

Town of Abington School Feasibility Study

information & data
gathered as of August 26, 2013

Submitted to
Mass. School Building Authority
on 9/18/13
for review and comment

1	Major Milestones Timeline
2	Facilities Evaluation
3	Site Evaluations Summary
4	Educational Visioning Summary Document 28 pages
5	Educational Programming Document
6	Introduction Document
7	Space Summary Documents
8	Options Considered Document
9	Evaluation Matrix
10	Draft of Cost Analysis Options
11	Cost of New School vs. Renovation Document
12	Review of Major Milestones

Educational Program

summary of educational visioning sessions

Educational Visioning is a process which brings together a large cross-section of stakeholders, residents, and educators to develop learning concepts, goals and values which result in a comprehensive, long-term planning tool for the school district. When a new project is being considered or proposed, educational visioning provides the cornerstone of all educational planning, and it defines the nature of school operations, function, and opportunities for the future. It literally shapes school and community relations for decades to come.

Educational Visioning in Abington was facilitated by David Stephen of New Vista Design. David holds a Bachelor in Architecture degree from Rhode Island School of Design and a Masters in Education from Lesley College. As an educator and licensed architect, David has collaborated with many pioneering architectural firms, playing a key role in the architectural design of over 40 new and redesigned elementary, middle, and high schools and has 20 years of experience partnering with some of the field's visionaries, working with schools nationwide to imagine, develop, and implement innovative school programs. At New Vista Design, David has helped districts, schools, and educators develop student-centered and inquiry-based curricula and programs.

Educational Visioning is a catalyst for generating ideas regarding how the school might best be designed to foster 21st Century education while simultaneously incorporating the needs of the entire community. It enables the architects to develop building plans which are consistent with the needs of the Town of Abington; incorporating the educational, community, organizational, and functional goals and values articulated in the visioning sessions.

The Educational Visioning process included an evaluation of the high school and middle school educational delivery and facilities today and a projection of the future for both. The Educational Visioning report contains the result of that evaluation. Some examples of barriers to effective educational delivery in the current Abington High School and Frolio Middle School facilities include the lack of flexible learning spaces for educational projects that require team work, inadequate science labs, the absence of teacher centers for collaboration, a lack of support for applied learning and student presentations, a poorly organized high school building that deters interdisciplinary or collaborative learning, and a Frolio Middle School which does not support modern middle school programming and is grossly undersized.

The Educational Visioning and Programming sessions included the following:

- April 8, 2013: full day session with faculty, staff, and administration
- April 25, 2013: 3-hour session with Building Committee and faculty, staff, administration APS
- April 29, 2013: 2-hour session with administrators – existing school configurations
- May 16, 2013: 3-hour session with Building Committee and faculty, staff, administration APS
- May 29, 2013: 3-hour session with faculty, staff, and administration APS. Floor Plan Bubble Diagram
- June 13, 2013: 2-hour session with Building Committee. Floor Plan Bubble Diagram

Feasibility Study - Abington Public Schools

The following individuals are recognized for their commitment and involvement in this extensive and comprehensive process. Their input and guidance proved invaluable and will become a key component in shaping the future of the Town of Abington and Abington Public Schools.

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SESSION 1 – April 8, 2013

The Agenda for the April 8, 2013 session included the following:

TIME	Activity	Purpose
8:00 - 8:30	Socializing	
8:30 – 9:00	Workshop Goals and Introductions	Priority Goals for the New Facility
9:00 – 9:45	Brainstorming Session	Abington Strengths, Challenges, Opportunities and Goals
9:45 – 10:45	21 st Century Design Principles and Patterns	Discuss and identify changing paradigms in Education
11:00 – 11:40	21 st Century Learning Goals	Small Group discussion and priority learning goals
11:40 – 12:30	Abington Guiding Principles for Design	Small group discussion between desired program features and Guiding Principles and priorities to support design
1:15 – 1:45	Abington 21 st Century Design Patterns	Small group exploration of connections between Guiding Principles for Design and the desired Design Patterns that will best support them
1:45 – 2:15	Blue Sky Ideas	Individual thought regarding a list of no-holds-barred design ideas for the new facility to expand thinking about what is possible and desirable

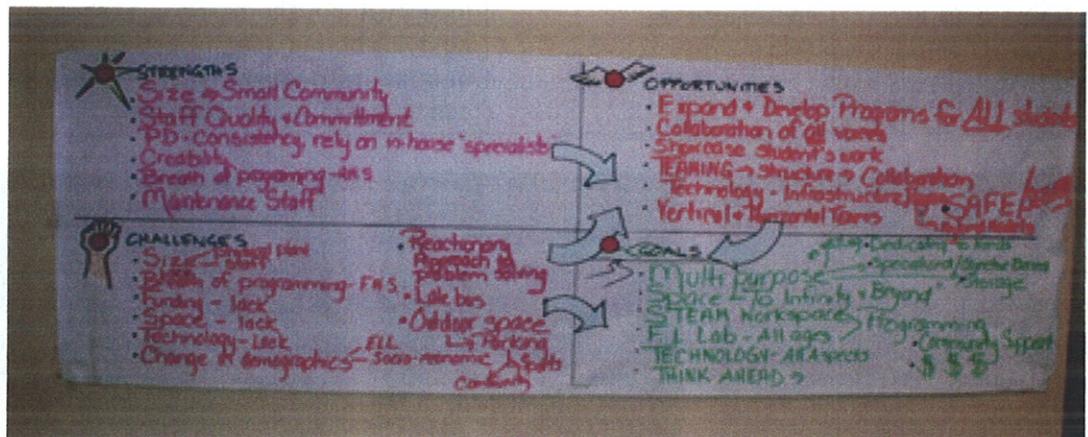


Feasibility Study - Abington Public Schools

Subsequent to a review of workshop goals and introductions, the participants were divided into three groups to begin to discuss and document what they believed to be the Strengths, Challenges, Opportunities, and Goals within the Abington Public Schools. The groups first documented their brainstorming on paper and then shared their thoughts with all of the participants. The following is a summary of their discussions and presentation:

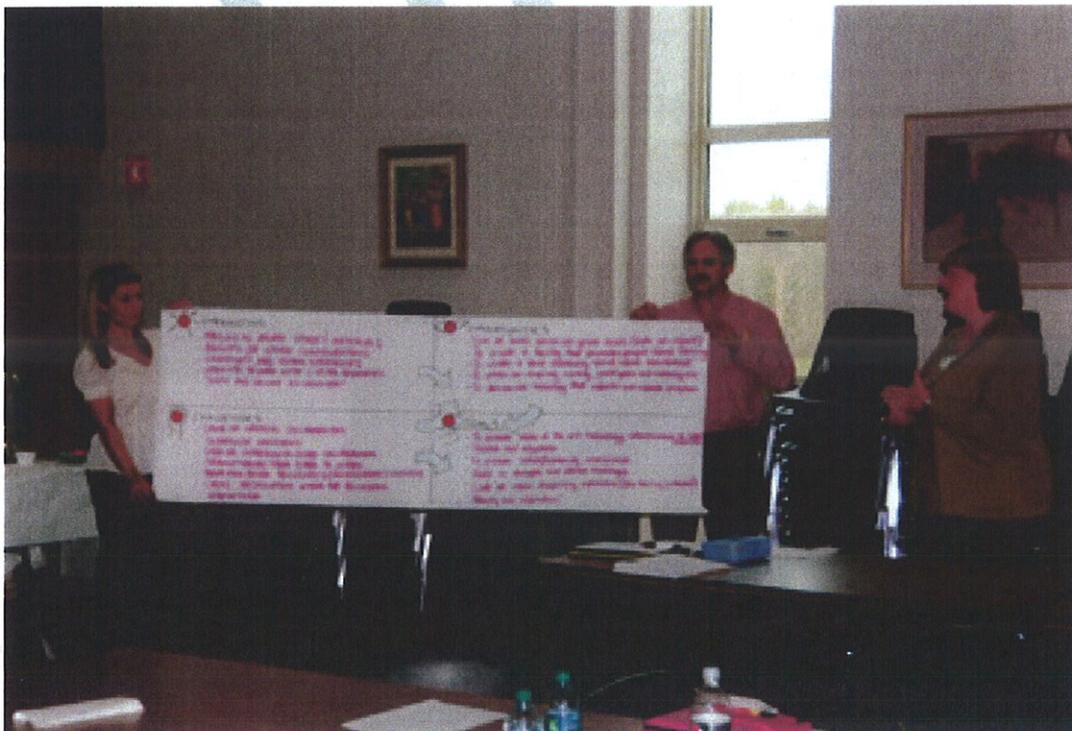
GROUP 1:

