



MASTER PLAN | 05.25.22

**ACPS LAMBS LANE**





## **LAND ACKNOWLEDGMENT**

The Lambs Lane Campus falls within the Piedmont and Blue Ridge Mountain regions of Virginia which were taken from their original stewards, the Siouan people of the Monacan and Manahoac tribes. This Master Plan acknowledges the complexity of colonialism, which removed indigenous people from their identity, their homes, and their history only to replace them with enslaved people. As this Master Plan is implemented over the years, may those who use this Campus be inspired to learn more about colonialism and reflect on its lasting effects.

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# ACKNOWLEDGMENTS

**The work presented in this document reflects the dedication and investment of many contributors.**

The DLR Group team recognizes those invested in this process and appreciates the continued focus and support of each contributor.





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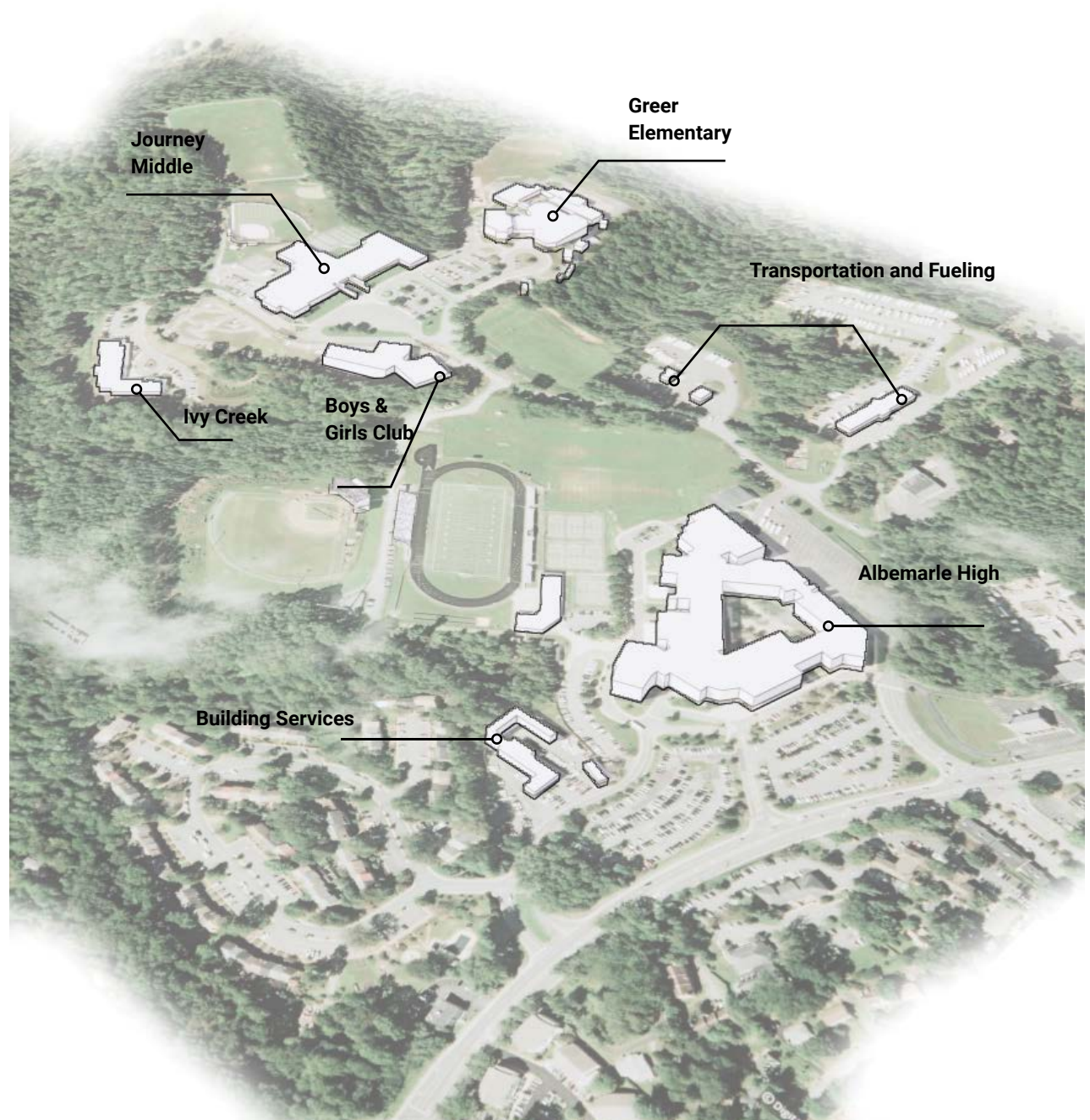
A photograph of a baseball game seen through a chain-link fence. In the foreground, a catcher in a white uniform and mask is crouched. Behind him, a batter in a yellow and blue uniform is in the middle of a swing. To the left, an umpire in a light blue shirt and dark pants stands with his hands behind his back. In the background, another player is visible on the field. The entire image has a blue tint and a semi-transparent white text overlay.

# **1 EXECUTIVE SUMMARY**



# INTRODUCTION & OVERVIEW

The Lambs Lane/Albemarle County High School Campus (the Campus) covers approximately 217 acres adjacent to Hydraulic Road and Lambs Road. The Campus is home to four Albemarle County Public Schools (ACPS) facilities: Greer Elementary School, Journey (formerly Jack Jouett) Middle School, Albemarle High School (AHS), and Ivy Creek School (Ivy Creek). It also houses ACPS Transportation Services offices, vehicle maintenance facility, bus parking, a joint ACPS/Albemarle County (County) fueling facility, ACPS Building Services offices, shops and parking, and a variety of athletic fields serving both ACPS and the County. In August 2022 a new Boys and Girls Club of Virginia facility will open to serve students attending schools on Campus and other schools in the community. Approximately 54 acres of the Campus, remain largely undeveloped save for a network of hiking trails through rugged and heavily treed topography.



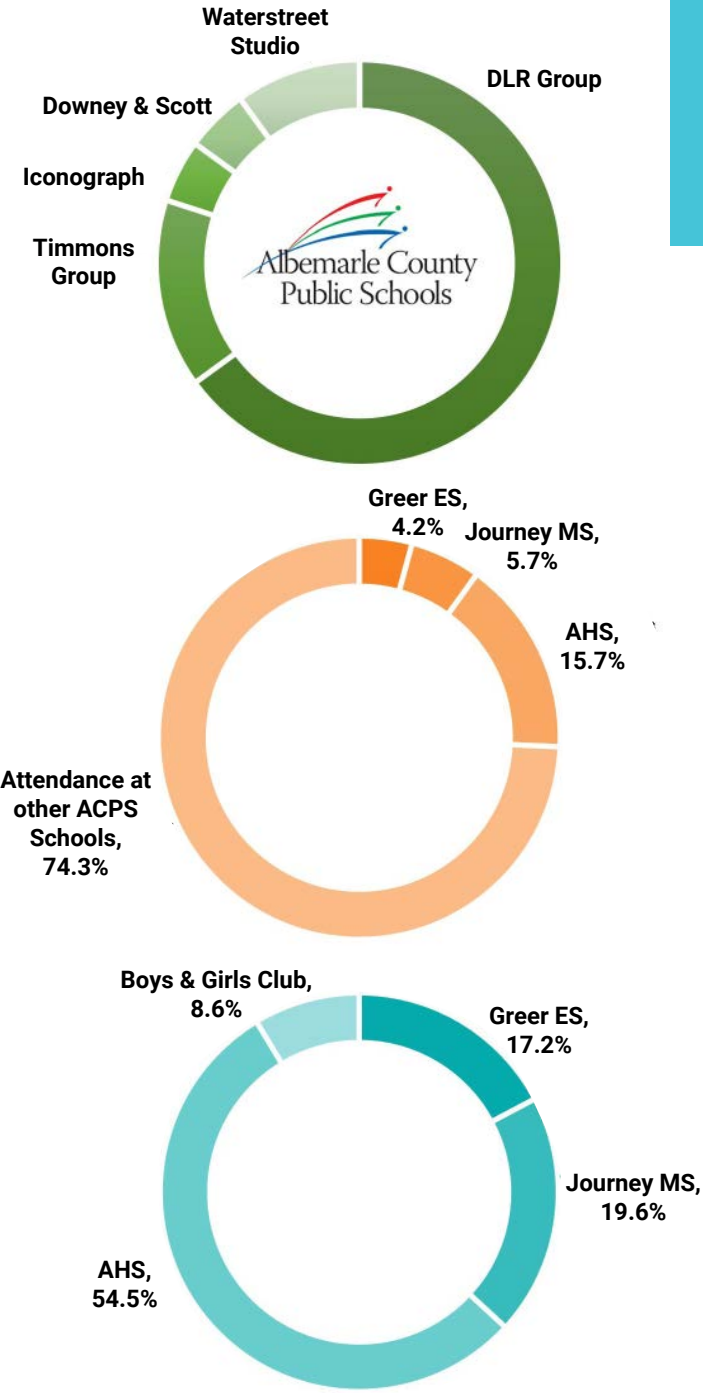


# MASTER PLAN

Because the Campus serves nearly 25% of students enrolled at ACPS and is centrally located in the County, it is widely agreed that improvements to the overall campus would be beneficial to students, staff, and the community at large. Consequently, ACPS, through a competitive process held in fall 2021, commissioned Building Services to complete a comprehensive Master Plan, resulting in selection of the planning team led by DLR Group. The Master Plan is intended to identify locations for additional buildings and address immediate, mid-range, and long-term needs over the next thirty years or more, including potential relocation of the existing Transportation and Building Services facilities to other sites yet to be determined.

# PLANNING PROCESS

The four-month planning process, which commenced in January 2022, comprised several steps: reviewing and assessing existing conditions, gathering data, and assessing stakeholder input, concept design and phasing, further scope development, and preparing the final master plan report. A steering committee, comprising the principals of Greer, Journey, and AHS, ACPS Central Office and Building Services staff, met virtually four times during the process. A stakeholder committee, comprising School Board member Kate Acuff, Board of Supervisors member Diantha McKeel, and representatives of Places 29 - Hydraulic Community Advisory Committee, Albemarle County Government and Commissions, and the Boys and Girls Club met virtually four times during the process. DLR Group conducted a virtual VALUES (Viewing Architecture through the Lens of User Experience and Sustainability) workshop with members of the steering and stakeholder committees. In addition, one virtual public meeting and one public presentation/ gallery walk were held, and DLR Group met virtually with the ACPS Long Range Planning Committee once.



## STUDENTS AND FAMILIES

Analysis of Geographic Information System (GIS) census tract data reveals that the neighborhoods closest to the Campus are the most densely populated in the County and are home to the greatest number of low-income residents. English is not the first language for many of the families living nearby. The same neighborhoods welcome many of the refugee families who find a haven in the County along with many foreign graduate students and their families. The children of these families attend the schools on the Campus. As a result, Greer, Journey, and AHS enjoy great diversity and serve the greatest percentages of English Learners and students who qualify for Free and Reduced Lunch (FRL) in the school division.

The nearest bus stop is several blocks from the Campus and bus routes are limited. This, along with missing sidewalks and sidewalks that may be piled with snow in winter, makes access challenging for high school students living in the surrounding neighborhoods and for families and family members that do not have access to personally owned vehicles.





## SITE CIRCULATION

Lambs Lane dead ends at Ivy Creek School. As a result, there is only one way to access Greer, Journey, the Boys and Girls Club, and Ivy Creek for emergency vehicles and it is not possible to drive from AHS and Building Services to the other schools without using Hydraulic Road. The single access road increases traffic congestion and delays at arrival/dismissal and raises further concerns about access for emergency vehicles. Parking on Campus is barely adequate for current uses and more parking will be required for each addition to the campus. Overflow parking for AHS students between the stadium and the baseball field is not fully paved and difficult for AHS staff to supervise.

Much of the campus is only accessible by vehicles due to the lack of sidewalks and bike lanes. Each building on the Campus operates independently without pedestrian connections between them, though walking paths are planned to be built in phases over the next few summer breaks. In addition, signs throughout the campus are confusing and uncoordinated.

## ATHLETIC FIELDS AND TRAILS

Greer, Journey, and AHS all have adjacent athletic fields, which are used extensively by County Parks and Recreation and community organizations outside the regular school day. A network of trails through the natural areas is used by the schools for physical education, and some teaching and learning activities, but less so by community members, many of whom may be unaware of their existence. A trail along the northern edge of the Campus, connecting to the County network of trails, will be constructed after a new water main is installed in a few years' time.

## LOCATIONS FOR ADDITIONAL BUILDINGS

There are no readily available locations for new buildings unless the Transportation Services and Building Services are relocated off Campus. Additional sites for new buildings will require tree removal and considerable re-grading.





Existing walking trails



## STAKEHOLDER VISION AND RELATED QUESTIONS

The individuals and groups engaged during the planning process were remarkably aligned on the overall vision for the Lambs Lane property:

It should be transformed from a collection of buildings into the central ACPS campus serving and worthy of the ACPS families, teachers and staff, and County residents who use it.

### Guiding Principles and Questions

Stakeholders agreed on six Guiding Principles to underpin the Master Plan, and six Guiding Questions to which it should respond:

#### **Place**

How can the existing collection of buildings be transformed from a collection of buildings into a memorable Campus that gives the people who use it a strong sense of place and belonging?

#### **Equity**

How can the Campus serve the diversity of people who use it more equitably and inclusively?

#### **Safety**

How can people feel safer and more secure on the campus?

#### **Wayfinding**

How can people find their way around the Campus more clearly and intuitively?

#### **Environment**

How can the campus be used and maintained more sustainably and responsibly?

#### **Use**

What uses should be added to or removed from the campus?

## VIEWING ARCHITECTURE THROUGH THE LENS OF USER EXPERIENCE WORKSHOP THEMES (VALUES)

Stakeholder vision, guiding principles and questions were echoed in the six major VALUES Themes that emerged from the workshop:

Safe campus access and mobility

Equity and inclusion

Comprehensive health and wellbeing

Amplify community access and partnerships

Protect and improve the outdoor environment

Best practices in operations

# MASTER PLAN DESIGN COMPONENTS

The physical master plan is intended to embody the Stakeholder Vision and Guiding Principles, respond to the six Guiding Questions, and reflect the six major VALUES Themes that emerged from the workshop. Rarely are Master Plan designs implemented over time exactly as first conceived. At Lambs Lane the design must be sufficiently adaptable to allow for unknown future needs and conditions, while also being sufficiently clear and strong to retain its original character as a place. The character of the Master Plan for the Lambs Lane Campus as a memorable place is based on the following key design components:

**Construct First Section Main Loop Road:** Create a two-way loop road with access to and from Lambs Road in the north and Hydraulic Road in the south to reduce traffic congestion at arrival and dismissal and during major events and provide a second access to and from the Campus for first responders during emergencies; complete the loop road by reconstructing the existing road between the AHS stadium and baseball fields, continuing it along the east end of the stadium and demolishing all or part of the existing field house so that it can connect to the road between AHS and Building Services.

**Create Campus Green:** Dedicate the green space inside the loop road as the central Campus Green comprising athletic fields, walking and bike trails connecting the various buildings on the outside of the loop road, landscaped areas, landscaped storm water management facilities, and community gathering spaces.

**Limit New Structures on Campus Green:** Construct no new buildings inside the Campus Green other than a possible future addition to AHS and various support structures such as a new or reconstructed field house.

**Relocate Transportation Services and Fueling Facilities off Campus:** Relocate maintenance shops, offices, bus parking and Fueling Facilities off Campus to a location to be determined to create the site for a new building or buildings and associated parking.

**Relocate Main Entrance and Lambs Lane:** Move the main entrance to the Campus from Lambs Road and the northern section of the loop road further north after the Transportation Services and Fueling Facilities have been relocated off Campus; subsequently remove the original section of Lambs Lane to expand the Campus Green.

**Relocate AHS Baseball Field:** Construct a new baseball field within the expanded Campus Green to improve access from AHS and during games; create the site for a new building where the existing field is located.

**Relocate AHS Softball Field:** Construct a new softball field within the expanded Campus Green to ensure equity of access and allow the existing field to be devoted to Journey students.

**Parking:** Remove surface parking spaces used by students between existing AHS stadium and baseball field; maintain or increase current number of parking spaces at AHS, Journey and Greer in reconfigured lots including student spaces between AHS stadium and baseball field; provide adequate surface parking for all new buildings; consider constructing two level parking decks on the AHS Lambs Road and Hydraulic Road parking lots if AHS is expanded in the future or parking needs increase; permit no parking on the main and secondary loop roads.

**Relocate Building Services Off Campus:** Relocate the Building Services facilities and parking off Campus to a location to be determined to create space for a new building and/or additional parking.

**Make Trailheads more Prominent:** Relocate and improve signs for trailheads so that they are more prominent and connect to the walking and bike trails on the Campus Green.

**Develop Southwest Corner of Campus:** Create sites for future buildings and parking by constructing as Secondary Loop Road through the undeveloped southwest corner of the property joining the Main Loop Road in two locations: between Journey and the Boys and Girls Club and near the eastern end of the AHS stadium.





LEGEND

- EXISTING BUILDINGS
- PROPOSED BUILDINGS

0 .04 .08  
Miles







## MASTER PLAN IMPLEMENTATION

While the key design components described above will define the character of the Lambs Lane Campus as a memorable place and should be maintained in the long term, the rest of the plan remains adaptable to meet unknown future needs. The Master Plan recognizes that funding capital improvements that do not directly support teaching and learning may be challenging for ACPS and therefore breaks down the overall plan into multiple components, some of which must be constructed simultaneously or sequentially, others of which may be constructed independently of one another. Nevertheless, the first steps in implementing the Master Plan must be completing the Main Loop Road between the AHS stadium and baseball field and creating the second access from Hydraulic Road. Opinion of probable construction and soft costs for the various components of the Master Plan escalated over the next twenty years is provided for capital planning purposes.

## USE OF FUTURE BUILDINGS

The Master Plan creates sites for three new buildings facing the Main Loop Road, and several more along the Secondary Loop Road. Though stakeholders suggested a variety of needs for future buildings during the planning process, it is not necessary to define all the needs in the Master Plan. The most compelling needs suggested during the process include:

- Relocation of ACPS central offices to include a welcome center providing comprehensive ACPS and County services to families,
- Satellite facility for Piedmont Virginia Community College offering dual enrollment for ACPS high school students
- Applied learning facility accommodating partnerships between local businesses and ACPS students.

Some or all of these needs could be located in a prominent new building close to the new main Campus Entrance from Lambs Road on the site of the existing Transportation Services Facilities. Funding these projects through a Public Private Partnership (P3) could advance their completion date. Moving the Main Loop Road further north to increase the area of the Campus Green could then be advanced.

# RECOMMENDATIONS

The following steps should be given the highest priority:



**Place:** Begin planning for relocation of the Transportation Services and Fueling Facilities immediately so that the Campus Green can be expanded and the Main Loop Road can be moved further north as soon as possible.



**Equity:** Relocate trail heads to prominent locations so that it is easily seen and used by the community.



**Equity:** Maintain and enhance green spaces to provide easy access for both students and community.



**Safety:** Complete the Main Loop Road between the AHS stadium and baseball field to create the second access to the Campus from Hydraulic Road as soon as possible.



**Safety:** Commence process for planning and permitting signalization of intersection of new main access to Campus and Hydraulic Road near Georgetown Green and Building Services as soon as possible recognizing the challenges to and time taken to receive Virginia Department of Transportation approval, and considering operating signals only during school arrival and dismissal.



**Safety:** Prohibit parking on the Main Loop Road and Secondary Loop Road to reduce congestion.



**Wayfinding:** Develop and implement a comprehensive brand/sign plan to improve wayfinding and give the Campus a cohesive identity.



**Environment:** Construct new buildings with up to four or five stories taking advantage of the topography to provide grade level access on two or more floor, to reduce building footprint and impermeable surface area.



**Environment:** Consider constructing simple parking decks in the future that take advantage of the topography to create sites for new buildings on existing parking lots and minimize additional impermeable surface when more parking is needed to accommodate increased use.



**Environment:** Generate as much renewable energy on Campus as possible; evaluate the feasibility of securing a solar Power Purchase Agreement (PPA); construct new buildings to achieve zero energy and zero carbon standards; install geothermal ground-source systems wherever possible.



**Use:** Grasp the unique school-day opportunity for professional development, adult education, and other programmed uses at the new Boys and Girls Club facility, per the Club's lease with ACPS.

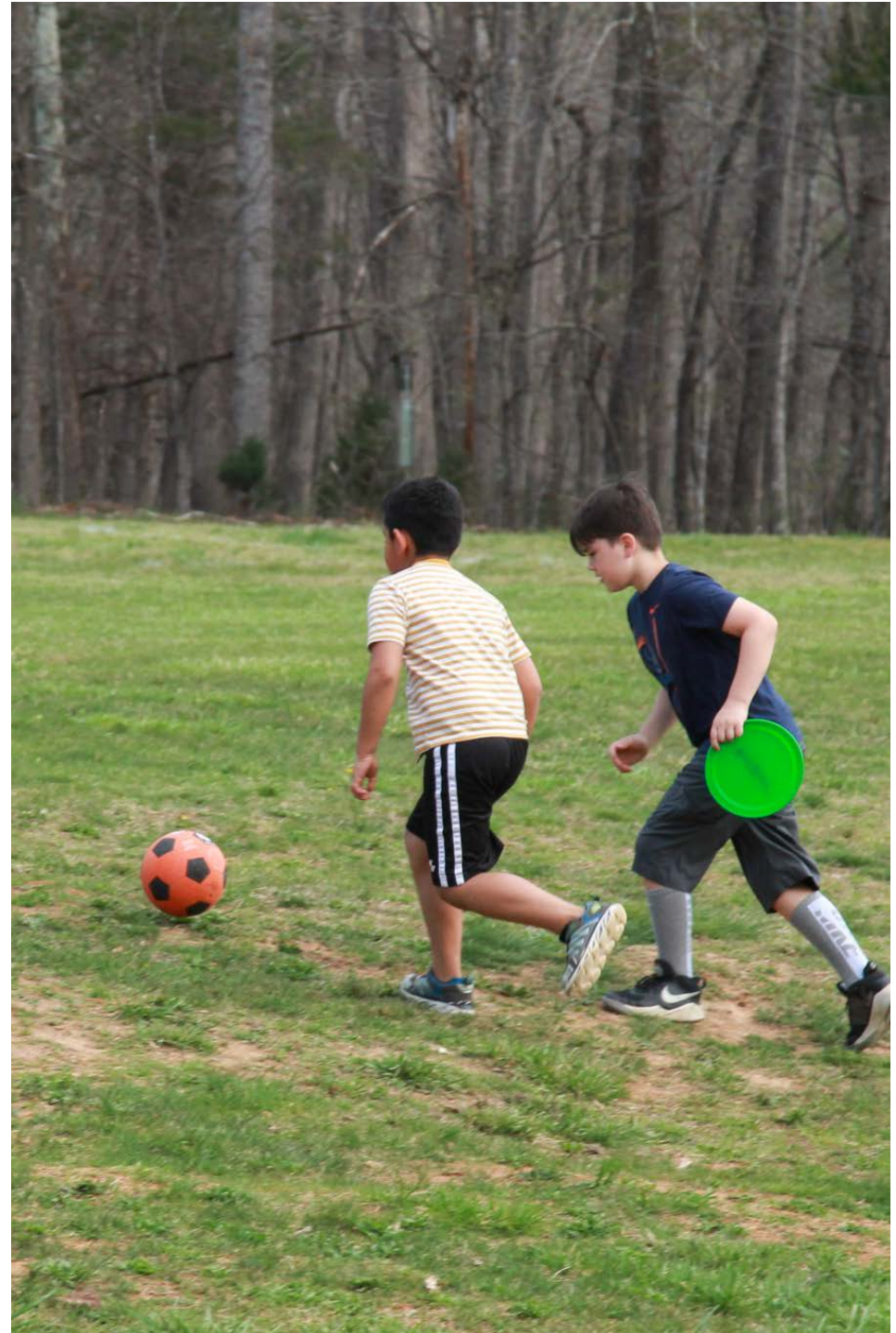


# CONCLUSIONS

The Master Plan embodies the shared vision of County and ACPS stakeholders and leaders that the Lambs Lane property be transformed from a collection of buildings into the main ACPS Campus serving ACPS families, teachers and staff, and a destination for County residents. As the plan is implemented, new multi-story buildings and parking decks will be needed to optimize use of available land area while also preserving natural resources.

The Main Loop Road should be completed as soon as possible to provide a second access to Greer, Journey, Ivy Creek, the Boys and Girls Club, and future buildings. Other components of the plan may be completed in stages when funds are available, but expansion of the existing central Campus Green cannot occur until the Transportation Services and Fueling Facilities have been relocated. Planning for this relocation should start immediately. As school buses transition from diesel to electric power a distributed bus parking model should be considered, along with solar power generated on site with battery storage to power the buses.

Funding the capital projects proposed in the Master Plan may be difficult given the need to prioritize capital projects that address teaching and learning, educational adequacy, and student capacity. It is recommended that the Lambs Lane Campus be recognized as a joint ACPS/County asset and that the County commit to funding some or all of the capital projects that are shared by both entities. It is also recommended that ACPS and the County explore other means of funding some of the capital projects through P3s, solar PPAs, and other sources.











## 2 PROCESS

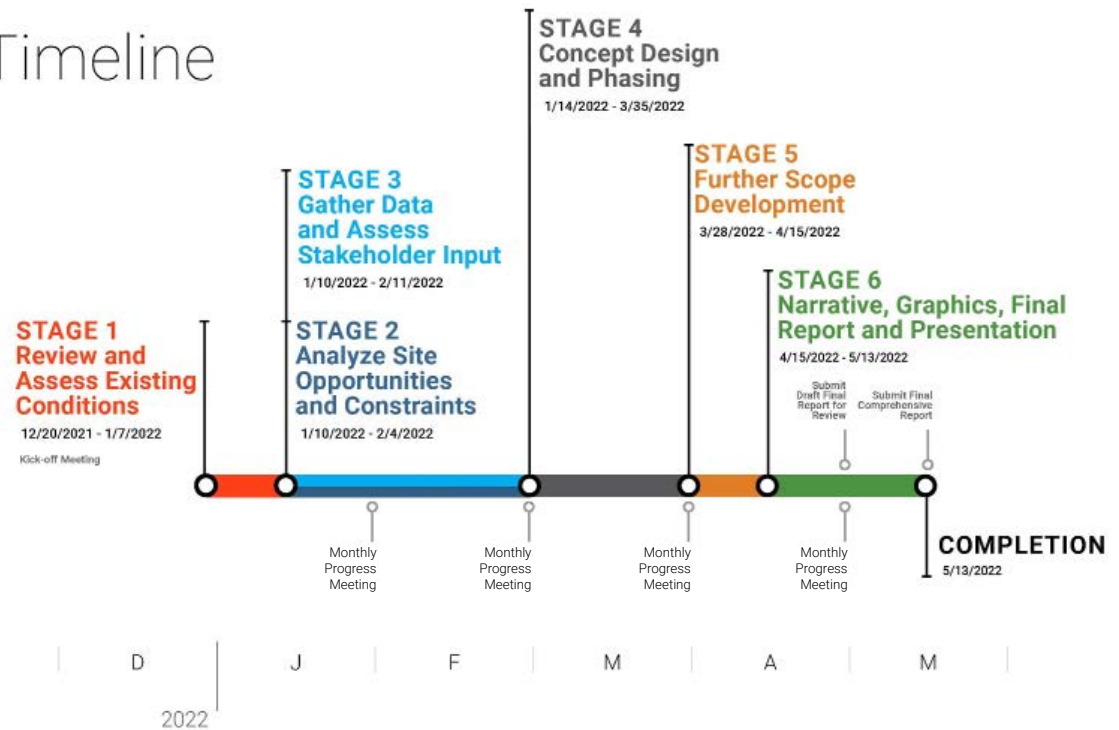
# OVERVIEW

The four-month planning process, which commenced in January 2022, comprised several steps:

- Reviewing and assessing existing conditions
- Gathering data and assessing stakeholder input
- Concept design and phasing
- Further scope development
- Preparing the final master plan report

A steering committee, comprising the principals of Greer, Journey, and AHS, ACPS Central Office and Building Services staff, met virtually four times during the process. A stakeholder committee, comprising School Board member Kate Acuff, County Board of Supervisors member Diantha McKeel, and representatives of the Places 29 - Hydraulic Community Advisory Committee, Albemarle County Government and Commissions, and the Boys and Girls Club met virtually four times during the process. DLR Group conducted a virtual VALUES (Viewing Architecture through the Lens of User Experience and Sustainability) workshop with members of the steering and stakeholder committees. In addition, two virtual public meetings were held, and DLR Group met virtually with the ACPS Long Range Planning Committee once.

## Timeline



## Schools

- Albemarle High School
- Budget and Planning
- Building Services
- Community Education
- ESOL, World Languages and Homeschool
- Legislative and Public Affairs
- Long Range Planning Advisory Committee
- Mary Carr Greer Elementary School
- Journey Middle School
- School Board
- Student Services
- Transportation Services



## County

- Board of Supervisors
- Climate Protection Program
- Economic Development
- Facilities and Environmental Management
- Parks and Recreation
- Planning Commission



## Community

- Boys and Girls Clubs of Central Virginia
- Places 29 - Hydraulic Community Advisory Committee







# **3 SITE ASSESSMENT**



# INTRODUCTION

In addition to talking with the members of the community and stakeholders, the team analyzed Geographic Information System (GIS) census tract data and physical characteristics, such as topography and hydrology, to gain a better understanding of the campus and its surroundings.

