

Proposal: Facilities Planning Advisory Council

Executive Summary

On January 22, 2009, the School Board established the Comprehensive Plan Development Committee (CPDC) with a charge to design a recommendation to the School Board for a facilities comprehensive planning process. This initiative resulted from collective experiences and lessons learned from a series of boundary studies which demonstrated the following:

1. A need for increased public awareness when a school boundary study was eminent;
2. A need for increased public validation that facilities issues existed which could require a boundary study;
3. A need for a more regional, long range approach to facilities planning that is not provided in the current Capital Improvement Program (CIP) development process.

Prior to the creation of the CPDC, incremental steps had been initiated to begin to address these issues. Greater research and background into the recommended scope of boundary studies was provided as well as preliminary outreach to the administration and PTA/PTOs for schools that may be impacted by such studies. Improvements were made to increase the transparency of the boundary process. Directives to staff to undertake a specific scope of study were voted on by the School Board during regular Board public meetings instead of only based on discussions at a Board work session. While helpful, these steps fell far short of providing for a systematic, district-wide planning process that engages the public and informs the facilities planning process that is ultimately reflected in the CIP and involves such issues as school closures, new school programs or relocations impacting capacity, boundary changes, new schools, building additions and modular relocations.

The CPDC's research led to the decision to create and establish an "umbrella planning group" to interact with staff, the community and the Board, providing district-wide comprehensive planning oversight and guidance. To that end, the CPDC presents a recommendation for the establishment of a Facilities Planning Advisory Council (FPAC). The draft proposal outlines the organization and function of a Board appointed citizen council, including mission, objectives, function and operations, work products, communications flow, community engagement and criteria for council selection. This community planning based model is utilized in various forms by several other school jurisdictions which were reviewed throughout the year by the CPDC, including Arlington and Loudoun Counties, Va., Wake County, NC, and Anchorage, AK, among others.

It should be further noted that the CPDC, which began monthly meetings in March, 2009, introduced the FPAC concept to the School Board in September 2009 as part of a two-step process. At that work session, the CPDC also presented a detailed Step 2 of the process, known as the Ad Hoc Community Engagement Committee. Step 2 was developed to respond to the enrollment and capacity concerns outlined by staff in the southwestern region of the county, including the efficacy of renovation for Clifton Elementary School, with its many challenging well water quality problems and site constraints. The Ad Hoc process was purposely developed in such a manner so that it could be modified and used for future studies when deemed appropriate within an overall comprehensive planning process. A revised draft of guidelines for the Ad Hoc process which reflects the establishment of the

Facilities Planning Advisory Council is also attached. This draft will be forwarded to the current southwestern regional ad hoc planning group for review and their suggested edits to improve the process.

The CPDC believes that the establishment of a Facilities Planning Advisory Council will serve to further the intent of *School Board Policy 8120.1, Facilities Planning, School Planning*, which directs the preparation of a Capital Improvement Plan, program based school capacities, size and location of schools, periodic boundary adjustments and most importantly, community involvement. It is further noted that policy changes will be required to accommodate the unique features of the proposed Facilities Planning Advisory Council and which will be brought forward for modification pending the outcome of Board action on the FPAC proposal.

The establishment of this advisory council does not detract from or abrogate in any way, the public's right to and requirements for, public notice and participation currently provided by School Board policy and regulation; the establishment of a Facilities Planning Advisory Council is intended to enhance community outreach and input into the facilities planning process, increasing public awareness of school facility planning.

Recommendation

That a Facilities Planning Advisory Council (FPAC) be established consisting of 13 appointed members, one from each Fairfax County magisterial district, three at-large representatives, and one representative from the City of Fairfax.

Mission

To advise and inform the staff and School Board in the development of comprehensive, long term plans for facilities needs in the most effective and efficient way.

