



CAPITAL IMPROVEMENT PROGRAM

ADOPTED

FY 2019–23



December 14, 2017

MEMORANDUM

TO: School Board

FROM: Scott S. Brabrand, Ed.D.



SUBJECT: Capital Improvement Program – FY 2019 – FY 2023

I am pleased to submit to you the proposed *Capital Improvement Program (CIP) for the Fiscal Years (FY) 2019-23*.

Since School Year (SY) 2008-09, student membership in Fairfax County Public Schools (FCPS) has grown by an average of 2,487 students each year for a total membership growth of more than 24,000 students. This year, between SY 2016-17 to SY 2017-18, the total September 30th membership grew by 1,006 students for a total membership of 189,029 students. This is one of the smallest membership increases Fairfax County Public Schools has experienced in more than nine years. This year's contracted growth was due to a decrease in entering kindergarten cohorts and a decline in net migration. These indicators have led to a five-year forecast that continues to project a moderate overall membership growth. The five-year CIP horizon forecasts approximately 190,200 students by SY 2022-23.

Demographic growth and shifts, especially increasing Hispanic student populations, comprised a large part of the growth in membership this year. FCPS may be nearing or have passed a relative membership peak in the early elementary grades and overall elementary school membership is projected to slightly decline. Middle school memberships are projected to show a small decline. Due to larger cohorts that have progressed from elementary and middle schools, high school memberships are projected to experience growth. The five-year membership projections show moderated growth in total membership.

These new trends of growth are inconsistent across the county and continue to present a facilities capacity challenge. The school system struggles to provide sufficient capacity in our schools. Despite the planned additional capacity intended to address projected needs, uneven membership growth throughout the county will necessitate the continuation of small- and large-scale boundary adjustments to take advantage of available capacity whenever it is practicable to do so.

The capital funding stream shown in the FY 2019-23 CIP reflects \$315 million approved by county voters in the 2017 School Bond Referendum. This funding will allow the planning of one new elementary school, construction of one new elementary school, planning of three high school additions, the relocation of one modular addition, renovation of five elementary schools, two middle schools, and one high school, along with renovation planning of five elementary schools, one middle school, and one high school.

Funding for capital improvement projects is currently limited by a \$155 million yearly cap on school bond sales. Providing the additional new schools and capacity enhancements required to accommodate membership growth will cause delays in the schedule of many future renovation projects. The School Board and Board of Supervisors has formed a committee to study ways to solve the long renovation cycle of our schools due to the limited capital funding available. The Infrastructure Finance Committee recognized that the bond items which pertain to replacement of key infrastructure such as roofs, parking lots, and mechanical systems was delaying the implementation of school renovations. Beginning in SY 2015-16, the Board of Supervisors began transferring an additional \$13.1 million to FCPS to offset the infrastructure replacement, benefiting renovation projects in the near future.

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Project costs have also been updated in this document to reflect those currently being experienced. As a result, the FY 2019-23 five-year capital requirement totals approximately \$814 million or roughly \$163 million per year. The five-year requirement represents roughly 37% of the \$2.2 billion total CIP cost for FY 2019-28. Funds approved in the 2017 School Bond Referendum and previous referenda will address approximately \$472 million of the five-year requirement leaving a balance of \$342 million unfunded. We anticipate the next bond referendum in the fall of 2019.

Capital improvement requirements for the ensuing five-year period (FY 2024-28) have been included to conform to Fairfax County's CIP format. Approximately \$1.3 billion in capital project requirements are included within this out-year time frame.

We continue to enhance the CIP to assist readers in understanding our long term goals as we continue to contend with changing demographics and limited capital funding. This version of the CIP includes potential capacity and capital solutions to schools which are currently or projected to be over-capacity. The intent of the solutions was to provide relief through surplus capacity at adjacent facilities as well as taking advantage of projects which have already been identified in previous versions of the CIP. We have also included maps of our surplus properties and former schools which may ultimately be part of capital solutions in the future.

SSB/kv
Attachment

cc: Leadership Team

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Staff acknowledges and thanks the Facilities Planning Advisory Council (FPAC) for their contributions to the preparation of the FY 2019–23 Capital Improvement Program.

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Additional information about FPAC can be found online at www.fcps.edu/committee/facilities-planning-advisory-council

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HIGHLIGHTS

SUMMARY HIGHLIGHTS

The FY 2019-23 Capital Improvement Program (CIP) updates and builds upon the previously approved program of capital expenditures. The CIP project schedule assumes continuation of an annual expenditure limit of \$155 million imposed by the Fairfax County Board of Supervisors. School construction projects approved in the November 2017 School Bond Referendum are included in this CIP as funded projects.

The following summarizes the proposed FY 2019-23 CIP and the important assumptions upon which it is based:

Although the overall population of Fairfax County is projected to continue to grow in the future, the school system is facing new indicators that differ from the past. For CIP purposes, between SY 2008-09 and SY 2013-14, student membership in Fairfax County Public Schools (FCPS) grew by an average of 3,000 students each year. Yet membership in SY 2014-15 only grew by 2,017 students, SY 2015-16 saw a membership growth of 240 students, and SY 2016-17 saw a membership growth of 1,368 students. This year, FCPS experienced a growth of 1,098 students. The recent decline in growth is caused by a variety of factors such as smaller entering kindergarten cohorts and a decline in net migration. Net migration is the total number of students gained or withdrawn from the school system. Future student membership growth is projected to be slowing in the years ahead. Over the five-year CIP horizon, membership is projected to increase by 1,871 students by SY 2022-23.

Additionally, while new housing had been one of the primary sources of growth within FCPS during the 1980s and 1990s, newly completed housing declined during the economic downturn starting in 2008. As the county approaches build-out, new housing is forecast to rise in units, but its composition is likely to change. Forecasts of housing in Fairfax County and the City of Fairfax include larger numbers and proportions of mid- and high-rise residential developments, which have typically drawn fewer families with school-aged children. Anticipation and completion of the Silver Line Metro has already spurred higher density residential growth along that corridor. This new residential growth, along with potential changes in families residing within existing residential areas adjacent to that corridor, may, in part, result in an increase in students within FCPS.

Despite the planned additional capacity intended to address current and projected needs, uneven membership growth throughout the county will necessitate the continuation of boundary adjustments to take advantage of available capacity whenever it is practicable to do so.

The CIP proposes construction of a new high school in the western area of the county to provide capacity relief for high schools in the Centreville, Chantilly, Herndon, Oakton, South Lakes, and Westfield areas. It also proposes new school construction of three elementary schools: one in the northwest area of the county to address current overcrowding in the McNair Elementary school area; one to relieve overcrowding in the Fairfax/Oakton area; and one near the new Silver Line Metro. Capacity enhancement additions are needed at West Potomac High School, Justice High School, and Madison High School to accommodate forecasted capacity needs. The relocation of three modular additions is also proposed to provide additional capacity relief to schools in need. Renovations of 21 named elementary schools and 12 unnamed elementary schools, four named middle schools and one unnamed middle school, and five named high schools are also included in the CIP. Lastly, the CIP proposes expenditures for the acquisition of a future school site.

The school renovation program is based upon several criteria, compiled and referred to as the renovation queue. The current renovation queue was prepared in 2008 and approved by the School Board in January of 2009 and established the order in which schools would be renovated, as evaluated and ranked by an independent architectural and engineering firm. Due to the continuing increase in student membership, it should be noted that the construction of new capacity, whether it is a new school or addition, could adversely impact the timing of some renovation projects. To the extent known, any such delays are shown in this year's CIP. Although construction costs are rising, the increases will be offset by additional funding approved by the Board of Supervisors to cover infrastructure replacement costs.

This document provides advance notice to school communities about capital projects and/or possible boundary adjustment options over the next five years. The membership capacity comparisons include maps reflecting capacity utilizations and recommendations for student accommodations. An alphabetical listing of all schools and a glossary of commonly used terms have been included in the CIP to show important facility and feeder school information.

Based on feedback received from the Facilities Planning Advisory Council (FPAC) and questions from the community, this year's CIP builds on changes made last year in the organization and presentation of information. New tables, maps, and graphs have been added to further explain information that is relevant to capital planning. The purpose of the enhancements is to help readers gain a comprehensive understanding about the various factors which inform decision-making. Each year, the Capital Construction Cash Flow is updated, along with recommended options to maximize capacity for student growth and program changes.

Potential boundary adjustment options are included in the CIP for future consideration only. Any option chosen for potential implementation will be discussed and decided through a transparent process that engages the community, in accordance with School Board Policies and Regulations.

For more information about facility needs, visit our web page at www.fcps.edu/about-fcps/facilities-planning-future/capital-improvement-program.

IMPORTANT NOTE

The FCPS FY 2019-23 Capital Improvement Plan (CIP) is a planning and fiscal management tool used to coordinate the location, timing, and financing of projects over a five-year period. The CIP includes the proposed capital improvement projects, a year-by-year schedule of anticipated spending, and actual and estimated costs. The CIP is a working document which is updated annually to reflect changing conditions within our schools and communities. Additionally, it offers a broader planning schedule in order to focus staff efforts and community conversations. FCPS faces significant capacity challenges which will require strategic decisions about boundaries, capacity enhancements, new schools, and programmatic changes. Parallel work is also underway to design a new, more systematic approach to future decision-making processes that impact facilities planning.



OVERVIEW

CIP OVERVIEW

The Capital Improvement Program (CIP) compiles and evaluates information to identify capital needs for facility renovations and new construction. Updated annually, it includes current student membership data and capital facilities data. The CIP also reflects Fairfax County Public Schools' School Board Policies and Regulations, Guiding Principles, funding sources, and many other components associated with the capital program.

Various funding sources are used during the life cycle of school facilities and include general obligation bond funding, FCPS operating funds, and infrastructure management funds. Bond funding is used for capital projects. This includes funds for building new schools, renovations, additions (including brick and mortar additions and modular additions), and for site acquisition. The projects included in this CIP are projects funded by the general obligation bond. The FCPS operating funds provide \$2.4 million towards capacity enhancements such as interior modifications and temporary classrooms to accommodate membership growth and programs. In addition, approximately \$10 million is allocated annually for routine and major maintenance of our schools, centers, and administrative facilities. Lastly, the Fairfax County Board of Supervisors contributes \$13.1 million for infrastructure management which includes repairs, replacement, and upgrades in school system facilities such as HVAC, ADA, security, roof replacement, athletic infrastructure, life safety systems, and asphalt paving.

THE PRESENT ENVIRONMENT

FCPS continues its commitment and dedication to providing high quality education while managing competing needs for its limited funding for operating and capital expenses. The increase in operational expenses caused by membership growth, changing demographics, competitive salary requirements, instructional program enhancements, special services' requirements, and transportation costs, place an additional burden on revenues received, even with moderately increased local funding. The need to increase capacity results in increased capital funding needs that currently outpace the county debt cap, which is necessary to maintain Fairfax County's exceptional bond ratings. In short, funding is insufficient for new construction, renovations, and maintenance. Furthermore, fiscal constraints on operations and maintenance budgets and fixed capital investment funds hinder FCPS' ability to effectively maintain its facility resources within the recommended lifecycles. Deferred maintenance has a snowballing effect that is difficult to overcome.

Inadequate maintenance results in the unsatisfactory condition of many facilities. The challenges are many and growing, for example:

- Membership has continued to increase in both the general education and the special program areas, leading to a need for additional school capacity.
- The number of students requiring special services (e.g., Special Education, English for Speakers of Other Languages) and the range of required services due to demographic changes has grown. To accommodate the needs of these children, extra teaching space is required—space requirements that were not anticipated when many schools were initially constructed.
- Some programs decrease design capacity. From this, FCPS calculates a program capacity for each school based on its unique program accommodation needs, such as those for students with autism or for advanced academics programs.
- Economic conditions in the early 1990s and the late 2000s have resulted in extraordinary—and potentially unsustainable—cuts to the budget for facility repair and maintenance functions. Cuts made decades ago were never restored and have been compounded by more recent reductions. In 2012, Facility Engineering Associates evaluated the Office of Facility Management and detailed a critical shortfall of staff in the office as a result of repeated budget cuts. While increasing staff has been a priority of the office, continued budget shortfalls have deferred this effort.
- FCPS is limited in its general obligation bonds used for capital projects by \$155 million per year based on a mutual agreement between the Fairfax County Board of Supervisors (BOS) and the Fairfax County School Board. This amount is insufficient based on the size of the capital infrastructure to create space for increased student population and to renovate or replace buildings and equipment reaching the end of useable life cycles. This problem is exacerbated by the hundreds of millions of dollars in the facility renovation backlogs caused by these limitations.
- Maintenance of facilities that focuses resources on reactive, rather than proactive or preventive maintenance, leads to overall degradation of facilities.
- Insufficient dedicated, secure, and carefully placed school bus parking sites and lack of depots.
- The county is becoming more urbanized, limiting the availability of large plots for new schools. Traditional school designs are no longer practical in many situations.

CHALLENGES

FCPS is faced with a number of challenges that directly impact its ability to accommodate students in its facilities. In particular, the continued urbanization and changing demographics has led to an imbalance of available space and needs of the student population. These changes, coupled with funding limitations, have led to:

- The operation of many individual schools at far greater than 100 percent of program capacity with other schools operating below 85 percent of program capacity.
- The use of more than 800 temporary classroom spaces located in trailers to accommodate capacity needs.
- The undertaking of multiple school boundary studies, a process which attempts to address utilization disparities.
- Cohorts of some elementary and/or middle schools who find themselves in “split feeders” attending two or three different middle and/or high schools.
- An ever-increasing renovation queue, with more schools exceeding the School Board 20- to 25-year renovation cycle.
- A need to plan for, design, and operate urban schools, and to co-locate schools with other uses, such as parks, libraries, or within urban residential/commercial buildings.

FCPS facilities are designed to support the educational programs for our students, and are funded by the bond funding, FCPS operating funds, and infrastructure management funds. The CIP is designed to help the School Board focus on critical facility issues, with the goal of ensuring that all students have a high quality facility that enables and enhances their education. Addressing these challenges will require trade-offs.

Increasing memberships and the locations of educational programs drive the need for additional capacity. FCPS’ aging facility infrastructure requires maintenance, renovation, and eventual replacement. Budgetary and financial constraints limit what can be done. Therefore, FCPS must continue to explore new and creative ways of expanding the use of its facilities while seeking additional funding.

THE CAPITAL IMPROVEMENT PROGRAM

Each year, FCPS develops a five-year planning document known as the Capital Improvement Program (CIP) to address future facility needs. The CIP lists all facility renovations and new construction projects managed by the school system’s Office of Design and Construction. Capital improvements are funded through the sale of general obligation bonds for schools, which must be approved by a majority of voters. The CIP list includes projects that are funded from prior bond sales as well as projects that are unfunded. The unfunded projects reflect planning for identified needs, which will be included in future bond referenda. The actual timing for capital project starts and completions is largely dependent on the Capital Construction Cash Flow and debt service, which are governed by the Fairfax County Board of Supervisors.

The CIP guides the development of construction funds to ensure:

- Efficient and effective use of FCPS-owned facilities
- Classroom capacity and infrastructure meet instructional program and community needs
- Facility needs are met equitably across the county

As a planning document, the CIP is not static and is updated annually. Every year, FCPS evaluates the capacity and effective building utilization of each school. The CIP adjusts to shifts in student population and the needs of the community as they become more defined and as projects move closer to implementation.

A key element of the CIP is planning for the Capital Construction Cash Flow to fund these projects while working within Fairfax County’s debt service and capital spending limitations. The CIP Capital Construction Cash Flow has been predicated on 4 percent to 6 percent cost increases for future fiscal years. Increases in construction market pricing, coupled with CIP initiatives providing additional capacity to accommodate membership increases, could result in some timing delays of school renovation starts. As membership growth drives the demand for more capacity, the Capital Construction Cash Flow may increasingly shift away from renovations, potentially increasing the time before a school community may undergo school renewal.

ESSENTIAL OPERATIONAL PLANNING DOCUMENTS

The following key documents articulate FCPS' mission and vision. These documents are interrelated; together, they provide the blueprint for planning the business operations that guide the actions of all departments.

Portrait of a Graduate (POG)

Portrait of a Graduate encompasses all that we want our students to be. The FCPS graduate will engage in the lifelong pursuit of academic knowledge and interdisciplinary learning by being a communicator, a collaborator, an ethical and global citizen, a creative and critical thinker, and a goal-directed and resilient individual.

FCPS Strategic Plan: Ignite

The Strategic Plan represents the cooperative work of the School Board and Leadership Team to create a long-term strategic plan for Fairfax County Public Schools. The School Board approved four strategic goals: student success, caring culture, premier work force, and resource stewardship.

Strategic Governance Manual (SGM)

The Strategic Governance Manual outlines a governing process that allows the School Board to exercise its responsibilities in a manner that assures that the staff, under the authority of the Superintendent, has the freedom and authority to do its work without interference but also has full accountability for the results of its decisions.

Fairfax County Comprehensive Plan (FCCP)

Fairfax County's Comprehensive Plan guides the County government in decision-making about the built and natural environment. It is a dynamic document which is used by the Fairfax County Board of Supervisors, the Planning Commission, county staff, and the public to guide land use, transportation, and public facility decision making. Based on the information it provides, the CIP considers the effect of development on the school system.

Capital Improvement Program (CIP)

The CIP is used as a basis for determining the timing and size of proposed bond referenda to be placed before the voters of Fairfax County. The primary source of funding for school construction projects is the sale of bonds authorized by the voters in these referenda. It is updated annually and contains a five-year forecast.

Budget

The budget process begins in January with the Proposed Budget, which details projected revenue and expenditures. After the Proposed Budget is released, public hearings are held and the School Board has the opportunity to make changes. That amended budget, called the Advertised Budget, is submitted to Fairfax County for incorporation into the County's Advertised Budget. Once revenue for the coming year is known, including the direct funding from the County that comprises over 71 percent of FCPS funding, the School Board works with employees and citizens to finalize the budget. This finalized budget is passed in May as the Approved Budget, and details the revenue and expenditures for the next fiscal year.

REGULATION

REGULATION FRAMEWORK

The following guiding principles have been proposed to frame the decisions within the Capital Improvement Program (CIP). These principles will be revisited with each new CIP to ensure that they are consistent with FCPS School Board Policies and Regulations, along with the needs of the community.

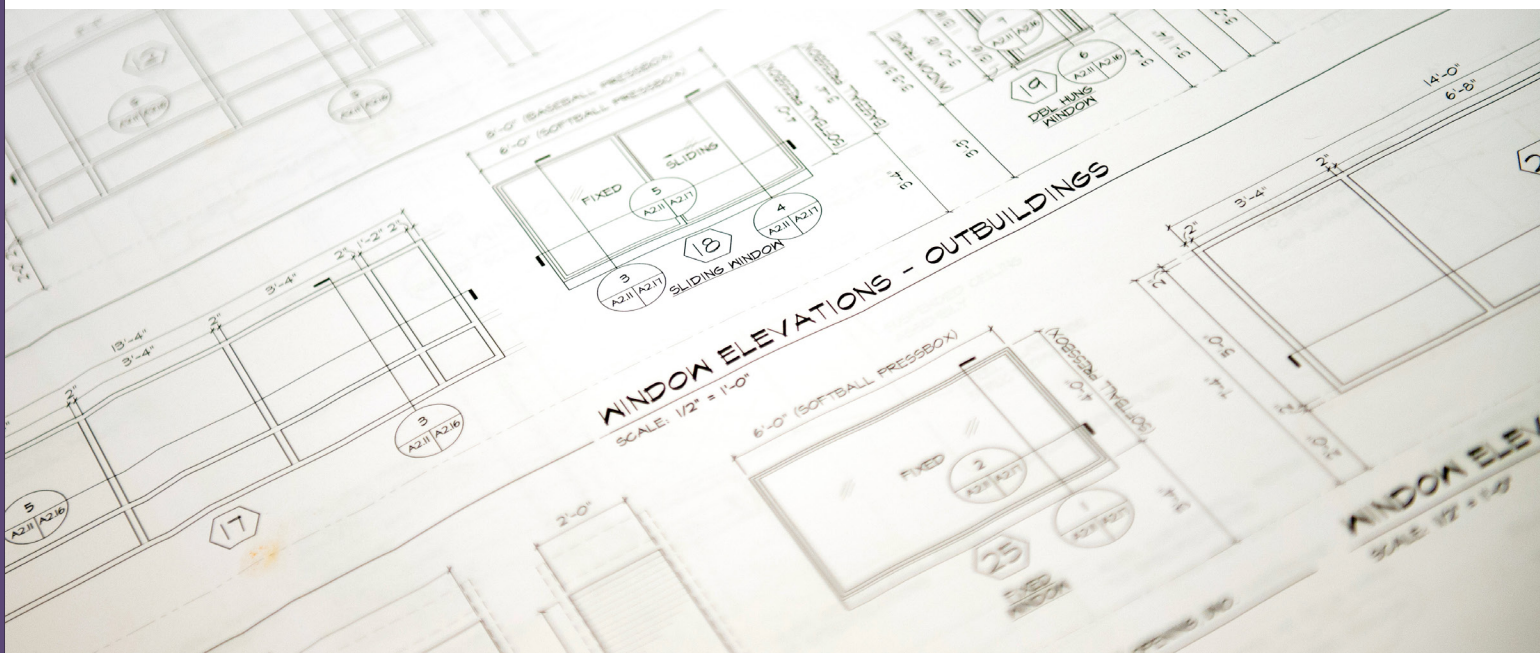
It is important to maintain strong, connected school communities and community/neighborhood schools that are safe and conducive to learning for all students. The following statements are meant to provide a context for decisions impacting the division's capital needs so that limited capital resources and supporting quality educational spaces are maximized. Each school and each school community has its own unique needs, thus these statements may not be applicable or appropriate in all circumstances.

GUIDING PRINCIPLES

- Unique program offerings should be made available in all division pyramids in order to keep students within their zoned pyramid throughout their K-12 experience, where conditions are conducive to program needs.
- Alleviate attendance islands where possible.
- In order to address overcrowding in some schools, utilize existing and/or projected surplus capacity in nearby schools by adjusting boundaries.
- When renovating small schools, add additional capacity to stated division standards.
- Repurpose existing inventory of school facilities not currently being used as schools to address capacity challenges.
- In order to maximize limited capital monies, only construct new schools where surplus capacity or existing school inventory are not available.
- Community engagement and transparency are essential parts of the process. With any major capital improvement project, the community impacted by the project will be actively engaged as per FCPS School Board Policies and Regulations.
- Providing a diverse student population in each school is important in enhancing learning opportunities.
- FCPS is committed to continue to take innovative and cost-effective steps to help our country achieve climate stabilization. That includes prioritization of systems and practices that maximize energy efficiency and provide for the cost effective transition to clean and renewable alternatives to fossil fuels.

POLICIES AND REGULATIONS

Fairfax County Public Schools maintains policies, regulations, and notices that guide expectations related to the Capital Improvement Program. Policies are officially adopted School Board positions and specifications. Regulations are procedures and rules for the implementation of policy positions and guidelines that are approved by the division superintendent or designee. Finally, notices contain information about yearly or one-time occurrences of short duration. Notices are approved by the division superintendent or designee, and are reissued, not revised. For more information about FCPS policies and regulations, visit <https://www.fcps.edu/about-fcps/policies-regulations-and-notices>.



Policies and Regulations

NUMBER	SERIES	CATEGORY AND TITLE	PURPOSE
Policy 8110	Facilities and Transportation Services	Facilities Planning Five-Year Capital Improvement Program Planning	To establish procedures for five-year capital improvement program planning.
Regulation 8110	Facilities and Transportation Services	Facilities Planning Five-Year Capital Improvement Program Planning	To establish responsibilities and the calendar for capital improvement program (CIP) planning.
Policy 8120	Facilities and Transportation Services	Facilities Design and Construction School Program	To prescribe steps to be followed in school planning.
Regulation 8120	Facilities and Transportation Services	Facilities Design and Construction Educational Specifications	To designate the groups responsible for the development of educational specifications for school buildings.
Policy 8130	Facilities and Transportation Services	Facilities Planning Local School Boundaries, Program Assignments, and School Closings	To describe the authority of the School Board to determine the assignment of students to schools and programs, to close schools and programs where appropriate, and to define the considerations and procedures for such determinations.
Regulation 8130	Facilities and Transportation Services	Facilities Planning Local School Boundaries, Program Assignments, and School Closings	To provide specific guidance for implementing the current version of Policy 8130, Local School Boundaries, Program Assignments, and School Closings.
Regulation 8320	Facilities and Transportation Services	Facilities Design and Construction Site Acquisition—Procedures	To establish procedures for site and building acquisition.
Policy 8170	Facilities and Transportation Services	Facilities Planning Naming School Facilities and Dedicating Areas of School Facilities or Grounds	To establish guidelines for the naming of school facilities and the permanent dedication or naming of areas of school facilities or grounds to honor individuals or for assigning naming rights for portions of school facilities in order to recognize private or corporate entities that make a significant contribution to benefit Fairfax County Public Schools.
Policy 8210	Facilities and Transportation Services	Facilities Design and Construction Management Responsibility—Capital Improvements	To establish management responsibility for capital improvements.
Policy 8230	Facilities and Transportation Services	Facilities Design and Construction School Design	To establish procedure to be followed for school design.
Regulation 8230	Facilities and Transportation Services	Facilities Design and Construction School Design—Guidelines	To establish guidelines to be followed with regard to school design.
Policy 8310	Facilities and Transportation Services	Facilities Design and Construction Site Planning and Development	To establish procedures for site planning and development.
Policy 8320	Facilities and Transportation Services	Facilities Design and Construction Site and Building Acquisition	To establish a policy for school and building site acquisition.
Regulation 8270	Facilities and Transportation Services	Facilities Design and Construction Capital Outlay and Facilities Improvements	To prescribe procedures to be followed by a program manager to initiate additions to, or changes to, existing school buildings and grounds.
Policy 8420	Facilities and Transportation Services	Leasing and Community Use of Facilities Community Use of School Facilities	To encourage the use of school buildings and grounds by the community for educational, recreational, civic, and cultural activities to the extent possible under the law and consistent with school operations.
Policy 8542	Facilities and Transportation Services	Environmental Stewardship	The world's leading scientists agree that human-induced greenhouse gas emissions are a significant contributor to global warming and that reducing those emissions is one of the most significant challenges confronting the world today. Fairfax County Public Schools (FCPS) is committed to continue to take innovative and cost-effective steps to help our country achieve climate stabilization.
Policy 8560	Facilities and Transportation Services	Operation and Maintenance of Buildings, Grounds, and Equipment Maintenance of Physical Facilities	To assign responsibilities for the maintenance of school buildings and systems.
Policy 8561	Facilities and Transportation Services	Leasing and Community Use of Facilities Child Care Services	To establish criteria for the use of School Board facilities by child care programs sponsored by the county or other public agencies.

Related Policies and Regulations

Additionally, below are some of the related Policies and Regulations that influence the Capital Improvement Program.

NUMBER	SERIES	CATEGORY AND TITLE	PURPOSE
Policy 3335	Instruction	Special Programs Advanced Academic Programs, Grades K-12	To establish policy for advanced academic programs, grades K-12.
Regulation 3333	Instruction	Special Programs and Services Location Guidelines	To outline procedures to be followed when relocating or establishing new or existing programs and services, including special education, Advanced Academic Programs (AAP), Family and Early Childhood Education program (FECEP) and Head Start and English for Speakers of Other Languages (ESOL).
Regulation 2230	Special Services	Admissions, Residency, and Attendance Exceptions for Attendance at Other Than Base School and Procedure for Applying for Intracounty Exceptions	To provide procedures for granting exceptions to school-age (K-12) students to attend schools other than their base schools.
Policy 2220	Special Services	Admissions, Residency, and Attendance Admissions of Postgraduate Students	To establish policy regarding admission of postgraduate students.
Policy 2201	Special Services	Admissions, Residency, and Attendance Compulsory Attendance Requirements	To set policy regarding compulsory school attendance pursuant to Code of Virginia requirements.
Policy 2202	Special Services	Admissions, Residency, and Attendance Eligibility for Enrollment	To establish the eligibility requirements for enrollment in Fairfax County Public Schools (FCPS).

FUNDING

FUNDING SOURCES

In Virginia, school boards do not have taxing authority and are fiscally dependent on the local government. Because bonds are a future obligation for taxpayers, Virginia law requires that voters approve long-term debt incurred by bonds through a referendum. Most city and county governments use bonds—a form of long-term borrowing—to finance public facilities and infrastructure. Traditionally, Fairfax County has used the sale of municipal bonds to fund these large expenditures. This enables the costs of major capital improvements to be spread over the many years that the facilities are used. This also avoids an excessive cost burden to current taxpayers and shares the cost of these long-term investments with future taxpayers who will also use the facilities. Voter approval authorizes the Fairfax County Board of Supervisors (BOS) to sell bonds, when needed, to generate the funds for a range of public facilities like schools.

BONDS

FCPS School Bond Process

Of the nation's more than 3,000 counties, Fairfax County is among the few that have the highest credit rating possible for a local government from all three rating agencies. High bond ratings allow the county to sell the bonds at exceptionally low interest rates, thereby saving considerably on the cost of the project. To ensure that the county's bond ratings are not jeopardized, the Fairfax County BOS adheres to financial management principles that set limits on the annual cost of the county's debt service and net long-term debt.

While the practice of municipal bond sales has provided a reliable resource for funding capital improvement projects, the bond spending cap for FCPS of \$155 million per year has limited funding availability, thus limiting FCPS' ability to renovate and add capacity to the facilities.

Every two years in November, school capital facility projects are part of a school bond referendum, which is added to the general election ballot. Actual start and completion dates for CIP projects depend on the Capital Construction Cash Flow and debt service limitations established by the Fairfax County BOS. The timeline for capital projects can range from 5-7 years or more in order to go from bond approval to completion as a result of the spending limitation of \$155 million each year.

Bonds for Capital Improvements Projects

- New construction
- Capacity enhancement (additions to existing schools and other modifications)
- Renovation program
- Special program facilities
- Site acquisition

PROFFERS FROM NEW HOUSING

Proffers are a developer's commitment to offset the impacts of new residential development on surrounding schools, though are limited by proffer language and state legislation. They are an important funding resource used for school capital improvement, but due to the unpredictable nature of development, when and which proffers will be received is unknown.

FCPS communicates to School Board members regarding proffer funding through:

- Development review process—school impact analysis memos including recommended proffer contributions.
- Superintendent's update—annual notice of approved development with estimated proffer contributions.
- Notification of proffer funding and disbursement—opportunity to comment prior to disbursement of funds.

Additionally, FCPS provides annual reports about Fairfax County proffers and its expenditures to the Commonwealth of Virginia as part of Fairfax County's report to the Commission on Local Governments (CLG).

Proffer Contribution Regulations and Legislation

In January 2003, the Fairfax County BOS approved a methodology (the Public Facilities Criterion – School Impact Methodology) to determine the impact of additional students generated by a new development as part of The Infill and Residential Development Study. This methodology formula is based upon current new construction costs, countywide student yield ratios, and current level of service, all which are adjusted by FCPS and reviewed by the Fairfax County BOS annually.

Since that time, the development review process for residential rezoning applications has included an assessment of the impact of new residential development on existing public school facilities and typically includes a recommended monetary proffer contribution to mitigate such impacts. Considering that the suggested per-student contribution changes annually and the actual residential development occupancy may not occur for several years, FCPS recommends an escalation clause be included to allow for the proffer to be based on the suggested per-student contribution in effect at the time of development. The escalation clause is requested given that development review for residential rezoning applications are being submitted now, but actual construction and occupancy may not occur for several years.

Prior to 2016, proffer legislation generally allowed for reasonable proffers for any purpose regardless of their relatability to the impacts of the development application. However, in 2016, new legislation required that all proffers for new residential development to address an impact “specifically attributable” to the development. Additionally, proffers must address “a need, or an identifiable portion of a need, for one or more public facility improvements in excess of existing public facility capacity” due to the impact of the development, and must provide “a direct and material benefit from a proffer made with respect to any such public facility improvements” to the proposed residential development. The county has identified areas that are exempted from the new proffer legislation, which meet the following criteria:

- An approved small area comprehensive plan in which the delineated area is designated as a revitalization area, encompasses mass transit as defined in §33.2-100, includes mixed use development, and allows a density of at least 3.0 floor area ratio in a portion thereof;
- An approved small area comprehensive plan that encompasses an existing or planned Metrorail station, or is adjacent to a Metrorail station located in a neighboring locality, and allows additional density within the vicinity of such existing or planned station; or
- An approved service district created pursuant to §15.2-2400 that encompasses an existing or planned Metrorail station.

The residing students of Eagle View ES, Lake Anne ES, and Terraset ES are all completely within areas exempted from the new proffer legislation; therefore, these schools will be generally unaffected by the new proffer legislation. The rest of the schools have residing students outside the exempted areas and may see their potential source of proffer funding reduced due to the restrictions of the new proffer legislation; however, some schools may be affected more than others.

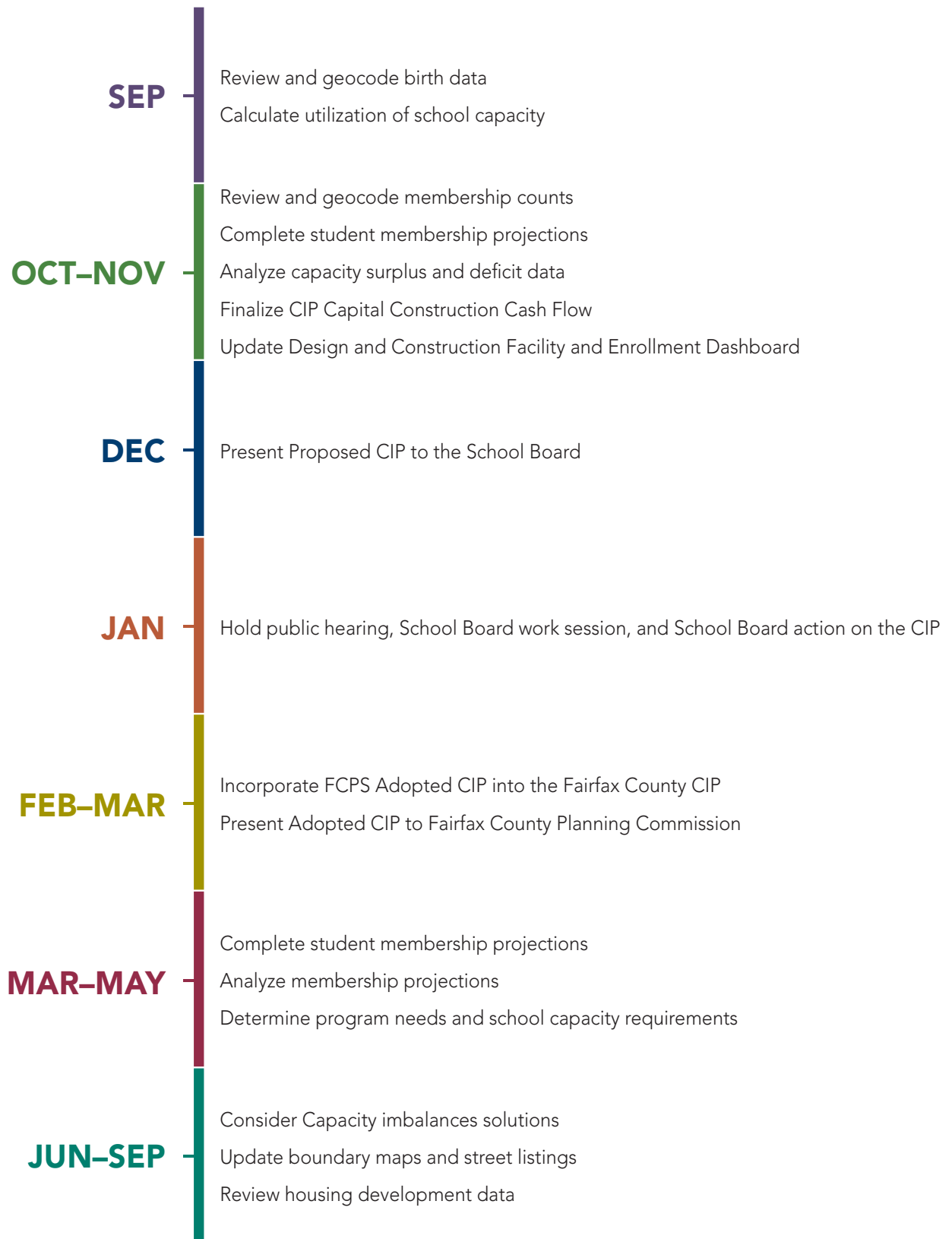


TIMELINES

TIMELINES AND PROCESSES

The five-year projections used in this CIP have been modified to include elements of an improved projection methodology that is currently being developed by FCPS. This methodology blends two concepts. The first concept advances student cohorts school-by-school in relationship to historical ratios of student progression from each school. The second concept considers where students reside as related to the school boundary where they would be assigned as compared with the school where they attend.

CIP PROCESS AND CYCLE



CAPITAL PROGRAM RECOMMENDATIONS

Background

FCPS uses the following steps each year to aid in identifying future student accommodation needs and recommending the best ways to address these needs. Given the limitations in the current budget and possibly future years' budgets, along with the urgency to address significant and continuing capacity deficits at schools throughout the county, the focus of capital spending is directed to capacity enhancement for schools that are likely to experience continued pressures from high student membership.

STEP 1: In developing membership projections, recent and historical membership patterns at each school and systemwide are considered. A few examples of these patterns are births, local and regional economic conditions, and housing. The Office of Facilities Planning Services develops general education membership projections in October for the next five years and the following March for the upcoming school year. These projections are combined with those from other departments to create overall school system projections. These projections forecast the future demographic trends and needs for the CIP. At the same time, each September, school facility floor plans are analyzed to determine the current capacity utilization of each school facility as it accommodates program needs. School facility capacity surplus and deficit values are established each year.

STEP 2: Projected membership and capacities are compared. Capacity deficits and surpluses are identified.

STEP 3: Recommended solutions to the capacity imbalances are developed and evaluated for both short-term and long-term accommodation needs.

Introduction

Using the student membership projections, FCPS identifies capacity deficits that cannot otherwise be addressed through school boundary changes, program relocations, temporary facilities, or other interior building modifications designed to recapture underutilized or unused capacity. The CIP project list and supporting materials comprise a "statement of need" to address these issues.

These needs are met through five types of projects listed below. The annual expenditures for these needs are shown on the Proposed Capital Improvement Program Summary page and Capital Construction Cash Flow sheets. Additionally, information is provided to conform to the county's guidance that 10 years of Capital Construction Cash Flow and capital requirements be identified. It is noted that FCPS updates these documents each year.

Project timelines are constrained to reflect the county's bond spending cap of \$155 million per year, based on the most recently approved two-year bond referendum. Project costs are updated each year to reflect recent rates of inflation in construction costs.

Projects

There are five types of CIP projects.

1. NEW SCHOOL CONSTRUCTION

New school construction projects are considered when significant capacity deficits are likely to persist over time. Although this is the most costly method of accommodating student growth, it is an important option when capacity needs cannot be met within a given area of the school system.

2. CAPACITY ENHANCEMENTS

Capacity enhancements are defined as permanent methods for accommodating future needs. Examples include the construction of additions or installation of modular additions.

3. RENOVATION PROGRAMS

Renovations are aimed at ensuring that all schools provide the facilities necessary to support current educational programs regardless of the age of the buildings. Renovations are also used to restore capacity lost due to low-ratio special program instruction and other new instructional support needs (e.g., technology labs). Depending on need, a renovated school may acquire a new heating plant, air conditioning, upgraded electrical and plumbing systems, and spaces required to support the educational program. Both the usable lives of school facilities and School Board policy require renovation of buildings on 20-25 year cycles. Given the number of schools now in operation, this need implies a requirement to renovate an average of one high school, one middle school, and six elementary schools per year.

4. SPECIAL PROGRAM FACILITIES

The CIP includes funding to provide capacity enhancements at various schools in order to accommodate special programs such as Advanced Academic Programs and Special Education at the elementary and middle school levels. Additionally, FCPS periodically undertakes other capital projects to support its facilities. Examples include installation of safety and security systems as well as improvement of facilities for students and citizens with disabilities.

5. SITE ACQUISITION

The CIP proposes funding to acquire sites for future schools.

STUDENT MEMBERSHIP PROJECTIONS PROCESS

FCPS produces two projection sets each school year. Once the school year begins, a five-year school-by-school projection set is produced. The last year of this set is used for the annual Capital Improvement Program. Additionally, FCPS produces a six-month projection set each spring for the upcoming school year.

The FCPS student membership projections process involves several steps.

STEP 1: Analysis of trends and patterns at the school system level, pyramid level, and school level.

Examples of factors that are analyzed to understand historic and current trends to prepare for enrollment projections:

- Total student membership is compared to historical patterns of membership.
- Fairfax County and the City of Fairfax births (by elementary school boundary) are compared to the kindergarten class five years later. These ratios are compared to historical patterns of birth to kindergarten ratios.
- Kindergarten class membership is compared to the previous school year's exiting 12th grade class. These numbers are compared to the past school system patterns.
- Each grade level cohort of students is compared to its previous year to understand the difference in the grade level cohort membership over time. This is referred to as "cohort progression." Ratios are developed to understand the survival rate of each cohort as it ages through the school system. This is compared to past cohort patterns.
- Fairfax County and the City of Fairfax population and housing forecasts and trends are considered to better understand local and regional economic conditions.
- Migration patterns of students entering and exiting the school system are compared to the prior year, as well as to historical patterns of migration.

STEP 2: Development of student membership projections from elementary schools to middle schools to high schools.

Factors used to produce membership projections are:

- Entering kindergarteners are projected by using actual births from prior five years by elementary school boundary and applying a birth to kindergarten ratio.

- Past cohort survival ratios are used to progress each cohort through successive grades ahead. Multi-year averages of grade level progression are considered when projecting for upcoming school years.
- Entry grades to middle school and high school are projected using historical cohort ratios of students residing in a school's boundary compared to the membership at the school. These ratios are applied to rising cohorts in the school's boundary.
- Modifications and adjustments are made, as needed, to account for other factors which may influence a particular school's membership. Examples of this include: boundary phasing decisions, housing developments, and other relevant information unique to a specific school or group of schools.

STEP 3: Special program student membership projections are factored into projections.

- Unique programs are considered as they may impact school specific membership.
- School-by-school projections from various specialists are received for: level IV advanced academic programs (AAP), special education (level 2 or self-contained), FECEP/Head Start, preschool resource, nontraditional sites, alternative programs, and ESOL transitional high schools.

MONITORING MEMBERSHIP IMPACTS FROM NEW HOUSING

FCPS monitors residential development through development review and field verification of development status:

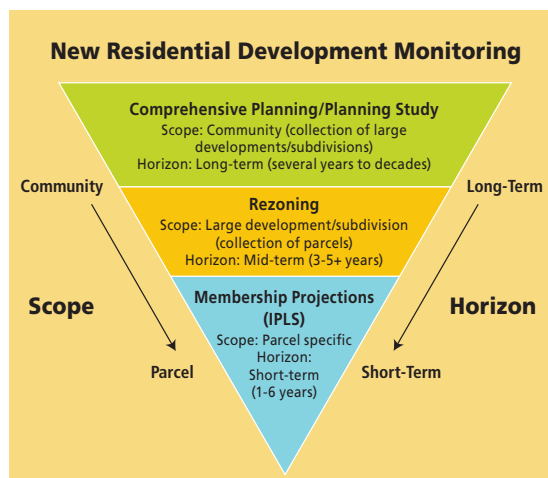
Development Review: Comprehensive Plan Studies and Rezoning Application Review

FCPS works with the Fairfax County government to determine the impact planned housing would have on school facilities. The planned housing are proposed from comprehensive plan studies and rezoning applications. School impact analysis memos with estimated student yields from the planned and proposed development are provided to Fairfax County government and also distributed to the appropriate School Board members.

In addition to the estimated student yields, for comprehensive plan studies, recommendations to address future school facilities needs are provided to Fairfax County government. Recent long-range planning initiatives include Tysons Urban Center, Reston, Dulles Suburban Center (Route 28 Corridor), Bailey's Crossroads Community Business Center (CBC), Seven Corners CBC, Franconia-Springfield Transit Station Area (TSA), and Embark Richmond Highway (Route 1). These long-ranged planning initiatives and comprehensive plan studies are often the first step for planned new housing.

Development Monitoring

In conjunction with the development review process, FCPS staff conduct field verifications of previously approved applications to track the construction status of residential development. Additionally, development can be constructed by-right (i.e. does not require a rezoning development application to construct) and this verification process allows FCPS staff to gain insight into changes in a community. This verification process helps provide a better understanding of when and where students from these developments will enter the school system and have an impact on nearby schools.



ASSESSMENT OF FACILITY CAPACITY

Understanding and accurately capturing school capacity is important to ensuring the most efficient use of school facilities and capital funds. Knowing how many students a school can accommodate allows FCPS to quickly assess appropriate program placement and to develop student accommodation solutions. Accurate school capacity assessments help to ensure that classroom spaces are sized appropriately and spaces are designed with flexibility in order to meet the needs of multiple and/or changing instructional programs. Beyond current programmatic and membership challenges, accurate capacity assessments are necessary to formulate long-term facility plans.

As a follow-up to the 2007 DeJong Capacity Study and the 2008 implementation of a new methodology for school capacity calculation, FCPS provided detailed school capacity and facility information on the public website in the form of a Facility and Enrollment Dashboard, which may be found at: <https://www.fcps.edu/enrollmentdashboard>.

School Capacity Model

It is important to note that school capacity is measured differently depending upon the school type. For instance, elementary schools are calculated based upon the number of core classrooms and self-contained special education class rooms. While some middle schools are team taught, which limits the amount of students to the quantity of rooms required to support a team, others follow the departmental teaching model and need to be assessed similarly to high schools. High school capacity is far more complex than that in elementary and middle schools. The capacity of a high school is based upon the required core programs and the various elective options available. For more information on school capacity calculation methodology please refer to the "Methodology and Calculations" link at <https://www.fcps.edu/enrollmentdashboard>.

School Capacity: Information and Assessment

Having determined the methodology that would be used to determine capacity for elementary, middle, and high schools, it is then necessary to determine how each individual school uses its spaces. The Office of Facilities Planning Services staff includes capacity architects who manage and process the annual capacity and utilization surveys for each traditional K-12 school. In this survey, school administrators are asked to indicate use of their spaces (including modular and temporary classrooms) based on their current programs. Upon receipt of the surveys, capacity architects apply the developed methodology to recalculate the capacity of each school. The capacity is calculated considering the school building design, unique school characteristics, and program changes. Lastly, capacity architects, working closely with planning staff, use certified membership and five-year projected membership to determine the current and projected capacity utilizations. These help to identify schools with critical capacity deficits or surpluses, which inform and direct facilities planning activities such as: identifying schools that should be closed to student transfers; prioritizing potential temporary classrooms and building additions; and guide new program placement and possible boundary changes. Information on current and projected capacity utilization can be found in the Membership and Capacity Comparisons section. Modular additions continue to be counted towards capacity while temporary facilities or classrooms (trailers) do not. Temporary classrooms will continue to remain on site in many schools where small capacity deficits or even capacity surplus exists. This is largely due to lack of funding to remove and store these structures elsewhere, and due to changes in programs which require specialized spaces within school buildings. Trailer relocations, however, will take place when additional trailers are needed to accommodate an increase in membership at specific schools. The annually updated modular and temporary trailer counts for each school can be found within the Membership and Capacity Comparisons section.

Expanded facility and membership information for all schools may be viewed at the following link: <https://www.fcps.edu/enrollmentdashboard> under the link "Facility & Enrollment Dashboard."

Temporary Classroom Needs

Fairfax County Public Schools has established a supplemental capacity method to accommodate students through the temporary provision of portable classroom trailers. This resource allows the School Board to maintain intended student-per-classroom and per-instructor ratios despite short-term fluctuations in school memberships.

Temporary classrooms (trailers) are in use to address student membership and program requirements at schools and centers where the buildings themselves lack sufficient capacity. FCPS is implementing multiple strategies to reduce the use of temporary facilities. These include architectural modification of existing spaces to provide additional instructional areas, expanding capacity as part of a school renovation, relocating modular additions as permanent construction is completed, and shared use of School Aged Child Care (SACC) classrooms during the regular school day.

