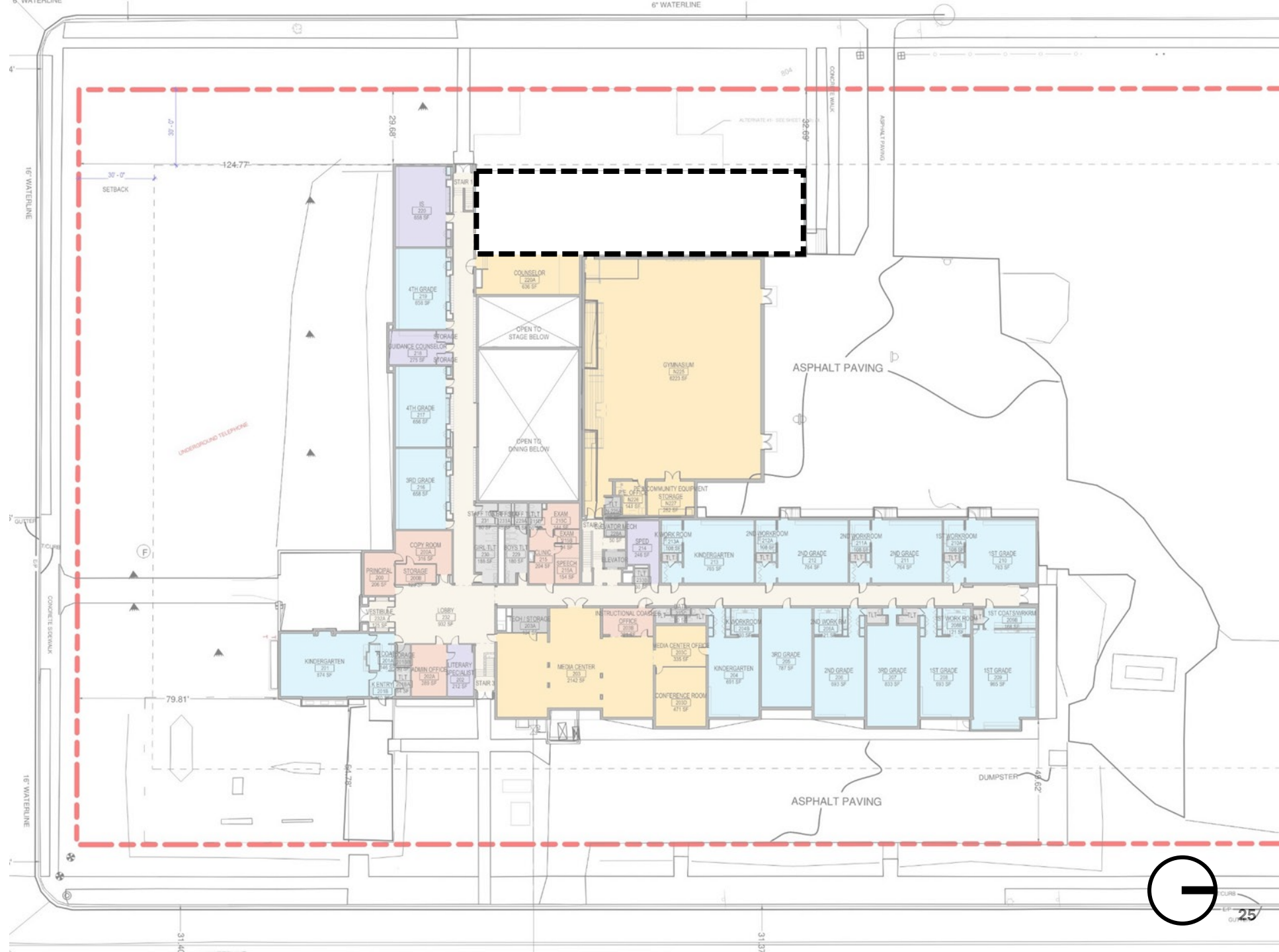


# Existing



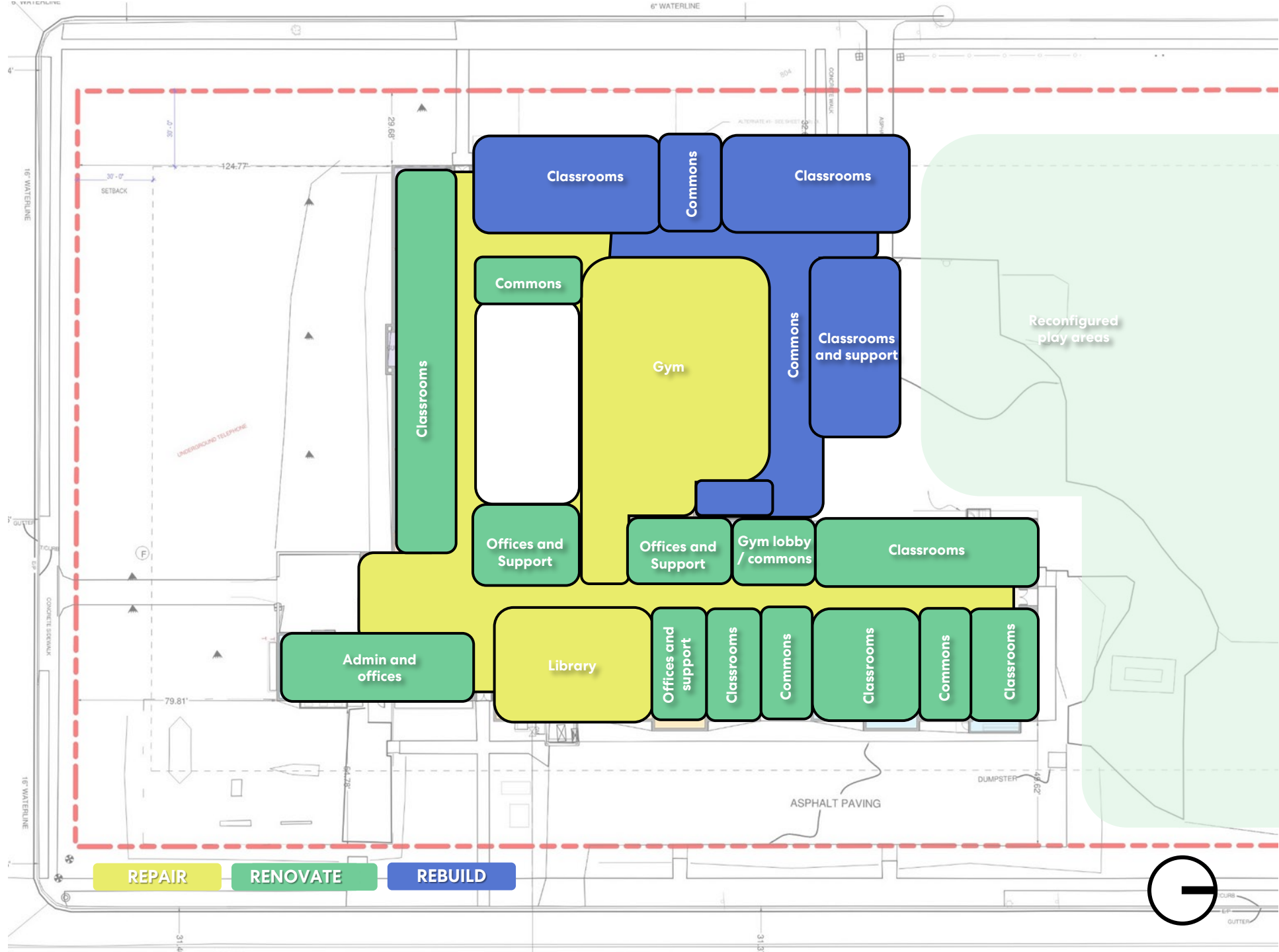


# Option A Demolition

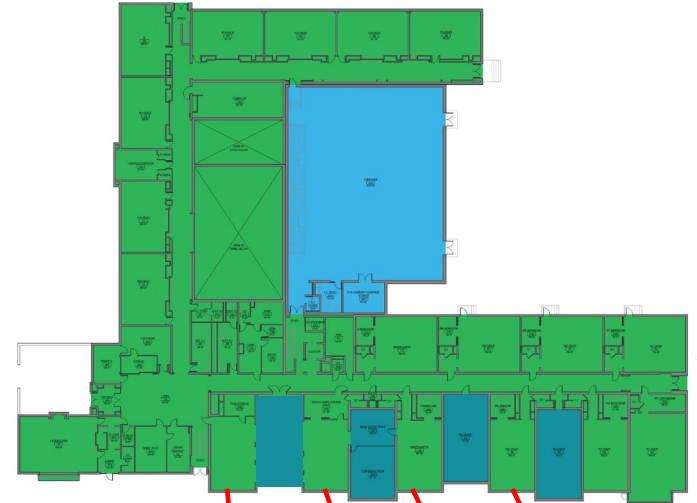
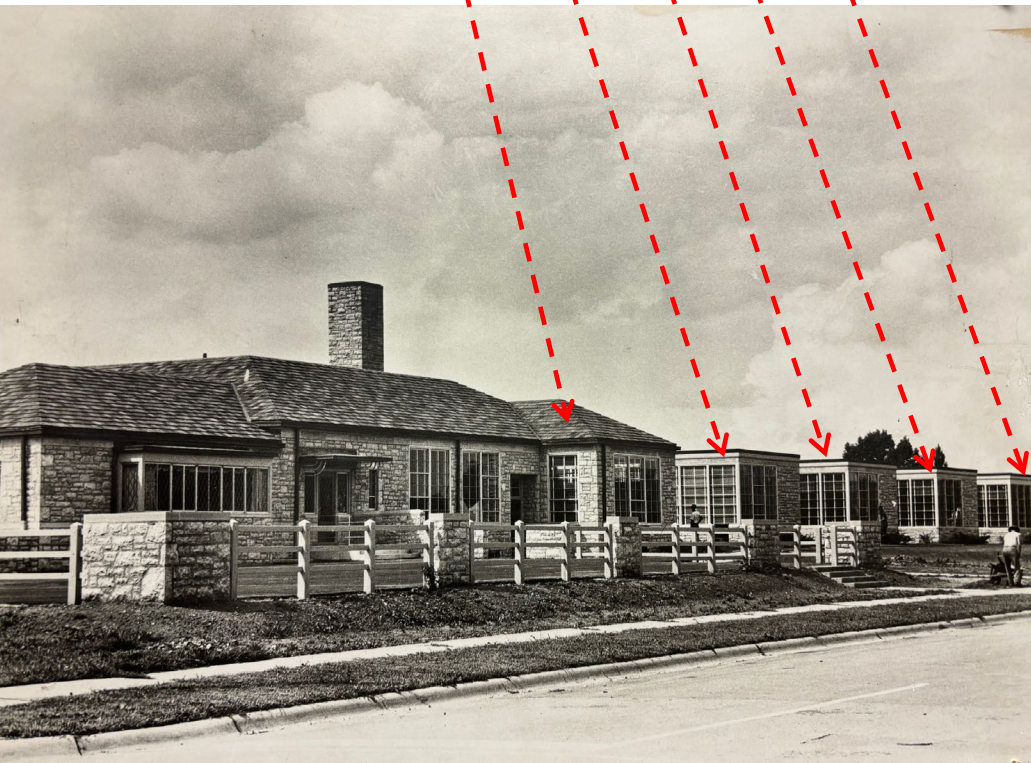
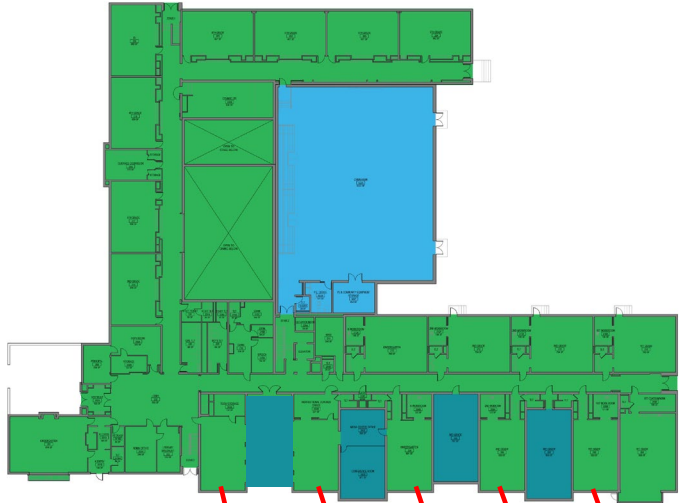


# Option A \$

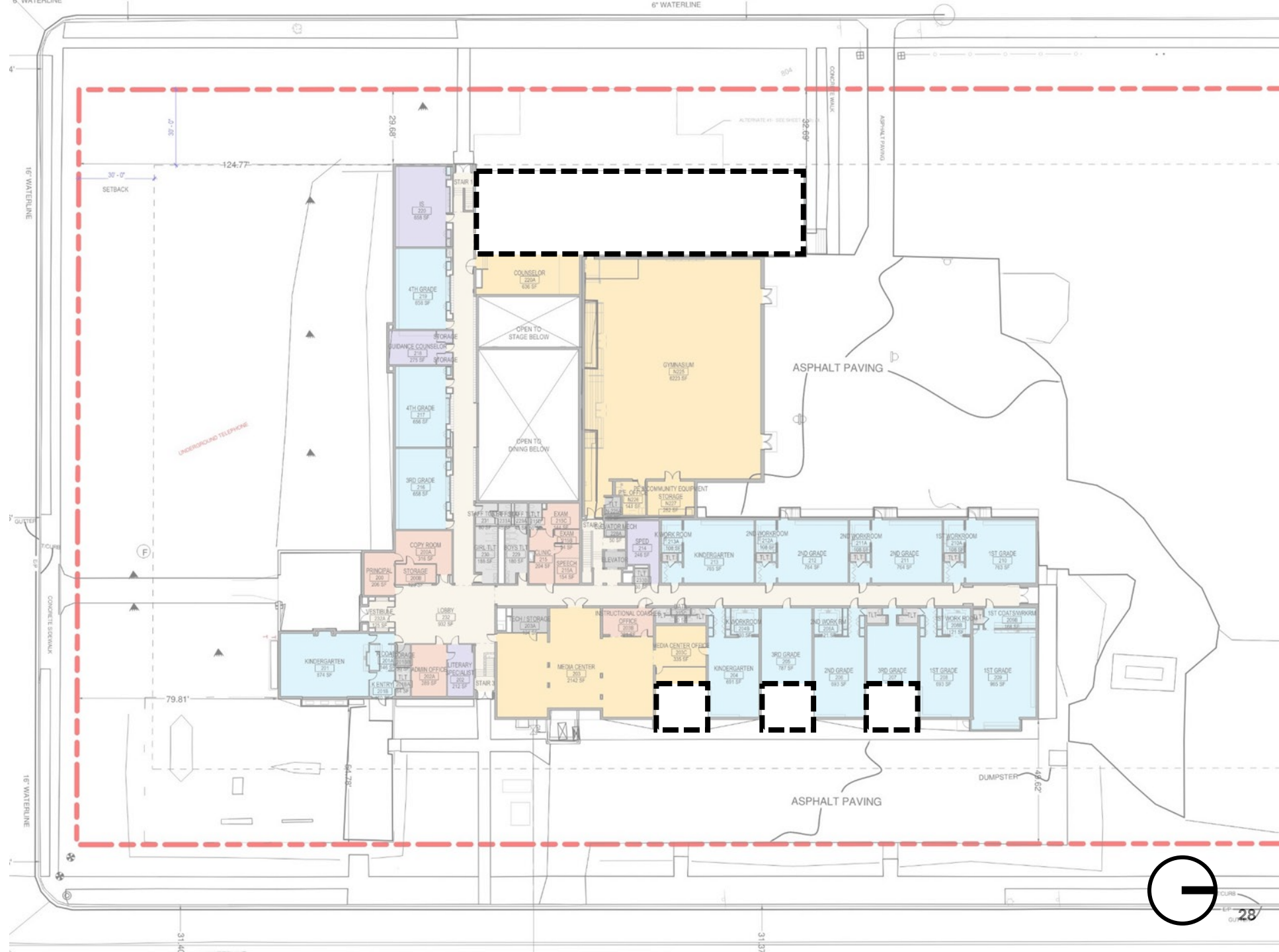
- Rebuild: 1 story ES addition
- Right sized classrooms grouped by grade level
- Right sized support spaces (admin, offices, specials, arts, athletics)
- Improved accessibility, circulation and adjacencies (admin, offices, intervention (cross cat on main level), gym lobby, grade levels, restrooms)
- Natural light for all classrooms
- Additional space for improved kitchen/servery







