

HIGH SCHOOL PROJECT FORUM

JANUARY 23, 2013



Crabtree, Rohrbaugh & Associates, Architects

Agenda

- 1) Welcome & Process Overview
- 2) Calendar Overview / Update
- 3) Master Planning Concepts
- 4) Site Evaluation Process
- 5) Educational Planning Process
- 6) Optional Audience Questions and Comments

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Welcome and Introductions

HIGH SCHOOL PROJECT FORUM

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Explanation of Clickers

Clickers



Are you comfortable that you know how to use the clickers?

A) Yes, I can use the clicker.

B) No, I don't understand.

Demographic Information

Are you a parent of a current K-12 SCASD student?

A) Yes, I am a parent of a current student.

B) No, I am not a parent of a current student.

Demographic Information

Are you a State High Alum?

A) Yes, I am a State High Alum.

B) No, I am not a State High Alum.

Demographic Information



Are you a current student in the district?

A) Yes, I am a student.

B) No, I am not a student.

Demographic Information



Please identify your Age.

A) 10-20

B) 21-30

C) 31-40

D) 41-64

E) 65+

Demographic Information

Are you a SCASD Staff Member?

A) Yes, I am a SCASD staff member.

B) No, I am not a SCASD staff member.

Demographic Information



How did you hear about the forum today?

- A) District email/website
- B) Word of Mouth
- C) Newspaper
- D) Radio
- E) Social Media

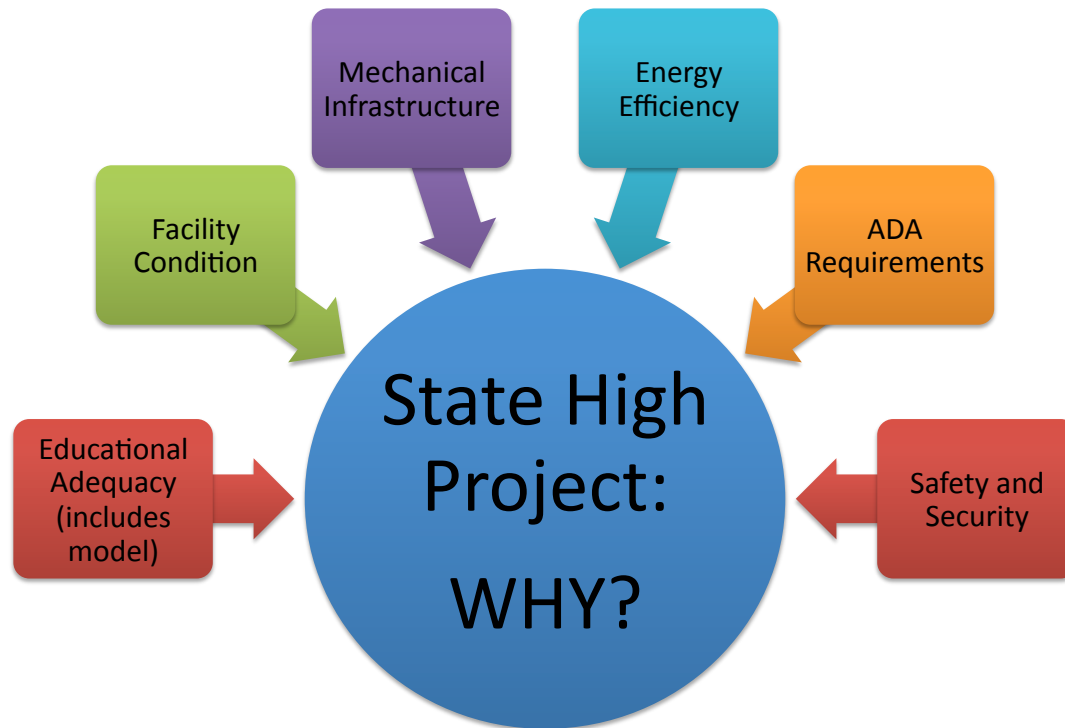
Demographic Information



How did you hear about the forum today?

- A) District email/website
- B) Word of Mouth
- C) Newspaper
- D) Radio
- E) Other

Project Planning Overview



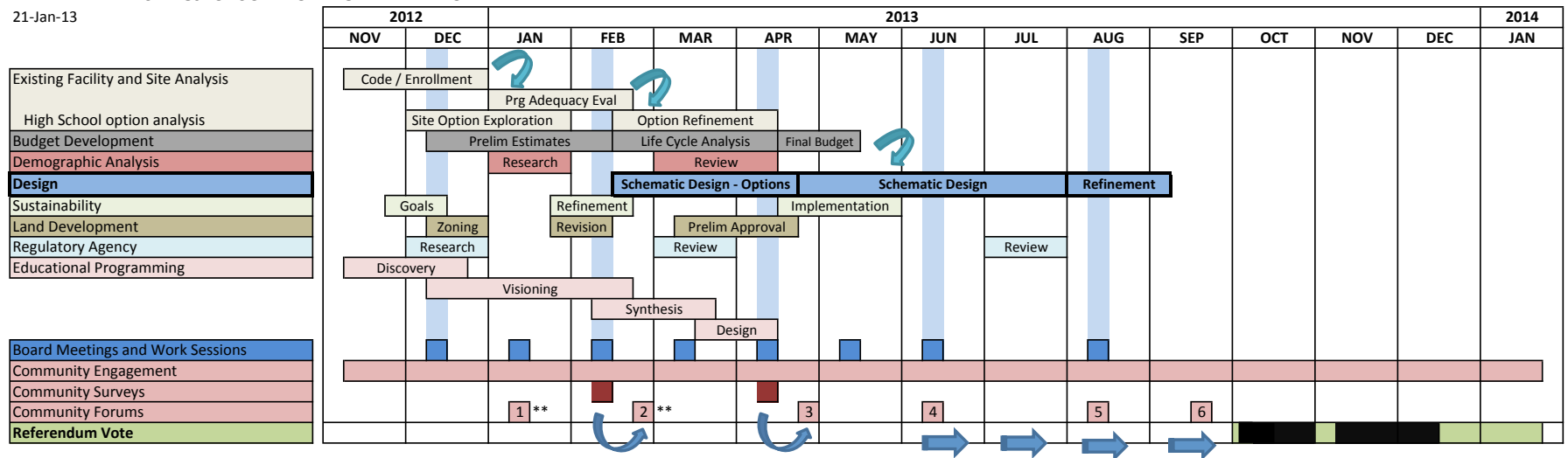
High School Project?