Membership and Capacity Comparisons

To be effective as a planning tool, comparisons between membership and capacity should be performed at three levels: countywide, by regions, and by individual schools. Comparisons at the latter two levels are included in the Region Summaries section.

Countywide Comparison

FCPS compares five-year projected capacity by level and by geographic areas. This helps inform analyses about membership trends and trends in surplus and deficit capacity throughout the entire school system. It also helps identify projected capacity needs throughout the school system.

School Level Comparisons

A better understanding of FCPS' ability to accommodate students and their instructional needs emerges by reviewing the circumstances at individual schools. Comparisons of school capacity and projected membership for individual schools at all levels are presented in the following region summaries.

Note that the impact of funded new schools (if any) is not reflected in this analysis since the effect for any one school cannot be determined until the new boundary is drawn. Although additional capacity provided by a modular building is included in the analysis, the benefits of any temporary classroom allocated to the schools is not reflected as they are not part of permanent building capacity.



FACTORS

FACTORS THAT INFLUENCE STUDENT MEMBERSHIP AND PROJECTIONS

Various factors influence the overall annual student enrollment and projections.

These demographic factors include:

- Overall population trends in Fairfax County
- Overall housing development trends in Fairfax County
- Overall economic conditions in Fairfax County
- Number of births in Fairfax County as compared to the number of kindergarten students who enter the school system five years later
- New students who come to Fairfax County Public Schools as compared to those who withdraw from the school system (also known as in-migration and out-migration)

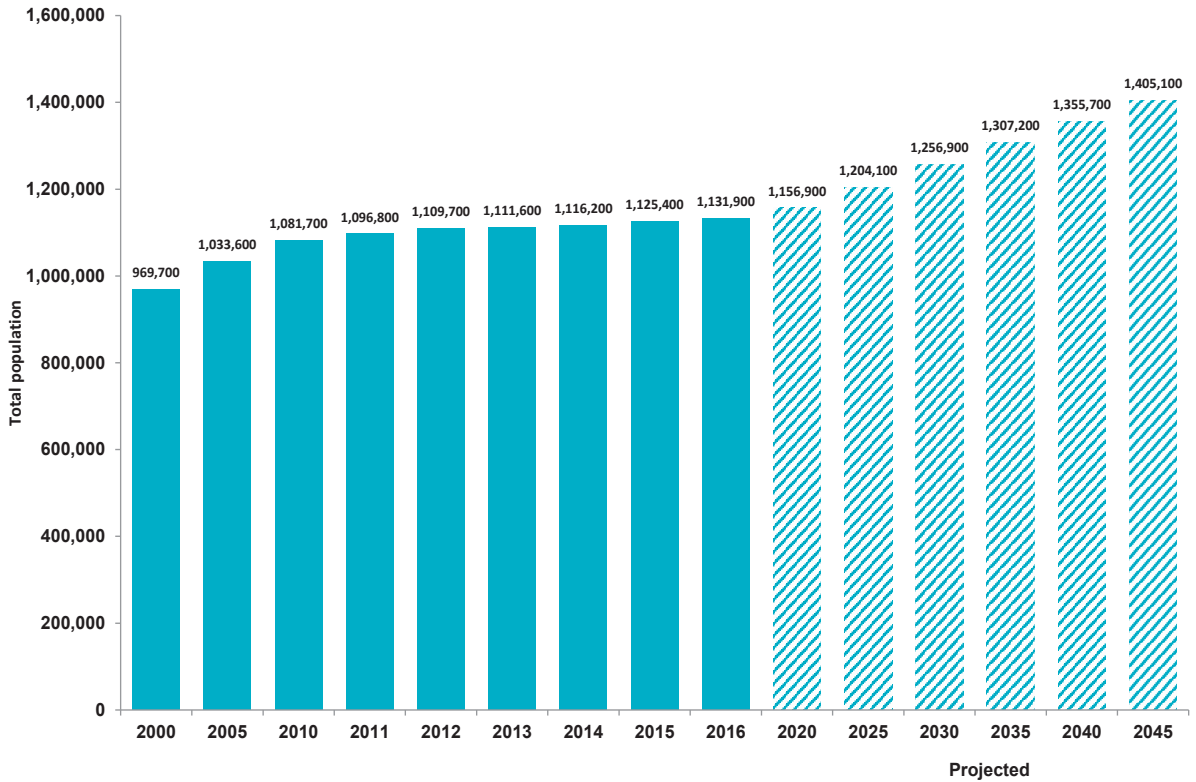
School-by-school enrollment and projections are also influenced by:

- Phasing of boundary adjustments
- Phasing of program change adjustments
- Program needs
- Student transfers

Staff in Fairfax County Public Schools analyzes these data sets as part of the annual projections process.

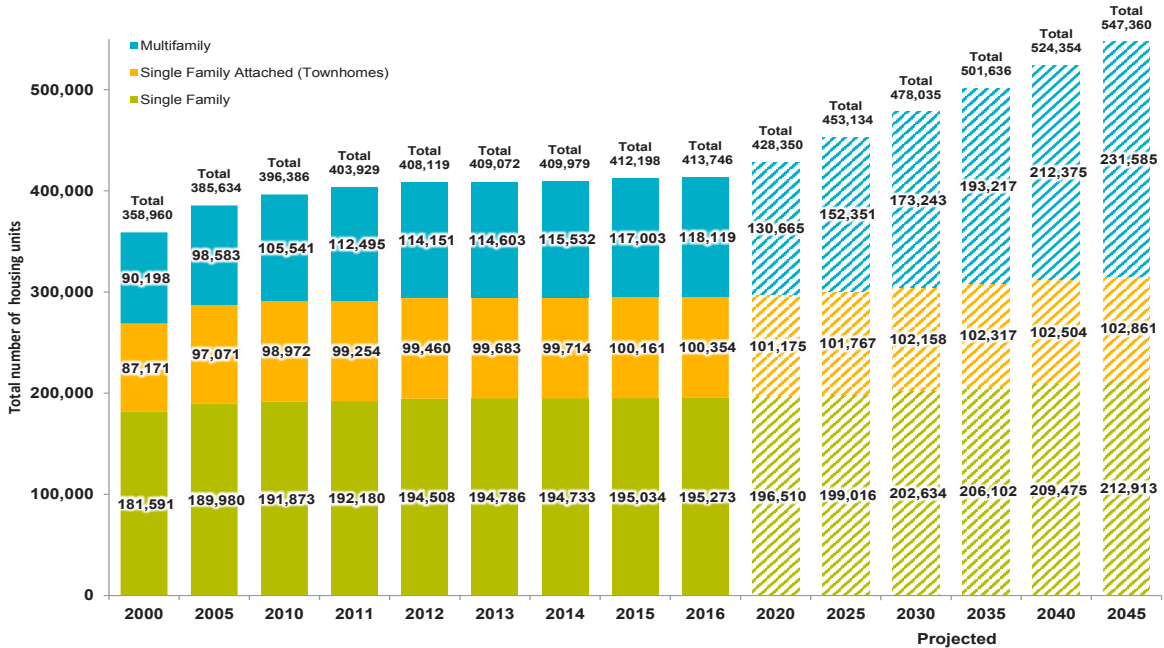
The following graphs show the most recently updated data sets available to FCPS, which influence the overall student enrollment and projections.

POPULATION TOTAL—FAIRFAX COUNTY



Note: Excludes City of Fairfax; Numbers have been rounded
 Source: 2016 Demographic Report, Fairfax County Government Department of Neighborhood and Community Services

HOUSING UNIT TOTAL BY TYPE—FAIRFAX COUNTY



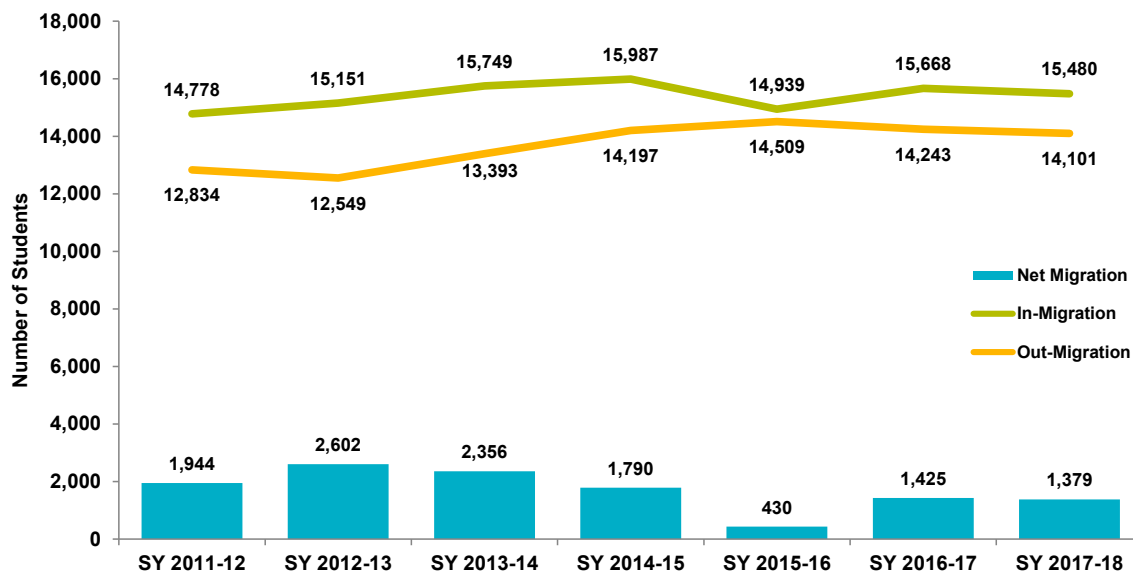
Note: Excludes City of Fairfax; Numbers have been rounded
 Source: 2016 Demographic Report, Fairfax County Government Department of Neighborhood and Community Services

STUDENT MIGRATION

Student Migration provides an understanding of the number of new students who entered the school system (in-migration) as related to the number of students who withdrew from the school system (out-migration). Net migration is the total number of students gained or withdrawn from the school system.

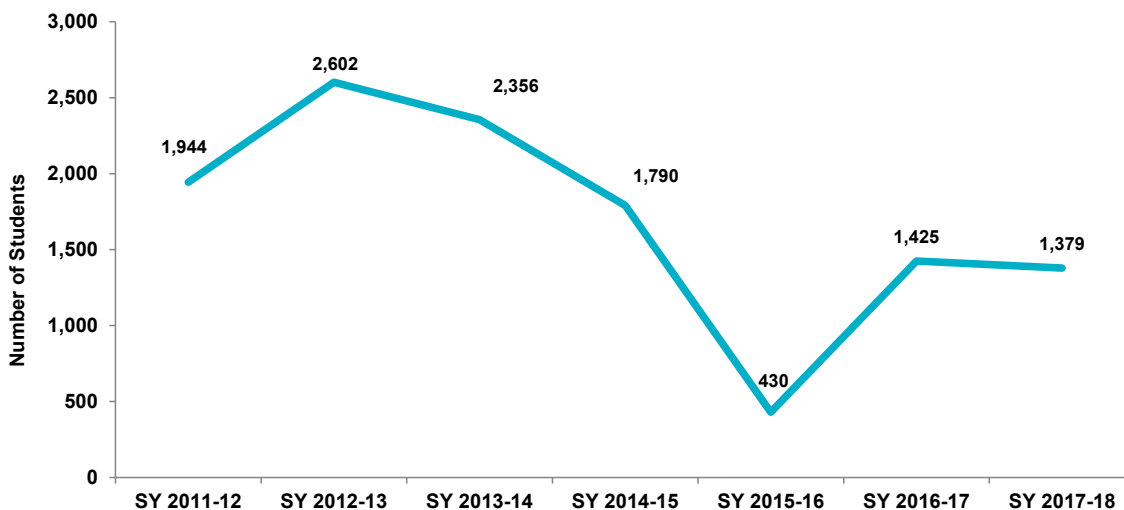
A variety of factors make migration difficult to anticipate because it can change in the short term due to political, economic, or environmental circumstances. A few examples of these factors are: the performance of the job market, housing development and sales, and severe weather events. Student migration can have a significant effect on projections, grade level trends, and school-by-school projection accuracy. The following graphs display historical and current migration trends. Over the past five years, FCPS has seen a net in-migration of students, meaning we have had more students that enrolled than withdrew.

HISTORICAL MIGRATION



Based on September 30th certified membership for CIP purposes. Membership numbers include: general education, special education, AAP, FECEP/Head Start, preschool (wherever applicable), home schooled, ESOL transitional high school, and special education centers. Membership numbers do not include: adult education, private school special education, and

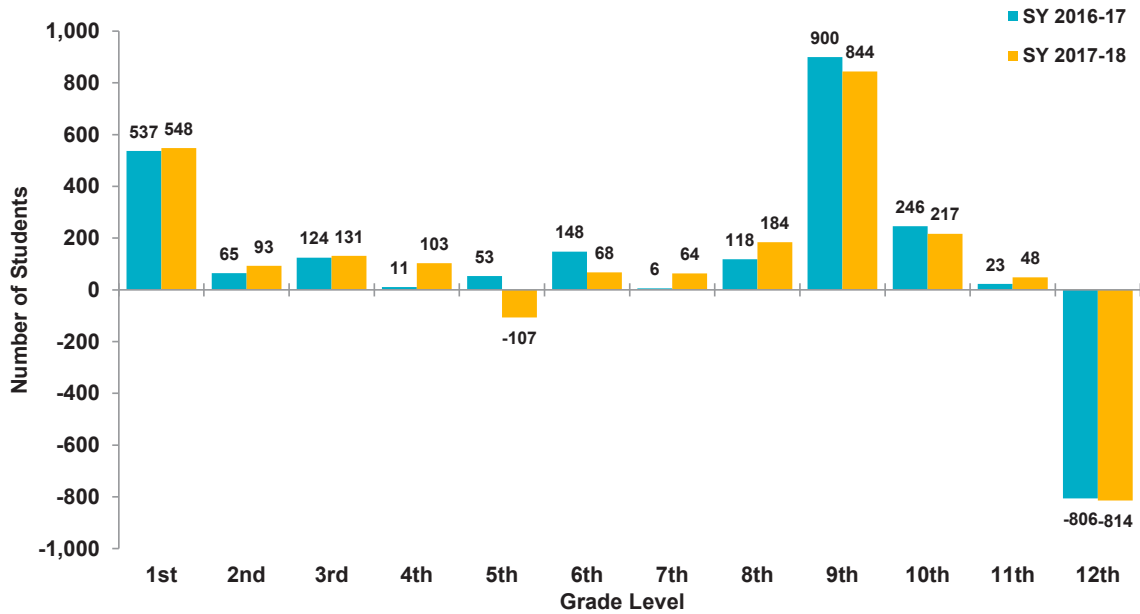
HISTORICAL NET MIGRATION



Based on September 30th certified membership for CIP purposes. Membership numbers include: general education, special education, AAP, FECEP/Head Start, preschool (wherever applicable), home schooled, ESOL transitional high school, and special education centers. Membership numbers do not include: adult education, private school special education, and multi-agency. Dates for official budget counts are: special education and special education preschool (December 1); nontraditional sites (January 31); and FECEP/Head Start (March 31).

NET MIGRATION BY GRADE LEVEL

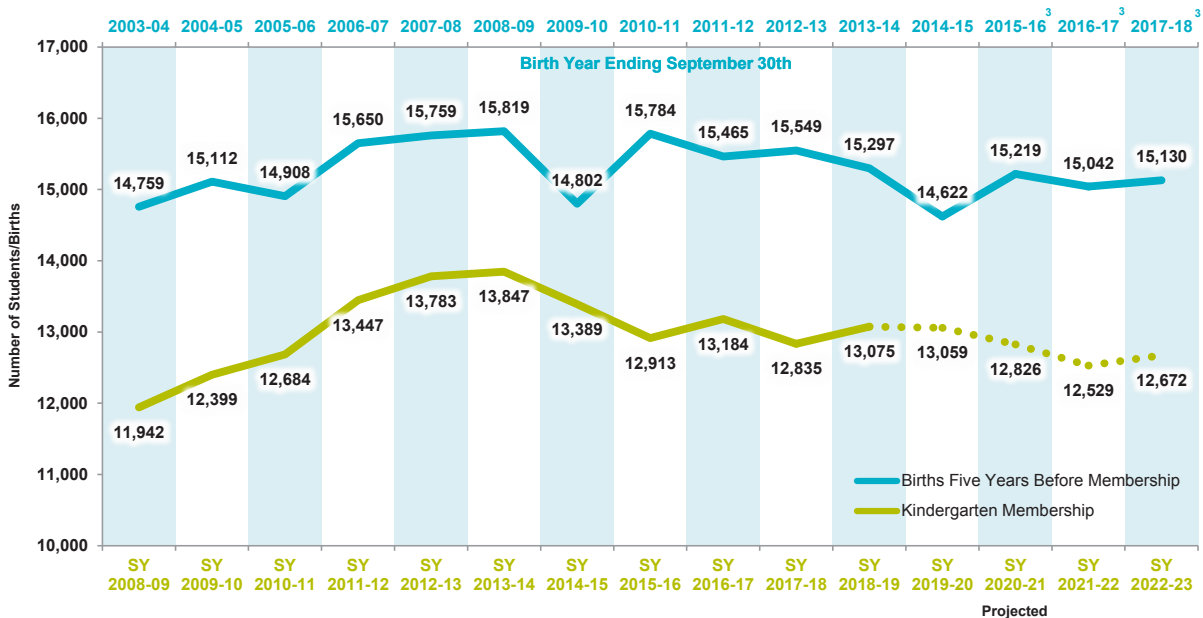
School Year 2016-17 to SY 2017-18 Comparison



Based on September 30th certified membership for CIP purposes. Membership numbers include: general education, special education, AAP, FECEP/Head Start, preschool (wherever applicable), home schooled, ESOL transitional high school, and special education centers. Membership numbers do not include: adult education, private school special education, and multi-agency. Dates for official budget counts are: special education and special education preschool (December 1); nontraditional sites (January 31); and FECEP/Head Start (March 31).

HISTORICAL AND PROJECTED KINDERGARTEN¹

Membership Compared to Birth²



Note:¹ Based on September 30th certified membership for CIP purposes. Membership numbers include: general education, special education, AAP, FECEP/Head Start, preschool (wherever applicable), adult education, private school special education, home schooled, multi-agency, ESOL transitional high school, and special education centers. Dates for official budget counts are: special education and special education preschool (December 1); nontraditional sites (January 31); and FECEP/Head Start (March 31).² Birth data from the Virginia Department of Health, Division of Health Statistics.
³ Projected births, since at the time of publication births had not yet been reported for these years by Virginia Department of Health.

OUTLOOK

CURRENT STATE AND FUTURE OUTLOOK

The next section of the Capital Improvement Program includes information that changes each year in response to actual September 30th membership and the most recent student membership projections.

Components of this section show information about the “current state” and “future state” of FCPS. The section begins with information about recently completed capital projects including new schools, renovations, and capacity enhancements. These projects add seats to FCPS which increases the ability to accommodate student membership growth. Next, information is presented about the most recent student membership and projections. Specifically, data will be shared about current membership along with the most recent five-year membership projections based on current membership, current capacity along with anticipated capacity as impacted by the membership projections, and any capacity changes due to capital construction.

This section also contains the Capital Construction Cash Flow. This table details how much money has been spent on each of the listed projects, how much approved bond-funded money is planned to be spent in the future, and how much unfunded money (from future bonds) is needed to complete all projects. FCPS is limited to spending \$155M per year on capital construction with funds from the Fairfax County Bond. Citizens consider a new bond every two years. Construction and renovations take place in three stages: planning, permitting, and construction. Because of this, elementary schools renovations typically take four years to complete, while middle/high schools typically take six years to complete. Construction additions typically take four years for planning, permitting, and construction. Lastly, relocating modular additions typically takes two years for permitting and construction.

Capital construction projects, as will be shown in more detail, are those related to new school construction, capacity enhancements, renovations, and site acquisition for future FCPS needs. Modular relocations are funded through the general construction fund. The Capital Construction Cash Flow order is based on the Renovation Queue Status order along with projects that are needed to accommodate expected student membership growth.

At the conclusion of the section, a Priority Recommended Boundary Adjustment table lists boundary adjustments that are proposed in order for FCPS to use new capacity that has been built through the capital program.

STUDENT MEMBERSHIP AND PROJECTIONS

Each year, Fairfax County Public Schools produces a five-year projection set that is used for capital planning. Student counts for FECEP/Head Start, special education pre K-12, general education, advanced academic programs, alternative programs, nontraditional sites, ESOL transitional high schools, and post graduate students are included in CIP figures because school system facilities house these students. All counts used for CIP historical and projected membership are based on certified September 30th membership in the identified school year. It is important to note that historical membership and projected membership figures for CIP planning do not include counts of students who receive services through multi-agency programs, private school special education, home schooled, and adult education, since school facility capacity calculations do not include these counts.

The following tables and graphs provide both historical and projected membership. The CIP five-year student membership projections show an overall contracted growth in the future forecast. This is a change from the higher growth levels experienced in Fairfax County Public Schools in recent years. The primary causes for this projected contraction of growth are smaller entering kindergarten cohorts and a decline in net migration. The projections include indicators that elementary aged student membership will decrease in the future due to smaller entering cohorts replacing larger exiting cohorts. Middle school and high school will experience moderated growth. This is due to the fact that larger cohorts of students currently in the upper elementary school grades will progress into middle school and high school during the upcoming five-year period.

FIVE-YEAR PROJECTIONS SCHOOL YEAR 2018-19 THROUGH SCHOOL YEAR 2022-23

SCHOOL TYPE	MEMBERSHIP	PROJECTIONS				
	SY 2017-18	SY 2018-19	SY 2019-20	SY 2020-21	SY 2021-22	SY 2022-23
Elementary ¹	98,633	98,845	98,696	97,729	97,082	97,089
Middle ¹	29,341	29,900	30,271	30,784	30,705	30,038
High ¹	57,383	58,129	58,729	59,338	59,850	60,137
ES, MS, HS Sub-Total	185,357	186,874	187,696	187,851	187,637	187,264
Special Education Centers ²	633	629	630	630	630	630
Preschool Resource	859	800	808	791	787	787
Alternative School Programs ³	819	739	742	739	763	763
Alternative Court Programs ⁴	206	221	221	221	226	226
ESOL Transitional HS	426	461	461	461	501	501
CIP Planning Total	188,300	189,724	190,558	190,693	190,544	190,171
Other ⁵	729	809	812	820	830	822
Total	189,029	190,533	191,370	191,513	191,374	190,993

Note: Based on September 30th certified membership for CIP purposes. Dates for official budget counts are: special education and special education preschool (December 1); nontraditional (January 31); and FECEP/Head Start (March 31).

¹ Membership numbers include: general education, special education, AAP, FECEP/Head Start, and preschool (wherever applicable).

² Membership numbers include: Burke School, Cedar Lane School, Kilmer Center, Key Center, Pulley Center, Quander Road School, and Davis Center.

³ Membership numbers include: nontraditional sites; alternative learning centers; Achievement, Integrity and Maturity (AIM).

⁴ Membership numbers include: interagency.

⁵ Membership numbers include: adult education, private school special education, home schooled, and multi-agency.

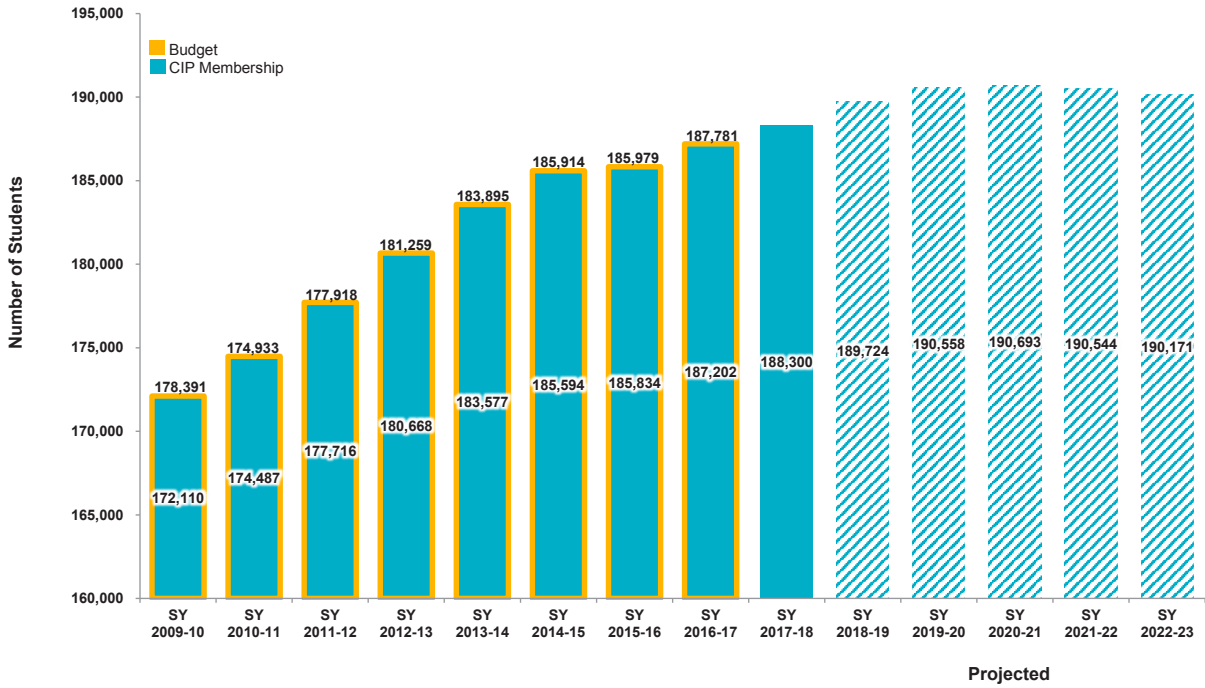
FCPS HISTORICAL AND PROJECTED STUDENT MEMBERSHIP SY 2007-08 THROUGH SY 2022-23

	SCHOOL YEAR	CIP MEMBERSHIP	GROWTH
HISTORICAL	2007-08	165,434	-
	2008-09	168,777	3,343
	2009-10	172,110	3,333
	2010-11	174,487	2,377
	2011-12	177,716	3,229
	2012-13	180,668	2,952
	2013-14	183,577	2,909
	2014-15	185,594	2,017
	2015-16	185,834	240
	2016-17	187,202	1,368
PROJECTED	2017-18	188,300	1,098
	2018-19	189,724	1,424
	2019-20	190,558	834
	2020-21	190,693	135
	2021-22	190,544	-149
	2022-23	190,171	-373

Note: Based on September 30th certified membership for CIP purposes. Membership numbers include: general education, special education, AAP, FECEP/Head Start, preschool (wherever applicable), ESOL transitional high school, and special education centers. Membership numbers do not include: adult education, private school special education, home schooled, and multi-agency. Dates for official budget counts are: special education and special education preschool (December 1); nontraditional sites (January 31); and FECEP/Head Start (March 31).

HISTORICAL AND PROJECTED FCPS STUDENT MEMBERSHIP

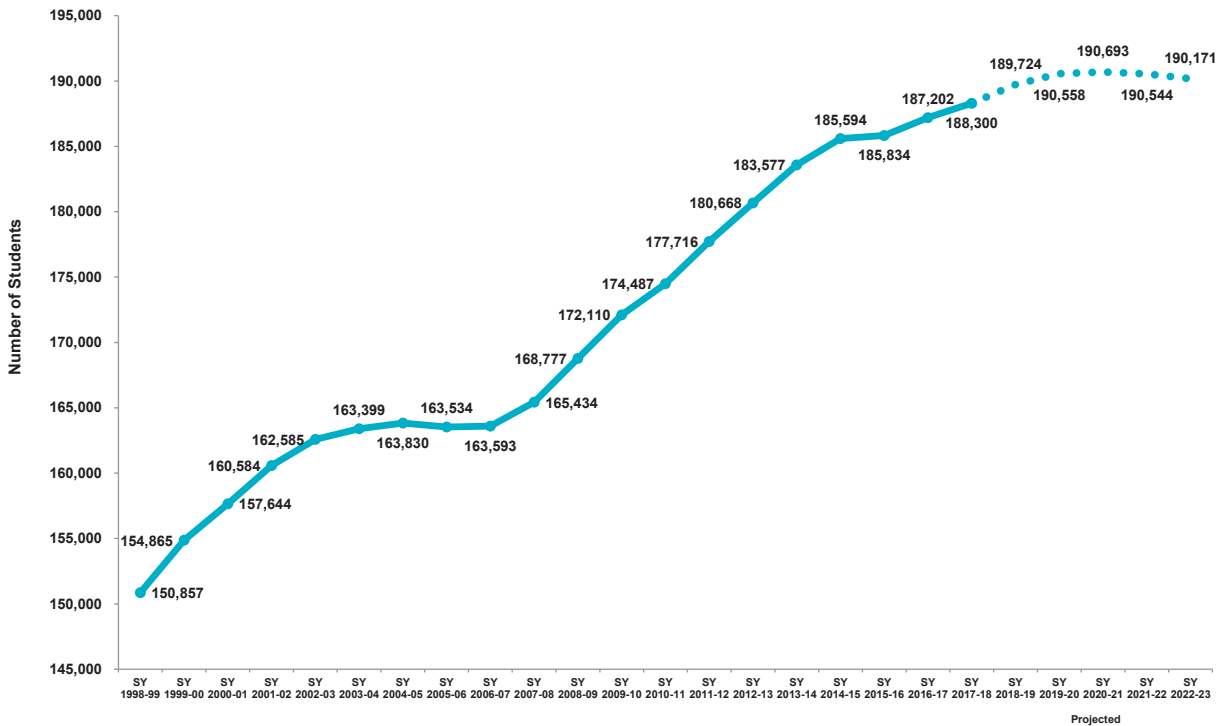
by Reporting Category



Note: Based on September 30th certified membership for CIP purposes. Membership numbers include: general education, special education, AAP, FECEP/Head Start, preschool (wherever applicable), ESOL transitional high school, and special education centers. Membership numbers do not include: adult education, private school special education, home schooled, and multi-agency. Dates for official budget counts are: special education and special education preschool (December 1); nontraditional sites (January 31); and FECEP/Head Start (March 31).

FCPS HISTORICAL AND PROJECTED STUDENT MEMBERSHIP

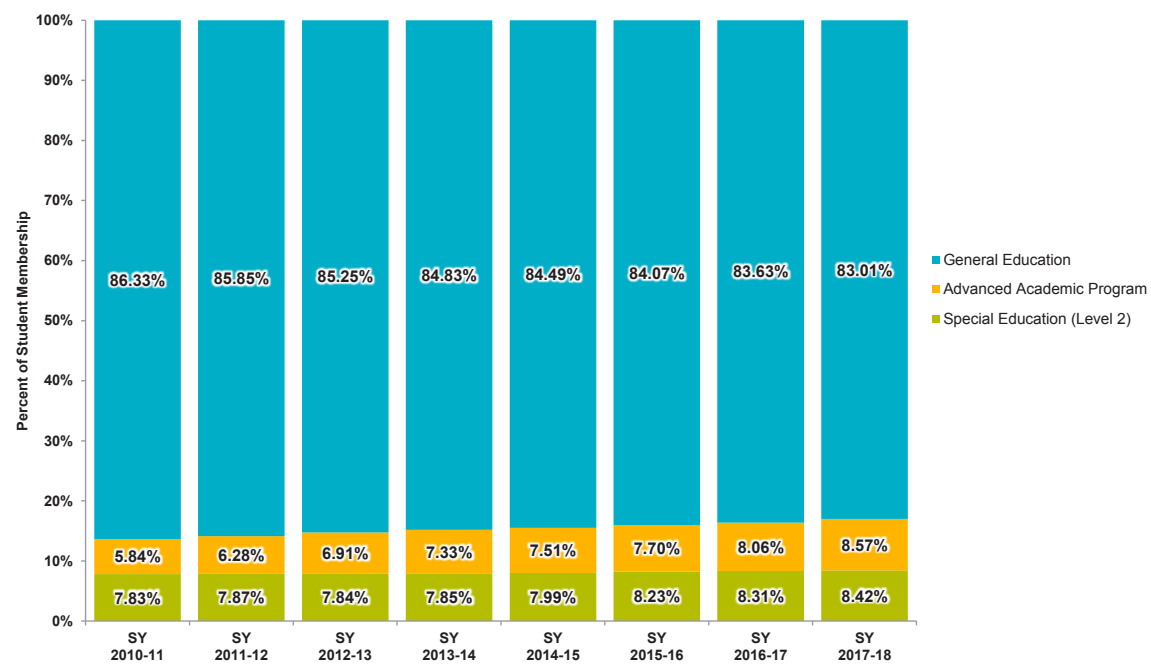
for CIP Planning Purpose



Note: Based on September 30th certified membership for CIP purposes. Membership numbers include: general education, special education, AAP, FECEP/Head Start, preschool (wherever applicable), ESOL transitional high school, and special education centers. Membership numbers do not include: adult education, private school special education, home schooled, and multi-agency. Dates for official budget counts are: special education and special education preschool (December 1); nontraditional sites (January 31); and FECEP/Head Start (March 31).

FCPS HISTORICAL K-12 STUDENT MEMBERSHIP

by Program



Note: Based on September 30th certified membership for CIP purposes. Membership numbers include: general education, special education, AAP, FECEP/Head Start, preschool (wherever applicable), ESOL transitional high school, and special education centers. Membership numbers do not include: adult education, private school special education, home schooled, and multi-agency. Dates for official budget counts are: special education and special education preschool (December 1); nontraditional sites (January 31); and FECEP/Head Start (March 31).

DETERMINING RENOVATION REQUIREMENTS

Approximately two out of every three Capital Improvement Program dollars are earmarked for renovation of existing school facilities. This significant expenditure reflects the age of FCPS facilities and the School Board’s commitment to ensuring that all schools contain the facilities necessary to support current educational programs. Ideally, renovations should be programmed to accommodate a 20-25 year cycle in order to protect our capital investment. The renovation program is funded and executed according to a published priority listing, known as the Renovation Queue, which is based upon condition assessments provided by independent architectural and engineering firms.

FCPS commissioned school evaluation studies in 1988, 2000, and 2008. The first two studies assessed buildings on two criteria—the condition and age of the facility. The Department of Facilities and Transportation Services and the School Board subsequently determined that these two evaluation criteria were not adequate to capture FCPS needs. When the new facility evaluation study was commissioned in 2008, the following evaluation criteria, weighted by importance, were developed:

- Quantity and quality of core instructional spaces 40%
- Age and condition of the facility 30%
- Quantity and quality of supplemental instructional space 10%
- Adequacy of administrative and support space 10%
- Code compliance of the facility 10%

Multiple teams of architects and engineers evaluated each FCPS school that had been constructed or renovated prior to 1992—a total of 63 schools. The scores were totaled from each consulting team, resulting in the ranked order of schools from the lowest need to the highest. The following table displays the ranked order as well as the funding status of the schools within the Renovation Queue.

Presently, 40 of the 63 schools in the 2008 Renovation Queue have received funding for planning or construction. Over the past four years 14 schools have been renovated and an additional 10 schools are in the midst of construction. Within the next year we expect another eight schools will begin their renovation projects. Our current estimates based upon construction costs, available funding and projected capacity requirements indicate that all of the schools within the queue will have funding for either planning or construction by the fall of 2027. It is likely that a new queue will need to be created by 2023.

RENOVATION QUEUE STATUS

SCHOOL NAME	RANK	PROJECT STATUS	SCHOOL NAME	RANK	PROJECT STATUS	SCHOOL NAME	RANK	PROJECT STATUS
CLERMONT ES	1	Completed	WEST SPRINGFIELD HS	23	In Construction	FALLS CHURCH HS	45	Planning Funded
TERRASET ES	2	Completed	MOUNT VERNON WOODS ES	24	Construction Funded	BREN MAR PARK ES	46	Not Funded
SUNRISE VALLEY ES	3	Completed	HERNDON HS	25	In Construction	BROOKFIELD ES	47	Not Funded
GARFIELD ES	4	Completed	ROCKY RUN MS	26	Construction Funded	LEES CORNER ES	48	Not Funded
TERRA CENTRE ES	5	Completed	BELLE VIEW ES	27	Construction Funded	ARMSTRONG ES	49	Not Funded
THOREAU MS	6	Completed	ANNANDALE TERRACE ES	28	Construction Funded	WILLOW SPRINGS ES	50	Not Funded
WESTGATE ES	7	Completed	CLEARVIEW ES	29	Construction Funded	CENTREVILLE HS	51	Not Funded
HAYCOCK ES	8	Completed	OAKTON HS	30	Construction Funded	HERNDON ES	52	Not Funded
LANGLEY HS	9	In Construction	HUGHES MS	31	Construction Funded	DRANESVILLE ES	53	Not Funded
RAVENSWORTH ES	10	Completed	SILVERBROOK ES	32	Construction Funded	CUB RUN ES	54	Not Funded
WOODLAWN ES	11	Completed	HYBLA VALLEY ES	33	Planning Funded	FRANKLIN MS	55	Not Funded
FORESTVILLE ES	12	In Construction	COOPER MS	34	Planning Funded	UNION MILL ES	56	Not Funded
NORTH SPRINGFIELD ES	13	Completed	FROST MS	35	Planning Funded	CENTRE RIDGE ES	57	Not Funded
SPRINGFIELD ESTATES ES	14	Completed	WASHINGTON MILL ES	36	Planning Funded	POPLAR TREE ES	58	Not Funded
KEENE MILL ES	15	Completed	BRADDOCK ES	37	Planning Funded	WAPLES MILL ES	59	Not Funded
BUCKNELL ES	16	Completed	FOX MILL ES	38	Planning Funded	SANGSTER ES	60	Not Funded
CHERRY RUN ES	17	In Construction	OAK HILL ES	39	Planning Funded	TWAIN MS	61	Not Funded
WAYNEWOOD ES	18	In Construction	WAKEFIELD FOREST ES	40	Not Funded	SARATOGA ES	62	Not Funded
STRATFORD LANDING ES	19	In Construction	LOUISE ARCHER ES	41	Not Funded	VIRGINIA RUN ES	63	Not Funded
NEWINGTON FOREST ES	20	In Construction	CROSSFIELD ES	42	Not Funded			
HOLLIN MEADOWS ES	21	In Construction	MOSBY WOODS ES	43	Not Funded			
WHITE OAKS ES	22	In Construction	BONNIE BRAE ES	44	Not Funded			

FAIRFAX COUNTY PUBLIC SCHOOL'S PROPOSED FY 2019 - FY 2023 CAPITAL IMPROVEMENT PROGRAM SUMMARY

Project	Revised Budget	Prior Years Expenditure	FIVE YEAR CAPITAL IMPROVEMENT PROGRAM FORECAST					Projected Expenditures FY 2024 - 2028	
			Projected Expenditures						
			FY 2019	FY 2020	FY 2021	FY 2022	FY 2023		
New School Construction	\$ 410,734,219	\$ 5,227,542	\$ 20,181,055	\$ 9,765,030	\$ 7,569,206	\$ 22,324,183	\$ 14,502,497	\$ 331,164,705	
Capacity Enhancement	\$ 46,027,728	\$ 2,612,633	\$ 2,584,043	\$ 1,176,868	\$ 12,863,471	\$ 19,844,684	\$ 6,458,307	\$ 487,721	
Renovation Programs	\$ 1,914,814,234	\$ 193,506,562	\$ 150,939,168	\$ 162,679,912	\$ 132,901,189	\$ 106,344,345	\$ 133,469,106	\$ 1,034,973,953	
Site Acquisition	\$ 10,000,000	\$ -	\$ -	\$ -	\$ -	\$ 10,000,000	\$ -	\$ -	
Total Project Cost	\$ 2,381,576,180	\$ 201,346,737	\$ 173,704,267	\$ 173,621,811	\$ 153,333,866	\$ 158,513,212	\$ 154,429,909	\$ 1,366,626,380	
Funded Project Cost	\$ 693,929,726	\$ 201,346,737	\$ 173,704,267	\$ 169,064,201	\$ 99,049,359	\$ 29,888,102	\$ -	\$ 20,877,062	
Unfunded Project Cost	\$ 1,687,646,454	\$ -	\$ -	\$ 4,557,610	\$ 54,284,506	\$ 128,625,110	\$ 154,429,909	\$ 1,345,749,318	
Total Five Year Requirement								\$ 813,603,064	
Funded								\$ 471,705,928	
Unfunded								\$ 341,897,136	
Total Ten Year Requirement								\$ 2,180,229,444	
Funded								\$ 492,582,990	
Unfunded								\$ 1,687,646,454	

CAPITAL CONSTRUCTION CASH FLOW

Project	Revised Budget	Prior Year Expenditures	FY 2019 Expenditures	FY 2020 Expenditures	FY 2021 Expenditures	FY 2022 Expenditures	FY 2023 Expenditures	Projected Future Project Spending
New School Construction								
North West County ES	\$ 34,993,355	\$ 5,227,542	\$ 19,681,055	\$ 8,595,864	\$ 1,488,894			
Fairfax/Oakton Area ES	\$ 35,793,417		\$ 500,000	\$ 500,000	\$ 5,411,146	\$ 21,655,016	\$ 5,879,372	\$ 1,847,883
Silver Line ES	\$ 36,500,000			\$ 669,167	\$ 669,167	\$ 669,167	\$ 8,623,125	\$ 25,869,375
Future Western HS	\$ 142,941,400							\$ 142,941,400
5 New and/or Repurposed Schools	\$ 160,506,047							\$ 160,506,047
Total New School Construction	\$ 410,734,219	\$ 5,227,542	\$ 20,181,055	\$ 9,765,030	\$ 7,569,206	\$ 22,324,183	\$ 14,502,497	\$ 331,164,705
Funded	\$ 56,870,417	\$ 5,227,542	\$ 20,181,055	\$ 9,095,864	\$ 1,488,894			\$ 20,877,062
Unfunded Portion	\$ 353,863,802			\$ 669,167	\$ 6,080,312	\$ 22,324,183	\$ 14,502,497	\$ 310,287,643
Capacity Enhancement								
Modular Relocations	\$ 6,612,633	\$ 2,612,633	\$ 2,000,000				\$ 2,000,000	
West Potomac HS Addition	\$ 13,466,551		\$ 275,659	\$ 451,555	\$ 4,311,517	\$ 8,427,820		
Justice HS Addition	\$ 14,880,763		\$ 308,384	\$ 505,163	\$ 8,191,327	\$ 5,388,168	\$ 487,721	
Madison HS Addition	\$ 11,067,781			\$ 220,150	\$ 360,627	\$ 6,028,697	\$ 3,970,586	\$ 487,721
Total Capacity Enhancements	\$ 46,027,728	\$ 2,612,633	\$ 2,584,043	\$ 1,176,868	\$ 12,863,471	\$ 19,844,684	\$ 6,458,307	\$ 487,721
Funded	\$ 6,734,171	\$ 2,612,633	\$ 2,584,043	\$ 1,176,868	\$ 360,627			\$ 20,877,062
Unfunded Portion	\$ 39,293,557				\$ 12,502,844	\$ 19,844,684	\$ 6,458,307	\$ 487,721
School Renovations								
Elementary School Renovations								
Waynewood	\$ 22,257,615	\$ 17,682,899	\$ 4,574,716					
Hollin Meadows	\$ 23,085,126	\$ 18,924,869	\$ 4,160,257					
White Oaks	\$ 22,514,396	\$ 22,161,652	\$ 352,744					
Mt. Vernon Woods	\$ 22,657,974	\$ 2,771,674	\$ 12,389,227	\$ 7,497,073				
Belle View	\$ 24,840,180	\$ 5,197,662	\$ 14,163,062	\$ 5,479,456				
Annapdale Terrace	\$ 26,313,594	\$ 1,620,003	\$ 4,347,262	\$ 15,102,879	\$ 5,243,450			
Clearview	\$ 24,513,041	\$ 1,864,344	\$ 6,417,805	\$ 8,146,188	\$ 8,084,704			
Silverbrook	\$ 28,017,401	\$ 2,144,265	\$ 2,373,514	\$ 11,778,852	\$ 11,720,770			
Hybla Valley	\$ 29,080,544	\$ 452,797	\$ 1,086,713	\$ 3,254,654	\$ 18,441,362	\$ 5,845,019		
Washington Mill	\$ 25,674,331	\$ 566,313	\$ 970,822	\$ 3,334,746	\$ 14,315,198	\$ 6,487,252		
Braddock	\$ 32,783,095		\$ 624,511	\$ 8,770,971	\$ 18,285,741	\$ 4,477,363		
Fox Mill	\$ 28,644,265		\$ 650,409	\$ 650,409	\$ 10,957,639	\$ 14,393,383	\$ 1,992,425	
Oak Hill	\$ 25,523,167		\$ 950,336	\$ 950,336	\$ 12,403,081	\$ 10,644,276	\$ 575,138	
Wakefield Forest	\$ 30,753,538		\$ 633,789	\$ 1,150,849	\$ 6,103,113	\$ 18,772,277	\$ 4,093,510	
Louise Archer	\$ 26,789,757		\$ 549,986	\$ 998,892	\$ 5,314,720	\$ 19,926,159		
Crossfield	\$ 28,989,184			\$ 658,580	\$ 658,580	\$ 27,672,024		
Mosby Woods	\$ 35,749,323			\$ 818,717	\$ 818,717	\$ 34,111,889		
Bonnie Brae	\$ 31,139,536			\$ 709,518	\$ 709,518	\$ 29,720,499		
Bren Mar Park	\$ 27,829,028			\$ 616,755	\$ 1,057,295	\$ 26,154,979		
Brookfield	\$ 39,747,963			\$ 884,033	\$ 884,033	\$ 38,863,930		
Lees Corner	\$ 35,281,758			\$ 786,020	\$ 786,020	\$ 34,495,738		
Renovation of 12 Schools	\$ 469,989,203							\$ 469,989,203
Total Elementary Renovations	\$ 1,062,174,019	\$ 72,820,165	\$ 50,431,612	\$ 55,088,969	\$ 50,751,123	\$ 62,197,483	\$ 78,811,812	\$ 692,072,856
Funded	\$ 201,726,482	\$ 72,820,165	\$ 50,431,612	\$ 51,200,526	\$ 27,274,180			\$ 128,749,729
Unfunded Portion	\$ 860,447,537			\$ 3,888,443	\$ 23,476,943	\$ 62,197,483	\$ 78,811,812	\$ 692,072,856
Middle School Renovations								
Rocky Run	\$ 47,509,808	\$ 10,890,930	\$ 18,005,588	\$ 17,701,418	\$ 911,871			
Hughes	\$ 50,088,400	\$ 2,771,191	\$ 974,865	\$ 14,519,397	\$ 18,736,225	\$ 13,086,723		
Cooper	\$ 53,584,694	\$ 2,106,919	\$ 1,626,965	\$ 1,105,894	\$ 12,224,407	\$ 19,873,856	\$ 16,646,654	
Frost	\$ 52,276,636			\$ 401,236	\$ 1,604,944	\$ 1,604,944	\$ 7,490,765	\$ 41,174,748
Renovation of 1 Middle School	\$ 87,574,982							\$ 87,574,982
Total Middle School Renovations	\$ 291,034,520	\$ 15,769,040	\$ 20,607,418	\$ 33,727,945	\$ 33,477,447	\$ 34,565,523	\$ 24,137,419	\$ 128,749,729
Funded	\$ 106,049,109	\$ 15,769,040	\$ 20,607,418	\$ 33,727,945	\$ 21,253,040	\$ 14,691,667		\$ 128,749,729
Unfunded Portion	\$ 184,985,411				\$ 12,224,407	\$ 19,873,856	\$ 24,137,419	\$ 128,749,729
High School Renovations								
West Springfield	\$ 91,475,328	\$ 63,766,519	\$ 16,732,517	\$ 10,976,292				
Herndon	\$ 105,076,464	\$ 30,042,258	\$ 30,848,780	\$ 28,280,566	\$ 15,904,860			
Oakton	\$ 107,511,092	\$ 11,108,580	\$ 30,475,108	\$ 31,284,675	\$ 29,446,294	\$ 5,196,435		
Falls Church	\$ 115,250,626		\$ 1,843,734	\$ 3,321,465	\$ 3,321,465	\$ 2,078,583	\$ 26,657,687	\$ 78,027,692
Centreville	\$ 142,292,185					\$ 2,306,321	\$ 3,862,187	\$ 136,123,676
Total High School Renovations	\$ 561,605,695	\$ 104,917,357	\$ 79,900,139	\$ 73,862,998	\$ 48,672,619	\$ 9,581,339	\$ 30,519,874	\$ 214,151,368
Funded	\$ 312,549,548	\$ 104,917,357	\$ 79,900,139	\$ 73,862,998	\$ 48,672,619	\$ 5,196,435		\$ 214,151,368
Unfunded Portion	\$ 249,056,147				\$ 4,384,904	\$ 4,384,904	\$ 30,519,874	\$ 214,151,368
Total Renovations (All Schools)	\$ 1,914,814,234	\$ 193,506,562	\$ 150,939,168	\$ 162,679,912	\$ 132,901,189	\$ 106,344,345	\$ 133,469,106	\$ 1,034,973,953
Funded	\$ 620,325,139	\$ 193,506,562	\$ 150,939,168	\$ 158,791,469	\$ 97,199,839	\$ 19,888,102		\$ 20,877,062
Unfunded Portion	\$ 1,294,489,095			\$ 3,888,443	\$ 35,701,350	\$ 86,456,243	\$ 133,469,106	\$ 1,034,973,953
Site Acquisition								
Total Site Acquisition	\$ 10,000,000					\$ 10,000,000		
Unfunded Portion								
Total Project Cost	\$ 2,381,576,180	\$ 201,346,737	\$ 173,704,267	\$ 173,621,811	\$ 153,333,866	\$ 158,513,212	\$ 154,429,909	\$ 1,366,626,380
Funded Portion	\$ 693,929,726	\$ 201,346,737	\$ 173,704,267	\$ 169,064,201	\$ 99,049,359	\$ 29,888,102		\$ 20,877,062
Unfunded Portion	\$ 1,687,646,454			\$ 4,557,610	\$ 54,284,506	\$ 128,625,110	\$ 154,429,909	\$ 1,345,749,318

* Numbers in Red indicate unfunded amounts

* May not add due to rounding

10-YEAR CIP FORECAST

10-Year CIP Forecast											
Estimated Construction Schedule based upon \$155M Cash Flow through FY 2025											
School	2017 Bond		2019 Bond		2021 Bond		2023 Bond		2025 Bond		2027 Bond
	FY 2018	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023	FY 2024	FY 2025	FY 2026	FY 2027	FY 2028
New											
North West County ES											
Fairfax/Oakton ES											
Silver Line ES											
Future Western HS											
Route 1 Area ES											
Dunn Loring - Repurpose											
Pimmit Hills - Repurpose											
Virginia Hills - Repurpose											
Tysons ES											
Capacity Enhancement											
West Potomac HS Addition											
Justice HS Addition											
Madison HS Addition											
ES Renovations											
17 Cherry Run ES											
18 Waynewood ES											
20 Newington Forest ES											
21 Hollin Meadows ES											
22 White Oaks ES											
24 Mt. Vernon Woods ES											
27 Belle View ES											
28 Annandale Terrace ES											
29 Clearview ES											
32 Silverbrook ES											
33 Hybla Valley ES											
36 Washington Mill ES											
37 Braddock ES											
38 Fox Mill ES											
39 Oak Hill ES											
40 Wakefield Forest ES											
41 Louise Archer ES											
42 Crossfield ES											
44 Mosby Woods ES											
44 Bonnie Brae ES											
46 Bren Mar Park ES											
47 Brookfield ES											
48 Lees Corner ES											
49 Armstrong ES											
50 Willow Springs ES											
52 Herndon ES											
53 Dranesville ES											
54 Cub Run ES											
56 Union Mill ES											
57 Centre Ridge ES											
58 Poplar Tree ES											
59 Waples Mill ES											
60 Sangster ES											
62 Saratoga ES											
63 Virginia Run ES											
MS Renovations											
26 Rocky Run MS											
31 Hughes MS											
34 Cooper MS											
35 Frost MS											
55 Franklin MS											
61 Twain MS											
HS Renovations											
23 West Springfield HS											
25 Herndon HS											
30 Oakton HS											
45 Falls Church HS											
51 Centreville HS											

Planning

Permitting

Construction

PRIORITY RECOMMENDED BOUNDARY ADJUSTMENTS

By Region and Pyramid Potential Timeline Information

REGION	PYRAMID	SCHOOL	OBJECTIVE	POTENTIAL SCOPING	POTENTIAL BOUNDARY	ANTICIPATED EFFECTIVE DATE
1	Oakton	Fairfax/Oakton ES-New	Assign Students to new Fairfax/Oakton ES	Fall 2020	Spring 2021	SY 2022-23
1/2	Madison/Marshall	Freedom Hill/Vienna	Assign Students from Vienna to Freedom Hill	Spring 2018	Fall 2018	TBD
3	West Potomac	Bucknell ES	Add Students to Bucknell ES after Capacity Enhancement	TBD	TBD	TBD

Note: Recommended boundary adjustment options and program changes are included in the CIP for future consideration only. Any option chosen for potential implementation will be discussed and decided through a transparent process that engages the community, in accordance with School Board Policies and Regulations. This includes adjustments needed for advanced academic program centers at existing facilities and newly identified site locations.

