

Skyview High School and Western Pyramids Boundary - May 5, 2026 Work Session

Fairfax County PUBLIC SCHOOLS
ENGAGE • INSPIRE • THRIVE

Meeting Agenda

- Background
- 2232 Process Update
- Architect / Engineering Solicitation
- Additional Key Dates
- Feedback Update
- Boundary Scenarios 1-3

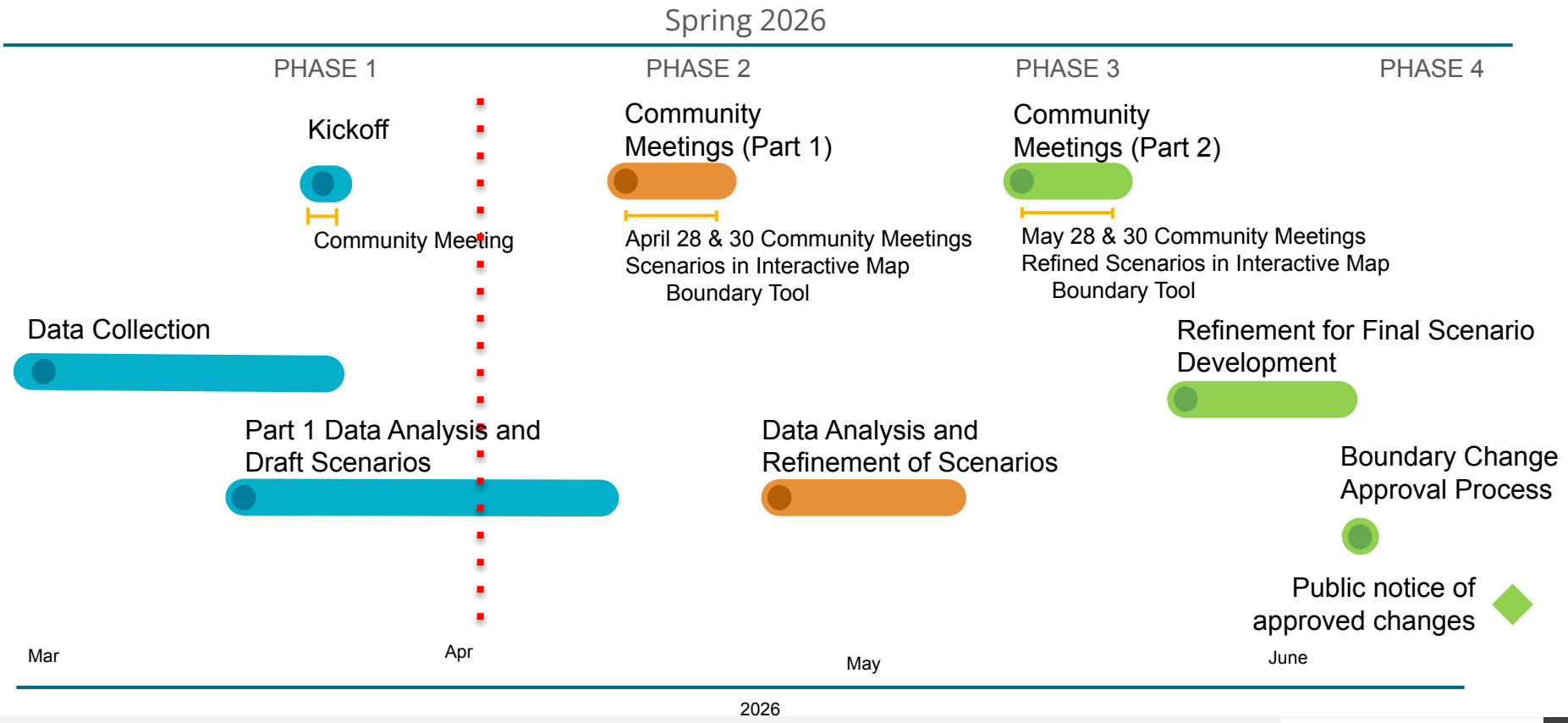
Welcome and Background

- Kick off the Boundary Development for Skyview HS and Western Pyramids
- Paused including the new school in the Comprehensive Boundary Review that began in November 2024
    - Purchased the property nine months into the process
        - Great value for the community and Division
    - FCPS and the School Board were deciding the type of high school and opening schedule
    - Allow for thoughtful community engagement and discussion for boundary development for the new school
- New boundary options will be developed with the community
    - Previous drawings were preliminary concepts
- Boundary process following ***expedited adjustment*** per SB Policy 8130

Skyview HS Boundary Process

- Governed by School Board Policy 8130, *Local School Boundaries and Program Assignments*
  - → "Expedited Adjustment" which is an adjustment to school boundaries that is proposed outside of a Comprehensive Boundary Review process for specific reasons:
    - in those cases where estimated membership substantially exceeds program capacity of a school,
    - School openings or closings
  - → Consider the priorities and criteria set forth in Section V of Policy 8130
- Process, including community engagement, outlined in Regulation 8130, *Local School Boundaries and Program Assignments*
- Started the 2232 Land Use Review process

Skyview HS Boundary Process: Roadmap



Skyview HS Boundary Process: Area High Schools Student Membership and Capacity

Region	School	Design Capacity	SY 25-26 Program Capacity	SY 25-26 Member-ship	SY 25-26 Program Capacity Utilization	Temporary Class-rooms	Modular Class-rooms
TBD	Skyview HS	2,000	2,000	-	-	-	-
4	Centreville HS	2,143	2,098	2,187	**104%**	14	8
	Centreville HS without Modular	1,953	1,943	2,187	**113%**	14	-
5	Chantilly HS	2,649	2,649	2,904	**110%**	9	14
	Chantilly HS without Modular	2,316	2,330	2,904	**125%**	9	-
1	Oakton HS	2,646	2,642	2,711	**103%**	-	-
1	South Lakes HS	2,717	2,449	2,413	99%	4	-
5	Westfield HS	2,823	2,815	2,747	98%	13	-

Source: FCPS, *Capital Improvement Program (CIP) Fiscal Years 2027-31.*
Notes: 1) Projected Capacity Utilization is based on program capacity.
2) Information does not reflect boundary adjustments adopted for implementation beyond the SY 2025-26 school year.
3) Temporary classrooms (trailers) are not included in calculating design or program capacity.

