



# Alexandria City Public Schools The High School Project

*Educational Programming  
and Site Analysis*

August 16, 2019  
Revision 1: September 20, 2019

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**Alexandria City Public Schools**  
**The High School Project**  
*Educational Programming and Site Analysis*

**August 19, 2019**  
**Revision 1 – September 20, 2019**



<b>Page</b>	<b>Revision</b>
Cover	Date added
Page 6	Text deleted [Controlled Choice was a recommended approach by the School Board to explore in the event of a second high school.]
Pages 26 – 37	Site alternatives updated to delete graphics previously marked “Not Used” and to include the T.C. Williams King Street Campus on each of the Two High School alternatives
Page 39	Cost comparison table added
Page 40 - 45	Cost details added for each alternative
Page 49 – 50	Next steps updated
Appendices	Appendices added: Educational Design Team Promises/Cautions Reference Report to Site Investigation, Site Alternatives, and Cost Comparisons

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INSPIRING  
THROUGH...

*Making  
the  
Connection  
Between  
Past and  
Future*

# Introduction

This report has been prepared to outline the development planning process and to capture analysis completed on The High School Project in response to the Alexandria City School Boards' motion to proceed with The High School Project, as amended on March 21, 2019. The motion empowered the Superintendent "to move forward immediately with the design and build of a new high school building on the Minnie Howard site as part of a Connected High School Network strategy and continue to work on additional elements of the network including expansion of the T.C. Williams Satellite campus, and implementation of the early college program on the NOVA campus." In addition, the Board's motion required the Superintendent "to provide a site concept and program option that "incorporates the creation of a second comprehensive high school!"

The High School Project is a major endeavor that will require multiple phases, contains multiple sub-projects and take 5 to 6 years to complete. This report will serve as the baseline programmatic planning document for the entire scope of the project. Accordingly, and considering the historically significant context of T.C. Williams High School, planning and public engagement activities will build upon the strategies and conclusions documented during this phase of the project.



INSPIRING  
THROUGH...

*Leading our  
community  
in a  
'What's best  
for students'  
conversation*

# Background

Our City is growing and Alexandria City Public Schools (ACPS) will soon face the exciting challenge of educating up to 5,000 ACPS high school students. Since summer 2018, ACPS through The High School Project, has been exploring innovative ways to solve our future capacity issues and at the same time redefine the high school experience to create a high quality, meaningful, and applicable education for every student in our community. This capacity issue has given us the opportunity to rethink the high school experience. Whether the decision is to build a second high school or expand T.C. Williams, a major goal is to shape ACPS into a more equitable and richer learning environment.

The School Board will be considering two options: A Two High Schools Model and a One High School Model (Connected High School Network). In either model, additional learning space for at least 1,600 students is needed.

The Two High Schools approach would create a separate, distinct high school with its own identity and culture. It is assumed in this approach that the King Street Campus will serve as the location for T.C. Williams High School and another high school will be created. The new school building would need to be at least 312,000 square feet with additional space for parking, fields, an auditorium and any specialized program needs. Both T.C. Williams and the new high school would provide all courses required for graduation, some electives, Advanced Placement, World Languages and some Career and Technical Education. The impact of two high schools indicates that fewer course options would be available at both schools due the changes in the ratio of student enrollment and staffing.

The Connected High School Network approach would deliver educational programming - or courses of study - at one or more buildings - and locations - linked to the King Street Campus. Programs could be housed in one new building or several, including the Minnie Howard Campus, and would create smaller learning environments. All students would graduate from T.C. Williams and be a part of the T.C. Williams community but, much like college students, they could take classes in buildings located in different places, depending on their schedules.



## Student Enrollment

ACPS and the City of Alexandria have developed an intricate and accurate enrollment projection methodology, consistent with school planning processes used nationally. This methodology informs funding for ACPS's Operating Budget and guides ACPS's Capital Improvement Program projects, including The High School Project. ACPS and the City use a "cohort survival rate" (CSR), meaning the likelihood for a kindergarten student to become a first grade student, a first grade student to become a second grade student, and so on for each grade level at each school. The CSR used for projections is usually an average of the past 2 to 4 years, depending on what reflects the most likely enrollment. This allows for projecting high school enrollment based on at least 9 years of actual enrollment data of students already in ACPS schools and adjusted based on CSR.

Based on this analysis, ACPS staff estimates future high school student enrollment to be 5,000 students by 2025. It is estimated that these 5,000 students will attend classes at various locations including:

- 2,900 students at T.C. Williams King Street Campus
- 400 students in the early college program at NOVA's campus
- 100 students at the Satellite Campus
- 1,600 students at one or more new high school facilities

Over the past year, ACPS has engaged experts, teachers and staff to recommend educational programming for both a second high school or a Connected High School Network, as well as to review building site options, possible land acquisitions and costs.

An Educational Design Team, made up of ACPS teachers, staff and students prepared high-level programming recommendations for two comprehensive high schools or a Connected High School Network that address the needs of 21st century ACPS students.

ACPS staff and expert consultants including Stantec Architecture and Savills Real Estate have assessed building site options, possible land acquisitions and costs for constructing new high school facilities. An extensive search and a public Request for Expressions of Interest (EOI) were conducted to identify available land to build a second high school or support an expansion to T.C. Williams High School. The EOI resulted in no responses. Therefore, the only land considered for the project is City land already assigned to ACPS.



### Project Timeline



Research, Concept, Project Approach



Finalize assumptions, educational programming direction, site investigation

\*Includes DSUP Process

Timelines are not exact. They may vary based upon the ultimate solution for high school expansion.

The goal is to deliver expanded high school programming and space for occupancy **beginning** in 2023 and completed by 2025.



## Coordination with Industry

ACPS coordinates with multiple advisory committees to enhance educational programming. These committees, which are made up of members from Alexandria business and industry leaders provide advice to ACPS program staff, principals, and the school board. The standing advisory committees include:

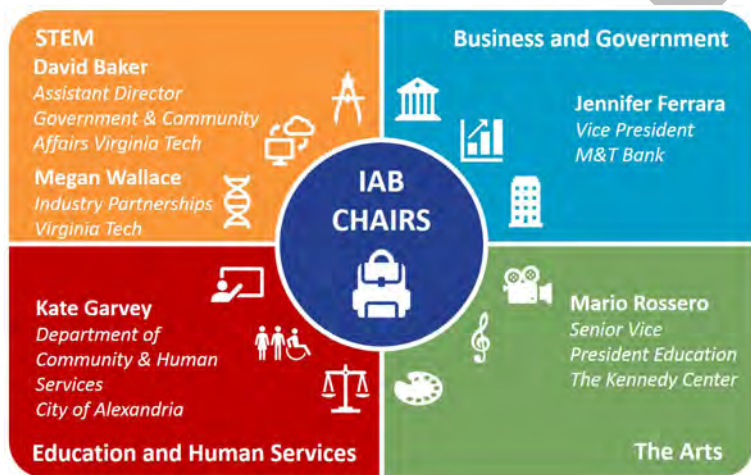
- Athletic Hall of Fame Advisory Committee (AHoF)
- Budget Advisory Committee (BAC)
- Career and Technical Education Advisory Committee (CTE)
- Special Education Advisory Committee (SEAC)
- Talented and Gifted Advisory Committee (TAGAC)
- School Health Advisory Board (SHAB)

As part of The High School Project, ACPS is convening an Industry Advisory Board (IAB) that comprises leaders in industries, businesses, Higher Education, nonprofits and government institutions to provide input to the Educational Design Team on the types of educational programming necessary to prepare students for success in the 21st century.

The IAB will be coordinated with and will reinforce the activities of the standing advisory boards. Members of the standing advisory boards are working with the Educational Design Team and will be recruited to serve on the IAB.

Four panels have been established to represent the 16 program areas defined by the state as necessary for high school education: Science/Technology/ Engineering/ Math (STEM); Business and Government; Education and Human Services; and the Arts. During the coming year, the IAB will meet with the Educational Design Team and provide their unique perspective on workforce needs and industry trends.

ACPS is very fortunate to have the following individuals chair the IAB's.

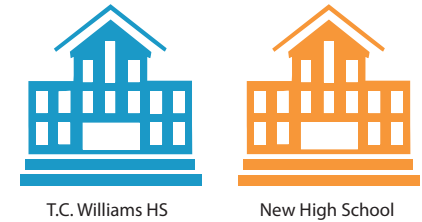


# High School Options

Educational programming and site locations have been analyzed for two models: (1) Two High Schools and (2) a Connected High School Network. Regardless of the model chosen, ninth grade students, currently housed at the Minnie Howard Campus, will be incorporated into the main high school student body. Also, in either model, all students will have equitable access to ACPS's comprehensive academic program that includes core courses for Virginia Department of Education (VDOE)/ACPS graduation requirements.

## Two High Schools Model

The Two High Schools model would consist of the creation of two separate, distinct schools: T.C. Williams High School and a second, new high school. The two schools would have distinct identities, and each would offer a full range of academic, extracurricular, and community services. The schools would have separate programs and services, and facilities would be located in two separate locations. Each high school would provide students with all courses required for graduation as mandated by VDOE.



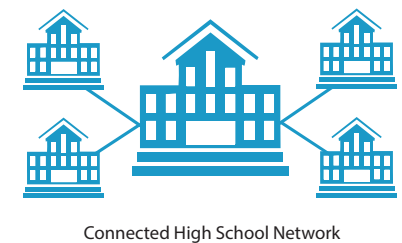
While the Educational Design Team will determine what programming would be offered at each school, the total student body served at each school would be reduced; therefore, course options at each school would also likely be reduced. Each high school would potentially have their own athletic programs under this model, and the second high school would need its own set of athletic facilities.

Options for assigning students could include using neighborhood boundaries, a lottery, school choice options, or an application process.

## Connected High School Network (One High School Model)

Connected High School Network is a model of delivering programming at one or more buildings linked to the home King Street campus of T.C. Williams High School.

Under this model, there would continue to be one high school for the City of Alexandria. However, in the Connected High School Network, separate buildings could be used to deliver programming. If this model is selected by the School Board, the Educational Design Team would determine how and where programming is delivered. Some programs may allow students to spend time on the main campus and continue to take courses there, while other programs in the model — such as the Early College— could operate independently on satellite campuses. Smaller buildings would provide ACPS with flexible space options and desirable learning environments for the future.



The Educational Design Team has developed preliminary educational programming designs for the Connected High School Network. All students would be assigned to T.C. Williams and school attendance would be based on class schedule and course subject matter.

# Educational Programming

The Educational Design Team (EDT) is responsible for recommending educational program design options to address the needs of 21st century ACPS learners, including recommendations for a 9-12 educational program that emphasizes: (1) learners' future success in post-secondary educational options; (2) meaningful and experience-based preparation for the rapidly changing world of work and career pathways; and (3) instructional delivery that is personalized, engaging, and culturally responsive. Beginning at its first meeting on June 4, 2019, the 23-member team started its work on formulating design principles related to a Two High Schools model as well as the Connected High School Network. This initial summary synthesizes the major recommendations made by the group on August 9, 2019.

## The Scope of Work and Charge of the Educational Design Team

1. The Educational Design Team is responsible for providing guidance and advice about the design principles and teaching-learning priorities to be evident in the final High School Project design approved by the School Board. This group is responsible for creating opportunities for our diverse student population, meet the criteria established by the *Virginia Profile of a Graduate*, and resolve ACPS high school nearing space issues.
2. According to Virginia Board of Education requirements, ACPS is putting students first by appealing to their career interests, providing real-life learning experiences, and moving toward more project-based teaching and learning. The Educational Design Team, made up of ACPS teachers, staff, and students, is responsible for recommending programming for each option. They will explore current and new educational approaches and ways to deliver high-quality instruction to all students.
3. The EDT is responsible for making recommendations related to: (1) a Two High Schools Model (with a second distinct high school to deliver a complete set of educational programs aligned to Virginia's graduation requirements; and (2) a One High School Model (referred to as the Connected High School Network), allowing students increased options and access to programs in smaller learning environments.
4. **Alignment with the School Board Approved Motion to Proceed with High School Project (Amended 3/21/19):** All aspects of the work and recommendations made by the Educational Design Team are in alignment with the School Board's required components for a comparative analysis of the Connected High School Network and the Two High Schools model, including: (a) academic literature/research; (b) qualitative references to comparable high schools/high school models that can inform planning and decision-making; (c) analysis of potential impact on student achievement, including impact on subgroups (e.g., EL and SPED students, underrepresented minorities); (d) potential impact on access to academic and extracurricular programs; and (e) potential impact on students' interpersonal and social-emotional skills.

## Core Values and Drivers Underlying the Work of the EDT

The Educational Design Team was extremely intentional in its consensus-building process concerning the core values and program drivers that should guide and inform their work. The following represents the four major values and related descriptors adopted by the EDT:

- Equity:** Ensuring that every student succeeds in an engaging learning environment that is standards-driven and personalized to meet individual interests, strengths, and needs. EDT team members identified the following key words for this core value and driver:
  - Fairness
  - Equity
  - Balance
  - Equal access to academic course offerings
  - Opportunity
  - Inclusion
  - All students will have their needs addressed
  - Breaking down barriers within the school allowing for separation of students
- Relationships and Community:** Incorporating the voices, perspectives, and values of community members to reinforce shared vision, mission, and goals. EDT members cited the following key drivers for this criterion:
  - Parent/family engagement
  - Commitment to families
  - Ways to get community involved in supporting The High School Project
  - Use of academy model to personalize students' educational experience
- Achievement:** A deep commitment to making certain that all students achieve at high levels of proficiency in alignment with the Virginia Profile of a Graduate. Members of the EDT rated this as a key value and driver, identifying the following additional drivers:
  - High rigor with scaffolding
  - Exposure to all levels of academics for all students
  - Alternative Education
  - Achievement
  - Working hard for our students
  - High quality teaching and learning
  - Teachers who love children and teach them appropriately
  - Teaching based on SOL pass rate passed on to the next student
  - Rigor with accountability

4. **Student Choice and Multiple Pathway Offerings:** Allowing students to have choices about educational options and pathways, including emphasis on personalized inquiry, project-based learning, and career pathway preparation and training. EDT members identified the following drivers for this value:
- Flexibility
  - Not limiting student opportunities
  - Diverse course offerings
  - Selection
  - Variety of courses
  - Advanced courses
  - Student directed learning
  - Multiple pathways for learning
  - Based on student interest and demand
  - Learning where students take a lead role

### Methodology, Meeting Schedule, and Related Discussion Focus Areas

Members of the EDT met consistently throughout the months of June to August 2019. Comprising educators, students, and community representatives, the EDT's meetings emphasized team building, norm establishment and consensus building, and use of a clear set of evaluation criteria to determine the most viable models and design principles for the various options considered. All meetings were facilitated by ACPS staff led by the Executive Director of Secondary Schools, the Instructional Specialist for Social Studies, and an Assistant Principal at T.C. Williams. Following is a brief summary of the group's meeting schedule and focus areas:

1. **June 4, 2019:** Kick-off meeting with students discussing athletics and social aspects of proposed models; academic issues; potential logistical concerns; recommended pathways and allowance for flexibility; and benefits of the two proposed models (Two High Schools vs. Connected High School Network).
2. **June 17, 2019:** Norm setting and protocols; analysis of the School Board's motion related to The High School Project; concerns expressed by students at the June 4<sup>th</sup> meeting; a review of current offerings at T.C. Williams High School and ACPS middle schools; and initial brainstorming of opportunities and solutions related to space and program design.
3. **June 25, 2019:** Discussion of profiles of the two-high schools model; brainstorming about courses and programs that could be offered at each site; Career and Technical Education (CTE) considerations; electives; Special Education; core courses; and questions involving current scheduling and student access to course offerings.
4. **July 11, 2019:** Exploration of core values and responsibilities of the Educational Design Team; avoidance of the "shopping mall high school" model; consensus building about EDT's initial recommendations about the two-schools-model (using the scoring rubric to evaluate four potential models); address by Dr. Gregory C. Hutchings Jr., Superintendent of Schools.

5. **July 25, 2019:** Discussion and comparative analysis of five models for the Connected High School Network; small-group work identifying potential educational, scheduling, and sports/extracurricular activities within each design; achieving group consensus about “best designs” using the scoring rubric.
6. **August 9, 2019:** Group discussion and evaluation of proposed highest-scoring designs (two for the 2-high schools model and two for the Connected High School Network); initial consideration of site logistics and regulations (e.g., space allocations, parking, athletic fields, etc.); and discussion of the concept of “alternative programs.” The group will hear detailed reports concerning proposed site locations at its next meeting on August 15, 2019.

## Research and Exemplary Sites Investigated by the EDT

The EDT reviewed the extensive body of research presented to ACPS as part of its nation-wide review of high school expansion models pursued and/or implemented by school divisions or districts with similar or relevant demographics, anticipated enrollment growth issues, and a highly engaged community. The following is a synthesis of the analytical process used by the EDT and its incorporation of research-based evidence and design principles to guide and inform its work:

1. Stantec and Fielding Nair International (FNI) conducted a national scan of high school expansion models during the summer and fall of 2018 (informed by ACPS’s emerging educational vision for learning, the unique opportunities and challenges of the division, the Virginia Profile of a Graduate, and Alexandria’s relationship to the D.C. Metro Region as well as global economics and learning research).
2. The EDT reviewed this research and the 18 exemplary sites identified by FNI, including the study’s emphasis upon such 21st century skills as complex problem solving, critical thinking, and creativity necessary for future success, particularly in light of increasing distinctions among learner profiles, preferred learning modalities and approaches, and the impact of socio-economic and cultural diversity.
3. Key research conclusions emphasized in the EDT’s proposed models for The High School Project include the following:
  - Personalize the high school experience through smaller learning communities and student choice regarding pathways and approaches to the learning process;
  - Use project-based learning as a primary component of high school assessment approaches;
  - Emphasize experiential learning (including hands-on approaches and real-world connections);
  - Focus on the social-emotional needs and developmental processes of every learner;



- Acknowledge the power of authenticity and purposefulness in students' education, including alignment between learners' preparation for post-secondary education and the changing 21<sup>st</sup> century workplace;
- Address a combination of students' academic/cognitive development as well as their acquisition of such "soft skills" as communication, self-expression, self-awareness and self-regulation, and;
- Be sensitive to the growing impact of social media and technology upon students, including the critical need for effective blended learning as a pathway for engagement, support, and intervention.

## Capturing the Student Voice and Perspective

The Educational Design Team was committed to ensuring that the key stakeholders to be affected most powerfully by The High School Project (i.e., its students) was given multiple opportunities to express insights, recommendations, and opinions. In addition to a T.C. Williams student on the EDT itself, The High School Project members conducted a series of student focus groups, beginning with an initial community engagement event on August 14, 2018.

Following are highlights of students' response to three key categories: **(1) Existing Experiences:** What is the one thing in high school so far that has best prepared you for when you leave here? **(2) Future Experiences Needed:** Imagine 20 years into the future. What are the most important things that high school students should learn? **(3) Reaction to Program Possibilities:** What are your recommendations for the future of high school in ACPS? Members of the EDT were deeply committed to using student feedback and suggestions in the development of their designs.

1. **Existing Experiences:** Students in all focus groups cited the importance of college preparation experiences, AVID, community service opportunities, interaction with professionals in various career fields and positions, and the value of experiences in which they felt respected in the context of a smaller and personalized learning environment.
2. **Future Experiences Needed:** Predictably, students' responses to this question varied widely based upon their individual experiences and programs. Universally, however, students recommended that the high school of the future be engaging, authentic (integrating real-world experiences), respectful and personalized, and focused on ensuring that all students achieve required academic knowledge and skills while being prepared for future career pathways.
3. **Reaction to Program Possibilities:** Student focus group participants were especially engaged in this question, making a series of very consistent recommendations, including: (a) make high school a true workplace for students; (b) create an inviting, colorful, and open learning environment; (c) encourage student presentation of their ideas; (d) give students multiple opportunities to explore and investigate; (e) prepare students for the "real-world"; (f) use technology creatively and consistently (e.g., "hybrid learning," with both virtual and face-to-face individualized learning programs); and (g) make learning interesting and authentic.

