

An illustration of a school scene. In the background is a large, multi-story orange school building with a sign that says "SCHOOL". A yellow school bus is parked in front of the building. In the foreground, a man in a light green shirt is seen from behind, holding the hand of a young child with a blue backpack. To the right, a woman in a plaid shirt is walking with a small child. The scene is set on a grey path that curves to the right, with green hills and a blue sky in the background.

School Boundary

REVIEW

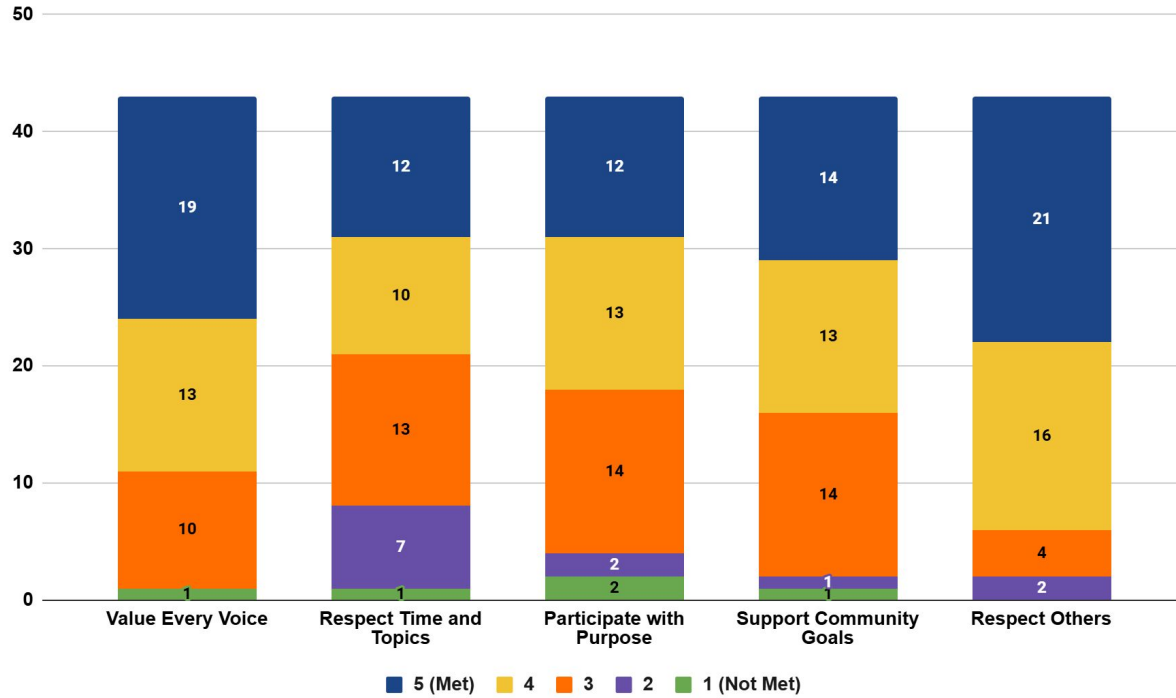
Superintendent's Boundary Review Advisory Committee