<p>Strengths:</p> <ul style="list-style-type: none"> • Size – small community • Staff quality & commitment • PD – consistency, rely on in-house “specialists” • Credibility • Breath of programming – AHS • Maintenance staff 	<p>Opportunities:</p> <ul style="list-style-type: none"> • Expand & develop programs for all students • Collaboration of all voices • Showcase students’ work • Teaming – structure – collaboration • Technology – infrastructure, program – hybrid models • Vertical & horizontal teams • Safe/security
<p>Challenges:</p> <ul style="list-style-type: none"> • Size <ul style="list-style-type: none"> ○ Physical plant ○ Staff • Lack of programming – FMS • Funding – lack • Space – lack • Technology – lack • Change in demographics <ul style="list-style-type: none"> ○ ELL ○ Socioeconomic • Reactionary approach to problem solving • Late bus • Outdoor space <ul style="list-style-type: none"> ○ Parking ○ Sports ○ Community 	<p>Goals:</p> <ul style="list-style-type: none"> • Multipurpose, as well as: <ul style="list-style-type: none"> ○ Dedicated to needs ○ Specialized / objective based ○ Storage • Space – “to infinity and beyond” • STEAM workspace – programming • F.L. Lab – all ages – programming • Technology – all aspects • Think ahead • Community support • \$\$\$



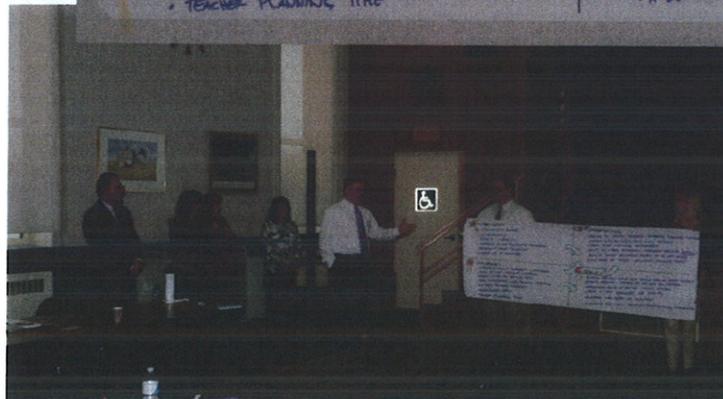
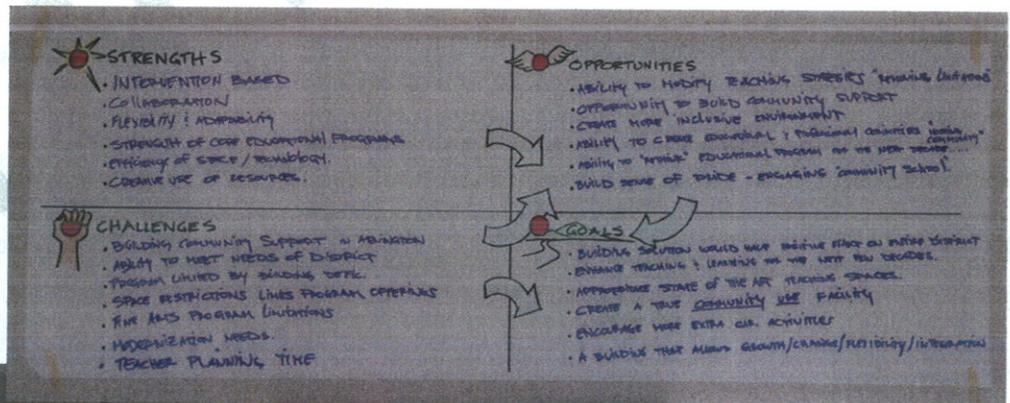
GROUP 2:

<p>Strengths:</p> <ul style="list-style-type: none"> • Ability to adapt space & materials • Agility of grade configurations • Creativity and coping strategies • Ability to work with limited resources • Safe and secure environment 	<p>Opportunities:</p> <ul style="list-style-type: none"> • Look at needs across all grade levels (make an impact) • To create a facility that promotes project based learning • To create a more community based school environment • To create an inspiring, inviting, prestigious and nurturing environment • To incorporate technology that supports and expands programs
<p>Challenges:</p> <ul style="list-style-type: none"> • Lack of vertical collaboration • Schedule variations • Lack of interdisciplinary collaboration • Transitioning from school to school • Poor and aging buildings (organization & condition) • Lacks inspiration within the building structure 	<p>Goals:</p> <ul style="list-style-type: none"> • To promote state of the art technology infrastructure to support instruction • Flexible and adaptable • To promote school/community relationships • Build on strengths and address challenges • Look at cross disciplinary instruction (how facility promotes) • Beauty and inspiration



GROUP 3:

<p>Strengths:</p> <ul style="list-style-type: none"> • Intervention based • Collaboration • Flexibility & adaptability • Strength of core educational programs • Efficiency of space/ technology • Creative use of resources <p>Challenges:</p> <ul style="list-style-type: none"> • Building community support in Abington • Ability to meet needs of district • Program limited by building deficiencies • Space restrictions limits program offerings • Fine arts program limitations • Modernization needs • Teacher planning time 	<p>Opportunities:</p> <ul style="list-style-type: none"> • Ability to modify teaching strategies "removing limitations" • Opportunity to build community support • Create more inclusive environment • Ability to create educational & professional committees "hosting community" • Ability to "rethink" educational program for the next decade • Build sense of pride – engaging "community school" <p>Goals:</p> <ul style="list-style-type: none"> • Building solution would have positive effect on entire district • Enhance teaching & learning for the next few decades • Appropriate state of the art teaching spaces • Create a true community use facility • Encourage more extra curriculum activities • A building that allows growth/change/ flexibility/integration
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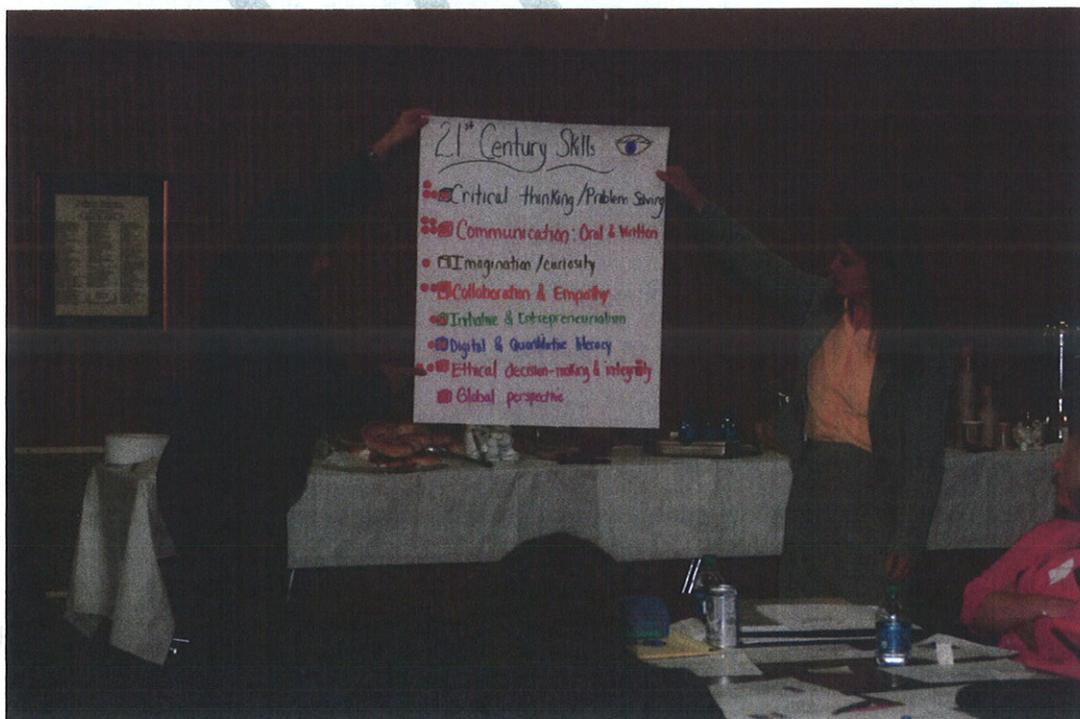


