

An illustration of a school scene. In the background is a large, multi-story orange school building with many windows. A sign above the entrance reads "SCHOOL". A yellow school bus is parked on the road in front of the building. In the foreground, a man in a green shirt and blue pants is standing with his back to the viewer, holding a young child with a blue backpack. To the right, a woman in a plaid shirt and blue pants is walking with a small child. The scene is set on a paved road with a green lawn and a blue sky with a few clouds. A green hillside is on the left side of the image.

School Boundary

REVIEW

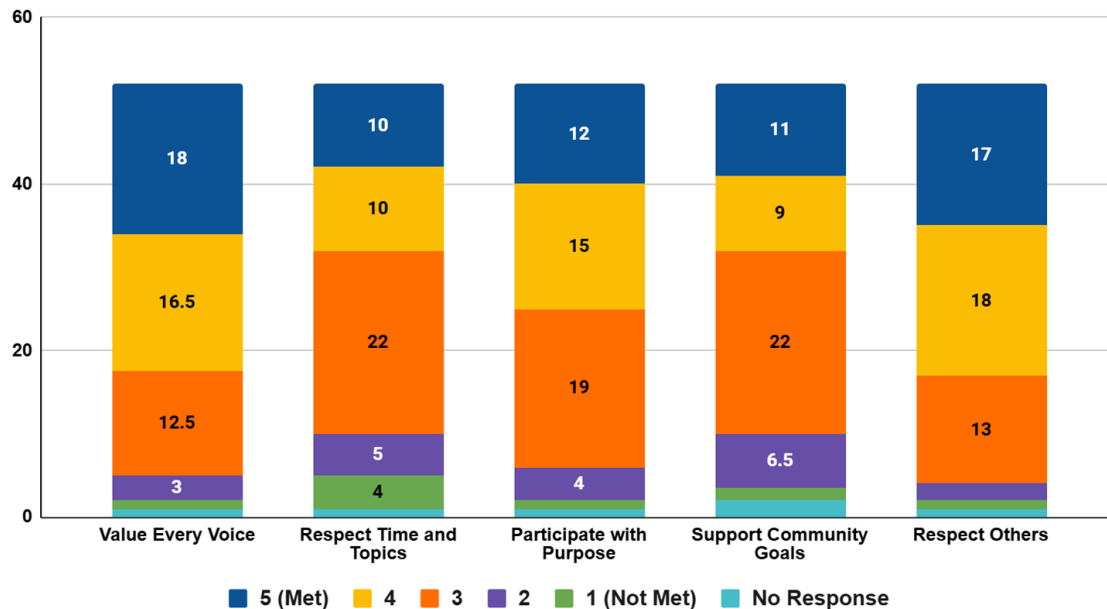
Superintendent's Boundary Review Advisory Committee 2024-2026

Norm Form 4/11/25 Findings

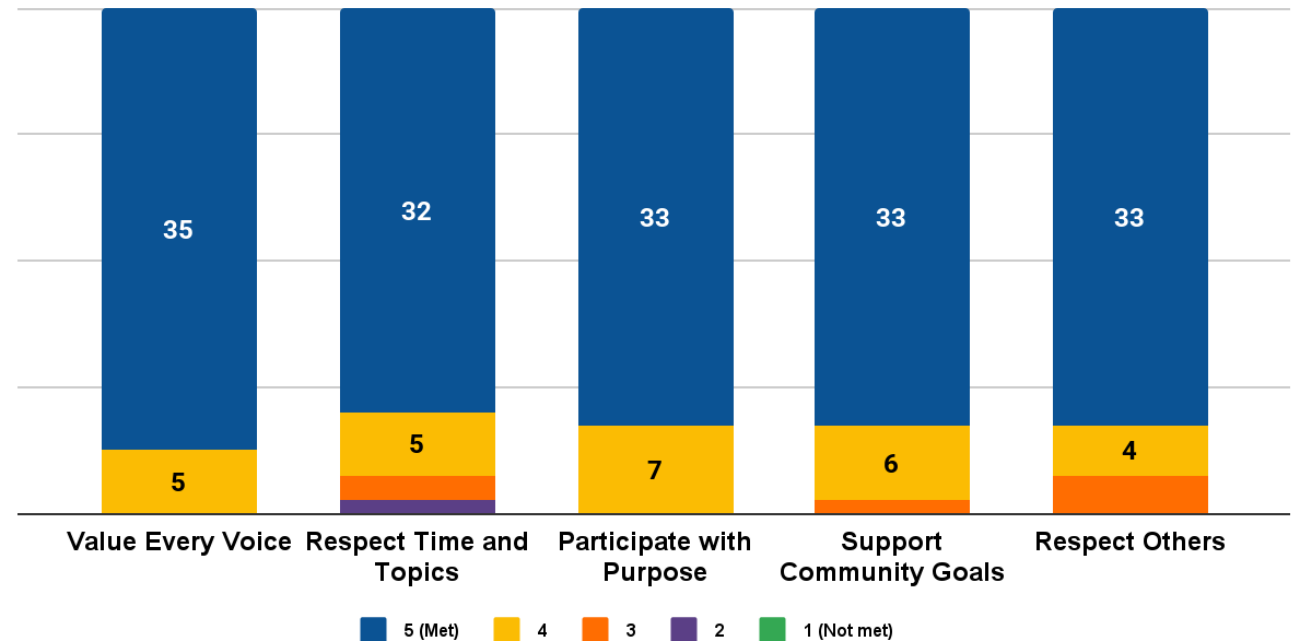
52 Forms Returned 3/26/25

40 Forms Returned 4/11/25

Shared Expectations 3/26/25



Shared Expectations 4/11/25



Note: Expectation ratings with 2 or fewer responses are included but not labeled in the graph.

Introduction

Today, we will continue our review of the proposed boundary updates designed to address three key issues across the division.

Eliminating Attendance Islands *(Reviewed on 4/11)*

Remove all current attendance islands—areas assigned to a school that are not geographically connected to it.

Fixing Schools Located Outside of Their Attendance Zone *(Reviewed on 4/11)*

Adjust attendance zones so that three schools currently located outside of their assigned boundaries are brought within them.

Fixing Split Feeder Patterns

Focus on feeder patterns where less than 25% of students from a lower school (elementary or middle) are split off to a different upper-level school (middle or high).

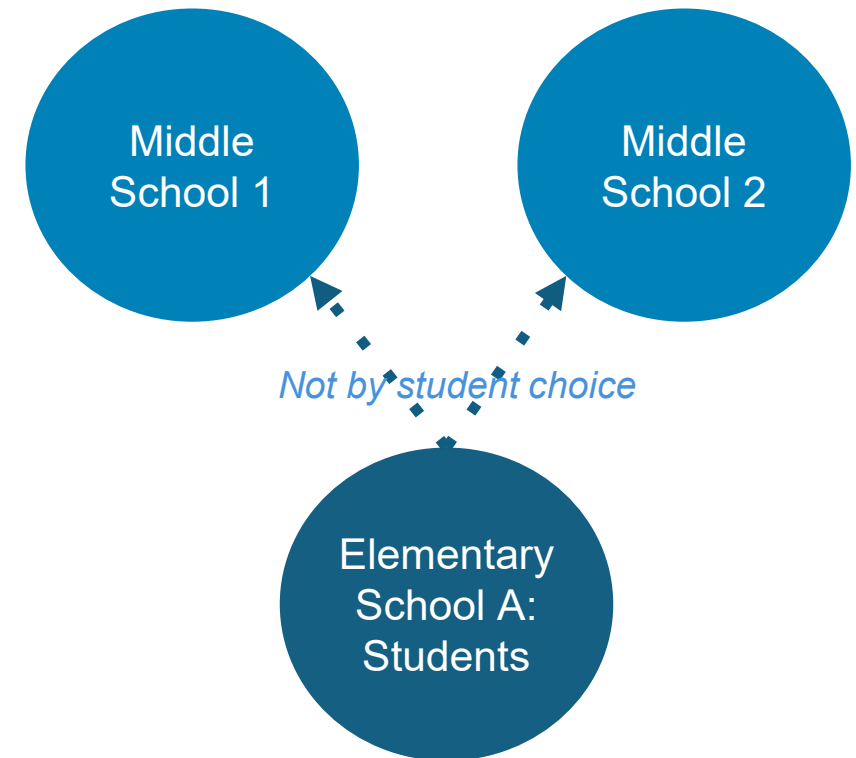
Introduction to Split Feeders

Split feeders occur when students from a single Elementary or Middle School are divided into multiple schools at the next level, rather than progressing together as a cohort. Split feeders can be the result of boundary decisions to address enrollment balancing efforts and capacity constraints. Split feeders can also disrupt social continuity, as students may be separated from friends and familiar peer groups when transitioning to the next school level.

To address the challenges posed by split feeders, school districts can strategically adjust attendance boundaries to promote more cohesive student pathways.

For illustrative purposes, the following slides identify a sample of the split feeders of FCPS by way of maps and color-coding. For a full list of FCPS split feeders, please see the FCPS Capital Improvement Program (CIP).

Concept of a Split Feeder



Findings on Split Feeders

- **Elementary Schools to Middle Schools**
 - Out of 142 Elementary Schools, **30** are split feeders, including 2 Elementary Schools where students would be assigned to one of 3 Middle Schools
 - A total of **20,435 Elementary School students** are attending split feeders, out of 91,436 students attending traditional Elementary Schools (~22%)
- **Middle Schools to High Schools**
 - Out of 26 Middle Schools, **6** are split feeders, including 3 Middle Schools where students would be assigned to one of 2 High Schools and 3 Middle schools where students would be assigned to one of 3 High Schools
 - A total of **6,362 Middle School students** are attending split feeders, out of 27,892 students attending traditional Middle Schools (~23%)

Guiding Principles for Split Feeder Elimination (1 of 2)

1. Target the Most Isolating Split Feeders

Not all split feeders have the same impact. We prioritized elementary or middle schools that send fewer than 25 % of students to a different upper-level school—situations where that small cohort lacks a critical mass of peers. A split-feeder school was not corrected if the school building itself sits in the smaller (< 25 %) area.

2. Avoid Creating New Split Feeders

Each proposed move was tested to ensure it eliminates existing split feeders without introducing new ones elsewhere in the feeder pattern.

3. Align with School Board Policy 8130

All boundary adjustments are guided by Policy 8130, which includes priorities such as, balancing school capacity, ensuring access to programs, promoting contiguous attendance zones, limiting transportation time for students etc.

4. Maintain Neighborhood Groupings

We heard from our community that maintaining neighborhood cohesion is important. Proposed boundary changes aim to keep neighborhoods together by moving entire Student Planning Areas (SPAs).

Guiding Principles for Split Feeder Elimination (2 of 2)

5. Minimize Disruption

Based on community feedback, we aim to make the **fewest number of changes** that affect the **smallest number of students**—while still meeting the goals of the adjustment.

6. Respect Capacity Thresholds

Boundary changes are designed to keep schools within a capacity range of **60% to 105%**.

- **Note:** Some schools may still exceed 105% after split feeder fixes. These schools were already over capacity, and the proposed changes **improve** but do not fully resolve their overcrowding. They will be prioritized in future boundary scenarios focused specifically on capacity.

7. Prioritize Multi-Benefit Fixes

When possible, we prioritized moves that eliminated split feeders **and** addressed other issues like attendance islands or capacity imbalances.