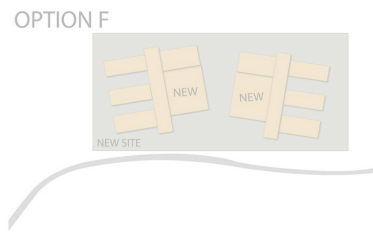
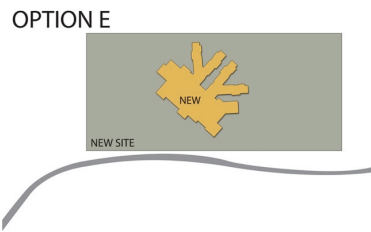
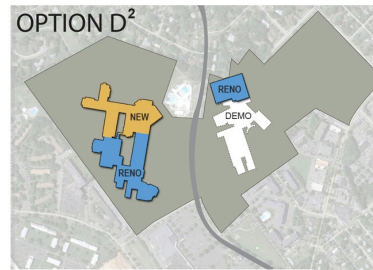
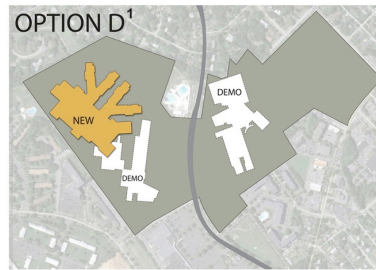
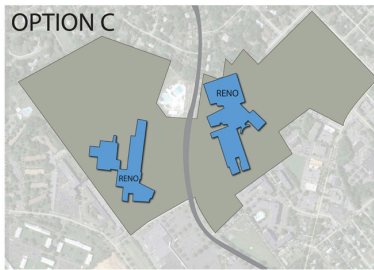
What is your perception of the condition of the high school buildings?

- A) The high school facilities are adequate.
- B) Something needs to be done to improve our high school facilities.

Government	Percentage
Current government	85%
Previous government	15%

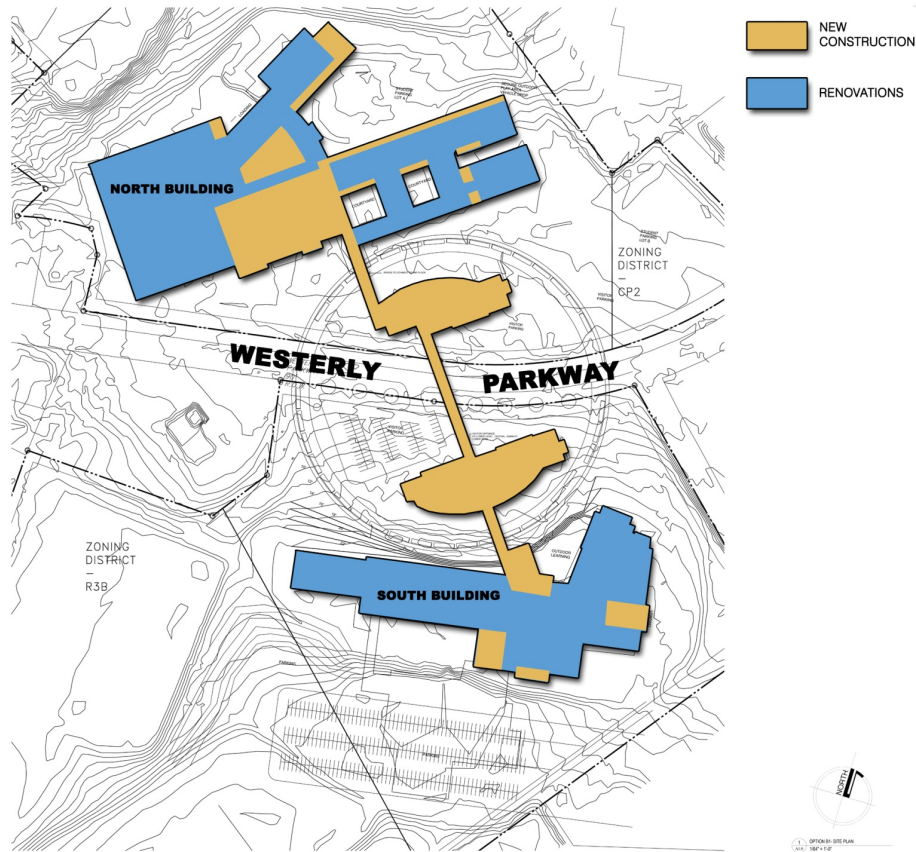
21-Jan-13





Options (Update)

- A** TWO NEW buildings on Westerly Pkwy site
Build two separate new buildings, one building on each side of Westerly Parkway.
One building houses grades 9-10 and the other building grades 11-12.
Total/partial demolition of existing North and South High School Buildings
RECOMMEND TO ELIMINATE
- B1** TWO buildings, Additions and Renovations, on Westerly Pkwy site
Additions and Renovations to existing North and South High Schools.
Partial demolition of each building to allow for efficient additions and building organization.
One building house grades 9-10 and the other building grades 11-12.
Option: Connector between buildings over Westerly Parkway
- B2** TWO buildings, Additions and Renovations, on Westerly Pkwy site
Same as B1 except more demolition of existing and more new construction
Provides for better connectivity between buildings
2 Bus zones are provided at each end of the connected buildings
- C** TWO buildings, Renovations Only, on Westerly Pkwy
Renovations only to existing North and South High Schools, no additions.
One building houses grades 9-10 and the other building grades 11-12
This option does not meet Educational Program/Specifications.
- D1** ONE NEW School on Westerly Pkwy site
Build one new school at the Westerly Parkway site
Total/partial demolition of existing North and South High School Buildings
Building provides distinct and separate areas for grade 9-10 and grades 11-12.
- D2** ONE School, Additions and Renovations, on Westerly Pkwy site
Additions and Renovations to existing South High School.
Partial demolition of existing North Bldg. and partial demolition of South Bldg.
Building provides distinct and separate areas for grade 9-10 and grades 11-12.
- E1** ONE NEW School on NEW site (location to be determined)
Build one new school on a new site - Site accommodates all sports fields
Building provides distinct and separate areas for grade 9-10 and grades 11-12.
- F** ONE NEW school on Westerly Pkwy site
ONE NEW school on NEW site
Each new school is for grades 9-12
PREVIOUSLY ELIMINATED
- G** One School, Additions and Renovations, on Westerly Parkway Site
ONE NEW school on NEW site
Each new school is for grades 9-12
PREVIOUSLY ELIMINATED