## Making Core Courses Relevant, Engaging, and Authentic

T.C. Williams High School is an incredibly diverse landscape with students from 114 countries who speak 119 languages. The Educational Design Team strongly supports Superintendent Dr. Gregory C. Hutchings Jr.'s emphasis upon equity and opportunity as key values for educational programming and opportunities for student success.

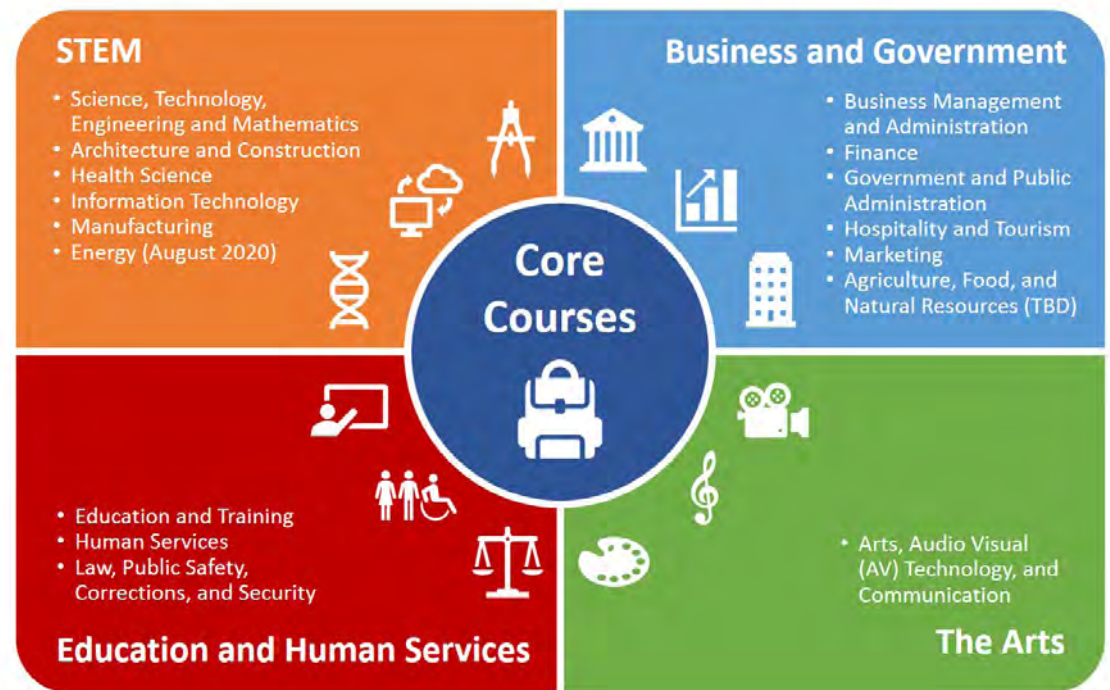
The recommendations made by the EDT support the need for equitable access to the ACPS comprehensive academic program, including core courses to meet Virginia Department of Education and ACPS graduation requirements, including options for student participation in World Languages, Advanced Placement (AP) and Honors coursework, Dual Enrollment (DE), Career and Technical Education (CTE), Specialized Instruction, and English Learner programs.

These core courses will be offered to all students as part of The High School Project's school transformation initiative, regardless of the model finally approved by the School Board (i.e., Connected High School Network of the Two High Schools design). The foundations of the high school programming process will include student access to the following Career and Technical Education (CTE)-related programs (conceptually organized to align with the 16 Department of Labor and Virginia career pathways):

1. **STEM:** Science, Technology, Engineering, and Mathematics; Architecture and Construction; the Health Sciences; Information Technology; Manufacturing; Energy
2. **Education and Human Services:** Education and Training; Human Services; Law, Public Safety, Corrections, and Security

## Educational Programming Framework

This represents Virginia Department of Education and ACPS graduation requirements, 16 Career and Technical Education (CTE) career clusters and includes program options for Advanced Placement (AP) and Dual Enrollment (DE), Specialized Instruction (SPED), English Learners (EL), and General Education (GE)



3. **Business and Government:** Business Management and Administration; Finance; Government and Public Administration; Hospitality and Tourism; Marketing; Agriculture, Food, and Natural Resources
4. **The Arts:** Visual Arts; Performing Arts; Arts Audio-Visual Technology and Communication



## Introduction to EDT Recommendations

The following represents a detailed synthesis of the specific recommendations made by the Educational Design Team as of its meeting held on August 9, 2019. The EDT is intentionally representative (made up of educational stakeholder groups). At each meeting, the team followed an interactive process to elicit the opinions and recommendations of individual members.

1. The EDT used a combination of small-group discussion, consensus-building exercises, and analysis of research-based exemplary sites to arrive at its conclusions.
2. The team used a rubric aligned with the core values identified above, including Equity, Relationships/Community, Achievement, and Student Choice/Multiple Pathways.
3. The following preliminary recommendations are aligned with the team's use of a five-point scoring rubric to evaluate and compare the merits of each proposed option presented by the various subgroups:
  - **0**=no evidence of the value in any part of the presentation
  - **1**=very little evidence but mentioned at some point within the presentation
  - **2**=some evidence but not substantial within the presentation
  - **3**=clear thought of the value but not throughout the presentation
  - **4**=highly evident presence of the value throughout the presentation

## Recommendations from the Educational Design Team

The Educational Design Team was responsible for arriving at consensus-driven recommendations for programmatic approaches to The High School Project. Following are the EDT's recommendations:



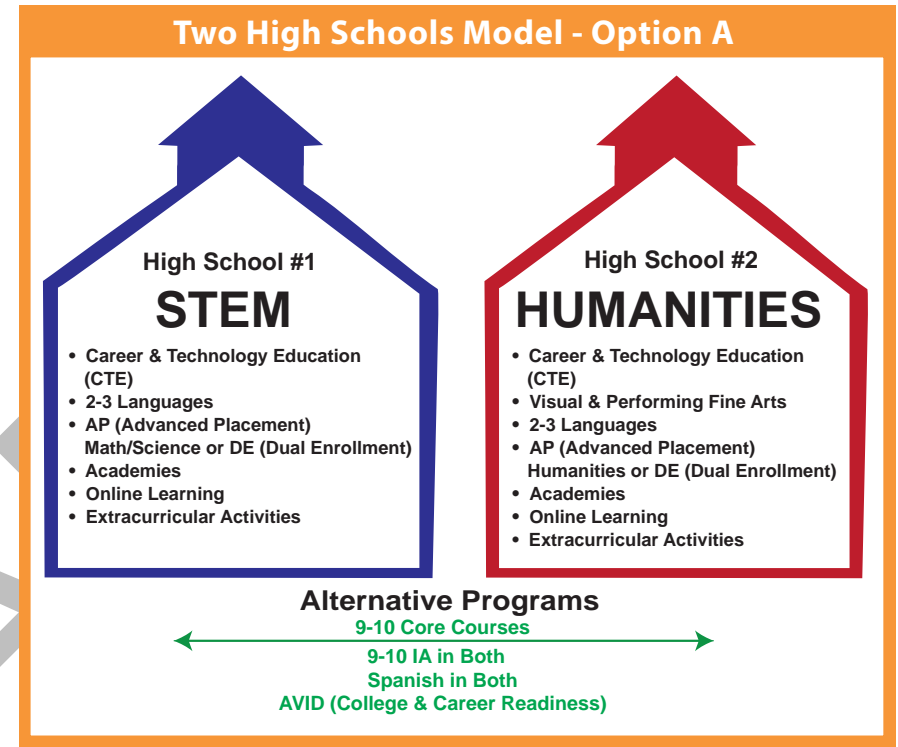
## EDT Recommendations for the Two High Schools Model

During the team's discussions of the Two High Schools approach, team members generated an initial set of four models, two of which were not sent forward for the School Board's discussion because of issues related to redundancy and overspecialization of recommended components. The two preferred models approved by the EDT are described below:

### OPTION A ►

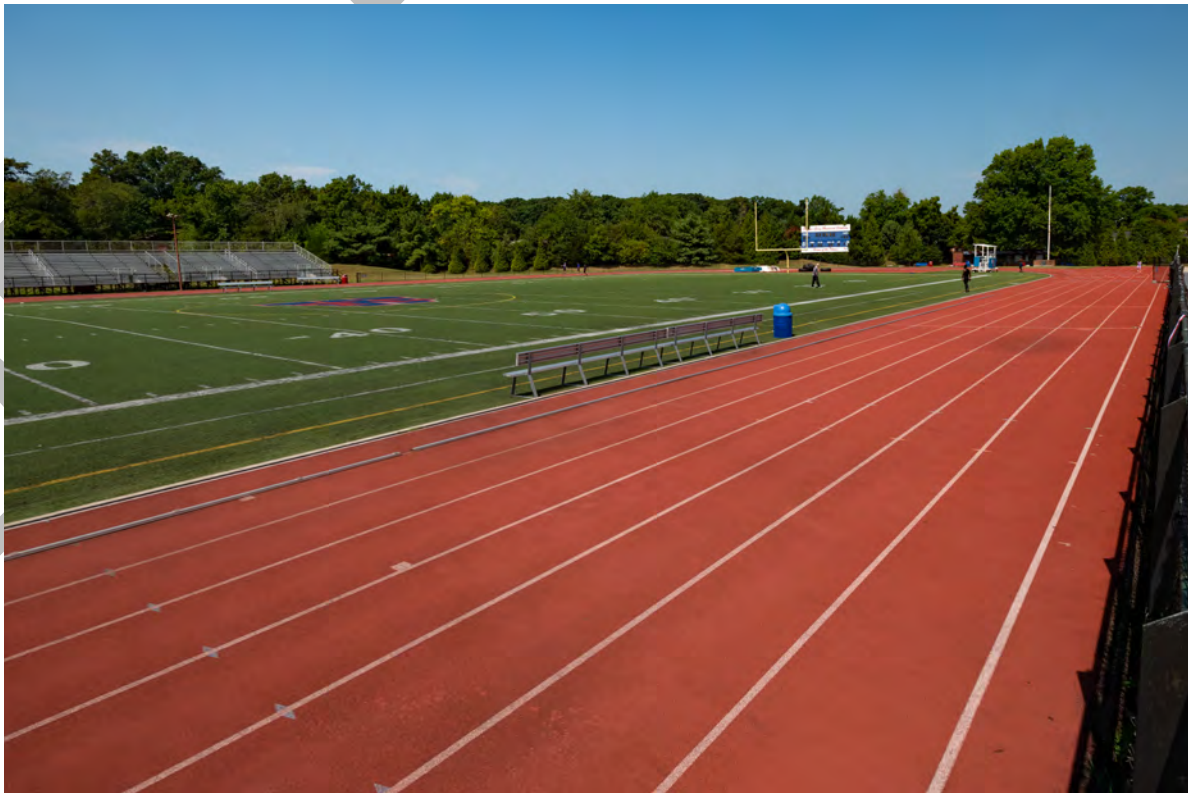
#### Two Theme-Based High Schools (STEM and Humanities)

1. The EDT's **number one** recommendation for two high schools involves the creation of two theme-based high schools, with one emphasizing STEM (Science, Technology, Engineering, and Mathematics) and the other focusing on the Humanities.
2. Both high schools would provide at least one common world language (i.e., Spanish), AVID, and all core courses to ensure that students meet Virginia graduation requirements. Additionally, both sites would offer a full range of services for English Learners, Specialized Instruction, and advanced options for students who may benefit from acceleration opportunities.
3. To ensure equity, grades 9-10 on both campuses will offer the same core curriculum. Grades 11-12 for this model will be more specialized (i.e., STEM vs. Humanities); however, they will be equitable in their offerings (in alignment with the core curriculum specifications identified previously). For example, the Program of Studies will split Humanities and STEM with different CTE courses offered on both school sites.
4. While ensuring full student access to core courses and related support services and programs, EDT recommends that some higher-level course offerings be different at each site in alignment with the identified school thematic focus:
  - **STEM:** Emphasis upon AP Science and AP Math. The site would offer all courses required for graduation. CTE would be STEM focused, including a range of advanced science and technology-related offerings. There would be fewer AP courses in history and English.
  - **Humanities:** Emphasis upon AP English, history, and other humanities-related courses (e.g., Visual and Performing Arts, World Languages, Social Sciences, English). Students can take online upper-level classes that are not offered in their respective buildings.
5. In this model, students would select their school during grade 8 after receiving appropriate counseling and the opportunity to take career and interest surveys/activities.



Source: EDT, July 25, 2019

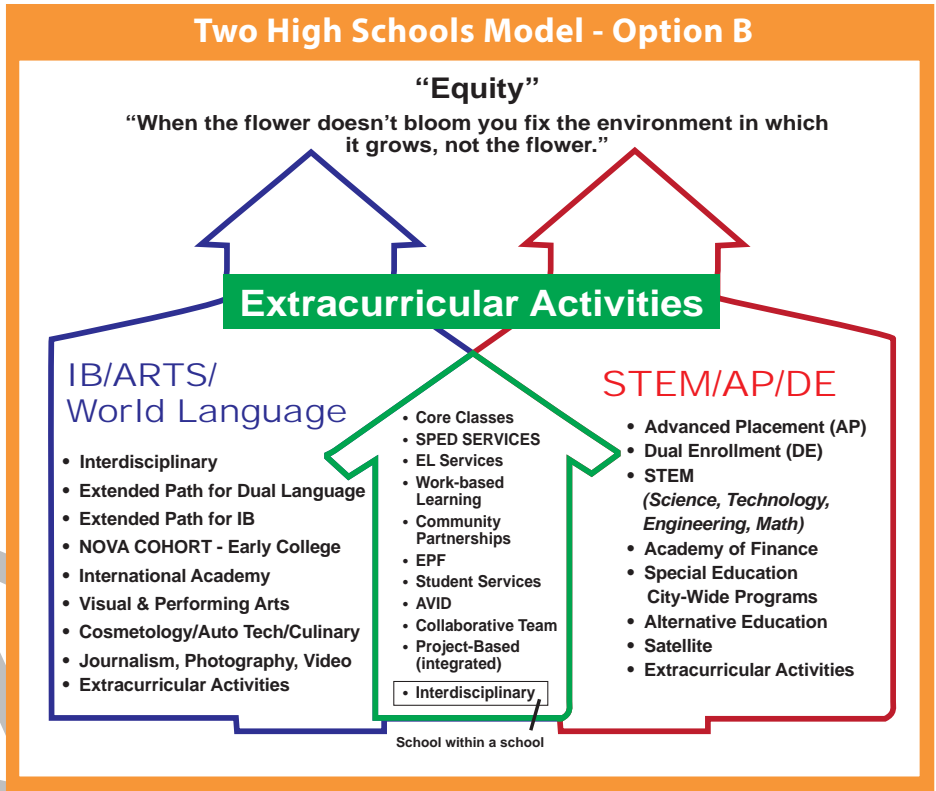
6. Both schools will have a 4 x 4 block; however, each school can diversify their schedule based on need in the 4 x 4 (A/B) schedule (i.e., year-long courses vs. semester courses, etc.).
7. Advanced Placement (AP) and Dual Enrollment (DE) courses would be specific to each campus with a concentration of AP/DE STEM-focused courses at one location and AP Humanities-focused courses at the other. However, both schools would offer at least one common course section that is cross-curricular and cross-programmatic for both AP and DE.
8. Both campuses will have Spanish available (to provide for students' continuing education if enrolled in the elementary and middle school Dual Language programs offered by ACPS). For staffing purposes, only 2-3 additional languages would be offered at each school. Students wanting to take another language beyond those offered at their site will be able to take it online.
9. The EDT recommends that ACPS use partnerships with a community business/foundation to focus the theme(s) of the high school. "We can build appropriate community partnerships for each high school capitalizing on the rich human resources within the local region," according to EDT members.
10. To accommodate learners' changing preferences and needs, students should be allowed to change courses after appropriate counseling and conferencing, giving them the chance to transfer after tenth grade. According to the EDT: "We are trying to address **equity** with key components remaining the same in both buildings and then amplify **choice**."
11. Both high school sites would offer:
  - Work-based learning
  - The required core curriculum (including Economics and Personal Finance)
  - AVID (Advancement Via Individual Determination)
  - Community partnerships
  - Educational, economic, and related student services



## OPTION B ►

### **An International Baccalaureate, World Language, and Arts High School and a STEM, Advanced Placement, and Dual Enrollment High School**

1. This second option (identified as the EDT’s second choice in the context of the two high school model) would offer an International Baccalaureate (IB) Program as well as a concentration upon both world languages and the arts at one high school site. The other site would emphasize STEM programs (Science, Technology, Engineering, and Mathematics), with a focus on integration and interdisciplinary curriculum design.
2. The IB, World Language, and Arts High School would ensure that the students currently enrolled in ACPS dual language and IB programs (i.e., Mount Vernon Community School and Jefferson-Houston PK-8 School) would have access to these programs after they leave these schools. This high school would create a pathway for these students. To implement this design, courses will need to be added at the middle schools to create continuity.
3. According to EDT, this high school would enhance the value of the International Academy since its students could become a resource to other learners. It can also broaden the horizon and purpose of the World Language Academy.
4. Although arts courses would be offered on both campuses, a potential Visual and Performing Arts Academy or Center could exist at this site with expanded offerings and resources related to the performing arts as well as visual arts, including graphic design.
5. The second high school site for this model would emphasize STEM, Advanced Placement and Dual Enrollment courses. Additionally, the proposed Early College Program could exist at this site to provide various courses not available on the community college campus.
6. This second site would also oversee coordination of a range of Health, Sciences and Engineering programs (e.g., the George Washington School of Health Sciences). This site would also offer the current Academy of Science program.
7. Students in the city-wide SPED program will have access to a variety of CTE program options at this second high school site.
8. Chance for Change and the Satellite Center would be affiliated with the second site.