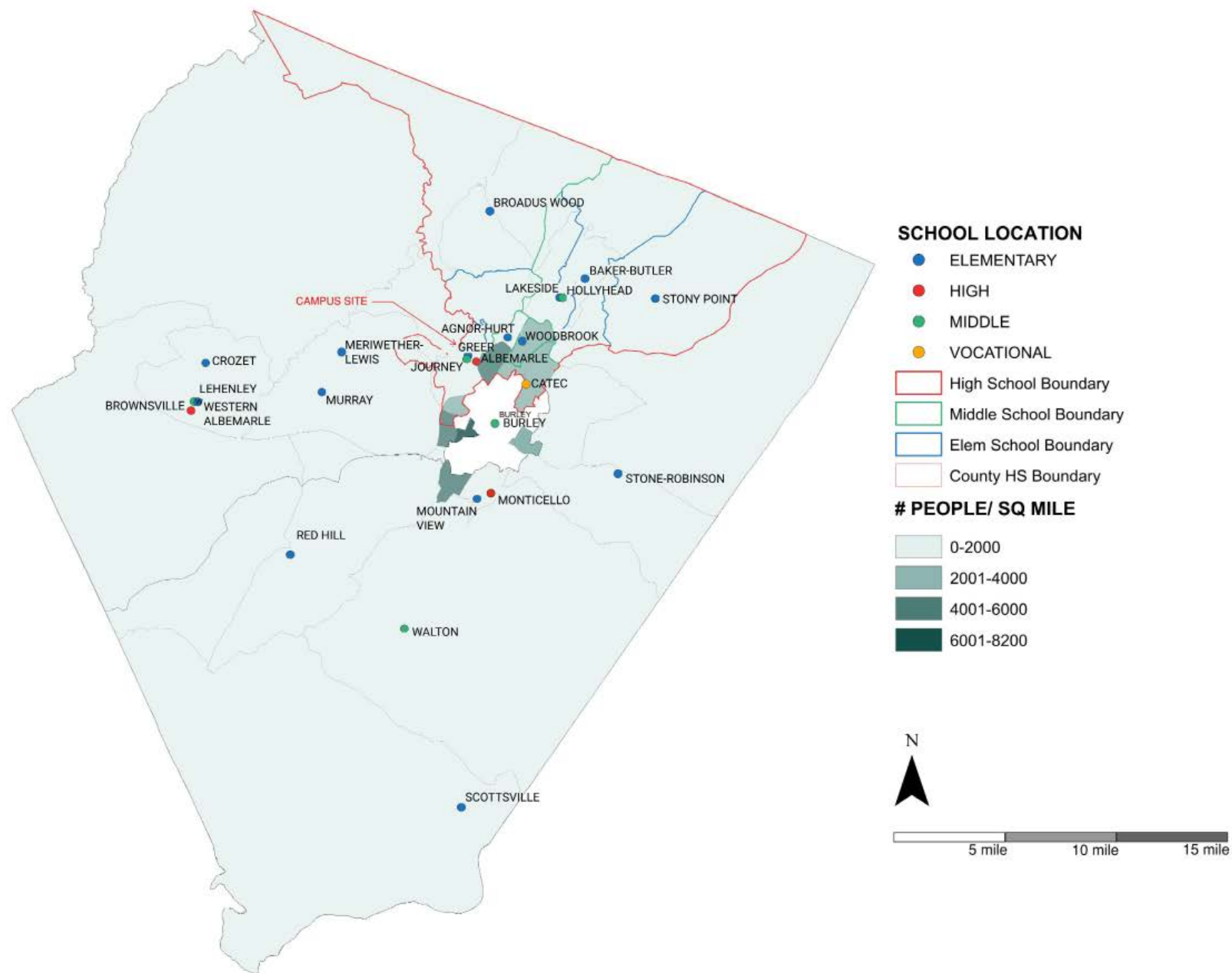
Connectivity to the site and the desire to make it a Campus rather than a collection of buildings were strongly emphasized by stakeholders. As a result, how the Campus is connected to surrounding neighborhoods by vehicular routes, pedestrian paths, sidewalks, and bike lanes was assessed. Coherence and effectiveness of current signs on the Campus were also assessed.





# GIS DATA

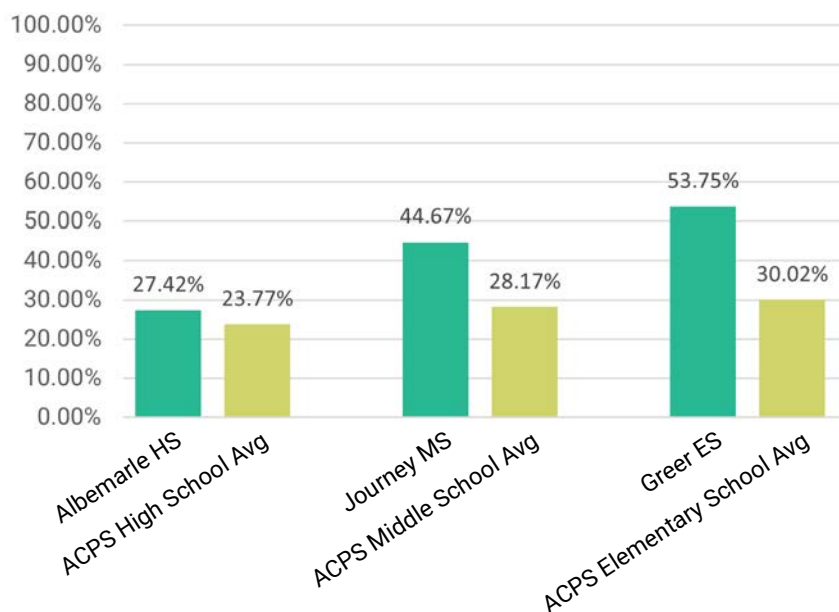
## POPULATION DENSITY



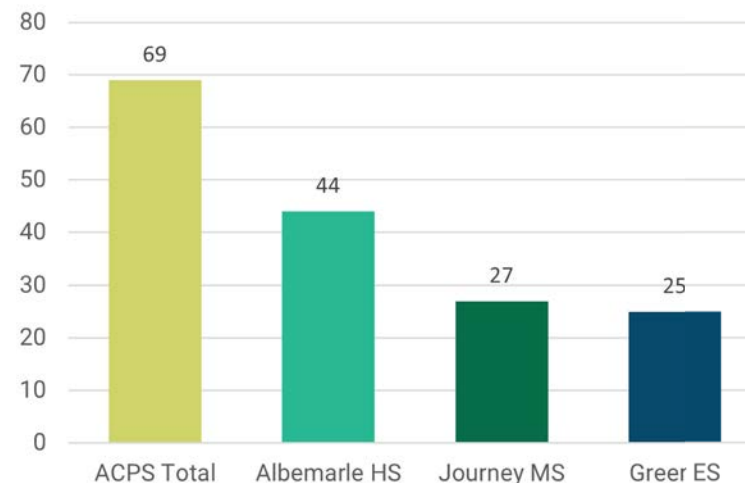


# STUDENT DATA

## FREE & REDUCED LUNCH ELIGIBILITY\*



## NUMBER OF LANGUAGES SPOKEN \*

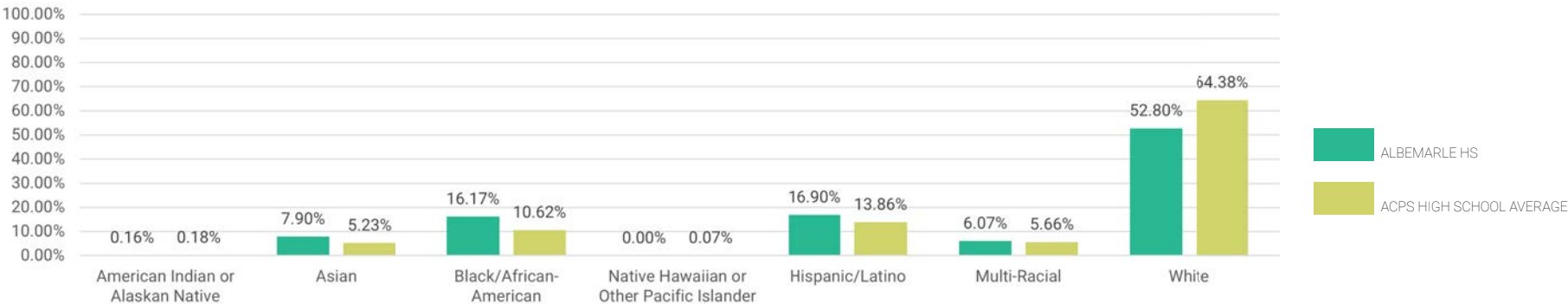


Analysis of GIS census tract data reveals that the neighborhoods closest to the Campus are the most densely populated in the County and are home to the greatest number of low-income residents. English is not the first language for many of the families living nearby. The same neighborhoods welcome many of the refugee families who find a haven in the County along with many foreign graduate students and their families. The children of these families attend the schools on the Campus. As a result, Greer, Journey, and AHS enjoy great diversity and serve the greatest percentages of English Learners and students who qualify for Free and Reduced Lunch (FRL) in the school division.

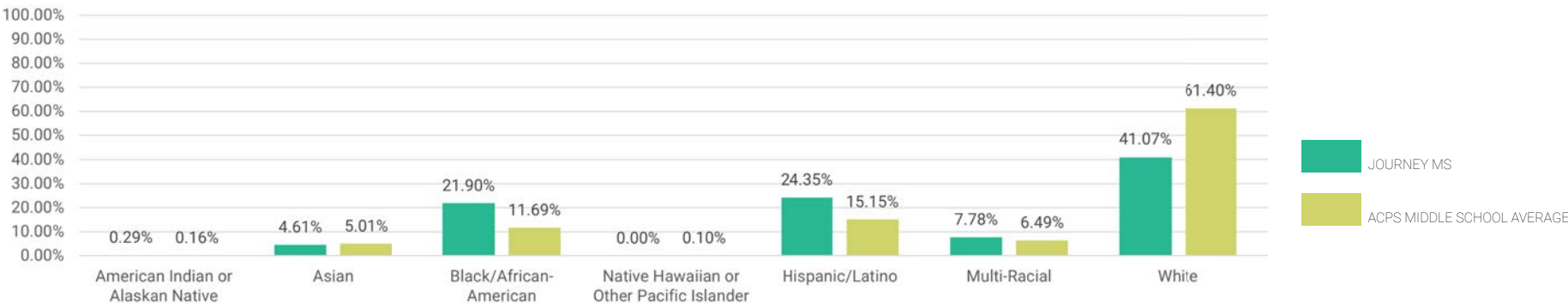
\*Source: ACPS, 2021-2022 school year

# DIVERSITY \*

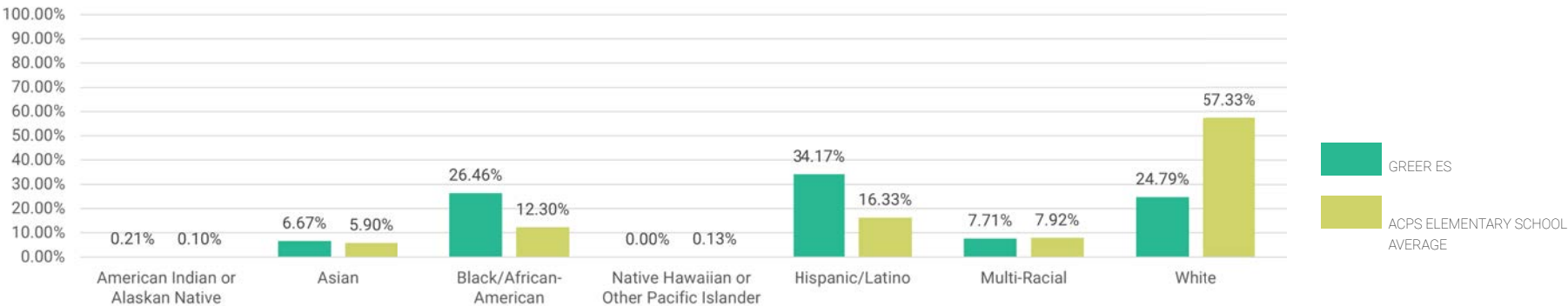
Diversity - Albemarle HS



Diversity - Journey MS



Diversity - Greer ES





# NATURAL RESOURCES

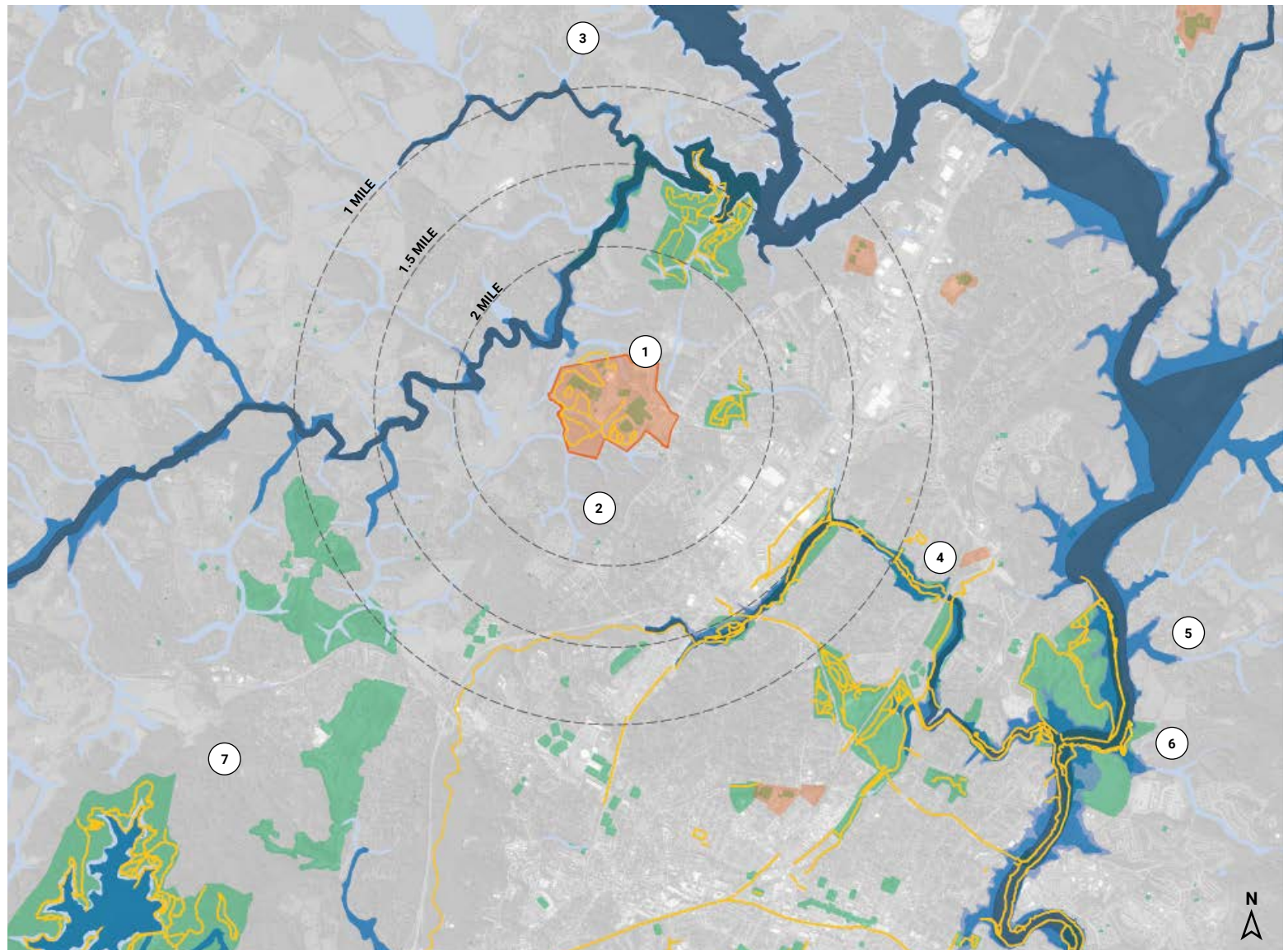
## NATURAL/CULTURAL RESOURCE MAPPING: CONNECTIONS

- Improving and expanding the existing trail network would connect the Campus to the surrounding community more effectively.
- The trail network could be connected to the existing Rivanna Trail Loop.
- Connecting the Rivanna Trail Loop with the Ivy Creek Natural Area should be investigated.

### LEGEND

- 1 LAMBS LANE CAMPUS
- 2 RIVANNA TRAIL LOOP
- 3 IVY CREEK FOUNDATION
- 4 MCINTIRE PARK
- 5 PEN PARK
- 6 DARDEN TOWER PARK
- 7 RAGGED MOUNTAIN NATURAL

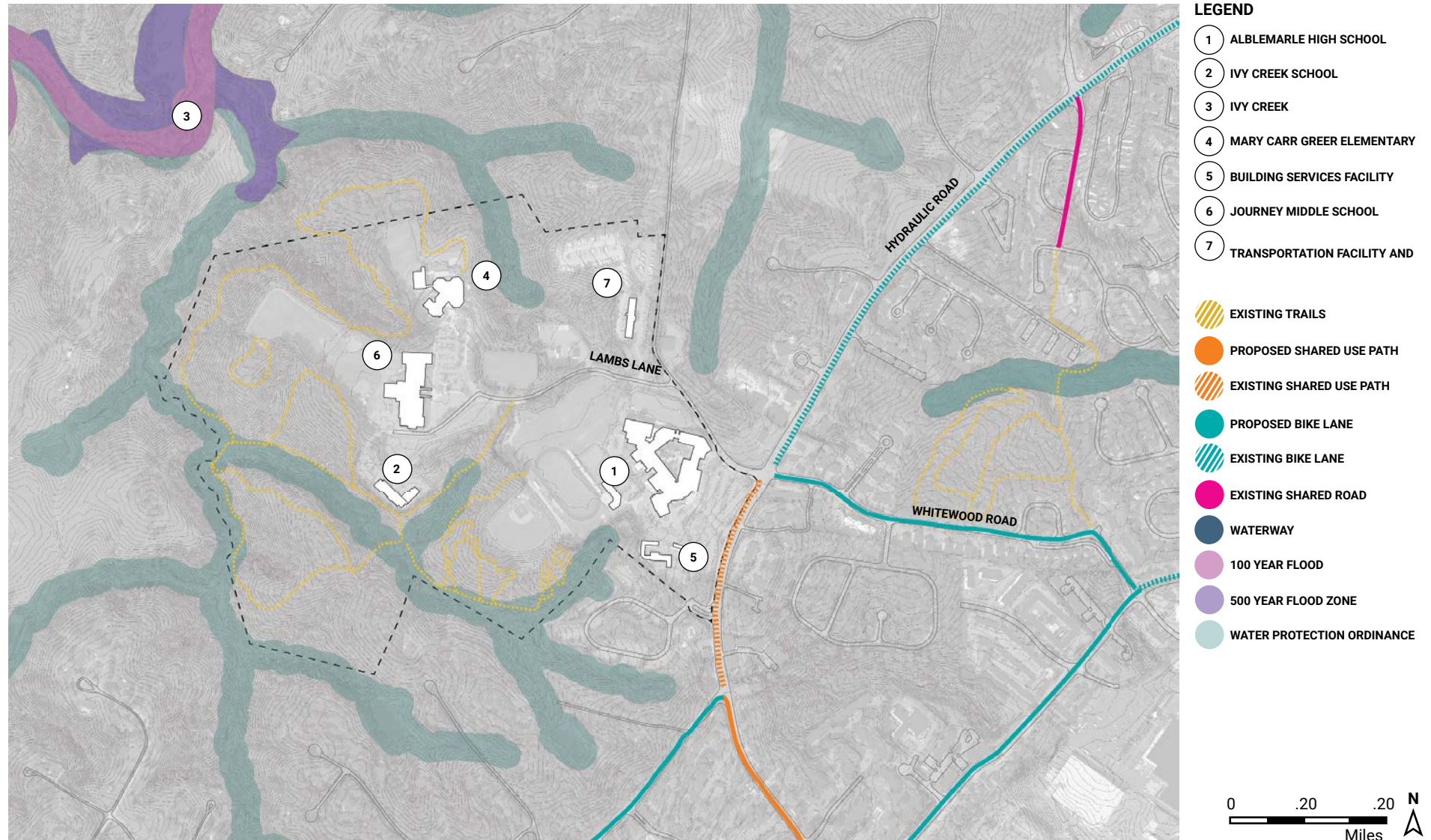
- PUBLIC SCHOOLS
- PARKS
- WATERWAY
- 100 YEAR FLOOD
- 500 YEAR FLOOD ZONE
- WATER PROTECTION ORDINANCE
- EXISTING TRAILS





# NATURAL TRAILS & CYCLING ROUTES

- The existing trail network could be improved and expanded.
- This would expand opportunities to engage students in riparian and upland ecosystems and connect with the science curriculum.
- It would also allow more students and community members to connect with nature and enjoy the general positive health benefits of doing so and exploring outdoors.



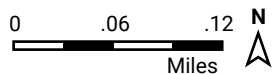
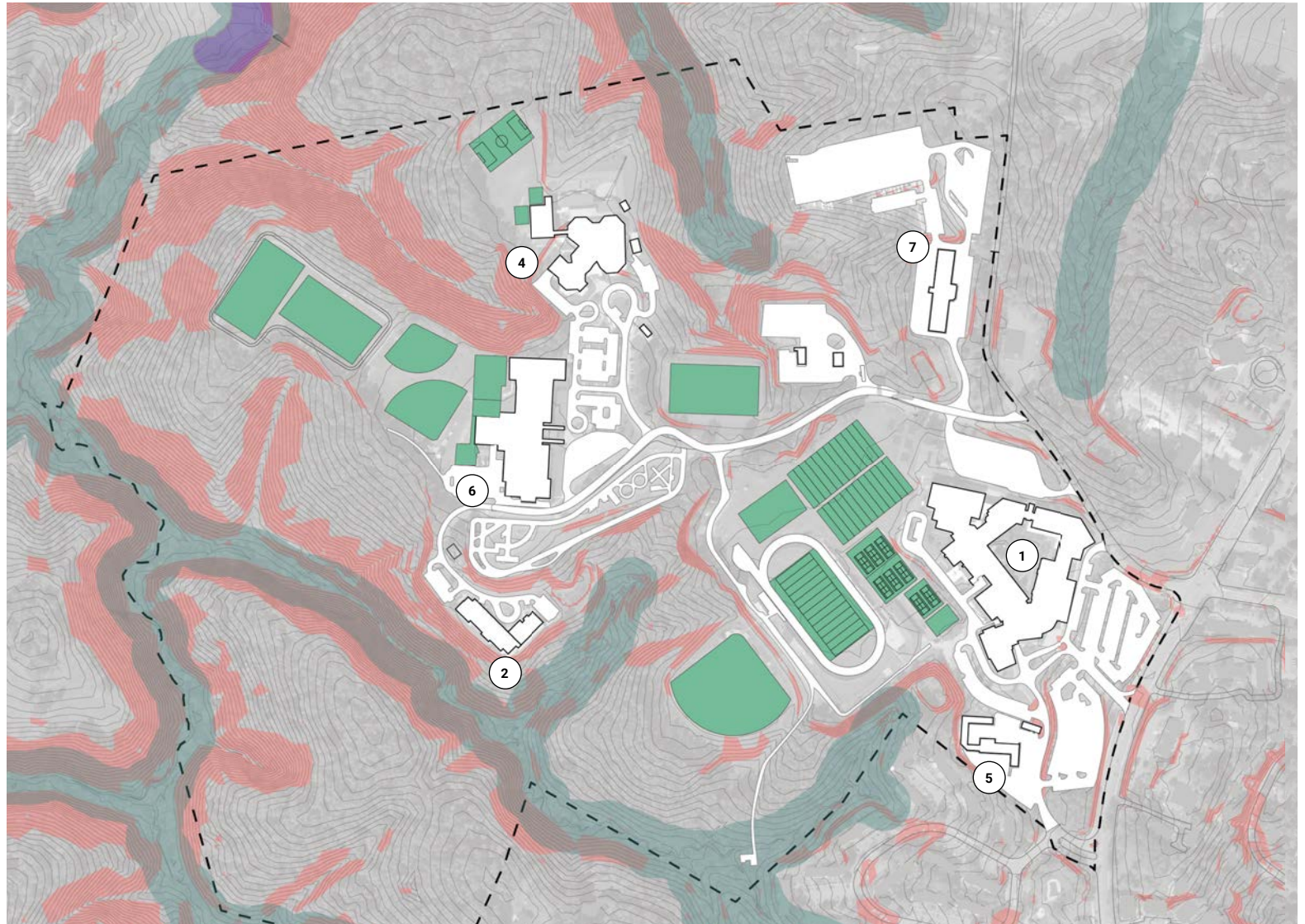


# ANALYSIS OF DEVELOPABLE AREAS

- Parts of the Lambs Lane site are steeply sloped, and some of the slopes are deemed critical, such that development should be limited and avoided wherever possible.
- The slopes add to the sense of place and are typical of Albemarle County's mountainous and rolling terrain.
- The slopes challenge connecting the various parts of the site, and future development should honor their character as much as possible.
- The streams that run through the site are protected by a 100-foot buffer zones under Albemarle County's Water Protection Ordinance.
- While connecting roads may be permitted through these buffer zones, they are sensitive areas which protect the ecological habitat of the streams and should be protected as much as possible.

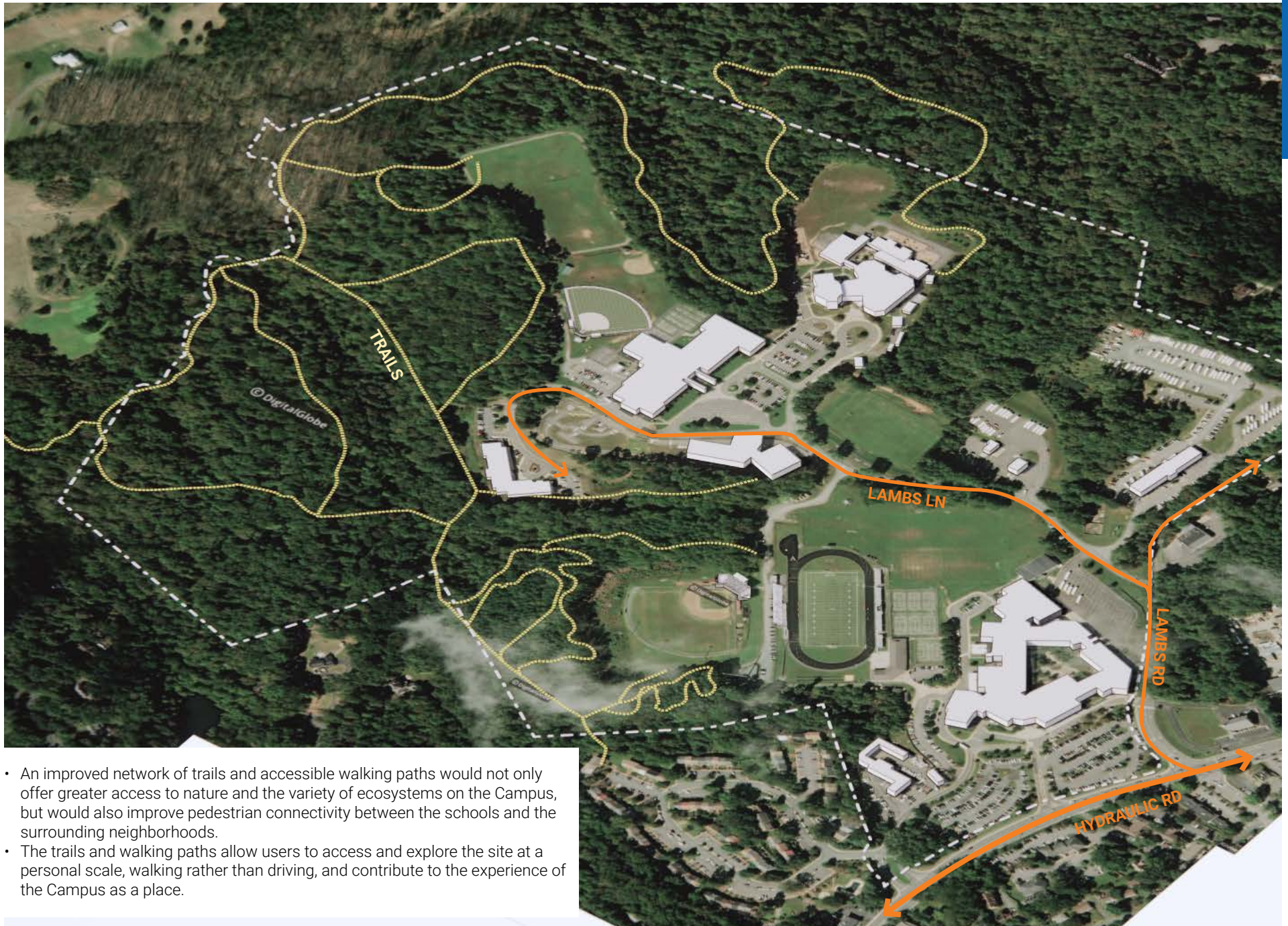
## LEGEND

- 1 ALBEMARLE HIGH SCHOOL
  - 2 IVY CREEK SCHOOL
  - 3 IVY CREEK
  - 4 MARY CARR GREER ELEMENTARY
  - 5 BUILDING SERVICES FACILITY
  - 6 JOURNEY MIDDLE SCHOOL
  - 7 TRANSPORTATION SERVICES AND
- 
- WATER PROTECTION ORDINANCE
  - ATHLETIC FIELDS
  - CRITICAL SLOPES





# CIRCULATION



- An improved network of trails and accessible walking paths would not only offer greater access to nature and the variety of ecosystems on the Campus, but would also improve pedestrian connectivity between the schools and the surrounding neighborhoods.
- The trails and walking paths allow users to access and explore the site at a personal scale, walking rather than driving, and contribute to the experience of the Campus as a place.



# WAYFINDING

## EXTERIOR WAYFINDING: EXISTING CONDITIONS

100 Site Identification

110 Primary Identification

120 Secondary Identification

130 Building Identification

140 Parking Lot Identification

150 Structure Identification

200 Primary Vehicular Directional

210 Vehicular Navigation

220 Regulatory

300 Orientation Map

310 Pedestrian Navigation

320 Trail Signage

330 Regulatory

340 Interpretive



110-2



110-10



110-14



130-1



130-12



130-19



200-13



200-16



200-22



220-3



220-7



220-18



310-6



310-20



310-20



F



F



G

- The existing inventory of signs was documented by sign type.
- Examples of each sign type are provided on this page.
- The inventory identifies current pain points and message schedules for existing navigational signs.
- It is recommended that all existing signs be replaced in stages along with implementation of the master plan.



