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FY 2020-24

ADOPTED




CAPITAL IMPROVEMENT PROGRAM

December 20, 2018

MEMORANDUM

TO: School Board

FROM: Scott S. Brabrand, Ed.D. 

SUBJECT: Capital Improvement Program FY 2020–FY 2024

I am pleased to submit to you the proposed *Capital Improvement Program (CIP) for the Fiscal Years (FY) 2020–24*.

Since School Year (SY) 2011–12, student membership in Fairfax County Public Schools (FCPS) has grown by an average of over 1,300 students each year for a total membership growth of more than 9,000 students. This year, between SY 2017–18 to SY 2018–19, the total September 30th membership declined by 1,011 students for a total membership of 188,018 students. This is the first decline in membership Fairfax County Public Schools has experienced in over a decade, which mirrors a decline at the state level. This year's decline was due to several factors which include a decrease in the size of entering kindergarten cohorts and a negative net migration, meaning more students withdrew than were enrolled in SY 2017–18. These indicators have led to a five-year forecast that projects contracted overall membership growth in the future forecast. The five-year CIP horizon forecasts approximately 188,458 students by SY 2023–24.

Demographic shifts, especially this year's change in net migration, comprised a large part of the change 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 and high school memberships will experience moderate growth. This is due to larger cohorts of students currently in elementary school progressing to middle schools and high schools during the upcoming five-year period. The membership projections show contracted growth through SY 2023–24.

These 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 2020–24 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 \$180 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

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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. This year, the Board of Supervisors transferred \$15.6 million to FCPS to offset the infrastructure replacement, benefiting renovation projects in the near future. This additional transfer is an increase of \$2.4 million over the previously approved \$13.2 million.

Project costs have also been updated in this document to reflect those currently being experienced. As a result, the FY 2020–24 five-year capital requirement totals approximately \$972 million or roughly \$194 million per year. The five-year requirement represents roughly 45% of the \$2.2 billion total CIP cost for FY 2020–29. Funds approved in the 2017 School Bond Referendum and previous referenda will address approximately \$330 million of the five-year requirement leaving a balance of \$643 million unfunded. We anticipate the next bond referendum in the fall of 2019.

Capital improvement requirements for the ensuing five-year period (FY 2025–29) have been included to conform to Fairfax County’s CIP format. Approximately \$1.2 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. New to this version of the CIP are current capacity utilization maps, by region and pyramid, alongside the projected capacity utilization maps to show a comparison between the current and projected state. A new resource for Environmental Sustainability at FCPS has also been added. This version of the CIP continues to include 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 2020–24 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 2020–24 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 \$180 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 2020–24 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, SY 2016–17 saw a membership growth of 1,368 students, and SY 2017–18 grew by 1,098. For the first time since SY 2005–06, FCPS experienced a decrease of 1,096 students. The decline in growth is partly due to the merger of the ESOL transitional high school program with Fairfax County Adult High School (which is not included for CIP planning purposes) in addition to 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 1,254 students by SY 2023–24.

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 continues to urbanize, 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. FCPS is monitoring these mid- and high-rise residential developments for the potential number of school-aged children may reside in these buildings once they are occupied. Anticipation and completion of the Silver Line Metro has already spurred higher density residential growth along that corridor. This new residential growth along that corridor, may 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 30 named elementary schools and three unnamed elementary schools, five 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 are 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 upon 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 2020–24 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 and 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 that 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. FCPS operating funds provide \$1.2 million toward capacity enhancements, such as interior modifications and temporary classrooms, to accommodate membership growth and programs. In addition, approximately \$6.4 million is allocated annually for routine and major maintenance of our schools, centers, and administrative facilities. Lastly, the Fairfax County Board of Supervisors contributes \$15.6 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 of operating and capital expenses. Increases 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. The need to increase capacity results in increased capital funding needs that currently outpace the county debt cap. This cap 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 recommended lifecycles. This deferred maintenance has a snowballing effect that is difficult to overcome.

Inadequate maintenance results in the unsatisfactory conditions in many of our facilities. The challenges are many and growing:

- Membership is projected 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 negatively impact design capacity. 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 \$180 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.
- Although the quantity of temporary classrooms has been reduced by nearly 200 units over the past 5 years, the capital budget is inadequate to meet the desire of the School Board to remove all of the temporary classrooms over the next 10 years while continuing to meet our desired 25 year renovation cycle.
- Maintenance of facilities that focuses resources on reactive maintenance, 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 particular, the continued urbanization and changing demographics have 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 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 750 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 20–25 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 educational programs for our students and are funded by 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 are taught in high quality facilities that enhance their education. Addressing these challenges will require trade-offs. The trend of 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 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 Superintendent's Proposed Budget, which details projected revenue and expenditures. After the Superintendent's 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.

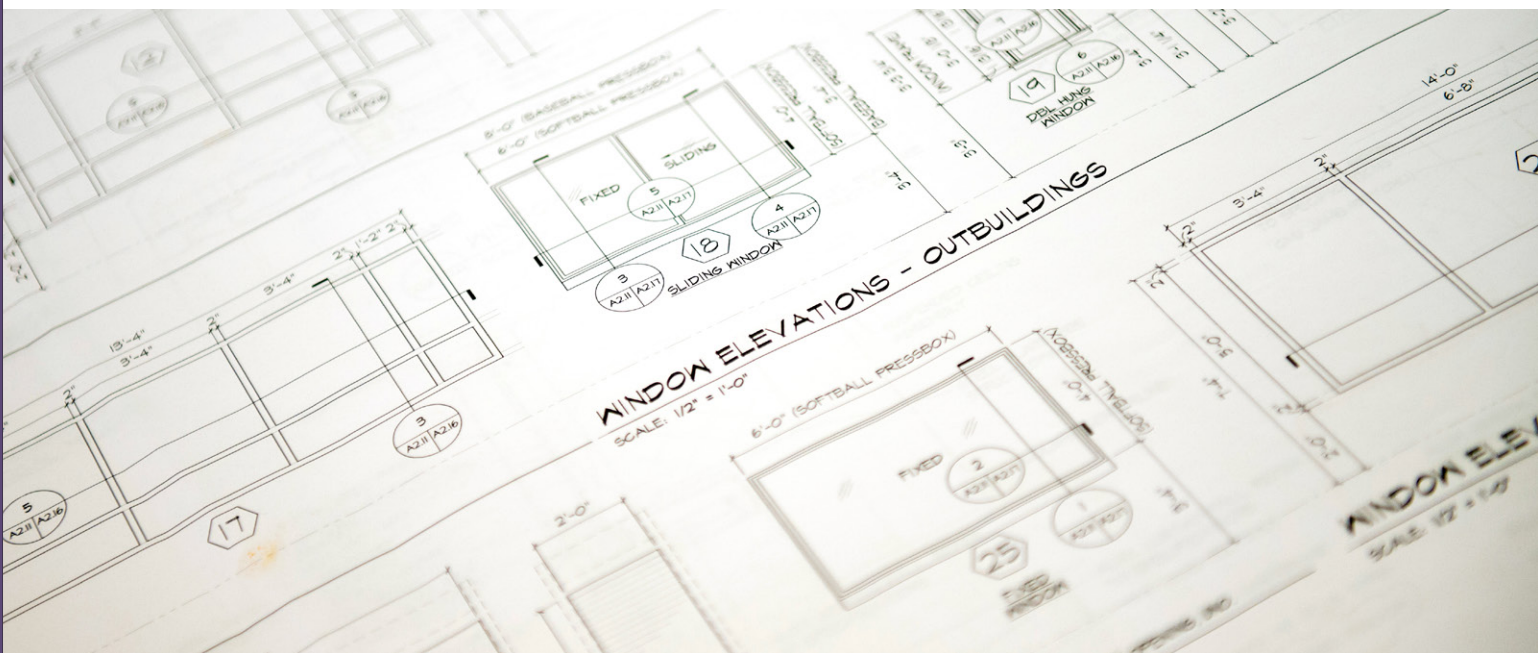
It is important to maintain strong, connected school communities and community/neighborhood schools that are safe and conducive to learning for all students. The following statements are meant to provide a context for decisions impacting the division's capital needs so that limited capital resources 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.
- Attendance islands will be alleviated.
- Utilize existing and/or projected surplus capacity in nearby schools by adjusting boundaries in order to address overcrowding in some schools.
- Add additional capacity to stated division standards when renovating small schools.
- Repurpose existing inventory of school facilities not currently being used as schools to address capacity challenges.
- Construct new schools only where surplus capacity or existing school inventory are not available in order to maximize limited capital monies.
- 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.
- 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.
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.
Regulation 8170	Facilities and Transportation Services	Facilities Planning Procedure for Naming School Facilities and Dedicating Areas of School Facilities or Grounds	To provide procedures for naming and renaming school facilities and for dedicating areas of school facilities or grounds.
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.
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 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 8320	Facilities and Transportation Services	Facilities Design and Construction Site Acquisition—Procedures	To establish procedures for site and building acquisition.

[continued on next page]

Policies and Regulations (Cont.)

NUMBER	SERIES	CATEGORY AND TITLE	PURPOSE
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.
Regulation 8420	Facilities and Transportation Services	Leasing and Community Use of Facilities Community Use of School Facilities	To establish the procedures and determine the conditions for community use of Fairfax County Public Schools (FCPS) buildings and grounds.
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 local governments. 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 \$180 million per year has limited funding availability to accomplish our facility needs, especially the elimination of temporary classrooms, shortening our current 37 year renovation cycle to the desired 25 years as well as accommodate capacity.

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 from bond approval to completion as a result of the spending limitation of \$180 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. Although limited by proffer language and state legislation, they are an important funding resource used for school capital improvement. Due to the unpredictable nature of development, the timing of when 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 for schools, countywide student yield ratios, and current level of service, all which are updated 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 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 added to the Code of Virginia in §15.2-2303.4 requires 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 certain areas that are exempt from the provisions of the new proffer legislation. The Code of Virginia in §15.2-2303.4 allows areas to be exempt under 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 the Code of Virginia §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 the Code of Virginia §15.2-2400 that encompasses an existing or planned Metrorail station.

These changes to the Code of Virginia impact the potential proffer contribution, including to schools, based on the geographic location of new development. This means that proffer contributions for some schools may be affected more than others based on the area that a school serves and the identified impact on a school from a new residential development.



THOREAU MIDDLE SCHOOL
799

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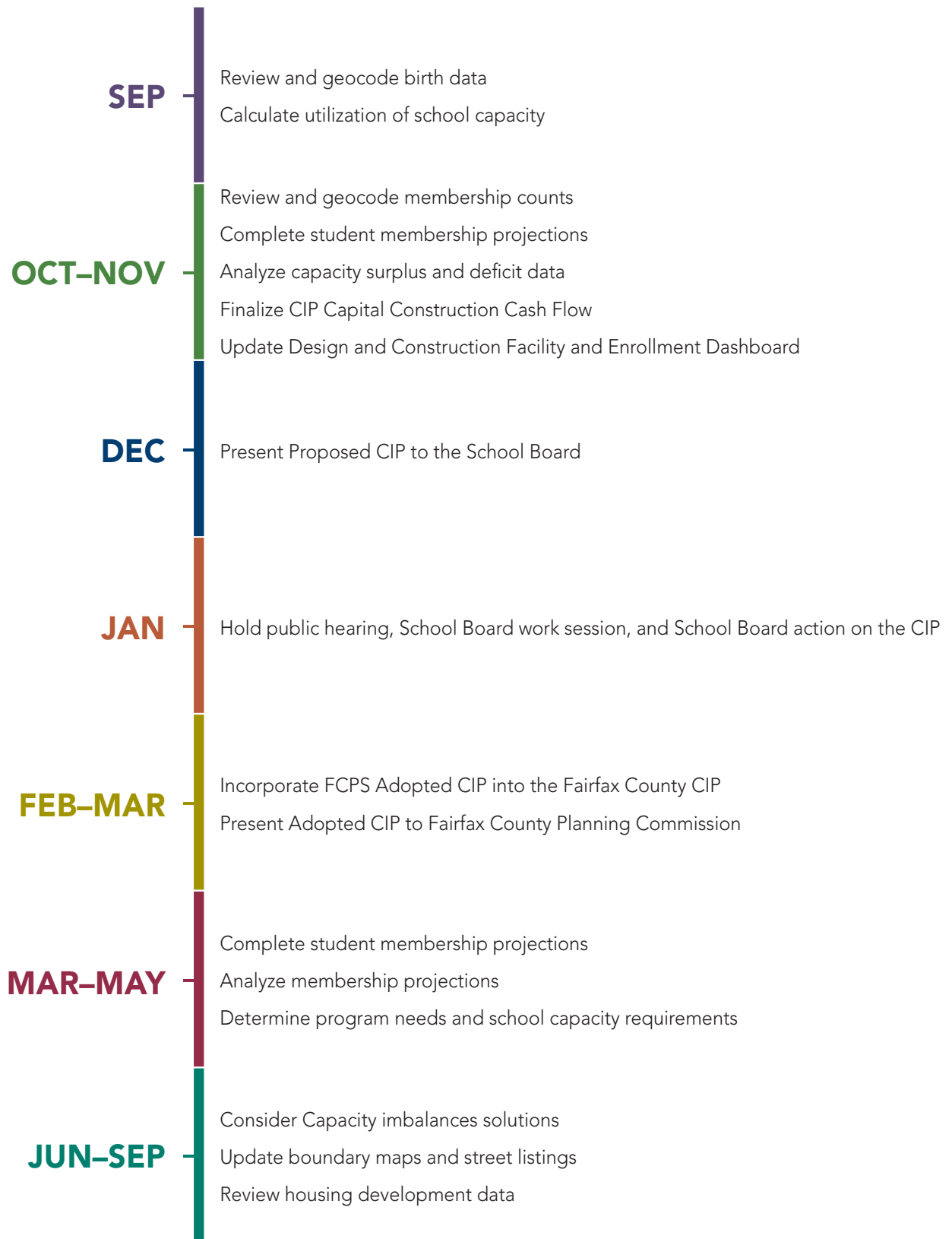
NO PARKING
EXCEPT FOR
EMERGENCY

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. These projections are combined with those from other departments to create overall school system projections. These projections forecast the future student membership 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 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 the 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 \$180 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.

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.

CAPACITY ENHANCEMENTS

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

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.

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.

SITE ACQUISITION

The CIP proposes funding to acquire sites for future schools.

STUDENT MEMBERSHIP PROJECTIONS PROCESS

FCPS produces a projection set 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.

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, and alternative programs.

MONITORING MEMBERSHIP IMPACTS FROM NEW HOUSING

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

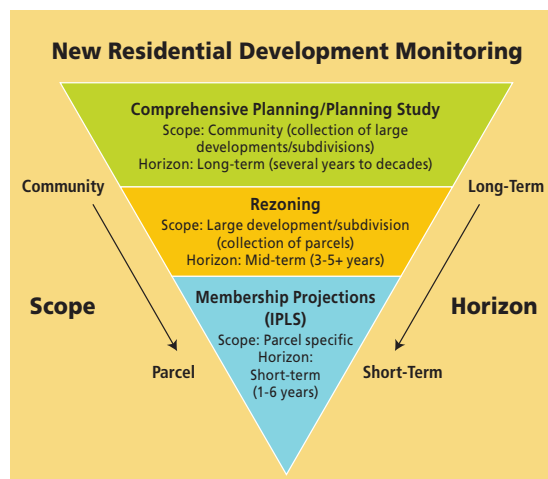
Development Review: Comprehensive Plan Studies and Rezoning Application Review

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

In addition to estimated student yields for comprehensive plan studies and rezoning applications, recommendations to address future school facilities needs are also provided to Fairfax County government. Fairfax County 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, Huntington TSA, Franconia-Springfield Transit Station Area (TSA), Embark Richmond Highway (Route 1), Fairfax Center, Lincolnia CBC, Merrifield Suburban Center, McLean CBC, and West Falls Church TSA. These long-range planning initiatives and comprehensive plan studies are often the first step for planned new housing. For more information on Special Planning Areas in Fairfax County, please visit www.fairfaxcounty.gov/planning-zoning/comprehensive-plan/special-planning-areas

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, new housing can be constructed by-right (i.e. does not require a rezoning development application to construct). This field verification process allows FCPS staff to gain insight into changes in a community and helps provide a better understanding of when and where students from new housing may 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 assess capacity for elementary, middle, and high schools, it is then necessary to evaluate 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 the 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 classrooms 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 changes in programs which require specialized spaces within school buildings. Trailer relocations 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 classrooms. 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 used 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 different levels: countywide, by regions, by high school pyramids, and by individual schools.

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 annual student membership 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)

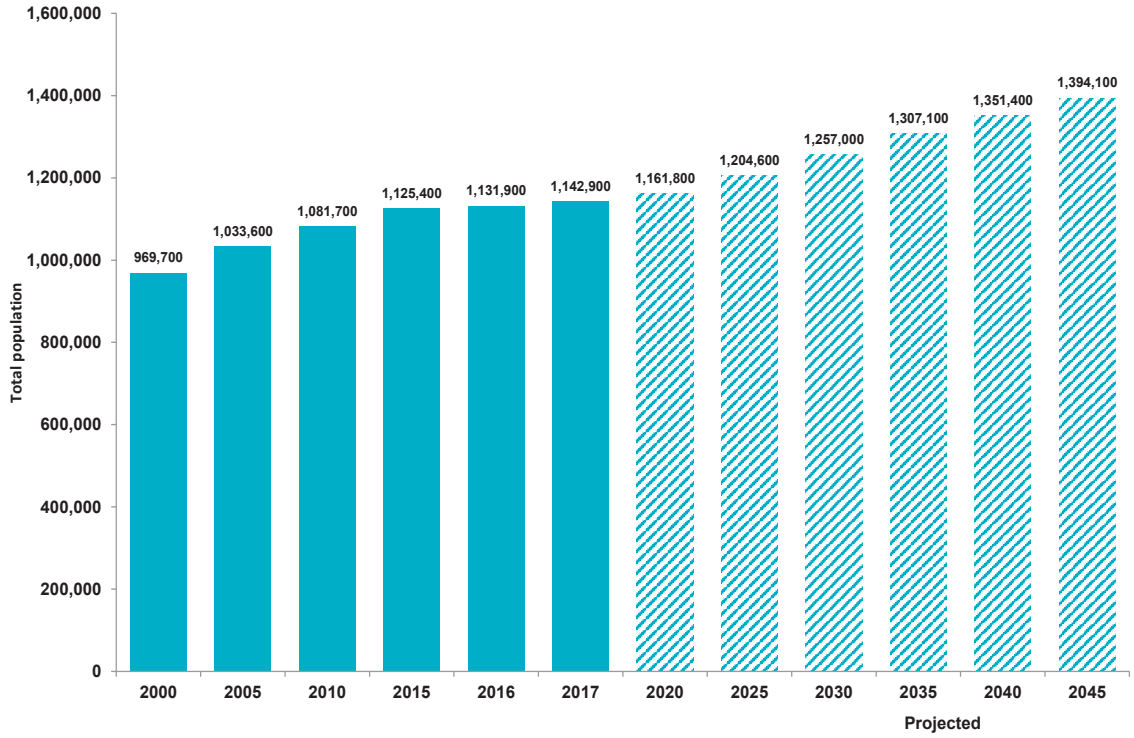
School-by-school membership and projections are also influenced by:

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

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

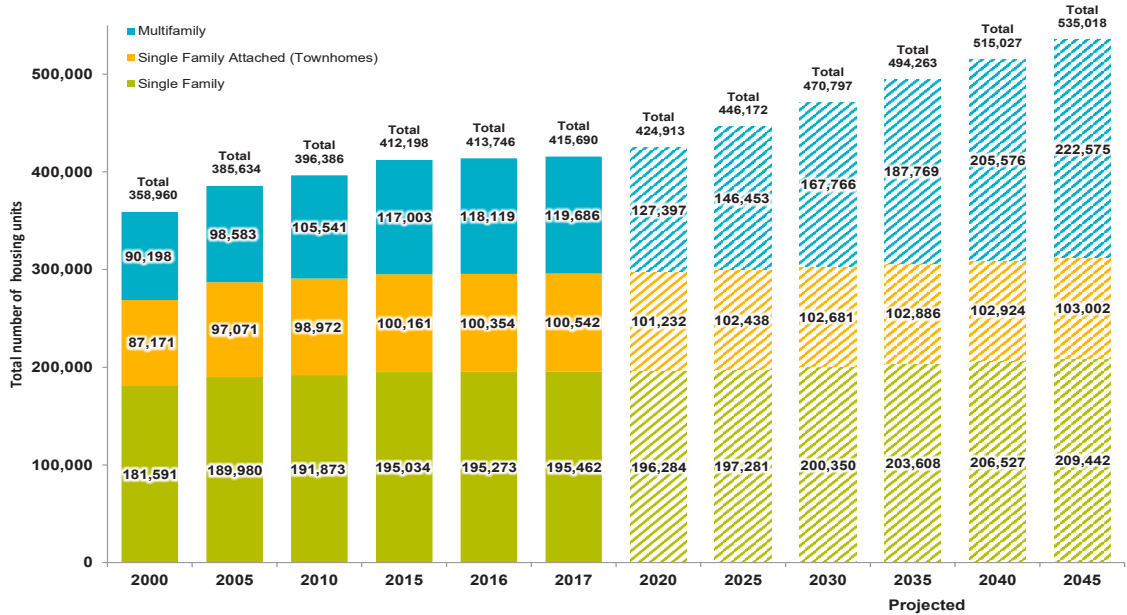
The following graphs show the most recently updated data sets available to FCPS, which influence the overall student membership and projections.

POPULATION TOTAL—FAIRFAX COUNTY



Source: Fairfax County Government, Department of Management and Budget, *Demographic Report 2017*, January 2018
 Note: Excludes City of Fairfax

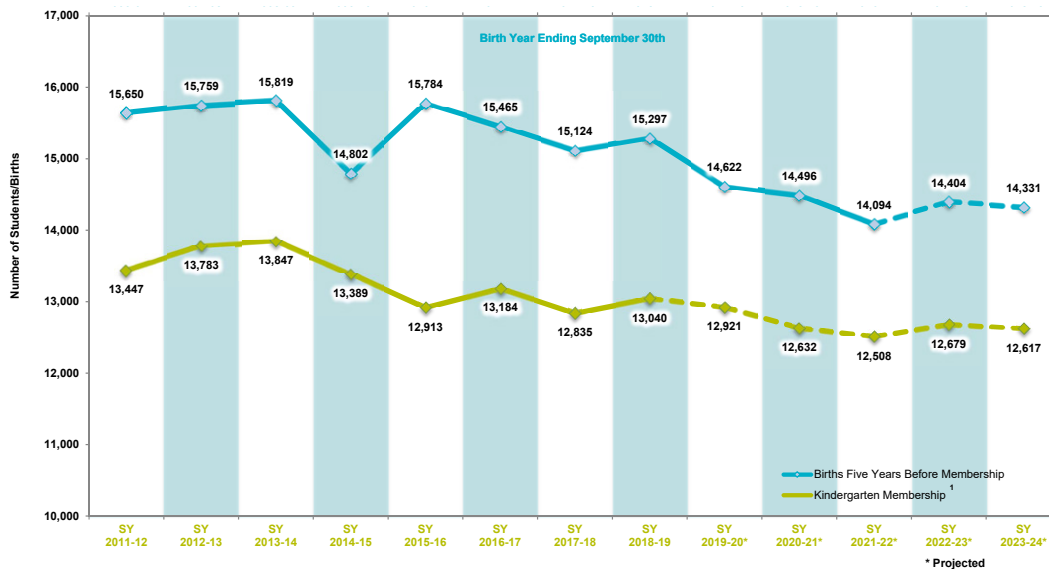
HOUSING UNIT TOTAL BY TYPE—FAIRFAX COUNTY



Source: Fairfax County Government, Department of Management and Budget, *Demographic Report 2017*, January 2018
 Note: Excludes City of Fairfax

HISTORICAL AND PROJECTED KINDERGARTEN

Membership Compared to Birth



Sources:

- FCPS, *Certified Membership*, September 30, 2011 to September 30, 2018
- Births: Virginia Department of Health Division of Health Statistics, *Vital Records and Health Statistics*, 2006 to 2017

Notes:

1. Membership numbers include general education, special education, AAP, FECEP/Head Start, preschool (wherever applicable), adult education, private school special education, home schooled, multi-agency, and special education centers.
2. Projected births: since at the time of publication births had not yet been reported for these years by Virginia Department of Health.
3. Dates for official budget counts are: special education and special education preschool (December 1); nontraditional sites (January 31); and ECEP/Head Start (March 31).

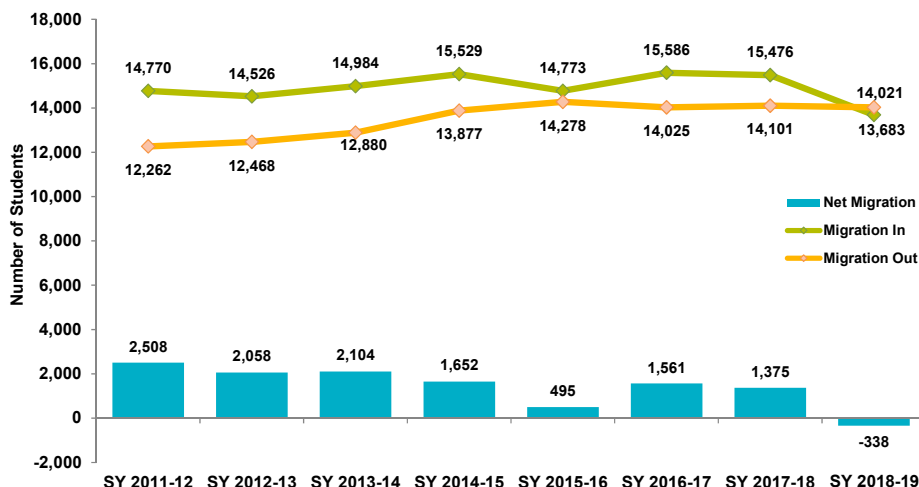
STUDENT MIGRATION

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. When interpreting the graph, it is important to note that historical membership CIP planning figures included the ESOL transitional high school program whereas for SY 2018-19 the program was merged with Fairfax County Adult High School and is no longer part of the CIP planning figures. Therefore, differences in membership between SY 2018-19 membership and past years is partly due to the removal of the ESOL transitional high school program from the SY 2018-19 figures.

Over the past year, FCPS experienced a negative net migration, meaning FCPS had more students that withdrew than enrolled. Keeping in mind the programmatic change for ESOL transitional high school, it is important to note that the net migration would still be negative even if SY 2017-18 ESOL transitional high school program students were to have been excluded from the analysis of migration. This year is the first time since at least SY 2011-12 that FCPS has experienced negative net migration. The prior seven school years had seen a positive net migration of between 1,300 and 2,600, except for SY 2015-16 which was 495, meaning in all other years FCPS had more students that enrolled than withdrew.

HISTORICAL MIGRATION

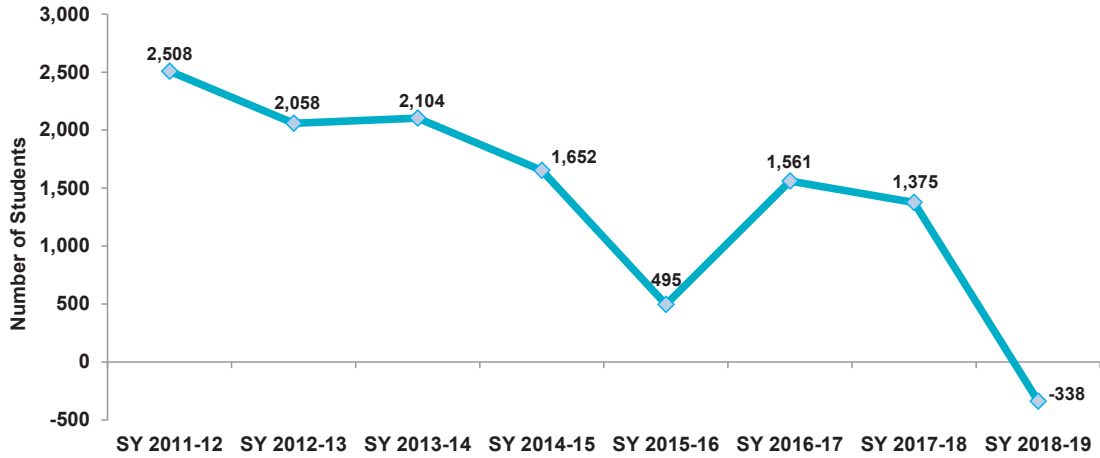


Source: FCPS, *Certified Membership*, September 30, 2010 to September 30, 2018

Notes:

1. Membership numbers include general education, special education, AAP, FECEP/Head Start, preschool (wherever applicable), and special education centers.
2. Membership numbers do not include adult education, private school special education, home schooled, and multi-agency.
3. Historical membership CIP planning figures included the ESOL transitional high school program whereas for SY 2018-19 the program was merged with Fairfax County Adult High School and is no longer part of the CIP planning figures. Therefore, differences in membership between SY 2018-19 membership and past membership is partly due to the removal of the ESOL transitional high school program from the SY 2018-19 figures.
4. 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 NET MIGRATION



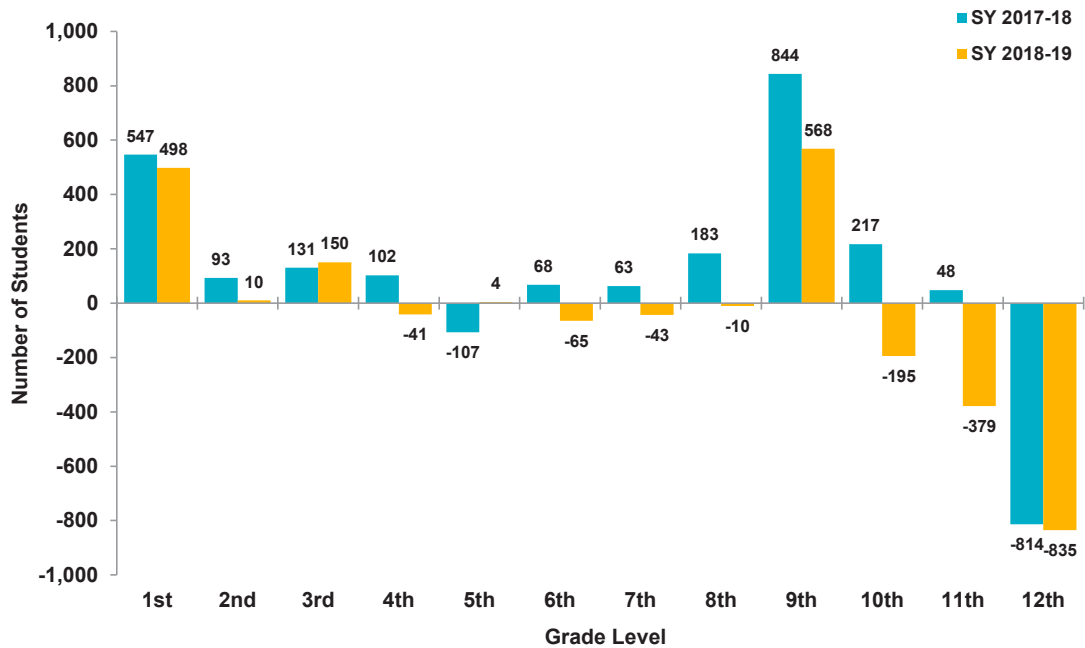
Source: FCPS, *Certified Membership*, September 30, 2010 to September 30, 2018

Notes:

1. Membership numbers include general education, special education, AAP, FECEP/Head Start, preschool (wherever applicable), and special education centers.
2. Membership numbers do not include adult education, private school special education, home schooled, and multi-agency.
3. Historical membership CIP planning figures included the ESOL transitional high school program whereas for SY 2018-19 the program was merged with Fairfax County Adult High School and is no longer part of the CIP planning figures. Therefore, differences in membership between SY 2018-19 membership and past membership is partly due to the removal of the ESOL transitional high school program from the SY 2018-19 figures.
4. 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

SY 2017-18 to SY 2018-19 Comparison



Source: FCPS, *Certified Membership*, September 30, 2017 to September 30, 2018

Notes:

1. Membership numbers include general education, special education, AAP, FECEP/Head Start, preschool (wherever applicable), and special education centers.
2. Membership numbers do not include adult education, private school special education, home schooled, and multi-agency.
3. Historical membership CIP planning figures included the ESOL transitional high school program whereas for SY 2018-19 the program was merged with Fairfax County Adult High School and is no longer part of the CIP planning figures. Therefore, differences in membership between SY 2018-19 membership and past membership is partly due to the removal of the ESOL transitional high school program from the SY 2018-19 figures.
4. Dates for official budget counts are: special education and special education preschool (December 1), nontraditional sites (January 31), and FECEP/Head Start (March 31).

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.

CURRENT STATE AND FUTURE OUTLOOK

Components of this section show information about the “current state” and “future state” of FCPS. The section begins with presenting information 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. Next, information about recently completed capital projects including new schools, renovations, and capacity enhancement is presented. These projects add seats to FCPS which increase the ability to accommodate student membership growth.

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 \$180M 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, 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. It is also important to note that historical membership CIP planning figures included the ESOL transitional high school program whereas for SY 2018-19 the program was merged with Fairfax County Adult High School and is no longer part of the CIP planning figures. Therefore, differences in membership between SY 2018-19 membership and past membership is partly due to the removal of the ESOL transitional high school program from the SY 2018-19 figures.

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 2023-24

SCHOOL TYPE	MEMBERSHIP	PROJECTIONS				
	SY 2018-19	SY 2019-20	SY 2020-21	SY 2021-22	SY 2022-23	SY 2023-24
Elementary ¹	97,692	97,963	96,583	96,009	95,816	95,184
Middle ¹	29,572	29,994	30,775	30,870	30,212	29,881
High ¹	57,428	57,884	58,696	59,540	60,465	60,798
FCPS Base Sub-Total	184,692	185,841	186,054	186,419	186,493	185,863
Special Education Centers ²	617	641	650	645	652	654
Preschool Resource	908	954	954	953	954	954
Alternative School Programs ³	756	760	772	767	765	766
Alternative Court Programs ⁴	231	218	217	222	219	221
CIP Planning Total	187,204	188,414	188,647	189,006	189,083	188,458
Other ⁵	814	829	817	808	803	820
Total	188,018	189,243	189,464	189,814	189,886	189,278

¹ FCPS base membership numbers include general education, special education, AAP, FECEP/Head Start, and preschool (wherever applicable).

² Special education center membership numbers include Burke School, Cedar Lane School, Davis Center, Kilmer Center, Key Center, Pulley Center, and Quander Road School.

³ Alternative school program membership numbers include nontraditional sites, alternative learning centers, and Achievement, Integrity and Maturity (AIM).

⁴ Alternative court program membership numbers include interagency.

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

Sources: FCPS, *Certified Membership*, September 30, 2018; FCPS, *Membership Projections*, Fall 2018.

Note: Dates for official budget counts are: special education and special education preschool (December 1), nontraditional (January 31), and FECEP/Head Start (March 31).

FCPS HISTORICAL AND PROJECTED STUDENT MEMBERSHIP SY 2011-12 THROUGH SY 2023-24

	SCHOOL YEAR	CIP MEMBERSHIP	GROWTH
HISTORICAL	2011-12	177,716	-
	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
	2017-18	188,300	1,098
	2018-19	187,204	-1,096
PROJECTED	2019-20	188,414	1,210
	2020-21	188,647	233
	2021-22	189,006	359
	2022-23	189,083	77
	2023-24	188,458	-625

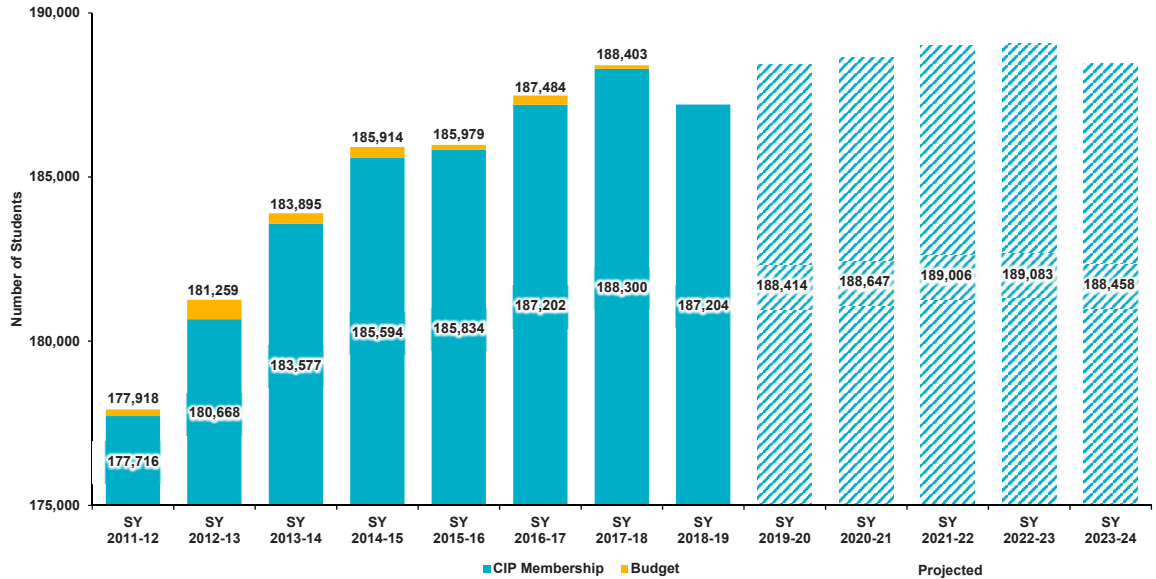
Sources: FCPS, *Certified Membership*, September 30, 2011 to September 30, 2018; FCPS, *Membership Projections*, Fall 2018

Notes:

- Membership numbers include general education, special education, AAP, FECEP/Head Start, preschool (wherever applicable), and special education centers.
- Membership numbers do not include adult education, private school special education, home schooled, and multi-agency.
- Historical membership CIP planning figures included the ESOL transitional high school program whereas for SY 2018-19 the program was merged with Fairfax County Adult High School and is no longer part of the CIP planning figures. Therefore, differences in membership between SY 2018-19 membership and past membership is partly due to the removal of the ESOL transitional high school program from the SY 2018-19 figures.
- 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



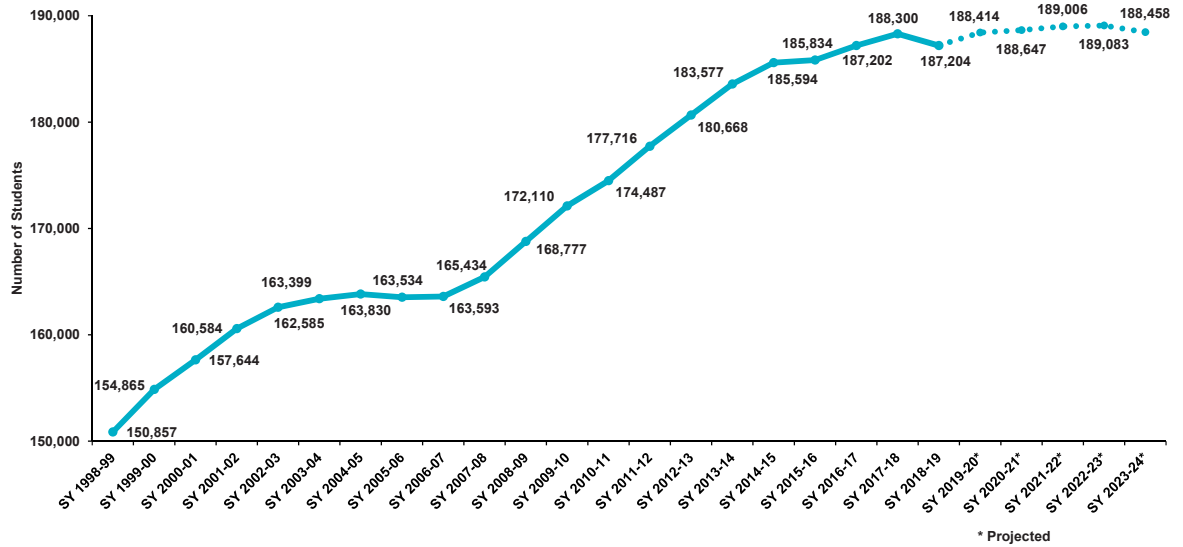
Sources: FCPS, *Certified Membership*, September 30, 2011 to September 30, 2018; FCPS, *Membership Projections*, Fall 2018; FCPS, *Approved Budget*, FY 2016 to FY 2019

Notes:

1. Membership numbers include general education, special education, AAP, FECEP/Head Start, preschool (wherever applicable), and special education centers.
2. Membership numbers do not include adult education, private school special education, home schooled, and multi-agency.
3. Historical membership CIP planning figures included the ESOL transitional high school program whereas for SY 2018-19 the program was merged with Fairfax County Adult High School and is no longer part of the CIP planning figures. Therefore, differences in membership between SY 2018-19 membership and past membership is partly due to the removal of the ESOL transitional high school program from the SY 2018-19 figures.
4. 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



Sources: FCPS, *Certified Membership*, September 30, 2011 to September 30, 2018; FCPS, *Membership Projections*, Fall 2018

Notes:

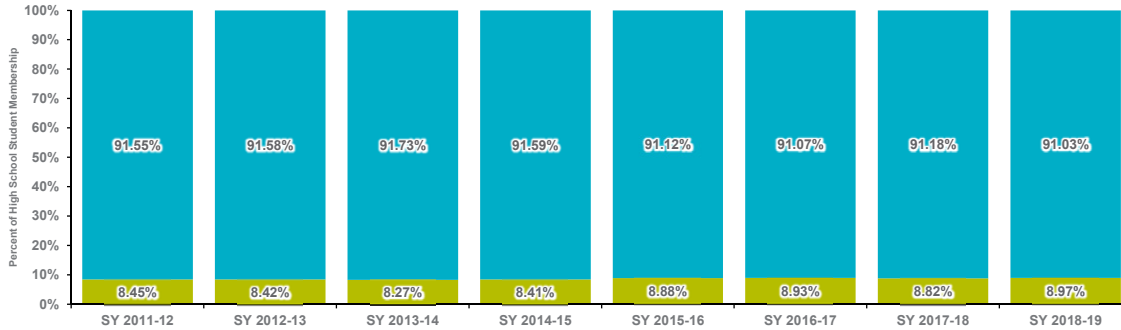
1. Membership numbers include general education, special education, AAP, FECEP/Head Start, preschool (wherever applicable), and special education centers.
2. Membership numbers do not include adult education, private school special education, home schooled, and multi-agency.
3. Historical membership CIP planning figures included the ESOL transitional high school program whereas for SY 2018-19 the program was merged with Fairfax County Adult High School and is no longer part of the CIP planning figures. Therefore, differences in membership between SY 2018-19 membership and past membership is partly due to the removal of the ESOL transitional high school program from the SY 2018-19 figures.
4. 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

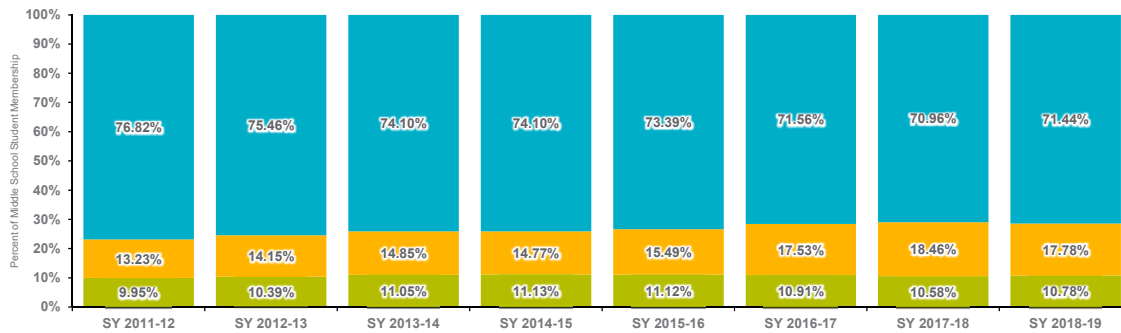
by Program and School Type



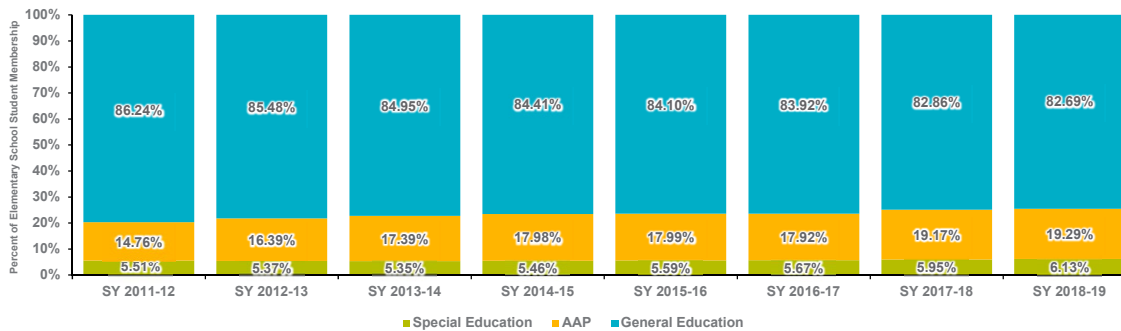
High School



Middle School



Elementary School



Sources: FCPS, *Certified Membership*, September 30, 2011 to September 30, 2018

Notes:

1. Membership numbers include general education, special education, AAP, FECEP/Head Start, preschool (wherever applicable), and special education centers.
2. Membership numbers do not include adult education, private school special education, home schooled, and multi-agency.
3. Dates for official budget counts are: special education and special education preschool (December 1), nontraditional sites (January 31), and FECEP/Head Start (March 31).
4. Percentages do not add up to 100% due to AAP being calculated as a percent of the total of the 3rd to 6th grade population.

