

HIGH SCHOOL PROJECT PLANNING MEETING

JANUARY 21, 2013

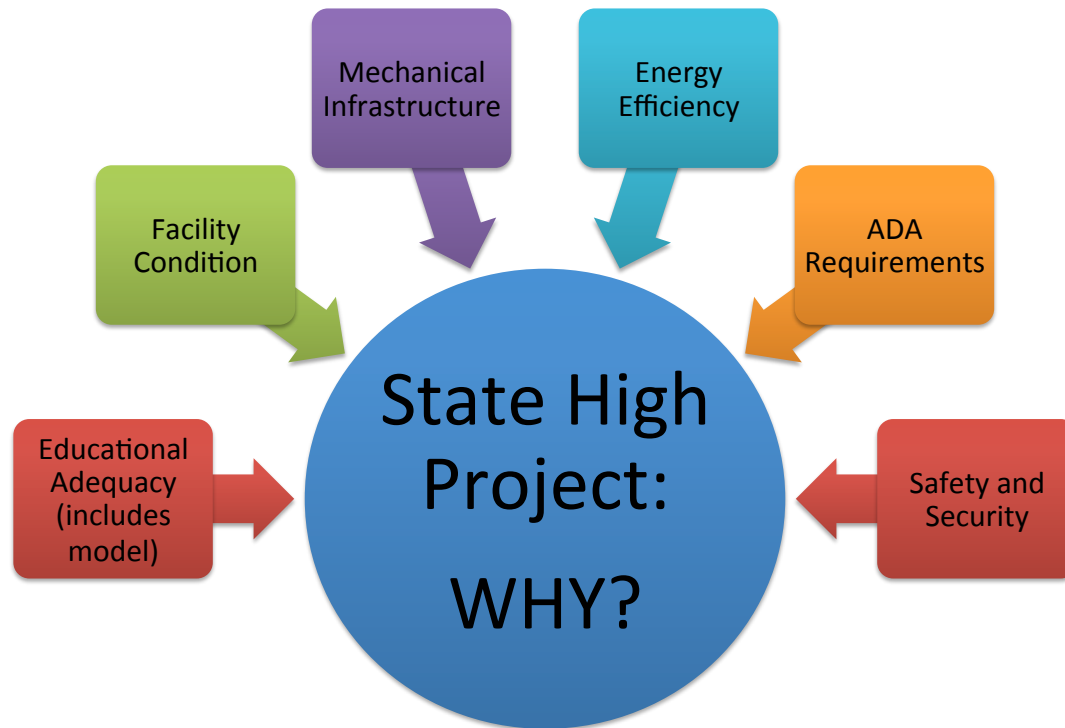


Crabtree, Rohrbaugh & Associates, Architects

Agenda

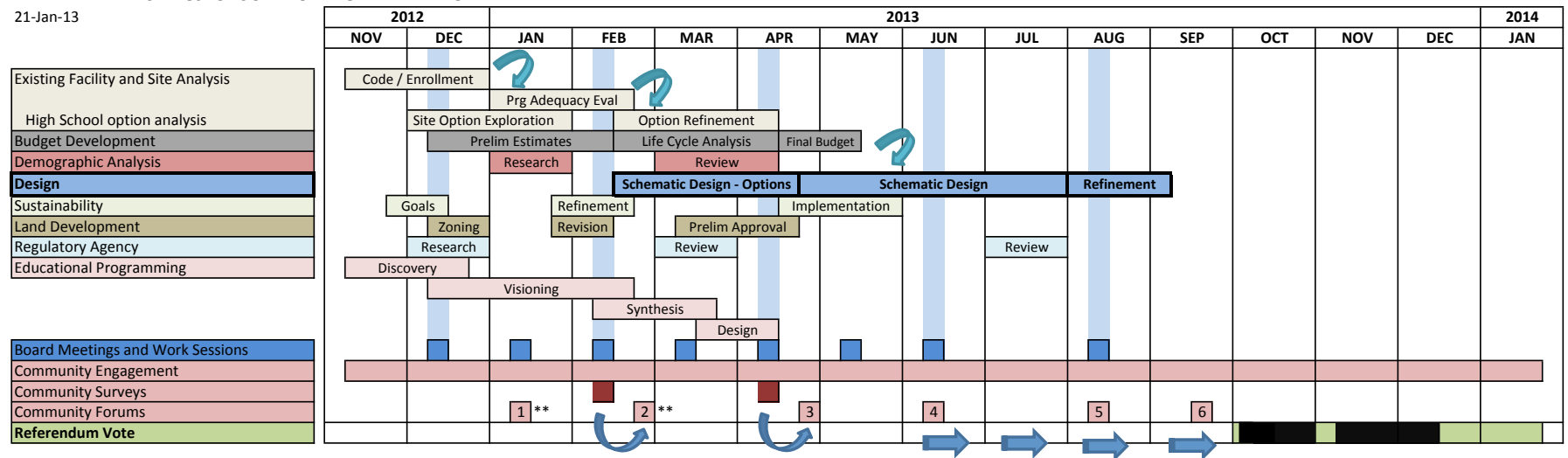
- 1) Project Planning Overview
 - Why?
 - Schedule/Calendar Status
- 2) Community Forum
- 3) Community Engagement Action Team
- 4) Educational Planning Update
- 5) Site Options
 - Site Evaluation
 - Master Planning Concepts – Options
- 6) Surveying

Project Planning Overview



Government	Percentage
Current government	85%
Previous government	15%

21-Jan-13



Forum Agenda :

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

Community Forum

- January 23, 2013:
- Open House 5:30 PM to 7:00 PM
- **Tours Departing 5:30 to 6:00 PM**
- Forum 7:00 to 8:30 PM
 - Purpose of Forum includes obtaining community feedback



- Facilitate two-way communication between community and Board/Project Team
- Help Board understand community's priorities
- Educate entire community about why we are doing project & how they may participate
- Assist in development of *guiding principles*
- Identification of priorities relative to facility condition, educational adequacy, safety & climate

Community Engagement

- Action Team
 - Purpose
 - Role
 - Expectation
 - Membership
 - Procedures

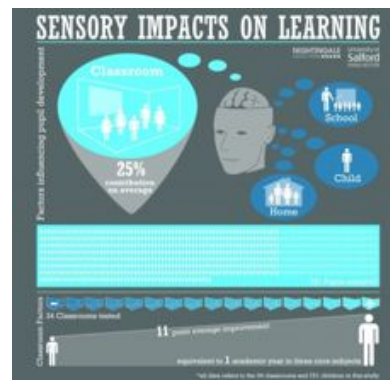


Educational Planning Update

- **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



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?

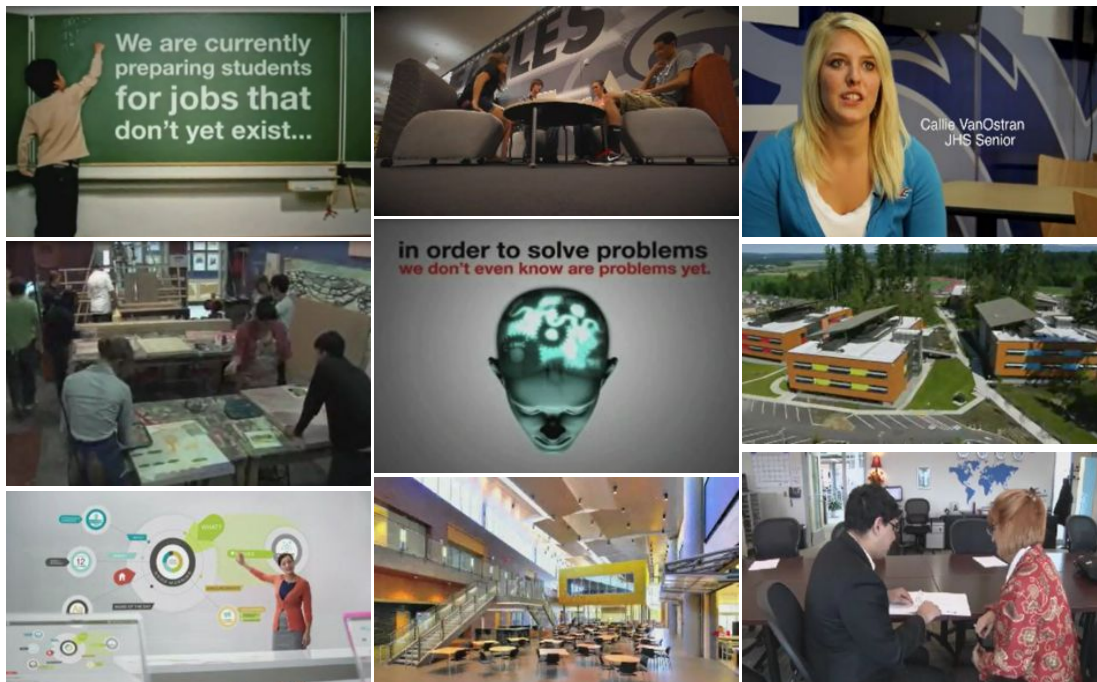
- student & staff concerns (condition, access, adequacy)
- best practices for teaching and learning (possibilities)

— 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

Why watch videos?

