
CR
Crabtree, Rohrbaugh & Associates
PEQUEA VALLEY
SCHOOL DISTRICT
COMMITTEE MEETING
OCTOBER 1ST, 2019

AGENDA

- VISUAL LISTENING
- GUIDING PRINCIPLES
- ENROLLMENT & UTILIZATION
- PRELIMINARY SITE OPTIONS

PROPOSED SCHEDULE

Board Retreat	**September 3th DAO 4:30 PM – 5:30 PM** • Review study schedule • Floor plans & current use • Program discussion • Site discussion & analysis • Building condition assessment
Visual Listening	**September 10th TBD 10 AM – 12 PM** • Programing Workshop • Enrollment & Utilization
Curriculum / Program Meeting	**September 11th 10 AM – 12 PM** • Programing Workshop • Enrollment & Utilization
Administrative Team Meeting	**September 24th DAO 10AM – 12 AM** • Review costs to upgrade facilities • Enrollment & Utilization • Preliminary Options • Review October 1st Board Presentation Content
Board Committee	**October 1st @ 7 PM** • Review costs to upgrade facilities • Enrollment & Utilization • Preliminary Options
Administrative Team Meeting	**October 29th DAO 10 AM -12 PM** • Option presentation & Cost • Site Design Concept • Schedule • Review November 5th Board presentation content
Board Committee	**November 5th @ 7PM** • Option presentation & Cost • Schedule
Administrative Team Meeting	**November 19th DAO 10 AM -12 PM** • Option Review and Refinement • Schedule • Review December 3 Board presentation content
Board Committee	**December 3rd @ 7 PM** • Option Review and Refinement • Schedule • Option Selection / Discussion

AGENDA

- VISUAL LISTENING
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PROGRAM / VISUAL LISTENING

Purpose

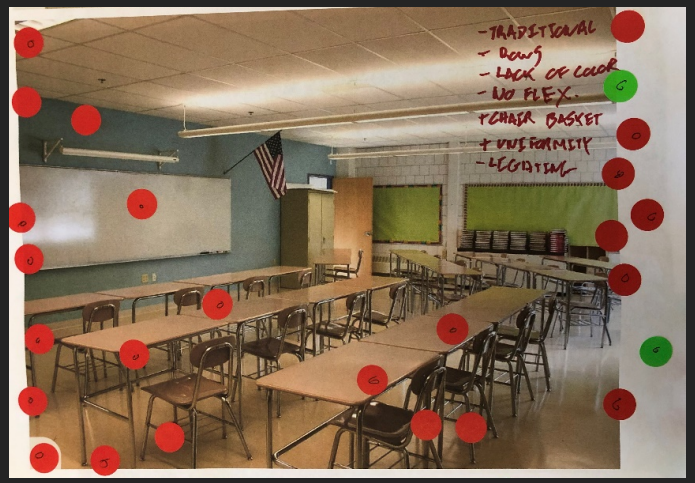
- Explore thoughts for future learning environments
- Identify constraints within existing schools
- Allow input from building users

VISUAL LISTENING - OVERVIEW









IS & HS VL Exercise

Students and Faculty had varying degrees of opinions with each group:

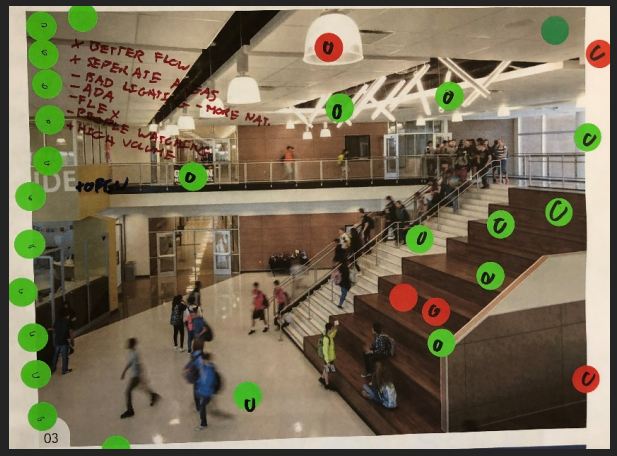
- **Student supervision**
- **Media Center Program**
- **Learning Stairs**
- **Cafeteria Configuration**

IS & HS VL Exercise

Students and Faculty strongly agreed with overall opinions of each group:

- **Flexible Learning Environments**
- **Visual Connections (appropriate)**
- **Common Areas**
- **Collaboration**
- **Natural daylight**
- **Outdoor learning areas**

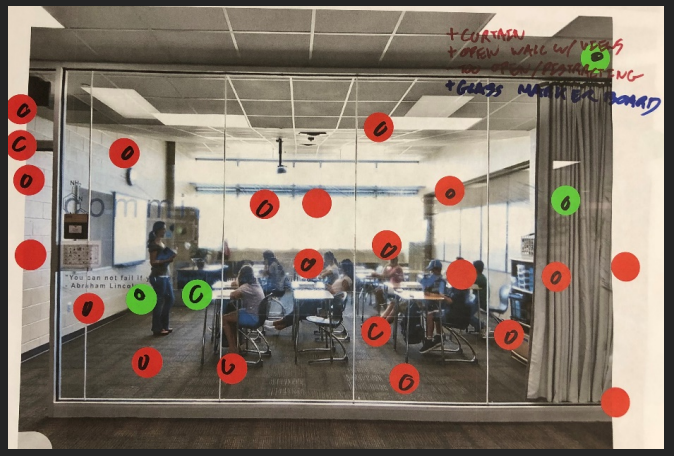
VISUAL LISTENING – PUBLIC SPACES



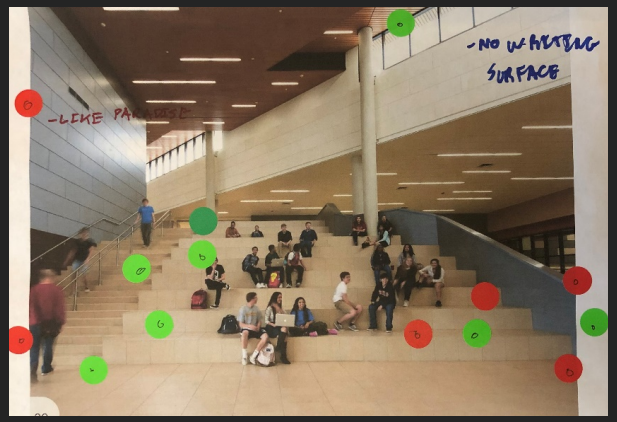
+ Visual Connection, High Volume



+ Natural Materials / Texture



- Too open / Distracting / Safety



- Too similar to Paradise, No writing surface

IS & HS VL Exercise

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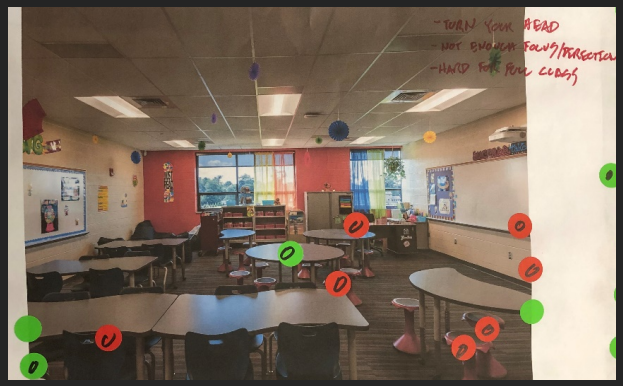
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VISUAL LISTENING – CLASSROOMS



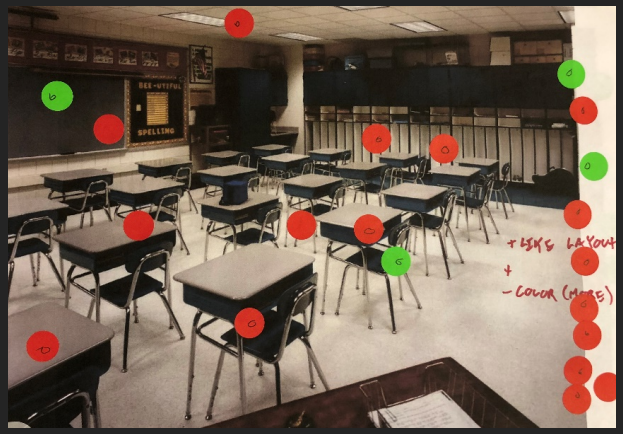
- Too Tight to be flexible, bad directional learning



+ Open and Flexible with a variety of options



- No views to the outside



- Traditional not desirable / drab

IS & HS VL Exercise

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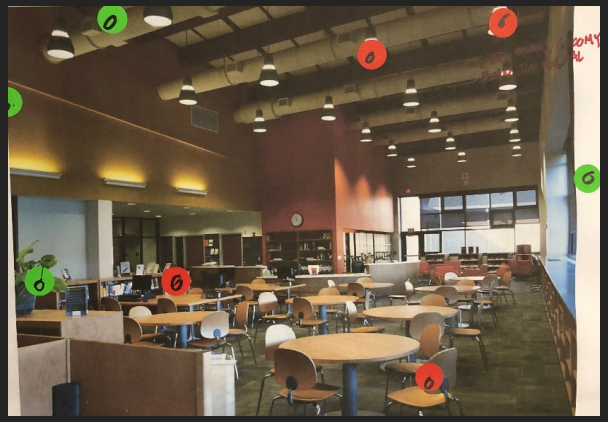
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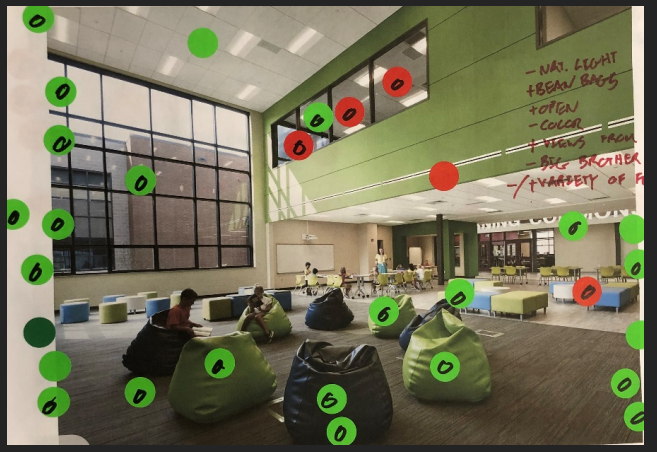
VISUAL LISTENING – MEDIA / COLABORATION



