

Schools Plan

INTENT

One of the most important services that Prince William County can provide to its citizens is a Countywide education system that meets the highest educational standards. An inventory of school sites and facilities that meet established level of service (LOS) standards is a major factor in providing this high-quality education. Such an inventory is also valuable in attracting quality economic development and employers who seek the best public facilities available to their employees. It is the intent of the Schools Plan to acquire sufficient and appropriate educational facilities to serve current residents as well as new populations generated by new residential development, and in locations that best serve County school children.

LOS standards for school facilities which are to be provided Countywide are contained in ED-POLICY 2 and 3 and in Appendix A. These LOS quantify per unit monetary costs for providing quality Countywide educational facilities, according to recognized and accepted state and local standards, for children attending from newly developed residential areas where current or projected and already funded program capacities cannot accommodate that new development at established LOS. These LOS standards are the basis for County requests for monetary contributions for school facilities.

The components of the Schools Plan are:

- Intent, Goal, Policies, and Action Strategies
- Baseline standards and criteria guidelines
- Current and Projected Program Capacity, Prince William County Schools (Table 1)
- Projected School Needs (Table 2)
- Existing Elementary Schools Map (Figures 1)
- Existing Middle Schools Map (Figure 2)
- Existing High Schools Map (Figure 3)
- Projected Schools Map (Figure 4)
- Level of Service Standards for Public Schools (Appendix A)

GOAL: Ensure, through public and private expenditures, the timely provision of school sites and facilities that serve Prince William County school children Countywide in accordance with established level of service standards for location, cost, and program quality.

ED-POLICY 1: PROVIDE SCHOOL SITES AND FACILITIES THAT WILL GIVE A FULL RANGE OF PROGRAMS AND RELATED SERVICES TO EFFECTIVELY MEET THE EDUCATION NEEDS OF CURRENT AND FUTURE RESIDENTS AND THEIR SCHOOL-AGE CHILDREN.

Schools Plan

ACTION STRATEGIES:

1. Maintain LOS standards for school sites and school facilities.
2. Require that all new development be served by existing and new schools that meet those LOS standards.

ED-POLICY 2: ENSURE THE TIMELY ACQUISITION OF SCHOOL SITES AND CONSTRUCTION OF SCHOOL FACILITIES THROUGH THE DEVELOPMENT APPROVAL PROCESS AND OTHER MEANS AS APPROPRIATE.

ACTION STRATEGIES:

1. Applying the LOS standards developed under ED-POLICY 1 and contained in Appendix A, require mitigation for the impact of proposed new residential development on the LOS of current and projected school enrollments as a result of the proposed new residential development for which a rezoning and/or special use permit is requested.
2. Implement, in addition to the baseline LOS standards contained in Appendix A, the criteria outlined below. These criteria are based on a combination of the size, type, and location of proposed residential development and its impact on the available capacity and proximity of existing and proposed schools.

- **Site Size Standards:**

- ◆ Elementary school (Grades K-5): 20 acres
- ◆ Middle school (Grades 6-8): 40 acres
- ◆ High school (Grades 9-12): 80 acres

- **Optimum Shape:**

- ◆ Rectangular

- **Frontage Minimums and Access:**

- ◆ Elementary school: 750' (preferably on local street)
- ◆ Middle school 1100' (preferably on collector road)
- ◆ High school 1700' (preferably on collector road)
- ◆ Develop appropriate minimum sight distances for roadway entrances.

- **School Location/Design Criteria:**

- ◆ School sites should be located near the centers of projected student populations, to reduce the need for busing and excessive walking distances.

Schools Plan

- ◆ School sites should be adequately buffered from industrial and commercial facilities, pollution, and other hazards.
- ◆ School sites should be designed and developed to provide undisturbed buffers of existing tree cover and natural vegetation between the school and adjoining properties.
- ◆ School sites should have safe access for pedestrians and motorized and nonmotorized vehicles.
- ◆ School sites should be free of major power lines, major utility easements, major drainageways, and/or major floodplains.
- ◆ Schools should be located adjacent to compatible uses, in accordance with the following list of compatible and incompatible uses and with the approval of the School Board.
- **Facility Compatible:**
 - ◆ County & Municipal Office
 - ◆ Recreation Facility
 - ◆ Day Care Center
 - ◆ School & University
- **Facility Incompatible:**
 - ◆ Fire Station
 - ◆ Police Station
 - ◆ Hospital
- **Site Compatible:**
 - ◆ Park
 - ◆ Commuter Parking
 - ◆ Telecommunications Facility (where appropriate)
- **Site Incompatible:**
 - ◆ Landfill
 - ◆ Fire Station
 - ◆ Prison, Jail
 - ◆ Police Station
 - ◆ Hospital

