

Superintendent's Recommended FY 2021 Capital Budget

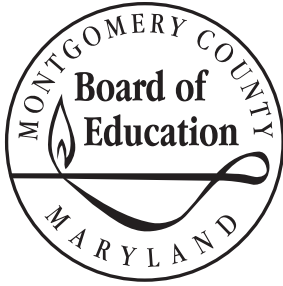
Montgomery County Public Schools, Rockville, Maryland

and the FY 2021–2026 Capital Improvements Program



Maryland's Largest School District

MONTGOMERY COUNTY PUBLIC SCHOOLS



VISION

We inspire learning by providing the greatest public education to each and every student.

MISSION

Every student will have the academic, creative problem solving, and social emotional skills to be successful in college and career.

CORE PURPOSE

Prepare all students to thrive in their future.

CORE VALUES

*Learning
Relationships
Respect
Excellence
Equity*

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**Superintendent's
Recommended
FY 2021 Capital Budget
and the
FY 2021–2026
Capital Improvements Program**

Maryland's Largest School District

MONTGOMERY COUNTY PUBLIC SCHOOLS

Expanding Opportunity and Unleashing Potential

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MARYLAND

October 25, 2019



Mrs. Shebra L. Evans, President
and Members of the Board of Education
Carver Educational Services Center
850 Hungerford Drive, Room 123
Rockville, Maryland 20850

Dear Mrs. Evans and Members of the Board of Education:

I am submitting my *Recommended Fiscal Year (FY) 2021 Capital Budget and the FY 2021–2026 Capital Improvements Program (CIP)* for your consideration and adoption. This six-year plan includes the expenditure recommendations for FY 2021–2026 and provides the recommended FY 2021 Capital Budget funding appropriation authority needed to implement the CIP during the fiscal year that begins July 1, 2020, and ends June 30, 2021. FY 2021 is the first year of the biennial CIP review process. In accordance with the Montgomery County charter, all CIP projects are considered in odd-numbered fiscal years; therefore, this recommended CIP will receive a full review by the county executive and the Montgomery County Council during the coming months through the Montgomery County Council's final action on the budget and the CIP in late May 2020.

On October 1, 2019, the Montgomery County Council adopted the Spending Affordability Guidelines (SAG) for the FY 2021 Capital Budget and the FY 2021–2026 CIP for General Obligation (GO) bonds used to fund a significant portion of the county's CIP. The adopted SAG reduces GO bonds for the six-year period by \$90 million. This reduction will have a significant impact on the level of GO bonds available to Montgomery County Public Schools (MCPS). While I understand that SAG is intended to be developed based on what is affordable, and not what is needed, I do not believe that we can afford to have our overcrowded schools go unaddressed or our school buildings deteriorate. We certainly have heard these views expressed by staff, parents/guardians, and community advocates in public comments to the Board of Education and other forums.

After much deliberation, I am confident that my recommendation for the FY 2021 Capital Budget and the FY 2021–2026 CIP is fiscally prudent and addresses many of our critical capacity and aging infrastructure needs. I want to make clear that this recommendation could have included additional capacity projects for schools that will continue to be overutilized, as well as additional funding to address our aging facilities. However, our students, staff, and parent/guardian community are best served by submitting a recommendation that prioritizes it within the overall fiscal environment of the county as a whole.

Therefore, the *Superintendent's Recommended FY 2021 Capital Budget and the FY 2021–2026 Capital Improvements Program* totals \$1.818 billion, an increase of \$74.2 million more than the approved CIP. This recommendation is similar to my recommendation last year because we continue to have extensive needs. Many of our schools significantly are overutilized and beyond their life cycle, and capital projects are necessary to provide the learning environment that our students, staff, and community

Office of the Superintendent of Schools

850 Hungerford Drive, Room 122 ♦ Rockville, Maryland 20850 ♦ 240-740-3020

deserve. This recommended CIP will address our growing need for classroom space through additions and new schools and will focus on our aging facilities and infrastructure through our many countywide systemic projects.

MCPS continues to experience another year of significant enrollment growth. For the 2019–2020 school year, preliminary September 30, 2019, enrollment is 165,439 students, a 1- year increase of 2,759 students. Much of this enrollment growth is attributable to our international student enrollment that not only will impact the capital budget, but will impact the operating budget as well. Since the 2009–2010 school year, enrollment has increased by 23,662 students. Total MCPS student enrollment, by the 2025–2026 school year, is projected to increase by 5,880 students to reach 171,319 students. This is a remarkable amount of growth for any school system to accommodate.

Much of our enrollment growth has been at the elementary school level, and therefore, many of our capital projects during the past decade included additions and new schools to address those needs. While we continue to address those space shortages, we also must focus on our secondary schools that are experiencing significant overcrowding. I believe that my recommended CIP addresses capacity needs at both the elementary and secondary levels, as well as addresses our aging infrastructure.

The Superintendent's Recommended FY 2021 Capital Budget and the FY 2021–2026 Capital Improvements Program includes the following elementary school projects:

- Six previously approved addition projects at Cresthaven, DuFief, Ronald McNair, Montgomery Knolls, Roscoe R. Nix, and Pine Crest elementary schools.
- Three new addition projects at Bethesda, William Tyler Page, and Westbrook elementary schools.
- Two previously approved new elementary schools—Clarksburg Cluster Elementary School #9 and Gaithersburg Cluster Elementary School #8—to address elementary school overutilization in those two clusters.
- A new elementary school, with expenditures in the out-years of the CIP, to address the overutilization in the Bethesda-Chevy Chase and Walter Johnson clusters.
- Previously approved planning funds for three elementary school addition projects—Lake Seneca, Highland View, and Thurgood Marshall elementary schools—and once planning is complete, construction funds will be considered in a future CIP.

The additions at Cresthaven and Roscoe R. Nix elementary schools are being constructed to address the overutilization at JoAnn Leleck Elementary School at Broad Acres, with enrollment projections reaching 900 students by the end of the 6-year period. As a result of construction costs escalating in recent months, along with some site challenges uncovered during the planning phase, the estimated costs for these two projects significantly have increased from the approved CIP. Therefore, the recommended CIP does reflect the additional funding needed for these two projects. However, my recommendation also is to reevaluate the approved additions at Cresthaven and Roscoe R. Nix elementary schools and engage the school communities to discuss possible options to address the overutilization at JoAnn Leleck Elementary School at Broad Acres in order to achieve

the best possible solutions for all three schools, and at the same time, ensure the greatest fiscal benefit for the school system and the county.

Piney Branch Elementary School, another previously approved addition project, is a complex construction project due to site constraints. The Key Facility Indicators (KFI) assessment for this facility also points to the need for a comprehensive facility upgrade. Therefore, my recommendation at this time is to remove the approved expenditures for this addition project and instead identify Piney Branch Elementary School as part of the next set of schools in the Major Capital Projects project. This will allow for a comprehensive upgrade of the building systems and at the same time provide the capacity needed for this school. The recommended FY 2021–2026 CIP does not include any expenditures for this project; however, future expenditures will be considered as part of the next full CIP cycle.

Finally, at the elementary school level, the revitalization/expansion project for the collocation of Maryvale Elementary School and Carl Sandburg Learning Center is under construction with a completion date of September 2020. As part of the construction project, a building shell was included on the second floor of the Carl Sandburg Learning Center portion of the collocation facility. My recommended FY 2021–2026 CIP includes \$4.4 million for the classroom shell construction to be completed. These additional funds will allow us to plan and design the space to meet the possible expansion for Carl Sandburg Learning Center enrollment in the future. We will proceed with planning and design in FY 2021 and coordinate the construction schedule with the operation of the school.

At the middle school level, my recommendation includes five previously approved addition projects at Col. E. Brooke Lee, Parkland, Thomas W. Pyle, Silver Spring International, and Takoma Park middle schools. The addition project at Silver Spring International Middle School not only will affect the middle school students but also the elementary school students at Sligo Creek Elementary School because the two schools share one building and site. A number of factors have developed regarding cost and operational considerations that led me to recommend a one-year delay of this project. These factors include: community concerns regarding the possibility of relocating the elementary school during the construction; new site challenges uncovered during the Purple Line construction that significantly will impact the cost of this project; and escalating construction costs on capital projects in general. The recommended time frame will allow the school system and the school community an opportunity to explore additional options to address the capacity needs at both schools, as well as the programmatic needs at the middle school.

Finally, at the middle school level, the original scope for the Col. E. Brooke Lee Middle School project was expanded from an addition project to a complete replacement of the building, taking two years to construct. Therefore, the completion date is updated to September 2022 to reflect the full project scope.

At the high school level, the recommendation includes two previously approved addition projects for John F. Kennedy and Walt Whitman high schools; one previously approved addition/facility upgrade

for Northwood High School; the opening of a new high school on the Crown Farm site; and the reopening of Charles W. Woodward High School. My recommended CIP includes a completion date for the new high school on the Crown Farm site of September 2025. Three of the five high school projects will be built for 2,700 students in order to address the overutilization at adjacent high schools. In total, the *Superintendent's Recommended FY 2021 Capital Budget and the FY 2021–2026 Capital Improvements Program* includes 25 capacity projects to address space deficits systemwide.

MCPS has 65 elementary schools that have locally funded prekindergarten and/or federally funded Head Start classes. These programs provide opportunities for children to develop school readiness skills by increasing social interactions, building oral language skills, and fostering vocabulary development. As part of the efforts to increase access to early childhood services, the school system also opened one regional early childhood center located in Silver Spring. To continue to expand these opportunities, my recommended FY 2021–2026 CIP includes funding to construct an early childhood center at Watkins Mill High School with a completion date of September 2022.

The previously approved CIP included \$114.9 million for the Major Capital Projects project. As part of the *FY 2020 Capital Budget and Amendments to the FY 2019–2024 Capital Improvements Program*, nine schools were identified as the first set of schools that require major capital work due to both facility condition elements and capacity and/or programmatic elements. Our work during the past year has been to further analyze the KFI assessment data and other facility, program, and enrollment information for each of these schools. Due to the extent of work in each project, we must sequence them throughout the CIP period; for the elementary schools, availability of holding centers is another factor affecting the project schedules and sequencing.

As part of the recommended FY 2021–2026 CIP, the nine schools have the following completion dates:

- Burnt Mills Elementary School—September 2023
- South Lake Elementary School—September 2023
- Woodlin Elementary School—September 2023
- Stonegate Elementary School—September 2024
- Neelsville Middle School—September 2024
- Poolesville High School—September 2024
- Damascus High School—September 2025
- Thomas S. Wootton High School—September 2026
- Col. Zadok Magruder High School—September 2027

The recommended FY 2021–2026 CIP divides the Major Capital Projects project between the elementary and secondary schools; therefore, all the elementary schools shown above are included in the *Major Capital Projects–Elementary* and the middle school and high schools are included in the *Major Capital Projects–Secondary*. The *Superintendent's Recommended FY 2021 Capital Budget and the FY 2021–2026 Capital Improvements Program* includes \$143.9 million for the four

elementary schools and \$253.7 million for the one middle school and four high schools for a total of \$397.6 million in the six-year CIP. Additional information regarding the scope and completion dates for these nine projects may be accessed at the following link:

<https://www.montgomeryschoolsmd.org/departments/planning/cipmaster.aspx>.

In addition to the nine schools identified, my recommended FY 2021–2026 CIP identifies two schools as the next schools to be included in the Major Capital Projects project following the sequenced schedule previously outlined. These are Piney Branch Elementary School, which already was noted, and Eastern Middle School. The recommended CIP does not include any expenditures for these two projects at this time; however, future expenditures will be considered as part of the next full CIP cycle.

With respect to countywide projects, the *Superintendent's Recommended FY 2021 Capital Budget and the FY 2021–2026 Capital Improvements Program* will address systemwide needs by increasing systemic projects such as Roof Replacement and Planned Life-cycle Asset Replacement. One countywide project—Heating, Ventilation, and Air Conditioning (HVAC) Replacement—substantially is increased to address the backlog of HVAC projects that directly affects our students, teachers, and administrators each school day. It is vital that MCPS has the necessary funding to address its aging infrastructure. My recommendation for the HVAC project provides additional funds for upgrades and/or replacements of HVAC systems that are beyond their expected service life.

For FY 2021, the preliminary state aid request is \$110.4 million. This figure is based on current eligibility of projects approved by the Montgomery County Council in May 2019. Of the request, \$15.9 million is for the balance of funding for one project; \$6.2 million is for 12 systemic roofing and HVAC projects; \$14.5 million is for construction funding for 1 project; and \$73.8 million is for 11 projects that require state planning approval in addition to construction funding. I, along with the Board of Education and Montgomery County officials, will continue to work together to make a compelling case to our state leaders to increase state construction funding and provide Montgomery County with its fair share of the statewide allocation for our capital projects.

There are two boundary study supplements to the *Superintendent's Recommended FY 2021 Capital Budget and the FY 2021–2026 Capital Improvements Program*:

- Supplement A—The Superintendent's Recommendation on the Boundary Study for the Clarksburg, Northwest, and Seneca Valley Clusters, located at the following link:
<https://www.montgomeryschoolsmd.org/departments/planning/UpcountyHSBoundaryStudy.aspx>
- Supplement B—The Superintendent's Recommendation on the Boundary Study for Forest Knolls, Montgomery Knolls, and Pine Crest Elementary Schools, located at the following link:
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<https://www.montgomeryschoolsmd.org/departments/planning/DownCountyESBoundaryStudy.aspx>

The recommended addition for Westbrook Elementary School is to relieve elementary school overutilization. This addition is to fit-out the shell space inside the existing building. This fit-out can be accomplished with one year of planning and construction during one summer with a scheduled completion date of September 2021. Therefore, my recommended CIP includes a boundary study for Westbrook and Somerset elementary schools to be conducted in winter 2020. Due to the growth in this cluster, an evaluation of the utilization of adjacent schools will continue. Board of Education action on this boundary study is scheduled for November 2020.

In September 2022, the following four construction projects will be completed that will require boundary studies:

- Clarksburg Cluster Elementary School #9—to relieve overutilization at the elementary school level in the Clarksburg Cluster;
- Cresthaven and Roscoe R. Nix Elementary School Additions—to relieve overutilization at JoAnn Leleck Elementary School at Broad Acres;
- DuFief Elementary School Addition/Facility Upgrade—to relieve overutilization at Rachel Carson Elementary School; and
- Gaithersburg Cluster Elementary School #8—to relieve overutilization at the elementary school level in the Gaithersburg Cluster.

Typically, the boundary study process begins approximately 12 months prior to the completion of the construction project; however, simultaneously conducting 4 boundary studies would be challenging. Therefore, my recommended FY 2021–2026 CIP includes the following schedule for the four boundary studies:

- DuFief Elementary School Addition/Facility Upgrade—boundary study to begin spring 2020 with Board of Education action scheduled for March 2021;
- Gaithersburg Cluster Elementary School #8—boundary study to begin spring 2020 with Board of Education action scheduled for March 2021;
- Clarksburg Cluster Elementary School #9—boundary study to begin fall 2020 with Board of Education action scheduled for November 2021; and
- Cresthaven and Roscoe R. Nix Elementary School Additions—boundary study to begin fall 2020 with Board of Education action scheduled for November 2021.

The *Superintendent's Recommended FY 2021 Capital Budget and the FY 2021–2026 Capital Improvements Program* will be presented to the Board of Education on October 28, 2019. Following that presentation, the Board of Education is scheduled to hold a work session on November 4, 2019, to discuss the two boundary recommendations and the Capital Budget and CIP recommendations. Three public hearings are then scheduled for November 5, 7, and 13, 2019. The Board of Education will hold a second work session on November 19, 2019. A third public hearing will be held on November 20, 2019, should alternatives to the superintendent's recommendation for the two boundary studies be offered on November 19, 2019. And, finally, the Board of Education is scheduled to take action on the *Superintendent's Recommended FY 2021 Capital Budget and the FY 2021–2026 Capital Improvements Program* on November 26, 2019.

Mrs. Shebra L. Evans and
Members of the Board of Education

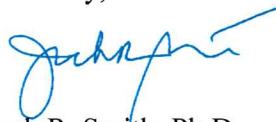
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October 25, 2019

The county executive will publish his CIP recommendations for all County agencies by mid-January 2020 for Montgomery County Council discussion and action. The Montgomery County Council will hold hearings in early February 2020, conduct work sessions in March and April 2020, and adopt the FY 2021 Capital Budget and the FY 2021–2026 CIP in late May 2020. I look forward to partnering with you during this process to secure the necessary funding for our Capital Improvements Program.

In collaboration with parents, guardians, community members, and business leaders, we will continue to work for the improvement of public school facilities in Montgomery County.

Sincerely,



Jack R. Smith, Ph.D.
Superintendent of Schools

JRS:AMZ:ak

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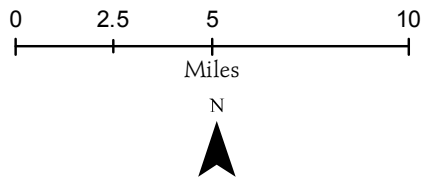
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Cluster Service Areas 2019-2020



Introduction

In November 1996, the voters of Montgomery County approved by referendum an amendment to the County Charter that changed the County Council's review and approval cycle of the six-year Capital Improvements Program (CIP) from an annual to biennial cycle. The referendum specified that in odd-numbered fiscal years (on-years), the County Council would conduct a full review of the six-year CIP and in even-numbered fiscal years (off-years), the County Council only would consider amendments to the adopted CIP. The FY 2021–2026 CIP falls in an odd-numbered fiscal year and will receive a full review by the County Council. The *FY 2021 Capital Budget and FY 2021–2026 CIP* provides the recommended appropriation authority for funds needed to implement CIP projects during FY 2021, and the expenditure schedule for the FY 2021–2026 CIP.

This document contains the following sections:

Chapter 1, “*The Superintendent’s Recommended FY 2021 Capital Budget and the FY 2021–2026 Capital Improvements Program (CIP)*,” is a review of the major factors that have influenced the development of recommended projects in the FY 2021 Capital Budget and the FY 2021–2026 CIP. This chapter includes a table summarizing the recommended FY 2021–2026 CIP.

Chapter 2, “The Planning Environment,” describes the demographic, economic, and enrollment trends in Montgomery County that form the context for reviewing facility plans and addressing system needs.

Chapter 3, “Facility Planning Objectives,” outlines six facility planning objectives that guide the school system as it moves to accommodate enrollment growth and program changes. The objectives are discussed and placed in the context of the adopted CIP actions.

Chapter 4, “Recommended Actions and Planning Issues,” is arranged by high school cluster and high school consortium. This chapter provides maps depicting school boundaries and locations, a bar graph that indicates school utilization within each cluster, tables with enrollment projections, school demographic profiles, building room use, capacity data, and other facility information. Planning issues are identified and adopted actions are discussed.

Chapter 5, “Countywide Projects,” provides a brief summary description of the CIP projects that are programmed to meet the needs of schools across the county. These projects (countywide projects) involve multi-year plans with different schools scheduled each year.

Several appendices, at the end of the document, contain information on a variety of topics including enrollment, state-rated capacities, Board of Education policies, project schedules, available school sites, closed schools and their current uses, and relocatable classroom placements, and color maps for each cluster. Also included are maps for identifying Board of Education, council manic, and legislative election districts. It is important to note that this is a planning document for the school system as a whole and that while cluster organization is used for presentation of information, planning decisions often cross cluster boundaries to meet program and facility needs for students.

Chapter 1

The Superintendent's Recommended FY 2021 Capital Budget and the FY 2021–2026 Capital Improvements Program

The Biennial CIP Process

In November 1996 the Montgomery County charter was amended by referendum to require a biennial, rather than annual, Capital Improvements Program (CIP) review and approval process. The total six-year CIP is now reviewed and approved for each odd-numbered fiscal year. For even-numbered fiscal years, only amendments are considered where changes are needed in the second year of the six-year CIP. Fiscal Year (FY) 2021 is an odd-numbered fiscal year and, therefore, all CIP projects will be considered with a full review by the county executive and the County Council.

Overview

The Board of Education's Requested FY 2020 Capital Budget and Amendments to the FY 2019–2024 Capital Improvements Program totaled \$1.823 billion, an increase of \$45.62 million more than the approved six-year CIP. The amended CIP included a requested FY 2020 expenditure of \$332.33 million, an increase of \$23.97 million more than the approved FY 2020 expenditure of \$308.36 million. The County Council adopted FY 2020 Capital Budget and Amendments to the FY 2019–2024 Capital Improvements Program for MCPS totaled \$1.744 billion for the amended six-year period, a decrease of \$79.1 million from the Board of Education's request.

The adopted CIP included funding for the planning, design, and/or construction of 21 elementary school capacity projects, 6 middle school capacity projects, and 6 high school capacity projects. It also included funding for six revitalization/expansion projects and many countywide systemic projects that address systemwide needs of our aging facilities. Finally, the adopted CIP included three "placeholder" projects to avoid residential development moratorium in certain neighborhoods—two at the elementary school level in the Bethesda-Chevy Chase Cluster and one at the middle school level in the Northeast Consortium.

The Superintendent's Recommended Capital Improvements Program

This document contains the recommended FY 2021 Capital Budget appropriation amounts and the FY 2021–2026 CIP expenditure schedules proposed by the superintendent of schools for consideration and action by the Montgomery County Board of Education.

On October 1, 2019, the Montgomery County Council adopted the Spending Affordability Guidelines (SAG) for the FY 2021 Capital Budget and the FY 2021–2026 CIP for General Obligation (GO) bonds used to fund a significant portion of the county's CIP. The adopted SAG reduces GO bonds over the six-year period by \$90 million. This reduction will have a significant impact on the level of GO bonds available to MCPS.

The Superintendent's Recommended FY 2021 Capital Budget and the FY 2021–2026 Capital Improvements Program totals \$1.818 billion, an increase of \$74.2 million over the approved CIP. Many schools are significantly overutilized and beyond their life-cycle and capital projects are necessary learning to provide the learning environment for students and staff deserve. This recommended CIP will address the growing need for classroom space through additions and new schools, and will focus on our aging facilities and infrastructure through the many countywide systemic projects.

The recommended FY 2021–2026 CIP includes six previously approved elementary school addition projects, as well as three new projects—Bethesda Elementary School addition, William Tyler Page Elementary School addition, and Westbrook Elementary School addition. It also includes two previously approved new elementary schools, as well as one newly recommended elementary school, with expenditures in the out-years of the CIP, to address the overutilization in the Bethesda-Chevy Chase and Walter Johnson clusters. The recommended FY 2021–2026 CIP also includes previously approved planning funds for three elementary school addition projects and, once planning is complete, construction funds will be considered in a future CIP.

Piney Branch Elementary School, one of the previously approved addition projects, is a complex construction project due to site constraints and the need for a comprehensive facility upgrade. Therefore, the recommended FY 2021–2026 CIP removes the approved expenditures for this addition project and, instead, identifies Piney Branch Elementary School as part of the next set of schools in the Major Capital Projects project. This recommendation will allow for a comprehensive upgrade of the building systems and, at the same time, provide the capacity needed for this school.

Cresthaven and Roscoe R. Nix elementary schools have approved addition projects to address the overutilization at JoAnn Leleck Elementary School at Broad Acres, with enrollment projections reaching 900 students by the end of the six-year period. As a result of construction costs escalating in recent months, along with some site challenges uncovered during the planning phase of these projects, the estimated costs for these two projects have significantly increased from the approved CIP. Therefore, the recommended CIP reflects the additional funding needed for these two projects. However, the recommendation also is to reevaluate the approved additions at Cresthaven and Roscoe R. Nix elementary schools and engage the school communities to discuss possible options to address the overutilization at JoAnn Leleck Elementary School at Broad Acres.

Finally, at the elementary school level, the revitalization/expansion project for the collocation of Maryvale Elementary School and Carl Sandburg Learning Center is under construction with a completion date of September 2020. As part of the construction project, a classroom shell was included on the second floor of the Carl Sandburg Learning Center portion of the collocation building. The recommended CIP is to build out the classroom shell. The revitalization/expansion does not include funding for this build-out, therefore, the recommended FY 2021–2026 CIP includes \$4.4 million for the classroom shell construction to be completed during the 2023–2024 school year.

At the middle school level, the recommendation includes five previously approved addition projects to address overutilization at these schools. The addition project for Silver Spring International Middle School is recommended with a one-year delay to reevaluate the proposed scope of work along with the implementation and phasing of the proposed project. Also, the original scope for Col. E. Brooke Lee Middle School addition project was expanded to include a complete replacement of the building, taking two years to construct, and therefore, the completion date will be September 2022.

Finally, at the high school level, the recommendation includes two previously approved addition projects, one previously approved addition/facility upgrade, and the opening and reopening of two new high schools. Three of the five high school projects will be built for 2,700 students in order to address the overutilization at adjacent high schools. In total, the *Superintendent's Recommended FY 2021 Capital Budget and FY 2021–2026 Capital Improvements Program* includes 25 capacity projects to address the space deficits systemwide.

MCPS has 65 elementary schools that have locally funded Prekindergarten and/or federally funded Head Start classes. These programs provide opportunities for children to build school readiness skills by increasing social interactions, building oral language skills, and fostering vocabulary development. The school system also has one regional early childhood center located in Silver Spring. To expand these opportunities, the recommended FY 2021–2026 CIP includes funding to construct an early childhood center at Watkins Mill High School, with a completion date of September 2022.

The approved Capital Improvements Program included \$114.9 million for the Major Capital Projects project. As part of the *FY 2020 Capital Budget and Amendments to the FY 2019–2024 CIP*, nine schools were identified as the first set of schools that require major capital work due to both facility condition elements and capacity and/or programmatic elements. As part of the recommended FY 2021–2026 CIP, the nine schools—Burnt Mills, South Lake, Woodlin, and Stonegate elementary schools; Neelsville Middle School; and Poolesville, Damascus, Thomas S. Wootton, and Col. Zadok Magruder high schools—all have scheduled completion dates. For the recommended FY 2021–2026 CIP, the Major Capital Projects project is divided between the elementary and secondary schools; therefore, all the elementary schools shown above are included in the *Major Capital Projects–Elementary* and the middle school and high schools are included in the *Major Capital Projects–Secondary*. The *Superintendent's Recommended FY 2021 Capital Budget and FY 2021–2026 Capital Improvements Program* includes \$143.9 million for the four elementary schools and \$253.7 million for the one middle school and four high schools, for a total of \$397.6 million in the six-year CIP. Additional information regarding the scope and completion dates for these nine projects can be found in *Supplement C–FY 2021–2026 Major Capital Projects Update* at the following link: www.montgomeryschoolsmd.org/departments/planning/cipmaster.aspx.

In addition to the nine schools identified above, the recommended CIP identifies two schools as the next set of schools to be included in the Major Capital Projects project—Piney Branch Elementary School, noted above, and Eastern Middle School. The recommended FY 2021–2026 CIP does not include any expenditures for these two projects, however, future expenditures will be considered as part of the next full CIP cycle.

With respect to countywide projects, the *Superintendent's Recommended FY 2021 Capital Budget and the FY 2021–2026 Capital Improvements Program* will address systemwide needs by increasing systemic projects, such as Roof Replacement, and Planned Life-cycle Asset Replacement. One countywide project—Heating, Ventilation, and Air Conditioning (HVAC) Replacement—is substantially increased to address the backlog of HVAC projects.

There are two boundary study supplements to the *Superintendent's Recommended FY 2021 Capital Budget and FY 2021–2026 Capital Improvements Program*:

- Supplement A—*The Superintendent's Recommendation on the Boundary Study for the Clarksburg, Northwest, and Seneca Valley Clusters*, located at the following link: www.montgomeryschoolsmd.org/departments/planning/cip-master.aspx
- Supplement B—*The Superintendent's Recommendation on the Boundary Study for Forest Knolls, Montgomery Knolls, and Pine Crest Elementary Schools*, located at the following link: www.montgomeryschoolsmd.org/departments/planning/cipmaster.aspx

The summary table at the end of this chapter, titled “*Superintendent's Recommended FY 2021 Capital Budget and the FY 2021–2026 Capital Improvements Program*,” (page 1-6) summarizes the superintendent's recommendation for all projects. The first column in the table shows the projects grouped by high school cluster. The second column shows the County Council adopted action and the third column shows the superintendent's recommendation for the FY 2021–2026 CIP. It is important to note that many previously approved projects will be blank since they can proceed on their currently approved schedules. The last column shows the anticipated completion date for each project.

The next summary table includes all of the countywide projects approved by the County Council in the Amended FY 2019–2024 CIP and the superintendent's recommendation for the FY 2021–2026 CIP for these projects. (page 1-10). The final two tables contain summary information regarding the appropriation and expenditure schedule for the Recommended FY 2021 Capital Budget and the FY 2021–2026 CIP (page 1-11) and the FY 2021 State CIP funding request for MCPS (page 1-12).

It is important to note that an appropriation differs from an expenditure. Once approved by the County Council, an appropriation gives MCPS the authority to encumber and spend money within a specified dollar limit for a project. If a project extends beyond one fiscal year, a majority of the cost of the project would need to be appropriated in order to award the construction contract. An expenditure, on the other hand, is a multi-year spending plan in the CIP that shows when county resources are expected to be spent over the six-year period.

Funding the Capital Improvements Program

The CIP is funded mainly from four types of revenue sources—county General Obligation (GO) bonds, state aid, current revenue, and Recordation and School Impact taxes. The amount of GO bond funding available for all county CIP projects is governed by Spending Affordability Guidelines (SAG) limits set by the County Council before CIP submissions are prepared. The amount of state aid available is governed by the rules, regulations, and procedures established by the state of Maryland Interagency Commission on School Construction (IAC) and by the amount of state revenues available to

support the state school construction program. The amount of current revenue available to fund CIP projects is governed by county tax revenues and the need to balance capital and operating budget requests. The amount of Recordation and School Impact taxes is governed by the amount collected by the county from the sale and refinancing of existing homes and, the construction of new residential development. All four types of revenue sources are discussed below.

Fiscal Years	Spending Affordability Guidelines
FY 2007–2012	\$1.44 billion
FY 2007–2012 Amended	\$1.65 billion*
FY 2009–2014	\$1.8 billion
FY 2009–2014 Amended	\$1.84 billion
FY 2011–2016 CIP	\$1.95 billion
FY 2011–2016 Amended	\$1.91 billion*
FY 2013–2018 CIP	\$1.77 billion
FY 2013–2018 Amended	\$1.77 billion*
FY 2015–2020 CIP	\$1.947 billion
FY 2015–2020 Amended	\$1.999 billion*
FY 2017–2022 CIP	\$2.040 billion
FY 2017–2022 Amended	\$2.04 billion*
FY 2019–2024 CIP	\$1.86 billion
FY 2019–2024 Amended	\$1.86 billion*
FY 2021–2026 CIP	\$1.77 billion

*Limits set during biennial process

General Obligation (GO) Bonds and Spending Affordability Guidelines (SAG)

In each fiscal year, the County Council must set Spending Affordability Guidelines (SAG) for the level of bonded debt it believes the county can afford. The guidelines are set following an analysis of fiscal consideration that shape the county's economic health. It is not intended that the County Council consider the extent of the capital needs of the different county agencies at the time it adopts the SAG limits.

As the table above indicates, since FY 2007, the County Council has steadily increased the SAG limits. However, for FY 2012, an off-year of the CIP, the County Council, in February 2011 decreased the SAG limit by \$5 million in both FY 2011 and FY 2012 and decreased the six-year total to \$1.92 billion, a total reduction of \$30 million. This was the first time in nearly 20 years that the six-year total for SAG was reduced. During the County Council's reconciliation process in May 2011, the \$320 million programmed for FY 2012 was reduced to \$310 million resulting in a six-year total of \$1.91 billion.

For FY 2013, the County Council, in October 2011, set the capital budget SAG limits at \$295 million for both FY 2013 and FY 2014, with a six-year total of \$1.77 billion, a decrease of \$140 million from the previously approved SAG limit. The County Council reviewed the SAG limit in February 2012 and upheld the SAG limit that was set in October 2011—\$295 million per year and a six-year total of \$1.77 billion. For FY 2014, an off-year of the CIP, the County Council, in February 2013, maintained the SAG limit that was approved in FY 2013.

For FY 2015, the County Council, in October 2013, set the capital budget SAG limits at \$295 million for both FY 2015 and FY 2016, with a six-year total of \$1.77 billion, the same totals for the last two budget cycles. The County Council reviewed the SAG limit in February 2014 and raised the limit to \$324.5 million for FY 2015 and FY 2016 and a six-year total of \$1.947 billion. In February 2015, an off-year of the CIP, the County Council reviewed the SAG limit and increased it to \$1.999 billion, \$52 million more than the approved level.

For FY 2017, the County Council, in October 2015, set the capital budget SAG limits at \$340 million for both FY 2017 and FY 2018, with a six-year total of \$2.040 billion, an increase of \$41 million from the previously approved SAG limit. The County Council reviewed the SAG limit in February 2017 and upheld the SAG limit that was set in September 2015—\$340 million in FY 2017 and FY 2018, with a six-year total of \$2.040 billion. For FY 2019, in October 2017, the County Council set the capital budget SAG limits at \$330 million for FY 2019 and \$320 million in FY 2020, with a six-year total of \$1.860 billion, a decrease of \$180 million over the six-year period. The County Council reviewed the SAG limit in February 2018 and upheld the SAG limit that was set in September 2017.

For FY 2020, in February 2019, the County Council reviewed the SAG limit and upheld the limit of \$1.86 billion for the six-year period that was set in February 2018. FY 2021, In October 2019, the County Council set the capital budget SAG limits at \$320 million for FY 2021 and \$310 million for FY 2022, with a six-year total of \$1.77 billion, a decrease of \$90 million over the six-year period.

Recordation Tax and School Impact Tax

The two bills approved by the County Council in the spring of 2004, Bill 24–03, Recordation Tax—Use of Funds, and Bill 9–03, Development Impact Tax—School Facilities, dedicated and created significant current revenue sources to supplement the GO bond funding of the CIP. Bill 24–03, Recordation Tax—Use of Funds, dedicated the increase in the Recordation Tax adopted in 2002 for use in funding both GO bond eligible and current revenue funded projects in the CIP. Bill 9–03, Development Impact Tax—School Facilities, generates funds used for bond eligible projects that increase school capacity through new schools, additions to schools, or the portion of revitalizations/expansion projects to schools that add capacity. Both of these bills are important because they will continue to provide significant current revenues in addition to GO bonds that will support the MCPS CIP.

State Funding

In the first 22 years of the State Public School Construction Program, from FY 1973 to FY 1994, the amount of state funding received by MCPS averaged \$13.7 million per year. In FY 1995 and FY 1996, the state funded approximately \$20 million per year, and in FY 1997, the state allocated \$36 million for Montgomery County. Using the \$36 million level of state funding as a benchmark, the County Council increased the levels of state aid assumed in the CIP. County efforts were again successful in FY 1998 and MCPS was allocated \$38 million in state aid for school construction projects. The county was even more successful in FY 1999, FY 2000, and FY 2001 with \$50 million, \$50.2 million, and \$51.2 million being allocated, respectively. The following table shows the amount of state aid received each fiscal year since FY 2003.

For FY 2013, the state aid request was \$184.5 million. Of the \$184.5 million request, the FY 2013 state aid approved for MCPS was \$43.1 million, approximately \$141.4 million less than the amount requested, but approximately \$3 million more than the \$40 million assumed for FY 2013 in the FY 2013–2018 CIP. For FY 2014, the state aid request was \$149.3 million. Of the \$149.3 million request, the FY 2014 state aid approved for MCPS was \$35.09 million, approximately \$114.2 million less than the amount requested, and \$4.9 million less than the \$40 million assumed for FY 2014. For FY 2015, the state aid approved for MCPS was \$39.95 million, approximately \$122.95 million less than the amount requested, and \$50,000 less than the \$40 million assumed for FY 2015.

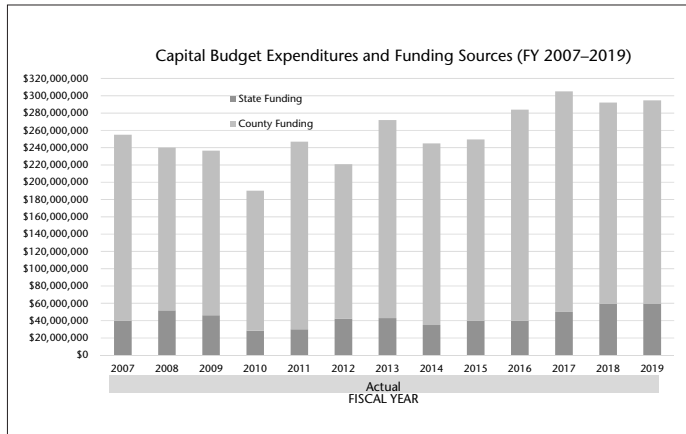
For FY 2016, the state aid request was \$147.99 million. The FY 2016 annual state aid approved for MCPS was \$39.84 million, approximately \$108.15 million less than the amount requested. MCPS also received an additional \$5.9 million in state aid for school construction projects due to the passage of the Capital Grant Program for Local School Systems with Significant Enrollment Growth or Relocatable Classrooms (EGRC) legislation approved by the Maryland General Assembly in April 2015. For FY 2017, the annual state aid approved for MCPS was \$38.4 million from the annual statewide allocation and \$11.7 million through the approved EGRC legislation for a total FY 2017 state aid allocation of \$50.1 million. For FY 2018, the state aid approved for MCPS was \$37.4 million from the annual statewide allocation and \$21.8 million through the EGRC legislation for a total FY 2018 state aid allocation of \$59.2 million. For FY 2019, the revised state aid request was \$118.2. The state aid approved for MCPS was \$33.8 million from the annual statewide allocation and \$25.9 million through the EGRC legislation for a total FY 2019 state aid allocation of \$59.7 million.

For FY 2020, the state aid request was \$113.8 million. The state aid approved for MCPS was \$32.8 million from the annual statewide allocation and \$25.9 million through the approved EGRC legislation for a total FY 2020 state aid allocation of \$58.7 million, \$55.1 million less than the amount requested. For FY 2021, the state aid request was \$110.4 million. Of the request, \$15.9 million is for the balance of funding for one project; \$6.2 million is for 12 systemic roofing and HVAC

projects; \$14.5 million is for construction funding for one project; and \$73.8 million is for 11 projects that require state planning approval in addition to construction funding.

Current Revenue

There are some projects that are not bond eligible because the service or improvement covered by the project does not have a life expectancy that would be equal to or exceed the typical 20-year life of the bond funding the project. These projects must be funded with current revenue. There are three such projects in the MCPS CIP—Relocatable Classrooms, Technology Modernization, and Facility Planning. The same general current receipts are used to fund the county operating budget.



The amount of state funding received for a capital project is approximately 15–25 percent of the total cost. The amount varies due to the state formulas used to calculate “eligible” expenditures. The use of the word “eligible” here refers to expenditures the state will reimburse based on state capacity and square foot formulas. The state does not consider what is required to fund a construction project completely. For example, design fees, land acquisition, furniture and equipment, and classroom and support space needs beyond the state square foot formula are not considered eligible for state funding. All of these costs must be borne locally. In addition, the state discounts its contributions to local school systems based on the wealth of each jurisdiction. In the case of Montgomery County, the state will pay only 50 percent of eligible state expenses for MCPS projects.

Capital Budget and Operating Budget Relationship

The relationship between the capital and the operating budgets is a critical consideration in the overall fiscal picture for MCPS. The capital budget affects the operating budget in three ways. First, GO bond debt, required for capital projects, creates the need to fund debt service payments in the Montgomery County Government operating budget. The County Council considers this operating budget impact when it approves Spending Affordability Guidelines. Second, a portion of the capital budget request is funded through general current revenue receipts, drawing money from the same sources that fund the operating budget. Finally, decisions in the capital budget to build a new school or add to an existing school create operating budget impacts through additional costs for staff, utilities, and other services. Although the budget process separates the capital and operating budgets by creating different time lines for decision-making, checks and balances have been incorporated into the review process to ensure compliance with Spending Affordability Guidelines.

The Relationship between State and Local Funding

Many countywide projects in the CIP are not eligible for state funding. Federal mandates, such as projects to comply with the Americans with Disabilities Act, the Clean Air Act, the Asbestos Hazard Emergency Response Act, and Environmental Protection Agency regulations on fuel tank management are not eligible for state funding. Neither are expenditures for land acquisition, fire safety code upgrades, improved access to schools, school security systems, and technology modernization.

Superintendent's Recommended 2021 Capital Budget
and the FY 2021–2026 Capital Improvements Program
Summary Table¹

Individual Projects	County Council Adopted Action May 2019	Superintendent Recommendation	Anticipated Completion Date
Bethesda-Chevy Chase Cluster			
Bethesda ES Addition		Recommend FY 2021 appropriation for planning funds.	9/23
Bethesda-Chevy Chase/Walter Johnson Cluster ES			TBD
Westbrook ES Addition		Recommend FY 2021 appropriation for planning funds.	9/21
Winston Churchill Cluster			
Winston Churchill HS Addition		Recommend FY 2021 appropriation for facility planning.	TBD
Potomac ES Revitalization/Expansion			9/20
Clarksburg Cluster			
Neelsville MS—Major Capital Project	Approved FY 2020 appropriations for planning funds.	Recommend FY 2021 appropriation for planning funds.	9/24
Clarksburg Cluster ES #9 (New)	Approved FY 2020 appropriations for planning funds.	Recommend FY 2021 appropriation for construction funds.	9/22
Damascus Cluster			
Damascus HS—Major Capital Project	Approved FY 2020 appropriation for planning funds.		9/25
John T. Baker MS Addition	Approved FY 2020 appropriation for facility planning.		TBD
Downcounty Consortium			
John F. Kennedy HS Addition	Approved FY 2020 appropriation for construction funds.	Recommend FY 2021 appropriation for balance of funding.	9/22
Northwood HS Addition/Facility Upgrade			9/25
Charles W. Woodward High School Reopening			9/25
Argyle MS Addition		Recommend FY 2021 appropriation for facility planning.	TBD
Col. E. Brooke Lee MS Replacement	Approved FY 2020 appropriation for construction funds.	Recommend FY 2021 appropriation for construction funds.	9/22
A. Mario Loiederman Performing Arts Program	Approved FY 2020 appropriation for construction funds.	Recommend FY 2021 appropriation for construction funds.	SY 20–21
Parkland MS Addition	Approved one-year delay for planning funds.	Recommend FY 2021 appropriation for planning funds.	9/23
Silver Spring International MS/Sligo Creek ES Addition	Approved FY 2020 appropriation for construction funds.	Recommend one-year delay.	9/23
Takoma Park MS Addition	Approved FY 2020 appropriation for balance of funding.		9/20
Highland View ES Addition	Approved FY 2020 appropriation for planning funds.		TBD

¹ Bold indicates new project to adopted CIP. Blank indicates no change from the approved project.

Individual Projects	County Council Adopted Action May 2019	Superintendent Recommendation	Anticipated Completion Date
Downcounty Consortium			
Montgomery Knolls ES Addition (for Forest Knolls ES)	Approved FY 2020 appropriation for balance of funding.	Recommend FY 2021 appropriation for balance of funding.	9/20
Oak View ES Addition	Approved FY 2020 appropriation for facility planning.		TBD
Pine Crest ES Addition (for Forest Knolls ES)	Approved FY 2020 appropriation for balance of funding.		9/20
Piney Branch ES Addition	Approved FY 2020 appropriation for construction funds.	Recommend removal of expenditures.	TBD
Woodlin ES— Major Capital Project		Recommend FY 2021 appropriation for planning funds.	9/23
Gaithersburg Cluster			
Crown HS (New)	Approved FY 2020 appropriation for planning funds.		9/25
Gaithersburg Cluster ES #8		Recommend FY 2021 appropriation for construction funds.	9/22
Walter Johnson Cluster			
Charles W. Woodward High School Reopening			9/25
Tilden MS Revitalization/Expansion			9/20
Bethesda-Chevy Chase/Walter Johnson Cluster ES			TBD
Luxmanor ES Revitalization/Expansion			9/20
Col. Zadok Magruder Cluster			
Col. Zadok Magruder HS—Major Capital Project	Approved FY 2020 appropriation for planning funds.		9/27
Mill Creek Towne ES Addition		Recommend FY 2021 appropriation for facility planning.	TBD
Judith A. Resnik ES Addition			TBD
Richard Montgomery Cluster			
Crown HS (New)	Approved FY 2020 appropriation for planning funds.		9/25
Northeast Consortium			
Francis Scott Key MS Addition	Approved FY 2020 appropriation for facility planning.		TBD
Burnt Mills ES—Major Capital Project	Approved FY 2020 appropriation for planning funds.	Recommend FY 2021 appropriation for planning funds.	9/23
Cloverly ES Addition	Approved FY 2020 appropriation for facility planning.		TBD
Cresthaven ES Addition (for JoAnn Leleck ES at Broad Acres)	Approved FY 2020 appropriation for planning funds.	Recommend FY 2021 appropriation for construction funds.	9/22

¹ Bold indicates new project to adopted CIP. Blank indicates no change from the approved project.

Individual Projects	County Council Adopted Action May 2019	Superintendent Recommendation	Anticipated Completion Date
Northeast Consortium			
Roscoe R. Nix ES (for JoAnn Leleck ES at Broad Acres)	Approved FY 2020 appropriation for planning funds.	Recommend FY 2021 appropriation for construction funds.	9/22
William Tyler Page ES Addition	Approved FY 2020 appropriation for facility planning.	Recommend FY 2021 appropriation for planning funds.	9/23
Stonegate ES—Major Capital Project	Approved FY 2020 appropriation for planning funds.	Recommend FY 2021 appropriation for planning funds.	1/24
Northwest Cluster			
Crown HS (New)	Approved FY 2020 appropriation for planning funds.		9/25
Clopper Mill ES Addition	Approved FY 2020 appropriation for facility planning.		TBD
Ronald McNair ES Addition	Approved one-year delay for planning funds.	Recommend FY 2021 appropriation for planning funds.	9/23
Poolesville Cluster			
Poolesville HS—Major Capital Project	Approved FY 2020 appropriation for planning funds.	Recommend FY 2021 appropriation for planning funds.	9/24
Quince Orchard Cluster			
Crown HS (New)	Approved FY 2020 appropriation for planning funds.		9/25
Rachel Carson ES (DuFief ES Addition/Facility Upgrade)		Recommend FY 2021 appropriation for construction funds.	9/22
Thurgood Marshall ES Addition	Approved FY 2020 appropriation for planning funds.		TBD
Rockville Cluster			
Maryvale ES Revitalization/Expansion		Recommend FY 2021 appropriation for planning/construction funding for shell build-out.	9/20 Building 2023-24 SY Shell build-out
Seneca Valley Cluster			
Seneca Valley HS Revitalization/Expansion	Approved FY 2020 appropriation for construction funds.		9/20 Building 9/21 Site
Lake Seneca ES Addition	Approved FY 2020 appropriation for planning funds.		TBD
Sherwood Cluster			
Watkins Mill Cluster			
Neelsville MS—Major Capital Project	Approved FY 2020 appropriation for planning funds.	Recommend FY 2021 appropriation for planning funds.	9/24
South Lake ES—Major Capital Project	Approved FY 2020 appropriation for planning funds.	Recommend FY 2021 appropriation for planning funds.	9/23

¹ Bold indicates new project to adopted CIP. Blank indicates no change from the approved project.

Individual Projects	County Council Adopted Action May 2019	Superintendent Recommendation	Anticipated Completion Date
Walt Whitman Cluster			
Whitman HS Addition	Approved FY 2020 appropriation for construction funds.	Recommend FY 2021 appropriation for balance of funding.	9/21
Thomas S. Pyle MS Addition	Approved FY 2020 appropriation for balance of funding.		9/20
Thomas S. Wootton Cluster			
Crown HS (New)	Approved FY 2020 appropriation for planning funds.		9/25
Thomas S. Wootton HS—Major Capital Projects	Approved FY 2020 appropriation for planning funds.		9/26
DuFief ES Addition/Facility Upgrade (for Rachel Carson ES)		Recommend FY 2021 appropriation for construction funds.	9/22
Other Educational Facilities			
Blair G. Ewing Center Relocation	Approved removal of construction funding.		TBD
Rock Terrace School Revitalization/Expansion (collocation with Tilden MS)			9/20
Carl Sandburg Revitalization/Expansion (collocation with Maryvale ES)		Recommend FY 2021 appropriation for planning/construction funding for shell build-out.	9/20 Building 2023-24 SY Shell build-out

¹ Bold indicates new project to adopted CIP. Blank indicates no change from the approved project.

Superintendent's Recommended FY 2021 Capital Budget
and the FY 2021–2026 Capital Improvements Program
Summary Table¹

Countywide Projects	County Council Adopted Action May 2019	Superintendent Recommendation	Anticipated Completion Date
ADA Compliance	Approved FY 2020 appropriation to continue this project.	Recommend FY 2021 appropriation to continue this project.	Ongoing
Asbestos Abatement and Hazardous Materials Remediation	Approved FY 2020 appropriation to continue this project.	Recommend FY 2021 appropriation to continue this project.	Ongoing
Building Modifications and Program Improvements	Approved FY 2020 appropriation to continue this project.	Recommend FY 2021 appropriation to continue this project.	Ongoing
Current Revitalizations/Expansions	Approved FY 2019 appropriation for construction funding for one project.	Recommend FY 2021 appropriation to continue this project.	Ongoing
Design and Construction Management	Approved FY 2020 appropriation to continue this project.	Recommend FY 2021 appropriation to continue this project.	Ongoing
Facility Planning	Approved FY 2020 appropriation above approved level for this project.	Recommend FY 2021 appropriation to continue this project.	Ongoing
Fire Safety Code Upgrades	Approved FY 2020 appropriation to continue this project.	Recommend FY 2021 appropriation to continue this project.	Ongoing
HVAC Replacement/IAQ Projects	Approved FY 2020 appropriation to continue this project.	Recommend FY 2021 appropriation to continue this project.	Ongoing
Improved (SAFE) Access to Schools	Approved FY 2020 appropriation to continue this project.	Recommend FY 2021 appropriation to continue this project.	Ongoing
Major Capital Projects— Elementary	Approved FY 2020 appropriation for planning funds.	Recommend FY 2021 appropriation to continue this project.	Ongoing
Major Capital Projects— Secondary	Approved FY 2020 appropriation for planning funds.	Recommend FY 2021 appropriation to continue this project.	Ongoing
Outdoor Play Space Maintenance Project	Approved FY 2020 appropriation at same level as adopted CIP.	Recommend FY 2021 appropriation to continue this project.	Ongoing
Planned Life Cycle Asset Replacement (PLAR)	Approved FY 2020 appropriation above approved level to continue this project.	Recommend FY 2021 appropriation to continue this project.	Ongoing
Relocatable Classrooms	Approved FY 2019 supplemental appropriation for this project.	Recommend FY 2021 appropriation to continue this project.	Ongoing
Restroom Renovations	Approved FY 2020 appropriation above approved level to continue this project.	Recommend FY 2021 appropriation to continue this project.	Ongoing
Roof Replacement/Moisture Protection Projects	Approved FY 2020 appropriation to continue this project.	Recommend FY 2021 appropriation to continue this project.	Ongoing
School Security	Approved FY 2020 appropriation above approved level for this project.		Ongoing
Stormwater Discharge and Water Quality Management	Approved FY 2020 appropriation to continue this project.	Recommend FY 2021 appropriation to continue this project.	Ongoing
Technology Modernization	Approved FY 2020 appropriation to continue this project.	Recommend FY 2021 appropriation to continue this project.	Ongoing

¹ Bold indicates new project to adopted CIP. Blank indicates no change from the approved project.

Superintendent's Recommended FY 2021 Capital Budget
and the FY 2021-2026 Capital Improvements Program
(figures in thousands)

Project	FY 2021 Approp.	Total	Thru FY 2019	Remaining FY 2020	Total Six-Years	FY 2021	FY 2022	FY 2023	FY 2024	FY 2025	FY 2026	Beyond
Individual School Projects												
Bethesda ES Addition	1,200	16,708			16,708	612	5,947	6,275	3,874			
Bethesda-Chevy Chase/Walter Johnson Clusters ES (New)		1,195			1,195					650	545	
Clarksburg Cluster ES #9 (New)	34,180	38,486		1,192	37,294	5,156	19,864	12,274				
Cresthaven ES Addition (for JoAnn Leleck ES@Broad Acres)	10,777	11,966		339	11,627	2,829	4,054	4,744				
Crown HS (New)		136,302		1,522	134,780	3,892	5,939	20,245	59,244	30,460	15,000	
DuFief ES Addition/Facility Upgrade	33,793	38,028	650	532	36,846	4,234	18,625	13,987				
Gaithersburg Cluster ES #8	29,891	39,000	5,082	2,552	31,366	9,744	8,702	12,920				
Highland View ES Addition		775		301	474	289	185					
John F. Kennedy HS Addition	6,910	26,578	1,610	2,217	22,751	4,000	5,978	12,773				
Lake Seneca ES Addition		875		401	474	314	160					
Col. E. Brooke Lee MS Replacement	5,000	62,864	1,568	14,525	46,771	13,827	17,944	15,000				
Ronald McNair ES Addition	1,024	11,403			11,403	512	4,848	2,252	3,791			
Thurgood Marshall ES Addition		630		310	320	225	95					
Montgomery Knolls ES Addition (for Forest Knolls ES)	4,000	10,605	2,234	2,927	5,444	5,444						
Roscoe Nix ES Addition (for JoAnn Leleck ES @ Broad Acres)	15,440	16,372		236	16,136	3,781	7,106	5,249				
Northwood HS Addition/Facility Upgrade		138,356	2,949	2,069	133,338	2,068	11,922	35,119	52,444	28,531	3,254	
William Tyler Page ES Addition	1,715	20,614			20,614	2,247	2,460	9,347	6,560			
Parkland MS Addition	1,240	14,638			14,638	496	3,032	8,323	2,787			
Pine Crest ES Addition (for Forest Knolls ES)		8,623	4,055	3,942	626	626						
Piney Branch ES Addition	-4,211	0			0							
Thomas W. Pyle MS Addition		25,114	2,341	5,566	17,207	10,457	6,750					
Silver Spring International MS Addition		35,140	930	4,210	30,000		8,346	10,654	11,000			
Takoma Park MS Addition		25,186	2,690	13,289	9,207	9,207						
Watkins Mill HS (Early Childhood Center)	1,220	13,500			13,500	2,000	6,500	5,000				
Westbrook ES Addition	4,181	4,391			4,391	376	2,569	1,446				
Walt Whitman HS Addition	4,218	30,577	2,998	7,067	20,512	9,980	10,532					
Woodward HS Reopening	88,690	128,235	3,063	2,197	122,975	46,239	32,508	25,836	6,392	9,532	2,468	
Countywide Projects												
ADA Compliance: MCPS	1,200	33,393	23,793	2,400	7,200	1,200	1,200	1,200	1,200	1,200	1,200	
Asbestos Abatement	1,145	22,390	13,230	2,290	6,870	1,145	1,145	1,145	1,145	1,145	1,145	
Building Modifications and Program Improvements	7,500	69,950	36,950	18,000	15,000	7,500	7,500					
Current Revitalizations/Expansions	4,400	729,530	382,638	219,431	127,461	91,561	35,900					
Design and Construction Management	4,900	95,175	55,975	9,800	29,400	4,900	4,900	4,900	4,900	4,900	4,900	
Facility Planning: MCPS	750	15,087	10,177	2,310	2,600	750	450	350	350	350	350	
Fire Safety Upgrades	817	28,751	22,215	1,634	4,902	817	817	817	817	817	817	
HVAC Replacement/IAQ Projects	25,000	238,629	72,629	51,000	115,000	25,000	25,000	17,500	17,500	15,000	15,000	
Improved (Safe) Access to Schools	2,000	20,610	13,196	3,414	4,000	2,000	2,000					
Major Capital Projects – Elementary	3,000	146,427	583	1,900	143,944	22,281	40,700	47,704	28,259	5,000		
Major Capital Projects – Secondary	9,353	336,401		2,647	253,754	8,981	18,040	39,505	81,587	73,141	32,500	80,000
Outdoor Play Space Maintenance	450	6,950	750	3,500	2,700	450	450	450	450	450	450	
Planned Life-Cycle Asset Replacement (PLAR)	15,185	184,047	97,586	19,351	67,110	15,185	15,185	10,185	10,185	8,185	8,185	
Relocatable Classrooms	6,000	74,061	48,307	9,754	16,000	6,000	5,000	5,000				
Restroom Renovations	3,000	44,775	16,275	10,500	18,000	3,000	3,000	3,000	3,000	3,000	3,000	
Roof Replacement/Moisture Protection Projects	12,000	127,586	44,086	23,500	60,000	12,000	12,000	10,000	10,000	8,000	8,000	
School Security		59,938	18,610	15,402	25,926	10,708	5,718	3,500	2,000	2,000	2,000	
Stormwater Discharge and Water Quality Management	616	12,860	7,932	1,232	3,696	616	616	616	616	616	616	
Technology Modernization	25,484	476,016	275,207	46,772	154,037	25,484	25,143	26,746	26,664	25,000	25,000	
Total Recommended CIP	362,068	3,498,737	1,170,309	510,231	1,818,197	378,133	388,830	374,062	334,765	217,977	124,430	80,000

FY 2021 State Capital Improvements Program for Montgomery County Public Schools

(figures in thousands)

Priority No.	PFA Y/N	Project	Total Estimated Cost	Non PSCP Funds	Prior IAC Funding Thru FY 2020	FY 2021 Request For Funding
		Balance of Funding (Forward-funded)				
1	Y	Tilden MS/Rock Terrace School Revitalization/Expansion	88,647	71,179	1,548	15,920
		Subtotal	88,647	71,179	1,548	15,920
		Systemic Projects				
2	Y	Kingsview MS Roof Replacement	3,472	2,605		867
3	Y	Quince Orchard HS HVAC Replacement	2,500	1,876		624
4	Y	Clarksburg ES HVAC Replacment	2,250	1,688		562
5	Y	Westland MS Roof Replacement	2,236	1,678		558
6	Y	Bethesda ES Roof Replacement	2,076	1,558		518
7	Y	Meadow Hall ES HVAC Replacement	2,000	1,501		499
8	Y	Ronald McNair ES HVAC Replacement	1,950	1,463		487
9	Y	John Poole MS Roof Replacement	1,917	1,438		479
10	Y	Brookhaven ES HVAC Replacement	1,900	1,426		474
11	Y	Argyle MS Roof Replacement	1,714	1,286		428
12	Y	Damascus ES Roof Replacement	1,420	1,067		353
13	Y	Lucy V. Barnsley ES Roof Replacment	1,228	921		307
		Subtotal	24,663	18,507	0	6,156
		Construction Funding (Forward-funded)				
14	Y	S. Christa McAuliffe ES Addition	11,386	9,276		2,110
15	Y	Maryvale ES/Carl Sandburg School Revitalization/Expansion (CSR)	62,054	49,618		12,436
		Subtotal	73,440	58,894	0	14,546
		Planning and Construction Request (Forward-funded)				
16/17	Y	Ashburton ES Addition	10,944	9,680		1,264
18/19	Y	Takoma Park MS Addition	25,186	19,612		4,957
20/21	Y	Pine Crest ES Addition	8,623	6,708		1,891
22/23	Y	Montgomery Knolls ES Addition	6,605	5,160		1,445
24/25	Y	Walt Whitman HS Addition	27,577	21,444		6,133
26/27	Y	Thomas W. Pyle MS Addition	25,114	20,015		5,099
28/29	Y	Piney Branch ES Addition	4,211	3,375		836
30/31	Y	Col. E. Brooke Lee MS Addition/Facility Upgrade	57,864	50,433		13,043
32/33	Y	Silver Spring International MS/Sligo Creek ES Addition	35,140	27,761		7,729
34/35	Y	John F. Kennedy HS Addition	20,578	16,107		4,471
36/37	Y	Charles W. Woodward HS Reopening	120,235	93,327		26,908
		Subtotal	342,077	273,622	0	73,776
		Planning Approval Request				
38	Y	Clarksburg Cluster ES #9	LP			LP
39	Y	Cresthaven ES Addition	LP			LP
40	Y	DuFief ES Addition/Facility Upgrades	LP			LP
41	Y	Gaithersburg Cluster ES #8	LP			LP
42	Y	Roscoe R. Nix ES Addition	LP			LP
43	Y	Woodlin ES Addition	LP			LP
44	Y	Northwood HS Addition/Facility Upgrades	LP			LP
		TOTAL	528,827	422,202	1,548	110,398

Chapter 2

The Planning Environment

Facility plans are developed in a dynamic planning environment, driven by steady school enrollment growth. Since the mid-1980s, when birth rates began to rise and reverse a so-called “baby-bust”, this growth has been accompanied by increased diversity, as seen in the wide range of cultures, languages, and racial and ethnic populations in our cosmopolitan county.

Enrollment growth since 2008 has been particularly strong. Enrollment this school year totaled 165,439 students, an increase of 2,759 students from the 2018–2019 school year. Enrollment grew by 23,662 students from the 2009–2010 to the 2019–2020 school year, an average of 2,366 students each year. Total school system enrollment is projected to increase to 171,319 students by the 2025–2026 school year. This represents a slowing of growth in part because of the continued decline in resident births, resulting in lower kindergarten classes and the ripple effect as they progress through the system each year.

This growth continues to create challenges for our school facilities and capital program. Funding for capital projects has not been sufficient to keep up with enrollment increases. The backlog of school capacity projects is compounded during each capital planning cycle as resident live births and migration to the county spur further enrollment growth.

Community Trends

Population

Montgomery County’s overall population is growing and diversifying. According to U.S. Census Bureau estimates, the County’s total population has increased by 185,469 people, or 21.2%, since 2000, from 873,341 to 1,058,810 people. A significant share of the County’s population increase has

resulted from resident live births outnumbering deaths by more than two to one. Since 2000, there have been 239,289 births compared to 101,157 deaths in the county, for a net natural population increase of 138,132 residents, accounting for 74.5% of the County’s overall population increase.

Migration patterns also are contributing to population growth. Between 2010 and 2018, international migration is estimated to have contributed 76,972 residents while domestic migration resulted in a loss of 47,953 residents, netting 29,019 new residents (Maryland Department of Planning). The 2017 estimate of County residents born outside of the United States is approximately 339,000 (U.S. Census Bureau) or approximately one-third of the County’s population.

Montgomery County’s trend toward racial and ethnic diversification mirrors national demographic trends. According to U.S. Census Bureau data, since 1990 to 2016, the county’s White, non-Hispanic population has decreased by 14 percent while the African American population increased by 93 percent, the Asian population increased by 141 percent, and the Hispanic population (of any race) increased by 242 percent. 2010 was the first year that racial and ethnic groups other than non-Hispanic Whites accounted for the majority of the county’s population.

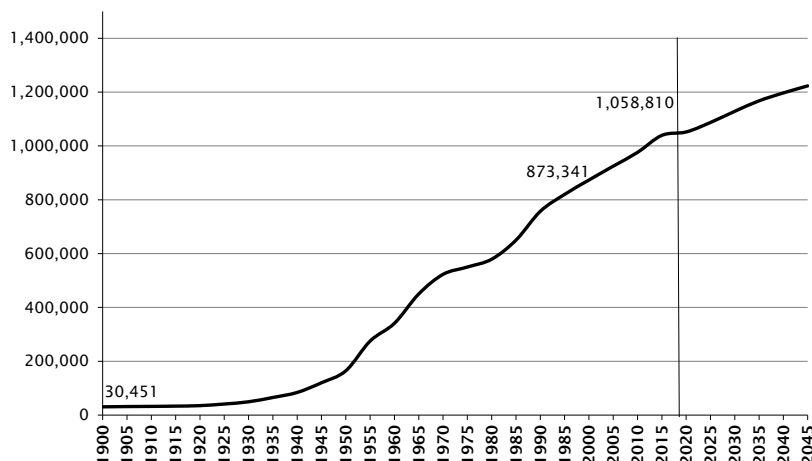
Economy

It has been ten years since the end of the “Great Recession” which officially lasted nearly two years, beginning in December 2007 and ending in June 2009. Even after the official end of the recession, the economy remained weak and job growth was slow for several more years. Compared to other parts of the nation, data from the U.S. Bureau of Labor Statistics

show that Montgomery County fared reasonably well during and after the recession. Whereas national unemployment peaked at approximately 10 percent in 2009, the County’s peak unemployment was 5.7 percent in FY 2010. By FY 2015, the national unemployment rate dropped to 5.7 percent and Montgomery County’s rate to 4.2 percent. The unemployment rate has continued to decline in the county and for FY 2019 was 3.1 percent, which was lower than the national unemployment rate of 3.8 percent (Economic Indicators, Montgomery County Department of Finance, July 2019).

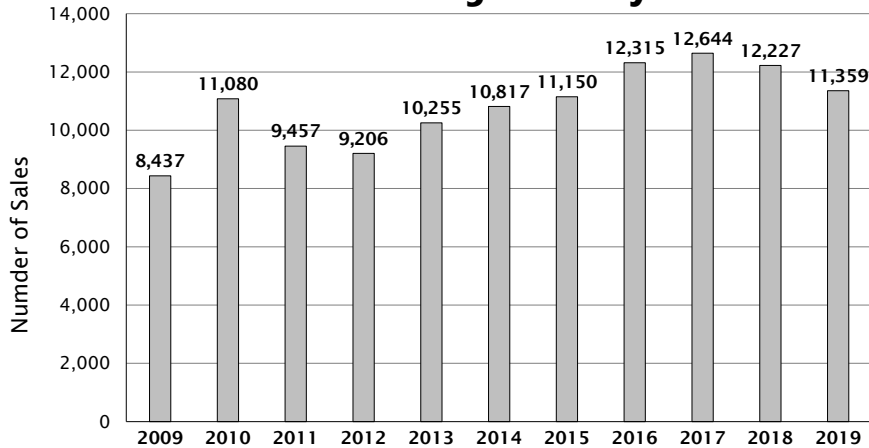
The recession’s impact and recovery also is evident in the county housing market. In FY 2010 there were 1,056 new residential starts. By FY 2016, residential starts peaked at 5,230 units, and in FY 2019, after two

Montgomery County Total Population
1900–2018 and Projected to 2045



Source: Montgomery County Public Schools, Division of Capital Planning, May 2019.

Montgomery County Total Sales of Existing Homes by Fiscal Year



Source: Economic Indicators Reports to County Council, Montgomery County Department of Finance, July 2019

years of lower starts, there were 5,429 units. The recent decline in units was mostly due to fewer multi-family units being constructed. During the past ten fiscal years, the weakest year was FY 2012 in the resale market when 9,206 existing homes were sold. In FY 2019, 11,359 existing homes were sold, continuing a decline since the peak in FY 2017 of 12,644. Prior to the recession, the median sales price of housing experienced a bubble that reached \$444,000 in 2007. That figure dropped to \$340,000 in 2009, but sales prices have gradually risen since, and was \$439,000 in 2018, according to the Greater Capital Area Association of Realtors.

The recession's long-lasting impacts on school system enrollment include the following:

- First, households that experienced job losses in other parts of the country moved to Montgomery County for better job prospects or to share housing with those who live here, putting pressure on MCPS enrollment.
- Second, because of reduced opportunities for employment outside the county, there was less out-migration than is typical. Out-migration has moderated enrollment increases in the past by offsetting in-migration. During the recession, net migration to the county increased, raising MCPS enrollment levels.
- Third, decreases in the value of county housing placed many homeowners "under water" in mortgage debt. Consequently, households who might have moved were forced to stay put. This, too, resulted in less out-migration than in-migration.
- Fourth, many families that

previously enrolled their children in private schools were forced to rethink this financial expense. There was a marked increase in students enrolling in MCPS from area private schools.

Master Plans & Housing

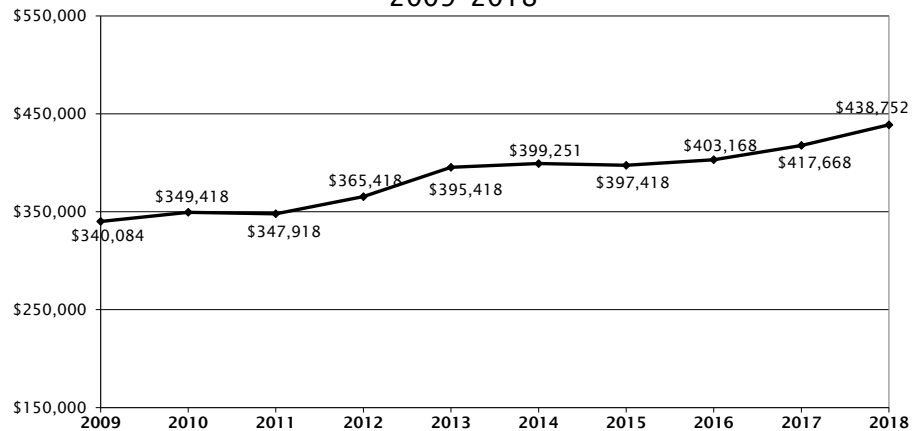
Traditional suburban residential development is becoming the exception in the county. Subdivisions in Clarksburg are among the last that will be built in the county. A new school cluster was formed there in 2006, when Clarksburg High School opened to accommodate these new communities.

In the past, county development was characterized by a separation of residential and commercial uses. Today, a desire to mix land uses and concentrate denser development in transit accessible hubs is guiding new

master and sector plans. In addition, reduced availability of land for residential development has spurred infill and redevelopment of older housing and/or other structures. Higher housing densities than seen in the past will characterize the future housing stock and accommodate our growing population. Overall, today's land use planning promotes the urbanization of transportation corridors.