Issues which may be considered by the advisory council shall include, but not be limited to:

- school program capacity
- enrollment and projections
- transportation and operating efficiencies related to facilities planning
- CIP prioritization
- creative financing and construction strategies
- scope of renovations
- school closures and new schools
- student accommodation planning (building additions/modular relocations/ review of school boundaries)

Note: District-wide instructional and programming policies such as but not limited to IB/AP or AAP programs or grade level configurations for schools are not within the purview of FPAC.

Criteria and Expectation for Appointees

- Attend a minimum of 75% of meetings

- Be self-motivated to increase familiarity with school facilities and capital improvement program planning
- Possess experience with and/or expertise in a broad range of interests, e.g., Fairfax County/City planning and development; demographics and economics; elementary, middle and high school programs and needs; public outreach and communication; municipal design and construction
- Demonstrated organizational leadership qualities and/or experience
- Interact and communicate with School Board and community in public venues such as work sessions, community and focus group meetings
- No current FCPS employees may be appointed

Process and Function

- Facilities Planning Advisory Council shall operate as a committee of the whole under the guidelines set forth in Policy 1710.11, Citizen Advisory Committees to the School Board
- All meetings shall be open to the public
- A chair and vice chair shall be elected by FPAC from within its membership
- Recording secretary for minutes shall be a staff support function
- The Council shall include a School Board liaison and a staff Facilities liaison which shall be non-voting members
- Meeting schedules to be determined by the chair of the FPAC
- Meeting dates, locations and agendas to be posted for public notice
- Initial terms of appointment shall be for 1, 2 and 3 years which shall be determined by lottery prior to appointment; thereafter, all terms will be for 3 years
- Each of the 3 at-large members shall also have terms of 1, 2 and 3 years, respectively
- Establish by-laws in compliance with Policy 1710.11
- Communication plan and process shall be established to encourage and facilitate outreach and interaction with the public (see Flow Charts)
- Information and technical support shall be provided by the Department of Facilities and Transportation and other FCPS departments, as requested and as resources permit (see Data Resources)
- FPAC shall identify and prioritize facility-related concerns, recommending staff or ad hoc studies, convening community and public meetings, as determined appropriate to fulfill the mission and purpose of the Advisory Council
- Meet at least quarterly and more frequently as needed

Expected work product/deliverables

- Establish a proposed work plan which identifies and prioritizes issues for review and approval by the School Board
- Quarterly briefings at School Board work sessions with additional briefings as may be deemed necessary
- Prepare and submit an annual report and recommendations to School Board in June of each year

- Make recommendations to the School Board for creation of Ad Hoc Committees when deemed necessary
- Conduct self-evaluation of work and process
- The School Board will evaluate the efficacy and value of the FPAC after two (2) years, including evaluation of staff resources

Flow Chart

Communications in the form of information, findings or directions (I, F & D) will flow as generally described and illustrated in the following flow charts. In the context of the flow of communication, information (I) is defined as facilities issues, problems or needs that may be brought forward review and consideration. Findings (F) refer to statements of fact or study conclusions/recommendations as the result of staff or School Board research or review. Findings (f) are to be viewed as draft. Directions (D) refer to the guidance or directives to implement or act on School Board decisions and are communicated from the Board to Ad Hoc committees, to FPAC and/or to staff.

FPAC

In the hierarchy of communication flow, it should be understood that only the School Board may provide directives to the Facilities Planning Advisory Council. In light of the stated FPAC mission to advise and inform both staff and the School Board on facilities planning issues, the Council is accessible to receive information directly from the School Board, staff, school communities, and individual citizens. This may occur both informally or at more formal venues such as community outreach meetings. The flowchart indicates, however, that FPAC would only receive research findings such as data or results of background information, from the School Board and staff. Similarly, information and findings from FPAC would be provided to the School Board and staff.

It is understood that FPAC is merely advisory to the School Board. The mission of FPAC is to inform and make recommendations which include input from the public and staff; it is further, understood that the School Board is in no way obligated to act upon FPAC recommendations.