Option B1

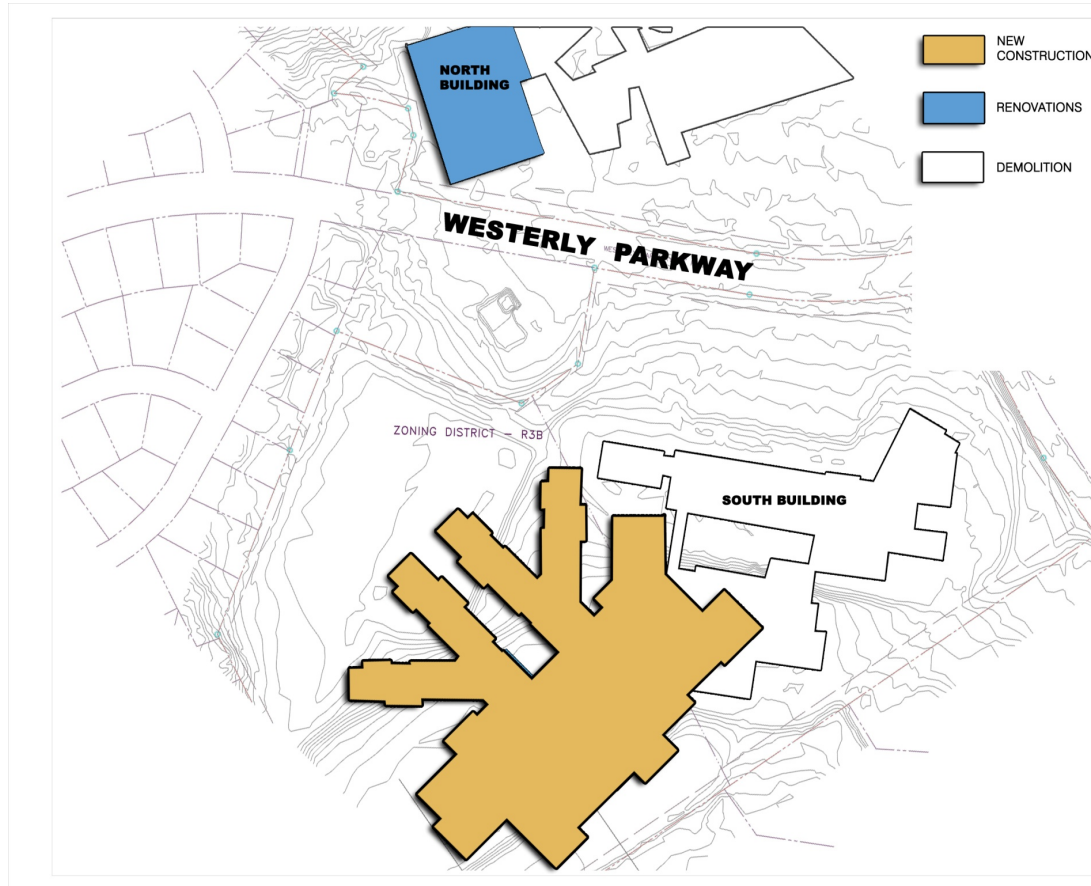
Characteristics

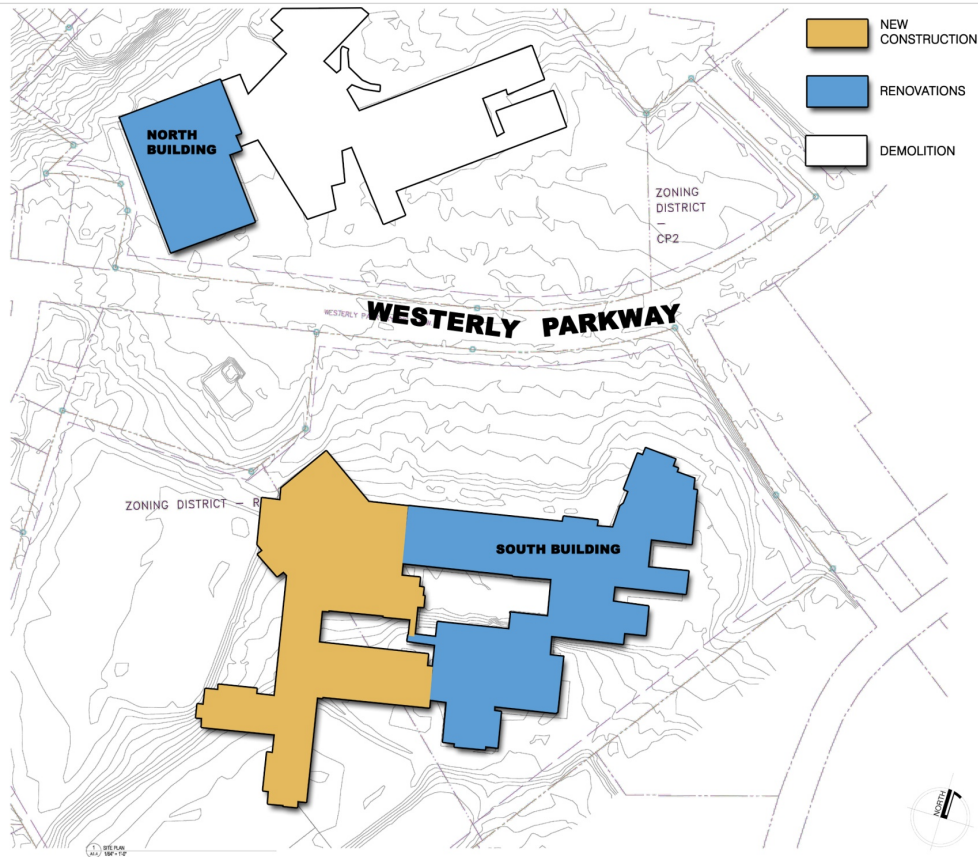
1. Utilizes significant Areas of the Existing Building.
2. School within a School Building Design.
3. Connects Both Existing Buildings with New Construction.
4. Eliminates conflict of students crossing Westerly Parkway.
5. Utilizes Existing Playfields.
6. Busses are stationary for student loading on both North and South Sites.
7. Visible Main Entrance centrally located with Administration accessible from Westerly.
8. Potentially higher square footage due to use of existing building and enclosed bridge.
9. Would require offsite Athletic Fields.
10. Travel Distances remains a consideration.

