

Perkins&Will



Moody Nolan

WITH HEAPY AND TURNER CONSTRUCTION



Upper Arlington City Schools

Phase Two Facilities
Master Plan Report

June 08, 2026



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Acknowledgments

The Perkins&Will / Moody Nolan design team acknowledges and thanks the following committees and individuals, without whom, this phase two Master Plan would not exist. Their collective and individual efforts are a testament to the commitment of the entire Upper Arlington community towards providing high quality education and educational facilities to current and future generations of children. In addition to those noted below, we thank the broader Upper Arlington community who attended and provided critical input at five community-wide engagement sessions.

- The Upper Arlington Board of Education
- Facilities Oversight Committee
- Facilities Task Force
- Burbank, Hastings and Jones Building Teams
- Student focus group participants at Upper Arlington High School, Hastings Middle School and Jones Middle School
- Burbank, Hastings and Jones staff
- The Upper Arlington community



01. Process Overview

About the Process, Involving Stakeholders, Guiding Principles, Schedule, and Planning Parameters

Process Overview

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 three elementary schools (Greensview, Wickliffe, and Windermere), and additions and renovations at the remaining two elementary schools (Barrington 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 helped inform the planning work that took place in the Options Phase.

All three schools were reviewed for both physical adequacy (assessment 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 teaching and learning. The Moody Nolan team (with Heapy) performed the physical adequacy review while the Perkins&Will team performed the educational adequacy review.

The community was kept informed and engaged throughout the master planning process via a variety of means including a series of Community Engagement Sessions during which community feedback was solicited. During the Assessment Phase the first session familiarized the community with the master planning process, invited participation in Building Teams, shared planning parameters and Guiding Principles. The second session shared the results of the aforementioned assessments.

To begin the Options Phase, a Community Engagement Session called the Learning Environments Summit was held as the first community meeting, to showcase a variety of ways that building design can support teaching and learning. The Options Phase included two additional Community Engagement Sessions and two Building Team Meetings. The BTM's were timed before the CES to inform the options that would move forward to the community. Robust discussions occurred during each meeting as options were presented and debated. Participants provided needed and critical input into the various options which informed further refinements.

The Decisions Phase was comprised of additional engagement to inform the community and get feedback on the narrowing of options and funding discussions. The Decisions Phase ultimately lead to the Board approving the components and budget to be included in the levy campaign.

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**

Context

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 phase of the Master Plan ten years ago, 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 17 different 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. The phase one projects at the high school and elementary schools have shifted the paradigm for UA schools, with the phase two projects of Burbank, Hastings, and Jones misaligned with their peer schools on how the facilities support teaching and learning.

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, educators, 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 and which continued to take place over several months.

Guiding Principles

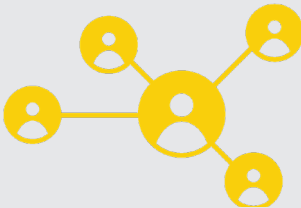
Our Educational
Environments...



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

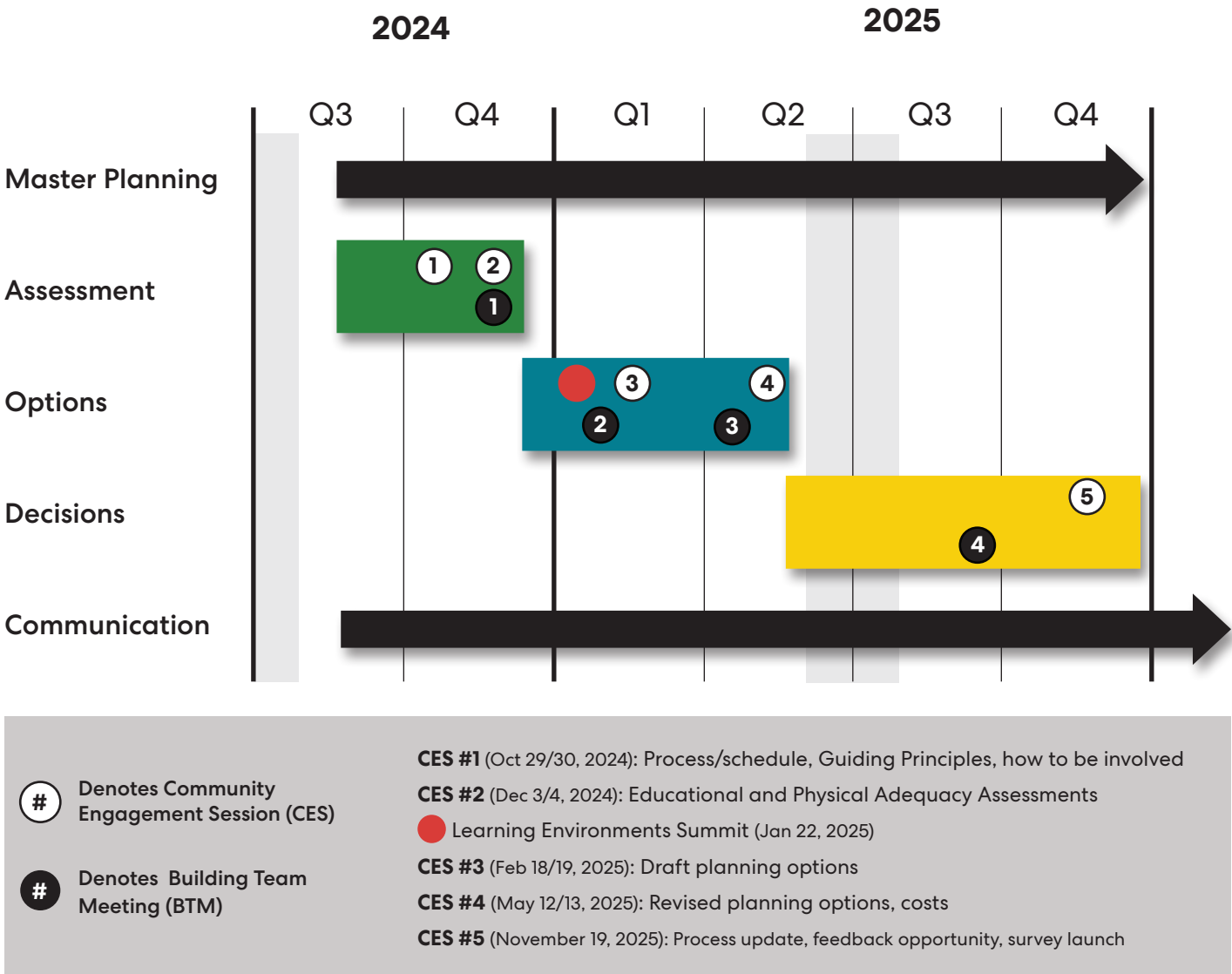
- a. Hold paramount the need to utilize best practices around physical safety and security
- b. Create a supportive culture whereby students and staff feel emotionally safe and supported
- c. Create an academically safe environment where students are encouraged to tackle challenges and take academic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

Phase Two - Facilities Master Plan Process and Schedule

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

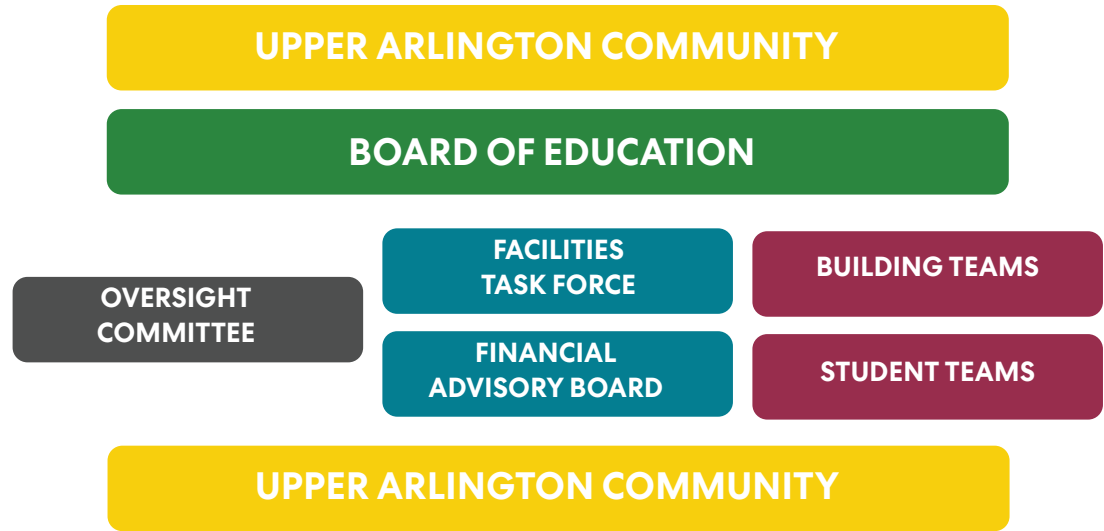


Process planning, the first thing that the design team embarked upon with the district, formed the basis for the team's engagement with stakeholders and the community-at-large. To assist with the process planning, an Oversight Committee, comprised of district representatives, was formed. The intent of this team was to provide oversight on the development of the schedule and process, to provide feedback on options, and to provide a conduit back to the individual schools, district administration and the Board. The Oversight Committee insured the process was open, transparent, and inclusive of all stakeholders. The timeline for the Master Plan was established by the Oversight Committee to allow ample time for community engagement and feedback prior to decisions being made.



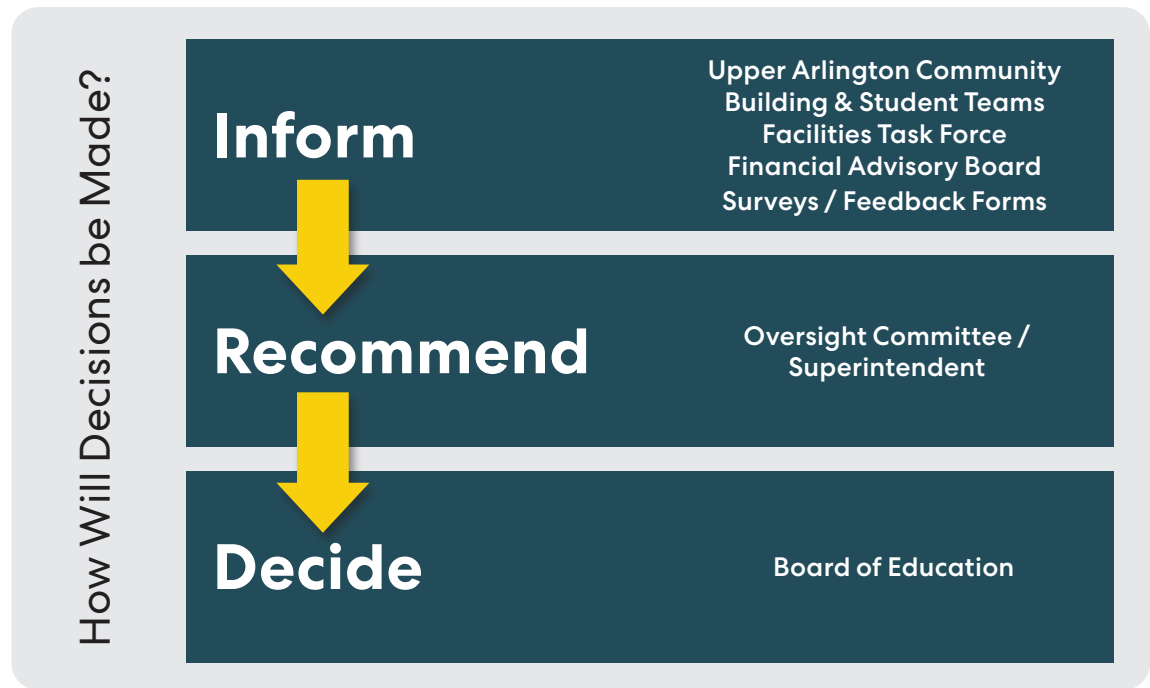
A deeply held core belief of Upper Arlington Schools is that involving the entire Upper Arlington community in the FMP process will yield a result that reflects the values and aspirations of the community. Therefore, similar to Phase One, the Phase Two FMP process continued to heavily involve numerous constituent groups illustrated in the graphic on the following page. Continuing from Phase One, "your voice matters" remains the tagline for the engagement process.

The following diagram indicates the stakeholders in the process, bookended by the community, as they are the ultimate decision makers.



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

After the board decided the detailed direction as indicated in the Master Plan Recommendation section of this document, the community will be the ultimate decision maker on the projects moving forward, with their support of the bond levy.



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



* Ohio House Bill 183, signed into law in November of 2024, may impact this parameter

03. Engagement Summary

Visioning Session, Student Engagement, Community Engagement, Learning
Environments Summit, Building Team Meetings

Developing the Master Plan

Visioning Session

October 25, 2024

Overview

A three-hour visioning session attended by UA administrators, faculty, staff, and community members was conducted to kick-off the Phase Two process with key stakeholders. The objective of this session was to discuss the future of teaching and learning in UA via the Excellence and Innovation 2030 Strategic Plan, to review guiding principles created in Phase One and edit them for Phase Two, and to discuss lessons learned from Phase One as summarized on the following pages. As with Phase One, the guiding principles were the lens through which the design team analyzed each school facility relative to the educational adequacy.



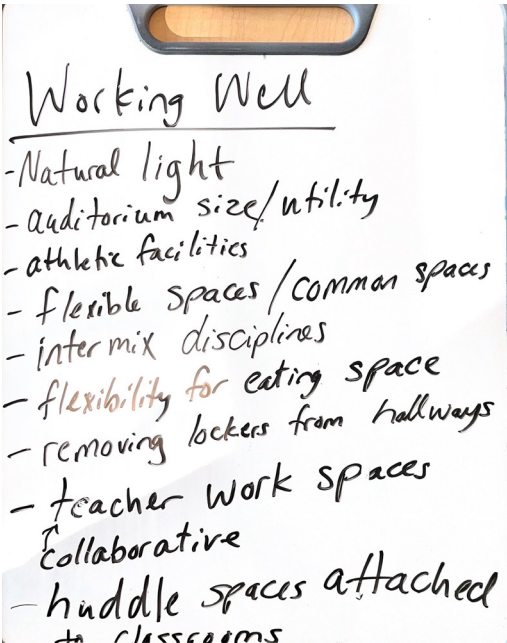
Lessons Learned Summary

Working Well - High School:

- Natural light
- Auditorium size and utility
- Athletic facilities
- Flexible spaces / commons spaces
- Intermixed disciplines
- Flexibility for eating space
- No lockers in hallways
- Collaborative teacher workspaces
- Huddle spaces attached to classrooms
- Aesthetics
- Science and art layout and equipment
- Pull down outlets (would like everywhere)
- Collaborative tables
- Well thought out spaces for students with more significant needs
- Nook spaces
- Proximity of arts to performance areas
- Sensory spaces
- Making learning visible
- Flexibility of space and furniture
- Storage
- Flow and site layout
- Branding
- Safety

Do Differently - High School:

- Quiet option for library
- Noise in collaborative spaces
- Garage door acoustics
- More parking near secure vestibule
- Durability of drywall
- Checking out quiet rooms
- Dedicated cafeteria
- Improve study hall
- Book storage
- More music and STEM space



Developing the Master Plan

Visioning Session

October 25, 2024

Working Well - Elementaries:

- Unique feel / personality
- Neighborhood spaces
- Hallway flow
- Office flow
- Natural light
- Seperate academic and athletics / cafe
- Inviting entrance
- Custodial closets and maintenance spaces
- Collaborative spaces with garage doors
- Kitchen

Do Differently - Elementaries:

- Cafeteria furniture size (for littles) and flexibility
- Operable windows
- Bathroom stall doors (with space on bottom and top)
- PE space for traveling teacher
- More parking
- Some areas in neighborhoods for isolation where you don't see everyone
- Some furniture selections
- Plan for growth
- More exits to exterior for recess
- Whole staff meeting space



Developing the Master Plan

Student Workshops

To gain valuable student perspective on the master plan, the design team engaged middle and high school students respectively, to understand their priorities around key features of the new elementary and high school facilities to inform potential Phase Two facilities. The design team led middle school students from both schools in a visual listening activity. The students used colored stickers to provide insight into positive and negative spacial qualities and the design team summarized the discussion with post-it notes.

Student feedback from both middle schools included many similarities, including:

- Sustainable features
 - Calm spaces
 - Natural light and windows
 - Spaces for large groups
- Spaces for group work / independent work
 - Multi-purpose spaces
 - Welcoming feel

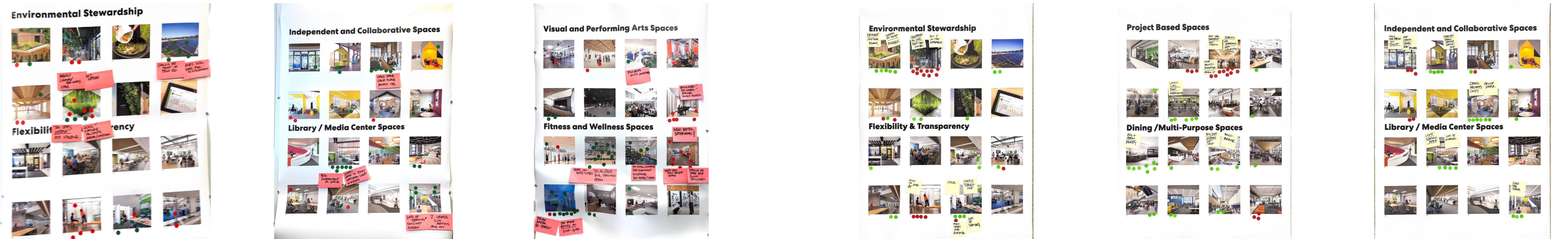
Hastings Student Workshop

October 30, 2024



Jones Student Workshops

November 18, 2024



Developing the Master Plan

High School Student Workshop

December 4, 2024

On December 4, 2024 the design team and Dr. Hunt met with high school students who had attended the new elementary schools, middle schools and the new high school for their feedback.

High School Focus Group Summary:

Classrooms & Learning Spaces

- Desire for more personalization and flexible furniture
- Garage doors and breakout spaces are valued but underused
- Media centers and learning commons are favorites but need more warmth and accessibility

Lighting & Environment

- Natural light and large windows improve focus and mood
- Adjustable lighting is appreciated

Commons & Circulation

- Commons are central, well-liked hubs, but access is sometimes restricted by educators
- Wide hallways improve traffic flow

Specialty Spaces

- Music, STEM, and INC (Individual Needs Center) are highly valued; some spaces at capacity

Culture & Expression

- Buildings feel sterile; more student work, displays, and personalization desired
- Comfortable, flexible seating options appreciated



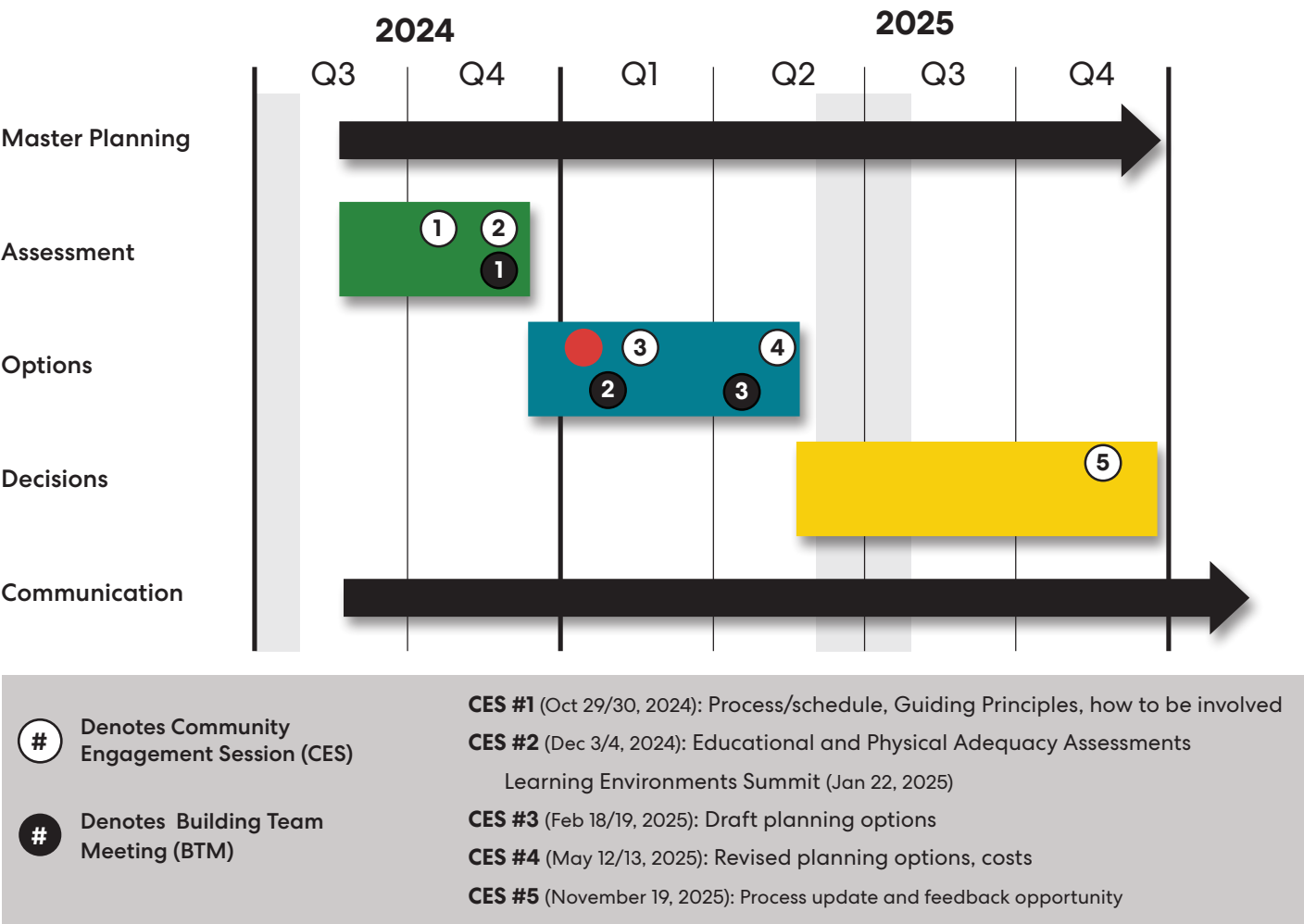
Developing the Master Plan

Community Engagement Sessions

Summary

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

Between each of the Community Engagement Sessions, the design team continued to work with administrators, the Building Teams, the Oversight Committee, and the community to implement feedback and refine plans. The options were narrowed through this iterative process, using the Guiding Principles as a filter. During the Decisions Phase, the Board of Education selected the option at each school that is concerned the final recommended FMP which will be brought to the community for a vote.



Community Engagement Session 1

October 29-30, 2024

Overview

The first community engagement session included the history of Phase One of the Facilities Master Planning (FMP) process and presented how the team would build upon that work for Phase Two. Dr. Hunt discussed the core mission, vision and values of the district via the Excellence & Innovation 2030 Strategic Plan as well as the parameters for the FMP as adopted by the Board of Education. The design team reviewed a summary of the Visioning Workshop and the resulting Guiding Principles. The meeting also outlined to community members how they could get further involved in the process, specifically by joining Building Teams focused on each school in the district. As with all engagement sessions, there was a table chat and feedback/survey opportunity at the end.

All community feedback is posted on the district's website:
<https://www.uaschools.org/our-district/facilities-master-planning>

Feedback Opportunity Questions:

Review the Master Plan Guiding Principles. Are there any changes you would make?

Do you have any feedback regarding the parameters?

Are there any other thoughts you would like to share?



Engagement Session 1



Developing the Master Plan

Community Engagement Session 2

December 3-4, 2024

Overview

This CES focused on sharing the high level results of the physical adequacy assessment and educational adequacy assessment for Burbank, Jones and Hastings, which highlighted the needs for specific to each facility. After the assessment results were shared, a presentation on construction costs and escalation in the Columbus market was used to provide context for the order-of-magnitude budgets to repair each facility. The repair only budgets provided a baseline of understanding that facility repair will continue to be necessary, even if the buildings are not improved beyond their existing configuration (i.e. - no zero cost option).

Feedback Opportunity Questions:

- 1. Is there anything about the educational or physical assessments that surprises you?
- 2. What other information do you need to better understand the current condition of our school buildings?
- 3. What are your expectations or desires for the options phase?
- 4. Are there any other thoughts you would like to add about facilities master planning phase two?

A few participant highlights are shown below:

"I believe some statements from teachers and students on the before and after impact of the high school and elementary schools will help drive our community to invest in bringing these three buildings up to our community's expectations.

"Expensive but necessary."

"Specifically interested in Jones and how the historic character can be maintained, while supporting current and future needs"

"I hope to see realistic options [...including] renovation verses replacement, and the pros and cons with respect to educational adequacy."

"Arts & Music needs. That needs to be a priority in the planning process and priority setting."

"Given the age of the buildings, I'm impressed that they have been reasonably maintained. But I expect teachers would say there are even more challenges than revealed by this presentation."



Developing the Master Plan

Building Team Meeting 1

December 3-4, 2024

Overview

The Building Team kick-off meetings welcomed all of the Building Team members at each respective school, and began with an introduction of the design team and an overview of process. The Building Teams were also introduced two their charge as key informers of the facility master plan direction for their respective school building. The design team presented a summary of the educational and physical adequacy assessments and then the attendees contemplated the following questions together:

- Did anything about the educational or physical assessments surprise you?
- What building-specific items would you add to the established parameters?
- What would you prioritize as top programmatic needs?
- Are there any other thoughts you would like to add?

" There's a gap in the teaching environment between the elementary schools and the high school. There isn't space for small group, flexible spacing, and various media types in the middle school. Flexible classroom spaces is a positive."

-Building Team Member (Hastings)

" Sustainability needs to be a consideration from the beginning. The design team and leadership team need to commit to a minimum level of goals regarding sustainability... The kids are watching and learning from how we address the environmental crisis and we need to be innovative with how we address this."

-Building Team Member (Hastings)

"Safety concerns are a top priority. Bathrooms that are accessible to all students, more spaces for our therapy and intervention service providers. Private spaces for phone calls and parent meetings (these happen daily)."

-Building Team Member (Burbank)



Developing the Master Plan

Learning Environment Summit

January 22, 2025

Overview

The summit was designed as a forum for community members to explore leading educational facilities and themes as a basis to begin the options phase. The venue was intentionally at UAHS to point out aspects of the new facilities applicable to the conversation. The district gave context to the conversation by sharing details about teaching and learning in UA via the "Profile of an Engaged Learner". Then, the design team presented current context and trends in school design and shared examples of future-ready facilities, as a way to support UA teaching and learning.

Feedback Opportunity Questions:

What in the presentation resonated with you?

How might the physical environments of our school(s) be better designed to support future learning? If your response is focused on a specific school, please indicate that in your response.

What additional information would help us during the options phase of our Master Planning process?

Are there any other thoughts you would like to add about the facilities master planning phase two?

A few participant highlights are shown below:



Developing the Master Plan

Building Team Meeting 2

February 4-5, 2025

Overview

Before the Building Team Meetings, to develop scalable options, the design team created “Model Programs of Space Requirements” to ensure equitable and future ready facilities at each campus. The model programs were derived with information from the Assessment Phase, to address both physical and educational adequacy needs, and with the engagement of the community, BTMs, and detailed tours and conversations with building Principals.

The second Building Team Meetings began with a presentation of the initial options for each respective building. After the presentation, the team dispersed into small groups, discussed the various options, and gave the design team feedback. The goal was to use the feedback to help the design team understand priorities and refinements needed for the next BTM, which would allow vetted options to be presented at CES 03.

Small Group Questions:

- What do you like or dislike about each of the options? Why?
- Are there any other thoughts or options we should be considering?

"Pickup/Drop off is important. While it may seem silly, is a HUGE deal for parents."

-Building Team Member (Hastings)

"The repair option is just putting a temporary Band-Aid on a already existing unrealistic situation...The rebuild option seems like it will provide the most beneficial growth for the district and the community in the future."

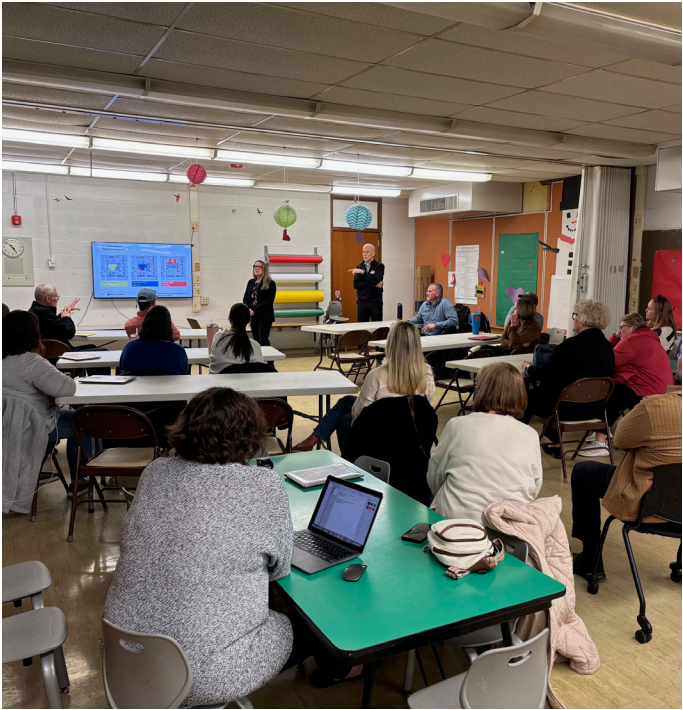
-Building Team Member (Burbank)

"Matching the exterior of the new building with the exterior of the old building, adding flex space, and using the center of the building for courtyards are all excellent ideas."

-Building Team Member (Jones)

"A concern of mine would be having to relocate during a renovation; that is a big disruption for our staff and students. With a rebuild, we would be able to stay in our current building."

-Building Team Member (Burbank)



Developing the Master Plan

Community Engagement Session 3

February 18-19, 2025

Overview

After reviewing and refining initial draft options for each school with the Building Teams and Oversight Committee the third Community Engagement Session was primarily focused on sharing the initial draft option diagrams for each school, and soliciting feedback from the community.

Attendees were shown working options developed by the design team for each campus. These options were presented with “Repair” as the baseline, addressing only physical needs and minimum additional space to meet enrollment projections, and “Renovate” or “Rebuild” options that addressed both physical and educational needs of the facility. While budgets for the “repair” options were shared as a baseline "no zero cost option", budgets for the “Renovate” or “Rebuild” options were anticipated for the following CES, after feedback and narrowing of options.

After the presentation, participants were invited to visit stations showcasing the options, where district representatives and design team members answered questions and received feedback.

Feedback Opportunity Questions:

- 1. What do you like or dislike about each of the options? Why?
- 2 Are there any other thoughts or options we should be considering?

A few participant highlights are shown below:



"I would choose Renovate or Rebuild. I'd choose most cost-effective option and one that impedes the least on children's educational experience."

"Our students are succeeding in these buildings as they are now."

"The cost estimate should include the annual dollar increase, if any, to maintain the new and larger facilities."

"I strongly feel the design options of the 2 middles schools must be equitable. [Also, phasing one before the other] creates inequities."

"I do not want to spend millions of dollars to save the facade of Jones for sentimental purposes. I would rather just tear it all down and rebuild in the same style."

Developing the Master Plan

Building Team Meeting 3

April 8, 2025

Overview

BTM participants reviewed revised options, as well as associated phasing and budgets associated with those options to allow further refinement before CES 4. The following questions were discussed to aid in refinements and preparation for CES 4:

- What is your reaction to the financial information?
- For our school community, what option, or options make the most sense?
- Based on this new information are there any options that should be eliminated?
- What additional information do you need - or do you think the community needs - to better understand the options and the financial information presented?

" I think the community needs to better understand Burbank. I think they need to know that there is a requirement to have a preschool-special education program and this program needs to have a safe and appropriate physical space for these young learners.

I also believe that sharing the bond information and how much it would truly cost a family each year is important to share."

-Building Team Member (Burbank)

"Extremely helpful to start to have some numbers to these big abstract issues. I was surprised at the cost of the renovate options as more expensive than the rebuild. "

-Building Team Member (Hastings)

"[We need to] tell the story of the why, focus on the future, and acknowledge that all options will create some kind of pain. But we must select an option that creates the most value for the community, our hardworking educators and our children (and their children!)"

-Building Team Member (Jones)

Building Team Meeting 4

May 5, 2025

Overview

Because of the implications of budgets, phasing and sites for each middle school, it was important for the teams to understand each others options. The first joint Building Team Meeting allowed both middle school teams to contemplate pros and cons of the middle school options holistically, and to share the options that had been eliminated or replaced since CES 3.

The participants contemplated the following questions to help the design team and district refine and prepare for CES 4:

- What do you think of the revised options?
- What additional information do you think the community needs to better understand the revised options at the community engagement session next week?

"It's definitely good to show the process of how we got here to anyone who is not part of this so far. "

-Building Team Member (Hastings)

"I appreciate seeing the full breadth of options that have been explored including a full rebuild. It's helpful to understand the complexity, the cost, the time, and the experiential levers that could be pulled to complete the project.

-Building Team Member (Jones)

"I like that we've narrowed down from what we know wouldn't be good investments."

-Building Team Member (Hastings)

Developing the Master Plan

Community Engagement Session 4

May 12-13, 2025

Overview

CES 4 summarized the previous sessions and the "why" behind the master planning process and options developed to date. Turner Construction presented construction market conditions, including escalation and tariff considerations. Andy Geistfeld, CFO, gave an overview of how facility projects are funded and examples of bond issues followed by the options that were eliminated or replaced based on feedback. Then the design team shared the latest revised options with budgets and anticipated phasing / timelines for the "Repair," "Renovate" and "Rebuild" options at each campus.

Similar to CES 3, after the presentation, participants were invited to visit stations showcasing the options, where district representatives and design team members answered questions and received feedback. The survey was opened to the entire community via the district's website and received over 1,000 responses per school. All survey responses are available on the district's website at <https://www.uaschools.org/our-district/facilities-master-planning>.



Feedback Opportunity Questions:

1. Which option do you prefer for Burbank?
 - 1a. Are there any options that should be eliminated?
2. Which option do you prefer for Hastings Middle School?
 - 2a. Of the Rebuild options, which do you prefer?
 - 2b. When thinking long-term about the Hastings site, if a rebuild option is the preference of the community, which location do you think is the best, long-term placement for the new building?
 - 2c. Are there any options that should be eliminated?
3. Which option do you prefer for Jones Middle School?
 - 3a. Of the Renovate options, which do you prefer?
 - 3b. Of the Rebuild options, which do you prefer?
 - 3c. If a rebuild option is the preference of the community for Jones, what is your opinion of the best long-term solution for the historical central mall facade?
 - 3d. Are there any options that should be eliminated?

A few participant highlights are shown below:

"Shadows, noise, cars, and trash are concerns for residents living close to the site."

"What a wonderful opportunity to create a truly inclusive preschool program for Upper Arlington! Please consider accessibility, universal design, and the sensory needs of all learners in this project."

"I don't understand why renovation is always more expensive. Seems like there should be a range of possible costs. It could be misinterpreted that it is done intentionally to discourage the renovation options."

