

**FAIRFAX COUNTY PLANNING COMMISSION
SCHOOLS COMMITTEE/
FACILITIES PLANNING ADVISORY COUNCIL MEETING
THURSDAY, JANUARY 24, 2013**

COMMITTEE MEMBERS PRESENT:

Earl L. Flanagan, Mount Vernon District
Ellen J. Hurley, Braddock District
John L. Litzenberger, Jr., Sully District
Timothy J. Sargeant, Commissioner At-Large, Chairman

OTHER COMMISSIONERS PRESENT:

Jay P. Donahue, Dranesville District
James R. Hart, Commissioner At-Large
Janyce N. Hedetniemi, Commissioner At-Large
Peter F. Murphy, Jr., Springfield District

FACILITIES PLANNING ADVISORY COUNCIL (FPAC) MEMBERS PRESENT:

Karen Hogan, At-Large, Chairman
Daniel Aminoff, Mason District, Vice Chairman

FAIRFAX COUNTY STAFF PRESENT:

Ajay Rawat, Coordinator, Facilities Planning Services (FPS), Fairfax County Public Schools (FCPS)
Gregory Bokan, Planner, FPS, FCPS
Barbara J. Lippa, Executive Director, Planning Commission (PC) Office
Jeanette Nord, Deputy Clerk to the PC

ATTACHMENTS:

- A. "FCPS Strategic Facilities Plan" Presentation, dated January 2013
- B. FPAC Quarterly Report to the School Board, dated December 13, 2012

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Chairman Timothy J. Sargeant called the Schools Committee meeting to order at 7:01 p.m. in the Board Conference Room of the Fairfax County Government Center, 12000 Government Center Parkway, Fairfax, Virginia 22035.

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Commissioner Flanagan MOVED APPROVAL OF THE MARCH 29, 2012 MINUTES.

Commissioner Litzenberger seconded the motion which carried unanimously.

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FPAC'S STRATEGIC FACILITIES PLAN HIGH LEVEL OVERVIEW

Karen Hogan, Chairman and At-Large representative, Fairfax County Public Schools' (FCPS) Facilities Planning Advisory Council (FPAC), gave a presentation on FPAC's Strategic Facilities Plan, as shown in Attachment A. She provided an overview of the Plan's inception and detailed the development of the guidelines within the Plan.

Commissioner Flanagan referenced the "Historical and Projected Membership, 2002 – 2021" graph on Slide Number 10, and asked if there was any flexibility to allow for sudden changes in the numbers of students. Ajay Rawat, Coordinator, Facilities Planning Services (FPS), FCPS, explained that student projections were developed by reviewing historical enrollment records and confirmed that flexibility was built into future enrollment projections.

Responding to an additional question from Commissioner Flanagan, Ms. Hogan and Mr. Rawat both pointed out that the FCPS website provided specific information on student enrollment and related impact information throughout the County.

Commissioner Hurley noted that while enrollment changes might seem sudden in the short-term, closer examination of the historical enrollment record would often show that such changes were commonplace. She referenced the Department of Defense's Exceptional Family Members Program and said that many children transferred to and from schools in Fort Belvoir in the Mount Vernon District. Further discussion ensued with input from Ms. Hogan and Mr. Rawat regarding other causes for student enrollment increases.

Upon review of the "Special Education Historical and Projected Membership, 2002 – 2021" graph on Slide Number 12, Commissioner Litzenberger questioned the figures, noting that there appeared to have been a 50 percent increase from 2002 to 2012; yet, the projection showed only a 10 percent increase over the next 10 years. He expressed concern that such a disparity in the projection could cost the County over \$200 million. Mr. Rawat stated that staff in the Office of Special Education Instruction had developed the projections and said he would verify the data.

In reference to the enrollment information on Slide Number 9, Ms. Hogan explained to Commissioner Flanagan that the current enrollment trajectory would require the equivalent of four additional elementary schools, three additional middle schools, and three additional high schools, although FCPS did not necessarily intend to build that many. She pointed out that one possible solution to over-enrollment might be to add space to existing schools rather than new construction.

Noting the increased costs for special services, Commissioner Hurley asked about enrollment into FCPS from nearby jurisdictions and asked for an estimate of the number of out-of-County students enrolled in Fairfax County schools. She also asked whether the County shared the associated costs for those services with the other jurisdictions. Ms. Hogan said that she would provide that information to Commissioner Hurley.

Referencing Commissioner Hurley's earlier comments on student enrollment in the Mount Vernon District, Commissioner Flanagan asked if the County received, or exchanged, monies to

recover the costs of those students. Daniel Aminoff, Vice Chairman and Mason District representative, FPAC, said that the military provided the facilities while the County performed the day-to-day operations. Ms. Hogan added that she would investigate further to determine whether the County received any funds.

Referencing fiscal constraints on operations and maintenance budgets, as outlined on Slide Number 14, Commissioner Hurley stated that funding for operations and maintenance should not be paid with capital funds.

Commissioner Hurley expressed concern about Capacity and Space Use Guideline Number 10 listed on Slide Number 28, which stated, "Renovation criteria would be weighted to capture projected program capacity surpluses or deficits." She stated that this guideline might prevent the renovation of schools most in need. In response, Ms. Hogan explained that the guideline was merely one of many criteria considered when reviewing the need for a school's renovation. She further noted that School Board members wanted the criteria to be considered together, thereby eliminating the risk of any single criterion being the preventive factor in a school's renovation.

Chairman Sargeant referenced Capacity and Space Use Guideline Number 9 on Slide Number 28, and asked if the co-location of schools in urban, mixed-use developments would also apply to suburban areas throughout the County. Mr. Aminoff confirmed that it would, adding that such co-locations could occur within the Baileys Crossroads, Seven Corners, and Richmond Highway Corridor areas.

Chairman Sargeant referenced the Communication guidelines in the FPAC Quarterly Report to the School Board, dated December 13, 2012, as shown in Attachment B, and asked how they would affect land use planning in the County. Mr. Aminoff noted that a complete rezoning process would take much longer than the co-location of school facilities and services. Ms. Hogan added that the guidelines required that FCPS provide open and efficient communications with the public to effect co-locations and/or renovations more expeditiously.

When Commissioner Hedetniemi asked about FCPS' communications plan, Mr. Rawat explained that FCPS' Department of Communications and Community Outreach (DCCO), along with its Keep In Touch (KIT) notification system, ensured that community members were continually updated on school-related information. A brief discussion ensued regarding communication on school-specific incidents as well as general procedures within FCPS for maintaining its facilities.

Mr. Aminoff noted that parents of FCPS students had comprised the majority of the audience during the listening tours, and expressed concern that other County residents did not attend the meetings to learn about FCPS operations, services, and funding.

Responding to a question from Chairman Sargeant, Mr. Aminoff explained that the guidelines would be incorporated into the Countywide Comprehensive Plan, adding that rather than labeling the types of schools, the text would focus more on the provision of better school facilities in general rather than the identification of each school.

Answering a question from Commissioner Flanagan, Ms. Hogan described the meetings that FCPS and FPAC held with County residents during the listening tours, explaining that the guidelines were a direct result of the meetings and input received. When Commissioner Flanagan asked if the Mount Vernon Council had been involved, Mr. Aminoff confirmed that members of the Council and staff from Mount Vernon District Supervisor Gerald Hyland's Office had attended the meetings.

In reply to additional questions from Commissioner Flanagan, Ms. Hogan confirmed that the Strategic Facilities Plan had been approved by the School Board, noting that it would inform related detailed plans throughout the County.

