

4th Middle School Questions

Do the latest student enrollment projections still justify building a new, two-phase 950-student 4th middle school? Please explain the rationale between using different sets of enrollment figures.

Annually, the division contracts with FutureThink to provide low, high, moderate and most likely enrollment projections. FutureThink recommends using “most likely” projections for planning purposes, and WJCC uses the fiscally conservative “low” projection for budgeting purposes. Both the “most likely” and “low” projections show a need for the construction of a 4th middle school.

JBMS Estimated Enrollment (Most Likely)

| If BMS, HMS & TMS are @ | JBMS Enrollment | | | | | | | |
|-------------------------------|-----------------|---------|---------|---------|---------|---------|---------|---------|
| | 2018-19* | 2019-20 | 2020-21 | 2021-22 | 2022-23 | 2023-24 | 2024-25 | 2025-26 |
| 90% | 548 | 612 | 631 | 659 | 698 | 725 | 767 | 733 |
| 85% | 674 | 738 | 757 | 752 | 824 | 850 | 893 | 859 |

Enrollment at JBMS when it opens in 2018-19 is dependent on rezoning and the capacity determinations for the other three middle schools. If rezoning keeps the:

- other three schools at 90%, JBMS would be at 90% of building capacity (608)
- other three schools at 85%, JBMS would be at 110% of building capacity (608)

**If calculations utilize Hornsby Middle School's original design capacity, JBMS's 2018-19 projected enrollment (most likely) would be 627 (103%) or 749 (123%), respectively.*

JBMS Estimated Enrollment (Low)

| If BMS, HMS & TMS are @ | JBMS Enrollment | | | | | | | |
|-------------------------------|-----------------|---------|---------|---------|---------|---------|---------|---------|
| | 2018-19* | 2019-20 | 2020-21 | 2021-22 | 2022-23 | 2023-24 | 2024-25 | 2025-26 |
| 90% | 469 | 519 | 524 | 491 | 511 | 483 | 494 | 465 |
| 85% | 595 | 645 | 650 | 617 | 637 | 609 | 620 | 591 |

Enrollment at JBMS when it opens in 2018-19 is dependent on rezoning and the capacity determinations for the other three middle schools. If rezoning keeps the:

- other three schools at 90%, JBMS would be at 77% of building capacity (608)
- other three schools at 85%, JBMS would be at 98% of building capacity (608)

**If calculations utilize Hornsby Middle School's original design capacity, JBMS's 2018-19 projected enrollment (low) would be 548 (90%) or 670 (110%) respectively.*

What is 21st Century learning?

Please see attached white paper on “Learning in the 21st Century”.

How will you prepare the teachers for this environment?

The division’s current professional development program ensures that teachers and instructional staff receive training in instructional methods designed to ensure student success in school and for careers. Professional development for all teachers will continue to incorporate strategies for teaching this generation of students; however, teachers assigned to James Blair Middle School will receive additional professional development on flexible learning in flexible learning spaces utilizing flexible technology resources.

Do you intend Blair to be a 21st century learning environment or a STEM School? If a 21st century school, why did the architects repeatedly call this a STEM school at their last meeting?

The vision for the 4th middle school has not changed. The vision is to create a school environment that is secure, student-centered, and:

- Features flexible and seamless technology;
- Emphasizes collaborative, project-based, inter-disciplinary instruction;
- Offers opportunities for STEM/STEAM; and,
- Incorporates indoor and outdoor spaces that enhance learning and environmental awareness.

Through a number of programs in place and planned for the future, all WJCC students will have additional opportunities for STEM/STEAM.

How many students do you foresee the first few years? What current middle schools will they come from? Will you spot redistrict?

Community conversations regarding redistricting will begin in fall 2017. The enrollment goal for all four middle schools will be 85-88% capacity.

Has the architectural design changed in a way that merits further discussion?

The architectural design of the building has not changed substantively since the decision was made to demolish rather than renovate portions of the James Blair building.

Please explain how the Annex was originally designed to relieve future capacity challenges at the middle school level. When and why did that original purpose change?

The original purpose of the Annex was to relieve overcrowding when James Blair was open as a middle school. An alternative program was housed at the Annex for a short period of time. Since James Blair was

closed as a middle school, the Annex has been used for GED classes, the Parent Resource Center, offices and storage.

