



Upper Arlington City Schools

2024 Educational Adequacy Assessment Report

January 13, 2025



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01. Introduction & Background

Introduction & Background

In August of 2024 Upper Arlington Schools (UAS) retained the Perkins&Will/Moody Nolan team to assist the district with the preparation of Phase Two of the district-wide Facilities Master Plan (FMP). Phase One of the Facilities Master Plan commenced in the summer of 2015 and concluded with a successful levy in November of 2017 followed by the implementation of the Phase One projects: the replacement of the high school and two elementary schools (Wickliffe and Windermere), and additions and renovations at the remaining three elementary schools (Barrington, Greensview, and Tremont). Phase Two of the original Facilities Master Plan contemplated work at the remaining three school sites: the Burbank Early Childhood School, Hastings Middle School, and Jones Middle School.

While the three Phase Two schools were fully assessed during the Phase One work, given the nearly ten-year timespan since Phase One, it was deemed prudent to re-assess these schools. This was necessary to provide the critical context for those sites and buildings as they are situated today and in light of current district educational goals. Importantly, this work also helps inform the planning work that will take place in the Options Phase.

All three schools were reviewed for both physical adequacy (adequacy of physical components such as: roofs, walls, windows, mechanical systems, etc.) as well as educational adequacy (qualitative assessment of the physical environment such as: space size, amenities, relationship, type, etc.) and how facilities support or detract from the learning process. The Moody Nolan (with Heapy) team performed the physical adequacy review while the Perkins&Will team performed the educational adequacy review. This report outlines the findings of the educational adequacy review. Provided on the following pages is an Executive Summary of general district-wide findings of the educational adequacy review followed by more detailed findings on each individual school. Please refer to the separate Physical Adequacy Assessment document for further information.

PHASE ONE : WORK COMPLETED



Barrington Elementary School
Renovation & Addition



Greensview Elementary School
Rebuild



Tremont Elementary School
Renovation & Addition



Wickliffe Elementary School
Rebuild



Windermere Elementary School
Rebuild



Upper Arlington High School
Rebuild

PHASE TWO : WORK AHEAD OF US



**Burbank Early
Childhood Center**



**Hastings
Middle School**



**Jones
Middle School**



02. Executive Summary

Executive Summary, Guiding Principles, Schedule, and Planning Parameters

Executive Summary

Upper Arlington is a very stable first-ring suburb to Columbus, Ohio. Founded in 1918 and covering a geographic area of almost ten square miles, UA developed over the decades following its founding and was almost completely built-out by the 1970's. While development does still occur, it is rarely on virgin parcels of land. As a result of the age of the community both Hastings Middle School (1961) and later Burbank ECS (1971) were constructed in response to post-WWII Baby Boom population growth during a 20 year span from approximately 1950 to 1970. The one subject school that pre-dates this time period is Jones Middle School (1923, the original UA High School).

All three of these schools were designed and built for a different educational model, a different economy, and different expectations around learning outcomes. Namely, these school facilities represent a “teacher-centered” model where the teacher was the “keeper” of all knowledge and where classrooms were designed for students to learn via direct instruction -- teacher at the front of the classroom transmitting information to students arrayed in tidy rows of desks. Schools of this generation, common throughout the United States, are typified by equally sized, but small by today's standards, classrooms primarily designed for one teacher and approximately 25 students organized on opposite sides of a corridor. Indeed, all three schools suffer from undersized classrooms. Schools for older students divide the building by subject area and add supplemental spaces for specialized functions (theaters, technical labs, etc.). This model was efficient and reflected expectations during the decades when the schools were built.

By contrast, today's learners need to prepare for what futurists predict will be relentless change, ferocious competition, and unstoppable innovation. Since the first FMP in 2015, the impact of new technologies like artificial intelligence bring both opportunities and challenges. Therefore, students face an interesting, but uncertain future as the global economy, the competitive landscape, and new technologies continue to shift. Some speculate that students today will likely have as many as different 17 jobs in their lifetime and that many of those jobs have yet to be invented. Today and in the future, the competencies and habits-of-mind necessary to successfully navigate and compete in this environment have evolved. While knowledge - the content of learning - is critical, so too are skills and dispositions such as: good interpersonal communication, competency around collaboration, the capacity to synthesize disparate information into new ideas, adeptness at creative problem solving, and demonstrating grit and resilience, to name a few. Traditional “teacher-centered” education was aimed at knowledge transfer and not necessarily at the formation of these other core skills and competencies.

It is in this context and using the lens of the Guiding Principles (opposite page) confirmed and edited during an October 2024 Visioning Session with UA district administrators and community members, that all three school facilities were re-evaluated.

This evaluation included on-site interviews and tours at each school while school was in session so that the evaluating team could witness the schools occupied and active. These visits took place the week of October 28, 2024 and were a part of a broader schedule of Building Team meetings and student workshops where further input was received which took place over several months.

Guiding Principles

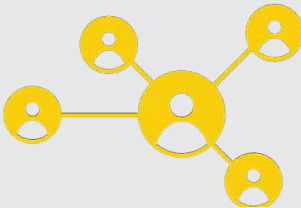
Our Educational
Environments...



Will champion uniquely accomplished learners



Will be fiscally responsible and community responsive



Will foster and engage relationships



Will bolster collaboration and creativity



Will recognize the need to create a safe place to learn and work

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

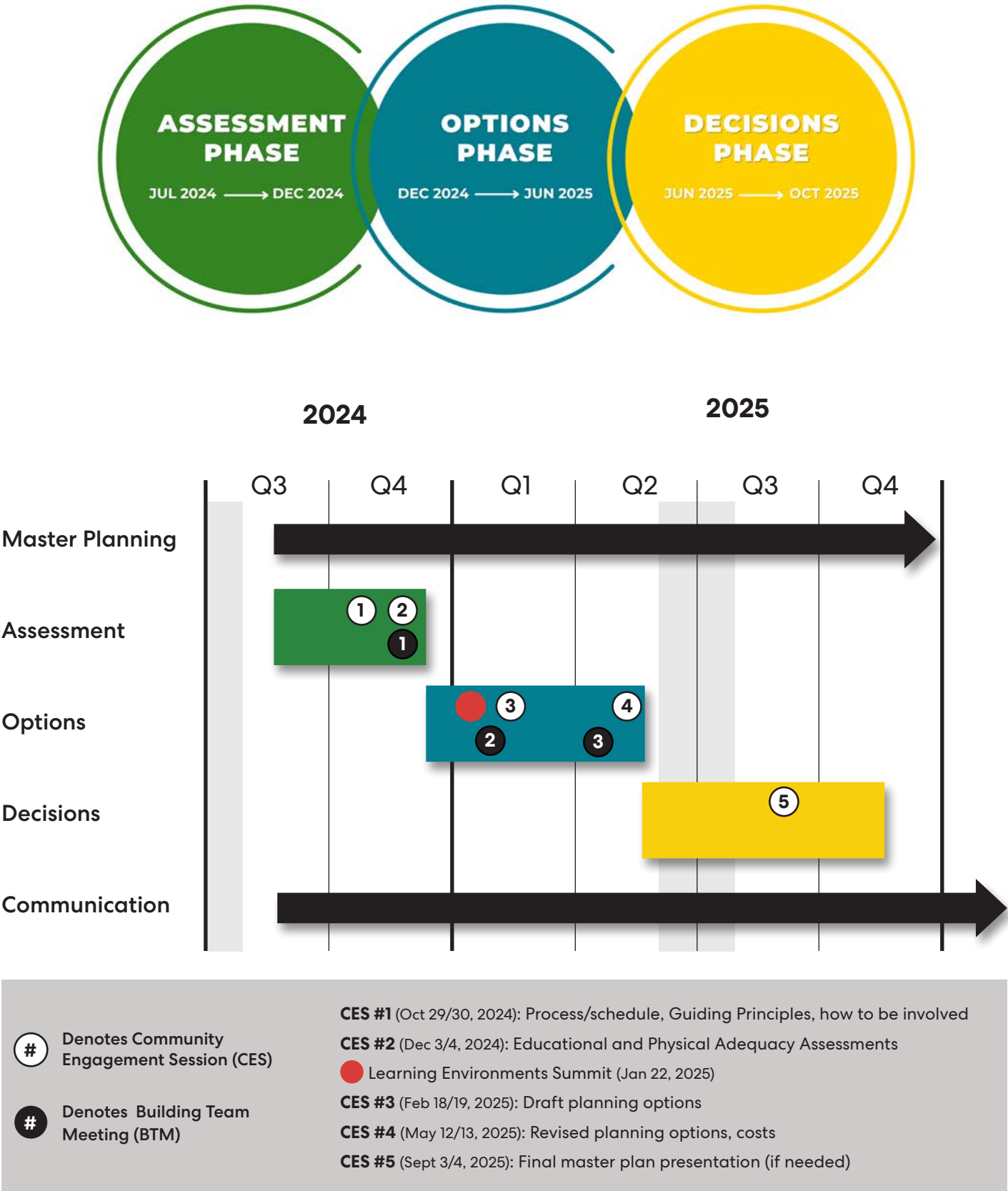
- a. Provide the best return on investment, both financially and academically
- b. Honor our past with a focus on the future
- c. Reflect what our community values
- d. Be environmentally sustainable

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

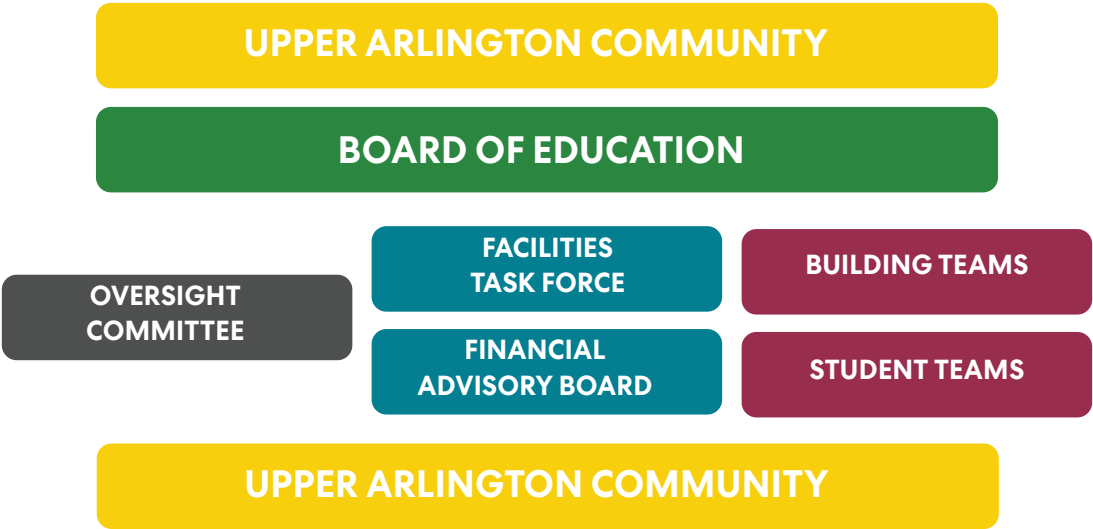
- a. Support social, emotional and academic learning options and opportunities within and beyond the classroom
- b. Create adaptable, flexible and agile environments to meet the changing needs of all learners
- c. Empower students and educators to serve, lead and succeed

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

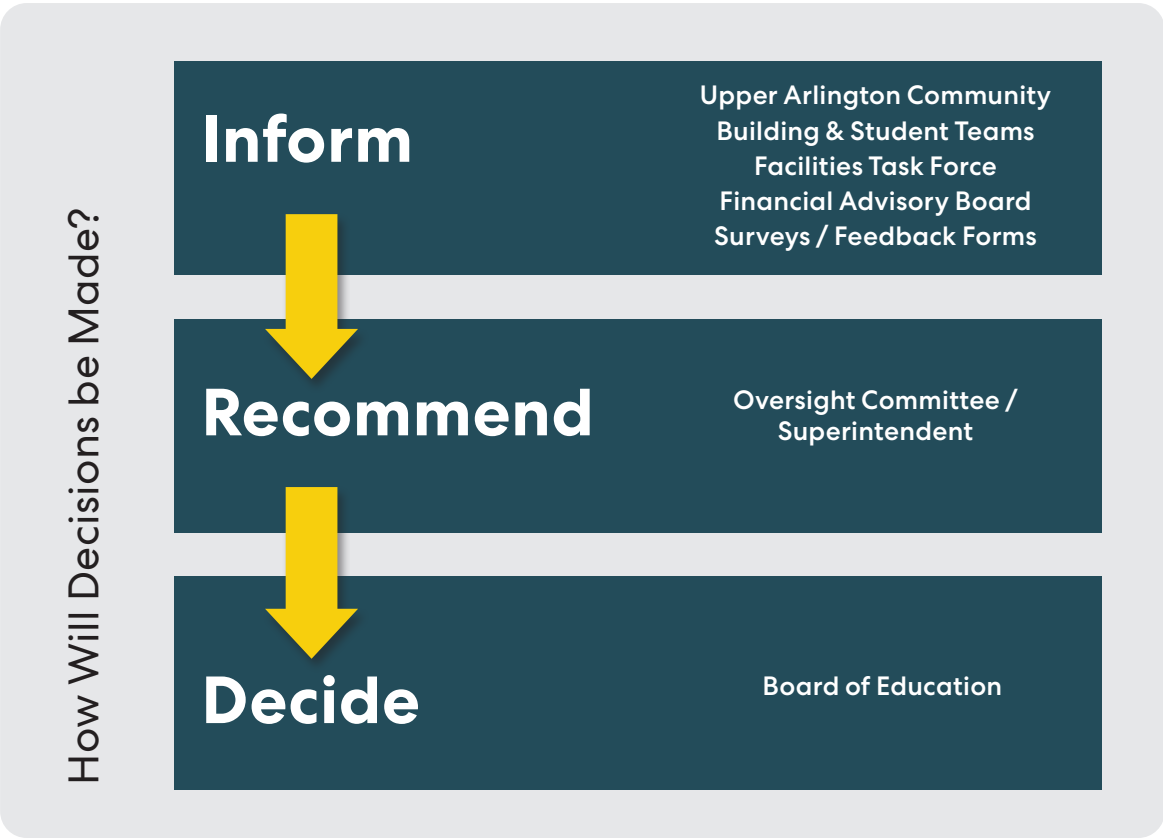
Phase II - Facilities Master Plan Process and Schedule



A deeply held core belief of Upper Arlington Schools is that involving the entire Upper Arlington community in the FMP process will yield a result that reflects the values and aspirations of the community. Therefore, similar to Phase One, the Phase Two FMP process has to date and will continue to heavily involve numerous constituent groups illustrated in the graphic below.



With the heavy involvement of the various constituent groups noted above, providing each an understanding of their role in the decision-making process is important. Ultimately, it will be the Board of Education, with consideration of all of the data collected, that will make the final decision on the direction of the Phase Two Facilities Master Plan.



To aid in the articulation of a clear and transparent process, the Board of Education established these planning parameters to aid in guiding the process and the range of possible planning options that might be considered.

Planning Parameters



Maximize community involvement in a process to create a sensible long-term plan for Hastings Middle School, Jones Middle School and Burbank Early Childhood School



Ensure a transparent process with no preconceived plans



Address current and future enrollment as well as possible future program requirements



Retain a two-middle school model; no redistricting



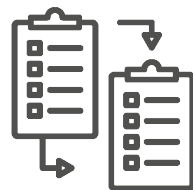
Any new construction or renovations should include modern-day, future-ready learning environments



Balance initial costs and lifecycle costs in construction standards to ensure any renovations or new construction will be long lasting and reasonable



Include easily accessible gender-specific and gender-neutral restroom facilities in each school *



New or renovated facilities should provide spaces for learning, gathering, arts, athletics and activities that are comparable to both the current facility and other facilities in the same grade-level band

* Ohio House Bill 183, recently signed into law, may impact this parameter

Methodology

The Perkins&Will team met with building leadership at each campus to tour the site and building while in operation during a normal school day. We interviewed building leadership regarding existing conditions that help or hinder the delivery of instruction. To ensure consistency of approach and topics covered, the team utilized a pre-developed digital assessment tool that incorporates Upper Arlington's Guiding Principles and numerous other qualitative factors such as future-ready student development or environmental quality. Each factor was ranked on

Common Educational Adequacy Findings

Compiled below are general findings relative to the educational adequacy from the perspective of how the school sites and buildings support the educational objectives contained in the Guiding Principles. As each school is unique, general findings should be viewed as pertaining to many, but perhaps not all buildings and sites. Reports on individual schools follow this Executive Summary and are comprised of a brief overview of that school, followed by a copy of the PowerPoint presentation for each school as shared at Building Team meetings the week of December 2, 2024. It should be stressed that this report highlights findings only and does not address remedies. Various possible remedies will be developed during the next (Options Phase) of the Phase Two Facilities Master Plan project.

General School Data

Known for academic excellence, Upper Arlington School's enjoy a long history of successfully preparing students for success beyond high school providing its students with a plethora of academic and extracurricular opportunities.

The three Phase Two subject schools, the six schools addressed in Phase One, the "UA Hub" (former central office), and the Graf Center make up the real estate portfolio of Upper Arlington Schools.

The chart below illustrates the current and projected enrollment of the three subject schools as well as information on site and building size.

School Name	Current Enrollment	Current Site Area (Acres)	Recommended Site Size (Acres, per 2024 OFCC guideline based on current enrollment)	Current Building Area (SF)	Current SF / Student	Projected Enrollment Year 33/34 (10yr.)	SF/Student Year 2033/34	Project Enrollment Growth (10yr.)
Burbank Early Childhood	259	5.2	N/A	37,453	145	N/A	N/A	N/A
Hastings Middle School	759	13.60	27.59	119,987	158	807	149	48
Jones Middle School	733	9.70	27.33	130,563	178	779	167	46

School Buildings

The following chart illustrates the year of original construction and age of the three subject schools in 2024.

School Name	Year of Original Construction	Age in 2024
Burbank Early Childhood	1971	53
Hastings Middle School	1961	63
Jones Middle School	1923	101
Average Original Age		72.3

Age

As is indicated in the table above, the average age of original construction is over 72 years, however, the buildings with the exception of Burbank, have received several additions as needs dictated.

Interior Environment

Generally, while reasonably well maintained (given budget constraints) the interior environments of Burbank and Hastings reflect the period in which the buildings were built. Solid, durable materials have served well over time but do convey an “institutional” feel. The interior of Jones was updated during renovations in the late 1990’s but now appears dated and worn.