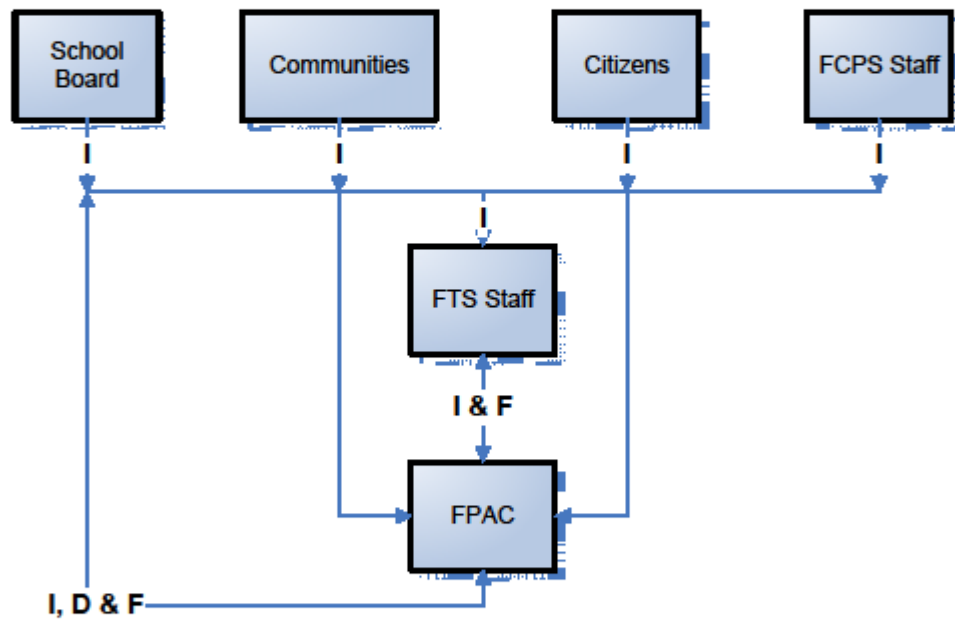
Ad Hoc Committees

Ad Hoc Committees are created by the School Board, typically as the result of a recommendation from FPAC. In conformance with Ad Hoc committee guidelines, only the School Board may provide directions to Ad Hoc committees. Ad Hoc committees shall report findings directly back to the School Board and FPAC. In keeping with the purpose and intent of the Ad Hoc process, Ad Hoc committees are encouraged to share draft findings with citizens and communities and to incorporate community comments and thoughts into their final reports to the School Board.

FLOW CHART

Facilities Planning Advisory Council

October 8, 2009
Revised – November 12, 2009



Legend
I - Information
D - Direction
F - Findings

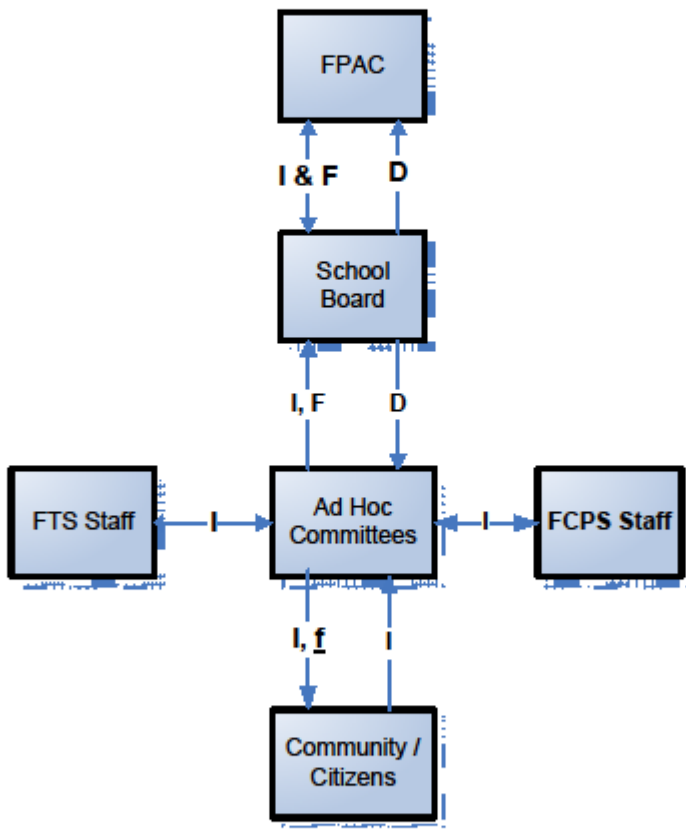
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FLOW CHART