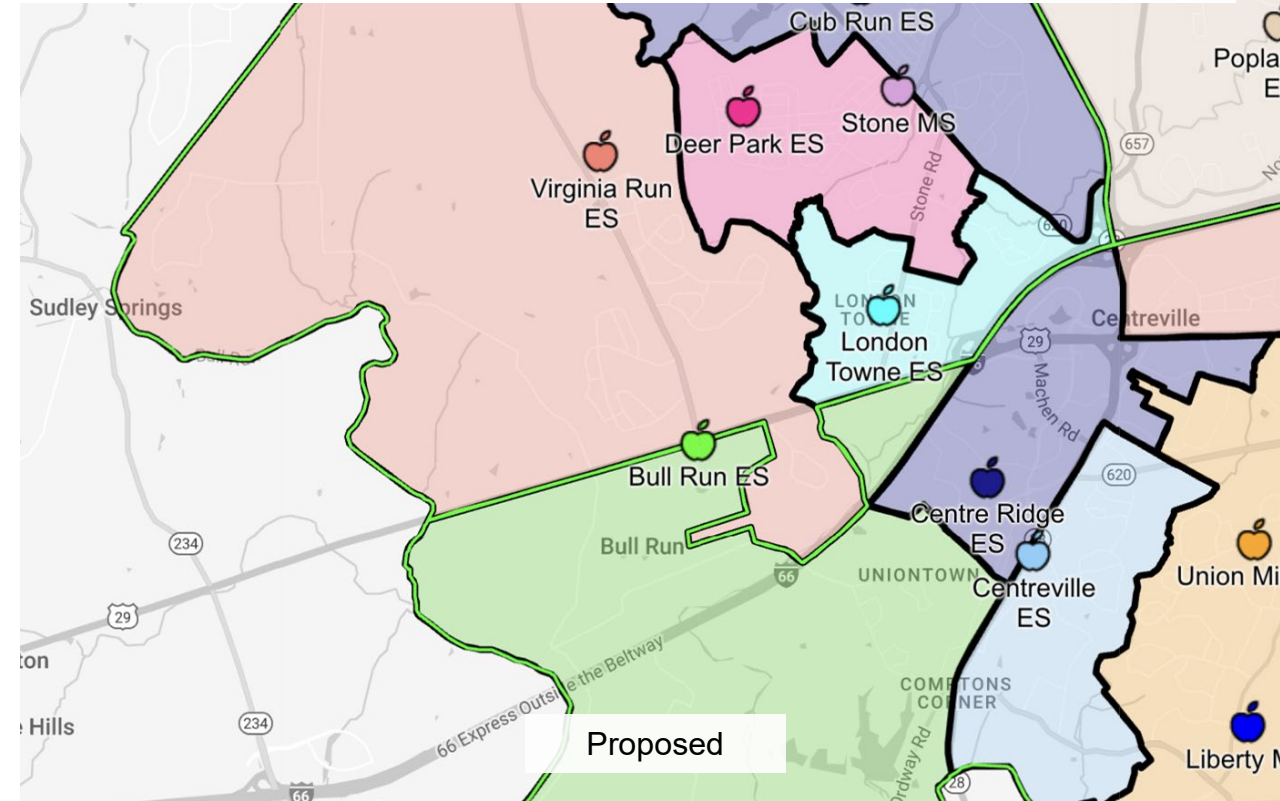
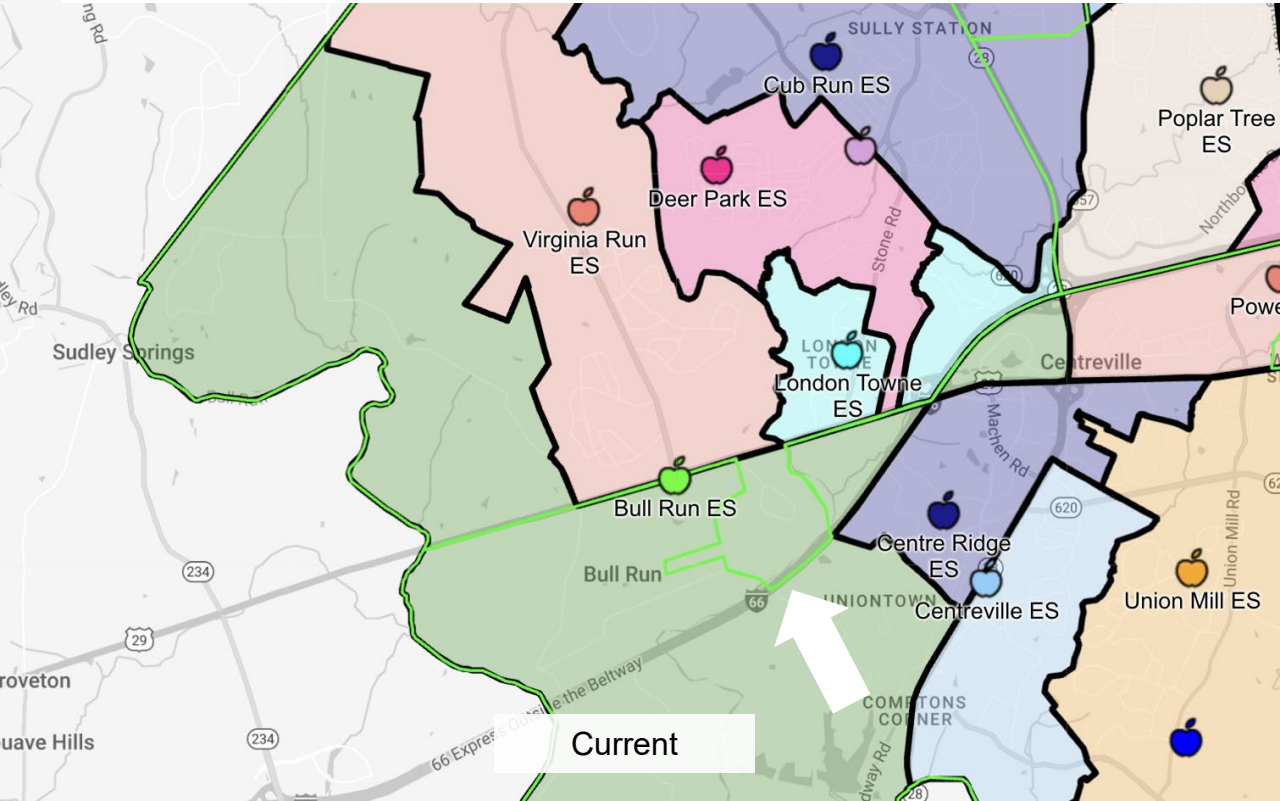
8. Promote Long-Term Sustainability

When possible, adjustments were made with future enrollment trends in mind to help ensure boundaries remain effective and stable over time.

The following slides have been created for discussion purposes in the review of FCPS boundaries and do not in any way represent changes that have been formally accepted or agreed upon.

Bull Run Elementary School

Fixing Split Feeders. Bull Run Elementary School to Stone Middle School and Liberty Middle School

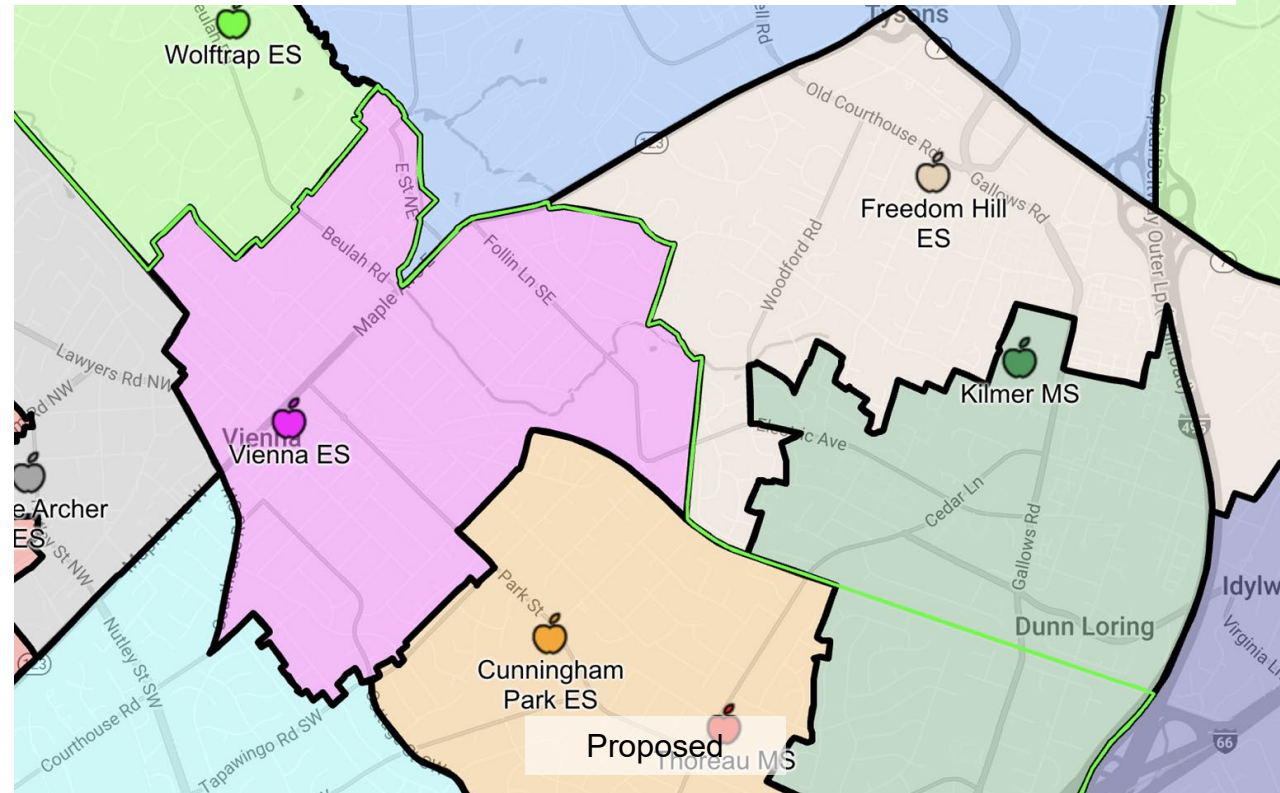
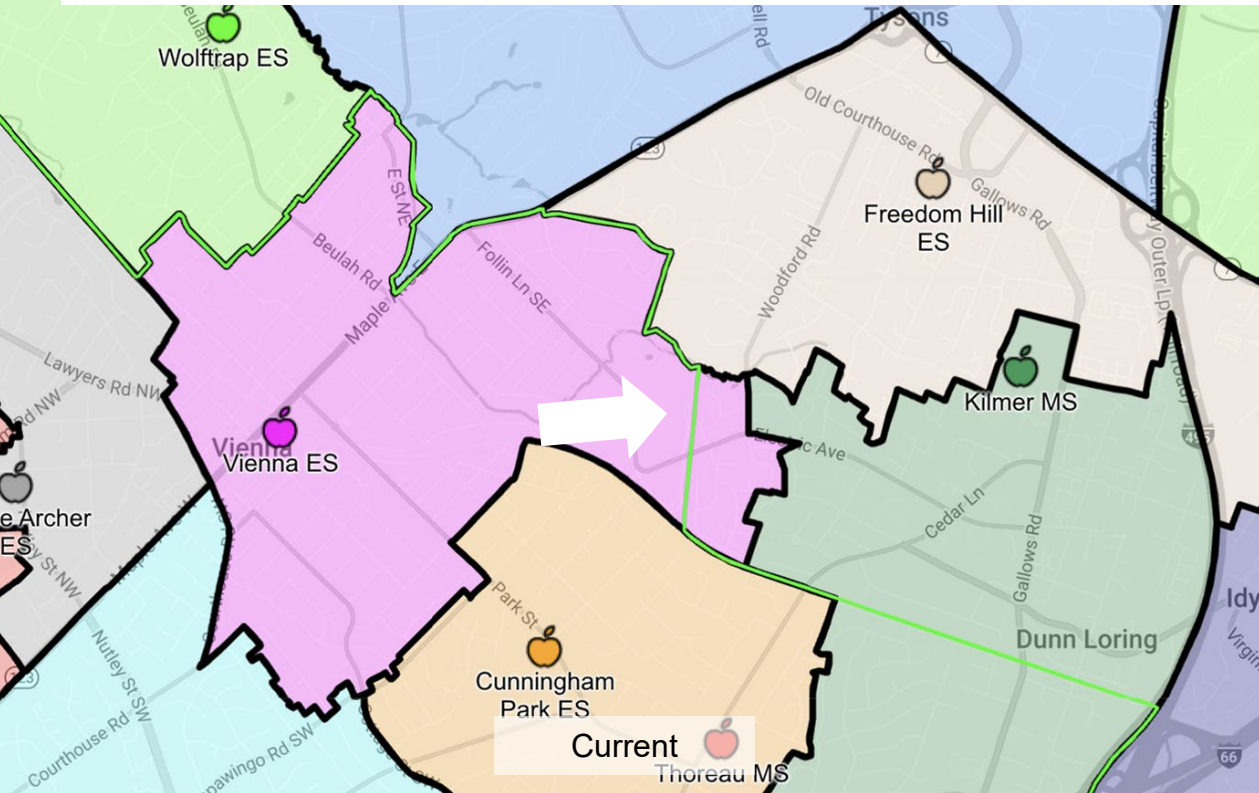