2024-2026

Norm Form 2/3/25 Findings

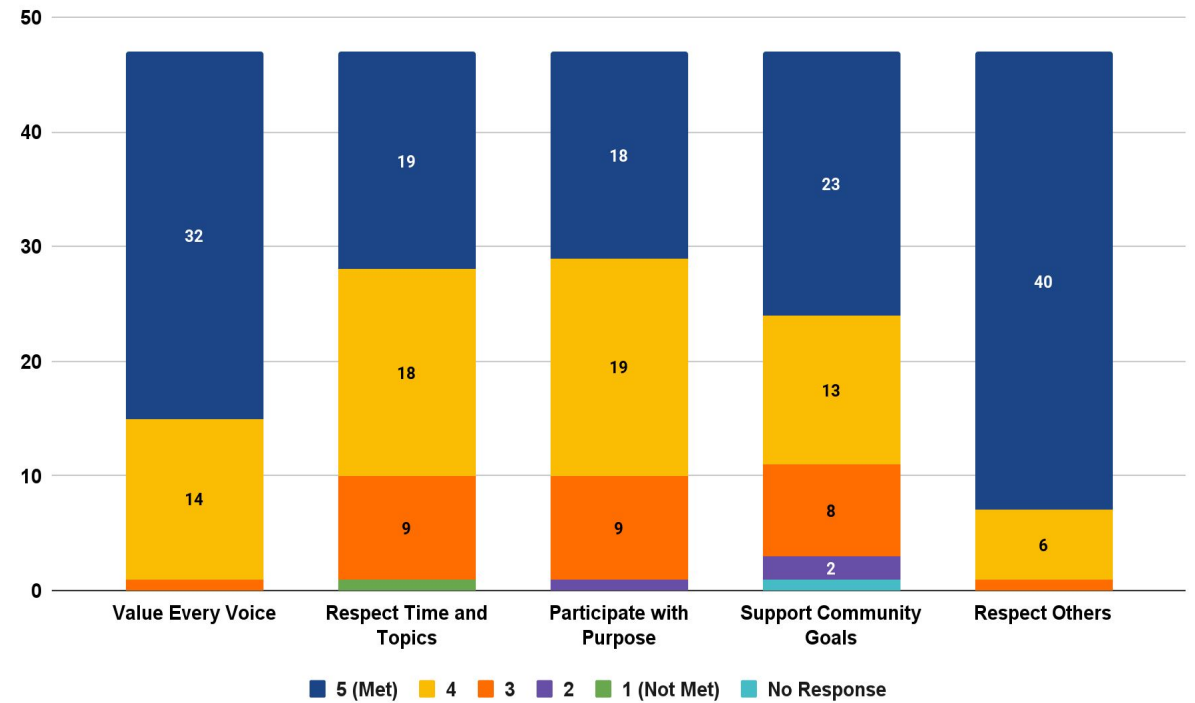
43 Forms Returned 2/3/25

Shared Expectations 2/3/25



47 Forms Returned 1/22/25

Shared Expectations 1/22/25



Education Session: Overview of School Programs

Locations of School Programs listed by Region in the FCPS Capital Improvement Program

- **Instructional Programs**

- PreK
- Magnet
- Dual Language Immersion & FLES
- Advanced Academics
- High School Academies

- **Special Education Programs**

- Early Childhood Special Education
- Enhanced Autism
- Intellectual Disabilities
- Comprehensive Services Sites
- Deaf and Hard of Hearing
- Blind and Visually Impaired
- Public Separate Day
- Career Centers and STEP

- **Nontraditional School Programs**

- Alternative High Schools
- Alternative Learning Centers
- Interagency Alternative School Programs
- AIM (Achievement, Integrity, and Maturity)

<https://www.fcps.edu/sites/default/files/media/pdf/Draft-Proposed-CIP-FY2026-30.pdf>

Pre-Kindergarten Programs

PreK

- Serving children who are three to four years of age and families with economic and educational risk factors in Fairfax County.
 - 73 sites
 - 126 Classes

Early Head Start

- Serving children from birth to three years of age with economic and educational risk factors in Fairfax County.
 - 3 Sites
 - 6 Classes



<https://www.fcps.edu/academics/curriculum/early-childhood-education-0>

Elementary Magnet Programs

- Using an integrated approach to learning, state-of-the-art technology, and collaboration with various government agencies and art institutions, elementary magnet schools enhance and enrich the Program of Studies with a focus on science, technology, and performing arts.
- 3 sites
 - Bailey's Primary School
 - Bailey's Upper Elementary School
 - Hunters Woods Elementary
- Students outside site boundaries may apply to the Elementary Magnet School Lottery to access these programs.

<https://www.fcps.edu/academics/elementary/elementary-magnet-schools>

World Languages Programs

Elementary and Middle School Immersion

- Dual Language Immersion (DLI) is an approach to language learning that utilizes English and a partner language. Elementary school students spend half the day learning content in English and half the day learning content in the partner language.
 - 17 elementary sites, 16 middle school sites
 - FCPS uses a lottery for this program to accept students into kindergarten and grade 1.

FLES (Foreign Language in the Elementary Schools)

- The FLES program allows elementary school students to develop basic communicative skills in a target language. Students receive 60 minutes of language instruction per week, which focuses more on meaningful and purposeful communication rather than on grammatical mastery.
 - 56 sites

<https://www.fcps.edu/academics/curriculum/subject-area/world-languages/world-language-elementary>

Advanced Academics Programs

Center-Based Full-Time AAP (Grades 3-8)

- Pulls from multiple feeder schools to provide homogeneous classes of students identified for full-time advanced instruction in four core subject areas.
 - 29 elementary sites / 14 middle school sites

Local Full-Time AAP (Grades 3-6)

- Cluster grouping of students identified for full-time advanced instruction in four core subject areas in a heterogeneous class at the neighborhood school.
 - 104 elementary sites

Advanced Placement (AP) (High School)

- College Board - externally evaluated exams for advanced coursework that may count for college credit.
 - 17 sites

International Baccalaureate (IB) (High School)

- International Baccalaureate Organization - externally evaluated exams for advanced coursework that may count for college credit; includes Diploma Programme (DP) & Career Programme (CP).
 - 8 sites

<https://www.fcps.edu/academics/academic-overview/advanced-academic-programs>

High School Academy and Specialized Programs

Career and Technical Education

- Courses are available at all schools.

