

Table of Contents

1200	Overview 1200	3
1201	Educational Facilities Goal 1201	87
	Policies and Actions	98
1202	EDU-1 PK-12 and Adult/Alternative School Facility Planning 1202	98
1203	EDU-1.1 Integrated Master Planning for All Public Schools	1614
1204	EDU-1.2 DCPS Facilities	1916
1205	EDU-1.3 Public Charter School Facilities	2218
1206	EDU-1.5 School Building Design and Site Planning	2622
1207	EDU-1.6 Planning For the Long-Term Future	2824
1208	EDU-2 Schools as Community Anchors	3328
1210	EDU-2.2 Schools in Community Planning	3530

Action EDU - 1: Engage community in educational facilities planning using the DCPS HS feeder geographies and Ward underlays and develop DCPS and charter school action recommendations on school siting, and school expansions and contractions consistent with educational plans, community considerations and population demographics. 1714

Action EDU - 2: Working with communities, LEAs, and local schools, DME needs to prepare coordinated feeder-area educational facility master plans for DCPS and charter LEAs and submit them to the DC Council for hearings and approval of the 2018 FMP. 1714

Action EDU - 3: Develop policy and regulatory path for charter LEAs to consolidate with DCPS to increase resources directed to student instruction and services and to fully utilize DCPS modern facilities. 1714

Action EDU - 4: Develop policy and regulatory path for co-locations of schools that include LEA administration, local school and community in planning, decision making and ongoing management of the co-location..... 1714

Action EDU - 5: Develop a needs assessment of administrative and maintenance facilities for DCPS and charter schools and include the requirements for administrative and maintenance facilities in the Facilities Master Plan. 1815

Action EDU - 6: Develop an inventory of cultural spaces in DCPS and charter facilities and their amenities and a system for community based access to them that is transparent, with fair access and fees; and prioritizes school use first, then neighborhood and District users. 1815

Action EDU - 7: Use inventory of public schools and publicly held sites from FMFP (Master Facilities Plan) and develop school siting overlay to identify where DCPS locations and sites are needed, based on a DCPS early childhood, middle grades, secondary and adult and alternative education plans, sector allocation projections, and school age population forecasts, with considerations for walkability, student travel and educational and community equity as key factors..... 1915

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Action EDU - 8: DCPS needs to provide a facilities plan and capital budget for meeting in-boundary demand for PK3 by right at all Title I schools and PK4 by right for all DCPS schools. 2047

Action EDU - 9: DCPS needs to provide middle school capacity where families are underserved, prioritizing Ward 7 and the center city—following the recommendations of the Student Assignment committee, including with student transportation service to middle schools..... 2047

Action EDU - 10: Working with local schools and communities, DCPS needs to fully modernize its Ward 8 middle school facilities and programs, as well as offering student transportation services in support of student safety and support..... 2047

Action EDU - 11: Define an explicit process for community, government, or developers to initiate a feasibility study of a public private partnership that could benefit public education..... 2047

Action EDU - 12: Give elementary and middle school students attending charter schools feeder rights into DCPS upper grade level area schools, comparable to out-of-boundary DCPS students who have geographic and feeder rights to access DCPS schools..... 2420

Action EDU - 13: Make charter real estate, facilities design, condition, plans and financing accessible to the public so parents have complete information on which schools have adequate facilities and so the public and Council can monitor the uses and efficacy of the Facilities Allowance in ensuring all children are educated in high quality facilities..... 2420

Action EDU - 14: Require that charter LEAs using a D.C. Revenue Bond for land or facility acquisitions or facilities improvements, be included in the Facilities Master Plan before a revenue bond is approved. 2420

Action EDU - 15: Before Zoning approves higher density on private school sites, review plans for outdoor and athletic space to ensure that they adequately address their need for outdoor space onsite..... 2621

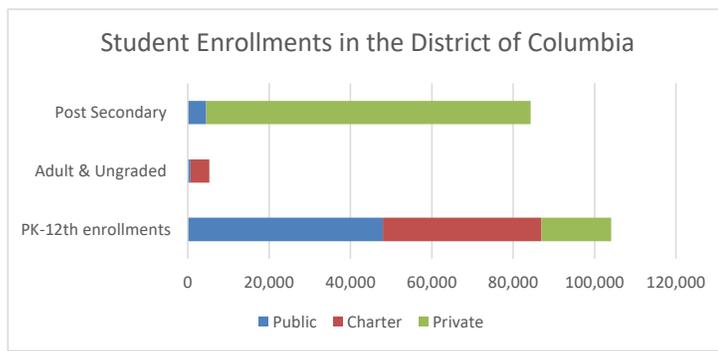
Action EDU - 16: Where school facilities are adjoined by athletic fields, playgrounds, educational and community gardens, and open space, the improvement of these areas should always be included in the educational specifications, feasibility studies and renovation plans. 2823

Proposed Revised
Comprehensive Plan: Education Element

1200Overview 1200

1200.1 The Educational Facilities Element addresses the location, planning, use and design of the District’s educational facilities and campuses. It includes policies and actions related to early childhood development facilities, public primary, and secondary-District of Columbia Public Schools (DCPS), public charter schools, private schools, and higher educational facilities, including public and private colleges and universities.

The District’s Pre-K through Adult education environment is extensive. Education delivery is an important public and private sector activity in the District of Columbia. It includes a network of DCPS neighborhood, matter-of-right schools and feeder systems, providing predictable paths from elementary to middle to high school grades, as well as a DCPS citywide application schools, and lottery-accessed DCPS public schools and public charter schools. There are also independent and religious private early childhood, elementary and secondary schools serving students from throughout the region, as well as boarding schools serving students from throughout the world. Washington, DC’s public collegiate environment includes the public D.C. Community College and the University of the District of Columbia. There are also nine seven prominent private colleges and universities whose home campuses are in the city, as well as many other educational institutions and non-local universities that provide programs within the District.¹ In 2017-18 the District of Columbia education sector was serving about 109,000 public, charter and private PK through 12th grade students and another 85,000 public and private post-secondary students—nearly 200,000 students.²



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¹ American University, Catholic University, Gallaudet University, George Washington University, Georgetown University, Howard University, and Trinity Washington University. <https://www.washingtonpost.com/education/2019/02/02/how-many-colleges-universities-are-dc/?arc404=true>

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² Source: Integrated Postsecondary Education Data System, NCES

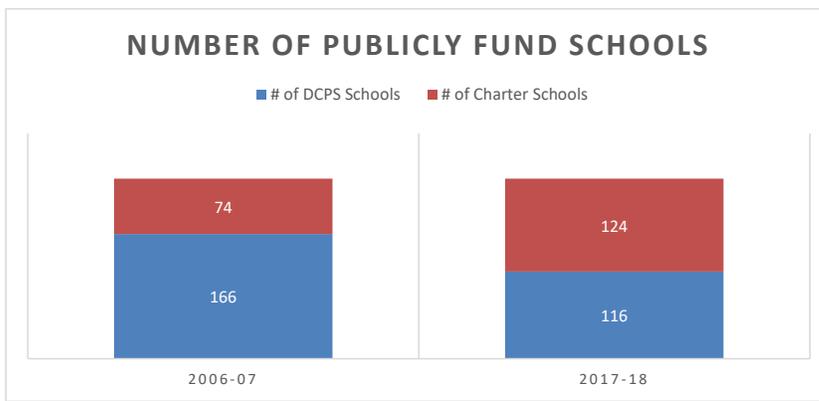
2015 enrollment in private D.C. PK12 schools—17,110 (NCES, most recent)³

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Since the last Comprehensive Plan in 2006 there has been significant growth in the charter sector and a contraction of DCPS. In 2006 there were 74 charter schools serving 19,733 PK-12th grade students and adults. In DCPS, there were 166 schools serving 52,645 PK-12th grade students and adults. By 2017, there were 124 charter schools serving 43,393 and 116 DCPS school locations serving 48,095.

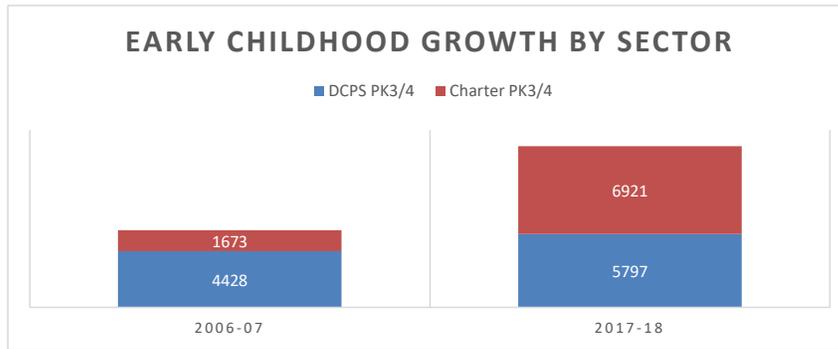
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From 2006 to 2017 public school enrollment grew almost 20,000 students, however, half of this growth was from expanding seats for early childhood (PK3 and PK4) and for adult education. ~~lower enrollment in DCPS, particularly in matter of right neighborhood schools outside of the Wilson High School feeder system. The charter sector grew from around 20,000 to around 44,000 in SY 2018-19 while DCPS shrunk from around 52,000 to around 48,000. In the same period, the~~The District grew its publicly funded PK3 and PK4 population from around 6,000 in 2006-07 to well over 12,000 in 2017-18, with most of the growth was in the charter sector.;

³ https://nces.ed.gov/programs/digest/d18/tables/dt18_205.80.asp



As of SY2018-19, DCPS and public charter schools served around 88,000 PK through 12th grade DC students. An analysis -done for the Deputy Mayor for Education (DME) Master Facilities Plan 2018 (MFP 2018) indicated that as of SY2017-18, the District had building capacity to serve ~~over~~about 113,000 PK to 12th grade students with more capacity in the pipeline.