When Commissioner Donahue asked if future development sites were considered in the strategic planning process, Mr. Rawat explained that FCPS staff worked closely with Department of Planning and Zoning (DPZ) staff on applications affecting student enrollments and incorporated anticipated student generation into the school enrollment projections.

When Commissioner Donahue asked what factors comprised a population bubble versus a simple population increase, Mr. Rawat detailed the process projecting student enrollment as performed by the Schools' demographer.

Chairman Sargeant suggested that the Commissioners' questions be provided to Denise James, Director, FPS, FCPS, and Mr. Rawat for further review before the next Committee meeting. He also suggested that the Committee consider the interrelation between the Fairfax County School Board's policy and decision-making process and the implementation of the Strategic Facilities Plan.

Answering a question from Commissioner Flanagan, Ms. Hogan stated that the presentation, particularly the color map depicting the locations of births during the 2010-2011 school year and elementary Title 1 schools throughout the County, as shown on Slide Number 21, would be available to all of the Committee members.

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COMPREHENSIVE/AREA PLAN LANGUAGE AND "FEATURES SHOWN" UPDATES

Mr. Aminoff said that FPS staff had met with Office of Community Revitalization staff to discuss possible co-locations, pointing out that traditional neighborhood schools would become fewer as the County became more urbanized.

When Chairman Sargeant noted that a description of and requirements for an urban co-located school would be helpful, Mr. Aminoff stated that FPS had prepared urban school design and construction requirements for the Tysons area. Further discussion ensued regarding urban schools and the flexibility in their design to fit various urban areas within the County.

As the discussion continued, Mr. Aminoff explained to Chairman Sargeant that recreational space might vary from open space between office buildings to rooftop play areas.

When Commissioner Hurley expressed concern about language in the Comprehensive Plan being too broad, Mr. Rawat ensured her that restrictions would still apply insofar as school size and age requirements.

Commissioner Hart asked what the timeline would be for the anticipated Comprehensive Plan Amendment and when the Committee could expect a strawman document. Mr. Rawat explained that FCPS staff was working with Chris Caperton and Meghan Van Dam from DPZ on the proposed Plan language. Further discussion ensued regarding a timeframe for receiving draft language from staff.

Chairman Sargeant announced that the Committee would meet again at 7:00 p.m. in the Board Conference Room on the following dates:

- Thursday, March 14, 2013, and
- Thursday, April 18, 2013.

Commissioner Hurley requested that the Committee discuss at a future meeting the interrelation between the FCPS' start times, school bus transportation system, and kiss-and-ride program, and their impacts on traffic in the metropolitan area. Commissioner Flanagan added that the acceptable walking distances for schools should also be taken into consideration.

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The meeting was adjourned at 8:10 p.m.
Timothy J. Sargeant, Chairman

An audio recording of this meeting is available in the Planning Commission Office, 12000 Government Center Parkway, Suite 330, Fairfax, Virginia 22035.

Minutes by: Jeanette Nord

Approved: March 14, 2013

Kara A. DeArrastia, Clerk to the
Fairfax County Planning Commission

Fairfax County Public Schools Strategic Facilities Plan

Presented to
**Fairfax County Planning Commission
Schools Committee**

January 2013

Purpose

Provide an overview of the Strategic Facilities Plan developed by the Facilities Planning Advisory Council (FPAC) and accepted by the FCPS School Board in Nov 2012.

Agenda

- Plan Development Process
- Input to the Plan
- Guidelines in the Plan
- How the Plan is Used

School Board Charge to FPAC

“Develop and update annually a long-term strategic plan for FCPS facility needs for presentation to and approval by the School Board. The strategic plan should reflect input from all interested stakeholders and constituencies.”

Developing the Plan

In developing the Plan, FPAC

- Was briefed by many staff members on their various areas of responsibility
- Expanded research into specific 'study areas'
- Conducted listening tours throughout the County
- Held an all-day retreat

Developing the Plan

In developing the Plan, FPAC

- Drafted the first set of goals/guidelines
- Obtained stakeholder input on goals through
 - 4 community meetings
 - Blog open April through June

What We Learned

The present situation in Fairfax County is one where:

- School enrollments continue to increase
- Special services consume growing proportions of available space
- Funding for renovations and new construction is inadequate to meet the needs

What We Learned

The present situation in Fairfax County is one where:

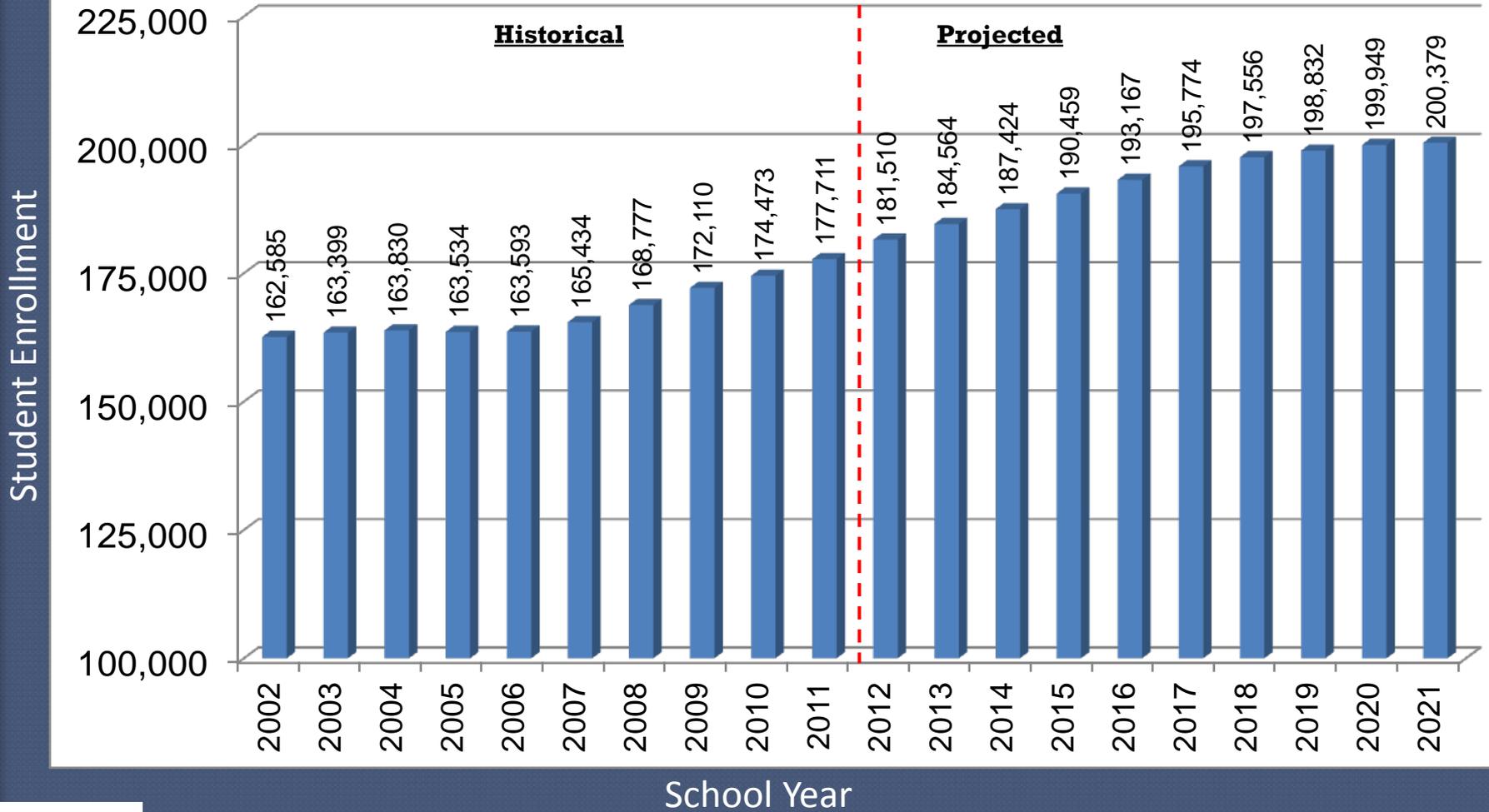
- Fiscal constraints on operations and maintenance budgets, and fixed capital investment funds hinder FCPS's ability to reach its standards of operational excellence
- Economic and demographic changes rapidly and significantly impact the number and location of students

