

SECONDARY SCHOOL ATTENDANCE ZONES QUESTIONS & ANSWERS

[Posted 25 October 2016](#)

Q1. I am a DN44 resident and parent of an 8th grader at ERMS and a 4th grader at Mill Run ES. I am trying to understand your explanation for raising ERMS capacity. So the 3 new classrooms (previous computers labs) account for an increase in capacity of 57 students. So, why did capacity go up by 75?

Are we able to request Middle School capacity for the common areas? Or square footage information for all the schools? Even if the number of classrooms goes up and therefore school capacity is increased, the size and capacity of the cafeteria, auditorium, hallways, locker bays etc cannot be changed. The fact remains that even at what now appears a lower level of overcrowding, still not one grade can fit into our auditorium at any given time. The cafeteria will continue to be over-crowded to the point children will still have to eat at library or outside. Locker bays and hallways will continue extremely congested...

There has to be a difference in why our school feels so congested? Perhaps # of classroom alone doesn't tell the whole story?

Can you provide feedback either via reply or via phone or in person?

A1. Additional information regarding Eagle Ridge Middle School's 2016-17 building program capacity was posted on Friday, October 21, as related to the response to School Board Question #2 asked by Ms. Maloney (see 'School Board Q&A: Secondary School Attendance Zone Change Process' link on LCPS Planning webpage). Provided detail comparing Eagle Ridge Middle School's 2015-16 building program capacity to this year's capacity highlights the numeric change. School program capacity calculations focus on instructional spaces, not hallways, auditorium and/or other core spaces. The common spaces are designed around each facility's instructional spaces.

The table below provides the building square footage for Loudoun's middle schools:

Middle School	Year Opened	Building Square Footage
Belmont Ridge Middle School	2003	158,341
Blue Ridge Middle School	1971	143,413
Eagle Ridge Middle School	2001	160,408
Farmwell Station Middle School	1995	161,436
Harmony Middle School	2002	157,248
Harper Park Middle School	1999	156,700
J. Lupton Simpson Middle School	1976	157,031
J. Michael Lunsford Middle School	2011	177,880
Mercer Middle School	2004	171,508
River Bend Middle School	2002	161,952
Seneca Ridge Middle School	1977	155,872
Smart's Mill Middle School	2004	160,058
Sterling Middle School	1971	152,392
Stone Hill Middle School	2008	168,780
Trailside Middle School	2014	175,064

Q2. I live in Virginia manor, which is in a planing zone [DS12.3] that is being recommended to go to Stone Hill middle in option three of your middle school realignment. I have a question, what happens after 2021? Are we going to be automatically sent back to the middle schools that are closer to us? I understand the need to switch kids around; however, with the traffic going toward Brambleton, it is an extremely unsatisfactory conclusion, and I would hope we would be sent back to closer middle schools.

A2. In fall, 2021, the next Dulles South area high school (HS-9) is scheduled to open. Staff anticipates that all Dulles South students will return to the area with the opening of HS-9. MS-7 will be the area's third middle school serving grades 6-8.

[Posted 27 October 2016](#)

Q3. In planning for an "intermediate school" (as is currently proposed in Dulles South) what consideration is given to how to accommodate the extra-curricular activities for the 9th graders that are physically held at the high school. Will there not be freshman in sports in the high school or participating in the various clubs etc that are specific to high school?

A3. Ninth graders who are proposed to be housed at the intermediate school (MS-7) will have the opportunity to participate in all high school activities at John Champe High School. When a similar plan was implemented in western Loudoun, transportation was provided from the intermediate school (Harmony) to Loudoun Valley High School so that students could participate in all after school/extracurricular activities.

[Posted 1 November 2016](#)

Q4. Relating to School Board Question #4 - were aged-up calculations also done for the high schools where there is anticipated stable residential & student growth?

A4. Yes.

[Posted 2 November 2016](#)

Q5. Is our attendance zone designation number provided in this link: https://webinter.lcps.org/Lcps_Locate/SelectSystem.aspx supposed to match the map here? <http://www.lcps.org/cms/lib4/VA01000195/Centricity/Domain/66/Planning%20Zones.pdf>

Because ours doesn't. On the lookup for our address (██████ Nyala Ct, Aldie, VA 20105), our attendance zone is listed as DS13.3, but according to the map, we don't live in DS13.3 - our entire neighborhood is supposed to be 13.12.

I need to understand what [Planning Zone] number we're supposed to be or why the system is putting us in 13.3 instead of 13.12. Especially given all of the redistricting discussions happening right now.

A5. Thank you for bringing this to our attention. Nyala Court is in Planning Zone DS13.12. The address lookup table (LABEL) link has been corrected.

Q6. I see nothing in the [Option 3] plan indicating what you ACTUALLY do with ds12.2 kids after they complete 8th grade. The [Option 3 map] PDF says they will go back to John Champe, but you simultaneously have JCHS slated to only have 10-12 graders. Where would DS12.2 9th graders go in option 3? It seems to have not been considered or purposefully omitted.

A6. Under Option 3, for the 2018-19 through 2020-21 academic years, high school students residing in Planning Zones DS12.2 and DS12.3 would attend MS-7 for grade 9 and John

Champe High School for grades 10-12. The grade 9 students at MS-7 will participate fully in all John Champe High School activities.

[Posted 4 November 2016](#)

Q7. I can use the planning zone map to see the amount of student in each zone but I cannot seem to find that information in an Excel type format. Can you please point me in the correct direction?

A7. Utilize the 'Attendance Zones Under Review' quick link located in the lower right section of the LCPS homepage (www.lcps.org). The link will take you to the web page where staff has posted information and data regarding the ongoing secondary school attendance zone change process. On the page, one will find both Excel and pdf files of the following: 2016-17 Middle & High School Student Counts by Grade, Middle & High School Planning Zone Projections, and Middle School Student Projections with Free/Reduced Meal (FARM) and English Language Learner (ELL) detail.

[Posted 8 November 2016](#)

Q8. I am following the boundary discussions for MS-7 and the other Dulles North and Dulles South middle schools. On the planning department's web page, there are Enrollment & Capacity tables for Option 1, Option 2 and Option 3. These tables only show the enrollment data through the 2021-2022 school year. However, all the student count projection data is available for the 2022-2023 school year. Can the data for the 2022-2023 school year be added to the Enrollment & Capacity tables for each option? Was this year omitted for a specific reason?

A8. The information supplied to the School Board and public stops in 2021-22 because the recommendation entails a temporary, interim school solution until HS-9 opens in fall, 2021.

Typically, the School Board establishes a secondary school's attendance zone a year and a half prior to the opening of the new school facility. The attendance zone process that will finalize the Dulles South area attendance zones for both MS-7 and HS-9 will not begin until spring, 2020. Without an attendance zone, it is impossible to formulate projections, so none are provided.

Q9. Why is LCPS "locked" into building buildings that are too small for the amount of students? What would be the additional cost of building a third or even a third and fourth floor to MS 7 or HS11? I understand that going wider would be a huge additional cost for site development but what about building a taller building?

A9. School building size and programs are determined by the School Board. The *Loudoun County Public Schools Capital Facilities Planning Guidelines*, adopted by the School Board and Board of Supervisors, is provided on the following pages.



Loudoun County, Virginia

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At a business meeting of the Board of Supervisors of Loudoun County, Virginia, held in the County Government Center, Board of Supervisors' Meeting Room, 1 Harrison St., S.E., Leesburg, Virginia, on Tuesday, April 20, 2010 at 9:00 a.m.

IN RE: JOINT BOARD OF SUPERVISORS AND SCHOOL BOARD COMMITTEE
REPORT / LOUDOUN COUNTY PUBLIC SCHOOLS CAPITAL FACILITIES
PLANNING GUIDELINES

Mrs. Kurtz moved that the Board of Supervisors approve the recommendation by the Joint Board of Supervisors and School Board Committee to adopt the Loudoun County Public Schools' Capital Facilities Planning Guidelines.

Seconded by Mrs. Buckley.

Voting on the Motion: Supervisors Buckley, Burk, Burton, Delgaudio, Kurtz, McGimsey, Waters and York – Yes; Supervisor Miller – No.

A COPY TESTE:

DEPUTY CLERK FOR THE LOUDOUN
COUNTY BOARD OF SUPERVISORS

(13- JOINT BOARD OF SUPERVISORS AND SCHOOL BOARD COMMITTEE REPORT / LOUDOUN COUNTY PUBLIC SCHOOLS CAPITAL FACILITIES PLANNING GUIDELINES)

Attachment 1
Board of Supervisors
Action Item #13
April 20, 2010

Loudoun County Public Schools
Capital Facilities Planning Guidelines

Adopted by
Loudoun County School Board and
Loudoun County Board of Supervisors
on March 11, 2010

Capital Facilities Planning Guidelines

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Section 1: Purpose of the Capital Facility Guidelines

The purpose of this document is to describe the planning principles the Loudoun County Public Schools and Loudoun County Board of Supervisors have agreed upon in the development of a long-range capital building program to provide public school buildings in Loudoun County. This document also provides the public information on when and how the public can participate in the planning process for school buildings, site selection for school buildings, and standards for public schools. This public process strengthens the sense of community associated with providing educational facilities in Loudoun. These planning principles will be used to identify and quantify the investment anticipated to construct new schools and to ensure that existing schools are safe, quality places for students to learn.