2232 Land Use Permitting Process Update

- **March 16, 2026:** Joint Sully District Land Use and Transportation Committee - Presentation / Questions
- **April 22, 2026:** Fairfax County recommended holding a Skyview HS community meeting for residents within the Creekside Townhouse Homeowners Association
- **April 20, 2026:** Joint Sully District Land Use and Transportation Office - Presentation / Questions
- **May 13, 2026:** Fairfax County Planning Commission Public Hearing / Decision

Architect / Engineering Solicitation

- **March 5, 2026:** Architectural and Engineering Services were solicited under Request for Proposal #26-005
- **March 30, 2026:** Eight (8) proposals were received by OAS who reviewed all proposals for completeness and responsiveness
- **April 15, 2026:** Following independent review and scoring, the members of the Selection Advisory Committee (SAC) met and ranked all proposals. Offerors were notified on the following day of their ranking
- **April 23, 2026:** A fee proposal was received from the top ranked offeror.
- **Current:** Fee negotiations have commenced with the goal of negotiating a contract to provide design services for the project

Request for Proposal

Main building – analyze, program, and design renovations, including but not limited to:

- Conversion of existing open areas into instructional classrooms
- Conversion of staff workrooms into classrooms where feasible
- Conversion of existing elementary and PreK classrooms and accessory spaces to meet high school instructional requirements
- Required modifications to building systems, accessibility, life safety, and support spaces to accommodate the revised program and capacity
- The existing swimming pool space shall remain unchanged under this project scope.

Two shell buildings – full tenant fit out to support high school use, including but not limited to:

- General and specialized classrooms
- Required support and accessory spaces
- Toilet rooms, plumbing fixtures, and building systems necessary to meet current code and occupancy requirement.

Site improvements – design improvements to the existing site to support the expanded high school program, including but not limited to:

- Athletic and support facilities such as concessions, press boxes, ticket booths, and storage
- Track and football field, including stadium seating
- Tennis courts
- Asphalt play areas
- Athletic field and site lighting systems

Additional Key Dates

- **April 28 & 30 2026:** SVHS Boundary Community Engagements – Scenarios 1-3
- **May 5 2026:** School Board Work Session
- **May 28 & 30 2026:** SVHS Boundary Community Engagements – Scenario adjustments
- **June 2026:** Superintendent presents recommendation and School Board votes to approve

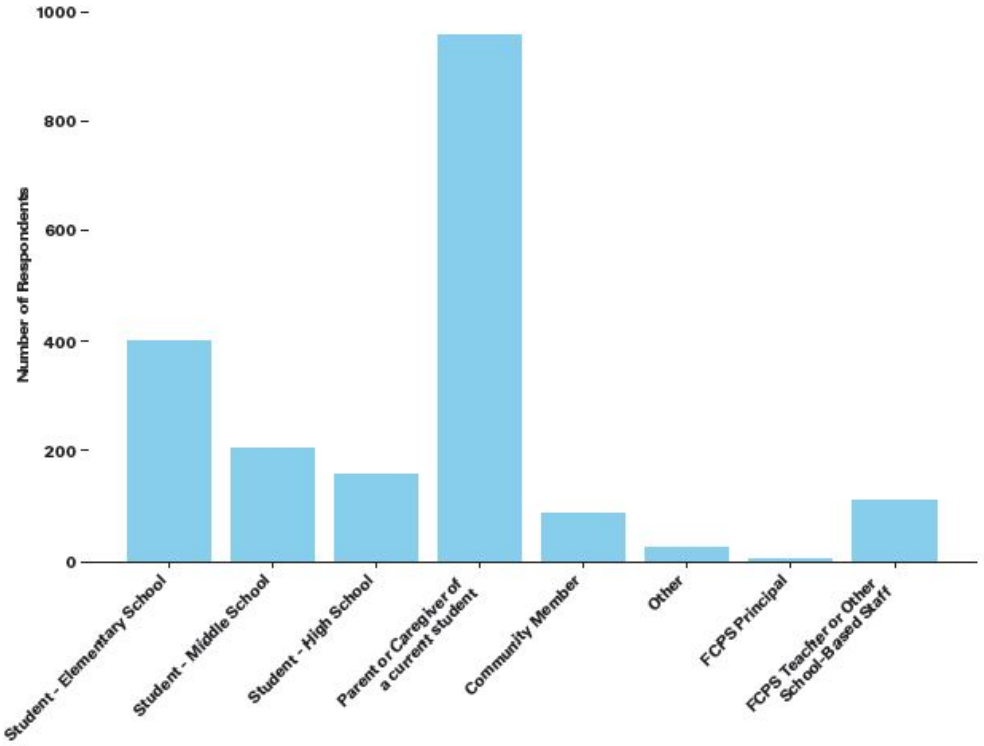
Community Feedback Update

- To date, we have received **1,481 responses,** with the vast majority submitted in English (1,408), along with additional input in Spanish, Korean, Chinese, and Arabic

→ We appreciate the engagement across our diverse community and remain committed to ensuring all voices are heard as we move forward in this process

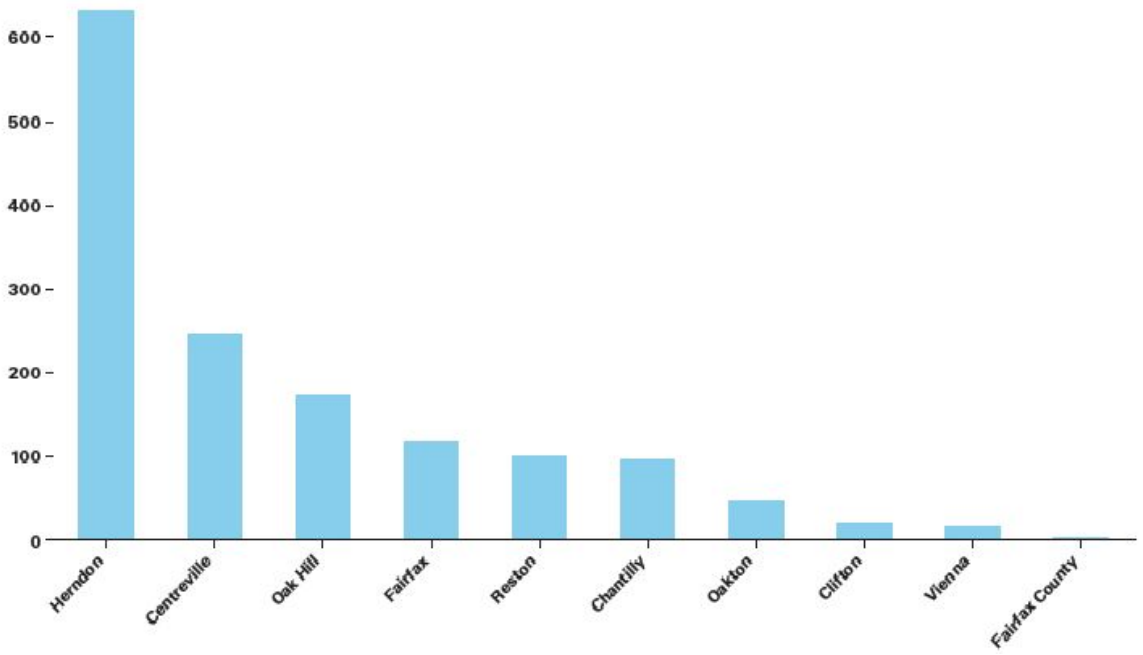
1. What is your relationship to FCPS? (Select all that apply)

Most respondents were parents of current students, with elementary school students the second largest group.