Estimates from the DME, DC Auditor and DC Policy Center indicate the District can expect to serve between 103,000 and 105,000 PK to 12th grade students in SY2026-27.

~~This apparentThe challenge for the District is that even though there is total excess capacity, in 2017-18 the school level utilizations ranged from only a quarter utilized to well over 100% utilized. excess capacity, however, is misleading as supply of capacity and student demand differs significantly in different parts of the District. In some areas, there is substantial excess capacity and in others severe overcrowding.~~

In 2014, the District undertook substantial public engagement to consider changes to student assignment policies, including the boundaries for the DCPS matter-of-right schools and its feeder system, in part to address problems with over and under-utilization of schools. The Advisory Committee on Student Assignment found that: “The overwhelming input from parents and District residents was that families want a city-wide system of neighborhood public schools that is equitably invested in and provides predictable and fair access to high quality schools in all of the city’s communities.”

Consistent with this aspiration for District families, ~~The Education Element~~ focuses on the ~~efficient~~generational importance of school siting and capital investments in public facility buildings and grounds, the ~~uses~~ of school ~~property~~-buildings and grounds, and the relationship between schools and the communities that surround them, and the essential role of communities in planning for education land use in their communities.

For the District's publicly funded PK through adult education DCPS and charter schools, DCPS, and the Education Element focuses on the school siting, school planning and modernization efforts to meet existing and long-term educational needs, and on investing equitably in a system of matter-of-right neighborhood public schools to provide fair and safe access to high quality education throughout the District's communities while also supporting complementary citywide options.

1200.2

The crucial educational facilities issues facing the District of Columbia are addressed in this Element. These include:

- ◆ The need for the District of Columbia to maintain and secure, when necessary, sufficient public land and buildings in all parts of the city so it can equitably, effectively, and efficiently meet its obligation to provide PK4 through 12th grade public schools, by right, to all District of Columbia families, and PK3, by right at all Title I schools.
- ◆ Ensuring thatThe ongoing requirements for capital investments in schools to promote equity and excellence, serving the needs of all students, and providing access to educational skills and development opportunities across all eight wards through matter-of-right DCPS neighborhood schools and DCPS citywide public schools.
- ◆ Planning for the full utilization of District of Columbia owned public school buildings and grounds. Continuing to plan for and investing in new and existing school facilities to meet the District's growth and enrollment needs.
- ◆ while ~~and~~ Delivering public school spaces that reflect best practices in building configuration and design.
- ◆ Requiring that communities be engaged in siting decisions for all schools (PK through University) including decisions to close, open, expand, re-locate, down-size, or lease publicly held or non-taxable education land and buildings.
- ◆ Ensuring that charter schools are sited where enrollment capacity is needed and they offer complementary options.
- ◆ Ensuring school to home travel is safe and efficient.
- ◆ Leveraging schools as assets and anchors of District neighborhoods where culture, skills training, and civic engagement goals can be achieved, in addition to schools' core educational missions.
- ◆ Supporting public school grounds with the appropriate design, maintenance, and operations to support both school and community use.

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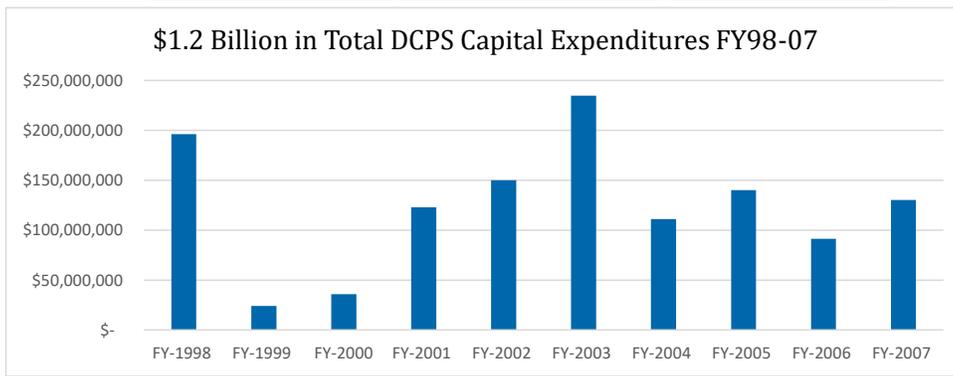
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- Encouraging university and community college satellite campuses east of the Anacostia River to provide expanded educational opportunities and engaging Washington, DC’s universities as innovation centers and as potential activators for large site development and as good neighbors that are compatible with surrounding neighborhoods through the use of a campus plan.
- Using school facilities to exemplify Washington, DC’s environmental commitments, through such measures as building to gold LEED standards, installation of green roofs and rooftop gardens, passive and circular design elements, and inclusion of gardens on the grounds, where possible.

1200.3

Since 2006, when the Comprehensive Plan was last updated, the District has ~~committed~~ ~~continued~~ to reconceiving and rebuilding its public schools in partnership with residents, business owners, and civic organizations. The Educational Facilities Element has ~~guided~~ ~~contributed to~~ Washington, DC’s historic strides toward increasing the quality of DCPS facilities to support teaching and learning after decades of disinvestment prior to ~~the year 2000~~1998. From ~~FY1998 to 2007~~, D.C. expended \$1.2 billion to stabilize and begin the modernization of its public school facilities.



Source: OCFO

From 2007 to 2018, the District allocated over \$2 billion from the DC Capital Budget to modernize or renovate 73 DCPS school facilities and plans to invest \$1.38 billion in DCPS school modernizations by 2025.

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In addition, from 2007 to 2018, the District provided public charter schools with over \$1.2 billion from general funds in funding through for the per-student public funding-facilities allowance specifically to cover the capital related costs for charter facilities. , adding over \$150 million a year to that total going forward.

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Washington, DC charter and private schools and universities have access to the city's ~~enviable~~ tax-exempted bonds through the District's private activity bond program. DC charter LEAs have. Institutions have used this financing tool to raised nearly \$1 billion millions of dollars from revenue bond financing to finance their real estate purchases, expansion, and building and renovation programs—supporting aggressive growth in the charter sector.—

1200.4 Policies in the Educational Facilities Element ~~complementare meant to guide the land use and community relationships of the District's education land and buildings. work alongside those adopted by the Office of the Deputy Mayor for Education (DME), DCPS, the DC Public Charter School Board (DC PCSB), the Department of General Services (DGS), the Office of the State Superintendent of Education (OSSE) and the Office of Planning (OP) in an effort to create as a eordinated, internally consistent strategy to achievesupportfor~~ educational excellence and neighborhood revitalization.

1200.5 ~~Because the~~The emphasis of the Comprehensive Plan is on the land use and physical environment. ~~T~~This Element, as it relates to DCPS and public charter schools, addresses school land and buildings, rather than educational curriculum, teacher quality, school administration and other programmatic issues. Those issues are critically important, ~~but they will~~and should be addressed in the DCPS Strategic Plan and other DCPS and charter LEA documents.

Continuing to ~~improve support and improve~~ our elementary and secondary public schools is fundamental ~~in to~~ meeting the goal of retaining and attracting households with children. Schools strongly define the social, economic, and physical characteristics of our neighborhoods. DCPS Matter-of-right schools offering a predictable, quality path from PK through 12th grade fully able to serve their students are critical to the long term success of our neighborhoods and communities.

1201 Educational Facilities Goal 1201

1201.1 The ~~overarching primary~~ goal for PK through 12th grade educational facilities is: to provide ~~facilities appropriately located public education buildings and grounds that which~~ accommodate the District's current and future child populations ~~growth; and inspire support~~ excellence in learning; create an adequate, safe, and healthy environment for students; and help ~~each all individual students~~ achieve their fullest potential.

The District's public and private educational facilities must be part of neighborhood and District planning, and provide public access to their buildings and grounds throughout the city for civic uses. Among these important civic uses are: voting, emergency shelters, community meetings and cultural events; and access to land for

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outdoor play, athletics, and recreation; as well as providing critical green space to support tree cover and storm water management for the environmental health of the city. ~~while helping to build and strengthen local communities.~~ 1201.1

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Policies and Actions

1202EDU-1 PK-12 and Adult/Alternative School Facility Planning 1202

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1202.1 Public education in the District of Columbia is provided by (DCPS) and by public charter schools. DCPS is ~~a traditional~~the public school system of right local education agency (LEA) started in 1803, under Thomas Jefferson. In 1968 DCPS secured local control of education policy and operations with the creation of an elected public school board which governed as the State Education Agency and the Local Education Agency for the District of Columbia.

Congress passed the School Reform Act in 1995 at the height of the City's budget crisis, which had severe implications for DCPS. There were staff furlough's due to budget shortfalls, unfunded pensions, stalled labor contracts, contractor and vendors that were unpaid for months, and obsolete school buildings and grounds. The School Reform Act, also adopted by the D.C. Council, gave the DCPS Board of Education and the Public Charter School Board power to authorize non-profit charter LEAs to provide alternatives to DCPS schools. Charter LEAs are publicly-funded and organized as non-profit corporations and each is managed by an independent Board of Trustees.