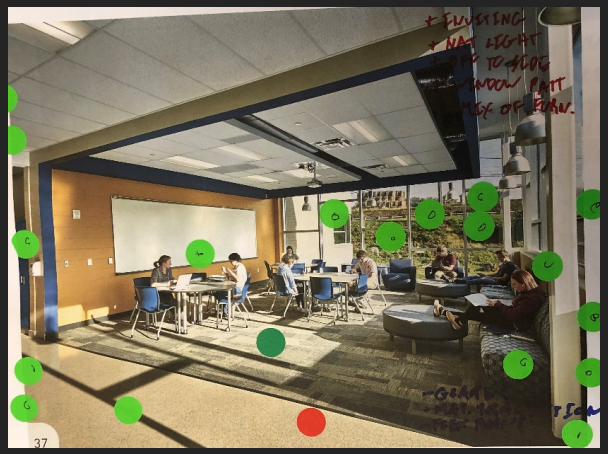
- Too dark, No variety in seating



+ Bright, Flexible with a variety of options



+ Natural Light, Beanbags, Variety of volume



+ Inviting, Windows, Mixed furniture and uses

IS & HS VL Exercise

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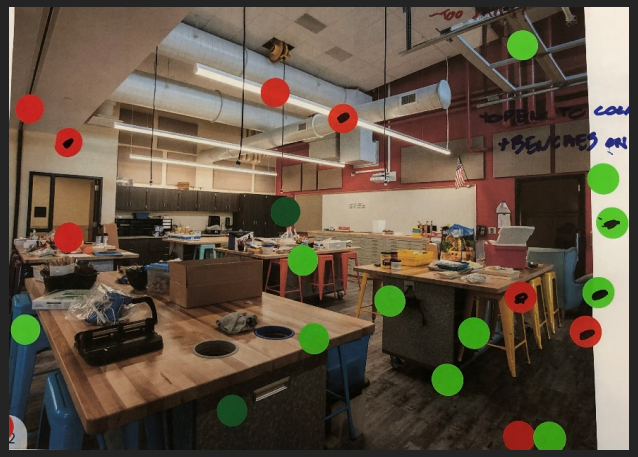
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IS & HS VL Exercise

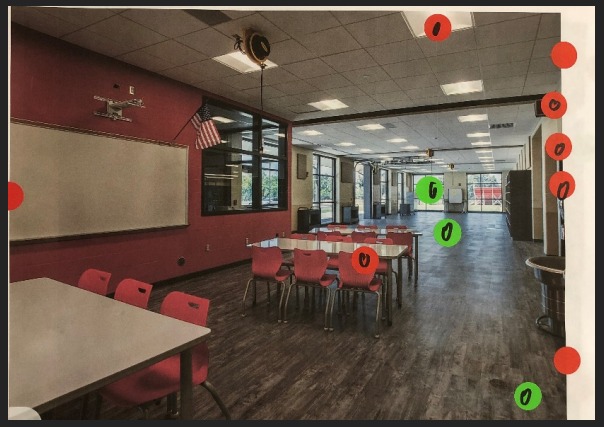
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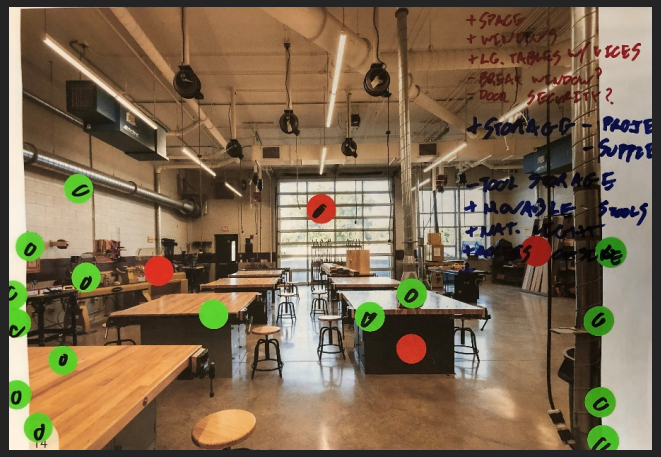
VISUAL LISTENING – MAKER / TRADES



+ Mobile stations, Open to breakout space



+ Open to Classroom, Unprogrammed collaboration
- More Natural Light



+ Space around work tables and machines , Window / Overhead Door, Storage

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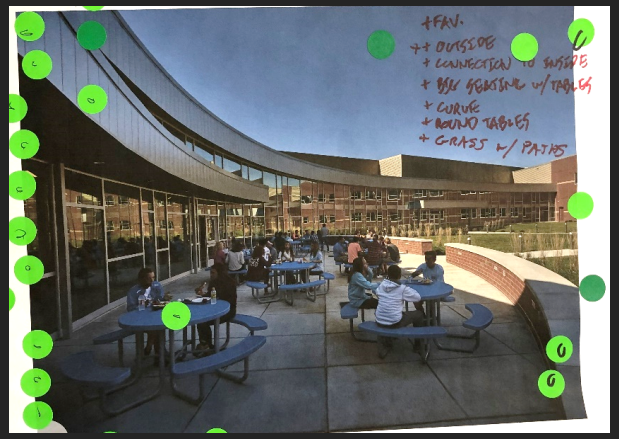
+ Tractor in shop, Overhead doors, Natural light, Welding BOOTHs, Ample space, Storage

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- **Outdoor learning areas**

VISUAL LISTENING – OUTDOOR LEARNING



+ Outside / Inside Connection, Vegetation, Seating



- Too small, Closed off, Dark



- No seating, Not interesting enough, Dark



+ Ready for teaching, Texture, Focused learning areas

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Pequea Valley School District Guiding Principles

The Pequea Valley School District Guiding Principles collectively describe the district's vision for its buildings and grounds. They are broad statements of purpose and function that explain how schools and campuses should support learners, facilitators, staff, families, and the community. Further they describe what the District requires and aspires their classrooms, playgrounds, athletic fields and gymnasiums, creative and digital/vocational spaces, meeting areas, technology, and outdoor areas to do, how they should feel, and what is needed of them to support **all** stakeholders, most importantly students.

The **DRAFT** Guiding Principles were developed from discussions with the administration and faculty, a review of the Board adopted academic programs and offerings, and from visual listening exercises with the stakeholders.

Operational Guiding Principles

Operationally the Pequea Valley School District strives to assure that our buildings and grounds:

- are safe.
- are individually and collectively cost efficient to operate and staff.
- are maintained as part of an ongoing multi-year master plan that considers immediate, short, and long-term goals appropriate for ensuring the health, safety, and welfare of students, faculty, staff, and the community who utilize our buildings and grounds.
- are maintained as part of an ongoing multi-year master plan that considers immediate, short, and long-term goals appropriate for ensuring the Board adopted curriculum, co-curricular, and extra-curricular programs can be delivered effectively.
- allow equal access and the same opportunities for all of our students.
- have the capacity to meet current and future enrollments.
- have the flexibility to remain future focused, reflect the workplace in which our graduates need to be successful, reflect the values of our community, and reflect the on-going investment of the community.

Educational Guiding Principles Summary:

Educationally the Pequea Valley School District strives to assure that our buildings and grounds provide **all learners** developmentally appropriate:

- spaces to participate in an academically rigorous and relevant curriculum adopted by the Board.
- spaces that reflect how they will learn and work later in life.
- environments that are safe, nurturing, and prepare students to be good citizens.
- opportunities to utilize technology to solve problems and communicate solutions.
- opportunities to be critical thinkers, collaborators, and work creatively.
- opportunities to advance based on readiness and not access to physical spaces, the location of resources, or traditional school day or calendar.
- opportunities to learn in a variety of settings including in school, during athletic and extracurricular activities, at work, volunteering in the community, on-line, and in post-secondary institutions.
- opportunities to earn industry and professional certificates and college credits prior to graduation.
- be equitable in their functionality regardless of which of our schools a student attends.

Educational Guiding Principles Summary:

Educationally the Pequea Valley School District strives to assure that our buildings and grounds **provide all facilitators**:

- the flexibility to provide whole group, small group, and one-on-one instruction based on the needs of their class, groups within their class, or individual learners.
- the ability to develop programs, experiences, and lessons based on the Board adopted curriculum that allow their students to utilize the content in ways that allow them to be critical problem solvers, creative thinkers, and collaborators, and to communicate their ideas and solutions through a variety of traditional means and digital media.
- the ability to deliver core instruction, remediation, acceleration, and enrichment, both in physical spaces and digitally.
- elementary facilitators the ability to teach in classrooms and schools that are infused with technology, but emphasize nurturing individual children, forming a sense of community, and developing a life-long love of learning.
- middle level facilitators the ability to function as instructional teams.
- high school facilitators the ability to function as interdisciplinary teams.
- the physical and digital tools to manage classrooms and schools.

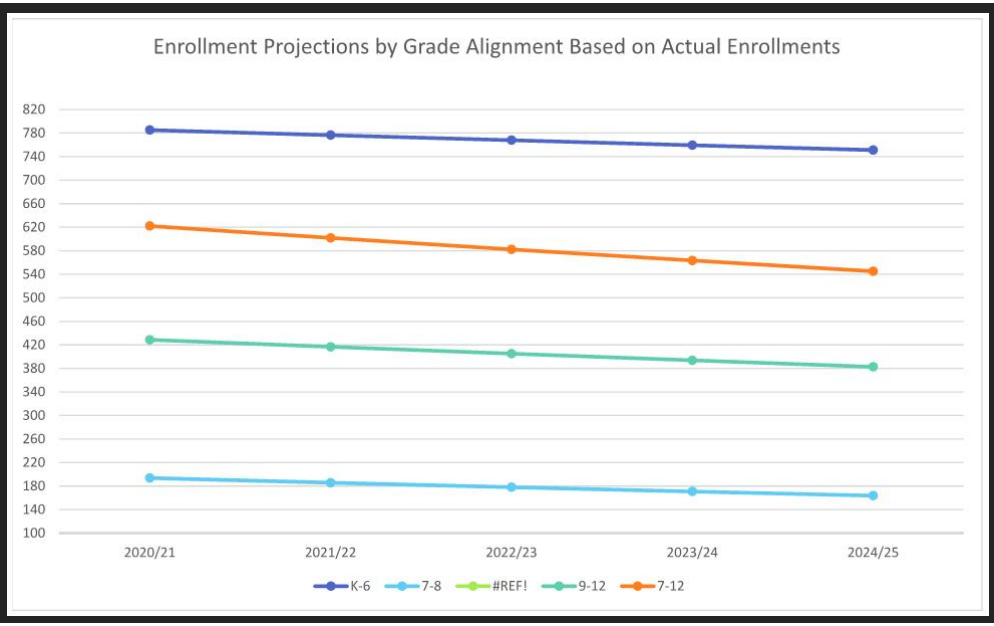
Educational Guiding Principles Summary:

Educationally the Pequea Valley School District strives to assure that our **buildings and grounds** provide our stakeholders:

- safe spaces for our students, their families, and community to gather, play, create, learn, interact, and exchange ideas.
- serve as the hub of our community.
- convey the pride that we have in our children, their futures, our community, and what makes Pequea Valley School District unique.
- respect the on-going investment made by taxpayers.