# EXTERIOR WAYFINDING: EXISTING CONDITIONS

100 Site Identification  
110 Primary Identification  
120 Secondary Identification  
130 Building Identification

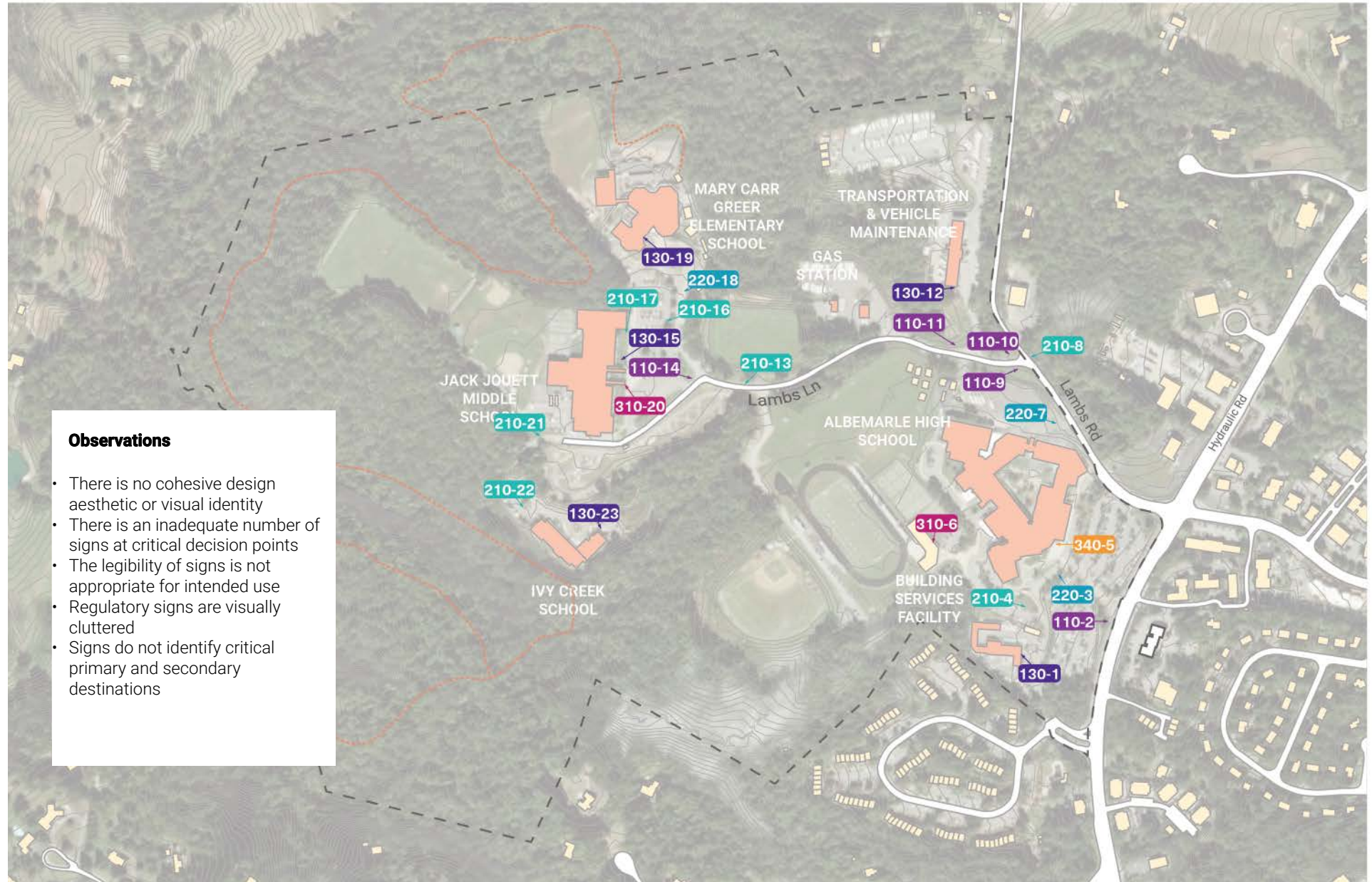
140 Parking Lot Identification  
150 Structure Identification  
200 Primary Vehicular Directional  
210 Vehicular Navigation

220 Regulatory  
300 Orientation Map  
310 Pedestrian Navigation  
320 Trail Signage

330 Regulatory  
340 Interpretive

## Observations

- There is no cohesive design aesthetic or visual identity
- There is an inadequate number of signs at critical decision points
- The legibility of signs is not appropriate for intended use
- Regulatory signs are visually cluttered
- Signs do not identify critical primary and secondary destinations







A woman with long brown hair, wearing a dark t-shirt, black leggings, and large white headphones, is walking a German Shorthaired Pointer dog in a grassy field. The dog is white with black spots and is walking towards the right. In the background, there is a dense forest of tall trees. The entire image has a semi-transparent purple overlay.

# **4 STAKEHOLDER ASSESSMENT**



# VALUES WORKSHOP

## What is VALUES?

VALUES stands for Viewing Architecture through the Lens of User Experience and Sustainability. VALUES focuses on how sustainable design solutions affect the way users interact with and experience their surroundings.

Sustainability is an evolved conversation. It has moved beyond a resource conservation movement to include climate change, human health, community and economic health, resilience, regeneration, behavior awareness and eco-system integrity. Such a broadened definition of sustainability requires new perspectives in reconciling competing planning parameters to provide holistic solutions that value the health of end users, local communities, and larger eco-systems.

VALUES is a DLR Group framework entirely built on user experience. It is an effective tool for generating conversation and achieving consensus among stakeholders on project priorities. The VALUES themes developed through engaging workshops represent the values of stakeholders and become the guiding principles for the rest of the project.

## What is sustainability?

Sustainability is centered around the core idea of meeting current needs while preserving the ability of future generations to do the same. Sustainability goes beyond ecological health and resource conservation to incorporate human health and community health; it cannot be achieved without ecological, social, and economic balance. The VALUES workshop is organized into twelve themes that address this holistic definition of sustainability. The six main themes identified by stakeholders during the VALUES workshop as particularly relevant to the Lambs Lane Campus Master Plan are discussed below.

## Who participated?

Key stakeholders participated in a virtual workshop to investigate sustainability topics through the activities outlined above. Stakeholders represented the Master Plan project steering committee, school board, school representatives, local government, and community partners. All stakeholders were divided into three groups with one group made up of steering committee members. The other two groups represented multiple viewpoints and perspectives.



# SUSTAINABILITY TOPICS

Below are the 12 themes which were presented during the VALUES Workshop.

## ACCESS + MOBILITY

Encompasses transit-oriented design, providing transportation options, decarbonizing transportation, and improving walkability and safety.

## EQUITABLE DEVELOPMENT

A project can ignite change in communities by providing equitable access to programs, resources, and opportunities, promoting affordability, and advocating for those in need.

## OUTDOOR ENVIRONMENTAL QUALITY

Projects can use their outdoor spaces to restore ecology, build community, and create a strong sense of place.

## COMMUNITY CONNECTOR

A project can support its community by providing public resources and programs, encouraging neighborhood vitality, forging partnerships, and involving the public in decision-making processes.

## HEALTH + WELL-BEING

A project's design can promote mental, physical, and emotional well-being and support users in accomplishing their personal goals.

## PROCUREMENT + OPERATIONS

Projects can establish practices that support safety and security, efficient operations, and responsible procurement and disposal.

## CULTURE + IDENTITY

*A project can use design to celebrate its history and context and develop a strong sense of place that speaks the identities of occupants and surrounding communities.*

## INDOOR ENVIRONMENTAL QUALITY

*Acoustic comfort, air quality, thermal comfort, and visual comfort support occupant health and well-being, cognitive function, and performance.*

## RESILIENCY

Intentional design can support the ability of buildings, sites, individuals, and communities to respond to, withstand, and recover from stressful or adverse situations.

## ENERGY

Generating renewable energy, reducing energy consumption and cost, modeling how a proposed building design will perform in the future, and intentionally selecting building systems.

## MATERIALS IMPACT

Building materials impact human well-being, carbon consumption (both embodied and operational), and cost over the course of their lifetimes.

## WATER

Water encompasses water quality, water and stormwater management practices, hydrological balance, and water's cultural context in a community.

### What activities were included?

During a virtual session, attendees participated in the following activities, all of which were framed by a series of educational topics related to resource conservation, human health, ecology, and community health:

1. **Headline:** Participants imagined a headline describing the Lambs Lane Campus twenty years or more into the future.
2. **Prioritization of VALUES Themes:** Participants went through a series of sustainability-related themes and design directions to identify the top themes for the Master Plan.
3. **See Feel Measure:** Participants identified what they would see, feel, and measure if the Master Plan succeeded in fully implementing the top themes they had identified.

### Who participated?

Key stakeholders were invited to a virtual workshop to investigate sustainability topics through the activities outlined above. Stakeholders represented the Lambs Lane Master Plan steering and stakeholder committees, the School Board, the Albemarle County Board of Supervisors, school and local government representatives, and community partners. Participants were divided into three groups. One group comprised steering committee members. Participants in the other two groups represented a variety of viewpoints and interests.



# VALUES: Chosen Cards

Which cards did each group select as most important?



# Top VALUES Themes

What are the key themes?

While groups chose different cards or interpreted cards in different ways, they often expressed similar goals and values. The following key themes arose across groups in the workshop and may be used to guide project decisions going forward.



## SAFE CAMPUS ACCESSIBILITY AND MOBILITY

The transit issue to campus and within campus leads to higher levels of stress for faculty, parents, students, and the community. As a top theme identified consensus was clear improvements in creating a pedestrian and bicycle friendly campus, clarity to visitors around wayfinding and overall improved experience arriving to or leaving campus was desired.



## COMPREHENSIVE HEALTH & WELL-BEING

Positive contribution to overall health and well-being of students, faculty, parents, and the community arose as a top theme. There were multiple approaches and ideas shared, but a comprehensive approach like the World Health Organization's social determinants of health would be required to address physical and mental health through active spaces and access to resources.



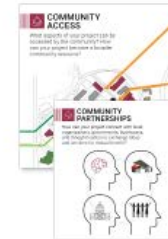
## PROTECT AND IMPROVE THE OUTDOOR ENVIRONMENT

The campus outdoor environment is an asset and campus improvements should keep the ecological asset thriving. Aspects around stormwater management, potable water quality and air quality were among top outdoor environmental concerns and through improvements should contribute to community resiliency and risk mitigation.



## EQUITY & INCLUSION

The student population comes from a variety of socioeconomic status the staff should be reflective of the student population, exhibiting pathways to students for a variety of careers. Allocation of and access to resources on the campus shall lead to socioeconomic justice on campus, within the district and community. Stakeholders emphasized the importance of creating an equitable, welcoming, experience for all.



## AMPLIFY COMMUNITY ACCESS & PARTNERSHIPS

The community support and partnerships make Lambs Lane a successful campus. Masterplan improvements should amplify and build upon the success of these partnerships to truly offer comprehensive education opportunities that meet community needs and provide students opportunities around future careers. The existing campus resources should be made more accessible for community use.



## BEST PRACTICES IN OPERATIONS

There is a consensus on building more energy efficient structures in the campus and supporting the change to electric buses. Currently, there are solar panels installed on Greer ES and Albemarle HS, and there is support to reduce the reliance on fossil fuels by focusing on solar power and geothermal sources.

# WHAT WE'VE LEARNED

In addition to Steering and Stakeholder Committee meetings, the planning team conducted interviews with small groups of representatives to gain a better understanding of what each group saw as priorities and challenges on the Lambs Lane Campus. The list to the right comprises all the different groups with which the team met. Throughout the interview process, the team observed close alignment of priorities correlating to the main Themes identified in the VALUES workshop.

## Key Topics and Questions

### People

Who uses the Lambs Lane Campus?

VALUES Themes:

- Equity & Inclusion
- Comprehensive Health & Wellbeing

### Equity

How can the campus serve the diversity of people who use it more equitably and inclusively?

VALUES Themes:

- Equity & Inclusion
- Amplify Community Access & Partnerships

### Safety

How can people feel safer and more secure on the campus?

VALUES Theme:

- Safe Campus Accessibility & Mobility
- Best Practices in Operations

### Wayfinding

How do people find their way to and around the campus?

VALUES Themes:

- Equity & Inclusion
- Safe Campus Accessibility & Mobility

### Environment

How can the campus be used and maintained more sustainably and responsibly?

VALUES Themes:

- Protect & Improve the Outdoor Environment
- Best Practices in Operations

### Use

What uses should be added to or removed from the campus?

VALUES Themes:

- Protect & Improve the Outdoor Environment
- Amplify Community Access & Partnerships
- Best Practices in Operations

### Place

How can the campus be transformed from a collection of buildings into a campus that gives all the people who use it a strong sense of place and belonging?

VALUES Themes:

- Equity & Inclusion
- Amplify Community Access & Partnerships

## Schools

- Albemarle High School
- Budget and Planning
- Building Services
- Community Education
- ESOL, World Languages and Homeschool
- Legislative and Public Affairs
- Long Range Planning Advisory Committee
- Mary Carr Greer Elementary School
- Journey Middle School
- School Board
- Student Services
- Transportation Services



## County

- Board of Supervisors
- Climate Protection Program
- Economic Development
- Facilities and Environmental Management
- Parks and Recreation
- Planning Commission



## Community

- Boys and Girls Clubs of Central Virginia
- Places 29 - Hydraulic Community Advisory Committee





## Place

**How can the Campus be transformed from a collection of buildings into a Campus that gives the people who use it a strong sense of place and belonging?**

- This is the main ACPS Campus.
- How can it be reinforced as such?
- How can it present ACPS and the County as welcoming and inviting?
- How can it create a sense of entry and center?
- A centralized green space where students and community can gather is needed.



## Equity

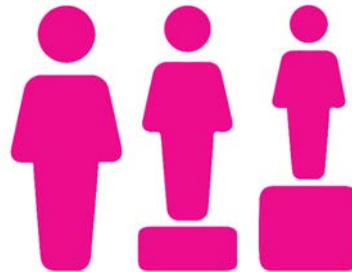
**How can the campus serve the diversity of people who use it more equitably and inclusively?**

The campus is centrally located within the County and serves the most densely populated, diverse, and underprivileged population.

Families with the greatest needs in the County are served by this campus and many of them live close to it. Access to the campus is heavily reliant on school buses and personally owned vehicles, and therefore challenging for those who do not have easy access to them.

Access between schools on campus is vehicle focused and challenging to pedestrians due to lack of connecting walking paths.

Access to natural resources is not promoted.



## Wayfinding

**How do people find their way around the Campus?**

- Roads do not lead to their destinations intuitively which confuses visitors not familiar with the campus.
- Signs to and within the campus are confusing and have not been coordinated among the various different schools and facilities.
- Coordinated signs would facilitate wayfinding and campus identity.
- Trails and natural features on site are hard to find and poorly identified.
- Trailheads should be more prominently and intuitively located.
- Signs should include trails and natural features.
- Identifying the trails and natural features, the ridges, gullies, and creeks, with names rooted in the local culture, context, and geography would promote identity, use, and curiosity.



## Safety

### How can people feel safer and more secure on the campus?

- A second entrance/exit to the campus is urgently needed.
- Adding a second entrance/exit should not rely on relocation or removal of any existing buildings if possible.
- AHS has many exterior doors and concealed spaces that are hard for staff to monitor.
- The AHS student parking spaces to the west of the stadium are remote from the building and hard to monitor.
- Bus loops serving Greer and Journey become severely congested during parent drop-off and pick-up.
- Use of trails and other facilities by community members during the school day is a safety concern.



## Environment

### How can the Campus be used and maintained more sustainably and responsibly?

- Currently, the trails are used by students and certain community members, such as mountain bikers, but outside of that, they are not used much by the community.
- How can the trail network on the site be highlighted and improved?



## Use

### What uses should be added to or removed from the Campus?

The Master Plan creates sites for three new buildings facing the Main Loop Road, and several more along the Secondary Loop Road. Though stakeholders suggested a variety of needs for future buildings during the planning process, it is not necessary to define all the needs in the Master Plan. The most compelling needs suggested during the process include:

- **ACPS Central Offices:** Relocation would include a welcome center providing comprehensive ACPS and County services to families.
- **Piedmont Virginia Community College Satellite:** The facility would offer dual enrollment for ACPS high school students and serve local residents.
- **Applied Learning Facility:** The facility would accommodate partnerships between local businesses and ACPS students.

Some or all of these needs could be located in a prominent new building close to the new main Campus Entrance from Lambs Road on the site of the former Transportation Services facilities. Funding these projects through a Public Private Partnership (P3) could advance their completion date. Moving the Loop Road further north to increase the area of the Campus Green could then be advanced.









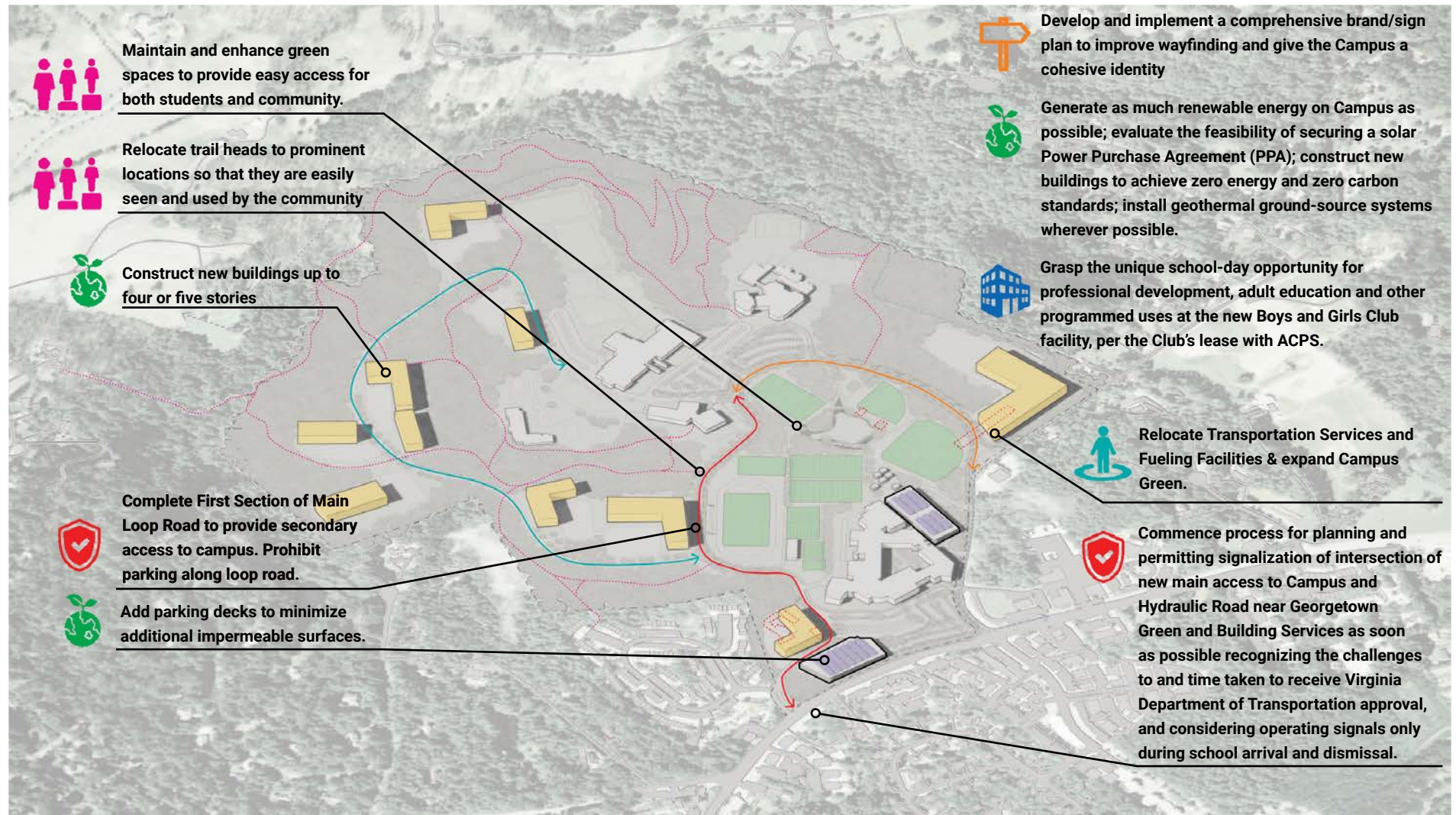
An aerial photograph of a campus, overlaid with a semi-transparent blue filter. The image shows various buildings, parking lots, and green spaces. A large, irregularly shaped area in the center is outlined by a dense line of green trees, suggesting a central green space or a specific development zone. The text "5 MASTER PLAN" is prominently displayed in white, bold, sans-serif font across the lower right portion of the image.

# 5 MASTER PLAN



# RECOMMENDATIONS

The physical Master Plan is intended to embody the Stakeholder Vision and Guiding Principles, respond to the six Guiding Questions, and reflect the six major VALUES Themes that emerged from the workshop. Rarely are master plan designs implemented over time exactly as first conceived. At Lambs Lane the design must be sufficiently adaptable to allow for unknown future needs and conditions, while also being sufficiently clear and strong to retain its original character as a place. The character of the Master Plan for the Lambs Lane Campus as a memorable place is based on the following key Design Components:





# IMPLEMENTATION SEQUENCE

While the key design components described above will define the character of the Lambs Lane Campus as a memorable place and should be maintained in the long term, the rest of the plan remains adaptable to meet unknown future needs. The Master Plan recognizes that funding capital improvements that do not directly support teaching and learning may be challenging for ACPS and therefore breaks down the overall plan into multiple components, some of which must be constructed simultaneously or sequentially, others of which may be constructed independently of one another. Nevertheless, the first steps in implementing the Master Plan must be completing the Main Loop Road between the AHS stadium and existing baseball field to create the second access from Hydraulic Road. Preliminary construction and total project costs for the various components of the Master Plan escalated over the next twenty years are provided for capital planning purposes.

### LEGEND

- EXISTING BUILDINGS
- PROPOSED BUILDINGS



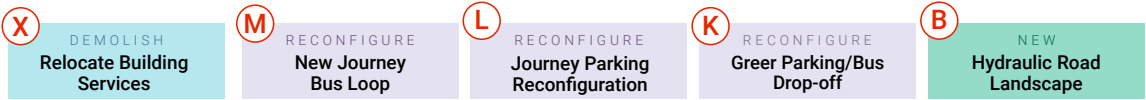
Campus Plan: After completion of the Loop Road



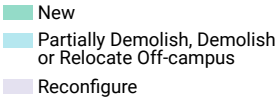
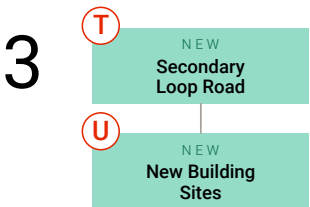
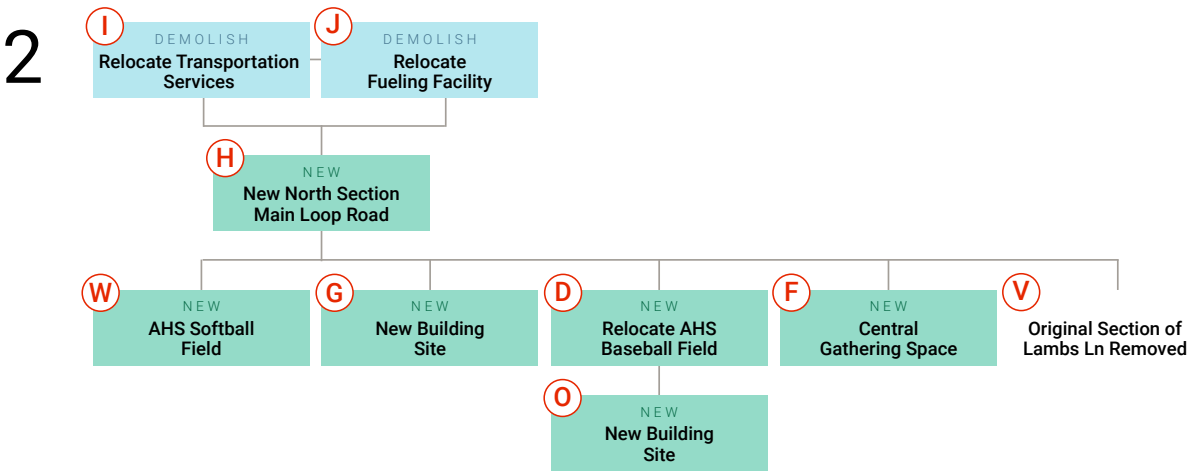
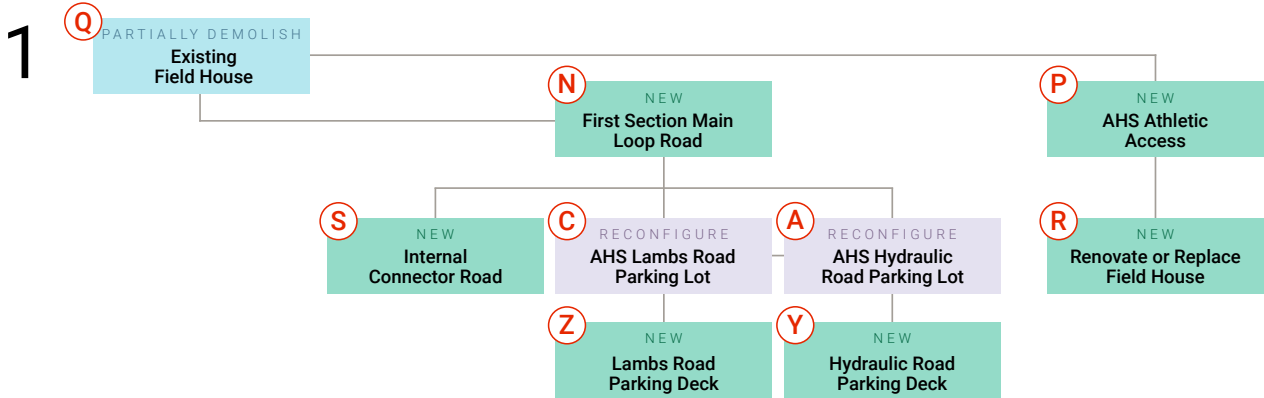
Campus Plan: After Transportation Services has been removed and Main Loop Road has been moved north to expand Campus Green

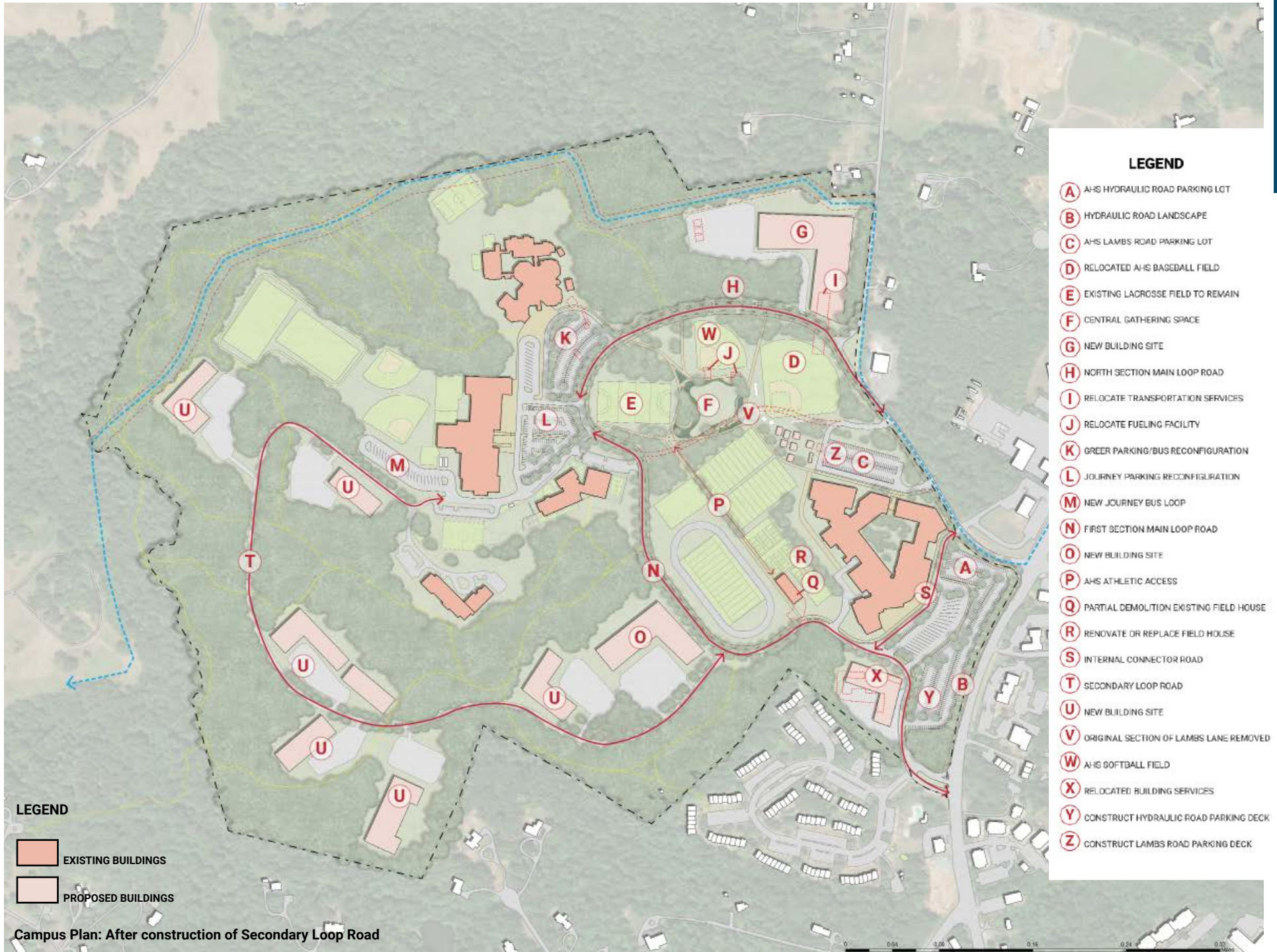


# INDEPENDENT



# SEQUENCE







# CIRCULATION

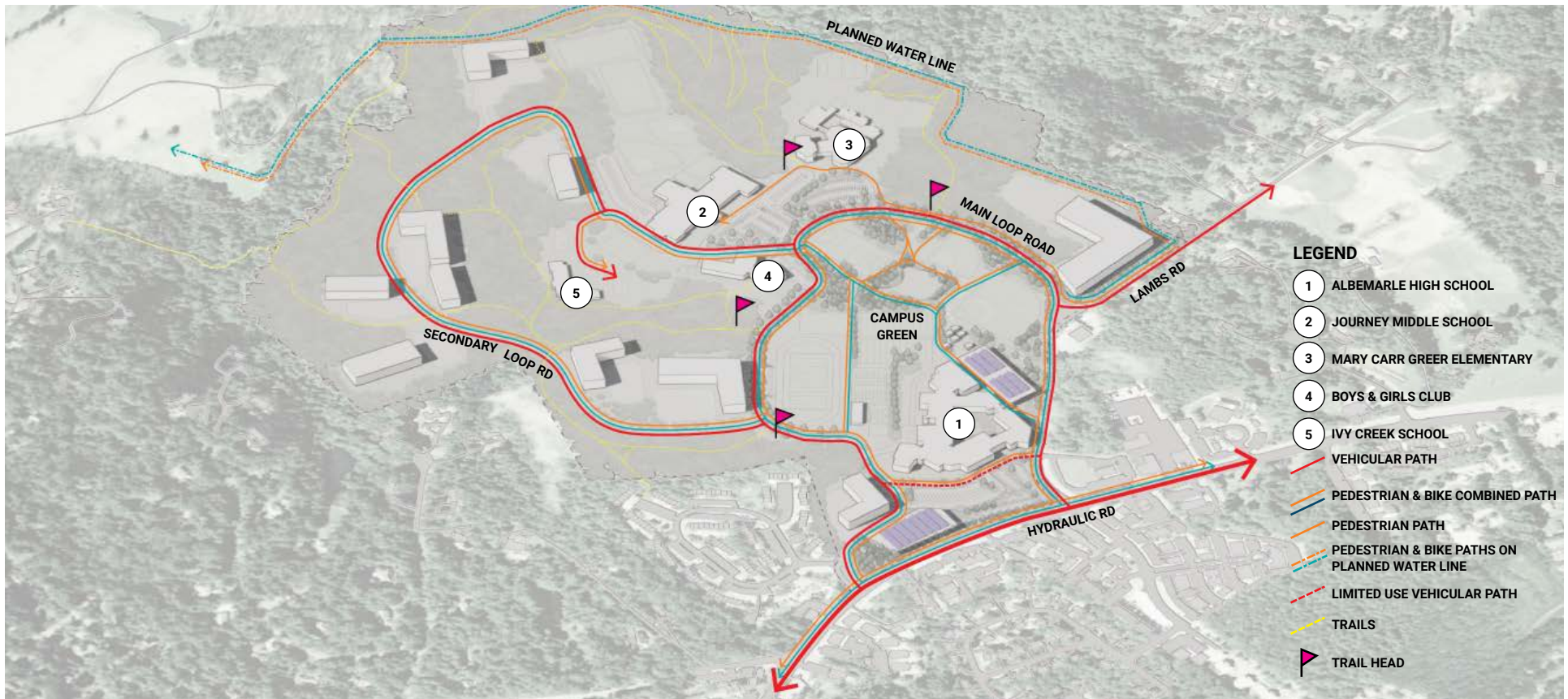
## VEHICULAR CIRCULATION AND PARKING

- Currently Lambs Lane dead ends at Ivy Creek and has multiple congestion points between cars and buses.
- An overall goal of the Master Plan is to eliminate this dead-end condition by creating the Main Loop Road with direct access from both Lambs Road and Hydraulic Road to improve safety, reduce bus and car congestion, and provide better circulation, easier access and more intuitive wayfinding.
- Signalization of the intersection of the Main Loop Road and Hydraulic Road is strongly recommended, though it is understood that securing approval for it from the Virginia Department of Transportation may be very challenging indeed. A fallback option could be timing the signals such that they would only be in operation during school arrival and dismissal times.
- The Main Loop Road will be constructed in two sections. The first section will provide access to Hydraulic Road by connecting the road between the AHS stadium and baseball field to the road between AHS and Building Services (First Section Main Loop Road). This will entail demolishing a least a portion of the AHS Field House to provide sufficient width for the road.
- The second section of the main loop road (North Section Main Loop Road) will be constructed after relocation and demolition of the Transportation Services and Fueling Facilities and will allow the central Campus Green to be expanded to include the AHS Baseball and Softball fields and the Central Gathering Space.
- Along with construction of the North Section Main Loop Road the intersection of Lambs Road and Lambs Lane will be reconfigured so that Lambs Road may continue directly into Lambs Lane at the main entrance to the Campus. A T-intersection with a stop sign will be created where Lambs Road continues into the residential neighborhood beyond.
- After the North Section of the Main Loop Road has been constructed the original section of Lambs Lane crossing the central Campus Green will be removed to make room for the Central Gathering Space and the AHS baseball and softball fields.
- The Journey bus loop and staging area will be relocated to the rear of the school to allow reconfiguration of the parent drop-off and pick-up and parking for both Journey and Greer to improve safety and reduce congestion. This work may be completed independent of construction of either section of the Main Loop Road.
- The parking lot between Hydraulic Road and AHS will be reconfigured and regraded to create a new bus loop and staging area, visitor parking, and the two-way Internal Connector Road in front of AHS.
- Relocating the bus loop and staging will allow buses to travel between AHS and Journey on the First Section of the Main Loop Road and reduce congestion between buses and cars on the original section of Lambs Lane.
- The two-way Internal Connector Road in front of AHS will complete the Main Loop Road on campus without having to drive onto Hydraulic Road. This road would be closed during AHS arrival and dismissal times.
- The existing AHS bus loop and parking off Lambs Road will be reconfigured for AHS faculty and staff parking and AHS parent drop-off and pick-up.
- Reconfiguration of the parking lot between AHS and Hydraulic Road will include removal of the central entrance from/exit to Hydraulic Road.
- This lot would be used by students to the south and faculty and staff spaces to the north.
- The number of parking spaces available for AHS after reconfiguration of the parking lots and construction of the First Section of the Main Loop Road, on which parking will not be permitted, will remain approximately the same as today.