This planning document supports the School Board's stated mission and goals of providing a superior education, safe schools, and a climate for success. The effects of growth within the school system will continue to be managed to ensure resource parity between older and newer facilities. Methods for assessing parity between older and newer campuses will ensure that all students, faculty and staff have access to quality facilities, resources, and instructional programs. Characteristics of healthy schools include: high academic achievement by all students; strong parental support and commitment; strong community support and commitment; highly trained and effective staff; attractive and appropriate learning facilities; a safe, orderly, and inviting learning climate; strong and effective leadership; and a diverse student body.

Section 2: Planning Process

This jointly executed document establishes the planning process assumptions and capital facility standards the Loudoun County School Board and Loudoun County Board of Supervisors have agreed to use in the development of the County's 10-Year Capital Needs Assessment and 6-Year Capital Improvement Program. These plans provide the community a blue-print for the approximate numbers of school facilities to be constructed, the geographic location for the school facilities, the time frames in which they are planned for development, and a budget plan to fund school facility development. The Adopted Capital Needs Assessment is reviewed every two years in the context of the governing boards' review of Capital Facility Standards and a Capital Needs Assessment as established in the Revised General Plan. The Capital Improvement Program is reviewed annually in the context of the annual budget process. These planning processes and documents serve to define the planned school facility development in Loudoun County.

The Ten-Year Capital Needs Assessment

Loudoun County has implemented an integrated approach to land use and fiscal planning that supports a process to identify the County's capital facility needs over a ten-year planning period. The Capital Needs Assessment (CNA) projects the type and number of capital facilities that will be needed to serve the County's growing population over a

period of ten fiscal years. It bridges the gap between long-range planning documents (the 20-50 year Growth Scenarios and Assessments, the Comprehensive Plan, and the Fiscal Impact Model) and short-range planning documents (the Six-Year Capital Improvement Plan and the Two-Year Biennial Capital Budgets).

The Capital Needs Assessment is generated after reviewing various sets of planning guidelines to determine the need for constructing new public facilities. The approach begins with review of the Revised General Plan, the Revised Countywide Transportation Plan and associated documents. The Revised General Plan establishes development potential within the County by planning residential and nonresidential uses of land.

The Board of Supervisors has established Capital Facilities Standards (CFS) based on the Revised General Plan that sets the policy for the number and timing of capital facilities. The Capital Facility Standards are based on specific demographic factors (age cohort populations, per capita, etc.) that provide the County identifiable triggers to develop new public facilities. Two other Board of Supervisors' adopted planning documents that set policy for capital facilities are the Fire and Rescue Service Plan and the Solid Waste Management Plan. These documents form the basis of the CNA.

The Capital Needs Assessment (CNA) is a planning document. Projected cost estimates of capital facilities are not included at this juncture. The actual costs of the capital facilities are determined in the County's annual six-year Capital Improvement Program budget process.

The basic purpose of the Ten-Year Capital Needs Assessment (CNA) is to identify capital projects believed to be needed during the next decade to maintain the County's desired levels of service to the community. The project inventory is expected to change annually. Loudoun County Public Schools submit the 10-year school facility plan for inclusion in the Board of Supervisors Capital Needs Assessment (CNA) which is revised and adopted every two years.

During the annual budget process certain projects will be recommended by the Loudoun County School Board for actual funding by the Loudoun County Board of Supervisors through the Capital Improvement Program (CIP). Projects will be changed, added, or eliminated during the annual CIP process in response to demographic changes and/or modifications to the County's Fiscal Impact Model and Revised General Plan and annual budget deliberations.

The Six-Year Capital Improvement Program

The Loudoun County Public School system is responsible for providing a comprehensive program of educational services to reach all segments of the public school population. The school system's current inventory of facilities is grouped into high school cluster service areas. Each cluster includes a middle school or middle schools and multiple elementary schools. These facilities should be planned and constructed concurrent with new development so that service levels are met as the population increases.

These planning guidelines and the Adopted 10-Year Capital Needs Assessment are used by the Loudoun County School Board to develop a six-year school construction plan to meet the school facility needs of Loudoun County. The Loudoun County Public Schools Superintendent annually submits a six-year Proposed School Capital Improvement Program to the Loudoun County School Board annually. The Loudoun County School Board reviews the proposed plan and adopts a prioritized six-year Capital Improvement Program which identifies the school facilities to be funded in the subsequent five future fiscal years. The Loudoun County School Board forwards its Adopted Capital Improvement Program to the Loudoun County Board of Supervisors for review during its annual budget deliberation process. At the end of its annual budget deliberations, the Loudoun County Board of Supervisors votes to adopt a Six-Year Capital Improvement Program which includes County and School capital facilities.. The Adopted Capital Improvement Program's first year becomes the next fiscal year's budget and appropriation of funds to build school facilities. The remaining five-years of the plan identify the schools needed to be funded in subsequent fiscal years. The future plan years are reviewed annually by both governing boards in the context of fiscal realities, growth trends, and changing service needs.

Section 3: Capital Facility Standards for School Facilities

It is the responsibility of the Loudoun County School Board to develop a specific educational program and from this determine school facility standards in the form of an architectural program. The architectural program includes the choices of school design, size of facilities, indoor and outdoor program space requirements, land site requirements, and infrastructure requirements. The School Board collaborates with the Loudoun County Board of Supervisors in establishing the school facility standards and the Board of Supervisors adopts a set of School Capital Facility Standards to be used for funding considerations. The Revised General Plan has established a process to review the Capital Facility Standards every two-years. The review is coordinated through the Board of Supervisors appointed Fiscal Impact Committee which is made up of citizens, representatives of the development community, and a school representative. The Fiscal Impact Committee forwards Recommended Capital Facility Standards to the Board of Supervisors to review, solicit public input, and adopt. The following capital facility standards are endorsed by both the Loudoun County School Board and Board of Supervisors to guide school capital facility planning.

Recommended FY 10 – FY 11 School Capital Facility Standards

TABLE 1-1

School	Type	Pupil Size	Building S.F.	Building Footprint (Acres)	Approximate Acres
Elementary	1- Story	750	66,743	3.07	20
Elementary	1-Story	800	84,142	3.29	20
Elementary	1-Story	875	90,100	3.34	20
Elementary	2-Story	875	102,141	2.20	20
Middle	1-Story	1,184	160,048	5.59	35
Middle	1-Story	1,350	168,780	6.09	35
Middle	2-Story	1,350	177,740	4.80	35
High	2-Story	1,350	227,835	6.09	75
High	2-Story	1,600	251,915	6.51	75
High	2-Story	1,800	279,426	7.12	75

These Capital Facility Standards for public schools provide both governing boards flexibility in planning for school development to meet community school needs in Loudoun County. A variety of size options permits the governing boards options to meet pupil growth needs countywide. The School Capital Facility Standards are reviewed every two years and revised to meet the growth trends in Loudoun County.

School Design and Space Standards

Loudoun County Public School utilizes a “prototypical” school design. The number of classrooms required in any school project is determined by projected enrollment and pupil/teacher ratios of the facility by the Loudoun County school board. When providing classrooms by new construction or alteration, each grade level, beginning with kindergarten, should be provided with sufficient rooms designed for its use before rooms are provided for the next higher grade level. The minimum net floor areas for classrooms, including all features of self-contained classrooms such as garment storage, teacher’s storage shelving, work counters, vestibules, and incidental partitions, but excluding classroom toilet and general storage rooms, should be as indicated below.

The spaces included in the Educational Specifications reflect the allocations for the following student capacity in Table 1-2:

TABLE 1-2

<u>School</u>	<u>Pupil Size</u> (No. of Students)	<u>Students per</u> <u>Classroom</u>	<u>Average S.F.</u> <u>per Classroom</u>
Elementary	750		
1 Story	800		
	875	Kindergarten - 22 *	1,000
		Grades 1 – 3 - 23	1,000
		Grades 4 – 5 - 23	800
2 Story	875		
Middle	1,184		
1 Story	1,350	21	700
2 Story	1,350		
High	1,350		
2 Story	1,600	23	750
	1,800	23	750

* Currently Loudoun County Public Schools supports a half-day Kindergarten program. Two sessions of students are/can be served in one classroom: 22 in the morning class and 22 in the afternoon class for a daily total of 44 students.

Elementary School Design Criteria

Interior Space Allocations

The prototypical elementary school contains 41 core classrooms which include a variety of sizes and program capacities that determine the design capacity of 875 pupils. Kindergarten classrooms average 1,000 sf and accommodate a double capacity, 22 in the morning class and 22 in the afternoon class. First Grade rooms are also approximately 1,000 sf and are calculated at the standard 23 students. Second Grade through Fifth Grade classrooms average 800 sf and have a daily capacity of 23. Special Education classrooms, of which there are 3, typically contain amenities for 10 students each. The following table outlines the interior space allocations for teaching spaces as well as ancillary spaces and administration.