School Name	September Student Membership	Program Capacity	Program Capacity Utilization %	Net Change (Students)	New Program Capacity Utilization %
Bull Run ES	765	915	84%	-73	76%
Virginia Run ES	730	788	93%	73	102%

Green line: middle school boundary
 Black line and shading: elementary school boundary

Vienna Elementary School

Fixing Split Feeders: Vienna Elementary School to Kilmer Middle School and Thoreau Middle School



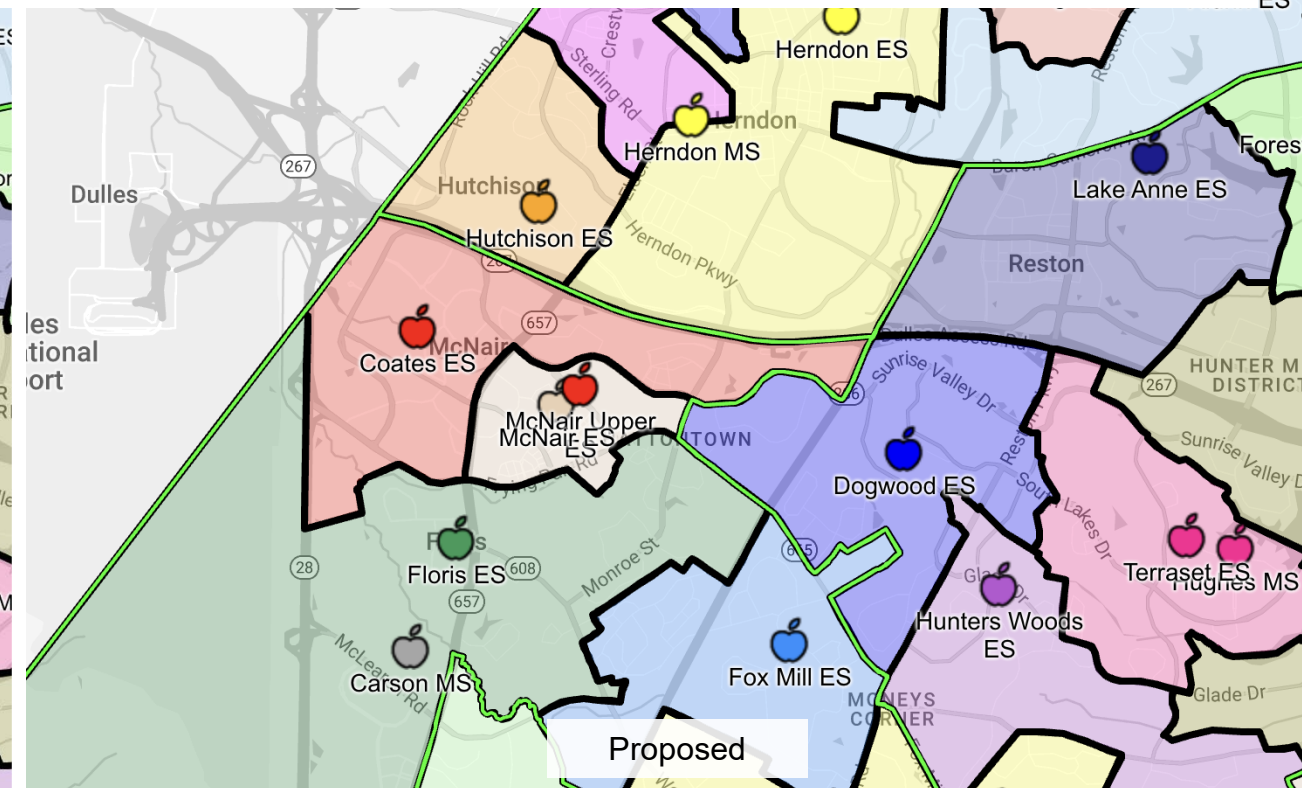
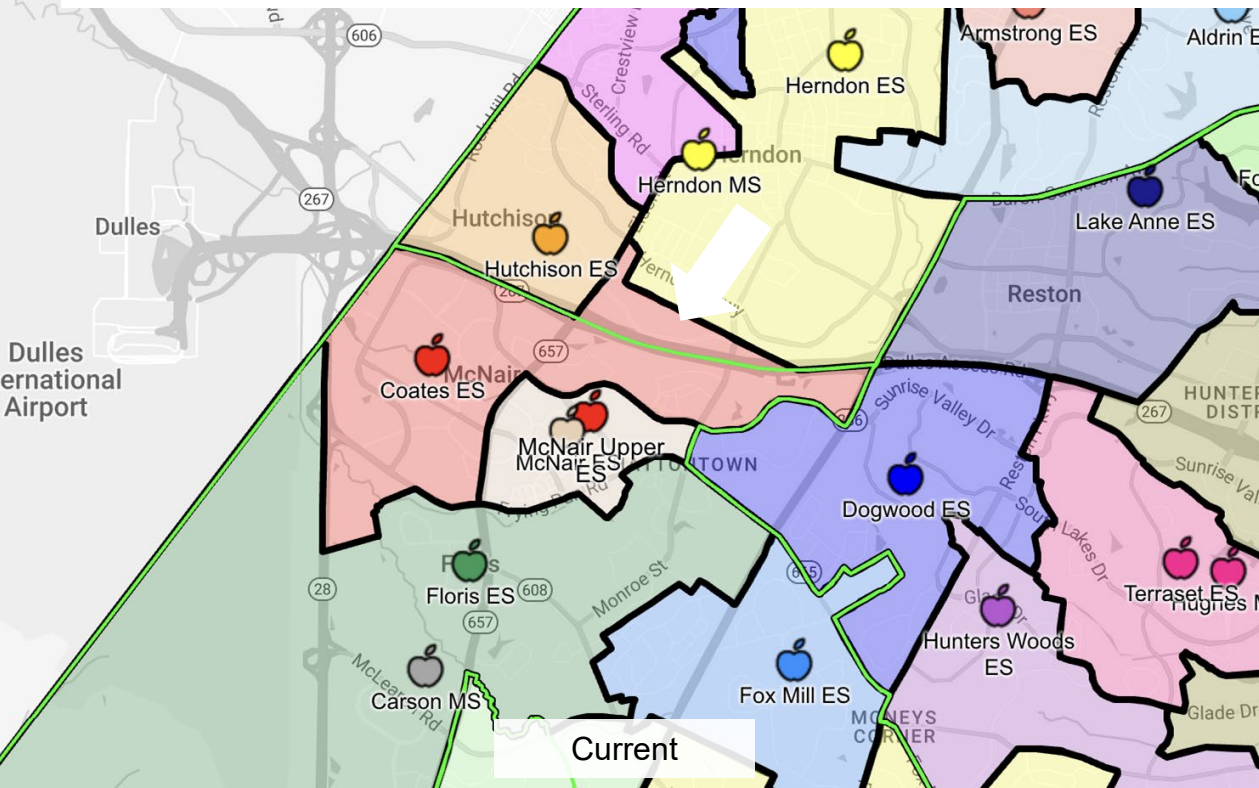
School Name	September Student Membership	Program Capacity	Program Capacity Utilization %	Net Change (Students)	New Program Capacity Utilization %
Vienna ES	362	464	78%	-28	72%
Freedom Hill ES	512	631	81%	28	86%

Green line: middle school boundary

Black line and shading: elementary school boundary

Coates Elementary School

Fixing Split Feeders: Coates Elementary School to Herndon Middle School and Carson Middle School

