

**FAIRFAX COUNTY PLANNING COMMISSION
SCHOOLS COMMITTEE
WEDNESDAY, JULY 13, 2016**

PRESENT: Timothy J. Sargeant, Commissioner At-Large, Chairman
Ellen J. Hurley, Braddock District
Frank A. de la Fe, Hunter Mill District
Julie M. Strandlie, Mason District
Karen A. Keys-Gamarra, Sully District

ABSENT: Peter F. Murphy, Springfield District

OTHERS: James R. Hart, Commissioner At-Large
John Ulfelder, Dranesville District
James T. Migliaccio, Lee District
Earl L. Flanagan, Mount Vernon District
Inna Kangarloo, Senior Deputy Clerk, Planning Commission
Chris Caperton, Planning Division (PD), Department of Planning and
Zoning (DPZ)
David Stinson, PD, DPZ
Daniel Aminoff, Facilities Planning Advisory Council, Fairfax County Public
Schools (FCPS)
Karen Corbett Sanders, Fairfax County School Board
Sandy Evans, Fairfax County School Board
Jeffrey Platenberg, Department of Facilities and Transportation Services, FCPS
Kevin Sneed, Special Projects, FCPS

ATTACHMENTS

- A. Staff Report for 2016-CW-1CP Proposed Comprehensive Plan Amendment
- B. Suggested Plan Text Changes, Objective 11, Policy f.

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Chairman Timothy Sargeant called the meeting to order at 7:03 p.m., in the Board of Supervisors Conference Room of the Fairfax County Government Center, 12000 Government Center Parkway, Fairfax, Virginia 22035.

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Chairman Sargeant **MOVED THAT THE FOLLOWING SCHOOLS COMMITTEE MINUTES BE APPROVED:**

MAY 4, 2016
MAY 25, 2016
JUNE 15, 2016
JUNE 29, 2016

Commissioner de la Fe seconded the motion which carried by a vote of 5-0 (Commissioner Murphy was absent from the meeting).

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David Stinson, Planning Division (PD), Department of Planning and Zoning (DPZ) provided a summary of the proposed amendments to the Public Schools section of the 2016-CW-1CP Proposed Comprehensive Plan Amendment (see Attachment A).

Sandy Evans, Fairfax County School Board joined the discussion between the Committee and staff on the Objective 11, Policy f of the Public Schools Policy Plan Amendment.

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2016-CW-1CP – PROPOSED PUBLIC SCHOOLS POLICY PLAN AMENDMENT,
OBJECTIVE 11, POLICY F

(Start Verbatim Transcript)

Commissioner Strandlie: I would like to make THE MOTION ON continued – as – as articulated by the School Board member – CONTINUE TO WORK IN COLLABORATION WITH FAIRFAX COUNTY OFFICE FOR CHILDREN AND OTHER ORGANIZATIONS TO PROVIDE BEFORE AFTER CHILDCARE SERVICES IN THE SCHOOLS OR CLOSE PROXIMITY.

Commissioner Sargeant: Would you accept the friendly amendment that says “in the schools and school facilities?”

Karen Corbett Sanders, FCPS Mount Vernon District Representative: Well, given that I can’t amend your document, I’m happy to allow...

Commissioner Sargeant: Commissioner – Commissioner Strandlie made the – Commissioner Strandlie made the motion. Can I make that friendly amendment to add “in school facilities?”

Commissioner Strandlie: What other facilities do you..?

Commissioner Sargeant: Well, your document says – your motion said everything but “school facilities” and I think that was in terms of the urban design that we have being looking at it – vertical design.

Commissioner Strandlie: I will accept that friendly amendment.

Commissioner Sargeant: Thank you. All right. Do I hear a second and can you... Commissioner Hurley.

Commissioner Hurley: Can you go back and this would be an amendment? The word “facilitate” versus “provide” – just so that we’re not expecting the schools to provide after school and before school care. That’s why I – I’m trying to change the word from “provide” to “facilitate.” It’s not the job – the schools’ job to provide childcare. It’s to facilitate the use of space but they do not provide it themselves.

Commissioner Sargent: Okay. So, Commissioner Migliaccio... Unless you do an amendment to this motion. Let me just see if I’ve got this right now. Continue to work in collaboration with – somebody capturing this – continue to work in collaboration...

Commissioner Hurley: With the Fairfax County Office for Children.

Commissioner Sargeant: Okay. And other organizations.