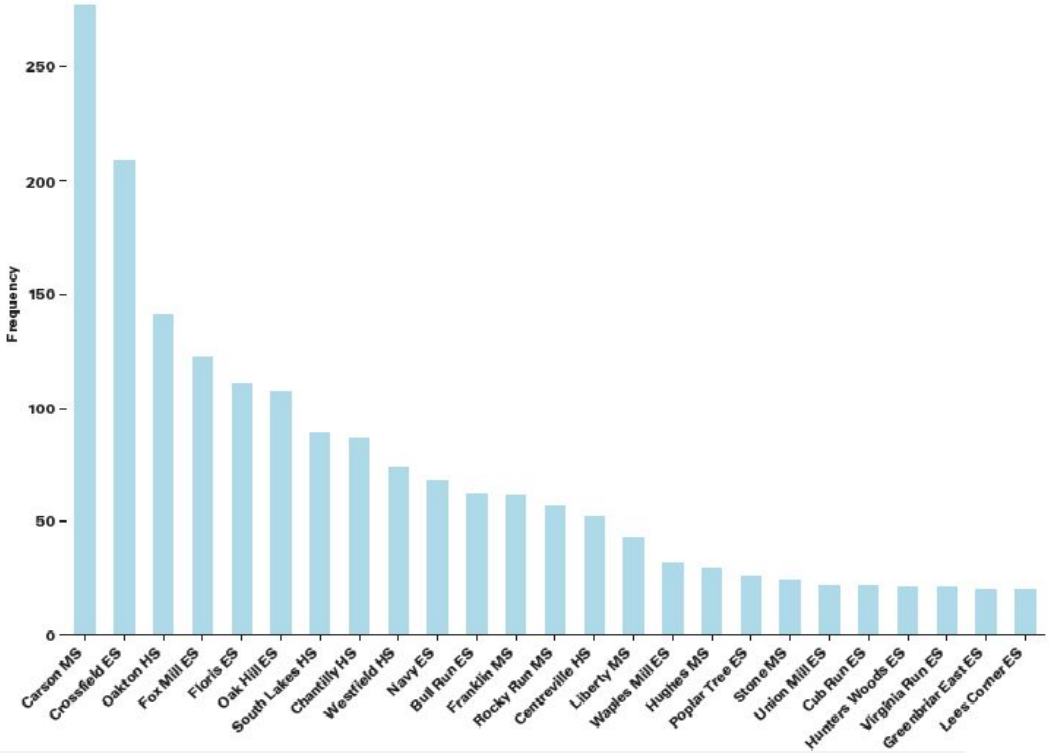
2. In what city or town in Fairfax County do you live?

The town with the greatest representation among respondents was Herndon, with 43% of respondents residing there.

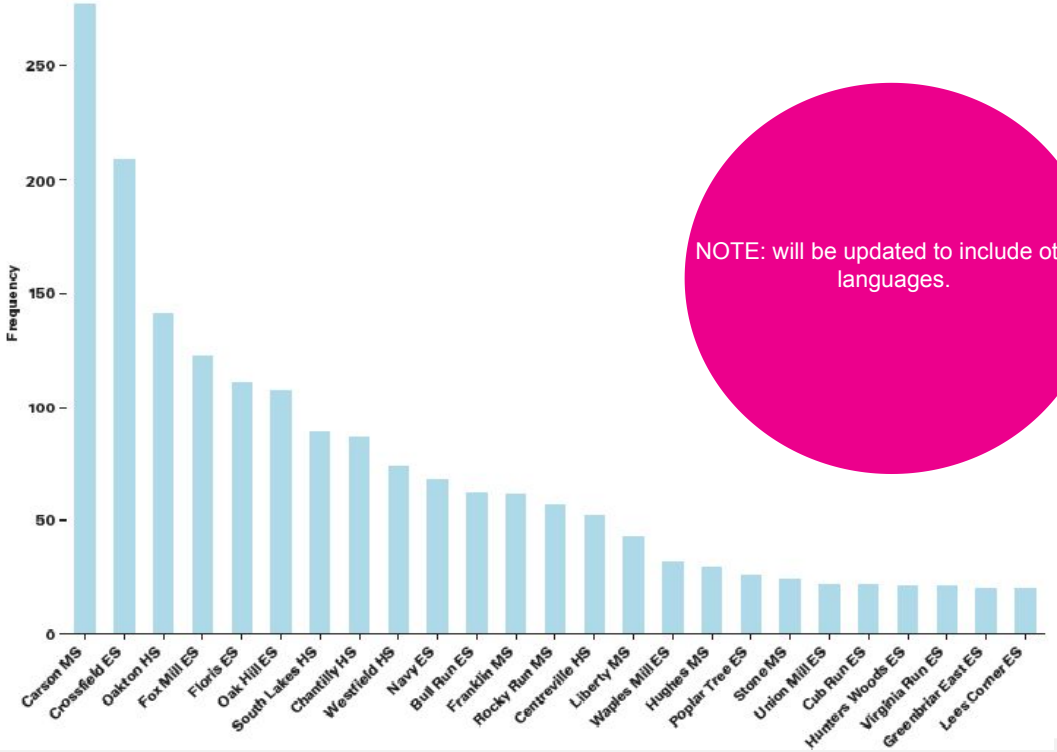


3. If you are a parent or caregiver, which(s) do your child(ren) attend? If you are a student, what school do you attend?

Participation was very strong at Carson MS and Crossfield ES.