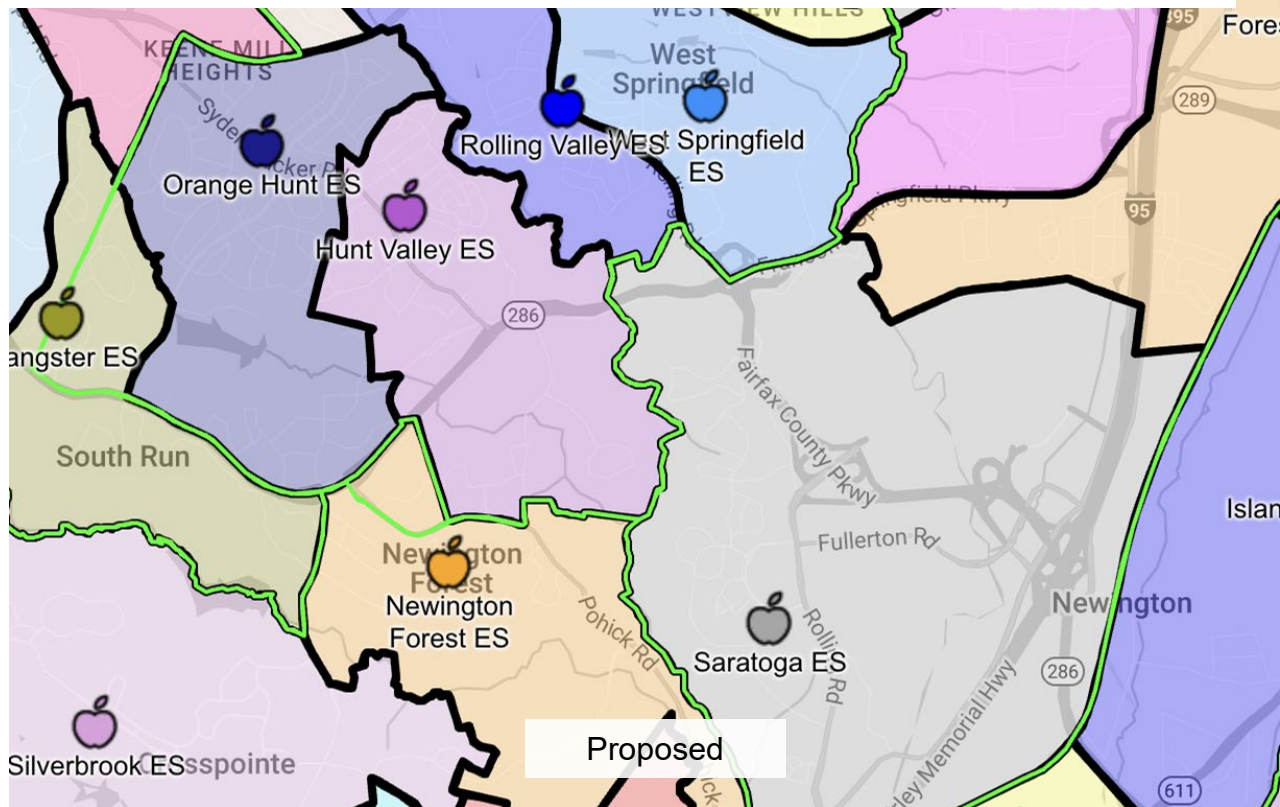
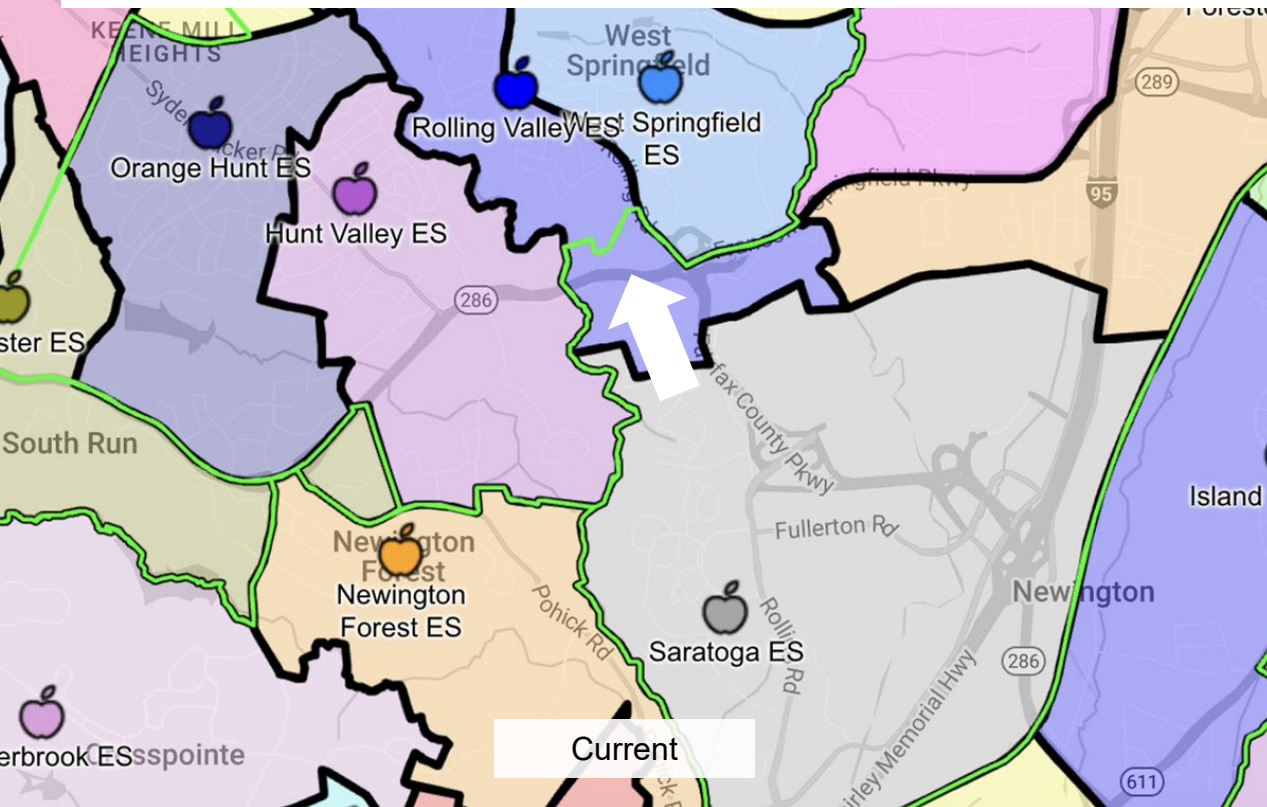


School Name	September Student Membership	Program Capacity	Program Capacity Utilization %	Net Change (Students)	New Program Capacity Utilization %
Coates ES	983	720	137%	-190	110%
Herndon ES	786	962	82%	190	101%

Green line: middle school boundary
Black line and shading: elementary school boundary

Rolling Valley Elementary School

Fixing Split Feeders: Rolling Valley Elementary School to Irving Middle School and Key Middle School

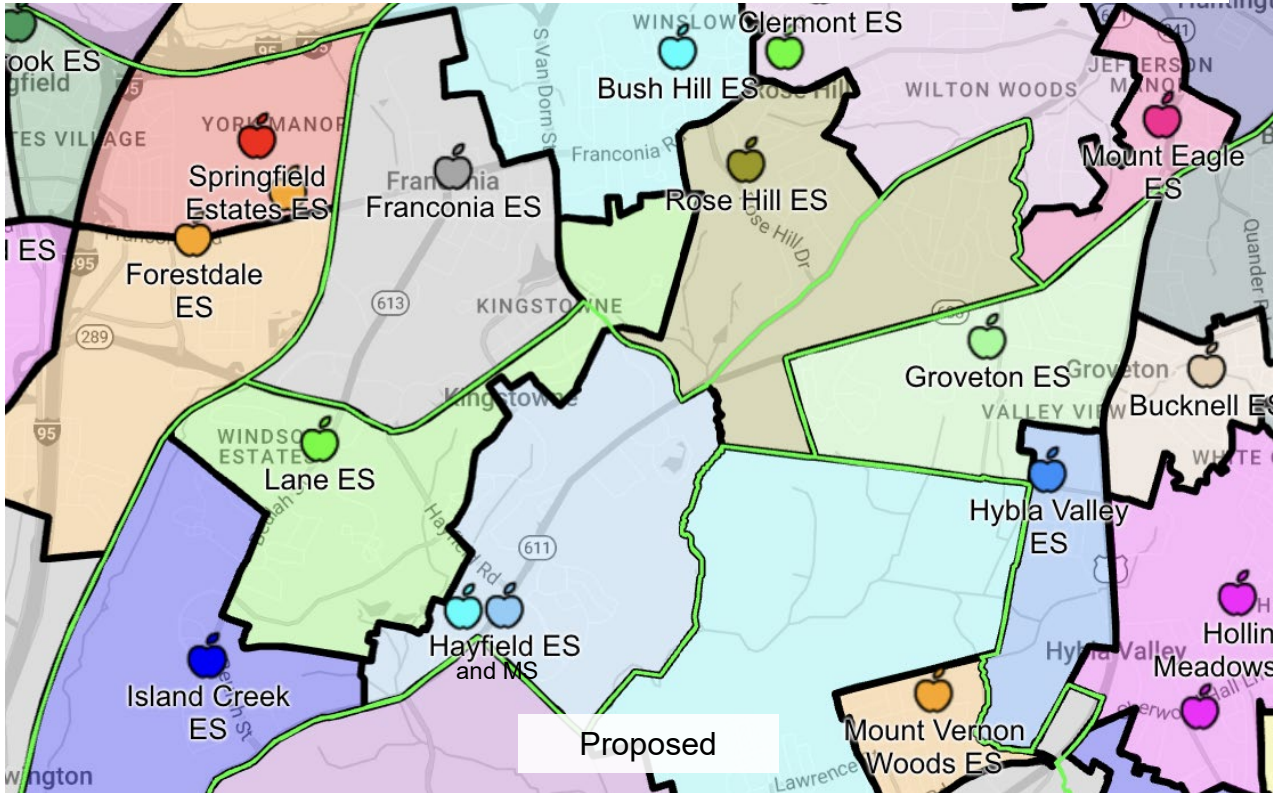
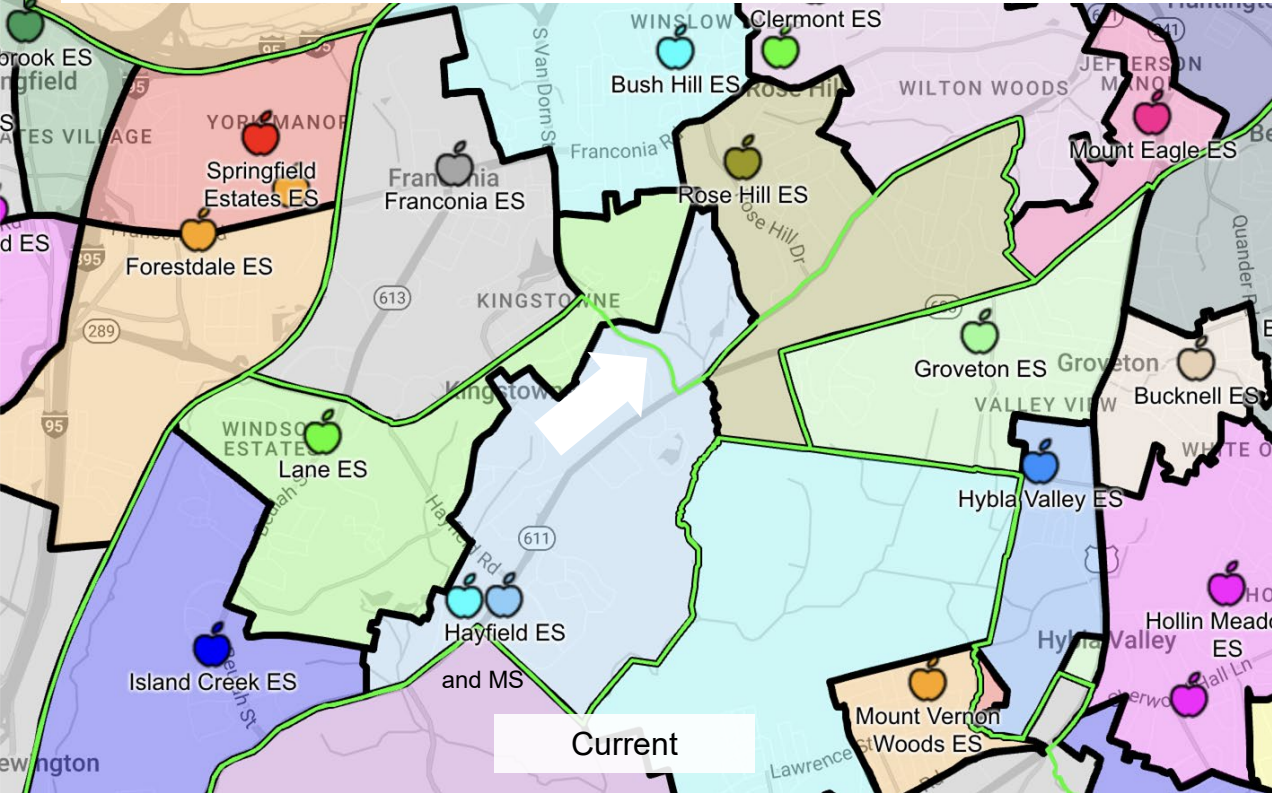


School Name	September Student Membership	Program Capacity	Program Capacity Utilization %	Net Change (Students)	New Program Capacity Utilization %
Rolling Valley ES	519	525	99%	-106	79%
Saratoga ES	607	782	78%	106	91%

Green line: middle school boundary
Black line and shading: elementary school boundary

Hayfield Elementary School

Fixing Split Feeders: Hayfield Elementary School to Hayfield Middle School and Twain Middle School