David Stephen then continued his presentation and slide show on 21st Century Design Principles and Patterns. The contents of his entire presentation were made available on the Abington Building Committee website subsequent to the presentation.

The participants were divided into three groups to brainstorm the critical 21st Century Skills required for students. They were asked to establish Priority Goals in delivering such education...all as part of developing Abington's 21st Century Learning Goals. The groups were encouraged to take their time discussing both current and future practices, and to consider information presented by David regarding successful trends across the country. The following is a summary of the identified "21st Century Skills" and the "Priority Learning Goals" aka Abington's 21st Century Learning Goals:

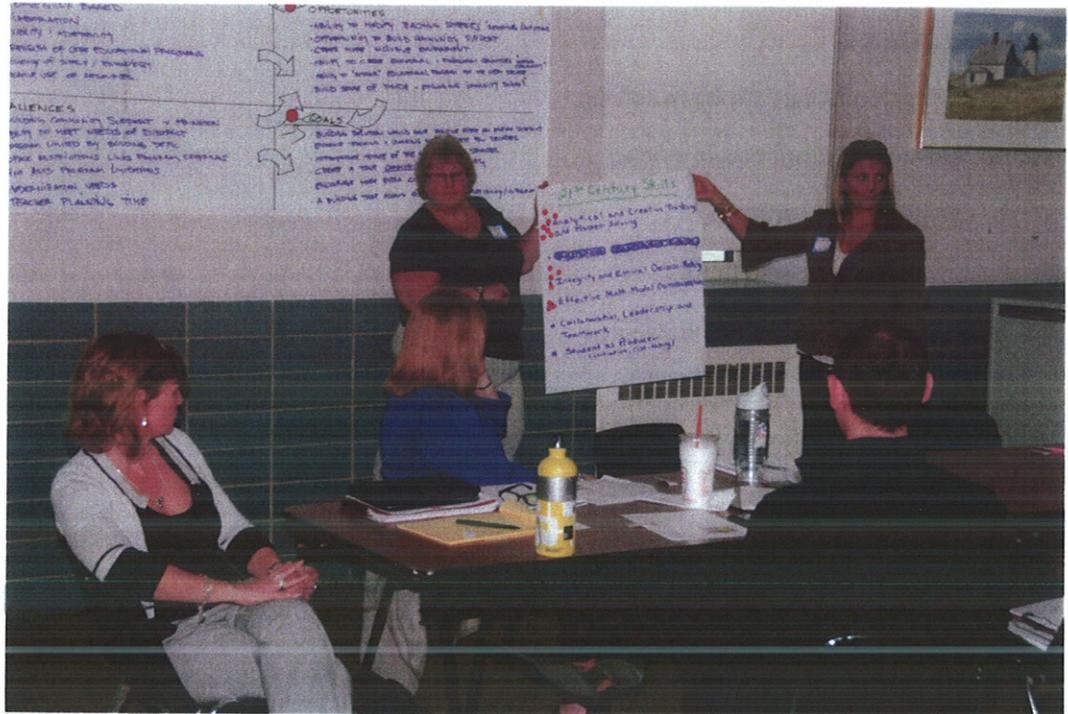
21st Century Skills

- Critical thinking / problem solving IIII
- Communication: oral & written IIII
- Imagination / curiosity I
- Collaboration & empathy III
- Initiative & entrepreneurialism II
- Digital & quantitative literacy II
- Ethical decision – making & integrity III
- Global perspective I



21st Century Skills

- Analytical and creative thinking and problem solving
- Integrity and ethical decision-making
- Effective Multi-modal communication
- Collaboration, Leadership and Teamwork
- Student as producer (initiative, risk-taking)



Priority Goals – Group 1

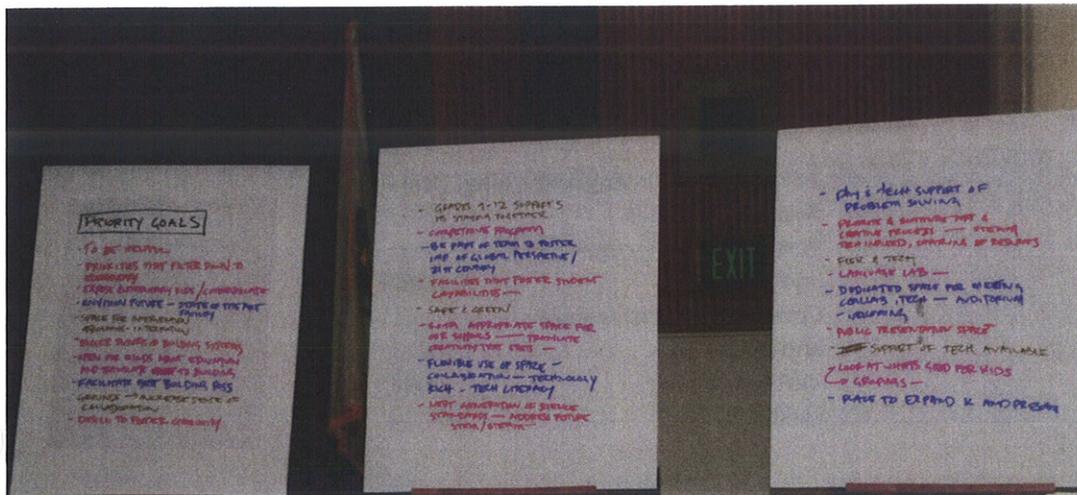
- To be helpful
- Priorities that filter down to elementary
- Expose elementary kids / communicate
- Envision future – state of the art facility
- Space for intervention programs – integration
- Bigger picture of building systems
- Open our minds about education and translate to building
- Facilitate best building possible
- Grounds – increase sense of collaboration
- Design to foster community