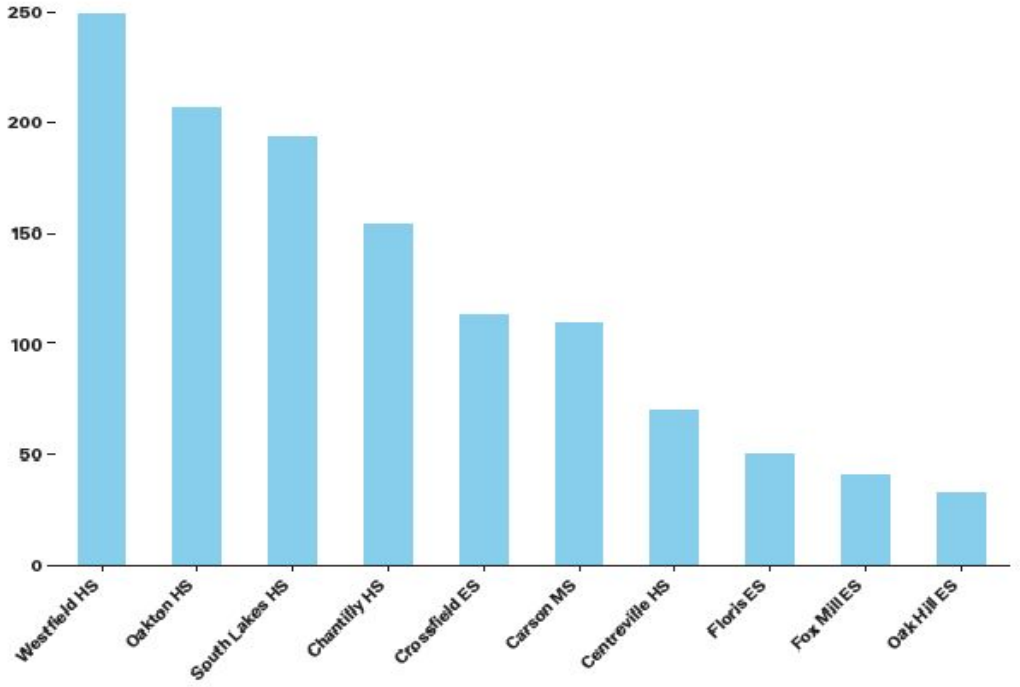
4. Of the following priorities, which are most important you (in terms of your school, neighborhood, and family)? Adjust the order to indicate your ranking.



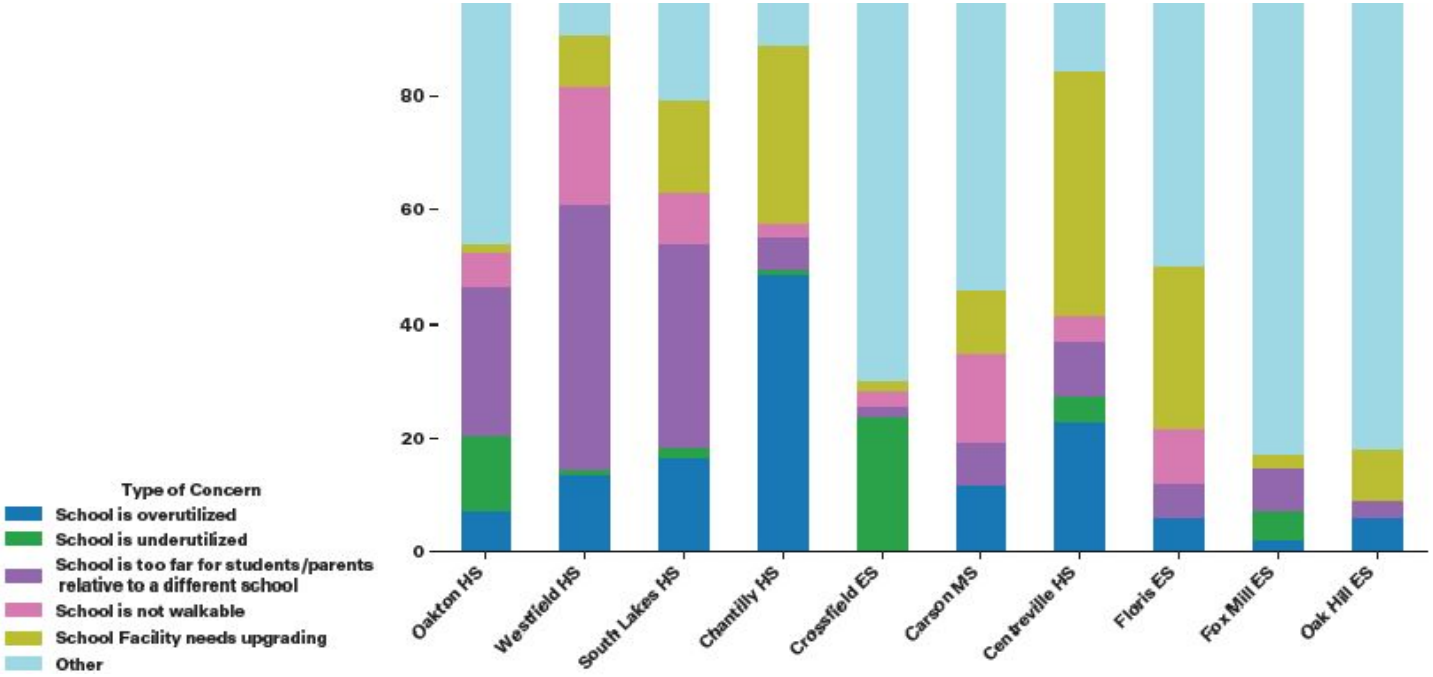
NOTE: will be updated to include other languages.

5. Are there any boundary-related concerns about a specific school you would like to share with FCPS

Many respondents shared boundary concerns about specific schools, most notable for Westfield HS, Oakton HS, South Lakes HS, and Chantilly HS.



