

FIG:
Fred S. Engle Middle
School Tour

October 11, 2016

Agenda

1. Review Previous Meeting
2. Review of Education Model (7-8)
3. Review of Enrollments and Building Capacity
4. Review of Building Evaluations from Feasibility Study
5. Tour of FSEMS
6. Debrief Tour
7. Q and A
8. Next Meeting Announcement

District Vision & Mission

Vision

All Avon Grove students are well prepared to create their own futures.

Mission

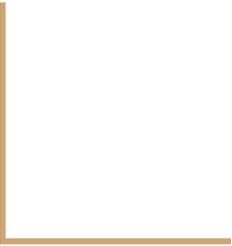
The purpose of the Avon Grove School District is to foster a learning environment for all students to be exceptionally well prepared to succeed and lead full and meaningful lives.

District Strategic Goals

1. Increase learning opportunities for all.
1. Develop and implement a systems thinking approach.
1. Develop and establish a communications and community outreach plan.



“Strategy will never be implemented nor vision realized without collaboration and teamwork. Strategy doesn’t just happen. People working in teams make it happen.”



- Rachel Curtis & Elizabeth City

Middle School Educational Model - Program Overview

Fred S. Engle Middle School serves students in grades 7 and 8. Core instruction occurs in language arts, math, science, and social studies. Art, family and consumer science (FACS), exploratory world language (French and Spanish), music, technology, physical education, and health comprise encore instruction that supplements the core.

The curriculum for the educational program is built using the Understanding by Design (UbD) framework, with the goal that each student is prepared for success at the secondary level, regardless of post-secondary plans or personal aspirations.

Middle School Educational Model - Program Goals for Grade 6-8 Reconfiguration

- Align grade 6, due to the personal, physical and emotional development with grade 7-8 students rather than grade 3-5 students
- Enrichment cycle alignment for grade 6 to AGHS career and college exploration processes and planning
- Enhanced world language practice and acquisition
- Greater time for learning in grade band prior to transition to AGHS

Middle School Educational Model - Program Overview

Middle School Educational Model

Middle School Educational Model - Educational Specifications

The specifications focus on the following areas of the building:

- **Teaching and Learning Environment** – General Education, Special Education, and Special Areas Education
- **Student Services** – Guidance and Related Services
- **Common, Multi-Purpose Spaces** – Cafeteria, Gymnasium, Library Media Center
- **General, Operational** – Kitchen, Building Systems (HVAC), Technology

Middle School Educational Model - Educational Specifications

Middle School Educational Specifications

Enrollment Analysis: October 2016

RESIDENT STUDENTS ENROLLED IN AVON GROVE SCHOOLS														
	KG	01	02	03	04	05	06	07	08	09	10	11	12	Total
Penn London Elementary	249	291	309	-	-	-	-	-	-	-	-	-	-	849
Avon Grove Intermediate	-	-	-	340	382	389	397	-	-	-	-	-	-	1,508
Fred S. Engle Middle School	-	-	-	-	-	-	-	418	400	-	-	-	-	818
Avon Grove High School	-	-	-	-	-	-	-	-	-	445	466	454	481	1,846
	249	291	309	340	382	389	397	418	400	445	466	454	481	5,021
ELEMENTARY TOTAL: 2,357							SECONDARY TOTAL: 2,664							

TECHNICAL COLLEGE HIGH SCHOOL														
	KG	01	02	03	04	05	06	07	08	09	10	11	12	Total
Technical College HS	-	-	-	-	-	-	-	-	-	-	98	84	103	285

Technical College HS is a part-time program. Students are counted in the overall AGHS enrollment.

RESIDENT STUDENTS ENROLLED IN OTHER SCHOOLS & FACILITIES														
	KG	01	02	03	04	05	06	07	08	09	10	11	12	Total
IU Placements	-	1	1	2	2	-	1	-	4	3	1	4	20	39
Approved Private Schools	-	-	-	-	-	-	-	-	-	1	-	-	1	2
Adjudicated	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Charter/Cyber Schools	123	100	112	80	62	74	58	52	46	44	26	31	29	837
Avon Grove Charter School	123	98	111	79	59	74	55	48	39	38	19	18	24	785
	123	101	113	82	64	74	59	52	50	48	27	35	50	878
ELEMENTARY TOTAL: 616							SECONDARY TOTAL: 262							

Building Capacity: What Does this Mean in Secondary Schools?

- PDE Capacity

- Department of Education (PDE)

Secondary:

Full-time Equivalent x 90% utilization

- Functional Capacity

- Council of Educational Facility Planners International (CEFPI). Now known as the Association for Learning Environments (A4LE)

Full-time Equivalent x 85% utilization for Middle Schools

Modular classrooms are included in the Avon Grove Capacity calculations

How the District utilizes all of its Educational Spaces determines the functional capacity...

		SCHOOL Fred S. Engle MS (7-8)			
		PRESENT CAPACITY			
		PDE CAPACITY		AGSD CAPACITY	
#1	#2	#3	#4	#5	#6
NAME OF SPACE	UNIT FTE CAP	NUMBER OF UNITS	TOTAL FTE CAP	NUMBER OF UNITS	TOTAL FTE CAP
REG CLSRM 660+ SQ FT	25	19	475	19	475
CLASSROOM - MODULAR	0	5		5	125
SCIENCE CLSRM 660+ SQ FT	25	8	200	8	200
COMPUTER LAB 660+ SQ FT	20	2	40	2	40
COMPUTER LAB- MODULAR	0	1		1	20
ART CLASSROOM 660+ SQ FT	20	1	20	1	20
MUSIC CLASSROOM 660+ SQ FT	25	1	25	1	25
BAND ROOM 660+ SQ FT	25	1	25	1	25
FAMILY/CONSMR SCIENCE 660+ SQ FT	20	1	20	1	20
IA/SHOP 1800+ SQ FT (WOOD OR MTL)	20	1	20	1	20
GYM 6500-7500 SQ FT	66	1.5	99	1.5	99
OTHER: AUDION - CHORAL ROOM	25	1	25	1	25
BUILDING TOTAL		100%	949	XXXXX	1,094
MS/SEC UTILIZATION (PDE-REIMBURSEMENT)		90%	854	XXXXX	
MS/SEC UTILIZATION (RECOM. CEFPI FUNCTIONAL CAPACIT		85%		XXXXX	930