Recently adopted master and sector plans include those for the Grosvenor-Strathmore Metro station area and Bethesda Downtown. In 2017, the Forest Glen/Montgomery Hills (FG/MH) Sector Plan and the Greater Lyttonsville Sector Plan were adopted. The FG/MH plan provides for increased residential density near existing transit stations through rezoning, with the intent to prioritize affordable (MPDU) units. The Lyttonsville plan provides for increased residential density near the Lyttonsville Purple Line Station as well as potential redevelopment of Paddington Square. The net effect of students on the school system will be evaluated when development plans

Montgomery County Median Home Sale Prices 2009-2018



Source: Montgomery County Market Trends Reports, Greater Capital Area Association of Realtors.

are approved. MCPS participates in county and city land use planning to ensure impacts on enrollment are considered and future school sites are identified. (See Appendix C-1 for further information on the role of MCPS in land use planning.) Moreover, MCPS monitors housing activity in all school service areas through close coordination with the Montgomery County Planning Department, and comparable plan review departments in the cities of Gaithersburg and Rockville. In addition, MCPS collaborates with county agencies to measure the student yield of different types of housing once it is built.

Subdivision Staging Policy

The Montgomery County Subdivision Staging Policy is the tool the county uses to regulate subdivision approvals, ensuring they are commensurate with the availability of adequate transportation and school facilities. The policy includes an annual test of school adequacy that compares projected school enrollment to school capacity at the elementary, middle, and high school level in the 25 MCPS school clusters, as well as at each individual school. The school test takes into account capital projects scheduled within the Capital Improvements Program (CIP) timeframe.

Results of the FY 2020 school test are available in the detailed tables in Appendix D. Additional information on the role of MCPS with respect to the Subdivision Staging Policy can be found in Appendix C-1. The FY 2020 school test went into effect July 1, 2019 and is based on the enrollment projections in the FY 2020 Master Plan and capital projects approved by the County Council in May 2019.

Student Population Trends

The main contributing factors influencing student population include: resident live births, the aging of the student population, and migration patterns. A percentage of the babies born to Montgomery County residents in one year, show up in MCPS's incoming kindergarten class five years later. This is commonly referred to as a kindergarten capture rate. In the 2000 school year, the kindergarten capture rate was 75 percent. By the 2006 school year, the rate decreased to 68 percent, and has since increased to 87 percent for the 2018–2019 school year. The increases were likely due to economic factors as well as changes to all-day kindergarten programs. In both 2000 and 2016, the figures were just over 13,000, growing, peaking in 2007 at 13,843, and then declining. In 2017, and again in 2018, the total was less than 13,000 at 12,634, and 12,373, respectively, for Montgomery County, continuing the downward trend.

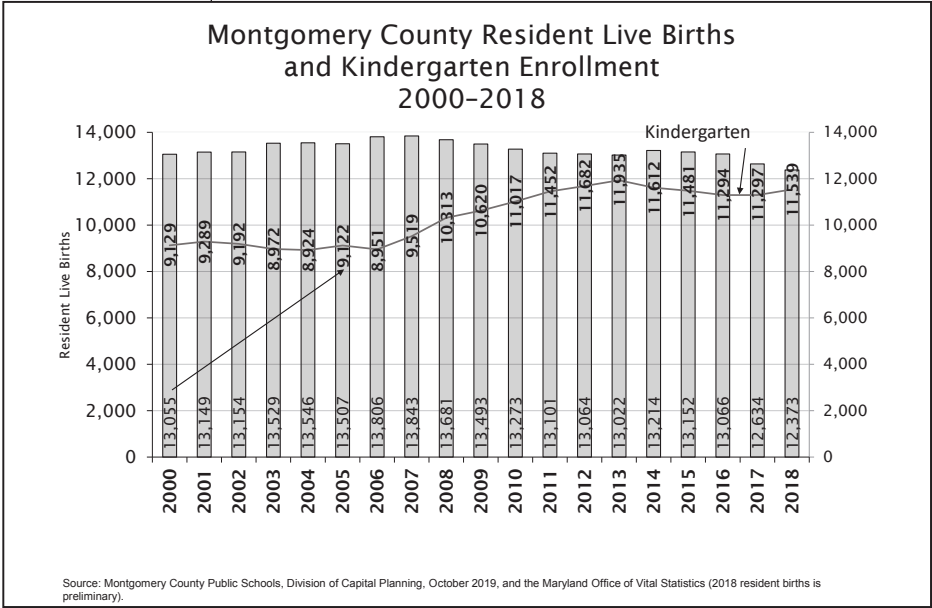
The movement up through the grades by students, termed the “aging of the student population,” is the second driver of enrollment change. When the size of the kindergarten class is larger than that of Grade

12, then there is a natural increase in total enrollment from one year to the next. The Grade 12 total for the 2018–2019 school year was 11,222 and the kindergarten class for the 2019–2020 school year was 11,539 or a difference between the two grades of 317 students. Therefore, in the 2019–2020 school year, 11.5 percent of the one-year increase in enrollment of 2,759 students was caused by existing students aging up, as Grade 12 students exiting the system were replaced by a larger group of kindergarten students entering it. During the next six years, kindergarten cohorts are projected to decrease relative to Grade 12 cohorts, which will eliminate this source of enrollment growth.

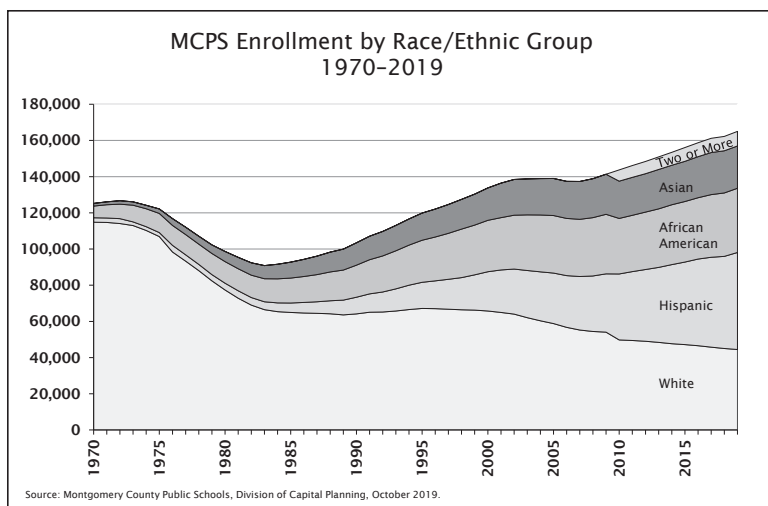
Migration, the third driver of enrollment change, can significantly fluctuate with economic conditions and international events, each of which can be volatile and difficult to predict. Records of MCPS student entries and withdrawals show that in there has been a decline in the in-migration from approximately 12,850 new students from other public school districts in Maryland and throughout the United States, private schools, homeschooling, and from out of the country in 2009 to just over 12,000 in the 2018–2019 school year. Withdrawals over the same time totaled about 10,650 in 2009 to over 11,150 in the 2018–2019 school year. In the past decade, migration-related entries into MCPS have continued to exceed withdrawals, resulting in annual net increases in enrollment. Between the 2017–2018 and 2018–2019 school years, in-migration added 1,047 students from outside the system.

Student Diversity

Records of county resident live births show a levelling off in the numbers of births in each racial/ethnic group. This is in contrast to large declines, from 1990 to 2010, in the number of



White, non-Hispanic births and large increases in live births of other race/ethnic groups. In 2017, White, non-Hispanic births were 4,229, African American births were 2,864, Asian births

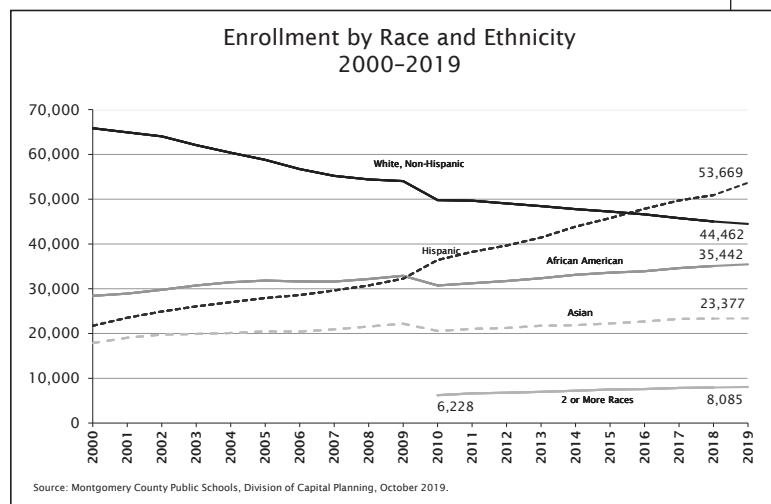


were 1,983 and Hispanic births were 3,620 (Vital Statistics, Maryland Department of Health). The birth rate for Hispanic women between the ages 15 to 49 is 83 (per 1,000) versus 64 for African-American women, and 56 for non-Hispanic White women in the same age range (Montgomery County Trends, January 2019).

Preliminary total enrollment for September 30, 2019 is 165,439 students. Of the total enrollment, 21.4 percent of students are African American, 14.1 percent are Asian, 32.5 percent are Hispanic, and 26.9 percent are White, non-Hispanic. The categories of Two or More Races, Native Hawaiian/Pacific Islander, and American Indian/Alaskan Native are each less than five percent of the total enrollment.

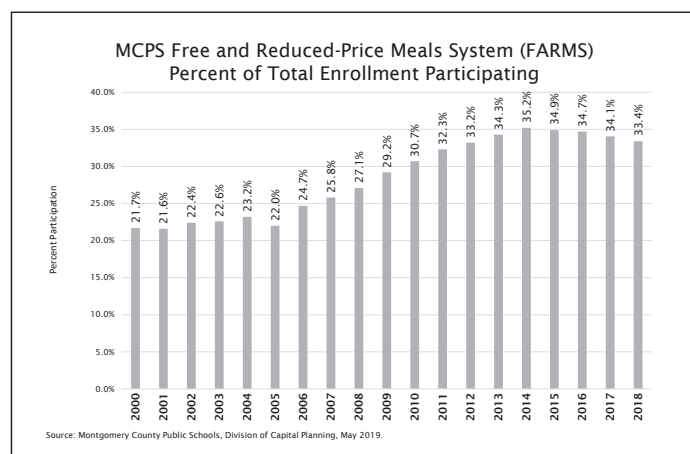
The accompanying chart illustrates the trend of increasing student diversity since 1970, when the student population was 92 percent White, non-Hispanic. Today, there is no longer a majority racial/ethnic group.

Also shown are enrollments in the four major racial and ethnic groups over the past decade. It can be seen that the addition of this category resulted in a dip in enrollment in 2010 in White, non-Hispanic, African American, and Asian students, as some identified with the “two or more races” category. (See Appendices A-3 and A-4 for trends in enrollment by race and ethnic group.)



Student participation in the federal Free and Reduced-price Meals System (FARMS) Program is the school system’s primary measure of student socioeconomic levels. In the 2018–2019 school year, 33.4 percent of students participated in the FARMS Program. Participation as a percentage of total enrollment peaked in the 2014–2015 school year at 35.2 percent, and has declined moderately since then. There has been an increase of 12,946 students participating in FARMS during the past ten school years (2009–2010 to 2018–2019). However, after years of annual increased participation, there was a decline in the FARMS total from last year.

Student enrollment in the English for Speakers of Other Languages (ESOL) Program is a measure of student language diversity. As the school system has diversified over time, this percentage has grown. Ten years ago, in the 2009–2010 school year, 12.6 percent of students were in the ESOL Program, that has grown to 16.3 percent for the 2018–2019 school year. ESOL students represent 156 coun-



tries of origin and speak an estimated 132 different languages. Although immigration to the United States has been steady for many years and does contribute program participants, the share of ESOL students born in the United States has been increasing. U.S.-born students make up approximately 65 percent of ESOL enrollment.

Class Size Reduction and Non Class Size Reduction Elementary Schools

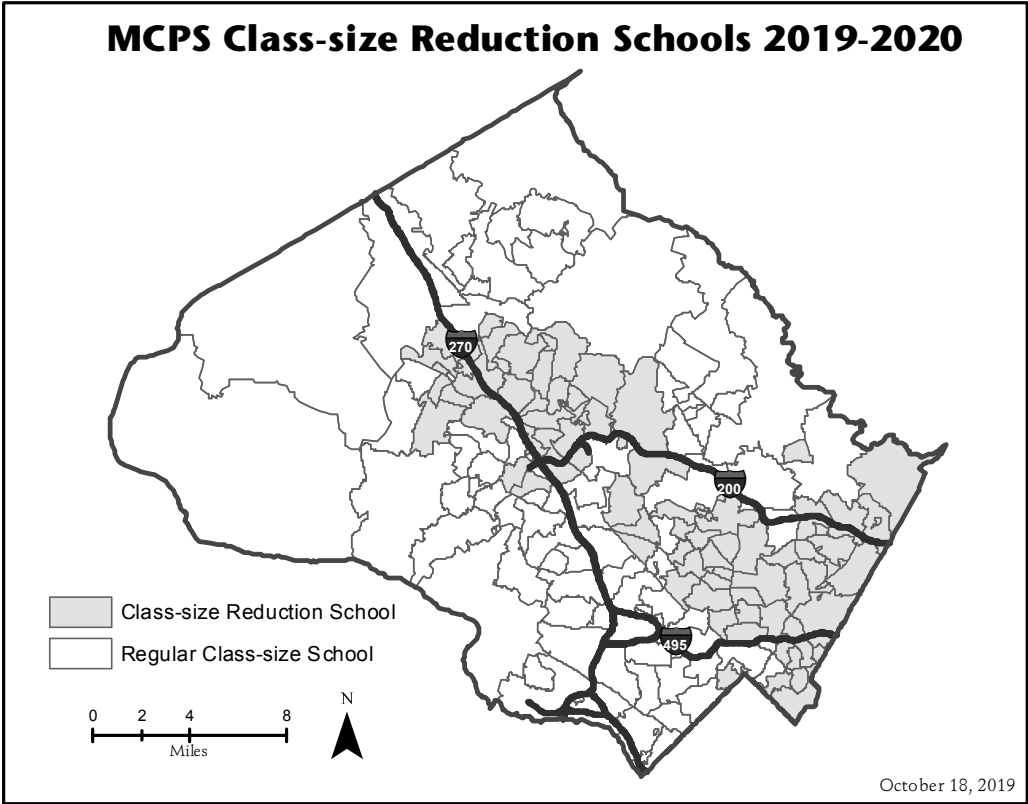
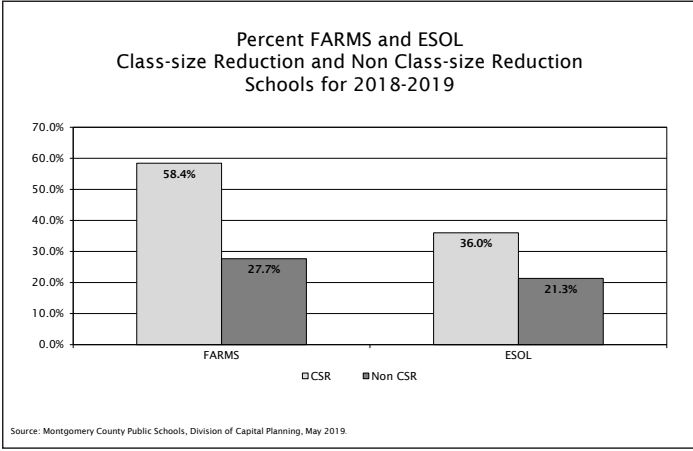
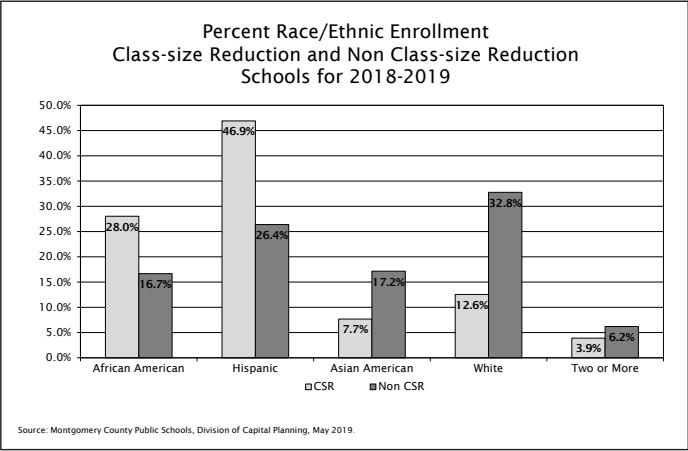
For the 2019–2020 school year, there are 69 Class Size Reduction (CSR) elementary schools (including upper schools in the case of paired schools). Class Size Reduction schools include both Title 1 and Focus schools and have reduced class-sizes in order to address student needs and prepare the students for success in later grade levels. The 2018-19 demographic composition of CSR and Non CSR schools is compared in the accompanying chart.

At one time, CSR elementary school service areas had little racial and ethnic diversity. The wave of immigration over the past three decades has transformed these communities

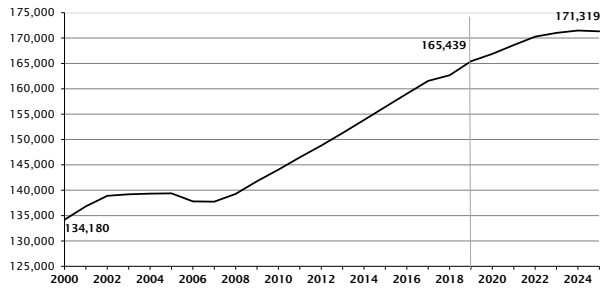
and the greatest concentration of student diversity and participation in the FARMS and ESOL programs is now found in areas of the county where two conditions exist—major transportation corridors are present and affordable housing is available. In Silver Spring and Wheaton these conditions are found in communities bordering New Hampshire Avenue, Georgia Avenue, and Columbia Pike. In Rockville, Gaithersburg, and Germantown, these conditions are found in communities bordering I-270 and Route 355. These relatively affordable areas are characterized by apartment communities dating from the 1980s and earlier, as well as neighborhoods with older townhouses and single-family detached homes. Some of these homes may be occupied by two or more families who share housing costs. In these communities, enrollment growth has been driven by turnover of existing housing units.

MCPS Enrollment Forecast

The school enrollment forecasts are based on county births, aging of the current student population, and migration patterns. As county births increased through 2007, more kindergarten students entered MCPS. The advent of full-day kindergarten, countywide since 2006 also has been a factor in kindergarten enrollment increases. However, the decline in resident births will result in a decline in the kindergarten population which in turn will slow the growth of the total enrollment as students age from grade to grade. Due to a decade of large elementary enrollment increases, MCPS is now experiencing a period of growth at secondary schools. (See appendices A and B for enrollment projections by grade level and Appendix C-2 for a description of the MCPS enrollment forecasting methodology.)

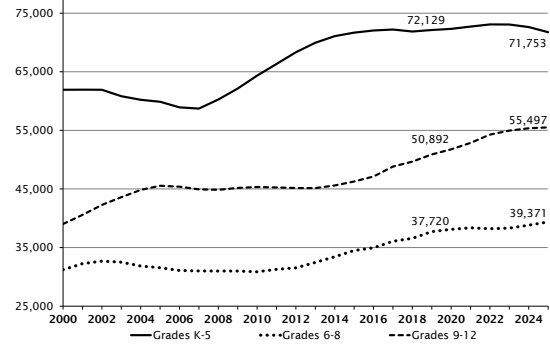


MCPS Total Enrollment
Actual 2000–2019 and Projected 2020–2025



Source: Montgomery County Public Schools, Division of Capital Planning, October 2019. 2019 is preliminary.

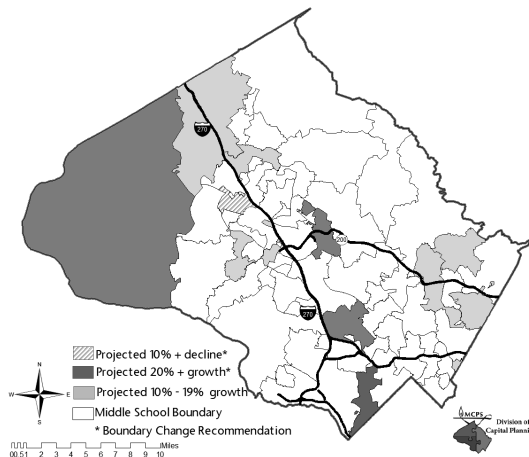
MCPS Grade Level Enrollment
Actual 2000–2019 and Projected 2020–2025



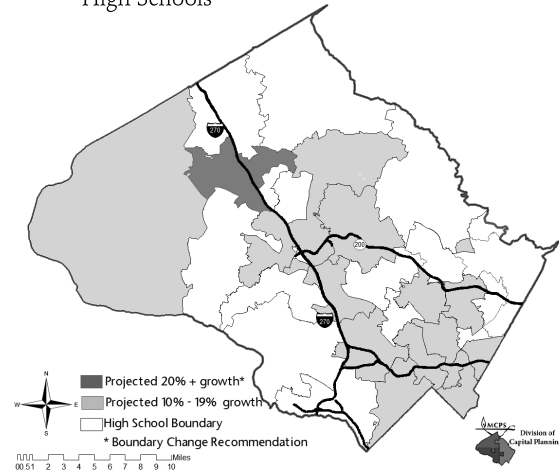
Source: Montgomery County Public Schools, Division of Capital Planning, October 2019. 2019 is preliminary.

Projected Enrollment Growth School Year 2019-2020 to 2025-2026

Middle Schools



High Schools



Summary

The last major period of enrollment increases at MCPS occurred during the 1950s, 1960s, and early 1970s, when children from the Baby Boom era, born between 1946 and 1964, enrolled in schools. Enrollment from this wave of growth peaked in 1972, at 126,912 students. Thereafter, the so-called Baby Bust era saw births decline and MCPS enrollment decrease to a low of 91,030 students in 1983. Since 1983, a much greater “baby boom” has occurred in the county. During the official Baby Boom years, the highest birth year in Montgomery County was 1963 when there were 8,461 resident births. The current baby boom in the county significantly surpasses this figure with the five-year resident births averaging approximately 12,900. The factors most contributing to enrollment increases are higher kindergarten capture rates, and migration patterns.

Keeping pace with enrollment growth, and accommodating class-size reductions through Title 1 and Focus elementary schools have required a major investment in school facilities. In the 2019–2020 school year, MCPS operates 135 elementary schools, 40 middle schools, 25 high schools, one career and technology high school, one alternative program with two satellite locations, and five special program centers. Since 1983, MCPS has opened 35 elementary schools, 19 middle schools, and 6 high schools. During the next six years, additional school capacity will be added through new school openings, major capital projects, and classroom additions.

Chapter 3

Facility Planning Objectives

MCPS Vision, Mission, and Core Values

The FY 2021 Capital Budget and the FY 2021–2026 Capital Improvements Program (CIP) is closely aligned with the school system Vision, Mission, and Core Values. The vision states—we inspire learning by providing the greatest public education to each and every student. While the mission states—every student will have the academic, creative problem solving, and social and emotional skills to be successful in college and career. Our work is guided by five core values:

- Learning
- Relationships
- Respect
- Excellence
- Equity

More information regarding the core values is available on the MCPS website at the following link: www.montgomeryschoolsmd.org/about/mission/

In addition to the strategic planning framework, Board of Education Policy FAA, *Educational Facilities Planning* and MCPS Regulation FAA-RA, *Educational Facilities Planning* and the Capital Improvement Priorities, listed below, guide the development of the CIP.

Capital Improvement Priorities

1. Compliance Projects
2. Capital Maintenance Projects
3. Capacity Projects
4. Major Capital Projects
5. System Infrastructure Projects
6. Technology Modernization Project

Setting priorities is important in times of fiscal constraints. The CIP includes funding for capital projects in all priority areas and represents a balanced approach to address the many needs of the school system. A brief description of the type of projects included in each priority area follows:

- Priority #1—Compliance Projects. This includes funding to address mandates, including Americans with Disabilities Act (ADA), asbestos abatement, fire safety upgrades, storm water discharge, water quality management, and Washington Suburban Sanitary Commission (WSSC) requirements. These projects must be completed in a timely fashion to comply with laws and regulations.
- Priority #2—Capital Maintenance. This includes funding countywide projects that maintain school facilities in good condition so that they are safe, secure, and comfortable learning environments. In addition, capital projects in this area preserve school assets and can avert more costly repairs or replacements in the future.

- Priority #3—Capacity Projects. This includes funding for new schools and additions so facilities can operate within capacity.
- Priority #4—Major Capital Projects. Funding in this area is important to sustain and upgrade building systems and address programmatic and capacity needs in schools.
- Priority #5—System Infrastructure. Funding in this area provides for facilities important to the operation of schools, including transportation depots, maintenance depots, the warehouse, and the upgrading of food services equipment.
- Priority #6—Technology Modernization. Funding in this area enables computers and technology to be upgraded periodically so that student learning is supported by up-to-date technologies.

Educational Facilities Planning Policy Guidance

On September 24, 2018, the Board of Education adopted revisions to Policy FAA, *Educational Facilities Planning*, that requires the superintendent of schools to include a review of certain guidelines involved in facility planning activities in the CIP recommendations each fall. The four guidelines include preferred range of enrollment, school capacity calculations, desired facility utilization levels, and school site size. Including the guidelines as part of the superintendent's CIP recommendations allows the community an opportunity to provide testimony to the Board of Education on the guidelines and any proposed changes to the guidelines.

See Appendix Q for Policy FAA and Regulation FAA-RA.

Preferred Range of Enrollment

The preferred range of enrollment for schools includes all students attending a school. The preferred ranges of enrollment for schools are:

- 450 to 750 students in elementary schools
- 750 to 1,200 students in middle schools
- 1,600 to 2,400 students in high schools
- Enrollment in special and alternative program centers may differ from the above ranges and generally is lower.

The preferred range of enrollment is considered when planning new schools or when changes are made to existing schools. Departures from the preferred ranges may occur if circumstances warrant.

School Capacity Calculations

Unless otherwise specified by Board action, the program capacity of a facility is determined by the space requirements of the educational programs in the facility and student-to-classroom

ratios. These ratios should not be confused with staffing ratios that are determined through the annual operating budget process. Program capacity is based on the current classroom ratios shown below:

Head Start and prekindergarten—2 sessions	40:1
Head Start and prekindergarten—1 session	20:1
Grade K—full-day	22:1
Grade K—reduced class size	18:1
Grades 1–2—reduced class size	18:1
Grades 1–5 Elementary	23:1
Grades 6–8 Middle	25:1 ^a
Grades 9–12 High	25:1 ^b
Special Education, ESOL, Alternative Programs ^c	

^a Program capacity is adjusted at the middle school level to account for scheduling constraints. The regular classroom capacity of 25 is multiplied by .85 to reflect the optimal utilization of a middle school facility (equivalent to 21.25 students per classroom).

^b Program capacity is adjusted at the high school level to account for scheduling constraints. The regular classroom capacity of 25 is multiplied by .9 to reflect the optimal utilization of a high school facility (equivalent to 22.5 students per classroom).

^c Special Education, ESOL, alternative programs, and other special programs may require classroom ratios different from those listed.

School Facility Utilization

Unless otherwise specified by Board action, elementary, middle, and high schools should operate in an efficient facility utilization range of 80 to 100 percent of program capacity. If a school is projected to be underutilized (less than 80 percent) or overutilized (over 100 percent), a boundary study, non-capital action, or a capital project may be considered. Whether a school meets the preferred range of enrollment also is considered. In the case of overutilization, an effort to judge the long-term need for permanent space is made prior to planning for new construction. Underutilization of facilities also is evaluated in the context of long-term enrollment forecasts.

School Site Size

School Site Size is the minimum acreage desired to accommodate the full instructional program, as follows:

- Elementary schools—a minimum useable site size of 7.5 acres that is capable of fitting the instructional program, including site requirements. The 7.5 acres is based on an ideal leveled site, and the size may vary depending on site shapes and surrounding site constraints.
- Middle schools—a minimum useable site size of 15.5 acres that is capable of fitting the instructional program, including site requirements. The 15.5 acres is based on an ideal leveled site, and the size may vary depending on site shapes and surrounding site constraints.
- High schools—a minimum useable site size of 35 acres that is capable of fitting the instructional program, including site requirements. The 35 acres is based on an ideal leveled site, and the size may vary depending on site shapes and surrounding site constraints.

Facility Planning Objectives

Adequate and up-to-date school facilities form the physical infrastructure needed to pursue MCPS goals and priorities. Long-range facility plans, as reflected in this CIP, provide justification for the programming and construction of construction projects. Facility planning and capital programming activities are closely coordinated with educational program delivery approaches. In addition, an emphasis is placed on the inclusion of stakeholders in facility planning processes. Six objectives guide the facilities planning process and development of each CIP. These objectives are outlined below, with the remainder of this chapter dedicated to providing information on planning for each objective.

- OBJECTIVE 1: Implement facility plans that support the continuous improvement of educational programs in the school system
- OBJECTIVE 2: Meet long-term and interim space needs
- OBJECTIVE 3: Sustain and upgrade facilities
- OBJECTIVE 4: Provide schools that are environmentally safe, secure, functionally efficient, and comfortable
- OBJECTIVE 5: Support multipurpose use of schools
- OBJECTIVE 6: Meet space needs of special education programs

**OBJECTIVE 1:
Implement Facility Plans
that Support the Continuous
Improvement of Educational
Programs in the School System**

As the school system continues to focus program initiatives to improve student performance, facility plans are developed to address the space needs and facility requirements of schools. Implementing school system educational priorities that require more classroom and support space continues to be a challenge, particularly over the past 30 years of steady enrollment growth. With student enrollment increasing rapidly at the secondary schools, the school system will continue to be challenged to provide adequate capacity.

Several educational program initiatives require more classroom and support space. These initiatives include the reduction in class sizes in Grades K–2 for the 64 schools most heavily affected by poverty and English language deficiency (called “focus schools”) and the expansion of full-day kindergarten to all elementary schools in MCPS. Creative uses of existing space in schools, modifications to existing classrooms, and placement of relocatable classrooms are all used to accommodate the additional staff needed to implement these initiatives. At schools with capital improvements in the facility planning or architectural planning phase, additional classrooms are provided to accommodate these initiatives. These initiatives are described in further detail in the following paragraphs.

2019–2020 Class Size Reduction and Title I Schools

Arcola Lucy V. Barnsley	S. Christa McAuliffe Meadow Hall Mill Creek Towne
*Bel Pre (K–2)	*Montgomery Knolls (K–2)
Brookhaven	*New Hampshire Estates (K–2)
Brown Station	*Roscoe R. Nix (K–2)
Burnt Mills Burtonsville	*Oak View (3–5) Oakland Terrace William T. Page
Cannon Road	*Pine Crest (3–5)
Clopper Mill	*Piney Branch (3–5) Judith A. Resnik Sally K. Ride Rock Creek Forest Rock View
*Cresthaven (3–5)	Rolling Terrace Rosemont Sequoyah
Capt. James E. Daly Dr. Charles R. Drew East Silver Spring Fairland Fields Road Flower Hill Forest Knolls Fox Chapel	Sargent Shriver Flora M. Singer
Gaithersburg Galway	South Lake Stedwick
Georgian Forest Germantown Glen Haven Glenallan Goshen Great Seneca Creek Greencastle	*Strathmore (3–5) Strawberry Knoll
Harmony Hills	Summit Hall
Highland Highland View	*Takoma Park (K–2)
Jackson Road	Twinbrook Viers Mill
Kemp Mill Lake Seneca	Washington Grove Waters Landing
JoAnn Leleck at Broad Acres Maryvale	Watkins Mill Weller Road Wheaton Woods Whetstone

All schools in this table are receiving additional staff to reduce class sizes in Grades K–2 except for the Grades 3–5 schools.

*These schools are paired, either Grades K–2 or Grades 3–5.

Schools in **bold** are also Title I schools in the 2019–2020 school year.

Class Size Reductions

In the 2000–2001 school year, the Board of Education began a three-year initiative to reduce class sizes in the primary grades as a key component of the Early Success Performance Plan. Over a three-year period, class size in Grades K–2 in the focus schools most heavily impacted by poverty and language deficiency were reduced for the full instructional day to an average of 17 students per teacher in Grades 1–2 and 15 students per teacher in full-day kindergarten. Reducing class sizes in Grades K–2 had a dramatic impact on utilization levels in elementary schools, creating the need for additional classrooms to accommodate

the increased number of teaching positions. Beginning in FY 2012, the staffing guidelines for the focus schools increased to an average of 18 students per teacher in Grades K–2. Some schools also receive staffing to reduce class sizes in the upper grades. These schools are listed in the Class-size reduction table.

Head Start and Prekindergarten Programs

The *Bridge to Excellence in Public Schools Act of 2002* requires that all eligible children “shall be admitted free of charge to publicly funded prekindergarten programs” established by the Board of Education. These programs are located yearly, based on need in the community and transportation travel times. The Montgomery County Council added additional funding to the FY 2018 budget to support the expansion of 10 MCPS Head Start classrooms to full school-day programs. With the additional funding from the County Council, 27 of the 34 Head Start classes became full-day programs. The locations are shown in Appendix L.

Signature and Academy Programs

Many high schools have developed and implemented signature and/or academy programs that integrate a specific focus or distinguishing theme with skills, concepts, and instructional strategies into some portion of a school’s curriculum. Some of these programs are school-wide programs, while others are structured as a special program offering at the school. The theme or focus becomes the vehicle for teaching the traditional high school curriculum in a fresh, interesting, and challenging way. Some schools also have created themed academies to engage students through a small learning community approach, and to raise student engagement and achievement by matching programs with student interests. Some of these programs require specialized classrooms or laboratories to support the delivery of the educational program. High schools may require facility modifications to accommodate signature or academy programs either through a major capital project or through countywide capital projects.

Information Technologies

MCPS has a strong commitment to prepare today’s students for life in the 21st century and to ensure a technologically literate citizenry and an internationally competitive work force. Board of Education Policy IS, *Educational Technology*, strives to ensure that educational technology is appropriately and equitably integrated into instruction and management to increase student learning, enhance the teaching process, and improve the operation of the school system.

The Technology Modernization Project provides the needed technology updates and computers in every school. Funds included in this project update schools’ technology hardware, software, and network infrastructure. Up-to-date technology enhances student learning through access to online information and the latest instructional software. MCPS plans a multiyear effort to provide all students with access to mobile computers and a cloud-based learning platform that enhances creativity and collaboration in the classroom. These technologies also are critical for implementing online testing.

OBJECTIVE 2:

Meet Long-term and Interim Space Needs

Montgomery County has demonstrated a strong commitment to providing sufficient school facilities. Funding capital improvements has been a challenge since 1983 when enrollment began to rise sharply. MCPS enrollment is now approximately 74,000 students greater than it was in 1983, and 35 elementary schools, 19 middle schools, and 6 high schools have been constructed. Numerous additions to existing schools also have been constructed to accommodate the growth in enrollment. This year, MCPS operates a total of 207 school facilities, including: 135 elementary schools, 40 middle schools, and 25 high schools; 1 career and technology high school; 5 special education schools; and 1 alternative education center with two satellite centers.

Long-term Space Needs

A continued commitment to capital projects for the next six years is necessary to address overdue space needs and keep up with rising enrollment. This year's preliminary school enrollment is 165,439 students. Enrollment is projected to be 171,319 students by 2025. The CIP identifies where space shortages are projected to occur and how the school system plans to address them. Due to the high level of school utilization throughout the school system, there are few opportunities to address school space shortages through boundary changes among existing schools. Therefore, additions to existing schools, the opening of new schools, and other major capital projects at schools are all important strategies to address space needs. For a summary of approved capital projects, please see the table in Chapter 1, labeled "Superintendent's Recommended FY 2021 Capital Budget and the FY 2021–2026 Capital Improvements Program Summary Table".

To develop long-term space plans for schools, school planners annually review the space available at schools by comparing the enrollment projections with program capacity in the sixth year of the CIP planning period. When the enrollment exceeds the program capacity of a school, planners may consider several strategies to address the overutilization of a school. These strategies include:

- Determine if space is available at adjacent or nearby schools and reassign students to a school(s) with space available;
- Consider an addition at the school to accommodate the enrollment if possible. If the school cannot be expanded to accommodate the projected enrollment, additions could be considered at nearby schools and students reassigned to these schools. For a classroom addition to be considered for funding at an individual school, the following thresholds need to be met:
 - Elementary school—the enrollment needs to exceed capacity by four classrooms or more (a minimum of 92 seats) in the sixth year of the CIP period

- Middle school—enrollment needs to exceed capacity by six classrooms or more (a minimum of 150 seats) in the sixth year of the CIP period
- High school—enrollment needs to exceed capacity by eight classrooms or more (a minimum of 200 seats) in the sixth year of the CIP period
- Consider the opening of a new school if reassignments and increasing capacity of existing schools is not sufficient to address the projected enrollment. Expanding schools to their maximum core capacity is considered before the opening of a new school. A new elementary school may be considered if the cluster-wide deficit of space exceeds 500–600 seats. A new middle school may be considered if deficits of space exceed 800 seats in one or more clusters. For a new high school, the deficit would need to exceed approximately 1600 seats in one or more clusters.

School planners also review the impact of school utilization on the county Subdivision Staging Policy. When possible, school facility plans attempt to keep clusters from being placed in a housing moratorium.

To address growing enrollment in the county, the *FY 2021 Capital Budget and the FY 2021–2026 CIP* includes funds for five new schools that are listed below:

- Clarksburg Elementary School #9 (opens September 2022)
- Gaithersburg Elementary School #8 (opens September 2022)
- Crown Farm High School (opens September 2025)
- Reopening of Woodward High School (opens September 2025)
- Bethesda-Chevy Chase/Walter Johnson Clusters Elementary School (opens TBD)

In addition to new school openings, classroom addition projects are planned to address overutilization at schools. Planning and/or construction funds are planned for 20 addition projects as part of the FY 2021–2026 CIP. All capital projects are listed on the following table, along with the number of rooms in the projects, and the completion dates. Prior to requesting funding for a project, facility planning funds are requested to conduct a feasibility study to determine the feasibility, scope, and cost for the project.

Number of Additional Rooms Planned—Capital Projects

School	Number of Rooms Planned*	Completion Date
Thomas W. Pyle MS Addition	14	9/20
Montgomery Knolls ES Addition	4	9/20
Pine Crest ES Addition	9	9/20
Takoma Park MS Addition	16	9/21
Walt Whitman HS Addition	18	9/21
Clarksburg Elementary School #9	37	9/22
Cresthaven ES Addition	11	9/22
DuFief ES Addition/Facility Upgrades	14	9/22
Gaithersburg Elementary School #8	39	9/22
John F. Kennedy HS Addition	18	9/22
Col. E. Brooke Lee MS Addition/Facility Upgrade	21	9/22
Roscoe R. Nix ES Addition	11	9/22
Westbrook ES Addition	3	9/22
Bethesda ES Addition	9	9/23
William T. Page ES Addition	16	9/23
Silver Spring International MS Addition	15	9/23
Ronald McNair ES Addition	6	9/23
Parkland MS Addition	12	9/23
Northwood HS Addition	49	9/25
Woodward HS Reopening	118	9/25
Crown Farm High School	112	9/25
Highland View ES Addition	10	TBD
Lake Seneca ES Addition	12	TBD
Thurgood Marshall ES Addition	6	TBD
Bethesda-Chevy Chase/Walter Johnson Clusters ES	38	TBD

*The number of rooms includes classrooms that are being added with new construction. These rooms include teaching stations that are counted in capacity as well as teaching stations in the elementary schools that are not counted in the capacity (art, music, and the dual purpose room), October 2019.

Many schools that were scheduled for revitalization/expansion projects also include increases in capacity as part of the project to address space deficits. The table to the right lists the schools to be completed in the six-year CIP period and the number of rooms being added as part of the projects.

Number of Additional Rooms Planned—Revitalization/Expansion Projects

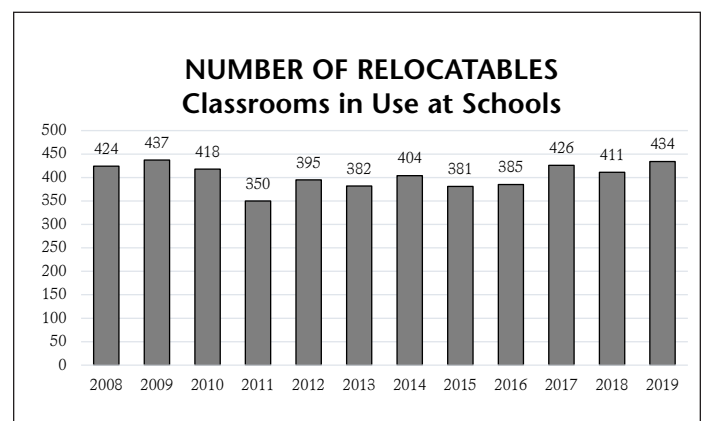
School	Number of Rooms Planned*	Completion Date
Seneca Valley HS	56	9/20
Luxmanor ES	10	9/20
Maryvale ES	3	9/20
Potomac ES	1	9/20
Tilden MS	11	9/20

*The number of rooms includes classrooms that are being added with new construction. These rooms include teaching stations that are counted in capacity as well as teaching stations in the elementary schools that are not counted in the capacity (art, music, and the dual purpose room), October 2019.

Interim Space Needs

The use of relocatable classrooms on a short-term basis has proven to be successful in providing schools the space necessary to deliver educational programs. Relocatable classrooms provide an interim learning environment for students until permanent capacity can be constructed. Relocatable classrooms also enable the school system to avoid significant capital investment where building needs are only short term. The number of relocatable classrooms in use grew dramatically as program initiatives described under Objective 1 were implemented and enrollment increased. The number of relocatable classrooms declined between 2005 and 2008 as enrollment plateaued and capacity projects opened. However, with enrollment increasing again, the number of relocatable classrooms is expected to increase in the future. In the 2019–2020 school year, over 9,900 students attend class in 434 relocatable classrooms. This number does not include relocatable classrooms used for daycare, to stage construction on site at schools, or relocatables located at holding facilities and other facilities throughout the school system.

With the implementation of wireless technology and mobile devices at all schools, the need for computer laboratories has decreased. At some schools with space needs, the school system converted some computer laboratories to standard classrooms to deliver the educational programs beginning in the 2013–2014 school year.



Non-Capital Actions

A boundary study was conducted in spring 2019 to explore the reassignment of Clarksburg, Northwest, and Seneca Valley high school students. As part of the boundary study, all of the middle schools in these three high schools clusters were included to review the middle school articulation patterns. The superintendent of schools released his recommendation as part of the FY 2021 Capital Budget and the FY 2021–2026 Capital Improvements Program, with Board of Education action scheduled for November 26, 2019. Information regarding this boundary study is available on the MCPS website at the following link: www.montgomeryschoolsmd.org/departments/planning/UpcountyHSBoundaryStudy.aspx

A boundary study was conducted in spring 2019 for Forest Knolls, Montgomery Knolls, and Pine Crest elementary schools to relieve the overutilization at Forest Knolls Elementary School. The scope of the boundary school also included Eastern and Silver Spring International middle schools to review the middle school articulation patterns for these schools. The superintendent of schools released his recommendation as part of the FY 2021 Capital Budget and the FY 2021–2026 Capital Improvements Program, with Board of Education action scheduled for November 26, 2019. Information regarding this boundary study is available at the following link: www.montgomeryschoolsmd.org/departments/planning/DownCountyES-BoundaryStudy.aspx

Several boundary studies are recommended as part of the FY 2021 Capital Budget and the FY 2021–2026 Capital Improvements Program. The first is a boundary study with an anticipated scope to include Westbrook and Somerset elementary schools to be conducted in winter 2020. Board of Education action is scheduled for November 2020. Due to enrollment growth in this cluster, an evaluation of the utilization of adjacent schools will continue. This addition is to fit-out the classroom shell inside the existing building of Westbrook Elementary School that can be accomplished with one year of planning and construction over one summer, with a scheduled completion date of September 2021.

In September 2022, the following four construction projects will be completed that will require boundary studies:

- Clarksburg Elementary School #9—to relieve overutilization at the elementary school level in the Clarksburg Cluster
- Cresthaven and Roscoe R. Nix Elementary School Additions—to relieve overutilization at JoAnn Leleck Elementary School at Broad Acres
- DuFief Elementary School Addition/Facility Upgrade—to relieve overutilization at Rachel Carson Elementary School
- Gaithersburg Elementary School #8—to relieve overutilization at the elementary school level in the Gaithersburg Cluster

Typically, the boundary study process begins approximately 12 months prior to the completion of the construction project; however, conducting four boundary studies simultaneously would be challenging. Therefore, the recommended CIP includes the following schedule for the four boundary studies:

- DuFief Elementary School Addition/Facility Upgrade—boundary study to begin spring 2020, with Board of Education action scheduled for March 2021
- Gaithersburg Elementary School #8—boundary study to begin spring 2020, with Board of Education action scheduled for March 2021
- Clarksburg Elementary School #9—boundary study to begin fall 2020, with Board of Education action scheduled for November 2021
- Cresthaven and Roscoe R. Nix Elementary School Additions—boundary study to begin fall 2020, with Board of Education action scheduled for November 2021

OBJECTIVE 3: Sustain and Upgrade Facilities

The Board of Education, superintendent of schools, and school community recognize the necessity to maintain schools in good condition through a range of activities that includes routine daily maintenance to the systematic replacement of building systems. A number of capital projects provide funds for systematic life-cycle asset replacement, including the Roof Replacement Program, the Heating, Ventilation, and Air Conditioning (HVAC) Program, and the Planned Life Cycle Asset Replacement (PLAR) Program. Because schools built or modernized since 1985 are generally of higher construction quality than schools built prior to 1985, it is possible to extend the useful life through a high level of maintenance and replacement of building systems. In the coming years, more funds will be directed to major capital projects that sustain and upgrade facilities in good condition for longer periods than has been feasible in the past.

The Board of Education, superintendent of schools, and school community also recognize that even well-maintained facilities eventually reach the end of their useful life span and require upgrade to the infrastructure building systems and the need to address programmatic needs. Moving forward, the school system has developed a new system to assess all schools utilizing the Key Facilities Indicators (KFI) to identify schools for a possible major capital project. Once a school is identified for a major capital project, the scope for the project will be identified based on the individual building system and programmatic and capacity needs for each school. The following schools have been identified for a major capital project with planning and/or construction funding recommended in the FY 2021–2026 CIP included in the Major Capital Projects—Elementary or Major Capital Projects—Secondary:

Major Capital Projects

School	Completion Date
Burnt Mills ES	9/23
South Lake ES	9/23
Woodlin ES	9/23
Stonegate ES	1/24
Neelsville MS	9/24
Poolesville HS	9/24
Damascus HS	9/25
Thomas S. Wootton HS	9/26
Col. Zadok Magruder HS	9/27

OBJECTIVE 4: Provide Schools that Are Environmentally Safe, Secure, Functionally Efficient, and Comfortable

To maintain and extend the useful life of school facilities, MCPS follows a continuum of activities that begins the first day a new school is opened. Funding for maintenance activities is found in both the capital and operating budgets. The trend for the past five years has been to provide a level of funding effort in both budgets for building maintenance and systemic renovations.

MCPS has many projects designed to meet the capital maintenance needs of schools across the county. These countywide projects are described in Chapter 5. Countywide projects address environmental issues, safety and security, and major building system maintenance in schools. These projects require an assessment of each school relative to the needs of other schools and include scheduled major repairs and replacement activities. The assessment process for most of the countywide projects is carried out through an annual review that involves a team of maintenance professionals, school principals, and consultants. On some projects, local, state, and federal mandates affect the scope and cost of the effort required.

MCPS is committed to sustainability and conservation of resources in the design and operation of all facilities. Several programs exist to support these activities. The School Energy and Recycling Team (SERT) Program promotes efficient and responsible energy use and active recycling in all schools. The SERT Program strives to significantly reduce energy consumption and to increase recycling systemwide by providing training and education; incentives, recognition, and award programs for conservation; accessible energy and recycling data; individual school programs for energy and environmental investigation-based learning opportunities; and conservation operations and procedures. SERT staff works with students, teachers, staff, and the community to practice environmental stewardship and to develop strategies to reduce the carbon footprint of MCPS.

MCPS has implemented measures to reduce the environmental impact of its buildings through a comprehensive revision of its construction design guidelines. This revision incorporates best practices from the widely recognized Leadership in Energy and Environmental Design (LEED) rating system of the United States Green Building Council. Great Seneca Creek Elementary School, which opened in September 2006, was the first public school in Maryland to be “gold” certified under the LEED rating system for green buildings. Beginning in FY 2007, all new schools are designed to achieve a LEED for Schools “silver” certification. Smaller green technology and conservation pilots have been introduced at several schools to provide a healthy and effective learning environment for students and staff.

OBJECTIVE 5: Support Multipurpose Use of Schools

MCPS recognizes the role schools play as centers of community activity and affiliation. The school system supports multipurpose use of its schools, especially in regard to uses that complement the educational program. Multipurpose uses of schools that promote family and community partnerships also are of great importance. Compatible uses of schools are factored into the facility planning process whenever possible. A prime example of compatible uses in schools is the leasing of available space in elementary schools to childcare providers. Most of the elementary schools in the system provide space for childcare providers through a mixture of full-day centers and before and after school services.

The Montgomery County Department of Health and Human Services (DHHS) Capital Budget includes several projects to provide services in county schools. In the Child Care in Schools Project, DHHS funds the construction of childcare classrooms in schools undergoing major construction or renovation. MCPS oversees the construction of the childcare classroom while DHHS arranges for the lease of the childcare classroom to a private childcare provider.

Linkages to Learning, a collaborative program between the school system, DHHS, and private community providers, addresses the complex social and mental health needs of an increasingly diverse and economically impacted population in Montgomery County. In order to address possible barriers to learning, a variety of mental health, social, and educational support services are brought together at Linkages to Learning sites. In addition, services are provided at the School Health Services Center at Rocking Horse Road. The long-range plan is to expand the Linkages to Learning programs to additional schools. Funding is included in the DHHS CIP for the following Linkages to Learning projects:

Linkages to Learning Projects	Completion Date
Maryvale ES	September 2020
Col. E. Brooke Lee MS	September 2022
Cresthaven ES/Roscoe R. Nix ES	September 2022
Gaithersburg ES #8	September 2022
Silver Spring International MS	September 2023

Since fall 1997, Linkages to Learning/School-based Health Centers (SBHC) have been providing enhanced health resources to students and their families. In response to the County Council Health and Human Services Committee request for a plan to expand SBHCs to additional school sites, the School-based Health Centers Interagency Planning Group was convened by DHHS. The planning group was an interagency group that developed selection criteria to rank schools and a timeline for constructing new SBHCs at school sites. Based on the work of the workgroup, several schools were identified to receive a SBHC. The following table shows the schools that have SBHCs along with the opening date:

SBHC Schools	Opening Date
JoAnn Leleck ES at Broad Acres	1997
Harmony Hills ES	1997
Gaithersburg ES	2005
Summit Hall ES	2008
New Hampshire Estates ES	2009
Rolling Terrace ES	2011
Highland ES	2012
Viers Mill ES	2013
Weller Road ES	2013

In spring 2006, the School-based Wellness Center Planning Group was convened. The planning group was charged with describing the services that would be offered at wellness centers at high schools and to identify criteria and a decision-making process for prioritizing schools sites for wellness centers. As a result of the work of the planning group, School-based Wellness Centers (SBWC) have opened at several high schools. The table below shows the schools that have SBWC and the opening date:

SBWC Schools	Opening Date
Northwood HS	2007
Gaithersburg HS	2013
Watkins Mill HS	2013
Wheaton HS	2016
Seneca Valley HS	2020
John F. Kennedy HS	2022

Kingsview Middle School in Germantown adjoins a county-operated community center. The community center is a 23,000 square foot building that contains a gymnasium, social hall, arts room, game room, and exercise room, as well as administrative offices, common areas, and conference spaces. The center is structurally integrated with the middle school building but has a separate and distinct main entry. An outdoor pool and bathhouse also are located on the site as a separate facility, consisting of the following: 50-meter lap pool, leisure pool, wading pool for toddlers, and common lounging areas. Other opportunities to collocate schools with compatible uses will be pursued in the future as land for new schools sites becomes more limited.

Community use of school facilities is another important way in which schools serve their communities. Outside of the instructional day, schools are used for a wide range of community activities. The Interagency Coordinating Board (ICB) for Community Use of Public Facilities (CUPF) manages school use, collects fees for most community uses of schools, and maintains an Enterprise Fund to pay for the cost of utilizing schools after school hours. Among the largest users of schools are childcare providers, county recreation groups, sports groups, and religious groups.

OBJECTIVE 6: Meet Special Education Program Space Needs

The Maryland State Department of Education established a target for local school systems to address the need for special education students to receive access to services in the general education environment. The FY 2019 proposed target requires 70.4 percent of students with disabilities to receive special education and related services in a general education setting. As a result of this mandate, the Department of Special Education Services (DSES), in collaboration with the Department of Facilities Management (DFM) and the Office of School Support and Improvement (OSSI), plan and coordinate the identification of program sites and locations to address the diverse needs of students with disabilities. This process is designed to ensure the delivery of special education services with an emphasis on providing services to the maximum extent appropriate in the school the student would attend if nondisabled.

MCPS chooses locations for special education programs by focusing on the delivery of services in the student's home school or in the school as close as possible to the student's home. The location of programs enables students with disabilities to receive special education services within the school, cluster, or region of the county where the student resides.

The percentage of students who receive services in their home school has increased each year since 1998. The following model guides facility planning:

- Special education resource services are offered in all schools for Grades K–12.

- Learning and Academic Disabilities (LAD) Services and transition services are provided in all secondary schools.
- Special education services are available regionally for students who are recommended for the following services:
 - Augmentative and Alternative Communication Services
 - Autism Spectrum Disorders Services
 - Autism Resource Services
 - Aspergers Services
 - Bridge Services
 - Prekindergarten and Elementary Physical Disabilities Services
 - Elementary Learning Center
 - Extensions (upcounty and downcounty)
 - Gifted and Talented/Learning Disabled Program
 - Infants and Toddlers Program
 - Learning for Independence (LFI) Program
 - Preschool Education Program (PEP)
 - Prekindergarten Language Classes
 - School/Community-based (SCB) Program
 - Social Emotional Special Education Support Services
 - Longview and Stephen Knolls
- Special education services are countywide for students in need of the following programs:
 - Carl Sandburg Learning Center
 - Deaf and Hard-of-Hearing Services
 - Gifted and Talented/Learning Disabled Program (elementary school level)
 - Preschool Vision Class
 - John L. Gildner Regional Institute for Children and Adolescents (RICA)
 - Rock Terrace School

Birth through 5 Years of Age Special Education Growth

The Montgomery County Infants and Toddlers Program provides services to children with developmental delays from birth to three years of age or until the start of the school year after turning four under the Extended Individualized Family Service Plan, in natural environments, such as home, child-care, or other community settings. Growth in the Infants and Toddlers Program has resulted in the location of five centers throughout the county.

MCPS provides a continuum of special education services for children ages three through five. Preschool Education Program (PEP) services range from consultative and itinerant services for children in community-based childcare settings and pre-schools to itinerant instruction at home for medically fragile children. Classroom environments are provided for children who need a comprehensive approach to their learning needs.

Providing prekindergarten special education services in the least restrictive environment (LRE) is a challenge because of the limited number of general education prekindergarten classrooms and services available in MCPS. DSES and the Division of Early Childhood Programs and Services (DECPS) collaborate to collocate general and special education preschool classes to provide additional LRE opportunities to prekindergarten students. MCPS also is focused on increasing the number of locations where nondisabled community peers are invited to learn alongside students with disabilities in a prekindergarten classroom.

Chapter 4

Recommended Actions and Planning Issues

Chapter 4 is organized alphabetically by high school cluster and consortia. Each section includes tables that contain enrollment, demographic, program capacity, and facilities information for individual schools. Capital projects recommended for the *FY 2021 Capital Budget and the FY 2021–2026 Capital Improvements Program* (CIP) are included. It is important to note that although cluster/consortia organization is used for the presentation of information, planning actions often cross cluster/consortia boundaries in order to meet program and facility needs for all students. Appendix U includes the maps for each cluster, special education centers, and other educational centers.

All schools are evaluated based on existing and planned program capacity. School system enrollment continues to grow. Although temporary overutilization of facilities is accommodated with relocatable classrooms, long-term overutilization requires additional capacity to both elementary and secondary schools through various construction projects.

For each cluster and the Downcounty and Northeast consortia, information is presented within a common framework. Planning issues of a clusterwide nature are followed by a discussion of individual secondary and elementary schools with approved capital projects or non-capital actions. Not all clusters may have clusterwide planning issues, and only schools with plans are discussed in each cluster section.

Following the narrative discussion of planning activities is a table labeled “Capital Projects” that summarizes all capital

projects for that cluster or consortium. Four types of projects are identified under the “Type of Project” column. The types of projects are as follows:

- “Approved”—Project has an FY 2019 or FY 2020 appropriation for planning or construction funds approved in the Amended FY 2019–2024 CIP.
- “Programmed”—Project has expenditures programmed in a future year of the CIP for planning and/or construction funds.
- “Proposed”—Project has facility planning funds approved for a feasibility study.
- “Recommended”—Project has an FY 2021 appropriation recommended for planning or construction in the FY 2021–2026 CIP.

For each cluster and the two consortia, four summary tables and a bar graph are presented. The bar graph shows the effects of additions to capacity in the calculation of future utilization levels. The “Projected Enrollment and Available Capacity” table reflects the projected enrollment six years into the future for elementary and secondary schools and to the years 2029 and 2034 at the secondary level. Space availability is shown with CIP recommendations. This table also has a “comments” section that contains a brief explanation of program or facility changes that will effect capacity within any given year. To assist readers, a glossary of abbreviations and terms used in the tables and notes is included on the previous page. A second table, titled “Demographic Characteristics of Schools,” shows

AAC—Augmentative and Alternative Communication

Add.—Addition

AUT—Autism Spectrum Disorders

BRIDGE—Bridge services

CSR—Class size reduction

DCC—Downcounty Consortium

DHOH—Deaf and Hard of Hearing

ELC—Elementary Learning Center

ESOL—English for Speakers of Other Languages

GT/LD—Gifted and Talented/Learning Disabled

HS—Head Start

HSM—Home school model

LAD—Learning and Academic Disabilities

LANG—Speech/Language Services

LFI—Learning for Independence

LTL—Linkages to Learning

METS—Multidisciplinary Educational Training and Support class (for non-English-speaking students with limited educational experience)

MSMC—Middle School Magnet Consortium

NEC—Northeast Consortium

PD—Physical Disabilities class

PEP—Preschool Education Program

pre-K—# of sessions of prekindergarten

pre-K Lang—Prekindergarten language class

Reg. Sec.—Regular secondary classroom

Reg. Elem.—Regular elementary classroom

Rev/Ex—Revitalization/Expansion

Rm CSR—# of classrooms for class-size reduction initiative

SBHC—School-based Health Center

SCB—School/Community-Based Programs for Students with Intellectual Disabilities

Sup. Rms.—Support rooms, such as art, music, and computer labs

SLSS—Social and Emotional Support Services

SBWC—Wellness Center

TBD—To be determined

TS—# of Teaching Stations

VIS—Preschool or secondary Vision Services

the racial and ethnic group composition percentages, the student participation in the Free and Reduced-price Meals System (FARMS) Program, the percentage of English for Speakers of Other Languages (ESOL) and the Mobility Rate for schools. The “Program Capacity Table (School Year 2019–2020)” reflects

detailed program capacity information for each school, along with special education program information. The final table, titled “Facilities Characteristics of Schools 2019–2020,” shows facility information for each school.

Cluster Articulation for 2019–2020 School Year

BETHESDA-CHEVY CHASE CLUSTER

Bethesda-Chevy Chase HS (9–12)
Silver Creek MS (6–8)
Chevy Chase ES (3–5)
North Chevy Chase ES (3–5)
Rock Creek Forest ES (K–5) (*non-Spanish Immersion*)
Rosemary Hills ES (pre-K–2)*
Westland MS (6–8)
Bethesda ES (K–5)
Rock Creek Forest ES (K–5) (*Spanish Immersion*)
Somerset ES (K–5)
Westbrook ES (K–5)

WINSTON CHURCHILL CLUSTER

Winston Churchill HS (9–12)
Cabin John MS (6–8) (*shared with Wootton Cluster*)*
Bells Mill ES (HS–5)
Seven Locks ES (K–5)
Herbert Hoover MS (6–8)
Beverly Farms ES (K–5)
Potomac ES (K–5)
Wayside ES (K–5)

CLARKSBURG CLUSTER

Clarksburg HS (9–12)
Neelsville MS (6–8) (*shared with Watkins Mill Cluster*)*
Capt. James E. Daly ES (pre-K–5)
Fox Chapel ES (pre-K–5)
Rocky Hill MS (6–8)
Clarksburg ES (K–5)
William B. Gibbs, Jr. ES (pre-K–5)
Little Bennett ES (K–5)
Hallie Wells MS (6–8) (*shared with Damascus Cluster*)*
Cedar Grove ES (K–5) (*shared with Damascus Cluster*)*
Snowden Farm ES (K–4) (*shared with Damascus Cluster*)*
(*5th grade class will be added in school year 2020–2021*)
Wilson Wims ES (K–5)*

DAMASCUS CLUSTER

Damascus HS (9–12)
John T. Baker MS (6–8)
Clearspring ES (HS–5)
Damascus ES (K–5)
Laytonville ES (K–5) (*shared with Gaithersburg Cluster*)*
Lois P. Rockwell ES (K–5)
Woodfield ES (K–5)
Hallie Wells MS (6–8) (*shared with Clarksburg Cluster*)*
Cedar Grove ES (K–5) (*shared with Clarksburg Cluster*)*
Snowden Farm ES (K–4) (*shared with Clarksburg Cluster*)*
(*5th grade class will be added in school year 2020–2021*)
Wilson Wims ES (K–5)*

DOWNCOUNTY CONSORTIUM

Montgomery Blair HS (9–12)
Albert Einstein HS (9–12)
John F. Kennedy HS (9–12)
Northwood HS (9–12)
Wheaton HS (9–12)
Argyle MS (6–8)
A. Mario Loiederman MS (6–8)
Parkland MS (6–8)
Bel Pre ES (pre-K–2)
Brookhaven ES (pre-K–5)
Georgian Forest ES (HS and pre-K–5)
Harmony Hills ES (HS and pre-K–5)
Sargent Shriver ES (pre-K–5)
Strathmore ES (3–5)
Viers Mill ES (HS and pre-K–5)
Weller Road ES (HS and pre-K–5)
Wheaton Woods ES (HS and pre-K–5)

Eastern MS (6–8)
Montgomery Knolls ES (HS and pre-K–2)
New Hampshire Estates ES (HS and pre-K–2)
Oak View ES (3–5)
Pine Crest ES (3–5)
Col. E. Brooke Lee MS (6–8)
Arcola ES (HS–5)
Glenallan ES (HS–5)
Kemp Mill ES (pre-K–5)
Newport Mill MS (6–8)
Highland ES (HS and pre-K–5)
Oakland Terrace ES (pre-K–5)
Rock View ES (pre-K–5)
Silver Spring International MS (6–8)
Forest Knolls ES (HS and pre-K–5)
Highland View ES (K–5)
Rolling Terrace ES (HS and pre-K–5)
Sligo Creek ES (K–5)
Sligo MS (6–8)
Glen Haven ES (pre-K–5)
Flora M. Singer ES (pre-K–5)
Woodlin ES (K–5)
Takoma Park MS (6–8)
East Silver Spring ES (HS and pre-K–5)
Piney Branch ES (3–5)
Takoma Park ES (pre-K–2)

GAITHERSBURG CLUSTER

Gaithersburg HS (9–12)
Forest Oak MS (6–8)
Goshen ES (K–5)
Rosemont ES (pre-K–5)
Summit Hall ES (HS and pre-K–5)
Washington Grove ES (HS and pre-K–5)
Gaithersburg MS (6–8)
Gaithersburg ES (pre-K–5)
Laytonville ES (K–5) (*shared with Damascus Cluster*)*
Strawberry Knoll ES (HS and pre-K–5)

WALTER JOHNSON CLUSTER

Walter Johnson HS (9–12)
North Bethesda MS (6–8)
Ashburton ES (K–5)
Kensington Parkwood ES (K–5)
Wyngate ES (K–5)
Tilden MS (6–8)
Farmland ES (K–5)
Garrett Park ES (K–5)
Luxmanor ES (K–5)

COL. ZADOK MAGRUDER CLUSTER

Col. Zadok Magruder HS (9–12)
Redland MS (6–8)
Cashell ES (pre-K–5)
Judith A. Resnik ES (pre-K–5)
Sequoyah ES (K–5)
Shady Grove MS (6–8)
Candlewood ES (K–5)
Flower Hill ES (pre-K–5)
Mill Creek Towne ES (pre-K–5)

RICHARD MONTGOMERY CLUSTER

Richard Montgomery HS (9–12)
Julius West MS (6–8)
Beall ES (HS and pre-K–5)
College Gardens ES (HS–5)
Ritchie Park ES (K–5)
Bayard Rustin ES (K–5) (*Chinese Immersion K–5*)
Twinbrook ES (HS and pre-K–5)

Cluster Articulation for 2019–2020 School Year

NORTHEAST CONSORTIUM

James H. Blake HS (9–12)
Paint Branch HS (9–12)
Springbrook HS (9–12)
Benjamin Banneker MS (6–8)
Burtonsville ES (K–5)
Fairland ES (HS and pre-K–5)*
Greencastle ES (pre-K–5)
Briggs Chaney MS (6–8)
Cloverly ES (K–5)*
Fairland ES (HS and pre-K–5)*
Galway ES (pre-K–5)
William T. Page ES (pre-K–5)
William H. Farquhar MS (6–8) *(shared with Sherwood Cluster)**
Cloverly ES (K–5)*
Sherwood (K–5)*
Stonegate ES (K–5)*
Francis Scott Key MS (6–8)
Burnt Mills ES (pre-K–5)
Cannon Road ES (K–5)
Cresthaven ES (3–5)
Dr. Charles R. Drew ES (pre-K–5)
Roscoe R. Nix ES (pre-K–2)
White Oak MS (6–8)
Jackson Road ES (pre-K–5)
JoAnn Leleck ES at Broad Acres (HS and pre-K–5)
Stonegate ES (K–5)*
Westover ES (K–5)

NORTHWEST CLUSTER

Northwest HS (9–12)
Kingsview MS (6–8)
Great Seneca Creek ES (K–5)*
Ronald McNair ES (pre-K–5)
Spark M. Matsunaga ES (K–5)
Lakelands Park MS (6–8) *(shared with Quince Orchard Cluster)**
Darnestown ES (K–5)
Diamond ES (K–5)*
Roberto Clemente MS (6–8) *(shared with Seneca Valley Cluster)**
Clopper Mill ES (HS and pre-K–5)
Germantown ES (K–5)
Great Seneca Creek ES (K–5)*

POOLESVILLE CLUSTER

Poolesville HS (9–12)
John Poole MS (6–8)
Monocacy ES (K–5)
Poolesville ES (K–5)

QUINCE ORCHARD CLUSTER

Quince Orchard HS (9–12)
Lakelands Park MS (6–8) *(shared with Northwest Cluster)**
Brown Station ES (HS and pre-K–5)
Rachel Carson ES (pre-K–5)
Ridgeview MS (6–8)
Diamond ES (K–5) *(shared with Northwest Cluster)**
Fields Road ES (pre-K–5)
Jones Lane ES (K–5)
Thurgood Marshall ES (K–5)

ROCKVILLE CLUSTER

Rockville HS (9–12)
Earle B. Wood MS (6–8)
Lucy V. Barnsley ES (pre-K–5)
Flower Valley ES (K–5)
Maryvale ES (HS and pre-K–5)
Meadow Hall ES (K–5)
Rock Creek Valley ES (K–5)

SENECA VALLEY CLUSTER

Seneca Valley HS (9–12)
Roberto W. Clemente MS (6–8) *(shared with Northwest Cluster)**
S. Christa McAuliffe ES (HS–5)
Dr. Sally K. Ride ES (HS and pre-K–5)*
Dr. Martin Luther King, Jr. MS (6–8)
Lake Seneca ES (pre-K–5)
Dr. Sally K. Ride ES (HS and pre-K–5)*
Waters Landing ES (K–5)

SHERWOOD CLUSTER

Sherwood HS (9–12)
Rosa M. Parks MS (6–8)
Belmont ES (K–5)
Greenwood ES (K–5)
Olney ES (K–5)
William H. Farquhar MS (6–8) *(shared with Northeast Consortium)**
Brooke Grove ES (pre-K–5)
Sherwood ES (K–5)

WATKINS MILL CLUSTER

Watkins Mill HS (9–12)
Montgomery Village MS (6–8)
Stedwick ES (pre-K–5)*
Watkins Mill ES (HS and pre-K–5)
Whetstone ES (pre-K–5)
Neelsville MS (6–8) *(shared with Clarksburg Cluster)**
South Lake ES (HS and pre-K–5)
Stedwick ES (pre-K–5)*

WALT WHITMAN CLUSTER

Walt Whitman HS (9–12)
Thomas W. Pyle MS (6–8)
Bannockburn ES (K–5)
Bradley Hills ES (K–5)
Burning Tree ES (K–5)
Carderock Springs ES (K–5)
Wood Acres ES (K–5)

THOMAS S. WOOTTON CLUSTER

Thomas S. Wootton HS (9–12)
Cabin John MS (6–8) *(shared with Churchill Cluster)**
Cold Spring ES (K–5)
Stone Mill ES (K–5)
Robert Frost MS (6–8)
DuFief ES (K–5)
Fallsmead ES (K–5)
Lakewood ES (K–5)
Travilah ES (K–5)

OTHER EDUCATIONAL FACILITIES

Additionally, Montgomery County Public Schools operates the following facilities:

Thomas Edison High School of Technology
Blair G. Ewing Center @ Avery
Blair G. Ewing Center @ Cloverleaf
Blair G. Ewing Center @ Plum Orchard
Stephen Knolls School
Longview School
RICA—Regional Institute for Children and Adolescents
Rock Terrace School
Carl Sandburg Learning Center

*Denotes schools with split articulation, i.e., some students feed into one school, while other students feed into another school in the same or different cluster.