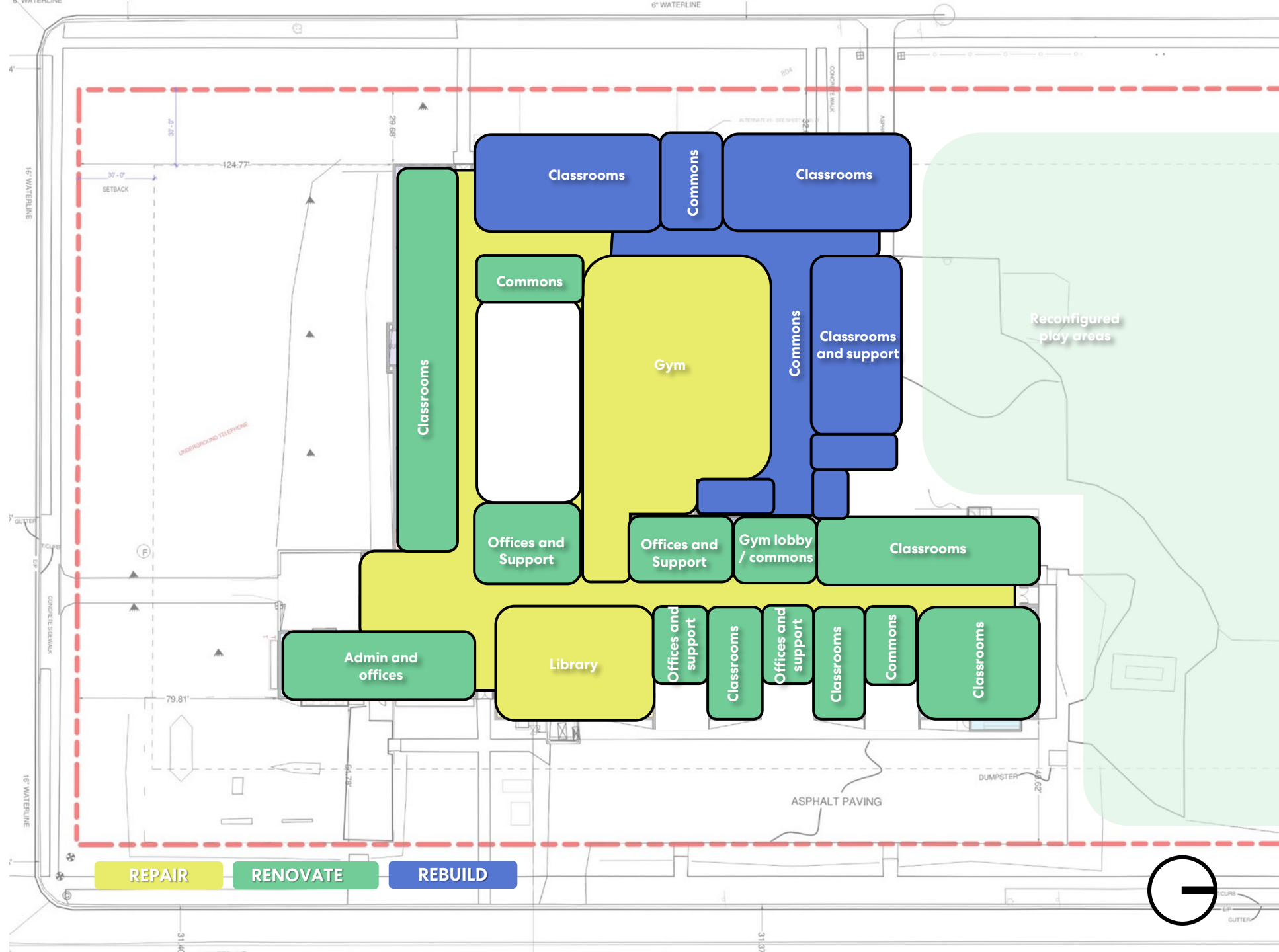
# Option B Demolition





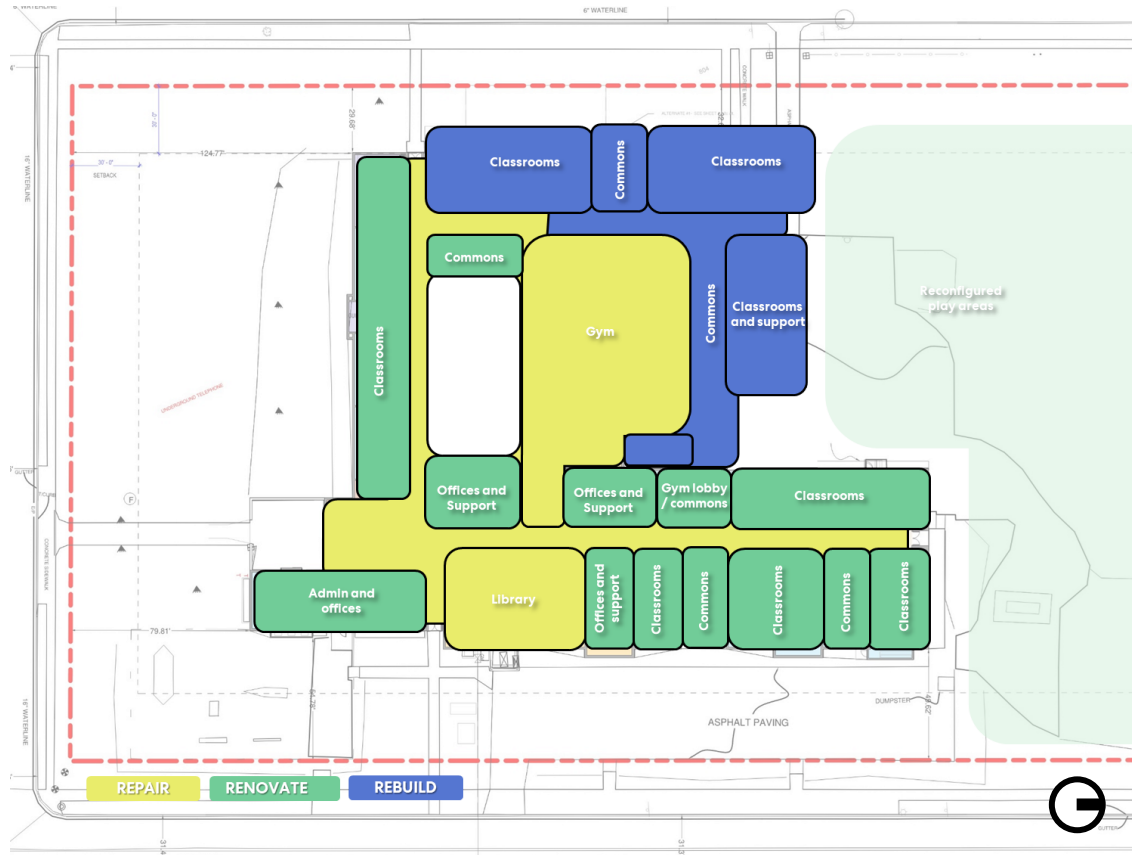
## Option B \$\$

- Rebuild: 1 story ES addition
- Right sized classrooms grouped by grade level
- Right sized support spaces (admin, offices, specials, arts, athletics)
- Improved accessibility, circulation and adjacencies (admin, offices, intervention (all on main level), gym lobby, grade levels, restrooms)
- Improved natural light for all classrooms
- Additional space for improved kitchen/servery

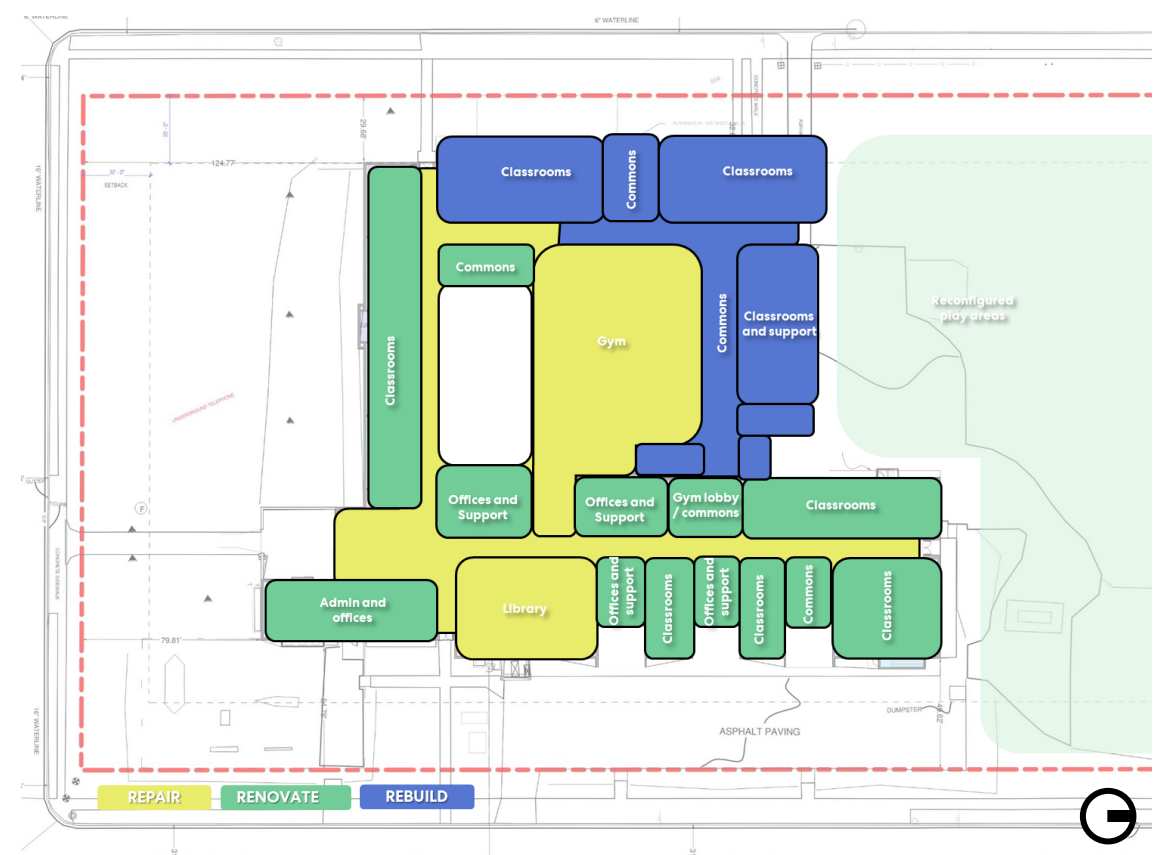


# Option Comparison

## Option A



## Option B



## Building Team Summary Comments – Maryland Elementary School

- Like the circulation around the gym for ease of flow and wider entry to the gym
- Like the larger classrooms, grade level groupings and commons areas
- Like IS and Gen Ed classrooms on main level
- Like secure vestibule and administrative offices at main entry
- Like that the addition doesn't take away much outdoor space
- Option A: Like how it is practical and functional
  
- Explore adding along the front of the building along Maryland
- Explore how playgrounds and new classrooms interface (possibly distracting if too close)
- Explore more daylight to lower-level spaces and internal spaces
- Explore improved space for band/strings – make the stage flexible space
- Explore parking improvements / one way circulation options / drop off loop in front
- Explore zoning the community use components for flexibility
- Explore spreading out the support spaces so not just on one side
- Option B: Explore adding space (pushing out) not demolishing to get the sawtooth windows