The elected board of education for the DCPS local education agency was abolished in 2007 and its powers to transferred to the Mayor. The DCPS LEA is now headed by a chancellor appointed by the Mayor under the Public Education Reform Amendment Act of 2007, ~~which became effective in 2007.~~ The D.C. elected Board of Education now serves as the State Board of Education.

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DCPS ~~is has the permanent~~ responsibility ~~to~~ for operating a system for educating District of Columbia children. ~~and It~~ provides a school of right for every compulsory school age child. DCPS ~~also~~ coordinates with DGS in planning, operating, maintaining, designing, and constructing public school facilities (see text box "Understanding the Relationship of DC Public Schools to District Government").

~~Public charter LEAs are publicly funded and organized as non-profit corporations and each is managed by an independent Board of Trustees.~~

~~1202.2 The DC Public Charter School Board (PCSB), created in 1996 and governed by the School Reform Act of 1995, is the sole authorizer of public charter schools and it provides comprehensive oversight, application review, and stakeholder engagement across all public charter schools.~~

~~1202.3~~

1202.2 In school year 2017-2018, DCPS had 116 schools housed in 112 different facilities serving approximately 48,150 students. Other facilities include administrative buildings, “swing space” used for temporary relocation while campuses are being renovated, and facilities undergoing modernization. Map 12.1 shows the location of DCPS schools.

Washington, DC has one of the most robustlargest charter school sectors in the country. In school year 2017-2018, 66 public charter LEAs were operating 121 schools, serving approximately 43,350 students. The location of public charter schools as of school year 2017-2018 is shown on Map 12.2.

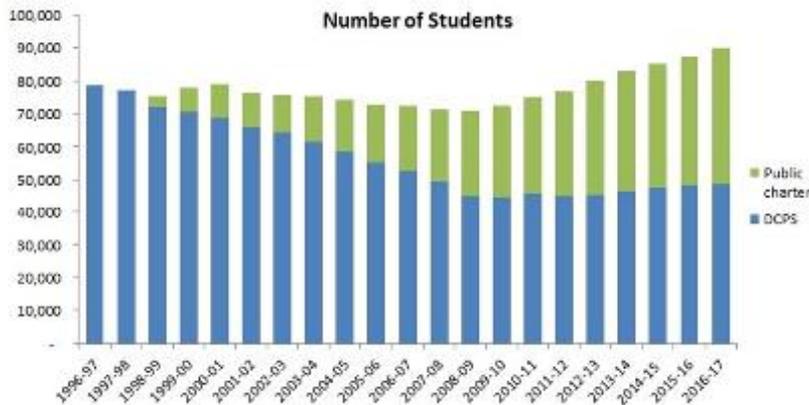
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DCPS and public charter school total enrollment, including PK-12th grade and adult and alternative schools, started to increase in 2008 around 2009 after a decades of decline, driven by enrollment in public charter schools and also in DCPS in recent years. Between 2008 and 2017, total public school enrollment increased by 29 percent. (See Figure 12.1). Public charter school enrollment has increased steadily since the School Reform Act authorizing charters was passed in 1997, and DCPS enrollment started increasing after 2008 around 2010 after a dozen years of decline. As of school year 2017-2018, DCPS enrolled 53 percent of all public school students while public charters enrolled 47 percent. Total citywide growth in enrollment between 2011 and 2017 was greatest in the elementary (KG-5th) and early childhood grades (PK3 and PK4).

1202.3 These increases in public school enrollment mirror the District’s recent increases in population. The District added 122,000 residents between 2000 and 2017, driven mostly by an increase in young adults. However, in the past five years the number of children has substantially increased, surpassing the number of children as of 2000. Between 2010 and 2017, infants and toddlers under age 5 increased by 12,200. Forecasts from the DC Office of Planning State Data Center indicate this trend will continue during the period of 2017-2025, with an estimated net population increase of 91,000, of which 21,090 (23 percent) will be school-age children. These figures coupled with vigorous housing construction activity over the last 10 years and improved quality of schools suggests there will be many new students in the District in the future. Additional school facility space and financial resources will be necessary.

Figure 12.1: Public School Enrollment Trends in the District 1996-2016 1202.10



(Source: Office of the Deputy Mayor for Education)

1202.4

Beginning in ~~the late 1990s~~ 1995, DCPS initiated the practice of comprehensive facility master planning. In 2000, it adopted a Master Facilities Plan (MFP) that established 15-year goals and long-range planning policies for modernizing District schools. The MFP was subsequently updated in 2001, 2002, and 2003 and 2006. Another MFP was developed and adopted in 2013 with five-year goals to address facility needs, followed by supplemental reports in 2014, 2015, 2016, and 2017. The DME then released the 2018 MFP, which is required by the Planning Actively for Comprehensive Education Facilities Amendment Act of 2016 (PACE).

The 2018 MFP for the first time analyzed both the public charter school sector and DCPS schools. It used population forecasts, enrollment projections, utilization analyses, and facility data in an effort to better understand the current landscape of the District’s public school facilities (Pre-K through Adult provided by DCPS and public charter schools) as well as facility needs five and ten years from now. ~~This integrated (DCPS and charter) approach provides a more comprehensive cross-sector picture than any of the earlier iterations of the MFP, which focused almost exclusively on DCPS buildings and used five-year planning horizons.~~

Through the 2018 MFP, the DME in conjunction with DCPS, DGS, DC PCSB, and community stakeholders ~~attempted to provide~~ 1) up-to-date comprehensive information about current public school facility conditions and needs—including for charter schools in former DCPS schools, and 2) analyses-forecasts of future facility needs based on estimated population growth and DCPS and charter LEAs’ aggregated enrollment growth plans (not school level).

~~The The 2018 MFP provided extensive data and information on facilities, student transportation, and neighborhood and student demographics, but did not engage in neighborhood or citywide planning processes to sought to address school siting.~~

~~enrollment growth, sector enrollment allocations, school utilization or and-building modernization needs, through strategies that address overcrowding and school capacity issues, while affirmatively advancing the the goals of equity and excellence goals expressed throughout this Element. Outcomes of the 2018 MFP, which include data sets and visualizations, will help the public, policymakers, LEAs, education support organizations, and other educational stakeholders for use in their work to improve public education.~~

~~In addition, the 2018 MFP did not provide specific guidance on how to align school supply and demand to most effectively leverage public investment and best serve our communities. With “A Foundational Study” rather than a plan to provide specific guidance on how to align school supply and demand to most effectively leverage public investment and best serve our communities, in July 2019, the Council refused to approve the DME’s educational facility master plan, and it is evaluating how to secure the planning needed to guide public education land use and capital investment decisions the Council must make.~~

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~~it did provide data which in conjunction with the principles outlined in this Element can guide specific planning going forward, will help inform strategic and sustainable long-term facilities planning for DCPS, charter LEAs, city agencies, and others. The 2018 MFP includes a suite of recommendations that may be applied to meet educational facility needs that includes: utilization of current educational space in the best ways possible; retention of educational space for educational purposes; growing the total portfolio of space for educational use; review of enrollment policies to manage utilization; and streamlining planning processes, data collection, and knowledge sharing. A few of the suggestions made in the MFP for addressing the need for more space include the following:~~

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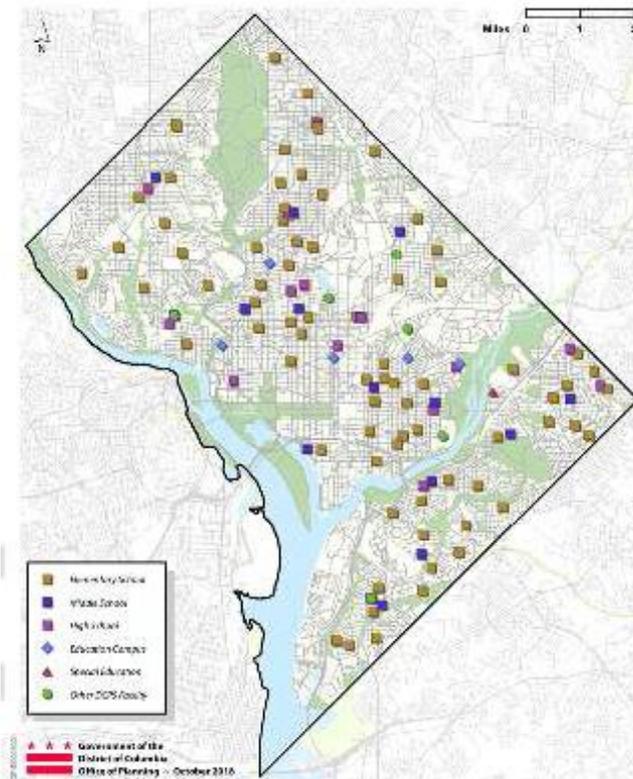
~~Optimize the use of our educational facilities by co-locating schools across sectors;~~

~~Leverage the use of public facilities for educational purposes;~~

~~Investigate the development of vacant parcels for public mixed-use projects that incorporate educational uses; and~~

~~Proactively plan for Washington, DC’s forecasted population growth by expanding access to educational facilities citywide.~~

Map 12.1: Location of DCPS Schools School Year 2018-2019 1202.3



(Source: DC Office of Planning, 2018)

1202.54 *CALLOUT BOX (Page 12-4)*

Understanding the Relationship of DC Public Schools to District Government 1202.4

The District of Columbia Public Education Reform Amendment Act of 2007 (PERAA), effective June 12, 2007 (D.C. Law 17-9; 54 DCR 4102), created a new and re-organized structure of educational leadership. PERAA established that the Mayor has direct control of District of public schools and (DCPS) as a cabinet-level agency. It also empowered the Mayor to appoint, after review and confirmation by the Council of the District of Columbia, a Deputy Mayor for Education (DME) to plan, coordinate, and supervise public education in the District, a Chancellor to lead DCPS as its chief executive officer, and a State Superintendent of Education (OSSE), the state education agency that requests, distributes, and monitors the use of federal grant monies, sets state policy and regulations, and collects and shares reliable and actionable data. The District's State

Board of Education is responsible for advising the State Superintendent on educational matters, including state standards, policies, objectives. The DGS oversees the maintenance, construction, and modernization of all DCPS facilities. All public charter schools are chartered under the authority of the District of Columbia Public Charter School Board (DC PCSB) and each of the 69 separate non-profit boards of directors are responsible for the operations, maintenance, capital projects and real estate decisions for the 121 charter schools-

1202.56 Across Washington, DC, school facilities and grounds serve as community assets by providing recreational space, meeting space, and more. As part of the facility modernization planning process, DCPS will continue to engage communities on how modernized facilities and grounds could better serve the needs of the surrounding communities and improve quality of life.