BOUNDARY FEASIBILITY

Additional School Board member identified areas to consider for future boundary adjustments:

MAGISTERIAL DISTRICTS	REGION	PYRAMID	SCHOOL
Braddock	5	Woodson	Wakefield Forest ES
Braddock/Mason/Springfield	4/5	Robinson/Woodson	Oak View ES/Olde Creek ES
Braddock/Providence	5	Woodson	Little Run ES
Braddock/Springfield/Sully	4/5	Centreville/Robinson	All Elementary Schools
Mason	2	Justice	Glen Forest ES
Providence	2	Falls Church	Pine Springs ES
Providence	2	Marshall	Shreveewood ES
Providence	1	Oakton	Mosby Woods ES

CAPACITY

MEMBERSHIP AND CAPACITY COMPARISONS

Reader's Guide to the Membership and Capacity Comparisons

This section includes information about the current and future capacity of all K-12 FCPS schools. As an effective planning tool, comparisons between membership and capacity are performed at three levels: countywide, regions, and individual schools.

The Membership and Capacity Comparisons section is divided into two parts. The first includes countywide tables and maps based on the current school year and the projected SY 2022-23 program capacity utilization by school level - elementary, middle, and high. These include the capacity utilization thresholds described on the following page. The comparison of the projected SY 2022-23 program capacity utilization by level and geographic region helps analyze trends in membership and school capacity throughout the entire school system.

The second part of the section consists of a summary by individual region including: region map, potential solutions to capacity deficit, school instructional and special education programs table, and a region summary table illustrating each school's current and projected membership and program capacity utilization percentage.

Capacity Deficit and Capacity Utilization Relationship

The term capacity deficit is used to refer to a school with a membership higher than its program capacity, also known as overcrowded. The capacity utilization percentage of a school is determined by dividing the program capacity by the membership. A school with a utilization percentage greater than 100% is considered to have a capacity deficit. However, there are different degrees of capacity deficits, and due to limited funding, thresholds have been established to identify schools with capacity needs which may require adding physical classroom space or simply reprogramming existing spaces. The thresholds below identify the different degrees of capacity deficits and are the basis for the tables and maps in this section.

Capacity Utilization Thresholds

- 115% or More – Schools considered to have a substantial capacity deficit.
- 105% - 114% - Schools considered to have a moderate capacity deficit.
- 95% - 104% - Schools monitored due to approaching a capacity deficit or to having a slight capacity deficit.
- 85% - 94% - Schools considered to have sufficient capacity for current programs and growth.
- Less than 85% - Schools considered to have a capacity surplus.

CAPACITY RELATED TERMS

Please refer to the Glossary of Terms for a definition of the following terms: design capacity, program capacity, capacity utilization, capacity deficit, and capacity surplus.

School Capacity Deficit and Potential Solutions

Following the Guiding Principles identified in the Regulation Framework section, the potential solutions section of the CIP identifies options to consider for schools with a capacity deficit. It is important to note that for schools needing capacity support throughout the school year, due to membership growth or programs, a thorough assessment of the school capacity and utilization is performed in order to determine appropriate solutions to consider.

The following is a list of potential solutions to consider to alleviate current and projected school capacity deficits. For consideration purposes, as many options as possible have been identified for each school, in no significant order, and may be contingent on other potential solutions listed. Any options chosen for implementation will be discussed and decided through a transparent process with the appropriate stakeholders, in accordance with School Board Policies and Regulations.

- A. Increase efficiency by reassigning instructional spaces within a school to accommodate increase in membership.
- B. Possible program changes.
- C. Minor interior facility modifications to create additional instructional space and help to accommodate capacity deficit.
- D. Add temporary classrooms to accommodate short-term capacity deficit.
- E. Repurpose existing inventory of school facilities not currently being used as schools.
- F. Capacity enhancement through either a modular or building addition.
- G. A new Fairfax/Oakton Area Elementary School has been proposed for planning in the 2017 Bond Referendum to provide capacity relief within the area.
- H. Potential boundary adjustment with schools having a capacity surplus.

Potential Solutions Criteria

Considering the Guiding Principles in the Regulation Framework section and the limited funds available, the following criteria have been established to determine which solutions to consider for each school. Please note that this is used as an initial criteria for preliminary analysis only and is not intended to be a comprehensive list due to the specific characteristics of each school.

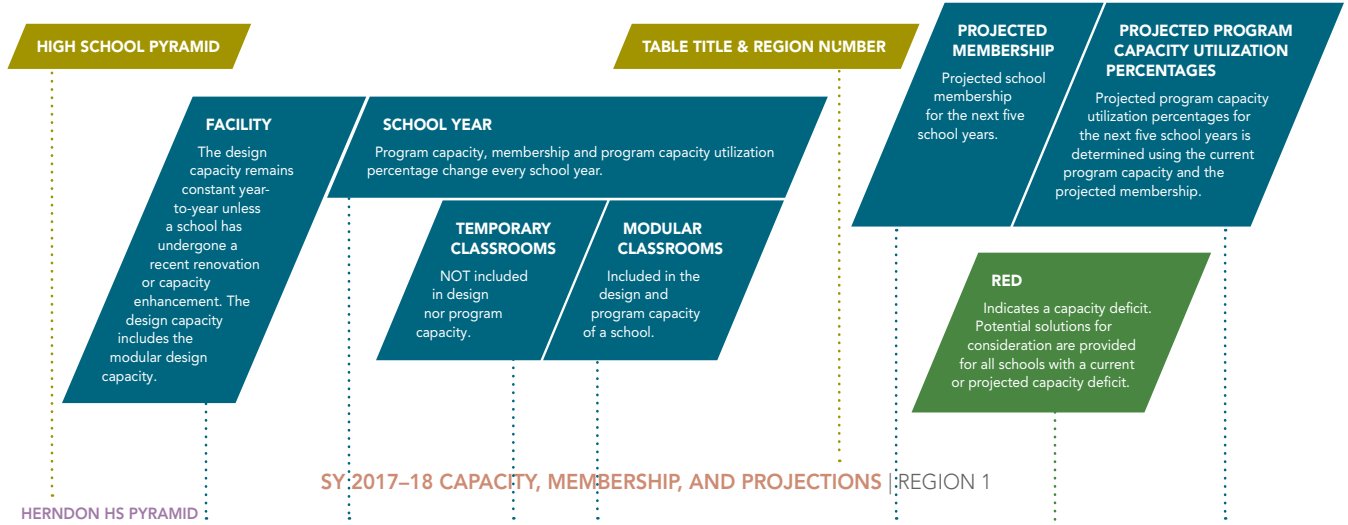
1. **Utilization Percentage:** Current and projected program capacity utilizations of all schools are reviewed for current and projected capacity deficits (refer to the Capacity Utilization Thresholds descriptions). Different degrees of capacity deficit would require different types of solutions.
2. **Utilization Survey:** The school's utilization survey plan is reviewed annually for efficient use of instructional spaces (including temporary classrooms) to determine if the capacity deficit can be accommodated through reassignment of spaces.
3. **Renovation Queue:** If the school is in the 2008 Study Final Rankings Renovation Queue, or is scheduled for a capacity enhancement, a temporary solution could be considered to accommodate the current capacity deficit until the completion of renovation.
4. **School Programs:** The programs in a school could greatly impact the capacity of a school. These can either reduce the size of the classrooms (number of students per class), or increase membership (students transferring into a school).
5. **Student Transfers - In and Out:** The in and out student transfers of a school are typically closely related to the programs which the school may or may not have. These can both increase or decrease the membership in a school and impact the school's utilization percentage.
6. **Temporary Classrooms:** The number of temporary classrooms at a school, along with their usage, is reviewed to determine if these are sufficient for the current capacity deficit. An increasing number of required temporary classrooms could be an indicator that a more permanent solution, such as a building addition or a boundary adjustment may be considered.
7. **Modular Classrooms:** Classrooms in modular buildings are included in the design and program capacity of a school. If a school has both temporary and modular classrooms and has current and projected capacity deficits, this could be an indicator that a more permanent solution, such as a building addition or a boundary adjustment may be considered.
8. **Schools with Capacity Surplus:** Schools with a capacity surplus which may provide capacity relief to overcrowded schools through boundary adjustments or program changes.

School Programs Table

The potential solutions section for each region is immediately followed by the Instructional and Special Education School Programs table. This table includes all the schools (by pyramid) within the region, the school status if any (Title 1, K-3 Cap), and the instructional and/or special education programs. The table also indicates if the programs accept students from outside the school boundary, or if these are only school-based programs (see key at bottom of the table). Instructional and special education programs have an impact on the capacity of a school.

Region Summary Table

Each region section ends with a region’s summary table titled “SY 2017-18 Capacity, Membership, and Projections.” The table is divided by high school pyramids, which include all the assigned K-12 schools. The following information is provided for each school: school design capacity, current program capacity, membership, program capacity utilization percentage, number of temporary classrooms, number of modular classrooms, five-year projections, and projected program capacity utilization percentage. The diagram below illustrates the different parts of the table and is presented as a guide to understanding the information provided.



HERNDON HS PYRAMID

FACILITY		SY 2017-18					PROJECTED MEMBERSHIP					PROJECTED PROGRAM CAPACITY UTILIZATION %				
SCHOOL	DESIGN CAPACITY	PROGRAM CAPACITY	MEMBERSHIP	PROGRAM CAPACITY UTILIZATION %	TEMPORARY CLASSROOMS	MODULAR CLASSROOMS	SY18-19	SY19-20	SY20-21	SY21-22	SY22-23	SY18-19	SY19-20	SY20-21	SY21-22	SY22-23
Herndon HS	2,500	2,145	2,344	109%	27	-	2,354	2,340	2,362	2,367	2,386	110%	109%	94%	95%	95%
Herndon MS	1,176	1,176	1,101	94%	6	-	1,118	1,132	1,166	1,150	1,081	95%	96%	99%	98%	92%
Aldrin ES	896	759	729	96%	-	-	713	719	732	731	723	94%	95%	96%	96%	95%
Armstrong ES	784	567	459	81%	-	-	426	429	432	424	429	75%	76%	76%	75%	76%
Clearview ES ³	800	786	720	92%	4	-	730	711	678	665	665	93%	90%	85%	83%	83%
Dranesville ES	1,008	826	762	92%	-	-	763	717	700	687	674	92%	87%	85%	83%	82%
Herndon ES	1,232	958	881	92%	4	10	870	854	846	824	835	91%	89%	88%	86%	87%
Hutchison ES	1,220	1,032	1,016	98%	8	-	1,009	975	977	967	988	98%	94%	95%	94%	96%

ITALICS

Future design capacity and projected program capacity utilization percentage after a renovation or capacity enhancement.

READ ACROSS THE TABLE

School information is read across the table. For example, Aldrin ES has a design capacity of 896 seats. In SY 2017-18 it has a program capacity of 759 seats, a September 30th membership of 729 students, a utilization of 96%, and has no temporary nor modular classrooms. The current projections range from 713 students in SY 2018-19 to 723 students in SY 2022-23. The projected program capacity utilization percentages range from 94% in SY 2018-19 to 95% in SY 2022-23.

FCPS Capacity Balance Summary Table

Lastly, the FCPS Capacity Balance Summary table illustrates the countywide current and projected capacity surplus or deficit (seats). This table shows the total quantities by region, pyramid, and school level.

COUNTYWIDE CURRENT AND PROJECTION CAPACITY UTILIZATION SY 2022-23

ELEMENTARY SCHOOL CAPACITY UTILIZATION

ELEMENTARY SCHOOL

Utilization of 115% or More in SY 2022-23

SCHOOL NAME	CAPACITY UTILIZATION	
	SY 2017-18	SY 2022-23
Wakefield Forest Elementary	123%	142%
Shreewood Elementary	116%	127%
Lemon Road Elementary	106%	123%
Pine Spring Elementary	125%	122%
Kent Gardens Elementary	121%	120%
Springfield Estates Elementary	111%	118%
Orange Hunt Elementary	104%	117%
Columbia Elementary	111%	117%
Flint Hill Elementary	106%	117%
Mosby Woods Elementary	109%	115%

Schools with a capacity utilization percentage of 115% or more are considered to have a substantial capacity deficit.

ELEMENTARY SCHOOL

Utilization Between 105% and 114% in SY 2022-23

SCHOOL NAME	CAPACITY UTILIZATION	
	SY 2017-18	SY 2022-23
Washington Mill Elementary	116%	113%
Terra Centre Elementary	100%	113%
Spring Hill Elementary	96%	112%
Haycock Elementary	108%	110%
Woodburn Elementary	99%	109%
Waynewood Elementary	91%	109%
Willow Springs Elementary	100%	108%
Fairhill Elementary	93%	107%
Canterbury Woods Elementary	97%	107%
Oak View Elementary	97%	106%
Belvedere Elementary	112%	106%
Hybla Valley Elementary	113%	106%
West Springfield Elementary	90%	105%

Schools with a capacity utilization percentage between 105% and 114% are considered to have a moderate capacity deficit.

ELEMENTARY SCHOOL (CONT.)*Utilization Between 95% and 104% in SY 2022-23*

SCHOOL NAME	CAPACITY UTILIZATION	
	SY 2017-18	SY 2022-23
Oakton Elementary	106%	104%
Providence Elementary	98%	102%
Vienna Elementary	103%	102%
Daniels Run Elementary	94%	102%
Greenbriar West Elementary	100%	102%
Rolling Valley Elementary	92%	102%
Hunt Valley Elementary	95%	102%
Waples Mill Elementary	107%	101%
Stenwood Elementary	104%	101%
Mantua Elementary	95%	101%
Westlawn Elementary	101%	101%
Sangster Elementary	99%	101%
Floris Elementary	96%	100%
Clermont Elementary	100%	100%
Marshall Road Elementary	86%	99%
Lorton Station Elementary	103%	99%
Fairview Elementary	94%	99%
Mount Vernon Woods Elementary	83%	99%
Coates Elementary	107%	98%
Fort Belvoir Upper Elementary	93%	98%
Keene Mill Elementary	102%	98%
Wolftrap Elementary	101%	98%
Virginia Run Elementary	83%	97%
Navy Elementary	103%	96%
Olde Creek Elementary	95%	96%
Hutchison Elementary	98%	96%
Fairfax Villa Elementary	94%	96%
White Oaks Elementary	94%	96%
Brookfield Elementary	100%	95%
Franklin Sherman Elementary	97%	95%
Aldrin Elementary	96%	95%
Riverside Elementary	89%	95%

Schools with a capacity utilization percentage between 95% and 104% are monitored due to approaching a capacity deficit or to having a slight capacity deficit.

ELEMENTARY SCHOOL (CONT.)

Utilization Between 85% and 94% in SY 2022-23

SCHOOL NAME	CAPACITY UTILIZATION	
	SY 2017-18	SY 2022-23
Forestville Elementary	61%	94%
Union Mill Elementary	95%	94%
Freedom Hill Elementary	91%	94%
Crossfield Elementary	90%	94%
Franconia Elementary	93%	93%
Braddock Elementary	89%	93%
Westbriar Elementary	94%	92%
Cameron Elementary	85%	92%
Rose Hill Elementary	87%	92%
Island Creek Elementary	91%	91%
Lees Corner Elementary	99%	91%
Louise Archer Elementary	85%	91%
Hunters Woods Elementary	94%	91%
Chesterbrook Elementary	100%	91%
Hayfield Elementary	94%	90%
Silverbrook Elementary	97%	88%
Centre Ridge Elementary	92%	88%
Camelot Elementary	87%	88%
Colvin Run Elementary	87%	88%
Little Run Elementary	86%	88%
Ravensworth Elementary	88%	88%
Bonnie Brae Elementary	91%	87%
Herndon Elementary	92%	87%
Bush Hill Elementary	83%	87%
Bailey's Elementary	91%	87%
Bull Run Elementary	89%	87%
Eagle View Elementary	91%	86%
Mason Crest Elementary	87%	86%
Forestdale Elementary	95%	86%
Bren Mar Park Elementary	93%	86%
Glen Forest Elementary	97%	86%
Deer Park Elementary	86%	85%
Belle View Elementary	83%	85%
Woodley Hills Elementary	82%	85%

Schools with a capacity utilization percentage between 85% and 94% are considered to have sufficient capacity for current programs and growth.

[continue on next page]

ELEMENTARY SCHOOL (CONT.)*Utilization of Less Than 85% in SY 2022-23*

SCHOOL NAME	CAPACITY UTILIZATION	
	SY 2017-18	SY 2022-23
Parklawn Elementary	89%	84%
Lane Elementary	93%	84%
Fort Hunt Elementary	83%	83%
Laurel Hill Elementary	97%	83%
Greenbriar East Elementary	93%	83%
Clearview Elementary	92%	83%
Graham Road Elementary	89%	83%
Poplar Tree Elementary	98%	83%
Laurel Ridge Elementary	91%	83%
Groveton Elementary	89%	83%
Cunningham Park Elementary	91%	82%
Centreville Elementary	91%	82%
Kings Park Elementary	91%	82%
Churchill Road Elementary	87%	82%
Dranesville Elementary	92%	82%
McNair Elementary	151%	81%
Weyanoke Elementary	79%	81%
Newington Forest Elementary	80%	81%
Sleepy Hollow Elementary	84%	80%
Great Falls Elementary	79%	80%
Garfield Elementary	84%	79%
Cub Run Elementary	90%	79%
Oak Hill Elementary	88%	79%
Crestwood Elementary	95%	79%
North Springfield Elementary	76%	79%
Mount Eagle Elementary	88%	79%
Kings Glen Elementary	84%	79%
Annandale Terrace Elementary	83%	78%
Hollin Meadows Elementary	83%	78%
Terraset Elementary	82%	78%
London Towne Elementary	84%	77%
Lake Anne Elementary	79%	77%
Dogwood Elementary	86%	77%
Woodlawn Elementary	81%	77%
Cardinal Forest Elementary	88%	77%
Saratoga Elementary	83%	76%
Cherry Run Elementary	69%	76%

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ELEMENTARY SCHOOL (CONT.)*Utilization of Less Than 85% in SY 2022-23*

SCHOOL NAME	CAPACITY UTILIZATION	
	SY 2017-18	SY 2022-23
Armstrong Elementary	81%	76%
Fox Mill Elementary	91%	75%
Halley Elementary	81%	75%
Bailey's Upper Elementary	80%	75%
Sunrise Valley Elementary	79%	74%
Gunston Elementary	80%	74%
Stratford Landing Elementary	81%	73%
Westgate Elementary	78%	73%
Colin Powell Elementary	88%	72%
Timber Lane Elementary	85%	71%
Beech Tree Elementary	77%	71%
Lynbrook Elementary	91%	69%
Forest Edge Elementary	77%	66%
Fort Belvoir Primary Elementary	78%	61%
Bucknell Elementary	35%	34%

Schools with a capacity utilization percentage of less than 85% are considered to have a capacity surplus.

The projected elementary school capacity utilizations are illustrated on Map 1.

MIDDLE SCHOOL CAPACITY UTILIZATION

MIDDLE SCHOOL

Utilization Of 115% or More in SY 2022-23

SCHOOL NAME	CAPACITY UTILIZATION	
	SY 2017-18	SY 2022-23
Jackson Middle	117%	124%

Schools with a capacity utilization percentage of 115% or more are considered to have a substantial capacity deficit.

MIDDLE SCHOOL

Utilization Between 105% and 114% in SY 2022-23

SCHOOL NAME	CAPACITY UTILIZATION	
	SY 2017-18	SY 2022-23
Frost Middle	108%	114%
Twain Middle	101%	108%
Carson Middle	99%	105%

Schools with a capacity utilization percentage between 105% and 114% are considered to have a moderate capacity deficit.

MIDDLE SCHOOL

Utilization Between 95% and 104% in SY 2022-23

SCHOOL NAME	CAPACITY UTILIZATION	
	SY 2017-18	SY 2022-23
Kilmer Middle	104%	104%
Longfellow Middle	102%	104%
Sandburg Middle	105%	103%
Irving Middle	98%	100%
Rocky Run Middle	124%	98%
Franklin Middle	90%	96%

Schools with a capacity utilization percentage between 95% and 104% are monitored due to approaching a capacity deficit or to having a slight capacity deficit.

MIDDLE SCHOOL (CONT.)

Utilization Between 85% and 94% in SY 2022-23

SCHOOL NAME	CAPACITY UTILIZATION	
	SY 2017-18	SY 2022-23
Robinson Middle	92%	94%
Lake Braddock Middle	90%	93%
Herndon Middle	94%	92%
Thoreau Middle	91%	91%
Glasgow Middle	107%	90%
Cooper Middle	92%	87%
Lanier Middle	84%	86%
Whitman Middle	79%	85%

Schools with a capacity utilization percentage between 85% and 94% are considered to have sufficient capacity for current programs and growth.

MIDDLE SCHOOL

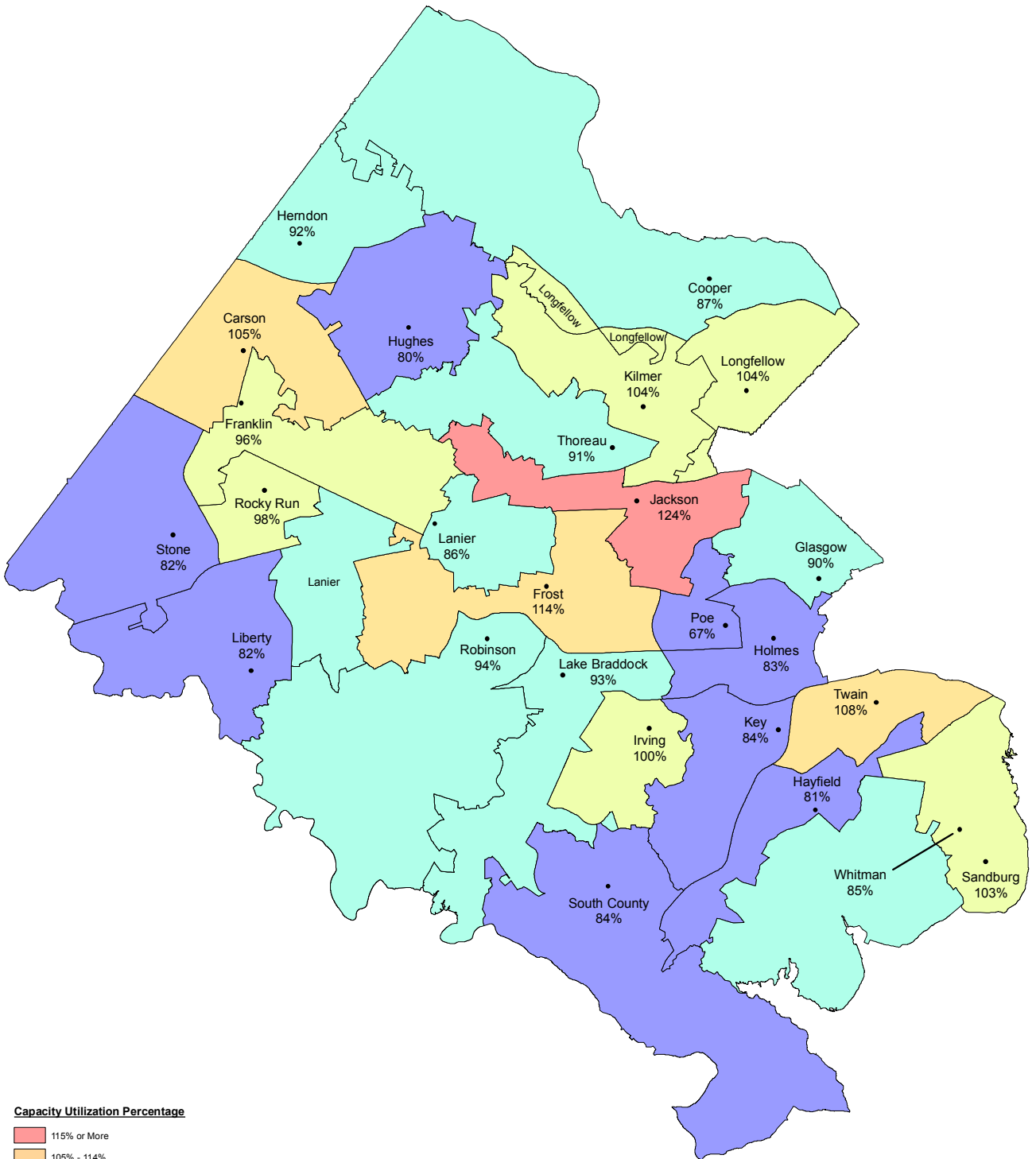
Utilization of Less Than 85% in SY 2022-23

SCHOOL NAME	CAPACITY UTILIZATION	
	SY 2017-18	SY 2022-23
Key Middle	82%	84%
South County Middle	87%	84%
Holmes Middle	84%	83%
Liberty Middle	83%	82%
Stone Middle	83%	82%
Hayfield Middle	76%	81%
Hughes Middle	93%	80%
Poe Middle	68%	67%

Schools with a capacity utilization percentage of less than 85% are considered to have a capacity surplus.

The projected middle school capacity utilizations are illustrated on Map 2.

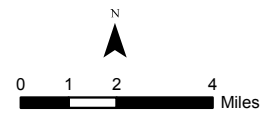
SY 2022-23
 PROJECTED MIDDLE SCHOOL
 CAPACITY UTILIZATION | MAP 2



Capacity Utilization Percentage

- 115% or More
- 105% - 114%
- 95% - 104%
- 85% - 94%
- Less than 85%

Note: Based on 2017-18 school year boundaries



HIGH SCHOOL CAPACITY UTILIZATION

HIGH SCHOOL

Utilization of 115% or More in SY 2022-23

SCHOOL NAME	CAPACITY UTILIZATION	
	SY 2017-18	SY 2022-23
West Potomac High	117%	129%
Centreville High	120%	128%
McLean High	109%	122%
Falls Church High	108%	118%
Justice High	109%	118%
Chantilly High	109%	118%

Schools with a capacity utilization percentage of 115% or more are considered to have a substantial capacity deficit.

HIGH SCHOOL

Utilization Between 105% and 114% in SY 2022-23

SCHOOL NAME	CAPACITY UTILIZATION	
	SY 2017-18	SY 2022-23
Madison High	105%	111%
Woodson High	105%	109%
Edison High	98%	106%
Oakton High	126%	106%
West Springfield High	101%	105%

Schools with a capacity utilization percentage between 105% and 114% are considered to have a moderate capacity deficit.

HIGH SCHOOL

Utilization Between 95% and 104% in SY 2022-23

SCHOOL NAME	CAPACITY UTILIZATION	
	SY 2017-18	SY 2022-23
Marshall High	110%	102%
Robinson High	97%	99%
Westfield High	95%	97%
Herndon High	109%	95%
Fairfax High	97%	95%

Schools with a capacity utilization percentage between 95% and 104% are monitored due to approaching a capacity deficit or to having a slight capacity deficit.

HIGH SCHOOL (CONT.)

Utilization Between 85% and 94% in SY 2022-23

SCHOOL NAME	CAPACITY UTILIZATION	
	SY 2017-18	SY 2022-23
Thomas Jefferson High	93%	94%
Hayfield High	91%	94%
Lake Braddock High	90%	93%
Mount Vernon High	84%	91%
South Lakes High	115%	90%
Langley High	99%	89%
Annandale High	85%	88%
South County High	88%	87%
Lee High	82%	85%

Schools with a capacity utilization percentage between 85% and 94% are considered to have sufficient capacity for current programs and growth.

HIGH SCHOOL

Utilization of Less Than 85% in SY 2022-23

Schools with a capacity utilization percentage of less than 85% are considered to have a capacity surplus. There are no high schools projected to have a capacity utilization percent less than 85% in SY 2022-23.

The projected high school capacity utilizations are illustrated on Map 3.

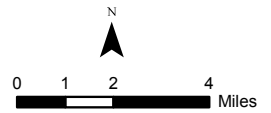
**SY 2022-23
PROJECTED HIGH SCHOOL
CAPACITY UTILIZATION | MAP 3**



Capacity Utilization Percentage

- 115% or More
- 105% - 114%
- 95% - 104%
- 85% - 94%
- Less than 85%

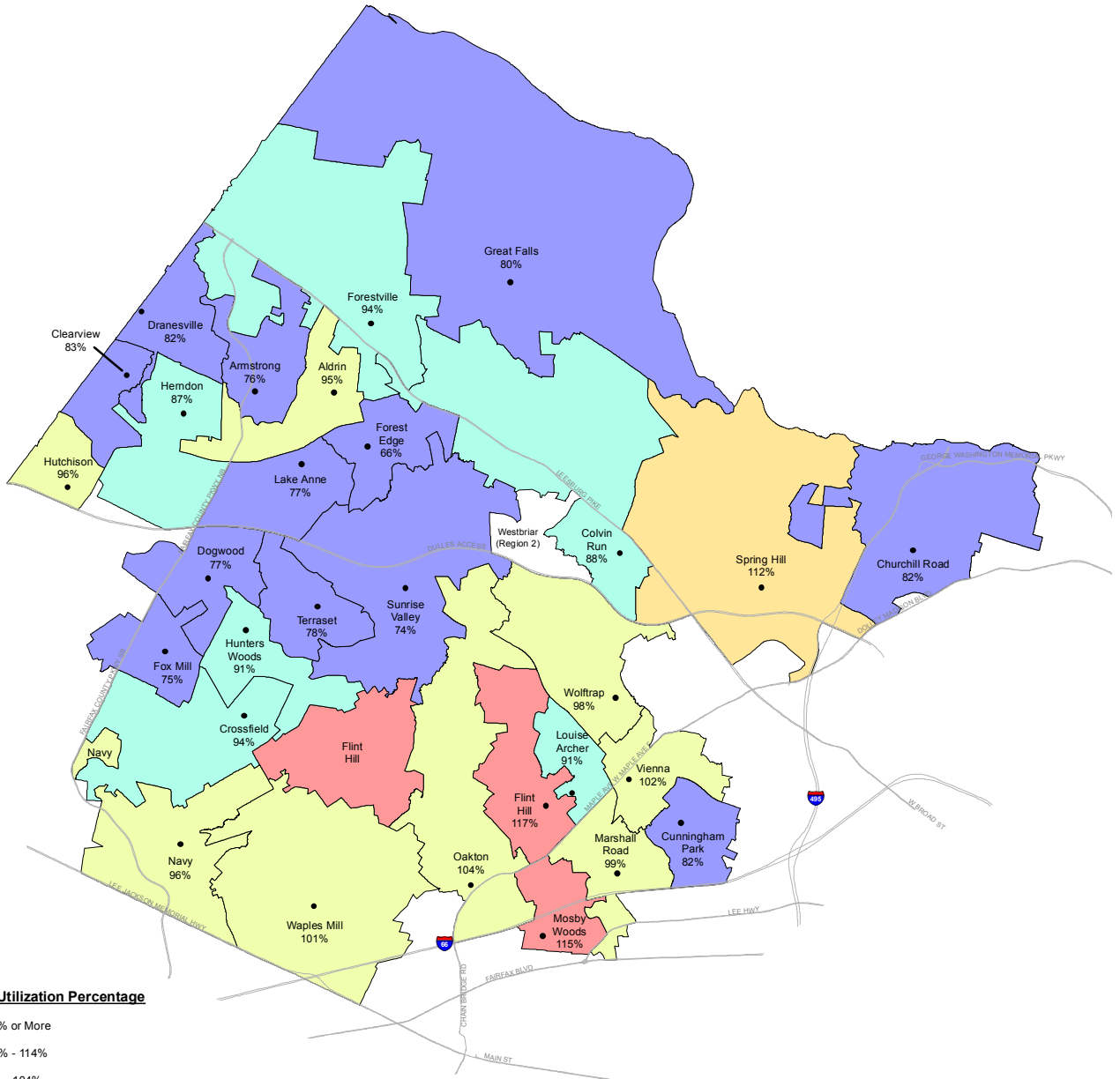
Note: Based on 2017-18 school year boundaries



POTENTIAL
CAPACITY
**SOLUTIONS,
PROGRAMS,
AND
SUMMARY**

REGION 1 | SY 2022-23

ELEMENTARY CAPACITY



Capacity Utilization Percentage

- 115% or More
- 105% - 114%
- 95% - 104%
- 85% - 94%
- Less than 85%

Note: Based on 2017-18 school year boundaries

SOLUTIONS

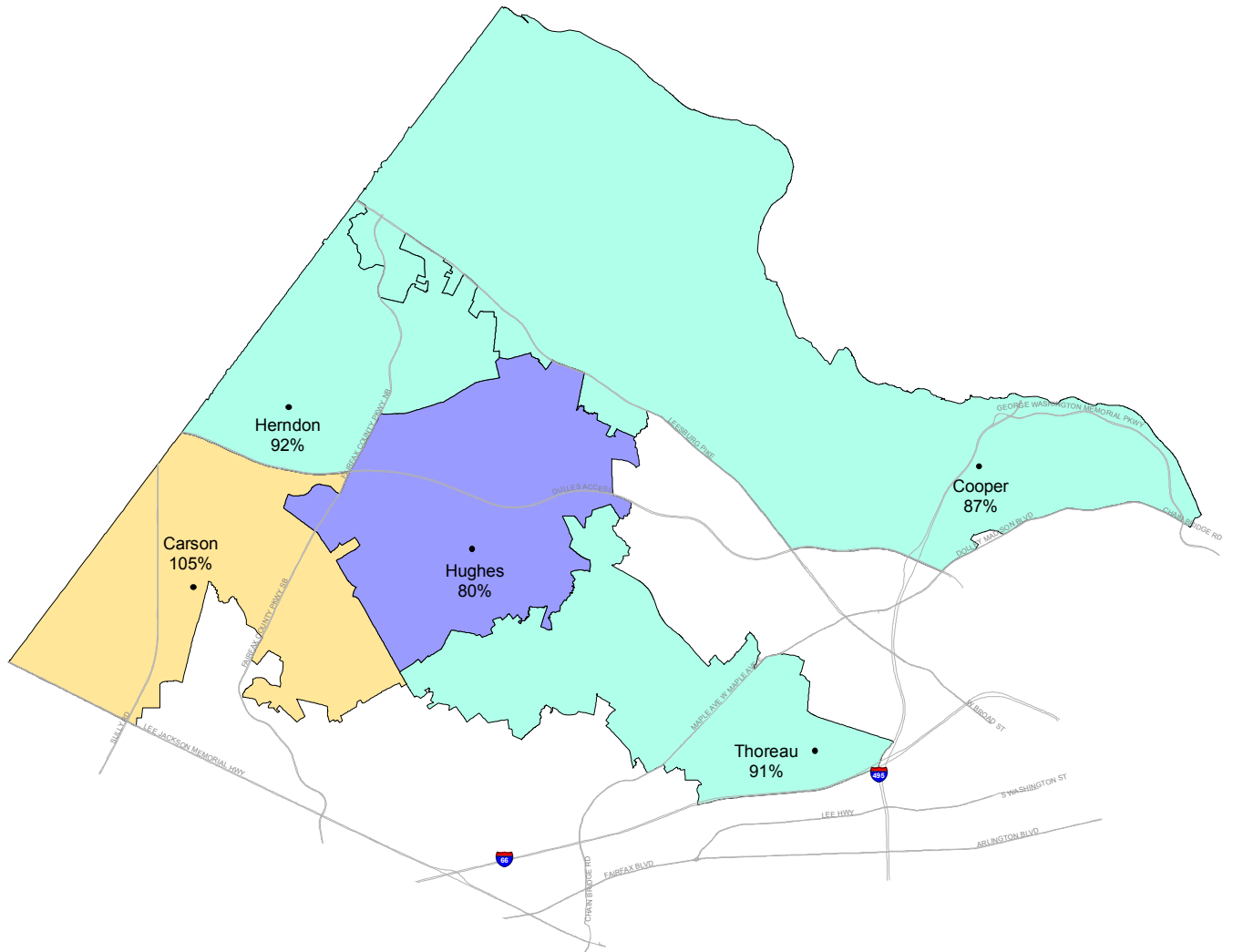
The following is a list of potential solutions to consider to alleviate current and projected school capacity deficit(s). For consideration purposes, as many options as possible have been identified for each school, in no significant order and may be contingent on other potential solutions listed. Any option(s) chosen for implementation will be discussed and decided through a transparent process with the appropriate stakeholders, in accordance with School Board Policies and Regulations.

- A. Increase efficiency by reassigning instructional spaces within a school to accommodate increase in membership.
- B. Possible program changes.
- C. Minor interior facility modifications to create additional instructional space and help to accommodate capacity deficit.
- D. Add temporary classrooms to accommodate short-term capacity deficit.
- E. Repurpose existing inventory of school facilities not currently being used as schools.
- F. Capacity enhancement through either a modular or building addition.
- G. A new Fairfax/Oakton Area Elementary School has been proposed for planning in the 2017 Bond Referendum to provide capacity relief within the area.
- H. Potential boundary adjustment with schools having a capacity surplus.

REGION	PYRAMID	LEVEL	SCHOOL	POTENTIAL SOLUTIONS
1	Herndon	ES	Aldrin	Monitor student membership
1	Herndon	ES	Armstrong	Monitor student membership
1	Herndon	ES	Clearview	In construction
1	Herndon	ES	Dranesville	Monitor student membership
1	Herndon	ES	Herndon	Monitor student membership
1	Herndon	ES	Hutchison	Monitor student membership
1	Langley	ES	Churchill Road	Monitor student membership
1	Langley	ES	Colvin Run	Monitor student membership
1	Langley	ES	Forestville	In construction
1	Langley	ES	Great Falls	Monitor student membership
1	Langley	ES	Spring Hill	A, H
1	Madison	ES	Cunningham Park	Monitor student membership
1	Madison	ES	Flint Hill	A, D, F, H
1	Madison	ES	Louise Archer	Monitor student membership
1	Madison	ES	Marshall Road	Monitor student membership
1	Madison	ES	Vienna	B, G, H
1	Madison	ES	Wolftrap	A, C
1	Oakton	ES	Crossfield	Monitor student membership
1	Oakton	ES	Mosby Woods	B, D, F, G, H
1	Oakton	ES	Navy	B, D, H
1	Oakton	ES	Oakton	B, C, G, H
1	Oakton	ES	Waples Mill	A, B, G, H
1	South Lakes	ES	Dogwood	Monitor student membership
1	South Lakes	ES	Forest Edge	Monitor student membership
1	South Lakes	ES	Fox Mill	Monitor student membership
1	South Lakes	ES	Hunters Woods	Monitor student membership
1	South Lakes	ES	Lake Anne	Monitor student membership
1	South Lakes	ES	Sunrise Valley	Monitor student membership
1	South Lakes	ES	Terraset	Monitor student membership

REGION 1 | SY 2022-23

MIDDLE SCHOOL CAPACITY



Capacity Utilization Percentage

- 115% or More
- 105% - 114%
- 95% - 104%
- 85% - 94%
- Less than 85%

Note: Based on 2017-18 school year boundaries

SOLUTIONS

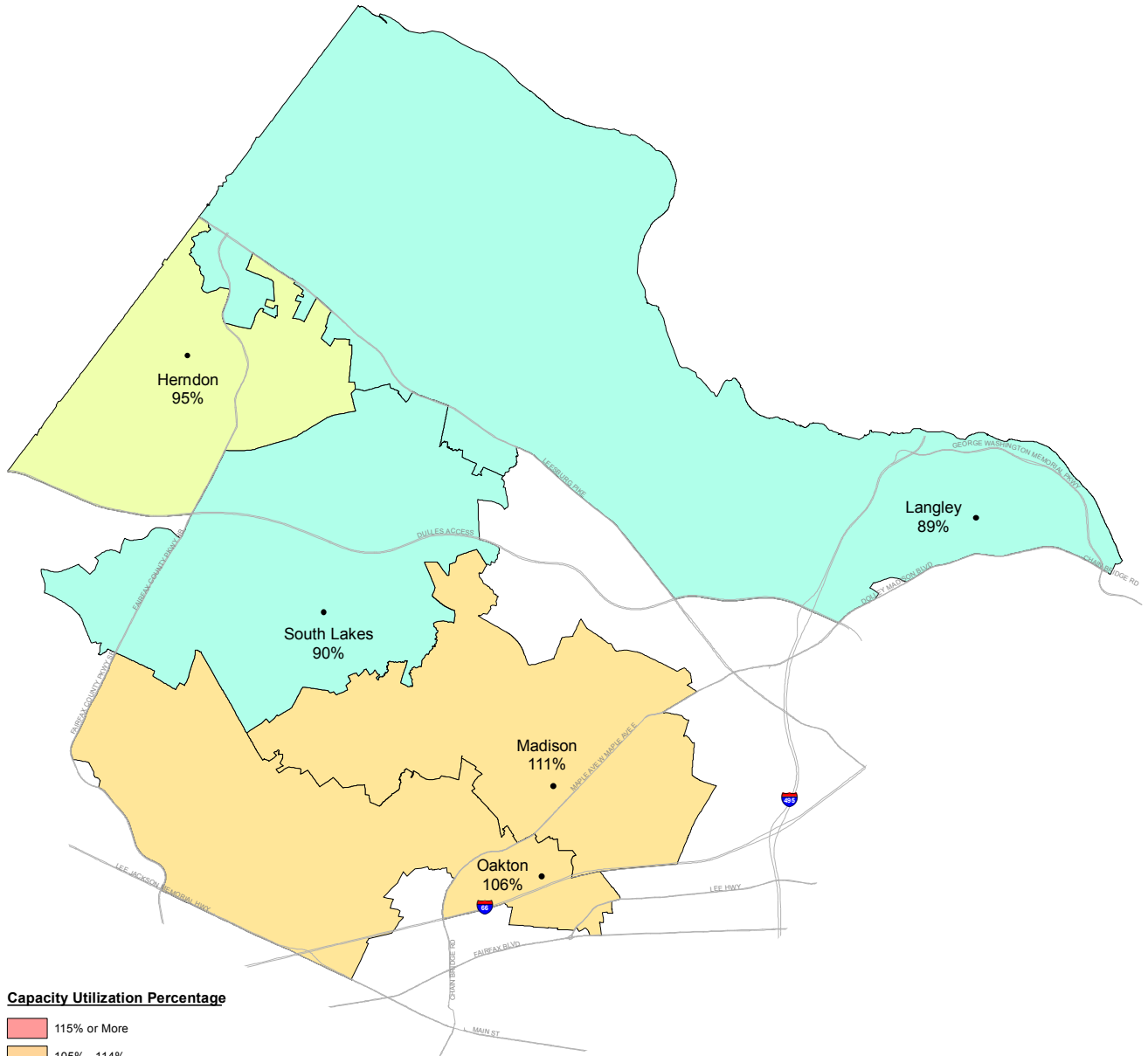
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- B. Possible program changes.
- C. Minor interior facility modifications to create additional instructional space and help to accommodate capacity deficit.
- D. Add temporary classrooms to accommodate short-term capacity deficit.
- E. Repurpose existing inventory of school facilities not currently being used as schools.
- F. Capacity enhancement through either a modular or building addition.
- G. A new Fairfax/Oakton Area Elementary School has been proposed for planning in the 2017 Bond Referendum to provide capacity relief within the area.
- H. Potential boundary adjustment with schools having a capacity surplus.