Facilities Planning Advisory Council

Ad Hoc Committees

October 8, 2009
Revised – November 12, 2009



- Legend
- I Information
 - D Direction
 - F Findings
 - f Draft Findings

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Facilities Planning Advisory Council (FPAC) Application Form

Background: The Facilities Planning Advisory Council (FPAC) was established on May 20, 2010, to advise and inform the Fairfax County Public School staff and the Fairfax County School Board in the development of comprehensive, long term plans for facilities needs. Issues and matters of consideration by FPAC shall include, but not be limited to:

- school program capacity
- enrollment and projections
- transportation and operating efficiencies
- program support
- CIP prioritization
- creative financing and construction strategies
- scope of renovations
- school closures and new schools
- student accommodation planning (building additions/modular relocations/ review of school boundaries)

Council Development and Terms: The Council consists of 13 appointed members, one from each Fairfax County district, three at-large representatives, and one representative from the City of Fairfax. **Each School Board member, including at-large members and the City of Fairfax School Board, shall select 3 candidates and seek consultation regarding selected candidates from FCPS Facilities staff to determine magisterial appointee. The School Board liaison to FPAC shall consult with each School Board member about his or her preferred appointee prior to the recommended slate of appointees brought forth for final approval to be considered in its entirety before the School Board. Final selection of appointees will be determined by School Board vote at a duly advertised work session or regular meeting.**

The initial terms of future FPAC appointees will be for 1, 2, or 3 years and will be determined by lottery by Board members, including a City of Fairfax School Board member, prior to final appointment of FPAC members. A separate lottery for at-large members will be conducted to ensure a 1, 2, and 3 year term for each of the 3 at-large Board members. Thereafter, all terms of appointment shall be for 3 years. Appointees will be required to sign a Statement of Policy and Code of Conduct (attached) to address any potential conflict of interest issues resulting from FPAC recommendations.

Please complete this form to apply for an appointment to the Fairfax County Public School Facilities Planning Advisory Council (FPAC) and send electronically to your representative or at-large member at the links provided below. Please put **FPAC Application** in the subject line. Alternatively, applications may be hand delivered or mailed to the School Board office to:

For Fairfax County Public Schools:
Pam Goddard, Executive Assistant and Clerk of the Board
8115 Gatehouse Road, Suite 5400
Falls Church, VA 22042
<http://www.fcps.edu/schlbld/members.htm>

Or, for the City of Fairfax School Board:

Lynda Pierce, Clerk
10455 Armstrong Street
Fairfax, VA 22030

lpierce@fairfaxva.gov

Completed applications must be received by School Board members on or before July 14, 2010.

Note: *Please attach a resume or any other pertinent information appropriate to apply for this appointment.*

Facilities Planning Advisory Council (FPAC) Application Form

Name: _____

Address: _____

Street: _____

City: _____

State: _____

County of Fairfax Magisterial District or City of Fairfax _____

Telephone: _____

Cell Phone: _____

Work Phone: _____

Email Address: _____

1. Do you currently have children/grandchildren in FCPS? _____ Yes _____ No

2. If no, have you had children/grandchildren in FCPS? _____ Yes _____ No

3. How long have you resided in Fairfax City/County? _____

4. Have you ever been appointed to a Fairfax County/City School Board/FCPS Committee or Council before? If so, please explain your previous committee/council work.