A School Improvement Team (SIT) is established at every DCPS school where a major capital project (to include modernization, school replacement, addition, renovation or remodeling) is scheduled within the next one to two fiscal years. The SIT includes parents, neighbors, and community members as well as DCPS and DGS staff. The SIT has several duties, including providing feedback during the development of education specifications and schematic design and assisting with disseminating information about the progress on the project of the school improvement to constituencies and peers represented on the SIT. Team members are also expected to consult on issues that arise during construction, be available to receive updates, and serve on the SIT through the end of construction.

1202.7 Like many urban school districts, DCPS is struggling with substantial social needs. Poverty, disrupted families, and neighborhood violence challenge school buildings (and grounds) to do more—stay open longer, expand their services, and adopt a broader constituency. Indeed, as school facilities are modernized, the opportunity is created to use those buildings to more fully serve the communities that surround them.

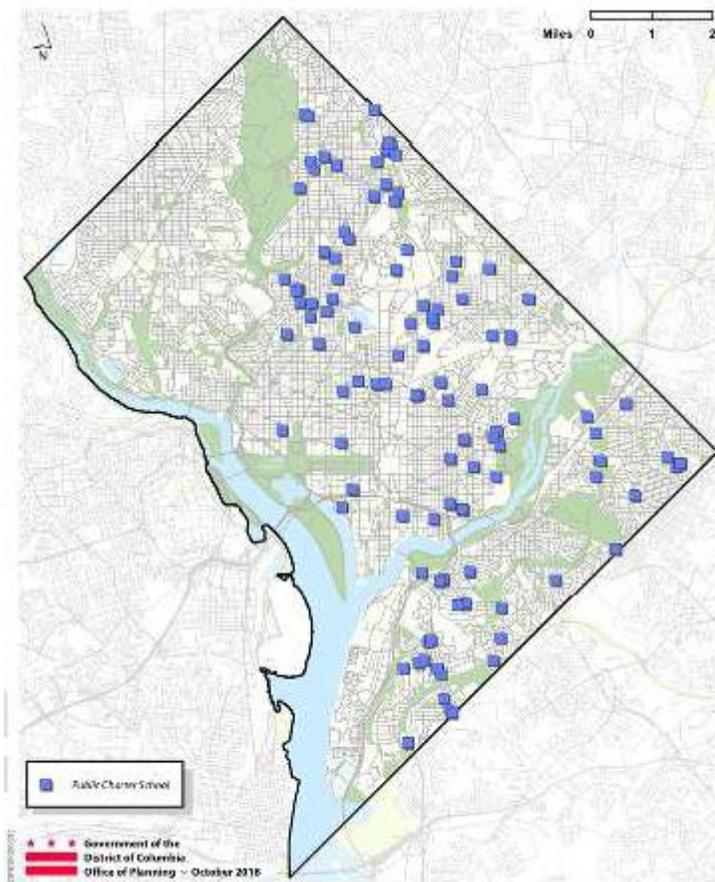
As of SY2018-19, DCPS and public charter schools serve 93,708 students (around 88,000 of them in PK to 12th grade). The DME Gap analysis conducted in 2018 indicates that DCPS and public charter schools have the capacity to serve over 113,000 PK to 12th grade students with additional seats in the pipeline. PK to 12th grade enrollment is expected to grow to between 103,000 and 105,000 by SY2026-27. If recent trends of 1600 student growth a year continue, DCPS and public charter school enrollments would total around 104,000 in SY2026-27. All commentators acknowledge that For this level of such growth to continue going forward, will require more middle and high school students and their families will need to remaining in the District of Columbia and in the- the systems public schools. -into the middle and high school years which in turn will determine the extent to which families choose to remain in the District as their children age.-

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~~In the MFP 2018 Master Facilities Plan (2018 MFP) process, the highest future compiled enrollment plans from or each 51 of the 69 Charter Local Education Agencies, over 122,000 came from summing the figures based independent projections of DCPS and participating charter LEAs. Together, the Without actually planning, the two sectors expressed the desire to increase enrollment capacity suggested plans for growth and presumably increased capacity to 122,000, well over any current estimate for such growth, underscoring the critical need for coordinated planning.~~

~~While additional capacity may be needed, care must be taken to ensure such capacity is added where it is needed both in terms of geography and grade levels. and that such capacity is added in a manner that is fiscally educationally and fiscally responsible to taxpayers and in a fashion intended to maximize the District's ability to deliver high quality matter-of-right feeder patterns in all of our communities providing families with predictable paths from PK through 12th grade to encourage them to remain in the District and invest in their communities. anticipates combined public charter school and DCPS growth in enrollment from 91,484 students in SY2017-18 to between 109,000 and 122,000 students in SY2027-28 depending on the assumptions made. The upper end of the enrollment projection includes the aspirational growth plans of the public charter sector that would ultimately require DC PCSB approval and facility acquisition to actually reach that ambitious number. DCPS enrollment based on just school level estimations may reach 58,400 students in SY2027-28, up from 48,000 students in SY2017-18. When analyzed against available school capacity, the 2018 MFP estimates that enrollment will outstrip DCPS' current capacity in all wards except Wards 5, 7, and 8. Space planning recommendations are made in the MFP in anticipation of both this growth and continued underutilization in some school facilities.~~

Map 12.2: Location of Public Charter Schools School Year 2018-2019 1202.13



(Source: DC Office of Planning, 2018)

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1203EDU-1.1 Integrated Master Planning for All Public Schools

1203.1 Washington, DC is committed to ~~not only~~ modernizing its inventory ~~but and to~~ maintaining public school facilities locations, buildings and grounds throughout the city, and over the long term. ~~The Facility Conditions Assessment (FCA) program aims to complete FCAs for every DCPS school on a three-year cycle. An FCA is a comprehensive evaluation of the condition of the systems and structure of the school building and is conducted via a walk-through of the school building by licensed engineers. The FCAs, combined with other capital asset replacement programs~~

~~currently in use by the District, will assist DCPS and DCS in developing detailed repair needs, estimated repair costs, and capital reinvestment plans which will allow for a more proactive approach to building maintenance and repair.~~

1203.6

Policy EDU-1.1.1: Master Facility Planning

Strongly support DME efforts to prepare long-range master facility plans so that the DCPS school modernization program and public charter school facilities planning are based on comprehensive system-wide assessments of facility condition, enrollment trends, long-term needs, the goal of ensuring high quality matter-of-right feeder systems in all District communities, and the District's land use plans, and the responsible use of District tax dollars.

Action EDU - 1: Engage community in educational facilities planning using the DCPS HS feeder geographies and Ward underlays and develop DCPS and charter school action recommendations on school siting, and school expansions and contractions consistent with educational plans, community considerations and population demographics.

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Action EDU - 2: Submit feeder area educational facilities master plans for DCPS and charters to the DC Council for hearings and approval of the 2018 FMP.

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Policy EDU-1.1.2: Locating DCPS and Public Charter Schools

Require that neighborhood impacts are studied and addressed when a public charter school or DCPS school locates in a non-school facility, such as a vacant commercial or industrial building.

~~*Policy EDU-1.1.3: Prioritize Strengthening Matter-of-Right DCPS Feeder Systems- Location of Charter and DCPS Schools*~~

Ensure that residents in all of our communities are offered a quality matter-of-right path for their children from PK through 12th grade regardless of their zip code. Factor that goal in when considering Support efforts to co-location of e-public charter schools within significantly underutilized DCPS facilities. Address parking, traffic, noise, needs for green open space and recreational facilities, and other impacts associated with increased enrollment and space utilization as DCPS enrollment grows or charter when co-location occurs.

Action EDU - 3: Develop policy and regulatory path for charter LEAs to consolidate with DCPS to increase resources directed to student instruction and services and to fully utilize DCPS modern facilities. (Examples are Dorothy Height and Excel Academy)

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Action EDU - 4: Develop policy and regulatory path for co-locations of schools that include LEA administration, local school and community in

planning, decision making and ongoing management of the co-location.

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Policy EDU-1.1.4: Administrative and Maintenance Facilities

Educational facility planning should accommodate the administrative, maintenance, and transportation needs of DCPS, as well as public charter schools where relevant.