"Rebuild option seems like a no-brainer- better results aligned with modern learning spaces for less cost than renovation."

Developing the Master Plan

Building Team Meeting 5

September 23, 2025

Overview

This was the first BTM to bring together Burbank, Hastings and Jones to share the holistic view of the potential projects. Dr. Hunt and the design team shared the options that had been narrowed down by the Board of Education. The BTM was able to ask questions and discuss next steps.

Community Engagement Session 5

November 19, 2025

Overview

Understanding that Community Engagement Session 4 took place a number of months prior, the design team led off CES 5 with a review of the various steps of the master plan process presenting the methodology and results of Assessment and Options Phases. In the time since CES 4, the Board of Education narrowed the options to those presented during this session.

Dr. Hunt shared with those present that the district retained the services of Illuminology, a firm with community sentiment surveying expertise and who is familiar with Upper Arlington, to conduct a scientific survey mailed to approximately 2,000 UA residents. Dr. Hunt noted that the same survey was to be made available online to all residents and encouraged a high degree of participation. Results of the survey were used to compare themes that emerge which were shared with the Financial Advisory Board who helped-determine next steps.

Similar to CES 4, Dr. Hunt invited those assembled to visit stations showcasing the options for each school-, where district representatives and design team members answered questions and received feedback.

Developing the Master Plan

Community Engagement Session 6

March 25, 2026

Overview

At the sixth community engagement session for phase two of facilities master planning for the district's aging middle schools and Burbank Early Childhood School, residents reviewed the draft recommendations from Superintendent Robert Hunt, Ph.D., and Treasurer/CFO Andrew Geistfeld. These recommendations are the result of an extensive, community-driven process, with more than 5,000 touchpoints since the summer of 2024. Feedback from staff, families and community members — along with the expertise of the Financial Advisory Board — directly shaped the draft master plan recommendations.

The Board of Education requested one more round of community input before the master plan is finalized through a community survey on the key areas of these recommendations. Although this survey focused on the facilities master plan recommendations, the district anticipates the Board of Education placing a combined operating levy and bond issue on the ballot in November 2026.

Information above from <https://www.uaschools.org/our-district/facilities-master-planning/community-engagement-sessions>

Following the meeting the district continued to receive a variety of feedback from the community about the historic nature of Jones Middle School, therefore an additional community meeting was planned to focus on Jones and receive additional feedback from the community in a formalized forum.

Community Conversation on Jones Middle School

May 11, 2026

Overview

This Community Conversation focused on the history and future of Jones Middle School where 150 stakeholders gathered. There was a brief overview of the master planning process for Jones, small group discussions, and a guided building tour. The feedback gathered at this session directly impacted the final master plan recommendations shared with the Board of Education on May 27.

Information from <https://www.uaschools.org/our-district/facilities-master-planning/community-engagement-sessions>





03. Master Plan Recommendations

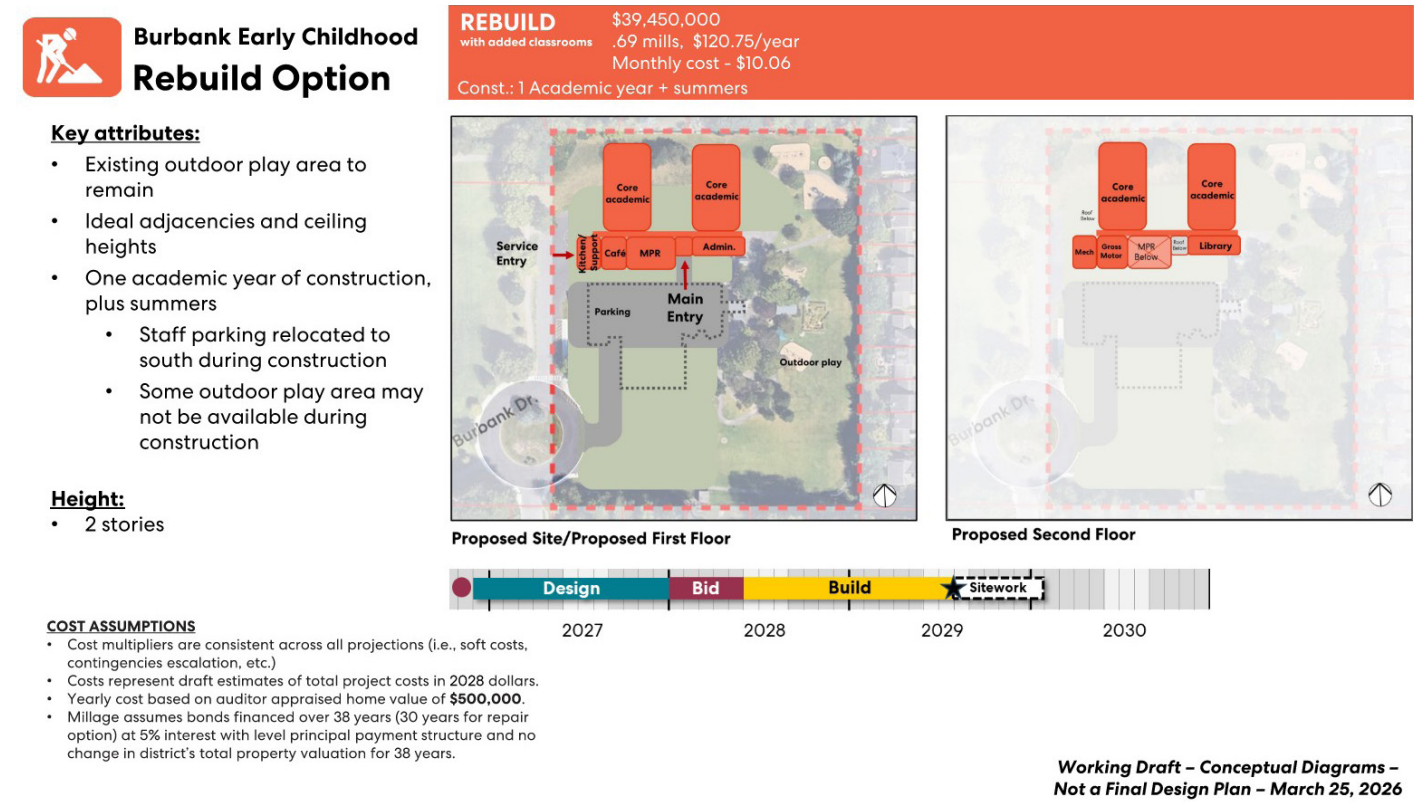
Recommended options for Burbank, Jones, and Hastings schools

Burbank Early Childhood School

Master Plan Recommendation

Overview

Based on both the facility condition assessment and the educational adequacy analysis, the rebuild option emerged as the preferred solution. After evaluating multiple scenarios against key data points, a new facility was determined to be more cost-effective than renovation while avoiding the inherent limitations of the existing building, including low floor-to-floor heights and less efficient building systems. As a result, **rebuilding is the recommended path forward**. The rebuild option with additional classroom capacity was selected to provide the district the ability to increase enrollment capacity.



Hastings Middle School

Master Plan Recommendation

Overview

Based on both the facility condition assessment and the educational adequacy analysis, the rebuild option emerged as the preferred solution. After evaluating multiple scenarios against key data points, a new facility was determined to be more cost-effective than renovation while avoiding the inherent limitations of the existing building, including low floor-to-floor heights and less efficient building systems. As a result, **rebuilding is the recommended path forward.**



Hastings Middle School

Rebuild Option D

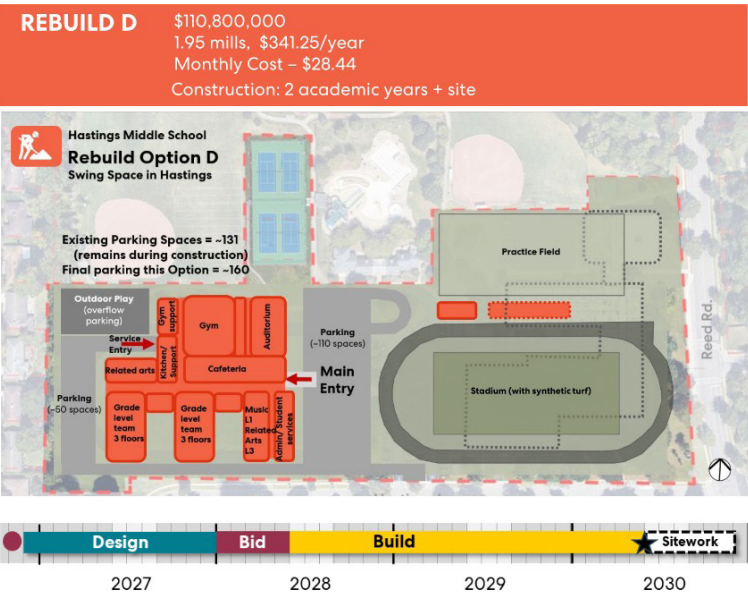
Swing Space in Hastings

Key attributes:

- No land swap required
- New building has some frontage to adjacent neighbors
- Zoned for after hours use
- Ideal adjacencies and ceiling heights
- Increase in parking compared to existing
- Grade level teams are zoned together, do not need to circulate through team area
- Possible additional practice field location

Height:

- 3 stories



COST ASSUMPTIONS

- Cost multipliers are consistent across all projections (i.e., soft costs, contingencies escalation, etc.)
- Costs represent draft estimates of total project costs in 2028 dollars.
- Yearly cost based on auditor appraised home value of **\$500,000**.
- Millage assumes bonds financed over 38 years (30 years for repair option) at 5% interest with level principal payment structure and no change in district's total property valuation for 38 years.

Working Draft – Conceptual Diagrams –
Not a Final Design Plan – March 25, 2026

Jones Middle School

Master Plan Recommendation

Overview

Based on both the facility condition assessment and the educational adequacy analysis, the preferred solution emerged as a predominantly new facility that preserves and renovates the original historic 1923 building. Following community feedback and discussion during the Community Conversation meeting, and after evaluating multiple scenarios against key data points, this approach was determined to be the most cost-effective while avoiding many of the limitations of the majority of the existing facility, including low floor-to-floor heights and inefficient building systems.

This new option balances historic preservation with the benefits of new construction. By retaining the original building, which has the highest floor to floor height, while replacing the remainder of the facility, the recommended approach honors the school's history and community identity while providing a more efficient, flexible, and sustainable learning environment for future generations. As a result, **a combination of renovation and rebuilding is the recommended path forward.**

A series of draft design parameters was developed to ensure alignment with community expectations for the new portion of Jones Middle School.

Jones Middle School Draft Design Parameters

Respect for Historic Character

Key architectural cues from the existing building will be respectful to the original façade design, such as its scale and proportion and its presence on the Mallway.

Similar Materials

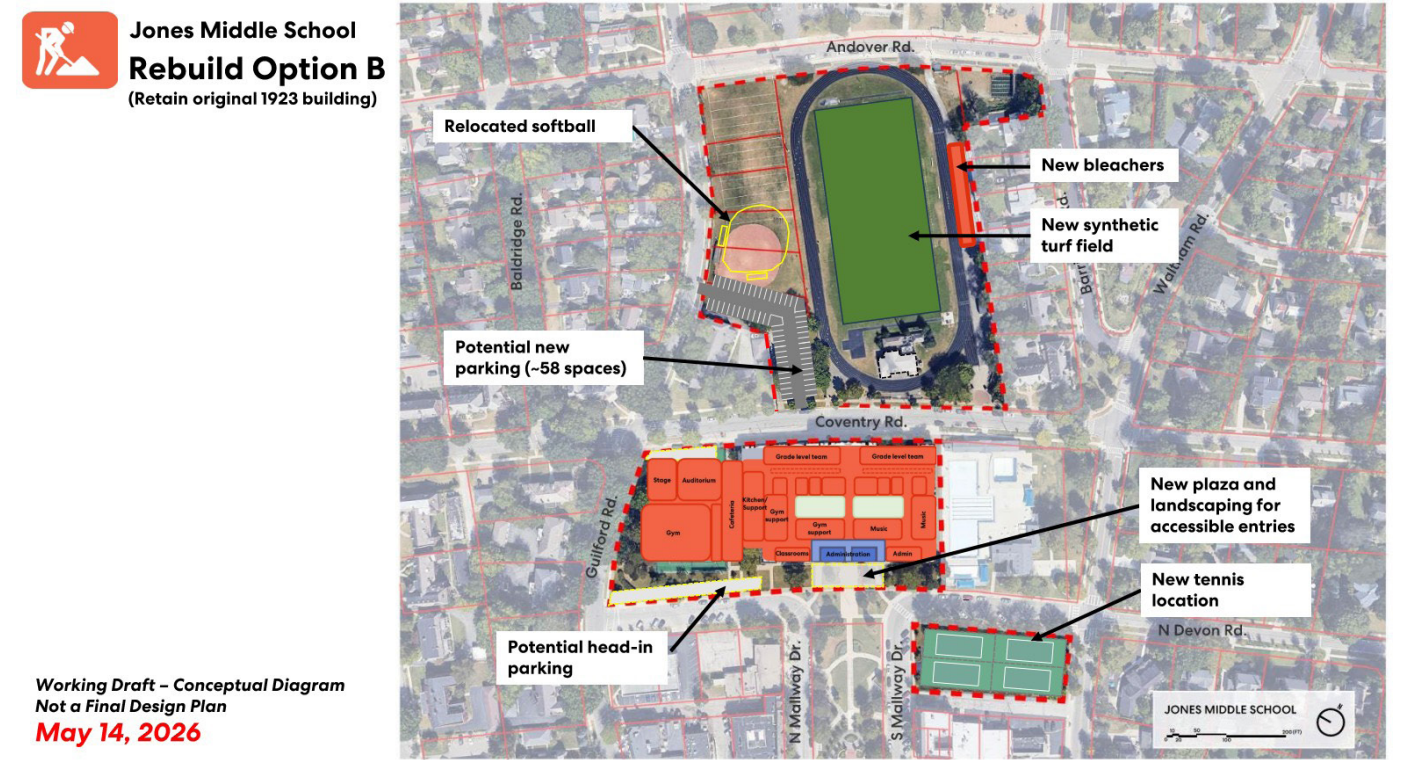
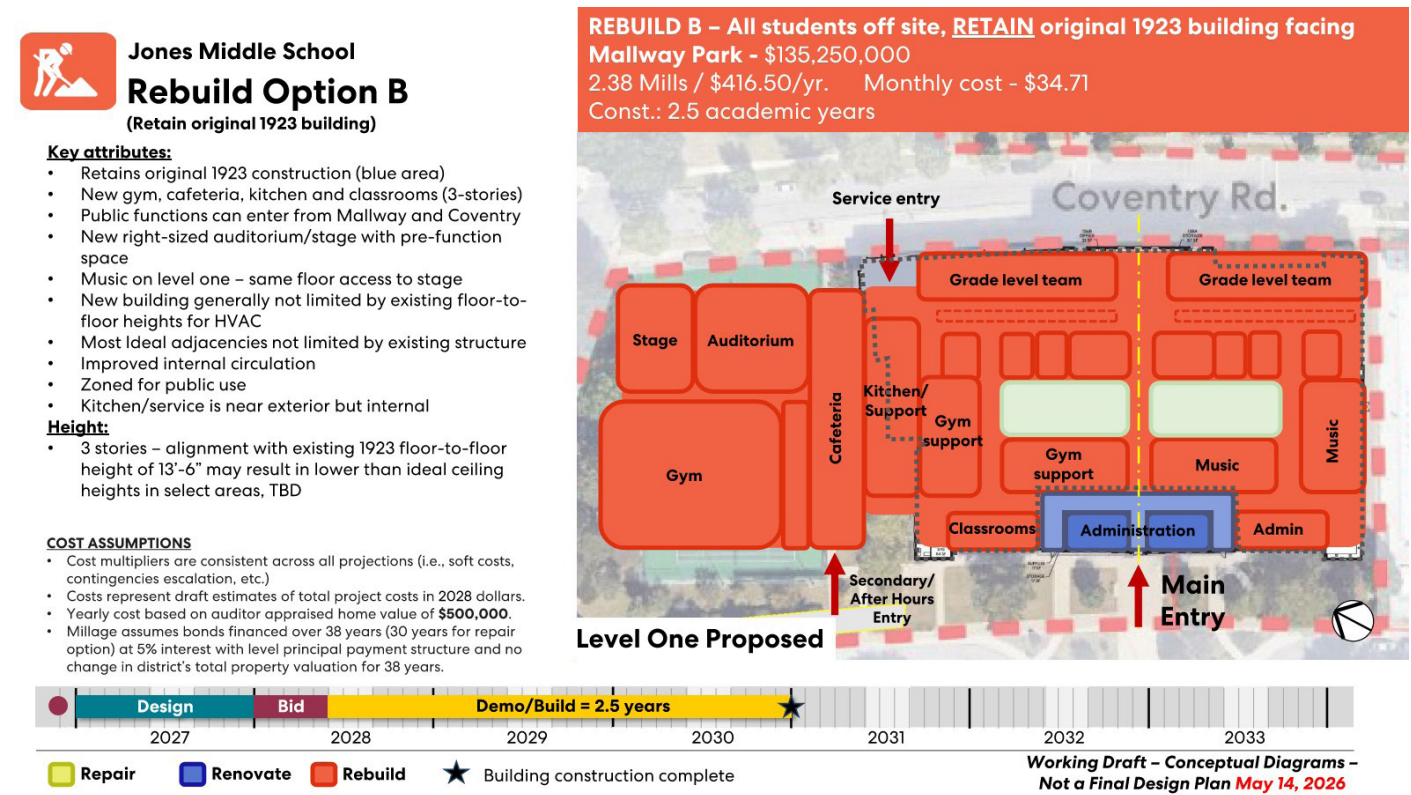
The project will incorporate high-quality materials as appropriate, for example, brick, stone and limestone, with detailing that closely reflects the textures and tones of the existing building.

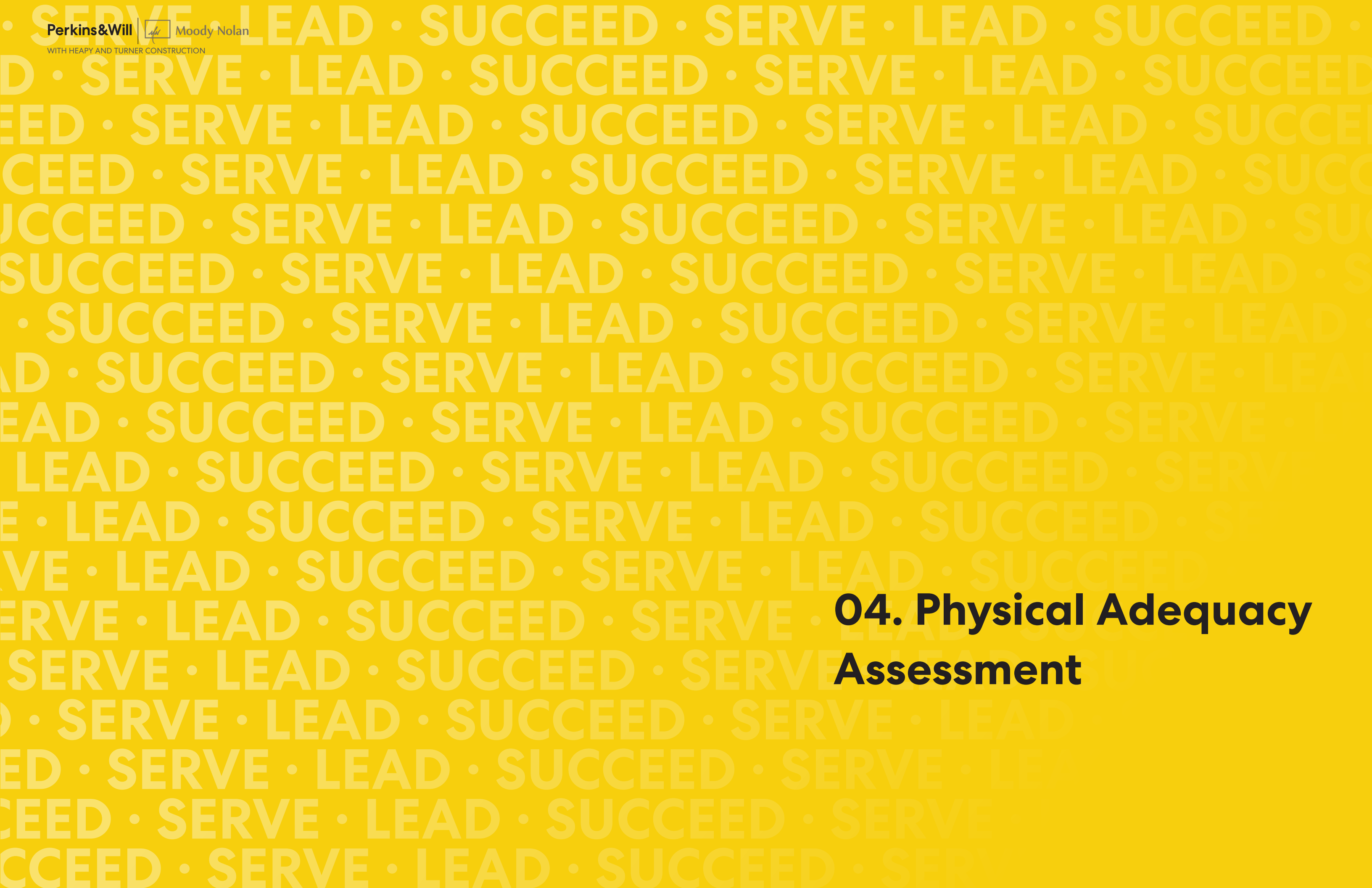
Considerate Detailing

Window proportions, façade articulation, masonry patterns and architectural detailing will draw directly from the design language of the existing Jones Middle School.

Careful Massing and Scale

The overall building massing and street presence will be carefully designed to remain compatible with the neighborhood context.





04. Physical Adequacy Assessment

Facilities Assessment Overview

The Moody Nolan/Heapy Engineering/Turner (AEC) team is pleased to present the Upper Arlington Board of Education with this report of its findings for the existing facility assessments of Burbank Early Childhood School, Hastings Middle School and Jones Middle School. These schools were originally assessed as part of the Phase 1 Master Planning process in 2014 by the Ohio Facilities Construction Commission (OFCC) prepared by VAA, LLC; Future Think; and Regency Construction Services, Inc. The AEC team then reviewed, made additional recommendations and updated the OFCC report to create the official building assessment report presented to Upper Arlington Schools dated November 4, 2015. This report helped inform the direction of the Phase One Facilities Master Plan effort.

On October 7, 2024, the AEC team met with Greg Thompson, Chief Operating Officer; Mike Abbott, Executive Director of Operations; and Phil DeRoche, Director of Operational Services, to identify improvements that have occurred at Burbank Early Childhood School, Hastings Middle School and Jones Middle School between 2015 and 2024. The AEC team then performed another physical walk through and assessment of the buildings on October 29 & 30, 2024. The AEC teams findings were then compared to the 2015 assessment report.

The new physical assessment report followed the 2015 formatting which broke the building into 26 categories. Each category includes a summary of findings, photographic support, quantities and costs associated with repairing and maintaining the building. The 2015 report included a section for 'Repairs and Replacements' which projected costs to maintain and repair into future time frames when the work should be performed based on urgency and life cycle. These projections were broken down into three categories: immediate need (0-5 years), intermediate need (5-10 years), and deferred need (10-15 years). This report includes a similar section based on the latest physical assessment.

Building Information

Between September 25, 2024, and November 22, 2024, the Moody Nolan/Heapy Engineering/Turner team reviewed the existing documentation and assessment reports from 2015, conducted a thorough assessment of each facility on October 29 & 30, 2024 to evaluate the condition of the buildings and site features as well as to confirm the notations from our October 7, 2024, meeting. The team photo-documented its findings as well as made notations on printed floor plans. Team members collaborated throughout the assessment as to how existing conditions should be remedied and discussed how urgently the district should address these conditions. Moody Nolan, Heapy Engineering, and Turner then reviewed and compiled notes to develop building specific assessments and cost projections. As the team evaluated each system and component of the buildings, it used the following assumptions/clarifications to govern the decisions:

- The cost information provided was initially based on the 2024 OFCC cost guidelines, which are updated every year with input from construction managers, contractors, and architects from across the state. The estimated cost for each recommended work item and category was evaluated and either confirmed, or adjusted, based on current market pricing for similar projects. As one of the largest construction management firms in Ohio, Turner regularly receives bids for projects in the K-12 and higher education markets. Through this process, Turner maintains an extensive database of that pricing for reference when preparing estimates on future projects, and for pricing building assessments.
- Maintaining a safe environment for students and staff is the highest priority, and construction activities should be planned in a way to minimize disruption to school operations. These costs include premiums for working in smaller areas of the building at a time (in lieu of working in all areas at the same time) and setting up temporary facilities. Temporary facilities could take the form of temporary classrooms within existing space, modular units on site, or temporary walls to separate students and staff from construction work. These costs are included.
- Contingencies have been included. The OFCC assessment included a 7% construction contingency but did not include design, estimating, and owner contingencies. Construction contingency is used to cover unforeseen costs incurred during construction. Prior to construction, industry convention is to also include design, estimating, and owner contingencies to address scope refinement through the design process. We have included these contingencies at an aggregate value of 10% in addition to the 7% construction contingency.
- Other Project Related Costs, also known as “soft costs”, have been included as well. The table below outlines the scope and cost percentages included as Other Project Related Costs.

OTHER PROJECT RELATED COSTS	Multiple Phase Design & Construction
Land Survey	0.03%
Soil Borings/Phase I Environmental Report	0.10%
Agency Approval Fees (Bldg. Code)	0.25%
Construction Testing	0.40%
Printing - Bid Documents	0.15%
Advertising for Bids	0.02%
Builders Risk Insurance	0.12%
Bond Fees	0.00%
Design Professional Services	7.75%
Construction Manager Services	6.00%
Commissioning and Maintenance Plan Advisor	0.60%
Other Project Related Costs Contingency	1.12%
	16.29%

Facilities Assessment Overview

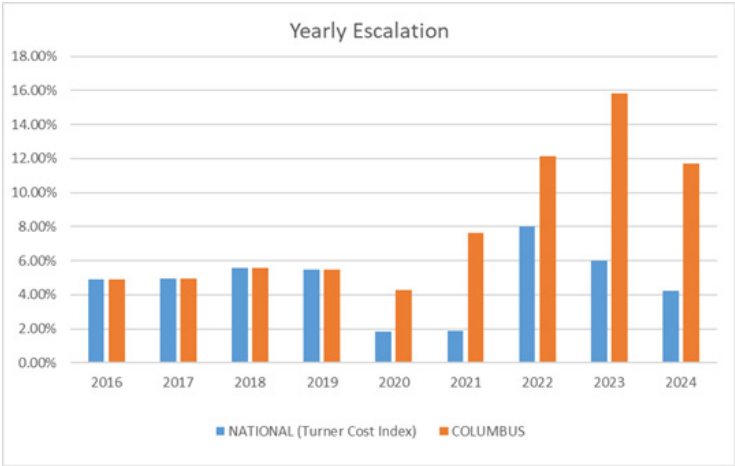
Cost Summary

Based on the above methodology, the total cost to repair, maintain and/or update each building’s current infrastructure and mechanical systems for Burbank Early Childhood School, Hastings Middle School and Jones Middle School in 2024 dollars is estimated as follows:

2024 Physical Adequacy Cost Summary by School				
	Burbank Early Childhood Center	Hastings Middle School	Jones Middle Schools	Total All Schools
Building Enclosure	\$584,612	\$4,262,881	\$1,843,125	\$6,690,618
Mechanical and Electrical Systems	\$4,918,121	\$17,569,678	\$15,512,637	\$38,000,436
Interior Finishes, Furnishings, Technology	\$3,240,016	\$10,925,618	\$8,050,905	\$22,216,539
Accessibility, Health, Safety	\$593,604	\$1,955,073	\$1,925,932	\$4,474,609
Site and Outdoor Play Areas	\$218,955	\$508,850	\$997,544	\$1,725,349
Other Project Related Costs	\$4,177,293	\$14,371,830	\$12,036,425	\$30,585,548
	\$13,732,600	\$49,593,512	\$40,366,568	\$103,693,099

Inflation and Escalation

Deferment of the renovations results in a higher overall capital expenditure due to inflation in the construction market, which is like consumer inflation, but subject to influence by different factors. The primary factors influencing inflation in the construction market are changes in material and equipment pricing, labor costs and the availability of skilled labor, and the impact of market conditions on the level of overhead and profit that contractors will include when they bid on the work (contractors will increase margins during a busy market and decrease margins in a slower market). Turner tracks inflation in the construction market and publishes the Turner Cost Index on a quarterly basis, which is included with this executive summary. Over the last 10 years, the cost index has indicated inflation of varying degrees due to the pandemic and subsequent economics. Central Ohio construction costs have consistently exceeded national averages due to robust sustained capital improvement investments in the area which is likely to continue for the foreseeable future. The assessment values captured within are in 2024 dollars and are subject to annual escalation rates ranging between 4.5% and 6.5%, depending on when those costs would be incurred.

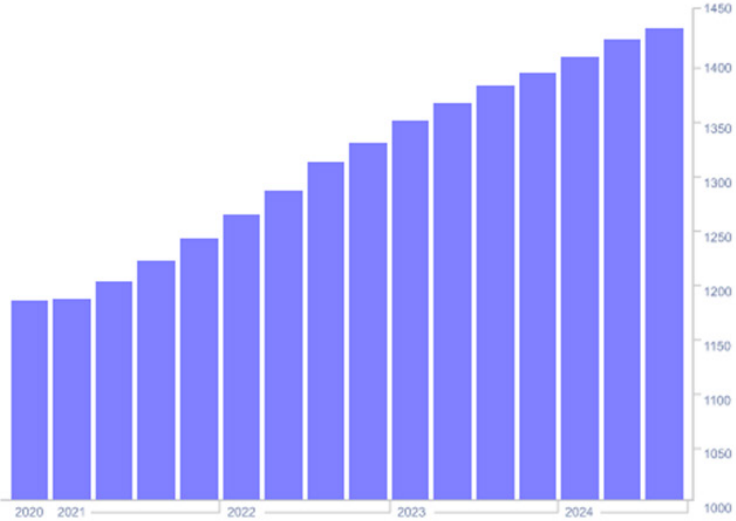


Turner Building Cost Index

2024 Third Quarter Forecast

“Material prices over the past two quarters of 2024 remain stable overall. Mechanical and electrical equipment continue to experience longer lead times as well as continued cost increases due to high demand. Projects across various geographic regions are experiencing cost increases at higher rates than others due to localized robust construction activity in these markets as well as driven by numerous mega projects underway.”

Attilio Rivetti
Vice President



Trinity University, Dicke Hall
San Antonio, Texas

Quarter	Index	△%
3rd Quarter 2024	1432	0.77
2nd Quarter 2024	1421	0.92
1st Quarter 2024	1408	0.93
4th Quarter 2023	1395	1.01

Year	Average Index	△%
2023	1373	6.0
2022	1295	8.0
2021	1199	1.9
2020	1177	1.8
2019	1156	5.5
2018	1096	5.6
2017	1038	5.0
2016	989	4.8
2015	943	4.5
2014	902	4.4
2013	864	4.1
2012	830	2.1
2011	812	1.6

The Turner Building Cost Index is determined by the following factors considered on a nationwide basis: labor rates and productivity, material prices and the competitive condition of the marketplace.



Physical Adequacy Assessment: Burbank

EARLY CHILDHOOD CENTER

Burbank Early Childhood School

Summary

The Moody Nolan/ Heapy Engineering /Turner team is pleased to present the Upper Arlington Board of Education with this report of its findings and recommendations for the existing facility assessment of Burbank Early Childhood School. This school was originally assessed as part of the Phase 1 Master Planning process in 2014 and the official building assessment report presented to Upper Arlington Schools dated November 4, 2015. On October 7, 2024, the AEC team met with District Facilities Staff to identify improvements that have occurred at Burbank Early Childhood School between 2015 and 2024. The AEC team then performed another physical walk through and assessment of the building on October 29, 2024. The team has taken the assessment information and projected costs for repairs and replacements into future time frames when the work should be performed based on urgency and life cycle.

Building Information

Burbank Early Childhood School (BECS) was constructed in 1971 and opened as Burbank Elementary School. Upper Arlington Schools re-purposed the elementary school into BECS in 1983, recognizing the need in the Upper Arlington community for high-quality early childhood education and the pivotal role that it plays in the lives of young children. The school is a two-story, 37,453 square-foot-brick school building that houses 529 Pre-K/Kindergarten students in 16 classrooms and intervention rooms. It sits on a 5.2 acres site which neighbors a city of Upper Arlington Park on the west side of the school.

Process

Details about the process the team used to gather this information, and the assumptions made can be found in the Physical Assessment Executive Summary dated January 24, 2025.

Findings

The building and facilities appear to have been very well-maintained, which has allowed them to outlast typical life expectancies. Since the 2015 assessment, the school district has performed the following repairs, replacements or improvements:

- Replaced 95% of the roof membrane and associated flashing in 2018.
- Re-paved the entire parking lot & hard surface playgrounds sloping it away from the building which eliminated the water infiltration mentioned in the 2015 assessment report.
- Replaced portions of the concrete walkways in 2022.
- Installed a new fire alarm system in 2024.
- Installed a new boilers and chiller in 2015.
- A secure entry vestibule is scheduled to be constructed in 2025.

However, the team found that a large portion of the building systems and materials are past their expected useful life span and should be replaced, which would require an investment to repair and maintain the building.

Observations



Classroom unit ventilators are original to the building, noisy, disruptive to teaching and inefficient.



Built-in cabinets are original, delaminating, damaged and limited, which minimizes the ability to store classroom materials.

Burbank Early Childhood School

Observations



Original non-insulated single pane aluminum windows with limited daylighting in each classroom.



Gymnasium without air conditioning



Guardrail height below Building Code

Repairs and Replacements

Based on the above findings, the team worked together to review the comprehensive list of recommended repairs and replacements, grouped into the following time frames when the work should be performed based on urgency and life cycle.

- Immediate need (0-5 years)
- Intermediate need (5-10 years)
- Deferred need (10-15 years)

We note that some of the 2015 assessment items have been addressed by the district, but a majority of the list still need addressed with intermediate need (5-10 years) and deferred need (10-15 years) moving to immediate need (0-5 years) since 10 years have passed since the 2015 report. Actual replacement time frames are subject to change due to diminished or enhanced performance of the materials and systems noted or at the discretion of the district. Included in the following assessment is the full list of needed repairs/replacements with the most notable being:

Immediate need (0-5 years):

- Gymnasium air handling unit replacement with effective cooling of space.
- Various HVAC replacements: classroom ventilation, kitchen and general building exhaust.
- Addition of new roof drain or correcting roof slope to the drains on the lower-level roof.
- Addition of overflow roof drains and piping.
- Replacement of 1971 electrical system, gear and panels.
- New emergency generator and distribution.
- Addition or replacement of plumbing fixtures including toilets, urinals, sinks, back-flow preventers and mixing valves.
- Replacement of kitchen cooking equipment and exhaust hood with fire suppression.
- Built-in cabinets are original, delaminating, damaged and limited, which minimizes the ability to store classroom materials.
- Replacement of tackboards, markerboards, and mixture of old and new furniture.
- Flooring and ceiling materials are beyond their life.
- Building technology and security updates.
- Original non-insulated single pane aluminum windows with limited daylighting.
- Exterior masonry cleaning, sealing, caulking, and control joint addition.
- Complete replacement of inefficient interior and exterior lighting.
- Necessary doors, frames, and hardware replacements.
- During this extensive renovation period, all systems will be brought up to the current code and the building will meet all ADA requirements.
- Install fire suppression system including site work for new water service tap.
- Hazardous material abatement.
- Fabric canopy replacement.
- Unit vent exterior wall infill will be required with the removal of the unit ventilators.
- Upgrade elevator to comply with ANSI A117.1.
- Abate Hazardous Materials from the building.

