

# 2016 Facilities Master Plan Executive Summary

Upper Arlington Schools

October 10, 2016



MOODY•NOLAN

PERKINS+WILL

hilliard jeane

**Turner**



October 10, 2016

Upper Arlington Schools  
1950 North Mallway Drive  
Upper Arlington, Ohio 43221

**Re: Facilities Master Plan Report**

To the Board of Education:

It is with great pleasure that we submit the attached Facilities Master Plan report for Upper Arlington Schools. This report highlights recommended improvements based on analysis of existing facilities, and represents the culmination of months of effort from Board Members, District Staff, District Administration, parents, students, members of the Upper Arlington Community and the design team.

The following Executive Summary gives an overview of the process of development for the Master Plan as well as an overview of the recommended improvements. For a more in-depth analysis of each facility and those recommendations, please refer to the greater Facilities Master Plan Report.

We look forward to continuing to work with the Upper Arlington Community to bring this vision to fruition.

Sincerely,



Steven Turckes, AIA, ALEP, LEED AP  
Principal



Aimee Eckmann, AIA, ALEP, LEED AP BD+C  
Associate Principal, Architect



Keith DeVoe, AIA, LEED AP  
Associate Principal, Project Manager



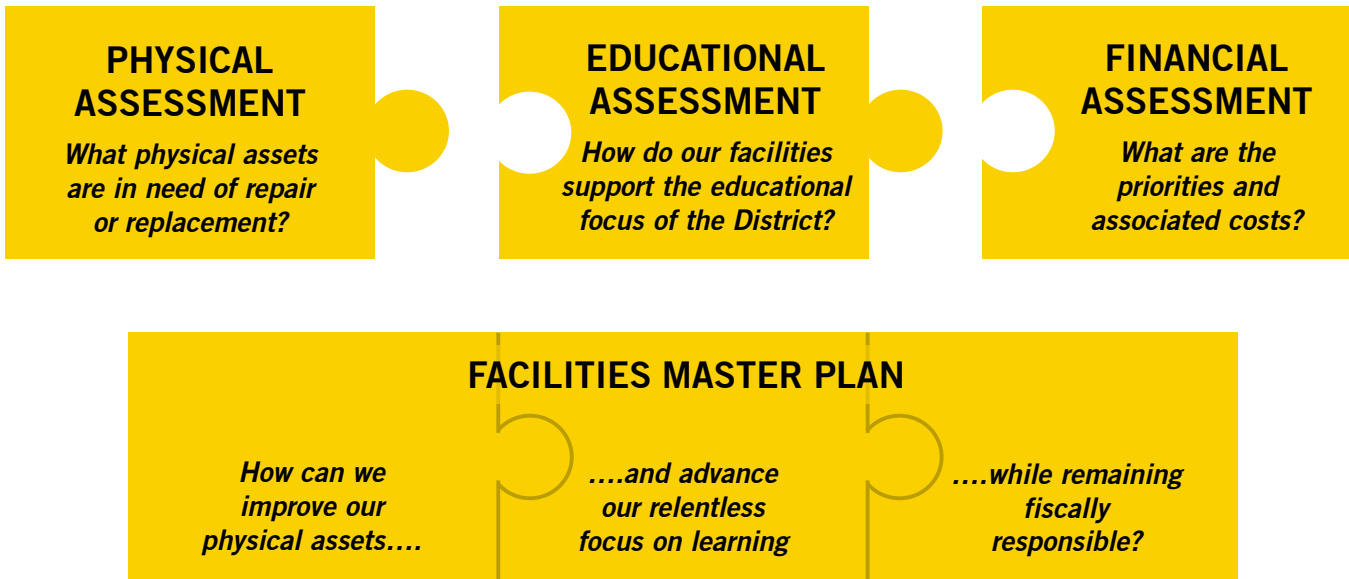


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**PROCESS /**  
Overview



**WHAT IS A MASTER PLAN?**

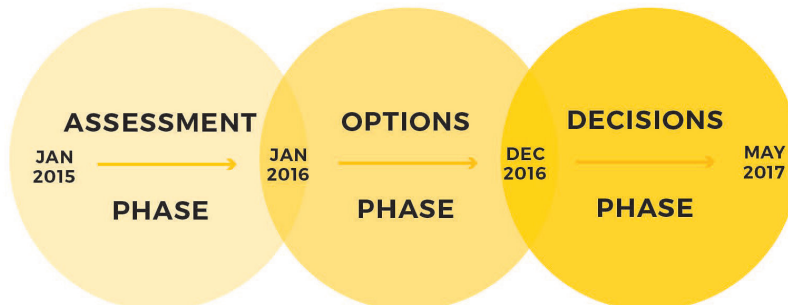
A Facilities Master Plan (FMP) takes a broad look at facilities within a District, assessing those facilities both from a physical and educational delivery viewpoint. The ultimate Master Plan recommends areas for improvement to each facility that provides a long-term view. While improvements may or may not ultimately take the same form as recommended in the Master Plan, the guidelines established are used to determine how improvements should be made. This safeguards the District from making decisions that will be undone or impede on other, future decisions.

The Master Plan is a living document, intended to be revisited, reviewed and revised every 5-10 years as educational delivery and student population needs evolve within the District.



**YOUR VOICE MATTERS**  
**FACILITIES MASTER PLANNING**

A TWO-YEAR PROCESS WITH COMMUNITY INVOLVEMENT  
EVERY STEP OF THE WAY



# PROCESS /

## Overview

### THE PROCESS

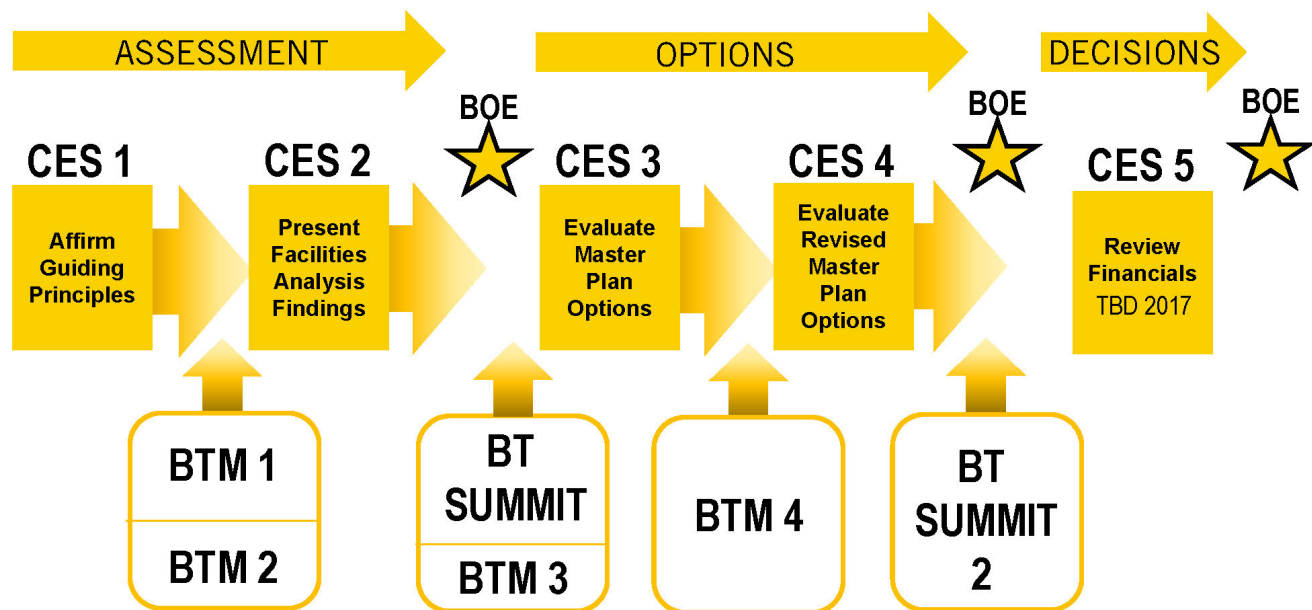
Building an effective and efficient process is crucial to the development of a successful plan. It is through process planning that the road map for the project is developed. That process planning is the first thing that the Design Team embarked upon with the District Team, forming the basis for the Team’s engagement with stakeholders and the community-at-large.

From the beginning, the development of the Facilities Master Plan for Upper Arlington Schools was intended on being an open, transparent process inclusive of all stakeholders. Subsequently, an Oversight Committee, comprised of District Representatives, was formed. The intent of this committee was to provide oversight on the development of the Master Plan, to provide feedback on the process of the plan’s development and to provide a conduit back to the individual schools, District Administration and the Board.

While the Board of Education has the ultimate authority to adopt the Master Plan, the ideas and recommendations held within are fundamentally derived from input from the Community, the Building Users, the Oversight Committee and other groups through Community Engagement Sessions and other discussions.

The below timeline for the Master Plan was established by District Leaders to allow ample time for community engagement and feedback prior to decisions being made. The process began with an Assessment Phase, to analyze the schools with objective data and establish a baseline for the next phase, the Options Phase. The Options Phase included developing multiple options for each facility with community-based Building Teams to present for community feedback. Finally, the decisions phase, yet to come, will utilize community feedback to analyze the scope, funding and implementation timeline for the recommended options.

### COMMUNITY ENGAGEMENT PROCESS



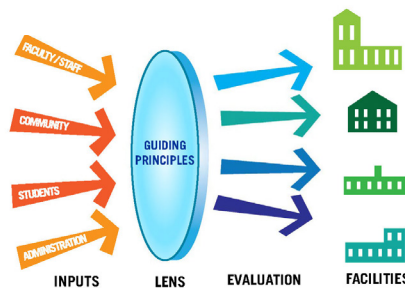
## PROCESS /

### Overview

#### VISIONING SESSION - JUNE 8, 2015

During a day long session with district administrators, school principals, assistant principals, and teachers, the design team explored current and future trends in education and how their impact on pedagogy within the District can influence facilities.

Through the resulting group activities and discussions, a series of four 'Guiding Principles' were developed. After Community Engagement Session 1, where the 'Guiding Principles' were vetted and edited by the community, a fifth 'Guiding Principle' was added. These Guiding Principles served as the basis for analysis of existing educational adequacy as well as for any proposed improvements to facilities.



