District-Wide Feasibility Study
Seneca Valley School District
Progress Workshop
August 17, 2015
Agenda:

• Quantitative discussion: Who will you be serving, and what do you have?

• Qualitative discussion: What we saw, what we heard, what we would expect to see

• Next steps
• Quantitative discussion: Who will you be serving, and what do you have?
Summary of Historic District Enrollment Trends:

- Kindergarten: Enrollment slight decline.
- Cohort Changes: Slight increase in enrollment between kindergarten and grade 1 over past three years.
- District Enrollment: District enrollment relatively stable over the past 3 years.
### Confirmed Dwelling Units

<table>
<thead>
<tr>
<th>Project Name</th>
<th>Type</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
<th>2018</th>
<th>2019</th>
<th>2020</th>
<th>2021</th>
<th>2022</th>
<th>2023</th>
<th>2024</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arden Woods</td>
<td>Multi-family</td>
<td>0</td>
<td>0</td>
<td>12</td>
<td>15</td>
<td>15</td>
<td>15</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Arden Woods</td>
<td>Single Unit Detached</td>
<td>0</td>
<td>0</td>
<td>15</td>
<td>30</td>
<td>30</td>
<td>30</td>
<td>45</td>
<td>49</td>
<td>50</td>
<td>0</td>
</tr>
<tr>
<td>Eden Square Apartments</td>
<td>Multi-family</td>
<td>40</td>
<td>50</td>
<td>50</td>
<td>100</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Ehrman Farms</td>
<td>Single Unit Detached</td>
<td>10</td>
<td>13</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Foxmoor</td>
<td>Multi-family</td>
<td>10</td>
<td>15</td>
<td>15</td>
<td>17</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Franklin Crossings</td>
<td>Single Unit Detached</td>
<td>10</td>
<td>15</td>
<td>15</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Links of Cranberry</td>
<td>Single Unit Attached</td>
<td>10</td>
<td>13</td>
<td>15</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Links of Cranberry</td>
<td>Single Unit Detached</td>
<td>5</td>
<td>10</td>
<td>17</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Meadow Ridge</td>
<td>Single Unit Detached</td>
<td>45</td>
<td>45</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Park Place M3</td>
<td>Single Unit Attached</td>
<td>0</td>
<td>0</td>
<td>15</td>
<td>20</td>
<td>32</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Park Place M3</td>
<td>Single Unit Detached</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Park Place, Phase 2</td>
<td>Single Unit Attached</td>
<td>0</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>10</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Park Place, Phase 2</td>
<td>Single Unit Detached</td>
<td>0</td>
<td>5</td>
<td>5</td>
<td>10</td>
<td>10</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Peachmont Farms</td>
<td>Single Unit Attached</td>
<td>0</td>
<td>10</td>
<td>15</td>
<td>15</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Peachmont Farms</td>
<td>Single Unit Detached</td>
<td>0</td>
<td>15</td>
<td>20</td>
<td>19</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>The Glen at Woodside</td>
<td>Single Unit Detached</td>
<td>0</td>
<td>35</td>
<td>36</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Village of Cranberry Woods (Phase 2)</td>
<td>Multi-family</td>
<td>0</td>
<td>75</td>
<td>75</td>
<td>75</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Wilson's Ridge</td>
<td>Single Unit Detached</td>
<td>25</td>
<td>25</td>
<td>25</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

**Proposed Dwelling Units Closing by Oct of Year indicated**

- Multi-family: 50 140 152 207 90 15 15 0 0 0
- Single Unit Attached: 10 28 50 40 42 0 0 0 0 0
- Single Unit Detached: 95 163 133 59 40 30 45 49 50 0
- Total: 155 331 335 306 172 45 60 49 50 0
## Overall District Enrollment Projections

