

Long Range Educational Facilities Plan: Phase II

City Council Legislative Meeting
June 13, 2018

Council Action Requested

- Review and endorse Long Range Educational Facilities Plan (LREFP) Phase II addendums, as approved by School Board on May 24, 2018

LREFP Overview: Phase I

- Outlined options for how educational facilities can meet capacity needs
- Established methodologies, elementary and middle school recommendations
- Intended to be a living document
- Developed as a joint effort between ACPS and the City, with input from a Work Group and community.
- June 2015 - Adopted by School Board and endorsed by City Council, respectively



June 2015

Joint Alexandria City Public Schools/City of Alexandria

Long Range Educational Facilities Plan



*Endorsed by City Council, June 23, 2015
Adopted by ACPS School Board, June 11, 2015*

LREFP Overview: Phase II

- Began Spring 2016 to explore high school and pre-K capacity needs – a recommendation from Phase I
- Developed educational specifications for a pre-K center and high school
- Work Group convened in January 2017 to advise staff in identifying solutions for pre-K and high school needs
- 2017-2018: Work Group, Community, Stakeholder meetings; online engagement; notifications via ACPS/City websites and communications; outreach to commissions and community groups
- Work Group recommendations provided in 4 phases (Req'd, short-, intermediate, long-term)

Early Childhood Education

Phase II of the LREFP includes:

- Explanation of current sites, programs and capacity
- Division-wide pre-K student forecasting based on the State of Virginia's formula for disadvantaged four-year olds
- Recommendations for serving current and future pre-K demand

High School

Phase II of the LREFP includes:

- Explanation of current sites, programs and capacity
- Assessment of spaces compared to ed specs
- Division-Wide enrollment forecast for ACPS high school students
- Recommendations to lessen the capacity gap at the high school level

Pre-K Recommendations

Required Planning

- Evaluate existing City/ACPS facilities for potential pre-K space, co-location opportunities
- Seek out space from private organizations
- Evaluate co-located pre-K center at John Adams to determine if a good model
- Explore feasibility of incentivizing inclusion of pre-K space in new development

Short-Term (0-5 years)

- Calculate pre-K projections annually
- Maintain, expand current pre-K capacity in ACPS facilities
- Work with private partners to add capacity
- Promote multi-story and urban school models
- Identify, analyze potential land acquisition, co-location, or leasing opportunities

Intermediate (6-10 years)

- Analyze feasibility of previously identified sites for additional pre-K capacity to align with the Board-approved ed specs
- After review of the existing early childhood center at John Adams, determine if additional centers are desired
- Configure spaces in elementary schools to meet ed specs

Long-Term (11-30 years)

- none

Required Planning

- Analyze schedule, existing space to optimize use
- Study all options to add capacity on both sites and elsewhere
- Assess different grade level configuration options
- Ensure that current, future instructional spaces align with new high school program requirements as outlined in the Virginia Board of Education's "Profile of a Virginia Graduate"

Short-Term (0-5 years)

- Continue, expand alternative programs and/or partnerships with local entities to increase off-campus learning opportunities
- Update capacity analyses to include core spaces as proposed uses change
- Adjust the master schedule, as applicable
- Utilize relocatables to add capacity
- Evaluate if increase in transition between campuses creates a negative impact on traffic/operations.
- Build additional capacity for high school at King Street Campus, Minnie Howard Campus, and/or at another location within the city

Intermediate (6-10 years)




- Reassign grade-level pairings throughout division, if applicable

Next Steps

- Recommendations will inform high school capacity and joint facilities master planning efforts, future capital budgets, along with other resources (Task Force recs)
- Staff will continue to provide updates as desired to community groups
- Ongoing ACPS/City collaboration on enrollment projections, facilities planning

ACPS Capital Planning Efforts

KEY

	Ongoing
	One-time event
	Effort has not been pursued/completed at this time

Long Range Educational Facilities Plan (LREFP)

A living document, the LREFP, serves as ACPS's master facilities plan. It will be updated periodically when major planning impacts the overall plan. *Combines educational adequacy, enrollment projections and site information for future capacity solutions*



	OUTCOME						
	GLFS	Ed. Spec.	LREF P	HS	TF Recs.	Jt. MP	CIP
INPUT	GLFS	I		I			I
	Ed. Spec.		D			I	I
	LREFP			I	I	I	I
	HS					I	I
	TF Recs.				D		I
	Jt. MP						I
	CIP	D	D	D	I	D	

Educational Specifications (Ed. Spec.)

Ed. Spec. is an outline of space requirements for school spaces and uses. They are used to assess existing facilities capacity and educational adequacy. The document is an important variable for determining adequacy and capacity requirements for the LREFP.



ACPS Capital Improvement Program (CIP)

All capital planning efforts are used to inform the Superintendent's proposed and, ultimately, School Board's adopted CIP. In an effort to be good stewards of taxpayer dollars, all recommendations available from all studies should be considered when developing the CIP. Projects included in the CIP represent ACPS's best effort to address capacity needs with available information and funds.



Joint Facilities Master Plan (Jt. MP)

Plan for City/ACPS facilities using a joint and holistic approach.



Direct Inputs: Results of planning effort directly recommend or are required prior to the following planning effort (Indicated with a "D" in the above chart)

Informational Input: Results of planning effort serve as information for the planning effort; recommendations may not align exactly due to differing purposes. (Indicated with an "I" in the above chart)

Grade-Level Feasibility Study (GLFS)

Research about different grade level configurations that suggest best educational outcomes and its application to existing capacity



High School Capacity Planning (HS)

Explores options for different programmatic models and site development to address high school capacity gap



Task Force Recommendations (TF Recs.)

Project prioritization and future process recommendations for both City and ACPS facilities CIP projects

