

**FAIRFAX COUNTY PLANNING COMMISSION SCHOOLS COMMITTEE
LAND USE AND CAPACITY PLANNING FOR SCHOOLS
WORK PLAN**

I. Projection Methodologies

- A. Development of long-term projection methodologies to account for life-cycle issues associated with multi-family and single-family housing
 - i. Life-cycle issues of housing
 - ii. Demographic trends
 - iii. Aging housing stock, both multi-family and single-family, produce higher student yields
 - iv. Multiple occupancy of dwelling units
- B. Impact of high-rise multifamily dwelling units on student yields
- C. Student yields created by the repurposing of office and commercial buildings to residential or live/work

Discussion: Near-term projections by FCPS are accurate within 1 percent. Greater accuracy is needed for long-term projections to plan for changing demographics and facilities needs.

II. School Proffers

- A. Impact of the new proffer law – exempt and non-exempt areas
 - i. Proffers in non-exempt areas can only involve capital improvements that address projected capacity impacts, specifically attributable to the new residential development or use, at the time of the rezoning or proffered condition amendment. Further, any proffer made with respect to school facility improvements must directly and materially benefit the new residential development or use.
 - ii. Proffers in exempt areas can address long term impact
 - iii. Determining the correct formula for proffers
- B. Guidelines for noncash proffers (e.g., reserving land for future schools)

Discussion: Balancing proffer contribution requirements in Commercial Revitalization Districts or Areas against the risk of discouraging new investments. Would requests for proffer contributions for schools from commercial developments in exempt areas hinder efforts to attract new businesses?

III. Impacts of Development on Schools

- A. Identifying impacts of mixed-use and other development on schools
- B. Identifying impacts of workforce and affordable housing in the County, including the amount and location of current and future development.
- C. Identifying impacts of Commercial Revitalization District or Area development on schools
- D. Review the possible use of vacant and underutilized properties controlled by the County for potential FCPS facilities and programs

Discussion: Impacts of development on schools and education may be influenced by the location and type of development.

IV. School Planning and Economic Development

- A. Planning horizons for school facilities vs. planning horizons for commercial and residential development
- B. Interaction between FCPS planning, and planning for commercial and residential development
- C. Interaction between planning horizons and the FCPS Capital Improvement Program
- D. Opportunities for enhanced, long-range forecasting and planning
- E. Impacts of economic development fluctuations on FCPS planning and funding
- F. What is the impact to FCPS of converting commercial and industrial land to residential uses?
- G. Collaboration between FCPS, the Planning Commission and the Board of Supervisors on the annual CIP recommendations

Discussion: How to better align forecasting and planning for FCPS schools and facilities with long-term planning horizons and fluctuations in economic development

V. FCPS as a Contributor to Economic Development

- A. Is there a role for FCPS in County strategies for attracting commercial development?
- B. Identifying opportunities for FCPS contributions to Fairfax County's future economic success (Can FCPS programs and facilities attract investment and businesses)
- C. How does the County achieve a balance between commercial and residential development and the cost of educating students?

Discussion: Assessing the role of FCPS in economic development in Fairfax County, including the preservation and increase of the commercial and industrial tax base

VI. Equity and Access to Schools and Facilities

- A. Implementing "One Fairfax" guidance
- B. Concern about socioeconomic segregation
- C. Collaborative planning for capacity and use of County and school facilities

Discussion: Addressing concerns about socioeconomic segregation.