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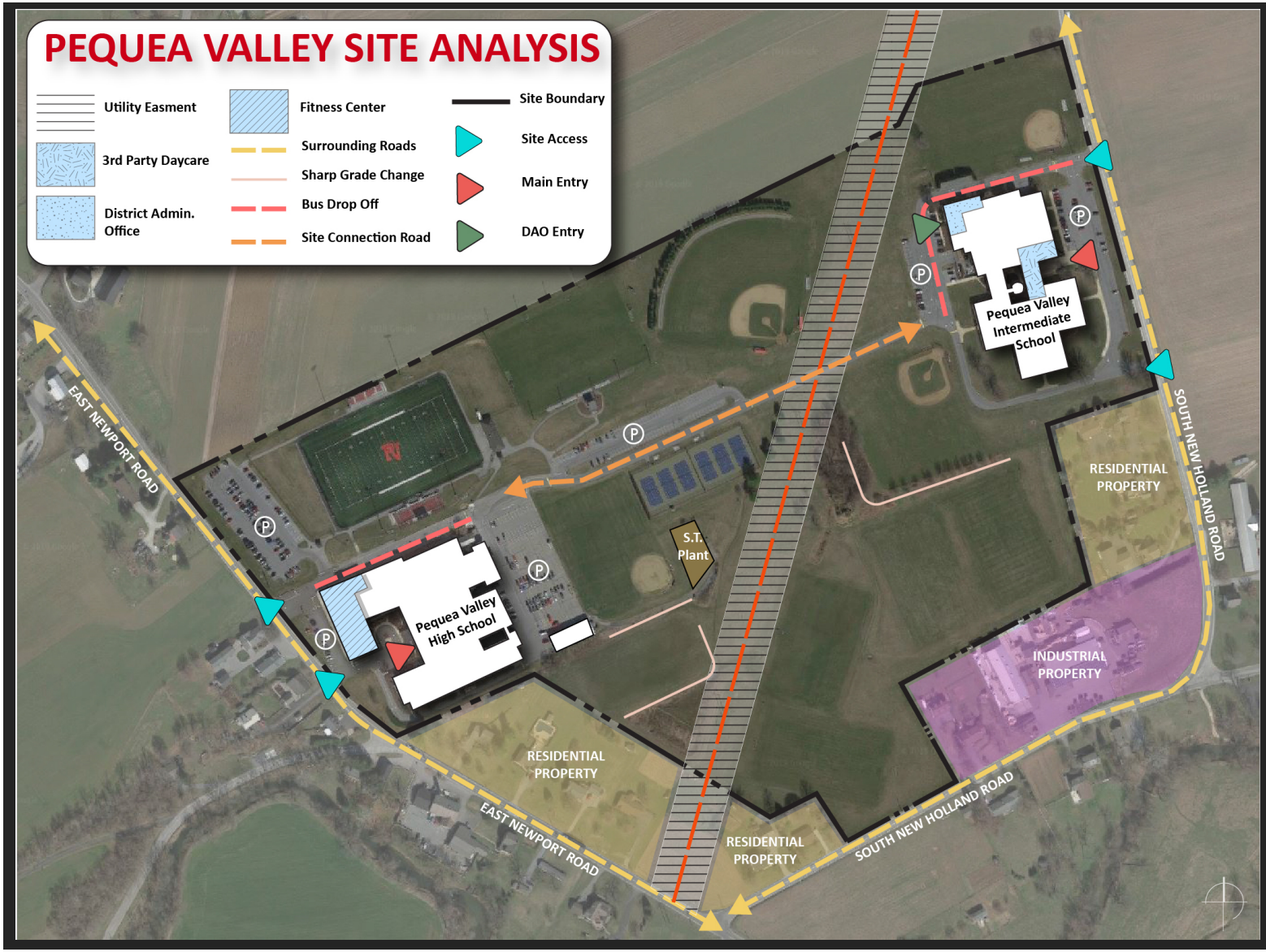
Grade Groupings	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20
K-6	842	807	772	810	788	794
7-8	250	244	241	215	208	202
9-12	512	504	524	499	500	441
7-12	762	748	765	714	708	643
K-12	1604	1555	1537	1524	1496	1437

						Five Year Avg.
K-6	-4.16%	-4.34%	4.92%	-2.72%	0.76%	-1.11%
7-8	-2.40%	-1.23%	-10.79%	-3.26%	-2.88%	-4.11%
9-12	-1.56%	3.97%	-4.77%	0.20%	-11.80%	-2.79%
7-12	-1.84%	2.27%	-6.67%	-0.84%	-9.18%	-3.25%
K-12	-3.05%	-1.16%	-0.85%	-1.84%	-3.94%	-2.17%

	2020/21	2021/22	2022/23	2023/24	2024/25
K-6	785	777	768	759	751
7-8	194	186	178	171	164
9-12	429	417	405	394	383
7-12	622	602	582	563	545
K-12	1406	1375	1346	1316	1288

AGENDA

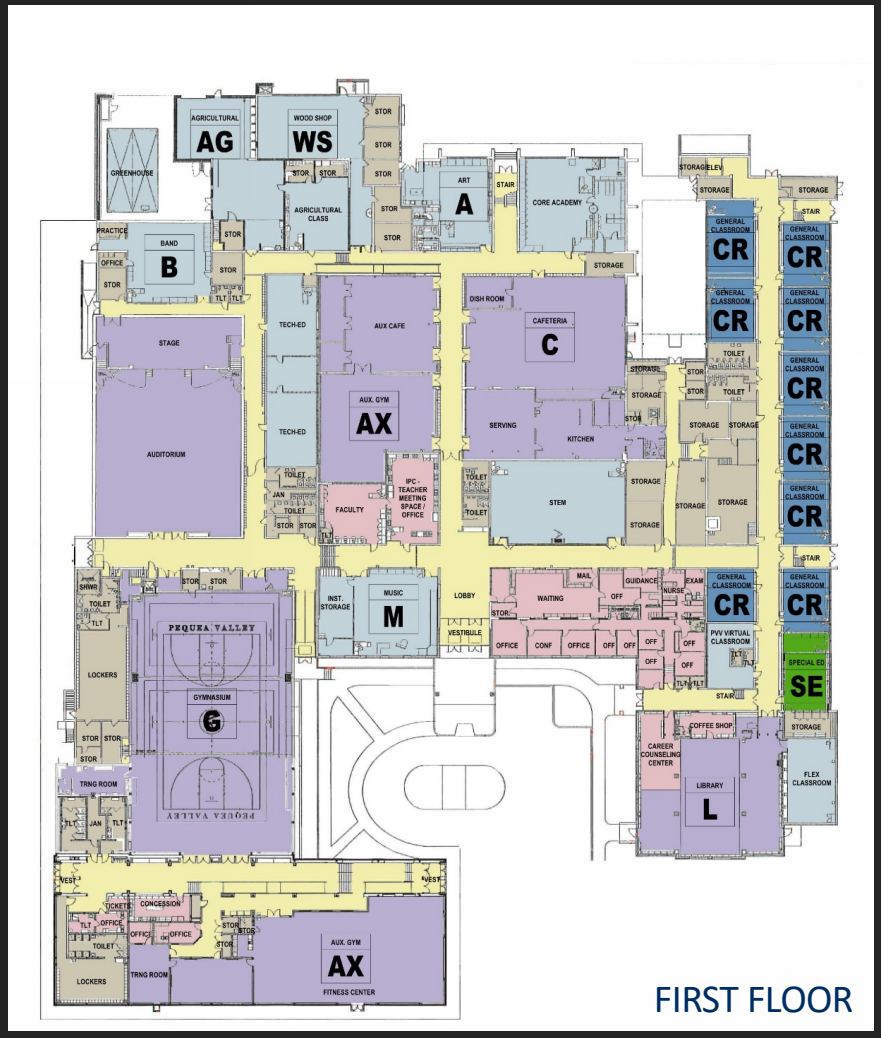
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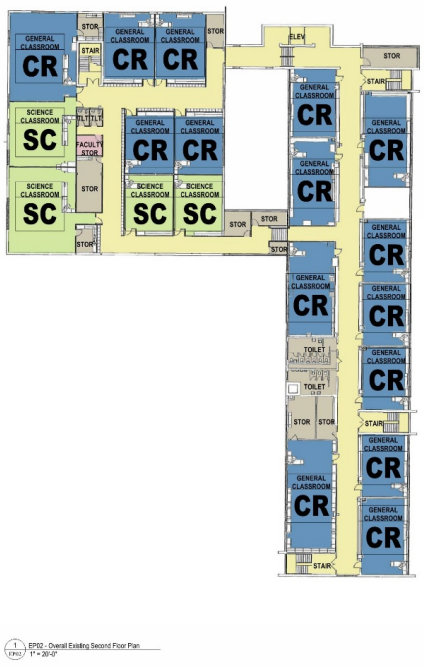
SITE DISCUSSION