Option D1

Characteristics

1. Maximizes Building Efficiency with Reduced Square Footage.
2. School within a School Building Design.
3. Optimal Adjacencies within the Building.
4. Less Costly to Operate.
5. All New Site Infrastructure.
6. May not require bridge over Westerly or traffic calming approaches.
7. Construction Phasing would be less disruptive to Students.
8. Remote Athletic Fields would be required to meet program.
9. Determine if retaining North Building Athletics is Acceptable.

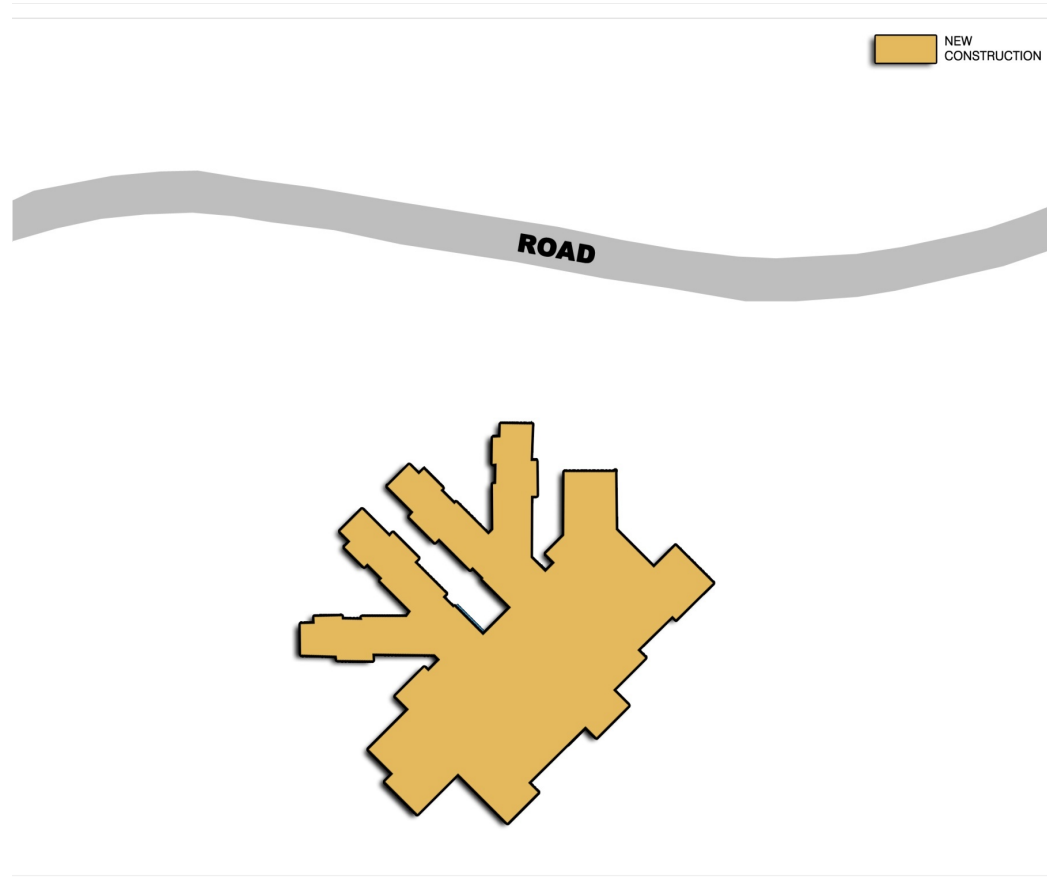




Option D2

Characteristics

1. Minimize student crossing of Westerly Parkway.
2. Concentrated addition at one location would limit phasing impact to students.
3. Separation of 9/10 and 11/12 would be by floor of the new building addition to meet School within a School Concept.
4. Bussing and Parking may require both South and Sites.
5. Initial layouts indicate this may yield Reduced Square Footage.
6. Utilizes valuable existing building infrastructure.
7. Determine if retaining North Building Athletics is Acceptable.



