WELCOME
PROJECT UPDATES
MEET YOUR TEAM

**BLPC / PFRC**
- **Ted Black** BLPC Chair
- **Barbara Kanninen** School Board Liaison
- **Jim Lantelme** PFRC Chair
- **Katie Cristol** County Board Liaison

**STANTEC**
- **Derk Jeffrey**
- **Francisco Waltersdorfer**
- **Camilo Bearman**
- **Haidi Liu**

**STAFF**
- **John Chadwick**
- **Jeff Chambers**
- **Ben Burgin**
- **Steve Stricker**
- **Brett Wallace** PFRC Coordinator

**DESIGN TEAM**
- **Robert B. Schiesel**

**CONSTRUCTION MANAGER**
- **Tyler Swartzwelder**
WHAT WE DISCUSSED: PROJECT BUILDING BLOCKS

ACC EXPANSION PROJECT

CIP  BLPC/PFRC  ED SPEC  CCWG
WHAT WE DISCUSSED: CCWG CONTEXT

1300 ADDITIONAL HIGH SCHOOL STUDENTS

500-600 students @ Ed Center

700-800 students @ Career Center

CCWG

JAN ← AUG

BLPC PFRC

SEP ← MAY

2017 2018 2019 2020 2021 2025
WHAT WE DISCUSSED:
CCWG RECOMMENDATIONS AND CHARGES

“Jewel of the Pike”

- Study Area
- Massing & Density
- Future Expansion
- Additional Amenities
- Facility-Specific Items
- Library Subcommittee
- Transportation & Parking
- Implementation Plans
WHAT WE DISCUSSED: TRANSPORTATION
AGENDA
AGENDA

1. Arlington Career Center Programs
2. Educational Specifications
3. Building Analysis
4. Public Comments
5. Adjourn
ARLINGTON CAREER CENTER PROGRAMS
WELCOME TO ACC!
THE ACC JOURNEY

1. Who We Are.
2. Becoming ACC.
3. The Big Ideas.
ACADEMIC ACADEMY IS...

- Small Class Sizes.
- Individual Mentoring.
- Personalized Learning.
ARLINGTON TECH IS...

- Inquiry Learning and Student Empowerment.
- Developing Institutionalized PBL Process
HILT INSTITUTE IS...

- Supportive Family-like Environment.
- Student Success in College and Careers.
PEP IS...

- Travel Training.
- Independent Living Skills.
- Internships & Workplace Skills
TEEN PARENTING IS...

- Parenting education.
- Caring center for children.
- Comprehensive health and social services.
DE-Dual Enrolled Courses
*National/State Licensure or Certification

• Aviation*
• Auto-Tech* (DE)
• Auto Collision Repair
• Robotics
• Engineering
• Networking / Electricity*
DE-Dual Enrolled Courses

*National/State Licensure or Certification

- Computer Programming (DE)
- Cyber Security* (DE)
- Digital Photography
- Graphics / Digital Animation*
- TV Production (DE)
- Web Design (DE)
HEALTH AND MEDICAL

DE-Dual Enrolled Courses
  *National/State Licensure or Certification
  - Animal Science / Vet Tech
  - EMT* (DE)
  - Forensic Science
  - Health and Medical Terminology (DE)
  - Pharmacy Tech *
  - Physical Therapy/Sports Medicine
HUMAN / PUBLIC SERVICES

DE-Dual Enrolled Courses

*National/State Licensure or Certification

- Culinary Arts
- Cosmetology / Barbering*
- Early Childhood Education* (DE)
- AF - JROTC
## BECOMING ACC... OUR JOURNEY

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Academy</td>
<td>40</td>
<td>37</td>
<td>42</td>
<td>48</td>
<td>48</td>
</tr>
<tr>
<td>Arl Tech</td>
<td>73</td>
<td>62</td>
<td>68</td>
<td>65</td>
<td>67</td>
</tr>
<tr>
<td>HILT</td>
<td>40</td>
<td>43</td>
<td>51</td>
<td>52</td>
<td>66</td>
</tr>
<tr>
<td>CTE (only)</td>
<td>653</td>
<td>713</td>
<td>675</td>
<td>626</td>
<td>633</td>
</tr>
<tr>
<td>Total</td>
<td>806</td>
<td>893</td>
<td>942</td>
<td>974</td>
<td>1,105</td>
</tr>
</tbody>
</table>
BECOMING ACC... OUR JOURNEY

WHAT WORKED

• Breakout spaces near classrooms.
• Flexibility of learning environment.
• Integrated.
• Visibility between Auto Tech classrooms and lab space with windows.
• Creating private and intimate spaces (prayer room, group rooms).