5. Are there any boundary-related concerns about a specific school you would like to share with FCPS

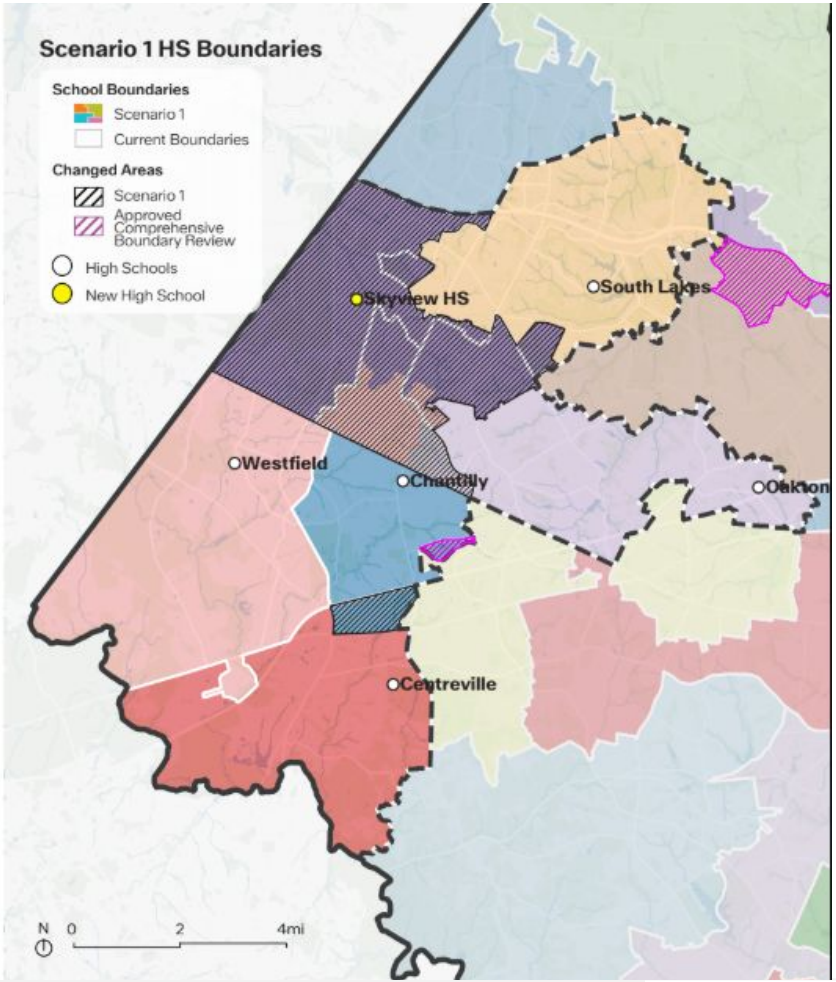


Boundary Placeholders (Option 1-3)

Draft Scenario 1
High School

Scenario 1 focuses on balancing utilization and creating cohesive feeder patterns.

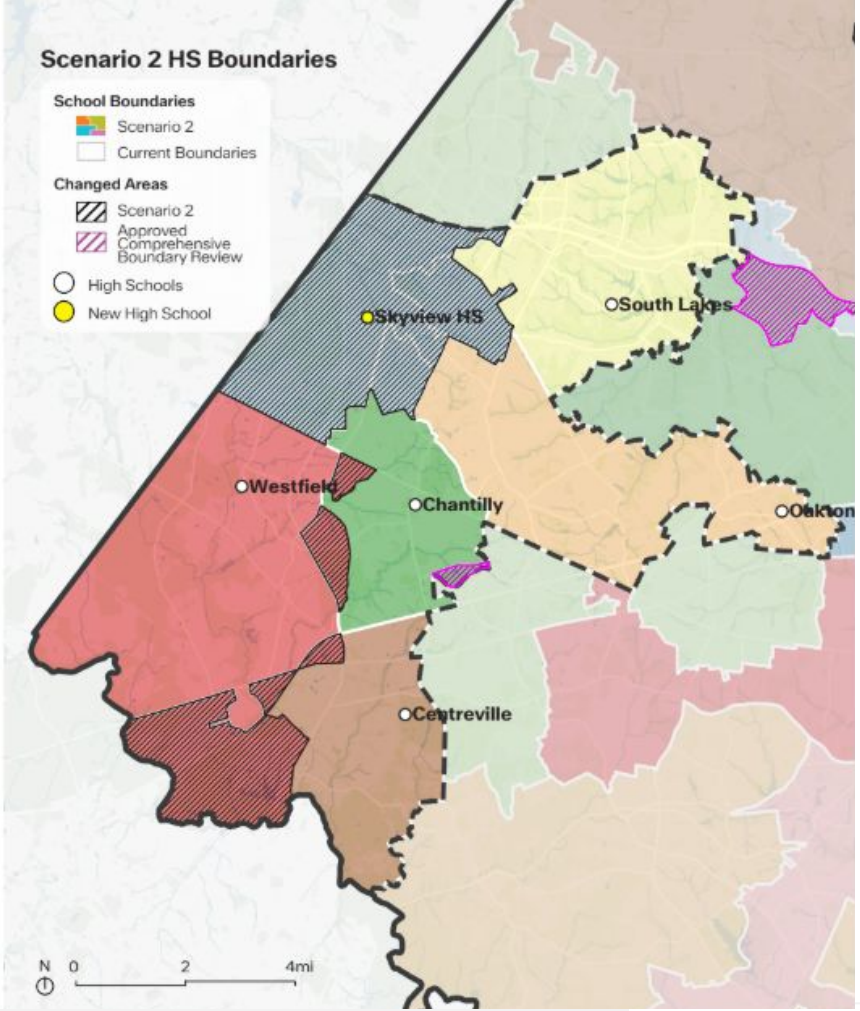
- **Dissolves split feeders** to create more cohesive feeder patterns (three ES to MS feeders aligned)
- **Balances utilization** at all schools in the study area - though in some cases schools have excess capacity
- **Vulnerable to long-term development**, with 9 schools projected to exceed the ideal utilization range if all approved developments build out at maximum yield



Draft Scenario 2
High School

Scenario 2 focuses on minimizing the number of students impacted and optimizing current utilization, while introducing new split feeders.