Source: EDT, July 25, 2019

9. Both high school sites would offer:

- Work-based learning
- The required core curriculum (including Economics and Personal Finance)
- AVID (Advancement Via Individual Determination)
- Community partnerships
- Educational, economic, and related student services

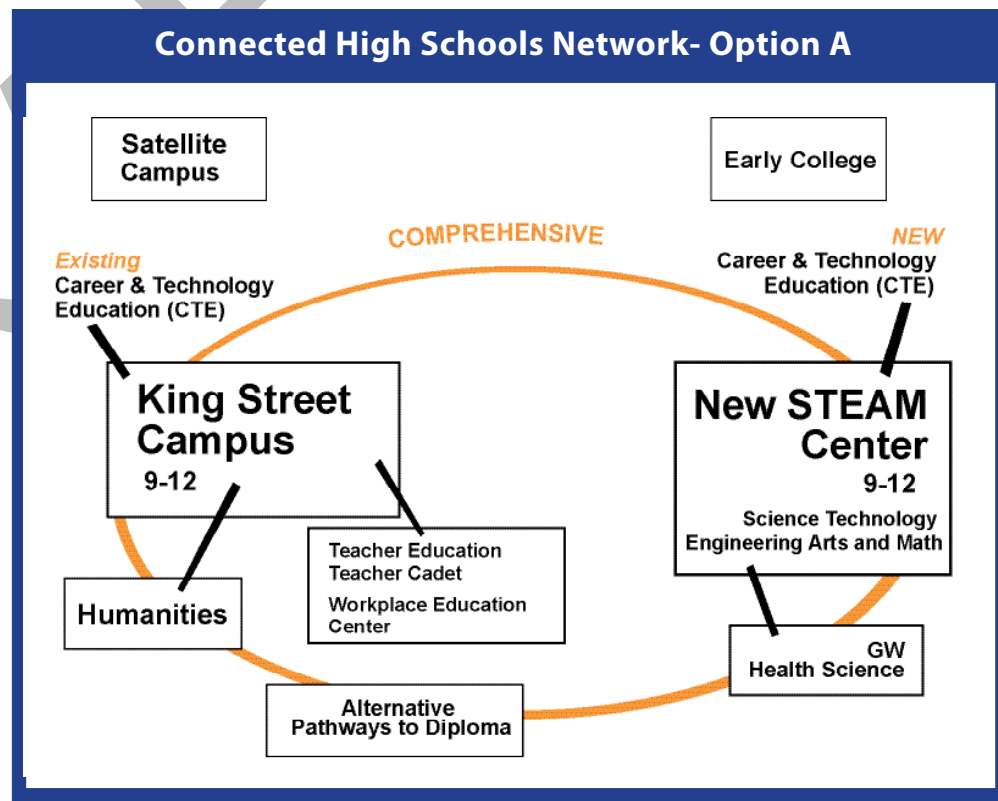
## EDT Recommendations for the Connected High School Network

During the EDT's discussions of the Connected High School Network approach, team members generated an initial set of five models. As suggested previously, this approach involves the expansion of T.C. Williams to meet all Virginia and local graduation requirements, including the core curriculum. The network model will allow ACPS to offer students more options and access to programs in smaller learning environments via one or more buildings within proximity of the King Street Campus. The two preferred models approved by the EDT are described below:

### OPTION A ►

#### A Two-Campus Model Offering a Humanities Center (Site One) and STEAM Center (Site Two)

1. According to one EDT member proposing this option: "This is a once in a generation opportunity to build space customized for the services [our students need]."
2. The EDT's number one choice for educational programming for a Connected High School Network involves the following key elements:
  - Two primary campuses with students taking courses at both.
  - The King Street Campus would be humanities-focused, serving students in grades 9-12, including a Teacher Training school.
  - The other site would offer a STEAM Center campus with advanced laboratory and technology options related to Science, Technology, Engineering, Arts and Mathematics (adds advanced arts classes and arts integration to a traditional STEM curriculum).



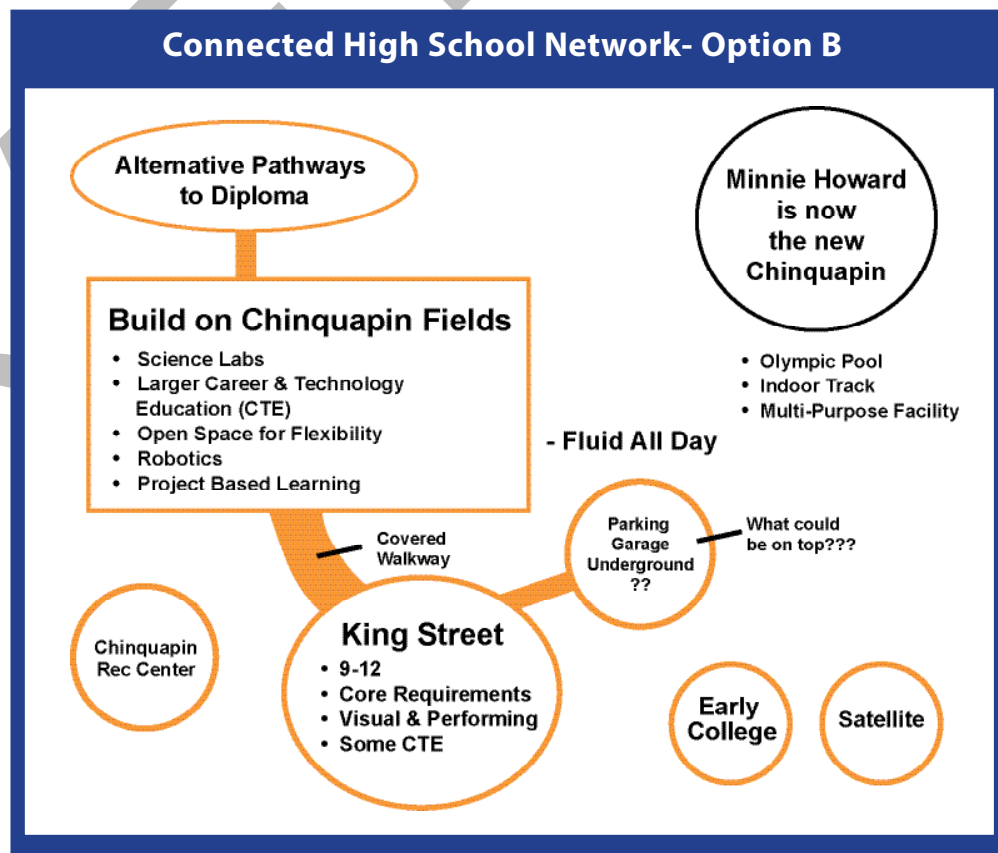
Source: EDT, July 25, 2019

3. In this model, established CTE programs would stay at King Street and a new student center can be built to accommodate new STEAM focused CTE programs. The EDT recommends that options for alternative education at new locations be considered as well. The buildings can be set up to provide a more personalized, integrated learning experience.
4. EDT members identified this approach as their first choice for the following reasons:
  - Values: Personalization of space within larger environments
  - Spaces to apply learning and see connections among/between content areas
  - All-student access: Students will experience both locations as part of their schedule.
  - Content division is flexible, allowing for greater levels of connectivity and interdisciplinary connections.
  - Space will be specifically designed for program and student needs.
  - All spaces can be designed to promote equity in terms of student access and achievement.
  - Alternative Education programs and options will be offered in multiple locations to provide varied structures/experiences.

**OPTION B ►**

**Expansion of the Connected Network to Include Chinquapin**

1. The second choice for a T.C. Williams Connected High School Network involves one centrally located campus (i.e., the existing TC site). However, it recommends expanding the T.C. Williams campus by building a student hub or student center on existing city recreation land and fields next to the current building (i.e., Chinquapin).
2. The creation of this new student hub will keep students in grades 9-12 flowing back and forth between the two sites while reinforcing a one-campus atmosphere and concept. This design will cut down on transportation and build more time into each school day.



Source: EDT, July 25, 2019

3. According to the EDT, this design also allows expansion of career pathway options and access to those options.
4. High-level courses will be offered in all buildings. The design also allows for night school and the development of an alternative education center.
5. According to the EDT, this design also allows expansion of career pathway options and access to those options.
6. Existing city fields and recreation sites will move to the Minnie Howard site.
7. The EDT identified the following benefits of this second model:
  - Reinforces the “Titan identity” currently valued by students and community
  - Flexibility in student scheduling and changing interests, allowing students in grades 9-12 many opportunities to explore interests on one major campus
  - Prioritizes time on learning, with less time required for students to move to other locations
  - Unified with city to share resources and collaborate with city, including potential for educational partnerships and internships
  - MH property can be used for athletic complex combined with city meeting spaces, classes, and church community rentals
  - Enhanced student achievement through shared resources, including new structures to promote educational programming

DRAFT

# Site Identification and Analysis

ACPS engaged Savills to conduct research to uncover market opportunities that could be used in one of the two high school strategies being considered. Savills is a 160 year-old global real estate brokerage and consulting firm that provides services and support in the areas of tenant representation, capital markets, project management, workforce/incentives and workplace strategy/occupant experience. On May 14, 2019, Savills published and shared a website ([www.acps-eoi.com](http://www.acps-eoi.com)) that detailed the precise information ACPS sought from the market within five categories:

- 20+ acres available for purchase by ACPS
- An existing building with at least 300,000 square feet available for purchase by ACPS
- 100,000 to 150,000 square feet and 100 reserved parking spaces available for lease by ACPS within the next 12 months
- 4+ acres available for purchase by ACPS
- Public-private partnerships that would result in a minimum of 100,000 square feet of development made available to ACPS for use as a high school

Savills also proactively engaged the market from the beginning of the process through direct, targeted contact with real estate brokers, developers, and large land-owning institutions within the City of Alexandria.

No privately-owned sites were offered either through the public notice or through Savills' direct discussions with brokers, developers, and land owners.

## Site Options

In addition to looking for privately-owned sites, ACPS staff worked with the City's Department of Planning & Zoning, and real estate consultants to identify city-owned sites that could be utilized for future school development. Based on that review, the following sites were selected for preliminary analysis and consideration for scenarios. All sites are either currently in school use or approved for future school use.

- T.C. Williams High School, King Street Campus
- T.C. Williams - Minnie Howard Campus
- Francis C. Hammond Middle School
- George Washington Middle School
- Potomac Yard Parcel 4

## The Alexandria Real Estate Market

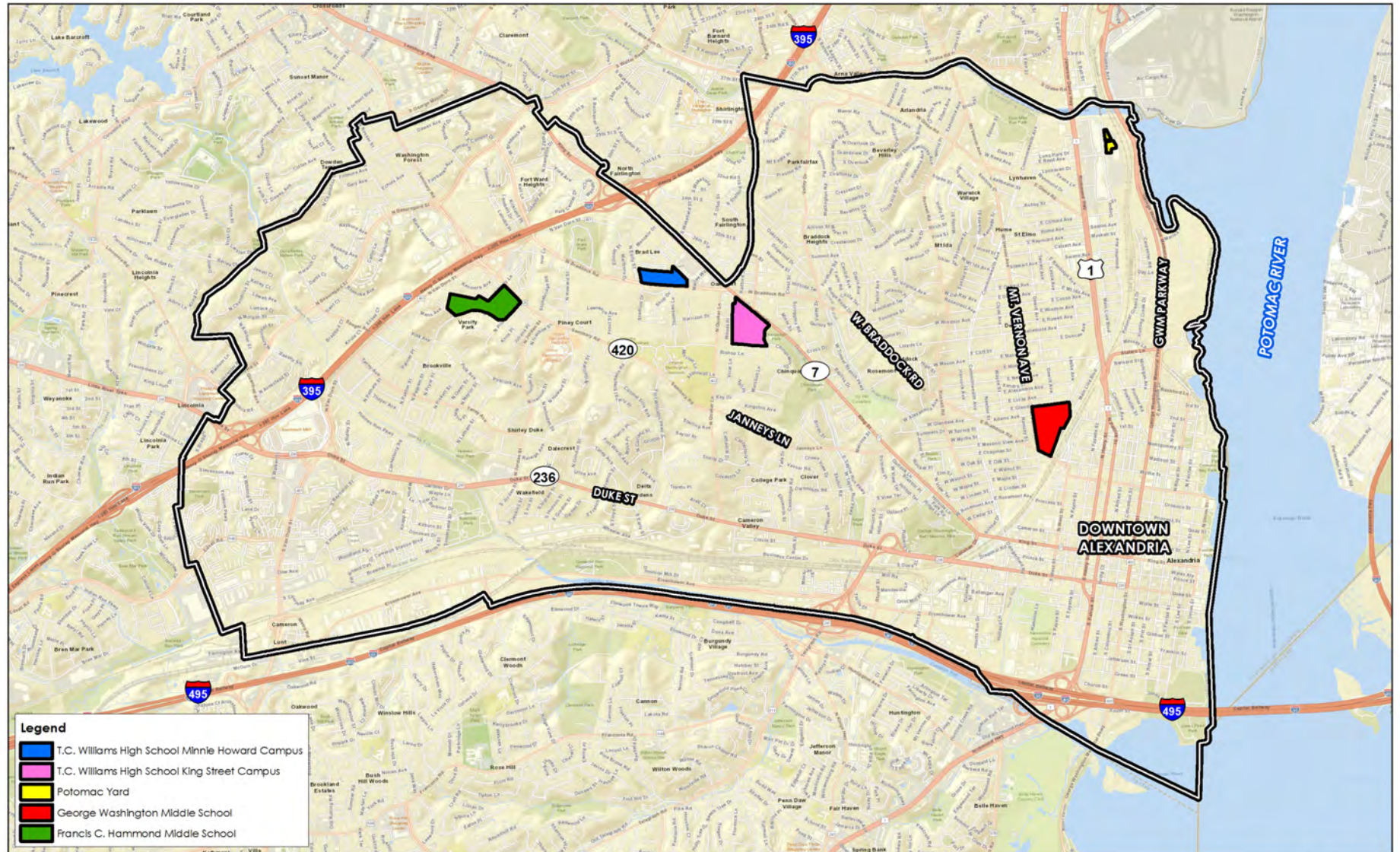
Over the past decade, the City of Alexandria has cultivated perfect conditions for commercial real estate investors and developers including:

- Local government supportive of economic growth
- Improved public infrastructure to support multi-modal transportation
- Significant employment expansion across diversified industries
- Multiple large-scale redevelopment opportunities

Throughout the City there are large mixed-use developments at varying stages of planning or completion including Potomac Yard, Landmark Mall, Hoffman Town Center, and Robinson Terminal. Almost all have completed extensive planning studies and engaged the City in securing entitlements to deliver a deliberate balance of mixed uses. To insert a school use that could meet the size and timeline requirement of The High School project at this stage of development could set planning efforts back to the beginning.



# City-Owned Sites Identified for Possible High School Use

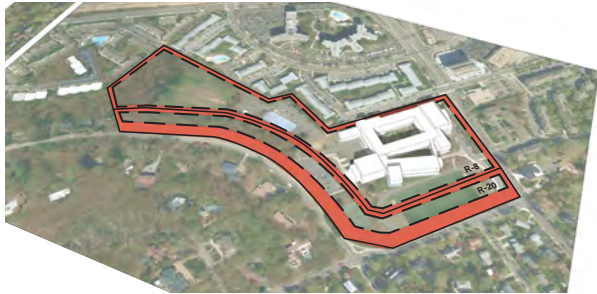


Regional Overview Map



# Site Options

**Francis C. Hammond Middle School**



**George Washington Middle School**



**T.C. Williams - King Street Campus**



**T.C. Williams - Minnie Howard Campus**



**Potomac Yard - Block #4 and #23**



## Site Concepts

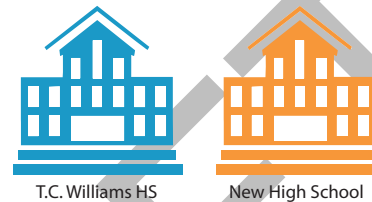
ACPS reviewed eight preliminary concepts for development of new high school facilities. Each of the scenarios include the existing Satellite Campus and forthcoming Early College Program at NOVA. Preliminary analyses considered allowable development per the Zoning Ordinance of the City of Alexandria or, in the case of Potomac Yard, the adopted North Potomac Yard Small Area Plan.

### Two High Schools Approaches

ACPS studied three scenarios for a two high schools:

- The Minnie Howard Campus
- The Francis C. Hammond Middle School site
- The George Washington Middle School site

Under the Francis C. Hammond and George Washington alternatives, the middle school would remain, and a new high school would be built on the school property.

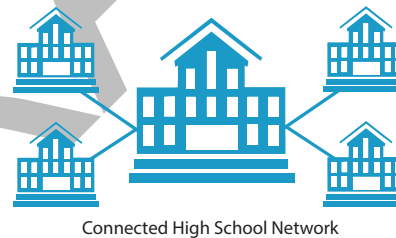


### Connected High School Approaches

ACPS studied three scenarios for the Connected High School Network. In addition to the King Street Campus, each scenario includes:

- The Satellite Campus
- The Early College Program at NOVA
- New construction at the Minnie Howard Campus and Potomac Yard or construction at King Street Campus itself

Multiple combinations of different student populations (capacities) explored various development options of different sizes at Minnie Howard and Potomac Yard.



### Sustainability

The High School Project would adhere to the newly passed Environmental Action Plan as well as the 2019 Green Building Policy for the City of Alexandria. Highlights of these policies include:

- Aggressive schedule to proceed down the path of Net Zero Energy Building with the goal of a Net Zero Energy Building by 2030;
- Transition from natural gas and other fossil fuel to electric use;
- Electric passenger vehicle pilot program by 2021;
- Retrofit to LED lights by 2021 and 2023;
- New standard of LEED Gold for new construction with specific performance points to achieve;
- Environmental education in the ACPS curriculum

# Development Considerations

## Transportation

ACPS is considering transportation issues as part of The High School Project including:

1. Transit access;
2. Bicycle access;
3. Pedestrian access;
4. Traffic network;
5. School bus parking and access;
6. Proximity to student population;
7. Proximity to other high school sites; and
8. Proximity to civic organizations and businesses.

Regardless of whether a Two High Schools or a Connected High School Network is chosen:

- Bus transportation will be provided for non-walkers;
- Shuttle service will be provided between the campuses at certain points of the day;
- ACPS will assess means to minimize parking and traffic demand by encouraging alternative modes of transportation;
- Further traffic analysis will provide input that will result in refinements to the scenarios and sites including the amount of room reserved for parking, bus loading/unloading, and parent pick-up/drop-off queuing;
- A detailed analysis of traffic impacts would then be performed to look at what external transportation improvements are needed to support the new school facilities.

## Existing Transportation Conditions

### T.C. Williams King Street Campus

- Parking and site access facilities are generally overburdened
- Drivers often ignore bus and drop-off designations
- Passengers are loaded and unloaded curbside on King Street
- Parking garage is routinely at capacity, and students park in adjacent neighborhoods

### T.C. Williams Minnie Howard Campus

- Parking facilities are at capacity.
- No separation of buses from parking and pick-up/drop-off areas
- Two lanes on Braddock Road eases congestion

### Potomac Yard

- Need to accommodate school buses and pick-up/drop-off operations in a compact urban setting
- Space may be provided curbside
- Site will be served by Metrorail in 2022

### Francis C. Hammond Middle School

- Adequate parking
- Buses all queue on site
- No separation of buses from parking and pick-up/drop-off areas
- Lacks multi-modal access
- Not proximate to student population

### George Washington Middle School

- Adjacent to many multi-modal options, including a Metrorail station and bicycle trails
- Adequate parking
- Buses all queue on site
- No separation of buses from parking and pick-up/drop-off areas

## Development Considerations

### Parks and Open Space

Each of the school sites under consideration include parks and open space. These spaces are used by school physical education programs, school athletic programs, and by community organizations. ACPS manages the use of school facilities for school use and partners with Alexandria Parks & Recreation to schedule the use of the facilities by community organizations.

Under all the new school concepts, construction will impact existing athletic fields and open space. New fields would be built as shown in each concept; however, these would not be available for use until the new school is completed. ACPS would work with the City’s Department of Recreation, Parks, and Cultural Activities (RPCA) to find ways to minimize the disruption to school and community athletic programs.

### Other Development Considerations

Development of new school facilities on any of the sites would have to consider site features including existing utilities, soils, and topography. All the sites are located within Archaeological Resource Areas which are defined by Alexandria Archaeology as land that may have the potential to contain significant archaeological materials. In addition, the George Washington Middle School, built in 1935, has been determined eligible for listing on the National Register of Historic Places for its Art Deco architectural style. In the case of the Francis C. Hammond Middle School site, development would impact and could be complicated by forested areas and steep terrain.