WHAT DIDN'T WORK

• Isolation of programs in corners.
• Departmentalization of classes.
• No area for all students to come together.
• Commons furniture to work with flexibility of the space.
• Lack of offices and conference spaces.
• Continued enrollment without proper space impacts our ability to provide a quality program.
CELEBRATING CULTURE & COMMUNITY EVENTS
INFORMAL / FLEXIBLE / BREAKOUT LEARNING SPACES
OFF THE PIKE!
TRANSFORMATIONAL USE OF SPACE
OWNING THE SPACE
EMPOWERING OUR STUDENTS
THE BIG IDEAS

1. Community
2. Connectivity
3. Change
## Educational Specifications

**Arlington Career Center Expansion**  
Space Program  
9/24/19  

### DRAFT  

<table>
<thead>
<tr>
<th>Program Area Description</th>
<th>VSF / Space</th>
<th>CTE</th>
<th>Acad. / HILT</th>
<th>PEP</th>
<th>Total Spaces</th>
<th>VSF Ext'd</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic / Technical</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Core Instruction</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Classroom</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>General Lab (Science)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Prep Room</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Optimized at sq</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Subtotal</td>
<td>$3,800</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Special Education</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Career Needs Classroom</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Life Skills Lab</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total / Changing Storage</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Notes:**  
- **Perform:** 44
- **Total:** 14
- **Total Ext'd:** 7
- **Total Ext'd:** 8
- **Total Ext'd:** 3
- **Total Ext'd:** 2
- **Total Ext'd:** 1

---

**BLPC/PFRC Meeting #3**  
October 15, 2019  

---
ED SPECS FOR THE ACC EXPANSION

1. Developed through a series of collaborative meetings with representatives from Department of Teaching and Learning, Arlington Career Center and Facilities and Operations

2. Reflect APS and ACC pedagogy

3. Are adaptable to future instructional changes
FRAMEWORK FOR EXPANSION

COMMUNITY

ACC

CONNECTED

CHANGE
FRAMEWORK FOR EXPANSION

COMMUNITY

• Part of the community it serves

• Relies upon strong relationships with school, business and higher education partners
FRAMEWORK FOR EXPANSION

CONNECTED

• Students and staff at ACC connected in common purpose and experience

• Different instructional programs and students are united as a community of learners
FRAMEWORK FOR EXPANSION

CHANGE

ACC is on the path of transformation from the inside-out, characteristics of:

‘NOT SO PRECIOUS’
EASILY ADAPTABLE
MULTI-FUNCTIONAL
COMMUNITY-ORIENTED

will continue to define its campus.
PLANNING PARAMETERS

1. Planning parameters are aligned with school, APS and DOE strategic initiatives

2. Program and capacity analysis for the following instructional programs inform facility requirements in these Ed Specs:

<table>
<thead>
<tr>
<th>Program</th>
<th>Planned Enrollment (min.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arlington Tech</td>
<td>600</td>
</tr>
<tr>
<td>TBD¹</td>
<td>800</td>
</tr>
<tr>
<td>CTE (from neighborhood HS)²</td>
<td>300</td>
</tr>
<tr>
<td>Academic Academy</td>
<td>60</td>
</tr>
<tr>
<td>EL (formerly HILT)</td>
<td>70</td>
</tr>
<tr>
<td>PEP</td>
<td>70</td>
</tr>
<tr>
<td>Total</td>
<td>1,900</td>
</tr>
</tbody>
</table>

1. Ed. Specs. assume the space requirements and facility needs are similar to those of the Arlington Tech program.
2. Provides capability of serving up to 900 students each day; 300 students in each of three blocks.
# CAPACITY SUMMARY