### GUIDING PRINCIPLES: OUR DISTRICT'S EDUCATIONAL ENVIRONMENTS...

#### 1. WILL CHAMPION UNIQUELY ACCOMPLISHED LEARNERS

- Support a personalized learning experience so each student succeeds
- Maintain a steadfast commitment to the arts
- Promote the continued importance of service learning
- Support extracurricular activities and athletics
- Pursue excellence by supporting collaborative, creative, flexible, engaging and authentic learning environments for all

#### 2. WILL BE FISCALLY RESPONSIBLE AND COMMUNITY RESPONSIVE

- Provide the best return on investment, both financially and academically
- Honor our past with a focus on the future
- Reflect what our community values
- Be environmentally sustainable

#### 3. WILL FOSTER AND ENGAGE RELATIONSHIPS

- Serve as a center of the school community
- Advance leadership at all levels, for students and educators, within the community and nationally
- Cultivate relationships between the students, educators, parents and the community
- Encourage collaboration with community organizations, business, universities and other school districts

#### 4. WILL BOLSTER COLLABORATION AND CREATIVITY

- Support social, emotional and academic learning options and opportunities within and beyond the classroom
- Create adaptable, flexible and agile environments to meet the changing needs of all learners
- Empower students and educators

#### 5. WILL RECOGNIZE THE NEED TO CREATE A SAFE PLACE TO LEARN AND WORK

- Hold paramount the need to utilize best practices around physical safety and security
- Create a supportive culture whereby students and staff feel emotionally safe and supported
- Create an academically safe environment where students are encouraged to tackle challenges and take academic risks

# PROCESS /

## Overview

### PHYSICAL ADEQUACY ASSESSMENT

In November of 2014, the District engaged the Ohio Facilities Construction Commission's (OFCC) Design Manual to complete a State-funded assessment. However, it did not reflect programmatic input from the District, did not include assessment of outdoor athletics and recreation/playground areas, and did not include costs for phasing, general requirements, escalation or swing space during constructions.

Therefore, in order to determine the cost to maintain and repair Upper Arlington Schools for the next 15 years, to ensure operation well into the future, the design and construction team conducted a physical adequacy assessment that would more accurately reflect the facility needs.

The design and construction team toured and reviewed each school to determine which physical assets needed to be repaired or replaced. Team members documented their findings by photos, as well as by making notations on printed floor plans, ultimately determining the physical assessment timeline and cost:

- Determined the cost to “maintain the status quo through 2030”
- Assumed no building additions
- Assumed no new learning environments
- Assumed new systems will last 20-25 years on average

*\*The full 2015 Facility Assessment can be found at <http://www.uaschools.org>*



### EDUCATIONAL ADEQUACY ASSESSMENT

Upper Arlington's schools were also assessed on educational adequacy. The Design Team made a qualitative assessment of the facilities' educational environment (such as: space size, amenities, relationship). The Design Team, accompanied by District Administration and Staff, toured each school building, getting a comprehensive view of the educational adequacy of facilities within the District. Using the Guiding Principals previously established as a reference, the schools were evaluated on how well equipped they were to meet the educational challenges of contemporary instruction. Those findings were presented to the Building Teams, and formed the basis of the second Community Engagement Session where the Community was asked to prioritize those elements (type, etc.) and how the facilities support or detract from the learning process. This information was then used to identify major challenges facing each school, which were presented to the Building Teams.

The feedback solicited from the teams was then used by the Design Team to generate options for how to best address these issues in each facility.

*\*The full 2015 Educational Adequacy Report can be found at <http://www.uaschools.org>*

## **PROCESS /**

### Community Engagement Summary

The development of the Facilities Master Plan was an inclusive process intended to solicit the input of stakeholders throughout the District, both internal to the District and from the community-at-large. The first two phases of the process were informed by the outcome of four Community Engagement Sessions in which the community was invited to gain a better understanding to the background behind the changes in educational delivery, the master planning process and to provide input on the evolution of the master plan itself.

Between each of the Community Engagement Sessions, the Design Team continued to work with school Principals, the Building Teams, the Oversight Committee, and District Administrators to review current plans, further develop and refine the process and the proposed plans through a series of meetings. Through this iterative process, the Design Team took the feedback from the community and stakeholders and, using the Guiding Principles as a filter, incorporated that feedback into what would ultimately become the Master Plan.

#### **COMMUNITY ENGAGEMENT SESSION 1 - SEPTEMBER 9+10, 2015**

This introductory session was focused on providing a background on the current state of facilities within the District as well as an overview of the master planning process and schedule. Additionally, the Guiding Principles, developed during the Visioning Session, were introduced to the community, and feedback on the relevance/importance of these Principles was solicited. A fifth Guiding Principle, regarding safety and security, was derived from community feedback from this first session.

#### **COMMUNITY ENGAGEMENT SESSION 2 - NOVEMBER 18+19, 2015**

Prior to Community Engagement Session #2, the Design and Construction Team conducted intensive reviews of the District's schools. An overview of the findings and educational assessments were presented to the community during this session. The meeting began with a review of what had been done since the first Community Engagement Session followed by a presentation outlining the financial context for the master plan. Attendees were then given a detailed overview of the physical assessment done for the district's facilities and the costs associated with simply repairing each school, not improving upon educational space or creating new space.

#### **COMMUNITY ENGAGEMENT SESSION 3 - FEBRUARY 23+24, 2016**

After reviewing and refining initial draft options for each school with the Building Teams and Oversight Committee, the third Community Engagement Session was primarily focused on sharing the initial draft master plan diagrams for each school, and soliciting feedback from the community. Attendees were shown working options developed by the Design team for all nine Upper Arlington facilities. These options were presented with "Repair" as the baseline, addressing only physical needs and minimum additional space to meet enrollment projections, and "Renovate" or "Rebuild" options that addressed both physical and educational needs of the facility, as well as additional space to meet enrollment projections. Cost estimates were not included until Community Engagement Session 4, so the options could be better informed by Community Engagement Session 3 and Building Team Meeting 4.

#### **COMMUNITY ENGAGEMENT SESSION 4 - APRIL 19+20, 2016**

Similar to the format from CES 3, revised options for each school, refined by the Building Teams and feedback from CES 3, were presented at the fourth Community Engagement Session. Attendees were shown options for each school as well as associated cost for each option, and then were asked to provide feedback.

#### **COMMUNITY ENGAGEMENT SESSION 5 - TO BE DETERMINED, 2017**

During the Decisions Phase, the community will be asked again to gather for information and feedback on the selected master plan options and the time line in which they will be developed.

## **PROCESS /**

### Building Team Summary

#### **BUILDING TEAM MEETINGS**

At the first Community Engagement Session, community members were invited to join Building Teams for any of Upper Arlington's nine schools. Teams were comprised of administrators, staff, parents, students and community members. The Design Team discussed facilities in detail with the Principals and Building Teams at each school, reviewing existing conditions, areas of concern, successes and shortcomings of their building. Building teams were presented with multiple master plan options. Through their input, options were refined and presented at Community Engagement Sessions.

#### **BUILDING TEAM MEETING 1 - SEPTEMBER 28 - OCTOBER 1, 2015**

The Building Team Kick-Off Meeting, welcomed all of the Building Team members at one time, and began with an introduction of the Design Team and an overview of the Master Plan and Building Team Process. During the individual meeting that followed, Building Team attendees met with at their schools. Principals led the teams on detailed school tours, and then the building team reconvened and was tasked with answering essential questions to guide the process.

#### **BUILDING TEAM MEETING 2 - NOVEMBER 10-12, 2015**

The second Building Team meetings began with a summary of the key takeaways from the first meeting. The Design and Construction Team then introduced the results of the Facility Assessment, including both the Physical and Educational Assessments. The Building Teams then discussed this information.

Next, a representative from the District led a discussion on the financial context, setting a baseline to repair the schools. The Design and Construction Team then explained the financial information for each school. Afterwards, the teams were discussed what they had just learned. Finally, the Principal of each school and the Design Team introduced the coming steps in the process, the Options Phase.

#### **BUILDING TEAM SUMMIT - DECEMBER 3, 2015**

After the initial two Building Team meetings, all the individual teams were gathered for a summit meeting. The meeting began with Design Team member Steve Turckes giving a presentation entitled, "Leading Learning Environments" which explained current trends in school design and detailed what schools must accomplish in order to be Future Ready. The presentation was given in two parts with a break for discussion in the middle.

Afterward, the floor was opened up for questions and reflections from the Building Team Participants before Superintendent Paul Imhoff presented the next steps and adjourned the meeting.

#### **BUILDING TEAM MEETING 3 - JANUARY 12-13, 2016**

The third Building Team meeting began with the presentation of the feedback solicited from Building Teams and the Community Engagement Sessions. This was followed by a review of the key points of the educational assessment, followed by the introduction of the repair, renovate, and rebuild options for each school without cost projections.

The group discussed the various options and gave the design team feedback. Then, together with the Design Team, the teams narrowed down and refined the various options.



## PROCESS / Building Team Summary

### COMMUNITY TOURS OF NEW LEARNING ENVIRONMENTS - MARCH 12, 2016

On Saturday March 12, 2016 two busloads of community members visited two recently completed educational learning environments in the Columbus area, to give context to the ideas being generated in the Master Plan.

First stop was the New Albany-Plain Local Schools 2-8 Learning Facility where Assistant Superintendent Michael Sawyers led a thorough and informative tour. He shared many stories about the planning, design, and construction of this extremely flexible school building designed to support multi-disciplinary, team-taught instruction and foster collaborative self-directed learning.

The second stop was the PAST Foundation Innovation Lab on Kinnear Road just east of Upper Arlington. The extensively renovated and repurposed warehouse space provides an open and energizing environment supporting a robust STEM instruction program. PAST Foundation leaders Annalies Corbin and Sheli Smith led the tour and provided much insight behind the design of this hands-on learning lab environment.



### BUILDING TEAM MEETING 4 - MARCH 14-16, 2016

The fourth and final Building Team meeting focused on presenting revised options for each facility, as well as draft cost estimates. The design team also reviewed the feedback they received that led them to these options. The teams were also shown district-wide cost estimates.

