

Joint City-Schools Facilities Investment Task Force (TF)
ACPS Follow-Up Items

TF-01

Question: Provide clarification on ACPS’s plan for pre-K partners.

Response: ACPS is committed to its partners and understands that serving the City’s pre-K population requires the teamwork of multiple organizations. ACPS does not intend to reduce the amount of space currently provided to its partners, including the Campagna Center’s Head Start program, at any time in the future. The pre-K center being pursued at John Adams, and the pre-K center proposed in the ten-year CIP, do not include plans to expand or reduce the amount of sections of pre-K, but rather move sections from existing schools. The centers will create capacity at the elementary schools for the increasing enrollment and provide spaces to our existing pre-K sections which more closely align with the School Board approved Pre-K Center Educational Specifications, which were developed with the input of ACPS’s partners.

TF-02

Question: Provide FCA information for existing buildings.

Response: ACPS is looking into updating this information and will provide it to the Task Force if it is available during the Task Force’s work.

TF-03

Question: Provide clarifying information regarding the Pre-K Center currently being pursued at John Adams as well as the new Pre-K Center proposed in the ten-year CIP.

Response:

1. Has ACPS addressed citywide transportation issues as part of the pre-k center planning at John Adams?

ACPS is exploring transportation options for the pre-K center. ACPS currently plans to determine student eligibility for transportation using the same walk boundary policy used for elementary schools.

2. How long should a pre-k child be on a bus?

The ACPS Transportation Department currently estimates that pre-K students may be on a bus for approximately 30 minutes depending on their location and start and end times. Regionally accepted transportation practices indicate that pre-K and special education students should not be on a bus for more than 45 minutes, and all other students should not be on a bus for more than an hour.

3. What are the state standards? Type and use of bus?

The buses used for pre-K are regular sized buses with car seats built in that could carry approximately 15 students. The limited number of students is maintained to keep the bus rides from being too long. Students are picked up at their home addresses.

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4. Expectation on life of pre-k building?

For new construction, ACPS assumes a life expectancy of 30 to 50 years. The pre-K center proposed in the FY 2018-2027 CIP is based on funding for new construction.

TF-04

Question: Provide a chart of enrollment forecasts figures in comparison to the actual enrollment for the past five or so years.

Response: Please see Attachment 1.

TF-05

Question: Provide the pages within the LREFP that describe the enrollment projection methodology.

Response: Please refer to Chapter 2.7 of the Long Range Educational Facilities Plan.

TF-06

Question: Provide an overview of ACPS's intent, if any, to reconfigure grade levels.

Response: ACPS is interested in exploring grade level configuration adjustments to the extent that they improve the educational outcomes for all students. It is possible that grade level configurations may also be explored to provide an optimal use of facilities; however, the educational outcome remains the driving factor. Implementation of grade-level configuration adjustments could not be completed in a quick timeframe, nor would the adjustments alleviate ACPS's ultimate seating deficit. ACPS is conducting a grade level feasibility study, which will provide ACPS with research on different configuration options. It is not expected that the findings of this study will impact currently proposed CIP projects.

TF-07

Question: Please provide the capacities and utilizations of all schools. Of the nine schools not at the ideal capacity, what is the range? Are there any schools under the ideal capacity?

Response: Please see Attachment 2 for relevant school information. Jefferson-Houston is the only school under the ideal capacity at approximately 86%. However, please note that Jefferson-Houston is about within ideal capacity range at the elementary grade levels and only under at the middle school level. Jefferson-Houston has also experienced rapid growth in the past few years and is projected to grow in coming years; please see Attachment 3.

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TF-08

Question: If ACPS had a choice, would they prefer to build a new facility that accommodates both elementary and middle schoolers (is this ACPS's preference from a programming perspective?), or separate?

Response: ACPS has a K-8 program at Jefferson-Houston and is constructing the new Patrick Henry as a K – 8 School. There are also two traditional middle schools with enrollments approaching 1,500 grades 6-8 students. ACPS offers different grade level configurations at middle school to provide options for families and enough middle school capacity.

TF-09

Question: Provide clarification on the difference between the ACPS calculated capacity and state guidance.

Response: For pre-K, the Virginia Preschool Initiative (VPI) and Head Start programs have required class caps for eligibility. VPI has a maximum class size of 18 students; ACPS caps its VPI classes at 16 students. Head Start has a maximum capacity of 20 students per classroom; the Campagna Center uses this as the class size cap for its Head Start programs. Virginia Department of Education Guidelines offer capacity recommendations in measurements of average daily membership per classroom. ACPS's class size caps align with these recommendations. Please see the attached extracted pages from the Educational Specifications (Attachment 4). In addition, ACPS's square feet per classroom recommended in the School Board Approved Educational Specifications align with regional and best educational facility practices; please see Attachment 5.

TF-10

Question: Provide documentation on all analyses and studies regarding alternative approaches to projects (things that were looked at but ultimately not chosen and why).