### Seneca Valley School District (SncVlly15Mod) (DU Scn 2015)

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>490</td>
<td>457</td>
<td>485</td>
<td>471</td>
<td>485</td>
<td>499</td>
<td>511</td>
<td>518</td>
<td>523</td>
<td>525</td>
<td>528</td>
<td>531</td>
<td>534</td>
<td>534</td>
</tr>
<tr>
<td>1</td>
<td>526</td>
<td>537</td>
<td>479</td>
<td>509</td>
<td>505</td>
<td>528</td>
<td>539</td>
<td>546</td>
<td>550</td>
<td>552</td>
<td>555</td>
<td>558</td>
<td>561</td>
<td>561</td>
</tr>
<tr>
<td>2</td>
<td>572</td>
<td>520</td>
<td>492</td>
<td>524</td>
<td>524</td>
<td>526</td>
<td>547</td>
<td>554</td>
<td>554</td>
<td>556</td>
<td>559</td>
<td>562</td>
<td>565</td>
<td>565</td>
</tr>
<tr>
<td>3</td>
<td>548</td>
<td>581</td>
<td>520</td>
<td>545</td>
<td>504</td>
<td>543</td>
<td>544</td>
<td>561</td>
<td>562</td>
<td>559</td>
<td>562</td>
<td>565</td>
<td>568</td>
<td>568</td>
</tr>
<tr>
<td>4</td>
<td>554</td>
<td>549</td>
<td>589</td>
<td>532</td>
<td>562</td>
<td>527</td>
<td>565</td>
<td>561</td>
<td>570</td>
<td>569</td>
<td>567</td>
<td>570</td>
<td>573</td>
<td>573</td>
</tr>
<tr>
<td>5</td>
<td>603</td>
<td>552</td>
<td>553</td>
<td>583</td>
<td>538</td>
<td>571</td>
<td>537</td>
<td>571</td>
<td>563</td>
<td>571</td>
<td>570</td>
<td>568</td>
<td>571</td>
<td>571</td>
</tr>
<tr>
<td>6</td>
<td>523</td>
<td>606</td>
<td>571</td>
<td>662</td>
<td>601</td>
<td>559</td>
<td>592</td>
<td>554</td>
<td>580</td>
<td>570</td>
<td>578</td>
<td>576</td>
<td>576</td>
<td>576</td>
</tr>
<tr>
<td>7</td>
<td>596</td>
<td>547</td>
<td>619</td>
<td>588</td>
<td>583</td>
<td>632</td>
<td>589</td>
<td>620</td>
<td>569</td>
<td>594</td>
<td>585</td>
<td>593</td>
<td>592</td>
<td>588</td>
</tr>
<tr>
<td>8</td>
<td>567</td>
<td>595</td>
<td>551</td>
<td>615</td>
<td>594</td>
<td>593</td>
<td>596</td>
<td>624</td>
<td>571</td>
<td>596</td>
<td>588</td>
<td>595</td>
<td>593</td>
<td>593</td>
</tr>
<tr>
<td>9</td>
<td>586</td>
<td>578</td>
<td>609</td>
<td>550</td>
<td>633</td>
<td>613</td>
<td>611</td>
<td>662</td>
<td>612</td>
<td>640</td>
<td>586</td>
<td>612</td>
<td>603</td>
<td>609</td>
</tr>
<tr>
<td>10</td>
<td>569</td>
<td>582</td>
<td>586</td>
<td>595</td>
<td>553</td>
<td>641</td>
<td>620</td>
<td>615</td>
<td>664</td>
<td>612</td>
<td>641</td>
<td>587</td>
<td>613</td>
<td>602</td>
</tr>
<tr>
<td>11</td>
<td>563</td>
<td>553</td>
<td>574</td>
<td>573</td>
<td>588</td>
<td>552</td>
<td>636</td>
<td>614</td>
<td>612</td>
<td>660</td>
<td>609</td>
<td>638</td>
<td>584</td>
<td>608</td>
</tr>
<tr>
<td>12</td>
<td>558</td>
<td>560</td>
<td>555</td>
<td>579</td>
<td>575</td>
<td>593</td>
<td>556</td>
<td>639</td>
<td>615</td>
<td>614</td>
<td>661</td>
<td>611</td>
<td>639</td>
<td>585</td>
</tr>
</tbody>
</table>