Parks and Recreational Facilities			
Facility	Acreage	Amenities	Users
T.C. Williams	7.1	Multi-Use Field	TCWHS Athletics
Minnie Howard	5.4	Multi-use field Basketball Court Tennis Courts	TCWHS Athletics (Fall - Field Hockey/Football & Spring - Lacrosse) Alexandria Lacrosse Club (March - June & September - November) Master’s Soccer (Fall & Spring) Alexandria Rugby Club (February - March) Occasional Rentals: Stars Lacrosse, Capital Lacrosse
George Washington Middle School	8.6	Football Fields (2) Tennis Courts (2) Playground	Alexandria Titans Football (September - November) RPCA Flag Football (September - October) TCWHS Athletics (Spring Season - Lacrosse, Rugby, Soccer) Alexandria Rugby Club (March - July & September - November) Alexandria Soccer Association (Spring Season) Occasional Rentals: Gang Task Force, Del Ray Business Association
Francis C. Hammond Middle School	18.9	Multi-Use Fields (2) Tennis Court	TCWHS Athletics (Fall - Football & Spring - Lacrosse) Alexandria Soccer Association (Fall & Spring Season) Occasional Rentals: Stars Lacrosse; Flag Star Football; Top Caliber Lacrosse; Adult Soccer Rental (Sunday afternoons in Spring & Summer)

# Two High Schools - Alternative 1: Minnie Howard

## DESCRIPTION

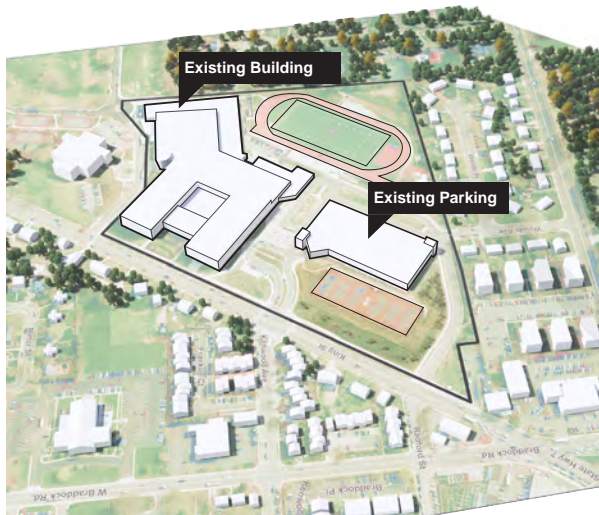
In this alternative, a new high school program, including site amenities, would be developed on the Minnie Howard Campus. The new Minnie Howard building(s) would be built on the east side of the Minnie Howard site in the area currently occupied by fields and tennis courts. The existing building would be demolished and replaced by new site amenities such as new fields, courts, and parking to accommodate the new program and field and court usage. The area available for play fields and other site amenities is smaller than needed for a high school; therefore, additional fields would be utilized in other locations throughout the City, similar to the current T.C. Williams High School.

**Parking:** The amount of parking required for staff, students, and visitors would be calculated in accordance with the current zoning ordinance. It is anticipated that the majority of parking would be underground beneath the new building(s) in order to maintain room for fields and open space that are limited within the City of Alexandria.

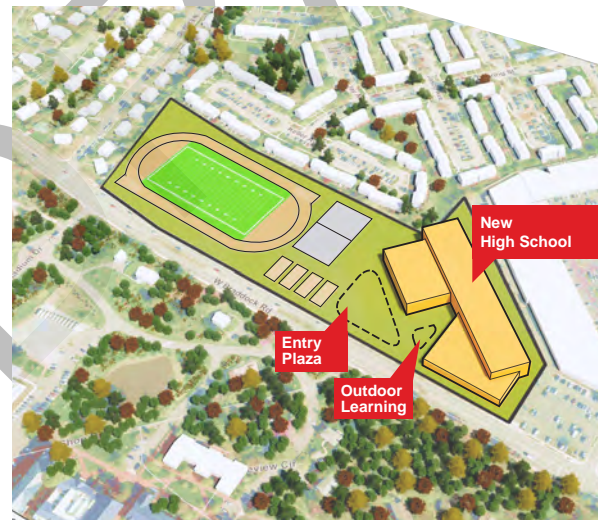
## Under the Two High Schools – Alternative 1, the student capacity of the sites would be as follows:

- New High School at Minnie Howard - 1,600 Students
- Existing T.C. Williams High School at King Street - 2,900 Students
- Satellite - 100 Students
- Chance for Change Academy - 40 Students
- NOVA - 400 Students

**High School #1:  
Existing TC Williams King Street Campus**



**High School #2:  
At Minnie Howard Site**



**320,000 SF**

# Two High Schools - Alternative 1: Minnie Howard (continued)

## OVERVIEW OF SITE AMENITIES

This alternative investigates providing site amenities for a second high school at the Minnie Howard Campus. Similar to current conditions, it is anticipated that amenities would be located in public open space and would serve both students and the public alike.

### Considerations:

- The amenities shown are similar to those at the current T.C. Williams King Street Campus and do not replace the existing Minnie Howard public open space amenities in kind.
- The current T.C. Williams High School program uses the fields at Minnie Howard. This alternative assigns amenities at the Minnie Howard Campus to the new high school.
- All site amenities for the new high school are on public open space.

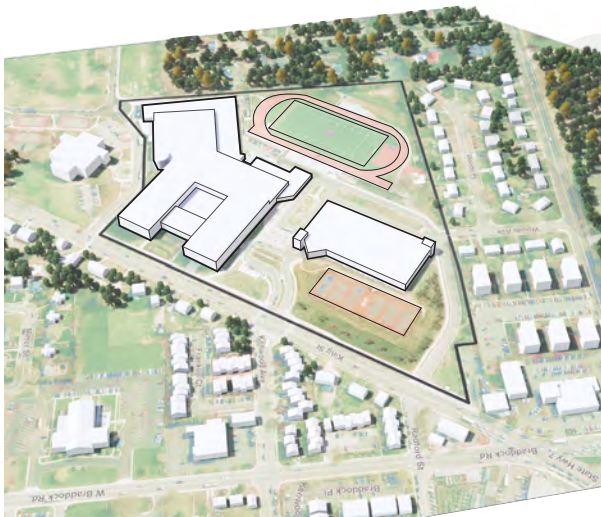
## FIELDS AND RECREATIONAL SPACE

	Type	Req'd Per School Program	Existing	Provided By This Alternative
<b>School Program</b>	Multi-use Field	●		
	Track	●		
	Multi-use Hard Surface	●		
	Tennis Courts	●		
	Additional Multi-use Field	●		
	Rooftop Activity Area			
<b>Public Open Space</b>	Multi-use Field		●	●
	Small Ball Field		● *	
	Tennis Courts		●	●
	Additional Multi-use Field			
	Multi-use Hard Surface			
	Track			●

Unless indicated otherwise, all new fields and recreation would be in accordance with ACPS standards, Alexandria City standards, and/or the Virginia Department of Education guidelines.

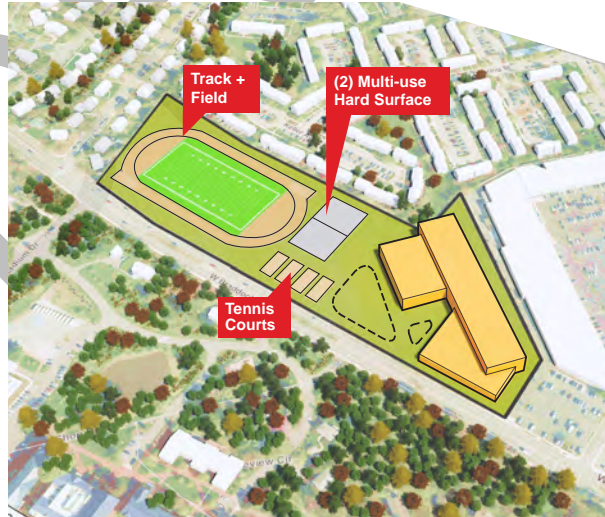
### High School #1:

Existing TC Williams King Street Campus



### High School #2:

At Minnie Howard Site



# Two High Schools - Alternative 2: Francis C. Hammond Middle School

## DESCRIPTION

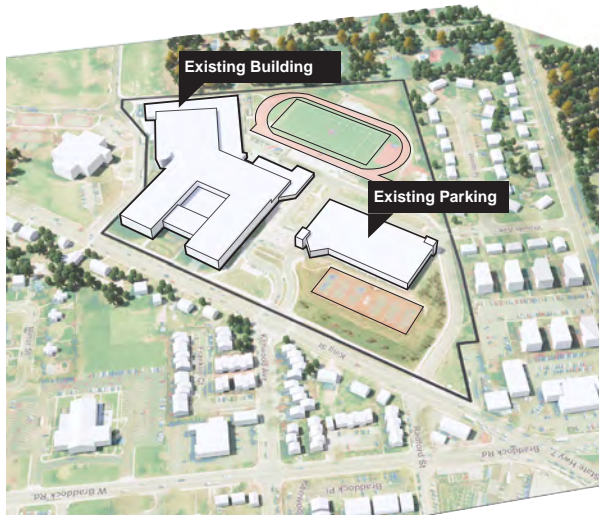
In this alternative, a new high school program would be developed on the Francis C. Hammond Middle School site. The existing middle school program would remain in place. The new high school building would likely be sited on the west portion of the site. The Minnie Howard Campus could be redeveloped as fields and courts to serve the new high school, the existing T.C. Williams High School, and for public use.

**Parking:** The amount of parking required for staff, students, and visitors would be calculated in accordance with the current zoning ordinance. It is anticipated that the majority of parking would be underground beneath the new building(s) in order to maintain room for fields and open space, which are limited within the City of Alexandria.

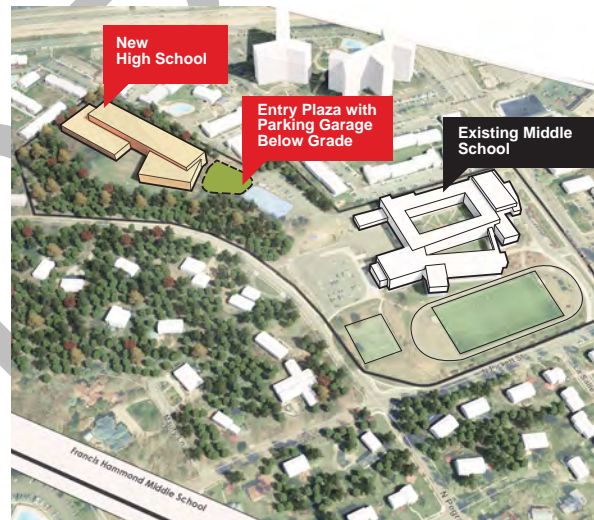
## Under the Two High Schools – Alternative 2, the student capacity of the sites would be as follows:

- New High School at the Francis C. Hammond Middle School site - 1,600 Students
- Existing T.C. Williams High School at King Street - 2,900 Students
- Satellite - 100 Students
- Chance for Change Academy - 40 Students
- NOVA - 400 Students

**High School #1:**  
Existing TC Williams King Street Campus

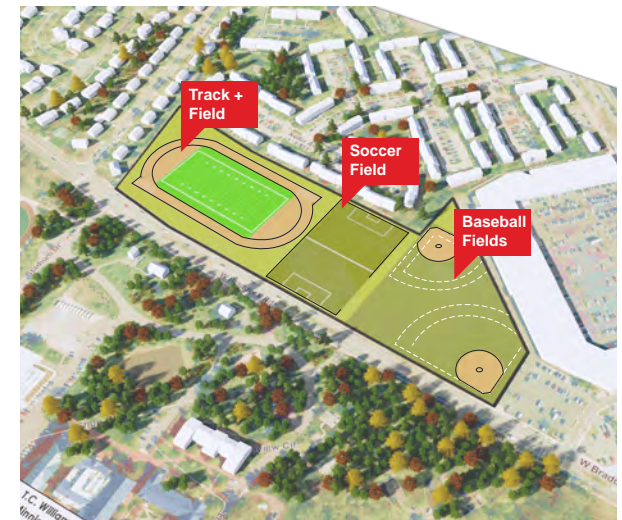


**High School #2:**  
At Francis C. Hammond Middle School Site



**320,000 SF High School**

**Fields:**  
At Minnie Howard Site



**0 SF**



## Two High Schools - Alternative 2: Francis C. Hammond Middle School (continued)

### OVERVIEW OF SITE AMENITIES

This alternative looks at the site impact of co-locating the second high school on the Francis C. Hammond Middle School site. The site would support the addition of a new building, but not all of the site amenities typical for a high school program. The Minnie Howard Campus would then be considered an alternate location for high school fields to support the new high school and, possibly, shared with T.C. Williams.

#### Considerations:

- Francis C. Hammond Middle School would lose one multi-use field.
- The Minnie Howard site would serve as a 'sports complex' for the new high school and potentially T.C. Williams High School as well.
- Additional study is required to understand opportunities for shared field usage between the new high school and the existing middle school.

### FIELDS AND RECREATIONAL SPACE

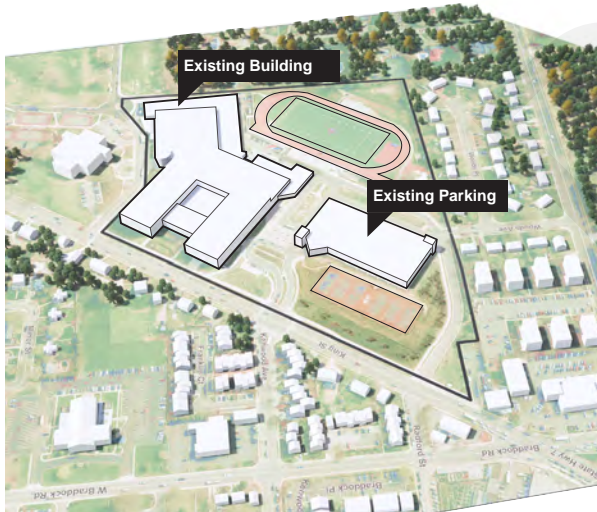
	Type	Req'd Per School Program	Existing	Provided By This Alternative
<b>School Program</b>	Multi-use Field	●	● middle school	● middle school
	Track	●	● middle school	● middle school
	Multi-use Hard Surface	●		
	Tennis Courts	●	● middle school	● middle school
	Additional Multi-use Field	●	● middle school	
	Rooftop Activity Area			
<b>Public Open Space</b>	Multi-use Field		●	●
	Small Ball Field (s)		● *	● *
	Tennis Courts		●	
	Additional Multi-use Field			●
	Multi-use Hard Surface			
	Track			●

Unless indicated otherwise, all new fields and recreation would be in accordance with ACPS standards, Alexandria City standards, and/or the Virginia Department of Education guidelines.

\* non-standard size

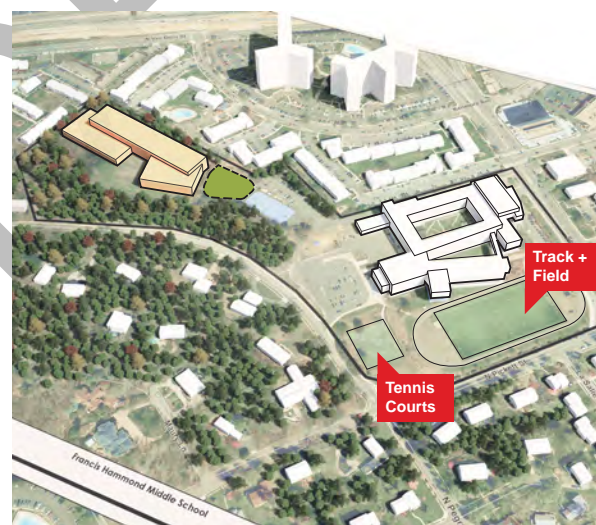
#### High School #1:

Existing TC Williams King Street Campus



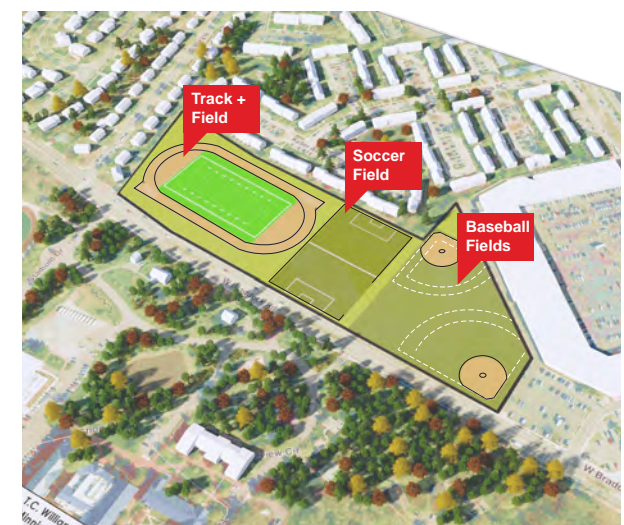
#### High School #2:

At Francis C. Hammond Middle School Site



#### Fields:

At Minnie Howard Site



## Two High Schools - Alternative 3: George Washington Middle School

### DESCRIPTION

In this alternative, a new high school program would be developed on the George Washington Middle School site. The existing middle school program would remain in place. The new high school building would likely be sited on the northeast portion of the site, although additional studies could determine if existing public open space on the southwest corner of the site could be used for new construction provided that the open space is replaced elsewhere on site. In this alternative, as shown, some site amenities are relocated to the public open space adjacent to the middle school. Additionally, the Minnie Howard Campus could be redeveloped as fields and courts to serve the new high school, the existing T.C. Williams High School, and for public use.

The corner of Braddock Road and Mount Vernon Avenue is an alternate location for the new high school at this site. This area is currently designated as Public Open Space and has several small baseball fields. If this location is selected, the Public Open Space should be relocated to the other side of the site or elsewhere within the City.

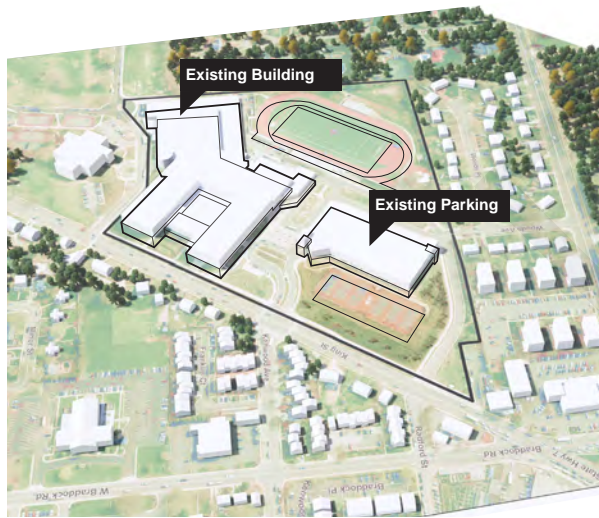
**Parking:** The amount of parking required for staff, students, and visitors would be calculated in accordance with the current zoning ordinance. It is anticipated that the majority of parking would be underground beneath the new building(s) in order to maintain room for fields and open space, which are limited within the City of Alexandria. New underground parking may also need to accommodate parking for middle school occupants.