Schools Plan

- **Building Design Capacity:**

- ◆ Elementary schools: 600-950 students
- ◆ Middle school: 900-1,250 students
- ◆ High school: 1,500-2,200 students

- **Outdoor Facilities Open Space:**

- ◆ Beyond the school building itself, school sites need 90 to 95 percent of the site's acreage devoted to outdoor facilities and open space, such as athletic and recreational playfields, school bus loading and unloading areas, parking, environmental study areas, and natural buffers.

ED-POLICY 3: LOCATE SITES AND FACILITIES BASED ON PROXIMITY TO OTHER SCHOOLS AND COMPATIBLE PUBLIC USES, CAPACITY, AND THE POTENTIAL FOR EXPANSION AND FUTURE ALTERNATIVE USES OF SPACE.

ACTION STRATEGIES:

1. Locate new sites and facilities in areas of the County where the current Comprehensive Plan indicates a need for schools (see Figures 1).
2. Coordinate proposed school locations with other agencies, to consider shared use of sites and facilities.
3. Collocate schools and parks, to optimize the shared use of facilities.
4. Develop school sites and construct school facilities according to the relevant policies and action strategies of the Community Design Plan.

ED-POLICY 4: PROMOTE ALTERNATIVE USES OF SPACE THROUGH JOINT OCCUPANCY AND AVAILABILITY OF COMMUNITY SERVICES AND FACILITIES.

ACTION STRATEGIES:

1. Utilize excess school space to the maximum community benefit, during intervals of undercapacity operation at individual facilities, evenings and weekends, or when facilities are temporarily (such as in summer) or permanently closed. Possible uses include, but are not limited to, the following:
 - Special education programs
 - Educational research and development activities
 - Temporary day-care facilities
 - Other compatible public uses
 - Cooperative loan of space for civic, nonprofit or charitable use

Schools Plan

- Rent/lease of space
 - Community recreation
2. Explore design changes for future or remodeled school buildings that will facilitate alternate community uses, as described in AS-1, above.

Schools Plan

TABLE 1 CURRENT AND PROJECTED SCHOOL CAPACITIES

Elementary School Average Use Capacities

School	Students	Regular Rooms	Factor	Average Use Capacity	Percent Utilization
Antietam Elementary School	625	32	19.6	627	99.7%
Bel Air Elementary School	504	21	19.6	412	122.3%
Belmont Elementary School	363	21	19.6	412	88.1%
Bennett Elementary School	591	32	19.6	627	94.3%
Coles Elementary School	422	25	19.6	490	86.1%
Dale City Elementary School	496	21	19.6	412	120.4%
Dumfries Elementary School	554	26	19.6	510	108.6%
Enterprise Elementary School	689	26	19.6	510	135.1%
Featherstone Elementary School	508	23	19.6	451	112.6%
Henderson Elementary School	594	28	19.6	549	108.2%
Kerrydale Elementary School	572	24	19.6	470	121.7%
Kilby Elementary School	389	24	19.6	470	82.8%
King Elementary School	683	26	19.6	510	133.9%
Lake Ridge Elementary School	536	27	19.6	529	101.3%
Leesylvania Elementary School	877	38	19.6	745	117.7%
Loch Lomond Elementary School	504	22	19.6	431	116.9%
Marshall Elementary School	519	32	19.6	627	82.8%
Marumscos Hills Elementary School	456	29	19.6	568	80.3%
McAuliffe Elementary School	698	28	19.6	549	127.1%
Minnieville Elementary School	548	28	19.6	549	99.8%
Montclair Elementary School	636	32	19.6	627	101.4%
Mountain View Elementary School	685	32	19.6	627	109.3%
Mullen Elementary School	699	32	19.6	627	111.5%
Neabsco Elementary School	668	34	19.6	666	100.3%
Nokesville Elementary School	399	19	19.6	372	107.3%
Occoquan Elementary School	571	26	19.6	510	112.0%
Old Bridge Elementary School	598	32	19.6	627	95.4%
Parkside Elementary School	619	22	19.6	431	143.6%
Pattie Elementary School	669	36	19.6	706	94.8%
Potomac View Elementary School	616	29	19.6	568	108.5%
River Oaks Elementary School	694	32	19.6	627	110.7%
Rockledge Elementary School	587	23	19.6	451	130.2%
Sinclair Elementary School	579	23	19.6	451	128.4%
Springwoods Elementary School	731	28	19.6	549	133.2%
Sudley Elementary School	469	23	19.6	451	104.0%
Triangle Elementary School	536	23	19.6	451	118.8%
Tyler Elementary School	578	24	19.6	470	123.0%
Vaughan Elementary School	411	22	19.6	431	95.4%
West Gate Elementary School	547	26	19.6	510	107.3%
Westridge Elementary School	626	28	19.6	549	114.0%
Yorkshire Elementary School	388	19	19.6	372	104.3%
Total	23,434	1,098		21,521	108.9%