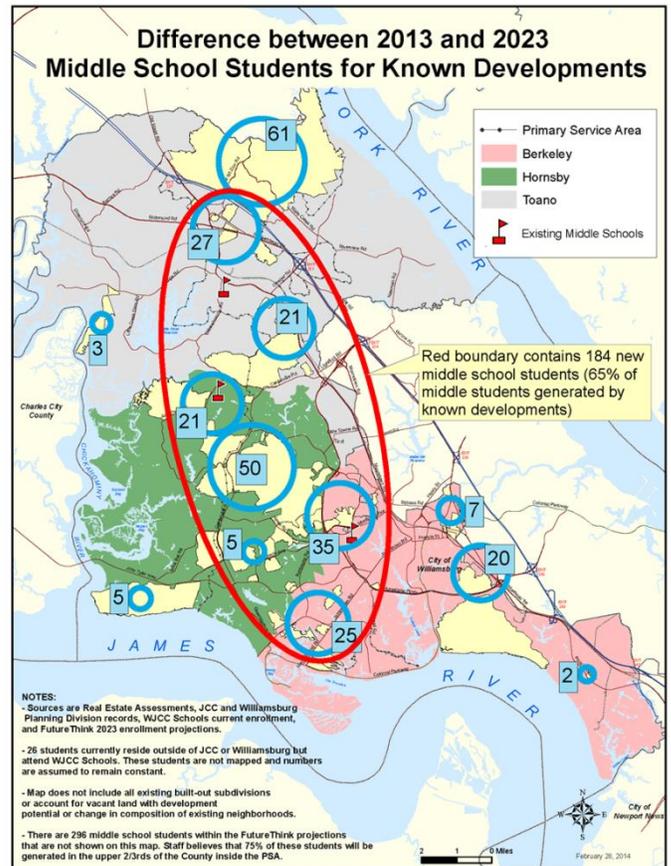
Please help us understand the study that suggested only JB as the site for a middle school. Who told the County Land Selection Committee JB was the only site they were interested in and why, knowing land was made available. Why was that land suggestion apparently ignored? Is there land available in the Stonehouse District?

The county does not own land for school construction and no land owned by a developer was made available to the division.

Building a middle school on property other than the Blair site would add land acquisition costs to the proposal submitted by the School Board. Unknown costs for access and utilities would increase the cost even further.

According to county staff, a site was proffered in the Stonehouse development for an elementary school when the development was approved.

County and City Planning Maps show growth primarily in the middle of the county.



Regarding the WJCC school document from 2013 listing expansion recommendations at middle schools, please explain how the land behind Berkley Middle School could be used for expansion, and how much this would cost compared to a new school.

The land behind BMS is owned by the College of William & Mary, limiting available expansion acreage.

Additions to existing middle schools are short-term solutions and require more than only adding classrooms. Common areas and building



systems must also be expanded. In 2013, the Middle School Learning & Facility Committee reviewed this option and an expansion to BMS was estimated at \$2,800,000. Expansions to the other two middle schools would also be needed to address enrollment projections.

Faithful & Gould prepared a report on value engineering the Blair school. What were the 25 or so items in the report?

The Value Engineering (VE) study was conducted the week of January 11-15, 2016. The VE findings/recommendations were presented to the architect, Waller Todd Sadler and division administration. The recommendations included a number of items that showed associated costs, did not incur additional costs, were deemed a slightly lower costs or deemed as more efficient.

Simultaneous to the VE process, Waller Todd Sadler and school administration performed an internal evaluation of curriculum needs, the number of rooms and associated square footages. These reductions were in addition to items recommended in the VE report. This internal analysis resulted in the following recommendations:

- Six science classrooms (2 per floor) were replaced with 3 large labs (1 per floor)
- The hub area associated with the six classrooms was eliminated
- The Media Center was reconfigured and reduced
- The number of foreign language rooms was reduced from 6 to 3
- The size of the remaining hub space was slightly reduced slightly
- The mechanical system was redesigned to use outdoor equipment and internal mezzanines were no longer required

The net result of the above changes reduced the building area by 12,455 sq. ft.

Waller Todd Sadler has completed an initial review of the VE report and preliminarily accepted several findings. During the constructability review at 95% design completion, VE recommendations may be reassessed. A final report on accepted VE recommendations will be presented as part of a future project update to the School Board.

What are the latest estimates for the Blair construction?

The estimated cost for Phase I of the construction is \$25,798,759. Updated cost estimates will be completed once the 95% design phase is completed.

Who will be on the contractor selection committee?

A committee comprised of the architect, construction management team, school project team and procurement staff will develop detailed criteria to pre-qualify potential contractors prior to an Invitation to Bid (IFB). The lowest, pre-qualified bidder will be awarded the construction contract.