Under the Two High Schools – Alternative 3, the student capacity of the sites would be as follows:

- New High School at the George Washington Middle School site - 1,600 Students
- Existing T.C. Williams High School at King Street - 2,900 Students
- Satellite - 100 Students
- Chance for Change Academy - 40 Students
- NOVA - 400 Students

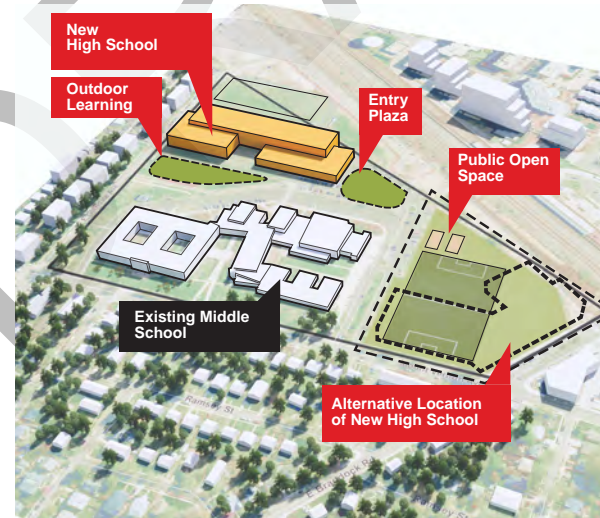
### High School #1:

#### Existing TC Williams King Street Campus



### High School #2:

#### At George Washington Middle School Site



320,000 SF High School

### Fields:

#### At Minnie Howard Site



0 SF

## Two High Schools - Alternative 3: George Washington Middle School (continued)

### OVERVIEW OF SITE AMENITIES

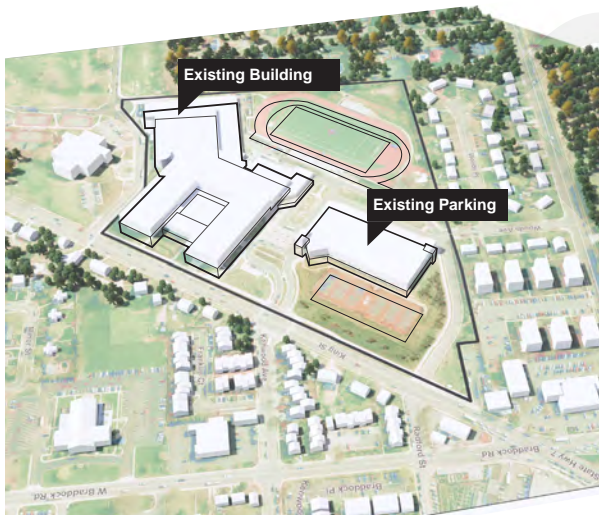
This alternative looks at the site impact of co-locating the second high school at George Washington Middle School. The site would support the addition of a new building, but not many new site amenities for the high school program. In addition, existing public open space would need to be maintained or improved. The Minnie Howard site, then, could be considered an alternate location for high school fields to support the new high school and, possibly, shared with T.C. Williams.

#### Considerations:

- George Washington Middle school would lose one soccer field and tennis courts, which would be relocated to the adjacent public open space
- Minnie Howard would serve as a 'sports complex' for the new high school and potentially T.C. Williams
- Additional study is required to understand opportunities for shared field usage between the new high school and the existing middle school

#### High School #1:

##### Existing TC Williams King Street Campus



### FIELDS AND RECREATIONAL SPACE

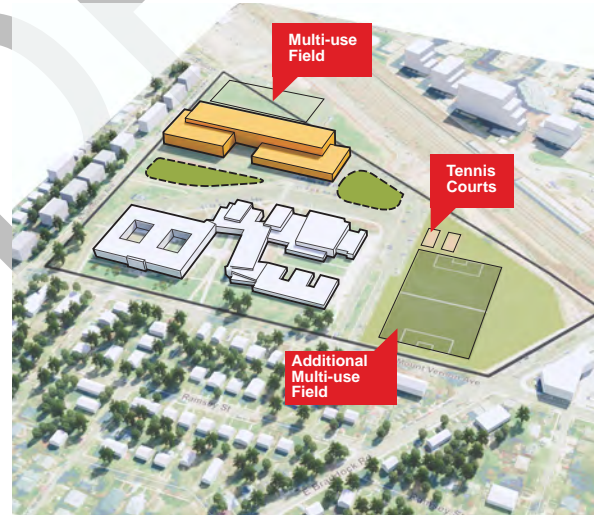
	Type	Req'd Per School Program	Existing	Provided By This Alternative
<b>School Program</b>	Multi-use Field	●	● middle school	
	Track	●	● middle school	
	Multi-use Hard Surface	●		
	Tennis Courts	●	● middle school	
	Additional Multi-use Field	●	● middle school	● middle school
	Rooftop Activity Area			
<b>Public Open Space</b>	Multi-use Field		● MHHS	● MHHS
	Small Ball Field (s)		● *MHHS ● GWMS	● * MHHS
	Tennis Courts		● MHHS	● GWMS
	Additional Multi-use Field			● MHHS ● GWMS
	Multi-use Hard Surface			
	Track			● MHHS

Unless indicated otherwise, all new fields and recreation would be in accordance with ACPS standards, Alexandria City standards, and/or the Virginia Department of Education guidelines.

\* non-standard size

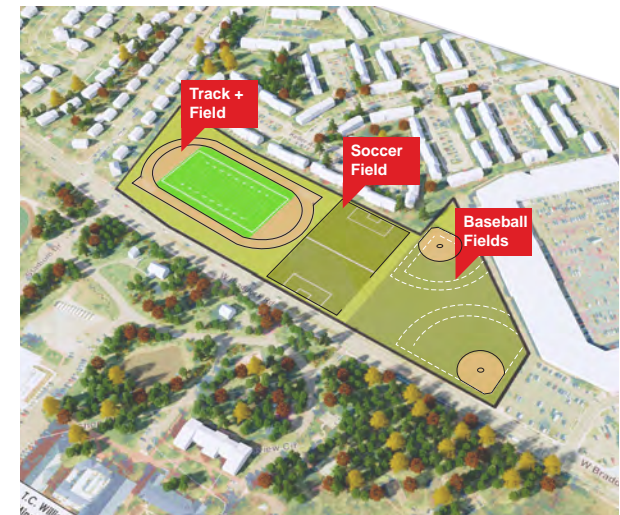
#### High School #2:

##### At George Washington Middle School Site



#### Fields:

##### At Minnie Howard Site



# Connected High School Network - Alternative 1: King Street + Minnie Howard

## DESCRIPTION

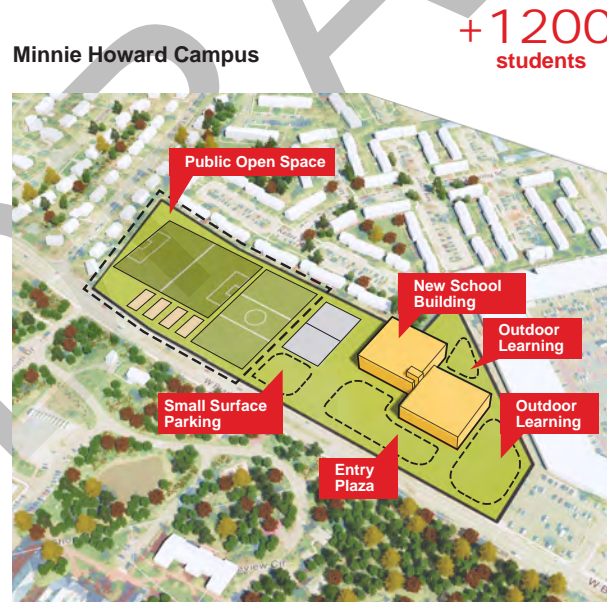
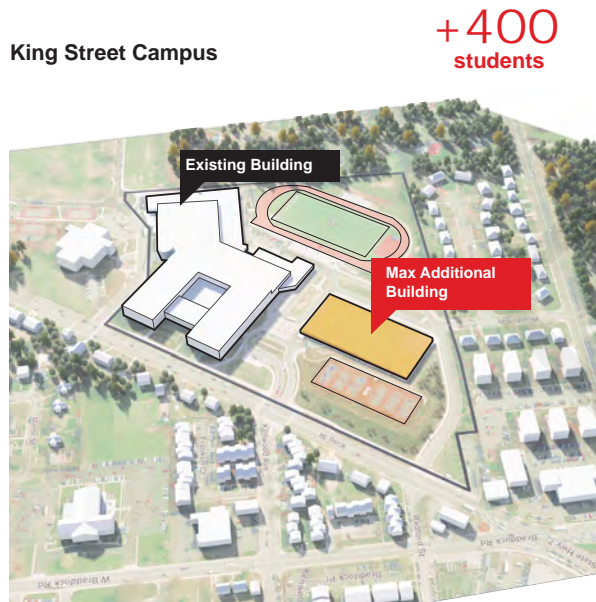
In Alternative 1, the Connected High School Network would be consolidated onto the King Street Campus and the Minnie Howard Campus. The buildings on both sites would accommodate grades 9-12, and there would no longer be a stand-alone 9th grade building. Alternative 1 explores providing the maximum space allowable at King Street Campus per the zoning ordinance. Currently, the site is already built-out to its maximum level, however this includes the floor area of the above ground parking garage. This alternative considers below-grade parking and replacing the parking garage with academic areas.

The new Minnie Howard building(s) would be built on the east side of the Minnie Howard Campus in the area currently occupied by fields and tennis courts. The existing building would be demolished and replaced by new site amenities such as new fields, courts, and parking to accommodate the new program and field and court usage.

**Parking:** The amount of parking required for staff, students, and visitors would be calculated in accordance with the current zoning ordinance. It is anticipated that the majority of parking would be underground beneath the new building(s) in order to maintain room for fields and open space, which are limited within the City of Alexandria. As mentioned above, the new construction at the King Street Campus would be in place of the existing parking structure. The new parking would need to accommodate the current occupant load and the occupants from the new addition. Therefore, the new garage would likely be three stories below grade.

**Under Connected High School Network Alternative 1, the student capacity of the sites would be as follows:**

- King Street - 2,900 Students + 400 Students in new square footage.
- Minnie Howard - 1,200 Students
- Satellite - 100 Students
- Chance for Change Academy - 40 Students
- NOVA - 400 Students
- Potomac Yard - 0 Students



**461,147 SF T.C.Williams (existing)**  
**75,000 SF New Construction**

**240,000 SF**

## Connected High School Network - Alternative 1: King Street + Minnie Howard (continued)

### OVERVIEW OF SITE AMENITIES

This alternative seeks to maintain the site amenities at King Street Campus and replaces amenities at the Minnie Howard Campus. Similar to current conditions, under Alternative 1 the public open space would offer fields for both public and school use.

#### Considerations:

- An additional multi-use field is shown at the Minnie Howard Campus. This could be replaced by a small ball field, similar to the existing condition.

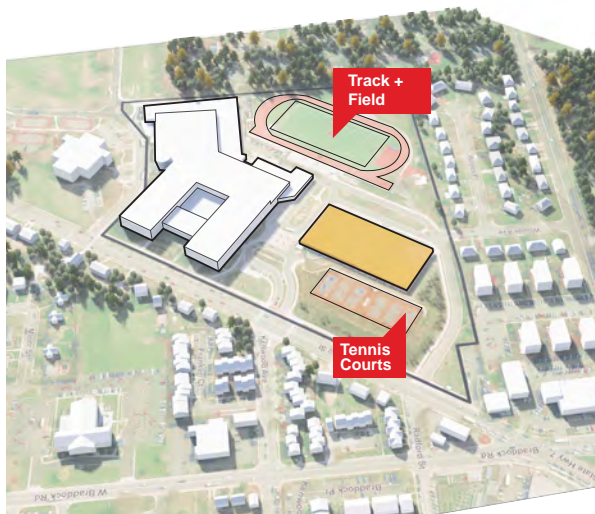
### FIELDS AND RECREATIONAL SPACE

	Type	Req'd Per School Program	Existing	Provided By This Alternative
<b>School Program</b>	Multi-use Field	●	●	●
	Track	●	●	●
	Multi-use Hard Surface	●		
	Tennis Courts	●	●	●
	Additional Multi-use Field	●		
	Rooftop Activity Area			
<b>Public Open Space</b>	Multi-use Field		●	●
	Small Ball Field		●*	
	Tennis Courts		●	●
	Additional Multi-use Field			●
	Multi-use Hard Surface			●

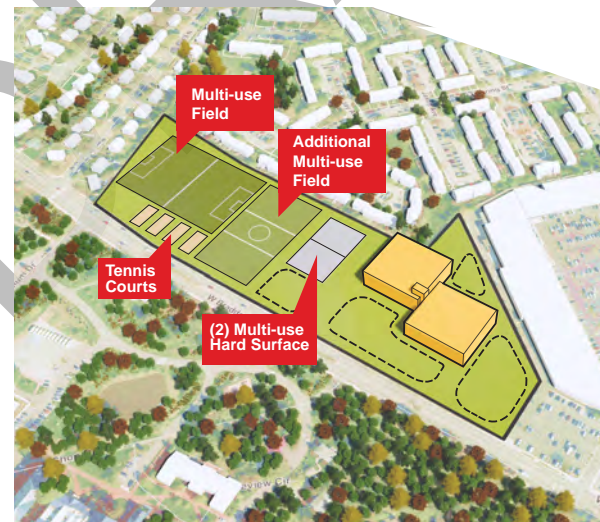
Unless indicated otherwise, all new fields and recreation would be in accordance with ACPS standards, Alexandria City standards, and/or the Virginia Department of Education guidelines.

\* non-standard size

King Street Campus



Minnie Howard Campus



## Connected High School Network - Alternative 2: Minnie Howard Campus

### DESCRIPTION

In Alternative 2, an additional building or buildings would be constructed at the Minnie Howard Campus to house 1,600 students. The Connected High School Network would be consolidated onto the King Street Campus and the Minnie Howard Campus. The buildings on both sites would accommodate grades 9-12, and there would no longer be a stand-alone 9th grade building. This option maximizes the square footage allowable for the zoning ordinance at the Minnie Howard site. The new facilities at Minnie Howard would support specialty programs serving all students.

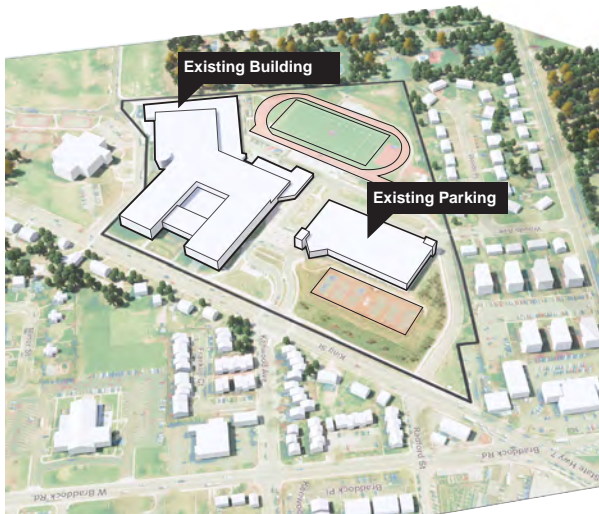
The new Minnie Howard building(s) would be built on the east side of the Minnie Howard Campus in the area currently occupied by fields and tennis courts. The existing building would be demolished and replaced by new site amenities such as new fields, courts, and parking to accommodate the new program and field and court usage.

**Parking:** The amount of parking required for staff, students, and visitors would be calculated in accordance with the current zoning ordinance. It is anticipated that the majority of parking would be underground beneath the new building(s) in order to maintain room for fields and open space, which are limited within the City of Alexandria.

Under Connected High School Network Alternative 2, the student capacity of the sites would be as follows:

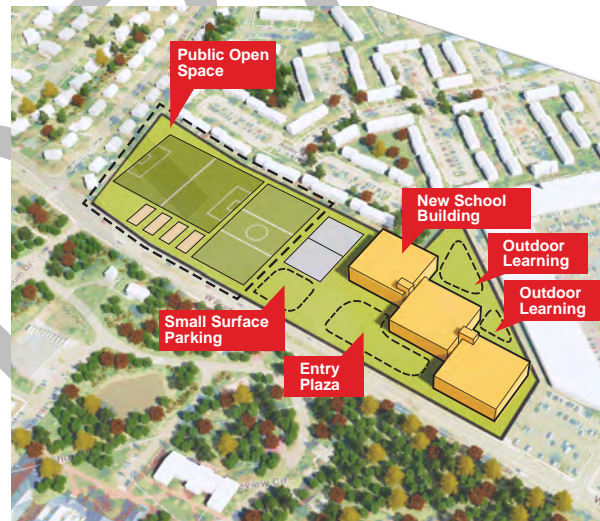
- King Street - 2,900 Students
- Minnie Howard - 1,600 Students
- Satellite - 100 Students
- Chance for Change Academy - 40 Students
- NOVA - 400 Students
- Potomac Yard - 0 Students

King Street Campus



461,147 SF

Minnie Howard Campus



312,000 SF

# Connected High School Network - Alternative 2: Minnie Howard Campus (continued)

## OVERVIEW OF SITE AMENITIES

Similar to the Connected High School Network Alternative 1, this alternative seeks to maintain the site amenities at the King Street Campus and replace amenities at the Minnie Howard Campus. Similar to current conditions, under Alternative 2, the public open space would offer fields for both public and school use.

### Considerations:

- An additional multi-use field is shown at the Minnie Howard Campus. This could be replaced by a small ball field, similar to the existing condition.

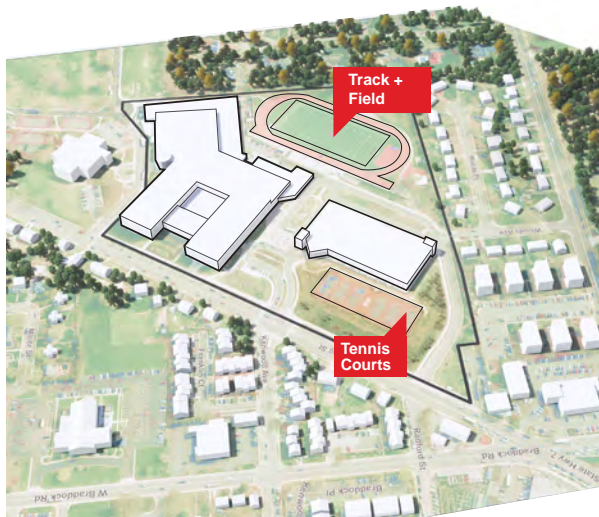
## FIELDS AND RECREATIONAL SPACE

	Type	Req'd Per School Program	Existing	Provided By This Alternative
<b>School Program</b>	Multi-use Field	●	●	●
	Track	●	●	●
	Multi-use Hard Surface	●		
	Tennis Courts	●	●	●
	Additional Multi-use Field	●		
	Rooftop Activity Area			
<b>Public Open Space</b>	Multi-use Field		●	●
	Small Ball Field		● *	
	Tennis Courts		●	●
	Additional Multi-use Field			●
	Multi-use Hard Surface			●

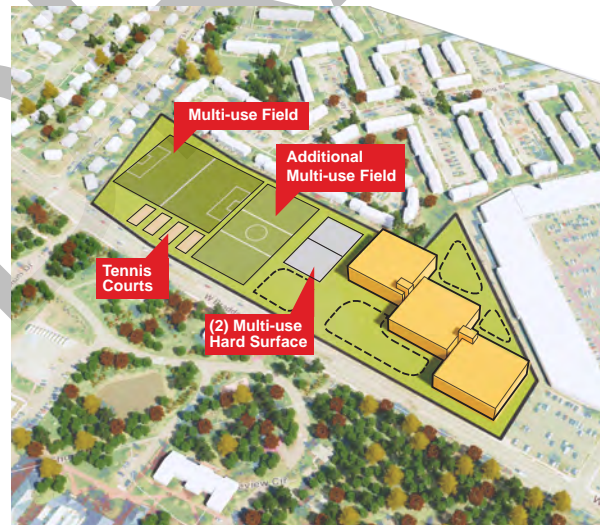
Unless indicated otherwise, all new fields and recreation would be in accordance with ACPS standards, Alexandria City standards, and/or the Virginia Department of Education guidelines.

\* non-standard size

King Street Campus



Minnie Howard Campus



# Connected High School Network - Alternative 3: Minnie Howard + Potomac Yard

## DESCRIPTION

In Alternative 3, the Connected High School Network would be comprised of the existing King Street Campus, new construction at the Minnie Howard Campus, and new construction at Potomac Yard. This alternative explores an additional building or buildings on the Minnie Howard Campus to house 1,200 students and new construction at the Potomac Yard site for a combined middle school and high school STEM Program. The entire network would include grades 9 through 12, and Minnie Howard would no longer serve exclusively as a 9th grade center.