Action EDU - 5: Develop a needs assessment of administrative and maintenance facilities for DCPS and charter schools and include the requirements for administrative and maintenance facilities in the Facilities Master Plan.

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Policy EDU-1.1.5: Production, Distribution and Repair (PDR) Uses and Schools

Discourage siting of schools in areas zoned as PDR. Already, some public schools exist on PDR lands, generating the potential for conflicting needs and impacts. The zoning regulations require buffers between PDR zoned land and residential zone uses, including schools. However, PDR lands may be one way to accommodate the educational facilities necessitated by population growth.

Policy EDU-1.1.6: Programming Partnerships for Cultural Activities in Schools

Encourage partnerships between cultural organizations and schools to maximize students' cultural exposure and access to space by cultural organizations.

Policy EDU-1.1.7: Cultural Space

Maximize use of in-school facilities and spaces, such as art studios, rehearsal studios, and theaters, for cultural performance, expression, and production endeavors by students as well as by external organizations when feasible and appropriate.

Action EDU - 6: Develop an inventory of cultural spaces in DCPS and charter facilities and their amenities and a system for community based access that is transparent, with fair access and fees; and prioritizes school use first, then neighborhood and District users.

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Policy EDU-1.1.8: Expanded Access to Facilities for DCPS and Public Charter Schools

Plan for forecasted citywide and neighborhood-specific population growth by: (1) Optimizing the use of educational facilities ~~by co-locating schools within and across sectors~~; (2) Considering incentives for developers to include educational space in future mixed-use developments; (3) Considering the establishment of impact fees on new or proposed development projects to contribute to the costs of providing services, including education, to those developments; and (4) Investigating the inclusion of educational uses into the development plans for large, public vacant parcels.

Action EDU - 7: Use inventory of public schools and publicly held sites from FMP and develop school siting overlay to identify where DCPS locations and sites are needed, based on an a DCPS early childhood, middle grades, secondary and adult and alternative education plans, sector allocation projections, and school age population forecasts, with considerations for walkability, student travel and educational and community equity as key factors.

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1203.9 Action EDU-1.1.A: Master Facility Plan Process

Complete the 2018 MFP process in close collaboration with relevant agencies and the District's education and community stakeholders. Use MFP outcomes to guide school facilities planning on a citywide and neighborhood-specific basis, guiding growth across both DCPS and public charter school sectors for a span of 10 years.

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Action EDU-1.1.B: Space for Youth Cultural Entrepreneurship Initiatives

Explore the availability of public school spaces to serve partnerships and programs between cultural organizations and schools that can help youth become entrepreneurs.

See also the Economic Development Element for related policies.

1204EDU-1.2 DCPS Facilities

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1204.1

The city has made significant progress toward modernizing DCPS school buildings, investing over \$2 billion since the year 2007 to modernize 73 school buildings. The city has budgeted an additional \$1.46 billion to modernize 20 DCPS school buildings from FY 2020-19 through FY 2025. DCPS schools slated for future capital improvements will be prioritized using an approach identified in the Planning Actively for Comprehensive Education Facilities Amendment Act of 2016 (PACE). This quantitative assessment employs data concerning facility conditions, school demand, community needs, and equity to arrive at an impartial ordering of school modernizations. The prioritization will inform District Capital Improvement Plans (CIPs). The 32 DCPS school buildings that have received a partial modernization will be prioritized for full modernization funding in the 2018 Master Facilities Plan described earlier in this Element. By 2023, 90 percent of DCPS school buildings will have been renovated and fully modernized or replaced.

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Making sure our modern facilities do not quickly deteriorate requires robust asset management and maintenance operations and planning. The Facility Conditions Assessment (FCA) program aims to complete FCAs for every DCPS school on a three-year cycle. An FCA is a comprehensive evaluation of the condition of the systems and structure of the school building and is conducted via a walk-through of the school building by licensed engineers. The FCAs, combined with other capital asset replacement programs currently in use by the District, will assist DCPS and DGS in developing detailed repair needs, estimated repair costs, and capital reinvestment plans.

which will allow for a more proactive approach to building maintenance and repair.

Policy EDU—Retain and secure land and locations needed to support an equitable DCPS system of neighborhood schools.

As the system with the responsibility to provide public education to any school-age child in the District of Columbia, by right, in perpetuity, DCPS needs to retain land, and location capacity for a system of neighborhood elementary and strategically and equitably located middle and high schools.

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Action EDU - 8: DCPS needs to provide a facilities plan and capital budget for meeting in-boundary demand for PK3 by right at all Title I schools and PK4 by right for all DCPS schools.

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Action EDU - 9: DCPS needs to provide middle school capacity where families are underserved, prioritizing Ward 7 and the center city—following the recommendations of the Student Assignment committee, including with student transportation service to middle schools..

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Action EDU - 10: Working with local schools and communities, DCPS needs to fully modernize its Ward 8 middle school facilities and programs, as well as offering student transportation services in support of student safety and support.

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Policy EDU-1.2.1: Continue to Provide Updated DCPS Facilities-
Continue to ~~provide~~ updated and modernized DCPS school facilities throughout the District based on the MFP and in compliance with laws, regulations, and appropriations. 1203.5

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Policy EDU-1.2.2: Partnerships for DCPS Facilities-
Explore partnership opportunities to enhance operation, modernization and/or construction of new DCPS school facilities, and strongly encourage the retention and inclusion of actively used recreational areas and/or open space. 1203.8

Action EDU - 11: Define an explicit process for community, government, or developers to initiate a feasibility study of a public private partnership that could benefit public education facilities.

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Policy EDU-1.2.3: Developer Proffers for DCPS Facility Needs
Explore developer proffers as a way to meet school facility needs through the development process.

Policy EDU-1.2.4: Using District-Owned Facilities for Healthy Food Access
Encourage the renovation and new construction of schools to support healthy food

education and access. Assess feasibility of incorporating space for teaching kitchens, prep kitchens, cafeterias, and educational gardens in renovated and modernized buildings.

Policy EDU-1.2.5: Facility Expansion

Policy EDU-1.2.5: Facility Expansion

Where additional DCPS school capacity is needed to satisfy enrollment demand and to avoid overcrowding, DCPS may need to consider existing site capacity, site acquisition, and new school development in addition to school boundary and enrollment adjustments. When new schools are needed due to in-boundary crowding, DCPS should have first priority and access to public land and building, and DCPS should work with all stakeholders to consider the overall educational needs of the city when considering the placement and programs at any new schools.

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~~Where additional DCPS school capacity is needed to satisfy enrollment demand and to avoid overcrowding, DCPS should first explore adjustments in attendance boundaries, feeder patterns, the number of grades offered, and student transportation, before deciding on capital and land intensive options such as building additions, may need to consider existing site capacity, site acquisition, and new school development. When new schools are needed due to in-boundary crowding, DCPS should have first priority and access to public land and buildings, in addition to school boundary and enrollment adjustments.~~

Policy EDU-1.2.6: Transportation Demand Management ~~Programs~~ for DCPS Facilities

Improve parking management at DCPS facilities by pairing reduction in surface parking availability with a transportation management plan for school staff.

Policy EDU-1.2.7: DCPS School Design and Sustainability

Continue to use green practices in the modernization, construction, and operation of DCPS schools to maximize sustainability and reduce GHG emissions. Examples of building features and systems that can help achieve this include architectural design and materials, solar panels, rain gardens, green roofs, and high efficiency energy, water, and waste management systems.

Policy EDU-1.2.8: DCPS School Design as a Tool for Teaching Sustainability

Promote design features of schools as a tool for interactive learning about sustainability and to provide related stewardship opportunities. Examples of design features include green roofs and rain gardens; energy, water, and waste management systems; and on-site greenhouses and urban farming facilities.

Policy EDU-1.2.7: Neighborhood Schools of Excellence

Strongly support the goal of making one's neighborhood school ~~an~~ appealing "school of choice", where students' academic and personal achievement is nurtured, ~~so that and~~

children do not have to travel long distances to schools ~~across town.~~

Action EDU-1.2.A: Parking Utilization Study at DCPS Facilities

Conduct studies to understand utilization of parking facilities at appropriate DCPS sites to determine where reductions may be possible in order to identify potential higher and better uses for them.

Action EDU-1.2.B: Shared Use Agreements

Continue to support shared-use agreements for public access to recreation facilities and gardens in public schools.

1205EDU-1.3 Public Charter School Facilities

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1205.1 Public charter schools provide another school choice for families with school-age children. As of SY2016-17, 46 percent of all public school students were enrolled in public charter schools and the DC PCSB approved the conditional opening of three more public charter schools in SY2018-19.

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Public charter schools are publicly funded, ~~but privately operated.~~ Their daily operations and curriculum are managed by their school leadership and an independent board of trustees ~~and some offer specialized programs such as dual language, expeditionary learning, International Baccalaureate, and Montessori.~~ The per pupil facilities allowance (~~\$3,325 per student in FY2020~~) from public funds helps public charter schools acquire and renovate space and is intended to cover their ~~capital and real estate related~~ facility expenses ~~with the regular facilities operations and maintenance covered in the Uniform Per Student Funding Formula (UPSFF) (see description in callout box).~~ Public charter schools are authorized and monitored by the District of Columbia Public Charter School Board (DC PCSB) and are held accountable for student performance and compliance with local and federal laws in the same way as DCPS schools by the state education agency (OSSE).