5. Please indicate why you are interested in the FPAC and appointment.

6. Below, please indicate where appropriate, certain areas of your experience and knowledge:

- | | |
|------------------------------|-----------------------------------|
| ____ School Construction | ____ Research |
| ____ General Construction | ____ Education/Curriculum |
| ____ Engineering | ____ Databases |
| ____ Architectural Expertise | ____ Budget Analysis |
| ____ County Planning | ____ Nonprofit and Human Services |
| ____ Land Development | ____ Public Administration |

Statistics/Demographics
 Finance
 County Government

Federal Government/Military
 Other

7. Please further explain your experience(s) as indicated in #6, above, including any leadership skills, education and experiences.

8. How did you hear about the Facilities Planning Advisory Council and the opportunity to apply for appointment?

Indicate if you are attaching additional information pertinent to this application.

Attachments are provided
 No attachments were necessary

Thank you for your interest in applying for appointment to the School Board Facilities Planning Advisory Council. Should you have any questions about this Council and/or the School Board appointment process, please contact Pam Goddard at 571-423-1075 or Pam.Goddard@fcps.edu

Statement of Policy
Facilities Planning Advisory Council (FPAC)

It shall be the policy that any FPAC member or officer shall abstain from the vote and/or discussion on any matter in which said member or officer may be considered to have a conflict of interest or the appearance of a conflict of interest. An abstaining declaration shall be made for the record at the beginning of any such motion or discussion and shall be recorded in the official minutes of the meeting. The same conflict of interest procedures shall apply to any FPAC member participating in any committee action or vote.

I concur with the above policy, and affirm my intention to abide by its intent.

Signature

Name of Board Member

Date

**For Officers, Directors, Committee Members, Staff Members
And Certain Consultants**

No member of the Facilities Planning Advisory Committee (FPAC) shall derive any personal profit or gain, directly or indirectly, by reason of his or her participation as a member of FPAC. Each individual shall disclose any personal interest which he or she may have in any matter pending before FPAC and shall refrain from participation in any decision on such matter.

Any FPAC member, who is an officer, board member, committee member or staff member of an FCPS vendor, shall identify his or her affiliation with such vendor. He or she shall not participate in any decision affecting that vendor, and the decision must be made and/or ratified by the full Board of Directors.

At this time, I am a Board member, a committee member or an employee of the following organizations:

(list or attached)

Now this is to certify that I, except as described below, am not now nor at any time during the past year have been:

- 1.) A participant, directly or indirectly, in any arrangement, agreement, investment or other activity with any vendor, supplier, or other party doing business with FCPS which has resulted or could result in personal benefit to me.
- 2.) A recipient, directly or indirectly, of any salary payments, fees, loans, or gifts of any kind or any free service or discounts from, or on behalf of any organization engaged in any transaction with FCPS.

Any exceptions to (1) or (2) above are stated below with a full description of the transactions and of the interest, whether direct or indirect, which I have (or have had in the past year) in the persons or organizations having transactions with FCPS.

(list or attach list)

Signature: _____

Name: _____

Date: _____

Appendix 1

Data Resources

The following data resources may be provided to and utilized by the FPAC in the evaluation of issues, priorities and CIP considerations.

Enrollments/Projections

- Historical school-level enrollment data used for projections by grade, special ed. level 2, GT (CE only more recently), FECEP and Totals -
- Historical and current small planning area data used for boundary studies, including student data of those planning areas moved
- Historical and current monthly enrollment data
- Historical and current data regarding transfers, entries and withdrawals (and the new SASI coding to be implemented)
- Historical and current race/ethnicity totals by group by school, level and FCPS-wide.
- Births to Fairfax County and City, county- and city-wide; race/ethnic groups; zip code.