The new Minnie Howard building(s) would be built on the east side of the Minnie Howard site in the area currently occupied by fields and tennis courts. The existing building would be demolished and replaced by new site amenities such as new fields, courts, and parking to accommodate the new program and field and court usage

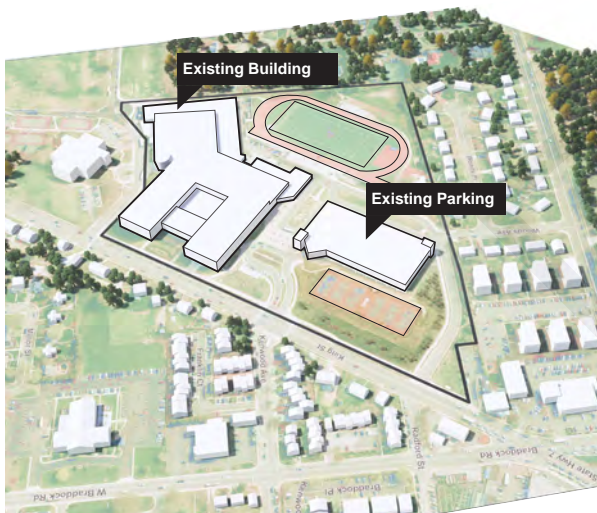
There are two site options at the planned North Potomac Yard neighborhood, Lot 4 and Lot 23. This alternative shows 250,000 square feet of new construction on Lot 23. The construction would include 150,000 square feet for a high school and middle school program and 100,000 square feet of affordable housing.

**Parking:** Per the approved North Potomac Yard Small Area Plan (2017), underground parking should be incorporated to the extent possible below grade (underground).

**Under Connected High School Network Alternative 3, the student capacity of the sites would be as follows:**

- King Street - 2,900 Students
- Minnie Howard - 1,200 Students
- Satellite - 100 Students
- Chance for Change Academy - 40 Students
- NOVA - 400 Students
- Potomac Yard - 400 High School Students (+400 Middle School Students)

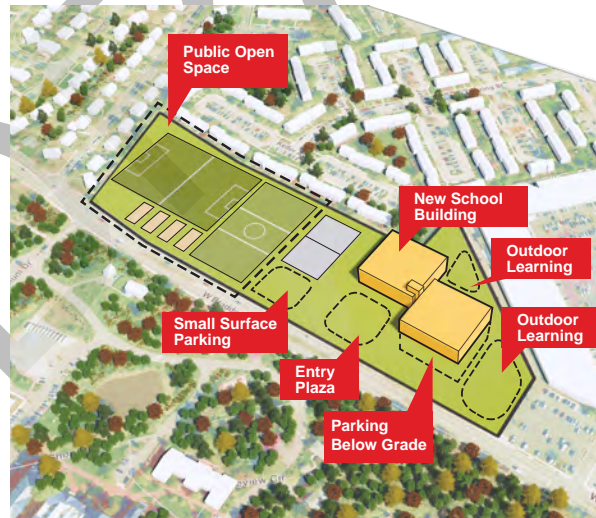
**King Street Campus**



461,147 SF

**Minnie Howard Campus**

**+1200  
HS students**



240,000 SF

**Potomac Yard**

**+400  
HS students**



150,000 SF High School + Middle School  
100,000 SF Affordable Housing



# Connected High School Network - Alternative 3: Minnie Howard + Potomac Yard (continued)

## OVERVIEW OF SITE AMENITIES

Similar to the Connected High School Network Alternative 1 and 2, this alternative seeks to maintain the site amenities at T.C. Williams' King Street Campus and replaces amenities at the Minnie Howard Campus. Similar to current conditions, under Alternative 3, the resultant public open space would offer fields for both public and school use. Additionally, the more urban development at the North Potomac Yard site could use terraces at different levels for outdoor activity areas.

### Considerations:

- An additional multi-use field is shown at the Minnie Howard Campus. This could be replaced by a small ball field, similar to the existing condition.
- At Potomac Yard, outdoor terraces could serve both fitness and other outdoor learning needs.

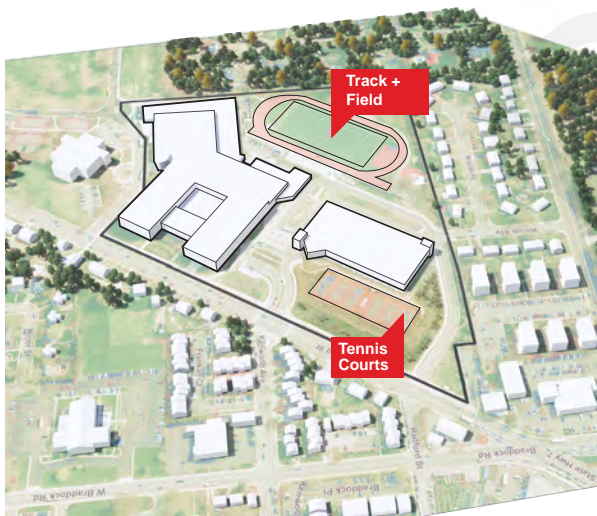
## FIELDS AND RECREATIONAL SPACE

	Type	Req'd Per School Program	Existing	Provided By This Alternative
<b>School Program</b>	Multi-use Field	●	●	●
	Track	●	●	●
	Multi-use Hard Surface	●		
	Tennis Courts	●	●	●
	Additional Multi-use Field	●		
<b>Public Open Space</b>	Rooftop Activity Area			●
	Multi-use Field		●	●
	Small Ball Field		● *	
	Tennis Courts		●	●
	Additional Multi-use Field			●
	Multi-use Hard Surface			●

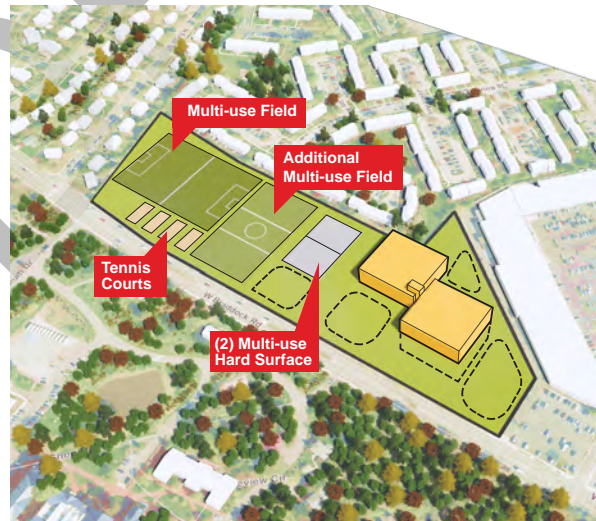
Unless indicated otherwise, all new fields and recreation would be in accordance with ACPS standards, Alexandria City standards, and/or the Virginia Department of Education recommendations.

\* non-standard size

King Street Campus



Minnie Howard Campus



Potomac Yard



## Connected High School Network - Option Considered and Dismissed: King Street Campus Build-out

### DESCRIPTION

The desire to place the high school program on one site - with the exception of the Satellite School, Chance for Change, and NOVA programs - led to a study which maximizes academic space on the King Street Campus. This alternative intends to place all of the additional high school program behind the existing building at the King Street Campus, and relocate the stadium to the Minnie Howard Campus, which becomes a sports complex.

The King Street Campus is currently at maximum development and cannot house another 1,600 students. The current parking garage counts towards the allowable building area on the site; therefore, the parking garage would need to be removed in order to build additional academic space. Parking would be relocated to a large underground garage beneath the new academic building. Additional outdoor amenities could be placed where the garage once stood.

**Parking:** The amount of parking required for staff, students, and visitors would be calculated in accordance with the current zoning ordinance. It is anticipated that the majority of parking would be underground beneath the new building(s) in order to maintain room for fields and open space, which are limited within the city of Alexandria.

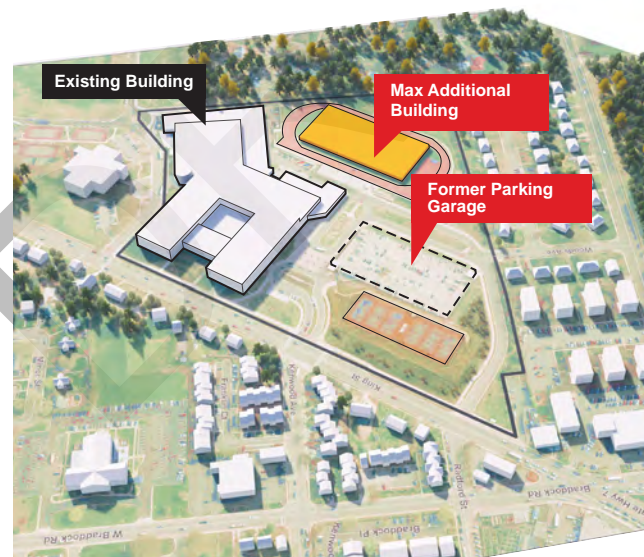
Under this alternative, the student capacity of the sites would be as follows:

- King Street, 2,900 Students + 400 in new square footage.
- Minnie Howard, 0 Students
- Satellite, 100 Students
- Chance for Change Academy, 40 Students
- NOVA, 400 Students,
- Potomac Yard, 0 Students

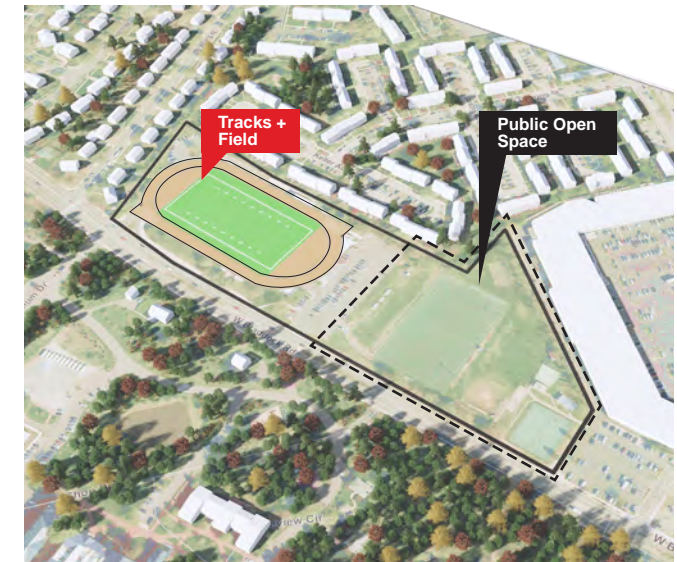
### REASON FOR DISMISSAL:

This alternative has been dismissed because construction on the King Street Campus to the maximum allowable density would only support an additional 400 students. This alternative would, therefore, not accommodate the 5,000 high school students projected by the year 2025. In addition, locating additional students and staff on the King Street Campus would worsen already difficult traffic conditions in the area. Parking and site access are already overburdened; students park in adjacent neighborhoods; there are conflicts between bus, teacher, and student arrivals and departures; and student drop-offs along King Street impede through traffic.

King Street Campus



Minnie Howard Campus



461,147 SF T.C.Williams (existing)  
75,000 SF New Construction

# Costs

## Comparisons Summary

Two High Schools Alternatives 1 - 3		One High School Connected High School Network Alternatives 1 - 3
<b>Annual Operating Costs</b>		
<b>Educational Staffing Per Students</b>	<b>ACPS Average to Educate of \$17,740 + Additional Principal and Associated Support</b>	<b>ACPS Average to Educate of \$17,740</b>
<b>Utilities Per SF</b>	<b>\$1</b>	<b>\$1</b>
<b>Maintenance Per SF</b>	<b>\$4.65 SF</b>	<b>\$4.65</b>
<b>Food Service Per Student</b>	<b>\$120</b>	<b>\$120</b>
<b>Transportation Per Mile*</b>	<b>\$7</b>	<b>\$7</b>
<b>Capital Costs - One Time Expenditure</b>		
<b>Development Costs Per Alternative</b>	<b>Alt 1 – Build @ MH \$181,531,147</b> <b>Alt 2 – Build @ FCH \$192,848,177</b> <b>Alt 3 – Build @ GW \$200,049,924</b>	<b>Alt 1 – Med MH + King St \$195,190,320</b> <b>Alt 2 – Max MH + King St \$181,531,147</b> <b>Alt 3 – Med MH + Pot. Yd ** \$182,440,989</b>

\* Transportation costs will vary per alternative. Increased choice and amount of locations will increase transportation costs

TWO HIGH SCHOOLS ALTERNATIVE 1 - NEW SCHOOL AT MINNIE HOWARD						
Category	Unit	Cost/Unit	Amount	Subtotal	Notes	Calculation Notes
Demolition	sf	\$10	166,500	\$1,665,000	166.5 k of existing MH	
New Construction	sf	\$360	312,000	\$112,320,000		
Site Development	acres	\$770,000	12	\$9,240,000	10% premium for sloped site	minimal for king st, price is for minnie howard, \$700k baseline, 10% premium for sloped site
Structured Parking	sf	\$65	70,000	\$4,550,000		1600 students at MH /1 space per 8 students = 200 spaces x 350 sf = 70000
Subtotal				\$127,775,000		
Subtotal with Escalation				\$141,666,426		
Design Contingency (10%)				\$1,416,664.3		
<b>TOTAL HARD COSTS</b>				<b>\$143,083,091</b>		
<b>TOTAL SOFT COSTS</b>				<b>\$35,770,773</b>		25% of Total hard costs
<b>TOTAL COSTS</b>				<b>\$178,853,863</b>		Approximately \$21 Million already funded in FY 2019 and FY 2020
NOVA/ Tyler Building				\$1,677,284		
				\$1,000,000		Placeholder for possible amenities and parking during construction
<b>Total w/ Construction Phase Site Uses Allowance</b>				<b>\$181,531,147</b>		

**ASSUMPTIONS**

- structure parking size: 350 square feet per parking space planning
- minimum parking per zoning is 1 space per 10 students, which is insufficient. Use 1 space per 8 students
- site amenities at PY are included in costs of building/parking -- no separate site cost
- target square foot per student = 195 sq

## TWO HIGH SCHOOLS ALTERNATIVE 02 - NEW SCHOOL AT FRANCIS C. HAMMOND

Category	Unit	Cost/Unit	Amount	Subtotal	Notes	Calculation Notes
Demolition	sf	\$10	166,500	\$1,665,000		166.5 k of existing MH
New Construction	sf	\$360	312,000	\$112,320,000		
Site Development	acres	\$770,000	23	\$17,325,000		12 acres for Minnie Howard + 10.5 acres for Hammond MS, if 1/2 of MH was developed it would be \$4,620,000 less. \$700k baseline, 10% premium for sloped site
Structured Parking	sf	\$65	70,000	\$4,550,000		1600 students at HS /1 space per 8 students = 200 spaces x 350 sf = 70000
Subtotal				\$135,860,000		
Subtotal with Escalation				\$150,630,410		
Design Contingency (10%)				\$1,506,304.1		
<b>TOTAL HARD COSTS</b>				<b>\$152,136,715</b>		
<b>TOTAL SOFT COSTS</b>				<b>\$38,034,179</b>		25% of Total hard costs
<b>TOTAL COSTS</b>				<b>\$190,170,893</b>		Approximately \$21 Million already funded in FY 2019 and FY 2020
NOVA/ Tyler Building				\$1,677,284		
				\$1,000,000		Place Holder for possible amenities and parking during construction
<b>Total w/ Construction Phase Site Uses Allowance</b>				<b>\$192,848,177</b>		

### ASSUMPTIONS

- structure parking size: 350 square feet per parking space planning
- minimum parking per zoning is 1 space per 10 students, which is insufficient. Use 1 space per 8 students
- site amenities at PY are included in costs of building/parking -- no separate site cost
- target square foot per student = 195 sq

## TWO HIGH SCHOOLS ALTERNATIVE 03 - NEW SCHOOL AT GEORGE WASHINGTON

Category	Unit	Cost/Unit	Amount	Subtotal	Notes	Calculation Notes
Demolition	sf	\$10	166,500	\$1,665,000		166.5 k of existing MH
New Construction	sf	\$360	312,000	\$112,320,000		
Site Development	acres	\$700,000	26	\$17,920,000		12 acres for Minnie Howard + 13.6 acres for GW, if 1/2 of MH was developed it would be \$4,620,000 less.
Structured Parking	sf	\$65	140,000	\$9,100,000		1600 students at HS /1 space per 8 students = 200 plus 200 displaced existing GW spaces x 350 sf = 140000
Subtotal				\$141,005,000		
Subtotal with Escalation				\$156,334,764		
Design Contingency (10%)				\$1,563,347.6		
<b>TOTAL HARD COSTS</b>				<b>\$157,898,112</b>		
<b>TOTAL SOFT COSTS</b>				<b>\$39,474,528</b>		25% of Total hard costs
<b>TOTAL COSTS</b>				<b>\$197,372,640</b>		Approximately \$21 Million already funded in FY 2019 and FY 2020
NOVA/ Tyler Building				\$1,677,284		
				\$1,000,000		Place Holder for possible amenities and parking during construction
<b>Total w/ Construction Phase Site Uses Allowance</b>				<b>\$200,049,924</b>		

### ASSUMPTIONS

- structure parking size: 350 square feet per parking space planning
- minimum parking per zoning is 1 space per 10 students, which is insufficient. Use 1 space per 8 students
- site amenities at PY are included in costs of building/parking -- no separate site cost
- target square foot per student = 195 sq

CONNECTED HIGH SCHOOL NETWORK ALTERNATIVE 01 - MH + KING STREET						
Category	Unit	Cost/Unit	Amount	Subtotal	Notes	Calculation Notes
Demolition	sf	\$10	316,500	\$3,165,000	more demolition than other options	75k x 2 floors for parking garage + 166.5k for minnie howard
New Construction	sf	\$360	312,000	\$112,320,000		240k for minnie howard + 75k for tc williams
Site Development	acres	\$770,000	12	\$9,240,000	10% premium for sloped site	minimal for king st, price is for minnie howard, \$700k baseline, 10% premium for sloped site
Structured Parking	sf	\$65	197,050	\$12,808,250	parking for additional (new) students PLUS rebuild parking for 2900 students at TC King Street.	3300 students at king st + 1200 students at MH = 4500/1 space per 8 students = 563 spaces x 350 sf = 197050
Subtotal				\$137,533,250		
Subtotal with Escalation				\$152,485,573		
Design Contingency (10%)				\$1,524,855.7		
<b>TOTAL HARD COSTS</b>				\$154,010,428		
<b>TOTAL SOFT COSTS</b>				\$38,502,607		25% of Total hard costs
<b>TOTAL COSTS</b>				<b>\$192,513,036</b>		Approximately \$21 Million already funded in FY 2019 and FY 2020
NOVA/ Tyler Building				\$1,677,284		
Placeholder for possible amenities and parking during construction				\$1,000,000		Placeholder for possible amenities and parking during construction
<b>Total w/ Construction Phase Site Uses Allowance</b>				<b>\$195,190,320</b>		

#### ASSUMPTIONS

- structure parking size: 350 square feet per parking space planning
- minimum parking per zoning is 1 space per 10 students, which is insufficient. Use 1 space per 8 students
- site amenities at PY are included in costs of building/parking -- no separate site cost
- target square foot per student = 195 sq

CONNECTED HIGH SCHOOL NETWORK ALTERNATIVE 02 - MAX MINNIE HOWARD						
Category	Unit	Cost/Unit	Amount	Subtotal	Notes	Calculation Notes
Demolition	sf	\$10	166,500	\$1,665,000		166.5 k of existing MH
New Construction	sf	\$360	312,000	\$112,320,000		312k new at MH
Site Development	acres	\$770,000	12	\$9,240,000	10% premium for sloped site	\$700k baseline, 10% premium for sloped site,
Structured Parking	sf	\$65	70,000	\$4,550,000		1600 students at MH /1 space per 8 students = 200 spaces x 350 sf = 70000
Subtotal				\$127,775,000		
Subtotal with Escalation				\$141,666,426		
Design Contingency (10%)				\$1,416,664.3		
<b>TOTAL HARD COSTS</b>				<b>\$143,083,091</b>		
<b>TOTAL SOFT COSTS</b>				<b>\$35,770,773</b>		25% of Total hard costs
<b>TOTAL COSTS</b>				<b>\$178,853,863</b>		Approximately \$21 Million already funded in FY 2019 and FY 2020
NOVA/ Tyler Building				\$1,677,284		
Placeholder for possible amenities and parking during construction				\$1,000,000		Placeholder for possible amenities and parking during construction
<b>Total w/ Construction Phase Site Uses Allowance</b>				<b>\$181,531,147</b>		

**ASSUMPTIONS**

- structure parking size: 350 square feet per parking space planning
- minimum parking per zoning is 1 space per 10 students, which is insufficient. Use 1 space per 8 students
- site amenities at PY are included in costs of building/parking -- no separate site cost
- target square foot per student = 195 sq



CONNECTED HIGH SCHOOL NETWORK ALTERNATIVE 03 MED MINNIE HOWARD AND POTOMAC YARDS						
Category	Unit	Cost/Unit	Amount	Subtotal	Notes	Calculation Notes
Demolition	sf	\$10	166,500	\$1,665,000		166.5 k of existing MH
New Construction	sf	\$360	312,000	\$112,320,000		240k at MH plus 150k school (MS AND HS) but does NOT include 100K housing
Site Development	acres	\$770,000	12	\$9,240,000	minimal site amenities at PY	\$700k baseline, 10% premium for sloped site, doesn't include PY site amenities
Structured Parking	sf	\$65	80,000	\$5,200,000		
Subtotal				\$128,425,000		
Subtotal with Escalation				\$142,387,093		
Design Contingency (10%)				\$1,423,870.9		
<b>TOTAL HARD COSTS</b>				\$143,810,964		
<b>TOTAL SOFT COSTS</b>				\$35,952,741		25% of Total hard costs
<b>TOTAL COSTS</b>				<b>\$179,763,705</b>		Approximately \$21 Million already funded in FY 2019 and FY 2020
NOVA/ Tyler Building				\$1,677,284		
Placeholder for possible amenities and parking during construction				\$1,000,000		Placeholder for possible amenities and parking during construction
<b>Total w/ Construction Phase Site Uses Allowance</b>				<b>\$182,440,989</b>		

**ASSUMPTIONS**

- structure parking size: 350 square feet per parking space planning
- minimum parking per zoning is 1 space per 10 students, which is insufficient. Use 1 space per 8 students
- site amenities at PY are included in costs of building/parking -- no separate site cost
- target square foot per student = 195 sq

## Community Engagement

We are committed to inform and engage the community on a regular basis. ACPS has actively engaged the public, including ACPS teachers and students, neighborhood based civic associations, faith-based institutions and business organizations as part of The High School Project's strategic outreach plan. The following chart shows the most recent community engagement activities.