REGION	PYRAMID	LEVEL	SCHOOL	POTENTIAL SOLUTIONS
1	Herndon	MS	Herndon	Monitor student membership
1	Langley	MS	Cooper	A, C, D, F
1	Madison	MS	Thoreau	Monitor student membership
1	Oakton	MS	Carson	B, C, D, H
1	South Lakes	MS	Hughes	In construction

REGION 1 | SY 2022-23

HIGH SCHOOL CAPACITY



Capacity Utilization Percentage

- 115% or More
- 105% - 114%
- 95% - 104%
- 85% - 94%
- Less than 85%

Note: Based on 2017-18 school year boundaries

SOLUTIONS

The following is a list of potential solutions to consider to alleviate current and projected school capacity deficit(s). For consideration purposes, as many options as possible have been identified for each school, in no significant order and may be contingent on other potential solutions listed. Any option(s) chosen for implementation will be discussed and decided through a transparent process with the appropriate stakeholders, in accordance with School Board Policies and Regulations.

- A. Increase efficiency by reassigning instructional spaces within a school to accommodate increase in membership.
- B. Possible program changes.
- C. Minor interior facility modifications to create additional instructional space and help to accommodate capacity deficit.
- D. Add temporary classrooms to accommodate short-term capacity deficit.
- E. Repurpose existing inventory of school facilities not currently being used as schools.
- F. Capacity enhancement through either a modular or building addition.
- G. A new Fairfax/Oakton Area Elementary School has been proposed for planning in the 2017 Bond Referendum to provide capacity relief within the area.
- H. Potential boundary adjustment with schools having a capacity surplus.

REGION	PYRAMID	LEVEL	SCHOOL	POTENTIAL SOLUTIONS
1	Herndon	HS	Herndon	In construction
1	Langley	HS	Langley	In construction
1	Madison	HS	Madison	A, B, D, F, H
1	Oakton	HS	Oakton	In construction
1	South Lakes	HS	South Lakes	In construction

¹ Program hours occur after regular school hours. Additional program sites at Pimmit Hills Center, Bryant HS, and Graham Road School.

² Additional ECCB and PAC sites at Pimmit Hills Center.

³ Public Day sites at Cedar Lane School, Quander Road School, Burke School, Kilmer Center and Key Center.

Y - Accepts students from inside and outside school boundary.

Y-SB - School-based students only.

Y-HI - Program for students with hearing impairment.

SY 2017–18 Instructional and Special Education School Programs

PROGRAM ABBREVIATIONS:

FECEP / HEAD START	FAMILY AND EARLY CHILDHOOD EDUCATION PROGRAM / HEAD START
EHS	EARLY HEAD START
ES AAP	ELEMENTARY SCHOOL ADVANCED ACADEMIC PROGRAMS
MS AAP	MIDDLE SCHOOL ADVANCED ACADEMIC PROGRAMS
HS AP	HIGH SCHOOL ADVANCED PLACEMENT
HS IB	HIGH SCHOOL INTERNATIONAL BACCALAUREATE DIPLOMA PROGRAM
HS ACADEMY	HIGH SCHOOL ACADEMY
ESOL	ENGLISH FOR SPEAKERS OF OTHER LANGUAGES
ECCB	EARLY CHILDHOOD CLASS-BASED
PAC	PRESCHOOL AUTISM CLASS
AUT	AUTISM
CSS	COMPREHENSIVE SERVICES SITE
ID	INTELLECTUAL DISABILITIES
IDS	INTELLECTUAL DISABILITIES SEVERE
DHOH	DEAF OR HARD OF HEARING
BVI	BLIND AND VISUALLY IMPAIRED
PD	PHYSICAL DISABILITIES
STEP	SECONDARY TRANSITION TO EMPLOYMENT PROGRAM

SY 2017-18 CAPACITY, MEMBERSHIP, AND PROJECTIONS | REGION 1

HERNDON HS PYRAMID

FACILITY		SY 2017-18				PROJECTED MEMBERSHIP				PROJECTED PROGRAM CAPACITY UTILIZATION %						
SCHOOL	DESIGN CAPACITY	PROGRAM CAPACITY	MEMBERSHIP	PROGRAM CAPACITY UTILIZATION %	TEMPORARY CLASSROOMS	MODULAR CLASSROOMS	SY18-19	SY19-20	SY20-21	SY21-22	SY22-23	SY18-19	SY19-20	SY20-21	SY21-22	SY22-23
Herndon HS	2,500	2,145	2,344	109%	27	-	2,354	2,340	2,362	2,367	2,386	110%	109%	94%	95%	95%
Herndon MS	1,176	1,176	1,101	94%	6	-	1,118	1,132	1,166	1,150	1,081	95%	96%	99%	98%	92%
Aldrin ES	896	759	729	96%	-	-	713	719	732	731	723	94%	95%	96%	96%	95%
Armstrong ES	784	567	459	81%	-	-	426	429	432	424	429	75%	76%	76%	75%	76%
Clearview ES ³	800	786	720	92%	4	-	730	711	678	665	665	93%	90%	85%	83%	83%
Dranesville ES	1,008	826	762	92%	-	-	763	717	700	687	674	92%	87%	85%	83%	82%
Herndon ES	1,232	958	881	92%	4	10	870	854	846	824	835	91%	89%	88%	86%	87%
Hutchison ES	1,220	1,032	1,016	98%	8	-	1,009	975	977	967	988	98%	94%	95%	94%	96%

LANGLEY HS PYRAMID

FACILITY		SY 2017-18				PROJECTED MEMBERSHIP				PROJECTED PROGRAM CAPACITY UTILIZATION %						
SCHOOL	DESIGN CAPACITY	PROGRAM CAPACITY	MEMBERSHIP	PROGRAM CAPACITY UTILIZATION %	TEMPORARY CLASSROOMS	MODULAR CLASSROOMS	SY18-19	SY19-20	SY20-21	SY21-22	SY22-23	SY18-19	SY19-20	SY20-21	SY21-22	SY22-23
Langley HS	2,100	1,970	1,945	99%	8	-	1,959	1,950	1,931	1,887	1,859	93%	93%	92%	90%	89%
Cooper MS ^{1,2,3}	1,200	993	911	92%	-	12	1,036	1,011	1,006	1,022	1,038	104%	102%	101%	85%	87%
Churchill Road ES ³	924	871	761	87%	3	10	746	758	743	714	712	86%	87%	85%	82%	82%
Colvin Run ES ³	1,008	893	779	87%	-	-	799	809	812	788	787	89%	91%	91%	88%	88%
Forestville ES	635	589	581	99%	1	-	569	575	577	592	595	90%	91%	91%	93%	94%
Great Falls ES	728	655	519	79%	-	-	523	523	529	522	521	80%	80%	81%	80%	80%
Spring Hill ES	1,260	1,057	1,011	96%	-	-	1,044	1,101	1,136	1,171	1,189	99%	104%	107%	111%	112%

MADISON HS PYRAMID

FACILITY		SY 2017-18				PROJECTED MEMBERSHIP				PROJECTED PROGRAM CAPACITY UTILIZATION %						
SCHOOL	DESIGN CAPACITY	PROGRAM CAPACITY	MEMBERSHIP	PROGRAM CAPACITY UTILIZATION %	TEMPORARY CLASSROOMS	MODULAR CLASSROOMS	SY18-19	SY19-20	SY20-21	SY21-22	SY22-23	SY18-19	SY19-20	SY20-21	SY21-22	SY22-23
Madison HS	2,115	2,115	2,223	105%	3	-	2,218	2,263	2,290	2,345	2,353	105%	107%	108%	111%	111%
Thoreau MS	1,395	1,041	944	91%	-	-	908	918	927	923	950	87%	88%	89%	89%	91%
Cunningham Park ES ²	644	565	514	91%	-	-	510	504	506	485	466	90%	89%	90%	86%	82%
Flint Hill ES	700	652	688	106%	5	-	712	724	744	758	761	109%	111%	114%	116%	117%
Louise Archer ES ³	784	757	641	85%	3	10	651	683	698	678	690	86%	90%	92%	90%	91%
Marshall Road ES	1,036	851	736	86%	-	-	758	786	798	842	843	89%	92%	94%	99%	99%
Vienna ES	492	473	487	103%	-	-	490	470	481	471	484	104%	99%	102%	100%	102%
Wolftrap ES	616	586	593	101%	5	-	578	588	587	590	572	99%	100%	100%	101%	98%

OAKTON HS PYRAMID

SCHOOL	FACILITY	SY 2017-18					PROJECTED MEMBERSHIP					PROJECTED PROGRAM CAPACITY UTILIZATION %					
		DESIGN CAPACITY	PROGRAM CAPACITY	MEMBERSHIP	PROGRAM CAPACITY UTILIZATION %	TEMPORARY CLASSROOMS	MODULAR CLASSROOMS	SY18-19	SY19-20	SY20-21	SY21-22	SY22-23	SY18-19	SY19-20	SY20-21	SY21-22	SY22-23
Oakton HS		2,625	2,094	2,632	126%	13	-	2,734	2,760	2,792	2,770	2,777	131%	132%	106%	106%	106%
Carson MS ¹		1,539	1,494	1,474	99%	8	-	1,497	1,556	1,579	1,595	1,574	100%	104%	106%	107%	105%
Crossfield ES		1,008	739	668	90%	-	-	664	656	660	685	691	90%	89%	89%	93%	94%
Mosby Woods ES ³		1,038	977	1,062	109%	6	10	1,117	1,119	1,127	1,098	1,119	114%	115%	115%	112%	115%
Navy ES ³		998	951	982	103%	2	-	971	972	937	933	917	102%	102%	99%	98%	96%
Oakton ES		810	771	817	106%	4	-	803	802	802	784	800	104%	104%	104%	102%	104%
Waples Mill ES		1,036	855	916	107%	8	-	902	893	884	872	863	105%	104%	103%	102%	101%

SOUTH LAKES HS PYRAMID

SCHOOL	FACILITY	SY 2017-18					PROJECTED MEMBERSHIP					PROJECTED PROGRAM CAPACITY UTILIZATION %					
		DESIGN CAPACITY	PROGRAM CAPACITY	MEMBERSHIP	PROGRAM CAPACITY UTILIZATION %	TEMPORARY CLASSROOMS	MODULAR CLASSROOMS	SY18-19	SY19-20	SY20-21	SY21-22	SY22-23	SY18-19	SY19-20	SY20-21	SY21-22	SY22-23
South Lakes HS		2,700	2,144	2,465	115%	17	-	2,511	2,525	2,518	2,454	2,426	93%	94%	93%	91%	90%
Hughes MS ³		1,250	1,106	1,029	93%	9	-	1,040	1,047	1,040	1,015	1,001	94%	95%	94%	81%	80%
Dogwood ES		1,008	818	702	86%	8	-	714	685	658	630	627	87%	84%	80%	77%	77%
Forest Edge ES ³		980	766	589	77%	3	-	560	536	513	512	502	73%	70%	67%	67%	66%
Fox Mill ES		840	627	570	91%	7	-	534	543	510	485	471	85%	87%	81%	77%	75%
Hunters Woods ES ³		1,008	948	887	94%	4	-	866	854	842	861	862	91%	90%	89%	91%	91%
Lake Anne ES ²		800	767	606	79%	2	-	612	604	605	591	590	80%	79%	79%	77%	77%
Sunrise Valley ES ³		826	725	574	79%	-	-	556	545	556	558	539	77%	75%	77%	77%	74%
Terraset ES ²		914	672	549	82%	-	-	564	579	551	524	521	84%	86%	82%	78%	78%

General notes:

- A guide to understanding the information on these tables can be found at the beginning of the Membership and Capacity Comparisons section.
- Based on September 30th certified membership for CIP purposes. Membership numbers include: general education, special education, AAP, FECEP/Head Start and preschool (wherever applicable) students. Membership numbers do not include: adult education, private school special education, home schooled, multi-agency, transitional ESOL high schools, or special education centers.
- For schools with utilization percentage in **red**, refer to Potential Capacity Solutions section.
- Numbers in *italics* are future design capacity and projected capacity utilization percentages after a renovation or capacity enhancement.
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¹Boundary study impact. Schools currently going through phased-in boundary changes.

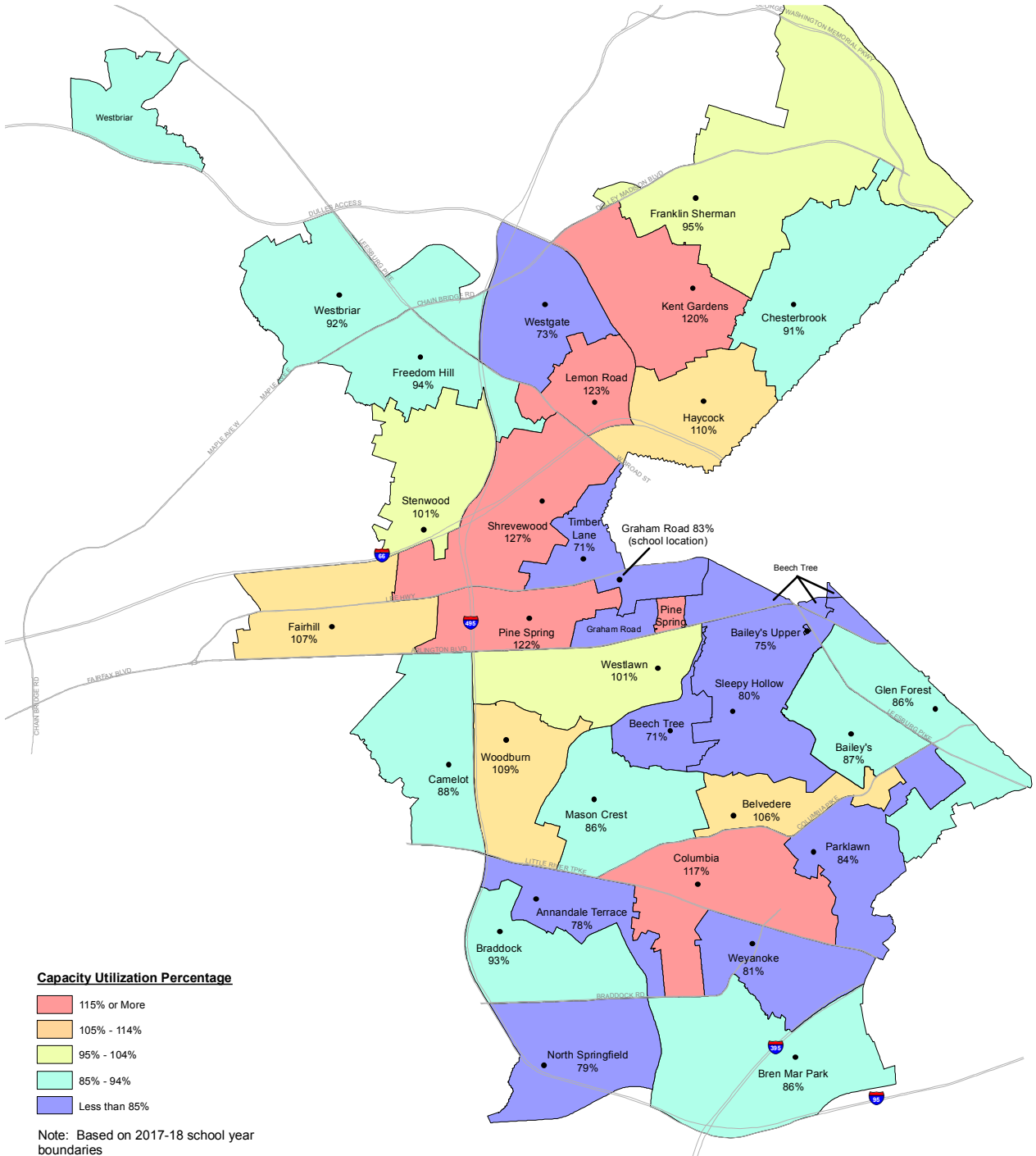
²Significant program or facility changes.

³General education and AAP center school.

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REGION 2 | SY 2022-23

ELEMENTARY CAPACITY



SOLUTIONS

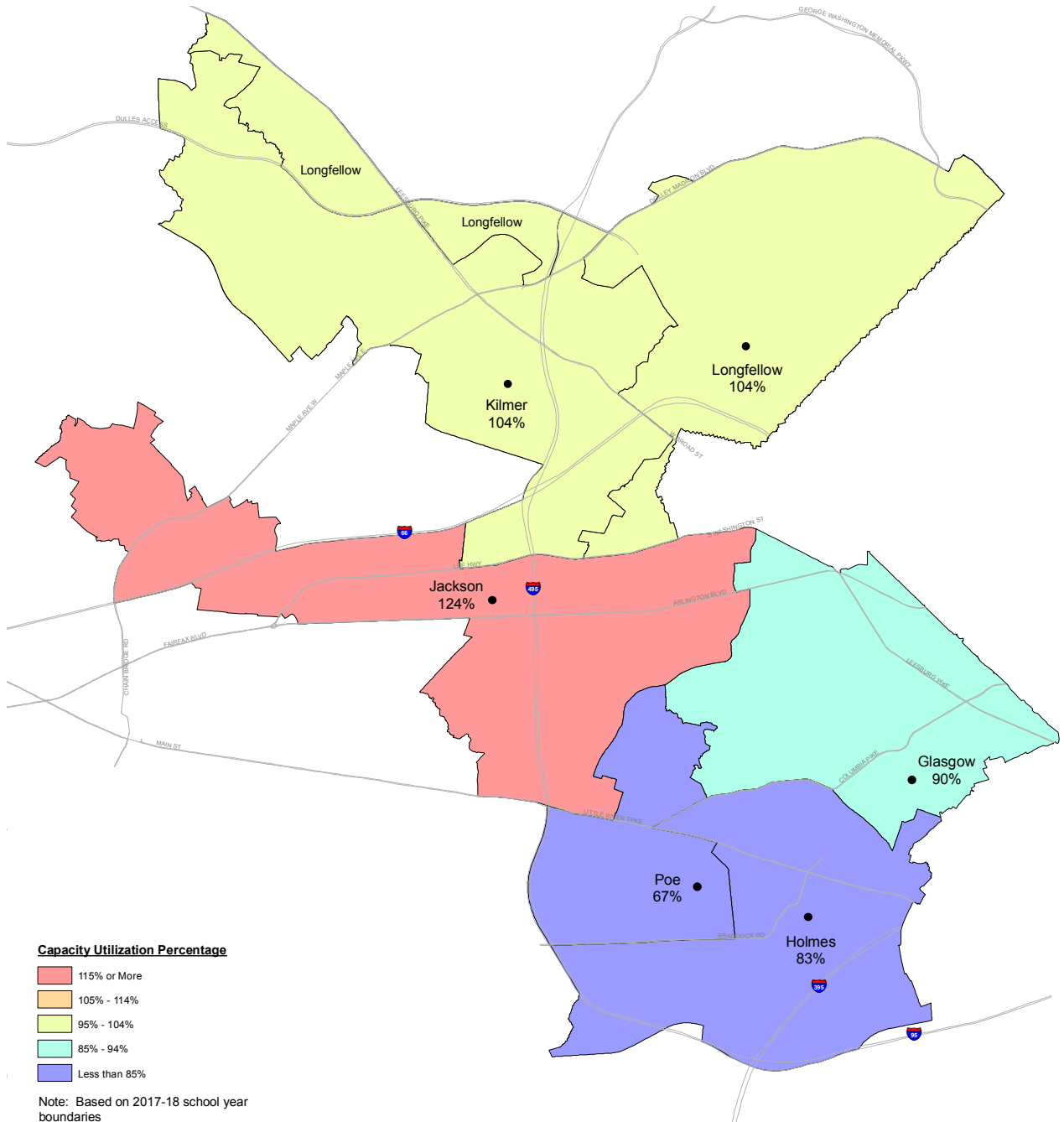
The following is a list of potential solutions to consider to alleviate current and projected school capacity deficit(s). For consideration purposes, as many options as possible have been identified for each school, in no significant order and may be contingent on other potential solutions listed. Any option(s) chosen for implementation will be discussed and decided through a transparent process with the appropriate stakeholders, in accordance with School Board Policies and Regulations.

- A. Increase efficiency by reassigning instructional spaces within a school to accommodate increase in membership.
- B. Possible program changes.
- C. Minor interior facility modifications to create additional instructional space and help to accommodate capacity deficit.
- D. Add temporary classrooms to accommodate short-term capacity deficit.
- E. Repurpose existing inventory of school facilities not currently being used as schools.
- F. Capacity enhancement through either a modular or building addition.
- G. A new Fairfax/Oakton Area Elementary School has been proposed for planning in the 2017 Bond Referendum to provide capacity relief within the area.
- H. Potential boundary adjustment with schools having a capacity surplus.

REGION	PYRAMID	LEVEL	SCHOOL	POTENTIAL SOLUTIONS
2	Annandale	ES	Annandale Terrace	In construction
2	Annandale	ES	Braddock	Monitor student membership
2	Annandale	ES	Bren Mar Park	Monitor student membership
2	Annandale	ES	Columbia	D, F, H
2	Annandale	ES	Mason Crest	Monitor student membership
2	Annandale	ES	North Springfield	Monitor student membership
2	Annandale	ES	Weyanoke	Monitor student membership
2	Falls Church	ES	Camelot	Monitor student membership
2	Falls Church	ES	Fairhill	A, B, C
2	Falls Church	ES	Graham Road	Monitor student membership
2	Falls Church	ES	Pine Spring	A, B, C, E, F, H
2	Falls Church	ES	Westlawn	D, E, H
2	Falls Church	ES	Woodburn	A, E, F, H
2	Justice	ES	Bailey's	Monitor student membership
2	Justice	ES	Bailey's Upper	Monitor student membership
2	Justice	ES	Beech Tree	Monitor student membership
2	Justice	ES	Belvedere	A, B, D, H
2	Justice	ES	Glen Forest	Monitor student membership
2	Justice	ES	Parklawn	Monitor student membership
2	Justice	ES	Sleepy Hollow	Monitor student membership
2	Marshall	ES	Freedom Hill	Monitor student membership
2	Marshall	ES	Lemon Road	B, D, E, H
2	Marshall	ES	Shreveewood	A, B, D, E, F, H
2	Marshall	ES	Stenwood	A, B, C, D, E, H
2	Marshall	ES	Westbriar	Monitor student membership
2	Marshall	ES	Westgate	Monitor student membership
2	McLean	ES	Chesterbrook	A, C
2	McLean	ES	Franklin Sherman	A, B, C
2	McLean	ES	Haycock	A, B, D, E, H
2	McLean	ES	Kent Gardens	B, D, E, F, H
2	McLean	ES	Timber Lane	Monitor student membership

REGION 2 | SY 2022-23

MIDDLE SCHOOL CAPACITY



SOLUTIONS

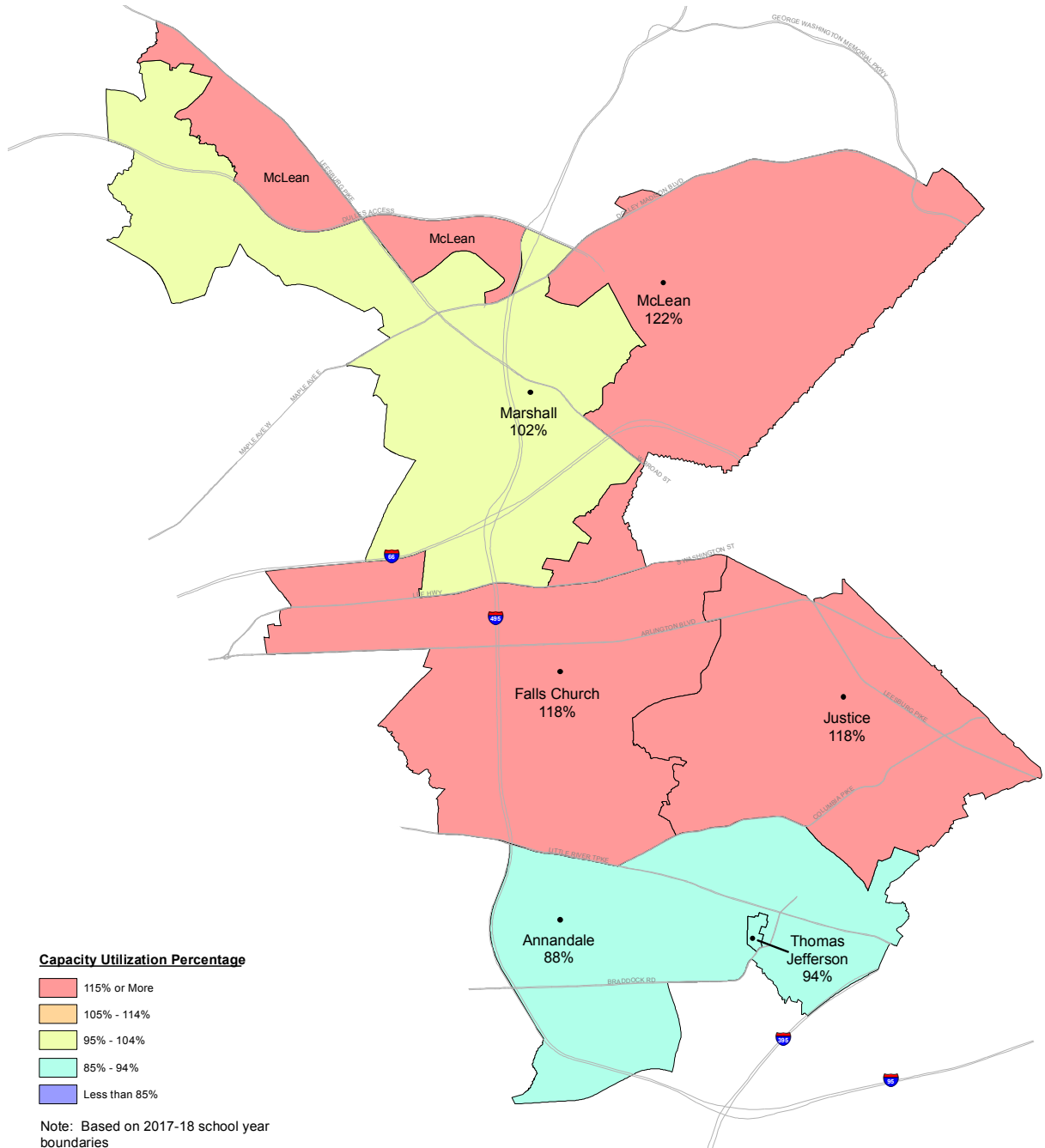
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- A. Increase efficiency by reassigning instructional spaces within a school to accommodate increase in membership.
- B. Possible program changes.
- C. Minor interior facility modifications to create additional instructional space and help to accommodate capacity deficit.
- D. Add temporary classrooms to accommodate short-term capacity deficit.
- E. Repurpose existing inventory of school facilities not currently being used as schools.
- F. Capacity enhancement through either a modular or building addition.
- G. A new Fairfax/Oakton Area Elementary School has been proposed for planning in the 2017 Bond Referendum to provide capacity relief within the area.
- H. Potential boundary adjustment with schools having a capacity surplus.

REGION	PYRAMID	LEVEL	SCHOOL	POTENTIAL SOLUTIONS
2	Annandale	MS	Holmes	Monitor student membership
2	Annandale	MS	Poe	Monitor student membership
2	Falls Church	MS	Jackson	B, D, F, H
2	Justice	MS	Glasgow	In construction
2	Marshall	MS	Kilmer	B, H
2	McLean	MS	Longfellow	B, D, H

REGION 2 | SY 2022-23

HIGH SCHOOL CAPACITY



SOLUTIONS

The following is a list of potential solutions to consider to alleviate current and projected school capacity deficit(s). For consideration purposes, as many options as possible have been identified for each school, in no significant order and may be contingent on other potential solutions listed. Any option(s) chosen for implementation will be discussed and decided through a transparent process with the appropriate stakeholders, in accordance with School Board Policies and Regulations.

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- B. Possible program changes.
- C. Minor interior facility modifications to create additional instructional space and help to accommodate capacity deficit.
- D. Add temporary classrooms to accommodate short-term capacity deficit.
- E. Repurpose existing inventory of school facilities not currently being used as schools.
- F. Capacity enhancement through either a modular or building addition.
- G. A new Fairfax/Oakton Area Elementary School has been proposed for planning in the 2017 Bond Referendum to provide capacity relief within the area.
- H. Potential boundary adjustment with schools having a capacity surplus.

REGION	PYRAMID	LEVEL	SCHOOL	POTENTIAL SOLUTIONS
2	Annandale	HS	Annandale	Monitor student membership
2	Annandale	HS	Thomas Jefferson	Monitor student membership
2	Falls Church	HS	Falls Church	A, B, D, F
2	Justice	HS	Justice	A, B, C, F, H
2	Marshall	HS	Marshall	In construction
2	McLean	HS	McLean	A, C, F, H

¹ Program hours occur after regular school hours. Additional program sites at Pimmit Hills Center, Bryant HS, and Graham Road School.

² Additional ECCB and PAC sites at Pimmit Hills Center.

³ Public Day sites at Cedar Lane School, Quander Road School, Burke School, Kilmer Center and Key Center.

⁴ Governor's School.

Y - Accepts students from inside and outside school boundary.

Y-SB - School-based students only.

Y-HI - Program for students with hearing impairment.

SY 2017–18 Instructional and Special Education School Programs

PROGRAM ABBREVIATIONS:

FECEP / HEAD START	FAMILY AND EARLY CHILDHOOD EDUCATION PROGRAM / HEAD START
EHS	EARLY HEAD START
ES AAP	ELEMENTARY SCHOOL ADVANCED ACADEMIC PROGRAMS
MS AAP	MIDDLE SCHOOL ADVANCED ACADEMIC PROGRAMS
HS AP	HIGH SCHOOL ADVANCED PLACEMENT
HS IB	HIGH SCHOOL INTERNATIONAL BACCALAUREATE DIPLOMA PROGRAM
HS ACADEMY	HIGH SCHOOL ACADEMY
ESOL	ENGLISH FOR SPEAKERS OF OTHER LANGUAGES
ECCB	EARLY CHILDHOOD CLASS-BASED
PAC	PRESCHOOL-AUTISM CLASS
AUT	AUTISM
CSS	COMPREHENSIVE SERVICES SITE
ID	INTELLECTUAL DISABILITIES
IDS	INTELLECTUAL DISABILITIES SEVERE
DHOH	DEAF OR HARD OF HEARING
BVI	BLIND AND VISUALLY IMPAIRED
PD	PHYSICAL DISABILITIES
STEP	SECONDARY TRANSITION TO EMPLOYMENT PROGRAM

SY 2017-18 CAPACITY, MEMBERSHIP, AND PROJECTIONS | REGION 2

ANNANDALE HS PYRAMID

FACILITY		SY 2017-18					PROJECTED MEMBERSHIP					PROJECTED PROGRAM CAPACITY UTILIZATION %				
SCHOOL	DESIGN CAPACITY	PROGRAM CAPACITY	MEMBERSHIP	PROGRAM CAPACITY UTILIZATION %	TEMPORARY CLASSROOMS	MODULAR CLASSROOMS	SY18-19	SY19-20	SY20-21	SY21-22	SY22-23	SY18-19	SY19-20	SY20-21	SY21-22	SY22-23
Annandale HS	2,562	2,519	2,136	85%	27	12	2,151	2,136	2,167	2,202	2,220	85%	85%	86%	87%	88%
Thomas Jefferson HS ²	1,920	1,911	1,786	93%	-	-	1,799	1,799	1,799	1,804	1,804	94%	94%	94%	94%	94%
Holmes MS	1,176	1,176	993	84%	-	-	999	1,007	1,018	996	980	85%	86%	87%	85%	83%
Poe MS	1,341	1,314	887	68%	5	-	901	926	921	902	880	69%	70%	70%	69%	67%
Annandale Terrace ES	750	778	645	83%	16	10	629	603	600	591	588	81%	78%	80%	79%	78%
Braddock ES	1,176	928	825	89%	10	10	841	837	822	846	861	91%	90%	89%	91%	93%
Bren Mar Park ES	668	540	504	93%	11	-	500	476	471	459	465	93%	88%	87%	85%	86%
Columbia ES	504	452	501	111%	6	-	512	506	516	535	529	113%	112%	114%	118%	117%
Mason Crest ES ²	1,064	708	619	87%	-	-	598	604	616	607	611	84%	85%	87%	86%	86%
North Springfield ES ²	782	654	496	76%	-	-	501	494	505	514	515	77%	76%	77%	79%	79%
Wyanoke ES	836	646	510	79%	6	-	533	525	524	522	523	83%	81%	81%	81%	81%

FALLS CHURCH HS PYRAMID

FACILITY		SY 2017-18					PROJECTED MEMBERSHIP					PROJECTED PROGRAM CAPACITY UTILIZATION %				
SCHOOL	DESIGN CAPACITY	PROGRAM CAPACITY	MEMBERSHIP	PROGRAM CAPACITY UTILIZATION %	TEMPORARY CLASSROOMS	MODULAR CLASSROOMS	SY18-19	SY19-20	SY20-21	SY21-22	SY22-23	SY18-19	SY19-20	SY20-21	SY21-22	SY22-23
Falls Church HS	1,962	1,955	2,113	108%	4	-	2,210	2,240	2,268	2,293	2,314	113%	115%	116%	117%	118%
Jackson MS ³	1,314	1,244	1,452	117%	19	-	1,476	1,517	1,567	1,568	1,541	119%	122%	126%	126%	124%
Camelot ES	764	764	663	87%	2	-	646	670	669	672	674	85%	88%	88%	88%	88%
Fairhill ES	672	624	580	93%	8	-	598	632	646	662	669	96%	101%	104%	106%	107%
Graham Road ES ²	616	496	442	89%	4	-	443	446	438	429	412	89%	90%	88%	86%	83%
Pine Spring ES	724	474	591	125%	13	-	581	579	568	571	578	123%	122%	120%	120%	122%
Westlawn ES	912	798	809	101%	4	-	834	814	797	799	803	105%	102%	100%	100%	101%
Woodburn ES ²	588	498	491	99%	7	-	507	513	522	525	541	102%	103%	105%	105%	109%

JUSTICE HS PYRAMID

FACILITY		SY 2017-18					PROJECTED MEMBERSHIP					PROJECTED PROGRAM CAPACITY UTILIZATION %				
SCHOOL	DESIGN CAPACITY	PROGRAM CAPACITY	MEMBERSHIP	PROGRAM CAPACITY UTILIZATION %	TEMPORARY CLASSROOMS	MODULAR CLASSROOMS	SY18-19	SY19-20	SY20-21	SY21-22	SY22-23	SY18-19	SY19-20	SY20-21	SY21-22	SY22-23
Justice HS	1,994	1,992	2,180	109%	-	-	2,254	2,295	2,300	2,352	2,356	113%	115%	115%	118%	118%
Glasgow MS ³	1,969	1,626	1,742	107%	4	-	1,805	1,833	1,841	1,794	1,766	92%	93%	93%	91%	90%
Bailey's ES	1,360	826	753	91%	4	10	751	750	736	724	717	91%	91%	89%	88%	87%
Bailey's Upper ES	812	718	576	80%	-	-	554	535	526	526	536	77%	75%	73%	73%	75%
Beech Tree ES	592	488	377	77%	-	-	368	373	355	354	345	75%	76%	73%	73%	71%
Belvedere ES ³	840	657	733	112%	6	-	717	716	693	684	697	109%	109%	105%	104%	106%
Glen Forest ES ²	1,344	1,096	1,065	97%	12	17	1,044	1,025	999	975	940	95%	94%	91%	89%	86%
Parklawn ES	1,192	798	713	89%	7	10	706	689	691	667	667	88%	86%	87%	84%	84%
Sleepy Hollow ES ²	594	512	429	84%	5	-	431	414	397	419	412	84%	81%	78%	82%	80%

MARSHALL HS PYRAMID

FACILITY	SY 2017-18					PROJECTED MEMBERSHIP					PROJECTED PROGRAM CAPACITY UTILIZATION %						
	SCHOOL	DESIGN CAPACITY	PROGRAM CAPACITY	MEMBERSHIP	PROGRAM CAPACITY UTILIZATION %	TEMPORARY CLASSROOMS	MODULAR CLASSROOMS	SY18-19	SY19-20	SY20-21	SY21-22	SY22-23	SY18-19	SY19-20	SY20-21	SY21-22	SY22-23
Marshall HS	2,384	2,043	2,239	2,239	110%	4	-	2,292	2,275	2,381	2,388	2,430	112%	111%	100%	100%	102%
Kilmer MS ^{1,3}	1,152	1,152	1,197	1,197	104%	14	-	1,122	1,147	1,191	1,203	1,203	97%	100%	103%	104%	104%
Freedom Hill ES	672	661	601	601	91%	6	-	637	625	622	625	619	96%	95%	94%	95%	94%
Lemon Road ES ³	616	583	616	616	106%	2	-	670	708	711	710	718	115%	121%	122%	122%	123%
Shreveport ES	728	665	770	770	116%	7	-	782	791	803	817	846	118%	119%	121%	123%	127%
Stenwood ES	568	561	585	585	104%	2	-	596	610	598	586	565	106%	109%	107%	104%	101%
Westbriar ES ³	1,036	916	858	858	94%	-	-	861	850	856	855	846	94%	93%	93%	93%	92%
Westgate ES	790	717	558	558	78%	-	-	569	562	546	531	522	79%	78%	76%	74%	73%

MCLEAN HS PYRAMID

FACILITY	SY 2017-18					PROJECTED MEMBERSHIP					PROJECTED PROGRAM CAPACITY UTILIZATION %						
	SCHOOL	DESIGN CAPACITY	PROGRAM CAPACITY	MEMBERSHIP	PROGRAM CAPACITY UTILIZATION %	TEMPORARY CLASSROOMS	MODULAR CLASSROOMS	SY18-19	SY19-20	SY20-21	SY21-22	SY22-23	SY18-19	SY19-20	SY20-21	SY21-22	SY22-23
McLean HS	1,993	1,983	2,167	2,167	109%	10	-	2,258	2,339	2,384	2,393	2,418	114%	118%	120%	121%	122%
Longfellow MS ^{1,3}	1,347	1,338	1,362	1,362	102%	2	-	1,357	1,391	1,439	1,418	1,396	101%	104%	108%	106%	104%
Chesterbrook ES	700	667	668	668	100%	4	-	681	669	664	630	606	102%	100%	100%	94%	91%
Franklin Sherman ES ²	504	429	416	416	97%	-	-	431	427	443	423	409	100%	100%	103%	99%	95%
Haycock ES ³	932	893	967	967	108%	4	-	1,002	984	981	981	980	112%	110%	110%	110%	110%
Kent Gardens ES	896	848	1,025	1,025	121%	8	-	1,042	1,056	1,047	1,033	1,021	123%	125%	123%	122%	120%
Timber Lane ES	868	692	589	589	85%	2	-	588	557	528	516	493	85%	80%	76%	75%	71%

General notes:

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¹ Boundary study impact. Schools currently going through phased-in boundary changes.

² Significant program or facility changes.

³ General education and AAP center school.

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REGION 2

SOLUTIONS

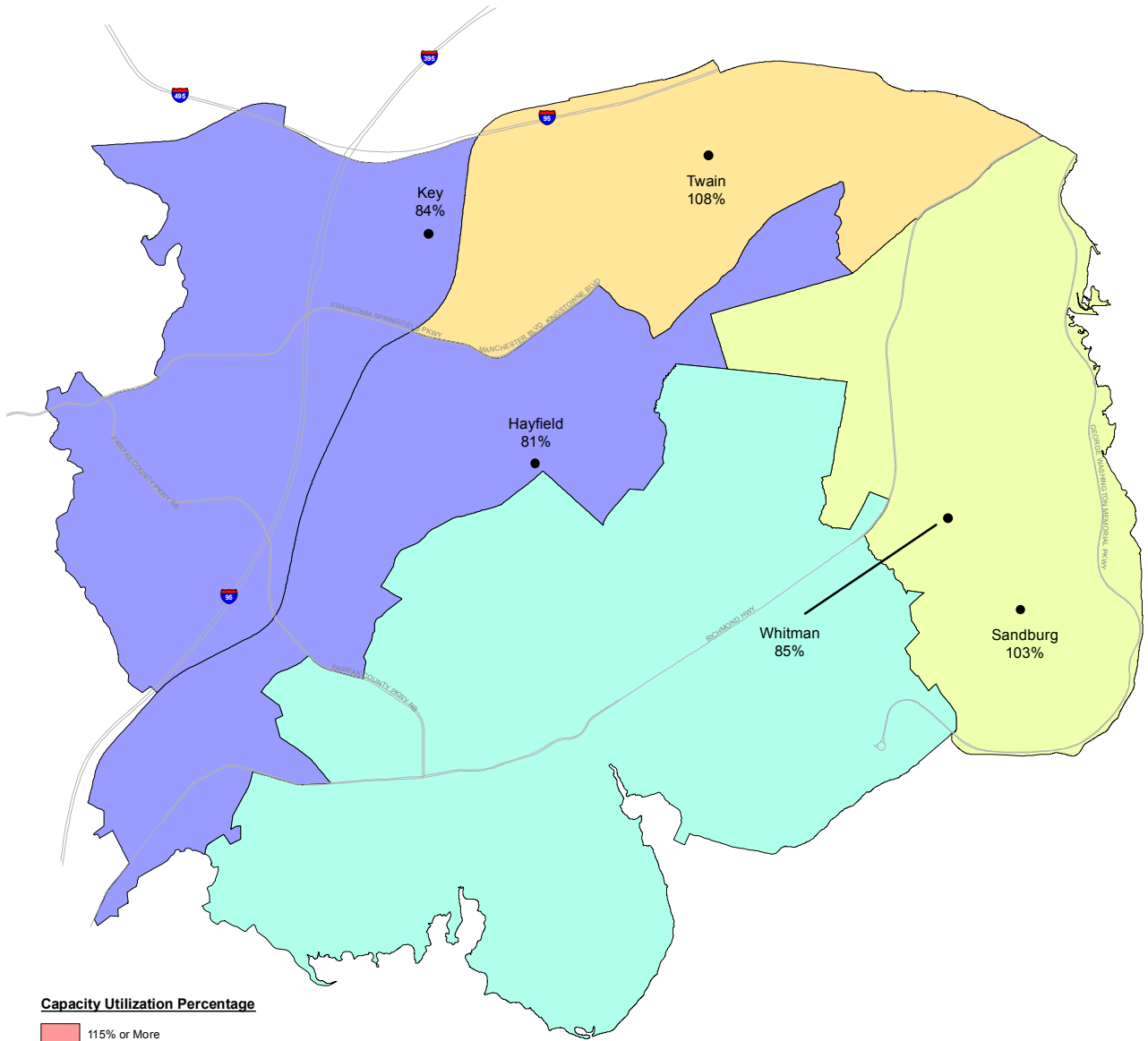
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REGION	PYRAMID	LEVEL	SCHOOL	POTENTIAL SOLUTIONS
3	Edison	ES	Bush Hill	Monitor student membership
3	Edison	ES	Cameron	Monitor student membership
3	Edison	ES	Clermont	A
3	Edison	ES	Franconia	Monitor student membership
3	Edison	ES	Mount Eagle	Monitor student membership
3	Edison	ES	Rose Hill	Monitor student membership
3	Hayfield	ES	Gunston	Monitor student membership
3	Hayfield	ES	Hayfield	Monitor student membership
3	Hayfield	ES	Island Creek	Monitor student membership
3	Hayfield	ES	Lane	Monitor student membership
3	Hayfield	ES	Lorton Station	A, B, C, F, H
3	Lee	ES	Crestwood	Monitor student membership
3	Lee	ES	Forestdale	Monitor student membership
3	Lee	ES	Garfield	Monitor student membership
3	Lee	ES	Lynbrook	Monitor student membership
3	Lee	ES	Saratoga	Monitor student membership
3	Lee	ES	Springfield Estates	B, D, H
3	Mount Vernon	ES	Fort Belvoir Primary	Monitor student membership
3	Mount Vernon	ES	Fort Belvoir Upper	A, B
3	Mount Vernon	ES	Mount Vernon Woods	In construction
3	Mount Vernon	ES	Riverside	Monitor student membership
3	Mount Vernon	ES	Washington Mill	A, B, F, H
3	Mount Vernon	ES	Woodlawn	Monitor student membership
3	Mount Vernon	ES	Woodley Hills	Monitor student membership
3	West Potomac	ES	Belle View	In construction
3	West Potomac	ES	Bucknell	Monitor student membership
3	West Potomac	ES	Fort Hunt	Monitor student membership
3	West Potomac	ES	Groveton	Monitor student membership
3	West Potomac	ES	Hollin Meadows	In construction
3	West Potomac	ES	Hybla Valley	A, F, H
3	West Potomac	ES	Stratford Landing	In construction
3	West Potomac	ES	Waynewood	In construction

REGION 3 | SY 2022-23

MIDDLE SCHOOL CAPACITY



Capacity Utilization Percentage

- 115% or More
- 105% - 114%
- 95% - 104%
- 85% - 94%
- Less than 85%

Note: Based on 2017-18 school year boundaries

SOLUTIONS

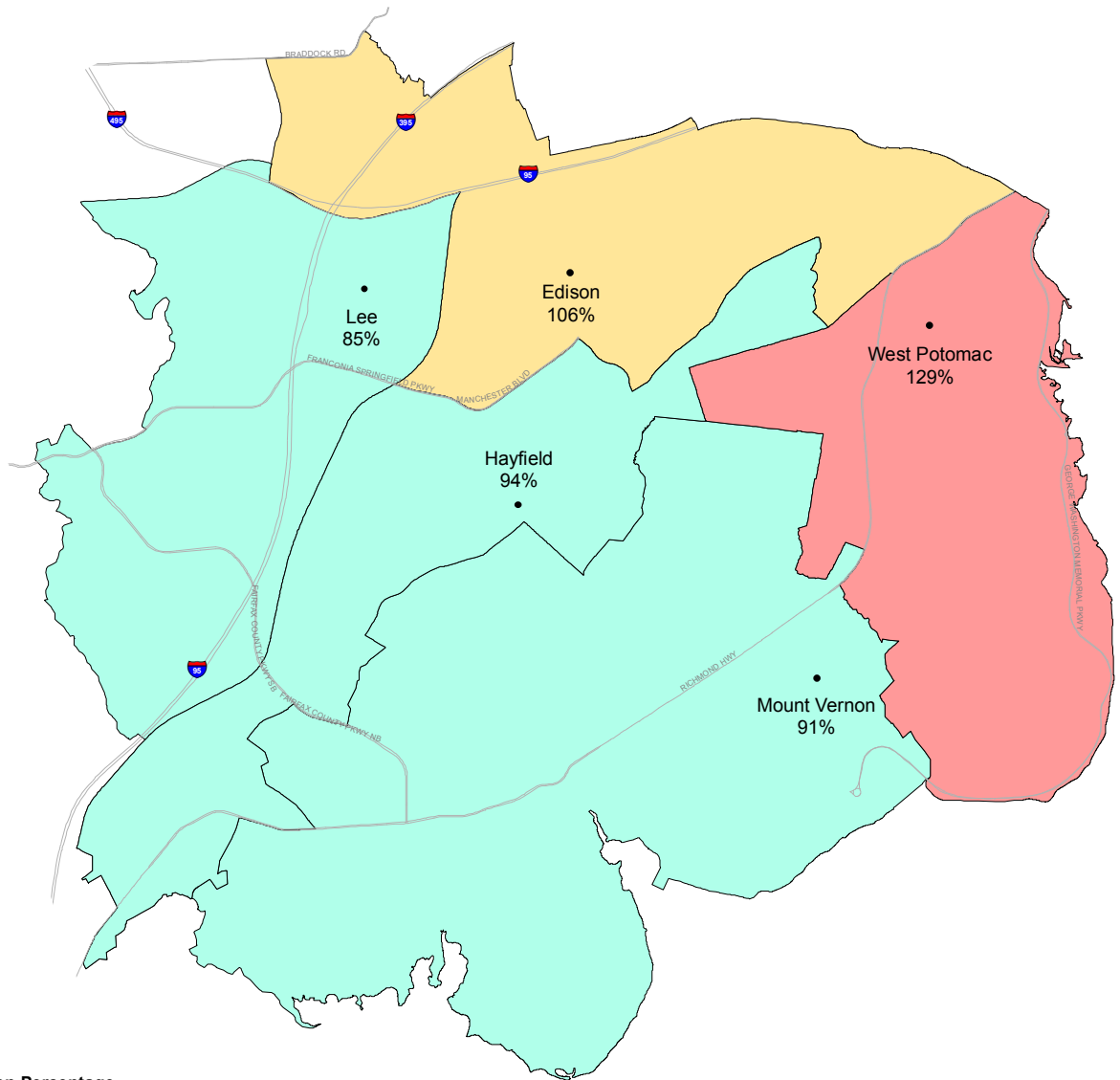
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- E. Repurpose existing inventory of school facilities not currently being used as schools.
- F. Capacity enhancement through either a modular or building addition.
- G. A new Fairfax/Oakton Area Elementary School has been proposed for planning in the 2017 Bond Referendum to provide capacity relief within the area.
- H. Potential boundary adjustment with schools having a capacity surplus.