Enrollment

School enrollments continue to increase

- Within a decade, FCPS will need the equivalent of 10 additional schools
 - 4 elementary schools
 - 3 middle school and
 - 3 high schools
- Available space often not where students are

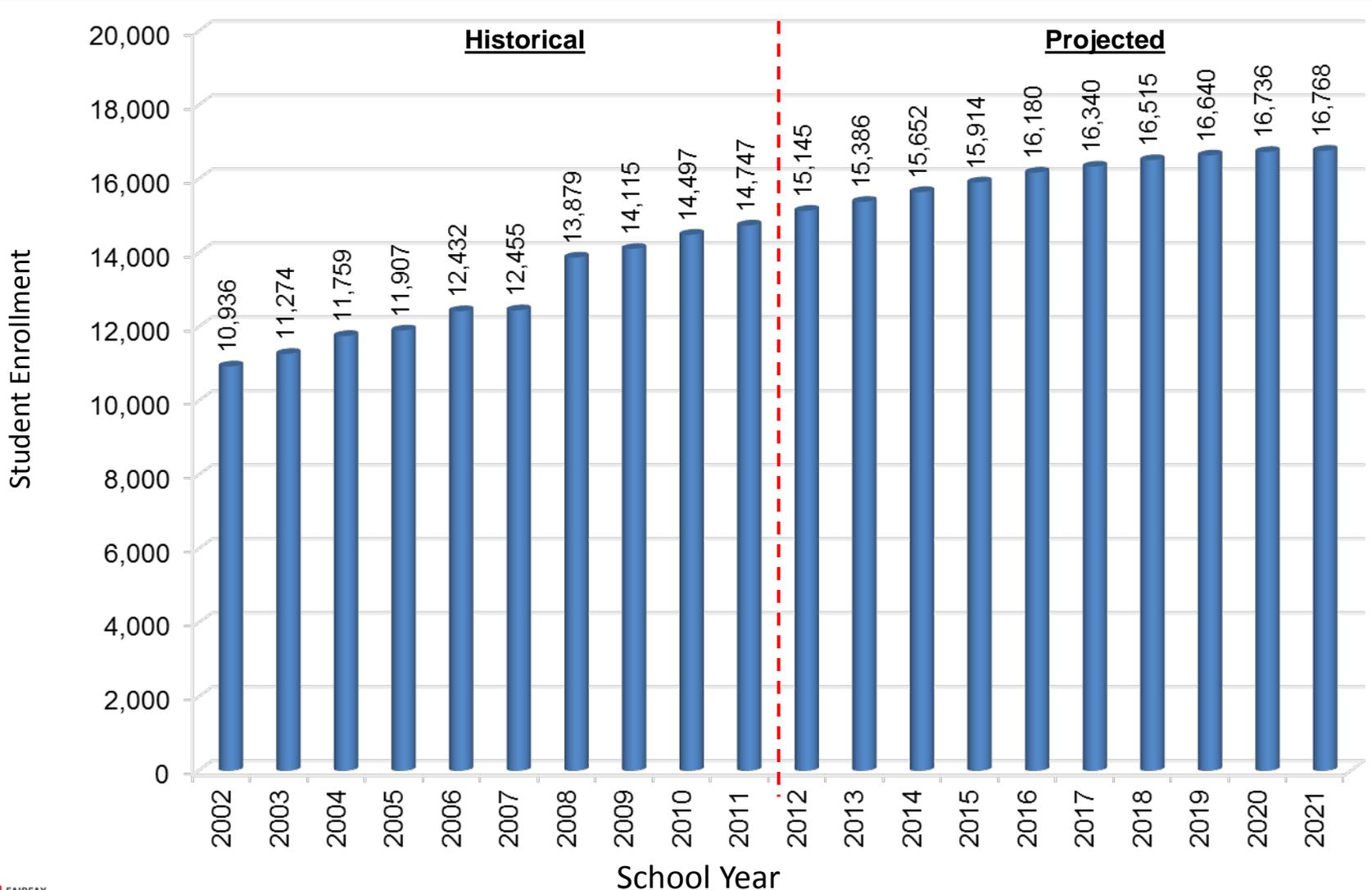
Fairfax County Public Schools Historical and Projected Membership 2002 - 2021



Special Services

- Special services consume growing proportions of available space
- Per student space requirement is higher for special services

Fairfax County Public Schools Special Education Historical and Projected Membership 2002 - 2021



