

Career Center Working Group

Meeting No. #2 Summary

Date/Time: January 29, 2018; 7-10pm

Location: Career Center Atrium

Participants: Kathleen McSweeney (KMc), CCWG Chair
Matt Mattauszek (MM), ACG
Sarah Johnson (SJ), APS
Michael DePalma (MD), APS
Robin Cook (RC), APS
Derk Jeffrey (DJ), Stantec
Alisa Cowen, Career Center Advisory Group
Cecilia Ciepela-Kaelin, Budget Advisory Council (BAC)
Colleen Pickford, Advisory Council on School Facilities & Capital Programs (FAC)
David R French, Yorktown HS PTA member/parent of student attending programs at Career Center
Fikru Abebe, Ethiopian Community Development Council (ECDC)
Jason Kaufman, Douglas Park Civic Association
John Snyder, Columbia Pike Revitalization Organization (CPRO)
Kia Haynes, Arlington Montessori Action Committee (AMAC)
Kristi Sawert, Arlington Heights Civic Association
Lander Allin, Pike Presidents' Group (PPG)
Maura McMahan, Alcovia Heights Civic Association
Michael Shea, Advisory Council on Instruction (ACI)
Nancy Birnbaum, Arlington Tech Advisory Committee (ATAC)
Nathan Dudani, Wakefield (Student)
Pete Durgan, Penrose Civic Association
Polly Hall, Washington-Lee HS PTA member/parent of student attending programs at Career Center
Sarah McKinley, Columbia Heights Civic Association
Susan Rochard Arlington Tech Parent Group
Veronica Bartlett, Arlington Community High School (School Testing Coordinator)

1. WELCOME

- KMc welcomed the group and acknowledged the positive responses and numerous requests for additional information received since last week.
- KMc explained that all comments will be captured on a spreadsheet and posted weekly.
- Discussion on Ground Rules was deferred to the next meeting.
- Meeting Summary No. 1 was reviewed. No questions or comments were raised.
- Agenda was reviewed. KMc offered a frame for each item, then a brief review of the Success/Failure exercise from the last meeting.
- KMc explained that County and Schools staff meet in the interim between CCWG meetings to plan and monitor the CCWG process. Also, monthly leadership meetings occur as required by

the charge. KMc emphasized that conversations are occurring continuously at many levels within the county.

2. PRESENTATION: PROFILE OF A VA GRADUATE (Sarah Putnam, APS)

- SP described what constitutes an accredited high school. Indicators include achievement and student engagement. She noted that college, career, and civic readiness will be a new part of the graduate profile beginning with freshman who begin high school in the fall of 2018. In Arlington, all high schools are accredited.
- SP noted the difference between a high school and a program. A comprehensive high school has an attendance zone. A program does *not* have a specified zone or boundary, and admission policies are different.
- The new profile will begin in the fall of 2018 (next fall). One big idea for the new SOAs is the call for an increase in career exposure, exploration, and planning at the elementary, middle, and high school levels.
- A “life ready” Virginia graduate will possess both academic and technical knowledge. Standard and advanced diplomas are still available, but the compulsories are greatly reduced insofar as specified courses. The intent is to de-emphasize assessments so that focus, time, and energy can be applied elsewhere. There will be an emphasis on critical and creative thinking, collaboration, communication, and citizenship.
- SP explained there will still be two diplomas offered: standard (22 cr) and advanced (26 cr). She emphasized the difference between a standard credit and a verified credit: a verified credit is earned by passing an SOL exam. Performance assessments may be used in lieu of SOL exam in some subjects.
- College and Career Readiness: Emphasis on: 1) Personalized Learning, 2) Rigorous Programs of Study, and 3) Aligned Resources, Structures and Support. “Personalized Classrooms” offer greater opportunities for student choice, self-directed learning, and collaboration. This also aligns with a growing emphasis on Project Based Learning as a strategy to foster learning opportunities to connect/create/innovate content.
- Questions:
 - How many surprised by definition of comprehensive HS? Several were.
 - Will “readiness” metrics be clarified before the start of 18-19 school year?
 - Slide 4: comprehensive vs. secondary...ACHS said they are required to have a library. Programs don’t have a library. What facility requirements are required for a HS?
 - HS requirements are state-mandated, not APS.
 - Correlation between diploma standards and physical structure?? Any changes required to other comprehensive high schools to implement new graduation requirements?
 - Are waivers possible for facility requirements for an accredited HS?

