



HIGH SCHOOL FACILITY PLANNING STUDY: SCENARIO DISCUSSION

Special School Board Meeting
November 8, 2017

TIMELINE

- October 26 Work Session: Fielding Nair International (fni) and HBA Architecture presented preliminary findings
- **Tonight: Facilitate a discussion of three preliminary scenarios to get additional feedback and better inform the final report.**
- December 14 Meeting: Consultant's Final Report
- By February: Finalize CIP Request

SCENARIOS

School Based

New 1200
Student
Comprehensive
HS

Center Based

New 800
Student Center
+ Smaller
Centers in Future

Village Based

2 - New 400
student centers
and smaller
centers in future

SCENARIOS - LOCATION

School Based

New 1200
Student
Comprehensive
HS

Brookhill Site

Center Based

New 800
Student Center
+ Smaller
Centers in Future

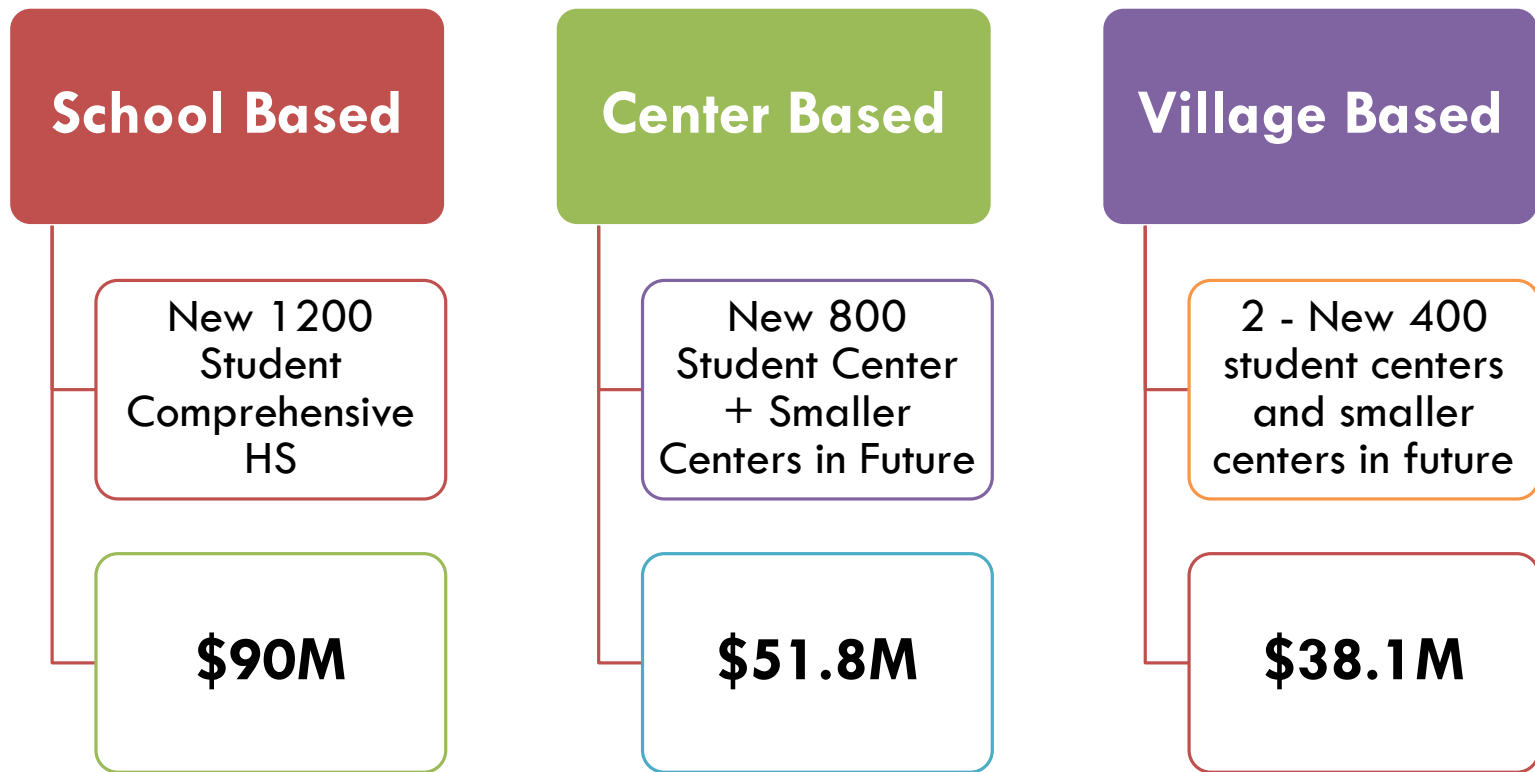