Inadequate Funding

Funding for renovations and new construction is inadequate to meet the needs

- Requirements: \$205 million/year
- Funding: \$155 million/year

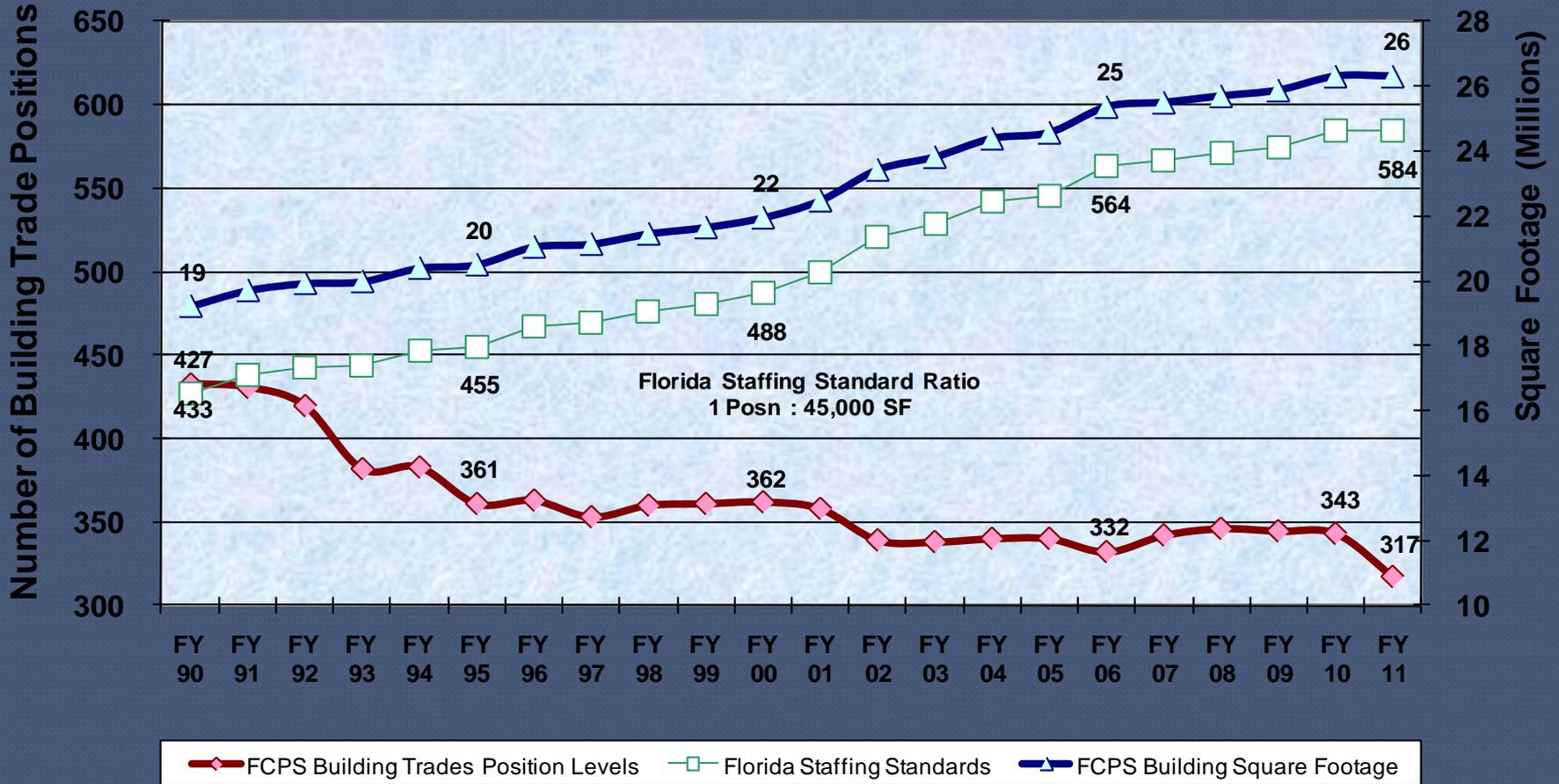
Fiscal Constraints – O&M

- **Fiscal constraints on operations and maintenance budgets**
 - O&M budget set by School Board at \$6-8M/yr
 - Supplemented by bond funds
- **Major maintenance backlog of \$100M+ vs. annual allocation of \$15-20M from bond funds**

Fiscal Constraints – O&M

- O&M impacts quality of the education environment and return on investment
- O&M is often target of budget reductions
- New schools are added to inventory without additions to O&M funding to maintain them

Staffing Level Comparisons to Square Footage and Florida Staffing Standards



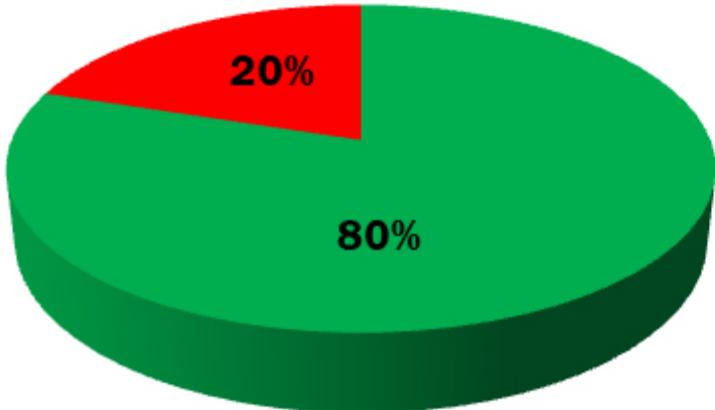
Impact of Fiscal Constraints

Insufficient O&M funding results in

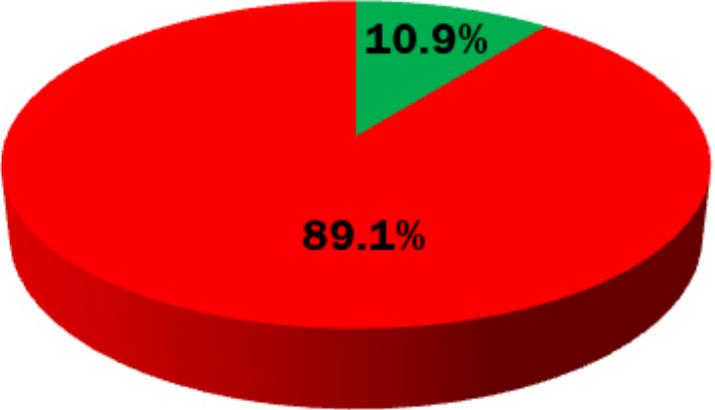
- Inadequate staffing of maintenance operation
- Reactive maintenance vs. preventive maintenance

Maintenance Work Order Hour Analysis

(Preventive vs. Reactive Maintenance)



Optimal



Actual



Impact of Fiscal Constraints

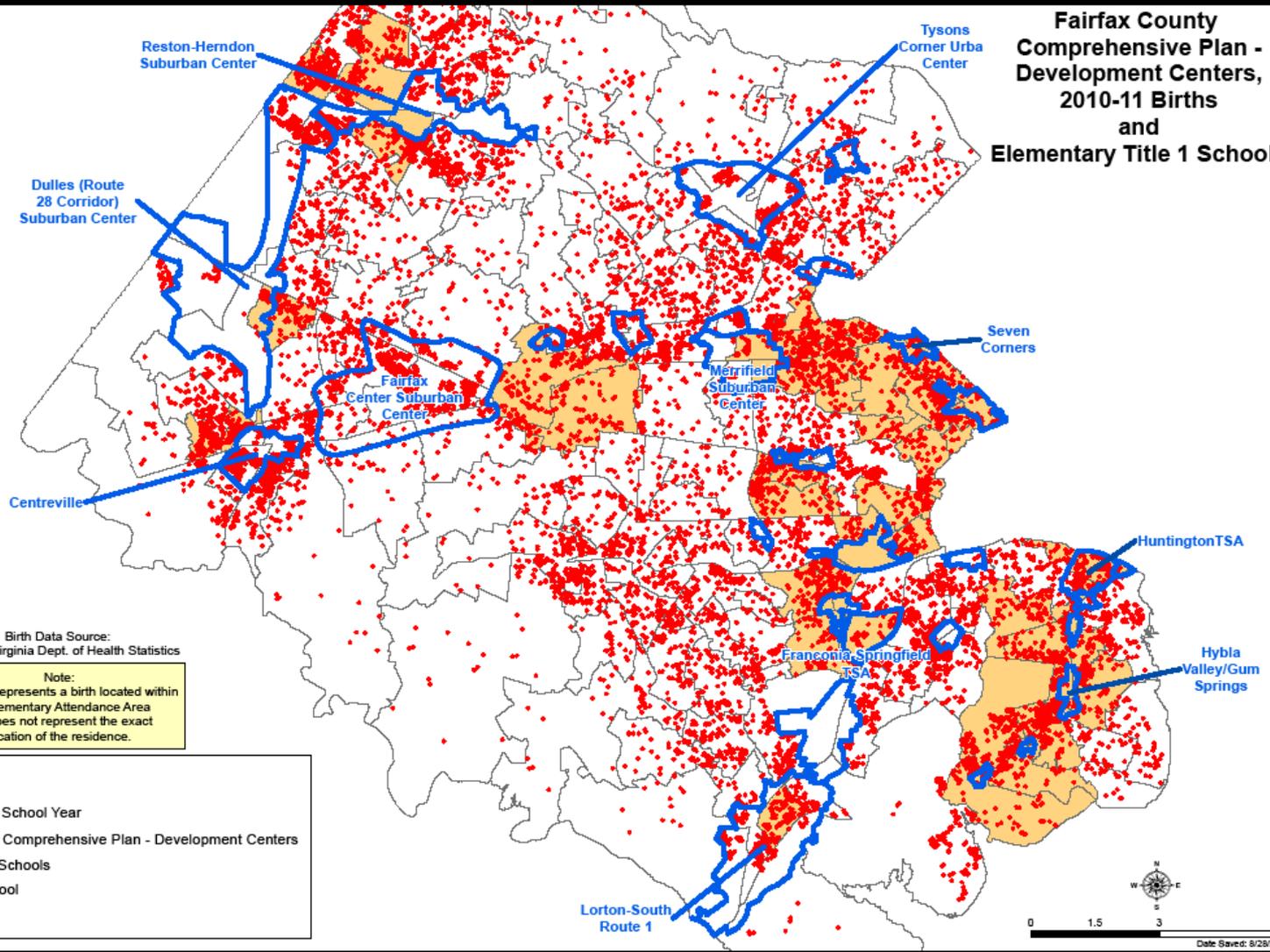
Lack of preventive maintenance leads to

- Reactive maintenance when asset malfunctions
 - Causing increase of reactive maintenance and less ability to provide preventive maintenance
- Early replacement of asset
 - Fewer years of useful life from asset – increased cost
 - Negative impact on capital investment funds that are needed for capacity, renovation, etc.