Afterwards, the Design Team introduced the guiding principals behind the Facilities Master Plan that all their work would be serving to create. Then, attendees were given some information on the measures the district would take in order to fund these projects.

Finally, the teams were given an overview of the next steps in the process and the meeting was adjourned.

### APRIL 14, 2016 - ADDITIONAL BUILDING TEAM MEETING

After completing Community Engagement Session 4, feedback from the community led to the investigation into additional options regarding site acquisition for additional land near Jones Middle School and UAHS. These options were presented to the community at an additional Building Team Meeting to be discussed at Community Engagement Session 4.

### BUILDING TEAM SUMMIT 2 - SEPTEMBER 14, 2016

After completing Community Engagement Session 4, feedback from the community led to the investigation into additional options to avoid acquiring land near UAHS. The Design Team looked at creating two high school options where the core academic areas were four stories, to see what spaces could be gained on the site. The Design Team also looked at an option to move the Jones Middle School tennis courts above the existing parking lot, and also creating additional parking spaces. The second Building Team Summit introduced these new options to the community, with associated costs, and requested feedback from the community on the new options.



## **ASSESSMENT PHASE - EDUCATIONAL ASSESSMENT /**

### **Common Themes**

All nine schools in Upper Arlington were assessed on their educational performance by the Design Team. The results of these investigations were compiled into a document called the Educational Adequacy Report, which can be found in full at <http://www.uaschools.org/>. The following three pages serve to summarize the common themes identified in the report for both the school buildings and their sites.

#### **SCHOOL BUILDINGS/**

##### **AGE**

The average age of construction for the nine schools is over 61 years, however all buildings with the exception of Burbank have received several additions as needs dictated.

##### **INTERIOR ENVIRONMENT**

Generally, while reasonably well maintained (given budget constraints) the interior environments reflected the period in which the buildings were built. Solid, durable materials have served well over time, but do not convey an “institutional” feel.

##### **TYPICAL CLASSROOM SIZE**

A finding of primary concern is the size of classrooms. Average existing classroom size was calculated for Kindergarten, regular, and science classrooms. All three classroom types are considerably smaller than current OFCC standard and current best practices. Small classrooms limit the number of possible student configurations (collaborative groups for instance), overall flexibility, reduce organized storage opportunities, and have an overall cramped feel.

##### **INSTRUCTIONAL MATERIAL STORAGE**

Smaller classrooms limit the amount and type of storage. In many cases (especially at the elementary level) already small classrooms are somewhat cluttered with materials, creating a potential source of distraction and further congestion.

##### **FLEXIBILITY OF INSTRUCTIONAL GROUP SIZES**

An issue common to all schools is the lack of variation in instructional spaces. Classrooms designed for approximately 25 students are the norm with little, if any, variation from that model. For example, spaces for smaller (4-8 students) or larger (45-60 students) are very limited.

##### **COLLABORATIVE SPACE**

Intentionally designed areas for student collaboration are extremely few, but do exist (i.e. commons at Hastings). In some cases students are sent to the hallway for this function and some libraries support this function ( and in some cases like Jones Middle School, the library is the only place this can happen). As the support of collaboration is a primary Guiding Principle, serious consideration should be given to the creation of these spaces.

##### **STUDENT FURNITURE**

In many cases student furniture is dated, in some cases poor condition, and not designed to support collaboration, flexibility, or current ergonomic standards.

## **ASSESSMENT PHASE - EDUCATIONAL ASSESSMENT /**

### Common Themes

#### **ACOUSTICS**

Many instructional spaces are served with unit ventilators (mechanical system most often attached to the exterior wall). As the fans of this type of system reside in the unit, and therefore in the classroom, noise during operation can be an issue. Best practices around acoustics for classrooms would warrant consideration of other systems that offer better acoustical properties (and greater energy efficiency).

#### **DAYLIGHTING**

Research points toward the positive educational benefits of learning environments which use proper daylighting. While many classrooms in the district do have reasonable daylighting, there are many instances of “buried” classrooms (no access to an exterior wall for daylight) and other cases (the high school where what were once continuous windows were replaced with single “punched” window openings, thereby reducing the amount of daylight).

#### **COMMUNITY USE**

Upper Arlington schools are used extensively after normal school hours by UA residents (mainly around athletics) and this use is consistent with an established Guiding Principal. UA elementary schools are generally configured - through the use of gates - to allow reasonable segregation of gyms from other spaces or evening and weekend use. UA middle schools both have major public functions contained within the mass of the building and surrounded by other spaces. Both theaters, for instance, are internalize spaces, creating access control issues to other portions of the building. While UAHS can segregate the theater and main gym from other parts of the building, this is done through the manipulation of numerous gates which themselves pose issues.

#### **SECURITY**

Building security, a Guiding Principal added by the community via Community Engagement Session 01, is a critical issue for any school. All UA schools currently have access control via electronic locks and cameras at the main school entry. Best practices around access control for school buildings places the main administrative office adjacent to the school's main entry and linked together with a secure vestibule. Secure vestibules allow the school to operationally contain visitors within the vestibule while identity and intent are established. Hastings and UAHS have this arrangement (Tremont will have it via a future addition/renovation). The balance of schools rely on the electronic lock and camera arrangement.

#### **TECHNOLOGY**

Recent upgrades in bandwidth and access points have situated all UA schools with a rather robust technology infrastructure. This will be especially critical as one-to-one technology integration happens.

## **ASSESSMENT PHASE - EDUCATIONAL ASSESSMENT /**

### Common Themes

#### **SCHOOL SITES/**

##### **CONTEXT**

Given the developed age of the Upper Arlington community, most schools are surrounded primarily by single-family and, in some cases, multiple-family housing.

##### **SIZE**

Select school sites are somewhat constricted in size creating limited opportunities for outdoor learning areas (beyond playgrounds and playfields). However, a number of school sites (Burbank, Greensview, Tremont, and Hastings) enjoy access to adjacent parks, providing more open green spaces and the potential for enhanced outdoor activities.

##### **SIZE (CONT.)**

Several school sites (i.e. Jones and UAHS) are very constricted in size, posing challenges for further building expansions, and, in the case of UAHS, presenting equity issues with playfields.

##### **TRAFFIC**

While there are exceptions, in many cases, parent and bus drop-off/pick-up take place in the street at curb-side, sometimes in traffic “lay-bys” (recessed curb areas that permit vehicles to pull to the side out of active traffic lanes). Many schools report traffic “challenges” surrounding drop-off and pick-up functions.

Although on-street drop-off and pick-up is not uncommon for schools on more constricted sites, ideally this would be fully contained on the school site, as this is the safest way to perform this function and the least inhibiting for traffic patterns. However, providing this capacity would require the elimination of valuable green space, playfields, or parking areas.

##### **PARKING**

Parking is generally limited with most schools, requiring some faculty to park on residential streets. Event parking often overflows into surrounding neighborhoods.

##### **ACCESSIBILITY**

While most sites have accessible routes some, school sites do present accessibility challenges for handicapped individuals.

##### **STORM WATER**

Select schools report storm water drainage issues that can and have impacted instruction through ponding water (reduced available space for PE) and in some cases buildings take on water during heavy storm events.

## ASSESSMENT PHASE - PHYSICAL ASSESSMENT /

### Cost Summary for Repairs

In addition to the Educational Assessment, the Design and Construction Team conducted a review of the physical state of each school. This analysis was compiled into a document called the Districtwide Physical Assessment, and can be found in full at <http://www.uaschools.org/>.

The team conducted its own observations of the existing facilities, and compiled this independent assessment report. The team has also taken the assessment information and projected costs for renovations into future time frames when the work should be performed based on urgency and life cycle. These projections are broken down into three categories: immediate need (0-5 years), intermediate need (5-10 years), and deferred need (10-15 years).

Deferment of the renovations results in a higher overall capital expenditure due to inflation in the construction market, which is similar to consumer inflation, but is subject to influence by different factors. The primary factors influencing inflation in the construction market are changes in material and equipment pricing, labor costs and the availability of skilled labor, and the impact of market conditions on the level of overhead and profit that contractors will include when they bid on the work (contractors will increase margins during a busy market and decrease margins in a slower market). Turner tracks inflation in the construction market and publishes the Turner Cost Index on a quarterly basis, which is included with the online report. Over the last 10-15 years, the cost index has indicated inflation trending at a 3% - 4% increase annually, with the most recent three years trending over a 4% annual increase. Based on this data, this assessment forecasts an annual escalation rate of 4% to the mid-point of each of the three time frames discussed above, which would be 2 ½ years, 7 ½ years and 12 ½ years respectively.

The table below summarizes the total repair/improvement costs as per the analysis found in the Physical Assessment. Costs are given both in terms what the district would pay if all the work was done in 2015, and in terms of what the district would pay if the repairs were spread over a 15 year schedule.

SCHOOL	2015 Costs	COSTS TO DEFER RENOVATIONS			TOTAL
		0-5 YEARS	5-10 YEARS	10-15 YEARS	
Burbank Early Childhood School	\$6,483,600	\$3,486,800	\$2,169,500	\$2,467,300	\$8,123,600
Barrington Elementary School	\$14,407,400	\$6,365,200	\$10,314,600	\$1,029,800	\$17,709,600
Greensview Elementary School*	\$8,060,200	\$7,813,000	\$1,244,600	\$0	\$9,057,600
Tremont Elementary School	\$8,079,700	\$3,863,900	\$5,748,600	\$217,400	\$9,829,900
Wickliffe Progressive Elementary School	\$9,127,800	\$8,208,000	\$1,474,600	\$797,600	\$10,480,200
Windermere Elementary School	\$11,258,500	\$3,850,500	\$9,080,500	\$1,159,200	\$14,090,200
Hastings Middle School	\$23,561,100	\$1,551,600	\$28,509,000	\$331,200	\$30,391,800
Jones Middle School	\$16,002,200	\$2,667,400	\$8,674,800	\$10,846,900	\$22,189,100
Upper Arlington High School	\$59,152,300	\$59,488,400	\$3,468,800	\$3,605,500	\$66,562,700
<b>TOTAL</b>	<b>\$156,132,800</b>	<b>\$97,294,800</b>	<b>\$70,685,000</b>	<b>\$20,454,900</b>	<b>\$188,434,700</b>

# OPTIONS PHASE /

## Overview

During the Options Phase, at Building Team Meetings and the Community Engagement Sessions, attendees were shown options for each school that were broken down into three categories: Repair, Renovate, and Rebuild. The following descriptions provide more detail about what these various options entail.