Commissioner Hurley: To facilitate.

Commissioner Sargeant: Okay. Is that – is that acceptable?

Ms. Corbett Sanders: How about “to provide space for?” That’s what we have over here.

Commissioner Ulfelder: Or I’d just say “for the provision of” – “for the provision of.”

Commissioner Sargeant: Is – is that an acceptable..? For the provision of before and after school childcare services in the schools and school facilities.

Commissioner Hurley: In proximity.

Commissioner Strandlie: In close proximity.

Commissioner Sargeant: Okay, let’s – let’s try this again. CONTINUE TO WORK IN COLLABORATION WITH THE FAIRFAX COUNTY OFFICE FOR CHILDREN AND OTHER ORGANIZATIONS FOR THE PROVISION OF BEFORE AND AFTER SCHOOL CHILDCARE SERVICES IN OR IN PROXIMITY TO SCHOOLS AND SCHOOL FACILITIES. Is that – is that acceptable?

Commissioner Strandlie: Yes.

Commissioner Sargeant: All right.

Commissioner Ulfelder: Question. Who can vote?

Chairman Sargeant: Planning Commissioners.

Commissioner Ulfelder: Can anyone even if they are not on this Committee?

Chairman Sargeant: Okay. Let's identify the Committee members. Okay. One, two, three, four, five. Okay. So, do I hear a second for that motion?

Commissioner Keys-Gamarra: Second.

Commissioner Sargeant: Okay. Do I hear any further discussion? All right. All in favor, raise your hand, please. Commissioner Keys-Gamarra, Commissioner de la Fe, Commissioner Sargeant, Commissioner Hurley, Commissioner Strandlie. Vote is 4-1. Okay. That motion passes and that is the amended version of Policy after Objective 11. Thank you very much.

Commissioner Migliaccio: Mr. Chairman.

Chairman Sargeant: Commissioner Migliaccio. Yes. You're testing me, aren't you?

Commissioner Hart: Mr. Chairman.

Chairman Sargeant: Yes, Commissioner Hart.

Commissioner Hart: I didn't vote but I can't remember if I'm supposed to vote. Am I alternate or am ... can I now.

Chairman Sargeant: You're always special to us but I think you're an alternate.

Commissioner Hart: So and everyone's here? So I'm not part of it.

Chairman Sargeant: Okay. So the final version as I – as I try to word it “continue to work”... Let me read this really quickly, so we move on. “CONTINUE TO WORK IN COLLABORATION WITH THE FAIRFAX COUNTY OFFICE FOR CHILDREN AND OTHER ORGANIZATIONS FOR THE PROVISION OF BEFORE AND AFTER SCHOOL CHILDCARE SERVICES IN AND IN PROXIMITY TO SCHOOLS AND SCHOOL FACILITIES.” That is the final version, correct?

Commissioner Strandlie: Did you say in close proximity?

Chairman Sargeant: In close proximity.

Commissioner Keys-Gamarra: That was not what – that was not what was voted on.

Chairman Sargeant: Close proximity...

Commissioner Keys-Gamarra: No, she said close but he didn't when we – when we read the...

Chairman Sargeant: I said in – you right, I said “in proximity.”

Commissioner Keys-Gamarra: He said “in proximity.” That's what we voted on.

Commissioner Strandlie: Well. Then we have to redo that.

Chairman Sargeant: Okay, move for reconsideration. Let's try this again. Okay. Do I hear a motion for the – the version that says “CONTINUE TO WORK IN COLLABORATION WITH THE FAIRFAX COUNTY OFFICE FOR CHILDREN AND OTHER CORE ORGANIZATIONS FOR THE PROVISION OF BEFORE AND AFTER SCHOOL CHILDCARE SERVICES IN – IN AND IN CLOSE PROXIMITY TO SCHOOLS AND SCHOOLS FACILITIES?” Okay, do I hear a second?

Commissioner Strandlie: Mr. Chair, it should it be “or?” “Or in close proximity.”

Chairman Sargeant: “Or in” – thank you – “OR IN CLOSE PROXIMITY TO SCHOOLS AND SCHOOL FACILITIES.” Do I hear a second? Do I have a second? No second? Okay. The motion fails for a lack of a second.

(The motion failed due to a lack of second. Commissioner Murphy was absent from the meeting.)