- State College has 1 high school, what are other schools doing?
- Students and teachers are too busy to spend time gathering new ideas and seeing other schools.
- In only 90 minutes, nearly everyone in the school was thinking something new about education.
- Whether teachers and students were engaged or not, the activity provided valuable insight into the education in State High.

Why reflect on each video?

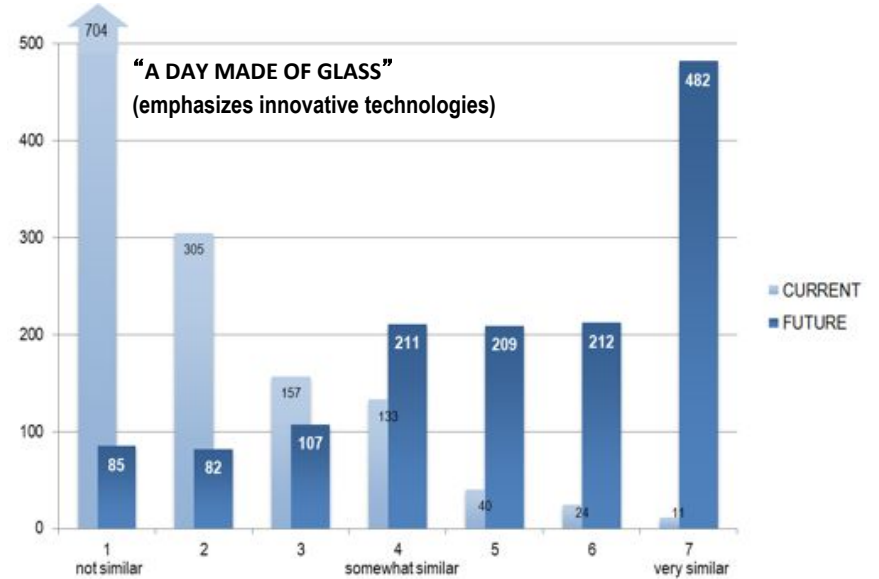
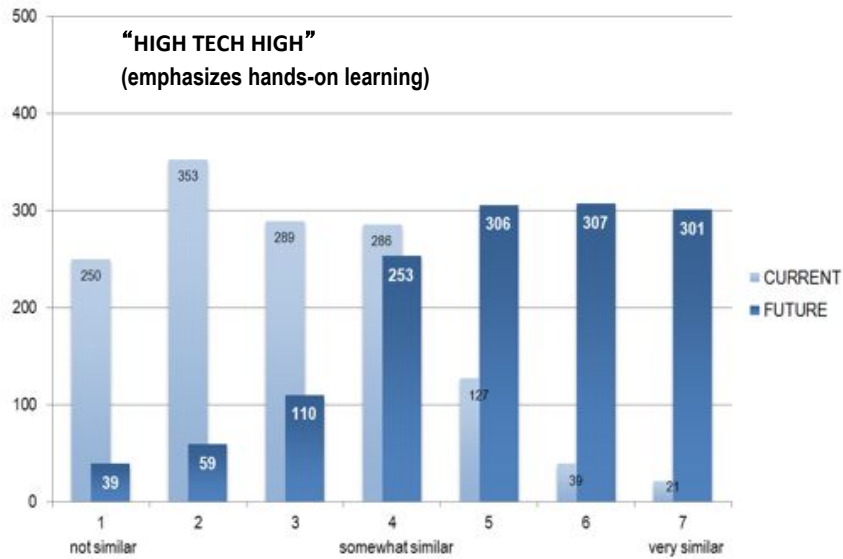
- Open the door for all students & staff to participate
- Strategy for enhancing focus
- Understand PERCEPTIONS of current conditions
- Understand ASPIRATIONS for future conditions
- Gather initial comments and insights while gauging the degree of support for the project.

Links to full versions of the videos included in the video collage can be found at www.scasd.org

Educational Planning Update

VIDEO IMPRESSIONS:

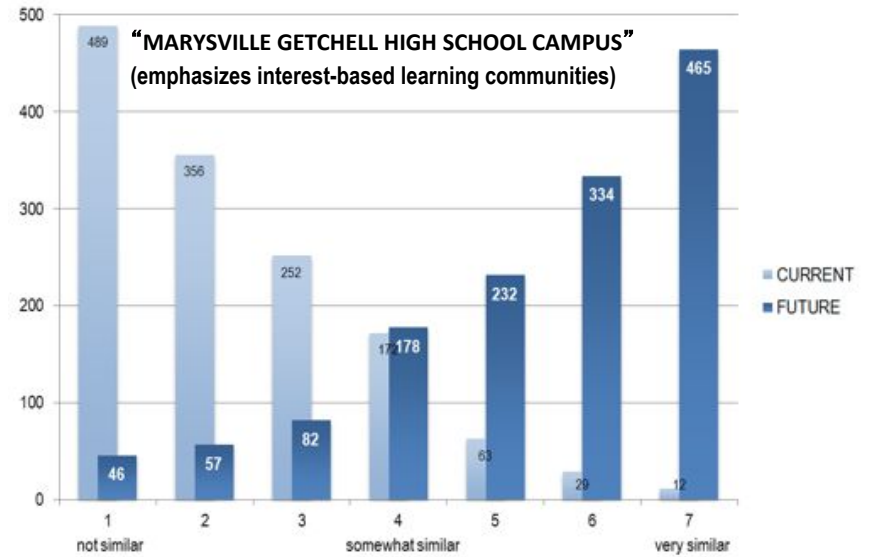
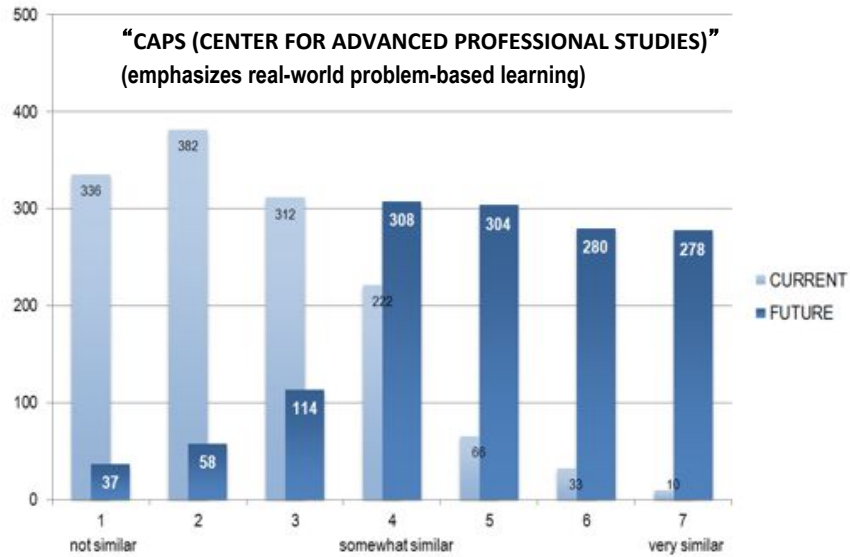
where we are vs where we want to be in the future



Educational Planning Update

VIDEO IMPRESSIONS:

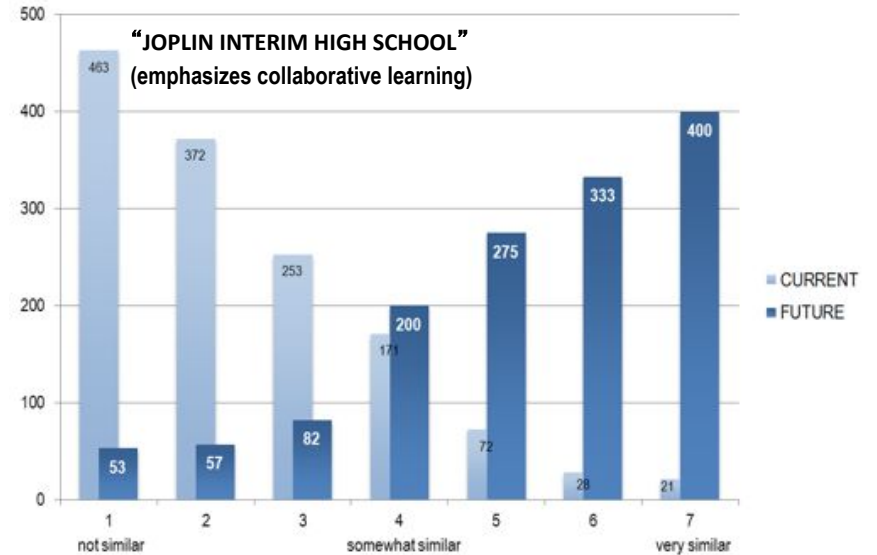
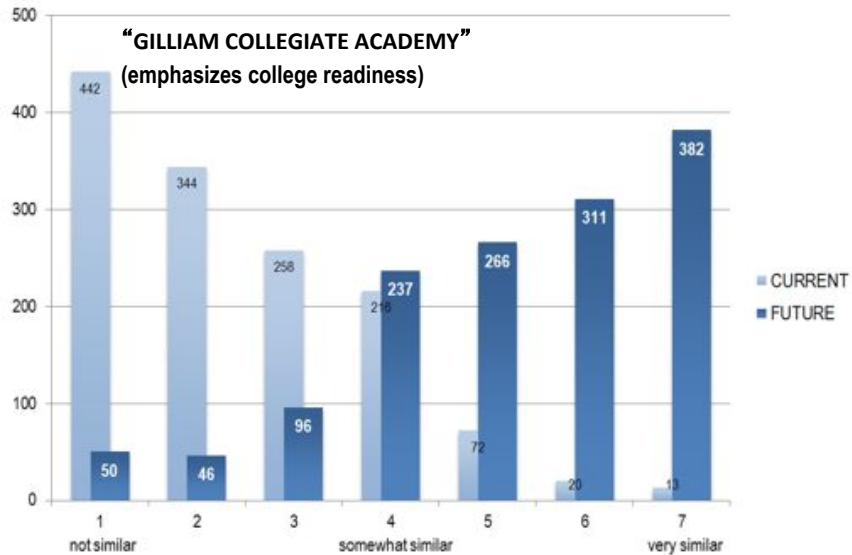
where we are vs where we want to be in the future