Elementary School Site – 20 Usable Acres

The Loudoun County School Board has adopted the site size of 20 usable acres for an elementary school. The elementary school site must be large enough to accommodate the following elements:

- Building envelope (includes building, service area, walks, fire lanes) –
4.8 acres
- Parking lot (120 parking spaces with drive aisles; parent drop-off loop) –
2.1 acres
- Bus loop (loop for 15 buses) –
1.9 acres
- Athletic facilities:
 - (1) Soccer/multipurpose field
2.3 acres
(225' x 360' with 15' runout area around entire field)
 - (1) Softball/little league field –
2.1 acres
(225' to outfield; conventional overhang backstop;
may overlap multipurpose field, if required)
 - (1) Paved play area (120' x 60' with four (4) basketball goals) –
0.3 acres
 - Kindergarten play area (included in building area)
- Subtotal **13.5 acres**
Elementary School Continued
- Other Site Requirements (varies by site):
 - Entrance roads
 - Storm water management facilities
 - Buffers and landscape areas
 - Tie slopes for grade differential between elements
 - Additional site walks
- Revised General Plan Requirements (varies by site):
 - Wetland buffers
 - Rivers and Stream Corridor Overlay District (RSCOD) buffers
 - Tree preservation areas
 - Steep slopes
 - Geological and soils
 - Historical preservation
- Recommended Total **20 usable acres**

PROTOTYPICAL ELEMENTARY SCHOOL (Revised 6/24/09)

LOUDOUN COUNTY PUBLIC SCHOOLS					LOUDOUN COUNTY PUBLIC SCHOOLS PROPOSED (TWO STORY SCHOOL)								
School Capacity		875			School Capacity		875						
Total Core Classrooms (Includes self-contained Sp.Ed.)		41			Total Core Classrooms (Includes self-contained Sp.Ed.)		41						
PTR	Classroom	@ sq. ft.	# Rooms	Pupils	Total Sq. Ft.	PTR	Classroom	@ Sq. ft.	# Rooms	Pupils	Total Sq. Ft.		
	Regional use	823	4	N/A	3,293		Regional use	830	4	N/A	3,320		
	K (w/Toilet)	1084	3	132	3,252		K	1085	3	132	3,255		
	1st (w/Toilet)	1016	7	161	7,112		1st	1085	7	161	7,595		
	2nd	855	6	138	5,130		2nd	830	6	138	4,980		
	3rd	857	6	138	5,142		3rd	830	6	138	4,980		
	4th	812	6	138	4,872		4th	830	6	138	4,980		
	5th	809	6	138	4,854		5th	830	6	138	4,980		
	Sp.Ed. (self-cont.-inc. 1 toilet)	720	3	30	2,162		Sp.Ed. (self-cont.-inc. 1 toilet)	730	3	30	2,190		
Subtotal		41			875			41			875		
Administrative Core Facilities		@ sq. ft. # Rooms Pupils			Sq. Ft.			Administrative Core Facilities		@ sq. ft. # Rooms Pupils Sq. Ft.			
	Principal's Office		1		250		Principal's Office		1		250		
	Assistant Principal's Office		1		180		Assistant Principal's Office		1		180		
	Secretaries Office (Area)		1		427		Secretaries Office (Area)		1		427		
	Guidance Offices	242	2		484		Guidance Offices	242	2		484		
	Waiting Area		1		287		Waiting Area		1		287		
	Books, Supplies, Storage	286	3		857		Books, Supplies, Storage	286	3		857		
	Student Record Storage		1		108		Student Record Storage		1		108		
	Health Unit (w/Toilet)		1		261		Health Unit		1		261		
	General Office Toilet, Closet		1		50		General Office Toilet, Closet		1		50		
	Teachers' Workrooms	188	2		375		Teachers' Workroom	188	2		375		
	Teachers' Lounge/Resource Center		1		710		Teachers' Lounge/Resource Center		1		1,420		
	General Conference Room		1		151		General Conference Room		1		151		
	Itinerant Offices				0		Itinerant Offices				0		
Subtotal		4,140			Subtotal			4,850					
Auxiliary Support Facilities		@ sq. ft. # Rooms Pupils			Sq. Ft.			Auxiliary Support Facilities		@ sq. ft. # Rooms Pupils Sq. Ft.			
	Librarian's Office		1		147		Librarian's Office		1		147		
	Reading Room				4,312		Reading Room				4,312		
	Library Conference		1		140		Library Conference		1		140		
	Staff, Library Workroom		1		328		Staff, Library Workroom		1		328		
	Multipurpose Lib. Room , AV Tech		(In above)				Multipurpose Lib. Room , AV Tech		(In above)				
	Audio Visual Storage		(In above)				Audio Visual Storage		(In above)				
	Dining Room, Three Seatings		1		3,385		Dining Room, Three Seatings		1		3,385		
	Table Chair Storage	147	2		294		Table Chair Storage	147	2		294		
	Stage		1		537		Stage		1		537		
	Kitchen, Serving Area (inc office, lck, stor)		1		2,295		Kitchen, Serving Area (_____ + _____ sq. ft. x total enroll.; + _____ sq. ft. office)		1		2,295		
	Technology Support Room Closets	122	3		366		Technology Support Room Closets	122	3		366		
	Computer Classrooms		1		1,135		Computer Classrooms		1		1,135		
	Custodial Bldg Engineer Office-Supplies		1		313		Custodial Bldg Engineer Office-Supplies		1		313		
	Grounds Storage		1		475		Grounds Storage		1		475		
Subtotal		13,727			Subtotal			13,727					
Resource Rooms		@sq. ft. # Rooms Pupils			Sq. Ft.			Resource Rooms		@ sq. ft. # Rooms Pupils Sq. Ft.			
	Gymnasium		1		5,442		Gymnasium		1		5,442		
	PE Office (Incl. Equip. Storage @ 238 sq. ft.)		1		354		PE Office (Incl. Equip. Storage @ 238 sq. ft.)		1		354		
	Sp. Ed. Resource	192	7		1,346		Sp. Ed. Resource	192	7		1,346		
	Art Classrooms @ 1,132 sq. ft. (Klin/Stor.)		1		1,376		Art Classrooms @ 1,132 sq. ft. (Klin/Stor.)		1		1,376		
	Music Classrooms @ 1,156 sq. ft. (w/Stor.)		1		1,300		Music Classrooms @ 1,156 sq. ft. (w/Stor.)		1		1,300		
	Team Planning Rooms @ _____ sq. ft.						Team Planning Rooms @ _____ sq. ft.						
	Team Planning Rooms @ _____ sq. ft.						Team Planning Rooms @ _____ sq. ft.						
Subtotal		9,818			Subtotal			9,818					
All Subtotals					63,502			All Subtotals		64,675			
Halls, Toilets, HVAC					26,598			Halls, Toilets, HVAC		*			
Grand Total					90,100			Grand Total		**			
Sq. Feet Per Student					103			Sq. Feet Per Student		117			

* (Second Floor area includes add'l corridors; 880 SF added toilets; elevator and stairs for increased area of approx. 7800 SF)

Middle School Design Criteria

Interior Space Allocations

The prototypical middle school contains 51 core classrooms which include a variety of sizes and program capacities that determine the design capacity of 1357 pupils. Sixth Grade through Eighth Grade classrooms average 700 sf and have a capacity of 21. Special Education classrooms, contain amenities for 10 students per room. The following table outlines the interior space allocations for teaching spaces as well as ancillary spaces and administration.

Middle School Site – 35 Usable Acres

The Loudoun County School Board has adopted the site size of 35 usable acres for a middle school. The middle school site must be large enough to accommodate the following elements:

- Building envelope (includes building, service area, walks, fire lanes) –
6.6 acres
- Parking lot (175 parking spaces with drive aisles; parent drop-off loop) –
2.8 acres
- Bus loop (loop for 20 buses) –
1.7 acres
- Athletic facilities:
 - (2) Soccer/multipurpose fields (225' x 360' with 15' runout area around entire field) – **2.3 acres each;**
4.6 total acres
 - (1) Competition softball field (225' to outfield; conventional overhang backstop; 6' sideline and outfield fencing; 1 bleacher pad) - **2.1 acres**
 - (1) Paved play area (230' x 80' with four (4) basketball goals –
0.9 acres
- Subtotal **18.7 acres**
- Other Site Requirements (varies by site):
 - Entrance roads
 - Storm water management facilities
 - Buffers and landscape areas
 - Tie slopes for grade differential between elements
 - Additional site walks
- Revised General Plan Requirements (varies by site):

- Wetland buffers
 - Rivers and Stream Corridor Overlay District (RSCOD) buffers
 - Tree preservation areas
 - Steep slopes
 - Geological and soils
 - Historical preservation
- Recommended Total **35 usable acres**

PROTOTYPICAL MIDDLE SCHOOL

(Revised 6/24/09)