Intermediate need (5-10 years):

- N/A

Deferred need (10-15 year):

- Various chiller and boiler repairs and updates that were installed in 2012.

Burbank Early Childhood School

Understanding the Numbers

Like the 2015 assessment effort, the 2024 assessment utilizes a 26-category evaluation system which the Moody Nolan/Heapy Engineering/Turner team used to re-assess the building. Detailed in the following assessment, each line item of the 26-category evaluation system was either confirmed or edited. Additional scope that was not originally included in the 2015 assessment was added. On the opposite page is a table that briefly summarizes these variances per line item between the two assessments based on a project scope item. The scope items may have remained the same, but the variance increased between the two assessments due to construction cost escalation between 2015 and 2025.

Cost Summary

Based on the chart on the opposite page, the total cost to repairs, replacements or improvements to the identified items for Burbank Early Childhood School is estimated to be \$13,732,599 in 2024 dollars.

	COSTS TO DEFER RENOVATIONS			
SCHOOL	0-5 YEARS	5-10 YEARS	10-15 YEARS	TOTAL
Burbank Early Childhood School	\$13,603,733	\$0	\$128,867	\$13,732,599

The itemized Assessment Cost Summary for Hastings Middle School summarizes the costs for the items described above. The summary below shows the progression of costs in three columns as follows:

- First set of columns – Costs as established via the 2015 assessment.
- Second set of columns – Those same 2015 costs escalated to 2024-dollar values.
- Third set of columns – Adjustments made to the second column scope items based on the 2024 reassessment.

These estimates are displayed in total project cost, and in cost per square foot (\$/sf) based on the gross area of building. The cost per square foot metric is an industry standard benchmark that is used to evaluate cost estimates against actual costs for comparable building renovations.

The Assessment Cost Summary is then followed by Building System Detail sheets (Items A through X), which further describe the renovation scope, comparison to the OFCC assessment (i.e. confirmed, edited, or added), forecasted timing, and cost formulations.

Description		Variance Explanation
A.	Heating System	Changed to full system replacement with conversion to a ducted system and deducted the cost associated for the new boiler installed in 2012.
B.	Roofing	Removed costs related to replacing 95% of the roofing, flashing and copings in 2022. Added roof insulation for lower portion of roof to help water flow towards roof drains.
C.	Ventilation/Air Condi- tioning	Deducted the cost associated for the new chiller installed in 2012. Costs associated with Ventilation/Air Conditioning are covered in Item A. Heating.
D.	Electrical Systems	Changed to full system replacement.
E.	Plumbing and Fixtures	2015 assessment scope of work remains unchanged.
F.	Windows	Corrected window and storefront quantities.
G.	Structure: Foundation	No work required. Water infiltration in Rooms 100, 201 and 104 have been corrected in 2022.
H.	Structure: Walls and Chimneys	Added exterior wall infill at previous unit vent locations once removed.
I.	Structure: Floors and Roofs	No work required.
J.	General Finishes	Added replacement of select specialties, including tackboards, marker-boards, and basketball backboards.
K.	Interior Lighting	Moved exterior lighting to Item L. Security Systems.
L.	Security Systems	Added security cameras, intrusion detection, access control and exteri- or lighting.
M.	Emergency/Egress Lighting	Costs associated with the new emergency generator moved to Item E. Electrical.
N.	Fire Alarm	Removed costs related to fire alarm with replacement occurring in 2024.
O.	Handicapped Access	Added allowance for elevator upgrades to meeting ANSI 117.1. 2015 assessment scope of work remains unchanged.
P.	Site Conditions	Removed costs related to concrete sidewalk replacement in 2022.
Q.	Sewage System	2015 assessment scope of work remains unchanged.
R.	Water Supply	2015 assessment scope of work remains unchanged.
S.	Exterior Doors	Increased quantity of exterior doors being replaced.
T.	Hazardous Material	Updated costs related to the hazardous materials report completed by Kehl Environmental Consultants on November 30, 2023.
U.	Life Safety	2015 assessment scope of work remains unchanged.
V.	Loose Furnishings	2015 assessment scope of work remains unchanged.
W.	Building Technology	2015 assessment scope of work remains unchanged.
X.	Non-Construction Cost	2015 assessment scope of work remains unchanged.

Burbank Early Childhood School

Itemized Cost Summary

Burbank Early Childhood School Summary								
37,453 SF								
	2015 Assessment in		2015 Assessment in		2024 Assessment	\$/SF	Variance	
	2015 Dollars	\$/SF	2024 Dollars	\$/SF				
A. Heating System	\$382,000	\$10.20	\$789,938	\$21.09	\$3,163,250	\$84.46	\$2,373,312	
B. Roofing	\$224,600	\$6.00	\$464,450	\$12.40	\$54,050	\$1.44	-\$410,400	
C. Ventilation/Air Conditioning	\$357,485	\$9.54	\$739,243	\$19.74	\$0	\$0.00	-\$739,243	
D. Electrical Systems	\$682,700	\$18.23	\$1,411,755	\$37.69	\$1,139,910	\$30.44	-\$271,845	
E. Plumbing and Fixtures	\$109,500	\$2.92	\$226,435	\$6.05	\$111,500	\$2.98	-\$114,935	
F. Windows	\$87,900	\$2.35	\$181,768	\$4.85	\$148,975	\$3.98	-\$32,793	
G. Structure	\$0	\$0.00	\$0	\$0.00	\$34,500	\$0.92	\$34,500	
H. Structure Walls And Chimneys	\$88,400	\$2.36	\$182,802	\$4.88	\$152,544	\$4.07	-\$30,258	
I. Structure: Floors and Roofs	\$0	\$0.00	\$0	\$0.00	\$0	\$0.00	\$0	
J. General Finishes	\$769,800	\$20.55	\$1,591,869	\$42.50	\$2,328,848	\$62.18	\$736,979	
K. Interior Lighting	\$330,400	\$8.82	\$683,234	\$18.24	\$417,967	\$11.16	-\$265,267	
L. Security Systems	\$70,300	\$1.88	\$145,373	\$3.88	\$139,543	\$3.73	-\$5,830	
M. Emergency/Egress Lighting	\$62,300	\$1.66	\$128,830	\$3.44	\$85,493	\$2.28	-\$43,337	
N. Fire Alarm	\$76,000	\$2.03	\$157,160	\$4.20	\$0	\$0.00	-\$157,160	
O. Handicapped Access	\$101,900	\$2.72	\$210,719	\$5.63	\$153,274	\$4.09	-\$57,445	
P. Site Conditions	\$119,100	\$3.18	\$246,287	\$6.58	\$218,955	\$5.85	-\$27,332	
Q. Sewage System	\$0	\$0.00	\$0	\$0.00	\$0	\$0.00	\$0	
R. Water Supply	\$0	\$0.00	\$0	\$0.00	\$0	\$0.00	\$0	
S. Exterior Doors	\$4,000	\$0.11	\$8,272	\$0.22	\$55,000	\$1.47	\$46,728	
T. Hazardous Material	\$49,700	\$1.33	\$102,775	\$2.74	\$220,345	\$5.88	\$117,570	
U. Life Safety	\$231,600	\$6.18	\$478,926	\$12.79	\$219,985	\$5.87	-\$258,941	
V. Loose Furnishings	\$152,000	\$4.06	\$314,321	\$8.39	\$331,714	\$8.86	\$17,393	
W. Technology	\$500,800	\$13.37	\$1,035,604	\$27.65	\$579,454	\$15.47	-\$456,150	
X. Non-Construction Costs	\$2,083,115	\$55.62	\$4,307,674	\$115.02	\$4,177,293	\$111.53	-\$130,381	
	\$6,483,600	\$173.11	\$13,407,436	\$357.98	\$13,732,599	\$366.66	\$325,162	
Delta %:							2.43%	

**Physical Adequacy
Assessment:
Hastings
MIDDLE SCHOOL**

Hastings Middle School

Summary

The Moody Nolan/ Heapy Engineering /Turner team is pleased to present the Upper Arlington Board of Education with this report of its findings and recommendations for the existing facility assessment of Hastings Middle School. This school was originally assessed as part of the Phase 1 Master Planning process in 2014 and the official building assessment report presented to Upper Arlington Schools dated November 4, 2015. On October 7, 2024, the AEC team met with District Facilities Staff to identify improvements that have occurred at Hastings Middle School between 2015 and 2024. The AEC team then performed another physical walk through and assessment of the building on October 30, 2024. The team has taken the assessment information and projected costs for repairs and replacements into future time frames when the work should be performed based on urgency and life cycle.

Building Information

Hastings Middle School was originally constructed in 1961. The two-story, 119,987 square foot building has had several building additions over the years. In 1966, an academic wing added atop an existing first floor academic wing and a gymnasium locker room addition. 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 and houses 759 students from grades 6-8. It sits on a 13.6-acre site that neighbors a City of Upper Arlington Park on the north side.

Process

Details about the process the team used to gather this information, and the assumptions made can be found in the Physical Assessment Executive Summary dated January 24, 2025.

Findings

The building and facilities appear to have been very well-maintained, which has allowed them to outlast typical life expectancies. Since the 2015 assessment, the school district has performed the following repairs, replacements or improvements:

- Replaced 940 sf of the roof membrane and associated flashing over the first-floor area in the academic wing in 2018.
- Re-paved the entire parking lot in 2019.
- Re-paved hard surface play areas in 2023.
- Replaced a couple aluminum entry doors in 2024.
- Crack sealed and painted the tennis courts in 2022.
- Repaired and re-striped the running track surface in 2023
- Added a new walk-in freezer in 2019.
- Added a new back-flow preventor in 2024.
- Installed a new PA system in 2024.

However, the team found that a large portion of the building systems and materials are past their expected useful life span and should be replaced, which would require an investment to repair and maintain the building.

Observations



Roof replacement required with proper slope for water drainage



Inefficient unit ventilators need replacement



Windows installed in 1997 are at the end of their life requiring repairs & unable to find necessary parts

Hastings Middle School

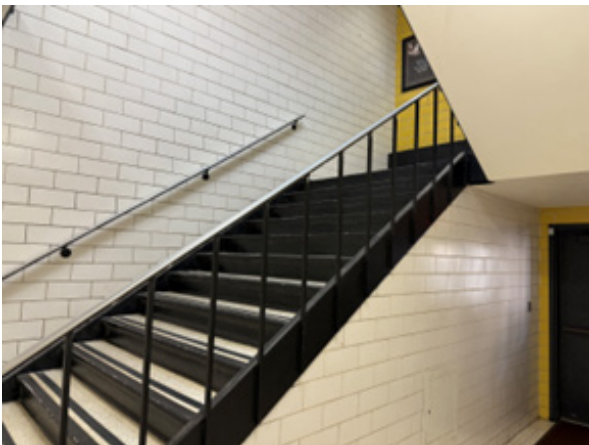
Observations, Continued



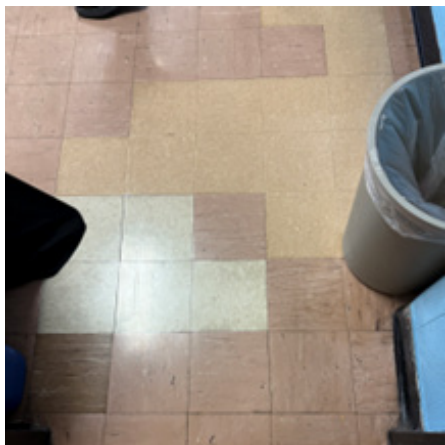
Gymnasium in need of air conditioning



Auditorium upgrades for finishes, seats, railings and platforms



Stair guardrails do not meet building code



Flooring is aged and mismatching

Repairs and Replacements

Based on the above findings, the team worked together to review the comprehensive list of recommended repairs and replacements, grouped into the following time frames when the work should be performed based on urgency and life cycle.

- Immediate need (0-5 years)
- Intermediate need (5-10 years)
- Deferred need (10-15 years)

We note that some of the 2015 assessment items have been addressed by the district, but a majority of the list still need addressed with intermediate need (5-10 years) and deferred need (10-15 years) moving to immediate need (0-5 years) since 10 years have passed since the 2015 report. Actual replacement time frames are subject to change due to diminished or enhanced performance of the materials and systems noted or at the discretion of the district. Included in the following assessment is the full list of needed repairs/replacements with the most notable being:

Immediate need (0-5 years):

- Full replacement of roof membrane through the building including adding roof insulation to meet current building code and provide proper slope to roof drains.
- Add overflow roof drains.
- Add eyewash/showers to all science rooms.
- Replace all exterior windows and storefront glazing.
- Level the floor slab in the administration area adjacent to the entry addition.
- Add energy efficient exterior lighting for safety and after-hours use of the site.
- Provide proper railings at the stage steps and side platforms.
- Full replacement of HVAC systems throughout the building.
- Unit vent exterior wall infill will be required with the removal of the unit ventilators.
- Full replacement of electrical systems including fire alarm, lighting, security systems, and building technology throughout the building.
- Upgrade of plumbing fixtures throughout the building.
- Add a sprinkler system throughout the building including site work to run new waterline.
- Replace all finishes including most flooring, ceilings, painting, and furnishings.
- Replace specialty equipment such as marker boards, tack boards, signage, doors/hardware, toilet partitions, theater chairs, etc.
- During this extensive renovation period, all systems will be brought up to the current code and the building will meet all ADA requirements.
- Replace the kitchen and gym equipment, including new bleachers.
- Replace all gym lockers and bases.
- Upgrade elevator to comply with ANSI A117.1.
- Hazardous material abatement.
- New emergency generator and distribution.

Hastings Middle School

Intermediate need (5-10 years):
· N/A

Deferred need (10-15 year):
· N/A

Understanding the Numbers

Like the 2015 assessment effort, the 2024 assessment utilizes a 26-category evaluation system which the Moody Nolan/Heapy Engineering/Turner team used to re-assess the building. Detailed in the following assessment, each line item of the 26-category evaluation system was either confirmed or edited. Additional scope that was not originally included in the 2015 assessment was added. On the opposite page is a table that briefly summarizes these variances per line item between the two assessments based on a project scope item. The scope items may have remained the same, but the variance increased between the two assessments due to construction cost escalation between 2015 and 2025.

Cost Summary

Based on the chart on the opposite page, the total cost to repairs, replacements or improvements to the identified items for Hastings Middle School is estimated to be \$49,593,512 in 2024 dollars.

	COSTS TO DEFER RENOVATIONS			
SCHOOL	0-5 YEARS	5-10 YEARS	10-15 YEARS	TOTAL
Hastings Middle School	\$49,593,512	\$0	\$0	\$49,593,512

The itemized Assessment Cost Summary for Hastings Middle School summarizes the costs for the items described above. The summary below shows the progression of costs in three columns as follows:

- First set of columns – Costs as established via the 2015 assessment.
- Second set of columns – Those same 2015 costs escalated to 2024-dollar values.
- Third set of columns – Adjustments made to the second column scope items based on the 2024 reassessment.

These estimates are displayed in total project cost, and in cost per square foot (\$/sf) based on the gross area of building. The cost per square foot metric is an industry standard benchmark that is used to evaluate cost estimates against actual costs for comparable building renovations.

The Assessment Cost Summary is then followed by Building System Detail sheets (Items A through X), which further describe the renovation scope, comparison to the OFCC assessment (i.e. confirmed, edited, or added), forecasted timing, and cost formulations.

Description		Variance Explanation
A.	Heating System	2015 assessment scope of work remains unchanged.
B.	Roofing	Deducted 940 sf of roofing replaced over the first-floor area in the academic wing.
C.	Ventilation/Air Condi- tioning	Costs associated with Ventilation/Air Conditioning are covered in Item A. Heating.
D.	Electrical Systems	2015 assessment scope of work remains unchanged.
E.	Plumbing and Fixtures	Deducted costs associated with replacing the back-flow preventer.
F.	Windows	Added complete window, storefront and skylight replacement.
G.	Structure: Foundation	2015 assessment scope of work remains unchanged.
H.	Structure: Walls and Chimneys	Deducted costs associated with sealing some brick in a few parapet locations.
I.	Structure: Floors and Roofs	2015 assessment scope of work remains unchanged.
J.	General Finishes	Added replacement of lockers and deducted new walk-in freezer.
K.	Interior Lighting	2015 assessment scope of work remains unchanged.
L.	Security Systems	2015 assessment scope of work remains unchanged.
M.	Emergency/Egress Lighting	Deducted costs associated with public address system replacement.
N.	Fire Alarm	2015 assessment scope of work remains unchanged.
		Added allowance for elevator upgrades to meeting ANSI 117.1.
O.	Handicapped Access	2015 assessment scope of work remains unchanged.
P.	Site Conditions	Deducted costs associated with parking lot pavement replacement and striping.
Q.	Sewage System	2015 assessment scope of work remains unchanged.
R.	Water Supply	2015 assessment scope of work remains unchanged.
S.	Exterior Doors	Added quantity of exterior doors needing addressed but deducted the two exterior doors replaced near the main entry.
T.	Hazardous Material	Updated costs related to the hazardous materials report completed by Kehl Environmental Consultants on November 30, 2023.
U.	Life Safety	2015 assessment scope of work remains unchanged.
V.	Loose Furnishings	2015 assessment scope of work remains unchanged.
W.	Building Technology	2015 assessment scope of work remains unchanged.
X.	Non-Construction Costs	2015 assessment scope of work remains unchanged.
AA.	Site and Athletics	Deducted costs associated with tennis court re-surfacing, repairs to running track and re-striping.

Hastings Middle School

Itemized Cost Summary

Hastings Middle Summary
124,474 SF

	2015 Assessment in		2015 Assessment in		2024 Assessment	\$/SF	Variance
	2015 Dollars	\$/SF	2024 Dollars	\$/SF			
A. Heating System	\$4,576,900	\$36.77	\$9,464,572	\$76.04	\$11,502,505	\$92.41	\$2,037,933
B. Roofing	\$1,370,500	\$11.01	\$2,834,057	\$22.77	\$3,227,139	\$25.93	\$393,082
C. Ventilation/Air Conditioning	\$0	\$0.00	\$0	\$0.00	\$0	\$0.00	\$0
D. Electrical Systems	\$2,194,600	\$17.63	\$4,538,213	\$36.46	\$4,024,200	\$32.33	-\$514,013
E. Plumbing and Fixtures	\$198,700	\$1.60	\$410,892	\$3.30	\$265,200	\$2.13	-\$145,692
F. Windows	\$34,500	\$0.28	\$71,343	\$0.57	\$300,150	\$2.41	\$228,807
G. Structure: Foundation	\$0	\$0.00	\$0	\$0.00	\$0	\$0.00	\$0
H. Structure: Walls and Chimneys	\$135,000	\$1.08	\$279,167	\$2.24	\$195,992	\$1.57	-\$83,175
I. Structure: Floors and Roofs	\$2,000	\$0.02	\$4,136	\$0.03	\$5,000	\$0.04	\$864
J. General Finishes	\$2,214,100	\$17.79	\$4,578,537	\$36.78	\$7,920,882	\$63.63	\$3,342,345
K. Interior Lighting	\$1,073,100	\$8.62	\$2,219,063	\$17.83	\$1,475,540	\$11.85	-\$743,523
L. Security Systems	\$248,200	\$1.99	\$513,253	\$4.12	\$409,600	\$3.29	-\$103,653
M. Emergency/Egress Lighting	\$220,000	\$1.77	\$454,938	\$3.65	\$301,815	\$2.42	-\$153,123
N. Fire Alarm	\$268,300	\$2.16	\$554,818	\$4.46	\$469,490	\$3.77	-\$85,328
O. Handicapped Access	\$701,500	\$5.64	\$1,450,632	\$11.65	\$342,625	\$2.75	-\$1,108,007
P. Site Conditions	\$449,100	\$3.61	\$928,694	\$7.46	\$207,500	\$1.67	-\$721,194
Q. Sewage System	\$0	\$0.00	\$0	\$0.00	\$0	\$0.00	\$0
R. Water Supply	\$0	\$0.00	\$0	\$0.00	\$0	\$0.00	\$0
S. Exterior Doors	\$18,400	\$0.15	\$38,049	\$0.31	\$125,000	\$1.00	\$86,951
T. Hazardous Material	\$76,700	\$0.62	\$158,608	\$1.27	\$427,258	\$3.43	\$268,650
U. Life Safety	\$546,700	\$4.39	\$1,130,521	\$9.08	\$715,700	\$5.75	-\$414,821
V. Loose Furnishings	\$268,300	\$2.16	\$554,818	\$4.46	\$959,101	\$7.71	\$404,283
W. Technology	\$1,475,500	\$11.85	\$3,051,186	\$24.51	\$2,045,635	\$16.43	-\$1,005,551
X. Non-Construction Costs	\$7,288,100	\$58.55	\$15,071,062	\$121.08	\$14,371,830	\$115.46	-\$699,232
AA. Site and Athletics	\$200,900	\$1.61	\$415,441	\$3.34	\$301,350	\$2.42	-\$114,091
	\$23,561,100	\$189.29	\$48,721,999	\$391.42	\$49,593,512	\$398.42	\$871,513
	Delta %:						1.79%

Physical Adequacy
Assessment:
Jones
MIDDLE SCHOOL

Jones Middle School

Summary

The Moody Nolan/ Heapy Engineering /Turner team is pleased to present the Upper Arlington Board of Education with this report of its findings and recommendations for the existing facility assessment of Jones Middle School. This school was originally assessed as part of the Phase 1 Master Planning process in 2014 and the official building assessment report presented to Upper Arlington Schools dated November 4, 2015. On October 7, 2024, the AEC team met with District Facilities Staff to identify improvements that have occurred at Jones Middle School between 2015 and 2024. The AEC team then performed another physical walk through and assessment of the building on October 29, 2024. The team has taken the assessment information and projected costs for repairs and replacements into future time frames when the work should be performed based on urgency and life cycle.

Building Information

Jones Middle School was originally constructed in 1923 and served as the district high school until 1956. Classroom wings were added on the north and south side of the original building in 1926. More classrooms were added to the southeast side in 1930. The gymnasium and auditorium addition were constructed in 1936. The original student dining area and kitchen addition was constructed in 1960. The courtyard on the south side of the building was infilled in 1967 for more academic space. The new cafeteria, kitchen and media center were constructed in 1997 between the 1926 and 1960 additions. The former cafeteria and kitchen were converted to an arts wing. The school is a three-story, 149,176 square-foot-brick school building that houses 733 students from grades 6-8. It sits on the east side of Historic Mallway Park and encompasses 9.7-acres that neighbors a city pool on the south side. The Jones Middle School athletic fields occur across Coventry Road on the east side of the school.

Process

Details about the process the team used to gather this information, and the assumptions made can be found in the Physical Assessment Executive Summary dated January 24, 2025.

Findings

The building and facilities appear to have been very well-maintained, which has allowed them to outlast typical life expectancies. Since the 2015 assessment, the school district has performed the following repairs, replacements or improvements:

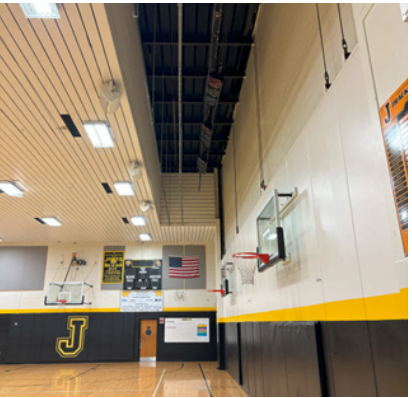
- Replaced the membrane roof throughout the building between 2012-2018.
- Re-paved the entire parking lot and hard surface play areas in 2019.
- Replaced the cooling tower, chiller and hydronic boilers in 2015.
- Installed a repurposed boiler from Windermere Elementary Schools in 2021.
- Installed new riser valves in 2023.
- Resurfaced the tennis courts in 2022.
- Repaired and restriped the running track surface in 2023.
- Installed a new sewage ejector in 2019.

However, the team found that a large portion of the building systems and materials are past their expected useful life span and should be replaced, which would require an investment to repair and maintain the building.

Observations



Windows installed in 1997 are at the end of their life requiring repairs & unable to find necessary parts



Stage shares the floor with the gymnasium. When an event is occurring on the stage, no events can occur in the gym because a third of the gym is part of the stage



Kitchen and serving areas are undersized.

Jones Middle School

Observations, Continued



Gymnasium in need of air conditioning



Auditorium upgrades for finishes, seats, railings and platforms



Repairs and Replacements

Based on the above findings, the team worked together to review the comprehensive list of recommended repairs and replacements, grouped into the following time frames when the work should be performed based on urgency and life cycle.

- Immediate need (0-5 years)
- Intermediate need (5-10 years)
- Deferred need (10-15 years)

We note that some of the 2015 assessment items have been addressed by the district, but a majority of the list still need addressed with intermediate need (5-10 years) and deferred need (10-15 years) moving to immediate need (0-5 years) since 10 years have passed since the 2015 report. Actual replacement time frames are subject to change due to diminished or enhanced performance of the materials and systems noted or at the discretion of the district. Included in the following assessment is the full list of needed repairs/replacements with the most notable being:

Immediate need (0-5 years):

- Replace roof access and level change stairs.
- Add eyewash/showers to all science rooms.
- Replace all exterior windows and storefront glazing.
- Eliminate water infiltration at the west cafeteria wall below grade and exterior doors.
- Add energy efficient exterior lighting for safety and after-hours use of the site.
- Provide proper railings at the stage steps and side platforms.
- Full replacement of HVAC systems throughout the building.
- Full replacement of electrical systems including fire alarm, lighting, security systems, and building technology throughout the building.
- Upgrade of plumbing fixtures throughout the building.
- Replace all finishes including most flooring, ceilings, painting, and furnishings.
- Replace specialty equipment such as marker boards, tack boards, signage, doors/hardware, toilet partitions, theater chairs, etc.
- During this extensive renovation period, all systems will be brought up to the current code and the building will meet all ADA requirements.
- Replace the kitchen and gym equipment, including new bleachers.
- Replace elevator to comply with ANSI A117.1.
- New emergency generator and distribution.

Intermediate need (5-10 years):

- Replace all gym lockers and bases.
- Refinish Plaster walls.
- Repair Drywall walls.
- Replace wood subfloor with gypcrete in rooms 116, 116A, 216 and 216A.
- Replace backflow preventer.

Jones Middle School

- Replace domestic supply piping.
- Replace sanitary waste piping.
- Replace sloped roof slate and shingles which are at the end of their life span.
- Replace gutters and downspouts

Deferred need (10-15 year):

- Replace Chiller, Cooling Tower and Pumps.

Understanding the Numbers

Like the 2015 assessment effort, the 2024 assessment utilizes a 26-category evaluation system which the Moody Nolan/Heapy Engineering/Turner team used to re-assess the building. Detailed in the following assessment, each line item of the 26-category evaluation system was either confirmed or edited. Additional scope that was not originally included in the 2015 assessment was added. On the opposite page is a table that briefly summarizes these variances per line item between the two assessments based on a project scope item. The scope items may have remained the same, but the variance increased between the two assessments due to construction cost escalation between 2015 and 2025.

Cost Summary

Based on the chart on the opposite page, the total cost to repairs, replacements or improvements to the identified items for Hastings Middle School is estimated to be \$49,593,512 in 2024 dollars.

	COSTS TO DEFER RENOVATIONS			
SCHOOL	0-5 YEARS	5-10 YEARS	10-15 YEARS	TOTAL
Jones Middle School	\$38,643,509	\$ \$1,387,396	\$335,664	\$40,366,568

The itemized Assessment Cost Summary for Hastings Middle School summarizes the costs for the items described above. The summary below shows the progression of costs in three columns as follows:

- First set of columns – Costs as established via the 2015 assessment.
- Second set of columns – Those same 2015 costs escalated to 2024-dollar values.
- Third set of columns – Adjustments made to the second column scope items based on the 2024 reassessment.

These estimates are displayed in total project cost, and in cost per square foot (\$/sf) based on the gross area of building. The cost per square foot metric is an industry standard benchmark that is used to evaluate cost estimates against actual costs for comparable building renovations.

The Assessment Cost Summary is then followed by Building System Detail sheets (Items A through X), which further describe the renovation scope, comparison to the OFCC assessment (i.e. confirmed, edited, or added), forecasted timing, and cost formulations.

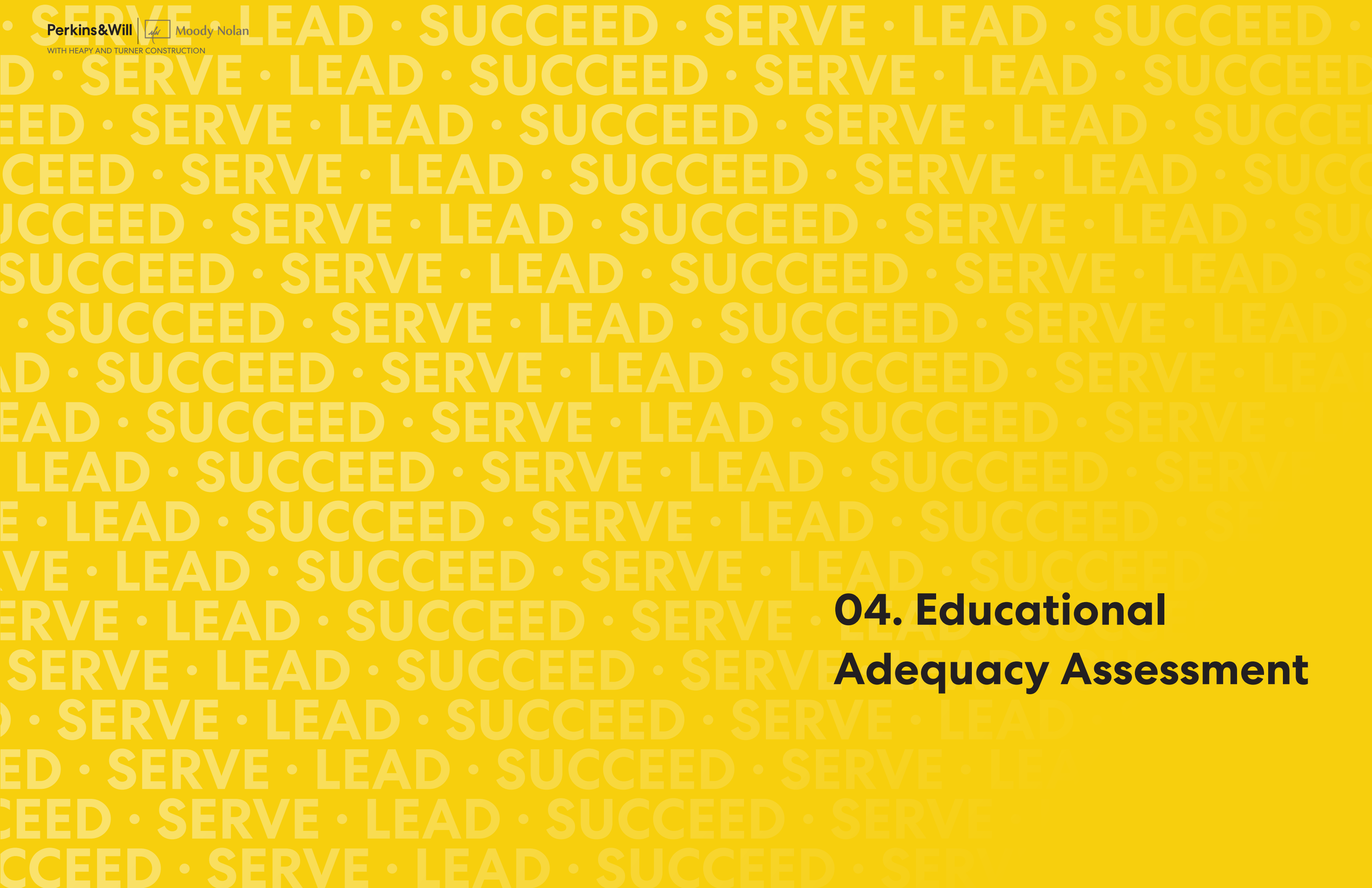
Description		Variance Explanation
A.	Heating System	Changed to complete system replacement. Costs associated with coil-ing tower, chiller and hydronic boilers installed in 2015 were deducted.
B.	Roofing	Deducted costs associated with roof membrane replacement between 2012-2018.
C.	Ventilation/Air Conditioning	Costs associated with Ventilation/Air Conditioning are covered in Item A. Heating.
D.	Electrical Systems	2015 assessment scope of work remains unchanged.
E.	Plumbing and Fixtures	Deducted costs associated from new riser valves installed in 2023 and new sewage ejector installed in 2019.
F.	Windows	Added complete window replacement.
G.	Structure: Foundation	2015 assessment scope of work remains unchanged.
H.	Structure: Walls and Chim-neys	2015 assessment scope of work remains unchanged.
I.	Structure: Floors and Roofs	Added floor repairs in southwest classrooms (116, 116A, 216, and 216 A).
J.	General Finishes	2015 assessment scope of work remains unchanged.
K.	Interior Lighting	2015 assessment scope of work remains unchanged.
L.	Security Systems	2015 assessment scope of work remains unchanged.
M.	Emergency/Egress Lighting	2015 assessment scope of work remains unchanged.
N.	Fire Alarm	2015 assessment scope of work remains unchanged.
O.	Handicapped Access	2015 assessment scope of work remains unchanged.
P.	Site Conditions	Deducted costs associated with parking lot pavement replacement and striping.
Q.	Sewage System	2015 assessment scope of work remains unchanged.
R.	Water Supply	2015 assessment scope of work remains unchanged.
S.	Exterior Doors	2015 assessment scope of work remains unchanged.
T.	Hazardous Material	No hazardous materials were reported by Kehl Environmental Consul-tants on November 30, 2023.
U.	Life Safety	2015 assessment scope of work remains unchanged.
V.	Loose Furnishings	2015 assessment scope of work remains unchanged.
W.	Building Technology	2015 assessment scope of work remains unchanged.
X.	Non-Construction Costs	2015 assessment scope of work remains unchanged.
AA.	Site and Athletics	Deducted costs associated with tennis court re-surfacing, repairs to running track and re-striping.