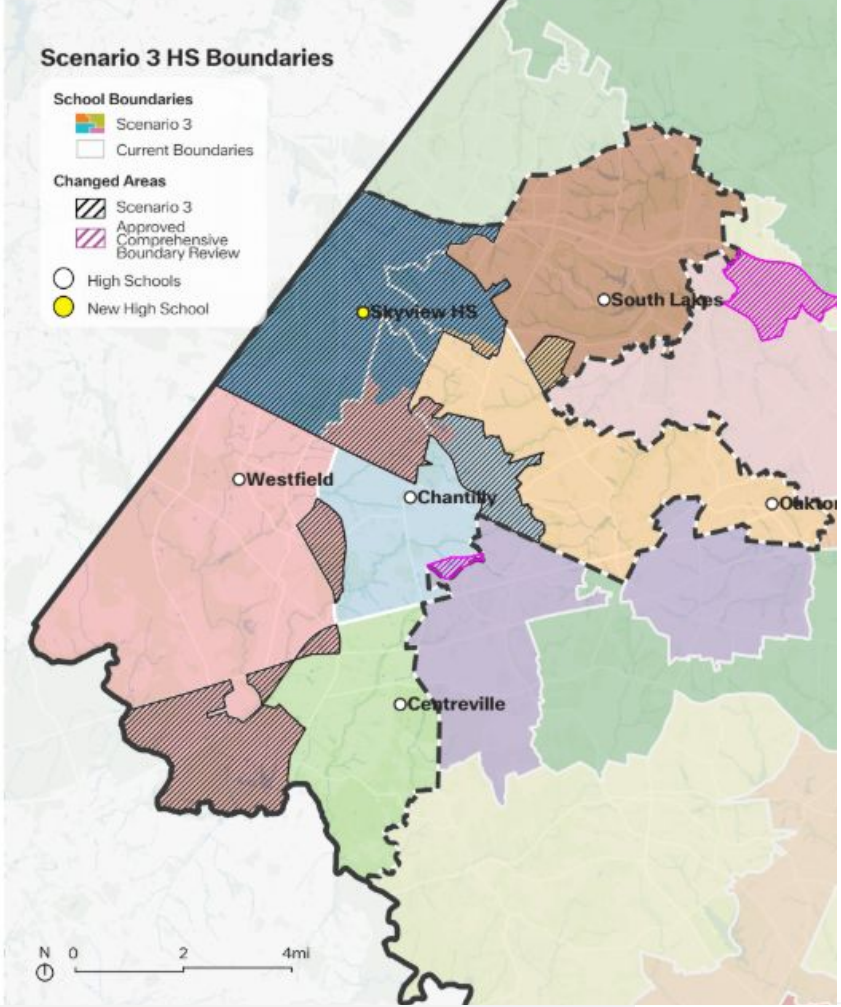
- **Minimizes disruption** by reassigning the fewest students of all the scenarios (about 10% rezoned)
- **Achieves the best current utilization** with 25 schools landing in the ideal utilization range
- **Vulnerable to long-term development**, with 6 schools projected to exceed the ideal utilization range if all approved developments build out at maximum yield
- **Introduces new split feeders** as a strategy to limit the number of students rezoned and improve utilization



Draft Scenario 3
High School

Scenario 3 comprehensively realigns boundaries and dissolves split feeders, with greater short-term disruption.

- **Dissolves split feeders** to create more cohesive feeder patterns (i.e., cohorts of students stay together as they progress to the next school level)
- **Achieves strong current utilization** with 23 schools landing in the ideal utilization range, and no overcrowding
- **Moderate performance under development pressure,** with the fewest high schools expected to see overcrowding
- **Rezones the most students** of any scenario (about 14%).



Thank You!



Fairfax County PUBLIC SCHOOLS

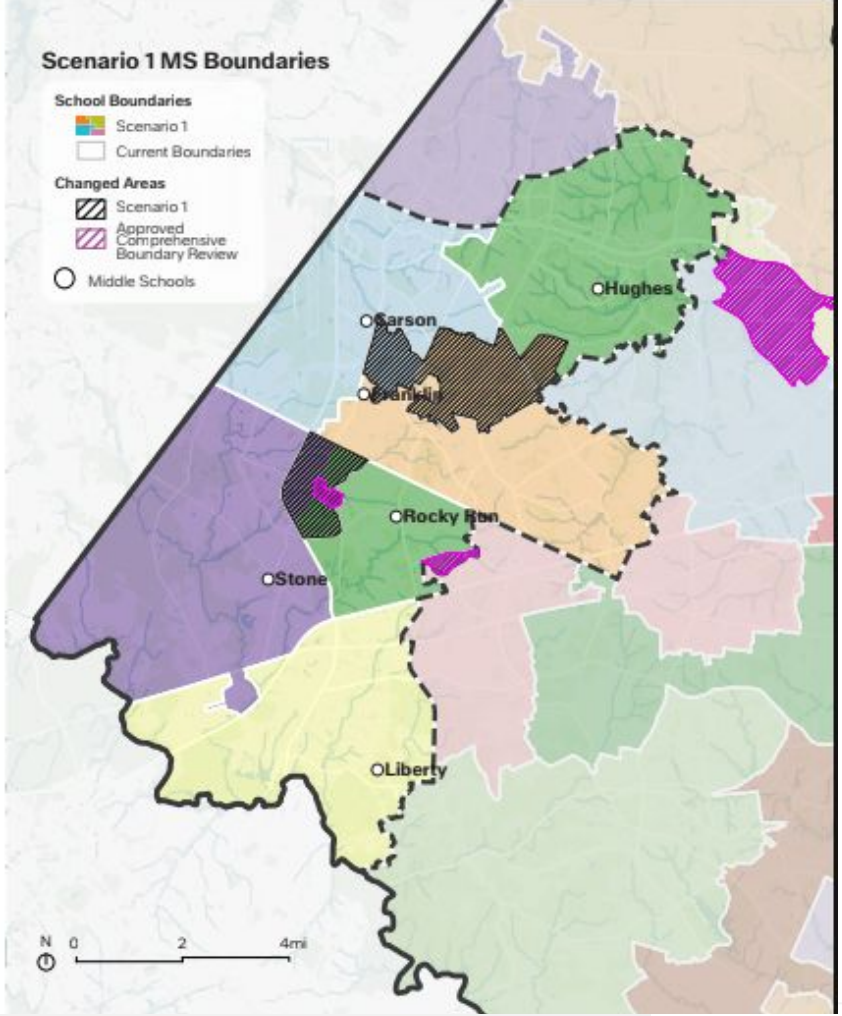
ENGAGE • INSPIRE • THRIVE®

Back Up

Draft Scenario 1
Middle School

Scenario 1 focuses on balancing utilization and creating cohesive feeder patterns.