Priority Goals – Group 2

- Grades 7-12 supports HS staying together
- Competitive program
- Be part of team to foster importance of global perspective / 21st Century
- Facilities that foster student capabilities
- Safe & green
- SOTA appropriate space for our schools – translate creativity that exists
- Flexible use of space – collaboration – technology rich – tech literacy
- Next generation of science standards – address future stem/steam

Priority Goals – Group 3

- Physical & tech support of problem solving
- Promote and enhance art & creative process – steam tech infused, sharing of resources
- Flex & tech
- Language lab
- Dedicated space for meeting collaborative, tech – auditorium – welcoming
- Public presentation space
- Support of tech available
- Look at what’s good for kids – groupings
- Place to expand Kindergarten and Preschool



SESSION 2 – April 25, 2013

The success of the initial one-day session led the design team and the Abington Public Schools to propose that the entire Building Committee have an opportunity to be part of a condensed version of session one, with an opportunity to provide input on many of the thoughts, ideas, and goals that were discussed in session one. The content of the slide presentation was also changed to include more information on the transformation of education over the past decades, including the video "Shift Happens". Although several of the Building Committee members are educators, many of them represent other facets of the professional community and the presentation was tailored to provide these members some insight on the evolving 21st Century educational environment. The presentation and discussion included thoughtful input and insight from the Building Committee members, and left them eager to continue the process by joining the school administration and staff in the next scheduled visioning session.

SESSION 3 – April 29, 2013

In order to become more familiar with the various school facilities within the Town of Abington, the design team requested a meeting with the school administrators to review past, current, and future use of each of the educational facilities within the Abington school district. Although the focus of the feasibility study is to program a middle school and high school facility, the integration of the lower grade levels into a comprehensive solution is also critically important for the Town. Therefore an understanding of the facilities currently serving grades PK-6 is important to future discussions of a comprehensive solution. After much discussion, the following summary diagram was generated by the school administration to summarize past and current use.

	TODAY	PAST
PreK	Center	PreK-2 (BBES)
K		↓
1	BBES	
2		↓
3		Center, North &
4		Woodsdale (3-6)
5	Woodsdale	↓
6		
7	Frolio	Frolio (7 & 8)
8		▼
9	AHS	AHS (9-12)
10		↓
11		
12		↓

SESSION 4 – May 16, 2013

As part of continuing to develop the concepts and ideas formulated in prior sessions, session number 4 focused on the development of organizational diagrams and “idea diagrams” for various areas of the building and program. The majority of the session was dedicated to this task, with the Agenda as follows:

1. Workshop Goals and Introductions
2. Abington SCOG Analysis and Guiding Principles
3. Key Spaces Activity
4. Bubble Diagramming
5. Presentations and Discussion
6. Closing and Next Steps

David Stephen presented a summary of the SCOG (Strengths, Challenges, Opportunities, Goals) from the prior sessions. He also presented a “Refresher” on Abington’s established Priority Goals and Guiding Principles, followed by a summary of his prior presentation on 21st Century Design Patterns and Spaces.

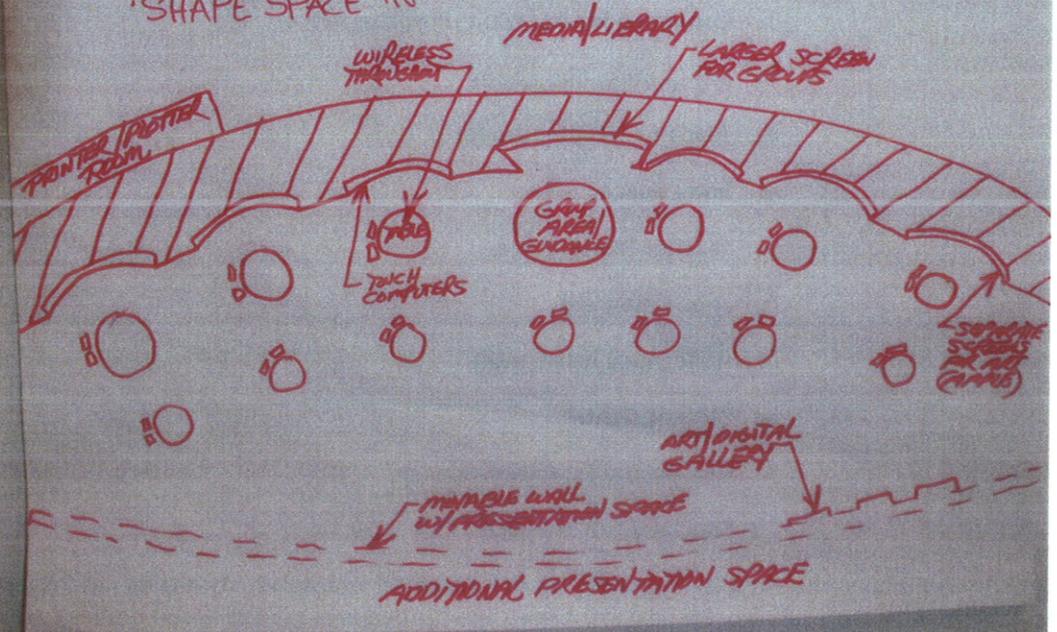
Participants were then asked to select an area of focus from the following list, but were not necessarily limited to these areas as part of the activity:

1. Commons Space / Multi-Purpose Space
2. 21st Century Classroom
3. Teaching Neighborhood
4. Entry Space
5. Teacher Works Space
6. Fabrication Lab
7. Performing Arts Center
8. Athletic Center
9. Display and Exhibition Spaces
10. Specialty Lab or Space

Prior to beginning the Bubble Diagrams, David presented examples, strategies, and goals associated with the exercise. Participants were then divided into groups based on their area of focus and given time to generate multiple diagrams, spreadsheets, lists, and notations targeted at sharing their thoughts on their selected program areas. The groups then provided extended presentations of their work to all participants, with opportunity for questions and input from all. The following is a summary of the information generated.

COMMON SPACES

- Media Library concept:
 - TECHNOLOGY BASED ON A WIRELESS SYSTEM
 - MULTI-FORMAT COMPUTER NETWORK
 - SPACE FOR RELOCATING EXISTING PAPER COLLECTION
 - TRANSITION TO A PAPERLESS COLLECTION & RESEARCH PROCESS
 - MULTIMEDIA PRESENTATION AREA
 - CREATE SMALL GROUP LEARNING NOOKS WITH COMPUTERS
 - FLEXIBLE FURNITURE & SPACE LAYOUT
 - FOOD COURT NEAR LIBRARY/MEDIA OR VISUAL/SPACE ADJACENT
 - COMMUNITY CORE FOR OFF-HOUR USE
 - SHAPE SPACE IN SEMI-CIRCLE / THEATER APPROACH