Typical Classroom Size

A finding of primary concern is the size of classrooms. Average existing classroom size was calculated for early childhood, regular and science classrooms (see chart below). All three classroom types are considerably smaller than the recommended size reflecting current best practices. One reason for this at Burbank is its original use as an elementary school. While Burbank’s two original kindergarten classrooms are larger (and have self-contained toilets) the balance of the classrooms are much smaller than recommended. Small classrooms limit the number of possible student configurations (collaborative groups for instance), minimize overall flexibility, reduce organized storage opportunities, and have an overall cramped feel.

The chart below illustrates existing and recommended average “regular” and science classroom sizes for each of the three subject schools, and it indicates whether the current conditions are below or above standards.

	Burbank Early Childhood (average existing size)	Recommended Size	Above (Below) Standard	Hastings Middle School (average existing size)	Recommended Size	Above (Below) Standard	Jones Middle School (average existing size)	Recommended Size	Above (Below) Standard
Early Childhood Classroom	813	1,050	(237)						
"Regular" Classroom				635	800	(165)	685	800	(115)
Science Classroom				887	1,200	(313)	1,105	1,200	(95)

Flexibility of Instructional Group Sizes

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

Collaborative Space

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



Hastings Commons

Student Furniture

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

Acoustics

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

Daylighting

Research points toward the positive educational benefits of learning environments which use proper daylighting. The amount and quality of daylighting at the three subject schools varies with Burbank having the least desirable classroom condition with only one vertically oriented window located in the corner of the room. Given the age of Jones and the additions that were added over generations sometimes blocking existing windows, some academic spaces have no windows or small windows. While Hastings generally has reasonable daylight, we note that a prior window replacement project inserted solid walls where windows once existed. We also note here that, as covered in the Physical Adequacy Assessment, the existing windows are old and in need of replacement.



Student Furniture Example



Acoustics: Unit Ventilator Example



Minimal Daylighting Example

Community Use

Upper Arlington schools are used extensively after normal school hours by UA residents (mainly around athletics) and this use is consistent with an established Guiding Principal. UA middle schools both have major public functions contained within the mass of the building and surrounded by other spaces. Both theaters, for instance, are internalized spaces creating access control issues to other portions of the building. Access to the gym at Burbank via the main lobby allows visitors to access academic corridors on both floors. When ideally configured, spaces accessed by community after hours is able to be zoned separately from the rest of the building.

Technology

Prior upgrades in bandwidth and access points have situated all UA Phase Two schools with a robust technology infrastructure.

Security

Building security, a Guiding Principal, is a critical issue for any school. All subject UA Phase Two schools currently have access control via electronic locks and cameras at the main school entry.

Best practices around access control for school buildings place the main administrative office adjacent to the school's main entry and linked together with a secure vestibule. Secure vestibules allow the school to operationally contain visitors within the vestibule while identity and intent are established. Hastings has this arrangement (as do Phase One schools) and we understand that improvements are forthcoming at Burbank. Jones relies on the electronic lock and camera arrangement.

Instructional Material Storage

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



School Sites

Context

Given the developed age of the Upper Arlington community, most schools are surrounded primarily by single-family and in some cases multi-family housing. Jones Middle School would be the exception with a small commercial use zone situated on its west side.

Size

The Jones Middle School site is somewhat constricted in size creating limited opportunities for outdoor learning areas (beyond existing playfields). However, both Burbank and Hastings enjoy access to adjacent parks providing more open green space and the potential for enhanced outdoor activities.

Traffic

At both Hastings and Jones, parent and bus drop-off/pick-up take place in the street at curb-side, Hastings does have a traffic “lay-by” (recessed curb area that permit vehicles to pull to the side out of active traffic lanes). Both middle schools report traffic “challenges” surrounding drop-off and pick-up functions. Traffic at Burbank, on the other hand, is contained within the confines of the Burbank site providing a better overall condition.

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



Jones Middle School

Parking

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

Accessibility

While most sites have accessible routes, some school sites do present accessibility challenges for disabled individuals such as the front door entry at Jones.

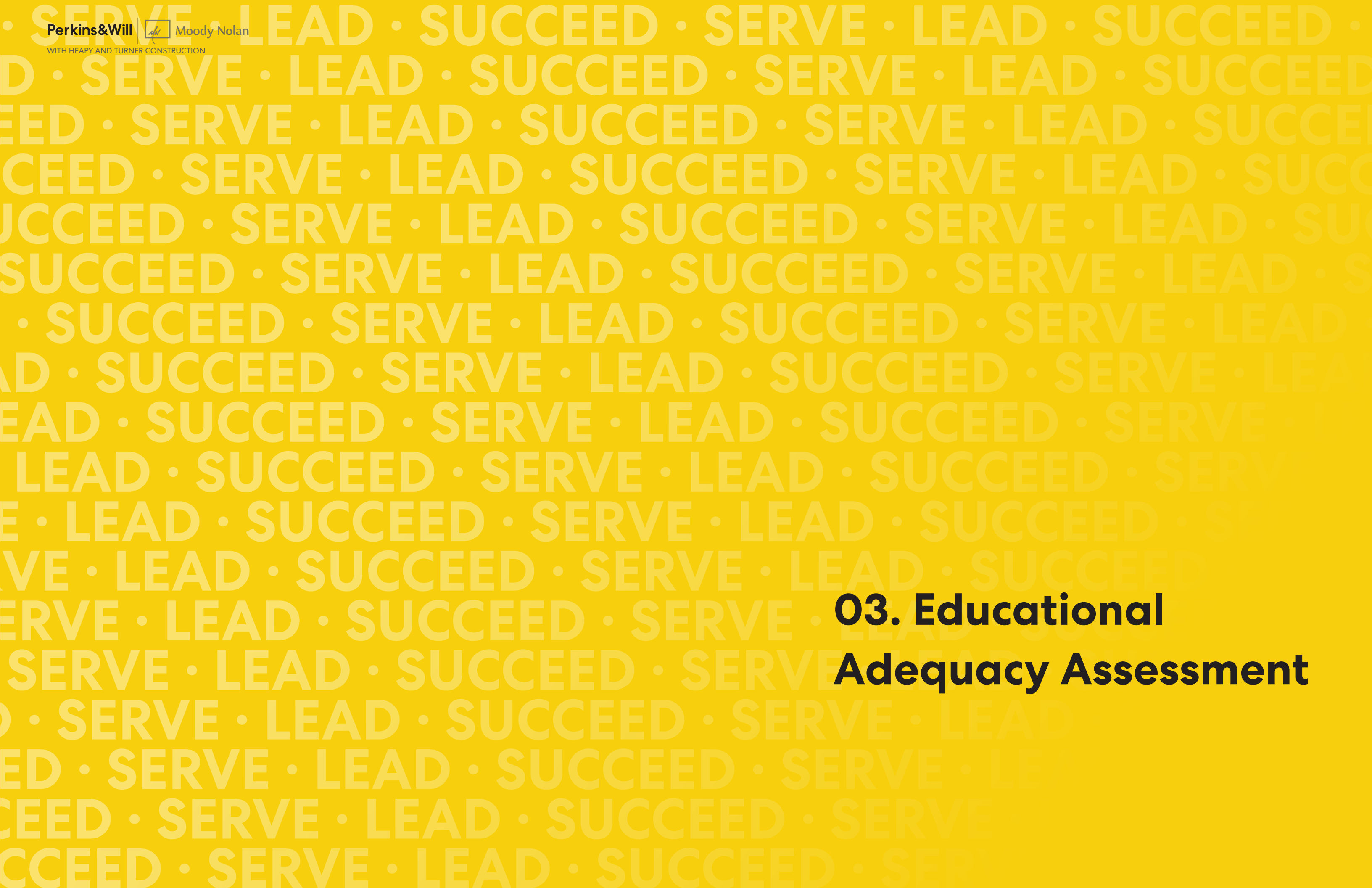


Burbank Early Childhood Center



Hastings Middle School

As the process moves into Phase Two, The Options Phase, it will be necessary to bear in mind the findings of both the physical adequacy assessments and the educational adequacy assessments for all schools. In this next phase these assessments along with input from the community at-large, and particularly the Building Teams, will inform the individualized solutions for each campus.



03. Educational Adequacy Assessment

Educational Assessment

What do we look at?

Lighting

Daylighting

Materials

Room Size & Shape

Furniture/ Ergonomics

Circulation / Adjacencies

Safety & Security

Technology

Thermal Comfort

Acoustics

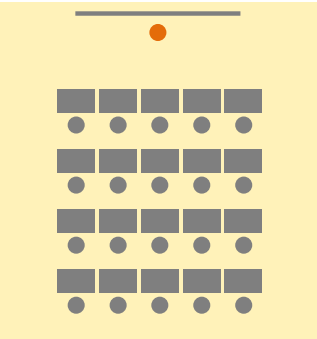
Indoor Air Quality

Flexibility

Supports Collaboration

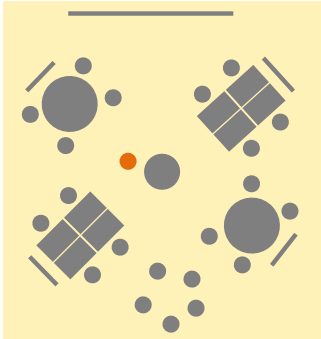


FLEXIBLE / AGILE / ACTIVE



20th Century

- Teacher-centered
- Passive learning
- Organized by age/subject
- Rote memorization
- Industrial efficiency



Future Ready

- Student-centered
- Active learning
- Multi-age learning communities
- Project based and experiential
- Students not tied to fixed location

Educational Assessment

How do we do it?



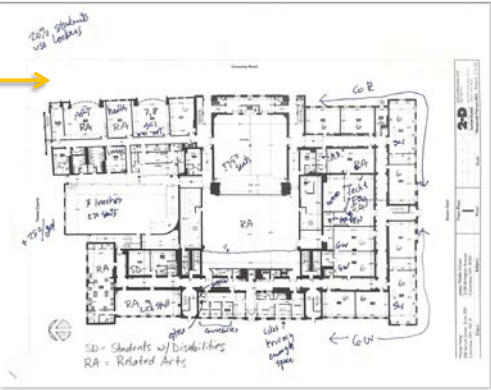
Student Focus Groups



Principal Meetings + Site Visits



Building Team Meetings



FLEXIBLE / AGILE / ACTIVE

adaptable

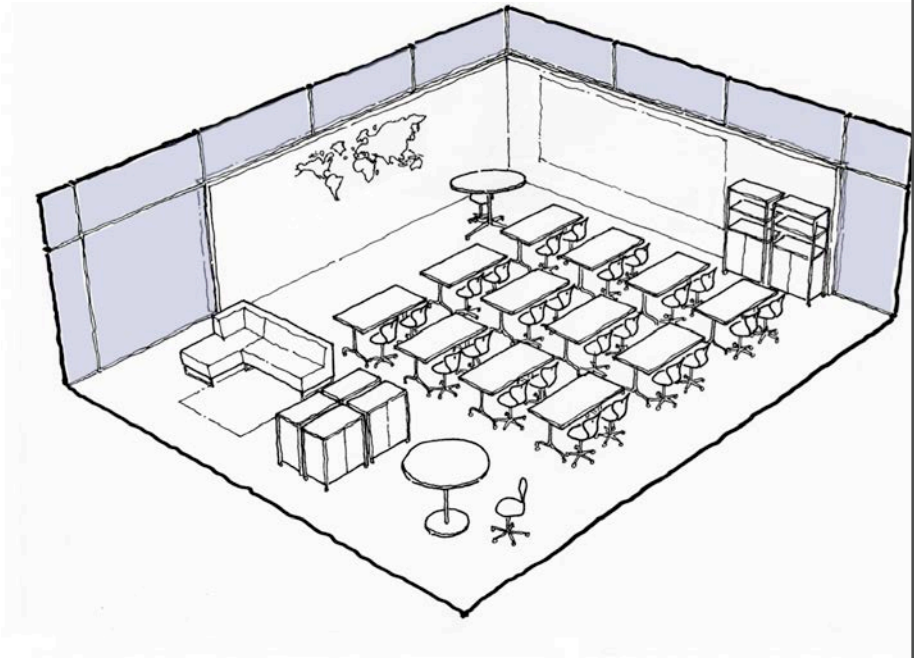


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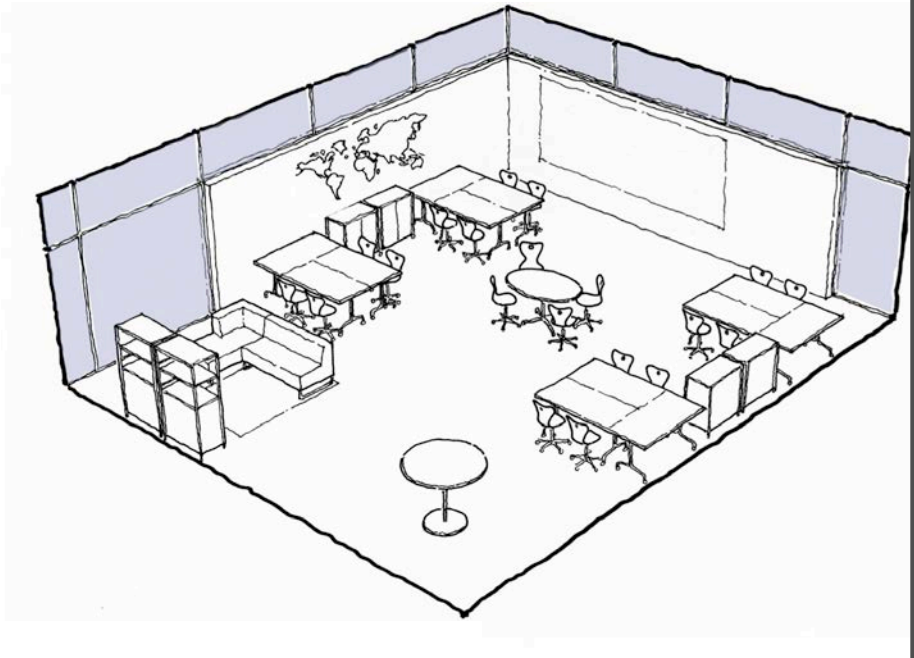
FLEXIBLE / AGILE / ACTIVE

*traditional
lecture*



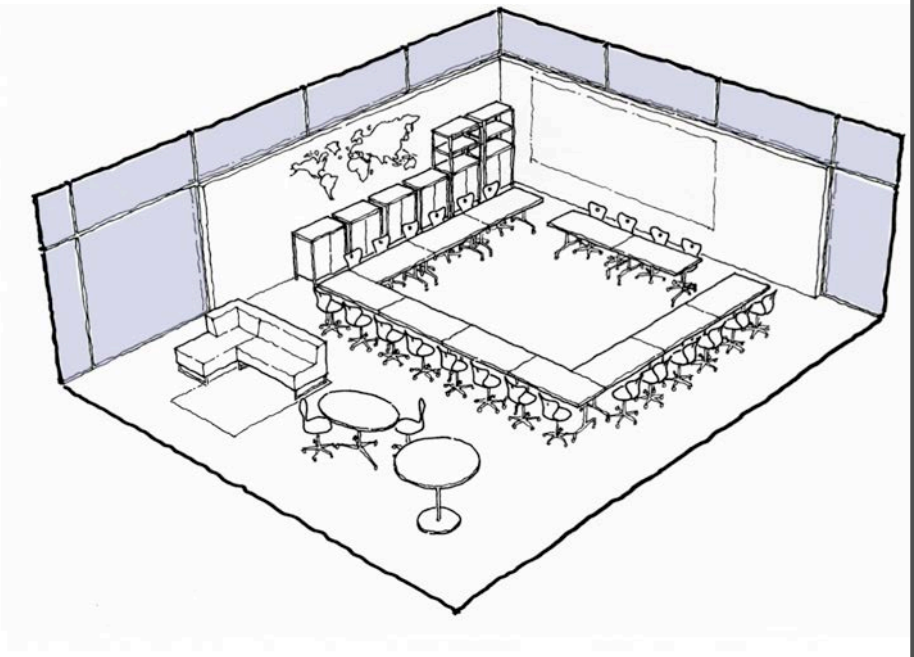
FLEXIBLE / AGILE / ACTIVE

project teams



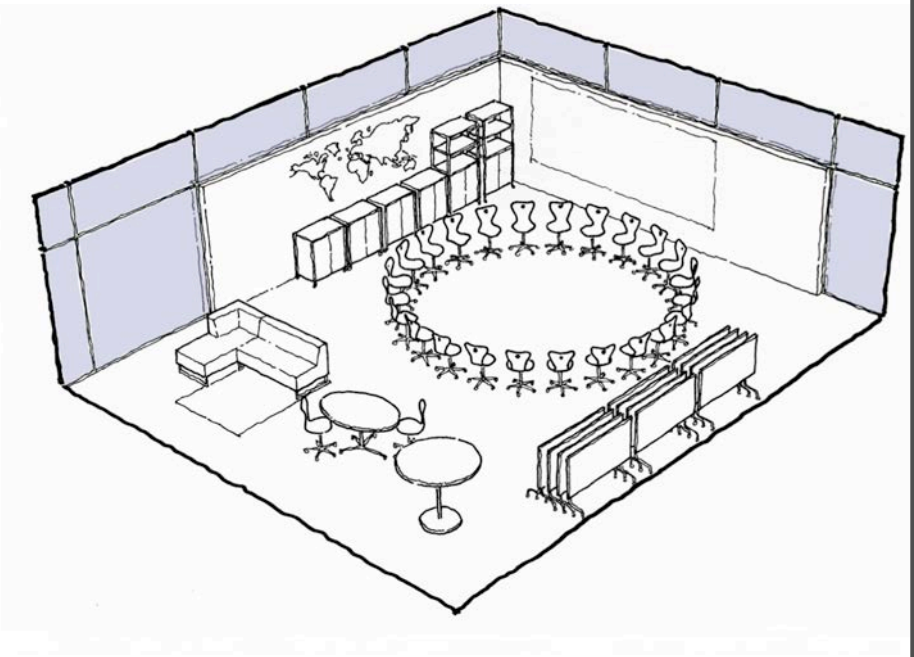
FLEXIBLE / AGILE / ACTIVE

seminar



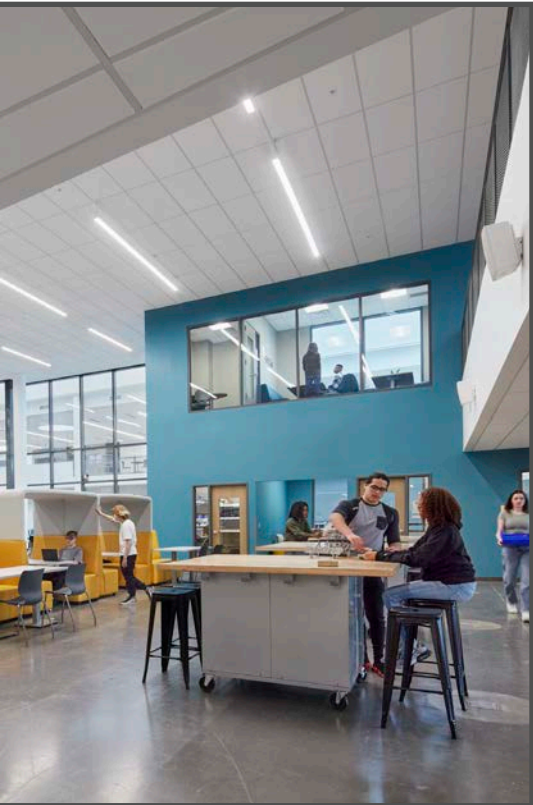
FLEXIBLE / AGILE / ACTIVE

*group
discussions*



Why Do Today's Schools Need More Space?