FSEMS Capacity Comparison: *taken from Feasibility Study 2015*

EXISTING GRADE ALIGNMENT	SCHOOL NAME	CURRENT ENROLLMENT	PDE CAPACITY			AGSD / CEFPI FUNCTIONAL CAPACITY		
			CAPACITY	+/- CAP	UTIL. FACTOR	CAPACITY	+/- CAP	UTIL. FACTOR
K-2	PENN LONDON ELEMENTARY	929	1025	96	91%	902	(27)	103%
3-6	AVON GROVE INTERMEDIATE	1513	1575	62	96%	1,488	(25)	102%
7-8	FRED S. ENGLE MIDDLE	858	854	(4)	100%	930	72	92%
9-12	AVON GROVE HIGH	1806	1433	(373)	126%	1,676	(130)	108%
	TOTAL	5106	4887	(219)	104%	4,996	(110)	102%

Comparison of Existing Capacities & Enrollments: *Note: Taken from Feasibility Study 2015*

Building Evaluations

- **Building Information Summaries**
 - Summary of District-Owned Facilities
 - Building Profiles
- **District-wide Comparison**
 - Energy Performance
 - Capital Improvement Costs versus Renovation or Replacement Costs
 - Building Condition Rating System
- **Building and Site Assessment**
 - Energy Star Scorecard

Avon Grove School District Summary of District Owned Facilities

Building	Construction/ Renovation	Site Size	Grades	Building Square Footage	Building FTE PDE Capacity	Building FTE Avon Grove Capacity
Penn London ES	1992 B/ 2002 A	212 acres, shared with AGIS and DAO	K-2	106,500	1,025	902
Avon Grove Intermediate School	2002 B	212 acres, shared with PLES and DAO	3-6	210,000	1,575	1,488
Fred S Engle Middle School	1961 B/ 1970 R/ 1997 R/ 2009 A/ 2010 R	70.1 acres shared with AGHS	7-8	117,490	854	913
Avon Grove High School	1957 B/ 1995 R/ 1997 A/ 2008 R	70.1 acres shared with FSEMS	9-12	214,104	1,433	1,917
Avon Grove District Administration Offices	1991 B	212 acres shared with PLES and AGIS	N/A	9,600	N/A	N/A