3. PRESENTATION: HIGH SCHOOL PLANNING AND DESIGN (Derk Jeffrey / Bill Bradley, Stantec)

- DJ offered a frame of reference for the work of the CCWG that “Schools Cannot Do it Alone,” and shared the story of Jamie Vollmer, the author whose book carries the same title.
- BB then summarized the history of education in the U.S. and how the shape of facility design has long-reflected the industrial model of education. The recent decades and rates of change in the economy have redefined much of our lives, and so too, the demands on public education.
- BB offered several examples of learning spaces to illustrate “then vs. now” planning and design features.

- DJ presented case studies of educational learning environments accomplished in areas of higher urban densification, offering how features of each project might be relevant in terms of developing the Career Center site.
- He then presented a graphic illustration of the incremental growth of the Arlington Tech program over the next several years to highlight significant “gaps” between enrollment and available seats at the Career Center.
- Questions:
 - Can we do to this building what they did in Brazil? ...gut it and make something beautiful?
 - Or do we need to tear this down and start over?
 - What are the constraints? What can we do and not do?
 - Can Montessori go to the ed center? Can the kids here now swing to Patrick Henry for a couple of years so that we can build the facility that we know we need?
 - Why are we spending so much money to make small changes? How much money will it cost?
 - How do the space requirements differ in a modern high school versus a traditional high school?
 - Has a decision been made not to touch the Fenwick building?
 - Is there an option to use local office buildings as leased swing space to provide flexibility?
 - Is it faster to tear down and start over versus gutting it and renovating?
 - What about leasing at the new Marymount building? Or other university buildings?
 - Will you look at an option of wiping the site clean?
 - Can another floor be built on Arlington Mill to create space that would allow Fenwick to be used as swing space in the short term so we can think big here?
 - Are we going about this backwards because we know and understand the overall need?
 - What about the 350 students at Arlington Community HS?
 - Are all the programs in the CTE related and, if not, do they need to be co-located here on site?

4. KMc then read aloud several of the responses to the Success and Failure exercise from Meeting No. 1 and referred all to the website to see the full list of comments.

5. GROUP EXERCISE: REACTIONS TO DESIGN PRECEDENTS

- CCWG members provided written comments and insights regarding the Opportunities and Challenges they believed were represented by the images of built projects and learning spaces illustrated on several boards on easels positioned around the room.

6. PUBLIC COMMENT:

- Vision: If 3000 students on the site, should the career center become the next comprehensive high school?
- Montessori information night at Drew ES next Wednesday.
- What opportunity will there be for parity in comprehensive high school athletic programs? If such facilities cannot be provided here, where? Project should include everything that other schools have.

7. GROUP EXERCISE: MUST DO / SHOULD DO / COULD DO

- KMc all to use yellow sticky notes to articulate their thoughts about the aspirations and amenities that must/should/could be accommodated by the project. She explained that all

responses will be tallied and that CCWG members may provide further input regarding their priorities through a survey instrument that will be uploaded to the website this week.

8. WRAP UP

- Next meeting will discuss budget process, CIP, bond capacity, etc.
- NEXT MEETINGS: Feb. 21 and Feb. 26, 2018

CCWG Website: <https://www.apsva.us/career-center/>

CCWG Chair: Kathleen McSweeney (mcsweeneykathleen@gmail.com)

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