BETHESDA-CHEVY CHASE CLUSTER

CLUSTER PLANNING ISSUES

The Bethesda-Chevy Chase Cluster includes the adopted Chevy Chase Lake Sector Plan that provides for up to 1,400 new, mostly multi-family residential units. Although the majority of the residential units can move forward at any time, build-out of all the residential units requires funding for the Purple Line to be secured. As with many sector plans in the county, build-out requires the redevelopment of many existing land uses in the area. The pace of construction will be market driven.

In May of 2017, the County Council approved the Bethesda Downtown Plan, which will provide for additional multi-family residential units in downtown Bethesda and require a larger percentage (15%) of affordable units in new developments.

Student enrollment at all the schools in the Bethesda-Chevy Chase Cluster has increased over the past few years and several addition projects opened at Bethesda, North Chevy Chase, Rosemary Hills, Somerset, and Westbrook elementary schools. Capacity also increased at Rock Creek Elementary School as part of the revitalization/expansion project. Silver Creek Middle School opened in September 2017, to address Grades 6–8 enrollment growth in the cluster and to provide space for the reassignment of Grade 6 students from Chevy Chase and North Chevy Chase elementary schools to the middle school level. To address the enrollment growth at the high school level, a classroom addition opened at Bethesda-Chevy Chase High School.

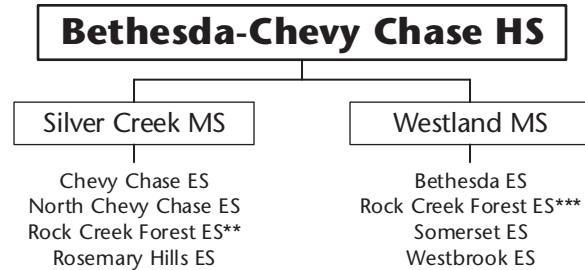
Planning Study: Because projections indicated that enrollment would exceed capacity by more than 92 seats at Bethesda, Rock Creek Forest, and Somerset elementary schools in a previous CIP, a study was approved to explore all possible solutions to add elementary capacity in the Bethesda-Chevy Chase Cluster in November 2017. In the Walter Johnson Cluster, a Site Selection Committee was held in spring 2018, to identify possible sites for a new elementary school. However, the projected space deficits, at the elementary school level in the Walter Johnson Cluster were not sufficient to recommend a new elementary school for the cluster at that time. Given that the adopted CIP in November 2018 included a capacity study for the elementary schools in the Bethesda-Chevy Chase Cluster, the Board of Education approved expanding the capacity study to explore possible solutions that would include the elementary schools in both the Bethesda-Chevy Chase and Walter Johnson clusters. The Board of Education also included a joint site selection process for the two clusters. This study was conducted in summer 2019.

Capital Project: Based on updated enrollment projections and information provided in the

capacity study, the superintendent's recommendation includes an addition at Bethesda Elementary School to address its overutilization and an addition at Westbrook Elementary School. An FY 2021 appropriation is recommended for planning funds to begin the planning of an addition at Westbrook Elementary School to relieve the overutilization at adjacent schools. The addition is scheduled to be completed by September 2021. In addition, the recommendation includes planning funds in the out-years of the CIP for a new Bethesda-Chevy Chase/Walter Johnson Cluster elementary school in the future.

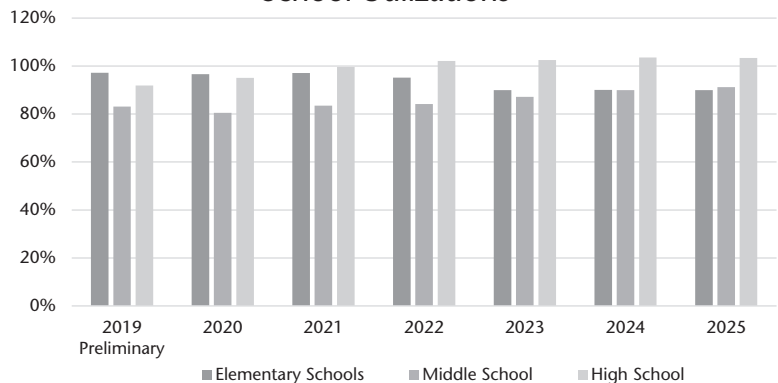
Planning Study: The recommendation includes a boundary study to occupy the classrooms that will be available with the completion of the project at Westbrook Elementary School. The anticipated scope of this boundary study will include Somerset and Westbrook elementary schools. Due to the enrollment growth in this cluster, an evaluation of the utilizations of adjacent schools will continue. The Board of Education will take action on the scope of the boundary study on November 26, 2019. The boundary study will occur in spring 2020 with Board of Education action in November 2020.

Bethesda-Chevy Chase Cluster Articulation*



- * "Cluster" is defined as the collection of elementary schools that articulate to the same high school.
- ** non-Spanish Immersion
- *** Spanish Immersion

Bethesda-Chevy Chase Cluster School Utilizations



Note: Percent utilization calculated as total enrollment of schools divided by total capacity. Projected capacity factors in capital projects. Desired utilization range is between 80% - 100%

SCHOOLS

Bethesda Elementary School

Planning Study: See text under Cluster Planning Issues.

Capital Project: Projections indicate that enrollment will exceed capacity by 92 seats or more by the end of the six-year planning period. An FY 2021 appropriation is recommended for planning funds to begin the architectural design for this addition project. The addition is scheduled to be completed by September 2023. Relocatable classrooms will be utilized until additional capacity can be added. In order for this project to be completed on this schedule, county and state funding must be provided at the levels recommended in this CIP.

Bethesda-Chevy Chase/Walter Johnson Clusters Elementary School

Planning Study: See text under Cluster Planning Issues.

Capital Project: Projections indicate enrollment will exceed capacity for some of the elementary schools in these two clusters. Planning funds for a new elementary school are recommended in the out-years of the CIP. A completion date for this new elementary school will be considered in a future CIP. In order for this project to be completed on this schedule, county and state funding must be provided at the levels recommended in this CIP.

Chevy Chase Elementary School

Planning Study: See text under Cluster Planning Issues.

North Chevy Chase Elementary School

Planning Study: See text under Cluster Planning Issues.

Rock Creek Forest Elementary School

Planning Study: See text under Cluster Planning Issues.

Rosemary Hills Elementary School

Planning Study: See text under Cluster Planning Issues.

Somerset Elementary School

Planning Study: See text under Cluster Planning Issues.

Capital Project: Projections indicate that enrollment will exceed capacity throughout the six-year planning period. Due to the small site size and site limitations at this school, an FY 2021 appropriation is recommended for planning funds to begin the planning of an addition at Westbrook Elementary School to relieve the overutilization at Somerset Elementary School. The addition is scheduled to be completed by September 2021. Relocatable classrooms will be utilized until additional capacity can be added. In order for this project to be completed on this schedule, county and state funding must be provided at the levels recommended in this CIP.

Planning Study: A boundary study is recommended to address the overutilization at Somerset Elementary School. The anticipated scope of the study will include Somerset and Westbrook elementary schools. Due to the enrollment growth in this cluster, an evaluation of the utilizations of adjacent schools will continue. The boundary study will begin in spring 2020 with Board of Education action scheduled for November 2020.

Westbrook Elementary School

Planning Study: See text under Cluster Planning Issues.

Capital Project: Projections indicate that enrollment will exceed capacity throughout the six-year planning period. Due to the small site size and site limitations at this school, an FY 2021 appropriation is recommended for planning funds to begin the planning of an addition at Westbrook Elementary School to relieve the overutilization at Somerset Elementary School. The addition is scheduled to be completed by September 2021. Relocatable classrooms will be utilized until additional capacity can be added. In order for this project to be completed on this schedule, county and state funding must be provided at the levels recommended in this CIP.

Planning Study: A boundary study is recommended to address the overutilization at Somerset Elementary School. The anticipated scope of the study will include Somerset and Westbrook elementary schools. Due to the enrollment growth in this cluster, an evaluation of the utilizations of adjacent schools will continue. The boundary study will begin in spring 2020 with Board of Education action scheduled for November 2020.

CAPITAL PROJECTS

School	Project	Project Status*	Date of Completion
Bethesda ES	Classroom addition	Recommended	Sept. 2023
Bethesda-Chevy Chase/Walter Johnson Cluster ES	New School	Programmed	TBD
Westbrook ES	Addition	Recommended	Sept. 2021

*Approved—Project has an FY 2019 or FY 2020 appropriation for planning or construction funds approved in the Amended FY 2019–2024 CIP.

*Programmed—Project has expenditures programmed in a future year of the CIP for planning and/or construction funds.

*Proposed—Project has facility planning funds approved for a feasibility study.

*Recommended—Project has an FY 2021 appropriation recommended for planning or construction in the FY 2021–2026 CIP.

BETHESDA-CHEVY CHASE CLUSTER

Projected Enrollment and Space Availability

Effects of the Recommended FY 2021 Capital Budget and the FY 2021–2026 Capital Improvements Program (CIP)

Schools			Prelimin.	Projections							
			19–20	20–21	21–22	22–23	23–24	24–25	25–26	2029	2034
Bethesda–Chevy Chase HS		Program Capacity	2457	2457	2457	2457	2457	2457	2457	2457	2457
		Enrollment	2259	2337	2448	2510	2518	2544	2541	2535	2523
		Available Space	198	120	9	(53)	(61)	(87)	(84)	(78)	(66)
		Comments									
Silver Creek MS		Program Capacity	935	935	935	935	935	935	935	935	935
		Enrollment	887	905	896	932	952	920	882	799	749
		Available Space	48	30	39	3	(17)	15	53	136	186
		Comments									
Westland MS		Program Capacity	1105	1105	1105	1105	1105	1105	1105	1105	1105
		Enrollment	808	738	807	786	827	915	978	1059	1080
		Available Space	297	367	298	319	278	190	127	46	25
		Comments									
Bethesda ES Grades (K–5)		Program Capacity	560	560	560	560	765	765	765		
		Enrollment	666	699	724	731	735	734	736		
		Available Space	(106)	(139)	(164)	(171)	30	31	29		
		Comments	See Text	Planning for Addition			Addition Complete				
Chevy Chase ES Grades (3–5) Paired With Rosemary Hills ES		Program Capacity	473	473	473	473	473	473	473		
		Enrollment	466	428	423	405	401	411	417		
		Available Space	7	45	50	68	72	62	56		
		Comments	See Text								
North Chevy Chase ES Grades (3–5) Paired With Rosemary Hills ES		Program Capacity	358	358	358	358	358	358	358		
		Enrollment	259	234	227	218	223	235	241		
		Available Space	99	124	131	140	135	123	117		
		Comments	See Text								
Rock Creek Forest ES	CSR	Program Capacity	667	667	667	667	667	667	667		
		Enrollment	760	769	773	780	770	772	755		
		Available Space	(93)	(102)	(106)	(113)	(103)	(105)	(88)		
		Comments	See Text								
Rosemary Hills ES Grades (pre-K–2) Paired With Chevy Chase ES North Chevy Chase ES		Program Capacity	628	628	628	628	628	628	628		
		Enrollment	570	574	580	587	575	562	551		
		Available Space	58	54	48	41	53	66	77		
		Comments	See Text								
Somerset ES		Program Capacity	515	515	515	515	515	515	515		
		Enrollment	582	577	573	573	577	587	593		
		Available Space	(67)	(62)	(58)	(58)	(62)	(72)	(78)		
		Comments	See Text								
Westbrook ES		Program Capacity	547	547	615	615	615	615	615		
		Enrollment	341	342	340	337	338	322	325		
		Available Space	206	205	275	278	277	293	290		
		Comments	See Text		Addition Complete						
Cluster Information		HS Utilization	92%	95%	100%	102%	102%	104%	103%	103%	103%
		HS Enrollment	2259	2337	2448	2510	2518	2544	2541	2535	2523
		MS Utilization	83%	81%	83%	84%	87%	90%	91%	91%	90%
		MS Enrollment	1695	1643	1703	1718	1779	1835	1860	1858	1829
		ES Utilization	97%	97%	95%	95%	90%	90%	90%	93%	95%
		ES Enrollment	3644	3623	3640	3631	3619	3623	3618	3750	3820

BETHESDA-CHEVY CHASE CLUSTER

Demographic Characteristics of Schools

Schools	2019–2020						2018–2019		
	Total Enrollment	Two or more races %	Black or Afr. Amr. %	Asian%	Hispanic %	White %	FARMS%*	ESOL%**	Mobility Rate%***
Bethesda-Chevy Chase HS	2259	5.3%	14.3%	5.4%	17.2%	57.6%	10.2%	6.4%	8.5%
Silver Creek MS	887	5.1%	21.4%	6.3%	19.5%	47.7%	24.2%	8.2%	9.1%
Westland MS	808	6.9%	8.2%	7.4%	18.2%	59.0%	6.9%	3.8%	8.7%
Bethesda ES	666	8.0%	7.7%	18.5%	14.9%	51.1%	7.1%	16.8%	22.0%
Chevy Chase ES	466	8.2%	17.6%	8.6%	10.1%	55.6%	19.0%	9.1%	7.7%
North Chevy Chase ES	259	5.0%	21.2%	7.3%	11.6%	54.8%	19.2%	9.2%	7.7%
Rock Creek Forest ES	760	5.4%	18.8%	7.4%	32.5%	35.5%	22.1%	17.1%	9.5%
Rosemary Hills ES	570	4.2%	27.0%	6.3%	17.4%	44.9%	26.7%	15.9%	10.0%
Somerset ES	582	8.4%	7.0%	9.5%	13.4%	61.5%	7.0%	18.6%	10.6%
Westbrook ES	341	7.0%	2.1%	5.3%	15.0%	69.8%	0%	4.3%	8.0%
Elementary Cluster Total	3644	6.6%	14.6%	9.5%	17.9%	51.1%	15.0%	14.3%	11.5%
Elementary County Total	76541	5.3%	21.3%	13.6%	33.9%	25.5%	38.3%	25.6%	13.4%

*Percent of students approved for Free and Reduced-priced Meals Program (FARMS) during the 2018–2019 school year.

**Percent of English for Speakers of Other Languages (ESOL) during the 2018–2019 school year. High School students are served in regional ESOL centers.

***Mobility Rate is the number of entries plus withdrawals during the 2018–2019 school year compared to total enrollment.

Notes: Native Hawaiian/Pacific Islander and American Indian/Alaskan Native categories total less than 1% and were therefore excluded from the table.

Due to federal and state guidelines, demographic characteristics of schools of less than or equal to 5 students per category are reported as 0%.

Program Capacity Table

(School Year 2019–2020)

Program Capacity Table															Special Education Services																		
(School Year 2019–2020)															School Based	Cluster Based	Quad Cluster Based					County & Regional Based											
Schools	Grades Served	Capacity (HS @90% MS@85%)	Total Rooms	Support Rooms	Regular Secondary @25	Regular Elementary @23	CSR Grades 1–2 @18	Pre–K @20	Pre–K @40	HS @20	CSR KIND @18	KIND @22	ESOL @15	METS @15	HSM @13	ELEM LAD @13	ELC @10	LANG @12	LFI @10	SCB @6	AAC@7	AUT @6	BRIDGE @10	DHOH @7	SESS @10	EXTENSIONS @6	GT/LD @13	PD @7	PEP@6	PEP @12	PEP @18	VISION (Elementary) @7	OTHER
Bethesda-Chevy Chase HS	9-12	2457	110		108								2																				
Silver Creek MS	6-8	935	46		44																											2	
Westland MS	6-8	1105	52		52																												
Bethesda ES	K-5	560	29	3		20						4								2													
Chevy Chase ES	3-5	473	24	3		20									1																		
North Chevy Chase ES	3-5	358	21	5		15									1																		
Rock Creek Forest ES	K-5	667	40	4		13	12	1			5											3							1		1		
Rosemary Hills ES	PreK-2	628	36	5		17			1			7			1							5											
Somerset ES	K-5	515	27	4		18						4			1																		
Westbrook ES	K-5	547	30	4		20						2			1										3								

BETHESDA-CHEVY CHASE CLUSTER

Facility Characteristics of Schools 2019–2020

Schools	Year Facility Opened	Year Reopened/ Revitalized	Total Square Footage	Site Size Acres	Adjacent Park	Reloc- atable Classrooms	County Programs
Bethesda-Chevy Chase HS	1934	2001	392,833	16.4			
Silver Creek MS	2017		174,743	13.3			
Westland MS	1951	1997	146,006	25.1			
Bethesda ES	1952	1999	75,257	8.42		5	
Chevy Chase ES	1936	2000	70,976	3.8			
North Chevy Chase ES	1953	1995	65,982	7.9			
Rock Creek Forest ES	1950	2015	98,140	8			
Rosemary Hills ES	1956	1988	86,548	6.1			
Somerset ES	1949	2005	80,122	3.7			
Westbrook ES	1939	1990	91,359	12.5	Yes		



WINSTON CHURCHILL CLUSTER

SCHOOLS

Winston Churchill High School

Capital Project: Previous projections indicated that enrollment would exceed capacity by 200 seats or more by the end of the six-year planning period. An FY 2017 appropriation was approved for facility planning to determine the feasibility, scope, and cost for a capacity study. Subsequently; however, projections dropped and only showed a space deficit of less than 50 seats by the end of the six-year planning period, therefore the feasibility study was not conducted. The FY 2021–2026 CIP shows an increase in the enrollment projections, therefore, and FY 2021 appropriation is recommended to conduct a feasibility study for a proposed addition for this school. Relocatable classrooms will be utilized until additional capacity can be added.

Potomac Elementary School

Capital Project: A revitalization/expansion project is scheduled for this school with a completion date of September 2020. An FY 2018 appropriation was approved to begin the construction for the project.

CAPITAL PROJECTS

School	Project	Project Status*	Date of Completion
Winston Churchill HS	Addition	Proposed	TBD
Potomac ES	Revitalization/expansion	Approved	Sept. 2020

*“Approved”—Project has an FY 2019 or FY 2020 appropriation for planning or construction funds approved in the Amended FY 2019–2024 CIP.

“Programmed”—Project has expenditures programmed in a future year of the CIP for planning and/or construction funds.

“Proposed”—Project has facility planning funds approved for a feasibility study.

“Recommended”—Project has an FY 2021 appropriation recommended for planning or construction in the FY 2021–2026 CIP.

Winston Churchill Cluster Articulation*

Winston Churchill High School

Cabin John MS**

Bells Mill ES
Seven Locks ES

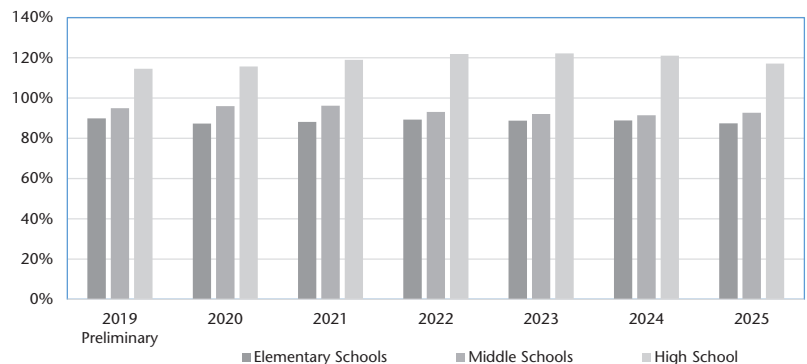
Herbert Hoover MS

Beverly Farms ES
Potomac ES
Wayside ES

* “Cluster” is defined as the collection of elementary schools that articulate to the same high school.

** Cold Spring ES and Stone Mill ES also articulate to Cabin John MS and thereafter to Thomas S. Wootton HS.

Winston Churchill Cluster School Utilizations



Note: Percent utilization calculated as total enrollment of schools divided by total capacity. Projected capacity factors in capital projects. Desired utilization range is between 80% - 100%

WINSTON CHURCHILL CLUSTER

Projected Enrollment and Space Availability

Effects of the Recommended FY 2021 Capital Budget and the FY 2021–2026 Capital Improvements Program (CIP)

Schools			Prelimin. 19–20	Projections							
				20–21	21–22	22–23	23–24	24–25	25–26	2029	2034
Winston Churchill HS		Program Capacity	1986	1986	1986	1986	1986	1986	1986	1986	1986
		Enrollment	2275	2298	2365	2421	2428	2405	2327	2200	2254
		Available Space	(289)	(312)	(379)	(435)	(442)	(419)	(341)	(214)	(268)
		Comments		Facility Planning for Addition							
Cabin John MS		Program Capacity	1057	1057	1057	1057	1057	1057	1057	1057	1057
		Enrollment	1040	1057	1055	1038	1048	1070	1072	1012	930
		Available Space	17	0	2	19	9	(13)	(15)	45	127
		Comments									
Herbert Hoover MS		Program Capacity	1139	1139	1139	1139	1139	1139	1139	1139	1139
		Enrollment	1045	1051	1058	1007	975	938	964	965	1000
		Available Space	94	88	81	132	164	201	175	174	139
		Comments									
Bells Mill ES		Program Capacity	626	626	626	626	626	626	626		
		Enrollment	642	652	665	666	650	633	612		
		Available Space	(16)	(26)	(39)	(40)	(24)	(7)	14		
		Comments									
Beverly Farms ES		Program Capacity	689	689	689	689	689	689	689		
		Enrollment	585	574	576	597	602	603	602		
		Available Space	104	115	113	92	87	86	87		
		Comments									
Potomac ES		Program Capacity	425	479	479	479	479	479	479		
		Enrollment	376	368	352	355	338	354	356		
		Available Space	49	111	127	124	141	125	123		
		Comments		Rev/Ex Complete							
Seven Locks ES		Program Capacity	424	424	424	424	424	424	424		
		Enrollment	425	430	451	446	450	443	427		
		Available Space	(1)	(6)	(27)	(22)	(26)	(19)	(3)		
		Comments									
Wayside ES		Program Capacity	648	648	648	648	648	648	648		
		Enrollment	500	480	484	495	504	514	508		
		Available Space	148	168	164	153	144	134	140		
		Comments									
Cluster Information		HS Utilization	115%	116%	119%	122%	122%	121%	117%	111%	113%
		HS Enrollment	2275	2298	2365	2421	2428	2405	2327	2200	2254
		MS Utilization	95%	96%	96%	93%	92%	91%	93%	90%	88%
		MS Enrollment	2085	2108	2113	2045	2023	2008	2036	1977	1930
		ES Utilization	90%	87%	88%	89%	89%	89%	87%	80%	77%
		ES Enrollment	2528	2504	2528	2559	2544	2547	2505	2305	2220

WINSTON CHURCHILL CLUSTER

Demographic Characteristics of Schools

Schools	2019–2020						2018–2019		
	Total Enrollment	Two or more races %	Black or Afr. Amer. %	Asian%	Hispanic %	White %	FARMS%*	ESOL%**	Mobility Rate%***
Winston Churchill HS	2275	5.7%	9.3%	30.2%	7.8%	46.7%	3.7%	1.0%	3.2%
Cabin John MS	1040	6.0%	11.5%	35.1%	8.1%	39.2%	7.2%	4.1%	4.0%
Herbert Hoover MS	1045	5.6%	7.1%	37.5%	8.5%	41.1%	4.1%	1.8%	4.1%
Bells Mill ES	642	7.2%	12.5%	28.2%	8.9%	43.0%	8.6%	7.8%	5.7%
Beverly Farms ES	585	6.2%	7.7%	32.5%	8.9%	44.6%	6.8%	9.7%	4.6%
Potomac ES	376	8.5%	9.0%	31.9%	8.5%	41.8%	2.5%	6.6%	8.8%
Seven Locks ES	425	5.2%	8.9%	26.1%	10.6%	49.2%	4.4%	5.8%	5.8%
Wayside ES	500	6.6%	7.2%	46.2%	6.2%	33.8%	3.8%	9.8%	5.6%
Elementary Cluster Total	2528	6.7%	9.2%	33.0%	8.6%	42.4%	5.6%	8.1%	5.9%
Elementary County Total	76541	5.3%	21.3%	13.6%	33.9%	25.5%	38.3%	25.6%	13.4%

*Percent of students approved for Free and Reduced-priced Meals Program (FARMS) during the 2018–2019 school year.

**Percent of English for Speakers of Other Languages (ESOL) during the 2018–2019 school year. High School students are served in regional ESOL centers.

***Mobility Rate is the number of entries plus withdrawals during the 2018–2019 school year compared to total enrollment.

Notes: Native Hawaiian/Pacific Islander and American Indian/Alaskan Native categories total less than 1% and were therefore excluded from the table.

Due to federal and state guidelines, demographic characteristics of schools of less than or equal to 5 students per category are reported as 0%.

Program Capacity Table

(School Year 2019–2020)

Program Capacity Table (School Year 2019–2020)															Special Education Services																		
															School Based	Cluster Based	Quad Cluster Based					County & Regional Based											
Schools	Grades Served	Capacity (HS @90% MS@85%)	Total Rooms	Support Rooms	Regular Secondary @25	Regular Elementary @23	CSR Grades 1–2 @18	Pre-K @20	Pre-K @40	HS @20	CSR KIND @18	KIND @22	ESOL @15	METS @15	HSM @13	ELEM LAD @13	ELC @10	LANG @12	LFI @10	SCB @6	AAC@7	AUT @6	BRIDGE @10	DHOH @7	SESS @10	EXTENSIONS @6	GT/LD @13	PD @7	PEP@6	PEP @12	PEP @18	VISION (Elementary) @7	OTHER
Winston Churchill HS	9-12	1986	94		85																	2	7										
Cabin John MS	6-8	1057	57		47														2	2		6											
Herbert Hoover MS	6-8	1139	56		52																		4										
Bells Mill ES	HS-5	626	32	3		22				1	4											2											
Beverly Farms ES	K-5	689	35	4		25					4					2																	
Potomac ES	K-5	425	22	3		16					2				1																		
Seven Locks ES	K-5	424	23	4		15					3				1																		
Wayside ES	K-5	648	36	3		24					3								2										1	1			2

WINSTON CHURCHILL CLUSTER

Facility Characteristics of Schools 2019–2020

Schools	Year Facility Opened	Year Reopened/ Revitalized	Total Square Footage	Site Size Acres	Adjacent Park	Reloc- atable Classrooms	County Programs
Winston Churchill HS	1964	2001	322,078	30.3			
Cabin John MS	1967	2011	159,514	18.2			
Herbert Hoover MS	1966	2013	165,367	19.1			
Bells Mill ES	1968	2009	77,244	9.6			
Beverly Farms ES	1965	2013	98,916	5	Yes		
Potomac ES	1949	1976	57,713	9.6			
Seven Locks ES	1964	2012	66,915	9.9			
Wayside ES	1969	2017	93,453	9.3			



CLARKSBURG CLUSTER

CLUSTER PLANNING ISSUES

Planning Issue: The Clarksburg Master Plan allows for the development of up to 15,000 residential units. The plan included five future elementary school sites and one future middle school site. A large number of housing units were constructed. A new cluster of schools was formed in the 2006–2007 school year when Clarksburg High School opened to accommodate the enrollment growth from the new development. Little Bennett Elementary School opened in September 2006, William B. Gibbs, Jr. Elementary School opened in September 2009, Wilson Wims Elementary School opened in September 2014, and Snowden Farm Elementary School opened in September 2019. With continued growth in elementary school enrollment, an additional elementary school is scheduled to open in September 2022. To address the enrollment growth in the cluster, a high school addition opened in September 2015, and Hallie Wells Middle School opened in September 2016.

Planning Study: A boundary study was conducted in spring 2019, to explore the reassignment of Clarksburg, Northwest, and Seneca Valley high school students. As part of the boundary study, all of the middle schools in these three high schools clusters were included to review the middle school articulation patterns. The superintendent of schools released his recommendation in October 2019 as part of the FY 2021 Capital Budget and the FY 2021–2026 Capital Improvements Program, with Board of Education action scheduled for November 26, 2019. Information regarding the boundary study recommendation is available at the following link: www.montgomeryschoolsmd.org/departments/planning/UpcountyHSBoundaryStudy.aspx

Planning Study: A boundary study is recommended to explore the assignment of students for the opening of Clarksburg Elementary School #9. This boundary study is recommended to begin in fall 2020, with Board of Education scheduled for November 2021. The scope of the boundary study will be recommended in the spring 2020 after the Board of Education takes action on the secondary school boundary study in November 2019.

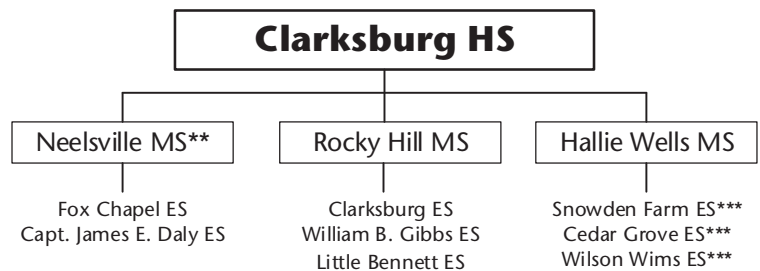
SCHOOLS

Clarksburg High School

Planning Issue: Although a classroom addition opened in September 2015 to accommodate the overutilization at Clarksburg High School, student enrollment will continue to exceed capacity by over 900 students by the end of the six-year planning period. Enrollment also is projected to exceed capacity at Northwest High School by almost 400 students. Both the Clarksburg and

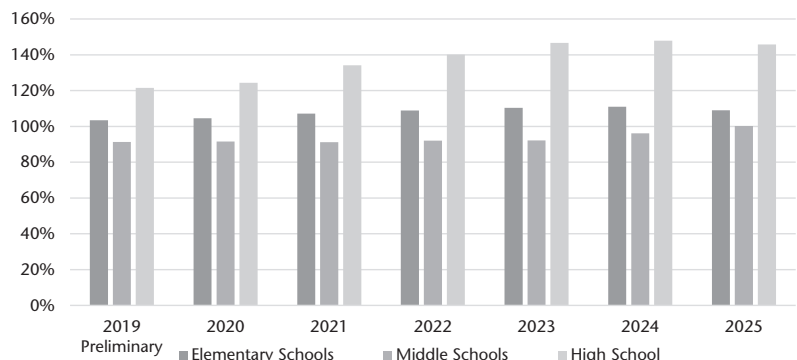
Northwest high school service areas are adjacent to the Seneca Valley High School service area. A revitalization/expansion project at Seneca Valley High School, scheduled for completion in September 2020, was designed and constructed with a capacity for 2,581 students. The enrollment at Seneca Valley High School is projected to be 1,274 students by the end of the six-year planning period. With a capacity of 2,581 seats, there will be approximately 1,307 seats available to accommodate students from Clarksburg and Northwest high schools when the project is complete. Recently, a Career Readiness External Review was conducted and provided recommendations to increase the number of students prepared for employment in high demand fields. Given that the Seneca Valley High School project is under construction, there was an opportunity to expand career technology education for students living in the upcounty area. Therefore, the master planned shell on the fourth floor was approved for construction to accommodate additional career technology education programs in this facility. As part of the boundary study described in the section below, the superintendent of schools reserved 500 seats at Seneca

Clarksburg Cluster Articulation*



* "Cluster" is defined as the collection of elementary schools that articulate to the same high school.
 ** South Lake ES and a portion of Stedwick ES also articulate to Neelsville MS but thereafter to Watkins Mill HS.
 ***Portions of Cedar Grove ES, Wilson Wims ES, and Snowden Farm ES also articulate to Damascus HS.

Clarksburg Cluster School Utilizations



Note: Percent utilization calculated as total enrollment of schools divided by total capacity. Projected capacity factors in capital projects. Desired utilization range is between 80% - 100%

CLARKSBURG CLUSTER

Valley High School for students living in the upcounty area leaving approximately 800 seats available for the Clarksburg and Northwest high school students.

Planning Study: A boundary study was conducted in spring 2019, to explore the reassignment of Clarksburg, Northwest, and Seneca Valley high school students. As part of the boundary study, all of the middle schools in these three high schools clusters were included to review the middle school articulation patterns. The superintendent of schools released his recommendation in October 2019 as part of the FY 2021 Capital Budget and the FY 2021–2026 Capital Improvements Program, with Board of Education action scheduled for November 26, 2019. Information regarding the boundary study recommendation is available at the following link: www.montgomeryschoolsmd.org/departments/planning/UpcountyHSBoundaryStudy.aspx

Neelsville Middle School

Capital Project: A major capital project is approved for this school to address various building systems and programmatic needs for this school. An FY 2021 appropriation is recommended for planning funds to begin the architectural design of this major capital project. This project is scheduled to be completed in September 2024. In order for this project to be completed on this schedule, county and state funding must be provided at the levels recommended in this CIP. Additional information regarding the scope of the major capital project can be found in Supplement C—FY2021–2026 Major Capital Projects Update at the following link: www.montgomeryschoolsmd.org/departments/planning/cipmaster.aspx

Planning Study: See text under Cluster Planning Issues. Information regarding the boundary study recommendation is available at the following link: www.montgomeryschoolsmd.org/departments/planning/UpcountyHSBoundaryStudy.aspx

Hallie Wells Middle School

Planning Study: See text under Cluster Planning Issues. Information regarding the boundary study recommendation is available at the following link: www.montgomeryschoolsmd.org/departments/planning/UpcountyHSBoundaryStudy.aspx

Rocky Hill Middle School

Planning Study: See text under Cluster Planning Issues. Information regarding the boundary study recommendation is available at the following link: www.montgomeryschoolsmd.org/departments/planning/UpcountyHSBoundaryStudy.aspx

Clarksburg Elementary School

Planning Issue: Enrollment at Clarksburg Elementary School is projected to exceed capacity by more than 92 seats throughout the six-year planning period. Relocatable classrooms will be utilized until Clarksburg Elementary School #9 opens.

Capital Project: Although an FY 2019 appropriation for planning was recommended by the Board of Education for Clarksburg Elementary School #9 with a scheduled opening

in September 2021, the County Council delayed the project by one year to September 2022. An FY 2020 appropriation was approved for planning to begin the architectural design for this project. An FY 2021 appropriation is recommended for construction funding. In order for this project to be completed on this schedule, county and state funding must be provided at the levels recommended in this CIP.

Planning Study: See text under Cluster Planning Issues. Information regarding the boundary study recommendation is available at the following link: www.montgomeryschoolsmd.org/departments/planning/UpcountyHSBoundaryStudy.aspx

Capt. James E. Daly Elementary School

Capital Project: Previous projections indicated enrollment at Capt. James E. Daly Elementary School would exceed capacity by 92 seats or more by the end of the six-year planning period. An FY 2014 appropriation was approved for facility planning to determine the feasibility, scope, and cost for a classroom addition. The current space deficit is slightly below the minimum threshold of 92 seats or more for consideration of an addition project. Therefore, enrollment will continue to be monitored for consideration of a future CIP project, with relocatable classrooms utilized in the interim.

Planning Study: See text under Cluster Planning Issues. Information regarding the boundary study recommendation is available at the following link: www.montgomeryschoolsmd.org/departments/planning/UpcountyHSBoundaryStudy.aspx

Fox Chapel Elementary School

Planning Study: See text under Cluster Planning Issues. Information regarding the boundary study recommendation is available at the following link: www.montgomeryschoolsmd.org/departments/planning/UpcountyHSBoundaryStudy.aspx

William B. Gibbs, Jr. Elementary School

Planning Study: See text under Cluster Planning Issues. Information regarding the boundary study recommendation is available at the following link: www.montgomeryschoolsmd.org/departments/planning/UpcountyHSBoundaryStudy.aspx

Wilson Wims Elementary School

Planning Issue: Previous projections indicated enrollment at Wilson Wims Elementary School would exceed capacity by more than 92 seats throughout the six-year planning period. However, the current space deficit is below the minimum threshold of 92 seats. Enrollment will continue to be monitored and, if needed, relocatable classrooms will be utilized until Clarksburg Cluster Elementary School #9 opens.

Capital Project: Although an FY 2019 appropriation for planning was recommended by the Board of Education for Clarksburg Elementary School #9 with a scheduled opening in September 2021, the County Council delayed the project by one year to September 2022. An FY 2020 appropriation was approved for planning to begin the architectural design

CLARKSBURG CLUSTER

for this project. An FY 2021 appropriation is recommended for construction funding. In order for this project to be completed on this schedule, county and state funding must be provided at the levels recommended in this CIP.

CAPITAL PROJECTS

School	Project	Project Status*	Date of Completion
Neelsville MS	Major Capital Project	Recommended	Sept. 2024
Clarksburg ES #9	New school	Approved	Sept. 2022

“Approved”—Project has an FY 2019 or FY 2020 appropriation for planning or construction funds approved in the Amended FY 2019–2024 CIP.

“Programmed”—Project has expenditures programmed in a future year of the CIP for planning and/or construction funds.

“Proposed”—Project has facility planning funds approved for a feasibility study.

“Recommended”—Project has an FY 2021 appropriation recommended for planning or construction in the FY 2021–2026 CIP.



CLARKSBURG CLUSTER

Projected Enrollment and Space Availability

Effects of the Recommended FY 2021 Capital Budget and the FY 2021–2026 Capital Improvements Program (CIP)

Schools			Prelimin.	Projections							
			19–20	20–21	21–22	22–23	23–24	24–25	25–26	2029	2034
Clarksburg HS		Program Capacity	2034	2034	2034	2034	2034	2034	2034	2034	2034
		Enrollment	2472	2309	2365	2330	2469	2455	2410	2178	2044
		Available Space	(438)	(275)	(331)	(296)	(435)	(421)	(376)	(144)	(10)
		Comments	Boundary Recommendation								
Neelsville MS		Program Capacity	956	956	956	956	956	1190	1190	1190	1190
		Enrollment	945	874	757	858	897	983	1030	991	981
		Available Space	11	82	199	98	59	207	160	199	209
		Comments	Plng. For Maj. Cap. Proj. Bound. Rec.					Maj. Cap. Project Complete			
Rocky Hill MS		Program Capacity	1020	1020	1020	1020	1020	1020	1020	1020	1020
		Enrollment	883	937	1045	997	987	976	1035	988	1025
		Available Space	137	83	(25)	23	33	44	(15)	32	(5)
		Comments	Boundary Recommendation								
Hallie Wells MS		Program Capacity	982	982	982	982	982	982	982	982	982
		Enrollment	873	895	894	868	842	883	900	1218	1298
		Available Space	109	87	88	114	140	99	82	(236)	(316)
		Comments									
Clarksburg ES		Program Capacity	311	311	311	311	311	311	311		
		Enrollment	624	606	646	689	725	727	722		
		Available Space	(313)	(295)	(335)	(378)	(414)	(416)	(411)		
		Comments	Boundary Recommendation								
Clarksburg ES #9		Program Capacity				740	740	740	740		
		Enrollment				0	0	0	0		
		Available Space				740	740	740	740		
		Comments				Opens					
Capt. James E. Daly ES	CSR	Program Capacity	523	523	523	523	523	523	523		
		Enrollment	618	609	617	619	617	609	607		
		Available Space	(95)	(86)	(94)	(96)	(94)	(86)	(84)		
		Comments	Boundary Recommendation								
Fox Chapel ES	CSR	Program Capacity	683	683	683	683	683	683	683		
		Enrollment	613	609	609	621	644	645	620		
		Available Space	70	74	74	62	39	38	63		
		Comments	Boundary Recommendation								
William B. Gibbs, Jr. ES		Program Capacity	719	719	719	719	719	719	719		
		Enrollment	621	599	585	580	583	602	614		
		Available Space	98	120	134	139	136	117	105		
		Comments	Boundary Recommendation								
Little Bennett ES		Program Capacity	624	624	624	624	624	624	624		
		Enrollment	637	641	653	646	629	638	598		
		Available Space	(13)	(17)	(29)	(22)	(5)	(14)	26		
		Comments									
Snowden Farm ES		Program Capacity	774	774	774	774	774	774	774		
		Enrollment	644	760	816	862	886	897	852		
		Available Space	130	14	(42)	(88)	(112)	(123)	(78)		
		Comments	Opens								
Wilson Wims ES		Program Capacity	739	739	739	739	739	739	739		
		Enrollment	768	748	761	742	742	733	753		
		Available Space	(29)	(9)	(22)	(3)	(3)	6	(14)		
		Comments									
Cluster Information		HS Utilization	122%	114%	116%	115%	121%	121%	118%	107%	100%
		HS Enrollment	2472	2309	2365	2330	2469	2455	2410	2178	2044
		MS Utilization	92%	91%	91%	92%	92%	89%	93%	100%	104%
		MS Enrollment	2701	2706	2696	2723	2726	2842	2965	3197	3304
		ES Utilization	103%	105%	107%	93%	94%	95%	93%	102%	110%
		ES Enrollment	4525	4572	4687	4759	4826	4851	4766	5610	6050

CLARKSBURG CLUSTER

Demographic Characteristics of Schools

Schools	2019–2020						2018–2019		
	Total Enrollment	Two or more races %	Black or Afr. Amer. %	Asian%	Hispanic %	White %	FARMS%*	ESOL%**	Mobility Rate%***
Clarksburg HS	2472	4.4%	30.1%	21.8%	26.4%	17.2%	27.0%	8.1%	11.0%
Hallie Wells MS	873	6.8%	20.4%	35.2%	13.3%	24.3%	15.9%	3.2%	6.4%
Neelsville MS	945	2.5%	30.4%	8.6%	52.8%	5.1%	65.1%	18.0%	17.9%
Rocky Hill MS	883	6.5%	24.9%	29.6%	17.4%	21.1%	22.5%	4.5%	10.9%
Snowden Farm ES	644	4.3%	19.4%	48.3%	10.4%	17.4%	0%	0%	0%
Clarksburg ES	624	8.7%	24.7%	35.1%	14.7%	16.7%	15.3%	18.7%	18.7%
Captain James Daly ES	618	2.4%	33.5%	6.6%	52.4%	5.0%	75.4%	44.1%	20.0%
Fox Chapel ES	613	4.1%	25.3%	14.4%	45.7%	10.0%	52.2%	33.8%	20.4%
Little Bennett ES	637	7.1%	23.1%	25.7%	18.4%	25.3%	16.8%	12.7%	8.1%
William B. Gibbs Jr. ES	621	6.4%	29.6%	25.3%	20.8%	17.6%	33.4%	15.2%	16.9%
Wilson Wims ES	768	4.6%	17.1%	41.3%	13.5%	23.2%	8.5%	9.8%	4.8%
Elementary Cluster Total	4525	5.3%	24.4%	28.7%	24.6%	16.7%	29.9%	20.3%	13.2%
Elementary County Total	76541	5.3%	21.3%	13.6%	33.9%	25.5%	38.3%	25.6%	13.4%
Elementary County Total	76195	5.4%	21.5%	14.0%	32.7%	26.0%	38.3%	25.6%	13.1%

*Percent of students approved for Free and Reduced-priced Meals Program (FARMS) during the 2018–2019 school year.

**Percent of English for Speakers of Other Languages (ESOL) during the 2018–2019 school year. High School students are served in regional ESOL centers.

***Mobility Rate is the number of entries plus withdrawals during the 2018–2019 school year compared to total enrollment.

Notes: Native Hawaiian/Pacific Islander and American Indian/Alaskan Native categories total less than 1% and were therefore excluded from the table.

Due to federal and state guidelines, demographic characteristics of schools of less than or equal to 5 students per category are reported as 0%.

Program Capacity Table
(School Year 2019–2020)

Special Education Services																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																					
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		HSM @13	ELEM LAD @13	ELC @10	LANG @12	LFI @10	SCB @6	AAC@7	AUT @6	BRIDGE @10	DHOH @7	SESS @10	EXTENSIONS @6	GT/LD @13	PD @7	PEP@6	PEP @12	PEP @18	VISION (Elementary) @7	OTHER																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																	</

CLARKSBURG CLUSTER

Facility Characteristics of Schools 2019–2020

Schools	Year Facility Opened	Year Reopened/ Revitalized	Total Square Footage	Site Size Acres	Adjacent Park	Reloc- atable Classrooms	County Programs
Clarksburg HS	1995	2006	344,574	62.73		13	
Neelsville MS	1981		131,432	29.2			
Rocky Hill MS	2004		148,065	23.3			
Hallie Wells MS	2016		150,089	22.37			
Clarksburg ES	1952	1993	54,983	9.97		9	
Captain James Daly ES	1989		78,210	10	Yes	4	
Fox Chapel ES	1974		85,182	10.34	Yes		LTL
William B. Gibbs Jr. ES	2009		88,042	10.75			
Little Bennett ES	2006		82,511	4.81	Yes		
Snowden Farm ES	2019		92,366	9.79			
Wilson Wims ES	2014		91,931	9.29	Yes	6	

DAMASCUS CLUSTER

SCHOOLS

Damascus High School

Capital Project: A major capital project is approved for this school to address various building systems and programmatic needs for this school. An FY 2020 appropriation was approved to begin the planning for this project. An FY 2022 appropriation will be recommended in the next CIP to continue the planning and design of this major capital project. This project is scheduled to be completed September 2025. Additional information regarding the scope of this major capital project can be found in Supplement C—FY2021–2026 Major Capital Projects Update at the following link: www.montgomeryschoolsmd.org/departments/planning/cipmaster.aspx. In order for this project to be completed on this schedule, county and state funding must be provided at the levels recommended in this CIP.

John T. Baker Middle School

Planning Issue: Previous projections indicated that enrollment would exceed capacity by 150 seats or more by the end of the six-year planning period. An FY 2020 appropriation was approved for facility planning to conduct a feasibility study for a possible addition. The purpose of the study is to determine the scope and cost for the project. However, the current space deficit is slightly below the minimum threshold of 150 seats or more for consideration of an addition project. Therefore, enrollment will continue to be monitored for consideration of a future CIP project, with relocatable classrooms utilized in the interim.

CAPITAL PROJECTS

School	Project	Project Status*	Date of Completion
Damascus HS	Major Capital Project	Approved	Sept. 2025
Baker MS	Classroom addition	Proposed	TBD

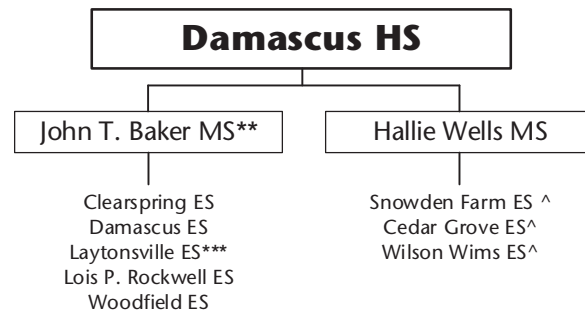
*“Approved”—Project has an FY 2019 or FY 2020 appropriation for planning or construction funds approved in the Amended FY 2019–2024 CIP.

“Programmed”—Project has expenditures programmed in a future year of the CIP for planning and/or construction funds.

“Proposed”—Project has facility planning funds approved for a feasibility study.

“Recommended”—Project has an FY 2021 appropriation recommended for planning or construction in the FY 2021–2026 CIP.

Damascus Cluster Articulation*



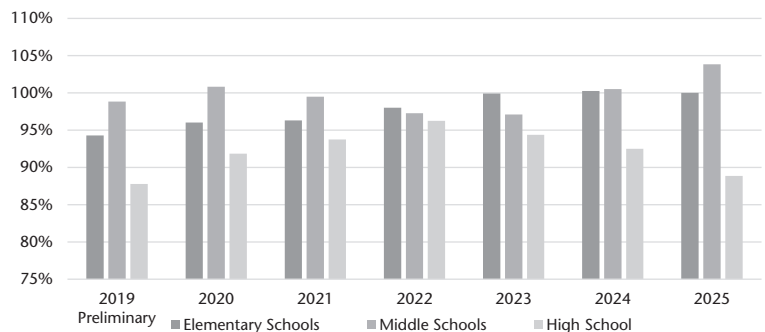
* “Cluster” is defined as the collection of elementary schools that articulate to the same high school.

** Clarksburg ES and Little Bennett ES also articulate Rocky Hill MS and thereafter to Clarksburg HS

*** Most of Laytonville ES articulates to Gaithersburg MS and Gaithersburg HS.

^ Portions of Cedar Grove ES, Wilson Wims ES, and Snowden Farm ES also articulate to Damascus HS.

Damascus Cluster School Utilizations



Note: Percent utilization calculated as total enrollment of schools divided by total capacity. Projected capacity factors in capital projects. Desired utilization range is between 80% - 100%

DAMASCUS CLUSTER

Projected Enrollment and Space Availability

Effects of the Recommended FY 2021 Capital Budget and the FY 2021–2026 Capital Improvements Program (CIP)

Schools			Prelimin.	Projections							
			19–20	20–21	21–22	22–23	23–24	24–25	25–26	2029	2034
Damascus HS		Program Capacity	1543	1543	1543	1543	1543	1543	2105	2105	2105
		Enrollment	1354	1417	1446	1485	1456	1427	1371	1198	1269
		Available Space	189	126	97	58	87	116	734	907	836
		Comments			Planning for Maj. Cap. Project				Maj. Cap. Project Complete		
John T. Baker MS		Program Capacity	741	741	741	741	741	741	741	741	741
		Enrollment	830	842	820	808	831	849	889	887	938
		Available Space	(89)	(101)	(79)	(67)	(90)	(108)	(148)	(146)	(197)
		Comments									
Hallie Wells MS		Program Capacity	982	982	982	982	982	982	982	982	982
		Enrollment	873	895	894	868	842	883	900	1218	1298
		Available Space	109	87	88	114	140	99	82	(236)	(316)
		Comments									
Cedar Grove ES		Program Capacity	402	402	402	402	402	402	402		
		Enrollment	418	362	370	380	392	402	416		
		Available Space	(16)	40	32	22	10	0	(14)		
		Comments	Boundary change								
Clearspring ES		Program Capacity	642	642	642	642	642	642	642		
		Enrollment	589	612	610	616	634	647	665		
		Available Space	53	30	32	26	8	(5)	(23)		
		Comments									
Damascus ES		Program Capacity	355	355	355	355	355	355	355		
		Enrollment	362	389	388	408	416	404	389		
		Available Space	(7)	(34)	(33)	(53)	(61)	(49)	(34)		
		Comments									
Lois P. Rockwell ES		Program Capacity	530	530	530	530	530	530	530		
		Enrollment	454	481	477	480	481	484	473		
		Available Space	76	49	53	50	49	46	57		
		Comments									
Woodfield ES		Program Capacity	381	381	381	381	381	381	381		
		Enrollment	355	374	380	380	385	379	367		
		Available Space	26	7	1	1	(4)	2	14		
		Comments									
Cluster Information		HS Utilization	88%	92%	94%	96%	94%	92%	65%	57%	60%
		HS Enrollment	1354	1417	1446	1485	1456	1427	1371	1198	1269
		MS Utilization	99%	101%	99%	97%	97%	101%	104%	122%	130%
		MS Enrollment	1703	1737	1714	1676	1673	1732	1789	2105	2236
		ES Utilization	94%	96%	96%	98%	100%	100%	100%	104%	104%
		ES Enrollment	2178	2218	2225	2264	2308	2316	2310	2410	2410

DAMASCUS CLUSTER

Demographic Characteristics of Schools

Schools	2019–2020						2018–2019		
	Total Enrollment	Two or more races %	Black or Afr. Amer. %	Asian%	Hispanic %	White %	FARMS%*	ESOL%**	Mobility Rate%***
Damascus HS	1354	5.1%	13.1%	10.3%	23.3%	47.9%	15.8%	1.7%	8.6%
Hallie Wells MS	873	6.8%	20.4%	35.2%	13.3%	24.3%	15.9%	3.2%	6.4%
John T Baker MS	830	5.2%	11.9%	6.0%	28.8%	47.8%	22.9%	3.8%	7.1%
Cedar Grove ES	418	5.0%	15.6%	42.8%	11.2%	25.1%	10.0%	9.5%	8.0%
Clearspring ES	589	6.6%	20.5%	12.1%	24.8%	35.3%	32.0%	11.2%	7.4%
Damascus ES	362	5.8%	6.9%	4.7%	35.6%	46.7%	24.6%	20.5%	9.4%
Lois P. Rockwell ES	454	7.9%	12.1%	10.1%	24.9%	44.3%	17.9%	9.3%	7.4%
Woodfield ES	355	6.8%	8.7%	8.7%	24.5%	51.3%	20.6%	6.8%	5.9%
Elementary Cluster Total	2178	6.5%	13.6%	15.8%	24.0%	39.7%	20.9%	11.1%	7.6%
Elementary County Total	76541	5.3%	21.3%	13.6%	33.9%	25.5%	38.3%	25.6%	13.4%

*Percent of students approved for Free and Reduced-priced Meals Program (FARMS) during the 2018–2019 school year.

**Percent of English for Speakers of Other Languages (ESOL) during the 2018–2019 school year. High School students are served in regional ESOL centers.

***Mobility Rate is the number of entries plus withdrawals during the 2018–2019 school year compared to total enrollment.

Notes: Native Hawaiian/Pacific Islander and American Indian/Alaskan Native categories total less than 1% and were therefore excluded from the table.

Due to federal and state guidelines, demographic characteristics of schools of less than or equal to 5 students per category are reported as 0%.

Program Capacity Table

(School Year 2019–2020)

Program Capacity Table (School Year 2019–2020)		Special Education Services																																
		School Based	Cluster Based	Quad Cluster Based	County & Regional Based																													
Schools	Grades Served	Capacity (HS @90% MS@85%)	Total Rooms	Support Rooms	Regular Secondary @25	Regular Elementary @23	CSR Grades 1–2 @18	Pre-K @20	Pre-K @40	HS @20	CSR KIND @18	KIND @22	ESOL @15	METS @15	HSM @13	ELEM LAD @13	ELC @10	LANG @12	LFI @10	SCB @6	AAC@7	AUT @6	BRIDGE @10	DHOB @7	SESS @10	EXTENSIONS @6	GT/LD @13	PD @7	PEP@6	PEP @12	PEP @18	VISION (Elementary) @7	OTHER	
Damascus HS	9-12	1543	74		66														4	4														
John T Baker MS	6-8	741	37		34														1	2														
Hallie Wells MS	6-8	982	48		45																				3									
Cedar Grove ES	K-5	402	25	4		13						3			1								4											
Clearspring ES	HS-5	642	34	3		21		1		1		3			1		4																	
Damascus ES	K-5	355	21	3		12						2			1				1	2														
Lois P. Rockwell ES	K-5	530	29	4		17						3			1															2	2			
Woodfield ES	K-5	381	24	3		10						3			1							4								1	2			

DAMASCUS CLUSTER

Facility Characteristics of Schools 2019–2020

Schools	Year Facility Opened	Year Reopened/ Revitalized	Total Square Footage	Site Size Acres	Adjacent Park	Reloc- atable Classrooms	County Programs
Damascus HS	1950	1978	235,986	32.7			
John T Baker MS	1971		120,532	22	Yes	2	
Hallie Wells MS	2016		150,089	22.37			
Cedar Grove ES	1960	1987	57,037	10.1		3	
Clearspring ES	1988		77,535	10	Yes		
Damascus ES	1934	1980	53,239	9.4		2	
Lois P. Rockwell ES	1992		75,520	10.6			
Woodfield ES	1962	1985	53,212	10			



DOWNCOUNTY CONSORTIUM

CONSORTIUM PLANNING ISSUES

The Downcounty Consortium provides a program delivery model for five high schools in the Silver Spring and Wheaton areas. Students living in this area of the county are able to choose which school they wish to attend from five high schools, based on different academy programs offered at each high schools. The Downcounty Consortium choice model is offered at Montgomery Blair, Albert Einstein, John F. Kennedy, Northwood, and Wheaton high schools. Choice patterns are monitored for the impact on projected enrollment and facility utilization.

Elementary and secondary school service area maps are included in Appendix U for the five consortium high schools. The articulation patterns for the schools are shown on pages 4-3 and 4-4. Students that reside in a base area are guaranteed to attend the high school serving that base area, if it is their first choice.

The Middle Schools Magnet Consortium (MSMC) includes three middle schools—Argyle, A. Mario Loiederman, and Parkland middle schools. The programs at these schools are open to all middle school students in the county.

Planning Issue: The Downcounty Consortium includes three recent land-use plans that will add a large number of multi-family housing units in the future. The Wheaton CBD and Vicinity Sector Plan, adopted in 2012, provides for up to 7,060 mostly multi-family residential units. The majority of these housing units require the redevelopment of the Westfield Wheaton Mall. The 2013 adopted Glenmont Sector Plan provides for up to 5,800 mostly multi-family residential units. A future elementary school site is included in the Glenmont Sector Plan. This plan requires the redevelopment of existing land uses, including the Glenmont Shopping Center, to achieve build-out density. The 2013 adopted Long Branch Sector Plan provides for approximately 5,000 mostly multi-family residential units. This plan requires the redevelopment of existing land uses and funding for the Purple Line to achieve build-out density. It is anticipated that each of these plans will take 20 to 30 years to build-out, and the pace of construction will be market driven. Other plans that will influence the cluster include the 2017 Greater Lyttonsville Sector Plan and, to a small extent, the 2018 White Flint 2 Sector Plan.

Elementary Schools

Planning Issues: There has been significant enrollment growth in the Downcounty Consortium since 2007. This growth began at the elementary schools where many schools no longer have the space to accommodate the projected enrollment and has now reached the secondary school levels. A comprehensive capacity study to address overutilization at several elementary schools in the lower section of the Downcounty Consortium was conducted during the 2014–2015 school year.

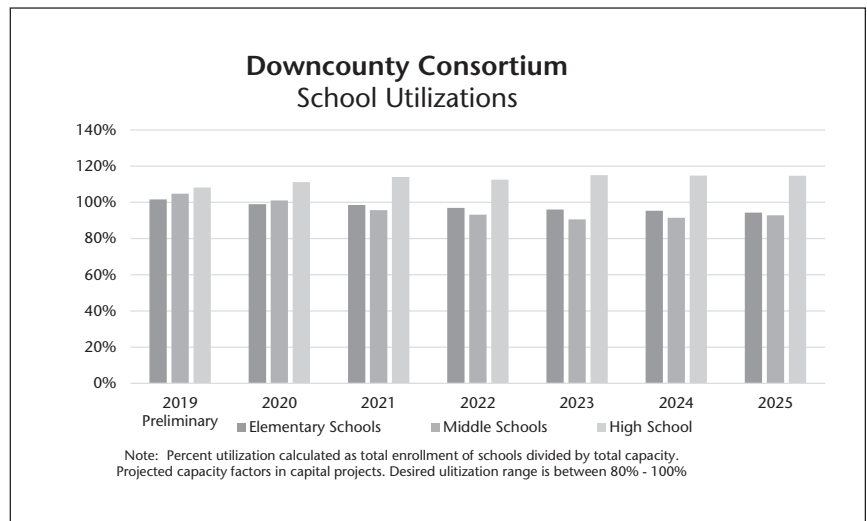
This capacity study included the following schools: East Silver Spring, Forest Knolls, Highland View, Montgomery Knolls, New Hampshire Estates, Oak View, Takoma Park, Pine Crest, Piney Branch, Rolling Terrace, Sligo Creek, and Woodlin elementary schools. As a result of the capacity study, the Board of Education approved several addition projects. The Board of Education also approved a feasibility study to explore the possibility of opening an elementary school in the Downcounty Consortium to address the space deficits at these elementary schools. Based on the outcome of an internal staff review and evaluation for a new elementary school, on August 31, 2017, the Board of Education authorized a site selection committee to evaluate potential elementary school sites in the lower portion of the Downcounty Consortium in fall 2017. Following the work of the site selection committee, the superintendent of schools recommended and the Board of Education approved continuation of the five addition projects included in the CIP and that student enrollment continue to be monitored at the elementary school level in the Downcounty Consortium for consideration of a new school in the future.

Middle Schools

At the middle school level, facility planning funds were approved for feasibility studies to determine the scope, cost, and feasibility of classroom additions at the following schools: Col. E. Brooke Lee, A. Mario Loiederman, Parkland, Silver Spring International, and Takoma Park middle schools. The outcomes from these studies are described in the schools section below.

High Schools

At the high school level, enrollment is projected to exceed capacity by the end of the six-year planning period at all five high schools. A comprehensive capacity study was conducted during spring 2017, for the Downcounty Consortium high schools to study the possibility of adding capacity to the Downcounty Consortium through classroom additions at Montgomery Blair, Albert Einstein, John F. Kennedy, and/or Northwood high schools. As part of the revitalization/expansion project at Wheaton High School, the building shell of the



DOWNCOUNTY CONSORTIUM

master-planned addition was constructed as part of the project. Constructing the building shell during ongoing construction enabled classrooms to be built-out to address the enrollment growth at Wheaton High School.

To address the urgent space needs in the Downcounty Consortium high schools, an FY 2019 appropriation was approved to begin planning to provide the instructional support spaces needed for 2,700 students at Northwood High School. With respect to Northwood High School, an analysis was completed that evaluated a) the possibility of doing a phased construction of Northwood High School, with students on site and b) an approach where a newly constructed and reopened Woodward High School be used as a holding school, starting in September 2023, for Northwood High School for two years. The evaluation compared the costs for each option, impact to students, impact on the building design, and the timeline of the project. Based on this analysis, the Board of Education approved that Woodward High School be used as a holding school, starting in September 2023 for Northwood High School, for two years. Northwood High School will

return to its facility in September 2025 and Woodward High School will open in September 2025.

Montgomery Blair High School

Capital Project: See text under Consortium Planning Issues.

Albert Einstein High School

Capital Project: See text under Consortium Planning Issues.

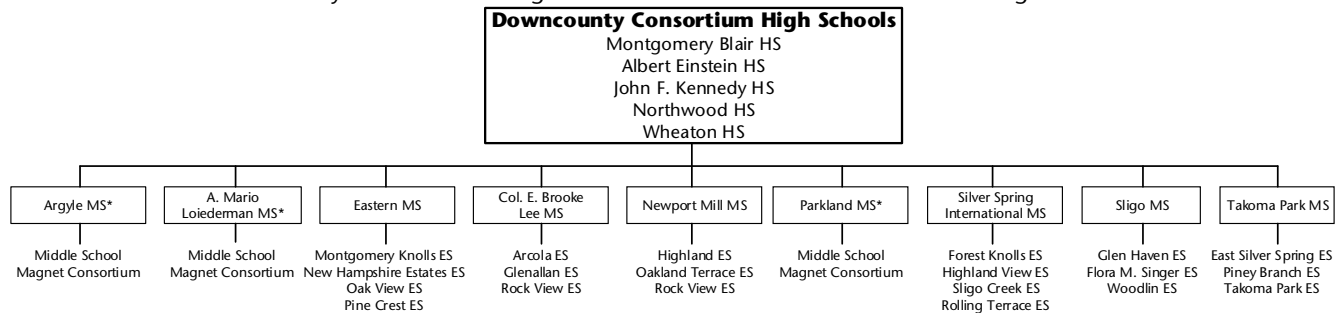
John F. Kennedy High School

Capital Project: See text under Consortium Planning Issues.

Capital Project: To provide capacity in the Downcounty Consortium, an addition was approved for John F. Kennedy High School. An FY 2020 appropriation was approved to construct this addition project. The approved completion date is September 2022. In order for this project to be completed on this schedule, county and state funding must be provided at the levels recommended in this CIP.

Downcounty Consortium Articulation*

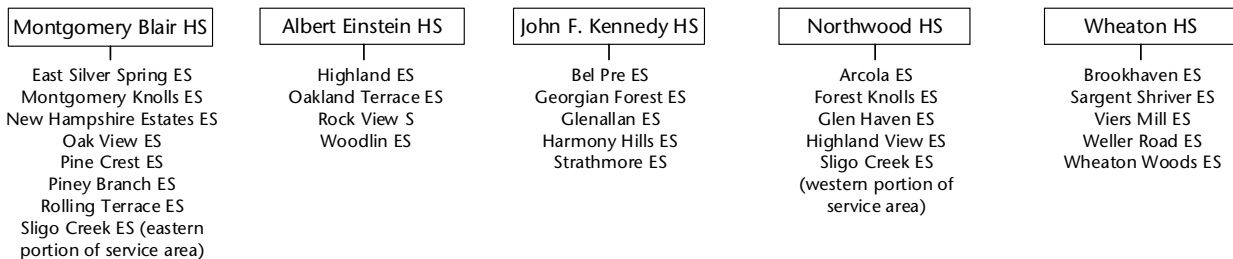
Elementary schools articulating to middle schools within the consortium of high schools



* Students living in the following elementary school service area are given the choice of one of the Middle School Magnet Consortium (MSMC): Bel Pre, Brookhaven, Georgian Forest, Harmony Hills, Sargent Shriver, Strathmore, Viers Mill, Weller Road, and Wheaton Woods elementary schools.

Downcounty Consortium Articulation

High School Base Areas



* "Consortium" is defined as the collection of high schools in an area of the county where students are able to choose which school they wish to attend based on different academy programs offered at each high school. Students are guaranteed their base area high school listed above.

Northwood High School

Capital Project: See text under Consortium Planning Issues.

Capital Project: To address the urgent space needs in the Downcounty Consortium high schools, an FY 2019 appropriation was approved for planning for additional capacity and the instructional support spaces needed for 2,700 students at Northwood High School. This project is scheduled to be completed September 2025. In order for this project to be completed on this schedule, county and state funding must be provided at the levels recommended in this CIP.

Wheaton High School

Capital Project: See text under Consortium Planning Issues.

Woodward High School

Capital Project: To address the urgent space needs at Walter Johnson High School and the Downcounty Consortium high schools, an FY 2019 appropriation was approved for planning funds to reopen Woodward High School with a completion date of September 2025. In order for this project to be completed on this schedule, county and state funding must be provided at the levels recommended in this CIP.

Argyle Middle School

Planning Issue: Projections indicate that enrollment will exceed capacity by 150 seats or more by the end of the six-year planning period. An FY 2021 appropriation is recommended for facility planning to conduct a feasibility study for a possible addition. The purpose of the study is to determine the scope and cost for the project. Relocatable classrooms will be utilized until additional capacity can be added.

Eastern Middle School

Capital Project: A revitalization/expansion project was previously programmed for this school. A new program has been developed to identify large-scale renovations of facilities. While nine schools were identified as the first group of schools in the Major Capital Projects project, Eastern Middle School is now identified as a school in the next round. The recommended CIP does not include any expenditures for this project, however, future expenditures will be considered as part of the next full CIP cycle. Additional information regarding the major capital projects can be found in Supplement C—FY2021–2026 Major Capital Projects Update at the following link: www.montgomeryschoolsmd.org/departments/planning/cipmaster.aspx

Planning Study: A boundary study was conducted in spring 2019, for Forest Knolls, Montgomery Knolls, and Pine Crest elementary schools to relieve the overutilization at Forest Knolls Elementary School. The boundary study also included Eastern and Silver Spring International middle schools to review the middle school articulations patterns for these schools. The superintendent of schools released his recommendation in October 2019, as part of the FY 2021 Capital Budget

and the FY 2021–2026 Capital Improvements Program, with Board of Education action scheduled for November 26, 2019. Information regarding the boundary study recommendation is available at the following link: www.montgomeryschoolsmd.org/departments/planning/DownCountyESBoundaryStudy.aspx

Col. E. Brooke Lee Middle School

Capital Project: Projections indicate enrollment at Col. E. Brooke Lee Middle School will exceed capacity by 150 seats or more by the end of the six-year period. Therefore, expenditures were approved to address the overutilization at this school, as well as to address the building systems to accommodate a 1,000-student capacity. An FY 2020 appropriation for construction funds was approved for this project. The scope of this project was expanded to include a complete replacement of the current facility, and therefore, two years of construction is required. This replacement facility is scheduled for completion in September 2022. An FY 2021 appropriation is recommended for construction funding. Relocatable classrooms will be utilized until additional capacity can be added. In order for this project to be completed on this schedule, county and state funding must be provided at the levels recommended in this CIP.

A. Mario Loiederman Middle School

Capital Project: An FY 2020 appropriation was approved for construction as part of the Building Modifications and Program Improvements Program to provide a Performing Arts Program to support the Creative and Performing Arts Magnet program. The scheduled completion date for the project is the 2020–2021 school year. In order for this project to be completed on this schedule, county and state funding must be provided at the levels recommended in this CIP.

Parkland Middle School

Capital Project: Projections indicate that enrollment at Parkland Middle School will exceed capacity by 150 seats or more by the end of the six-year planning period. As part of the FY 2019–2024 CIP, the Board of Education requested an addition project for completion in September 2021 that was delayed by the County Council to September 2022. As part of the Amended FY 2019–2024 CIP, the County Council delayed the project another year to September 2023. An FY 2021 appropriation is recommended for planning to begin the architectural design for this project. Relocatable classrooms will be utilized until additional capacity can be added. In order for this project to be completed on this schedule, county and state funding must be provided at the levels recommended in this CIP.

**Silver Spring International Middle School
Sligo Creek Elementary School**

Capital Project: Projections indicate that enrollment at Silver Spring International Middle School is increasing and will exceed capacity throughout the six-year planning period.

In addition to the enrollment growth, the gymnasiums and locker rooms are located in a separate building, down a steep hill, which affects the accessibility and administration of the physical education program at the school. In addition, the construction of the Purple Line will affect the school site and outdoor programmatic spaces that will need to be addressed. Sligo Creek Elementary School and Silver Spring International Middle School are collocated in the same facility. Prior to the design of the addition project, Sligo Creek Elementary School was utilizing classroom space in the middle school facility. To improve circulation in the middle school and access to the elementary school, the project included an addition to Sligo Creek Elementary School. An FY 2020 appropriation for construction funds was approved for this project. The scheduled completion date is September 2022.

Complexities of this addition project include consideration of relocating the elementary school students off-site; construction of the Purple Line that led to new site discoveries that will have significant fiscal implications; as well as, escalating construction costs, that will lead to an increase cost of the addition project. As a result, a one-year delay for this project is recommended to reevaluate the scope and engage with the school community on all possible options for this project. Based on the one-year delay, the completion date is September 2023. In order for this project to be completed on this schedule, county and state funding must be provided at the levels recommended in this CIP.