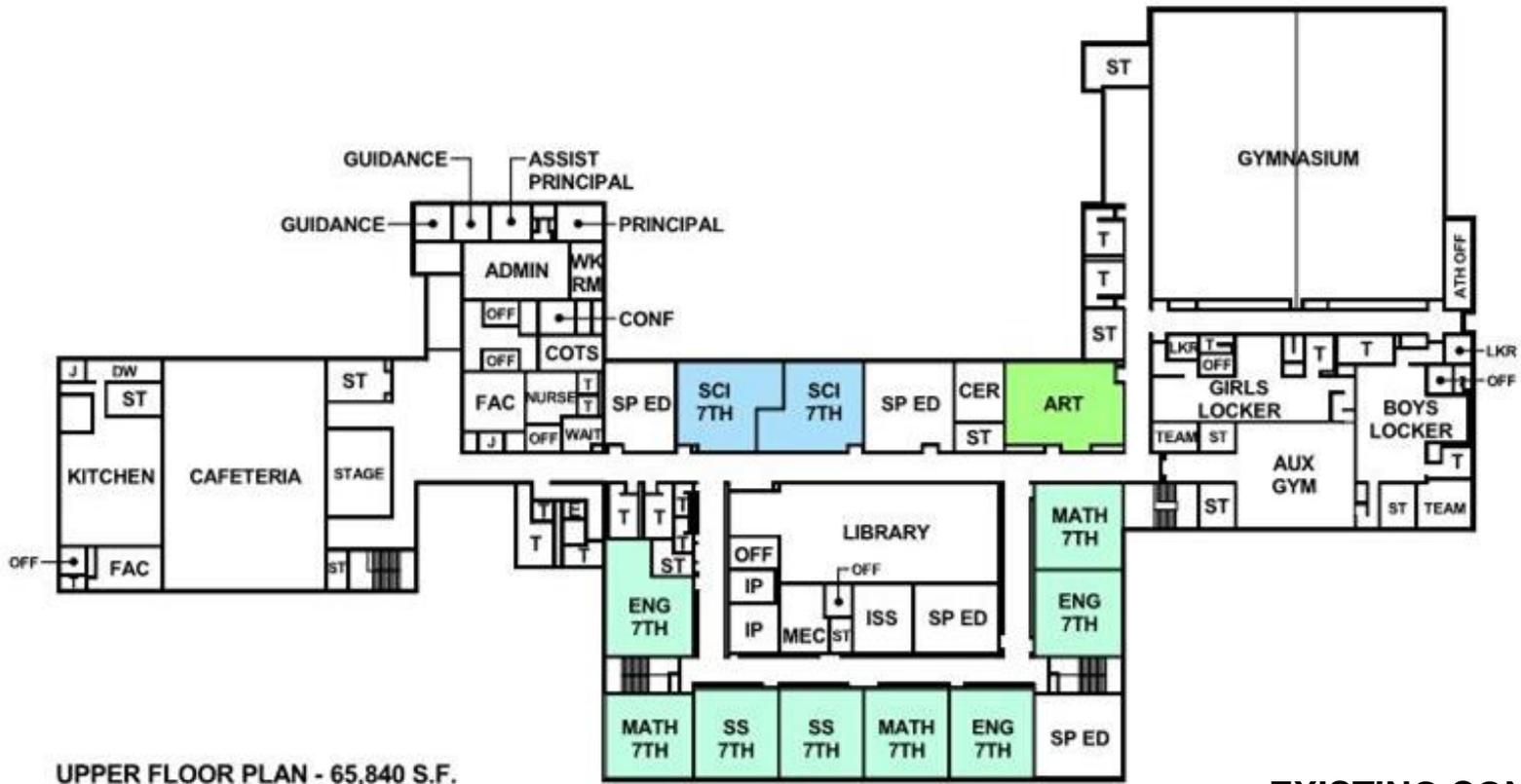
● General

- Built in 1961; Renovated in 1970 & 1997; Additions and Code Upgrades in 2009-10
- Serves Grades 7-8; 117,490 square feet
- 2014-15 Enrollment: 858 students
- Zoning Description
- General Site Description
- General Building Description

● Building Evaluation

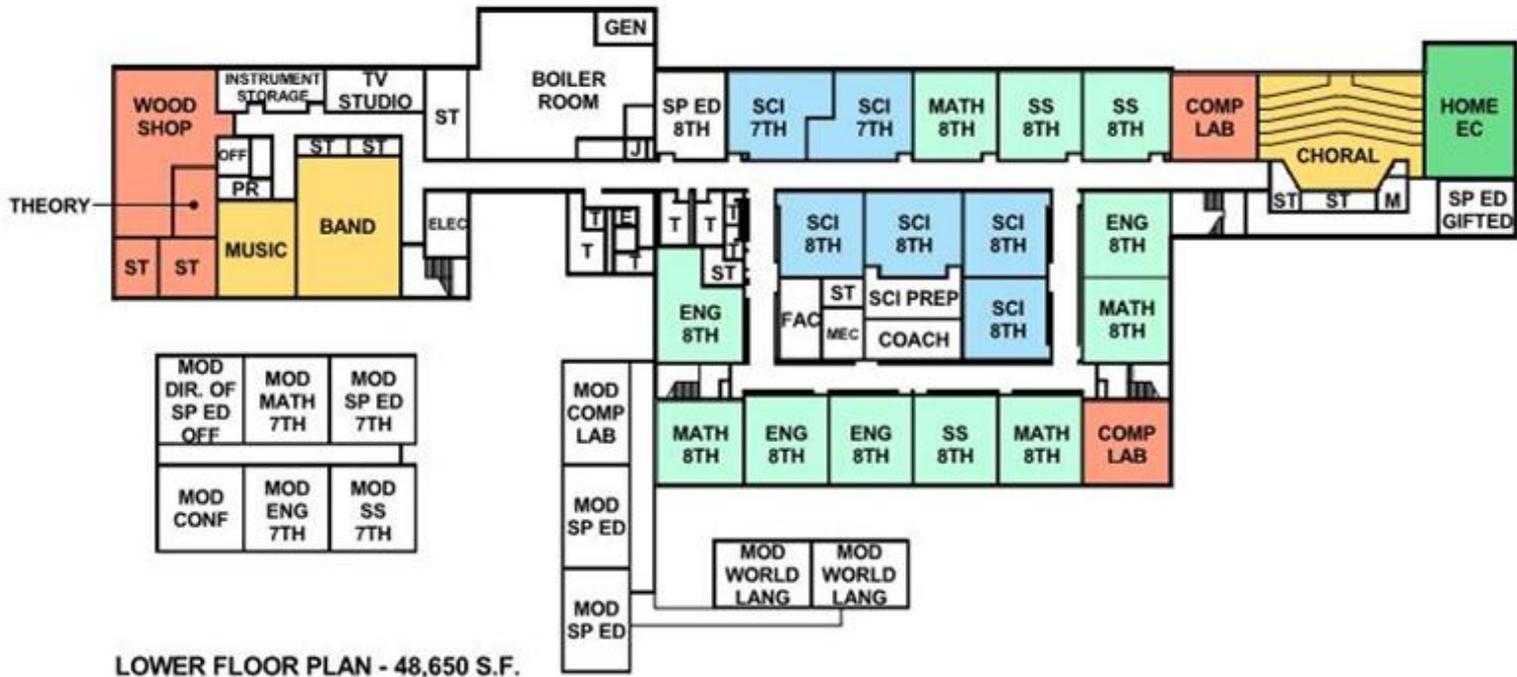
- Program
- Accessibility & Building Code
- Physical Plant

Exterior Envelope, Interior Finishes, Environment Materials, Mechanical and Electrical Systems



UPPER FLOOR PLAN - 65,840 S.F.