# Montrose Elementary School

## Options



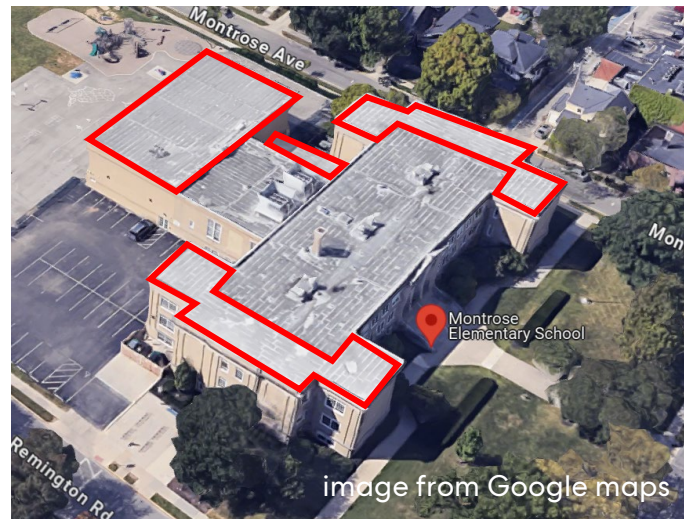
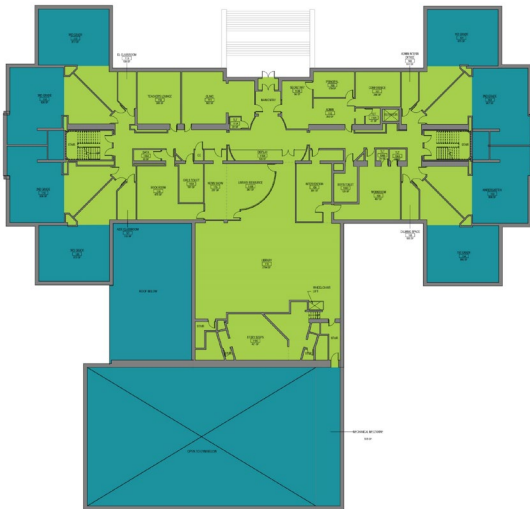
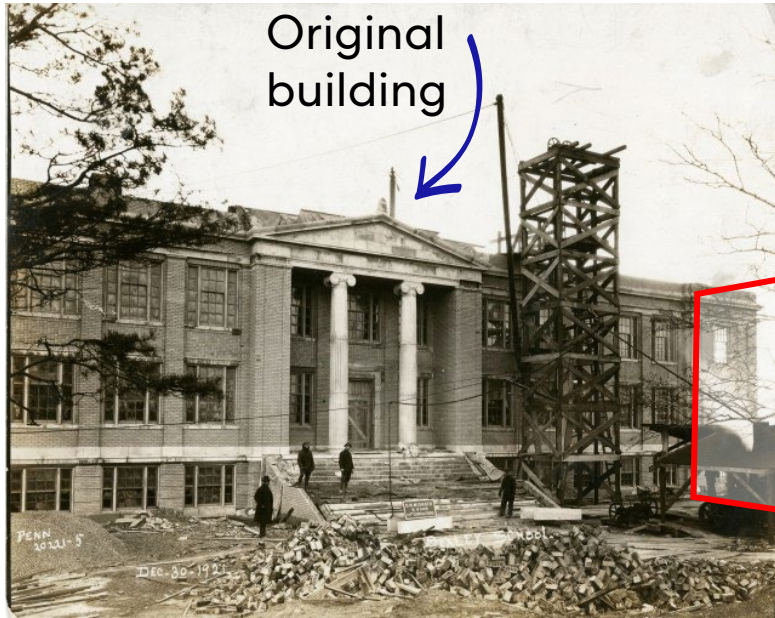
# Programmatic Need: Montrose Elementary School

- 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 large group space for performance / presentations (i.e. - stage)
- 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



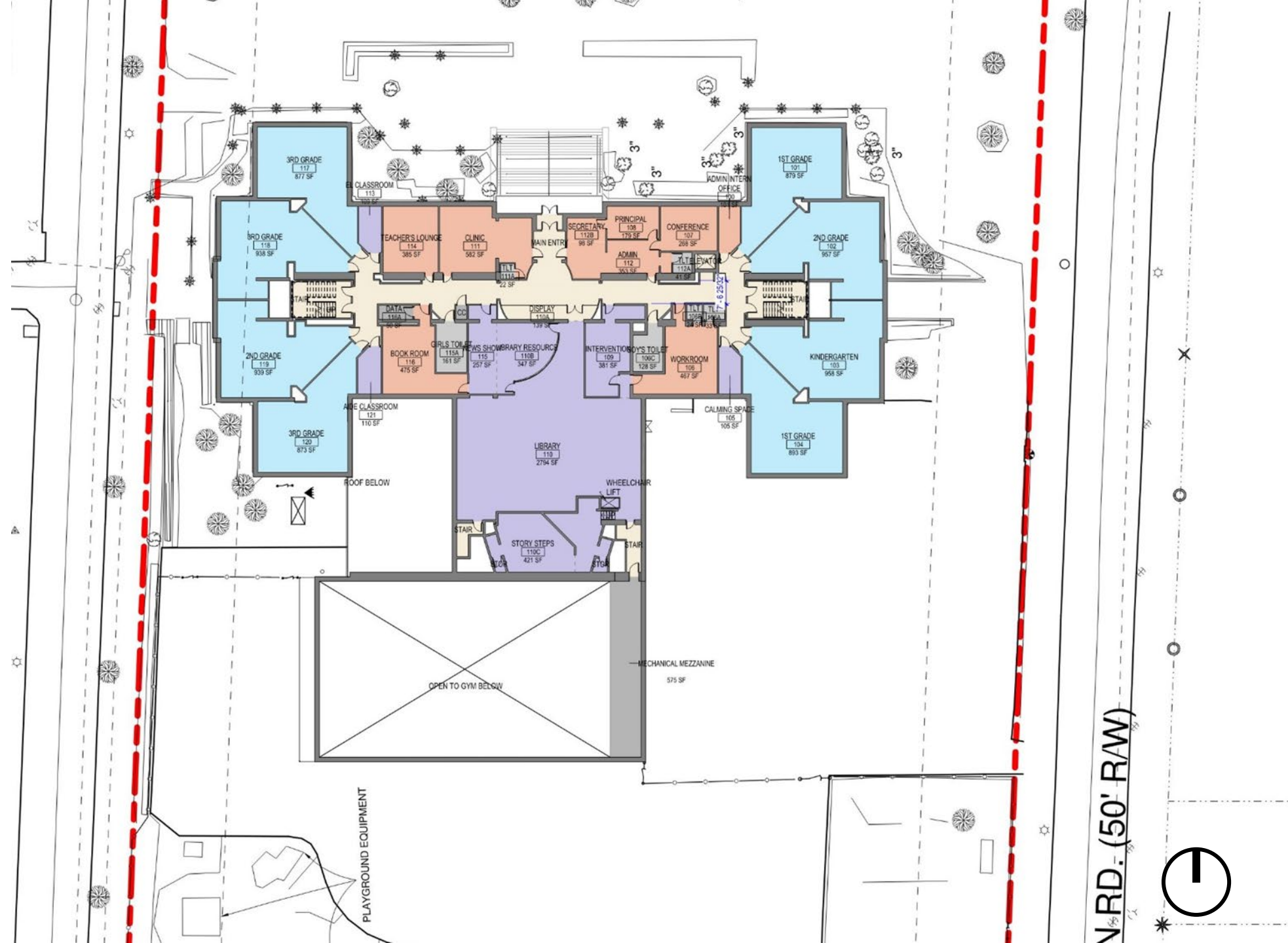


# Chronology





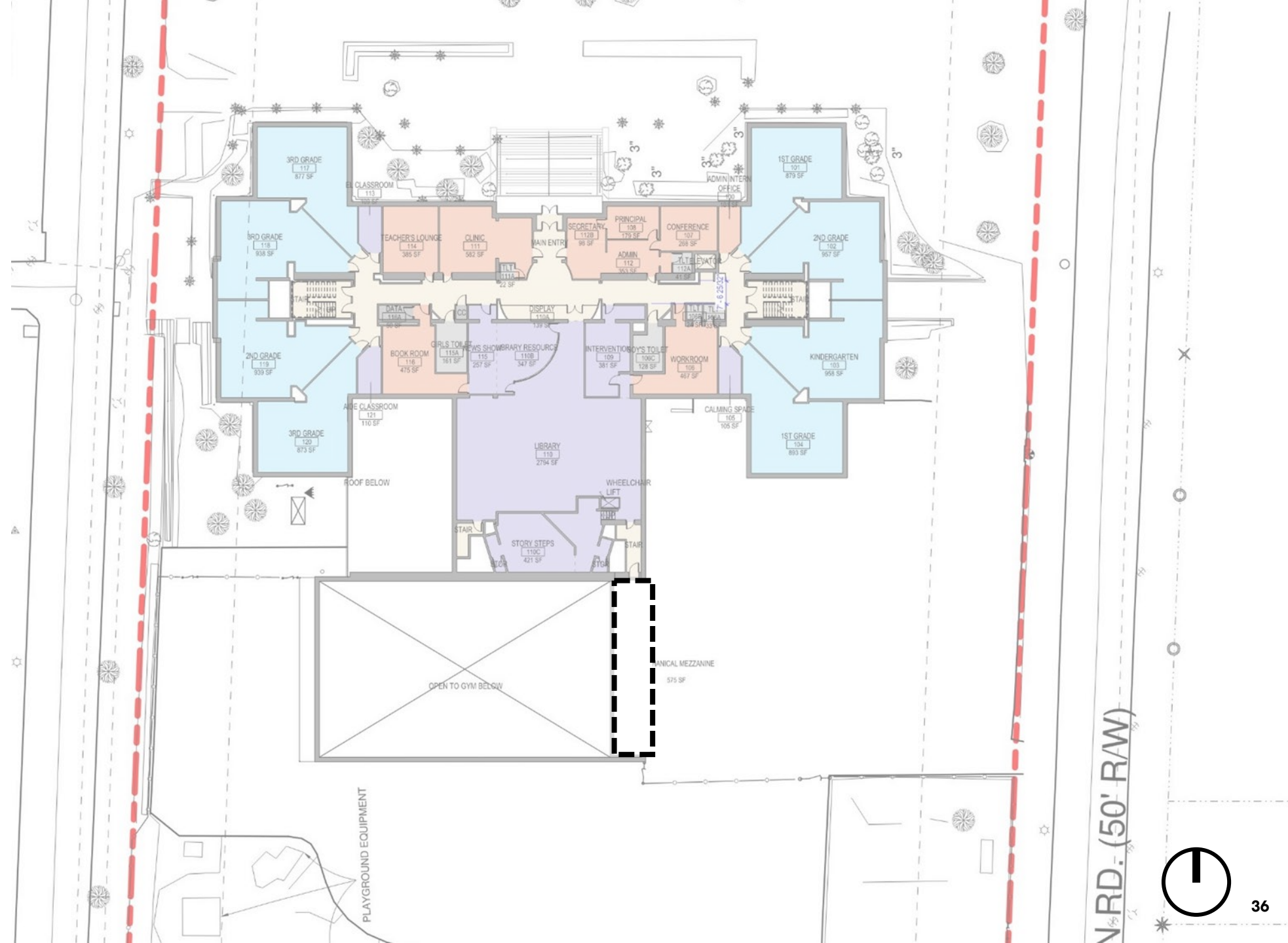
# Existing



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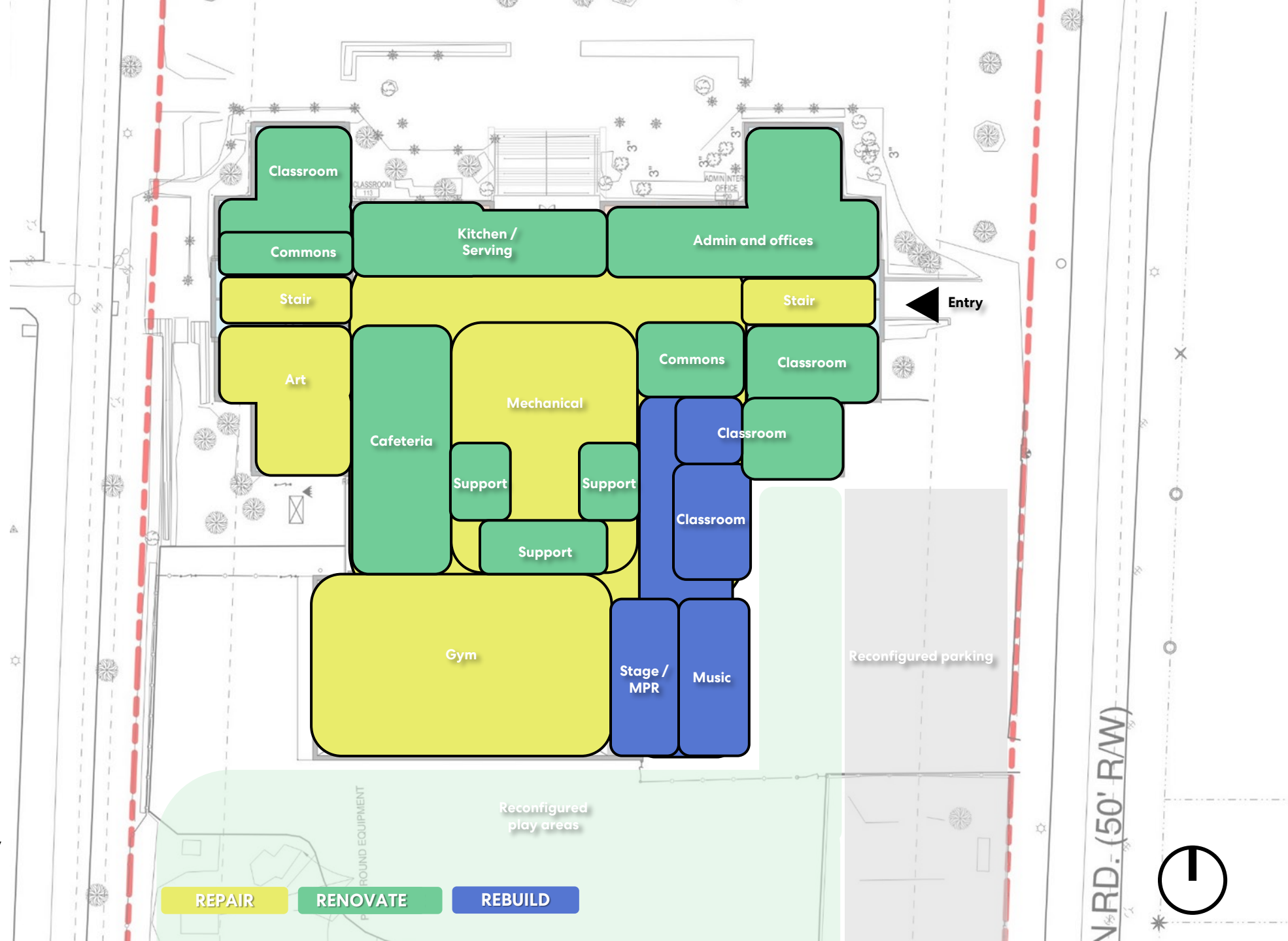