DATE	NAME
Wed, May 29	Student Focus Group Lunches at T.C. Williams, King Street Campus
Tues, June 4	District B Open House at T.C. Williams King Street Campus
Wed, June 5	Student Focus Group Lunches at T.C. Williams King Street Campus and Minnie Howard Campus
Fri, June 7	District C Open House at Ferdinand Day Elementary School
Sat, June 8	District A Open House at George Washington Middle School
Sat, July 13	Information Table at Alexandria City Birthday Celebration
Tues, July 23	Information Table for Summer School Teachers at Charles Barrett Elementary School
Tues, July 23	Information Table for Summer School Teachers at T.C. Williams High School

DATE	NAME
Wed, July 24	Information Table for Summer School Teachers at George Washington Middle School
Wed, July 24	Information Table for Summer School Teachers at Lyles-Crouch Traditional Academy
Thurs, July 25	Information Table for Summer School Teachers at William Ramsey Elementary School
Fri, July 26	Information Table for Summer School Teachers at Douglas McArthur Elementary School
Fri, July 26	Information Table for Summer School Teachers at Ferdinand T. Day Elementary School
Tues, July 30	Information Table for Summer School Teachers at James Polk Elementary School
Wed, July 31	Information Table for Summer School Teachers at Patrick Henry School
Thurs, August 1	Information Table at Old Town North Farmers Market

We will continue to host The High School Project information tables at citywide events, farmers markets and back to school nights; share progress updates at civic association and faith-based organization meetings; and facilitate community meetings and open houses throughout Alexandria City neighborhoods to share information. These diverse outreach tactics ensure a comprehensive gathering of public comment and input. The following meetings are currently scheduled throughout August and September. The community comments from previous and subsequent engagement events will be shared in an appendix to this report.

DATE	NAME
Mon, Aug 26	High School Project Update to Teachers at T.C. Williams, King Street Campus and Minnie Howard Campus
Tues, Aug 27	High School Project Update to Teachers at George Washington Middle School
Thurs, Aug 29	High School Project Update to Teachers at Francis C. Hammond Middle School
Wed, Sept 11	District A Public Meeting/Open House at George Washington Middle School
Sat, Sept 14	District C Public Meeting/Open House at Ferdinand Day Elementary School
Tues, Sept 17	District B Public Meeting/Open House at T.C. Williams King Street Campus
Wed, Sept 25	High School Project Presentation at Alexandria PTAC Monthly Meeting

## Summary from Student Focus Groups

Two High Schools	One High School (Connected High School Network)
<p><b>Discussions included:</b> overcrowding, access to more counselors, possibility of more classes, creating an east-west division, fear the same divisions they experience between Francis C. Hammond and George Washington Middle Schools, inequity, and a lack of diversity.</p>	<p><b>Discussions included:</b> ensuring diversity, T.C. Williams legacy, logistics of getting around, appreciated coming together in one school after attending two middle schools, need for strong communications to keep the student body united, suggestions for how to use Minnie Howard Campus.</p>

## Summary of Community

Two High Schools	One High School (Connected High School Network)
<p><b>Comments included:</b> need to resolve overcrowding, fear of increased inequity, neighborhood division, an imbalance in programming between the schools, student assignment, location limitations, costs, and transportation logistics.</p>	<p><b>Comments included:</b> ensuring community spaces connected to neighborhoods, real world diverse learning opportunities, student schedules, transportation logistics, and the need to include children with learning disabilities. Community members were eager for details on academic programming to make their decision.</p>

## Next Steps

Two High Schools or Connected High School Network does not change the fundamental fact that in all circumstances, ACPS must educate the same student body. In all circumstances, all students have equitable access to ACPS's comprehensive academic program which includes core courses for VDOE/ ACPS graduation requirements, CTE's, AP, DE, SPED, EL and General Education.

In Fall 2019, after the School Board's decision, ACPS will focus on both the educational design and facility design and construction side in either model selected. Specifically, the programming work will continue as follows:

The educational design will progress to incorporate the model selected and inform the development of the educational specifications. The Industry Advisory Boards will be on-boarded to provide input to Curriculum and Instruction as well as school-based staff to evolve the programming in either model.

The facility design and construction work will continue as follows:

Staff anticipates moving towards a design procurement within 3 months of the vote. Staff will work with curriculum to evolve the program to develop educational specifications to inform the design of the new facility.

Specific to the work required based on the model selected includes the following:

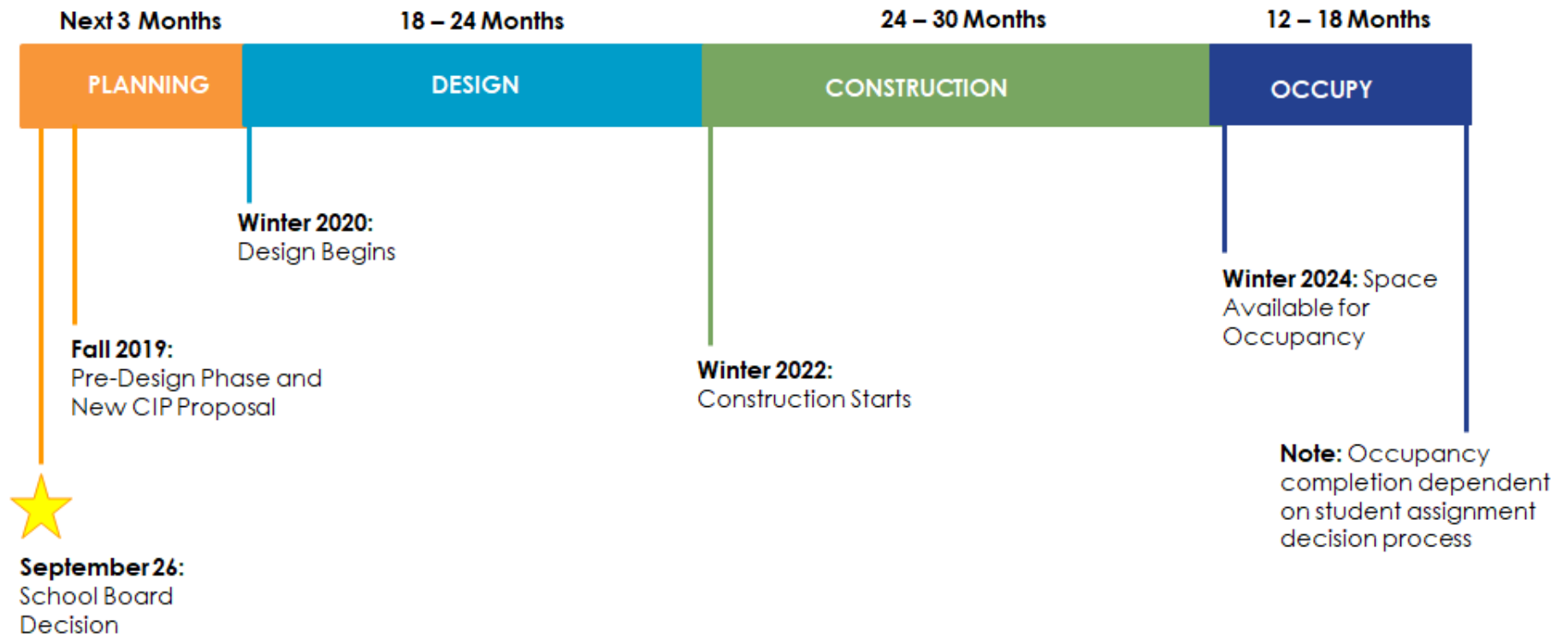
A vote for Two High Schools will require the following next steps, most of which will need to be led by the School Board with staff support:

- A determination on student assignment methodology
- Pursuing branding of a new high school
- Pursuing redistricting and student assignment community process
- Developing and adopting grandfathering and implementation policies
- Adoption of two program of studies in implementation year
- A re-allocation of staff to new space and school for implementation year

A vote for Connected High School Network will require the following next steps, most of which can be done by staff or come as a recommendation from staff to the School Board:

- A determination of how the schedule will work for students
- A determination of what programming and types of space will be built in the new space
- A re-allocation of staff to new space for implementation year

## Design, Construction, Phasing & Occupancy Timeline:



Timelines are not exact and may vary based upon the ultimate solution for high school expansion

DRAFT

## Appendices

# Educational Design Team

## Promises/Cautions of High School Models

### Overview:

At the July 11, 2019 meeting, the Educational Design Team identified core common values to guide the design process for both possible high school models, two schools and a connected network. Next, they focused on developing ideas for a two high school model. After collaboratively designing and presenting models, they used the value-based rubric to evaluate and comment on the models. Finally, they individually reflected on the two high school concept and wrote down areas of promise and opportunity of a two high school model as well as areas of concern or caution.

At the July 25, 2019 meeting, the EDT repeated the process of collaboratively designing and reviewing connected high school models. As with the two-high school design meeting, the culminating activity included individual reflection and written comments about the areas of promise and caution for a connected high school network. In both cases, members were asked to comment on either the two school model or the connected model as a whole, not specific design options within those models.

### Attachment:

The attached document includes all written comments from EDT members regarding:

- Promises of a two high school model
- Cautions of a two high school model
- Promises of a connected high school network
- Cautions of a connected high school network

The responses are listed as written, and then sorted according to general topic of the comment.

Two School: Promise/Opportunities	
Comment	Theme
increased participation for students in all activities, including sports due to smaller size	access/participation
more access to opportunities (science fair, soccer team, etc)	access/participation
opportunity for more students to participate in special programs, events, and extra curricular activities (science fair, soccer team)	access/participation
more sports opportunities for more kids	access/participation
more opportunity for students with more spots available in heavily requested courses	access/participation
more student access to extracurriculars and athletics - more students can be involved	access/participation
more opportunity for students to take advantage of opportunities we already have (such as CTE offerings)	access/participation
Smaller sizes of classes	capacity
alleviate capacity issues	capacity
smaller class size	capacity
school is currently bursting at the seams	capacity
much needed space	capacity
more space and less crowded classes	capacity
career and college ready	career/college pathways
achievement - success for all based on their own learning and pathway choices	career/college pathways
more focus on CTE and career paths with two different schools	career/college pathways
more focus on CTE programs	career/college pathways
career and college paths	career/college pathways
possibly more choice for students	choice/opportunity
more opportunity for students' choice	choice/opportunity
different models that may fit different student learning styles and preferences	choice/opportunity
focus on student interests	choice/opportunity
preparation for Alexandria's future - no better time than the present	innovation/improvement
ability of our schools to focus/specialize which can facilitate improvements	innovation/improvement
With fewer foci, can increase quality, rigor	innovation/improvement
Opportunity to solve problems that cannot be solved in 4000 student school (discipline, attendance, lunch schedules, advisory, etc)	innovation/improvement
Possibly more CTE programs - building trades, plumbing, etc	innovation/improvement
collaboration	innovation/improvement
two different types of HS	innovation/improvement
refine our current programs	innovation/improvement
opportunity to look at what other programs we need and which ones we should cut back on (expand programs like culinary arts, auto tech, etc)	innovation/improvement
allows us to look at our existing programs and what we can change/improve	innovation/improvement
something different - change is good	innovation/improvement
ability to create new opportunities for students - seminars, partnerships, experiential learning	innovation/improvement
partnerships with business/community	relationships/community
smaller learning environments can lend to more relationships, meet needs of more students	relationships/community
Better personal relationships with students to ensure no students slip through the cracks	relationships/community
sense of community, belonging, better teacher/student focus. TC can be overwhelming from a student standpoint, a smaller campus might alleviate anxiety and allow introverts to shine	relationships/community
potential for closer relationships between admin, faculty, and students in a smaller environment (This could also be achieved by smaller academies/learning communities, and intentionality under and structure	relationships/community
better relationship building (teachers to students)	relationships/community
smaller population = less likely for students to fall through cracks	relationships/community
smaller learning environments (relationship building)	relationships/community
easier to manage and provide emotional supports for our students	social/emotional
more 1:1 support for students' social and emotional needs	social/emotional
keep students in building - no travel time	transportation



Two School: Cautions	
Comment	Theme
creating access to programs of students' preference or passion	access
would there be two sports teams and sets of fields?	athletics
preparing the community for change	communication
promotion that career or college ready is okay	communication
divides community as we are no longer all Titans	community division
segregation	community division
divided community	community division
very expensive, land use?	cost
additional cost of operations for two schools cutting into funding as efficiencies of larger program are lost	cost
one school might not be as diverse due to course offerings	diversity
equity of programs at both schools - CTE, alternative ed, sped and city wide, satellite	equity
make sure it is equitable	equity
we need to be careful of creating school for haves and have nots. both most offer high-level learning opportunities	equity
Community/family members trying to game the system to provide more opportunities at one school instead of using the 2nd high school to increase equity and opportunity	equity
not having some classes at each school	equity
hard to split programs and classes to make them equitable in two separate buildings of different sizes	equity
equity pitfalls: programs, diversity, extracurricular	equity
separation and inequity	equity
duplication of equity issues	equity
how can you "divide" the community to ensure equity within the schools?	equity
creates divides by race/economic challenges of student population (we see that our middle schools already)	equity
everyone is an exception in Alexandria (teachers, students, admin, staff, parents, etc)	equity
isolation of certain students or programs	equity/access
creating the same divides that we already have as one school (programs/access to opportunities)	equity/access
segregation of one group of students (for positive or negative reasons) in one school that decrease the diversity of this community	equity/diversity
how do we make sure both schools look like a slice of Alexandria and not just a reflection of certain neighborhoods?	equity/diversity
limit opportunities that diversity provides	equity/diversity
students getting stuck in one track or another	flexibility
possibly less opportunity for change or too much concentration on particular programs	flexibility
having kids choose programs or tracks too early	flexibility
how and when would kids choose? would they choose based on friends?	flexibility
could they switch and how?	flexibility
instruction training is needed	professional development
Some programs will suffer at first while feeder elementary and middle school programs get addressed (e.g., music, football)	program limitations
resources limited in one area or another (academic and extracurricular)	program limitations
supporting upper/final year classes in every area as numbers of students decrease	program limitations
extracurriculars and where to house athletics	program limitations
having to eliminate certain programs	program limitations
placing of student programs	program limitations
limited elective classes and higher level classes	program limitations
limit partnerships that could benefit students because the partnership could be in one school and not the other	program limitations
equity for split programs. most CTE students take more than one CTE pathway	program limitations
creating a district-wide Titan pride/PBIS	social emotional learning

Connected High School: Promises/Opportunities	
Comment from EDT member	Theme
*All students can take what they want	access/opportunity
*STEM pathway for any student - differentiate/individual	access/opportunity
*work-based learning opportunity for every student	access/opportunity
*Open up many opportunities to all students	access/opportunity
*Access & opportunities for all	access/opportunity
*A focused STEAM building where all student will be required to attend. Expose students to higher level of math and science courses	access/opportunity
*More options for all student	access/opportunity
*Students have access to all available resources within serious limitations	access/opportunity
*Access and explanation to all students of all programs available	access/opportunity
*Access to all	access/opportunity
*the promise of a connected network highlights access, opportunities and specific positive outcomes	access/opportunity and achievement
*Separate alternative school	alternative ed
*Athletic programs/extracurricular can stay intact	athletics/extracurricular
*Larger v-tech opportunities	choice/pathways
*Flexible in opportunities we can promote	choice/pathways
*Flexibility within each pathway chosen	choice/pathways
*Avoids assignment process for two high schools and consequences thereof	equity
*Equitable programming and facilities	equity
*Better/larger pool and sports facility	facilities
*More and improved science labs	facilities
*Spaces for flexible learning and testing facilities	facilities
*Flexible spaces	flexibility
*Flexibility	flexibility
Opportunity to expand	flexibility
*Collaboration & expansion - academic - programming	innovation/improvement
*Newly designed spaces could promote innovation	innovation/improvement
*The goal is to prepare students for the future as best as possible	innovation/improvement
*State of art access	innovation/improvement
*Smaller population at each site could personalize experience	personalization
*Building relationships within a school. Allows us (Titans) to keep the tradition of one school, but still allows opportunities for our complex student body	relationships/community
*We stay the Titans - united community	relationships/community
*Have a base school when students take all core courses at least in 9th grade	relationships/community
*Students share commonality - hear empathy	relationships/community
*Investment of \$, people, passion all into 1 TCW = community focal point, source of pride	relationships/community
*Maintain the community togetherness	relationships/community
*Improved connections to community	relationships/community
*Students must feel included as T.C. Titans	relationships/community
*Keeping Titans united	relationships/community
*Support services can reach students if all in a large campus	student support
*Targeted support opportunity	student support
*Fluid movement all day between campuses	transportation
*Great if all on one day campus without having to do much with transportation/shuttling	transportation
*Fulfill the board's values	