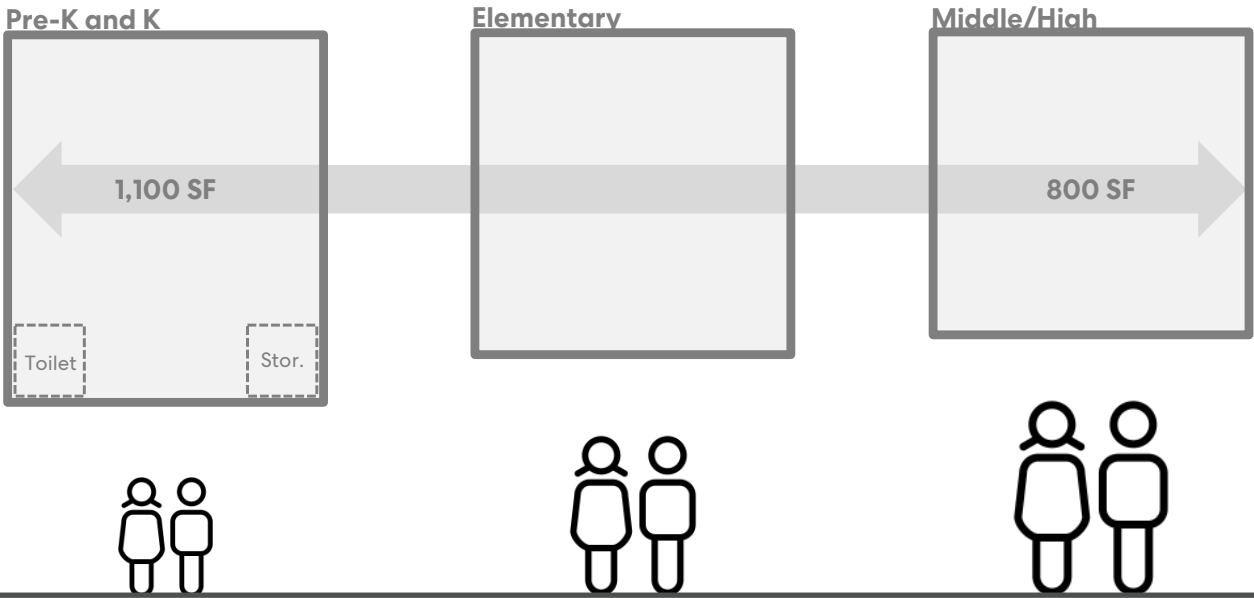
- More robust technology
- Additional pre-kindergarten and full-day kindergarten
- PE/Athletics provided for all students (Title IX)
- Project based learning encouraging collaboration
- Flexible space
- Flexible furniture
- Increased space for special education students
- Americans With Disabilities Act (ADA)
- Increase in programs / classes offered
- Additional support staff
- Change in concept of food service / cafeterias
- Space for adult and community use



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Classroom Size
Best Practice

Influencing Factors: age, adjoining spaces (i.e. breakout commons), programming, equipment/manipulatives requirements, storage, special needs, etc. **Note:** there is no national size standard.



Burbank

EARLY CHILDHOOD CENTER

Summary

Burbank Early Childhood School was constructed in 1971. The building was originally built as an elementary school but was converted to an early childhood school in 1983. It currently serves 259 pre-kindergarten and kindergarten students ages 3-5. For various reasons, the student population is expected to be stable into the future. Since 2015 when the first assessment was done, the kindergarten program has transitioned from a half day program to an all-day program. The building also contains the district offices and storage for the SACC (School-Age Child Care) program.

The 37,453 square foot building has not had any building additions and is currently 44 years old.

Challenges - Building

- Lack of best practices secure entry vestibule (we note, however, that work is planned to address the main building entry)
- Classrooms undersized
- Mechanical units hamper acoustics in classrooms
- Limited / no daylight in classrooms
- Lack of toilets and storage in classrooms
- General lack of storage (some student storage in corridors)
- No student or adult collaborative space
- Use of building by other district functions takes up program space for early childhood
- No dedicated art room
- Toilet accessibility issues
- Scale / acoustics of multipurpose room (too tall for youngest learners) / use of stage
- Lack of dedicated / organized display areas
- Library location difficult to find

Challenges - Site

- Secure play areas (not fenced)
- Groups utilizing adjacent play fields use toilets inside the school. Outdoor restroom access would better maintain security.

Burbank Early Childhood School Summary

Grades: Pre-school / Pre-kindergarten

Height: Two stories

Site size: 5.2 acres

Building size: 37,453 square feet (SF)

Number of students: 259

SF/student: 145 square feet



Burbank Early Childhood School Area Diagram



Burbank Early Childhood School
Site

- Generous outdoor play space
- Benefit from adjacent playfields
- Parking quantity sufficient
- Parents park and walk students to front door
- Newer concrete and paving
- Need toilet accessible from outdoors

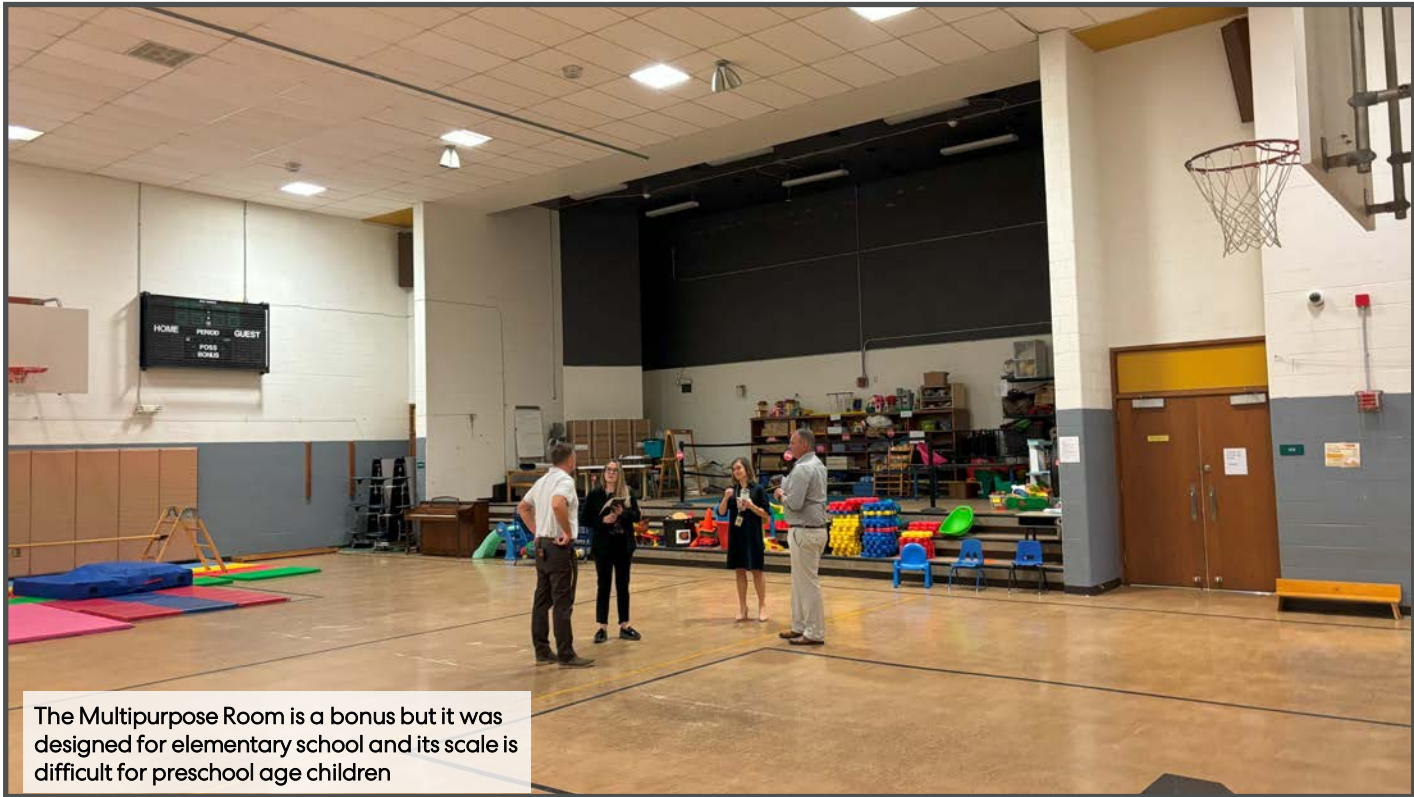
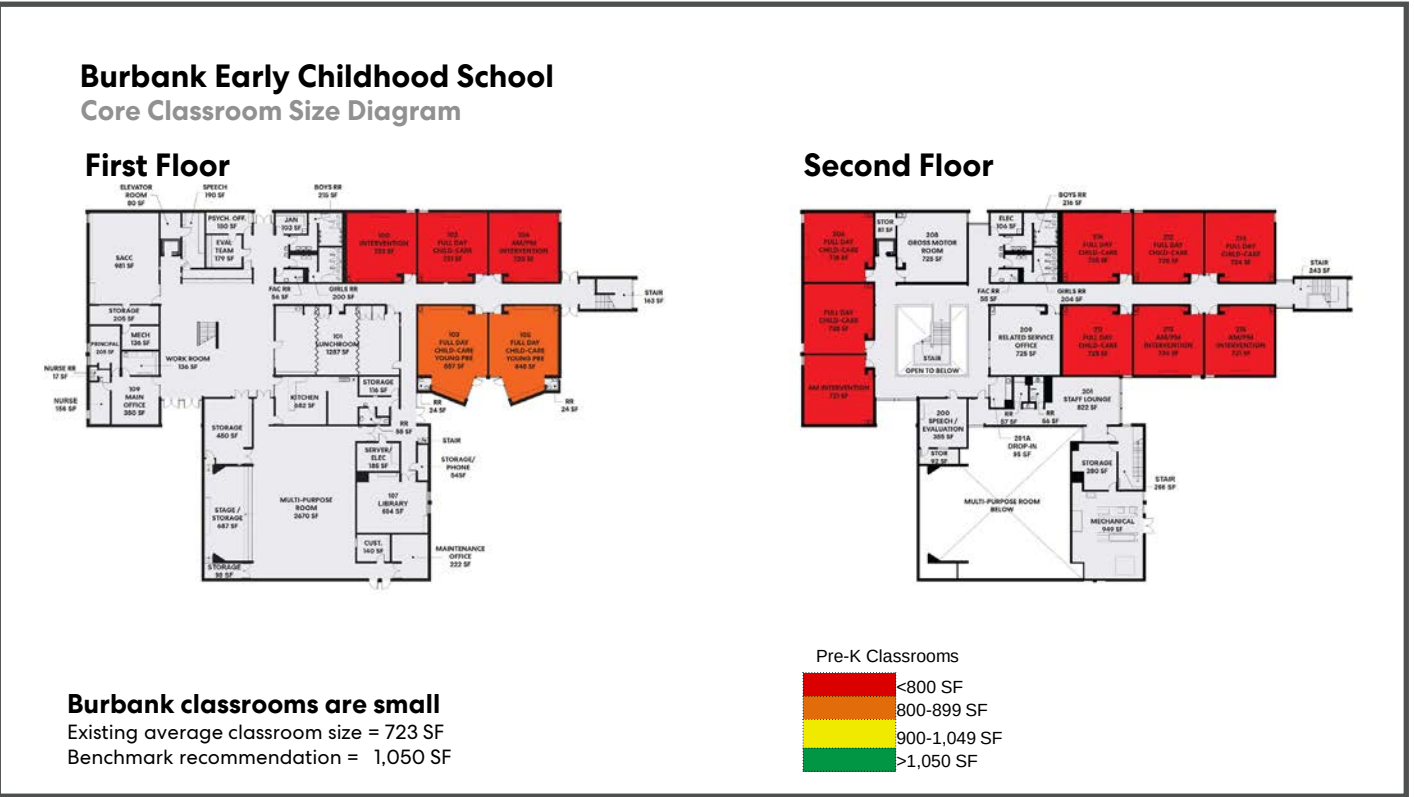
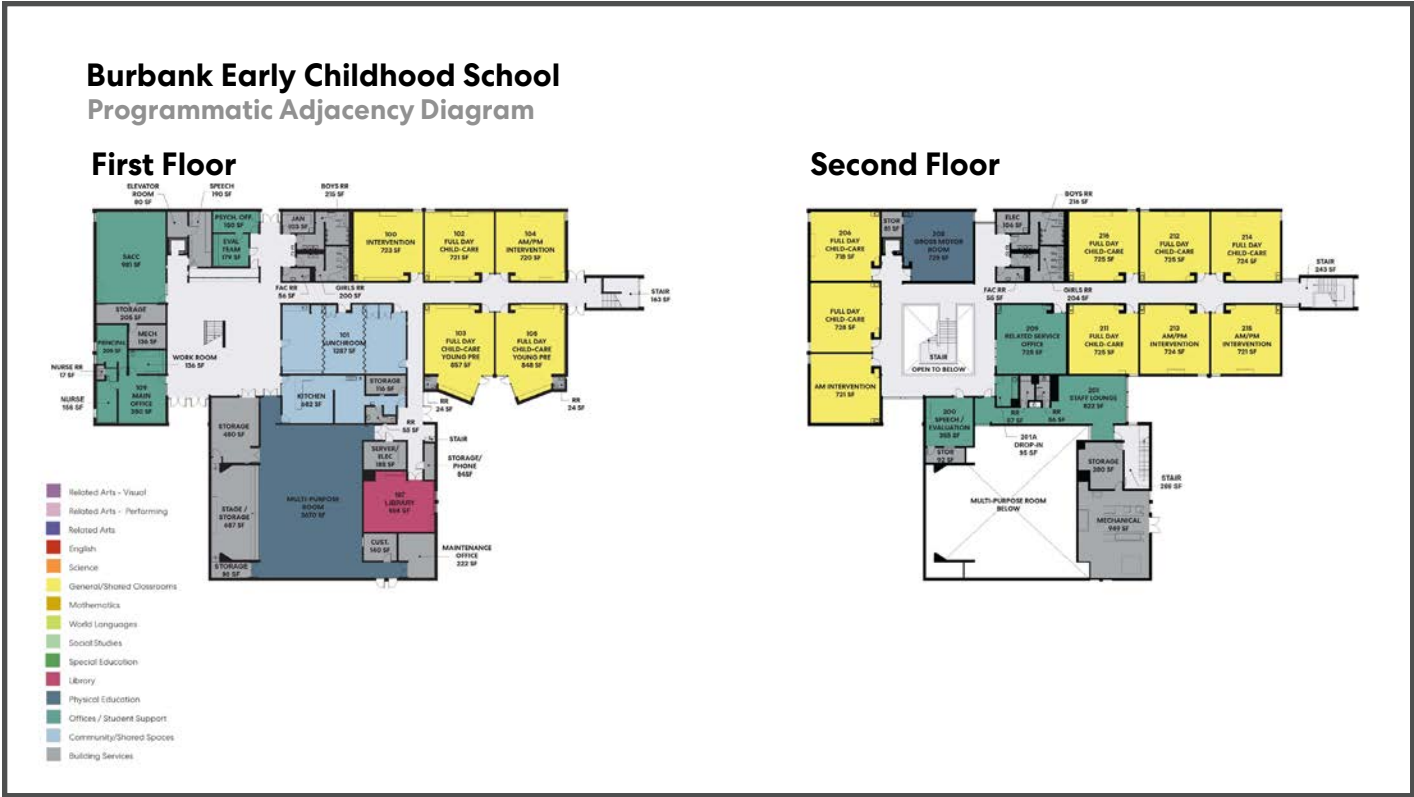