Educational Planning Update

VIDEO IMPRESSIONS:

where we are vs where we want to be in the future



"I look forward to innovation, creativity, and outward thinking. However, our school is lacking in that extremely."

"I thought that the videos were very interesting and helpful."

"I appreciate the effort being put into making our learning environment a better setting for us to function in and for giving us the opportunity to be a part of what is going to happen with the new school."

"More space with a new flare. Community needs to be emphasized. Focus on all facets art, science, music etc."

"This video was depressing because our school is horrendous in comparison to these schools."

"I appreciate the effort being put into this attempt, and I am glad that students are being consulted for input and ideas."

Educational Planning Update

STUDENTS OFFERING ADDITIONAL INSIGHTS

9 TH	151 students
10 TH	147 students
11 TH	140 students
<u>12TH</u>	<u>104 students</u>
	542 students

STUDENTS OFFERING TO PARTICIPATE FURTHER

9 TH	86 students
10 TH	98 students
11 TH	116 students
<u>12TH</u>	<u>70 students</u>
	370 students



Adam Watkeys
James Witting
Kyle Solt



Educational Planning Update

— WHY MARSHMALLOWS & SPAGHETTI?

- 18 minutes or doing something unusual
- Concepts of collaboration, teamwork, and innovative thinking
- Set-the-stage for students to challenge their preconceptions
- have some fun (without technology)

— WHY SHOW PICTURES OF OTHER SCHOOLS?

- To tour schools without leaving State College
- Broaden perceptions of what “school” could look like
- Help move students beyond “roof leaks” and “air-conditioning”

— WHY USE A COLLAGE TO EXPRESS IDEAS?

- Pictures can be used to spark imagination and express ideas
- Quickly collaborate to create a shared message
- Students are not limited to one means of communication
- The results are creative, immediate and understandable

– WHY CONTINUE ASKING?

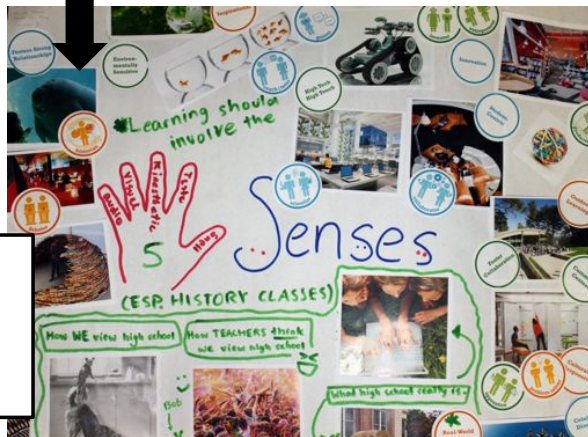
- The stage is set for more focused conversations
- The ultimate solution must belong to students and staff



Relationship with Teachers
 Windows/Better Bathrooms/Air Conditioning
 Outdoor space - garden
 Comfortable - environment, seating
 Functional - better bathrooms, food, lockers, air
 "Modern school for a Modern World"



"Learning should involve the 5 senses"
 Real World Learning
 Cooperative and Collaborative
 Foster Strong Relationships
 High Tech High Touch
 Student-Centered

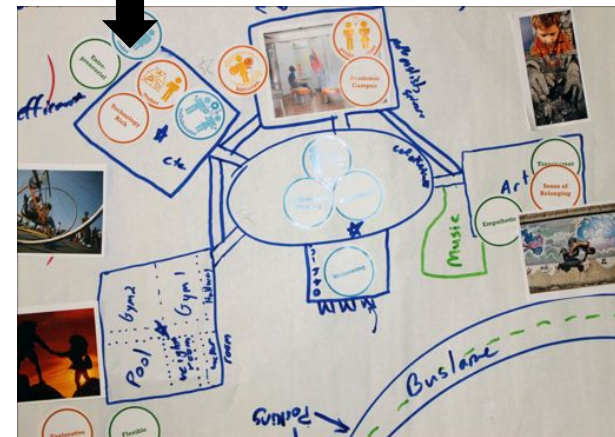


Educational Planning Update

DECEMBER 2012 - STUDENT WORKSHOP

What we heard

Equity of programs
 Make it relevant to my interest
 Welcoming & sense of belonging
 High energy area with strong student identity





Flexibility/Adaptability
 Collaboration
 Natural Lighting
 Connection with Outdoors - Outdoor learning
 Environmentally Sensitive
 Welcoming
 Real World Learning / Community Centered



Variety of spaces - quiet workspace, high energy
 Outdoor spaces - garden/greenhouse, courtyards
 Functional - Temp Control / Windows / Bathrooms
 Technology
 Natural daylight, open spaces



Technology rich
 Eco-Friendly / Natural lighting
 Connection with others
 Cost-effective
 "Equally dispersed spaces for all activities"
 Sense of belonging
 Student-centered

Educational Planning Update

STUDENT WORKSHOP (Dec 2012)

What we heard

Educational Planning Update

STUDENT WORKSHOP (Dec 2012)

What we heard



Diversity of student interest
Technology rich – WIFI beyond hallways, compute access
Variety of spaces – transparent, private, traditional
Connection to the real world
Functional – air conditioning, no flooding, usable lockers



Creativity
Equity of programs – more arts, more CTC
Functional – wider hallways, better security, no flooding, more outlets
Flexibility
Technology rich



Safe
Technology Rich
Comfortable for students
Fun, high energy
Creativity
Functioning
Ownership and sharing
Entrepreneurial

Hands on learning (like the Carnegie Science Center)
Sense of belonging - unite
Environmentally sensitive – natural, natural energy
Foster collaboration
Environmentally sensitive
Real world learning - apprentice
Functional – less lockers, big hallways, no flooding
Equity of programs - more CTC class rooms



[illegible]

How we heard from them

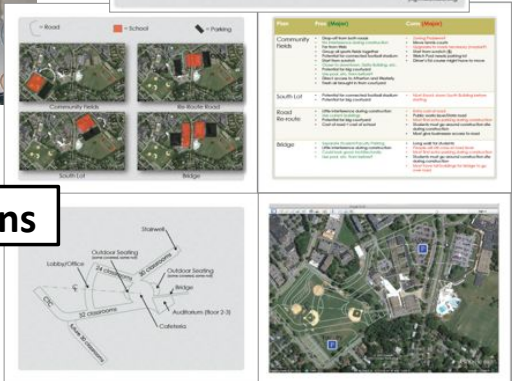
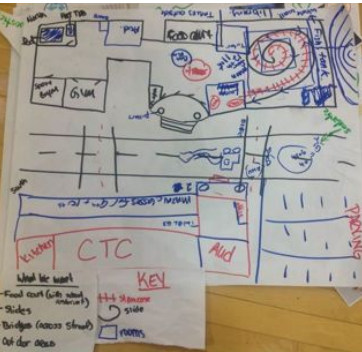
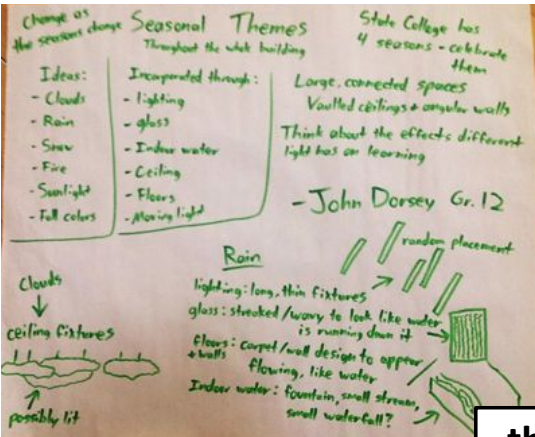
their drawings

their words

their models

their presentations

their plans



[illegible]

What was Emphasized

[illegible]

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 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 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 4:

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

Guiding Principles 1.0

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 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 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 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 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 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*

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.

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.

if we really meant it, then...