Demographic Changes

- Economic and demographic changes rapidly and significantly impact the number and location of students
- Unpredictable demographic shifts due to
 - Economic conditions
 - Birth rate
 - Housing turnover to younger families
 - Re-development increasing density of housing

Fairfax County Comprehensive Plan - Development Centers, 2010-11 Births and Elementary Title 1 Schools

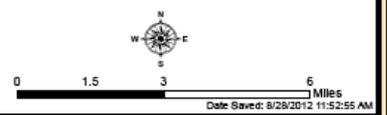


Birth Data Source:
State of Virginia Dept. of Health Statistics

Note:
Each dot represents a birth located within
the Elementary Attendance Area
and does not represent the exact
location of the residence.

Legend

- Births 2010-11 School Year
- ▭ Fairfax County Comprehensive Plan - Development Centers
- Elementary Title One Schools
 - Not Title 1 School
 - ▭ Title 1 School



What We Determined

There is an approaching crisis facing Fairfax County Public Schools (FCPS). Over the coming decade, a variety of challenges will impact FCPS's ability to provide and maintain school facilities in line with its stated mission to ensure that every child has access to high-quality education in a facility that is environmentally safe, secure, functionally efficient, and comfortable.

What We Observed

- FCPS facilities staff is very professional
- FCPS facilities data are very reliable
- The community at large does not understand the data and why the numbers change
 - This raises questions about the quality and reliability of the data
 - Resulting in a lack of trust in facilities-related decisions made using that data

Communications Issues

- School Board and staff have worked hard to create more transparency and obtain community input
- Staff is open and direct in responding to inquiries

HOWEVER

- Facilities-related processes and decision criteria are still
 - Not easy to understand
 - Not readily available
 - Not completely transparent
 - Improved by community input

What Can We Do?

The Strategic Facilities Plan addresses these issues with Guidelines for:

- Communication
- Capacity and Space Use
- Operations and Maintenance
- Capital Improvement

Communication Guidelines

1. Processes used in making facilities-related decisions readily available to the public
2. Planning informed by community input
3. Facilities-related decisions informed by community input
4. Information on funding of capital investments (renovations, facility expansion, new construction and major upgrades) readily available to the public
5. Advance notification of changes - potential school boundary adjustments and changes to the renovation queue

Capacity and Space Use Guidelines

1. Existing program capacity within the county will be efficiently utilized prior to funding construction of additional capacity
2. Site-based management decisions consider school's program capacity when adding programs or considering transfers
3. Coordination among FCPS departments on programs and educational specifications
4. Use instructional technology to maximize each school's program capacity
5. Students remain with their cohort from elementary to high school

Capacity and Space Use Guidelines

6. Boundary studies and adjustments used only after other options are fully considered
7. Boundary adjustments will provide long-term solutions
8. Boundary studies focus on school communities, school pyramids or clusters, school feeders, and/or schools countywide
9. Co-location of schools in urban, mixed-use developments and share facilities with other county agencies
10. Renovation criteria weighted to capture projected program capacity surpluses or deficits

Operations & Maintenance Guidelines

1. FCPS facilities safe, clean and comfortable
2. Facilities managed to optimize quality while controlling lifecycle costs
3. Facilities maintained in proactive manner, using preventive maintenance
4. FCPS use resources from the school operating fund to operate and maintain school infrastructure, rather than rely on capital funds to compensate for an inadequately funded maintenance program
5. When funding requires maintenance activities be deferred, maintenance will be deferred in a consistent manner

Capital Improvement Guidelines

1. Capital funding used for capital expenditures with useful life of at least 20 years
2. Identify and prioritize school facility and capital improvement needs to adequately address system-wide requirements.
3. Capital improvement projects conserve valuable natural resources
4. Explore non-traditional funding sources
5. Explore creation of urban schools and shared-use facilities in high density areas

What the Plan will do

Strategic Facilities Plan:

- Provides a framework for sound decision making related to capital investments, program assignments, boundary management, and a myriad of facilities-related issues
- Enables the county to effectively anticipate, respond to, and manage change
- Is driven by issues identified by residents as critical and long-term guidelines based on the county's vision of the future

How the Plan will help

The implementation of the Strategic Facilities Plan will:

- Promote the best of public education
- Result in better designed and operated schools
- Provide for the public use of schools as community assets
- Improve the return on taxpayer investment
- Better inform community on changes

How FPAC uses the Plan

- ◉ December Quarterly Report to School Board - Recommendations on facilities tied to Guidelines in Strategic Facilities Plan
 1. Make funding for maintenance a priority
 2. Simplify boundary change process when 5-15% of students at affected schools are involved
 3. Ensure adequate coordination on facilities-related impacts of AAP changes prior to voting on changes

Thank you

We appreciate the opportunity to review our
Strategic Facilities Plan

FPAC Website:

<http://www.fcps.edu/fts/planning/fpac/index.shtml>

Strategic Facilities Plan blog:

<http://fcpsfpac.wordpress.com/>

FPAC email: fpac@fcps.edu

TO: Fairfax County School Board
 FROM: Facilities Planning Advisory Council (FPAC)
 SUBJECT: FPAC Quarterly Report to the School Board
 DATE: December 13, 2012

SUMMARY: During the fall quarter, FPAC has completed work on the first iteration of the *Strategic Facilities Plan* and has addressed and developed recommendations on several major topics.

STRATEGIC FACILITIES PLAN: The *Strategic Facilities Plan (SFP)* was approved by the School Board on November 26, 2012. FPAC has used the Guidelines in the *SFP* to develop the recommendations below. FPAC will continue to apply the Guidelines as we develop further recommendations on facilities and review relevant staff proposals. FPAC is in the process for developing a set of in-depth recommendations for the Operations and Maintenance area.

OPERATIONS AND MAINTENANCE (O&M): The *Strategic Facilities Plan* explains the impact of delaying preventive maintenance and focusing on reactive maintenance, a situation caused by budgetary limitations and reductions to O&M over several years. Although many schools have been added to the inventory over the past few years, O&M funding has remained static or been reduced. FPAC was pleased to learn earlier in the year that the Chief Operating Officer had been directed by the School Board to develop a plan for gradually increasing the maintenance staff. That effort has now been abandoned due to current budget limitations. FPAC is concerned that such action is extremely detrimental to maintaining the school facilities, and proposes that the School Board take action to increase maintenance funding in the upcoming budget cycle, toward implementing O&M Guidelines 3 and 4:

O&M GUIDELINE 3: FCPS facilities will be maintained in a proactive manner, delivering a maintenance level of service that is preventive in nature.