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, however our current renovation cycle of 37 years will not be curtailed due to the increased funding as construction costs have risen 6% annually over the past several years well in excess of our funding. 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 five years 19 schools have been renovated and an additional 13 schools are in the midst of construction. Another five schools are expected to begin their renovation projects in FY 2020. The 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	In Construction	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	In Construction	LEES CORNER ES	48	Not Funded
TERRA CENTRE ES	5	Completed	BELLE VIEW ES	27	In Construction	ARMSTRONG ES	49	Not Funded
THOREAU MS	6	Completed	ANNANDALE TERRACE ES	28	In Construction	WILLOW SPRINGS ES	50	Not Funded
WESTGATE ES	7	Completed	CLEARVIEW ES	29	In Construction	CENTREVILLE HS	51	Not Funded
HAYCOCK ES	8	Completed	OAKTON HS	30	In Construction	HERNDON ES	52	Not Funded
LANGLEY HS	9	Completed	HUGHES MS	31	In Construction	DRANESVILLE ES	53	Not Funded
RAVENSWORTH ES	10	Completed	SILVERBROOK ES	32	In Construction	CUB RUN ES	54	Not Funded
WOODLAWN ES	11	Completed	HYBLA VALLEY ES	33	Planning Funded	FRANKLIN MS	55	Not Funded
FORESTVILLE ES	12	Completed	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	Completed	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	Completed	LOUISE ARCHER ES	41	Not Funded	VIRGINIA RUN ES	63	Not Funded
NEWINGTON FOREST ES	20	Completed	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 PROPOSED FY 2020-2024 CAPITAL IMPROVEMENT PROGRAM SUMMARY

Project	Revised Budget	Prior Years Expenditure	FIVE YEAR CAPITAL IMPROVEMENT PROGRAM FORECAST					Projected Expenditures FY 2025 - 2029
			Projected Expenditures					
			FY 2020	FY 2021	FY 2022	FY 2023	FY 2024	
New School Construction	\$ 424,185,758	\$ 6,488,680	\$ 20,181,055	\$ 27,871,396	\$ 14,803,544	\$ 2,755,536	\$ 8,623,125	\$ 343,462,422
Capacity Enhancement	\$ 51,134,799	\$ 2,368,885	\$ 3,736,874	\$ 6,147,859	\$ 22,629,204	\$ 13,764,257	\$ 2,487,721	
Renovation Programs	\$ 2,043,073,386	\$ 345,033,403	\$ 167,046,266	\$ 188,334,933	\$ 158,006,486	\$ 166,049,322	\$ 160,138,363	\$ 858,464,612
Site Acquisition	\$ 10,000,000					\$10,000,000		
Total Project Cost	\$ 2,528,393,944	\$ 353,890,968	\$ 190,964,195	\$ 222,354,188	\$ 195,439,234	\$ 192,569,115	\$ 171,249,209	\$ 1,201,927,034
Funded Project Cost	\$ 704,963,587	\$ 353,890,968	\$ 182,361,856	\$ 115,953,241	\$ 21,588,174	\$ 10,000,000		\$ 21,169,348
Unfunded Project Cost	\$ 1,823,430,356		\$ 8,602,338	\$ 106,400,947	\$ 173,851,061	\$ 182,569,115	\$ 171,249,209	\$ 1,180,757,686
Total Five Year Requirement								
Funded			\$ 972,575,941					
Unfunded			\$ 329,903,271					
			\$ 642,672,671					
Total Ten Year Requirement			\$ 2,174,502,975					
Funded			\$ 351,072,619					
Unfunded			\$ 1,823,430,356					

* Numbers in Red indicate unfunded amounts

* Numbers in Blue indicate funded amounts

* May not add due to rounding

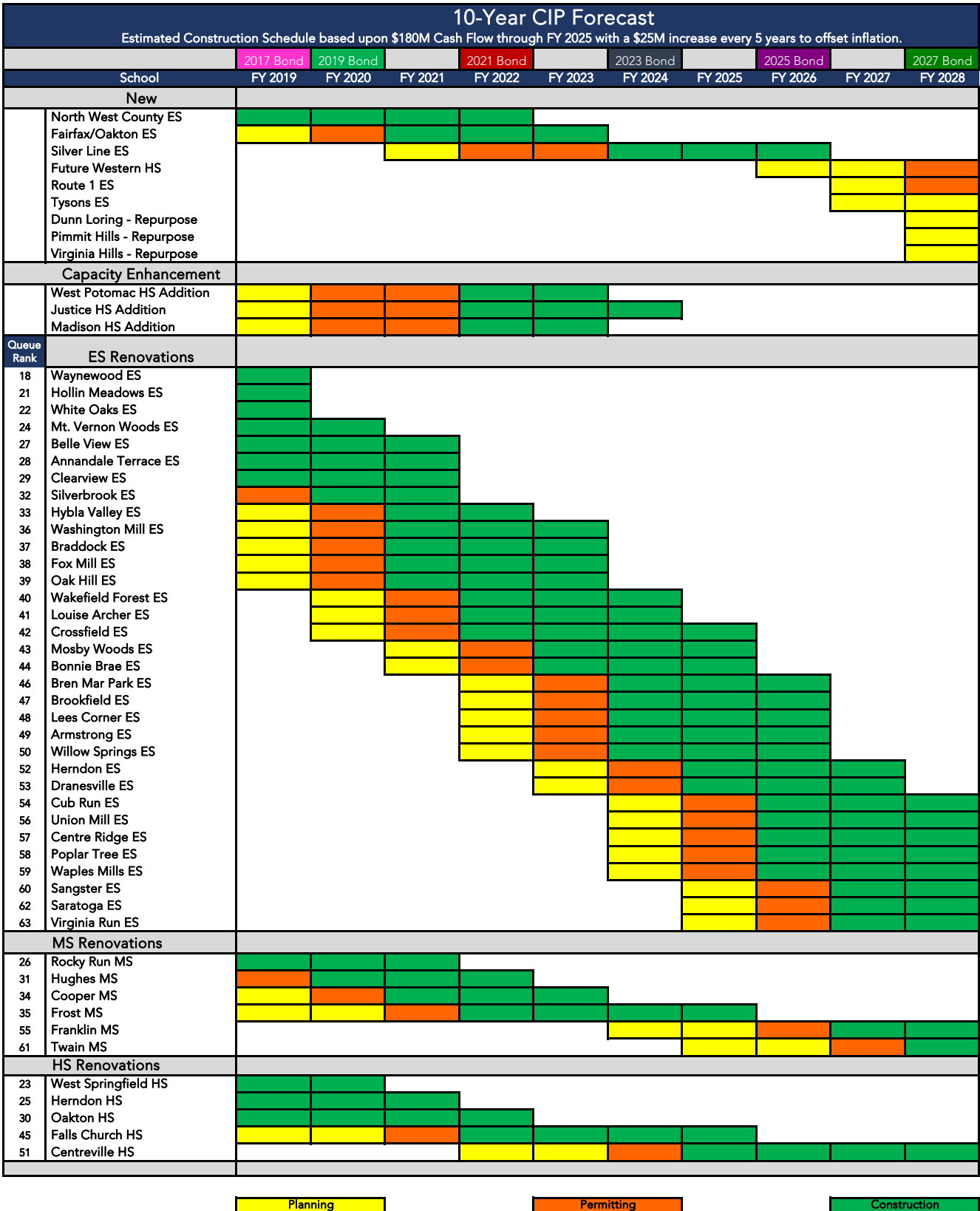
* Assumes an increase of \$25M in every 5 years to offset inflation

CAPITAL CONSTRUCTION CASH FLOW

CAPITAL CONSTRUCTION CASH FLOW								
Project	Revised Budget	Prior Year Expenditures	FY 2020 Expenditures	FY 2021 Expenditures	FY 2022 Expenditures	FY 2023 Expenditures	FY 2024 Expenditures	Projected Future Project Spending
New School Construction								
North West County ES	\$ 34,993,355	\$ 5,988,680	\$ 19,681,055	\$ 8,215,295	\$ 1,108,325			
Fairfax/Oakton ES	\$ 35,099,356	\$ 500,000	\$ 500,000	\$ 18,986,935	\$ 13,026,052	\$ 2,086,369		
Silver Line ES	\$ 36,500,000			\$ 669,167	\$ 669,167	\$ 669,167	\$ 8,623,125	\$ 25,869,375
Future Western HS	\$ 157,087,000							\$ 157,087,000
5 New and/or Repurposed Schools	\$ 160,506,047							\$ 160,506,047
Total New School Construction	\$ 424,185,758	\$ 6,488,680	\$ 20,181,055	\$ 27,871,396	\$ 14,803,544	\$ 2,755,536	\$ 8,623,125	\$ 343,462,422
Funded	\$ 57,162,703	\$ 6,488,680	\$ 20,181,055	\$ 8,215,295	\$ 1,108,325			\$ 21,169,348
Unfunded Portion	\$ 367,023,056			\$ 19,656,101	\$ 13,695,219	\$ 2,755,536	\$ 8,623,125	\$ 322,293,074
Capacity Enhancement								
Modular Relocations	\$ 6,000,000	\$ 2,000,000	\$ 2,000,000					\$ 2,000,000
West Potomac HS Addition	\$ 16,406,906	\$ 147,300	\$ 441,900	\$ 510,640	\$ 7,066,455	\$ 8,240,611		
Justice HS Addition	\$ 14,880,763		\$ 498,054	\$ 830,310	\$ 8,028,753	\$ 5,035,925	\$ 487,721	
Madison HS Addition	\$ 13,847,130	\$ 221,585	\$ 796,920	\$ 4,806,908	\$ 7,533,996	\$ 487,721		
Total Capacity Enhancements	\$ 51,134,799	\$ 2,368,885	\$ 3,736,874	\$ 6,147,859	\$ 22,629,204	\$ 13,764,257	\$ 2,487,721	
Funded	\$ 6,105,759	\$ 2,368,885	\$ 3,736,874					
Unfunded Portion	\$ 45,029,040			\$ 6,147,859	\$ 22,629,204	\$ 13,764,257	\$ 2,487,721	
School Renovations								
Elementary School Renovations								
Waynewood	\$ 22,539,962	\$ 22,539,962						
Hollin Meadows	\$ 22,972,957	\$ 22,972,957						
White Oaks	\$ 22,271,268	\$ 22,271,268						
Mt. Vernon Woods	\$ 23,244,249	\$ 14,845,661	\$ 8,398,588					
Belle View	\$ 27,011,199	\$ 15,971,012	\$ 5,479,456	\$ 5,560,731				
Annandale Terrace	\$ 27,735,481	\$ 5,928,310	\$ 15,675,227	\$ 6,131,944				
Clearview	\$ 24,513,041	\$ 8,240,522	\$ 8,187,815	\$ 8,084,704				
Silverbrook	\$ 28,017,401	\$ 7,137,344	\$ 10,469,070	\$ 10,410,988				
Hybla Valley	\$ 36,595,929	\$ 1,555,301	\$ 3,474,026	\$ 23,557,856	\$ 8,008,746			
Washington Mill	\$ 29,151,551	\$ 1,160,207	\$ 1,125,591	\$ 9,150,024	\$ 15,886,231	\$ 1,829,497		
Braddock	\$ 31,750,138	\$ 1,005,793	\$ 1,005,793	\$ 10,276,733	\$ 17,346,468	\$ 2,115,351		
Fox Mill	\$ 26,406,459	\$ 685,791	\$ 1,076,205	\$ 5,630,092	\$ 14,988,457	\$ 4,025,914		
Oak Hill	\$ 30,387,541	\$ 1,134,311	\$ 858,071	\$ 14,853,689	\$ 12,700,619	\$ 840,851		
Wakefield Forest	\$ 29,381,949		\$ 608,437	\$ 1,101,090	\$ 5,855,193	\$ 18,010,925	\$ 3,775,735	\$ 32,568
Louise Archer	\$ 28,872,026		\$ 595,476	\$ 1,081,233	\$ 5,753,252	\$ 17,695,916	\$ 3,742,924	\$ 3,225
Crossfield	\$ 30,731,069		\$ 703,481	\$ 703,481	\$ 14,910,797	\$ 12,841,625	\$ 1,429,852	\$ 141,832
Mosby Woods	\$ 37,428,926			\$ 858,504	\$ 858,504	\$ 18,099,753	\$ 15,542,312	\$ 2,069,852
Bonnie Brae	\$ 35,276,514			\$ 807,517	\$ 807,517	\$ 6,490,012	\$ 21,547,267	\$ 5,624,201
Bren Mar Park	\$ 31,507,497				\$ 702,467	\$ 1,204,229	\$ 10,113,599	\$ 19,487,201
Brookfield	\$ 38,575,558				\$ 856,715	\$ 1,468,654	\$ 6,644,891	\$ 29,605,299
Lees Corner	\$ 35,862,738				\$ 799,558	\$ 1,370,671	\$ 11,512,924	\$ 22,179,586
Armstrong	\$ 31,708,643				\$ 702,763	\$ 1,204,737	\$ 4,142,159	\$ 25,658,984
Willow Springs	\$ 39,176,970				\$ 874,879	\$ 1,499,792	\$ 12,577,000	\$ 24,225,299
Herndon	\$ 42,051,218					\$ 1,616,447	\$ 1,616,447	\$ 38,818,323
Dranesville	\$ 39,212,262					\$ 1,501,692	\$ 1,501,692	\$ 36,208,879
Cub Run	\$ 36,377,726						\$ 1,388,562	\$ 34,989,164
Union Mill	\$ 44,762,054						\$ 1,004,223	\$ 43,757,831
Centre Ridge	\$ 43,309,469						\$ 1,663,279	\$ 41,646,190
Poplar Tree	\$ 40,354,257						\$ 1,544,961	\$ 38,809,296
Waples Mill	\$ 44,662,174						\$ 1,717,915	\$ 42,944,259
Renovation of 3 Schools	\$ 134,448,560							\$ 134,448,560
Total Elementary Renovations	\$ 1,116,296,784	\$ 125,448,439	\$ 57,655,238	\$ 98,208,585	\$ 101,052,167	\$ 91,816,066	\$ 101,465,741	\$ 540,650,549
Funded	\$ 205,781,237	\$ 125,448,439	\$ 50,144,433	\$ 30,188,366				
Unfunded Portion	\$ 910,515,546		\$ 7,510,805	\$ 68,020,219	\$ 101,052,167	\$ 91,816,066	\$ 101,465,741	\$ 540,650,549
Middle School Renovations								
Rocky Run	\$ 48,859,188	\$ 27,971,782	\$ 17,868,529	\$ 3,018,878				
Hughes	\$ 50,088,400	\$ 3,152,858	\$ 15,112,594	\$ 18,736,225	\$ 13,086,723			
Cooper	\$ 52,310,190	\$ 3,506,805	\$ 1,091,534	\$ 12,576,769	\$ 18,488,429	\$ 16,646,654		
Frost	\$ 51,650,203	\$ 656,903	\$ 1,597,885	\$ 1,597,885	\$ 7,422,441	\$ 19,494,849	\$ 19,381,970	\$ 1,498,269
Franklin	\$ 70,410,665						\$ 1,198,898	\$ 69,211,767
Renovation of 1 Middle School	\$ 69,123,830							\$ 69,123,830
Total Middle School Renovations	\$ 342,442,476	\$ 35,288,347	\$ 35,670,542	\$ 35,929,757	\$ 38,997,593	\$ 36,141,503	\$ 20,580,868	\$ 139,833,866
Funded	\$ 106,307,067	\$ 35,288,347	\$ 34,579,008	\$ 23,352,988	\$ 13,086,723			
Unfunded Portion	\$ 236,135,409		\$ 1,091,534	\$ 12,576,769	\$ 25,910,870	\$ 36,141,503	\$ 20,580,868	\$ 139,833,866
High School Renovations								
West Springfield	\$ 93,357,000	\$ 88,113,661	\$ 5,243,339					
Herndon	\$ 106,307,648	\$ 55,717,744	\$ 31,667,344	\$ 18,922,560				
Oakton	\$ 112,229,271	\$ 39,711,796	\$ 33,481,365	\$ 31,642,984	\$ 7,393,125			
Falls Church	\$ 123,953,007	\$ 753,416	\$ 3,328,439	\$ 3,631,047	\$ 8,153,965	\$ 34,056,553	\$ 34,056,553	\$ 39,973,034
Centreville	\$ 148,487,200				\$ 2,409,637	\$ 4,035,200	\$ 4,035,200	\$ 138,007,163
Total High School Renovations	\$ 584,334,126	\$ 184,296,617	\$ 73,720,486	\$ 54,196,592	\$ 17,956,727	\$ 38,091,753	\$ 38,091,753	\$ 177,980,197
Funded	\$ 319,606,821	\$ 184,296,617	\$ 73,720,486	\$ 54,196,592	\$ 7,393,125			
Unfunded Portion	\$ 264,727,305			\$ 10,563,601	\$ 10,563,601	\$ 38,091,753	\$ 38,091,753	\$ 177,980,197
Total Renovations (All Schools)	\$ 2,043,073,386	\$ 345,033,403	\$ 167,046,266	\$ 188,334,933	\$ 158,006,486	\$ 166,049,322	\$ 160,138,363	\$ 858,464,612
Funded	\$ 631,695,125	\$ 345,033,403	\$ 158,443,928	\$ 107,737,946	\$ 20,479,848			
Unfunded Portion	\$ 1,411,378,260		\$ 8,602,338	\$ 80,596,987	\$ 137,526,638	\$ 166,049,322	\$ 160,138,363	\$ 858,464,612
Site Acquisition								
Total Site Acquisition	\$ 10,000,000					\$ 10,000,000		
Unfunded Portion								
Total Project Cost	\$ 2,528,393,944	\$ 353,890,968	\$ 190,964,195	\$ 222,354,188	\$ 195,439,234	\$ 192,569,115	\$ 171,249,209	\$ 1,201,927,034
Funded Portion	\$ 704,963,587	\$ 353,890,968	\$ 182,361,856	\$ 115,953,241	\$ 21,588,174	\$ 10,000,000		\$ 21,169,348
Unfunded Portion	\$ 1,823,430,356		\$ 8,602,338	\$ 106,400,947	\$ 173,851,061	\$ 182,569,115	\$ 171,249,209	\$ 1,180,757,686

* Numbers in Red indicate unfunded amounts
 * Numbers in Blue indicate funded amounts
 * May not add due to rounding
 * Assumes an increase of \$25M in every 5 years to offset inflation

10-YEAR CIP FORECAST



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
5	Woodson	Wakefield Forest ES	Capacity Relief	Spring 2019	Fall 2019	SY 2020-21
4/5	Robinson/Woodson	Oak View ES/Olde Creek ES	Eliminate Attendance Island	Spring 2019	Fall 2019	SY 2020-21
5	Woodson	Little Run ES	Capacity Balance	Spring 2019	Fall 2019	SY 2020-21
2	Justice	Glen Forest ES	Capacity Relief	Spring 2019	Fall 2019	SY 2020-21
2	Marshall	Shreveewood ES	Capacity Relief	Fall 2019	Spring 2020	SY 2021-22

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/Springfield/Sully	4/5	Centreville/Robinson	All Elementary Schools
Providence	2	Falls Church	Pine Springs ES
Providence	1	Oakton	Mosby Woods ES
Lee/Mount Vernon	3	West Potomac	Bucknell ES

BOUNDARY INFORMATION

RECENT BOUNDARY AND AAP CENTER ASSIGNMENT CHANGES

EFFECTIVE YEAR	TITLE	SCHOOLS	TYPE	REGION	PYRAMID
SY 2018-19	Bush Hill ES AAP Center ¹	Bush Hill ES, Cameron ES, Clermont ES, Franconia ES, Hayfield ES, Lane ES, Mount Eagle ES, Rose Hill ES, Springfield Estates ES	Program	3	Edison/ Hayfield/ Lee
SY 2018-19	Lanier MS AAP Center ¹	Lanier MS, Rocky Run MS	Program	4/5	Fairfax/ Chantilly/ Centreville
SY 2018-19	Jackson MS to Thoreau MS ¹	Jackson MS, Thoreau MS	Standard	1/2	Falls Church/ Madison/ Oakton
SY 2016-17	Cooper MS AAP Center ¹	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	Davertry 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 ¹ 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 ¹ 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, Shreveview ES, Westbriar ES, Westgate ES, Lake Braddock MS, South County MS	Program	1/2/4	Lake Braddock/ Marshall/ McLean/ Oakton/South County

[continued on next page]

RECENT BOUNDARY AND AAP CENTER ASSIGNMENT CHANGES (CONT.)

EFFECTIVE YEAR	TITLE	SCHOOLS	TYPE	REGION	PYRAMID
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 ¹ Phase 2	Centreville ES, Centre Ridge ES, 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
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 ¹ : Fairhill ES to Mantua ES	Fairhill ES, Mantua ES	Administrative	2/5	Falls Church/ Woodson ²
SY 2011-12	Southwestern Boundary Study ¹ 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

¹ Denotes boundary/program changes implemented through phasing (grandfathering) beginning with the effective school year.

² Fairhill ES is currently in the Falls Church Pyramid; at the time of the boundary adjustment a portion was assigned to the Woodson Pyramid.

Notes:

1. Administrative boundary adjustments on this chart represent those that impacted more than one street.
2. For more information about the type of changes, see Regulation 3333 (Programs) and Regulation 8130 (Boundary Adjustments).

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 different levels: countywide, regions, high school pyramids, 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 2023–24 program capacity utilization by school level—elementary, middle, and high. These include the capacity utilization thresholds described on the following page. The comparison of current and projected SY 2023–24 program capacity utilizations 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 maps by school level, 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 approaching a capacity deficit or to having a slight capacity deficit
- 85%–94%—Schools considered to have sufficient capacity for current programs and future 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.

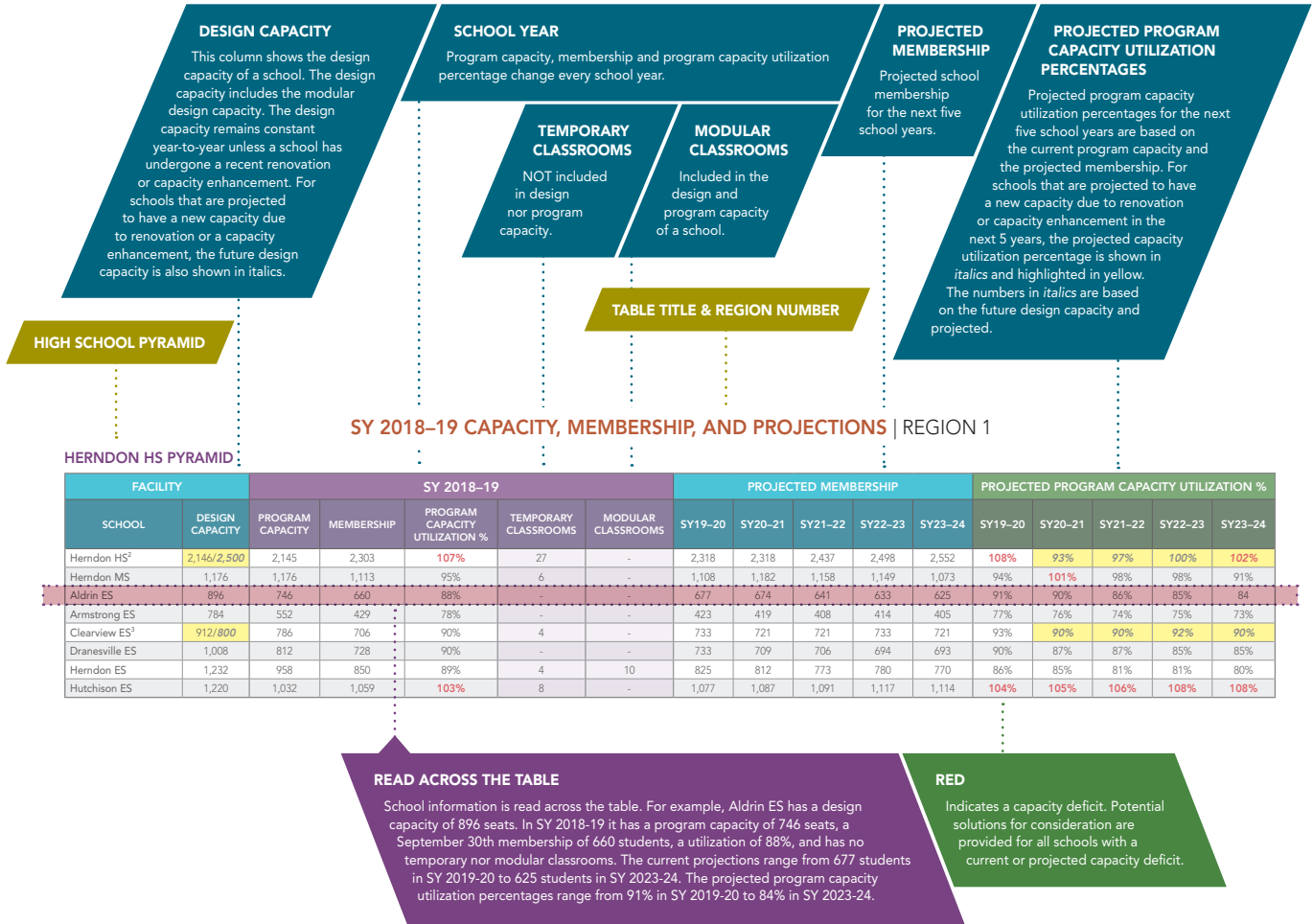
1. **Utilization Percentage:** Current and projected program capacity utilizations of all schools are reviewed for current and projected capacity deficits (refer to the Capacity Utilization Thresholds descriptions). Different degrees of capacity deficit would require different types of solutions.
2. **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 2018–19 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.



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

ELEMENTARY SCHOOL CAPACITY UTILIZATION

ELEMENTARY SCHOOL

Utilization of 115% or More in SY 2023-24

SCHOOL NAME	CAPACITY UTILIZATION	
	SY 2018-19	SY 2023-24
Wakefield Forest Elementary	135%	164%
Pine Spring Elementary	126%	136%
Floris Elementary	98%	130%
Shreewood Elementary	118%	125%
Orange Hunt Elementary	107%	117%

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 2023-24

SCHOOL NAME	CAPACITY UTILIZATION	
	SY 2018-19	SY 2023-24
Kent Gardens Elementary	117%	114%
Hutchison Elementary	103%	108%
Haycock Elementary	110%	107%
Fairview Elementary	94%	107%
Chesterbrook Elementary	104%	107%
Spring Hill Elementary	95%	106%
Bonnie Brae Elementary	91%	106%
Virginia Run Elementary	90%	105%
Willow Springs Elementary	105%	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 2023–24*

SCHOOL NAME	CAPACITY UTILIZATION	
	SY 2018–19	SY 2023–24
Clermont Elementary	102%	104%
Columbia Elementary	107%	103%
Mosby Woods Elementary	108%	102%
Mantua Elementary	98%	102%
Waples Mill Elementary	105%	102%
Glen Forest Elementary	100%	102%
Braddock Elementary	91%	100%
Poplar Tree Elementary	94%	99%
Coates Elementary	95%	99%
Providence Elementary	98%	99%
Westlawn Elementary	101%	98%
Waynewood Elementary	92%	98%
Island Creek Elementary	97%	98%
Terra Centre Elementary	95%	98%
Fairhill Elementary	90%	97%
Hollin Meadows Elementary	88%	97%
Sangster Elementary	101%	97%
Kings Park Elementary	94%	97%
Flint Hill Elementary	106%	96%
Navy Elementary	104%	96%
Laurel Ridge Elementary	94%	96%
Stenwood Elementary	97%	95%
Lemon Road Elementary	103%	95%
Little Run Elementary	81%	95%
Hybla Valley Elementary	116%	95%
Cub Run Elementary	92%	95%
Silverbrook Elementary	98%	95%
Oak View Elementary	96%	95%
Woodburn Elementary	99%	95%
Mason Crest Elementary	85%	95%
Belvedere Elementary	98%	95%

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

ELEMENTARY SCHOOL (CONT.)

Utilization Between 85% and 94% in SY 2023-24

SCHOOL NAME	CAPACITY UTILIZATION	
	SY 2018-19	SY 2023-24
Lorton Station Elementary	103%	94%
Oakton Elementary	98%	93%
Marshall Road Elementary	92%	93%
Fort Belvoir Upper	88%	93%
Vienna Elementary	97%	93%
Powell Elementary	89%	93%
Wolftrap Elementary	100%	92%
Bren Mar Park Elementary	103%	92%
Franconia Elementary	91%	92%
Fort Hunt Elementary	83%	92%
Newington Forest Elementary	91%	92%
Daniels Run Elementary	88%	92%
Westbriar Elementary	90%	91%
Keene Mill Elementary	102%	91%
Brookfield Elementary	93%	91%
Gunston Elementary	87%	91%
Union Mill Elementary	94%	91%
Centreville Elementary	96%	91%
Sleepy Hollow Elementary	94%	90%
Ravensworth Elementary	90%	90%
Deer Park Elementary	84%	90%
Clearview Elementary	90%	90%
Rolling Valley Elementary	87%	89%
Greenbriar West Elementary	94%	89%
Hunters Woods Elementary	88%	89%
Dogwood Elementary	92%	89%
Canterbury Woods ES	92%	88%
Weyanoke Elementary	90%	87%
Hayfield Elementary	98%	87%
Cameron Elementary	86%	87%
Fort Belvoir Primary	86%	87%
Cardinal Forest Elementary	85%	86%
Forestville Elementary	86%	86%
Oak Hill Elementary	87%	86%
Hunt Valley Elementary	91%	86%
Louise Archer Elementary	90%	85%
Rose Hill Elementary	88%	85%
Riverside Elementary	93%	85%
Dranesville Elementary	90%	85%
Crossfield Elementary	88%	85%

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

ELEMENTARY SCHOOL (CONT.)*Utilization of Less Than 85% in SY 2023-24*

SCHOOL NAME	CAPACITY UTILIZATION	
	SY 2018-19	SY 2023-24
Westgate Elementary	81%	84%
Bailey's Elementary	88%	84%
Groveton Elementary	85%	84%
Mount Vernon Woods Elementary	81%	84%
London Towne Elementary	89%	84%
Aldrin Elementary	88%	84%
Kings Glen Elementary	89%	84%
Beech Tree Elementary	77%	83%
North Springfield Elementary	83%	83%
West Springfield Elementary	84%	83%
Crestwood Elementary	94%	83%
Lake Anne Elementary	83%	83%
Timber Lane Elementary	92%	82%
Lees Corner Elementary	99%	82%
Terraset Elementary	89%	82%
Sunrise Valley Elementary	82%	82%
Centre Ridge Elementary	91%	82%
Annandale Terrace Elementary	83%	81%
Washington Mill Elementary	106%	81%
Franklin Sherman Elementary	90%	80%
Herndon Elementary	89%	80%
White Oaks Elementary	87%	80%
Bull Run Elementary	84%	80%
Graham Road Elementary	86%	78%
Garfield Elementary	86%	78%
Fairfax Villa Elementary	90%	78%
Fox Mill Elementary	81%	78%
Churchill Road Elementary	84%	78%
Colvin Run Elementary	82%	77%
Forestdale Elementary	80%	77%
Stratford Landing Elementary	85%	77%
Woodley Hills Elementary	82%	77%
Greenbriar East Elementary	94%	77%
Great Falls Elementary	82%	77%
Lynbrook Elementary	80%	76%
Cunningham Park Elementary	84%	75%
Freedom Hill Elementary	89%	75%

[continued on next page]

ELEMENTARY SCHOOL (CONT.)

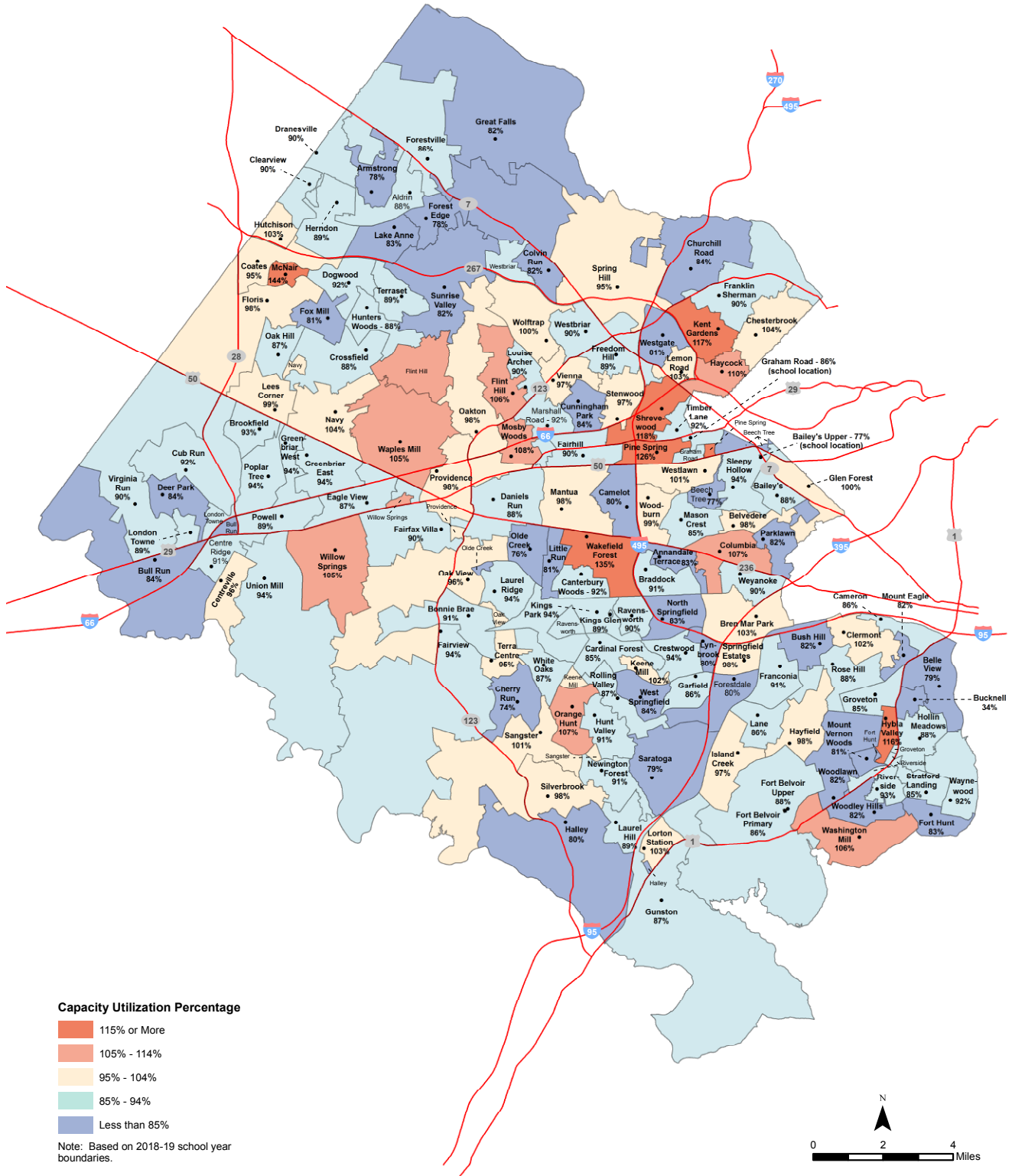
Utilization of Less Than 85% in SY 2023-24

SCHOOL NAME	CAPACITY UTILIZATION	
	SY 2018-19	SY 2023-24
Lane Elementary	86%	74%
Camelot Elementary	80%	73%
Armstrong Elementary	78%	73%
McNair Elementary	144%	73%
Laurel Hill Elementary	89%	73%
Eagle View Elementary	87%	72%
Woodlawn Elementary	82%	71%
Halley Elementary	80%	71%
Parklawn Elementary	82%	70%
Mount Eagle Elementary	82%	70%
Saratoga Elementary	79%	70%
Cherry Run Elementary	74%	70%
Bush Hill Elementary	82%	69%
Bailey's Upper Elementary	77%	68%
Springfield Estates Elementary	98%	66%
Forest Edge Elementary	78%	63%
Olde Creek Elementary	76%	62%
Belle View Elementary	79%	62%
Bucknell Elementary	34%	34%

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

The current and projected elementary school capacity utilizations are illustrated in Maps 1 and 2.

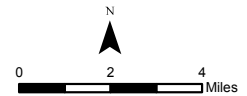
SY 2018-19
CURRENT ELEMENTARY SCHOOL
CAPACITY UTILIZATION | MAP 1



Capacity Utilization Percentage

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

Note: Based on 2018-19 school year boundaries.



MIDDLE SCHOOL CAPACITY UTILIZATION

MIDDLE SCHOOL

Utilization Of 115% or More in SY 2023-24

SCHOOL NAME	CAPACITY UTILIZATION	
	SY 2018-19	SY 2023-24
Thoreau Middle	98%	116%

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 2023-24

SCHOOL NAME	CAPACITY UTILIZATION	
	SY 2018-19	SY 2023-24
Twain Middle	104%	110%
Longfellow Middle	96%	109%
Kilmer Middle	98%	109%
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 2023-24

SCHOOL NAME	CAPACITY UTILIZATION	
	SY 2018-19	SY 2023-24
Sandburg Middle	105%	104%
Franklin Middle	92%	100%
Robinson Middle	91%	100%
Cooper Middle	97%	99%
Glasgow Middle	97%	99%
Irving Middle	95%	96%

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

MIDDLE SCHOOL (CONT.)

Utilization Between 85% and 94% in SY 2023-24

SCHOOL NAME	CAPACITY UTILIZATION	
	SY 2018-19	SY 2023-24
Frost Middle	105%	94%
Herndon Middle	95%	91%
South County Middle	85%	87%
Lanier Middle	84%	86%

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

MIDDLE SCHOOL

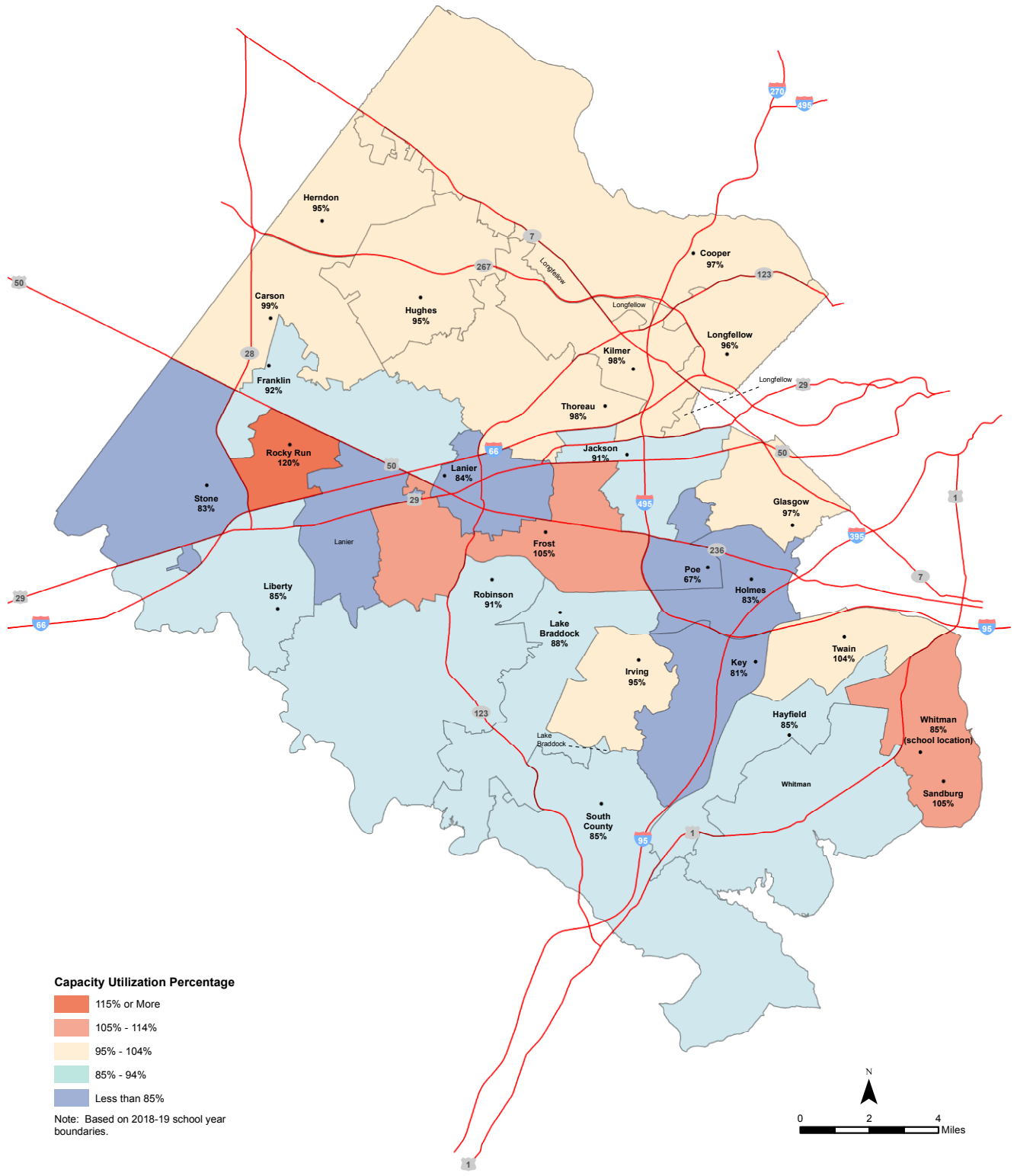
Utilization of Less Than 85% in SY 2023-24

SCHOOL NAME	CAPACITY UTILIZATION	
	SY 2018-19	SY 2023-24
Whitman Middle	85%	84%
Hayfield Middle	85%	83%
Lake Braddock Middle	88%	83%
Jackson Middle	91%	82%
Holmes Middle	83%	82%
Stone Middle	83%	80%
Liberty Middle	85%	79%
Hughes Middle	95%	78%
Key Middle	81%	76%
Rocky Run Middle	120%	76%
Poe Middle	67%	64%

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

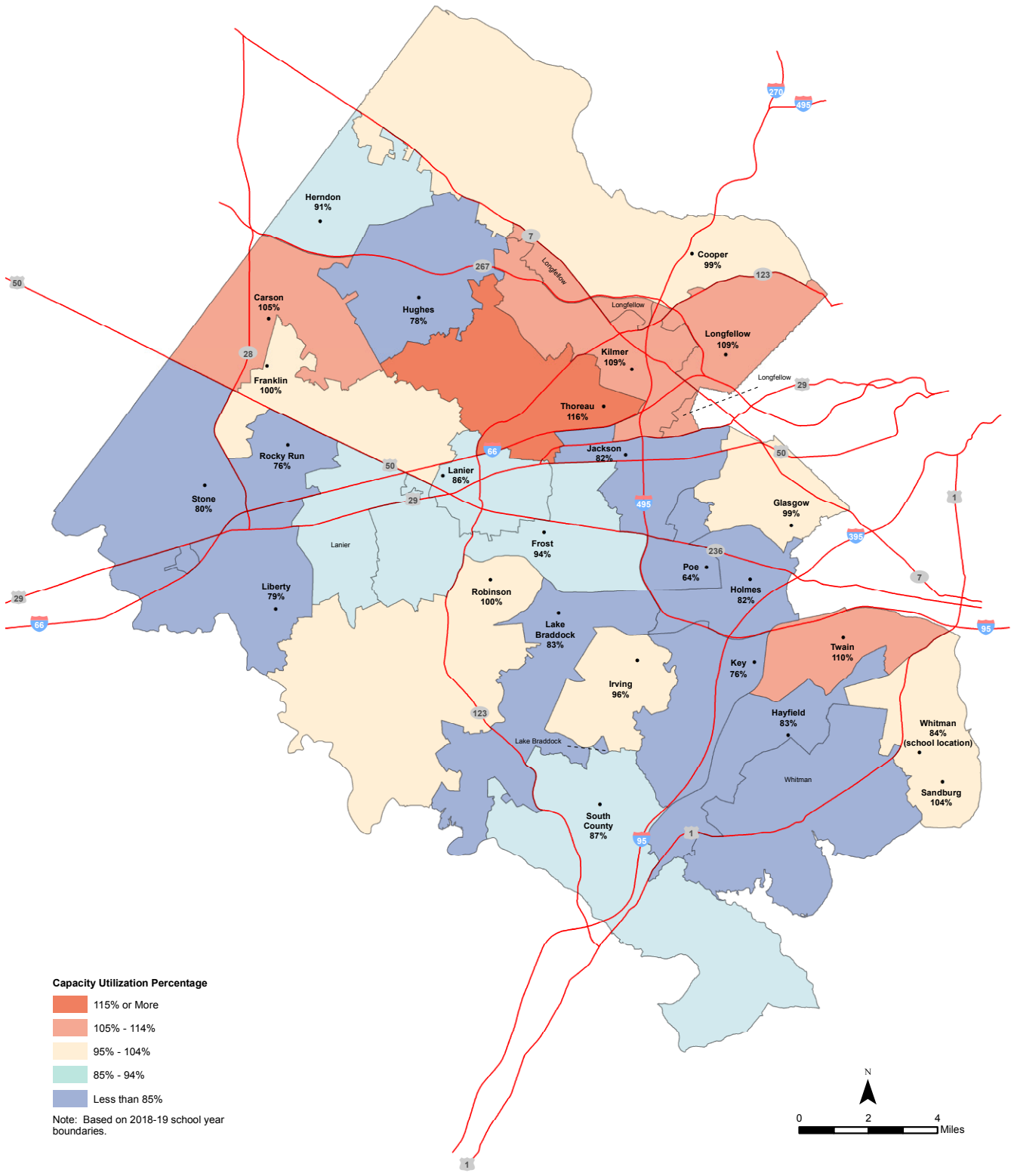
The projected middle school capacity utilizations are illustrated in Maps 3 and 4.

SY 2018-19
CURRENT MIDDLE SCHOOL
CAPACITY UTILIZATION | MAP 3



Note: Based on 2018-19 school year boundaries.

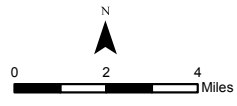
**SY 2023-24
PROJECTED MIDDLE SCHOOL
CAPACITY UTILIZATION | MAP 4**



Capacity Utilization Percentage

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

Note: Based on 2018-19 school year boundaries.



HIGH SCHOOL CAPACITY UTILIZATION

HIGH SCHOOL

Utilization of 115% or More in SY 2023-24

SCHOOL NAME	CAPACITY UTILIZATION	
	SY 2018-19	SY 2023-24
McLean High	114%	126%
Centreville High	120%	124%
Falls Church High	106%	121%
Chantilly High	111%	119%

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 2023-24

SCHOOL NAME	CAPACITY UTILIZATION	
	SY 2018-19	SY 2023-24
Oakton High	131%	110%
West Springfield High	105%	110%
Woodson High	102%	109%

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 2023-24

SCHOOL NAME	CAPACITY UTILIZATION	
	SY 2018-19	SY 2023-24
Edison High	98%	103%
Herndon High	107%	102%
Westfield High	96%	101%
Marshall High	95%	100%
Hayfield High	93%	99%
Justice High	110%	98%
Robinson High	94%	98%
Madison High	105%	97%
South Lakes High	92%	97%
Fairfax High	95%	95%

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

HIGH SCHOOL (CONT.)

Utilization Between 85% and 94% in SY 2023-24

SCHOOL NAME	CAPACITY UTILIZATION	
	SY 2018-19	SY 2023-24
West Potomac High	117%	94%
Lake Braddock High	90%	94%
South County High	90%	90%
Lee High	84%	88%
Annandale High	85%	86%
Thomas Jefferson High	82%	86%
Mount Vernon High	82%	85%

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

HIGH SCHOOL

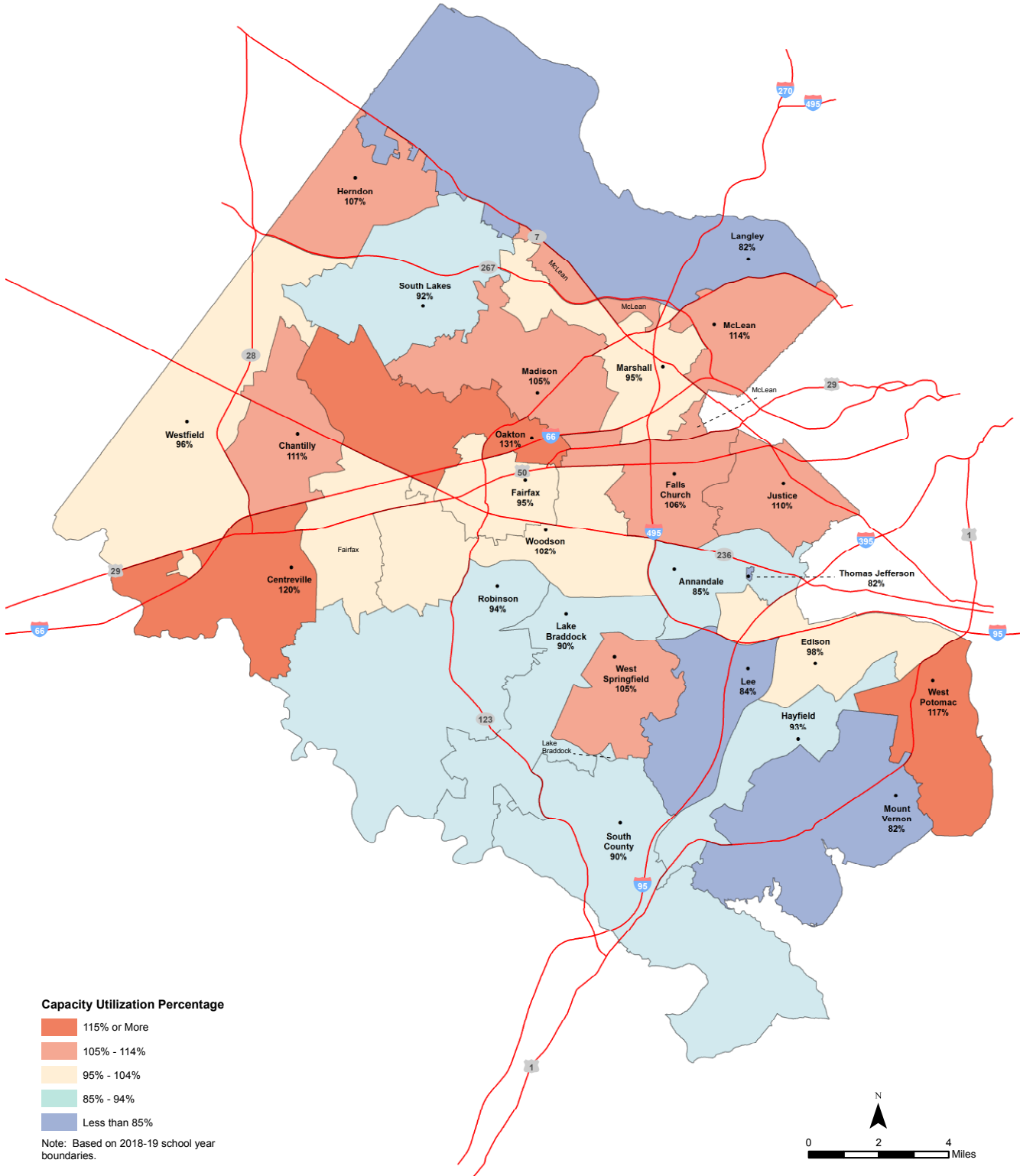
Utilization of Less Than 85% in SY 2023-24

SCHOOL NAME	CAPACITY UTILIZATION	
	SY 2018-19	SY 2023-24
Langley High	82%	79%

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

The projected high and secondary school capacity utilizations are illustrated on Maps 5 and 6.