OPTIONS DO NOT REFLECT EXACT SHAPE OR SIZE OF PROPOSED PROJECT

H.S. FLOOR PLAN



FIRST FLOOR



SECOND FLOOR

I.S. FLOOR PLAN



EXISTING CAPACITY

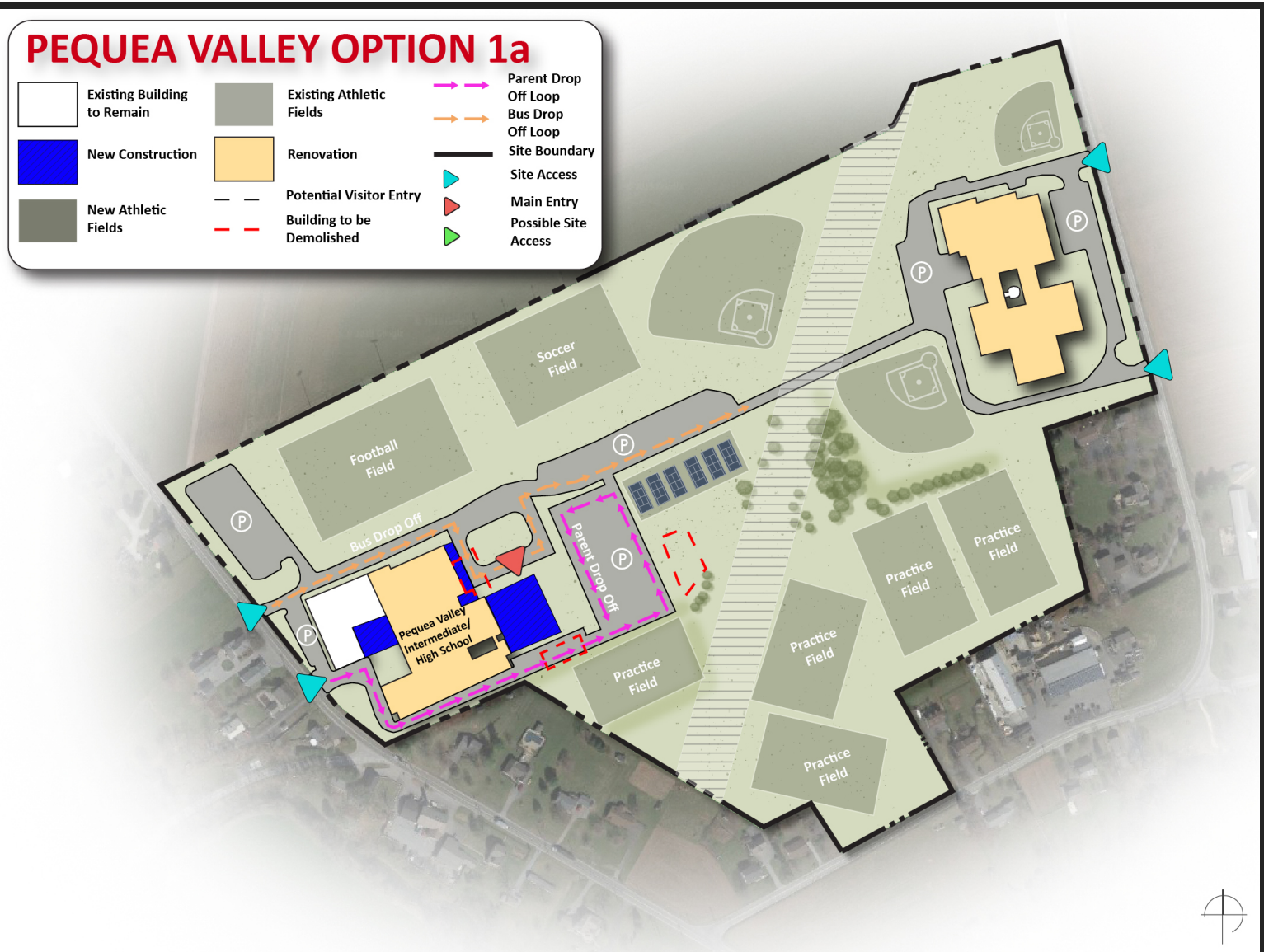
NAME OF SPACE	QTY	CAPACITY	TOTAL
GENERAL CLASSROOM (660+ SF)	11	25	275
SCIENCE CLASSROOM (660+ SF)	-	25	-
SCIENCE LAB	1	20	20
PLANETARIUM W/ CLASSROOM	1	20	20
ALTERNATIVE ED ROOM	-	20	-
BUSINESS CLASSROOM (660+ SF)	-	25	-
BUSINESS LAB	-	20	-
COMPUTER LAB	-	20	-
TV INSTRUCTIONAL STUDIO	-	20	-
ART CLASSROOM	1	20	20
MUSIC CLASSROOM	1	25	25
BAND ROOM	1	25	25
ORCHESTRA ROOM	-	25	-
CHORAL ROOM	1	25	25
FAMILY / CONSUMER SCIENCE	-	20	-
INDUSTRIAL ARTS / SHOP (1,800+ SF)	1	20	20
TECH ED (1,800+ SF)	-	20	-
VO-AG SHOP W/ CLASSROOM	-	20	-
DRIVER'S ED (660+ SF)	-	20	-
GYMNASIUM (6,500 - 7,500 SF)	1	66	66
AUXILIARY GYMNASIUM (2,500 SF)	-	33	-
NATATORIUM	-	-	-
TOTAL CAPACITY			496
TARGET CAPACITY (85%)			421

BUILDING AREA

FLOOR	AREA
FIRST	~95,160 SF
TOTAL AREA	~95,160 SF

- GENERAL CLASSROOM
- SPECIALS CLASSROOM
- LEARNING SUPPORT / SPECIAL EDUCATION
- SCIENCE CLASSROOM
- SMALL GROUP INSTRUCTION
- CAFETERIA / GYMNASIUM / LIBRARY / AUDITORIUM
- ADMINISTRATION / FACULTY
- CIRCULATION
- STORAGE / MECHANICAL / TOILET
- AVAILABLE SPACE
- CHILD CARE (OUTSIDE OPERATOR)

PEQUEA VALLEY OPTION 1a



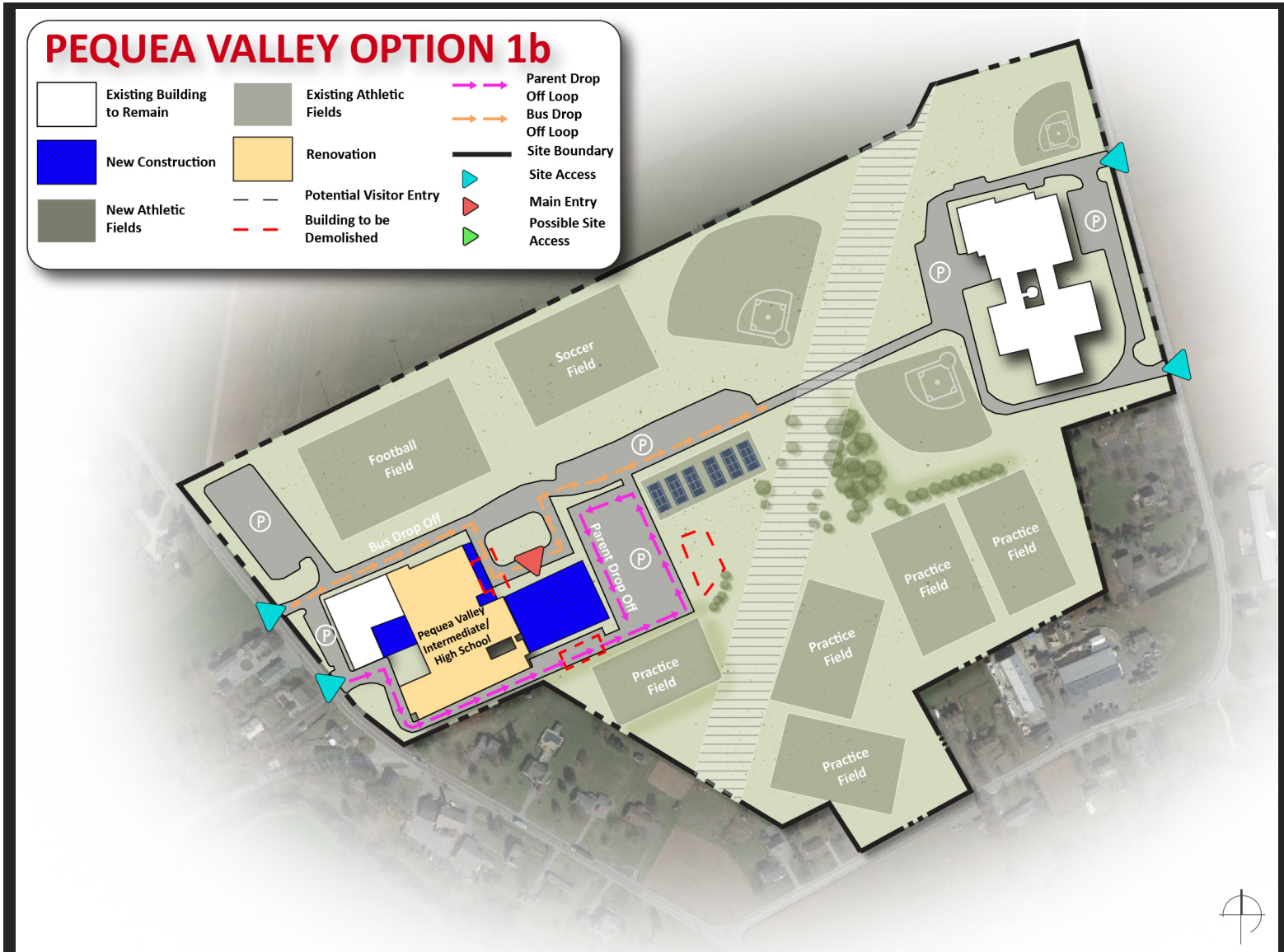
PRO'S

- MINIMAL SITE IMPACT
- NEW STEAM / AG & WOOD SHOP WING
- H.S. SEPERATED BUS / PARKING

CON'S

- PHASED CONSTRUCTION
- SMALL BUS LOOP
- ADDITION INTERUPTS SEWER TREATMENT

PEQUEA VALLEY OPTION 1b



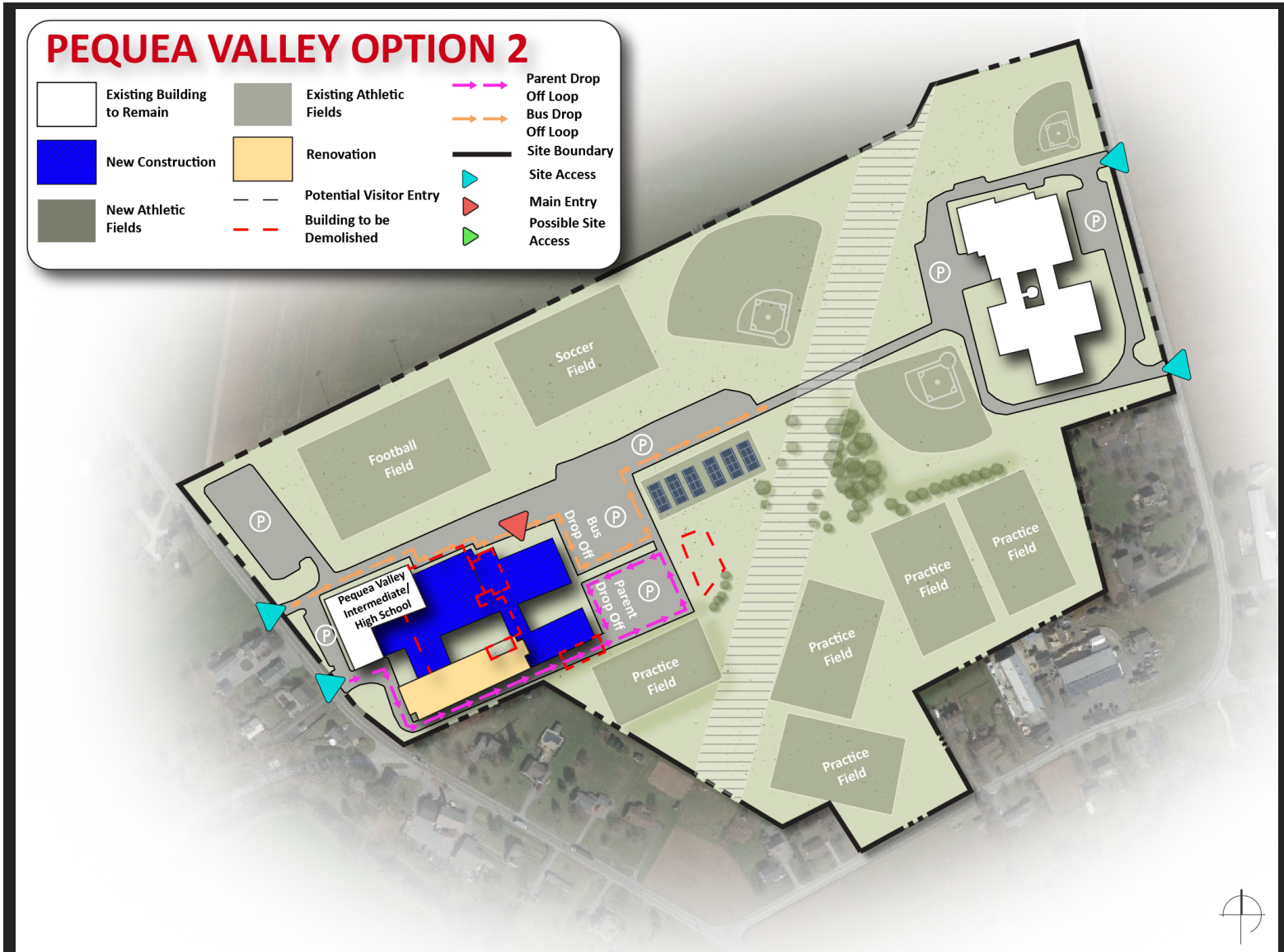
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- MINIMAL SITE IMPACT
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- H.S. SEPERATED BUS / PARKING