Relationships

Relevance

Diversity

Best-practices

Stewardship

Accountability

Safe & healthy

Extended Learning

Technology

3.0 CAREER Programs

SPACE DESCRIPTION	Total # of Seats	Area of Ex. Sq. Ft.	Net Area Sub-Total	# of Users	Student Capacity	Total # of Seats	Area of Ex. Sq. Ft.	Net Area Sub-Total	# of Users	Student Capacity	COMMENTS
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3.01 Business & Management		2009 PROGRAM				21				PROPOSED PROGRAM				21				COMMENTS	
01	Classroom: Accounting/Finance	2	900	1,800	2	24	48	1	900	900	1	24	24						
02	Classroom: Entrepreneurship							1	900	900	1	24	24						
03	Classroom: Marketing	2	1,200	2,400	2	24	48	2	900	1,800	2	24	48						
04	School Store	1	1,000	1,000	-	-	0	1	900	900	-	-	0						
05	Teacher Planning							1	200	200	-	-	0						
06	General Storage							1	100	100	-	-	0						
Sub-Total			5,200		4		96		4,800		4		96						

3.02 Consumer Sciences		2009 PROGRAM				21				PROPOSED PROGRAM				21				COMMENTS:
01	Applied Learning Lab: Foods	2	1,300	2,600	2	24	48	1	1,200	1,200	1	24	24					
02	Applied Learning Lab: Culinary	1	2,700	2,700	1	24	24	1	2,000	2,000	1	24	24					
03	Applied Learning Lab: Design	1	1,200	1,200	1	24	24	1	1,000	1,000	1	24	24				redesign design & area is Dining area	
04	Project Showcase/Transaction Space	0	-	-	0	-	0	2	600	1,200	-	-	0					
05	Teacher Planning Office	0	-	-	0	-	0	1	200	200	-	-	0					
06	Dressing/Changing	0	-	-	0	-	0	1	50	50	-	-	0					
07	Laundry	0	-	-	0	-	0	1	50	50	-	-	0					
08	Pantry	0	-	-	0	-	0	1	50	50	-	-	0					
09	General Storage	0	-	-	0	-	0	1	100	100	-	-	0					
10	Applied Learning Lab: ECE	2	1,450	2,900	2	24	48	2	900	1,800	2	24	48					
11	Child Care Program - Toddler Area	0	-	-	0	-	0	1	400	400	-	-	0				connection to outside	
12	Child Care Restroom/Changing	0	-	-	0	-	0	1	100	100	-	-	0					
13	Child Care Kitchenette	0	-	-	0	-	0	1	100	100	-	-	0					
14	Child Care Storage	0	-	-	0	-	0	1	100	100	-	-	0					
15	Relationships & Communications	2	250	500	-	-	0	1	250	250	-	-	0					
Sub-Total				9,900	6	144			8,800	5	120							

3.03 CTE / Vocational	2009 PROGRAM	0	24	PROPOSED PROGRAM	0	24	COMMENTS						
01 Shared Classroom	0	-	0	1	900	900	Shared Classroom						
02 Applied Learning Lab - Light	3	1,667	5,000	3	1,600	5,000	3	24	72	Overhead Elec. in			
03 Applied Learning Lab - Medium	3	2,167	6,500	3	1,600	5,400	3	24	72	Dualing Design, Ex			
04 Applied Learning Lab - Heavy	4	3,875	15,500	4	24	96	3	3,600	10,800	3	24	72	Aggrahum, Green
05 Small Group Project Rooms	0	-	-	0	-	0	3	300	900	-	-	0	
06 Project Showcase/Transaction Space	0	-	-	0	-	0	6	300	1,800	-	-	0	
07 Teacher Planning Office	0	-	-	0	-	0	1	600	600	-	-	0	combine or divide
08 Supply/Materials Storage	0	-	-	0	-	0	19	900	900	-	-	0	combine or divide
09 Equipment Storage/Tool Room	0	-	-	0	-	0	3	200	600	-	-	0	combine or divide
10 Greenhouse	0	-	-	0	-	0	1	600	600	-	-	0	
Sub-Total	1	27,000	10	240	1	26	1,000	10	240				

3.04 Media Communications

2009 PROGRAM	21	PROPOSED PROGRAM	21	COMMENTS:
01 Applied Communications Theater	1	2		
02 Video/TV Studio				
03 Video/TV Control & Editing	1			
04 Storage				
05 Yearbook Room				
Sub-Total				

5.0 LIBRARY MEDIA & TECHNOLOGY

SPACE DESCRIPTION	Total # of Seats	Area of Ex. Sq. Ft.	Net Area Sub-Total	# of Users	Student Capacity	Total # of Seats	Area of Ex. Sq. Ft.	Net Area Sub-Total	# of Users	Student Capacity	COMMENTS
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5.01 Media Resources		2009 PROGRAM		0	21	PROPOSED PROGRAM		0	21	COMMENTS	
01	Entry/Circulation/Distribution	0	-	-	0	1	200	200	-	-	0
02	Reading Room	1	1,000	5,000	-	1	4,000	4,000	-	-	0
03	Presentation Area	1	1,000	1,000	-	1	900	900	-	-	0
04	Small Group Rooms	0	-	-	0	2	100	200	-	-	0
05	Media Specialist & Staff Office	3	150	450	-	1	250	250	-	-	0
06	Workroom/Storage	1	400	400	-	1	250	250	-	-	0
07	Library Restrooms	2	50	100	-	2	50	100	-	-	0
08	Staff Professional Library	1	600	600	-	1	400	400	-	-	0
09	Media Cafe	0	-	-	0	1	400	400	-	-	0
10		0	-	-	0				-	-	could "teal" outside of formal library space
	Sub-Total		7,550		0		6,700		0		

5.02 Technology Support		2009 PROGRAM			PROPOSED PROGRAM			COMMENTS			
01	Technology Office	0	-	-	0	1	150	150	-	0	
02	Tech Equipment Maintenance	0	-	-	0	1	150	150	-	0	
03	Equipment Storage	1	500	500	-	0	1	200	200	-	0
04	Help Desk/Equipment Check-out	1	300	300	-	0	0	200	200	-	0
05	Network Center/Server Room	1	1,200	1,200	-	0	1	1,000	1,000	-	0
Sub-Total			2,000	0			1,700	0			

4.0 FINE ARTS

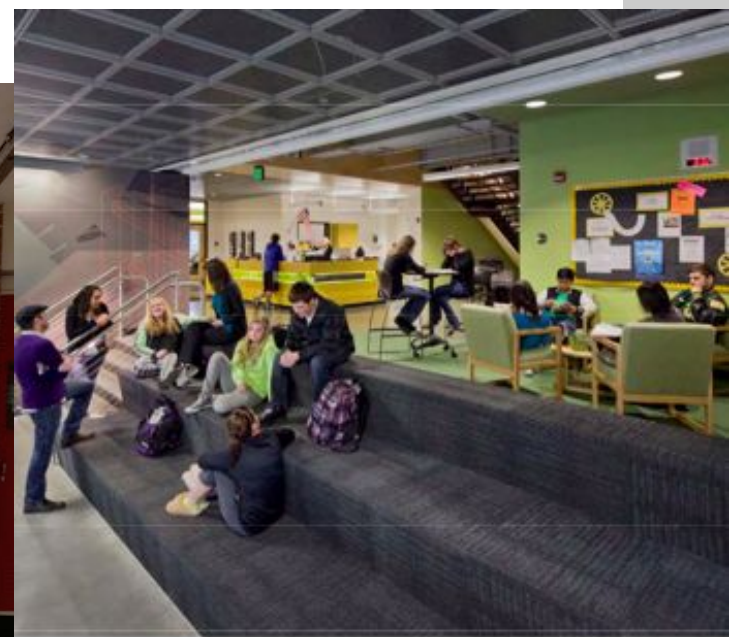
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4.01 Visual Arts		2009 PROGRAM				PROPOSED PROGRAM				COMMENTS				
		21	1,200	2,400	2	24	48	21	1,200	2,400	2	24	48	
	01 Art Studio													
	02 Digital/Graphic Arts Studio		1	1,800	1,800	1	24	24	1	1,200	1,200	1	24	24
	03 3D Art Studio		2	1,400	2,800	2	24	48	2	1,400	2,800	2	24	48
	04 K&R Room/Clay Storage		2	200	400	-	-	0	1	200	200	-	-	0
	05 Supply Storage		2	200	400	-	-	0	2	200	400	-	-	0
	06 Project Storage		2	200	400	-	-	0	2	200	400	-	-	0
	07 Art Office / Art Resources		2	300	600	-	-	0	1	200	200	-	-	0
	08 Project Showcase / Gallery		0	-	-	0	-	0	1	200	200	-	-	0
	09 Photography Classroom		1	1,300	1,300	1	24	24						
	10 Dark Room		1	300	300	-	-	0						
	Sub-Total			10,400	6	144				7,800	5	120		