- If AHS is expanded and additional parking spaces are needed in the future, it will be possible to construct two-level parking structures on the Lambs Lane parking lot and on the southern end of Hydraulic Road parking lot.
- Both parking structures could be covered with solar canopies to generate additional renewable power on the campus.
- The Lambs Lane parking lot could be constructed with a third level for tennis courts to replace the tennis courts between AHS and the stadium and create a larger gathering space for school and community uses.
- The special education bus drop-off and pick-up area to the rear of AHS will be replaced with a continuous pedestrian path that will also be used to give emergency vehicles a continuous route around the perimeter of the building.

## PEDESTRIAN AND BIKE CIRCULATION

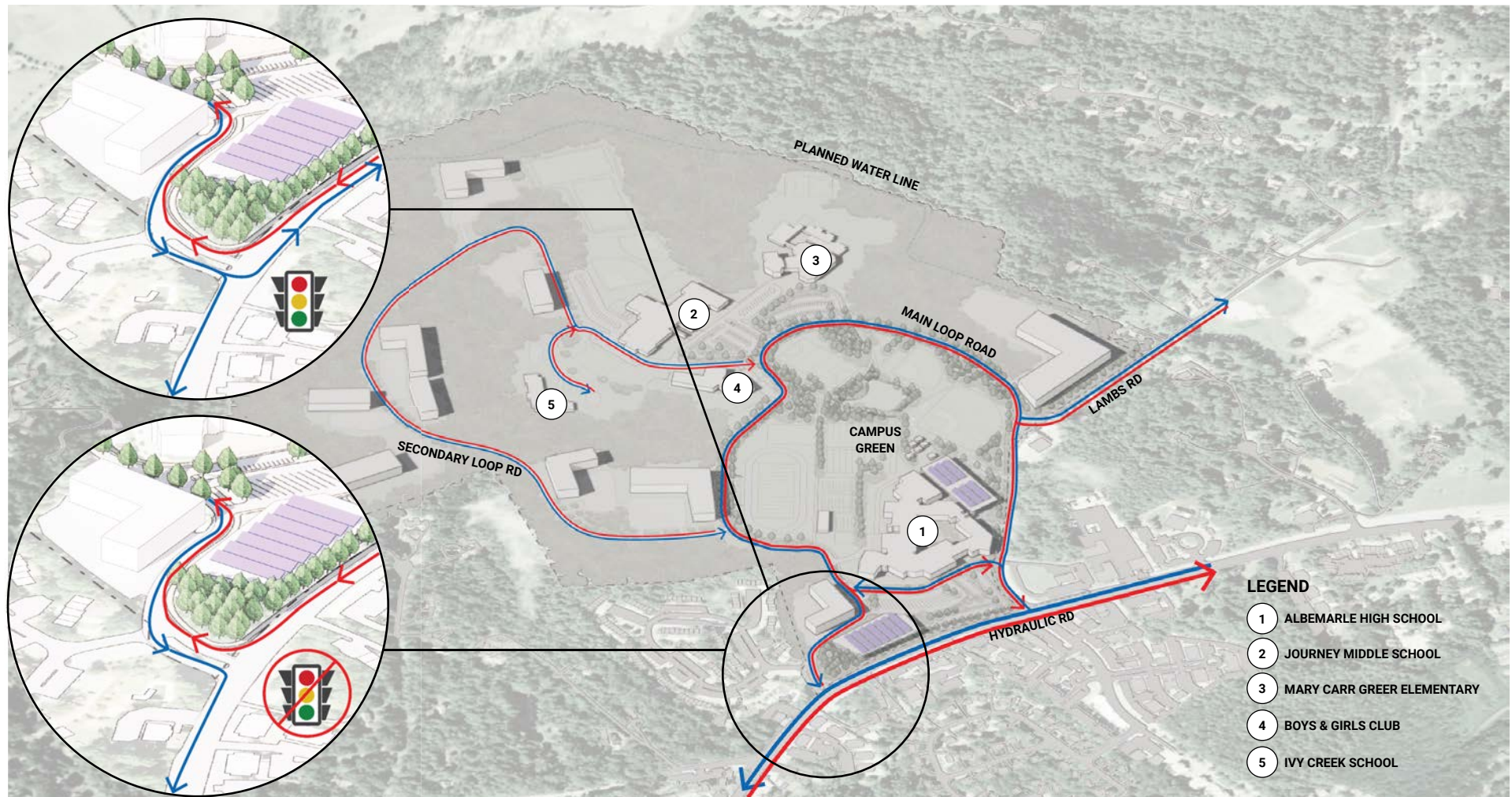
- A combined bike and walking trail will be constructed on the inside of the main loop road.
- Walking paths within the Campus Green will connect the athletic fields and Central Gathering Space, provide direct pedestrian routes between AHS, Journey and Greer, and connect to the sidewalks around the Boys and Girls Club.
- Pedestrian crossings will be provided where the walking paths cross the Main Loop Road and continue to the main entrances to Journey and Greer.
- Signs will be provided from the walking and bike trail inside the loop road to the trail heads.





# VEHICULAR TRAFFIC FLOW & SAFETY

- Due to safety concerns, it is recommended that the process for planning and permitting signalization of the intersection of the new access to the Campus and Hydraulic Road near Georgetown Green and Building Services commence as soon as possible given challenges to and time taken to receive Virginia Department of Transportation approval.
- If securing the traffic signal is successful, the exit traffic from the campus may turn both ways at Hydraulic Road.
- If there is no traffic signal at the intersection of new main access to Campus and Hydraulic Road near Georgetown Green and Building Services, then the exit traffic from the campus will be limited to right turns for safety reasons.
- Traffic on the Main Loop Road and the Secondary Loop Road will be two-ways.
- Parking along the Main Loop Road will be prohibited to avoid congestion and enhance safety.
- Pedestrian crosswalk within the campus shall be clearly marked and be located to achieve high visibility.



## MAIN LOOP ROAD CHARACTER

- The Main Loop Road will become the backbone or spine connecting all the main buildings on the Campus. It will create intuitive entrances to the buildings for parents and visitors, reduce congestion among buses and cars, and be coordinated with the network of pedestrian paths connecting the buildings.
- The Secondary Loop Road will create opportunities to develop the southwest section of the Campus.



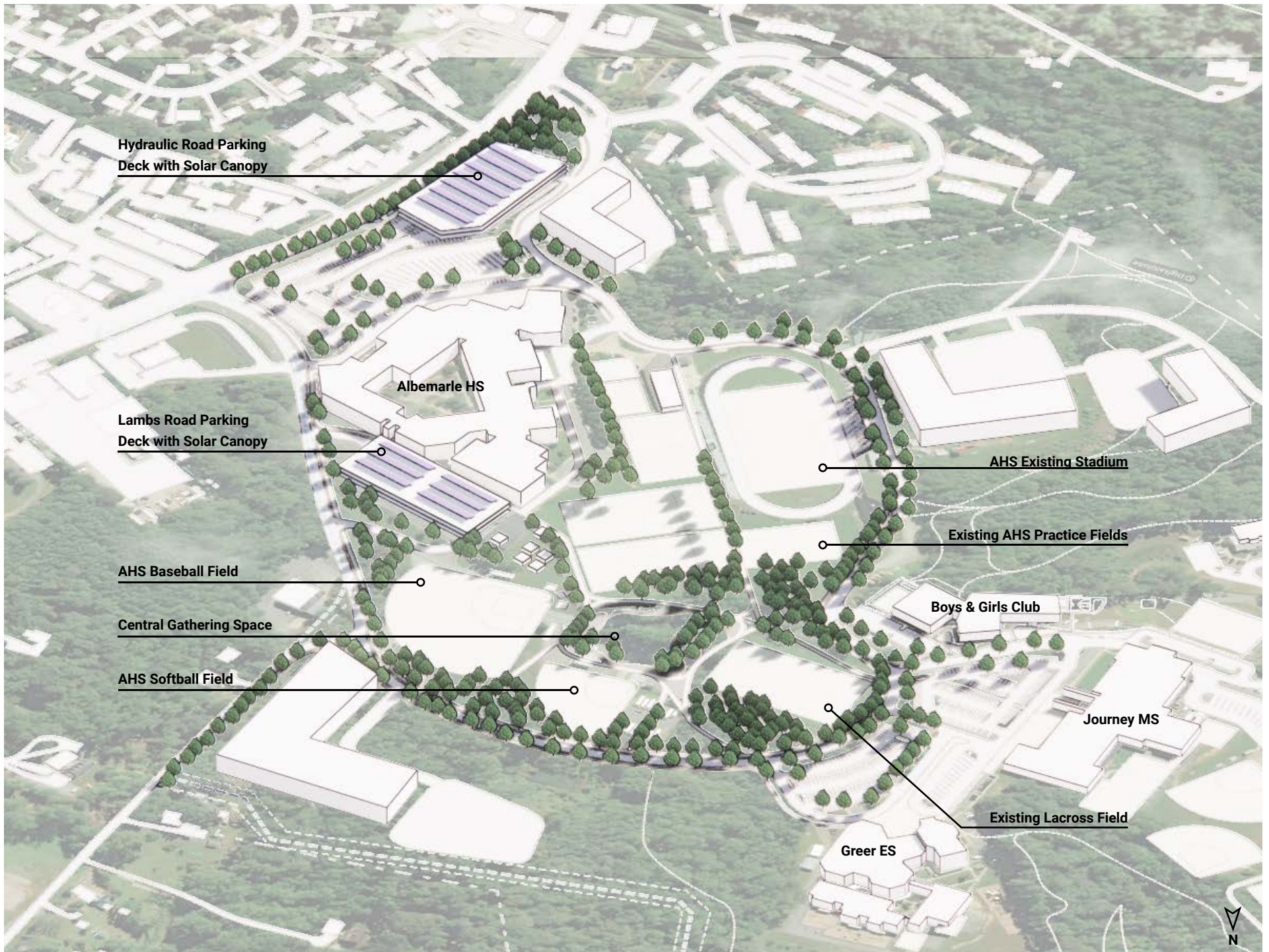


# LANDSCAPE DESIGN

- Currently Lambs Lane is a dead end with multiple conflict points between both cars and buses.
- The Lambs Lane campus does not feature strong pedestrian connections between schools and other destinations.
- An overall goal was to create the Main Loop Road, allow better circulation, easier access, and intuitive wayfinding throughout the Campus
- The Main Loop Road will connect the schools to one another in a more intuitive way.
- Lambs Road and Lambs Lane will be reconfigured such that the through movement continues from Lambs Road onto Lambs Lane, with the portion of Lambs Road that leads to the residential area reconfigured to intersect at a stop sign.
- The Main Loop Road will be constructed in two sections. The first phase will give a second option to connect the high school campus, through the athletic fields to Journey and Greer. Some reconfiguration of the entrance to the parent drop off at both Journey and Greer will create more intuitive connections and reduce congestion.
- The section of the Main Loop Road will relocate to the north to enlarge Campus Green and provide space for the AHS Baseball and Softball Fields and the Central Gathering Space.
- Generous multi-use pathways will be provided to both pedestrians and bicycles.









# STORMWATER MANAGEMENT

- Opportunities will be created to manage stormwater run-off at the surface to minimize the impact of new development on Campus stormwater infrastructure and natural areas.
- Providing opportunities to celebrate stormwater control will create new habitats for wildlife.
- Monitoring the impact of stormwater management will offer connections to the curriculum for biology, chemistry, earth, and environmental sciences.
- Stormwater management areas will be centrally located and accessible to all schools on the campus.
- Stormwater management areas will be integrated into the overall landscape design, combining treatment and aesthetics, and creating natural barriers to pedestrians where appropriate.
- Small form bioretention or stepped rain gardens, running parallel to the street, similar to the bioretention areas that run parallel to the Albemarle County Office Building along McIntire Road, will enhance the placemaking component of the campus.
- Existing stormwater detention facilities, including the detention ponds west of Transportation Services and southeast of the stadium behind Building Services, will be enhanced to support the further development of the Campus.
- Permeable paving and pavers will be considered during the design phase.





# CENTRAL GATHERING SPACE



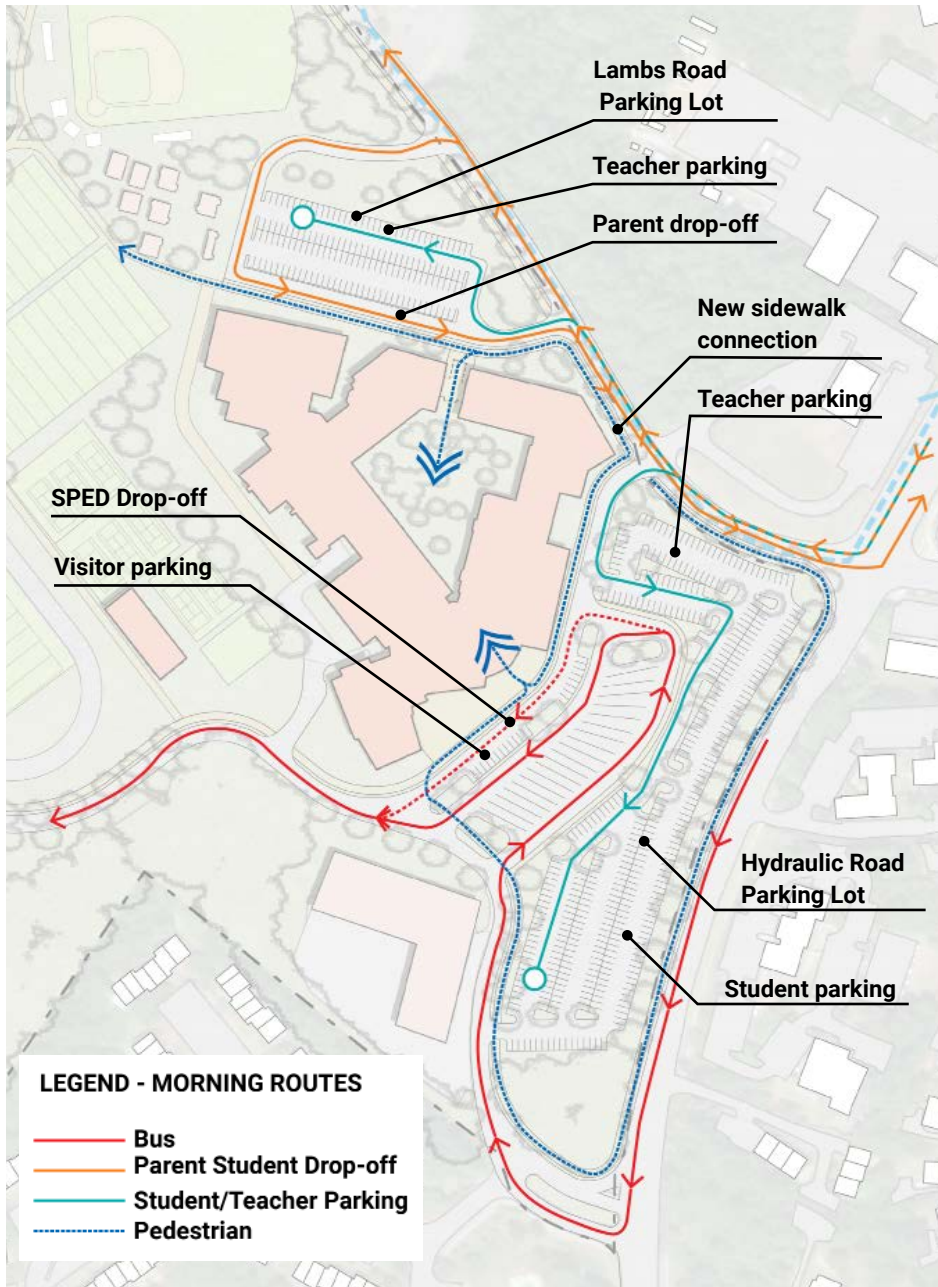
- The Central Gathering Space on the Campus Green, which will be completed after the second section of the main loop road has been constructed, will become the informal gathering space suggested by many stakeholders.
- This Central Gathering Space will be served by a hierarchy of paths - six, four, and three feet wide - the smallest of which will lead through the large open lawn.
- Informal seating and steps will be used by individuals and small groups and for school and community gatherings.
- The large open lawn will also provide ample room for large gatherings and passive recreation.
- Low lying areas surrounding the Central Gathering Space will be used to manage stormwater runoff from impervious spaces while also adding natural habitat and aesthetic value.
- The Central Gathering Space could also be designed to promote habitat restoration on campus. Wildflower and grass meadows, bird houses, and other nesting opportunities for smaller mammals and other creatures could be developed.





# PARKING/ DROP-OFF/ PICK-UP

## ALBEMARLE HIGH SCHOOL

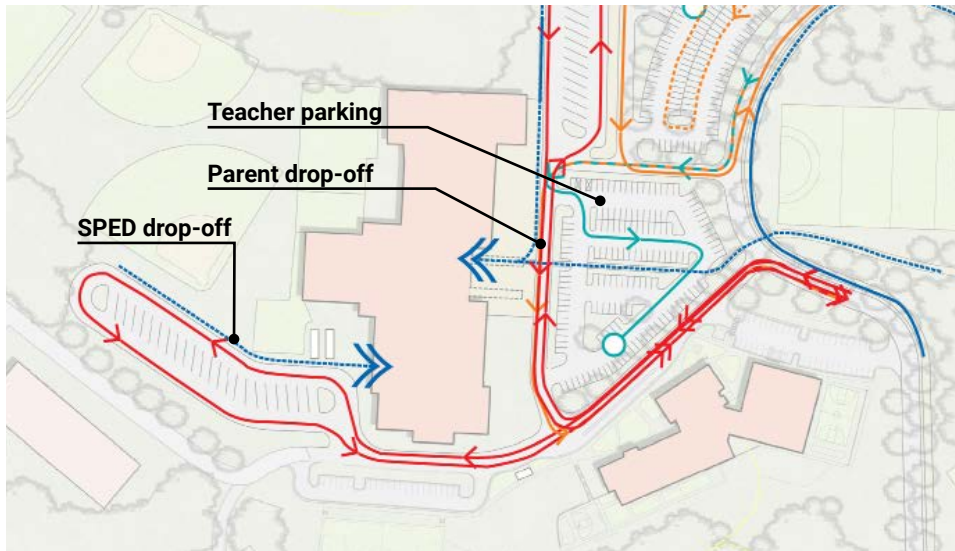


- The reconfiguration will switch the current parent and bus drop-off and pick-up locations between the Lambs Road and Hydraulic Road Parking Lots.
- Moving the parent drop-off and pick-up to the current the bus loop off Lambs Lane will provide more room for queuing. It will also allow all parents dropping off and picking up their students to enter the campus from Lambs Road and the intersection with Hydraulic Road, which is more intuitive and better suited to the traffic volume.
- Student drivers will enter the parking lot from the signalized Hydraulic Road/Lambs Road intersection.
- Buses will enter the bus drop-off/pick-up loop via the southern entrance to the campus from Hydraulic Road, separating them from cars entering the campus from Lambs Road to drop-off and pick-up students at Greer and Journey.
- This reconfiguration will allow the center entrance to the AHS parking lot from Hydraulic Road to be closed.
- A new sidewalk will be constructed between the northeast corner of AHS and Lambs Road and create a continuous walking route between the Hydraulic Road intersection and the Campus Green



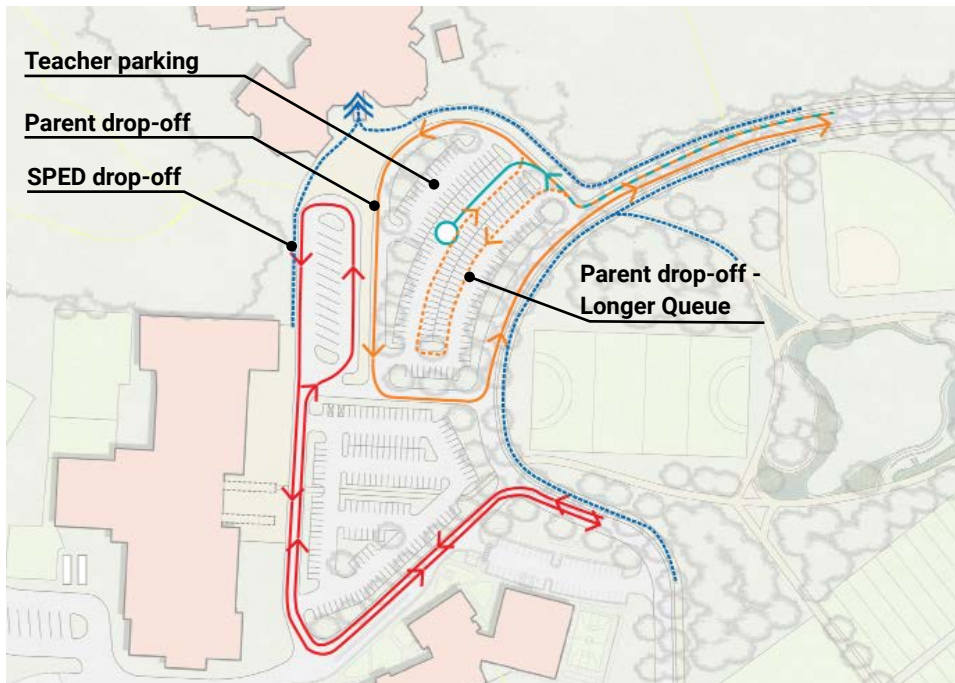
A new sidewalk will be constructed between the north

## JOURNEY MIDDLE SCHOOL



- The Journey bus drop-off, pick-up and staging area will be moved to the rear of the school to extend queuing space for parent drop-off and pick-up.
- This move will increase the number of parking spaces in the lot to compensate for parking spaces lost in the rear of the school, while also creating additional exit points for staff and parents to reduce congestion at arrival and dismissal.
- Buses traveling from AHS to Journey will use the First Section of the Main Loop Road to be completed, which is unlikely to be used by parents dropping off and picking students at the two schools.
- All informal and gravel parking areas will be removed from the Main Loop Road at Greer ES and between the AHS stadium and baseball field, to reduce congestion and supervision challenges for AHS staff.

## GREER ELEMENTARY SCHOOL



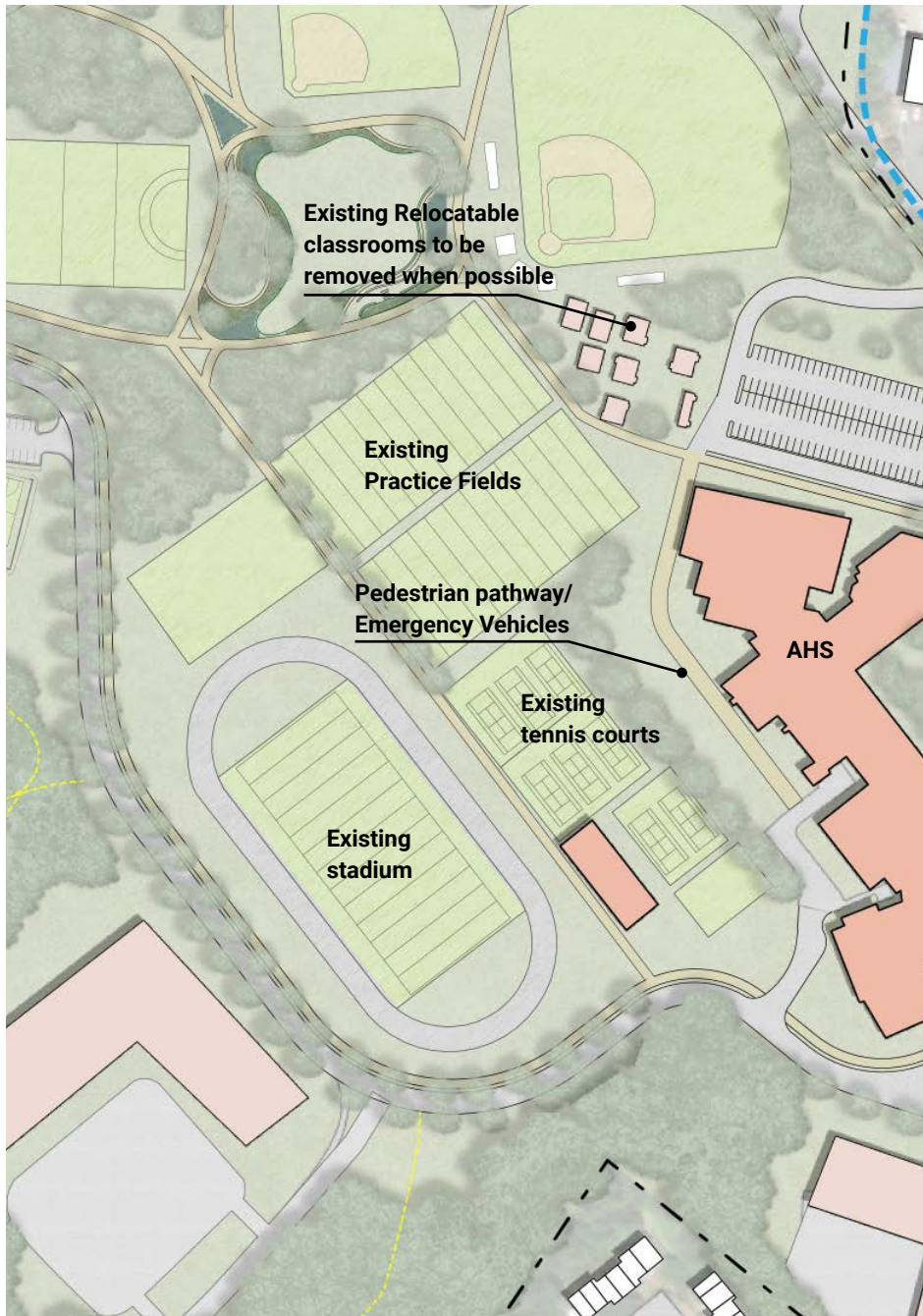
- The Greer bus and parent drop-off and pick-up lines will be switched to create a longer queuing line for parents, improve visibility for buses, and reduce congestion and increase safety overall.