Schools Plan

TABLE 1 **CURRENT AND PROJECTED SCHOOL CAPACITIES**
 (Continued)

Middle School Average Use Capacities

School	Students	Regular Rooms	Factor	Average Use Capacity	Percent Utilization
Beville Middle School	1,126	64	17.7	1,133	99.4%
Godwin Middle School	917	46	17.7	814	112.7%
Graham Park Middle School	723	45	17.7	797	90.7%
Lake Ridge Middle School	1,132	64	17.7	1,133	99.9%
Lynn Middle School	1,156	64	17.7	1,133	102.0%
Marsteller Middle School	971	46	17.7	814	119.3%
Parkside Middle School	923	43	17.7	761	121.3%
Rippon Middle School	1,037	64	17.7	1,133	91.5%
Saunders Middle School	1,169	64	17.7	1,133	103.2%
Stonewall Middle School	861	53	17.7	938	91.8%
Woodbridge Middle School	913	58	17.7	1,027	88.9%
Total	10,928	611		10,816	101.0%

High School Average Use Capacities

School	Students	Regular Rooms	Factor	Average Use Capacity	Percent Utilization
Brentsville Middle & High School	1,115	48	20.2	970	114.9%
Gar-Field High School	2,634	125	20.2	2,525	104.3%
Hylton High School	2,614	101	20.2	2,040	128.1%
Osbourn Park High School	1,667	110	20.2	2,222	75.0%
Potomac High School	1,911	82	20.2	1,656	115.4%
Stonewall Jackson High School	1,771	114	20.2	2,303	76.9%
Woodbridge High School	3,013	125	20.2	2,525	119.3%
Total	14,725	705		14,241	103.4%

Note: This information will be periodically updated by the School Division.

Schools Plan

TABLE 2

PROJECTED SCHOOL NEEDS

TYPE OF SCHOOL	EXISTING	YEAR 2020 381,000
ELEMENTARY	41	66
MIDDLE	11	18
HIGH	7	12
TOTAL	59	96

SOURCE: Prince William County Public Schools.