Jones Middle School

Itemized Cost Summary

Jones Middle Summary
140,027 SF

	2015 Assessment in		2015 Assessment in		2024 Assessment	\$/SF	Variance
	2015 Dollars	\$/SF	2024 Dollars	\$/SF			
A. Heating System	\$0	\$0.00	\$0	\$0.00	\$8,506,640	\$60.75	\$8,506,640
B. Roofing	\$252,300	\$1.80	\$521,731	\$3.73	\$587,122	\$4.19	\$65,391
C. Ventilation/Air Conditioning	\$2,172,575	\$15.52	\$4,492,668	\$32.08	\$215,390	\$1.54	-\$4,277,278
D. Electrical Systems	\$2,124,100	\$15.17	\$4,392,426	\$31.37	\$4,527,073	\$32.33	\$134,647
E. Plumbing and Fixtures	\$125,100	\$0.89	\$258,694	\$1.85	\$265,350	\$1.89	\$6,656
F. Windows	\$0	\$0.00	\$0	\$0.00	\$286,000	\$2.04	\$286,000
G. Structure	\$1,260	\$0.01	\$2,606	\$0.02	\$16,450	\$0.12	\$13,844
H. Structure Walls And Chimneys	\$110,000	\$0.79	\$227,469	\$1.62	\$313,880	\$2.24	\$86,411
I. Structure: Floors and Roofs	\$0	\$0.00	\$0	\$0.00	\$62,500	\$0.45	\$62,500
J. General Finishes	\$768,400	\$5.49	\$1,588,974	\$11.35	\$4,670,653	\$33.36	\$3,081,679
K. Interior Lighting	\$654,400	\$4.67	\$1,353,234	\$9.66	\$1,659,320	\$11.85	\$306,086
L. Security Systems	\$242,100	\$1.73	\$500,639	\$3.58	\$467,173	\$3.34	-\$33,466
M. Emergency/Egress Lighting	\$130,900	\$0.93	\$270,688	\$1.93	\$338,865	\$2.42	\$68,177
N. Fire Alarm	\$196,300	\$1.40	\$405,929	\$2.90	\$527,902	\$3.77	\$121,973
O. Handicapped Access	\$81,900	\$0.58	\$169,361	\$1.21	\$552,500	\$3.95	\$383,139
P. Site Conditions	\$200,000	\$1.43	\$413,580	\$2.95	\$200,000	\$1.43	-\$213,580
Q. Sewage System	\$0	\$0.00	\$0	\$0.00	\$0	\$0.00	\$0
R. Water Supply	\$0	\$0.00	\$0	\$0.00	\$0	\$0.00	\$0
S. Exterior Doors	\$0	\$0.00	\$0	\$0.00	\$110,000	\$0.79	\$110,000
T. Hazardous Material	\$0	\$0.00	\$0	\$0.00	\$170,969	\$1.22	\$170,969
U. Life Safety	\$60,000	\$0.43	\$124,074	\$0.89	\$674,561	\$4.82	\$550,487
V. Loose Furnishings	\$261,800	\$1.87	\$541,376	\$3.87	\$1,079,608	\$7.71	\$538,232
W. Technology	\$1,108,500	\$7.92	\$2,292,267	\$16.37	\$2,300,644	\$16.43	\$8,376
X. Non-Construction Costs	\$7,113,793	\$50.80	\$14,710,613	\$105.06	\$12,036,425	\$85.96	-\$2,674,188
AA. Site and Athletics	\$398,772	\$2.85	\$824,621	\$5.89	\$797,544	\$5.70	-\$27,077
	\$16,002,200	\$114.28	\$33,090,949	\$236.32	\$40,366,568	\$288.28	\$7,275,618
						Delta %:	21.99%



04. Educational Adequacy Assessment

Educational Adequacy Assement Overview

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 a 1-5 scale with 1 being the least satisfactory and 5 the most satisfactory. The full assessment tool results can be found at the end of this section.

Common Educational Adequacy Findings

The following summary contains 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 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. These presentations use visual plan graphics to illustrate findings at each school Various possible remedies were 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 2033/34 (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

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

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 early childhood, “regular,” and science classroom sizes for each of the three subject schools, and it illustrates that the average space sizes are all below recommended sizes.

	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.



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 play fields). 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, play fields, 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

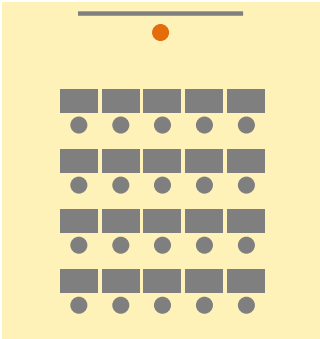
Educational Assessment

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

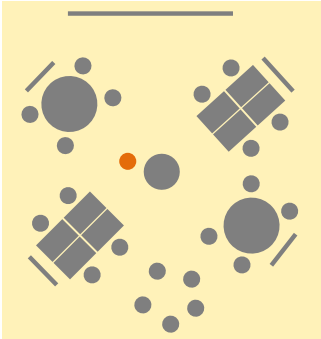
TODAY'S CLASSROOM

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

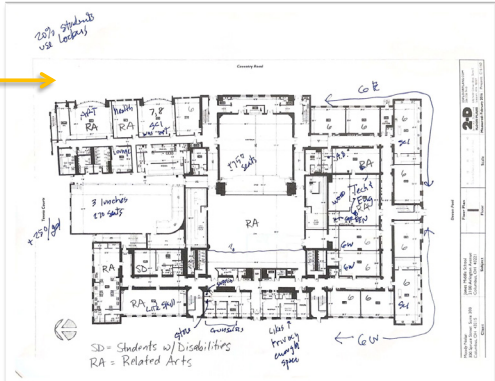
How do we do it?



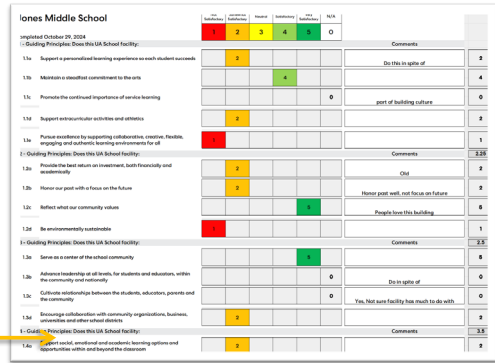
Student Focus Groups



Principal Meetings + Site Visits



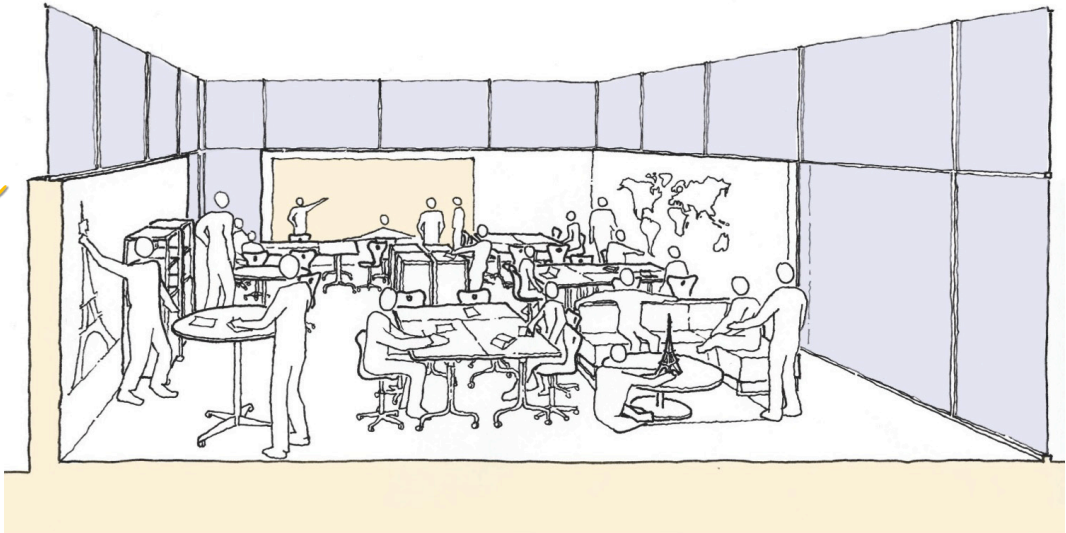
Building Team Meetings

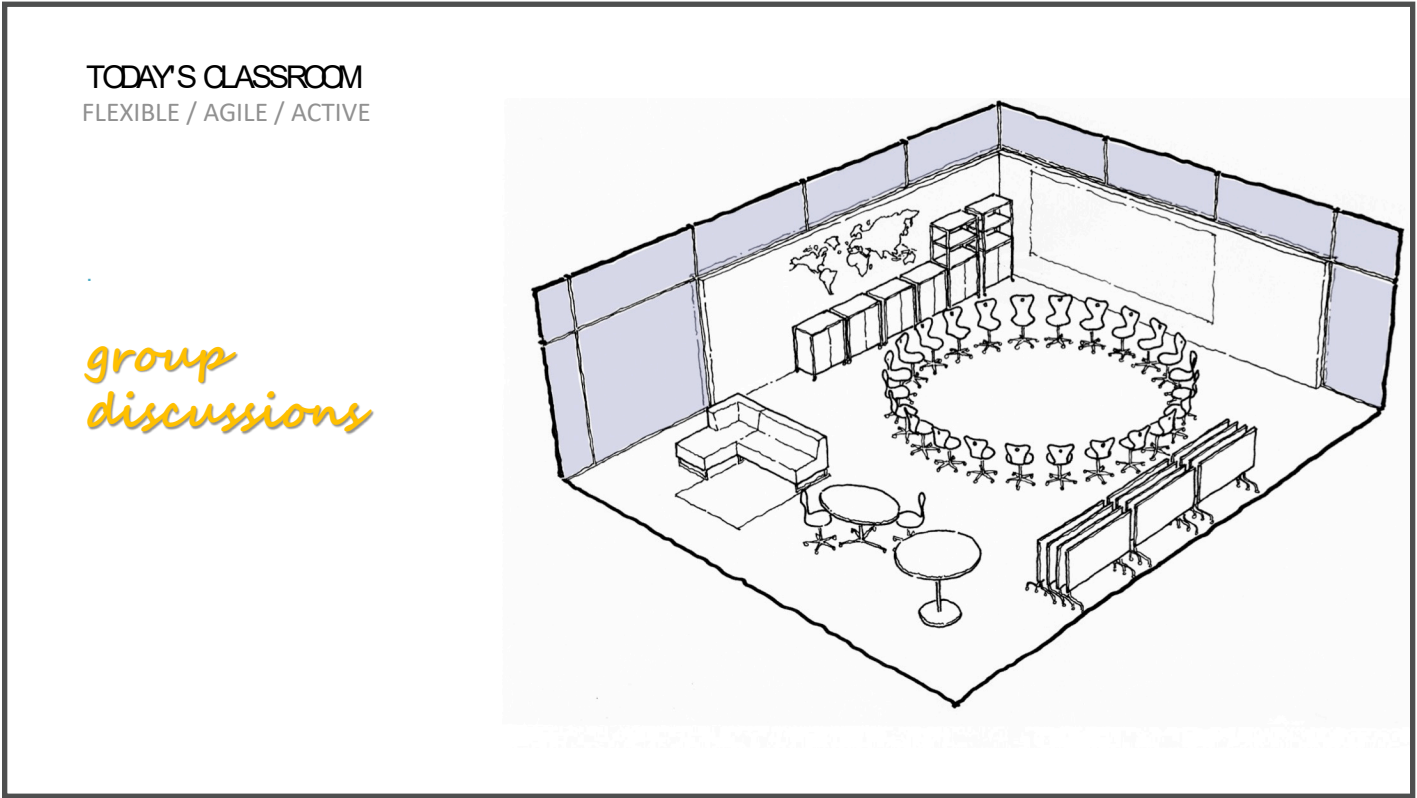
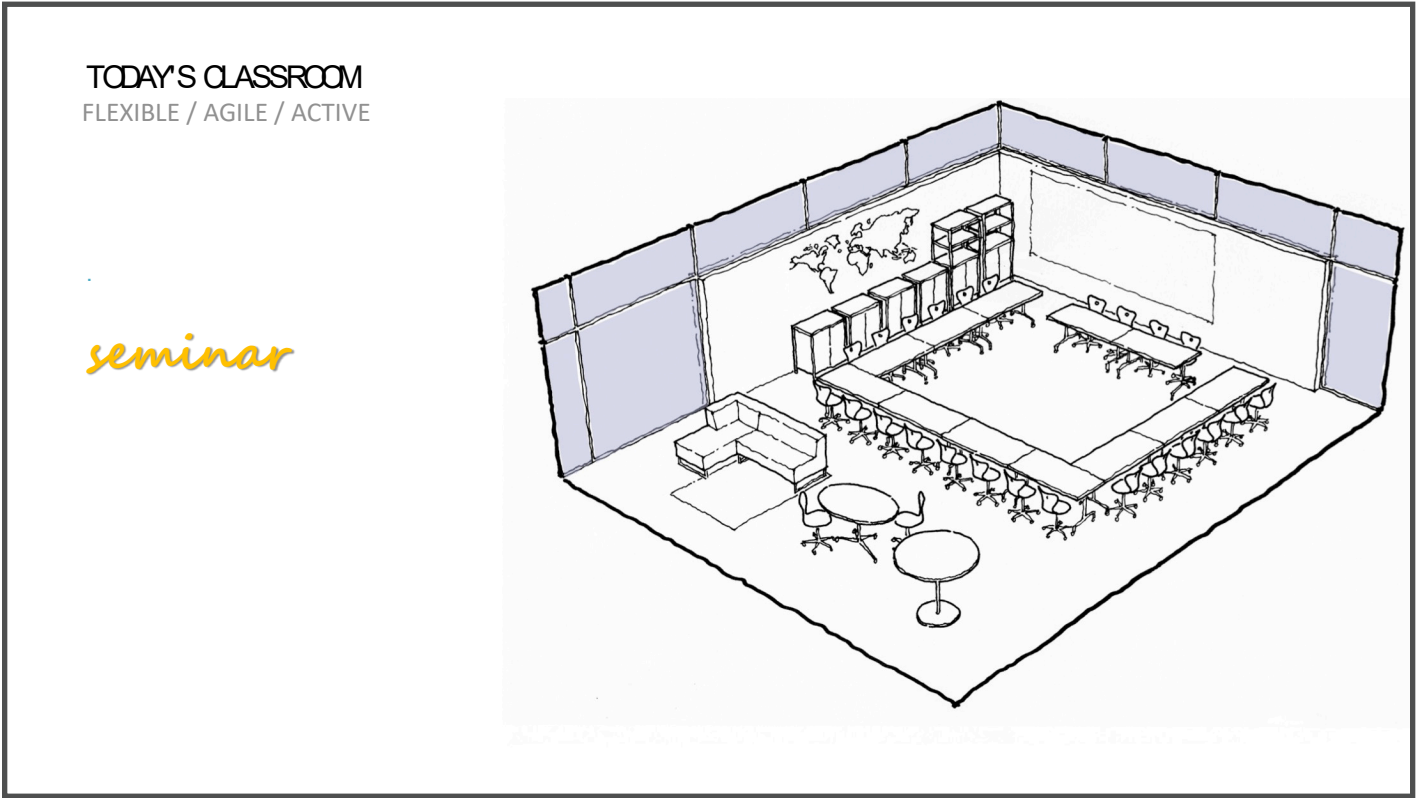
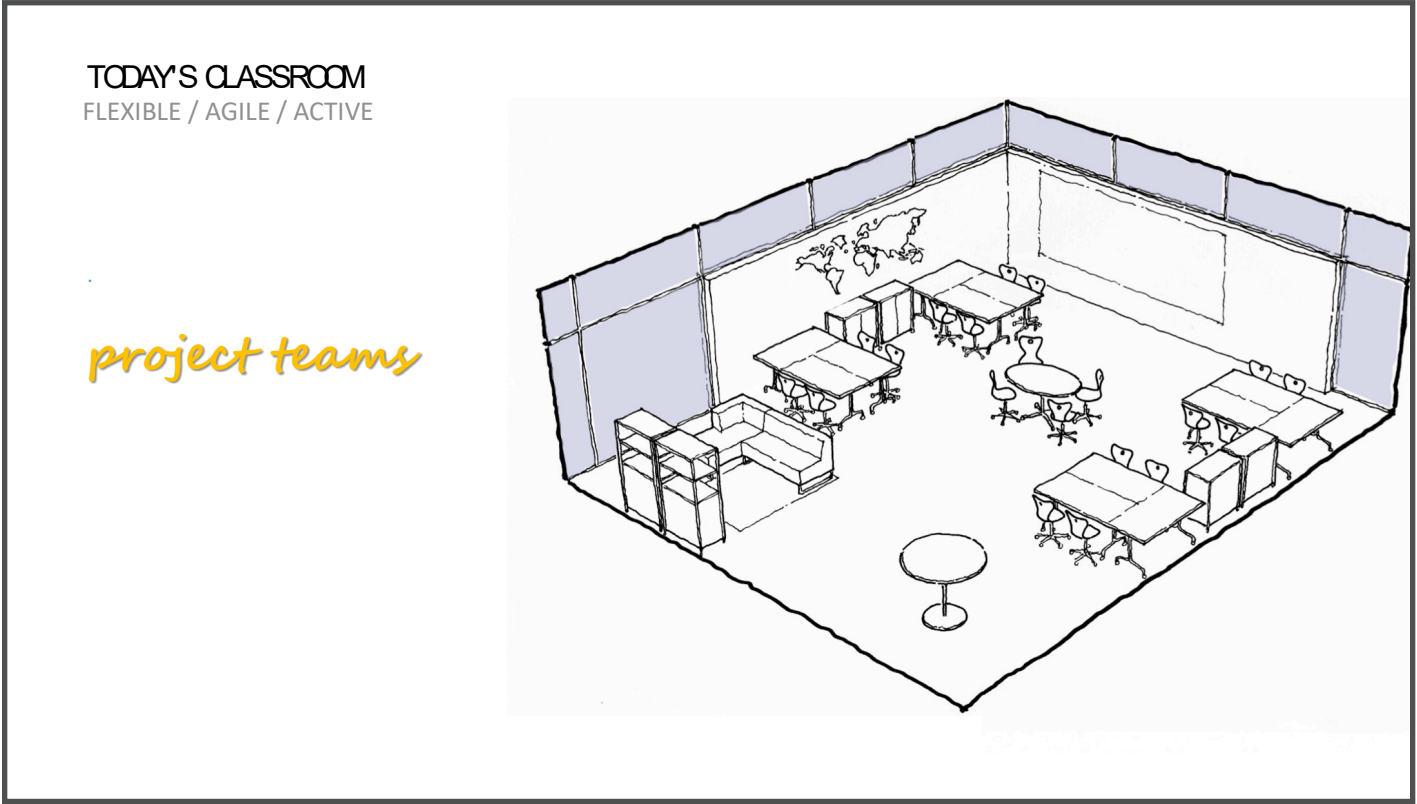
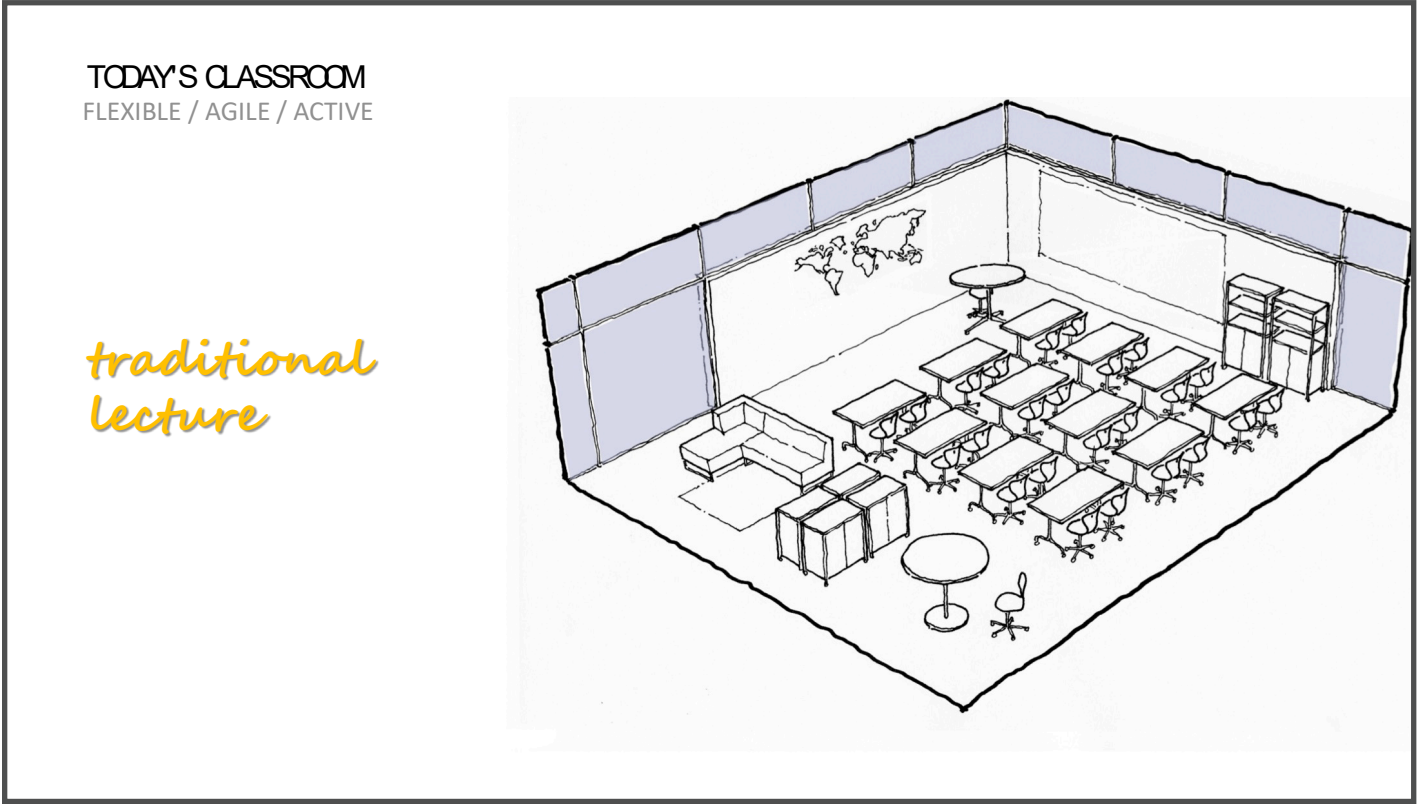


PERKINS+WILL

TODAY'S CLASSROOM
FLEXIBLE / AGILE / ACTIVE

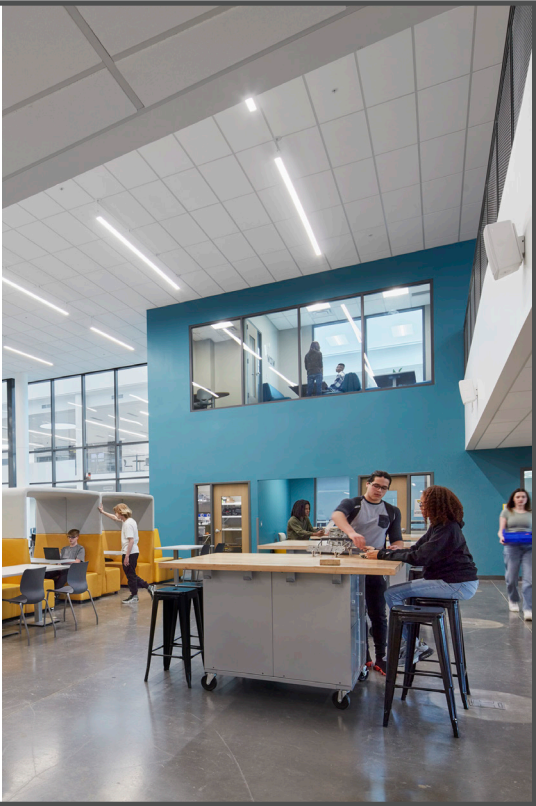
adaptable





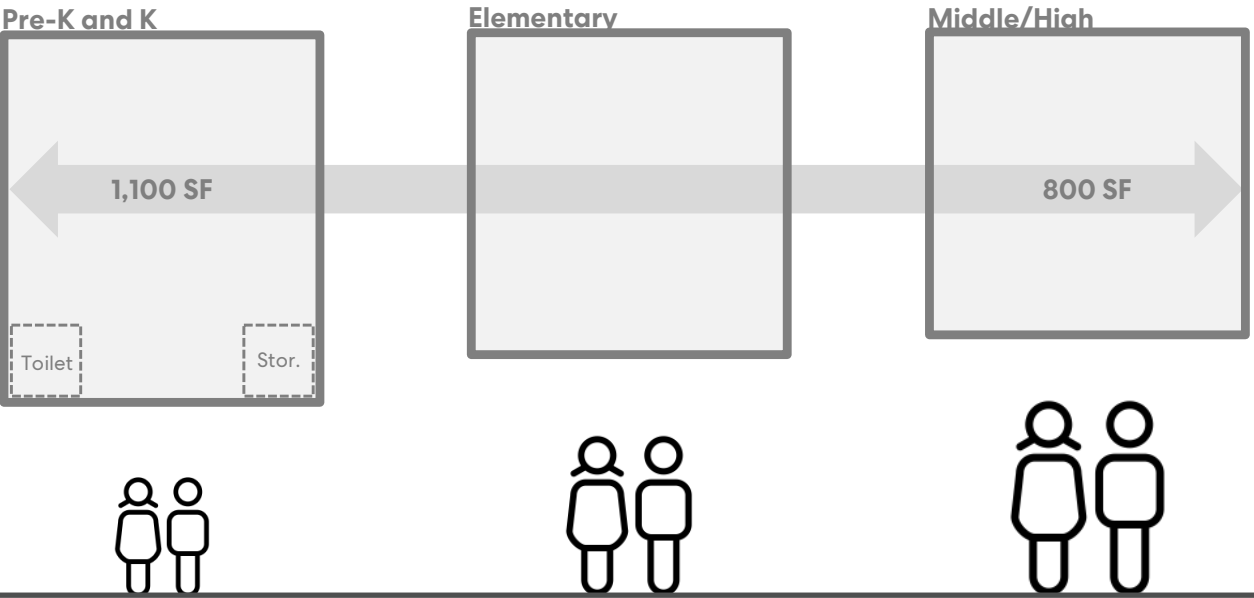
Why Do Today's Schools Need More Space?

- 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



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.



Educational Adequacy
Assessment:
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

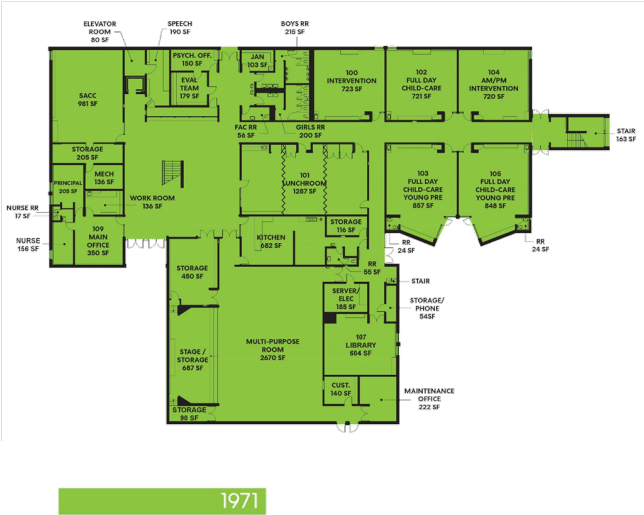
Height: Two stories

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



FIRST FLOOR AREA
20,825 SF



SECOND FLOOR AREA
16,628 SF

TOTAL AREA
37,453 SF



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

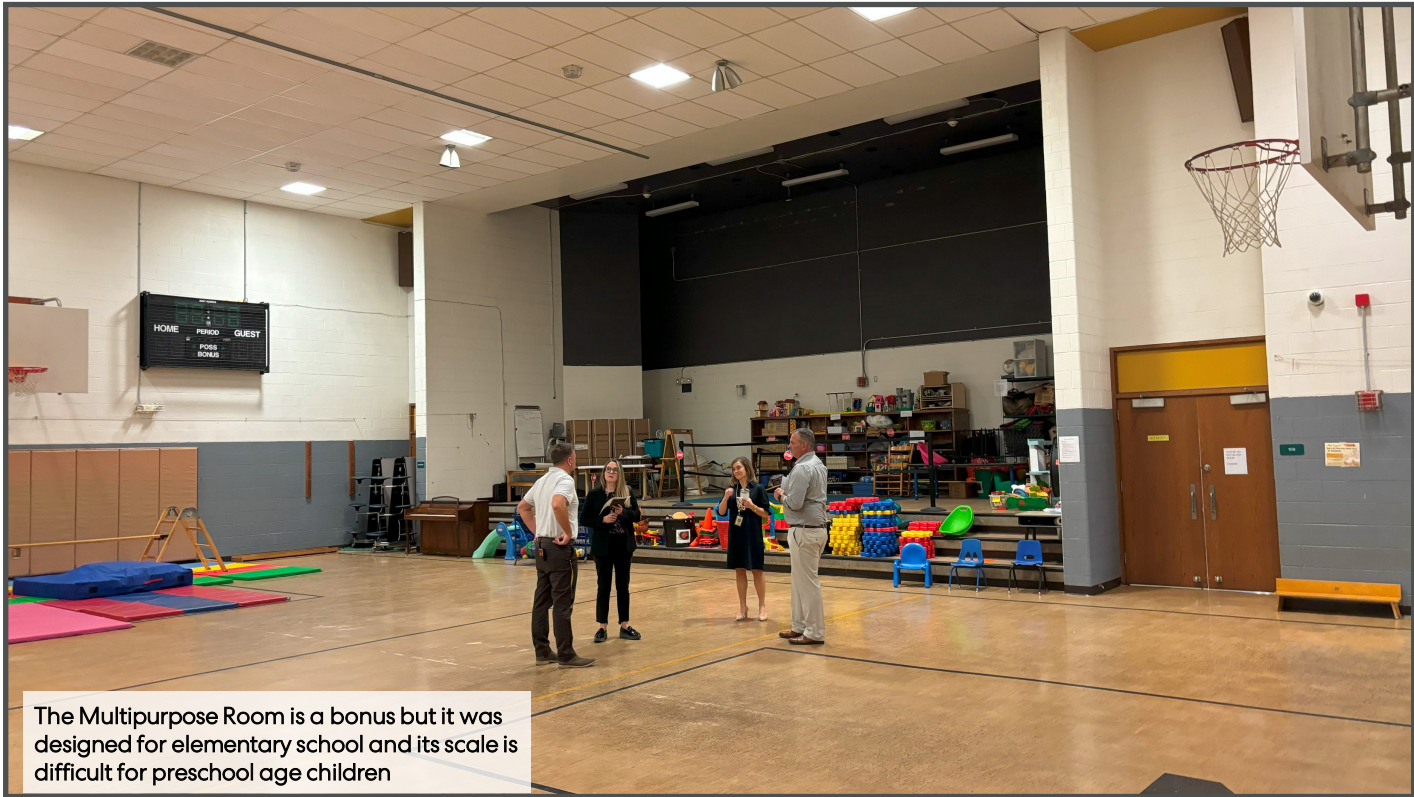
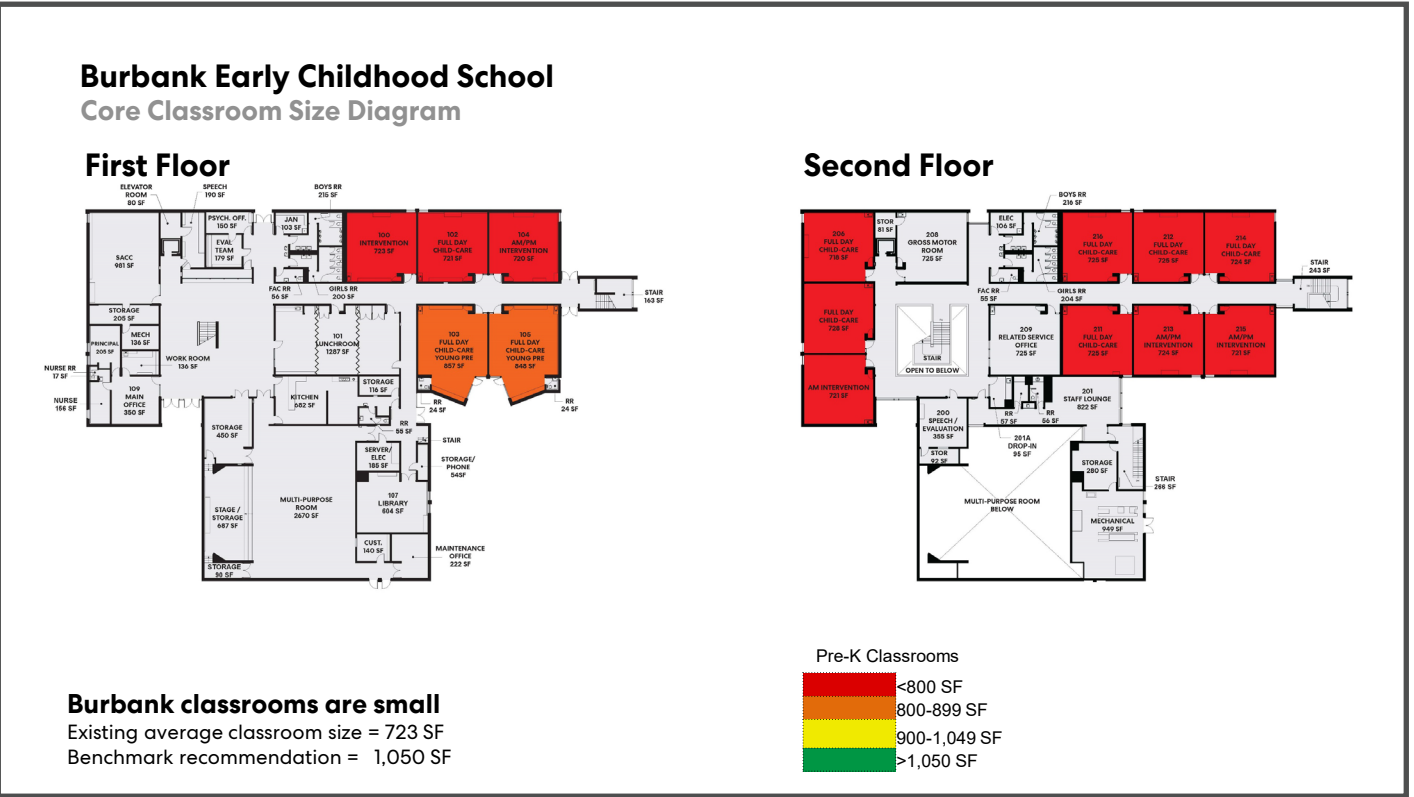
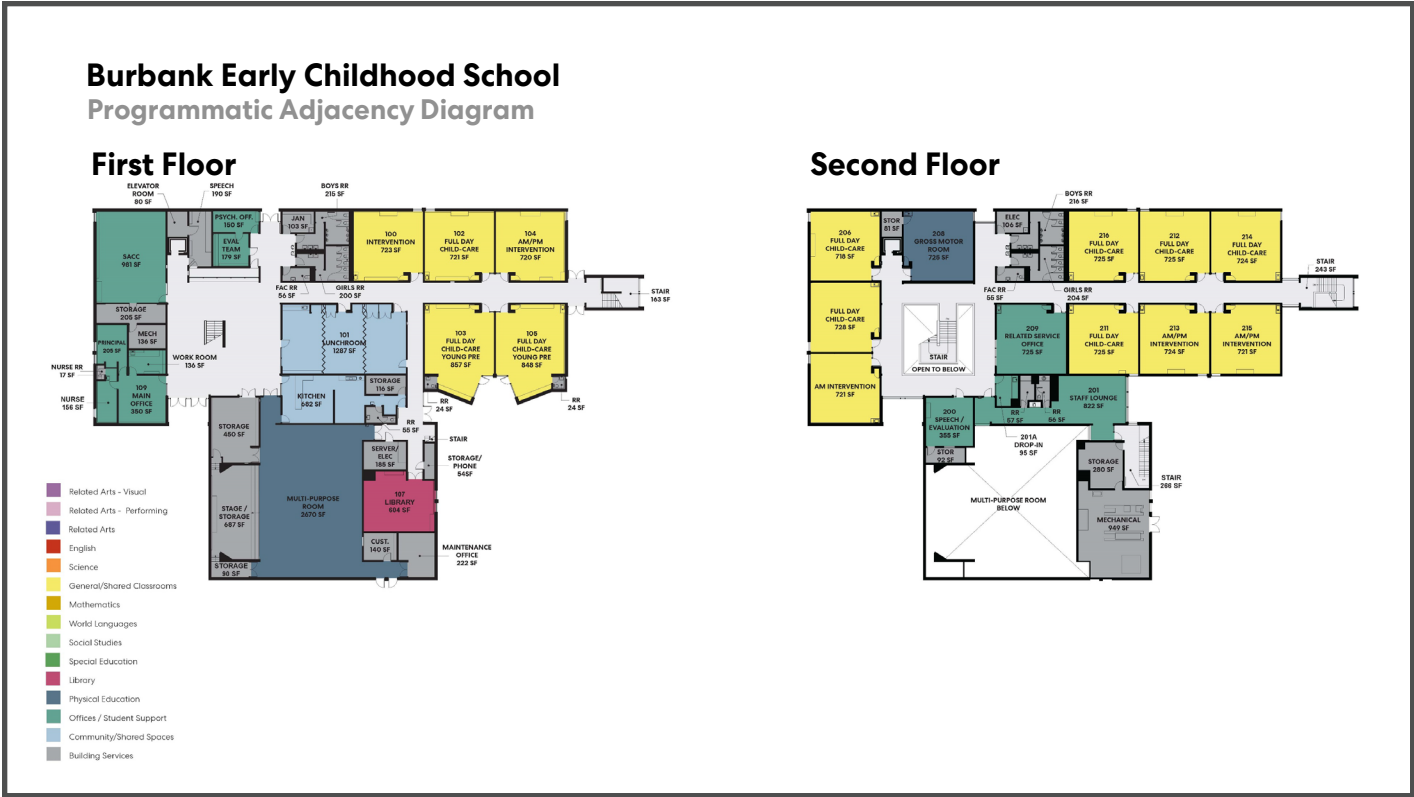