CON'S

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- SMALL BUS LOOP
- ADDITION INTERUPTS SEWER TREATMENT

PEQUEA VALLEY OPTION 2



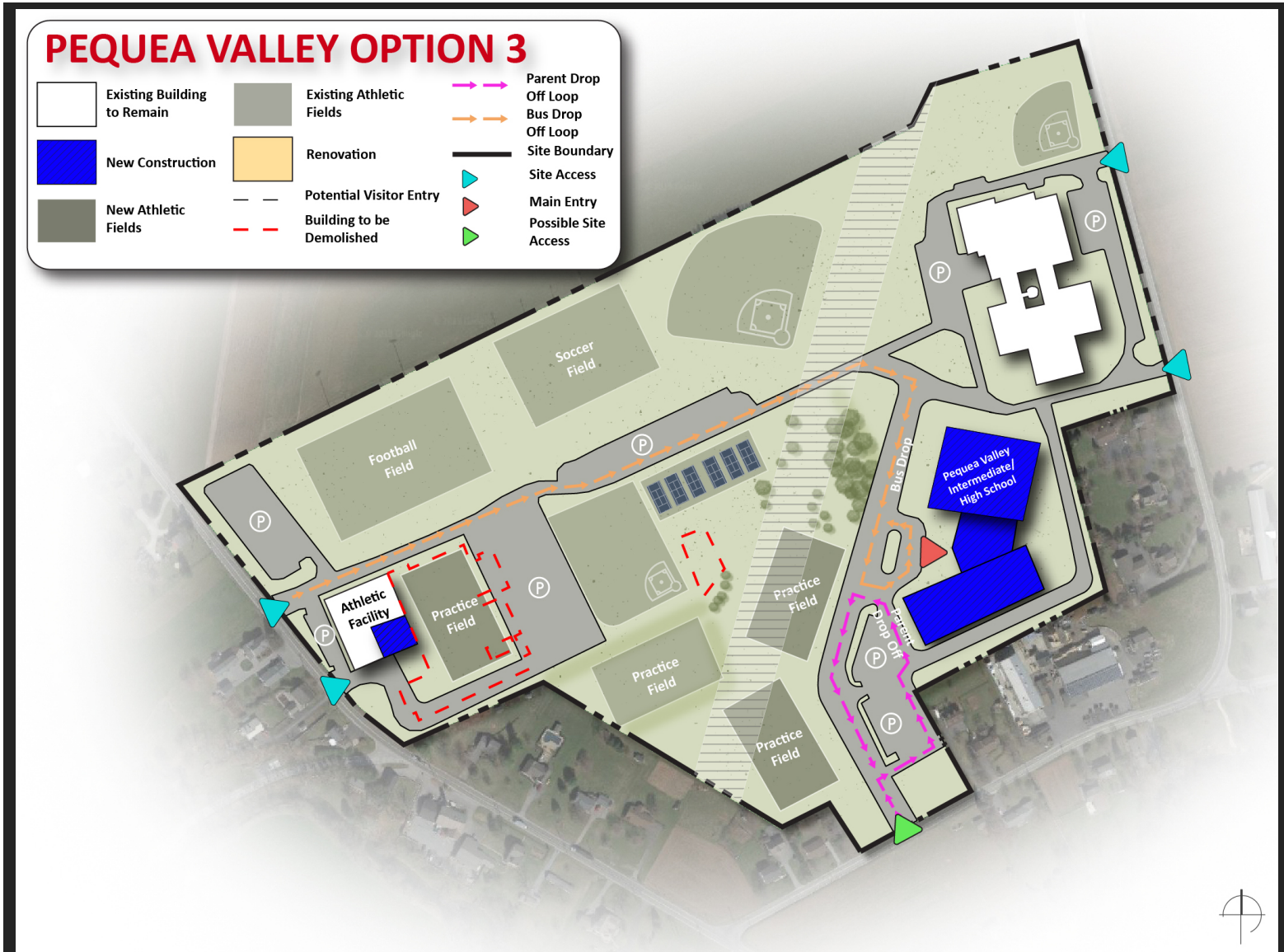
PRO'S

- MINIMAL SITE IMPACT
- NEW STEAM / AG & WOOD SHOP WING
- H.S. SEPERATED BUS / PARKING
- CONNECT TO EXISTING FITNESS AND MEDIA

CON'S

- PHASED CONSTRUCTION
- SMALL BUS LOOP
- ADDITION INTERUPTS SEWER TREATMENT
- UNDERSIZED PARKING

PEQUEA VALLEY OPTION 3



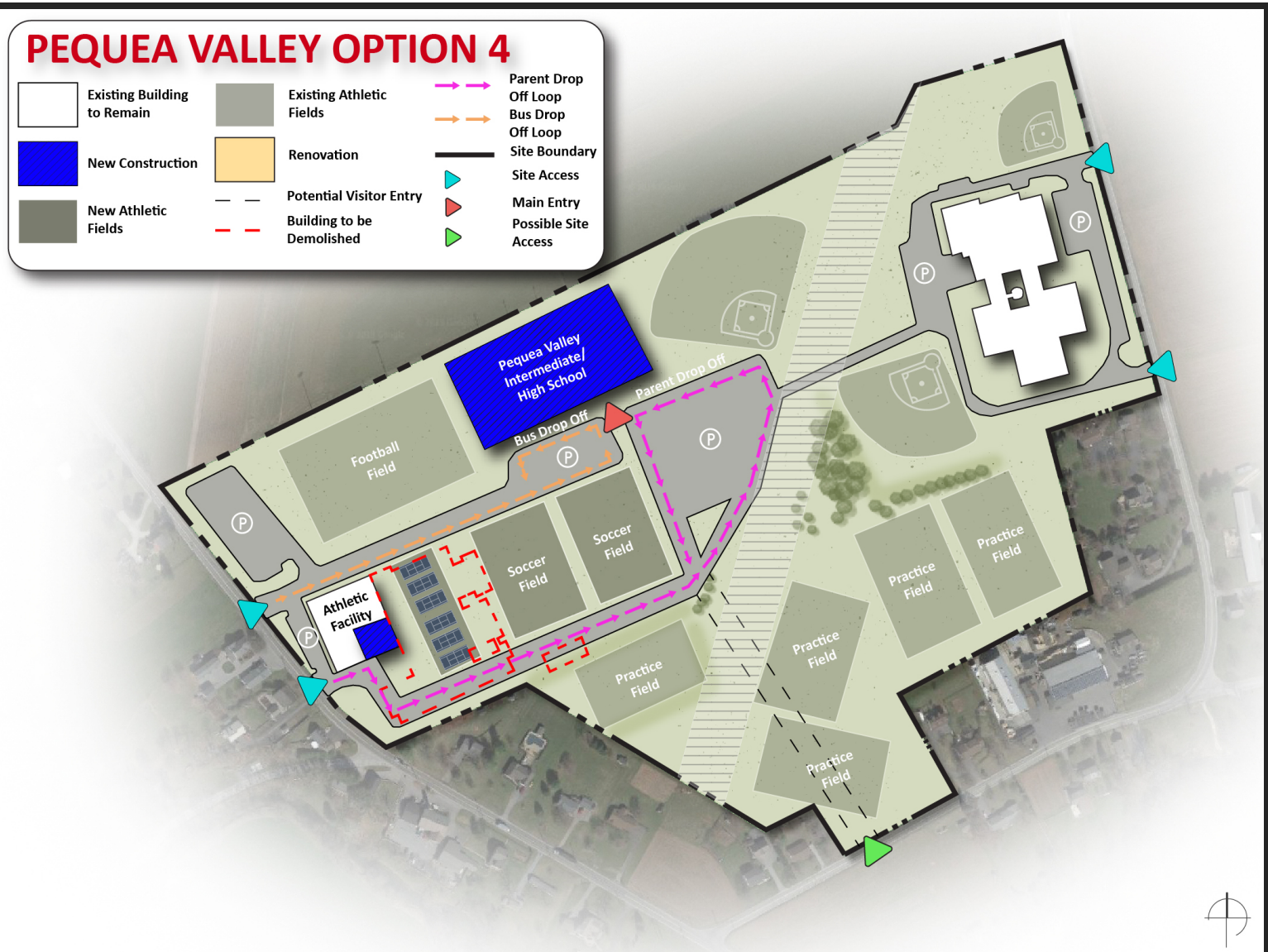
PRO'S

- NO PHASED BUILDING CONSTRUCTION
- NEW CONSTRUCTION
- H.S. SEPERATED BUS / PARKING
- NEW SITE ACCESS

CON'S

- FAR FROM OTHER CAMPUS AMENITIES
- ADJACENT TO COMMERCIAL
- ADJACENT TO RESIDENTIAL
- LIMITED EXPANSION POTENTIAL
- CONGESTION EXISTING INTERMEDIATE SCHOOL
- NOT LEVEL SITE

PEQUEA VALLEY OPTION 4



PRO'S

- NO PHASED BUILDING CONSTRUCTION
- NEW CONSTRUCTION
- NEW SPORTS 'COMPLEX'
- POTENTIAL NEW SITE ACCESS REMOTE BUS/CAR
- EQUAL DISTANCE FROM I.S. AND FITTNESS
- LEVEL SITE