EXISTING CONDITIONS
UPPER FLOOR PLAN



**EXISTING CONDITIONS
LOWER FLOOR PLAN**

Fred S Engle Middle School Evaluation Rating

Rating System: Excellent (4 points); Good (3 points); Fair (2 points); Poor (1 point); and Failing (0 points)

	Score	Remarks
Architectural		
Walls	2	Walls are sound, however need insulation at metal panel top of ext walls
Roof	3	Roof is in good condition, screen wall needs appropriate wind bracing
Windows	4	Windows are in excellent condition
Doors	3	Entry doors excellent, HM need painted, need vestibule doors at gym
Casework	4	Casework is in excellent condition
Finishes	3	Finishes are generally in good to excellent condition
ADA compliance	2	Existing bathrooms are not ADA, some door entrys not ADA
Elevator	4	Code compliant elevator has been installed
Security	3	A security vestibule is present, controls should be expanded
Sub-total:	28	
Structural		
Roof construction	4	Roof framing is in very good condition
Floor framing	4	Floor framing is in very good condition
Structural integrity	4	Building structure is in excellent condition
Exterior walls	3	Walls are in good condition, but backup is only 4" CMU
Interior walls	3	Walls are in good condition, 6" CMU wall construction
Lintels	3	Lintels are in good condition, recommended to paint exposed lintels
Expansion joints	3	Expansion joints are located adequately, sealants should be repaired
Sub-total:	24	

Fred S Engle Middle School Evaluation Rating

Rating System: Excellent (4 points); Good (3 points); Fair (2 points); Poor (1 point); and Failing (0 points)

Mechanical - HVAC		
Boilers	2	While they were recently rebuilt, they are still quite old, blend pump needs replaced
Chillers	4	5 year old rooftop Carrier air-cooled chiller in very good condition
Pumps	4	Duplex chilled and hot water pumps in very good condition
HVAC Piping	4	Piping is in very good condition
Classroom HVAC units	3	Unit Ventilators heat and cool classrooms, season changeover can be problematic
Air handling units	3	Central station single zone air handling units are in good condition
Terminal heating equipment	3	VAV boxes feed by central air handling unit, have hot water reheat not used in cooling season
Fuel storage tank	4	Small dual fuel oil tank with leak detection in very good condition
Toilet room exhaust systems	3	Toilet room exhaust working properly and in good condition
Kitchen exhaust hood	3	Kitchen hood has code compliant ventilation system
Temperature control system	4	Electronic TAC control system in very good condition

Rating System: Excellent (4 points); Good (3 points); Fair (2 points); Poor (1 point); and Failing (0 points)					
	ES K-2	IS 3-6	MS 7-8	HS 9-12	ADMIN
	Penn London ES	Avon Grove IS	Fred S Engle MS	Avon Grove HS	District Offices
Architectural	19	32	28	18	20
Structural	24	28	24	22	20
Mechanical - HVAC	27	39	40	29	22
Plumbing	16	21	20	18	14
Fire Protection	0	4	4	0	0
Electrical	22	28	32	22	21
Technology	3	3	3	1	3
Building Total:	111	155	151	110	100
Percentage score of possible 180	61.67%	86.11%	83.89%	61.11%	55.56%
Site Amenities	16	21	18	15	12
Site Conditions	8	10	9	5	5
Site Total:	24	31	27	20	17
Combined Total:	135	186	178	130	117
Percentage Score of possible 216	62.50%	86.11%	82.41%	60.19%	54.17%

District-wide Building Evaluation Summary



LEARN MORE AT
energystar.gov

ENERGY STAR® Scorecard

77

ENERGY STAR®
Score

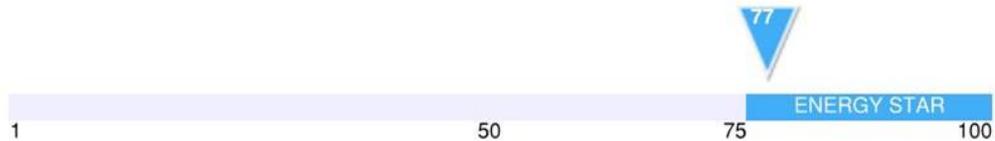
Avon Grove SD - Fred S. Engle Middle School - 124150503

Primary Function: K-12 School
Gross Floor Area (ft²): 117,490
Built: 1961

For Year Ending: June 30, 2014
Date Generated: December 18, 2014

Property Address:
Avon Grove SD - Fred S. Engle Middle
School - 124150503
107 Schoolhouse Road
West Grove, Pennsylvania 19390-8957

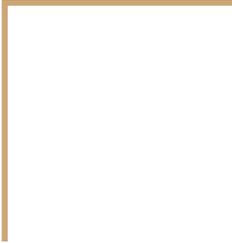
For the year ending in June 2014, this building used 101.8 (kBtu/ft²) on a source energy basis. The Environmental Protection Agency's (EPA's) ENERGY STAR score is a 1-100 assessment of a building's energy efficiency as compared with similar buildings nationwide, adjusting for climate and business activity.



Buildings with a score of
75 or higher may qualify
for EPA's ENERGY
STAR.

Middle School Facility - School Tour

Next Steps



Thank You

Next High School Meetings are
November 9 & 10, 2016





Avon Grove School District
Middle School Educational Model
Fred S. Engle Middle School

School District Overview

The Avon Grove School District is a K-12 public school system that serves over 5,000 students in four schools: Penn London Elementary School (K-2); Avon Grove Intermediate School (3-6); Fred S. Engle Middle School (7, 8); and Avon Grove High School (9-12).

Geography: The District is located in a rural-suburban setting 34 miles southwest of Philadelphia, Pennsylvania, and 18 miles northwest of Wilmington, Delaware. Avon Grove covers 67 square miles and consists of five townships, namely New London (1714), London Grove (1723), London Britain (1725), Penn (created from Londonderry Township in 1817), and Franklin (1852), which were created and organized in that order. Avondale (1894) and West Grove (1893) are the two boroughs within London Grove Township. Due to the closeness of the two boroughs (less than three miles in distance from each other), it was natural that the area became known as *Avon Grove*.

Student Demographics: 75 percent Caucasian; 19.5 percent Hispanic; 2.5 percent African American; 1.9 percent Asian; and less than 1 percent both American Indian/Alaskan Native and multi-racial.