Academies

- A center within an existing high school that offers advanced technical and specialized courses that integrate career and academic preparation.
- 6 sites - Chantilly, Edison, Fairfax, Falls Church, Marshall, West Potomac.
- Open to students in all high schools - transportation available.

Specialized Programs

- Unique programming with specialized equipment for the following courses available at specific schools.
 - Automotive technology, culinary, JROTC, cosmetology, early childhood careers.



<https://www.fcps.edu/academics/high/career-and-technical-education/academies-and-specialized-programs>

Special Education Programs



Early Childhood Special Education

- Providing specially designed instruction and related services to all children ages 2 - 5, who qualify under the Individuals with Disabilities Act (IDEA, Part B, Section 619).
 - Early Childhood Class-Based - 1473 Students, 219 Classrooms, 70 Schools
 - Preschool Autism - 706 Students, 139 Classrooms, 69 Schools
 - Resource Services - 1122 Students, served in home and community settings

Enhanced Autism

- Elementary class-based program designed to serve students with autism who require intensive, systematic applied behavior analysis to support the learning of skills or intensive verbal behavior principles to support communication.
 - 1404 Students, 202 Classrooms, 90 Schools

<https://www.fcps.edu/academics/curriculum/special-education/special-education-instruction-contact-information/services>

Special Education Programs, continued



Intellectual Disabilities / Intellectual Disabilities Severe

- Elementary and secondary class-based programs designed to serve students with intellectual disabilities who are accessing an adapted curriculum.
 - Elementary - 21 Schools
 - Secondary - 15 Schools

Comprehensive Services Sites

- Serving students in grades K-12 with various disabilities that demonstrate social, emotional, and behavioral challenges that significantly impact their ability to make progress in the general education setting.
 - Elementary - 177 Students, 7 Schools
 - Middle - 66 Students, 4 Schools
 - High - 183 Students, 5 Schools

Special Education Programs, continued



Deaf and Hard of Hearing

- Providing individualized access to the curriculum and targeted instruction to all eligible students, with consideration given to student communication and language modality.
 - Early Childhood - Camelot Elementary School, 7 Students
 - Elementary - Canterbury Woods Elementary School, 37 Students
 - Middle - Frost Middle School, 21 Students
 - High - Woodson High School, 21 Students

Blind and Visually Impaired

- Providing access to the curriculum and specialized instruction to all eligible students, with consideration given to student's individualized education plan goals and functional vision.
 - Robinson Secondary School, 5 Students

Special Education Programs: Public Separate Day

Kilmer Center & Key Center

- Serving students who are not able to demonstrate progress with appropriate accommodations and strategies in less restrictive educational settings.
- Providing specialized instructional services for students ages 5 - 22 with the disability designations of multiple disabilities (MD), autism (AUT), and intellectual disabilities (ID/IDS).
- Providing a behavior transition program and a severe disabilities program.
 - Kilmer Center - 58 Students
 - Key Center - 46 Students



Burke School (K-8), Cedar Lane & Quander Road (9-12)

- Serving students in grades K - 12 with various disabilities that demonstrate social, emotional, and behavioral challenges that significantly impact their ability to make progress in a less restrictive educational setting.
 - Burke School - 39 Students
 - Cedar Lane - 81 Students
 - Quander Road - 54 Students

Special Education Programs: Career Centers, Employment Programs

Career Centers

- Davis Center and Pulley Center are career centers designed to serve students with disabilities ages 18 - 22 years who require instruction through a modified curriculum focused on life, workplace readiness, and career skills.
 - Davis Center - 134 Students
 - Pulley Center - 87



Secondary Transition to Employment Program (STEP)

- Located at Chantilly HS, Davis Center, Mt. Vernon HS, and South Lakes HS.
- Serving students with disabilities ages 18 - 22 years who access a modified curriculum focused on career and life skills.
- Students spend the majority of their day working on employment-related skills.
- Students may spend up to five hours per day in the community on a job site.
- 70 students in STEP across all sites.