### LEGEND - MORNING ROUTES

- Bus
- Parent Student Drop-off
- Student/Teacher Parking
- ... Pedestrian



# AHS ATHLETIC COMPLEX

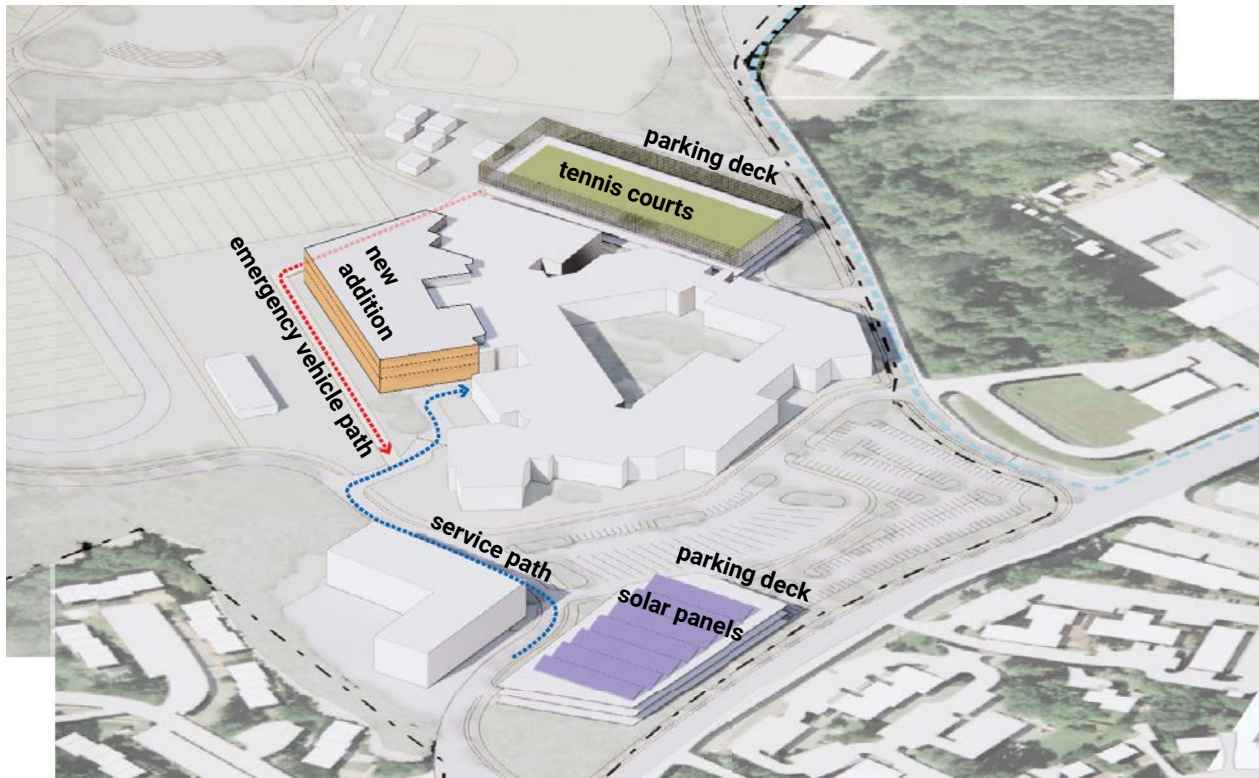


- The master plan aims to improve the area behind the AHS by configuring the main pedestrian paths.
- Currently, the main area of safety concern is at the back of the school which is hard to monitor with the given personnel.
- The Main Loop Road and increased pedestrian traffic will improve student safety by increasing the number of community members present.
- The Master Plan propose removing the special education bus drop-off area and parking to create pedestrian pathway that can also be used by emergency vehicles.
- The special education drop-off will be moved to the front of the school as part of the AHS parking/ drop-off/ pick-up reconfiguration.

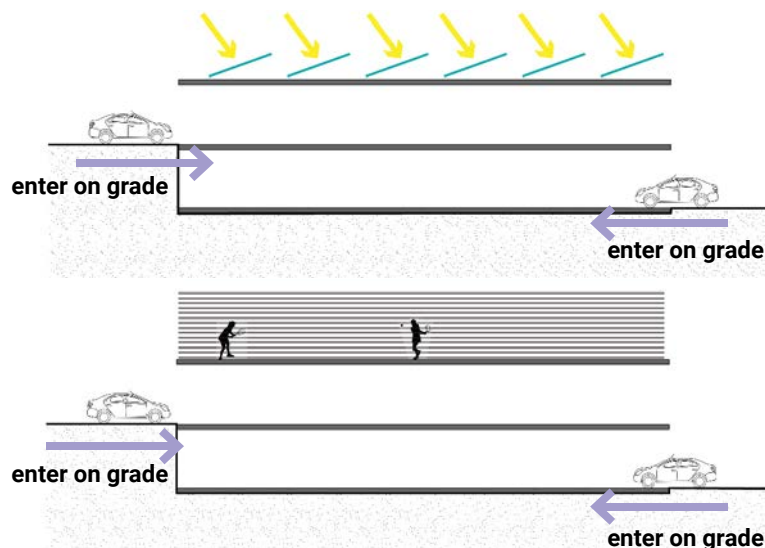




# AHS ADDITIONS & PARKING DECKS



- If needed, an addition to AHS could be located on the western side of the school to orient the school towards the athletic fields and Campus Green.
- If AHS is expanded and additional parking spaces are needed in the future, it will be possible to construct two-level parking decks on the Lambs Road Parking Lot and on the southern end of Hydraulic Road Parking Lot.
- Both parking decks could be covered with solar canopies to generate additional renewable power on the campus.
- The Lambs Road Parking Lot could be constructed with a third level for tennis courts to replace the tennis courts between AHS and the stadium and create a larger gathering space for school and community uses.
- The special education bus drop-off and pick-up area to the rear of AHS will be replaced with a continuous pedestrian path that may also be used to give emergency vehicles a continuous route around the perimeter of the building.





# WAYFINDING

## METHODOLOGY

A wayfinding system that supports intuitive navigation of a Campus immediately put visitors of all backgrounds at ease, reducing stress and building their confidence that they will be able to find their destinations.

The organizational strategy that supports a wayfinding system provides a framework for the wayfinding and sign program on a site.

Providing the appropriate information to support visitors on their path is dependent on a clear hierarchy of destinations that is then reflected in the visual hierarchies of the graphic elements and size of each sign type.

The sign hierarchy described here serves to support the overarching goal of turning Lambs Lane from a collection of unrelated buildings into a cohesive Campus, creating a sense of place and inviting the larger community into the Campus to take advantage of its many resources.

## SIGN SERIES HIERARCHY

### Series 100: Lambs Lane Campus

#### Series 200: Educational Facilities

- Albemarle High School
- Boys & Girls Clubs
- Greer Elementary School
- Journey Middle School
- Ivy Creek School

#### Series 300: Support Facilities

- Auxiliary Buildings
- Sports Fields & Facilities
- Public Trails
- Public Amenities
- Parking Lots

### The Main Loop Road

- Will support wayfinding by clearly leading to all the main destinations on the Campus: Greer, Journey, Ivy Creek, the Boys and Girls Club and AHS.
- Will create intuitive entry points to these destinations for parents and visitors and reduce conflict points between cars and buses.
- Will also provide intuitive entry points to future buildings on Campus including the buildings that may be constructed along the secondary loop road.
- Will be supported by a clear network of walking and bike paths to connect all destinations by foot and bike.
- Wayfinding will be reinforced by a visual hierarchy of sign types.

### Series 100

- Signs will identify destinations along the main loop road.
- Identification signs at both entrances to the campus will be the most visually prominent to reinforce Lambs Lane as a destination.
- The main destinations will have the next largest signs, which will be located near the primary vehicular entrance drives off the main loop road.
- Signs for individual buildings will either be mounted on the buildings or free-standing close to the main entrances to the buildings.

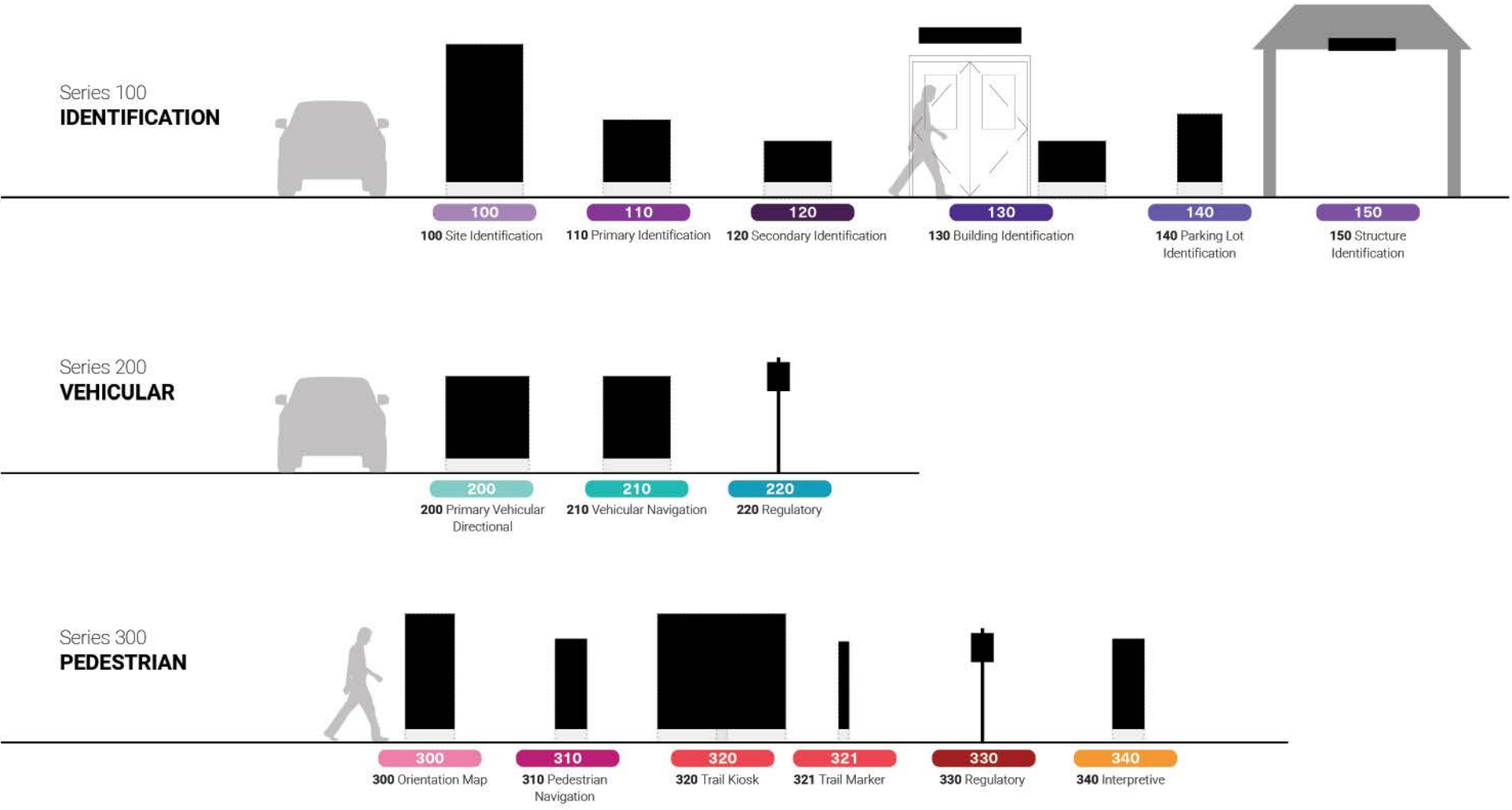
### Series 200

- Signs will facilitate wayfinding by providing information at critical decision points for drivers navigating the campus.
- Primary directional signs will be located at the edge of campus to identify all main destinations.
- Vehicular navigation signs will provide more location-based information at critical decision points throughout the site.

### Series 300

- Signs will facilitate wayfinding for pedestrians.
- Though this type of sign is currently absent, it will become critical to orient pedestrians as the campus becomes an increasingly significant destination and community asset.
- Larger orientation maps will be provided at one or more central locations to encourage visitors to explore the expanded public amenities including athletic fields, gathering spaces, and the trail network.
- The trail network will be enhanced by kiosks at trailheads and trail markers with trail names and other identifying information, such as colors, icons, and alpha-numeric designations.
- Environmental features on Campus, such as bio retention facilities or rain gardens, creeks and gullies will be enhanced with pedestrian-oriented interpretive signs to explain their significance and function.

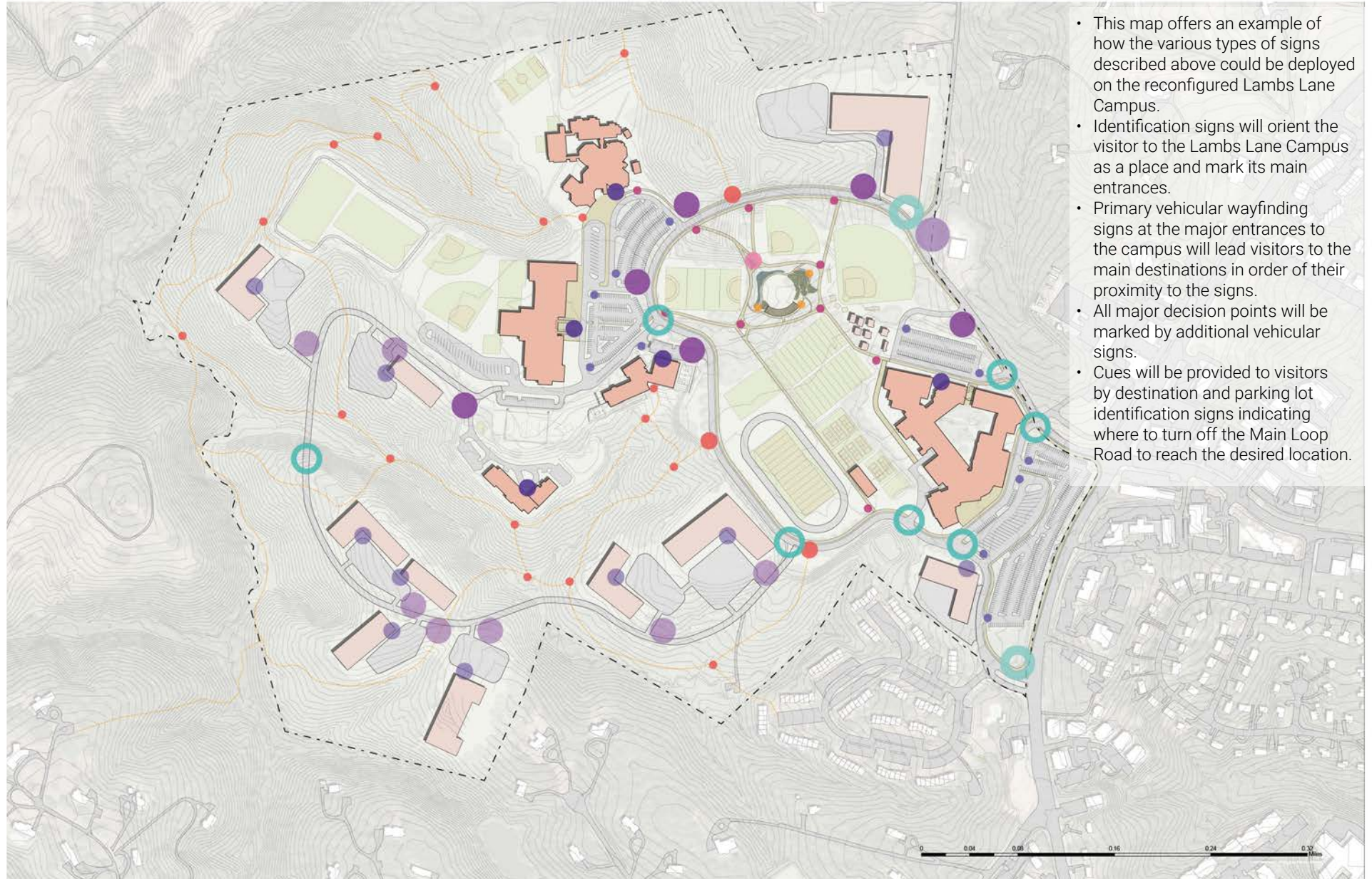
# SIGN FAMILY WIREFRAME





# PROGRAMMING DIAGRAM

100	100 Site Identification	140	140 Parking Lot Identification	220	220 Regulatory	330	330 Regulatory
110	110 Primary Identification	150	150 Structure Identification	300	300 Orientation Map	340	340 Interpretive
120	120 Secondary Identification	200	200 Primary Vehicular Directional	310	310 Pedestrian Navigation		
130	130 Building Identification	210	210 Vehicular Navigation	320	320 Trail Signage		



- This map offers an example of how the various types of signs described above could be deployed on the reconfigured Lambs Lane Campus.
- Identification signs will orient the visitor to the Lambs Lane Campus as a place and mark its main entrances.
- Primary vehicular wayfinding signs at the major entrances to the campus will lead visitors to the main destinations in order of their proximity to the signs.
- All major decision points will be marked by additional vehicular signs.
- Cues will be provided to visitors by destination and parking lot identification signs indicating where to turn off the Main Loop Road to reach the desired location.

# SIGN FAMILY CONCEPT DESIGN





# SIGN PRECEDENTS



- Precedent images on these pages illustrate fresh, timeless signs that are also economical, flexible, and easily maintained
- These signs utilize color coding as a powerful wayfinding tool to ensure visitors of all abilities can successfully navigate a site.
- Iconography that can be understood at a glance provides additional visual cues to visitors.
- Uniformity of material, color, typography, iconography, and scale make the signs easy to interpret and follow.
- Lettering is highly visible in daylight, and is also treated with reflective materials for visibility at night.
- Examples of sign families show how different sign types can utilize these uniform features at different scales to provide visual identity and cohesion across the entire Campus.

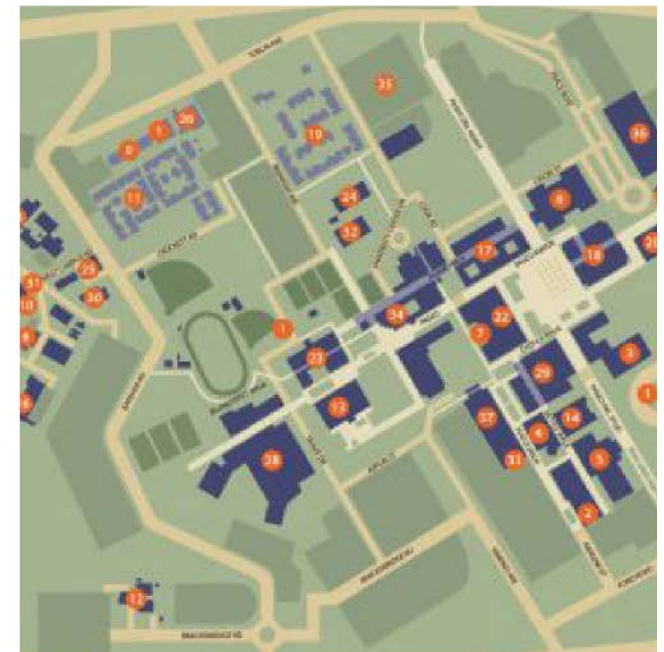
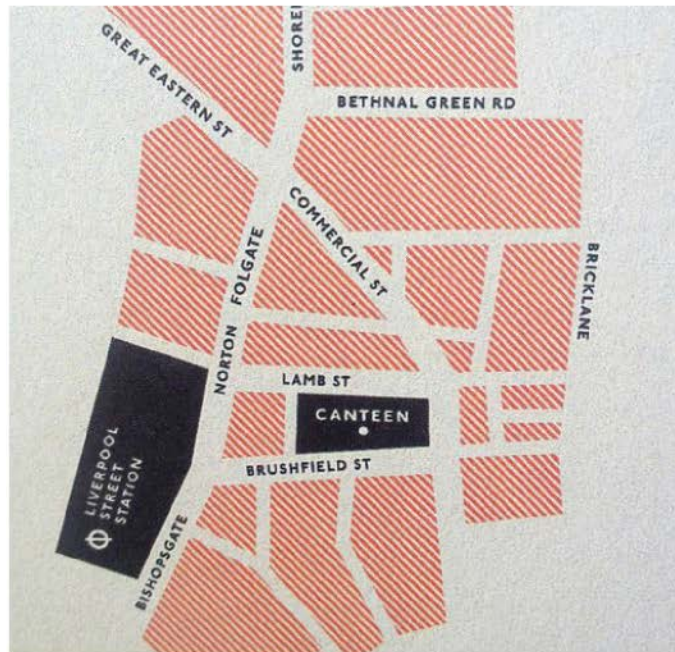
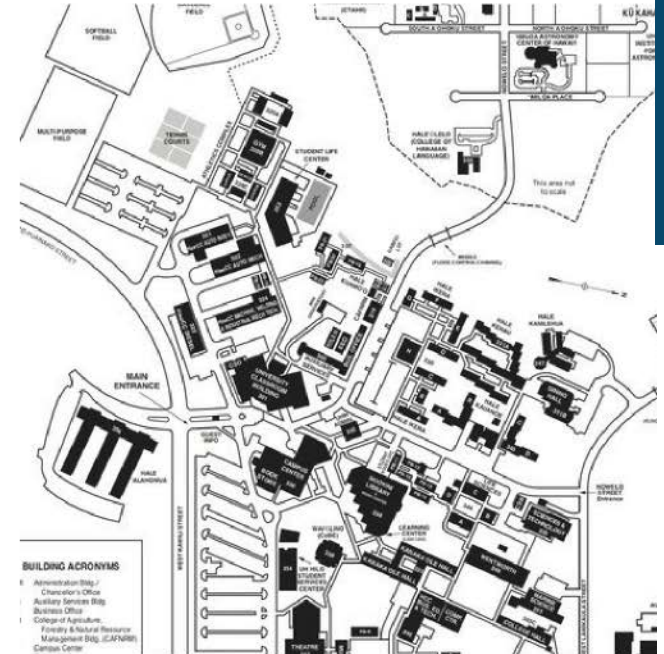




# MAPPING

Informational maps and site directories serve to support the pedestrian in exploring the full offerings of a campus. The detail provided in these campus maps can help a user plan their visit and orient them to features or opportunities they were not aware were available to them.

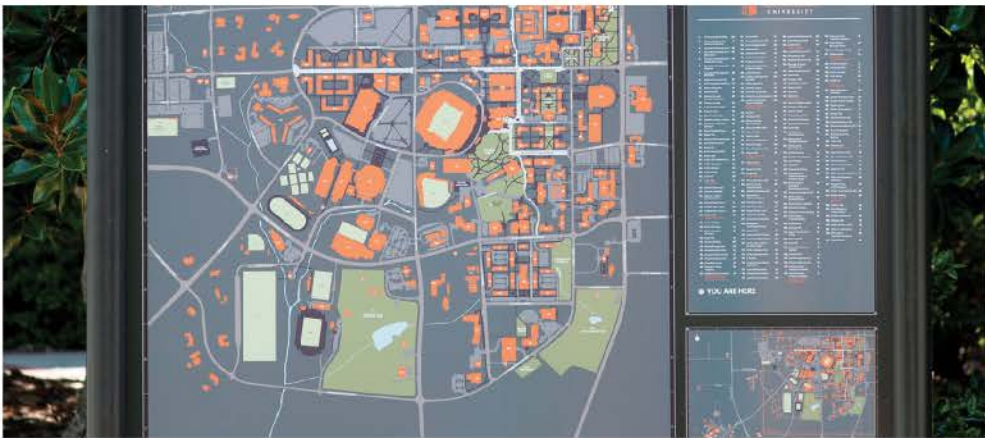
Maps should be located at high volume pedestrian traffic areas and provide information that helps visitors navigate to public amenities





# MAPPING

MASTER PLAN



# ENERGY PLAN

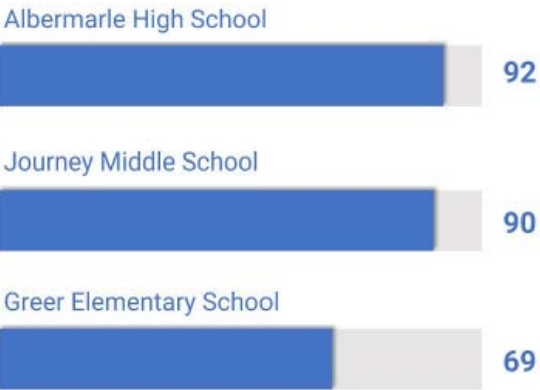
## CURRENT ENERGY USE

### Benchmarking

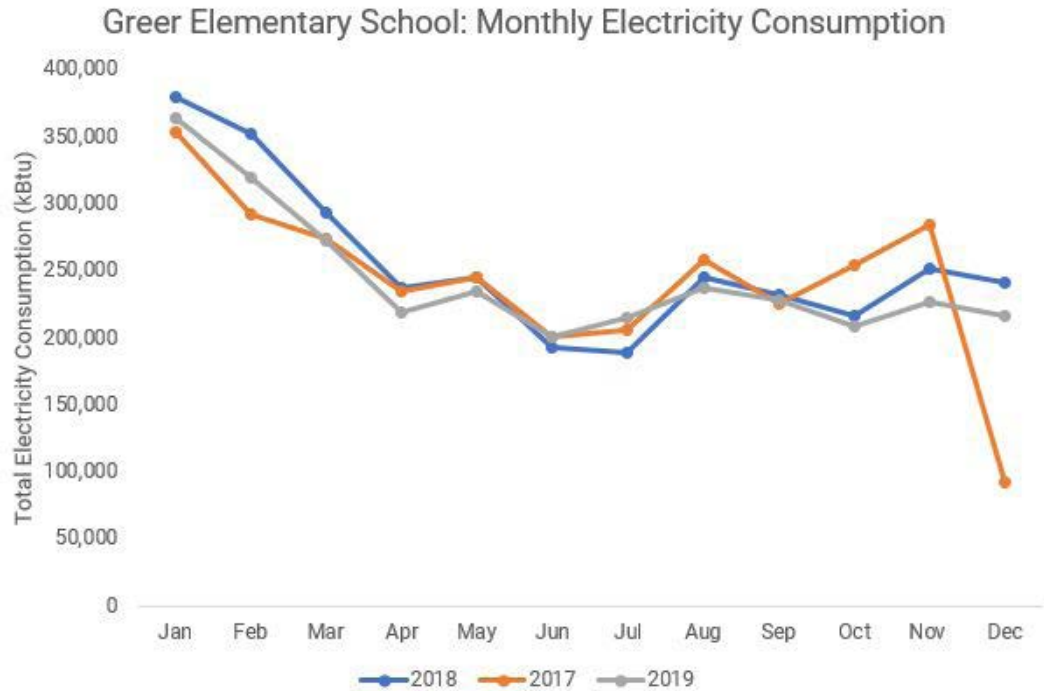
EPA ENERGY STAR: The Environmental Protection Agency (EPA) has a well utilized energy benchmarking program for commercial buildings, known as the ENERGY STAR system. Based on measured data through the commercial buildings energy consumption survey (CBECS), a building's actual and proposed energy performance can be benchmarked. EPA ENERGY STAR Target Finder was used to benchmark the building Energy Use of schools on the Lambs Lane Campus with similar buildings in similar locations.

An ENERGY STAR Score of 50 represents median energy performance. While the schools were all above the Median, AHS and Journey were close to 100 indicating high performance. On the other hand, an ENERGY STAR Score of 69 for Greer indicates possible opportunities to reduce annual energy consumption. A further review of Greer's Electricity consumption was undertaken.

### 2018 ENERGY STAR SCORE Jan 2018-Dec 2018



### Energy Use Trends and Observations



From the chart on the left, we can see that electricity consumption remains about the same May through September. This is atypical for a school where it is expected that energy consumption would reduce during the summer months when the students are not in session. Insights provided by the ACPS facilities staff at Lambs Lane noted that even though summer operation involves a reduced number of occupants, there was not much change in operations.



# RECOMMENDATIONS & OPPORTUNITIES

## Optimize Use of Buildings in the Summer

Fewer students on the campus in the summertime should relate to reduced energy consumption and energy costs. This can be achieved through optimization of the space being utilized in the summer to align with HVAC zoning so that certain systems can be shut down in the summer.

## Campus Central Utility Plant

Efficiency of HVAC systems could be increased through the central utility plant. By combining system needs, there would be significant reduction in operations and maintenance costs as compared to servicing decentralized equipment. Higher efficiency would also lead to reduced operating costs.

## All-Electric Ready Campus

Campus and schools were initially designed to be all-electric but subsequent renovations included the use of fossil fuels. Use of geothermal well fields with systems that eliminate the use of fossil fuels would prepare the campus to be net-zero ready.

## Asset Tagging

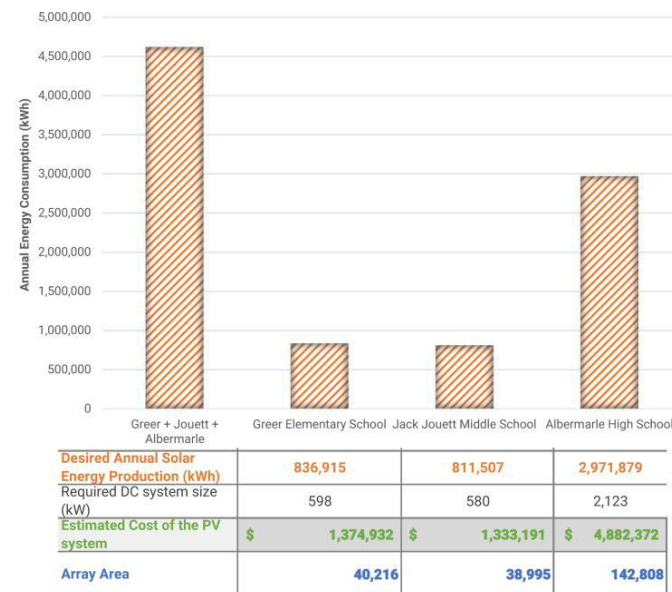
The Building Services team is currently targeting increased use of asset tagging. Allowing asset tagging to feed into work order tracking as well as facility condition assessments will allow better correlation of energy and indoor environmental quality.

## Integrate Operations with Diagnostics Team

Siemens, ACPS provider of Building Automation Systems (BAS) has a strong partnership with ACPS for ongoing diagnostics of various mechanical systems. Opportunity for energy savings and transfer of knowledge to ACPS operations staff could be achieved by creating the position of energy manager in Building Services. This position is

## PHOTOVOLTAIC STUDY

The installed PV at Albermarle High School produces about 150,000 kWh per year. Using the 2018 energy consumption data, the total campus would require about 230,000 sq. ft. of PV to be Net Zero. It is recommended that energy saving reductions be targeted on site before installation of PV.



# ZERO ENERGY DESIGN GUIDE (K-12 Schools, Climate Zone 4A)

## Energy Use Intensity (EUI) Target: 20

- EUI is an indicator of the energy efficiency of a building's design and/or operations. It is expressed as a energy per square foot per year.

## Max U-Factor of windows and doors with glass (Max U-Factor): 0.36

- U-Factor of openings is the rate at which a window or door transmits non-solar heat flow.

## Max Solar Heat Gain Coefficient (SHGC) of windows and doors with glass: 0.34

- SHGC estimates solar radiation that passes through glass relative to the amount of solar radiation hitting the glass.

## Percentage of glass vs wall in a building - 30% -35%

- Percentage of 30%-35% allows appropriate daylighting, ventilation, and views while controlling the amount of heat gain through windows

## Recommended target air leakage rate: 0.25 cfm/sq. ft.

- Air leakage rate measures the unintentional transfer of air through the building envelope.

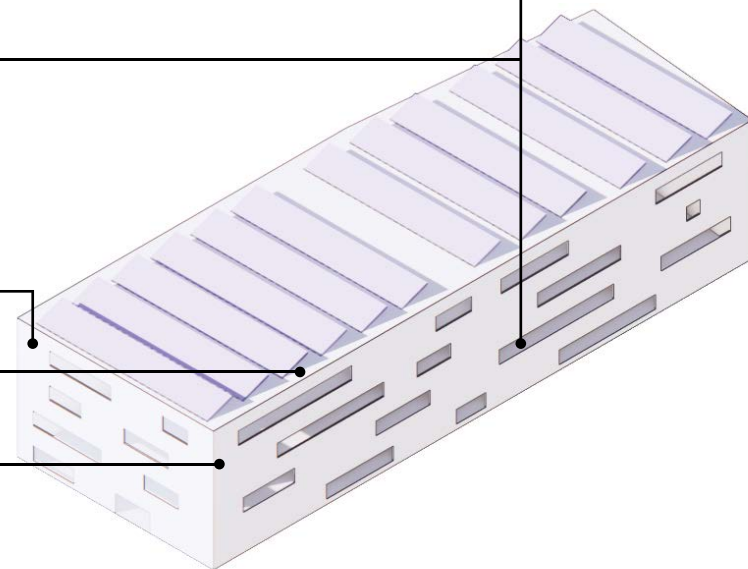
## Roof U-factor: 0.03 (R-30)

- U-Factor of roof is the rate at which a roof assembly transmits non-solar heat flow.