# Option A Demolition

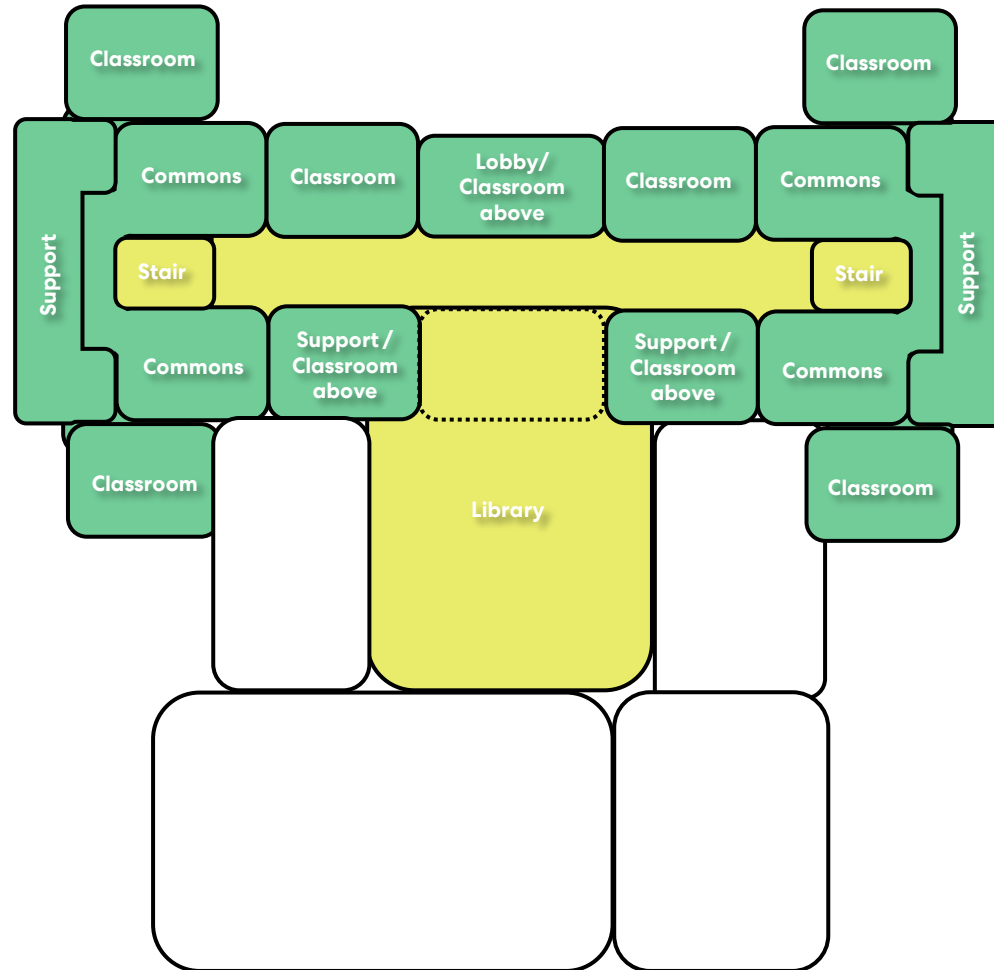


## Option A: Level 1 \$

- Rebuild: 1 story ES addition
- Right sized and rectangular classrooms grouped by grade level
- Right sized cafeteria
- Added stage/multi-purpose room
- Right sized support spaces (admin, offices, specials, arts, athletics)
- Improved accessibility, circulation and adjacencies (entry, admin, offices, intervention, gym lobby, grade levels, restrooms)
- Improved natural light for all classrooms
- Additional space for improved kitchen/servery

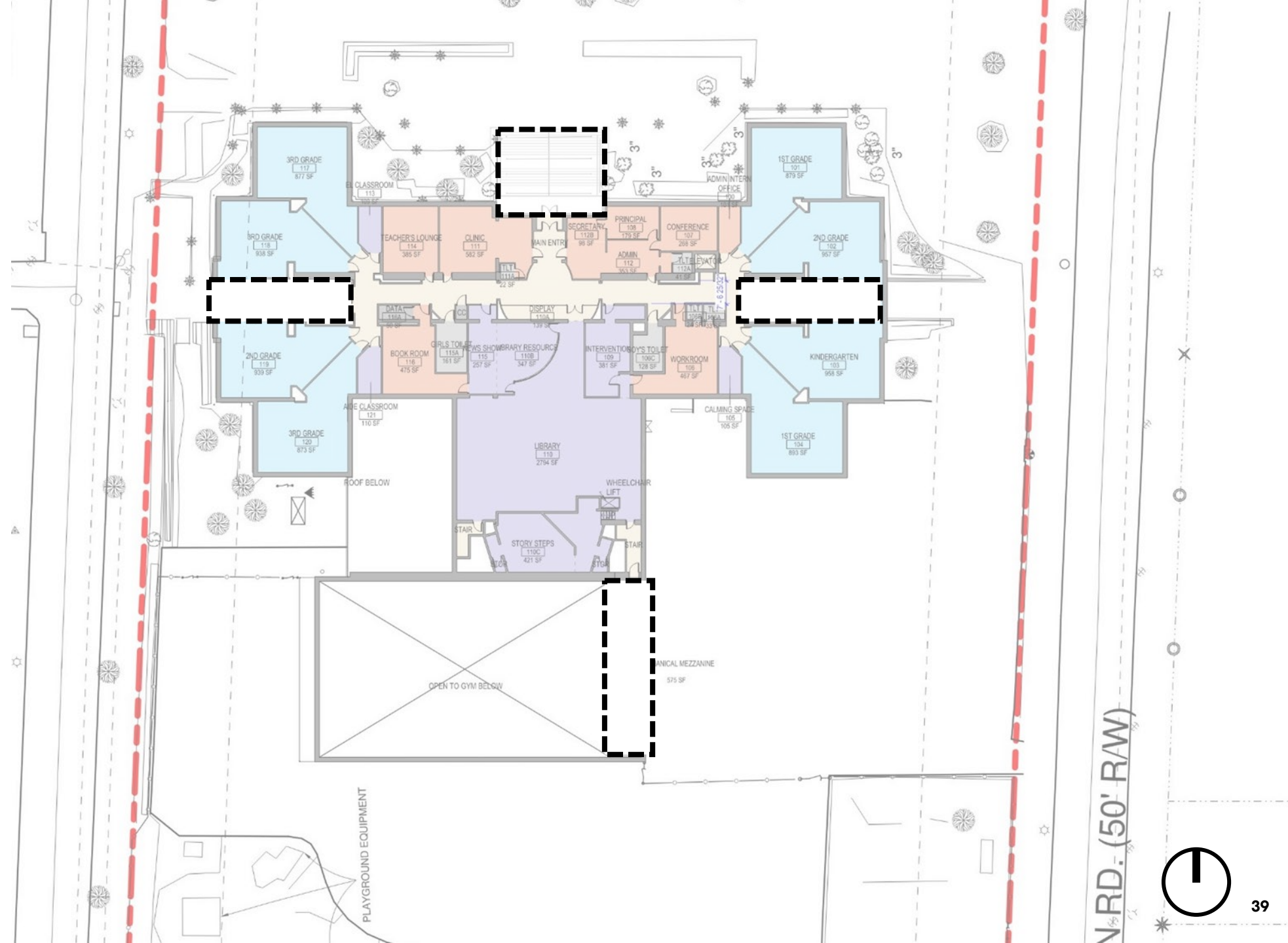


# Option A: Level 2



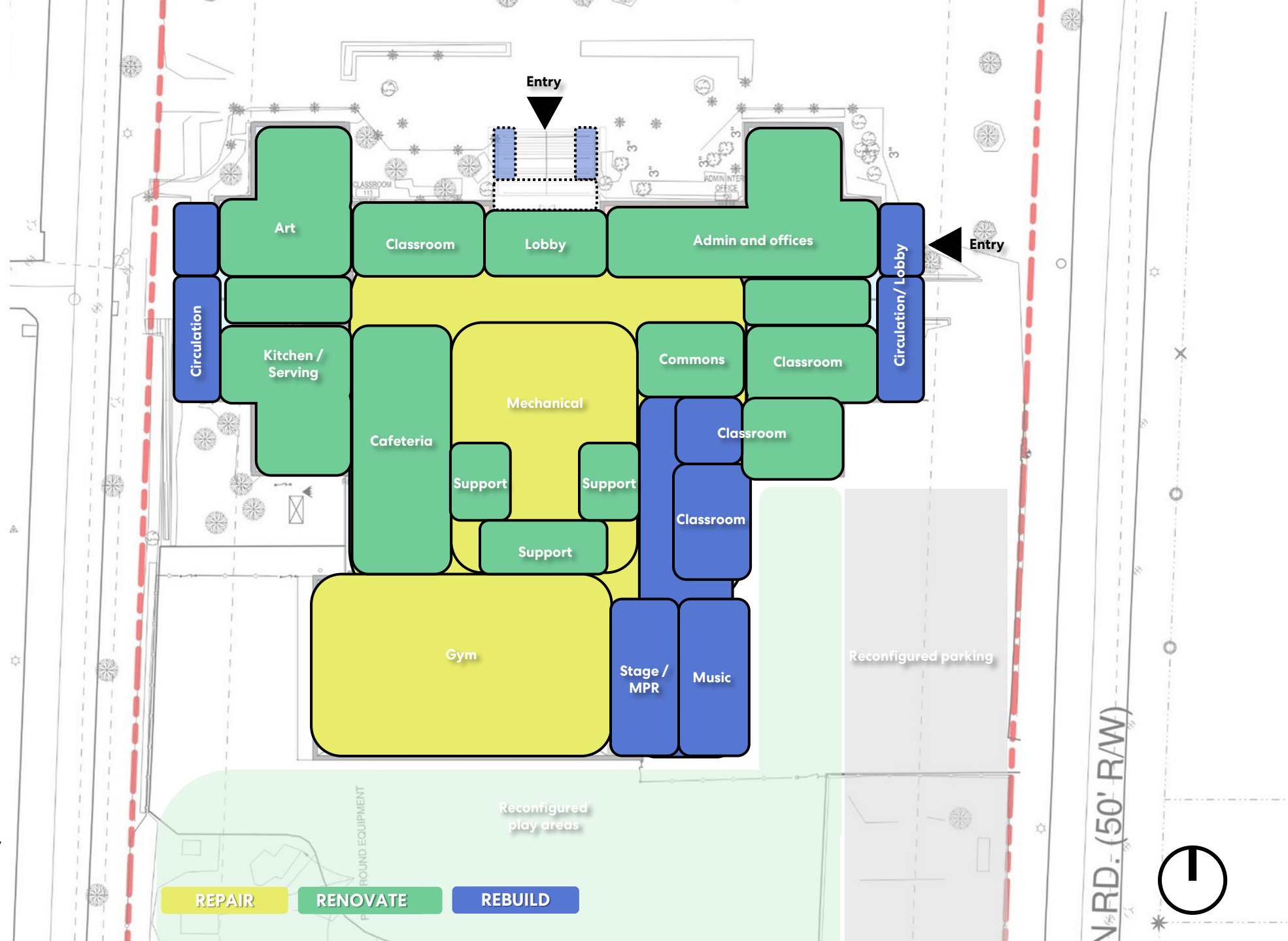


# Option B Demolition

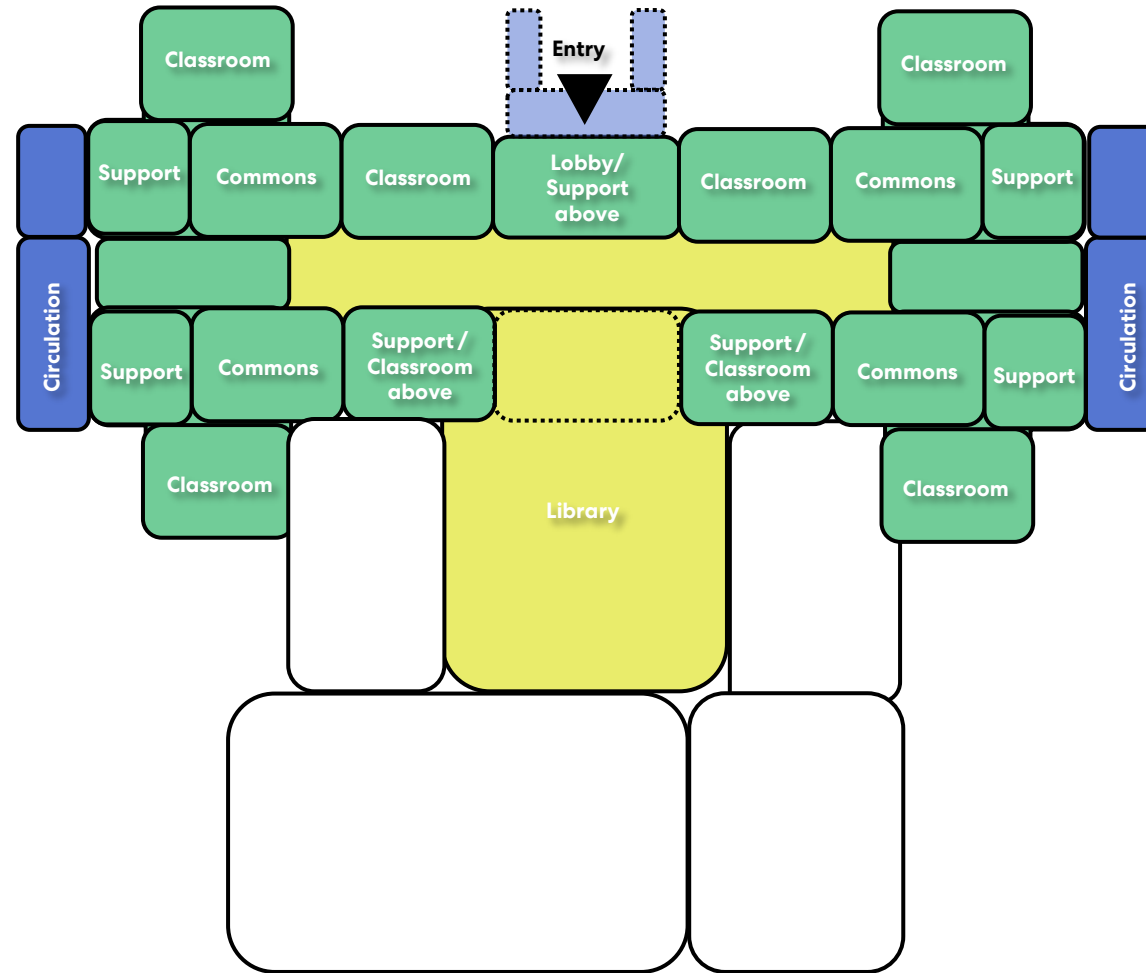


## Option B: Level 1    \$\$

- Rebuild: 1 story ES addition
- Right sized and rectangular classrooms grouped by grade level
- Right sized cafeteria
- Added stage/multi-purpose room
- Right sized support spaces (admin, offices, specials, arts, athletics)
- Improved accessibility, circulation and adjacencies (entry, admin, offices, intervention, gym lobby, grade levels, restrooms)
- Improved natural light for all classrooms
- Additional space for improved kitchen/servery