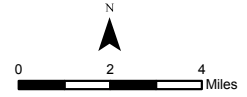
SY 2018-19
CURRENT HIGH SCHOOL
CAPACITY UTILIZATION | MAP 5



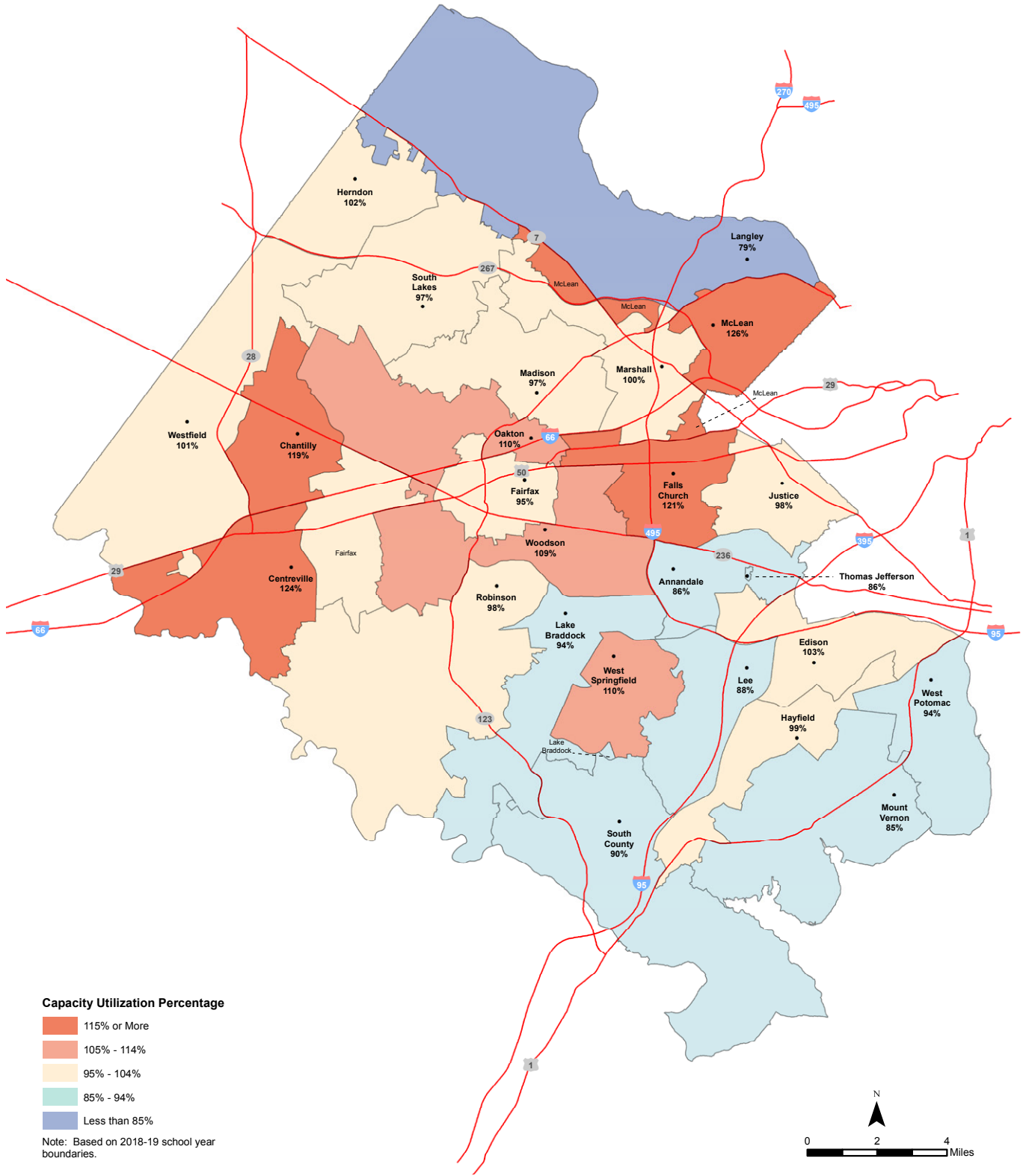
Capacity Utilization Percentage

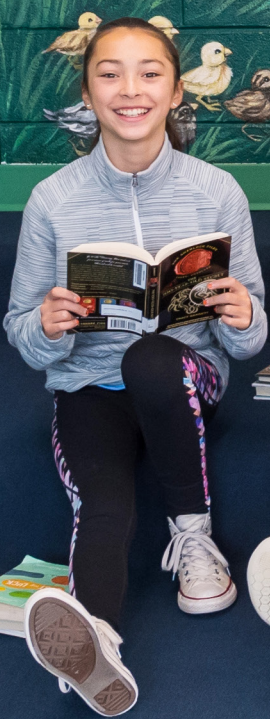
- 115% or More
- 105% - 114%
- 95% - 104%
- 85% - 94%
- Less than 85%

Note: Based on 2018-19 school year boundaries.



SY 2023-24
 PROJECTED HIGH SCHOOL
 CAPACITY UTILIZATION | MAP 6

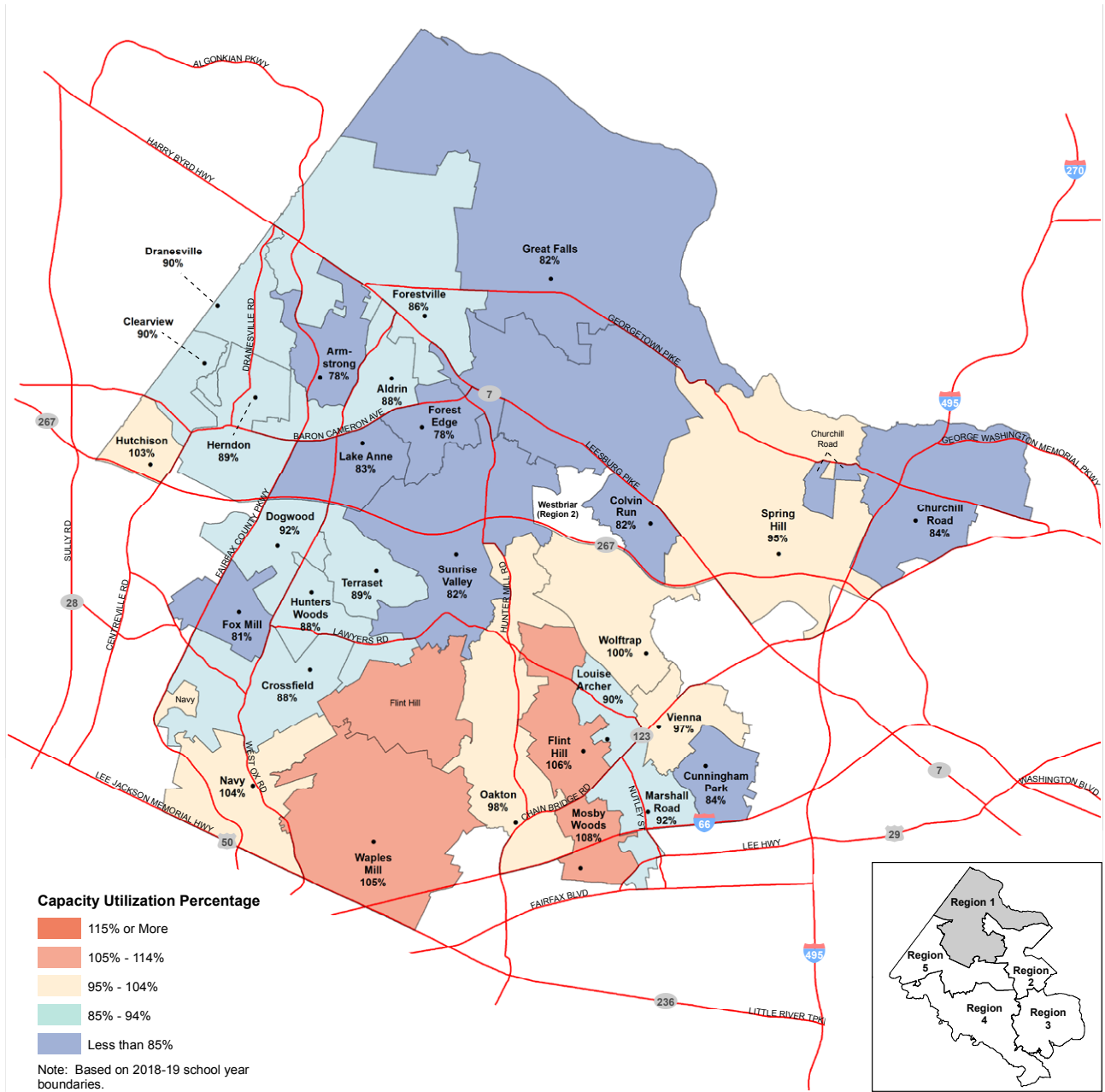




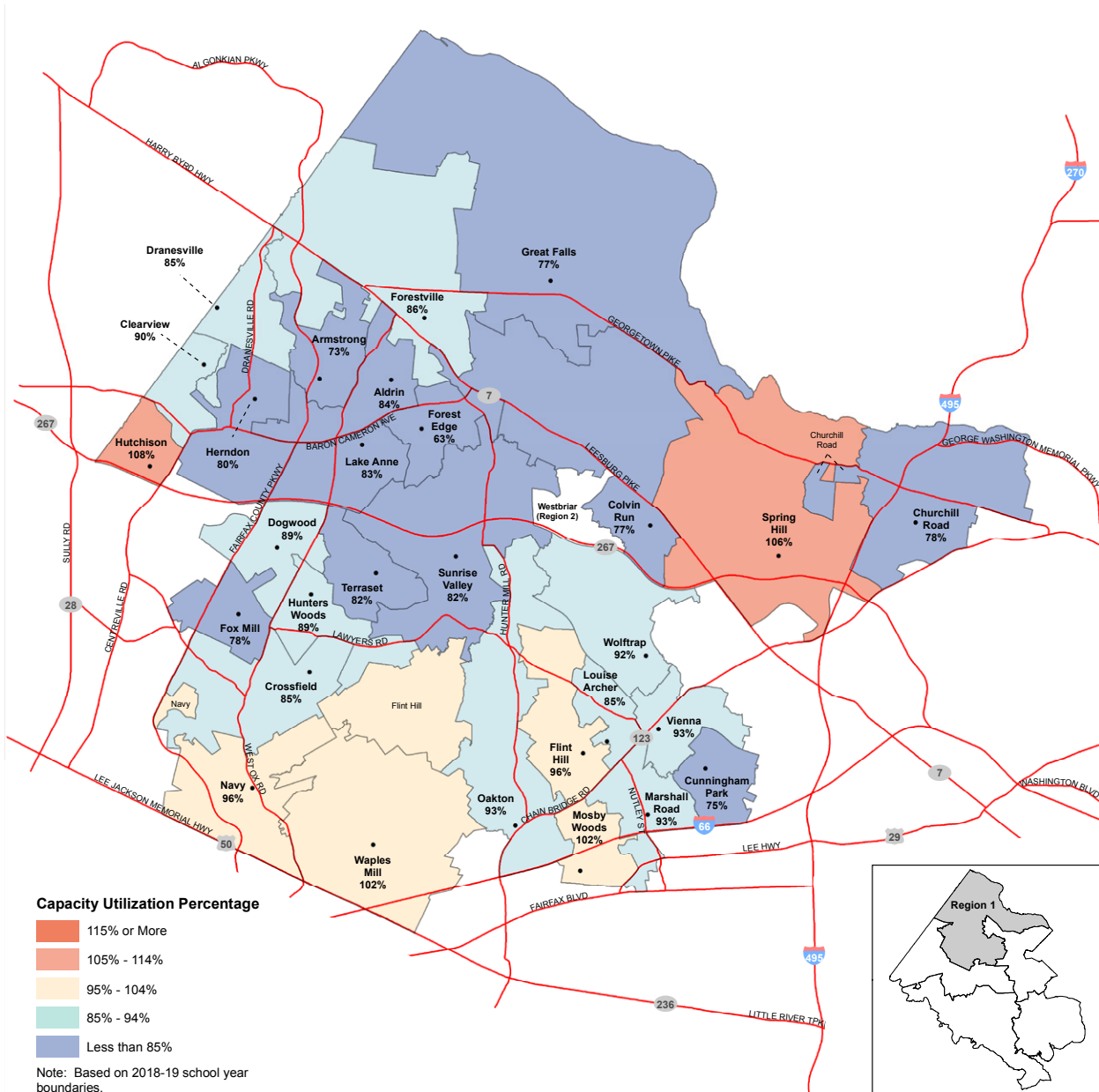
POTENTIAL
CAPACITY
**SOLUTIONS,
PROGRAMS,
AND
SUMMARY**

REGION 1 ELEMENTARY SCHOOL CAPACITY

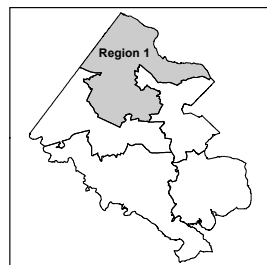
CURRENT | SY 2018-19 new



REGION 1 ELEMENTARY SCHOOL CAPACITY PROJECTED | SY 2023-24



REGION 1



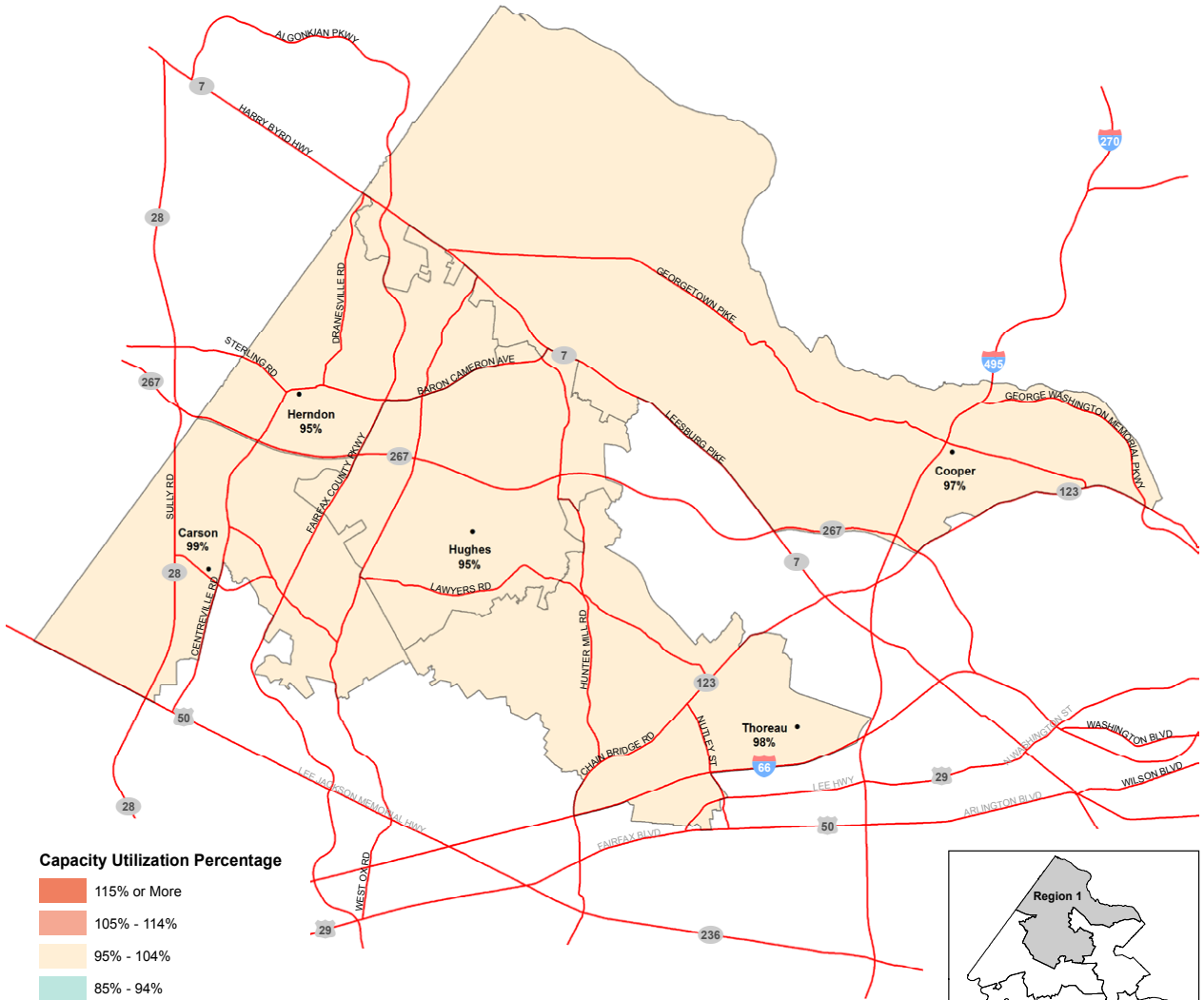
REGION 1 MIDDLE SCHOOL CAPACITY

CURRENT

SY 2018-19



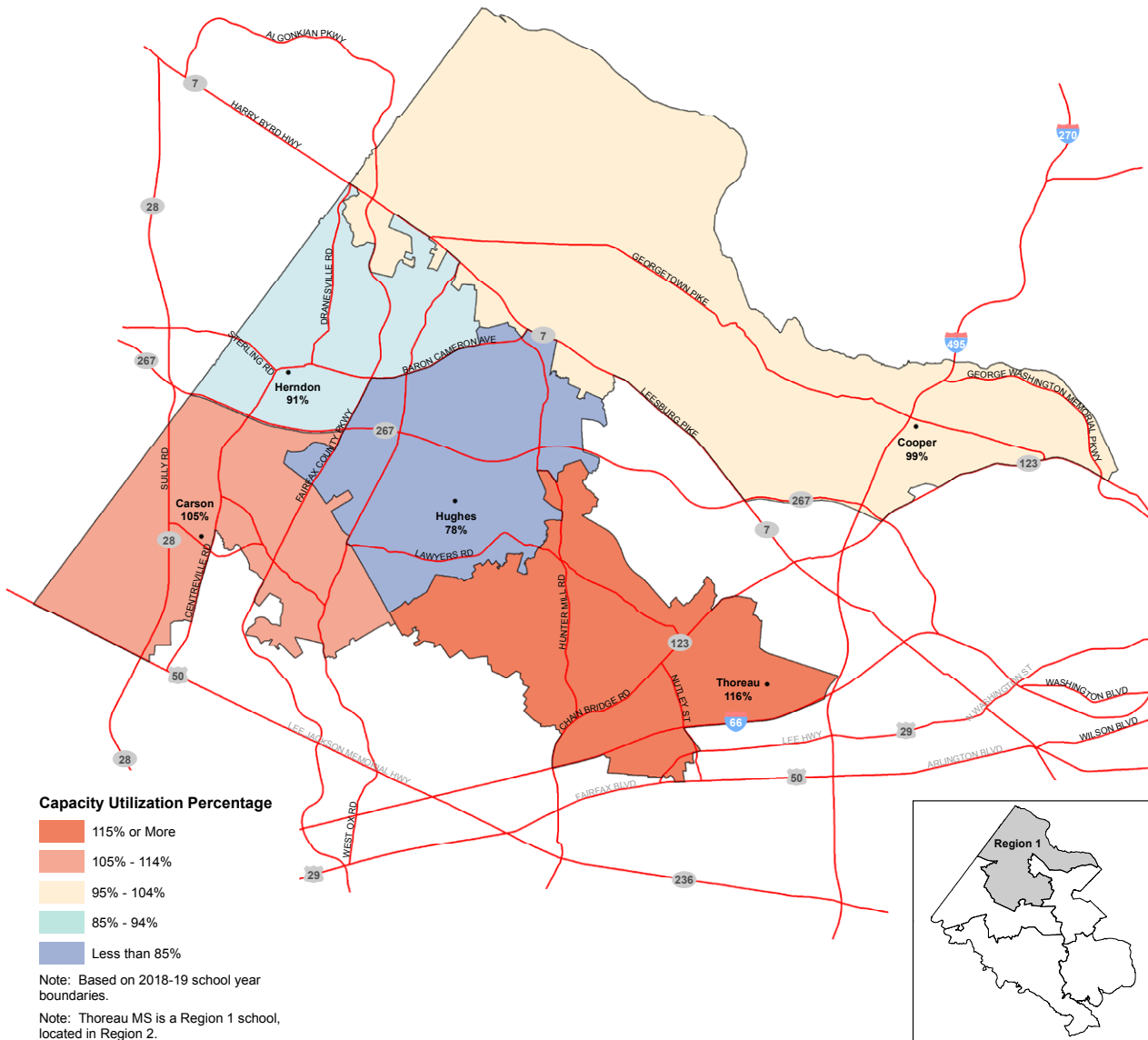
72



Note: Based on 2018-19 school year boundaries.
 Note: Thoreau MS is a Region 1 school, located in Region 2.



REGION 1 MIDDLE SCHOOL CAPACITY PROJECTED | SY 2023-24

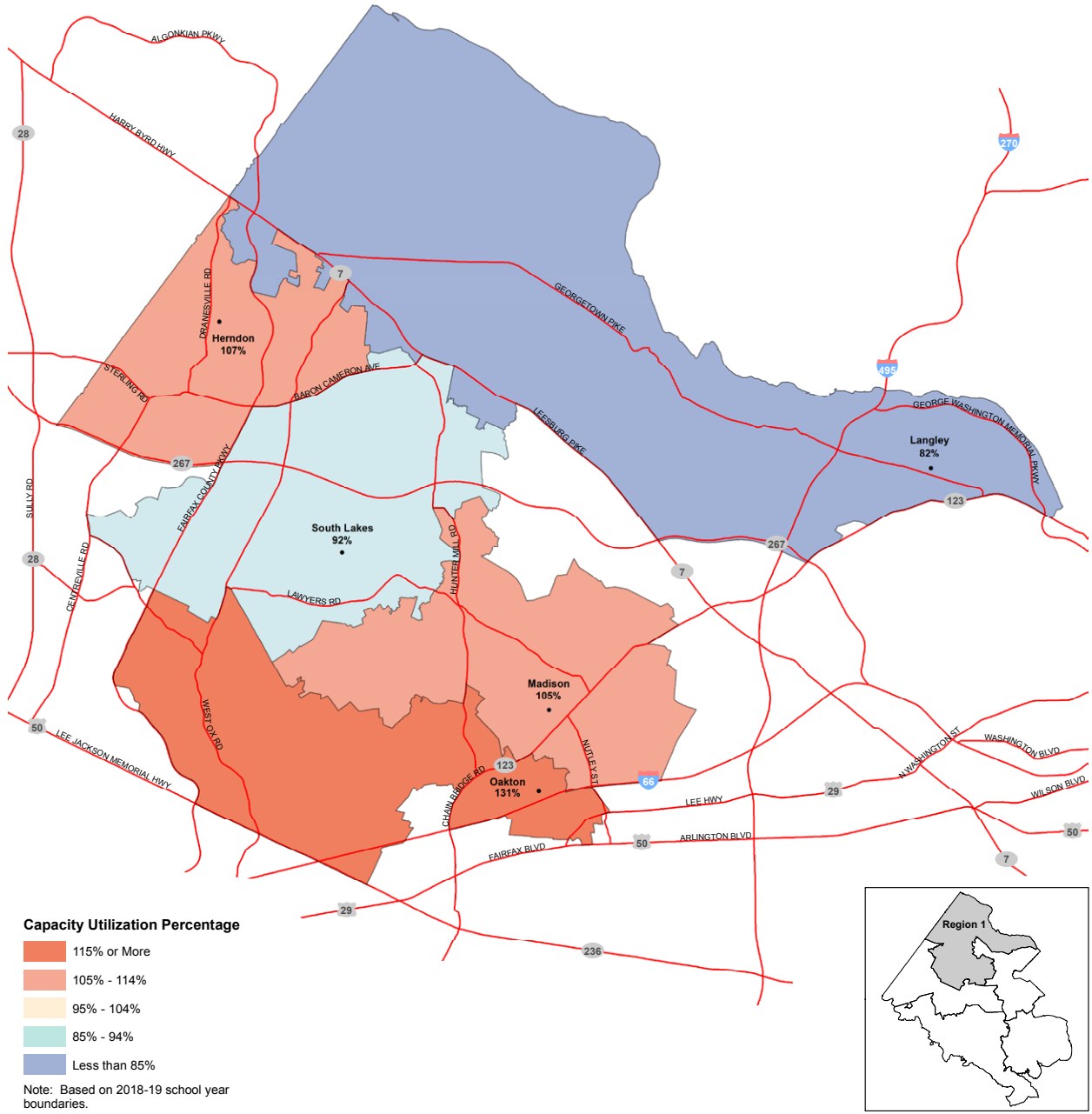


REGION 1

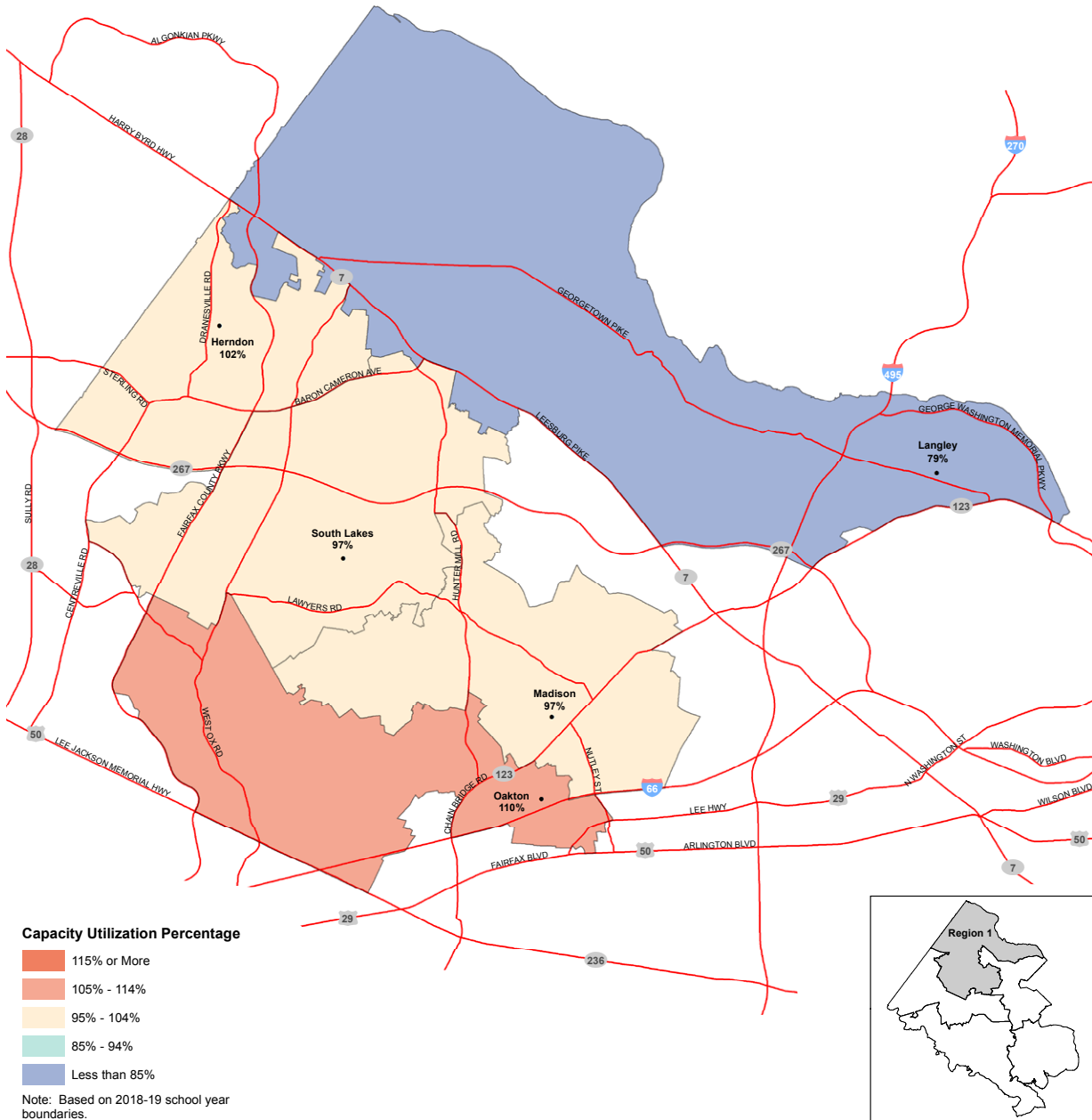
REGION 1 HIGH SCHOOL CAPACITY

CURRENT

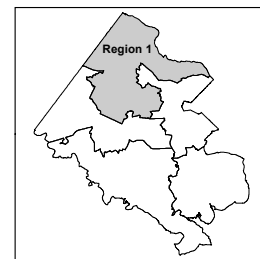
SY 2018-19



REGION 1 HIGH SCHOOL CAPACITY PROJECTED | SY 2023-24



REGION 1



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

Schools in Construction

The following table lists the schools that are in construction in the current year. The schools remain listed until the anticipated completion of the project. Construction projects include:

- Partial or full renovation of the existing school building—a renovation can result in an increase or decrease of design capacity due to restructuring of uses to provide efficient instructional spaces per the educational specifications
- Replacement of modular building with a permanent structure that adjoins the existing school building—this type of renovation can result in an increase or decrease in design capacity due to restructuring of uses to provide efficient instructional spaces per the educational specifications
- Permanent and adjoining building addition with minor modification to the existing building—a additions typically result in an increase of design capacity of a school
- Modular building addition on a school site—this addition typically results in an increase of design capacity of a school

Monitoring Student Membership

The following table lists the schools that are monitored for membership in the current school year. Based on the current and projected membership and current program capacity, these schools do not show a capacity deficit, but are monitored to ensure accommodation of unexpected population changes through solutions listed above.

REGION	PYRAMID	LEVEL	SCHOOL	POTENTIAL SOLUTIONS
1	Herndon	HS	Herndon	In Construction
1	Herndon	MS	Herndon	A, B, C
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	A, B, C, H
1	Langley	HS	Langley	Monitor Student Membership
1	Langley	MS	Cooper	A, C, F
1	Langley	ES	Churchill Road	Monitor Student Membership
1	Langley	ES	Colvin Run	Monitor Student Membership
1	Langley	ES	Forestville	Monitor Student Membership
1	Langley	ES	Great Fall	Monitor Student Membership
1	Langley	ES	Spring Hill	A, H
1	Madison	HS	Madison	A, B, C, F, H
1	Madison	MS	Thoreau	A, B, C, D, H
1	Madison	ES	Cunningham Park	Monitor Student Membership
1	Madison	ES	Flint Hill	A, D, G, H
1	Madison	ES	Louise Archer	Monitor Student Membership
1	Madison	ES	Marshall Road	Monitor Student Membership
1	Madison	ES	Vienna	Monitor Student Membership
1	Madison	ES	Wolftrap	A, C
1	Oakton	HS	Oakton	In Construction
1	Oakton	MS	Carson	B, C, D, H
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	Monitor Student Membership
1	Oakton	ES	Waples Mill	A, B, G, H
1	South Lakes	HS	South Lakes	Monitor Student Membership
1	South Lakes	MS	Hughes	In Construction
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 2018-19 INSTRUCTIONAL AND SPECIAL EDUCATION SCHOOL PROGRAMS | REGION 1

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	H5 AP	H5 IB	H5 ACADEMY	ECCB ¹	PAC ¹	AUT.	CSS	ID	IDS	DHOH	BVI	PD	STEP
HERNDON	HS	HERNDON HS	9-12															Y-SB						
	MS	HERNDON MS	7-8							Y							Y	Y-SB						
	ES	ALDRIN ES	K-6						Y-SB						Y		Y-SB							
	ES	ARMSTRONG ES	K-6						Y-SB								Y							
	ES	CLEARVIEW ES	K-6	√	24	Y	Y		Y								Y							
	ES	DRANESVILLE ES	K-6		24	Y			Y-SB								Y							
	ES	HERNDON ES	K-6	√	23	Y				Y-SB							Y							
	ES	HUTCHISON ES	K-6	√	22	Y											Y							
LANGLEY	HS	LANGLEY HS	9-12														Y	Y-SB						
	MS	COOPER MS	7-8							Y							Y-SB	Y-SB						
	ES	CHURCHILL ROAD ES	K-6						Y								Y							
	ES	COLVIN RUN ES	K-6						Y								Y	Y-SB						
	ES	FORESTVILLE ES	K-6						Y-SB								Y							
	ES	GREAT FALLS ES	K-6						Y-SB								Y							
	ES	SPRING HILL ES	K-6						Y-SB								Y-SB							
	HS	MADISON HS	9-12									Y					Y-SB	Y	Y-SB					
MADISON	MS	THOREAU MS	7-8														Y							
	ES	CUNNINGHAM PARK ES	K-6			Y											Y							
	ES	FLINT HILL ES	K-6						Y-SB															
	ES	LOUISE ARCHER ES	K-6						Y-SB															
	ES	MARSHALL ROAD ES	K-6						Y								Y							
	ES	VIENNA ES	K-6						Y-SB								Y							
	ES	WOLFTRAP ES	K-6						Y-SB															
	HS	OAKTON HS	9-12									Y						Y-SB						
OAKTON	MS	CARSON MS	7-8							Y							Y-SB							
	ES	CROSSFIELD ES	K-6						Y-SB								Y							
	ES	MOSBY WOODS ES	K-6						Y															
	ES	NAVY ES	K-6						Y								Y-SB							
	ES	OAKTON ES	K-6						Y-SB								Y							
	ES	WAPLES MILL ES	K-6						Y								Y							
	HS	SOUTH LAKES HS	9-12									Y						Y-SB	Y	Y				Y
	MS	HUGHES MS	7-8							Y														
SOUTH LAKES	ES	DOGWOOD ES	K-6	√	22	Y	Y																	
	ES	FOREST EDGE ES	K-6	√	24	Y			Y								Y-SB							
	ES	FOX MILL ES	K-6							Y							Y							
	ES	HUNTERS WOODS ES	K-6			Y		Y																
	ES	LAKE ANNE ES	K-6	√		Y				Y							Y-SB							
	ES	SUNRISE VALLEY ES	K-6						Y								Y							
	ES	TERRASET ES	K-6						Y-SB								Y							

¹ Additional ECCB and PAC sites at Pimmit Hills Center.

² 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 2018–19 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
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 2018-19 CAPACITY, MEMBERSHIP, AND PROJECTIONS | REGION 1

HERNDON HS PYRAMID

FACILITY		SY 2018-19				PROJECTED MEMBERSHIP				PROJECTED PROGRAM CAPACITY UTILIZATION %						
SCHOOL	DESIGN CAPACITY	PROGRAM CAPACITY	MEMBERSHIP	PROGRAM CAPACITY UTILIZATION %	TEMPORARY CLASSROOMS	MODULAR CLASSROOMS	SY19-20	SY20-21	SY21-22	SY22-23	SY23-24	SY19-20	SY20-21	SY21-22	SY22-23	SY23-24
Herndon HS ²	2,146/2,500	2,145	2,303	107%	27	-	2,318	2,318	2,437	2,498	2,552	108%	93%	97%	100%	102%
Herndon MS	1,176	1,176	1,113	95%	6	-	1,108	1,182	1,158	1,149	1,073	94%	101%	98%	98%	91%
Aldrin ES	896	746	660	88%	-	-	677	674	641	633	625	91%	90%	86%	85%	84%
Armstrong ES	784	552	429	78%	-	-	423	419	408	414	405	77%	76%	74%	75%	73%
Clearview ES ³	912/800	786	706	90%	4	-	733	721	721	733	721	93%	90%	90%	92%	90%
Dranesville ES	1,008	812	728	90%	-	-	733	709	706	694	693	90%	87%	87%	85%	85%
Herndon ES	1,232	958	850	89%	4	10	825	812	773	780	770	86%	85%	81%	81%	80%
Hutchison ES	1,220	1,032	1,059	103%	8	-	1,077	1,087	1,091	1,117	1,114	104%	105%	106%	108%	108%

LANGLEY HS PYRAMID

FACILITY		SY 2018-19				PROJECTED MEMBERSHIP				PROJECTED PROGRAM CAPACITY UTILIZATION %						
SCHOOL	DESIGN CAPACITY	PROGRAM CAPACITY	MEMBERSHIP	PROGRAM CAPACITY UTILIZATION %	TEMPORARY CLASSROOMS	MODULAR CLASSROOMS	SY19-20	SY20-21	SY21-22	SY22-23	SY23-24	SY19-20	SY20-21	SY21-22	SY22-23	SY23-24
Langley HS ²	2,370	2,353	1,923	82%	-	-	1,922	1,926	1,883	1,874	1,861	82%	82%	80%	80%	79%
Cooper MS ^{2,3}	1,080/1,120	1,058	1,031	97%	4	12	1,049	1,089	1,105	1,097	1,105	99%	103%	99%	98%	99%
Churchill Road ES ³	924	891	751	84%	3	10	748	726	723	711	697	84%	81%	81%	80%	78%
Colvin Run ES ³	1,008	921	757	82%	-	-	766	758	731	727	713	83%	82%	79%	79%	77%
Forestville ES ²	764	688	594	86%	-	-	580	588	590	592	594	84%	85%	86%	86%	86%
Great Falls ES	728	634	522	82%	-	-	506	502	505	497	486	80%	79%	80%	78%	77%
Spring Hill ES	1,260	1,085	1,029	95%	-	-	1,056	1,051	1,116	1,126	1,147	97%	97%	103%	104%	106%

MADISON HS PYRAMID

FACILITY		SY 2018-19				PROJECTED MEMBERSHIP				PROJECTED PROGRAM CAPACITY UTILIZATION %						
SCHOOL	DESIGN CAPACITY	PROGRAM CAPACITY	MEMBERSHIP	PROGRAM CAPACITY UTILIZATION %	TEMPORARY CLASSROOMS	MODULAR CLASSROOMS	SY19-20	SY20-21	SY21-22	SY22-23	SY23-24	SY19-20	SY20-21	SY21-22	SY22-23	SY23-24
Madison HS	2,115/2,400	2,112	2,212	105%	3	-	2,273	2,312	2,355	2,352	2,318	108%	109%	112%	111%	97%
Thoreau MS ¹	1,395	1,233	1,209	98%	-	-	1,377	1,407	1,407	1,408	1,430	112%	114%	114%	114%	116%
Cunningham Park ES ²	644	581	488	84%	-	-	461	461	446	450	434	79%	79%	77%	77%	75%
Flint Hill ES	700	652	689	106%	5	-	686	670	650	638	626	105%	103%	100%	98%	96%
Louise Archer ES ^{2,3}	784	725	652	90%	2	10	699	666	658	646	617	96%	92%	91%	89%	85%
Marshall Road ES	1,036	817	755	92%	-	-	771	741	772	752	763	94%	91%	94%	92%	93%
Vienna ES	492	479	465	97%	-	-	458	453	441	437	444	96%	95%	92%	91%	93%
Wolftrap ES	616	583	585	100%	5	-	580	563	567	549	534	99%	97%	97%	94%	92%

OAKTON HS PYRAMID

SCHOOL	FACILITY	SY 2018-19					PROJECTED MEMBERSHIP					PROJECTED PROGRAM CAPACITY UTILIZATION %					
		DESIGN CAPACITY	PROGRAM CAPACITY	MEMBERSHIP	PROGRAM CAPACITY UTILIZATION %	TEMPORARY CLASSROOMS	MODULAR CLASSROOMS	SY19-20	SY20-21	SY21-22	SY22-23	SY23-24	SY19-20	SY20-21	SY21-22	SY22-23	SY23-24
Oakton HS		2,096/2,425	2,094	2,733	131%	8	-	2,754	2,841	2,815	2,889	2,879	132%	108%	107%	110%	110%
Carson MS ³		1,539	1,524	1,502	99%	8	-	1,552	1,572	1,590	1,587	1,593	102%	103%	104%	104%	105%
Crossfield ES		1,008	711	625	88%	-	-	613	595	610	612	603	86%	84%	86%	86%	85%
Mosby Woods ES ³		1,038	989	1,070	108%	6	10	1,076	1,068	1,025	1,031	1,007	109%	108%	104%	104%	102%
Navy ES ⁴		998	951	993	104%	4	-	1,011	986	967	951	910	106%	104%	102%	100%	96%
Oakton ES		810	809	793	98%	4	-	798	786	777	770	754	99%	97%	96%	95%	93%
Waples Mill ES ²		1,008	855	897	105%	8	-	910	912	900	882	874	106%	107%	105%	103%	102%

SOUTH LAKES HS PYRAMID

SCHOOL	FACILITY	SY 2018-19					PROJECTED MEMBERSHIP					PROJECTED PROGRAM CAPACITY UTILIZATION %					
		DESIGN CAPACITY	PROGRAM CAPACITY	MEMBERSHIP	PROGRAM CAPACITY UTILIZATION %	TEMPORARY CLASSROOMS	MODULAR CLASSROOMS	SY19-20	SY20-21	SY21-22	SY22-23	SY23-24	SY19-20	SY20-21	SY21-22	SY22-23	SY23-24
South Lakes HS ²		2,717	2,670	2,459	92%	2	-	2,516	2,545	2,562	2,616	2,590	94%	95%	96%	98%	97%
Hughes MS ³		1,114/1,250	1,106	1,046	95%	9	-	1,033	1,030	1,019	988	969	93%	93%	82%	79%	78%
Dogwood ES ²		1,008	784	721	92%	8	-	699	692	668	684	696	89%	88%	85%	87%	89%
Forest Edge ES ^{2,3}		980	694	541	78%	3	-	506	466	455	447	435	73%	67%	66%	64%	63%
Fox Mill ES		840/650	683	555	81%	3	-	551	535	521	518	505	81%	78%	76%	76%	78%
Hunters Woods ES ³		1,008	945	835	88%	4	-	849	823	819	842	838	90%	87%	87%	89%	89%
Lake Anne ES ²		788	726	606	83%	2	-	596	606	591	597	602	82%	83%	81%	82%	83%
Sunrise Valley ES ³		826	725	597	82%	-	-	628	623	612	602	596	87%	86%	84%	83%	82%
Terraset ES ²		914	671	594	89%	-	-	614	587	564	563	547	92%	87%	84%	84%	82%

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

² Program or facility changes

³ General education and AAP center school

Notes:

1. A guide to understanding the information on these tables can be found at the beginning of the Membership and Capacity Comparisons section.
2. 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, or special education centers.
3. For schools with utilization percentage in **red**, refer to Potential Capacity Solutions table for this region.
4. Numbers in *italics* and highlighted in **yellow** are future design capacity and projected capacity utilization percentages after a renovation or capacity enhancement.
5. Pre-construction program capacity is used for schools currently in construction. For a list of schools in construction, refer to Potential Capacity Solutions table for this region.

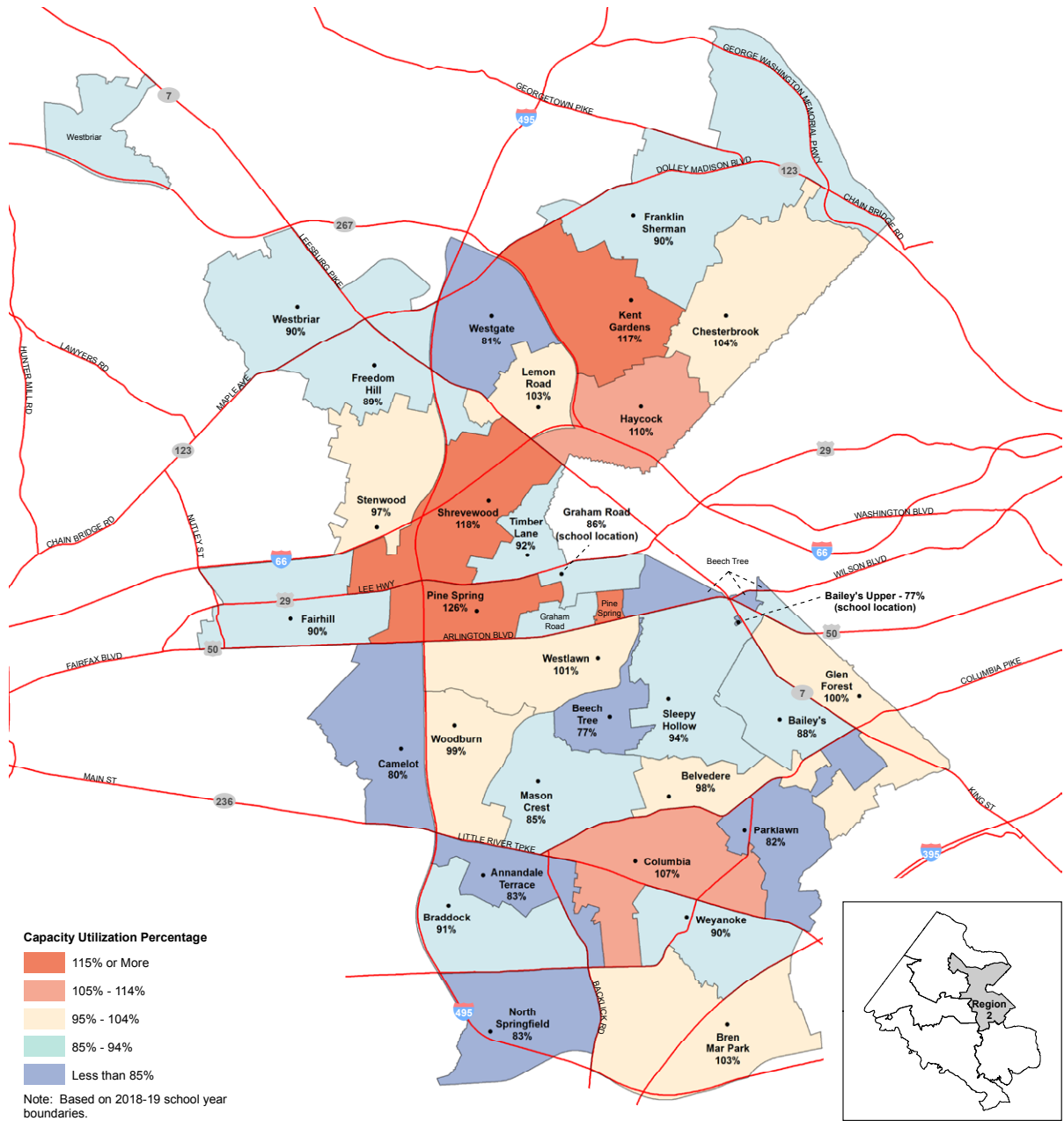
Sources:

- Membership: FCPS, Certified Membership, September 30, 2018
- Projected Membership: FCPS, Membership Projections, Fall 2018
- Program Capacity and Modular Classrooms: FCPS, Capacity and Utilization Surveys, SY 2018-19
- Temporary Classrooms: FCPS, Design and Construction, Trailer Asset Report, October 2018

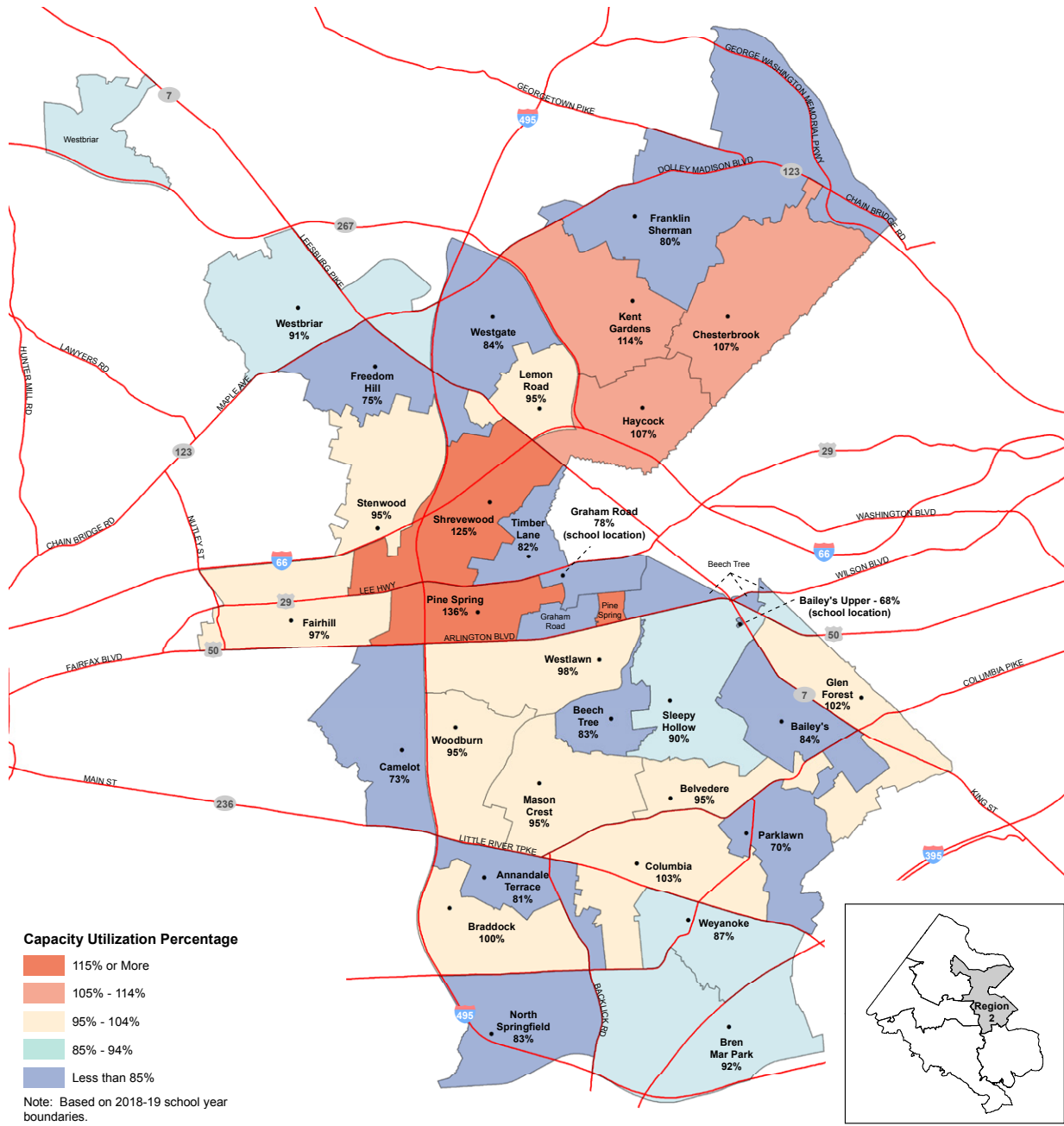
To view information pertaining to Capacity and Membership, Facilities and Sites, and Pyramid and Enrollment Programs, please visit the FCPS Facility and Enrollment Dashboard at www.fcps.edu/enrollmentdashboard.