Burbank Early Childhood School
View from Southeast



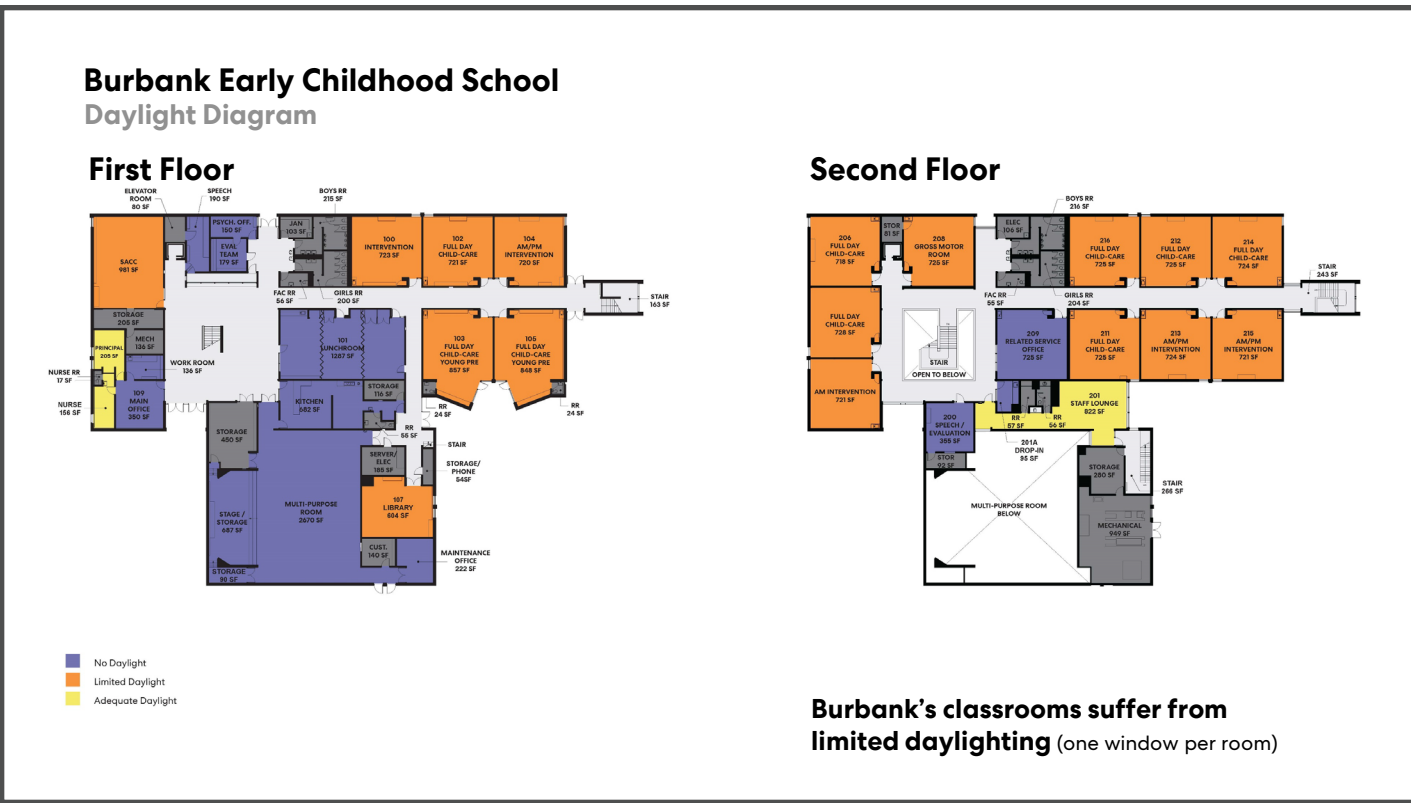
Burbank Early Childhood School
View from Southwest



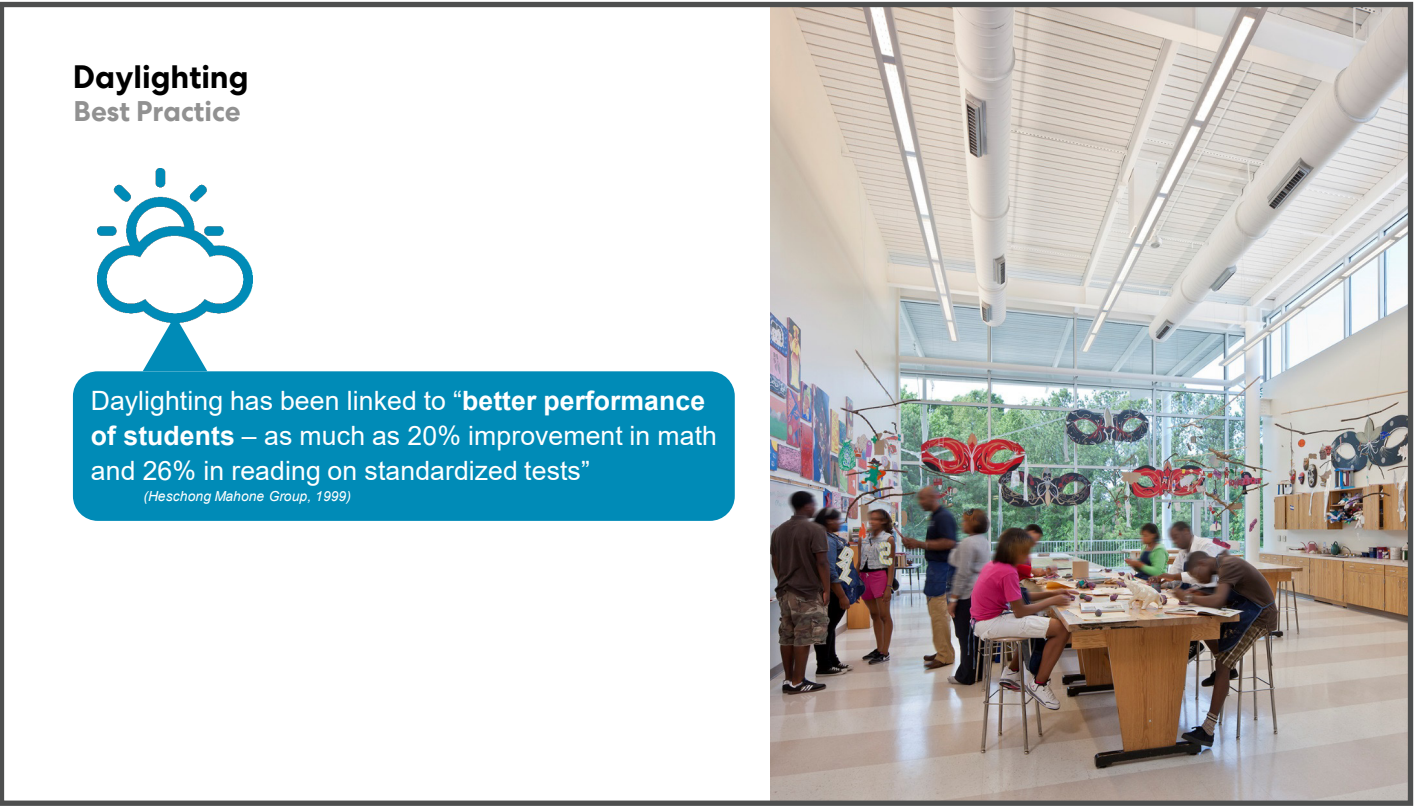




The cafeteria size is adequate but lacks daylight and while used for faculty meetings is not accommodating



Burbank's classrooms suffer from limited daylighting (one window per room)



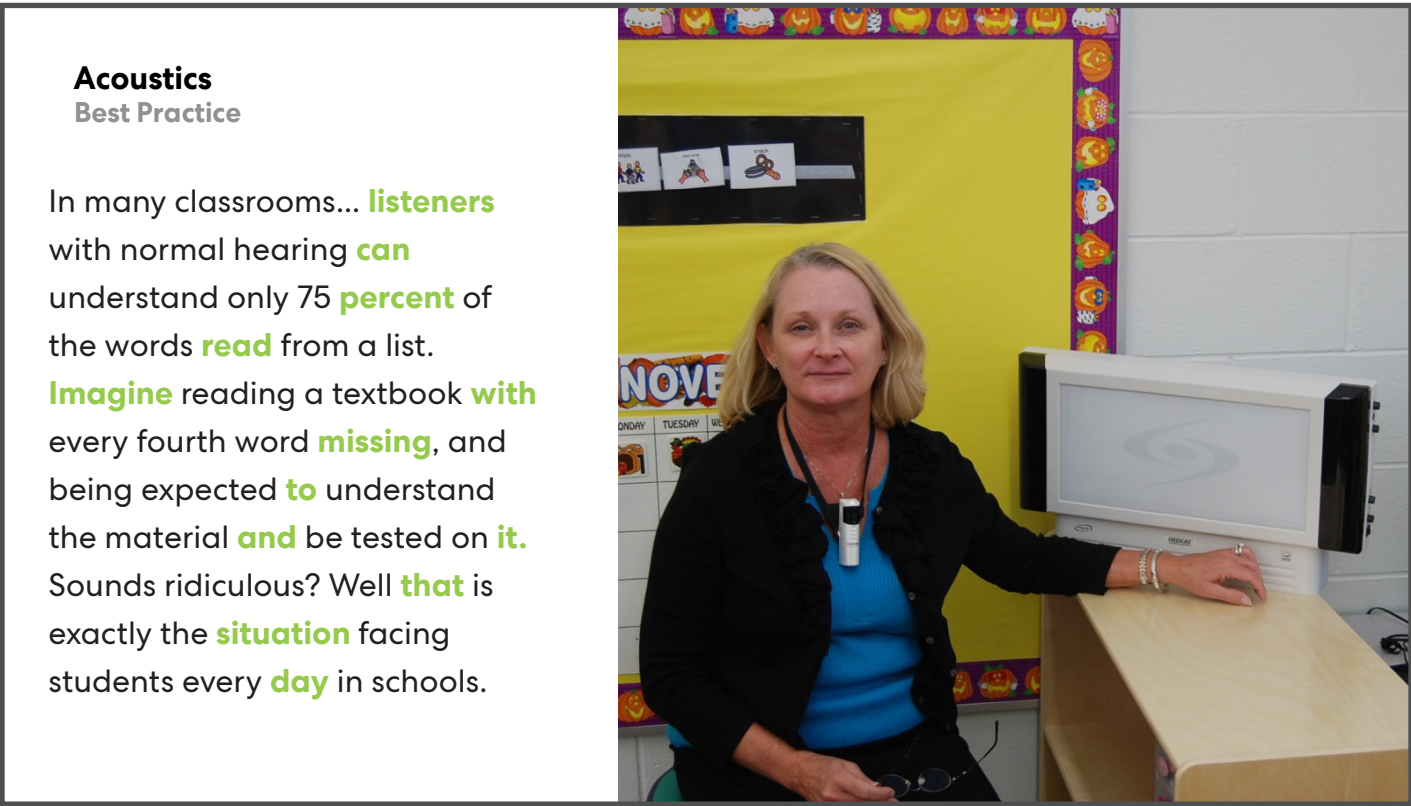
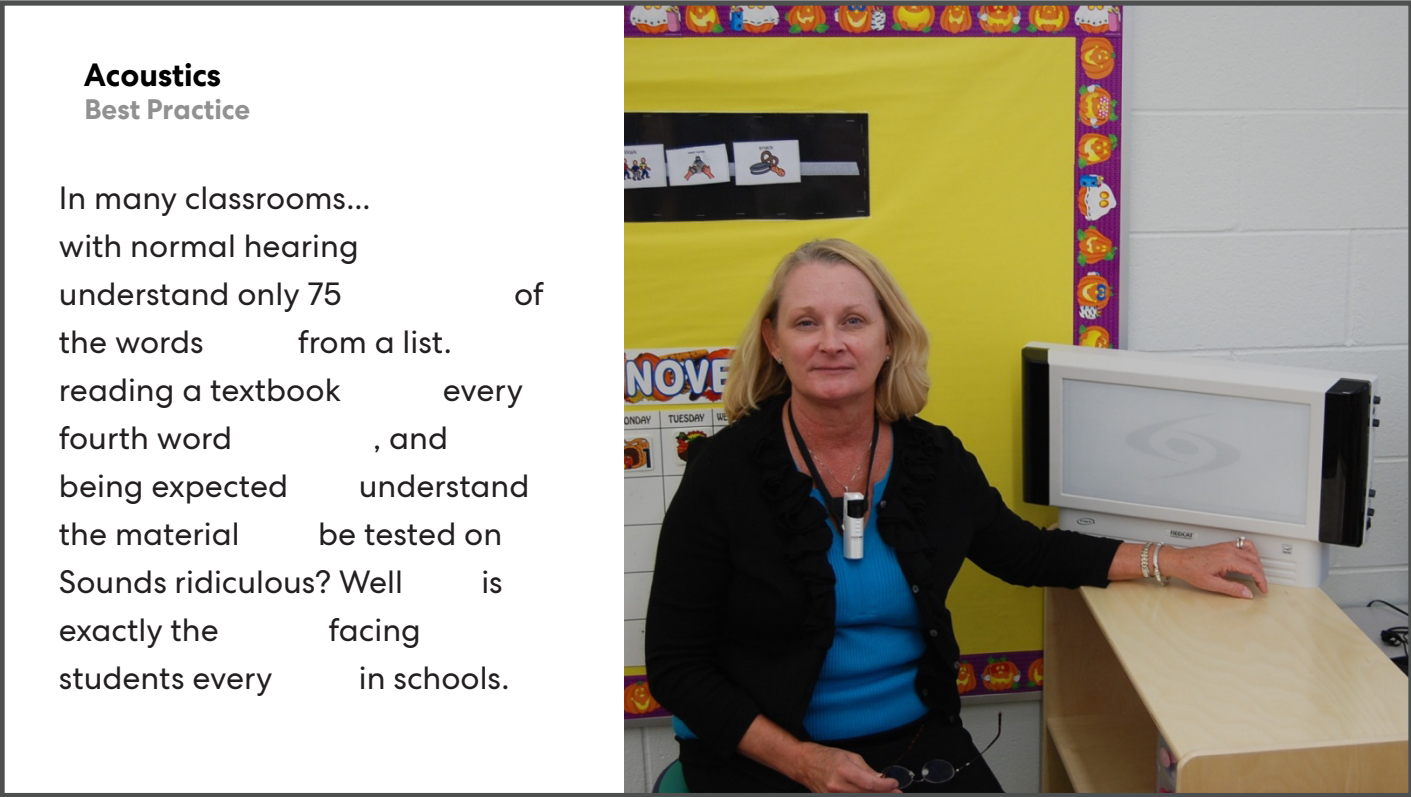
Daylighting
Best Practice



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



Classroom size creates cramped conditions Limited daylight via one window per room



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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**Educational Adequacy
Assessment:
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

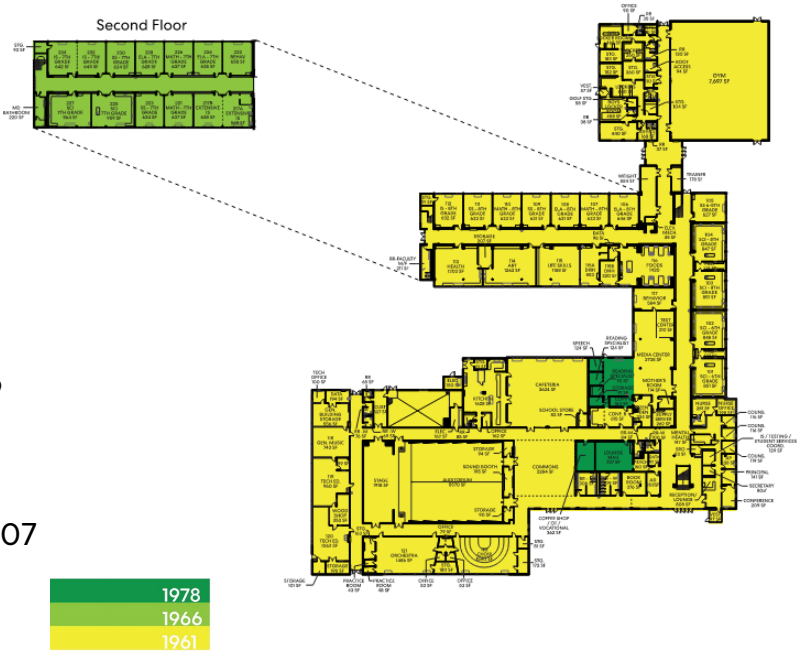
Building size: 119,987 SF

Current number of students: 759

Current SF/student: 158 SF

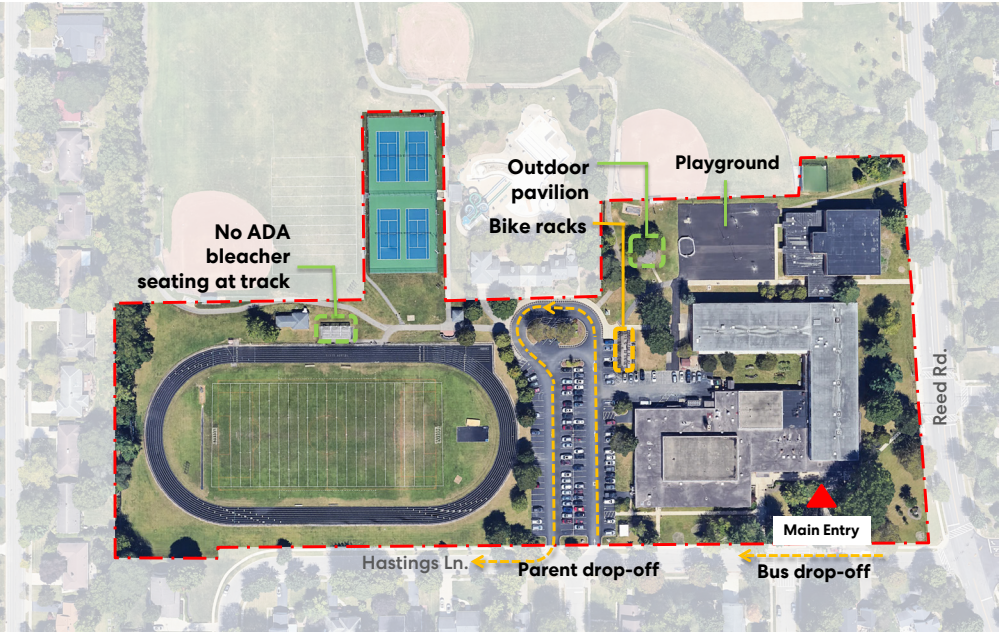
10 year enrollment projection: 807

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

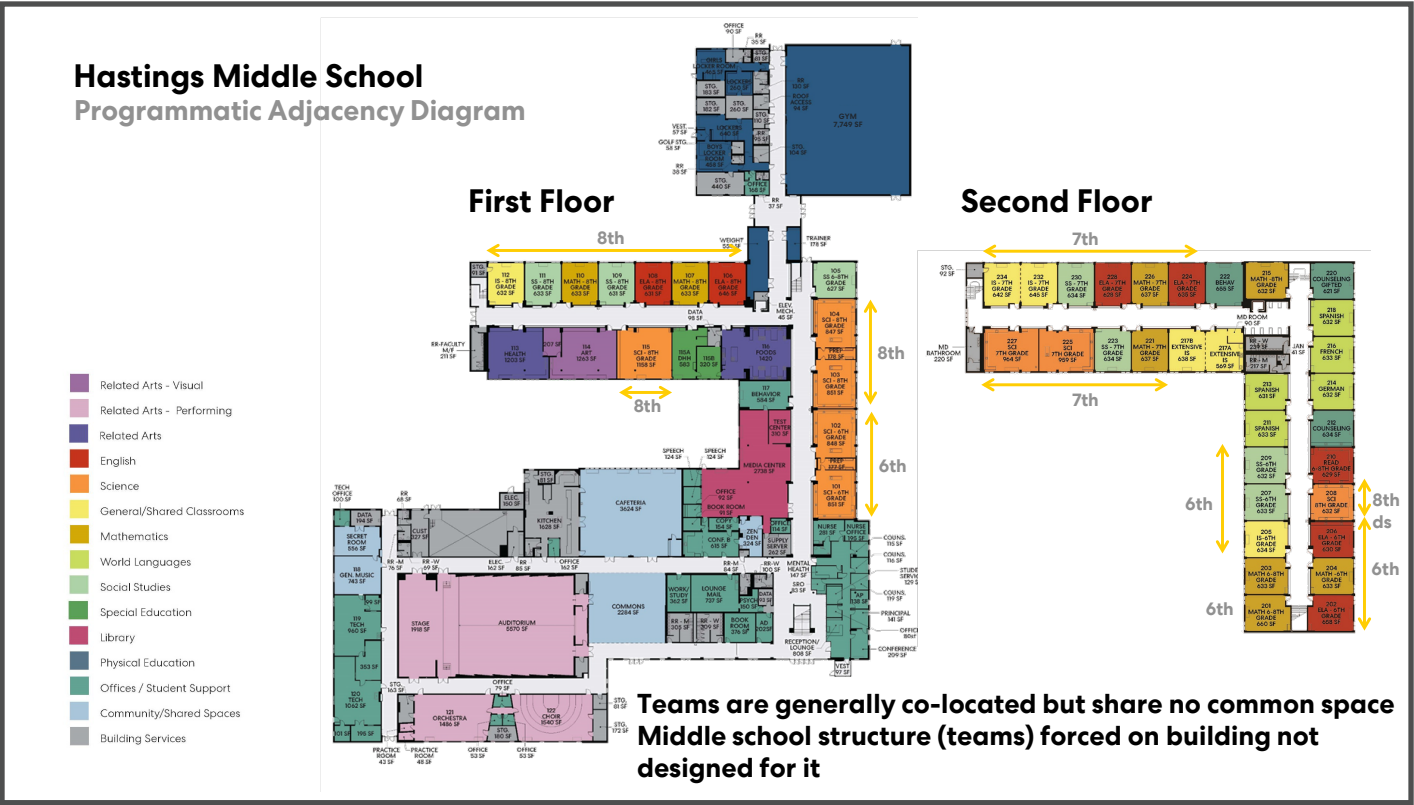
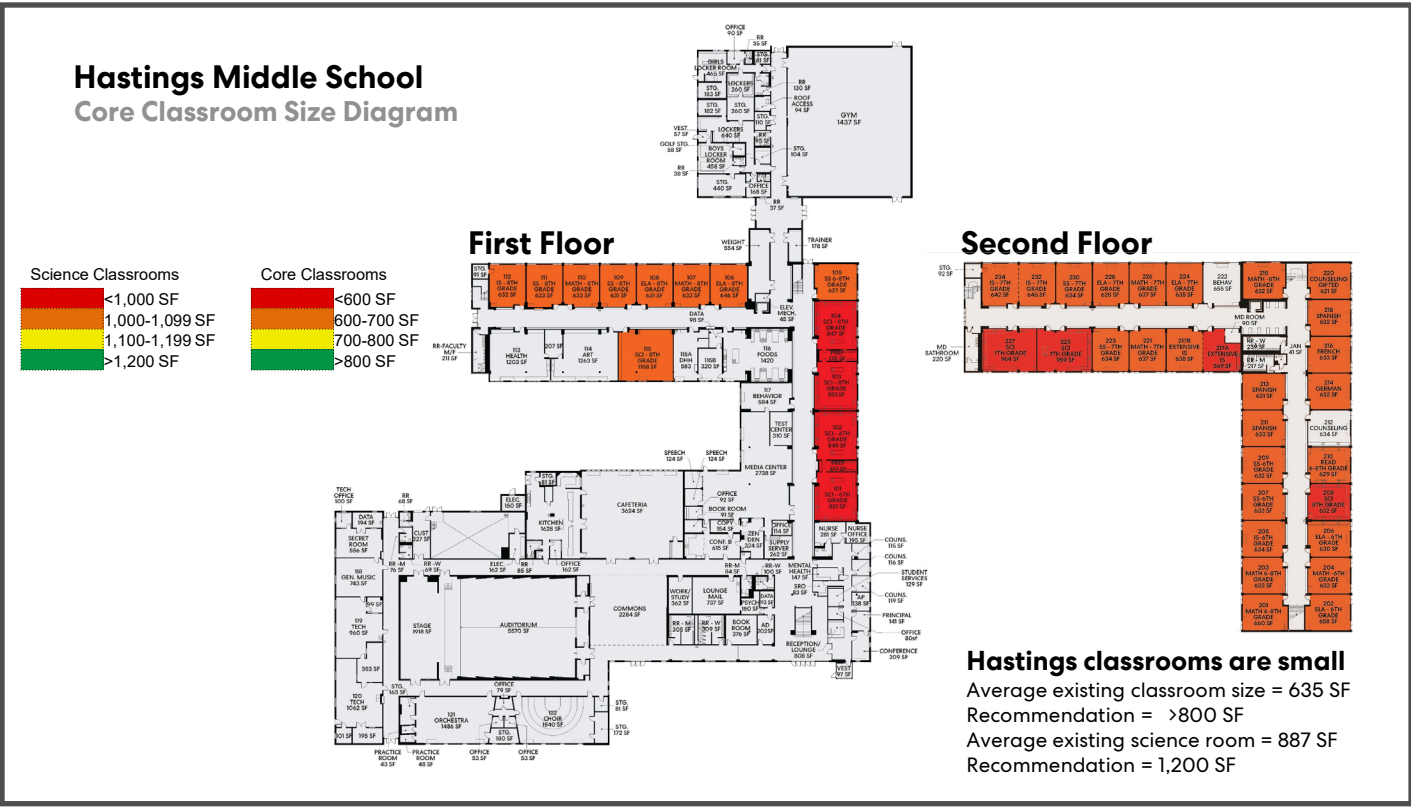
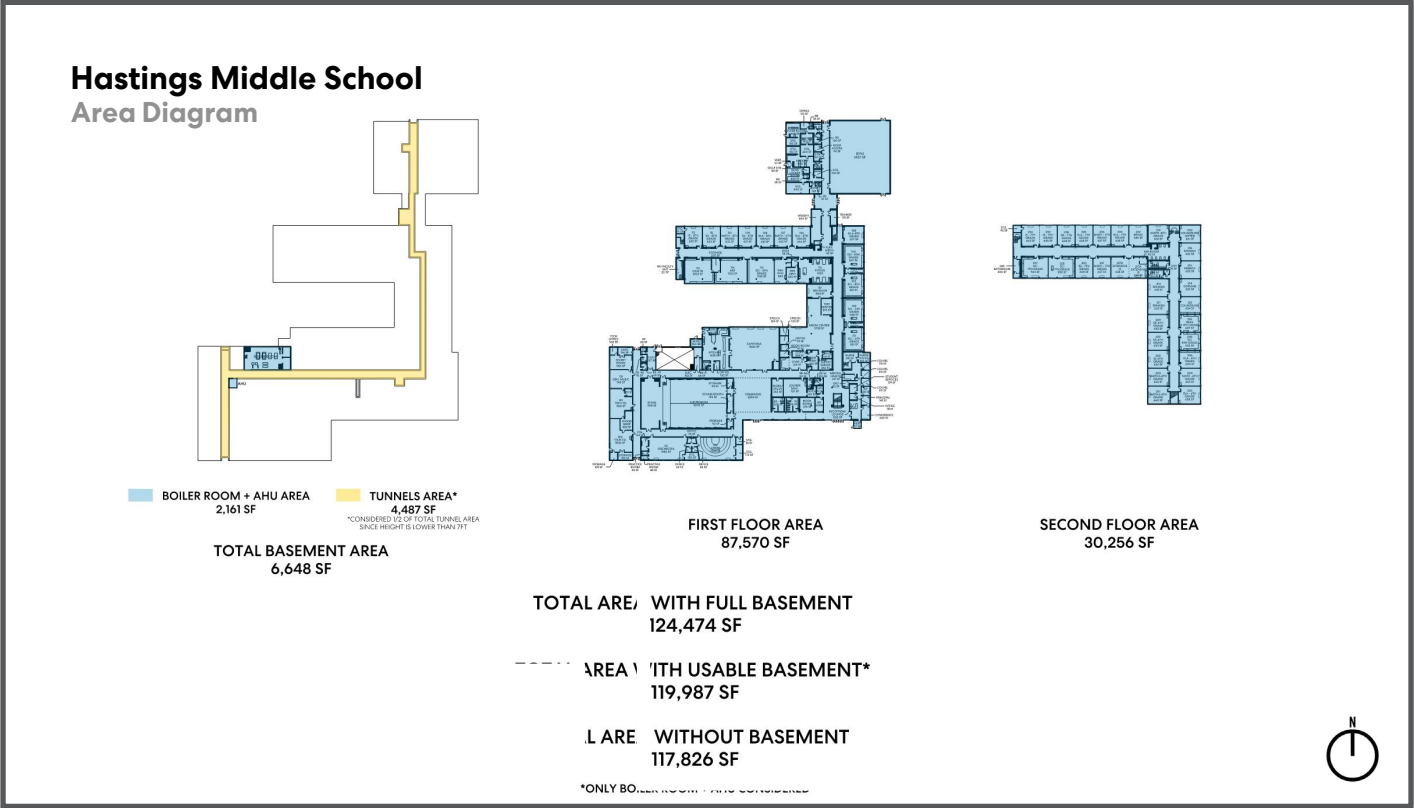


Hastings Middle School
View from Southwest



Hastings Middle School
Architectural Character

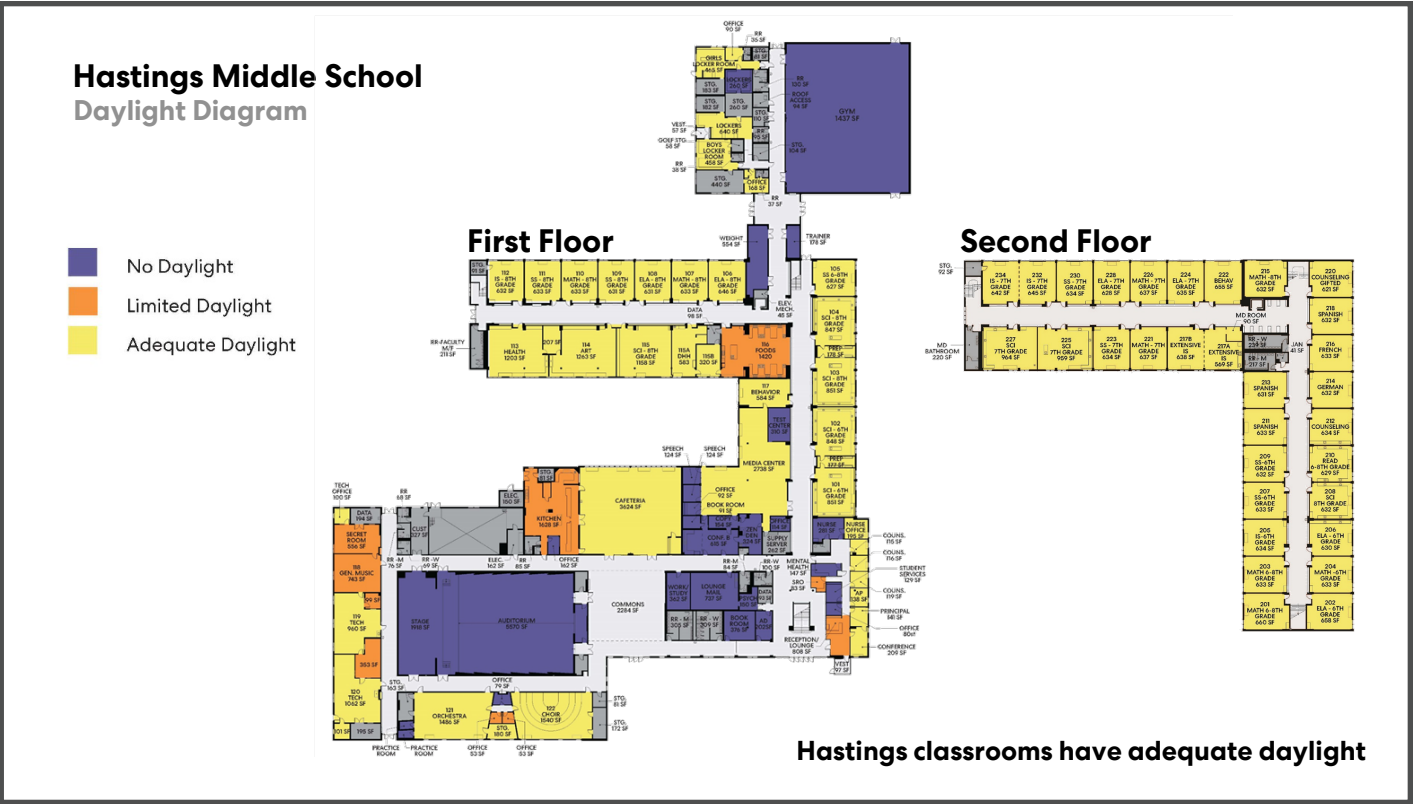




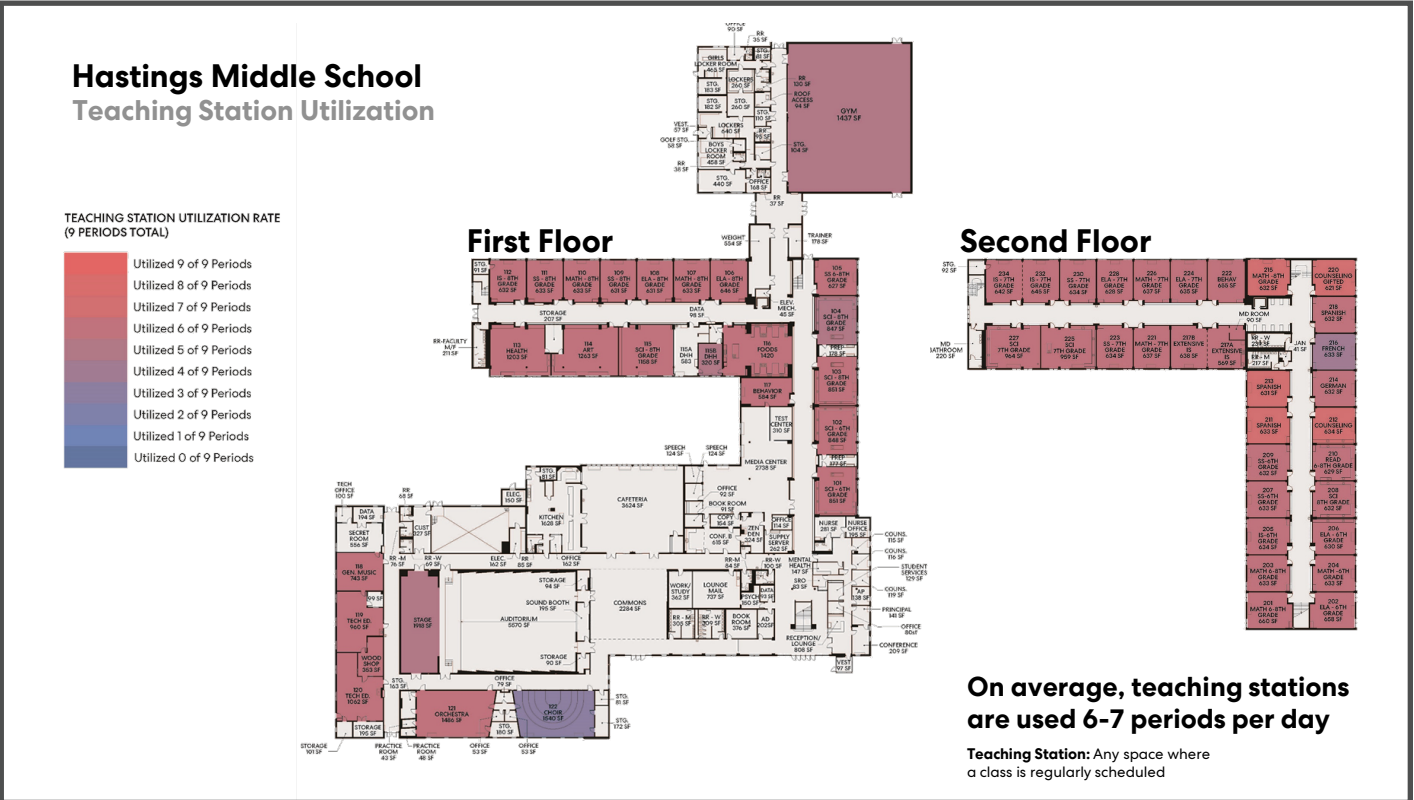




Information on best acoustic practices are similar for all schools. Refer to Burbank Educational Adequacy portion.