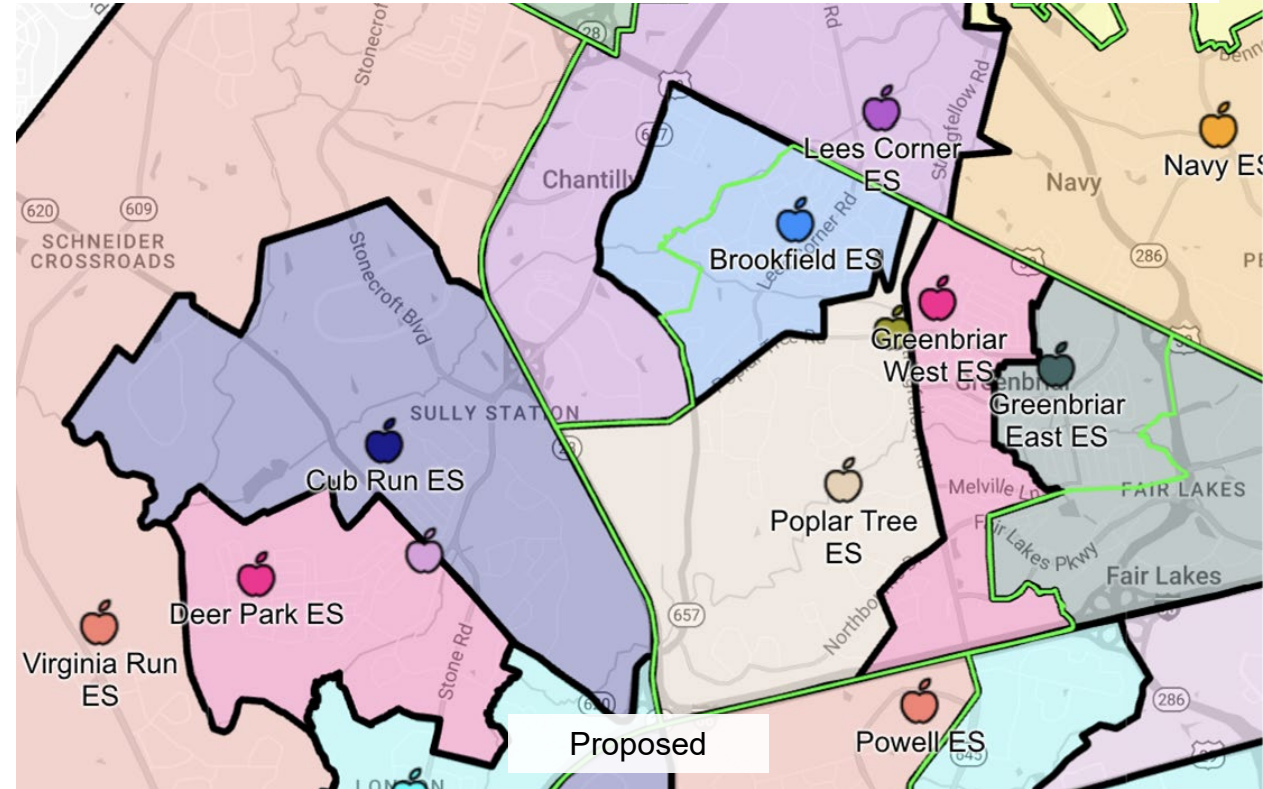
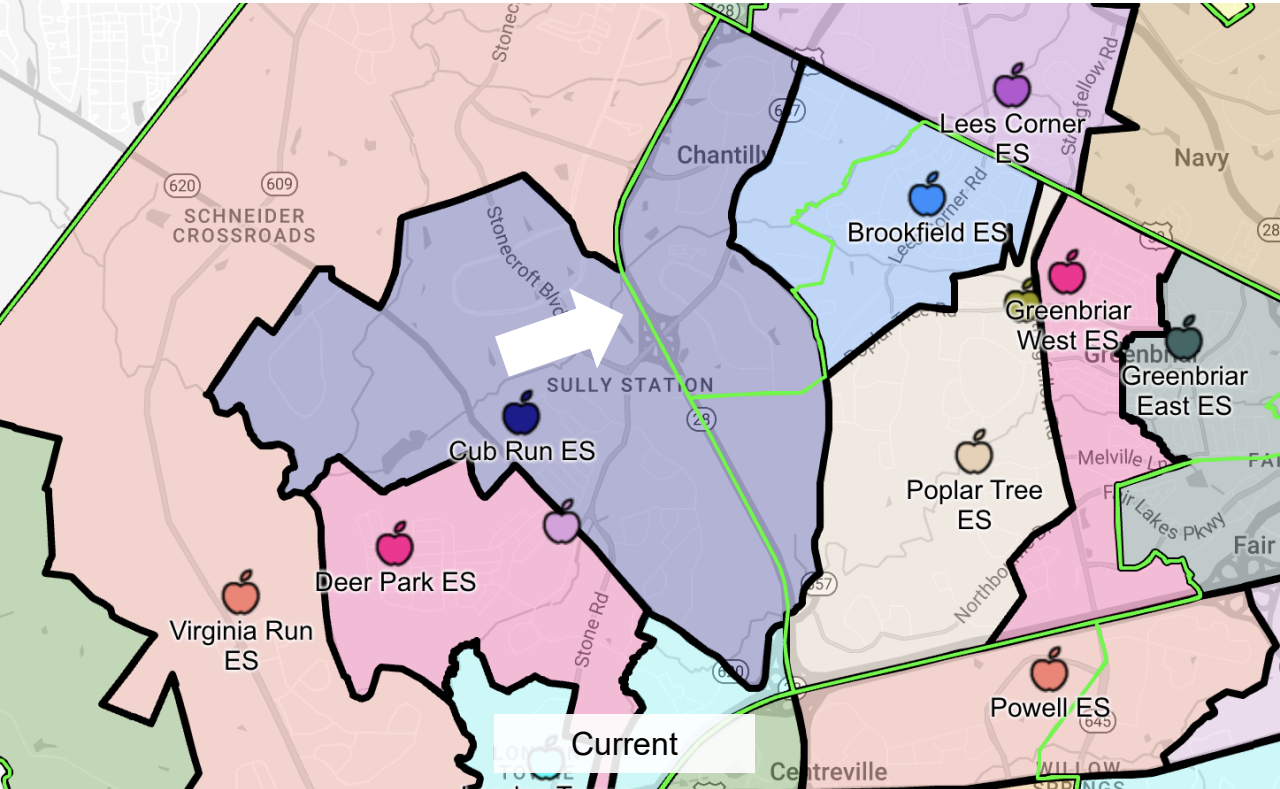
School Name	September Student Membership	Program Capacity	Program Capacity Utilization %	Net Change (Students)	New Program Capacity Utilization %
Hayfield ES	601	645	93%	0*	93%
Rose Hill ES	683	838	82%	0*	82%

*No students currently reside in this SPA 9205

Green line: middle school boundary
 Black line and shading: elementary school boundary

Cub Run Elementary School

Fixing Split Feeders: Cub Run Elementary School to Stone Middle School and Franklin Middle School



School Name	September Student Membership	Program Capacity	Program Capacity Utilization %	Net Change (Students)	New Program Capacity Utilization %
Cub Run ES	629	737	85%	-94	73%
Lees Corner ES	546	669	82%	94	96%
Poplar Tree ES	702	775	91%	0*	91%

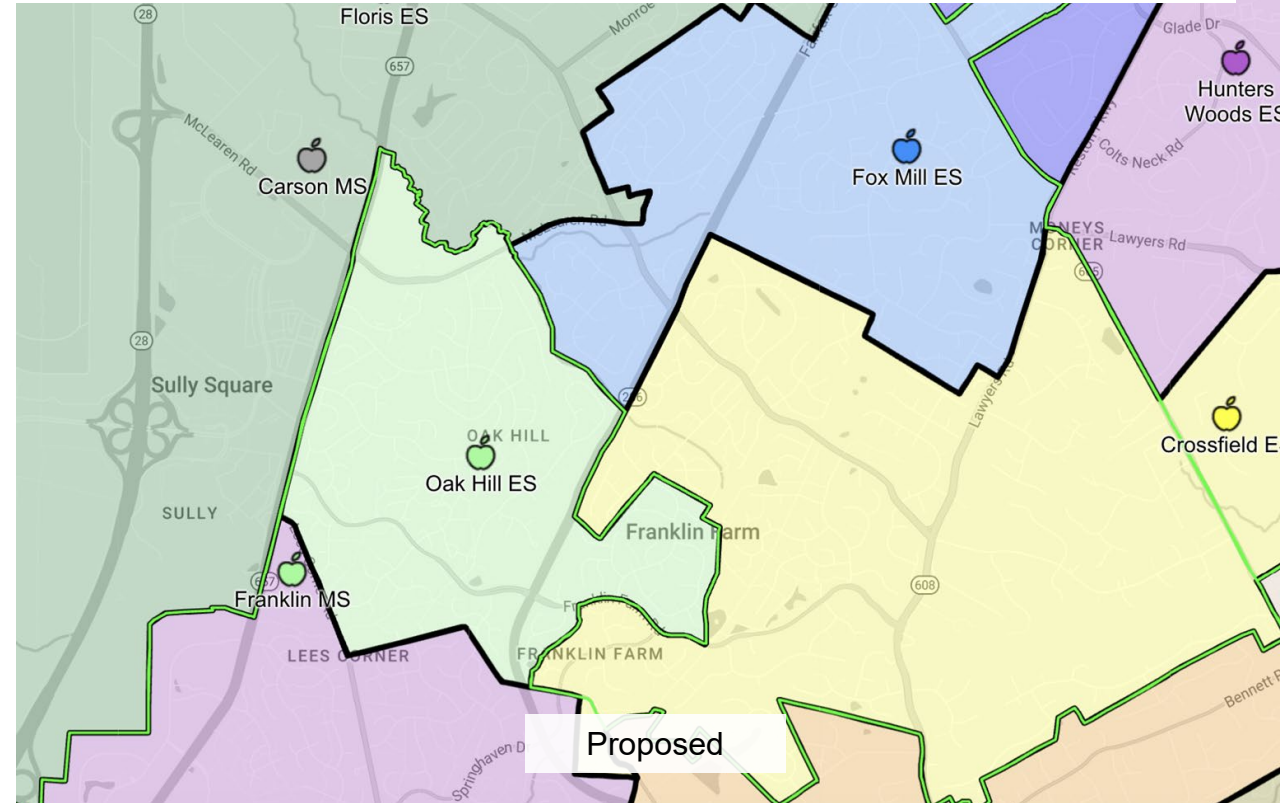
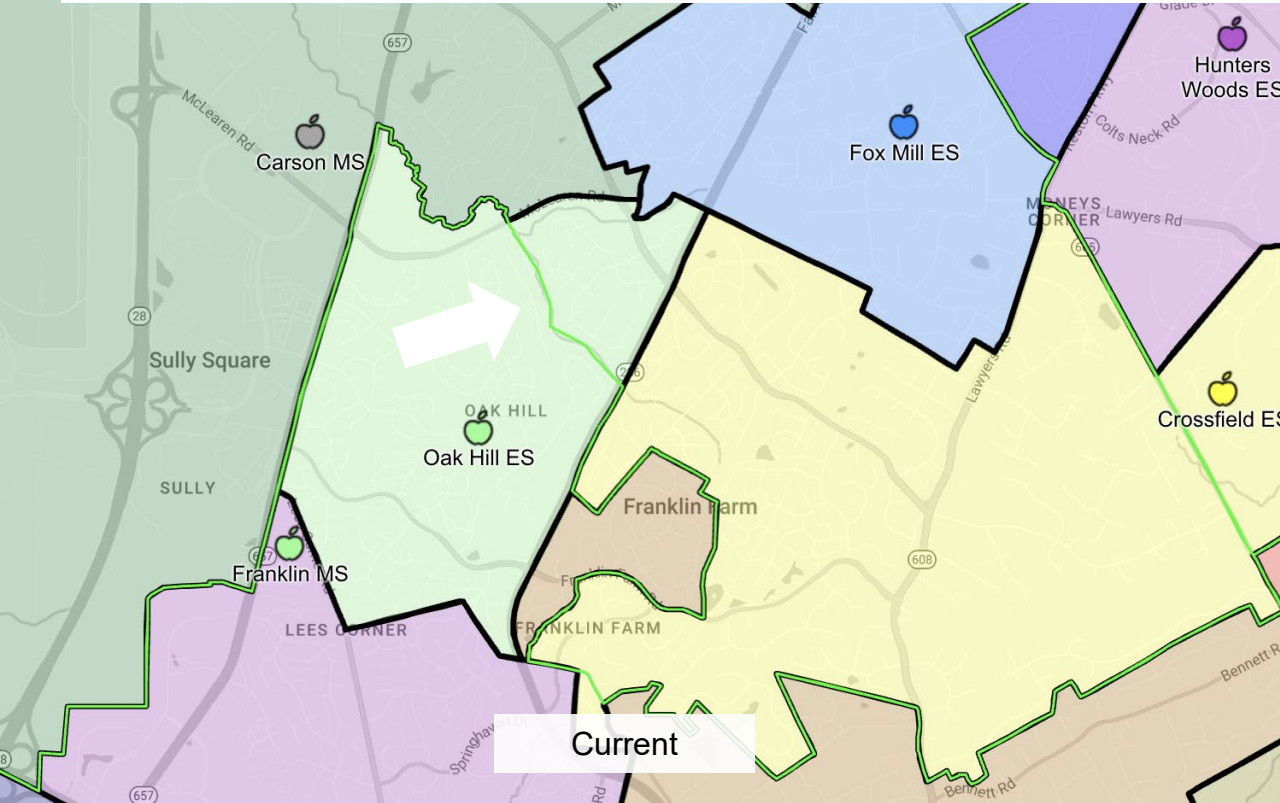
Green line: middle school boundary