### **REPAIR**

- Maintain or update infrastructure to bring building up to working order
- Limited or no change in program
- No change in physical appearance
- Teaching spaces added to meet 6 year enrollment projections
- Core spaces (cafeteria/MPR), enlarged (if needed) for 10 year enrollment projections with minimum amount of time for lunch



### **RENOVATE**

- Change use of existing structure or expand to allow better use
- Some alteration of program possible
- Change in physical appearance mostly limited to interiors/expansion
- Majority or all of the programmed spaces are included and “right-sized”
- Core spaces (cafeteria/MPR) enlarged for 10 year enrollment projections with more time for lunch



### **REBUILD**

- Construct new structure to meet priorities
- Addresses programmatic deficiencies
- Eliminates dysfunctional building stock
- All of the programmed spaces are included and “right-sized”
- Core spaces (cafeteria/MPR) enlarged for 10 year enrollment projections with more time for lunch



**REPAIR**



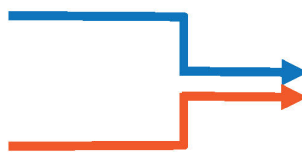
**ADDRESSES PHYSICAL NEEDS**



**RENOVATE**

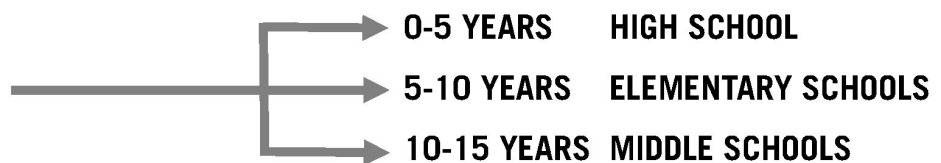


**REBUILD**



**ADDRESSES PHYSICAL NEEDS  
+  
ADDRESSES EDUCATIONAL NEEDS**

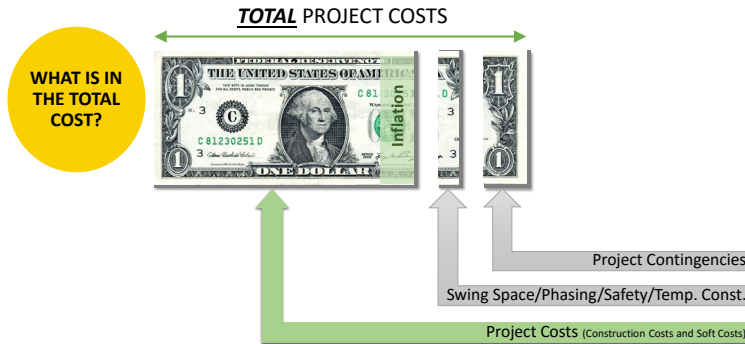
**PHYSICAL  
NEEDS  
“BUCKETS”**



# DISTRICTWIDE OPTIONS /

## Cost Summary

The charts below show the draft cost estimates for all the options shown to the community at Community Engagement Session 4, and costs added after CES 4 at Building Team Summit 2. The costs shown represent “total project costs” (see diagram immediately below).



SCHOOL/OPTION	REPAIR	RENOVATE A	RENOVATE B	REBUILD
BURBANK	\$ 7,293,000	\$ 12,657,000		\$ 14,807,000
BARRINGTON	\$ 17,823,000	*	\$31,024,000 **	\$ 32,346,000
GREENSVIEW	\$ 11,627,000	\$ 21,671,000		\$ 22,636,000
TREMONT	\$ 9,507,000	\$ 14,906,000	\$ 17,467,000	
WICKLIFFE	\$ 11,347,000	\$ 23,825,000		\$ 23,848,000
WINDERMERE	\$ 13,283,000	\$ 24,179,000		\$ 22,181,000 ***
HASTINGS	\$ 27,677,000	\$ 45,198,000		\$ 52,354,000
JONES	\$ 18,208,000	\$ 48,096,000 ****	\$ 50,614,000	

\* Option withdrawn based on feedback from Building Team Meeting #4.

\*\* Option added after feedback from Community Engagement Session #3.

\*\*\* Option A remains; Option B withdrawn based on feedback from Building Team Meeting #4.

\*\*\*\* Includes cost of tennis court relocation, road improvements and parking improvements; does not include cost of land acquisition or relocation of existing central office.

UAHS REPAIR	\$ 75,471,000
UAHS RENOVATE	\$132,280,000
UAHS REBUILD A	\$135,510,000
UAHS REBUILD B	\$140,584,000
UAHS REBUILD C	\$139,966,000*
UAHS REBUILD D	\$145,040,000*
UAHS REBUILD E	\$137,037,000
UAHS REBUILD F	\$142,111,000

\* The cost estimate does not include land acquisition. Costs represent draft estimates of total project costs in 2018 dollars.

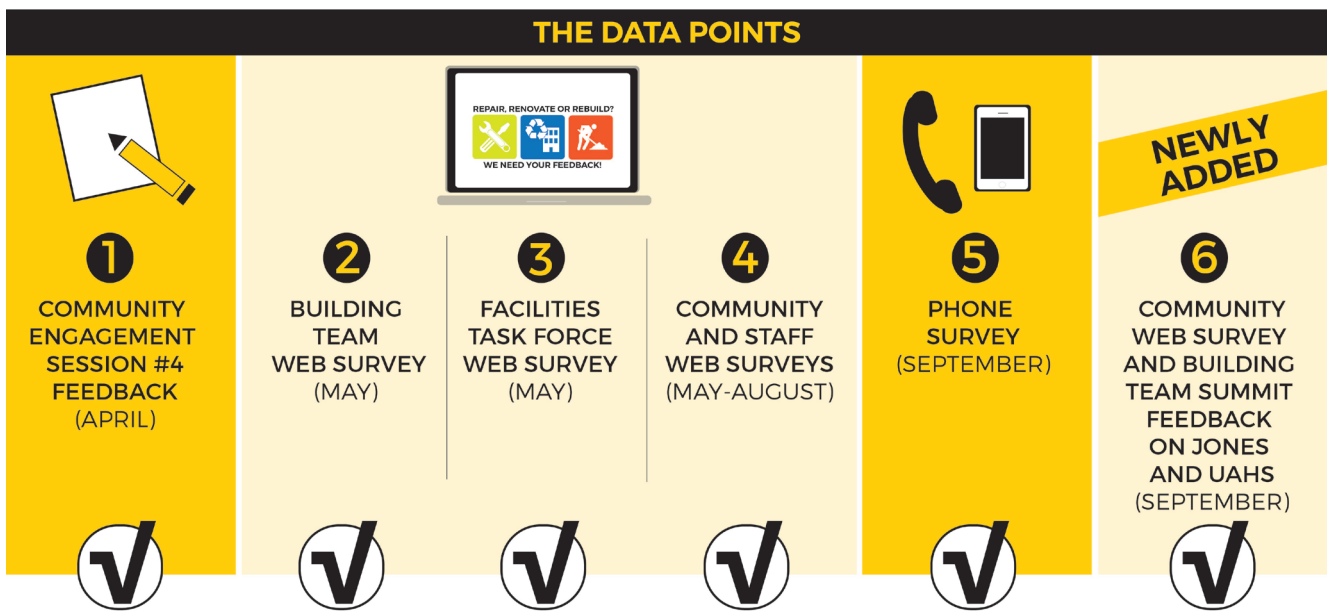
# DISTRICTWIDE OPTIONS /

## Community Feedback - Data Points

Throughout the Facilities Master Planning Process Upper Arlington Schools solicited feedback from five key data points. A sixth data point was added at the September 14, 2016 Building Team Summit 2, to address the additional options based on community feedback. Those points are summarized in the graphic below. Community Engagement Session 04, in which attendees were asked to rank their preferred building options after seeing preliminary cost estimates, was just one of these data points. All six points will be considered before a recommendation is made on the Facilities Master Plan to the Board of Education in fall 2016.

### COMMUNITY FEEDBACK PROCESS

The district has collected feedback from several key data points before a recommendation on a facilities master plan is made to the Board of Education on October 10 at Upper Arlington High School.