**Subtotals:** 7257 7217 7232 7194 7245 7377 7488 7611 7598 7593 7597 7561 7574 7533

**Pct Chg:** -0.6% 0.2% -0.5% 0.7% 1.8% 1.5% 1.6% -0.2% -0.1% 0.1% -0.5% 0.2% -0.5%

**SDC:** 0 0 0 0 0 0 0 0 0 0 0 0 0 0

**Totals:** 7257 7217 7232 7194 7245 7377 7488 7611 7598 7593 7597 7561 7574 7533

---

[Map of Seneca Valley School District]
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td></td>
<td>131</td>
<td>119</td>
<td>133</td>
<td>150</td>
<td>145</td>
<td>147</td>
<td>150</td>
<td>154</td>
<td>156</td>
<td>158</td>
<td>161</td>
<td>164</td>
<td>167</td>
<td>167</td>
</tr>
<tr>
<td>1</td>
<td></td>
<td>139</td>
<td>146</td>
<td>135</td>
<td>149</td>
<td>161</td>
<td>157</td>
<td>161</td>
<td>164</td>
<td>166</td>
<td>168</td>
<td>171</td>
<td>174</td>
<td>178</td>
<td>177</td>
</tr>
<tr>
<td>2</td>
<td></td>
<td>177</td>
<td>142</td>
<td>157</td>
<td>138</td>
<td>157</td>
<td>169</td>
<td>167</td>
<td>171</td>
<td>170</td>
<td>172</td>
<td>175</td>
<td>178</td>
<td>181</td>
<td>181</td>
</tr>
<tr>
<td>3</td>
<td></td>
<td>147</td>
<td>174</td>
<td>153</td>
<td>157</td>
<td>144</td>
<td>164</td>
<td>178</td>
<td>176</td>
<td>176</td>
<td>175</td>
<td>177</td>
<td>180</td>
<td>184</td>
<td>184</td>
</tr>
<tr>
<td>4</td>
<td></td>
<td>141</td>
<td>150</td>
<td>168</td>
<td>157</td>
<td>161</td>
<td>149</td>
<td>171</td>
<td>185</td>
<td>180</td>
<td>179</td>
<td>179</td>
<td>182</td>
<td>185</td>
<td>185</td>
</tr>
<tr>
<td><strong>Subtotals:</strong></td>
<td></td>
<td>735</td>
<td>731</td>
<td>746</td>
<td>751</td>
<td>768</td>
<td>786</td>
<td>827</td>
<td>850</td>
<td>848</td>
<td>852</td>
<td>863</td>
<td>878</td>
<td>895</td>
<td>894</td>
</tr>
<tr>
<td><strong>Pct Chg:</strong></td>
<td></td>
<td>-0.5%</td>
<td>2.1%</td>
<td>0.7%</td>
<td>2.3%</td>
<td>2.3%</td>
<td>5.2%</td>
<td>2.8%</td>
<td>-0.2%</td>
<td>0.5%</td>
<td>1.3%</td>
<td>1.7%</td>
<td>1.9%</td>
<td>-0.1%</td>
<td></td>
</tr>
<tr>
<td><strong>SDC:</strong></td>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td><strong>Totals:</strong></td>
<td></td>
<td>735</td>
<td>731</td>
<td>746</td>
<td>751</td>
<td>768</td>
<td>786</td>
<td>827</td>
<td>850</td>
<td>848</td>
<td>852</td>
<td>863</td>
<td>878</td>
<td>895</td>
<td>894</td>
</tr>
</tbody>
</table>
General Conclusions:

- Kindergarten enrollment will experience a slight increase
- Projected [0.5 – 1.1%] annual increases 3-4 years out driven by:
  - Proposed new housing development
## Capacity Calculation

<table>
<thead>
<tr>
<th>Capacity Calculation</th>
<th>ID Color</th>
<th>Classrooms</th>
<th>Max Capacity</th>
<th>Total</th>
<th>Capacity</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>K-4 classrooms</td>
<td></td>
<td>31</td>
<td>NA</td>
<td>25</td>
<td>775</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>0</td>
<td>NA</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td>0</td>
<td>775</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Other Spaces

<table>
<thead>
<tr>
<th>ID Color/#</th>
<th>Quantity</th>
<th>Space</th>
<th>ID Color/#</th>
<th>Quantity</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1</td>
<td>Cafeteria</td>
<td>11</td>
<td>1</td>
</tr>
<tr>
<td>2</td>
<td>17</td>
<td>Faculty Dining</td>
<td>12</td>
<td>1</td>
</tr>
<tr>
<td>3</td>
<td>1</td>
<td>Faculty Planning</td>
<td>13</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>2</td>
<td>Nurse</td>
<td>14</td>
<td>1</td>
</tr>
<tr>
<td>5</td>
<td>1</td>
<td>Admin</td>
<td>15</td>
<td>1</td>
</tr>
<tr>
<td>6</td>
<td>2</td>
<td>Guidance</td>
<td>16</td>
<td>1</td>
</tr>
<tr>
<td>7</td>
<td>0</td>
<td>Conference</td>
<td>17</td>
<td>1</td>
</tr>
<tr>
<td>8</td>
<td>1</td>
<td>Pre-K</td>
<td>18</td>
<td>2</td>
</tr>
<tr>
<td>9</td>
<td>1</td>
<td>Special ed</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* 7 SGI are full size CR – Needed?*
Qualitative discussion: What we heard, What we saw, what we would expect to see
What we’re hearing