4.02 Performing Arts: Music													
		2009 PROGRAM				PROPOSED PROGRAM				COMMENTS			
		01	1,800	1,800	1	24	24	1	1,800	1,800	1	24	24
02	Instrumental Music	1	3,000	3,000	1	24	24	1	3,000	3,000	1	24	24
03	Music Theory / Keyboarding	1	1,000	1,000	1	24	24	1	1,200	1,200	1	24	24
04	Ensemble/Sections (Large Practical)	1	200	200	-	-	0	1	200	200	-	-	0
05	Practice Rooms	4	50	200	-	-	0	4	50	200	-	-	0
06	Instrument Storage	1	600	600	-	-	0	1	400	400	-	-	0
07	Recording Room / Sound Equipment	0	-	-	0	-	0	1	50	50	-	-	0
08	Music Resources/Library	1	400	400	-	-	0	1	250	250	-	-	0
09	Uniform / Robe Storage	2	550	1,100	-	-	0	1	500	500	-	-	0
10	Equipment Storage	1	600	600	-	-	0	1	400	400	-	-	0
11	Music Office	2	150	300	-	-	0	1	250	250	-	-	0
12		0	-	-	0	-	0				-	-	0
13		0	-	-	0	-	0				-	-	0
14		0	-	-	0	-	0				-	-	0
15		0	-	-	0	-	0				-	-	0
Sub-Total			9,200		3	72		8,200		3	72		

										PROPOSED PROGRAM				COMMENTS			
										0	2,000	2,000	-	-	0		
										0	1	3,600	3,600	-	-	0	
										0	1	250	250	-	-	0	
										0	1	250	250	-	-	0	
										0	1	400	400	-	-	0	
										0	2	50	100	-	-	0	
										0	1	1,600	1,600	-	-	0	
										0	1	500	500	-	-	0	On door to stage
										0	1	200	200	-	-	0	
										0	1	200	200	-	-	0	
										0	1	150	150	-	-	0	
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this is
why
SCAHS
needs
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facilities



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monday

- BUILDING LEADERSHIP TEAM
- BOARD WORK SESSION

Educational Planning

NEXT STEPS

tuesday

- STUDENT COUNCIL
- STUDENT DROP-IN SESSIONS
- ALL-STAFF MEETING

wednesday

- STAFF FOCUS GROUPS
- STAFF DROP-IN SESSIONS
- COMMUNITY TOURS & FORUM

thursday

- STAFF FOCUS GROUPS
- LEADERSHIP RECAP SESSION

beyond...

- Define the physical parameters to support the vision & guiding principles
- Adjust the 2009 Ed Spec program of spaces
- Update the 2009 Ed Specs, including organizational and spatial parameters
- Collaborate with the design team to implement your vision!

High School	Existing Schools	Programs		
		2007	2009	2013
	Actual	Actual	Theoretical	
Educational Area (Net SF)	226,180	277,370	295,920	
Larger than existing Net SF		23%	31%	
Total HS. Area (Gross SF)	401,177	513,163	457,329	
Larger than existing Total SF		28%	14%	
Efficiency	Actual	Actual	Theoretical	
Gross/Net Ratio	1.77	1.85	1.55	
PDE Capacity (HS only)	2,762	2,727	2,335	
SF per Student (based on Total SF)	145	188	196	
PDE Projected Enrollment		2,712	2,400	2,413
Year of Projection		2005		2011
Career & Technical				
Educational Area (Net SF)	16,988	29,757	32,900	
Total CTC Area (Gross SF)	22,934	40,172	44,415	
PDE CTC Capacity	259	486	486	
Total Building				
	Actual	Actual	Theoretical	
Total SF	424,111	553,335	501,744	
Total Capacity (HS + CTC)	3,021	3,213	2,821	
Larger than existing		30%	18%	

Program Analysis

Characteristics of past Programs*

Existing Schools

- Lowest SF of Educational Space
- Lowest SF per Student

2007 Program

- Educational Space is 23% larger than Existing
- Total Bldg SF is 30% larger than Existing Bldg.
- Largest Total Bldg. SF
- HS Capacity is approx. 300 students more than 2009 Program
- Least efficient building organization. 1.85 gross/net factor

2009 Program

- Highest SF of Educational Space:
 - 30% larger than Existing
 - 8% larger than 2007 Program
- Total Bldg SF is 18% larger than Existing Bldg.
- Total Bldg. SF is 50,000 SF (10%) less than 2007 Program
- Theoretically Efficient (never designed) 1.55 gross/net factor goal
- HS Capacity is 300 less students than 2007 program
- Current PDE Enroll. Projection is 300 students less than 2007 Program

- * PDE methodology used for: Educational Space SF and Student Capacity



Site Evaluation

- CRPA assistance
- Initial criteria - minimum 50 acres and in RGB/SSA
- 11 Properties identified
- Second Inventory
- Initial criteria – minimum size and adjacent to RGB/SSA
- 15 properties identified
- 3 properties in agricultural easements – removed
- 23 properties evaluated, plus Westerly Parkway
- Regional Growth Boundary Process

Site Evaluation

SITE EVALUATION – LEVEL 1																			
Site Name	Inventory/Location			Regulatory Overview			Environmental Overview			Infrastructure Overview			Notes/Remarks						
	Average (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 buffer)	Property Available	Zoning (Not a Permitted Use or Conditional Use)	Proximity to DCR (Environmental or Regional Impact)	Remediation (Forage) or on Access State (Not)	PA DEP (Potential for Chapter 105 Permit)	Soils (Hydro components and other development constraints)	Acidic Features (Potential (S + Significant), M + Minor)	Significant Drainage Features and/or (Proximity to Water)		Known Sensitive Environmental Areas on site or adjacent	Barriers (For Availability at Site)	Water (For Availability at Site)	Storm Water (On-Property Wastewater or off-site)	Site Access (Not Adequate for 2 access points minimum)	Potential for Transportation Network Upgrades
Sites Inside of Current RSB/SSA																			
Westerly Parkway (current)	79		1.2	✓						✓ (M)	✓	✓						✓	
Westerly Parkway (expanded)	~79		1.2	101						✓ (M)	✓	✓						✓	
1	86	✓																	
2	118		✓																
3	107		✓																The West demographic center, primary access into Third Street
4	72	✓																	The West demographic center, local buffer, site through Trolley, in to Park Avenue
5	120		✓																The West demographic center, local buffer, site through Trolley, in to Park Avenue
6	76	✓																	
7	138		0.5	1	✓					✓ (S)	✓		✓ (S)	✓				✓	During Phase 1/Community, this site provides access to the existing neighborhood with some street frontage. Possible future development suggested around the property would be desirable
8	118		0.5																The West demographic center
9	82	✓																	
10	76	✓																	
11	57.2		3.5	7					✓									✓	During Phase 1/Community, this site provides access to the existing neighborhood with some street frontage. Possible future development suggested around the property would be desirable
Sites Outside (adjacent) of Current RSB/SSA																			
12	133		3.5		✓	✓	✓			✓ (M)	✓	✓						✓	Site (36 acres) of land with site and 7 acres of property with road in study area of site
13	140	✓	1.5	7	✓	✓				✓ (S)	✓	✓	✓	✓				✓	State and local infrastructure will be nearby with residential development. Significant potential development within 1/2 mile radius. Site is in the existing road right-of-way
14	157		2.0	7	✓	✓	✓			✓ (M)	✓	✓	✓	✓				✓	Majority of property is in College Township with small part in Maine, small portion in RSB. During Phase 1/Community, this site provides access to the existing neighborhood with some street frontage. Possible future development suggested around the property would be desirable

- Initial Site Evaluation
- Basic Criteria
- Size (used Westerly Parkway area as minimum 79 acres)
- Location – proximity to demographic center and access
- Overview of Regulatory, Environmental and Infrastructure
- Some criteria weighted differently
- Go – No/Go