Black line and shading: elementary school boundary

*No students currently reside in this SPA 4418

Oak Hill Elementary School

Fixing Split Feeders: Oak Hill Elementary School to Franklin Middle School and Carson Middle School



School Name	September Student Membership	Program Capacity	Program Capacity Utilization %	Net Change (Students)	New Program Capacity Utilization %
Fox Mill ES	651	764	85%	92	97%
Oak Hill ES	639	761	84%	-92	82%*

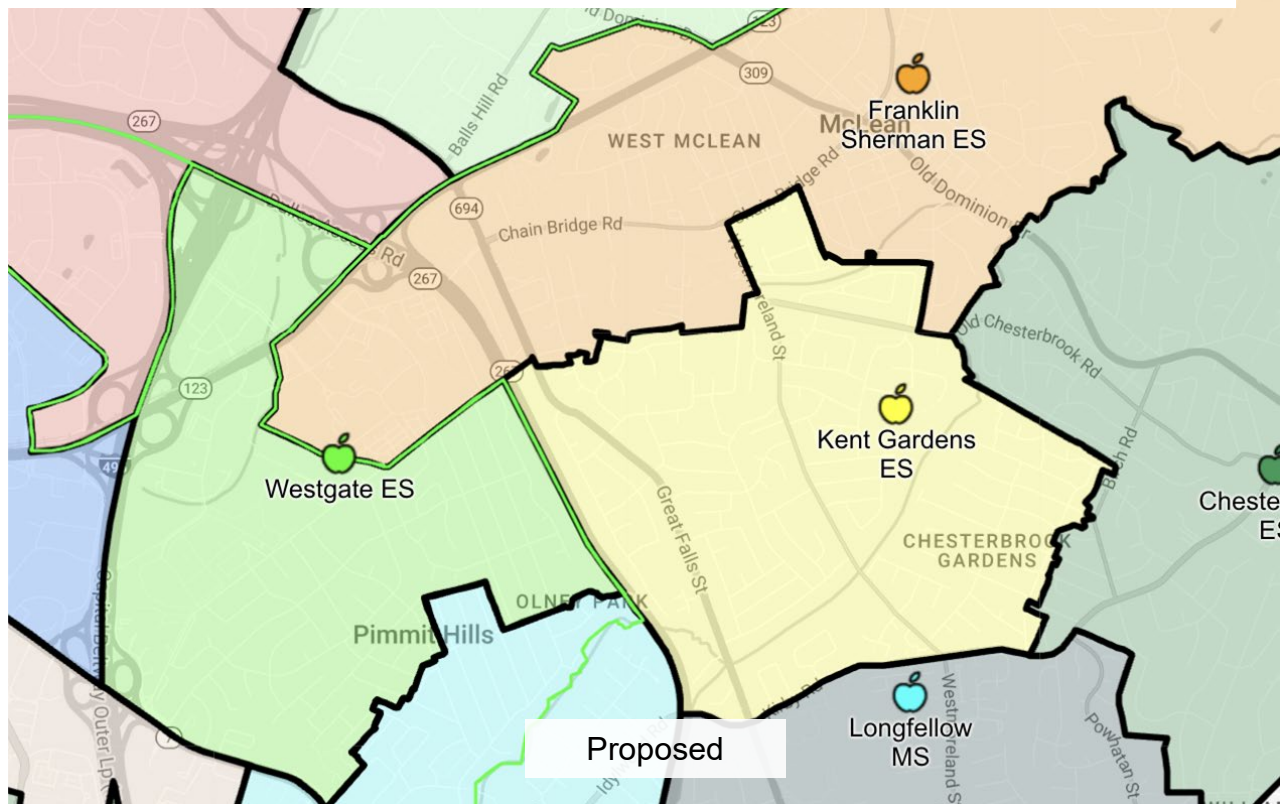
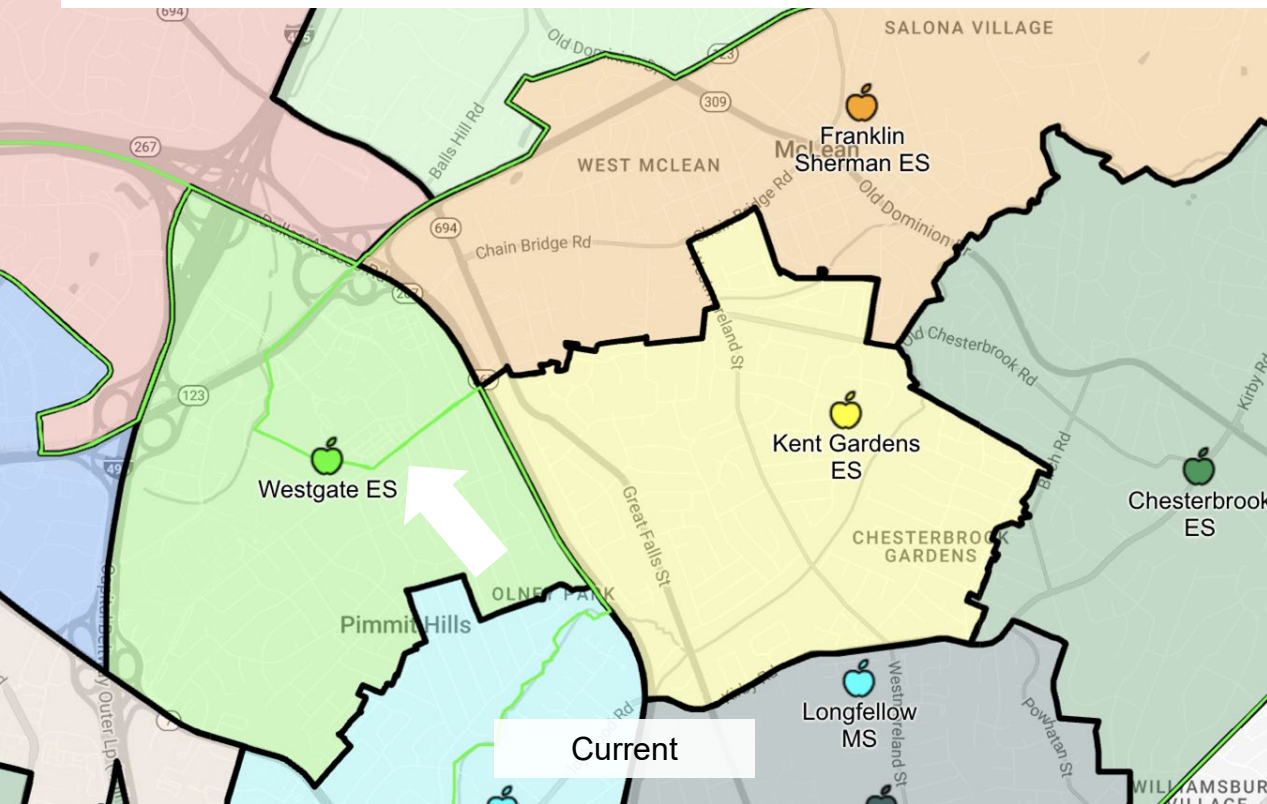
*Although Oak Hill ES is losing 92 students here, it also gains 77 students per the fix of an attendance island at Navy ES (students were moved from Navy ES to Oak Hill ES).

Green line: middle school boundary

Black line and shading: elementary school boundary

Westgate Elementary School

Fixing Split Feeders: Westgate Elementary School to Kilmer Middle School and Longfellow Middle School