ENTRY

INTERACTIVE DISPLAY
DISPLAY FOR ABINGTON HISTORY
INCORPORATE OLD BUILDING
MOTION LIGHTING

BE ABLE TO DISPLAY
WITHIN FIRE CODES

"WAVE" FORM WITHIN ARCHITECTURE

STAFF CENTERED / CHILD CENTERED / COMMUNITY CENTERED

DISPLAY EXHIBITION → ART, MUSIC, SPORTS

INVITING, SOOTHING, CALMING MOOD / COLORS

WINDOWS / VIEWS

SAFETY / SECURITY

LINKS TO OTHER TOWN BUILDINGS

LANDSCAPE

FURNITURE

TRAILER / BUSES

WIDE ENTRY GLASS - DIAMOND SHAPE / S CURVE

KIOSK

WAY-FINDING FLOOR ELEMENTS

INCORPORATE DISPLAY WITH ENTRY
COLORS

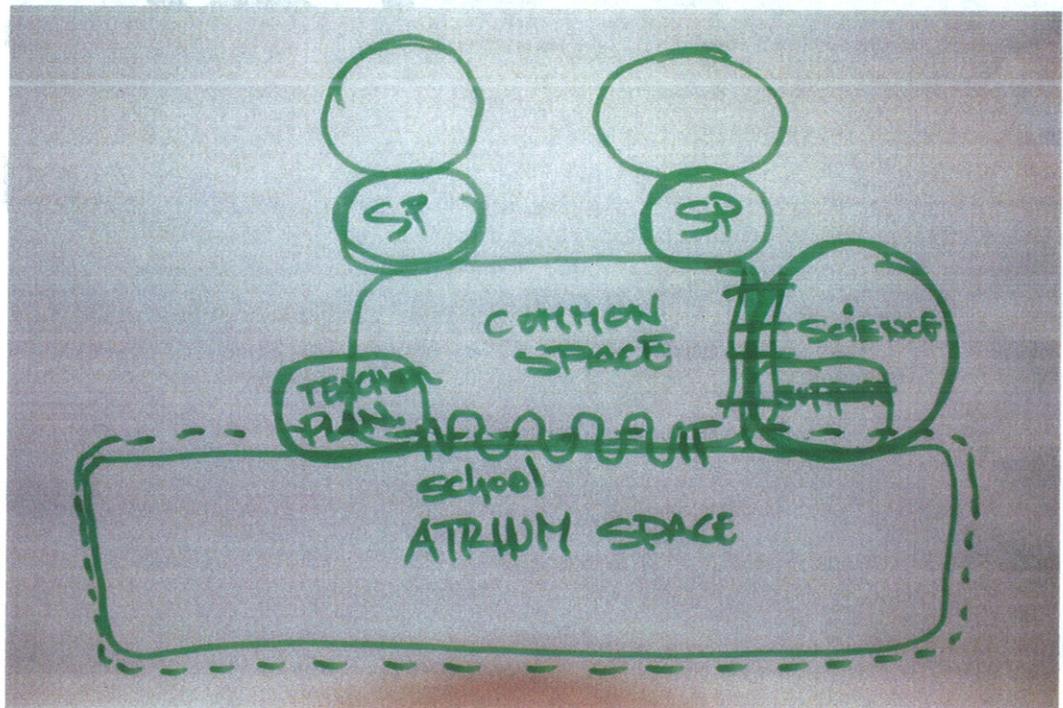
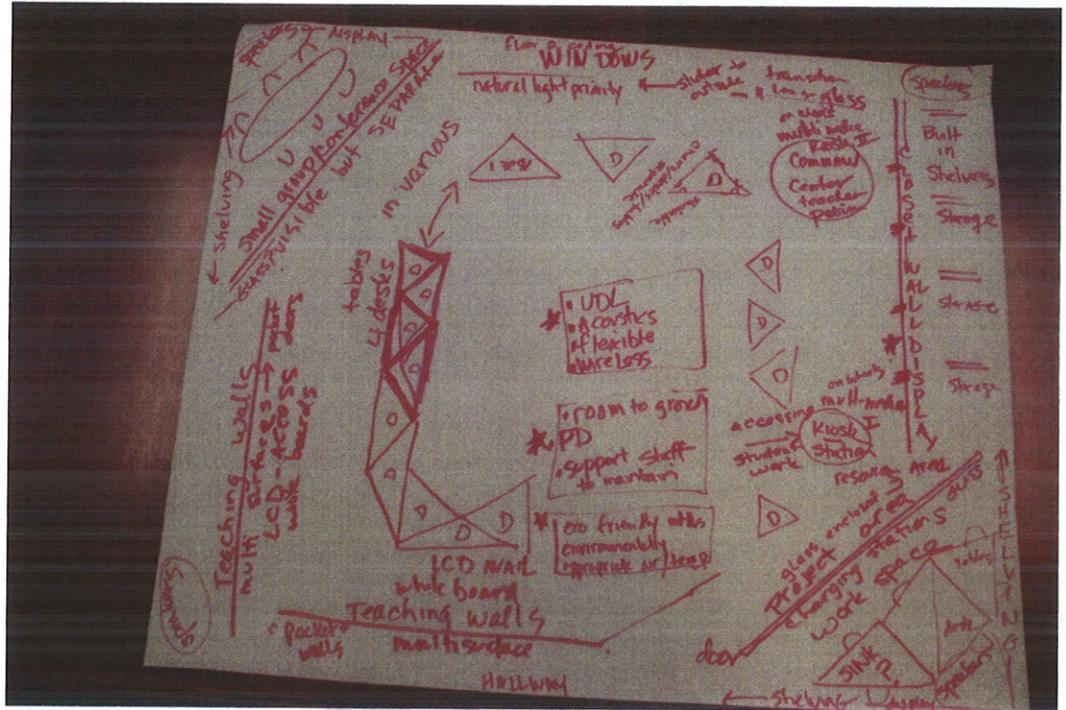
LIVE VIEWING

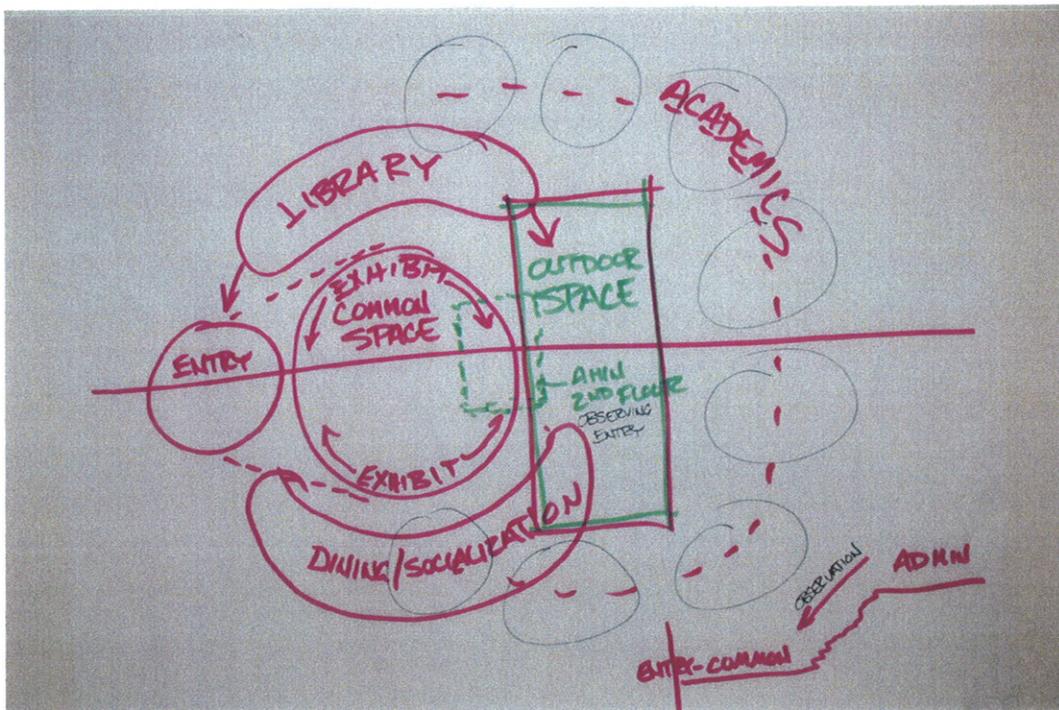
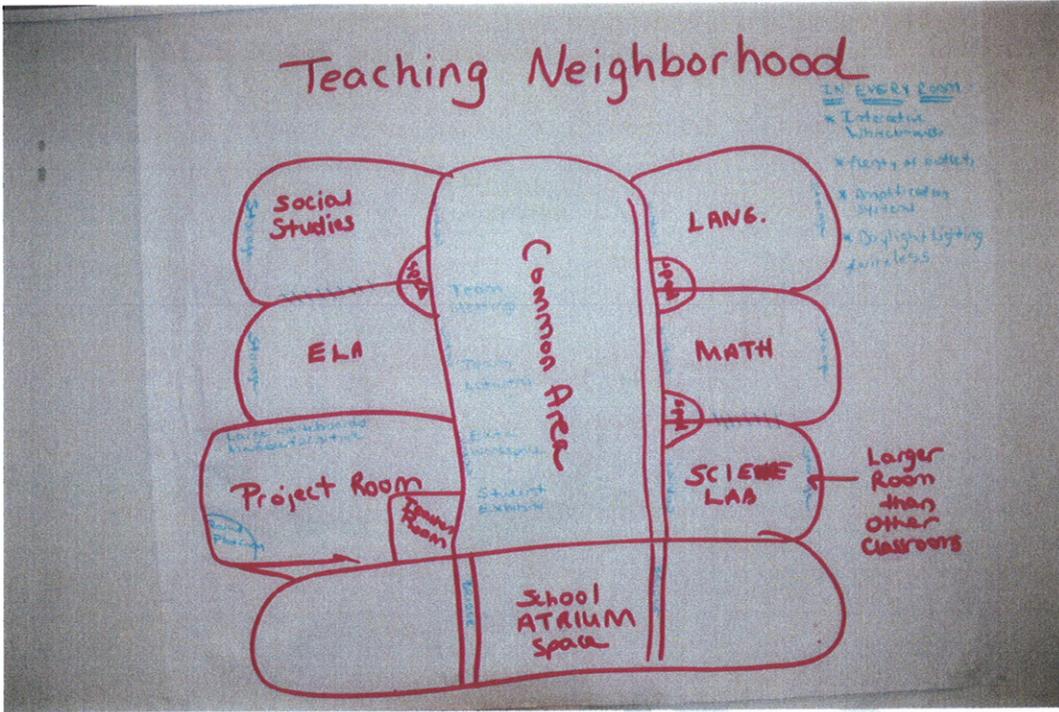
PLANTING INSIDE / OUTSIDE