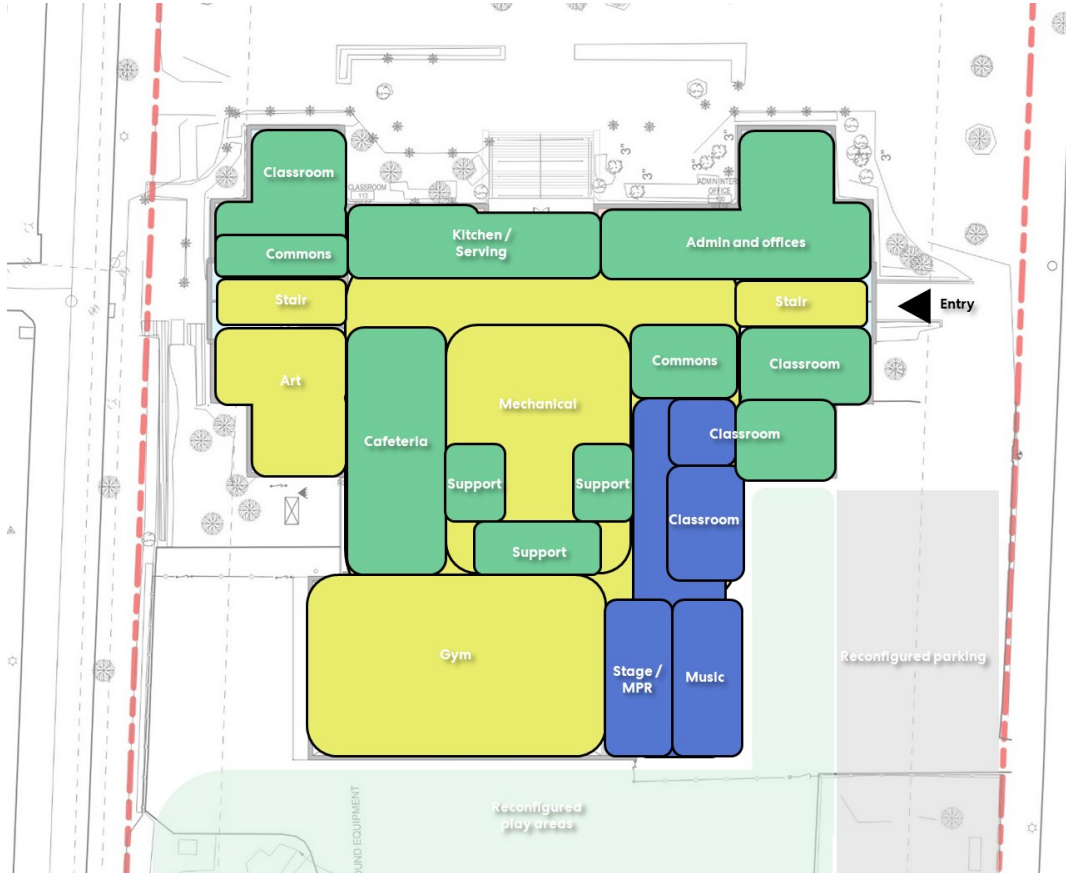


# Option B: Level 2

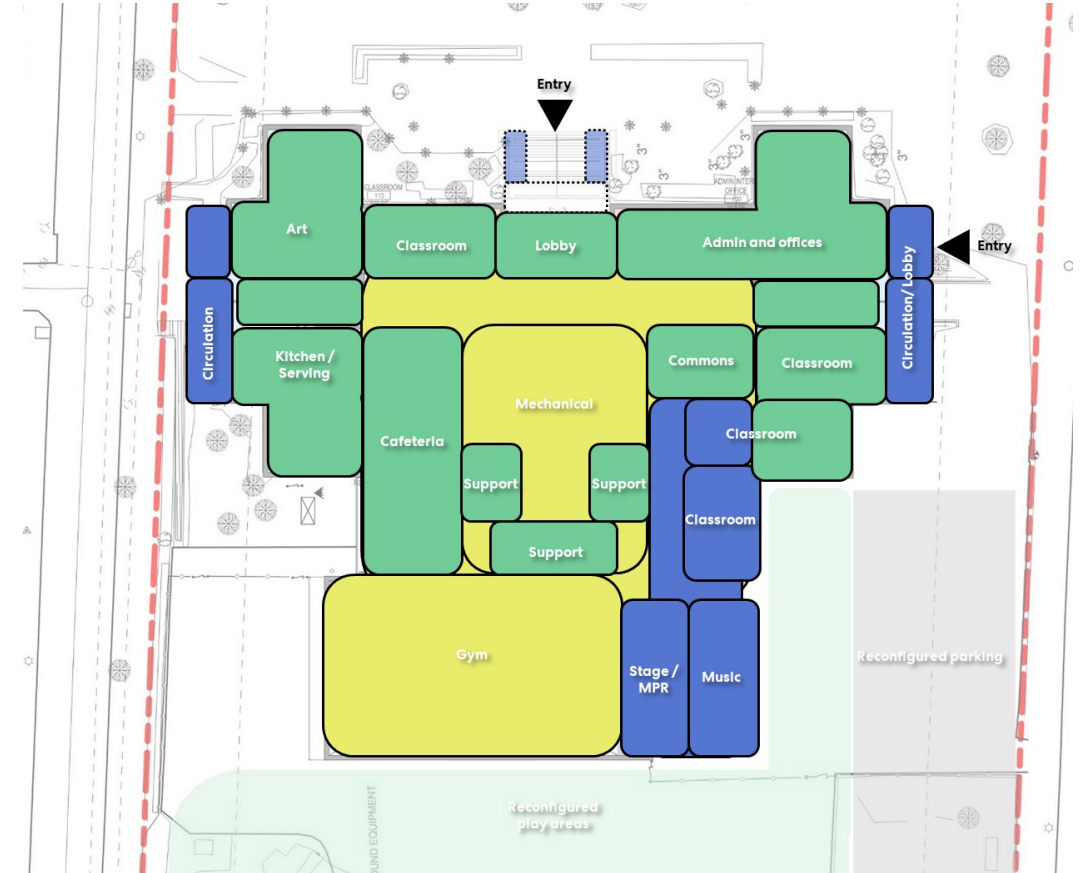


# Option Comparison

## Option A



## Option B



## Building Team Summary Comments – Montrose Elementary School

- Like splitting the front stair for main entry accessibility
- Like main administration on main level, with Remington and Main Street entries (like enhancing side entries)
- Like the addition of the stage / multi-purpose room
- Like larger cafeteria / kitchen
- Like improvements to classrooms / support spaces
  
- Explore the split front stair (accessible Main Street entry) in all options
- Explore structuring the new addition for space to be added on top
- Explore adding more parking if reconfiguring

# Cassingham Complex

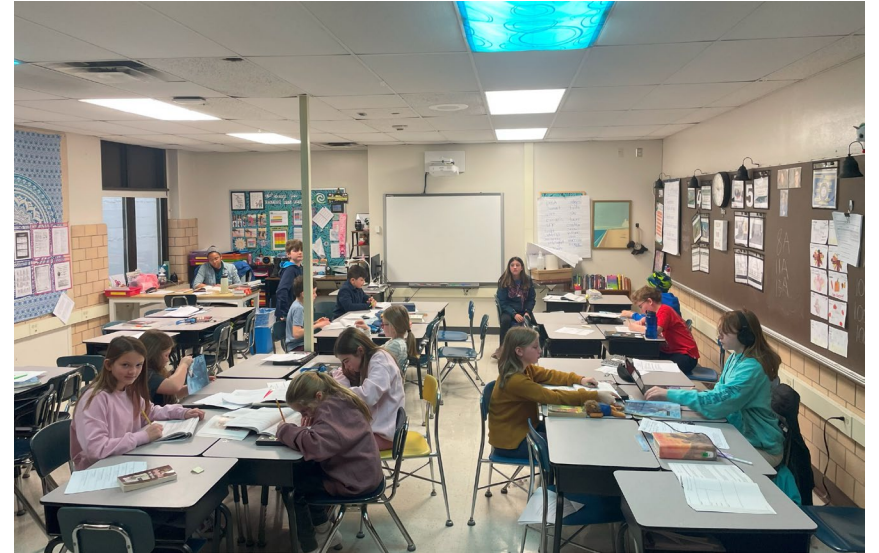
## Options





# Programmatic Need: 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



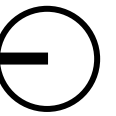
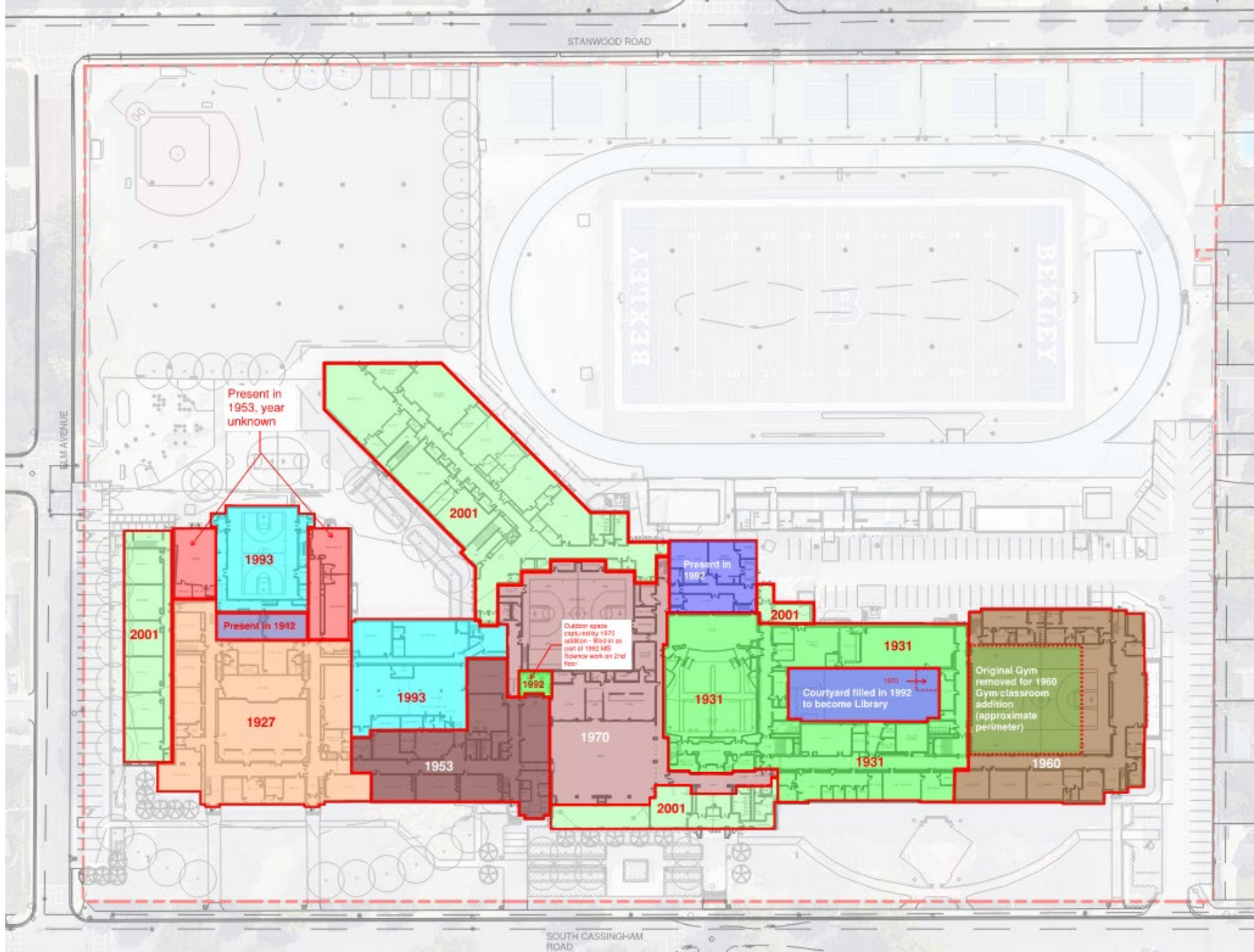


# Programmatic Need: Bexley Middle and High School

- Some classroom sizes are too small for current educational modalities
- Many classrooms and student support spaces have no daylight
- Difficult to support interdisciplinary instruction
- Constricted site, lack of parking, open field space/athletic fields
- Athletics: undersized weight room, MS gym, trainers room and locker rooms (also not ADA compliant)
- 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 offices are non-contiguous and would benefit from consolidation
- No intentional teacher collaboration spaces, makes sharing classrooms challenging
- MS Media Center use conflicts with adjacent ES use