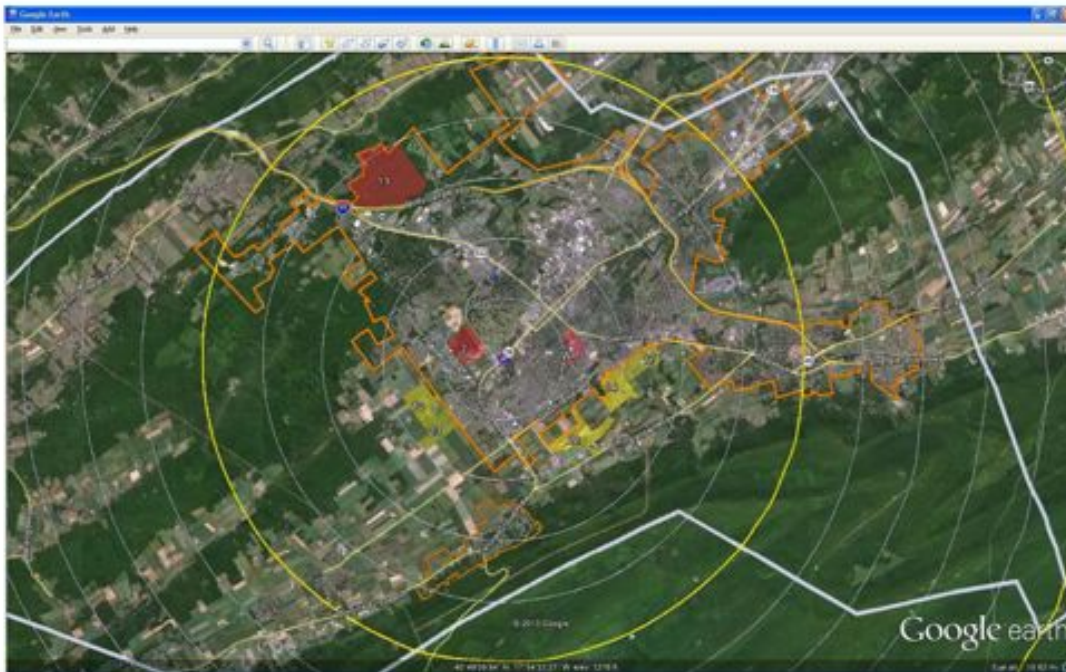
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SITE EVALUATION – LEVEL 1										
Site Name	Inventory/Location		Property Available	Regulatory Overview		Environmental Overview		Infrastructure Overview		Notes/Remarks
	Average Altitude	Property Size (less than 79 Acres) Proximity to access grade less 1/2 mile to suitable transportation corridor Distance from Critical Demographic Center (Miles, District Line, 5 mile limit)		Zoning that is Potential Use or Conditional Use Indicated for DRG (Development of Regional Impact) Paved/ODT (Storage) or on access State Road RA DEP (Potential for Chapter 105 Permit)	Soils (Hydro components and other development components) Known Features Present (S = Significant, M = Minor) Significant Drainage Features and/or Floodplain Areas Known Sensitive Environmental Areas on site or adjacent	Sanitary Sewer (Is Availability at Site) Water (Is Availability at Site) Storm Water (Is Existing Wastewater in system) Site Access (Not Adequate for 2 access points minimum) Potential for Transportation Network Upgrades				
Sites Outside (adjacent) of Current RDE/SA										
13	136	4.0		✓	✓		✓	✓	Meets 80% of the site has steep slopes, only has a single point of access	
16	124	3.1	✗	✓	✓ (M)		✓	✓	Off-property for some service and / Over 50% of site forest and riparian soils	
17	107	2.8	✗	✓	✓ (M)		✓	✓	Existing significant overhead gas (in same parcel), property located by Spanish River, although other side is topography for a site this parcel separates Community from San Branch Road, consider action for its removal	
18	133		✓						One primary Access Point Road	
19	87								Site is under tree due to historic park land. Property zoned two acres lotting	
20	204		✓						No free demographic center, low urban density, Suburban or ex-Sub Area	
21	160	1.8		✓	✓ (M)		✓	✓	Set in Region, College and Home Township, Strong Road Agency link, significant Boulevard runs across the site, subject of 20,000-sq-ft case	
22	181	1.7	✗	✓	✓ (M)		✓	✓	Existing Road Agriculture, subject to Access (Historical Road Path and perimeter around parcels, possible available for use as drive roadway, subject to third cut, this category almost complete, long utility easements, portion in Harris Township	
23	126	1.5	✗	✓	✓ (M)		✓	✓	Requires Drive conversion to all, Properties have been listed separately and divided to Parcelized Road, Road will connect infrastructure off the existing site, residential development, potential for future development, subject to third cut, this category is in the Intermediate Roadway, Zone value of potential for upgrade to the site	

- Initial Site Evaluation
- Basic Criteria
- Size (used Westerly Parkway area as minimum 79 acres)
- Location – proximity to demographic center and access
- Overview of Regulatory, Environmental and Infrastructure
- Some criteria weighted differently
- Go – No/Go

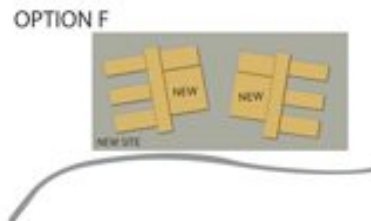
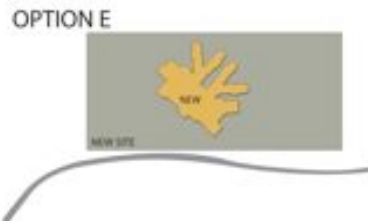
Site Evaluation

- 8 Properties still on the board
- Next Step – Higher level criteria and analysis



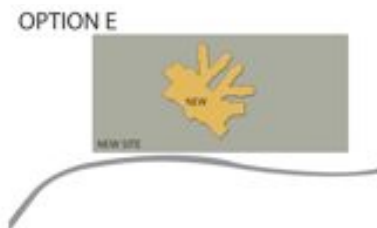
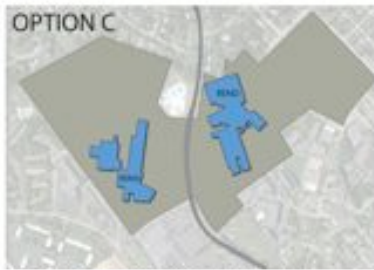


T1
P9



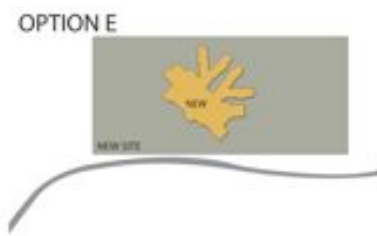
Options (Update)

- A TWO NEW buildings on Westery Pkwy site** **RECOMMEND TO ELIMINATE**
Build two separate new buildings, one building on each side of Westery 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
- B1 TWO buildings, Additions and Renovations, on Westery 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 Westery Parkway
- B2 TWO buildings, Additions and Renovations, on Westery 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 Westery Pkwy** **RECOMMEND TO ELIMINATE**
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 Westery Pkwy site**
Build one new school at the Westery 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 Westery 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 Westery Pkwy site** **PREVIOUSLY ELIMINATED**
ONE NEW school on NEW site
Each new school is for grades 9-12
- G One School, Additions and Renovations, on Westery Parkway Site** **PREVIOUSLY ELIMINATED**
ONE NEW school on NEW site
Each new school is for grades 9-12



Options (Update)

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Each new school is for grades 9-12
PREVIOUSLY ELIMINATED
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ONE NEW school on NEW site
Each new school is for grades 9-12
PREVIOUSLY ELIMINATED



Options (Update)

