**McLean/Langley Boundary Study**

**Background**

Two boundary scoping community meetings were held in December 2019, one at Langley High School (HS) and one at McLean HS for the McLean Boundary Study. The purpose of the meetings was to provide information to the community and receive community feedback via small group work. Three scenarios were presented to the community for consideration and to encourage the discussion in further development of options for consideration. The feedback collected at the community meetings included thoughts and ideas about the scenarios presented as well as additional ideas. Comments from the community meeting further inform the Mclean HS/Langley HS boundary study and the options developed in this document.

One major theme in the community feedback was to include middle schools to address split feeders at all levels. In accordance with School Board Regulation 8130.9, *Local School Boundaries, Program Assignments, and School Closings*, the scope was expanded to include the middle schools in the boundary study at the School Board meeting held on March 9, 2020. Proposed options have been prepared for consideration based on the expanded scope and input received at the community meetings. Two of the three scenarios presented at the community meetings in December 2019 have been considered in these options and one additional option has been developed. A no change option has also been included. Additional community feedback, such as considering the areas assigned to Franklin Sherman ES or Chesterbrook ES, were evaluated and are included in this document as additional information. These were eliminated for further consideration because they created a new capacity deficit at a school involved.

Since the December 2019 scoping meetings, the installation of a twelve classroom modular at McLean HS for capacity relief occurred and the renovation of Cooper MS has begun. These projects have been incorporated into the program capacity and the projected capacity utilization for McLean HS and Cooper MS for consideration of options.

It is important to note that enrollment estimates in the options in this report do not show phasing (commonly referred to as grandfathering) to show the full impact to the facility over time. Phasing will be implemented “through attrition” consistent with Policy 8130.7. A example of this is in Table 1.

<table>
<thead>
<tr>
<th>Year 1</th>
<th>7th</th>
<th>8th</th>
<th>9th</th>
<th>10th</th>
<th>11th</th>
<th>12th</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 2</td>
<td>7th</td>
<td>8th</td>
<td>9th</td>
<td>10th</td>
<td>11th</td>
<td>12th</td>
</tr>
<tr>
<td>Year 3</td>
<td>7th</td>
<td>8th</td>
<td>9th</td>
<td>10th</td>
<td>11th</td>
<td>12th</td>
</tr>
<tr>
<td>Year 4</td>
<td>7th</td>
<td>8th</td>
<td>9th</td>
<td>10th</td>
<td>11th</td>
<td>12th</td>
</tr>
</tbody>
</table>

Stay at current school

Move to new school

No current students attending Longfellow/Cooper or McLean/Langley will be reassigned.

Additional considerations regarding numbers shown in options within this report:

- Student adjustments shown are estimates using SY 2019-20 numbers and will vary with implementation.
- Adjustment numbers are on best available information and do not reflect transfers and/or instructional choices made by students, parents, and/or caregivers.
- Any option chosen would delay capacity relief until phasing is complete and the change is fully implemented.
- Phasing of an adjustment would allow schools to adjust space use each year until phasing of the change is complete.
McLean High School Capacity Deficit and Solutions

Over the past 10 years, McLean HS has grown in student membership, increasing their capacity deficit as shown in Table 2.

Table 2: McLean HS Ten-Year History of Capacity and Membership

<table>
<thead>
<tr>
<th>School Year</th>
<th>Program Capacity</th>
<th>Membership</th>
<th>Capacity Utilization</th>
</tr>
</thead>
<tbody>
<tr>
<td>SY 2009-10</td>
<td>1,969</td>
<td>1,863</td>
<td>95%</td>
</tr>
<tr>
<td>SY 2010-11</td>
<td>1,877</td>
<td>1,924</td>
<td>103%</td>
</tr>
<tr>
<td>SY 2011-12</td>
<td>1,944</td>
<td>1,974</td>
<td>102%</td>
</tr>
<tr>
<td>SY 2012-13</td>
<td>1,986</td>
<td>2,087</td>
<td>105%</td>
</tr>
<tr>
<td>SY 2013-14</td>
<td>1,986</td>
<td>2,073</td>
<td>104%</td>
</tr>
<tr>
<td>SY 2014-15</td>
<td>1,984</td>
<td>2,050</td>
<td>103%</td>
</tr>
<tr>
<td>SY 2015-16</td>
<td>1,967</td>
<td>2,089</td>
<td>106%</td>
</tr>
<tr>
<td>SY 2016-17</td>
<td>1,967</td>
<td>2,053</td>
<td>104%</td>
</tr>
<tr>
<td>SY 2017-18</td>
<td>1,983</td>
<td>2,167</td>
<td>109%</td>
</tr>
<tr>
<td>SY 2018-19</td>
<td>1,982</td>
<td>2,255</td>
<td>114%</td>
</tr>
<tr>
<td>SY 2019-20</td>
<td>1,992</td>
<td>2,350</td>
<td>118%</td>
</tr>
</tbody>
</table>

Sources: FCPS, Certified Membership, September 2009 to September 2019; FCPS, Adopted Capital Improvement Programs (CIPs), Fiscal Year (FY) 2011-15 to FY 2020-24.
Note: Temporary classrooms added space for students, but are not counted toward program capacity.

FCPS has implemented the following capacity solutions at McLean HS:
- **SY 2012-13**: Added four temporary classrooms
- **SY 2013-14**: Added four temporary classrooms
- **SY 2018-19**: Added four temporary classrooms
  - Weight Room Expanded
- **SY 2019-20**: Added four temporary classrooms
  - Removed lockers due to hallway crowding
- **SY 2020-21**: Converted two classrooms to Bio/Chem Labs
  - Twelve (12) classroom modular installed

The modular will replace 12 temporary classrooms and increase the program capacity at McLean HS from 1,992 to 2,343.