(End Verbatim Transcript)

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2016-CW-1CP – PROPOSED PUBLIC SCHOOLS POLICY PLAN AMENDMENT

(Start Verbatim Transcript)

Chairman Sargeant: I MOVE THAT THE SCHOOLS COMMITTEE RECOMMEND THAT THE PLANNING COMMISSION ADVERTISE FOR PUBLIC HEARING THE PROPOSED PUBLIC SCHOOLS POLICY PLAN AMENDMENT 2016-CW-1CP, as what by this Committee – reviewed, approved...? As adopted by the Committee – AS PROPOSED BY THE SCHOOLS COMMITTEE ON THIS DATE. All right.

Commissioner Ulfelder: As proposed on this date. Yeah. I think that's right.

Chairman Sargeant: All right. Are we all – now, are we in favor of that motion? All right. The Planning Commission is all in favor of that motion?

Commissioners: Aye.

(The motion carried unanimously. Commissioner Murphy was absent from the meeting.)

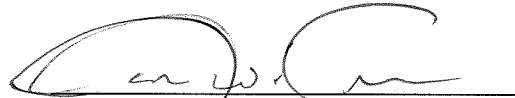
(End Verbatim Transcript)

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The meeting was adjourned at 8:18 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: Inna Kangarloo
Approved: January 25, 2017




John W. Cooper, Clerk
Fairfax County Planning Commission



**PROPOSED COMPREHENSIVE
PLAN AMENDMENT**

**ITEM: 2016-CW-1CP
July 14, 2016**

<p>GENERAL LOCATION: Countywide</p> <p>SUPERVISOR DISTRICT: All</p> <p>PLANNING AREA: All</p> <p>PLANNING DISTRICT: All</p> <p>SUB-DISTRICT DESIGNATION: All</p> <p>PARCEL LOCATION: All</p> <p>Public Schools Policy Plan Amendment For additional information about this amendment call (703) 324-1380.</p>	<p>PLANNING COMMISSION PUBLIC HEARING: Thursday, July 21, 2016 @ 8:15 PM Intent to defer to Thursday, July 28, 2016 @8:15 PM</p> <p>BOARD OF SUPERVISORS PUBLIC HEARING: Tuesday, September 20, 2016 @ 4:00 PM</p> <p>PLANNING STAFF <u>DOES</u> RECOMMEND THIS ITEM FOR PLAN AMENDMENT</p> <p> Reasonable accommodation is available upon 48 hours notice. For additional information about accommodation call the Planning Commission office at (703) 324-2865, or the Board of Supervisors office at (703) 324-3151.</p>
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STAFF REPORT FOR POLICY PLAN AMENDMENT 2016-CW-1CP

BACKGROUND

On March 1, 2016 the Board of Supervisors authorized a Policy Plan amendment requesting that staff, working with the Planning Commission Schools Committee, Fairfax County Public Schools and the Fairfax County School Board, consider the development of locational and character criteria for public schools facilities in the Public Facilities section of the Policy Plan element of the County's Comprehensive Plan.

This Plan Amendment was authorized by the Board in response to Fairfax County's growth strategy, which encourages development in activity centers and may result in the need for additional public schools or education facilities in these areas. The probable lack of available sites in the County's activity centers that can be developed at a low intensity for public schools requires the consideration of smaller sites developed at a higher intensity. Additionally, the lack of available sites for new schools and education facilities may require the co-location of different levels of education and other community uses on the same site. Fairfax County Public Schools (FCPS) may also have opportunities to retrofit buildings planned for other uses for schools and education facilities. Examples are commercial sites used as Transitional High Schools and educational programs such as Family and Early Childhood Education Program/Head Start and distance learning. The existing Policy Plan language does not provide the needed flexibility within urbanizing areas, necessitating an update of the Policy Plan.

The proposed changes to the Policy Plan text are the result of the Planning Commission Schools Committee review of the current review of the existing Plan text with input from FCPS staff, the Fairfax County School Board and staff. The changes to the Policy Plan focus on the following issues:

- A greater future need for vertical schools will result from Fairfax County's targeting of growth and development in activity centers such as Baileys Crossroads, Richmond Highway, Reston, Seven Corners and Tysons. Activity centers do not typically have available sites large enough to accommodate schools and education facilities built in the low density form typically found in Fairfax County. Additionally, acquiring sites in activity centers large enough for low density facilities is costly. Future schools and education facilities should also be compatible with new development in activity centers; focusing on higher densities, mix of uses, and pedestrian and transit accessibility.
- The lack of available sites for new facilities and the high costs of land acquisition may require different levels of education to co-locate on the same site. Co-location may be necessary for vertical schools and education facilities in activity centers as well as for schools and education facilities developed at a lower density outside of activity centers. The co-location of different levels of education may result in shared facilities, such as a gymnasium, library or cafeteria. Outside of activity centers, this may result in the location of different levels of education on one site but in separate buildings, and sharing facilities such as athletic fields. Additionally, school and education facility siting may consider co-locating with other public uses, such as public libraries and recreation centers.
- The adaptive re-use of buildings is a necessary option for future schools and education facilities. Advantages of this approach include lower construction costs, greater sustainability and a shorter

construction timeline. In 2013, FCPS purchased an office building in Seven Corners and retrofitted it into a school by September, 2014. The building now houses Bailey's Crossroads Upper Elementary School for the Arts & Sciences for grades 3-5.

- A greater need will exist for alternative education facilities and transitional schools in the future, in response to changing demographics and instructional needs. Buildings planned for commercial uses can be utilized for these types of facilities. Additionally, these facilities have the potential for community use.

ANALYSIS AND SUMMARY OF PROPOSED AMENDMENTS

The following is a summary of the proposed amendments to the Public Schools section of the Policy Plan:

- **Introduction**

The introduction is updated to include editorial updates to all references of the levels of education offered by FCPS and the age cohorts served. Text describing the County's 2232 public facility review process, and the FCPS capital facility planning process and forecasting methodology is edited and enhanced.

- **Objective 6**

Objective 6 provides guidance for the framework and criteria for site selection and property acquisition for schools and education facilities. Recommended changes for Objective 6 provide additional plan language supporting locational criteria compatible with planned development in the County's activity centers, such as proximity to transit where available, public parks and libraries. Additionally, it is recommended that plan text referencing acreage be replaced with Floor Area Ratio (F.A.R.) when determining location and expansion criteria, to avoid conflict with the selection of smaller sites in activity centers. Plan text recommending that schools and education centers avoid locating in proximity to commercial areas is removed, as new development in activity centers may likely include mixed use areas with commercial development that could conflict with this recommendation.

- **Objective 7**

Objective 7 addresses the location criteria for administrative and maintenance facilities. Proposed changes to the plan text include adding efficiency as a locational criteria.

- **Objective 8**

Objective 8 focuses on guidelines by the State of Virginia for the minimum size requirements of sites selected for schools and education facilities and recommends updating the text to provide clarification of Fairfax County's adherence to these guidelines. Proposed Plan text acknowledges that sites selected for schools in activity centers, alternative education facilities and transitional schools may not meet the minimum state suggested guidelines; however, all sites must conform to F.A.R. requirements of the Fairfax County Zoning Ordinance.

- **Objective 9**

Objective 9 addresses site utilization and compatibility with the surrounding community. Recommendations for Objective 9 include updates to locational criteria consistent with other changes proposed for this plan amendment. New plan text is proposed supporting vertical schools and education facilities in activity centers, as well as co-location of schools with other

community uses. Additional policies are introduced supporting vertical school design where compatible with existing or planned development. Additionally, schools and education facilities should adhere to urban design guidelines of Area Plans. Other policies proposed for Objective 9 include plan language supporting the co-location of different levels of education in one vertical structure as well as co-location of schools with community uses.

- **Objective 10**

This Policy Plan Amendment proposes a new objective with policies supporting the use of non-traditional school properties, such as office buildings, for schools and education facilities. Additionally, a policy supporting the use of commercial sites for programs such as Transitional High Schools, Family and Early Childhood Education Program (FECEP)/Head Start and distance learning is proposed. It also includes new policy supporting recreational uses at non-traditional school properties, such as converted garage rooftops and underutilized surface parking lots, and coordination with the Fairfax County Park Authority for such uses.

- **Objective 11 (Formerly Objective 10)**

Objective 11, formerly Objective 10, provides guidance for the use of schools and education facilities, including expansions and renovations, a framework for the Capital Improvements Program, and the use of schools facilities for community programs. Proposed updates to Objective 11, include editorial updates, and new objectives supporting before-and-after child care needs and the co-location of different levels of education on one site. A new objective is proposed supporting the provision of space for before-and-after child care needs, such as the School Age Child Care (SACC) program. Additionally, an objective is proposed supporting the co-location of multiple levels of education on existing school sites when separate sites are unavailable. This allows flexibility for new education facilities due to a lack of available sites and the high costs of land acquisition.