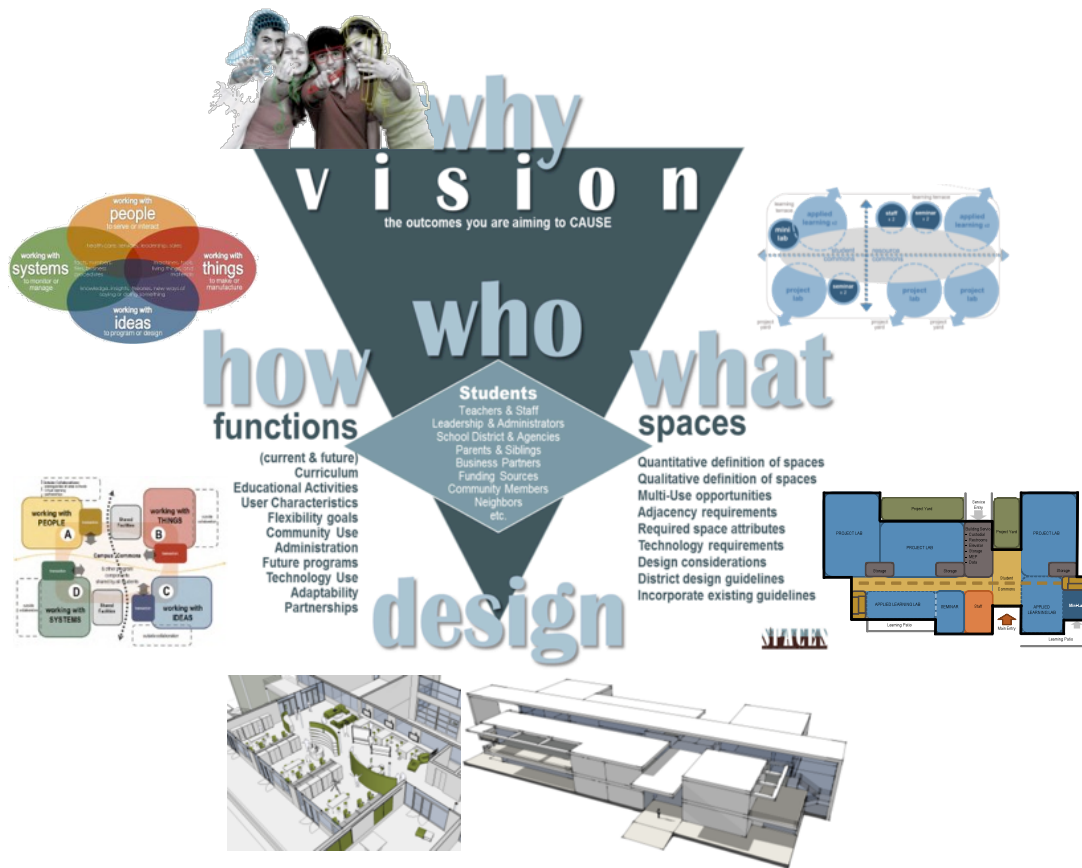
Option E

Characteristics

1. Maximizes Building Efficiency with Reduced Square Footage.
2. School within a School Building Design.
3. Would allow for Optimal Adjacencies within the Building.
4. Less Costly to Operate.
5. All New Site Infrastructure.
6. Construction would have no impact on Educational Program.
7. May accommodate all athletic fields on one site.
8. Land acquisition required.

SITE EVALUATION – LEVEL 1																		
Site Name	Inventory/Location				Property Available	Regulatory Overview				Environmental Overview				Infrastructure Overview				Notes/Remarks
	Acreage (Approximate)	Property Size (less than 79 Acres)	Frontage or access greater than 1/2 mile to suitable transportation corridor	Distance from District Demographic Center (Miles, Straight Line, 5 mile limit)		Zoning (Not a Permitted Use or Conditional Use)	Potential for DRI (Developments of Regional Impact)	PennDOT (Frontage or on access State Road)	PA DEP (Potential for Chapter 105 Permits)	Soils (Hydric components and other development constraints)	Karst Features Present (S = Significant), M = Minor)	Significant Drainage Features and/or Floodplain Areas	Known Sensitive Environmental Areas on site or adjacent	Sanitary Sewer (No Availability at Site)	Water (No Availability at Site)	Storm Water (No Receiving Watercourse or system)	Site Access (Not Adequate for 2 access points minimum)	
Sites Inside of Current RGB/SSA																		
Westerly Parkway (current)	79			1.2	Y						✓ (M)	✓	✓					✓
Westerly Parkway (expanded)	>79			1.2	Y/?						✓ (M)	✓	✓					✓
1	60	✓																
2	119		✓															Far from demographic center, primary access onto Trout Road
3	107		✓															Far from demographic center, travel to/from site through Toftrees or to Park Avenue
4	72	✓																
5	120		✓															Far from demographic center, travel to/from site through Toftrees or to Park Avenue
6	70	✓																
7	138			0.5	?	*					✓ (S)		✓			✓/N		✓ Zoning TTD (use not prohibited)*, Master Plan on file, storm water towards RPES (volume restriction), potential Blue Course Drive access restrictions
8	119			6.0														Far from demographic center
9	62	✓																
10	78	✓																
11	572			3.5	?				✓									✓ Zoning Planned Community, Five (5) parcels, Master Plan on file, rolling topography with some steep slopes, Waddle Road bridge needs upgraded, access to property needs constructed
Sites Outside (adjacent) of Current RGB/SSA																		
12	133			3.5		✓	✓			✓	✓ (M)	✓						Over 25 acres of floodplain soils and over 7 acres of hydric soils located in middle areas of site
13	145		✓	1.5	?	✓	✓				✓ (S)			✓		✓		✓ Sewer and water infrastructure will be nearby with residential development, Significant residential development within 1 mile radius, Upgrades to Old Gatesburg Road likely.
14	157			2.0	Y	*	✓	✓			✓ (M)	✓	✓	?				✓ Majority of property in College Township with small area in Harris, small portion in RGB, Zoning Agricultural (permitted use if in sewer service area*), access on University Drive and potential Campbell Road, upland of SCBWA well field

SITE EVALUATION – LEVEL 1																			
		Inventory/Location				Regulatory Overview				Environmental Overview				Infrastructure Overview					
Site Name		Acreage (Approximate)	Property Size (less than 79 Acres)	Frontage or access greater than 1/2 mile to suitable transportation corridor		Distance from District Demographic Center (Miles, Straight Line, 5 mile limit)	Property Available	Zoning (Not a Permitted Use or Conditional Use)	Potential for DRI (Developments of Regional Impact)	PennDOT (Frontage or on access State Road)	PA DEP (Potential for Chapter 105 Permits)	Soils (Hydric components and other development constraints)	Karst Features Present (S = Significant), M = Minor)	Significant Drainage Features and/or Floodplain Areas	Known Sensitive Environmental Areas on site or adjacent	Sanitary Sewer (No Availability at Site)	Water (No Availability at Site)		
Notes/Remarks																			
Sites Outside (adjacent) of Current RGB/SSA																			
15	136			4.0			✓				✓			✓	✓	✓	✓		Nearly 50% of the site has steep slopes, only has a single point of access
16	107			3.1		*	✓	✓	✓		✓	✓ (M)	✓	✓					(Permitted use if in sewer service area*) Over 30% of site Nolin and Hydric soils
17	314			2.5	?	*	✓		✓	✓	✓	✓ (M)	✓	✓	?				✓
18	133	✓																	Zoning Agricultural (permitted use if in sewer service area*), property bisected by Branch Road, although either side is large enough for a site the portion between University Drive and Branch Road is better suited for development. Only access to Buffalo Run Road.
19	87	✓																	Over 1 mile from site to Science park Road. Property shape very narrow and long.
20	204	✓																	Far from demographic center, travel to/from site through Toftrees or to Park Avenue
21	160			1.5		✓	✓	✓		✓		✓ (S)	✓	✓					Split in Ferguson, College and Harris Townships, Zoning Rural Ag and Ag., significant floodplain area bisects the site, upland of SCBWA well field
22	197			1.7	?	✓	✓	✓	✓	✓		✓ (S)	✓	✓	✓	✓		✓	Zoning Rural Agriculture, adjacent to future Whitehall Road Park and potential shared access, potential access to Route 45 with stream crossing, upland of SCBWA well field, irregularly shaped property, long utility extensions, portion in Harris Township
23	128	✓		1.5	?	✓	✓	✓			✓	✓ (S)			✓	✓	✓	✓	Foxpointe Drive terminates at site. Foxpointe Drive has limited access points and driveways to Pine Hall Road. Sewer and water infrastructure will be nearby with residential development, Significant residential development within 1 mile radius. Upgrades to Old Gatesburg/Nixon Roads likely. Some minor areas of potential hydric soils.