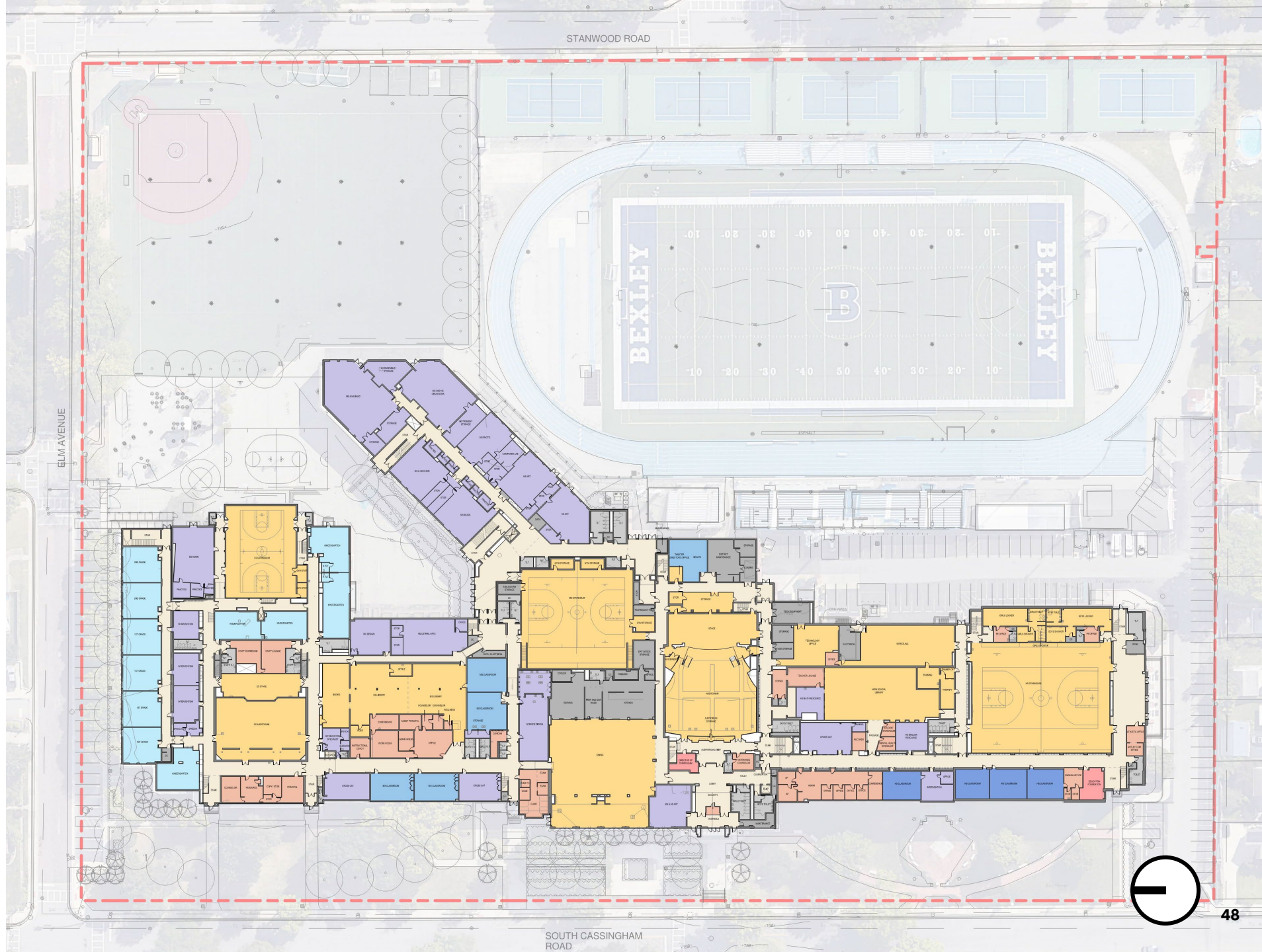


# Construction Chronology



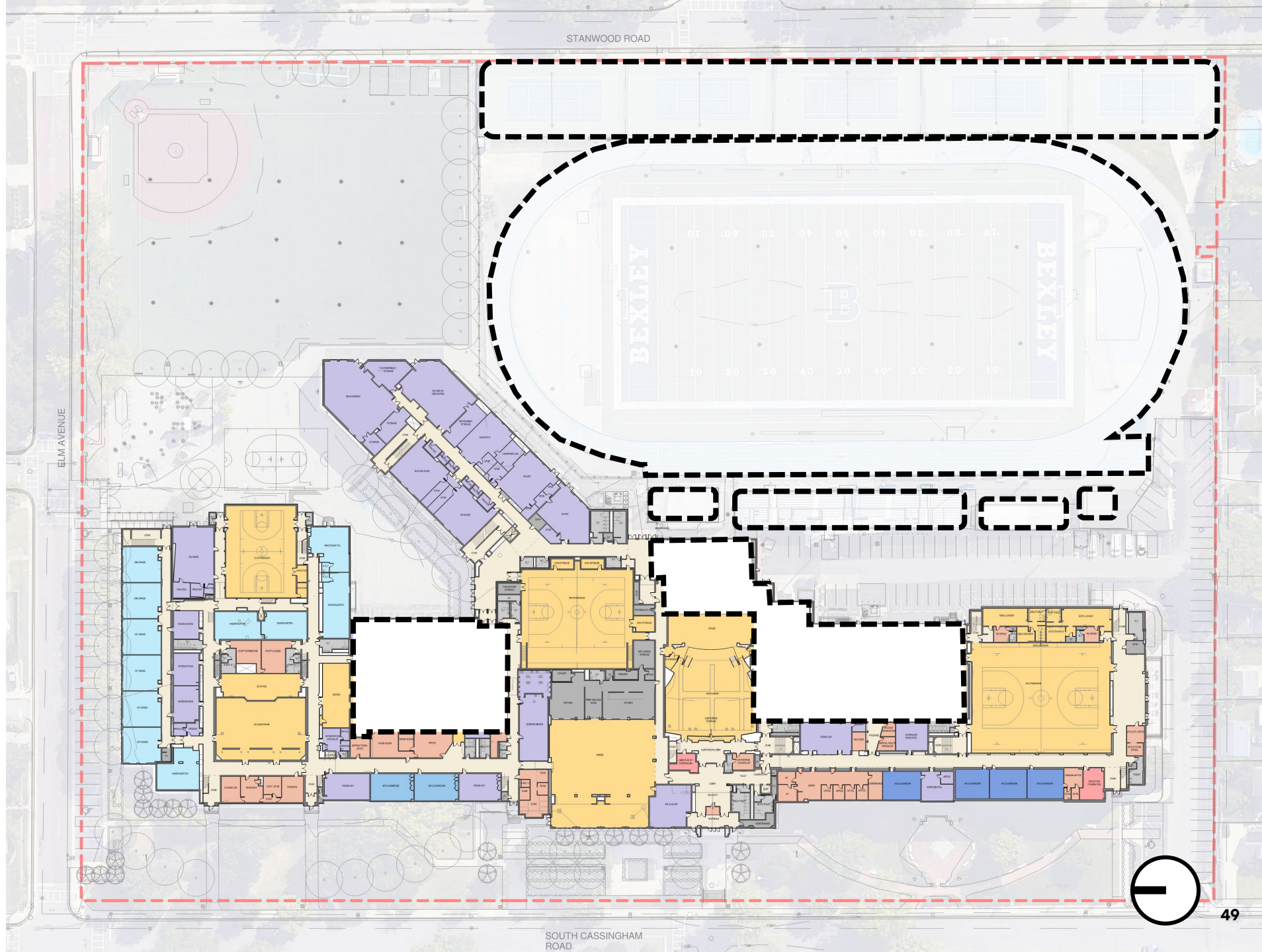


# Existing





# Option A Demolition

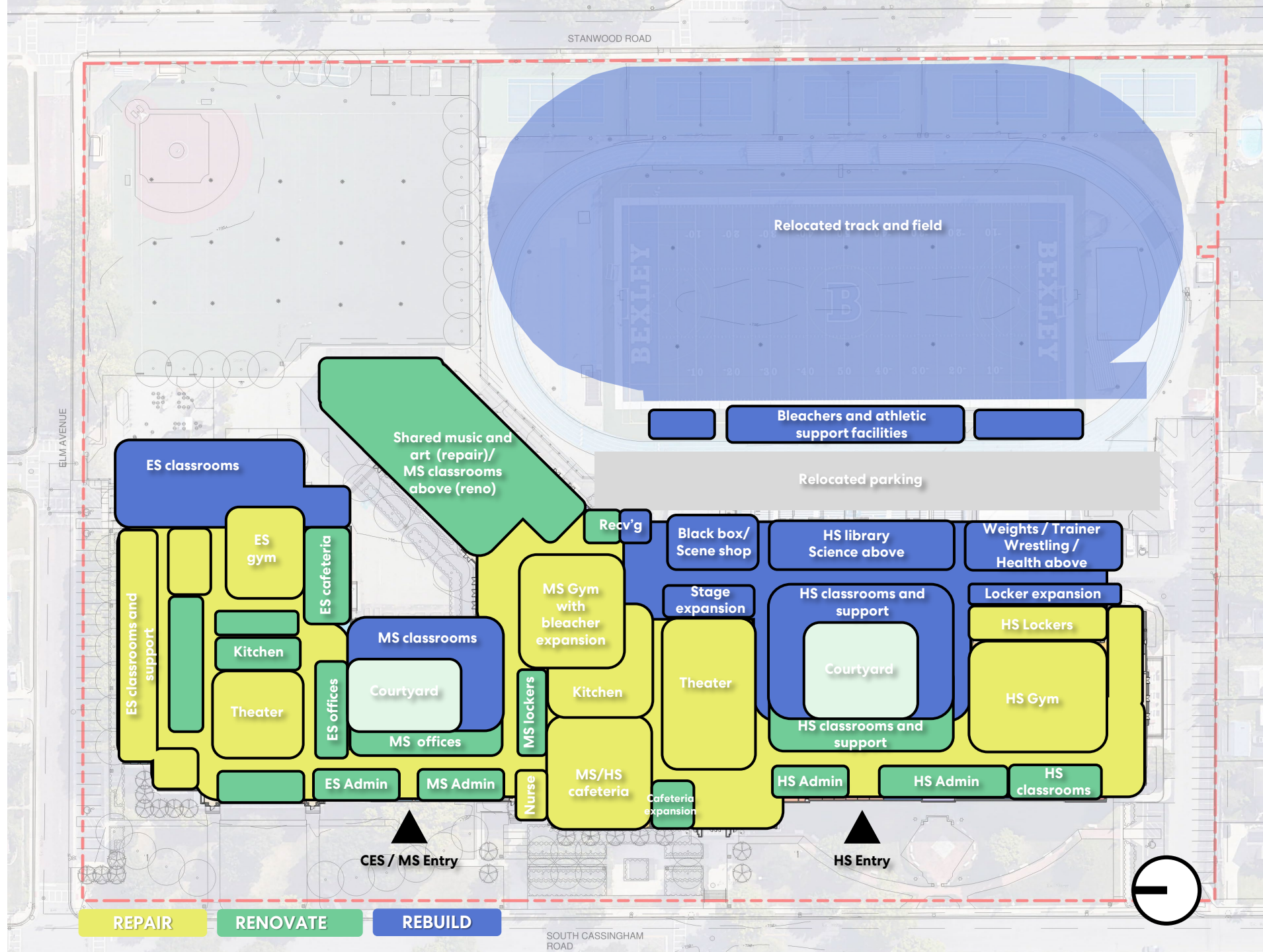




# Option A

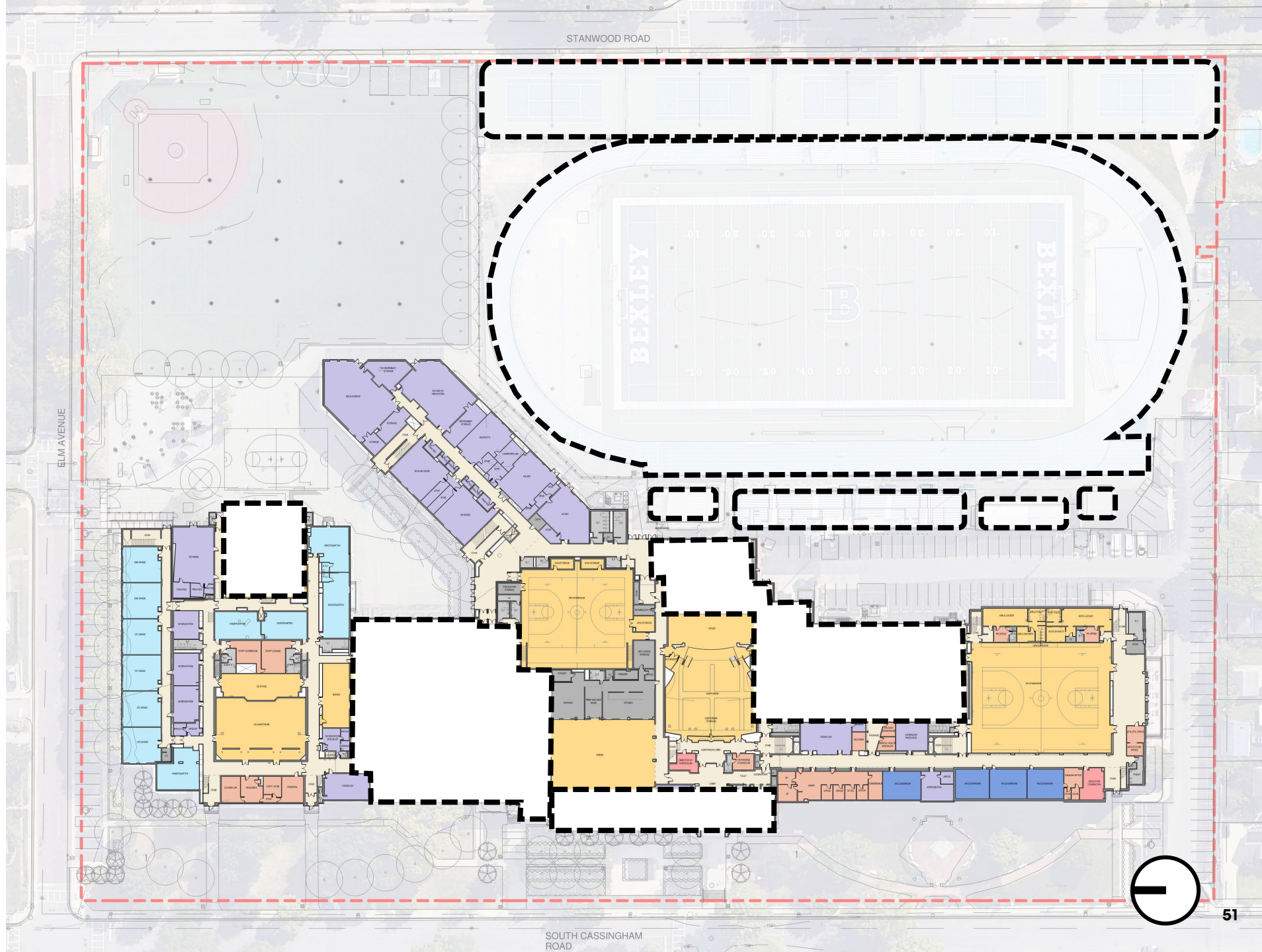
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- Rebuild: 2 story ES addition and 3 story HS addition with structure for future third floor or third floor district admin offices
- Right sized classrooms, add collaboration and small group spaces
- Right sized cafeterias (separate ES from MS/HS)
- Right sized support spaces (admin, offices, specials, arts, athletics)
- Improved accessibility, circulation and adjacencies
- Natural light for all classrooms
- Tennis or softball relocated off campus