REGION	PYRAMID	LEVEL	SCHOOL	POTENTIAL SOLUTIONS
3	Edison	MS	Twain	A, B, F
3	Hayfield	MS	Hayfield	Monitor student membership
3	Lee	MS	Key	Monitor student membership
3	Mount Vernon	MS	Whitman	Monitor student membership
3	West Potomac	MS	Sandburg	A, B, C, D, H

REGION 3 | SY 2022-23

HIGH SCHOOL CAPACITY



Capacity Utilization Percentage

- 115% or More
- 105% - 114%
- 95% - 104%
- 85% - 94%
- Less than 85%

Note: Based on 2017-18 school year boundaries

SOLUTIONS

The following is a list of potential solutions to consider to alleviate current and projected school capacity deficit(s). For consideration purposes, as many options as possible have been identified for each school, in no significant order and may be contingent on other potential solutions listed. Any option(s) chosen for implementation will be discussed and decided through a transparent process with the appropriate stakeholders, in accordance with School Board Policies and Regulations.

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- H. Potential boundary adjustment with schools having a capacity surplus.

REGION	PYRAMID	LEVEL	SCHOOL	POTENTIAL SOUTIONS
3	Edison	HS	Edison	A, B, C, H
3	Hayfield	HS	Hayfield	Monitor student membership
3	Lee	HS	Lee	Monitor student membership
3	Mount Vernon	HS	Mount Vernon	Monitor student membership
3	West Potomac	HS	West Potomac	A, B, C, E, F, H

SCHOOL INFORMATION					INSTRUCTIONAL					SPECIAL EDUCATION ¹															
PYR	LEVEL	SCHOOL NAME	GRADES	TITLE 1	K-3 CAP	FECEP/ HEAD START	EHS	MAGNET	ES AAP LOCAL LEVEL IV	ES & MS AAP CENTER	ES & MS IMMERSION	HS AP	HS IB	HS ACADEMY	TRANSITIONAL ESOL HIGH SCHOOL ¹	ECCB ²	PAC ³	AUT.	CSS	ID	IDS	DHOH	BVI	PD	STEP
WP	MS	SANDBURG MS	7-8							Y	Y							Y							
WP	ES	BELLE VIEW ES	K-6			Y												Y	Y						
WP	ES	BUCKNELL ES	K-6	Y	Y											Y	Y								
WP	ES	FORT HUNT ES	K-6								Y						Y								
WP	ES	GROVETON ES	K-6	Y	Y	Y					Y-SB						Y								
WP	ES	HOLLIN MEADOWS ES	K-6	Y	Y	Y			Y-SB										Y						
WP	ES	HYBLA VALLEY ES	K-6	Y	Y	Y																			
WP	ES	STRATFORD LANDING ES	K-6							Y						Y	Y								
WP	ES	WAYNEWOOD ES	K-6						Y-SB								Y								

¹ Program hours occur after regular school hours. Additional program sites at Pimmit Hills Center, Bryant HS, and Graham Road School.

² Additional ECCB and PAC sites at Pimmit Hills Center.

³ Public Day sites at Cedar Lane School, Quander Road School, Burke School, Kilmer Center and Key Center.

Y - Accepts students from inside and outside school boundary.

Y-SB - School-based students only.

Y-HI - Program for students with hearing impairment.

SY 2017-18 Instructional and Special Education School Programs

PROGRAM ABBREVIATIONS:

FECEP / HEAD START	FAMILY AND EARLY CHILDHOOD EDUCATION PROGRAM / HEAD START
EHS	EARLY HEAD START
ES AAP	ELEMENTARY SCHOOL-ADVANCED ACADEMIC PROGRAMS
MS AAP	MIDDLE SCHOOL-ADVANCED ACADEMIC PROGRAMS
HS AP	HIGH SCHOOL-ADVANCED PLACEMENT
HS IB	HIGH SCHOOL INTERNATIONAL BACCALAUREATE DIPLOMA PROGRAM
HS ACADEMY	HIGH SCHOOL ACADEMY
ESOL	ENGLISH FOR SPEAKERS OF OTHER LANGUAGES
ECCB	EARLY CHILDHOOD CLASS-BASED
PAC	PRESCHOOL AUTISM CLASS
AUT	AUTISM
CSS	COMPREHENSIVE SERVICES SITE
ID	INTELLECTUAL DISABILITIES
IDS	INTELLECTUAL DISABILITIES SEVERE
DHOH	DEAF OR HARD OF HEARING
BVI	BLIND AND VISUALLY IMPAIRED
PD	PHYSICAL DISABILITIES
STEP	SECONDARY TRANSITION TO EMPLOYMENT PROGRAM

REGION 3

SY 2017-18 CAPACITY, MEMBERSHIP, AND PROJECTIONS | REGION 3

EDISON HS PYRAMID

FACILITY		SY 2017-18					PROJECTED MEMBERSHIP					PROJECTED PROGRAM CAPACITY UTILIZATION %				
SCHOOL	DESIGN CAPACITY	PROGRAM CAPACITY	MEMBERSHIP	PROGRAM CAPACITY UTILIZATION %	TEMPORARY CLASSROOMS	MODULAR CLASSROOMS	SY18-19	SY19-20	SY20-21	SY21-22	SY22-23	SY18-19	SY19-20	SY20-21	SY21-22	SY22-23
Edison HS	2,103	2,102	2,060	98%	-	-	2,092	2,142	2,149	2,208	2,234	100%	102%	102%	105%	106%
Twain MS ³	1,027	1,011	1,024	101%	6	-	1,083	1,093	1,132	1,120	1,089	107%	108%	112%	111%	108%
Bush Hill ES ²	620	551	460	83%	-	-	467	460	473	468	480	85%	83%	86%	85%	87%
Cameron ES	952	614	519	85%	-	8	556	552	555	556	567	91%	90%	90%	91%	92%
Clermont ES	624	614	612	100%	-	-	619	617	596	609	611	101%	100%	97%	99%	100%
Franconia ES ²	616	583	541	93%	-	-	532	527	528	539	545	91%	90%	91%	92%	93%
Mount Eagle ES	548	470	414	88%	2	8	416	409	393	375	370	89%	87%	84%	80%	79%
Rose Hill ES	1,260	800	692	87%	1	10	724	714	708	715	732	91%	89%	89%	89%	92%

HAYFIELD HS PYRAMID

FACILITY		SY 2017-18					PROJECTED MEMBERSHIP					PROJECTED PROGRAM CAPACITY UTILIZATION %				
SCHOOL	DESIGN CAPACITY	PROGRAM CAPACITY	MEMBERSHIP	PROGRAM CAPACITY UTILIZATION %	TEMPORARY CLASSROOMS	MODULAR CLASSROOMS	SY18-19	SY19-20	SY20-21	SY21-22	SY22-23	SY18-19	SY19-20	SY20-21	SY21-22	SY22-23
Hayfield HS	2,249	2,235	2,033	91%	-	-	2,082	2,056	2,078	2,095	2,107	93%	92%	93%	94%	94%
Hayfield MS ²	1,283	1,157	882	76%	-	-	891	936	975	973	938	77%	81%	84%	84%	81%
Gunston ES ²	744	629	503	80%	7	-	497	496	498	475	466	79%	79%	79%	76%	74%
Hayfield ES	840	798	752	94%	2	-	769	756	745	721	720	96%	95%	93%	90%	90%
Island Creek ES	1,008	857	784	91%	-	-	798	806	792	792	782	93%	94%	92%	92%	91%
Lane ES	1,008	846	789	93%	-	-	781	759	731	726	707	92%	90%	86%	86%	84%
Lorton Station ES ³	1,036	888	914	103%	14	-	927	923	911	886	879	104%	104%	103%	100%	99%

LEE HS PYRAMID

FACILITY		SY 2017-18					PROJECTED MEMBERSHIP					PROJECTED PROGRAM CAPACITY UTILIZATION %				
SCHOOL	DESIGN CAPACITY	PROGRAM CAPACITY	MEMBERSHIP	PROGRAM CAPACITY UTILIZATION %	TEMPORARY CLASSROOMS	MODULAR CLASSROOMS	SY18-19	SY19-20	SY20-21	SY21-22	SY22-23	SY18-19	SY19-20	SY20-21	SY21-22	SY22-23
Lee HS ^{1,2}	2,139	2,117	1,742	82%	-	-	1,747	1,777	1,780	1,805	1,802	83%	84%	84%	85%	85%
Key MS	1,164	994	817	82%	-	-	830	844	852	844	834	84%	85%	86%	85%	84%
Crestwood ES	924	674	637	95%	14	10	610	594	561	538	531	91%	88%	83%	80%	79%
Forestdale ES	868	570	543	95%	6	12	515	514	514	497	491	90%	90%	90%	87%	86%
Garfield ES	576	436	366	84%	-	-	374	393	387	363	345	86%	90%	89%	83%	79%
Lymbrook ES	940	688	628	91%	11	-	595	560	520	499	476	86%	81%	76%	73%	69%
Saratoga ES	1,036	812	672	83%	4	-	668	659	640	620	619	82%	81%	79%	76%	76%
Springfield Estates ES ³	904	814	902	111%	-	-	911	911	924	935	957	112%	112%	114%	115%	118%

MOUNT VERNON HS PYRAMID

FACILITY	SY 2017-18					PROJECTED MEMBERSHIP					PROJECTED PROGRAM CAPACITY UTILIZATION %						
	SCHOOL	DESIGN CAPACITY	PROGRAM CAPACITY	MEMBERSHIP	PROGRAM CAPACITY UTILIZATION %	TEMPORARY CLASSROOMS	MODULAR CLASSROOMS	SY18-19	SY19-20	SY20-21	SY21-22	SY22-23	SY18-19	SY19-20	SY20-21	SY21-22	SY22-23
Mount Vernon HS ²	2,451	2,444	2,052	2,052	84%	-	-	2,078	2,095	2,170	2,199	2,226	85%	86%	89%	90%	91%
Whitman MS	1,344	1,230	971	971	79%	2	-	1,032	1,075	1,070	1,065	1,044	84%	87%	87%	87%	85%
Fort Belvoir Primary ES ²	1,540	1,206	939	939	78%	-	-	870	817	776	748	738	72%	68%	64%	62%	61%
Fort Belvoir Upper ES	840	624	582	582	93%	-	-	610	638	657	647	612	98%	102%	105%	104%	98%
Mount Vernon Woods ES	750	843	698	698	83%	2	12	723	710	731	714	739	86%	84%	97%	95%	99%
Riverside ES ³	1,092	892	797	797	89%	7	10	846	866	877	852	849	95%	97%	98%	96%	95%
Washington Mill ES	868	533	620	620	116%	13	10	612	611	602	611	604	115%	115%	113%	115%	113%
Woodlawn ES	888	678	547	547	81%	-	-	558	534	523	507	519	82%	79%	77%	75%	77%
Woodley Hills ES	1,064	782	641	641	82%	-	-	648	667	681	659	661	83%	85%	87%	84%	85%

WEST POTOMAC HS PYRAMID

FACILITY	SY 2017-18					PROJECTED MEMBERSHIP					PROJECTED PROGRAM CAPACITY UTILIZATION %						
	SCHOOL	DESIGN CAPACITY	PROGRAM CAPACITY	MEMBERSHIP	PROGRAM CAPACITY UTILIZATION %	TEMPORARY CLASSROOMS	MODULAR CLASSROOMS	SY18-19	SY19-20	SY20-21	SY21-22	SY22-23	SY18-19	SY19-20	SY20-21	SY21-22	SY22-23
West Potomac HS ²	2,231	2,231	2,610	2,610	117%	18	-	2,668	2,812	2,807	2,873	2,888	120%	126%	126%	129%	129%
Sandburg MS ³	1,460	1,455	1,521	1,521	105%	-	-	1,564	1,537	1,546	1,537	1,500	107%	106%	106%	106%	103%
Belle View ES	700	675	559	559	83%	2	-	581	593	589	583	594	86%	88%	84%	83%	85%
Bucknell ES ²	906	750	265	265	35%	-	-	246	244	240	246	253	33%	33%	32%	33%	34%
Fort Hunt ES	812	708	589	589	83%	-	-	582	597	588	576	591	82%	84%	83%	81%	83%
Groveton ES	1,064	872	775	775	89%	5	10	742	742	724	723	720	85%	85%	83%	83%	83%
Hollin Meadows ES ²	750	766	635	635	83%	8	11	605	607	599	582	587	81%	81%	80%	78%	78%
Hybla Valley ES	1,008	837	949	949	113%	16	-	955	939	891	894	884	114%	112%	106%	107%	106%
Stratford Landing ES ³	950	972	783	783	81%	7	-	778	755	704	710	698	82%	79%	74%	75%	73%
Wayneswood ES	750	806	735	735	91%	3	8	753	791	812	790	814	100%	105%	108%	105%	109%

General notes:

- A guide to understanding the information on these tables can be found at the beginning of the Membership and Capacity Comparisons section.
- Based on September 30th certified membership for CIP purposes. Membership numbers include: general education, special education, AAP, FECEP/Head Start and preschool (wherever applicable) students. Membership numbers do not include: adult education, private school special education, home schooled, multi-agency, transitional ESOL high schools, or special education centers.
- For schools with utilization percentage in **red**, refer to Potential Capacity Solutions section.
- Numbers in *italics* are future design capacity and projected capacity utilization percentages after a renovation or capacity enhancement.
- Pre-construction program capacity is used for schools currently in construction.

¹ Boundary study impact. Schools currently going through phased-in boundary changes.

² Significant program or facility changes.

³ General education and AAP center school.

To view information pertaining to Capacity & Membership, Facilities & Sites, and Pyramid & Special Programs, please visit FCPS Facility and Enrollment Dashboard at <https://www.fcps.edu/enrollmentdashboard>.

SOLUTIONS

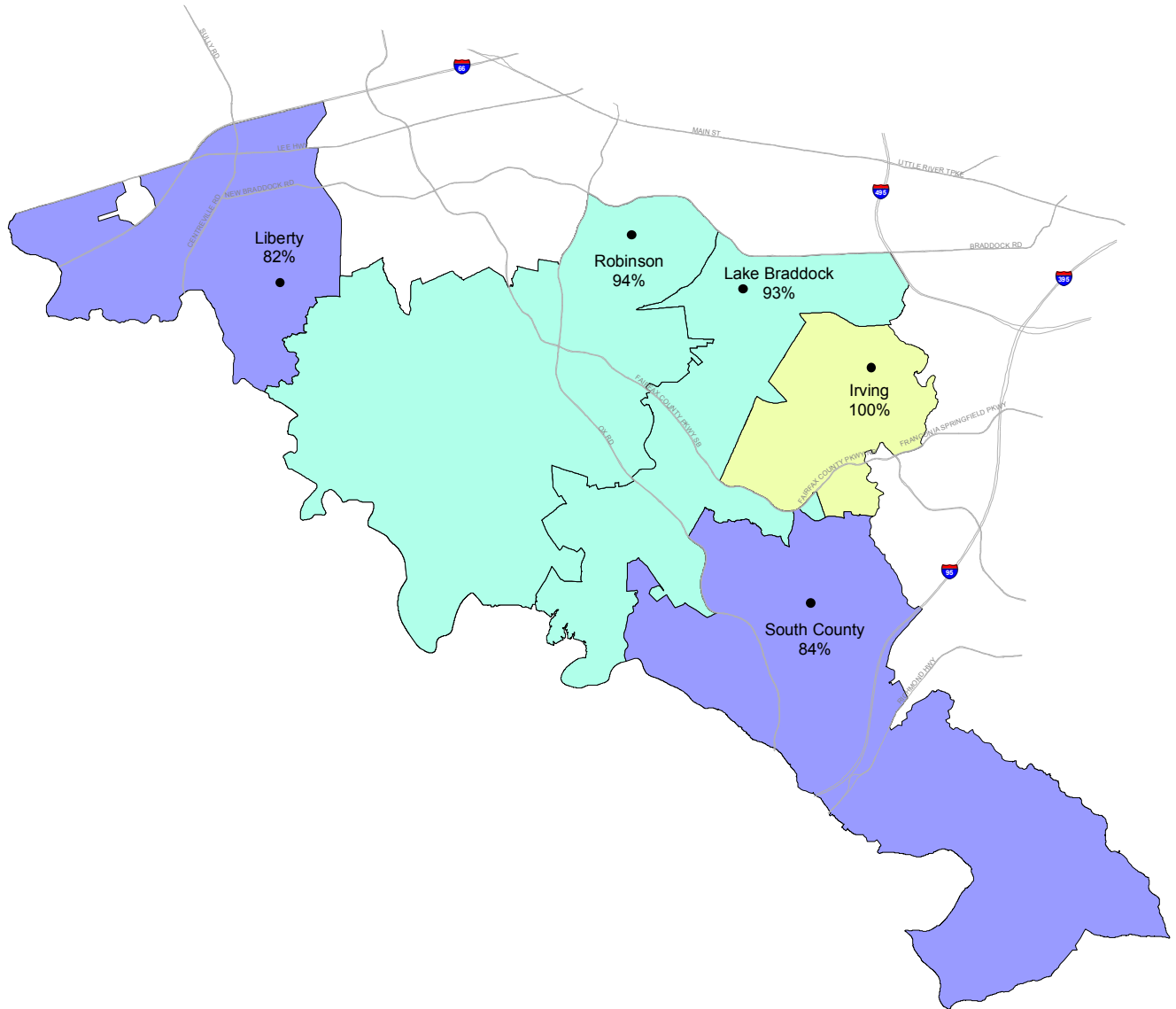
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REGION	PYRAMID	LEVEL	SCHOOL	POTENTIAL SOLUTIONS
4	Centreville	ES	Bull Run	Monitor student membership
4	Centreville	ES	Centre Ridge	Monitor student membership
4	Centreville	ES	Centreville	Monitor student membership
4	Centreville	ES	Colin Powell	Monitor student membership
4	Centreville	ES	Union Mill	Monitor student membership
4	Lake Braddock	ES	Cherry Run	In construction
4	Lake Braddock	ES	Kings Glen	Monitor student membership
4	Lake Braddock	ES	Kings Park	Monitor student membership
4	Lake Braddock	ES	Ravensworth	Monitor student membership
4	Lake Braddock	ES	Sangster	B, C, D, H
4	Lake Braddock	ES	White Oaks	In construction
4	Robinson	ES	Bonnie Brae	Monitor student membership
4	Robinson	ES	Fairview	Monitor student membership
4	Robinson	ES	Laurel Ridge	Monitor student membership
4	Robinson	ES	Oak View	A, C, H
4	Robinson	ES	Terra Centre	A, B, C, D, H
4	South County	ES	Halley	Monitor student membership
4	South County	ES	Laurel Hill	Monitor student membership
4	South County	ES	Newington Forest	In construction
4	South County	ES	Silverbrook	In construction
4	West Springfield	ES	Cardinal Forest	Monitor student membership
4	West Springfield	ES	Hunt Valley	A, B, C, H
4	West Springfield	ES	Keene Mill	A, B, D, H
4	West Springfield	ES	Orange Hunt	A, B, D, F, H
4	West Springfield	ES	Rolling Valley	A, B, C, D
4	West Springfield	ES	West Springfield	A, B, D

REGION 4 | SY 2022-23

MIDDLE SCHOOL CAPACITY



Capacity Utilization Percentage

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- 105% - 114%
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- 85% - 94%
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SOLUTIONS

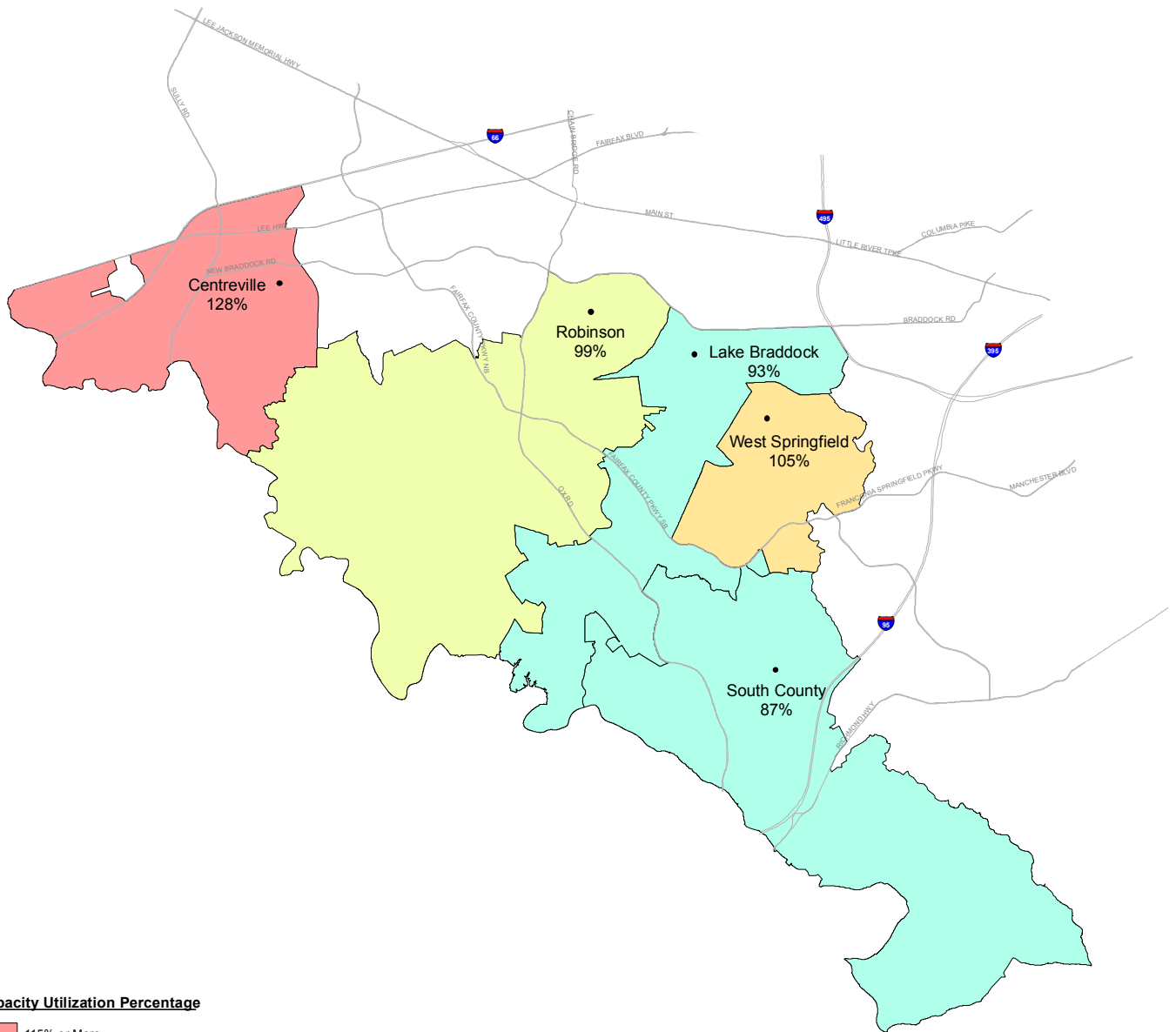
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REGION	PYRAMID	LEVEL	SCHOOL	POTENTIAL SOLUTIONS
4	Centreville	MS	Liberty	Monitor student membership
4	Lake Braddock	MS	Lake Braddock	Monitor student membership
4	Robinson	MS	Robinson	Monitor student membership
4	South County	MS	South County	Monitor student membership
4	West Springfield	MS	Irving	A

REGION 4 | SY 2022-23

HIGH SCHOOL CAPACITY



Capacity Utilization Percentage

- 115% or More
- 105% - 114%
- 95% - 104%
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SOLUTIONS

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REGION	PYRAMID	LEVEL	SCHOOL	POTENTIAL SOLUTIONS
4	Centreville	HS	Centreville	A, B, C, D, F, H
4	Lake Braddock	HS	Lake Braddock	Monitor student membership
4	Robinson	HS	Robinson	Monitor student membership
4	South County	HS	South County	Monitor student membership
4	West Springfield	HS	West Springfield	In construction

SY 2017-18 INSTRUCTIONAL AND SPECIAL EDUCATION SCHOOL PROGRAMS | REGION 4

PYR	LEVEL	SCHOOL INFORMATION						INSTRUCTIONAL						SPECIAL EDUCATION*											
		SCHOOL NAME	GRADES	TITLE 1	K-3 CAP	FECEP/ HEAD START	EHS	MAGNET	ES AAP LOCAL LEVEL IV	ES & MS AAP CENTER	ES & MS IMMERSION	HS AP	HS IB	HS ACADEMY	TRANSITIONAL ESOL HIGH SCHOOL¹	ECCB²	PAC³	AUT.	CSS	ID	IDS	DHOH	BVI	PD	STEP
CE	HS	CENTREVILLE HS	9-12														Y	Y-SB	Y						
CE	MS	LIBERTY MS	7-8														Y	Y	Y-SB						
CE	ES	BULL RUN ES	K-6					Y									Y								
CE	ES	CENTRE RIDGE ES	K-6	Y	Y			Y-SB							Y		Y-SB								
CE	ES	CENTREVILLE ES	K-6		Y			Y-SB									Y-SB								
CE	ES	COLIN POWELL ES	K-6					Y-SB		Y						Y	Y-SB								
CE	ES	UNION MILLS ES	K-6													Y-SB									
LB	HS	LAKE BRADDOCK HS	9-12								Y					Y-SB			Y-SB						
LB	MS	LAKE BRADDOCK MS	7-8					Y		Y						Y-SB			Y-SB						
LB	ES	CHERRY RUN ES	K-6												Y	Y			Y						
LB	ES	KINGS GLEN ES	4-6													Y-SB									
LB	ES	KINGS PARK ES	K-3												Y	Y	Y-SB								
LB	ES	RAVENSWORTH ES	K-6							Y					Y										
LB	ES	SANGSTER ES	K-6						Y																
LB	ES	WHITE OAKS ES	K-6						Y																
R	HS	ROBINSON HS	9-12		Y						Y					Y-SB			Y-SB				Y		
R	MS	ROBINSON MS	7-8							Y						Y-SB			Y-SB				Y		
R	ES	BONNIE BRAE ES	K-6												Y	Y									
R	ES	FAIRVIEW ES	K-6					Y-SB																	
R	ES	LAUREL RIDGE ES	K-6							Y						Y-SB	Y								
R	ES	OAK VIEW ES	K-6					Y-SB								Y-SB									
R	ES	TERRA CENTRE ES	K-6											Y	Y										
SC	HS	SOUTH COUNTY HS	9-12								Y					Y-SB			Y-SB						
SC	MS	SOUTH COUNTY MS	7-8					Y								Y-SB			Y-SB						
SC	ES	HALLEY ES	K-6		Y			Y-SB						Y	Y										
SC	ES	LAUREL HILLES	K-6					Y-SB									Y								
SC	ES	NEWINGTON FORESTES	K-6																						
SC	ES	SILVERBROOK ES	K-6					Y-SB								Y-SB			Y-SB						
WS	HS	WEST SPRINGFIELD HS	9-12								Y					Y-SB			Y-SB						

SCHOOL INFORMATION				INSTRUCTIONAL							SPECIAL EDUCATION ¹														
PYR	LEVEL	SCHOOL NAME	GRADES	TITLE 1	K-3 CAP	FECEP/ HEAD START	EHS	MAGNET	ES AAP LOCAL LEVEL IV	ES & MS AAP CENTER	ES & MS IMMERSION	HS AP	HS IB	HS ACADEMY	TRANSITIONAL ESOL HIGH SCHOOL ²	ECCB ³	PAC ²	AUT.	CSS	ID	IDS	DHOH	BVI	PD	STEP
WS	MS	IRVING MS	7-8								Y							Y-SB		Y-SB					
WS	ES	CARDINAL FOREST ES	K-6			Y										Y		Y-SB							
WS	ES	HUNT VALLEY ES	K-6														Y								
WS	ES	KEENE MILL ES	K-6							Y															
WS	ES	ORANGE HUNT ES	K-6								Y														
WS	ES	ROLLING VALLEY ES	K-6																	Y	Y				
WS	ES	WEST SPRINGFIELD ES	K-6													Y		Y							

¹ Program hours occur after regular school hours. Additional program sites at Pimmit Hills Center, Bryant HS, and Graham Road School.

² Additional ECCB and PAC sites at Pimmit Hills Center.

³ Public Day sites at Cedar Lane School, Quander Road School, Burke School, Kilmer Center and Key Center.

Y - Accepts students from inside and outside school boundary.

Y-SB - School-based students only.

Y-HI - Program for students with hearing impairment.

SY 2017-18 Instructional and Special Education School Programs

PROGRAM ABBREVIATIONS:

FECEP / HEAD START	FAMILY AND EARLY CHILDHOOD EDUCATION PROGRAM / HEAD START
EHS	EARLY HEAD START
ES AAP	ELEMENTARY SCHOOL ADVANCED ACADEMIC PROGRAMS
MS AAP	MIDDLE SCHOOL ADVANCED ACADEMIC PROGRAMS
HS AP	HIGH SCHOOL ADVANCED PLACEMENT
HS IB	HIGH SCHOOL INTERNATIONAL BACCALAUREATE DIPLOMA PROGRAM
HS ACADEMY	HIGH SCHOOL ACADEMY
ESOL	ENGLISH FOR SPEAKERS OF OTHER LANGUAGES
ECCB	EARLY CHILDHOOD CLASS-BASED
PAC	PRESCHOOL AUTISM CLASS
AUT	AUTISM
CSS	COMPREHENSIVE SERVICES SITE
ID	INTELLECTUAL DISABILITIES
IDS	INTELLECTUAL DISABILITIES SEVERE
DHOH	DEAF OR HARD OF HEARING
BVI	BLIND AND VISUALLY IMPAIRED
PD	PHYSICAL DISABILITIES
STEP	SECONDARY TRANSITION TO EMPLOYMENT PROGRAM

REGION 4

SY 2017-18 CAPACITY, MEMBERSHIP, AND PROJECTIONS | REGION 4

CENTREVILLE HS PYRAMID

FACILITY	DESIGN CAPACITY	SY 2017-18				PROJECTED MEMBERSHIP				PROJECTED PROGRAM CAPACITY UTILIZATION %						
		PROGRAM CAPACITY	MEMBERSHIP	PROGRAM CAPACITY UTILIZATION %	TEMPORARY CLASSROOMS	MODULAR CLASSROOMS	SY18-19	SY19-20	SY20-21	SY21-22	SY22-23	SY18-19	SY19-20	SY20-21	SY21-22	SY22-23
Centreville HS	2,143	2,132	2,568	120%	14	8	2,593	2,616	2,645	2,681	2,730	122%	123%	124%	126%	128%
Liberty MS	1,350	1,262	1,045	83%	-	-	1,091	1,094	1,116	1,091	1,040	86%	87%	88%	86%	82%
Bull Run ES ¹	1,008	924	822	89%	4	-	817	814	793	800	801	88%	88%	86%	87%	87%
Centre Ridge ES	1,008	876	805	92%	6	-	812	835	812	790	773	93%	95%	93%	90%	88%
Centreville ES	1,288	943	856	91%	-	10	821	805	781	772	776	87%	85%	83%	82%	82%
Colin Powell ES ²	1,316	1,046	916	88%	-	10	855	795	772	750	750	82%	76%	74%	72%	72%
Union Mill ES	1,120	1,010	958	95%	4	-	961	957	948	940	946	95%	95%	94%	93%	94%

LAKE BRADDOCK HS PYRAMID

FACILITY	DESIGN CAPACITY	SY 2017-18				PROJECTED MEMBERSHIP				PROJECTED PROGRAM CAPACITY UTILIZATION %						
		PROGRAM CAPACITY	MEMBERSHIP	PROGRAM CAPACITY UTILIZATION %	TEMPORARY CLASSROOMS	MODULAR CLASSROOMS	SY18-19	SY19-20	SY20-21	SY21-22	SY22-23	SY18-19	SY19-20	SY20-21	SY21-22	SY22-23
Lake Braddock HS	3,124	3,124	2,811	90%	-	-	2,811	2,821	2,849	2,887	2,899	90%	90%	91%	92%	93%
Lake Braddock MS ³	1,644	1,605	1,443	90%	-	-	1,431	1,442	1,501	1,531	1,495	89%	90%	94%	95%	93%
Cherry Run ES	595	585	426	73%	-	-	446	458	440	442	451	75%	77%	74%	74%	76%
Kings Glen ES	672	588	494	84%	3	-	491	476	459	459	462	84%	81%	78%	78%	79%
Kings Park ES	940	733	665	91%	2	-	650	647	637	615	601	89%	88%	87%	84%	82%
Ravensworth ES	662	636	558	88%	-	-	564	552	541	554	559	89%	87%	85%	87%	88%
Sangster ES ³	1,008	975	967	99%	5	-	970	971	954	957	980	99%	100%	98%	98%	101%
White Oaks ES ³	925	929	875	94%	1	-	890	907	900	892	884	96%	98%	97%	96%	96%

ROBINSON HS PYRAMID

FACILITY	DESIGN CAPACITY	SY 2017-18				PROJECTED MEMBERSHIP				PROJECTED PROGRAM CAPACITY UTILIZATION %						
		PROGRAM CAPACITY	MEMBERSHIP	PROGRAM CAPACITY UTILIZATION %	TEMPORARY CLASSROOMS	MODULAR CLASSROOMS	SY18-19	SY19-20	SY20-21	SY21-22	SY22-23	SY18-19	SY19-20	SY20-21	SY21-22	SY22-23
Robinson HS	2,752	2,750	2,673	97%	17	10	2,623	2,635	2,653	2,663	2,711	95%	96%	96%	97%	99%
Robinson MS	1,334	1,310	1,209	92%	-	-	1,217	1,201	1,226	1,266	1,233	93%	92%	94%	97%	94%
Bonnie Brae ES ²	1,018	862	786	91%	2	-	773	760	724	763	753	90%	88%	84%	89%	87%
Fairview ES	812	728	681	94%	2	-	692	721	704	718	720	95%	99%	97%	99%	99%
Laurel Ridge ES	1,092	933	848	91%	4	-	836	833	775	764	771	90%	89%	83%	82%	83%
Oak View ES	924	865	836	97%	-	-	848	863	921	888	921	98%	100%	106%	103%	106%
Terra Centre ES	618	599	598	100%	-	-	609	640	671	669	676	102%	107%	112%	112%	113%

SOUTH COUNTY HS PYRAMID

FACILITY	SY 2017-18					PROJECTED MEMBERSHIP					PROJECTED PROGRAM CAPACITY UTILIZATION %						
	SCHOOL	DESIGN CAPACITY	PROGRAM CAPACITY	MEMBERSHIP	PROGRAM CAPACITY UTILIZATION %	TEMPORARY CLASSROOMS	MODULAR CLASSROOMS	SY18-19	SY19-20	SY20-21	SY21-22	SY22-23	SY18-19	SY19-20	SY20-21	SY21-22	SY22-23
South County HS	2,500	2,480	2,195	2,195	88%	-	-	2,138	2,128	2,144	2,164	2,168	86%	86%	86%	87%	87%
South County MS ³	1,410	1,228	1,066	1,066	87%	-	-	1,067	1,068	1,083	1,078	1,029	87%	87%	88%	88%	84%
Halley ES	1,008	820	664	664	81%	-	-	629	609	620	611	613	77%	74%	76%	75%	75%
Laurel Hill ES	1,064	947	914	914	97%	2	-	900	864	827	816	788	95%	91%	87%	86%	83%
Newington Forest ES ²	600	640	515	515	80%	5	-	494	468	469	471	484	82%	78%	78%	79%	81%
Silverbrook ES	970	854	832	832	97%	4	-	846	869	865	860	856	99%	102%	89%	89%	88%

WEST SPRINGFIELD HS PYRAMID

FACILITY	SY 2017-18					PROJECTED MEMBERSHIP					PROJECTED PROGRAM CAPACITY UTILIZATION %						
	SCHOOL	DESIGN CAPACITY	PROGRAM CAPACITY	MEMBERSHIP	PROGRAM CAPACITY UTILIZATION %	TEMPORARY CLASSROOMS	MODULAR CLASSROOMS	SY18-19	SY19-20	SY20-21	SY21-22	SY22-23	SY18-19	SY19-20	SY20-21	SY21-22	SY22-23
West Springfield HS ¹	2,350	2,163	2,191	2,191	101%	12	-	2,270	2,321	2,418	2,457	2,473	105%	99%	103%	105%	105%
Irving MS	1,152	1,152	1,128	1,128	98%	-	-	1,135	1,109	1,140	1,175	1,147	99%	96%	99%	102%	100%
Cardinal Forest ES	800	715	629	629	88%	3	-	626	607	578	558	547	88%	85%	81%	78%	77%
Hunt Valley ES	840	726	691	691	95%	1	-	716	753	750	752	737	99%	104%	103%	104%	102%
Keene Mill ES ³	784	757	774	774	102%	-	-	788	786	771	749	742	104%	104%	102%	99%	98%
Orange Hunt ES	952	901	941	941	104%	2	-	959	1,007	1,001	1,037	1,055	106%	112%	111%	115%	117%
Rolling Valley ES	784	643	589	589	92%	-	-	614	639	643	657	654	95%	99%	100%	102%	102%
West Springfield ES	680	593	531	531	90%	3	-	539	561	579	591	623	91%	95%	98%	100%	105%

General notes:

- A guide to understanding the information on these tables can be found at the beginning of the Membership and Capacity Comparisons section.
- Based on September 30th certified membership for CIP purposes. Membership numbers include: general education, special education, AAP, FECEP/Head Start and preschool (wherever applicable) students. Membership numbers do not include: adult education, private school special education, home schooled, multi-agency, transitional ESOL high schools, or special education centers.
- For schools with utilization percentage in **red**, refer to Potential Capacity Solutions section.
- Numbers in *italics* are future design capacity and projected capacity utilization percentages after a renovation or capacity enhancement.
- Pre-construction program capacity is used for schools currently in construction.

¹ Boundary study impact. Schools currently going through phased-in boundary changes.

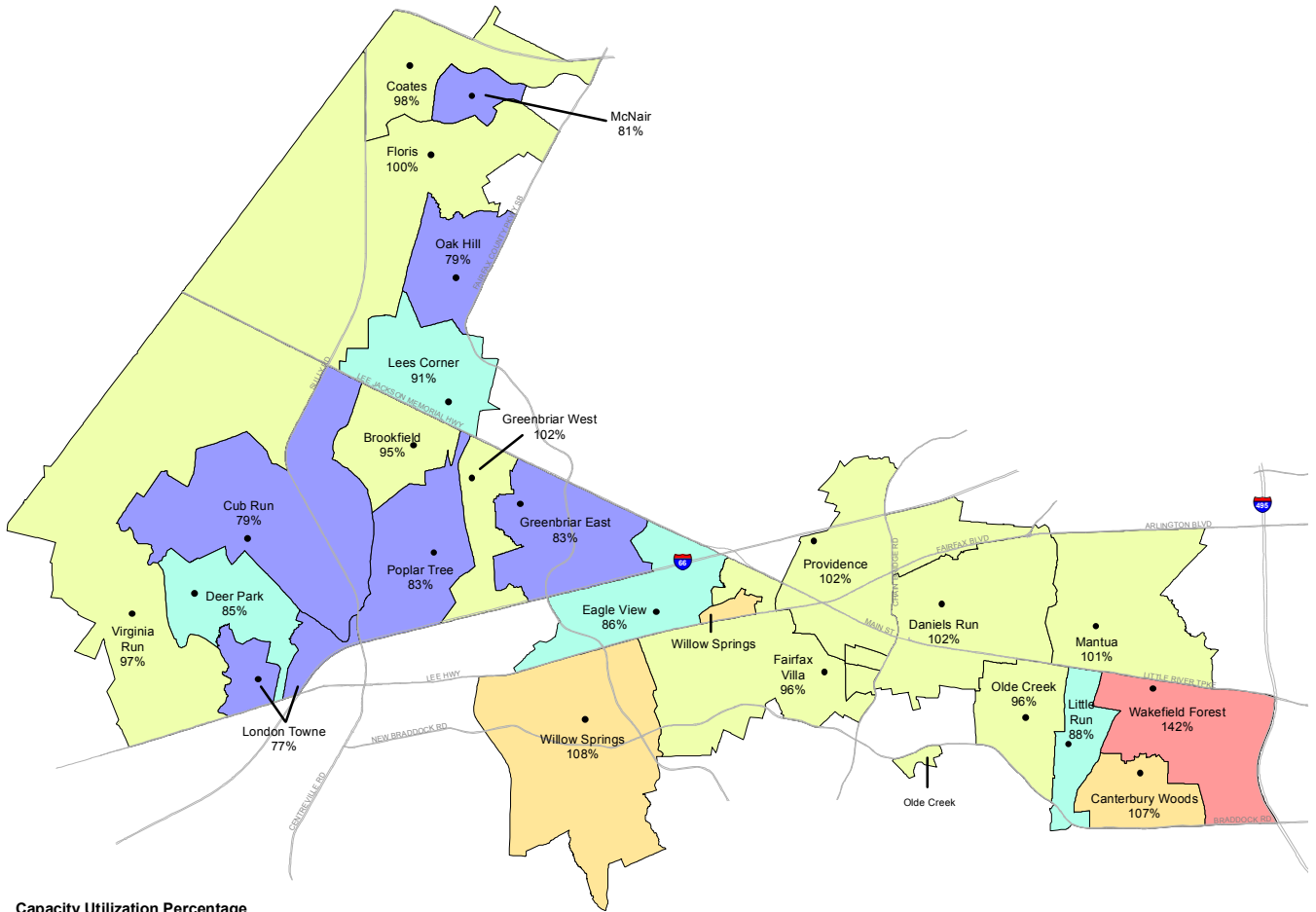
² Significant program or facility changes.

³ General education and AAP center school.

To view information pertaining to Capacity & Membership, Facilities & Sites, and Pyramid & Special Programs, please visit FCPS Facility and Enrollment Dashboard at <https://www.fcps.edu/enrollmentdashboard>.

REGION 5 | SY 2022-23

ELEMENTARY CAPACITY



Capacity Utilization Percentage

- 115% or More
- 105% - 114%
- 95% - 104%
- 85% - 94%
- Less than 85%

Note: Based on 2017-18 school year boundaries

SOLUTIONS

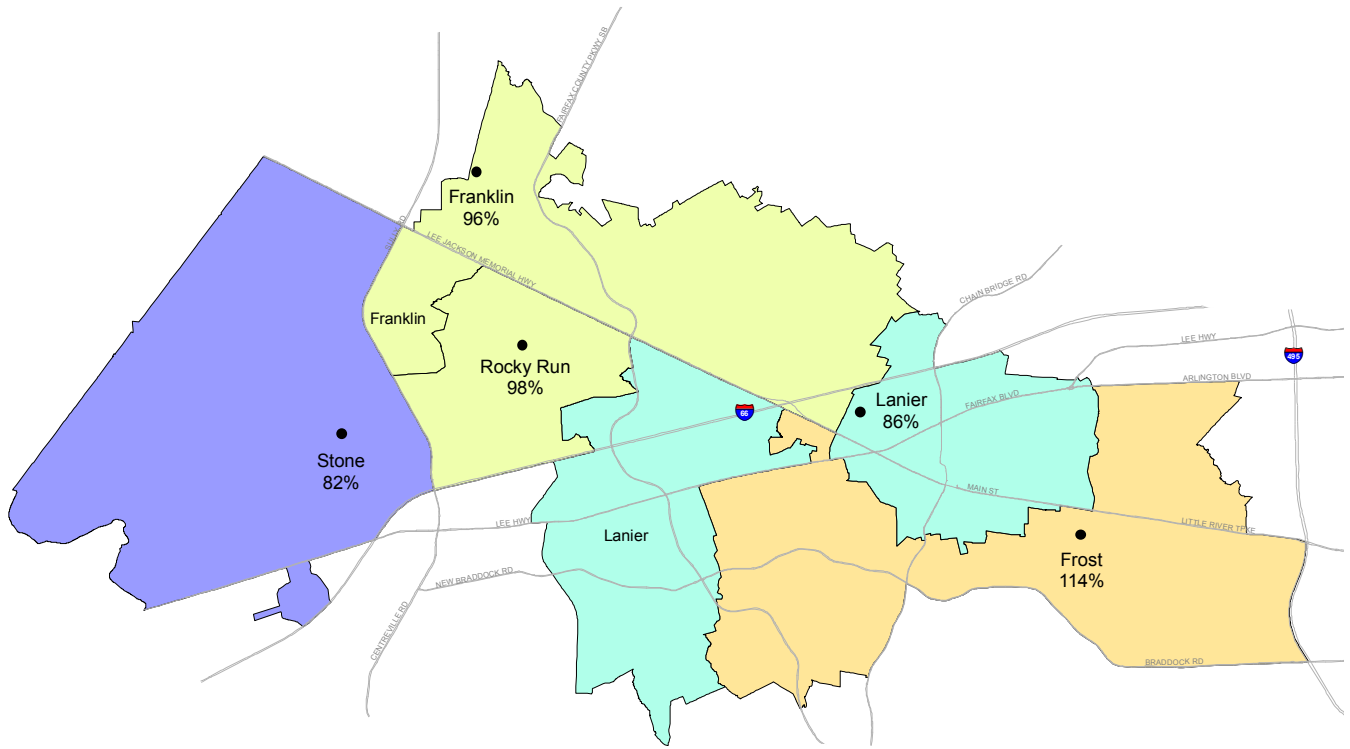
The following is a list of potential solutions to consider to alleviate current and projected school capacity deficit(s). For consideration purposes, as many options as possible have been identified for each school, in no significant order and may be contingent on other potential solutions listed. Any option(s) chosen for implementation will be discussed and decided through a transparent process with the appropriate stakeholders, in accordance with School Board Policies and Regulations.

- A. Increase efficiency by reassigning instructional spaces within a school to accommodate increase in membership.
- B. Possible program changes.
- C. Minor interior facility modifications to create additional instructional space and help to accommodate capacity deficit.
- D. Add temporary classrooms to accommodate short-term capacity deficit.
- E. Repurpose existing inventory of school facilities not currently being used as schools.
- F. Capacity enhancement through either a modular or building addition.
- G. A new Fairfax/Oakton Area Elementary School has been proposed for planning in the 2017 Bond Referendum to provide capacity relief within the area.
- H. Potential boundary adjustment with schools having a capacity surplus.