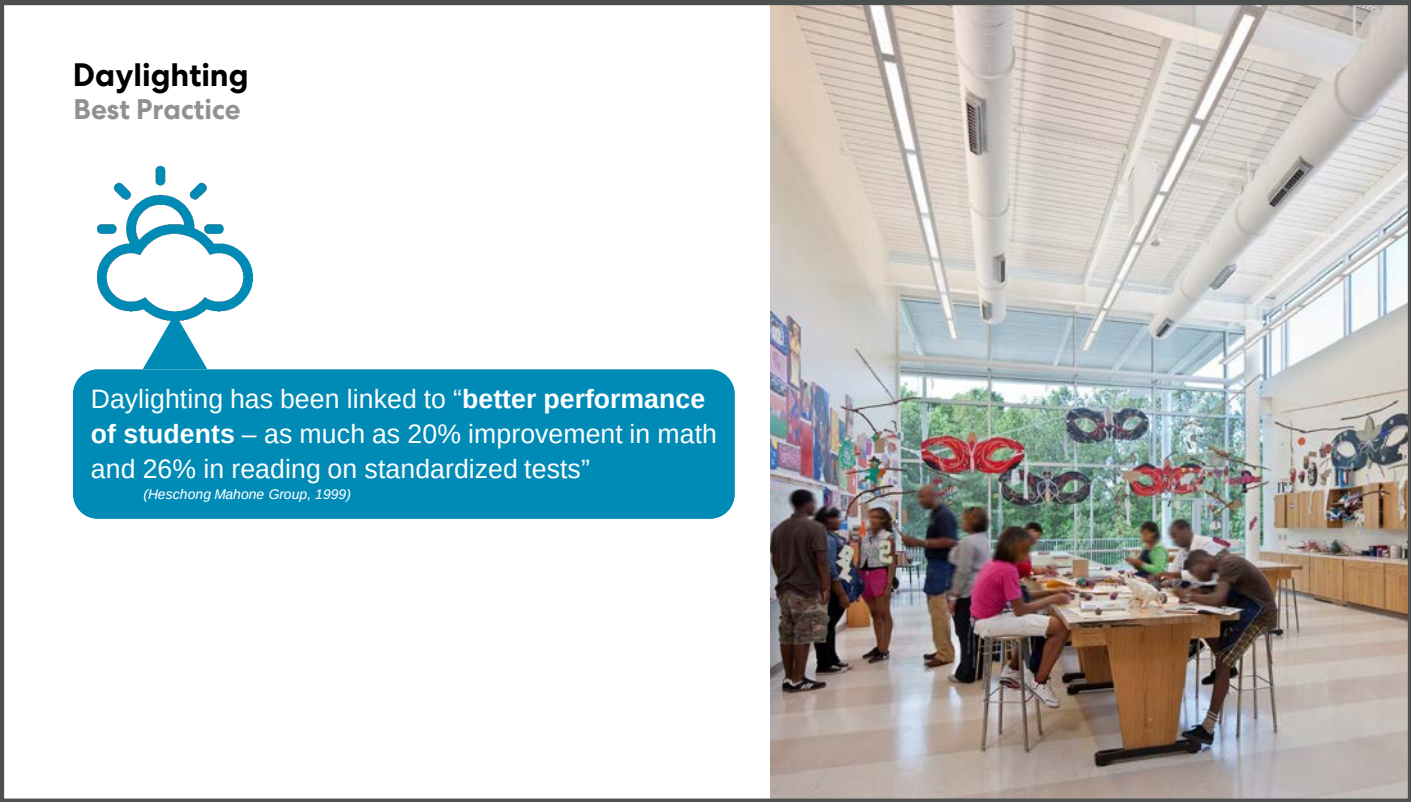
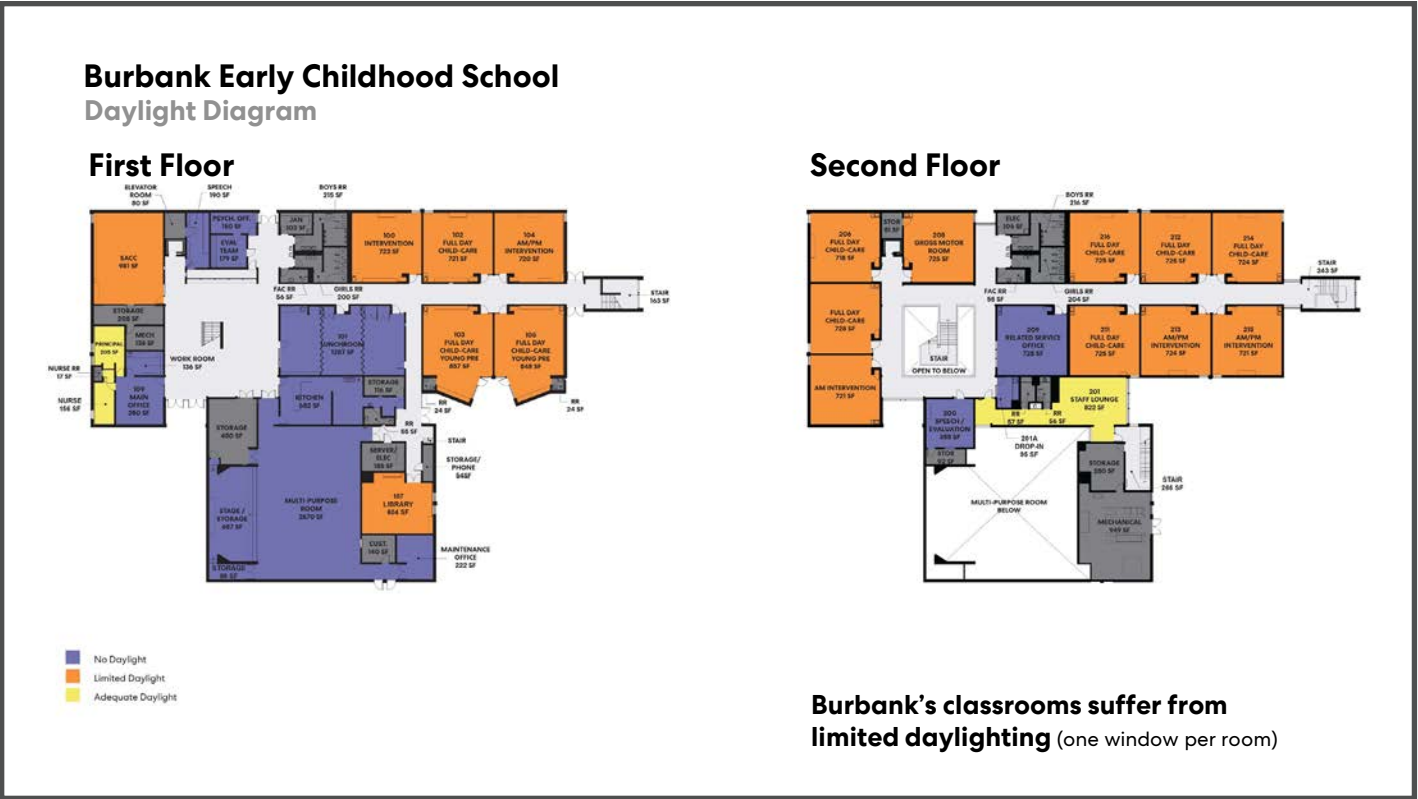
Burbank Early Childhood School
View from Southeast



Burbank Early Childhood School
View from Southwest







Acoustics

Best Practice

ACOUSTICS

Noise influences children's information processing strategies and feelings of personal control
(Cohen & Weinstein, 1981)



Acoustics

Best Practice

In many classrooms...
with normal hearing
understand only 75 of
the words from a list.
reading a textbook every
fourth word , and
being expected understand
the material be tested on
Sounds ridiculous? Well is
exactly the facing
students every in schools.



Acoustics

Best Practice

In many classrooms... **listeners**
with normal hearing **can**
understand only 75 **percent** of
the words **read** from a list.
Imagine reading a textbook **with**
every fourth word **missing**, and
being expected **to** understand
the material **and** be tested on **it**.
Sounds ridiculous? Well **that** is
exactly the **situation** facing
students every **day** in schools.



Burbank Early Childhood School
Questionnaire Summary

	Not Satisfactory	Somewhat Satisfactory	Neutral	Satisfactory	Very Satisfactory	N/A	
	1	2	3	4	5	0	
Completed October 29, 2024							
1.1 - Guiding Principles: Does this UA School facility support championing uniquely accomplished learners:							3.0
1.2 - Guiding Principles: Is this UA School facility support being fiscally responsible and community responsive:							1.8
1.3 - Guiding Principles: Does this UA School facility support fostering and engaging relationships:							2
1.4 - Guiding Principles: Does this UA School facility support bolstering collaboration and creativity:							1.7
1.5 - Guiding Principles: Does this UA School facility support and recognize the need to create a safe place to learn and work:							1.7
2 - Exterior							3.8
3 - General Building							2.0
4 - Academic and Other Spaces							1.5
5 - Future Ready Student Development							1.6
6 - Library/Media Center							2.0
7 - Security							1.2
8 - Adjacencies							1.0
9 - Technology							4.0
10 - Storage							1.0
11 - Furniture, Fixtures & Equipment							1.7
12 - Environmental Quality							1.7
13 - Controllability of Systems							2.0

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Hastings

MIDDLE SCHOOL

Summary

The original Hastings Middle School was constructed in 1961. It currently serves 759 students, sixth through eighth grades. Recent ten-year enrollment projections predict up to 807 students.

The 119,987 square foot building has had a number of building additions over the years. In 1966 an academic wing was added atop an existing first floor academic wing and in 1978 a small amount of area was added to spaces connected to the media center as well as infilling a courtyard. The original building is sixty-three years old, while the latest addition is forty-seven years old.

Challenges - Building

- Many classrooms undersized, limited storage
- Mechanical units hamper acoustics in classrooms
- No air conditioning in gym, ceiling too low, distant from parking
- Limited collaboration / informal interaction space
- Lack of overall flexibility
- Location of limited restrooms within classroom wing/MH restroom on level two
- Weight room considerably undersized (former modest storage area)
- Trainers room undersized
- No dedicated wrestling room
- Music rooms and storage spaces undersized
- Prior window replacement reduced select classroom windows
- General lack of storage (some student storage in corridors)
- Tech Ed storage undersized
- Typically older, inflexible furniture

Challenges - Site

- Limited event parking, parking distant from gym
- Need of additional exterior support facilities for athletics

Hastings Middle School Summary

Grades: 6-8

Height: Three stories

Site size: 13.6 acres

Building size: 119,987 SF

Current number of students: 759

Current SF/student: 158 SF

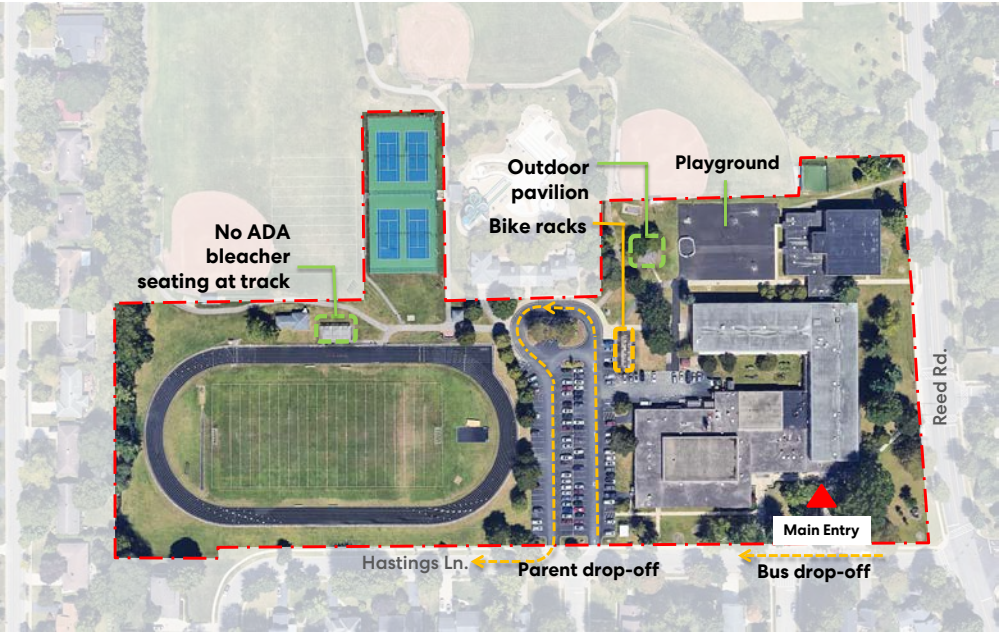
10 year enrollment projection: 807

10 year SF/student: 148 SF



Hastings Middle School Site

- Benefit from adjacent playfields
- Parking quantity insufficient for events
- No intentional outdoor learning areas
- Parking distant from gym
- Bike riders share drive lane with parents



Hastings Middle School
View from Southeast



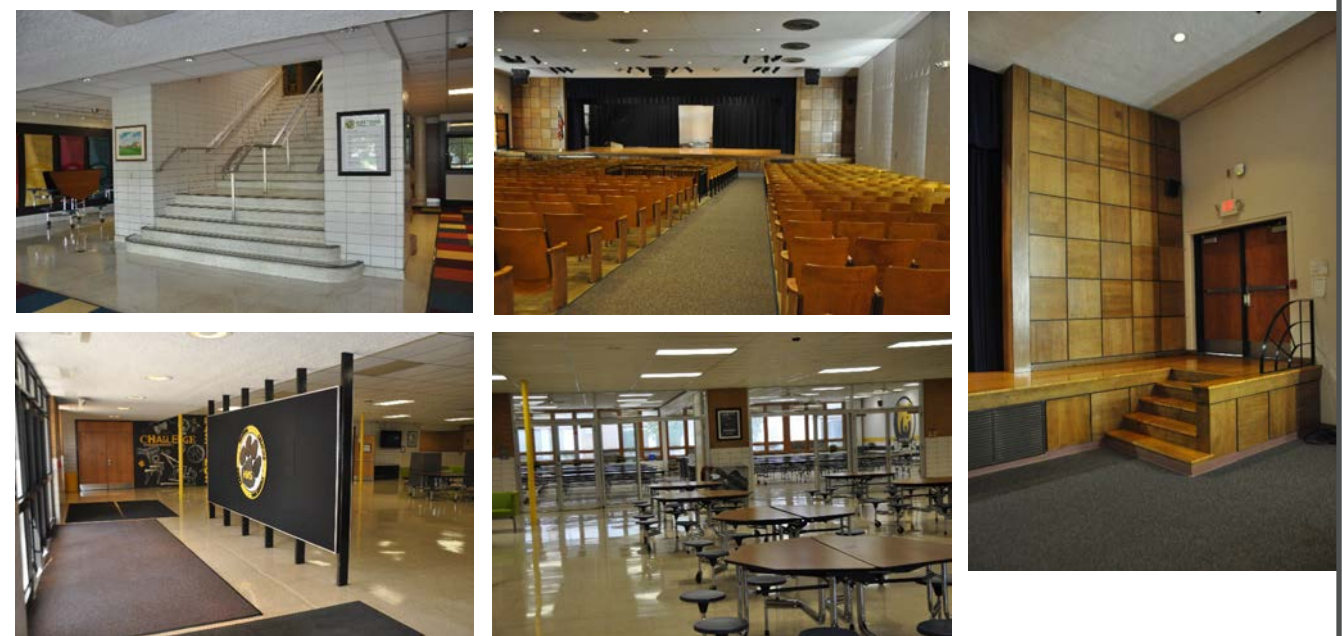
Hastings Middle School
Architectural Character