INDOOR - OUTDOOR CONNECTIONS

COMMON SPACE / MULTIPURPOSE

- SPACE LARGE ENOUGH FOR 2-3 CLASSES AT A TIME
- SHAPE & FIT OUT TO ALLOW FLEXIBILITY IN SET UP WHILE MINIMIZING OBSTRUCTIONS
- MEP SERVICES ON TWO WALLS FOR STEM / STEAM LAB SET UP / SPECIAL PROJECTS
- WHITEBOARD WALLS FOR AT 2 WALLS FOR FREE PRESENTATION OF IDEAS
- PRESENTATION AREA WITH INTERACTIVE WHITEBOARD & CLASSROOM AUDIO / VISUAL SET UP
- VOICE AMPLIFICATION & ASSISTED LISTENING
- CABINETS FOR STORAGE OF PROJECT SUPPLIES
- LOCATE NEAR MEDIA LAB / COMPUTER OR SCIENCE LAB
- FLEXIBLE FURNITURE TO ALLOW CHAIR SET UP, LECTURE W / WRITING SURFACE, & LAB STATIONS
- OPEN CEILING WITH ACOUSTIC TREATMENT WITH LAB GRID
- WIRELESS WITH 1. PAD^{COV} STATION FOR STORE / CHARGE





Although some of the groups focused on the details of an individual space, most of the groups focused on combining the thoughts and ideas of prior sessions related to 21st Century Skills, Priority Goals, and Guiding Principles into specific organizational and functional strategies that address the design and layout of a 21st Century educational facility for the Town of Abington. The following is a summary of the design concepts that were inherent in the bubble diagrams and form a large part of the vision and educational programming strategy for the Abington Public Schools.

Integration of Topics and Teams – The old traditional approach of segregating subjects by department is detrimental to cross-discipline instruction within the educational environment. In order for teachers to be able to facilitate the blending of multiple disciplines of academic instruction, teams must be organized to include multiple subject classrooms into a “Teaching Neighborhood”, which includes four general classrooms and a dedicated science classroom. These neighborhoods should also include a dedicated project room for the development of hands-on, project based learning among team members. Although each neighborhood may not require a teacher planning area, teacher planning and work areas should be an integral part of each team, allowing appropriate space for teachers to collaborate on student assignments, progress, and cross-discipline instruction. Although organized for efficient interaction within the team, these teams must share a common connection with other teams and be able to casually and easily integrate themselves within the remaining school environment. This “common connection space” may be a central atrium, expanded corridor, or other open circulation element.

Flexible Project and Instructional Space – Very few modern business or scientific spaces segregate instruction from application. The modern comprehensive middle school and high school environment must be a flexible space which accommodates both instruction and application. The spaces which are dedicated to project based learning should be highly integrated to the remaining academic classrooms and/or environment.

Entry and Exhibit – The interaction of community members and parents, as well as the impression they receive during their visit to the school, is important. Most of the visitors will not have the opportunity to tour throughout all areas of the school, and certainly will not have the opportunity to observe the activities and products of student academic work. The ability for key public areas of the building to exhibit this work, not just statically but also dynamically, is a key component in allowing visitors to experience the learning which is going on throughout the building, without the need to tour deep into the academic zones, which is obviously not practical. The building should place “Education and Student Activity on display for all to absorb”. This instills student pride through the exhibit of their work; and can easily be done by providing opportunities for fixed exhibits, video display, or any other practical and functional means. This kind of exhibit opportunity should not be limited to just the displays at entry points accessible to visitors, but should also be inherent within the academic zones, allowing students to present and exhibit their project work to other students.

It is also important that entry areas exhibit the history and flavor of the Town and school department, through the presentation of artifacts, information, and exhibits.

Beyond STEAM – There has been much talk about STEAM and the need to integrate Science, Technology, Engineering, Arts, and Math within the Academic Environment. The modern 21st Century middle school or high school environment goes beyond this, with the goal of integrating these key subjects into real-world business and scientific applications in an effort to help students understand the importance of these topics individually, but to also understand the way they support each other.

Business Community Connections – One of the key components of all successful

comprehensive high schools is their ability to integrate the individual programs with their associated professional business applications in the community. Convenient access to the specialized teams by business and scientific leaders within the community is key to this important collaboration.

Media Distribution and Retrieval – The library media center should be a media distribution and retrieval resource which students can utilize throughout the school environment. The functions of the library media center should not be limited to a single location within the building, as students are retrieving data resources constantly, and limiting this retrieval to a single location within the building is no longer efficient. Research can occur in many places throughout the building, and distributing library resources to locations which encourage in lieu of prohibiting use will make for a more dynamic environment. Media broadcasting, video editing, and video productions are all academic endeavors which may possibly have a link to the media center, but their careful placement in order to allow them close integration with other disciplines should also be explored.

Educational technology should be integrated seamlessly throughout the educational environment. Campus-wide wireless access is key to creating a flexible environment where students can complete assignments without the confines or boundaries of fixed computer labs. Labs which are dedicated to specific tasks (like video production or video editing, for example) may be required, but this kind of restrictive specific-use space should be created only after thoughtful justification and consideration of a more flexible “create, research, and explore” environment that provides opportunity for data based activities to be completed in any classroom, or in any part of the building.