Planning Study: A boundary study was conducted in spring 2019, for Forest Knolls, Montgomery Knolls, and Pine Crest elementary schools to relieve the overutilization at Forest Knolls Elementary School. The boundary study also included Eastern and Silver Spring International middle schools to review the middle school articulations patterns for these schools. The superintendent of schools released his recommendation in October 2019, as part of the FY 2021 Capital Budget and the FY 2021–2026 Capital Improvements Program, with Board of Education action scheduled for November 26, 2019. Information regarding the boundary study recommendation is available at the following link: www.montgomeryschoolsmd.org/departments/planning/DownCountyESBoundaryStudy.aspx

Takoma Park Middle School

Capital Project: An addition project was approved for this school with a completion date of September 2020 for phase 1 of the project and September 2021 for phase 2. An FY 2019 appropriation was approved to construct the addition project. Relocatable classrooms will be utilized until additional capacity can be added. In order for this project to be completed on this schedule, county and state funding must be provided at the levels recommended in this CIP.

Forest Knolls Elementary School

Capital Project: As a result of the capacity study described earlier, the Board of Education approved addition projects at Montgomery Knolls and Pine Crest elementary schools to

relieve overutilization at Forest Knolls Elementary School with a completion date of September 2020. An FY 2019 appropriation was approved to construct the additions at the two school schools. In order for these projects to be completed on this schedule, county and state funding must be provided at the levels recommended in this CIP.

Planning Study: A boundary study was conducted in spring 2019, for Forest Knolls, Montgomery Knolls, and Pine Crest elementary schools to relieve the overutilization at Forest Knolls Elementary School. The boundary study also included Eastern and Silver Spring International middle schools to review the middle school articulations patterns for these schools. The superintendent of schools released his recommendation in October 2019, as part of the FY 2021 Capital Budget and the FY 2021–2026 Capital Improvements Program, with Board of Education action scheduled for November 26, 2019. Information regarding the boundary study recommendation is available at the following link: www.montgomeryschoolsmd.org/departments/planning/DownCountyESBoundaryStudy.aspx

Highland View Elementary School

Capital Project: Projections indicate that enrollment at Highland View Elementary School will exceed capacity throughout the six-year planning period. A feasibility study for a classroom addition was conducted in FY 2010. An FY 2020 appropriation was approved for planning funds only to begin the architectural review for the classroom addition. Once the planning is complete, consideration for construction funding will be determined in a future CIP.

Montgomery Knolls Elementary School

Capital Project: As a result of the capacity study described earlier, the Board of Education approved addition projects at Montgomery Knolls and Pine Crest elementary schools to relieve overutilization at Forest Knolls Elementary School with a completion date of September 2020. An FY 2019 appropriation was approved to construct the additions at the two school schools. In order for these projects to be completed on this schedule, county and state funding must be provided at the levels recommended in this CIP.

Planning Study: A boundary study was conducted in spring 2019, for Forest Knolls, Montgomery Knolls, and Pine Crest elementary schools to relieve the overutilization at Forest Knolls Elementary School. The boundary study also included Eastern and Silver Spring International middle schools to review the middle school articulations patterns for these schools. The superintendent of schools released his recommendation in October 2019, as part of the FY 2021 Capital Budget and the FY 2021–2026 Capital Improvements Program, with Board of Education action scheduled for November 26, 2019. Information regarding the boundary study recommendation is available at the following link: www.montgomeryschoolsmd.org/departments/planning/DownCountyESBoundaryStudy.aspx

Oak View Elementary School

Planning Study: Previous projections indicated that enrollment will exceed capacity by more than 92 seats by the end of the six-year planning period. An FY 2020 appropriation was approved for facility planning to conduct a feasibility study for a possible addition to this school and identify a scope and cost for the project. However, the current space deficit is slightly below the minimum threshold of 92 seats or more for consideration of an addition project. Therefore, enrollment will continue to be monitored for consideration of a future CIP project, with relocatable classrooms utilized in the interim.

Pine Crest Elementary School

Capital Project: As a result of the capacity study described earlier, the Board of Education approved addition projects at Montgomery Knolls and Pine Crest elementary schools to relieve overutilization at Forest Knolls Elementary School with a completion date of September 2020. An FY 2019 appropriation was approved to construct the additions at the two school schools. In order for these projects to be completed on this schedule, county and state funding must be provided at the levels recommended in this CIP.

Planning Study: A boundary study was conducted in spring 2019, for Forest Knolls, Montgomery Knolls, and Pine Crest elementary schools to relieve the overutilization at Forest Knolls Elementary School. The boundary study also included Eastern and Silver Spring International middle schools to review the middle school articulations patterns for these schools. The superintendent of schools released his recommendation in October 2019, as part of the FY 2021 Capital Budget and the FY 2021–2026 Capital Improvements Program, with Board of Education action scheduled for November 26, 2019. Information regarding the boundary study recommendation is available at the following link: www.montgomeryschoolsmd.org/departments/planning/DownCountyESBoundaryStudy.aspx

Piney Branch Elementary School

Capital Project: Piney Branch Elementary School is located on the smallest site in the county at 1.9 acres and there is little to no room for relocatable classrooms to accommodate overutilization at the school. To address the current and projected overutilization at the school, an addition project was approved at Piney Branch Elementary School. An FY 2017 appropriation for facility planning was approved to conduct a feasibility study to determine the feasibility, scope and cost of the project. An FY 2020 appropriation was approved to construct this project with a completion date is September 2021. Due to the complexity of the Piney Branch Elementary School addition project, including the need for a comprehensive facility upgrade to address the aging infrastructure, the recommend FY 2021–2026 CIP removes the expenditures for the Piney Branch Elementary School addition from the six-year CIP. Instead, the school is identified in the next set of schools in the Major Capital Projects project. Additional

information regarding the major capital projects can be found in Supplement C—FY2021–2026 Major Capital Projects Update at the following link: www.montgomeryschoolsmd.org/departments/planning/cipmaster.aspx. In order for this project to be completed on this schedule, county and state funding must be provided at the levels recommended in this CIP.

Sargent Shriver Elementary School

Planning Issues: Previous projections indicated that enrollment would exceed capacity by 92 seats or more by the end of the six-year planning period. However, the current space deficit is slightly below the minimum threshold of 92 seats or more for consideration of an addition project. Therefore, enrollment will continue to be monitored for consideration of a future CIP project, with relocatable classrooms utilized in the interim.

Sligo Creek Elementary School

Capital Project: As part of the Silver Spring International Middle School addition project, an addition is included for Sligo Creek Elementary School to improve access to the school and add capacity. An FY 2020 appropriation was approved to construct the project. The scheduled completion date for the project is September 2022. Complexities of this addition project include consideration of relocating the elementary school students off-site; construction of the Purple Line that led to new site discoveries that will have significant fiscal implications; and well as, escalating construction costs, that will lead to an increase cost of the addition project. As a result, a one-year delay for this project is recommended to reevaluate the scope and engage with the school community on all possible options for this project. Based on the one-year delay, the completion date is September 2023. In order for this project to be completed on this schedule, county and state funding must be provided at the levels recommended in this CIP.

Woodlin Elementary School

Capital Project: As a result of the capacity study described earlier, the Board of Education approved an addition project at Woodlin Elementary School. Furthermore, building systems need to be addressed in the facility. Therefore, as part of the approved addition project, facility upgrades will be designed to address the building systems. An FY 2019 appropriation was approved to begin the architectural design and planning for this project with a scheduled completion date of September 2022. Because of the expanded scope of this project, Woodlin Elementary School is now one of the nine schools included in the Major Capital Projects project. As a result of the expanded scope, the construction of this project will require two years, and therefore, the completion date is now September 2023. An FY 2021 appropriation is recommended for the planning and design of this Major Capital Project. Additional information regarding the major capital projects can be found in Supplement C—FY2021–2026 Major Capital Projects Update at the following link: www.montgomeryschoolsmd.org/departments/

planning/cipmaster.aspx. In order for this project to be completed on this schedule, county and state funding must be provided at the levels recommended in this CIP.

CAPITAL PROJECTS

School	Project	Project Status*	Date of Completion
John F. Kennedy HS	Classroom addition	Approved	Sept. 2022
Northwood HS	Classroom addition and Facility upgrades	Approved	Sept. 2025
Woodward HS	Reopening	Approved	Sept. 2025
Argyle MS	Addition	Proposed	TBD
Col. E. Brooke Lee MS	Classroom addition and Facility upgrades	Recommended	Sept. 2022
Parkland MS	Classroom addition	Recommended	Sept. 2023
Silver Spring International MS/ Sligo Creek ES	Classroom additions	Delayed	Sept. 2023
Takoma Park MS	Classroom addition	Approved	Sept. 2020/ Sept. 2021
Highland View ES	Classroom additions	Proposed	TBD
Montgomery Knolls ES	Classroom addition	Approved	Sept. 2020
Oak View ES	Classroom addition	Proposed	TBD
Pine Crest ES	Classroom addition	Approved	Sept. 2020
Piney Branch ES	Major Capital Project	Proposed	TBD
Woodlin ES	Major Capital Project	Recommend	Sept. 2023

*“Approved”— Project has an FY 2019 or FY 2020 appropriation for planning or construction funds approved in the Amended FY 2019–2024 CIP.

*“Programmed”—Project has expenditures programmed in a future year of the CIP for planning and/or construction funds.

*“Proposed”—Project has facility planning funds approved for a feasibility study.

*“Recommended”—Project has an FY 2021 appropriation recommended for planning or construction in the FY 2021–2026 CIP.



DOWNCOUNTY CONSORTIUM

Projected Enrollment and Space Availability

Effects of the Recommended FY 2021 Capital Budget and the FY 2021–2026 Capital Improvements Program (CIP)

Schools			Prelimin.	Projections							
			19–20	20–21	21–22	22–23	23–24	24–25	25–26	2029	2034
Montgomery Blair HS		Program Capacity	2889	2889	2889	2889	2889	2889	2889	2889	2889
		Enrollment	3227	3315	3386	3466	3554	3543	3562	3764	4074
		Available Space	(338)	(426)	(497)	(577)	(665)	(654)	(673)	(875)	(1185)
		Comments									
Albert Einstein HS		Program Capacity	1629	1629	1629	1629	1629	1629	1629	1629	1629
		Enrollment	1820	1879	1907	2008	2051	2088	2126	2146	2230
		Available Space	(191)	(250)	(278)	(379)	(422)	(459)	(497)	(517)	(601)
		Comments									
John F. Kennedy HS		Program Capacity	1794	1794	1794	2221	2221	2221	2221	2221	2221
		Enrollment	1830	1906	1953	1990	2045	2063	2065	2095	2141
		Available Space	(36)	(112)	(159)	231	176	158	156	126	80
		Comments				Addition Complete					
Northwood HS		Program Capacity	1508	1508	1508	1508	1508	1508	2700	2700	2700
		Enrollment	1808	1839	1885	1936	1994	2004	2007	2049	2113
		Available Space	(300)	(331)	(377)	(428)	(486)	(496)	693	651	587
		Comments	Planning for Expansion/Facility Upgrade						Project Complete		
Wheaton HS		Program Capacity	2234	2234	2234	2234	2234	2234	2234	2234	2234
		Enrollment	2193	2236	2328	2392	2408	2331	2260	2224	2073
		Available Space	41	(2)	(94)	(158)	(174)	(97)	(26)	10	161
		Comments	Site Work Complete								
Charles W. Woodward HS		Program Capacity							2700	2700	2700
		Enrollment							0	0	0
		Available Space							2700	2700	2700
		Comments							Opens		
Argyle MS		Program Capacity	897	897	897	897	897	897	897	897	897
		Enrollment	1024	1040	1045	1096	1108	1094	1093	1041	968
		Available Space	(127)	(143)	(148)	(199)	(211)	(197)	(196)	(144)	(71)
		Comments		Facility Planning for Addition							
Eastern MS		Program Capacity	1012	1012	1012	1012	1012	1012	1012	1012	1012
		Enrollment	1010	1014	967	925	919	960	990	983	1014
		Available Space	2	(2)	45	87	93	52	22	29	(2)
		Comments									
Col. E. Brooke Lee MS		Program Capacity	727	727	727	1008	1008	1008	1008	1008	1008
		Enrollment	771	778	766	789	774	781	774	798	821
		Available Space	(44)	(51)	(39)	219	234	227	234	210	187
		Comments				Replacement Complete					
A. Mario Loiederman MS		Program Capacity	871	1003	1003	1003	1003	1003	1003	1003	1003
		Enrollment	999	974	948	926	930	946	983	990	1051
		Available Space	(128)	29	55	77	73	57	20	13	(48)
		Comments		Performing Arts Project Complete							
Newport Mill MS		Program Capacity	850	850	850	850	850	850	850	850	850
		Enrollment	702	724	701	708	721	721	729	668	645
		Available Space	148	126	149	142	129	129	121	182	121
		Comments									
Parkland MS		Program Capacity	948	948	948	948	1203	1203	1203	1203	1203
		Enrollment	1142	1157	1118	1102	1106	1151	1142	1142	1129
		Available Space	(194)	(209)	(170)	(154)	97	52	61	61	74
		Comments		Planning for Addition			Addition Complete				
Silver Spring International MS		Program Capacity	1107	1107	1107	1107	1298	1298	1298	1298	1298
		Enrollment	1153	1197	1155	1147	1138	1125	1121	1123	1120
		Available Space	(46)	(90)	(48)	(40)	160	173	177	175	178
		Comments					Addition Complete				
Sligo MS		Program Capacity	941	941	941	941	941	941	941	941	941
		Enrollment	722	753	789	750	731	720	751	825	970
		Available Space	219	188	152	191	210	221	190	116	(29)
		Comments									
Takoma Park MS		Program Capacity	939	1258	1322	1322	1322	1322	1322	1322	1322
		Enrollment	1162	1192	1205	1201	1208	1228	1265	1405	1450
		Available Space	(223)	66	117	121	114	94	57	(83)	(128)
		Comments		Phase 1 Addition	Phase 2 Addition						

DOWNCOUNTY CONSORTIUM

Schools			Actual 19-20	Projections					2029	2034
				20-21	21-22	22-23	23-24	24-25		
Arcola ES	CSR	Program Capacity	651	651	651	651	651	651		
		Enrollment	749	753	754	753	748	730		
		Available Space	(98)	(102)	(103)	(102)	(97)	(79)		
		Comments								
Bel Pre ES Grades (pre-K-2) Paired With Strathmore ES	CSR	Program Capacity	640	640	640	640	640	640		
		Enrollment	613	601	605	604	598	592		
		Available Space	27	39	35	36	42	48		
		Comments								
Brookhaven ES	CSR	Program Capacity	470	470	470	470	470	470		
		Enrollment	467	474	474	470	466	467		
		Available Space	3	(4)	(4)	0	4	3		
		Comments								
East Silver Spring ES	CSR	Program Capacity	577	577	577	577	577	577		
		Enrollment	498	501	490	504	506	509		
		Available Space	79	76	87	73	71	68		
		Comments								
Forest Knolls ES	CSR	Program Capacity	529	529	529	529	529	529		
		Enrollment	755	621	570	560	540	525		
		Available Space	(226)	(92)	(41)	(31)	(11)	4		
		Comments	Boundary Recomm- endation							
Georgian Forest ES	CSR	Program Capacity	670	670	670	670	670	670		
		Enrollment	626	623	619	627	639	639		
		Available Space	44	47	51	43	31	31		
		Comments								
Glen Haven ES	CSR	Program Capacity	556	556	556	556	556	556		
		Enrollment	510	510	507	509	494	493		
		Available Space	46	46	49	47	62	63		
		Comments								
Glenallen ES	CSR	Program Capacity	747	747	747	747	747	747		
		Enrollment	747	745	746	741	745	739		
		Available Space	0	2	1	6	2	8		
		Comments								
Harmony Hills ES	CSR	Program Capacity	709	709	709	709	709	709		
		Enrollment	745	745	758	759	753	731		
		Available Space	(36)	(36)	(49)	(50)	(44)	(22)		
		Comments								
Highland ES	CSR	Program Capacity	540	540	540	540	540	540		
		Enrollment	555	550	547	552	554	558		
		Available Space	(15)	(10)	(7)	(12)	(14)	(18)		
		Comments								
Highland View ES	CSR	Program Capacity	288	288	288	288	288	288		
		Enrollment	434	431	441	434	428	419		
		Available Space	(146)	(143)	(153)	(146)	(140)	(131)		
		Comments	Planning for Addition							
Kemp Mill ES	CSR	Program Capacity	458	458	458	458	458	458		
		Enrollment	486	482	479	478	481	481		
		Available Space	(28)	(24)	(21)	(20)	(23)	(23)		
		Comments								
Montgomery Knolls ES Grades (K-2) Paired With Pine Crest ES	CSR	Program Capacity	537	681	681	681	681	681		
		Enrollment	470	540	570	567	556	553		
		Available Space	67	141	111	114	125	128		
		Comments	Boundary Recomm- endation	Addition Complete						
New Hampshire Estates ES Grades (pre-K-2) Paired With Oak View ES	CSR	Program Capacity	493	493	493	493	493	493		
		Enrollment	482	467	470	461	456	448		
		Available Space	11	26	23	32	37	45		
		Comments								
Oak View ES Grades (3-5) Paired With New Hampshire ES	CSR	Program Capacity	335	335	335	335	335	335		
		Enrollment	423	415	416	429	419	428		
		Available Space	(88)	(80)	(81)	(94)	(84)	(93)		
		Comments								

DOWNCOUNTY CONSORTIUM

Schools			Actual 19-20	Projections						2029	2034
				20-21	21-22	22-23	23-24	24-25	25-26		
Oakland Terrace ES	CSR	Program Capacity	487	487	487	487	487	487	487		
		Enrollment	531	551	547	558	556	543	531		
		Available Space	(44)	(64)	(60)	(71)	(69)	(56)	(44)		
		Comments									
Pine Crest ES Grades (3-5) Paired With Montgomery Knolls ES	CSR	Program Capacity	404	634	634	634	634	634	634		
		Enrollment	413	452	495	514	524	526	526		
		Available Space	(9)	182	139	120	110	108	108		
		Comments		Boundary Recomm- endation	Addition Complete						
Piney Branch ES Grades (3-5) Paired With Takoma Park ES	CSR	Program Capacity	611	611	611	611	611	611	611		
		Enrollment	650	627	616	614	608	611	605		
		Available Space	(39)	(16)	(5)	(3)	3	0	6		
		Comments		See Text							
Rock View ES	CSR	Program Capacity	636	636	636	636	636	636	636		
		Enrollment	655	665	684	664	660	640	618		
		Available Space	(19)	(29)	(48)	(28)	(24)	(4)	18		
		Comments									
Rolling Terrace ES	CSR	Program Capacity	729	729	729	729	729	729	729		
		Enrollment	775	764	752	751	746	746	757		
		Available Space	(46)	(35)	(23)	(22)	(17)	(17)	(28)		
		Comments									
Sargent Shriver ES	CSR	Program Capacity	660	660	660	660	660	660	660		
		Enrollment	744	745	751	744	737	732	732		
		Available Space	(84)	(85)	(91)	(84)	(77)	(72)	(72)		
		Comments									
Flora M. Singer ES	CSR	Program Capacity	680	680	680	680	680	680	680		
		Enrollment	683	663	654	664	650	659	656		
		Available Space	(3)	17	26	16	30	21	24		
		Comments									
Sligo Creek ES		Program Capacity	664	664	664	664	710	710	710		
		Enrollment	680	670	661	663	645	647	652		
		Available Space	(16)	(6)	3	1	65	63	58		
		Comments					Addition Complete				
Strathmore ES Grades (3-5) Paired With Bel Pre ES	CSR	Program Capacity	439	439	439	439	439	439	439		
		Enrollment	483	490	494	494	463	451	442		
		Available Space	(44)	(51)	(55)	(55)	(24)	(12)	(3)		
		Comments									
Takoma Park ES Grades (pre-K-2) Paired With Piney Branch ES	CSR	Program Capacity	629	629	629	629	629	629	629		
		Enrollment	613	616	617	619	608	601	594		
		Available Space	16	13	12	10	21	28	35		
		Comments									
Viers Mill ES	CSR	Program Capacity	743	743	743	743	743	743	743		
		Enrollment	582	589	584	583	579	580	579		
		Available Space	161	154	159	160	164	163	164		
		Comments									
Weller Road ES	CSR	Program Capacity	772	772	772	772	772	772	772		
		Enrollment	747	760	789	814	805	804	773		
		Available Space	25	12	(17)	(42)	(33)	(32)	(1)		
		Comments									
Wheaton Woods ES	CSR	Program Capacity	766	766	766	766	766	766	766		
		Enrollment	504	513	511	513	510	505	506		
		Available Space	262	253	255	253	256	261	260		
		Comments									
Woodlin ES		Program Capacity	489	489	489	489	741	741	741		
		Enrollment	554	542	542	536	537	538	536		
		Available Space	(65)	(53)	(53)	(47)	204	203	205		
		Comments		Planning Maj. Cap. Project			Maj. Cap. Project Complete				
Cluster Information		HS Utilization	108%	111%	114%	113%	115%	103%	105%		
		HS Enrollment	10878	11175	11459	11792	12052	12029	12020		
		MS Utilization	105%	101%	99%	95%	91%	92%	93%		
		MS Enrollment	8685	8829	8694	8644	8635	8726	8848		
		ES Utilization	102%	99%	99%	99%	97%	96%	95%		
		ES Enrollment	17174	17105	17143	17179	17011	16895	16716	17090	16920

DOWNCOUNTY CONSORTIUM

Demographic Characteristics of Schools

Schools	2019–2020						2018–2019		
	Total Enrollment	Two or more races %	Black or Afr. Amer. %	Asian%	Hispanic %	White %	FARMS%*	ESOL%**	Mobility Rate%***
Montgomery Blair HS	3227	4.2%	24.1%	13.9%	33.7%	23.9%	33.3%	17.0%	11.0%
Albert Einstein HS	1820	3.6%	17.6%	7.6%	48.5%	22.4%	36.3%	17.1%	12.9%
John F. Kennedy HS	1830	1.5%	25.0%	6.8%	61.4%	5.3%	50.5%	25.0%	15.6%
Northwood HS	1808	3.0%	24.9%	4.7%	53.4%	13.7%	49.7%	22.3%	19.9%
Wheaton HS	2193	2.3%	19.8%	11.2%	57.4%	9.3%	46.9%	20.9%	11.4%
Argyle MS	1024	2.4%	25.0%	8.6%	56.8%	7.0%	59.3%	15.9%	12.0%
Eastern MS	1010	3.7%	18.7%	7.6%	50.4%	19.3%	49.8%	17.7%	11.0%
Col. E. Brooke Lee MS	771	1.8%	23.1%	7.5%	62.6%	4.5%	62.4%	19.9%	18.2%
A. Mario Loiederman MS	999	3.0%	15.4%	4.3%	62.7%	14.2%	56.4%	19.5%	12.5%
Newport Mill MS	702	6.0%	15.1%	7.3%	55.3%	15.4%	46.8%	20.0%	13.6%
Parkland MS	1142	2.6%	21.7%	14.4%	52.4%	8.5%	53.4%	12.5%	8.5%
Silver Spring International MS	1153	4.5%	21.7%	5.4%	42.7%	25.5%	38.3%	14.4%	11.0%
Sligo MS	722	3.7%	18.6%	7.5%	42.7%	27.4%	38.7%	11.4%	13.5%
Takoma Park MS	1162	5.0%	34.0%	14.5%	17.0%	29.3%	25.7%	7.4%	8.9%
Arcola ES	749	0.9%	19.8%	5.6%	69.3%	3.6%	75.1%	47.1%	19.3%
Bel Pre ES	613	3.1%	30.2%	5.2%	54.8%	5.7%	68.6%	46.2%	15.0%
Brookhaven ES	467	2.6%	28.3%	8.8%	52.0%	7.9%	64.9%	41.9%	10.5%
East Silver Spring ES	498	3.8%	53.8%	2.6%	21.9%	17.3%	51.3%	27.6%	13.3%
Forest Knolls ES	755	8.1%	14.8%	5.2%	38.7%	32.7%	30.1%	19.0%	7.2%
Georgian Forest ES	626	1.6%	24.8%	2.2%	64.2%	6.4%	77.1%	44.7%	28.5%
Glen Haven ES	510	4.7%	22.4%	6.7%	50.2%	15.5%	53.3%	35.7%	16.0%
Glenallan ES	747	2.9%	30.5%	11.5%	44.8%	10.0%	53.2%	26.5%	16.8%
Harmony Hills ES	745	0%	14.6%	4.8%	76.9%	3.1%	79.1%	55.7%	19.8%
Highland ES	555	2.0%	8.6%	5.8%	74.4%	8.1%	77.6%	51.6%	16.2%
Highland View ES	434	3.0%	32.3%	2.1%	29.5%	32.9%	45.9%	33.2%	12.7%
Kemp Mill ES	486	0%	11.9%	1.2%	81.5%	4.3%	85.7%	51.7%	18.3%
Montgomery Knolls ES	470	3.8%	29.4%	4.5%	47.4%	14.9%	59.3%	42.1%	9.4%
New Hampshire Estates ES	482	2.3%	17.0%	3.1%	74.5%	3.1%	88.0%	66.5%	17.2%
Oak View ES	423	2.4%	12.1%	2.4%	65.5%	17.7%	71.9%	37.9%	10.9%
Oakland Terrace ES	531	8.9%	17.1%	4.5%	34.8%	34.7%	29.4%	12.4%	7.1%
Pine Crest ES	413	5.8%	24.9%	4.4%	41.4%	23.5%	47.4%	31.7%	13.1%
Piney Branch ES	650	6.8%	32.2%	3.1%	16.5%	41.2%	27.2%	19.2%	9.7%
Rock View ES	655	4.7%	13.0%	10.5%	48.2%	22.9%	43.9%	28.9%	13.5%
Rolling Terrace ES	775	1.5%	14.1%	2.2%	75.0%	7.2%	75.7%	57.6%	17.4%
Sargent Shriver ES	744	1.6%	10.9%	5.9%	78.9%	2.2%	80.0%	51.9%	17.2%
Flora M. Singer ES	683	7.8%	14.3%	6.6%	37.3%	33.7%	39.5%	30.8%	9.4%
Sligo Creek ES	680	7.6%	25.9%	4.3%	10.6%	51.3%	9.6%	9.9%	10.6%
Strathmore ES	483	2.7%	37.3%	4.6%	45.8%	9.3%	60.9%	35.7%	17.9%
Takoma Park ES	613	7.7%	30.2%	2.6%	16.0%	43.1%	28.1%	21.5%	10.1%
Viers Mill ES	582	2.4%	9.3%	8.8%	68.7%	10.7%	58.4%	41.7%	15.4%
Weller Road ES	747	1.9%	6.6%	5.2%	82.9%	3.3%	78.3%	55.6%	11.2%
Wheaton Woods ES	504	1.6%	24.4%	6.3%	63.7%	3.6%	81.8%	49.0%	13.6%
Woodlin ES	554	8.5%	25.3%	6.1%	21.3%	38.6%	20.5%	15.4%	11.3%
Elementary Cluster Total	17174	3.9%	21.3%	5.2%	51.9%	17.4%	57.1%	37.6%	14.2%
Elementary County Total	76541	5.3%	21.3%	13.6%	33.9%	25.5%	38.3%	25.6%	13.4%

*Percent of students approved for Free and Reduced-priced Meals Program (FARMS) during the 2018–2019 school year.

**Percent of English for Speakers of Other Languages (ESOL) during the 2018–2019 school year. High School students are served in regional ESOL centers.

***Mobility Rate is the number of entries plus withdrawals during the 2018–2019 school year compared to total enrollment.

Notes: Native Hawaiian/Pacific Islander and American Indian/Alaskan Native categories total less than 1% and were therefore excluded from the table.

Due to federal and state guidelines, demographic characteristics of schools of less than or equal to 5 students per category are reported as 0%.

DOWNCOUNTY CONSORTIUM

Program Capacity Table
(School Year 2019–2020)

Program Capacity Table (School Year 2019–2020)		Special Education Services																																	
		School Based Cluster Based	Quad Cluster Based	County & Regional Based																															
				Grades Served	Capacity (HS @90% MS@85%)	Total Rooms	Support Rooms	Regular Secondary @25	Regular Elementary @23	CSR Grades 1–2 @18	Pre-K @20	Pre-K @40	HS @20	CSR KIND @18	KIND @22	ESOL @15	METS @15	HSM @13	ELEM LAD @13	ELC @10	LANG @12	LFI @10	SCB @6	AAC @7	AUT @6	BRIDGE @10	DHOH @7	SESS @10	EXTENSIONS @6	GT/LD @13	PD @7	PEP @6	PEP @12	PEP @18	VISION (Elementary) @7
Schools																																			
Montgomery Blair HS	9-12	2889	132	123									7	2																					
Albert Einstein HS	9-12	1629	80	67									3	2					3	3							2								
John F. Kennedy HS	9-12	1794	86	75									4						4	3															
Northwood HS	9-12	1508	73	60									6	2													3		2						
Wheaton HS	9-12	2234	104	95									5						2	2															
Argyle MS	6-8	897	43	41									2																						
Eastern MS	6-8	1012	51	44									3	1													3								
Col. E. Brooke Lee MS	6-8	727	37	32									2															2	1						
A. Mario Loiederman MS	6-8	871	43	38									3	2																					
Newport Mill MS	6-8	850	41	39									1						1																
Parkland MS	6-8	948	45	44									1																						
Silver Spring International MS	6-8	1107	54	51									1										2												
Sligo MS	6-8	941	51	42									2	1						2															4
Takoma Park MS	6-8	939	45	43									2																						
Arcola ES	HS-5	651	38	4		11	14	1			7																								1
Bel Pre ES	PreK-2	640	37	3			21	1	2		9							2																	1
Brookhaven ES	PreK-5	470	29	4		5	8		1		4																								
East Silver Spring ES	HS-5	577	34	4		8	10		1	1	4				1	2																			
Forest Knolls ES	K-5	529	34	4		5	13	1			7				1														3						
Georgian Forest ES	HS-5	670	36	4		14	11		1	1	5																								
Glen Haven ES	PreK-5	556	35	5		11	9	1			5				1				2													1			
Glenallan ES	HS-5	747	43	4		13	14			1	7					2																1		1	
Harmony Hills ES	HS-5	709	41	6		11	14		1	1	8																								
Highland ES	HS-5	540	33	6		7	12		1	1	5				1																				
Highland View ES	K-5	288	21	5		1	8				6				1																				
Kemp Mill ES	PreK-5	458	28	5		9	8	1		1	3				1																				
Montgomery Knolls ES	HS-2	537	35	6		14	1	1	1	1	7				1																		1	3	
New Hampshire Estates ES	HS-2	493	32	6		12		1	4	8					1																				
Oak View ES	3-5	335	19	4		14									1																				
Oakland Terrace ES	K-5	487	32	4		4	10	1			4				1	2											3							3	
Pine Crest ES	3-5	404	21	3		17									1																				
Piney Branch ES	3-5	611	31	4		26									1																				
Rock View ES	PreK-5	636	39	4		9	11		1		6				1		7																		
Rolling Terrace ES	HS-5	729	40	3		12	14	1	1	1	6				1																				1
Sargent Shriver ES	PreK-5	660	37	4		10	14		1		6				2																				
Flora M. Singer ES	PreK-5	680	38	4		14	10		1		6						3																		
Sligo Creek ES	K-5	664	35	4		23						5			1								2												
Strathmore ES	3-5	439	25	4		18									1				2																
Takoma Park ES	PreK-2	629	40	4			22		1		10				1																				2
Viers Mill ES	HS-5	743	42	4		13	11		1	1	7				1																	1		3	
Weller Road ES	HS-5	772	44	7		16	11	1	1	1	6																						1		
Wheaton Woods ES	HS-5	766	42	4		20	9		1	1	4																2								1
Woodlin ES	K-5	489	26	3		16						4			1				2																

DOWNCOUNTY CONSORTIUM

Facility Characteristics of Schools 2019–2020

Schools	Year Facility Opened	Year Reopened/ Revitalized	Total Square Footage	Site Size Acres	Adjacent Park	Reloc- atable Classrooms	County Programs
Montgomery Blair HS	1998		386,567	30.2	Yes	10	
Albert Einstein HS	1962	1997	276,462	26.67	Yes	5	
John F. Kennedy HS	1964	1999	280,048	29.1			
Northwood HS	1956	2004	254,054	29.6		10	SBWC
Wheaton HS	1954	2016	373,825	28.2			SBWC
Argyle MS	1971	1993	120,205	19.9		3	
Eastern MS	1951	1976	152,030	14.5			LTL
Col. E. Brooke Lee MS	1966		123,199	16.5	Yes		
A. Mario Loiederman MS	1956	2005	131,746	17.08		2	LTL
Newport Mill MS	1958	2002	108,240	8.4	Yes		
Parkland MS	1963	2007	151,169	9.2	Yes	2	LTL
Silver Spring International MS	1934	1999	152,731	10.64	Yes		LTL
Sligo MS	1959	1991	149,527	21.7	Yes		
Takoma Park MS	1939	1999	137,348	18.8	Yes	6	
Arcola ES	1956	2007	95,421	5	Yes	6	LTL
Bel Pre ES	1968	2014	95,330	8.9	Yes		
Brookhaven ES	1961	1995	81,320	8.57			
East Silver Spring ES	1929	1975	88,895	8.4			
Forest Knolls ES	1960	1993	89,564	7.8		5	
Georgian Forest ES	1961	1995	88,111	11	Yes		LTL
Glen Haven ES	1950	2004	85,845	10	Yes		
Glenallan ES	1966	2013	98,700	12.1			
Harmony Hills ES	1957	1999	85,648	10.2	Yes	5	SBHC
Highland ES	1950	1989	87,491	11	Yes		SBHC
Highland View ES	1953	1994	59,213	6.6		6	
Kemp Mill ES	1960	1996	68,222	10		3	LTL
Montgomery Knolls ES	1952	1989	97,213	10.3			LTL
New Hampshire Estates ES	1954	1988	73,306	5.4			SBHC
Oak View ES	1949	1985	57,560	11.3		3	LTL
Oakland Terrace ES	1950	1993	79,145	9.5	Yes	2	
Pine Crest ES	1941	1992	53,778	5.6	Yes	5	LTL
Piney Branch ES	1973		99,706	1.97	Yes		
Rock View ES	1955	1999	91,977	7.4			
Rolling Terrace ES	1950	1989	92,241	4.3		10	SBHC
Sargent Shriver ES	1954	2006	91,628	9.17		9	LTL
Flora M. Singer ES	2012		95,831	12.67	Yes	3	
Sligo Creek ES	1934	1999	98,799	15.6	Yes		
Strathmore ES	1970		59,497	10.8	Yes		
Takoma Park ES	1979		85,553	4.7			
Viers Mill ES	1950	1991	120,572	10.52			SBHC
Weller Road ES	1953	2013	121,346	11.1			SBHC
Wheaton Woods ES	1952	2017	120,154	8			LTL
Woodlin ES	1944	1974	60,725	11		7	

GAITHERSBURG CLUSTER

CLUSTER PLANNING ISSUES

Planning Issue: Since 2007, elementary school enrollment in the Gaithersburg Cluster has increased by 820 students. Some of this growth is due to new housing planned for in the Shady Grove Sector Plan. In addition, development of the Crown community, with over 2,000 residential units planned in the Rosemont Elementary School service area, is moving forward. Elementary school enrollment growth continues in the Gaithersburg Cluster and several schools exceed program capacities—Gaithersburg, Rosemont, Strawberry Knoll, Summit Hall, and Washington Grove elementary schools. In the 2014–2015 school year, a Gaithersburg Cluster Elementary School Capacity Study was conducted to determine whether additions to cluster schools could address the projected space deficits. Along with additions to existing schools, a new elementary school also was considered.

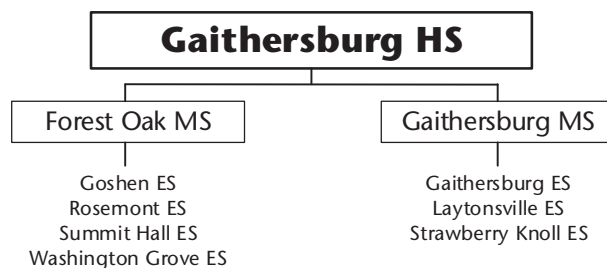
On October 15, 2015, the Findings of the Gaithersburg Cluster Elementary School Capacity Study were released. The interim superintendent of schools concluded that challenges existed with both approaches—additions or a new school—including concerns regarding future enrollment, size of schools, and potential reassignment of students. As a result, the interim superintendent of schools recommended a Tri-Cluster Roundtable Discussion Group (Roundtable) for the Gaithersburg, Col. Zadok Magruder, and Thomas S. Wootton clusters. This roundtable reviewed school enrollments, utilization levels, and facility options at the three adjacent clusters to more broadly address enrollment growth and space deficits in the Gaithersburg Cluster.

- On April 19, 2016, the Board of Education approved the following actions for the elementary schools in the Gaithersburg Cluster that stemmed from the Roundtable.
- Gaithersburg Elementary School—construct an addition at the school that would provide two schools in one—a Grades Pre-K–2 and a Grades 3–5—with physical separations where possible. A feasibility study was conducted in FY 2017 to determine the feasibility, scope, and cost for the addition with completion by September 2020.
- Rosemont Elementary School—monitor enrollment before any capital solutions or reassignments are considered. Only a four-classroom addition would be feasible at this school. Reassignment of the area west of Interstate 270 to Thomas S. Wootton Cluster schools was considered; however, the interim superintendent of schools did not support reassignment of additional students to the Thomas S. Wootton Cluster due to projected enrollment at Thomas S. Wootton High School.

- Strawberry Knoll Elementary School—monitor enrollment and consider an addition in a future Capital Improvements Program.
- Summit Hall Elementary School—the future revitalization/expansion would address the overutilization at the school. In the short-term, replace the six older relocatable classrooms with new units or modular classrooms.
- Washington Grove Elementary School—conduct a boundary study in spring 2017 to reassign the portion of the Shady Grove Sector Plan within the Gaithersburg Cluster service area to Col. Zadok Magruder Cluster schools.

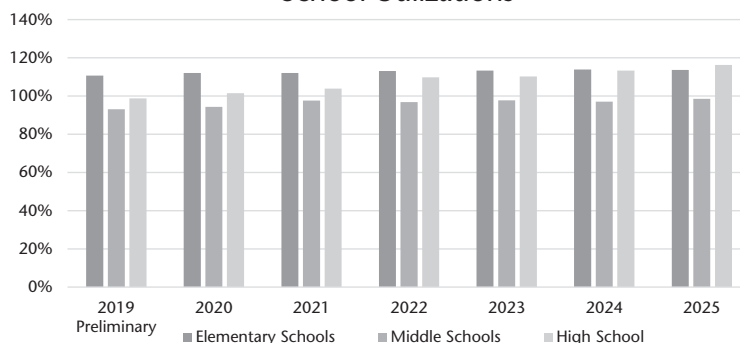
The actions above were completed including the feasibility study for a possible addition at Gaithersburg Elementary School to increase the capacity for 1,000 students. The feasibility study revealed several challenges with construction, security, and administration of the building. Based on these challenges, as well as the absence of a recommendation to address the space deficits at Rosemont and Strawberry Knolls elementary schools, on August 31, 2017, the Board of Education authorized a site selection committee to evaluate potential school sites in the Gaithersburg Cluster.

Gaithersburg Cluster Articulation*



* "Cluster" is defined as the collection of elementary schools that articulate to the same high school.

Gaithersburg Cluster School Utilizations



Note: Percent utilization calculated as total enrollment of schools divided by total capacity. Projected capacity factors in capital projects. Desired utilization range is between 80% - 100%

GAITHERSBURG CLUSTER

Capital Project: Based on the work of the site selection committee, the superintendent of schools recommended and the Board of Education approved the opening of a new elementary school in the Gaithersburg Cluster on the Kelley Park site. The new school is scheduled to open in September 2022. An FY 2019 appropriation was approved to begin the architectural design and planning for Gaithersburg Elementary School #8. An FY 2021 appropriation is recommended for construction funding. In order for this project to be completed on time, county and state funding must be provided at the levels recommended in this CIP.

Planning Study: A boundary study is recommended for Gaithersburg Elementary School #8 to create the service area for the new school. The anticipated scope of the boundary study will include all of the elementary schools as well as the two middle schools in the Gaithersburg Cluster in order to review middle school articulation patterns. The Board of Education will take action on the scope of the boundary study in November 26, 2019. The boundary study will begin spring 2020 with Board of Education action scheduled for March 2021.

SCHOOLS

Gaithersburg High School

Capital Project: Projections indicate enrollment at Gaithersburg High School will exceed capacity by 200 seats or more by the end of the six-year planning period. Expenditures are programmed in the six-year period to open a new high school on the Crown Farm site to address overutilization in the mid-county region. Although an FY 2019 appropriation for planning was recommended by the Board of Education for this new school, the County Council delayed the funds by one year to begin in FY 2020. An FY 2020 appropriation was approved for planning to begin the architectural design for the project. Based on the expenditures shown in the recommended CIP, the new school is scheduled to open September 2025. An appropriation will be recommended in the next full CIP for construction funding. In order for this project to be completed on time, county and state funding must be provided at the levels recommended in this CIP.

Gaithersburg Elementary School

Planning Issue and Capital Project: See text under Cluster Planning Issues.

Gaithersburg Elementary School #8

Planning Issue and Capital Project: See text under Cluster Planning Issues.

Goshen Elementary School

Planning Issue and Capital Project: See text under Cluster Planning Issues.

Laytonsville Elementary School

Planning Issue and Capital Project: See text under Cluster Planning Issues.

Rosemont Elementary School

Planning Issue and Capital Project: See text under Cluster Planning Issues.

Strawberry Knoll Elementary School

Planning Issue and Capital Project: See text under Cluster Planning Issues.

Summit Hall Elementary School

Planning Issue and Capital Project: See text under Cluster Planning Issues.

Washington Grove Elementary School

Planning Issue and Capital Project: See text under Cluster Planning Issues.

CAPITAL PROJECTS

School	Project	Project Status*	Date of Completion
Crown HS	New School	Programmed	Sept. 2025
Gaithersburg ES #8	New School	Recommended	Sept. 2022

"Approved"—Project has an FY 2019 or FY 2020 appropriation for planning or construction funds approved in the Amended FY 2019–2024 CIP.

"Programmed"—Project has expenditures programmed in a future year of the CIP for planning and/or construction funds.

"Proposed"—Project has facility planning funds approved for a feasibility study.

"Recommended"—Project has an FY 2021 appropriation recommended for planning or construction in the FY 2021–2026 CIP.

GAITHERSBURG CLUSTER

Projected Enrollment and Space Availability

Effects of the Recommended FY 2021 Capital Budget and the FY 2021–2026 Capital Improvements Program (CIP)

Schools			Prelimin.	Projections							
			19–20	20–21	21–22	22–23	23–24	24–25	25–26	2029	2034
Gaithersburg HS		Program Capacity	2443	2443	2443	2443	2443	2443	2443	2443	2443
		Enrollment	2412	2479	2537	2682	2692	2768	2840	2864	3000
		Available Space	31	(36)	(94)	(239)	(249)	(325)	(397)	(421)	(557)
		Comments	See Text								
Crown HS		Program Capacity							2700	2700	2700
		Enrollment							0	0	0
		Available Space							2700	2700	2700
		Comments							Opens		
Forest Oak MS		Program Capacity	955	955	955	955	955	955	955	955	955
		Enrollment	950	954	981	975	989	971	976	990	1014
		Available Space	5	1	(26)	(20)	(34)	(16)	(21)	(35)	(59)
		Comments									
Gaithersburg MS		Program Capacity	1009	1009	1009	1009	1009	1009	1009	1009	1009
		Enrollment	877	897	935	927	931	934	959	950	975
		Available Space	132	112	74	82	78	75	50	59	34
		Comments									
Gaithersburg ES	CSR	Program Capacity	737	737	737	737	737	737	737		
		Enrollment	866	869	878	890	887	884	883		
		Available Space	(129)	(132)	(141)	(153)	(150)	(147)	(146)		
		Comments	Boundary Study								
Gaithersburg ES #8	CSR	Program Capacity				740	740	740	740		
		Enrollment				0	0	0	0		
		Available Space				740	740	740	740		
		Comments	Planning for new school		Opens						
Goshen ES	CSR	Program Capacity	594	594	594	594	594	594	594		
		Enrollment	571	549	536	540	541	548	561		
		Available Space	23	45	58	54	53	46	33		
		Comments	Boundary Study								
Laytonsville ES		Program Capacity	447	447	447	447	447	447	447		
		Enrollment	392	400	403	420	438	432	421		
		Available Space	55	47	44	27	9	15	26		
		Comments	Boundary Study								
Rosemont ES	CSR	Program Capacity	568	568	568	568	568	568	568		
		Enrollment	647	654	662	662	674	675	671		
		Available Space	(79)	(86)	(94)	(94)	(106)	(107)	(103)		
		Comments	Boundary Study								
Strawberry Knoll ES	CSR	Program Capacity	459	459	459	459	459	459	459		
		Enrollment	651	668	666	667	665	676	682		
		Available Space	(192)	(209)	(207)	(208)	(206)	(217)	(223)		
		Comments	Boundary Study								
Summit Hall ES	CSR	Program Capacity	457	457	457	457	457	457	457		
		Enrollment	702	729	726	732	721	723	704		
		Available Space	(245)	(272)	(269)	(275)	(264)	(266)	(247)		
		Comments	Boundary Study								
Washington Grove ES	CSR	Program Capacity	613	613	613	613	613	613	613		
		Enrollment	462	474	471	472	467	477	482		
		Available Space	151	139	142	141	146	136	131		
		Comments	Boundary Study								
Cluster Information		HS Utilization	99%	101%	104%	110%	110%	113%	116%	117%	123%
		HS Enrollment	2412	2479	2537	2682	2692	2768	2840	2864	3000
		MS Utilization	93%	94%	98%	97%	98%	97%	99%	99%	101%
		MS Enrollment	1827	1851	1916	1902	1920	1905	1935	1940	1989
		ES Utilization	111%	112%	112%	113%	95%	96%	95%	102%	110%
		ES Enrollment	4291	4343	4342	4383	4393	4415	4404	4740	5150

GAITHERSBURG CLUSTER

Demographic Characteristics of Schools

Schools	2019–2020						2018–2019		
	Total Enrollment	Two or more races %	Black or Afr. Amer. %	Asian%	Hispanic %	White %	FARMS%*	ESOL%**	Mobility Rate%***
Gaithersburg HS	2412	3.0%	21.8%	6.8%	55.6%	12.7%	43.6%	23.5%	19.0%
Forest Oak MS	950	2.7%	24.0%	5.5%	57.6%	10.0%	56.5%	17.7%	17.9%
Gaithersburg MS	877	5.7%	20.5%	7.1%	51.7%	14.9%	48.2%	18.5%	14.7%
Laytonsville ES	392	8.2%	16.3%	7.7%	24.2%	43.4%	16.4%	10.4%	8.3%
Gaithersburg ES	866	1.4%	14.7%	1.8%	79.1%	2.9%	85.8%	53.6%	28.1%
Goshen ES	571	4.2%	21.9%	12.1%	42.9%	18.9%	43.8%	24.2%	14.5%
Rosemont ES	647	5.7%	30.0%	9.1%	46.8%	8.2%	53.7%	44.3%	24.4%
Strawberry Knoll ES	651	6.1%	25.8%	11.2%	43.6%	12.9%	41.6%	22.0%	14.2%
Summit Hall ES	702	1.9%	17.9%	3.0%	74.5%	2.6%	79.6%	57.6%	20.7%
Washington Grove ES	462	2.8%	20.6%	5.2%	63.2%	8.0%	72.3%	51.2%	13.3%
Elementary Cluster Total	4291	4.0%	21.0%	6.8%	56.6%	11.5%	59.8%	39.9%	18.9%
Elementary County Total	76541	5.3%	21.3%	13.6%	33.9%	25.5%	38.3%	25.6%	13.4%

*Percent of students approved for Free and Reduced-priced Meals Program (FARMS) during the 2018–2019 school year.

**Percent of English for Speakers of Other Languages (ESOL) during the 2018–2019 school year. High School students are served in regional ESOL centers.

***Mobility Rate is the number of entries plus withdrawals during the 2018–2019 school year compared to total enrollment.

Notes: Native Hawaiian/Pacific Islander and American Indian/Alaskan Native categories total less than 1% and were therefore excluded from the table.

Due to federal and state guidelines, demographic characteristics of schools of less than or equal to 5 students per category are reported as 0%.

Program Capacity Table

(School Year 2019–2020)

Special Education Services																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																
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GAITHERSBURG CLUSTER

Facility Characteristics of Schools 2019–2020

Schools	Year Facility Opened	Year Reopened/ Revitalized	Total Square Footage	Site Size Acres	Adjacent Park	Reloc- atable Classrooms	County Programs
Gaithersburg HS	1951	2013	427,048	41.07	Yes		SBWC
Forest Oak MS	1999		132,259	41.2			LTL
Gaithersburg MS	1960	1988	157,694	22.82			LTL
Gaithersburg ES	1947	1983	94,468	9.22		12	SBHC
Goshen ES	1988		76,740	10.5		2	
Laytonsville ES	1951	1989	64,160	10.4			
Rosemont ES	1965	1995	88,764	8.9		4	LTL
Strawberry Knoll ES	1988		78,723	10.8	Yes	10	
Summit Hall ES	1971		68,059	10.2	Yes	17	SBHC
Washington Grove ES	1956	1984	86,266	10.7			LTL



WALTER JOHNSON CLUSTER

CLUSTER PLANNING ISSUES

Planning Issue: The Walter Johnson Cluster has experienced large enrollment increases in the past eight years, primarily driven by the turnover of homes to younger families. New development in the cluster also has played a role, although by a significantly smaller amount than demographic changes in existing communities. The 2010 adopted White Flint Sector Plan provides for up to 9,800 new multi-family residential units over the next 20 to 30 years. A future elementary school site is recommended in the Plan. The Plan requires the redevelopment of existing land uses and is phased with major transit and infrastructure improvements. The cluster also will see substantial amounts of new housing associated with the following recently approved land-use plans: Rock Spring Master Plan, White Flint 2 Sector Plan and Grosvenor-Strathmore Metro Area Minor Master Plan.

Due to the large enrollment increases the past eight years in the Walter Johnson Cluster, a roundtable discussion group convened in spring 2016 to gather input on a range of approaches to accommodate short- and long-term enrollment in the Walter Johnson Cluster. Based on the outcome of the study, the Board of Education approved the following actions:

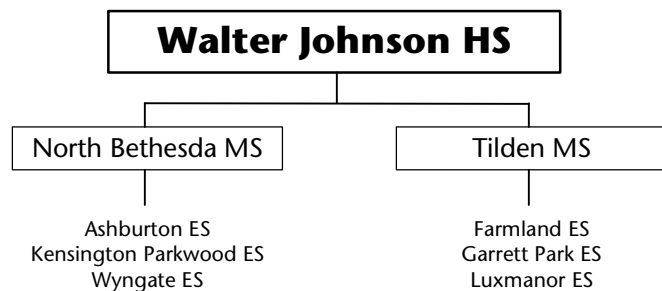
- Continue with the addition at North Bethesda Middle School to address the projected space deficits at the school that opened in September 2018;
- Construct an addition for a 770-student capacity to open in September 2019 and simultaneously construct a modular addition building to avoid permanently enlarging the school beyond the planned capacity of the school. Once the modular building is no longer required, relocate it for future use to another school;
- Monitor the enrollment at Farmland Elementary School, and if the space deficit continues to remain at this level, consider student reassignments to Luxmanor Elementary School one year prior to the completion of the Luxmanor Elementary School revitalization/expansion project; and
- Convene discussions with several stakeholders including the Montgomery County Child Care Association, the Garrett Park Town Council, and Parent Teacher Association to discuss solutions to address the space deficits at the school to include the possible solution of utilizing the Garrett Park annex located adjacent to Garrett Park Elementary School if needed. The annex, currently leased by a child-care provider, would provide two classrooms, support rooms, and toilet rooms for the school to use. School planners will monitor enrollment at the school for the

coming years to determine if the Garrett Park annex will be needed to address the space deficits.

Planning Study: A Site Selection Committee was held in spring 2018, to identify possible sites for a new elementary school in the Walter Johnson Cluster. The projected space deficits at the elementary school level in the cluster was not sufficient to recommend a new elementary school for the Walter Johnson Cluster at that time. In November 2018, the Board of Education adopted a capacity study for the elementary schools in the Bethesda-Chevy Chase Cluster. Given the space deficits in the Walter Johnson Cluster, in November 2018 the Board of Education expanded the capacity study to explore possible solutions that would include the elementary schools in both the Walter Johnson and Bethesda-Chevy Chase Clusters. The Board of Education also included a joint site selection process for the two clusters. This study was conducted in summer 2019.

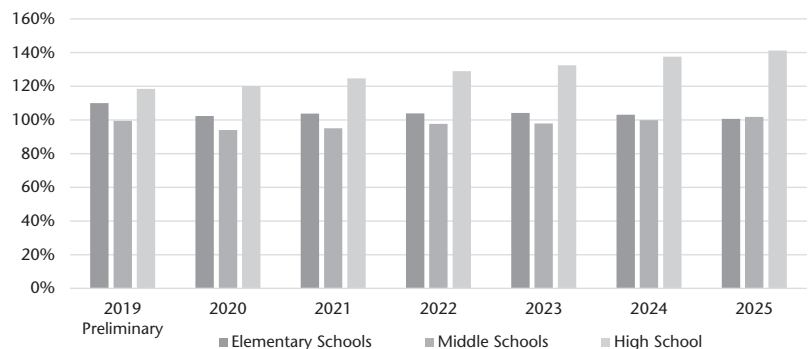
Capital Project: Based on updated enrollment projections and information provided in the capacity study, the superintendent's recommendation includes an addition at Bethesda Elementary School to address its overutilization and

Walter Johnson Cluster Articulation*



* "Cluster" is defined as the collection of elementary schools that articulate to the same high school.

Walter Johnson Cluster School Utilizations



Note: Percent utilization calculated as total enrollment of schools divided by total capacity. Projected capacity factors in capital projects. Desired utilization range is between 80% - 100%

an addition at Westbrook Elementary School to address the overutilization at adjacent schools. An FY 2021 appropriation is recommended for planning funds to begin the planning of an addition at Westbrook Elementary School. The addition is scheduled to be completed by September 2021. In addition, the recommendation includes planning funds in the out-years of the CIP for a new Bethesda-Chevy Chase/Walter Johnson Cluster elementary school in the future.

SCHOOLS

Walter Johnson High School

Capital Project: Projections indicate enrollment at Walter Johnson High School will exceed capacity by over 900 seats by the end of the six-year planning period. An FY 2015 appropriation was completed for facility planning to determine the feasibility, scope, and cost for a classroom addition.

Capital Project: To address the urgent space needs at Walter Johnson High School and the Downcounty Consortium high schools, an FY 2019 appropriation was approved for planning funds to reopen Woodward High School. The scheduled completion date for this project is September 2025. Northwood High School also will be utilized to address the space needs in the Downcounty Consortium. With respect to Northwood High School, an analysis was completed that evaluated a) the possibility of doing a phased construction of Northwood High School, with students on site and b) an approach where a newly constructed and reopened Woodward High School be used as a holding school, starting in September 2023, for Northwood High School for two years. The evaluation compared the costs for each option, impact to students, impact on the building design, and the timeline of the project. Based on this analysis, the Board of Education approved that Woodward High School be used as a holding school, starting in September 2023 for Northwood High School, for two years. Northwood High School will return to its facility in September 2025 and Woodward High School will open in September 2025. In order for these projects to be completed on this schedule, county and state funding must be provided at the levels recommended in this CIP.

Woodward High School

Capital Project: To address the urgent space needs at Walter Johnson High School and the Downcounty Consortium high schools, an FY 2019 appropriation was approved for planning funds to reopen Woodward High School. The Board of Education approved that Woodward High School be used as a holding school, starting in September 2023 for Northwood High School, for two years. Northwood High School will return to its facility in September 2025. The scheduled completion date for the reopening of Woodward High School is September 2025. In order for these projects to be completed on this schedule, county and state funding must be provided at the levels recommended in this CIP.

Tilden Middle School

Capital Project: A revitalization/expansion project is scheduled for this school with a completion date of September 2020. On May 12, 2015, the Board of Education approved the collocation of Rock Terrace School with Tilden Middle School as part of the revitalization/expansion project. Tilden Middle School is currently located in the Woodward facility on Old Georgetown Road. Rather than revitalize/expand the Woodward facility for Rock Terrace School and Tilden Middle School, the current Tilden Holding Facility, located on Tilden Lane, will be revitalized/expanded to house both Rock Terrace School and Tilden Middle School. An FY 2019 appropriation was approved to construct the project. In order for this project to be completed on this schedule, county and state funding must be provided at the levels recommended in this CIP.

Ashburton Elementary School

Planning Issue: See text under Cluster Planning Issues.

Bethesda-Chevy Chase/Walter Johnson Clusters Elementary School

Planning Study: See text under Cluster Planning Issues.

Capital Project: Projections indicate enrollment will exceed capacity for some of the elementary schools in these two clusters. Planning funds for a new elementary school are recommended in the out-years of the CIP. A completion date for this new elementary school will be considered in a future CIP. In order for this project to be completed on this schedule, county and state funding must be provided at the levels recommended in this CIP.

Farmland Elementary School

Planning Issue: See text under Cluster Planning Issues.

Garrett Park Elementary School

Planning Issue: See text under Cluster Planning Issues.

Kensington-Parkwood Elementary School

Planning Issue: See text under Cluster Planning Issues.

Luxmanor Elementary School

Capital Project: A revitalization/expansion project is scheduled for this school with a completion date of September 2020. An FY 2018 appropriation was approved to begin construction for this project.

Planning Issue: See text under Cluster Planning Issues.

Wyngate Elementary School

Planning Issue: See text under Cluster Planning Issues.

CAPITAL PROJECTS

School	Project	Project Status*	Date of Completion
Woodward HS	New School	Approved	Sept. 2025
Tilden MS/Rock Terrace School	Revitalization/ expansion with collocation of Rock Terrace School	Approved	Sept. 2020
Bethesda-Chevy Chase/Walter Johnson Clusters ES	New	Programmed	TBD
Luxmanor ES	Revitalization/ expansion	Approved	Sept. 2020

“Approved”—Project has an FY 2019 or FY 2020 appropriation for planning or construction funds approved in the Amended FY 2019–2024 CIP.

“Programmed”—Project has expenditures programmed in a future year of the CIP for planning and/or construction funds.

“Proposed”—Project has facility planning funds approved for a feasibility study.

“Recommended”—Project has an FY 2021 appropriation recommended for planning or construction in the FY 2021–2026 CIP.



WALTER JOHNSON CLUSTER

Projected Enrollment and Space Availability

Effects of the Recommended FY 2021 Capital Budget and the FY 2021–2026 Capital Improvements Program (CIP)

Schools			Prelimin. 19–20	Projections							
				20–21	21–22	22–23	23–24	24–25	25–26	2029	2034
Walter Johnson HS		Program Capacity	2321	2321	2321	2321	2321	2321	2321	2321	2321
		Enrollment	2748	2785	2893	2992	3075	3192	3277	3413	3500
		Available Space	(427)	(464)	(572)	(671)	(754)	(871)	(956)	(1092)	(1179)
		Comments									
Charles W. Woodward HS		Program Capacity							2700 0	2700 0	2700 0
		Enrollment							2700	2700	2700
		Available Space									
		Comments						Opens			
North Bethesda MS		Program Capacity	1233	1233	1233	1233	1233	1233	1233	1233	1233
		Enrollment	1233	1255	1239	1227	1220	1272	1301	1252	1223
		Available Space	0	(22)	(6)	6	13	(39)	(68)	(19)	10
		Comments									
Tilden MS		Program Capacity	1001	1216	1216	1216	1216	1216	1216	1216	1200
		Enrollment	990	1048	1089	1164	1176	1174	1193	1066	1014
		Available Space	11	168	127	52	40	42	23	150	186
		Comments		Rev/Ex Complete							
Ashburton ES		Program Capacity	789	789	789	789	789	789	789		
		Enrollment	923	951	982	966	967	944	900		
		Available Space	(134)	(162)	(193)	(177)	(178)	(155)	(111)		
		Comments	Addition Complete								
Farmland ES		Program Capacity	714	714	714	714	714	714	714		
		Enrollment	856	849	847	833	841	843	835		
		Available Space	(142)	(135)	(133)	(119)	(127)	(129)	(121)		
		Comments									
Garrett Park ES		Program Capacity	776	776	776	776	776	776	776		
		Enrollment	802	792	768	775	777	785	783		
		Available Space	(26)	(16)	8	1	(1)	(9)	(7)		
		Comments									
Kensington–Parkwood ES		Program Capacity	757	757	757	757	757	757	757		
		Enrollment	643	647	639	646	649	643	644		
		Available Space	114	110	118	111	108	114	113		
		Comments									
Luxmanor ES		Program Capacity	409	767	767	767	767	767	767		
		Enrollment	678	732	765	788	792	778	731		
		Available Space	(269)	35	2	(21)	(25)	(11)	36		
		Comments		Rev/Ex Complete							
Wyngate ES		Program Capacity	776	776	776	776	776	776	776		
		Enrollment	742	732	748	747	745	730	714		
		Available Space	34	44	28	29	31	46	62		
		Comments									
Cluster Information		HS Utilization	118%	120%	125%	129%	132%	138%	141%	147%	151%
		HS Enrollment	2748	2785	2893	2992	3075	3192	3277	3413	3500
		MS Utilization	100%	94%	95%	98%	98%	100%	102%	95%	92%
		MS Enrollment	2223	2303	2328	2391	2396	2446	2494	2318	2237
		ES Utilization	110%	103%	104%	104%	104%	103%	101%	104%	107%
		ES Enrollment	4644	4703	4749	4755	4771	4723	4607	4740	4890

WALTER JOHNSON CLUSTER

Demographic Characteristics of Schools

Schools	2019–2020						2018–2019		
	Total Enrollment	Two or more races %	Black or Afr. Amer. %	Asian%	Hispanic %	White %	FARMS%*	ESOL%**	Mobility Rate%***
Walter Johnson HS	2748	6.0%	10.6%	13.8%	17.2%	52.1%	7.4%	5.5%	9.2%
North Bethesda MS	1233	8.0%	9.7%	12.2%	13.1%	56.4%	6.5%	3.5%	6.8%
Tilden MS	990	4.8%	12.6%	16.8%	21.6%	43.8%	13.1%	9.8%	10.5%
Ashburton ES	923	8.9%	16.6%	17.3%	17.3%	39.2%	11.4%	15.5%	11.1%
Farmland ES	856	3.7%	7.7%	30.4%	11.0%	47.2%	6.9%	24.8%	21.6%
Garrett Park ES	802	8.1%	12.2%	16.5%	24.1%	38.7%	14.7%	22.1%	12.0%
Kensington-Parkwood ES	643	10.0%	6.2%	9.5%	12.6%	61.7%	8.2%	8.1%	6.9%
Luxmanor ES	678	5.8%	15.0%	23.2%	23.6%	32.4%	16.3%	28.1%	16.0%
Wyngate ES	742	9.4%	4.4%	13.3%	12.3%	60.4%	2.1%	8.5%	5.6%
Elementary Cluster Total	4644	7.6%	10.6%	18.7%	16.8%	46.1%	9.8%	17.8%	12.3%
Elementary County Total	76541	5.3%	21.3%	13.6%	33.9%	25.5%	38.3%	25.6%	13.4%

*Percent of students approved for Free and Reduced-priced Meals Program (FARMS) during the 2018–2019 school year.

**Percent of English for Speakers of Other Languages (ESOL) during the 2018–2019 school year. High School students are served in regional ESOL centers.

***Mobility Rate is the number of entries plus withdrawals during the 2018–2019 school year compared to total enrollment.

Notes: Native Hawaiian/Pacific Islander and American Indian/Alaskan Native categories total less than 1% and were therefore excluded from the table.

Due to federal and state guidelines, demographic characteristics of schools of less than or equal to 5 students per category are reported as 0%.

Program Capacity Table

(School Year 2019–2020)

Program Capacity Table (School Year 2019–2020)															Special Education Services																		
															School Based	Cluster Based	Quad Cluster Based	County & Regional Based															
Schools	Grades Served	Capacity (HS @90% MS@85%)	Total Rooms	Support Rooms	Regular Secondary @25	Regular Elementary @23	CSR Grades 1–2 @18	Pre-K @20	Pre-K @40	HS @20	CSR KIND @18	KIND @22	ESOL @15	METS @15	HSM @13	ELEM LAD @13	ELC @10	LANG @12	LFI @10	SCB @6	AAC@7	AUT @6	BRIDGE @10	DHOH @7	SESS @10	EXTENSIONS @6	GT/LD @13	PD @7	PEP@6	PEP @12	PEP @18	VISION (Elementary) @7	OTHER
Walter Johnson HS	9-12	2321	107		100								2						3			1					1						
North Bethesda MS	6-8	1233	59		57																					2							
Tilden MS	6-8	1001	52		44								2						3			3											
Ashburton ES	K-5	789	39	4		28						6			1																		
Farmland ES	K-5	714	37	4		24						6						3															
Garrett Park ES	K-5	776	37	3		28						6																					
Kensington-Parkwood ES	K-5	757	41	5		27						5				2																	2
Luxmanor ES	K-5	409	23	4		11	1					4																		1	2		
Wyngate ES	K-5	776	38	4		28						6																					

WALTER JOHNSON CLUSTER

Facility Characteristics of Schools 2019–2020

Schools	Year Facility Opened	Year Reopened/ Revitalized	Total Square Footage	Site Size Acres	Adjacent Park	Reloc- atable Classrooms	County Programs
Walter Johnson HS	1956	2009	365,138	30.9		6	
North Bethesda MS	1955	1999	178,252	19.99			
Tilden MS	1967	1991	135,150	29.8			
Ashburton ES	1957	1993	91,178	8.3		8	
Farmland ES	1963	2011	89,988	4.8	Yes	4	
Garrett Park ES	1948	2012	96,348	4.4	Yes	1	
Kensington-Parkwood ES	1952	2006	102,382	9.9			
Luxmanor ES	1966		61,694	6.5	Yes		
Wyngate ES	1952	1997	89,104	9.5			

COL. ZADOK MAGRUDER CLUSTER

SCHOOLS

Col. Zadok Magruder High School

Capital Project: A major capital project is approved to address various building systems and programmatic needs for this school. An FY 2020 appropriation was approved for planning to begin the architectural design for this project. Expenditures for this project are included in the Major Capital Projects—Secondary and an appropriation will be recommended in the next full CIP. This project is scheduled for completion in September 2027. Additional information regarding the scope of this major capital project can be found in Supplement C—FY2021–2026 Major Capital Projects Update at the following link: www.montgomeryschoolsmd.org/departments/planning/cipmaster.aspx. In order for this project to be completed on this schedule, county and state funding must be provided at the levels recommended in this CIP.

Mill Creek Towne Elementary School

Planning Study: Projections indicate that enrollment will exceed capacity by more than 92 seats by the end of the six-year planning period. An FY 2021 appropriation is recommended for facility planning to conduct a feasibility study for a possible addition to this school and identify a scope and cost for the project. Relocatable classrooms will be utilized until additional capacity can be added.

Judith A. Resnik Elementary School

Capital Project: A feasibility study was conducted in FY 2013 to determine the cost and scope of an addition project. Projections indicate enrollment will be stable over the six-year planning period at Judith A. Resnik Elementary School; however, enrollment will continue to exceed capacity over the same time. Therefore, planning will continue for the proposed addition project and expenditures for construction funds will be considered in a future CIP. Enrollment will continue to be monitored and relocatable classrooms will be utilized.

CAPITAL PROJECTS

School	Project	Project Status*	Date of Completion
Col. Zadok Magruder HS	Major Capital Project	Programmed	Sept. 2027
Mill Creek Towne ES	Addition	Proposed	TBD
Judith A. Resnik ES	Classroom addition	Programmed	TBD

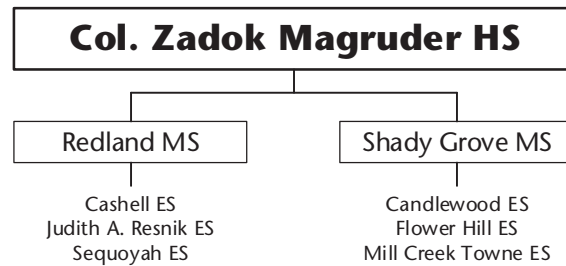
* “Approved”—Project has an FY 2019 or FY 2020 appropriation for planning or construction funds approved in the Amended FY 2019–2024 CIP.

“Programmed”—Project has expenditures programmed in a future year of the CIP for planning and/or construction funds.

“Proposed”—Project has facility planning funds approved for a feasibility study.

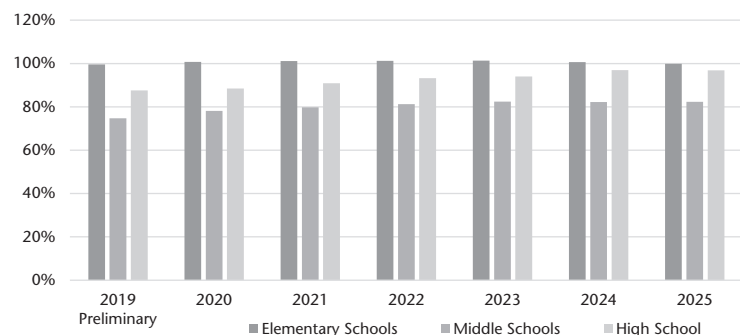
“Recommended”—Project has an FY 2021 appropriation recommended for planning or construction in the FY 2021–2026 CIP.

Magruder Cluster Articulation*



* “Cluster” is defined as the collection of elementary schools that articulate to the same high school.