REGION 2 ELEMENTARY SCHOOL CAPACITY

CURRENT | SY 2018-19 new



REGION 2 ELEMENTARY SCHOOL CAPACITY PROJECTED | SY 2023-24

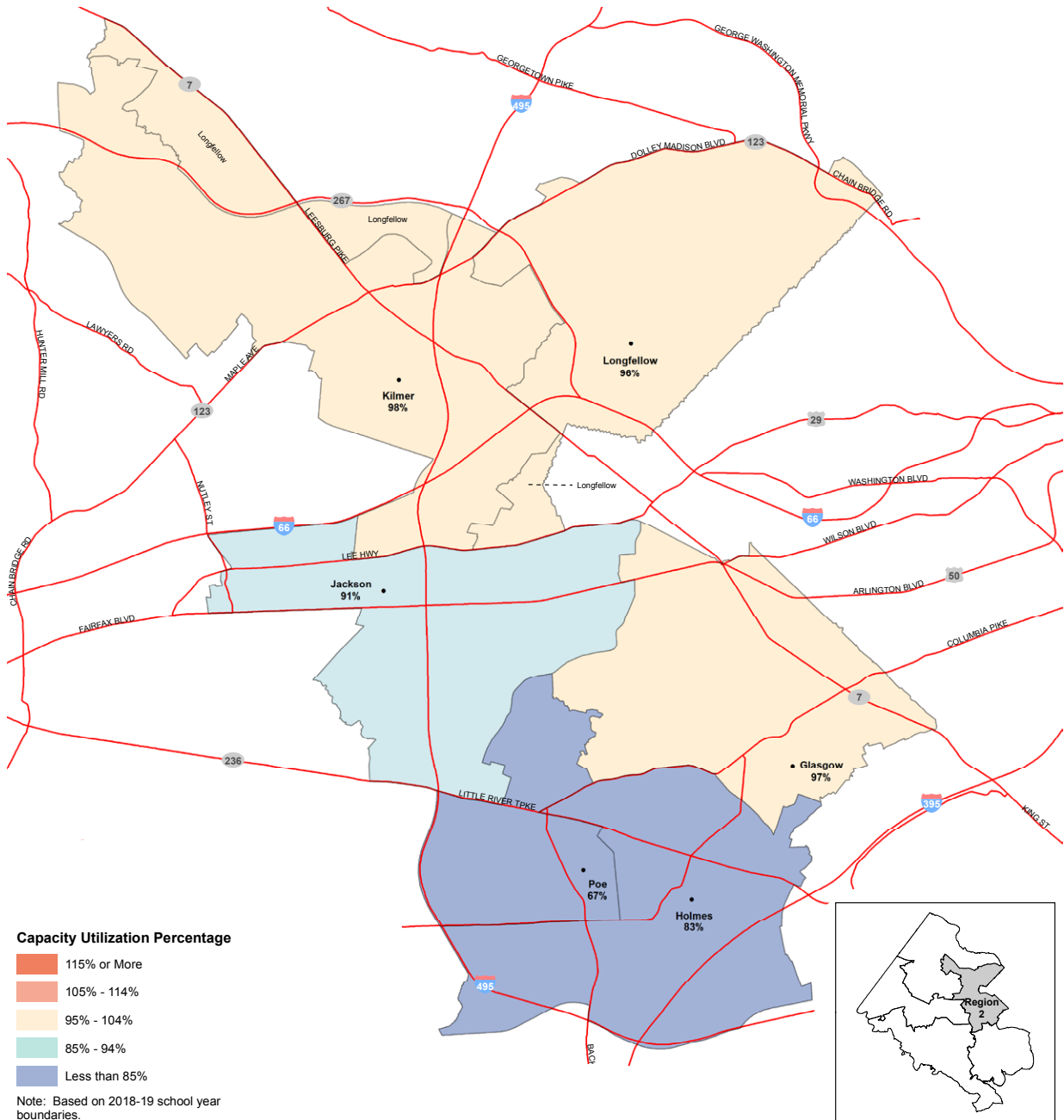


REGION 2

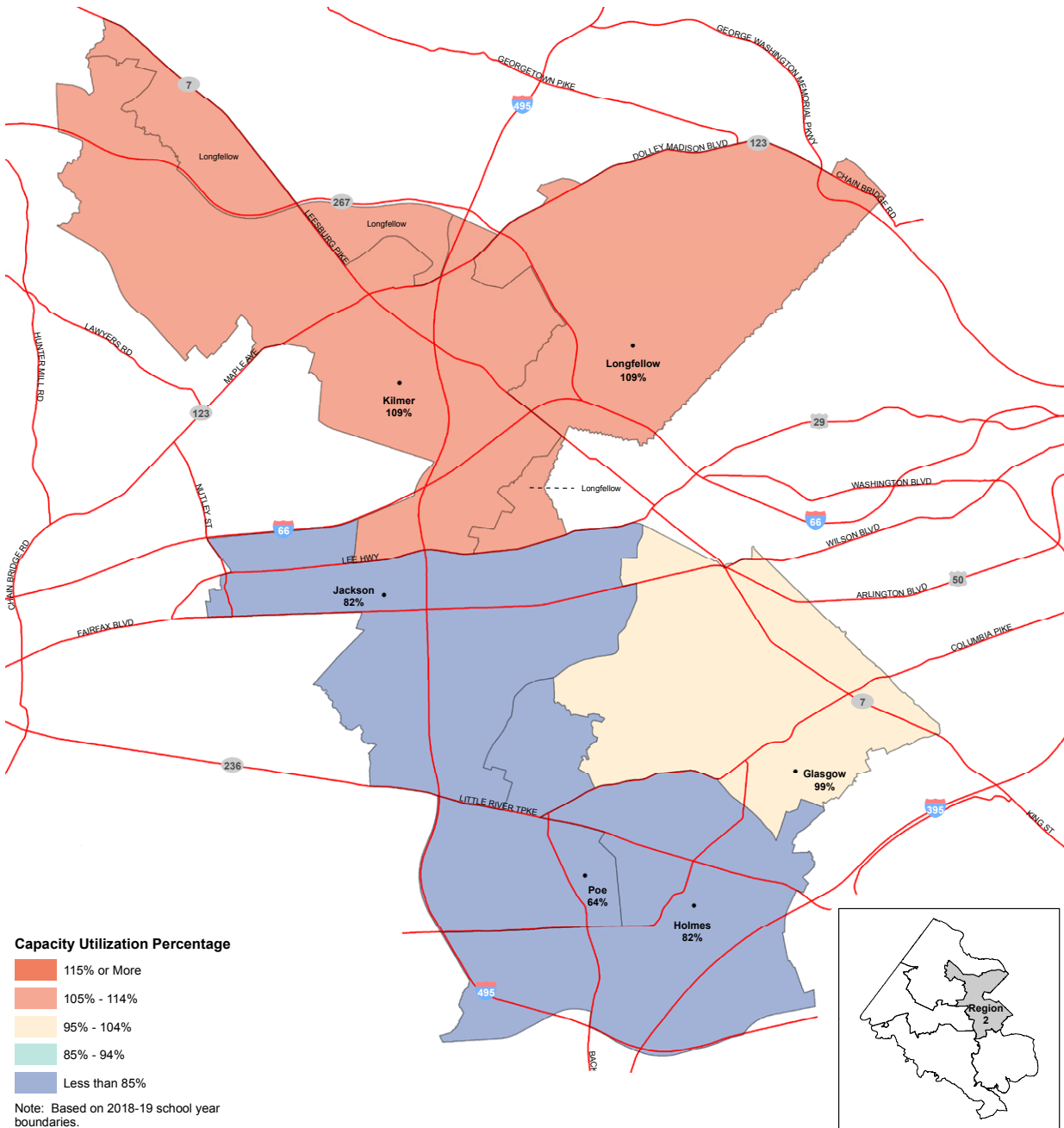
REGION 2 MIDDLE SCHOOL CAPACITY

CURRENT

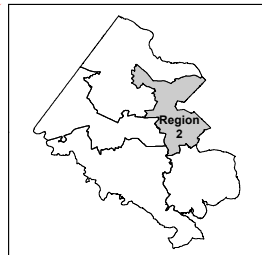
SY 2018-19



REGION 2 MIDDLE SCHOOL CAPACITY PROJECTED | SY 2023-24



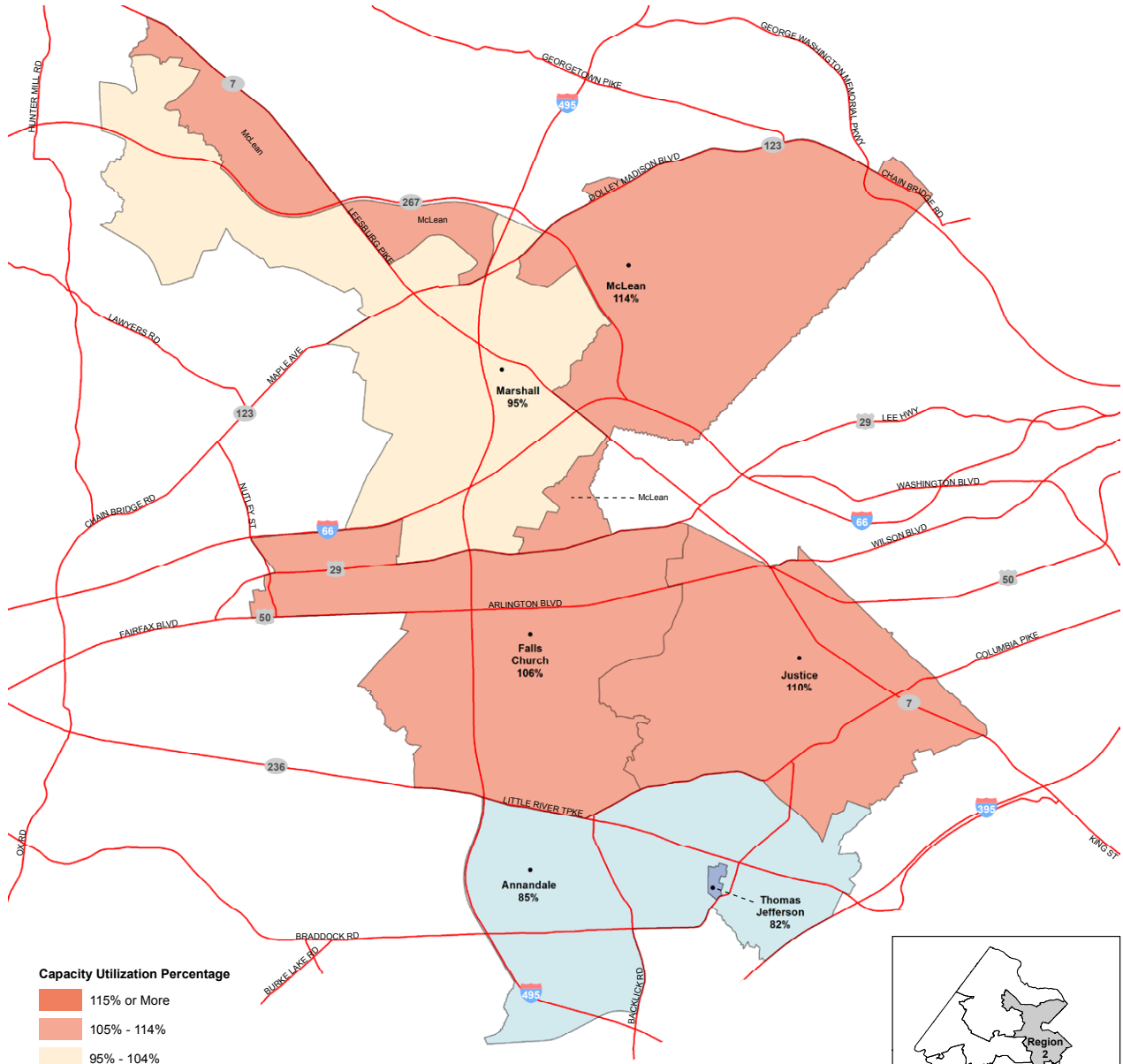
REGION 2



REGION 2 HIGH SCHOOL CAPACITY

CURRENT

SY 2018-19



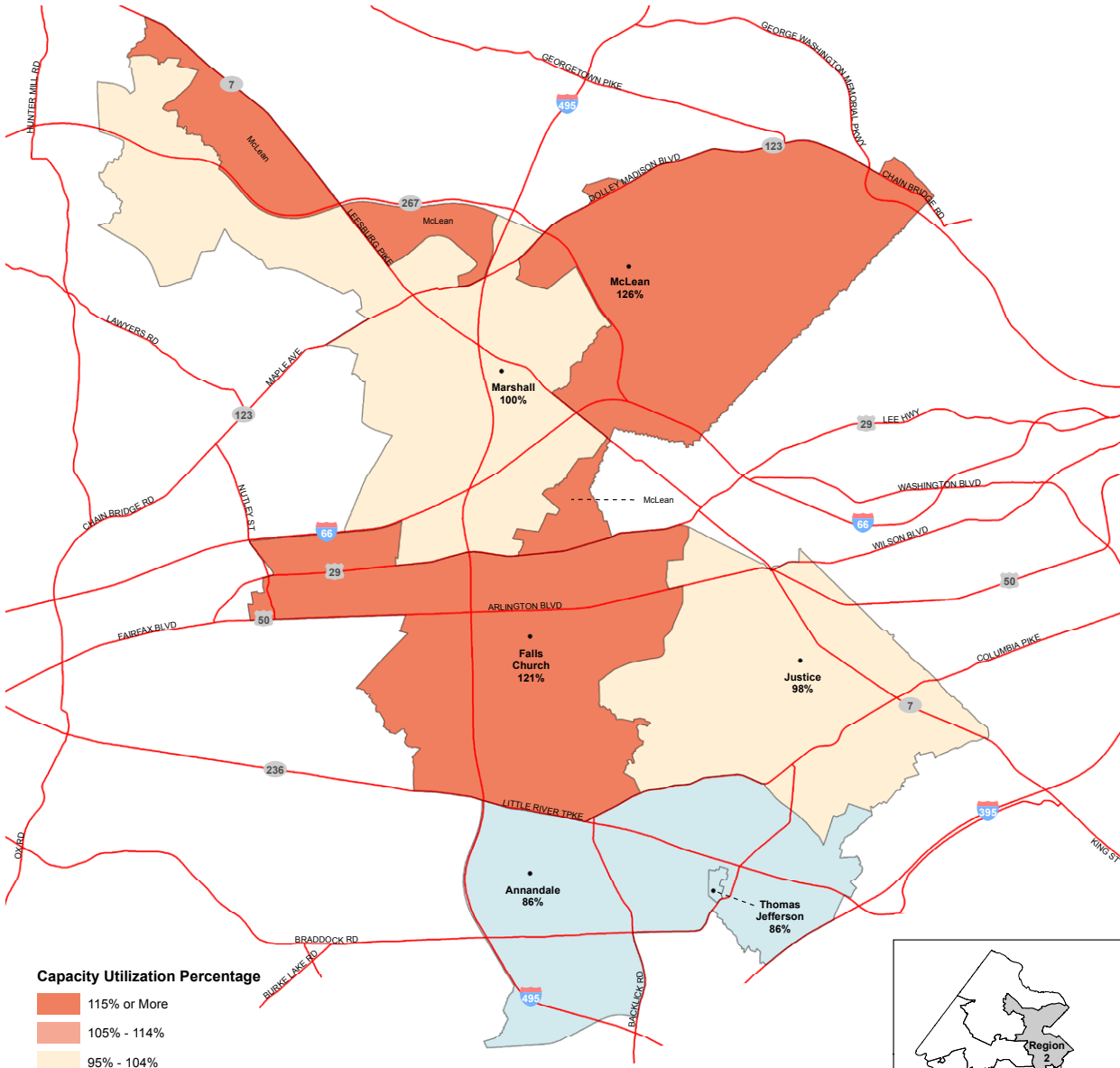
Capacity Utilization Percentage

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

Note: Based on 2018-19 school year boundaries.



REGION 2 HIGH SCHOOL CAPACITY PROJECTED | SY 2023-24



Capacity Utilization Percentage

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

Note: Based on 2018-19 school year boundaries.



REGION 2

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

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The following table lists the schools that are in construction in the current year. The schools remain listed until the anticipated completion of the project. Construction projects include:

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- Replacement of modular building with a permanent structure that adjoins the existing school building—this type of renovation can result in an increase or decrease in design capacity due to restructuring of uses to provide efficient instructional spaces per the educational specifications
- Permanent and adjoining building addition with minor modification to the existing building—additions typically result in an increase of design capacity of a school
- Modular building addition on a school site—this addition typically results in an increase of design capacity of a school

Monitoring Student Membership

The following table lists the schools that are monitored for membership in the current school year. Based on the current and projected membership and current program capacity, these schools do not show a capacity deficit, but are monitored to ensure accommodation of unexpected population changes through solutions listed above.

REGION	PYRAMID	LEVEL	SCHOOL	POTENTIAL SOLUTIONS
2	Anandale	HS	Anandale	Monitor student membership
2	Anandale	HS	Thomas Jefferson	Monitor student membership
2	Anandale	MS	Holmes	Monitor student membership
2	Anandale	MS	Poe	Monitor student membership
2	Anandale	ES	Anandale Terrace	In construction
2	Anandale	ES	Braddock	A, B, H
2	Anandale	ES	Bren Mar Park	A, B
2	Anandale	ES	Columbia	A, B, F, H
2	Anandale	ES	Mason Crest	Monitor student membership
2	Anandale	ES	North Springfield	Monitor student membership
2	Anandale	ES	Weyanoke	Monitor student membership
2	Falls Church	HS	Falls Church	A, B, D, F, H
2	Falls Church	MS	Jackson	Monitor student membership
2	Falls Church	ES	Camelot	Monitor student membership
2	Falls Church	ES	Fairhill	Monitor student membership
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	B, D, E
2	Falls Church	ES	Woodburn	Monitor student membership
2	Justice	HS	Justice	A, C, F, H
2	Justice	MS	Glasgow	A, B, C, D, 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	Monitor student membership
2	Justice	ES	Glen Forest	A, B, C, F, H
2	Justice	ES	Parklawn	Monitor student membership
2	Justice	ES	Sleepy Hollow	Monitor student membership
2	Marshall	HS	Marshall	A, B
2	Marshall	MS	Kilmer	B, F, H
2	Marshall	ES	Freedom Hill	Monitor student membership
2	Marshall	ES	Lemon Road	B, D, E, H
2	Marshall	ES	Shrevewood	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	HS	McLean	A, C, D, F, H
2	McLean	MS	Longfellow	B, D, H
2	McLean	ES	Chesterbrook	A, C, D, F
2	McLean	ES	Franklin Sherman	Monitor student membership
2	McLean	ES	Haycock	A, B, C, D, E, H
2	McLean	ES	Kent Gardens	B, D, E, F, H
2	McLean	ES	Timber Lane	Monitor student membership

REGION 2

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HS AP	HIGH SCHOOL ADVANCED PLACEMENT
HS IB	HIGH SCHOOL INTERNATIONAL BACCALAUREATE DIPLOMA PROGRAM
HS ACADEMY	HIGH SCHOOL ACADEMY
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 2018-19 CAPACITY, MEMBERSHIP, AND PROJECTIONS | REGION 2

ANNANDALE HS PYRAMID

FACILITY	SY 2018-19						PROJECTED MEMBERSHIP					PROJECTED PROGRAM CAPACITY UTILIZATION %				
	DESIGN CAPACITY	PROGRAM CAPACITY	MEMBERSHIP	PROGRAM CAPACITY UTILIZATION %	TEMPORARY CLASSROOMS	MODULAR CLASSROOMS	SY19-20	SY20-21	SY21-22	SY22-23	SY23-24	SY19-20	SY20-21	SY21-22	SY22-23	SY23-24
Annandale HS	2,562	2,560	2,173	85%	14	14	2,119	2,144	2,166	2,156	2,197	83%	84%	85%	84%	86%
Thomas Jefferson HS	2,165	2,164	1,781	82%	-	-	1,805	1,811	1,836	1,855	1,855	83%	84%	85%	86%	86%
Holmes MS	1,176	1,154	956	83%	-	-	991	1,011	998	964	946	86%	88%	86%	84%	82%
Poe MS	1,356	1,356	913	67%	5	-	945	936	900	873	866	70%	69%	66%	64%	64%
Annandale Terrace ES	980/750	778	643	83%	19	10	633	619	617	604	606	81%	83%	82%	81%	81%
Braddock ES ²	1,176/900	916	832	91%	10	10	846	854	867	889	904	92%	93%	95%	97%	100%
Bren Mar Park ES	668	486	499	103%	11	-	477	453	460	447	448	98%	93%	95%	92%	92%
Columbia ES	504	449	482	107%	6	-	488	481	485	469	464	109%	107%	108%	104%	103%
Mason Crest ES	1,064	680	576	85%	-	-	594	598	603	625	643	87%	88%	89%	92%	95%
North Springfield ES	782	599	495	83%	-	-	504	508	504	495	496	84%	85%	84%	83%	83%
Wyanoke ES	828	609	546	90%	6	-	543	549	540	539	532	89%	90%	89%	89%	87%

FALLS CHURCH HS PYRAMID

FACILITY	SY 2018-19				PROJECTED MEMBERSHIP					PROJECTED PROGRAM CAPACITY UTILIZATION %						
	DESIGN CAPACITY	PROGRAM CAPACITY	MEMBERSHIP	PROGRAM CAPACITY UTILIZATION %	TEMPORARY CLASSROOMS	MODULAR CLASSROOMS	SY19-20	SY20-21	SY21-22	SY22-23	SY23-24	SY19-20	SY20-21	SY21-22	SY22-23	SY23-24
Falls Church HS	1,962	1,945	2,062	106%	8	-	2,026	2,024	2,111	2,225	2,358	104%	104%	109%	114%	121%
Jackson MS ^{1,3}	1,314	1,223	1,113	91%	17	-	994	1,009	1,024	1,028	1,005	81%	83%	84%	84%	82%
Camelot ES ²	764	755	606	80%	2	-	619	603	595	569	553	82%	80%	79%	75%	73%
Fairhill ES	672	627	563	90%	6	-	581	591	590	596	608	93%	94%	94%	95%	97%
Graham Road ES	616	504	431	86%	4	-	422	420	402	397	395	84%	83%	80%	79%	78%
Pine Spring ES	724	480	607	126%	13	-	615	633	631	641	654	128%	132%	131%	134%	136%
Westlawn ES	912	798	804	101%	4	-	796	783	778	779	781	100%	98%	97%	98%	98%
Woodburn ES	588	492	488	99%	7	-	482	480	469	472	467	98%	98%	95%	96%	95%

JUSTICE HS PYRAMID

FACILITY	SY 2018-19				PROJECTED MEMBERSHIP					PROJECTED PROGRAM CAPACITY UTILIZATION %						
	DESIGN CAPACITY	PROGRAM CAPACITY	MEMBERSHIP	PROGRAM CAPACITY UTILIZATION %	TEMPORARY CLASSROOMS	MODULAR CLASSROOMS	SY19-20	SY20-21	SY21-22	SY22-23	SY23-24	SY19-20	SY20-21	SY21-22	SY22-23	SY23-24
Justice HS	1,994/2,500	1,990	2,188	110%	-	-	2,191	2,198	2,292	2,387	2,452	110%	110%	115%	120%	99%
Glasgow MS ^{2,3}	1,959	1,860	1,807	97%	-	10	1,921	1,970	1,922	1,872	1,840	103%	106%	103%	101%	99%
Bailey's ES	1,360	864	760	88%	4	10	777	726	716	705	730	90%	84%	83%	82%	84%
Bailey's Upper ES	812	718	550	77%	-	-	509	506	527	535	490	71%	70%	73%	75%	68%
Beech Tree ES	592	488	375	77%	-	-	384	375	385	395	406	79%	77%	79%	81%	83%
Belvedere ES ³	840	669	656	98%	6	-	663	649	628	638	636	99%	97%	94%	95%	95%
Glen Forest ES	1,344	1,096	1,100	100%	12	17	1,089	1,092	1,104	1,105	1,121	99%	100%	101%	101%	102%
Parklawn ES	1,192	822	672	82%	7	10	635	619	612	602	576	77%	75%	74%	73%	70%
Sleepy Hollow ES	594	478	449	94%	5	-	448	441	453	442	430	94%	92%	95%	92%	90%

MARSHALL HS PYRAMID

FACILITY		SY 2018-19				PROJECTED MEMBERSHIP					PROJECTED PROGRAM CAPACITY UTILIZATION %					
SCHOOL	DESIGN CAPACITY	PROGRAM CAPACITY	MEMBERSHIP	PROGRAM CAPACITY UTILIZATION %	TEMPORARY CLASSROOMS	MODULAR CLASSROOMS	SY19-20	SY20-21	SY21-22	SY22-23	SY23-24	SY19-20	SY20-21	SY21-22	SY22-23	SY23-24
Marshall HS ²	2,334	2,332	2,224	95%	-	12	2,193	2,206	2,209	2,274	2,339	94%	95%	95%	98%	100%
Kilmer MS ³	1,152	1,152	1,130	98%	14	-	1,147	1,204	1,260	1,270	1,255	100%	105%	109%	110%	109%
Freedom Hill ES	672	649	580	89%	5	-	559	537	500	510	489	86%	83%	77%	79%	75%
Lemon Road ES ³	616	583	601	103%	2	-	618	590	579	565	555	106%	101%	99%	97%	95%
Shreveport ES	728	655	773	118%	7	-	784	797	797	815	821	120%	122%	122%	124%	125%
Stenwood ES	596	589	571	97%	2	-	607	591	585	582	559	103%	100%	99%	99%	95%
Westbriar ES	1,036	972	877	90%	-	-	882	871	876	888	889	91%	90%	90%	91%	91%
Westgate ES	790	700	566	81%	-	-	592	588	609	604	590	85%	84%	87%	86%	84%

MCLEAN HS PYRAMID

FACILITY		SY 2018-19				PROJECTED MEMBERSHIP					PROJECTED PROGRAM CAPACITY UTILIZATION %					
SCHOOL	DESIGN CAPACITY	PROGRAM CAPACITY	MEMBERSHIP	PROGRAM CAPACITY UTILIZATION %	TEMPORARY CLASSROOMS	MODULAR CLASSROOMS	SY19-20	SY20-21	SY21-22	SY22-23	SY23-24	SY19-20	SY20-21	SY21-22	SY22-23	SY23-24
McLean HS	1,993	1,982	2,255	114%	14	-	2,329	2,389	2,429	2,524	2,505	118%	121%	123%	127%	126%
Longfellow MS ^{2,3}	1,374	1,374	1,319	96%	2	-	1,306	1,434	1,435	1,421	1,500	95%	104%	104%	103%	109%
Chesterbrook ES	700	667	693	104%	4	-	701	695	719	721	713	105%	104%	108%	108%	107%
Franklin Sherman ES ²	504	437	392	90%	-	-	389	389	364	361	350	89%	89%	83%	83%	80%
Haycock ES ^{2,3}	932	896	986	110%	4	-	990	984	997	982	957	110%	110%	111%	110%	107%
Kent Gardens ES	896	848	996	117%	8	-	1,010	981	955	976	966	119%	116%	113%	115%	114%
Timber Lane ES ³	868	690	633	92%	2	-	602	606	597	573	568	87%	88%	87%	83%	82%

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

² Program or facility changes

³ General education and AAP center school

Notes:

1. A guide to understanding the information on these tables can be found at the beginning of the Membership and Capacity Comparisons section.
2. 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, or special education centers.
3. For schools with utilization percentage in **red**, refer to Potential Capacity Solutions table for this region.
4. Numbers in *italics* and highlighted in **yellow** are future design capacity and projected capacity utilization percentages after a renovation or capacity enhancement.
5. Pre-construction program capacity is used for schools currently in construction. For a list of schools in construction, refer to Potential Capacity Solutions table for this region.

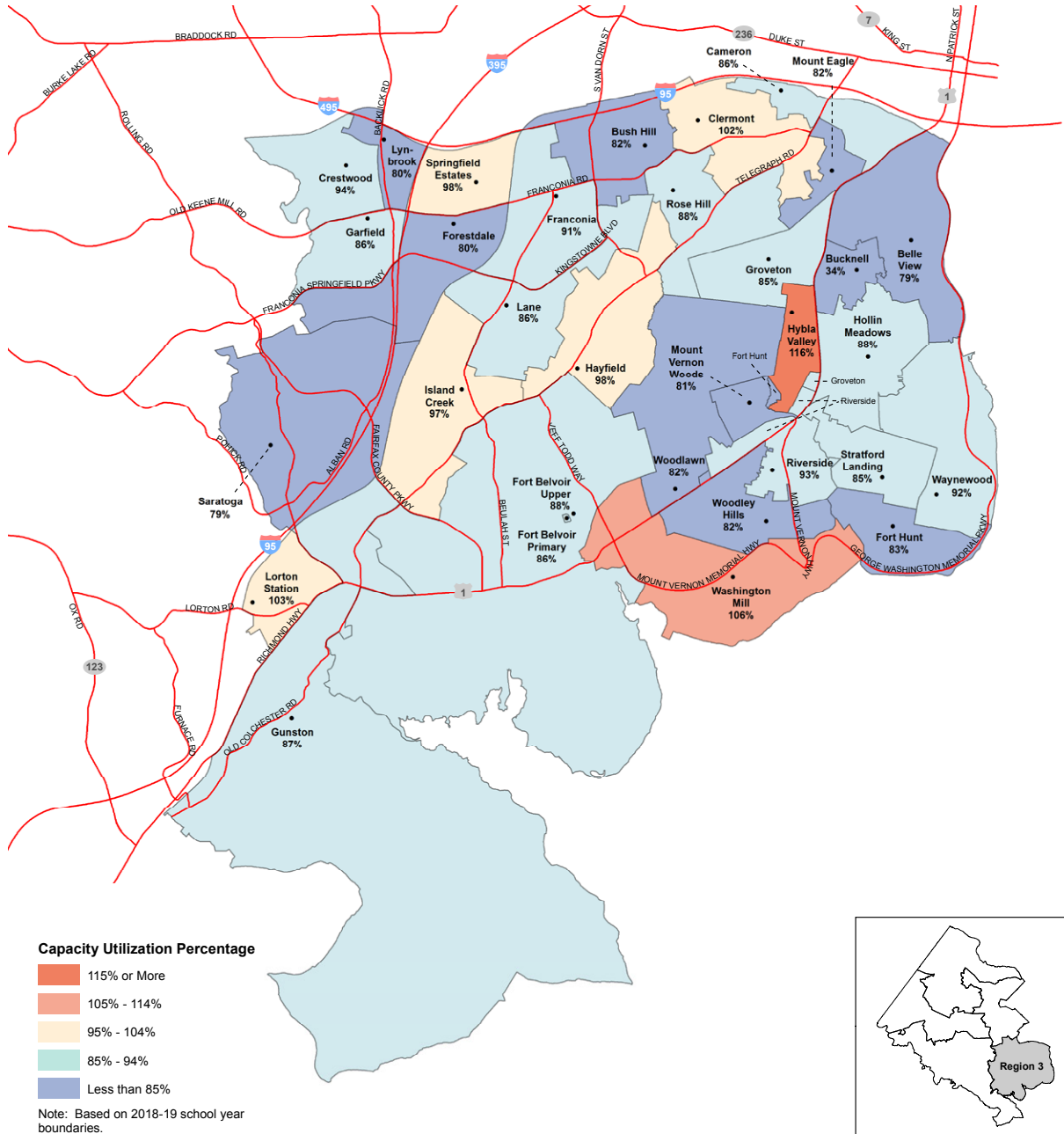
Sources:

- Membership: FCPS, *Certified Membership*, September 30, 2018
- Projected Membership: FCPS, *Membership Projections*, Fall 2018
- Program Capacity and Modular Classrooms: FCPS, *Capacity and Utilization Surveys*, SY 2018-19
- Temporary Classrooms: FCPS, *Design and Construction, Trailer Asset Report*, October 2018

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

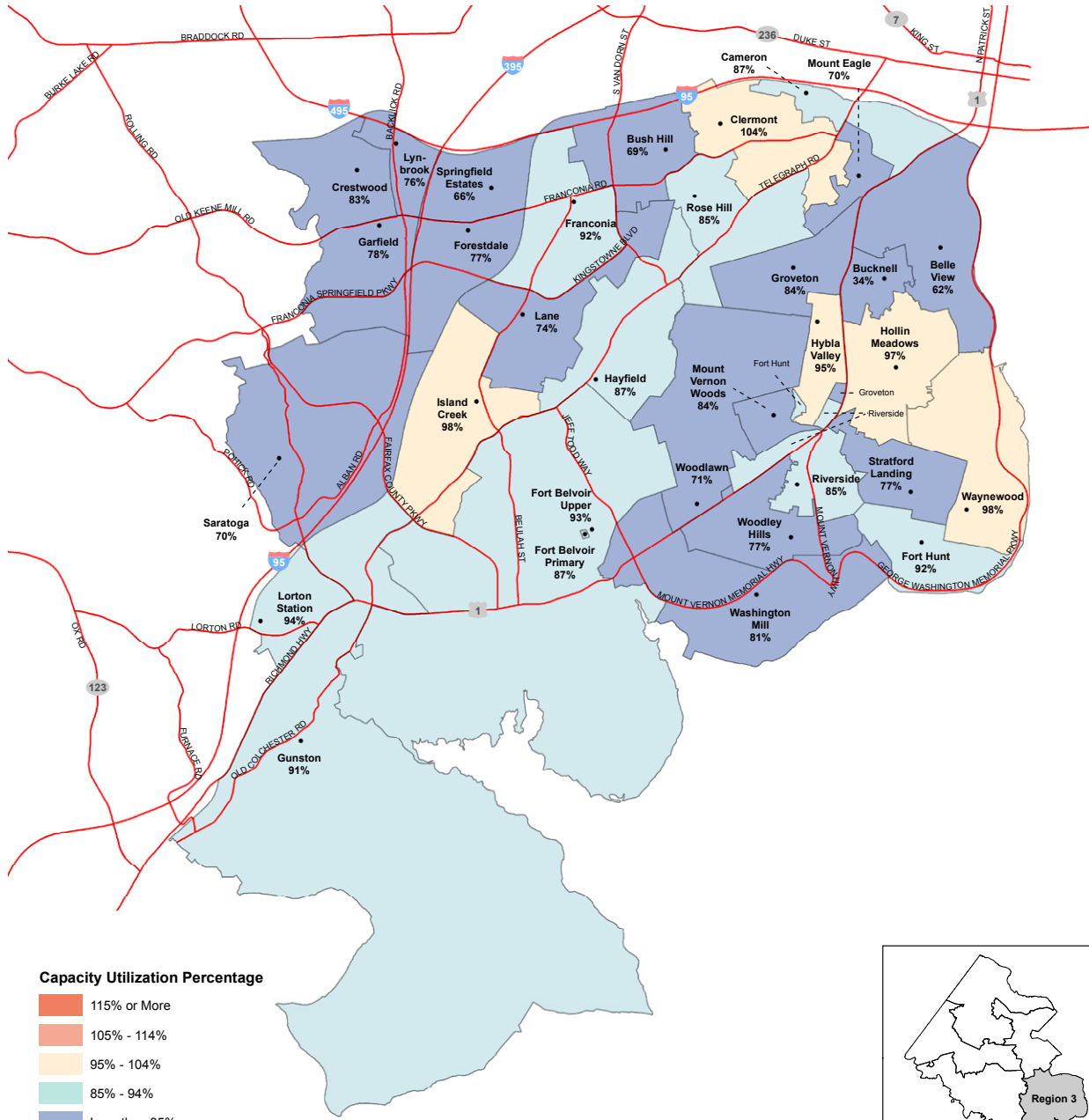
REGION 3 ELEMENTARY SCHOOL CAPACITY

CURRENT | SY 2018-19 new



REGION 3 ELEMENTARY SCHOOL CAPACITY PROJECTED | SY 2023-24

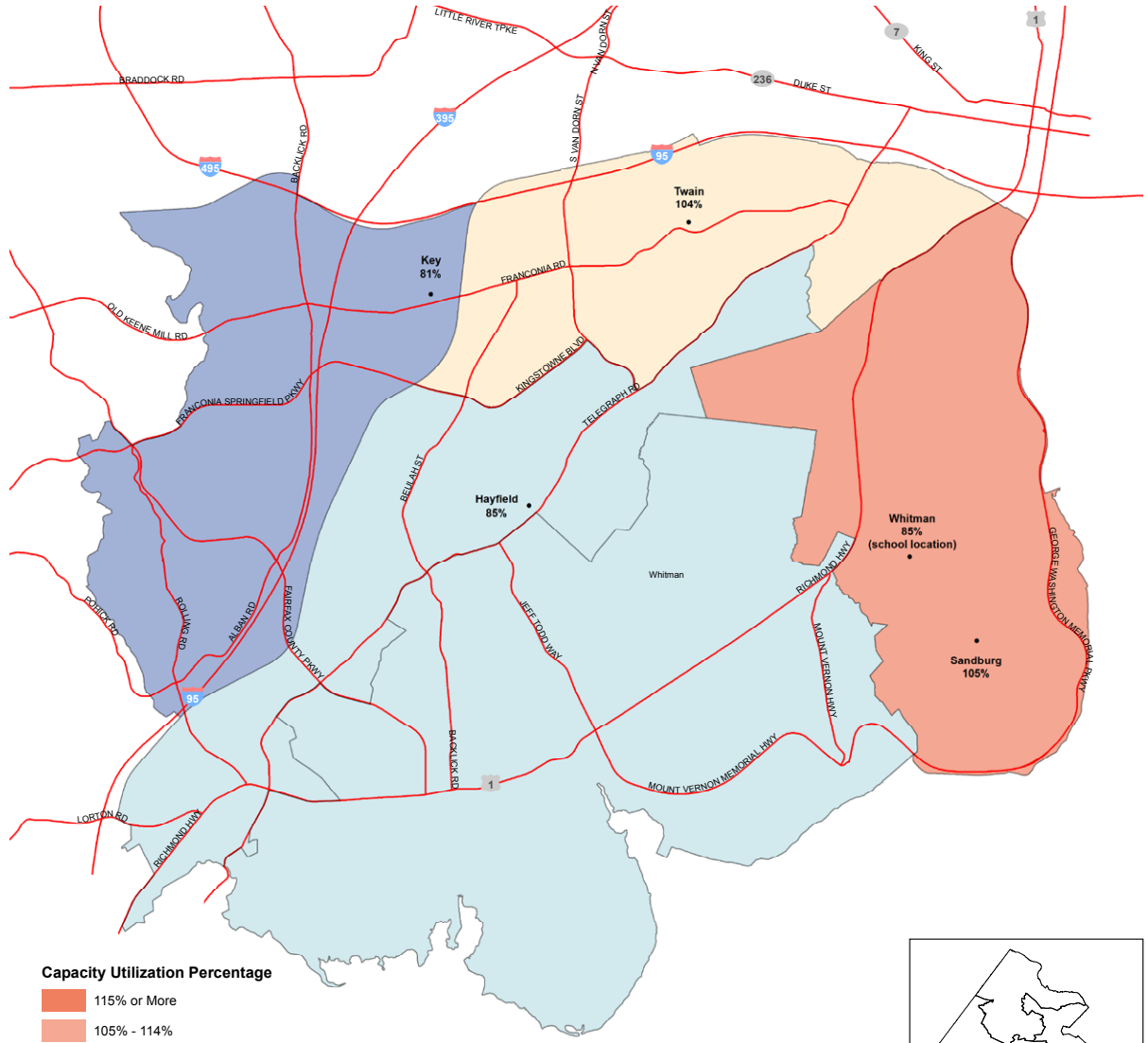
REGION 3



REGION 3 MIDDLE SCHOOL CAPACITY

CURRENT

SY 2018-19

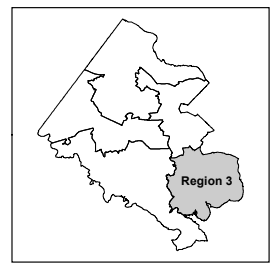
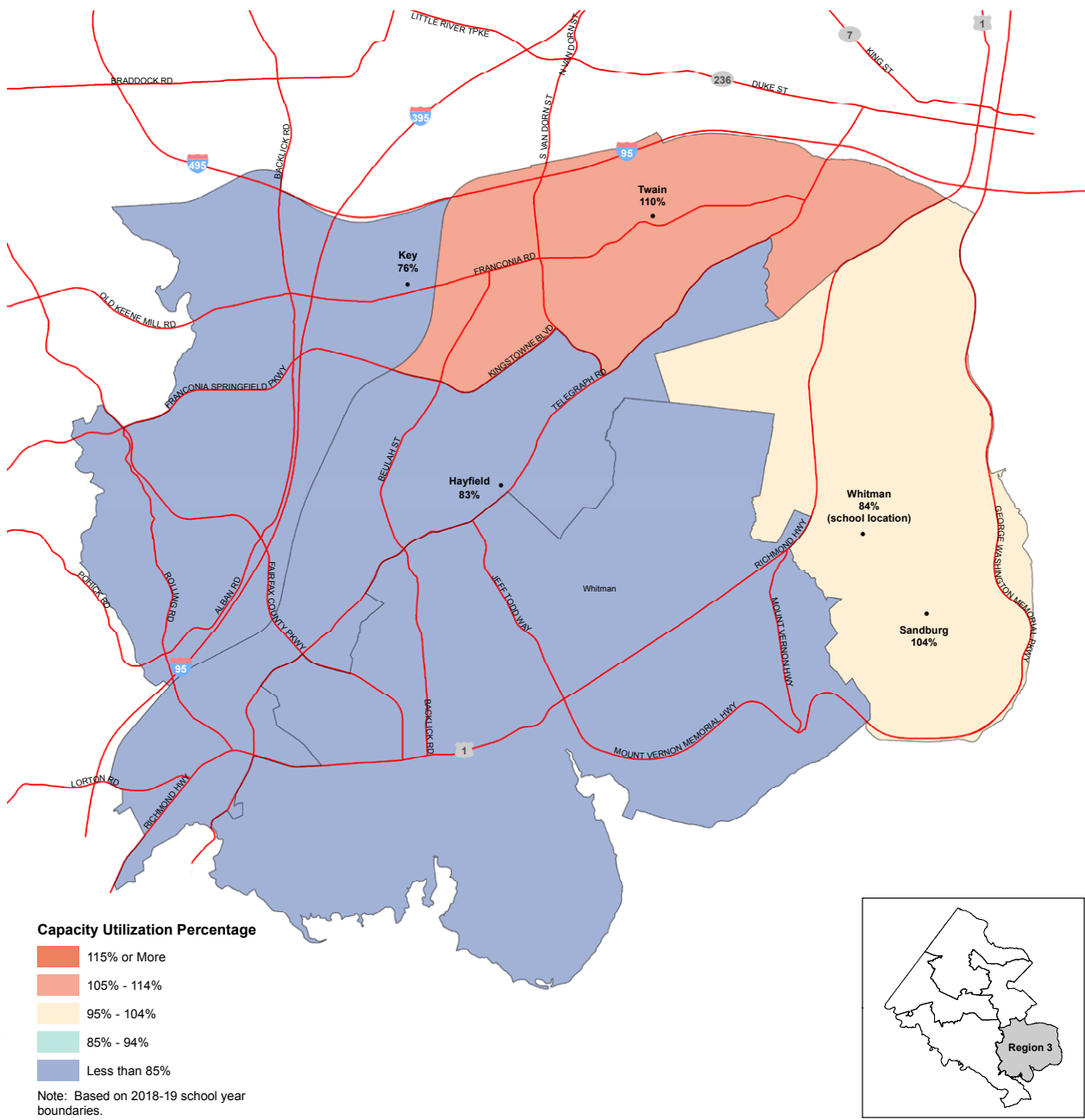


Note: Based on 2018-19 school year boundaries.