# Option B Demolition

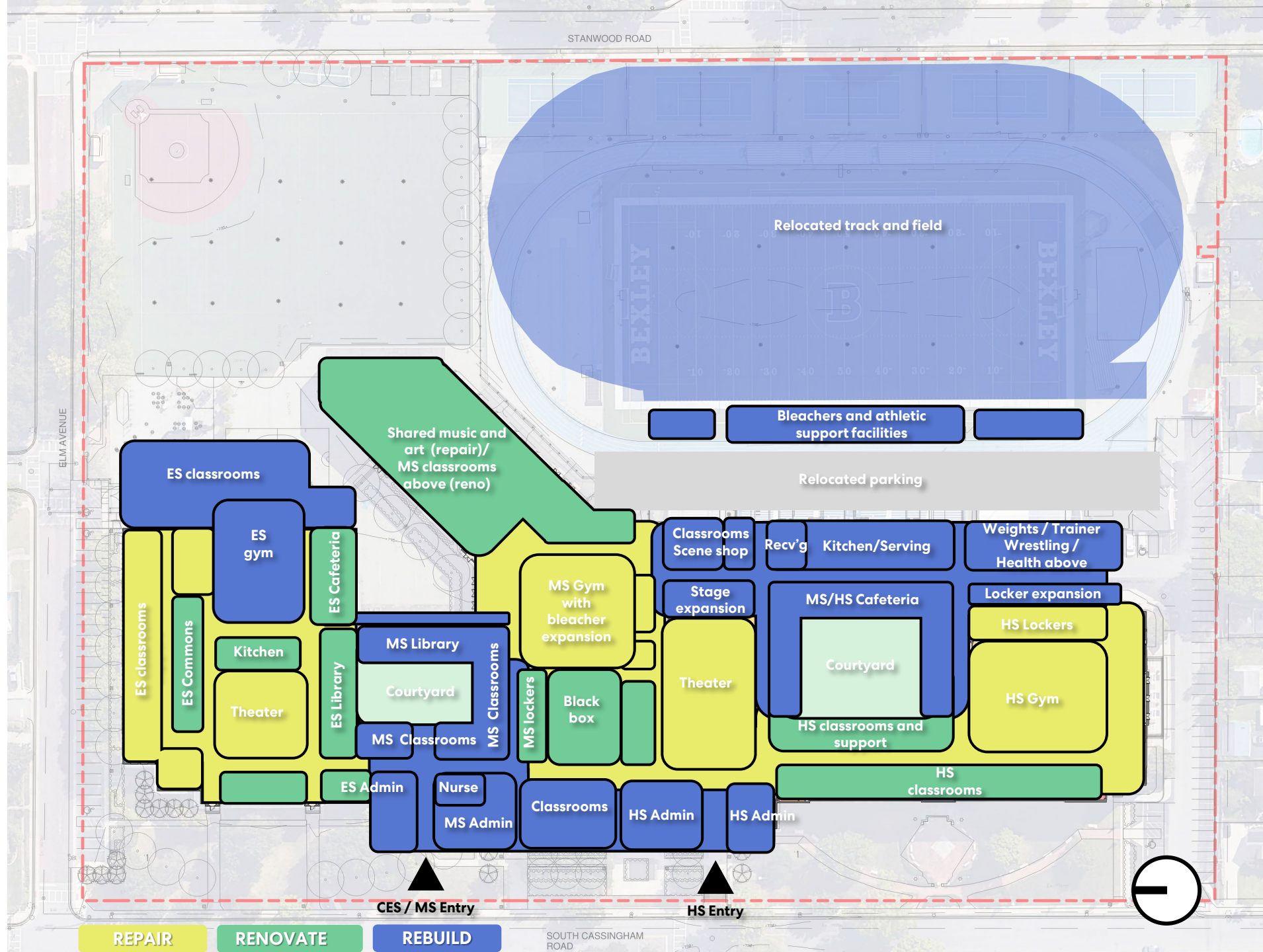




# Option B

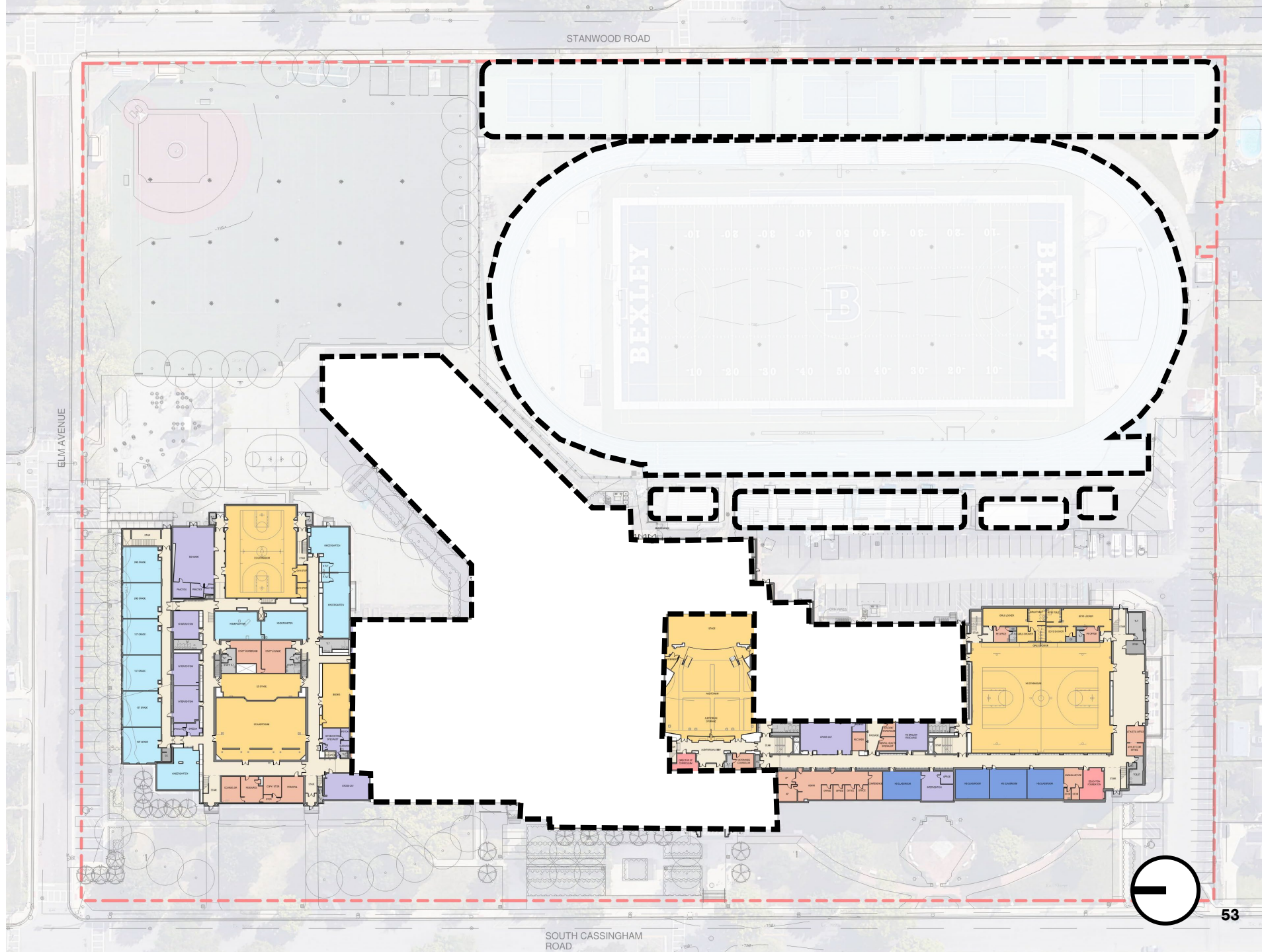
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- Rebuild: 2 story ES, 3 story MS/HS addition across portion of east face, 3 story HS addition with structure for future third floor or third floor district admin offices
- Right sized classrooms, add collaboration and small group spaces
- Right sized cafeterias (new MS/HS location, separate ES from MS/HS)
- Right sized support spaces (admin, offices, specials, arts, athletics)
- Improved accessibility, circulation and adjacencies
- Natural light for all classrooms
- Tennis or softball relocated off campus





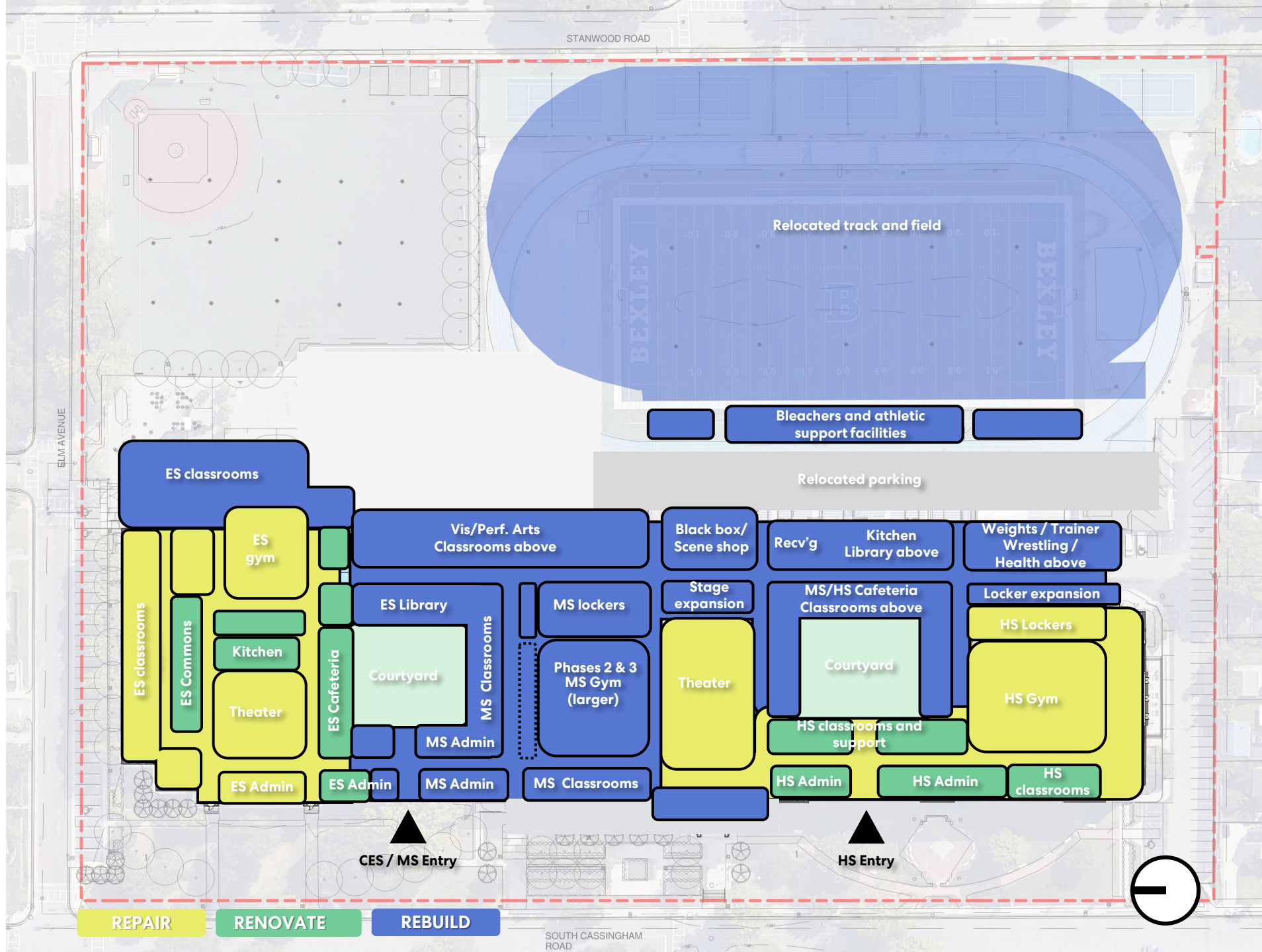
# Option C Demolition



# Option C

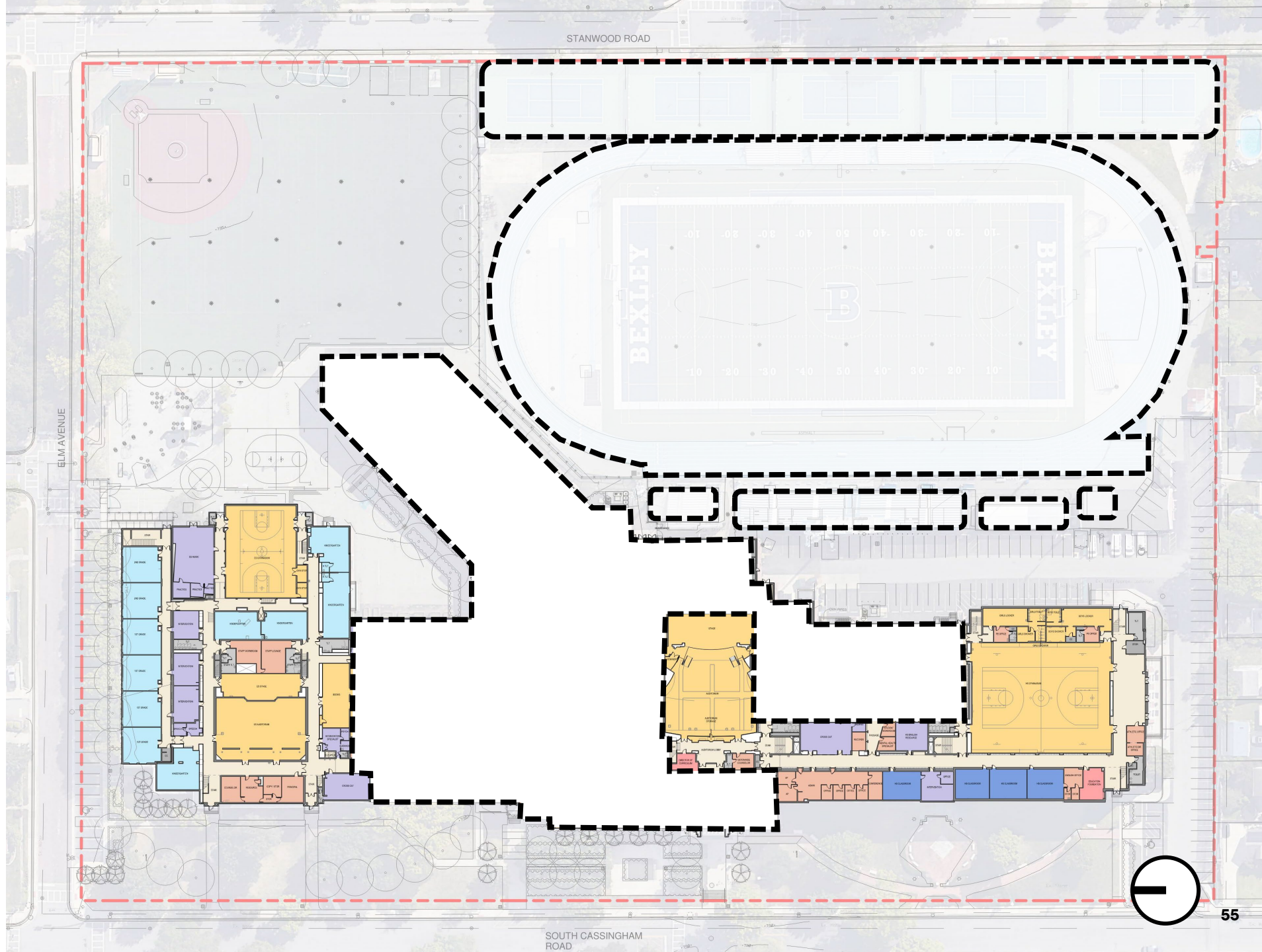
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- Rebuild: 3 story MS, Arts Wing, 2 story ES addition, 3 story HS addition with structure for future third floor or third floor district admin offices
- Right sized classrooms, add collaboration and small group spaces
- Right sized cafeterias (separate ES from MS/HS)
- Right sized support spaces (admin, offices, specials, arts, athletics)
- Improved circulation and adjacencies
- Natural light for all classrooms
- Tennis or softball relocated off campus