## Wall U-factor: 0.061 (approx.. R-16 c.i.)

- U-Factor of wall is the rate at which a wall assembly transmits non-solar heat flow.

**We recommend that these standards are reviewed regularly as they are likely to be raised over time**





# OPINION OF PROBABLE COST

## Introduction

DLR Group team member Downey & Scott, LLC has prepared the following opinion of probable cost for the various components of the Master Plan. This opinion of probable cost is a Rough Order of Magnitude (ROM) estimate to be used for capital planning and budgeting processes. It provides a rough idea of cost for each of the major design components proposed in the Master Plan. It is based on the very limited information available to date and is not an accurate forecast of the amount any component of the project will eventually cost to construct.

## ROM Estimate

The ROM estimate comprises construction, escalation, soft costs, and estimating contingencies recommended for all the major design components of the Master Plan. Escalation is the percentage by which construction costs are predicted to increase each year. Soft costs comprise architecture/engineering, testing and inspection fees and other costs that would typically be the direct responsibility of ACPS and not be included in construction costs. Estimating contingencies are intended to compensate for the limited amount of preliminary information on which the ROM estimates were based. The major design components of the Master Plan are assembled into thirteen separate Groups, that would most probably be designed, bid, and constructed together. In the following summary of ROM estimates for each Group estimated cost escalation percentages are applied to each Group over the next twenty years to aid capital planning.

## Escalation

Though in the long-term escalation has averaged about 3% per year, it is highly subject to fluctuations caused by market conditions. Due to the prolonged COVID-19 epidemic, which has disrupted the supply and labor chain, the current construction market is highly volatile and construction costs are escalating at a much higher rate than normal. Indeed, the Virginia Bureau of Capital Outlay Management has advised school divisions to budget for 16% escalation between January 1 and December 31, 2022. Downey & Scott has prepared a Construction Market Watch Advisory, dated May 6, 2022, and included in the Appendix, which lays this situation out in greater detail.

## Wayfinding Plan

Though the opinions of probable cost include wayfinding signs, it is recommended that a more detailed Wayfinding Plan, be developed for the entire Campus before implementation of any of the design components proposed in the Master Plan, especially if some new signs are to be installed in advance of any of the proposed design components.

## Transportation Plan

It is recommended that ACPS conduct a comprehensive student transportation plan before identifying locations and developing specific proposals for relocation of the Transportation Services facilities.

# ACPS Lambs Lane Master Plan Cost Estimating Groups

Groups	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	2033	2034	2035	2036	2037	2038	2039	2040	2041	2042
% escalation per year	0.0%	15.0%	20.3%	25.3%	29.8%	33.8%	37.3%	40.3%	42.8%	44.8%	47.5%	49.5%	51.5%	53.5%	55.5%	57.5%	59.5%	61.5%	63.5%	65.5%	67.5%
<b>Group 1</b>	\$6,734,400	\$7,744,560	\$8,098,116	\$8,434,836	\$8,737,884	\$9,007,260	\$9,242,964	\$9,444,996	\$9,613,356	\$9,748,044	\$9,933,240	\$10,067,928	\$10,202,616	\$10,337,304	\$10,471,992	\$10,606,680	\$10,741,368	\$10,876,056	\$11,010,744	\$11,145,432	\$11,280,120
M Journey Bus Reconfiguration																					
L Journey Parking Reconfiguration																					
<b>Group 2</b>	\$7,765,056	\$8,929,814	\$9,337,480	\$9,725,733	\$10,075,160	\$10,385,762	\$10,657,539	\$10,890,491	\$11,084,617	\$11,239,919	\$11,453,458	\$11,608,759	\$11,764,060	\$11,919,361	\$12,074,662	\$12,229,963	\$12,385,264	\$12,540,565	\$12,695,867	\$12,851,168	\$13,006,469
Q Demolish Field House																					
N First Section Main Loop Road																					
R New Field House																					
<b>Group 3</b>	\$7,481,040	\$8,603,196	\$8,995,951	\$9,370,003	\$9,706,649	\$10,005,891	\$10,267,727	\$10,492,159	\$10,679,185	\$10,828,805	\$11,034,534	\$11,184,155	\$11,333,776	\$11,483,396	\$11,633,017	\$11,782,638	\$11,932,259	\$12,081,880	\$12,231,500	\$12,381,121	\$12,530,742
B Hydraulic Road Landscape																					
S Internal Connector Road																					
C HS Parking Reconfiguration																					
A HS Bus Drop-Off Reconfiguration																					
<b>Group 4</b>	\$234,240	\$269,376	\$281,674	\$293,386	\$303,926	\$313,296	\$321,494	\$328,522	\$334,378	\$339,062	\$345,504	\$350,189	\$354,874	\$359,558	\$364,243	\$368,928	\$373,613	\$378,298	\$382,982	\$387,667	\$392,352
P HS Athletic Complex																					
<b>Group 5</b>	\$11,429,250	\$13,143,638	\$13,743,673	\$14,315,136	\$14,829,452	\$15,286,622	\$15,686,646	\$16,029,523	\$16,315,254	\$16,543,839	\$16,858,144	\$17,086,729	\$17,315,314	\$17,543,899	\$17,772,484	\$18,001,069	\$18,229,654	\$18,458,239	\$18,686,824	\$18,915,409	\$19,143,994
Z Construct Parking Deck, Tennis Courts, & Solar Canopy																					
<b>Group 6</b>	\$11,204,250	\$12,884,888	\$13,473,111	\$14,033,323	\$14,537,514	\$14,985,684	\$15,377,833	\$15,713,961	\$15,994,067	\$16,218,152	\$16,526,269	\$16,750,354	\$16,974,439	\$17,198,524	\$17,422,609	\$17,646,694	\$17,870,779	\$18,094,864	\$18,318,949	\$18,543,034	\$18,767,119
Y Construct Parking Deck & Solar Canopy																					
<b>Group 7</b>	\$13,650,000	\$15,697,500	\$16,414,125	\$17,096,625	\$17,710,875	\$18,256,875	\$18,734,625	\$19,144,125	\$19,485,375	\$19,758,375	\$20,133,750	\$20,406,750	\$20,679,750	\$20,952,750	\$21,225,750	\$21,498,750	\$21,771,750	\$22,044,750	\$22,317,750	\$22,590,750	\$22,863,750
I Relocate Transportation Services Demo Existing Building																					
Sitework New Transportation Center																					
J Relocate Fueling Station																					
<b>Group 8</b>	\$6,041,928	\$6,948,217	\$7,265,418	\$7,567,515	\$7,839,402	\$8,081,079	\$8,292,546	\$8,473,804	\$8,624,852	\$8,745,691	\$8,911,844	\$9,032,682	\$9,153,521	\$9,274,359	\$9,395,198	\$9,516,037	\$9,636,875	\$9,757,714	\$9,878,552	\$9,999,391	\$10,120,229
H North Section Main Loop Road																					
W Relocate Softball Field																					
D Relocate Baseball Field																					
E Existing Lacrosse Field To Remain																					
V Demolish Original Section of Lambs Road																					
K Green Parking/Bus Reconfiguration																					
<b>Group 9</b>	\$6,778,590	\$7,795,379	\$8,151,254	\$8,490,184	\$8,795,221	\$9,066,364	\$9,303,615	\$9,506,972	\$9,676,437	\$9,812,009	\$9,998,420	\$10,133,992	\$10,269,564	\$10,405,136	\$10,540,707	\$10,676,279	\$10,811,851	\$10,947,423	\$11,082,995	\$11,218,566	\$11,354,138
X Relocate Building Services Demo Existing Building																					
Sitework																					
<b>Group 10</b>	\$0																				
G New Building Site																					
<b>Group 11</b>	\$1,515,240	\$1,742,526	\$1,822,076	\$1,897,838	\$1,966,024	\$2,026,634	\$2,079,667	\$2,125,124	\$2,163,005	\$2,193,310	\$2,234,979	\$2,265,284	\$2,295,589	\$2,325,893	\$2,356,198	\$2,386,503	\$2,416,808	\$2,447,113	\$2,477,417	\$2,507,722	\$2,538,027
F Central Green Space																					
<b>Group 12</b>	\$0																				
O New Building Site																					
<b>Group 13</b>	\$7,803,120	\$8,973,588	\$9,383,252	\$9,773,408	\$10,124,548	\$10,436,673	\$10,709,782	\$10,943,876	\$11,138,954	\$11,295,016	\$11,509,602	\$11,665,664	\$11,821,727	\$11,977,789	\$12,133,852	\$12,289,914	\$12,445,976	\$12,602,039	\$12,758,101	\$12,914,164	\$13,070,226
T Secondary Loop Road																					







A photograph of a woman and a young girl sitting at a table in a library, reading a book together. The woman, on the right, has blonde hair and is wearing a floral patterned shirt and a blue face mask. The girl, on the left, has dark hair and is wearing glasses, a patterned shirt, and a pink face mask. They are both looking at an open book on the table. The background shows white shelves filled with books and colorful storage bins. The entire image is overlaid with a semi-transparent green filter.

# 6 CONCLUSION



**Vision**

The Master Plan presented in this document embodies the shared vision of ACPS and County stakeholders and leaders that the Lambs Lane property be transformed from a collection of buildings into the main ACPS Campus serving and worthy of the many ACPS families, teachers and staff, and County residents who use it. Under this vision, use of the Campus among County residents will increase over time, and the Campus will become a destination for County residents wishing to hike the trails, relax in a natural setting, participate in field sports, or gather for community events.

**Environment**

The multi-story new buildings and parking decks proposed in the Master Plan may seem more urban than might be desired or appropriate on this Campus. Nevertheless, they are necessary when buildable land is limited, natural resources must be preserved, and impermeable surfaces must be minimized to facilitate storm water management. Seemingly urban solutions are needed to preserve the natural resources and tread on the land as lightly as possible.





### Implementation

The initial loop road should be completed as soon as possible to provide a second access to Greer, Journey, Ivy Creek, the Boys and Girls Club and future buildings and reinforce the main feature of the Campus: the Campus Green. Other components of the plan, such as reconfiguration of the AHS, Greer and Journey bus loops and parking lots, may be completed in stages when funds are available and appropriate temporary measures have been developed to prevent disruption to operations. The existing Campus Green, however, cannot be expanded to the north until the Transportation Services and fueling facilities have been replaced elsewhere and demolished. This means that ACPS should start planning for relocation of Transportation Services immediately.

### Relocation of Transportation Services and Fueling Facilities

Completion of the Campus Green and main loop road proposed in the Master Plan is contingent on relocation of the Transportation Services and fueling facilities off the Campus. Though not in the scope of this Master Plan, finding a new location with suitable topography for Transportation Services maintenance shops, administration, and bus parking, sufficiently far removed from residential areas where they would not be welcome, will be difficult given the County's topography and the need to contain costs. As school buses transition from diesel to electric power over the next twenty years, and maintenance requirements are reduced, a distributed bus parking model should be considered. This model could realize substantial efficiencies by reducing both the number of miles driven each day and energy consumption, while also improving service for ACPS students and possibly reducing the number of drivers needed. As solar renewable energy and battery storage systems become more efficient and less expensive, ACPS should also consider generating the power to drive the electric buses where they are parked through a solar PPA. Solar arrays could be ground-mounted or mounted on a canopy above the bus parking lot, which would also facilitate charging.

### Relocation of Building Services Facilities

Though less critical to implementation of the overall Master Plan than relocation of Transportation Services off campus, relocation of Building Services to create the site for a new building and/or additional parking. Though not in the scope of this Master Plan, finding a new location for Building Services facilities, shops, and parking is likely to be less challenging than finding a new location for Transportation Services because less space is required and the uses are less intrusive.



**Funding**

Most school divisions struggle to fund capital projects and complete them when they want to within available debt capacity. It is appropriate that capital projects directly impacting student capacity and educational adequacy take precedence over those that do not. This puts funding for the various capital projects proposed in the Lambs Lane Campus Master Plan at a distinct disadvantage and calls for creativity if implementing the Plan is to become a reality within an acceptable time frame. Recognizing that the Lambs Lane Campus is as much a County asset as it is an ACPS asset, it is recommended that the County commit to partially or fully funding some or all of the capital projects that are shared by both entities. In addition, it is recommended that ACPS and the County explore other means of funding some of the capital projects proposed in the plan through P3s, solar PPAs and other sources that do not directly impact debt capacity for capital projects that are needed to address teaching and learning, educational adequacy, and student capacity.





# 7 APPENDIX





# VALUES

ALBEMARLE COUNTY  
PUBLIC SCHOOLS

Lambs Lane Master Plan Values Report



January 2022

# VALUES Workshop

## What is VALUES?

VALUES stands for Viewing Architecture through the Lens of User Experience and Sustainability. This approach focuses on how sustainable design solutions impact the way users interact with and experience their surroundings.

Sustainability is an evolved conversation. It has moved beyond a resource conservation movement to include climate change, human health, community and economic health, resilience, regeneration, behavior awareness and eco-system integrity. Such a broadened definition of sustainability today requires new perspectives in processing competing planning parameters to provide a holistic solution that values the health of end users, the immediate local communities, and the larger eco-systems.

Simply put, thinking beyond the building.

Many organizations start their sustainability framework by aligning with a sustainability building rating system, but what we know about all these rating systems is they range from prescriptive to performance-based criteria, and they all focus on a variety of topics but not a holistic picture. Or you may end up chasing points for a system that your organization and stakeholders view as a misalignment with your organization's values. Thus, our VALUES framework to connect all the topics of sustainability to User Experience (UX) was born.

VALUES is a framework entirely built on User Experience and is an effective tool in generating conversation and obtaining consensus among stakeholders for project priorities. The set of VALUES developed through an engaging workshop becomes the guiding principles for the rest of the project process and establishes a set of decision-making values representative of your stakeholders and their desired User Experience.

## What activities were included?

Over the course of two virtual sessions, attendees participated in the following activities, which were framed by a series of educational topics related to resource conservation, human health, ecology, and community health:

- 1. Headline** – participants imagined a headline that described the Center's ideal future in 10 years, but they also looked back to the goals that were established over 20 years ago when the building for the center was initially envisioned.
- 2. VALUES Prioritization** – participants went through a series of sustainability-related themes and design directions to identify top goals for the project.
- 3. See Feel Measure** – for each of their top goals selected, participants identified what they would see, feel, and measure if the project succeeded in implementing that goal.

## Who participated?

Via Zoom, key stakeholders were invited to a virtual workshop to investigate sustainability topics through the activities outlined above. Stakeholders represented the LLC Master Plan project steering committee, school board, school representatives, local government, and community partners. All stakeholders were divided into three groups with one group made up of steering committee members and the other two groups comprised of a cross-section of representation, so conversations represented multiple viewpoints and perspectives.





# Sustainability Topics

## What is sustainability?

Sustainability is centered around the core idea of meeting current needs while preserving the ability of future generations to do the same.

*It goes beyond ecological health and resource conservation to incorporate human health and community health; sustainability cannot be achieved without ecological, social, and economic balance. The VALUES exercise is organized into twelve themes that address this holistic definition of sustainability.*

### ACCESS + MOBILITY

Encompasses transit-oriented design, providing transportation options, decarbonizing transportation, and improving walkability and safety.



### EQUITABLE DEVELOPMENT

A project can ignite change in communities by providing equitable access to programs, resources, and opportunities, promoting affordability, and advocating for those in need.



### OUTDOOR ENVIRONMENTAL QUALITY

Projects can use their outdoor spaces to restore ecology, build community, and create a strong sense of place.



### COMMUNITY CONNECTOR

A project can support its community by providing public resources and programs, encouraging neighborhood vitality, forging partnerships, and involving the public in decision-making processes.



### HEALTH + WELL-BEING

A project's design can promote mental, physical, and emotional well-being and support users in accomplishing their personal goals.



### PROCUREMENT + OPERATIONS

Projects can establish practices that support safety and security, efficient operations, and responsible procurement and disposal.



### CULTURE + IDENTITY

*A project can use design to celebrate its history and context and develop a strong sense of place that speaks the identities of occupants and surrounding communities.*



### INDOOR ENVIRONMENTAL QUALITY

*Acoustic comfort, air quality, thermal comfort, and visual comfort support occupant health and well-being, cognitive function, and performance.*



### RESILIENCY

Intentional design can support the ability of buildings, sites, individuals, and communities to respond to, withstand, and recover from stressful or adverse situations.



### ENERGY

Generating renewable energy, reducing energy consumption and cost, modeling how a proposed building design will perform in the future, and intentionally selecting building systems.



### MATERIALS IMPACT

Building materials impact human well-being, carbon consumption (both embodied and operational), and cost over the course of their lifetimes.



### WATER

Water encompasses water quality, water and stormwater management practices, hydrological balance, and water's cultural context in a community.

# OUTCOMES

This section reviews the key themes, goals, and KPIs identified through the VALUES exercise. Establishing clear goals, a way to measure these goals, and targets that indicate success is key to achieving desired project outcomes. The following pages can serve as a roadmap to guide project decision-making in service of shared goals.

Below are key terms that will be referenced throughout the section:

**THEME** – a common thread or idea that should be carried throughout the project.

**GOAL** – a desired outcome that can realize a theme.

**METRIC** – a way of measuring progress towards achieving a goal.

**KEY PERFORMANCE INDICATOR (KPI)** – a target value for a metric that can more clearly define a goal. We will know a goal is achieved when a KPI is reached.



# Top VALUES Themes

## What are the key themes?

While groups chose different cards or interpreted cards in different ways, they often expressed similar goals and values. The following key themes arose across groups in the workshop and can be used to guide project decisions going forward. The pages to come outline each priority, the cards chosen within it, and the goals that support it.



### SAFE CAMPUS ACCESSIBILITY AND MOBILITY

The transit issue to campus and within campus leads to higher levels of stress for faculty, parents, students, and the community. As a top theme identified consensus was clear improvements in creating a pedestrian and bicycle friendly campus, clarity to visitors around wayfinding and overall improved experience arriving to or leaving campus was desired.



### EQUITY & INCLUSION

The student population comes from a variety of socioeconomic status the staff should be reflective of the student population, exhibiting pathways to students for a variety of careers. Allocation of and access to resources on the campus shall lead to socioeconomic justice on campus, within the district and community. Stakeholders emphasized the importance of creating an equitable, welcoming, experience for all.



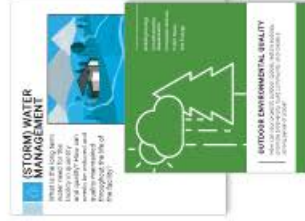
### COMPREHENSIVE HEALTH & WELL-BEING

Positive contribution to overall health and well-being of students, faculty, parents, and the community arose as a top theme. There were multiple approaches and ideas shared, but a comprehensive approach like the World Health Organization's social determinants of health would be required to address physical and mental health through active spaces and access to resources.



### AMPLIFY COMMUNITY ACCESS & PARTNERSHIPS

The community support and partnerships make Lambs Lane a successful campus. Masterplan improvements should amplify and build upon the success of these partnerships to truly offer comprehensive education opportunities that meet community needs and provide students opportunities around future careers. The existing campus resources should be made more accessible for community use.



### PROTECT AND IMPROVE THE OUTDOOR ENVIRONMENT

The campus outdoor environment is an asset and campus improvements should keep the ecological asset thriving. Aspects around stormwater management, potable water quality and air quality were among top outdoor environmental concerns and through improvements should contribute to community resiliency and risk mitigation.



### BEST PRACTICES IN OPERATIONS

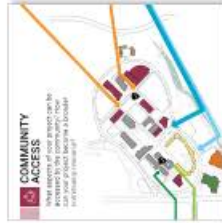
There is a consensus on building more energy efficient structures in the campus and supporting the change to electric buses. Currently, there are solar panels installed on Greer ES and Albemarle HS, and there is support to reduce the reliance on fossil fuels by focusing on solar power and geothermal sources.

## OUTCOMES

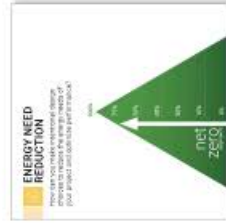
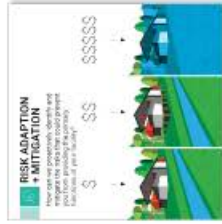
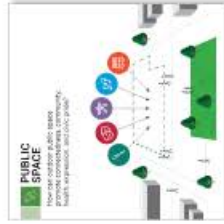
# VALUES: Chosen Cards

Which cards did each group select as most important?

group 1



group 2



group 3





# Safe Campus Accessibility and Mobility

## Theme

The transit issue to campus and within campus leads to higher levels of stress for faculty, parents, students, and the community. As a top theme identified consensus was clear improvements in creating a pedestrian and bicycle friendly campus, clarity to visitors around wayfinding and overall improved experience arriving to or leaving campus was desired. Many stakeholders selected this as a top theme due to its direct impact on other themes such as Equity & Inclusion and Health & Well-being.

## Goals

### ENHANCEMENTS TO PROMOTE SAFETY

Implement enhancements to improve the intermobility on campus and out into the community. Enhancements include crosswalks, stop signs, traffic signals and safe pathways between the buildings on campus.



**METRIC:** # Of crash data (vehicle, bicycle, etc.)

# Of Traffic Officers on Campus



**KPI:** Based on 1-2 school years of baseline data prior to improvements, identify reduction of crashes reported (e.g., first year = 30% reduction from baseline, etc.)

### PEDESTRIAN / BICYCLE CENTRIC

Implement campus site improvements that thoughtfully create a safe pedestrian and bicycle centric network.



**METRIC:** Total distance of connected pathways from campus into the community\*



**METRIC:** Number of bicycle racks provided on campus



**METRIC:** Number of Walk & Bike to School Days each school year

### WAYFINDING

Update campus wayfinding and sightlines throughout the campus leading to integral placemaking. A comprehensive integration of signage, pathways and environmental cues can reduce the stress of regular occupants and visitors to the campus.



**METRIC:** Time for walking between buildings



**METRIC:** Time required for successful drop-off and pick-up of students



\* LEEDv4.0 recommends connected pathways within a 3-mile radius from school.

# Equity & Inclusion



## Theme

The student population comes from a variety of socioeconomic status the staff should be reflective of the student population, exhibiting pathways to students for a variety of careers. Allocation of and access to resources on the campus shall lead to socioeconomic justice on campus, within the district and community. Stakeholders emphasized the importance of creating an equitable, welcoming, experience for all.

## Goals

### STAFF POPULATION REFLECTS STUDENT POPULATION

Increase staff population so that it reflects the population of students served and the surrounding community.



**METRIC** Socioeconomic status of staff compared to the student population.

### CAMPUS & COMMUNITY VITALITY

Create a beautiful and cohesive campus that is reflective of the student population, community, and the values of the district. Ensure that students, families, and the surrounding community feel welcome on campus and that they are part of the Lambs Lane Campus community. Hold events that would be relatable and have multi-cultural relevance for the community.



**METRIC:** Measure community engagement with the campus and its programs to understand who the campus is currently reaching and who it can target to expand its reach.

### IMPROVED STUDENT OUTCOMES

Improve the attendance and performance of marginalized groups by identifying barriers such as safe access to school or access to health resources.



**METRIC:** Identify and mitigate factors impacting student attendance and performance.

- # of total and new supporters
- # of events with outside partners
- Socioeconomic reach of supporters





# Comprehensive Health & Well-being



## Theme

Positive contribution to overall health and well-being of students, faculty, parents, and the community arose as a top theme. There were multiple approaches and ideas shared, but a comprehensive approach like the World Health Organization's social determinants of health would be required to address physical and mental health through active spaces and access to resources.

## Goals

### SUSTAINABLE AND HEALTHY FOOD PROGRAMS

Implement community food gardens on-campus connected to the Child Nutrition Program.



**METRIC:** Backpacks filled with fresh produce from school community gardens.

**METRIC:** Obesity in school aged children.

### LIFELONG LEARNING

Connect students and their families to career technical and/or new skills training. World Health Organization's social determinants of health connects education and educational opportunities to better job security as a non-medical factor that influences health outcomes. Providing life-long access training to adult learners in the community can help to a more positive health status in the community.



**METRIC:** Level of education and skills training completed to life expectancy\*

### ENVIRONMENTAL IMPACT ON HEALTH

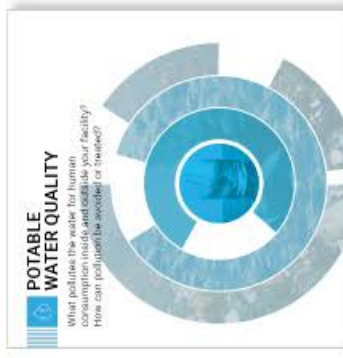
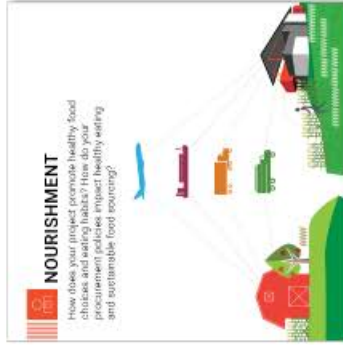
Measure the impacts of the transportation improvements and its impact on the air quality, acoustic comfort, and water quality.



**METRIC:**

Air quality (PM 2.5/ 10)

Water Quality



# Protect and Improve the Outdoor Environment

## Theme

The campus outdoor environment is an asset and campus improvements should keep the ecological asset thriving. Aspects around stormwater management, potable water quality and air quality (e.g. related to transportation exhaust and potential contamination from transportation fuel) were among top outdoor environmental concerns and through improvements should contribute to community resiliency and risk mitigation. There is a desire to protect the surrounding woodland environment and water ecology while making it more accessible for use and enjoyment by both students and the broader community. Many stakeholders wanted more robust outdoor learning opportunities, and it was also essential to create a more cohesive campus with a “sense of place” that would instill pride in the community.

## Goals

### ECOSYSTEM SERVICES ON CAMPUS

Design site improvements that installs natural infrastructure to become a resource to mitigate flooding, filter pollutants, and improve the overall outdoor experience and community resiliency.



**METRIC:**

# Of flood events

Water quality; etc.

### OUTDOOR LEARNING

Utilize existing trails and natural woodlands for learning, as well as create more formalized hardscape/landscape outdoor classrooms and gathering areas so that learning can seamlessly move outside.



**METRIC:** Number of learning hours connected to the outdoor for each grade level on campus.

Number of community learning events offered outdoors.





## OUTCOMES

# Amplify Community Access and Partnerships

## Theme

The community support and partnerships make Lambs Lane a successful campus. Masterplan improvements should amplify and build upon the success of these partnerships to truly offer comprehensive education opportunities that meet community needs and provide students opportunities around future careers. The existing campus resources should be made more accessible for community use.

## Goals

### CAMPUS IS A COMMUNITY DESTINATION

A buzz of vibrancy around the programs and services offered at the Lambs Lane campus create a sense of community pride and destination. The on campus facilities (both indoor and outdoor) are frequently used and sought after for both school and community events.

Create a sense of place by enhancing the physical relationship between all the schools (e.g. create a "plaza" or "quad" that gives the campus an identity and supports the goal for better wayfinding and access).

### FORMALIZATION OF PARTNERSHIPS TO MEET BROADER GOALS

Partnership is a foundation for all educational institutions to meet boarder goals and vice versa for those partnership. Examples range from health organizations to address holistic wellness and nutrition, industry partners to help identify training needs to meet local job demands or utility partners to help with reduction strategies.

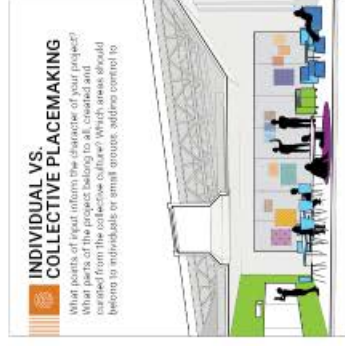
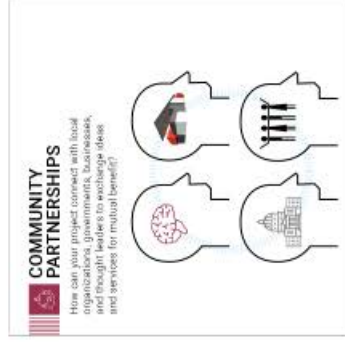
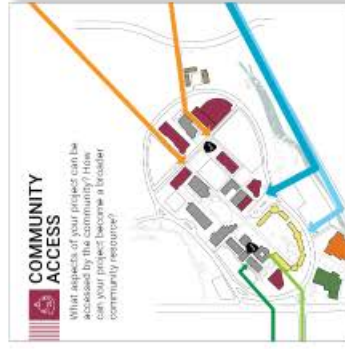
Determine what current programs that have existing community partnerships (CTE, adult education) that could be enhanced through the development of the campus master plan. What new programs could be created that would involve community groups or businesses?



**METRIC:** # Of community programs, events, and resources accessed on campus.



**METRIC:**  
# Of community outreach programs  
# Of programs started through mutual partnerships.



## OUTCOMES

# Best Practices in Operations

## Theme

Stakeholders acknowledge the work around energy reduction in the district and on campus but agreed on the importance of continual improvements in operations through of energy reduction, water management and outdoor environmental quality would be critical in the work of this masterplan. There are county-wide carbon reduction goals that could be used to establish KPI's. Also, when planning infrastructure upgrades, material choices should be made to support other goals such as Health & Well-being and Outdoor Environmental Quality.

## Goals

### CONTINUE TO REDUCE ENERGY CONSUMPTION

Utilize county goals to set performance targets for energy reduction.



**MEASURE: Measure Energy**  
cost and need reduction



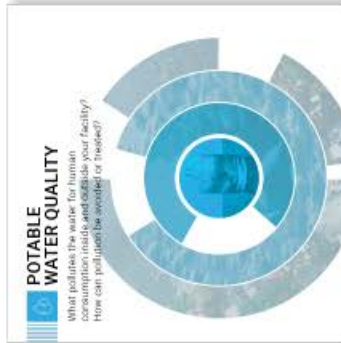
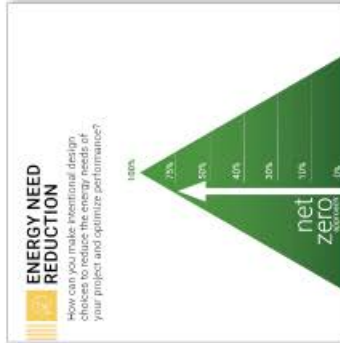
**MEASURE: Reduction in**  
potable water use across the  
campus.