Will you include a modular construction approach in the contractor bids?

A modular construction approach has not been incorporated into the current design plans for the 4th middle school.

What costs will be incurred? When will they be incurred?

Anticipated project costs: \$4,982,285 to include Architecture & Engineering Services, Construction Management, Contracted Services, Testing Services, New Equipment, New Furniture and New Technology. This funding was appropriated in the FY2015 Capital Improvement Budget.

The estimated cost of construction is \$25,798,759. This portion of the funding was appropriated in the FY2016 Capital Improvement Budget.

What are the estimated operating costs for Blair in the opening year and 2-3 years afterward?

The estimated cost of personnel for the 4th Middle School is \$2,533,746. This includes: Principal, Assistant Principal, Senior Administrative Assistant, Receptionist, Attendance Associate, School Nurse, Head Custodian, Custodians, In-School Suspension Aide, Technology Support, Instructional Resource Teacher, Guidance Counselor, Registrar, Media Specialist, Media Assistant, Cafeteria Monitor, 4 Non-Core Teachers, Maintenance Staff and School Stipends.

This estimated cost is based on the average salary for a position, VRS-anticipated rates for FY2018 and health insurance costs based on FY2016 employer cost for Employee + 1 for every FTE. This cost does not include core teachers. Core teachers should shift from other schools to support the staffing needs of the middle school. If additional core teachers are required due to enrollment, those positions will be included in the FY2019 budget.

Estimated utility costs are \$170,000 per year. Any additions to the number of drivers, aides and/or buses will be determined after attendance zones have been modified.

Realizing these are separate budgetary issues, with an ongoing and growing CIP, especially at our current schools, how can we justify a new school at this time?

Enrollment projections justify the construction of the 4th middle school.

Have economic conditions changed to question the affordability of the project?

Evaluating economic conditions is not the role, nor the area of expertise, of the School Board or School Division staff.

Learning in the 21st Century

Steven M. Constantino, Ed.D. | March 2016

If you want to do something new, you will have to stop doing something old.

– Peter Drucker

Understanding the terminology and language surrounding the necessity for schools to adapt a focus that centers on the requirements of 21st-century students is daunting but essential if student learning needs are to be met now and in the future.

It is important, at the onset of this discussion, to be clear as to what 21st-century education is not. Our students will always need to have a civic understanding and appreciation of history, geography, math and science. Now more than ever, these topics are essential for students to assimilate in the world and begin to understand future, unforeseen events. To sustain and improve upon the quality of life we have all come to cherish, these subjects must always have a prominent place in the education of our students.

21st-century learning does not mean that we will cast aside, with reckless abandon, core curricular principles of learning that have served us well. What it does mean is that we must change not what students learn, but how they learn it and most importantly, answer the question of why does it matter?

Students must also speak and write the English language well. We need to broaden the linguistic abilities of our students to ensure that they are multilingual in the languages of the world today, not the world of yesterday. Mastering languages also means attaining an awareness and appreciation of different cultures to bring about a better understanding of what unites mankind, not divides it.

Exposure to the arts and literature are critical. We must nurture the souls of students and enrich their lives with an understanding that the challenges of our society are timeless. Students must possess a deep understanding of the human condition and develop a desire for learning that expands long after the formal process of education ends.

If our students are to take their place as leaders, thinkers and doers in this world, ethical and moral character, integrity, and conviction to one's own beliefs are as essential as possessing the ability to listen to differing points of view. An understanding of the integral role that technology plays in our society and in just about every aspect of future fields of work is essential; however, for 21st-century students to thrive they must have a clear understanding of the appropriate use of technology and the consequences of misuse.

21st-century learning does not mean that we will cast aside, with reckless abandon, core curricular principles of learning that have served us well. What it does mean is that we must change not what students learn, but how they learn it and most importantly, answer the question of why does it matter?

How Things Have Changed

Consider for a moment, the following facts about today's students:

- Our students spend an average of about 7 hours per day using electronic media, more than they do in perhaps any other activity except sleeping (*Ridehout, Foehr, & Roberts, 2010*).
- Students have been raised in media-rich environments. They expect information to be presented in digestible morsels, not lengthy expositions (*Nevid, 2011, p.5*).
- Today's students are superficial processors of information. They may passively listen to the instructor's words and copy down a few choice remarks, but don't become engaged in the deeper thinking or reflection that leads to more enduring learning (*Nevid, 2011, p.6*).

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- Raised in an age of the World Wide Web, students are accustomed to nonlinear forms of thinking, such as jumping from hyperlink to hyperlink (Nevid, 2011, p. 6).
 - Students have higher and different standards of how material will be presented to them.

