

Falls Church City Public Schools Facility Master Plan

Planning for Facilities That Support Teaching and Learning in Falls Church City

Design Committee Work Session #4 January 12, 2009

AGENDA

- I. Welcome/Session Focus Dr. Lois Berlin, Superintendent
5 minutes

- II. Division-Wide Educational Specifications – Components & Model
10 minutes Joanne Huebner/Carl Chafin Eperitus

- III. Break Out Groups: E / M / H
Educational Principles and Design Implications Facilitated by Design Team
30 minutes – 4 Principle areas
30 minutes – E / M / H review
15 minutes – Design Implications for specific areas

- IV. Whole Group: Summary/Findings/Questions
15 minutes Facilitated by Carl Chafin, Eperitus

- V. Next Steps / Wrap Up Meg Bower, PSA Dewberry
15 minutes

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NOTES FROM 12/11/2009 WORK SESSION

What DOES the school and community connection look like?

- Major linkage is BIE (Business in Education)
 - Donations for supplies
 - Partnerships with businesses
 - All levels – elementary, middle, high
 - Shadowing opportunities / guest speakers
 - Provide some financial support
- High level of cooperation among all government components
 - Between schools and community
 - MOU between parks and recreation and schools
 - Synthetic turf field
 - Shared use of gymnasium
 - Student performances in community
- Student art
 - Displays at gallery (use to develop calendar)
 - 'First Friday' shows
 - Sister City in Africa – send art
- Schools as community magnet
 - Schools seen as an integral factor in providing positive environment for children, attracts residents that want to live here for the school and community
- Extended daycare program
- Shared classrooms for continuing education (parks & rec and schools)
 - Partnership in lifelong learning
- Participate in decision making – extensive community process (The Falls Church Way)
- Expectation of participation – parents expect it of themselves
- Educational service requirements – positive for community
 - Blood drive
 - Recycling
 - Rain gardens, etc.
- Alliance For Youth
 - At-risk youth, but supports all youth in a collaborative way
- The PTA 5:
 - Band Boosters
 - Athletic Boosters
 - Educational Foundation
- All night graduation party
- Positive relationship with Grad Center
 - Built-in 40 year lease
 - Grew into strong relationship

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- Shared facilities for revenue
 - Parks & Rec
 - Other community groups
 - Cable access
- Special needs youth – transitioning into jobs within community
- CDC – sit on committees to ensure educational voice is heard
- Week-long career fair at the Middle School
- Parent involvement strong at all levels
 - Daily involvement
 - Active parent volunteers (know can call on at a moments notice for help)
 - Highly participate in activities
 - Strong sense of ownership
- Combined City involvement and outreach beyond Falls Church
- Parents were substitute teachers for a ‘crisis’ situation

What SHOULD the school and community connection look like?

- Less than 20% of the population sends their children to public school – work to engage the other 80%
- 20% of the group that sends students is not engaged due to various reasons
- Better meeting space to demonstrate connection/enhance relationship (both large and small groups)
- Share community resources such as recreational, social services, library, fine arts facility
- Enhance alternative education – current space too small

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What are the direct implications of achieving the goal of actively involving the Falls Church community as a partner in the education of the city's children?

Key: (+) the group determined this is a positive implication
 (-) the group determined this is a negative implication

Scoring: Desirability is shown with a -5 to +5 range (+5 and -5 are special scores)
 Likelihood is shown with a 9 (highly likely) to 1 (highly unlikely) range
 Indicated together with a / in between
 MR – Minority Report shows a disagreement with group and statement why

First Order Ring	2 nd Order Implications	3 rd Order Implications
Student enrollment increases (+)	More staff need to be hired (+)	Salary costs increase (-) -4/9
		More course offerings (diversity) (+) +5/7
		Increase in training and professional development (+) +2/6
	Larger and more diverse student population (+)	Increased understanding/acceptance of other cultures (+)
	Higher demand of resources (students) (-)	Instructional materials costs increase (-) -1/8
		Maintenance costs increase due to wear and tear (-)
		Newer/up to date materials are purchased (+) +3/7
		Cost of technology (infrastructure) increases (-) -3/9
	Expanding instructional space (+) +5/9	Costs of building and/or maintaining/renovating (-) -5/9
		Acquiring land cost and difficulty (-) -1/2
		Security monitoring costs increase (-) -1/8
		Up to date facilities meet student learning needs (+) +5/4