Educational Mission, Vision, & Strategic Goals

Vision

All Avon Grove students are well prepared to create their own futures.

Mission

The purpose of the Avon Grove School District is to foster a learning environment for all students to be exceptionally well prepared to succeed and lead full and meaningful lives.

Strategic Goals

Increase learning opportunities for all.

Develop and implement a systems thinking approach.

Develop and establish a communications and community outreach plan.

Program Overview

Fred S. Engle Middle School serves students in grades 7 and 8. Core instruction is provided in the areas of language arts, math, science, and social studies. Art, family and consumer science (FACS), exploratory world language (French and Spanish) music, STEAM, physical education, and health comprise encore instruction that supplements the core.

The curriculum at Fred S. Engle Middle School provides a variety of learning opportunities for students in PA core-aligned courses that meets the diverse needs of all students. The curriculum for the educational program is built using the Understanding by Design (UbD) framework. This framework centers on three stages: desired results, evidence of mastery, and the learning plan.

The school's goal is for each student to become a lifelong learner and be prepared for success at the secondary level. This is true whether a student will pursue a college-preparatory, vocational-technical, or work-focused program of study at the high school level. Fred S. Engle Middle School supports early adolescent students develop their sense of self and confidence through a collaborative and engaging educational environment. Students are taught through a team-based structure in each grade to maximize the supports and resources available for students and parents, as well as be exposed to a variety of teaching styles. Taken as a whole, students are taught by highly-skilled teachers who connect classroom learning to future needs and requirements of the educational and workforce environment.

The District has developed and is guided by the following class sizes for each grade level: Fred S. Engle Middle School will have class sizes based on the number of teachers per team. Three person teams will have up to 87 students, four person teams will have up to 116 students.

Educational Specifications

See the 7-8 Educational Specifications Checklist. The specifications focus on the following areas of the building:

- Teaching and Learning Environment – General Education, Special Education, and Special Areas Education.
- Student Services – Guidance and Related Services
- Common, Multi-Purpose Spaces – Cafeteria, Gymnasium, Library Media Center

- General, Operational – Kitchen, Building Systems (HVAC), Technology

Teaching and Learning

Fred S. Engle Middle School has two floors of classrooms along with portable units used for core and exploratory instructional space. Each classroom has adequate space to provide a learning environment that prepares the students to effectively utilize 21st Century Skills. The core instructional spaces allow for co-teaching and comfortably fit up to 30 students. Portable classrooms are slightly smaller making it more challenging to comfortably fit up to 30 students. Each classroom is equipped with either individual student desks or collaborative tables, wireless internet access, an interactive whiteboard with a short-throw projector, and charging towers for student chromebooks. Student lockers are located in the hallways of each floor in proximity to student classrooms, except in the portable classrooms, where lockers are located in the classrooms themselves. Support classrooms are available for small group instruction, progress monitoring, and direct instruction. Each of these classrooms provides space for collaborative activities and multi-sensory educational experiences. Each classroom has a sufficient number of electrical outlets (approximately one outlet every six feet to meet the technical needs of the classroom teacher). Classrooms that support students with special needs allow for space for specialized equipment and small learning centers. Specialized classrooms are equipped with sufficient outlets for devices and student assistive technology.

The core instructional program includes learning in English Language Arts (ELA), mathematics, science and social studies. Collaboration and student thinking are the emphasis in these classrooms as students work to learn and demonstrate mastery of standards in each content area. The ELA, mathematics and social studies classrooms are all similar, if not interchangeable teaching locations as described above. The 8 science classrooms at FSEMS feature larger core instructional space, equipment and materials storage areas, a demonstration space for each teacher (including sink space with running water as well as an exhaust hood), and adjoining doors and/or storage spaces to allow for the sharing of material and equipment across classrooms for each grade.

The art cycle is a part of the daily schedule at FSEMS as a supplement to student core educational experiences. The art cycles available to students in grades 7 and 8 provide educational environments focused on the specific content of each exploratory option available for students and its real-world application to current and future experiences. Additionally, the art cycle courses serve as a springboard for student experiences when considering the career pathways model of learning at Avon Grove High School. The resources available for each art cycle option include:

- *Art* - Single room includes a studio for large group instruction and student project creation, storage, and a kiln and drying room for ceramic projects,
- *Family and Consumer Science (FACS)* - Single room includes six mini kitchen spaces with stovetops, oven, sink area and dishwasher, refrigerator and freezer storage, space for whole-class instruction and demonstration, as well as washer and dryer,
- *Music* - Single room includes storage, sound system, student desks and a variety of instruments for students to demonstrate music techniques and application,
- *STEAM* - Two classrooms used collaboratively each provide space for small or large-group instruction, media creation, and construction space for individual or group projects,
- *World Languages* - Two portable classrooms are allocated for the teaching of French and Spanish. These portables adjoin behind FSEMS, allowing for shared storage of common materials. These portables are the oldest at FSEMS and are smaller than all other classrooms used for core or supplemental instruction.

Additionally, there is a full band rehearsal location, including storage for instruments, equipment and music selections. There is no dedicated location for choral or orchestral rehearsals, with these groups rehearsing in the auditorium and cafeteria, respectively. There is, however, a small practice room available for strings students, individually or in small sectional groups.

The current size and configuration of FSEMS is adequate for the current grade span being serviced. An additional grade of students, however, would be nearly impossible to absorb with the current core instructional, art cycle and associated space needs. This is important, because when comparing the existing educational model for FSEMS with the best practices associated with middle schools and adolescent research, it is necessary to consider the expansion of the existing grade band of 7 and 8 to include grade 6 as well.