LOUDOUN COUNTY PUBLIC SCHOOLS SINGLE STORY				LOUDOUN COUNTY PUBLIC SCHOOLS TWO STORY			
Avg. 21 Students per classroom				Avg. 21 Students per classroom			
School Size 1,350				School Size 1,350			
Teaching Stations 76				Teaching Stations 76			
LCPS Capacity with 90% Utilization 1508				LCPS Capacity with 90% Utilization 1508			
LCPS Capacity with 90% Utilization 1357				LCPS Capacity with 90% Utilization 1357			
Classrooms (core)	No.	# Students	Sq. Ft.	Classrooms (core)	No.	# Students	Sq. Ft.
6th Grade Rooms @ 702 sq. ft.	13	273	9,126	6th Grade Rooms @ 706 sq. ft.	13	273	9,178
7th Grade Rooms @ 702 sq. ft.	13	273	9,126	7th Grade Rooms @ 706 sq. ft.	13	273	9,178
8th Grade Rooms @ 702 sq. ft.	13	273	9,126	8th Grade Rooms @ 706 sq. ft.	13	273	9,178
Science Rooms @ 970 sq. ft.	12	252	11,640	Science Rooms @ 970 sq. ft.	12	252	11,643
Subtotal Core Classrooms (Teaching Stations)	51	1,071	39,018	Subtotal Core Classrooms (Teaching Stations)	51	1,071	39,177
Classrooms (general)	No.	# Students	Sq. Ft.	Classrooms (general)	No.	# Students	Sq. Ft.
Health Classrooms	2	42	1,470	Regional Classrooms*		0	1,197
Art Lab w/Storage	3	63	4,827	Health Classrooms	2	42	1,235
Dark Room			0	Art Lab w/Storage	3	63	4,283
Choral (Vocal) & General Music	2	42	2,378	Dark Room			0
Instrumental Band	1	21	1,474	Choral (Vocal) & General Music	2	42	2,387
Music Support (Ofc., Pract., Storage)			798	Instrumental Band	1	21	1,480
Exploratory Lab (Tech. Ed.) w/Lab. Ofc., Storage	3	63	6,084	Music Support (Ofc., Pract., Storage)*			797
Computer (Business)			2,309	Exploratory Lab (Tech. Ed.) w/Lab. Ofc., Storage	3	63	6,588
Self-Contained Special Ed (w/divider partition)	5	50	2,100	Computer (Business)			2,309
Resource Classroom	3	30	997	Self-Contained Special Ed (w/divider partition)	5	50	3,472
(Work & Family) Life Management Suite	3	63	5,034	Resource Classroom	3	30	916
Special Ed - Reading (w/divider partition)			733	(Work & Family) Life Management Suite	3	63	5,388
				Special Ed - Reading			728
Subtotal General Classrooms (Teaching Stations)	22	374	28,204	Subtotal General Classrooms (Teaching Stations)	22	374	30,780
Administrative Core Facilities	No.	# Students	Sq. Ft.	Administrative Core Facilities	No.	# Students	Sq. Ft.
Principal's Office	1		217	Principal's Office	1		203
Asst. Principal's Office(s)	2		357	Asst. Principal's Office(s)	2		356
Secretaries Area & Bookkeeper Office	2		501	Secretaries Area & Bookkeeper Office	2		501
Guidance Offices	6		1,038	Guidance Offices	6		777
Dean's Suite*	3		1,107	Dean's Suite*	3		1,128
Waiting Area in Admin Office Area	1		330	Waiting Area in Admin Office Area	1		332
Books, Supplies, Storage	7		2,170	Books, Supplies, Storage	7		2,082
Student Record Storage	1		95	Student Record Storage	1		96
Health Unit	1		472	Health Unit	1		480
General Office Toilet(s)/Closet - Admin Office Area			124	General Office Toilet(s)/Closet - Admin Office Area			129
Teacher Workroom & Mail Room in Admin Suite	3		358	Teacher Workroom & Mail room in Admin Suite	3		360
Teacher Resource Center	3		2,364	Teacher's Resource Center	3		2,339
Teacher's Lounge (included above)	0		0	Teacher Lounge (included above)	0		0
General Conference Room	1		155	General Conference Room	1		156
Technology Resource (Data & Comm)	5		495	Technology Resource (Date & Comm)	5		419
Security Office & Computer Closet*	2		143	Security Office & Computer Closet*	2		144
Subtotal Administrative Core (Teaching Stations)	0		9,926	Subtotal Administrative Core (Teaching Stations)	0		9,502
Auxiliary Support Facilities	No.	# Students	Sq. Ft.	Auxiliary Support Facilities	No.	# Students	Sq. Ft.
Cafeteria - Dining Room	1		6,076	Cafeteria - Dining Room	1		7,622
Kitchen Serving Areas (Office, Locker)			2,911	Kitchen Serving Areas (Office, Locker)			3,015
Table Chair Storage			445	Table Chair Storage	1		349
Librarian's Office(s)	1		151	Librarian's Office(s)	1		152
Staff, Library Work Room	1		287	Staff, Library Work Room	1		241
Library Reading Room	1		4,448	Library Reading Room	1		4,443
Library/Multiuse/Computer Room (with above)				Library/Multipurpose/Computer (with above)			
Periodicals Storage (A/V storage)	1		171	Periodicals Storage (A/V Storage)	1		172
Auditorium*	1		4,192	Auditorium*	1		4,166
Stage (Including Storage)	1		1,719	Stage (Including Storage)	1		1,713
Gymnasium*	2	42	7,152	Gymnasium*	2	42	7,168
Auxiliary Gymnasium	1	21	4,826	Auxiliary Gymnasium	1	21	4,860
Locker/Shower/Dressing	2		5,080	Locker/Shower/Dressing	1		5,138
Physical Education Offices (4 desks per off.)	2		836	Physical Education Offices (4 desks per off.)	2		864
Physical Education Storage (interior & exterior)	5		1,372	Physical Education Storage (interior & exterior)	5		1,428
Park & Recs Office*	1		182	Park & Recs Office*	1		191
Subtotal Auxiliary Support Facilities (T Stations)	0	63	39,848	Subtotal Auxiliary Support Facilities (T Stations)	3	63	41,522
Other				Other			
Custodial Bldg. Engineer Office/Supplies*	1		827	Custodial Bldg. Engineer Office/Supplies*	7		569
Grounds Storage*	1		535	Grounds Storage (Separate Detached Building)*	1		360
Subtotal Other			1,362	Subtotal Other			929
All Subtotals			118,358	All Subtotals			121,910
Halls, Toilets HVAC			53,475	Halls, Toilets HVAC			60,215
Grand Total			171,833	Grand Total			182,125
Sq. Ft. Per Student			125	Sq. Ft. Per Student			133

*Not included in VDOE guidelines.

*Not included in VDOE guidelines.

High School Design Criteria

Interior Space Allocations

The prototypical high school contains 90 teaching stations which include a variety of sizes and program capacities that determine the design capacity of 1598 or 1804 pupils. Ninth Grade through Twelfth Grade classrooms average 750 sf and have a daily capacity of 23. Special Education classrooms, of which there are 5, contain amenities for 10 students each. The following table outlines the interior space allocations for teaching spaces as well as ancillary spaces and administration.

High School Site – 75 Usable Acres

The Loudoun County School Board has adopted the site size of 75 usable acres for a high school. The high school site must be large enough to accommodate the following elements:

- Building envelope (includes building, service area, walks, fire lanes) –
8.4 acres
- Parking lot (175 parking spaces with drive aisles; parent drop-off loop) –
9.5 acres
- Bus loop (loop for 32/36 buses) –
2.1 acres
- Athletic facilities:
 - (1) Stadium complex – **8.5 acres**
Includes:
 - Football field
 - Grandstands seating for 3,000
 - Restroom/concessions building
 - Storage building
 - Ticket booth
 - Asphalt walks around track, connecting all buildings
 - Eight (8) lane rubberized track
 - Field events (shot put, discus, (2) long jump/triple jump; high jump fan)
 - (2) Soccer/multipurpose fields (225' x 360' with 15' runout area around entire field – 2.3 acres each) – **4.6 acres total**
 - (1) Competition baseball (385' centerfield line, 310' left and right field lines; conventional overhang backstop; 6' sideline and outfield fencing; batting cages along each sideline fence; two (2) bleacher pads) – **4.2 acres**
 - (1) Competition softball (225' to outfield; conventional overhang backstop; 6' sideline and outfield fencing; batting cages along each sideline fence; two (2) bleacher pads) –

- (6) Tennis courts (fenced) – **2.1 acres**
 - **1.1 acres**
- Subtotal **40.5 acres**
- Other Site Requirements (varies by site):
 - Entrance roads
 - Storm water management facilities
 - Buffers and landscape areas
 - Tie slopes for grade differential between elements
 - Additional site walks
- Revised General Plan Requirements (varies by site):
 - Wetland buffers
 - Rivers and Stream Corridor Overlay District (RSCOD) buffers
 - Tree preservation areas
 - Steep slopes
 - Geological and soils
 - Historical preservation
- Recommended Total **75 usable acres**

PROTOTYPICAL HIGH SCHOOL (Revised 6/24/09)