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First Order Ring	2 nd Order Implications	3 rd Order Implications
There is increased demand for staff time spent on issues other than students (-)	Increased financial demands from overall school budget (-)	Funding sources become increasingly unclear (-)
	Increased use of facility for more diverse learning/community purposes (+)	Bringing together groups that don't see eye-to-eye (-)
		Can enhance existing facilities with profits from rentals (+)
		Increased community pride in facility (+)
	Increased opportunity for extra pay extra duty (+)	Increased income for staff/teachers (+)
		Increased employee burnout (-)
		Increased employee loyalty (they are needed) (+)
		Increased opportunity for community (+)
	Increased employee burnout (-) -5/4.5	Higher employee turnover (-) -5/4.5
		Lower learning outcomes (-) -5/1
		Lower productivity (-) -5/4.5
		Administration improves climate/culture for staff (+) +5/8
		Staff increases stress management techniques (+) +5/8
	Improved bond between staff and community (+) +5/9	Increased awareness of how community can support school (+)
		Increased awareness of how school can best serve community (+)
		Higher overall school community morale (+) +5/9
		'Too much info' between staff and community (-) -1/3

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First Order Ring	2 nd Order Implications	3 rd Order Implications
Rich and diverse resources are added to each school (+)	Share their skills with students (+) +3/7	Career education (+) +5/9
		Authentic real-world learning (+) +5/6
		Loss of autonomy (-) +1/4
		Staff resource to monitor (-) 0/9
		Increased student achievement (+) +50/5
	Promotes knowledge of diversity and backgrounds (+)	Increased student achievement (+) +50/
		Internationally-minded citizens (+) +50/
		Potential conflicts between groups (-) -5/4
		Decreased instruction time (-) -5/4
	Post-secondary opportunities increase (+)	Increased student achievement (+)
		Highly educated and prepared community (+)
		Negative impact on existing programs (i.e. IB) (-)
	Strings attached to resources (-)	Opportunity cost (+)
	Brings supplemental contributions to schools (+) +3/8	Increase student achievement (+) +50/5

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First Order Ring	2 nd Order Implications	3 rd Order Implications
There is an increase in available human and financial resources (+)	Innovative programs are added (+) +50/6	Enables risk taking (+)
		New and better ways/methods are considered (+)
		Compete with curriculum (-)
		Expectation created (+) (that requires more money) (-)
		Schools become models for others (+)
	School personnel become wasteful (-) -5/2	Oversight/controls become more necessary (+) (takes time) (-)
		Community backlash (-)
		Expected rather than appreciated (-)
		Take volunteers for granted (-)
	Culture changes (+) 0/7	
Difficult for staff to prioritize (-) -4/		
Service learning opportunity enhanced (+)		
First Order Ring	2 nd Order Implications	3 rd Order Implications
There are increased financial responsibilities for the school division (-) 0/9	Focus on efficiencies and priorities with the school (+) +3/4	Better understanding by the school administration of how the numbers work (+)
	Opportunity to diversify revenue sources (+) +5/2	Some new revenue sources may be unreliable (-)
	Higher level of accountability to community/citizens (+)	Increase expectations of community (-)
		Increase workload on staff (-)
	General government vs. schools competition (-) -4/8	Could increase multi-purpose use and consolidation (+)
		Done incorrectly produces 'winners' and 'losers' (-)
	Intra-school competition for resources (-) -4/8	Clear articulation and justification of services (+)
		Increased opportunity for role of implementation (+)
		Potential for conflict among administrators and student groups (-)

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First Order Ring	2nd Order Implications	3rd Order Implications
There is increased ownership, buy in and support by the community as a whole (+) +4/9	Increased expectations on school system (-) +4/9	More use of facilities (+)
	Shared decision making (-) /6	
	Shared responsibility to fund/supply (+)	Tax burden on citizens increases (-)
		Encourage political participation (+)
	Synergy (+)	Business support of programs increases (+)
		City and school programs paired/shared (+)
	Enhanced community awareness of how school system works (+)	Open lines of communication (+)
New owners become vehicle for positive change (+)		
	More questions more time explaining (-)	
First Order Ring	2nd Order Implications	3rd Order Implications
There are less disenfranchised families (+)	More diverse family participation in school (+) +5/	Exposure to different cultures for all (+)
	Unknown needs may arise (-) -3/	Some may not value these values (-)
		Increased adult education (+)
		May require more staff (-)
		Requires more financial resources (-)
		Diversity training for staff (+)
	Improve student achievement (+) +50/	Shrink achievement gap (+)
		Improve graduation rate (+)
		Improve college entry and completion rate (+)
		Increase CTE opportunities (+)
	Increased enrollment (-) **MR – increased enrollment could be positive	
Value greater diverse family involvement in community (+) +5/	Improve job opportunities (+)	
Promotes inclusive community (+)		