REGION 3 MIDDLE SCHOOL CAPACITY PROJECTED | SY 2023-24

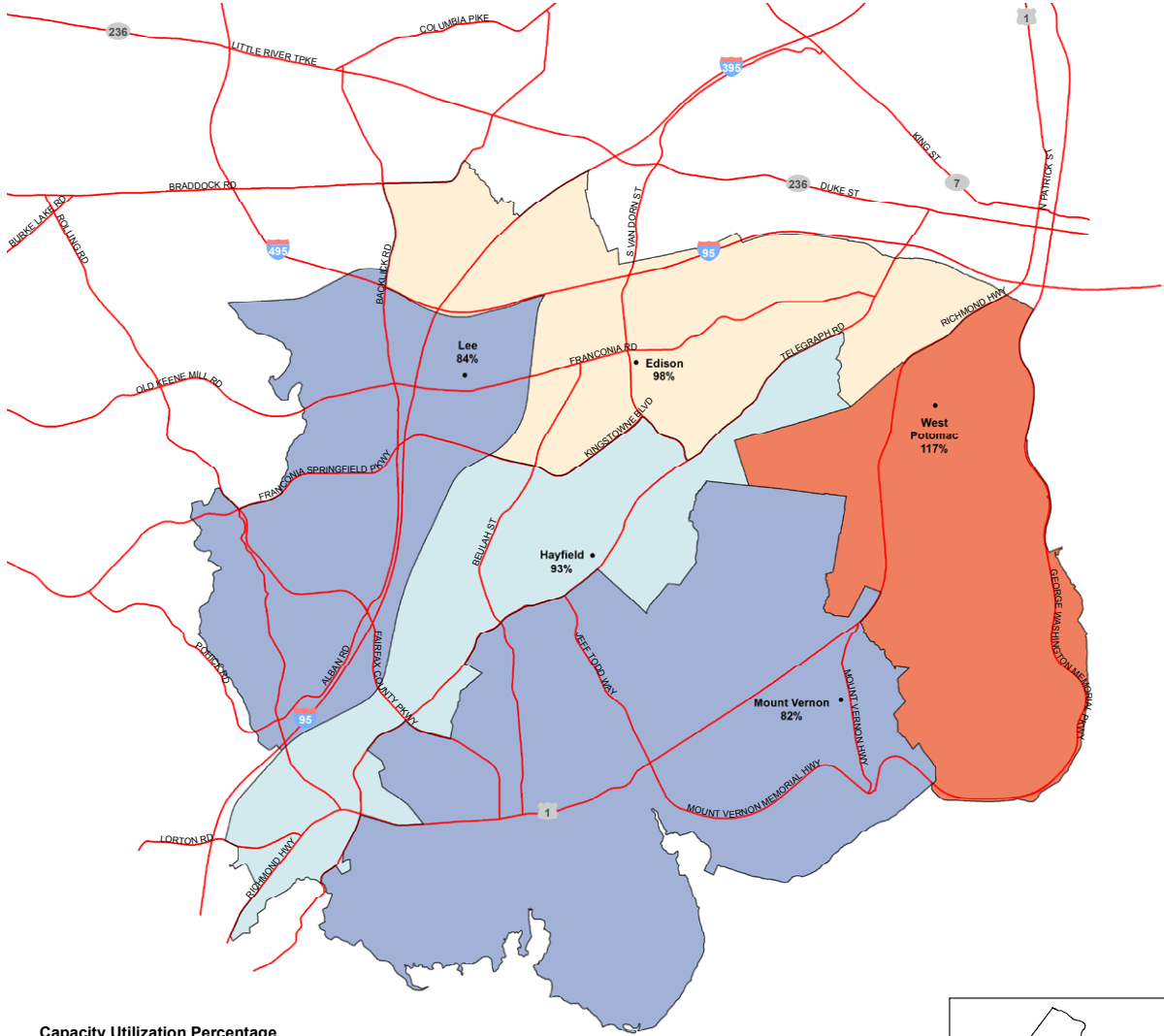
REGION 3



REGION 3 HIGH SCHOOL CAPACITY

CURRENT

SY 2018-19



Capacity Utilization Percentage

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

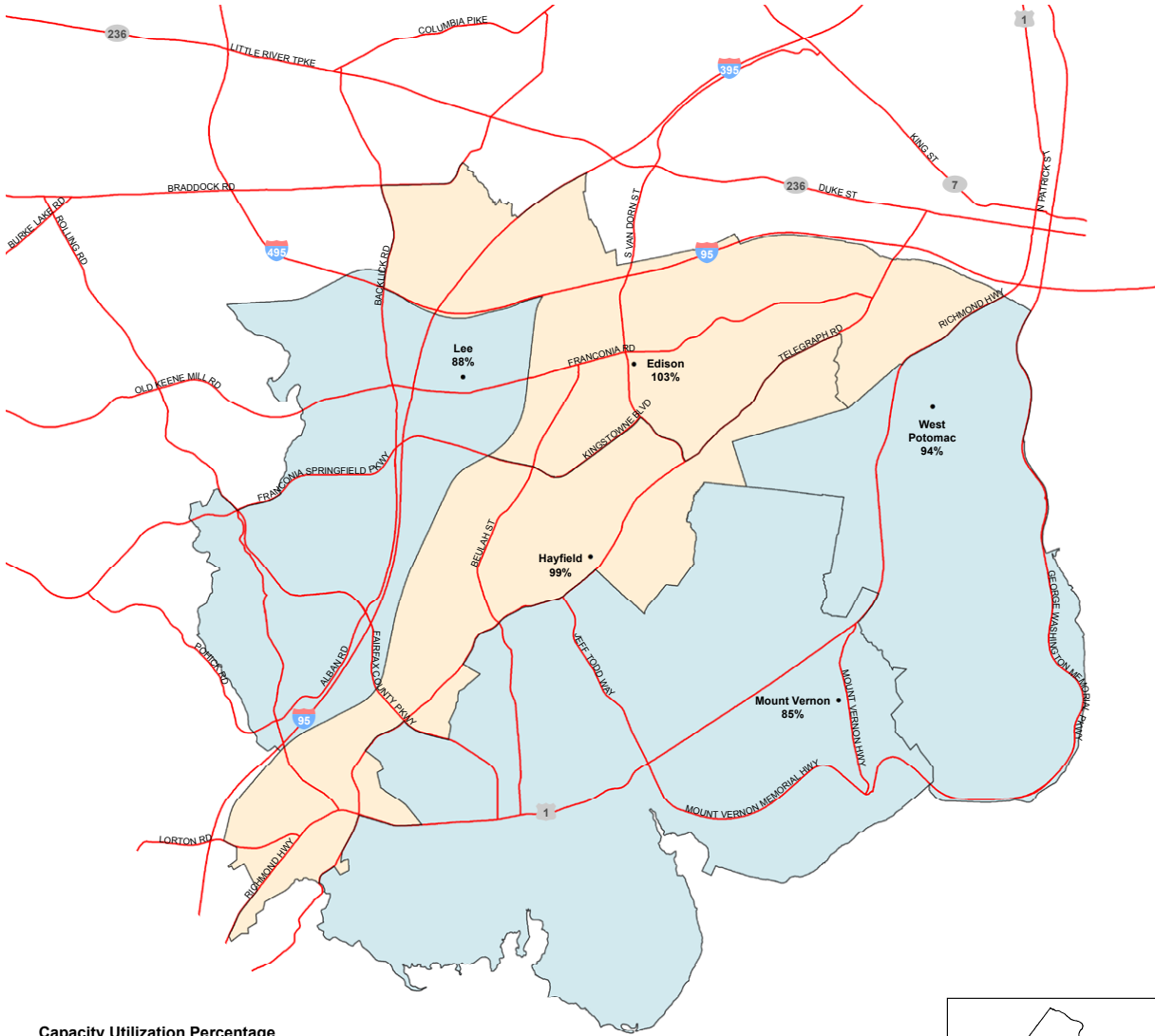
Note: Based on 2018-19 school year boundaries.



REGION 3 HIGH SCHOOL CAPACITY

PROJECTED

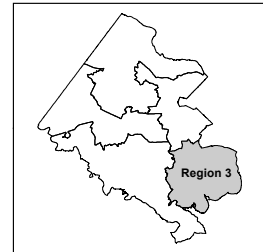
SY 2023-24



Capacity Utilization Percentage

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

Note: Based on 2018-19 school year boundaries.



REGION 3

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

Schools in Construction

The following table lists the schools that are in construction in the current year. The schools remain listed until the anticipated completion of the project. Construction projects include:

- Partial or full renovation of the existing school building—a renovation can result in an increase or decrease of design capacity due to restructuring of uses to provide efficient instructional spaces per the educational specifications
- Replacement of modular building with a permanent structure that adjoins the existing school building—this type of renovation can result in an increase or decrease in design capacity due to restructuring of uses to provide efficient instructional spaces per the educational specifications
- Permanent and adjoining building addition with minor modification to the existing building—additions typically result in an increase of design capacity of a school
- Modular building addition on a school site—this addition typically results in an increase of design capacity of a school

Monitoring Student Membership

The following table lists the schools that are monitored for membership in the current school year. Based on the current and projected membership and current program capacity, these schools do not show a capacity deficit, but are monitored to ensure accommodation of unexpected population changes through solutions listed above.

REGION	PYRAMID	LEVEL	SCHOOL	POTENTIAL SOLUTIONS
3	Edison	HS	Edison	A, B, C, D, H
3	Edison	MS	Twain	A, B, D, F, H
3	Edison	ES	Clermont	A, D, H
3	Edison	ES	Bush Hill	In construction
3	Edison	ES	Cameron	Monitor student membership
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	HS	Hayfield	Monitor student membership
3	Hayfield	MS	Hayfield	Monitor student membership
3	Hayfield	ES	Lorton Station	A, B, C, H
3	Hayfield	ES	Gunston	Monitor student membership
3	Hayfield	ES	Hayfield ES	Monitor student membership
3	Hayfield	ES	Island Creek	Monitor student membership
3	Hayfield	ES	Lane	Monitor student membership
3	Lee	HS	Lee	Monitor student membership
3	Lee	MS	Key	Monitor student membership
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	Monitor student membership
3	Mount Vernon	HS	Mount Vernon	Monitor student membership
3	Mount Vernon	MS	Whitman	Monitor student membership
3	Mount Vernon	ES	Washington Mill	A, B
3	Mount Vernon	ES	Mount Vernon Woods	In construction
3	Mount Vernon	ES	Fort Belvoir Primary	Monitor student membership
3	Mount Vernon	ES	Fort Belvoir Upper	Monitor student membership
3	Mount Vernon	ES	Riverside	Monitor student membership
3	Mount Vernon	ES	Woodlawn	Monitor student membership
3	Mount Vernon	ES	Woodley Hills	Monitor student membership
3	West Potomac	HS	West Potomac	A, B, D, E, F, H
3	West Potomac	MS	Sandburg	A, B, C, D, H
3	West Potomac	ES	Hybla Valley	A, F, H
3	West Potomac	ES	Belle View	In construction
3	West Potomac	ES	Hollin Meadows	In construction
3	West Potomac	ES	Waynewood	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	Stratford Landing	Monitor student membership

REGION 3

¹ Additional ECCB and PAC sites at Pimmit Hills Center.

² 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.

Y5B - School-based students only.

YHI - Program for students with hearing impairment.

SY 2018–19 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
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 2018-19 CAPACITY, MEMBERSHIP, AND PROJECTIONS | REGION 3

EDISON HS PYRAMID

FACILITY	SY 2018-19					PROJECTED MEMBERSHIP				PROJECTED PROGRAM CAPACITY UTILIZATION %						
	DESIGN CAPACITY	PROGRAM CAPACITY	MEMBERSHIP	PROGRAM CAPACITY UTILIZATION %	TEMPORARY CLASSROOMS	MODULAR CLASSROOMS	SY19-20	SY20-21	SY21-22	SY22-23	SY23-24	SY19-20	SY20-21	SY21-22	SY22-23	SY23-24
Edison HS	2,138	2,135	2,087	98%	-	-	2,139	2,143	2,170	2,198	2,196	100%	100%	102%	103%	103%
Twain MS ³	1,027	1,020	1,056	104%	4	-	1,085	1,126	1,097	1,062	1,126	106%	110%	108%	104%	110%
Bush Hill ES ^{1,2,3}	682/934	657	540	82%	-	-	577	623	653	668	648	62%	67%	70%	72%	69%
Cameron ES ²	1,012	614	531	86%	-	8	546	550	550	544	535	89%	90%	90%	89%	87%
Clermont ES	624	616	625	102%	-	-	662	646	645	650	643	108%	105%	105%	106%	104%
Franconia ES	616	586	533	91%	-	-	558	532	558	539	539	95%	91%	95%	92%	92%
Mount Eagle ES	548	464	379	82%	2	8	364	351	344	331	327	78%	76%	74%	71%	70%
Rose Hill ES	1,260	794	698	88%	1	10	691	672	685	686	676	87%	85%	86%	86%	85%

HAYFIELD HS PYRAMID

FACILITY	SY 2018-19					PROJECTED MEMBERSHIP				PROJECTED PROGRAM CAPACITY UTILIZATION %						
	DESIGN CAPACITY	PROGRAM CAPACITY	MEMBERSHIP	PROGRAM CAPACITY UTILIZATION %	TEMPORARY CLASSROOMS	MODULAR CLASSROOMS	SY19-20	SY20-21	SY21-22	SY22-23	SY23-24	SY19-20	SY20-21	SY21-22	SY22-23	SY23-24
Hayfield HS	2,249	2,242	2,085	93%	-	-	2,070	2,119	2,152	2,184	2,225	92%	95%	96%	97%	99%
Hayfield MS	1,283	1,117	948	85%	-	-	953	966	974	948	928	85%	87%	87%	85%	83%
Gunston ES	744	601	524	87%	4	-	545	537	548	553	548	91%	89%	91%	92%	91%
Hayfield ES	840	798	779	98%	2	-	770	767	738	728	695	96%	96%	92%	91%	87%
Island Creek ES	1,008	846	820	97%	-	-	814	821	832	820	832	96%	97%	98%	97%	98%
Lane ES	1,008	865	742	86%	-	-	713	680	669	648	637	82%	79%	77%	75%	74%
Lorton Station ES ³	1,036	866	893	103%	14	-	870	832	824	807	812	100%	96%	95%	93%	94%

LEE HS PYRAMID

FACILITY	SY 2018-19					PROJECTED MEMBERSHIP				PROJECTED PROGRAM CAPACITY UTILIZATION %						
	DESIGN CAPACITY	PROGRAM CAPACITY	MEMBERSHIP	PROGRAM CAPACITY UTILIZATION %	TEMPORARY CLASSROOMS	MODULAR CLASSROOMS	SY19-20	SY20-21	SY21-22	SY22-23	SY23-24	SY19-20	SY20-21	SY21-22	SY22-23	SY23-24
Lee HS ²	2,139	2,045	1,723	84%	-	-	1,732	1,720	1,780	1,791	1,791	85%	84%	87%	88%	88%
Key MS	1,164	988	796	81%	-	-	780	809	803	788	747	79%	82%	81%	80%	76%
Crestwood ES	924	652	611	94%	9	10	590	560	545	537	538	90%	86%	84%	82%	83%
Forestdale ES	868	630	507	80%	6	12	481	489	490	487	483	76%	78%	78%	77%	77%
Garfield ES	576	414	357	86%	-	-	348	341	338	319	323	84%	82%	82%	77%	78%
Lynbrook ES	940	722	576	80%	11	-	573	559	540	548	550	79%	77%	75%	76%	76%
Saratoga ES ²	1,048	826	649	79%	4	-	636	623	588	573	575	77%	75%	71%	69%	70%
Springfield Estates ES ^{1,3}	904	834	821	98%	-	-	734	647	562	559	548	88%	78%	67%	67%	66%

MOUNT VERNON HS PYRAMID

FACILITY	SY 2018-19					PROJECTED MEMBERSHIP					PROJECTED PROGRAM CAPACITY UTILIZATION %					
	SCHOOL	DESIGN CAPACITY	PROGRAM CAPACITY	MEMBERSHIP	PROGRAM CAPACITY UTILIZATION %	TEMPORARY CLASSROOMS	MODULAR CLASSROOMS	SY19-20	SY20-21	SY21-22	SY22-23	SY23-24	SY19-20	SY20-21	SY21-22	SY22-23
Mount Vernon HS ²	2,451	2,428	1,983	82%	-	-	1,924	1,961	2,004	2,036	2,053	79%	81%	83%	84%	85%
Whitman MS	1,344	1,197	1,012	85%	-	-	1,069	1,065	1,026	1,004	1,006	89%	89%	86%	84%	84%
Fort Belvoir Primary ES	1,540	1,122	969	86%	-	-	965	977	989	977	977	86%	87%	88%	87%	87%
Fort Belvoir Upper ES	840	624	550	88%	-	-	572	556	562	571	579	92%	89%	90%	92%	93%
Mount Vernon Woods ES	1,092/1,750	843	685	81%	2	-	664	643	628	632	631	79%	86%	84%	84%	84%
Riverside ES ³	1,092	892	827	93%	7	10	819	802	804	787	762	92%	90%	90%	88%	85%
Washington Mill ES	868/450	561	596	106%	13	10	596	566	565	548	525	106%	101%	101%	84%	81%
Woodlawn ES	916	628	513	82%	-	-	502	483	483	460	447	80%	77%	77%	73%	71%
Woodley Hills ES	1,064	760	623	82%	-	-	600	582	584	583	588	79%	77%	77%	77%	77%

WEST POTOMAC HS PYRAMID

FACILITY	SY 2018-19					PROJECTED MEMBERSHIP					PROJECTED PROGRAM CAPACITY UTILIZATION %					
	SCHOOL	DESIGN CAPACITY	PROGRAM CAPACITY	MEMBERSHIP	PROGRAM CAPACITY UTILIZATION %	TEMPORARY CLASSROOMS	MODULAR CLASSROOMS	SY19-20	SY20-21	SY21-22	SY22-23	SY23-24	SY19-20	SY20-21	SY21-22	SY22-23
West Potomac HS	2,231/3,000	2,228	2,598	117%	18	-	2,689	2,697	2,755	2,793	2,822	121%	121%	124%	93%	94%
Sandburg MS ^{2,3}	1,460	1,446	1,524	105%	-	-	1,515	1,556	1,585	1,546	1,498	105%	108%	110%	107%	104%
Belle View ES	764/700	675	535	79%	2	-	534	498	483	465	431	79%	71%	69%	66%	62%
Bucknell ES	906	750	252	34%	-	-	251	256	249	257	257	33%	34%	33%	34%	34%
Fort Hunt ES	812	722	602	83%	-	-	626	636	643	659	667	87%	88%	89%	91%	92%
Groveton ES	1,064	878	748	85%	5	10	758	760	749	742	738	86%	87%	85%	85%	84%
Hollin Meadows ES	892/750	766	677	88%	3	11	720	709	701	710	724	96%	95%	93%	95%	97%
Hybla Valley ES	1,008/950	837	972	116%	16	-	964	922	915	891	898	115%	110%	96%	94%	95%
Stratford Landing ES ³	1,056	894	762	85%	-	-	728	706	707	698	688	81%	79%	79%	78%	77%
Wayneswood ES	868/750	806	745	92%	1	-	740	762	743	735	734	99%	102%	99%	98%	98%

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

² Program or facility changes

³ General education and AAP center school

Notes:

1. A guide to understanding the information on these tables can be found at the beginning of the Membership and Capacity Comparisons section.
2. 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, or special education centers.
3. For schools with utilization percentage in **red**, refer to Potential Capacity Solutions table for this region.
4. Numbers in *italics* and highlighted in **yellow** are future design capacity and projected capacity utilization percentages after a renovation or capacity enhancement.
5. Pre-construction program capacity is used for schools currently in construction. For a list of schools in construction, refer to Potential Capacity Solutions table for this region.

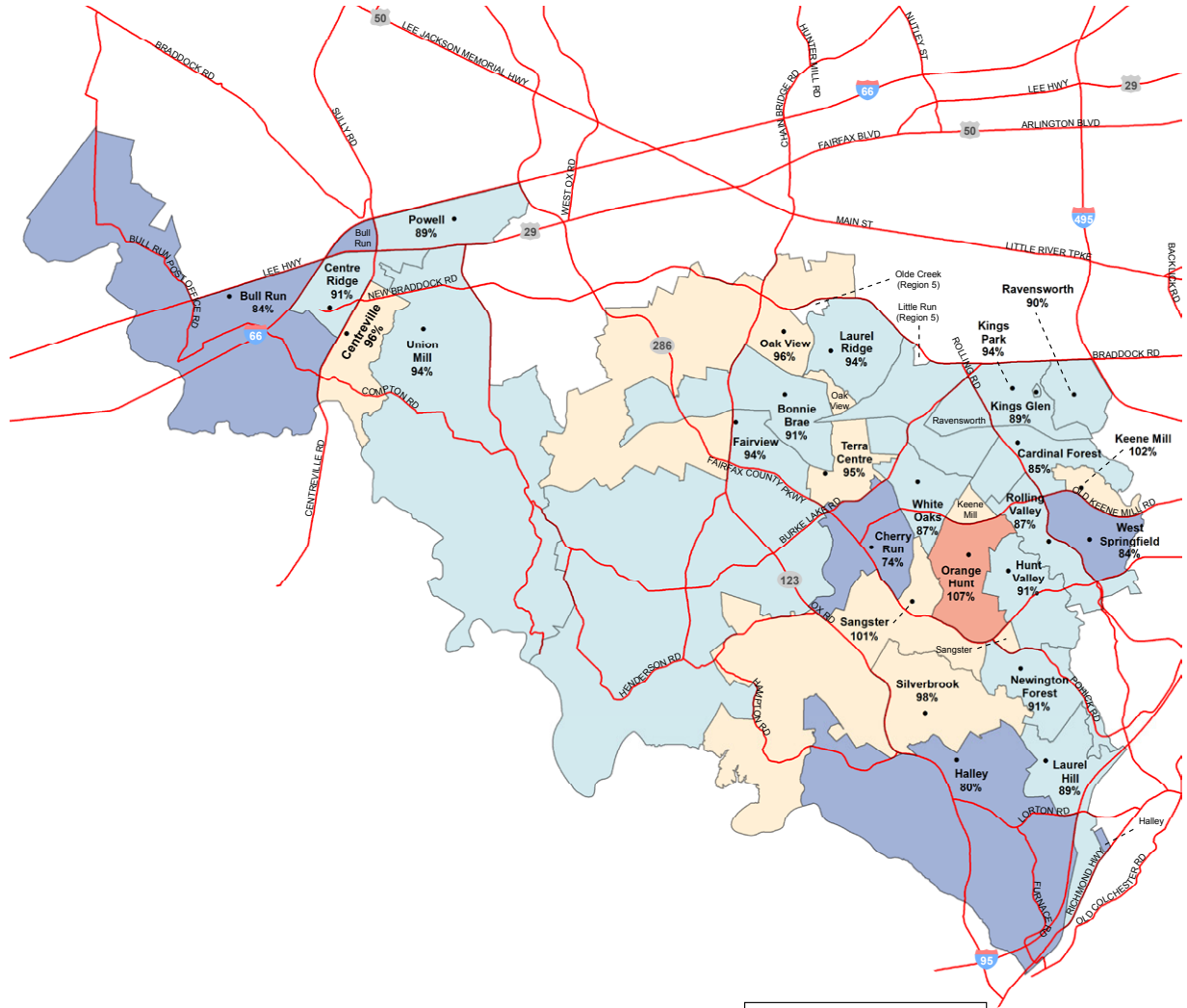
Sources:

- Membership: FCPS, Certified Membership, September 30, 2018
- Projected Membership: FCPS, Membership Projections, Fall 2018
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- Temporary Classrooms: FCPS, Design and Construction, Trailer Asset Report, October 2018

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

REGION 4 ELEMENTARY SCHOOL CAPACITY

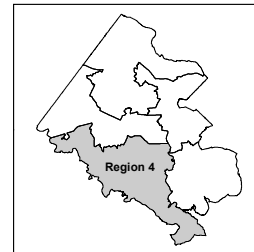
CURRENT | SY 2018-19 new



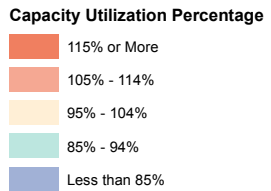
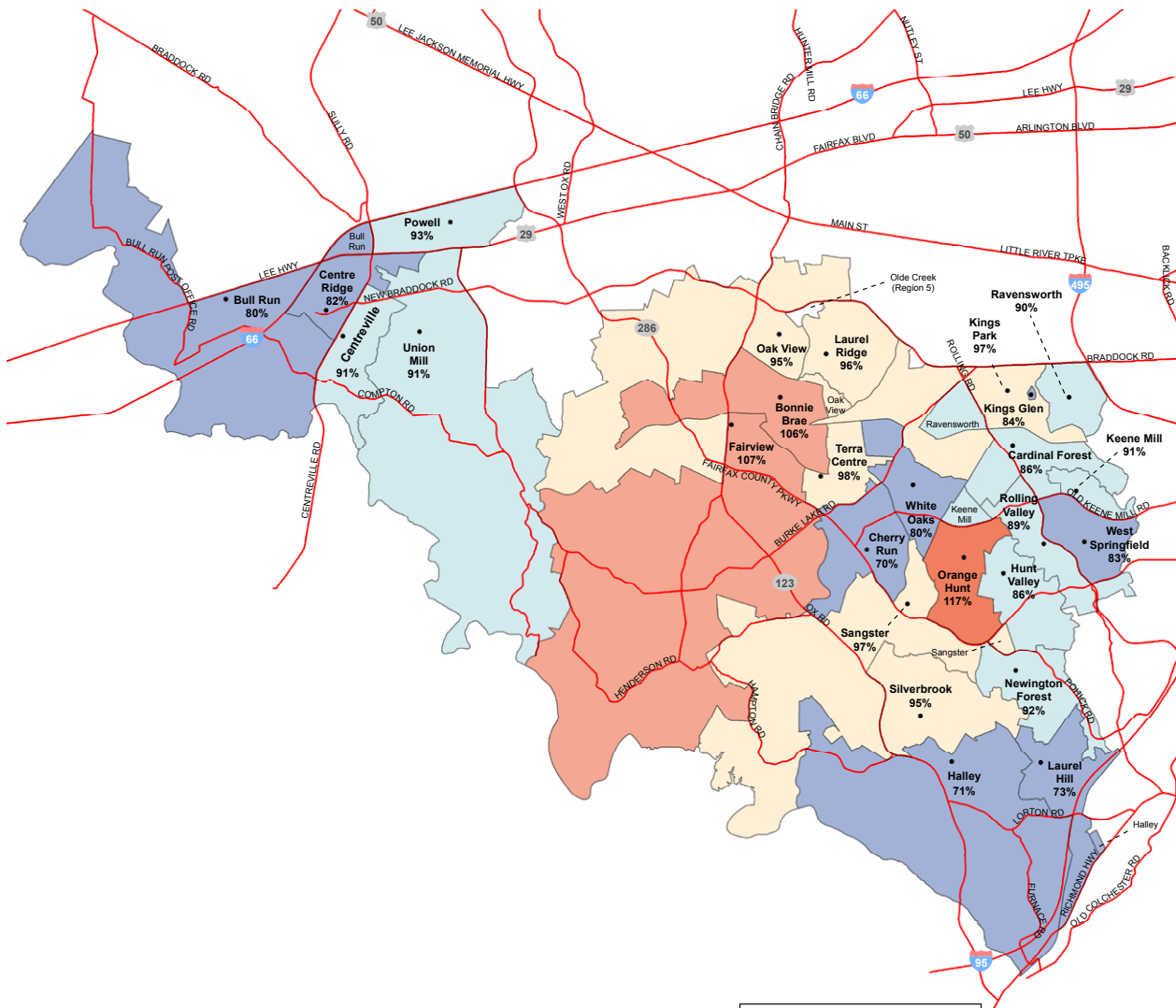
Capacity Utilization Percentage

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

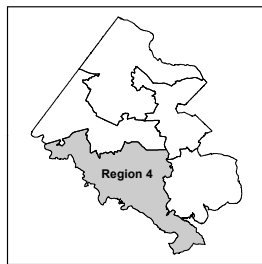
Note: Based on 2018-19 school year boundaries.



REGION 4 ELEMENTARY SCHOOL CAPACITY PROJECTED | SY 2023-24



Note: Based on 2018-19 school year boundaries.

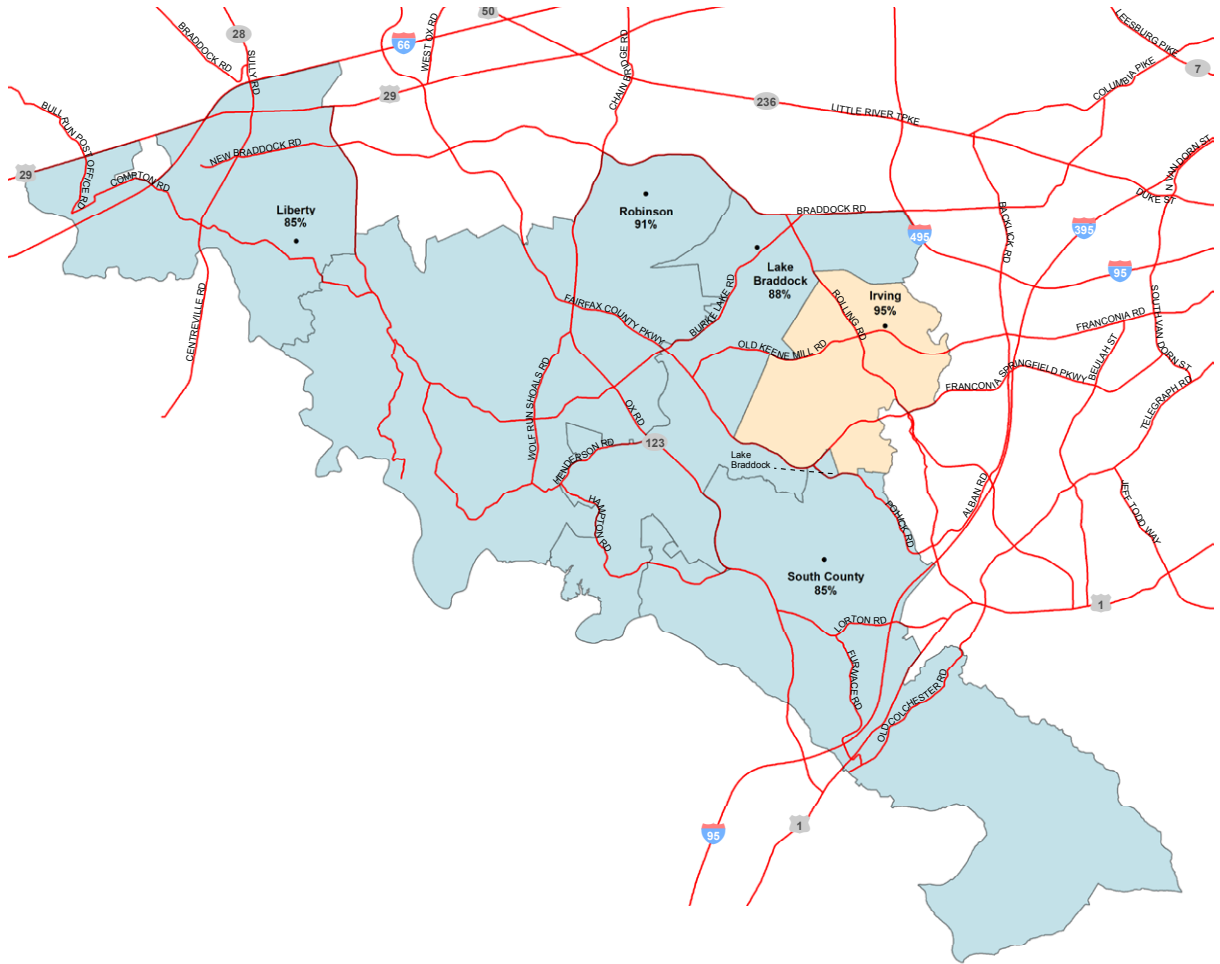


REGION 4

REGION 4 MIDDLE SCHOOL CAPACITY

CURRENT

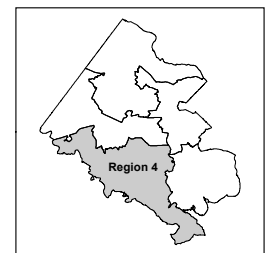
SY 2018-19



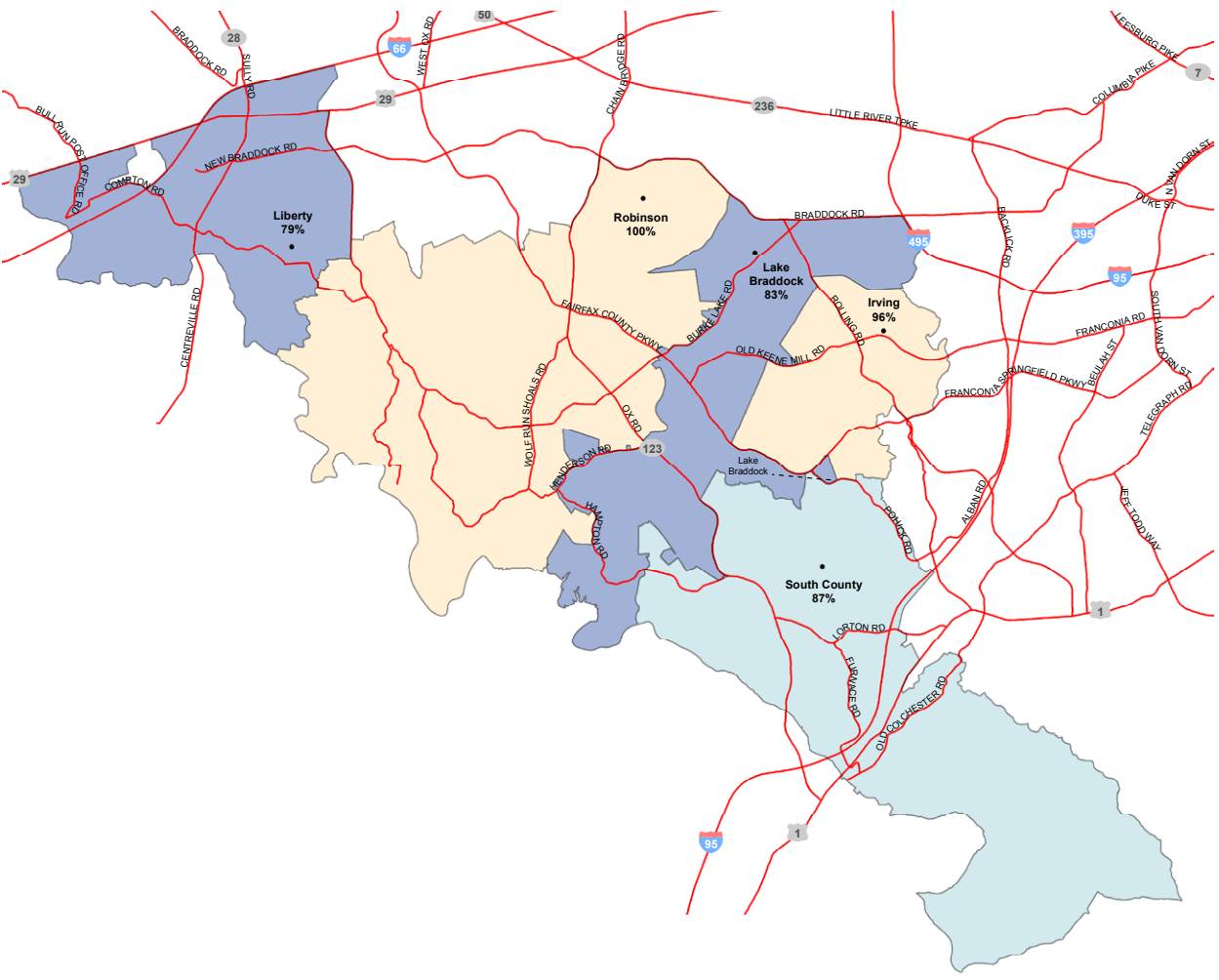
Capacity Utilization Percentage

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- 85% - 94%
- Less than 85%

Note: Based on 2018-19 school year boundaries.



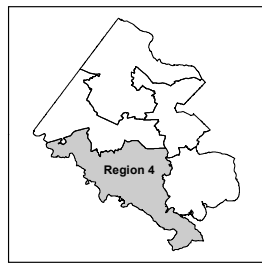
REGION 4 MIDDLE SCHOOL CAPACITY PROJECTED | SY 2023-24



Capacity Utilization Percentage

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- 95% - 104%
- 85% - 94%
- Less than 85%

Note: Based on 2018-19 school year boundaries.



REGION 4

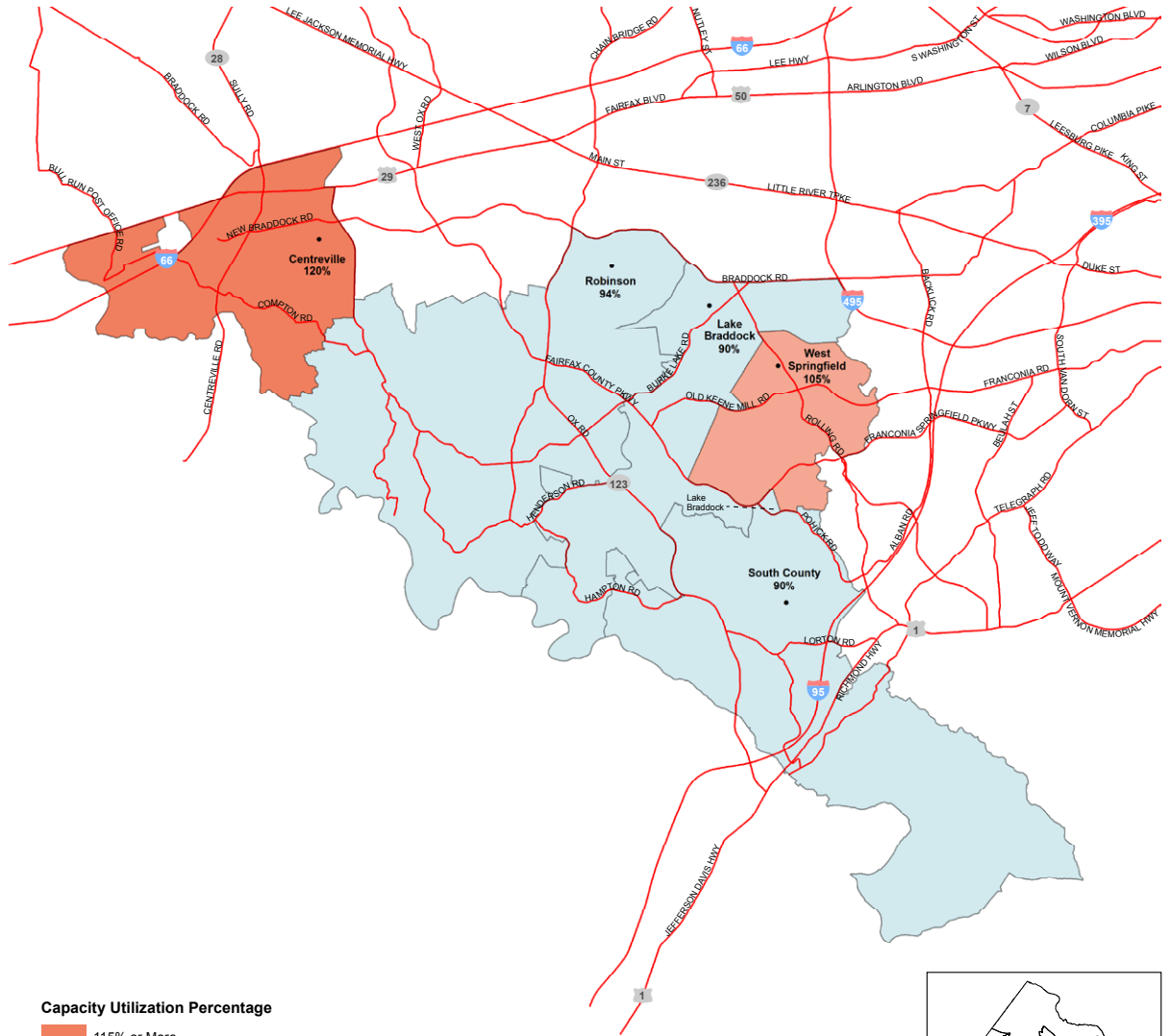
REGION 4 HIGH SCHOOL CAPACITY

CURRENT

SY 2018-19



110



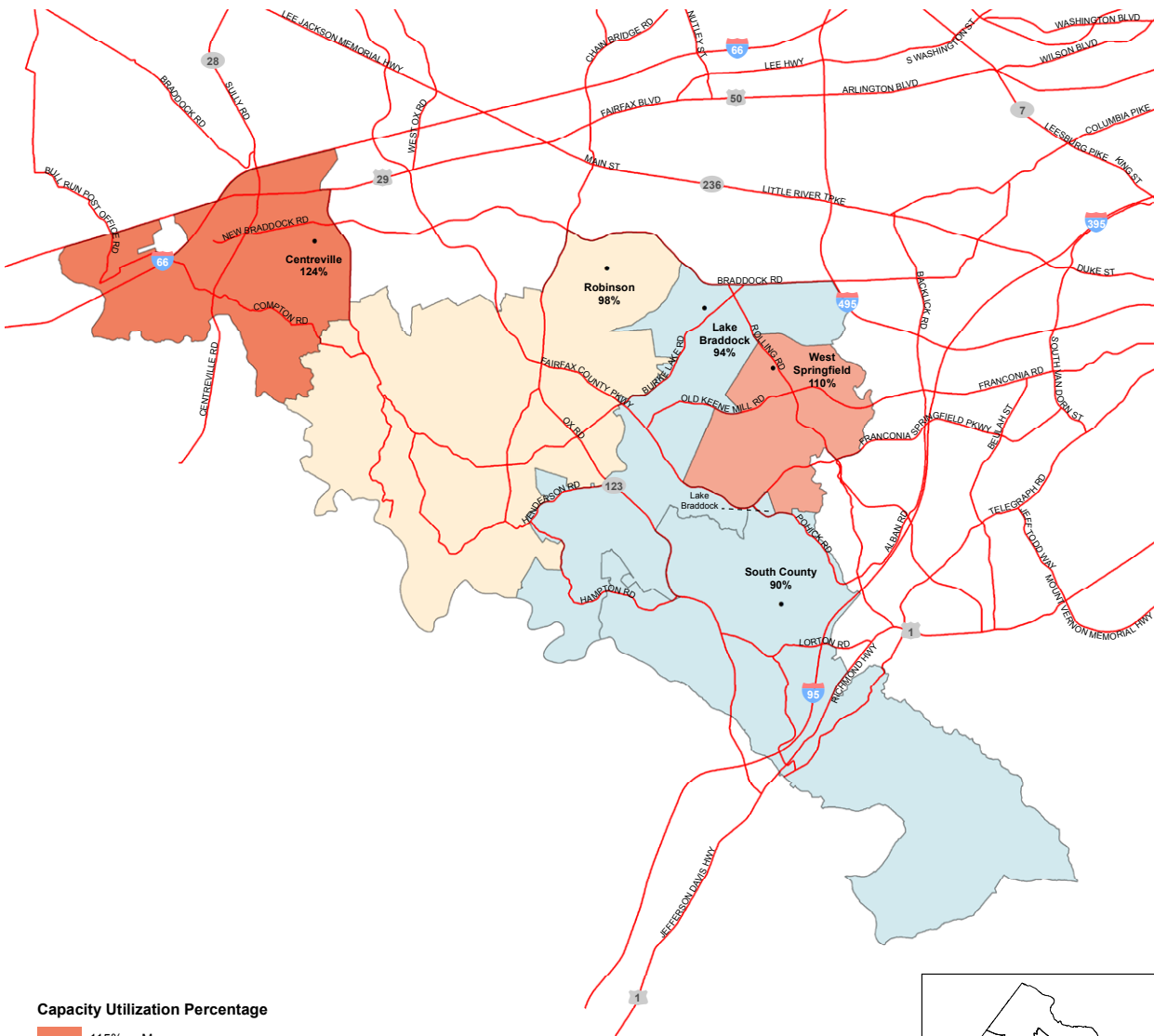
- Capacity Utilization Percentage**
- 115% or More
 - 105% - 114%
 - 95% - 104%
 - 85% - 94%
 - Less than 85%

Note: Based on 2018-19 school year boundaries.

REGION 4 HIGH SCHOOL CAPACITY

PROJECTED

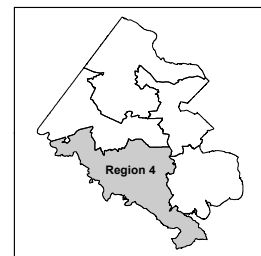
SY 2023-24



Capacity Utilization Percentage

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

Note: Based on 2018-19 school year boundaries.



REGION 4

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

Schools in Construction

The following table lists the schools that are in construction in the current year. The schools remain listed until the anticipated completion of the project. Construction projects include:

- Partial or full renovation of the existing school building—a renovation can result in an increase or decrease of design capacity due to restructuring of uses to provide efficient instructional spaces per the educational specifications.
- Replacement of modular building with a permanent structure that adjoins the existing school building—this type of renovation can result in an increase or decrease in design capacity due to restructuring of uses to provide efficient instructional spaces per the educational specifications.
- Permanent and adjoining building addition with minor modification to the existing building—additions typically result in an increase of design capacity of a school
- Modular building addition on a school site. This addition typically results in an increase of design capacity of a school

Monitoring Student Membership

The following table lists the schools that are monitored for membership in the current school year. Based on the current and projected membership and current program capacity, these schools do not show a capacity deficit, but are monitored to ensure accommodation of unexpected population changes through solutions listed above.

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

REGION 4

¹ Additional ECCB and PAC sites at Pimmit Hills Center.