<table>
<thead>
<tr>
<th>PROGRAM/DEPT.</th>
<th>TEACHING SPACES</th>
<th>TSR ¹</th>
<th>TSR WITH UTILIZATION ²</th>
<th>CAPACITY</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ACADEMIC</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Classrooms</td>
<td>36</td>
<td>26</td>
<td>X 22</td>
<td>= 792</td>
</tr>
<tr>
<td></td>
<td>10</td>
<td>15</td>
<td>X 13</td>
<td>= 130</td>
</tr>
<tr>
<td>Science Labs</td>
<td>12</td>
<td>24</td>
<td>X 20</td>
<td>= 240</td>
</tr>
<tr>
<td>Special Needs</td>
<td>12</td>
<td>10</td>
<td>X 8</td>
<td>= 96</td>
</tr>
<tr>
<td><strong>TECHNICAL</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CTE Labs</td>
<td>26</td>
<td>20</td>
<td>X 17</td>
<td>= 442</td>
</tr>
<tr>
<td>CTE Classrooms</td>
<td>18</td>
<td>20</td>
<td>X 17</td>
<td>= 306</td>
</tr>
<tr>
<td><strong>ATHLETICS</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>P.E.</td>
<td>4</td>
<td>28</td>
<td>X 24</td>
<td>= 96</td>
</tr>
<tr>
<td><strong>VISUAL/PERFORMING ARTS</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Labs</td>
<td>2</td>
<td>26</td>
<td>X 22</td>
<td>= 44</td>
</tr>
<tr>
<td>Choir/Band</td>
<td>2</td>
<td>28</td>
<td>X 24</td>
<td>= 48</td>
</tr>
</tbody>
</table>

1) TSR - Teacher Student Ratio  
2) Utilization factor is .85  

| 122 | TEACHING SPACES | 2194 | STUDENTS |

**BLPC/PFRC MEETING #3**  
OCTOBER 15, 2019
SPACE PROGRAM AT-A-GLANCE

Space Program is organized by type:

**ACADEMIC**

Includes (not limited to):
- Classrooms
- Labs
- Collaboration Areas
- Teacher Planning

**PROGRAM AREA TOTAL: 155,900 NSF**

Note: NSF – Net Square Footage
SPACE PROGRAM AT-A-GLANCE

Space Program is organized by type:

**ARTS & AUDITORIUM**

Includes (not limited to):
- 500-Seat Auditorium
- Black Box Theater
- Visual and Performing Arts Spaces

**PROGRAM AREA TOTAL: 23,150 NSF**

Note: NSF – Net Square Footage
**SPACE PROGRAM AT-A-GLANCE**

Space Program in these Ed. Specs. is organized by type:

**ATHLETICS**

Includes (not limited to):
- Competition Gymnasium
- Auxiliary Gymnasium
- P.E. and Locker Rooms
- Fitness and Health Rooms

**PROGRAM AREA TOTAL: 42,350 NSF**

Note: NSF – Net Square Footage
SPACE PROGRAM AT-A-GLANCE

Space Program is organized by type:

**AUXILIARY**

Includes (not limited to):
- Library
- Student Dining
- Food Prep

PROGRAM AREA TOTAL: 19,000 NSF

Note: NSF – Net Square Footage
SPACE PROGRAM AT-A-GLANCE

Space Program is organized by type:

ADMINISTRATIVE

Includes (not limited to):
• Administrative Offices
• Counseling
• Health Services

PROGRAM AREA TOTAL: 8,870 NSF

Note: NSF – Net Square Footage
SPACE PROGRAM AT-A-GLANCE

Space Program is organized by type:

**ANCILLARY**

Includes (not limited to):
• Technology Services
• Building Services

**PROGRAM AREA TOTAL: 13,200 NSF**

Note: NSF – Net Square Footage
SPACE PROGRAM AT-A-GLANCE

Space Program is organized by type:

TEEN PARENTING PROGRAM

Includes (not limited to):
- Classrooms
- Indoor Play Area
- Kitchenette
- Offices

PROGRAM AREA TOTAL: 4,010 NSF

Notes:
1. NSF – Net Square Footage
2. Teen Parenting Program provides space that also supports the ACC Pre-school
SPACE PROGRAM AT-A-GLANCE