O&M GUIDELINE 4: FCPS will use resources from the school operating fund to operate and maintain school infrastructure, rather than rely on capital funds to compensate for an inadequately funded maintenance program.

See RECOMMENDATION 1 below.

CAPACITY AND SPACE – BOUNDARY CHANGES: Review of the attached staff proposed Work Program (Attachment 1) shows many boundary studies will be needed over the coming years and demonstrates the need for a more efficient process than the lengthy, complex ad hoc and boundary study process used in the past. Current School Board regulation that restricts Administrative Boundary Changes (Regulation 8130.8) to 5% or fewer of the students at the sending and receiving schools does not take advantage of the Virginia State Code (22.1-79), which allows changes up to 15% of the student population at the sending and receiving schools without public hearings. In response to the School Board's request to develop a recommendation for a "boundary lite" process, Attachment 2 provides suggested additional language to be included in Regulation 8130 to provide a process for making boundary changes affecting between 5% and 15% of the sending and receiving schools' populations. The proposed language includes School

Board approval for changes made under the revised regulation. Such a change is in line with Policy 8130 (see Attachment 3) and the Virginia Code and will significantly enhance the school system's ability to move toward achieving Capacity and Space Guideline 1:

CAPACITY AND SPACE GUIDELINE 1: Existing program capacity within the county will be efficiently utilized prior to funding construction of additional capacity.

See RECOMMENDATION 2 below.

CAPACITY AND SPACE - PROGRAM CHANGES: While FPAC concurs (and recommended in our most recent Annual Report) that a County-wide review of the AAP Program is needed, we are concerned that adequate coordination has not yet occurred between Instructional Services and Facilities Planning on the recommendations to be brought forward to the School Board regarding changes to the AAP centers and locations. Such changes will have a dramatic affect on where students attend school, and the impact on facilities must be thoroughly assessed, and the timing of such changes coordinated. We believe that further coordination is needed, in light of Capacity and Space Guideline 3:

CAPACITY AND SPACE GUIDELINE 3: Coordination will occur among FCPS departments when proposing new or revised instructional programs and Educational Specifications.

See RECOMMENDATION 3 below.

CAPITAL IMPROVEMENT: FPAC members attended the charette held on Nov 27 to discuss renovation criteria. FCPS is fortunate to have an impartial, unbiased and apolitical process for determining the order in which schools will be renovated, and FPAC encourages the continuation of such a process. However, the criteria used and underlying assessment methodologies should be reviewed and compared with those used by other organizations to ensure their adequacy and equitability. The comments and questions received from the charette participants should be addressed prior to a recommendation being presented to the School Board. FPAC has requested that Design and Construction representatives meet with us to discuss the renovation criteria and methodologies during the first quarter of 2013, in support of Capital Improvement Guideline 2:

CAPITAL IMPROVEMENT GUIDELINE 2: FCPS will identify and prioritize school facility and capital improvement needs to adequately address system-wide requirements.

COMMUNICATION: FPAC has been working with FCPS facilities staff to revise the *Capital Improvement Program (CIP)* document. The objective is better and earlier information provided to the entire community about possible upcoming changes and the drivers and considerations behind them, as stated in COMMUNICATION GUIDELINES 4 and 5:

COMMUNICATION GUIDELINE 4: Information about the funding of capital investments (including renovations, facility expansion, new construction and major upgrades) will be readily available to the public.

COMMUNICATION GUIDELINE 5: The community will have notice of significant facilities related changes to include potential school boundary adjustments and changes to the renovation queue in advance.

FPAC will conduct a high-level review of staff recommendations for *CIP* projects to ensure they are aligned with the *SFP*, in particular, Capital Improvement Guideline 2, and provide any specific recommendations to the School Board during the deliberation period:

CAPITAL IMPROVEMENT GUIDELINE 2: FCPS will identify and prioritize school facility and capital improvement needs to adequately address system-wide requirements.

WORK PROGRAM: FPAC requested that staff develop a work program to address the issues identified in our 2011-2012 Annual Report to the School Board:

- A county-wide review on location of AAP in the elementary and middle schools and the location of Special Education Centers to assess the impact on space utilization
- Review of split feeders, including Carson/Franklin/Stone Middle Schools, Union Mill feed to Liberty/Robinson, and various situations in the western portion of the County
- Capacity issues in:
 - o Bailey's/Glen Forest Elementary Schools area
 - o Richmond Highway area
 - o Fairfax/Oakton area
 - o Western Fairfax
 - o Kilmer/Jackson/Thoreau Middle Schools area

Staff's Proposed Work Program is provided as Attachment 1. It supports the planned activities documented in the *CIP*. Recognizing that the schedule and work program could be impacted by other decisions, FPAC finds that it supports multiple Guidelines in the *SFP* and the projects put forward in the upcoming *CIP*.

FPAC MEETINGS: During this quarter, FPAC held six business meetings, two each in September and October and one each in November and December. FPAC meetings through the end of the school year will be held from 7-9 p.m. in Room 5050 and are shown on the calendar on the FPAC website at <http://www.fcps.edu/fts/planning/fpac/index.shtml>

PLANNED ACTIVITIES: During the next quarter, FPAC will:

- Review staff-recommended *CIP* projects in light of *SFP* guidelines and provide any recommendations to the School Board
- Develop recommendations to the School Board regarding Operations and Maintenance
- Review the renovation criteria and methodology to provide recommendations to the FCPS staff and School Board

- Participate in the Richmond Highway Boundary ad hoc Process to develop recommendations on FPAC's role in future ad hoc and boundary studies
- Continue to observe and analyze the Fairfax/Lanier Boundary Study process
- Review and provide feedback to staff on the new Capacity Dashboard containing facts about schools
- Review the emerging revised educational specifications, and
- Consider other topics raised by members, the community, School Board, staff or others.

OTHER ACTIVITIES:

Fairfax County Planning Commission Schools Committee: A joint meeting with the Planning Commission Schools Committee and FPAC members is scheduled for January 24, 2013. We will discuss several topics, including the *Strategic Facilities Plan*.

Superintendent's Business and Community Advisory Council: FPAC is represented at the monthly meetings.

CPDC: FPAC will continue to be represented at CPDC meetings to ensure open communication.

PROPOSAL:

As outlined in the *Strategic Facilities Plan*, the FCPS is facing a crisis situation with regard to its facilities. As FPAC begins its next phase of work in developing recommendations that support the Guidelines in the *SFP* and address the crisis, we would like to hold a joint School Board/FPAC brainstorming session to explore concepts and opportunities. We suggest holding a half-day Saturday session during the first quarter of calendar year 2013.

RECOMMENDATIONS:

1. FPAC recommends that the School Board increase funding for facilities operations and maintenance beginning with the 2013-2014 budget, and that funding be increased over the next several years, with the objective of increasing preventive maintenance and decreasing the need for reactive maintenance. Further, as new schools are added to the inventory, additional operations and maintenance funding should be allocated. If resources are available during the current budget year, maintenance should be considered a high priority for additional funding.
2. FPAC recommends that FCPS Regulation 8130.8 be amended as shown on Attachment 2, to provide for a simplified process for boundary changes affecting between 5% and 15% of student populations at sending and receiving schools.
3. FPAC recommends that the School Board ensure adequate coordination with Facilities Planning staff has occurred and that an analysis of the impact of changes on facilities has been thoroughly examined prior to acting on recommendations from the AAP Task Force.