Table 3: Modified FY 2021-25 Capital Improvement Program (CIP) Reflecting Modular

<table>
<thead>
<tr>
<th>School</th>
<th>Design / Future Design Capacity</th>
<th>Program Capacity</th>
<th>Program Capacity Utilization %</th>
<th>Temporary Classrooms</th>
<th>Modular Classrooms</th>
</tr>
</thead>
<tbody>
<tr>
<td>McLean HS</td>
<td>2,343</td>
<td>2,343</td>
<td>100%</td>
<td>6</td>
<td>12</td>
</tr>
</tbody>
</table>


McLean HS design and program capacity modified to reflect the addition of a modular.
Definitions:
The following terms and their definitions have been included in this report for convenience.

School Boundary Terms:

**Attendance Island:** A geographic area assigned to a particular school’s boundary that does not share any adjacencies with the rest of the school’s boundary.

**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.

Facility Use Terms:

**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. Program capacity is recalculated every school year based on the program changes.

**Program Utilization:** Percentage of program capacity that is utilized by the total student membership within a school.

**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.

**Capacity Deficit:** Term used when referring to a school with a greater membership than its program capacity.

**Capacity Surplus:** Term used when referring to a school with a membership less than 85 percent of its program capacity.

Capital Enhancement Terms:

**Modular Classrooms:** 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. Modulares 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.

**Renovation:** 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. Renovations are performed on a facility in order to replace all building subsystems which have outlived their useful life, as well as, alter, modernize, expand, or remodel the existing space. Renovations also may improve or modernize the operations and functions of the facility and bring the facility up to current code standards. Renovations are typically financed through municipal bonds.
Options for Consideration

Feedback from the December 2019 community meetings includes changes to high schools, other than McLean or Langley high schools, as well as addressing the split feeders across all school levels. Table 4 shows middle and high schools that were in the feedback, as shown in the FY2021-25 CIP and modified to show the renovation for Cooper MS and the addition of the modular at McLean HS have been included in the data below for planning purposes.

Four (4) options are available for consideration and feedback. Additional evaluation and considerations of other areas and middle and high schools identified in the community feedback also shown in this report in the Additional Information Section on page 21 of this report for review.

It is important to note that enrollment estimates in options do not show phasing (commonly referred to as grandfathering) to show the full impact to the facility. Phasing will be implemented "through attrition" consistent with Policy 8130.7. No current students attending Longfellow/Cooper or McLean/Langley will be reassigned.

Additional considerations regarding numbers shown within this report:
- Student adjustments shown are estimates using SY 2019-20 numbers and will vary with implementation.
- Adjustment numbers are on best available information and do not reflect transfers and/or instructional choices made by students, parents, and/or caregivers.
- Any option chosen would delay capacity relief until phasing is complete and the change is fully implemented.
- Phasing of an adjustment would allow schools to adjust space use each year until phasing of the change is complete.

### Table 4: SY 2019-20 Capacity, Membership, and Projections

<table>
<thead>
<tr>
<th>Facility</th>
<th>Design / Future Capacity</th>
<th>SY 2019-20</th>
<th>Projected Membership</th>
<th>Projected Program Capacity Utilization</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>SY20-21</td>
<td>SY21-22</td>
<td>SY22-23</td>
</tr>
<tr>
<td>Thoreau MS</td>
<td>1,395</td>
<td>1,392</td>
<td>1,319</td>
<td>1,304</td>
</tr>
<tr>
<td>Longfellow MS</td>
<td>1,374</td>
<td>1,374</td>
<td>1,230</td>
<td>1,245</td>
</tr>
<tr>
<td>Hughes MS</td>
<td>1,114 / 1,250</td>
<td>1,106</td>
<td>1,056</td>
<td>997</td>
</tr>
<tr>
<td>Jackson MS</td>
<td>1,314</td>
<td>1,231</td>
<td>1,038</td>
<td>91</td>
</tr>
<tr>
<td>Kilmer MS</td>
<td>1,152</td>
<td>1,146</td>
<td>1,146</td>
<td>100%</td>
</tr>
<tr>
<td>McLean HS1</td>
<td>2,343</td>
<td>2,343</td>
<td>2,350</td>
<td>100%</td>
</tr>
<tr>
<td>South Lakes HS</td>
<td>2,717</td>
<td>2,542</td>
<td>2,492</td>
<td>98%</td>
</tr>
<tr>
<td>Thoreau MS</td>
<td>1,395</td>
<td>1,392</td>
<td>1,319</td>
<td>95%</td>
</tr>
<tr>
<td>McLean HS2</td>
<td>1,080 / 1,120</td>
<td>1,120</td>
<td>992</td>
<td>89%</td>
</tr>
<tr>
<td>Herndon MS</td>
<td>1,176</td>
<td>1,169</td>
<td>1,131</td>
<td>97%</td>
</tr>
<tr>
<td>Hughes MS</td>
<td>1,114 / 1,250</td>
<td>1,106</td>
<td>1,056</td>
<td>96%</td>
</tr>
<tr>
<td>Jackson MS</td>
<td>1,314</td>
<td>1,231</td>
<td>1,038</td>
<td>84%</td>
</tr>
<tr>
<td>Kilmer MS</td>
<td>1,152</td>
<td>1,146</td>
<td>1,146</td>
<td>100%</td>
</tr>
<tr>
<td>McLean HS1</td>
<td>2,343</td>
<td>2,343</td>
<td>2,350</td>
<td>100%</td>
</tr>
<tr>
<td>South Lakes HS</td>
<td>2,717</td>
<td>2,542</td>
<td>2,492</td>
<td>98%</td>
</tr>
<tr>
<td>Cooper MS2</td>
<td>1,080 / 1,120</td>
<td>1,120</td>
<td>992</td>
<td>89%</td>
</tr>
<tr>
<td>Herndon MS</td>
<td>1,176</td>
<td>1,169</td>
<td>1,131</td>
<td>97%</td>
</tr>
<tr>
<td>Hughes MS</td>
<td>1,114 / 1,250</td>
<td>1,106</td>
<td>1,056</td>
<td>96%</td>
</tr>
<tr>
<td>Jackson MS</td>
<td>1,314</td>
<td>1,231</td>
<td>1,038</td>
<td>84%</td>
</tr>
<tr>
<td>Kilmer MS</td>
<td>1,152</td>
<td>1,146</td>
<td>1,146</td>
<td>100%</td>
</tr>
<tr>
<td>Longfellow MS</td>
<td>1,374</td>
<td>1,374</td>
<td>1,334</td>
<td>97%</td>
</tr>
</tbody>
</table>