Response: Several studies and input from stakeholders contribute to the CIP development process. In July 2014, ACPS School Board approved the Elementary School Educational Specifications and the Middle School Educational Specifications as part of the first phase of the joint City and Schools Long Range Educational Facilities Plan (LREFP) effort. The first phase of the LREFP was supported by City Council and adopted by the School Board in July 2015 and outlines options for the elementary and middle schools based on capacity and enrollment projections, educational adequacy and building conditions. ACPS used this document to prioritize and develop major modernization projects for elementary schools in the CIP. The City and Schools started the second phase of the LREFP to look at the long term needs for pre-K and high school. Options for the long range planning of high schools and pre-K facilities are scheduled to be finalized in the fall of 2017.

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In addition to the options offered through the Long Range Educational Facilities Plan, ACPS aims to consider all options in the development of its CIP projects. Considerations which have been taken into account for each project include site constraints, community context, capacity need. Ultimately, ACPS aims to be good stewards of taxpayers' dollars while providing the best possible environments for student achievement.

TF-11

Question: What criteria were used to select projects in the CIP?

Response: ACPS School Board establishes Budget Priorities each year as part of its fiscal process and directs staff to align projects in the Superintendent's proposed CIP with these priorities. For the FY 2018-2027 CIP, the School Board's Budget Priorities were the following:

- Capacity
 - Secondary Capacity
 - Elementary Capacity
 - Pre-K Capacity
 - Transportation
- Safety
 - Fire and Life Safety Systems
 - Access Control
 - ADA Accessibility
- Maintenance
 - Building Upgrades
 - Building Envelopes
- Community
 - Outdoor fields, play spaces and sports areas
 - Community-funded partnership projects
- Equity
 - Established standards across all schools

TF-12

Question: What are ACPS's challenges compared against other school divisions?

Response: ACPS often looks to neighboring school divisions to share ideas and trends as well as compare existing challenges. Some challenges that ACPS is faced with compared to neighboring school divisions include, but are not limited to:

- High percentage of free and reduced meal students requiring more resources and presenting a need for services;

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- High percentage of English language learner students requiring more resources and smaller teacher: student ratios;
- Lack of available land conducive to school construction in the City;
- History of deferred capital projects;
- Older, high-maintenance facilities; and
- Rapid enrollment growth in recent years.

TF-13

Question: What will be the duration of swing, and what is the plan once modernization is complete?

Response: Due to limited space on existing school sites, swing space is needed for the duration of ACPS's elementary modernization program. Most elementary schools identified in the Long Range Educational Facilities Plan are included in ACPS's modernization program and several of these fall outside of the FY 2018-2027 CIP (Lyles, Crouch, Mount Vernon, etc.). The swing space would therefore be consistently occupied for, at a minimum, 15 years. ACPS will determine if there is still a need for additional elementary capacity or swing space in the future, and, if not, is eager to partner with the City to determine the best use of the swing space.

TF-14

Question: What criteria and documentation does ACPS use to determine who is a resident student?

Response: Please see ACPS policy JEC and related regulations.

<https://www.acps.k12.va.us/cms/lib/VA01918616/Centricity/Shared/documents/school-board-policies/jec.pdf> and

<https://www.acps.k12.va.us/cms/lib/VA01918616/Centricity/Shared/documents/school-board-policies/jec-r.pdf>

TF-15

Question: Is ACPS required to educate undocumented students?

Response: Yes, all students, regardless of documentation status, have a right to education.

TF-16

Question: At what age can ACPS stop providing regular school education for students?

Response: ACPS policy JEA outlines compulsory education requirements. See

<https://www.acps.k12.va.us/cms/lib/VA01918616/Centricity/Shared/documents/school-board-policies/jea.pdf>. Please note that ACPS provides services to general education English

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Language Learner students through age 21 as well as Adult Learning services.

TF-17

Question: How many non-Alexandria students are educated by ACPS and why?

Response: Across the division there are approximately 85 students who attend due to nonresident employee student transfers. When there are cases of questionable residency, schools and the Department of Student Services work together to gather proper documentation for residency.

TF-18

Question: Will providing Pre-K education in Alexandria impact ACPS space? If yes, by how much?

Response: ACPS and its partners currently provide pre-K space in ACPS and other facilities throughout the City. See Attachment 6 for the number of pre-K classes in ACPS facilities division-wide.

TF-19

Question: What alternatives for swing space has ACPS explored?

Response: ACPS originally explored options to construct swing space on site for the schools proposed in the modernization program similar to what was done at Jefferson-Houston and is planned for Patrick Henry. Within the proposed 10-year CIP, this is not feasible at Douglas MacArthur, George Mason, Cora Kelly or Matthew Maury due to site constraints and/or surrounding use or zoning requirements. In December 2016, the School Board adopted a plan for swing space in FY 2018 which included soft and hard costs to purchase and retrofit a building into swing space, approximately \$55 million. Based on the City Manager's proposed CIP and the Lee Center Feasibility Study which supports the potential use of the Lee Center as swing space, the School Board adjusted its CIP to reflect a \$22 million budget to retrofit the Lee Center into swing space. This represents a cost savings for ACPS of approximately \$33 million and a total project cost savings of at least \$14 million including the City's relocation costs.