Nontraditional School Programs



Alternative High Schools

- Serving students in grades 9-12 (ages 17-22) whose life circumstances could result, or have resulted, in an interruption of their education or in their dropping out of school; or students who may need a smaller school environment to thrive.
 - Bryant High School
 - Mountain View High School

Alternative Learning Centers (ALC)

- Providing schooling for students (K-10) who are experiencing behavioral challenges, academic difficulties, or students who simply require a nontraditional learning environment.
 - Burke ALC (K-6)
 - Montrose ALC (7-8)
 - Bryant ALC
 - Mountain View ALC (9-10)

<https://www.fcps.edu/academics/alternative-and-nontraditional-schools>

Nontraditional School Programs, cont.



Interagency Alternative School Programs

- Each program is designed to meet the needs of a specific student population including those who have exhibited truancy, poor school performance, substance abuse, criminal behavior, abuse and neglect, depression, etc.

AIM (Achievement, Integrity, and Maturity)

- Serving students (grades 7-12) who have been referred by the Division Superintendent due to serious violations of the code of conduct outlined in the Student Rights and Responsibilities (SR&R).
- Students who have been deemed a safety and security risk to other students, might otherwise have been unable to continue to work toward graduation.
- Students referred by the Hearings Office, School Board, or IEP Team.

Transfers

- Transfers include students who reside within one school boundary and are assigned to that school (base school) but attend a school in a different boundary (attending school).
- There are many reasons for transfers:
 - Adult Education (Other alternative high school placement and adult education)
 - Advanced Academic Program (AAP)
 - Alternative Program (Alternative education placement, court assigned, hearing office, placement, other administrative placement, and project opportunity)
 - Attending Thomas Jefferson HS
 - FCPS PreK – FCPS PreKindergarten
 - Language Immersion Programs
 - Magnet (Bailey’s ES magnet program and Hunters Woods ES magnet program)
 - Special Education Programs
 - Student Transfer Regulation (Regulation 2230)

Student Transfer Regulation 2230

FCPS considers transfer requests for very specific reasons for Fairfax County Residents Only as outlined in Regulation 2230.

- An enrolling parent may request a student transfer for their child in grades kindergarten through 12 to attend a non-base school.
- Student transfers will be considered if the school capacity, grade-level capacity, and the school curricular program at the requested school will permit, as determined by FCPS.
- Based on the transfer type selected in the online student transfer application, the system will identify the closest open school the enrolling parent may request.

<https://www.fcps.edu/about-fcps/registration/student-transfer-information>

Student Transfer Regulation 2230: Transfer Types

Reasons outlined in Regulation 2230 and listed below:

- Child Care Hardship (K-6)
- Child of FCPS Employee
- High School Curricular
 - Advanced Placement (AP) or International Baccalaureate (IB)
 - World Language, Academy
 - Global STEM (Edison HS Only)
 - Lewis Leadership Program (Lewis HS Only)
- Family Relocation A or Family Relocation B
- Medical, Emotional, or Social Adjustment
- Resident on Military Installation
- Senior Status
- Sibling at Requested School

Based on the transfer type selected in the online student transfer application, the system will identify the closest open school the enrolling parent may request. Program availability is indicated in the application.

Education Session: Student Membership Projections

- The student membership projections are generally based on the cohort survival ratio methodology.
- The student membership projections account for residential developments under construction that may impact growth within five years but exclude proposals in early planning or review stages.
- The student membership projections are updated annually in the CIP.

Education Session: Projections

- Membership is projected to begin a decline to 177,778 students in SY 2029-30.
- Births are decreasing each year.
- The school-aged population is projected to decrease.
- The growth in housing will be primarily multifamily housing units.
- The elementary school cohort and middle school cohort are decreasing over time.

Education Session: Projections Calculations

- To calculate the cohort survival ratio for Kindergarten to 1st grade:
 - 2020 to 2021: $S_{K1-2021} = 80/85 \approx 0.94$
 - 2021 to 2022: $S_{K1-2122} = 66/65 \approx 1.02$
 - 2022 to 2023: $S_{K1-2223} = 84/82 \approx 1.02$
- To calculate the 3-year average cohort survival ratio for Kindergarten to 1st grade:
 - $S_{K1-A2023} = \frac{0.94 + 1.02 + 1.02}{3} \approx 0.99$

SY	K	1 st	2 nd	3 rd	4 th	5 th	6 th
2019	91	97	85	77	97	64	79
2020	85	92	83	79	71	84	62
2021	65	80	85	80	70	74	78
2022	82	66	78	74	74	73	75
2023	56	84	72	65	69	74	69
2024	P_{K-24}	P_{1-24}	P_{2-24}	P_{3-24}	P_{4-24}	P_{5-24}	P_{6-24}

- To project for the 1st grade student membership for 2024:
 - $P_{1-24} = 56 \times 0.99 \approx 55$

Education Session: Projections

- The student membership projections may consider alternatives to a three-year average cohort survival ratio methodology due to:
 - Boundary adjustments and their grade-by-grade phasing,
 - Specific school programs or program changes,
 - Changes in policy and/or legislation and global events,
 - Varying changes in cohort survival ratios between each school year, and
 - Residential development under construction.
- Alternatives to a three-year average cohort survival ratio include:
 - Using a different number of years to calculate the average,
 - Using the average of the actual student membership, and
 - Manually adding or removing students with the cohort survival ratio methodology.