*McLean HS design and program capacity reflect the addition of a modular. Construction estimated to complete in December 2020.
Cooper MS design and program capacity reflect the renovation. Construction began in fall 2020.

Notes:
- Numbers highlighted in yellow are future design capacity and project capacity utilization percentages after a renovation or capacity enhancement.
**Option A**

- Considers reassigning students from McLean HS to Langley HS and from Longfellow MS to Cooper MS in the Colvin Run ES split feeder area and a portion of Westbriar ES
- Eliminates the Colvin Run ES split feeder
- Enrollment estimates do not show phasing/grandfathering in Table 5 below
  - Student adjustments shown are estimates using SY 2019-20 numbers and will vary
  - Phasing will be implemented “through attrition” consistent with Policy 8130.7
  - No current students attending Longfellow/Cooper or McLean/Langley will be reassigned

### Table 5: Option A Data

<table>
<thead>
<tr>
<th>Facility</th>
<th>SY 2019-20</th>
<th>Student Adjustment (SY 19-20 numbers)</th>
<th>Projected Membership</th>
<th>Projected Program Capacity Utilization</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Design Capacity</td>
<td>Program Capacity</td>
<td>Membership</td>
<td>Program Capacity Utilization</td>
</tr>
<tr>
<td>McLean HS¹</td>
<td>2,343</td>
<td>2,343</td>
<td>2,350</td>
<td>100%</td>
</tr>
<tr>
<td>Langley HS</td>
<td>2,370</td>
<td>2,370</td>
<td>1,972</td>
<td>83%</td>
</tr>
<tr>
<td>Longfellow MS</td>
<td>1,374</td>
<td>1,374</td>
<td>1,334</td>
<td>97%</td>
</tr>
<tr>
<td>Cooper MS²</td>
<td>1,080 / 1,120</td>
<td>1,120</td>
<td>992</td>
<td>89%</td>
</tr>
</tbody>
</table>

| ADJUSTED       | McLean HS¹     | 2,343                                 | 2,219                | 95%                      | 6                      | 12                  | -  | -131 | -131 | 2,219 | 2,277    | 2,299    | 2,270    | 2,412    | 2,287    | 97%     | 98%     | 97%     | 103%    | 98%    |
|                | Langley HS     | 2,370                                 | 2,103                | 89%                      | -                      | -                   | +131| +131 | 2,103 | 2,148 | 2,120    | 2,119    | 2,059    | 1,993    | 91%     | 89%     | 89%     | 87%     | 84%    |
|                | Longfellow MS  | 1,374                                 | 1,281                | 93%                      | 2                      | -                   | -53 | -53  | 1,281 | 1,356 | 1,346    | 1,329    | 1,371    | 1,322    | 99%     | 98%     | 97%     | 100%    | 96%    |
|                | Cooper MS²     | 1,120                                 | 1,045                | 93%                      | 4                      | -                   | +53 | -53  | 1,045 | 1,015 | 1,035    | 1,052    | 1,045    | 1,048    | 91%     | 92%     | 94%     | 93%     | 94%    |

¹McLean HS design and program capacity reflect the addition of a modular. Construction estimated to complete in December 2020.
²Cooper MS design and program capacity reflect the renovation. Construction began in fall 2020.

**Sources:**
2. FCPS Facilities Planning Services, SY 2019-20 Modified Capacity, Membership, and Projections.

**Notes:**
1. Numbers highlighted in yellow are future design capacity after a renovation.
2. Student adjustment considers all residing students and do not factor in transfers to other schools.
3. Student adjustment includes special education students.
4. Student adjustment numbers do not include postgraduate students.

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Option A

Colvin Run ES Split Feeder and portion of Westbriar ES Map

Legend
- Area Reassigned
- High School Boundaries
  - Langley HS
  - Madison HS
  - Marshall HS
  - McLean HS
- Elementary School
- Middle School
- High School
- Administrative Buildings and Centers

December 3, 2020
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Option A
Colvin Run ES Split
Feeder and portion of
Westbriar ES
Simple Boundaries Map

Legend
High School Boundaries
- Adjusted Langley HS
- Madison HS
- Marshall HS
- Adjusted McLean HS
Elementary School
- Middle School
- High School
- Administrative Buildings and Centers