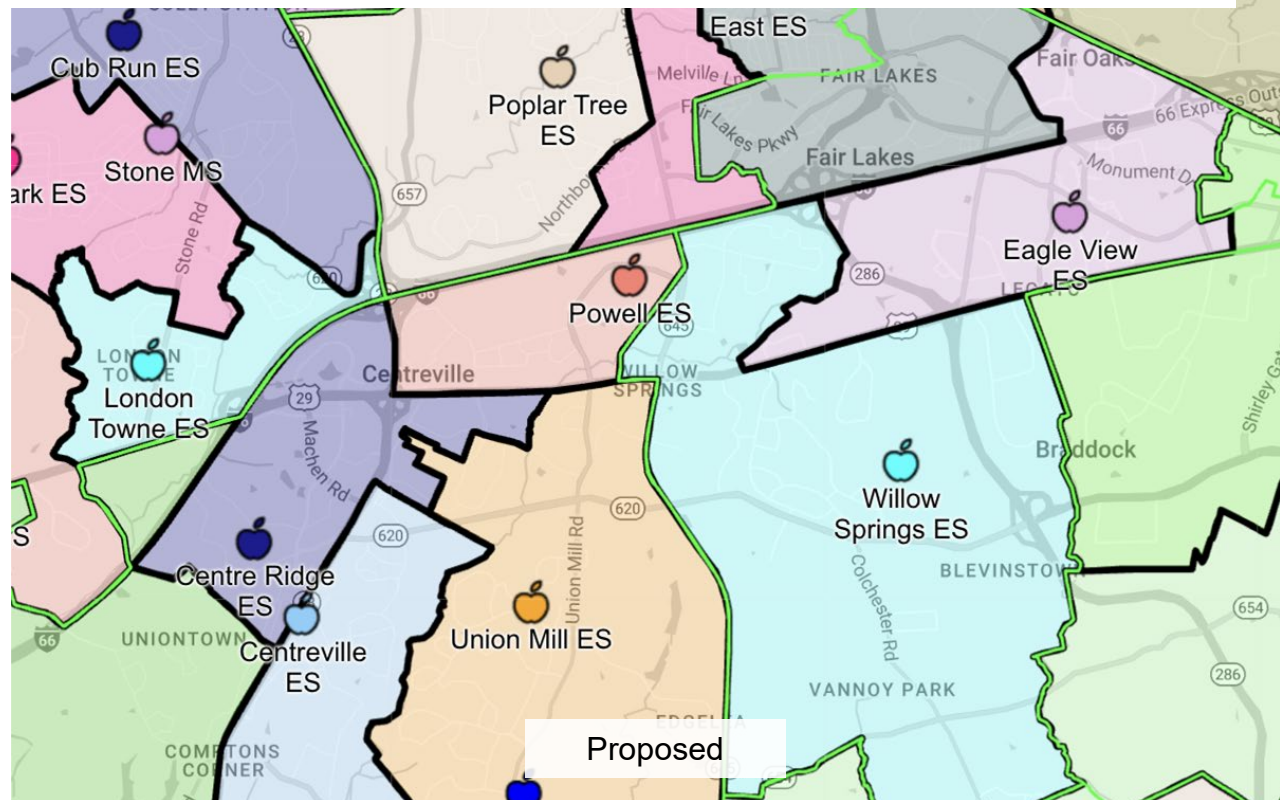
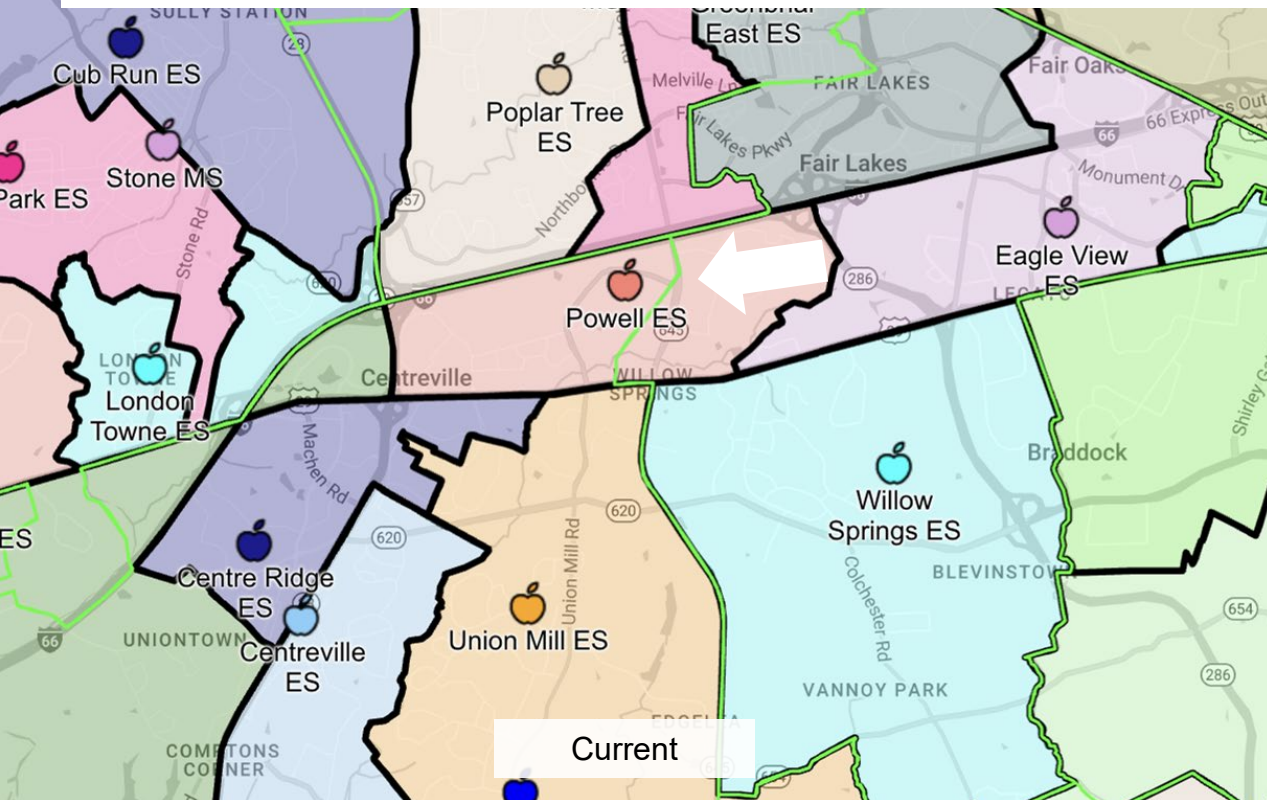


School Name	September Student Membership	Program Capacity	Program Capacity Utilization %	Net Change (Students)	New Program Capacity Utilization %
Franklin Sherman ES	290	418	69%	118	98%
Westgate ES	609	693	88%	-118	71%

Green line: middle school boundary
 Black line and shading: elementary school boundary

Powell Elementary School

Fixing Split Feeders: Powell Elementary School to Liberty Middle School and Katherine Johnson Middle School



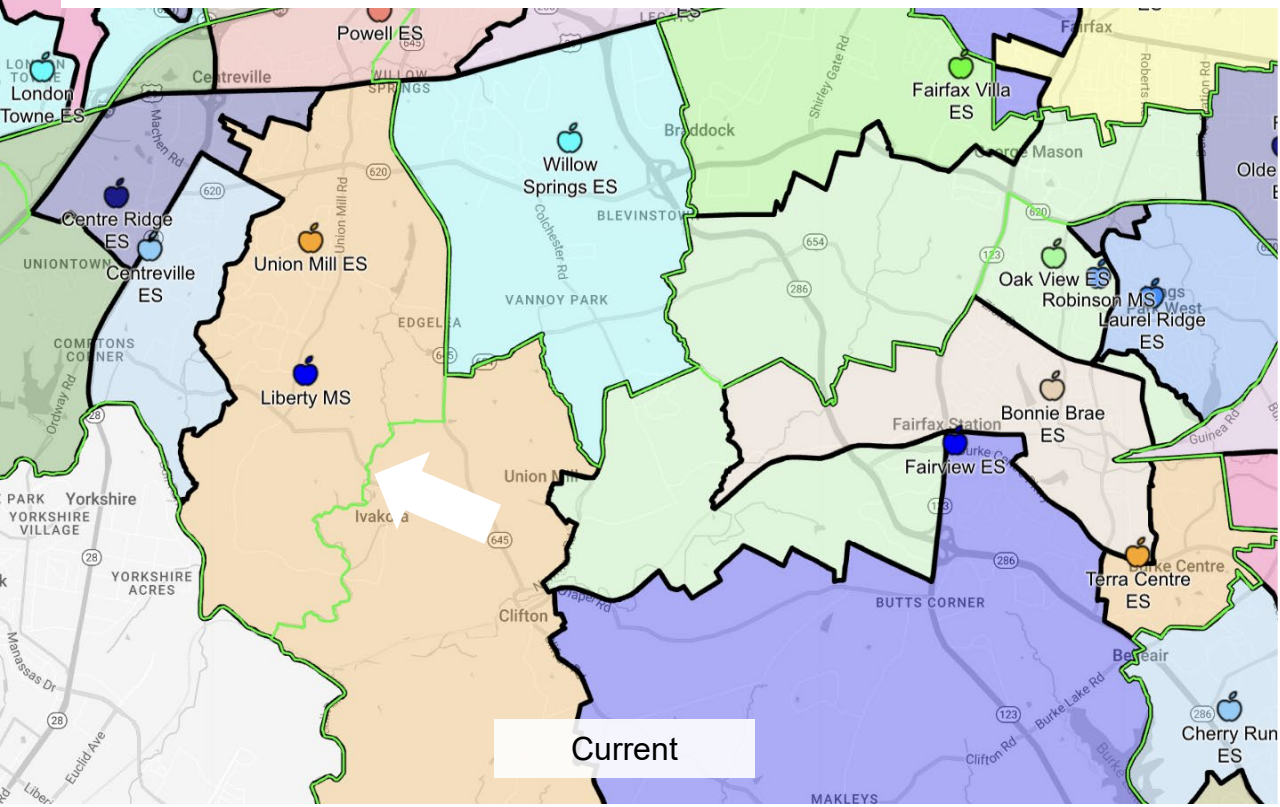
School Name	September Student Membership	Program Capacity	Program Capacity Utilization %	Net Change (Students)	New Program Capacity Utilization %
Powell ES	874	1,064	82%	-156	67%
Willow Springs ES	817	851	96%	156	92%*

*Although Willow Springs is gaining 156 students here, it also loses 196 students per the fix of an attendance island at Willow Springs (students were moved from Willow Springs ES to Eagle View ES and Fairfax Villa ES).

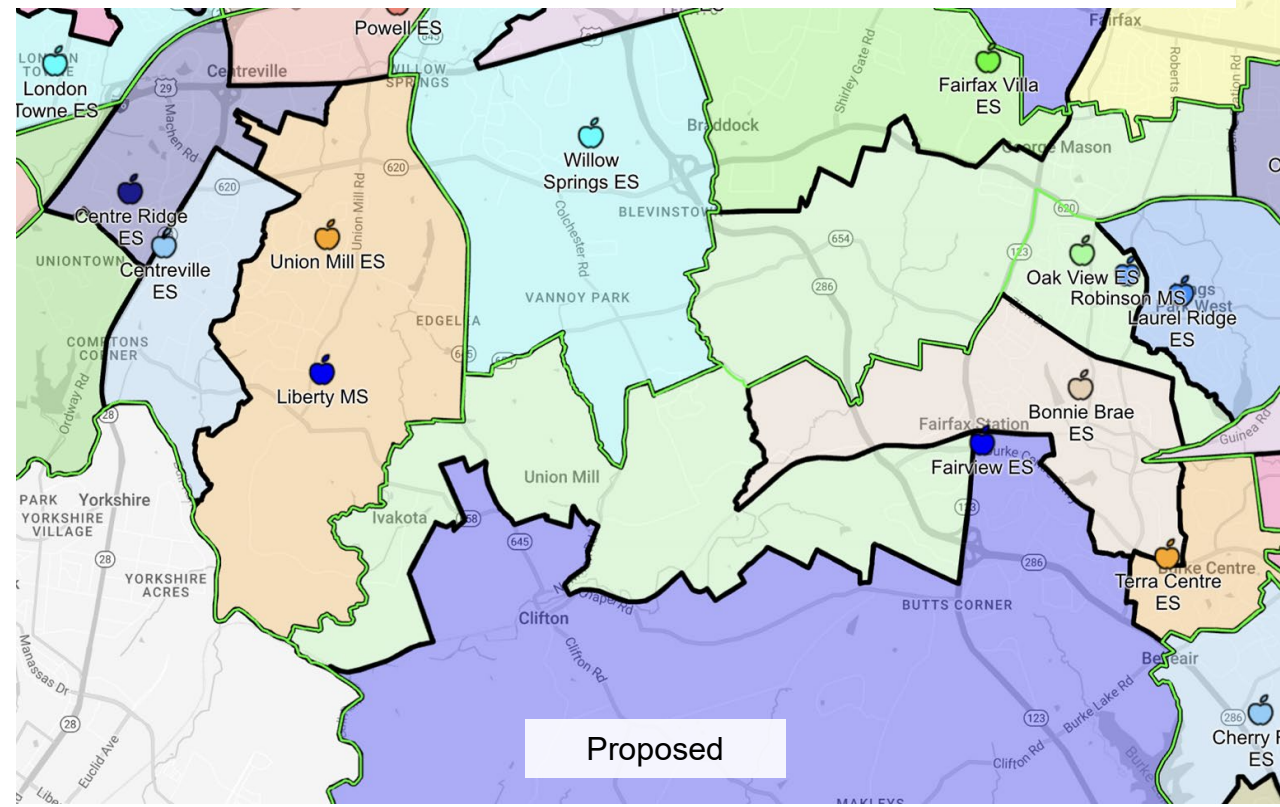
Green line: middle school boundary
Black line and shading: elementary school boundary

Union Mill Elementary School

Fixing Split Feeders: Union Mill Elementary School to Liberty Middle School and Robinson Middle School