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First Order Implications that were not explored by a group:

First Order Ring	2 nd Order Implications	3 rd Order Implications
Parents feel comfortable enabling irresponsibility in students		
There is increased demand for use of facilities		
There is increased opportunity for multi-cultural events		
There is an increase in students' perception of the value of education as they see more relevancy		
The decision making process takes more time		
The open door policy compromises safety		

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The Division-Wide Educational Specification

- Outlines the characteristics of teaching and learning in Falls Church City as they relate to the overall mission and goals of the school division
- Creates a vision for future educational facilities from the perspective of the community as a whole.
- Clearly articulates the educational principles (assumptions and beliefs of the educational process) and the design implications for new or renovated facilities.

Work Sessions Summary – Educational Principles

Instruction & Issues of 21st Century Learning

- Flexibility
- Time
- Collaboration
- Individual-based instruction for students
- Training – teacher / parent
- Generation gap
- Technology –virtual learning (on-line)
- Middle/High School working together
- Inquiry-based
- Goals of SOLs – integration with new thoughts on instruction
- Connection to real world
- Space in general – away from the traditional - outdoor classrooms
- Critical thinking/problem solving/interdisciplinary instruction
- Real-life skills
- Evolving nature of education

Technology's Role in Teaching and Learning

- Think of 4 futures: Possible, Probable, Preferred, Preventable
- The next 20 years will see a critical mass of change in jobs and careers – many (if not most) have not been created yet or even named – in areas of energy and environment, information technology, e-commerce, manufacturing & robotics, medicine and biogenetics and transportation
- Instructional technologies are grouped by applications, presentation, collaboration and (today) audio, visual, data and communications and (tomorrow) tactile, olfactory, taste, extra-sensory, spiritual and trans-human
- Teaching and learning takes place in different locations throughout a student's career.

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- All of the learning a student accomplishes in a year can be sorted into two categories: place-based and non-place-based

Elementary – place-based in FCCPS	today: 60%	2018: 50%
Middle – place-based in FCCPS	today: 60%	2018: 40%
High School – place-based in FCCPS	today: 40%	2018: 30%
- Students learn in multiple ways and at multiple times through group assignments, independent study, and shared class experiences - not every student is studying or learning necessarily at the same time
- When students are not at school they may still be learning through group projects that require real time collaboration through instant messaging, email, telephone conversations, off-site meetings, or social networking websites.

Elem – synchronous/asynchronous in FCCPS	today: 65/35%	2018: 60/40%
Middle – synchronous/asynchronous in FCCPS	today: 52/48%	2018: 36/64%
High – synchronous/asynchronous in FCCPS	today: 90/10%	2018: 60/40%
- There may be existing gap between middle and high school due to the age of the facility (middle school is new and state of the art)
- The gap between elem/mid/high may be based on access/experiences of students out of school and teacher readiness.
- Future technologies should include scanning and digital work, animation work, pod casts/web casts and portfolio development space
- Students and teachers will be creating learning communities and will be interacting with others in different parts of the country and world.
- The sophistication and skill level of students in regard to technology will continue. While nothing takes the place of social interaction and human contact, new technologies should be embraced by instructors for use with students as there is a variety of means to do so.

School & Community Connection

- As student enrollment increases, there is opportunity for more course offerings, increased training/professional development, an increased understanding/acceptance of other cultures, newer up to date materials, and expanding instructional space that fits the learning needs.
- The increased demand for staff time to spend on community can result in increased use of facilities for more diverse learning/community purposes (and thus a funding sources), there may be increased pay opportunities and loyalty from staff who feel needed and improved climates for staff as the bond between the staff and community increases.
- Rich and diverse resources added to the school can lead to increased student knowledge of careers and culture (authentic real-life learning) and ultimately increased student achievement.
- An increase in available human and financial resources means that innovative programs can be added, which enables risk taking and new and better ways/methods to be considered.

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- An increase in the financial responsibilities brought on by community involvement may lead to a stronger focus on priorities at each school and a better understanding of how finances work.
- Increased ownership, buy-in and support by the community as a whole may lead to increased expectations and accountability and shared responsibility to fund and supply the school's needs. This may lead to vehicles for positive change in the community.
- With less disenfranchised families, students and teachers will have exposure to different cultures, and student achievement will improve.
- The largest negative in reaching the goal of active community involvement for all is that it can be taxing on the facilities, budgets, and human resources. Without careful consideration, this could lead to difficulties focusing on the core reason for education in Falls Church and to increased animosity rather than collaboration.