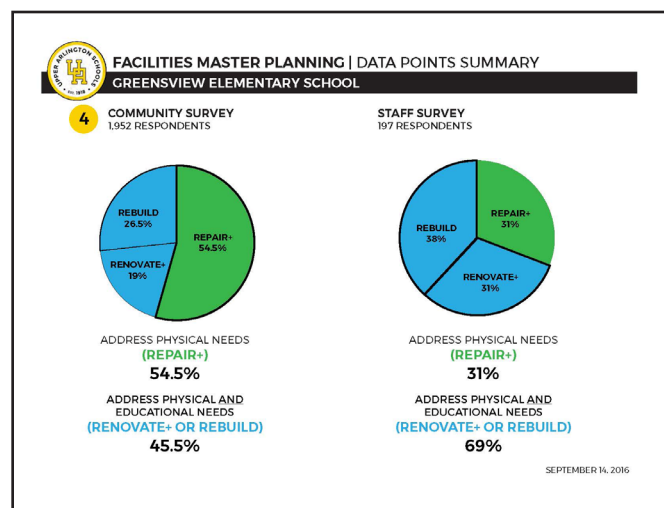
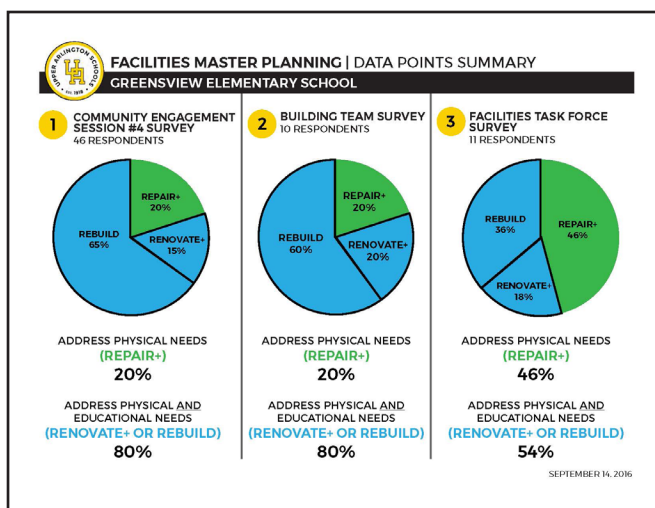
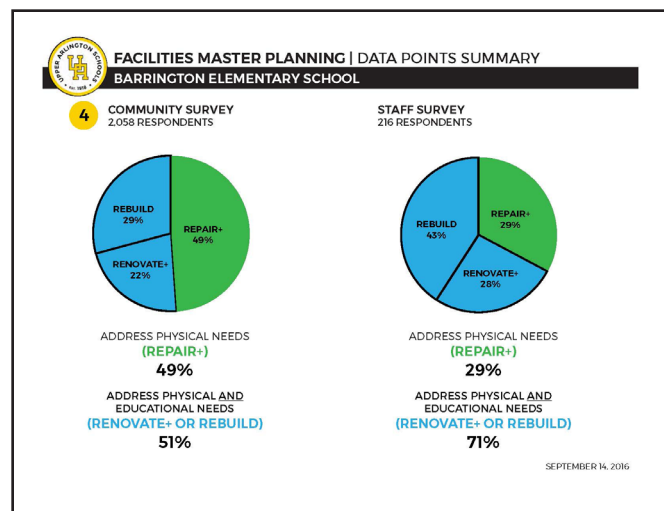
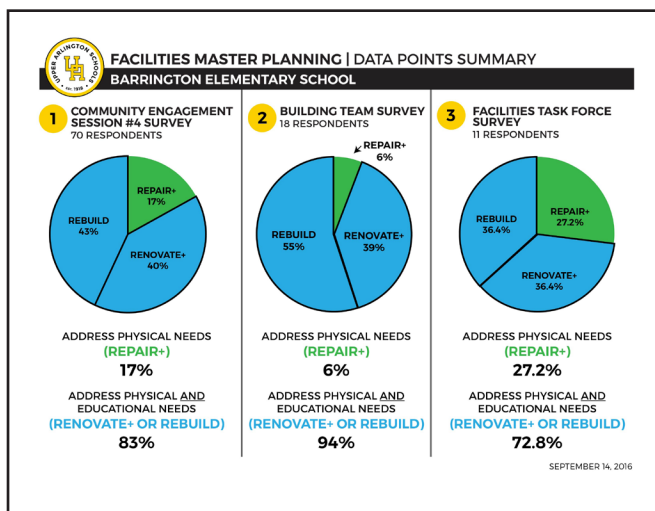
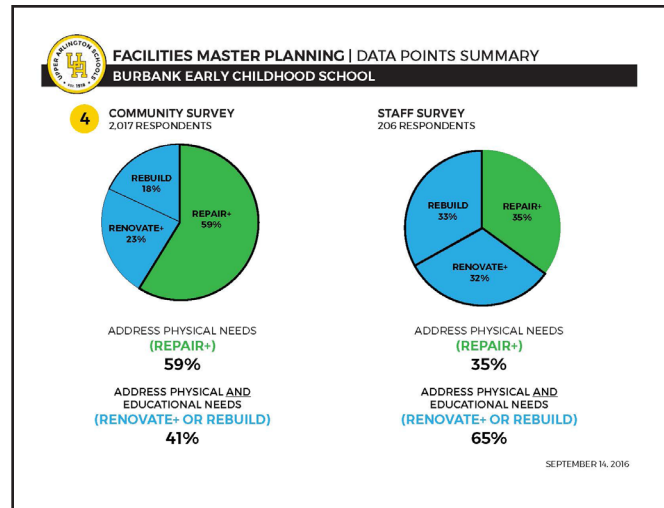
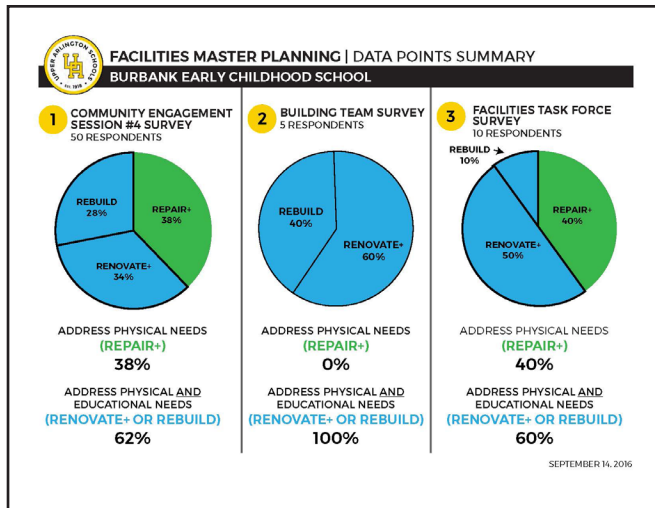


UPDATED OCTOBER 2016



# DATA POINTS SUMMARY - ELEMENTARY SCHOOLS /

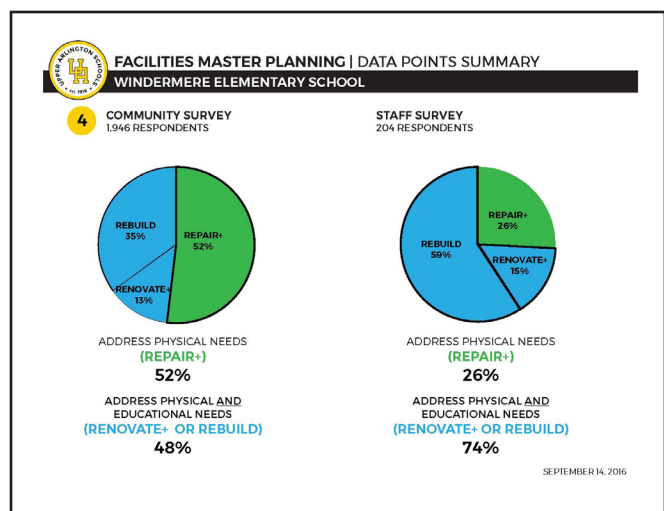
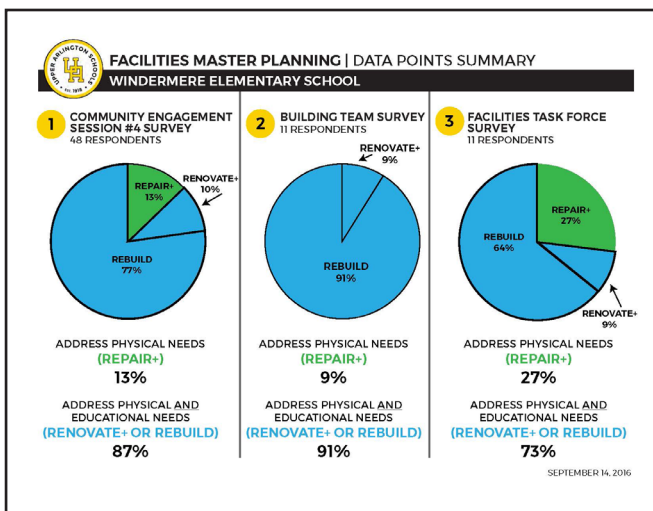
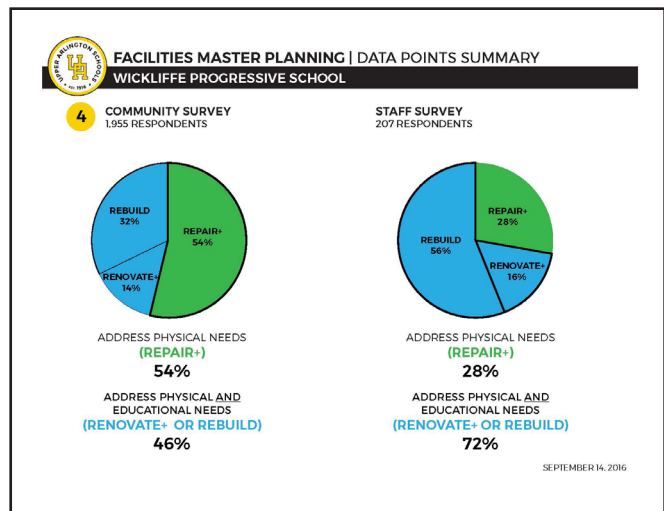
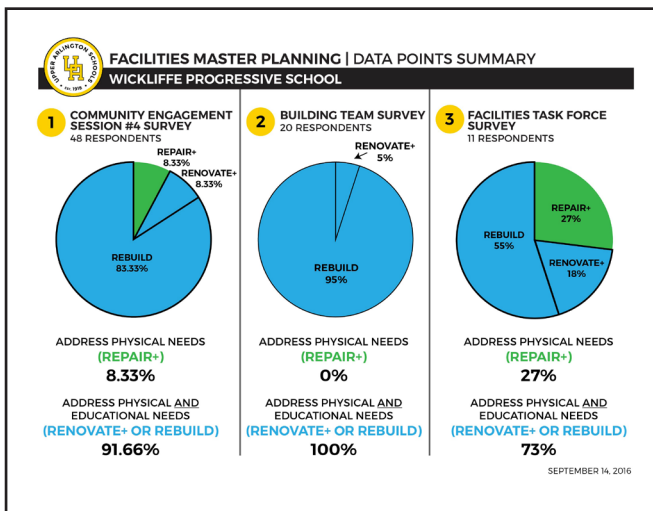
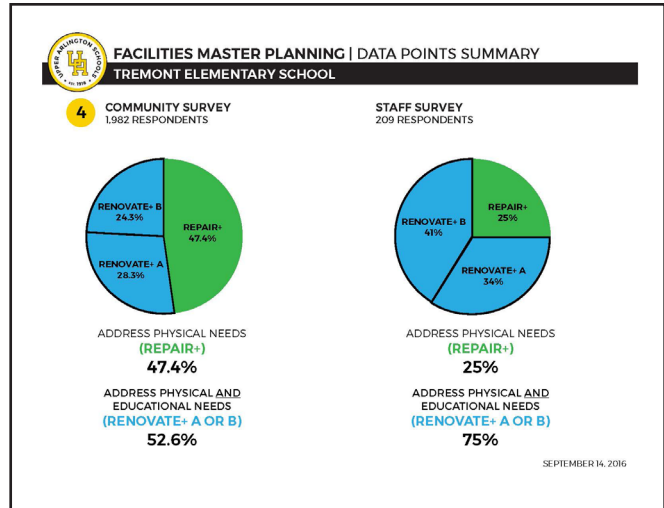
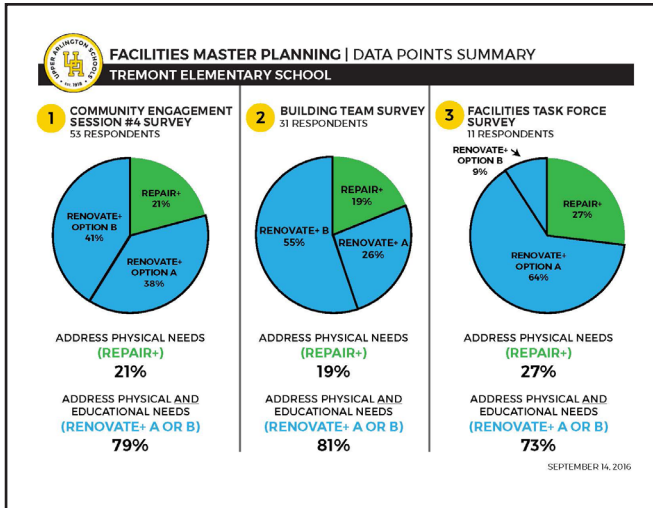
September 14, 2016