CON'S

- NO DIRECT CONNECTION TO FITNESS
- WOULD LIKELY REQUIRE MOVING BASEBALL

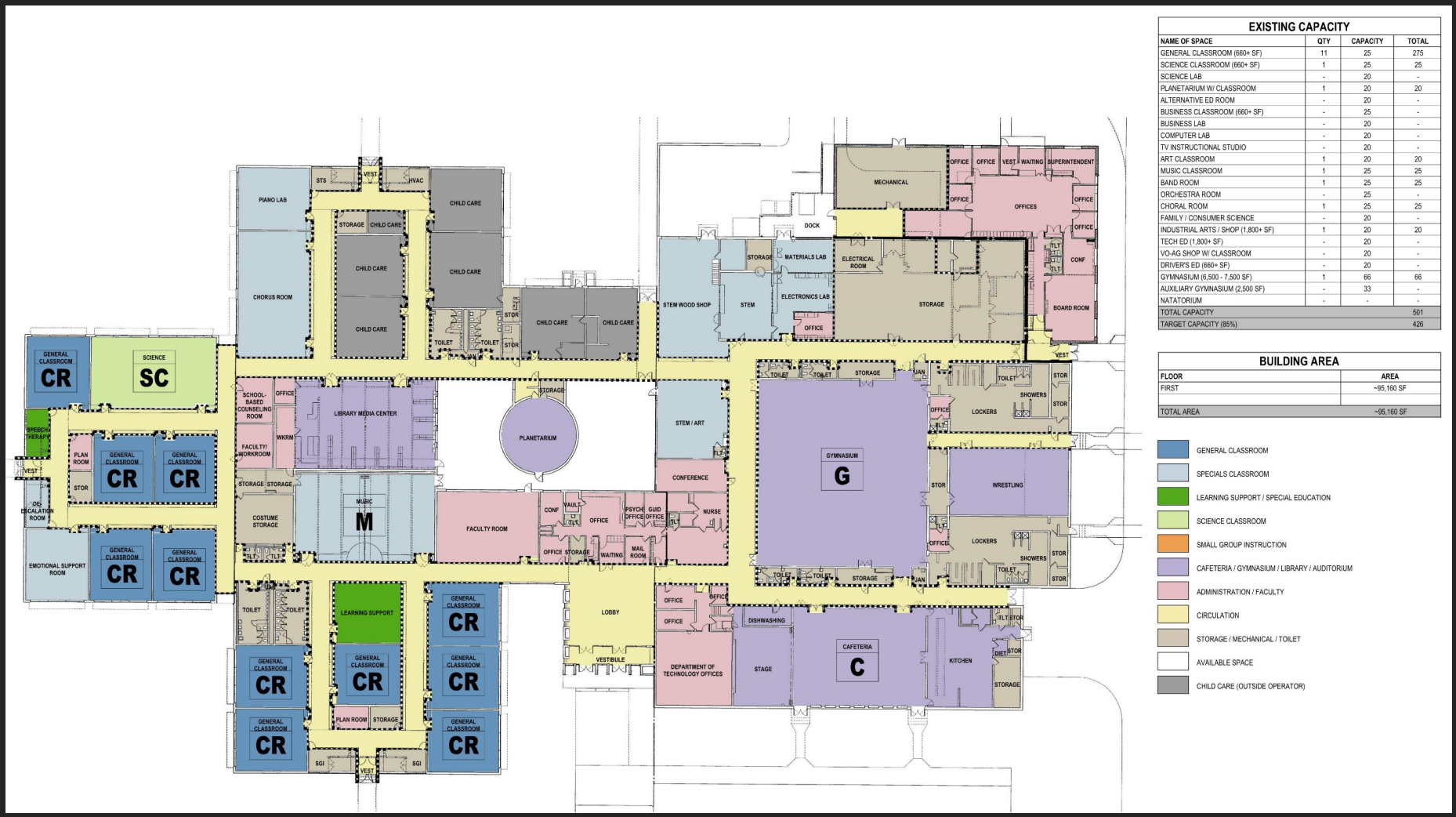
NEXT MEETING

- NOVEMBER 5TH, 2019
- 7 PM @ P.V. EDUCATIONAL
- FINALIZE
  - EDUCATION PROGRAM
  - FLOOR PLAN OPTIONS
  - COST
  - SCHEDULE

SITE PLAN


Pequea Valley SD
High School / Intermediate School
E Newport Rd
Pequea Valley Rd
S New Holland Rd
Hershey Church Rd
1011
772
N
1000 ft
Google Earth
© 2018 Google

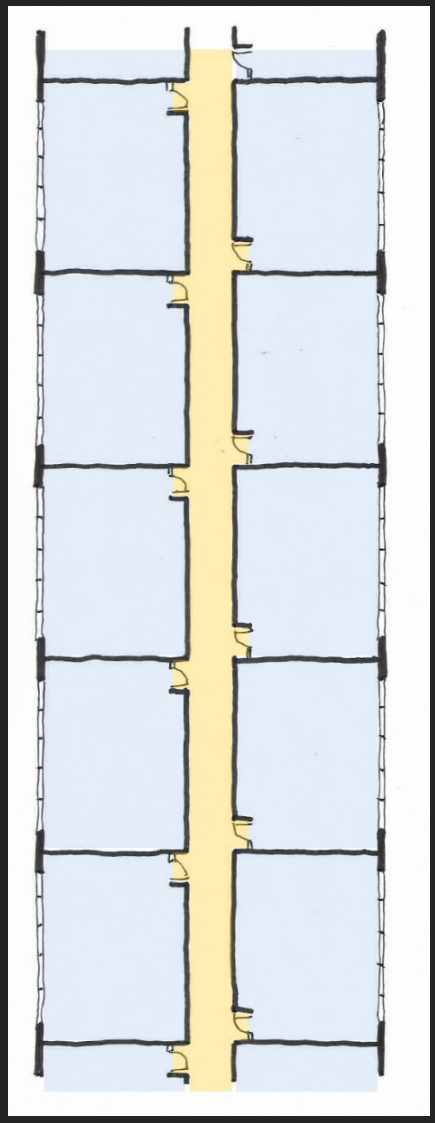
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- CIRCULATION
- STORAGE / MECHANICAL / TOILET
- AVAILABLE SPACE
- CHILD CARE (OUTSIDE OPERATOR)







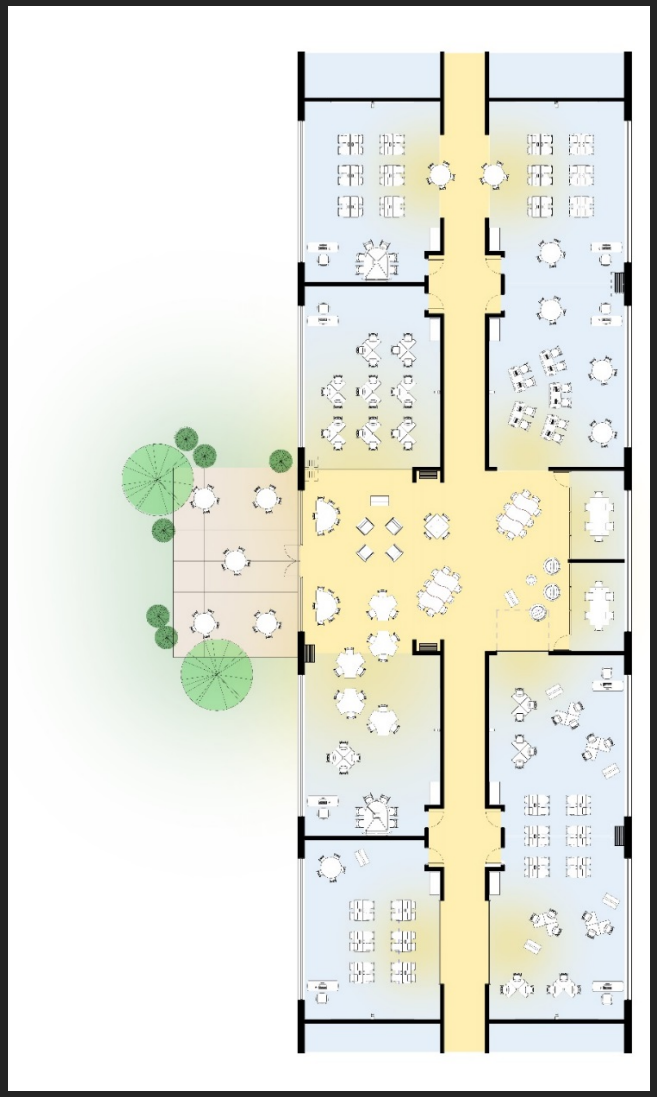


2020's ??????

21ST CENTURY LEARNING

The industrial age factory model

- Information is rare
- Limited technology
- Teacher centric
- Learn in classroom
- Focus on 3 R's
- Passive learning
- Conformity expected
- Assertive assessment
- Curriculum fragmented







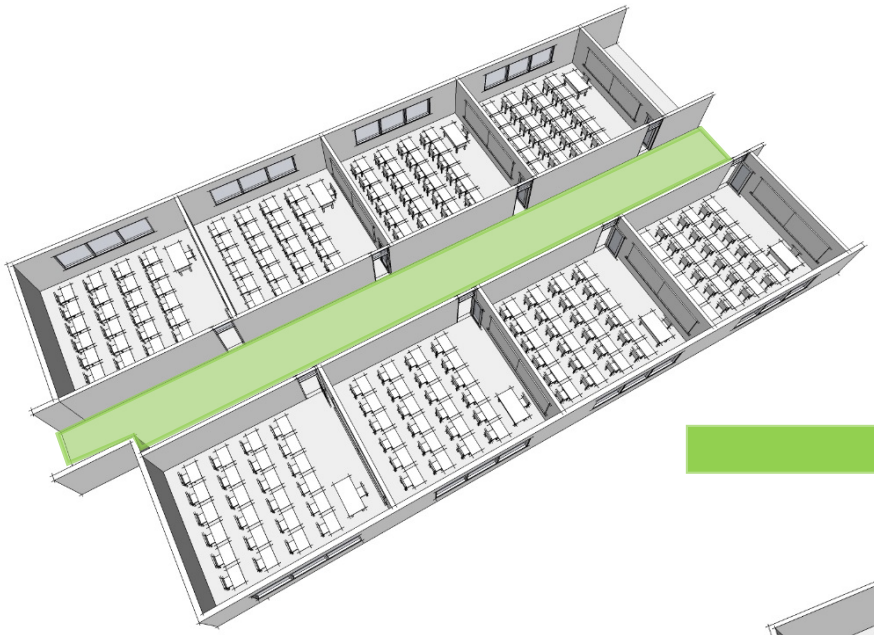


21ST CENTURY LEARNING

The innovation age model

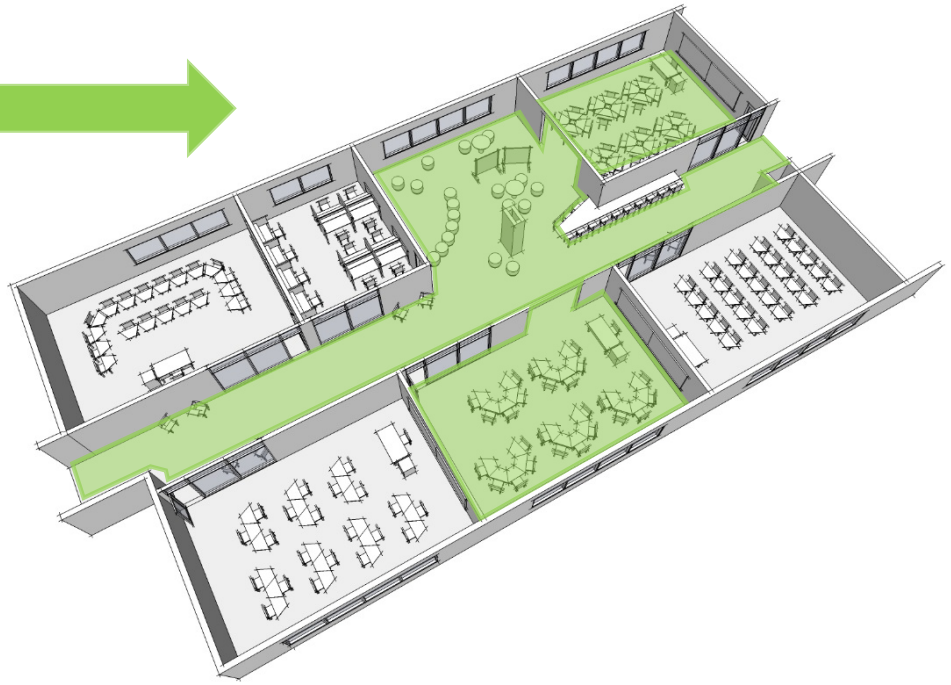
- Information is a commodity
- Ubiquitous technology
- Student centric
- Learn anywhere
- Develop 4 C’s
- Active learning
- Individuality celebrated
- Demonstrative assessment
- Curriculum integrated