Attachment 1: Proposed Work Program for Boundary Studies and CIP-Related Projects

Attachment 2: Regulation 8130 – FPAC Proposed Revision

Attachment 3: Policy 8130

Attachment 1

Draft

For Discussion Only

WORK PROGRAM

- FALL 2012
1. Fairfax High School - Identify scope of boundary study.
 2. Hybla Valley Elementary school - Identify scope of boundary study.
 3. "Boundary Lite" - Discussion of an additional boundary process option with recommendation presented in October.
 4. Richmond Highway Corridor Study - Study outline presented to FPAC.
 5. Capital Improvement Program – Develop CIP and present recommendations in December.
- SPRING 2013
1. Fairfax High School – Conduct boundary study and present recommendation in May/June.
 2. Hybla Valley Elementary School – Conduct boundary study and present recommendation in May/June.
 3. Richmond Highway Corridor Study – Possible community ad hoc study with recommendation presented in February/March.
 4. School Bond Referendum – Develop bond referendum project list with recommendation due in April.
- FALL 2013
1. AAP Center Boundary Study – Study the facilities impact of returning AAP students to their base school and/or possible realignment of current center boundaries with report/recommendations due in spring of 2013.
 2. "Boundary Lite" – Identify scope of any boundary studies to be conducted using the "boundary lite" process.
 3. Lemon Road/Freedom Hill Boundary Study – Identify scope of boundary study.

September 18, 2012 FPAC Meeting

Attachment 1

Draft

For Discussion Only

4. Capital Improvement Program – Develop CIP and present recommendations in December.

SPRING 2014 1. “Boundary Lite” Studies – Several small boundary studies (may be conducted concurrently) with recommendations due in April.

2. Boundary Study Lemon Road/Freedom Hill – Conduct a boundary study for schools identified in the Lemon Road/Freedom Hill scope of study with recommendations due in April.

3. Thoreau, Kilmer and Jackson Middle Schools – Identify scope of boundary study which will attempt to use additional capacity provided by renovation of Thoreau to relieve overcrowding at Kilmer and Jackson. Note timing of the study may be adjusted to coincide with substantial completion of the Thoreau renovation. This study may also be impacted by decisions regarding AAP Centers and the west county high school.

FALL 2014 1. Thoreau, Kilmer and Jackson Middle Schools – Conduct a boundary study for schools identified in the Thoreau, Kilmer, and Jackson scope of study with recommendations due in January 2015. Note timing of the study may be adjusted to coincide with substantial completion of the Thoreau renovation. This study may also be impacted by decisions regarding AAP Centers and the west county high school.

2. Capital Improvement Program – Develop CIP and present recommendations in December.

3. “Boundary Lite” – Identify scope of any boundary studies to be conducted using the “boundary lite” process.

SPRING 2015 1. “Boundary Lite” Studies – Several small boundary studies (may be conducted concurrently) with recommendations due in April.

2. School Bond Referendum – Develop bond referendum project list with recommendation due in April.

September 18, 2012 FPAC Meeting

Attachment 1

Draft

For Discussion Only

- FALL 2015
1. Capital Improvement Program – Develop CIP and present recommendations in December.
 2. “Boundary Lite” – Identify scope of any boundary studies to be conducted using the “boundary lite” process.
- SPRING 2016
1. Baileys and Glen Forest Elementary Schools – Identify scope of boundary study for new eastern Fairfax elementary school.
 2. “Boundary Lite” Studies – Several small boundary studies (may be conducted concurrently) with recommendations due in April.
- FALL 2016
1. Baileys and Glen Forest Elementary Schools – Conduct a boundary study for the new eastern Fairfax elementary school using schools identified in the Baileys and Glen Forest scope of study with recommendation due in January.
 2. Capital Improvement Program – Develop CIP and present recommendations in December.
 3. “Boundary Lite” – Identify scope of any boundary studies to be conducted using the “boundary lite” process.
- SPRING 2017
1. Richmond Highway Corridor – Identify scope of boundary study for a new school (elementary or middle) in the Richmond Highway Corridor.
 2. West County High School – Identify scope of boundary for a new high school in the west county area. Note timing of this study may be adjusted to coincide with the actual opening date of a new school or additions at existing schools if a new school is not built.
 3. School Bond Referendum – Develop bond referendum project list with recommendation due in April.
 4. “Boundary Lite” Studies – Several small boundary studies (may be conducted concurrently) with recommendations due in April.

September 18, 2012 FPAC Meeting

Attachment 1

Draft

For Discussion Only

- FALL 2017
1. Richmond Highway Corridor - Conduct a boundary study for the new school (elementary or middle) using schools identified in the Richmond Highway Corridor scope of study with recommendation due in January.
 2. West County High School – Conduct a boundary study for a new high school in the west county area with recommendation due in January. Note timing of this study may be adjusted to coincide with the actual opening date of a new school or additions at existing schools if a new school is not built.
 3. Capital Improvement Program – Develop CIP and present recommendations in December.
 4. “Boundary Lite” – Identify scope of any boundary studies to be conducted using the “boundary lite” process.

Attachment 2

Regulation 8130.8
Facilities and Transportation
Services
Facilities Planning
Effective 09-30-10

FACILITIES SERVICES

Facilities Planning

Local School Boundaries, Program Assignments, and School Closings

This regulation supersedes Regulation 8130.7.

I. PURPOSE

To provide specific guidance for implementing the current version of Policy 8130, Local School Boundaries, Program Assignments, and School Closings.

II. SUMMARY OF CHANGES SINCE LAST PUBLICATION

Wording was updated in the Attachment.

III. SCOPE

This regulation guides any closing or consolidation of school facilities, as well as all adjustments of school attendance areas, special program service areas, and special program locations affecting 15 percent or more of a school's membership. The current version of Regulation 3333, Program Location Guidelines, provides guidance in revising special program assignments and/or locations affecting less than 15 percent of a given school's enrollment.

IV. PARTICIPATION BY AFFECTED RESIDENTS

Pursuant to the current version of Policy 8130, the School Board will consider proposed adjustments, other than "administrative changes" as defined in the current version of Policy 8130 or those governed by the current version of Regulation 3333, after taking into account comments and recommendations of the affected school communities. Staff members shall use reasonable means to advise potentially affected school communities of their possible involvement and shall conduct open meetings as necessary to offer affected citizens reasonable opportunity to contribute. These deliberations will be guided by the procedures attached.

V. PROCEDURE AND CALENDAR FOR SCHOOL CLOSING AND CONSOLIDATION

When appropriate, the Division Superintendent will recommend, via the Annual Facilities and Student Accommodation Plan, the closing of a facility within a grouping of adjoining schools. The recommendation will not identify a specific school for closing. The Superintendent's recommendation will be documented in terms of the considerations defined in the current version of Policy 8130, section IV.

The School Board will vote during a regularly scheduled meeting on whether to adopt without further specification the Superintendent's recommendation to close a school. If the School Board adopts the recommendation, the Superintendent will initiate a community participation process, as discussed in section III. above, to assist in recommending both the school to be closed and the school attendance area adjustments to be made accordingly.

VI. PROCEDURE FOR ADMINISTRATIVE ADJUSTMENTS OF SCHOOL ATTENDANCE AREAS AFFECTING RESIDENT STUDENTS

In accordance with the current version of Policy 8130, the Division Superintendent may implement an administrative change to school attendance areas when less than five percent of the enrollment at each school will be affected and when staff analysis indicates the change will improve the operating efficiency of the school system. Before implementing the administrative adjustment, a meeting will be held with the sending and receiving schools to explain the adjustment and to solicit public comments. At least a ten-day notice will be given to the affected school community prior to the meeting.