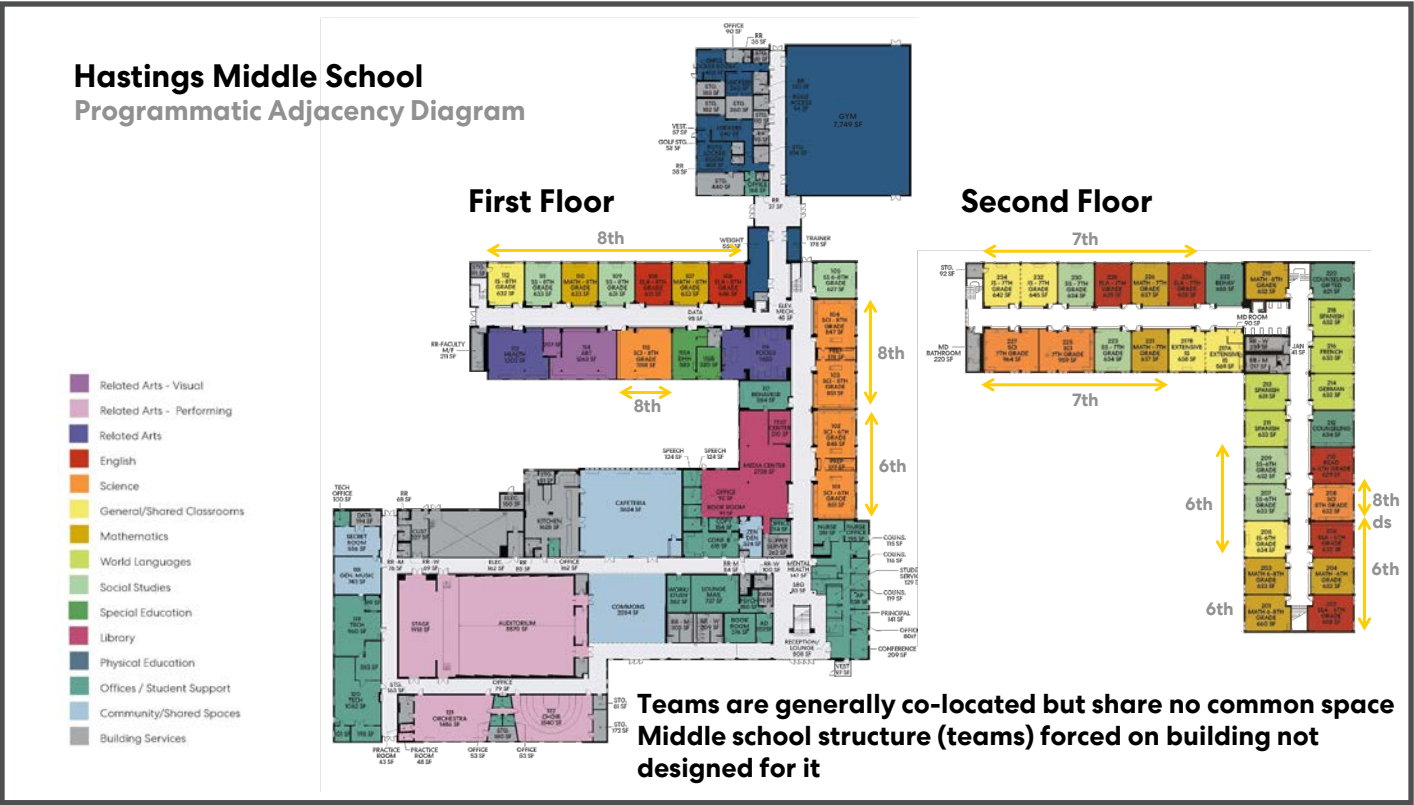
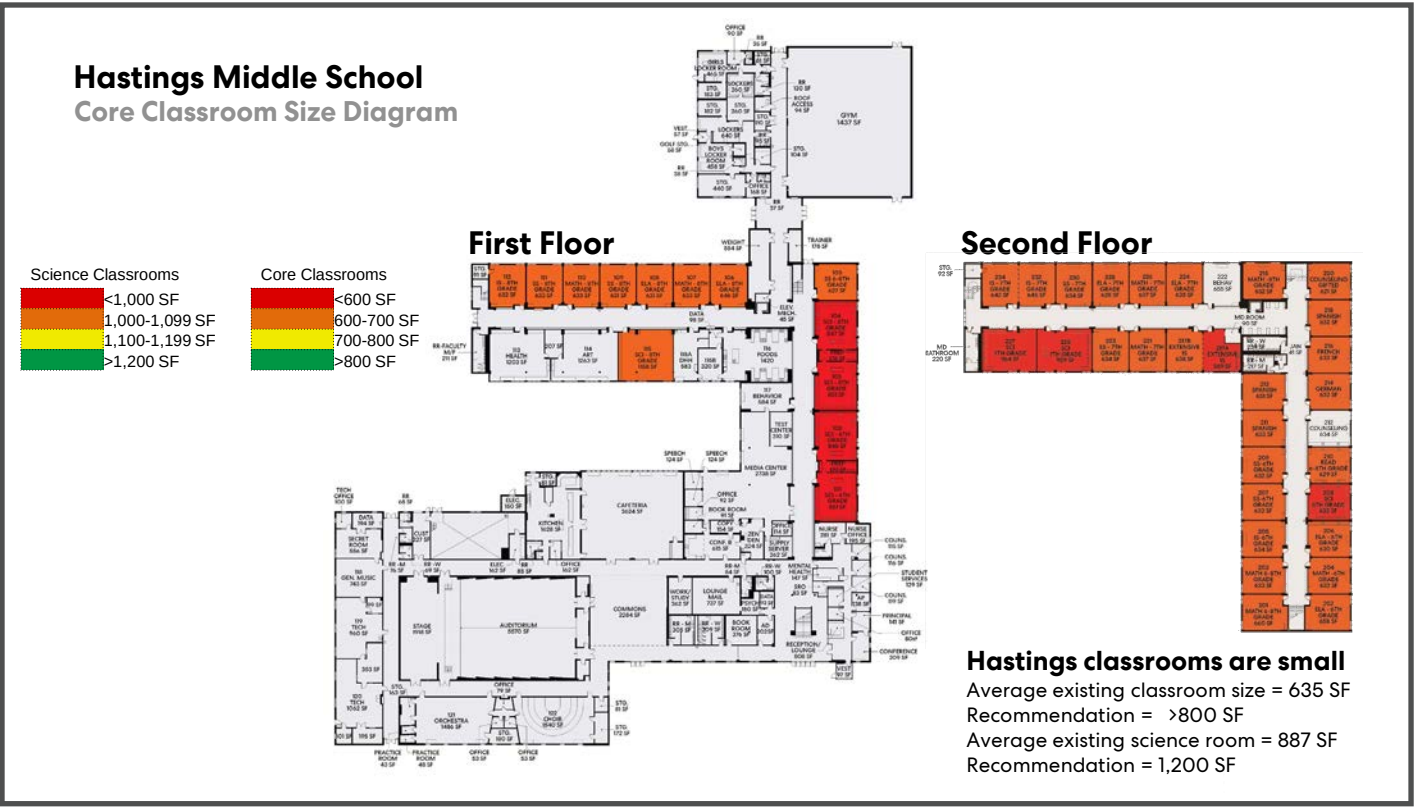
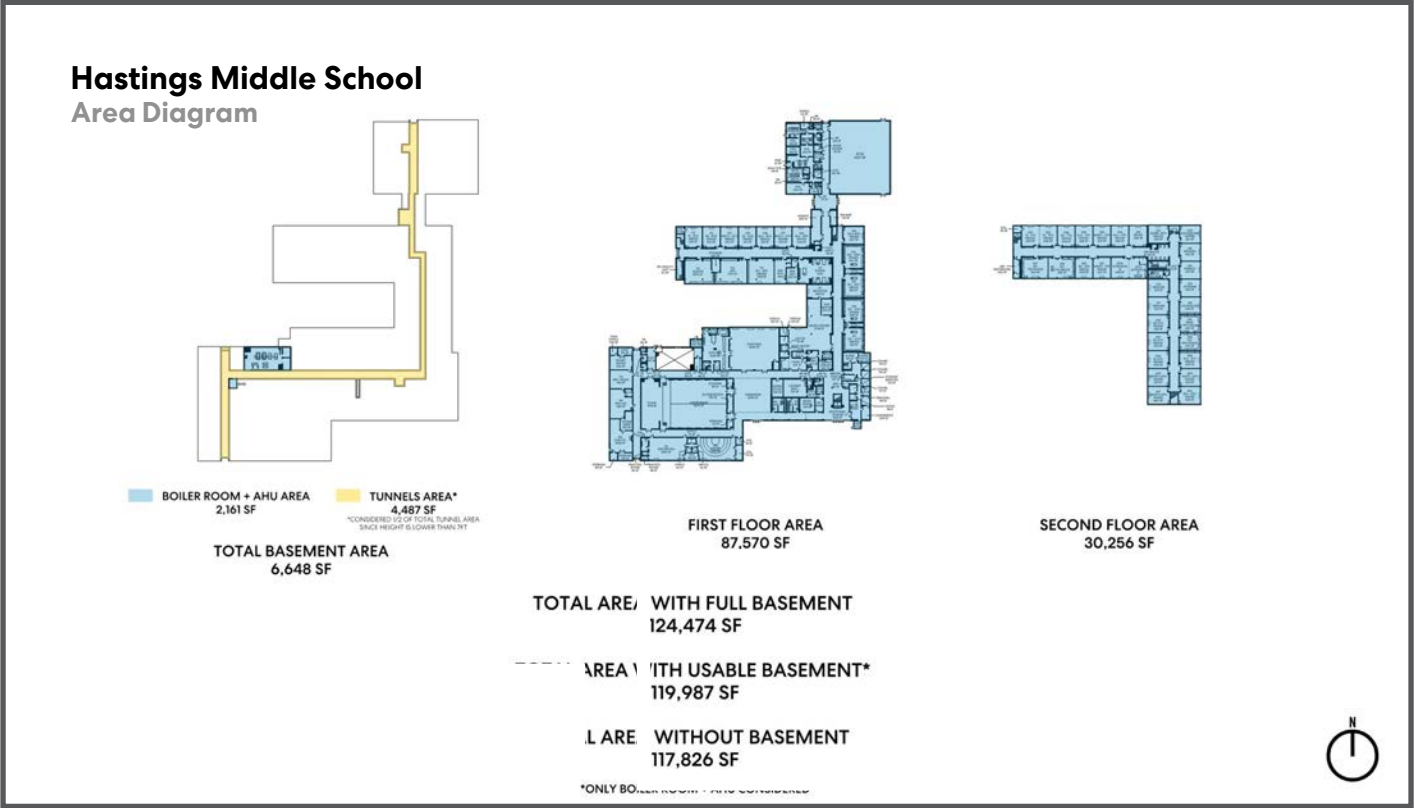


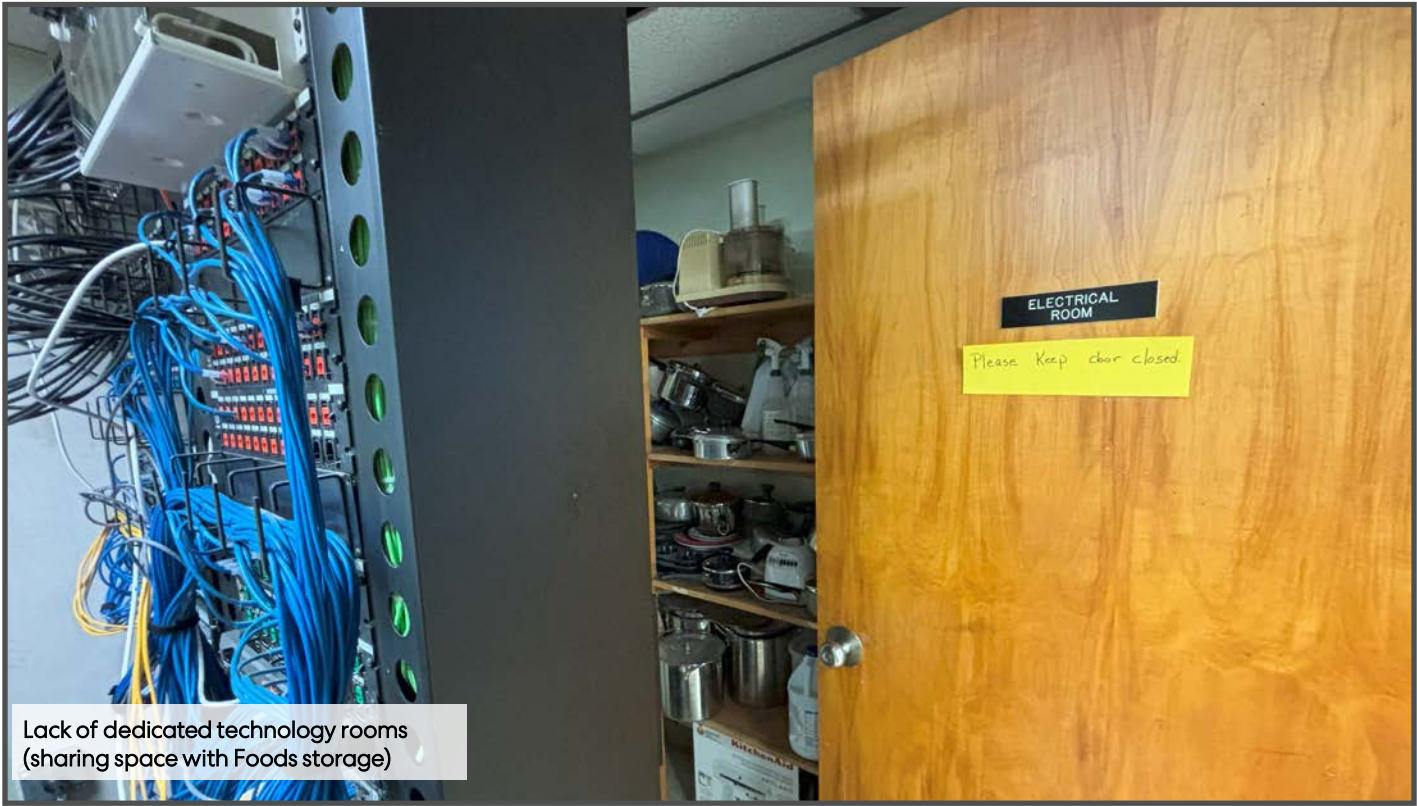
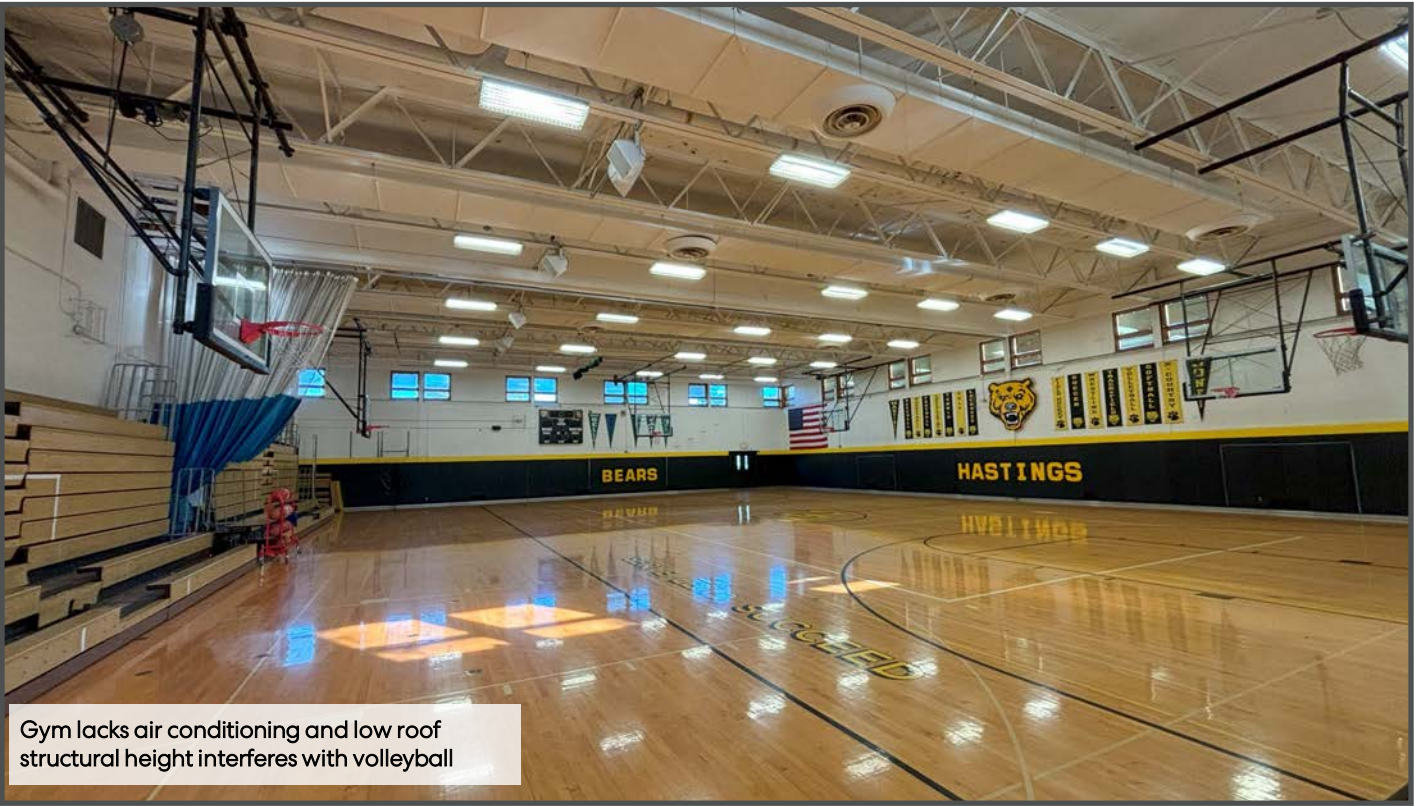
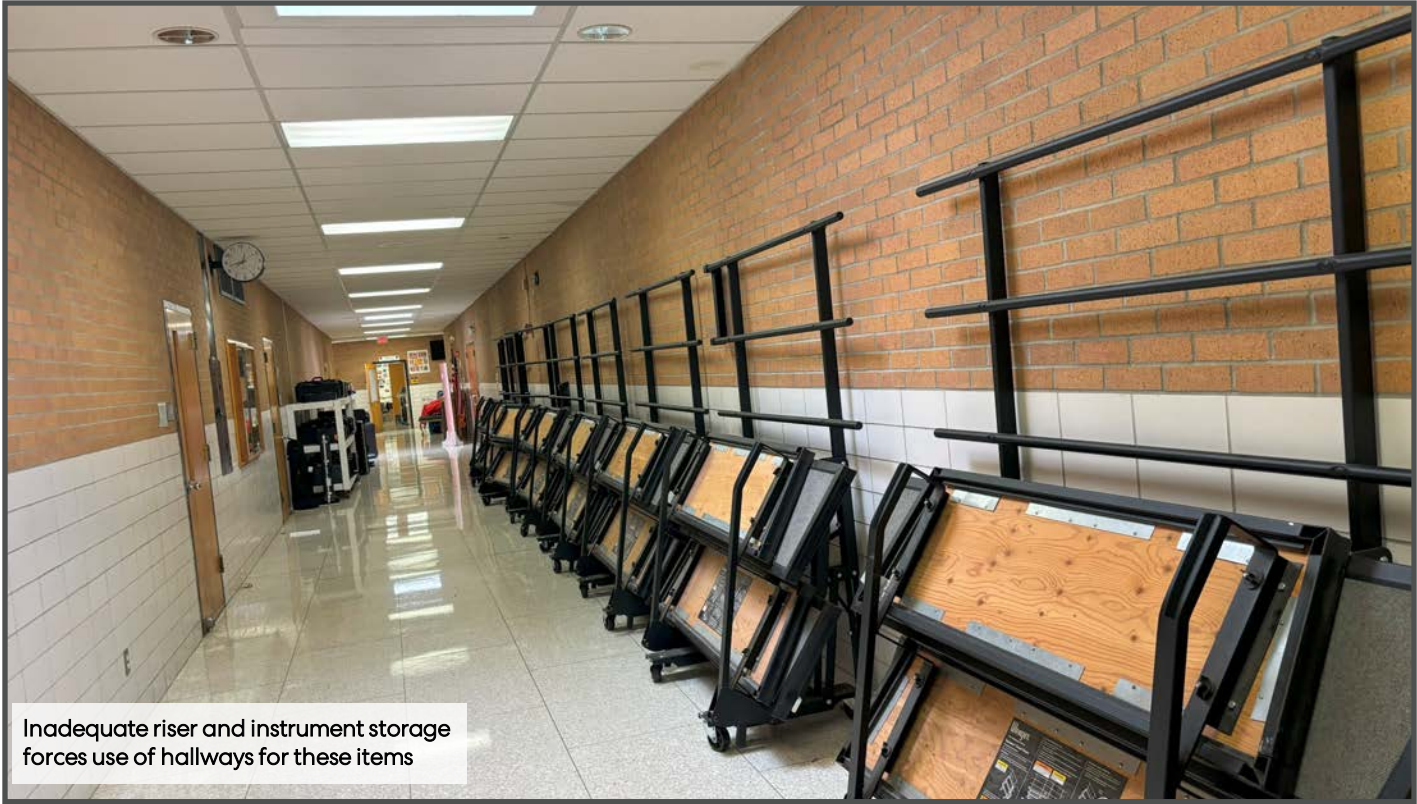
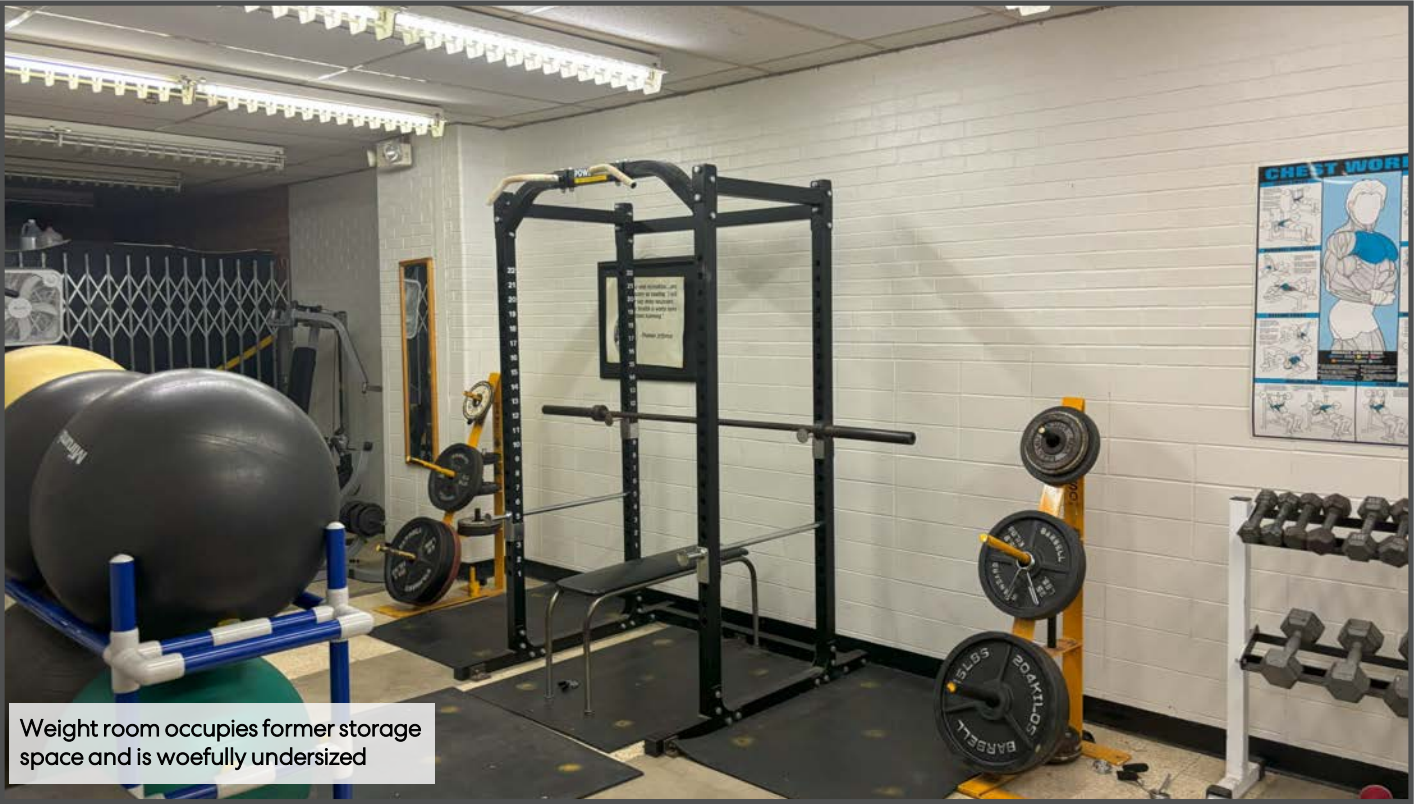
Hastings Middle School
View from Southwest