LOUDOUN COUNTY PUBLIC SCHOOLS				LOUDOUN COUNTY PUBLIC SCHOOLS			
Average <u>23</u> Students per Classroom				Average <u>23</u> Students per Classroom			
Max. Students Per Grade 400				Max. Students Per Grade 450			
School Size 1600				School Size 1800			
Teaching Stations 77 1775				Teaching Stations 90 2005			
LCPS capacity with 90% utilization 1597				LCPS capacity with 90% utilization 1804			
Classrooms (core)	No.	# Students	Total Sq. Ft.	Classrooms (core)	No.	# Students	Total Sq. Ft.
English Classrooms (does not include Office, Storage, Comp. Lab, Publications Photo Lab at 3,418 sq. ft.) includes Drama	13	299	8,782	English Classrooms (does not include Office, Storage, Comp. Lab, Publications Photo Lab at 3,418 sq. ft.)	15	345	10,066
Math Classrooms	9	207	5,768	Math Classrooms	11	253	7,190
Social Science Classrooms (does not include Office, Storage, Conference Rooms at 1,182 sq. ft.)	11	253	7,160	Social Science Classrooms (does not include Office, Storage, Conference Rooms at 1,182 sq. ft.)	13	299	8,628
Foreign Language Classrooms (does not include Office/Storage at 1,153 sq. ft.)	8	184	5,881	Foreign Language Classrooms (does not include Office/Storage at 1,153 sq. ft.)	10	230	7,190
Science Rooms (does not include Chem., Biology, Physics; Office Storage & Prep. Areas at 2,210 sq. ft.)	12	276	13,094	Science Rooms (does not include Chem., Biology, Physics; Office Storage & Prep. Areas at 2,210 sq. ft.)	14	322	13,094
Resource Classrooms				Resource Classrooms			
Subtotal Core Classrooms	53	1219	40,685	Subtotal Core Classrooms	63	1449	46,168
Classrooms (general)	No.	# Students	Total Sq. Ft.	Classrooms (general)	No.	# Students	Total Sq. Ft.
Health Classrooms @ 714 sq. ft.	2	46	1,428	Health Classrooms @ 714 sq. ft.	2	46	1,428
2D-Art Lab @ 1,822 sq. ft.	1	23	1,822	2D-Art Lab @ 1,822 sq. ft.	1	23	1,822
3D-Art Lab @ 2,046 sq. ft.	1	23	2,046	3D-Art Lab @ 2,046 sq. ft.	1	23	2,046
Art Storage & Kiln Room		0	471	Art Storage & Kiln Room		0	471
Art Classroom (in above)		0		Art Classroom (in above)		0	
Dark Room @ 242 sq. ft.		0	242	Dark Room @ 242 sq. ft.		0	242
Art Office and Workroom		0	245	Art Office and Workroom		0	245
Vocal Music Classroom	1	23	1,641	Vocal Music Classroom	1	23	1,641
Vocal Music Storage		0	496	Vocal Music Storage		0	496
Vocal Music Office & Practice		0	387	Vocal Music Office & Practice		0	387
Drama Classroom (includes Office & Storage)	1	23	1,331	Drama Classroom (includes Office & Storage)	1	23	1,331
Instrumental Band Classroom	1	23	2,120	Instrumental Band Classroom	1	23	2,120
Band Storage		0	1,157	Band Storage		0	1,157
Band Office, Practice, Ensemble (guitar)		0	1,040	Band Office, Practice, Ensemble (guitar)		0	1,040
Business Classroom	1	23	806	Business Classroom	1	23	806
Business Computer/Accounting Labs @ 971 sq.	2	46	1,942	Business Computer/Accounting Labs @ 971 sq. ft.	2	46	1,942
Keyboarding	1	23	2,991	Keyboarding	1	23	2,991
		0				0	
Work & Family Studies (includes Comp. Lab., Childhood Dev., Storage)		0	3,237	Work & Family Studies (includes Comp. Lab., Childhood Dev., Storage)		0	3,237
Work & Family Studies Office		0	217	Work & Family Studies Office		0	217
Work & Family Studies Food Science, Fashion, Interior Des. @ 883 sq. ft.	3	69	2,651	Work & Family Studies Food Science, Fashion, Interior Des. @ 883 sq. ft.	3	69	2,651
Marketing Education @ 729 sq. ft.	2	46	1,458	Marketing Education @ 729 sq. ft.	2	46	1,458
Marketing Store, Display, Office, Storage		0	682	Marketing Store, Display, Office, Storage		0	682
Communication Labs (Drf./Photo)		0		Communication Labs (Drf./Photo)		0	
TV, CADD, Drafting, Computer Lab		0	3,902	TV, CADD, Drafting, Computer Lab		0	3,902
Power and Energy	1	23	1,768	Power and Energy	1	23	1,768
Vocational Lab/Classroom @ 361 sq. ft.	2	46	723	Vocational Lab/Classroom @ 361 sq. ft.	2	46	723
Exploratory Lab		0		Exploratory Lab		0	
Computer Lab @ 1,029 sq. ft.		0	1,029	Computer Lab @ 1,029 sq. ft.		0	1,029
Self-Contained Sp. Ed. @ 806 sq. ft.	4	40	3,224	Self-Contained Sp. Ed. @ 806 sq. ft.	4	40	3,224
Resource Classroom @ 332 sq. ft.	1	10	332	Resource Classroom @ 332 sq. ft.	1	10	332
Speech Classroom		0	237	Speech Classroom		0	237
Math Lab		0	1,441	Math Lab		0	1,441
Math Storage and Office		0	1,261	Math Storage and Office		0	1,261
Reading Lab		0		Reading Lab		0	
In-School Suspension Classroom		0	783	In-School Suspension Classroom		0	783
Subtotal General Classrooms	24	487	43,110	Subtotal General Classrooms	24	487	43,110

PROTOTYPICAL HIGH SCHOOL (Revised 6/24/09)

LOUDOUN COUNTY PUBLIC SCHOOLS				LOUDOUN COUNTY PUBLIC SCHOOLS			
Average <u>23</u> Students per Classroom				Average <u>23</u> Students per Classroom			
Max. Students Per Grade 400				Max. Students Per Grade 450			
School Size 1600				School Size 1800			
Teaching Stations 77 1775				Teaching Stations 90 2005			
LCPS capacity with 90% utilization 1597				LCPS capacity with 90% utilization 1804			
Administrative	No.	# Students	Total Sq. Ft.	Administrative	No.	# Students	Total Sq. Ft.
Principal's Office			399	Principal's Office			399
Principal's Secretary			188	Principal's Secretary			188
Asst. Principal's Office(s) @ 161.5 sq. ft.	4		646	Asst. Principal's Office(s) @ 161.5 sq. ft.	4		646
Bookkeeper's Office			158	Bookkeeper's Office			158
Guidance Offices @ 116 sq. ft.	7		814	Guidance Offices @ 116 sq. ft.	7		814
General Waiting Reception			1,246	General Waiting Reception			1,246
Career Center			582	Career Center			582
Guidance Reception			503	Guidance Reception			503
Mailroom			300	Mailroom			300
Attendance, Comm., SRO, Gen. Storage			356	Attendance, Comm., SRO, Gen. Storage			356
Vault Record Storage			411	Vault Record Storage			411
Health Suite			674	Health Suite			674
General Office Toilet(s)/Closet @ 142 sq. ft.	2		284	General Office Toilet(s)/Closet @ 142 sq. ft.	2		284
Workrooms @ 198 sq. ft.	2		397	Workrooms @ 198 sq. ft.	2		397
Teacher Team Planning Rooms				Teacher Team Planning Rooms			
Teacher's Lounge				Teacher's Lounge			
General Conference Room			327	General Conference Room			327
Student Commons			782	Student Commons			782
Subtotal Administrative Core			8,067	Subtotal Administrative Core			8,067
Exceptional Education	No.	# Students	Total Sq. Ft.	Exceptional Education	No.	# Students	Total Sq. Ft.
Exceptional Classrooms @ ___ sq. ft.				Exceptional Classrooms @ ___ sq. ft.			
Resource Classrooms @ ___ sq. ft.				Resource Classrooms @ ___ sq. ft.			
Testing Room				Testing Room			
Psychologist Office				Psychologist Office			
Itinerant Offices @ ___ sq. ft.				Itinerant Offices @ ___ sq. ft.			
Conference Room @ ___ sq. ft.				Conference Room @ ___ sq. ft.			
Subtotal			0	Subtotal			0
Auxiliary Support Facility	No.	# Students	Total Sq. Ft.	Auxiliary Support Facility	No.	# Students	Total Sq. Ft.
Technology Support Room			361	Technology Support Room			361
Dining Room (3) Seatings			6,246	Dining Room (3) Seatings			7,435
Kitchen Serving Areas			1,209	Kitchen Serving Areas			1,209
Storage, Food Prep., Dry Food Stor., Office, Locker Room/Toilet, Dishwash Drop-off			3,153	Storage, Food Prep., Dry Food Stor., Office, Locker Room/Toilet, Dishwash Drop-off			3,153
Librarian Office(s)			310	Librarian Office(s)			310
Staff, Library Workroom			307	Staff, Library Workroom			307
Reading Room			6,087	Reading Room			6,087
Periodicals			274	Periodicals			274
Audio Visual Storage			355	Audio Visual Storage			355
Gymnasium & Pressbox	3	69	15,112	Gymnasium & Pressbox	3	69	15,112
Gymnasium Wrestling, Weight Rm., Ath. Trainer, Ath. Director, Concessions, Vestible			7,020	Gymnasium Wrestling, Weight Rm., Ath. Trainer, Ath. Director, Concessions, Vestible			7,020
Auxiliary Gymnasium			6,510	Auxiliary Gymnasium			6,510
Locker/Shower/Dressing (Girls & Boys)			6,516	Locker/Shower/Dressing (Girls & Boys)			6,516
Physical Education Storage & Laundry			2,100	Physical Education Storage & Laundry			2,100
Auditorium*			9,769	Auditorium*			9,769
Storage, Controls, Dressing			2,229	Storage, Controls, Dressing			2,229
Stage			3,654	Stage			3,654
Subtotal Auxiliary Support Facilities			71,212	Subtotal Auxiliary Support Facilities			72,401
All Subtotals			163,074	All Subtotals			169,746
Classroom Support Spaces not included			7,963	Classroom Support Spaces not included			7,963
Subtotal			171,037	Subtotal			177,709
Halls, Toilets, HVAC			80,878	Halls, Toilets, HVAC			101,717
Grand Total			251,915	Grand Total			279,426
Sq. Ft. Per Student			157	Sq. Ft. Per Student			156

School Land Site Size Standards

The following table identifies the estimated acreage to be utilized as a target when engaged in the acquisition of land for a school project. Many LCPS projects have been successfully designed and constructed on parcels of less acreage; however this target represents a value that typically is capable of considering all aspects of the program requirements as well as ancillary items required to develop a building site.

TABLE 1-3

School	Type	Pupil Size	Approximate Acres
Elementary	1-Story	750	20
Elementary	1-Story	800	20
Elementary	1-Story	875	20
Elementary	2-Story	875	20
Middle	1-Story	1184	35
Middle	1-Story	1350	35
Middle	2-Story	1350	35
High	2-Story	1350	75
High	2-Story	1600	75
High	2-Story	1800	75

The acreage standard listed per school type is a guide based on current program requirements. Each school project final site requirements is determined by the geotechnical capacities of the land site to construct the school facility requirements. More or less land may be required in order to achieve a constructible site.