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Option B

- Considers reassigning students from McLean HS to Langley HS and from Longfellow MS to Cooper MS in the Colvin Run ES split feeder area, a portion of the Spring Hill ES split feeder area, and a portion of Westbriar ES
- Eliminates the Colvin Run ES split feeder
- Increases efficiency for transportation
- Enrollment estimates do not show phasing/grandfathering in Table 6 below
  - Student adjustments shown are estimates using SY 2019-20 numbers and will vary
  - Phasing will be implemented “through attrition” consistent with Policy 8130.7
  - No current students attending Longfellow/Cooper or McLean/Langley will be reassigned

Table 6: Option B Data

<table>
<thead>
<tr>
<th>Facility</th>
<th>SY 2019-20</th>
<th>Student Adjustment (SY 19-20 numbers)</th>
<th>Projected Membership</th>
<th>Projected Program Capacity Utilization</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>In</td>
<td>Out</td>
<td>Net</td>
</tr>
<tr>
<td>McLean HS 1</td>
<td>2,343</td>
<td>2,343</td>
<td>2,350</td>
<td>100%</td>
</tr>
<tr>
<td>Langley HS</td>
<td>2,370</td>
<td>2,370</td>
<td>1,972</td>
<td>83%</td>
</tr>
<tr>
<td>Longfellow MS</td>
<td>1,374</td>
<td>1,374</td>
<td>1,334</td>
<td>97%</td>
</tr>
<tr>
<td>Cooper MS 2</td>
<td>1,080 / 1,120</td>
<td>992</td>
<td>89%</td>
<td>4</td>
</tr>
</tbody>
</table>

| ADJUSTED McLean HS 1 | 2,343 | 2,343 | 2,160 | 92% | 6 | 12 | - | -190 | -190 | 2,160 | 2,215 | 2,242 | 2,207 | 2,345 | 2,213 | 95% | 96% | 94% | 100% | 94% |
| ADJUSTED Longfellow MS | 1,374 | 1,374 | 1,256 | 91% | 2 | - | - | -78 | -78 | 1,256 | 1,325 | 1,311 | 1,293 | 1,331 | 1,292 | 96% | 95% | 94% | 97% | 94% |
| ADJUSTED Cooper MS 2 | 1,120 | 1,120 | 1,070 | 96% | 4 | - | +78 | - | +78 | 1,070 | 1,046 | 1,070 | 1,088 | 1,085 | 1,078 | 93% | 96% | 97% | 97% | 96% |

1McLean HS design and program capacity reflect the addition of a modular. Construction estimated to complete in December 2020.
2Cooper MS design and program capacity reflect the renovation. Construction began in fall 2020.

Sources:
2. FCPS Facilities Planning Services, SY 2019-20 Modified Capacity, Membership, and Projections.

Notes:
1. Numbers highlighted in yellow are future design capacity after a renovation.
2. Student adjustment considers all residing students and do not factor in transfers to other schools.
3. Student adjustment includes special education students.
4. Student adjustment numbers do not include postgraduate students.
Option C

- Considers reassigning students from McLean HS to Langley HS and from Longfellow MS to Cooper MS in the Spring Hill ES split feeder area
- Eliminates the Spring Hill ES split feeder
- Enrollment estimates do not show phasing/grandfathering in Table 7 below
  - Student adjustments shown are estimates using SY 2019-20 numbers and will vary
  - Phasing will be implemented “through attrition” consistent with Policy 8130.7.
  - No current students attending Longfellow/Cooper or McLean/Langley will be reassigned

Table 7: Option C Data

<table>
<thead>
<tr>
<th>Facility</th>
<th>SY 2019-20</th>
<th>Student Adjustment (SY 19-20 numbers)</th>
<th>Projected Membership</th>
<th>Projected Program Capacity Utilization</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Design Capacity</td>
<td>Program Capacity</td>
<td>Membership</td>
<td>Program Capacity Utilization</td>
</tr>
<tr>
<td>McLean HS¹</td>
<td>2,343</td>
<td>2,343</td>
<td>2,350</td>
<td>100%</td>
</tr>
<tr>
<td>Langley HS</td>
<td>2,370</td>
<td>2,370</td>
<td>1,972</td>
<td>83%</td>
</tr>
<tr>
<td>Longfellow MS</td>
<td>1,374</td>
<td>1,374</td>
<td>1,334</td>
<td>97%</td>
</tr>
<tr>
<td>Cooper MS²</td>
<td>1,080 / 1,120</td>
<td>1,120</td>
<td>992</td>
<td>89%</td>
</tr>
<tr>
<td>ADJUSTED McLean HS¹</td>
<td>2,343</td>
<td>2,343</td>
<td>2,110</td>
<td>90%</td>
</tr>
<tr>
<td>ADJUSTED Langley HS</td>
<td>2,370</td>
<td>2,370</td>
<td>2,212</td>
<td>93%</td>
</tr>
<tr>
<td>ADJUSTED Longfellow MS</td>
<td>1,374</td>
<td>1,374</td>
<td>1,221</td>
<td>89%</td>
</tr>
<tr>
<td>ADJUSTED Cooper MS²</td>
<td>1,120</td>
<td>1,120</td>
<td>1,105</td>
<td>99%</td>
</tr>
</tbody>
</table>

¹McLean HS design and program capacity reflect the addition of a modular. Construction estimated to complete in December 2020.
²Cooper MS design and program capacity reflect the renovation. Construction began in fall 2020.

Sources:
2. FCPS Facilities Planning Services, SY 2019-20 Modified Capacity, Membership, and Projections.