Design Implications - Example

Educational Principle

Curriculum, assessment, and instruction are focused on enhancing student understanding while being responsive to differences in student readiness, learning profiles, and interests (Understanding by Design - UBD).

Design Implications

- Classrooms should be ample size to allow for flexibility of student groupings for instruction and assessment
- Classroom must accommodate a variety of instructional materials
- Access to student information for the teacher and student from the classroom is imperative
- Student must have access to a variety of resources (manipulatives, technology, adults)
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Discussion Group Elementary

Vincent Baxter, Principal TJES
Kathy Halayko, Principal, MDES
Mary Klink, Language Arts 2-4
Carol Monsess, Language Arts K-1
Briana Platt, Special Education K-4
Debbie Schantz-Hiscott, President Elem PTA
Rachelle Sharrer, Elementary PTA
Sydney Snyder, ESOL K-12
Janet Weber, Math K-12
Danny Schlitt, Recreation & Parks
Katie Clinton, Day Care Coordinator
Seve Padilla, Security & Facility Use (SC)
Gloria Guba, Asst. Supt. of Instruction (SC)
Susan Kearney, School Board (SC)

The elementary instructional program is designed to help each student develop competence in the basic learning skills, develop the intellectual skills of rational thought and creativity, acquire the knowledge and process skills of science and technology and acquire the broad knowledge and understanding of the humanities. Traditionally, the majority of the elementary instructional program has been provided in a single classroom setting. However, in today's instructional environment, several factors influence the ability to effectively deliver this instructional program both within and beyond the classroom setting: technology, multiplicity of student and teacher support services, resource instruction, and parent support services.

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Discussion Group Middle

Lisa Blandford, Science 5-7
Rory Dippold, Social Studies 5-7
Ann McCarty, Principal MEHMS
Bill Royce, President, MEHMS PTA
Sarah Brizendine, English 5-7
Nick Werkman, Special Education 5-7
Vicki Galliher, Health/PE K-10
Linda Johnsen, Foreign Lang K-12
Mary Kay Howard, Program Specialist
Donna Englander, ED FCEF
Barry Buschow, Village Preservation & Improvement
Nancy Hendrickson, Transportation Coordinator
Bob Nissen, FCCPS Maintenance Supervisor (SC)
Lois Berlin, Superintendent (SC)
Warren Walker (SC Ex Officio)
Bob Burnett, Citizen/Parent (SC)

Middle school education is centered on the development of the individual learner. During the middle school years, students experience great changes physically, socially, emotionally, and academically. The school building should be designed to accommodate individual needs as well as the changes students experience as they move through these middle years. The middle school philosophy impacts the instruction, curriculum, structure, organization, and environment of the school.

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Discussion Group High

Tom Horn, Athletic Director, GMHS
Jane Johansen, GMHS PTSA
Pam Mahony, Special Education 8-12
Mary McDowell, Interim Principal GMHS
Louisa Porzel, Social Studies 8-12
Paige Whitlock, English 8-12
Maggie Wiseman, Science 8-12
Mary Jo Webster, Band/Orchestra
Mike Wolfe, Athletic Boosters
Joy Nemitz, Band Boosters
Debbie Baird, V&P Arts
Steve Knight, Technology K-12
Jeanne Seabridge, CTE 5-12
Sally Cole, ED, FC Chamber of Commerce
Hunter Kimble, Asst. Supt. Finance & Operations (SC)
Cindy Mester, Asst. City Manager (SC)
Melissa Teates, Parent/Citizen (SC)

The purpose of high schools is to prepare students adequately for their future, focusing on:

Engagement – reducing dropouts and increasing school completion at both the secondary and postsecondary levels in a diverse, rapidly evolving and increasingly complex society.

Achievement – strengthening academic and technical knowledge and skills in a manner that values and nurtures individuality.

Transition – increasing the movement of students from high school to postsecondary education and from education into the workplace, properly equipping them as literate, well-informed, and responsible citizens.

Challenge Statement

At George Mason we are an exciting and collaborative community of learners who strive toward excellence. We care for each other and take pride in and responsibility for our individual and mutual growth and accomplishments. We celebrate our diversity and seek to foster respect for all in the community through global awareness and appreciation of our individual and cultural differences.

George Mason prides itself on providing an environment that is welcoming to all students. We are committed to appropriately challenging all students by providing a diversified curriculum, a strong program of extracurricular activities, and opportunities for leadership and volunteer experiences. We are a collaborative community of learners, encouraging active input from staff members, students, and our families. We enjoy strong parental and community support in our efforts to provide the optimal educational experience for all students.