

Education Amendments

Far Southeast and Southwest Area Element

Current Proposed Language: “1808.12 Policy FSS-1.1.11 Workforce Development Centers Support the development of additional vocational schools, job training facilities, and workforce development centers. ADD consider co-locating these programs within school settings where appropriate, including the Infrastructure Academy. Encourage the retention of existing job training centers, and the development of new centers on such sites as the St. Elizabeths Campus and DC Village to increase employment opportunities to local residents.”

Recommendation: **In favor** of the intent of this element; however propose language to be added regarding the roles of schools in workforce development. There were also sentiments expressed regarding supporting established workforce development programs that have demonstrated successful results in training individuals in various vocations.

Proposed Language: “1808.14 Strongly support the modernization of schools in the Far Southeast/ Southwest Planning Area. Plans for additional housing must be accompanied by a commitment to improving educational facilities to meet current and future needs, and recognition that education is among the community’s highest priorities. “

Recommendation: **In favor.** It is recommended that modernization is defined for transparency. Add language related to housing developers within a certain proximity to a school contributing financially to school modernization efforts as defined. Lastly, policies/processes for community benefits agreements that relate to schools should be developed or provided to the public. Often developers allude to benefits for schools and other educational entities without following guidelines for distributing those funds or services. Additionally, CBAs related to public services should be easily accessible to the public on DC Planning’s website for accountability purposes.

Educational Facilities Element

Proposed Language: ~~“Coordinate with educational and business partners to~~ Increase the availability of quality early education, child care, after school, and preschool programs for all residents, especially low and middle income households and families with children with disabilities through educational and business partnerships. (p. 43)

Recommendation: **In favor** of the intent of this element; however **more actionable and measurable language should be used.** Remove the language that is striked through in the proposed language above.

Proposed Language: ~~NEW A School Improvement Team (SIT)~~ Use the LSAT which 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 LSAT ~~SIT~~ includes parents, neighbors, and community members as well as DCPS and DGS staff. The LSAT ~~SIT~~ has several duties, including providing feedback during the development of education specifications and schematic design and assisting with disseminating information about the progress of the school improvement to constituencies and peers represented on the LSAT ~~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. (p. 9)

Recommendation: The school improvement team (SIT) is removed and the Local School Advisory Team (LSAT) should serve in this role for DCPS. Per the DCPS website, LSATs are groups of elected and appointed members that exist in every DCPS school. The team consists of parents, teachers, non-instructional school staff, a community member, and in some cases students, to advise the principal on matters that promote high expectations and high achievement for all students. In effort to reduce the number of groups that staff have to be dedicated to it is recommended that the LSAT absorb responsibility of approving development plans in addition to any DGS and necessary project staff.

Proposed LanguagePage 14 EDU-1.16. Fine and performing arts should be specifically referenced in this element, as it is written “cultural” could be loosely interpreted.

- Page 15 EDU-1.1.B Remove this policy or add additional language to define partnerships and rationale for providing space to selected organizations.
- Keep element 1209.4. It supports the community schools model that is currently being implemented by DCPS, specifically in Anacostia and Ballou High Schools which are educational pillars of Ward 8.
- Add element related to distance students to travel to access educational facilities.

Proposed Language “NEW 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.” (Educational Facilities; p. 9)

Recommendation: Clearly define community engagement to include DCPS' Office of Community Engagement and ANC within this element

Proposed Language “MOVED Policy EDU-1.21.23: Co-Location of Charter and DCPS Schools Support efforts to co-locate public Charter Schools within significantly underutilized DCPS facilities. Address Ensure that parking, traffic, noise, needs for green open space and recreational facilities, and other impacts associated with increased enrollment and space utilization are addressed when co-location occurs. 1204.7.” (Educational Facilities, p. 14)

Recommendation: Include language related to co-locating schools with similar age/grade ranges to ensure the environment is developmentally appropriate. Additionally include language related to the programs having complimentary educational philosophies.

Proposed Language 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. (Educational Facilities, p. 18)

Recommendation: Include more recent numbers or a range of supporting statistics across several years to highlight trends in charter enrollment and programs.

Proposed Language NEW Policy EDU-4.1.7: *Partnerships*

~~Explore~~ **Implement** collaborations with educational and business partners that can help to increase the availability of quality early childhood education, child development, after-school and pre-school programs for all residents, especially low-and middle-income households, and families with children with disabilities.

Recommendation: Begin this element with the work “implement” to make it actionable and measurable.

General Recommendations

Change all uses of the word “cultural” to “multicultural”.