

**Planning Commission Schools Committee Summary
November 7, 2018**

Summary of previous discussions by the School Committee organized by topic

Projection Methodologies

- FCPS conducts student membership projections for Capital Improvement Program (CIP) within five-year horizon.
- FCPS conducts a six-month projection for the upcoming fall.
- Projections within five-year horizon are accurate; however, accuracy of student membership projections diminishes beyond five-year horizon.
- Methodologies used for student membership projections.
 - Total student membership to historical student membership patterns.
 - Birth to k ratio – Ratio derived by dividing the number of live births in an elementary school boundary by the number of kindergarten students who enroll in that elementary school five years later.
 - Cohort progression – Each grade level cohort of students is compared to the previous year to understand the difference over time.
 - Analysis of population and housing forecasts, housing trends and new housing construction.
 - Comparing migration patterns to prior years.
- Migration – Term used to refer to students entering (in-migration) and leaving (out-migration) the school system. Migration not always related to housing development, the sale of existing homes also has an impact.
- Transfer Students - Students who attend a school in a different boundary from which they reside. This may occur for program access or other reasons and can impact student projections.
- “Teardowns” and replacement of the existing housing stock with larger homes makes student membership projections unpredictable.
- FCPS estimates of student yields from planned new housing are based on countywide averages and are different from student membership projections for the CIP which are based on localized analysis of demographics, housing types and school trends.
- Difficult to accurately project student enrollment beyond five-year horizon.
- Lifecycle of housing, changing demographics, economic conditions, and multiple occupancy of dwelling units impact the accuracy of student enrollment projections.
- Mixed-use development creates uncertainties for projecting student enrollment.

Impacts of Development on Schools

- Most residential growth in the County is planned in Urban and Suburban Centers, Transit Station Areas, and Community Business Centers, and much of this will be mixed-use development.

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- Although this new development will impact schools, it will also improve the jobs housing balance, increase supply of affordable housing, reduce commuting times and traffic congestion, efficiently utilize infrastructure and curb suburban sprawl.
- Maximum residential densities recommended by the Comprehensive Plan are not always implemented.
- The conversion of land planned for industrial and commercial uses to residential will impact schools.
- When new residential development occurs, the methodology to project student yields is based locally, as opposed to the County wide methodology used to calculate school proffers.

Repurposing of Buildings for FCPS Facilities

- Existing Comprehensive Plan policies resulting from the 2016 School Policy Plan Amendment support the repurposing of office and commercial buildings for FCPS facilities.

Review the possible use of vacant and underutilized property controlled by the County for potential FCPS facilities and programs.

- County Process for Reallocation or Disposition of County Owned Property
 - The most recent policy for the reallocation and disposition of County property was amended by Facilities Management Department (FMD) in 2011.
 - If a County agency wishes to dispose of surplus property, FMD distributes a memo to all County agencies, semi-autonomous agencies, the District Supervisor and Chairman of the Board. The memo will request any interested agency submit a request for the utilization of the property.
 - Semi-autonomous agency includes the Park Authority and the Redevelopment and Housing Authority.
 - FCPS does not receive the memo to dispose of surplus property.
 - According to FMD, most surplus property is comprised of small non-buildable parcels often in a floodplain.

Co-location of County and FCPS Facilities

- Existing Comprehensive Plan policies resulting from the 2016 School Policy Plan Amendment support the co-location of County and FCPS facilities.
- The adopted FY 2019 – FY 2023 Adopted Capital Improvement Program (CIP) includes list of County and FCPS properties for potential co-location.
- FCPS and the Park Authority currently work together. High Schools use FCPS facilities and the community uses school recreation facilities as there is a shortage of park space.
- Schools must be within close proximity to Park Authority facilities in order to utilize them, as the costs and time associated with transporting students to Park Authority facilities further away is prohibitive.
- Consider the co-location of school fields and recreation space on Park Authority owned facilities.
- Consider policies supporting FCPS facilities on Park Authority land.
- When County RECenters are renovated, coordination with FCPS should be considered.