Note: GSF – Gross Square Footage
## COMPARATIVE SUMMARY

<table>
<thead>
<tr>
<th></th>
<th>ACC Expansion</th>
<th>Wakefield</th>
<th>Washington-Liberty</th>
<th>Yorktown</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gross Square Feet (GSF)</td>
<td>370,832</td>
<td>403,940</td>
<td>378,068</td>
<td>355,887</td>
</tr>
<tr>
<td>Building Capacity (students)</td>
<td>2,194</td>
<td>2,203</td>
<td>2,208</td>
<td>2,189</td>
</tr>
<tr>
<td>GSF/Student</td>
<td>169</td>
<td>183</td>
<td>171</td>
<td>163</td>
</tr>
</tbody>
</table>

Notes:

1. GSF for existing high schools from APS Facility Inventory  
2. Building Capacity for existing high schools from 2019 AFSAP  
AQUATICS CENTER SPACE PROGRAM

In long-term expansion of the Career Center, the campus may include a pool.
APPENDIX B
SPACE TYPES
SPACE TYPES

1. Used to consider the activity of a particular space as primary, and to identify other programmed spaces that support similar activities.

2. Offer suggestions for how each Space Type might be realized to meet the requirements of multiple program areas.

“...quit talking, begin doing.” - Walt Disney
HOW TO READ THIS SECTION

SPACE TYPE
NUMBER AND NAME

ABILITY OF THE SPACE TO BE REPURPOSED FOR DIFFERENT NEEDS

RECOMMENDED OCCUPANCY OF ROOM

ACTIVITIES AND LIST OF SPACE PROGRAMS

RANGE OF SIZE FOR THE SPACE TYPE

PHOTOS TO SHOW EXAMPLE OF SPACE USAGE

3D ILLUSTRATION OF SPATIAL CHARACTERISTICS

RELATIONSHIP TO CIRCULATION

TAG

Et optio. Verferc hillundit ut labo. Nam, que nullaccae
SPACE TYPES

1. Used to consider the activity of a particular space as primary, and to identify other programmed spaces that support similar activities.

2. Offer suggestions for how each Space Type might be realized to meet the requirements of multiple program areas.
APPENDIX C

PRINCIPLES OF SCHOOL PLANNING & DESIGN
1. Flexibility/Agility
2. Collaboration
3. Visual Transparency
4. Interior Design
5. Security and Safety
6. Outdoor Learning
7. Community Use
8. Energy and Sustainability

Concerns for improved safety and security may be addressed through thoughtful planning and design. Reducing the number of entrances, eliminating “blind” hallways, incorporating clear sight lines, generous use of interior glass, smaller learning communities that increase personalization among adults and students, and creating an overall sense of visual “connectedness” throughout the school will help to keep students safe, secure, and in the best possible frame of mind to achieve.

Much is known about the psychological and physiological benefits of incorporating the natural environment into the overall learning experience. Sunlight, fresh air, breezes; and the sights, sounds, and smells of the world around us combine to create a powerful backdrop for human interaction. Landscaped courtyards, gardens, terraces, and amphitheater-type spaces provide opportunities for students and teachers to meet outdoors and connect their indoor classroom work to a natural context. Additionally, safe and comfortable settings such as these allow the entire site to be fully leveraged as a ‘learning landscape’.
NEXT STEPS

1. November 7, 2019 – School Board action on Ed Specs

2. November 2019 to February 2020 – Concept Design phase BLPC/PFRC meetings
   ▪ Ed Specs refinement is expected during the phase as design options are developed

3. March 2020 – School Board information and action on proposed Concept Design

BUILDING ANALYSIS
3RD LEVEL STUDY - CHALLENGES CONSIDERED

STRUCTURE
What can be done with the existing building’s loading capacity?

What will be the underlying planning grid of the addition?

To what extent can we minimize reinforcing the existing building structure?

CODE & FIRE SAFETY
What are the occupancy limitations of the addition?

Does the existing building require any code-related improvements prior to the addition?

Is the addition an extension to the existing building or a separate entity?

ARCHITECTURE
How flexible can LVL 03 be to address a wide range of learning modalities?

What is the relationship of the addition to future phasing?

Can the experience of the existing school be improved via the addition?