21ST CENTURY LEARNING



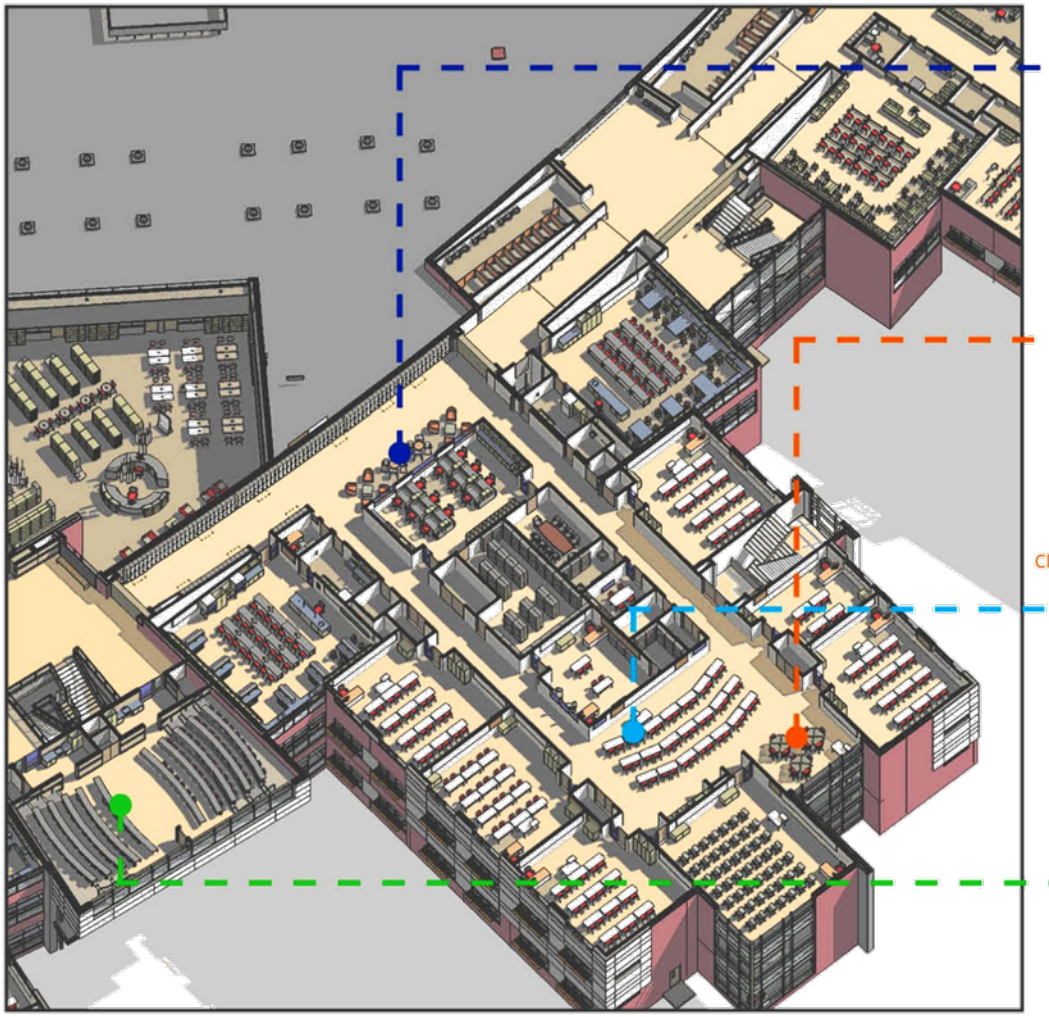
THEN

- Mass production of education
- One size fits all
- Learning environment had no impact on outcomes
- No foreseeable need for change = fixed



NOW

- Mass customization of education
- Learning environment impacts outcomes
- Change = flexibility
  - Plan for change
  - Module to facilitate change
  - Easily upgradable systems
  - Consider the collabratory
  - Consider the skunk works
  - Consider the Google model



CREATIVITY

Individual Study
1 - 4 People



CRITICALTHINKING

Small Group Collaboration
4 - 12 People



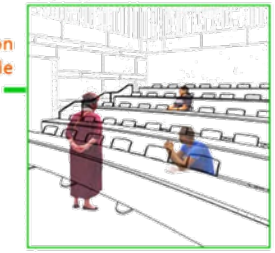
COLLABORATION

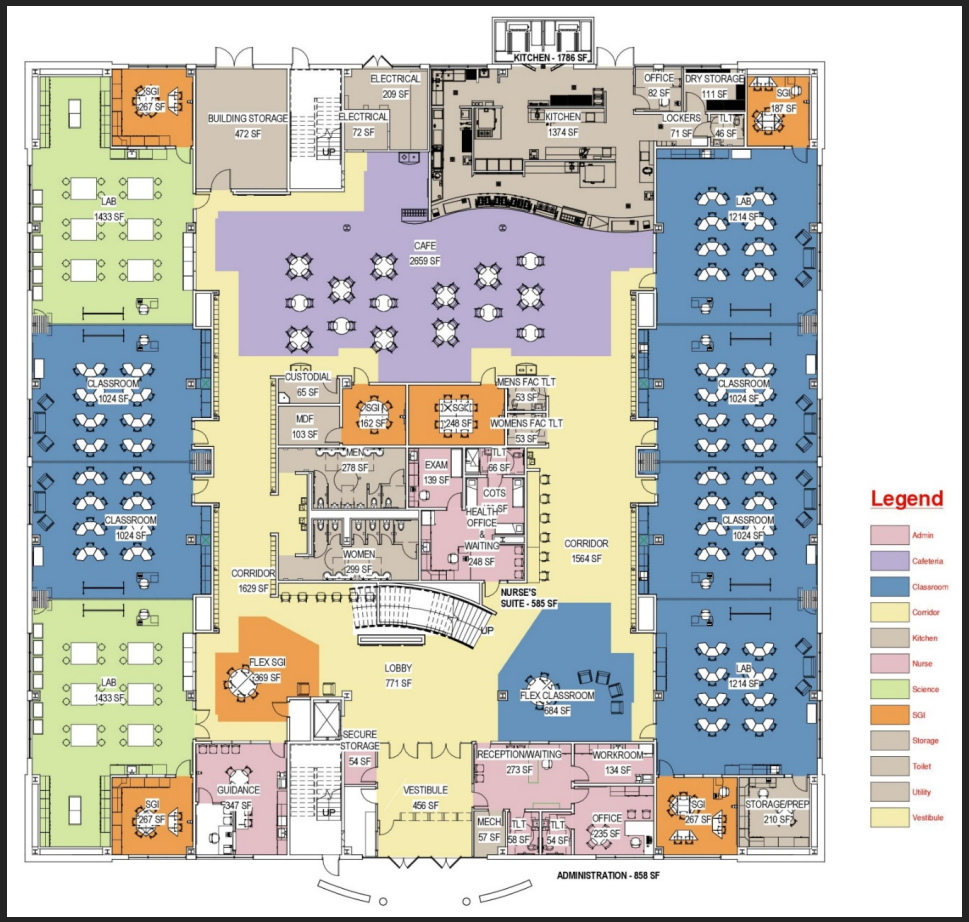
Classroom Collaboration
12 - 25 People



COMMUNICATION

Large Group Collaboration
25 - 90 People



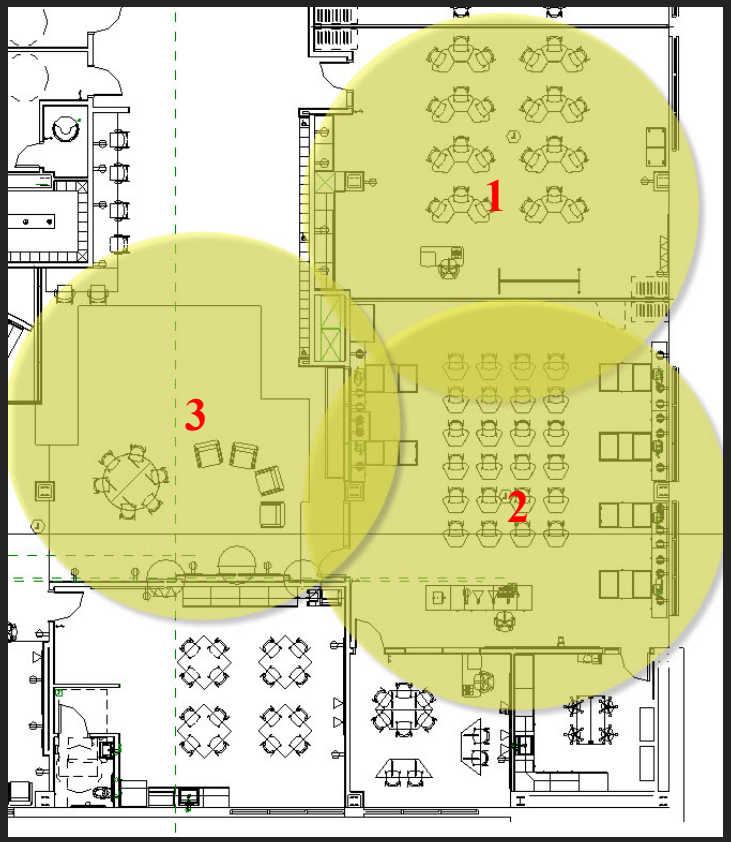


FIRST FLOOR PLAN

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Scheduled Spaces:

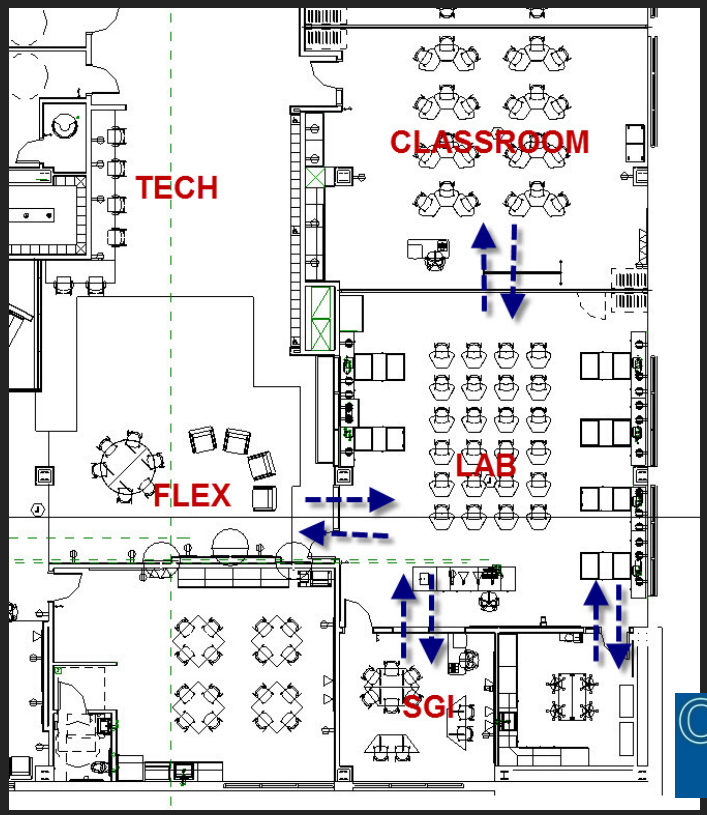
- *4 Engineering Classrooms/Labs*
- *3 Mathematics Classrooms/Labs*
- *1 General Classroom*
- *1 Open Flex Classroom*
- *Cyber Café*
- *6 Small Group Instruction*



Rotational Model Refined:

- Instruction using a mixture of online learning, hands-on activities, one-on-one, small and whole group instruction, and research.
- Flexibility and visual control of spaces within the cluster allows for constant monitoring and interaction of students and staff.