Section 4: Property Acquisition Methodology

The Ten-Year Capital Needs Assessment and Six-Year Capital Improvement Program identifies the geographic subarea of the County in which school land acquisition staff begin the search for viable school land sites. With every parcel of land identified as a potential school site, there are a number of other requirements whose impact cannot be determined until the site is known and analyzed in greater detail. These site requirements include the land for: (1) entrance roads, (2) storm water management facilities, (3) buffers and landscape areas, (4) grade differences between site elements (the natural lay of the land helps determine usability), (5) sidewalk/trail connections, and (6) meeting County of Loudoun and/or local community requirements. The impact of meeting items 1 through 5 is determined during the site schematic development process.

Current methods of acquiring property available to the governing boards include direct contact with property owners, proffered land site negotiations with developers, deeds of gift, land exchanges, and condemnation. Both governing boards have Land Acquisition Manager staff positions to manage acquisition of public land. In addition a multi-disciplinary Land Matrix staff team was established consisting of representatives from the Loudoun County Public Schools' Planning and Legislative Services Department, Loudoun County Public Schools' Department of Construction, Loudoun County Planning Department, and Loudoun County Department of Construction. The Land Matrix team reviews potential public use land sites jointly for both general government and school facility use. Potential land sites are identified through a search of the County's land records, parcels offered for sale through real estate listings, or advertisement notifying the public of the need for specific public use sites. A Request for Public Use Facility Land Site(s) Advertisement is used to notify the public of the need for school land sites. The advertisement describes the size of the parcel sought, planned use for the land site, submission details required, and notices that submissions will not limit the governing Board's efforts to evaluate other possibilities.

This joint staff team completes a constructability review and technical analysis of the land sites capacity for development using the planning assumptions, capital facility standards and constructability criteria established to meet the County's land use requirements in its Revised General Plan and Zoning Ordinance. The data collected in this review is captured on a Land Evaluation Summary Sheet adopted by the Board of Supervisors for use by both governing boards to assist them in making a land acquisition decision. A copy of the Adopted Land Evaluation Summary Sheet is provided in the Appendix. The Land Evaluation Summary Sheet review is guided by the following Criteria.

Land Site Evaluation Criteria

Location

Revised Comprehensive Plan Policies for Location

All Planning Areas: Suburban Area, Transition Area, Rural Area, and Towns, Villages, Joint Land Management Areas

- The location and design of public buildings, and schools in particular, are of primary importance, play a social role in neighborhoods and communities, and are focal points and social and civic anchors. Direct investments into currently developed communities and areas where development is planned.
- Encourage co-location where feasible (e.g. meeting place, shared parking, athletic fields, integrated design).
- Coordinate with the County to identify suitable sites based on the RGP and its land use and growth policies in concert with the School Board's standards and levels of service as adopted by the BOS.
- Serve as focal points and social and civic anchors within neighborhoods and communities.
- Encourage the continued use of existing facilities through ongoing capital asset replacement and modernization to meet changing educational programs. When

existing public schools must be replaced, the new facilities will be encouraged to locate in a manner that maintains or enhances the role of the school in the context and character of the adjacent community.

- Plan, design and coordinate school-related open-space, athletic, and other facilities with the County's parks and recreation programs and facilities along with community services to function effectively as multi-purpose facilities.

Towns, Villages, Joint Land Management Areas

- All planning for schools must first focus on identified needs as outlined in the CIP
- The County endorses the concept, and will work with the Towns and School Board, to maintain existing rural community-based schools as an essential and important component of the Community.
- Wherever possible, locate new schools in or immediately adjacent to Existing Villages, Towns, and JLMA's to provide convenient and safe access for students.

Zoning

Current zoning for the property. Does zoning permit the intended use?

Required buffers and setbacks for the property with the intended use.

Proximity to Need (attendance area)

Walkability

Surrounding Land Uses

Physical Characteristics

Size

Availability of temporary and permanent utilities (water and sewer, electric, gas, phone, cable)

Access (Public or Private Roads, Improvements Needed)

Topography (Moderately Steep and Steep Slopes)

Geologic Features (Karst topography, hydric soils, etc.)

Wetlands/Floodplain

Tree Coverage

Archaeological Sites

Rare and Endangered Species

Storm water

Ldn 65 airport noise contour

Property Restrictions

Proffer Limitations

Covenants/Easements

HOA Requirements

Adaptability of School Program

Shift in Grades Served

Building Design

Investigations performed during study period

Phase I Environmental Study
Geotechnical Study
Archeological Study
Rare and Endangered Species Investigation
Traffic Study
Wetlands Study and Delineation
Tree Survey
On-site Sewage Disposal: Soils/Drainfield Analysis
On-site Water Supply: Hydrogeological Evaluation

Permitting Process

LCPS Initiated or Developer Initiated Applications

Requirements
Zoning (ZMAP,ZCPA,ZMOD)
Proffers
Commission Permit
Special Exception
Site Plan
Other: floodplain alterations,wetland permits,VDOT permits, grading and clearing permits, Health Dept. permits (drainfield/communal systems)

Useful Tools Employed

Public/Private Project Team to Facilitate Site Delivery
Examining Issues
Team Coordination/Efficient Use of Resources
LCPS/County Land Acquisition Team: Potential Co-location of Public Uses

Governing Boards' Review Process

The Loudoun County School Board is briefed in Closed Session by the Land Matrix Team on property(s) and their individual attributes under the established Evaluation Criteria of sites. This Briefing Item reviews sites evaluated, recommended site(s) for acquisition, financials to include budget, assessed value, an appraisal if applicable and seller asking price.

Upon a recommendation from the School Board's Closed Session that provides direction for a site(s), the Land Matrix Team presents the School Board's approved selection(s) and their evaluation to the Board of Supervisors in Closed Session. The Board of Supervisors gives further direction to the Land Matrix Team on whether it approves on moving forward on a site(s) or requires further information or collaboration with the School Board.

If approved by both Boards, a selected site enters the Negotiation Phase. The Negotiation Phase includes a Due Diligence Period (Study Period) including: appropriate appraisals, preliminary Traffic Studies, Public Utility availability, Selling Price, and Terms of a Contract. It is recognized that the Due Diligence Period or Study Period requires expenditures from the Loudoun County Public Schools.

The Terms of the Contract should include a Closing Date that occurs after the period of time, (4-6months) that it takes to gain approval of a Commission Permit from the Loudoun County Planning Commission. A Commission Permit verifies that the site meets the policies of the Revised General Plan for location and allows Public Input about the proposed site from affected residents, the community being served, homeowner associations, and the general public.

If a site does not receive a Commission Permit, the contract is written to terminate at that point and Loudoun County Public Schools receives its deposit back. If a site receives a Commission Permit, Loudoun County Public Schools closes on the contract and begins the Special Exception legislative process. It is acknowledged that the Special Exception process may take as long as 12-18 months before a site is ready to begin construction. Upon the successful completion of land use approvals and contract requirements, a school site is acquired.

Section 5: Capacity Thresholds to Trigger New School Development

Loudoun County Public Schools evaluates actual enrollment values as of September 30 of each year. From this data, projections are calculated via procedures set forth in Section 6, Student Enrollment Projections for Calculating Facility Need of this document. The current enrollments, as well as projections for the five or six subsequent years, are based on growth without changes in boundaries or the number of facilities within the service area.

The “Program Capacity” of each facility is determined based on the current educational programming for regular, regional and special educational uses. Note that the “program capacity” varies each year and is established in the School Board Adopted Capital Improvements Program process.

The “Program Capacity” represents a 90% utilization of the facility necessary to accommodate the multiple class changes and course offerings typical in a middle or high school facility. Nationally, an 85% utilization factor is recognized which represents a lesser value in terms of efficiency.

Additional school facilities are planned to be open at such time in the future when existing facilities are projected to exceed their program capacities.

BUILDING PROGRAM CAPACITY

Program capacity is determined annually based on the instructional programs and room usage at each school. Certain classrooms and other usable areas assigned to mandated resource and/or regional programs (e.g., Title 1, English as a Second Language) are not available for tabulation in building program capacity. Further, designated computer laboratories are not included in program capacity calculations. All other classrooms not used for such identified programs are included in a school's capacity calculation.

As new schools open and programs are placed in the new facilities, program capacity is calculated based on the anticipated instructional programs and room usage. New elementary school facilities will be built with a planned 875-student program capacity. Program capacity for new middle schools (grades 6-8) will be 1,350 students. High school (grades 9-12) program capacity for new facilities, unless otherwise noted, will be 1,800 students.

ELEMENTARY SCHOOLS

At the elementary school level, building program capacity is currently obtained by multiplying the capacity of each available classroom by the designated number of classrooms:

Type of Classroom	Capacity Rating
Half Day Kindergarten	44 Students*
Full Day Kindergarten	23 Students
Grades 1-5	23 Students
Self-Contained Special Education	10 Students
STEP (Starting Towards Excellence in Preschool)	30 Students*
Head Start	17 Students

*Two Sessions per Day/per Classroom

At elementary schools where the building does not have sufficient classroom space to offer two classes at each grade level, kindergarten capacity for the half-day program is reduced by half to 22 students.