**Brookhill Site
OR Location
TBD**

Village Based

2 - New 400
student centers
and smaller
centers in future

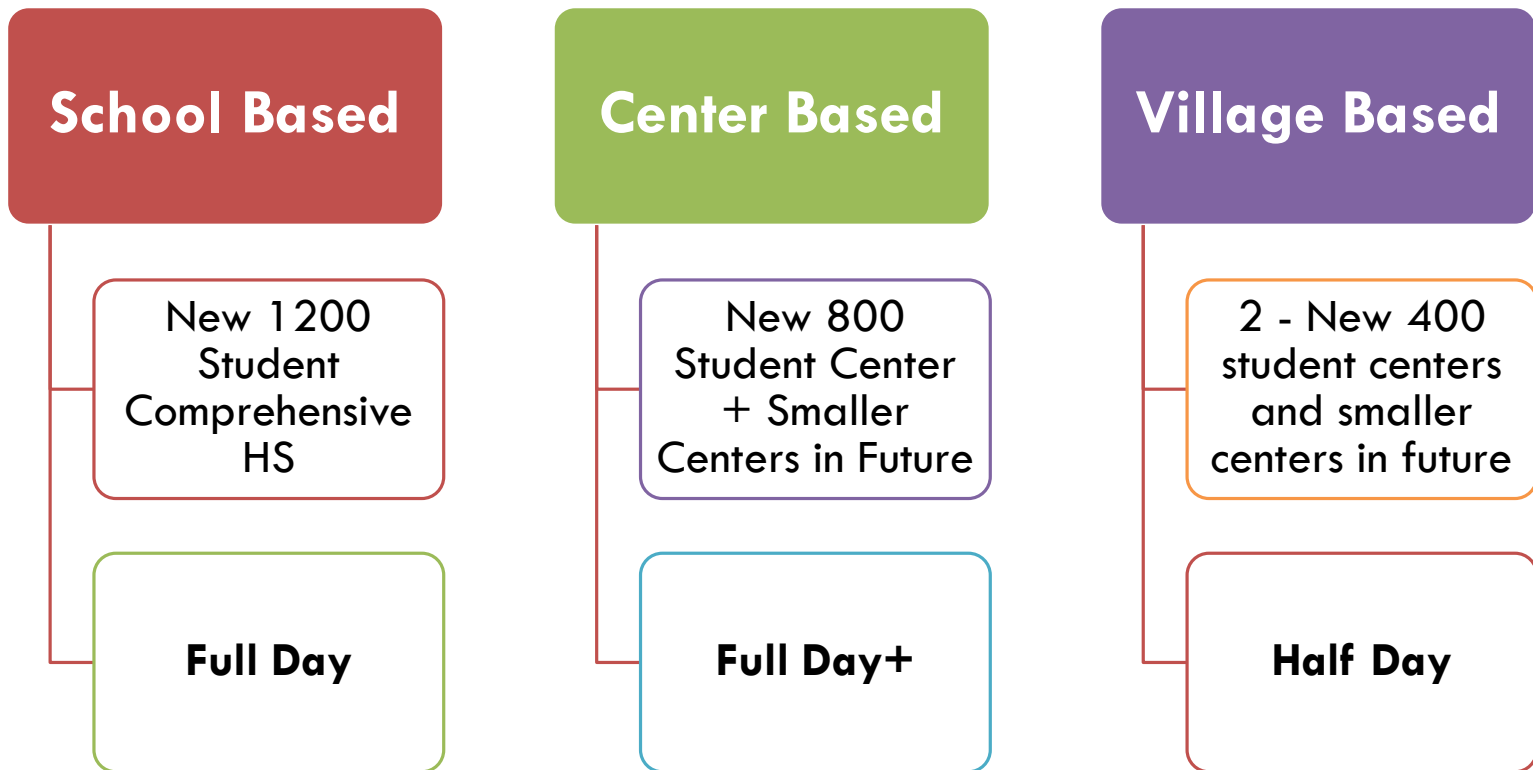
Locations TBD

SCENARIOS – CAPITAL COSTS*



*In addition to \$44.3M modernization costs of existing schools; excluding land acquisition costs

SCENARIOS – SCHEDULE ASSUMPTIONS



SCENARIOS – CAPACITY

School Based

New 1200
Student
Comprehensive
HS

**+1200
seats**

Center Based

New 800
Student Center
+ Smaller
Centers in Future

+800 seats

Village Based

2 - New 400
student centers
and smaller
centers in future

+800 seats

CAPACITY NEEDS

School	Current	After Modernizati on	8 Year Peak Enrollment	Surplus/ Deficit
Albemarle	1,775	1,734	2,148	-414
Western Albemarle	1,109	1,178	1,335	-157
Monticello	1,243	1,331	1,171	160
Murray	214	219	110	109

Opportunities

Design Principles | Great Learning Is...