In accordance with the current version of Policy 8130, the following process may be used for changes to school attendance areas where more than 5 percent, but less than 15 percent, of the enrollment at each school will be affected. When staff analysis indicates a change to attendance areas will improve the operating efficiency of the school system, the Division Superintendent will notify the affected School Board member(s) and conduct meetings with the sending and receiving schools to explain the adjustment and to solicit public comments. At least a ten-day notice will be given to the affected school community prior to the meeting. The results of the meeting will be incorporated into the Superintendent's recommendation, which will be presented via an agenda item to the School Board for approval.

The Division Superintendent may reconsider an adjustment that previously did not meet the above criteria if evaluations by staff members indicate there has been a significant change in the adjustment's impact or determining factors.

VII. PROCEDURES, GUIDELINES, AND PROCESSES FOR ADJUSTMENT OF SCHOOL ATTENDANCE AREAS AND PROGRAM REALIGNMENTS

The process for school attendance area adjustments and program realignments is described in the attached guidelines and process.

See also the current version of: Regulation 3333, Program Location Guidelines
Policy 8130, Local School Boundaries, Program Assignments,
and School Closings

**SCHOOL CLOSINGS, ATTENDANCE AREA ADJUSTMENTS, AND PROGRAM
REALIGNMENTS
GENERAL GUIDELINES FOR TIME LINE AND PROCESS**

The boundary or program adjustment and/or school closing process may include community engagement activities, such as community dialogues and surveys. Community dialogues may follow a participatory format as described below, with content and support modifications (e.g., language translators, etc.) appropriate to the community and tasks planned for each meeting.

Procedure

Community engagement activities may include:

- Presentation on the purpose of the meeting, background information, summary of previous Board action, and boundary realignment scenario(s), including possible school closings.
- Participant-facilitated groups whereby participants break out into guided discussion groups.
- Community dialogue comments may be considered for developing optional scenarios and may aid in developing the staff recommendation.
- If appropriate, a follow-up survey may be sent to dialogue participants and the wider community to gather feedback on revised scenarios.

Community engagement outcomes may include:

- Identifying important factors to consider when determining school(s) to be closed and/or new school or program attendance assignments and suggest neighborhoods that might be included in new alignment.
- Evaluating attendance assignment option(s) and advantages and disadvantages.
- Soliciting additional comments or options for consideration.
- Public posting on FCPS web site of summary of community dialogue comments and survey results.

Process

- Task 1:* The Facilities Planning Advisory Council, Facilities Planning Services, and appropriate program staff members review enrollment projections, program requirements, and school and program capacities to identify areas in which school closings, attendance area, and/or program realignments should be considered. The names of those schools that could be affected by such changes are reviewed with the affected School Board members. A scope of study is presented to the School Board for approval.
- Task 2:* Facilities Planning Services, Department of Communications and Community Outreach, cluster representatives, and appropriate program staffs brief PTA and PTO leadership of potentially affected schools. Community engagement activities with affected communities is (are) held. This task may also be a function of School Board established ad hoc committees or the Facilities Planning Advisory Council and may be undertaken in advance of Task 1.
- Task 3:* Facilities Planning Services staff members present recommended school closings, school attendance area, and/or program realignments for School Board consideration.
- Task 4:* School Board holds work session(s) and public hearing(s).
- Task 5:* School Board action on realignment recommendations.

FACILITIES SERVICES

Facilities Planning

Local School Boundaries, Program Assignments, and School Closings

This policy supersedes Policy 8130.5

I. PURPOSE

To describe the authority of the School Board to determine the assignment of students to schools and programs, to close schools and programs where appropriate, and to define the considerations and procedures for such determinations.

II. SUMMARY OF CHANGES SINCE LAST PUBLICATION

The Facilities Planning Advisory Council has been included in section VI.

III. AUTHORITY

The Fairfax County School Board is vested with the authority to “provide for the consolidation of schools or redistricting of school boundaries or adopt pupil assignment plans whenever such procedure will contribute to the efficiency of the school division.” [Code of Virginia: Section 22.1-79 (4)]

IV. ASSIGNMENT OF STUDENTS

The basic policy of the Fairfax County School Board shall be to assign pupils to the schools and programs that serve the areas of their residences in accordance with the local school boundaries and service areas established by the School Board. Exceptions to this policy will be made in accordance with the current version of Regulation 2230, Student Assignments to Schools (Student Transfers)—Procedure for Exceptions for Intracounty Student Assignments.

V. ADJUSTMENT PROCEDURES AND ADMINISTRATIVE CHANGES

The Division Superintendent is directed to annually consider the need to make adjustments governed by this policy and to take the actions indicated accordingly. The Superintendent is authorized to administratively adjust school attendance areas, after consultation with the affected School Board representative(s), when any one of the following circumstances occurs:

- A. An emergency or other overriding public need requires such a change.
- B. New unoccupied housing requires reassignment to avoid school crowding or to facilitate student transportation.

- C. Less than five percent of the enrollment of each school will be affected, and analysis indicates the change will improve the operating efficiency of the school division.

The Division Superintendent is directed to report any such changes to the School Board and the public via the ensuing capital improvement program. Other adjustments governed by this policy shall be made according to the considerations and procedures specified below.

VI. REASONS FOR CONSIDERING BOUNDARY ADJUSTMENTS, PROGRAM ASSIGNMENT CHANGES, AND SCHOOL CLOSINGS

The School Board may close a school, change a school boundary, or adjust a program assignment or location in order to maintain or improve operating efficiency and/or instructional effectiveness. In general, such adjustments may relieve facility crowding, make effective use of new or existing space, avoid underuse of buildings, better relate program resources to needs, and/or reduce operating costs. Input from the Facilities Planning Advisory Council shall also be considered.

VII. IMPLEMENTING CONSIDERATIONS AND PROCEDURES

Numerous factors may be considered when consolidating schools, redistricting school boundaries, or adopting pupil assignment plans. The following examples of these factors are not presented in priority order. Any or all of these factors may be relevant in a particular consolidation, redistricting, or assignment plan: the proximity of schools to student residences; projected school enrollment and capacity; walking distances; busing times and costs; walking and busing safety; natural and man-made geographic features; the impact on neighborhoods; school feeder alignments; contiguous school attendance areas; long-range capital plans; the socioeconomic characteristics of school populations; the distribution of programs and resources; the overall impact on families and students; and comparative long-term costs. Adjustments shall be made without respect to magisterial districts or postal addresses and, whenever possible, shall not affect the same occupied dwellings any more often than once in three years. The consideration of these factors and such adjustments shall involve affected communities to the extent reasonable.

The School Board shall “obtain public comment through a public hearing not less than ten days after reasonable notice to the public in a newspaper of general circulation in the school division prior to providing (i) for the consolidation of schools...(iii)...for redistricting of school boundaries or adopting any pupil assignment plan affecting the assignment of fifteen percent or more of the pupils in average daily membership in the affected school.” [Code of Virginia: Section 22.1-79 (8)]

VIII. PHASING OF ADJUSTMENTS

When possible, adjustments under this policy shall be implemented through attrition and phasing. The School Board may approve a grade-by-grade phase-in of adjustments for students beginning with the incoming class at the middle or high school levels, when feasible. The School Board may adopt other phasing plans as appropriate to the individual boundary study.

Parents of rising sixth (or fifth) graders, eighth graders, and twelfth graders affected by a boundary change may, at the discretion of the School Board, be provided the option of having their students remain in the school they attended prior to the change.

Legal Reference: Code of Virginia Sections 22.1-79 (4) and (8)

See also the current version of: Regulation 2230, Student Assignments to Schools (Student Transfers)—Procedure for Exceptions for Intracounty Student Assignments

Policy
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