Col. Zadok Magruder Cluster School Utilizations



Note: Percent utilization calculated as total enrollment of schools divided by total capacity. Projected capacity factors in capital projects. Desired utilization range is between 80% - 100%

COL. ZADOK MAGRUDER CLUSTER

Projected Enrollment and Space Availability

Effects of the Recommended FY 2021 Capital Budget and the FY 2021–2026 Capital Improvements Program (CIP)

Schools			Prelimin.	Projections							
			19–20	20–21	21–22	22–23	23–24	24–25	25–26	2029	2034
Col. Zadok Magruder HS		Program Capacity	1941	1941	1941	1941	1941	1941	1941	1941	1941
		Enrollment	1700	1718	1765	1809	1825	1882	1879	1846	1795
		Available Space	241	223	176	132	116	59	62	95	146
		Comments					Planning for Maj. Cap. Project				
Redland MS		Program Capacity	765	765	765	765	765	765	765	765	765
		Enrollment	635	650	649	627	630	617	618	620	625
		Available Space	130	115	116	138	135	148	147	145	140
		Comments									
Shady Grove MS		Program Capacity	854	854	854	854	854	854	854	854	854
		Enrollment	575	615	643	688	704	715	715	619	605
		Available Space	279	239	211	166	150	139	139	235	249
		Comments									
Candlewood ES		Program Capacity	515	515	515	515	515	515	515		
		Enrollment	387	387	392	402	397	401	399		
		Available Space	128	128	123	113	118	114	116		
		Comments									
Cashell ES		Program Capacity	339	339	339	339	339	339	339		
		Enrollment	343	339	331	335	335	347	345		
		Available Space	(4)	0	8	4	4	(8)	(6)		
		Comments									
Flower Hill ES	CSR	Program Capacity	493	493	493	493	493	493	493		
		Enrollment	458	454	451	443	444	438	441		
		Available Space	35	39	42	50	49	55	52		
		Comments									
Mill Creek Towne ES	CSR	Program Capacity	336	336	336	336	336	336	336		
		Enrollment	507	514	536	533	535	525	512		
		Available Space	(171)	(178)	(200)	(197)	(199)	(189)	(176)		
		Comments		Facility Plng. for Addition							
Judith A. Resnik ES	CSR	Program Capacity	493	493	493	493	493	493	493		
		Enrollment	602	614	610	610	607	603	608		
		Available Space	(109)	(121)	(117)	(117)	(114)	(110)	(115)		
		Comments									
Sequoayah ES	CSR	Program Capacity	508	508	508	508	508	508	508		
		Enrollment	376	395	393	394	401	387	376		
		Available Space	132	113	115	114	107	121	132		
		Comments									
Cluster Information		HS Utilization	88%	89%	91%	93%	94%	97%	97%	95%	92%
		HS Enrollment	1700	1718	1765	1809	1825	1882	1879	1846	1795
		MS Utilization	75%	78%	80%	81%	82%	82%	82%	77%	76%
		MS Enrollment	1210	1265	1292	1315	1334	1332	1333	1239	1230
		ES Utilization	100%	101%	101%	101%	101%	101%	100%	92%	89%
		ES Enrollment	2673	2703	2713	2717	2719	2701	2681	2480	2400

COL. ZADOK MAGRUDER CLUSTER

Demographic Characteristics of Schools

Schools	2019–2020						2018–2019		
	Total Enrollment	Two or more races %	Black or Afr. Amer. %	Asian%	Hispanic %	White %	FARMS%*	ESOL%**	Mobility Rate%***
Col. Zadok Magruder HS	1700	4.4%	17.9%	12.4%	39.5%	25.6%	33.0%	11.9%	12.5%
Redland MS	635	6.0%	22.5%	11.2%	39.7%	20.0%	38.8%	10.9%	9.0%
Shady Grove MS	575	4.0%	20.7%	12.2%	41.4%	21.6%	40.7%	11.3%	11.0%
Candlewood ES	387	5.7%	15.2%	17.3%	15.5%	46.0%	21.5%	18.8%	8.2%
Cashell ES	343	12.2%	18.1%	6.4%	23.3%	39.9%	26.4%	13.5%	5.2%
Flower Hill ES	458	6.1%	27.5%	11.4%	48.3%	6.8%	55.3%	37.7%	20.0%
Mill Creek Towne ES	507	7.7%	19.7%	13.0%	40.8%	18.1%	43.1%	27.4%	14.0%
Judith A. Resnik ES	602	4.7%	29.1%	10.5%	41.7%	14.0%	52.2%	29.8%	13.4%
Sequoyah ES	376	5.6%	12.5%	11.4%	50.0%	20.5%	48.8%	38.6%	15.7%
Elementary Cluster Total	2673	6.7%	21.3%	11.7%	37.7%	22.4%	43.0%	28.3%	13.1%
Elementary County Total	76541	5.3%	21.3%	13.6%	33.9%	25.5%	38.3%	25.6%	13.4%

*Percent of students approved for Free and Reduced-priced Meals Program (FARMS) during the 2018–2019 school year.

**Percent of English for Speakers of Other Languages (ESOL) during the 2018–2019 school year. High School students are served in regional ESOL centers.

***Mobility Rate is the number of entries plus withdrawals during the 2018–2019 school year compared to total enrollment.

Notes: Native Hawaiian/Pacific Islander and American Indian/Alaskan Native categories total less than 1% and were therefore excluded from the table.

Due to federal and state guidelines, demographic characteristics of schools of less than or equal to 5 students per category are reported as 0%.

Program Capacity Table

(School Year 2019–2020)

Special Education Services																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																						
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		HSM @13	ELEM LAD @13	ELC @10	LANG @12	LFI @10	SCB @6	AAC@7	AUT @6	BRIDGE @10	DHOH @7	SESS @10	EXTENSIONS @6	GT/LD @13	PD @7	PEP@6	PEP @12	PEP @18	VISION (Elementary) @7	OTHER																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																		</

COL. ZADOK MAGRUDER CLUSTER

Facility Characteristics of Schools 2019–2020

Schools	Year Facility Opened	Year Reopened/ Revitalized	Total Square Footage	Site Size Acres	Adjacent Park	Reloc- atable Classrooms	County Programs
Col. Zadok Magruder HS	1970		295,478	30			
Redland MS	1971		112,297	20.64	Yes		
Shady Grove MS	1995	1999	129,206	20			
Candlewood ES	1968	2015	82,222	11.8			
Cashell ES	1969	2009	71,171	10.24		2	
Flower Hill ES	1985		58,770	10	Yes	3	
Mill Creek Towne ES	1966	2000	67,465	8.4		9	
Judith A. Resnik ES	1991		78,547	12.8		6	
Sequoiah ES	1990		72,582	10	Yes		



RICHARD MONTGOMERY CLUSTER

CLUSTER PLANNING ISSUE

Planning Issue: The City of Rockville adopted the Rockville Pike Neighborhood Plan in March 2016. Additional residential units, mostly multi-family units, are allowed in the Rockville Pike corridor. This development would occur on either side of Rockville Pike, from the intersection at Veirs Mill Road at the north to Rollins Avenue in the south. Most of this area is in the Richard Montgomery Cluster. The plan will require the redevelopment of existing land uses and require significant roadway improvements. It is anticipated that the plan will take 20 to 30 years to build-out and the pace of construction will be market driven.

Student enrollment at elementary schools in the Richard Montgomery Cluster increased over the past few years. The magnitude of enrollment growth in the cluster required the opening of Bayard Rustin Elementary School that opened in September 2018, at the site of the former Hungerford Park Elementary School, located at 332 W. Edmonston Avenue in the City of Rockville. An addition project at Julius West Middle School opened in the 2016–2017 school year to accommodate growth at the middle school level.

CAPITAL PROJECTS

School	Project	Project Status*	Date of Completion
Crown HS	New School	Programmed	Sept. 2025

“Approved”—Project has an FY 2019 or FY 2020 appropriation for planning or construction funds approved in the Amended FY 2019–2024 CIP.

“Programmed”—Project has expenditures programmed in a future year of the CIP for planning and/or construction funds.

“Proposed”—Project has facility planning funds approved for a feasibility study.

“Recommended”—Project has an FY 2021 appropriation recommended for planning or construction in the FY 2021–2026 CIP.

SCHOOLS

Richard Montgomery High School

Capital Project: Projections indicate enrollment at Richard Montgomery High School will exceed capacity by 200 seats or more by the end of the six-year planning period. An FY 2016 appropriation was approved for facility planning to determine the feasibility, scope, and cost for a classroom addition. In lieu of the addition, the approved CIP includes expenditures in the six-year period to open a new high school on the Crown Farm site to address overutilization in the mid-county region. Although an FY 2019 appropriation for planning was recommended by the Board of Education for this new school, the County Council delayed the funds by one year to begin in FY 2020. An FY 2020 appropriation was approved for planning to begin the architectural design for the project. Based on the expenditures shown in the recommended CIP, the new school is scheduled to open in September 2025. An appropriation will be recommended in the next full CIP for construction funding. In order for this project to be completed on time, county and state funding must be provided at the levels recommended in this CIP.

Richard Montgomery Cluster Articulation*

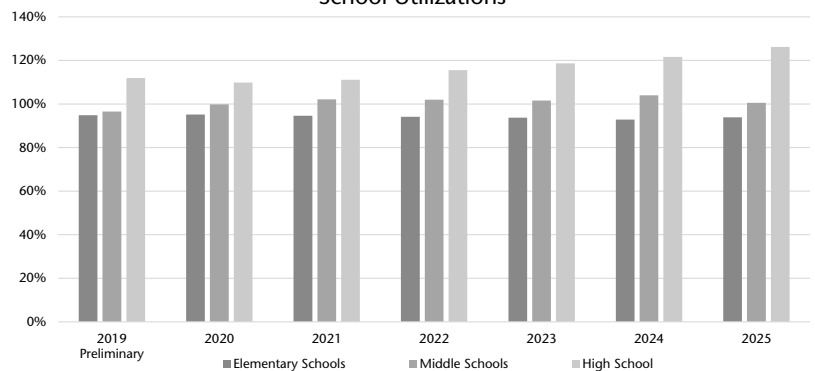
Richard Montgomery HS

Julius West MS

Beall ES
College Gardens ES
Ritchie Park ES
Bayard Rustin ES
Twinbrook ES

* “Cluster” is defined as the collection of elementary schools that articulate to the same high school.

Richard Montgomery Cluster School Utilizations



Note: Percent utilization calculated as total enrollment of schools divided by total capacity. Project capacity factor in capital projects. Desired utilization range is between 80% - 100%

RICHARD MONTGOMERY CLUSTER

Projected Enrollment and Space Availability

Effects of the Recommended FY 2021 Capital Budget and the FY 2021–2026 Capital Improvements Program (CIP)

Schools			Prelimin. 19–20	Projections							
				20–21	21–22	22–23	23–24	24–25	25–26	2029	2034
Richard Montgomery HS		Program Capacity	2241	2241	2241	2241	2241	2241	2241	2241	2241
		Enrollment	2507	2462	2490	2589	2659	2726	2828	2800	2904
		Available Space	(266)	(221)	(249)	(348)	(418)	(485)	(587)	(559)	(663)
		Comments	See Text								
Crown HS		Program Capacity							2700	2700	2700
		Enrollment							0	0	0
		Available Space							2700	2700	2700
		Comments							Opens		
Julius West MS		Program Capacity	1432	1432	1432	1432	1432	1432	1432	1432	1432
		Enrollment	1382	1429	1463	1461	1455	1489	1440	1390	1351
		Available Space	50	3	(31)	(29)	(23)	(57)	(8)	42	81
		Comments									
Beall ES		Program Capacity	639	639	639	639	639	639	639		
		Enrollment	531	554	544	541	542	547	552		
		Available Space	108	85	95	98	97	92	87		
		Comments									
College Gardens ES		Program Capacity	678	678	678	678	678	678	678		
		Enrollment	634	607	610	613	614	615	618		
		Available Space	44	71	68	65	64	63	60		
		Comments									
Ritchie Park ES		Program Capacity	388	388	388	388	388	388	388		
		Enrollment	401	377	355	362	373	378	401		
		Available Space	(13)	11	33	26	15	10	(13)		
		Comments									
Bayard Rustin ES		Program Capacity	744	744	744	744	744	744	744		
		Enrollment	719	740	742	725	714	694	681		
		Available Space	25	4	2	19	30	50	63		
		Comments									
Twinbrook ES	CSR	Program Capacity	548	548	548	548	548	548	548		
		Enrollment	558	573	585	580	566	547	562		
		Available Space	(10)	(25)	(37)	(32)	(18)	1	(14)		
		Comments									
Cluster Information		HS Utilization	112%	110%	111%	116%	119%	122%	126%	125%	130%
		HS Enrollment	2507	2462	2490	2589	2659	2726	2828	2800	2904
		MS Utilization	97%	100%	102%	102%	102%	104%	101%	97%	94%
		MS Enrollment	1382	1429	1463	1461	1455	1489	1440	1390	1351
		ES Utilization	94%	95%	95%	94%	94%	93%	94%	119%	128%
		ES Enrollment	2843	2474	2481	2459	2436	2403	2413	3560	3830

RICHARD MONTGOMERY CLUSTER

Demographic Characteristics of Schools

Schools	2019–2020						2018–2019		
	Total Enrollment	Two or more races %	Black or Afr. Amer. %	Asian%	Hispanic %	White %	FARMS%*	ESOL%**	Mobility Rate%***
Richard Montgomery HS	2507	5.3%	17.2%	24.5%	23.6%	29.2%	20.0%	8.6%	10.8%
Julius West MS	1382	5.5%	16.5%	18.1%	27.3%	32.1%	24.9%	9.0%	10.3%
Bayard Rustin ES	719	8.9%	9.7%	26.4%	29.1%	25.5%	24.7%	20.5%	10.8%
Beall ES	531	7.7%	15.4%	13.4%	24.9%	38.2%	30.1%	17.5%	10.7%
College Gardens ES	634	8.4%	21.6%	19.4%	19.4%	31.1%	16.1%	14.4%	9.8%
Ritchie Park ES	401	7.7%	12.7%	15.7%	12.2%	51.4%	12.7%	9.7%	11.3%
Twinbrook ES	558	3.2%	9.7%	10.6%	64.9%	11.3%	69.4%	52.9%	15.5%
Elementary Cluster Total	2843	7.3%	13.9%	17.8%	30.8%	30.0%	30.9%	23.4%	11.6%
Elementary County Total	76541	5.3%	21.3%	13.6%	33.9%	25.5%	38.3%	25.6%	13.4%

*Percent of students approved for Free and Reduced-priced Meals Program (FARMS) during the 2018–2019 school year.

**Percent of English for Speakers of Other Languages (ESOL) during the 2018–2019 school year. High School students are served in regional ESOL centers.

***Mobility Rate is the number of entries plus withdrawals during the 2018–2019 school year compared to total enrollment.

Notes: Native Hawaiian/Pacific Islander and American Indian/Alaskan Native categories total less than 1% and were therefore excluded from the table.

Due to federal and state guidelines, demographic characteristics of schools of less than or equal to 5 students per category are reported as 0%.

Program Capacity Table

(School Year 2019–2020)

Special Education Services																																								
		School Based		Cluster Based		Quad Cluster Based			County & Regional Based																															
men's & w's			HSM @13		ELEM LAD @13		ELC @10		LANG @12		LFI @10		SCB @6		AAC@7		AUT @6		BRIDGE @10		DHOH @7		SESS @10		EXTENSIONS @6		GT/LD @13		PD @7		PEP@6		PEP @12		PEP @18		VISION (Elementary) @7		OTHER	
																							3																	
																						3																		
							2								1																									
																3																								

RICHARD MONTGOMERY CLUSTER

Facility Characteristics of Schools 2019–2020

Schools	Year Facility Opened	Year Reopened/ Revitalized	Total Square Footage	Site Size Acres	Adjacent Park	Reloc- atable Classrooms	County Programs
Richard Montgomery HS	1942	2007	311,500	29.05		6	
Julius West MS	1961	1995	182,617	21.3			
Beall ES	1954	1991	79,477	8.4	Yes		
College Gardens ES	1967	2008	96,986	7.9	Yes	2	
Ritchie Park ES	1966	1997	58,500	9.2		6	
Bayard Rustin ES	2018		97,397	10.9			
Twinbrook ES	1952	1986	79,818	10.5		2	

NORTHEAST CONSORTIUM

CONSORTIUM PLANNING ISSUES

The Northeast Consortium provides a program delivery model for the three high schools in the northeast area of the county. Students living in this area of the county are able to choose from three high schools they wish to attend, based on different signature programs offered at the high schools. The Northeast Consortium choice model is offered at James Hubert Blake, Paint Branch, and Springbrook high schools. Choice patterns will be monitored for their impact on projected enrollment and facility utilization.

Elementary and secondary school service area maps are included for the three consortium high schools in Appendix U. Students residing in a base area are guaranteed to attend the high school serving that base area, if it is their first choice.

Planning Issue: The 2014 adopted White Oak Science Gateway Master Plan provides for up to 8,570 mostly multi-family residential units. The plan will require the redevelopment of many existing land uses. Montgomery County anticipates that it will take 20 to 30 years for build-out of the plan to occur and the pace of construction will be market driven. A future elementary school site is included in the plan.

SCHOOLS

Hubert Blake High School

Planning Issue: Projections indicated enrollment at Hubert Blake High School would exceed capacity by 200 seats or more by the end of the last six-year planning period. However, the space deficit is slightly higher than the 200-seat threshold. Therefore, enrollment will continue to be monitored for consideration of a future CIP project, with relocatable classrooms utilized in the interim.

Paint Branch High School

Capital Project: Previous projections indicated enrollment at Paint Branch High School would exceed capacity by 200 seats or more by the end of the last six-year planning period,

therefore an FY 2017 appropriation was approved for facility planning to determine the feasibility, scope, and cost for a classroom addition. The current space deficit, however, does not meet the minimum threshold of 200 seats or more for consideration of an addition project. Therefore, enrollment will continue to be monitored and a date for the addition will be considered in a future CIP if needed. Relocatable classrooms will be utilized until additional capacity can be added.

Francis Scott Key Middle School

Planning Study: Previous projections indicated that enrollment would exceed capacity by 150 seats or more by the end of the six-year planning period. An FY 2020 appropriation was approved for facility planning to conduct a feasibility study for a possible addition. The purpose of the study is to determine the scope and cost of the project. The current space deficit, however, does not meet the minimum threshold of 150 seats or more for consideration of an addition project. Therefore, enrollment will continue to be monitored and a date for an addition will be considered in a future CIP if needed. Relocatable classrooms will be utilized until additional capacity can be added.

Burnt Mills Elementary School

Capital Project: Projections indicate that enrollment will exceed capacity by more than 92 seats by the end of the six-year planning period. A major capital project is approved for this school to address various building systems as well as the capacity and programmatic needs for this school. An FY 2020 appropriation was approved for planning to begin the architectural design for this project. A FY 2021 appropriation is recommended to continue the planning and design of this project. The scheduled completion date is September 2023. Additional information regarding the major capital projects can be found in Supplement C—FY2021–2026 Major Capital Projects Update at the following link: www.montgomeryschoolsmd.org/departments/planning/cipmaster.aspx. In order for this project to be completed on this schedule, county and state funding must be provided at the levels recommended in this CIP.

Northeast Consortium Articulation

Elementary schools articulating to middle schools within the consortium of high schools

Northeast Consortium High Schools

James Hubert Blake HS
Paint Branch HS
Springbrook HS

Benjamin Banneker MS

Burtonsville ES
Fairland ES*
Greencastle ES

Briggs Chaney MS

Cloverly ES*
Fairland ES*
Galway ES
William T. Page ES

William H. Farquhar MS

Cloverly ES*
Sherwood ES**
Stonegate ES*

Francis Scott Key MS

Burnt Mills ES
Cannon Road ES
Cresthaven ES
Dr. Charles R. Drew ES
Roscoe R. Nix ES

White Oak MS

JoAnn Leleck ES at
Broad Acres
Jackson Road ES
Stonegate ES*
Westover ES

* Denotes schools with split articulation, i.e., some students feed into one middle school, while other students feed into another middle school.

** Students from Sherwood ES also articulate to William H. Farquhar MS and thereafter to Sherwood HS.

Burtonsville Elementary School

Capital Project: Previous projections indicated enrollment at Burtonsville Elementary School would exceed capacity by 92 seats or more by the end of the six-year planning period. Therefore, a feasibility study was conducted in FY 2013 to determine the cost and scope of an addition project. Current projections indicate enrollment will be at capacity by the end of the six-year period. Therefore, enrollment will continue to be monitored and relocatable classrooms will be utilized.

Cloverly Elementary School

Planning Study: Previous projections indicated that enrollment would exceed capacity by 92 seats or more by the end of the six-year planning period. Current projections indicate enrollment will fall below the 92-seat threshold for an addition project by the end of the six-year period. Therefore, enrollment will continue to be monitored and relocatable classrooms will be utilized.

Cresthaven Elementary School

Planning Study: To address the space deficits at JoAnn Leleck Elementary School at Broad Acres, capacity studies were conducted during the 2016–2017 school year at Cresthaven and Roscoe Nix elementary schools, to determine if these schools can be expanded to address the space deficits at JoAnn Leleck Elementary School at Broad Acres.

Capital Project: Projections indicate that enrollment at JoAnn Leleck Elementary School at Broad Acres will exceed capacity throughout the six-year planning period. Although an FY 2019 appropriation for planning was recommended for a classroom addition project with a scheduled completion date of September 2021, the County Council delayed the project by one year to September 2022. An FY 2020 appropriation was approved for planning to begin the architectural design for this project. An FY 2021 appropriation is recommended for construction funding. Due to the complexities of this addition project, along with escalating construction costs, additional community engagement is recommended to evaluate the current approved project and explore possible options to address the overutilization at JoAnn Leleck Elementary School at Broad Acres. In order for this project to be completed on this schedule, county and state funding must be provided at the levels recommended in this CIP.

Planning Study: A boundary study is recommended to reassign students from JoAnn Leleck Elementary School at Broad Acres to Cresthaven and Roscoe Nix elementary schools. The scope of the boundary study will be recommended in spring 2020 following the exploration of the possible options to address the overutilization at

JoAnn Leleck Elementary School at Broad Acres. The boundary study will begin fall 2020, with Board of Education action scheduled for November 2021.

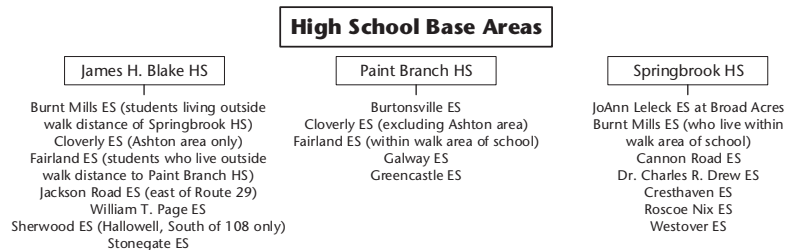
Greencastle Elementary School

Capital Project: Previous projections indicated enrollment at Greencastle Elementary School would exceed capacity by 92 seats or more by the end of the six-year planning period. A feasibility study was conducted to determine the cost and scope of an addition project. Current projections indicate enrollment will slightly decline over the six-year period at Greencastle Elementary School; however, enrollment will exceed capacity over the same time. Therefore, enrollment will continue to be monitored and relocatable classrooms will be utilized.

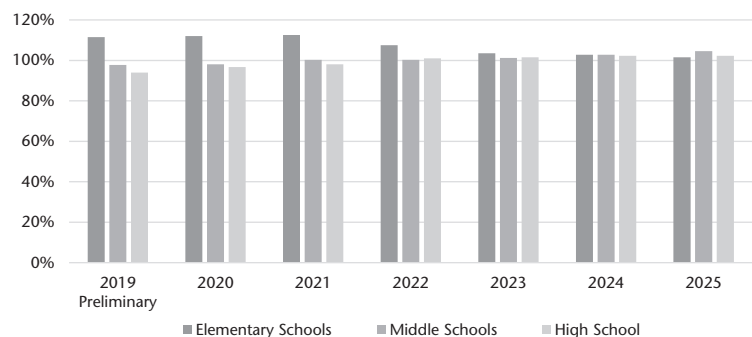
JoAnn Leleck Elementary School at Broad Acres

Planning Study: Projections indicated enrollment at JoAnn Leleck Elementary School at Broad Acres will exceed capacity by 92 seats or more by the end of the six-year planning period, with over 800 students. Currently, the school has 10

Northeast Consortium Articulation*



Northeast Consortium School Utilizations



Note: Percent utilization calculated as total enrollment of schools divided by total capacity. Projected capacity factors in capital projects. Desired utilization range is between 80% - 100%

relocatable classrooms and, due to the site, it will be a challenge to place additional relocatable classrooms if necessary. An FY 2014 appropriation was approved for facility planning to determine the feasibility, scope, and cost for a classroom addition. The outcome of the feasibility study determined that due to site limitations, it is difficult to expand the facility to meet the enrollment growth needs. Therefore, capacity studies were conducted during the 2016–2017 school year at Cresthaven and Roscoe Nix elementary schools, to determine if these schools can be expanded to address the space deficits at JoAnn Leleck Elementary School at Broad Acres. Relocatable classrooms will be utilized until space is available for this school.

Capital Project: Projections indicate that enrollment at JoAnn Leleck Elementary School at Broad Acres will exceed capacity throughout the six-year planning period. Although an FY 2019 appropriation for planning was recommended for a classroom addition projects and Cresthaven and Roscoe Nix elementary schools, with scheduled completion dates of September 2021, the County Council delayed the projects by one year to September 2022. An FY 2020 appropriation was approved for planning to begin the architectural design for these projects. An FY 2021 appropriation is recommended for construction funding for the two addition projects. Due to the complexities of the addition projects, along with escalating construction costs, additional community engagement is recommended to evaluate the current approved projects and explore possible options to address the overutilization at JoAnn Leleck Elementary School at Broad Acres. In order for this project to be completed on this schedule, county and state funding must be provided at the levels recommended in this CIP.

Planning Study: A boundary study is recommended to reassign students from JoAnn Leleck Elementary School at Broad Acres to Cresthaven and Roscoe Nix elementary schools. The scope of the boundary study will be recommended in spring 2020 following the exploration of the possible options to address the overutilization at JoAnn Leleck Elementary School at Broad Acres. The boundary study will begin fall 2020, with Board of Education action scheduled for November 2021.

Roscoe Nix Elementary School

Planning Study: To address the space deficits at JoAnn Leleck Elementary School at Broad Acres, capacity studies were conducted during the 2016–2017 school year at Cresthaven and Roscoe Nix elementary schools, to determine if these schools can be expanded to address the space deficits at JoAnn Leleck Elementary School at Broad Acres.

Capital Project: Projections indicate that enrollment at JoAnn Leleck Elementary School at Broad Acres will exceed capacity throughout the six-year planning period. Although an FY 2019 appropriation for planning was recommended for a classroom addition project with a scheduled completion date of September 2021, the County Council delayed the project

by one year to September 2022. An FY 2020 appropriation was approved for planning to begin the architectural design for this project. An FY 2021 appropriation is recommended for construction funding. Due to the complexities of this addition project, along with escalating construction costs, additional community engagement is recommended to evaluate the current approved project and explore possible options to address the overutilization at JoAnn Leleck Elementary School at Broad Acres. In order for this project to be completed on this schedule, county and state funding must be provided at the levels recommended in this CIP.

Planning Study: A boundary study is recommended to reassign students from JoAnn Leleck Elementary School at Broad Acres to Cresthaven and Roscoe Nix elementary schools. The scope of the boundary study will be recommended in spring 2020 following the exploration of the possible options to address the overutilization at JoAnn Leleck Elementary School at Broad Acres. The boundary study will begin fall 2020, with Board of Education action scheduled for November 2021.

William T. Page Elementary School

Planning Issues: In September 2018, the Spanish Immersion program that was located at Rolling Terrace Elementary School was relocated to William T. Page Elementary School beginning with Grades K–1. Over the course of the six-year planning period, the enrollment at William T. Page Elementary School will increase.

Capital Project: Projections indicate that enrollment will exceed capacity by 92 seats or more by the end of the six-year planning period. An FY 2020 appropriation for facility planning was approved to conduct a feasibility study for a possible classroom addition. The purpose of the feasibility study is to determine the scope and cost for the project. An FY 2021 appropriation is recommended to begin the architectural planning and design for this addition project. The scheduled completion date is September 2023. In order for this project to be completed on this schedule, county and state funding must be provided at the levels recommended in this CIP.

Stonegate Elementary School

Capital Project: Current projections indicate enrollment at Stonegate Elementary School will exceed capacity by 92 seats by the end of the six-year planning period. A major capital project is approved for this school to address various building systems as well as the capacity and programmatic needs for this school. An FY 2020 appropriation was approved for planning to begin the architectural design for this project. An FY 2021 appropriation is recommended for this major capital project. This project is scheduled to be completed January 2024. Additional information regarding the major capital projects can be found in Supplement C—FY2021–2026 Major Capital Projects Update at the following link: www.montgomeryschoolsmd.org/departments/planning/cipmaster.aspx. In order for this project to be completed on this schedule, county and state funding must be provided at the levels recommended in this CIP.

CAPITAL PROJECTS

School	Project	Project Status*	Date of Completion
Francis Scott Key MS	Classroom addition	Proposed	TBD
Burnt Mills ES	Major Capital Project	Approved	Sept. 2023
Burtonsville ES	Classroom addition	Programmed	TBD
Cloverly ES	Classroom addition	Proposed	TBD
Cresthaven ES	Classroom addition	Recommended	Sept. 2022
Roscoe Nix ES	Classroom addition	Recommended	Sept. 2022
William T. Page ES	Classroom addition	Recommended	Sept. 2023
Stonegate ES	Major Capital Project	Recommended	Jan. 2024

*“Approved”—Project has an FY 2019 or FY 2020 appropriation for planning or construction funds approved in the Amended FY 2019–2024 CIP.

*“Programmed”—Project has expenditures programmed in a future year of the CIP for planning and/or construction funds.

*“Proposed”—Project has facility planning funds approved for a feasibility study.

*“Recommended”—Project has an FY 2021 appropriation recommended for planning or construction in the FY 2021–2026 CIP.

NORTHEAST CONSORTIUM

Projected Enrollment and Space Availability

Effects of the Recommended FY 2021 Capital Budget and the FY 2021–2026 Capital Improvements Program (CIP)

Schools			Prelimin.	Projections							
			19–20	20–21	21–22	22–23	23–24	24–25	25–26	2029	2034
James Hubert Blake HS	Program Capacity		1743	1743	1743	1743	1743	1743	1743	1743	1743
	Enrollment		1795	1856	1920	1944	1950	1953	1954	1936	1912
	Available Space		(52)	(113)	(177)	(201)	(207)	(210)	(211)	(193)	(169)
	Comments										
Paint Branch HS	Program Capacity		2020	2020	2020	2020	2020	2020	2020	2020	2020
	Enrollment		1997	2025	2046	2117	2115	2133	2110	2232	2271
	Available Space		23	(5)	(26)	(97)	(95)	(113)	(90)	(212)	(251)
	Comments										
Springbrook HS	Program Capacity		2135	2135	2135	2135	2135	2135	2135	2135	2135
	Enrollment		1748	1822	1819	1899	1926	1946	1968	2092	2293
	Available Space		387	313	316	236	209	189	167	43	(158)
	Comments										
Benjamin Banneker MS	Program Capacity		824	824	824	824	824	824	824	824	824
	Enrollment		905	909	907	835	838	838	873	849	863
	Available Space		(81)	(85)	(83)	(11)	(14)	(14)	(49)	(25)	(39)
	Comments										
Briggs Chaney MS	Program Capacity		926	926	926	926	926	926	926	926	926
	Enrollment		937	924	970	967	1005	1047	1076	952	905
	Available Space		(11)	2	(44)	(41)	(79)	(121)	(150)	(26)	21
	Comments										
William H. Farquhar MS	Program Capacity		784	784	784	784	784	784	784	784	784
	Enrollment		694	699	700	743	730	757	747	683	655
	Available Space		90	85	84	41	54	27	37	101	129
	Comments										
Francis Scott Key MS	Program Capacity		960	960	960	960	960	960	960	960	960
	Enrollment		1004	988	1001	1009	1026	1026	1053	1110	1225
	Available Space		(44)	(28)	(41)	(49)	(66)	(66)	(93)	(150)	(265)
	Comments										
White Oak MS	Program Capacity		992	992	992	992	992	992	992	992	992
	Enrollment		845	882	923	945	941	942	941	898	835
	Available Space		147	110	69	47	51	50	51	94	157
	Comments										

NORTHEAST CONSORTIUM

Schools			Actual	Projections						2029	2034
			19-20	20-21	21-22	22-23	23-24	24-25	25-26		
Burnt Mills ES	CSR	Program Capacity	392	392	392	392	740	740	740		
		Enrollment	579	576	571	575	575	580	585		
		Available Space	(187)	(184)	(179)	(183)	165	160	155		
		Comments	Planning for Major Capital Project				Maj. Cap. Project Complete				
Burtonsville ES	CSR	Program Capacity	493	493	493	493	493	493	493		
		Enrollment	605	619	607	630	636	590	586		
		Available Space	(112)	(126)	(114)	(137)	(143)	(97)	(93)		
		Comments									
Cannon Road ES	CSR	Program Capacity	518	518	518	518	518	518	518		
		Enrollment	412	429	430	438	420	421	417		
		Available Space	106	89	88	80	98	97	101		
		Comments									
Cloverly ES		Program Capacity	461	461	461	461	461	461	461		
		Enrollment	511	520	513	509	517	517	516		
		Available Space	(50)	(59)	(52)	(48)	(56)	(56)	(55)		
		Comments									
Cresthaven ES Grades (3-5) Paired With Roscoe R. Nix ES	CSR	Program Capacity	454	454	454	707	707	707	707		
		Enrollment	505	492	480	481	497	496	499		
		Available Space	(51)	(38)	(26)	226	210	211	208		
		Comments	See Text			Addition Complete					
Dr. Charles R. Drew ES	CSR	Program Capacity	496	496	496	496	496	496	496		
		Enrollment	498	488	495	512	504	526	523		
		Available Space	(2)	8	1	(16)	(8)	(30)	(27)		
		Comments									
Fairland ES	CSR	Program Capacity	648	648	648	648	648	648	648		
		Enrollment	596	606	621	618	608	608	606		
		Available Space	52	42	27	30	40	40	42		
		Comments									
Galway ES	CSR	Program Capacity	744	744	744	744	744	744	744		
		Enrollment	763	774	779	782	782	774	765		
		Available Space	(19)	(30)	(35)	(38)	(38)	(30)	(21)		
		Comments									
Greencastle ES	CSR	Program Capacity	591	591	591	591	591	591	591		
		Enrollment	721	723	720	723	721	717	704		
		Available Space	(130)	(132)	(129)	(132)	(130)	(126)	(113)		
		Comments									
Jackson Road ES	CSR	Program Capacity	699	699	699	699	699	699	699		
		Enrollment	732	662	647	652	652	656	661		
		Available Space	(33)	37	52	47	47	43	38		
		Comments									

NORTHEAST CONSORTIUM

Schools			Actual	Projections						2029	2034
			19-20	20-21	21-22	22-23	23-24	24-25	25-26		
JoAnn Leleck ES at Broad Acres	CSR	Program Capacity	715	715	715	715	715	715	715		
		Enrollment	874	887	904	912	904	912	886		
		Available Space	(159)	(172)	(189)	(197)	(189)	(197)	(171)		
		Comments	See Text								
Roscoe R. Nix ES Grades (preK-2) Paired with Cresthaven ES	CSR	Program Capacity	503	503	503	736	736	736	736		
		Enrollment	483	490	483	493	485	477	469		
		Available Space	20	13	20	243	251	259	267		
		Comments	See Text			Addition Complete					
William T. Page ES	CSR	Program Capacity	392	392	392	392	737	737	737		
		Enrollment	615	678	732	769	779	766	737		
		Available Space	(223)	(286)	(340)	(377)	(42)	(29)	0		
		Comments		Planning for Addition			Addition Complete				
Sherwood ES		Program Capacity	529	529	529	529	529	529	529		
		Enrollment	524	520	525	531	543	530	508		
		Available Space	5	9	4	(2)	(14)	(1)	21		
		Comments									
Stonegate ES		Program Capacity	385	385	385	385	636	636	636		
		Enrollment	501	486	484	471	479	478	480		
		Available Space	(116)	(101)	(99)	(86)	157	158	156		
		Comments	Planning for Major Capital Project				Project Complete 1/24				
Westover ES		Program Capacity	266	266	266	266	266	266	266		
		Enrollment	316	314	333	334	334	323	314		
		Available Space	(50)	(48)	(67)	(68)	(68)	(57)	(48)		
		Comments									
Cluster Information		HS Utilization	94%	97%	98%	101%	102%	102%	102%	106%	110%
		HS Enrollment	5540	5703	5785	5960	5991	6032	6032	5900	5900
		MS Utilization	98%	98%	100%	100%	101%	103%	105%	100%	100%
		MS Enrollment	4385	4402	4501	4499	4540	4610	4690	4450	4450
		ES Utilization	111%	112%	113%	108%	97%	96%	95%	90%	90%
		ES Enrollment	9235	9264	9324	9430	9436	9371	9256	8780	8790

NORTHEAST CONSORTIUM

Demographic Characteristics of Schools

Schools	2019–2020						2018–2019		
	Total Enrollment	Two or more races %	Black or Afr. Amer. %	Asian%	Hispanic %	White %	FARMS%*	ESOL%**	Mobility Rate%***
James Blake HS	1795	3.7%	41.1%	10.3%	28.9%	15.9%	36.0%	3.3%	10.5%
Paint Branch HS	1997	2.7%	59.5%	12.0%	21.0%	4.7%	35.5%	3.7%	10.5%
Springbrook HS	1748	2.7%	38.0%	12.4%	40.6%	6.1%	48.0%	18.7%	15.1%
Benjamin Banneker MS	905	2.7%	64.8%	9.8%	19.7%	2.9%	48.7%	7.5%	12.3%
Briggs Chaney MS	937	3.5%	53.9%	10.5%	25.2%	6.8%	44.8%	7.6%	12.5%
William H. Farquhar MS	694	4.5%	25.5%	15.9%	17.4%	36.6%	15.7%	2.0%	3.8%
Francis Scott Key MS	1004	2.6%	43.5%	9.1%	41.8%	2.7%	63.7%	15.3%	18.6%
White Oak MS	845	2.1%	31.2%	8.0%	53.8%	4.5%	63.9%	18.2%	17.6%
JoAnn Leleck ES	874	0%	11.6%	2.4%	84.6%	0%	89.4%	74.6%	22.5%
Burnt Mills ES	579	4.1%	58.2%	5.0%	25.7%	6.6%	62.3%	22.7%	21.1%
Burtonsville ES	605	3.8%	59.3%	11.6%	18.2%	6.6%	42.6%	14.0%	14.5%
Cannon Road ES	412	3.4%	34.2%	9.2%	47.3%	5.1%	58.5%	13.3%	14.6%
Cloverly ES	511	7.2%	26.2%	15.1%	26.2%	25.0%	20.8%	17.3%	6.0%
Cresthaven ES	505	1.2%	36.8%	6.7%	51.5%	3.4%	68.4%	38.4%	19.0%
Dr. Charles R. Drew ES	498	4.0%	47.4%	12.7%	24.1%	11.4%	50.7%	23.0%	9.0%
Fairland ES	596	4.0%	59.1%	6.2%	25.5%	4.9%	58.1%	18.6%	18.8%
Galway ES	763	2.2%	59.4%	8.4%	26.3%	3.5%	59.8%	30.7%	23.1%
Greencastle ES	721	1.4%	68.8%	8.0%	19.3%	2.4%	59.7%	20.6%	16.7%
Jackson Road ES	732	1.9%	51.6%	7.9%	34.8%	3.6%	77.1%	33.2%	17.2%
Roscoe R. Nix ES	483	0%	34.0%	9.9%	49.7%	4.1%	71.3%	55.3%	20.4%
William T. Page ES	615	4.4%	45.4%	11.9%	26.0%	12.0%	40.9%	17.2%	14.4%
Sherwood ES	524	10.1%	20.2%	10.1%	17.2%	41.6%	15.6%	10.8%	7.0%
Stonegate ES	501	9.6%	32.3%	14.6%	23.4%	19.8%	25.5%	14.7%	8.8%
Westover ES	316	7.0%	37.0%	14.2%	22.5%	18.7%	27.9%	11.7%	11.7%
Elementary Cluster Total	9235	3.8%	43.3%	9.1%	33.9%	9.5%	54.5%	28.1%	16.0%
Elementary County Total	76541	5.3%	21.3%	13.6%	33.9%	25.5%	38.3%	25.6%	13.4%

*Percent of students approved for Free and Reduced-priced Meals Program (FARMS) during the 2018–2019 school year.

**Percent of English for Speakers of Other Languages (ESOL) during the 2018–2019 school year. High School students are served in regional ESOL centers.

***Mobility Rate is the number of entries plus withdrawals during the 2018–2019 school year compared to total enrollment.

Notes: Native Hawaiian/Pacific Islander and American Indian/Alaskan Native categories total less than 1% and were therefore excluded from the table.

Due to federal and state guidelines, demographic characteristics of schools of less than or equal to 5 students per category are reported as 0%.

NORTHEAST CONSORTIUM

Program Capacity Table
(School Year 2019–2020)

Program Capacity Table (School Year 2019–2020)		Special Education Services																															
		School Based	Cluster Based	Quad Cluster Based					County & Regional Based																								
Schools	Grades Served	Capacity (HS @90% MS@85%)	Total Rooms	Support Rooms	Regular Secondary @25	Regular Elementary @23	CSR Grades 1–2 @18	Pre-K @20	Pre-K @40	HS @20	CSR KIND @18	KIND @22	ESOL @15	METS @15	HSM @13	ELEM LAD @13	ELC @10	LANG @12	LFI @10	SCB @6	AAC@7	AUT @6	BRIDGE @10	DHOH @7	SESS @10	EXTENSIONS @6	GT/LD @13	PD @7	PEP@6	PEP @12	PEP @18	VISION (Elementary) @7	OTHER
James Blake HS	9-12	1743	79		77															2													
Paint Branch HS	9-12	2021	94		87														3					4									
Springbrook HS	9-12	2135	101		90								4	2					2	2													1
Benjamin Banneker MS	6-8	825	40		38													2															
Briggs Chaney MS	6-8	927	46		42																		4										
William H. Farquhar MS	6-8	784	40		36													1	2														1
Francis Scott Key MS	6-8	961	46		44								2																				
White Oak MS	6-8	992	49		45								1	1						2													
Burnt Mills ES	PreK-5	392	24	4		3	10		1		5				1																		
Burtonsville ES	K-5	493	30	4		6	13				6				1																		
Cannon Road ES	K-5	518	32	4		12	7				3					2		1	1		2												1
Cloverly ES	K-5	461	27	4		14						3			1							2								1	2		
Cresthaven ES	3-5	454	27	4		17									1		5																
Dr. Charles R. Drew ES	PreK-5	496	29	3		10	6	1	1		3					2				3													
Fairland ES	HS-5	648	38	3		11	11	1		1	5				1										3				1		1		
Galway ES	PreK-5	744	45	5		11	14		1		7				1		6																
Greencastle ES	PreK-5	591	35	5		6	11		2		6				1														1	1	2		
Jackson Road ES	PreK-5	699	40	5		14	11		1		4				1														1	1	2		
JoAnn Leleck ES	HS-5	715	40	6		12	12		2	1	6			1																			
Roscoe R. Nix ES	PreK-2	503	34	5			14		1		10				1							3											
William T. Page ES	PreK-5	392	24	4		5	7		1		3	2			1																		1
Sherwood ES	K-5	529	31	3		16						4			1					1		3							1	1	1		
Stonegate ES	K-5	385	23	4		12						3			1				3														
Westover ES	K-5	266	19	3		7						2			1			2				4											

NORTHEAST CONSORTIUM

Facility Characteristics of Schools 2019–2020

Schools	Year Facility Opened	Year Reopened/ Revitalized	Total Square Footage	Site Size Acres	Adjacent Park	Reloc- atable Classrooms	County Programs
James Blake HS	1998		297,125	91.09			
Paint Branch HS	1969	2012	347,169	45.98			
Springbrook HS	1960	1994	305,006	25.13	Yes		
Benjamin Banneker MS	1974		117,035	20			
Briggs Chaney MS	1991		115,000	29.4			
William H. Farquhar MS	1968	2016	135,626	20			
Francis Scott Key MS	1966	2009	147,424	20.6			
White Oak MS	1962	1993	140,990	17.3			
Burnt Mills ES	1964	1990	57,318	15.1		9	
Burtonsville ES	1952	1993	71,349	11.9		6	
Cannon Road ES	1967	2012	83,377	4.4	Yes		
Cloverly ES	1961	1989	61,991	10	Yes	2	
Cresthaven ES	1962	2010	76,862	9.8		2	
Dr. Charles R. Drew ES	1991		73,975	12			
Fairland ES	1934	1992	92,227	11.8		1	
Galway ES	1967	2009	103,170	9	Yes	2	
Greencastle ES	1988		78,275	18.9		6	LTL
Jackson Road ES	1959	1995	91,465	8.8		1	
JoAnn Leleck ES	1952	1974	88,922	6.2	Yes	10	SBHC
Roscoe R. Nix ES	2006		88,351	8.97	Yes		
William T. Page ES	1965	2003	58,726	9.8		10	
Sherwood ES	1977		81,727	10.85			
Stonegate ES	1971		52,468	10.3		7	
Westover ES	1964	1998	54,645	7.6		2	



NORTHWEST CLUSTER

SCHOOLS

Northwest High School

Planning Issue: Projections indicate enrollment at Northwest High School will exceed capacity by over 400 students by the end of the six-year CIP planning period. Enrollment also is projected to exceed capacity at Clarksburg High School by over 900 students. Both the Clarksburg and Northwest high school service areas are adjacent to the Seneca Valley High School service area. A revitalization/expansion project of Seneca Valley High School, scheduled for completion in September 2020, was designed and constructed with a capacity for 2,581 students. The enrollment at Seneca Valley High School is projected to be 1,277 students by the end of the six-year planning period. With a capacity of 2,581 seats, there will be approximately 1,304 seats available to accommodate students from Clarksburg and Northwest high schools when the project is complete. Recently, a Career Readiness External Review was conducted and provided recommendations to increase the number of students prepared for employment in high demand fields. Given that the Seneca Valley High School project is under construction, there was an opportunity to expand career technology education for students living in the upcounty area. Therefore, the master planned shell on the fourth floor was approved for construction to accommodate additional career technology education programs in this facility. As part of the boundary study described in the section below, the superintendent of schools reserved 500 seats at Seneca Valley High School for students living in the upcounty area leaving approximately 800 seats available for the Clarksburg and Northwest high school students.

Planning Study: A boundary study was conducted in spring 2019, to explore the reassignment of Clarksburg, Northwest, and Seneca Valley high school students. As part of the boundary study, all of the middle schools in these three high schools clusters were included to review the middle school articulation patterns. The superintendent of schools released his recommendation in October 2019 as part of the FY 2021 Capital Budget and the FY 2021–2026 Capital Improvements Program, with Board of Education action scheduled for November 26, 2019. Information regarding the boundary study recommendation is available at the following link: www.montgomeryschoolsmd.org/departments/planning/UpcountyHSBoundaryStudy.aspx

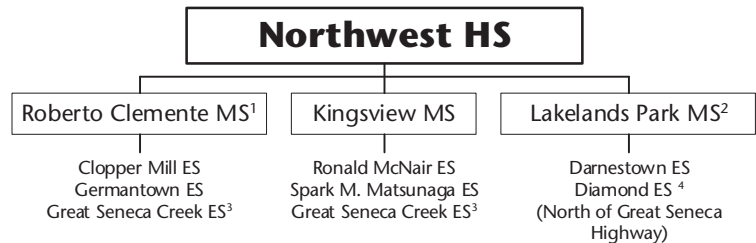
Capital Project: Expenditures are programmed in the six-year period to open a new high school on the Crown Farm site to address overutilization in the mid-county region. Although an FY 2019 appropriation for planning was recommended

by the Board of Education for this new school, the County Council delayed the funds by one year to begin in FY 2020. An FY 2020 appropriation was approved for planning to begin the architectural design for the project. Based on the expenditures shown in the recommended CIP, the new school is scheduled to open September 2025. An appropriation will be recommended in the next full CIP for construction funding. In order for this project to be completed on time, county and state funding must be provided at the levels recommended in this CIP.

Roberto Clemente Middle School

Planning Study: A boundary study was conducted in spring 2019, to explore the reassignment of Clarksburg, Northwest, and Seneca Valley high school students. As part of the boundary study, all of the middle schools in these three high schools clusters were included to review the middle school articulation patterns. The superintendent of schools released his recommendation in October 2019 as part of the FY 2021 Capital Budget and the FY 2021–2026 Capital Improvements Program, with

Northwest Cluster Articulation*



* "Cluster" is defined as the collection of elementary schools that articulate to the same high school.

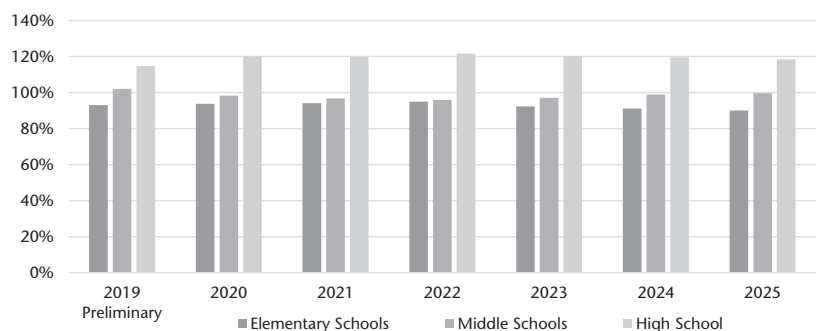
¹ S. Christa McAuliffe ES and Sally K. Ride ES (south of Middlebrook Road) also articulate to Roberto Clemente MS, but thereafter articulate to Seneca Valley HS.

² Brown Station ES and Rachel Carson ES also articulate to Lakelands Park MS but thereafter articulate to Quince Orchard HS.

³ A portion of Great Seneca Creek ES articulates to Roberto Clemente MS while another portion articulates to Kingsview MS.

⁴ Diamond ES (south of Great Seneca Highway) also articulates to Ridgeview MS and Quince Orchard HS.

Northwest Cluster School Utilizations



Note: Percent utilization calculated as total enrollment of schools divided by total capacity. Projected capacity factors in capital projects. Desired utilization range is between 80% - 100%

NORTHWEST CLUSTER

Board of Education action scheduled for November 26, 2019. Information regarding the boundary study recommendation is available at the following link: www.montgomeryschoolsmd.org/departments/planning/UpcountyHSBoundaryStudy.aspx

Kingsview Middle School

Planning Study: A boundary study was conducted in spring 2019, to explore the reassignment of Clarksburg, Northwest, and Seneca Valley high school students. As part of the boundary study, all of the middle schools in these three high schools clusters were included to review the middle school articulation patterns. The superintendent of schools released his recommendation in October 2019 as part of the FY 2021 Capital Budget and the FY 2021–2026 Capital Improvements Program, with Board of Education action scheduled for November 26, 2019. Information regarding the boundary study recommendation is available at the following link: www.montgomeryschoolsmd.org/departments/planning/UpcountyHSBoundaryStudy.aspx

Clopper Mill Elementary School

Capital Project: Previous projections indicated that enrollment would exceed capacity by 92 seats or more by the end of the six-year planning period. Current projections indicate enrollment will fall below the 92 seat threshold by the end of the six-year period. Therefore, enrollment will continue to be monitored and relocatable classrooms will be utilized.

Diamond Elementary School

Capital Project: Projections indicate that enrollment at Diamond Elementary School will exceed capacity by more than 92 seats by the end of the six-year planning period; however, the enrollment will be stable over the six-year planning period. Therefore, enrollment will continue to be monitored and relocatable classrooms will be utilized, if needed.

Germantown Elementary School

Planning Study: See text under Cluster Planning Issues. Information regarding the boundary study recommendation is available at the following link: www.montgomeryschoolsmd.org/departments/planning/UpcountyHSBoundaryStudy.aspx

Great Seneca Creek Elementary School

Planning Study: See text under Cluster Planning Issues. Information regarding the boundary study recommendation is available at the following link: www.montgomeryschoolsmd.org/departments/planning/UpcountyHSBoundaryStudy.aspx

Spark M. Matsunaga Elementary School

Planning Study: See text under Cluster Planning Issues. Information regarding the boundary study recommendation is available at the following link: www.montgomeryschoolsmd.org/departments/planning/UpcountyHSBoundaryStudy.aspx

Ronald McNair Elementary School

Capital Project: Projections indicate that enrollment at Ronald McNair Elementary School will exceed capacity by more than 150 seats by the end of the six-year planning period. As part of the FY 2019–2024 CIP, the Board of Education requested an addition project for completion in September 2021 that was delayed by the County Council to September 2022. As part of the Amended FY 2019–2024 CIP, the County Council delayed the project another year to September 2023. An FY 2021 appropriation is recommended for planning to begin the architectural design for this project. Relocatable classrooms will be utilized until additional capacity can be added. In order for this project to be completed on this schedule, county and state funding must be provided at the levels recommended in this CIP.

CAPITAL PROJECTS

School	Project	Project Status*	Date of Completion
Crown HS	New School	Programmed	Sept. 2025
Clopper Mill ES	Classroom addition	Proposed	TBD
Ronald McNair ES	Classroom addition	Recommended	Sept. 2023

*“Approved”—Project has an FY 2019 or FY 2020 appropriation for planning or construction funds approved in the Amended FY 2019–2024 CIP.

*“Programmed”—Project has expenditures programmed in a future year of the CIP for planning and/or construction funds.

*“Proposed”—Project has facility planning funds approved for a feasibility study.

*“Recommended”—Project has an FY 2021 appropriation recommended for planning or construction in the FY 2021–2026 CIP.

NORTHWEST CLUSTER

Projected Enrollment and Space Availability

Effects of the Recommended FY 2021 Capital Budget and the FY 2021–2026 Capital Improvements Program (CIP)

Schools			Prelimin.	Projections							2029	2034
			19–20	20–21	21–22	22–23	23–24	24–25	25–26			
Northwest HS		Program Capacity	2286	2286	2286	2286	2286	2286	2286	2286	2286	2286
		Enrollment	2624	2629	2559	2539	2512	2511	2584	2614	2620	
		Available Space	(338)	(343)	(273)	(253)	(226)	(225)	(298)	(328)	(334)	
		Comments	Boundary Recommendation									
Crown HS		Program Capacity							2700	2700	2700	
		Enrollment							0	0	0	
		Available Space							2700	2700	2700	
		Comments							Opens			
Roberto Clemente MS		Program Capacity	1231	1231	1231	1231	1231	1231	1231	1231	1231	
		Enrollment	1289	1115	1037	1039	1063	1098	1121	1207	1374	
		Available Space	(58)	116	194	192	168	133	110	24	(143)	
		Comments	Boundary Recommendation									
Kingsview MS		Program Capacity	1041	1041	1041	1041	1041	1041	1041	1041	1041	
		Enrollment	983	1042	1057	998	971	958	975	1013	1080	
		Available Space	58	(1)	(16)	43	70	83	66	28	(39)	
		Comments	Boundary Recommendation									
Lakelands Park MS		Program Capacity	1130	1130	1130	1130	1130	1130	1130	1130	1130	
		Enrollment	1200	1150	1135	1148	1182	1220	1207	1084	1044	
		Available Space	(70)	(20)	(5)	(18)	(52)	(90)	(77)	46	86	
		Comments										
Clopper Mill ES	CSR	Program Capacity	496	496	496	496	496	496	496			
		Enrollment	539	560	556	568	572	567	576			
		Available Space	(43)	(64)	(60)	(72)	(76)	(71)	(80)			
		Comments										
Darnestown ES		Program Capacity	432	432	432	432	432	432	432			
		Enrollment	323	325	336	338	333	336	315			
		Available Space	109	107	96	94	99	96	117			
		Comments										
Diamond ES		Program Capacity	679	679	679	679	679	679	679			
		Enrollment	792	821	831	837	836	818	805			
		Available Space	(113)	(142)	(152)	(158)	(157)	(139)	(126)			
		Comments										
Germantown ES	CSR	Program Capacity	304	304	304	304	304	304	304			
		Enrollment	325	323	334	342	355	352	351			
		Available Space	(21)	(19)	(30)	(38)	(51)	(48)	(47)			
		Comments	Boundary Recommendation									
Great Seneca Creek ES	CSR	Program Capacity	556	556	556	556	556	556	556			
		Enrollment	594	576	577	590	585	576	569			
		Available Space	(38)	(20)	(21)	(34)	(29)	(20)	(13)			
		Comments	Boundary Recommendation									
Spark M. Matsunaga ES		Program Capacity	584	584	584	584	584	584	584			
		Enrollment	710	700	685	686	685	679	674			
		Available Space	(126)	(116)	(101)	(102)	(101)	(95)	(90)			
		Comments	Boundary Recommendation									
Ronald McNair ES		Program Capacity	626	626	626	626	767	767	767			
		Enrollment	828	838	838	834	840	827	816			
		Available Space	(202)	(212)	(212)	(208)	(73)	(60)	(49)			
		Comments		Planning for Addition			Addition Complete					
Cluster Information		HS Utilization	115%	115%	112%	111%	110%	110%	113%	114%	115%	
		HS Enrollment	2624	2629	2559	2539	2512	2511	2584	2614	2620	
		MS Utilization	102%	97%	95%	94%	95%	96%	97%	97%	103%	
		MS Enrollment	3472	3307	3229	3185	3216	3276	3303	3304	3498	
		ES Utilization	112%	113%	113%	114%	110%	109%	108%	101%	100%	
		ES Enrollment	4111	4143	4157	4195	4206	4155	4106	3870	3800	

NORTHWEST CLUSTER

Demographic Characteristics of Schools

Schools	2019–2020						2018–2019		
	Total Enrollment	Two or more races %	Black or Afr. Amer. %	Asian%	Hispanic %	White %	FARMS%*	ESOL%**	Mobility Rate%***
Northwest HS	2624	4.8%	24.6%	21.3%	23.1%	26.1%	22.1%	3.2%	9.8%
Roberto Clemente MS	1289	6.1%	29.8%	21.0%	30.8%	12.1%	35.5%	5.8%	11.6%
Kingsview MS	983	5.8%	27.0%	28.2%	15.2%	23.6%	20.5%	2.6%	6.8%
Lakelands Park MS	1200	6.5%	16.6%	15.1%	24.8%	36.9%	22.3%	7.3%	9.4%
Clopper Mill ES	539	2.8%	35.3%	8.3%	47.1%	5.9%	65.7%	30.4%	20.3%
Darnestown ES	323	5.0%	7.7%	12.7%	7.7%	66.9%	5.2%	5.5%	5.2%
Diamond ES	792	5.8%	8.2%	49.9%	10.4%	25.8%	7.1%	21.9%	19.7%
Germantown ES	325	6.8%	36.3%	14.5%	23.7%	18.2%	33.0%	12.5%	9.7%
Great Seneca Creek ES	594	6.7%	34.8%	11.8%	25.4%	20.2%	41.6%	18.6%	18.5%
Spark M. Matsunaga ES	710	5.9%	19.4%	38.7%	16.1%	19.4%	19.6%	11.1%	11.8%
Ronald McNair ES	828	6.5%	26.9%	28.1%	18.1%	19.9%	25.6%	17.0%	10.3%
Elementary Cluster Total	4111	5.7%	23.5%	26.9%	20.7%	22.7%	27.9%	17.7%	14.4%
Elementary County Total	76541	5.3%	21.3%	13.6%	33.9%	25.5%	38.3%	25.6%	13.4%

*Percent of students approved for Free and Reduced-priced Meals Program (FARMS) during the 2018–2019 school year.

**Percent of English for Speakers of Other Languages (ESOL) during the 2018–2019 school year. High School students are served in regional ESOL centers.

***Mobility Rate is the number of entries plus withdrawals during the 2018–2019 school year compared to total enrollment.

Notes: Native Hawaiian/Pacific Islander and American Indian/Alaskan Native categories total less than 1% and were therefore excluded from the table.

Due to federal and state guidelines, demographic characteristics of schools of less than or equal to 5 students per category are reported as 0%.

Program Capacity Table
(School Year 2019–2020)

Program Capacity Table (School Year 2019–2020)															Special Education Services																		
															School Based	Cluster Based	Quad Cluster Based					County & Regional Based											
Schools	Grades Served	Capacity (HS @90% MS@85%)	Total Rooms	Support Rooms	Regular Secondary @25	Regular Elementary @23	CSR Grades 1–2 @18	Pre-K @20	Pre-K @40	HS @20	CSR KIND @18	KIND @22	ESOL @15	METS @15	HSM @13	ELEM LAD @13	ELC @10	LANG @12	LFI @10	SCB @6	AAC@7	AUT @6	BRIDGE @10	DHOH @7	SESS @10	EXTENSIONS @6	GT/LD @13	PD @7	PEP@6	PEP @12	PEP @18	VISION (Elementary) @7	OTHER
Northwest HS	9-12	2286	104		100														2						4			1					
Roberto Clemente MS	6-8	1231	60		56								1						2								1						
Kingsview MS	6-8	1041	49		49																												
Lakelands Park MS	6-8	1131	57		52														3							2							
Clopper Mill ES	HS-5	496	29	4		5	11	1	1	1	5				1																		
Darnestown ES	K-5	432	25	4		15						2			1		3																
Diamond ES	K-5	679	35	3		23						6										3											
Germantown ES	K-5	304	22	3		3	6				3				1					3									1		2		
Great Seneca Creek ES	K-5	556	34	4		9	12				5				1										3								
Spark M. Matsunaga ES	K-5	584	34	4		19						5			1							4											1
Ronald McNair ES	Pre-K-5	626	32	4		21		1				5			1																		

NORTHWEST CLUSTER

Facility Characteristics of Schools 2019–2020

Schools	Year Facility Opened	Year Reopened/ Revitalized	Total Square Footage	Site Size Acres	Adjacent Park	Reloc- atable Classrooms	County Programs
Northwest HS	1998		340,867	34.6	Yes	10	
Roberto Clemente MS	1992		148,246	19.9		3	
Kingsview MS	1997		140,398	18.5	Yes		
Lakelands Park MS	2005		153,588	8.11	Yes		
Clopper Mill ES	1986		64,851	9	Yes	5	
Darnestown ES	1954	1980	64,840	7.2			
Diamond ES	1975		83,177	10	Yes	5	
Germantown ES	1935	1978	57,668	7.8		3	
Great Seneca Creek ES	2006		82,511	13.71		3	
Spark M. Matsunaga ES	2001		90,718	11.8		5	
Ronald McNair ES	1990		78,275	10	Yes	7	



POOLESVILLE CLUSTER

SCHOOLS

Poolesville High School

Capital Project: A major capital project is approved for this school to address various building systems and programmatic needs for this school. An FY 2020 appropriation is approved for planning to begin the architectural design for this project. An FY 2021 appropriation is recommended to continue the planning and design of this project. The scheduled completion date is September 2024. Additional information regarding the major capital projects can be found in Supplement C—FY2021–2026 Major Capital Projects Update at the following link: www.montgomeryschoolsmd.org/departments/planning/cipmaster.aspx. In order for this project to be completed on this schedule, county and state funding must be provided at the levels recommended in this CIP.

CAPITAL PROJECTS

School	Project	Project Status*	Date of Completion
Poolesville HS	Major Capital Project	Recommended	Sept. 2024

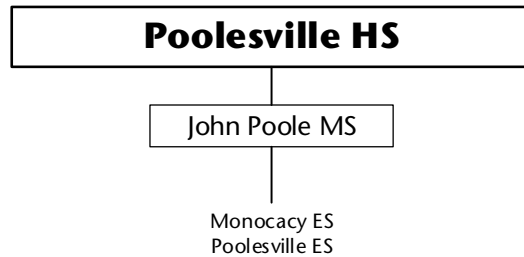
“Approved”—Project has an FY 2019 or FY 2020 appropriation for planning or construction funds approved in the Amended FY 2019–2024 CIP.

“Programmed”—Project has expenditures programmed in a future year of the CIP for planning and/or construction funds.

“Proposed”—Project has facility planning funds approved for a feasibility study.

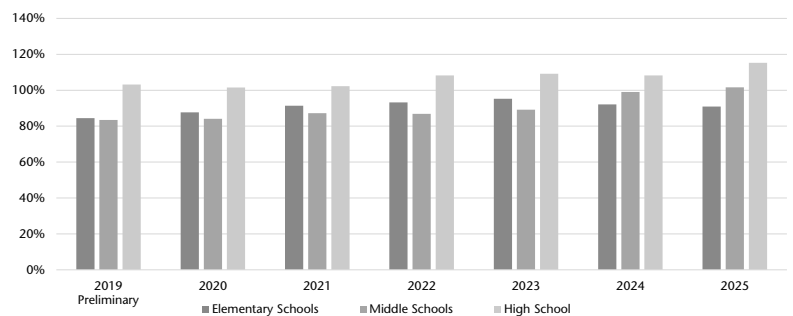
“Recommended”—Project has an FY 2021 appropriation recommended for planning or construction in the FY 2021–2026 CIP.

Poolesville Cluster Articulation*



* “Cluster” is defined as the collection of elementary schools that articulate to the same high school.

Poolesville Cluster
School Utilizations



Note: Percent utilization calculated as total enrollment of schools divided by total capacity. Projected capacity factors in capital projects. Desired utilization range is between 80% - 100%

POOLESVILLE CLUSTER

Projected Enrollment and Space Availability

Effects of the Recommended FY 2021 Capital Budget and the FY 2021–2026 Capital Improvements Program (CIP)

Schools			Prelimin. 19–20	Projections							
				20–21	21–22	22–23	23–24	24–25	25–26	2029	2034
Poolesville HS		Program Capacity	1170	1170	1170	1170	1170	1505	1505	1505	1505
		Enrollment	1207	1188	1197	1267	1277	1267	1349	1522	1698
		Available Space	(37)	(18)	(27)	(97)	(107)	238	156	(17)	(193)
		Comments	Planning for Major Capital Project						Maj. Cap. Project Complete		
John Poole MS		Program Capacity	468	468	468	468	468	468	468	468	468
		Enrollment	390	393	408	406	417	463	475	404	398
		Available Space	78	75	60	62	51	5	(7)	64	70
		Comments									
Monocacy ES		Program Capacity	219	219	219	219	219	219	219		
		Enrollment	151	157	159	156	162	157	155		
		Available Space	68	62	60	63	57	62	64		
		Comments									
Poolesville ES		Program Capacity	539	539	539	539	539	539	539		
		Enrollment	489	508	534	551	560	541	534		
		Available Space	50	31	5	(12)	(21)	(2)	5		
		Comments									
Cluster Information		HS Utilization	103%	102%	102%	108%	109%	84%	90%	101%	113%
		HS Enrollment	1207	1188	1197	1267	1277	1267	1349	1522	1698
		MS Utilization	83%	84%	87%	87%	89%	99%	101%	86%	85%
		MS Enrollment	390	393	408	406	417	463	475	404	398
		ES Utilization	84%	88%	91%	93%	95%	92%	91%	66%	63%
		ES Enrollment	640	665	693	707	722	698	689	500	480



POOLESVILLE CLUSTER

Demographic Characteristics of Schools

Schools	2019–2020						2018–2019		
	Total Enrollment	Two or more races %	Black or Afr. Amer. %	Asian%	Hispanic %	White %	FARMS%*	ESOL%**	Mobility Rate%***
Poolesville HS	1207	5.1%	5.7%	32.9%	7.7%	48.3%	7.3%	0%	2.1%
John Poole MS	390	5.1%	6.2%	6.7%	13.1%	68.7%	11.9%	2.5%	5.8%
Monocacy ES	151	9.3%	4.0%	0%	13.9%	70.2%	15.0%	6.8%	12.2%
Poolesville ES	489	9.2%	5.3%	7.4%	13.3%	64.6%	10.8%	6.3%	9.2%
Elementary Cluster Total	640	9.2%	5.0%	6.3%	13.4%	65.9%	11.8%	6.4%	9.9%
Elementary County Total	76541	5.3%	21.3%	13.6%	33.9%	25.5%	38.3%	25.6%	13.4%

*Percent of students approved for Free and Reduced-priced Meals Program (FARMS) during the 2018–2019 school year.

**Percent of English for Speakers of Other Languages (ESOL) during the 2018–2019 school year. High School students are served in regional ESOL centers.

***Mobility Rate is the number of entries plus withdrawals during the 2018–2019 school year compared to total enrollment.

Notes: Native Hawaiian/Pacific Islander and American Indian/Alaskan Native categories total less than 1% and were therefore excluded from the table.

Due to federal and state guidelines, demographic characteristics of schools of less than or equal to 5 students per category are reported as 0%.