Notes:
1. Numbers highlighted in yellow are future design capacity after a renovation.
2. Student adjustment considers all residing students and do not factor in transfers to other schools.
3. Student adjustment includes special education students.
4. Student adjustment numbers do not include postgraduate students.
Legend:
- High School Boundaries
  - Adjusted Langley HS
  - Madison HS
  - Marshall HS
  - Adjusted McLean HS
- Elementary School
- Middle School
- High School
- Administrative Buildings and Centers

Option C
Spring Hill ES
Split Feeder
Simple Boundaries Map

December 3, 2020
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No Change Option

- Does not consider reassigning students from McLean HS to Langley HS or from Longfellow MS to Cooper MS
- Student projections shown are estimates as shown in FCPS Fiscal Year (FY) 2021-25 Capital Improvement Program (CIP) with the program capacity modified to reflect the modular at McLean HS and the renovation at Cooper MS

| Facility    | Design Capacity | Program Capacity | Membership | Program Capacity Utilization | Temporary Classrooms | Modular Classrooms | In | Out | Net | Total | SY20-21 | SY21-22 | SY22-23 | SY23-24 | SY24-25 | SY20-21 | SY21-22 | SY22-23 | SY23-24 | SY24-25 |
|-------------|-----------------|------------------|------------|-----------------------------|----------------------|--------------------|----|-----|-----|-------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| McLean HS   | 2,343           | 2,343            | 2,350      | 100%                        | 6                    | 12                 |    |     |     |       | 2,409   | 2,428   | 2,403   | 2,540   | 2,425   | 103%    | 104%    | 103%    | 108%    | 103%    |
| Langley HS  | 2,370           | 2,370            | 1,972      | 83%                         |                      |                    |    |     |     |       | 2,016   | 1,991   | 1,986   | 1,931   | 1,855   | 85%     | 84%     | 84%     | 81%     | 78%     |
| Longfellow MS| 1,374           | 1,374            | 1,334      | 97%                         | 2                    |                    |    |     |     |       | 1,420   | 1,423   | 1,405   | 1,441   | 1,390   | 103%    | 104%    | 102%    | 105%    | 101%    |
| Cooper MS   | 1,080 / 1,120   | 1,120            | 992        | 89%                         | 4                    |                    |    |     |     |       | 951     | 958     | 976     | 975     | 980     | 85%     | 86%     | 87%     | 87%     | 88%     |

1. McLean HS design and program capacity reflect the addition of a modular. Construction estimated to complete in December 2020.
2. Cooper MS design and program capacity reflect the renovation. Construction began in fall 2020.

Sources:
2. FCPS Facilities Planning Services, SY 2019-20 Modified Capacity, Membership, and Projections.

Notes:
1. Numbers highlighted in yellow are future design capacity after a renovation.
Phasing (commonly referred to as Grandfathering)

Policy 8130.7, *Local School Boundaries, Program Assignments, and School Closings*, addresses phasing (also commonly referred to as grandfathering) in Section XI:

"XI. PHASING OF ADJUSTMENTS

When possible, adjustments under this policy shall be implemented through attrition and phasing. The School Board may approve a grade-by-grade phase-in of adjustments for students beginning with the incoming class at the middle or high school levels, when feasible. The School Board may adopt other phasing plans as appropriate to the individual boundary study.

Parents of rising sixth (or fifth) graders, eighth graders, and twelfth graders affected by a boundary change may, at the discretion of the School Board, be provided the option of having their students remain in the school they attended prior to the change."

The School Board will decide any other phasing plan when considering action to change any school boundary.

Phasing will be implemented “through attrition” consistent with Policy 8130.7. An example of phasing through attrition is as follows:

<table>
<thead>
<tr>
<th></th>
<th>7th</th>
<th>8th</th>
<th>9th</th>
<th>10th</th>
<th>11th</th>
<th>12th</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1</td>
<td>7th</td>
<td>8th</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Year 2</td>
<td>7th</td>
<td>8th</td>
<td>9th</td>
<td>10th</td>
<td>11th</td>
<td>12th</td>
</tr>
<tr>
<td>Year 3</td>
<td></td>
<td></td>
<td>9th</td>
<td>10th</td>
<td>11th</td>
<td>12th</td>
</tr>
<tr>
<td>Year 4</td>
<td></td>
<td></td>
<td>9th</td>
<td>10th</td>
<td>11th</td>
<td>12th</td>
</tr>
</tbody>
</table>

Stay at current school

Move to new school

No current students attending Longfellow/Cooper or McLean/Langley will be reassigned.

Additional considerations regarding numbers shown in options within this report:

- Student adjustments shown are estimates using SY 2019-20 numbers and will vary with implementation.
- Adjustment numbers are on best available information and do not reflect transfers and/or instructional choices made by students, parents, and/or caregivers.
- Any option chosen would delay capacity relief until phasing is complete and the change is fully implemented.
- Phasing of an adjustment would allow schools to adjust space use each year until phasing of the change is complete.
Additional Information

Other Considered Areas

The following additional information is provided based on community feedback, such as considering the areas assigned to Franklin Sherman ES or Chesterbrook ES, or including other middle and high schools. These were eliminated for further consideration because they created a new capacity deficit at a school involved.

It is important to note that enrollment estimates in the additional information does not show phasing (commonly referred to as grandfathering) to show the full impact to the facility.

Additional considerations regarding numbers shown in additional information within this report:

- Student adjustments shown are estimates using SY 2019-20 numbers and will vary with implementation.
- Adjustment numbers are on best available information and do not reflect transfers and/or instructional choices made by students, parents, and/or caregivers.
- Any option chosen would delay capacity relief until phasing is complete and the change is fully implemented.
- Phasing of an adjustment would allow schools to adjust space use each year until phasing of the change is complete.
Based on community feedback, reassigning Franklin Sherman ES was evaluated and is shown in Table 10.