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As of school year 2017-2018 there were 121 public charter schools with 135 campuses located in 104 facilities. Of those public charter school campuses, 63 were located in 40 former DCPS buildings through long-term leases or ownership of a surplus facility. These 63 campuses include 10 co-locations of public charter LEAs. Two additional public charter schools are co-located with existing DCPS schools. The remaining 70 public charter school campuses were located in 62 commercial facilities that they either owned or leased by the District; these 70 campuses include six co-locations.

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~~Although public charter schools operate in a wide range of facilities, former DCPS school buildings offer attractive options for charter schools solutions due to the ready functionality of their space and generally much larger sites that support outdoor athletics and play and to the scarcity of and rising costs for space.~~ To better identify those sites that may be ~~appropriately available~~ suitable for public charter school use, an

update to the DC Code created a pre-surplus designation of “excess” in 2014. DC Code §38-2803 defines a school site to be designated excess absent a written justification based on projected operational needs of DCPS or another DC agency if after it has been listed/identified as vacant without a plan for reuse or has been significantly underused for two consecutive years without plan for reuse.

Commented [U9]: More closely tracks the wording in the statute. Draft suggest a need for a specific plan for use whereas statute refers to DCPS projected operational need which is different.

If a school building has been determined to be excess by DCPS and the District does not have plans for its public reuse, the DME conducts a process to designate the building as surplus, subject to final approval by the Council of the District of Columbia. For surplus buildings, DME develops a Request for Offers (RFO) which allows public charter schools to submit proposals to lease the space from the city. Public charter schools and charter school incubators, which are nonprofit organizations that provide short-term, transitional, and below-market rent space to public charter schools that may face difficulty in finding and/or financing education facilities, have right of first offer for the use of surplus DCPS school buildings.

Since DCPS school buildings serve as institutional anchors of communities, the RFO process includes public engagement.

Consistent with DC Code § 38–1802.09, the following preferences are used to determine the use of former DCPS schools that are deemed surplus:

- First preference to an existing tenant that is a public charter school that occupies all, or substantially all, of the facility.
- Second preference to a high-performing and financially-sound public charter school, or an existing tenant that has occupied all or substantially all of the excess school facility since December 30, 2008 and is a District non-profit elementary or secondary school or District community based non-profit arts education organization whose programming includes youth classes; and
- Third preference to any other eligible entity.

Commented [U10]: If this document is about facilities, why discuss operational funding, particularly when the position articulated tracks the charter lawsuit position, not the position of the DC government in that lawsuit.

~~CALLOUT BOX: Uniform per Student Funding: The Uniform Per Student Funding Formula (UPSFF) is used to help set annual operating funding for DCPS and public charter schools. The requirement that education be funded on a uniform per student basis was enacted into DC law in 1995 (DC Official Code § 38-1804.01). The UPSFF formula allocates funding to DCPS and DC public charter LEAs based on students’ grade levels and additional relevant characteristics, such as at risk status. It applies only to local funding. In addition, public charter schools also receive a per pupil facility allotment through the UPSFF intended for facility funding. DCPS capital expenses are funded from the capital budget. Between FY16 and FY20, the UPSFF is expected to increase by 15.7 percent, resulting in the foundation level per student rate increasing from \$9,492 per public school student in FY16 to \$10,980 per public student in FY20.~~

Incorporate the needs of the Public Charter Schools in public school facility planning, including in master facilities planning (MFP) efforts, ensuring to account for the community's desire for a citywide system of high quality neighborhood matter-of-right public schools supplemented by school choice that is equitably invested in and provides predictable and fair access to high quality schools in all of Washington, DC's communities. Do not expand or award new charters when there is excess enrollment capacity in DCPS or charter schools.

Action EDU - 12: Give elementary and middle school students attending charter schools feeder rights into DCPS upper grade level area schools, comparable to out-of-boundary DCPS students who have geographic and feeder rights to access DCPS schools.

Action EDU - 13: Make charter real estate, facilities design, condition, plans and financing accessible to the public so parents have complete information on which schools have adequate facilities and so the public and Council can monitor the uses and efficacy of the Facilities Allowance in ensuring all children are educated in high quality facilities.

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Policy EDU-1.3.2: Partnerships for Public Charter School Facilities

Explore partnership opportunities to enhance operation, modernization and/or construction of new public charter school facilities, and strongly encourage the retention and inclusion of actively used recreational areas and/or open space.

Policy EDU-1.3.3: Developer Proffers for Public Charter School Facility Needs

Explore developer proffers as a way to meet school facility needs through the development process.

Policy EDU-1.6.7: Alternative Financing Systems

Support construction and renovation needs of public charter schools as well as private schools and universities by allowing them access to low-cost financing programs offered by the District. Examples of these programs include the DC Revenue Bond Program, the Green Bank, and the Property Assessed Clean Energy (PACE) programs.

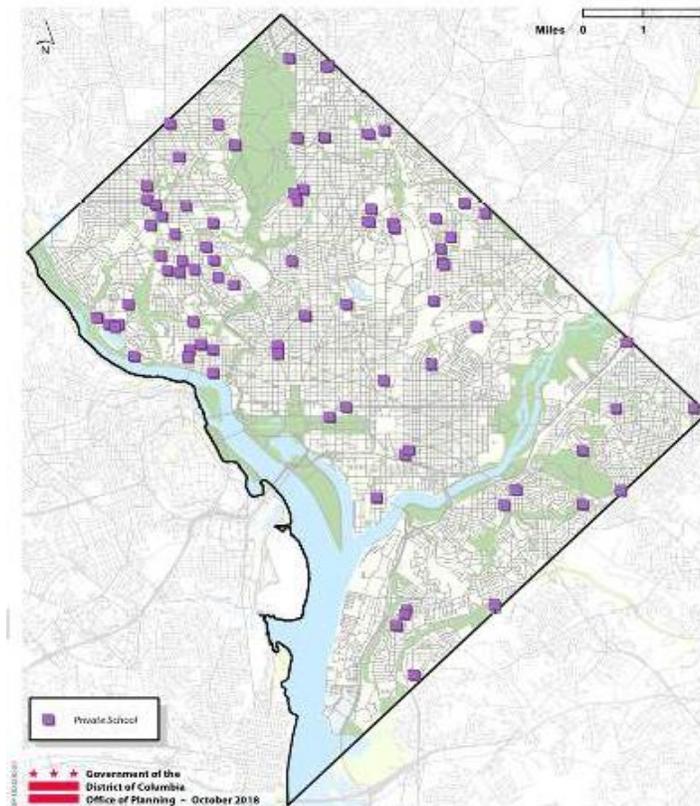
Action EDU - 14: Require that charter LEAs planning to use a D.C. Revenue Bond for land or facility acquisitions or facilities improvements, be included in the Facilities Master Plan.

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EDU-1.4 Private PK-12 School Facilities

1205.1 Information gathered from the National Center for Educational Statistics, the

Association of Independent Schools of Greater Washington (AISGW), the National Center for Education Statistics, the National Catholic Education Association (NCEA)



indicates that in 2017 there were approximately 94 private schools in the District of Columbia. ~~These private schools render services to specific segments of the District's population from pre-K to 12th Grades.~~ These facilities are shown in Map 12.3. Thirty-one (31) schools are affiliated with AISGW. Several of these as well as schools unaffiliated with AISGW are affiliated with churches, including ~~a total of 11~~ represented by the NCEA and several affiliated with other religious organizations. ~~Washington, DC acknowledges the contributions that t~~These schools have made valuable contributions provided to the education sector and should be the importance of including K-12 private schools included in overall school planning and discussions.

1205.2

Policy EDU-1.4.1: Private PK-12 Schools

Recognize private schools as an important part of Washington's educational infrastructure. Private school representatives should be encouraged to participate in citywide educational facility planning initiatives.

Action EDU - 15: Before Zoning approves higher density on private school sites, review plans for outdoor and athletic space to ensure that they adequately address their need for outdoor space onsite.

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Map 12.3: Location of Private Schools

(Source: DC Office of Planning 2018)

Policy EDU-1.4.3: Private School Partnerships

Encourage engagement and partnership with communities and other institutions in the delivery of school services and engagement with local neighbors in planning and development processes.

1206EDU-1.5 School Building Design and Site Planning

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1206.1 Attractive, well-designed, and well-sited schools communicate respect for the people that use them and contribute to a positive school climate, and productive learning. By strategically locating windows, access points, and gathering places, for example, school designers can foster student safety and security. High-quality site planning and architecture also provide an opportunity to enhance the learning experience.

1206.2 School modernization projects must take into consideration issues that extend beyond school boundaries, such as the safety of children traveling to and from school, public transit accessibility, the availability of open green space, playgrounds and athletic facilities as well as parking and traffic.

PHOTO CAPTION (Page 12-12)

Attractive, well-designed, and well-sited schools communicate respect for the people that use them and contribute to a positive school climate, good discipline, and productive learning.

END OF PHOTO CAPTION

1206.4 *Policy EDU-1.5.1: Promoting High-Quality Design*

Require that the renovation or reconstruction of public, private, and public charter school facilities use high architectural and landscape design standards that are sensitive to community context as well as academic and student safety needs.

1206.5 *Policy EDU-1.5.2: Safety First: Designing For Multiple Uses*

Encourage design of K-12 public, private, and public charter schools to include appropriate measures to keep students safe, especially where multiple activities are accommodated in a single structure.