Connected HS: Cautions	
Comment from EDT member	Theme
*Do not have a subject specific school where only students from one school zone take class there	access/opportunity
*careful class options, ex: not only offering higher Ed. class due to STEM academy	access/opportunity
*The more work-based learning opportunities students have the better choices they can make	choice/pathways
*Build work-based learning into student schedule to ensure	choice/pathways
*Over specialization	choice/pathways
*Don't have students specialize too early. Student should be able to explore options in 9+10, then specialize 11+12	choice/pathways
*Don't get boxed in by a program (ex. STEM)	choice/pathways
*Do not pigeon-hole the space - keep it a flexible space	design/flexibility
*Still don't see how EL & SPED fit in - could get messy. Laborious in these already burdened departments	EL/SpEd
*Segregation could happen with 1 building, 2, 3	equity
*No discrimination or segregation (*STEM 9th grade academy)	equity
*Segregation	equity
*MH space must be maximized - once in a generation opportunity	facilities
*Potential to out grow again	facilities
*Building something as 'grand' as TC King street	facilities
*Partnerships (manpower needed) are key to assist with flexibility for all students	implementation
*Sustainability. Is this something that we have the current infrastructure to sustain for years to come?	implementation
*Have we demonstrated the capacity to expand this well?	implementation
*Scheduling will need to be revisited to support model	implementation
*Oversight	implementation
*Master schedule needs to be flawless	implementation
*Highly qualified teachers for new STEM classes that work well with all our populations	implementation
As we move programs around, how are we addressing current problems? Are we ensuring that we strengthen existing programs as we also create new ones?	implementation
*Don't focus on simple optics! Stay true to specific outcomes for all students (i.e. certifications, job skills and employment, college/career ready	implementation
*Don't be afraid to eliminate programs that don't have a lot of student interest	innovation/improvement
*Focusing on what's innovative now and not the future	innovation/improvement
Possible public perception that overcrowding has not been addressed	public perception
*Being everything to everybody	public perception
*Neighbors!!	public perception
*Relationships in this bigger network/school can be together to build with the students who are easily lost or fall in the cracks	relationships/community
*Find ways to make kids feel like they are not at a mini-college and like they are part of a community	relationships/community
*Coalitions would be divisions that already exist if you have too many campuses	relationships/community
*Personalized learning and individual needs/interests are buzzwords that can lead to over-specialization. This erodes the 'high school experience' and community, team feel that comes with shared experience	relationships/community
*Students must feel like they're apart of a community that they are used to	relationships/community
*School Unity & spirit	relationships/community
*Unity & spirit	relationships/community
*Model 5 involves a huge school. there may be disadvantages in having such a large student population	size
*Transportation - if not housed in Chinquapin OK, the parking garage land	transportation
*Must be close	transportation
*Transportation is already a struggle in general how will we accommodate all students?	transportation
*Non traditional student movement during the day	transportation
*Time wasted busing students back and forth	transportation
*Buses/transportation	transportation

# The High School Project



## Reference Report to Site Investigation, Site Alternatives, and Cost Comparisons

September 19, 2019

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# Executive Summary

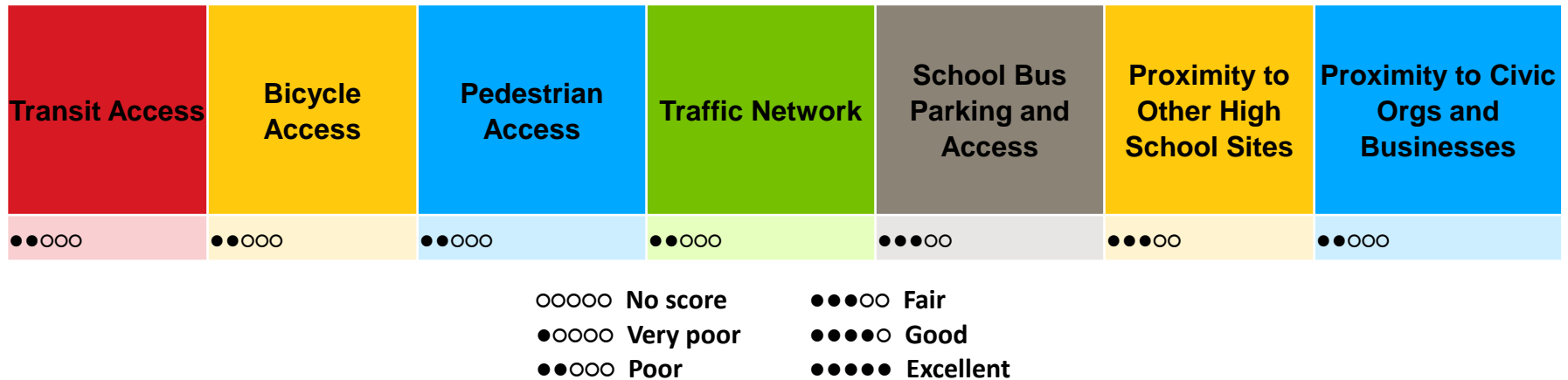
The purpose of this reference report is to provide information on transportation impacts of each analyzed site and additional cost information contained in the Site Investigation, Site Alternatives, and Cost Comparisons presentation for the September 19, 2019 School Board Work Session.

The following two categories of information are included:

- Transportation reviews of analyzed sites
- Descriptions of cost elements and considerations

# Site Analysis

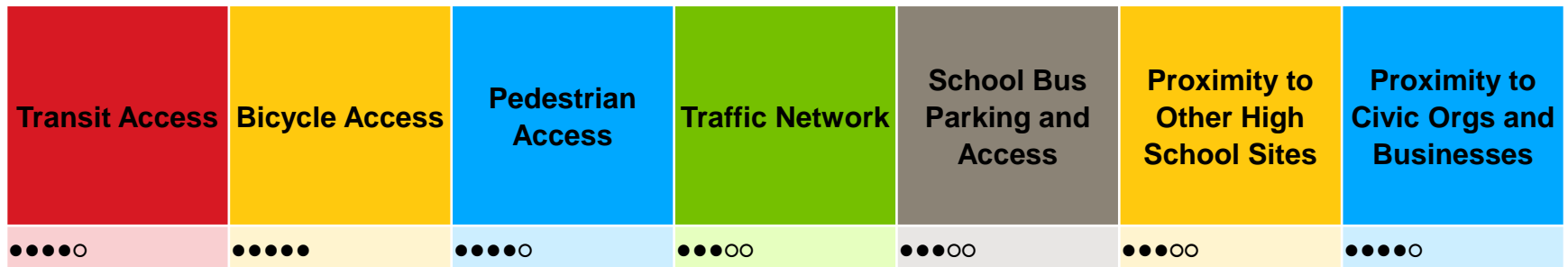
## Francis C. Hammond Middle School Site – Transportation Review



- Site has fewer existing issues and concerns than the King Street and Minnie Howard sites
- There is adequate parking
- Buses all queue on site
- Site doesn't include separation of buses from parking and pick-up/drop-off areas, as recommended in the ACPS High School Campus Educational Specifications
- Site ranks lowest in the composite transportation scores, which account for multimodal access, proximity to student population, and other criteria

# Site Analysis

## George Washington Middle School Site – Transportation Review



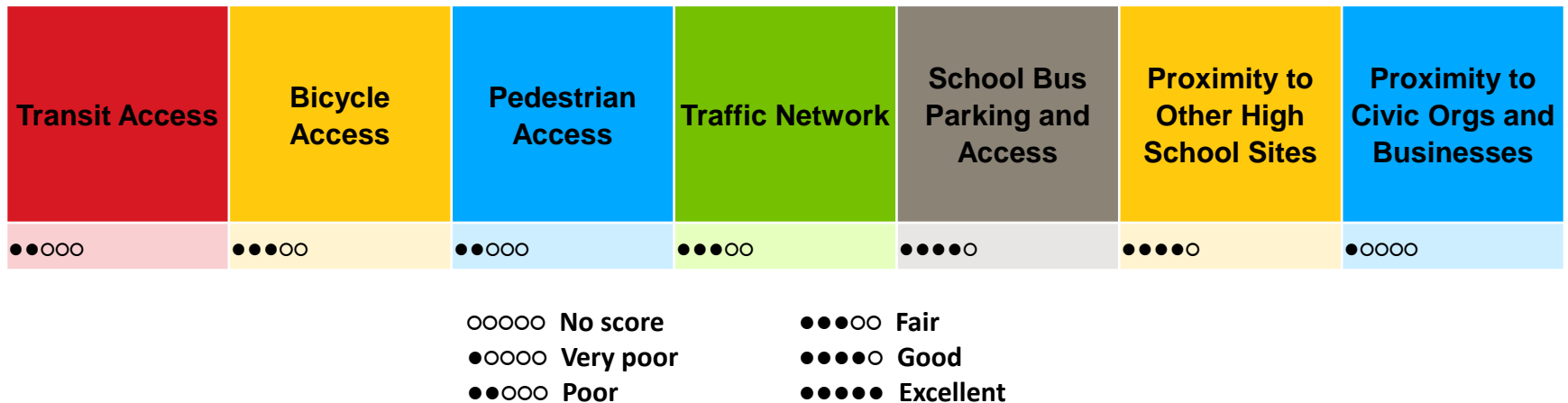
○○○○○ No score  
●○○○○ Very poor  
●●○○○ Poor  
●●●○○ Fair  
●●●●○ Good  
●●●●● Excellent

- Site has fewer existing issues and concerns than the King Street and Minnie Howard sites
- There is space to create adequate parking
- Buses all queue on site
- Site is adjacent to multi-modal options including a Metrorail station and bicycle trails
- Site does not include separation of buses from parking and pick-up/drop-off areas, as recommended in the ACPS High School Campus Educational Specifications



# Site Analysis

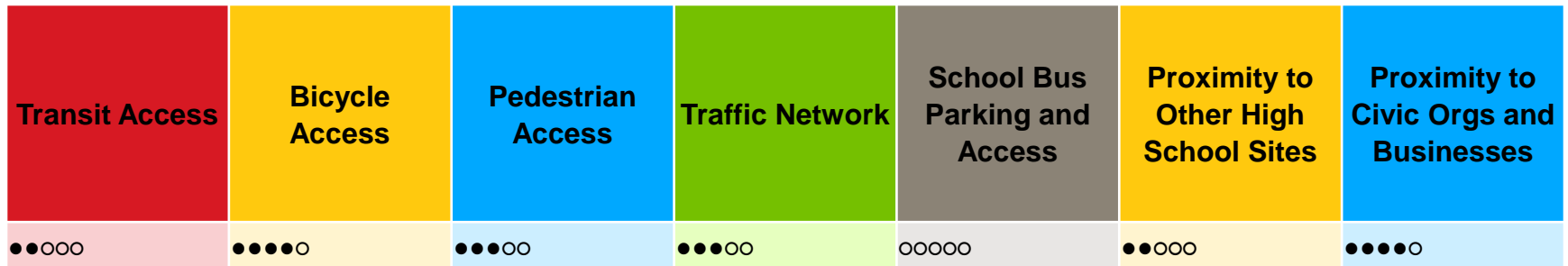
## T.C. Williams King Street Campus – Transportation Review



- Parking and site access facilities generally overburdened
- Although circulation is separated, drivers often ignore these designations and/or load/unload passengers curbside on King Street
- Students often park in adjacent neighborhoods
- Connections and circulation between the King Street and Minnie Howard campuses not conducive to pedestrians/bicycles due to the auto-oriented nature of the roadways connecting the campuses

# Site Analysis

## Potomac Yards Site – Transportation Review



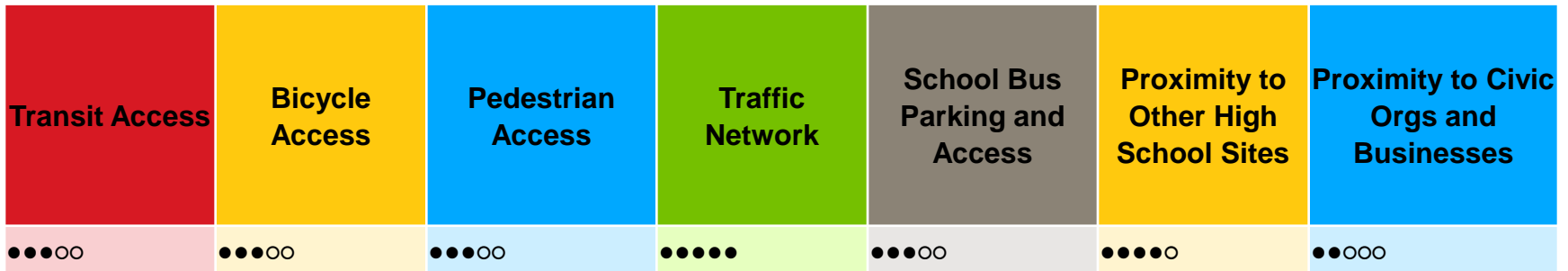
○○○○○ No score  
●○○○○ Very poor  
●●○○○ Poor  
●●●○○ Fair  
●●●●○ Good  
●●●●● Excellent

\* Potomac Yard redevelopment plans will likely increase transit, bicycle, and pedestrian access scores.

- Challenge of accommodating school buses and pick-up/drop-off operations in a compact urban setting
- Currently no bus or pick-up/drop-off loops or loading/unloading zones planned or room for them
- Schools in urban locations usually provide room for these activities curbside, taking advantage of space provided for on-street parking and the street grid for circulation

# Site Analysis

## Minnie Howard Campus – Transportation Review



○○○○○ No score  
●○○○○ Very poor  
●●○○○ Poor  
●●●○○ Fair  
●●●●○ Good  
●●●●● Excellent

- Parking facilities are at capacity
- Current site access does not include separation of buses from parking and pick-up/drop-off areas, as recommended in the ACPS High School Campus Educational Specifications
- Braddock Road has two lanes in each direction, reducing back-ups on the street itself
- Connections and circulation between the King Street and Minnie Howard campuses not conducive to pedestrians/bicycles due to the auto-oriented nature of the roadways connecting the campuses

# Site Analysis

## Transportation Comparison – ALL SITES

(TC WMS Satellite and NOVA not included)

	Transit Access	Bicycle Access	Pedestrian Access	Traffic Network	School Bus Parking and Access	Proximity to Other High School Sites	Proximity to Civic Orgs and Businesses
King Street	●●○○○	●●●○○	●●○○○	●●●○○	●●●○○	●●●○○	●○○○○
Minnie Howard	●●●○○	●●●○○	●●●○○	●●●●●	●●●○○	●●●○○	●●○○○
Potomac Yard*	●●○○○	●●●○○	●●●○○	●●●○○	○○○○○	●●○○○	●●●●○
George Washington MS	●●●●○	●●●●●	●●●●○	●●●○○	●●●○○	●●●○○	●●●●○
Francis C. Hammond MS	●●○○○	●●○○○	●●○○○	●●○○○	●●●○○	●●●○○	●●○○○

○○○○○ No score

●○○○○ Very poor

●●○○○ Poor

●●●○○ Fair

●●●●○ Good

●●●●● Excellent

\* Scores reflect current site conditions. Potomac Yard redevelopment plans will likely increase transit, bicycle, and pedestrian access scores.

# Cost

## Typical Cost Components

### Capital Costs

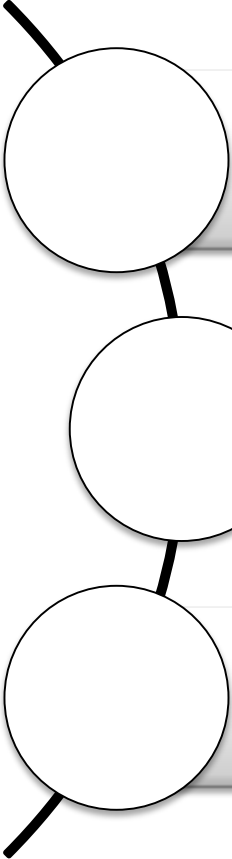
- Site Costs – *acquisition and development*
- Building (Hard) Costs – *new construction and/or renovation*
- Soft Costs – *professional services including project management, design, permits, legal fees, contingencies, furniture and equipment (FF&E)*
- Delivery method

### Operating Costs

- Staffing (*Instructional, Administrative, Support*)
- Maintenance
- Utilities
- Food service

# Cost

## Basic Assumptions Used to Compare



**A.** Most costs will increase at the same rate (regardless of approach) because costs may be based on amount of students and square footage of the building, which are the same in each scenario.

**B.** The focus of the comparative analysis is on differences caused by the a particular approach and educational model

**C.** Cost benchmarks and updated construction industry projections confirm that the current High School Project capital budget estimate is inadequate due to market escalation and predictions since 2017.

# Cost

## Cost Assumptions that Change Per Model

### Educational Staffing

- 2nd HS needs a principal and student activities/athletics staff

### Transportation

- For Two High Schools approach, school bus transportation would depend upon the student assignment strategy - neighborhood boundaries (walk zone-based) versus lottery, application process or choice (city-wide)
- For CHSN, school bus transportation from home to assigned program building may fluctuate based on the amount of locations and locations of students attending each campus (no inter bus or shuttle transportation between classes would be planned)

### Security

- Commingling age groups on GW and Hammond sites is a concern and could require increased security personnel and costs

# Cost

## Other Development Cost Drivers

What amenities/open spaces must be replaced at locations on and off any site

Amenity requirements during and after construction

Possibility of other site costs or agreements

Below grade parking costs to develop more above grade space

Differences between cost to develop differing site constraints (e.g. topography)

Costs to extend ACPS technology network at any non-ACPS locations (e.g. Potomac Yards and NOVA/Tyler Building)

Potomac Yard costs may benefit by development incentives or Public Private Partnerships (P3) opportunities (TBD)



# Cost

## Staffing

Instructional staffing is expected to be largely based on enrollment.

Facilities staffing is typically based on square footage.

Some variables may cause changes such as increased administrators or reduction of duplicated staff at multiple campuses; however, based on discussions and information to date, we would evaluate staffing costs as about equal for both models

**These are expected to be approximately equal in either model.**

# Cost

## Maintenance

While maintenance is typically based on square footage, **for the CHSN**, if more than two campuses are pursued, increased systems and management across campuses of maintenance activities may cause a cost exposure or could offer efficiencies if procured and negotiated accordingly.

We would therefore consider **maintenance costs to be potentially higher in a Connected High School Network.**

# Cost

## Food Service

In all scenarios, students will need access to food

We assume that an additional comprehensive high school would require the establishment and maintenance of an additional kitchen and kitchen management team. The CHSN may only require an expansion of kitchen services at T.C.

We would therefore evaluate **food service costs to be potentially higher in a two high schools model.**

# Cost

## Transportation

Both scenarios are expected to impact transportation.

A CHSN may allow for more students to be considered within a walk zone depending on placement of campuses **and thereby decreasing transportation requirements.**

However, the CHSN will require a sophisticated system to ensure efficient and reliable transportation of students to the various campuses scheduled which may change based upon the day.

**NOTE:** The school scheduling objectives will minimize or not require travel between school campuses during school hours.

Transportation to a second high school would depend upon student assignment. Costs could be higher if city wide programs are offered to the new high school.

We would therefore hypothesize that **transportation costs may be close to equal for both models**

# Cost

## Utilities

Utility costs are based on the **energy efficiency and water use** of a building.

Some **variability in costs** may be realized such as increased costs for operating multiple facilities or decreased costs for eliminating the need to recreate large, open and energy-use heavy core spaces in a CHSN model.

However, at this time utility costs would just be assessed using square footage. We would therefore evaluate **utility costs to be equal in both models.**

# Cost

## Educational Programming Drivers

### Cutting Edge STEAM/STEM School

- Could require specialized spaces that increase the typical cost average assumed cost/sf

### King Street Expansion/Chinquapin Suggestion

- Chinquapin was granted to the City of Alexandria by the National Park Service to be used as open recreational land in perpetuity
- Consideration and swapping for other land requires equity in value and use, city and federal agreement, an application process, possible legislative action
- Adding Chinquapin to the decision timeline would extend the entire development schedule by potentially three to five years