<table>
<thead>
<tr>
<th>Administration</th>
<th>Elementary</th>
<th>Middle</th>
<th>HS</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Connected</td>
<td>• Collaboration</td>
<td>• Identity</td>
<td>• Open Campus</td>
</tr>
<tr>
<td>• Opportunity</td>
<td>• Integration (specials)</td>
<td>• Community</td>
<td>• Silos / Departments</td>
</tr>
<tr>
<td>• Choice</td>
<td>• Blended</td>
<td>• Collaboration</td>
<td>• Blended Learning</td>
</tr>
<tr>
<td>• Collaboration</td>
<td>• Maker</td>
<td>• Variety (of space)</td>
<td>• Function as One Campus</td>
</tr>
<tr>
<td>• Open / Inviting</td>
<td>• Mentor</td>
<td>• Teaming</td>
<td>• Un-assigned Classrooms</td>
</tr>
<tr>
<td>• Arts</td>
<td>• Traffic</td>
<td>• Opportunity</td>
<td>• Choice</td>
</tr>
<tr>
<td>• Whole child</td>
<td>• Bright and Inviting</td>
<td>• Networking</td>
<td>• Social Spaces</td>
</tr>
<tr>
<td>• Mentor</td>
<td>• Tools</td>
<td>• Inspiring (building)</td>
<td>• Culture of Development</td>
</tr>
<tr>
<td>• Community</td>
<td>• Sensory Play</td>
<td>• Site Safety</td>
<td>• Inspiring (building)</td>
</tr>
<tr>
<td>• Silos / Departments</td>
<td>• Site as a Teaching Tool</td>
<td>• Exploration</td>
<td>• Problem Solvers</td>
</tr>
<tr>
<td>• Career Pathway</td>
<td>• Concentrate Specials</td>
<td>• Integrate Specials</td>
<td>• Traffic</td>
</tr>
<tr>
<td>• Maker Movement</td>
<td>• Whole child</td>
<td>• Maker</td>
<td>• Site as a Teaching Tool</td>
</tr>
<tr>
<td>• Full Day K</td>
<td>• 4 “C’s”</td>
<td>• Synchronous Learning</td>
<td>• Identity</td>
</tr>
<tr>
<td>• Evolution</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Traffic (HS)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

“21st century learning is problem solving and people working together. It’s about applying knowledge in a real world setting, with technology as a tool – not memorization.”
What we’re hearing

Parents

Students
What we’re seeing

**Haine**
- Interior and exterior restoration required (original building)
- Does not encourage 21st century teaching and learning
- Interior is dark and uninviting
- Some ADA upgrades required
- Full MEP upgrades required + Air conditioning
- Site circulation / safety is fair/ good

**CVE**
- Moderate exterior restoration required (canopies especially)
- Interior renovation required
- Does not encourage 21st century teaching and learning
- Some ADA upgrades required
- MEP upgrades required
- Site circulation / safety is fair/ good
What we’re seeing

Evans City
- Significant interior and exterior restoration required
- Does not encourage 21st century teaching and learning
- ADA + code upgrades needed
- Full MEP upgrades required + Air conditioning
- Site circulation / safety is challenging
- Limited opportunity for improvement without major renovations

Rowan
- Moderate exterior restoration required
- Gym is undersized
- Does not encourage 21st century teaching and learning
- Some ADA upgrades required
- MEP upgrades required
- Site circulation / safety is good
What we’re seeing

SVMS
- Moderate interior and exterior restoration required
- Does not encourage 21st century teaching and learning
- Wide corridors provide opportunity for varied instruction areas
- Some ADA upgrades required
- MEP upgrades required
- Site circulation / safety is challenging

IHS
- Significant interior and exterior restoration required
- Does not encourage 21st century teaching and learning
- ADA + code upgrades needed
- Full MEP upgrades required
- Site circulation / safety is challenging
- Limited opportunity for improvement without major renovations
What we’re seeing

**SHS**
- Moderate interior restoration required. Exterior good
- Does not meet educational goals: co-location / varied sizes / iHub
- '96 atrium provides opportunity for collaboration
- Co-location of spaces is possible but not currently provided
- Select MEP upgrades required + AC gym
- Site circulation / safety is poor / fair

**DAO**
- Interior and exterior in good condition
- Appears to meet required administrative functions
- ADA + code are good
- MEP limited upgrades required
- Above ceiling infrastructure work in progress
What we’re seeing

SHS Out Buildings
- Field house – new roof & HVAC – other interior and exterior renovations required
- Press box – poor condition with limited functionality
- Stadium surfaces – poor should be replaced
- Limited field storage
- Additional Title IX facilities required
- Restrooms in good condition – capacity is undersized
- Concession stand in good condition
Circulation & Safety