Hastings Middle School
Architectural Character







Acoustics

Best Practice



ACOUSTICS

Noise influences children's information processing strategies and feelings of personal control
(Cohen & Weinstein, 1981)

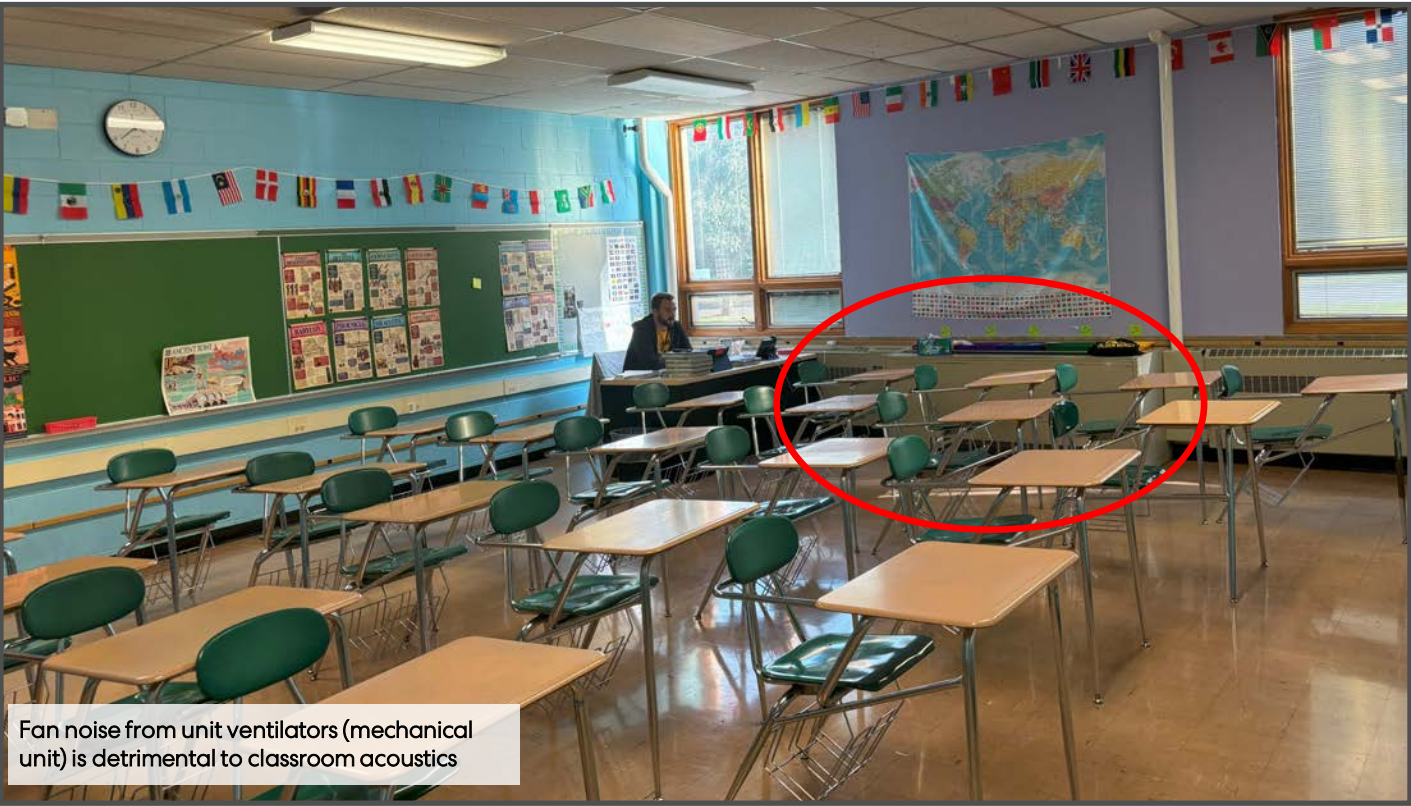


Acoustics

Best Practice

In many classrooms...
with normal hearing
understand only 75 of
the words from a list.
reading a textbook every
fourth word , and
being expected understand
the material be tested on
Sounds ridiculous? Well is
exactly the facing
students every in schools.





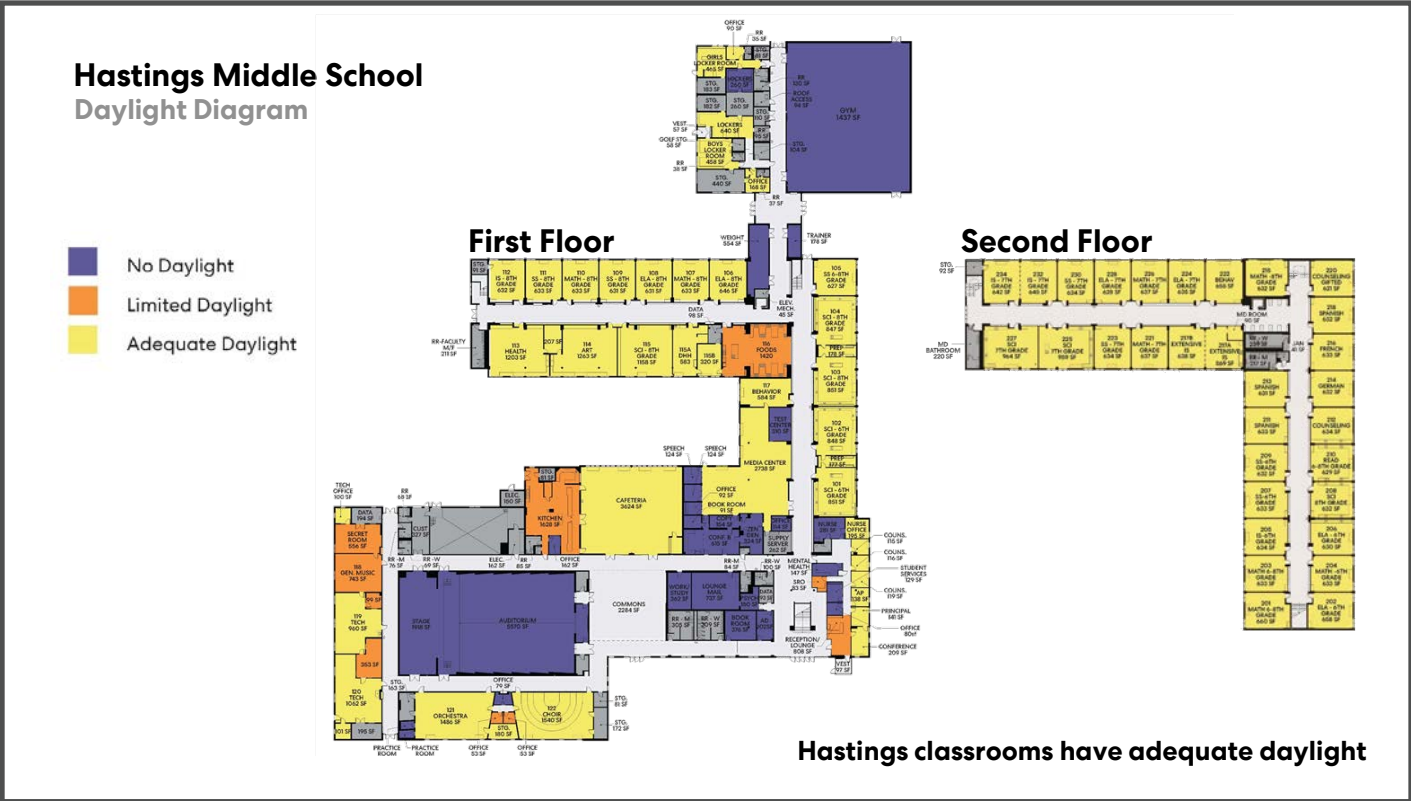
Fan noise from unit ventilators (mechanical unit) is detrimental to classroom acoustics

Acoustics

Best Practice

In many classrooms... **listeners**
with normal hearing **can**
understand only 75 **percent** of
the words **read** from a list.
Imagine reading a textbook **with**
every fourth word **missing**, and
being expected **to** understand
the material **and** be tested on **it**.
Sounds ridiculous? Well **that** is
exactly the **situation** facing
students every **day** in schools.





Jones

MIDDLE SCHOOL

Summary

The original Jones Middle School was constructed in 1923, and served as Upper Arlington High School until 1956, when a new UAHS (replaced in 2021) was completed. It currently serves 733 students, sixth through eighth grades. Recent ten-year enrollment projections predict up to 779 students. The 130,563 square foot building has had several building additions over the years in 1926, 1930, 1936, 1960, 1967 and most recently in 1997. The most recent addition accommodated population growth by adding a new cafeteria, media center and other support spaces. The original building is one hundred and one years old, while the latest addition is twenty-eight years old.

Major Challenges - Building

- Lack of best practice secure entry vestibule, main entry not ADA accessible
- Building honors past well, but is not future focused
- Lack of overall flexibility
- Many classrooms undersized, lack flexibility, limited storage
- Many classrooms do not have access to natural light
- No collaboration / informal interaction space
- Gym – small and simultaneous use as stage (need for more seating)
- Theater stage leans on gym for larger performances (simultaneous use is problematic)
- Disconnect from music (third floor) to main performance space (first floor)
- Band room and music storage are undersized
- Lack of secured zoning of building for after-hours use
- Typically older, inflexible student and teacher furniture
- Narrow interior circulation, however, limited locker use helps
- Tech Ed spaces require improved ventilation and additional storage
- Ramp in cafeteria is not an ideal configuration for efficiency of food service

Major Challenges - Site

- Constricted in size
- Limited parking – especially for events
- No opportunities for outdoor learning
- Site fully utilized with existing functions
- Must cross Covington to get to track/field for PE and athletics
- No outdoor basketball courts

Jones Middle School Summary

Grades: 6-8

Height: Three stories

Site size: 9.7 acres not inclusive of UA hub (former central office)

Building size: 149,176 SF total (inclusive of 13,464 in basement, and mechanical attics on third floor) 130,563 SF without the basement

Current number of students: 733

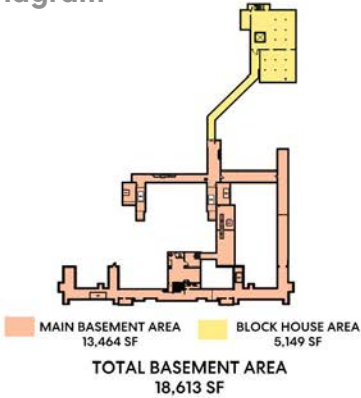
Current SF/Student: 204 SF (178 SF w/o basement)

10-year enrollment projection: 779

10-year SF/student: 191 SF (167 SF w/o basement)