² 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 2018–19 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
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 2018-19 CAPACITY, MEMBERSHIP, AND PROJECTIONS | REGION 4

CENTREVILLE HS PYRAMID

FACILITY	DESIGN CAPACITY	SY 2018-19				PROJECTED MEMBERSHIP				PROJECTED PROGRAM CAPACITY UTILIZATION %					
		PROGRAM CAPACITY	MEMBERSHIP	PROGRAM CAPACITY UTILIZATION %	TEMPORARY CLASSROOMS	MODULAR CLASSROOMS	SY19-20	SY20-21	SY21-22	SY22-23	SY23-24	SY19-20	SY20-21	SY21-22	SY22-23
Centreville HS	2,143	2,141	2,579	120%	14	8	2,611	2,646	2,693	2,694	2,645	122%	124%	126%	124%
Liberty MS	1,350	1,285	1,097	85%	-	-	1,094	1,106	1,086	1,053	1,016	85%	86%	85%	82%
Bull Run ES ³	1,008	952	801	84%	13	-	806	797	773	774	757	85%	84%	81%	80%
Centre Ridge ES ²	1,008	864	788	91%	6	-	780	763	732	722	709	90%	88%	85%	84%
Centreville ES ²	1,288	903	864	96%	-	10	866	857	826	830	824	96%	95%	91%	91%
Powell ES	1,288	1,018	908	89%	-	10	875	896	915	931	951	86%	88%	90%	91%
Union Mill ES	1,120	1,032	974	94%	4	-	950	932	941	938	934	92%	90%	91%	91%

LAKE BRADDOCK HS PYRAMID

FACILITY	DESIGN CAPACITY	SY 2018-19				PROJECTED MEMBERSHIP				PROJECTED PROGRAM CAPACITY UTILIZATION %					
		PROGRAM CAPACITY	MEMBERSHIP	PROGRAM CAPACITY UTILIZATION %	TEMPORARY CLASSROOMS	MODULAR CLASSROOMS	SY19-20	SY20-21	SY21-22	SY22-23	SY23-24	SY19-20	SY20-21	SY21-22	SY22-23
Lake Braddock HS	3,124	3,119	2,798	90%	-	-	2,819	2,826	2,854	2,899	2,943	90%	91%	92%	93%
Lake Braddock MS ³	1,644	1,626	1,436	88%	-	-	1,447	1,502	1,532	1,428	1,356	89%	92%	94%	88%
Cherry Run ES ²	594	588	434	74%	-	-	453	429	428	420	413	77%	73%	73%	71%
Kings Glen ES	672	560	499	89%	3	-	478	459	441	461	471	85%	82%	79%	82%
Kings Park ES	940	708	669	94%	2	-	679	691	699	687	690	96%	98%	99%	97%
Ravensworth ES	662	639	575	90%	-	-	581	595	586	575	574	91%	93%	92%	90%
Sangster ES ³	1,008	972	983	101%	5	-	1,015	972	947	983	938	104%	100%	97%	101%
White Oaks ES ³	1,120/925	929	810	87%	-	-	781	756	735	741	741	84%	82%	79%	80%

ROBINSON HS PYRAMID

FACILITY	DESIGN CAPACITY	SY 2018-19				PROJECTED MEMBERSHIP				PROJECTED PROGRAM CAPACITY UTILIZATION %					
		PROGRAM CAPACITY	MEMBERSHIP	PROGRAM CAPACITY UTILIZATION %	TEMPORARY CLASSROOMS	MODULAR CLASSROOMS	SY19-20	SY20-21	SY21-22	SY22-23	SY23-24	SY19-20	SY20-21	SY21-22	SY22-23
Robinson HS	2,752	2,742	2,590	94%	17	10	2,645	2,628	2,617	2,696	2,693	96%	96%	95%	98%
Robinson MS	1,334	1,320	1,204	91%	-	-	1,182	1,260	1,281	1,270	1,322	90%	95%	97%	96%
Bonnie Brae ES ²	1,008	885	801	91%	2	-	867	910	932	942	941	98%	103%	105%	106%
Fairview ES	812	773	729	94%	2	-	771	765	792	793	824	100%	99%	102%	103%
Laurel Ridge ES	1,092	927	873	94%	4	-	893	866	864	881	892	96%	93%	93%	96%
Oak View ES	924	862	824	96%	-	-	840	829	820	825	822	97%	96%	95%	96%
Terra Centre ES	618	615	586	95%	2	-	585	591	607	604	603	95%	96%	99%	98%

SOUTH COUNTY HS PYRAMID

FACILITY	SY 2018-19					PROJECTED MEMBERSHIP				PROJECTED PROGRAM CAPACITY UTILIZATION %							
	SCHOOL	DESIGN CAPACITY	PROGRAM CAPACITY	MEMBERSHIP	PROGRAM CAPACITY UTILIZATION %	TEMPORARY CLASSROOMS	MODULAR CLASSROOMS	SY19-20	SY20-21	SY21-22	SY22-23	SY23-24	SY19-20	SY20-21	SY21-22	SY22-23	SY23-24
South County HS	2,500	2,474	2,215	2,215	90%	-	-	2,201	2,277	2,282	2,285	2,239	89%	92%	92%	92%	90%
South County MS ³	1,410	1,280	1,082	1,082	85%	-	-	1,134	1,158	1,163	1,119	1,108	89%	91%	91%	87%	87%
Halley ES	1,008	767	611	611	80%	-	-	605	606	587	560	544	79%	79%	77%	73%	71%
Laurel Hill ES	1,064	948	848	848	89%	2	-	822	764	726	714	691	87%	81%	77%	75%	73%
Newington Forest ES ²	782	569	520	520	91%	-	-	529	520	517	524	526	93%	91%	91%	92%	92%
Silverbrook ES	896/970	854	838	838	98%	4	-	871	893	898	914	924	102%	92%	93%	94%	95%

WEST SPRINGFIELD HS PYRAMID

FACILITY	SY 2018-19					PROJECTED MEMBERSHIP				PROJECTED PROGRAM CAPACITY UTILIZATION %							
	SCHOOL	DESIGN CAPACITY	PROGRAM CAPACITY	MEMBERSHIP	PROGRAM CAPACITY UTILIZATION %	TEMPORARY CLASSROOMS	MODULAR CLASSROOMS	SY19-20	SY20-21	SY21-22	SY22-23	SY23-24	SY19-20	SY20-21	SY21-22	SY22-23	SY23-24
West Springfield HS	2,165/2,350	2,163	2,281	2,281	105%	9	-	2,356	2,457	2,512	2,546	2,595	100%	105%	107%	108%	110%
Irving MS	1,152	1,152	1,097	1,097	95%	-	-	1,094	1,160	1,199	1,151	1,108	95%	101%	104%	100%	96%
Cardinal Forest ES	800	703	601	601	85%	3	-	597	608	585	593	605	85%	86%	83%	84%	86%
Hunt Valley ES	878	798	729	729	91%	1	-	764	729	730	711	683	96%	91%	91%	89%	86%
Keene Mill ES ³	784	757	774	774	102%	-	-	791	774	730	715	689	104%	102%	96%	94%	91%
Orange Hunt ES	952	901	967	967	107%	4	-	1,009	1,019	1,049	1,056	1,051	112%	113%	116%	117%	117%
Rolling Valley ES	784	668	584	584	87%	-	-	606	598	602	601	597	91%	90%	90%	90%	89%
West Springfield ES	680	618	519	519	84%	3	-	535	512	519	527	514	87%	83%	84%	85%	83%

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

² Program or facility changes

³ General education and AAP center school

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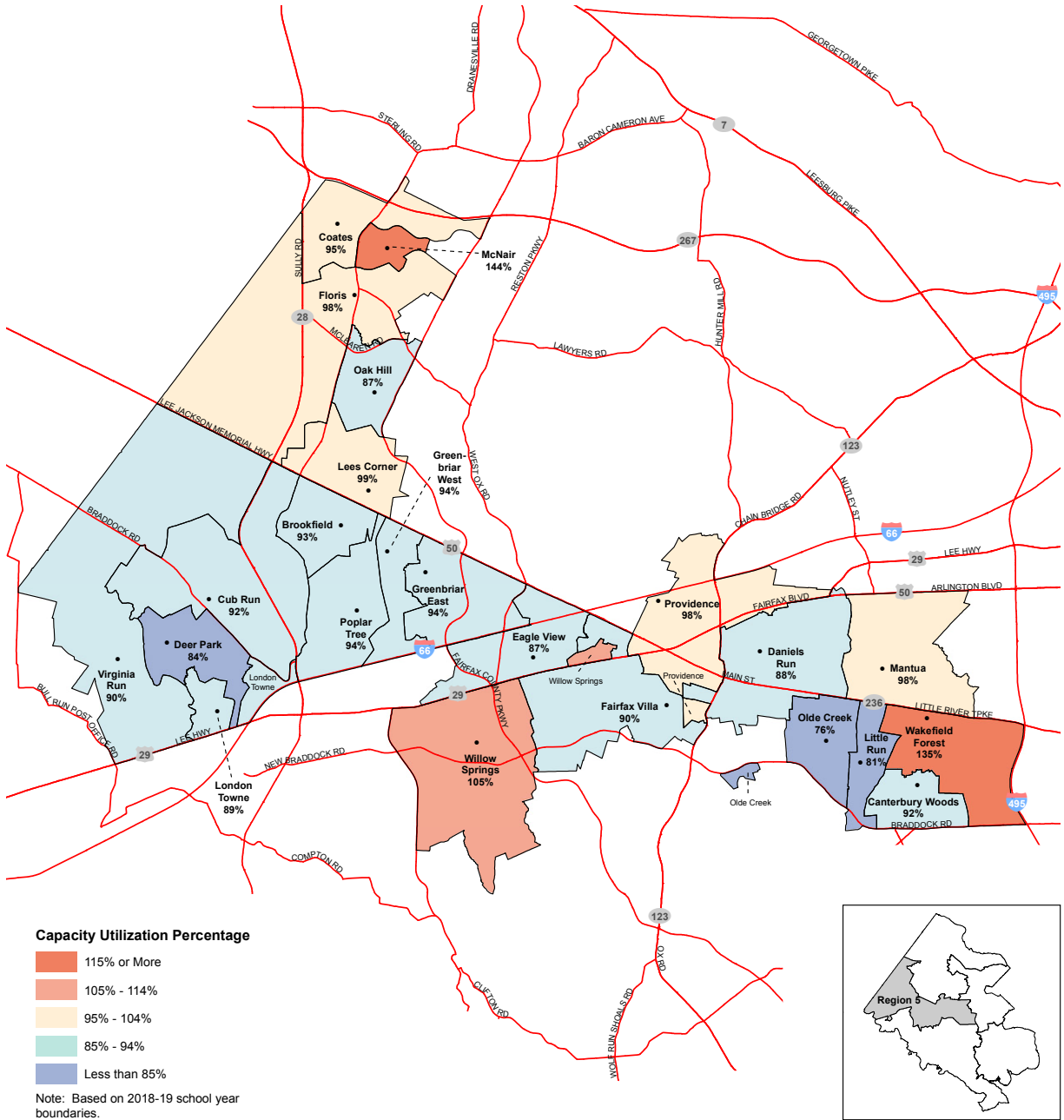
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REGION 5 ELEMENTARY SCHOOL CAPACITY

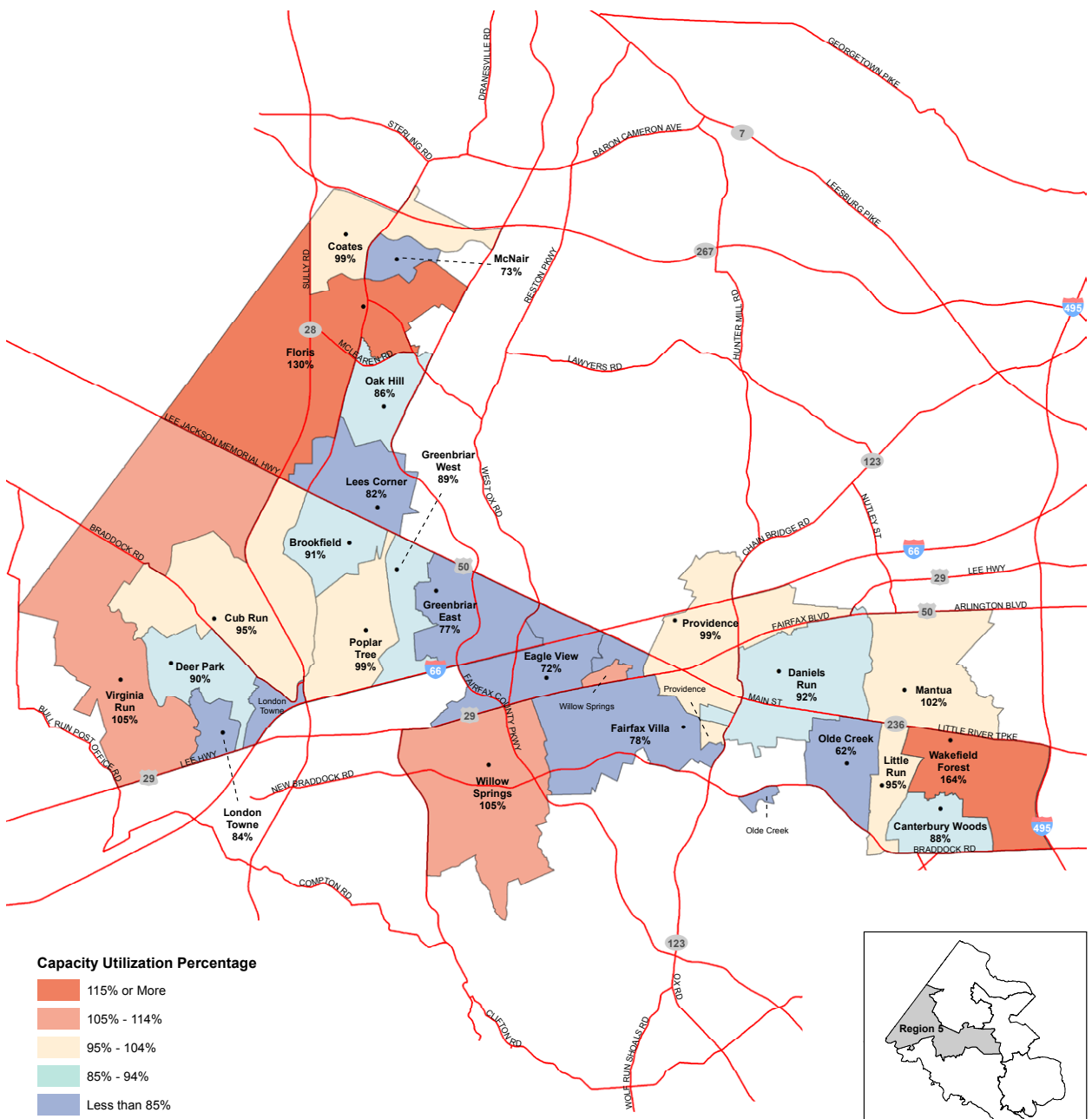
CURRENT | SY 2018-19 new

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REGION 5 ELEMENTARY SCHOOL CAPACITY PROJECTED | SY 2023-24

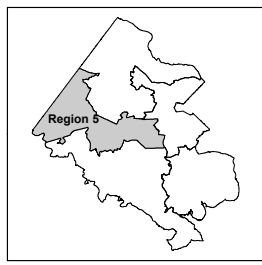
REGION 5



Capacity Utilization Percentage

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

Note: Based on 2018-19 school year boundaries.



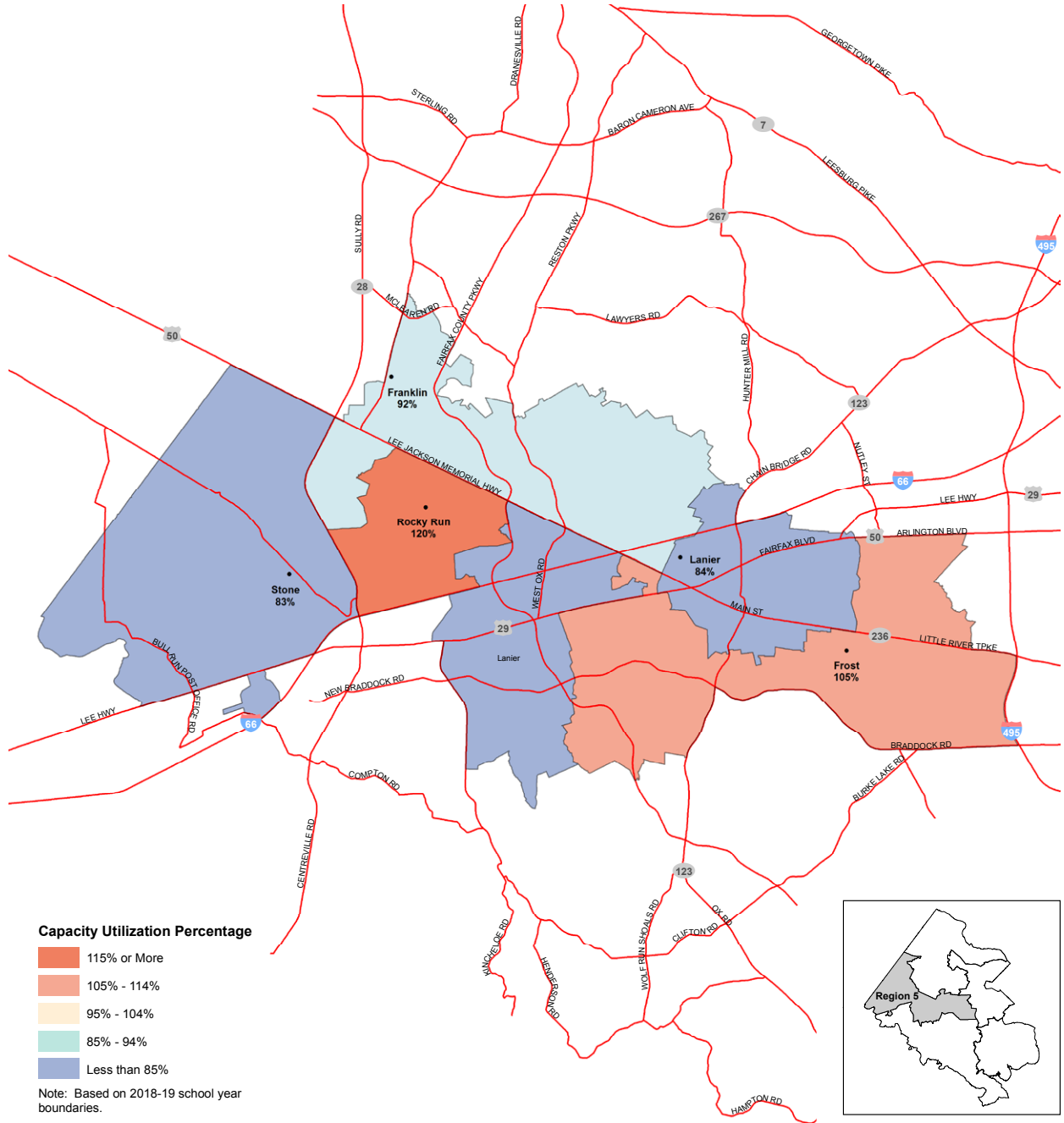
REGION 5 MIDDLE SCHOOL CAPACITY

CURRENT

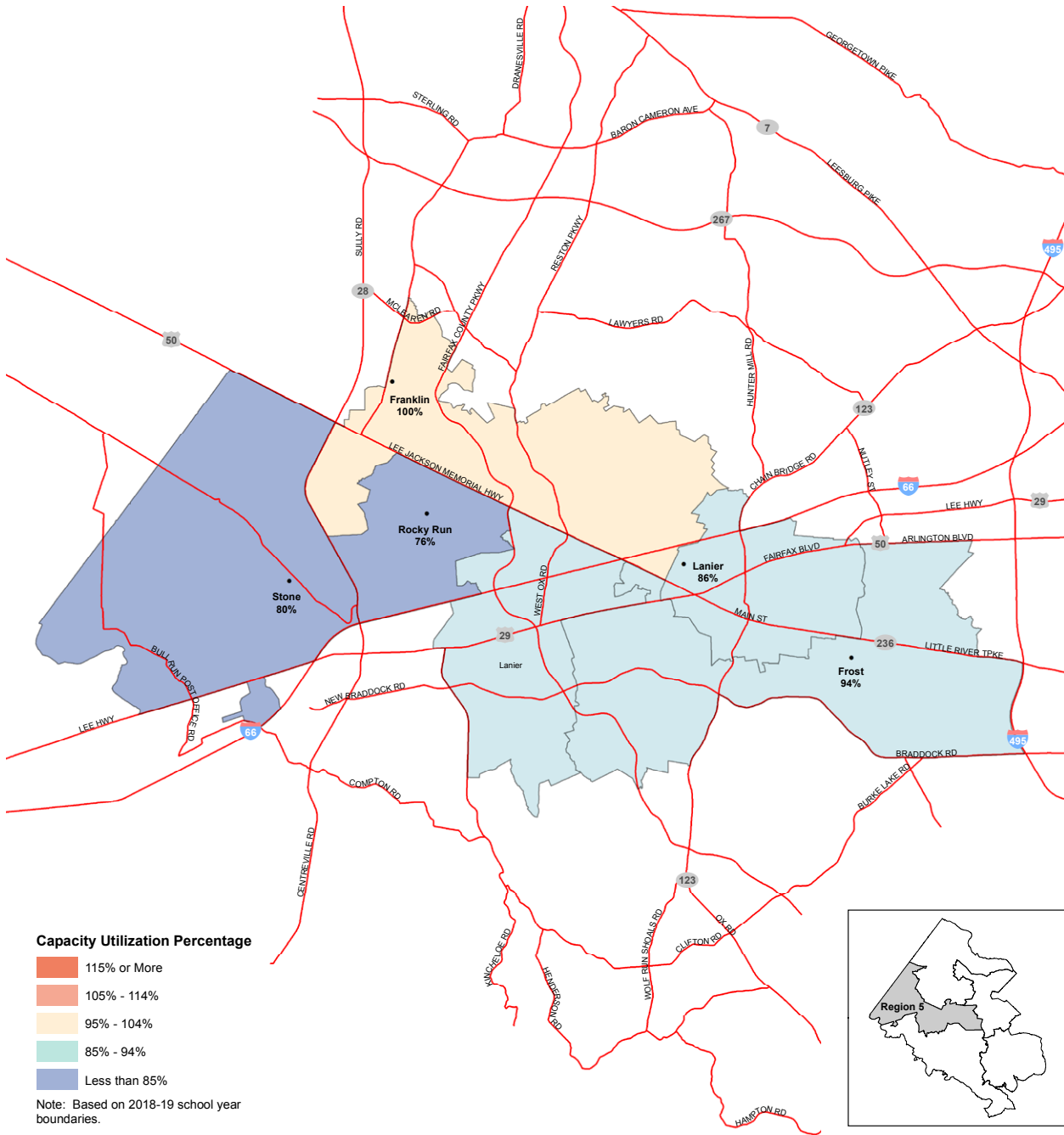
SY 2018-19



120



REGION 5 MIDDLE SCHOOL CAPACITY PROJECTED | SY 2023-24

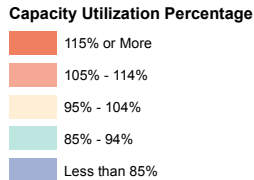
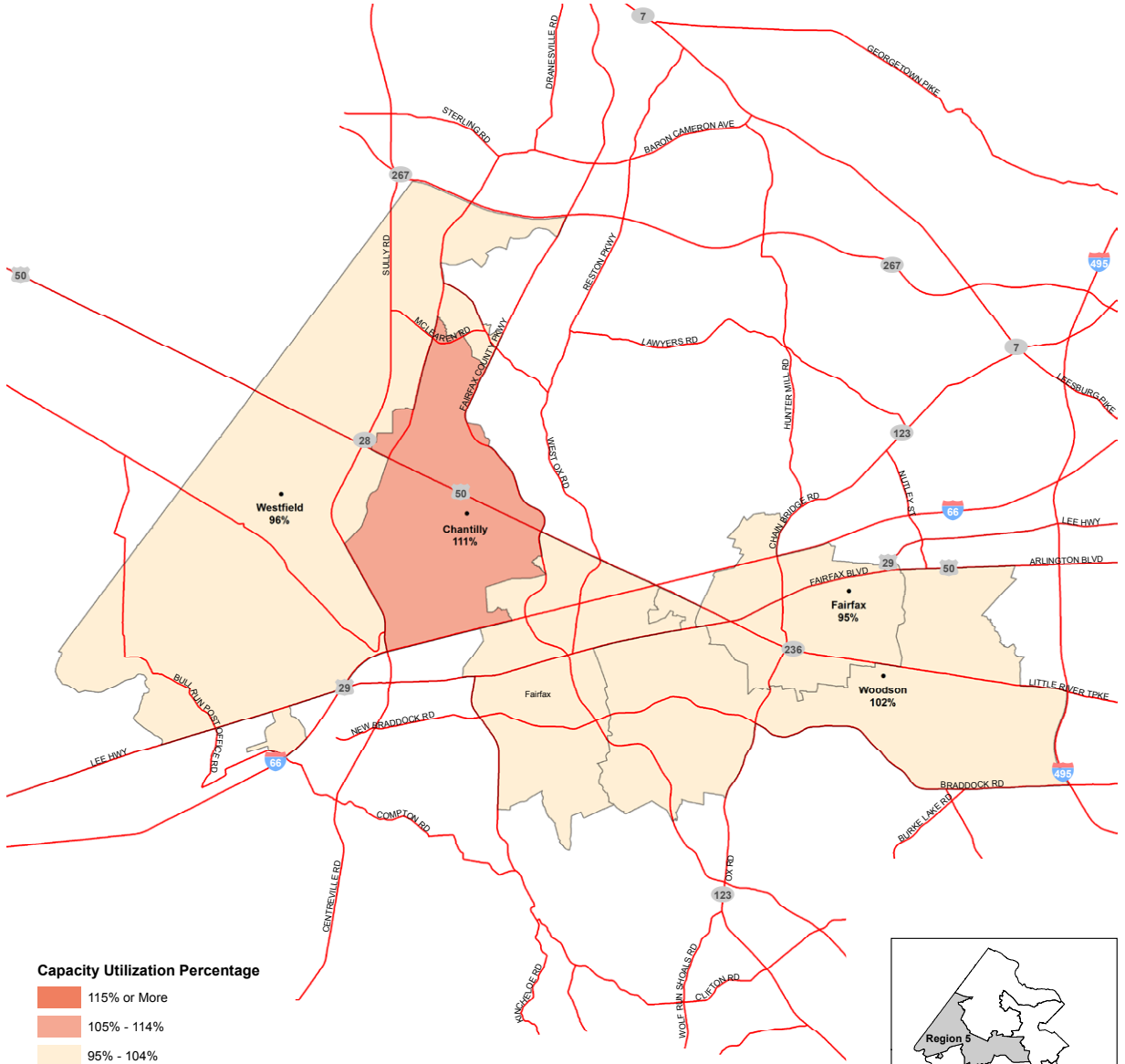


REGION 5

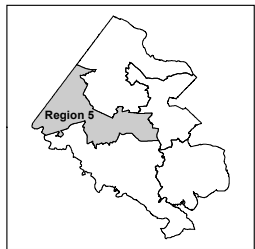
REGION 5 HIGH SCHOOL CAPACITY

CURRENT

SY 2018-19



Note: Based on 2018-19 school year boundaries.

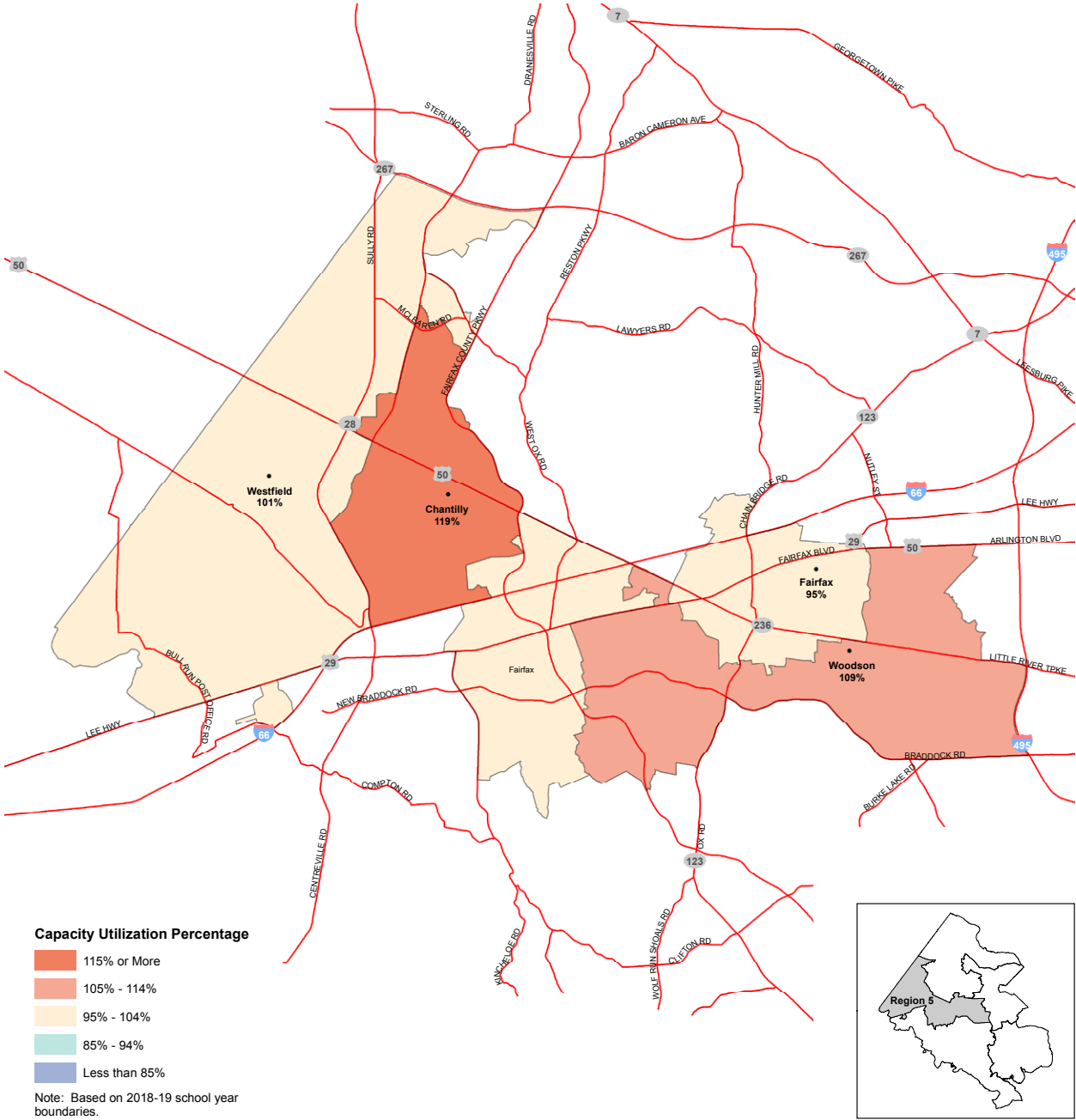


REGION 5 HIGH SCHOOL CAPACITY

PROJECTED

SY 2023-24

REGION 5



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

Schools in Construction

The following table lists the schools that are in construction in the current year. The schools remain listed until the anticipated completion of the project.

Construction projects include:

- Partial or full renovation of the existing school building—a renovation can result in an increase or decrease of design capacity due to restructuring of uses to provide efficient instructional spaces per the educational specifications
- Replacement of modular building with a permanent structure that adjoins the existing school building—this type of renovation can result in an increase or decrease in design capacity due to restructuring of uses to provide efficient instructional spaces per the educational specifications
- Permanent and adjoining building addition with minor modification to the existing building—additions typically result in an increase of design capacity of a school
- Modular building addition on a school site—this addition typically results in an increase of design capacity of a school

Monitoring Student Membership

The following table lists the schools that are monitored for membership in the current school year. Based on the current and projected membership and current program capacity, these schools do not show a capacity deficit, but are monitored to ensure accommodation of unexpected population changes through solutions listed above.

REGION	PYRAMID	LEVEL	SCHOOL	POTENTIAL SOLUTIONS
5	Chantilly	HS	Chantilly	A, B, C, D, F, H
5	Chantilly	MS	Franklin	A, B, C, D, H
5	Chantilly	MS	Rocky Run	In construction
5	Chantilly	ES	Brookfield	Monitor student membership
5	Chantilly	ES	Greenbriar East	Monitor student membership
5	Chantilly	ES	Greenbriar West	Monitor student membership
5	Chantilly	ES	Lees Corner	Monitor student membership
5	Chantilly	ES	Oak Hill	Monitor student membership
5	Chantilly	ES	Poplar Tree	Monitor student membership
5	Fairfax	HS	Fairfax	Monitor student membership
5	Fairfax	MS	Lanier	Monitor student membership
5	Fairfax	ES	Daniels Run	Monitor student membership
5	Fairfax	ES	Eagle View	Monitor student membership
5	Fairfax	ES	Providence	A, B, G, H
5	Fairfax	ES	Willow Springs	A, B, C, E, F, H
5	Westfield	HS	Westfield	A, C
5	Westfield	MS	Stone	Monitor student membership
5	Westfield	ES	Coates	Monitor student membership
5	Westfield	ES	Cub Run	Monitor student membership
5	Westfield	ES	Deer Park	Monitor student membership
5	Westfield	ES	Floris	A, B, C, D, F, H
5	Westfield	ES	London Towne	Monitor student membership
5	Westfield	ES	McNair	In construction
5	Westfield	ES	Virginia Run	A, B
5	Woodson	HS	Woodson	A, B, C, D, E, H
5	Woodson	MS	Frost	A, B, D, F, H
5	Woodson	ES	Canterbury Woods	Monitor student membership
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, B, C, D, F, H

REGION 5

¹ Additional ECCB and PAC sites at Pimmit Hills Center.

² 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 2018–19 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
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 2018-19 CAPACITY, MEMBERSHIP, AND PROJECTIONS | REGION 5

CHANTILLY HS PYRAMID

FACILITY		SY 2018-19					PROJECTED MEMBERSHIP					PROJECTED PROGRAM CAPACITY UTILIZATION %				
SCHOOL	DESIGN CAPACITY	PROGRAM CAPACITY	MEMBERSHIP	PROGRAM CAPACITY UTILIZATION %	TEMPORARY CLASSROOMS	MODULAR CLASSROOMS	SY19-20	SY20-21	SY21-22	SY22-23	SY23-24	SY19-20	SY20-21	SY21-22	SY22-23	SY23-24
Chantilly HS ²	2,581	2,580	2,852	111%	9	14	2,941	3,029	3,098	3,108	3,061	114%	117%	120%	120%	119%
Franklin MS ²	1,215	964	887	92%	-	-	935	993	998	964	965	97%	103%	104%	100%	100%
Rocky Run MS ^{1,3}	1,080/1,350	1,065	1,280	120%	4	-	1,127	1,084	1,150	1,078	1,025	106%	80%	85%	80%	76%
Brookfield ES	1,036	886	828	93%	5	-	814	798	795	793	803	92%	90%	90%	90%	91%
Greenbriar East ES	1,176	978	920	94%	4	-	901	862	817	780	749	92%	88%	84%	80%	77%
Greenbriar West ES ³	924	855	804	94%	6	-	796	781	783	793	765	93%	91%	92%	93%	89%
Lees Corner ES	896	780	775	99%	4	-	768	718	686	655	643	98%	92%	88%	84%	82%
Oak Hill ES ³	1,064/900	979	852	87%	2	6	814	799	775	787	776	83%	82%	79%	80%	86%
Poplar Tree ES ³	896	782	734	94%	3	-	754	726	754	753	771	96%	93%	96%	96%	99%

FAIRFAX HS PYRAMID

FACILITY		SY 2018-19					PROJECTED MEMBERSHIP					PROJECTED PROGRAM CAPACITY UTILIZATION %				
SCHOOL	DESIGN CAPACITY	PROGRAM CAPACITY	MEMBERSHIP	PROGRAM CAPACITY UTILIZATION %	TEMPORARY CLASSROOMS	MODULAR CLASSROOMS	SY19-20	SY20-21	SY21-22	SY22-23	SY23-24	SY19-20	SY20-21	SY21-22	SY22-23	SY23-24
Fairfax HS	2,416	2,407	2,285	95%	8	-	2,266	2,243	2,284	2,314	2,287	94%	93%	95%	96%	95%
Lanier MS ^{1,2,3}	1,311	1,208	1,009	84%	-	-	1,066	1,089	1,077	1,052	1,044	88%	90%	89%	87%	86%
Daniels Run ES ²	980	798	704	88%	2	-	727	712	725	738	733	91%	89%	91%	92%	92%
Eagle View ES	1,008	741	646	87%	2	-	620	578	567	547	535	84%	78%	77%	74%	72%
Providence ES ²	1,092	916	899	98%	2	-	897	929	940	920	906	98%	101%	103%	100%	99%
Willow Springs ES ³	1,036	960	1,007	105%	8	-	978	999	1,011	1,014	1,011	102%	104%	105%	106%	105%

WESTFIELD HS PYRAMID

FACILITY		SY 2018-19					PROJECTED MEMBERSHIP					PROJECTED PROGRAM CAPACITY UTILIZATION %				
SCHOOL	DESIGN CAPACITY	PROGRAM CAPACITY	MEMBERSHIP	PROGRAM CAPACITY UTILIZATION %	TEMPORARY CLASSROOMS	MODULAR CLASSROOMS	SY19-20	SY20-21	SY21-22	SY22-23	SY23-24	SY19-20	SY20-21	SY21-22	SY22-23	SY23-24
Westfield HS ²	2,823	2,777	2,655	96%	13	-	2,668	2,765	2,756	2,762	2,806	96%	100%	99%	99%	101%
Stone MS ²	1,104	930	768	83%	1	-	804	789	786	772	740	86%	85%	85%	83%	80%
Coates ES ²	868	744	709	95%	8	-	726	719	717	723	737	98%	97%	96%	97%	99%
Cub Run ES	874	625	572	92%	6	-	566	597	588	589	594	91%	96%	94%	94%	95%
Deer Park ES	1,064	694	583	84%	-	10	597	592	608	615	628	86%	85%	88%	89%	90%
Floris ES ²	924	845	826	98%	2	-	869	925	1,004	1,055	1,102	103%	109%	119%	125%	130%
London Towne ES	1,204	974	863	89%	2	10	837	821	830	820	819	86%	84%	85%	84%	84%
McNair ES ^{3,4}	1,008/1,758	912	1,315	144%	22	-	1,326	1,300	1,280	1,288	1,275	145%	143%	73%	73%	73%
Virginia Run ES	1,008	752	679	90%	3	-	703	709	735	767	789	93%	94%	98%	102%	105%

WOODSON HS PYRAMID

FACILITY		SY 2018-19				PROJECTED MEMBERSHIP				PROJECTED PROGRAM CAPACITY UTILIZATION %						
SCHOOL	DESIGN CAPACITY	PROGRAM CAPACITY	MEMBERSHIP	PROGRAM CAPACITY UTILIZATION %	TEMPORARY CLASSROOMS	MODULAR CLASSROOMS	SY19-20	SY20-21	SY21-22	SY22-23	SY23-24	SY19-20	SY20-21	SY21-22	SY22-23	SY23-24
Woodson HS	2,331	2,327	2,384	102%	2	-	2,377	2,471	2,488	2,509	2,536	102%	106%	107%	108%	109%
Frost MS ³	1,368/1,400	1,182	1,237	105%	9	10	1,286	1,268	1,295	1,320	1,310	109%	107%	110%	112%	94%
Canterbury Woods ES ³	917	854	787	92%	2	-	797	772	777	753	748	93%	90%	91%	88%	88%
Fairfax Villa ES	694	692	621	90%	6	-	616	599	582	556	543	89%	87%	84%	80%	78%
Little Run ES	476	412	335	81%	4	-	359	361	374	396	392	87%	88%	91%	96%	95%
Mantua ES ³	1,170	1,106	1,085	98%	4	8	1,105	1,099	1,099	1,127	1,131	100%	99%	99%	102%	102%
Olde Creek ES	628	504	381	76%	6	-	352	334	321	315	312	70%	66%	64%	63%	62%
Wakefield Forest ES	560	496	669	135%	11	-	712	745	754	782	812	144%	150%	152%	158%	164%

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

² 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

Notes:

1. A guide to understanding the information on these tables can be found at the beginning of the Membership and Capacity Comparisons section.
2. 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, or special education centers.
3. For schools with utilization percentage in red, refer to Potential Capacity Solutions table for this region.
4. Numbers in *italics* and highlighted in yellow are future design capacity and projected capacity utilization percentages after a renovation or capacity enhancement.
5. Pre-construction program capacity is used for schools currently in construction. For a list of schools in construction, refer to Potential Capacity Solutions table for this region.

Sources:

- Membership: FCPS, Certified Membership, September 30, 2018
- Projected Membership: FCPS, Membership Projections, Fall 2018
- Program Capacity and Modular Classrooms: FCPS, Capacity and Utilization Surveys, SY 2018-19
- Temporary Classrooms: FCPS, Design and Construction, Trailer Asset Report, October 2018

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

REGION 5

FCPS CAPACITY BALANCE SUMMARY

Current and Projected

Region 1

	Elementary 2018-19			Elementary 2023-24			Middle 2018-19			Middle 2023-24			High 2018-19			High 2023-24		
	Program Capacity	Membership	Balance	Projected Program Capacity	Projected Membership	Projected Capacity Balance	Program Capacity	Membership	Balance	Projected Program Capacity	Projected Membership	Projected Capacity Balance	Program Capacity	Membership	Balance	Projected Program Capacity	Projected Membership	Projected Capacity Balance
High School Pyramids																		
Herridon	4,886	4,432	454	4,900	4,328	572	1,176	1,113	63	1,073	1,03	158	2,145	2,303	-158	2,500	2,552	-52
Langley	4,219	3,653	566	4,219	3,637	582	1,058	1,031	27	1,105	15	430	1,923	1,923	0	2,353	1,861	492
Madison	3,837	3,634	203	3,837	3,418	419	1,233	1,209	24	1,430	-197	2318	2,112	2,212	-100	2,400	2,879	-82
Oakton	4,315	4,378	-63	4,315	4,148	167	1,524	1,502	22	1,593	-69	639	2,094	2,733	-639	2,625	2,879	-254
South Lakes	5,228	4,449	779	5,195	4,219	976	1,106	1,046	60	969	281	211	2,670	2,459	211	2,670	2,590	80
Region 1 Total	22,485	20,546	1,939	22,466	19,750	2,716	6,097	5,901	196	6,303	133	287	11,373	11,630	-257	12,548	12,200	348

Region 2

	Elementary 2018-19			Elementary 2023-24			Middle 2018-19			Middle 2023-24			High 2018-19			High 2023-24		
	Program Capacity	Membership	Balance	Projected Program Capacity	Projected Membership	Projected Capacity Balance	Program Capacity	Membership	Balance	Projected Program Capacity	Projected Membership	Projected Capacity Balance	Program Capacity	Membership	Balance	Projected Program Capacity	Projected Membership	Projected Capacity Balance
High School Pyramids																		
Annandale	4,517	4,073	444	4,473	4,093	380	2,510	1,869	641	1,812	698	769	4,723	3,754	969	4,723	4,052	671
Falls Church	3,656	3,499	157	3,656	3,458	198	1,223	1,113	110	1,005	218	117	1,945	2,062	-117	1,945	2,358	-413
Justice	5,135	4,562	573	5,135	4,389	746	1,860	1,807	53	1,840	20	48	1,990	2,188	-198	2,500	2,452	48
Marshall	4,148	3,968	180	4,148	3,903	245	1,152	1,130	22	1,255	-103	108	2,332	2,224	108	2,332	2,339	-7
McLean	3,538	3,700	-162	3,538	3,554	-16	1,374	1,319	55	1,500	-126	-273	1,982	2,255	-273	1,982	2,505	-523
Region 2 Total	20,994	19,802	1,192	20,950	19,397	1,553	8,119	7,238	881	7,412	707	290	12,973	12,683	290	13,483	13,706	-223

Region 3

	Elementary 2018-19			Elementary 2023-24			Middle 2018-19			Middle 2023-24			High 2018-19			High 2023-24		
	Program Capacity	Membership	Balance	Projected Program Capacity	Projected Membership	Projected Capacity Balance	Program Capacity	Membership	Balance	Projected Program Capacity	Projected Membership	Projected Capacity Balance	Program Capacity	Membership	Balance	Projected Program Capacity	Projected Membership	Projected Capacity Balance
High School Pyramids																		
Edison	3,731	3,306	425	4,008	3,368	640	1,020	1,056	-36	1,126	-106	48	2,135	2,087	48	2,135	2,196	-61
Hayfield	3,976	3,758	218	3,976	3,524	452	1,117	948	169	928	189	17	2,242	2,085	157	2,242	2,225	17
Lee	4,078	3,521	557	4,078	3,017	1,061	988	796	192	747	241	254	2,045	1,723	322	2,045	1,791	254
Mount Vernon	5,430	4,763	667	5,426	4,763	663	1,197	1,012	185	1,006	191	375	2,428	2,983	-555	2,428	2,053	375
West Potomac	6,328	5,293	1,035	6,394	5,137	1,257	1,446	1,524	-78	1,498	-52	178	2,228	2,228	0	3,000	2,822	178
Region 3 Total	23,543	20,641	2,902	23,882	19,555	4,327	5,768	5,336	432	5,305	463	602	11,078	10,476	602	11,849	11,087	762

Region 4

	Elementary 2018-19			Elementary 2023-24			Middle 2018-19			Middle 2023-24			High 2018-19			High 2023-24		
	Program Capacity	Membership	Balance	Projected Program Capacity	Projected Membership	Projected Capacity Balance	Program Capacity	Membership	Balance	Projected Program Capacity	Projected Membership	Projected Capacity Balance	Program Capacity	Membership	Balance	Projected Program Capacity	Projected Membership	Projected Capacity Balance
High School Pyramids																		
Centreville	4,769	4,335	434	4,769	4,175	594	1,285	1,097	188	1,016	269	-504	2,141	2,579	-438	2,141	2,645	-504
Lake Braddock	4,396	3,970	426	4,392	3,827	565	1,626	1,436	190	1,356	270	176	3,119	2,798	321	3,119	2,943	176
Robinson	4,062	3,813	249	4,062	4,082	-20	1,320	1,204	116	1,322	-3	49	2,742	2,590	152	2,742	2,693	49
South County	3,138	2,817	321	3,254	2,685	569	1,280	1,082	198	1,108	172	259	2,474	2,215	259	2,474	2,239	235
West Springfield	4,445	4,174	271	4,445	4,139	306	1,152	1,097	55	1,108	44	-245	2,163	2,281	-118	2,350	2,595	-245
Region 4 Total	20,810	19,109	1,701	20,922	18,908	2,014	6,662	5,916	746	5,910	752	-889	12,638	12,463	175	12,826	13,115	-289

Region 5

	Elementary 2018-19			Elementary 2023-24			Middle 2018-19			Middle 2023-24			High 2018-19			High 2023-24		
	Program Capacity	Membership	Balance	Projected Program Capacity	Projected Membership	Projected Capacity Balance	Program Capacity	Membership	Balance	Projected Program Capacity	Projected Membership	Projected Capacity Balance	Program Capacity	Membership	Balance	Projected Program Capacity	Projected Membership	Projected Capacity Balance
High School Pyramids																		
Chantilly	5,260	4,913	347	5,181	4,507	674	2,029	2,167	-138	1,990	324	-481	2,580	2,852	-272	2,580	3,061	-481
Fairfax	3,415	3,256	159	3,415	3,185	230	1,208	1,009	199	1,044	164	122	2,407	2,285	122	2,407	2,807	-29
Westfield	5,546	5,547	-1	5,944	5,944	0	930	768	162	740	190	122	2,777	2,655	122	2,777	2,860	-83
Woodson	4,064	3,878	186	4,064	3,938	126	1,182	1,237	-55	1,310	90	-209	2,327	2,384	-57	2,327	2,536	-209
Region 5 Total	18,285	17,594	691	19,052	17,574	1,478	5,349	5,181	168	5,084	768	-598	10,092	10,176	-84	10,092	10,690	-598
FCPS T total	106,117	97,692	8,425	107,272	95,184	12,088	31,993	29,572	2,421	29,881	2,822	725	58,153	57,428	725	60,798	60,798	0

Notes:

- Membership numbers include: general education, special education, AAP, RECEP/Head Start and preschool (wherever applicable) students. Membership numbers do not include: adult education, private school special education, home schooled, multi-agency or special education centers.
- Pre-construction program capacity is used for schools currently in construction. For a list of schools in construction, refer to Potential Capacity Solutions table for each region.
- Projected Program Capacity for SY 2023-24 includes future design capacity of schools after a renovation or capacity enhancement.

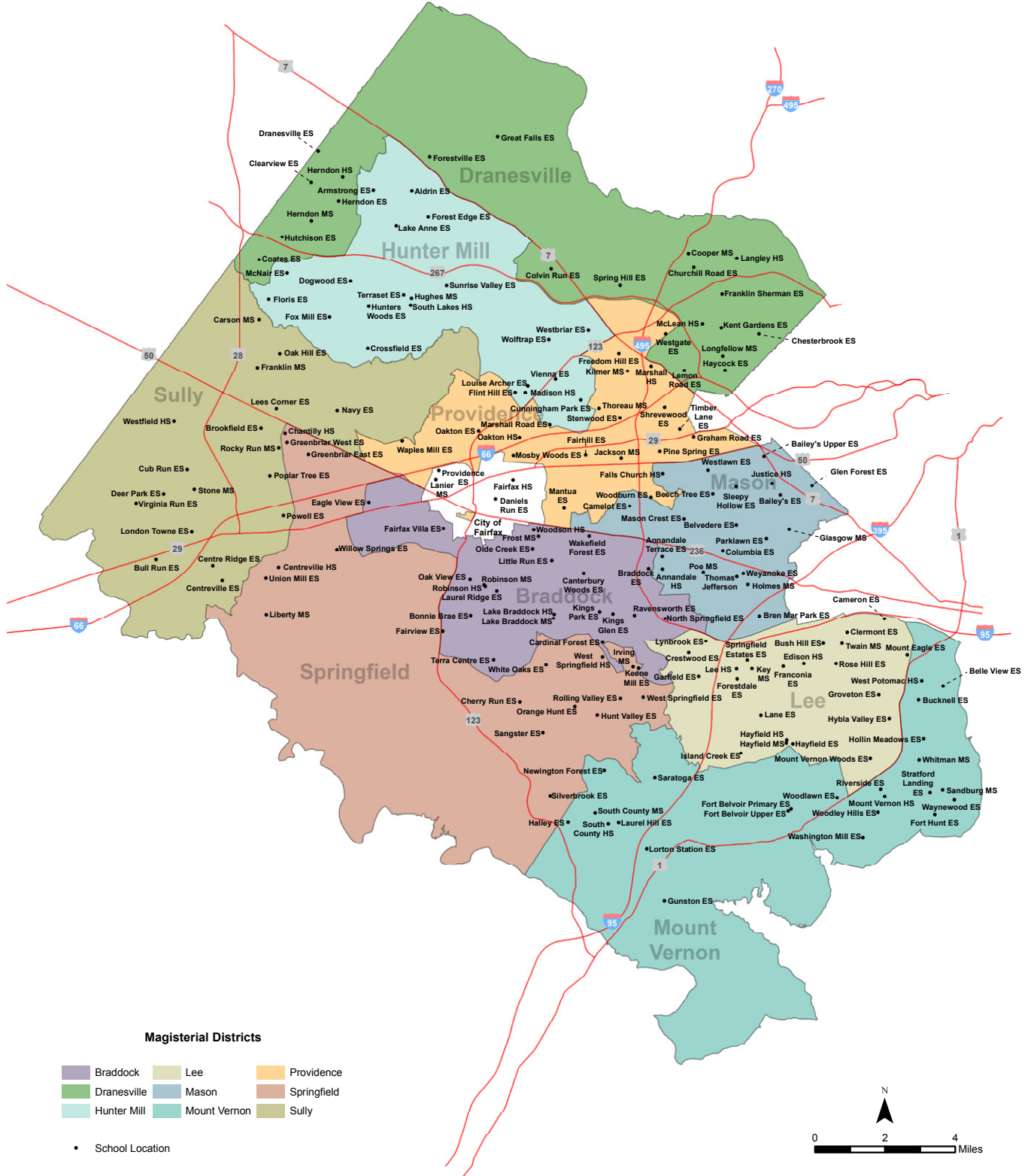
Sources: Membership: FCPS, Certified Membership, September 30, 2018; Projected Membership: FCPS, Facilities Planning Services, Projections, Fall 2018; Program Capacity and Modular Classrooms: FCPS, Facilities Planning Services, Capacity and Utilization Surveys, SY 2018-19.