MEP
What is the relationship to existing building systems?

How can we set an exemplary model for sustainable design within the classroom?

What type of building systems will be required to operate the addition?
WHAT WE LEARNED IN THE PROCESS

STRUCTURES

1. The existing concrete structure of the ACC is a testament of design with flexibility in mind.

2. Columns are organized within a 27’ x 27’ grid.

3. This floor plan, dated 1972, illustrates the very “structural skeleton” of ACC, without any walls or partitions for clarity.
WHAT WE LEARNED IN THE PROCESS

STRUCTURES

1. So what is the existing 27’ x 27’ grid able to afford spatially if we were to reconfigure ACC’s floor plan?
WHAT WE LEARNED IN THE PROCESS

STRUCTURES

1. So what is the existing 27’ x 27’ grid able to afford spatially if we were to reconfigure ACC’s floor plan?

2. A classroom!
WHAT WE LEARNED IN THE PROCESS

STRUCTURES

1. So what is the existing 27’ x 27’ grid able to afford spatially if we were to reconfigure ACC’s floor plan?

2. A lab and a prep room!
WHAT WE LEARNED IN THE PROCESS

STRUCTURES

1. So what is the existing 27’ x 27’ grid able to afford spatially if we were to reconfigure ACC’s floor plan?

2. A Media Center!
WHAT WE LEARNED IN THE PROCESS

STRUCTURES

1. So what is the existing 27’ x 27’ grid able to afford spatially if we were to reconfigure ACC’s floor plan?

2. Not gymnasium… :(

3. Unfortunately, structural grids have limitations relative to certain programmatic functions. Le: It may not work for all uses.
WHAT WE LEARNED IN THE PROCESS

STRUCTURES

1. Great news! The existing structure of the ACC is able to support a third floor addition.

2. However, the structural grid of the proposed addition will have to align with the existing.

3. Increasing the span of the grid to allow for a theater or gymnasium is possible, but at the expense of work on the lower levels.
APPLYING WHAT WE LEARNED

LAYOUT STUDY 1

LAYOUT STUDY 2
APPLYING WHAT WE LEARNED

LAYOUT STUDY 1

1. To the right we have a 3rd floor addition study with a 27’ structural grid that aligns with levels below.
APPLYING WHAT WE LEARNED

**LAYOUT STUDY 1**

1. To the right we have a 3rd floor addition study with a 27’ structural grid that aligns with levels below.
APPLYING WHAT WE LEARNED

LAYOUT STUDY 1

1. To the right we have a 3rd floor addition study with a 27’ structural grid that aligns with levels below.
APPLYING WHAT WE LEARNED

LAYOUT STUDY 2

1. To the right we have a hybrid 3rd floor addition study. One portion with a 27’ structural grid that aligns with levels below and another with a large span.
APPLYING WHAT WE LEARNED

LAYOUT STUDY 2

1. To the right we have a hybrid 3rd floor addition study. One portion with a 27’ structural grid that aligns with levels below and another with a large span.
APPLYING WHAT WE LEARNED

LAYOUT STUDY 2

1. To the right we have a hybrid 3rd floor addition study. One portion with a 27’ structural grid that aligns with levels below and another with a large span.
NEXT STEPS
MEETING #4

Agenda

Heights Building Tour (6:00 – 7:00 pm)
• Concept Design Workshop
• Public Comment

Outcome

Identify emerging design ideas and directions through creative, collaborative work.

PLEASE NOTE: There will be no Heights Building tour on 10/29 and the joint BLPC/PFRC meeting will take place at the Career Center commons as per usual.
ADJOURN
As a reminder the APS Project Manager is:

Steve Stricker  
(703) 228-7749  
steven.stricker@apsva.us

Public meeting dates and past presentations are posted on the APS project website:  [https://www.apsva.us/design-and-construction/arlington-career-center/](https://www.apsva.us/design-and-construction/arlington-career-center/)

Next meeting: **October 29, 2019 @ 7:00pm (6:00 – 7:00 Heights Tour)**

**PLEASE NOTE:** there will be no Heights Building tour on 10/29 and the joint BLPC/PFRC meeting will take place at the Career Center commons as per usual

To provide feedback and/or comments to APS use:  engage@apsva.us