Program Capacity Table

(School Year 2019–2020)

Program Capacity Table (School Year 2019–2020)															Special Education Services																			
Schools	Grades Served	Capacity (HS @90% MS@85%)	Total Rooms	Support Rooms	Regular Secondary @25	Regular Elementary @23	CSR Grades 1–2 @18	Pre-K @20	Pre-K @40	HS @20	CSR KIND @18	KIND @22	ESOL @15	METS @15	School Based	Cluster Based	Quad Cluster Based			County & Regional Based														
															HSM @13	ELEM LAD @13	ELC @10	LANG @12	LFI @10	SCB @6	AAC@7	AUT @6	BRIDGE @10	DHOH @7	SESS @10	EXTENSIONS @6	GT/LD @13	PD @7	PEP@6	PEP @12	PEP @18	VISION (Elementary) @7	OTHER	
Poolesville HS	9-12	1170	52		52																													
John Poole MS	6-8	468	22		22																													
Monocacy ES	K-5	219	13	3		8						1			1																			
Poolesville ES	K-5	539	28	4		20						3			1																			

Facility Characteristics of Schools 2019–2020

Schools	Year Facility Opened	Year Reopened/ Revitalized	Total Square Footage	Site Size Acres	Adjacent Park	Reloc-atable Classrooms	County Programs
Poolesville HS	1953	1978	165,056	37.2			
John Poole MS	1997		85,669	20.5			
Monocacy ES	1961	1989	42,482	27		1	
Poolesville ES	1960	1978	64,803	12.3			

QUINCE ORCHARD CLUSTER

SCHOOLS

Quince Orchard High School

Capital Project: Projections indicate that enrollment at Quince Orchard High School will exceed capacity by 200 seats or more by the end of the six-year planning period. An FY 2018 appropriation was approved for a facility planning to conduct a capacity study. Expenditures are approved in the six-year period to open a new high school on the Crown Farm site to address overutilization in the mid-county region. Although an FY 2019 appropriation for planning was recommended by the Board of Education for this new school, the County Council delayed the funds by one year to begin in FY 2020. An FY 2020 appropriation was approved for planning to begin the architectural design for this project. Based on the expenditures shown in the recommended CIP, the new school is scheduled to open September 2025. An appropriation will be recommended in the next full CIP for construction funding. In order for this project to be completed on time, county and state funding must be provided at the levels recommended in this CIP.

Planning Study: A boundary study is recommended to reassign students from Rachel Carson Elementary School to DuFief Elementary School. The anticipated scope of the boundary study will include Rachel Carson and DuFief elementary schools as well as the Lakelands Park and Robert Frost middle schools and Quince Orchard and Thomas S. Wootton high schools to review the secondary school articulation patterns. The Board of Education will take action on the scope of the boundary study on November 26, 2019. The boundary study will begin spring 2020, with Board of Education action scheduled for March 2021.

Lakelands Park Middle School

Planning Study: A boundary study is recommended to reassign students from Rachel Carson Elementary School to DuFief Elementary School. The anticipated scope of the boundary study will include Rachel Carson and DuFief elementary schools as well as the Lakelands Park and Robert Frost middle schools and Quince Orchard and Thomas S. Wootton high schools to review the secondary school articulation patterns. The Board of Education will take action on the scope of the boundary study on November 26, 2019. The boundary study will begin spring 2020, with Board of Education action scheduled for March 2021.

Rachel Carson Elementary School

Planning Issue: Projections indicate that enrollment at Rachel Carson Elementary School will exceed capacity by approximately 200 seats throughout the six-year planning period. To address the enrollment growth at Rachel Carson

Elementary School, the Board of Education approved the expansion of DuFief Elementary School to accommodate the overutilization of Rachel Carson Elementary School. The Board of Education action can be found at the following link: http://gis.mcpsmd.org/cipmasterpdfs/CIP17_AdoptedRachelCarsonESOverutilization.pdf

Capital Project: Expenditures were approved to provide capacity and facility upgrades at DuFief Elementary School. Although the Board of Education requested that the project be completed in September 2021, the County Council delayed the project to September 2022. An FY 2019 appropriation was approved for planning to begin the architectural design for this project. An FY 2021 appropriation is recommended for construction funding. Relocatable classrooms will be utilized until additional capacity can be added. In order for this project to be completed on this schedule, county and state funding must be provided at the levels recommended in this CIP.

Planning Study: A boundary study is recommended to reassign students from Rachel Carson Elementary School to DuFief Elementary School. The anticipated scope of the

Quince Orchard Cluster Articulation*

Quince Orchard High School

Lakelands Park MS**

Brown Station ES
Rachel Carson ES

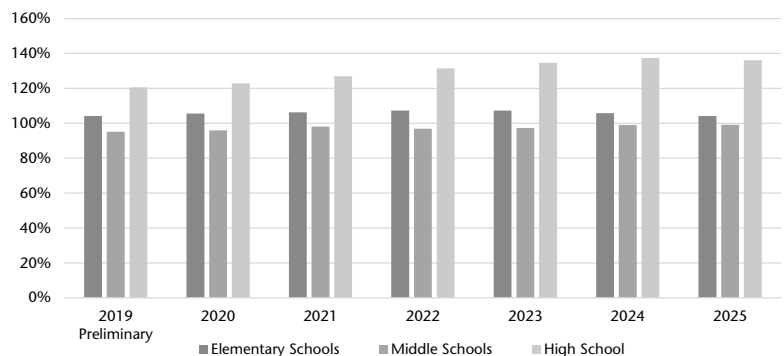
Ridgeview MS

Diamond ES**
(south of Great Seneca Highway)
Fields Road ES
Jones Lane ES
Thurgood Marshall ES

* "Cluster" is defined as the collection of elementary schools that articulate to the same high school.

** Diamond ES (north of Great Seneca Highway) and Darnestown ES also articulate to Lakelands Park MS, but thereafter to Northwest HS.

Quince Orchard Cluster School Utilizations



Note: Percent utilization calculated as total enrollment of schools divided by total capacity. Projected capacity factors in capital projects. Desired utilization range is between 80% - 100%

QUINCE ORCHARD CLUSTER

boundary study will include Rachel Carson and DuFief elementary schools as well as the Lakelands Park and Robert Frost middle schools and Quince Orchard and Thomas S. Wootton high schools to review the secondary school articulation patterns. The Board of Education will take action on the scope of the boundary study on November 26, 2019. The boundary study will begin spring 2020, with Board of Education action scheduled for March 2021.

Thurgood Marshall Elementary School

Capital Project: Previous projections indicated that enrollment at Thurgood Marshall Elementary School would exceed capacity by 92 seats or more by the end of the six-year planning period. A feasibility study was conducted in FY 2008 to determine the feasibility, cost, and scope of an addition project. Projections in the previously approved CIP indicated that enrollment was increasing and would exceed capacity by the 92-seat threshold by the end of the six-year period. An FY 2020 appropriation was approved for planning funds only to begin the architectural design for a classroom addition. Current projections indicate enrollment will fall below the 92 seat threshold by the end of the six-year period. Therefore, enrollment will continue to be monitored and relocatable classrooms will be utilized. A date for the project will be determined in a future CIP.

CAPITAL PROJECTS

School	Project	Project Status*	Date of Completion
Crown HS	New School	Programmed	Sept. 2025
DuFief ES	Addition and Facility upgrades	Recommended	Sept. 2022
Thurgood Marshall ES	Classroom addition	Programmed	TBD

"Approved"—Project has an FY 2019 or FY 2020 appropriation for planning or construction funds approved in the Amended FY 2019–2024 CIP.

"Programmed"—Project has expenditures programmed in a future year of the CIP for planning and/or construction funds.

"Proposed"—Project has facility planning funds approved for a feasibility study.

"Recommended"—Project has an FY 2021 appropriation recommended for planning or construction in the FY 2021–2026 CIP.



QUINCE ORCHARD CLUSTER

Projected Enrollment and Space Availability

Effects of the Recommended FY 2021 Capital Budget and the FY 2021–2026 Capital Improvements Program (CIP)

Schools			Prelimin. 19–20	Projections							
				20–21	21–22	22–23	23–24	24–25	25–26	2029	2034
Quince Orchard HS		Program Capacity	1791	1791	1791	1791	1791	1791	1791	1791	1791
		Enrollment	2160	2201	2274	2353	2411	2460	2437	2408	2336
		Available Space	(369)	(410)	(483)	(562)	(620)	(669)	(646)	(617)	(545)
		Comments	See Text								
Crown HS		Program Capacity							2700	2700	2700
		Enrollment							0	0	0
		Available Space							2700	2700	2700
		Comments						Opens			
Lakelands Park MS		Program Capacity	1130	1130	1130	1130	1130	1130	1130	1130	1130
		Enrollment	1200	1150	1135	1148	1182	1220	1207	1084	1044
		Available Space	(70)	(20)	(5)	(18)	(52)	(90)	(77)	46	86
		Comments									
Ridgeview MS		Program Capacity	955	955	955	955	955	955	955	955	955
		Enrollment	784	851	911	872	848	846	861	850	854
		Available Space	171	104	44	83	107	109	94	105	101
		Comments									
Brown Station ES	CSR	Program Capacity	761	761	761	761	761	761	761		
		Enrollment	637	689	723	741	742	721	698		
		Available Space	124	72	38	20	19	40	63		
		Comments									
Rachel Carson ES		Program Capacity	692	692	692	692	692	692	692		
		Enrollment	893	873	874	876	876	878	879		
		Available Space	(201)	(181)	(182)	(184)	(184)	(186)	(187)		
		Comments	Boundary Study See Text								
Fields Road ES	CSR	Program Capacity	435	435	435	435	435	435	435		
		Enrollment	487	496	506	505	500	475	455		
		Available Space	(52)	(61)	(71)	(70)	(65)	(40)	(20)		
		Comments									
Jones Lane ES		Program Capacity	516	516	516	516	516	516	516		
		Enrollment	442	438	425	430	432	420	422		
		Available Space	74	78	91	86	84	96	94		
		Comments									
Thurgood Marshall ES		Program Capacity	552	552	552	552	552	552	552		
		Enrollment	622	623	612	618	621	632	626		
		Available Space	(70)	(71)	(60)	(66)	(69)	(80)	(74)		
		Comments	Planning for Addition								
Cluster Information		HS Utilization	121%	123%	127%	131%	135%	137%	136%	134%	130%
		HS Enrollment	2160	2201	2274	2353	2411	2460	2437	2408	2336
		MS Utilization	95%	96%	98%	97%	97%	99%	99%	93%	91%
		MS Enrollment	1984	2001	2046	2020	2030	2066	2068	1934	1898
		ES Utilization	104%	106%	106%	107%	107%	106%	104%	90%	90%
		ES Enrollment	3081	3119	3140	3170	3171	3126	3080	2670	2670

QUINCE ORCHARD CLUSTER

Demographic Characteristics of Schools

Schools	2019–2020						2018–2019		
	Total Enrollment	Two or more races %	Black or Afr. Amer. %	Asian%	Hispanic %	White %	FARMS%*	ESOL%**	Mobility Rate%***
Quince Orchard HS	2160	4.3%	16.4%	12.9%	28.3%	38.0%	21.6%	10.6%	10.0%
Lakelands Park MS	1200	6.5%	16.6%	15.1%	24.8%	36.9%	22.3%	7.3%	9.4%
Ridgeview MS	784	4.0%	15.8%	11.6%	30.5%	37.8%	26.9%	8.9%	11.9%
Brown Station ES	637	3.0%	27.0%	12.1%	48.7%	8.5%	60.3%	33.8%	22.9%
Rachel Carson ES	893	7.3%	6.7%	17.7%	21.9%	46.4%	19.0%	14.3%	7.6%
Fields Road ES	487	6.2%	18.9%	13.3%	34.7%	26.9%	34.8%	22.2%	15.6%
Jones Lane ES	442	6.8%	9.0%	7.7%	32.4%	43.7%	26.7%	18.1%	7.9%
Thurgood Marshall ES	622	3.9%	18.3%	14.6%	30.5%	32.3%	29.7%	18.1%	14.4%
Elementary Cluster Total	3081	5.5%	15.5%	13.8%	32.7%	32.2%	32.5%	20.5%	13.2%
Elementary County Total	76541	5.3%	21.3%	13.6%	33.9%	25.5%	38.3%	25.6%	13.4%

*Percent of students approved for Free and Reduced-priced Meals Program (FARMS) during the 2018–2019 school year.

**Percent of English for Speakers of Other Languages (ESOL) during the 2018–2019 school year. High School students are served in regional ESOL centers.

***Mobility Rate is the number of entries plus withdrawals during the 2018–2019 school year compared to total enrollment.

Notes: Native Hawaiian/Pacific Islander and American Indian/Alaskan Native categories total less than 1% and were therefore excluded from the table.

Due to federal and state guidelines, demographic characteristics of schools of less than or equal to 5 students per category are reported as 0%.

Program Capacity Table

(School Year 2019–2020)

Program Capacity Table (School Year 2019–2020)															Special Education Services																		
															School Based	Cluster Based	Quad Cluster Based	County & Regional Based															
Schools	Grades Served	Capacity (HS @90% MS@85%)	Total Rooms	Support Rooms	Regular Secondary @25	Regular Elementary @23	CSR Grades 1–2 @18	Pre–K @20	Pre–K @40	HS @20	CSR KIND @18	KIND @22	ESOL @15	METS @15	HSM @13	ELEM LAD @13	ELC @10	LANG @12	LFI @10	SCB @6	AAC@7	AUT @6	BRIDGE @10	DHOH @7	SESS @10	EXTENSIONS @6	GT/LD @13	PD @7	PEP@6	PEP @12	PEP @18	VISION (Elementary) @7	OTHER
Quince Orchard HS	9-12	1791	86		76								3	1								2				3							1
Lakelands Park MS	6-8	1131	57		52															3						2							
Ridgeview MS	6-8	955	48		44																	4											
Brown Station ES	HS-5	761	41	3		16	10	2	1		4				1															2		2	
Rachel Carson ES	PreK-5	692	35	4		23			1			5			1																		1
Fields Road ES	PreK-5	435	30	4		6	9	1			4				1							5											
Jones Lane ES	K-5	516	27	4		19						3			1																		
Thurgood Marshall ES	K-5	552	32	3		17						4			1															2	2		3

QUINCE ORCHARD CLUSTER

Facility Characteristics of Schools 2019–2020

Schools	Year Facility Opened	Year Reopened/ Revitalized	Total Square Footage	Site Size Acres	Adjacent Park	Reloc- atable Classrooms	County Programs
Quince Orchard HS	1988		284,912	30.1		9	
Lakelands Park MS	2005		153,588	8.11	Yes		
Ridgeview MS	1975		145,168	20			
Brown Station ES	1969	2017	113,998	9	Yes		
Rachel Carson ES	1990		78,547	12.4		11	
Fields Road ES	1973		72,302	10		4	
Jones Lane ES	1987		60,679	12.1			
Thurgood Marshall ES	1993		77,798	12		5	



ROCKVILLE CLUSTER

SCHOOLS

Maryvale Elementary School

Capital Project: A revitalization/expansion project is scheduled for this school with a completion date of September 2020. An FY 2018 appropriation was approved to begin construction for this project. On November 17, 2011, the Board of Education approved the collocation of Carl Sandburg Learning Center on the Maryvale Elementary School site when the revitalization/expansion project is complete. An FY 2021 appropriation is recommended to build-out the classroom shell on the second floor of the Carl Sandburg Learning Center portion of the collocated building. The classroom shell build-out is scheduled for completion by the 2023–2024 school year.

Meadow Hall Elementary School

Capital Project: Previous projections indicated enrollment at Meadow Hall Elementary School would exceed capacity by 92 seats or more by the end of the six-year period. A feasibility study was conducted in FY 2013 to determine the feasibility, scope, and cost for a classroom addition. Current projections indicate enrollment will fall below the 92-seat threshold by the end of the six-year period. Therefore, enrollment will continue to be monitored and relocatable classrooms will be utilized.

CAPITAL PROJECTS

School	Project	Project Status*	Date of Completion
Maryvale ES/ Sandburg LC	Revitalization/ expansion, with collocation of Carl Sandburg LC	Recommended	Sept. 2020
Maryvale ES/ Sandburg LC	Classroom shell build-out	Recommended	2023–24 SY

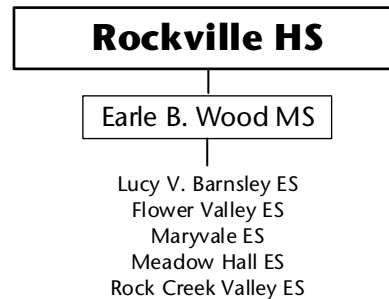
“Approved”—Project has an FY 2019 or FY 2020 appropriation for planning or construction funds approved in the Amended FY 2019–2024 CIP.

“Programmed”—Project has expenditures programmed in a future year of the CIP for planning and/or construction funds.

“Proposed”—Project has facility planning funds approved for a feasibility study.

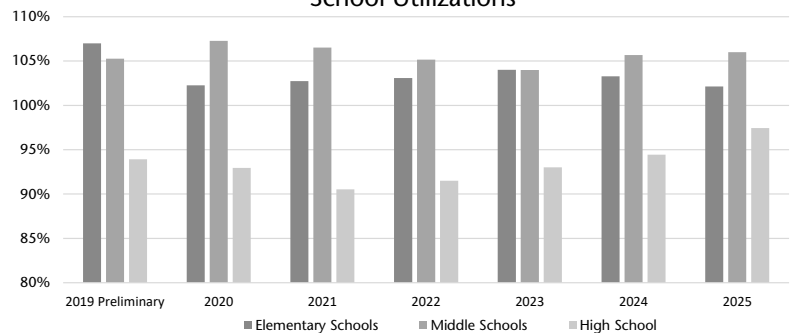
“Recommended”—Project has an FY 2021 appropriation recommended for planning or construction in the FY 2021–2026 CIP.

Rockville Cluster Articulation*



* “Cluster” is defined as the collection of elementary schools that articulate to the same high school.

Rockville Cluster School Utilizations



Note: Percent utilization calculated as total enrollment of schools divided by total capacity. Projected capacity factors in capital projects. Desired utilization range is between 80% - 100%

ROCKVILLE CLUSTER

Projected Enrollment and Space Availability

Effects of the Recommended FY 2021 Capital Budget and the FY 2021–2026 Capital Improvements Program (CIP)

Schools			Prelimin.	Projections							
			19–20	20–21	21–22	22–23	23–24	24–25	25–26	2029	2034
Rockville HS		Program Capacity	1535	1535	1535	1535	1535	1535	1535	1535	1535
		Enrollment	1442	1427	1390	1405	1428	1450	1496	1581	1767
		Available Space	93	108	145	130	107	85	39	(46)	(232)
		Comments									
Earle B. Wood MS		Program Capacity	944	944	944	944	944	944	944	944	944
		Enrollment	994	1013	1006	993	982	998	1001	1007	1022
		Available Space	(50)	(69)	(62)	(49)	(38)	(54)	(57)	(63)	(78)
		Comments									
Lucy V. Barnsley ES	CSR	Program Capacity	652	652	652	652	652	652	652		
		Enrollment	737	715	721	736	749	760	737		
		Available Space	(85)	(63)	(69)	(84)	(97)	(108)	(85)		
		Comments									
Flower Valley ES		Program Capacity	416	416	416	416	416	416	416		
		Enrollment	499	491	499	487	491	483	474		
		Available Space	(83)	(75)	(83)	(71)	(75)	(67)	(58)		
		Comments									
Maryvale ES	CSR	Program Capacity	626	694	694	694	694	694	694		
		Enrollment	625	604	604	609	611	604	601		
		Available Space	1	90	90	85	83	90	93		
		Comments		Rev/Ex Complete							
Meadow Hall ES	CSR	Program Capacity	375	375	375	375	375	375	375		
		Enrollment	409	409	403	405	409	409	412		
		Available Space	(34)	(34)	(28)	(30)	(34)	(34)	(37)		
		Comments									
Rock Creek Valley ES		Program Capacity	460	460	460	460	460	460	460		
		Enrollment	436	437	430	429	430	415	417		
		Available Space	24	23	30	31	30	45	43		
		Comments									
Cluster Information		HS Utilization	94%	93%	91%	92%	93%	94%	97%	103%	115%
		HS Enrollment	1442	1427	1390	1405	1428	1450	1496	1581	1767
		MS Utilization	105%	107%	107%	105%	104%	106%	106%	107%	108%
		MS Enrollment	994	1013	1006	993	982	998	1001	1007	1022
		ES Utilization	107%	102%	102%	103%	104%	103%	102%	100%	100%
		ES Enrollment	2706	2656	2657	2666	2690	2671	2641	2600	2600

ROCKVILLE CLUSTER

Demographic Characteristics of Schools

Schools	2019–2020						2018–2019		
	Total Enrollment	Two or more races %	Black or Afr. Amer. %	Asian%	Hispanic %	White %	FARMS%*	ESOL%**	Mobility Rate%***
Rockville HS	1442	3.8%	13.5%	10.7%	41.2%	30.4%	24.1%	12.3%	10.4%
Earle B. Wood MS	994	5.1%	12.7%	11.2%	45.9%	25.1%	35.1%	10.0%	8.0%
Lucy V. Barnsley ES	737	7.7%	12.6%	11.9%	34.5%	33.0%	26.9%	13.7%	9.4%
Flower Valley ES	499	8.4%	17.0%	7.0%	26.9%	40.5%	22.7%	17.1%	14.5%
Maryvale ES	625	7.4%	27.0%	10.6%	31.8%	22.9%	44.4%	26.9%	9.2%
Meadow Hall ES	409	4.4%	9.8%	8.3%	58.9%	18.1%	55.0%	32.0%	14.2%
Rock Creek Valley ES	436	6.7%	10.1%	16.5%	37.6%	29.1%	25.4%	22.0%	11.8%
Elementary Cluster Total	2706	7.1%	15.9%	10.9%	36.7%	29.2%	34.4%	21.6%	11.4%
Elementary County Total	76541	5.3%	21.3%	13.6%	33.9%	25.5%	38.3%	25.6%	13.4%

*Percent of students approved for Free and Reduced-priced Meals Program (FARMS) during the 2018–2019 school year.

**Percent of English for Speakers of Other Languages (ESOL) during the 2018–2019 school year. High School students are served in regional ESOL centers.

***Mobility Rate is the number of entries plus withdrawals during the 2018–2019 school year compared to total enrollment.

Notes: Native Hawaiian/Pacific Islander and American Indian/Alaskan Native categories total less than 1% and were therefore excluded from the table.

Due to federal and state guidelines, demographic characteristics of schools of less than or equal to 5 students per category are reported as 0%.

Program Capacity Table

(School Year 2019–2020)

Special Education Services																																									
		School Based		Cluster Based		Quad Cluster Based		County & Regional Based																																	
met@13		HSM @13		ELEM LAD @13		ELC @10		LANG @12		LEI @10	5		SCB @6		AAC@7		AUT @6	3		BRIDGE @10		DHOH @7	4		SESS @10		EXTENSIONS @6		GT/LD @13		PD @7		PEP@6		PEP @12		PEP @18		VISION (Elementary) @7		OTHER
																		3																							
																		3																							
																													</												

ROCKVILLE CLUSTER

Facility Characteristics of Schools 2019–2020

Schools	Year Facility Opened	Year Reopened/ Revitalized	Total Square Footage	Site Size Acres	Adjacent Park	Reloc- atable Classrooms	County Programs
Rockville HS	1968	2004	316,973	29.61			
Earle B. Wood MS	1965	2001	152,588	8.5	Yes		
Lucy V. Barnsley ES	1965	1998	97,524	10			
Flower Valley ES	1967	1996	61,567	9.3		2	
Maryvale ES	1969		92,050	17.7			LTL
Meadow Hall ES	1956	1994	61,694	8.4	Yes	7	
Rock Creek Valley ES	1964	2001	76,692	10.4		3	



SENECA VALLEY CLUSTER

CLUSTER PLANNING ISSUES

Planning Issue: The 2009 adopted Germantown Employment Area Sector Plan provides for up to 10,200 mostly multi-family residential units. The majority of planned residential development is located in the Seneca Valley Cluster. The plan requires some redevelopment of shopping centers and some other commercial uses. In addition, the plan anticipates construction of the Corridor Cities Transitway to support the higher housing densities. It is anticipated that the plan will take 20 to 30 years to build-out. The pace of construction will be market driven. A future elementary school site is included in the plan.

SCHOOLS

Seneca Valley High School

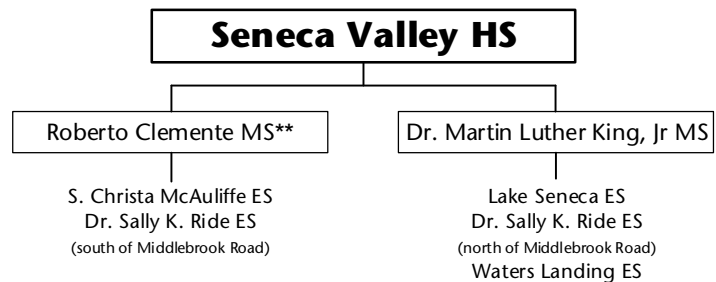
Capital Project: A revitalization/expansion project is scheduled for this school with a completion date of September 2020. An FY 2018 appropriation was approved to begin construction for the project. Recently, a Career Readiness External Review was conducted and provided recommendations to increase the number of students prepared for employment in high demand fields. Given this school is under construction, there was an opportunity to expand career technology education for students living in the upcounty area. Therefore, the master planned shell on the fourth floor was approved for construction to accommodate additional career technology education programs in this facility. An FY 2019 appropriation was approved to continue this revitalization/expansion project. An FY 2020 appropriation was approved for construction to accommodate the additional career technology education programs. In order for this program to remain on schedule, county and state funding must be provided at the levels recommended in this CIP.

Planning Issue: Although a classroom addition opened in September 2015 to accommodate the overutilization at Clarksburg High School, student enrollment at Clarksburg High School will continue to exceed capacity by almost 900 students by the end of the six-year CIP planning period. Enrollment also is projected to exceed capacity at Northwest High School by nearly 400 students. Both the Clarksburg and Northwest high school service areas are adjacent to the Seneca Valley High School service area. A revitalization/expansion project of Seneca Valley High School, scheduled for completion in September 2020, was designed and constructed with a capacity for 2,581 students. The enrollment at Seneca Valley High School is projected to be 1,277 students by the end of the six-year planning period. With a capacity of 2,581 seats, there will be approximately 1,304

seats available to accommodate students from Clarksburg and Northwest high schools when the project is complete. Recently, a Career Readiness External Review was conducted and provided recommendations to increase the number of students prepared for employment in high demand fields. Given that the Seneca Valley High School project is under construction, there was an opportunity to expand career technology education for students living in the upcounty area. Therefore, the master planned shell on the fourth floor was approved for construction to accommodate additional career technology education programs in this facility. As part of the boundary study described in the section below, the superintendent of schools reserved 500 seats at Seneca Valley High School for students living in the upcounty area leaving approximately 800 seats available for the Clarksburg and Northwest high school students.

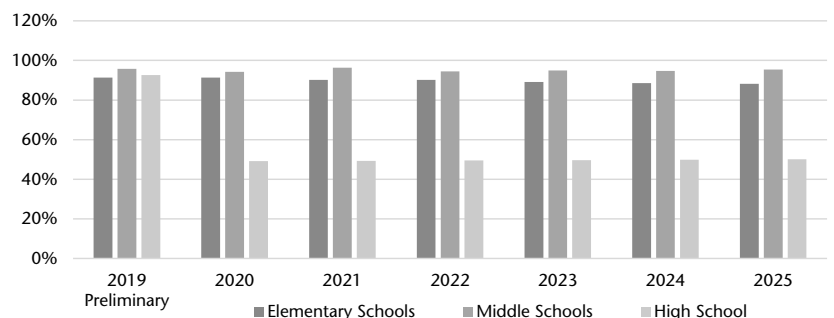
Planning Study: A boundary study was conducted in spring 2019, to explore the reassignment of Clarksburg, Northwest, and Seneca Valley high school students. As part of the boundary study, all of the middle schools in these three high schools clusters were included to review the middle school articulation

Seneca Valley Cluster Articulation*



* "Cluster" is defined as the collection of elementary schools that articulate to the same high school.
 ** Clopper Mill ES, Germantown ES, an a portion of Great Seneca Creek ES also articulate to Roberto Clemente MS, but thereafter articulate to Northwest HS.

Seneca Valley Cluster School Utilizations



Note: Percent utilization calculated as total enrollment of schools divided by total capacity.
 Projected capacity factors in capital projects. Desired utilization range is between 80% - 100%

patterns. The superintendent of schools released his recommendation in October 2019 as part of the FY 2021 Capital Budget and the FY 2021–2026 Capital Improvements Program, with Board of Education action scheduled for November 26, 2019. Information regarding the boundary study recommendation is available at the following link: www.montgomeryschoolsmd.org/departments/planning/UpcountyHSBoundaryStudy.aspx

Roberto Clemente Middle School

Planning Study: A boundary study was conducted in spring 2019, to explore the reassignment of Clarksburg, Northwest, and Seneca Valley high school students. As part of the boundary study, all of the middle schools in these three high schools clusters were included to review the middle school articulation patterns. The superintendent of schools released his recommendation in October 2019 as part of the FY 2021 Capital Budget and the FY 2021–2026 Capital Improvements Program, with Board of Education action scheduled for November 26, 2019. Information regarding the boundary study recommendation is available at the following link: www.montgomeryschoolsmd.org/departments/planning/UpcountyHSBoundaryStudy.aspx

Martin Luther King, Jr. Middle School

Planning Study: A boundary study was conducted in spring 2019, to explore the reassignment of Clarksburg, Northwest, and Seneca Valley high school students. As part of the boundary study, all of the middle schools in these three high schools clusters were included to review the middle school articulation patterns. The superintendent of schools released his recommendation in October 2019 as part of the FY 2021 Capital Budget and the FY 2021–2026 Capital Improvements Program, with Board of Education action scheduled for November 26, 2019. Information regarding the boundary study recommendation is available at the following link: www.montgomeryschoolsmd.org/departments/planning/UpcountyHSBoundaryStudy.aspx

Lake Seneca Elementary School

Capital Project: Previous projections indicated that enrollment at Lake Seneca Elementary School would exceed capacity by 92 seats or more by the end of the six-year planning period. Therefore, a feasibility study was conducted in FY 2014 to determine the feasibility, scope, and cost for a classroom addition. Projections in the previously approved CIP indicated that enrollment was increasing and would exceed capacity by the 92 seat threshold by the end of the six-year period. An FY 2020 appropriation was approved for planning funds only to begin the architectural design for a classroom addition. Current projections indicate enrollment will fall below the 92 seat threshold by the end of the six-year period. Therefore, enrollment will continue to be monitored and relocatable classrooms will be utilized. A date for the project will be determined in a future CIP.

CAPITAL PROJECTS

School	Project	Project Status*	Date of Completion
Seneca Valley HS	Revitalization/expansion	Approved	Sept. 2020, building Sept. 2021, site
Lake Seneca ES	Classroom addition	Proposed	TBD

*Approved—Project has an FY 2019 or FY 2020 appropriation for planning or construction funds approved in the Amended FY 2019–2024 CIP.

*Programmed—Project has expenditures programmed in a future year of the CIP for planning and/or construction funds.

*Proposed—Project has facility planning funds approved for a feasibility study.

*Recommended—Project has an FY 2021 appropriation recommended for planning or construction in the FY 2021–2026 CIP.

SENECA VALLEY CLUSTER

Projected Enrollment and Space Availability

Effects of the Recommended FY 2021 Capital Budget and the FY 2021–2026 Capital Improvements Program (CIP)

Schools			Prelimin.	Projections							
			19–20	20–21	21–22	22–23	23–24	24–25	25–26	2029	2034
Seneca Valley HS		Program Capacity	1330	2581	2581	2581	2581	2581	2581	2581	2581
		Enrollment	1232	2088	2303	2520	2515	2546	2549	2568	2548
		Available Space	98	493	278	61	66	35	32	13	33
		Comments	Boundary Recommendation	Rev/Ex Complete	Site Work Complete						
Roberto Clemente MS		Program Capacity	1231	1231	1231	1231	1231	1231	1231	1231	1231
		Enrollment	1289	1115	1037	1039	1063	1098	1121	1207	1450
		Available Space	(58)	116	194	192	168	133	110	24	(219)
		Comments	Boundary Recommendation								
Martin Luther King, Jr. MS		Program Capacity	914	914	914	914	914	914	914	914	914
		Enrollment	764	812	898	888	889	856	835	884	925
		Available Space	150	102	16	26	25	58	79	30	(11)
		Comments	Boundary Recommendation								
Lake Seneca ES	CSR	Program Capacity	425	425	425	425	425	425	425		
		Enrollment	514	515	501	492	482	484	487		
		Available Space	(89)	(90)	(76)	(67)	(57)	(59)	(62)		
		Comments	Planning for Addition								
S. Christa McAuliffe ES	CSR	Program Capacity	771	771	771	771	771	771	771		
		Enrollment	554	578	556	562	546	545	545		
		Available Space	217	193	215	209	225	226	226		
		Comments	Addition Complete								
Dr. Sally K. Ride ES	CSR	Program Capacity	467	467	467	467	467	467	467		
		Enrollment	502	483	492	492	493	473	466		
		Available Space	(35)	(16)	(25)	(25)	(26)	(6)	1		
		Comments									
Waters Landing ES	CSR	Program Capacity	776	776	776	776	776	776	776		
		Enrollment	659	653	649	654	653	658	653		
		Available Space	117	123	127	122	123	118	123		
		Comments									
Cluster Information		HS Utilization	93%	81%	89%	98%	97%	99%	99%	99%	99%
		HS Enrollment	1232	2088	2303	2520	2515	2546	2549	2568	2548
		MS Utilization	96%	90%	90%	90%	91%	91%	91%	97%	111%
		MS Enrollment	2053	1927	1935	1927	1952	1954	1956	2091	2375
		ES Utilization	91%	91%	90%	90%	89%	89%	88%	85%	80%
		ES Enrollment	2229	2229	2198	2200	2174	2160	2151	2070	1950

SENECA VALLEY CLUSTER

Demographic Characteristics of Schools

Schools	2019–2020						2018–2019		
	Total Enrollment	Two or more races %	Black or Afr. Amer. %	Asian%	Hispanic %	White %	FARMS%*	ESOL%**	Mobility Rate%***
Seneca Valley HS	1232	4.0%	36.4%	9.9%	35.4%	14.2%	37.9%	14.0%	17.8%
Roberto Clemente MS	1289	6.1%	29.8%	21.0%	30.8%	12.1%	35.5%	5.8%	11.6%
Martin Luther King, Jr MS	764	6.0%	33.6%	12.6%	34.9%	12.7%	43.1%	9.7%	16.0%
Lake Seneca ES	514	5.4%	34.6%	4.9%	43.2%	11.5%	52.5%	28.1%	22.7%
S. Christa McAuliffe ES	554	6.7%	37.7%	6.9%	33.6%	14.3%	50.1%	24.5%	14.8%
Dr. Sally K. Ride ES	502	4.6%	37.1%	13.3%	35.5%	9.4%	52.0%	24.3%	13.1%
Waters Landing ES	659	3.6%	40.4%	4.4%	37.6%	13.7%	53.2%	26.5%	19.9%
Elementary Cluster Total	2229	5.0%	37.6%	7.1%	37.4%	12.3%	52.0%	25.9%	17.7%
Elementary County Total	76541	5.3%	21.3%	13.6%	33.9%	25.5%	38.3%	25.6%	13.4%

*Percent of students approved for Free and Reduced-priced Meals Program (FARMS) during the 2018–2019 school year.

**Percent of English for Speakers of Other Languages (ESOL) during the 2018–2019 school year. High School students are served in regional ESOL centers.

***Mobility Rate is the number of entries plus withdrawals during the 2018–2019 school year compared to total enrollment.

Notes: Native Hawaiian/Pacific Islander and American Indian/Alaskan Native categories total less than 1% and were therefore excluded from the table.

Due to federal and state guidelines, demographic characteristics of schools of less than or equal to 5 students per category are reported as 0%.

Program Capacity Table

(School Year 2019–2020)

Special Education Services																																			
		School Based		Cluster Based		Quad Cluster Based				County & Regional Based																									
WETS @13	HSM @13	ELEM LAD @13	ELC @10	LANG @12	LFI @10	SCB @6	AAC@7	AUT @6	BRIDGE @10	DHOH @7	SESS @10	EXTENSIONS @6	GT/LD @13	PD @7	PEP@6	PEP @12	PEP @18	VISION (Elementary) @7	OTHER																
					5	3																													
					2								1																						
		2																																	
	1	1	7																																
						3																													
																1																			

SENECA VALLEY CLUSTER

Facility Characteristics of Schools 2019–2020

Schools	Year Facility Opened	Year Reopened/ Revitalized	Total Square Footage	Site Size Acres	Adjacent Park	Reloc- atable Classrooms	County Programs
Seneca Valley HS	1974		251,278	29.4		1	
Roberto Clemente MS	1992		148,246	19.9		3	
Martin Luther King, Jr MS	1996		135,867	19			
Lake Seneca ES	1985		58,770	9.4		9	
S. Christa McAuliffe ES	1987		102,111	10.6	Yes		
Dr. Sally K. Ride ES	1994		78,686	13.5		2	
Waters Landing ES	1988		101,352	10			



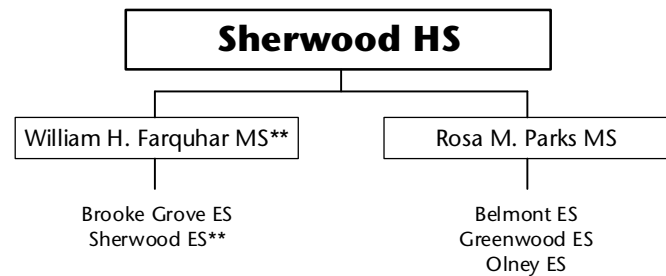
SHERWOOD CLUSTER

SCHOOLS

Olney Elementary School

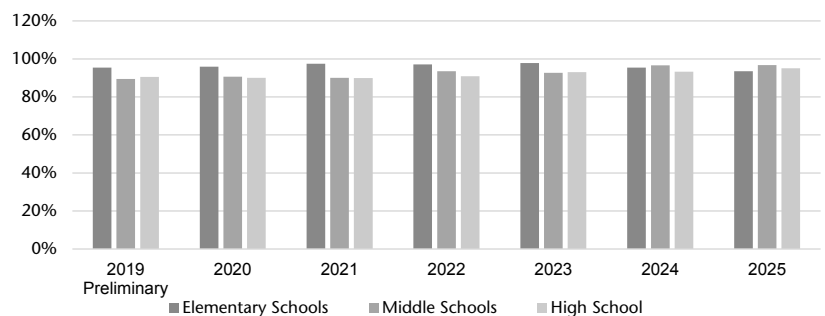
Planning Issue: Previous projections indicated that enrolment would exceed capacity by more than 92 seats by the end of the six-year planning period. Current projections indicate enrollment will fall below the 92 seat threshold by the end of the six-year period. Therefore, enrollment will continue to be monitored and relocatable classrooms will be utilized, if needed.

Sherwood Cluster Articulation*



* "Cluster" is defined as the collection of elementary schools that articulate to the same high school.
** Sherwood ES (North of Norwood Road) also articulates to White Oak MS and then the Northeast Consortium for high school.

Sherwood Cluster School Utilizations



Note: Percent utilization calculated as total enrollment of schools divided by total capacity. Projected capacity factors in capital projects. Desired utilization range is between 80% - 100%

SHERWOOD CLUSTER

Projected Enrollment and Space Availability

Effects of the Recommended FY 2021 Capital Budget and the FY 2021–2026 Capital Improvements Program (CIP)

Schools			Prelimin. 19–20	Projections							
				20–21	21–22	22–23	23–24	24–25	25–26	2029	2034
Sherwood HS		Program Capacity	2171	2171	2171	2171	2171	2171	2171	2171	2171
		Enrollment	1965	1956	1952	1973	2019	2024	2063	2100	2207
		Available Space	206	215	219	198	152	147	108	71	(36)
		Comments									
William H. Farquhar MS		Program Capacity	784	784	784	784	784	784	784	784	784
		Enrollment	694	699	700	743	730	757	747	683	655
		Available Space	90	85	84	41	54	27	37	101	129
		Comments									
Rosa Parks MS		Program Capacity	961	961	961	961	961	961	961	961	961
		Enrollment	868	882	872	890	888	930	942	866	815
		Available Space	93	79	89	71	73	31	19	95	146
		Comments									
Belmont ES		Program Capacity	425	425	425	425	425	425	425		
		Enrollment	348	341	353	355	365	342	332		
		Available Space	77	84	72	70	60	83	93		
		Comments									
Brooke Grove ES		Program Capacity	518	518	518	518	518	518	518		
		Enrollment	464	482	489	474	481	463	457		
		Available Space	54	36	29	44	37	55	61		
		Comments									
Greenwood ES		Program Capacity	584	584	584	584	584	584	584		
		Enrollment	521	552	574	561	552	531	522		
		Available Space	63	32	10	23	32	53	62		
		Comments									
Olney ES		Program Capacity	606	606	606	606	606	606	606		
		Enrollment	683	658	653	663	663	675	672		
		Available Space	(77)	(52)	(47)	(57)	(57)	(69)	(66)		
		Comments									
Sherwood ES		Program Capacity	529	529	529	529	529	529	529		
		Enrollment	524	520	525	531	543	530	508		
		Available Space	5	9	4	(2)	(14)	(1)	21		
		Comments									
Cluster Information		HS Utilization	91%	90%	90%	91%	93%	93%	95%	97%	102%
		HS Enrollment	1965	1956	1952	1973	2019	2024	2063	2100	2207
		MS Utilization	90%	91%	90%	94%	93%	97%	97%	89%	84%
		MS Enrollment	1562	1581	1572	1633	1618	1687	1689	1549	1470
		ES Utilization	95%	96%	97%	97%	98%	95%	94%	82%	82%
		ES Enrollment	2540	2553	2594	2584	2604	2541	2491	2190	2170

SHERWOOD CLUSTER

Demographic Characteristics of Schools

Schools	2019–2020						2018–2019		
	Total Enrollment	Two or more races %	Black or Afr. Amer. %	Asian%	Hispanic %	White %	FARMS%*	ESOL%**	Mobility Rate%***
Sherwood HS	1965	5.0%	15.9%	11.4%	18.9%	48.7%	15.7%	12.5%	11.2%
William H. Farquhar MS	694	4.5%	25.5%	15.9%	17.4%	36.6%	15.7%	2.0%	3.8%
Rosa Parks MS	868	6.5%	13.9%	10.5%	13.4%	55.8%	11.5%	1.3%	3.5%
Belmont ES	348	6.3%	9.2%	6.9%	11.2%	66.4%	5.4%	2.4%	3.0%
Brooke Grove ES	464	6.5%	28.9%	12.7%	14.0%	37.7%	24.9%	12.2%	8.8%
Greenwood ES	521	7.7%	10.0%	8.3%	12.1%	61.8%	10.7%	6.2%	5.8%
Olney ES	683	7.2%	15.4%	12.9%	13.8%	50.5%	17.8%	11.4%	7.1%
Sherwood ES	524	10.1%	20.2%	10.1%	17.2%	41.6%	15.6%	10.8%	7.0%
Elementary Cluster Total	2540	7.6%	16.9%	10.5%	13.8%	50.8%	15.4%	9.2%	6.6%
Elementary County Total	76541	5.3%	21.3%	13.6%	33.9%	25.5%	38.3%	25.6%	13.4%

*Percent of students approved for Free and Reduced-priced Meals Program (FARMS) during the 2018–2019 school year.

**Percent of English for Speakers of Other Languages (ESOL) during the 2018–2019 school year. High School students are served in regional ESOL centers.

***Mobility Rate is the number of entries plus withdrawals during the 2018–2019 school year compared to total enrollment.

Notes: Native Hawaiian/Pacific Islander and American Indian/Alaskan Native categories total less than 1% and were therefore excluded from the table.

Due to federal and state guidelines, demographic characteristics of schools of less than or equal to 5 students per category are reported as 0%.

Program Capacity Table

(School Year 2019–2020)

Special Education Services																																	
		School Based		Cluster Based		Quad Cluster Based					County & Regional Based																						
Schools	Grades Served	Capacity (HS @90% MS@85%)	Total Rooms	Support Rooms	Regular Secondary @25	Regular Elementary @23	CSR Grades 1–2 @18	Pre-K @20	Pre-K @40	HS @20	CSR KIND @18	KIND @22	ESOL @15	METS @15	HSM @13	ELEM LAD @13	ELC @10	LANG @12	LFI @10	SCB @6	AAC@7	AUT @6	BRIDGE @10	DHOH @7	SESS @10	EXTENSIONS @6	GT/LD @13	PD @7	PEP@6	PEP @12	PEP @18	VISION (Elementary) @7	OTHER
Sherwood HS	9-12	2171	101		94								2						2	2													1
William H. Farquhar MS	6-8	784	40		36														1	2													1
Rosa Parks MS	6-8	961	46		45																	1											
Belmont ES	K-5	425	23	4		16						2			1																		
Brooke Grove ES	PreK-5	518	30	4		17		1				2			1		5																
Greenwood ES	K-5	584	29	3		21						4			1																		
Olney ES	K-5	606	30	3		16						5			1																		
Sherwood ES	K-5	529	31	3		16						4			1				1		3								1	1	1		

SHERWOOD CLUSTER

Facility Characteristics of Schools 2019–2020

Schools	Year Facility Opened	Year Reopened/ Revitalized	Total Square Footage	Site Size Acres	Adjacent Park	Reloc- atable Classrooms	County Programs
Sherwood HS	1950	1991	333,154	49.3			
William H. Farquhar MS	1968	2016	135,626	20			
Rosa Parks MS	1992		137,469	24.1	Yes		
Belmont ES	1974		49,279	10.5		1	
Brooke Grove ES	1990		72,582	10.96			
Greenwood ES	1970		64,609	10	Yes		
Olney ES	1954	1990	68,755	9.9			
Sherwood ES	1977		81,727	10.85			



WATKINS MILL CLUSTER

Cluster Planning Issue

Planning Issue: The 2016 adopted Montgomery Village Master Plan is located within the service areas of the Watkins Mill Cluster schools and identifies a potential future elementary school site. New residential units will be created as property redevelopment occurs. The former golf course property is likely to redevelop for residential use in the near term. The lifecycle of the plan is approximately 20 to 30 years.

SCHOOLS

Watkins Mill High School

Capital Project: MCPS has 65 elementary school that have locally funded Prekindergarten and/or federally funded Head Start classes. These programs provide opportunities for children to build school readiness skills by increasing social interactions, building oral language skills, and fostering vocabulary development. MCPS also has one regional early childhood center located in Silver Spring. To expand these opportunities, an FY 2021 appropriation is recommended to construct an early childhood center at Watkins Mill High School, with a completion date of September 2022.

Neelsville Middle School

Capital Project: A major capital project is approved for this school to address various building systems and programmatic needs for this school. The scope of the project will be determined during the 2018–2019 school year. An FY 2020 appropriation was approved for planning to begin the architectural design for this project. An FY 2021 appropriation is recommended to continue the planning and design for this major capital project. The scheduled completion date is September 2024. Additional information regarding the major capital projects can be found in Supplement C—FY2021–2026 Major Capital Projects Update at the following link: www.montgomeryschoolsmd.org/departments/planning/cipmaster.aspx. In order for this project to be completed on this schedule, county and state funding must be provided at the levels recommended in this CIP.

Planning Study: A boundary study was conducted in spring 2019, to explore the reassignment of Clarksburg, Northwest, and Seneca Valley high school students. As part of the boundary study, all of the middle schools in these three high schools clusters were included to review the middle school articulation patterns. The superintendent of schools released his recommendation in October 2019 as part of the FY 2021 Capital Budget and the FY 2021–2026 Capital Improvements Program, with Board of Education action scheduled for November 26, 2019. Information regarding the boundary study recommendation is

available at the following link: www.montgomeryschoolsmd.org/departments/planning/UpcountyHSBoundaryStudy.aspx

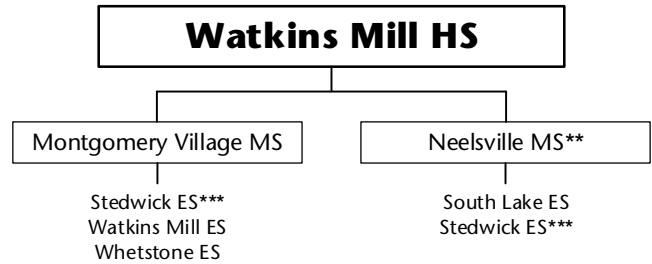
Stedwick Elementary School

Planning Study: A capacity study is approved to evaluate the space deficits in the cluster, as well as look to adjacent clusters to address the overutilization issues in the cluster. A recommendation will be made in a future CIP.

South Lake Elementary School

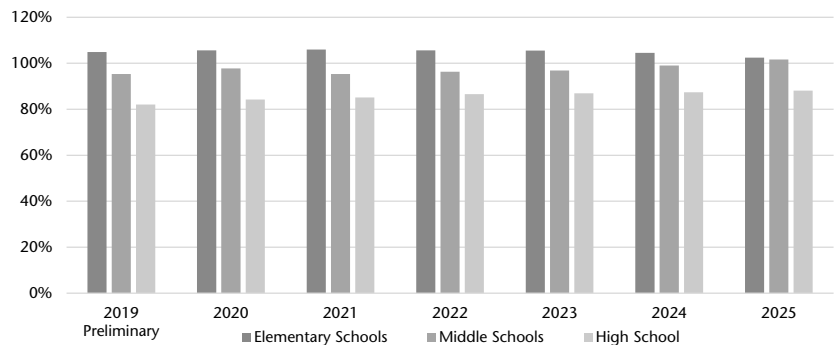
Capital Project: A major capital project is approved for this school to address various building systems and programmatic needs for this school. The scope of the project will be determined during the 2018–2019 school year. An FY 2020 appropriation was approved for planning to begin the architectural design for this project. An FY 2021 appropriation is recommended to continue the planning and design of this major capital project. The scheduled completion date is September 2023. Additional information regarding the major capital projects can be found in Supplement C—FY2021–2026 Major Capital Projects Update at the following link: www.montgomeryschoolsmd.org/departments/planning/cipmaster.aspx.

Watkins Mill Cluster Articulation*



- * "Cluster" is defined as the collection of elementary schools that articulate to the same high school.
- ** Fox Chapel ES and Capt. James E. Daly ES also articulate to Neelsville MS and thereafter articulate to Clarksburg HS.
- *** Stedwick ES split articulates to Montgomery Village MS and Neelsville MS and thereafter to Watkins Mill HS.

Watkins Mill Cluster School Utilizations



Note: Percent utilization calculated as total enrollment of schools divided by total capacity. Projected capacity factors in capital projects. Desired utilization range is between 80% - 100%

WATKINS MILL CLUSTER

In order for this project to be completed on this schedule, county and state funding must be provided at the levels recommended in this CIP.

Planning Study: Projections indicate that enrollment will exceed capacity by 92 seats or more by the end of the six-year planning period. A capacity study is approved to evaluate the space deficits in the cluster, as well as look to adjacent clusters to address the overutilization issues in the cluster. A recommendation will be made in a future CIP.

Stedwick Elementary School

Planning Study: A capacity study is approved to evaluate the space deficits in the cluster, as well as look to adjacent clusters to address the overutilization issues in the cluster. A recommendation will be made in a future CIP.

Watkins Mill Elementary School

Planning Study: Projections indicate that enrollment will exceed capacity by 92 seats or more by the end of the six-year planning period. A capacity study is approved to evaluate the space deficits in the cluster, as well as look to adjacent clusters to address the overutilization issues in cluster. A recommendation will be made in a future CIP.

Whetstone Elementary School

Planning Study: A capacity study is approved to evaluate the space deficits in the cluster, as well as look to adjacent clusters to address the overutilization issues in the cluster. A recommendation will be made in a future CIP.

CAPITAL PROJECTS

School	Project	Project Status*	Date of Completion
Neelsville MS	Major capital project	Recommended	Sept. 2024
South Lake ES	Major Capital project	Recommended	Sept. 2023

"Approved"—Project has an FY 2019 or FY 2020 appropriation for planning or construction funds approved in the Amended FY 2019–2024 CIP.

"Programmed"—Project has expenditures programmed in a future year of the CIP for planning and/or construction funds.

"Proposed"—Project has facility planning funds approved for a feasibility study.

"Recommended"—Project has an FY 2021 appropriation recommended for planning or construction in the FY 2021–2026 CIP.



WATKINS MILL CLUSTER

Projected Enrollment and Space Availability

Effects of the Recommended FY 2021 Capital Budget and the FY 2021–2026 Capital Improvements Program (CIP)

Schools			Prelimin. 19–20	Projections							
				20–21	21–22	22–23	23–24	24–25	25–26	2029	2034
Watkins Mill HS		Program Capacity	1947	1947	1947	1947	1947	1947	1947	1947	1947
		Enrollment	1597	1639	1658	1685	1693	1702	1716	1791	1917
		Available Space	350	308	289	262	254	245	231	156	30
		Comments	See Text								
Montgomery Village MS		Program Capacity	865	865	865	865	865	865	865	865	865
		Enrollment	791	827	866	848	849	840	856	845	853
		Available Space	74	38	(1)	17	16	25	9	20	12
		Comments									
Neelsville MS		Program Capacity	956	956	956	956	956	1190	1190	1190	1190
		Enrollment	945	954	870	907	915	964	996	957	981
		Available Space	11	2	86	49	41	226	194	233	209
		Comments	Planning for Major Capital Project						Maj. Cap. Project Complete		
South Lake ES	CSR	Program Capacity	694	694	694	694	763	763	763		
		Enrollment	897	910	934	918	909	874	839		
		Available Space	(203)	(216)	(240)	(224)	(146)	(111)	(76)		
		Comments	Planning for Major Capital Project Capacity Study					Maj. Cap. Project Complete			
Stedwick ES	CSR	Program Capacity	688	688	688	688	688	688	688		
		Enrollment	538	522	516	512	523	523	521		
		Available Space	150	166	172	176	165	165	167		
		Comments	Capacity Study								
Watkins Mill ES	CSR	Program Capacity	641	641	641	641	641	641	641		
		Enrollment	731	756	762	774	771	770	750		
		Available Space	(90)	(115)	(121)	(133)	(130)	(129)	(109)		
		Comments	Capacity Study								
Whetstone ES	CSR	Program Capacity	750	750	750	750	750	750	750		
		Enrollment	742	741	727	724	723	732	731		
		Available Space	8	9	23	26	27	18	19		
		Comments	Capacity Study								
Cluster Information		HS Utilization	82%	84%	85%	87%	87%	87%	88%	92%	98%
		HS Enrollment	1597	1639	1658	1685	1693	1702	1716	1791	1917
		MS Utilization	95%	98%	95%	96%	97%	88%	90%	88%	89%
		MS Enrollment	1736	1781	1736	1755	1764	1804	1852	1802	1834
		ES Utilization	105%	106%	106%	106%	103%	102%	100%	98%	96%
		ES Enrollment	2908	2929	2939	2928	2926	2899	2841	2780	2730

WATKINS MILL CLUSTER

Demographic Characteristics of Schools

Schools	2019–2020						2018–2019		
	Total Enrollment	Two or more races %	Black or Afr. Amer. %	Asian%	Hispanic %	White %	FARMS%*	ESOL%**	Mobility Rate%***
Watkins Mill HS	1597	3.2%	26.7%	8.6%	54.8%	6.7%	50.0%	22.2%	21.8%
Montgomery Village MS	791	3.2%	26.5%	7.2%	56.9%	5.9%	59.9%	18.4%	14.7%
Neelsville MS	945	2.5%	30.4%	8.6%	52.8%	5.1%	65.1%	18.0%	17.9%
South Lake ES	897	2.6%	19.7%	5.6%	70.7%	1.1%	81.8%	57.4%	30.3%
Stedwick ES	538	4.8%	27.5%	5.9%	50.9%	10.4%	57.8%	38.9%	17.7%
Watkins Mill ES	731	3.8%	24.8%	7.1%	60.6%	3.1%	70.4%	52.7%	26.0%
Whetstone ES	742	3.0%	25.7%	8.4%	56.1%	6.5%	62.2%	48.3%	15.2%
Elementary Cluster Total	2908	3.4%	24.0%	6.7%	60.8%	4.7%	69.0%	50.1%	22.7%
Elementary County Total	76541	5.3%	21.3%	13.6%	33.9%	25.5%	38.3%	25.6%	13.4%

*Percent of students approved for Free and Reduced-priced Meals Program (FARMS) during the 2018–2019 school year.

**Percent of English for Speakers of Other Languages (ESOL) during the 2018–2019 school year. High School students are served in regional ESOL centers.

***Mobility Rate is the number of entries plus withdrawals during the 2018–2019 school year compared to total enrollment.

Notes: Native Hawaiian/Pacific Islander and American Indian/Alaskan Native categories total less than 1% and were therefore excluded from the table.

Due to federal and state guidelines, demographic characteristics of schools of less than or equal to 5 students per category are reported as 0%.

Program Capacity Table

(School Year 2019–2020)

Special Education Services																																						
School Based		Cluster Based		Quad Cluster Based						County & Regional Based																												
		HSM @13		ELEM LAD @13		ELC @10		LANG @12		LFI @10		SCB @6		AAC@7		AUT @6		BRIDGE @10		DHOH @7		SESS @10		EXTENSIONS @6		GT/LD @13		PD @7		PEP@6		PEP @12		PEP @18		VISION (Elementary) @7		OTHER

WATKINS MILL CLUSTER

Facility Characteristics of Schools 2019–2020

Schools	Year Facility Opened	Year Reopened/ Revitalized	Total Square Footage	Site Size Acres	Adjacent Park	Reloc- atable Classrooms	County Programs
Watkins Mill HS	1989		305,288	50.99	Yes		SBWC
Montgomery Village MS	1968	2003	141,615	15.1			
Neelsville MS	1981		131,432	29.2			
South Lake ES	1972		83,038	10.2		10	LTL
Stedwick ES	1974		109,677	10			
Watkins Mill ES	1970		80,923	10	Yes	6	
Whetstone ES	1968		96,946	8.8	Yes	3	

WALT WHITMAN CLUSTER

SCHOOLS

Walt Whitman High School

Capital Project: Projections indicate that enrollment will exceed capacity by more than 200 seats throughout the six-year planning period. A classroom addition is approved with a completion date of September 2021. An FY 2021 appropriation is recommended to complete this project. Relocatable classrooms will be utilized until additional capacity can be added. In order for this project to be completed on schedule, county and state funding must be provided at the levels recommended in this CIP.

Thomas W. Pyle Middle School

Capital Project: Originally, an FY 2015 appropriation was approved in the Building Modifications and Program Improvements project for planning and construction of a third auxiliary gymnasium at the school to accommodate the high enrollment and meet the physical education facility requirements for middle schools. However, due to changes in the middle school physical education space requirements that added a second gymnasium to the program, the overutilization at the school and the need for additional cafeteria space to accommodate the student enrollment, an addition project and core improvements was approved with a completion date of September 2020. An FY 2019 appropriation was approved to construct the project. Relocatable classrooms will be utilized until additional capacity can be added. In order for this project to be completed on schedule, county and state funding must be provided at the levels recommended in this CIP.

Bannockburn Elementary School

Capital Project: Previous projections indicated that enrollment will exceed capacity by 92 seats or more by the end of the six-year planning period. A capacity study was completed at this school in FY 2011 that studied the potential to add capacity. Current projections indicate enrollment will be slightly above the 92 seat threshold by the end of the six-year period; however remains steady through the same time period. Therefore, enrollment will continue to be monitored and relocatable classrooms will be utilized, if needed.

Burning Tree Elementary School

Capital Project: Previous projections indicated that enrollment at Burning Tree Elementary School would exceed capacity by 92 seats or more by the end of the six-year planning period. Therefore, a feasibility study was completed in FY 2014 to determine the feasibility, scope, and cost for a classroom addition. Current projections indicate enrollment will fall below the 92 seat threshold

by the end of the six-year period. Therefore, enrollment will continue to be monitored and relocatable classrooms will be utilized, if needed.

CAPITAL PROJECTS

School	Project	Project Status*	Date of Completion
Walt Whitman HS	Classroom addition	Recommended	Sept. 2021
Thomas W. Pyle MS	Classroom addition/core improvements	Approved	Sept. 2020

* "Approved"—Project has an FY 2019 or FY 2020 appropriation for planning or construction funds approved in the Amended FY 2019–2024 CIP.

"Programmed"—Project has expenditures programmed in a future year of the CIP for planning and/or construction funds.

"Proposed"—Project has facility planning funds approved for a feasibility study.

"Recommended"—Project has an FY 2021 appropriation recommended for planning or construction in the FY 2021–2026 CIP.

Walt Whitman Cluster Articulation*

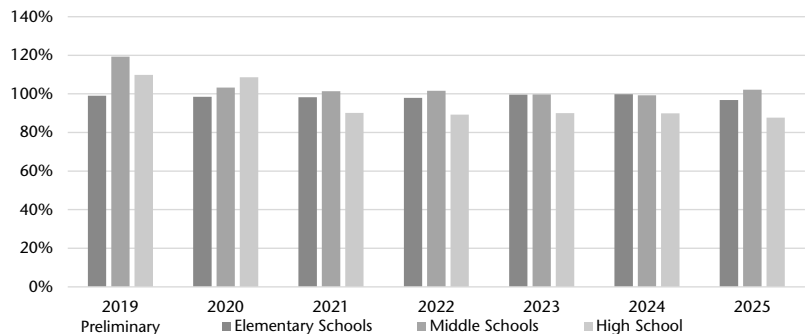
Walt Whitman HS

Thomas W. Pyle MS

Bannockburn ES
Bradley Hills ES
Burning Tree ES
Carderock Springs ES
Wood Acres ES

* "Cluster" is defined as the collection of elementary schools that articulate to the same high school.

Walt Whitman Cluster School Utilizations



Note: Percent utilization calculated as total enrollment of schools divided by total capacity. Projected capacity factors in capital projects. Desired utilization range is between 80% - 100%

WALT WHITMAN CLUSTER

Projected Enrollment and Space Availability

Effects of the Recommended FY 2021 Capital Budget and the FY 2021–2026 Capital Improvements Program (CIP)

Schools			Prelimin. 19–20	Projections							
				20–21	21–22	22–23	23–24	24–25	25–26	2029	2034
Walt Whitman HS		Program Capacity	1857	1857	2262	2262	2262	2262	2262	2262	2262
		Enrollment	2040	2016	2040	2019	2036	2034	1984	1972	1888
		Available Space	(183)	(159)	222	243	226	228	278	290	374
		Comments			Addition Complete						
Thomas W. Pyle MS		Program Capacity	1285	1502	1502	1502	1502	1502	1502	1502	1502
		Enrollment	1534	1551	1523	1527	1497	1491	1534	1639	1655
		Available Space	(249)	(49)	(21)	(25)	5	11	(32)	(137)	(153)
		Comments		Addition Complete							
Bannockburn ES		Program Capacity	364	364	364	364	364	364	364		
		Enrollment	461	469	480	483	500	505	471		
		Available Space	(97)	(105)	(116)	(119)	(136)	(141)	(107)		
		Comments									
Bradley Hills ES		Program Capacity	663	663	663	663	663	663	663		
		Enrollment	566	549	534	528	531	534	535		
		Available Space	97	114	129	135	132	129	128		
		Comments									
Burning Tree ES		Program Capacity	378	378	378	378	378	378	378		
		Enrollment	470	479	488	479	490	485	461		
		Available Space	(92)	(101)	(110)	(101)	(112)	(107)	(83)		
		Comments									
Carderock Springs ES		Program Capacity	406	406	406	406	406	406	406		
		Enrollment	366	368	369	369	375	383	369		
		Available Space	40	38	37	37	31	23	37		
		Comments									
Wood Acres ES		Program Capacity	725	725	725	725	725	725	725		
		Enrollment	649	632	621	625	630	626	619		
		Available Space	76	93	104	100	95	99	106		
		Comments									
Cluster Information		HS Utilization	110%	109%	90%	89%	90%	90%	88%	87%	83%
		HS Enrollment	2040	2016	2040	2019	2036	2034	1984	1972	1888
		MS Utilization	119%	103%	101%	102%	100%	99%	102%	109%	110%
		MS Enrollment	1534	1551	1523	1527	1497	1491	1534	1639	1655
		ES Utilization	99%	98%	98%	98%	100%	100%	97%	90%	86%
		ES Enrollment	2512	2497	2492	2484	2526	2533	2455	2290	2190

Demographic Characteristics of Schools

Due to federal and state guidelines, demographic characteristics of schools of less than or equal to 5 students per category are reported as 0%.

(School Year 2019–2020)

Recommended Actions and Planning Issues • 4-105

WALT WHITMAN CLUSTER

Facility Characteristics of Schools 2019–2020

Schools	Year Facility Opened	Year Reopened/ Revitalized	Total Square Footage	Site Size Acres	Adjacent Park	Reloc- atable Classrooms	County Programs
Walt Whitman HS	1962	1992	261,295	30.7	Yes	20	
Thomas W. Pyle MS	1962	1993	153,824	14.3		3	
Bannockburn ES	1957	1988	54,234	8.3		2	
Bradley Hills ES	1951	1984	76,745	6.7	Yes		
Burning Tree ES	1958	1991	68,119	6.8	Yes	4	
Carderock Springs ES	1966	2010	75,351	9			
Wood Acres ES	1952	2002	94,563	4.78	Yes		



THOMAS S. WOOTTON CLUSTER

CLUSTER PLANNING ISSUES

Planning Issue: The 2010 adopted Great Seneca Science Corridor Master Plan provides for up to 5,700 residential units. Most of the residential development is in the Thomas S. Wootton Cluster. The majority of planned units require funding to be secured for construction of the Corridor Cities Transit-way. The pace of construction will be market driven. A future elementary school site is included in the plan.

SCHOOLS

Thomas S. Wootton High School

Capital Project: A major capital project is approved for this school to address various building systems and programmatic needs for this school. An FY 2020 appropriation was approved for planning to begin the architectural design for this project. Expenditures for this project are included in the Major Capital Projects—Secondary and an appropriation will be recommended in the next full CIP. This project is scheduled to be completed September 2026. Additional information regarding the scope of this major capital project can be found in Supplement C—FY2021–2026 Major Capital Projects Update at the following link: www.montgomeryschoolsmd.org/departments/planning/cipmaster.aspx. In order for this project to be completed on this schedule, county and state funding must be provided at the levels recommended in this CIP.

Capital Project: Previous projections indicated that enrollment at Thomas S. Wootton High School would exceed capacity by 200 seats or more by the end of the six-year planning period. An FY 2018 appropriation was approved for a facility planning to conduct a capacity study. Expenditures are approved in the six-year period to open a new high school on the Crown Farm site to address overutilization in the mid-county region. Although an FY 2019 appropriation for planning was recommended by the Board of Education for this new school, the County Council delayed the funds by one year to begin in FY 2020. An FY 2020 appropriation was approved for planning to begin the architectural design for this project. Based on the expenditures shown in the recommended CIP, the new school is scheduled to open September 2025. An appropriation will be recommended in the next full CIP for construction funding. In order for this project to be completed on time, county and state funding must be provided at the levels recommended in this CIP.

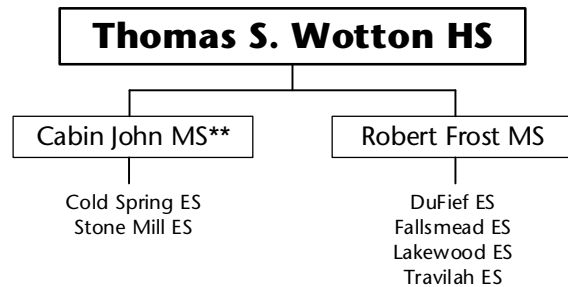
Planning Study: A boundary study is recommended to reassign students from Rachel Carson Elementary School to DuFief Elementary School. The anticipated scope of the boundary study will include Rachel Carson and DuFief elementary

schools as well as the Lakelands Park and Robert Frost middle schools and Quince Orchard and Thomas S. Wootton high schools to review the secondary school articulation patterns. The Board of Education will take action on the scope of the boundary study on November 26, 2019. The boundary study will begin spring 2020, with Board of Education action scheduled for March 2021.

Robert Frost Park Middle School

Planning Study: A boundary study is recommended to reassign students from Rachel Carson Elementary School to DuFief Elementary School. The anticipated scope of the boundary study will include Rachel Carson and DuFief elementary schools as well as the Lakelands Park and Robert Frost middle schools and Quince Orchard and Thomas S. Wootton high schools to review the secondary school articulation patterns. The Board of Education will take action on the scope of the boundary study on November 26, 2019. The boundary study will begin spring 2020, with Board of Education action scheduled for March 2021.

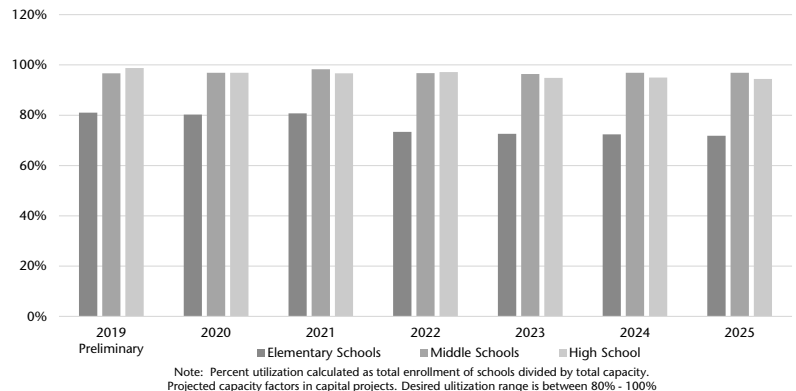
Thomas S. Wootton Cluster Articulation*



* "Cluster" is defined as the collection of elementary schools that articulate to the same high school.

** Bells Mill ES and Seven Locks ES also articulate to Cabin John MS and thereafter to Winston Churchill HS.

Thomas S. Wootton Cluster School Utilizations



THOMAS S. WOOTTON CLUSTER

DuFief Elementary School

Planning Issue: Projections indicate that enrollment at Rachel Carson Elementary School will exceed capacity by 92 seats or more by the end of the six-year planning period. To address the enrollment growth at Rachel Carson Elementary School, the Board of Education approved the expansion of DuFief Elementary School to accommodate the overutilization of Rachel Carson Elementary School. The Board of Education action can be found at the following link: http://gis.mcpsmd.org/cipmasterpdfs/CIP17_AdoptedRachelCarsonESOverutilization.pdf

Capital Project: Expenditures were approved to provide capacity and facility upgrades at DuFief Elementary School. Although the Board of Education requested that the projected be completed in September 2021, the County Council delayed the project to September 2022. An FY2019 appropriation was approved for planning to begin the architectural design and planning for this project. An FY 2021 appropriation is recommended for construction funding. In order for this project to be completed on this schedule, county and state funding must be provided at the levels recommended in this CIP.