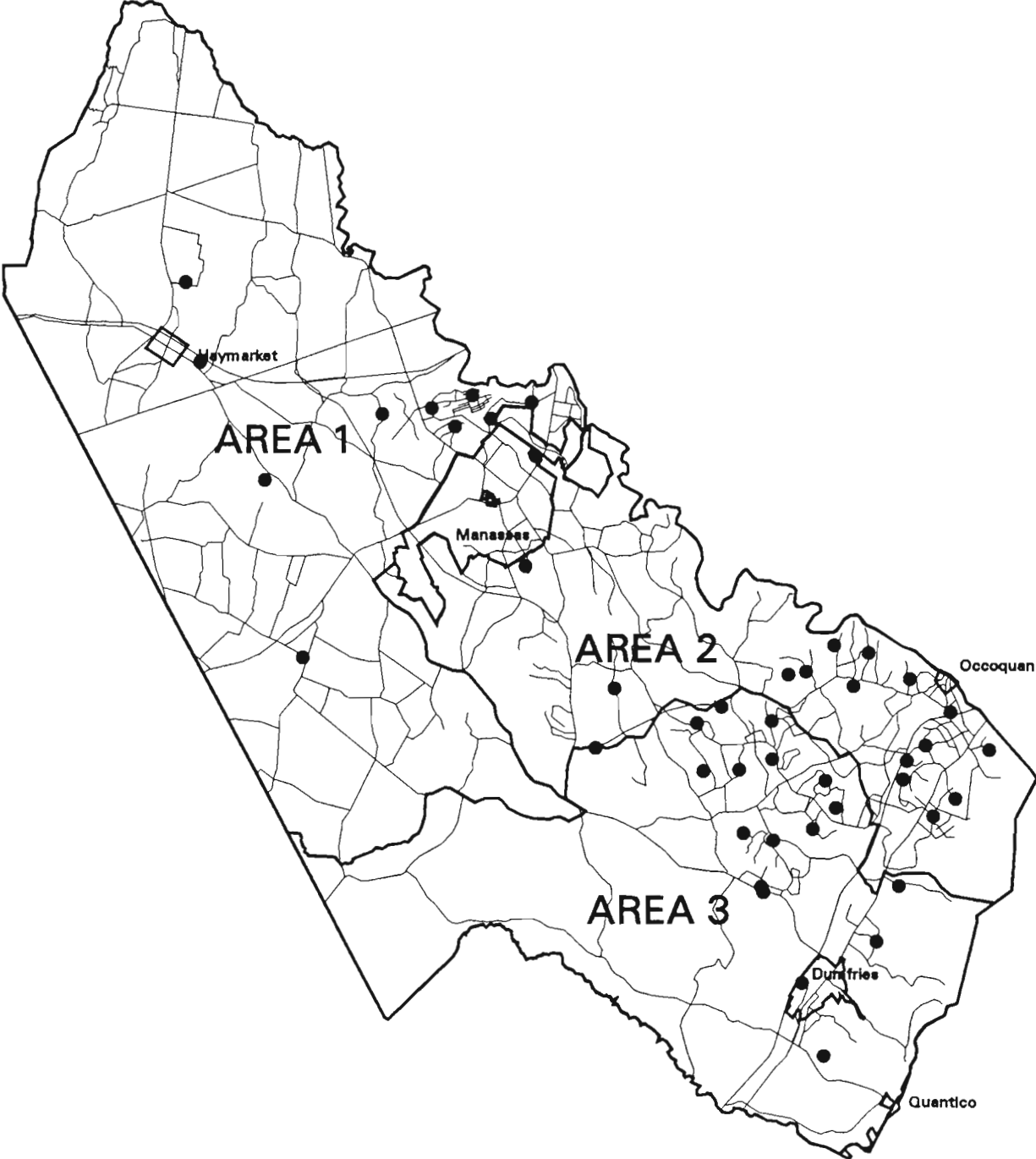
Notes:

1. Currently, there are two (2) elementary schools and one (1) high school under construction and one (1) middle school set for construction to begin. There are 145 portable classrooms in use as teaching stations at various school sites.
2. These figures represent total school requirements for the year 2020; i.e., existing schools plus new schools (see Figure 4).