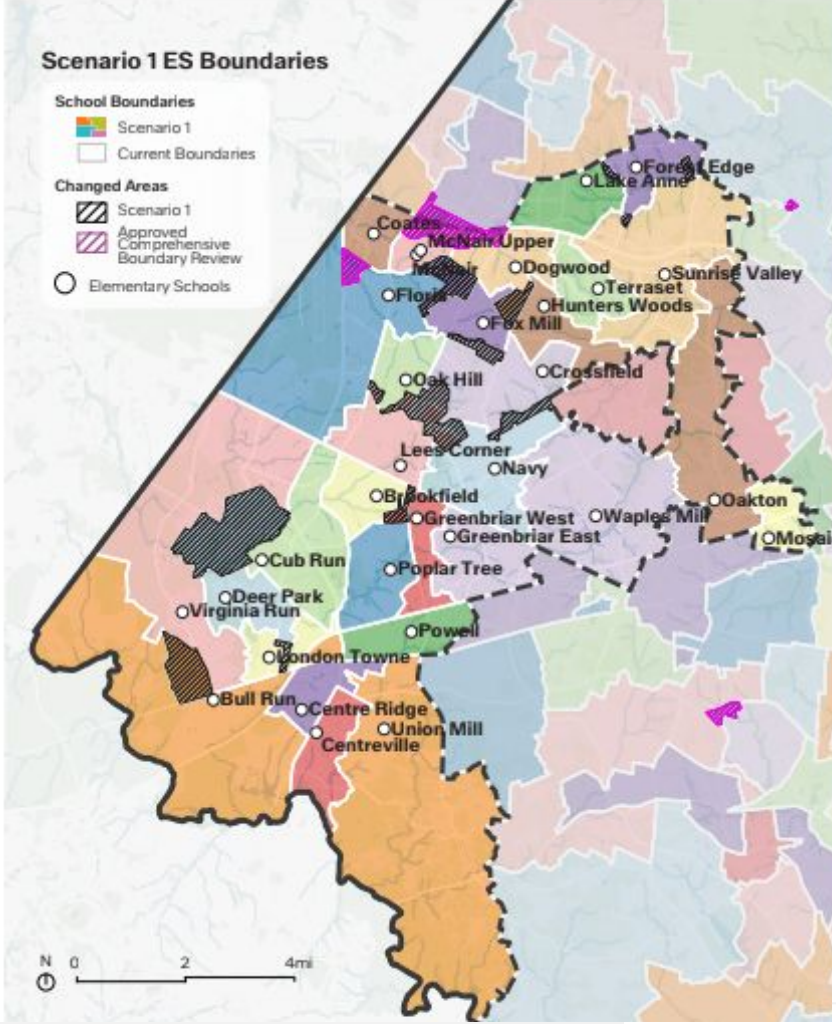
- **Dissolves split feeders** to create more cohesive feeder patterns (three ES to MS feeders aligned)
- **Balances utilization** at all schools in the study area - though in some cases schools have excess capacity
- **Vulnerable to long-term development**, with 9 schools projected to exceed the ideal utilization range if all approved developments build out at maximum yield



Draft Scenario 1
Elementary school

Scenario 1 focuses on balancing utilization and creating cohesive feeder patterns.

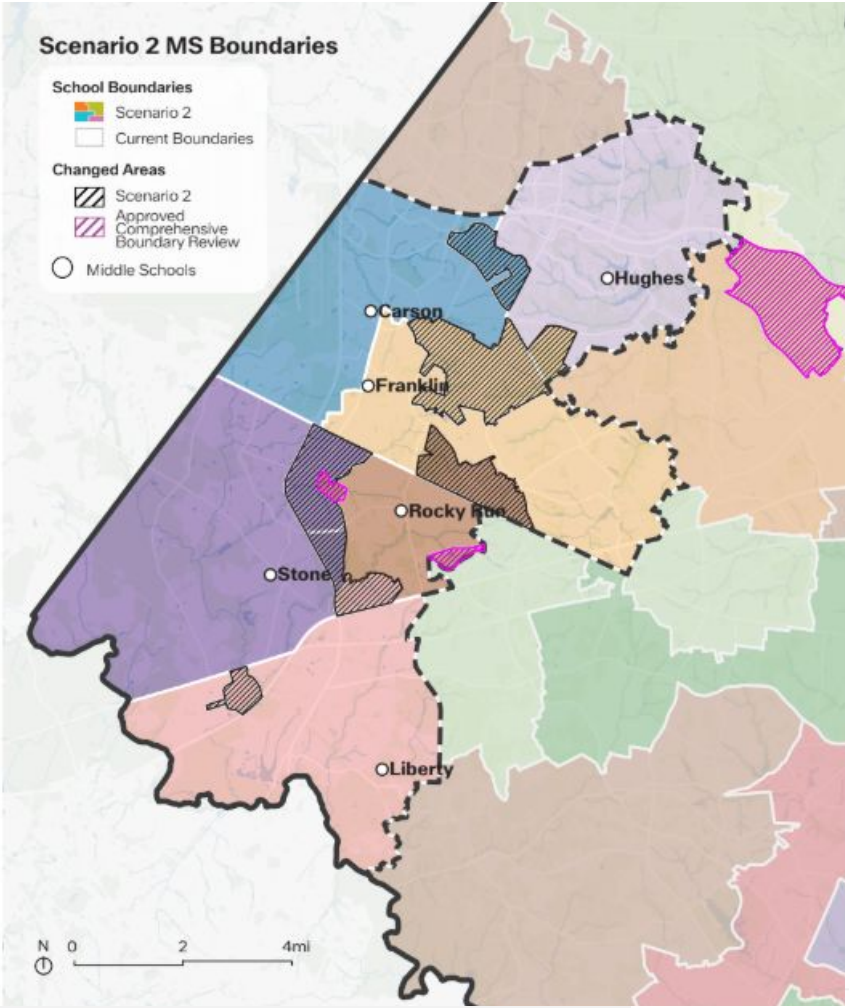
- **Dissolves split feeders** to create more cohesive feeder patterns (three ES to MS feeders aligned)
- **Balances utilization** at all schools in the study area - though in some cases schools have excess capacity
- **Vulnerable to long-term development**, with 9 schools projected to exceed the ideal utilization range if all approved developments build out at maximum yield



Draft Scenario 2
Middle School

Scenario 2 focuses on minimizing the number of students impacted and optimizing current utilization, while introducing new split feeders.