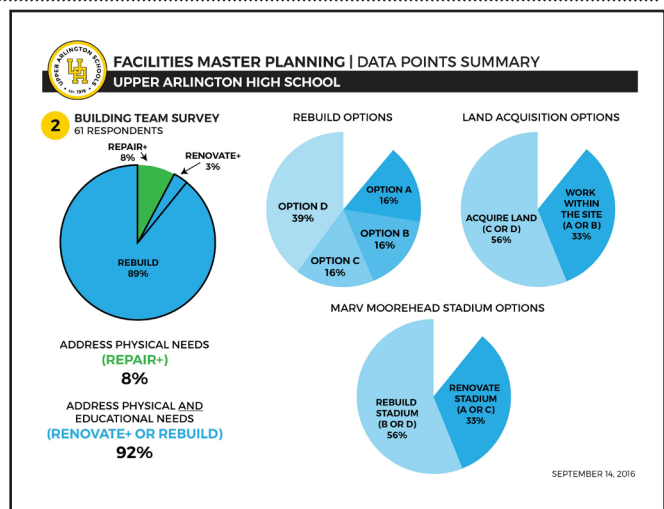
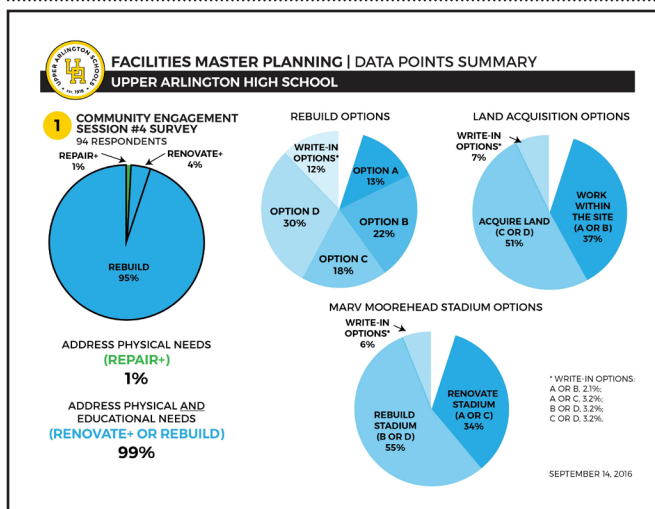
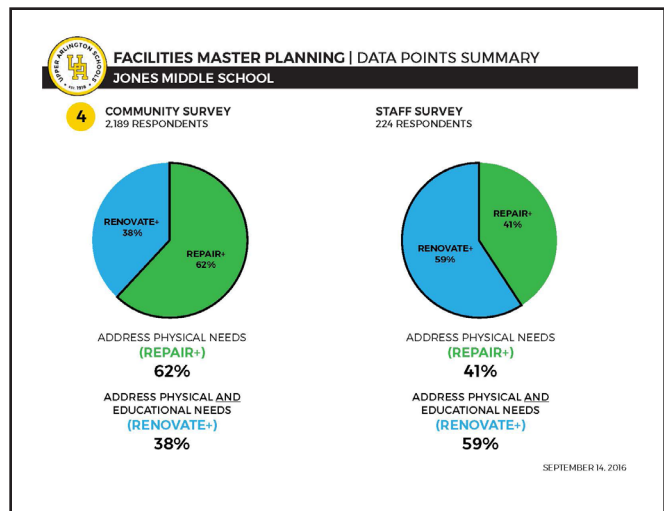
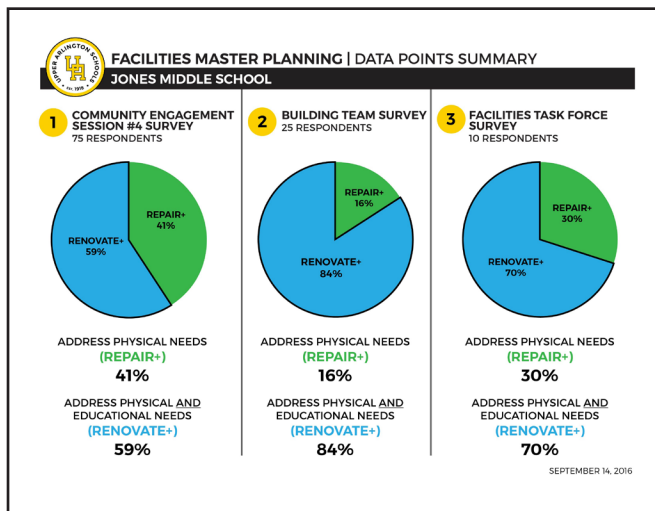
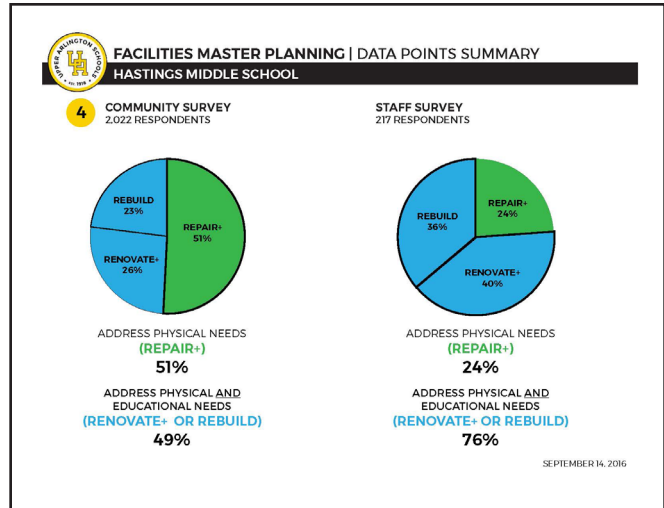
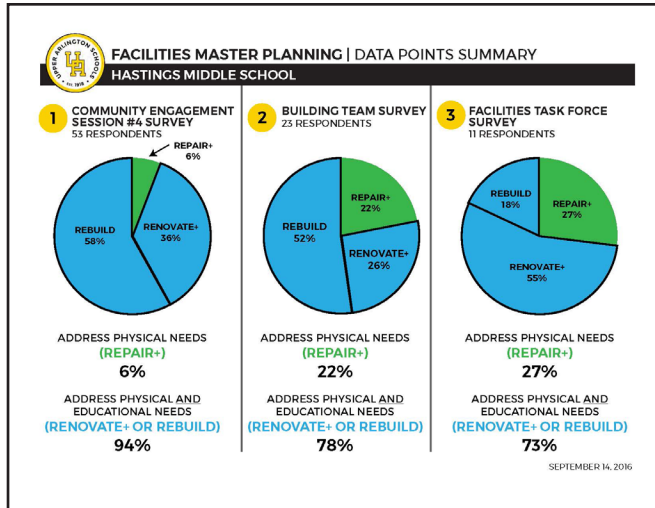
# DATA POINTS SUMMARY - ELEMENTARY SCHOOLS /