Current



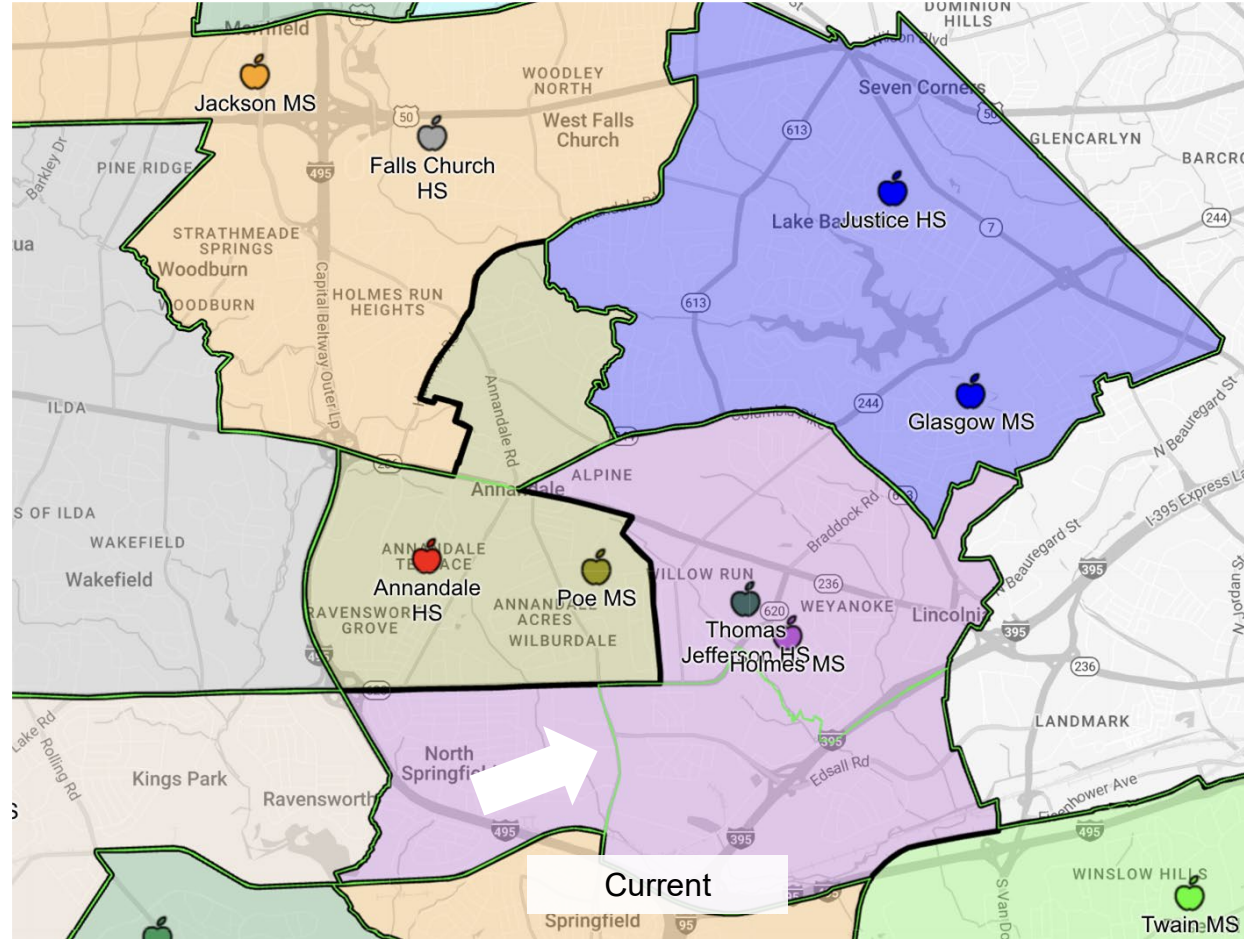
Proposed

School Name	September Student Membership	Program Capacity	Program Capacity Utilization %	Net Change (Students)	New Program Capacity Utilization %
Bonnie Brae ES	779	896	87%	47	92%
Fairview ES	752	756	99%	2	100%
Oak View ES	778	848	92%	21	94%
Union Mill ES	874	986	89%	-70	82%

Green line: middle school boundary
Black line and shading: elementary school boundary

Holmes Middle School

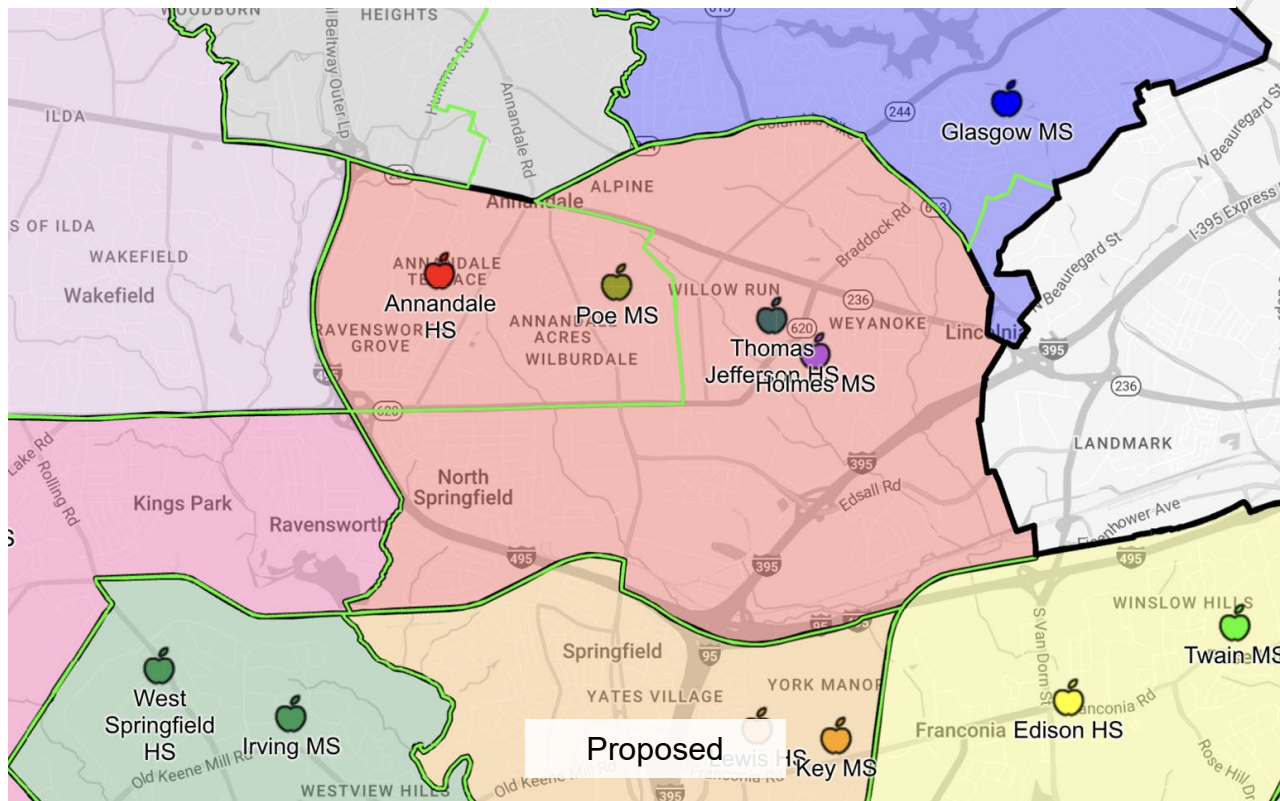
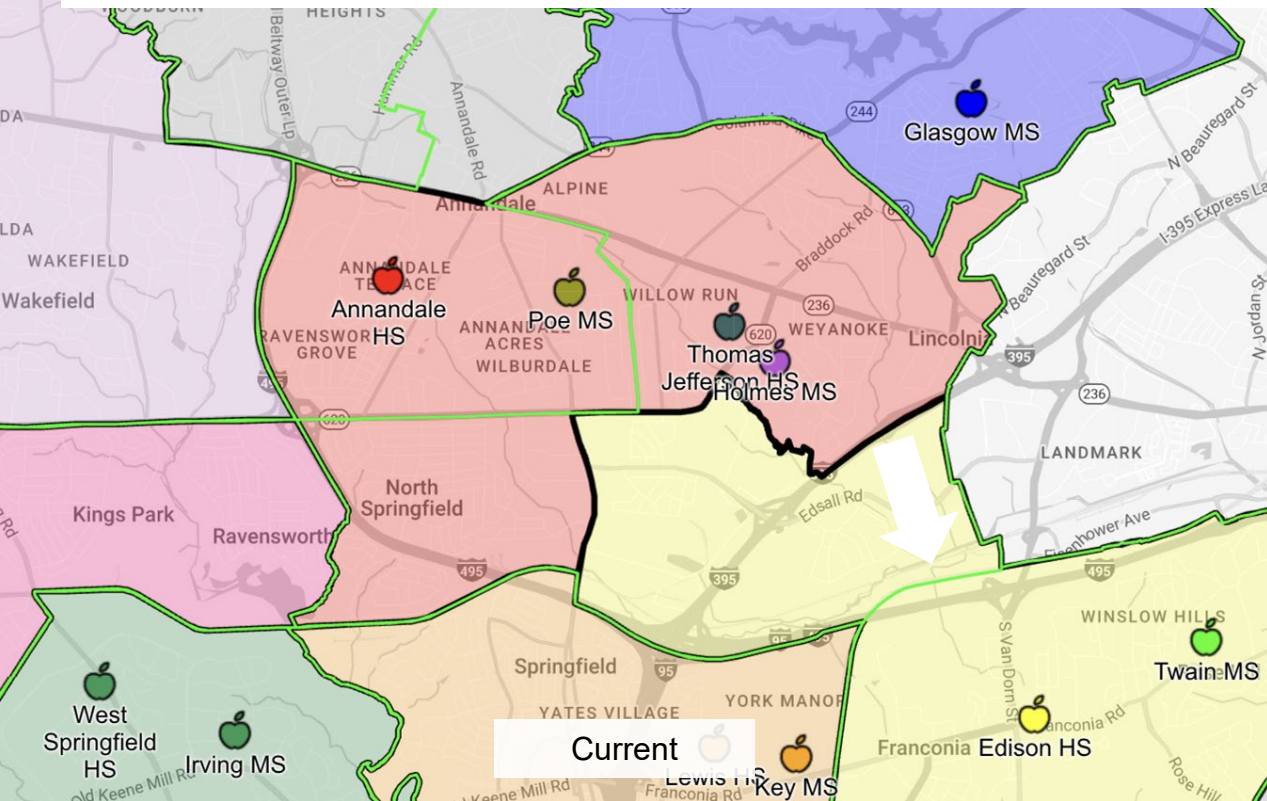
Fixing Split Feeders: Holmes Middle School to Annandale High School and Edison High School



See next slide for boundary adjustment made to fix split feeder

Changes to High Schools to fix Split Feeder at Holmes Middle School

Fixing Split Feeders: Holmes Middle School to Annandale High School and Edison High School



School Name	September Student Membership	Program Capacity	Program Capacity Utilization %	Net Change (Students)	New Program Capacity Utilization %
Annandale HS	2,126	2,471	86%	372	101%
Edison HS	2,282	2,133	107%	-372	90%

Green line: middle school boundary
 Black line and shading: high school boundary

Split Feeders Resolved from Previous Fixes/Eliminating Attendance Islands and Bringing Schools Within Zones

Five (5) split feeders were resolved upon removing corresponding attendance islands for those schools, as outlined in our previous Advisory Committee meeting. The following schools' split feeders were resolved in this manner:

- Olde Creek Elementary School
- Riverside Elementary School
- Westbriar Elementary School
- Columbia Elementary School
- Keene Mill Elementary School

Two (2) split feeders were also resolved upon adjusting boundaries for schools located outside their attendance zone, as outlined in our previous Advisory Committee meeting. The following schools' split feeders were resolved in this manner:

- Mason Crest Elementary School
- Kilmer Middle School

Closing

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

Feedback on your Experience

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

Fairfax County Public Schools Superintendent's Boundary Review Advisory Committee

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

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

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

Thank you!