Planning Study: A boundary study is recommended to reassign students from Rachel Carson Elementary School to DuFief Elementary School. The anticipated scope of the boundary study will include Rachel Carson and DuFief elementary schools as well as the Lakelands Park and Robert Frost middle schools and Quince Orchard and Thomas S. Wootton high schools to review the secondary school articulation patterns. The Board of Education will take action on the scope of the boundary study on November 26, 2019. The boundary study will begin spring 2020, with Board of Education action scheduled for March 2021.

CAPITAL PROJECTS

School	Project	Project Status*	Date of Completion
Crown HS	New School	Programmed	Sept. 2025
Thomas S. Wootton HS	Major Capital Project	Approved	Sept. 2026
DuFief ES	Classroom addition and Facility upgrades	Recommended	Sept. 2022

*Approved—Project has an FY 2019 or FY 2020 appropriation for planning or construction funds approved in the Amended FY 2019–2024 CIP.

*Programmed—Project has expenditures programmed in a future year of the CIP for planning and/or construction funds.

*Proposed—Project has facility planning funds approved for a feasibility study.

*Recommended—Project has an FY 2021 appropriation recommended for planning or construction in the FY 2021–2026 CIP.



THOMAS S. WOOTTON CLUSTER

Projected Enrollment and Space Availability

Effects of the Recommended FY 2021 Capital Budget and the FY 2021–2026 Capital Improvements Program (CIP)

Schools			Prelimin. 19–20	Projections							2029		2034	
				20–21	21–22	22–23	23–24	24–25	25–26					
Thomas S. Wootton HS		Program Capacity	2142	2142	2142	2142	2142	2142	2142	2142	2142	2142	2142	
		Enrollment	2116	2075	2070	2081	2031	2034	2022	2023	2006			
		Available Space	26	67	72	61	111	108	120	119	136			
		Comments				Planning for Maj. Cap. Project								
Crown HS		Program Capacity							2700	2700	2700			
		Enrollment							0	0	0			
		Available Space							2700	2700	2700			
		Comments							Opens					
Cabin John MS		Program Capacity	1057	1057	1057	1057	1057	1057	1057	1057	1057	1057		
		Enrollment	1040	1057	1055	1038	1048	1070	1072	1012	930			
		Available Space	17	0	2	19	9	(13)	(15)	45	127			
		Comments												
Robert Frost MS		Program Capacity	1084	1084	1084	1084	1084	1084	1084	1084	1084	1084		
		Enrollment	1029	1016	1048	1033	1015	1003	1002	1048	1112			
		Available Space	55	68	36	51	69	81	82	36	(28)			
		Comments												
Cold Spring ES		Program Capacity	458	458	458	458	458	458	458					
		Enrollment	332	336	362	374	354	346	337					
		Available Space	126	122	96	84	104	112	121					
		Comments												
DuFief ES		Program Capacity	427	427	427	753	753	753	753					
		Enrollment	316	327	319	316	315	310	308					
		Available Space	111	100	108	437	438	443	445					
		Comments	Boundary Study			Project Complete								
Fallsmead ES		Program Capacity	551	551	551	551	551	551	551					
		Enrollment	565	548	567	574	578	567	557					
		Available Space	(14)	3	(16)	(23)	(27)	(16)	(6)					
		Comments												
Lakewood ES		Program Capacity	556	556	556	556	556	556	556					
		Enrollment	461	447	441	432	439	443	442					
		Available Space	95	109	115	124	117	113	114					
		Comments												
Stone Mill ES		Program Capacity	694	694	694	694	694	694	694					
		Enrollment	588	589	585	585	568	565	575					
		Available Space	106	105	109	109	126	129	119					
		Comments												
Travilah ES		Program Capacity	526	526	526	526	526	526	526					
		Enrollment	341	330	320	314	314	330	323					
		Available Space	185	196	206	212	212	196	203					
		Comments												
Cluster Information		HS Utilization	99%	97%	97%	97%	95%	95%	94%	94%	94%			
		HS Enrollment	2116	2075	2070	2081	2031	2034	2022	2023	2006			
		MS Utilization	97%	97%	98%	97%	96%	97%	97%	96%	95%			
		MS Enrollment	2069	2073	2103	2071	2063	2073	2074	2060	2042			
		ES Utilization	81%	80%	81%	73%	73%	72%	72%	72%	71%			

THOMAS S. WOOTTON CLUSTER

Demographic Characteristics of Schools

Schools	2019–2020						2018–2019		
	Total Enrollment	Two or more races %	Black or Afr. Amer. %	Asian%	Hispanic %	White %	FARMS%*	ESOL%**	Mobility Rate%***
Thomas S. Wootton HS	2116	4.8%	8.3%	37.1%	7.9%	41.7%	5.2%	1.8%	4.1%
Cabin John MS	1040	6.0%	11.5%	35.1%	8.1%	39.2%	7.2%	4.1%	4.0%
Robert Frost MS	1029	4.4%	11.3%	38.8%	7.6%	37.6%	5.8%	2.9%	5.4%
Cold Spring ES	332	8.7%	3.6%	41.3%	5.1%	41.3%	0%	1.8%	4.5%
DuFief ES	316	9.5%	14.6%	31.6%	13.0%	31.0%	14.2%	16.8%	12.3%
Fallsmead ES	565	5.3%	10.4%	34.9%	9.7%	39.1%	9.3%	13.5%	15.1%
Lakewood ES	461	7.4%	12.4%	46.2%	10.4%	23.0%	7.1%	12.4%	11.1%
Stone Mill ES	588	5.3%	14.1%	45.9%	8.8%	25.9%	9.1%	12.4%	6.7%
Travilah ES	341	4.1%	6.5%	46.6%	10.3%	32.0%	6.7%	7.8%	6.4%
Elementary Cluster Total	2603	6.5%	10.7%	41.3%	9.5%	31.6%	7.9%	11.2%	9.6%
Elementary County Total	76541	5.3%	21.3%	13.6%	33.9%	25.5%	38.3%	25.6%	13.4%

*Percent of students approved for Free and Reduced-priced Meals Program (FARMS) during the 2018–2019 school year.

**Percent of English for Speakers of Other Languages (ESOL) during the 2018–2019 school year. High School students are served in regional ESOL centers.

***Mobility Rate is the number of entries plus withdrawals during the 2018–2019 school year compared to total enrollment.

Notes: Native Hawaiian/Pacific Islander and American Indian/Alaskan Native categories total less than 1% and were therefore excluded from the table.

Due to federal and state guidelines, demographic characteristics of schools of less than or equal to 5 students per category are reported as 0%.

Program Capacity Table

(School Year 2019–2020)

Special Education Services																																	
		School Based		Cluster Based		Quad Cluster Based				County & Regional Based																							
Schools	Grades Served	Capacity (HS @90% MS@85%)	Total Rooms	Support Rooms	Regular Secondary @25	Regular Elementary @23	CSR Grades 1–2 @18	Pre-K @20	Pre-K @40	HS @20	CSR KIND @18	KIND @22	ESOL @15	METS @15	HSM @13	ELEM LAD @13	ELC @10	LEI @10	SCB @6	AAC@7	AUT @6	BRIDGE @10	DHOH @7	SESS @10	EXTENSIONS @6	GT/LD @13	PD @7	PEP@6	PEP @12	PEP @18	VISION (Elementary) @7	OTHER	
Thomas S. Wootton HS	9-12	2142	99		94														3		2												
Cabin John MS	6-8	1057	57		47													2	2		6												
Robert Frost MS	6-8	1084	51		51																												
Cold Spring ES	K-5	458	24	4		18						2																					
DuFief ES	K-5	427	26	4		13						3					5	1															
Fallsmead ES	K-5	551	30	3		19						4																					
Lakewood ES	K-5	556	30	4		20						3																					
Stone Mill ES	K-5	694	36	4		24						4																1	1	2			
Travilah ES	K-5	526	26	3		20						3																					

THOMAS S. WOOTTON CLUSTER

Facility Characteristics of Schools 2019–2020

Schools	Year Facility Opened	Year Reopened/ Revitalized	Total Square Footage	Site Size Acres	Adjacent Park	Reloc- atable Classrooms	County Programs
Thomas S. Wootton HS	1970		295,620	27.4		3	
Cabin John MS	1967	2011	159,514	18.2			
Robert Frost MS	1971		143,757	24.8			
Cold Spring ES	1972		55,158	12.4		1	
DuFief ES	1975		59,013	10	Yes	1	
Fallsmead ES	1974		67,472	9	Yes		
Lakewood ES	1968	2003	77,526	13.1			
Stone Mill ES	1988		78,617	11.8			
Travilah ES	1960	1992	65,378	9.3			

SPECIAL EDUCATION CENTERS

SPECIAL EDUCATION CENTERS

Longview School

Longview School provides services to students aged 5–21 with severe to profound intellectual disabilities and multiple disabilities. Alternate Academic Learning Outcomes aligned with Curriculum 2.0 are utilized to provide students with skills in the areas of communication, mobility, self-help, functional academics, and transition services. Longview School is collocated with Spark Matsunaga Elementary School in the Northwest Cluster.

John L. Gildner Regional Institute for Children and Adolescents (RICA)

The John L. Gildner Regional Institute for Children and Adolescents (RICA), in collaboration with the Maryland State Department of Health and Mental Hygiene, provides appropriate educational and treatment services to students and their families through highly structured intensive special education services with therapy integrated in a day and residential treatment facility. An interdisciplinary treatment team, comprised of school, clinical, residential, and related service providers, develops the student's total educational plan and monitors progress. Consulting psychiatrists, a full time pediatrician, and a school community health nurse also are on staff.

RICA offers fully accredited special education services that emphasize rigorous academic and vocational/occupational opportunities; day and residential treatment; and individual, group, and family therapy. The RICA program promotes acquisition of grade and age appropriate social and emotional skills and allows students to access the general education curriculum.

Rock Terrace School

Rock Terrace School is comprised of a middle, high, and upper school program. The instructional focus of the middle school is the implementation of Alternate Learning Outcomes aligned with Curriculum 2.0 to prepare the students for transition to the high school program. The high school program emphasizes the Alternate Learning Outcomes aligned with Curriculum 2.0 and community-based instruction activities that enable students to demonstrate skills that lead to full participation in school-to-work and vocational/community experiences. Authentic jobs help in reinforcing classroom learning. The upper school prepares students for post-secondary experiences and career readiness.

Capital Project: A revitalization/expansion project is scheduled for this school with a completion date of September 2020. On May 12, 2015, the Board of Education approved the collocation of Rock Terrace School with Tilden Middle School as part of the revitalization/expansion project. An FY 2018 appropriation was approved to begin the site work for this project. In order for this project to be completed on this schedule, county and state funding must be provided at the levels recommended in this CIP.

Tilden Middle School is currently located in the Woodward facility on Old Georgetown Road. Rather than revitalize/expand the Woodward facility for Rock Terrace School and Tilden Middle School, the current Tilden Holding Facility, located on Tilden Lane, will be revitalized/expanded to house both Rock Terrace School and Tilden Middle School.

An FY 2019 appropriation was approved to construct the project. In order for this project to be completed on this schedule, county and state funding must be provided at the levels recommended in this CIP.

Carl Sandburg Learning Center

Carl Sandburg Learning Center is a special education school that serves students with multiple disabilities in kindergarten through Grade 5, including intellectual disabilities, autism spectrum disorders, language disabilities, and emotional or other learning disabilities. Services are designed for elementary students who need a highly structured setting, small student-to-teacher ratio, and access to the MCPS Curriculum 2.0 or Alternate Learning Outcomes aligned with Curriculum 2.0. Modification of curriculum materials and instructional strategies based on students' needs is the basis of all instruction. Emphasis is placed on the development of language and academic and social skills provided through an in-class transdisciplinary model of service delivery in which all staff members implement the recommendations of related service providers. Special emphasis is placed on meeting the sensory and motor needs of students in their classroom setting. To address behavioral goals, services may include a behavior management system, psychological consultation, and crisis intervention.

Capital Project: On November 17, 2011, the Board of Education approved the collocation of Carl Sandburg Learning Center on the Maryvale Elementary School campus when the revitalization/expansion project is complete. A revitalization/expansion project is scheduled for this school with a completion date of September 2020. An FY 2018 appropriation was approved to begin construction for this project. An FY 2021 appropriation is recommended to build-out the classroom shell on the second floor of the Carl Sandburg Learning Center portion of the collocated building. In order for this project to be completed on this schedule, county and state funding must be provided at the levels recommended in this CIP.

Stephen Knolls School

The Stephen Knolls School services students aged 5–21 with severe to profound intellectual disabilities and multiple disabilities. Alternate Learning Outcomes aligned with Curriculum 2.0 are utilized to provide students with skills in the areas of communication, mobility, self-help, functional academics, and transition.

CAPITAL PROJECTS

School	Project	Project Status*	Date of Completion
Rock Terrace School	Revitalization/ expansion with collocation at Tilden MS	Approved	Sept. 2020
Carl Sandburg Learning Center	Revitalization/ expansion with collocation at Maryvale ES	Approved	Sept. 2020
Carl Sandburg Learning Center	Classroom shell build out	Recommended	2023-2024

*“Approved”— Project has an FY 2019 or FY 2020 appropriation for planning or construction funds approved in the Amended FY 2019–2024 CIP.

*“Programmed”—Project has expenditures programmed in a future year of the CIP for planning and/or construction funds.

*“Proposed”—Project has facility planning funds approved for a feasibility study.

*“Recommended”—Project has an FY 2021 appropriation recommended for planning or construction in the FY 2021–2026 CIP.



SPECIAL EDUCATION CENTERS

Projected Enrollment and Space Availability

Effects of the Recommended FY 2021 Capital Budget and the FY 2021–2026 Capital Improvements Program (CIP)

Schools			Prelimin.	Projections						2029	2034
			19–20	20–21	21–22	22–23	23–24	24–25	25–26		
Stephen Knolls School		Program Capacity	122	122	122	122	122	122	122		
		Enrollment	76	76	76	76	76	76	76		
		Available Space	46	46	46	46	46	46	46		
		Comments									
Longview School		Program Capacity	56	56	56	56	56	56	56		
		Enrollment	61	61	61	61	61	61	61		
		Available Space	(5)	(5)	(5)	(5)	(5)	(5)	(5)		
		Comments									
RICA		Program Capacity	180	180	180	180	180	180	180		
		Enrollment	112	112	112	112	112	112	112		
		Available Space	68	68	68	68	68	68	68		
		Comments									
Rock Terrace School		Program Capacity	76	76	128	128	128	128	128		
		Enrollment	92	92	92	92	92	92	92		
		Available Space	(16)	(16)	36	36	36	36	36		
		Comments		Rev/Ex Complete							
Carl Sandburg Center		Program Capacity	79	135	135	135	202	202	202		
		Enrollment	97	97	97	97	97	97	97		
		Available Space	(18)	38	38	38	105	105	105		
		Comments		Rev/Ex Complete			Addition Complete				
Cluster Information		Utilization	85%	77%	71%	71%	64%	64%	64%		
		Enrollment	438	438	438	438	438	438	438		

SPECIAL EDUCATION CENTERS

Demographic Characteristics of Schools

Schools	2019–2020						2018–2019		
	Total Enrollment	Two or more races %	Black or Afr. Amer. %	Asian%	Hispanic %	White %	FARMS%*	ESOL%**	Mobility Rate%***
Stephen Knolls School SP	76	0%	30.3%	0%	43.4%	19.7%	39.3%	20.2%	0%
Longview School SP	61	0%	26.2%	11.5%	34.4%	27.9%	21.4%	0%	0%
Rock Terrace School SP	92	0%	28.3%	12.0%	26.1%	29.3%	30.9%	15.5%	15.5%
RICA SP	112	7.1%	36.6%	0%	22.3%	31.3%	34.3%	12.1%	56.6%
Carl Sandburg Learning Center S	97	0%	37.1%	10.3%	34.0%	17.5%	50.0%	40.2%	18.5%
Elementary County Total	76541	5.3%	21.3%	13.6%	33.9%	25.5%	38.3%	25.6%	13.4%

*Percent of students approved for Free and Reduced-priced Meals Program (FARMS) during the 2018–2019 school year.

**Percent of English for Speakers of Other Languages (ESOL) during the 2018–2019 school year. High School students are served in regional ESOL centers.

***Mobility Rate is the number of entries plus withdrawals during the 2018–2019 school year compared to total enrollment.

Notes: Native Hawaiian/Pacific Islander and American Indian/Alaskan Native categories total less than 1% and were therefore excluded from the table.

Due to federal and state guidelines, demographic characteristics of schools of less than or equal to 5 students per category are reported as 0%.

Program Capacity Table (School Year 2019–2020)

Special Education Services																																		
School Based		Cluster Based		Quad Cluster Based		County & Regional Based																												
		HSM @13	ELEM LAD @13	ELC @10	LANG @12	LFI @10	SCB @6	AAC@7	AUT @6	BRIDGE @10	DHOH @7	SESS @10	EXTENSIONS @6	GT/LD @13	PD @7	PEP@6	PEP @12	PEP @18	VISION (Elementary) @7	OTHER														
						8						18			8	5	1																1	
						4		1	5				1																				4	

SPECIAL EDUCATION CENTERS

Facility Characteristics of Schools 2019–2020

Schools	Year Facility Opened	Year Reopened/ Revitalized	Total Square Footage	Site Size Acres	Adjacent Park	Reloc- atable Classrooms	County Programs
Stephen Knolls School SP	1958	1979	48,872	6.6			
Longview School SP	2001		40,362	10			
RICA SP	1977		95,000	14.3			
Rock Terrace School SP	1950	1974	48,024	10.3			
Carl Sandburg Learning Center SP	1962		31,252	7.6		2	



OTHER EDUCATIONAL FACILITIES

ALTERNATIVE EDUCATION PROGRAMS

Montgomery County Public Schools operates a program that supports students in Grades 6–12. The program is intended to support students who have been unsuccessful in their home schools for a variety of reasons. These reasons include behavior and/or attendance problems, as well as involvement in a serious disciplinary action that warrants a recommendation for expulsion and placement by the Office of the Chief Operating Officer in lieu of expulsion. AEP strives to provide positive and effective educational supports and services that address the academic, social, emotional, and physical health of adolescents.

In addition, the AEP provides a 45-day Interim Placement Program that serves students in Grades 6–12 receiving special education services. Students are placed in the program after a central office review and as a result of their involvement with controlled substances, serious bodily injury, and/or weapons.

The 2018–2019 school year will focus on expanding Alternative Education Programs. Beginning this school year, the program is opening up two additional sites—one at Cloverleaf in Germantown and one at Plum Orchard in Silver Spring, in addition to maintaining the Avery Road location. Providing students regional access to alternative learning and programming will better serve student needs.

Blair G. Ewing Center @ Avery Road

Capital Project: The county continues to explore distributed alternative education delivery models for the county. As these programs are finalized, a plan will be developed for this facility and considered in a future CIP.

CAPITAL PROJECTS

School	Project	Project Status*	Date of Completion
Blair G. Ewing Center @ Avery Road	Relocate to Rock Terrace School site	Programmed	TBD

“Approved”—Project has an FY 2019 or FY 2020 appropriation for planning or construction funds approved in the Amended FY 2019–2024 CIP.

“Programmed”—Project has expenditures programmed in a future year of the CIP for planning and/or construction funds.

“Proposed”—Project has facility planning funds approved for a feasibility study.

“Recommended”—Project has an FY 2021 appropriation recommended for planning or construction in the FY 2021–2026 CIP.

EARLY CHILDHOOD CENTERS

Early childhood programs in MCPS are targeted to children and families affected by poverty, including children with disabilities, and provides them with additional time to acquire literacy, mathematics, and social/emotional skills for success in school and later learning in life. In MCPS, 65 elementary

schools have locally funded Prekindergarten and/or federally funded Head Start classes. These programs provide opportunities for children to build school-readiness skills by increasing social interactions, building oral language skills, and fostering vocabulary development.

The MacDonald Knolls Early Childhood Center is a regional early childhood center currently serving 100 Prekindergarten-eligible four-year-olds including those with disabilities in a comprehensive, high quality, full-day program with a focus on early childhood education. The site is co-located with a community-based childcare partner in Silver Spring. In addition, the Up-County Early Childhood Center is temporarily housed at the Emory Grove Center in Gaithersburg serving 80 Prekindergarten-eligible four-year-olds in an inclusive setting. The recommended FY 2021–2026 CIP includes funding for another early childhood center located at Watkins Mill High School. An FY 2021 appropriation is recommended to begin planning for this project. MCPS is in partnership with the Montgomery County Department of Health and Human Services-Early Childhood Services (DHHS-EHS) to co-locate a Family Involvement Center at the Up-County Early Childhood Center.

CAPITAL PROJECTS

School	Project	Project Status*	Date of Completion
Watkins Mill HS	Early Childhood Center	Recommended	Sept. 2022

“Approved”—Project has an FY 2019 or FY 2020 appropriation for planning or construction funds approved in the Amended FY 2019–2024 CIP.

“Programmed”—Project has expenditures programmed in a future year of the CIP for planning and/or construction funds.

“Proposed”—Project has facility planning funds approved for a feasibility study.

“Recommended”—Project has an FY 2021 appropriation recommended for planning or construction in the FY 2021–2026 CIP.

ENVIRONMENTAL EDUCATION CENTER

Lathrop E. Smith Center

The Lathrop E. Smith Center, owned and operated by Montgomery County Public Schools, is the home of Outdoor Environmental Education Programs office, and the site at which many of the MCPS middle schools attend the Grade 6 Residential Program(Outdoor Ed) and half of the Grades K–5 Day Programs occur. OEEP goals include facilitating the growth in students’ environmental content and science process knowledge; nurtures awareness, appreciation, and stewardship for the natural environment; and build the capacity of Grades K–12 MCPS educators to teach environmental education.

All Grade 6 MCPS students, (approximately 12,000 children) participate in a three-day, two-night residential outdoor

OTHER EDUCATIONAL FACILITIES

environmental education program (Outdoor Ed) as part of the MCPS curriculum. While in residence, students study various aspects of the local watershed through participation in outdoor field investigations and address the MSDE environmental literacy standards. The teaching and learning that occurs at school and during the residential program creates a meaningful watershed environmental experience for each Grade 6 student, and culminates in an environmental student service-learning project. The grade 6 teachers at each middle school, in collaboration with an OEEP outdoor education coordinator, provide instruction and supervision during their stay.

The day program primarily serves students in Grades K–5. Each field investigation is directly linked to the school curriculum at each grade level with a focus on science and the environment. Schools also may request an in-school visit from an environmental education coordinator to provide assistance and guidance in the integration of environmental education at the local school site. The center also provides professional development after school and in the summer to more than 400 teachers in the content and pedagogy of environmental education.

Career Technology Education Programs

Career and Technology Education (CTE) Programs of Study (POS) prepare students for college, careers, and lifelong learning. Montgomery County Public Schools currently offers College/Career Research Development in addition to over 44 POS organized within the following 11 career clusters:

- Arts, Media, and Communications;
- Business Management and Finance;
- Construction and Development;
- Consumer Services, Hospitality, and Tourism;
- Education, Training, and Child Studies;
- Environmental, Agriculture, and Natural Resources;
- Health Professions and Biosciences;
- Information Technology;
- Law, Government, Public Safety, and Administration;
- Manufacturing and Engineering; and
- Transportation Technologies.

. This year programs were added to include the Apprenticeship Maryland Program and Business Administration. In addition, plans for the expansion of several programs within the construction, cybersecurity, engineering, health, and hospitality career fields to the new Seneca Valley High School were finalized. This option provides increased access to students in the northern part of the county. Over 14,000 MCPS students enroll annually in at least one CTE POS pathway course at comprehensive high schools throughout the county or at Thomas Edison High School of Technology (TEHST). CTE POS focus on rigorous and engaging instruction that provide students with the academic and technical knowledge as well as the professional skills needed for postsecondary success. Most POS provide opportunities for students to earn college credit through college courses or articulation agreements with select postsecondary institutions. These agreements allow students to earn college credit for identified high school courses that are successfully completed with a grade of 'B' or better. In addition, internship experiences connect students with the world of work, enhancing the rigor and relevance of the POS. Students are provided with a variety of opportunities to take and pass industry-credentialing examinations in areas such as automotive, business, childcare, computer science, cosmetology, fire science, and medical professions.

There are regional hubs, like the TEHST location, that give students from all high schools equitable access to select POS. Students may report to the identified location for half a day and spend the other half of the school day at their home high school. Students also may apply to transfer to select comprehensive high schools based on their interest in a specific POS offering. To ensure relevance to college and industry, CTE staff members have established a Program Advisory Committee (PAC) for each career cluster.

The PAC includes representatives from the business community and secondary and postsecondary institutions. The PAC provides advice and guidance in a variety of ways including program materials and equipment needs, current industry standards, and industry recognized technical certifications. They also share input related to program planning, development, implementation, curriculum, and student work-based learning opportunities.

Facility Characteristics of Schools 2019–2020

Schools	Year Facility Opened	Year Reopened/ Revitalized	Total Square Footage	Site Size Acres	Adjacent Park	Reloc- atable Classrooms	County Programs
Thomas Edison HS of Tech.	1982	2018	171,527	28.2	Yes		
Blair G. Ewing Center	1970		85,400	22.5			
Lathrop E. Smith Center			20,345	9.78	Yes	2	

Foundations Office Programs

The Montgomery County Student Trades Foundations Office serves as a liaison between the business/professional community and MCPS, and currently supervises numerous Programs of Study (POS) within MCPS. These collaborative programs offer students state-of-the-art technology and supports education and training. The Foundations Office manages programs for three separate foundations, computer science, and information technology programs systemwide, STEM-related courses, the Career Readiness and Education Academy (CREA) programs, and other CTE-related programs.

Foundations programs include automotive (ATF), construction (CTF), and information technology (ITF) courses with hands-on learning and entrepreneurial experiences through student-run businesses. The ATF reconditions donated cars and operates a mini car dealership with automotive technology and auto body programs. The CTF operates a design/build business, which constructs a single-family home with skills learned in architecture, carpentry, electricity, plumbing, masonry, and HVAC. The ITF runs a computer refurbishing business, using skills from the Network Operations program. All Foundations program students have opportunities to earn industry credentials, workforce skills, articulated college credits, and advance placement with local colleges. The local business partnerships ensure that all stakeholders monitor and invest their resources to promote the effectiveness of the programs.

The Foundations Office also manages all computer science programs within MCPS, which includes Code.org/Computer Science, the Academy of Information Technology, Cisco Networking Academy, and Pathways in Network and Information Technology (P-TECH). Most of these technology programs are available in every high schools and most middle schools, and are aligned with national partners and/or academies. A senior capstone course to complete the Computer Science/Code.org POS is offered at Thomas Edison High School and will be offered at Seneca Valley High School to prepare students for a rewarding career in the Cybersecurity industry. Also in 2020-2021, the P-TECH program will be in its third year at Clarksburg High School as a dual-enrollment opportunity focusing on STEM with the goal of earning an A.A.S. degree from Montgomery College while still in high school.

The CREA provides a supportive alternative pathway for English Language Learners who are unlikely to meet graduation requirements prior to aging out of the school system at 21. This program, managed by the school principal, but supported by the Foundations Office, is a full day program or evening program. CREA students participate in career pathway classes in Foundations of Construction, Automotive Technology, Hospitality and Tourism, Restaurant Management, and Child Development. Academic classes to improve mathematics and literacy skills are also included in preparation for the GED.

Many STEM-related CTE programs including, Project Lead the Way-Engineering, Academy of Health Professions and Biosciences, and Aviation programs also are under the umbrella of the Foundations Office. The Foundations Office has been essential in the creation of the Aviation program where students have the opportunity to participate in aviation courses offered at Magruder High School to earn a pilot's license or an unmanned aircraft certification. Seneca Valley High School is in the midst of being revitalized and expanded to become an Upcounty Career Center, and will house the Foundations Office programs of Automotive Technology and Dealership Training, Construction Trades programs, Cisco Academy, and the AOIT offerings of Programming, Networking, and Information Resource Design.

Regardless of the career path, the Tech-Ed credit is required for all MCPS graduates. The Foundations Office ensures that students have access to options at all high schools to meet the state-mandated requirements.

Thomas Edison High School of Technology

Students enrolled in all MCPS comprehensive high schools may apply for one of 18 career readiness programs at the Thomas Edison High School of Technology. Students attend Edison every day for three class periods and transportation is provided. In addition to offering valuable professional certifications and licenses, many programs are articulated with colleges and universities for college credit.

At the start of the 2018 school year, all MCPS Grade 7 students will participate in the Junior Finance Park financial literacy curriculum and culminating field trip to the new Finance Park at the Thomas Edison HS of Technology. At the Junior Achievement Finance Park, students immerse themselves in a reality-based, decision-making process that addresses aspects of individual and family budgeting—housing, transportation, food, utilities, health care, investments, philanthropy, and banking. The on-site activities are designed to allow students the opportunity to “put into action” what they learned in the classroom and to understand the basic steps of maintaining a realistic personal budget. Two weeks of classroom follow-up activities will allow students to use their new financial knowledge to explore career options and to set future goals.

At the start of the 2019 school year, Edison introduced a full-day Career Readiness Education Academy for English Learners that are 18 years of age or older and their school records indicate they will not meet the requirements to graduate on time with a high school diploma. Therefore, students in the CREA program spend their day developing their literacy and mathematics skills necessary to work toward earning their GED and an industry certification. Edison also offers an evening Career Readiness Education Academy for English Learners that work during the day, so they are able attend Edison four evenings per week, two evenings focus on

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developing the academic skills to work toward passing the GED and two evenings focus on working toward earning an industry certification.

Then, starting in September 2020, students in MCPS will have two ways they will be able to access the career readiness programs at Thomas Edison High School of Technology. The first option will be the traditional pathway of enrolling as a student in grade 10, 11 or 12 and accessing one of 18 career readiness programs through the traditional part-time model, while still being a student at their home high school. The second option will be for students in grade 8 to select the Wheaton High School and Thomas Edison High School of Technology partnership option and enroll into one of four career readiness pathways that will allow for earlier and direct access into Thomas Edison High School of Technology. Students from the following clusters will be able to apply to the Wheaton Edison Partnership: Bethesda Chevy-Chase, Winston Churchill, Walter Johnson, Richard Montgomery, Rockville, Sherwood, Walt Whitman, Thomas S. Wootton, Northeast Consortium and Downcounty Consortium.

Holding Facilities

Holding facilities are utilized for capital projects, such as revitalization/expansion projects and large-scale addition projects, to house students and staff during construction. By relocating students and staff to a holding facility, MCPS is able to reduce the length of time required for construction and provide a safe and secure environment for the students and staff. Currently, MCPS utilizes the following facilities as holding schools for revitalization/expansion projects and large-scale addition projects.

Elementary School Holding Facilities

- Emory Grove
- Fairland
- Grosvenor
- North Lake
- Radnor



OTHER EDUCATIONAL FACILITIES

Holding Facility Schedule

Holding Facility	SY 18–19	SY 19–20	SY 20–21	SY 21–22	SY 22–23	SY 23–24	SY 24–25	SY 25–26
Emory Grove Center					South Lake ES			
Fairland Center					Burnt Mills ES			
Grosvenor Center	Luxmanor ES				Woodlin ES			
North Lake Center	Maryvale ES			DuFief ES	Stonegate ES			
Radnor Center	Potomac ES							

Facility Characteristics of Schools 2019–2020

Holding Facility	Level	Facility Address	Rooms	Total Square Footage	Site Size Acres	Reloc-atable Classrooms
Emory Grove Center	Elementary	18100 Washington Grove Lane	19	45,002	10.17	18
Fairland Center	Elementary	13313 Old Columbia Pike	26	45,082	9.21	
Grosvenor Center	Elementary	5701 Grosvenor Lane	19	36,770	10.21	17
North Lake Center	Elementary	15101 Bauer Drive	22	40,378	9.66	21
Radnor Center	Elementary	7000 Radnor Road	16	36,663	9.03	11

Chapter 5

Countywide Projects

Montgomery County Public Schools (MCPS) has many capital projects that are not for one particular school, but rather are programmed to meet the needs of many schools across the county. These projects involve multiyear plans with different schools scheduled each year, and are referred to as countywide projects. The assessment and selection process for many of these projects is carried out through an annual review process that involves school principals, maintenance, planning, and construction staff.

The primary countywide projects that address the physical environment in schools include: compliance with the *Americans with Disabilities Act* (ADA); Asbestos Abatement; Fire Safety Code Upgrades; Heating, Ventilation and Air Conditioning (HVAC); Planned Life-cycle Asset Replacement (PLAR); and Roof Replacement. These projects require an assessment of each school relative to the needs of other schools and the development of schedules based on available funding. Some projects, such as ADA, Asbestos Abatement, and Stormwater Management are driven by mandates that require an evaluation and action plan in order to meet federal, state, and local regulations.

Maintenance and replacement projects are critical to keep aging school facilities operational. As schools age, they are placed on a maintenance and repair ladder, moving from minor repairs to outright replacement of major systems. PLAR and the countywide projects that focus on roof replacements and mechanical system rehabilitations are essential to the preservation of the school systems' infrastructure. Intensive maintenance and rehabilitation efforts to extend the useful life of schools occur through the following projects: HVAC, PLAR, and Roof Replacement.

A brief description of each countywide project follows.

Americans with Disabilities Act (ADA) Compliance

Funds from this project support compliance with federal and state laws and regulations regarding the accessibility of school facilities for persons with disabilities. The items most frequently provided are ramps, elevators, and wider door openings for wheelchair accessibility. Accessible bathrooms and water fountains also are funded as part of this program. The goal is to provide access to all spaces in MCPS buildings. In some cases, programs have been relocated to accommodate students until full accessibility can be met. Funding for this program will continue beyond the six-year planning period. A comprehensive Accessibility Evaluation of MCPS school facilities has been completed over the past two years. MCPS contracted with an independent engineering firm to assess the facilities and collect data according to requirements of 28 CFR Part 35, the 2010 ADA Design Standards for Accessible Design, and the State of Maryland Building Code sections related to

accessibility. Summarized tables of the data collected can be found on the Department of Facilities Management website.

Asbestos Abatement

Federal and state regulations require the management and ultimately, the removal of asbestos from schools. Funds from this project support compliance with these mandates. As a cost saving measure, a special group of MCPS employees has been trained to remove asbestos in a manner that complies with strict safety requirements. However, projects that are larger than this group can accommodate are competitively bid and are funded through this project. Funding for this program will continue beyond the six-year planning period.

Building Modifications and Program Improvements

This project provides facility modifications and program improvements to schools that are not scheduled for capital project in the near future.

Current Revitalizations/Expansions

This project is a summary for revitalization/expansion projects that have planning or construction expenditures for either FY 2021 or FY 2022. Five projects remain in this program.

Design and Construction Management

This project provides funding for the MCPS staff necessary to assure the successful planning, design, and construction of the capital projects contained in the six-year CIP.

Facility Planning

In order to assure the availability of accurate cost estimates for facility construction, a feasibility study process is conducted for additions, new schools and revitalization/expansion projects. An architect is hired to develop and evaluate several feasible options that meet the project's needs. For each option, a cost estimate is prepared and an analysis is performed to determine the most cost-effective solution. This "preplanning" information is used to develop a budget for submission to the County Council for funding. The feasibility study process helps to produce a clear understanding of the feasibility, scope, and cost for each project.

Fire Safety Code Upgrades

This project funds building modifications to meet Fire Marshall and life safety code requirements. Facility modifications to be addressed in this project are sprinklers, escape windows, exit signs, fire alarm devices, and exit stairs.

Heating, Ventilation, and Air Conditioning (HVAC) Mechanical Systems Replacement

This project provides an orderly replacement of heating, ventilation, and air conditioning systems in MCPS facilities not scheduled for revitalization/expansion.

Improved (Safe) Access to Schools

This project addresses vehicular access to schools. Projects may involve the widening of a street or road, obtaining rights-of-way for vehicular access, or the addition of entrances to school sites. The list of specific school projects is approved annually by the County Council.

Major Capital Projects

This project includes large-scale renovations of facilities, possibly including programmatic and capacity considerations. There are two master projects—Elementary Major Capital Projects and Secondary Major Capital Projects.

Outdoor Play Space Maintenance

Many school sites, especially at the elementary school level, face site constraints and limitations due to school overutilization, the need to place relocatable classrooms on paved play and field areas, as well as site size and other conditions. Funds included in this project will allow MCPS to more fully integrate outdoor play areas into maintenance practices and create solutions when schools present challenges to a conventional approach. This pilot project will evaluate the outdoor program/play areas at MCPS schools, establish improved maintenance practices for these sites, and identify potential solutions to provide adequate and appropriate outdoor program/play areas, particularly at elementary schools with severely compromised sites.

Planned Life-cycle Asset Replacement (PLAR)

This project provides funding for the repair or replacement of major site improvements and building systems that have reached the end of their useful life. Some of the items that this project covers are field rehabilitation, exterior resurfacing (including driveways and tennis courts), interior partitions, doors, lighting, windows, security gates, bleachers, communications systems, and flooring. All projects are evaluated, and a six-year plan is in place for the repair of needed items. The list of projects is evaluated annually.

Rehabilitation and Renovation of Closed Schools (RROCS)

MCPS has retained some closed schools for use as office space, holding schools, or alternative schools. Some of these facilities have reopened as schools. Funds from this project are used to rehabilitate buildings to meet current codes and to provide appropriate educational spaces.

Relocatable Classrooms

MCPS utilizes relocatable classrooms on an interim basis to accommodate student enrollment in overutilized facilities and for class-size reduction initiatives until a long-term solution is in place. Some are owned by MCPS, some are owned by the State of Maryland, and others are leased. This project provides funding for the relocation, leasing, acquisition, and repair of relocatable classroom units.

Restroom Renovations

The project provides needed modifications to specific areas of restroom facilities. A study was conducted to evaluate restrooms for all schools that were built or renovated before 1985. A second study was conducted in FY 2010 to provide restroom renovations at additional schools. Schools were rated based on an evaluation method using a preset number scale for the assessment of the existing plumbing fixtures, accessories, and room finish materials.

Roof Replacement

Roofs that are in need of repair or replacement are funded through this project. The schedule of yearly repairs/replacements is determined according to priority. The roofs are expected to have a life cycle of approximately 20 years.

School Security Systems

This project provides funding for security camera systems at MCPS high school facilities. Currently, all high schools have security systems. At this time, no middle schools have security camera systems. Consideration is being given to install security systems in middle schools.

Stormwater Discharge and Water Quality Management

This project will provide funding to plan and implement a variety of pollution prevention measures related to stormwater discharge from our school facilities as required by federal and state laws. In addition, this project will provide funding to meet State of Maryland requirements that all industrial sites be surveyed and a plan developed to mitigate stormwater runoff.

Technology Modernization

This project provides a better student to computer ratio, best practices for dynamic access to information networks, modern methodologies for teacher training, and application of current theory and practice to prepare students for the 21st century.

Appendix A-1

Montgomery County Public Schools
Actual and Projected Enrollment: 2019–2020 to 2025–2026

Grade Level & Program	Preliminary Enrollment	Projected Enrollment					
	2019–2020	2020–2021	2021–2022	2022–2023	2023–2024	2024–2025	2025–2026
Prekindergarten	2,335	2,335	2,335	2,335	2,335	2,335	2,335
Head Start	645	645	645	645	645	645	645
Grades K–5	72,129	72,322	72,712	73,084	73,068	72,627	71,753
Grades 6–8	37,720	38,103	38,359	38,220	38,312	38,815	39,371
Grades 9–12	50,892	51,766	52,860	54,276	54,951	55,352	55,497
Total K–12	160,741	162,191	163,931	165,580	166,331	166,794	166,621
Pre-K Special Education	1,718	1,718	1,718	1,718	1,718	1,718	1,718
GRAND TOTAL	165,439	166,889	168,629	170,278	171,029	171,492	171,319

Source: Montgomery County Public Schools, Department of Facilities Management, Division of Capital Planning.

Appendix A-2

Montgomery County Public Schools Actual and Projected Enrollment: 2019–2020 to 2025–2026

Grades	Preliminary Enrollment	Projected Enrollment					
	2019–2020	2020–2021	2021–2022	2022–2023	2023–2024	2024–2025	2025–2026
Kindergarten	11,539	11,587	11,371	11,286	10,927	10,697	10,590
Grade 1	11,884	12,013	12,032	11,877	11,840	11,539	11,358
Grade 2	11,862	12,018	12,301	12,287	12,143	12,087	11,763
Grade 3	12,050	11,999	12,194	12,492	12,467	12,322	12,230
Grade 4	12,271	12,262	12,347	12,530	12,846	12,816	12,668
Grade 5	12,523	12,443	12,467	12,612	12,845	13,166	13,144
Grade 6	12,776	12,666	12,556	12,657	12,726	12,996	13,171
Grade 7	12,586	12,892	12,782	12,637	12,770	12,831	13,126
Grade 8	12,358	12,545	13,021	12,926	12,816	12,988	13,074
Grade 9	14,554	14,490	14,830	15,270	15,186	15,024	15,113
Grade 10	13,171	13,858	13,836	14,130	14,552	14,434	14,290
Grade 11	11,714	11,804	12,421	12,456	12,773	13,179	13,033
Grade 12	11,453	11,614	11,773	12,420	12,440	12,715	13,061
K–5 Total	72,129	72,322	72,712	73,084	73,068	72,627	71,753
6–8 Total	37,720	38,103	38,359	38,220	38,312	38,815	39,371
9–12 Total	50,892	51,766	52,860	54,276	54,951	55,352	55,497
K–12 Total	160,741	162,191	163,931	165,580	166,331	166,794	166,621
Prekindergarten	2,335	2,335	2,335	2,335	2,335	2,335	2,335
Head Start	645	645	645	645	645	645	645
Pre-K Special Education	1,718	1,718	1,718	1,718	1,718	1,718	1,718
GRAND TOTAL	165,439	166,889	168,629	170,278	171,029	171,492	171,319

Source: Montgomery County Public Schools, Department of Facilities Management, Division of Capital Planning.

Appendix A-3

Montgomery County Public Schools Enrollment By Race/Ethnic Group: 1968–1969 to 2019–2020

School Year	Native Hawaiian/ Pacific Islander		American Indian/ Alaskan Native		Two or more races		Asian		Black or African American		Hispanic		White		Total Enrollment
	Enrollment	Percent	Enrollment	Percent	Enrollment	Percent	Enrollment	Percent	Enrollment	Percent	Enrollment	Percent	Enrollment	Percent	
1968–69			75	≤5%			1,208	≤5%	4,872	≤5%	1,673	≤5%	113,621	93.6%	121,449
1969–70			123	≤5%			1,401	≤5%	5,716	≤5%	1,832	≤5%	115,899	92.7%	124,971
1970–71			131	≤5%			1,476	≤5%	6,454	5.1%	2,438	≤5%	114,845	91.6%	125,344
1971–72			113	≤5%			1,640	≤5%	7,292	5.8%	2,475	≤5%	114,687	90.9%	126,207
1972–73			194	≤5%			1,904	≤5%	8,013	6.3%	2,688	≤5%	114,113	89.9%	126,912
1973–74			77	≤5%			1,849	≤5%	9,264	7.3%	1,996	≤5%	112,990	89.5%	126,176
1974–75			113	≤5%			1,929	≤5%	9,928	8.0%	2,050	≤5%	110,299	88.7%	124,319
1975–76			122	≤5%			2,438	≤5%	10,578	8.7%	2,234	≤5%	106,900	87.4%	122,272
1976–77			822	≤5%			3,758	≤5%	11,012	9.4%	3,668	≤5%	98,370	83.6%	117,630
1977–78			545	≤5%			4,084	≤5%	11,201	9.9%	3,517	≤5%	93,278	82.8%	112,625
1978–79			334	≤5%			4,360	≤5%	11,192	10.4%	3,486	≤5%	88,058	82.0%	107,430
1979–80			209	≤5%			4,774	≤5%	11,648	11.4%	3,442	≤5%	82,446	80.4%	102,519
1980–81			187	≤5%			5,598	5.7%	11,912	12.1%	3,760	≤5%	77,386	78.3%	98,843
1981–82			161	≤5%			6,291	6.6%	12,175	12.7%	4,122	≤5%	72,838	76.2%	95,587
1982–83			156	≤5%			6,791	7.3%	12,345	13.3%	4,231	≤5%	68,994	74.6%	92,517
1983–84			166	≤5%			7,266	8.0%	12,714	14.0%	4,388	≤5%	66,496	73.0%	91,030
1984–85			136	≤5%			8,024	8.7%	13,327	14.5%	4,807	5.2%	65,410	71.3%	91,704
1985–86			140	≤5%			8,759	9.4%	13,765	14.8%	5,273	5.7%	64,934	69.9%	92,871
1986–87			142	≤5%			9,471	10.0%	14,342	15.2%	5,845	6.2%	64,660	68.5%	94,460
1987–88			194	≤5%			10,229	10.6%	14,984	15.6%	6,376	6.6%	64,488	67.0%	96,271
1988–89			223	≤5%			10,960	11.1%	15,900	16.1%	7,208	7.3%	64,228	65.2%	98,519
1989–90			294	≤5%			11,565	11.5%	16,612	16.6%	8,199	8.2%	63,589	63.4%	100,259
1990–91			268	≤5%			12,352	11.9%	17,721	17.1%	9,202	8.9%	64,189	61.9%	103,732
1991–92			293	≤5%			12,983	12.1%	18,867	17.6%	10,189	9.5%	65,067	60.6%	107,399
1992–93			323	≤5%			13,521	12.3%	19,938	18.1%	11,071	10.1%	65,184	59.2%	110,037
1993–94			397	≤5%			14,014	12.4%	21,009	18.5%	12,260	10.8%	65,749	58.0%	113,429
1994–95			464	≤5%			14,440	12.3%	22,170	18.9%	13,439	11.5%	66,569	56.9%	117,082
1995–96			400	≤5%			15,016	12.5%	23,265	19.3%	14,437	12.0%	67,173	55.8%	120,291
1996–97			440	≤5%			15,384	12.6%	24,281	19.8%	15,348	12.5%	67,052	54.7%	122,505
1997–98			442	≤5%			15,904	12.7%	25,420	20.3%	16,502	13.2%	66,767	53.4%	125,035
1998–99			428	≤5%			16,380	12.8%	26,820	21.0%	17,815	13.9%	66,409	51.9%	127,852
1999–00			385	≤5%			17,093	13.1%	27,490	21.0%	19,485	14.9%	66,236	50.7%	130,689
2000–01			407	≤5%			17,895	13.3%	28,426	21.2%	21,731	16.2%	65,849	49.0%	134,308
2001–02			414	≤5%			19,042	13.9%	28,928	21.1%	23,517	17.2%	64,931	47.5%	136,832
2002–03			428	≤5%			19,765	14.2%	29,755	21.4%	24,915	17.9%	64,028	46.1%	138,891
2003–04			429	≤5%			19,908	14.3%	30,736	22.1%	26,058	18.7%	62,072	44.6%	139,203
2004–05			396	≤5%			20,118	14.4%	31,446	22.6%	27,011	19.4%	60,366	43.3%	139,337
2005–06			402	≤5%			20,458	14.7%	31,816	22.8%	27,931	20.0%	58,780	42.2%	139,387
2006–07			418	≤5%			20,452	14.8%	31,620	22.9%	28,582	20.7%	56,726	41.2%	137,798
2007–08			403	≤5%			20,931	15.2%	31,597	22.9%	29,602	21.5%	55,212	40.1%	137,745
2008–09			399	≤5%			21,551	15.5%	32,173	23.1%	30,738	22.1%	54,415	39.1%	139,276
2009–10			433	≤5%			22,177	15.6%	32,883	23.2%	32,236	22.7%	54,048	38.1%	141,777
2010–11	82	≤5%	233	≤5%	6,228	≤5%	20,573	14.3%	30,720	21.3%	36,433	25.3%	49,795	34.6%	144,064
2011–12	95	≤5%	256	≤5%	6,519	≤5%	20,984	14.3%	31,106	21.2%	38,102	26.0%	49,435	33.7%	146,497
2012–13	88	≤5%	274	≤5%	6,770	≤5%	21,240	14.3%	31,714	21.3%	39,651	26.7%	49,042	33.0%	148,779
2013–14	86	≤5%	272	≤5%	6,969	≤5%	21,742	14.4%	32,336	21.4%	41,445	27.4%	48,439	32.0%	151,289
2014–15	82	≤5%	280	≤5%	7,202	≤5%	21,832	14.2%	33,031	21.5%	43,761	28.4%	47,664	31.0%	153,852
2015–16	68	≤5%	275	≤5%	7,483	≤5%	22,217	14.2%	33,472	21.4%	45,601	29.1%	47,331	30.3%	156,447
2016–17	77	≤5%	287	≤5%	7,610	≤5%	22,680	14.3%	33,902	21.3%	47,855	30.1%	46,599	29.3%	159,010
2017–18	88	≤5%	274	≤5%	7,836	≤5%	23,253	14.4%	34,620	21.4%	49,720	30.8%	45,755	28.3%	161,546
2018–19	112	≤5%	300	≤5%	7,931	≤5%	23,325	14.3%	35,078	21.6%	50,908	31.3%	45,026	27.7%	162,680
Prelim. 2019–20	122	≤5%	309	≤5%	8,058	≤5%	23,377	14.1%	35,442	21.4%	53,669	32.4%	44,462	26.9%	165,439

Source: Montgomery County Public Schools, Office of Shared Accountability, Division of Policy, Records, and Reporting.

Notes: All Hispanic students, regardless of their race, are included under Hispanic enrollment.

Due to federal and state guidelines demographic characteristics of schools of less than or equal to 5.0% are not reported in the data tables of Chapter Four.

Beginning in the 2010–2011 school year, changes in the reporting of race/ethnicity were made. These changes are reflected in the table, where "Two of more races" and "Native Hawaiian/Pacific Islander" are new categories and "American Indian/Alaskan Native" is an expanded category.

Appendix A-4

Montgomery County Public Schools Annual Enrollment Change By Race/Ethnic Group: 1968–1969 to 2019–2020

School Year	Native Hawaiian/ Pacific Islander		American Indian/ Alaskan Native		Two or more races		Asian		Black or African American		Hispanic		White		Total	
	Enrollment	Change	Enrollment	Change	Enrollment	Change	Enrollment	Change	Enrollment	Change	Enrollment	Change	Enrollment	Change	Enrollment	Change
1968–69			75				1,208		4,872		1,673		113,621		121,449	
1969–70			123	48			1,401	193	5,716	844	1,832	159	115,899	2,278	124,971	3,522
1970–71			131	8			1,476	75	6,454	738	2,438	606	114,845	-1,054	125,344	373
1971–72			113	-18			1,640	164	7,292	838	2,475	37	114,687	-158	126,207	863
1972–73			194	81			1,904	264	8,013	721	2,688	213	114,113	-574	126,912	705
1973–74			77	-117			1,849	-55	9,264	1,251	1,996	-692	112,990	-1,123	126,176	-736
1974–75			113	36			1,929	80	9,928	664	2,050	54	110,299	-2,691	124,319	-1,857
1975–76			122	9			2,438	509	10,578	650	2,234	184	106,900	-3,399	122,272	-2,047
1976–77			822	700			3,758	1,320	11,012	434	3,668	1,434	98,370	-8,530	117,630	-4,642
1977–78			545	-277			4,084	326	11,201	189	3,517	-151	93,278	-5,092	112,625	-5,005
1978–79			334	-211			4,360	276	11,192	-9	3,486	-31	88,058	-5,220	107,430	-5,195
1979–80			209	-125			4,774	414	11,648	456	3,442	-44	82,446	-5,612	102,519	-4,911
1980–81			187	-22			5,598	824	11,912	264	3,760	318	77,386	-5,060	98,843	-3,676
1981–82			161	-26			6,291	693	12,175	263	4,122	362	72,836	-4,548	95,587	-3,256
1982–83			156	-5			6,791	500	12,345	170	4,231	109	68,994	-3,844	92,517	-3,070
1983–84			166	10			7,266	475	12,714	369	4,388	157	66,496	-2,498	91,030	-1,487
1984–85			136	-30			8,024	758	13,327	613	4,807	419	65,410	-1,086	91,704	674
1985–86			140	4			8,759	735	13,765	438	5,273	466	64,934	-476	92,871	1,167
1986–87			142	2			9,471	712	14,342	577	5,845	572	64,660	-274	94,460	1,589
1987–88			194	52			10,229	758	14,984	642	6,376	531	64,488	-172	96,271	1,811
1988–89			223	29			10,960	731	15,900	916	7,208	832	64,228	-260	98,519	2,248
1989–90			294	71			11,565	605	16,612	712	8,199	991	63,589	-639	100,259	1,740
1990–91			268	-26			12,352	787	17,721	1,109	9,202	1,003	64,189	600	103,732	3,473
1991–92			293	25			12,983	631	18,867	1,146	10,189	987	65,067	878	107,399	3,667
1992–93			323	30			13,521	538	19,938	1,071	11,071	882	65,184	117	110,037	2,638
1993–94			397	74			14,014	493	21,009	1,071	12,260	1,189	65,749	565	113,429	3,392
1994–95			464	67			14,440	426	22,170	1,161	13,439	1,179	66,569	820	117,082	3,653
1995–96			400	-64			15,016	576	23,265	1,095	14,437	998	67,173	604	120,291	3,209
1996–97			440	40			15,384	368	24,281	1,016	15,348	911	67,052	-121	122,505	2,214
1997–98			442	2			15,904	520	25,420	1,139	16,502	1,154	66,767	-285	125,035	2,530
1998–99			428	-14			16,380	476	26,820	1,400	17,815	1,313	66,409	-358	127,852	2,817
1999–00			385	-43			17,093	713	27,490	670	19,485	1,670	66,236	-173	130,689	2,837
2000–01			407	22			17,895	802	28,426	936	21,731	2,246	65,849	-387	134,308	3,619
2001–02			414	7			19,042	1,147	28,928	502	23,517	1,786	64,931	-918	136,832	2,524
2002–03			428	14			19,765	723	29,755	827	24,915	1,398	64,028	-903	138,891	2,059
2003–04			429	1			19,908	143	30,736	981	26,058	1,143	62,072	-1,956	139,203	312
2004–05			396	-33			20,118	210	31,446	710	27,011	953	60,366	-1,706	139,337	134
2005–06			402	6			20,458	340	31,816	370	27,931	920	58,780	-1,586	139,387	50
2006–07			418	16			20,452	-6	31,620	-196	28,582	651	56,726	-2,054	137,798	-1,589
2007–08			403	-15			20,931	479	31,597	-23	29,602	1,020	55,212	-1,514	137,745	-53
2008–09			399	-4			21,551	620	32,173	576	30,738	1,136	54,415	-797	139,276	1,531
2009–10			433	34			22,177	626	32,883	710	32,236	1,498	54,048	-367	141,777	2,501
2010–11	82	82	233	-200	6,228	6,228	20,573	-1,604	30,720	-2,163	36,433	4,197	49,795	-4,253	144,064	2,287
2011–12	95	13	256	23	6,519	291	20,984	411	31,106	386	38,102	1,669	49,435	-360	146,497	2,433
2012–13	88	-7	274	18	6,770	251	21,240	256	31,714	608	39,651	1,549	49,042	-393	148,779	2,282
2013–14	86	-2	272	-2	6,969	199	21,742	502	32,336	622	41,445	1,794	48,439	-603	151,289	2,510
2014–15	82	-4	280	8	7,202	233	21,832	90	33,031	695	43,761	2,316	47,664	-775	153,852	2,563
2015–16	68	-14	275	-5	7,483	281	22,217	385	33,472	441	45,601	1,840	47,331	-333	156,447	2,595
2016–17	77	9	287	12	7,610	127	22,680	463	33,902	430	47,855	2,254	46,599	-732	159,010	2,563
2017–18	88	11	274	-13	7,836	226	23,253	573	34,620	718	49,720	1,865	45,755	-844	161,546	2,536
2018–19	112	35	300	13	7,931	321	23,325	645	35,078	1,176	50,908	3,053	45,026	-1,573	162,680	3,670
Prelim. 2019–20	122	34	309	35	8,058	222	23,377	124	35,442	822	53,669	3,949	44,462	-1,293	165,439	3,893

Source: Montgomery County Public Schools, Office of Shared Accountability, Division of Policy, Records, and Reporting.

Notes: All Hispanic students, regardless of their race, are included under Hispanic enrollment.

Beginning in the 2010–2011 school year, changes in the reporting of race/ethnicity were made. These changes are reflected in the table, where "Two of more races" and "Native Hawaiian/Pacific Islander" are new categories and "American Indian/Alaskan Native" is an expanded category.

Appendix B-1

Actual and Projected ESOL Enrollment

Program	Actual		Budgeted*	Projected Enrollment					
	FY18 2017-2018	FY19 2018-2019	FY20 2019-2020	FY21 2020-2021	FY22 2021-2022	FY23 2022-2023	FY24 2023-2024	FY25 2024-2025	FY25 2025-2026
Elementary School	17,776	19,801	18,623	18,623	18,623	18,623	18,623	18,623	18,623
Middle School	3,301	3,597	3,590	3,590	3,590	3,590	3,590	3,590	3,590
High School	5,436	5,443	4,752	4,752	4,752	4,752	4,752	4,752	4,752
Special Centers	84	109	96	96	96	96	96	96	96
Total Enrollment	26,597	28,950	27,061	27,061	27,061	27,061	27,061	27,061	27,061
METS:									
Elementary	85	69	77	77	77	77	77	77	77
Middle	181	162	145	145	145	145	145	145	145
High	405	405	400	400	400	400	400	400	400

Actual ESOL enrollment is based on the average monthly enrollment reported by the Office of Shared Accountability from October to May.
 METS enrollment is broken out for information purposes. METS enrollment is included in the elementary, middle, and high school numbers.
 Forecasts are developed cooperatively by the Division of Capital Planning and Division of ESOL/Bilingual Programs.
 *Budgeted ESOL FY20 is based on October 15, 2019 enrollment.

Actual and Projected Head Start and Prekindergarten Enrollment

Program	Actual		Budgeted	Projected Enrollment					
	FY18 2017-2018	FY19 2018-2019	FY20 2019-2020	FY21 2020-2021	FY22 2021-2022	FY23 2022-2023	FY24 2023-2024	FY25 2024-2025	FY25 2025-2026
Head Start	628	644	645	645	645	645	645	645	645
Prekindergarten	2,244	2,323	2,335	2,335	2,335	2,335	2,335	2,335	2,335

Actual Head Start and Prekindergarten enrollment is as of official September 30th each year.
 Forecasts are developed cooperatively by the Division of Capital Planning and Division of Early Childhood Services and Head Start Unit.

Actual and Projected Alternative Program Enrollment

Program	Actual		Budgeted	Projected Enrollment					
	FY18 2017-2018	FY19 2018-2019	FY20 2019-2020	FY21 2020-2021	FY22 2021-2022	FY23 2022-2023	FY24 2023-2024	FY25 2024-2025	FY25 2025-2026
Alternative Programs	115	116	128	128	128	128	128	128	128

Actual Alternative Programs enrollment is as of official September 30th each year.
 Forecasts are developed cooperatively by the Division of Capital Planning and the Department of Alternative Programs.

Appendix C-1

MCPS Role in County Land Use Planning, Zoning, Subdivision Review, and Subdivision Staging Policy

Montgomery County Public Schools (MCPS) collaborates with the Montgomery County Planning Department (MCPD), the Montgomery County Planning Board (Planning Board), the Montgomery County Hearing Examiner, and the Montgomery County Council (County Council) in a range of planning activities that impact school enrollment and facility needs. These activities are discussed below, from the more general and long-range activities to the more specific and short term activities.

County Land Use Planning

The Planning Board, working with MCPD staff, creates local master plans and sector plans to set forth the land use vision for those areas. The sequence of steps in the development of master plans begins with the MCPD staff development of plan scenarios and collection of community input. At this early stage, and throughout the plan development process, MCPS staff provides MCPD staff with estimates of the number of students that will be generated under various housing scenarios. If housing scenarios generate enough students to require one or more school sites, then these sites are included within the plan area. The MCPD staff recommended plan works its way through Planning Board review and recommendation. Finally, the County Council reviews the Planning Board recommended plan, making any changes it deems appropriate. Ultimately, the County Council takes action to approve the plan.

The identification of school sites is the primary form of input MCPS provides on land use plans. MCPS monitors the implementation of land use plans once they are approved, and works in close coordination with the MCPD staff and developers to ensure changes in land use are incorporated in school facility plans.

Zoning

The implementation of master plans does not occur until the County Council approves a Sectional Map Amendment (SMA). An SMA is a comprehensive action that identifies various zones to be applied to individual tracts of land, as recommended in the master plan. Once the SMA is adopted, property owners have the right to subdivide their properties according to the zoning. On occasion, property owners may request rezoning of their land to allow projects that they believe are consistent with the intent of the master plan. MCPS provides comments on rezoning applications that include housing. These comments include estimates of the number of students that would be generated under the proposed rezoning and the projected utilization levels of schools that serve the property in question. These comments

are submitted to MCPD staff during the review of the rezoning, and as requested, to the County Hearing Examiner during review of the rezoning request.

Subdivision Review and Subdivision Staging Policy

Subdivision plans are submitted by property owners when they are ready to develop their land. Subdivisions are reviewed by MCPD staff and modifications to the plans may be worked out between staff and property owners prior to the plan going to the Planning Board for approval. Once a preliminary plan is complete, a public hearing is held before the Planning Board and action is taken. The Planning Board has the sole authority for review and approval of subdivision applications.

There are numerous considerations that come into play in reviewing a subdivision plan. The Planning Board must determine if a proposed subdivision is consistent with the area master plan and zoning of the property. The Planning Board also must determine if the area of development is “open” to subdivision approval given the results of the Adequate Public Facilities Ordinance (APFO) and Subdivision Staging Policy. MCPS staff also provides comments on the impact of subdivisions that abut school system property. Once a preliminary plan of subdivision is approved by the Planning Board, an estimate of the number of students the plan will generate is incorporated in enrollment projections for schools that serve the property. Appendix C-2 describes how enrollment projections are developed.

Since 1973 the Montgomery County subdivision regulations have included the APFO, with the goal of synchronizing development with the availability of public facilities. (County Code, Section 50.) In response to strong growth pressures in the mid-1980s, the County Council enacted legislation to direct the Planning Board’s administration of the APFO. This legislation was known as the County Growth Policy through 2010. The policy is now called the Subdivision Staging Policy and reflects action by County Council on November 15, 2016. The role of the Subdivision Staging Policy is to stage subdivision approvals commensurate with adequate facility capacity. The two main areas of public facility capacity considered in the policy are schools and transportation facilities.

The County Subdivision Staging Policy, which prescribes the school test of facility adequacy, is reviewed on a four year cycle. The school test of facility adequacy is conducted annually based on the latest enrollment forecast and adopted capital improvements program. The three tiered school test evaluates school

utilization levels in the 25 cluster areas at the elementary, middle, and high school levels and individual middle and elementary school service areas. If school utilizations exceed certain thresholds and there is no programmed capital project or solution project in the capital improvement plan subdivision applications are subject to moratorium. Each year, MCPS prepares the data on cluster school utilizations for the school test, and the Planning Board adopts the results of the school test prior to July 1st. The test results are in place for the following fiscal year. The Subdivision Staging Policy school test thresholds are:

- Subdivision applications in clusters with enrollment levels at or 120 percent utilization of MCPS program capacity in the sixth year of the CIP timeframe may proceed, provided they meet individual school tests. A capital project or placeholder may be included in the CIP as a solution and avoid moratorium.
- Subdivision applications are also subjected to an individual middle school service area test for the school which serves the proposed for development. If the projected enrollment in the sixth year of the CIP exceeds capacity by 180 seats or more and the capacity utilization of the school is greater than 120 percent, the subdivision application may be subject to moratorium. The option also remains for the County Council to add a capacity solution to the CIP and avoid moratorium.
- Subdivision applications are subjected to an individual elementary school service area test for the school which serves the proposed for development. If the projected enrollment in the sixth year of the CIP exceeds capacity by 110 seats or more and the capacity utilization of the school is greater than 120 percent, the subdivision application may be subject to moratorium. The option also remains for the County Council to add a capacity solution to the CIP and avoid moratorium.

Appendix C-2

MCPS Enrollment Forecasting

The prediction of school enrollment involves the consideration of a wide range of factors. The makeup of communities is the foremost consideration. In addition, characteristics of schools, such as the programs offered and changes within school service areas (such as new housing), can influence enrollment. Economic activity at the local, regional, and national levels also influences the accuracy of enrollment forecasts. Developing a forecast that extends from 1 to 15 years requires assessment of current local events in light of broader, long-term trends. Forecast accuracy varies depending on the geographic scope of the projection as well as its time span. Accuracy is greatest when enrollment is projected for large areas for the short-term (one or two years in the future). Accuracy in forecasts diminishes as the geographic area projected becomes smaller and as the forecast is made for more distant points in the future. Therefore, a one-year countywide forecast for total enrollment for all schools will have less error than forecasts that extend further into the future for individual schools.

The MCPS enrollment forecast is developed after an annual study of trends at the county and individual school levels. The grade enrollment history of each school is compiled and updated annually. MCPS projections, prepared in the fall of every year, extend through the upcoming ten years for all schools and the fifteenth year in the future for secondary schools. The preliminary September enrollment at each school is used as the basis from which projections are developed. Enrollment projections are merely an estimate of future activity based on the historical data and information reviewed. As demonstrated by the calculations over the past ten years, there can be constant variations in growth. Although these numbers can be highly accurate, it must be remembered that the numbers are still a projection or estimate. It is important to reassess these numbers on an annual basis and adjust capital and non-capital plans accordingly.

During the 2017–2018 school year, the school system worked with an external consultant to develop a new enrollment forecasting methodology. This new methodology allows staff to understand the different factors that affect student enrollment at the individual school level and will allow the school system to identify trends and prepare for adequate space as well as teaching staff and materials. The new methodology includes the following four models: average percentage annual increase; cohort survival; linear regression; and student-per-housing unit models. A weighted average is generated of these four models for each school to develop the enrollment projection. A brief description of each of the four models follows.

Average Percentage Annual Increase Model

This model calculates future school enrollment growth based on the historical average growth from year to year for each grade level. This simple model multiplies the historical average percentage increase (or decrease) by the prior year's enrollment to project future enrollment estimates.

Linear Regression Model

This model uses a statistical approach to estimate an unknown future value of a variable by performing calculations on known historical values. Once calculated, future values for different future dates can be plotted along a “regression line” or “trend line”. A “straight-line” regression model to estimate future enrollment values, a model that finds the “best fit” based on the historical data is used.

Cohort Survival Model

This model calculates the growth or decline between grade levels over a period of ten years based on the ratio of students who attend each of the previous years, or the “survival rate”. This ratio is then applied to the incoming class to calculate the trends in that class as it “moves” or graduates through the school system. The determination of future kindergarten enrollment estimates is critical, especially for projections exceeding more than five years. A model based on the correlation between historical resident birth rates (natality rates) and historical kindergarten enrollment five years later is used.

Students-Per-Household Model

This model utilizes the estimated number of housing units as its base data. Using the cluster level housing unit and student generation factors from the county, a projected enrollment for the cluster is generated. These projections are then divided up to individual schools in the cluster based on each schools' overall enrollment contribution to the total number of students in the cluster (by grade band K–5, 6–8, 9–12).

Once each of these four base models has been calculated, a weighted average of each of the models is generated for each school. A weighted average provides an analysis to reflect all the trends observed in the historical data and the over-arching themes from the qualitative information gathered in this process. The weighted average also works to maximize the strengths of each of the “base” models.

Because of the uncertainty that surrounds both short- and long-range forecasts, MCPS forecasts are revised each fall. In addition, the one-year forecast is revised each spring. The primary purpose of evaluating the upcoming school year forecast is to increase the

accuracy in making staffing decisions and to place relocatable classrooms where needed. The evaluation assesses the enrollment change in each school from September, when the original forecast was made, to the time of the spring revision. In areas of the county that are developing, an assessment of the rate of housing construction also is made. In some cases, administrative or Board of Education actions, such as a change in a school service area, also may affect enrollment changes.

Continuous efforts are underway to increase the accuracy of forecasting techniques. Advances continue in the use of computers for the retrieval and analysis of demographic and facility planning data. The use of the county Geographic Information System (GIS) contains extensive demographic and land-use data that is used in the forecasting and facility planning processes. Ties between MCPS planners, county planning agencies, the real estate and development communities, and community representatives enable an ongoing exchange of information relevant to forecasting. For example, the recent application of GIS leverages MCPS data and Montgomery Planning data and allows direct measurement of pupil generation rates. This pooled knowledge is a valuable resource in the inherently difficult job of predicting the future.