Hastings Middle 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:						3.8
1.2 - Guiding Principles: Is this UA School facility support being fiscally responsible and community responsive:						1.5
1.3 - Guiding Principles: Does this UA School facility support fostering and engaging relationships:						2.5
1.4 - Guiding Principles: Does this UA School facility support bolstering collaboration and creativity:						2.7
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						2.8
3 - General Building						2.0
4 - Academic and Other Spaces						2.0
5 - Future Ready Student Development						2.0
6 - Library/Media Center						3.3
7 - Security						3.0
8 - Adjacencies						2.5
9 - Technology						2.8
10 - Storage						3.2
11 - Furniture, Fixtures & Equipment						1.4
12 - Environmental Quality						3.1
13 - Controllability of Systems						1.5



Educational Adequacy
Assessment:
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

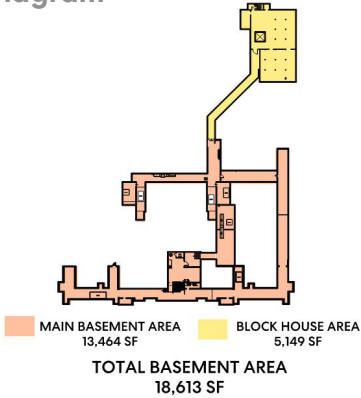
Current SF/Student: 204 SF (178 SF w/o basement)

10-year enrollment projection: 779

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

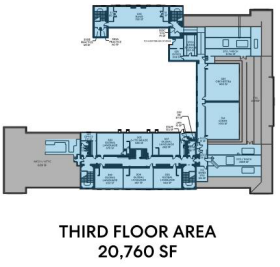
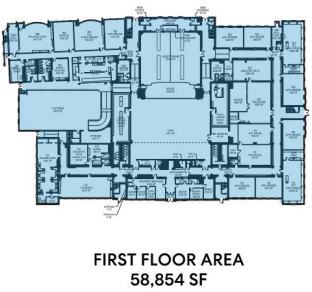


Jones Middle School Area Diagram

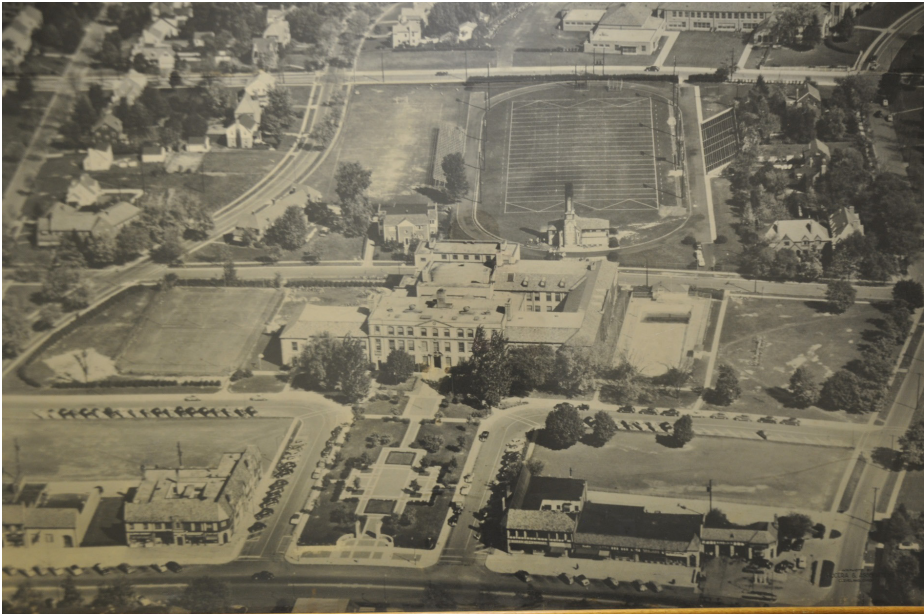


TOTAL AREA WITH
BASEMENT
149,176 SF

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

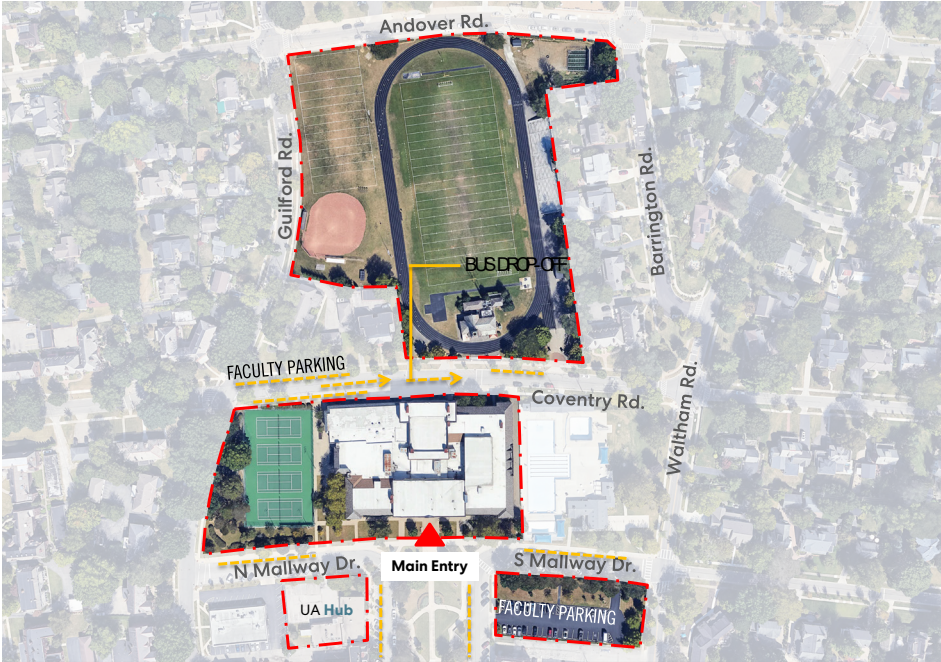


Jones Middle School
Architectural Character

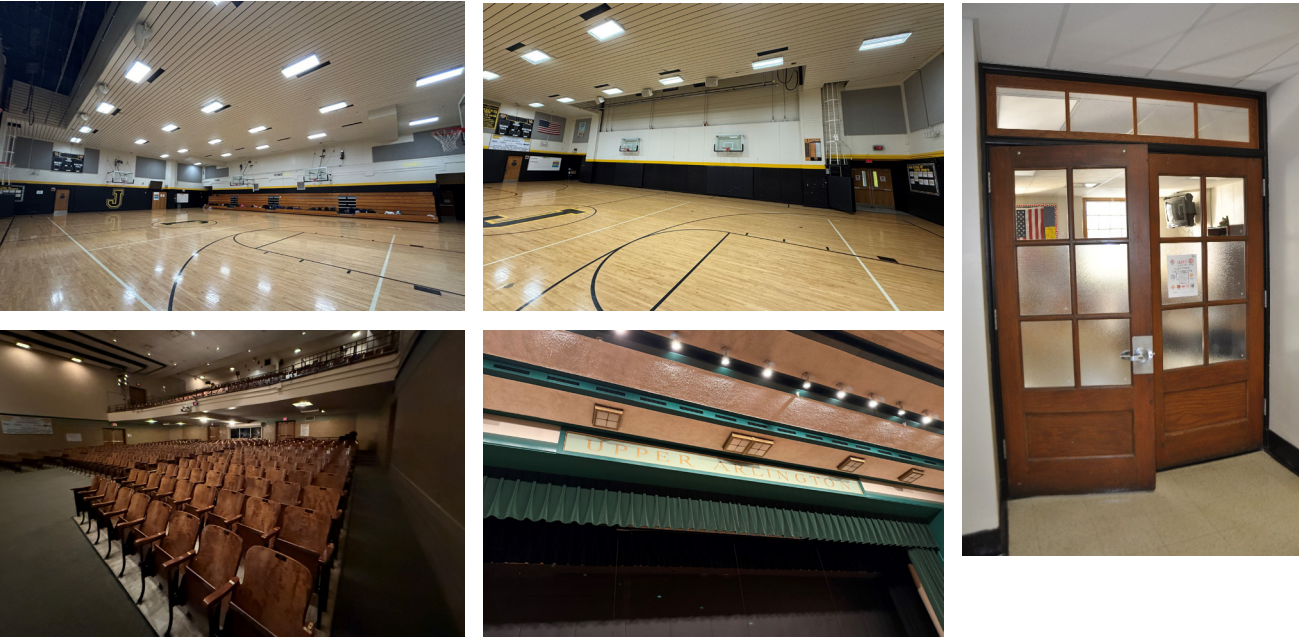


Jones Middle School
Site

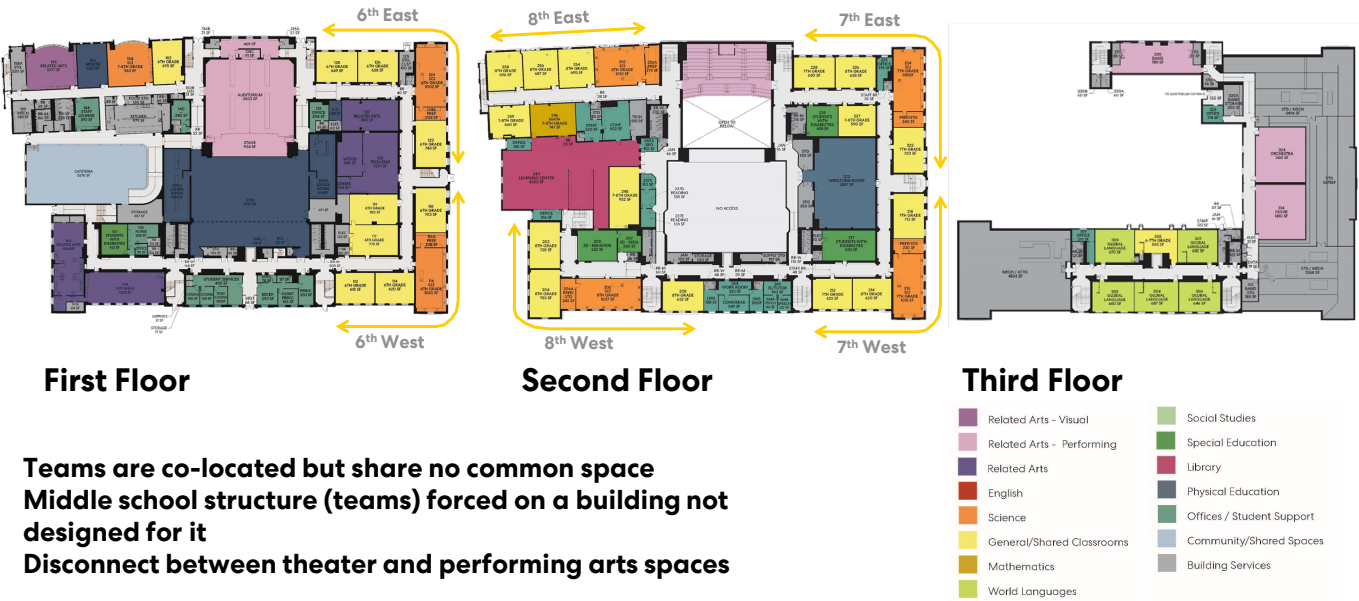
- Very recognizable building in community
- Very constricted site
- Parking quantity insufficient for events
- Front door not accessible (ADA)
- No outdoor basketball courts
- Must cross Covington to get to track/field for PE and athletics

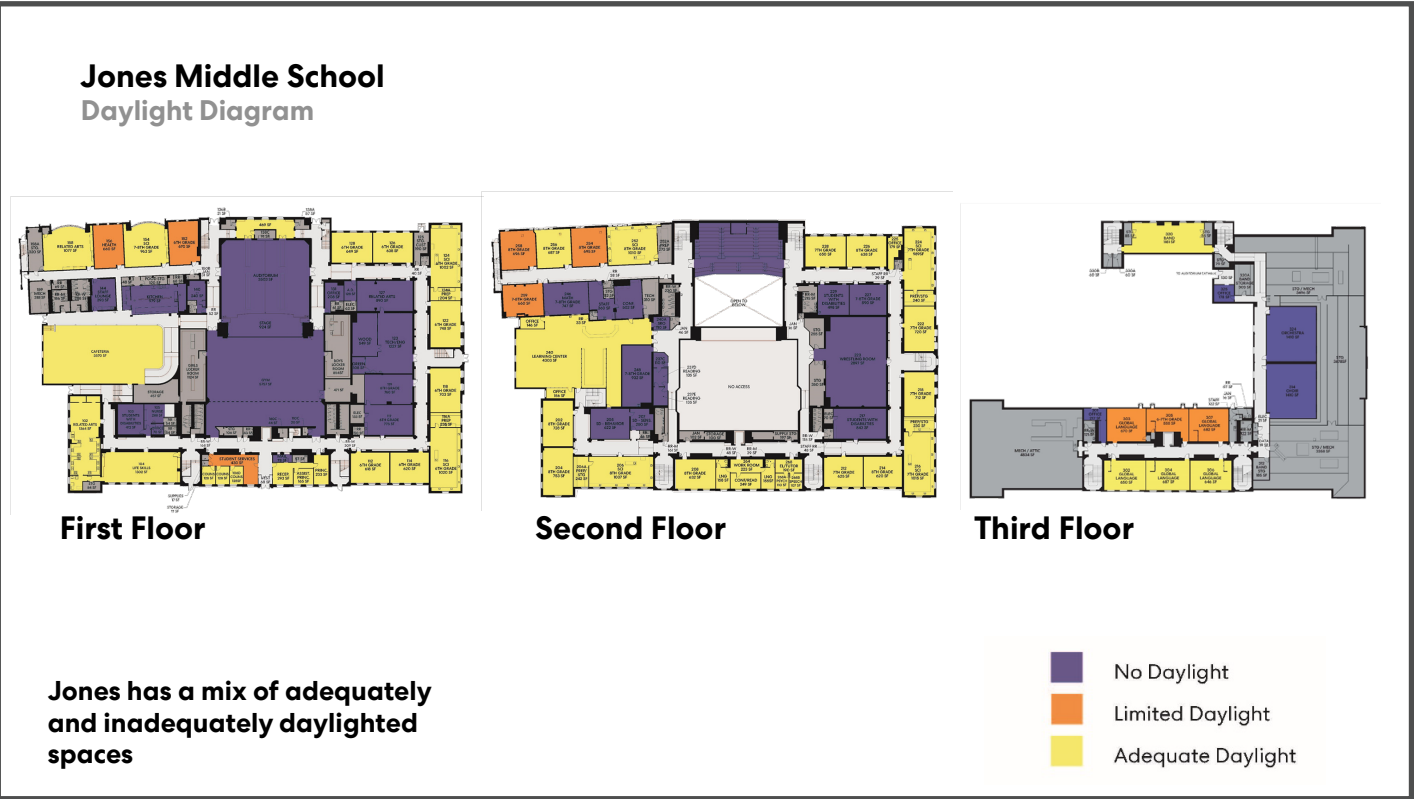
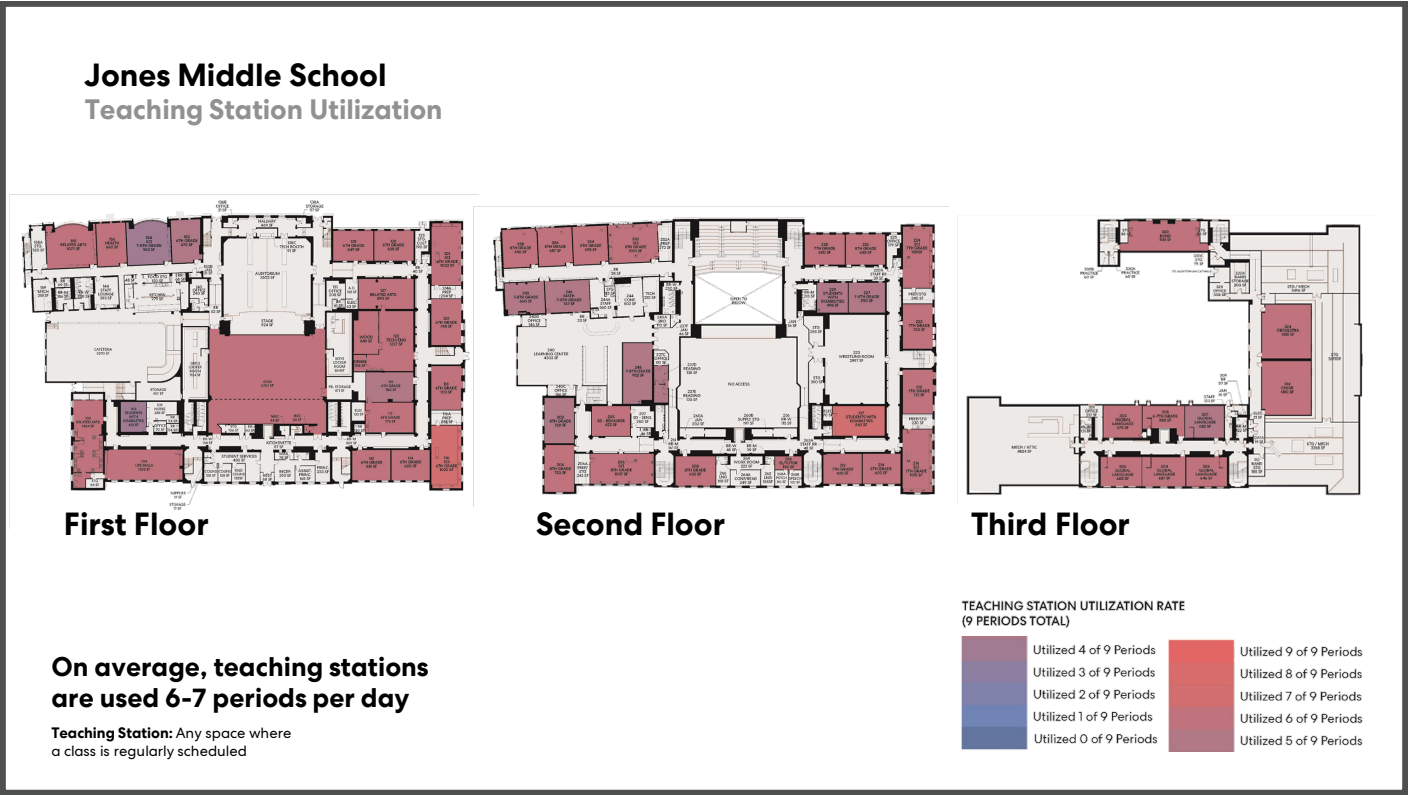
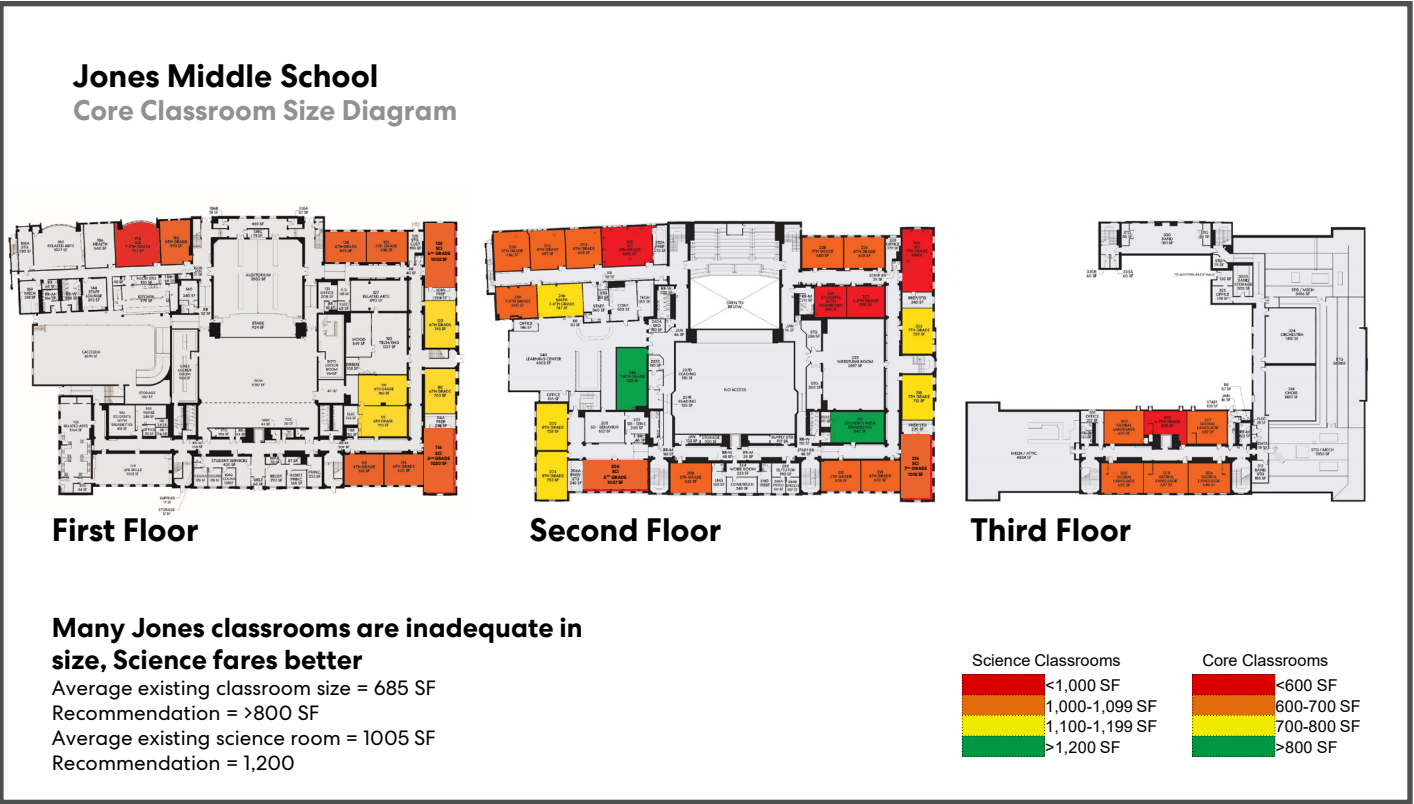


Jones Middle School
Architectural Character



Jones Middle School
Programmatic Adjacency Diagram





Burbank Early
Childhood Center

		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				4				
1.1b	Maintain a steadfast commitment to the arts		2					This is an area where we could bre more committed. Like to see a dedicated art studio/maker space, like COSI	
1.1c	Promote the continued importance of service learning						0		
1.1d	Support extracurricular activities and athletics				4				
1.1e	Pursue excellence by supporting collaborative, creative, flexible, engaging and authentic learning environments for all		2					If look at universal design, not supportive	
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					Doing a great job honoring the past	
1.2c	Reflect what our community values		2						
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		2					Outdoor spaces are the exception	
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		2					Do this in spite of the building	
1.3d	Encourage collaboration with community organizations, business, universities and other school districts						0		
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					Do a good job in spite of, but building does not contribute	
1.4b	Create adaptable, flexible and agile environments to meet the changing needs of all learners	1							
1.4c	Empower students and educators		2						
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	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	Create a supportive culture whereby students and staff feel emotionally safe and supported		2					do in spite of	
1.5c	Create an academically safe environment where students are encouraged to tackle challenges and take academic risks		2						
2 - Exterior								Comments	
2.1	Does the site permit desirable separation of vehicular, bus and pedestrian traffic?			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	Are parking lots adequately sized				4				
2.3	Are opportunities provided for outdoor learning (outdoor classrooms, gardens, etc.)?					5			
2.4	Are outdoor play spaces and playfields adequate in size and configuration					5		Need a restroom located off of the playground and real outdoor storage room (not shed)	

2.5	Is the building easily identified with appropriate signage?		2						
2.6	Are there ADA accessible pathways from perimeter sidewalks and parking lots?				4			works	
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						
3.3	Are interior circulation routes wide enough to effectively accommodate student movement?				4				
3.4	Are facilities used by the community and are they adequate?						0		
3.5	Are the restrooms adequately configured to allow access to non-ambulatory individuals?	1							
3.6	Are there inclusive restrooms?	1						none	
4 - Academic and Other Spaces								Comments	
4.1	Do classrooms allow for multiple teaching modalities?		2					do but in spite of space	
4.2	Are classrooms able to be reconfigured quickly?	1							
4.3	Are non-core academic spaces appropriately sized and configured?	1							
4.4	Are Physical Education and Athletic spaces appropriately sized and configured?		2					gym is actually too tall, big visual spaces and spaces where that are acoustically loud are tough for students	
4.5	Are Physical Education and Athletic support spaces appropriately sized and configured?	1							
4.6	Are Performing Arts spaces appropriately sized and configured?						0		
4.7	Are Performing Arts support spaces appropriately sized and configured?						0		
4.8	Are Visual Arts spaces appropriately sized and configured?	1						Does not exist	
4.9	Are Visual Arts support spaces appropriately sized and configured?	1							
4.10	Are Technical Education spaces appropriately sized and configured?						0		
4.11	Are Special Education spaces appropriately sized and configured?	1						This is OT/PT/Eval team/Itinerant/Adaptive PE/Psychclassrooms adequately sized, eval team spaces not adequate	
4.12	Are Special Education support spaces appropriately sized and configured?	1							
4.13	Are the student dining facilities appropriately sized and configured?		2					Size okay, configuration a 1, better if students could have independence in space, sinks appropriately sized, etc.	
4.14	Does the building provide adequate space/support space for extracurricular activities				4				
4.15	Does the building provide adequate space/support for service learning activities						0		
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						like sensory room, mothers room, collaborative space, family waiting room (come in for evaluation and wait on bench in lobby)	

Burbank Early
Childhood Center

		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	
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

		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			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				

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					
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						

Hastings Middle School

		Not Satisfactory	Somewhat Satisfactory	Neutral	Satisfactory	Very Satisfactory	N/A		
		1	2	3	4	5	0		
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				
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)

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. Us 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

Jones Middle School

		Not Satisfactory	Somewhat Satisfactory	Neutral	Satisfactory	Very Satisfactory	N/A		
		1	2	3	4	5	0		
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 segregate 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						
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					

05. Options Summary

Options Overview, Project Budget, and Option Comparisons

Options Overview

The planning options on the following pages represent those that participants (Building Teams and community members) felt to best address the issues, as well as those that were in keeping with the established Guiding Principles. The Board reviewed and narrowed the options as seen here, and in the Decisions Phase put forward the recommended options found in Section 03, Master Plan Recommendations (page 46).

The repair options remain as a baseline option, and they only address the items in the physical adequacy assessments. They provide a baseline budget for the "do nothing" option. In other words, there is no zero-cost option to maintaining facilities.

The budgets indicated in this section of the report, and elsewhere, were developed during the Options Phase by Turner Construction. These costs represent total project costs, inclusive of soft costs and necessary/reasonable contingencies inclusive of escalation and a one-time tariff contingency.



Address the needs identified in the **Physical Adequacy Assessments**
Does not address the needs identified in the **Educational Adequacy Assessment**

Address the needs identified in the **Physical Adequacy Assessments**
PLUS the needs identified in the **Educational Adequacy Assessments** AND spaces are sized using the **Model Program**.

Educational Issues Addressed in the Renovate and Rebuild Options:



Right-size classrooms, support spaces, and specialty spaces
BECS: Cafeterias, library, MPR, gross motor, IS, offices etc.
MS: Cafeterias, arts, athletics, IS, library, offices etc.



Create collaborative spaces and teacher workspaces



Improve daylight



Address accessibility



Address adjacency / circulation issues



Improve restrooms
BECS: Directly adjacent to classrooms
MS: Quantity and location



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

Total Project Budgets

Construction Budget

The owner's project management team, Turner Construction, utilized their extensive historical database of school construction costs in central Ohio to develop total project budgets for each option. Total project budgets are inclusive of all project related costs and relate what Upper Arlington taxpayers should expect to pay per option.

These include:

- Direct Cost Budget** - This budget includes the costs associated with the construction of the project in 2028 dollars (accounts for pricing escalation) such as: site work, foundations, steel, bricks, etc., and includes the necessary labor necessary to building the project. This budget also covers costs for the construction manager to manage the entire construction process. This budget also includes the anticipated impact of tariffs.
- Indirect Cost Budget** - This budget covers all other project related costs such as: design fees, permitting, construction testing, contingencies, temporary construction, swing space, safety, etc.

Monthly and Yearly Costs

- When working with very large costs and long timelines, it is helpful to break the figures down into understandable numbers relevant to an Upper Arlington resident / homeowner. . For the options presented, the district provided a cost breakdown that estimates the yearly and monthly cost to the homeowner.
- Yearly cost based on auditor appraised home value of \$500,000.
 - Millage assumes bonds financed over 38 years (30 years for repair option) at 5% interest with level principal payment structure and no change in district’s total property valuation for 38 years.

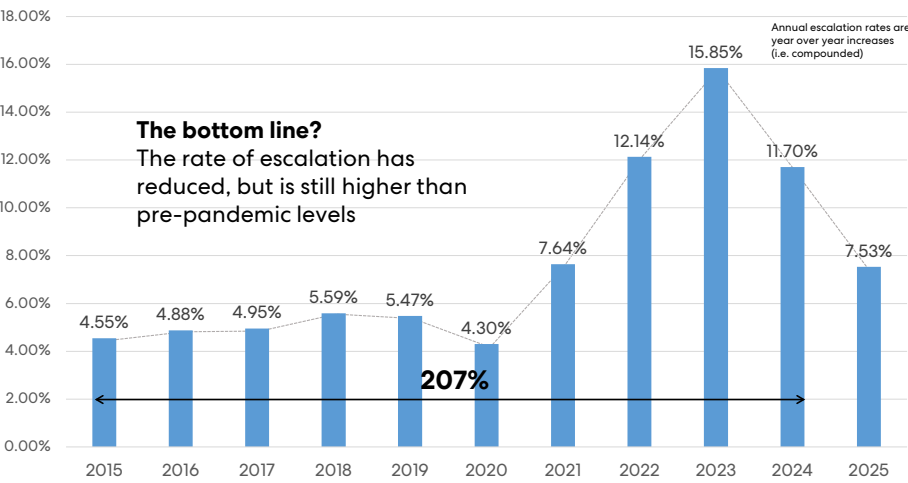
Construction Cost Escalation: 2017 Bond to Today

Turner Construction provided an analysis of the impact of construction escalation since the 2017 bond. As illustrated on the following page, you can see the average escalation rate of 4-5% increase exponentially during the pandemic, due to supply chain issues and other factors. Additionally, the market in Columbus is very active, with several major construction projects, which shows as additional escalation that is locally specific. The good news is that the pandemic-related pricing escalation has tapered off and is expected to normalize at five-percent per year during and after 2026. (refer to chart at the bottom of the opposite page)

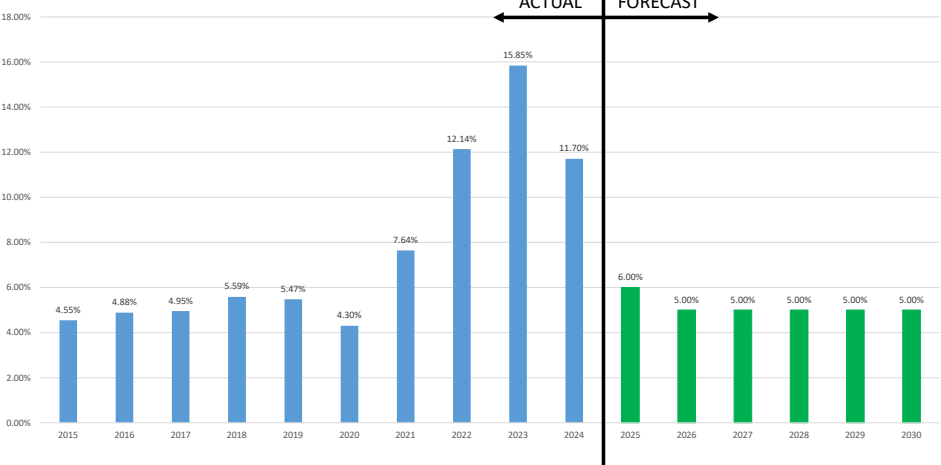
For context, using the escalation rates below, Turner Construction escalated the values of the 2017 bond projects:

- 2019 high school total project cost: \$142,111,000 = \$235,800,000 escalated to today’s dollars (through 2024)
- 2019 high school total project cost: \$142,111,000 = \$283,800,000 escalated to 2028 dollars (with tariff provisions)
- 2017 Bond Amount: \$230,000,000 = \$502,000,000 escalated to 2028 dollars (with tariff provisions)

Historical and Projected Construction Cost Escalation
Columbus, Ohio Market



Historical and Projected Construction Cost Escalation
Columbus, Ohio Market



Options
Summary:
Burbank

EARLY CHILDHOOD CENTER

Burbank Early Childhood School

Option Comparison

There is no zero cost option to maintain aging building facilities. The 'Repair' option provides a baseline budget to address the established needs from the physical adequacy assessment for the existing building only. It does not address the needs established in the educational adequacy assessment. Those repairs can happen as deemed required by the district over multiple summer breaks.