1206.6 *Policy EDU-1.5.3: Eco-Friendly Design*
Strongly support the use of green building, energy efficiency, and green infrastructure development methods in school construction and rehabilitation of K-12 public, private, and public charter school design.

1206.7 *Policy EDU-1.5.4: Multi-modal Access to Schools*
~~Continue to~~ coordinate among DDOT, DCPS, OSSE, DC PCSB, and K-12 private school stakeholders and public safety agencies to improve the safety and efficacy of home to school transportation.

Action EDU - 16: Maintain an annual and 5 year coordinated student transportation plan to operate and maintain a system for the safety of students traveling from home to school and back. This should include: walking or biking, use of public transit, and car travel to and from school. The plan should include ~~through~~ before and after-school public safety measures for youth, student and parent education, equitable access to alternative transportation modes for youth (such as youth appropriate bikes or scooters) and transportation design and transportation improvements for youth.

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Action EDU - 1747: DCPS should undertake a study to determine the cost-benefits of providing school bus transportation to middle grades students, assessing its potential to improve student attendance, strengthen educational programming with increased funding, fully utilize District's capital investments, provide greater student travel safety, and reduce vehicle miles traveled by parents.

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~~In addition, Newnew~~ K-12 public, private and public charter school buildings should be located and designed to foster safe and attractive pedestrian access. Encourage transit connections to high schools to provide easy access for students and teachers, thereby minimizing the need for driving to school and for extensive staff parking.

Policy EDU-1.5.5 School Projects and Design Plans

Seek to better align proposed school modernizations and new school projects with citywide and place-based design plans, helping ensure that school design achieves a high quality.

Policy EDU-1.5.6: Historic Preservation

Consider historic preservation concerns in the planning of DCPS and public charter school as well as private school facilities occupying DC government property.

Policy EDU-1.5.7: Site Planning

Continue to plan for the modernization of entire DCPS school campuses rather than just the school buildings. School building footprints and school employee parking should be

designed to maximize public open and recreational space, including using multi-story buildings and additions, and constructing underground parking and other appropriate facilities to retain scarce open green space and recreational areas.

Action EDU - 18: Where school facilities are adjoined by athletic fields, playgrounds, educational and community gardens, and open space, the improvement of these areas should always be included in the educational specifications, feasibility studies and renovation plans, wherever feasible. ~~In addition, school employee parking should not be provided at the expense of recreational space.~~

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1207EDU-1.6 Planning For the Long-Term Future

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1207.1 An important long-range planning objective is to align DCPS and public charter school enrollment projections and educational facility plans with the Comprehensive Plan demographic forecasts. For example, the Comprehensive Plan can aid DCPS by identifying the specific schools that may be most impacted by increased in-boundary enrollment from new development, and therefore most in need of future expansion. boundary changes, or new school development. ~~As an example, Regular age-level population forecasts such as those used in 2016 for the Comprehensive Plan Amendment process are essential to making were used to develop student population enrollment projections to support the 2018 Schools for education and educational facility planning. Master Facility Plan (2018 MFP).~~

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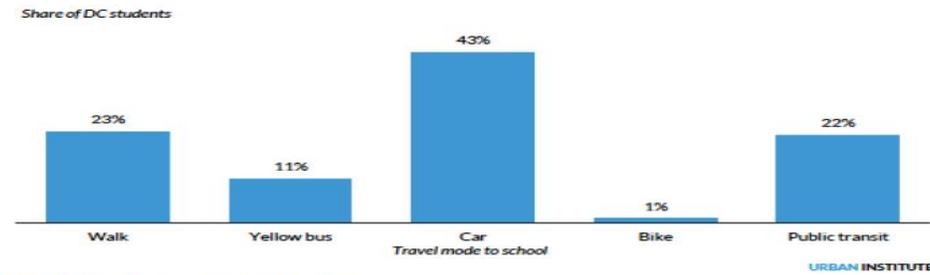
1207.2 In the District of Columbia, the relationship between new housing construction and school planning is complex. Public school enrollment policies allow kindergarten through 12th grade students to enroll in their in-boundary DCPS school and continue in the DCPS feeder pattern (no matter their in-boundary school) by right. ~~OR to and apply through a citywide lottery~~ to enroll in PK3 and PK4, an out-of-boundary DCPS school, a public charter school, or any other citywide or selective DCPS school. Thus, students often travel to schools in other parts of the city, leading to significant out-of-boundary enrollment at many DCPS facilities and to public charter schools far from students' homes. A 2019 survey of parents showed that

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A survey of DC families, conducted in 2017 by the Center on Reinventing Public Education, found that children attending public school were most likely to report traveling to school by car (43 percent), walking (23 percent), or via public transit (22 percent) (figure 1).

FIGURE 1
How DC Public School Students Travel to School
Usual mode of travel to school, as reported by DC families



Source: Center on Reinventing Public Education.
Note: Sample includes only families who send their children to a DC public school (DC Public Schools or DC Public Charter School Board).

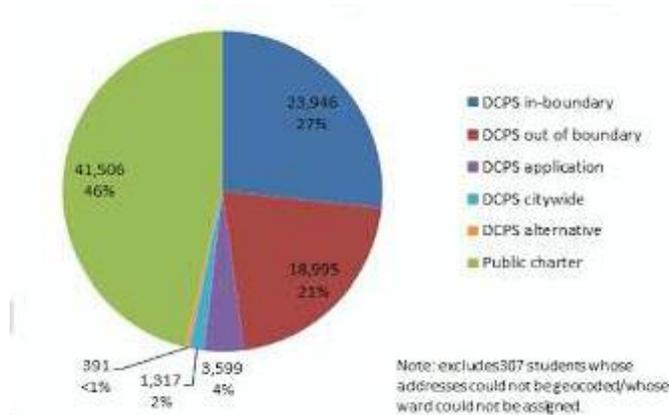
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Figure shows the share of students who enroll in the different types of schools in school year 2016–2017 and how many students enroll in their own ward of residence. This complexity makes projecting enrollment at DCPS and public charter schools challenging. The City should consider develop and implement growth and -investment strategies, for example in school programs and/or support services, in an effort to align capacity and demand and ensure convenient and excellent matter-of-right options in every community.

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CALL-OUT BOX: In 2013-2014, the Office of the Deputy Mayor for Education (DME) and District of Columbia Public Schools (DCPS) led a comprehensive review process of student assignment policies and DCPS school boundaries. The process culminated in a series of recommendations made by the DC Advisory Committee on Student Assignment that were fully adopted by the Mayor and Chancellor at that time. Implementation of the recommendations began in 2015. In its Final Recommendations on Student Assignment Policies and DCPS School Boundaries, the Committee noted that: “The overwhelming input from parents and District residents was that families want a city-wide system of neighborhood public schools that is equitably invested in and provides predictable and fair access to high quality schools in all of the city’s communities.”

1207.3 Figure 12.2: Share of All Students by Public School Type (SY16-17) 1207.3



(Source: Office of the Deputy Mayor for Education)

1207.4 The Comprehensive Plan ~~cannot~~does not predict who will actually occupy new housing units and whether they will be singles or families with children, but by setting land use policy priorities, it can affect whether the city environment is attractive to families or not. Increases in enrollment ~~may also take~~is already taking place in stable neighborhoods as the existing housing stock changes hands—even though very little new construction is occurring. Indeed, in places where there is a perception that the matter-of-right schools are high quality, there is strong demand from young families for housing in those communities. In addition, a higher percentage of ~~families students~~ may choose to send their children to attend public schools rather than private schools in the future, parents may change their preferences related to DCPS and charter schools, and high school students may engage in school longer—all affecting the enrollment patterns and utilization of private, neighborhood, and charter schools.

Aggregate projections indicate the need to coordinate the growth of educational facilities with the growth of housing in some parts of the city, driving recommendations in the submitted 2018 MFP to consider incentives for developers to include educational space in future mixed-use developments, consider establishing impact fees on new development projects to contribute to the costs of providing services to new developments, including education, and investigate the inclusion of educational uses into the development plans for large public vacant parcels.

Notwithstanding these challenges, the 2018 MFP once completed will enable the District to align population growth forecasts, estimated school needs, and facilities planning to better right-size facilities. The submitted 2018 MFP used facility utilization data as well as population trend and forecast information from the District’s State Data Center to inform enrollment projections.

In addition to the submitted 2018 MFP, the District launched EdScape Beta, “educational landscape,” in 2019. It is an online tool that provides a comprehensive set of interactive visualizations and downloadable datasets on topics essential to inform and coordinate the opening and siting of programs and schools in Washington, DC. This information will support data transparency and help build a coherent public education system. EdScape Beta is intended to help inform whether and where new schools, programs, or facility capacity may be needed and to provide the public with the same information available to policy makers ~~for transparency purposes~~. Together, the 2018 MFP and EdScape Beta will help assess overcrowding and identify strategies to address it.

1207.6 As of 2017, the District’s State Data Center forecasts a sizable increase in children, particularly infants, toddlers, and elementary-aged children over the next 10 years. These forecasts assume age cohort movement and population net migration. Recent forecasts indicate a net population increase of 114,954 people over the 10 years spanning from 2015 to 2025, with an average growth of 11,500 people each year. The District’s total population will continue to increase but at a declining rate: from an annual change of 1.9 percent in 2015, to 1.6 percent in 2020, to 1.5 percent in 2025.