Schools Plan

Figure 1

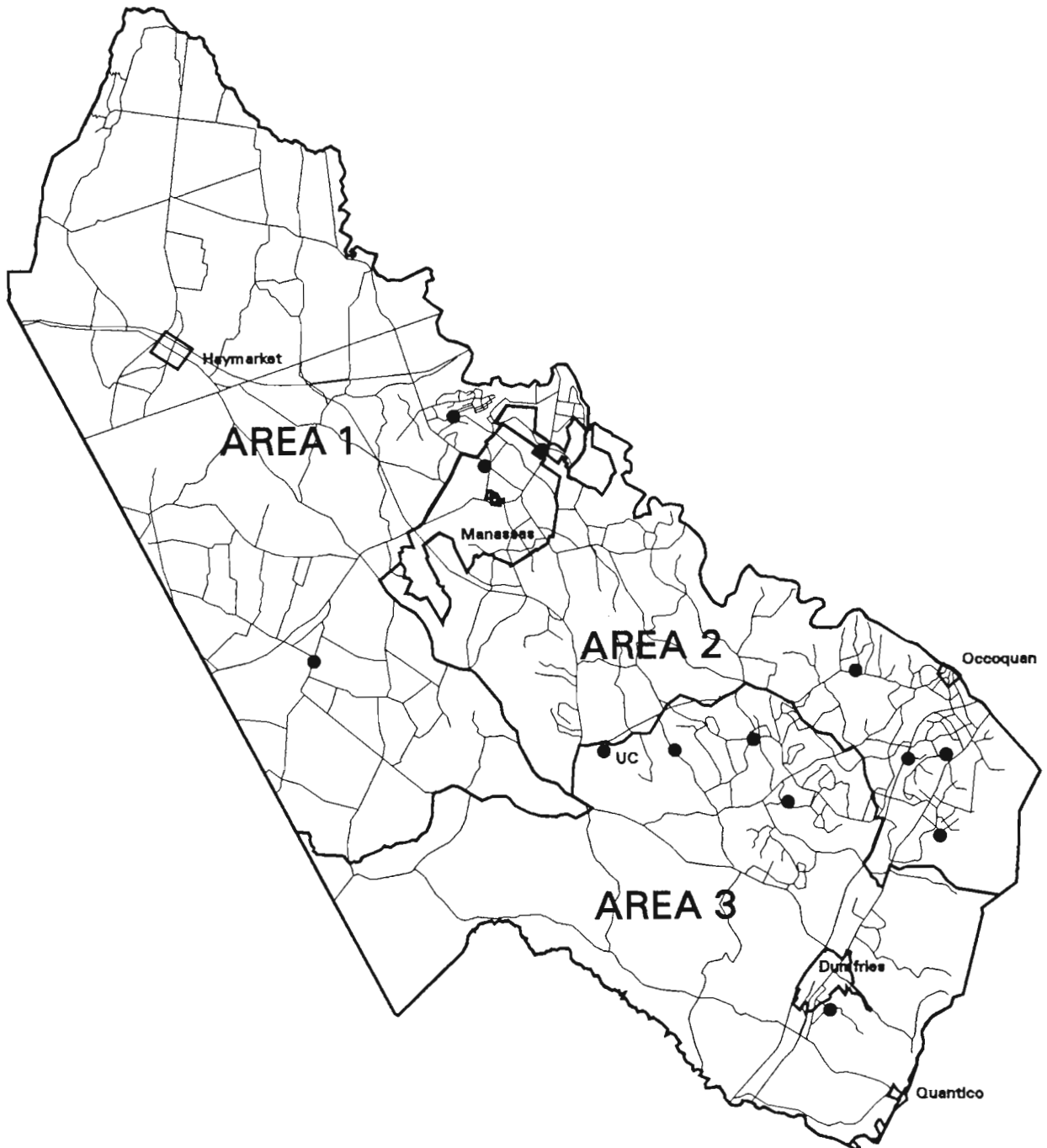
Existing Elementary Schools



Schools Plan

Figure 2

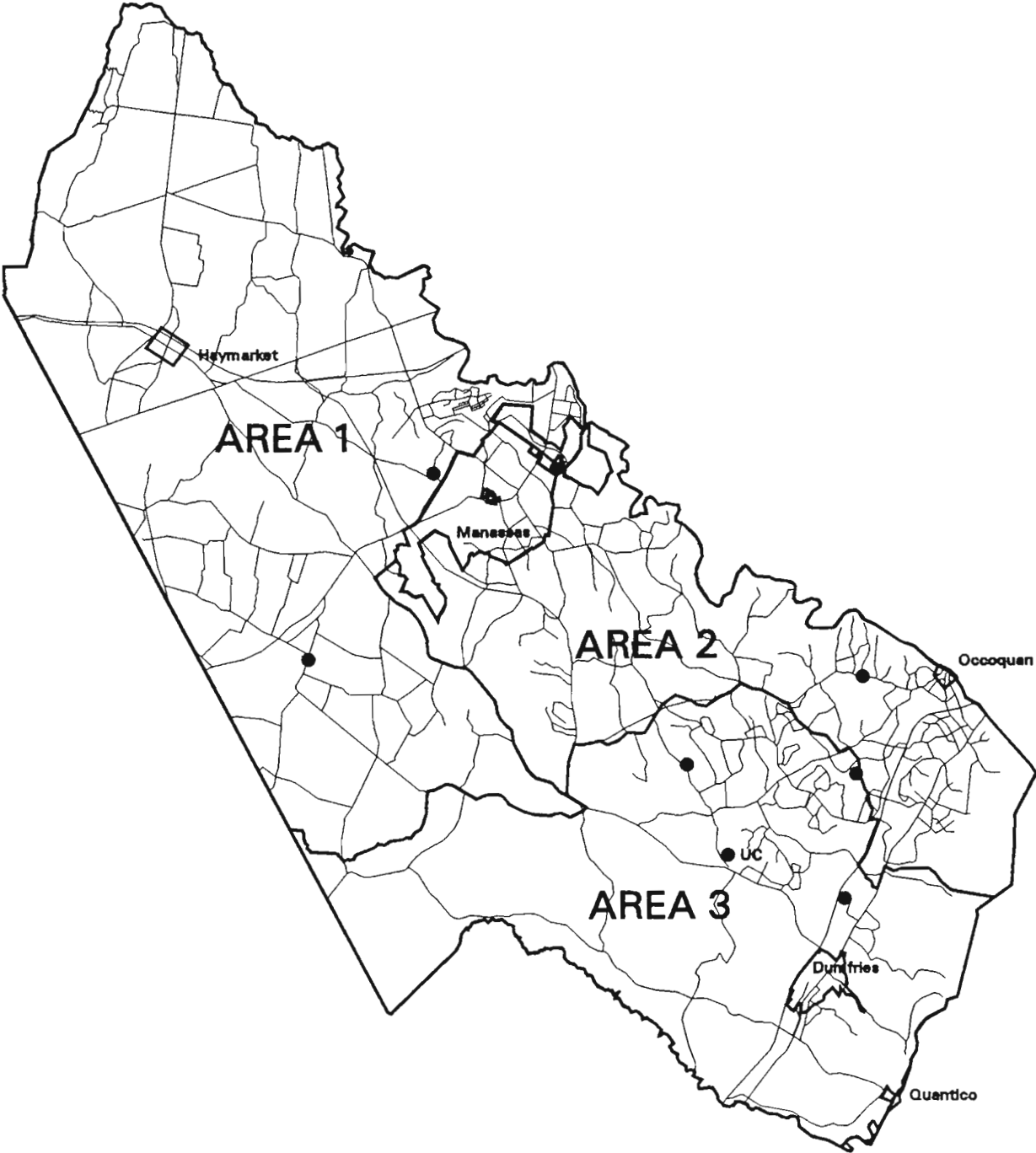
Existing Middle Schools



Schools Plan

Figure 3

Existing High Schools

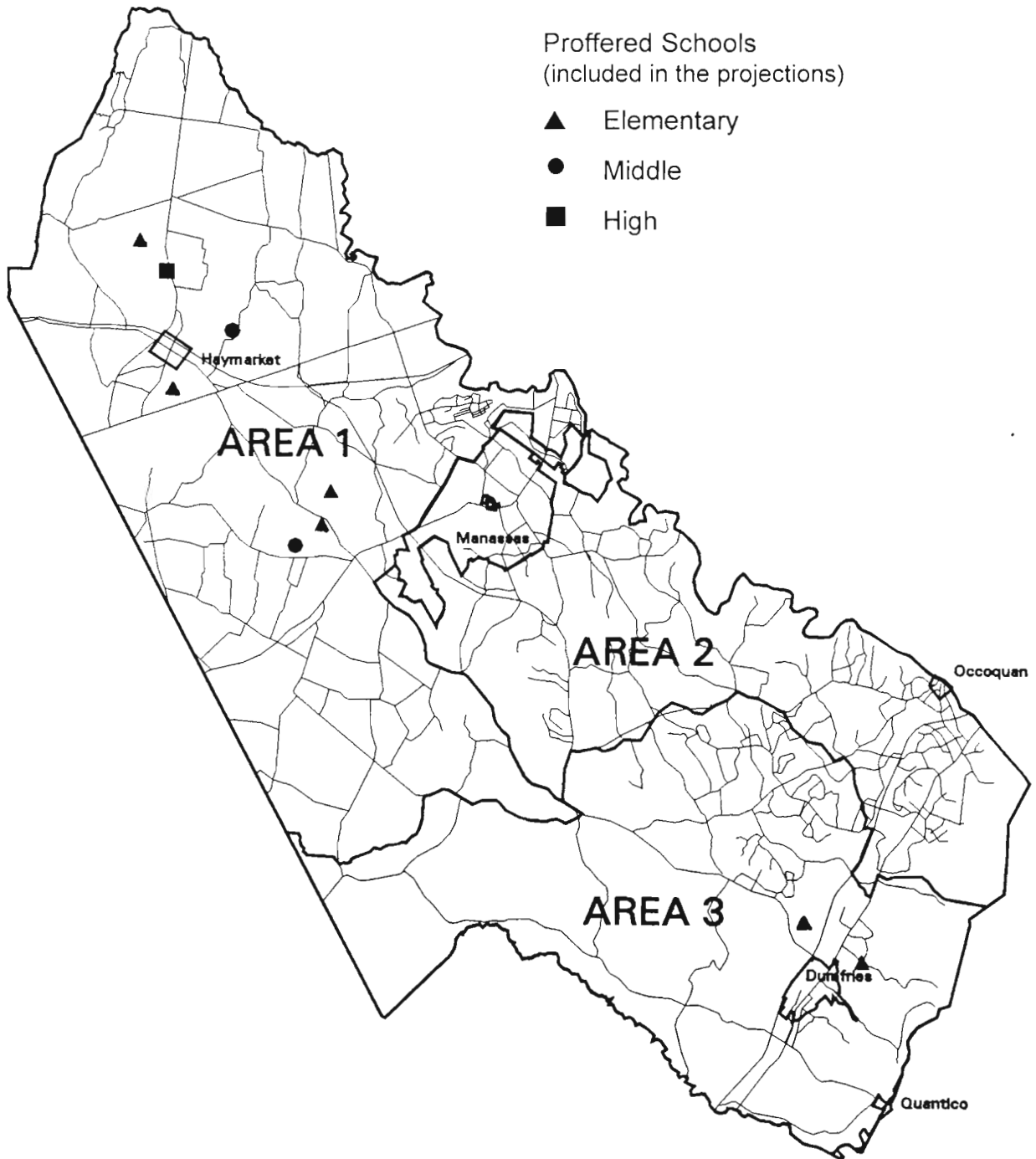


Schools Plan

Figure 4

Projected Schools

Area #	Elementary	Middle	High
1	14.0	4.5	3.0
2	4.0	1.3	0.8
3	7.3	2.2	1.5
Total	25.3	8.0	5.3



Schools Plan

APPENDIX A

LEVEL OF SERVICE STANDARDS FOR PUBLIC SCHOOLS

New development presents demands for Countywide school facilities that impact the current levels of service provided by the public school system in Prince William County. It is important that the County provide both current and future residents adequate Countywide education services that meet current and future demand. The future residential demand for education programs and school facilities must be measured, and means must be identified for maintaining the established Countywide level of service for public schools after new development occurs.

All applications for a rezoning and/or special use permit for residential dwelling units shall contain the following information:

- Number and type of dwelling units proposed.
- Anticipated occupancy date for proposed dwelling units.

Where the proposed rezoning and/or special use permit application proposes the addition of dwelling units that may contain school-age children, the applicant shall be required to provide the following:

- A statement from the Prince William County School System regarding the anticipated shortfall between existing and projected and already funded school facilities, and the school facility demand generated by the proposed residential development.
- Provision of an equitable contribution for school sites and facilities, at the LOS standards contained in the Schools Plan, so long as those sites and facilities are acceptable to the School Board.
- Or, a combination of a school site, acceptable to the School Board, and site development costs, and the monetary difference between the value of that school site, as determined by the School Board, and the total monetary contribution that would otherwise be provided, as above.

Rezoning and/or special use permit applications that are found by the Prince William County School System to generate a shortfall between the new demand and existing and projected and already funded school facilities without committing to mitigation measures that are acceptable to the School System shall be found inconsistent with the Schools Plan.

The methodology for determining equitable monetary contributions for new development is outlined in the *Policy Guide for Monetary Contributions, Prince William County Planning Office*.