The expansion of grade levels at FSEMS would better align students in their personal developmental continuum, physically, emotionally, and academically to comparable students. Sixth grade students would learn and interact with students in grades 7 and 8, supporting the changes that they would be experiencing in their own adolescent development, rather than with students in the third grade. This also would provide an opportunity for these students to have an enhanced experience in health and physical education, which has more of an emphasis at the secondary campus.

In addition to the support this change would provide to students as they physically and cognitively develop, this would also make more programmatic opportunities available to

students. These expanded options would include an earlier entry into the exploratory cycle of offerings at FSEMS, increasing student awareness of their own interests, strengths and opportunities for growth. When considering the alignment of the middle school and high school to help students explore their career pathways and educational direction, this additional learning would be a significant benefit for all students.

Realignment of the grade band would also create the possibility for enhanced world language practice and acquisition, leading to more extended years of language study, or even additional languages. In the current structure, students are not part of the language exploratory cycle until grade 7 due to space and staffing limitations. Through realignment, this exploration could begin a year earlier, feeding student interest and opportunity as they progress through middle school to options at Avon Grove High School.

Not to be missed in this realignment would be that by extending the grade band, students would have a greater amount of time at FSEMS before transitioning to AGHS. While the total number of district transitions would be the same, providing more time for students to become accustomed to the middle school would likely decrease the stress and tension associated with this transition, as well as provide more time for students to function and learn in the team-based, collaborative environment that exists at FSEMS.

Student Services

The middle school guidance counselor offices are located near the main entrance of the building. The rooms are accessible for students and parents throughout the day, and adjoin a small reception area that connects to the FSEMS main office area. The location of these services is in a highly visible and easily accessible location. Consideration should be given, however, to creating space for small groups of students to meet, with internal or external support teams, to engage in individual or group programs aligned with the K-12 guidance 339 plan.

Office space for the school psychologist and speech and language therapist are located in one of the portable classroom wings and allow for student testing, student groups, and storage of student files and assessment materials. For related service providers, such as OT/PT, there are several small rooms in the school for occupational and physical therapy services, although none are specifically designed for these purposes and the associated resources to provide these services. Additional storage space should be considered to house equipment and materials for related service providers.

Multi-Purpose and Operational Spaces

Professional learning and collaboration for employees is integral. Teachers currently utilize their individual classrooms, one of two small conference rooms (one of which includes an interactive whiteboard and projector), or the Learning Media Center (LMC) for team, curricular, or grade meetings that occur during the day. For meetings scheduled after school hours, additional space can be used in the cafeteria or audion, although there is no permanent solution to projection needs in the cafeteria.

The LMC at FSEMS is a multi-media center, featuring traditional print sources of information and texts, as well as flexible gathering spaces and technology for students to collaborate and interact with students across others teams or grades. The furniture is flexible in organization and light enough for students to reconfigure as needed depending on their purpose for visiting the LMC. This space is also the hub of the 1-1 chromebook rollout, featuring the school tech store as well as the repair location for students and teachers for all chromebook concerns and issues. Additional workspace and resources should be considered for this space to provide an atmosphere of innovation for students and professionals.

Beyond the LMC, FSEMS currently has a TV Studio that is capable of broadcasting news and events on a daily basis to all classrooms at FSEMS, as well as provide a location for students and teachers to prepare public-service-style announcements for internal and external viewers. This facility has been upgraded and maintained over several years, making significant additional investment in this space unnecessary at the present time.

The FSEMS cafeteria has adequate ceilings, significant natural lighting, and twenty rectangular cafeteria tables with benches for at least 12 students per table to maximize space and reduce noise level for a maximum of 250 students per lunch. There are currently 4 lunches, 2 each per grade, with students being able to get lunch in a hot line, cold line or salad bar, requiring approximately 10 minutes for all students to be served within the 30 minutes of allotted time in the current schedule.

The gymnasium and athletic fields must serve the dual purpose of not only the curricular requirements of the physical education program, but also the demands of the interscholastic, intramural, and internal use by students. In this regard, there are gender-specific locker rooms with lockers, storage and office space in each location, albeit with no student shower facilities. The gymnasium includes a full-sized gym that can be used as a basketball court or other open floor options, and bleacher seating. There is no air conditioning in the gymnasium. There is an

auxiliary gymnasium that can be used as an additional teaching station, as well as a practice area during the winter or inclement weather.

There are three natural turf fields dedicated for usage by the middle school physical education program that adjoin the middle school building, with additional options available through coordination with the AGHS PE department and facilities. The current athletics demands of the middle school program cannot be met on campus for all teams during the fall or spring, requiring the football teams to practice off-site during the fall and the baseball and softball teams to practice off-site during the spring. The lack of a track also requires the FSEMS and AGHS teams to share the AGHS stadium for practices and events. Due to the size of the gymnasium there is little to no availability for community usage during the regular school week. The natural turf fields are not available to community groups based on the significant amount of current usage by curricular and extracurricular groups, and the lack of additional options for these groups when the fields absorb too much play.

There is currently no auditorium at FSEMS, requiring students to either attend school performances in the auditorium at AGHS, or to split as grades and view student performances in the FSEMS cafeteria. This space is completely inadequate for these purposes, with very little stage space, almost no storage and significant limitations on timing of performances and practice options due to the daily schedule of FSEMS.