Educational Planning Update

- **DISCOVERY** - Fine-tuning the process & understanding your “givens”
 - Kick-off meetings
 - Awareness sessions
 - Program, schedule & plan reviews
 - Information gathering
- **VISIONING** - Establishing the “Big Idea” and Guiding Principles
 - Vision for the Future
 - Goals & Guiding Principles
- **SYNTHESIS** - Translating Goals into ideas and strategies for facilities
 - Updates to 2009 Educational Specifications
 - Program & planning diagrams
- **PRE-DESIGN** - Collaborating to translate your vision into reality
 - Floor plans
 - Aesthetic / Character studies
 - Furniture & equipment layouts

how Digital Learning contributes to Deeper Learning

Creating deeper learning opportunities for every student in every classroom can be achieved by using personal digital learning tools that customize the educational experience and serve the individual needs of each student on his/her own unique learning path. These are three main ways that digital learning promotes deeper learning:

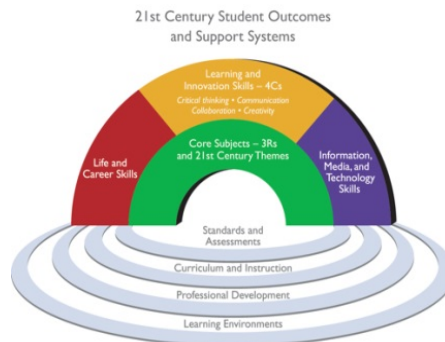
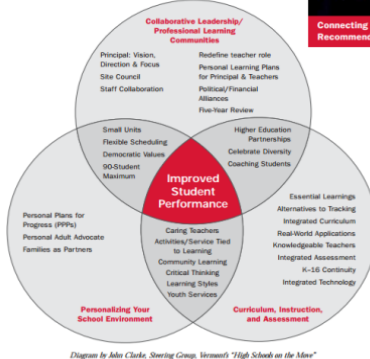
- personalized skill building**
digital preparation for deeper learning
- personalization:**
personal learning experiences
- motivation:**
engaging and adaptive instructional experiences
- persistence:**
learning more per day/year
- schools & tools**
tools deeper learning
- production:**
practice, publish & present digitally with parents
- collaboration:**
dynamic grouping and scheduling, virtual teams
- simulation:**
immersive complex problem solving
- enhanced access:**
expanded options and extended reach
- access:**
24/7 access to great teachers and content
- acceleration:**
more and more performance freedom
- options:**
multiple new pathways to mastery
- new student roles**
Across the country, students are taking on roles that are pushing the traditional boundaries of learning. Through these opportunities, students can connect to their future with authentic and meaningful learning.
- In these settings, students are...**

GETTING SMART
Think. Learn. Innovate.

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Connecting Breaking Ranks II Recommendations in High School Renewal



Educational Planning Update

— WHY EDUCATIONAL VISIONING?

- to envision the future, not just fix the past
- to explore possibilities beyond what we have now
- to articulate a shared direction for which to aim

— WHY UPDATED FACILITIES?

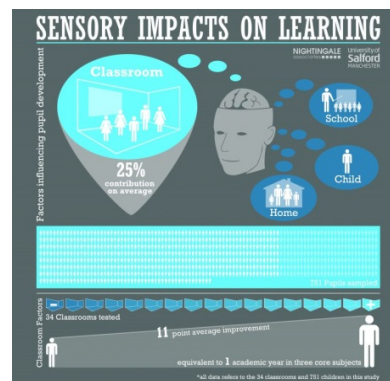
- student & staff concerns (condition, access, adequacy)
- best practices for teaching and learning (possibilities)

— WHY UPDATE 2009 ED SPECS?

- updates are required by the state
- 2009 ed spec presented possibilities but didn't specify an educational model with sufficient fidelity to be actionable
- the process needed more robust student input

— WHY GUIDING PRINCIPLES?

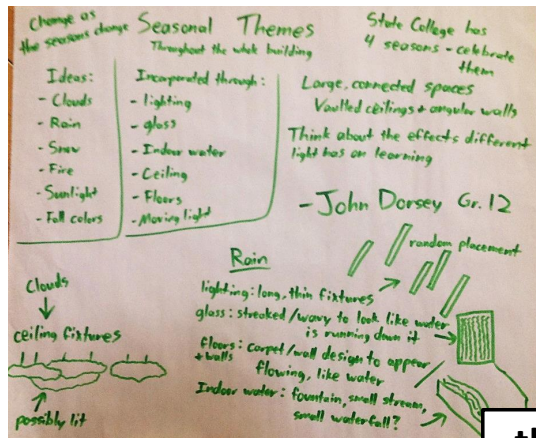
- collectively articulate what's important
- develop the measures against which to gauge success
- keep everyone on track – all eyes on the goal



Educational Planning Update

STUDENT WORKSHOP (Dec 2012)

How we heard from them



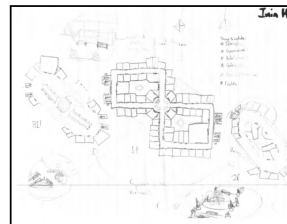
their words



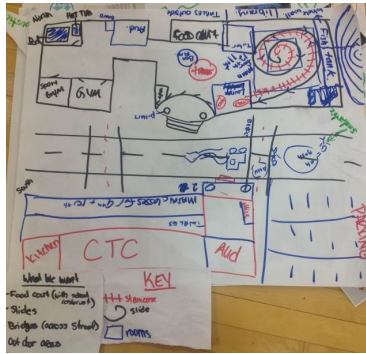
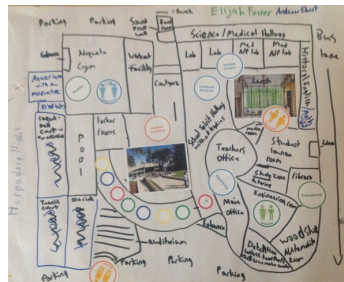
their drawings