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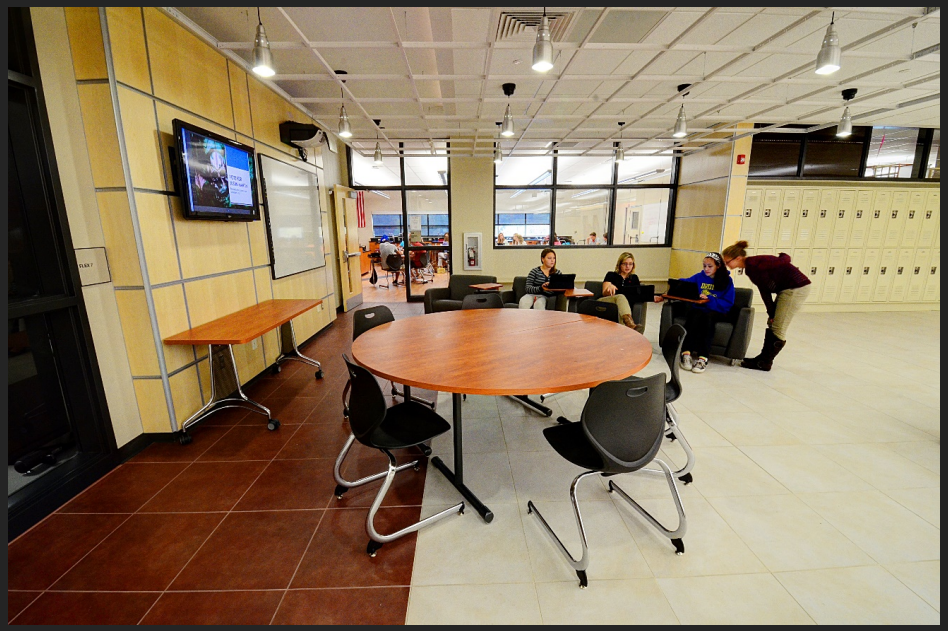


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COLLABORATIVE LEARNING AREAS



COLLABORATIVE LEARNING AREAS



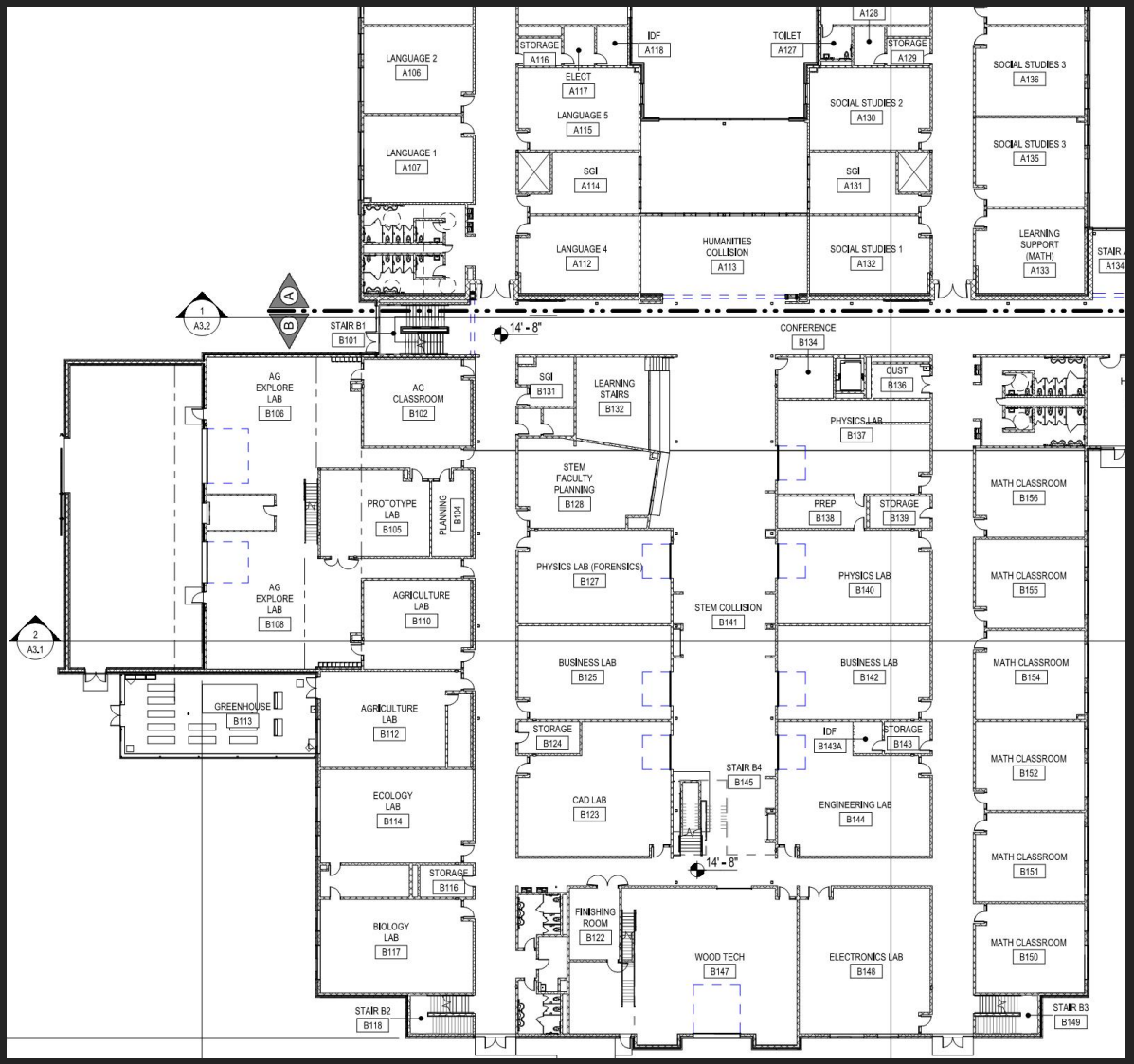
COLLABORATIVE LEARNING AREAS



COLLABORATIVE LEARNING AREAS



COLLABORATIVE LEARNING AREAS



COLLABORATIVE LEARNING AREAS



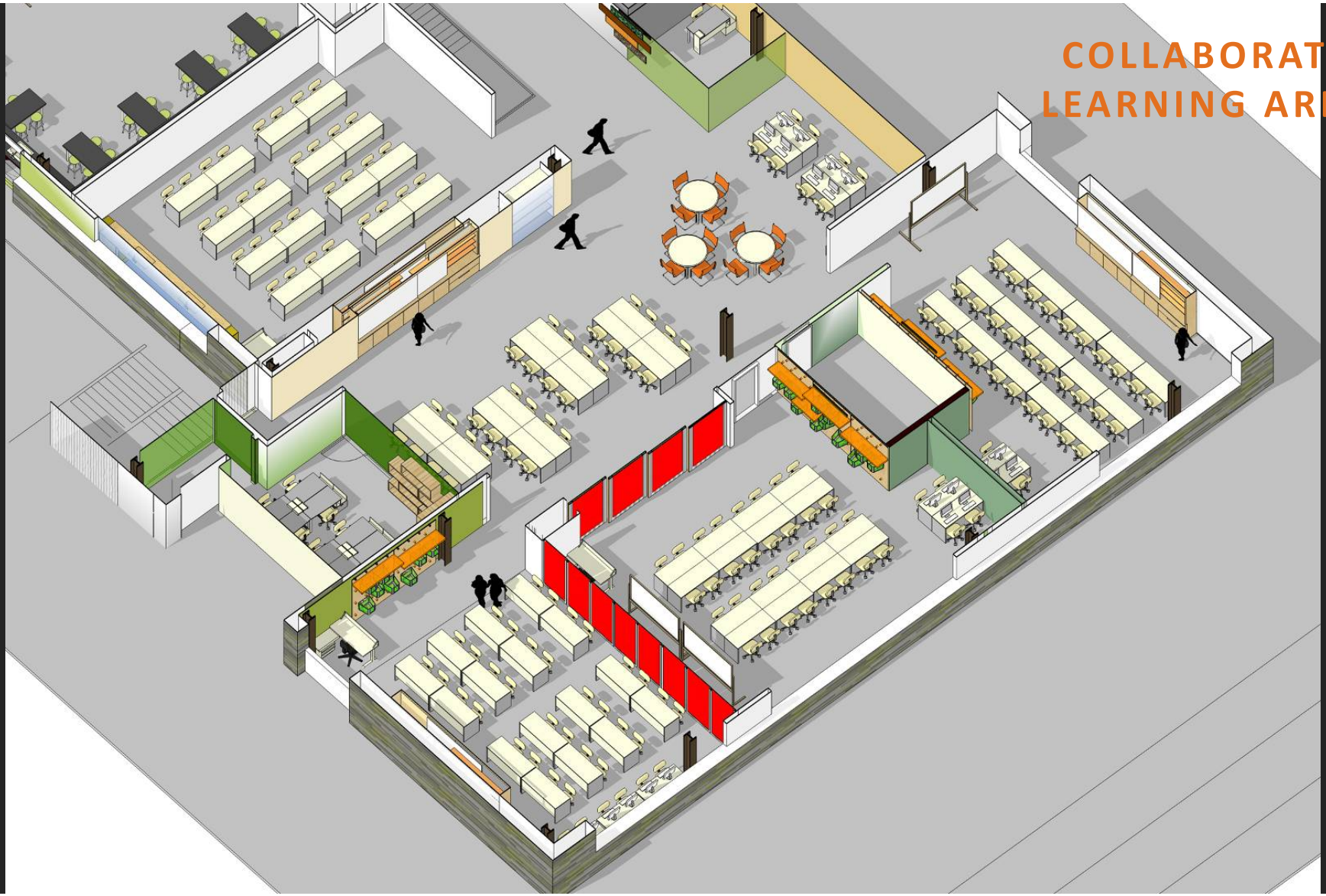
COLLABORATIVE LEARNING AREAS



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