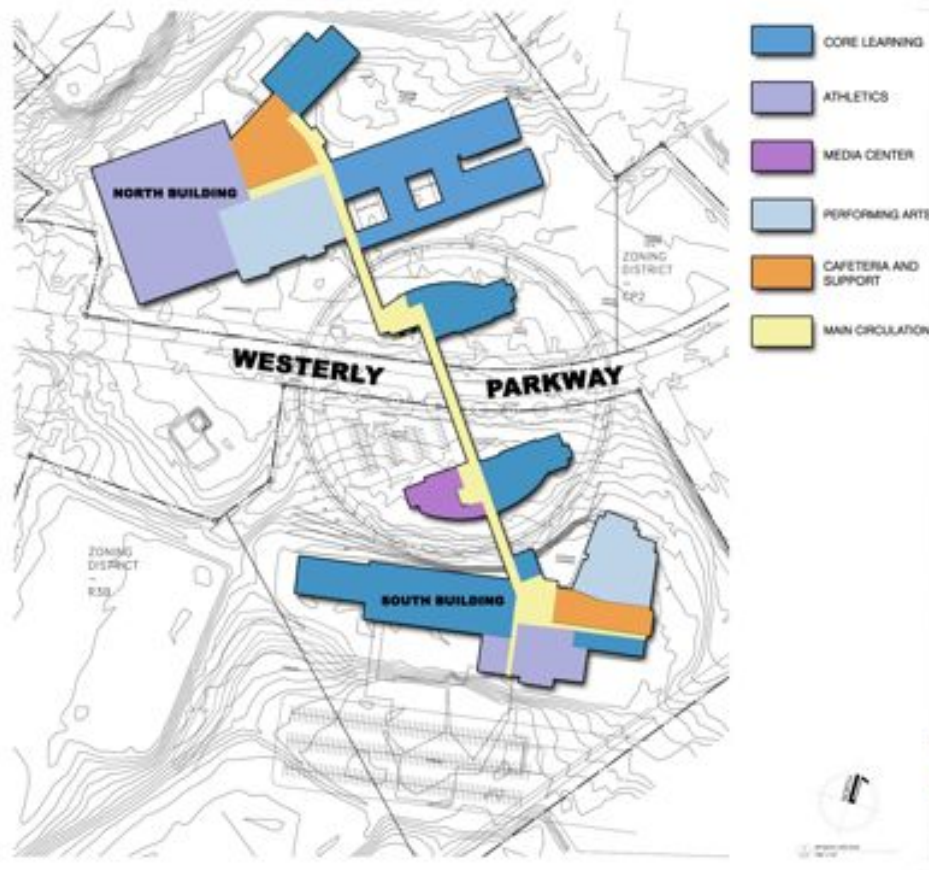
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ONE NEW school on NEW site
Each new school is for grades 9-12
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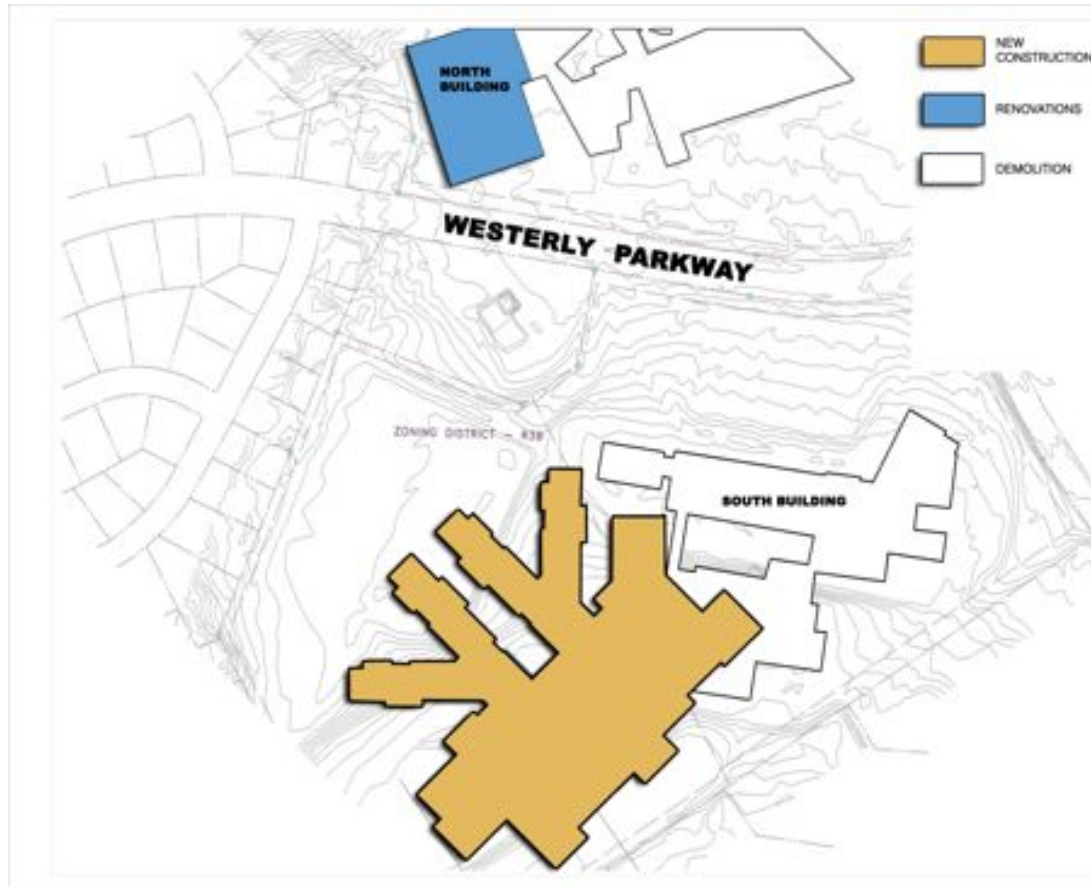
Option B1

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.



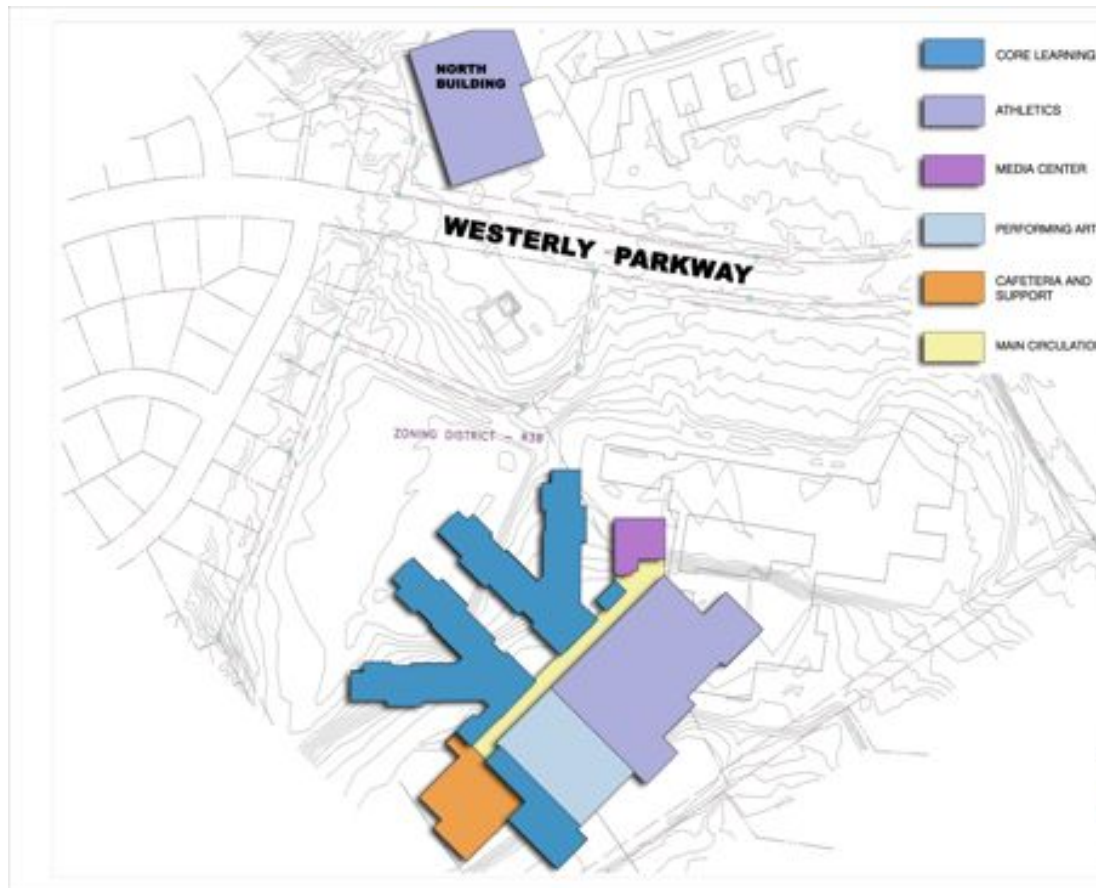
Option B1



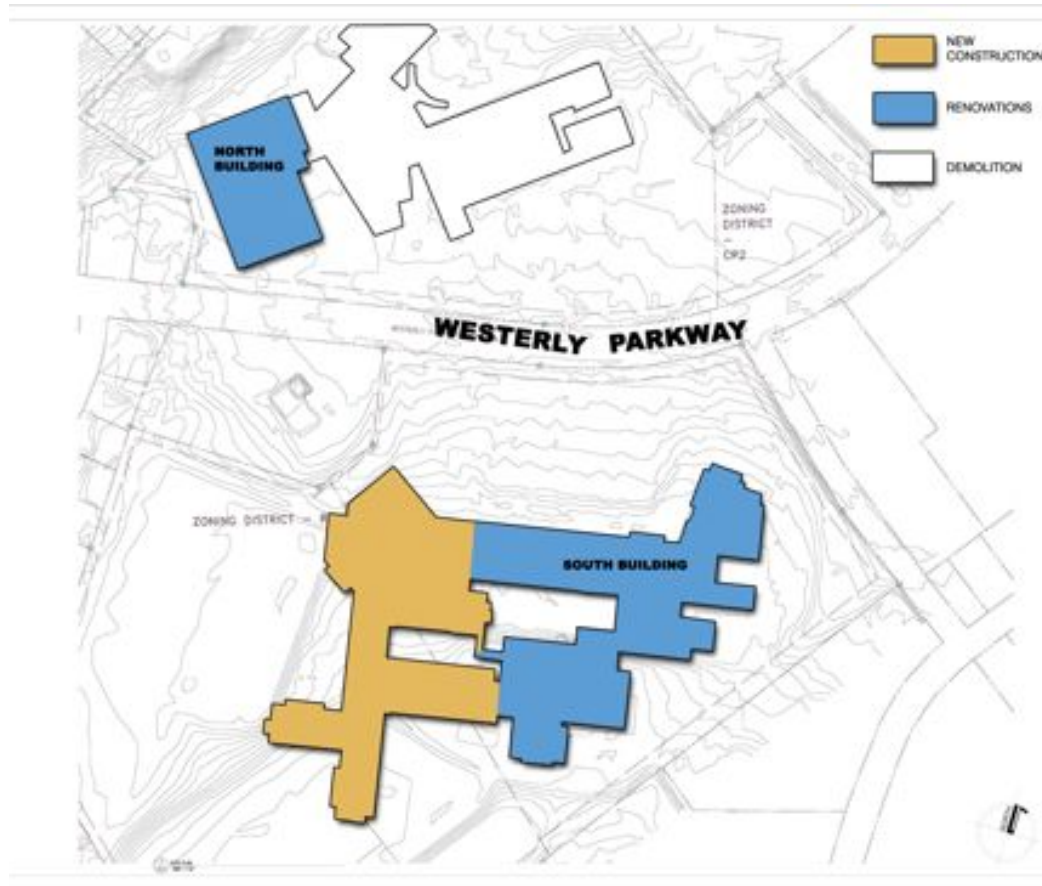
Option D1

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.