- Eliminates the Franklin Sherman ES split feeder
- Creates slight capacity deficit at Cooper MS

### Table 10: Considering Franklin Sherman ES

<table>
<thead>
<tr>
<th>Facility</th>
<th>SY 2019-20</th>
<th>Student Adjustment (SY 19-20 numbers)</th>
<th>Projected Membership</th>
<th>Projected Program Capacity Utilization</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Design Capacity</td>
<td>Program Capacity</td>
<td>Membership</td>
<td>Program Capacity Utilization</td>
</tr>
<tr>
<td>McLean HS¹</td>
<td>2,343</td>
<td>2,343</td>
<td>2,350</td>
<td>100%</td>
</tr>
<tr>
<td>Langley HS</td>
<td>2,370</td>
<td>2,370</td>
<td>1,972</td>
<td>83%</td>
</tr>
<tr>
<td>Longfellow MS</td>
<td>1,374</td>
<td>1,374</td>
<td>1,334</td>
<td>97%</td>
</tr>
<tr>
<td>Cooper MS²</td>
<td>1,080 / 1,120</td>
<td>1,120</td>
<td>992</td>
<td>89%</td>
</tr>
<tr>
<td><strong>ADJUSTED</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>McLean HS¹</td>
<td>2,343</td>
<td>2,343</td>
<td>2,022</td>
<td>86%</td>
</tr>
<tr>
<td>Langley HS</td>
<td>2,370</td>
<td>2,370</td>
<td>2,300</td>
<td>97%</td>
</tr>
<tr>
<td>Longfellow MS</td>
<td>1,374</td>
<td>1,374</td>
<td>1,190</td>
<td>87%</td>
</tr>
<tr>
<td>Cooper MS²</td>
<td>1,120</td>
<td>1,120</td>
<td>1,136</td>
<td>101%</td>
</tr>
</tbody>
</table>

¹McLean HS design and program capacity reflect the addition of a modular. Construction estimated to complete in December 2020.
²Cooper MS design and program capacity reflect the renovation. Construction began in fall 2020.

Sources:
2. FCPS Facilities Planning Services, SY 2019-20 Modified Capacity, Membership, and Projections.

Notes:
1. Numbers highlighted in yellow are future design capacity after a renovation.
2. Student adjustment considers all residing students and do not factor in transfers to other schools.
3. Student adjustment includes special education students.
4. Student adjustment numbers do not include postgraduate students.
Additional Information
Other Areas Considered
Franklin Sherman ES
Split Feeder
Map
Additional Information – Other Areas Considered

Chesterbrook ES

- Based on community feedback, reassigning Chesterbrook ES was evaluated and is shown in Table 11
- Creates slight capacity deficit at Langley HS
- Creates slight to moderate capacity deficit at Cooper MS

Table 11: Considering Chesterbrook ES

<table>
<thead>
<tr>
<th>Facility</th>
<th>SY 2019-20</th>
<th>Student Adjustment (SY 19-20 numbers)</th>
<th>Projected Membership</th>
<th>Projected Program Capacity Utilization</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Design Capacity</td>
<td>Program Capacity</td>
<td>Membership</td>
<td>Program Capacity Utilization</td>
</tr>
<tr>
<td>McLean HS¹</td>
<td>2,343</td>
<td>2,343</td>
<td>2,350</td>
<td>100%</td>
</tr>
<tr>
<td>Langley HS</td>
<td>2,370</td>
<td>2,370</td>
<td>1,972</td>
<td>83%</td>
</tr>
<tr>
<td>Longfellow MS</td>
<td>1,374</td>
<td>1,374</td>
<td>1,334</td>
<td>97%</td>
</tr>
<tr>
<td>Cooper MS²</td>
<td>1,080 / 1,120</td>
<td>1,080 / 1,120</td>
<td>992</td>
<td>89%</td>
</tr>
<tr>
<td>ADJUSTED McLean HS¹</td>
<td>2,343</td>
<td>2,343</td>
<td>1,916</td>
<td>82%</td>
</tr>
<tr>
<td>ADJUSTED Langley HS</td>
<td>2,370</td>
<td>2,370</td>
<td>2,406</td>
<td>102%</td>
</tr>
<tr>
<td>ADJUSTED Longfellow MS</td>
<td>1,374</td>
<td>1,374</td>
<td>1,103</td>
<td>80%</td>
</tr>
<tr>
<td>ADJUSTED Cooper MS²</td>
<td>1,120</td>
<td>1,120</td>
<td>1,223</td>
<td>109%</td>
</tr>
</tbody>
</table>

¹McLean HS design and program capacity reflect the addition of a modular. Construction estimated to complete in December 2020.
²Cooper MS design and program capacity reflect the renovation. Construction began in fall 2020.

Sources:
2. FCPS Facilities Planning Services, SY 2019-20 Modified Capacity, Membership, and Projections.