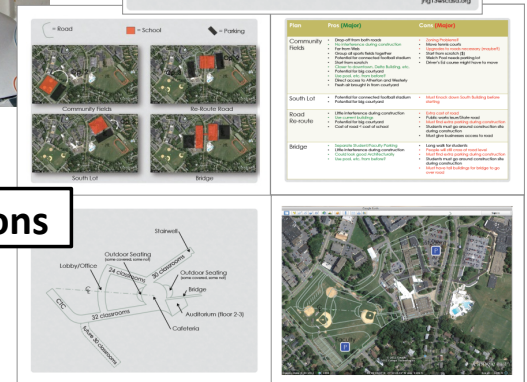
their models



their plans



their presentations



Relationships are a cornerstone of academic achievement.

Relevance motivates students to pursue understanding.

Diversity of student interests and abilities must be celebrated.

Best-practices are embraced, and adaptability and innovation are expected.

Environmental **stewardship** promotes global citizenship.

Human, physical and financial **responsibility** nurture community trust.

A safe, **healthy** and nurturing environment meets holistic needs of learners.

Learning extends past the bell schedule and beyond the school campus.

Technology is a powerful TOOL for teaching & learning.

principle 1:

Relationships are a cornerstone of academic achievement.

belief statement:

We believe that meaningful relationships, effective communication and collaboration among and between students, their families, and staff create high achievement, satisfaction and productivity. Positive teacher-student relationships draw students into the process of learning and promote their desire to learn. Each student should be connected to responsible, approachable and caring adult advocates. Student anonymity has no place in the high school.

references:

Example student comment:

•“I would like more one to one where I can get to know my teachers better. Being friends with my teachers will help me be more comfortable in sharing my ideas.”

References

- Breaking Ranks II: Executive Summary*, Core Area 2
- American Psychological Association: *Improving Students' Relationships with Teachers Provide Essential Supports for Learning*

principle 1:

**Relationships are a
cornerstone of academic
achievement.**

Guiding Principles 1.0

What is your perception of this principle being effectively realized in our current high school?

- A) Yes, this principle is effectively realized for students in our school.
- B) No, this principle is not effectively realized for students in our school.
- C) I don't know/need more information

principle 1:

**Relationships are a
cornerstone of academic
achievement.**

Guiding Principles 1.0

When considering updated high school facilities, is this principle a high priority?

- A) Yes, it is important
- B) No, it is not important
- C) No opinion/Need more information

principle 2:

Relevance motivates students to pursue understanding.

belief statement:

We believe that relevance is a key motivator, connecting students to understanding and knowledge. Curricular strategies that integrate theoretical, conceptual and practical knowledge from various fields of study provide real-world relevance. Student-centered learning allows for each student's skills, interests and abilities to be aligned with an individualized strategy for academic success.

references:

Example student comments:

- *"The goal of education is not making students get A+ in their tests, but to help them touch their dreams."*
- *"I think that we would be so much happier in school if we were doing what we love. We are a changing time period. We need to do something with our high school in order for us and our peers to make a difference. I want to love school, not hate it."*

References

- Partnership for 21st Century Skills: *P21 Framework, Learning & Innovation Skills*
- *Motivating Students to Learn*, 3rd Edition by Jere Brophy

principle 2:

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- B) No, it is not important
- C) No opinion/Need more information

principle 3:

Diverse student interests and abilities must be celebrated.

belief statement:

We believe that the educational environment should support the skills, interests and abilities of all students. In addition to core and elective programs, activities, clubs, athletics and the like offer multiple venues to develop and celebrate student individuality and creativity. The school should be a creative and enterprising expression celebrating the power of all styles of learning.

references:

Example student comments:

- *"I really feel like we need a school where we focus on everyone as individuals. Not as a student body. I am so sick of hearing about us as a group."*
- *"Subjects like mathematics are often taught in a very uniform way and neglect to accommodate alternate learning styles. Rather than separating subjects by level you could separate them by learning styles such as visual, kinesthetic, etc."*

References

- *Breaking Ranks II: Executive Summary*, Core Area 1
- *Extracurricular Design-Based Learning* by Dr. Liz Gerber

principle 3:

Diverse student interests and abilities must be celebrated.

Guiding Principles 1.0

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principle 3:

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Guiding Principles 1.0

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- B) No, it is not important
- C) No opinion/Need more information

principle 4:

Best-practices are embraced, and adaptability & innovation are expected.

belief statement:

We believe that adaptability allows for growth and continuous improvement. All aspects of our educational system will empower adaptable, innovative, and future-oriented practices so that current and future graduating students will have the skills to thrive in a changing, multi-dimensional, global and technological society.

references:

Example student comments:

- *"The traditional education system is no longer as useful as it used to be. The world is changing but education hasn't. We need more engaging lessons, new ways to learn and new ways to be tested on what we have learned. The school should create an environment that shows how much SCASD values education."*
- *"Learn from us so we can learn from you"*

References

- 2009 Ed Spec, Goals #1, #2, & #6
- Partnership for 21st Century Skills: *P21 Framework, Learning and Innovation Skills*

principle 4:

**Best-practices are embraced,
and adaptability & innovation
are expected.**

Guiding Principles 1.0

What is your perception of this principle being effectively realized in our current high school?

- A) Yes, this principle is effectively realized for students in our school.
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- C) I don't know/need more information

principle 4:

**Best-practices are embraced,
and adaptability & innovation
are expected.**

Guiding Principles 1.0

When considering updated high school facilities, is this principle a high priority?