REGION	PYRAMID	LEVEL	SCHOOL	POTENTIAL SOLUTIONS
5	Chantilly	ES	Brookfield	A, C, D, F
5	Chantilly	ES	Greenbriar East	Monitor student membership
5	Chantilly	ES	Greenbriar West	B, C
5	Chantilly	ES	Lees Corner	A, B, C, D, F
5	Chantilly	ES	Oak Hill	Monitor student membership
5	Chantilly	ES	Poplar Tree	Monitor student membership
5	Fairfax	ES	Daniels Run	A, C, D, G, H
5	Fairfax	ES	Eagle View	Monitor student membership
5	Fairfax	ES	Providence	A, C, G, H
5	Fairfax	ES	Willow Springs	A, B, C, D, F, H
5	Westfield	ES	Coates	A, C
5	Westfield	ES	Cub Run	Monitor student membership
5	Westfield	ES	Deer Park	Monitor student membership
5	Westfield	ES	Floris	A, C, D
5	Westfield	ES	London Towne	Monitor student membership
5	Westfield	ES	McNair	In construction
5	Westfield	ES	Virginia Run	Monitor student membership
5	Woodson	ES	Canterbury Woods	B, C, D, H
5	Woodson	ES	Fairfax Villa	Monitor student membership
5	Woodson	ES	Little Run	Monitor student membership
5	Woodson	ES	Mantua	A, B, C, D, H
5	Woodson	ES	Olde Creek	Monitor student membership
5	Woodson	ES	Wakefield Forest	A, C, D, F, H

REGION 5 | SY 2022-23

MIDDLE SCHOOL CAPACITY



Capacity Utilization Percentage

- 115% or More
- 105% - 114%
- 95% - 104%
- 85% - 94%
- Less than 85%

Note: Based on 2017-18 school year boundaries

SOLUTIONS

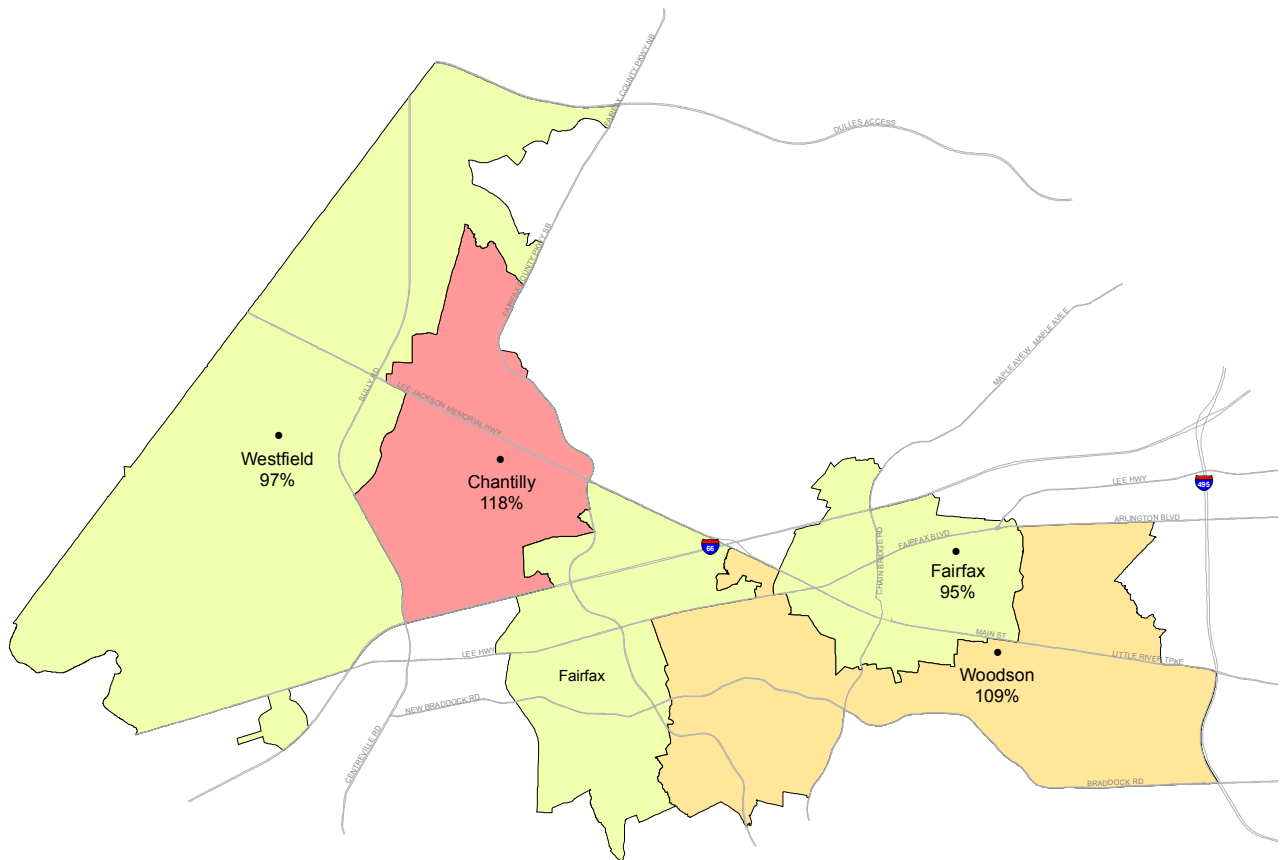
The following is a list of potential solutions to consider to alleviate current and projected school capacity deficit(s). For consideration purposes, as many options as possible have been identified for each school, in no significant order and may be contingent on other potential solutions listed. Any option(s) chosen for implementation will be discussed and decided through a transparent process with the appropriate stakeholders, in accordance with School Board Policies and Regulations.

- A. Increase efficiency by reassigning instructional spaces within a school to accommodate increase in membership.
- B. Possible program changes.
- C. Minor interior facility modifications to create additional instructional space and help to accommodate capacity deficit.
- D. Add temporary classrooms to accommodate short-term capacity deficit.
- E. Repurpose existing inventory of school facilities not currently being used as schools.
- F. Capacity enhancement through either a modular or building addition.
- G. A new Fairfax/Oakton Area Elementary School has been proposed for planning in the 2017 Bond Referendum to provide capacity relief within the area.
- H. Potential boundary adjustment with schools having a capacity surplus.

REGION	PYRAMID	LEVEL	SCHOOL	POTENTIAL SOLUTIONS
5	Chantilly	MS	Franklin	Monitor student membership
5	Chantilly	MS	Rocky Run	In construction
5	Fairfax	MS	Lanier	Monitor student membership
5	Westfield	MS	Stone	Monitor student membership
5	Woodson	MS	Frost	A, B, D, F, H

REGION 5 | SY 2022-23

HIGH SCHOOL CAPACITY



Capacity Utilization Percentage

- 115% or More
- 105% - 114%
- 95% - 104%
- 85% - 94%
- Less than 85%

Note: Based on 2017-18 school year boundaries

SOLUTIONS

The following is a list of potential solutions to consider to alleviate current and projected school capacity deficit(s). For consideration purposes, as many options as possible have been identified for each school, in no significant order and may be contingent on other potential solutions listed. Any option(s) chosen for implementation will be discussed and decided through a transparent process with the appropriate stakeholders, in accordance with School Board Policies and Regulations.

- A. Increase efficiency by reassigning instructional spaces within a school to accommodate increase in membership.
- B. Possible program changes.
- C. Minor interior facility modifications to create additional instructional space and help to accommodate capacity deficit.
- D. Add temporary classrooms to accommodate short-term capacity deficit.
- E. Repurpose existing inventory of school facilities not currently being used as schools.
- F. Capacity enhancement through either a modular or building addition.
- G. A new Fairfax/Oakton Area Elementary School has been proposed for planning in the 2017 Bond Referendum to provide capacity relief within the area.
- H. Potential boundary adjustment with schools having a capacity surplus.

REGION	PYRAMID	LEVEL	SCHOOL	POTENTIAL SOLUTIONS
5	Chantilly	HS	Chantilly	A, B, C, D, F, H
5	Fairfax	HS	Fairfax	Monitor student membership
5	Westfield	HS	Westfield	Monitor student membership
5	Woodson	HS	Woodson	B, D, E, F, H

¹ Program hours occur after regular school hours. Additional program sites at Pimmit Hills Center, Bryant HS, and Graham Road School.

² Additional ECCB and PAC sites at Pimmit Hills Center.

³ Public Day sites at Cedar Lane School, Quander Road School, Burke School, Klimer Center and Key Center.

Y - Accepts students from inside and outside school boundary.

Y-SB - School-based students only.

Y-HI - Program for students with hearing impairment.

SY 2017–18 Instructional and Special Education School Programs

PROGRAM ABBREVIATIONS:

FECEP / HEAD START	FAMILY AND EARLY CHILDHOOD EDUCATION PROGRAM / HEAD START
EHS	EARLY HEAD START
ES AAP	ELEMENTARY SCHOOL-ADVANCED ACADEMIC PROGRAMS
MS AAP	MIDDLE SCHOOL-ADVANCED ACADEMIC PROGRAMS
HS AP	HIGH SCHOOL-ADVANCED PLACEMENT
HS IB	HIGH SCHOOL INTERNATIONAL BACCALAUREATE DIPLOMA PROGRAM
HS ACADEMY	HIGH SCHOOL ACADEMY
ESOL	ENGLISH FOR SPEAKERS OF OTHER LANGUAGES
ECCB	EARLY CHILDHOOD CLASS-BASED
PAC	PRESCHOOL AUTISM CLASS
AUT	AUTISM
CSS	COMPREHENSIVE SERVICES SITE
ID	INTELLECTUAL DISABILITIES
IDS	INTELLECTUAL DISABILITIES SEVERE
DHOH	DEAF OR HARD OF HEARING
BVI	BLIND AND VISUALLY IMPAIRED
PD	PHYSICAL DISABILITIES
STEP	SECONDARY TRANSITION TO EMPLOYMENT PROGRAM

REGION 5

SY 2017-18 CAPACITY, MEMBERSHIP, AND PROJECTIONS | REGION 5

CHANTILLY HS PYRAMID

FACILITY		SY 2017-18					PROJECTED MEMBERSHIP					PROJECTED PROGRAM CAPACITY UTILIZATION %				
SCHOOL	DESIGN CAPACITY	PROGRAM CAPACITY	MEMBERSHIP	PROGRAM CAPACITY UTILIZATION %	TEMPORARY CLASSROOMS	MODULAR CLASSROOMS	SY18-19	SY19-20	SY20-21	SY21-22	SY22-23	SY18-19	SY19-20	SY20-21	SY21-22	SY22-23
Chantilly HS	2,581	2,576	2,795	109%	9	14	2,897	2,981	3,047	3,064	3,035	112%	116%	118%	119%	118%
Franklin MS	1,215	976	880	90%	-	-	918	940	974	976	934	94%	96%	100%	100%	96%
Rocky Run MS ³	1,350	1,065	1,320	124%	4	-	1,359	1,355	1,366	1,361	1,321	128%	127%	101%	101%	98%
Brookfield ES	1,036	838	837	100%	7	-	846	842	812	801	800	101%	100%	97%	96%	95%
Greenbriar East ES	1,176	1,033	963	93%	4	-	933	921	892	871	859	90%	89%	86%	84%	83%
Greenbriar West ES ³	924	891	887	100%	6	-	892	875	875	880	908	100%	98%	98%	99%	102%
Lees Corner ES	896	780	776	99%	4	-	776	793	766	730	711	99%	102%	98%	94%	91%
Oak Hill ES ³	1,064	972	858	88%	2	6	838	790	785	764	766	86%	81%	81%	79%	79%
Poplar Tree ES ³	896	779	761	98%	3	-	729	701	661	650	646	94%	90%	85%	83%	83%

FAIRFAX HS PYRAMID

FACILITY		SY 2017-18					PROJECTED MEMBERSHIP					PROJECTED PROGRAM CAPACITY UTILIZATION %				
SCHOOL	DESIGN CAPACITY	PROGRAM CAPACITY	MEMBERSHIP	PROGRAM CAPACITY UTILIZATION %	TEMPORARY CLASSROOMS	MODULAR CLASSROOMS	SY18-19	SY19-20	SY20-21	SY21-22	SY22-23	SY18-19	SY19-20	SY20-21	SY21-22	SY22-23
Fairfax HS	2,416	2,407	2,326	97%	8	-	2,307	2,319	2,244	2,321	2,295	96%	96%	93%	96%	95%
Lanier MS ²	1,311	1,147	968	84%	-	-	982	1,003	1,015	1,017	986	86%	87%	88%	89%	86%
Daniels Run ES	980	812	765	94%	2	-	764	777	790	799	829	94%	96%	97%	98%	102%
Eagle View ES	1,008	725	657	91%	2	-	685	691	672	658	626	94%	95%	93%	91%	86%
Providence ES	1,092	928	909	98%	2	-	904	887	914	933	950	97%	96%	98%	101%	102%
Willow Springs ES ³	1,036	940	959	100%	8	-	1,005	1,024	1,033	1,029	1,034	105%	107%	108%	107%	108%

WESTFIELD HS PYRAMID

FACILITY		SY 2017-18					PROJECTED MEMBERSHIP					PROJECTED PROGRAM CAPACITY UTILIZATION %				
SCHOOL	DESIGN CAPACITY	PROGRAM CAPACITY	MEMBERSHIP	PROGRAM CAPACITY UTILIZATION %	TEMPORARY CLASSROOMS	MODULAR CLASSROOMS	SY18-19	SY19-20	SY20-21	SY21-22	SY22-23	SY18-19	SY19-20	SY20-21	SY21-22	SY22-23
Westfield HS	2,823	2,771	2,640	95%	13	-	2,663	2,667	2,659	2,652	2,692	96%	96%	96%	96%	97%
Stone MS	1,104	924	765	83%	2	-	799	821	829	808	760	86%	89%	90%	87%	82%
Coates ES	868	682	733	107%	8	-	740	712	685	674	671	109%	104%	100%	99%	98%
Cub Run ES	874	633	571	90%	6	-	560	532	527	512	499	88%	84%	83%	81%	79%
Deer Park ES	1,064	732	627	86%	-	10	618	609	601	611	623	84%	83%	82%	83%	85%
Floris ES	924	800	771	96%	2	-	754	795	812	826	801	94%	99%	102%	103%	100%
London Towne ES	1,204	1,008	844	84%	2	10	838	821	793	793	776	83%	81%	79%	79%	77%
McNair ES ^{3,4}	1,788	912	1,376	151%	22	-	1,401	1,429	1,390	1,418	1,446	154%	157%	152%	79%	81%
Virginia Run ES	1,008	800	664	83%	3	-	668	690	699	740	779	84%	86%	87%	93%	97%

WOODSON HS PYRAMID

SCHOOL	FACILITY		SY 2017-18				PROJECTED MEMBERSHIP				PROJECTED PROGRAM CAPACITY UTILIZATION %					
	DESIGN CAPACITY	PROGRAM CAPACITY	MEMBERSHIP	PROGRAM CAPACITY UTILIZATION %	TEMPORARY CLASSROOMS	MODULAR CLASSROOMS	SY18-19	SY19-20	SY20-21	SY21-22	SY22-23	SY18-19	SY19-20	SY20-21	SY21-22	SY22-23
Woodson HS ²	2,331	2,331	2,457	105%	2	-	2,420	2,437	2,503	2,526	2,534	104%	105%	107%	108%	109%
Frost MS ^{2,3}	1,368	1,122	1,210	108%	9	10	1,242	1,268	1,264	1,277	1,278	111%	113%	113%	114%	114%
Canterbury Woods ES ³	917	836	812	97%	2	-	809	853	859	868	890	97%	96%	97%	104%	107%
Fairfax Villa ES	694	686	642	94%	6	-	647	657	668	664	656	94%	96%	97%	97%	96%
Little Run ES	476	412	354	86%	4	-	345	351	343	358	363	84%	85%	83%	87%	88%
Mantua ES ³	1,170	1,134	1,074	95%	4	8	1,096	1,115	1,127	1,131	1,142	97%	98%	99%	100%	101%
Olde Creek ES	628	420	397	95%	6	-	414	411	414	406	404	99%	98%	99%	97%	96%
Wakefield Forest ES	560	496	609	123%	11	-	662	708	695	705	702	133%	143%	140%	142%	142%

General notes:

- A guide to understanding the information on these tables can be found at the beginning of the Membership and Capacity Comparisons section.
- Based on September 30th certified membership for CIP purposes. Membership numbers include: general education, special education, AAP, FECEP/Head Start and preschool (wherever applicable) students. Membership numbers do not include: adult education, private school special education, home schooled, multi-agency, transitional ESOL high schools, or special education centers.
- For schools with utilization percentage in **red**, refer to Potential Capacity Solutions section.
- Numbers in *italics* are future design capacity and projected capacity utilization percentages after a renovation or capacity enhancement.
- Pre-construction program capacity is used for schools currently in construction.

¹ Boundary study impact. Schools currently going through phased-in boundary changes.

² Significant program or facility changes.

³ General education and AAP center school.

⁴ Design capacity of McNair ES includes future design capacity of North West County Elementary School.

To view information pertaining to Capacity & Membership, Facilities & Sites, and Pyramid & Special Programs, please visit FCPS Facility and Enrollment Dashboard at <https://www.fcps.edu/enrollmentdashboard>.

REGION 5

FCPS CAPACITY BALANCE SUMMARY

Current and Projected Region 1

High School Pyramids	Elementary 2017-18			Elementary 2022-23			Middle 2017-18			Middle 2022-23			High 2017-18			High 2022-23		
	Program Capacity	Current Membership	Balance	Program Capacity	Projected Membership	Balance	Program Capacity	Membership	Balance	Program Capacity	Projected Membership	Balance	Program Capacity	Membership	Balance	Program Capacity	Projected Membership	Balance
Herridon	4,928	4,567	361	4,942	4,314	628	1,176	1,101	75	1,176	1,081	95	2,145	2,344	-199	2,500	2,386	114
Langley	4,429	3,651	778	4,111	3,804	307	993	911	82	1,200	1,038	162	1,970	1,945	25	2,100	1,859	241
Madison	3,884	3,659	225	3,684	3,816	68	1,041	944	97	1,041	950	91	2,115	2,223	-108	2,115	2,353	-238
Oakton	4,293	4,445	-152	4,293	4,390	-97	1,494	1,474	20	1,494	1,574	-80	2,094	2,632	-538	2,625	2,777	-152
South Lakes	5,323	4,477	846	5,323	4,112	1,211	1,106	1,029	77	1,250	1,001	249	2,144	2,465	-321	2,700	2,426	274
Region 1 Total	22,857	20,799	2,058	22,563	20,436	2,117	5,810	5,459	351	6,161	5,644	517	10,467	11,609	-1,142	12,040	11,801	239

Region 2

High School Pyramids	Elementary 2017-18			Elementary 2022-23			Middle 2017-18			Middle 2022-23			High 2017-18			High 2022-23		
	Program Capacity	Current Membership	Balance	Program Capacity	Projected Membership	Balance	Program Capacity	Membership	Balance	Program Capacity	Projected Membership	Balance	Program Capacity	Membership	Balance	Program Capacity	Projected Membership	Balance
Annamdale	4,706	4,100	606	4,678	4,092	586	2,490	1,880	610	2,490	1,860	630	4,430	3,922	508	4,430	4,024	406
Falls Church	3,654	3,576	78	3,654	3,677	-23	1,244	1,452	-209	1,244	1,541	-298	1,955	2,113	-158	1,955	2,314	-359
Justice	5,095	4,646	449	5,095	4,314	781	1,626	1,742	-116	1,969	1,766	203	1,992	2,180	-188	1,992	2,356	-364
Marshall	4,103	3,988	115	4,103	4,116	-14	1,152	1,197	-45	1,152	1,203	-51	2,043	2,239	-196	2,384	2,430	-46
McLean	3,529	3,665	-136	3,529	3,509	20	1,338	1,362	-24	1,338	1,396	-58	1,983	2,167	-184	1,983	2,418	-435
Region 2 Total	21,087	19,975	1,112	21,059	19,708	1,351	7,850	7,633	217	8,193	7,766	427	12,403	12,621	-218	12,744	13,542	-798

Region 3

High School Pyramids	Elementary 2017-18			Elementary 2022-23			Middle 2017-18			Middle 2022-23			High 2017-18			High 2022-23		
	Program Capacity	Current Membership	Balance	Program Capacity	Projected Membership	Balance	Program Capacity	Membership	Balance	Program Capacity	Projected Membership	Balance	Program Capacity	Membership	Balance	Program Capacity	Projected Membership	Balance
Edison	3,632	3,238	394	3,632	3,305	327	1,011	1,024	-13	1,011	1,089	-78	2,102	2,060	42	2,102	2,234	-132
Hayfield	4,018	3,742	276	4,018	3,554	464	1,157	882	275	1,157	938	219	2,235	2,033	202	2,235	2,107	128
Lee	3,994	3,748	246	3,994	3,419	575	994	817	177	994	1,044	-50	2,117	1,742	375	2,117	1,802	315
Mount Vernon	5,558	4,824	734	5,465	4,722	743	1,230	971	259	1,230	1,044	186	2,444	2,052	392	2,444	2,226	218
West Potomac	6,386	5,290	1,096	6,317	5,141	1,176	1,455	1,521	-66	1,455	1,500	-45	2,231	2,610	-379	2,231	2,888	-657
Region 3 Total	23,588	20,842	2,746	23,426	20,141	3,285	5,846	5,215	631	5,846	5,405	441	11,129	10,497	632	11,129	11,257	-128

Region 4

High School Pyramids	Elementary 2017-18			Elementary 2022-23			Middle 2017-18			Middle 2022-23			High 2017-18			High 2022-23		
	Program Capacity	Current Membership	Balance	Program Capacity	Projected Membership	Balance	Program Capacity	Membership	Balance	Program Capacity	Projected Membership	Balance	Program Capacity	Membership	Balance	Program Capacity	Projected Membership	Balance
Centreville	4,799	4,357	442	4,799	4,046	753	1,262	1,045	217	1,262	1,040	222	2,132	2,568	-436	2,132	2,730	-598
Lake Braddock	4,474	3,985	489	4,452	3,937	515	1,605	1,443	162	1,605	1,495	110	3,124	2,811	313	3,124	2,899	225
Robinson	3,987	3,749	238	3,987	3,841	146	1,310	1,209	101	1,310	1,233	77	2,750	2,673	77	2,750	2,711	39
South County	3,261	2,925	336	3,337	2,741	596	1,228	1,066	162	1,228	1,099	129	2,480	2,195	285	2,480	2,168	312
West Springfield	4,335	4,155	180	4,335	4,358	-23	1,152	1,128	24	1,152	1,147	5	2,163	2,191	-28	2,163	2,473	-312
Region 4 Total	20,856	19,171	1,685	20,910	18,923	1,987	6,557	5,891	666	6,557	5,944	613	12,649	12,438	211	12,637	12,981	-344

Region 5

High School Pyramids	Elementary 2017-18			Elementary 2022-23			Middle 2017-18			Middle 2022-23			High 2017-18			High 2022-23		
	Program Capacity	Current Membership	Balance	Program Capacity	Projected Membership	Balance	Program Capacity	Membership	Balance	Program Capacity	Projected Membership	Balance	Program Capacity	Membership	Balance	Program Capacity	Projected Membership	Balance
Chantilly	5,293	5,082	211	5,293	4,690	603	2,041	2,200	-159	2,041	2,255	-214	2,326	2,795	-469	2,326	3,035	-713
Fairfax	3,425	3,290	135	3,425	3,439	-14	1,147	968	179	1,147	986	161	2,407	2,326	81	2,407	2,295	112
Westfield	5,567	5,586	-19	6,443	5,595	848	924	765	159	924	760	164	2,771	2,640	131	2,771	2,692	79
Woodson	3,984	3,888	96	3,984	4,157	-173	1,122	1,210	-88	1,122	1,278	-156	2,331	2,457	-126	2,331	2,534	-203
Region 5 Total	18,269	17,846	423	19,145	17,881	1,264	5,234	5,143	91	5,234	5,279	240	10,085	10,218	-133	10,085	10,556	-471

FCPS Total

FCPS Total	106,656	98,633	8,023	107,092	97,089	10,003	31,296	29,341	1,955	32,276	30,038	2,238	56,734	57,383	-649	58,834	60,137	-1,303
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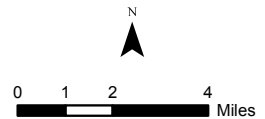
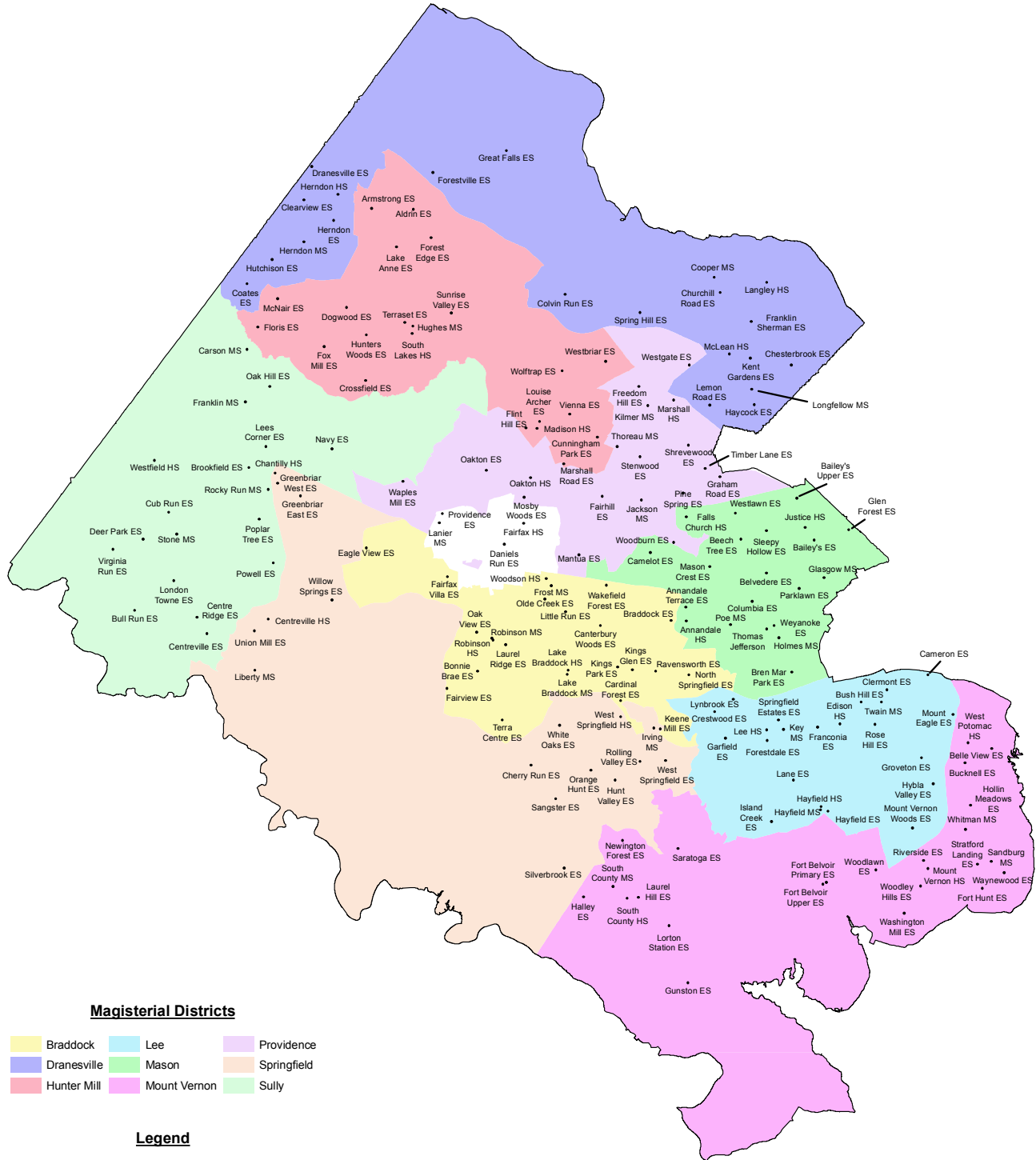
Program Capacity for SY 2022-23 includes future design capacity of schools after a renovation or capacity enhancement.

Based on September 30th certified membership for CIP purposes. Membership numbers include: general education, special education, AAP, FECEP/Head Start and preschool (wherever applicable) students. Membership numbers do not include: adult education, private school special education, home schooled, multi-agency, ESOL transitional high schools, nor special education centers.

RESOURCES

MAGISTERIAL MAPS

SCHOOL LOCATIONS | SY 2017-18



ELEMENTARY SCHOOL BOUNDARIES | SY 2017-18



MIDDLE SCHOOL BOUNDARIES | SY 2017-18

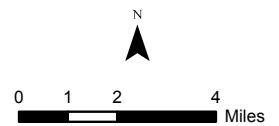


Magisterial Districts

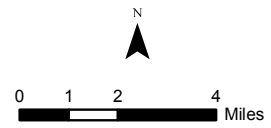
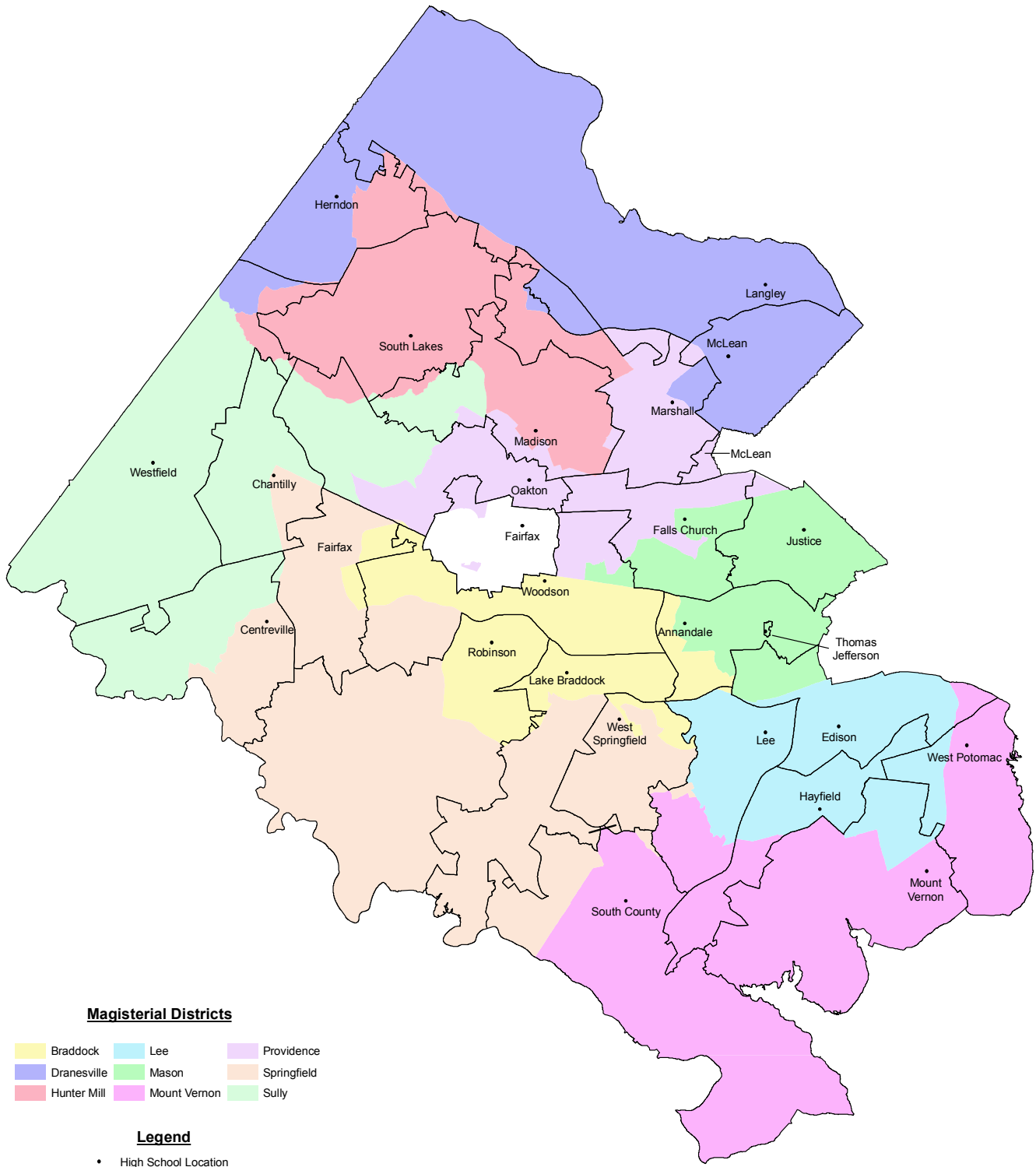
- Braddock
- Dranesville
- Hunter Mill
- Lee
- Mason
- Mount Vernon
- Providence
- Springfield
- Sully

Legend

- Middle School Location
- Middle School Boundaries



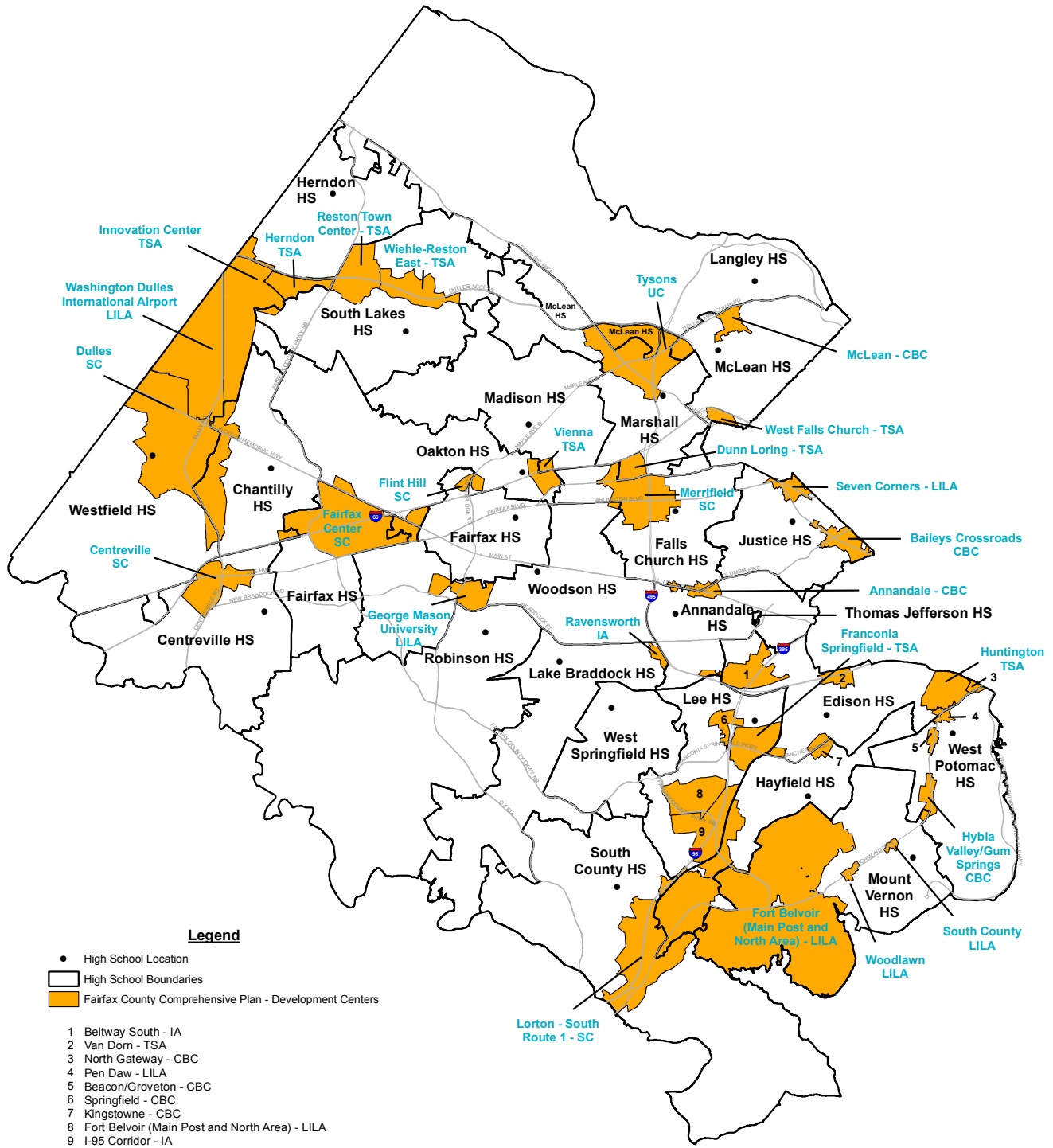
HIGH SCHOOL BOUNDARIES | SY 2017-18



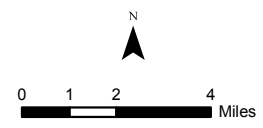
ADMINISTRATIVE BUILDINGS AND SITES | SY 2017-18



FAIRFAX COUNTY COMPREHENSIVE PLAN: DEVELOPMENT CENTERS | SY 2017-18



- Legend**
- High School Location
 - ▭ High School Boundaries
 - ▭ Fairfax County Comprehensive Plan - Development Centers
- 1 Beltway South - IA
 - 2 Van Dorn - TSA
 - 3 North Gateway - CBC
 - 4 Pen Daw - LILA
 - 5 Beacon/Groveton - CBC
 - 6 Springfield - CBC
 - 7 Kingstowne - CBC
 - 8 Fort Belvoir (Main Post and North Area) - LILA
 - 9 I-95 Corridor - IA
- CBC - Community Business Centers
 IA - Industrial Areas
 LILA - Large Institutional Land Areas
 SC - Suburban Centers
 TSA - Transit Station Areas
 UC - Urban Centers



BOUNDARY INFORMATION

RECENT BOUNDARY AND AAP CENTER ASSIGNMENT CHANGES

EFFECTIVE YEAR	TITLE	SCHOOLS	TYPE	REGION	PYRAMID
SY 2016-17	Cooper MS AAP Center	Cooper MS, Kilmer MS, Longfellow MS	Program	1/2	Langley/ Marshall/ McLean
SY 2016-17	Freedom Hill ES to Vienna ES	Freedom Hill ES, Vienna ES	Expedited	1/2	Madison/ Marshall
SY 2016-17	Woodlawn ES to Fort Belvoir ES	Fort Belvoir Primary School, Fort Belvoir Upper School, Woodlawn ES	Standard	3	Mount Vernon
SY 2016-17	Woodley Hills ES to Woodlawn ES	Woodlawn ES, Woodley Hills ES	Standard	3	Mount Vernon
SY 2015-16	Daventry Subdivision: Lee HS to West Springfield HS	Lee HS, West Springfield HS	Administrative	3/4	Lee/West Springfield
SY 2015-16	Poplar Tree ES, AAP Center	Brookfield ES, Cub Run ES, Greenbriar West ES, Poplar Tree ES	Program	5	Chantilly/ Westfield
SY 2014-15	Fairfax HS- Lanier MS* Phase 2	Frost MS, Lanier MS, Rocky Run MS, Chantilly HS, Fairfax HS, Oakton HS, Robinson SS, Woodson HS	Standard	1/4/5	Chantilly/ Fairfax/Oakton/ Robinson/ Woodson
SY 2014-15	Landmark Mews Subdivision: Weyanoke ES to Bren Mar Park ES, Annandale HS to Edison HS	Bren Mar Park ES, Weyanoke ES, Annandale HS, Edison HS	Administrative	2/3	Annandale/ Edison
SY 2013-14	Fairfax HS- Lanier MS* Phase 1	Franklin MS, Lanier MS, Fairfax HS, Oakton HS	Standard	1/5	Chantilly/Fairfax/ Oakton
SY 2013-14	Lemon Road ES AAP Center, Navy ES AAP Center, Westbriar ES AAP Center, South County MS AAP Center	Haycock ES, Hunters Woods ES, Lemon Road ES, Louise Archer ES, Navy ES, Shreveewood ES, Westbriar ES, Westgate ES, Lake Braddock MS, South County MS	Program	1/2/4	Marshall/ McLean/ Oakton/South County
SY 2013-14	Meadows of Chantilly: Franklin MS to Stone MS	Franklin MS, Stone MS	Administrative	5	Chantilly/ Westfield
SY 2013-14	Southwestern Boundary Study* Phase 2	Centreville ES, Centre Ridge ES, Colin Powell ES, Eagle View ES, Fairfax Villa ES, Greenbriar East ES, Union Mill ES	Standard	4/5	Centreville/ Chantilly/Fairfax/ Robinson/ Westfield/ Woodson
SY 2012-13	Annandale Regional Study	Annandale Terrace ES, Beech Tree ES, Belvedere ES, Mason Crest ES, Pine Spring ES, Woodburn ES, Frost MS, Glasgow MS, Holmes MS, Jackson MS, Poe MS, Annandale HS, Edison HS, Falls Church HS, Stuart HS, Woodson HS	Standard	2/3/5	Annandale/ Edison/Falls Church/Stuart/ Woodson

[continued on next page]

EFFECTIVE YEAR	TITLE	SCHOOLS	TYPE	REGION	PYRAMID
SY 2012-13	Everwood Subdivision: Brookfield ES to Poplar Tree ES	Brookfield ES, Poplar Tree ES	Administrative	5	Chantilly
SY 2012-13	Freedom Hill ES to Lemon Road ES	Freedom Hill ES, Lemon Road ES	Standard	2	Marshall
SY 2012-13	Lorton Valley: Hayfield SS to South County SS	Hayfield SS, South County SS	Administrative	3/4	Hayfield/South County
SY 2012-13	Metro West Development: Mosby Woods ES to Marshall Road ES	Marshall Road ES, Mosby Woods ES	Administrative	1	Madison/Oakton
SY 2012-13 SY 2011-12	Pine Ridge/ Sutton Place/ Wynford Estates/ Chesterfield Mews*: Fairhill ES to Mantua ES	Fairhill ES, Mantua ES	Administrative	2/5	Falls Church/Woodson**
SY 2011-12	Southwestern Boundary Study* Phase 1	Bonnie Brae ES, Brookfield ES, Bull Run ES, Clifton ES, Cub Run ES, Deer Park ES, Eagle View ES, Fairview ES, Fairfax Villa ES, Greenbriar East ES, Greenbriar West ES, London Towne ES, Oak View ES, Poplar Tree ES, Providence ES, Union Mill ES, Virginia Run ES, Willow Springs ES	Standard	4/5	Centreville/Chantilly/Fairfax/Robinson/Westfield/Woodson

Note: Administrative boundary adjustments on this chart represent those that impacted more than one street.

For more information about the type of changes, see Regulation 3333.2 (Programs) and Regulation 8130.9 (Boundary Adjustments).

*Denotes changes occurring over more than one school year.

**Fairhill ES is currently in the Falls Church Pyramid; at the time of the boundary adjustment a portion was assigned to the Woodson Pyramid.