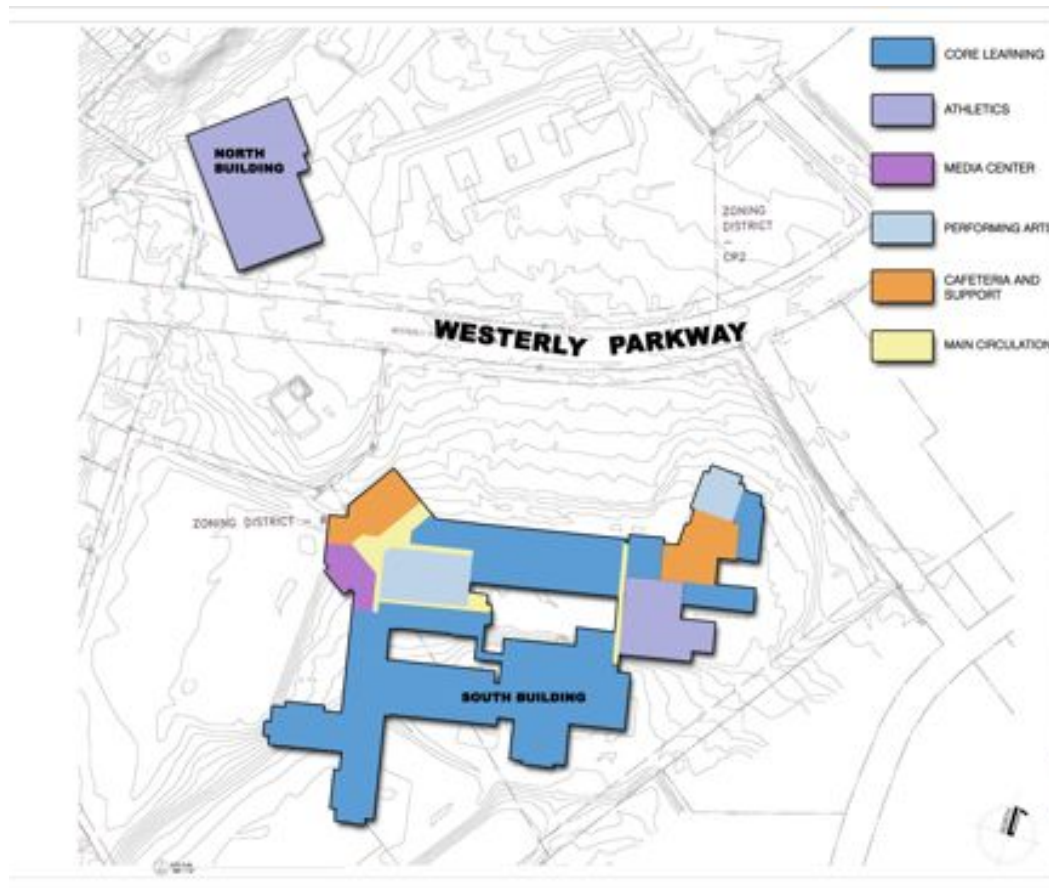
Option D1



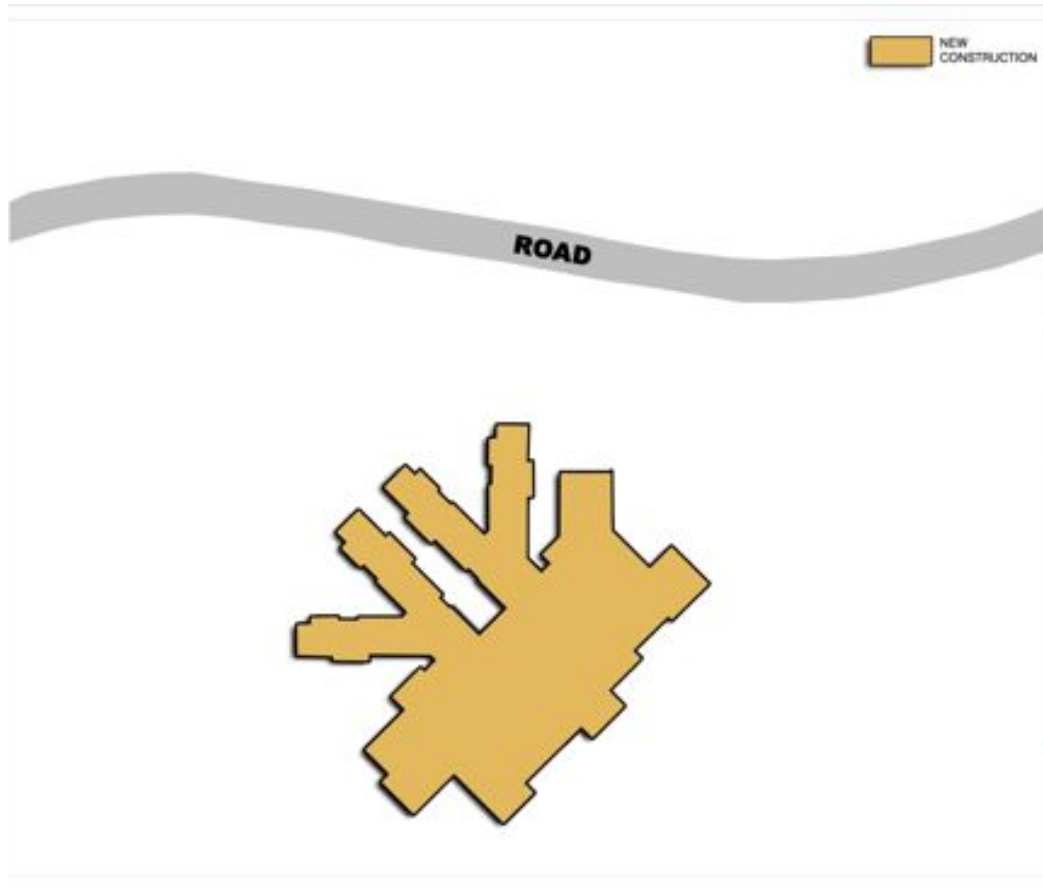
Option D2

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 D2



Option E

Characteristics

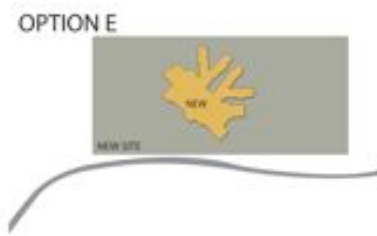
1. Maximizes Building Efficiency with Reduced Square Footage.
2. School within a School Building Design.
3. Would allow for Optimal Adjacencies within the Building.
4. Less Costly to Operate.
5. All New Site Infrastructure.
6. Construction would have no impact on Educational Program.
7. May accommodate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



Option E

State College Area School District				High School Option Descriptions			
B1	TWO Schools, Additions and Renovations, on Westerly Parkway site						B1
Additions and Renovations to existing North and South High Schools.				1/21/2013			
Partial demolition of each school to allow for efficient additions and building organization.							
One school house grades 9-10 and the other school grades 11-12.							
		North	South	Total	Estimate		
1	Existing SF	246,715	177,396	424,111	North	South	
2	Planned Capacity	1,200	1,200				
3	SF/Student Existing	206	148	177			
4	Proposed	0	0	0			
5							
6				Cost/ SF		-	
7	Planned SF			-			
8	Additions/New			\$ 185	\$ -	\$ -	
9	Renovations			\$ 130	\$ -	\$ -	
10	Demolition			\$ 4	\$ -	\$ -	
11	Site Development			\$ -	\$ -	\$ -	
12	Remote Site - Athl. Fields						
13	subtotal			\$ -	\$ -	\$ -	
14	Construction Related Soft Costs			10%	\$ -	\$ -	
15	Site Acquisition				\$ -	\$ -	
16							
17	subtotal			\$ -	\$ -	\$ -	
18	Soft Costs			8%	\$ -	\$ -	
19					\$ -	\$ -	
20	TOTAL PROJECT			\$ -			
21							
22	Option B: Site Development Costs				North	South	
23	Demolition						
24	Site Utilities						
25	Site Storm water						
26	Earthwork / Grading						
27	Paving						
28	Landscaping						
29	Site Lighting & Furnishings						
30	On Site Athletic Fields						
31	Off Site Athletic Fields						
32	Off Site Work						
33	Total			\$ -	\$ -	\$ -	

Cost Estimate Option B1



Options (Update)

- A TWO NEW buildings on Westerly Pkwy site** **RECOMMEND TO ELIMINATE**
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
- 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** **RECOMMEND TO ELIMINATE**
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** **PREVIOUSLY ELIMINATED**
ONE NEW school on NEW site
Each new school is for grades 9-12
- G One School, Additions and Renovations, on Westerly Parkway Site** **PREVIOUSLY ELIMINATED**
ONE NEW school on NEW site
Each new school is for grades 9-12

HIGH SCHOOL PROJECT PLANNING MEETING

January 21, 2013



Crabtree, Rohrbaugh & Associates, Architects

Questions ?