RESOURCES

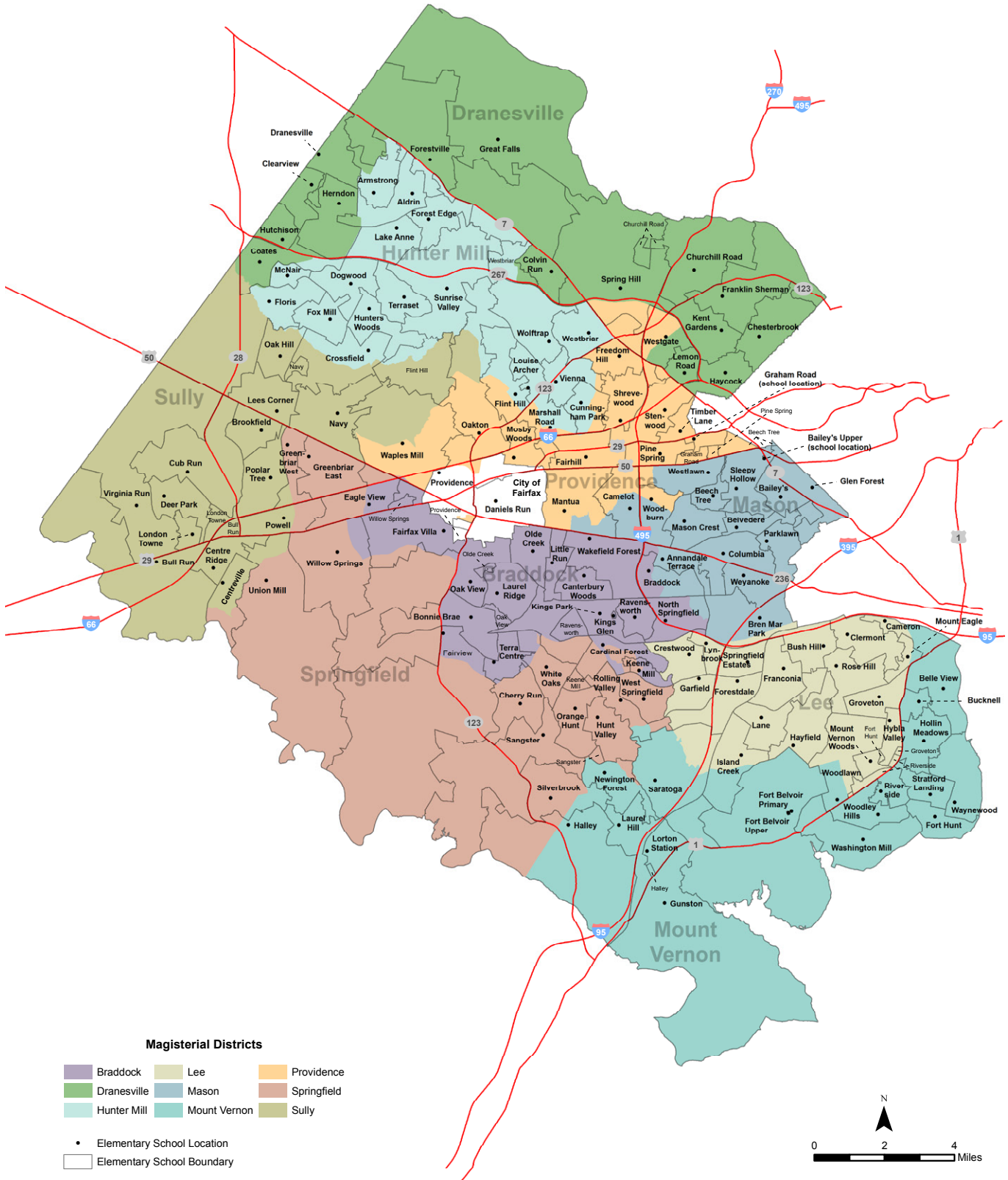
MAGISTERIAL MAPS

SCHOOL LOCATIONS | SY 2018-19

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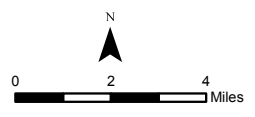
ELEMENTARY SCHOOL BOUNDARIES | SY 2018-19



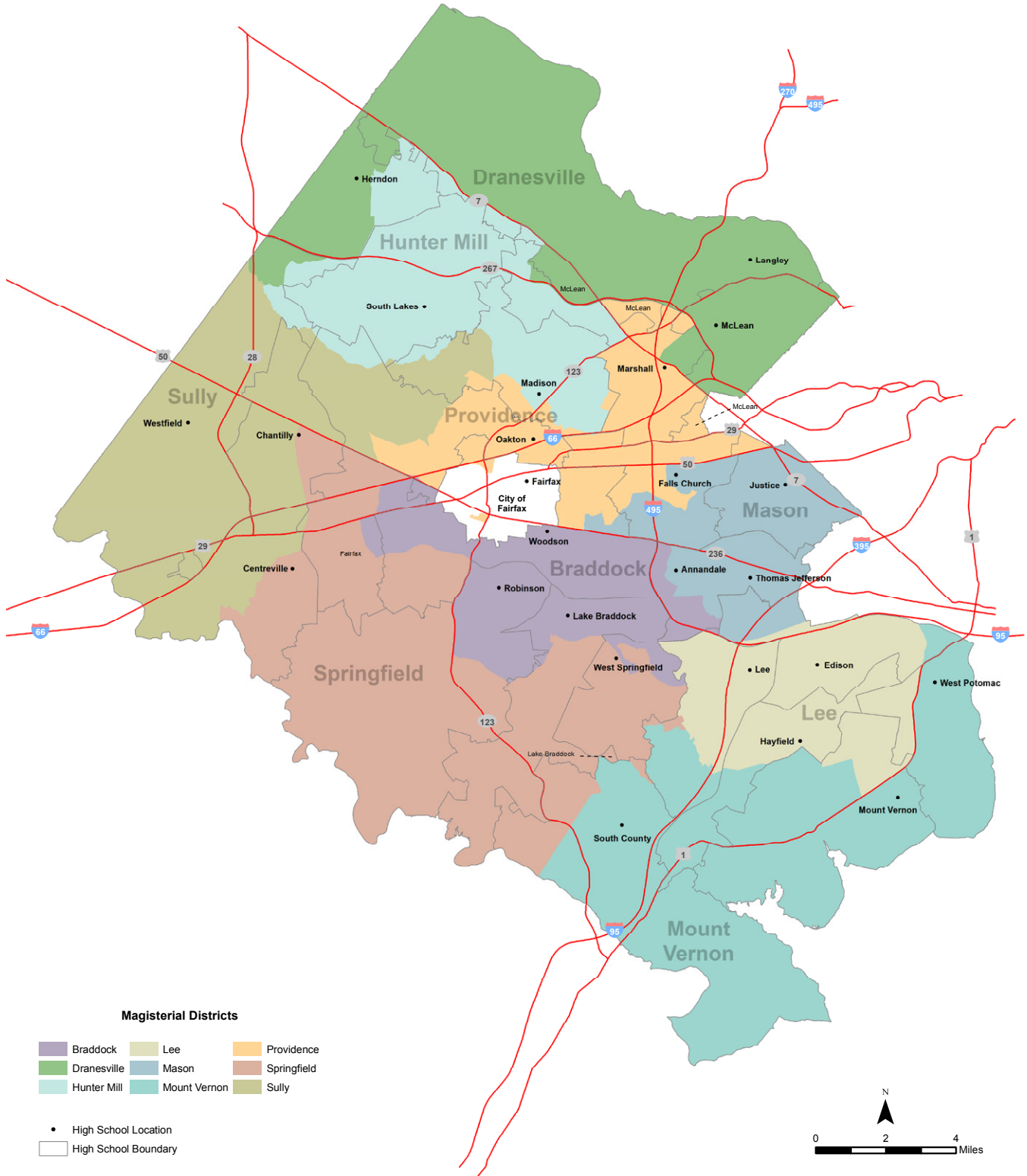
Magisterial Districts

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

- Elementary School Location
- Elementary School Boundary

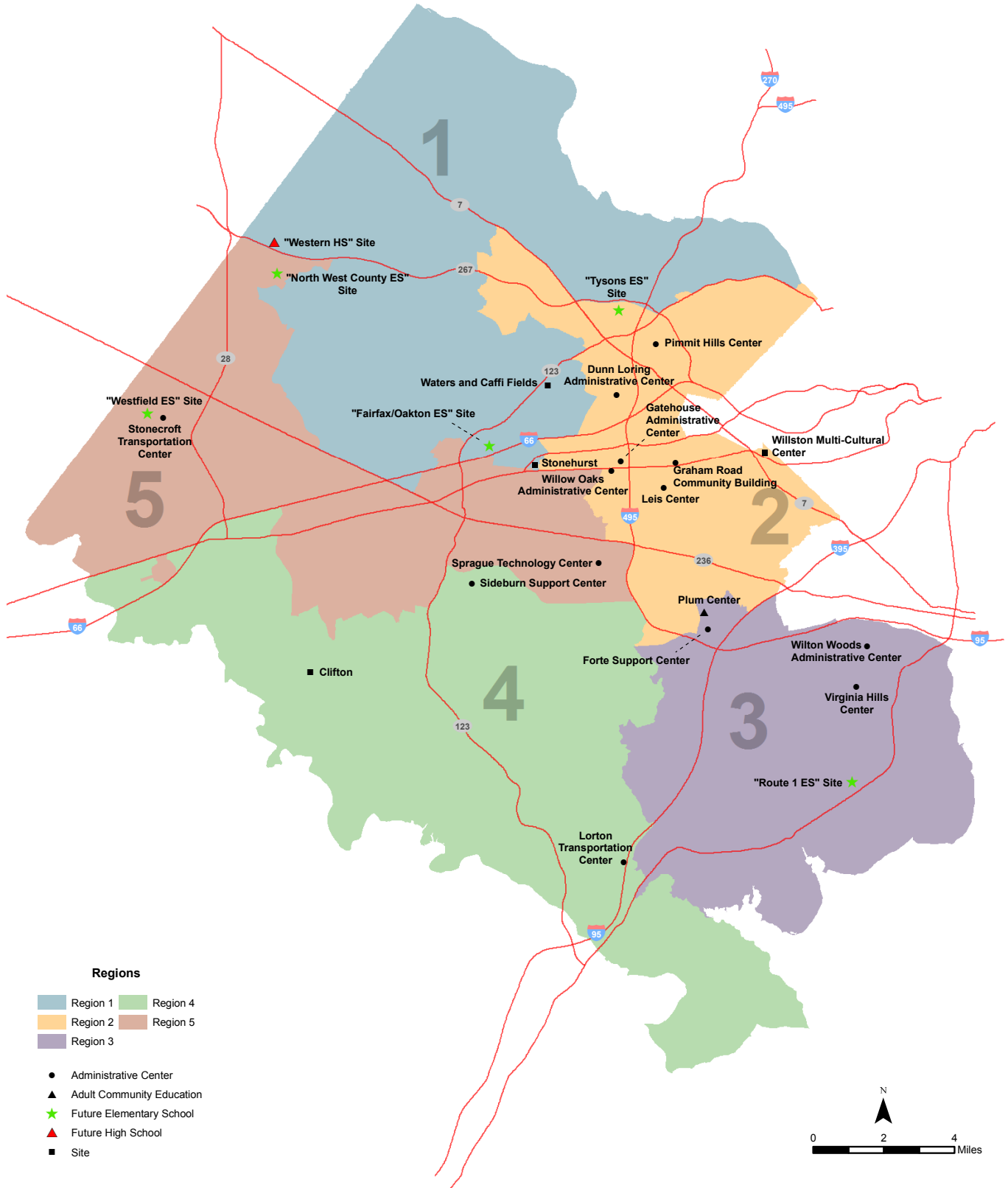


HIGH SCHOOL BOUNDARIES | SY 2018–19

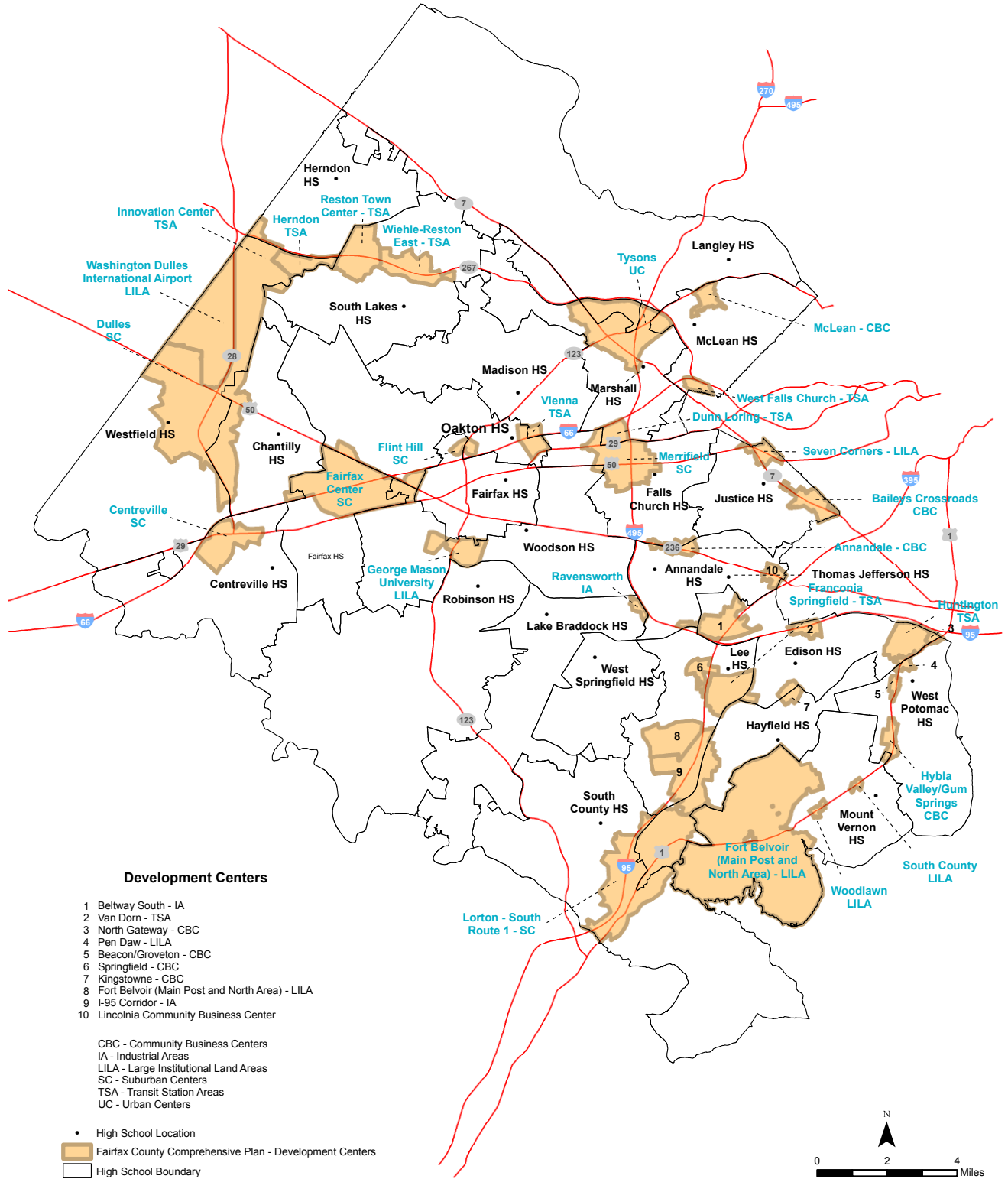


ADMINISTRATIVE BUILDINGS AND SITES | SY 2018-19

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FAIRFAX COUNTY COMPREHENSIVE PLAN: DEVELOPMENT CENTERS | SY 2018-19

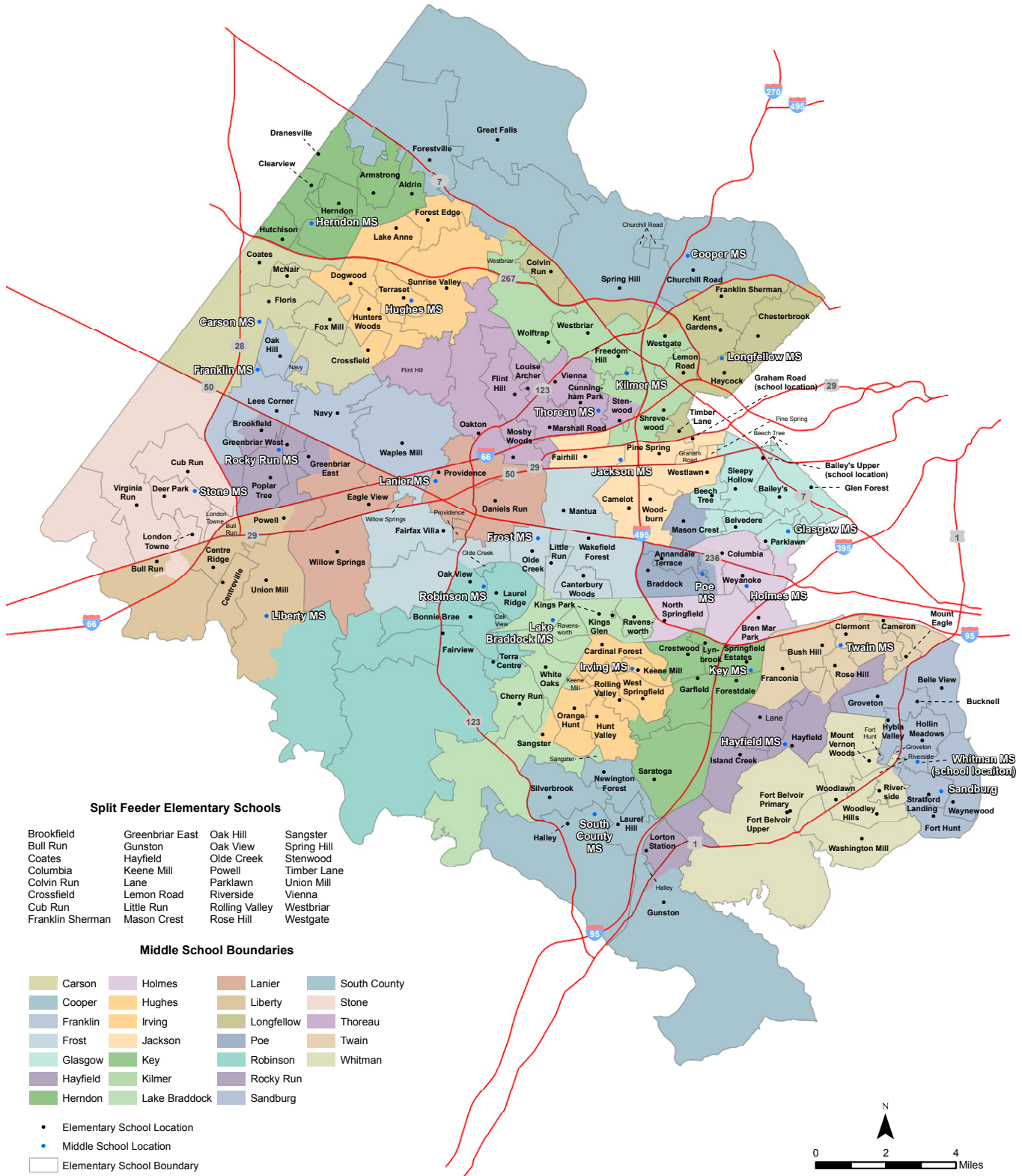


For more information on Special Planning Areas in Fairfax County please refer to the following link:
<https://www.fairfaxcounty.gov/planning-zoning/comprehensive-plan/special-planning-areas>

SPLIT FEEDER INFORMATION

ELEMENTARY SCHOOL BOUNDARIES | SY 2018-19

With Middle School Boundaries



MIDDLE SCHOOL FEEDERS AND SPLIT FEEDERS* | SY 2018–19

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 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 Mosby Woods 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 2018-19

With High School Boundaries



HIGH SCHOOL FEEDERS AND SPLIT FEEDERS* | SY 2018–19

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

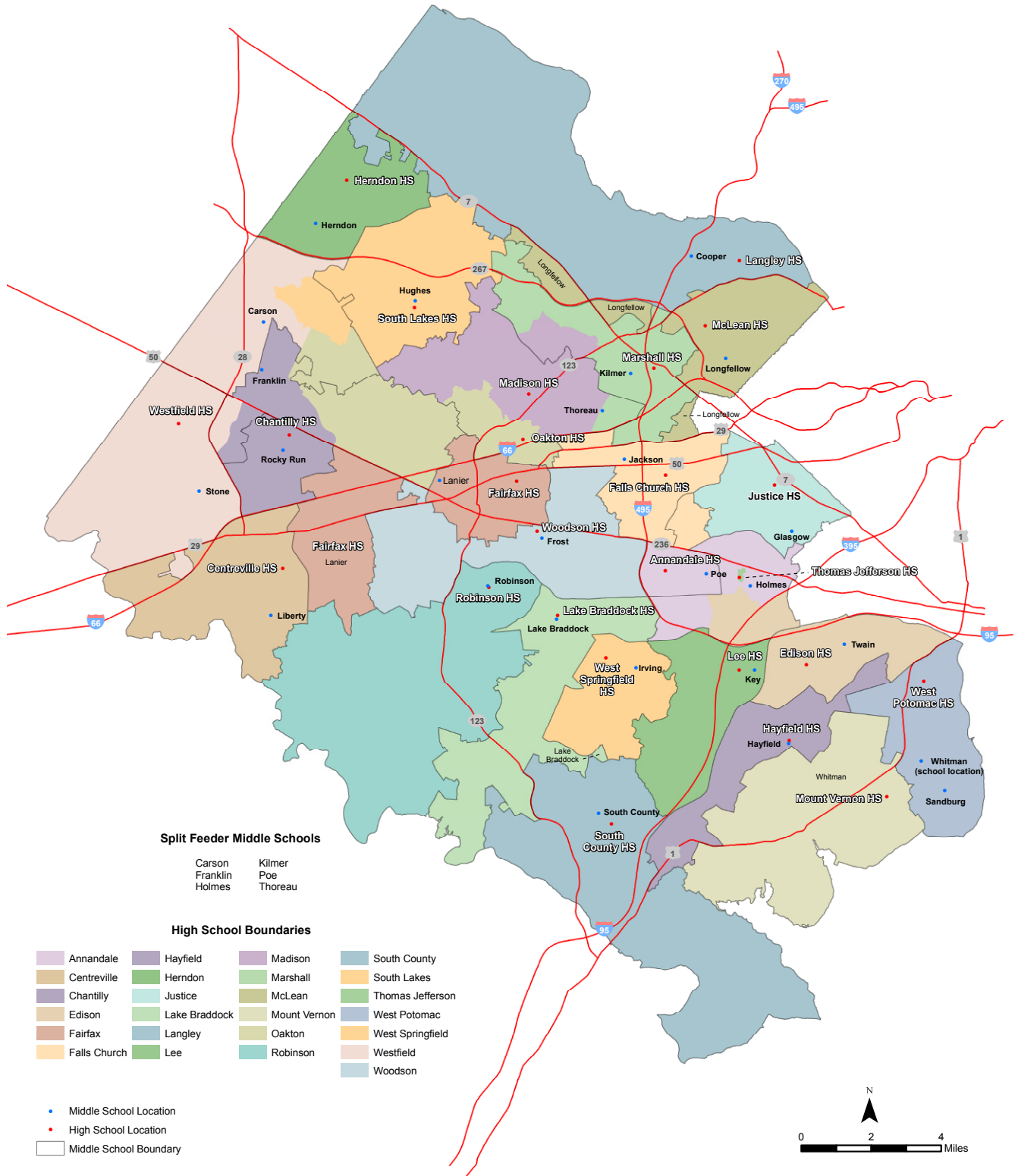
HIGH SCHOOL	ELEMENTARY SCHOOL
Lake Braddock	Cherry Run Keene Mill* Kings Glen/Park Little Run* Ravensworth Sangster* White Oaks
Langley	Churchill Road Colvin Run* Forestville Franklin Sherman* Great Falls Spring Hill*
Lee	Crestwood Forestdale Garfield Lynbrook Rolling Valley* Saratoga Springfield Estates
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 2018-19

With High School Boundaries

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HIGH SCHOOL FEEDERS AND SPLIT FEEDERS* | SY 2018–19

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* Thoreau*
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 2018-19

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	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	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 2018–19

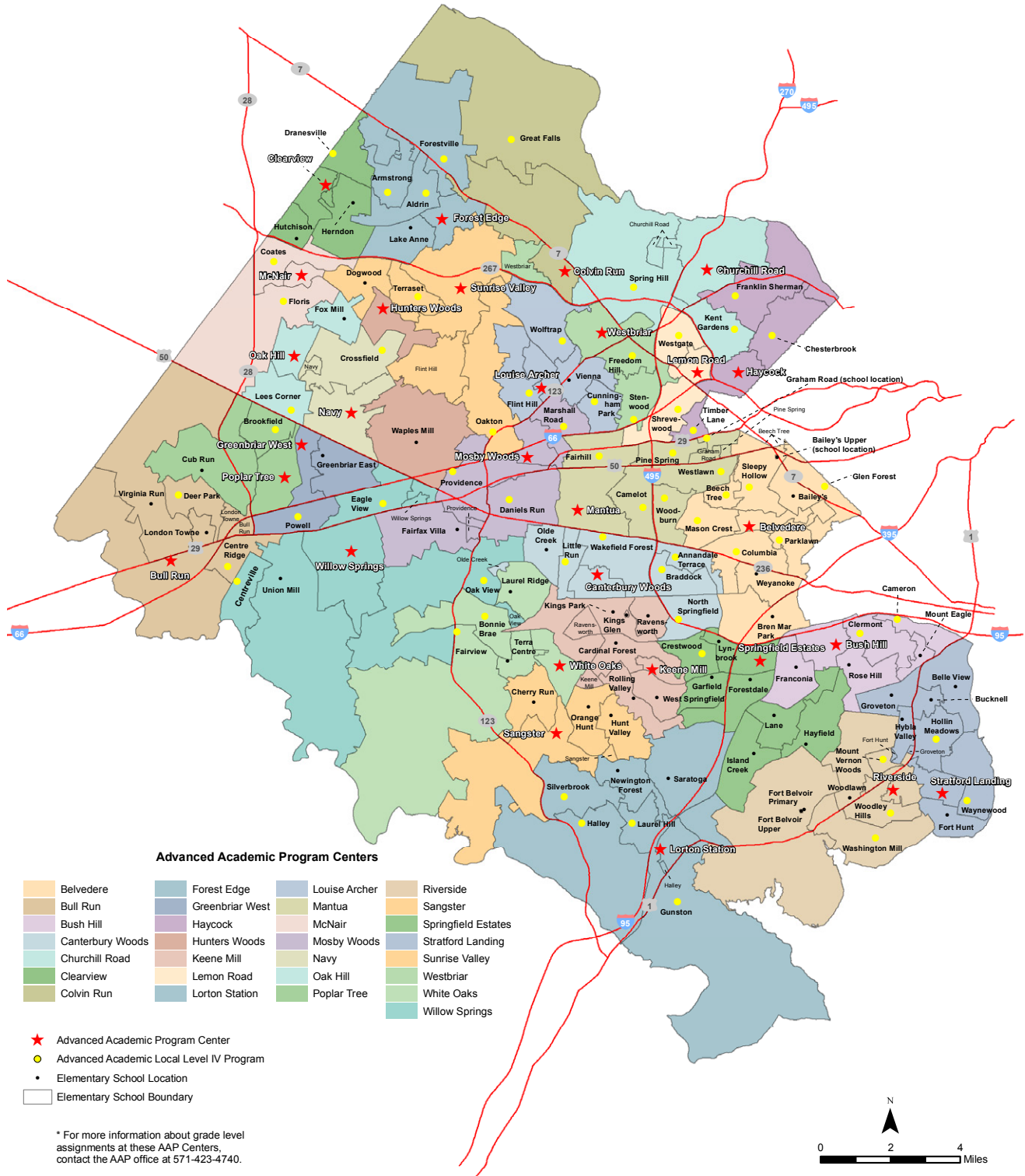
MIDDLE SCHOOL	HIGH SCHOOL
Carson	Westfield Oakton South Lakes
Franklin	Chantilly Westfield Oakton
Holmes	Edison Annandale
Kilmer	Marshall Madison
Poe	Annandale Falls Church
Thoreau	Madison Marshall Oakton

ATTENDANCE ISLANDS | SY 2018–19

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		

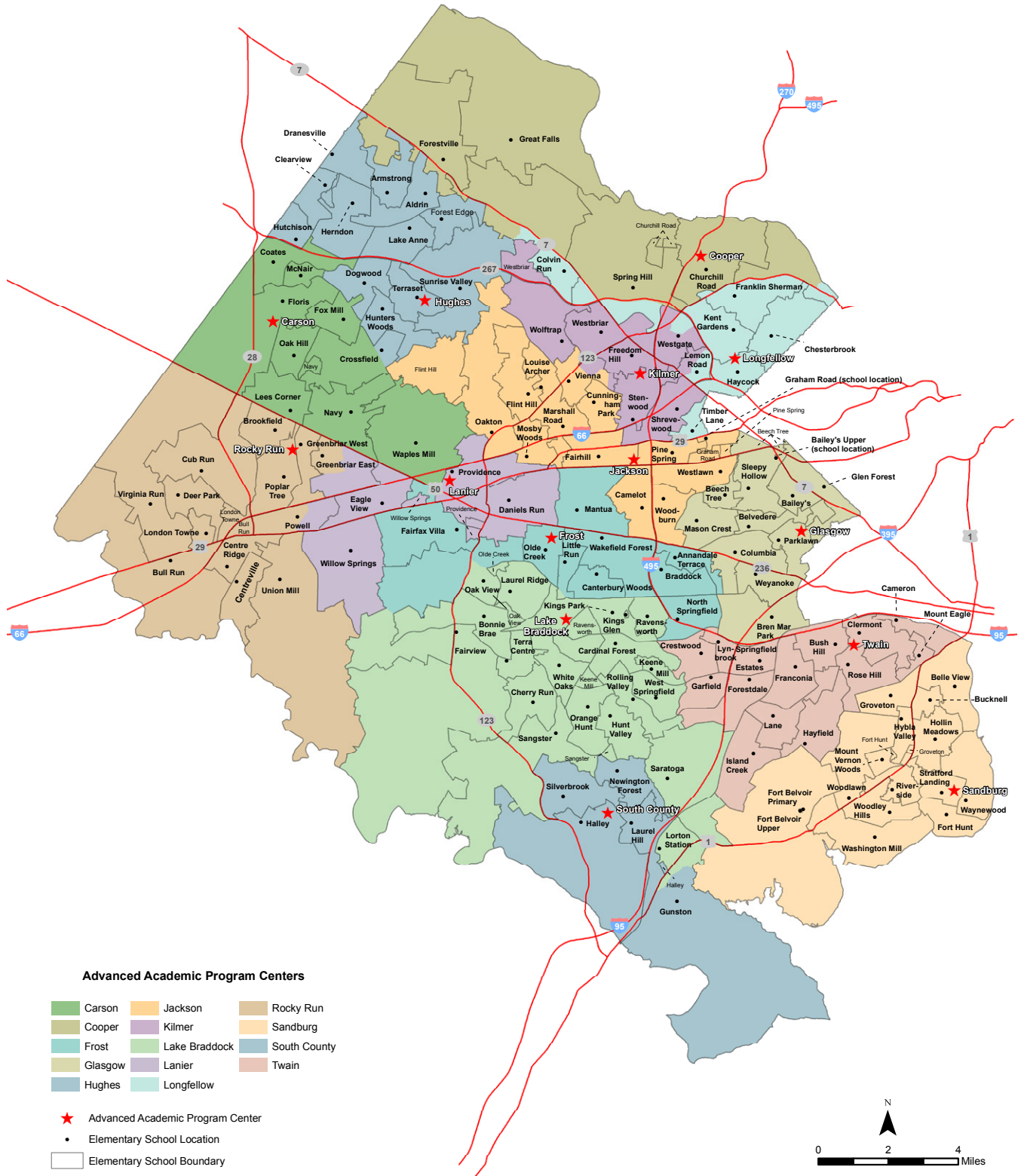
PROGRAM INFORMATION

ELEMENTARY SCHOOL ADVANCED ACADEMIC PROGRAM CENTER BOUNDARIES AND LOCAL LEVEL IV ACADEMIC PROGRAMS | SY 2018-19



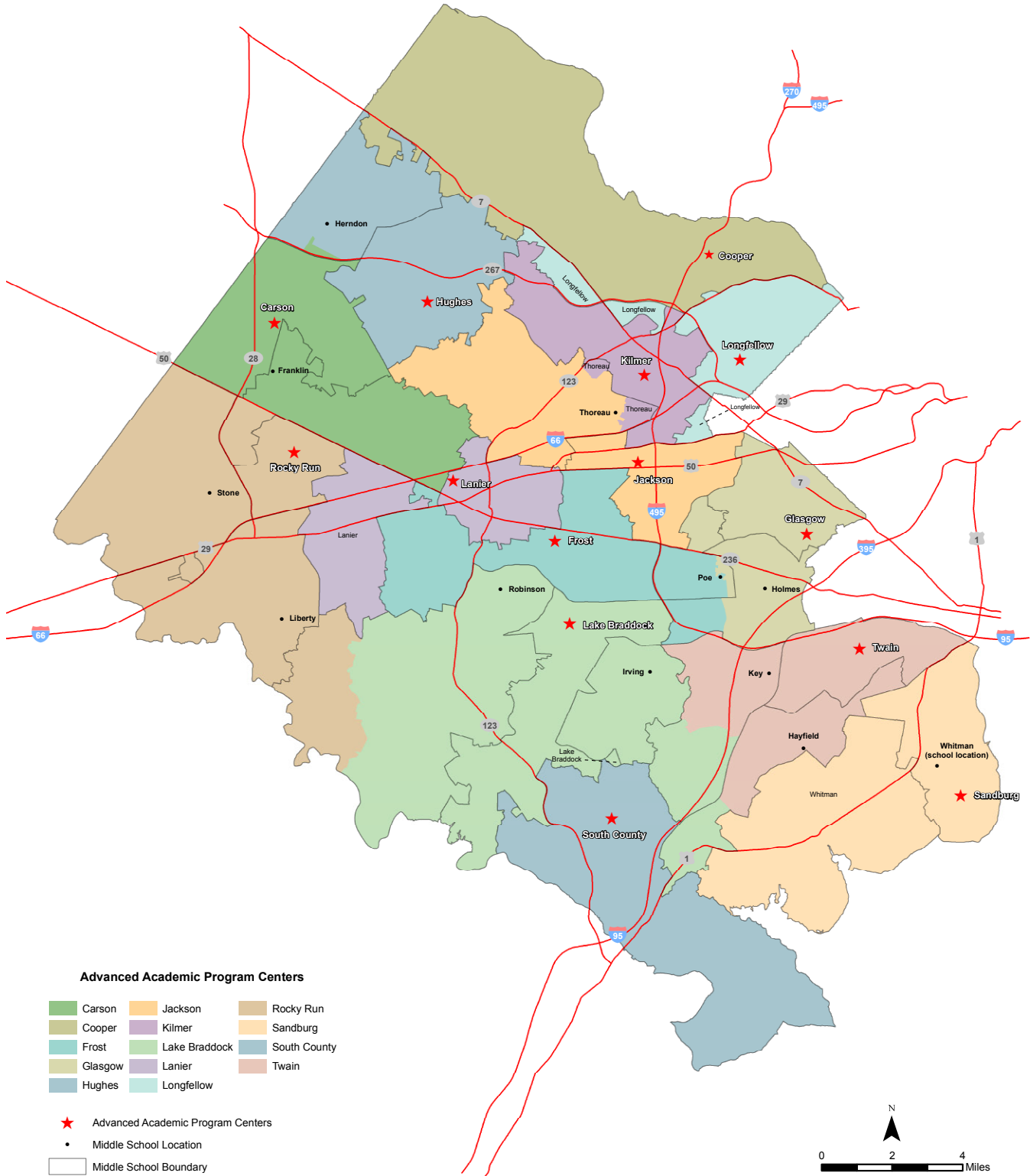
MIDDLE SCHOOL ADVANCED ACADEMIC PROGRAM CENTER BOUNDARIES | SY 2018–19

by Elementary School

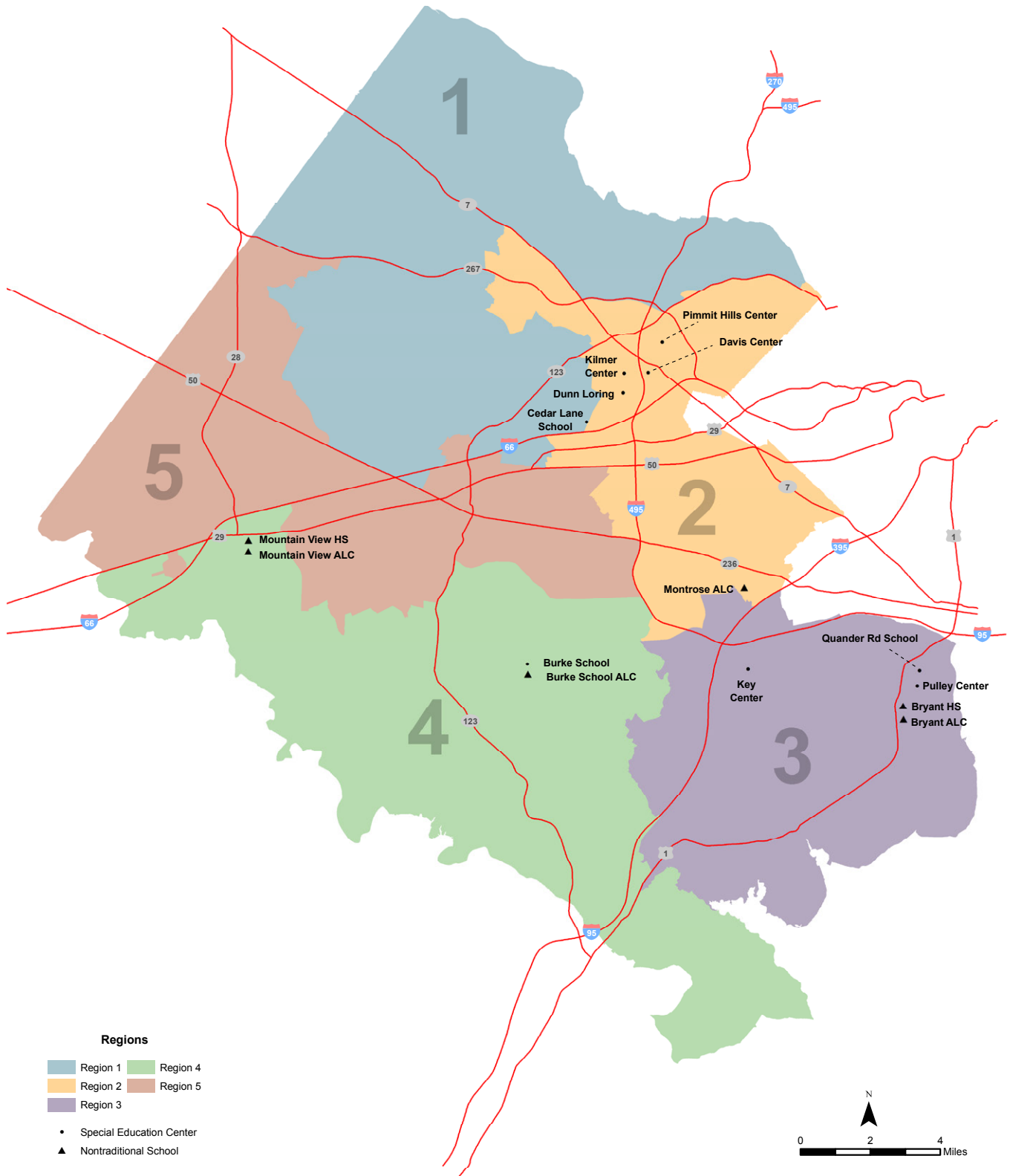


MIDDLE SCHOOL ADVANCED ACADEMIC PROGRAM CENTER BOUNDARIES | SY 2018-19

by Middle School

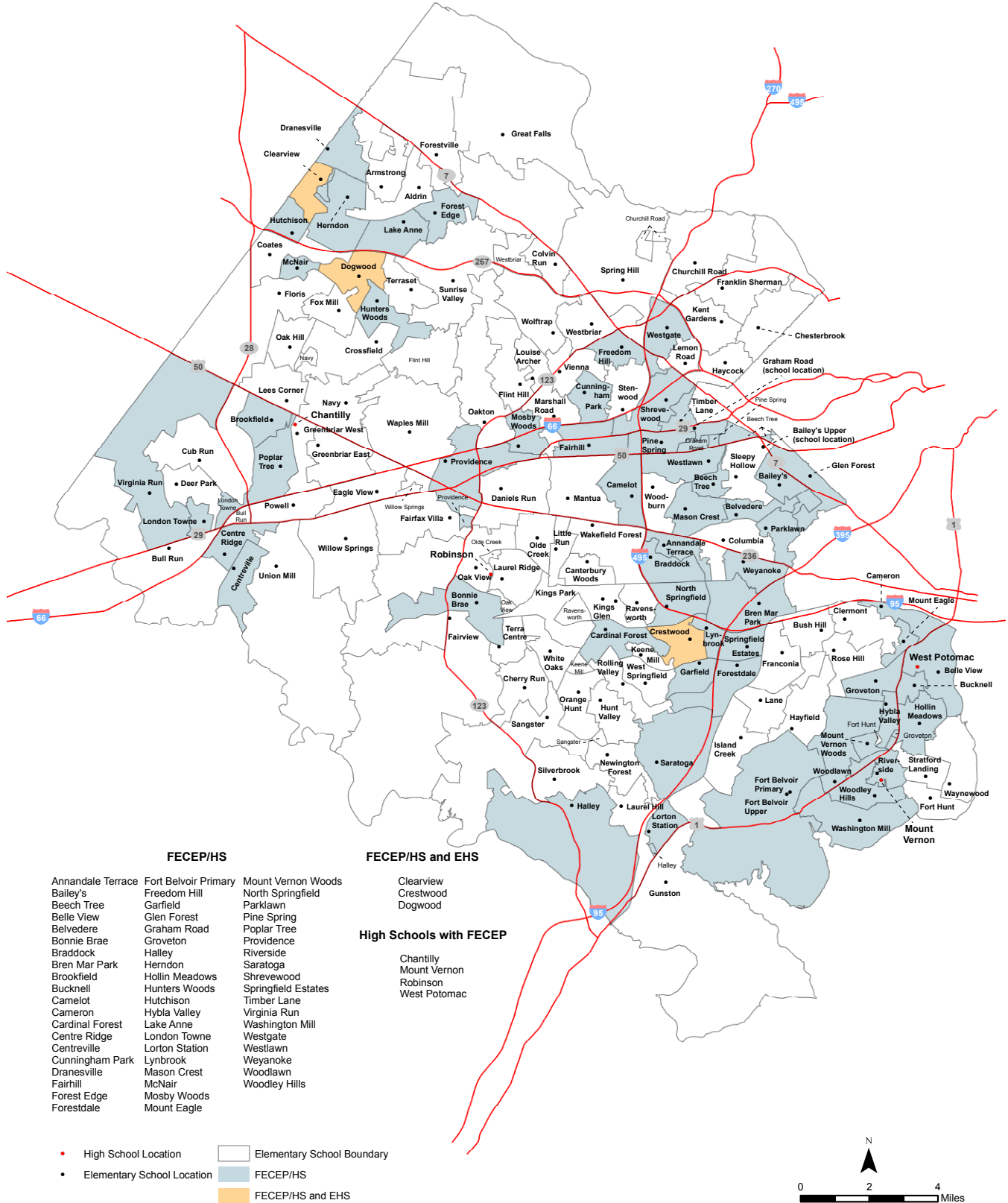


SPECIAL EDUCATION AND NONTRADITIONAL SCHOOLS | SY 2018–19

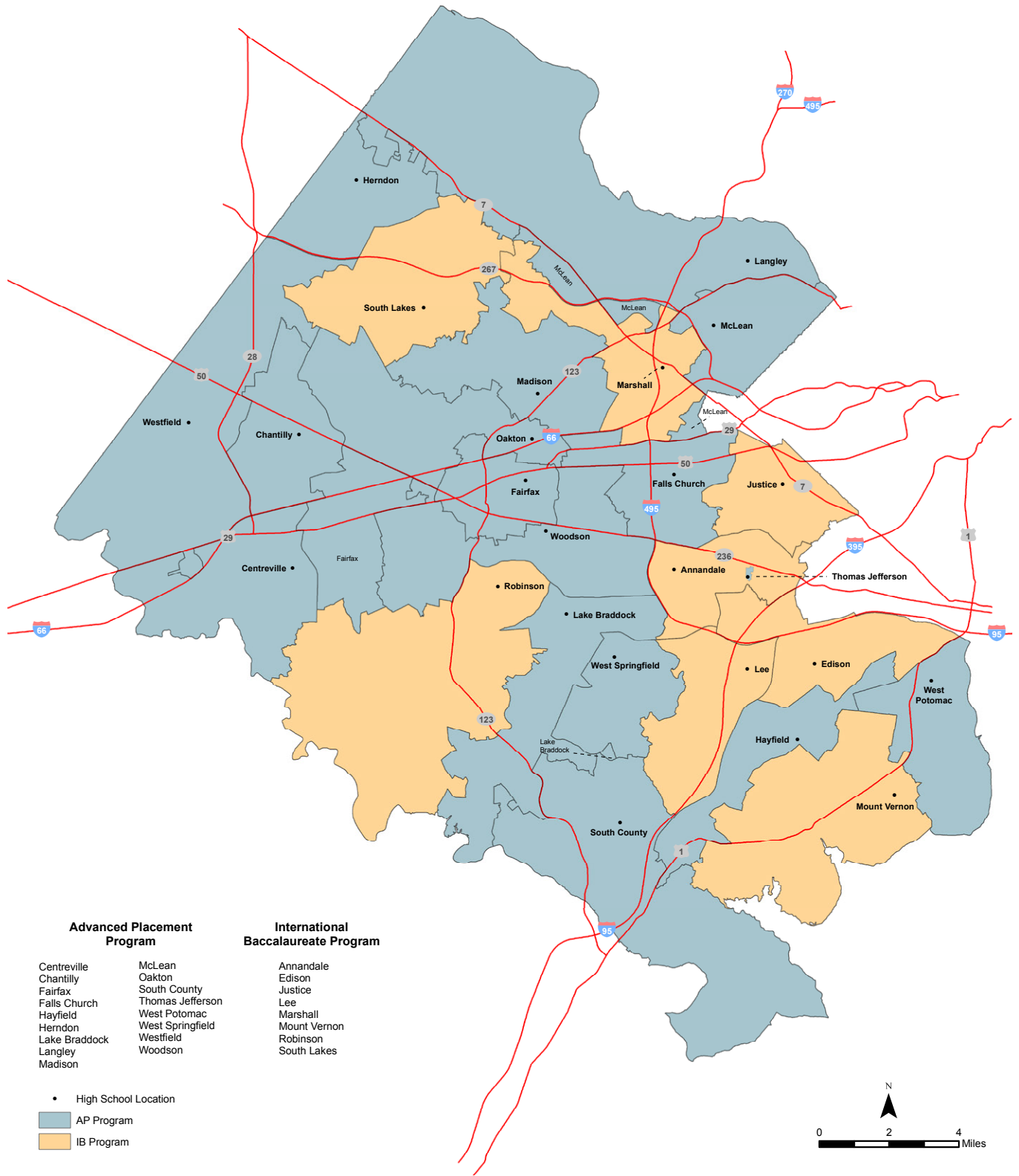


ELEMENTARY AND HIGH SCHOOLS WITH FAMILY AND EARLY CHILDHOOD EDUCATION PROGRAM/HEAD START (FECEP/HS) AND EARLY HEAD START (EHS) | SY 2018-19

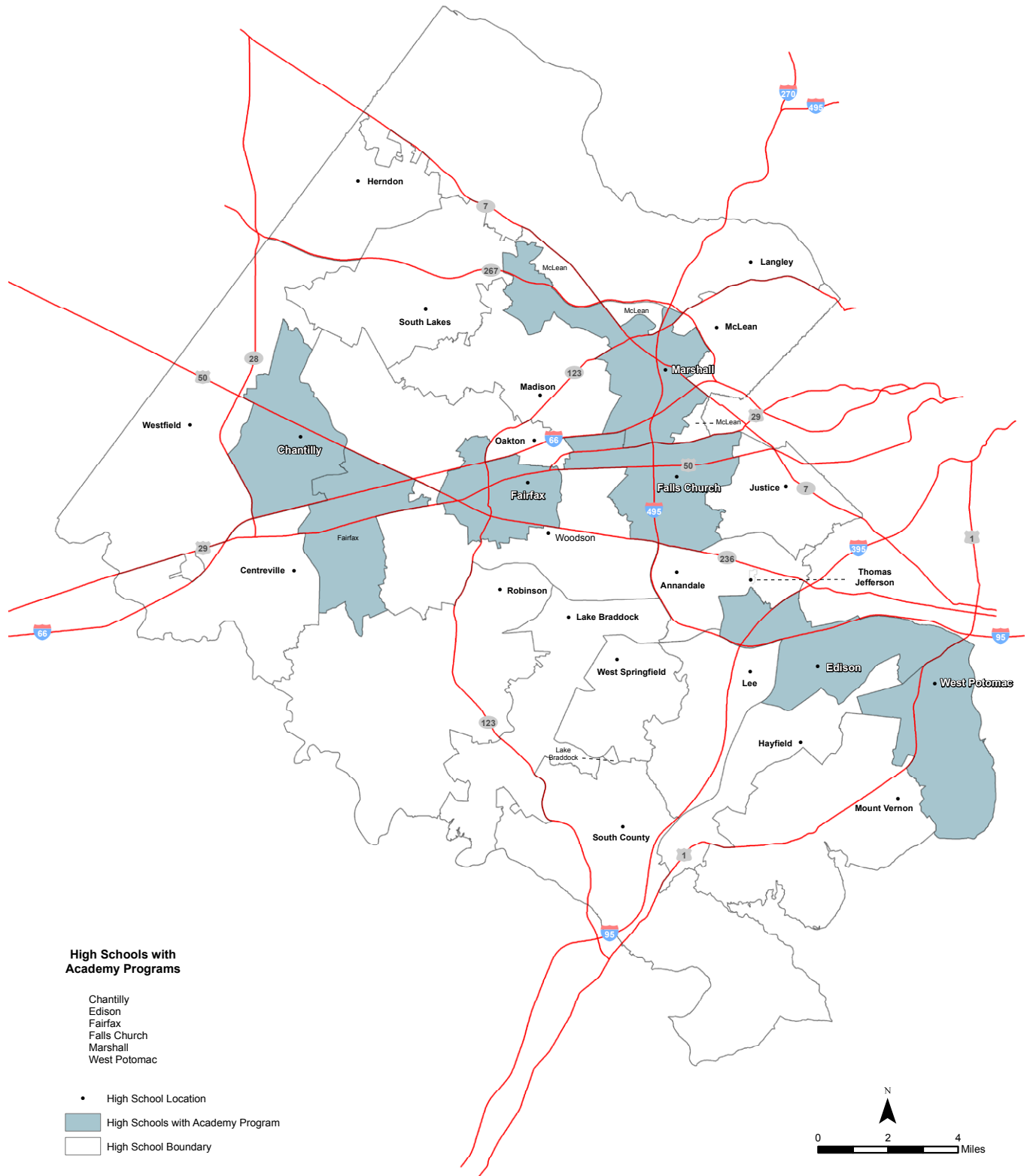
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HIGH SCHOOLS WITH ADVANCED PLACEMENT (AP) AND INTERNATIONAL BACCALAUREATE (IB) PROGRAM | SY 2018-19



HIGH SCHOOLS WITH ACADEMY PROGRAMS | SY 2018-19



NON FICTION



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 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 (\$0.05 sq./ft.). Total estimated cost for Phase 1= \$1.3M.