Socialization and Learning – Social skills and the need to communicate outside of the project/instructional environment is a key element in promoting positive student development. Students must have the opportunity to socialize with their peers without being confined to the traditional restrictions of a “Cafeteria” where students are herded into a space and directed to function in a stereotypical way. Schools where social dining is distributed throughout the school environment with less restrictions and/or boundaries have proven to promote significantly more student collaboration while simultaneously reducing discipline problems. The student dining area can also play a significant role in parent and community interaction with the school, by providing flexible space which supports presentations, programs, and events. It can serve as one of the primary social hubs of not only the school, but also the entire Abington community.

The School as a Business Incubator – There are many important elements in creating a successful school environment where project-based activity is visually and physically integrated into the core of the school while simultaneously opening themselves to community involvement. It requires re-thinking the “Core” or “Commons” of the school, the definition of “Entry”, and all of the necessary aspects of security. The school must operate very much like a business incubator, promoting the necessary collaboration while simultaneously creating the necessary boundaries for staff, administrators, parents, and students.

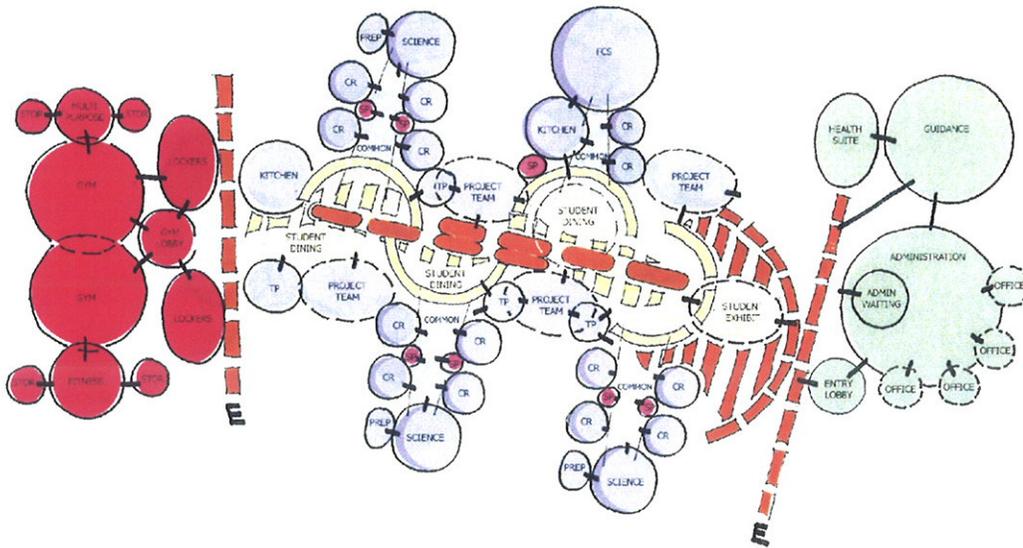
Indoor/Outdoor Connections – The connection of indoor and outdoor spaces is important to creating a vibrant and energized educational environment. Students can become more engaged in utilizing outdoor space if an effort is made to insure the appropriate visual and physical connection. Outdoor space can go beyond recreational playfield use and can provide project space, social space, classrooms, study areas, and other support areas for the educational environment. It has a natural integration to many sciences, and should not be ignored as part of a 21st Century educational environment.

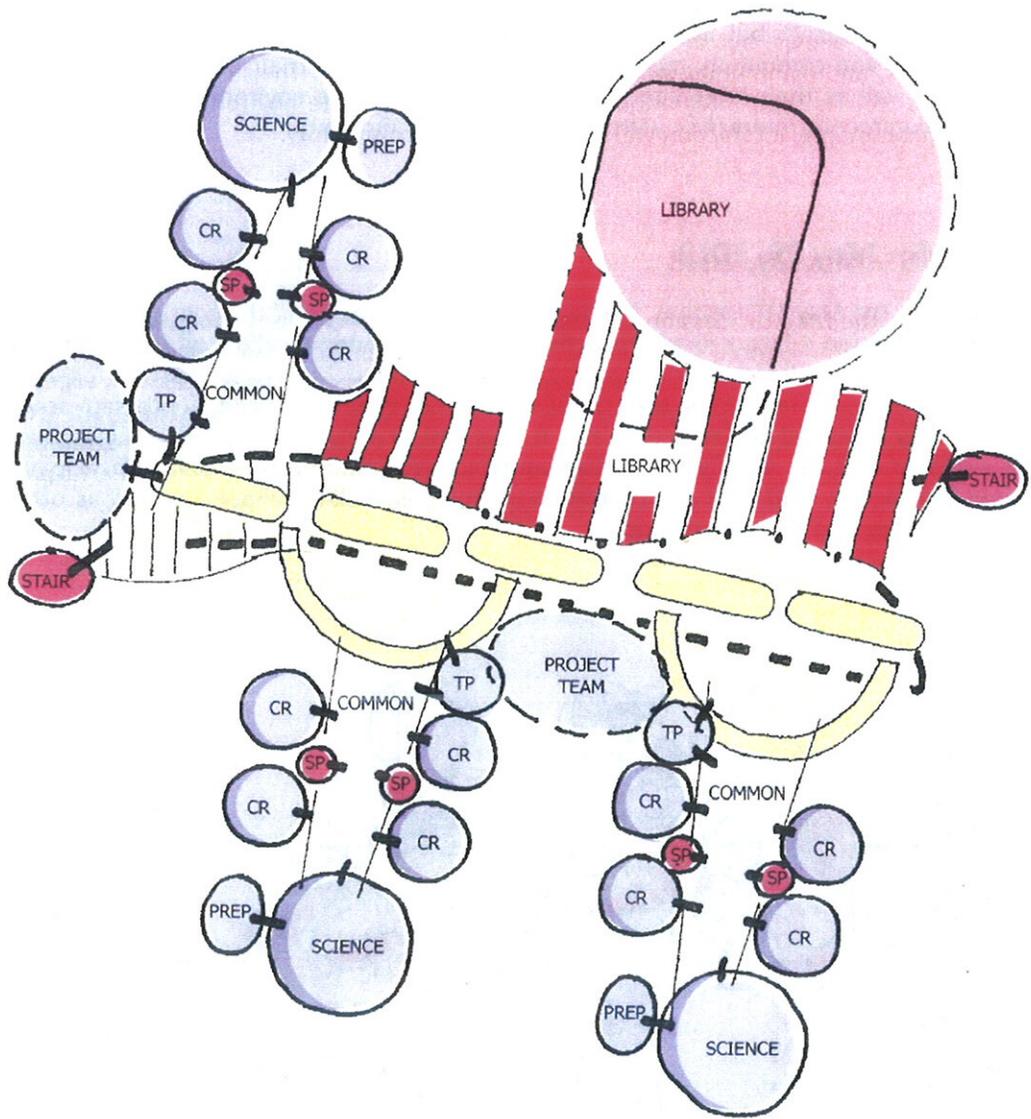
Learning Beyond the School Day - As students become involved in more activities, the time they spend on the academic campus expands. These activities include music, performance, athletics, research, science, academics, and more. Many students study after school as they await upcoming practices, performance or activities which involve them or their friends. Providing appropriate spaces for such activities is a key component of the 21st Century academic environment.

Community Use - In small towns like Abington, the schools truly become the center of community use. Gymnasiums, performance theaters, lecture halls, media labs, etc. all become a highly utilized community and educational resource. These facilities are not “extras” to be added if funding allows, but are inherent resources that will serve the student, teachers, administrators, and community members for decades to come. Their careful planning and inclusion, as well as their integration into the community-wide environment, is critical to supporting community interaction with the educational community.