### REDUCE POTABLE WATER USE

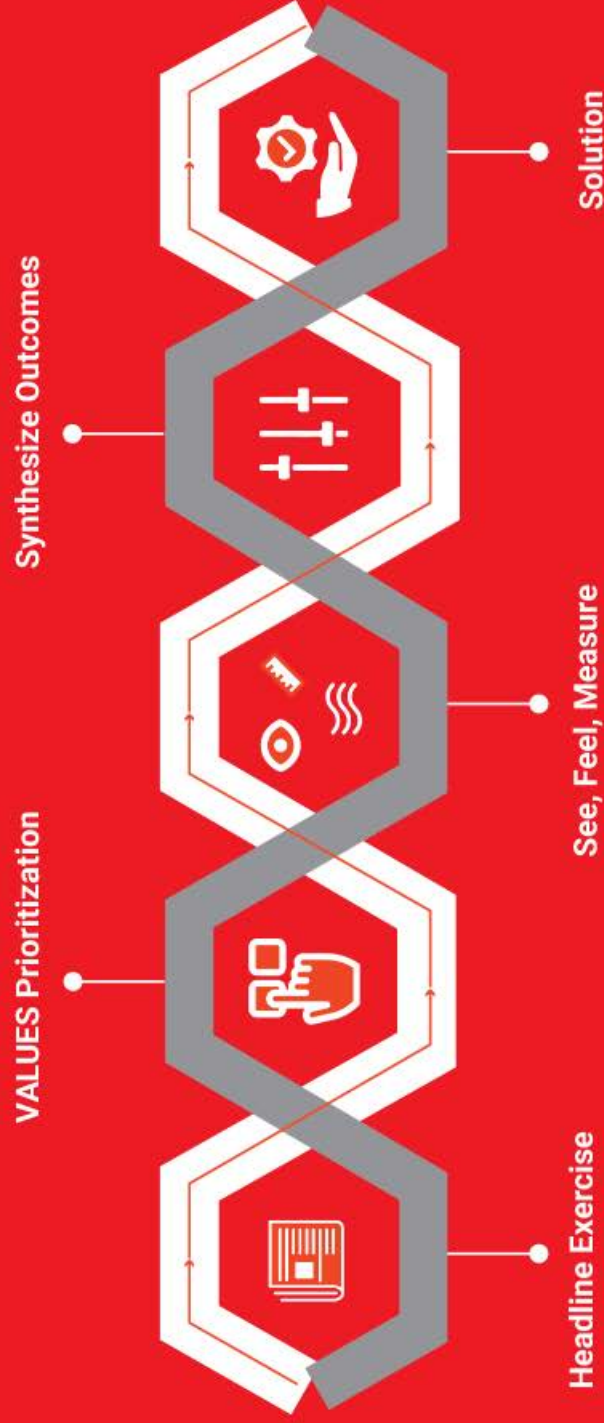
Utilize best practices for reducing potable water use, especially for process water and water to maintain landscapes or infrastructure.

### MATERIALITY

Identify material that help achieve the goals of the masterplan and create selection criteria around durable, low-carbon and redlist free options.







# PROCESS

*The following pages describe the process used to facilitate the workshop, guide participants through prioritization and visioning, synthesize results, and develop goals and next steps.*

# Headline Exercise

## What is the Headline exercise?

Participants created headlines describing their ideal future for the campus, its buildings, and its community.

Participants were asked to imagine a future in which the Lambs Lane Campus and its building had accomplished its masterplan aspirations. Participants split into groups to create a “headline” for the project, along with supporting stories and imagery, that describe their ideal future in 10 years.

### KEY QUESTION

What were some of the aspirations of this project? Let’s think 10 years into the future. If the Lamb’s Lane Masterplan succeeds in accomplishing all its goals, what does that future look like?

“*Learn, Work & Play at Lambs Lane: a natural entry to the community*”

“*Our ACPS Lambs Lane Community Continues to Grow and Improve*”

“*World-class innovation center has a great year*”

“*Lambs Lane students living longer and better*”

“*All ACPS and local government campuses have completed vibrant environmental and community - oriented re-designs pioneered by Lambs Lane campus one decade earlier.*”



# Headline Exercise

What's the headline in 2032?

Insert Headline Here

Learn, Work & Play @ Lamb Lane: a natural entry to the community

Our ACPS Lambs Lane Community Continues to Grow and Improve

World Class - Safe & Reliable

Traffic Flow, Circulation, Egress, Parking





A successful campus that serves the community - a great place to learn & grow

World Class - a leading campus

Can we create a cohesive campus - ITS look in towards others

Arrive - find our way

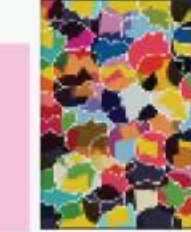
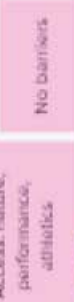


Where is the Front Door - Beauty & aesthetics



Things to do: a place to hang out & do activities, engage




Follow-up Stories

Diversity & Inclusion



No barriers

SAFETY



Live, Work & Play @ Lamb Lane: a place

# VALUES Prioritization

## How did stakeholders select a common set of values?

Following education about the topics included in the VALUES deck, participants were asked to look through and prioritize a set of 62 sustainability-related cards that fell into 12 key themes.

Facilitators used a survey tool to discuss and narrow down the cards most important to their groups. Their process followed the steps below:

### EDUCATE

Stakeholders learn about the VALUES topics and understand what they mean.

### IDENTIFY

Stakeholders identify their topics of interest from the VALUES cards.



### RANK

Stakeholders rank their selected topics in order of priority.

### SYNTHESIZE

Stakeholders narrow down 5-7 most important topics.



# See, Feel, Measure

## Why triangulate data points around a common topic?

Triangulation provides a holistic approach to measuring success that incorporates multiple aspects of a goal for deeper understanding.

It can be hard to pinpoint just one measure of be all, end all “truth” for any of these complex topics – but we can use research methods to get into the right zone for evaluating impact. Just like a person lost in the wilderness can triangulate from three landmarks to gain an idea of where they are, the same is true when we start to think about measuring the success of new goals for a project. We may not be able to locate that goal in uncharted territory, but we can define a zone around it that we know we need to land on together. The See Feel Measure exercise helps participants think “around” a topic to establish a zone of success for their goals, ensuring that we have multiple types of measurement and a clearer path to navigating success.

Oftentimes, things that can be measured with numbers – or quantitative data - tend to be over-represented, while qualitative experiences and human emotions get less attention or are undervalued as data points. By asking you to think of things you can feel and express to others, measure in numbers, and observe other people doing as behaviors, this framework provides a well-rounded way of measuring success and a more equal way of valuing all aspects of user experience and user outcomes.

## How did participants use this framework?

For each of the top themes selected during VALUES prioritization, participants brainstormed what they would see, feel, and measure if that theme was achieved.



# Synthesizing Outcomes

## How were top themes identified?

Following the workshop(s), DLR Group reviewed the prioritized cards across each group to understand how they compared. If at least 2 of the 3 groups picked a certain card, it was considered a top theme. When groups used different cards to express similar or related ideas, DLR Group combined these into a single theme.



## How were goals, metrics, and KPIs developed?

DLR Group consolidated the VALUES card prioritization, comments, and See Feel Measure results in a spreadsheet to develop goals, measurements, and next steps related to each top theme.



### GOALS

Goals were established by cross-referencing comments provided by each group about why they chose a certain theme with ideas from See Feel Measure that described desired outcomes. Common ideas across groups were combined into a set of goals.



### METRICS

Ideas from See Feel Measure were consolidated into a set of metrics that can be used to measure progress towards each goal.

### NEXT STEPS

Next steps were determined by reviewing all of the content holistically to identify any policies, design interventions, initiatives, or educational programs that would support identified goals.



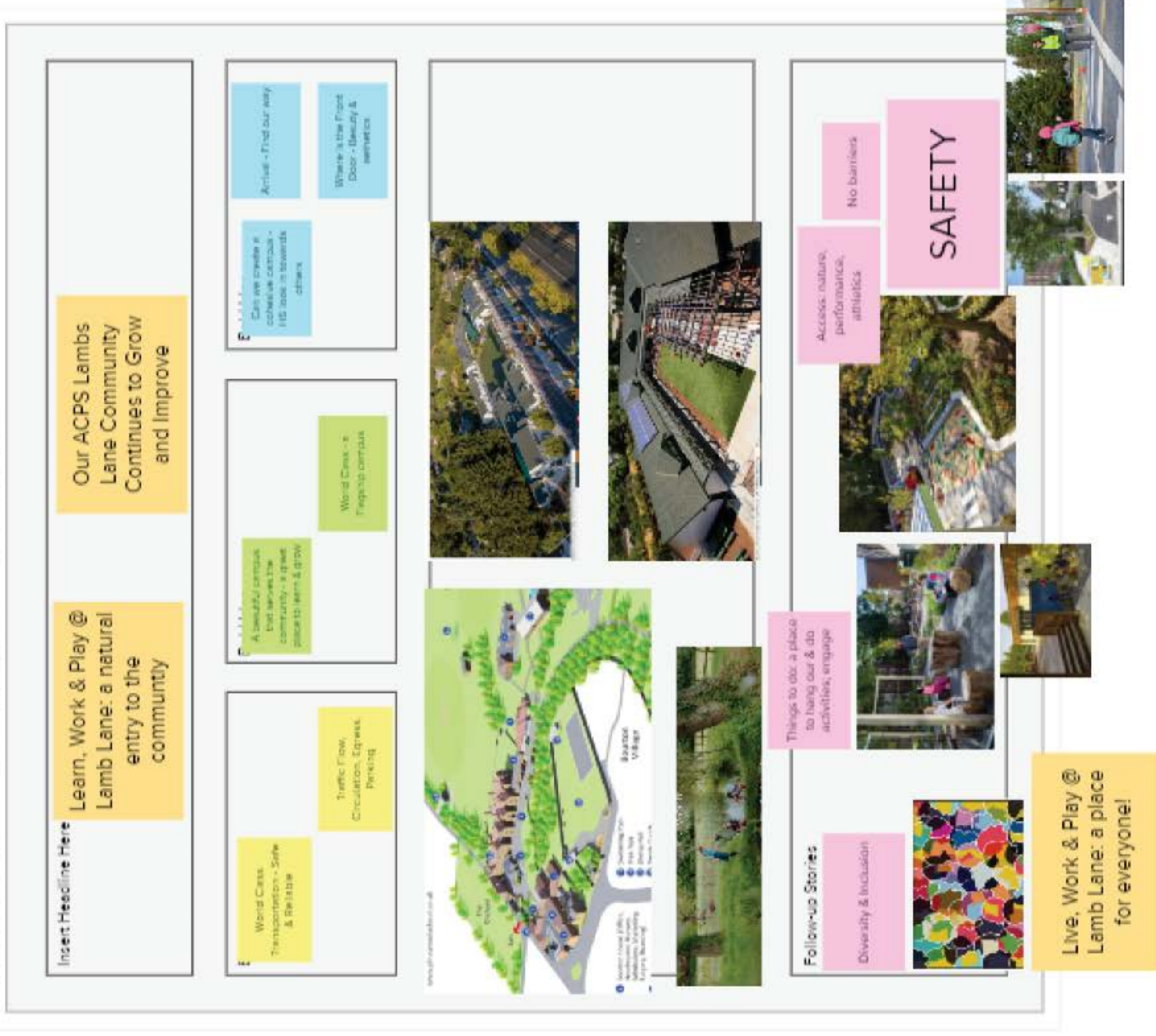
# APPENDIX

*The following pages include supporting materials and documentation of the results of the activities included in the VALUES workshop.*

# Headline: Group 1

**FACILITATOR:** *Jana / John*

## What's the headline in 2032?





# Headline: Group 2

## GROUP 2 - Chris / Camilo

FACILITATOR: Chris/  
Camilo

What's the headline in 2032?



Insert Headline Here

world-class Innovation center has great year!

**Bold Idea**

AAHS celebrates 2032 grads in community amphitheatre

**Bold Idea**

K-12 Students Honored at new Innovation Center

**Bold Idea**

K-12 Students partner with UVA to support environmental stewardship

Supporting Image

**The Apprenticeship Community**

Building Community Resilience

Follow-up Stories

Elementary school kids win spaces prize with partnership with Innovation Center

Students Design Flying Car and Land on Innovation Center

Students and volunteers complete new trail section



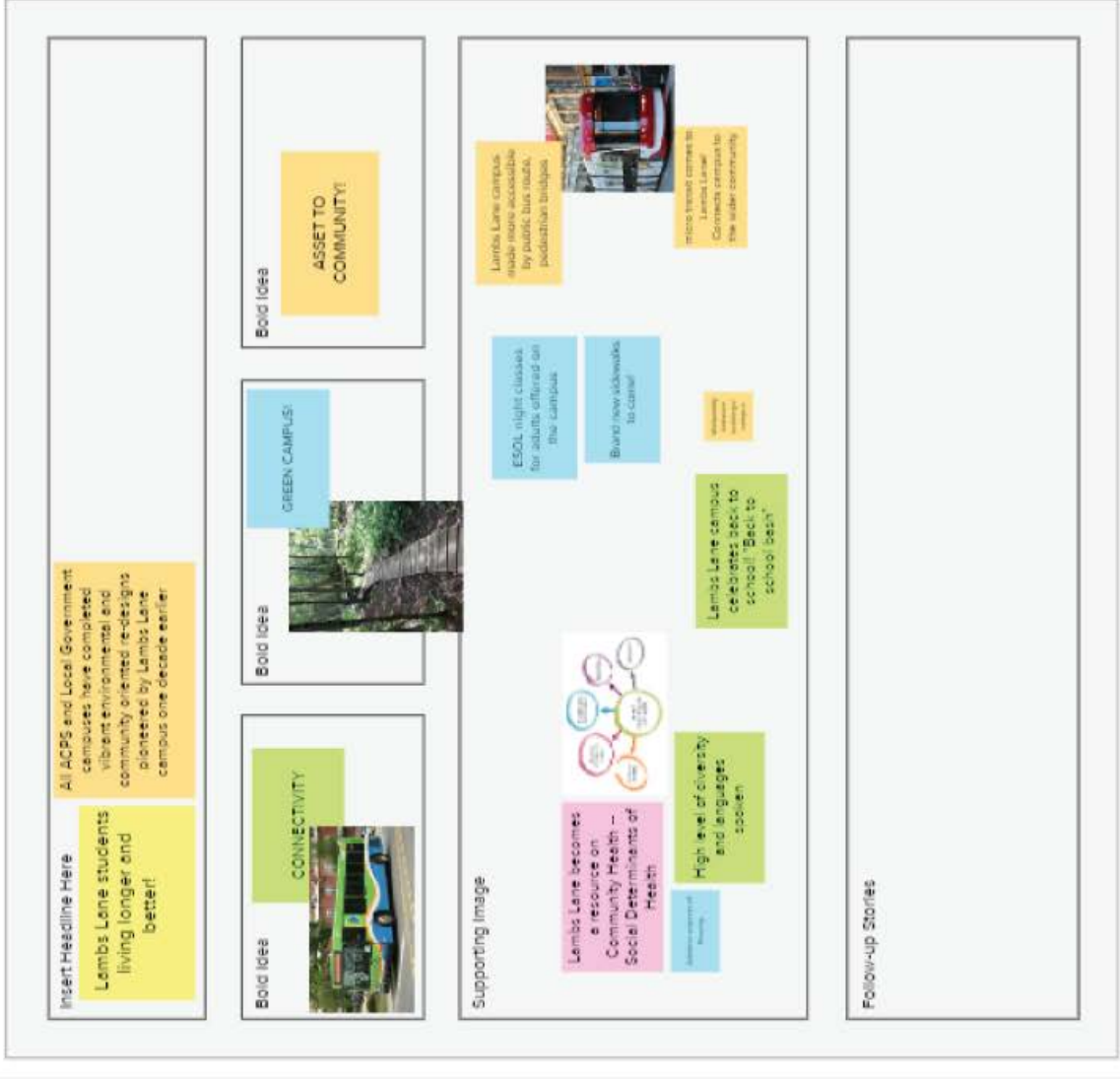
# Headline: Group 3

## GROUP 3 - Lindsey / May



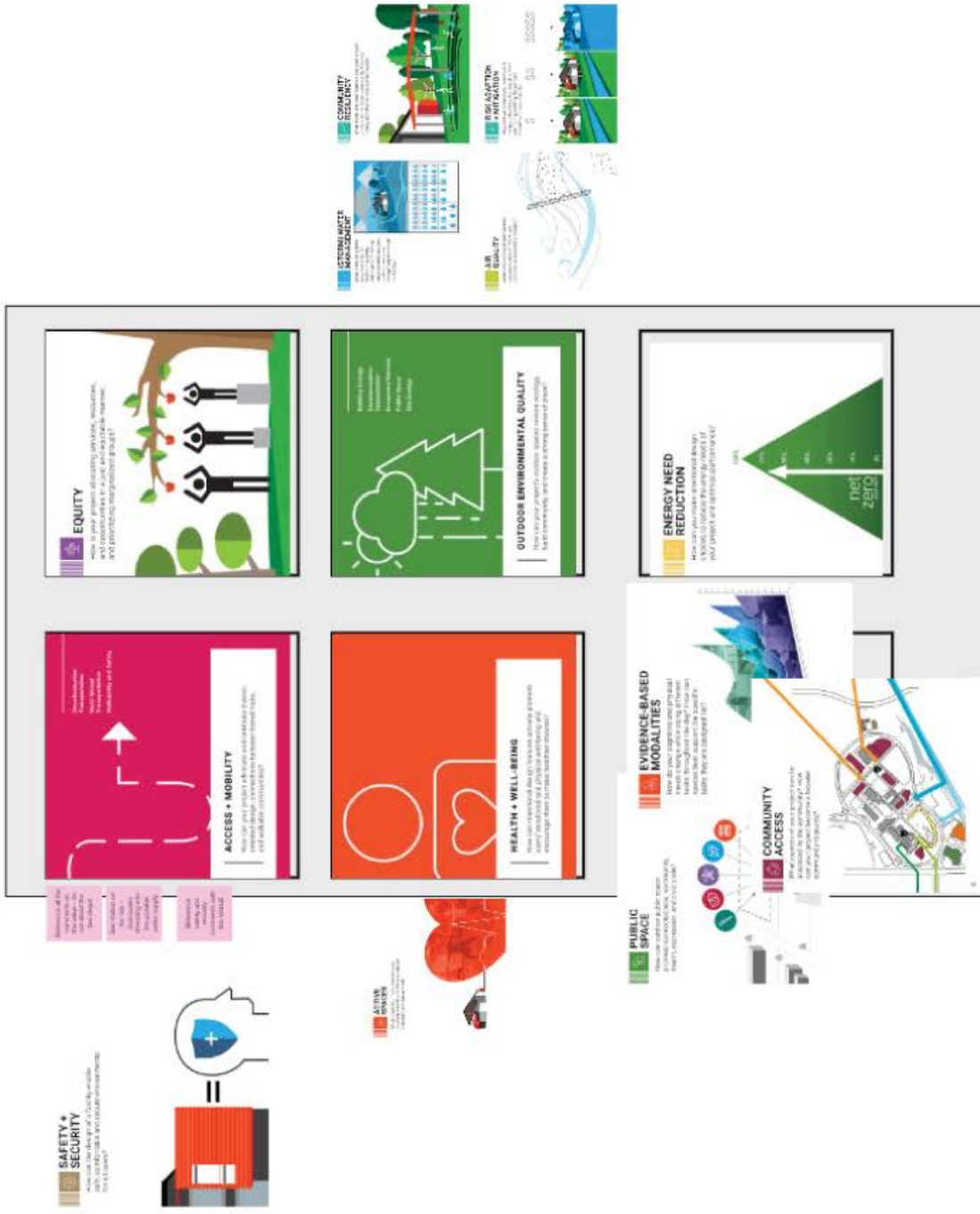
FACILITATOR:  
Lindsey and May

### What's the headline in 2032?





# VALUES Prioritization: All Groups



# OPINION OF PROBABLE COST

## MARKET CONDITIONS & OPINIONS OF PROBABLE COST

Enclosed herewith are our opinion of probable costs for the ACPS Lambs Lane Campus project. We are also including our findings regarding the Mid-Atlantic Region construction market conditions in May 2022. **The purpose is to inform you of events happening in the marketplace that impact your anticipated projects cost.**

We are active in the Lynchburg, Charlottesville and Richmond markets and are very familiar with the contractors likely to bid on the Albemarle County project. We are currently working as the Owners Representative in Central Virginia. Our experience and opinions are formed by collaborating daily with General Contractors and Subcontractors active in the central Virginia market. We have performed cost management services on major projects for Longwood University in Farmville, and we understand the market specific to Farmville.

### *Understanding the Current Market Conditions – Background information:*

Most leading manufacturers in the construction industry over the past 20 years adopted “Just in Time” or “Lean Delivery Management” in their manufacturing practices. These practices improved profitability and shareholder return while significantly decreasing stored inventories. Lean practice became the norm in most manufactured construction products and thus – most construction projects. This model adopted and practiced across the industry was not suited to what happened in the first quarter of 2020 with the outset of the COVID 19 Global Pandemic. The COVID 19 Pandemic exposed the significant vulnerabilities in the “Lean” philosophy. The war in Ukraine has accelerated inflationary trends due to further increases in fuel and raw materials used in manufacturing.

Forced factory production shutdowns, shipping interruptions / container shortages and port closures caused widespread disruptions to global supply chains for most of the basic chemicals used in manufacturing. The basic chemicals / raw materials used for products such as resins, plastics, specialty metals, paints and electronics are expected to continue to increase in price thru the remainder of calendar year 2022.



Global Microchip shortages are expected to continue thru 2022 due to COVID 19 related plant closures, production halts which created a lack of supply and increases in cost. This occurred at the same time demand jumped significantly for products and devices which rely upon semiconductors. Appliances, SCADA, Building Automation, Audio Visual, electrical supplies, shortages and delays. The construction industry is dependent upon a functional global supply and logistics chain. This past year, the weakened and fragile supply (and logistics) chain broke into small pieces, with few fixes and unreliable results. The broken supply chain has had considerable influence on the global materials industry and our region's construction industry. Industry experts expect the recent pricing volatility to linger in the remaining months of calendar year 2021. Rapid and volatile materials pricing and shortages for many construction materials appear to be the "new normal" until the supply / logistics chain is fixed. Most leading industry economists do not expect the supply chain fixes to catch up until 2023.

**Why are we currently witnessing increased project costs with rapid fluctuations in most building materials?**

**Current Global and Domestic Supply chain - Supply is Low and Demand is High**

Force Majeure (Unavoidable Casualty) is an old term with new meaning in today's construction marketplace. Supply chain interruption triggered by COVID 19 outbreaks (in various manufacturing facilities) caused building commodities, common materials and factory production to slow significantly. Price volatility started slowly in 2020 when an unexpected boom in new Housing Construction starts consumed materials inventories (beginning in May 2020). Due to the increased demand, limited inventory and the damaged supply pipeline for materials, substantial market volatility occurred and continues today.

- Price increases in most commodities and materials utilized in construction projects.
- Materials delivery and shipping delays in most categories
- Roofing and insulation materials cost increases over 340% with lead time of 10 months for Polyisocyanurate Insulation
- Raw Material - Hot rolled coil steel prices have tripled and current high steel prices are approximately \$1,500 per ton.
- Fabricated and installed steel prices are averaging approximately \$6,500 per ton.
- Rolled steel products such as steel bar joists and tube steel have seen sharp materials cost increases as well as long lead times of 10 - 12 months from approved shop drawing / submittals.
- Copper shortages worldwide have caused costs of copper components to increase 52%
- HVAC Equipment cost increases on average 40%
- Plastics and resin products increase on average 145%
- Metal products increase on average 44%

**Contractor Current Market Conditions:**

Contractor backlog is increasing this year and will continue to increase in 2022. Contractors will be trying desperately to increase their margins. All this will occur with material shortages and delivery delays while commodity price volatility grips the market. We expect high volatility for the remaining months of 2022.

**Labor**

Service and Construction sector activity is up approximately 24% in 2022. We expect 2022 to see wage and payroll burden rates to increase across the board. Industry experts are predicting increases in labor cost to average 10% overall across most building trades. The current labor job growth has contractors attracting skilled workers by offering higher wages and benefits than ever before. Construction costs are expected to reflect this trend over the next several years.

Please contact Joe Adams, Sr. Project Manager regarding this project should you have any questions or concerns.



# ACPS Lambs Lane Master Plan Cost Estimating Groups

Groups	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	2033	2034	2035	2036	2037	2038	2039	2040	2041	2042
% escalation per year	0.0%	15.0%	20.3%	25.3%	29.8%	33.8%	37.3%	40.3%	42.8%	44.8%	47.5%	49.5%	51.5%	53.5%	55.5%	57.5%	59.5%	61.5%	63.5%	65.5%	67.5%
<b>Group 1</b>	\$6,734,400	\$7,744,560	\$8,098,116	\$8,434,836	\$8,737,884	\$9,007,260	\$9,242,964	\$9,444,996	\$9,613,356	\$9,748,044	\$9,933,240	\$10,067,928	\$10,202,616	\$10,337,304	\$10,471,992	\$10,606,680	\$10,741,368	\$10,876,056	\$11,010,744	\$11,145,432	\$11,280,120
M Journey Bus Reconfiguration																					
L Journey Parking Reconfiguration																					
<b>Group 2</b>	\$7,765,056	\$8,929,814	\$9,337,480	\$9,725,733	\$10,075,160	\$10,385,762	\$10,657,539	\$10,890,491	\$11,084,617	\$11,239,919	\$11,453,458	\$11,608,759	\$11,764,060	\$11,919,361	\$12,074,662	\$12,229,963	\$12,385,264	\$12,540,565	\$12,695,867	\$12,851,168	\$13,006,469
Q Demolish Field House																					
N First Section Main Loop Road																					
R New Field House																					
<b>Group 3</b>	\$7,481,040	\$8,603,196	\$8,995,951	\$9,370,003	\$9,706,649	\$10,005,891	\$10,267,727	\$10,492,159	\$10,679,185	\$10,828,805	\$11,034,534	\$11,184,155	\$11,333,776	\$11,483,396	\$11,633,017	\$11,782,638	\$11,932,259	\$12,081,880	\$12,231,500	\$12,381,121	\$12,530,742
B Hydraulic Road Landscape																					
S Internal Connector Road																					
C HS Parking Reconfiguration																					
A HS Bus Drop-Off Reconfiguration																					
<b>Group 4</b>	\$234,240	\$269,376	\$281,674	\$293,386	\$303,926	\$313,296	\$321,494	\$328,522	\$334,378	\$339,062	\$345,504	\$350,189	\$354,874	\$359,558	\$364,243	\$368,928	\$373,613	\$378,298	\$382,982	\$387,667	\$392,352
P HS Athletic Complex																					
<b>Group 5</b>	\$11,429,250	\$13,143,638	\$13,743,673	\$14,315,136	\$14,829,452	\$15,286,622	\$15,686,646	\$16,029,523	\$16,315,254	\$16,543,839	\$16,858,144	\$17,086,729	\$17,315,314	\$17,543,899	\$17,772,484	\$18,001,069	\$18,229,654	\$18,458,239	\$18,686,824	\$18,915,409	\$19,143,994
Z Construct Parking Deck, Tennis Courts, & Solar Canopy																					
<b>Group 6</b>	\$11,204,250	\$12,884,888	\$13,473,111	\$14,033,323	\$14,537,514	\$14,985,684	\$15,377,833	\$15,713,961	\$15,994,067	\$16,218,152	\$16,526,269	\$16,750,354	\$16,974,439	\$17,198,524	\$17,422,609	\$17,646,694	\$17,870,779	\$18,094,864	\$18,318,949	\$18,543,034	\$18,767,119
Y Construct Parking Deck & Solar Canopy																					
<b>Group 7</b>	\$13,650,000	\$15,697,500	\$16,414,125	\$17,096,625	\$17,710,875	\$18,256,875	\$18,734,625	\$19,144,125	\$19,485,375	\$19,758,375	\$20,133,750	\$20,406,750	\$20,679,750	\$20,952,750	\$21,225,750	\$21,498,750	\$21,771,750	\$22,044,750	\$22,317,750	\$22,590,750	\$22,863,750
I Relocate Transportation Services Demo Existing Building																					
Sitework New Transportation Center																					
J Relocate Fueling Station																					
<b>Group 8</b>	\$6,041,928	\$6,948,217	\$7,265,418	\$7,567,515	\$7,839,402	\$8,081,079	\$8,292,546	\$8,473,804	\$8,624,852	\$8,745,691	\$8,911,844	\$9,032,682	\$9,153,521	\$9,274,359	\$9,395,198	\$9,516,037	\$9,636,875	\$9,757,714	\$9,878,552	\$9,999,391	\$10,120,229
H North Section Main Loop Road																					
W Relocate Softball Field																					
D Relocate Baseball Field																					
E Existing Lacrosse Field To Remain																					
V Demolish Original Section of Lambs Road																					
K Green Parking/Bus Reconfiguration																					
<b>Group 9</b>	\$6,778,590	\$7,795,379	\$8,151,254	\$8,490,184	\$8,795,221	\$9,066,364	\$9,303,615	\$9,506,972	\$9,676,437	\$9,812,009	\$9,998,420	\$10,133,992	\$10,269,564	\$10,405,136	\$10,540,707	\$10,676,279	\$10,811,851	\$10,947,423	\$11,082,995	\$11,218,566	\$11,354,138
X Relocate Building Services Demo Existing Building																					
Sitework																					
<b>Group 10</b>	\$0																				
G New Building Site																					
<b>Group 11</b>	\$1,515,240	\$1,742,526	\$1,822,076	\$1,897,838	\$1,966,024	\$2,026,634	\$2,079,667	\$2,125,124	\$2,163,005	\$2,193,310	\$2,234,979	\$2,265,284	\$2,295,589	\$2,325,893	\$2,356,198	\$2,386,503	\$2,416,808	\$2,447,113	\$2,477,417	\$2,507,722	\$2,538,027
F Central Green Space																					
<b>Group 12</b>	\$0																				
O New Building Site																					
<b>Group 13</b>	\$7,803,120	\$8,973,588	\$9,383,252	\$9,773,408	\$10,124,548	\$10,436,673	\$10,709,782	\$10,943,876	\$11,138,954	\$11,295,016	\$11,509,602	\$11,665,664	\$11,821,727	\$11,977,789	\$12,133,852	\$12,289,914	\$12,445,976	\$12,602,039	\$12,758,101	\$12,914,164	\$13,070,226
T Secondary Loop Road																					

Revision 2

Report: Opinion of Probable Cost

Project: ACPs Lambs Lane Campus

Location: Albermarle County, VA

Prepared by: Downey & Scott, LLC

6799 Kennedy Road, Unit F

Warrenton, VA 20186

Ph (540) 347-5001

Status: Master Plan

Client: DLR

Date: 4/14/2022

Revision Date: 5/17/2022

PM: ja/mv

Checked by: dd/sm

Job no: 2022032

					Unit	Unit	
	Item	Description	Group	Quantity	Measure	Cost	Extension

**Total Project Construction Costs Including Soft Costs**

<b>Total Project Costs</b>	<b>Current Dollars</b>	<b>\$80,637,114</b>
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**Project Construction Costs**

**Group 1**

<b>M</b>	Journey Bus Reconfiguration Including Bus Pick-up/Drop off	1.00	LS	\$1,275,000	\$1,275,000
<b>L</b>	Journey Parking Reconfiguration Including Greer parking	1.00	LS	\$3,325,000	\$3,325,000
	Subtotal				\$4,600,000
	Estimate Contingency				\$920,000
	Escalation	Current Dollars	0.00%		\$0
	Subtotal				\$5,520,000
	Soft Costs		22.00%		\$1,214,400
	<b>Total Group 1</b>				<b><u>\$6,734,400</u></b>