Jones Middle School Area Diagram

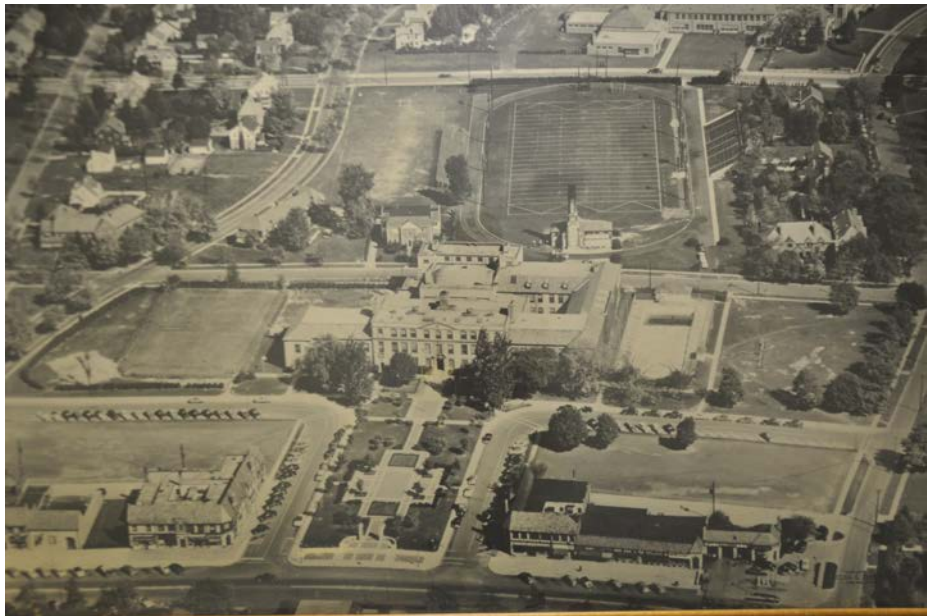


TOTAL AREA WITH
BASEMENT
149,176 SF

TOTAL AREA WITHOUT
BASEMENT
130,563 SF



Upper Arlington High School
Historic View from West



Jones Middle School
View from Southwest



Jones Middle School
Contemporary View from West



Jones Middle School
View from Northwest

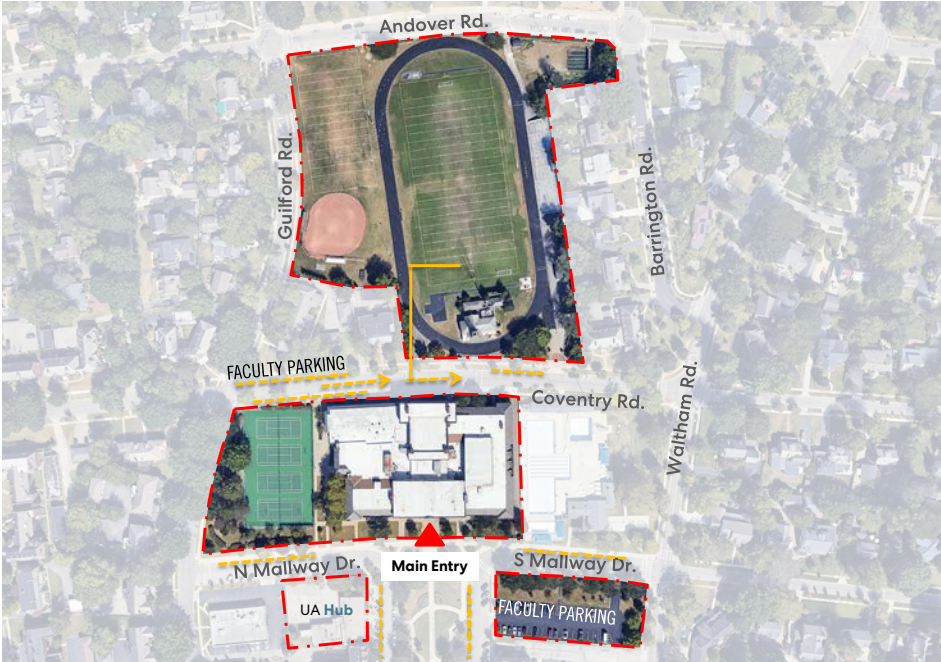


Jones Middle School
Architectural Character

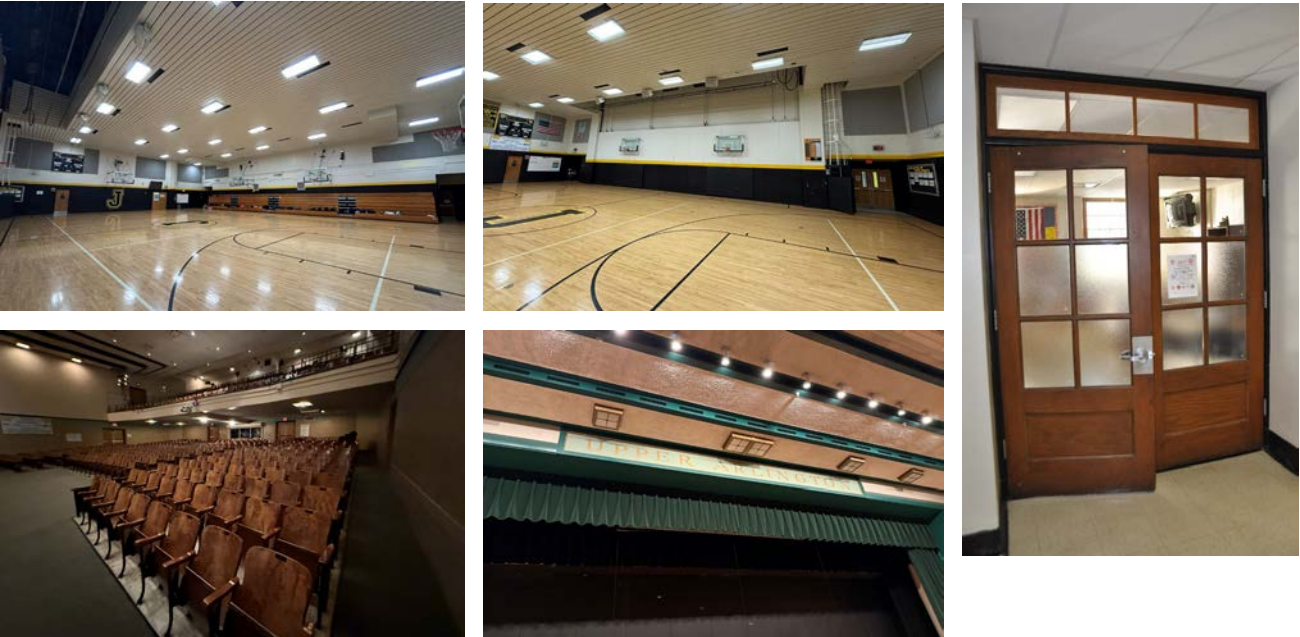


Jones Middle School
Site

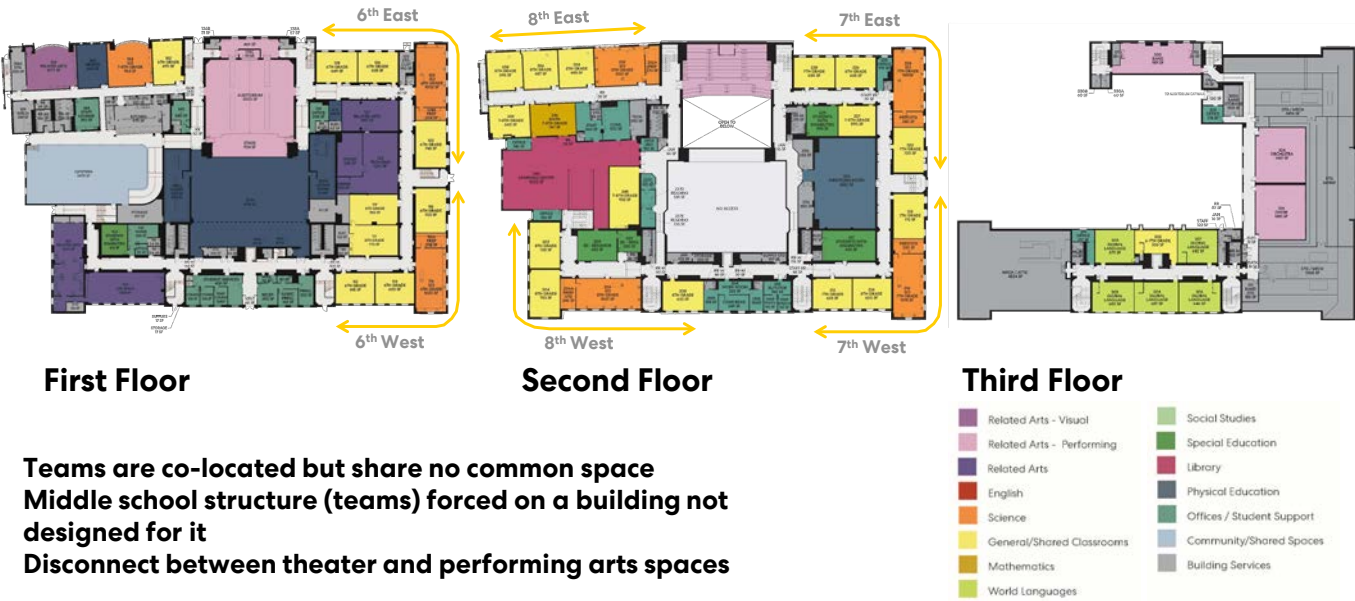
- Very recognizable building in community
- Very constricted site
- Parking quantity insufficient for events
- Front door not accessible (ADA)
- No outdoor basketball courts
- Must cross Covington to get to track/field for PE and athletics

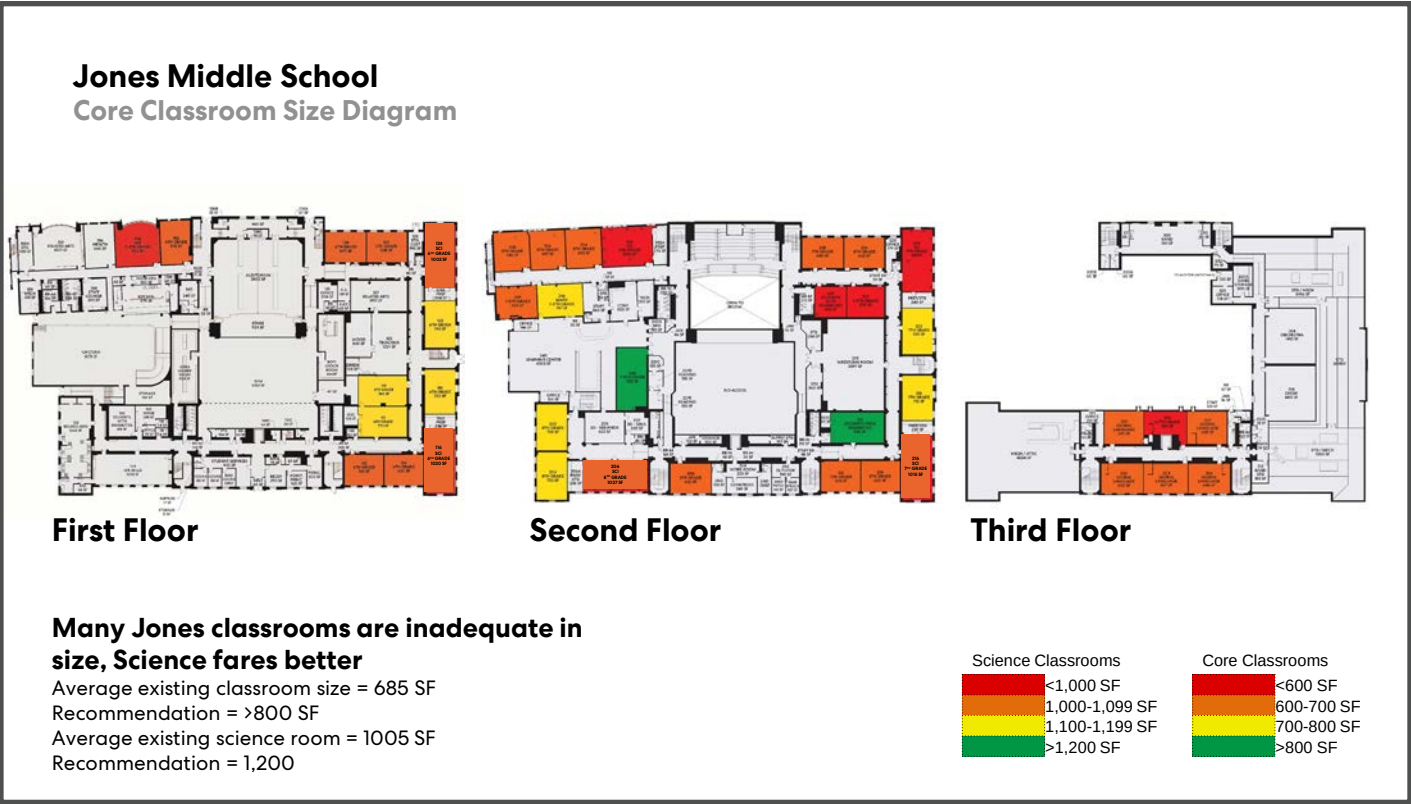


Jones Middle School
Architectural Character



Jones Middle School
Programmatic Adjacency Diagram





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04. Appendix

Burbank Early
Childhood Center

Completed October 29, 2024

1.1 - Guiding Principles: Does this UA School facility support championing uniquely accomplished learners:

	Not Satisfactory	Somewhat Satisfactory	Neutral	Satisfactory	Very Satisfactory	N/A	Comments
	1	2	3	4	5	0	
1.1a				4			
1.1b		2					This is an area where we could bre more committed. Like to see a dedicated art studio/maker space, like COSI
1.1c						0	
1.1d				4			
1.1e		2					If look at universal design, not supportive

1.2 - Guiding Principles: Is this UA School facility support being fiscally responsible and community responsive:

	Not Satisfactory	Somewhat Satisfactory	Neutral	Satisfactory	Very Satisfactory	N/A	Comments
	1	2	3	4	5	0	
1.2a		2					
1.2b		2					Doing a great job honoring the past
1.2c		2					
1.2d	1						

1.3 - Guiding Principles: Does this UA School facility support fostering and engaging relationships:

	Not Satisfactory	Somewhat Satisfactory	Neutral	Satisfactory	Very Satisfactory	N/A	Comments
	1	2	3	4	5	0	
1.3a		2					Outdoor spaces are the exception
1.3b						0	
1.3c		2					Do this in spite of the building
1.3d						0	

1.4 - Guiding Principles: Does this UA School facility support bolstering collaboration and creativity:

	Not Satisfactory	Somewhat Satisfactory	Neutral	Satisfactory	Very Satisfactory	N/A	Comments
	1	2	3	4	5	0	
1.4a		2					Do a good job in spite of, but building does not contribute
1.4b	1						
1.4c		2					

1.5 - Guiding Principles: Does this UA School facility support and recognize the need to create a safe place to learn and work:

	Not Satisfactory	Somewhat Satisfactory	Neutral	Satisfactory	Very Satisfactory	N/A	Comments
	1	2	3	4	5	0	
1.5a	1						From a safety standpoint many concerns, potential for them to get hurt, no secure vestibule, have checkin system but that is recent. Have protocols but won't keep bad guys out.
1.5b		2					do in spite of
1.5c		2					

2 - Exterior

	Not Satisfactory	Somewhat Satisfactory	Neutral	Satisfactory	Very Satisfactory	N/A	Comments
	1	2	3	4	5	0	
2.1			3				Don't love the bus drop but bus drop is minimal with one bus, nice long sidewalk, parents park and walk their child in, seems to work
2.2				4			
2.3					5		
2.4					5		Need a restroom located off of the playground and real outdoor storage room (not shed)

2 - Exterior

	Not Satisfactory	Somewhat Satisfactory	Neutral	Satisfactory	Very Satisfactory	N/A	Comments
	1	2	3	4	5	0	
2.5		2					
2.6				4			works

3 - General Building

	Not Satisfactory	Somewhat Satisfactory	Neutral	Satisfactory	Very Satisfactory	N/A	Comments
	1	2	3	4	5	0	
3.1		2					
3.2		2					
3.3				4			
3.4						0	
3.5	1						
3.6	1						none

4 - Academic and Other Spaces

	Not Satisfactory	Somewhat Satisfactory	Neutral	Satisfactory	Very Satisfactory	N/A	Comments
	1	2	3	4	5	0	
4.1		2					do but in spite of space
4.2	1						
4.3	1						
4.4		2					gym is actually too tall, big visual spaces and spaces where that are acoustically loud are tough for students
4.5	1						
4.6						0	
4.7						0	
4.8	1						Does not exist
4.9	1						
4.10						0	
4.11	1						This is OT/PT/Eval team/ltinerant/Adaptive PE/Psychclassrooms adequately sized, eval team spaces not adequate
4.12	1						
4.13		2					Size okay, configuration a 1, better if students could have independence in space, sinks appropriately sized, etc.
4.14				4			
4.15						0	
4.16	1						like sensory room, mothers room, collaborative space, family waiting room (come in for evaluation and wait on bench in lobby)

		Not Satisfactory	Somewhat Satisfactory	Neutral	Satisfactory	Very Satisfactory	N/A		
		1	2	3	4	5	0		
5 - Future Ready Student Development									Comments
5.1	How easily can the facility support interdisciplinary instruction?						0	Focus on whole child regardless of space	
5.2	Does the facility provide specialized space and opportunities for hands-on project-based learning?	1						do in classrooms, would like a dedicated space - art/maker room - one space would be adequate,	
5.3	Are classrooms large enough to support project-based learning?		2					like to see rooms a bit larger, rooms can be too large however. Currently have 18, if went to 20 or 22 students would be really tight (tight now)	
5.4		1							
5.5	Are there adequate places to display the evidence and artifacts of learning?	1						Make work in spite of, adds to the character but also looks like clutter	
5.6	Does the building provide adequate opportunities for students/teachers to collaborate in varying group sizes?		2						
5.7	Does the building provide opportunities for informal interaction?			3					
5.8	Does the building provide adequate opportunities for students to work independently?	1						not designed for PreK (sinks, bathrooms)	
6 - Library/Media Center									Comments
6.1	Is the library/media center easily accessible? (is it properly located in the building to allow for ease of access?)	1							
6.2	Is there adequate space for the library/media center collection?	1							
6.3	How well does the library/media center support quiet study?			3				because of location does this okay, but difficult to find	
6.4	How well does the library/media center support social interaction?			3					
6.5	How well does the library/media center support collaborative work in small groups (4-8 students)?						0		
6.6	How well does the library/media center support collaborative work in larger groups (10-25 students)?						0		
7 - Security									Comments
7.1	Are facilities able to be secured quickly and effectively?	1							
7.2	Is the building 'zoned' to allow the ease of use during non-school hours?						0		
7.3	Does the facility meet current access control standards?	1							
7.4	Is the main office properly located in the building?		2					In a good spot, but no vestibule	
7.5	Are visitors confronted and/or contained prior to gaining access to the main corridors?	1							
7.6	Are building entries clearly marked for first-responders?							PW needs to check, Chris noted first responders know where to go	
7.7	Is signage and wayfinding in the building effective?	1							
8 - Adjacencies									Comments
8.1	Are classrooms arranged to provide curricular organizational flexibility (i.e. - age, teams etc.)	1						Operate as pods, but classrooms not designed for this, would like Jack n Jill bathrooms	
8.2	Are faculty/student support offices organized to adequately support classrooms?	1						Do not have designated spaces	
9 - Technology									Comments
9.1	How well equipped are classrooms with instructional technology? Do they meet UA standards?				4			The way tech used works, do not want more	

		Not Satisfactory	Somewhat Satisfactory	Neutral	Satisfactory	Very Satisfactory	N/A		
		1	2	3	4	5	0		
9 - Technology									
								Comments	
9.2	How well equipped are common facilities with instructional technology? Meet UA standards?		2					Do not really have "common" facilities, if want to project visuals to staff don't have a good place to do this, do in lunch room now (everybody looks at their own screen)	
9.3	How easy is it to connect to the network?					5		works	
9.4	Does the network have adequate bandwidth to allow a robust use of technology?					5			
10 - Storage									
								Comments	
10.1	Is there adequate general storage in the building?	1							
10.2	Is there adequate storage for instructional materials?	1							
10.3	Is there adequate classroom storage?	1							
10.4	Is the storage that is present properly located?	1							
10.5	Is there adequate student storage?	1						rather have cubbies in rooms, want as many opportunities for student independence as possible, this is one area that could happen	
11 - Furniture, Fixtures & Equipment									
								Comments	
11.1	What is the current condition of student furniture?	1							
11.2	How well does student furniture accommodate rapid reconfiguration of a space?	1							
11.3	What is the current condition of instructor furniture?			3				Try not to have in classrooms, in offices neutral ranking	
11.4	How well does instructor furniture accommodate rapid reconfiguration of a space?							see above	
11.5	What is the current condition of specialty furniture?						0		
12 - Environmental Quality									
								Comments	
12.1	How are acoustics in classrooms in general?		2					don't hear classrooms through walls which is good. UV's in room do cause issues	
12.2	Are classrooms able to maintain a consistent temperature?	1							
12.3	Is the classroom artificial lighting adequate?	1							
12.4	Is the classroom air quality adequate?		2						
12.5	Is there access to natural light in classrooms?	1							
12.6	Is there access to outside views from the classrooms?	1							
12.7	What level of access to recycling is provided in the building?				4			next to trash cans in room	
12.8	Are there other sustainable/green elements to your facility?								
13 - Controllability of Systems									
								Comments	
13.1	Does the classroom thermostat allow for individual control?		2						
13.2	Are window shades provided to control natural light?		2						
13.3	What type of window shades are provided?	roll shade	horiz. Blinds	curtain	integral blinds	other		Homemade, tension rods and curtains, nothing intentional	
13.4	What types of switching is provided in classrooms	all on all off	zoned	one dim	multi dim	occ sensor	daylight sensor		