September 14, 2016



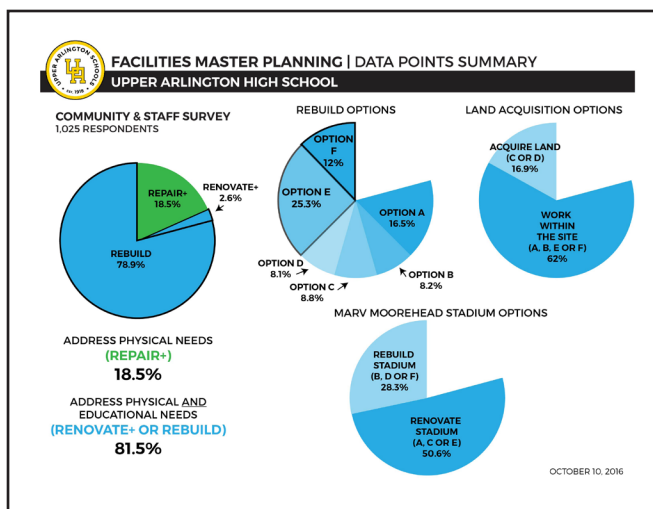
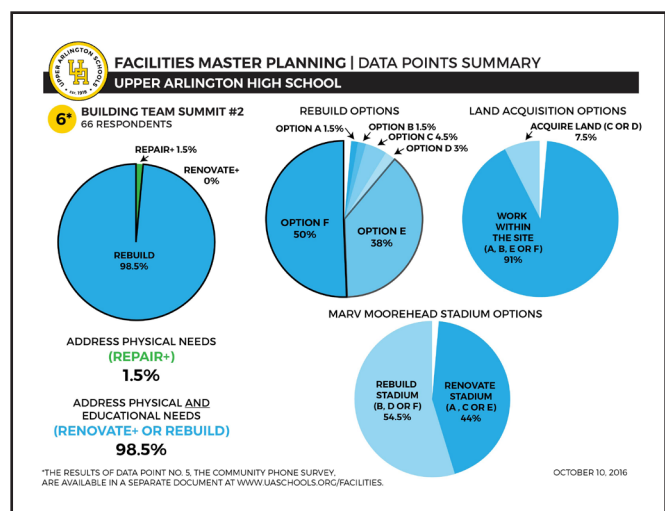
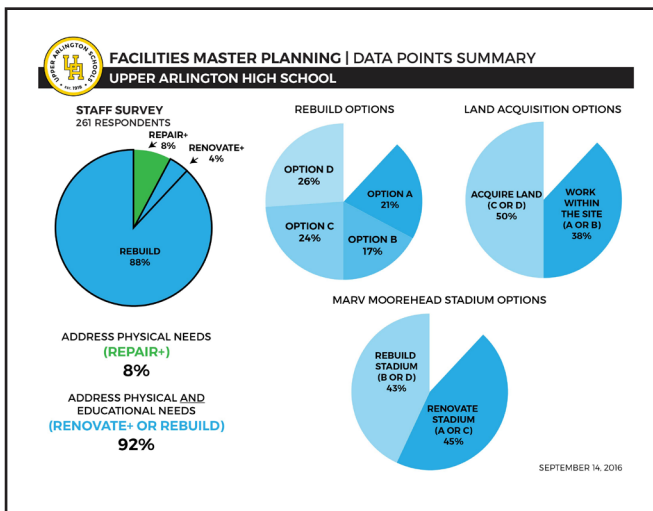
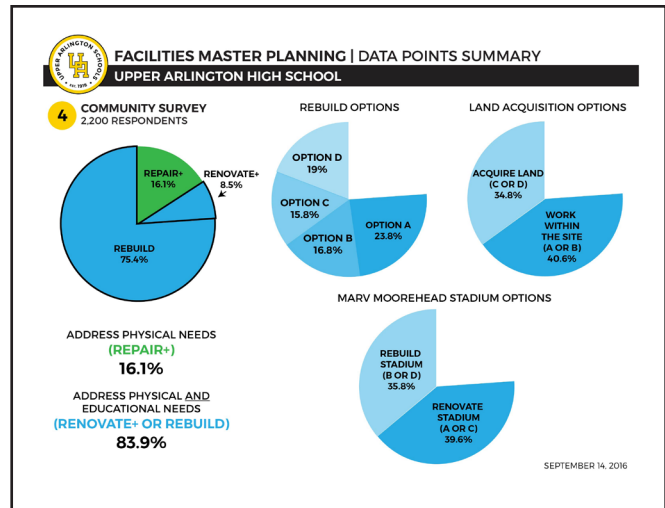
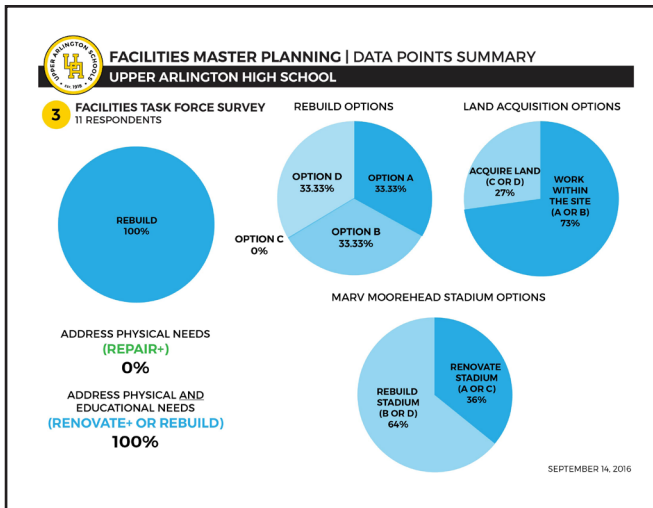
# DATA POINTS SUMMARY - MIDDLE SCHOOLS / HIGH SCHOOL /

September 14, 2016



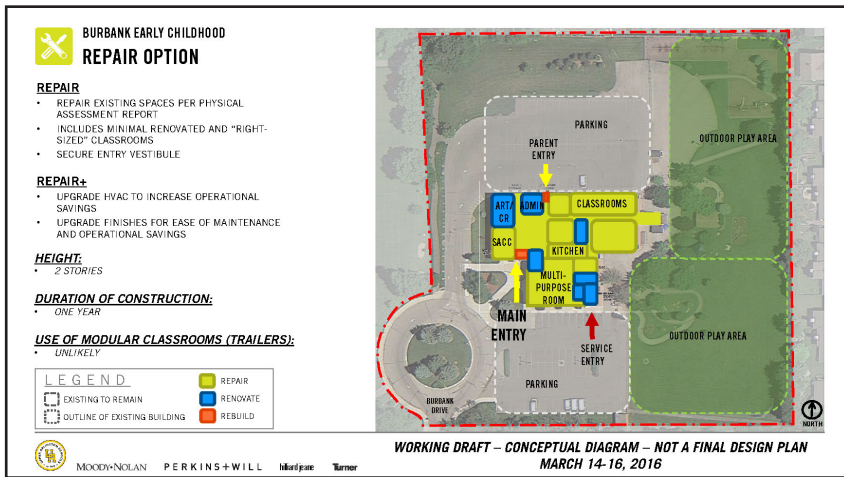
# DATA POINTS SUMMARY - HIGH SCHOOL /

September 14, 2016





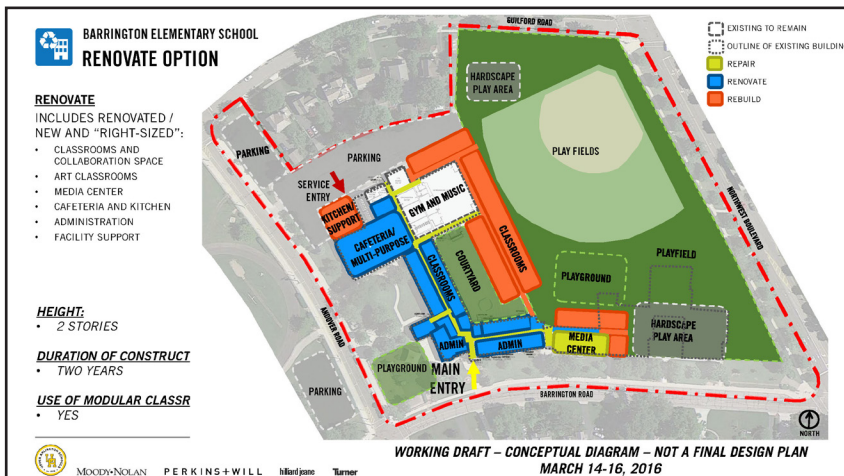
# MASTER PLAN PHASE I AND II SUMMARY / Recommendations to the Board of Education



## BURBANK EARLY CHILDHOOD SCHOOL

Due to the mid-term (5-10 year) physical facility needs and educational facility needs, but lack of increasing enrollment needs, we would recommend that the Burbank Early Childhood School is a low priority in the master plan. After reviewing multiple repair, renovate and rebuild options, and vetting them through the data points, we recommend that the Burbank Early Childhood School be repaired.

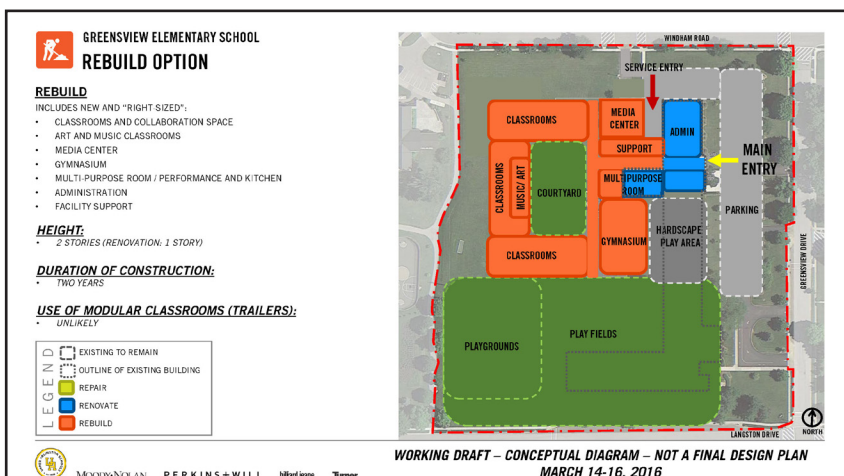
The preferred option is: **REPAIR**



## BARRINGTON ELEMENTARY SCHOOL

Due to the mid-term (5-10 year) physical facility needs, educational facility needs, and increasing enrollment projections, we would recommend that Barrington Elementary School is a medium priority in the master plan. After reviewing multiple repair, renovate and rebuild options, and vetting them through the data points, we recommend that Barrington Elementary School be renovated.

The preferred option is: **RENOVATE**

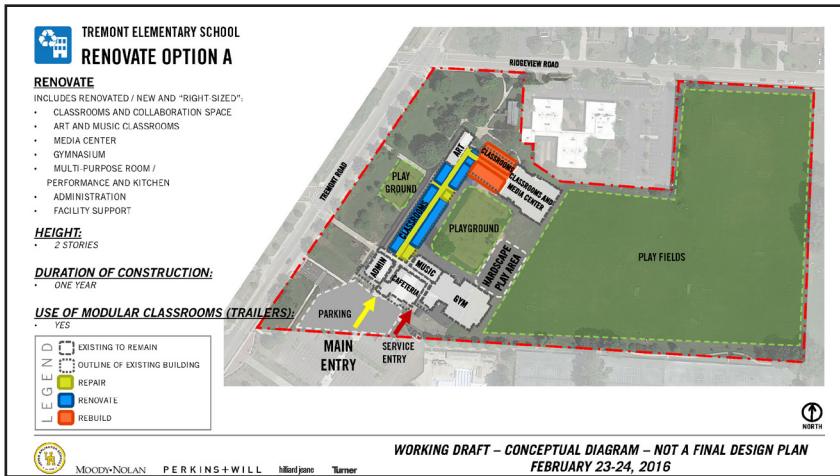


## GREENSVIEW ELEMENTARY SCHOOL

Due to the mid-term (5-10 year) physical facility needs, educational facility needs, and increasing enrollment projections, we would recommend that Greensview Elementary School is a medium priority in the master plan. After reviewing multiple repair, renovate and rebuild options, and vetting them through the data points, we recommend that Greensview Elementary School be rebuilt.