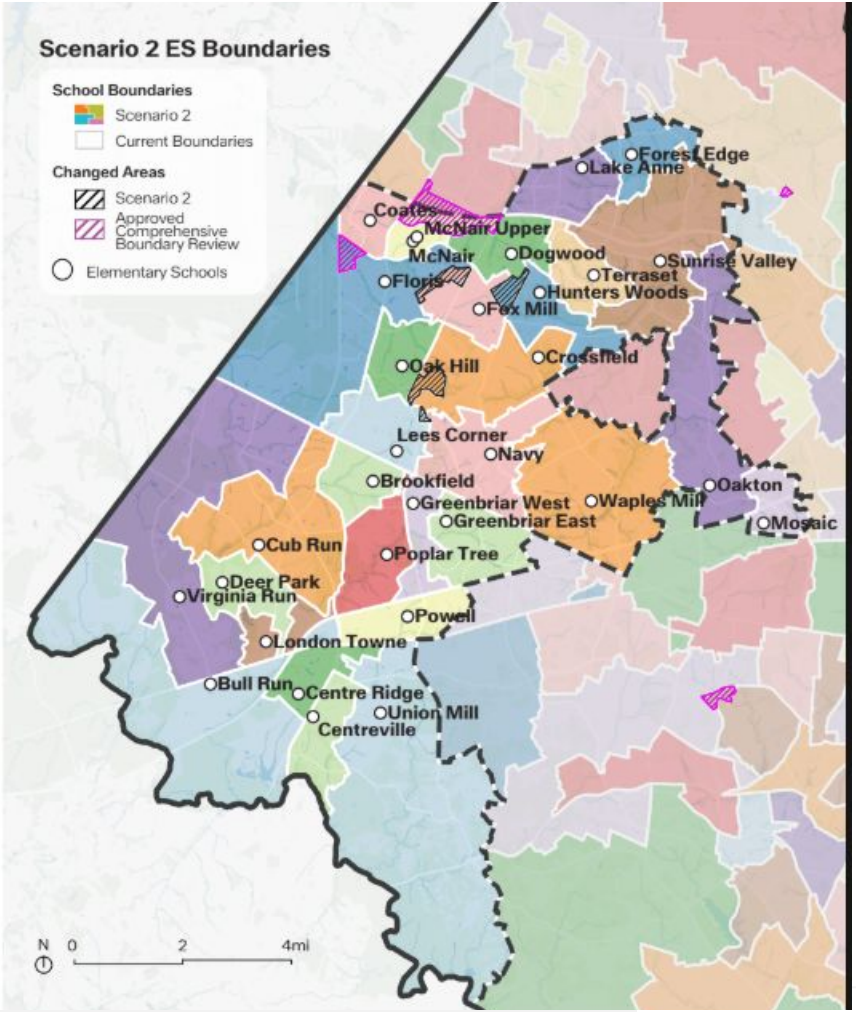
- **Minimizes disruption** by reassigning the fewest students of all the scenarios (about 10% rezoned)
- **Achieves the best current utilization** with 25 schools landing in the ideal utilization range
- **Vulnerable to long-term development**, with 6 schools projected to exceed the ideal utilization range if all approved developments build out at maximum yield
- **Introduces new split feeders** as a strategy to limit the number of students rezoned and improve utilization



Draft Scenario 2
Elementary School

Scenario 2 focuses on minimizing the number of students impacted and optimizing current utilization, while introducing new split feeders.

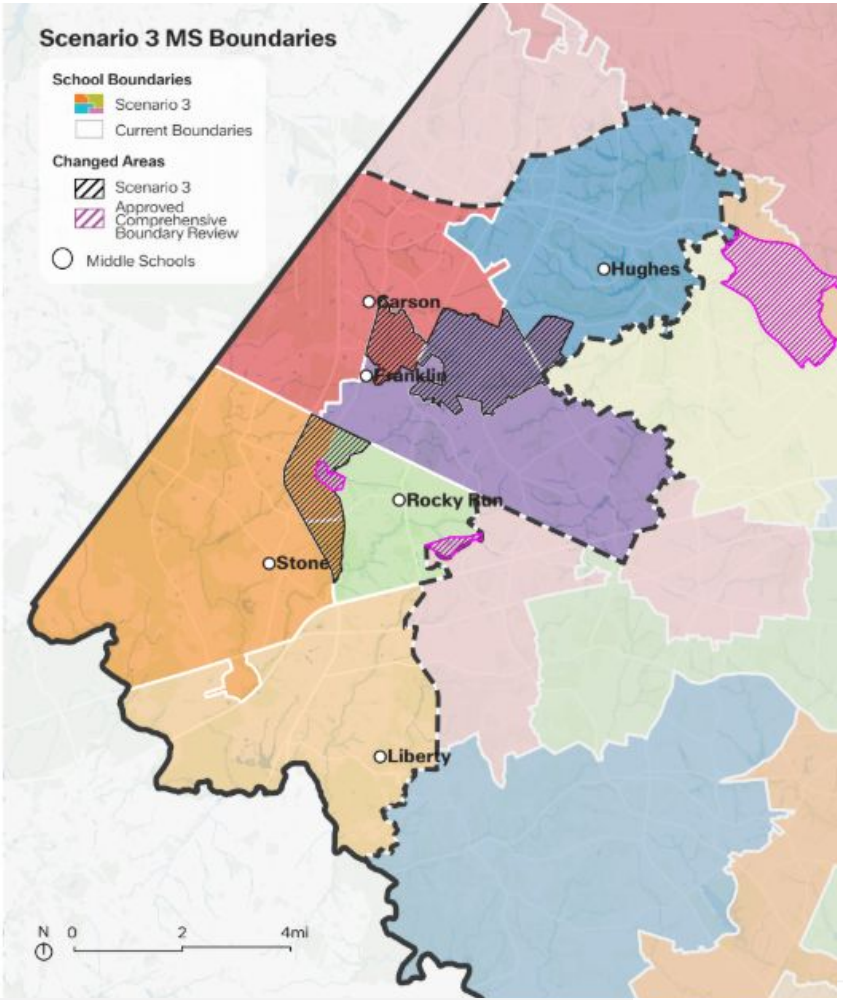
- **Minimizes disruption** by reassigning the fewest students of all the scenarios (about 10% rezoned)
- **Achieves the best current utilization** with 25 schools landing in the ideal utilization range
- **Vulnerable to long-term development**, with 6 schools projected to exceed the ideal utilization range if all approved developments build out at maximum yield
- **Introduces new split feeders** as a strategy to limit the number of students rezoned and improve utilization



Draft Scenario 3
Middle School

Scenario 3 comprehensively realigns boundaries and dissolves split feeders, with greater short-term disruption.

- **Dissolves split feeders** to create more cohesive feeder patterns (i.e., cohorts of students stay together as they progress to the next school level)
- **Achieves strong current utilization** with 23 schools landing in the ideal utilization range, and no overcrowding
- **Moderate performance under development pressure,** with the fewest high schools expected to see overcrowding
- **Rezones the most students** of any scenario (about 14%).



Draft Scenario 3
Elementary School

Scenario 3 comprehensively realigns boundaries and dissolves split feeders, with greater short-term disruption.

- **Dissolves split feeders** to create more cohesive feeder patterns (i.e., cohorts of students stay together as they progress to the next school level)
- **Achieves strong current utilization** with 23 schools landing in the ideal utilization range, and no overcrowding
- **Moderate performance under development pressure,** with the fewest high schools expected to see overcrowding
- **Rezones the most students** of any scenario (about 14%).