ACCESSIBLE TO ALL (EQUITY)

Systems designed for great learning remove barriers to accessing specialty programs, unique resources, and professionals for every learner, within and beyond the immediate school community, and allow each learner to pursue their evolving passions, projects and personal development.

STUDENT-DESIGNED

Great learning is, as much as possible, designed and led by the learner.

INTERDISCIPLINARY

Great learning occurs when learners are immersed in authentic contexts that allow them to create meaning by making connections across traditional discipline boundaries.

COMMUNITY ORIENTED

We believe learning is a social process enriched and expanded through interactions in our communities. Great learning happens in communities within and outside of schools.

FOSTERING LIFE/CAREER & CITIZEN SUCCESS

We believe that the high school experience must prepare students to be successful in life as learners, in career, and as citizens in their communities. Therefore, programs, curricula, assessments and pedagogy are designed to develop in our students, life-long competencies including the skills to be collaborative, creative, logical, analytical, effectual, and entrepreneurial. Great learning happens when we prepare our students by empowering them to develop the social and emotional strengths necessary to question, inquire, persevere and find success.

MENTORED

Great learning happens when students are connected and supported by adults and peers (teachers, community experts, leaders) who serve as mentors in academic pursuits and character development.

AUTHENTIC

We believe the real world is the most relevant context in which to learn. Great learning happens when learners apply passion, knowledge and skills to challenges that impact their immediate and broader communities. Authentic contexts provide the learner with a greater sense of meaning and purpose to their learning.

TRANSPARENT

We believe great learning happens when learning and work are visible, and serve as an inspiration to others to inquire and join.

Scenarios

Scope | Assessment

To better understand the opportunities and challenges of the scenarios, each scenario can be assessed against the Design Principles for learning.

1 School-Based



The School-based scenario adds a fourth comprehensive high school to the Division and balances enrollment to be roughly equal at each school. It imagines all four schools as individual and self sustaining; each housing multiple focus areas. Each school will support student pathways and interests within the school and its surrounding community. This approach will allow for students to stay close to their home school reducing the need for a drastic change in the transportation system.

2 Center-Based



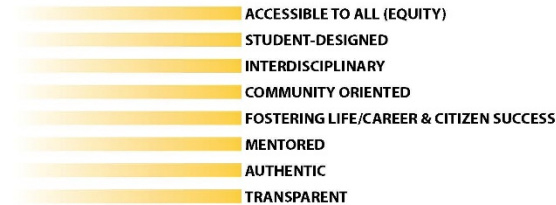
The Center-based scenario adds a new multi-discipline High School Center into the Division to address issues of capacity and access to specialized programming. The High School Center would be open enrollment and available to all students but located to reduce enrollment pressure at Albemarle and Western Albemarle. The High School Center would focus on specialized programming similar to the academies, and replace athletics with fitness facilities. The existing high school facilities would continue operating as they do today. Athletic team opportunities would continue at the three comprehensive high schools and those students who choose to participate in the High School Center would be able to pursue sports at the school within their attendance boundary. Additional High School Centers could be added in the future.

3 Village-Based

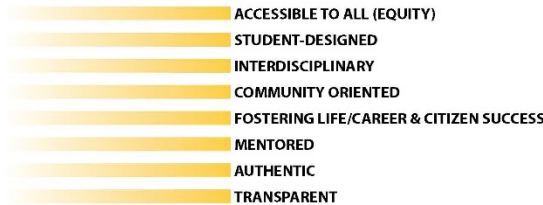


The Village-based scenario adds two new multi-discipline High School Centers into the Division to address issues of capacity and access to specialized programming; one in the Northwest and one in the South. The existing high school facilities become home bases for students and are enhanced by new resources strategically placed to act as an interface between the school and community. Students would travel from home high schools to High School Centers of their choice. The Centers connect to various professional organizations that provide out-of-building learning experiences for students.

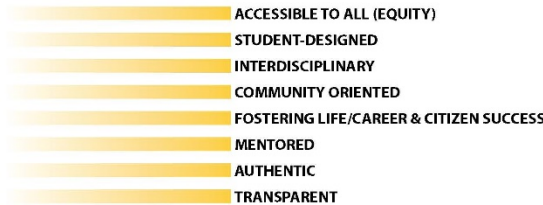
DESIGN PRINCIPLES



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DESIGN PRINCIPLES





QUESTIONS?