Grades 6-8	Not Currently Achieved	Somewhat Achieved	Strongly Achieved
Regular Instruction			
Instructional areas that are spacious allowing for facilitation of movement			X
Instructional areas that are spacious allowing for collaboration			X
Grade Level Team Planning Areas		X	
Science classrooms that meet OSHA regs serving in a dual capacity; instructional/lab		X	
Space to provide learning centers		X	
Technology feasibility			X
TV studio production center			X
Natural light		X	
Grades 6-8	Not Currently Achieved	Somewhat Achieved	Strongly Achieved
Special Education			
Full time classrooms with space for specialized equipment			X
Full time classrooms with technology feasibility			X
Sinks and Bathrooms meeting ADA requirements			X
Location for pull out instruction			X
Conference Center		X	
Grades 6-8	Not Currently Achieved	Somewhat Achieved	Strongly Achieved
Student Services			
Office visibility and accessibility for guidance counselors in front of building			X
Counseling area with office space supporting related personnel	X		
Counseling area with private conferencing area	X		
Classroom space for SLP		X	
Grades 6-8	Not Currently Achieved	Somewhat Achieved	Strongly Achieved
General Features			
Administrative Offices Located at front entrance of school			X
Administrative Offices equipped with state of art security features			X
Grades 6-8	Not Currently Achieved	Somewhat Achieved	Strongly Achieved
Cafeteria			
High ceilings		X	
Ample seating for single class			X
Natural light			X
Grades 6-8	Not Currently Achieved	Somewhat Achieved	Strongly Achieved
Gymnasium			
Full size competition Gym			X

Locker Rooms in proximity to Gym and Instructional Areas			X
Fitness Center	X		
Natatorium	X		
Auxiliary Capacity for adaptive curriculum		X	
Grades 6-8	Not Currently Achieved	Somewhat Achieved	Strongly Achieved
Library			
Private Reading Centers	X		
Private Listening Centers	X		
Technology feasibility			X
Grades 6-8	Not Currently Achieved	Somewhat Achieved	Strongly Achieved
Auditorium			
Seating Capacity for 500+ students	X		
Performing Arts feasible	X		
Sound	X		
Lighting	X		
Grades 6-8	Not Currently Achieved	Somewhat Achieved	Strongly Achieved
Special Area Subjects			
FCS properly equipped			X
Tech Ed: Ample Storage Space			X
Tech Ed: Instructional areas for flexible student work			X
Art: Instructional areas designed for flexible student work			X
Music: Dedicated Instructional Space for General, Vocal and Instrumental Music		X	
Music: Small group practice rooms		X	
Music: Ample storage for instruments			X

MEETING MINUTES

Facilities Input Group (FIG)

Date	Start	End	Next Meeting	Next Time	Prepared by
10/11/2016	6:30 PM	8:25 PM	11/9/2016 & 11/10/2016	6:30 PM	M. O'Hara

Attended by:

Dan Carsley	Neil Huber	Chris Marchese
Robert Ruddy	Aundrea Young	Michael Snopkowski
John Auerbach	Matt Crockett	Michael Berardi
Bob Weidenmuller	Tim Beyer	Jeremy Curtis
Carolyn Hammerschmidt	Bill Wood	

Public:

4 members of the public were in attendance.

Summary of the Meeting

Opening Review of Previous Meeting and Current Meeting Agenda

Mr. Carsley welcomed everyone to the 5th FIG meeting, and recapped the September 13th, 2016 AGI Tour meeting. He introduced the following group for the FSEMS Tour:

Dr. Michael Snopkowski – Presentation of the Fred S. Engle Middle School 7-8 Educational Model
 Dr. Marchese – Overview of Enrollment Data
 Ms. Danielle Hoffer – Gilbert Architects Presentation of FSE Middle School Building Evaluations from the Feasibility Study
 Matt Crockett and Tim Beyer – Directing the Tour of FSE Middle School

FSEMS 7-8 Educational Model Program

Dr. Snopkowski, Director of Secondary Learning and Teaching, opened with a review of our District Vision, Mission and Strategic Goals. Dr. Snopkowski highlighted the necessity of Teamwork and Collaboration to successfully implement Strategy. He continued with the overview of the 7-8 Middle School Educational Model Program:

Teaching and Learning Environments – General and Special Education
 Student Services – Guidance Services
 Common and Multi Purpose Areas – Gym, Cafeteria and Library Media Center
 General Features of Building – Kitchen, Building Systems and Technology

FSEMS serves approximately 850 students in 7th and 8th Grades, and uses a Team-Based Teaching Approach:

- 4 Academic Teams per Grade cover Core Subjects of Language Arts, Social Studies, Math, and Science.
- Encore instruction is offered to supplement core subjects, including World Language, Art/Music, Physical Ed, Technology, Family/Consumer Science and Health.

Enrollments

Dr. Marchese provided the enrollment numbers as of October 1, 2016. Avon Grove enrollment numbers are now posted on the website.

Dr. Marchese reviewed the various student placements that AGSD reports and accounts for, including Chester County Intermediate Unit placements; private schools, and charter/cyber schools. Current Cyber/Charter enrollment stands at 837 students, with 785 at Avon Grove Charter School. For AGSD, overall district enrollment variance is approximately 50 students over the past 9 years. AGSD has maintained an average enrollment of 5000 students, with AGCS averaging 700 students.

FEASIBILITY STUDY – FSEMS BUILDING EVALUATIONS

Danielle Hoffer, Senior Vice President, Gilbert Architects reviewed PDE Building Capacity vs. Functional Capacity for FSEMS:

- PDE Capacity for Middle Schools is 25 students per classroom. FSEMS is at 100% PDE Capacity usage.
- FSE Functional Capacity is at 92% of Building utilization, slightly higher than the target of 90%.

Modular units were used as part of FSEMS capacity because they are used daily. Per PDE, Modular units are not considered permanent. Without modular units, capacity utilization would far exceed target.

Ms. Hoffer then reviewed the Building Evaluations from the Feasibility Study. Mechanical systems are all in good condition. Overall, FSE Evaluation Score was 82.41%, second highest in AGSD behind AGI. On the Energy Star Analysis, FSE scored 70 out of a target of 75.