The exception to the stated elementary standard is for the elementary schools within the Park View cluster area (Forest Grove, Guilford, Rolling Ridge, Sterling, and Sully Elementary Schools) and Sugarland Elementary School. Based on student-teacher ratios and planned staffing goals, the grade one through grade five regular education classrooms are calculated by multiplying the number of designated classrooms by 19 students - instead of the typical 23 student rating. The kindergarten capacity for the half-day kindergarten classrooms is calculated based on 36 students, instead of the typical 44 students per classroom. The classrooms utilized for the full-day kindergarten program at Sugarland Elementary School (one classroom) and Sully Elementary School (two classrooms) reflect a capacity rating of 19 students per room.

SECONDARY SCHOOLS

At the secondary school level, building program capacity is 90 percent of the number of available rooms multiplied by the corresponding capacity rating. The 90 percent factor permits variances in scheduling and class size requirements.

Type of School/Classroom	Grade Level	Capacity Rating
Middle School/Regular Classroom	Grades 6-8	19 Students (90% of 21 Students)
Middle School/Self-Contained Special Education Classroom	Grades 6-8	9 Students (90% of 10 Students)
High School/Regular Classroom	Grades 9-12	21 Students (90% of 23 Students)
High School/Self-Contained Special Education Classroom	Grades 9-12	9 Students (90% of 10 Students)

The one exception to the stated secondary standard is in the Park View High School Cluster. Based on academic and instructional goals, student-teacher ratios and planned staffing at both Sterling Middle School and Park View High School are calculated at a rating of 85 percent. Accordingly, the classrooms at Sterling Middle School reflect a program capacity of 18 students per room (85 percent of 21 students). Park View High School reflects a capacity of 20 students per classroom (85 percent of 23 students).

Section 6: Student Enrollment Projections for Calculating Facility Need

Public School Enrollment Projection Methodology

LCPS Department of Planning and Legislative Services annually forecasts student enrollment. The projections provide the latest public school student enrollment trends based on current data for the county and metropolitan region. The projections are based on historic and current enrollment for LCPS. The forecast students are derived by using the cohort survival technique. Final student population estimates are further refined by comparing the data to expectations regarding local economic activity, building permit data, and birth rates.

The formula can be found in the Loudoun County Public School's Capital Improvement Program. Projections are an informed and educated estimate of future student enrollment. Forecast accuracy generally diminishes as the geographic area becomes smaller and as the planning horizon becomes more distant. The calculations are subject to local and national trends, which cannot always be anticipated. There are a host of factors which can affect projection accuracy. These include, but are not limited to, national and local economic vitality, building permit data, in and out migration measures, household size, birth rates, grade retention, and student transfers from private to public school and vice-versa. The district does not have the resources to monitor all the factors which affect student population change, nor do time lines associated with budget and capital planning permit the application of the most current data on an ongoing basis.

Nevertheless, research has found that the cohort survival method is an accurate and reliable forecasting tool for school district enrollment projections. The technique produces significantly more accurate projections than similar forecast methodologies. In recent past, cohort survival methodology has produced one year projections within ± 1.2 percent of LCPS's actual September 30 enrollment.

School Year	Actual Enrollment As of 9/30	Actual Enrollment as Percentage of 1 Year Projected Enrollment
2005	47,361	99.8%
2006	50,478	99.5%
2007	54,047	101.2%
2008	57,009	99.5%
2009	60,096	101.0%

Section 7: Alternative Facility Models to Address Capacity

Loudoun County Public Schools strives to educate students in safe, permanent structures whenever possible. Life cycle and maintenance considerations of permanent facilities are far more beneficial than alternative solutions when long term use is expected. In consideration of an alternative facility implementation, Loudoun County Public Schools performs a detailed evaluation including, but not limited to, cost benefit analysis, site constraints, and student circulation with base facility and construction completion timelines. Triggers for alternative facility models and/or new facility needs are established in the School Board Adopted Capital Improvements Program process.

Modular Classrooms/Cottages

Modular classrooms (trailers) provide a temporary increase in building capacity prior to and during the construction of new schools and/or renovations and additions to current facilities. During renovation/addition projects, these units provide educational program space for areas of the building that are under construction. In addition, cottages are utilized to support educational program requirements such as Head Start, Art and Music.

Satellite Campuses

Satellite Campuses offer academic programs, specialized equipment, and/or staff with unique background and training which are not available within the community high school environment. Notable examples of Satellite campuses include the Loudoun Academy of Science, the Monroe Technology Center, and the Douglass School. These three instructional centers provide advanced or alternative academic and career alternatives for Loudoun students.

Section 8: Renovation of Existing Schools and Expansion of Existing Facilities

Major renovations of existing schools are considered when additional capacity is needed or when the facility has reached the end of the life cycle of equipment and/or systems. The trigger for additional capacity is evaluated and established each year in the School Board Adopted Capital Improvement Program process.

Program changes associated with new instructional initiatives establish additional space requirements. Examples of previous instructional initiatives include the addition of the Kindergarten program and the expanded middle school science and art programs. New initiatives are expected as instructional programming evolves and expands. All day Kindergarten expansions will require significant additional program space within existing facilities.

When considering a renovation solution, a school facility is evaluated for program capacity with respect to the core facility's capacity. The cafeteria, office, media center, gymnasium, etc. are focal points with the cafeteria being the most critical. An assessment is performed in each area to confirm adequacy for support of the current or proposed additional program capacity. A site assessment is also performed to evaluate any zoning or engineering requirements associated with expanded development. Lastly, a detailed cost estimate is performed and evaluated by professional architects and engineers to determine the cost benefit analysis and determine the scope and type of renovation.

When the construction costs to renovate a building exceed 70% of the cost of new construction, it is generally recommended that the old building be demolished and replaced with a new facility.

During the review of the School Board's FY 2004-08 CIP in the spring of 2003, the Loudoun County Board of Supervisors elected not to include a number of renovation projects in the County's adopted CIP. As a part of this action, the Board of Supervisors requested that the School Board conduct a study of all school facilities in order to present a long-term renovation/renewal plan for consideration by the Board of Supervisors during the development of the FY 2005-10 CIP. To meet the direction of the Board of Supervisors, LCPS conducted a Facility Assessment Study of all school facilities. This study included 41 elementary schools, 9 middle schools, 1 intermediate school, 8 high schools, and 2 alternative schools (Douglass School and Monroe Technology Center) that provide services on a countywide basis. The primary focus of the study was on the 25 schools which opened prior to 1989. Algonkian and Cool Spring Elementary Schools, which opened in 1989, were reviewed in light of the Americans with Disabilities Act (ADA) of 1990.

The Facilities Assessment Study included an overview of each facility with a list of data that is unique to the school. This information included: when the school opened, the size of the site, square footage of the facilities, and date(s) of previous addition or renovation

projects. A LCPS location map and site plan were included in the study as well as a school floor plan identifying the current program utilization of the facilities studied, which is updated annually by the LCPS Department of Planning & Legislative Services as part of the CIP process. In addition, research was conducted on several sites with regard to the exact location of auxiliary buildings that were not part of the original construction.

The study included a cost summary of proposed work divided into three categories, i.e., (1) ADA and Building Code Compliance; (2) Program Related, and; (3) Physical Plant Condition. Estimates for each project were based on anticipated construction costs in November 2003, and did not include increases associated with changes in construction market conditions. Annual adjustment factors were being utilized in developing cost estimates for renovation/addition projects included in the CIP.

Four appendices were included in the Facility Assessment Study. Appendix I provided information related to a number of components that were utilized to evaluate existing facilities. Appendix II included a listing of the current square footage of the schools, utilities, and the number of auxiliary buildings (trailers and cottages) located at each site. Appendix III listed all schools organized by clusters. Appendix IV contained the results of an assessment utilizing criteria established by The Council of Educational Facility Planners, International (CEFPI).

A fundamental concept of the study was to compare existing facilities against standards utilized for the prototypical design for elementary, middle, and high schools. In this regard, the scope of work that has been proposed was based on elements included in the schools constructed since 1989. Inasmuch as a number of items need to be addressed to reach the standards established by the current prototype, it is also apparent from the review process that all schools were in good condition and well maintained. All schools within LCPS, particularly the older facilities, represent the result of excellent planning and a continual program of using available resources to address ongoing maintenance needs.

The Facility Assessment Study is currently being updated. As part of this process, cost estimates are being revised to reflect current economic conditions, changes to the education program offered to students, and modifications to existing code and building requirements at the local, state, and national levels.

Section 9: Co-location with County Facilities

The Revised General Plan currently states in Chapter 3: Fiscal Planning and Public Facilities, General Public Facilities Policies, #8, page 3-9:

The County encourages the co-location of County facilities where they are feasible and can function effectively as multi-purpose community facilities (e.g. community meeting space, shared parking, athletic fields, and integrated design).

The Board of Supervisor’s appointed Fiscal Impact Committee (FIC) has re-endorsed the current Revised General Plan policy as contained in Chapter 3 and recommended the language be expanded to include “*encourages the co-location of County and School facilities where they are feasible...*”. The committee further recommended the Board of Supervisors direct the County Administrator to present both a Capital Needs Assessment and Capital Improvement Program that reflect this policy by presenting co-location options for County and School capital facilities. On January 18, 2005 the Loudoun County Board of Supervisors directed the Planning Commission to schedule a CPAM to amend the co-location policy language as recommended by the FIC. Action on this recommended CPAM has yet to be scheduled.

A joint County and School staff team was formed to review capital facility planning issues. The team reviewed the Revised General Plan policies for co-location and the Fiscal Impact Committee’s recommendations to explore co-location of both County and School facilities in our capital planning efforts. In order for staff to implement and plan for co-locations of County and School facilities, the joint capital facility planning team developed a set of guidelines recommending which capital facility types are compatible for co-location.