The 'Renovate' options were eliminated because they cost more than the 'Rebuild' options, and are more disruptive to the BECS program during construction.

The 'Rebuild' option is proposed to be built free and clear of the existing building in the rear parking lot of the site. This will allow the BECS program to continue throughout the construction phase. During the facilities planning process, via stakeholder feedback, the district requested a variation on the 'Rebuild' option with additional classrooms to offer an option to increase enrollment capacity if desired.

REPAIR \$16,530,000
.33 mills, \$57.75/year
Monthly Cost - \$4.81
Construction – summer work*

*Repair – Construction for repair options at each school is assumed to take place primarily during multiple summer months



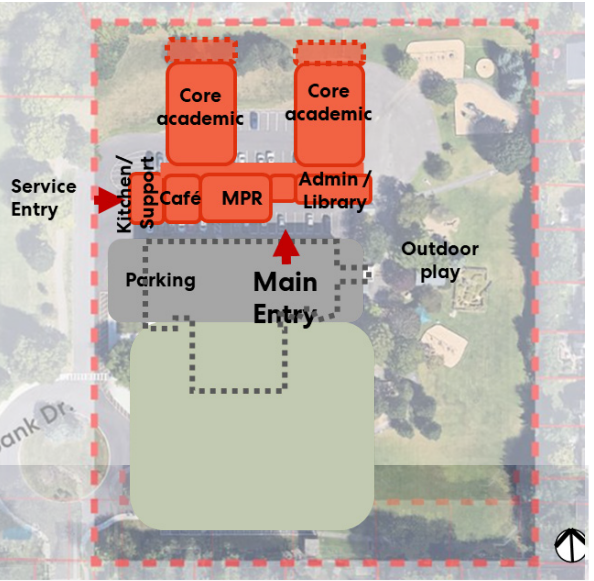
RENOVATE \$36,790,000
.65 mills, \$113.75/year
Monthly cost - \$9.48
Const.: 1 Academic year + summers

RENOVATE \$41,560,000
with added classrooms .73 mills, \$120.75/year
Monthly cost - \$10.65
Const.: 1 Academic year + summers



REBUILD \$35,330,000
.62 mills, \$108.50/year
Monthly cost - \$9.04
Const.: 1 Academic year + summers

REBUILD \$39,450,000
with added classrooms .69 mills, \$120.75/year
Monthly cost - \$10.06
Const.: 1 Academic year + summers



Burbank Early Childhood School
Key Attributes - Repair



Burbank Early Childhood

Repair Option

Key attributes:

- Only physical adequacy repairs are addressed

Height:

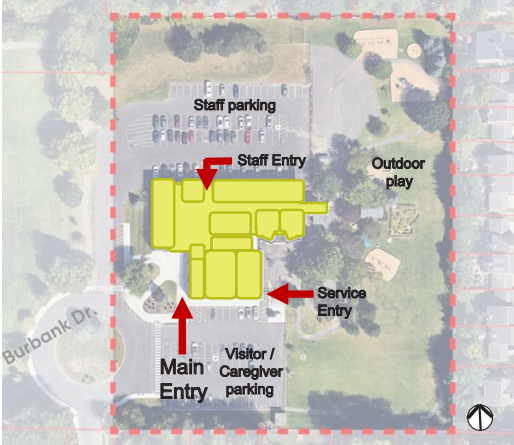
- 2 stories

Use of modular classrooms:

- Not anticipated

REPAIR

\$16,530,000
.33 mills, \$57.75/year
Monthly Cost - \$4.81
Construction – summer work*



COST ASSUMPTIONS

- Costs include anticipated impact of tariffs (prior Repair cost number did not)
- Costs represent draft estimates of total project costs in 2028 dollars.
- Yearly cost based on an auditor appraised home value of **\$500,000**
- Millage assumes bonds financed over 38 years (30 years for repair option) at 5% interest with level principal payment structure and no change in district's total property valuation for 38 years.

Repair

Renovate

Rebuild

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Not a Final Design Plan May 12 -13, 2025

Burbank Early Childhood School
Key Attributes - Rebuild



Burbank Early Childhood

Rebuild Option

Key attributes:

- Existing outdoor play area to remain
- Ideal adjacencies and ceiling heights
- One academic year of construction, plus summers
 - Staff parking relocated to south during construction
- Some outdoor play area may not be available during construction

Height:

- 2 stories

Use of modular classrooms:

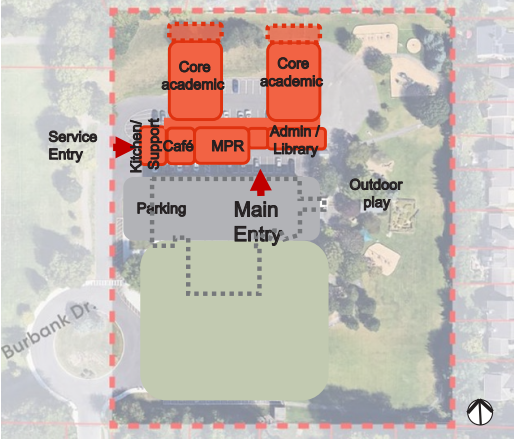
- Not anticipated

REBUILD

\$35,330,000
.62 mills, \$108.50/year
Monthly cost – \$9.04
Const.: 1 Academic year + summers

REBUILD

with added classrooms
\$39,450,000
.69 mills, \$120.75/year
Monthly cost - \$10.06
Const.: 1 Academic year + summers



Repair

Renovate

Rebuild

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Design

Bid

Build

Sitework

Year 1

Year 2

Year 3

Year 4

Year 5

Year 6

Year 7

Year 8

Repair

Renovate

Rebuild

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Options
Summary:
Hastings
MIDDLE SCHOOL

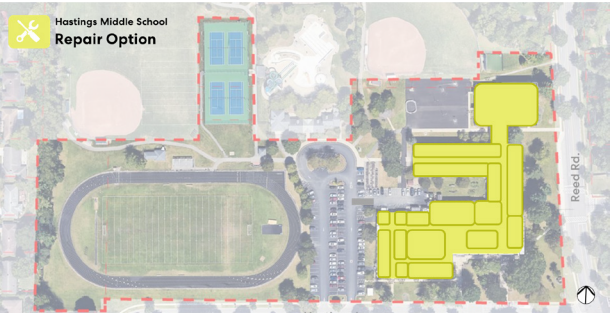
Hastings Middle School

Option Comparison

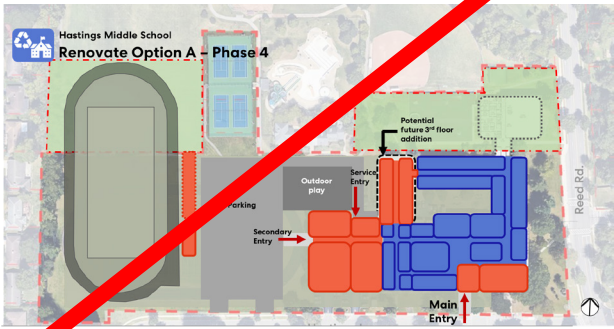
There is no zero cost option to maintain aging building facilities. The 'Repair' option provides a baseline budget to address the established needs from the physical adequacy assessment for the existing building only. It does not address the needs established in the educational adequacy assessment. Those repairs can happen as deemed required by the district over multiple summer breaks.

The 'Renovate' options were eliminated because they cost more than the 'Rebuild' options, and are more disruptive to the Hastings program during construction.

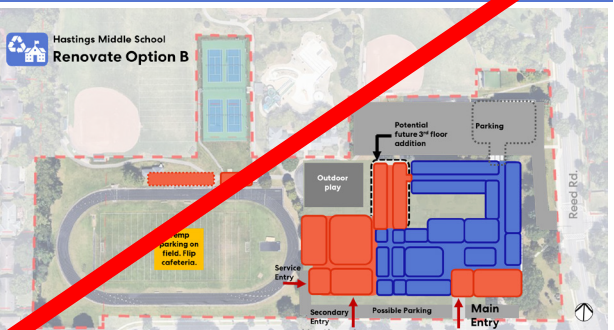
Repair \$49,593,512



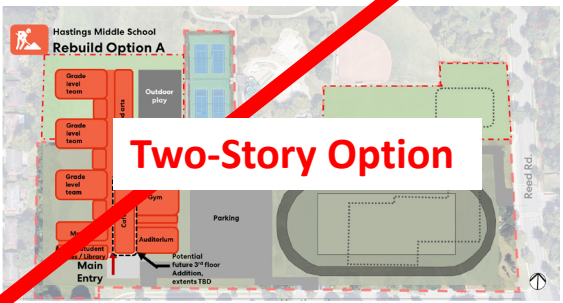
Renovate A \$159,690,000



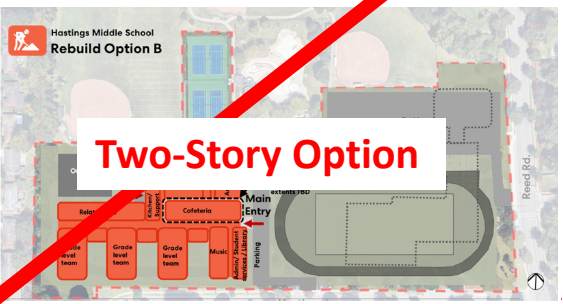
Renovate B \$155,280,000



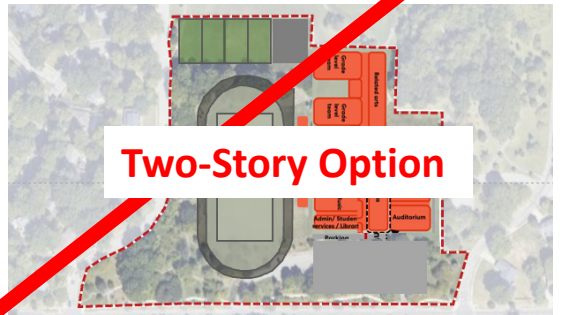
Rebuild A \$111,370,000 \$115,120,000 (JMS at HMS)



Rebuild B \$112,860,000

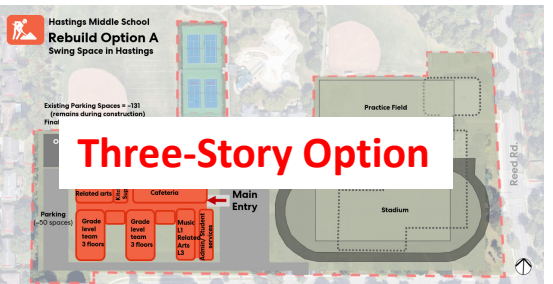


Rebuild C \$122,640,000

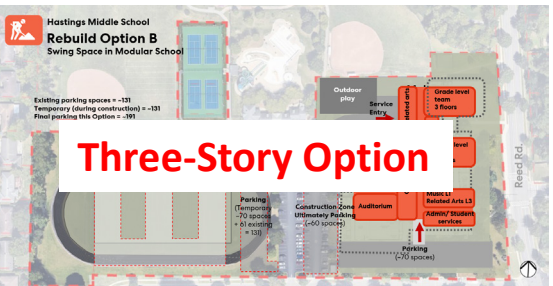


Rebuild Option A and B both contemplate a new two-story school on the current and open Hastings track/field site. Rebuild Option C contemplates a new two-story school on the footprint of the current school. All three were eliminated in favor of Options D and E which are both three-story options and, as such, provide more open site space. Option D places the new building on the open track/field site and Option E places the building on the footprint of the current school requiring the use of a temporary modular school and, therefore, is more costly than Option D

Rebuild D \$110,800,000



Rebuild E \$130,430,000



Hastings Middle School
Key Attributes - Repair



Hastings Middle School

Repair Option

Key attributes:

- Only physical adequacy repairs are addressed

Height:

- 2 stories

Use of modular classrooms:

- Not anticipated

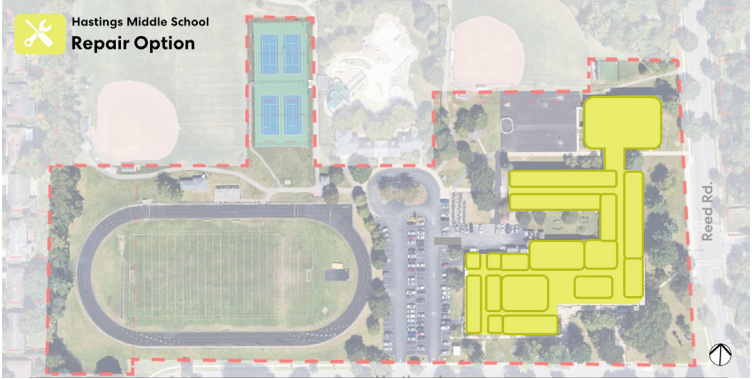
REPAIR

\$59,700,000

1.05 mills, \$183.75/year

Monthly cost - \$15.31

Construction: summer work*



COST ASSUMPTIONS

- Costs include anticipated impact of tariffs (prior Repair cost number did not)
- Costs represent draft estimates of total project costs in 2028 dollars.

*Repair - Construction for repair options at each school is assumed to take place primarily during multiple summer months.

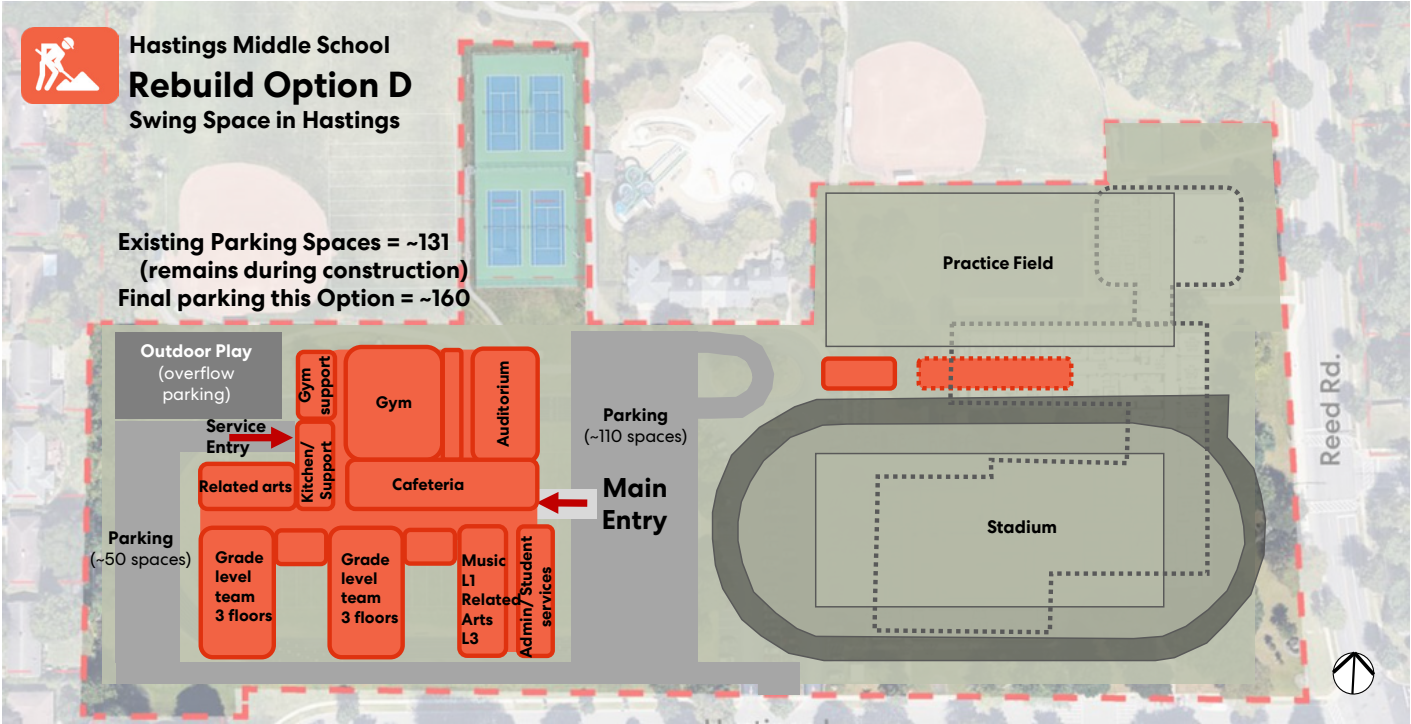
 Repair

 Renovate

 Rebuild

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Hastings Middle School
Key Attributes - Rebuild D



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Hastings Middle School
Rebuild Option D
Swing Space in Hastings

Key attributes:

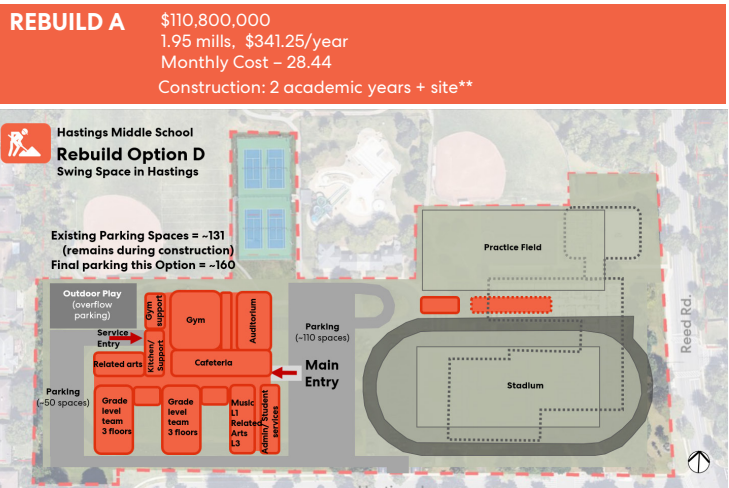
- No land swap required
- New building has some frontage to adjacent neighbors
- Zoned for after hours use
- Ideal adjacencies and ceiling heights
- Increase in parking compared to existing
- Grade level teams are zoned together, do not need to circulate through team area
- Possible additional practice field location

Height:

- 3 stories

Use of modular classrooms:

- None



COST ASSUMPTIONS

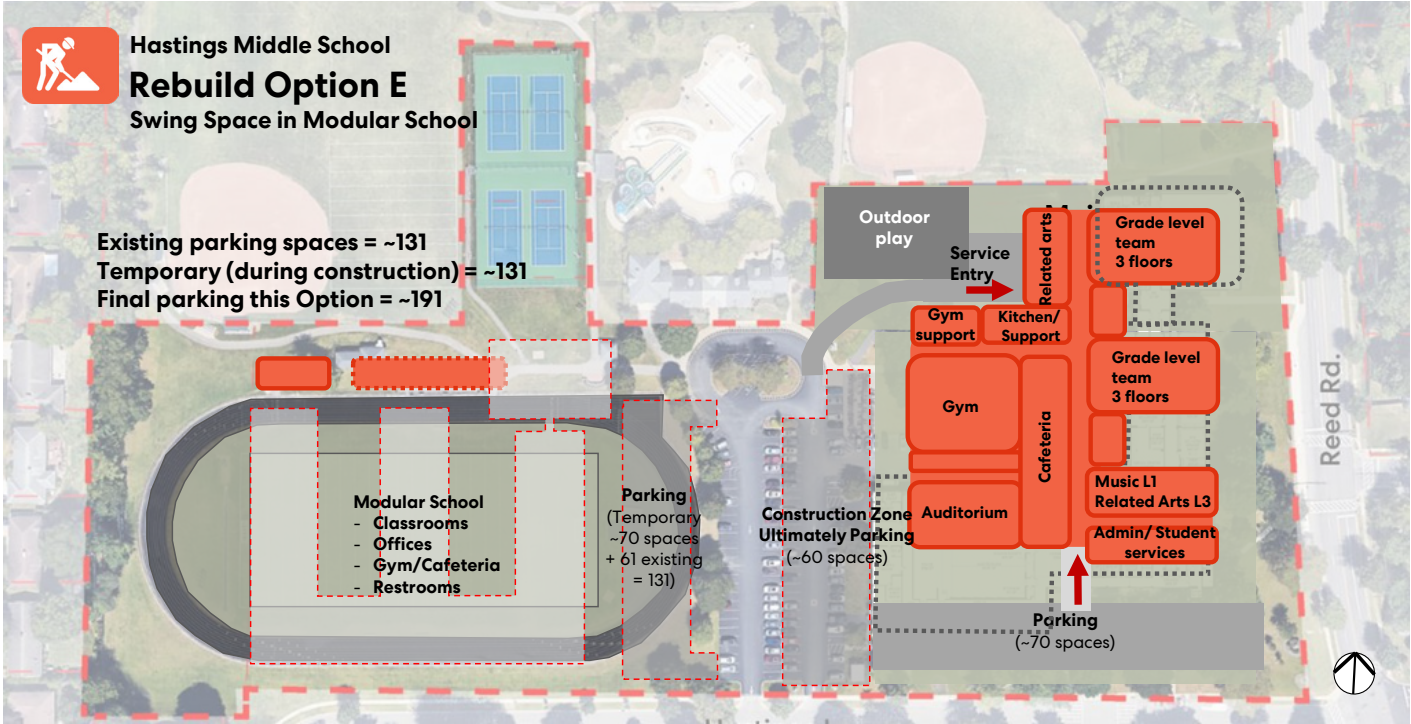
- Costs include anticipated impact of tariffs (prior Repair cost number did not)
- Costs represent draft estimates of total project costs in 2028 dollars.

* Sitework lags min 2.5 years if Jones students housed at Hastings during Jones construction



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Hastings Middle School
Key Attributes - Rebuild E



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Hastings Middle School
Rebuild Option E
Swing Space in Modular School

Key attributes:

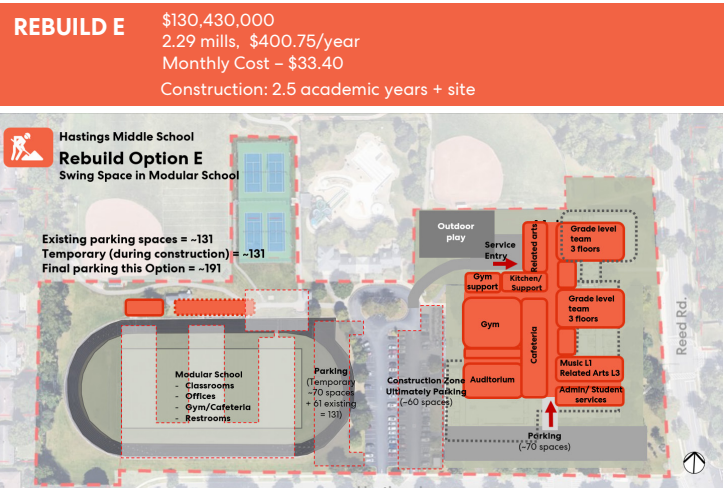
- No land swap required
- Built where existing Hastings Middle School sits
- Zoned for after hours use
- Ideal adjacencies and ceiling heights
- Larger parking area than existing
- Grade level teams are zoned together, do not need to circulate through team area

Height:

- 3 stories

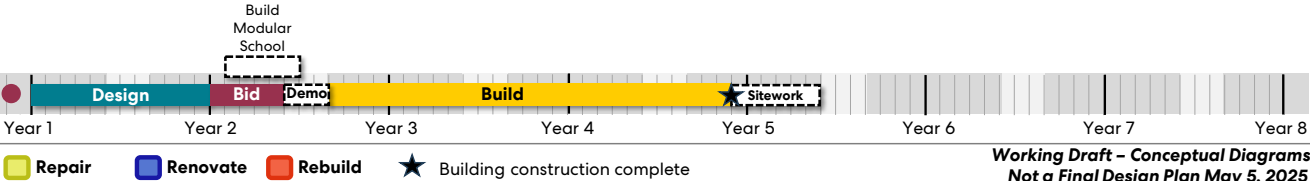
Use of modular classrooms:

- Necessary (approximate footprint shown)



COST ASSUMPTIONS

- Costs include anticipated impact of tariffs (prior Repair cost number did not)
- Costs represent draft estimates of total project costs in 2028 dollars.



Working Draft – Conceptual Diagrams –
Not a Final Design Plan May 5, 2025

Options
Summary:
Jones
MIDDLE SCHOOL

Jones Middle School

Option Comparison

There is no zero cost option to maintain aging building facilities. The 'Repair' option provides a baseline budget to address the established needs from the physical adequacy assessment for the existing building only. It does not address the needs established in the educational adequacy assessment. Those repairs can happen as deemed required by the district over multiple summer breaks.

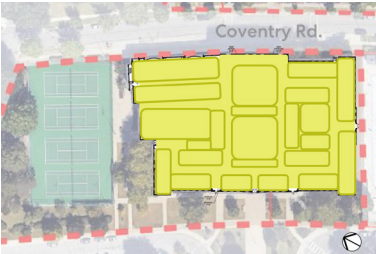
Select initial Renovate and Rebuild options for Jones included a potential phasing strategy whereby Jones students would occupy the Hastings building during the Jones construction process. This required a new Hastings to be built on the Hastings track/field and delayed the work on Jones during that Hastings construction process. For a myriad of reasons community sentiment did not favor any option that used this strategy and therefore Renovate A - All Students at Hastings and Rebuild B - All Students at Hastings were eliminated.

Renovate A - All students in modulars at Jones and Renovate A - One grade in modulars at Jones were both eliminated because of the extensive reuse of existing/compromised Jones school and the associated costs.

Renovate B - All students in modulars at Jones was kept as an option as it retains the original, historic mall-facing facades/buildings, offers more building area as new construction, and better addresses daylight concerns via new courtyards.

Rebuild A - All students in modulars at Jones was retained as it completely replaces the building for less than the cost of Renovate B, provides more ideal functional relationships, and addresses daylighting via courtyards. Rebuild A offers two scenarios, one that retains the existing historic central mall-facing facade, and one that replaces the same. The Rebuild A option that replaces the facade is the least costly of those that remain. Please refer to further information on the Jones facade in this section (pg 185).

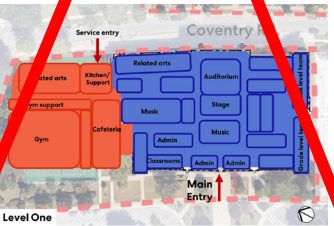
Repair
\$48,590,000
.97 Mills / \$169.75/yr.
Monthly cost - \$14.15
Construction - summers*



Renovate A - All students in modulars at Jones
\$44,890,000
2.05 Mills / \$446.25/yr.
Monthly cost - \$37.19
Const.: 2 academic yrs. + site

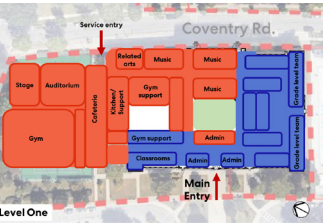
Renovate A - One grade in modulars at Jones
\$138,370,000
2.43 Mills / \$425.25/yr.
Monthly cost - \$35.44
Const.: 2.5 acad. yrs. + site

Renovate A - All students at Hastings
\$135,190,000
2.38 Mills / \$416.80/yr.
Monthly cost - \$34.71
Construction: 2 academic yrs. following new Hastings construction**



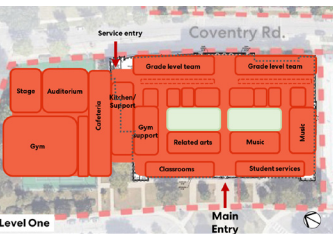
Renovate B - All students in modulars at Jones
\$153,030,000
2.69 Mills / \$470.75/yr.
Monthly cost - \$39.23
Const.: 2 academic yrs. + site

Renovate B - All students at Hastings
\$146,400,000
2.57 Mills / \$442.75/yr.
Monthly cost - \$37.43
Const.: 2.5 acad. Yrs. + site**



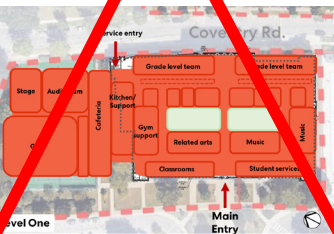
Rebuild A - All students in modulars at Jones
RETAIN central mall facade
\$144,750,000
2.54 Mills / \$444.50/yr.
Monthly cost - \$37.04
Const.: 3 academic yrs. + site

Alternate
Replace central mall facade:
Reduce cost by \$10,010,000 to \$134,740,000
2.37 Mills / \$414.75/yr.
Monthly cost - \$34.56
Const.: 2.5 academic yrs. + site

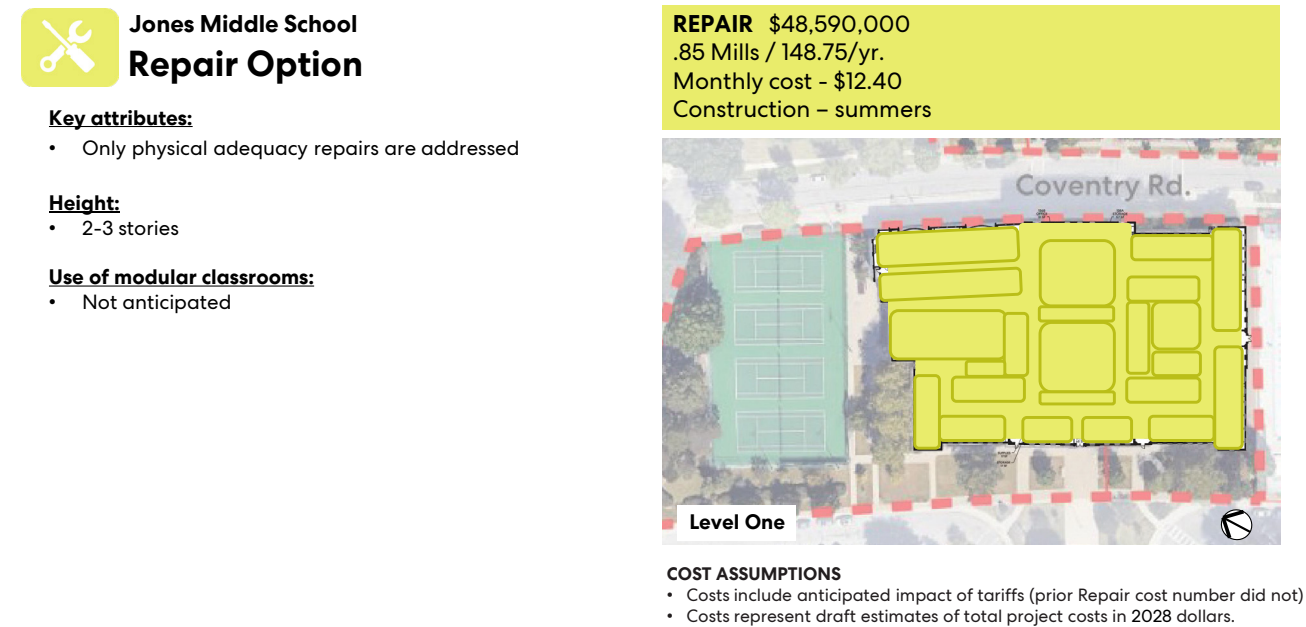
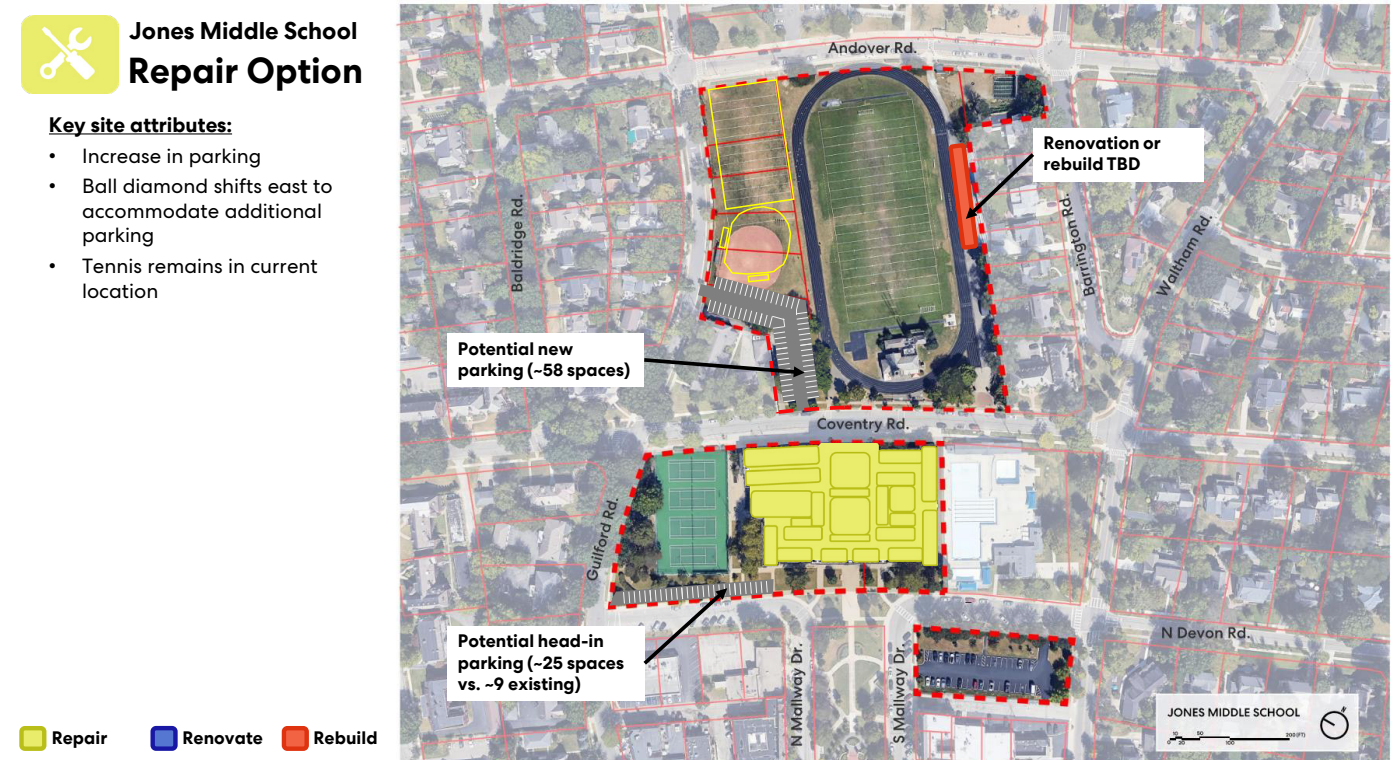


Rebuild B - All students at Hastings
RETAIN central mall facade
\$133,430,000
2.43 Mills / \$425.25/yr.
Monthly cost - \$35.44
Const.: 3 academic yrs.