CONCLUSION

This proposed Plan Amendment updates the locational and character criteria for Public Schools in the Public Facilities Section of the Policy Plan element of the Comprehensive plan. The update adds plan text supporting vertical schools and education facilities within the County's Activity Centers, co-location of different levels of education within the same building or site, adaptive reuse of buildings for schools and educational use, and the use of commercial sites for alternative education and transitional schools.

RECOMMENDATION

Staff recommends the Comprehensive Plan be modified as shown below. Text proposed to be added is shown as underlined and text proposed to be deleted is shown with a ~~striketrough~~. Replacement text is noted as such.

Modify: Fairfax County Comprehensive Plan, 2013 Edition Public Facilities, Amended through 3-4-2014, pages 5 – 9:

“PUBLIC SCHOOLS

INTRODUCTION

Fairfax County Public Schools (FCPS) is the major provider of education in the county. FCPS This system, which has been nationally recognized for excellence and is one of the largest school systems in the nation, has a wide range of educational facilities that accommodate instructional programs for county students from kindergarten through grade 12. In addition to accommodating educational programs, school facilities are used to meet the county's recreational and cultural needs ~~of the county~~ through programming by the Department of ~~Recreation~~ Neighborhood and Community Services. Generally, separate facilities are provided to serve up to three levels of education:

- Elementary _____ kindergarten to grade 5/6
- ~~Middle-Intermediate~~ _____ grades 6/7 and 8
- Secondary _____ grades 7 through 12
- High _____ grades 9 through 12

Additionally, FCPS has an extensive adult education program, and many specialized educational programs. Special education programs serve mentally and physically handicapped students, ranging in age from 18 months ~~2~~ to 22 years. The Family and Early Childhood Education Program (FECEP), formerly known as Head Start, is a preschool program operated primarily in elementary schools for children ages 4 and 5.

The Constitution of Virginia delegates the supervision of public schools to the school board of each locality. Virginia school boards are not county agencies. The Virginia Supreme Court consistently has acknowledged that the power to select school sites and to determine the manner in which school properties shall be used is essential to the school board's supervisory role.

Pursuant to Virginia Code annotated Section 15.2-2232 when a proposed public school facility is not featured in the Comprehensive Plan, the School Board must submit the proposed facility to the Planning Commission for a determination of whether the general, or approximate location, character, and extent of the proposed facility is substantially in accord with the Comprehensive Plan. The text, objectives, and policies appearing in this portion of the Policy Plan are planning guidelines and are not intended to negate the School Board's constitutionally vested authority for school site selection, school design, or the most appropriate method to house and accommodate Fairfax County public school students. On the other hand, to the extent that the text, objectives, and policies of this section reflect land use rather than programmatic concerns, they will be implemented by the Planning Commission, as required by Virginia Code, Section 15.2-2232.

The fundamental element in capital facility planning for public schools is determining future memberships, a complex procedure which continues to be refined. The school system employs a combination of ~~two statistical~~ multiple methodologies, a modified cohort-survival model, geocoding of students, and the cohort-component model, for projecting student populations. ~~The cohort survival model is based on expected birth and migration rates and the cohort component model modifies survival ratio projections to account for special events that effect projections, such as students generated by new housing. The latter model employs housing student generation yields using a computer assisted geographic planning model, which aggregates estimates to attendance area level. These estimates are then incorporated into the cohort survival generated attendance area estimates. These models are only effective with current data. Therefore, thorough knowledge of housing starts and use of appropriate dwelling unit multipliers are essential. In addition to obtaining current housing start information, FCPS staff conduct both windshield surveys, to determine construction progress, and mail out surveys, to determine current household composition. Enrollment is frequently projected to within a 1% level of accuracy.~~

Planning for schools is particularly difficult in areas with transient populations, such as Northern Virginia. This problem is compounded in Fairfax County by ~~rapid housing~~ development, and a multitude of variables which alter enrollment levels, such as transfers to and from private schools, in and out migration rates, and changing family compositions in existing housing stock.