TOUR OF FSEMS

Matt Crockett and Tim Beyer, Buildings and Grounds, led the walking tour of FSEMS. The group started in the Main Lobby, which has a locked and secured entrance using the Raptor system. There are new cameras throughout, and upgraded lighting/ceiling tiles.

The 2nd stop was the Cafeteria. There are 4 lunches that rotate every 30 minutes through the Cafeteria between 10:40AM to 12:50PM, with an average of 200-220 students per lunch. Matt Crockett noted that the stage, which is located within the Cafeteria, is not currently ADA accessible.

The next areas toured were the Wood Shop, Band Room, and the “Courtyard”, which is fenced in with FOB access. Matt noted that all fire exits also have FOB access.

The group proceeded to the outside Modular units, which are attached to the main building. These Modular units have been in place over 20 years, since 1985. Handrails have recently been replaced, and carpet replacement is currently on the Capital Project Plan. The Boardwalk needs maintenance attention/replacement. Insulation is a factor regarding temperatures during the cold months, as well as sound effects from classroom to classroom.

The tour continued with visits to the new TV Studio, Audion/Choral Room, the Auxiliary Gym, and Main Gym. Matt Crockett advised that the Main Gym does not have air conditioning, and the bleachers are on the long-range plan for replacement due to no ADA access. The tour concluded in the Library Media Center, which has been redesigned to encourage a collaborative environment for learning, discussion, and creative thinking.

Debrief

Dan Carsley noted that FSEMS is in relatively good shape, with the exception of the Modular units: boardwalks need repair, window sills and floors are rotting. As these units were installed in 1985, there is a need for major maintenance repairs and replacements.

QUESTIONS:

Bob Weidenmuller: Inquired about the HVAC rating for FSEMS, as the system is only 6 years old. Dani Hoffer explained that overall system limitations caused the lower rating. The lack of ability to switch the system as need from cool to hot or vice versa, limits the rating applied. Matt Crockett and Michael Berardi advised this is a consistent area of concern during the seasonal changes, as well as during the cold months. FSEMS lacks a system that can respond to temperature variations, resulting in less than ideal environment for educators and students.

Robert Ruddy: What are the chronic issues at FSEMS?

Matt Crockett advised there are no chronic issues, as the building is in relatively good shape.

Carolyn Hammerschmidt – What is the Library Media Center used for?

Dr. Snopkowski advised that the space, as a traditional library, had more tables and was hard to maneuver within. Most of the books now in the LMC are biography and fiction, as other genres are readily available via technological access or download. New tables now have whiteboard tops, and can be configured into a Thinking Hub. There is more opportunity to collaborate and work in ways students will be expected to do at the High School level, readies students for the transition to the HS environment. The LMC is a flexible space, a non-hush area and hive of activity.

Robert Ruddy – Is there ample storage space, i.e. Art Room has a small 15x8 closet for all supplies. Dr Snopkowski spoke to the needs of the Music Program, as more space is needed for rehearsals and instrument storage. Currently the Music Room can get overcrowded quickly.

Bob Weidenmuller – Commented on lack of Italian and German in the World Languages offered at the MS level. Dr. Marchese discussed the curriculum review regarding World Language. AGHS had 2 teachers for Italian and German, and we have seen this double in past 4 years due to more student interest. Dr. Snopkowski advised that World Language is 1 of 4 criteria for adding Grade 6 to FSEMS, and advised consideration of the current curriculum space at FSEMS. Areas such as the TV Studio location were changed because a more STEAM-based environment was desired to create a flow from one area to the next. We work with and modify the space we have, and decide what works best, instead of waiting for the perfect or ideal space.

Carolyn Hammerschmidt – How does FSEMS meet or not meet objective of 21st Century Learning?

Dr. Marchese advised that the current FSE building limits open collaborative space, which is part of 21st Century Learning, the ability to collaborate in large and unique areas. You can gauge this by looking at facilities that do have 21st Century design, and what are the differences? AGI has a 21st Century effect and has used open space instructionally; conversely, walk into FSEMS and it appears to be the opposite. How much can be done at this facility to meet 21st Century Learning? Dr. Marchese will cover 21st Century classrooms at the next FIG meeting.

John Auerbach – Requested additional information on PDE Capacity as applied to FSEMS. Discussion took place on reason school districts use PDE number vs. starting at max classroom capacity. This includes the potential to go over classroom capacity, which Dr. Snopkowski advised we already have done so in several classes at FSEMS. Secondary classrooms have several more factors to consider, and do not have a straight line configuration as primary classrooms do.

John Auerbach – requested that handouts and presentations given to FIG members also be posted on website for public viewing. Mr. Carsley advised all materials will be available online.

Dan Carsley closed the meeting with a reminder that the next FIG meeting at AGHS has been rescheduled for November 9th & 10th, with the specific meeting location TBD.

Upcoming Meetings

The next meeting of the Facilities Input Group will be held on November 9 & 10, 2016. The agenda is as follows:

- Educational Model for AGHS
- Enrollment Projections and Building Capacity
- Current State of the Facility
- 2 Night Tour of AGHS
- Debrief

Schedule

August 9, 2016	PLE Tour	Completed
September 13, 2016	AGI Tour	Completed
October 11, 2016	FSEMS Tour	Completed
November 7, 2016	HS Tour –	Rescheduled to November 9 & 10, 2016
January 10, 2017	Financials	
February 14, 2017	External Tours as Determined by FIG	
March 14, 2017	Work Session	
April 11, 2017	Work Session	
May 9, 2017	Work Session	
June 13, 2017	Work Session	* a new date will need to be selected AGHS graduation*
August 8, 2017	Work Session	
September 12, 2017	Presentation of FIG recommendation to AG School Board of Directors	