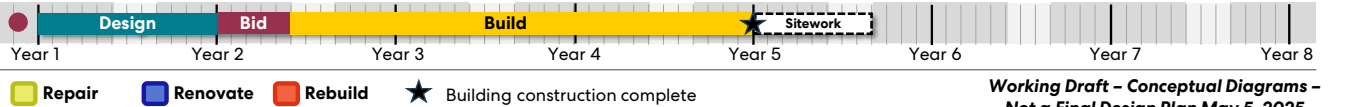
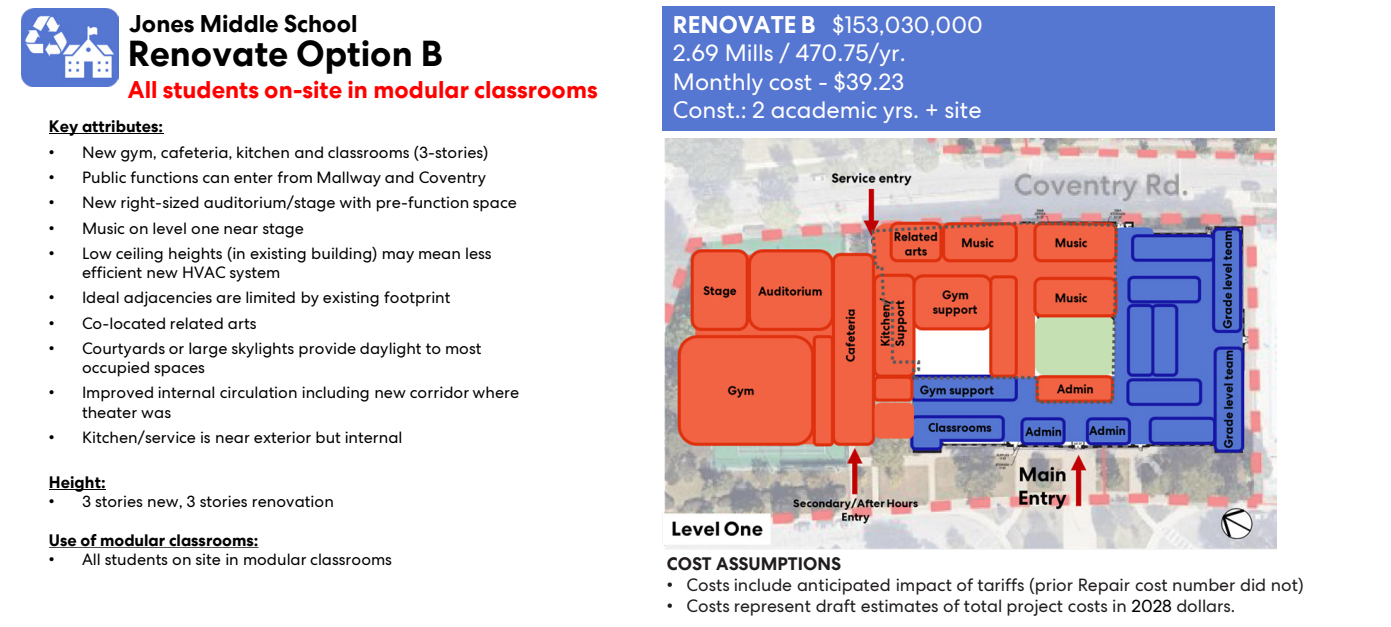
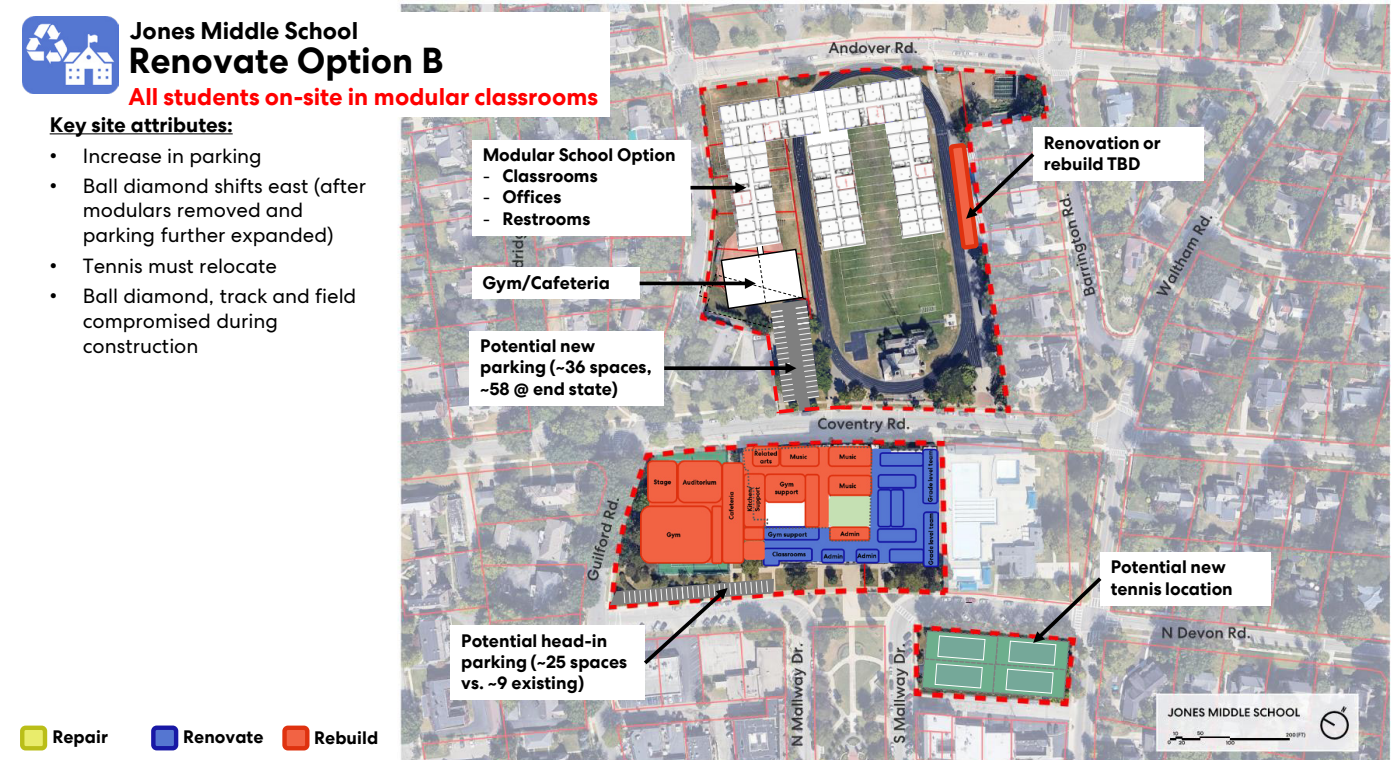
Alternate
Replace central mall facade:
Reduce cost by \$11,410,000 to \$127,020,000
2.23 Mills / \$390.25/yr.
Monthly cost - \$32.52
Const.: 2.5 academic yrs. + site



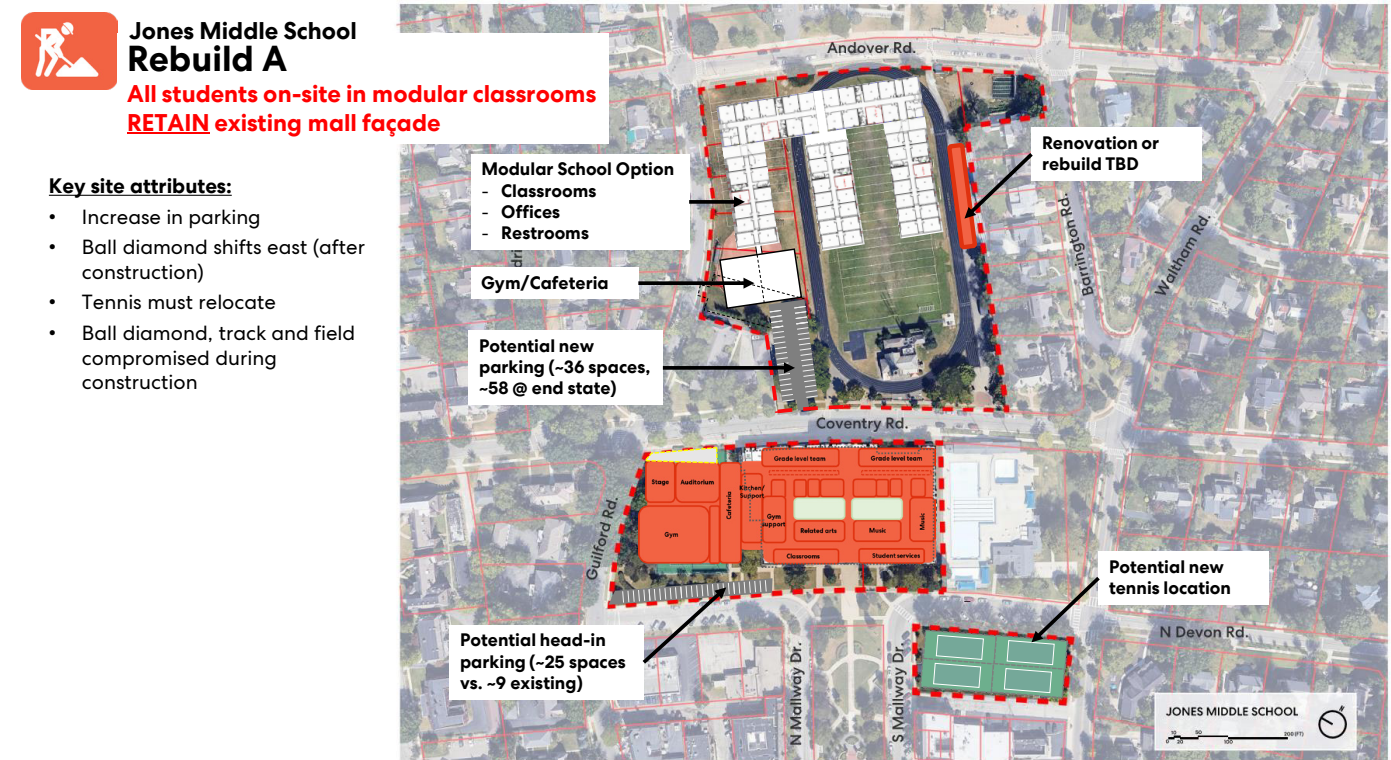
Jones Middle School
Key Attributes - Repair



Jones Middle School
Key Attributes - Renovate B



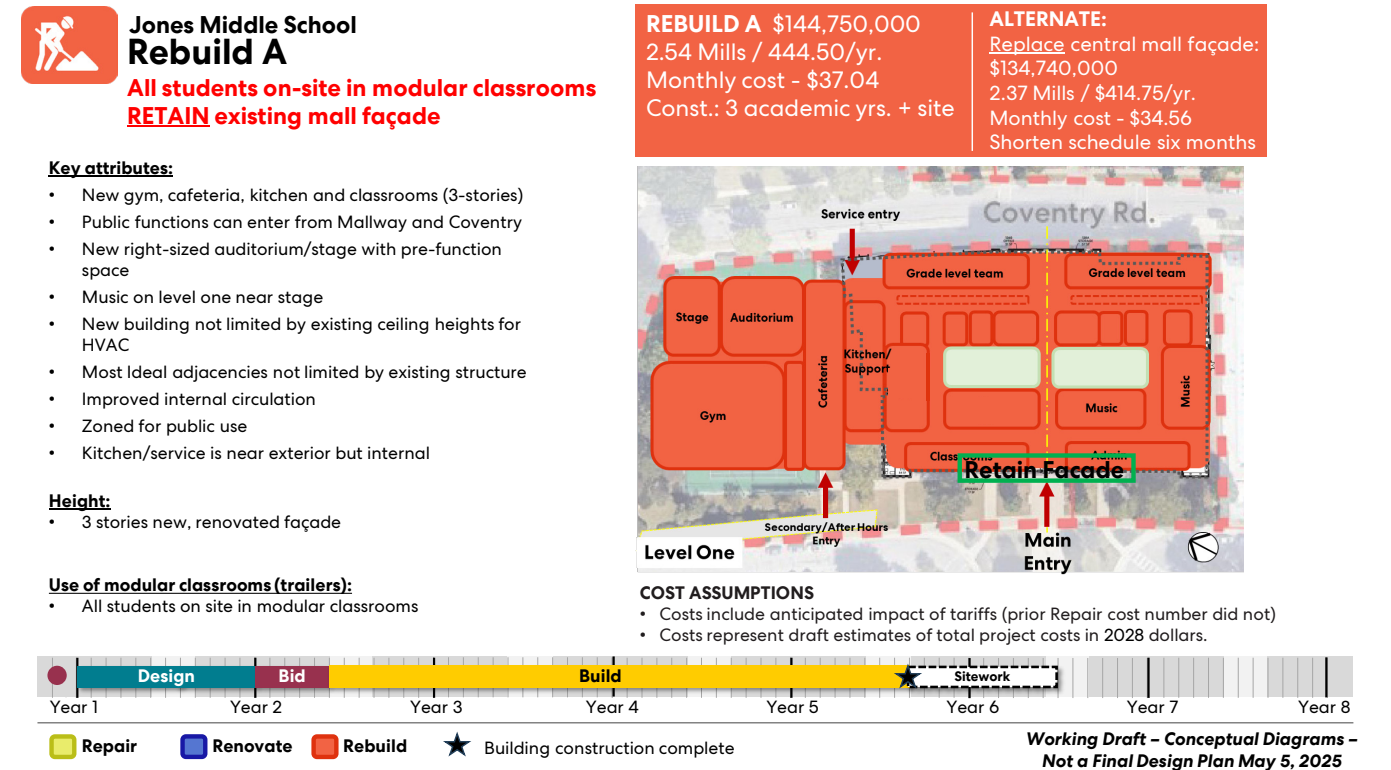
Jones Middle School
Key Attributes - Rebuild A and Alternate



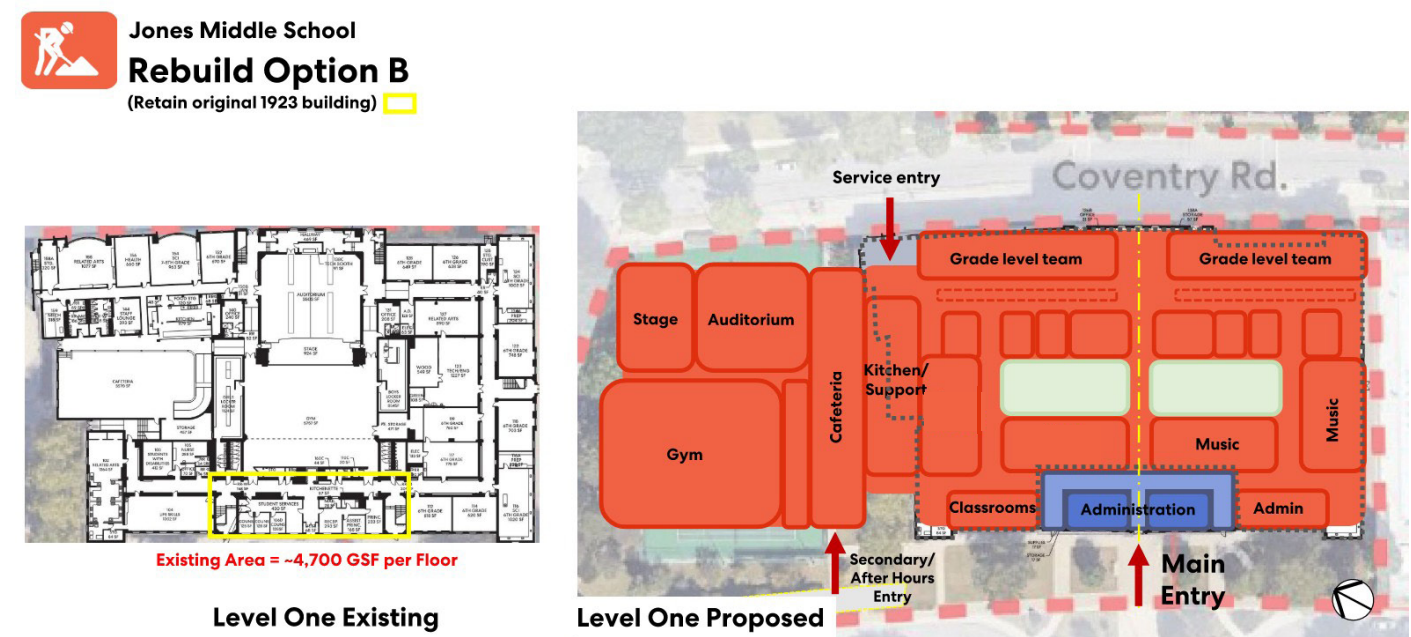
Jones Middle School, designed by noted Columbus architect, Howard Dwight Smith, sits in a prominent civic location at the terminus of Mallway Drive. In October of 1985, the Upper Arlington Historic District was listed on the National Register of Historic Places by the Park Service of the United States Department of the Interior. While the school building, as a singular structure, does not hold a historic designation, it does contribute to the overall historic district.

Community sentiments around this building and the west, mall-facing main facade of the school expressed during the Phase One Facility Master Planning process (2015/2016) suggested that this building elevation be preserved. Therefore, a full building replacement option was not considered. While the Phase Two (2024-2025) Repair option and the Renovate B options bear resemblance to those developed during Phase One, sentiments around the cost related to the Phase Two Renovate B option (\$153M) spawned a logical question about how the cost of a full building replacement might compare to renovate options. An additional factor that the community considered was that the floor-to-floor heights in the original three-story central building (red outline below) and flanking two-story wings (blue outline, added shortly after) are both lower than what is desirable for modern mechanical systems and misaligned necessitating internal ramping. Additionally, and as an aside, while less costly, many viewed the Repair option as not solving functional needs.

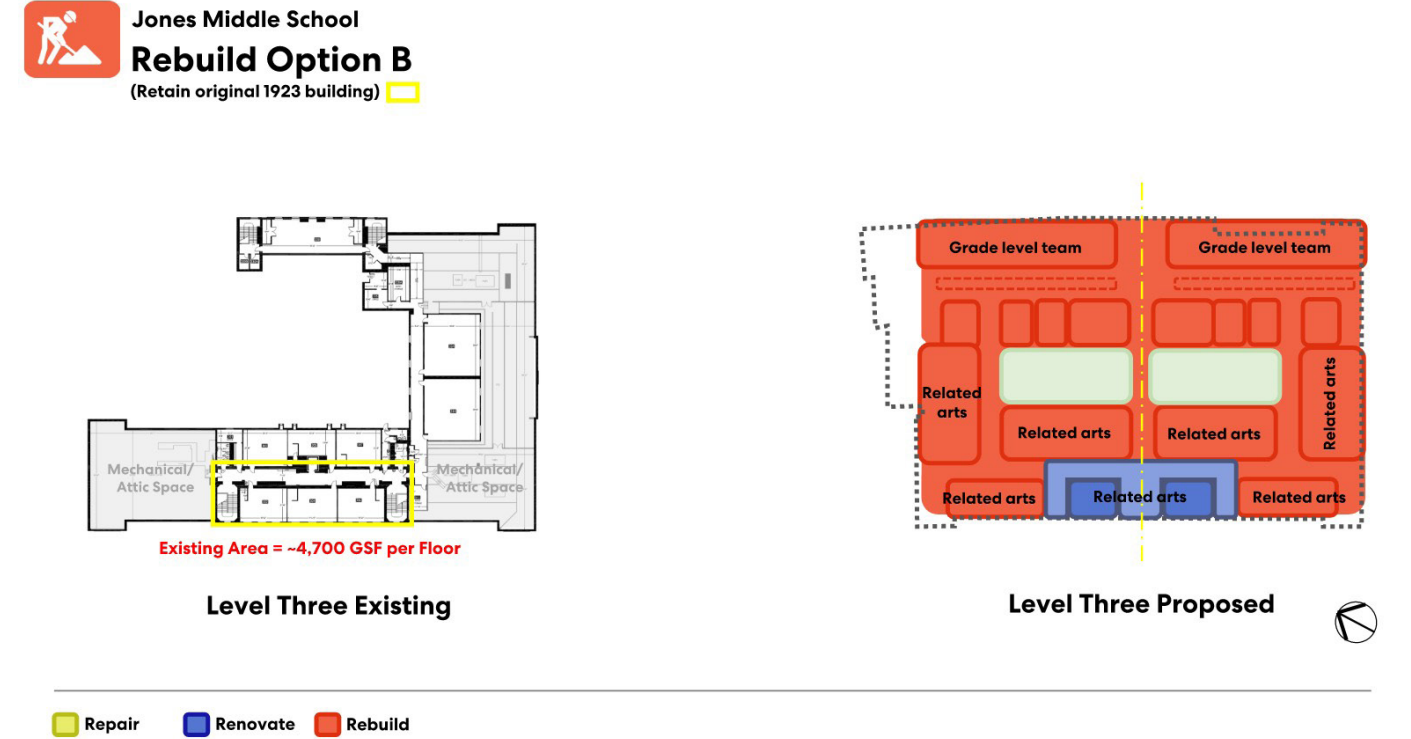
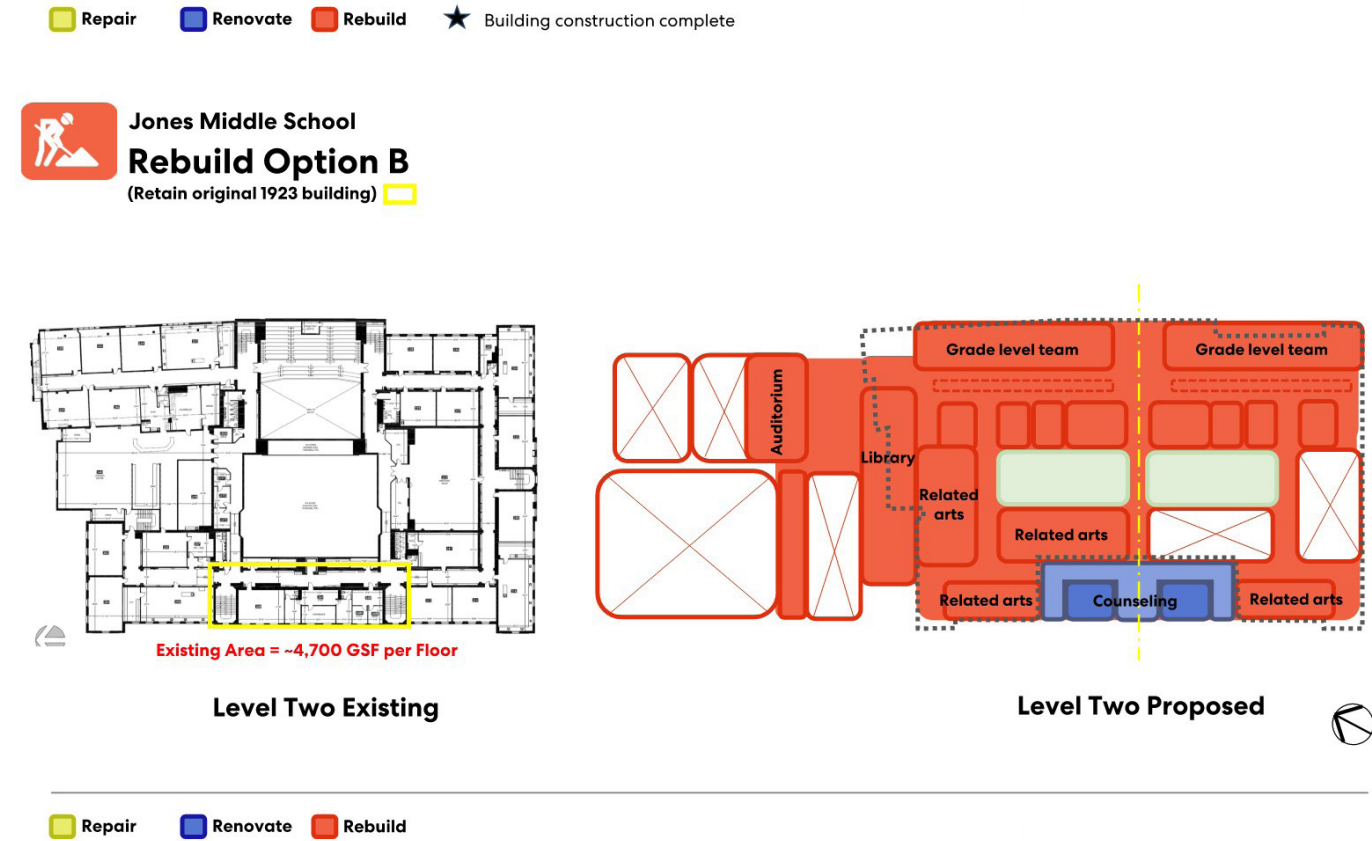
As a result of the historic designation and the cost comparison question, the design team developed two rebuild options, one that retains the existing three-story original central portion of the main facade (red outline) and another "alternate" option that replaces the facade. The red outlined area is retained due to being the original construction, higher floor-to-floor heights, and three stories which is compatible with the planned three story new building. The "alternate" option which replaces the facade does so with the understanding that the intent of the new facade would architecturally honor the original in its materiality, scale, proportions, etc. The "alternate" approach reduces the cost approximately \$10M and shortens the construction schedule by approximately six months.



Jones Middle School
Key Attributes - Recommended Option Derived After the May 11 Community Conversation



This final option was derived based on feedback from the Scientific SMS Community Survey and the May 11 Community Conversation. It balances historic preservation with the benefits of new construction. By retaining the original building, which has the highest floor to floor height, while replacing the remainder of the facility, the recommended approach honors the school's history and community identity while providing a more efficient, flexible, and sustainable learning environment for future generations.



Draft

Recommendations

SURVEY RESULTS OVERVIEW

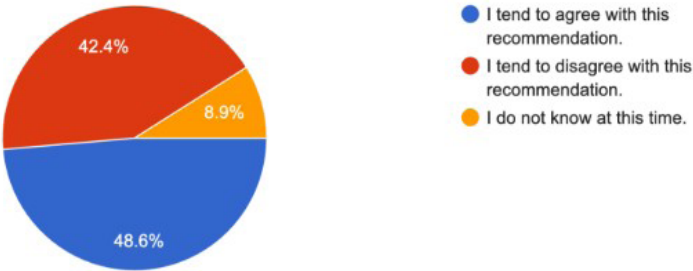
Draft Recommendations
Survey Results Overview

The Board of Education requested one final round of community input before taking action in the spring of 2026. This survey sought community thoughts on the key areas of the recommendations. Based on the survey results and other data points, the district anticipates the Board of Education placing a combined operating levy and bond issue on the ballot in November 2026. A summary of the survey results is on the following pages. For detailed survey information, as well as feedback from the Community Engagement Sessions, and the Jones Middle School Community Conversation, please visit <https://www.uaschools.org/our-district/facilities-master-planning> and click on the Decisions Phase.

The district would offset the cost of these projects by \$14 million that the Board of Education had set aside in the Capital Projects Fund. As a result, the bond portion of the request would total \$273 million, or 2 additional mills, which equates to approximately \$350 per \$500,000 home (as valued by the county auditor).

What do you think of this draft recommendation?

2,784 responses

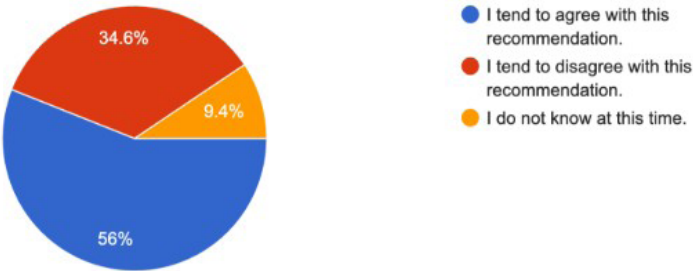


Based on the findings of the Financial Advisory Board and additional data points, the superintendent and treasurer recommend moving forward with rebuilding all three schools in a single phase. In its findings report, the Financial Advisory Board noted the risk of delaying projects due to inflation and rising costs in the construction industry, particularly in the Columbus area.

Construction would tentatively begin in the summer of 2028, following a year-long community design phase. Building construction would last approximately 1 year plus summers at Burbank Early Childhood School and at most 2.5 academic years, including site work, for Hastings and Jones middle schools.

What do you think of this draft recommendation?

2,803 responses



2,818 responses



Master plan scope and phasing

Based on the findings of the Financial Advisory Board and additional data points, the superintendent and treasurer recommend moving forward with the following options for a phase two master plan:

- Burbank Early Childhood School (\$39,450,000)** - rebuild with additional classrooms
- Hastings Middle School (\$110,800,000)** - rebuild on site of current athletic field
- Jones Middle School (\$134,740,000)** - rebuild without retaining the facade, form a historical advisory board to advise on the project
- Middle schools turf installment (\$2,000,000)**

This approach addresses both the physical and educational needs of these buildings and supports the FAB's recommendation to prioritize a long-term investment, instead of taking the potentially more costly approach of addressing only the physical needs now and having to come back again in the near future.

Additional considerations for phase two

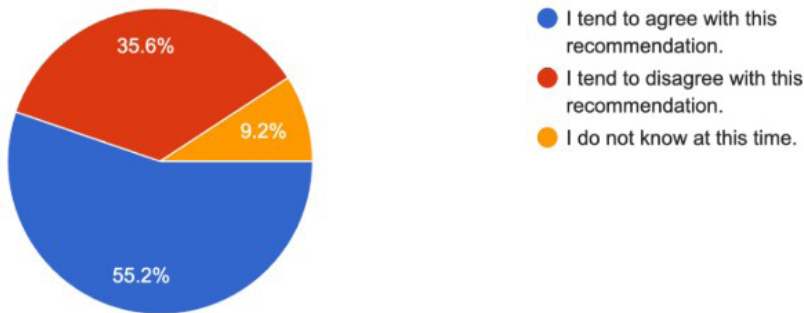
Historical significance of Jones Middle School

The district recognizes the historical significance of the current Jones building and recommends building a new Jones that reflects the historical character of the original building and neighborhood that surrounds it through the use of similar exterior materials in the final design.

The superintendent and treasurer also recommend establishing a historical advisory board in the near future to begin research to provide input into exterior design as well as opportunities to ensure the new building incorporates interior elements that pay homage to the original Jones building.

What do you think of this draft recommendation?

2,788 responses



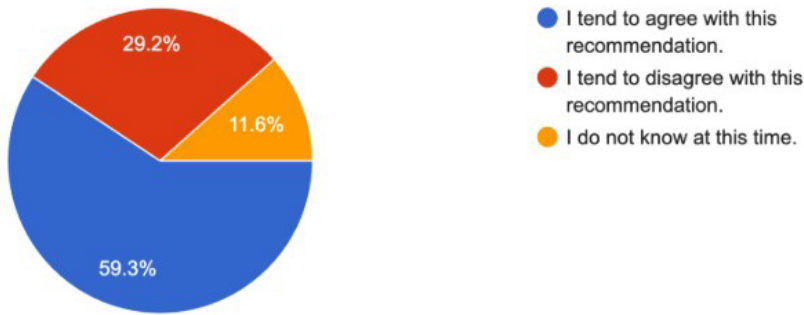
Athletic space during construction

Both middle school projects will cause a significant disruption to the athletic space used by students and community members. The district is exploring the use of other district and community resources as temporary spaces for middle school athletics during construction.

In order to make the middle school fields usable as quickly as possible, the superintendent and treasurer recommend installing artificial turf. This investment would also improve the quality of the fields and keep them consistently in good condition for heavy use.

What do you think of this draft recommendation?

2,795 responses



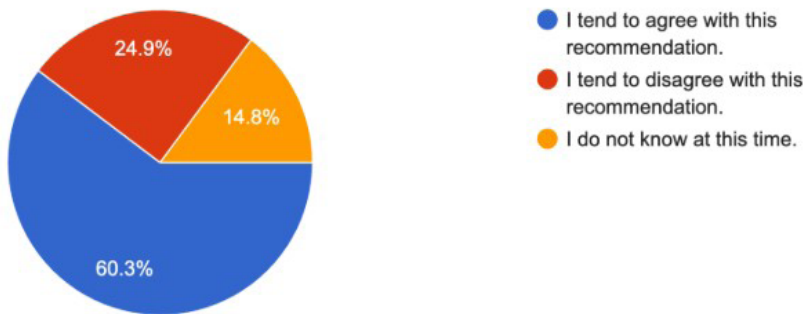
Educational experience during construction

The use of temporary classroom and educational space will be necessary to complete the Jones rebuild project. While modular classroom facilities can provide a high-quality, secure structure for students that includes internal hallways, bathrooms and gathering spaces, these facilities also come at a significant cost.

The superintendent and treasurer recommend that the district consider all possible options for temporarily housing Jones students during construction, including any and all district facilities.

What do you think of this draft recommendation?

2,785 responses



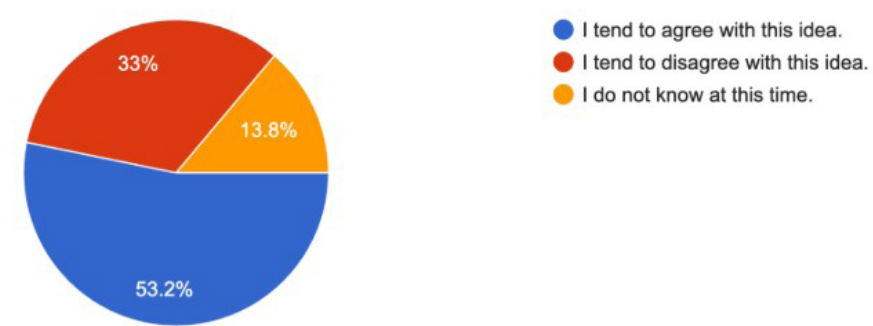
Educational experience during construction

During the first phase of facilities master planning, the design and construction of Upper Arlington High School identified space for an addition, if needed, on the third floor on the north side of the building (above the Mincy Center district office and music rooms) that would connect to the 3rd floor of the academic wing on the west side of the building. Thanks to the foresight of the Board of Education at the time, the necessary foundation and steel supports were incorporated into the original construction.

The district has taken initial steps to explore the possibility of moving forward with a 3rd floor addition at the high school and modular classrooms at the elementaries (6th grade) for transitional educational space during phase two construction of Jones Middle School. This would be similar in cost to housing all students in modular classrooms at Jones and would create permanent space for the district to use long-term at the high school. The cost for transitional educational space is included in the cost estimates above for the projects.

With the understanding that additional logistical information will need to be communicated with impacted families, what do you think of the initial idea of adding on to the high school for transitional educational space during construction?

2,788 responses



Are there any other thoughts you would like to share about master plan recommendations?
1,279 responses

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