Commented [U11]: Consider revising with new data as the plan will be considered in 2020

1207.7 For the District’s youth population aged 0-17 years, the forecast points to an additional 21,000 (23 percent) youths for the 8-year period from 2017 through 2025. With a total forecasted youth population of 144,250 in 2025, this number will comprise 18.3 percent of the total District population, up from 18.0 percent in 2017. The 0-17 age group is expected to increase but will do so at a declining annual rate of 2.1 percent by 2020, to 2.0 percent by 2025. ~~This increase in the population, unprecedented housing construction activity over the last 10 years, and improved quality of schools suggest there will be many new students in the District, and additional school facility space and financial resources will be necessary. The 2018 MFP provided estimated DCPS school-level enrollment projections, estimations of sector enrollment (DCPS and public charter schools), and a gap analysis of facility needs at various scales such as citywide and ward level.~~ 1207.7

Commented [U12]: Same.

1207.8 Over the last 10 years, the District has made great strides toward successfully rebuilding its educational infrastructure and attracting families back to the city and to public education, reversing the decline in enrollment the District experienced previously. With the forecasted growth in population, the District should approach the disposition of surplus DCPS school facilities for non-educational use with great caution. Given the high cost and limited supply of land, the District should retain as many of its assets as possible, using interim use strategies for the short or mid-term to achieve this goal if necessary. As spatial mismatches between growth and capacity occur, boundary adjustments, grade realignments, and facility expansion should be considered to avoid overcrowding. ~~1207.8~~

1207.9 In previous decades, DCPS consolidated school facilities and eliminated more than three million square feet of space, sometimes releasing the buildings into the private market. Recent modifications to District regulations make it clear that the city will retain DCPS’s surplus buildings to provide opportunities for both DCPS and public charter schools. In addition, if the requirement that charter schools receive the right of first offer is satisfied and no charter school proposal is selected for adaptive re-use, non- charter school entities may be able to submit proposals for adaptive re-use.

The re-use process for non-charter schools is often handled by the Office of the Deputy Mayor for Planning and Economic Development (DMPED). One enduring factor in the disposition of school land is that some of the school grounds were formerly owned and maintained by the federal government.

When jurisdiction was transferred from the federal government to the District in 1973, the transfers were typically made for “recreational” purposes only. Such use constraints must be considered as school properties are re-purposed and were considered in the 2018 MFP, which provided additional direction on the use of excess space.

1207.10 *Policy EDU-1.6.1: Retention of DCPS Public Schools Facilities*
Retain DCPS public school buildings and lands in public ownership to the maximum extent feasible, which includes expiry of leases of former DCPS schools currently leased by public charter schools through the RFO process. This will put the District in a better position to respond to future demographic shifts, address long-term needs for public education, and maintain the need for “swing space” which temporarily accommodates students during construction or renovation projects. 1207.10

TEXT BOX (Page 12-17)

In addition to supporting the academic needs of local students, schools can reflect the social, educational, recreational, and personal needs of the broader community. Historically, the District’s schools have been anchors for the community at large, serving as neighborhood gathering places.
END OF TEXT BOX

1207.12 *Policy EDU-1.6.2: Long-Term Leases*
Very sStrongly encourage long-term leases instead of sales so that underutilized school sites and buildings can be retained in public ownership. This approach is necessary due

the limited availability of District-owned land for public facility uses, and the need to retain such land to deliver quality public services and ~~address~~^{anticipate} long-term ~~enrollment~~ changes ~~in enrollment~~.

- 1207.13 *Policy EDU-1.6.3: Preserving Sites Near Transit*
Preserve school sites located near Metrorail and other locations well served by transit for educational use.

~~*Policy EDU-1.6.4: Public Charter School Reuse of DCPS School Surplus Space*~~ Support public charter schools in gaining access to surplus or under-enrolled DCPS school buildings.

~~*Policy EDU-1.6.45: Reuse of DCPS School Surplus Space*~~
Continue to apply the following preferences in accordance with the Landrieu Act to determine the future use of DCPS schools that are deemed surplus:

1. First preference to an existing public charter school tenant;
2. Second preference to: (1) A high-performing and financially sound public charter school; or (2) an existing tenant that has occupied the excess school facility since December 30, 2008 and is a District non-profit elementary or secondary school or District community based non-profit arts education organization whose programming includes youth classes; and
3. Third preference to any other eligible entity.

- 1207.14 *Policy EDU-1.6.6: Adaptive Re-Use*
When a DCPS facility is no longer viable to house an institution with an educational mission, the District should promote adaptive reuse. The facility can be used to respond to local needs through adaptive reuse and/or dynamic reprogramming. Such new uses can include cultural incubators, job training programs, and affordable housing. A conversion to new non-school uses should ensure sensitivity to neighborhood context and mitigation of impacts on parking, traffic, noise, open space and green space, and other quality of life factors. Provide for public review of potential new uses, and ensure that any issues related to prior jurisdiction over the site by the federal government are addressed.

See also the Land Use Element for additional policies on the reuse of public school land.

1208EDU-2 Schools as Community Anchors

- 1208.1 Schools are a powerful expression of a community's values and aspirations. In addition to supporting the academic needs of local students, they can reflect the social, educational, recreational, and personal needs of the broader community. Historically,

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the District’s schools have been anchors for the community at large, serving as neighborhood gathering places.

1209 EDU-2.1 Schools as Community Anchors

The District has a history of collaborative arrangements with its school facilities. For years, our schools have hosted recreational programs, public services, and even family services such as health care [and child care](#). DCPS foresees many opportunities to establish mutually beneficial partnerships with District agencies and the non-profit sector in the future to help sustain schools as community anchors. This principle is strongly supported by the 2013 DCPS Facilities Master Plan and is regarded as key to improving the emotional and physical health of our neighborhoods. Schools can be leveraged as anchors and cultural assets for District neighborhoods—community hubs that can serve local needs beyond their core educational mission and use.

1209.3 DCPS accommodates “wrap-around” services at schools in low-income neighborhoods with the objective of enhancing their educational and community impact. Wrap-around services include family counseling and parenting programs, career education, mental health therapy and after-school enrichment programs. Implementation of these services at campuses holds great promise for the District’s children and families.

1209.5 *Policy EDU-2.1.1: Collaborative Arrangements with Community Service Providers*
Continue to create partnerships among DCPS, public charter schools, District government, non-profits, and other institutions to promote schools as the central focus of community activities.

1209.6 *Policy EDU-2.1.2: Wrap-Around Services*
Where space is available, continue to accommodate wrap-around health and human service programs within schools to address the non-academic needs of students and families. Include affordable child care services wherever feasible.

1209.7 *Policy EDU-2.1.3: Community Use*
Keep school space accessible and available for neighborhood meetings, community gatherings, and other events that promote citizen engagement and public service, while maintaining the school’s primary mission of educating the District’s children.

Policy EDU-2.1.4: Out-of-School Time Opportunities
Encourage and promote programs across District agencies, including DCPS and the Department of Parks and Recreation, that can provide out-of-school opportunities for District children.

Policy EDU-2.1.5: Shared Use of Public Parks and Recreation Space for Public Schools
Continue to provide access to public recreational and athletic space for DCPS and public charter schools that lack such spaces.

Policy EDU-2.1.6: District Schools and Resilience

As part of the educational facilities planning process, ~~explore the potential~~define the role that schools can serve for sheltering and gathering during disasters and emergencies.

1209.8 *Action EDU-2.1.A: Shared Maintenance Facilities*

Identify opportunities to share DCPS and District government operations, transportation, and maintenance facilities to reduce land and facility costs for both-entities.

See also the Economic Development Element and the Parks, Recreation, and Open Space Element for policies on joint use agreements for public access to school recreation areas.

1210EDU-2.2 Schools in Community Planning

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1210.1 School facility siting and capital investment planning should be integrated with broader community planning efforts such as Small Area Plans and revitalization plans. The inclusion of schools in these plans can help promote parental involvement, improve school safety, and create connections between the school and the larger community around it.

Coordinated planning for school siting and capital investment also provides a means for residents to address land use, design, transportation, and physical planning issues associated with schools, and to voice opinions on the types of supplemental educational (such as libraries and arts and cultural spaces) and non-educational services that might be provided on school campuses.

1210.2 *Policy EDU-2.2.1: Intergovernmental Coordination*

Coordinate DCPS and charter school facility planning ~~efforts~~ with District agencies to ensure that school siting, relocations, and modernization capital investments produces ~~better~~equitable, efficient, and educationally appropriate education facilities for District children while also improving the neighborhood.

1210.3 *Policy EDU-2.2.2: Educational Facilities in Local Plans*

Involve DCPS and DC PCSB in District government land use and transportation planning activities. Local principals, faculty, students, parents, and other local stakeholder groups should be invited and encouraged to participate in decisions that impact school facilities and their surroundings.

1210.4 *Policy EDU-2.2.3: Community Participation*

Provide explicit guidelines and schedules for engaging the community in ~~note an~~ open, public processes when making for all school facility decisions that obligate public funds, including decisions on school site selection; school closings and consolidations; school

boundaries and feeder patterns; the disposition of surplus schools and/or property; and scope and design for new school construction, renovations, additions, and replacements; ~~new schools; school closings and consolidation; the disposition of surplus schools and/or property; site selection; and school design.~~

~~As previously mentioned, at every DCPS school where a major capital project is proposed, a School Improvement Team (SIT) is established that includes parents, neighbors and members of the larger community. This team provides feedback throughout design and construction and helps disseminate information about the school improvement to peers and constituencies.~~