Hastings Middle School

Completed October 29, 2024

							Not Satisfactory	Somewhat Satisfactory	Neutral	Satisfactory	Very Satisfactory	N/A	
							1	2	3	4	5	0	
1.1 - Guiding Principles: Does this UA School facility support championing uniquely accomplished learners:							Comments						
1.1a	Support a personalized learning experience so each student succeeds			3									
1.1b	Maintain a steadfast commitment to the arts				4								
1.1c	Promote the continued importance of service learning				4								
1.1d	Support extracurricular activities and athletics				4								
1.1e	Pursue excellence by supporting collaborative, creative, flexible, engaging and authentic learning environments for all				4								
1.2 - Guiding Principles: Is this UA School facility support being fiscally responsible and community responsive:							Comments						
1.2a	Provide the best return on investment, both financially and academically		2										
1.2b	Honor our past with a focus on the future		2										
1.2c	Reflect what our community values	1											
1.2d	Be environmentally sustainable	1											
1.3 - Guiding Principles: Does this UA School facility support fostering and engaging relationships:							Comments						
1.3a	Serve as a center of the school community			3									
1.3b	Advance leadership at all levels, for students and educators, within the community and nationally										0		
1.3c	Cultivate relationships between the students, educators, parents and the community				4								
1.3d	Encourage collaboration with community organizations, business, universities and other school districts			3									
1.4 - Guiding Principles: Does this UA School facility support bolstering collaboration and creativity:							Comments						
1.4a	Support social, emotional and academic learning options and opportunities within and beyond the classroom			3									
1.4b	Create adaptable, flexible and agile environments to meet the changing needs of all learners		2										
1.4c	Empower students and educators			3									
1.5 - Guiding Principles: Does this UA School facility support and recognize the need to create a safe place to learn and work:							Comments						
1.5a	Hold paramount the need to utilize best practices around physical safety and security		2										
1.5b	Create a supportive culture whereby students and staff feel emotionally safe and supported			3									do in spite of
1.5c	Create an academically safe environment where students are encouraged to tackle challenges and take academic risks										0		
2 - Exterior							Comments						
2.1	Does the site permit desirable separation of vehicular, bus and pedestrian traffic?		2										Parent drop is where all of the bike parking is located, buses drop on Hastings, cars park on Hastings, have to keep kids from crossing over traffic
2.2	Are parking lots adequately sized		2										Parking okay during day, not for events
2.3	Are opportunities provided for outdoor learning (outdoor classrooms, gardens, etc.)?		2										have a garden in courtyard but no outdoor learning spaces
2.4	Are outdoor play spaces and playfields adequate in size and configuration			3									
2.5	Is the building easily identified with appropriate signage?				4								could do a better job for the gym and where patrons need to enter
2.6	Are there ADA accessible pathways from perimeter sidewalks and parking lots?				4								

							Not Satisfactory	Somewhat Satisfactory	Neutral	Satisfactory	Very Satisfactory	N/A	
							1	2	3	4	5	0	
3 - General Building							Comments						
3.1	Are classrooms and support services located properly in the building?		2										
3.2	Is the building adequately configured to allow access to non-ambulatory individuals?		2										Issues with bathrooms and changing tables, needs to be on first floor
3.3	Are interior circulation routes wide enough to effectively accommodate student movement?				4								Yes with exception of small stairwell
3.4	Are facilities used by the community and are they adequate?		2										Used occasionally, not adequate (to hot)
3.5	Are the restrooms adequately configured to allow access to non-ambulatory individuals?	1											
3.6	Are there inclusive restrooms?	1											
4 - Academic and Other Spaces							Comments						
4.1	Do classrooms allow for multiple teaching modalities?	1											Not flexible, too small
4.2	Are classrooms able to be reconfigured quickly?	1											
4.3	Are non-core academic spaces appropriately sized and configured?												
4.4	Are Physical Education and Athletic spaces appropriately sized and configured?			3									gym is okay but too short
4.5	Are Physical Education and Athletic support spaces appropriately sized and configured?	1											no wrestling room, trainers room, weight room really bad and not equitable
4.6	Are Performing Arts spaces appropriately sized and configured?		2										Music is cramped and not enough storage, Auditorium lighting needs to be redone
4.7	Are Performing Arts support spaces appropriately sized and configured?	1											
4.8	Are Visual Arts spaces appropriately sized and configured?				4								Art room size is fine
4.9	Are Visual Arts support spaces appropriately sized and configured?		2										kiln in room
4.10	Are Technical Education spaces appropriately sized and configured?		2										3D printers crowded, not enough storage
4.11	Are Special Education spaces appropriately sized and configured?		2										
4.12	Are Special Education support spaces appropriately sized and configured?	1											i.e. MD toilet area on L2
4.13	Are the student dining facilities appropriately sized and configured?			3									Also serves as a wrestling room
4.14	Does the building provide adequate space/support space for extracurricular activities		2										Clubs okay, wrestling suffer,
4.15	Does the building provide adequate space/support for service learning activities				4								Teams usually take this on
4.16	Are there any spaces that you can't accommodate but would like to in your existing facility (i.e. - sensory room, mother's room etc)	1											Have a mothers room (bad), no small spaces to gather kids to do restorative work
5 - Future Ready Student Development							Comments						
5.1	How easily can the facility support interdisciplinary instruction?		2										Can do some of this in the commons, but commons is not "common"
5.2	Does the facility provide specialized space and opportunities for hands-on project-based learning?				4								Hand on learning occurs
5.3	Are classrooms large enough to support project-based learning?		2										
5.4	Is there adequate storage and or support space to support project-based learning?	1											
5.5	Are there adequate places to display the evidence and artifacts of learning?		2										

		Not Satisfactory	Somewhat Satisfactory	Neutral	Satisfactory	Very Satisfactory	N/A		
		1	2	3	4	5	0		
5 - Future Ready Student Development								Comments	
5.6	Does the building provide adequate opportunities for students/teachers to collaborate in varying group sizes?			3				Do have some spaces	
5.7	Does the building provide opportunities for informal interaction?	1							
5.8	Does the building provide adequate opportunities for students to work independently?	1							
6 - Library/Media Center								Comments	
6.1	Is the library/media center easily accessible? (is it properly located in the building to allow for ease of access?)				4				
6.2	Is there adequate space for the library/media center collection?				4				
6.3	How well does the library/media center support quiet study?		2					Offices in back, kids are coming and going	
6.4	How well does the library/media center support social interaction?				4			Open at lunch	
6.5	How well does the library/media center support collaborative work in small groups (4-8 students)?		2					would be nice if there were little nooks in there	
6.6	How well does the library/media center support collaborative work in larger groups (10-25 students)?				4				
7 - Security								Comments	
7.1	Are facilities able to be secured quickly and effectively?			3				Sometimes outside doors do not latch appropriately	
7.2	Is the building 'zoned' to allow the ease of use during non-school hours?		2						
7.3	Does the facility meet current access control standards?		2					Do the best they can, fixed quickly when door problems	
7.4	Is the main office properly located in the building?				4				
7.5	Are visitors confronted and/or contained prior to gaining access to the main corridors?				4				
7.6	Are building entries clearly marked for first-responders?				4				
7.7	Is signage and wayfinding in the building effective?		2						
8 - Adjacencies								Comments	
8.1	Are classrooms arranged to provide curricular organizational flexibility (i.e. - age, teams etc.)		2						
8.2	Are faculty/student support offices organized to adequately support classrooms?			3				Grade level IS are okay, others not	
9 - Technology								Comments	
9.1	How well equipped are classrooms with instructional technology? Do they meet UA standards?				4				
9.2	How well equipped are common facilities with instructional technology? Meet UA standards?		2						
9.3	How easy is it to connect to the network?			3				Some places great, some awful	
9.4	Does the network have adequate bandwidth to allow a robust use of technology?		2						
10 - Storage								Comments	
10.1	Is there adequate general storage in the building?	1							
10.2	Is there adequate storage for instructional materials?				4				
10.3	Is there adequate classroom storage?				4				

		Not Satisfactory	Somewhat Satisfactory	Neutral	Satisfactory	Very Satisfactory	N/A		
		1	2	3	4	5	0		
10 - Storage								Comments	
10.4	Is the storage that is present properly located?			3				Some is, some not	
10.5	Is there adequate student storage?				4				
11 - Furniture, Fixtures & Equipment								Comments	
11.1	What is the current condition of student furniture?	1							
11.2	How well does student furniture accommodate rapid reconfiguration of a space?	1							
11.3	What is the current condition of instructor furniture?	1							
11.4	How well does instructor furniture accommodate rapid reconfiguration of a space?	1							
11.5	What is the current condition of specialty furniture?			3					
12 - Environmental Quality								Comments	
12.1	How are acoustics in classrooms in general?	1						UV's throughout are an issue. Commonly around 60 dBA with no other contributors (talking, music, etc.)	
12.2	Are classrooms able to maintain a consistent temperature?		2					not everywhere	
12.3	Is the classroom artificial lighting adequate?				4				
12.4	Is the classroom air quality adequate?			3				Some areas smell bad	
12.5	Is there access to natural light in classrooms?				4				
12.6	Is there access to outside views from the classrooms?				4				
12.7	What level of access to recycling is provided in the building?				4				
12.8	Are there other sustainable/green elements to your facility?								
13 - Controllability of Systems								Comments	
13.1	Does the classroom thermostat allow for individual control?	1							
13.2	Are window shades provided to control natural light?		2					Some work, some not	
13.3	What type of window shades are provided?	roll shade	horiz. Blinds	curtain	integral blinds	other			
13.4	What types of switching is provided in classrooms	all on all off	zoned	one dim	multi dim	occ sensor	daylight sensor		

Jones Middle School

		Not Satisfactory	Somewhat Satisfactory	Neutral	Satisfactory	Very Satisfactory	N/A	
		1	2	3	4	5	0	
Completed October 29, 2024								
1.1 - Guiding Principles: Does this UA School facility support championing uniquely accomplished learners:								Comments
1.1a	Support a personalized learning experience so each student succeeds		2					Do this in spite of
1.1b	Maintain a steadfast commitment to the arts				4			
1.1c	Promote the continued importance of service learning						0	part of building culture
1.1d	Support extracurricular activities and athletics		2					
1.1e	Pursue excellence by supporting collaborative, creative, flexible, engaging and authentic learning environments for all	1						
1.2 - Guiding Principles: Is this UA School facility support being fiscally responsible and community responsive:								Comments
1.2a	Provide the best return on investment, both financially and academically		2					Old
1.2b	Honor our past with a focus on the future		2					Honor past well, not focus on future
1.2c	Reflect what our community values					5		People love this building
1.2d	Be environmentally sustainable	1						
1.3 - Guiding Principles: Does this UA School facility support fostering and engaging relationships:								Comments
1.3a	Serve as a center of the school community					5		
1.3b	Advance leadership at all levels, for students and educators, within the community and nationally						0	Do in spite of
1.3c	Cultivate relationships between the students, educators, parents and the community						0	Yes, Not sure facility has much to do with
1.3d	Encourage collaboration with community organizations, business, universities and other school districts		2					
1.4 - Guiding Principles: Does this UA School facility support bolstering collaboration and creativity:								Comments
1.4a	Support social, emotional and academic learning options and opportunities within and beyond the classroom		2					
1.4b	Create adaptable, flexible and agile environments to meet the changing needs of all learners	1						
1.4c	Empower students and educators			3				
1.5 - Guiding Principles: Does this UA School facility support and recognize the need to create a safe place to learn and work:								Comments
1.5a	Hold paramount the need to utilize best practices around physical safety and security		2					
1.5b	Create a supportive culture whereby students and staff feel emotionally safe and supported						0	important in any school
1.5c	Create an academically safe environment where students are encouraged to tackle challenges and take academic risks						0	important in any school
2 - Exterior								Comments
2.1	Does the site permit desirable separation of vehicular, bus and pedestrian traffic?		2					Front of the building is better than the back of th building. Having an SRO on site helps, direct traffic. A lot of students dropped off. Some
2.2	Are parking lots adequately sized		2					Okay for school personnel, for events not
2.3	Are opportunities provided for outdoor learning (outdoor classrooms, gardens, etc.)?				4			Teachers use space between classrooms and tennis courts, and space on Mallway
2.4	Are outdoor play spaces and playfields adequate in size and configuration				4			Use stadium, don't have basketball,
2.5	Is the building easily identified with appropriate signage?				4			People recognize the building
2.6	Are there ADA accessible pathways from perimeter sidewalks and parking lots?		2					Not all entrances accessible - access is on north or east (ADA)

		Not Satisfactory	Somewhat Satisfactory	Neutral	Satisfactory	Very Satisfactory	N/A	
		1	2	3	4	5	0	
3 - General Building								Comments
3.1	Are classrooms and support services located properly in the building?				4			Do have 6th hallway, 7th hallway - teams work fairly well. Scattered related arts
3.2	Is the building adequately configured to allow access to non-ambulatory individuals?		2					
3.3	Are interior circulation routes wide enough to effectively accommodate student movement?			3				since most students don't use lockers it is better, some corridors narrow
3.4	Are facilities used by the community and are they adequate?				4			Use gym, church in auditorium, often use outdoor spaces
3.5	Are the restrooms adequately configured to allow access to non-ambulatory individuals?		2					
3.6	Are there inclusive restrooms?				4			
4 - Academic and Other Spaces								Comments
4.1	Do classrooms allow for multiple teaching modalities?		2					a lot with traditional desks
4.2	Are classrooms able to be reconfigured quickly?		2					
4.3	Are non-core academic spaces appropriately sized and configured?				4			Global language, reading okay
4.4	Are Physical Education and Athletic spaces appropriately sized and configured?	1						
4.5	Are Physical Education and Athletic support spaces appropriately sized and configured?				4			
4.6	Are Performing Arts spaces appropriately sized and configured?		2					House side okay, stage side an issue
4.7	Are Performing Arts support spaces appropriately sized and configured?	1						
4.8	Are Visual Arts spaces appropriately sized and configured?				4			
4.9	Are Visual Arts support spaces appropriately sized and configured?			3				too much stuff currently stored, kiln in room
4.10	Are Technical Education spaces appropriately sized and configured?		2					size okay, configuration not, not vented appropriately
4.11	Are Special Education spaces appropriately sized and configured?				4			classrooms that intervention specialists share
4.12	Are Special Education support spaces appropriately sized and configured?	1						office like a closet that 2-3 share
4.13	Are the student dining facilities appropriately sized and configured?		2					not large enough for an entire class
4.14	Does the building provide adequate space/support space for extracurricular activities	1						gym small, can't have multiple
4.15	Does the building provide adequate space/support for service learning activities				4			Use cafeteria and audi and gym
4.16	Are there any spaces that you can't accommodate but would like to in your existing facility (i.e. - sensory room, mother's room etc)		2					found space for sensory, don't have mothers room, like to have larger space for each grade to use collaboratively. Use LC for this but it is in
5 - Future Ready Student Development								Comments
5.1	How easily can the facility support interdisciplinary instruction?		2					
5.2	Does the facility provide specialized space and opportunities for hands-on project-based learning?		2					In related arts yes, overall not as much
5.3	Are classrooms large enough to support project-based learning?		2					some are
5.4	Is there adequate storage and or support space to support project-based learning?		2					
5.5	Are there adequate places to display the evidence and artifacts of learning?				4			do have display cases, bulletin boards

		Not Satisfactory	Somewhat Satisfactory	Neutral	Satisfactory	Very Satisfactory	N/A	
		1	2	3	4	5	0	
5 - Future Ready Student Development								Comments
5.6	Does the building provide adequate opportunities for students/teachers to collaborate in varying group sizes?	1						
5.7	Does the building provide opportunities for informal interaction?	1						
5.8	Does the building provide adequate opportunities for students to work independently?	1						
6 - Library/Media Center								Comments
6.1	Is the library/media center easily accessible? (is it properly located in the building to allow for ease of access?)		2					
6.2	Is there adequate space for the library/media center collection?				4			
6.3	How well does the library/media center support quiet study?		2					
6.4	How well does the library/media center support social interaction?	1						not intended for that, it's being scheduled academically - ideally a louder space outside of library to support that like Hastings
6.5	How well does the library/media center support collaborative work in small groups (4-8 students)?		2					
6.6	How well does the library/media center support collaborative work in larger groups (10-25 students)?		2					Potential in lab, good if enclosed
7 - Security								Comments
7.1	Are facilities able to be secured quickly and effectively?		2					because older building frequently repairing doors, when do have a security issue it is brief, which had means to better searante the
7.2	Is the building 'zoned' to allow the ease of use during non-school hours?		2					See above
7.3	Does the facility meet current access control standards?	1						interior vestibule doors locked, does depend on visitor following check-in rules, can not check them in prior to releasing door lock
7.4	Is the main office properly located in the building?				4			does not have access from vestibule
7.5	Are visitors confronted and/or contained prior to gaining access to the main corridors?				4			but see above
7.6	Are building entries clearly marked for first-responders?				4			building entries numbered
7.7	Is signage and wayfinding in the building effective?	1						A lot of student made signage
8 - Adjacencies								Comments
8.1	Are classrooms arranged to provide curricular organizational flexibility (i.e. - age, teams etc.)				4			building does not prevent teaming
8.2	Are faculty/student support offices organized to adequately support classrooms?				4			in most cases nearby, but not always high quality
9 - Technology								Comments
9.1	How well equipped are classrooms with instructional technology? Do they meet UA standards?		2					All have Apple TV's and TV's. Bell and PA system older (i.e. 8E can't hear announcements), older equipment
9.2	How well equipped are common facilities with instructional technology? Meet UA standards?		2					
9.3	How easy is it to connect to the network?					5		
9.4	Does the network have adequate bandwidth to allow a robust use of technology?				4			Issues on test day, might be a state issue
10 - Storage								Comments
10.1	Is there adequate general storage in the building?				4			however, teachers have too much
10.2	is there adequate storage for instructional materials?					5		mostly digital
10.3	Is there adequate classroom storage?				4			some have a lot, some don't
10.4	Is the storage that is present properly located?		2					

		Not Satisfactory	Somewhat Satisfactory	Neutral	Satisfactory	Very Satisfactory	N/A	
		1	2	3	4	5	0	
10 - Storage								Comments
10.5	Is there adequate student storage?				4			Every student has a locker, only a fraction use
11 - Furniture, Fixtures & Equipment								Comments
11.1	What is the current condition of student furniture?		2					A mixture, servicable
11.2	How well does student furniture accommodate rapid reconfiguration of a space?	1						
11.3	What is the current condition of instructor furniture?		2					
11.4	How well does instructor furniture accommodate rapid reconfiguration of a space?	1						
11.5	What is the current condition of specialty furniture?		2					
12 - Environmental Quality								Comments
12.1	How are acoustics in classrooms in general?				4			
12.2	Are classrooms able to maintain a consistent temperature?	1						
12.3	Is the classroom artificial lighting adequate?				4			
12.4	Is the classroom air quality adequate?		2					Air quality study done, came back normal
12.5	Is there access to natural light in classrooms?		2					Some do, some not
12.6	Is there access to outside views from the classrooms?		2					
12.7	What level of access to recycling is provided in the building?					5		
12.8	Are there other sustainable/green elements to your facility?							
13 - Controllability of Systems								Comments
13.1	Does the classroom thermostat allow for individual control?							not sure
13.2	Are window shades provided to control natural light?		2					integral blinds, some broken
13.3	What type of window shades are provided?	roll shade	horiz. Blinds	curtain	integral blinds	other		
13.4	What types of switching is provided in classrooms	all on all off	zoned	one dim	multi dim	occ sensor	daylight sensor	many teachers bring in own lights

Perkins&Will



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