The preferred option is: **REBUILD**

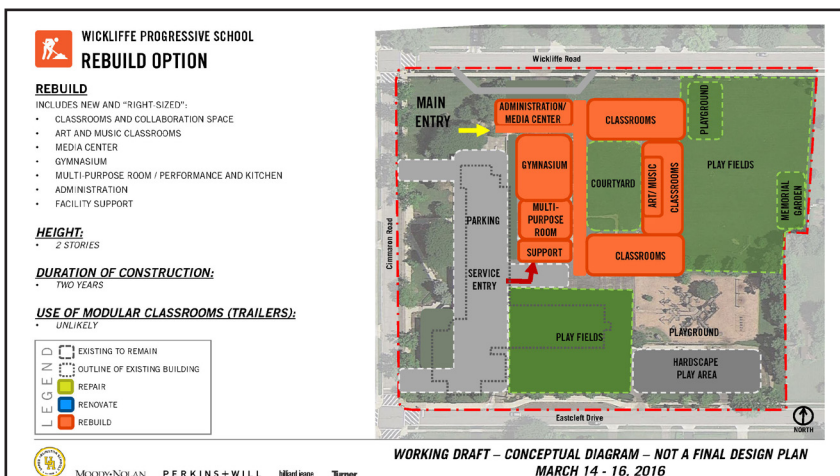
# MASTER PLAN PHASE I AND II SUMMARY / Recommendations to the Board of Education



## TREMONT ELEMENTARY SCHOOL

Due to the mid-term (5-10 year) physical facility needs, educational facility needs, and increasing enrollment projections, we would recommend that Tremont Elementary School is a medium priority in the master plan. After reviewing multiple repair, renovate and rebuild options, and their associated costs, and vetting them through the data points, we recommend that Tremont Elementary School be renovated.

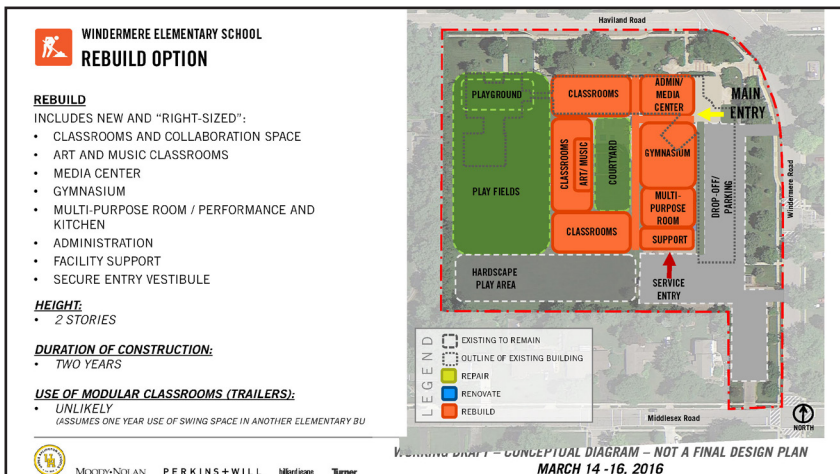
The preferred option is: **RENOVATE A**



## WICKLIFFE PROGRESSIVE SCHOOL

Due to the mid-term (5-10 year) physical facility needs, educational facility needs, and increasing enrollment projections, we would recommend that Wickliffe Progressive School is a medium priority in the master plan. After reviewing multiple repair, renovate and rebuild options, and their associated costs, and vetting them through the data points, we recommend that Wickliffe Progressive School be rebuilt.

The preferred option is: **REBUILD**

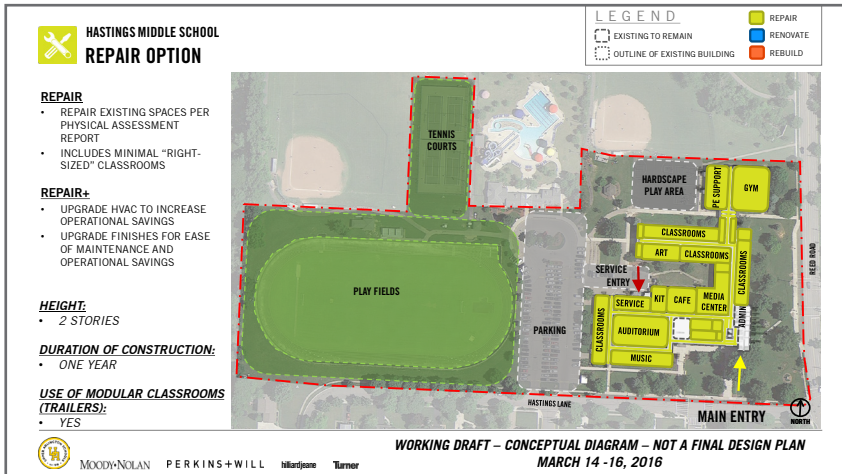


## WINDERMERE ELEMENTARY SCHOOL

Due to the mid-term (5-10 year) physical facility needs, educational facility needs, and increasing enrollment projections, we would recommend that Windermere Elementary School is a medium priority in the master plan. After reviewing multiple repair, renovate and rebuild options, and their associated costs, and vetting them through the data points, we recommend that Windermere Elementary School be rebuilt.

The preferred option is: **REBUILD**

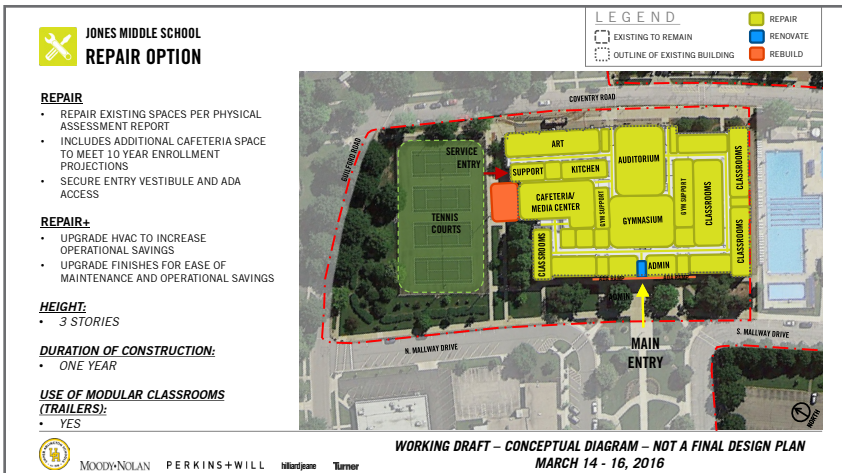
# MASTER PLAN PHASE I AND II SUMMARY / Recommendations to the Board of Education



## HASTINGS MIDDLE SCHOOL

Due to the long term (10-15 year) physical facility needs, educational facility needs, and limited increase in enrollment projections, we would recommend that Hastings Middle School is a low priority in the master plan. After reviewing multiple repair, renovate and rebuild options, and their associated costs, and vetting them through the data points, we recommend that Hastings Middle School be repaired. Ultimately, the renovate option may be considered in the future, when the physical facility needs become more critical.

The preferred option is: **REPAIR**



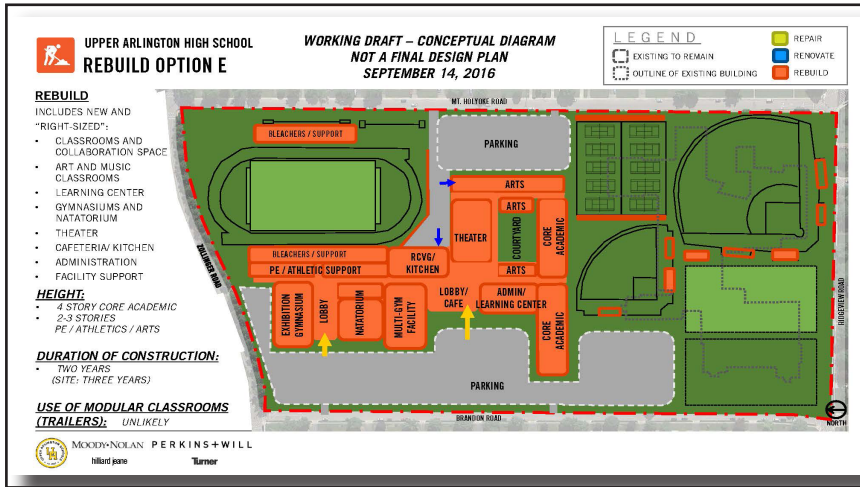
## JONES MIDDLE SCHOOL

Due to the long term (10-15 year) physical facility needs, educational facility needs, and limited increase in enrollment projections, we would recommend that Jones Middle School is a low priority in the master plan. After reviewing multiple repair, renovate and rebuild options, and their associated costs, and vetting them through the data points, we recommend that Jones Middle School be repaired. Ultimately, the renovate option may be considered in the future, when the physical facility needs become more critical.

The preferred option is: **REPAIR**



# MASTER PLAN PHASE I AND II SUMMARY / Recommendations to the Board of Education



## UPPER ARLINGTON HIGH SCHOOL

Due to the near term (0-5 year) physical facility needs, educational facility needs, and increasing enrollment projections, we would recommend that Upper Arlington High School is a high priority in the master plan. After reviewing multiple repair, renovate and rebuild options, and their associated costs, and vetting them through the data points, we recommend that Upper Arlington High School be rebuilt. Due to the need to continue studying site logistics and the preferred stadium location, the decision on which high school option will be pursued during The Decisions Phase

The preferred option is:

**REBUILD E OR F**