School Profiles

- Historical and current FCPS facilities' and characteristics
- Historical and current core, program and other capacity calculations by school or facility
- Applicable historical and current FCPS geographical areas, including school districts, GT Center districts, clusters, transportation areas, bus routes, special education centers, other

County Planning/Development

- Applicable Fairfax County geographical areas, e.g., development and growth areas
- Applicable U.S. Census geographical areas
- Residential development pipeline and school impacts

Fairfax County data

- Historical Existing Housing Units by Housing Type, Characteristics and by location
- Housing Pipeline Data by Housing Type, Characteristics and by location
- Planned, Zoned, Vacant Land for residential housing by Housing Type by location
- Surveys of Population, Housing, and other demographic characteristics
- Rental Housing Vacancies and Other Characteristics

U.S. Census data

- Historical and recent Population, Households, Families with many related demographic characteristics, including age, race, gender

Economic data

- BLS, GMU, State of Virginia and other sources: employment, employment by sector, employment changes for the U.S., Virginia, Metro Washington, Northern Virginia, Fairfax County, other
- Historical and current housing sales, prices, days on the market of sold housing (MRIS) Fairfax County- and City-wide (and maybe by zip code or point locations).
- Migration data from IRS records between counties and cities in Northern Virginia and Metro Washington jurisdictions

Recommended School Baseline Data for inclusion in Comprehensive Plan Documentation (CIP)

Comprehensive Individual School Profile

- Capacity
- Current enrollment
- Projected enrollment 1 and 5 year
- Programs
- Building utilization ratio
- Trailers and usage
- Closed to Transfer Status
- Number of out-of-boundary students (transfers)
- Demographics – Ethnicity, ESOL, FRL, Title I status
- Kindergarten status – FDK or no
- Student yield ratio by housing type
- Housing Type in attendance area (% SFD, SFA, MF, HR)
- Mobility Rate
- Development Pipeline/Growth Potential –short term and at build out.

Comprehensive HS Pyramid Profile

- Housing Type (% SFD, SFA, MF, HR)
- Development Pipeline/Growth Potential –short term and at build out
- Census demographics – population forecasts
- Housing stock characteristics – age, type, high end, median or affordable
- Student yield ratio
- County ADU projects
- Real Estate – sales data

Maps

- Full Day/Half Day Kindergartens
- GT Centers and School Based Centers
- All other center-based programs
- CIP approved/bonded renovations and capacity enhancements
 - Underway
 - Approved/bonded
 - Future
- Trailers/Modulars – planned/available to be moved
- Development Pipeline – all phases
- Schools by FLES offerings
- Transportation Inefficiencies – attendance islands
- FECEP/Spec Ed planning

Appendix 2

Ad Hoc Community Engagement Committee Guidelines

Introduction:

The Facilities Planning Advisory Council (FPAC) or FCPS staff can recommend a study of an area/region through preliminary analysis of identified issues associated with a particular area/region. It is intended that the Council and staff will work collaboratively to research and recommend facility studies based upon their own work, recommendations from School Board members, or from community members.

At such time an area or region has been identified for review due to issues of capacity, enrollment, programmatic concerns, facility needs, etc., the Council will present a recommendation to the School Board to seek further review and engagement from the affected communities. Staff will assist and offer support and resources when requested by FPAC to conduct such review.

It is envisioned that Ad Hoc committees will only be created with studies are of a scope and complexity to warrant the resultant investment in time and effort. Not all issues or studies will require Ad Hoc committees.

Establishment of the Ad Hoc Committee:

An Ad Hoc Committee may be created by the School Board once an identified issue has been presented to the Board for further review per FPAC and staff's recommendations. The Ad Hoc committee will be created with participants being appointed by school communities directly or potentially impacted by the study scope. Participants will be nominated by their PTA/PTOs and can include community members not associated with the school but chosen by the PTA/PTO. Individuals nominated must be willing to commit to attending at least 75 percent of all meetings. Participation and community representation is an important element for the success of this process.

Ad Hoc Committee members are encouraged to communicate directly with their school communities throughout this process with the goal of keeping all potentially impacted communities aware of the committee's work, findings, and progress. If community outreach support is needed by committee members, FCPS staff will assist the committee to facilitate outreach for their particular school community.