The Dilemma

Despite the high degree of autonomy and customization in their social and personal lives, students' academic lives are characterized by standardized achievement measures. Schools and curriculum, for the most part, are still focused on industrial-age content. Industrialists, commonly referred to as "The Committee of 10", developed our current school system in 1893. The Committee of 10 had a very clear vision of the role and purpose of education:

"The purpose of education is to teach students low-level cognitive skills, train them to perform repetitive tasks quickly and error free, and eliminate all traces of creativity and innovation (Wagner and Dintersmith, 2015)."

As a result of this model, calendars continue to be based on the agrarian needs of the 1800s, and fall woefully short in preparing students to enter The Knowledge Age -- an advanced form of capitalism where knowledge and ideas are the main source of economic growth.

In a recent study of American business and industry, the following question was asked: To be prepared for the jobs of the 21st century, do you think the kinds of things a student needs to learn in school are very similar, somewhat similar, somewhat different or very different from what a student needed to learn 20 years ago? 80% of respondents agreed that learning must be somewhat or very different.

New Economy

As the country continues to emerge from the recession, a new economy has emerged as well. The new economy, itself a buzz phrase, suggests that industries on the cutting edge of technology drive growth with the use of emerging high-tech tools, powerful computing, and

an entrepreneurialism that has penetrated both the consumer and business marketplace. This economy is framed by some very simple principles: consumers demand more options in the marketplace; consumers demand more customized services and product choices; and, consumers demand quality at a fair price.

"No industry or professional field, including K-12 education, is immune to the technical, economic, and market forces that are changing how American consumers make spending decisions on goods and services, including the education of their children (Stover, 2015)."

For today's students knowledge is no longer thought of as "stuff" that is developed (and stored) in the minds of experts but rather now thought of as a form of energy, as a system of networks and flows, something that does things or makes things happen. Knowledge is produced by groups of people with complementary expertise who collaborate for specific purposes.

Education must create a shift from industrial thinking to knowledge thinking. It must focus on learning capacity, competencies, and personalized learning environments that can be manipulated on a monthly, weekly or daily basis depending on the learning needs and interests of students.

What Is 21st-Century Learning?

The term "21st-Century Learning" is really only shorthand for what needs to be different in schools. Education must create a shift from industrial thinking to knowledge thinking. It must focus on learning capacity, competencies, and personalized learning environments that can be manipulated on a monthly, weekly or daily basis depending on the learning needs and interests of students.

21st-century learning focuses on people, relationships and collaborative skills. 21st-century learning places students in situations where they are interdependent

on peers, teachers, family members and communities to help them understand learning tasks. Because 21st-century students will have several careers in their lifetimes, success will require knowing how to learn and how to master content while producing, synthesizing, and evaluating information from a wide variety of subjects and sources.

21st-century learning builds upon past conceptions of “core knowledge in subject areas” and recasts them for today’s world, where a global perspective and collaboration skills are critical.

Students today expect to be able to work together. They want to explore the “why” of learning and want to creatively solve problems using the skills that the curriculum teaches them. They expect to be in a digital environment that mirrors their experiences outside of school, and they want to learn whenever and wherever they desire. 21st-century learning builds upon traditional core content knowledge; however, it also incorporates into learning information and communication skills, thinking and creative problem-solving skills, interpersonal and self-directional skills, and skills to make the best use of information and communication technologies.

But, it’s more than just about the work and how the work is done. It is also about the space in which the work is done. New designs in workspaces have become a component of agility in business and are now a component in schools. The environment in which students learn and teachers teach must be creative, imaginative and agile. Teachers need and desire flexibility. They need to be able to regroup and rethink lessons on a continuous basis. The positive byproduct of formative and creative assessment is the ability to use that assessment to not only drive instruction, but to modify and redesign the environment in which learning takes place.

21st-century learning shouldn’t be controversial. It is simply an effort to define modern learning using

modern tools and spaces.

If a year from now we are still debating 21st-century learning, it would be a clear sign that a permanent myopia has clouded what should be 20/20 vision. In a few short years every student in our schools will be from the 21st-century and no teacher will be. The entire student body and the entire teacher force will be from different centuries.

The Williamsburg-James City County School Division understands that re-imagining learning for the 21st-century is essential to our continued success and makes its tenants core attributes of the division’s strategic plan. The emerging structure of programs, flexibility and personalization in learning are all components of our plan to ensure that students are at the center of the process of learning – 21st-century learning.