Education Session: Projections Accuracy

SY	Capital Improvement Program Fiscal Year Projections								
	17-21	18-22	19-23	20-24	21-25	22-26	23-27	24-28	25-29
20-21	105%	106%	106%	105%	106%	-	-	-	-
21-22	-	107%	107%	106%	107%	N/A	-	-	-
22-23	-	-	106%	105%	106%	N/A	99%	-	-
23-24	-	-	-	105%	106%	N/A	98%	100%	-
24-25	-	-	-	-	106%	N/A	98%	100%	101%



Community Feedback Summaries: Approach & Next Steps



Objectives

- **Present** the methodology and rationale for categorizing community input data from ~ 2,500 participants.
- **Demonstrate** how these summaries align with Board Policy 8130 and reflect community priorities.
- **Outline** the process for Advisory Committee members to review the summaries at their own pace and provide targeted feedback to guide the next phase of boundary scenario development.



Community Engagement Overview

- **12 Total Meetings:** 6 in-person, 6 virtual
- **~ 2,500 Participants:** Families, staff, students, and other community members
- **Engagement Goals:**
 - **Transparency of the Process:** Clearly explain why a boundary review is needed, why it's happening now, and how decisions will be made.
 - **Broad Community Representation:** Encourage participation from across our diverse community to capture a wide range of perspectives.
 - **Meaningful Feedback:** Gather genuine insights into community concerns and priorities that will inform boundary development.
 - **Building Trust:** Demonstrate how community input is used alongside Board Policy 8130 criteria, ensuring community members understand how their feedback contributes to next steps.
 -

Rationale for Summarizing Data in Three Ways

By Priority

- Aligned with **Board Policy 8130** criteria (e.g., capacity, equity, proximity).
- Ensures the summary reflects **policy-driven decision-making**.

By Region

- Organizes data by **geographic area** within the district.
- Helps capture **localized concerns** and **regional differences** in feedback.

By Community-Meeting Breakout Group Question

- Summarizes responses **based on discussion prompts** from past meetings.
- Ensures clarity on **how community input was gathered and interpreted**.



Sharing the Data Summaries

What's Included:

- Summaries by Priority, Region, Breakout Question
- Graphic organizers of all community meeting breakout sessions

Accessibility:

- All documents shared digitally (in an email after this meeting) for your independent review

Key Takeaway:

- The materials reflect genuine community feedback; no content is altered

Closing

- Committee members agree on a **summary of decisions** and confirmation of **key takeaways/discussion** points.
- Members will also complete the **norms evaluation**.

Feedback on your Experience

Please refer to the green form located at the back of your binder.

Fairfax County Public Schools Superintendent's Boundary Review Advisory Committee

At each Superintendent's Boundary Review Advisory Committee meeting, we are committed to valuing each and every voice as well as your time. We are grateful that you have committed to representing your pyramid or community through this process while also aligning with the School Board goals listed in Policy 8130.8 and the goals in the Division's 2023-30 Strategic Plan. We expect each committee member to agree to abide by the following expectations. At the end of each committee meeting, we will ask you to provide feedback on your experience based on the following criteria. This will help us understand whether any adjustments need to be made.

Please complete this form by circling a number in the right column that best reflects how well the expectation was met during the meeting. 5 indicates that the expectation was met. 1 indicates the expectation was not met at all.

Shared Expectation	Not Met	1	2	3	4	5	Met
Value Every Voice: Respect all perspectives and experiences to foster collaboration.		1	2	3	4	5	
Respect Time and Topics: Stay focused on the topic to maximize time and impact.		1	2	3	4	5	
Participate with Purpose: Be concise and allow space for others to share.		1	2	3	4	5	
Support Community Goals: Prioritize outcomes that benefit all students.		1	2	3	4	5	
Respect Others: Communicate courteously, avoiding personal attacks or inappropriate language.		1	2	3	4	5	

Thank you!