PROGRAM INFORMATION

ELEMENTARY SCHOOL BOUNDARIES | SY 2017-18

With Middle School Boundaries



MIDDLE SCHOOL FEEDERS AND SPLIT FEEDERS* | SY 2017-18

by Elementary Schools

MIDDLE SCHOOL	ELEMENTARY SCHOOL
Carson	Coates* Crossfield* Floris Fox Mill McNair Oak Hill*
Cooper	Churchill Road Colvin Run* Forestville Franklin Sherman* Great Falls Spring Hill*
Franklin	Brookfield* Crossfield* Cub Run* Lees Corner Navy Oak Hill* Waples Mill
Frost	Canterbury Woods Fairfax Villa Little Run* Mantua Oak View* Olde Creek* Wakefield Forest
Glasgow	Bailey's Bailey's Upper Beech Tree Belvedere Glen Forest Mason Crest* Parklawn* Sleepy Hollow
Hayfield	Gunston* Hayfield* Island Creek Lane* Lorton Station Rose Hill*
Herndon	Aldrin Armstrong Clearview Coates* Dranesville Herndon Hutchison
Holmes	Bren Mar Park Columbia* North Springfield Parklawn* Weyanoke
Hughes	Crossfield* Dogwood Forest Edge Hunters Woods Lake Anne Sunrise Valley Terraset
Irving	Cardinal Forest Hunt Valley Keene Mill* Orange Hunt Rolling Valley* Sangster* West Springfield

MIDDLE SCHOOL	ELEMENTARY SCHOOL
Jackson	Camelot Fairhill Graham Road Marshall Road* Mosby Woods Oakton* Pine Spring Timber Lane* Westlawn Woodburn
Key	Crestwood Forestdale Garfield Lynbrook Rolling Valley* Saratoga Springfield Estates
Kilmer	Freedom Hill Lemon Road* Shreveewood Stenwood* Vienna* Westbriar* Westgate* Wolftrap
Lake Braddock	Cherry Run Keene Mill* Kings Glen/Park Little Run* Ravensworth Sangster* White Oaks
Lanier	Daniels Run Eagle View Greenbriar East* Powell* Providence Willow Springs
Liberty	Bull Run* Centre Ridge Centreville Powell* Union Mill*
Longfellow	Chesterbrook Colvin Run* Franklin Sherman* Haycock Kent Gardens Lemon Road* Spring Hill* Timber Lane* Westbriar* Westgate*
Poe	Annandale Terrace Braddock Columbia* Mason Crest*
Robinson	Bonnie Brae Fairview Laurel Ridge Oak View* Olde Creek* Terra Centre Union Mill*

MIDDLE SCHOOL	ELEMENTARY SCHOOL
Rocky Run	Brookfield* Cub Run* Greenbriar East* Greenbriar West Poplar Tree
Sandburg	Belle View Bucknell Fort Hunt Groveton Hollin Meadows Hybla Valley Riverside* Stratford Landing Waynewood
South County	Gunston* Halley Laurel Hill Newington Forest Silverbrook
Stone	Bull Run* Cub Run* Deer Park London Towne Virginia Run
Thoreau	Cunningham Park Flint Hill Louise Archer Marshall Road* Oakton* Stenwood* Vienna*
Twain	Bush Hill Cameron Clermont Franconia Hayfield* Lane* Mount Eagle Rose Hill*
Whitman	Fort Belvoir Primary Fort Belvoir Upper Mount Vernon Woods Riverside* Washington Mill Woodlawn Woodley Hills

ELEMENTARY SCHOOL BOUNDARIES | SY 2017-18

With High School Boundaries



Split Feeder Elementary Schools

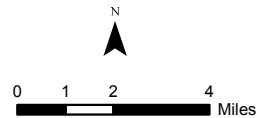
Bull Run	Greenbriar East	Navy	Sangster
Coates	Gunston	Oak Hill	Spring Hill
Colin Powell	Hayfield	Oak View	Timber Lane
Colvin Run	Keene Mill	Oakton	Union Mill
Crossfield	Lane	Olde Creek	Vienna
Cub Run	Lemon Road	Parklawn	Westbriar
Cunningham Park	Little Run	Riverside	Westgate
Floris	Marshall Road	Rolling Valley	Wolftrap
Franklin Sherman	Mason Crest	Rose Hill	

High School Boundaries

Annandale	Hayfield	Madison	South County
Centreville	Herndon	Marshall	South Lakes
Chantilly	Justice	McLean	Thomas Jefferson
Edison	Lake Braddock	Mount Vernon	West Potomac
Fairfax	Langley	Oakton	West Springfield
Falls Church	Lee	Robinson	Westfield
			Woodson

Legend

- Elementary School Location
- High School Location
- Elementary School Boundaries



HIGH SCHOOL FEEDERS AND SPLIT FEEDERS* | SY 2017-18

by Elementary Schools

HIGH SCHOOL	ELEMENTARY SCHOOL
Annandale	Annandale Terrace Braddock Columbia North Springfield Parklawn* Weyanoke
Centreville	Bull Run* Centre Ridge Centreville Powell* Union Mill*
Chantilly	Brookfield Crossfield* Cub Run* Greenbriar East* Greenbriar West Lees Corner Navy* Oak Hill* Poplar Tree
Edison	Bren Mar Park Bush Hill Cameron Clermont Hayfield* Franconia Lane* Mount Eagle Rose Hill*
Fairfax	Daniels Run Eagle View Greenbriar East* Powell* Providence Willow Springs
Falls Church	Camelot Fairhill Graham Road Mason Crest* Pine Spring Timber Lane* Westlawn Woodburn
Hayfield	Gunston* Hayfield* Island Creek Lane* Lorton Station Rose Hill*
Herndon	Aldrin Armstrong Clearview Coates* Dranesville Herndon Hutchison
Justice	Bailey's Bailey's Upper Beech Tree Belvedere Glen Forest Mason Crest* Parklawn* Sleepy Hollow

HIGH SCHOOL	ELEMENTARY SCHOOL
Lake Braddock	Cherry Run Keene Mill* Kings Glen/Park Little Run* Ravensworth Sangster* White Oaks
Langley	Churchill Road Colvin Run* Forestville Franklin Sherman* Great Falls Spring Hill*
Lee	Crestwood Forestdale Garfield Lynbrook Rolling Valley* Saratoga Springfield Estates
Madison	Cunningham Park* Flint Hill Louise Archer Marshall Road* Oakton* Vienna* Westbriar* Wolftrap*
Marshall	Cunningham Park* Freedom Hill Lemon Road* Shreveewood Stenwood Vienna* Westbriar* Westgate* Wolftrap*
McLean	Chesterbrook Colvin Run* Franklin Sherman* Haycock Kent Gardens Lemon Road* Spring Hill* Timber Lane* Westbriar* Westgate*
Mount Vernon	Fort Belvoir Primary Fort Belvoir Upper Mount Vernon Woods Riverside* Washington Mill Woodlawn Woodley Hills
Oakton	Crossfield* Marshall Road* Mosby Woods Navy* Oakton* Waples Mill

HIGH SCHOOL	ELEMENTARY SCHOOL
Robinson	Bonnie Brae Fairview Laurel Ridge Oak View* Olde Creek* Terra Centre Union Mill*
South County	Gunston* Halley Laurel Hill Newington Forest Silverbrook
South Lakes	Crossfield* Dogwood Floris* Forest Edge Fox Mill Hunters Woods Lake Anne Sunrise Valley Terraset
West Potomac	Belle View Bucknell Fort Hunt Groveton Hollin Meadows Hybla Valley Riverside* Stratford Landing Waynewood
West Springfield	Cardinal Forest Hunt Valley Keene Mill* Orange Hunt Rolling Valley* Sangster* West Springfield
Westfield	Bull Run* Coates* Cub Run* Deer Park Floris* London Towne McNair Oak Hill* Virginia Run
Woodson	Canterbury Woods Fairfax Villa Little Run* Mantua Oak View* Olde Creek* Wakefield Forest

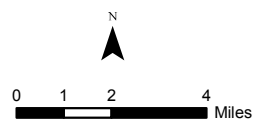
MIDDLE SCHOOL BOUNDARIES | SY 2017-18

With High School Boundaries



Legend

- Middle School Location
- High School Location
- Middle School Boundaries



HIGH SCHOOL FEEDERS AND SPLIT FEEDERS* | SY 2017-18

by Middle Schools

HIGH SCHOOL	MIDDLE SCHOOL
Annandale	Holmes* Poe*
Centreville	Liberty
Chantilly	Franklin* Rocky Run
Edison	Holmes* Twain
Fairfax	Lanier
Falls Church	Jackson* Poe*
Hayfield	Hayfield
Herndon	Herndon
Justice	Glasgow
Lake Braddock	Lake Braddock
Langley	Cooper
Lee	Key
Madison	Kilmer* Thoreau*
Marshall	Kilmer* Thoreau*
McLean	Longfellow
Mount Vernon	Whitman
Oakton	Carson* Franklin* Jackson*
Robinson	Robinson
South County	South County
South Lakes	Carson* Hughes
West Potomac	Sandburg
West Springfield	Irving
Westfield	Carson* Franklin* Stone
Woodson	Frost

ELEMENTARY SCHOOL SPLIT FEEDERS | SY 2017-18

ELEMENTARY SCHOOL	MIDDLE SCHOOL	HIGH SCHOOL
Brookfield	Franklin Rocky Run	Chantilly
Bull Run	Liberty Stone	Centreville Westfield
Coates	Carson Herndon	Westfield Herndon
Columbia	Holmes Poe	Annandale
Colvin Run	Cooper Longfellow	Langley McLean
Crossfield	Carson Franklin Hughes	Oakton Chantilly South Lakes
Cub Run	Franklin Rocky Run Stone	Chantilly Westfield Chantilly Westfield
Cunningham Park	Thoreau	Madison Marshall
Floris	Carson	South Lakes Westfield
Franklin Sherman	Cooper Longfellow	Langley McLean
Greenbriar East	Lanier Rocky Run	Fairfax Chantilly
Gunston	Hayfield South County	Hayfield South County
Hayfield	Hayfield Twain	Hayfield Edison
Keene Mill	Irving Lake Braddock	West Springfield Lake Braddock
Lane	Hayfield Twain	Hayfield Edison
Lemon Road	Kilmer Longfellow	Marshall McLean
Little Run	Frost Lake Braddock	Woodson Lake Braddock
Marshall Road	Jackson Thoreau	Oakton Madison
Mason Crest	Glasgow Poe	Justice Falls Church

ELEMENTARY SCHOOL	MIDDLE SCHOOL	HIGH SCHOOL
Navy	Franklin	Chantilly Oakton
Oak Hill	Carson Franklin	Westfield Chantilly
Oak View	Frost Robinson	Woodson Robinson
Oakton	Jackson Thoreau	Oakton Madison
Olde Creek	Frost Robinson	Woodson Robinson
Parklawn	Glasgow Holmes	Justice Annandale
Powell	Lanier Liberty	Fairfax Centreville
Riverside	Sandburg Whitman	West Potomac Mount Vernon
Rolling Valley	Irving Key	West Springfield Lee
Rose Hill	Hayfield Twain	Hayfield Edison
Sangster	Irving Lake Braddock	West Springfield Lake Braddock
Spring Hill	Cooper Longfellow	Langley McLean
Stenwood	Kilmer Thoreau	Marshall
Timber Lane	Jackson Longfellow	Falls Church McLean
Union Mill	Liberty Robinson	Centreville Robinson
Vienna	Kilmer Thoreau	Marshall Madison
Westbriar	Kilmer Longfellow	Madison Marshall McLean
Westgate	Kilmer Longfellow	Marshall McLean
Wolftrap	Kilmer	Madison Marshall

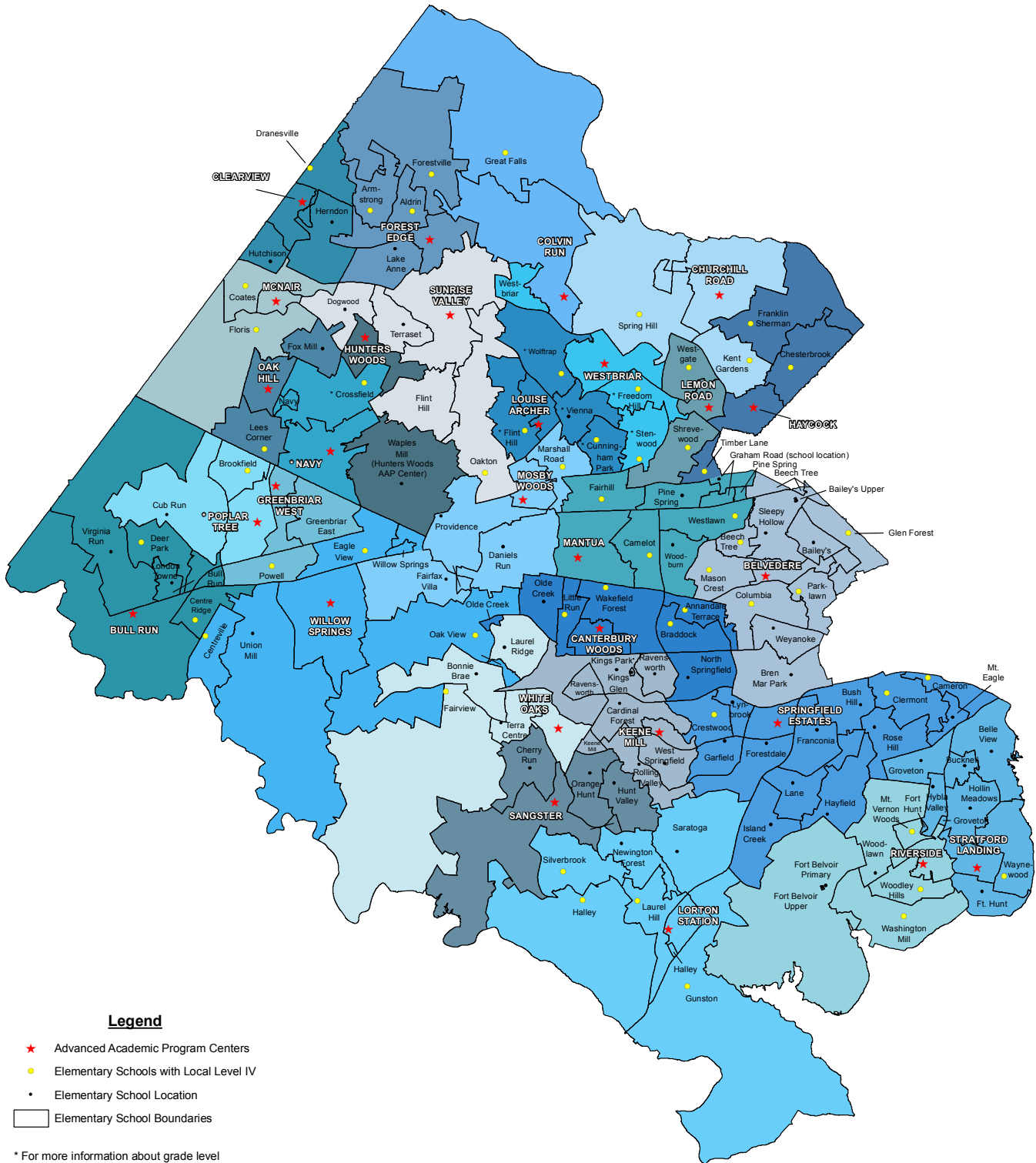
MIDDLE SCHOOL SPLIT FEEDERS | SY 2017–18

MIDDLE SCHOOL	HIGH SCHOOL
Carson	Westfield Oakton South Lakes
Franklin	Chantilly Westfield Oakton
Holmes	Edison Annandale
Kilmer	Marshall Madison
Jackson	Falls Church Oakton
Poe	Annandale Falls Church
Thoreau	Madison Marshall

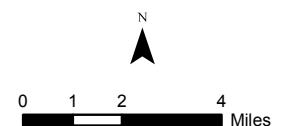
ATTENDANCE ISLANDS | SY 2017–18

ELEMENTARY SCHOOL	MIDDLE SCHOOL	HIGH SCHOOL
Beech Tree	Lake Braddock	Fairfax
Bull Run	Lanier	Lake Braddock
Flint Hill	Longfellow	McLean
Fort Hunt		
Groveton		
Halley		
Keene Mill		
London Towne		
Navy		
Oak View		
Olde Creek		
Pine Spring		
Providence		
Ravenworth		
Sangster		
Westbriar		
Willow Springs		

ELEMENTARY SCHOOL ADVANCED ACADEMIC PROGRAM CENTER BOUNDARIES AND LOCAL LEVEL IV ACADEMIC PROGRAMS | SY 2017-18

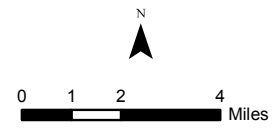
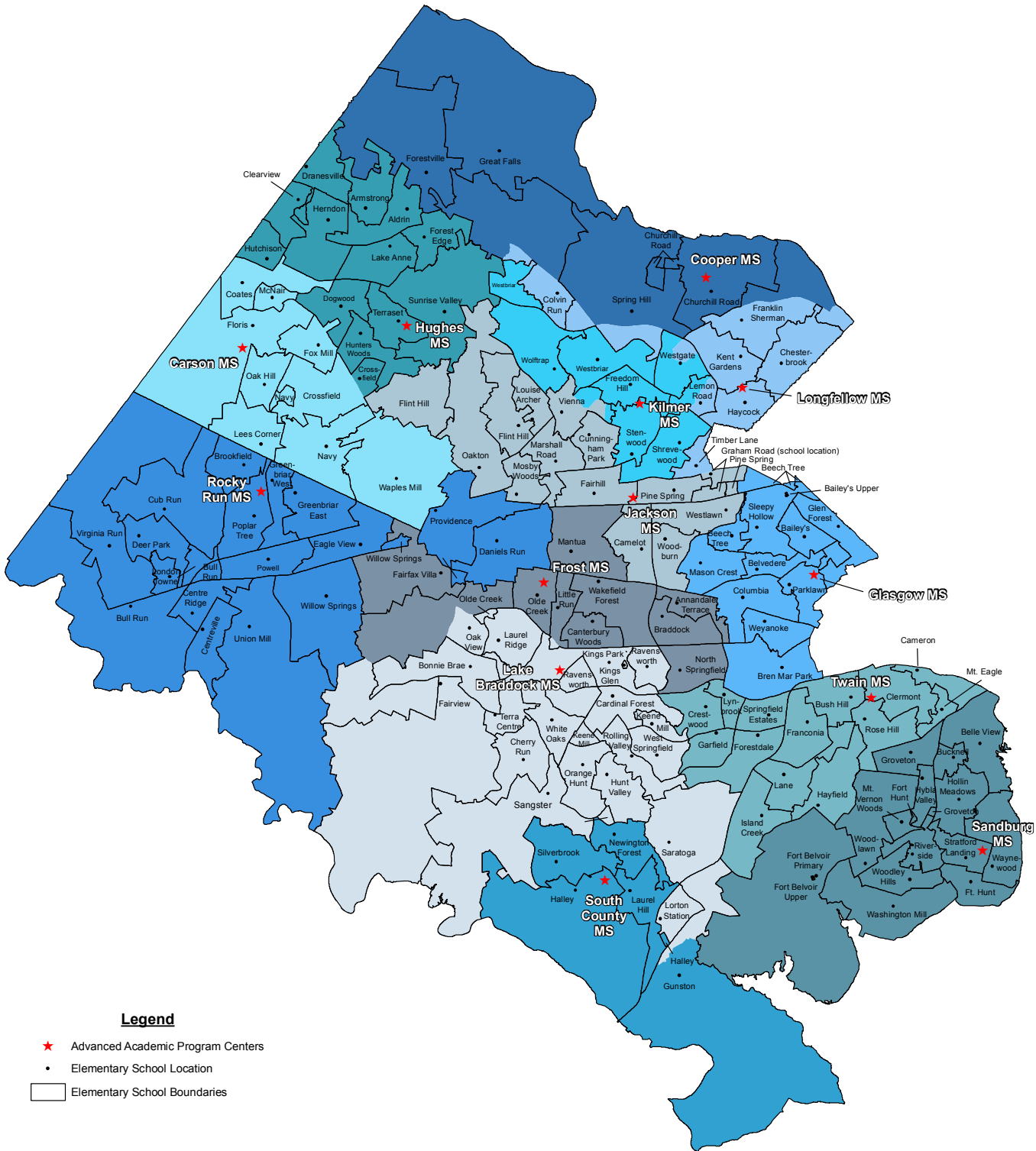


* For more information about grade level assignments at these AAP Centers, contact the AAP office at 571-423-4740.



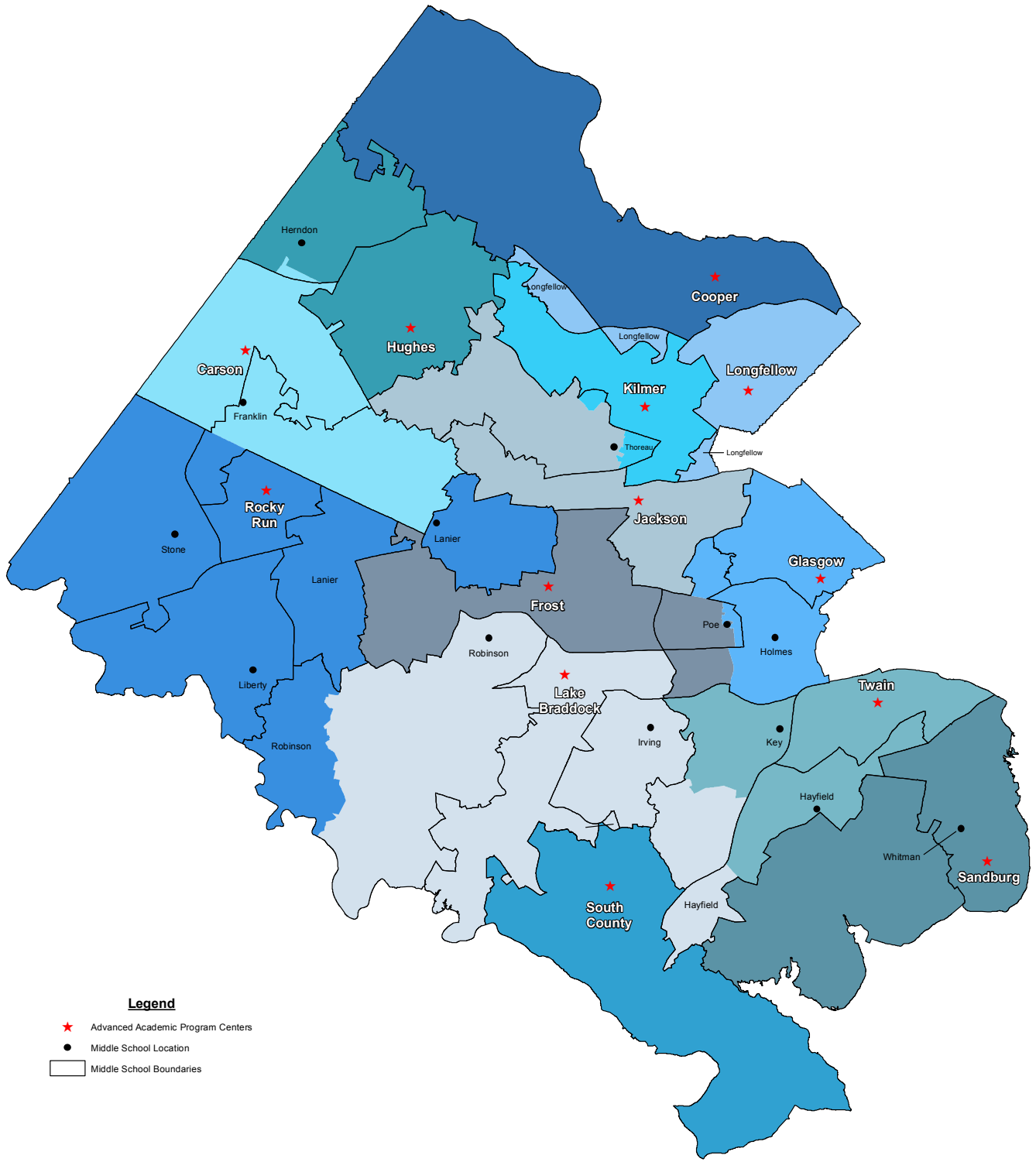
MIDDLE SCHOOL ADVANCED ACADEMIC PROGRAM CENTER BOUNDARIES | SY 2017-18

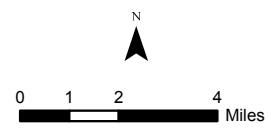
by Elementary School



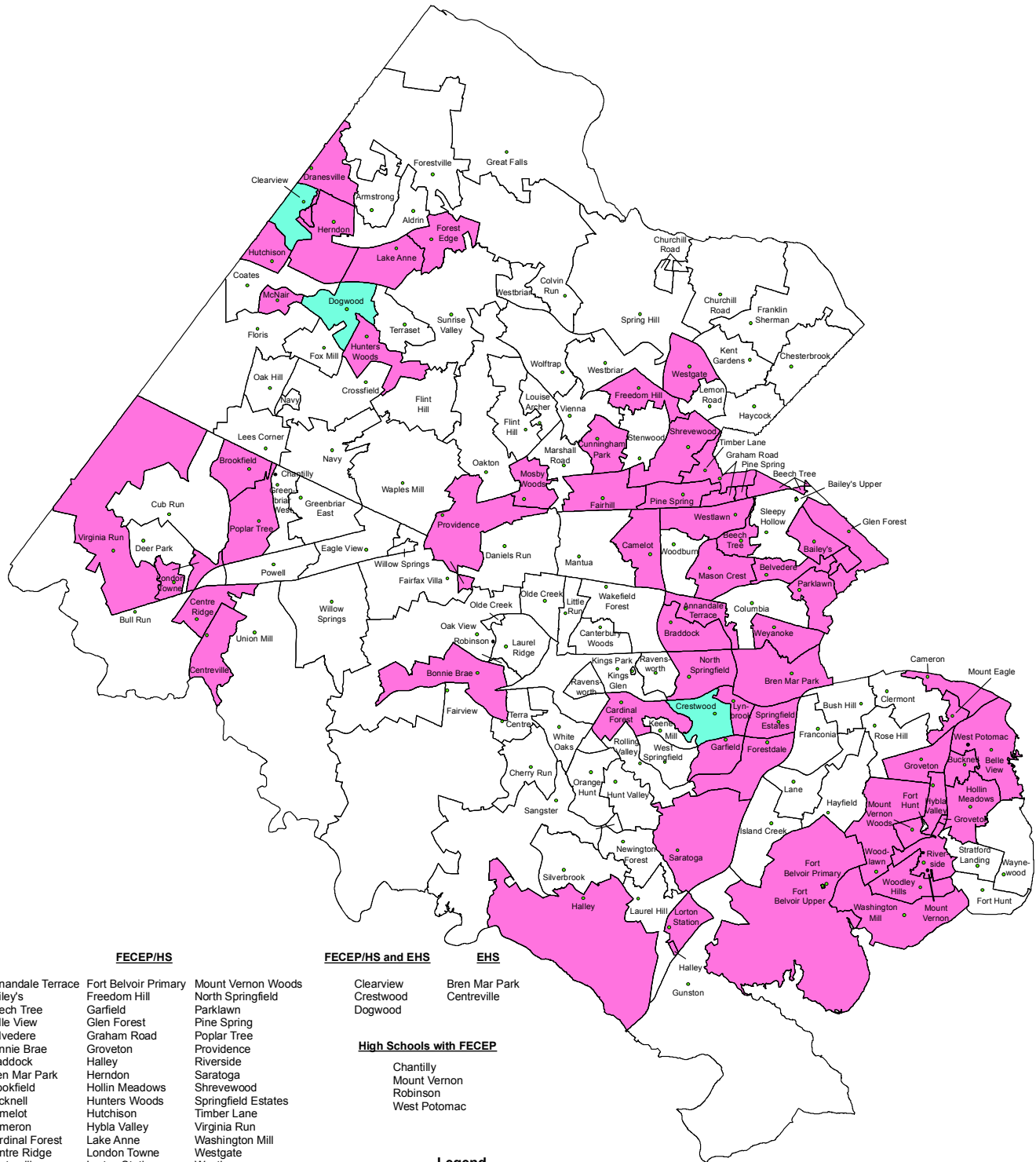
MIDDLE SCHOOL ADVANCED ACADEMIC PROGRAM CENTER BOUNDARIES | SY 2017-18

by Middle School





ELEMENTARY AND HIGH SCHOOLS WITH FECEP/HS AND EHS | SY 2017-18



FECEP/HS

- Annandale Terrace
- Bailey's
- Beech Tree
- Belle View
- Belvedere
- Bonnie Brae
- Braddock
- Bren Mar Park
- Brookfield
- Bucknell
- Camelot
- Cameron
- Cardinal Forest
- Centre Ridge
- Centreville
- Cunningham Park
- Dranesville
- Fairhill
- Forest Edge
- Forestdale
- Fort Belvoir Primary
- Freedom Hill
- Garfield
- Glen Forest
- Graham Road
- Groveton
- Halley
- Herndon
- Hollin Meadows
- Hunters Woods
- Hutchison
- Hybla Valley
- Lake Anne
- London Towne
- Lorton Station
- Lynbrook
- Mason Crest
- McNair
- Mosby Woods
- Mount Eagle
- Mount Vernon Woods
- North Springfield
- Parklawn
- Pine Spring
- Poplar Tree
- Providence
- Riverside
- Saratoga
- Shrevewood
- Springfield Estates
- Timber Lane
- Virginia Run
- Washington Mill
- Westgate
- Westlawn
- Weyanoke
- Woodlawn
- Woodley Hills

FECEP/HS and EHS

- Clearview
- Crestwood
- Dogwood

EHS

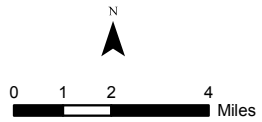
- Bren Mar Park
- Centreville

High Schools with FECEP

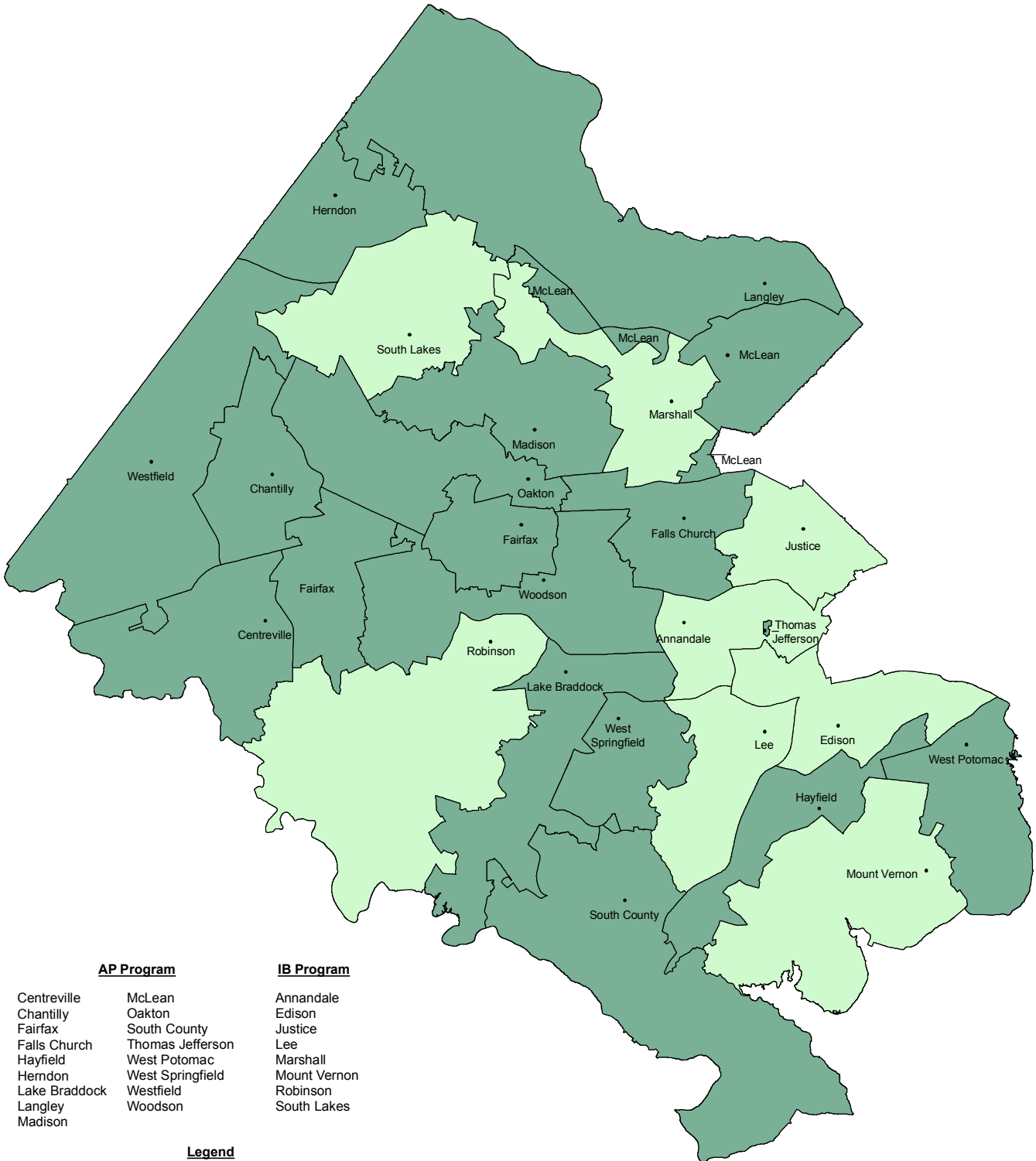
- Chantilly
- Mount Vernon
- Robinson
- West Potomac

Legend

- Elementary School Location
- High School Location
- Elementary Schools with FECEP/HS
- Elementary Schools with FECEP/HS and EHS
- Elementary School Boundaries

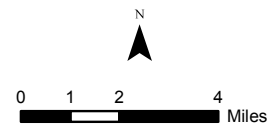


HIGH SCHOOLS WITH AP AND IB PROGRAM | SY 2017-18

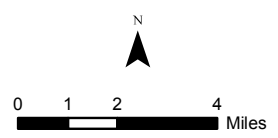
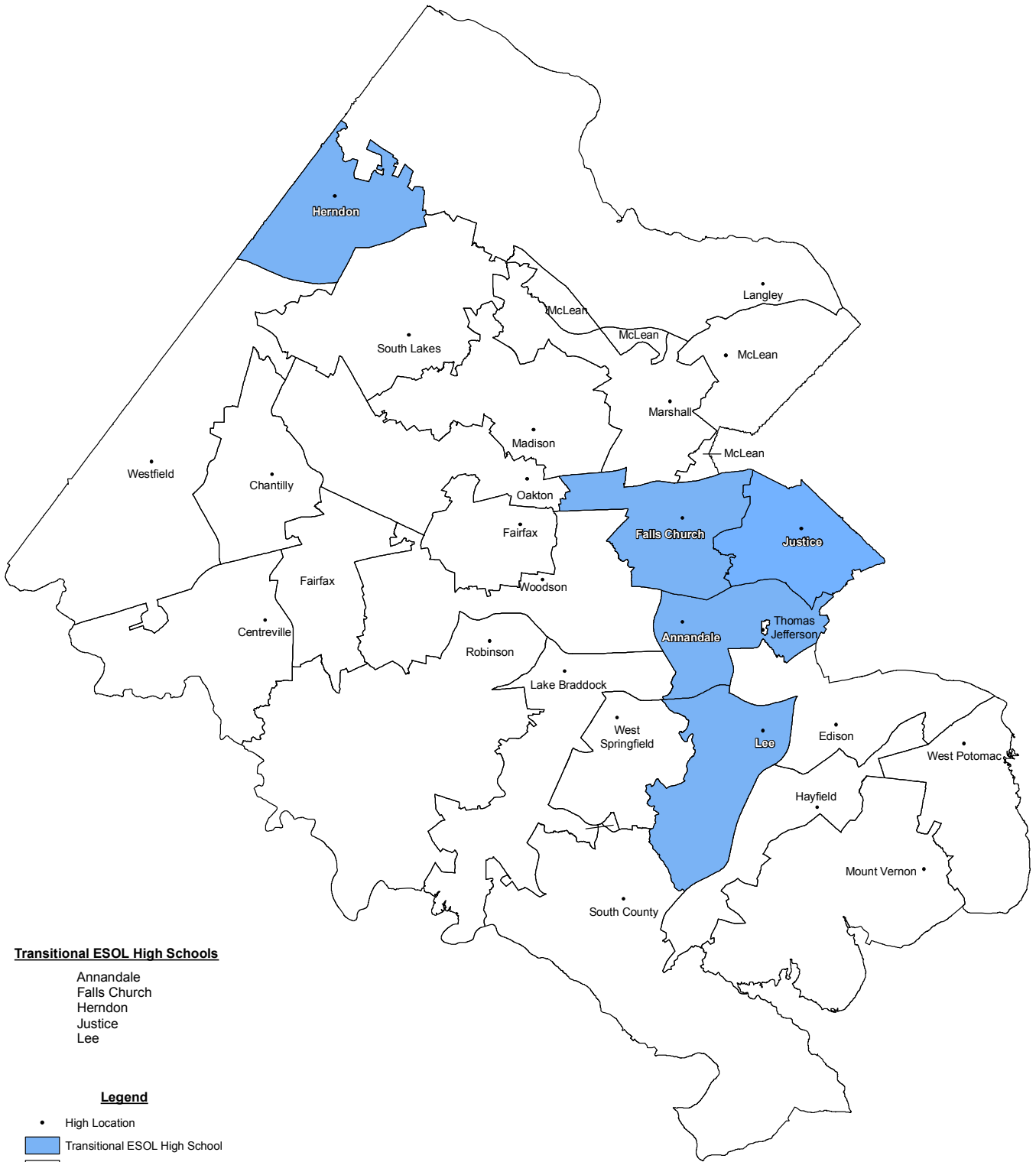


Legend

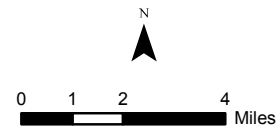
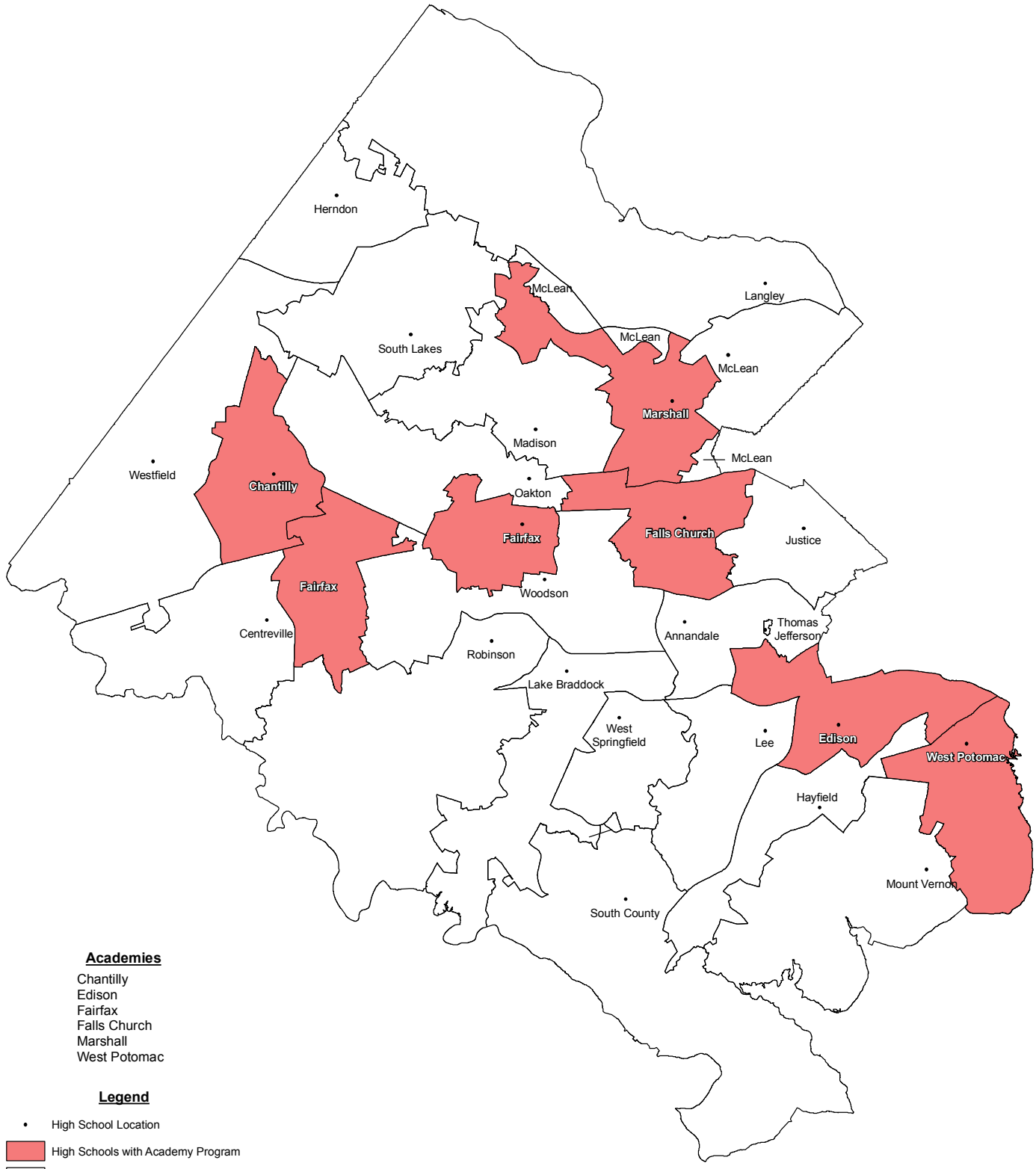
- High School Location
- AP Program
- IB Program
- High School Boundaries



TRANSITIONAL ESOL HIGH SCHOOLS | SY 2017-18



HIGH SCHOOLS WITH ACADEMY PROGRAMS | SY 2017-18



FACILITIES CONDITION ASSESSMENT

Implementation of facility condition assessments will assist OFM to adequately identify, or validate backlogs of deferred maintenance and further prioritize capital renewal needs. This condition based approach will supplement the life cycle analysis already incorporated in OFM's asset management program and Comprehensive Investment Capital Plan (CICP). Furthermore, once completed the assessment will allow OFM to prioritize our requirements and focus on those assets most likely to fail, thus limiting our failures, disruptions and ultimately risk reducing our risk.

ISSUES/CONCERNS

FCPS has not performed facility condition assessments since 2008. The cost of performing detailed condition assessments and maintaining large quantities of data for large facilities can be prohibitive.

APPROACH/BACKGROUND

PHASE 1: Execution of high-level facilities inspections using parametric estimating methods to establish the order in which more in-depth inspections should occur and to develop overall budgetary requirements.

LOGIC: When a facility is large enough and has a fairly representative set of building types, parametric estimating methods can be used to rapidly and systematically assess the buildings and systems of the facility. The key to the accuracy of parametric estimation is consistency in evaluating systems and/or selection of an unbiased and representative sample from the entire population, large enough to assure the level of accuracy required. Random sampling techniques are used to select the individual assets for the sample set.

PHASE 2: Execution of a systematic review process using more in-depth inspections of facilities over a five year period (20% of facilities each year). Inspection of facilities (worst to best) based on results of parametric estimates from Phase 1.

LOGIC: In-depth inspections will quantify results of parametric estimates from Phase 1. Allows for regular assessments of schools. Establishes order of future inspections. Identifies and prioritizes specific projects. Ensures most urgent requirements are addressed in a timely manner. Allows for calculation of Facility Condition Index (FCI). Identifies the total deferred maintenance backlog of FCPS facilities to understand the financial impact of capital projects detailed in the CIP.

TASKS STATUS/TIMELINE FOR IMPLEMENTATION

PHASE 1: Review, validate and update OFM's current asset life cycle information (asset years of life and estimated replacement cost). Then perform facility condition assessments on all FCPS sites 27 million square feet using parametric estimating methods (\$0.02 sq. /ft.). Total estimated cost for Phase 1= \$550K.

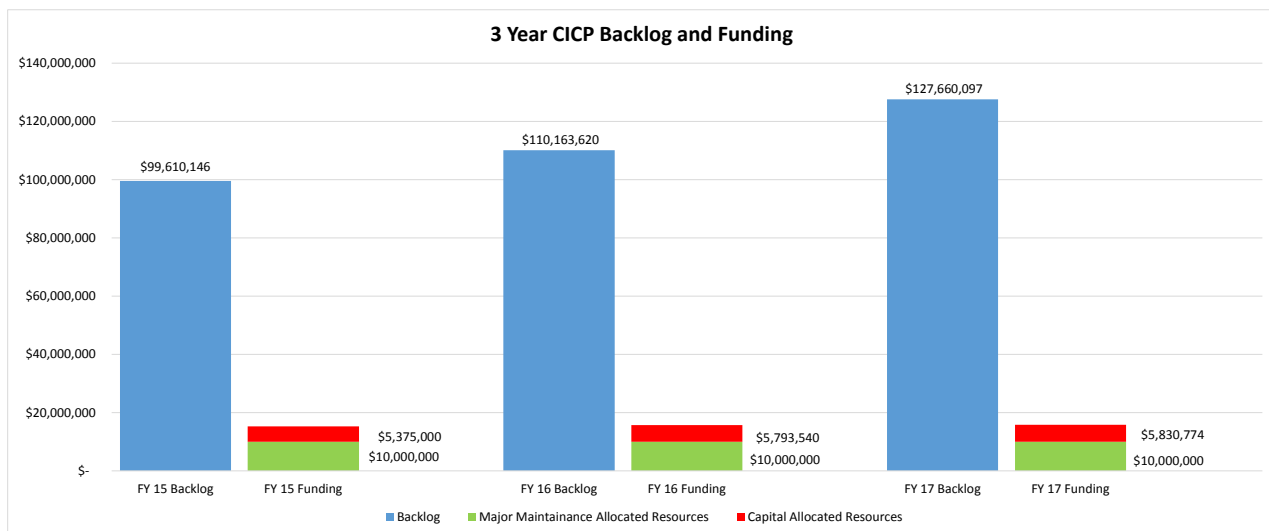
PHASE 2: Implementation of a systematic review process using more in-depth inspections (\$0.16 sq. /ft.) to inspect the remaining facilities (worst to best) over a five year period (20% of facilities each year/ 5.4 million square feet). Total estimated yearly cost for Phase 2 = \$864K each year for 5 years.

SUMMARY

Implementation of the departments CICP provides objective, consistent, accurate, and repeatable results to identify a credible capital renewal funding forecast. Through the revision of its current asset management processes and data standards along with the implementation of new processes like calculation FCI and performing facility condition assessments, OFM can better prioritize work and justify its funding requirement by providing current accurate data. This will ultimately improve the capital planning process to maximize FCPS return on investment while decreasing asset failure rates and negative impact on our facilities.

The Office of Facilities Management provides the educational, clean and healthy environment for the employees and students while striving for a premier workforce that has the right tools, training and funding to complete our assigned tasks. Our focus will be on safety, asset sustainability, and student successes with our caring culture and resource stewardship through:

- Reactive and Preventative Maintenance
- Energy Management and Building Automation Controls
- Snow Removals and Grounds Maintenance
- Operational Control of the Custodial Program
- Facilities Resource and Asset Management Programs
- Major Maintenance to Replace Systems > Useful Life Cycle
- Ten-year Comprehensive Investment Capital Plan (CICP)
- While Maintaining over \$128M in Deferred Maintenance, see table below



The national average for capital improvement investments prior to renovation is 2% of Current Replacement Value (CRV) yearly, we are only at .04%, thus increasing our Deferred Maintenance for FY15 at \$99M, to FY16 at \$110M, and to the FY17 current level of \$128M.

We currently have \$670M in critical assets tagged in the system, yet we know there are more past their Useful Life not yet captured of the \$6.3B in total Current Replacement Value assets. Not all the asphalt, painting, plumbing, are included because it's an ongoing Asset Management Initiative. In addition our new Assessment Index, using criticality and condition, has improved our prioritization of critical projects prior to failure. In order to continue this progression, we need a phased approach to more accurately attain the condition assessment instead of End of Useful Life calculations.