Notes:
1. Numbers highlighted in yellow are future design capacity after a renovation.
2. Student adjustment considers all residing students and do not factor in transfers to other schools.
3. Student adjustment includes special education students.
4. Student adjustment numbers do not include postgraduate students.
Additional Information – Other Areas Considered
Colvin Run, Spring Hill, and portion of Westbriar ES

- Reassigning the Colvin Run and Spring Hill ES split feeders and a portion of Westbriar ES was evaluated and is shown in Table 12
- Eliminates the split feeder at both Colvin Run and Spring Hill ES
- Creates slight capacity deficit at Langley HS
- Creates slight to moderate capacity deficit at Cooper MS

Table 12: Considering Colvin Run, Spring Hill, and portion of Westbriar ES

<table>
<thead>
<tr>
<th>Facility</th>
<th>SY 2019-20</th>
<th>Student Adjustment (SY 19-20 students)</th>
<th>Projected Membership</th>
<th>Projected Program Capacity Utilization</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Design Capacity</td>
<td>Program Capacity</td>
<td>Membership</td>
<td>Program Capacity Utilization</td>
</tr>
<tr>
<td>McLean HS</td>
<td>2,343</td>
<td>2,343</td>
<td>2,350</td>
<td>100%</td>
</tr>
<tr>
<td>Langley HS</td>
<td>2,370</td>
<td>2,370</td>
<td>1,972</td>
<td>83%</td>
</tr>
<tr>
<td>Longfellow MS</td>
<td>1,374</td>
<td>1,374</td>
<td>1,334</td>
<td>97%</td>
</tr>
<tr>
<td>Cooper MS</td>
<td>1,080 / 1,120</td>
<td>1,120</td>
<td>992</td>
<td>89%</td>
</tr>
</tbody>
</table>

**ADJUSTED**

- McLean HS design and program capacity reflect the addition of a modular. Construction estimated to complete in December 2020.
- Cooper MS design and program capacity reflect the renovation. Construction began in fall 2020.

Sources:
2. FCPS Facilities Planning Services, SY 2019-20 Modified Capacity, Membership, and Projections.

Notes:
1. Numbers highlighted in yellow are future design capacity after a renovation.
2. Student adjustment considers all residing students and do not factor in transfers to other schools.
3. Student adjustment includes special education students.
4. Student adjustment numbers do not include postgraduate students.
Additional Information

Other Areas Considered

Colvin Run, Spring Hill, and a portion of Westbriar ES

Map

Legend

- Orange: Area Reassigned
- Yellow: High School Boundaries
- Green: Elementary School
- Blue: Middle School
- Red: High School
- Black: Administrative Buildings and Centers

Area Reassigned: December 3, 2020

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December 3, 2020
Additional Information

Other High Schools

Falls Church HS

- Feedback considering reassigning students from McLean HS to Falls Church HS
  - Comments: “Move Falls Church area south of Route 7: to move to Marshall/Falls Church”
- Considerations
  - Outside of boundary study scope
  - Including the middle school feeder would involve Jackson MS
  - Falls Church HS had a moderate capacity deficit (104%) in SY 2019-20
  - Jackson MS had a capacity surplus (84%) in SY 2019-20

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</thead>
<tbody>
<tr>
<td></td>
<td>Falls Church HS</td>
<td>1,962</td>
<td>1,961</td>
<td>2,034</td>
<td>104%</td>
<td>8</td>
<td>-</td>
<td>2,174</td>
<td>2,135</td>
<td>2,180</td>
<td>2,302</td>
<td>2,311</td>
<td>111%</td>
<td>109%</td>
<td>111%</td>
<td>117%</td>
<td>118%</td>
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<td></td>
</tr>
<tr>
<td></td>
<td>Jackson MS</td>
<td>1,314</td>
<td>1,231</td>
<td>1,038</td>
<td>84%</td>
<td>6</td>
<td>-</td>
<td>1,088</td>
<td>1,127</td>
<td>1,102</td>
<td>1,012</td>
<td>1,026</td>
<td>88%</td>
<td>92%</td>
<td>90%</td>
<td>82%</td>
<td>83%</td>
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</tbody>
</table>

Table 13: Falls Church HS and Jackson MS Projected Membership and Capacity Utilization

Notes:
1. Numbers highlighted in yellow are future design capacity and project capacity utilization percentages after a renovation or capacity enhancement.

Herndon HS

- Feedback considering reassigning students from McLean HS to Herndon HS
  - Comments: “Send Great Falls/Reston border kids to Herndon High School and South Lakes High School”; “Colvin Run → Herndon”
- Considerations
  - Outside of boundary study scope
  - Including the middle school feeder would involve Herndon MS
  - Herndon HS had a moderate capacity deficit (109%) in SY 2019-20 and projected to be over 100% capacity
  - Herndon MS was approaching a capacity deficit (97%) in SY 2019-20

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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Herndon HS</td>
<td>2,146</td>
<td>2,145</td>
<td>2,346</td>
<td>109%</td>
<td>26</td>
<td>-</td>
<td>2,334</td>
<td>2,420</td>
<td>2,464</td>
<td>2,509</td>
<td>2,585</td>
<td>93%</td>
<td>97%</td>
<td>99%</td>
<td>100%</td>
<td>103%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Herndon MS</td>
<td>1,176</td>
<td>1,169</td>
<td>1,131</td>
<td>97%</td>
<td>6</td>
<td>-</td>
<td>1,163</td>
<td>1,173</td>
<td>1,110</td>
<td>1,073</td>
<td>1,086</td>
<td>100%</td>
<td>100%</td>
<td>95%</td>
<td>92%</td>
<td>93%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 14: Herndon HS and Herndon MS Projected Membership and Capacity Utilization

Notes:
1. Numbers highlighted in yellow are future design capacity and project capacity utilization percentages after a renovation or capacity enhancement.
Additional Information
Other High Schools

Madison HS
- Feedback considering reassigning students from McLean HS to Madison HS
  - Comment: “Is Marshall or Madison an option for MHS relief?”
- Considerations
  - Outside of boundary study scope
  - Including the middle school feeder would involve Thoreau MS
  - Would create an attendance island (Madison HS and Thoreau MS boundaries are not adjacent to McLean HS or Longfellow MS)
  - Madison HS had a moderate capacity deficit (108%) in SY 2019-20
  - Thoreau MS was approaching a capacity deficit (95%) in SY 2019-20