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School Proffers

- New proffer legislation was adopted by the General Assembly in 2016 and places restrictions on the proffers a locality can request or accept related to new residential development and the residential component of mixed use development.
- Exempt and non-exempt areas
 - Exempt areas - Areas exempt from the 2016 proffer legislation. Section 15.2-2303.4 exempts new residential development or use when it occurs within a small area plan, approved as part of the Comprehensive Plan that meets certain criteria set out in the statute. Exempt areas include transit station areas, as well as some suburban centers and community business centers.
 - Exemption Categories
 - Category A – An approved small area comprehensive plan in which the delimited area is designed as a revitalization area, encompasses mass transit as defined in Va. Code §32.2-100, includes mixed use development, and allows a density of at least 3.0 FAR in a portion thereof.
 - Category B – An approved small area plan that encompasses an existing or planned Metrorail Station and allows additional density within the vicinity of such existing or planned station.
 - Category C – An approved service district created pursuant to Va. Code § 15.2-2400 that encompasses an existing or planned Metrorail station.
 - Non-exempt areas – Areas subject to 2016 proffer legislation which requires that proffers accepted to offset the impacts of residential development, including those part of a mixed-use development, must be specifically attributable to the impact of the new development and, if they are offsite proffers, can only address capacity needs. These needs are determined by the existing capacity of the impacted facilities and must provide a direct and material benefit to the new development.
- Legislation divides proffers into two types
 - Offsite – Proffers addressing impacts outside of boundaries of the property to be developed including cash proffers.
 - Onsite – Proffers addressing the impacts within the boundaries of the property to be developed and I include any cash proffers.
- School proffers are only allowed for new residential development in non-exempt areas within school districts that are overcrowded.
 - The school must be overcrowded at the time the Board of Supervisors votes on the rezoning application for new residential development.
- Calculating school capacity
 - Capacity is measured in two ways, design capacity and program capacity. Program capacity is the measure used by FCPS to determine if a residential development will have an impact.

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- Design capacity – Capacity based on the number of students a building can support per the original design of the building.
 - Program capacity – Capacity based on the number of existing core classrooms and the specific unique programs assigned to a school which require specific facility space utilization that goes beyond the original design of the building.
- Modular classrooms are included in the calculation of school design and program capacity, while trailers are not included in the calculation of capacity.
- Proffers do not cover the operating costs of schools.
- Operating costs, with the exception of school bonds and food services, are supported by property taxes.
- School proffer money is held in a fund that must be used within 12 years.

School Proffer Formulas

- Capital improvement needs funded with proffers to date.
 - FCPS has received approximately 20.6 million in proffer contributions since 2002.
 - FCPS spent approximately 2.43 billion on capital programs during that same time period.
 - Proffers account for .73 percent of capital expenditures.
- Future capital improvements needs.
 - The enrollment of students at FCPS is approximately 188,000 students with approximately 27 million square feet of classroom space.
 - Approximately 1.4 million square feet of capital projects are in the planning stage.
 - Approximately 3.1 million square feet of space will be under construction or renovation during the next eight months, accounting for 10 percent of countywide classroom space.
 - Approximately 3.5 million square feet of space will be under construction during the next 10 years.
 - Lifespan of schools:
 - Renovation cycle is 37 years and currently “stretched” to 44 years.
 - Some schools not renovated for a period of 50 years.
 - Less expensive and more environmentally sustainable to adaptively reuse an existing building than build new schools.
 - Comprehensive Plan includes policies supporting the adaptive reuse of buildings for FCPS facilities.
- Proffer Formula Calculation
 - Proffer formula based on County wide averages for housing types.

| Countywide Student Yield Ratios for Proffer Formula | | | | | |
|---|------------|------|----------------------------|------------|------|
| Single Family detached | Elementary | .266 | Low-rise Multi-family | Elementary | .188 |
| | Middle | .088 | | Middle | .047 |
| | High | .179 | | High | .094 |
| | Total | .533 | | Total | .329 |
| Single Family Attached | Elementary | .258 | Mid/High Rise Multi-family | Elementary | .062 |
| | Middle | .067 | | Middle | .019 |
| | High | .137 | | High | .031 |
| | Total | .462 | | Total | .112 |

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- Capital Improvement Program (CIP) calculation
 - CIP student yield based on area specific student generation rates.
 - CIP student yield rate higher than proffer student yield rates.

School Planning and Economic Development/ Collaboration of FCPS with business and economic development initiatives

- Priorities should be established, and a work agenda should be matched with areas that need research.
- Align land use planning and school facilities planning.
- Planning horizons for Comprehensive Plan are for 20 years, planning horizons for FCPS are for a shorter period of time.
- Community is evolving, what is the roll of FCPS with workforce development?
- FCPS is responsible for K-12 education, who should be responsible for funding adult education?
- Collaboration with businesses and economic development initiatives should be explored.
- FCPS attracts new businesses and employees to the County.

Equity and Access

- Socioeconomic segregation is a growing concern in Fairfax County, and in response to this concern the One Fairfax Policy was adopted by the Board of Supervisors and the School Board in 2017.
- One Fairfax is a joint social and racial equity policy that commits the County and FCPS to consider equity when making policies and delivering programs and services.