Key Organizational Concepts

- Vision
- Goals
- Guiding Principles
- Parameters for Sequencing
- Phases
- Mini-master plans
Vision

• **Definition**: The broad, end product that the district hopes to achieve

• **DCPS example**: “At the heart of this plan is the premise that the quality of the learning environment significantly impacts student achievement. No child should wait 15 years or more before they are taught in a modernized classroom and their school is brought up to a standard of excellence. This plan will bring the benefit of modernized schools to as many students as possible, as soon as possible.”
Goals

• **Definition:** specific means to achieve the vision as well as associated outcomes

• **DCPS Example:**
  – On-time Project Delivery
  – On-budget Project Delivery
  – Maximum Certified Business Establishment Participation (CBE)
  – Implementation of Green Design, Building, and Operating Practices
Guiding Principles

• **Definition:** preferences and ideals that align specific facilities with educational needs

• **DCPS Example:**
  - **Modernize/Enhance Classrooms:** “Focus attention on areas that most impact the learning environment of our students with a particular emphasis on infusing researched-based facility amenities such as enhanced natural and artificial lighting, acoustics, air quality, climate control and technology, along with other fundamental elements that directly impact student achievement and educator effectiveness.”
  
  - **Ensure Buildings Support Programs:** “Ensure that our facilities optimize learning by supporting specialized programs such as STEM (Science, Technology, Engineering, Mathematics), High Tech campuses, Fine Arts and Gifted and Talented programs; providing appropriate facilities for Special Education and Early Childhood Education; and accommodating necessary changes for schools undergoing grade configuration changes”
Guiding Principles Cont.

• **DCPS Example** Cont.
  
  – **Accommodate Emerging/Existing Feeder patterns and Enrollment Trends**: “Take into account school feeder patterns in order to maximize the likelihood that DCPS students will attend a modernized building during their academic career; consider emerging school clusters/campuses to maximize facility designs; and appropriately expand schools with evidence of overcrowding/waiting lists, as well as ongoing and successful joint-use agreements.”
Guiding Principle Cont.

– DCPS example cont.

• Leverage the School as a Community Asset: “optimize available space within schools to support complementary programming with community agencies such as health clinics, performing arts programs, sports and recreation efforts, and other community partners to increase student achievement, educator capacity, schools’ effectiveness, and community engagement.”
  – DCPS is working to make all high school renovations conducive to the development of community schools
  – Integrating programs is viewed by DCPS as one way to ensure that underutilized space is used without having to close/consolidate schools
Parameters of Sequencing

• **Definition**: Criteria to determine when to take specific actions

• **DCPS example**:
  – **Immediate needs of the academic program**. “In close consultation with the Office of the Chancellor, OPEFM took into consideration the immediate needs of each facility’s academic program, for example, capacity issues, open-plan configurations, PreK-8 needs, and emerging academic foci such as STEM/Fine Arts schools.”
  – The second parameter is the **physical condition of the building**.
  – “Across both these parameters is a third lens, that of resource equity across the city. All of these parameters were considered in the careful sequencing of projects across the 10-year plan.”
Phases

• **Definition:** A phase is a category of renovation-type that is completed at one time. Each phase is meant to be completed over the summer to reduce the need for swing space. DCPS had elementary schools first focus on Phase I—because most students spend the majority of their time in the classroom—high schools underwent all three phases at once to complement the broader-based curricula and extracurricular that high school students take part in.
DCPS Example of Phases

• Stabilization Phase
  – The stabilization phase undertakes the most urgent modernization needs
  – Stabilization program was to ensure healthy, safe and comfortable environments, and the areas addressed ranged from heating and air conditioning to fire code violations, life safety, and compliance with the Americans with Disabilities Act.
• Phase I: Academic Components
  – To be completed in the first 5 years
  – targeted improvements and small capital projects designed to improve a student's educational environment.
  – Examples: providing ample lighting, restrooms, air quality and conditioning, technology, acoustics, fixtures and furnishings
DCPS Example of Phases Cont.

- **Phase II: Support Components**
  - To be completed the second five years
  - strengthening the support components within school facilities
  - Examples: computer labs, auditoriums, grounds, gyms, locker rooms
  - Support a full range of extra curricular, meant to complement and support the modernization work for core Academic Components
  - Often pick up where the stabilization phase took off or includes components that would be under stabilization but didn’t quite have the same priority.
DCPS Example of Phases Cont.

• Phase III: System Components
  – To be completed the second five years.
  – Updates systems that support the entire school
  – Examples: heating, ventilation, and air conditioning; plumbing and fixtures; electrical; exterior envelope, including roof and windows
  – These updates are undertaken in order to upgrade and extend the life of each school facility
Mini-Master Plans

• **Definition:** A Mini-Mast Plan (MMP) is a write up and evaluation of each individual school building

• **Details of DCPS’s MMPs:** Basic information includes:
  – Year built
  – Modernization year
  – Ward
  – grade
  – Which phase?
  – Existing square footage
  – Modernized square footage
  – Programming capacity
DCPS’s Mini-Master Plans Cont.

• In addition to a basic overview of the school, each MMP includes a condition assessment (unsatisfactory, poor, fair, good) of the following: ADA compliance, Conveying Systems, Electrical, Exterior Finish, HVAC, Interior Finish, Plumbing, Roof, Structure, Technology.

• A third component of the MMPs are conceptual plans, which is a series of floor plans that are color coded according to potential space uses.
Other Points to Highlight

• Funding
• Demographic Research
Funding

• Funding for the DCPS FMP was guaranteed through legislation:

• “With the School Modernization Financing Act of 2006, the school system had a guaranteed, dedicated funding resource established to tackle the enormous facilities needs of the school system. The purpose of the School Modernization Financing Act was to ‘establish a stable source of revenue for the District of Columbia Public Schools (DCPS) capital budget to finance the reconstruction, renovation, and emergency maintenance of public school facilities.’"
Demographic Research

• “The demographic trends that drive changes in school enrollment at the citywide, neighborhood, and school levels are a critical component of a logical approach to facilities planning.” Questions considered are as follows:
  – “What are the overall citywide population trends, reflecting migration and birth rates?”
  – “What are the trends in the proportion of school-age children within the general population and by area of the city?”
  – “What are the likely implications of new and planned housing, vis-a-vis number of school-age children in a particular community?”
  – “What are the trends in public school versus private school enrollment?”
Demographics Research Cont.

• Demographic data sources utilized by DCPS:
  – fertility and mortality rates were obtained from the U.S. Department of Health and Human Services through the National Center for Health Statistics
  – housing statistics
  – Internal Revenue Service—compared location codes from year-to-year
  – Include trends in charter/private/out of district school enrollment
The full text of DCSP FMP can be found at http://opefm.dc.gov/masterfacilityplan.html