Co-Location of County and School Facilities Guidelines

Staff recommended facility types appropriate for co-location are linked directly to facility types that require significant acreage for their development. It is logical that other public facility uses could be co-located on these large acreage sites. To that end these guidelines recommend co-locating other public facilities on park and school sites to achieve the Revised General Plans stated policy goal for co-location of public facilities to provide multi-purpose community facilities to Loudoun County’s citizens.

The following guidelines are used for the co-location of County and School Facilities during the development of the Capital Needs Assessment and Capital Improvement Programs:

Co-Location with School Facilities

Elementary School	Middle School	High School
ES/MS/HS School	ES/MS/HS School	ES/MS/HS School
Community Park	District Park	Regional Park
Library	Recreation Center	Recreation Center
Senior Center	Teen Center	Teen Center
Sheriff Substation	Sheriff Substation	Sheriff Substation

The Loudoun County Public Schools and Loudoun County Government have co-located facilities and permitted joint programming of facilities for decades.

The Loudoun County Department of Parks, Recreation and Community Services (PRCS, or Parks and Recreation) have priority to use school buildings and grounds when not

needed for school use. The original agreement between the Loudoun County School Board and the Loudoun County Board of Supervisors dates to the 1967-68 timeframe. School Board Policies §6-27 and §6-28 define the conditions for community use of school facilities (Appendix A). Policy §6-28 *Eligibility of Organizations and Activities* was adopted by the Loudoun County School Board October 12, 1982 (revised May 10, 1994) to formalize the agreement of 1969. A maintenance agreement between Loudoun County Public Schools and PRCS was adopted by the School Board April 10, 1990 (Appendix B). This agreement defines the role of PRCS and Loudoun County Schools as it relates to the maintenance, repair and improvements to grounds and buildings.

The Loudoun County Revised General Plan provides recommendations for collocation of County and School facilities to assist staff in capital and land planning (Appendix C).

After School Programs

Loudoun County Department of Parks, Recreation and Community Services (PRCS) and Loudoun County Public Schools work together to determine which schools should offer after school childcare as a community service to the families of a particular school. They also decide which schools can offer YMCA after school care. Once an agreement has been made between PRCS, Loudoun County Schools and the Board of Supervisors, the CASA (County After-School Activities) administrators are advised to make the appropriate preparations. Each school year, a Site Use Form is issued between PRCS and each elementary school where CASA will be operated. The form is an agreement between each school principal and PRCS which specifies the spaces (gym, cafeteria, storage closet) and times that CASA will be operating within the school.

Loudoun schools are used in support of the following County programs such as:

- LCPS gymnasiums are used 10 hours per day Saturday and Sunday, and in many schools, from 6:00 p.m. to 9:30 p.m. Monday through Friday from October through March.
- PRCS uses middle and high school gymnasiums year round, including weekends and during summer months for drop-in basketball and sports camps (except during summer floor maintenance activities).
- PRCS provides summer camps during the 8-week summer break at most elementary schools which provide CASA during the school year.
- PRCS utilizes school play fields after school from September through November, and March through June for soccer, football, Lacrosse, and baseball leagues.
- PRCS and/or Loudoun Youth Initiative programs such as Sterling Playmakers, Loudoun Ballet, Battles of the Bands, and various other performing arts groups, utilize school auditoriums throughout the year.

- Elementary and middle school cafeterias and gymnasiums are used by CASA and YAS in support of after-school programs until 6:30 p.m. Monday through Friday.

Douglass School and Community Center

Douglass School offers an alternative education program for middle and high school students. The gymnasium, office space, Annex facilities and surrounding outdoor space is utilized by PRCS as a community center. The Douglass Community Center offers preschool and childcare programs throughout the year, summer camp programs for children ages 3 – 5, and summer Trip Camp for children entering grades 1 – 5.

Groundwater Monitoring Program

An agreement between LCPS and the Loudoun County Government, executed in the fall of 2006, defines the conditions for the installation, testing and monitoring of a groundwater monitoring well at the Mickie Gordon Park (Mercer Property) in Middleburg, VA. This well is a part of the Loudoun County network of groundwater monitoring sites managed by the County Department of Building and Development in an effort to monitor groundwater levels and quality. The LCPS departments of Construction Services and Facilities Services continue to develop this program on other sites with Loudoun County environmental staff.

County Recycling Centers

Drop-off recycling centers are provided throughout the county for residents who may not have curbside refuse service. The following Loudoun County Public Schools' facilities are used as recycling centers:

- Hillsboro Elementary School
- Lucketts Elementary School
- Mickie Gordon Memorial Park (leased by the County)
- Park View High School

In addition to school recycling centers, the County and Loudoun County Public Schools have initiated a refuse removal and recycling program to include County government and park facilities.

Network Facility Standards

Loudoun County Public Schools and the County of Loudoun share a network infrastructure and use the same data cabling standards to ensure compatibility and ease of support. Any new and renovated locations adhere to these standards. The Loudoun County Department of Information Technology (DIT) and LCPS Administrative Information Technology (AIT) work together to manage data and equipment that facilitate both entities.

Section 10: Support Facility Standards

Loudoun County Public Schools evaluates the need for additional support facility space based upon a full programming analysis. This analysis identifies individual department requirements, position tasks, and level of responsibility. Administrative functions have been assigned square footage space allocations per department. LCPS has adopted the Loudoun County systems furniture standards for space and accessories.

Section 11: Technology Standards

Loudoun County Public Schools and the County of Loudoun share a network infrastructure and use the same data cabling standards to ensure compatibility and ease of support. Any new and renovated locations adhere to these standards. The Loudoun County Department of Information Technology (DIT) and LCPS Administrative Information Technology (AIT) as well as the LCPS Department of Instructional Technology work together to manage data and equipment that facilitate both entities.

Section 12: Public Participation in the Capital Facility Planning

The general public has an opportunity to participate in the Capital Facility Planning process for School facilities in multiple ways.

Public Input at Governing Board Business Meetings

Both governing boards provide time for the public to provide comment during regular scheduled business meetings. A schedule of these opportunities is provided on both governing boards web sites and includes information the processes used by both boards for public comment.

Public Hearing:

The Capital Facility Planning Process integrates advertised public comment opportunities throughout the development phases of the Capital Facility Standards, Ten-Year Capital Needs Assessment, and Six-Year Capital Improvement Program. The Board of Supervisors and Loudoun County School Board advertise for public to comment on the proposed school facility standards, ten-year capital facility needs assessment and six-year capital improvement program budget. The Board integrates a review of the public input into its deliberation process before it takes action to adopt the standards, needs assessment or capital budget. Notice of these opportunities comes through a printed advertisement in a local paper and on the Public Hearing calendar on the governing board's web sites.

Service on a Board Appointed Commission or Committee

The Loudoun County Board of Supervisors Planning Commission and Fiscal Impact Committees are two groups citizens may consider serving on to participate in the capital facility planning process. Both groups are active in the review of the Capital Facility Standards, Ten-Year Capital Needs Assessment, and Six-Year Capital Improvement Program. In addition, periodically both boards appoint task forces and/or sub-committees to review a specific capital facility planning issue. Interested citizens may contact their elected representative to the School Board or Board of Supervisors to determine what opportunities exist.

[Posted 17 November 2016](#)

Q10. Could you please explain the implications of the proposed plans for the above district in regards to high school students. Plan 3 seeks to rezone our neighborhood to Rock Ridge High School. What does that mean to current students who are freshman and sophomores at John Champe?

A10. There are three planning zones (DS09.2, DS11, and DS11.1) in Plan 3 that are recommended to move from John Champe High School to Rock Ridge High School. It is staff's understanding that this specific high school attendance zone change would not take effect until HS-11 opens in fall, 2019 as a consequence of Rock Ridge's projected overcrowding. It is only with the opening of HS-11 that capacity relief is afforded in the Rock Ridge High School attendance zone to reassign these three planning areas to the school.

Please review School Board Policy §8-22, [Exceptions to School Assignment Due to Attendance Zone Adjustments](#), with regard to the impact on current John Champe High School students who may be reassigned to a different high school. In addition to addressing potential exceptions to school assignment for underclassmen, the policy states "students who will be twelfth graders at the time of the implementation of an attendance zone adjustment shall remain at their current school assignment through graduation."

[Posted 28 November 2016](#)

Q11. Is there a completed attendance projection for both the middle school and high school numbers through 2021-2022 that includes both the opening of the Academies of Loudoun and the opening of HS-9?

A11. Student enrollment projections through the 2022-23 school year are provided, by school, in the [Superintendent's Recommended FY 2018 – FY 2023 Capital Improvement Program](#) (CIP) document. Projected student enrollments are only provided for schools which have an adopted attendance zone.

As an academy program, there will be no attendance zone for the Academies of Loudoun. Academies of Loudoun students will be selected through an application process; accepted Loudoun County Public Schools high school students will then attend the academy on alternating days with the opposite day being spent at their home high school.

The School Board has not yet acted on an attendance zone for the unnamed high school (HS-9), currently scheduled to open in fall, 2021. The attendance zone for the unnamed middle school (MS-7) that the School Board is likely to adopt during this current attendance zone change process is an interim measure that will utilize MS-7 as an intermediate school serving grades 8 and 9 (in conjunction with Mercer Middle School serving grades 6 and 7 and John Champe High School serving grades 10-12) until the opening of HS-9. School attendance zones for both MS-7 and HS-9 are anticipated to be established in spring, 2020.