FCPS strives for precise facility planning, in order to mitigate costs associated with over-estimates and yet ensure adequate physical space for students and programs. The need for ~~new~~ facilities and additions is determined by comparing available capacity in an area and the projected students for that area. Capacity is an estimate of the number of student spaces available within an educational facility which takes into account the following factors: educational specifications for elementary, ~~intermediate middle~~ and high schools; or elementary and secondary schools; program requirements; and appropriate student-teacher ratios. For example, program requirements can alter space allocations within a building if they utilize additional space, such as the addition of a room for computer training. Changes in student-teacher ratios can alter the number of classrooms required for a given number of students by modifying how they are organized into classes and scheduled into rooms.

Student membership forecasts, coupled with capacity estimates and facility standards, provide the framework for capital facility planning. Locational criteria assists in site planning, identification and selection.

The next 20 years will prove a significant challenge in maintaining and improving the county's high standards for educational facilities. In addition to ~~keeping pace~~ with technological advances and demographic fluctuations, FCPS must acquire schools sites or buildings in an ever-tightening real estate market. Land and building acquisition ~~and~~ construction of schools or lease of buildings will compete with other community facilities for available land and funding resources. While providing for new facilities is expected to be a major focus for FCPS, it is becoming increasingly apparent that the rehabilitation of existing facilities will compete for limited facility funding. Therefore, every effort should be made to ensure that projects cost-effectively meet FCPS requirements.

The Constitution of Virginia delegates the supervision of public schools to the school board of each locality. Virginia school boards are not county agencies. The Virginia Supreme Court consistently has acknowledged that the power to select school sites and to determine the manner in which school properties shall be used is essential to the school board's supervisory role.

Pursuant to Virginia Code annotated Section 15.2-2232 when a proposed public school facility is not featured in the Comprehensive Plan, the School Board must submit the proposed facility to the Planning Commission for a determination of whether the general, or approximate location, character, and extent of the proposed facility is substantially in accord with the Comprehensive Plan. The text, objectives, and policies appearing in this portion of the Policy Plan are planning guidelines and are not intended to negate the School Board's constitutionally vested authority for school site selection, school design, or the most appropriate method to house and accommodate Fairfax County public school students. On the other hand, to the extent that the text, objectives, and policies of this section reflect land use rather than programmatic concerns, they will be implemented by the Planning Commission, as required by Virginia Code, Section 15.2-2232.

Location

Objective 6: ~~Acquire sites for future building schools or educational facilities through negotiation, dedication, or condemnation, which best provide efficiently located schools.~~

Policy a. Place schools on parcels meeting the optimum number of general locational criteria. Sites should be evaluated by the following factors:

- Safe and convenient accessibility to pedestrian and road networks, and transit where available.
- Floor Area Ratio (F.A.R.) ~~Acreage~~ to accommodate expansion, when the school is originally sized below the maximum efficiency standard for that type of school.
- Compatibility with adjoining planned and existing development and with the Comprehensive Plan.
- Aesthetically pleasing physical qualities with appropriate engineering features (e.g. soils, topography).
- Proximity to other public facilities, such as ~~P~~police and ~~F~~ire and ~~R~~escue services, public parks and libraries.
- ~~Proximity of schools to commercial areas should be avoided, if possible.~~

Policy b. Locate school sites, when situated in areas conducive to pedestrian traffic, to take advantage of maximum walking distances of one mile for elementary schools and one and a half miles for middle schools, intermediate and high schools, and secondary schools.

Policy c. Locate middle schools, intermediate and high schools, and secondary schools, and when possible, elementary schools, where they can be served by public water and sewer. When elementary schools must be located in nonsewered areas in order to serve their target student population, well and septic can be utilized if no other alternative is available.

Policy d. Purchase school sites, when land dedications cannot be obtained, as far in advance of construction as possible, to ensure availability of both the preferred location and the necessary site features. Implement a land acquisition plan through the Capital Improvement Program.

Policy e. Encourage site dedications which provide sufficient F.A.R. usable acreage to meet locational criteria.

Policy f. Coordinate the acquisition and design of the site's active recreation areas with the Fairfax County Park Authority and other agencies. ~~as required to meet recreational standards and where feasible.~~ This will ensure maximum opportunities for co-location and efficient use of recreational and other facilities.

Policy g. ~~Encourage a~~As part of the development and redevelopment process, commitments encourage commitments for school renewals and additions renovations and additional capacity where permissible.

Objective 7: Distribute administration and maintenance facilities to conveniently serve the areas they support where feasible.

Policy a. Locate Area Administration buildings in the school areas they are intended to serve.

Policy b. Locate maintenance and operation facilities to afford greater convenience, efficiency and reduction of travel time.