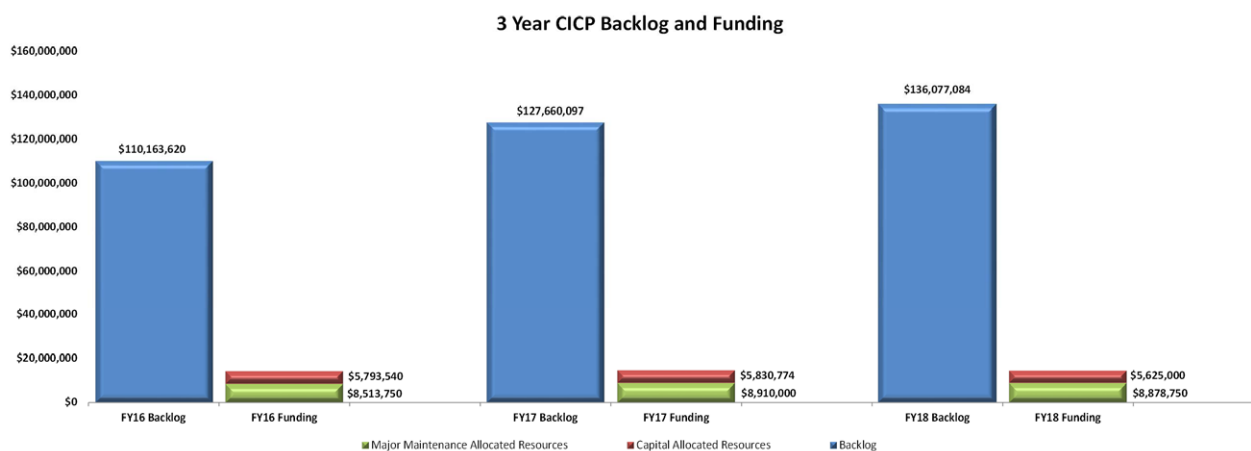
PHASE 2: Implementation of a systematic review process using more in-depth inspections (\$0.16 sq./ft.) to inspect the remaining facilities (worst to best) over a five year period (20% of facilities each year/5.4 million square feet). Total estimated yearly cost for Phase 2 = \$864K each year for 5 years.

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 of 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 \$136M 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 in FY16 to \$110M, FY17 to \$128M, and the current FY18 level to \$136M. We estimate the FY19 deferred maintenance to increase to \$157M.

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.



ENVIRONMENTAL SUSTAINABILITY *at FCPS*

new

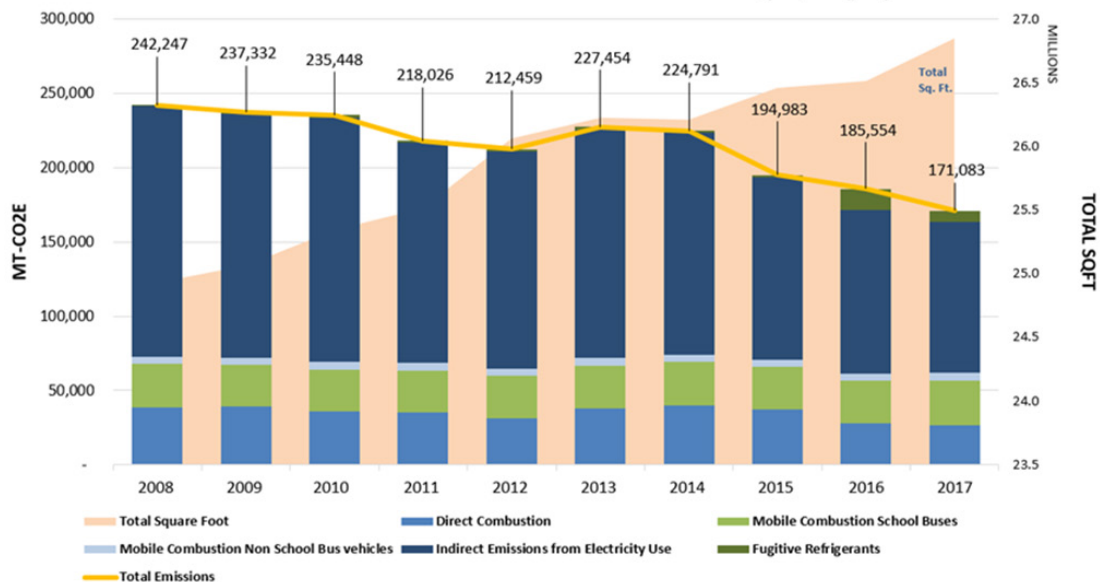
FCPS is the 10th largest school system in the United States. It has 220 buildings with a larger built environment than 4 Pentagons. 198 of the buildings are K–12 schools.

FCPS is committed to taking innovative and cost-effective steps to help our country achieve climate stabilization. As a result, it has enacted policies for Environmental Stewardship (Policy #8542) intended to address global warming and meet other important environmental initiatives. FCPS is also committed to educating students and staff members on environmental stewardship responsibilities and to use their critical-thinking and communication skills to determine the appropriate measures we need to take in order to be responsible stewards of the environment.

Policies and initiatives are aligned with local, regional and national goals for environmental stewardship. Most notably are the Metropolitan-Washington Council of Government's (MWWOG) Regional Climate and Energy Action Plan and the U.S. Department of Energy's Better Buildings Challenge which include Greenhouse Gas (GHG) emission reduction goals of 20 percent over a ten year period (FCPS has improved its GHG emissions by 16% in the first four years) and 80 percent by the year 2050. Each of these plans put forth commitments and recommended actions aimed at reducing the carbon impact of the built environment, energy, and transportation, while increasing resiliency and improving education and outreach.

In addition to these goals, FCPS also works closely with Fairfax County's Environmental Vision which recognizes that we have a responsibility to be good stewards to ensure a sustainable future. The vision focuses on two key principles: (1) to conserve our limited natural resources and (2) commit to providing the resources needed to protect our environment. FCPS' Department of Facilities and Transportation Services is working closely with members of the Fairfax County Board of Supervisors Environmental Committee (BOSEC) and Environmental Quality Advisory Council (EQAC) to finalize an Energy Action Plan in support of this vision.

2008-2017 Greenhouse Gas Emissions (w/ SqFt)



FCPS’ efforts in environmental sustainability have yielded the following results in energy efficiency and Greenhouse Gas reductions:

- **Reduced Energy Use:** FCPS has most recently achieved an annual reduction of 14% in total energy use division-wide compared to 2014.
- **Savings from Energy Use Reductions:** Cumulative cost savings of more than \$23 million has resulted from the reduced energy consumption.
- **A significant reduction in Greenhouse Gas Emissions:** FCPS has reduced Greenhouse Gas equivalent emissions (CO₂e) by 71,164 metric tons of CO₂e since 2008. This is a 29.3% reduction and equal to more than 1.8 million trees planted.

These energy and CO₂e reductions have been achieved despite the additional school building space added to accommodate increasing student membership as more families send their children to FCPS schools. Since 2008–2009, student membership growth was more than 24,000. Between 2016-2017 and 2015–2018, student membership increased 1,006.

FCPS’ accomplishments for energy and sustainability are recognized by the US Department of Energy:

- The Largest Number of ENERGY STAR CERTIFIED School Buildings among All School Districts in the US: 173 FCPS schools earned ENERGY STAR certification awards in 2018 from the US Department of Energy. This is 87% of the total of all FCPS’ elementary, middle, secondary, and high schools, and is an increase of 27 compared to 2015. To achieve ENERGY STAR certification, a building has to perform in the top 25% in energy efficiency of all similar buildings in the United States. (Please note that ES certification criteria is changing in 2019. There will be fewer FCPS schools qualifying for certification as a result. But FCPS will maintain its leading position relative to other schools because the new criteria applies to all buildings.)
- National Recognition for Energy Efficiency: FCPS earned the ENERGY STAR PARTNER OF THE YEAR award in 2017 and 2018. The award is given by the US Department of Energy in recognition of superior energy and sustainability performance and practices.



DEVELOPING SUSTAINABLE CITIZENS THROUGH GET2GREEN

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Of particular importance to FCPS is the education and training of students about sustainability and how they can be a sustainable citizens. To that end, FCPS has developed and expanded its comprehensive education and sustainability program, called Get2Green, into a systemic collaboration driven by students, staff, businesses and greater community. Get2Green's mission is to promote student learning and action using the environment as a foundation. Initiatives are aligned with Goal 1: Student Success and the Goal 4: Resource Stewardship in FCPS' Strategic Plan, called 'IGNITE. A Sustainability Committee brings stakeholders together to build on existing programs, provide new and innovative programs, expand student involvement, and provide greater community outreach. There are annual student internships with authentic sustainable experiences, training for teachers and students, and opportunities for engagement. Green Leaders and Green Teams are active at many schools with student driven stewardship activities such as recycling, building wildlife habitat, conserving energy and growing their own food.

- FCPS' Portrait of a Graduate attributes are imbedded within school-based environmental stewardship programs.
- 114 FCPS Eco-Schools registered with the National Wildlife Federation Eco-Schools USA program (and an additional 45 schools interested in registering).
- 42 schools achieved awards through the Eco-Schools USA program.
- 88 schools with edible gardens (and an additional 47 schools interested in starting an edible garden).
- 106 schools with wildlife habitats containing plants native to Virginia (and an additional 33 schools interested in starting a wildlife habitat).
- 51 schools engaging students in hands-on energy conservation program (and an additional 70 schools interested in starting an energy conservation program involving students).
- Four elementary and middle school principals partnered with the Chesapeake Bay Foundation to develop new ways to engage students in environmental stewardship activities.
- \$35,000 in grants acquired in 2018 to support further engagement of students in environmental stewardship activities and to expand equitable access to these opportunities.
- 37 schools competed in Get2Green incentive programs to encourage student engagement around resource stewardship (27 in Battle of the Buildings energy conservation competition and 16 in Recycling Olympics waste stream auditing program).
- Improved communication through Twitter @fcpsget2green and a monthly newsletter share information about environmental stewardship initiatives, opportunities and resources in FCPS with the community.

One of the most notable accomplishments of the FCPS Get2Green team was the development of a public Get2Green website with school-specific energy and recycling data that went live in summer 2016. The website and dashboard can be found at: <http://get2green.fcps.edu>. The website is designed to be used by teachers and student teams as they work on stewardship projects.

REDUCING ENVIRONMENTAL IMPACT IN ENERGY USE, WATER CONSERVATION, TRASH, AND POINT POLLUTION

FCPS is a charter member of the Collaborative for High Performing Schools (CHPS) and is following the Virginia CHPS Criteria (VA-CHPS) benchmark system for design and construction of high energy and sustainable performance school buildings that are efficient, comfortable, environmentally responsible, and provide healthy spaces of learning.

Energy Conservation Measures Reducing Greenhouse Gas (GHG) Emissions:

- **Behavioral Energy Consumption:** In 2014, FCPS partnered with Cenergistic to provide energy management, conservation, and educational services division wide. Cenergistic is different from typical performance contractors in that they are focused on organizational and behavioral changes to conserve energy with a goal to save dollars that can be reinvested in facility and equipment improvements.
- **Energy Efficient Roofs, Walls, and Windows:** The building envelope is a very important part of construction. Every dollar spent on it has a long term effect on the building's efficiency and requires little or no maintenance. In addition to upgrading wall insulation, an air barrier product is used to help make the wall even more efficient by stopping air infiltration. Double glazed, low-E windows with thermal insulated frames are installed. Reflective R-30 white gravel cool roof assemblies reduce the amount of solar heat reaching occupied spaces, further reducing the cooling loads for HVAC equipment.
- **Automatic Temperature Control (ATC):** HVAC equipment is controlled by a computerized Automatic Temperature Control (ATC) system. It saves energy by stopping and starting equipment, setting temperatures back during unoccupied times, controlling the intake of fresh air, and it allows network access to help Energy Management manage and troubleshoot equipment without putting trucks on the road unnecessarily.
- **Energy Recovery Units (ERU):** Energy Recovery Units are installed to pre-condition incoming ventilation air with the heat or cool energy contained in outgoing exhaust air saving a corresponding amount of energy. (The volume of the fresh air introduced to occupied spaces to maintain indoor air quality requires that the same volume in stale air must be simultaneously exhausted in order to keep the air pressure in the building consistent with the outside air pressure.)
- **Efficient Boilers:** Condensing boilers with 90%+ efficiency in natural gas use replace conventional boilers that are just 80% efficient at best. The condensing boilers remove most of the exhaust heat from combustion gasses that escape from conventional boilers and transfer that heat to the spaces being heated instead.
- **Efficient Chillers:** Cooling occupied spaces is accomplished with magnetic bearing, water cooled, screw chillers that provide enhanced efficiency of chiller operation.
- **Ground Source Heat Pumps (GSHP):** Ground Source Heat Pumps heat and cool using the temperature of the earth extracted from wells hundreds of feet deep for the source of heat transfer or removal. This adds to the efficiency of heat pump technology.
- **Variable Refrigerant Flow (VRF) systems:** VRF units work only at the needed rate allowing for substantial energy savings at load conditions. In addition to the improved efficiency of the heat pump technology, interior temperatures in rooms can be controlled individually rather than as parts of larger zones, thereby further improving efficiency.



Daylighting design improves the quality of lighting and reduce electricity use; LEDs consume 80% less electricity than Incandescent lighting.

- **Variable Frequency Drive (VFD):** VFDs are installed on large HVAC equipment to control the speed of the motors in response to system demand. This feature prevents pumps and fans from running at full speed when they do not need to, thus saving energy.
- **High Efficiency Motors:** ECM motors (Electronically Commutated Motors) are specified for pumps and fans to reduce electricity use during operations. These motors vary the speed of the motor in response to changing conditions in order to maintain work output.
- **Electrical Plug Load:** FCPS uses power management controls of computers and the installation of ENERGYSTAR rated walk-in coolers, ovens, ice makers, refrigerators, holding/proofing cabinets in school kitchens. (Electrical plug load is the electricity required to operate equipment plugged into electrical outlets, such as computers and appliances.)
- **LED Lighting:** Highly efficient LED lamp fixtures are installed in interior spaces, replacing Fluorescent and incandescent to reduce electricity use. LED lamp fixtures are also used on exteriors and in parking lots. LEDs consume 80% less electricity than Incandescent lighting.
- **Lighting Based on Occupancy:** Occupancy sensors are installed in classrooms to help ensure that lights do not remain on when a room is empty. Multi-level switches in classrooms allow occupants to control levels of lighting in combination with natural light to save electricity.
- **De-Lamping:** Numbers of lighting fixtures and/or numbers of lamps in fixtures are eliminated to reduce energy use while maintaining the same or improved quality of lighting.
- **Daylighting:** Every effort to introduce natural light into each classroom and large spaces such as libraries, lobbies, and gyms to improve the quality of lighting and reduce electricity use is made during design. Daylighting is achieved through design features such as window sizes, Low E coatings, placement, shades, light shelves, skylights, and solar light tubes.



Roof rain water storage container for watering plants in the greenhouse at Thomas Jefferson High School for Science and Technology.

- **Grounds:** Gasoline powered FCPS grounds maintenance equipment is being replaced with diesel powered equipment adhering to Tier 4 (T4) and interim T4 compliance when equipment is due for replacement. Tier 4 engines include after treatment devices such as diesel oxidation catalysts (DOC) and DPF to further reduce FCPS environmental impact.
- **Transportation:** When replacing vehicles, preference given to those with improved fuel economy and reduced emissions. School bus routes are designed for efficiently picking up and delivering students. And FCPS is working in conjunction with Fairfax County and the Virginia Department of Environmental Quality (DEQ) on a program retrofitting diesel powered buses with diesel particulate filters (DPF) and temperature control devices (TCD) within the exhaust systems.
- **Electric Vehicles:** FCPS is assessing electric vehicle technology in order to determine when electric vehicles will become smart investments as an alternative for diesel powered buses. Reliability and range are critical components to supporting FCPS' mission of safe student transport and delivery, so electric vehicles are not viable alternatives to diesel as of yet.

Water Conservation Measures Reducing Consumption:

- **Efficient Plumbing Components:** Significant reductions in water consumption by occupants result from installation of EPA WaterSense qualified faucets, toilets, urinals, and sensor type faucets. These toilets use 0.5 gallons per flush (GPF) and Urinals 0.125 GPF. Federal plumbing standards now specify that new toilets can use up to 1.6 gallons per flush (GPF), but many older toilets use 3.5, 5, or even up to 7 GPF. Sensor type valves are in the current design rather than mechanical valves.

- **Irrigation:** Installation of cisterns has been done on FCPS school sites on a small scale for local irrigation of landscaping, and on a large scale for irrigation of natural turf athletic fields. A cistern is a collection facility to hold rain water for later use, typically for irrigation, and to control flow of water into a storm sewer. (The Marshall HS cistern has a capacity of about 335,000 gallons of storm water.)
- **Rain Barrels:** Schools maintaining their own gardens typically use rain barrels rather than municipal water for spot watering plants. FCPS facilitates the acquisition and installation of the rain barrels.

Environmental Pollution Reducing Measures

- **Recycling:** FCPS coordinates its recycling with Fairfax County Department of Public Works and Environmental Services. Plastics numbered 1 and 2, aluminum and tin cans are required to be collected at schools, offices, and support facilities for recycling. The designation of these materials is based on what materials are being accepted for recycling at this time.
- **Reducing Plastic Waste from Water Bottles:** Water bottle filling stations allow school occupants to refill water bottles rather than putting them into the recycling or trash streams. The stations are well used by environmentally aware students. Just one of the water bottle filling stations located in George C. Marshall High School keeps over 40,000 bottles out of the recycling or trash streams every year.
- **Repurposing Existing school Building Structure:** Construction waste materials are separated and recycled, reused, or repurposed as much as possible. Wherever possible during renovations and expansions, existing building structures are retained and repurposed to reduce construction costs and the volume of demolished construction materials that must be salvaged, recycled, or sent to the landfill for disposal.
- **Regionally Sourced Building Materials:** Using regionally sourced building materials and other products along with local recycled-content and rapidly renewable construction materials to the degree possible.
- **Controlling Point Pollution from Storm Water Runoff:** A substantial percentage of the cost of a construction project goes towards storm water management. In addition to meeting the PFM requirements, FCPS partners with the Fairfax County Storm Water Planning Division (SWPD) to address storm water management over and above our requirements when appropriate opportunities are present at a Bond project. FCPS also coordinates with the SWPD when there are opportunities present at schools not undergoing renewal. FCPS Bond construction projects have many things incorporated into their plans such as:
 - A. **Improved Water Infiltration into the Ground:** The soils in our area typically do not allow water to infiltrate into the ground very rapidly. To encourage storm water to percolate into the ground and replenish the ground water system, soil amendments are used where practical to increase storm water infiltration. Organic material is tilled into the soil to help offset the effect of the clay typically found in the soil in our area.
 - B. **Storm Water Detention:** This type of facility collects and stores runoff from parking lots and fields, releasing it slowly into the storm sewer system. At sites where an adequate infiltration rate is present, the facility can also release water for infiltration into the ground. The facility must be accessible for maintenance, but parking lots, landscaping, walkways and fields are usually installed over an underground storm water detention facility.
 - C. **Reforestation:** The reforestation of areas on school sites help mitigate storm water runoff by absorbing water. Drought resistant trees and plants native to this region are used because they are suited for this climate and do not require irrigation. The trees absorb carbon dioxide and assist with improved air quality around the schools. 1,430 trees and 3,564 shrubs were planted by FCPS in the past year. With few exceptions, only native and non-toxic fruit bearing vegetation was planted. No invasive species were planted, and in most cases existing invasive species are removed using procedures prescribed by Fairfax County's Urban Forest Management Department.

- D. **Bio Swales and Dry Ponds:** A dry pond and a bio swale store storm water and allow water simultaneously infiltrate into the ground with excess water during heavy rains being released slowly into a storm sewer system. They drain until empty. Trees, plants, and grasses provide filtering of released water, reducing pollution. Dry ponds are less desirable than other more expensive options because land is devoted to just the one purpose and cannot do “double duty” like underground options can.
- E. **Filterras®:** A Filterra is an engineered bio-filtration system filled with a filter media to filter pollutants out of storm water runoff before it enters the main part of the storm sewer system. Storm water runoff enters Filterra system and flows through a specially designed filter media mixture which captures and immobilizes pollutants. Pollutants are then decomposed, volatilized and incorporated into the biomass of the Filterra system’s micro/macro fauna and flora.
- F. **Pervious Hard Surfaces:** Pavement, concrete, and pavers that allow rainwater to soak through and infiltrate into the ground rather than run off are being installed in appropriate locations. A very important location is vehicle parking areas because point pollution from vehicles is reduced by the water that infiltrates rather than flowing directly into storm sewers.
- G. **Artificial Turf Athletic Fields:** Artificial turf athletic fields conserve precious water by reducing or eliminating the need for using potable water for irrigation. The artificial turf fields also eliminate the significant Greenhouse Gas Emissions produced from regular maintenance by motorized mowing and landscaping equipment required by natural turf.



Filterras® storm water bio-filtration systems are installed to filter pollutants from stormwater at renovated schools' parking areas.

- **Reduction of Light Pollution:** LED exterior and parking lot light fixtures are designed and positioned to eliminate general light pollution and to shield wildlife living in adjoining natural areas from light trespass into those areas.
- **Indoor Environmental Quality (IEQ).** High efficiency filtration media are used to filter air in occupied spaces of the schools. Also, Demand Control Ventilation based on humidity is installed in key areas. And ventilation in high occupancy areas such as gymnasiums, cafeterias, and libraries is controlled by the levels of CO2 in those spaces to help assure improved IEQ.
- **Low Volatile Organic Compound (VOC) emitting materials and paints:** Low VOC construction components plus furniture, carpets, and paints are selected for reduced indoor pollutants due to reduced off-gassing of VOCs.
- **Water Testing:** Potable drinking water sources at schools were tested for lead in 2017. Dual handled sinks frequently used for potable water were included in the testing. Results contained seven of 1,631 sources with lead levels slightly above the EPA standard of a maximum of 20 parts per billion (ppb) and were remediated. To assure continued drinking water safety, a five year water testing program developed by the Office of Safety and Security begins this school year.
- **Green Cleaning:** Current green cleaning products and procedures are practiced to minimize negative effects on IEQ and help protect the health of employees. FCPS adheres to more stringent indoor air quality standards than are required by the Environmental Protection Agency (EPA).

RENEWABLE ENERGY AND FCPS

FCPS is not new to renewable energy. It was solar energy leader in Virginia in the 1970's when it built the first schools on the East Coast to use solar panels as an energy source (Terraset and Terra Centre Elementary Schools). Today, there are six solar installations: three roof mounted photo-voltaic solar arrays at Rachel Carson Middle School, Thomas Jefferson HS, and Frost Middle School (paid for by grants and fundraising), one ground mounted photo-voltaic solar array at Franklin Sherman Elementary School (donated by local business) and two roof mounted installations for solar thermal heating of potable water at Glasgow Middle School (CIP) and Thomas Jefferson High School (paid for by grants and fundraising). In addition to solar, FCPS also has one geothermal installation at Mason Crest Elementary School (CIP). These projects highlight FCPS' enthusiasm toward renewable energy and outline a path forward.

FCPS is also interested in solar energy projects because they provide an excellent hands-on educational tool for science, technology, engineering, and mathematics (STEM) subjects.

Adding solar power generation has been evaluated by FCPS many years. It consistently proved to be cost prohibitive because of a combination of relatively low utility rates paid by FCPS, high acquisition cost for solar systems, and a lack of state or local renewable energy incentives to offset incremental costs. But the situation with solar energy is changing for the better now. Reductions in the costs associated with solar energy systems have accelerated due to continuing improvements in technology and manufacturing. Also, solar energy systems have become more efficient in producing electricity. Plus, utilities are increasing electricity rates. So the cost/benefit ratio of solar energy is improving, and the prospect for continued increases in electricity rates plus lower solar acquisition costs increase the probability that solar energy will become a viable long term investment.

In 2015, FCPS began conducting feasibility studies to determine the environmental and economic benefits of utilizing a Power Purchase Agreement (PPA) for solar energy,

which were becoming available. But the solar PPA electricity rates consistently were too high to justify. (A solar PPA company installs solar equipment at its cost and maintains the system. The client pays for solar power generated at agreed to electricity rates instead of paying a utility. The system's cost is paid off by the electric rate the client pays the PPA.)

Now the situation is changing. PPAs have made great progress over the past three years in competitiveness and affordability. FCPS is excited to see PPAs catching up to the highly competitive Northern Virginia market, and as a result FCPS is taking a serious look at the potential for a PPAs to provide solar panels on schools again. It also is monitoring the progress of neighboring divisions, such as Arlington County Schools (ACS), which recently awarded the contract for a solar PPA as part of their capital improvement program. And most significantly, Fairfax County Government (FCG) is working on a solar PPA to be awarded in 2019 that FCPS and other local governments in Northern Virginia can cooperatively procure the contract. FCPS' Office of Facilities Management is maintaining close contact with FCG staff throughout this process and will provide updates as they become available. On a separate track, Fairfax County's Environmental Quality Advisory Council (EQAC) is in the process of introducing Solar Freedom legislation to facilitate the increased development of solar energy well above the amounts that could be developed under a PPA for rooftop solar. This proposed legislation would remove many legal barriers that have impeded solar development by county governments, businesses, and residents in VA.

Given the above conditions, FCPS is pressing forward with pursuing adding solar energy its energy portfolio as soon as it becomes feasible to do so.





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 340,055
 Acreage 28.04

ANNANDALE TERRACE ES

Region 2
 Year Opened 1964
 Capacity Enhancements 2002
 Renovations 1991
 Square Footage 75,226
 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 119,495
 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 101,866
 Acreage 3.80
 Feeder School *Glasgow MS, Justice HS*

BEECH TREE ES

Region 2
 Year Opened 1968
 Capacity Enhancements 2004
 Renovations 2012
 Square Footage 70,408
 Acreage 9.90
 Feeder School *Glasgow MS, Justice HS*

BELLE VIEW ES

Region 3
 Year Opened 1952
 Capacity Enhancements 1970
 Renovations 1991
 Square Footage 75,706
 Acreage 10.50
 Feeder School *Sandburg MS, West Potomac HS*

BELVEDERE ES

Region 2
 Year Opened 1954
 Capacity Enhancements 1990
 Renovations 1996
 Square Footage 76,970
 Acreage 10.93
 Feeder School *Glasgow MS, Justice HS*

BONNIE BRAE ES

Region 4
 Year Opened 1988
 Capacity Enhancements ---
 Renovations ---
 Square Footage 86,390
 Acreage 13.29
 Feeder School *Robinson MS, Robinson HS*

BRADDOCK ES

Region 2
 Year Opened 1959
 Capacity Enhancements 2008
 Renovations 1983
 Square Footage 82,539
 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 62,888
 Acreage 9.61
 Feeder School *Holmes MS, Edison HS*

BROOKFIELD ES

Region 5
 Year Opened 1967
 Capacity Enhancements 1998
 Renovations 1986
 Square Footage 90,000
 Acreage 13.00
 Feeder School *Rocky Run MS, Franklin MS, Chantilly HS*

BUCKNELL ES

Region 3
 Year Opened 1954
 Capacity Enhancements 1978, 2017
 Renovations 2017
 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 71,700
 Acreage 11.03
 Feeder School *Twain MS, Edison HS*

**CAMELOT ES**

Region 2
 Year Opened 1969
 Capacity Enhancements ---
 Renovations 2002
 Square Footage 89,591
 Acreage 10.00
 Feeder School *Jackson MS, Falls Church HS*

CAMERON ES

Region 3
 Year Opened 1952
 Capacity Enhancements 2002

Renovations 1993
 Square Footage 92,196
 Acreage 8.00
 Feeder School *Twain MS, Edison HS*

CANTERBURY WOODS ES

Region 5
 Year Opened 1965
 Capacity Enhancements 2004
 Renovations 2013
 Square Footage 89,744
 Acreage 11.75
 Feeder School *Frost MS, Woodson HS*

CARDINAL FOREST ES

Region 4
 Year Opened 1966
 Capacity Enhancements 1969
 Renovations 2000
 Square Footage 81,275
 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 110,450

Acreage 13.13
 Feeder School *Liberty MS, Centreville HS*

CENTREVILLE HS

Region 4
 Year Opened 1988
 Capacity Enhancements 2005
 Renovations ---
 Square Footage 325,562
 Acreage 36.40

CHANTILLY HS

Region 5
 Year Opened 1972
 Capacity Enhancements 2005
 Renovations 1993
 Square Footage 395,641
 Acreage 35.01

CHERRY RUN ES

Region 4
 Year Opened 1983
 Capacity Enhancements 1983
 Renovations 2018
 Square Footage 83,532
 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 82,431
 Acreage 14.26
 Feeder School *Longfellow MS, McLean HS*

CHURCHILL ROAD ES

Region 1
 Year Opened 1958
 Capacity Enhancements 2006
 Renovations 2001
 Square Footage 79,833
 Acreage 10.00
 Feeder School *Cooper MS, Langley HS*

CLEARVIEW ES

Region 1
 Year Opened 1979
 Capacity Enhancements 1990
 Renovations ---
 Square Footage 85,637
 Acreage 13.90
 Feeder School *Herndon MS, Herndon HS*

CLERMONT ES

Region 3
 Year Opened 1968
 Capacity Enhancements 1983
 Renovations 2015
 Square Footage 80,222
 Acreage 13.00
 Feeder School *Twain MS, Edison HS*

COATES ES

Region 5
 Year Opened 2009
 Capacity Enhancements ---
 Renovations ---
 Square Footage 89,439
 Acreage 14.38
 Feeder School *Carson MS, Herndon MS, Westfield HS, Herndon HS*

COLUMBIA ES

Region 2
 Year Opened 1967
 Capacity Enhancements 1988
 Renovations 1995
 Square Footage 55,018
 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 127,880
 Acreage 20.22
 Feeder School *Langley HS*

CRESTWOOD ES

Region 3
 Year Opened 1955
 Capacity Enhancements 2012
 Renovations 2000
 Square Footage 88,533
 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 69,842
 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 98,674
 Acreage 13.70
 Feeder School *Lanier MS, Fairfax HS*

DEER PARK ES

Region 5
 Year Opened 1995
 Capacity Enhancements 2002
 Renovations ---
 Square Footage 98,716
 Acreage 10.00
 Feeder School *Stone MS, Westfield HS*

DOGWOOD ES

Region 1
 Year Opened 2001
 Capacity Enhancements ---
 Renovations ---
 Square Footage 98,590
 Acreage 14.00
 Feeder School *Hughes MS, South Lakes HS*

DRANESVILLE ES

Region 1
 Year Opened 1988
 Capacity Enhancements ---
 Renovations ---
 Square Footage 88,776
 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 359,470
Acreage 43.48

F

FAIRFAX HS

Region 5
Year Opened 1972
Capacity Enhancements 2007
Renovations 2007
Square Footage 426,194
Acreage 47.76

FAIRFAX VILLA ES

Region 5
Year Opened 1965
Capacity Enhancements 2013
Renovations 1993
Square Footage 70,248
Acreage 11.55
Feeder School *Frost MS, Woodson HS*

FAIRHILL ES

Region 2
Year Opened 1965
Capacity Enhancements 1996
Renovations 1996
Square Footage 74,478

Acreage 10.17
Feeder School *Jackson MS, Falls Church HS*

FAIRVIEW ES

Region 4
Year Opened 1938
Capacity Enhancements 1983
Renovations 2000
Square Footage 82,115
Acreage 14.36
Feeder School *Robinson MS, Robinson HS*

FALLS CHURCH HS

Region 2
Year Opened 1967
Capacity Enhancements 1988
Renovations 1989
Square Footage 306,713
Acreage 39.54

FLINT HILL ES

Region 1
Year Opened 1954
Capacity Enhancements 1993
Renovations 1993
Square Footage 74,770
Acreage 10.00
Feeder School *Thoreau MS, Madison HS*

FLORIS ES

Region 5
Year Opened 1955
Capacity Enhancements 2004
Renovations 2004
Square Footage 82,811
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 96,669
Acreage 13.37
Feeder School *Hughes MS, South Lakes HS*

FORESTDALE ES

Region 3
Year Opened 1964
Capacity Enhancements 2006
Renovations 1993
Square Footage 68,605
Acreage 9.50
Feeder School *Key MS, Lee HS*

FORESTVILLE ES

Region 1
Year Opened 1980
Capacity Enhancements 1998
Renovations 2018
Square Footage 84,102
Acreage 7.72
Feeder School *Cooper MS, Langley HS*

FORT BELVOIR PRIMARY ES

Region 3
Year Opened 1998
Capacity Enhancements ---
Renovations ---
Square Footage 137,997
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 95,341
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 82,363
Acreage 13.03
Feeder School *Sandburg MS, West Potomac HS*

FOX MILL ES

Region 1
 Year Opened 1979
 Capacity Enhancements 1980
 Renovations ---
 Square Footage 75,854
 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 138,756
 Acreage 35.29
 Feeder School *Chantilly HS, Oakton HS*

FRANKLIN SHERMAN ES

Region 2
 Year Opened 1952
 Capacity Enhancements 1975
 Renovations 2009
 Square Footage 64,420
 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 81,949
 Acreage 12.07
 Feeder School *Kilmer MS, Marshall HS*

FROST MS

Region 5
 Year Opened 1964
 Capacity Enhancements 2013
 Renovations 1991
 Square Footage 121,852
 Acreage 24.00
 Feeder School *Woodson HS*

G**GARFIELD ES**

Region 3
 Year Opened 1952
 Capacity Enhancements 1967
 Renovations 2015
 Square Footage 78,373
 Acreage 8.16
 Feeder School *Key MS, Lee HS*

GLASGOW MS

Region 2
 Year Opened 2008
 Capacity Enhancements 2018
 Renovations ---
 Square Footage 211,231
 Acreage 22.40
 Feeder School *Justice HS*

GLEN FOREST ES

Region 2
 Year Opened 1957
 Capacity Enhancements 2002
 Renovations 1994
 Square Footage 106,788
 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 85,697
 Acreage 10.00
 Feeder School *Cooper MS, Langley HS*

GREENBRIAR EAST ES

Region 5
 Year Opened 1968
 Capacity Enhancements 2013
 Renovations 2005
 Square Footage 90,547
 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 104,052
 Acreage 12.99
 Feeder School *Sandburg MS, West Potomac HS*

GUNSTON ES

Region 3
 Year Opened 1954
 Capacity Enhancements 1988
 Renovations 1996
 Square Footage 74,930
 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 81,437
Acreage 13.13
Feeder School *Hayfield MS, Hayfield HS*

HAYFIELD HS

Region 3
Year Opened 1968
Capacity Enhancements 2002
Renovations 2004
Square Footage 340,199
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 98,620
Acreage 14.00
Feeder School *Herndon MS, Herndon HS*

HERNDON HS

Region 1
Year Opened 1967
Capacity Enhancements 1991
Renovations 1991
Square Footage 415,722
Acreage 40.22

HERNDON MS

Region 1
Year Opened 1927
Capacity Enhancements 1962
Renovations 1994
Square Footage 193,776
Acreage 27.30
Feeder School *Herndon HS*

HOLLIN MEADOWS ES

Region 3
Year Opened 1965
Capacity Enhancements 2001
Renovations 1983
Square Footage 93,203
Acreage 9.65
Feeder School *Sandburg MS, West Potomac HS*

HOLMES MS

Region 2
Year Opened 1966
Capacity Enhancements 1991
Renovations 2003
Square Footage 158,399
Acreage 28.20
Feeder School *Annandale HS, Edison HS*

HUGHES MS

Region 1
Year Opened 1980

Capacity Enhancements ---
Renovations ---
Square Footage 129,642
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 101,613
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 92,861
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 156,962
 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 150,819
 Acreage 20.40
 Feeder School Falls Church HS

JUSTICE HS

Region 2
 Year Opened 1959
 Capacity Enhancements 1979
 Renovations 2005
 Square Footage 298,989
 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 77,901
 Acreage 10.92
 Feeder School Longfellow MS,
 McLean HS

KEY MS

Region 3
 Year Opened 1971
 Capacity Enhancement ---
 Renovations 2008
 Square Footage 174,232
 Acreage 20.60
 Feeder School Lee HS

KILMER MS

Region 2
 Year Opened 1967
 Capacity Enhancements ---
 Renovations 2002
 Square Footage 150,361
 Acreage 23.40
 Feeder School Marshall HS,
 Madison HS

KINGS GLEN ES

Region 4
 Year Opened 1969
 Capacity Enhancements 1986
 Renovations 2001
 Square Footage 74,619
 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 82,762
 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 85,419
 Acreage 10.18
 Feeder School Hughes MS,
 South Lakes HS

LAKE BRADDOCK HS

Region 4
 Year Opened 1971
 Capacity Enhancements ---
 Renovations 2007
 Square Footage 418,336
 Acreage 60.06

LAKE BRADDOCK MS

Region 4
 Year Opened 1971
 Capacity Enhancements ---
 Renovations 2007
 Square Footage 174,660
 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 2018
 Square Footage 337,966
 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 310,405
 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 69,914
 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 55,104
 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 102,595
 Acreage 12.71
 Feeder School *Stone MS, Westfield HS*

LONGFELLOW MS

Region 2
 Year Opened 1960
 Capacity Enhancements 2012
 Renovations 2012
 Square Footage 161,516
 Acreage 17.57
 Feeder School *McLean HS*

LORTON STATION ES

Region 3
 Year Opened 2003
 Capacity Enhancements ---
 Renovations ---
 Square Footage 101,122
 Acreage 12.81
 Feeder School *Hayfield MS, Hayfield HS*

LOUISE ARCHER ES

Region 1
 Year Opened 1939
 Capacity Enhancements 2006
 Renovations 1991
 Square Footage 63,060
 Acreage 7.64
 Feeder School *Thoreau MS, Madison HS*

LYNBROOK ES

Region 3
 Year Opened 1956
 Capacity Enhancements 2013
 Renovations 1993
 Square Footage 88,674
 Acreage 10.64
 Feeder School *Key MS, Lee HS*

M

MADISON HS

Region 1
 Year Opened 1959
 Capacity Enhancements 1979
 Renovations 2005
 Square Footage 313,322
 Acreage 31.16

MANTUA ES

Region 5
 Year Opened 1961
 Capacity Enhancements 2006
 Renovations 1997
 Square Footage 93,818
 Acreage 11.57
 Feeder School *Frost MS, Woodson HS*

MARSHALL HS

Region 2
 Year Opened 1962
 Capacity Enhancements 2018
 Renovations 2014
 Square Footage 368,116
 Acreage 46.50

MARSHALL ROAD ES

Region 1
 Year Opened 1961
 Capacity Enhancements 2014
 Renovations 1999
 Square Footage 94,444
 Acreage 11.00
 Feeder School *Thoreau 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*

MCLEAN HS

Region 2
 Year Opened 1955
 Capacity Enhancements 1980
 Renovations 2005
 Square Footage 285,612
 Acreage 31.28

MCNAIR ES

Region 5
 Year Opened 2001
 Capacity Enhancements 2004
 Renovations ---
 Square Footage 98,625
 Acreage 15.23
 Feeder School *Carson MS, Westfield HS*

MOSBY WOODS ES

Region 1
 Year Opened 1963
 Capacity Enhancements 2005
 Renovations 1991
 Square Footage 84,444
 Acreage 11.52
 Feeder School *Thoreau MS, Oakton HS*

MOUNT EAGLE ES

Region 3
 Year Opened 1949
 Capacity Enhancements 2003
 Renovations 2010
 Square Footage 69,006
 Acreage 6.00
 Feeder School *Twain MS, Edison HS*

MOUNT VERNON HS

Region 3
 Year Opened 1960
 Capacity Enhancements 1998
 Renovations 1999
 Square Footage 458,181
 Acreage 41.02

MOUNT VERNON WOODS ES

Region 3
 Year Opened 1965
 Capacity Enhancements 2008
 Renovations 1989
 Square Footage 66,096
 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 91,862
 Acreage 10.10
 Feeder School *Franklin MS, Oakton HS, Chantilly HS*

NEWINGTON FOREST ES

Region 4
 Year Opened 1983
 Capacity Enhancements ---
 Renovations 2018
 Square Footage 90,080
 Acreage 13.00
 Feeder School *South County MS, South County HS*

NORTH SPRINGFIELD ES

Region 2
 Year Opened 1956
 Capacity Enhancements 1968
 Renovations 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 85,968
 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 86,390
 Acreage 10.05
 Feeder School *Robinson MS, Frost MS, Robinson HS, Woodson HS*

OAKTON ES

Region 1
 Year Opened 1945
 Capacity Enhancements 1987
 Renovations 2012
 Square Footage 90,317
 Acreage 9.29
 Feeder School *Thoreau MS, Oakton HS, Madison HS*

OAKTON HS

Region 1
 Year Opened 1967
 Capacity Enhancements 1992
 Renovations 1992
 Square Footage 300,044
 Acreage 58.84

OLDE CREEK ES

Region 5
 Year Opened 1966
 Capacity Enhancements 1987
 Renovations 1997
 Square Footage 69,097
 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 84,852
 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 90,572
 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 68,654
 Acreage 11.19
 Feeder School *Jackson MS, Falls Church HS*

POE MS

Region 2
 Year Opened 1960
 Capacity Enhancements 1965
 Renovations 1997
 Square Footage 178,500
 Acreage 25.52
 Feeder School *Annandale HS, Falls Church HS*

POPLAR TREE ES

Region 5
 Year Opened 1990
 Capacity Enhancements ---
 Renovations ---
 Square Footage 97,274
 Acreage 11.20
 Feeder School *Rocky Run MS, Chantilly HS*

POWELL ES

Region 4
 Year Opened 2003
 Capacity Enhancements 2010
 Renovations ---

Square Footage 110,415
 Acreage 17.07
 Feeder School *Liberty MS, Lanier MS, Centreville HS, Fairfax HS*

PROVIDENCE ES

Region 5
 Year Opened 1956
 Capacity Enhancements 1998
 Renovations 2001
 Square Footage 99,601
 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 80,152
 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 93,236
 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 378,978
 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 77,528
 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 95,801
 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 104,185
 Acreage 13.99
 Feeder School *Key MS, Lee HS*

SHREVEWOOD ES

Region 2
 Year Opened 1966
 Capacity Enhancements 1998
 Renovations 1998
 Square Footage 69,480
 Acreage 13.42
 Feeder School *Kilmer MS, Marshall HS*

SILVERBROOK ES

Region 4
 Year Opened 1988
 Capacity Enhancements 2001
 Renovations ---
 Square Footage 85,410

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 72,361
 Acreage 10.00
 Feeder School *Glasgow MS, Justice HS*

SOUTH COUNTY HS

Region 4
 Year Opened 2005
 Capacity Enhancements 2007
 Renovations ---
 Square Footage 385,732
 Acreage 69.39

SOUTH COUNTY MS

Region 4
 Year Opened 2012
 Capacity Enhancements ---
 Renovations ---
 Square Footage 176,021
 Acreage 37.00
 Feeder School *South County HS*

SOUTH LAKES HS

Region 1
 Year Opened 1978
 Capacity Enhancements 2018
 Renovations 2008
 Square Footage 363,455
 Acreage 60.00

SPRING HILL ES

Region 1
 Year Opened 1965
 Capacity Enhancements 2013
 Renovations 1996
 Square Footage 106,458
 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 89,166
 Acreage 10.60
 Feeder School *Key MS, Lee HS*

STENWOOD ES

Region 2
 Year Opened 1963
 Capacity Enhancements 1990
 Renovations 2012
 Square Footage 70,109
 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 2018
 Square Footage 101,780
 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 104,830
 Acreage 14.43
 Feeder School *Hughes MS, South Lakes HS*

THOMAS JEFFERSON HS

Region 2
 Year Opened 1964
 Capacity Enhancements 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, Oakton HS*

TIMBER LANE ES

Region 2
 Year Opened 1955
 Capacity Enhancements 1988
 Renovations 1996
 Square Footage 80,709
 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 148,430
 Acreage 23.52
 Feeder School *Edison HS*

U**UNION MILL ES**

Region 4
 Year Opened 1986
 Capacity Enhancements 2013
 Renovations ---
 Square Footage 93,420
 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 74,904
 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 67,592
 Acreage 13.59
 Feeder School *Frost MS, Woodson HS*

WAPLES MILL ES

Region 1
 Year Opened 1991
 Capacity Enhancements ---
 Renovations ---
 Square Footage 92,420
 Acreage 14.10
 Feeder School *Franklin MS, Oakton HS*

WASHINGTON MILL ES

Region 3
 Year Opened 1963
 Capacity Enhancements 2004
 Renovations 1989
 Square Footage 73,439
 Acreage 11.53
 Feeder School *Whitman MS, Mount Vernon HS*

WAYNEWOOD ES

Region 3
 Year Opened 1959
 Capacity Enhancements 2008

Renovations 1991
 Square Footage 89,904
 Acreage 10.16
 Feeder School *Sandburg MS, West Potomac HS*

WEST POTOMAC HS

Region 3
 Year Opened 1960
 Capacity Enhancements ---
 Renovations 2001
 Square Footage 366,298
 Acreage 44.78

WEST SPRINGFIELD ES

Region 4
 Year Opened 1964
 Capacity Enhancements 2012
 Renovations 1993
 Square Footage 65,001
 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 387,429
 Acreage 38.62

WESTBRIAR ES

Region 2
 Year Opened 1965
 Capacity Enhancements 1985
 Renovations 2016
 Square Footage 88,472
 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 84,912
 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 93,749
 Acreage 8.71
 Feeder School *Jackson MS, Falls Church HS*

WEYANOKE ES

Region 2
 Year Opened 1949
 Capacity Enhancements 2000
 Renovations 1993
 Square Footage 78,103
 Acreage 10.00
 Feeder School *Holmes MS, Annandale HS*

WHITE OAKS ES

Region 4
 Year Opened 1980
 Capacity Enhancements 2008
 Renovations ---
 Square Footage 95,386
 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 166,633
 Acreage 19.99
 Feeder School *Mount Vernon HS*

WILLOW SPRINGS ES

Region 5
 Year Opened 1990
 Capacity Enhancements ---
 Renovations ---
 Square Footage 90,015
 Acreage 20.68
 Feeder School *Lanier MS,*
Fairfax HS

WOLFTRAP ES

Region 1
 Year Opened 1968
 Capacity Enhancements 1988
 Renovations 2005
 Square Footage 74,436
 Acreage 10.26
 Feeder School *Kilmer MS,*
Madison HS, Marshall HS

WOODBURN ES

Region 2
 Year Opened 1952
 Capacity Enhancements 1988
 Renovations 2009
 Square Footage 64,735
 Acreage 10.00
 Feeder School *Jackson MS, Falls*
Church HS

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 78,268
 Acreage 10.15
 Feeder School *Whitman MS,*
Mount Vernon HS

WOODSON HS

Region 5
 Year Opened 1962
 Capacity Enhancements 2000
 Renovations 2009
 Square Footage 372,400
 Acreage 56.00

X

Y

Z

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 comparing the number of kindergarten students enrolled in FCPS and the number of live births five years prior. Equal to kindergarten students divided by births.

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

HIGH SCHOOL ACADEMY

A center within an existing high school that offers advanced technical and specialized courses that successfully integrate career and academic preparation.

HIGH SCHOOL PYRAMID

(See PYRAMID)

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 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. 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.

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TEMPORARY FACILITIES/CLASSROOMS (TRAILER CLASSROOMS)

Temporary buildings that are installed on the grounds of schools to provide additional classroom space. Temporary classrooms 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.

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