- A) Yes, it is important
- B) No, it is not important
- C) No opinion/Need more information

principle 5:

Environmental stewardship promotes global citizenship.

belief statement:

We believe in empowering children to view the world critically and to think and act independently, cooperatively and responsibly. We believe that a sustainable environment promotes global citizenship and awareness and connects students to their world.

references:

Example student comment:

- *"I want nature. Nature, nature and more nature. Green, earth-friendly energy."*

References

- Department for Children, Schools & Families - *Impact of Sustainable Schools*
- USGBC – *The Benefits of Sustainable Schools*
- SCASD Board Resolution on High Performance Schools and Sustainability

principle 5:

**Environmental
stewardship promotes
global citizenship.**

Guiding Principles 1.0

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- C) I don't know/need more information

principle 5:

**Environmental
stewardship promotes
global citizenship.**

Guiding Principles 1.0

When considering updated high school facilities, is this principle a high priority?

- A) Yes, it is important
- B) No, it is not important
- C) No opinion/Need more information

principle 6:

Human, physical and financial responsibility fosters community trust.

belief statement:

We believe that resources should be used effectively and efficiently to ensure the community a measurable return on its investment and to cultivate and maintain a culture of trust and mutual support.

references:

Example student comment:

• *“Regardless of how much planning is completed, the project in question will never come to fruition without the support of the electorate.”*

References

- 2009 Ed Spec, Goal #5
- Jamie Vollmer: *Schools Cannot do it Alone*

principle 6:

**Human, physical and
financial responsibility
fosters community trust.**

Guiding Principles 1.0

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- B) No, it is not important
- C) No opinion/Need more information

principle 7:

A safe, healthy and nurturing environment meets holistic needs of learners.

Guiding Principles 1.0

belief statement:

We believe that student learning increases when the school climate is safe, healthy, supportive, and trusting. Such an environment promotes innovation, inquiry, and productive risk taking, indirectly reinforcing achievement because both students and educators want to work under such conditions - without the distractions caused by fear, judgment, poor air quality, temperature swings, and inadequate lighting.

references:

Example student comments:

- *"it's not the teacher's teaching; it's the environment we're learning in."*
- *"The school NEEDS NATURAL LIGHT. Having classes with no windows is cruel and prison-like."*
- *"I think that if the school were more open, and more importantly had more windows, it would improve the overall mood of the students."*

References

- 2009 Ed Spec, Goal #3
- *A Place to Learn: Lessons from Research on Learning Environments*

principle 7:

A safe, healthy and nurturing environment meets holistic needs of learners.

Guiding Principles 1.0

What is your perception of this principle being effectively realized in our current high school?

- A) Yes, this principle is effectively realized for students in our school.
- B) No, this principle is not effectively realized for students in our school.
- C) I don't know/need more information

principle 7:

A safe, healthy and nurturing environment meets holistic needs of learners.

Guiding Principles 1.0

When considering updated high school facilities, is this principle a high priority?

- A) Yes, it is important
- B) No, it is not important
- C) No opinion/Need more information

principle 8:

Learning extends past the bell schedule and beyond school campus.

belief statement:

We believe that school and community share in the responsibility for achieving student success. Relationships with outside organizations, institutions, individuals, and the great outdoors support and strengthen educational programs. We believe in students as both teachers and mentors, and we have high expectations for a culture of collaboration.

references:

Example student comment:

“I feel as though many of the things I am learning are purely for a test; or a grade rather than application to the real world.”

References

- 2009 Ed Spec, Goal #4
- Breaking Ranks II: Executive Summary, Core Area 1
- National League of Cities: Stronger Schools, Stronger Cities

principle 8:

Learning extends past the bell schedule and beyond school campus.

Guiding Principles 1.0

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- B) No, this principle is not effectively realized for students in our school.
- C) I don't know/need more information

principle 8:

Learning extends past the bell schedule and beyond school campus.

Guiding Principles 1.0

When considering updated high school facilities, is this principle a high priority?

- A) Yes, it is important
- B) No, it is not important
- C) No opinion/Need more information

principle 9:

Technology is a powerful TOOL for teaching & learning.

belief statement:

We believe that technology is one of many tools for teaching and learning. The use of technology is driven by the task and the student and should not be seen as a replacement for all other tools. As a tool, technology can empower a community where learning is available for everyone, at any time, and in any place.

references:

Example student comments:

- *"I love technology and the basis of society is turning toward technology. This is why the foundation of our school should focus on technology and encourage it."*
- *"I am really good at school and I use technology, but not excessively."*

References

- 2009 Ed Spec, Goal #6
- EDUCAUSE: *Authentic Learning for the 21st Century: An Overview*
- Getting Smart: *How Digital Learning Contributes to Deeper Learning*
- Daniel Pink: *A Whole New Mind*

principle 9:

**Technology is a powerful
TOOL for teaching &
learning.**

Guiding Principles 1.0

What is your perception of this principle being effectively realized in our current high school?

- A) Yes, this principle is effectively realized for students in our school.
- B) No, this principle is not effectively realized for students in our school.
- C) I don't know/need more information

principle 9:

**Technology is a powerful
TOOL for teaching &
learning.**

Guiding Principles 1.0

When considering updated high school facilities, is this principle a high priority?

- A) Yes, it is important
- B) No, it is not important
- C) No opinion/Need more information

Relationships

Relevance

Diversity

Best-practices

Stewardship

Accountability

Safe & healthy

Extended Learning

Technology

if we really meant it, then...

Students and teachers would share **spaces**, cross paths, and interact regularly.

Clusters of **spaces** of varying shapes and sizes would be available for interdisciplinary programs.

Academic, co-curricular, athletic, and extra-curricular activities would all have adequate **facilities**.

Teachers & students would have **spaces**, tools, and equipment to invent, test and share new ideas.

Students would use the outdoor **environment** as a tool for learning.

All **resources** would be used to their maximum effective potential, for academic & fiscal success.

Students and staff would be free from distractions caused by inadequate physical **facilities**.

Students would have access to the wealth of **resources** in the SC community and beyond.

Students would find technology **tools** as ubiquitous as the pencil and notebook of the 20th century.

**this is
why
SCAHS
needs
updated
facilities**



Wrap Up

Which of the below factors is most important for realizing updated high school facilities?

- A) Cost
- B) Educational Adequacy (Program & Model)
- C) Location
- D) All of the above
- E) None of the above

-
- Note: Please share critical feedback regarding these draft principles or further suggested principles via the Comment Cards that have been distributed. You are also welcome to provide feedback via our “drop box” located on our web site (High School Project link under Facilities).

HIGH SCHOOL PROJECT PLANNING MEETING

January 21, 2013



Crabtree, Rohrbaugh & Associates, Architects

Questions ?