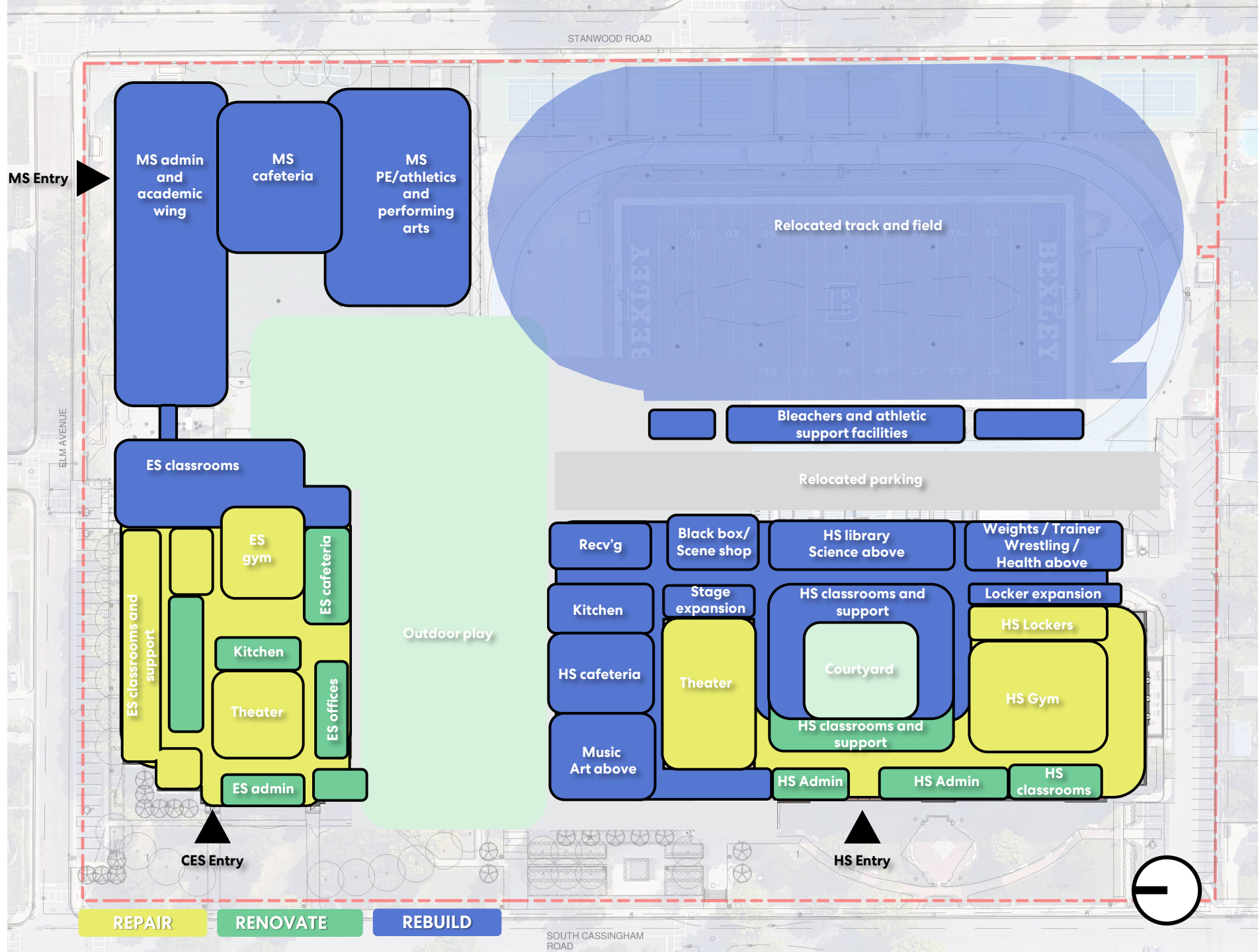
# Option D Demolition



# Option D

\$\$\$

- Rebuild: 3 story MS, 2 story ES addition and 3 story HS addition with structure for future third floor or third floor district admin offices
- Right sized classrooms, add collaboration and small group spaces
- Right sized cafeterias (separate ES from MS/HS)
- Right sized support spaces (admin, offices, specials, arts, athletics)
- Improved accessibility, circulation and adjacencies
- Natural light for all classrooms
- Tennis AND softball relocated off campus



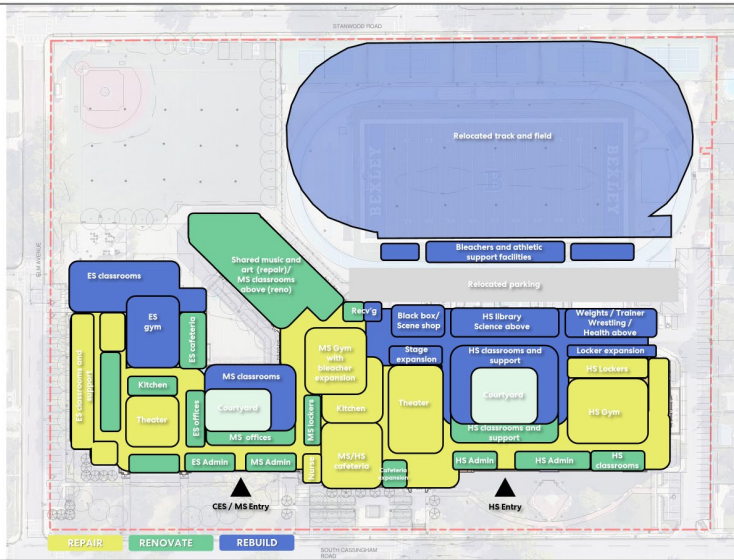


# Option Comparison

## Option A

**Option A**    \$

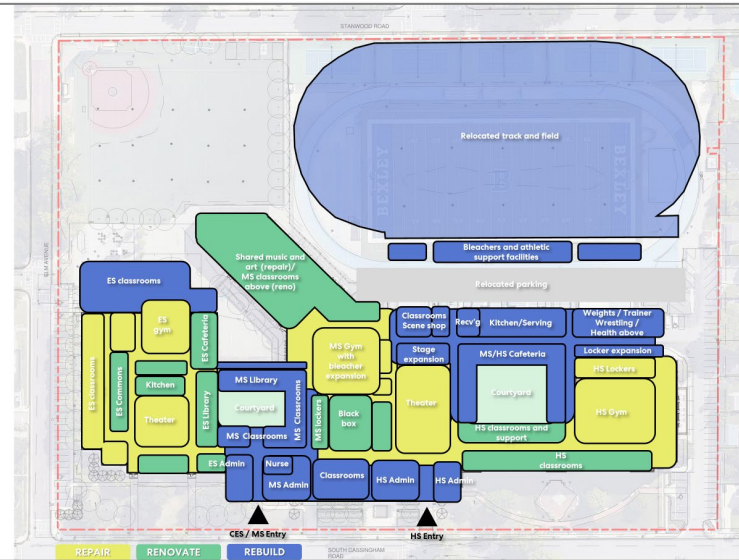
- Rebuild: 2 story ES addition and 3 story HS addition with structure for future third floor or third floor district admin offices
- Right sized classrooms, add collaboration and small group spaces
- Right sized cafeterias (separate ES from MS/HS)
- Right sized support spaces (admin, offices, specials, arts, athletics)
- Improved accessibility, circulation and adjacencies
- Natural light for all classrooms
- Tennis or softball relocated off campus



## Option B

**Option B**    \$\$

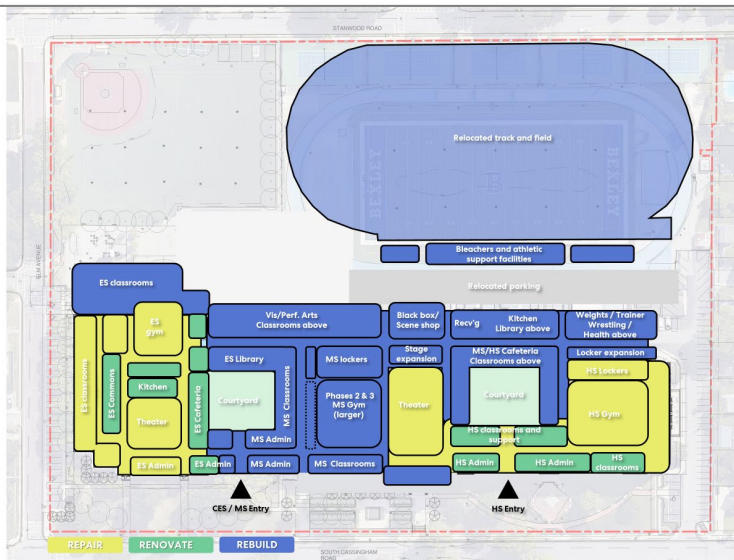
- Rebuild: 2 story ES, 3 story MS/HS addition across portion of east face, 3 story HS addition with structure for future third floor or third floor district admin offices
- Right sized classrooms, add collaboration and small group spaces
- Right sized cafeterias (new MS/HS location, separate ES from MS/HS)
- Right sized support spaces (admin, offices, specials, arts, athletics)
- Improved accessibility, circulation and adjacencies
- Natural light for all classrooms
- Tennis or softball relocated off campus



## Option C

**Option C**    \$\$\$

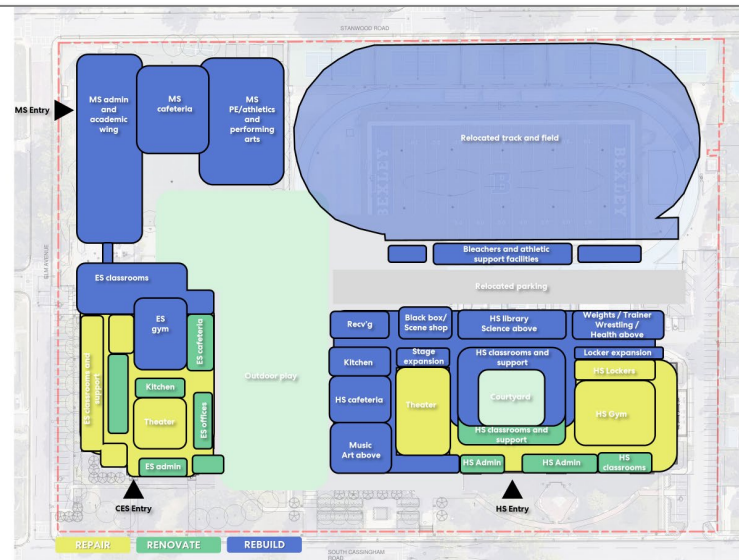
- Rebuild: 3 story MS, Arts Wing, 2 story ES addition, 3 story HS addition with structure for future third floor or third floor district admin offices
- Right sized classrooms, add collaboration and small group spaces
- Right sized cafeterias (separate ES from MS/HS)
- Right sized support spaces (admin, offices, specials, arts, athletics)
- Improved circulation and adjacencies
- Natural light for all classrooms
- Tennis or softball relocated off campus



## Option D

**Option D**    \$\$\$

- Rebuild: 3 story MS, 2 story ES addition and 3 story HS addition with structure for future third floor or third floor district admin offices
- Right sized classrooms, add collaboration and small group spaces
- Right sized cafeterias (separate ES from MS/HS)
- Right sized support spaces (admin, offices, specials, arts, athletics)
- Improved accessibility, circulation and adjacencies
- Natural light for all classrooms
- Tennis AND softball relocated off campus





## Building Team Summary Comments – Cassingham Elementary School

\*Blue highlight aligns with BMS/BHS BTM

- Like the daylight/courtyards in all options
- Like the larger elementary school gym
- Like the dedicated elementary school cafeteria and the outdoor recess connection
- Like re-using existing building footprint, especially historic buildings
- Like moving non-academic program off site
- Option A: Like how it is cost effective but not the best long-term solution
- Option C: Like how the end result fixes many challenges and maintains contiguous building
- Option D: Like how it provides each school a separate identity, could alleviate some traffic
- Option D: Like the outdoor space but limits athletic space
  
- Explore an option where the stadium and tennis does not move
- Explore how to enhance elementary play areas in Options A and B / line of sight / maximizing playground space
- Option D: Explore if elementary and middle school can swap for MS/HS adjacency
- Explore an option where we start with a clean slate, new building
- Explore where athletic components will go if not on the campus

## Building Team Summary Comments – Bexley Middle School and High School

\*Blue highlight aligns with CES BTM

- Like maximizing height with a 3<sup>rd</sup> floor and ability to expand vertically
- Like the daylight in all options
- Like the larger elementary school gym to alleviate pressures on MS/HS athletic space
- Like the clarity of the new circulation (reducing dead ends), accessibility
- Option C: Like how the end result fixes many challenges and maintains contiguous building
- Option D: Like how it gives each school a separate identity, could alleviate some traffic
- Option D: Like the long-term thinking
  
- Explore an option where the stadium and tennis do not move
- Explore if tennis/softball can remain on district campuses (turf at all ES)
- Explore how to enhance elementary play areas in Options A and B
- Option D: Explore if elementary and middle school can swap for MS/HS adjacency



# Agenda

Welcome – Dr. Jason Fine

Budget Considerations – Kyle Smith

Option Review – Design Team

What's next? – Dr. Harley Williams

World Café and Group Chats – Community Participants



# Options Phase Overview

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.

Building teams and community members inform the decision making around options.



# General Feedback

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



# World Café

## Group Chats Feedback Form

1. What do you like/ dislike about the options?
2. How might you improve them?
3. Which building options should advance?
4. Is there anything else you would like to share?

[bex.fyi/fb4](https://bex.fyi/fb4)





BEXLEY CITY SCHOOLS

Thank You for  
Partnering with Us.