Character and Extent

Objective 8: Locate schools on sites which meet or exceed minimum state size standards guidelines where feasible.

Policy a. Ensure that minimum site size conforms to the Fairfax County Zoning Ordinance F.A.R. requirements. This may ~~require~~ result in the acquisition of sites acreage that do not conform in addition to the state suggested minimum requirements guidelines.

Objective 9: Design schools and educational facilities to allow for maximum optimal site utilization while providing optimum service to, and compatibility with, the local community.

Policy a. Design schools to maximize a site's utility, while providing for safety and aesthetics. Provide for possible future expansion and allow for efficient flow of traffic. Provide adequate stacking space and circulation for school buses, student drop off, and offstreet parking, as required. The impact of school traffic on local road networks should, to the extent possible, be minimized.

Policy b. Design and construct schools with appreciation for, and attention to, environmentally sensitive lands.

Policy c. Locate elementary, intermediate and high schools in relation to residential or mixed-use areas, the road network, and traffic patterns and transit where available to optimize the resulting safety and convenience for students, residents, and commuters. When possible, elementary schools should be located in, or on the periphery of, residential or mixed-use areas to ensure proximity and convenience for students and the local community.

Policy d. Provide for compatibility between schools and adjacent properties with appropriate screening and fencing, in accordance with the Fairfax County Zoning Ordinance. When designing and constructing schools, preserve as much mature natural vegetation as possible.

Policy e. Design vertical buildings for educational purposes when intensity and character are compatible with adjoining planned and existing development and the Comprehensive Plan.

Policy f. Consider urban design guidelines of Area Plans, as appropriate, for schools and buildings for educational purposes.

Policy g. Consider co-location of different levels of education and other types of programs in one vertical structure, with shared facilities such as cafeteria, gymnasium, auditorium, library and administrative offices.

Policy h. Consider co-location of schools with other public uses such as a library or recreational center.

Objective 10: Consider adaptive reuse of buildings for public schools and educational purposes.

Policy a. Consider non-traditional school properties such as office buildings for conversion to school uses.

Policy b. Consider commercial sites to offer programs such as Transitional High Schools, Family and Early Childhood Education Program (FECEP)/Head Start and distance learning. These sites could also provide services to the community.

Policy c. Provide outdoor recreation areas on converted garage rooftops and underutilized surface parking lots. Coordinate with the Fairfax County Park Authority for efficient use of recreational facilities for both school and community use.

Other

Objective 1140: Encourage full utilization optimization of existing schools and other facilities, whenever possible and reasonable, to support educational and community objectives.

Policy a. Build additions, when appropriate, to minimize the need for new facilities. Analyze carefully the costs and benefits associated with construction of an addition as compared to a new facility.

Policy b. Consider the expansion of existing school facilities identified on the Comprehensive Plan map, a feature shown of the Comprehensive Plan provided the proposed expansion has received prior approval by a public bond referendum, is included in the county's currently adopted Capital Improvement Program, and does not significantly impact on the character of the existing facility and its compatibility with the surrounding area.

Policy c. Provide temporary facilities as required to respond to short term student population accommodation needs.

Policy d. Promote equity parity between older and newer schools and facilities through the ~~Renewal~~ Renovation Program. Apply the same educational specifications used as a guide in the construction of new schools facilities for planning the ~~renewal~~ renovation of ~~old ones~~ existing facilities. Consider expected future utilization rates when proposing ~~renewal~~ renovation projects.

Policy e. Continue the practice of serving local communities, for scouts, senior citizen programs and other neighborhood based activities, through the use of school facilities. Provide access to school grounds for community use of recreational facilities. ~~Cooperate in the use of schools space for the School Age Children Child Care (SACC) program.~~

Policy f. Provide space in schools and school facilities for before- and after-school child care needs for children, such as the School Age Child Care (SACC) program.

Policy f g. Continue the practice of allowing the Park Authority to utilize sites before school construction begins.

Policy g h. Provide space for other public service needs, when possible and reasonable, in underutilized schools.

Policy i. Co-locate multiple facilities for different levels of education on existing school sites when separate sites are unavailable."

Suggested Plan Text Changes

Objective 11.

Policy f. Continue to work in collaboration with the Fairfax County Office for Children to provide before and after-school child care services in the schools. Continue to cooperate in the use of school facilities for before and after school PTA-sponsored and other similar programs.