**Project Construction Costs**

**Group 2**

<b>Q</b>	Demolish Field House	1.00	LS	\$54,000	\$54,000
<b>N</b>	First Section Main Loop Road	1.00	LS	\$2,970,000	\$2,970,000
<b>R</b>	New Field House	1.00	LS	\$2,280,000	\$2,280,000
	Subtotal				\$5,304,000
	Estimate Contingency				\$1,060,800
	Escalation	Current Dollars	0.00%		\$0
	Subtotal				\$6,364,800
	Soft Costs		22.00%		\$1,400,256
	<b>Total Group 2</b>				<b><u>\$7,765,056</u></b>



**Revision 2**

Report: Opinion of Probable Cost  
 Project: ACPS Lambs Lane Campus  
 Location: Albermarle County, VA

Prepared by: Downey & Scott, LLC  
 6799 Kennedy Road, Unit F  
 Warrenton, VA 20186  
 Ph (540) 347-5001

Status: Master Plan  
 Client: DLR  
 Date: 4/14/2022

PM: ja/mv  
 Checked by: dd/sm  
 Job no: 2022032

Revision Date: 5/17/2022

	Item	Description	Group	Quantity	Unit Measure	Unit Cost	Extension
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**Project Construction Costs****Group 3**

B	Hydraulic Road Landscape			1.00	LS	\$110,000	\$110,000
S	Internal Connector Road			1.00	LS	\$704,000	\$704,000
C	HS Parking Reconfiguration			1.00	LS	\$1,650,000	\$1,650,000
A	HS Bus Drop-Off Reconfiguration			1.00	LS	\$2,646,000	\$2,646,000
	Subtotal						\$5,110,000
	Estimate Contingency			20.00%			\$1,022,000
	Escalation		Current Dollars	0.00%			\$0
	Subtotal						\$6,132,000
	Soft Costs			22.00%			\$1,349,040
	Total Group 3						<b><u>\$7,481,040</u></b>

**Project Construction Costs****Group 4**

P	HS Athletic Complex			1.00	LS	\$160,000	\$160,000
	Subtotal						\$160,000
	Estimate Contingency			20.00%			\$32,000
	Escalation		Current Dollars	0.00%			\$0
	Subtotal						\$192,000
	Soft Costs			22.00%			\$42,240
	Total Group 4						<b><u>\$234,240</u></b>

**Project Construction Costs****Group 5**

Z	Construct Parking Deck, Tennis Courts, & Solar Canopy			1.00	LS	\$7,619,500	\$7,619,500
	Subtotal						\$7,619,500
	Estimate Contingency			20.00%			\$1,523,900
	Escalation		Current Dollars	0.00%			\$0
	Subtotal						\$9,143,400
	Soft Costs			25.00%			\$2,285,850
	Total Group 5						<b><u>\$11,429,250</u></b>

Revision 2

Report:	Opinion of Probable Cost	Prepared by: Downey & Scott, LLC	Status:	Master Plan	PM: ja/mv
Project:	ACPS Lambs Lane Campus	6799 Kennedy Road, Unit F	Client:	DLR	Checked by: dd/sm
Location:	Albermarle County, VA	Warrenton, VA 20186	Date:	4/14/2022	Job no: 2022032
		Ph (540) 347-5001			
			Revision Date:	5/17/2022	
				Unit	Unit
	Item	Description	Group	Quantity	Measure
					Cost
					Extension

**Project Construction Costs****Group 6**

<b>Y</b>	Construct Parking Deck & Solar Canopy		1.00	LS	\$7,469,500	\$7,469,500
	Subtotal					\$7,469,500
	Estimate Contingency		20.00%			\$1,493,900
	Escalation	Current Dollars	0.00%			\$0
	Subtotal					\$8,963,400
	Soft Costs		25.00%			\$2,240,850
	<b>Total Group 6</b>					<b><u>\$11,204,250</u></b>

**Project Construction Costs****Group 7**

<b>I</b>	Relocate Transportation Services		20,000.00	SF	\$376	\$7,520,000
	Demo Existing Building		1.00	LS	\$180,000	\$180,000
	Sitework for new Transportation Center		1.00	LS	\$650,000	\$650,000
<b>J</b>	Relocate Fueling Station		1.00	LS	\$750,000	\$750,000
	Subtotal					\$9,100,000
	Estimate Contingency		20.00%			\$1,820,000
	Escalation	Current Dollars	0.00%			\$0
	Subtotal					\$10,920,000
	Soft Costs		25.00%			\$2,730,000
	<b>Total Group 7</b>					<b><u>\$13,650,000</u></b>



**Revision 2**

Report: Opinion of Probable Cost  
 Project: ACPS Lambs Lane Campus  
 Location: Albermarle County, VA

Prepared by: Downey & Scott, LLC  
 6799 Kennedy Road, Unit F  
 Warrenton, VA 20186  
 Ph (540) 347-5001

Status: Master Plan  
 Client: DLR  
 Date: 4/14/2022

PM: ja/mv  
 Checked by: dd/sm  
 Job no: 2022032

Revision Date: 5/17/2022

	Item	Description	Group	Quantity	Unit Measure	Unit Cost	Extension
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**Project Construction Costs****Group 8**

<i>H</i>	North Section Main Loop Road		1.00	LS	\$1,652,000	\$1,652,000
<i>W</i>	Relocate Softball Field		1.00	LS	\$355,000	\$355,000
<i>D</i>	Relocate Baseball Field		1.00	LS	\$365,000	\$365,000
<i>E</i>	Existing Lacrosse Field To Remain		1.00	LS	\$0	\$0
<i>V</i>	Demolish Original Section of Lambs Road		1.00	LS	\$330,000	\$330,000
<i>K</i>	Green Parking/Bus Reconfiguration		1.00	LS	\$1,425,000	\$1,425,000
	Subtotal					\$4,127,000
	Estimate Contingency		20.00%			\$825,400
	Escalation	Current Dollars	0.00%			\$0
	Subtotal					\$4,952,400
	Soft Costs		22.00%			\$1,089,528
	Total Group 8					<b><u>\$6,041,928</u></b>

**Project Construction Costs****Group 9**

<i>X</i>	Relocate Building Services		8,790.00	SF	\$405	\$3,559,950
	Demo Existing Building		1.00	LS	\$79,110	\$79,110
	Sitework		1.00	LS	\$880,000	\$880,000
	Subtotal					\$4,519,060
	Estimate Contingency		20.00%			\$903,812
	Escalation	Current Dollars	0.00%			\$0
	Subtotal					\$5,422,872
	Soft Costs		25.00%			\$1,355,718
	Total Group 9					<b><u>\$6,778,590</u></b>

<b>Revision 2</b>								
Report:	Opinion of Probable Cost			Prepared by: Downey & Scott, LLC	Status:	Master Plan		PM: ja/mv
Project:	ACPS Lambs Lane Campus			6799 Kennedy Road, Unit F	Client:	DLR		Checked by: dd/sm
Location:	Albermarle County, VA			Warrenton, VA 20186	Date:	4/14/2022		Job no: 2022032
				Ph (540) 347-5001				
					Revision Date: 5/17/2022			
					Unit	Unit		
	Item	Description	Group	Quantity	Measure	Cost		Extension

**Project Construction Costs**

**Group 10**

<b>G</b>	New Building Site			1.00	LS	\$0	\$0
	Subtotal						\$0
	Estimate Contingency			20.00%			\$0
	Escalation	Current Dollars		0.00%			\$0
	Subtotal						\$0
	Soft Costs			22.00%			\$0
	Total Group 10						<u>\$0</u>

**Project Construction Costs**

**Group 11**

<b>F</b>	Central Gathering Space			1.00	LS	\$1,035,000	\$1,035,000
	Subtotal						\$1,035,000
	Estimate Contingency			20.00%			\$207,000
	Escalation	Current Dollars		0.00%			\$0
	Subtotal						\$1,242,000
	Soft Costs			22.00%			\$273,240
	Total Group 11						<u>\$1,515,240</u>



<b>Revision 2</b>							
<b>Report:</b> Opinion of Probable Cost		<i>Prepared by: Downey &amp; Scott, LLC</i>			<b>Status:</b> Master Plan		<b>PM:</b> ja/mv
<b>Project:</b> ACPS Lambs Lane Campus		<i>6799 Kennedy Road, Unit F</i>			<b>Client:</b> DLR		<b>Checked by:</b> dd/sm
<b>Location:</b> Albermarle County, VA		<i>Warrenton, VA 20186</i>			<b>Date:</b> 4/14/2022		<b>Job no:</b> 2022032
		<i>Ph (540) 347-5001</i>			<b>Revision Date:</b> 5/17/2022		
					Unit	Unit	
	<b>Item</b>	<b>Description</b>	<b>Group</b>	<b>Quantity</b>	<b>Measure</b>	<b>Cost</b>	<b>Extension</b>

**Project Construction Costs****Group 12**

<b>O</b>	New Building Site			1.00	LS	\$0	\$0
	Subtotal						\$0
	Estimate Contingency			20.00%			\$0
	Escalation	Current Dollars		0.00%			\$0
	Subtotal						\$0
	Soft Costs			22.00%			\$0
	Total Group 12						<u>\$0</u>

**Project Construction Costs****Group 13**

<b>T</b>	Secondary Loop Road			1.00	LS	\$5,330,000	\$5,330,000
	Subtotal						\$5,330,000
	Estimate Contingency			20.00%			\$1,066,000
	Escalation	Current Dollars		0.00%			\$0
	Subtotal						\$6,396,000
	Soft Costs			22.00%			\$1,407,120
	Total Group 13						<u>\$7,803,120</u>

# MEETING MINUTES

## AHS

**Location: Virtual**

**Date of Meeting: January 19, 2022**

How many students are located within the walk zone? How do they typically get to school? How do the students and parents feel about this?

- o 1 mile – 80 students (that requested bus did not get access to it), 100 students in total
- o It creates a safety issue for the students

How many afterschool activities are offered and how many students participate in it? How does the afterschool bus system work?

- o 1100 students for Athletic activities (230 in winter, 300 fall)
- o 1 activity bus that leaves school around 6:30 and have 15 stops for athletics
- o Students also stay afterschool for non-athletic-related activities, up to 100 kids for activities such as robotics, afterschool performances, etc

What are the unique challenges that students in this school face? What are the unique opportunities that students in this school have?

- o Geography: Close to center I, Caltech, internship, senior release during lunch can enjoy restaurants in the neighborhood
  - \* Trails: Cross country team, mountain bike, photography
- o Challenges: traffic, congestion, safety, crime, no public transportation

Has there been a shift to outdoor learning at all since the pandemic? If so, do you see it lasting into the future? If not, is there any desire to do so and how can the site contribute to it?

- o Stage 4: 700 students per given day, outdoor eating areas, areas by tennis courts
- o Learning: outdoor tent, outdoor seating areas, courtyards (security)
- o Currently, because of the weather students, there's no outdoor classroom and students only use the courtyard

What are some of the challenges that are created during the pandemic that you think would last? What do see as a possible solution to remediate it?

- o Masks, social distancing, classroom spaces
- o Enhancing the need for the medical facilities, expand these types of services
  - \* Adequate for building this size (nursing)
  - \* Congestion and proximity breeds conflicts, (corridor and stairs)
  - \* Recommend that courtyard be enhanced

Do the students use the trails on site?

- o Yes, by the cross country team, mountain bike, photography

Project Manager/Planner	ACPS	Lisa Walker	<a href="mailto:lwalker2@k12albemarle.org">lwalker2@k12albemarle.org</a>
CAA Athletic Director	ACPS	Deb Tysons	
Assistant Principal	ACPS	William Schaffer	<a href="mailto:wschaffer@k12albemarle.org">wschaffer@k12albemarle.org</a>
Principal	ACPS	Darah Bonham	
Principal-in-Charge	DLR Group	John Chadwick	<a href="mailto:jchadwick@dlrgroup.com">jchadwick@dlrgroup.com</a>
Project Manager/Architect	DLR Group	May Sein Win	<a href="mailto:mseinwin@dlrgroup.com">mseinwin@dlrgroup.com</a>

What are the general "security barrier" and security procedure of the school?

- o Barrier: not much of a barrier, a lot of doors, crannies that are hard to monitor,
  - \* The architecture of the school makes it difficult for the 5 staff to monitor
  - \* Cameras and alarms? Cameras are used but not sufficient. There are no alarm on the doors
  - \* Card readers at (for adults)
  - \* Students do not have card readers
- o Amphitheater – not much in use

How can we utilize the space to serve the community?

- o Athletic facilities, serves the community spaces the most
- o Albemarle county drivers ed, motorcycles, not a tons of night courses (10 or less), most community use are for athletics

Natural resources: has people ask for more- restroom use (portable toilet is currently in place)

- \* For the wooded area, one of the club increases natural use (bees, flower pollination) and there are benches there

Campus: public and schools, trails

- o Public uses the trails a lot

Is there a risk manager for the school district?

- o Liability of the trails, follow up
- o Jesse Turner (student services coordinator)?

What else does the school need in terms of athletic facilities outdoors?

- o County school in names but really a city school
- o Between baseball and turf area, 1953 concession stand (can be new and updated)
- o Outdoor restrooms
- o Press-boxes and field houses are very inadequate
- o Turf field that'll need to be resurfaces (11 years now), soccer should have synth turf
- o Facilities lit by parks and rec
- o Who pays for the upkeep of the fields?
- o Stormwater management (wet fields)
- o Capacity of the football stadiums (1800 people), very narrow



Parking and student parking:

- o Parking permit purchase – for students, so limit the numbers this way
  - \* 2 different stickers, 1 for the front of the school and back, juniors have the back of the bleachers, dedicated students parking
  - \* No enforcements because not enough manpower
  - \* How do you manage the parking for access/security? Maybe control the access to enhance security? “Ticket booth” sheltered, conditioned, technology
  - \* Staff have stickers as well

Who uses the fields next to the fueling station?

- o Lacrosse and field hockey (HS), doesn’t drain very well, regulation size
- o Are there any fields that are not regulation size and need to be?
  - \* Behind Jouette, soccer field

# JOURNEY MS

**Location: Virtual**

**Date of Meeting: January 19, 2022**

How many afterschool activities are offered and how many students participate in it? How does the afterschool bus system work?

- o This year: boys and girls club is housed at Jouette and there is also a tutoring program
- o If there's a club, would need to ensure transportation
- o Parks and Rec – afterschool activities, basketball, soccer
- o Typical year has more afterschool activities. Teachers usually organize it
- o How many students don't have their own vehicles, 10-20 families, but even parents who do have cars may not be available for afterschool transportation because of work schedule

What are the unique challenges that students in this school face? What are the unique opportunities that students in this school have?

- o Similar to both HS and MS, high number of kids living in poverty and learning English, Advind school (help prepare kids to prepare for college)
- o Advind: class that kids take, specifically for kids take to college, is there data on the success rate?
- o Advind program: county wide

Has there been a shift to outdoor learning at all since the pandemic? If so, do you see it lasting into the future? If not, is there any desire to do so and how can the site contribute to it?

- o PE uses it, breaks and recess,
- o HS varsity softball is at Jouette
- o outdoor classroom
  - \* Every school was given a tent, covered tent, people don't like it, but technology (outlets, TV)
- o all kids have devices – everyone got their own dell
- o Parks and rec, coordinate, bookkeeper, outside people can reserve it
- o Amphitheatre – teachers use it as a break area
- o Do they eat in the cafeteria? 50%, 50% stays in classroom because of covid
- o Teams are split into teams (green and gold), 1 week at the cafeteria, has assigned seats for contacts tracing
- o 30 minutes, lunch

Project Manager/Planner	ACPS	Lisa Walker	<a href="mailto:walker2@k12albemarle.org">walker2@k12albemarle.org</a>
Principal	ACPS	Ashby Johnson	<a href="mailto:ajohnson@k12albemarle.org">ajohnson@k12albemarle.org</a>
Principal-in-Charge	DLR Group	John Chadwick	<a href="mailto:jchadwick@dlrgroup.com">jchadwick@dlrgroup.com</a>
Project Manager/Architect	DLR Group	May Sein Win	<a href="mailto:mseinwin@dlrgroup.com">mseinwin@dlrgroup.com</a>

What are some of the opportunities/challenges that are created during the pandemic?

- o Things that are forced to think about a different, having fewer kids in the cafeteria
- o Equity and access: not everyone have internet
- o Safety and emotional needs, lack of substitute teachers
  - \* Extra staffing - for heath coordinator, maybe 2?
- o Dentists/eye doctor- Would like to arrange to come to site every quarter
  - \* No other schools in the county is doing
  - \*

Do the students use the trails on site?

- o Science classes and PE classes use it a lot, creek experiments
- o Clubs and activities, trails and hiking,
- o All supervised
- o Same 10 members of the community that use it, hiking, walking dogs, walking the trails

What are the general "security barrier" and security procedure of the school?

- o Trails: when there's a crisis, how do we get the kids back to the building?
  - \* There is cell phone reception, but do we need more resources?
- o Is there a sort of boundary for kids to not beyond?
  - \* Yes, where the gym classes are
  - \* Is there a way to define the boundary of the classes?
  - \* Students usually obey

Poverty

- o Mentors? To help them navigate school
  - \* Need for it for it beyond boys and girls club
- o What is the best way to reach to reach the parents?
  - \* Individually usually through the teachers
- o How do we reach out to them? Need to reach out to them individually
- o MS interact with the county social services, family support worker
  - \* Do other schools have it?
  - \* Can there be an outpost of the county social services?
  - \* Maybe that can be new building



# GREER ES

**Location: Virtual**

**Date of Meeting: January 19, 2022**

How many afterschool activities are offered and how many students participate in it? How does the afterschool bus system work?

- o After school care is from the end of the school day to 6pm, fee-based program, self-sustaining program, but it's not very affordable
- o Boys and girls, 50-80 kids go to that, meet after school, and go to the MS, \$10 a kid for a calendar year
  - \* No bus
- o If there's a private afterschool program, charter a bus
- o Is there an unfulfilled need for afterschool care? Yes, many
- o Prevalence of gang activity in the community but it does not affect the immediate security of the school

What are the unique challenges that students in this school face? What are the unique opportunities that students in this school have?

- o First impression of this campus and some spend 12 years on this campus
- o Surrounded by great resources, but hard to access
  - \* Wooded area is a great asset
  - \* Performance arts center would be a great asset
  - \* Albemarle HS students (30 students) come to the elementary school for a mentorship program but have to take a bus because of the lack of sidewalks
- o Busing loop is very congested
- o A lot of land to cover
- o Some road in the elementary school vicinity are not Albemarle county roads but VDOT roads but VDOT has not maintained it for many years
  - \* 20/30 staff park at the gravel because of the congestion created by buses and parent pick-up/drop off
- o There is a plan to out sidewalks in but may be stalled

Has there been a shift to outdoor learning at all since the pandemic? If so, do you see it lasting into the future? If not, is there any desire to do so and how can the site contribute to it??

- o Interior courtyard: really nice and often used
- o Large teaching garden, under 30,000 SF at the back of the field, 2 nice playgrounds used extensively, trails
- o Creeks and surround sides
- o Trails: interlocking trails, public mountain biking trails
- o Trails goes off to other property

Project Manager/Planner	ACPS	Lisa Walker	<a href="mailto:lwalker2@k12albemarle.org">lwalker2@k12albemarle.org</a>
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What are some of the opportunities that are created during the pandemic that you hope to make permanent?

- o Outdoor activities:
  - \* 1 time a day recess, now 2 recesses
  - \* If teacher want to take the kids outside for the class, would like to make it easier
- o More engagement families through video conference, how do we continue this?
- o Students have 1:1 ratio of devices, spring 2020-a portion of last year, device stays at home, now keep them at school
- o Connectivity – partner with Verizon to bring connectivity

What are some of the challenges that are created during the pandemic that you think would last? What do see as a possible solution to remediate it?

- o Loosing interpersonal interactions people
- o Skittish for groups because of the pandemic
- o Back to school night are not happening
- o Virtual: have more participants but no interpersonal connections
- o Hard for families that are new to the school
- o Food-related events: personal connections
- o Fields use: after around 5:00 the fields go to parks and Rec, except for HS uses

What are the general "security barrier" and security procedure of the school?

- o Kids always supervised, grades at a time for outdoor use
- o 7 spaces outside, teachers choose which space to use
- o Provide kids supervised, unstructured contacts
  - \* Classes eat lunch together in the cafeteria
- o 9-2:30 playground used

- Steve started a partnership with a UVA school of architecture
- Bring the projects and problems to the professor and bring back his materials to the teachers
- Branding
- Families who are new to the school, makes no logical sense to get to the school
- Iconograph will have an outline plan for the signs and branding
- HS and MS are polling stations
  - o ES is a place for other parents to leave their kids

# BOARD MEMBER REPRESENTATIVE: COUNTY

**Location: Virtual**

**Date of Meeting: January 20, 2022**

What do you see as the greatest opportunities of the site?

- Equity – the campus is a perfect opportunity to support that
- Located in the urban ring of the city limits so it serves a very large community and has a potential to make a big difference
  - \* When it was built, it was “country” but now it’s more urban
- Small enclosed swimming pool for the Lambs Lane campus (Ben Hair Foundation)
  - \* The foundation is very interested in located the pool on the Lambs Lane Campus
  - \* d. Micro-transit – Planning Department would know more about this
- Lambs Lane campus is adjacent to the “opportunity zones”, work with economic development office
  - \* Wet labs space – lacking in it
  - \* Economic development office ; Roger Johnson (Director of Economic)

What do you see as the greatest challenges and what are some solutions you see to mitigate it?

- Lack of care to the campus
- Disorganized roads
- Albemarle HS is overcrowded
- One option is to move the non-educational support out of the campus
  - \* School division and county (29 north), across from elementary school, a piece of land is proffered to the county and school
  - \* We'll recommend a plan that phased and not dependent on top of each other
- Loafs and fishes – food pantry but no access from Lambs Lane campus

Vision for the campus

- Hopes that Lambs Lane can be an educational campus
- 10 years time – a campus that would support community and students
- Boys and Girls club built there for the same reason
- Flagship campus of ACPS
- Schools and county have often work in silos, but would like it to be more corporative
- County social services – for the middle school

Equity planning

- Traditional planning often emphasizes the state of the building, enrollment numbers, academic performance of the school
- Equity planning recognize and emphasize the importance of a school in an underserved community and aims to build guidelines that aims to bring equity into the planning procedure. DLR Group has had success in Sacramento, CA

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# BOARD MEMBER REPRESENTATIVE: SCHOOL

**Location: Virtual**

**Date of Meeting: January 20, 2022**

What do you see as the greatest challenges and what are some solutions you see to mitigate it?

- Access: Only one way in/ safety hazard
- Access for city/county transportation will be improved with the loop road
- Originally Boys and Girls Club is behind Jouette MS
- More green space, move the trailers
- Trails
  - \* The school uses it a lot
  - \* It would be great to enhance it

Ben Hair Just Swim for Life Foundation

- Indoor pool (acre)
- Will be not a Olympic size pool
- Could be a great resource for the community

Ivy Creek school

- Regional school special needs, not kept up as well as it should be
- Is very hidden and not very accessible

Ideas for additional uses on campus

- Maybe have school health and wellness center (lower priority)
- Biggest wish is to move transportation (22 acres) to make room
  - \* Berkmar location proffered to the school (55 acres) – maybe can be used it for transportation center – has ten years to claim it
  - \* There's not much neighbor around it, quarry behind it
  - \* In DLR Group's scope of work to price the relocation of the transportation center but not to a specific site
  - \* We'll show what will happen if the transportation is not there and how it look like
- Innovation center or office of economic development
- Building services for county and school combined on the Lambs Lane site

ACPS acquired the land for Lambs Lane Campus at 1951 and since than has added buildings without a master plan

- 2016 – had the first school bond referendum in 40 years
  - \* 35 million dollar (76% approval)
  - \* Tax increase was approved (but county decided to not to raise the taxes)
- Tax increases and issue bonds (how ACPS has been funding school)
- Need to be building 4 new schools in the next 5 years
- Has only built 1 school center, 2 elementary schools
- Next CIP predicted to be 2024

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Biggest Hopes

- Want it to be the campus that the whole campus is proud of
- Serves the community

# BOYS AND GIRLS CLUB

**Location: Virtual**

**Date of Meeting: January 20, 2022**

How do you see the students of this campus using the building?

- 3 concentric circles
- Core mission – afterschool during school year, workweek during breaks, weekend programs, later evening programs, celebrations (thanksgiving)
- Schools and purposes of the partners, ACPS, junior league, PB&J kitchen
  - \* During the day – mirror the use of office building, part of the school campus, all 4 schools on the campus on the campus, 2 gyms, 7 multi-use clrm, 4 squash courts, teaching kitchen
- Community use, vetted based on policy, Charlottesville social club, AAU basketball team
  - \* In a session last night with planning, emergency use during a storm

Boys and Girls Club

- Youth development age 5-18, during the out of school hours
- See more kids at the elementary school and middle schools
- Several full time staff, stem coordinator, art coord, part time staff
- HW support (everyday), stem (one per week)
- Nationally mostly, on military base internationally
- 35 dollars per year, teenagers 15/year, 2500 per member per year

Once the building is complete and open, will serve 300 kids per day, 500 unique

- Mostly within the campus, first right of refusal
- Field use – does not partner with Parks and Rec for this site but does with another school
- Trial activities - Forest discovery system / biking program/ 5K prep
- Will provide outdoor gathering space, community gathering
- Limited amount of conversations- of using it during the day with the teachers

Transportation

- Jouette- only offers nigh time home transportation services
- Transportation - can be a hurdle
- Two small 14 passenger buses for field trips
- Security – coordinating the use during the school day
- Staff member present always
- External playground – people can use them
- One main entrance - lobby

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# BUILDING SERVICES

**Location: Virtual**

**Date of Meeting: January 20, 2022**

## Solar Panels

- There are currently solar panels on Greer ES and Albemarle HS
- ACPS has a solar power purchase agreement (PPA agreement) with Greer ES and Albemarle HS
- c. Can the campus expand the agreement to other school or does it need to be rebid?

## Energy Usage Report

- John Coles to send us the report through Lisa
- Still manually enters the energy usage
- Before, covid the energy usage has been decreasing every year
- The county does not have a benchmark requirement for energy

## Electric Bus

- Currently the school has 2 electric buses
- Next year, 2 more are coming
- Does the county have a battery charging infrastructure at all? Is working on it

## Current state of the infrastructure

- There is a lot of inefficiency
- Trying to upgrade the heating/cooling system (geothermal, central heating)\
- Have upgraded all lights to LED
- Water usage – there is a plumbing problem and too much water is being used for the athletic fields
- There is no rainwater collection system

## Storm water

- Site has a storm water problem
- There is a storm water management facility behind the building services but it's inadequate, partially because it is hidden
- Is there a way to make them more visible so that they are more well-maintained?
- Retention locations behind the bus lot, lacrosse field, building facilities
- New people coming into the Building Services usually get put into the grounds crew so they are relatively inexperienced
- \$15,000 a year to maintain all the stormwater management systems which is not enough money
- Turf for the fields can be part of the solution

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## Waste Management

- Used to put everything in one bin (recyclables and non-recyclables) because used a facility that separates
- Now has separate recycling/trash, teachers take recycling outside to a bigger bin
- Custodial are overworked as it is so try to not put it on the custodians
- Does compost and the company that the school contract with pick it up every week

## Challenges

- Need cohesiveness with traffic
- Safety and security with the HS
- Gate at the courtyard – Fire hazard

# TRANSPORTATION DEPARTMENT

**Location: Virtual**

**Date of Meeting: January 20, 2022**

## Challenges

- Congestion – a lot of traffic coming through the campus (fuel site and bussing storage), all county vehicles are fueling there
- One way traffic around the building with very narrow traffic pattern
- Hard to get around the transportation and fuel site
- To get the bus into the bay, it's a 2 point turn, essentially stopping traffic
- Pedestrian traffic challenges
- Bus driver parking in the service lot and walking across the roadway (safety issue)
- Not enough room for the buses to properly align the single bay

## Which vehicles use fueling that are not part of schools?

- Police and sheriff department, several hundred units
- Building service 80 vehicles
- 3 fuel sites in the county

## Lambs Lane Transportation Center

- 226 buses in the fleet, 40% of them are house on site
- All the sped units are spread out
- 10-15 PMs inspection
- Scheduled repairs and unscheduled repairs
- Prior to the morning run, there are always issues
- Drivers return to the site and use their personal vehicle between the morning and afternoon slots
- Refueling usually occurs after morning shift but doesn't cause traffic jamb
- Direct access to Lambs Rd wouldn't help much because will still have traffic from food bank
  - \* Concrete basin that's been removed
  - \* Not transportation facility item
  - \* Was not used for years, removed 2 years ago
- Just now coming into the electric bus phases (2 soon) – getting the chargers, Dominion is putting in the infrastructure
- Uses Versatrans software

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## What would you like if remained here?

- More office space and training facilities
- Break room accommodates 8-10 people in a non-covid situation, need a bigger space
- More conference rooms
- Currently hold the preservice meeting – facility at Monticello
- 2 weeks of classrooms, 10 people on site when onboarding new drivers
- Need to hire about 50 people to get
- Transportation and fueling station - connected but maybe do not have to be on one site if relocated

## Further separation of school start/stop time?

- HS and MS overlapping times
- Middle schoolers and highschoolers ride the same bus
- There is a staging time to avoid congestion
- Morning: Go to Albemarle then Joeutt (drop and go)
- Afternoon: Buses stage at Albemarle, then go to Jouette,
- There's a lot delay because of congestion

## Greer and Jouette

- Small bus loop, causes a lot of congestion

## Information requested from Transportation

- Numbers of students impacted by the walk zone
- A map of routes

## What is the top challenge for the school?

- There's not a clearly defined path for each individual path to follow
- Not a intuitive flow of traffic (for all parties involved)



# SECURITY REPRESENTATIVE

**Location: Virtual**

**Date of Meeting: January 20, 2022**

What are your greatest concerns for safety and security on this campus?

- Albemarle HS – a lot of athletic fields, parking lot on the other side of the football field (not connected, safety issue), people sleeping in the woods
- Congestion – enter off of Hydraulic
- Last 15 years, at least twice every year, discussed moving students out of HS to Monticello because of crowding

Culture and climate of the new campus

- ESOL population has grown a lot
  - \* There isn't enough staff to make the families feel comfortable
- Jesse grew up in Charlottesville, nice to be a campus that every child is welcomed in, there's a sense of us vs them
- Are there resources we can put in to achieve this?
  - \* HS mirrors the demographics of AC (city area) which makes it unique from other HS in the county
  - \* Nigh classes, on-site daycare center for teachers, students
  - \* Half-time programs for people getting their GED
  - \* Better public transportation to make the campus accessible
- Courtyard – can hold over 1700 students

Effects of COVID

- Positive: Educators learned to use their computers for teaching
- Negative: kept students from growing socially
- Families: economics, people lost their jobs, stress in the households

Trail system

- Doesn't want to encourage the public to come to the campus when school is in
- But good for after-school hours

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