APPENDIX

SCHOOLS

A

ALDRIN ES

Region 1
Year Opened 1994
Capacity Enhancements ---
Renovations ---
Square Footage 97,436
Acreage 13.69
Feeder School *Herndon MS, Herndon HS*

ANNANDALE HS

Region 2
Year Opened 1954
Capacity Enhancements 2010
Renovations 2005
Square Footage 345,994
Acreage 28.04

ANNANDALE TERRACE ES

Region 2
Year Opened 1964
Capacity Enhancements 2002
Renovations 1991
Square Footage 63,502
Acreage 12.00
Feeder School *Poe MS, Annandale HS*

ARMSTRONG ES

Region 1
Year Opened 1986
Capacity Enhancements 1990
Renovations ---
Square Footage 80,000
Acreage 14.30
Feeder School *Herndon MS, Herndon HS*

B

BAILEY'S ES

Region 2
Year Opened 1952
Capacity Enhancements 2002
Renovations 1995
Square Footage 108,268
Acreage 9.54
Feeder School *Bailey's Upper ES, Glasgow MS, Justice HS*

BAILEY'S UPPER ES

Region 2
Year Opened 2014
Capacity Enhancements ---
Renovations ---
Square Footage 101,000
Acreage 3.80
Feeder School *Glasgow MS, Justice HS*

BEECH TREE ES

Region 2
Year Opened 1968
Capacity Enhancements 2004
Renovations 2012
Square Footage 70,331
Acreage 9.90
Feeder School *Glasgow MS, Justice HS*

BELLE VIEW ES

Region 3
Year Opened 1952
Capacity Enhancements 1970
Renovations 1991
Square Footage 75,779
Acreage 10.50
Feeder School *Sandburg MS, West Potomac HS*

BELVEDERE ES

Region 2
Year Opened 1954
Capacity Enhancements 1990
Renovations 1996
Square Footage 76,611
Acreage 10.93
Feeder School *Glasgow MS, Justice HS*

BONNIE BRAE ES

Region 4
Year Opened 1988
Capacity Enhancements ---
Renovations ---
Square Footage 88,778
Acreage 13.29
Feeder School *Robinson MS, Robinson HS*

BRADDOCK ES

Region 2
Year Opened 1959
Capacity Enhancements 2008
Renovations 1983
Square Footage 71,533
Acreage 12.32
Feeder School *Poe MS, Annandale HS*

BREN MAR PARK ES

Region 2
Year Opened 1957
Capacity Enhancements 2002
Renovations 1991
Square Footage 62,999
Acreage 9.61
Feeder School *Holmes MS, Edison HS*

BROOKFIELD ES

Region 5
Year Opened 1967
Capacity Enhancements 1998
Renovations 1986
Square Footage 107,827
Acreage 13.00
Feeder School *Rocky Run MS, Franklin MS, Chantilly HS*

BUCKNELL ES

Region 3
 Year Opened 1954
 Capacity Enhancements 1978, 2017
 Renovations 1994
 Square Footage 96,820
 Acreage 10.00
 Feeder School *Sandburg MS, West Potomac HS*

BULL RUN ES

Region 4
 Year Opened 1999
 Capacity Enhancements ---
 Renovations ---
 Square Footage 98,590
 Acreage 40.77
 Feeder School *Liberty MS, Stone MS, Centreville HS, Westfield HS*

BUSH HILL ES

Region 3
 Year Opened 1954
 Capacity Enhancements 2000
 Renovations 2000
 Square Footage 70,939
 Acreage 11.03
 Feeder School *Twain MS, Edison HS*

**CAMELOT ES**

Region 2
 Year Opened 1969
 Capacity Enhancements ---
 Renovations 2002
 Square Footage 89,938
 Acreage 10.00
 Feeder School *Jackson MS, Falls Church HS*

CAMERON ES

Region 3
 Year Opened 1952
 Capacity Enhancements 2002

Renovations 1993
 Square Footage 82,523
 Acreage 8.00
 Feeder School *Twain MS, Edison HS*

CANTERBURY WOODS ES

Region 5
 Year Opened 1965
 Capacity Enhancements 2004
 Renovations 2013
 Square Footage 62,630
 Acreage 11.75
 Feeder School *Frost MS, Woodson HS*

CARDINAL FOREST ES

Region 4
 Year Opened 1966
 Capacity Enhancements 1969
 Renovations 2000
 Square Footage 80,214
 Acreage 12.70
 Feeder School *Irving MS, West Springfield HS*

CARSON MS

Region 1
 Year Opened 1998
 Capacity Enhancements ---
 Renovations ---
 Square Footage 178,723
 Acreage 32.94
 Feeder School *Westfield HS, South Lakes HS, Oakton HS*

CENTRE RIDGE ES

Region 4
 Year Opened 1990
 Capacity Enhancements ---
 Renovations ---
 Square Footage 93,981
 Acreage 13.78
 Feeder School *Liberty MS, Centreville HS*

CENTREVILLE ES

Region 4
 Year Opened 1994
 Capacity Enhancements 2012
 Renovations ---
 Square Footage 98,625

Acreage 13.13
 Feeder School *Liberty MS, Centreville HS*

CENTREVILLE HS

Region 4
 Year Opened 1988
 Capacity Enhancements 2005
 Renovations ---
 Square Footage 327,000
 Acreage 36.40

CHANTILLY HS

Region 5
 Year Opened 1972
 Capacity Enhancements 2005
 Renovations 1993
 Square Footage 387,550
 Acreage 35.01

CHERRY RUN ES

Region 4
 Year Opened 1983
 Capacity Enhancements 1983
 Renovations ---
 Square Footage 63,518
 Acreage 11.02
 Feeder School *Lake Braddock MS, Lake Braddock HS*

CHESTERBROOK ES

Region 2
 Year Opened 1926
 Capacity Enhancements 1999
 Renovations 2000
 Square Footage 76,713
 Acreage 14.26
 Feeder School *Longfellow MS, McLean HS*

CHURCHILL ROAD ES

Region 1
 Year Opened 1958
 Capacity Enhancements 2006
 Renovations 2001
 Square Footage 67,788
 Acreage 10.00
 Feeder School *Cooper MS, Langley HS*

CLEARVIEW ES

Region 1
 Year Opened 1979
 Capacity Enhancements 1990
 Renovations ---
 Square Footage 85,609
 Acreage 13.90
 Feeder School *Herndon MS, Herndon HS*

CLERMONT ES

Region 3
 Year Opened 1968
 Capacity Enhancements 1983
 Renovations 2015
 Square Footage 50,800
 Acreage 13.00
 Feeder School *Twain MS, Edison HS*

COATES ES

Region 5
 Year Opened 2009
 Capacity Enhancements ---
 Renovations ---
 Square Footage 89,758
 Acreage 14.38
 Feeder School *Carson MS, Herndon MS, Westfield HS, Herndon HS*

COLIN POWELL ES

Region 4
 Year Opened 2003
 Capacity Enhancements 2010
 Renovations ---
 Square Footage 98,590
 Acreage 17.07
 Feeder School *Liberty MS, Lanier MS, Centreville HS, Fairfax HS*

COLUMBIA ES

Region 2
 Year Opened 1967
 Capacity Enhancements 1988
 Renovations 1995
 Square Footage 54,993
 Acreage 10.00
 Feeder School *Holmes MS, Poe MS, Annandale HS*

COLVIN RUN ES

Region 1
 Year Opened 2003
 Capacity Enhancements ---
 Renovations ---
 Square Footage 98,590
 Acreage 12.55
 Feeder School *Cooper MS, Longfellow MS, Langley HS, McLean HS*

COOPER MS

Region 1
 Year Opened 1962
 Capacity Enhancements 2006
 Renovations 1989
 Square Footage 111,760
 Acreage 20.22
 Feeder School *Langley HS*

CRESTWOOD ES

Region 3
 Year Opened 1955
 Capacity Enhancements 2012
 Renovations 2000
 Square Footage 76,317
 Acreage 11.18
 Feeder School *Key MS, Lee HS*

CROSSFIELD ES

Region 1
 Year Opened 1988
 Capacity Enhancements ---
 Renovations ---
 Square Footage 89,134
 Acreage 14.20
 Feeder School *Carson MS, Hughes MS, Franklin MS, Oakton HS, South Lakes HS, Chantilly HS*

CUB RUN ES

Region 5
 Year Opened 1986
 Capacity Enhancements ---
 Renovations ---
 Square Footage 77,850
 Acreage 16.26
 Feeder School *Stone MS, Franklin MS, Westfield HS, Chantilly HS*

CUNNINGHAM PARK ES

Region 1
 Year Opened 1967
 Capacity Enhancements 2013
 Renovations 2000
 Square Footage 55,470
 Acreage 10.37
 Feeder School *Thoreau MS, Madison HS, Marshall HS*

D**DANIELS RUN ES**

Region 5
 Year Opened 1955
 Capacity Enhancements 2000
 Renovations 2001
 Square Footage 93,312
 Acreage 13.70
 Feeder School *Lanier MS, Fairfax HS*

DEER PARK ES

Region 5
 Year Opened 1995
 Capacity Enhancements 2002
 Renovations ---
 Square Footage 86,990
 Acreage 10.00
 Feeder School *Stone MS, Westfield HS*

DOGWOOD ES

Region 1
 Year Opened 2001
 Capacity Enhancements ---
 Renovations ---
 Square Footage 98,900
 Acreage 14.00
 Feeder School *Hughes MS, South Lakes HS*

DRANESVILLE ES

Region 1
 Year Opened 1988
 Capacity Enhancements ---
 Renovations ---
 Square Footage 88,778

Acreage 13.15
Feeder School *Herndon MS, Herndon HS*

E

EAGLE VIEW ES

Region 5
Year Opened 2006
Capacity Enhancements ---
Renovations ---
Square Footage 98,590
Acreage 12.50
Feeder School *Lanier MS, Fairfax HS*

EDISON HS

Region 3
Year Opened 1962
Capacity Enhancements 1986
Renovations 2012
Square Footage 351,000
Acreage 43.48

F

FAIRFAX HS

Region 5
Year Opened 1972
Capacity Enhancements 2007
Renovations 2007
Square Footage 397,407
Acreage 47.76

FAIRFAX VILLA ES

Region 5
Year Opened 1965
Capacity Enhancements 2013
Renovations 1993
Square Footage 57,974
Acreage 11.55
Feeder School *Frost MS, Woodson HS*

FAIRHILL ES

Region 2
Year Opened 1965

Capacity Enhancements 1996
Renovations 1996
Square Footage 73,174
Acreage 10.17
Feeder School *Jackson MS, Falls Church HS*

FAIRVIEW ES

Region 4
Year Opened 1938
Capacity Enhancements 1983
Renovations 2000
Square Footage 82,391
Acreage 14.36
Feeder School *Robinson MS, Robinson HS*

FALLS CHURCH HS

Region 2
Year Opened 1967
Capacity Enhancements 1988
Renovations 1989
Square Footage 306,487
Acreage 39.54

FLINT HILL ES

Region 1
Year Opened 1954
Capacity Enhancements 1993
Renovations 1993
Square Footage 73,532
Acreage 10.00
Feeder School *Thoreau MS, Madison HS*

FLORIS ES

Region 5
Year Opened 1955
Capacity Enhancements 2004
Renovations 2004
Square Footage 83,560
Acreage 10.00
Feeder School *Carson MS, South Lakes HS, Westfield HS*

FOREST EDGE ES

Region 1
Year Opened 1971
Capacity Enhancements ---
Renovations 2005
Square Footage 96,624
Acreage 13.37

Feeder School *Hughes MS, South Lakes HS*

FORESTDALE ES

Region 3
Year Opened 1964
Capacity Enhancements 2006
Renovations 1993
Square Footage 55,985
Acreage 9.50
Feeder School *Key MS, Lee HS*

FORESTVILLE ES

Region 1
Year Opened 1980
Capacity Enhancements 1998
Renovations ---
Square Footage 75,592
Acreage 7.72
Feeder School *Cooper MS, Langley HS*

FORT BELVOIR PRIMARY ES

Region 3
Year Opened 1998
Capacity Enhancements ---
Renovations ---
Square Footage 134,939
Acreage 19.80
Feeder School *Fort Belvoir Upper ES, Whitman MS, Mount Vernon HS*

FORT BELVOIR UPPER ES

Region 3
Year Opened 2016
Capacity Enhancements ---
Renovations ---
Square Footage 95,431
Acreage 19.80
Feeder School *Whitman MS, Mount Vernon HS*

FORT HUNT ES

Region 3
Year Opened 1969
Capacity Enhancements 1995
Renovations 2003
Square Footage 87,481
Acreage 13.03
Feeder School *Sandburg MS, West Potomac HS*

FOX MILL ES

Region 1
 Year Opened 1979
 Capacity Enhancements 1980
 Renovations ---
 Square Footage 75,784
 Acreage 13.55
 Feeder School *Carson MS, South Lakes HS*

FRANCONIA ES

Region 3
 Year Opened 1931
 Capacity Enhancements 1986
 Renovations 2012
 Square Footage 71,658
 Acreage 6.75
 Feeder School *Twain MS, Edison HS*

FRANKLIN MS

Region 5
 Year Opened 1984
 Capacity Enhancements ---
 Renovations ---
 Square Footage 150,481
 Acreage 35.29
 Feeder School *Chantilly HS, Oakton HS*

FRANKLIN SHERMAN ES

Region 2
 Year Opened 1952
 Capacity Enhancements 1975
 Renovations 2009
 Square Footage 66,035
 Acreage 10.75
 Feeder School *Longfellow MS, Cooper MS, McLean HS, Langley HS*

FREEDOM HILL ES

Region 2
 Year Opened 1949
 Capacity Enhancements 1990
 Renovations 2009
 Square Footage 79,750
 Acreage 12.07
 Feeder School *Kilmer MS, Marshall HS*

FROST MS

Region 5
 Year Opened 1964
 Capacity Enhancements 2013
 Renovations 1991
 Square Footage 127,981
 Acreage 24.00
 Feeder School *Woodson HS*

G**GARFIELD ES**

Region 3
 Year Opened 1952
 Capacity Enhancements 1967
 Renovations 2015
 Square Footage 60,776
 Acreage 8.16
 Feeder School *Key MS, Lee HS*

GLASGOW MS

Region 2
 Year Opened 2008
 Capacity Enhancements ---
 Renovations ---
 Square Footage 199,406
 Acreage 22.40
 Feeder School *Justice HS*

GLEN FOREST ES

Region 2
 Year Opened 1957
 Capacity Enhancements 2002
 Renovations 1994
 Square Footage 88,236
 Acreage 10.23
 Feeder School *Glasgow MS, Justice HS*

GRAHAM ROAD ES

Region 2
 Year Opened 2012
 Capacity Enhancements ---
 Renovations 2012
 Square Footage 81,354
 Acreage 8.13
 Feeder School *Jackson MS, Falls Church HS*

GREAT FALLS ES

Region 1
 Year Opened 1952
 Capacity Enhancements 1991
 Renovations 2010
 Square Footage 87,447
 Acreage 10.00
 Feeder School *Cooper MS, Langley HS*

GREENBRIAR EAST ES

Region 5
 Year Opened 1968
 Capacity Enhancements 2013
 Renovations 2005
 Square Footage 80,778
 Acreage 10.00
 Feeder School *Lanier MS, Rocky Run MS, Fairfax HS, Chantilly HS*

GREENBRIAR WEST ES

Region 5
 Year Opened 1971
 Capacity Enhancements 1992
 Renovations 2006
 Square Footage 93,203
 Acreage 10.00
 Feeder School *Rocky Run MS, Chantilly HS*

GROVETON ES

Region 3
 Year Opened 1972
 Capacity Enhancements 2011
 Renovations 2005
 Square Footage 91,581
 Acreage 12.99
 Feeder School *Sandburg MS, West Potomac HS*

GUNSTON ES

Region 3
 Year Opened 1954
 Capacity Enhancements 1988
 Renovations 1996
 Square Footage 80,736
 Acreage 10.00
 Feeder School *Hayfield MS, South County MS, Hayfield HS, South County HS*

H

HALLEY ES

Region 4
Year Opened 1995
Capacity Enhancements ---
Renovations ---
Square Footage 98,900
Acreage 20.11
Feeder School *South County MS, South County HS*

HAYCOCK ES

Region 2
Year Opened 1954
Capacity Enhancements 2009
Renovations 2016
Square Footage 85,897
Acreage 10.00
Feeder School *Longfellow MS, McLean HS*

HAYFIELD ES

Region 3
Year Opened 1966
Capacity Enhancements 1992
Renovations 2002
Square Footage 80,149
Acreage 13.13
Feeder School *Hayfield MS, Hayfield HS*

HAYFIELD HS

Region 3
Year Opened 1968
Capacity Enhancements 2002
Renovations 2004
Square Footage 346,910
Acreage 57.50

HAYFIELD MS

Region 3
Year Opened 1968
Capacity Enhancements 2002
Renovations 2004
Square Footage 170,050
Acreage 57.50
Feeder School *Hayfield HS*

HERNDON ES

Region 1
Year Opened 1961
Capacity Enhancements 2007
Renovations 1991
Square Footage 85,396
Acreage 14.00
Feeder School *Herndon MS, Herndon HS*

HERNDON HS

Region 1
Year Opened 1967
Capacity Enhancements 1991
Renovations 1991
Square Footage 304,921
Acreage 40.22

HERNDON MS

Region 1
Year Opened 1927
Capacity Enhancements 1962
Renovations 1994
Square Footage 200,388
Acreage 27.30
Feeder School *Herndon HS*

HOLLIN MEADOWS ES

Region 3
Year Opened 1965
Capacity Enhancements 2001
Renovations 1983
Square Footage 59,488
Acreage 9.65
Feeder School *Sandburg MS, West Potomac HS*

HOLMES MS

Region 2
Year Opened 1966
Capacity Enhancements 1991
Renovations 2003
Square Footage 158,849
Acreage 28.20
Feeder School *Annandale HS, Edison HS*

HUGHES MS

Region 1
Year Opened 1980

Capacity Enhancements ---
Renovations ---
Square Footage 130,400
Acreage 25.00
Feeder School *South Lakes HS*

HUNT VALLEY ES

Region 4
Year Opened 1968
Capacity Enhancements 1990
Renovations 1995
Square Footage 90,187
Acreage 13.00
Feeder School *Irving MS, West Springfield HS*

HUNTERS WOODS ES

Region 1
Year Opened 1969
Capacity Enhancements 1987
Renovations 2003
Square Footage 99,787
Acreage 11.23
Feeder School *Hughes MS, South Lakes HS*

HUTCHISON ES

Region 1
Year Opened 1975
Capacity Enhancements 1990
Renovations 2005
Square Footage 106,408
Acreage 38.80
Feeder School *Herndon MS, Herndon HS*

HYBLA VALLEY ES

Region 3
Year Opened 1964
Capacity Enhancements 2012
Renovations 1989
Square Footage 108,950
Acreage 10.00
Feeder School *Sandburg MS, West Potomac HS*

I

IRVING MS

Region 4
 Year Opened 1960
 Capacity Enhancements 1967
 Renovations 1994
 Square Footage 156,838
 Acreage 20.80
 Feeder School West
 Springfield HS

ISLAND CREEK ES

Region 3
 Year Opened 2003
 Capacity Enhancements ---
 Renovations ---
 Square Footage 98,590
 Acreage 18.50
 Feeder School Hayfield MS,
 Hayfield HS

J

JACKSON MS

Region 2
 Year Opened 1954
 Capacity Enhancements 2006
 Renovations 1991
 Square Footage 154,818
 Acreage 20.40
 Feeder School Falls Church HS,
 Oakton HS

JUSTICE HS

Region 2
 Year Opened 1959
 Capacity Enhancements 1979
 Renovations 2005
 Square Footage 300,491
 Acreage 20.94

K

KEENE MILL ES

Region 4
 Year Opened 1961
 Capacity Enhancements 1990
 Renovations 2016
 Square Footage 92,137
 Acreage 11.49
 Feeder School Irving MS, Lake
 Braddock MS, West Springfield
 HS, Lake Braddock HS

KENT GARDENS ES

Region 2
 Year Opened 1957
 Capacity Enhancements 2002
 Renovations 2003
 Square Footage 77,900
 Acreage 10.92
 Feeder School Longfellow MS,
 McLean HS

KEY MS

Region 3
 Year Opened 1971
 Capacity Enhancement ---
 Renovations 2008
 Square Footage 221,670
 Acreage 20.60
 Feeder School Lee HS

KILMER MS

Region 2
 Year Opened 1967
 Capacity Enhancements ---
 Renovations 2002
 Square Footage 150,901
 Acreage 23.40
 Feeder School Marshall HS,
 Madison HS

KINGS GLEN ES

Region 4
 Year Opened 1969
 Capacity Enhancements 1986
 Renovations 2001
 Square Footage 72,702
 Acreage 8.20

Feeder School Lake Braddock
 MS, Lake Braddock HS

KINGS PARK ES

Region 4
 Year Opened 1964
 Capacity Enhancements 2013
 Renovations 1997
 Square Footage 82,920
 Acreage 10.10
 Feeder School Kings Glen
 ES, Lake Braddock MS, Lake
 Braddock HS

L

LAKE ANNE ES

Region 1
 Year Opened 1967
 Capacity Enhancements 2004
 Renovations 2011
 Square Footage 86,200
 Acreage 10.18
 Feeder School Hughes MS,
 South Lakes HS

LAKE BRADDOCK HS

Region 4
 Year Opened 1971
 Capacity Enhancements ---
 Renovations 2007
 Square Footage 434,660
 Acreage 60.06

LAKE BRADDOCK MS

Region 4
 Year Opened 1971
 Capacity Enhancements ---
 Renovations 2007
 Square Footage 170,000
 Acreage 60.06
 Feeder School Lake Braddock
 HS

LANE ES

Region 3
 Year Opened 1995
 Capacity Enhancements ---

Renovations ---
 Square Footage 98,625
 Acreage 20.34
 Feeder School *Hayfield MS, Twain MS, Hayfield HS, Edison HS*

LANGLEY HS

Region 1
 Year Opened 1965
 Capacity Enhancements 2008
 Renovations 1990
 Square Footage 247,465
 Acreage 42.86

LANIER MS

Region 5
 Year Opened 1960
 Capacity Enhancements 2006
 Renovations 2008
 Square Footage 182,589
 Acreage 19.40
 Feeder School *Fairfax HS*

LAUREL HILL ES

Region 4
 Year Opened 2009
 Capacity Enhancements ---
 Renovations ---
 Square Footage 98,590
 Acreage 8.66
 Feeder School *South County MS, South County HS*

LAUREL RIDGE ES

Region 4
 Year Opened 1970
 Capacity Enhancements 1993
 Renovations 2005
 Square Footage 112,320
 Acreage 12.55
 Feeder School *Robinson MS, Robinson HS*

LEE HS

Region 3
 Year Opened 1958
 Capacity Enhancements 1974
 Renovations 2005
 Square Footage 336,068
 Acreage 25.32

LEES CORNER ES

Region 5
 Year Opened 1987
 Capacity Enhancements ---
 Renovations ---
 Square Footage 81,843
 Acreage 11.04
 Feeder School *Franklin MS, Chantilly HS*

LEMON ROAD ES

Region 2
 Year Opened 1955
 Capacity Enhancements 2013
 Renovations 2003
 Square Footage 62,225
 Acreage 12.01
 Feeder School *Kilmer MS, Longfellow MS, Marshall HS, McLean HS*

LIBERTY MS

Region 4
 Year Opened 2002
 Capacity Enhancements ---
 Renovations ---
 Square Footage 178,723
 Acreage 79.86
 Feeder School *Centreville HS*

LITTLE RUN ES

Region 5
 Year Opened 1963
 Capacity Enhancements 1993
 Renovations 1993
 Square Footage 55,085
 Acreage 10.11
 Feeder School *Frost MS, Lake Braddock MS, Woodson HS, Lake Braddock HS*

LONDON TOWNE ES

Region 5
 Year Opened 1969
 Capacity Enhancements 2003
 Renovations 2000
 Square Footage 92,870
 Acreage 12.71
 Feeder School *Stone MS, Westfield HS*

LONGFELLOW MS

Region 2
 Year Opened 1960
 Capacity Enhancements 2012
 Renovations 2012
 Square Footage 175,793
 Acreage 17.57
 Feeder School *McLean HS*

LORTON STATION ES

Region 3
 Year Opened 2003
 Capacity Enhancements ---
 Renovations ---
 Square Footage 98,900
 Acreage 12.81
 Feeder School *Hayfield MS, Hayfield HS*

LOUISE ARCHER ES

Region 1
 Year Opened 1939
 Capacity Enhancements 2006
 Renovations 1991
 Square Footage 53,684
 Acreage 7.64
 Feeder School *Thoreau MS, Madison HS*

LYNBROOK ES

Region 3
 Year Opened 1956
 Capacity Enhancements 2013
 Renovations 1993
 Square Footage 88,925
 Acreage 10.64
 Feeder School *Key MS, Lee HS*

M

MADISON HS

Region 1
 Year Opened 1959
 Capacity Enhancements 1979
 Renovations 2005
 Square Footage 314,342
 Acreage 31.16

MANTUA ES

Region 5
 Year Opened 1961
 Capacity Enhancements 2006
 Renovations 1997
 Square Footage 87,681
 Acreage 11.57
 Feeder School *Frost MS, Woodson HS*

MARSHALL HS

Region 2
 Year Opened 1962
 Capacity Enhancements 2014
 Renovations 2014
 Square Footage 369,041
 Acreage 46.50

MARSHALL ROAD ES

Region 1
 Year Opened 1961
 Capacity Enhancements 2014
 Renovations 1999
 Square Footage 94,435
 Acreage 11.00
 Feeder School *Thoreau MS, Jackson MS, Madison HS, Oakton HS*

MASON CREST ES

Region 2
 Year Opened 2012
 Capacity Enhancements ---
 Renovations ---
 Square Footage 98,590
 Acreage 10.91
 Feeder School *Poe MS, Glasgow MS, Falls Church HS, Justice HS*

MCCLEAN HS

Region 2
 Year Opened 1955
 Capacity Enhancements 1980
 Renovations 2005
 Square Footage 282,767
 Acreage 31.28

MCNAIR ES

Region 5
 Year Opened 2001
 Capacity Enhancements 2004
 Renovations ---
 Square Footage 98,900
 Acreage 15.23
 Feeder School *Carson MS, Westfield HS*

MOSBY WOODS ES

Region 1
 Year Opened 1963
 Capacity Enhancements 2005
 Renovations 1991
 Square Footage 90,379
 Acreage 11.52
 Feeder School *Jackson MS, Oakton HS*

MOUNT EAGLE ES

Region 3
 Year Opened 1949
 Capacity Enhancements 2003
 Renovations 2010
 Square Footage 58,799
 Acreage 6.00
 Feeder School *Twain MS, Edison HS*

MOUNT VERNON HS

Region 3
 Year Opened 1960
 Capacity Enhancements 1998
 Renovations 1999
 Square Footage 458,517
 Acreage 41.02

MOUNT VERNON WOODS ES

Region 3
 Year Opened 1965
 Capacity Enhancements 2008
 Renovations 1989
 Square Footage 65,940
 Acreage 10.00
 Feeder School *Whitman MS, Mount Vernon HS*

N**NAVY ES**

Region 1
 Year Opened 1955
 Capacity Enhancements 2004
 Renovations 2006
 Square Footage 91,013
 Acreage 10.10
 Feeder School *Franklin MS, Oakton HS, Chantilly HS*

NEWINGTON FOREST ES

Region 4
 Year Opened 1983
 Capacity Enhancements ---
 Renovations ---
 Square Footage 77,850
 Acreage 13.00
 Feeder School *South County MS, South County HS*

NORTH SPRINGFIELD ES

Region 2
 Year Opened 1956
 Capacity Enhancements 1968
 Renovations 1991, 2017
 Square Footage 92,000
 Acreage 12.24
 Feeder School *Holmes MS, Annandale HS*

O**OAK HILL ES**

Region 5
 Year Opened 1983
 Capacity Enhancements 2003
 Renovations ---
 Square Footage 77,850
 Acreage 12.09
 Feeder School *Franklin MS, Carson MS, Chantilly HS, Westfield HS*

OAK VIEW ES

Region 4
 Year Opened 1968
 Capacity Enhancements 1990
 Renovations 2000
 Square Footage 88,815
 Acreage 10.05
 Feeder School *Frost MS, Robinson MS, Woodson HS, Robinson HS*

OAKTON ES

Region 1
 Year Opened 1945
 Capacity Enhancements 1987
 Renovations 2012
 Square Footage 93,846
 Acreage 9.29
 Feeder School *Jackson MS, Thoreau MS, Oakton HS, Madison HS*

OAKTON HS

Region 1
 Year Opened 1967
 Capacity Enhancements 1992
 Renovations 1992
 Square Footage 304,777
 Acreage 58.84

OLDE CREEK ES

Region 5
 Year Opened 1966
 Capacity Enhancements 1987
 Renovations 1997
 Square Footage 69,330
 Acreage 10.82
 Feeder School *Frost MS, Robinson MS, Woodson HS, Robinson HS*

ORANGE HUNT ES

Region 4
 Year Opened 1974
 Capacity Enhancements 1976
 Renovations 2002
 Square Footage 92,049
 Acreage 14.04
 Feeder School *Irving MS, West Springfield HS*

P**PARKLAWN ES**

Region 2
 Year Opened 1958
 Capacity Enhancements 2003
 Renovations 1998
 Square Footage 80,580
 Acreage 10.70
 Feeder School *Glasgow MS, Holmes MS, Justice HS, Annandale HS*

PINE SPRING ES

Region 2
 Year Opened 1955
 Capacity Enhancements 1988
 Renovations 2001
 Square Footage 65,941
 Acreage 11.19
 Feeder School *Jackson MS, Falls Church HS*

POE MS

Region 2
 Year Opened 1960
 Capacity Enhancements 1965
 Renovations 1997
 Square Footage 176,089
 Acreage 25.52
 Feeder School *Annandale HS, Falls Church HS*

POPLAR TREE ES

Region 5
 Year Opened 1990
 Capacity Enhancements ---
 Renovations ---
 Square Footage 94,664
 Acreage 11.20
 Feeder School *Rocky Run MS, Chantilly HS*

PROVIDENCE ES

Region 5
 Year Opened 1956
 Capacity Enhancements 1998
 Renovations 2001

Square Footage 103,376
 Acreage 19.50
 Feeder School *Lanier MS, Fairfax HS*

Q**R****RAVENSWORTH ES**

Region 4
 Year Opened 1963
 Capacity Enhancements 1990
 Renovations 2016
 Square Footage 80,390
 Acreage 10.13
 Feeder School *Lake Braddock MS, Lake Braddock HS*

RIVERSIDE ES

Region 3
 Year Opened 1968
 Capacity Enhancements 2009
 Renovations 2005
 Square Footage 81,025
 Acreage 11.02
 Feeder School *Whitman MS, Sandburg MS, Mount Vernon HS, West Potomac HS*

ROBINSON HS

Region 4
 Year Opened 1971
 Capacity Enhancements 2005
 Renovations 1996
 Square Footage 367,918
 Acreage 78.40

ROBINSON MS

Region 4
 Year Opened 1971
 Capacity Enhancements 2005
 Renovations 1996
 Square Footage 165,000
 Acreage 78.40
 Feeder School *Robinson HS*

ROCKY RUN MS

Region 5
 Year Opened 1980
 Capacity Enhancements ---
 Renovations ---
 Square Footage 130,400
 Acreage 25.20
 Feeder School *Chantilly HS*

ROLLING VALLEY ES

Region 4
 Year Opened 1967
 Capacity Enhancements 1990
 Renovations 1998
 Square Footage 77,801
 Acreage 10.09
 Feeder School *Irving MS, Key MS, West Springfield HS, Lee HS*

ROSE HILL ES

Region 3
 Year Opened 1957
 Capacity Enhancements 2008
 Renovations 1994
 Square Footage 88,382
 Acreage 11.19
 Feeder School *Hayfield MS, Twain MS, Hayfield HS, Edison HS*

S**SANDBURG MS**

Region 3
 Year Opened 1963
 Capacity Enhancements 1980
 Renovations 2015
 Square Footage 269,678
 Acreage 35.24
 Feeder School *West Potomac HS*

SANGSTER ES

Region 4
 Year Opened 1988
 Capacity Enhancements 1996
 Renovations ---
 Square Footage 88,552
 Acreage 13.90
 Feeder School *Lake Braddock MS, Irving MS, Lake Braddock HS, West Springfield HS*

SARATOGA ES

Region 3
 Year Opened 1989
 Capacity Enhancements ---
 Renovations ---
 Square Footage 103,570
 Acreage 13.99
 Feeder School *Key MS, Lee HS*

SHREVEWOOD ES

Region 2
 Year Opened 1966
 Capacity Enhancements 1998
 Renovations 1998
 Square Footage 71,610
 Acreage 13.42
 Feeder School *Kilmer MS, Marshall HS*

SILVERBROOK ES

Region 4
 Year Opened 1988
 Capacity Enhancements 2001
 Renovations ---
 Square Footage 82,675
 Acreage 13.93
 Feeder School *South County MS, South County HS*

SLEEPY HOLLOW ES

Region 2
 Year Opened 1954
 Capacity Enhancements 1996
 Renovations 2009
 Square Footage 73,934
 Acreage 10.00
 Feeder School *Glasgow MS, Justice HS*

SOUTH COUNTY HS

Region 4
 Year Opened 2005
 Capacity Enhancements 2007
 Renovations ---
 Square Footage 378,000
 Acreage 69.39

SOUTH COUNTY MS

Region 4
 Year Opened 2012
 Capacity Enhancements ---
 Renovations ---
 Square Footage 176,900
 Acreage 37.00
 Feeder School *South County HS*

SOUTH LAKES HS

Region 1
 Year Opened 1978
 Capacity Enhancements ---
 Renovations 2008
 Square Footage 333,750
 Acreage 60.00

SPRING HILL ES

Region 1
 Year Opened 1965
 Capacity Enhancements 2013
 Renovations 1996
 Square Footage 116,682
 Acreage 13.00
 Feeder School *Cooper MS, Longfellow MS, Langley HS, McLean HS*

SPRINGFIELD ESTATES ES

Region 3
 Year Opened 1958
 Capacity Enhancements 2013
 Renovations 2016
 Square Footage 89,152
 Acreage 10.60
 Feeder School *Key MS, Lee HS*

STENWOOD ES

Region 2
 Year Opened 1963
 Capacity Enhancements 1990
 Renovations 2012
 Square Footage 71,213

Acreage 10.00
Feeder School *Kilmer MS, Thoreau MS, Marshall HS*

STONE MS

Region 5
Year Opened 1991
Capacity Enhancements ---
Renovations ---
Square Footage 157,263
Acreage 24.83
Feeder School *Westfield HS*

STRATFORD LANDING ES

Region 3
Year Opened 1963
Capacity Enhancements 2005
Renovations 1989
Square Footage 60,035
Acreage 10.00
Feeder School *Sandburg MS, West Potomac HS*

SUNRISE VALLEY ES

Region 1
Year Opened 1979
Capacity Enhancements 1980
Renovations 2016
Square Footage 85,702
Acreage 14.98
Feeder School *Hughes MS, South Lakes HS*

T

TERRA CENTRE ES

Region 4
Year Opened 1980
Capacity Enhancements ---
Renovations 2015
Square Footage 88,395
Acreage 11.62
Feeder School *Robinson MS, Robinson HS*

TERRASET ES

Region 1
Year Opened 1977
Capacity Enhancements ---
Renovations 2016
Square Footage 103,932
Acreage 14.43
Feeder School *Hughes MS, South Lakes HS*

THOMAS JEFFERSON HS

Region 2
Year Opened 1964
Capacity Enhancements 1988, 2017
Renovations 1989
Square Footage 388,767
Acreage 39.15

THOREAU MS

Region 1
Year Opened 1960
Capacity Enhancements 1986
Renovations 2016
Square Footage 179,007
Acreage 20.00
Feeder School *Madison HS, Marshall HS*

TIMBER LANE ES

Region 2
Year Opened 1955
Capacity Enhancements 1988
Renovations 1996
Square Footage 80,591
Acreage 10.14
Feeder School *Longfellow MS, Jackson MS, McLean HS, Falls Church HS*

TWAIN MS

Region 3
Year Opened 1961
Capacity Enhancements 2002
Renovations 1998
Square Footage 156,225
Acreage 23.52
Feeder School *Edison HS*

U

UNION MILL ES

Region 4
Year Opened 1986
Capacity Enhancements 2013
Renovations ---
Square Footage 93,414
Acreage 13.00
Feeder School *Liberty MS, Robinson MS, Centreville HS, Robinson HS*

V

VIENNA ES

Region 1
Year Opened 1921
Capacity Enhancements 1987
Renovations 2010
Square Footage 67,055
Acreage 15.19
Feeder School *Thoreau MS, Kilmer MS, Madison HS, Marshall HS*

VIRGINIA RUN ES

Region 5
Year Opened 1989
Capacity Enhancements ---
Renovations ---
Square Footage 90,800
Acreage 20.85
Feeder School *Stone MS, Westfield HS*

W

WAKEFIELD FOREST ES

Region 5
 Year Opened 1955
 Capacity Enhancements 1994
 Renovations 1994
 Square Footage 65,062
 Acreage 13.59
 Feeder School *Frost MS, Woodson HS*

WAPLES MILL ES

Region 1
 Year Opened 1991
 Capacity Enhancements ---
 Renovations ---
 Square Footage 92,470
 Acreage 14.10
 Feeder School *Franklin MS, Oakton HS*

WASHINGTON MILL ES

Region 3
 Year Opened 1963
 Capacity Enhancements 2004
 Renovations 1989
 Square Footage 61,581
 Acreage 11.53
 Feeder School *Whitman MS, Mount Vernon HS*

WAYNEWOOD ES

Region 3
 Year Opened 1959
 Capacity Enhancements 2008
 Renovations 1991
 Square Footage 59,719
 Acreage 10.16
 Feeder School *Sandburg MS, West Potomac HS*

WEST POTOMAC HS

Region 3
 Year Opened 1960
 Capacity Enhancements ---
 Renovations 2001
 Square Footage 389,012
 Acreage 44.78

WEST SPRINGFIELD ES

Region 4
 Year Opened 1964
 Capacity Enhancements 2012
 Renovations 1993
 Square Footage 55,885
 Acreage 10.03
 Feeder School *Irving MS, West Springfield HS*

WEST SPRINGFIELD HS

Region 4
 Year Opened 1966
 Capacity Enhancements 1990
 Renovations 1990
 Square Footage 302,795
 Acreage 38.62

WESTBRIAR ES

Region 2
 Year Opened 1965
 Capacity Enhancements 1985
 Renovations 2016
 Square Footage 88,527
 Acreage 10.03
 Feeder School *Kilmer MS, Marshall HS, Madison HS*

WESTFIELD HS

Region 5
 Year Opened 2000
 Capacity Enhancements 2006
 Renovations ---
 Square Footage 422,298
 Acreage 76.30

WESTGATE ES

Region 2
 Year Opened 1968
 Capacity Enhancements 1986
 Renovations 2016
 Square Footage 91,997
 Acreage 10.33
 Feeder School *Kilmer MS, Longfellow MS, Marshall HS, McLean HS*

WESTLAWN ES

Region 2
 Year Opened 1951

Capacity Enhancements 2011
 Renovations 2012
 Square Footage 95,743
 Acreage 8.71
 Feeder School *Jackson MS, Falls Church HS*

WEYANOKE ES

Region 2
 Year Opened 1949
 Capacity Enhancements 2000
 Renovations 1993
 Square Footage 80,633
 Acreage 10.00
 Feeder School *Holmes MS, Annandale HS*

WHITE OAKS ES

Region 4
 Year Opened 1980
 Capacity Enhancements 2008
 Renovations ---
 Square Footage 75,784
 Acreage 15.73
 Feeder School *Lake Braddock MS, Lake Braddock HS*

WHITMAN MS

Region 3
 Year Opened 1965
 Capacity Enhancements 2013
 Renovations 1997
 Square Footage 166,750
 Acreage 19.99
 Feeder School *Mount Vernon HS*

WILLOW SPRINGS ES

Region 5
 Year Opened 1990
 Capacity Enhancements ---
 Renovations ---
 Square Footage 90,014
 Acreage 20.68
 Feeder School *Lanier MS, Fairfax HS*

WOLFTRAP ES

Region 1
 Year Opened 1968
 Capacity Enhancements 1988

Renovations 2005
 Square Footage 70,670
 Acreage 10.26
 Feeder School *Kilmer MS,
 Madison HS, Marshall HS*

X

WOODBURN ES

Region 2
 Year Opened 1952
 Capacity Enhancements 1988
 Renovations 2009
 Square Footage 64,208
 Acreage 10.00
 Feeder School *Jackson MS, Falls
 Church HS*

Y

Z

WOODLAWN ES

Region 3
 Year Opened 1937
 Capacity Enhancements 2001
 Renovations 2016
 Square Footage 97,567
 Acreage 10.95
 Feeder School *Whitman MS,
 Mount Vernon HS*

WOODLEY HILLS ES

Region 3
 Year Opened 1951
 Capacity Enhancements 2013
 Renovations 1994
 Square Footage 72,851
 Acreage 10.15
 Feeder School *Whitman MS,
 Mount Vernon HS*

WOODSON HS

Region 5
 Year Opened 1962
 Capacity Enhancements 2000
 Renovations 2009
 Square Footage 379,256
 Acreage 56.00

GLOSSARY OF TERMS

A

ADDITION

Permanent construction that adds square footage to a school and is subject to all Fairfax County zoning, building codes, and permitting processes.

ADMINISTRATION (SPACE)

Spaces which support the administrative staff such as: offices, work rooms, and storage.

ADVANCED ACADEMIC PROGRAM (AAP) CENTER

A school that has been identified to educate students who qualify for Level IV Advanced Academic Services in FCPS on a full-time basis in order to receive a challenging instructional program in the four core subject areas. Students in this program are grouped together for their core instruction by grade level. This was previously known as a "Gifted and Talented Center."

ADVANCED ACADEMIC PROGRAM LOCAL LEVEL IV PROGRAM (NON-CENTER BASED)

A program that provides students another avenue to access advanced academic services in their base school. Center-eligible students, who choose to remain in their local school, receive the same advance academic curriculum as students who attend centers. Depending on the number of eligible students at the local school, a student will attend classes with other eligible students and/or other high achieving students. This was previously known as the "Gifted and Talented Program."

ALTERNATIVE PROGRAMS

A variety of intervention and support programs for students at risk for expulsion for inappropriate behavior, students conditionally expelled, and students whose adjustment to traditional education interferes with successful participation in general education. Student membership projections and

historical membership reports include students enrolled in nontraditional programs in such numbers where noted.

ATTENDANCE ISLAND

A geographic area assigned to a particular school's boundary, but does not share any adjacencies with the rest of the school's boundary.

B

BIRTH TO K RATIO

A ratio that shows the number of live births in an elementary school boundary by the number of kindergarten students who enroll in that elementary school five years later.

BOND

A written promise to pay a specified sum of money (called the principal) at a specified date in the future, together with periodic interest at a specified rate. Bonds are a form of long-term borrowing used for capital improvements and new construction.

BUILDING LIFE CYCLE

Life span of a building in which all components of the construction operate efficiently and meet the requirements of the occupants. Construction components include mechanical, plumbing, and electrical; heating, ventilating, and air conditioning (HVAC); and architectural installations.

C

CAPACITY

The number of students a school can support when the restriction of program of studies is applied.

CAPACITY DEFICIT

Term used when referring to a school with a greater membership than its program capacity.

CAPACITY ENHANCEMENTS

Permanent construction that provides additional classroom space and therefore increases school capacity.

CAPACITY SURPLUS

Term used when referring to a school with a membership smaller than its program capacity.

CAPACITY UTILIZATION

Percentage of program capacity that is utilized by the total student membership within a school. In this CIP the terms “capacity utilization” and “program capacity utilization” are used interchangeably.

CAPITAL BUDGET

This budget provides for school construction projects which include new construction, renovations, capacity enhancements, site acquisitions, and additions. The primary source of funding for capital budget is the sale of bonds authorized by the voters in the bond referendum.

CAPITAL IMPROVEMENT PROGRAM (CIP)

The CIP is a planning document used as a basis to determine the timing and size of proposed bond referenda to be placed before the voters of Fairfax County. The primary source of funding for school construction projects is the sale of bonds authorized by the voters in these referenda.

COHORT

A group of students who are educated at the same period of time— a grade level or class.

CORE (SPACE)

Mandatory learning spaces such as primary, elementary and self-contained special education classrooms; required classes in middle and high school.

D**DESIGN CAPACITY**

Capacity based on the number of students a building can support per the original design of the building. The design capacity remains constant until a school undergoes a renovation or addition.

DEVELOPMENT CENTER

A geographic area identified by the Fairfax County Comprehensive Plan where the majority of future development, including new housing, will be focused.

E**EARLY CHILDHOOD CLASS BASED (ECCB) SERVICE**

Provides instruction in a classroom setting and is located in a number of elementary schools within FCPS. The curriculum is language rich and emphasizes communication, early literacy, social development, and development of other skills as designated in the student’s Individualized Education Program (IEP).

EARLY HEAD START (EHS)

A full-day program housed within the schools, providing comprehensive services to income-eligible infants, toddlers, and expectant mothers living in Fairfax County. Head Start funds provide services to 48 students in FCPS each year. (See FAMILY AND EARLY CHILDHOOD EDUCATION PROGRAM/HEAD START (FECEP/HS))

EDUCATIONAL SPECIFICATIONS

Explicit requirements mandated by the Virginia Department of Education and the Fairfax County School Board, which are necessary to create a common set of expectations including square footage and design features of spaces across school buildings.

ENGLISH SPEAKERS OF OTHER LANGUAGES (ESOL)

A program to help students with limited English proficiency learn literacy and content concepts in order to function successfully in the general education program.

ENROLLMENT

The total number of students that have completed registration in a given school unit on a daily basis. For CIP reporting purposes, membership numbers are used. (See MEMBERSHIP)

F

FACILITIES AND ENROLLMENT DASHBOARD

A resource that calculates capacity of each school based on the programs that currently are offered at the school and its comparison to the core capacity of the school. It includes information about projected enrollments of the school, number of temporary classrooms, and other facilities information. This resource is available on the FCPS website at <https://www.fcps.edu/enrollmentdashboard>.

FAMILY AND EARLY CHILDHOOD EDUCATION PROGRAM/HEAD START (FECEP/HS)

A full-day preschool program housed within the schools, providing comprehensive services to income-eligible three (3) and four (4) year olds living in Fairfax County. Head Start, Virginia Preschool Initiative and Virginia Preschool Initiative Plus grant funds are braided with local funds in order to provide services to more than 1,750 students each year. (See EARLY HEAD START (EHS))

FEEDER SCHOOL

A school from which many or most students progress to a particular higher-level school. For example, an elementary school is feeder school to a middle school.

FISCAL YEAR (FY)

A 12-month period used for accounting and reporting purposes and preparing financial statements in an organization. FCPS' financial year encompasses the 12 months beginning July 1 and ending the following June 30.

FREE AND REDUCED-PRICE MEALS (FRM)

This program is required for participation in the federally-funded school lunch program under the National School Lunch and Child Nutrition Acts. This program provides free or reduced meals to children determined to be eligible under the program and support the belief of the Fairfax County School Board that every school-age child should have an adequate lunch.

G

GENERAL EDUCATION PROGRAM

The education programs that serve students in the core instructional areas, namely elementary, middle, and high school instruction.

GRANDFATHERING

(See PHASING OF ADJUSTMENTS)

H

I

IMMERSION PROGRAM

Education program of acquiring a world language through content matter instruction. FCPS uses two program models: World Language (or One-Way) Immersion or Two-Way Immersion.

J

K

K-3 CAP

State and locally funded Primary Class Size Reduction Program to establish maximum individual class size and pupil-teacher ratio in grades K-3rd for raising student achievement in high poverty schools.

L

M

MEMBERSHIP

An official count of active students at a snapshot in time. Concurrently enrolled students at a second school are counted at their school of membership, not at their concurrent school. For CIP reporting purposes, September 30th certified membership numbers are used.

MIGRATION

A term used to refer to students entering (in-migration) and leaving (out-migration) the school system.

MODULAR ADDITIONS

Prefabricated buildings that are constructed off site in a factory and transported to school grounds to provide additional classroom space to accommodate students. They are portable, can be relocated, and typically are ready for use 30-60 percent faster than on-site built construction. Modularity sit on a permanent foundation. They have plumbing, interior corridors, and bathroom facilities. Modular additions are included in the calculation of school design and program capacity.

N

NET MIGRATION

A term used to describe the total number of students gained or withdrawn from the school system once new students and the number of students who withdraw are added together. This CIP compares one school year to the previous year and identifies the difference of new students (excluding kindergarten students) to the number of students who did not return. (Excluding 12th grade students.)

O

OPERATING BUDGET

This budget provides for the day-to-day operations and maintenance of the schools and is funded primarily by county and state funds. At times, operating funds are used to relieve overcrowding at school facilities through interior modifications and trailers to accommodate students.

OVERCROWDED

Term is used synonymously with capacity deficit. (See CAPACITY DEFICIT)

P

PHASING OF ADJUSTMENTS

Carrying out changes to a school boundary in gradual stages, generally by a grade or set of grades at a time. FCPS School Board Policy 8130 titled "Local School Boundaries, Program Assignments, and School Closings" governs and provides the details the Phasing of Adjustments.

PRESCHOOL AUTISM CLASSES (PAC)

Preschool Autism Class (PAC) services are designed with a reduced adult to student ratio and provide systematic instruction in a highly structured setting to maximize learning. PAC services are designed to address the specific needs of preschool-age children who have been identified as having Autism Spectrum Disorder or present characteristics on the autism spectrum, and who cannot benefit from the early childhood class based program.

PROGRAM CAPACITY

Capacity based on the number of existing core classrooms and the specific unique programs assigned to a school that differs from the original design of the building. This capacity is recalculated every school year based on the program changes.

PYRAMID

Pyramids are the group of schools located geographically within each high school boundary. At the top of each pyramid is one high school, followed by one or more middle schools, then elementary schools. Each school level of the pyramid generally feeds into the one above.

Q

R

REGION

Regions contain multiple pyramids that consist of high schools and their feeder schools. Regions also include alternative schools and centers. Regions provide necessary support for schools and the community within a geographic area. (See PYRAMID)

S

SCHOOL AGE CHILD CARE (SACC)

Sponsored by Fairfax County government's Office for Children, SACC provides school-based day care facilities for elementary school children before and after school.

SCHOOL BOARD POLICY 8130 LOCAL SCHOOL BOUNDARIES, PROGRAM ASSIGNMENTS, AND SCHOOL CLOSINGS

Provides guidance in the evaluation of proposed boundary adjustments.

The following examples of these factors are not presented in priority order. Any or all of these factors may be relevant in a particular consolidation, redistricting, or assignment plan:

- proximity of schools to student residences
- projected school membership and capacity
- walking distances

- busing times and costs
- walking and busing safety
- natural and man-made geographic features
- the impact on neighborhoods
- school feeder alignments
- contiguous school boundaries
- long-range capital plans
- socioeconomic characteristics of school populations
- distribution of programs and resources
- overall impact on families and students; and comparative long-term costs

Adjustments shall be made without respect to magisterial districts or postal addresses and, whenever possible, shall not affect the same occupied dwellings any more often than once in three years. The consideration of these factors and such adjustments shall involve affected communities to the extent reasonable. (See PHASING OF ADJUSTMENTS)

SCHOOL YEAR (SY)

The school year consists of 180 days and is established by the School Board by Regulation 1344 Standard School Year Calendar.

SPECIAL EDUCATION LEVEL 1 SERVICES

Level 1 services refer to the provision of special education and related services to children with disabilities for less than 50 percent of their instructional school day (excluding intermission for meals). The time that a child receives special education services is calculated on the basis of special education services described in the Individualized Education Program (IEP), rather than the location of services. The student membership projections and historical membership reports include these students in the grade level projections.

SPECIAL EDUCATION LEVEL 2 SERVICES

Level 2 services refer to the provision of special education and related services to children with disabilities for 50 percent or more of the instructional school day (excluding intermission for meals). The time that a child receives special education services is calculated on the basis

of special education services described in the Individualized Education Program (IEP), rather than the location of services. The student membership projections and historical membership reports include these students in the column titled “Special Education.”

SPECIAL EDUCATION PROGRAMS

Specially designed instruction to meet the unique needs of a child with a disability. Special education services may include, but are not limited to preschool autism, autism, intellectual disabilities, deaf or hard of hearing, blind and visually impaired, or physical disabilities. A continuum of services is available at every school and comprehensive services are provided at selected sites.

SPLIT FEEDER

A school from which students progress to more than one higher-level school. For example, an elementary school that sends students to two separate middle schools as part of the school’s boundary.

STUDENT YIELD RATIO

A ratio that is derived by dividing number of students by number of housing units (by type) in existing specified area. When used for the student enrollment projections, this ratio helps in determining the number of students expected to come from new housing. For example a housing development with 20 townhomes and five elementary school students would have a student yield ratio of 0.25 elementary school students per townhome.

SUPPLEMENTAL (SPACE)

Locally mandated enrichment spaces such as: gymnasium, music, and art in elementary schools; these are considered electives in high and middle schools.

SUPPORT (SPACE)

Spaces which offer support to the students during the day such as: cafeteria, toilets, locker rooms, and media center.

T

TEMPORARY FACILITIES/CLASSROOMS (TRAILER CLASSROOMS)

Temporary buildings that are installed on the grounds of schools to provide additional classroom space. Trailers sit on permanent foundations but do not have plumbing utilities. Temporary classrooms are not included in the calculation of school design nor program capacity.

TITLE I

Title I is a federal grant. The purpose of this legislation is “to provide all children significant opportunities to receive a fair, equitable, and high-quality education, and to close educational achievement gaps.” Title I elementary schools with the highest level of poverty receive funds that are used for staff and resources to meet the needs of their students and families. Schools are identified for Title I funds based on the percentage of students eligible for free or reduced-price meals.

TRANSFER STUDENTS

Students who reside in one school’s boundary and are assigned to that school (base school) but attend a school in a different boundary (attending school). This may occur for program access or for very specific reasons permitted by the Student Transfer Regulation 2230.

TRANSITIONAL ESOL HIGH SCHOOLS

The Transitional ESOL High Schools (TEHS) provide instruction for older ESOL students (18 and up) who wish to earn their high school diploma. Students are in Grades 9-11, depending on their prior educational background. The TEHS provide instruction at eight sites, sharing space at Annandale High School, Bryant High School, Falls Church High School, Graham Road Center, Herndon High School, Lee High School, Pimmit Hills Center, and Justice High School.

U

V

W

X

Y

Z







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