Ad Hoc Committee Objectives:

1. To determine the most complete list of possible solutions to the issue(s) identified by the FPAC.
2. To document all advantages and disadvantages of each potential solution as deemed reasonable and financially prudent.

Establishment of an Ad Hoc Committee for Community Engagement:

The committee will prepare a report containing the information and findings that they have gathered during this Ad Hoc Committee process. Recommendations will not be asked of this committee but rather, the **committee is to ensure the report will include all potential solutions and all advantages and disadvantages of each.** It is acceptable for the report to show the numbers of committee members who concur with each advantage and disadvantage so that the School Board can have a sense of the committee's validation of them. This report will be presented to the School Board by the officers of the Committee.

Staff will assist the committee process and provide resources for Committee purposes as identified in the process guidelines below. Such support may include but is not limited to:

- information about enrollment projections,
 - school capacity calculations,
 - educational programs in schools, etc.
- The Committee will elect its own leadership at the first meeting. Changes to Committee leadership can be made during the Ad Hoc Community Engagement process by the Committee if so warranted or desired.
 - The Committee is expected to set calendar dates and make such dates available to the public.
 - The internal structure of the committee such as creating sub-committees to address specific topics, is a decision left to the work of the committee.
 - Attendance will be taken at all meetings. Committee members are expected to make 75% of all scheduled committee meetings.
 - All meetings are open to the public.
 - The Committee works to develop a comprehensive list of potential solutions to address the issues.
 - The Committee works to develop an inclusive list of the advantages and disadvantages of each potential solution.
 - The Committee can recommend changes to the scope of the defined problem/issue as identified by the FPAC and/or by staff based upon findings during this process. These studies should ultimately reflect the input of both staff and the committee.
 - Staff is present at all meetings to assist with resources needed to respond to Committee questions.
 - The Committee holds a series of community engagement meetings to:
 - Increase public awareness about the issues being studied
 - Share the results of their work
 - Gain additional thoughts on potential solutions and advantages and disadvantages

The FCPS Department of Community Outreach will assist with such meetings and work with the Committee to help identify locations for meetings, provide public notice, and be responsible for meeting protocol and process.

- Based upon the Committee's report, staff will prepare its report in response to the committee's work and submit it to the School Board.

The School Board recognizes that the Committee might desire during its deliberations to make changes to the processes described in this document. The committee can petition the Board for permission to make changes. The Board will respond in a timely manner to such requests.

School Board Role: In an attempt to avoid potential influence, School Board members are encouraged to attend committee meetings but to refrain from public comment. Members are encouraged to support a fair and open participation process. After discussion and deliberation of the reports, the School Board gives direction to staff on the next appropriate steps. The Ad Hoc Planning Studies Process Guidelines for School Board Members was developed in conjunction with the guidelines for the Ad Hoc process.

Staff Support to Committee

FCPS staff will support the work of the committee by providing professional and expert advice and information, by providing a facilitator(s) for the committee as needed and by providing technology that will facilitate internal committee discussions and deliberations on issues related to the study.

Communications Plan

Clear and timely communication is critical to all stakeholders involved in the Ad Hoc Community Engagement process. A communications plan is an essential part of this process and will include:

- A web page containing the most updated information on the issues and will include dates of upcoming meetings, presentations to School Board, actions taken by the School Board, and updates as they occur.
- The web page will include a form for visitors to sign up to receive email updates on the issue, including alerts when the web page has been updated. Promotion of this special email update opportunity will be sent out through a regular Keep in Touch message to school board news and current issues subscribers.
- KIT updates shall be sent to all school communities involved in the study when new information is posted, meetings scheduled, etc.
- The web page will also include a form for visitors to pose a question. Questions posed by web visitors and collected via e-mail will be answered in a Frequently Asked Questions format that will be posted on the web page. People who submit questions will receive a reply that outlines the FAQ process about when answers will be posted.
- Use of FCPS Blackboard to facilitate internal blogging among the committee members and post and review draft committee work.