SESSION 5 – May 29, 2013

Subsequent to the May 16th session, the design team combined all of the concepts and ideas generated in session 4 into a single collective diagram intended to allow all participants to begin to consider how all of the various program components could work successfully together, while simultaneously maintaining the critical characteristics of the individual program areas. Although only intended to be a diagram, it was the first opportunity for programming participants to consider and discuss a diagram which resembled a floor plan. Participants included the faculty, staff, and administration of Abington Public Schools, as well as other interested parties and the design team.



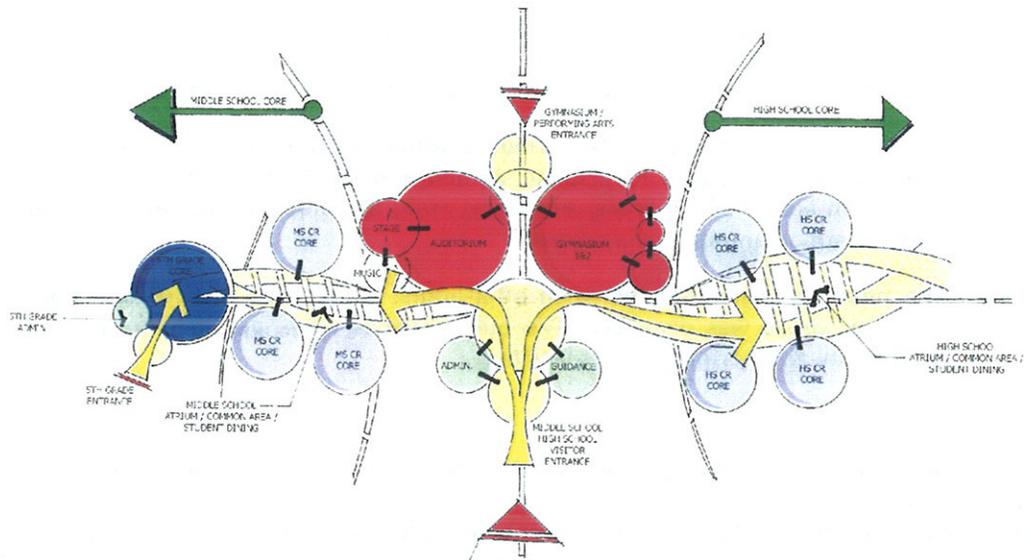
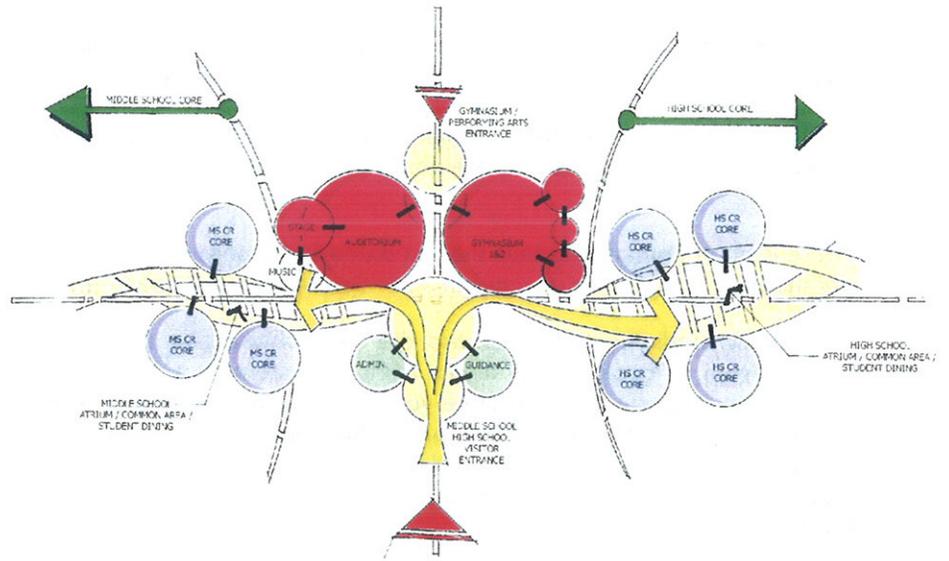


Some of the key concepts which evolved from the discussion are as follows:

- Both the middle school and the high school remain committed to breaking down the student populations into groups or teams of approximately 125 students.
- At the high school level, there remains a need to have close physical ties between science labs even if these labs are going to be distributed throughout the groups/teams.
- There is an understanding that the out-dated traditional approach to departmental organization is no longer effective in a 21st Century learning environment.
- The library/media center is perhaps the most challenging space as technology is moving from a “book based” media retrieval system to a “data based” approach. There is no longer a need for large volumes of hardcopy books; however, the role of the library media center within the learning environment remains significant and prominent. There was much discussion about how the library/media center and its respective functions and spaces should be located and/or distributed throughout the building.
- The importance of student exhibit space throughout the educational environment was discussed at length.
- The importance of “Entry and Control” was discussed at length.
- Participants discussed the values of visual connections between multiple floor levels.
- The role of student dining and its distribution within a 21st Century learning environment was discussed at length. Participants agreed that some blending of student areas, circulation areas, exhibit areas, and dining areas could be highly effective under the appropriate organization and control.
- The need for separation between after-hours “public use” spaces and the core academic areas was discussed. The public spaces were identified to include the gymnasium and performing arts facilities.

The second part of session 5 was organized to facilitate a discussion about a co-located middle/high school, as this will likely be one of the specific options that would address many of Abington’s current challenges. Participants were encouraged to provide input and critique on a diagram that outlined some of the functional challenges and opportunities which lie within a co-located school, combining the middle and high school populations.

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After much discussion it was generally agreed that:

- Grades 5 through 12 could easily co-exist within an appropriately designed and separated facility. Combining these populations would provide many inherent educational benefits to all students. For example, 5th through 8th grade students could have access to enhanced amenities such as a performance auditorium, video production studio, and many more academic programs than they would have in a stand-alone middle school. Additionally, by adding the 5-8 population to a proposed facility, justification can be made for larger program areas such as auditorium, gymnasium, student dining, etc., that would otherwise be very limited in size due to the relatively small high school population.

- Most participants felt that horizontal separation between the middle school and the high school would be required in order to achieve success. (Meaning the middle school and the high school would be separated horizontally, not vertically, as stacking the two schools on top of each other might not provide sufficient identities and separation)
- Participants agreed that the inclusion of 5th grade into the middle school would be beneficial and effective, with no need to specifically segregate the 5th grade from the 6-8 students. Combining all four grade levels would expand program opportunities for all, and would provide a sufficient middle school population for teaming and organizing in a true modern middle school environment.

SESSION 6 – June 13, 2013

The Bubble Diagrams presented in session 5 were revised to reflect some of the input and conversation that evolved through the session, and were prepared for presentation to the Building Committee. All those attending session 5 were also encouraged to attend session 6, with many attending. The Building Committee generally reiterated and supported the ideas, concepts, and strategies that had evolved to date, with the most significant addition being a discussion about the increased student use of the facilities outside of traditional school hours. Participants agreed that as students are involved in more activities outside of the school day, they are completing homework and socializing with friends as they wait for their specific activities or interest. For example, students currently congregate in the gym lobby completing homework as they wait for their scheduled practices to begin or they wait for other friends to complete their scheduled activities. The creation of safe, secure, and thoughtful indoor/outdoor spaces which support this kind of 21st Century learning, performing, practicing, and socialization is vital to a successful school environment.

The following pages include the revised diagrams presented in session 6:

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