- Traffic Light Timing
- Turning Lanes
- Second Access Road
- Perimeter Road
- Additional Bus Stacking for afternoon pick-up
- Combined Fire Lane/Student Walkway
- First Responder Access
Student Life & Learning

Campus Core
- Cars perimeter
- Students interior
- HS/IHS connection
- Informal learning/study spaces
- Self-guided learning environment/outdoor classroom/amphitheater

Seneca Way Plaza
- Branded space
- Pedestrian/bus only
- Seating
- Landscaping
- Entry/activity hub/pavilion/café
- Natatorium
- Relocated maintenance facility

Activated Student Entry
- Art exhibit/performance space
Environmental Literacy

Build on Existing Facilities
- June Marshall Nature Trail
- Outdoor classroom

Habitats/ Eco-Observatory
- Creek
- Wetlands
- Floodplain
- Wooded Hillside

Learning Opportunities
- Expanded nature trail/ interpretive signage
- Field classrooms
- Wildlife observation/ tracking
- Native & invasive plant species
- Storm water management
- Edible garden

Main Campus
Athletics Master Plan
- Proximity/access/circulation
- Parking
- Revenue generation
- Future development

Synthetic Turf Upgrades
- Baseball
- Soccer

Field Expansion Options

Support Building
- Rest rooms
- Concessions

Indoor Sports Facility
- Butler building
- Synthetic turf
- Multi-purpose

Natatorium
Ehrman Road

- Access has good site distance
- Large (50 Acre ±) buildable area south in Cranberry
- Few known environmental constraints
- Two municipalities
### Priority Shifts in the work environment

<table>
<thead>
<tr>
<th>From</th>
<th>To</th>
</tr>
</thead>
<tbody>
<tr>
<td>Management centric</td>
<td>Worker centric</td>
</tr>
<tr>
<td>Passive working</td>
<td>Active working</td>
</tr>
<tr>
<td>Work individually</td>
<td>work collaboratively</td>
</tr>
<tr>
<td>Work in office</td>
<td>Work anywhere</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>From</th>
<th>To</th>
</tr>
</thead>
<tbody>
<tr>
<td>Limited Technology</td>
<td>Ubiquitous technology</td>
</tr>
<tr>
<td>Assertive assessment</td>
<td>Demonstrative assessment</td>
</tr>
<tr>
<td>Disciplines separated</td>
<td>Disciplines integrated</td>
</tr>
<tr>
<td>Conformity expected</td>
<td>Individuality celebrated</td>
</tr>
</tbody>
</table>
### Priority Shifts in the educational environment

<table>
<thead>
<tr>
<th><strong>From</strong></th>
<th><strong>To</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher centric</td>
<td>Student centric</td>
</tr>
<tr>
<td>Passive learning</td>
<td>Active learning</td>
</tr>
<tr>
<td>Focus on 3 Rs</td>
<td><strong>Develop 4 Cs</strong> (Critical thinking,</td>
</tr>
<tr>
<td></td>
<td>Collaboration, Creativity, Communication)</td>
</tr>
<tr>
<td>Learn in classroom</td>
<td>Learn everywhere</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>From</strong></th>
<th><strong>To</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Limited Technology</td>
<td>Ubiquitous technology</td>
</tr>
<tr>
<td>Assertive assessment</td>
<td>Demonstrative assessment</td>
</tr>
<tr>
<td>Curriculum fragmented</td>
<td>Curriculum integrated</td>
</tr>
<tr>
<td>Conformity expected</td>
<td>Individuality celebrated</td>
</tr>
</tbody>
</table>
Building as a Learning Tool

Outdoor Learning

A school for 21st century learning should capitalize on every opportunity to learn
Collaborative
Shared Learning Spaces

Kathlyn Joy Gilliam Collegiate Academy

two heads are better than one
Visual Transparency
Daylight, Views and Connection

Encouraging curiosity and collaboration
Furnishings

Bodies in motion
Technology

Evolutionary vs. Revolutionary

How we learn and where we learn
THEN
- Mass production of education
- Learning environment had no impact on outcomes
- No foreseeable need for change = fixed

NOW
- One size does not fit all
- Learning environment impacts outcomes
- Change is = flexibility
  - Plan for change
  - Module to facilitate change
  - Easily upgradable systems
  - Consider the collaboratory
  - Consider the skunk works
  - Consider the Google model
What are our planning values?
What are our planning priorities?
Next Steps:

- Finalize demographics
- Continue meetings with building principals to discuss capacity
- Continued Stakeholder outreach
- Develop options
- Start cost models
- Prioritize