<table>
<thead>
<tr>
<th>Facility</th>
<th>Design / Future Design Capacity</th>
<th>Program Capacity</th>
<th>Membership</th>
<th>Program Capacity Utilization %</th>
<th>Temporary Classrooms</th>
<th>Modular Classrooms</th>
<th>SY20-21</th>
<th>SY21-22</th>
<th>SY22-23</th>
<th>SY23-24</th>
<th>SY24-25</th>
<th>Projected Program Capacity Utilization</th>
</tr>
</thead>
<tbody>
<tr>
<td>Madison HS</td>
<td>2,115 / 2,500</td>
<td>2,113</td>
<td>2,272</td>
<td>108%</td>
<td>3</td>
<td>-</td>
<td>2,314</td>
<td>2,337</td>
<td>2,319</td>
<td>2,328</td>
<td>2,301</td>
<td>109% 111% 110% 93% 92%</td>
</tr>
<tr>
<td>Thoreau MS</td>
<td>1,395</td>
<td>1,392</td>
<td>1,319</td>
<td>95%</td>
<td>-</td>
<td>-</td>
<td>1,339</td>
<td>1,319</td>
<td>1,304</td>
<td>1,255</td>
<td>1,244</td>
<td>96% 95% 94% 90% 89%</td>
</tr>
</tbody>
</table>

Notes:
1. Numbers highlighted in yellow are future design capacity and project capacity utilization percentages after a renovation or capacity enhancement.

Marshall HS
- Feedback considering reassigning students from McLean HS to Marshall HS
  - Comment: “Move Timer Lane, consolidate Lemon Road and Westgate to Marshall”.
- Considerations
  - Outside of boundary study scope
  - Including the middle school feeder would involve Kilmer MS
  - Marshall HS was at 91% capacity in SY 2019-20 and projected to increase
  - Kilmer MS was at 100% capacity in SY 2019-20 and projected to increase over 100% in projections

<table>
<thead>
<tr>
<th>Facility</th>
<th>Design / Future Design Capacity</th>
<th>Program Capacity</th>
<th>Membership</th>
<th>Program Capacity Utilization %</th>
<th>Temporary Classrooms</th>
<th>Modular Classrooms</th>
<th>SY20-21</th>
<th>SY21-22</th>
<th>SY22-23</th>
<th>SY23-24</th>
<th>SY24-25</th>
<th>Projected Program Capacity Utilization</th>
</tr>
</thead>
<tbody>
<tr>
<td>Marshall HS</td>
<td>2,334</td>
<td>2,333</td>
<td>2,134</td>
<td>91%</td>
<td>-</td>
<td>12</td>
<td>2,135</td>
<td>2,080</td>
<td>2,121</td>
<td>2,156</td>
<td>2,248</td>
<td>92% 89% 91% 92% 96%</td>
</tr>
<tr>
<td>Kilmer MS</td>
<td>1,152</td>
<td>1,146</td>
<td>1,146</td>
<td>100%</td>
<td>14</td>
<td>-</td>
<td>1,169</td>
<td>1,181</td>
<td>1,225</td>
<td>1,247</td>
<td>1,234</td>
<td>102% 103% 107% 109% 108%</td>
</tr>
</tbody>
</table>

Notes:
1. Numbers highlighted in yellow are future design capacity and project capacity utilization percentages after a renovation or capacity enhancement.

December 3, 2020
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Additional Information

Other High Schools

South Lakes HS

- Feedback considering reassigning students from McLean HS to South Lakes HS
  - Comment: “Send Great Falls/Reston border kids to Herndon High School and South Lakes High School”
- Considerations
  - Outside of boundary study scope
  - Including the middle school feeder would involve Hughes MS
  - South Lakes HS was at 98% capacity in SY 2019-20 and projected to increase to over 100% within five years
  - Hughes MS was at 96% capacity in SY 2019-20

Table 17: South Lakes HS and Hughes MS

<table>
<thead>
<tr>
<th>School</th>
<th>Design / Future Capacity</th>
<th>Program Capacity</th>
<th>Membership</th>
<th>Program Capacity Utilization %</th>
<th>Temporary Classrooms</th>
<th>Modular Classrooms</th>
<th>SY20-21</th>
<th>SY21-22</th>
<th>SY22-23</th>
<th>SY23-24</th>
<th>SY24-25</th>
<th>SY20-21</th>
<th>SY21-22</th>
<th>SY22-23</th>
<th>SY23-24</th>
<th>SY24-25</th>
</tr>
</thead>
<tbody>
<tr>
<td>South Lakes HS</td>
<td>2,717</td>
<td>2,542</td>
<td>2,492</td>
<td>98%</td>
<td>2</td>
<td>-</td>
<td>2,557</td>
<td>2,560</td>
<td>2,610</td>
<td>2,577</td>
<td>2,522</td>
<td>101%</td>
<td>101%</td>
<td>103%</td>
<td>101%</td>
<td>99%</td>
</tr>
<tr>
<td>Hughes MS</td>
<td>1,114 / 1,250</td>
<td>1,106</td>
<td>1,056</td>
<td>96%</td>
<td>8</td>
<td>-</td>
<td>1,066</td>
<td>1,050</td>
<td>998</td>
<td>1,003</td>
<td>1,011</td>
<td>96%</td>
<td>84%</td>
<td>80%</td>
<td>80%</td>
<td>81%</td>
</tr>
</tbody>
</table>

Notes:
1. Numbers highlighted in yellow are future design capacity and projected capacity utilization percentages after a renovation or capacity enhancement.