Appendix D

Subdivision Staging Policy FY 2020 School Test Results Summary Reflects Approved FY 2020 Capital Budget and Amendments to the FY 2019–2024 Capital Improvements Program (CIP) Effective July 1, 2019

School Test Description and Details	School Test Outcome	Elementary School Inadequate	Middle School Inadequate	High School Inadequate
CLUSTER TEST Inadequate if cluster is over 120% utilization, by level Test year 2024-25	<u>MORATORIUM</u> Moratorium required in cluster service areas that are inadequate.	James Hubert Blake (124.8%)		Montgomery Blair (124.3%) Albert Einstein (130.1%) Walter Johnson (129.3%)
	<u>OPEN CONDITIONALLY - Placeholder</u> Placeholder projects prevent these cluster service areas from entering moratoria. <i>See notes.</i>			
	<u>OPEN CONDITIONALLY - CIP</u> Planned projects in other clusters and/or future reassignments prevent these cluster service areas from entering moratoria. <i>See notes.</i>			Clarksburg (140.0%) ¹ Richard Montgomery (122.7%) ² Northwest (130.4%) ¹ Northwood (138.7%) ³ Quince Orchard (125.8%) ²
INDIVIDUAL SCHOOL TEST Inadequate if school is over 120% utilization and at or above seat deficit thresholds Elementary: 110 seats Middle: 180 seats Test year 2024–25	<u>MORATORIUM</u> Moratorium required in school service areas that are inadequate.	Burning Tree ES (-127, 133.6%) Burnt Mills ES (-277, 170.7%) Clopper Mill ES (-148, 131.5%) Cloverly ES (-143, 131.0%) Farmland ES (-183, 125.6%) Highland View ES (-114, 139.6%) Lake Seneca ES (-173, 141.7%) Thurgood Marshall ES (-179, 132.1%) William T. Page ES (-289, 174.7%) Judith A. Resnik ES (-154, 130.9%) Sargent Shriver ES (-167, 124.8%) South Lake ES (-176, 125.1%) Stonegate ES (-161, 143.3%)		
	<u>OPEN CONDITIONALLY - Placeholder</u> Placeholder projects prevent these school service areas from entering moratoria. <i>See notes.</i>	Bethesda ES (-171, 130.5%) ^a Somerset ES (-141, 127.4%) ^b	Francis Scott Key MS (-209, 121.8%) ^c	
	<u>OPEN CONDITIONALLY - CIP</u> Planned projects in other schools and/or future reassignments prevent these school service areas from entering moratoria. <i>See notes.</i>	Rachel Carson ES (-355, 151.4%) ⁴ Clarksburg ES (-321, 203.2%) ⁵ Forest Knolls ES (-246, 146.5%) ⁶ JoAnn Leleck ES (-282, 139.4%) ⁷ Strawberry Knoll ES (-247, 154.4%) ⁸ Summit Hall ES (-276, 163.4%) ⁸		

FY2020 ANNUAL SCHOOL TEST NOTES

The test outcome for any school or cluster service area not identified on the results summary table is "open."

^a The Bethesda ES service area is open conditionally due to an approved 6-classroom placeholder project.

^b The Somerset ES service area is open conditionally due to an approved 4-classroom placeholder project.

^c The Francis Scott Key MS service area is open conditionally due to an approved 4-classroom placeholder project.

¹ The Clarksburg and Northwest cluster service areas are open conditionally due to an approved CIP project that will reassign students to Seneca Valley HS in September 2020.

² The Richard Montgomery cluster and Quince Orchard cluster service areas are open conditionally due to an approved CIP project that will reassign students to the new Crown HS by September 2024.

³ The Northwood cluster service area is open conditionally due to relocation to a reopened Woodward HS in September 2023.

⁴ The Rachel Carson ES service area is open conditionally due to an approved CIP project that will reassign students to DuFief ES in September 2022.

⁵ The Clarksburg ES service area is open conditionally due to an approved CIP project that will reassign students to Clarksburg ES #9 in September 2022.

⁶ The Forest Knolls ES service area is open conditionally due to approved CIP projects that will reassign students to Montgomery Knolls ES (K-2) and Pine Crest ES (3-5) in September 2020.

⁷ The JoAnn Leleck ES at Broad Acres service area is open conditionally due to an approved CIP project that will reassign students to Roscoe R. Nix ES and Cresthaven ES in September 2022.

⁸ The Strawberry Knoll ES and Summit Hall ES service areas are open conditionally due to an approved CIP project that will reassign students to Gaithersburg ES #8 in September 2022.

Subdivision Staging Policy FY 2020 School Test: Cluster Utilization in 2024-2025

Reflects Approved FY 2020 Capital Budget
and Amendments to the FY 2019–2024 Capital Improvements Program (CIP)

CLUSTER Test: Percent Utilization > 120% = Moratorium

Cluster Area	Level	Projected Enrollment September	Projected MCPS Program Capacity	Projected Cluster Utilization in	Cluster Capacity is:	School Test Results Cluster Area Status is:	Moratorium Threshold*
Bethesda-Chevy Chase ^a	ES	3,714	4,020	92.4%	Adequate	Open	1,111
	MS	1,917	2,024	94.7%	Adequate		511
	HS	2,410	2,457	98.1%	Adequate		538
Montgomery Blair ¹	ES	4,920	4,927	99.9%	Adequate	Moratorium	N/A
	ES	2,687	2,772	96.9%	Adequate		
	HS	3,619	2,912	124.3%	Inadequate		
James Hubert Blake ^{2,b}	ES	3,448	2,763	124.8%	Inadequate	Moratorium	N/A
	MS	1,624	1,588	102.3%	Adequate		
	HS	1,763	1,743	101.1%	Adequate		
Winston Churchill	ES	2,662	2,859	93.1%	Adequate	Open	769
	MS	1,588	1,785	89.0%	Adequate		553
	HS	2,181	1,986	109.8%	Adequate		202
Clarksburg ^{3,4}	ES	4,796	5,107	93.9%	Adequate	Open Conditionally	1,333
	MS	2,224	2,185	101.8%	Adequate		397
	HS	2,848	2,034	140.0%	Inadequate		119
Damascus ³	ES	2,209	2,313	95.5%	Adequate	Open	567
	MS	1,222	1,040	117.5%	Adequate		25
	HS	1,371	1,556	88.1%	Adequate		496
Albert Einstein	ES	2,941	3,079	95.5%	Adequate	Moratorium	N/A
	MS	1,345	1,481	90.8%	Adequate		
	HS	2,119	1,629	130.1%	Inadequate		
Gaithersburg	ES	4,694	4,668	100.6%	Adequate	Open	908
	MS	1,882	1,958	96.1%	Adequate		467
	HS	2,764	2,429	113.8%	Adequate		150
Walter Johnson	ES	4,660	4,542	102.6%	Adequate	Moratorium	N/A
	MS	2,398	2,433	98.6%	Adequate		
	HS	3,001	2,321	129.3%	Inadequate		
John F. Kennedy	ES	3,254	3,164	102.8%	Adequate	Open	543
	MS	1,875	1,778	105.5%	Adequate		258
	HS	2,062	2,221	92.8%	Adequate		603
Col. Zadok Magruder	ES	2,739	2,667	102.7%	Adequate	Open	462
	MS	1,301	1,619	80.4%	Adequate		641
	HS	1,725	1,941	88.9%	Adequate		604
Richard Montgomery ⁵	ES	2,853	3,008	94.8%	Adequate	Open Conditionally	757
	MS	1,467	1,432	102.4%	Adequate		251
	HS	2,722	2,218	122.7%	Inadequate		59
Northwest ⁴	ES	4,191	3,851	108.8%	Adequate	Open Conditionally	431
	MS	2,363	2,300	102.7%	Adequate		396
	HS	2,981	2,286	130.4%	Inadequate		135
Northwood ^{1,6}	ES	3,142	3,020	104.0%	Adequate	Open Conditionally	483
	MS	1,634	1,720	95.0%	Adequate		429
	HS	2,092	1,508	138.7%	Inadequate		1,147
Paint Branch	ES	2,752	2,455	112.1%	Adequate	Open	195
	MS	1,390	1,297	107.2%	Adequate		166
	HS	2,142	2,020	106.0%	Adequate		281

CLUSTER Test: Percent Utilization > 120% = Moratorium

Cluster Area	Level	Projected Enrollment September	Projected MCPS Program Capacity	Projected Cluster Utilization in	School Test Results		
					Cluster Capacity is:	Cluster Area Status is:	Moratorium Threshold*
Poolesville	ES	631	758	83.2%	Adequate	Open	279
	MS	405	468	86.5%	Adequate		156
	HS	1,237	1,170	105.7%	Adequate		166
Quince Orchard ^{5,7}	ES	2,915	2,982	97.8%	Adequate	Open Conditionally	664
	MS	1,489	1,643	90.6%	Adequate		482
	HS	2,311	1,837	125.8%	Inadequate		43
Rockville	ES	2,772	2,597	106.7%	Adequate	Open	345
	MS	1,093	944	115.8%	Adequate		39
	HS	1,664	1,549	107.4%	Adequate		194
Seneca Valley ⁴	ES	2,358	2,398	98.3%	Adequate	Open	520
	MS	1,326	1,345	98.6%	Adequate		287
	HS	1,301	2,581	50.4%	Adequate		896
Sherwood	ES	2,356	2,498	94.3%	Adequate	Open	642
	MS	1,289	1,448	89.0%	Adequate		448
	HS	1,966	2,188	89.9%	Adequate		659
Springbrook ^{2,b}	ES	3,104	3,266	95.0%	Adequate	Open	816
	MS	1,247	1,232	101.2%	Adequate		231
	HS	2,014	2,121	95.0%	Adequate		531
Watkins Mill	ES	3,073	2,767	111.1%	Adequate	Open	248
	MS	1,397	1,359	102.8%	Adequate		233
	HS	1,939	1,933	100.3%	Adequate		380
Wheaton	ES	3,271	3,439	95.1%	Adequate	Open	856
	MS	1,772	1,700	104.2%	Adequate		267
	HS	2,318	2,234	103.8%	Adequate		362
Walt Whitman	ES	2,665	2,540	104.9%	Adequate	Open	384
	MS	1,591	1,502	105.9%	Adequate		211
	HS	2,227	2,262	98.5%	Adequate		487
Thomas S. Wootton ⁷	ES	3,043	3,527	86.3%	Adequate	Open	1,190
	MS	1,414	1,514	93.4%	Adequate		402
	HS	1,968	2,142	91.9%	Adequate		602

* Indicates the number of additional projected students that would trigger a moratorium for the cluster area.

The cluster service area status and moratorium thresholds reflect the estimated impacts of:

- ¹ CIP projects (P651708 and P651709) that will reassign students from Forest Knolls ES (Northwood cluster) to Montgomery Knolls ES (K-2) and Pine Crest ES (3-5) (both in the Montgomery Blair cluster) in September 2020.
- ² CIP projects (P651902 and P651903) that will reassign students from JoAnn Leleck ES (at Broad Acres) (Springbrook cluster) to Roscoe R. Nix ES (K-2) and Cresthaven ES (3-5) (both with split articulation between the James H. Blake and Springbrook clusters) in September 2022.
- ³ a CIP project (P651901) that will reassign students from Cedar Grove ES and Wilson Wims ES (both with split articulation between the Clarksburg and Damascus clusters) to Clarksburg ES #9 (Clarksburg cluster) in September 2022.
- ⁴ a CIP project (P926575) that will reassign students from Clarksburg HS and Northwest HS to Seneca Valley HS in September 2020.
- ⁵ a CIP project (P651909) that will reassign students from Richard Montgomery HS and Quince Orchard HS to the new Crown HS in September 2024.
- ⁶ Northwood HS temporarily relocating to a reopened Woodward HS (P651908) in September 2023.
- ⁷ a CIP project (P651905) that will reassign students from Rachel Carson ES (Quince Orchard cluster) to DuFief ES (Thomas S. Wootton cluster) in September 2022.

The cluster service area status and moratorium thresholds reflect the impacts of:

- ^a a six-classroom placeholder project (P651916) at Bethesda ES and a four-classroom placeholder project (P651914) at Somerset ES.
- ^b a four-classroom placeholder project (P652004) at Francis Scott Key MS.

Subdivision Staging Policy FY 2020 School Test: School Utilization in 2024–2025

Reflects Approved FY 2020 Capital Budget

INDIVIDUAL Elementary School Test: Seat Deficit ≥ 110 seats and Percent Utilization > 120% = Moratorium

Elementary School Area	Projected Enrollment September	Projected MCPS Program Capacity	Projected School Seat Deficit/Surplus in	Projected School Utilization in	School Capacity is:	School Test Results Elementary School Area Status is:	Moratorium Threshold*
Arcola	691	651	-40	106.1%	Adequate	Open	91
Ashburton	865	770	-95	112.3%	Adequate	Open	60
Bannockburn	475	366	-109	129.8%	Adequate	Open	1
Lucy V. Barnsley	729	652	-77	111.8%	Adequate	Open	54
Beall	589	639	+50	92.2%	Adequate	Open	178
Bel Pre/Strathmore	1,041	1,079	+38	96.5%	Adequate	Open	254
Bells Mill	627	626	-1	100.2%	Adequate	Open	125
Belmont	331	424	+93	78.1%	Adequate	Open	203
Bethesda ^a	731	560	-171	130.5%	Inadequate	Open Conditionally	107
Beverly Farms	594	689	+95	86.2%	Adequate	Open	233
Bradley Hills	661	664	+3	99.5%	Adequate	Open	136
Brooke Grove	443	517	+74	85.7%	Adequate	Open	184
Brookhaven	477	475	-2	100.4%	Adequate	Open	108
Brown Station	570	761	+191	74.9%	Adequate	Open	344
Burning Tree	505	378	-127	133.6%	Inadequate	Moratorium	N/A
Burnt Mills	669	392	-277	170.7%	Inadequate	Moratorium	N/A
Burtonsville	571	513	-58	111.3%	Adequate	Open	52
Candlewood	402	515	+113	78.1%	Adequate	Open	223
Cannon Road	437	481	+44	90.9%	Adequate	Open	154
Carderock Springs	413	407	-6	101.5%	Adequate	Open	104
Rachel Carson ¹	1,045	690	-355	151.4%	Inadequate	Open Conditionally	173
Cashell	424	340	-84	124.7%	Adequate	Open	26
Cedar Grove ²	394	418	+24	94.3%	Adequate	Open	187
Chevy Chase/Rosemary Hills/N. Chevy Chase	1,197	1,459	+262	82.0%	Adequate	Open	554
Clarksburg ²	632	311	-321	203.2%	Inadequate	Open Conditionally	167
Clearspring	696	642	-54	108.4%	Adequate	Open	75
Clopper Mill	618	470	-148	131.5%	Inadequate	Moratorium	N/A
Cloverly	604	461	-143	131.0%	Inadequate	Moratorium	N/A
Cold Spring	306	458	+152	66.8%	Adequate	Open	262
College Gardens	673	678	+5	99.3%	Adequate	Open	141
Cresthaven/Roscoe R. Nix ³	1,080	1,480	+400	73.0%	Adequate	Open	377
Capt. James E. Daly	611	528	-83	115.7%	Adequate	Open	27
Damascus	374	351	-23	106.6%	Adequate	Open	87
Darnestown	306	419	+113	73.0%	Adequate	Open	223
Diamond	782	679	-103	115.2%	Adequate	Open	33
Dr. Charles R. Drew	480	501	+21	95.8%	Adequate	Open	131
DuFief ¹	314	740	+426	42.4%	Adequate	Open	186
East Silver Spring	527	560	+33	94.1%	Adequate	Open	146
Fairland	668	653	-15	102.3%	Adequate	Open	116
Fallsmead	542	551	+9	98.4%	Adequate	Open	120
Farmland	898	715	-183	125.6%	Inadequate	Moratorium	N/A
Fields Road	489	457	-32	107.0%	Adequate	Open	78
Flower Hill	477	470	-7	101.5%	Adequate	Open	103
Flower Valley	488	416	-72	117.3%	Adequate	Open	38
Forest Knolls ⁴	775	529	-246	146.5%	Inadequate	Open Conditionally	141
Fox Chapel	606	683	+77	88.7%	Adequate	Open	214
Gaithersburg ⁵	931	788	-143	118.1%	Adequate	Open	142
Galway	780	764	-16	102.1%	Adequate	Open	137
Garrett Park	842	776	-66	108.5%	Adequate	Open	90
Georgian Forest	684	649	-35	105.4%	Adequate	Open	95
Germantown	339	309	-30	109.7%	Adequate	Open	80
William B. Gibbs Jr.	671	714	+43	94.0%	Adequate	Open	186
Glen Haven	494	561	+67	88.1%	Adequate	Open	180
Glenallan	838	762	-76	110.0%	Adequate	Open	77
Goshen	637	594	-43	107.2%	Adequate	Open	76
Great Seneca Creek	573	561	-12	102.1%	Adequate	Open	101

INDIVIDUAL Elementary School Test: Seat Deficit \geq 110 seats and Percent Utilization $>$ 120% = Moratorium

Elementary School Area	Projected Enrollment September	Projected MCPS Program Capacity	Projected School Seat Deficit/Surplus in	Projected School Utilization in	School Capacity is:	School Test Results Elementary School Area Status is:	Moratorium Threshold*
Greencastle	719	619	-100	116.2%	Adequate	Open	24
Greenwood	508	584	+76	87.0%	Adequate	Open	193
Harmony Hills	727	709	-18	102.5%	Adequate	Open	124
Highland	581	540	-41	107.6%	Adequate	Open	69
Highland View	402	288	-114	139.6%	Inadequate	Moratorium	N/A
Jackson Road	661	699	+38	94.6%	Adequate	Open	178
Jones Lane	463	516	+53	89.7%	Adequate	Open	163
Kemp Mill	533	458	-75	116.4%	Adequate	Open	35
Kensington-Parkwood	665	746	+81	89.1%	Adequate	Open	231
Lake Seneca	588	415	-173	141.7%	Inadequate	Moratorium	N/A
Lakewood	485	556	+71	87.2%	Adequate	Open	183
Laytonsville	359	449	+90	80.0%	Adequate	Open	200
JoAnn Leleck ³	997	715	-282	139.4%	Inadequate	Open Conditionally	182
Little Bennett	608	611	+3	99.5%	Adequate	Open	126
Luxmanor	654	758	+104	86.3%	Adequate	Open	256
Thurgood Marshall	737	558	-179	132.1%	Inadequate	Moratorium	N/A
Maryvale	699	694	-5	100.7%	Adequate	Open	134
Spark M. Matsunaga	708	652	-56	108.6%	Adequate	Open	75
S. Christa McAuliffe	555	740	+185	75.0%	Adequate	Open	334
Ronald McNair	865	761	-104	113.7%	Adequate	Open	49
Meadow Hall	423	375	-48	112.8%	Adequate	Open	62
Mill Creek Towne	393	336	-57	117.0%	Adequate	Open	53
Monocacy	147	219	+72	67.1%	Adequate	Open	182
Montgomery Knolls/Pine Crest ⁴	961	1,315	+354	73.1%	Adequate	Open	341
New Hampshire Estates/Oak View	932	810	-122	115.1%	Adequate	Open	41
Roscoe R. Nix/Cresthaven ³	1,080	1,480	+400	73.0%	Adequate	Open	377
N. Chevy Chase/Rosemary Hills/Chevy Chase	1,197	1,459	+262	82.0%	Adequate	Open	554
Oak View/New Hampshire Estates	932	810	-122	115.1%	Adequate	Open	41
Oakland Terrace	458	526	+68	87.1%	Adequate	Open	178
Olney	715	607	-108	117.8%	Adequate	Open	14
William T. Page	676	387	-289	174.7%	Inadequate	Moratorium	N/A
Pine Crest/Montgomery Knolls ⁴	961	1,315	+354	73.1%	Adequate	Open	341
Piney Branch/Takoma Park	1,390	1,355	-35	102.6%	Adequate	Open	237
Poolesville	484	539	+55	89.8%	Adequate	Open	165
Potomac	434	472	+38	91.9%	Adequate	Open	148
Judith A. Resnik	652	498	-154	130.9%	Inadequate	Moratorium	N/A
Dr. Sally K. Ride	485	467	-18	103.9%	Adequate	Open	92
Ritchie Park	436	388	-48	112.4%	Adequate	Open	62
Rock Creek Forest	807	709	-98	113.8%	Adequate	Open	44
Rock Creek Valley	433	460	+27	94.1%	Adequate	Open	137
Rock View	583	674	+91	86.5%	Adequate	Open	226
Lois P. Rockwell	492	530	+38	92.8%	Adequate	Open	148
Rolling Terrace	658	709	+51	92.8%	Adequate	Open	193
Rosemary Hills/Chevy Chase/N. Chevy Chase	1,197	1,459	+262	82.0%	Adequate	Open	554
Rosemont ⁵	714	595	-119	120.0%	Adequate	Open	108
Bayard Rustin	612	745	+133	82.1%	Adequate	Open	283
Sequoayah	391	508	+117	77.0%	Adequate	Open	227
Seven Locks	434	424	-10	102.4%	Adequate	Open	100
Sherwood	520	530	+10	98.1%	Adequate	Open	120
Sargent Shriver	840	673	-167	124.8%	Inadequate	Moratorium	N/A
Flora M. Singer	735	680	-55	108.1%	Adequate	Open	82
Sligo Creek	698	710	+12	98.3%	Adequate	Open	155
Somerset ^b	656	515	-141	127.4%	Inadequate	Open Conditionally	73
South Lake	877	701	-176	125.1%	Inadequate	Moratorium	N/A
Stedwick	630	675	+45	93.3%	Adequate	Open	181
Stone Mill	635	695	+60	91.4%	Adequate	Open	200

INDIVIDUAL Elementary School Test: Seat Deficit \geq 110 seats and Percent Utilization $>$ 120% = Moratorium

Elementary School Area	Projected Enrollment September	Projected MCPS Program Capacity	Projected School Seat Deficit/Surplus in	Projected School Utilization in	School Capacity is:	School Test Results Elementary School Area Status is:	Moratorium Threshold*
Stonegate	533	372	-161	143.3%	Inadequate	Moratorium	N/A
Strathmore/Bel Pre	1,041	1,079	+38	96.5%	Adequate	Open	254
Strawberry Knoll ⁵	701	454	-247	154.4%	Inadequate	Open Conditionally	101
Summit Hall ⁵	711	435	-276	163.4%	Inadequate	Open Conditionally	101
Takoma Park/Piney Branch	1,390	1,355	-35	102.6%	Adequate	Open	237
Travilah	372	527	+155	70.6%	Adequate	Open	265
Twinbrook	543	558	+15	97.3%	Adequate	Open	127
Viers Mill	629	743	+114	84.7%	Adequate	Open	263
Washington Grove ⁵	641	613	-28	104.6%	Adequate	Open	111
Waters Landing	730	776	+46	94.1%	Adequate	Open	202
Watkins Mill	761	641	-120	118.7%	Adequate	Open	9
Wayside	573	648	+75	88.4%	Adequate	Open	205
Weller Road	743	772	+29	96.2%	Adequate	Open	184
Westbrook	323	547	+224	59.0%	Adequate	Open	334
Westover	268	283	+15	94.7%	Adequate	Open	125
Wheaton Woods	546	741	+195	73.7%	Adequate	Open	344
Whetstone	805	750	-55	107.3%	Adequate	Open	96
Wilson Wims ²	785	752	-33	104.4%	Adequate	Open	290
Wood Acres	611	725	+114	84.3%	Adequate	Open	260
Woodfield	328	399	+71	82.2%	Adequate	Open	181
Woodlin	584	659	+75	88.6%	Adequate	Open	207
Wyngate	736	777	+41	94.7%	Adequate	Open	197

* Indicates the number of additional projected students that would trigger a moratorium for the elementary school area.

The school service area status and moratorium threshold reflect the estimated impacts of:

¹ a CIP project (P651905) that will reassign students from Rachel Carson ES to DuFief ES in September 2022.

² a CIP project (P651901) that will reassign students from Clarksburg ES, Cedar Grove ES and Wilson Wims ES to Clarksburg ES #9 in September 2022.

³ CIP projects (P651902 and P651903) that will reassign students from JoAnn Leleck ES at Broad Acres to Roscoe R. Nix ES (K-2) and Cresthaven ES (3-5) in September 2022.

⁴ CIP projects (P651708 and P651709) that will reassign students from Forest Knolls ES to Montgomery Knolls ES (K-2) and Pine Crest ES (3-5) in September 2020.

⁵ a CIP project (P651518) that will reassign students from Gaithersburg ES, Rosemont ES, Strawberry Knoll ES, Summit Hall ES and Washington Grove ES to Gaithersburg ES #8 in September 2022.

The school service area status and moratorium threshold reflect the impacts of:

^a a six-classroom placeholder project (P651916) at Bethesda ES.

^b a four-classroom placeholder project (P651914) at Somerset ES.

Subdivision Staging Policy FY 2020 School Test: School Utilization in 2024–2025

Reflects Approved FY 2020 Capital Budget
and Amendments to the FY 2019-2024 Capital Improvements Program (CIP)

INDIVIDUAL Middle School Test: Seat Deficit ≥ 180 seats and Percent Utilization $> 120\%$ = Moratorium

Middle School Area	Projected Enrollment September	Projected MCPS Program Capacity	Projected School Seat Deficit/Surplus in	Projected School Utilization in	School Capacity is:	School Test Results Middle School Area Status is:	Moratorium Threshold*
Argyle	1,054	897	-157	117.5%	Adequate	Open	23
John T. Baker	912	745	-167	122.4%	Adequate	Open	13
Benjamin Banneker	848	824	-24	102.9%	Adequate	Open	156
Briggs Chaney	1,044	926	-118	112.7%	Adequate	Open	68
Cabin John	1,004	1,076	+72	93.3%	Adequate	Open	288
Roberto Clemente	1,394	1,231	-163	113.2%	Adequate	Open	84
Eastern	960	1,012	+52	94.9%	Adequate	Open	255
William H. Farquhar	726	784	+58	92.6%	Adequate	Open	238
Forest Oak	940	949	+9	99.1%	Adequate	Open	199
Robert Frost	1,012	1,084	+72	93.4%	Adequate	Open	289
Gaithersburg	942	1,009	+67	93.4%	Adequate	Open	269
Herbert Hoover	986	1,139	+153	86.6%	Adequate	Open	381
Francis Scott Key ^a	1,169	960	-209	121.8%	Inadequate	Open Conditionally	86
Martin Luther King, Jr	838	914	+76	91.7%	Adequate	Open	259
Kingsview	979	1,041	+62	94.0%	Adequate	Open	271
Lakelands Park	1,195	1,147	-48	104.2%	Adequate	Open	182
Col. E. Brooke Lee	885	1,000	+115	88.5%	Adequate	Open	316
A. Mario Loiederman	1,071	978	-93	109.5%	Adequate	Open	103
Montgomery Village	918	881	-37	104.2%	Adequate	Open	143
Neelsville	957	956	-1	100.1%	Adequate	Open	191
Newport Mill	669	837	+168	79.9%	Adequate	Open	348
North Bethesda	1,246	1,233	-13	101.1%	Adequate	Open	234
Parkland	1,168	1,203	+35	97.1%	Adequate	Open	276
Rosa Parks	853	978	+125	87.2%	Adequate	Open	321
John Poole	405	468	+63	86.5%	Adequate	Open	243
Thomas W. Pyle	1,591	1,502	-89	105.9%	Adequate	Open	212
Redland	609	765	+156	79.6%	Adequate	Open	336
Ridgeview	772	955	+183	80.8%	Adequate	Open	375
Rocky Hill	1,023	1,020	-3	100.3%	Adequate	Open	202
Shady Grove	692	854	+162	81.0%	Adequate	Open	342
Silver Creek	1,018	935	-83	108.9%	Adequate	Open	105
Silver Spring International	1,252	1,298	+46	96.5%	Adequate	Open	306
Sligo	965	920	-45	104.9%	Adequate	Open	140
Takoma Park	1,289	1,306	+17	98.7%	Adequate	Open	279
Tilden	1,152	1,200	+48	96.0%	Adequate	Open	289
Hallie Wells	1,032	982	-50	105.1%	Adequate	Open	147
Julius West	1,467	1,432	-35	102.4%	Adequate	Open	252
Westland	899	1,089	+190	82.6%	Adequate	Open	408
White Oak	909	1,008	+99	90.2%	Adequate	Open	301
Earle B. Wood	1,093	944	-149	115.8%	Adequate	Open	40

* Indicates the number of additional projected students that would trigger a moratorium for the middle school area.

The school service area status and moratorium threshold reflect the impacts of:

^a a four-classroom placeholder project (P652004) at Francis Scott Key MS.

Appendix E

School Enrollment and Capacity (2019–2020 and 2025–2026 School Years)

School	2019–2020 School Year			2025–2026 School Year		
	Enrollment	Capacity	Utilization	Enrollment	Capacity*	Utilization
Elementary Schools						
1 Arcola	749	651	(98)	713	651	(62)
2 Ashburton	923	789	(134)	900	789	(111)
3 Bannockburn	461	364	(97)	471	364	(107)
4 Lucy V. Barnsley	737	652	(85)	737	652	(85)
5 Beall	531	639	108	552	639	87
6 Bel Pre	613	640	27	593	640	47
7 Bells Mill	642	626	(16)	612	626	14
8 Belmont	348	425	77	332	425	93
9 Bethesda	666	560	(106)	736	560	(176)
10 Beverly Farms	585	689	104	602	689	87
11 Bradley Hills	566	663	97	535	663	128
12 Brooke Grove	464	518	54	457	518	61
13 Brookhaven	467	470	3	467	470	3
14 Brown Station	637	761	124	698	761	63
15 Burning Tree	470	378	(92)	461	378	(83)
16 Burnt Mills	579	392	(187)	585	392	(193)
17 Burtonsville	605	493	(112)	586	493	(93)
18 Candlewood	387	515	128	399	515	116
19 Cannon Road	412	518	106	417	518	101
20 Carderock Springs	366	406	40	369	406	37
21 Rachel Carson	893	692	(201)	879	692	(187)
22 Cashell	343	339	(4)	345	339	(6)
23 Cedar Grove	418	402	(16)	416	402	(14)
24 Chevy Chase	466	473	7	417	473	56
25 Clarksburg	624	311	(313)	722	311	(411)
26 Clearspring	589	642	53	665	642	(23)
27 Clopper Mill	539	496	(43)	576	496	(80)
28 Cloverly	511	461	(50)	516	461	(55)
29 Cold Spring	332	458	126	337	458	121
30 College Gardens	634	678	44	618	678	60
31 Cresthaven	505	454	(51)	499	707	208
32 Captain James Daly	618	523	(95)	607	523	(84)
33 Damascus	362	355	(7)	389	355	(34)
34 Darnestown	323	432	109	315	432	117
35 Diamond	792	679	(113)	805	679	(126)
36 Dr. Charles R. Drew	498	496	(2)	523	496	(27)
37 DuFief	316	427	111	308	753	445
38 East Silver Spring	498	577	79	505	571	66
39 Fairland	596	648	52	606	648	42
40 Fallsmead	565	551	(14)	557	551	(6)
41 Farmland	856	714	(142)	835	714	(121)
42 Fields Road	487	435	(52)	455	435	(20)
43 Flower Hill	458	493	35	441	493	52
44 Flower Valley	499	416	(83)	474	416	(58)
45 Forest Knolls	755	529	(226)	715	529	(186)
46 Fox Chapel	613	683	70	620	683	63
47 Gaithersburg	866	737	(129)	883	737	(146)
48 Galway	763	744	(19)	765	744	(21)
49 Garrett Park	802	776	(26)	783	776	(7)
50 Georgian Forest	626	670	44	629	670	41
51 Germantown	325	304	(21)	351	304	(47)
52 William B. Gibbs Jr.	621	719	98	614	719	105
53 Glen Haven	510	556	46	480	556	76
54 Glenallan	747	747	0	743	747	4
55 Goshen	571	594	23	561	594	33
56 Great Seneca Creek	594	556	(38)	569	556	(13)
57 Greencastle	721	591	(130)	704	591	(113)
58 Greenwood	521	584	63	522	584	62
59 Harmony Hills	745	709	(36)	716	709	(7)
60 Highland	555	540	(15)	551	540	(11)
61 Highland View	434	288	(146)	423	288	(135)
62 Jackson Road	732	699	(33)	661	699	38
63 Jones Lane	442	516	74	422	516	94
64 Kemp Mill	486	458	(28)	483	458	(25)
65 Kensington-Parkwood	643	757	114	644	757	113
66 Lake Seneca	514	425	(89)	487	425	(62)
67 Lakewood	461	556	95	442	556	114

*Includes capacity from recommended capital projects.

	School	2019–2020 School Year			2025–2026 School Year		
		Enrollment	Capacity	Utilization	Enrollment	Capacity*	Utilization
68	Laytonsville	392	447	55	421	447	26
69	JoAnn Leleck	874	715	(159)	886	715	(171)
70	Little Bennett	637	624	(13)	598	624	26
71	Luxmanor	678	409	(269)	731	767	36
72	Thurgood Marshall	622	552	(70)	626	552	(74)
73	Maryvale	625	626	1	601	683	82
74	Spark M. Matsunaga	710	584	(126)	674	584	(90)
75	S. Christa McAuliffe	554	771	217	545	771	226
76	Ronald McNair	828	626	(202)	816	767	(49)
77	Meadow Hall	409	375	(34)	412	375	(37)
78	Mill Creek Towne	507	336	(171)	512	336	(176)
79	Monocacy	151	219	68	155	219	64
80	Montgomery Knolls	470	537	67	453	681	228
81	New Hampshire Estates	482	493	11	441	493	52
82	Roscoe R. Nix	483	503	20	469	736	267
83	North Chevy Chase	259	358	99	241	358	117
84	Oak View	423	335	(88)	417	335	(82)
85	Oakland Terrace	531	487	(44)	531	487	(44)
86	Olney	683	606	(77)	672	606	(66)
87	William T. Page	615	392	(223)	737	392	(345)
88	Pine Crest	413	404	(9)	406	634	228
89	Piney Branch	650	611	(39)	605	726	121
90	Poolesville	489	539	50	534	539	5
91	Potomac	376	425	49	356	479	123
92	Judith A. Resnik	602	493	(109)	608	493	(115)
93	Dr. Sally K. Ride	502	467	(35)	466	467	1
94	Ritchie Park	401	388	(13)	401	388	(13)
95	Rock Creek Forest	760	667	(93)	755	667	(88)
96	Rock Creek Valley	436	460	24	417	460	43
97	Rock View	655	636	(19)	618	636	18
98	Lois P. Rockwell	454	530	76	473	530	57
99	Rolling Terrace	775	729	(46)	757	729	(28)
100	Rosemary Hills	570	628	58	551	628	77
101	Rosemont	647	568	(79)	671	568	(103)
102	Bayard Rustin	719	744	25	681	744	63
103	Sequoyah	376	508	132	376	508	132
104	Seven Locks	425	424	(1)	427	424	(3)
105	Sherwood	524	529	5	508	529	21
106	Sargent Shriver	744	660	(84)	732	660	(72)
107	Flora M. Singer	683	680	(3)	656	680	24
108	Sligo Creek	680	664	(16)	652	710	58
109	Snowden Farm	644	774	130	852	774	(78)
110	Somerset	582	515	(67)	593	515	(78)
111	South Lake	897	694	(203)	839	694	(145)
112	Stedwick	538	688	150	521	688	167
113	Stone Mill	588	694	106	575	694	119
114	Stonegate	501	385	(116)	479	385	(94)
115	Strathmore	483	439	(44)	442	439	(3)
116	Strawberry Knoll	651	459	(192)	682	459	(223)
117	Summit Hall	702	457	(245)	704	457	(247)
118	Takoma Park	613	629	16	594	629	35
119	Travilah	341	526	185	323	526	203
120	Twinbrook	558	548	(10)	562	548	(14)
121	Viers Mill	582	743	161	579	743	164
122	Washington Grove	462	613	151	482	613	131
123	Waters Landing	659	776	117	653	776	123
124	Watkins Mill	731	641	(90)	750	641	(109)
125	Wayside	500	648	148	508	648	140
126	Weller Road	747	772	25	773	772	(1)
127	Westbrook	341	547	206	325	547	222
128	Westover	316	266	(50)	314	266	(48)
129	Wheaton Woods	504	766	262	506	766	260
130	Whetstone	742	750	8	731	750	19
131	Wilson Wims	768	739	(29)	753	739	(14)
132	Wood Acres	649	725	76	619	725	106
133	Woodfield	355	381	26	367	381	14
134	Woodlin	554	489	(65)	537	768	231
135	Wyngate	742	776	34	714	776	62

*Includes capacity from recommended capital projects.

	School	2019–2020 School Year			2025–2026 School Year		
		Enrollment	Capacity	Utilization	Enrollment	Capacity*	Utilization
	Middle Schools						
1	Argyle	1,024	897	(127)	1,093	897	(196)
2	John T Baker	830	741	(89)	889	741	(148)
3	Benjamin Banneker	905	824	(81)	873	824	(49)
4	Briggs Chaney	937	926	(11)	1,076	926	(150)
5	Cabin John	1,040	1,057	17	1,072	1,057	(15)
6	Roberto Clemente	1,289	1,231	(58)	1,299	1,231	(68)
7	Eastern	1,010	1,012	2	990	1,012	22
8	William H. Farquhar	694	784	90	747	784	37
9	Forest Oak	950	955	5	976	955	(21)
10	Robert Frost	1,029	1,084	55	1,002	1,084	82
11	Gaithersburg	877	1,009	132	959	1,009	50
12	Herbert Hoover	1,045	1,139	94	964	1,139	175
13	Francis Scott Key	1,004	960	(44)	1,053	960	(93)
14	Martin Luther King, Jr	764	914	150	748	914	166
15	Kingsview	983	1,041	58	885	1,041	156
16	Lakelands Park	1,200	1,130	(70)	1,207	1,130	(77)
17	Col. E. Brooke Lee	771	727	(44)	774	1,008	234
18	A. Mario Loiederman	999	871	(128)	983	1,003	20
19	Montgomery Village	791	865	74	856	865	9
20	Neelsville	945	956	11	996	956	(40)
21	Newport Mill	702	850	148	729	850	121
22	North Bethesda	1,233	1,233	0	1,301	1,233	(68)
23	Parkland	1,142	948	(194)	1,142	1,203	61
24	Rosa Parks	868	961	93	942	961	19
25	John Poole	390	468	78	475	468	(7)
26	Thomas W. Pyle	1,534	1,285	(249)	1,534	1,502	(32)
27	Redland	635	765	130	618	765	147
28	Ridgeview	784	955	171	861	955	94
29	Rocky Hill	883	1,020	137	1,069	1,020	(49)
30	Shady Grove	575	854	279	715	854	139
31	Silver Creek	887	935	48	882	935	53
32	Silver Spring International	1,153	1,107	(46)	1,121	1,298	177
33	Sligo	722	941	219	751	941	190
34	Takoma Park	1,162	939	(223)	1,265	1,322	57
35	Tilden	990	1,001	11	1,193	1,216	23
36	Hallie Wells	873	982	109	900	982	82
37	Julius West	1,382	1,432	50	1,440	1,432	(8)
38	Westland	808	1,105	297	978	1,105	127
39	White Oak	845	992	147	941	992	51
40	Earle B. Wood	994	944	(50)	1,001	944	(57)
	High Schools						
1	Bethesda-Chevy Chase	2,259	2,457	198	2,541	2,457	(84)
2	Montgomery Blair	3,227	2,889	(338)	3,562	2,889	(673)
3	James Blake	1,795	1,743	(52)	1,954	1,743	(211)
4	Winston Churchill	2,275	1,986	(289)	2,327	1,986	(341)
5	Clarksburg	2,472	2,034	(438)	2,967	2,034	(933)
6	Damascus	1,354	1,543	189	1,371	1,543	172
7	Albert Einstein	1,820	1,629	(191)	2,126	1,629	(497)
8	Gaithersburg	2,412	2,443	31	2,840	2,443	(397)
9	Walter Johnson	2,748	2,321	(427)	3,277	2,321	(956)
10	John F. Kennedy	1,830	1,794	(36)	2,065	2,221	156
11	Col. Zadok Magruder	1,700	1,941	241	1,879	1,941	62
12	Richard Montgomery	2,507	2,241	(266)	2,828	2,241	(587)
13	Northwest	2,624	2,286	(338)	2,709	2,286	(423)
14	Northwood	1,808	1,508	(300)	2,007	1,508	(499)
15	Paint Branch	1,997	2,020	23	2,110	2,020	(90)
16	Poolesville	1,207	1,170	(37)	1,349	1,170	(179)
17	Quince Orchard	2,160	1,791	(369)	2,437	1,791	(646)
18	Rockville	1,442	1,535	93	1,496	1,535	39
19	Seneca Valley	1,232	1,330	98	1,277	2,551	1,274
20	Sherwood	1,965	2,171	206	2,063	2,171	108
21	Springbrook	1,748	2,135	387	1,968	2,135	167
22	Watkins Mill	1,597	1,947	350	1,716	1,947	231
23	Wheaton	2,193	2,234	41	2,260	2,234	(26)
24	Walt Whitman	2,040	1,857	(183)	1,984	2,262	278
25	Thomas S. Wootton	2,116	2,142	26	2,022	2,142	120

*Includes capacity from recommended capital projects.

Appendix F

Facilities Data and State Rated Capacity School Year 2019–2020

	Elementary Schools	Year Built	Year Renov./ Reopen/ Revital.*	Exist. Sq. Ft.	Site Size	Park	State-Rated Capacity Number of Rooms				State-Rated Capacity	MCPS Program Capacity
							Pre-K @20	Kind. @22	Reg. @23	Sp. Ed. @10		
Elementary Schools												
1	Arcola	1956	2007	95,421	5	Yes	1	7	25	0	749	651
2	Ashburton	1957	1993	91,178	8.32		0	6	22	3	668	789
3	Bannockburn	1957	1988	54,234	8.34		0	2	14	0	366	364
4	Lucy V. Barnsley	1965	1998	97,524	10		0	5	25	6	745	652
5	Beall	1954	1991	79,477	8.44	Yes	2	4	20	3	618	639
6	Bel Pre	1968	2014	95,330	8.91	Yes	3	9	21	0	741	640
7	Bells Mill	1968	2009	77,244	9.6		1	4	22	2	634	626
8	Belmont	1974		49,279	10.52		0	3	15	1	421	425
9	Bethesda	1952	1999	75,421	7.93		0	4	20	2	568	560
10	Beverly Farms	1965	2012	98,916	4.98	Yes	0	4	25	2	683	689
11	Bradley Hills	1951	1984	76,745	6.71	Yes	0	3	26	0	664	663
12	Brooke Grove	1990		73,080	10.96		1	3	16	6	514	518
13	Brookhaven	1961	1995	81,320	8.57		1	4	13	7	477	470
14	Brown Station	1969	2017	113,998	9	Yes	3	4	26	5	796	761
15	Burning Tree	1958	1991	68,119	6.78	Yes	0	4	10	6	378	378
16	Burnt Mills	1964	1990	57,318	15.14		1	5	13	1	439	392
17	Burtonsville	1952	1993	71,349	11.92		0	5	20	1	580	493
18	Candlewood	1968	2015	82,222	11.78		0	3	19	2	523	515
19	Cannon Road	1967	2012	83,377	4.4	Yes	0	6	17	5	573	518
20	Carderock Springs	1966	2010	75,351	9		0	2	15	3	419	406
21	Rachel Carson	1990		78,547	12.4		1	7	21	1	667	692
22	Cashell	1969	2009	71,171	10.24		1	3	10	4	356	339
23	Cedar Grove	1960	1987	57,037	10.12		0	4	13	4	427	402
24	Chevy Chase	1936	2000	70,976	3.78		0	0	20	1	470	473
25	Clarksburg	1952	1993	54,983	9.97		0	4	8	3	302	311
26	Clearspring	1988		77,535	10	Yes	2	3	21	5	639	642
27	Clopper Mill	1986		64,851	9	Yes	3	5	13	4	509	496
28	Cloverly	1961	1989	61,991	10	Yes	0	3	14	6	448	461
29	Cold Spring	1972		55,158	12.38		0	2	18	0	458	458
30	College Gardens	1967	2008	96,986	7.94	Yes	1	4	24	3	690	678
31	Cresthaven	1962	2010	76,862	9.81		0	0	17	6	451	454
32	Capt. James E. Daly	1989		78,386	10	Yes	1	4	19	3	575	523
33	Damascus	1934	1980	53,239	9.42		0	2	12	4	360	355
34	Darnestown	1954	1980	64,840	7.21		0	2	14	5	416	432
35	Diamond	1975		83,177	10	Yes	0	6	23	3	691	679
36	Dr. Charles R. Drew	1991		73,975	12		2	3	16	5	524	496
37	DuFief	1975		59,013	10		0	3	12	7	412	427
38	East Silver Spring	1929	1975	88,895	8.43		2	4	17	7	589	577
39	Fairland	1992		92,227	11.79		2	4	23	6	717	648
40	Fallsmead	1974		67,472	8.98	Yes	0	4	19	2	545	551
41	Farmland	1963	2011	89,988	4.75	Yes	0	5	25	3	715	714
42	Fields Road	1973		72,302	10		1	4	16	5	526	435
43	Flower Hill	1985		58,770	10	Yes	1	4	16	3	506	493
44	Flower Valley	1967	1996	61,567	9.28		0	3	13	6	425	416
45	Forest Knolls	1960	1993	89,564	7.77		1	7	18	4	628	529
46	Fox Chapel	1974		85,182	10.34	Yes	1	5	26	0	728	683
47	Gaithersburg	1947	1983	94,468	9.22		1	9	27	3	869	737
48	Galway	1967	2009	103,170	9	Yes	1	6	27	5	823	744
49	Garrett Park	1948	2012	96,348	4.37	Yes	0	6	28	0	776	776
50	Georgian Forest	1961	1995	88,111	10.94	Yes	2	6	22	2	698	670
51	Germantown	1935	1978	57,668	7.75		0	3	10	6	356	304
52	William B. Gibbs, Jr.	2009		88,042	10.75		1	3	23	6	675	719
53	Glen Haven	1950	2004	85,845	10	Yes	1	5	20	4	630	561
54	Glenallan	1966	2013	98,700	12.1		1	7	28	3	848	747
55	Goshen	1988		76,740	10.47		0	5	23	2	659	594
56	Great Seneca Creek	2006		82,511	13.71		0	5	21	4	633	556
57	Greencastle	1988		78,275	18.88		2	5	20	3	640	591
58	Greenwood	1970		64,609	10	Yes	0	4	21	1	581	584
59	Harmony Hills	1957	1999	85,648	10.19	Yes	2	8	25	0	791	709
60	Highland	1950	1989	87,491	11.05	Yes	2	5	19	1	597	540
61	Highland View	1953	1994	59,307	6.61		0	6	9	1	349	288
62	Jackson Road	1959	1995	91,465	8.76		1	4	25	5	733	699
63	Jones Lane	1987		60,679	12.06		0	3	19	1	513	516
64	Kemp Mill	1960	1996	68,222	10		2	4	16	1	506	458
65	Kensington-Parkwood	1952	2006	102,382	9.86		0	5	28	2	774	757
66	Lake Seneca	1985		58,770	9.35		1	4	13	4	447	425
67	Lakewood	1968	2003	77,526	13.07		0	3	20	3	556	556

Note: State-rated capacity and MCPS capacity may differ due to the method of calculating capacity for special education classes. For MCPS calculations, please refer to the individual school calculations.

* Schools with a date before 1986 underwent a renovation, not a full revitalization of the facility.

	Elementary Schools	Year Built	Year Renov./ Reopen/ Revital.*	Exist. Sq. Ft.	Site Size	Park	State-Rated Capacity Number of Rooms				State-Rated Capacity	MCPS Program Capacity
							Pre-K @20	Kind. @22	Reg. @23	Sp. Ed. @10		
68	Laytonsville	1951	1989	64,160	10.43		0	2	16	5	462	447
69	JoAnn Leleck at Broad Acres	1952	1974	88,922	6.15	Yes	3	6	24	1	754	715
70	Little Bennett	2006		82,511	4.81	Yes	0	4	20	6	608	624
71	Luxmanor	1966		61,694	6.49	Yes	0	4	11	5	391	409
72	Thurgood Marshall	1993		77,798	12		0	4	17	5	529	552
73	Maryvale	1969		92,050	17.67		3	5	21	3	683	626
74	Spark M. Matsunaga	2001		90,718	11.8		0	5	23	1	649	584
75	S. Christa McAuliffe	1987		102,111	10.59	Yes	1	5	21	2	633	771
76	Ronald McNair	1990		78,275	10	Yes	1	5	21	1	623	626
77	Meadow Hall	1956	1994	61,964	8.37	Yes	0	4	13	5	437	375
78	Mill Creek Towne	1966	2000	67,465	8.38		1	3	10	6	376	336
79	Monocacy	1961	1989	42,482	9.66		0	1	8	1	216	219
80	Montgomery Knolls	1952	1989	97,213	10.33		3	7	14	5	586	537
81	New Hampshire Estates	1954	1988	73,306	5.42		6	8	11	1	559	493
82	Roscoe R. Nix	2006		88,351	8.97	Yes	1	10	14	4	602	503
83	North Chevy Chase	1953	1995	65,982	7.94		0	0	15	1	355	358
84	Oak View	1949	1985	57,560	11.25		0	0	14	1	332	335
85	Oakland Terrace	1950	1993	79,145	9.54	Yes	1	4	17	6	559	487
86	Olney	1954	1990	68,755	9.88		0	4	22	1	604	606
87	William T. Page	1965	2003	58,726	9.76		1	5	12	1	416	392
88	Pine Crest	1941	1992	53,778	5.64	Yes	0	0	17	1	401	404
89	Piney Branch	1973		99,706	1.97	Yes	0	0	26	1	608	611
90	Poolesville	1960	1978	64,803	12.28		0	3	20	1	536	539
91	Potomac	1949	1976	57,713	9.61		0	2	16	1	422	425
92	Judith A. Resnik	1991		78,547	12.77		1	6	17	2	563	493
93	Sally K. Ride	1994		78,686	13.48		2	6	11	9	515	467
94	Ritchie Park	1966	1997	58,500	9.22		0	3	14	0	388	388
95	Rock Creek Forest	1950	2015	98,140	7.95		1	5	26	4	768	667
96	Rock Creek Valley	1964	2001	76,692	10.44		0	3	15	7	481	460
97	Rock View	1955	1999	91,977	7.44		1	5	24	4	722	636
98	Lois P. Rockwell	1992		75,520	10.56		0	3	17	5	507	530
99	Rolling Terrace	1988		88,835	4.33		2	7	26	1	802	709
100	Rosemary Hills	1956	1988	86,548	6.07		1	7	17	6	625	628
101	Rosemont	1965	1995	88,764	8.91		1	6	20	5	662	568
102	Bayard Rustin	2018		97,397	11.06		0	4	27	2	729	744
103	Sequoyah	1990		73,080	11.63	Yes	0	4	19	3	555	508
104	Seven Locks	1964	2012	66,915	9.98		0	3	15	1	421	424
105	Sherwood	1977		81,727	10.85		0	3	17	8	537	529
106	Sargent Shriver	1954	2006	91,628	9.17		1	7	24	0	726	660
107	Flora M. Singer	1950	2012	95,831	12.67		1	6	24	3	734	680
108	Sligo Creek	1934	1999	98,799	15.64	Yes	0	5	23	3	669	664
109	Snowden Farm	2019	0	92,366	9.79		0	5	28	2	774	774
110	Somerset	1949	2005	80,122	3.71		0	4	18	1	512	515
111	South Lake	1972		83,038	10.2		2	6	26	0	770	694
112	Stedwick	1974		109,677	10		1	5	24	4	722	688
113	Stone Mill	1988		78,617	11.76		0	3	25	4	681	694
114	Stonegate	1971		52,468	10.26		0	3	11	5	369	385
115	Strathmore	1970		59,497	10.79	Yes	0	0	18	3	444	439
116	Strawberry Knoll	1988		78,723	10.82		2	6	12	8	528	459
117	Summit Hall	1971		68,059	10.16	Yes	3	6	13	1	501	457
118	Takoma Park	1979		85,553	4.7		1	10	22	1	756	526
119	Travilah	1960	1992	65,378	9.3		0	2	21	0	527	527
120	Twinbrook	1952	1986	79,818	10.45		2	6	18	2	606	548
121	Viers Mill	1950	1991	120,572	10.52		2	7	24	5	796	743
122	Washington Grove	1956	1984	86,266	10.66		3	4	18	5	612	613
123	Waters Landing	1988		101,352	9.99		0	7	30	3	874	776
124	Watkins Mill	1970		80,923	10	Yes	2	7	19	6	691	641
125	Wayside	1969	2017	93,453	9.26		0	3	24	4	658	648
126	Weller Road	1953	2013	121,346	11.1		3	6	27	1	823	772
127	Westbrook	1939	1990	91,359	12.46	Yes	0	2	20	4	544	547
128	Westover	1964	1998	54,645	7.56		0	2	8	6	288	266
129	Wheaton Woods	1952	2017	120,154	8.03		2	6	27	2	813	766
130	Whetstone	1968		96,946	8.82		1	6	26	5	800	750
131	Wilson Wims	2014		91,931	9.29		0	8	24	2	748	739
132	Wood Acres	1952	2002	96,358	4.78	Yes	0	4	25	4	703	725
133	Woodfield	1962	1985	53,212	10		0	2	12	7	390	381
134	Woodlin	1944	1974	60,725	10.97		0	4	16	3	486	489
135	Wyngate	1952	1997	89,104	9.45		0	5	29	0	777	776
Total Elementary Schools				10,682,010	1,286		105	591	2,580	428	78,722	75,111

Note: State-rated capacity and MCPS capacity may differ due to the method of calculating capacity for special education classes. For MCPS calculations, please refer to the individual school calculations.

* Schools with a date before 1986 underwent a renovation, not a full revitalization of the facility.

Facilities Data and State Rated Capacity

School Year 2019–2020

	Schools	Year Built	Year Renov./ Reopen/ Revital. *	Existing Sq. Ft.	Site Size	Park	Capacity		State Rated Capacity (85% Reg. + Sp. Ed.)	MCPS Capacity (Tot. Cap.)
							Reg. @25	Sp. Ed. @10		
Middle Schools									(85% + Sp. Ed.)	(X 85%)
1	Argyle	1971	1993	120,205	19.9	Yes	43	0	914	897
2	John T. Baker	1971		120,532	22		34	3	774	741
3	Benjamin Banneker	1974		117,035	19.96		38	2	849	824
4	Briggs Chaney	1991		115,000	29.37		42	4	933	926
5	Cabin John	1967	2011	159,514	18.24		48	9	1,132	1,057
6	Roberto Clemente	1992		148,246	19.87		57	3	1,241	1,231
7	Eastern	1951	1976	152,030	14.51		48	3	1,050	1,012
8	William H. Farquhar	1968	2016	135,626	37.11		36	3	817	784
9	Forest Oak	1999		132,259	41.92		45	2	976	955
10	Robert Frost	1971		143,757	24.79		51	0	1,084	1,084
11	Gaithersburg	1960	1988	157,694	22.89	Yes	47	5	1,070	1,009
12	Herbert Hoover	1966	2013	165,367	19.14		52	4	1,145	1,139
13	Francis Scott Key	1966	2009	147,424	20.58		46	0	978	960
14	Martin Luther King, Jr.	1996		135,867	18.61		43	0	914	914
15	Kingsview	1997		140,398	18.45		49	0	1,041	1,041
16	Lakelands Park	2005		153,588	8.11	Yes	53	4	1,166	1,130
17	Col. E. Brooke Lee	1966		123,199	16.45	Yes	34	3	753	727
18	A. Mario Loiederman	1956	2015	131,746	17.08		43	0	914	871
19	Montgomery Village	1968	2003	141,615	15.14		41	5	922	865
20	Neelsville	1981		131,432	29.19		47	0	1,020	956
21	Newport Mill	1958	2002	108,240	8.4		39	2	870	850
22	North Bethesda	1955	1999	178,252	19.99		57	2	1,253	1,233
23	Parkland	1963	2007	151,169	9.18	Yes	45	0	956	948
24	Rosa M. Parks	1992		137,469	24.05	Yes	46	0	978	961
25	John Poole	1997		85,669	20.51	Yes	22	0	468	468
26	Thomas W. Pyle	1962	1993	153,824	14.32		59	4	1,294	1,285
27	Redland	1971		112,297	20.64		36	0	765	765
28	Ridgeview	1975		145,168	20		44	4	975	955
29	Rocky Hill	2004		148,065	23.29		48	0	1,020	1,020
30	Shady Grove	1995	1999	129,206	20.51		39	3	859	854
31	Silver Creek	2017		174,743	13.38		44	0	935	935
32	Silver Spring International	1934	1999	152,731	15.64		52	2	1,125	1,107
33	Sligo	1959	1991	149,527	21.74		44	2	955	941
34	Takoma Park	1939	1999	137,348	18.83		45	0	956	939
35	Tilden	1967	1991	135,150	28.06		43	7	984	1,001
36	Hallie Wells	2016		150,089	22.37		45	3	987	982
37	Julius West	1961	1995	182,617	21.31		67	3	1,475	1,432
38	Westland	1951	1997	146,006	25.09		51	1	1,094	1,105
39	White Oak	1962	1993	141,163	17.34		48	1	1,052	992
40	Earle B. Wood	1965	2001	152,588	8.5	Yes	43	7	984	944
Total Middle Schools				5,643,855	806.46		1814	91	39,677	38,840
High Schools									(85% + Sp. Ed.)	(X 90%)
1	Bethesda-Chevy Chase	1934	2001	392,833	16.36	Yes	110	0	2380	2457
2	Montgomery Blair	1998		386,567	30.15		133	0	2826	2889
3	James H. Blake	1998		297,125	91.09		77	2	1656	1743
4	Winston Churchill	1964	2001	322,078	30.28		85	9	1896	1986
5	Clarksburg	1995	2006	344,574	62.73		90	3	1943	2034
6	Damascus	1950	1978	235,986	32.65	Yes	67	7	1494	1543
7	Albert Einstein	1962	1997	276,462	26.67		72	8	1653	1629
8	Gaithersburg	1951	2013	427,048	40.97		107	15	2424	2443
9	Walter Johnson	1956	2009	365,138	30.86		102	5	2218	2321
10	John F. Kennedy	1964	1999	280,048	29.14		79	7	1792	1794
11	Col. Zadok Magruder	1970		295,478	29.99	Yes	85	6	1866	1941
12	Richard Montgomery	1942	2007	311,500	29.05		99	3	2134	2241
13	Northwest	1998		340,867	34.56		100	4	2208	2286
14	Northwood	1956	2004	253,488	29.56		68	5	1495	1508
15	Paint Branch	1969	2012	347,169	45.98		87	7	1919	2020
16	Poolesville	1953	1978	165,056	37.2		52	0	1105	1170
17	Quince Orchard	1988		284,912	30.11		82	5	1793	1791
18	Rockville	1968	2004	316,973	30.32		67	11	1577	1535
19	Seneca Valley	1974		251,278	29.37		58	8	1355	1330
20	Sherwood	1950	1991	333,154	49.33		97	3	2092	2171
21	Springbrook	1960	1994	305,006	25.13	Yes	95	5	2069	2135
22	Watkins Mill	1989		305,288	50.99	Yes	87	4	1932	1947
23	Wheaton	1954	2016	373,825	28.23	Yes	102	4	2250	2234
24	Walt Whitman	1962	1992	261,295	30.67		80	8	1780	1857
25	Thomas S. Wootton	1970		295,620	27.37		94	5	2090	2142
Total High Schools				7,768,768	898.76		2175	134	47,947	49,147
Total Secondary Schools				13,412,623	1705.2		3989	225	87,623	87,987

Note: State-rated capacity and MCPS capacity may differ due to the method of calculating capacity for special education classes. For MCPS calculations, please refer to the individual school calculations.

* Schools with a date before 1986 underwent a renovation, not a full revitalization of the facility.

Appendix G

Capacity Calculations

School capacity is defined by the State of Maryland as the maximum number of students that can reasonably be accommodated in a facility without significantly hampering delivery of the given educational program. School capacity is the product of the number of teaching stations at a school and the average class size for each program (based generally on the student-to-teacher ratio). The state of Maryland and MCPS rate capacities using slightly different student-to-teacher ratios.

MCPS Program Capacity

Class size for regular and supplemental programs, such as English for Speakers of Other Languages (ESOL), is based on MCPS policy, regulation, and budget guidelines. Many jurisdictions in Maryland, including Montgomery County, strive to reduce class sizes. State and federal regulations mandate a maximum class size limit for preschool programs.

The current standard student-to-classroom ratios used to calculate school capacities as stated in the Board of Education Long-range Educational Facilities Regulation (FAA-RA) are as follows:

Head Start and prekindergarten—2 sessions	40:1
Head Start and prekindergarten—1 session	20:1
Grade K—full-day	22:1
Grade K—reduced class size full-day	18:1
Grades 1–2—reduced class size	18:1
Grades 1–5/6 Elementary	23:1
Grades 6–8 Middle	25:1*
Grades 9–12 High	25:1**
ESOL (secondary)	15:1

*Program capacity is adjusted at the middle school level to account for scheduling constraints. The regular classroom capacity of 25 is multiplied by .85 to reflect the optimal utilization of a middle school facility (equivalent to 21.25 students per classroom.)

**Program capacity is adjusted at the high school to account for scheduling constraints. The regular classroom capacity of 25 is multiplied by .9 to reflect the optimal utilization of a high school facility (equivalent to 22.5 students per classroom.)

Many schools that appear to have space based on the calculated program capacity often need relocatable classrooms to accommodate the programs operating in the school. There are several explanations for this situation.

- **Staffing Ratio:** Capacity calculations for elementary schools are based on a student-to-classroom ratio of 23:1; however, staffing (student-to-teacher ratio) is not always provided at the same ratio. When the student-to-teacher ratio is less than the student-to-room ratio, the calculated

capacity will not support the number of teachers provided by the staffing ratio in the facility. For example, if staffing is provided at 22:1, and capacity is calculated at 23:1, then for a building with 20 classrooms the capacity would be 460 (20 x 23) students but there would be 21 teachers based on the staffing ratio ($460/22 = 20.9$), therefore one additional classroom would be needed to accommodate a 22:1 staffing ratio.

- **Combined Staffing:** Some schools are provided additional staffing to meet the needs of students in the school. For example, a school that has a large number of students impacted by poverty may be allocated an additional .5 teaching position to assist students and an additional .5 teaching position for Title 1 services. The school may decide to combine the allocated staff to create an additional classroom teaching position, thereby creating the need for an additional classroom. In this case, the enrollment has not increased and the calculated capacity has not changed, but the need for classrooms has increased.
- **Capping Class Size:** In schools that may have very large class sizes in certain grades, additional staff may be provided to reduce the oversized classes to keep them within Board of Education guidelines. For example, if a school has two second-grade classes each with 28 students and four more students enroll in second grade, adding the additional students to the two large classes would cause the two classes to exceed the maximum class size cap of 28 students. If there was no opportunity to create combination classes with other grades, an additional teacher would be provided, and the school would reorganize with three second-grade classes of 20 students each. The additional teacher could create the need for a relocatable classroom.

Small instructional spaces and specialized classrooms are provided for all schools and are allocated on the basis of enrollment size and the need for supplementary instructional activities, such as remedial reading, special education resource, speech, art, and music.

In situations where the educational program will not be adversely affected, MCPS leases space on an annual basis to appropriate outside organizations. In most cases, these organizations are referred to as “joint occupants” and are usually day-care providers. Before and after school programs also are provided in many MCPS schools. Spaces used by day-care providers on MCPS sites range from shared use of multipurpose rooms before and after school, to relocatable classrooms on a school site that are financed by the provider and operated for the school community. If space is available, one or more classrooms can be leased for full-day programs.

State-rated Capacity

State-rated capacity, used to determine state funding, is calculated using the following calculations. These calculations make MCPS and state capacity ratings differ. See appendix J for a comparison of capacity ratings for all schools.

Head Start and prekindergarten—1 session	20:1
Grade K—full-day	22:1
Grades 1–5/6 Elementary	23:1
Grades 6–12 Secondary	25:1*
Special Education	10:1

*Program capacity differs at the secondary level in that regular classroom capacity in the regular classroom capacity of 25 is multiplied by .85 to reflect the optimal utilization of a secondary school (equivalent to 21.25 students per classroom).

Appendix H

Montgomery County Public Schools Relocatable Classrooms: 2019–2020 School Year

Cluster/ School	Relocatables on site for 2019–2020 to Address:		
	Overutilization	DC	Total
Bethesda-Chevy Chase Bethesda ES	5		5
Total	5	0	5
Winston Churchill			
Total	0	0	0
Clarksburg Clarksburg HS Clarksburg ES Captain James E. Daly ES Wilson Wims ES	13 9 4 6		13 9 4 6
Total	32	0	32
Damascus John T. Baker MS Cedar Grove ES Damascus ES	2 3 2		2 3 2
Total	7	0	7
Downcounty Consortium* Montgomery Blair HS Albert Einstein HS Northwood HS A. Mario Loiederman MS Argyle MS Parkland MS Takoma Park MS Arcola ES Forest Knolls ES Harmony Hills ES Highland View ES Kemp Mill ES Oak View ES Oakland Terrace ES Pine Crest ES Rolling Terrace ES Sargent Shriver ES Flora Singer ES Woodlin ES	10 5 10 2 3 2 6 6 5 5 6 3 3 5 10 9 3 7		10 5 10 2 3 2 6 6 5 5 6 3 3 5 10 9 3 7
Total	102	0	102
Gaithersburg Gaithersburg ES Goshen ES Rosemont ES Strawberry Knoll ES Summit Hall ES**	11 2 4 10 16		11 2 4 10 16
Total	43	0	43
Walter Johnson Walter Johnson HS Ashburton ES** Farmland ES Garrett Park ES	6 8 4 1		6 8 4 1
Total	19	0	19

Cluster/ School	Relocatables on site for 2019–2020 to Address:		
	Overutilization	DC	Total
Col. Zadok Magruder Cashell ES Flower Hill ES Mill Creek Towne ES Judith A. Resnik ES	2 3 9 6		2 3 9 6
Total	20	0	20
Richard Montgomery Richard Montgomery HS College Gardens ES Ritchie Park ES Twinbrook ES	6 2 6 2		6 2 6 2
Total	16	0	16
Northeast Consortium* Burnt Mills ES Burtonsville ES Cloverly ES Cresthaven ES Fairland ES Galway ES Greencastle ES Jackson Road ES JoAnn Leleck ES at Broad Acres William T. Page ES Stonegate ES Westover ES	9 6 2 2 1 2 6 1 10 10 7 2		9 6 2 2 1 2 6 1 10 10 7 2
Total	58	0	58
Northwest Northwest HS Clopper Mill ES Diamond ES Germantown ES Great Seneca Creek ES Spark M. Matsunaga ES Ronald McNair ES	10 5 4 3 3 4 7		10 5 4 3 3 4 7
Total	36	2	38
Quince Orchard Quince Orchard HS Rachel Carson ES Fields Road ES Thurgood Marshall ES	9 10 4 5		9 10 4 5
Total	28	1	29
Rockville Flower Valley ES Meadow Hall ES Rock Creek Valley ES Carl Sandburg Center	2 7 3 2		2 7 3 2
Total	14	0	14
Seneca Valley Roberto Clemente MS Lake Seneca ES Sally K. Ride ES	3 9 2		3 9 2
Total	14	0	14
Sherwood Belmont ES	0	1	1
Total	0	1	1

Cluster/ School	Relocatables on site for 2019–2020 to Address:		
	Overutilization	DC	Total
Watkins Mill South Lake ES Watkins Mill ES Whetstone ES	9 6 3		9 6 3
Total	18	0	18
Walt Whitman Walt Whitman HS Thomas W. Pyle MS Bannockburn ES Burning Tree ES	8 3 2 2 4		8 3 2 2 4
Total	17	0	17
Thomas S. Wootton Thomas S. Wootton HS Cold Spring ES DuFief ES	3 1 1		3 1 1
Total	5	1	6
Grand Total by Use	434	5	439
SCHOOL TOTAL:	439		

Other Relocatable Uses		
	# Units	Comment
Construction Walt Whitman HS	12	
Total	12	
Holding Schools		
Emory Grove Center Grosvenor Center North Lake Center Radnor Center	18 17 21 11	Luxmanor ES Maryvale ES Potomac ES
Total	67	
Other Uses at Schools		
Gaithersburg ES Monocacy ES Seneca Valley HS South Lake ES Summit Hall ES	1 1 1 1 1	Parent Resource Transitions (CCC) Linkages Judy Center
Total	5	
Non-school Locations		
Bethesda Depot Clarksburg Depot Clarksburg Depot Hadley Farms Kingsley Lincoln Warehouse Montgomery College Randolph Depot Rocking Horse Road Shady Grove Depot Smith Center	3 1 2 1 5 1 2 3 2 8 2	Offices Maintenance Transportation Offices Transitions Copy Plus Germantown Offices Offices Offices Outdoor Education
Total	30	
OTHER TOTAL:	114	

DC: Paid for by day-care provider to enable a day-care center to operate inside school.
 * In terms of the number of schools, the Downcounty Consortium is the equivalent of 5 clusters, and the Northeast Consortium is the equivalent of 3 clusters.
 **Summit Hall ES and Ashburton ES units are in modular buildings.

Montgomery County Public Schools Relocatable Classrooms: 2019–2020 School Year

Cluster/ School	Relocatables on site for 2019–2020 to Address:		
	Overutilization	DC	Total
Bethesda-Chevy Chase			
Bethesda ES	5		5
Total	5	0	5
Winston Churchill			
Total	0	0	0
Clarksburg			
Clarksburg HS	13		13
Clarksburg ES	9		9
Captain James E. Daly ES	4		4
Wilson Wims ES	6		6
Total	32	0	32
Damascus			
John T. Baker MS	2		2
Cedar Grove ES	3		3
Damascus ES	2		2
Total	7	0	7
Downcounty Consortium*			
Montgomery Blair HS	10		10
Albert Einstein HS	5		5
Northwood HS	10		10
A. Mario Loiederman MS	2		2
Argyle MS	3		3
Parkland MS	2		2
Takoma Park MS	6		6
Arcola ES	6		6
Forest Knolls ES	5		5
Harmony Hills ES	5		5
Highland View ES	6		6
Kemp Mill ES	3		3
Oak View ES	3		3
Oakland Terrace ES	2		2
Pine Crest ES	5		5
Rolling Terrace ES	10		10
Sargent Shriver ES	9		9
Flora Singer ES	3		3
Woodlin ES	7		7
Total	102	0	102
Gaithersburg			
Gaithersburg ES	11		11
Goshen ES	2		2
Rosemont ES	4		4
Strawberry Knoll ES	10		10
Summit Hall ES**	16		16
Total	43	0	43
Walter Johnson			
Walter Johnson HS	6		6
Ashburton ES**	8		8
Farmland ES	4		4
Garrett Park ES	1		1
Total	19	0	19

Cluster/ School	Relocatables on site for 2019–2020 to Address:		
	Overutilization	DC	Total
Col. Zadok Magruder			
Cashell ES	2		2
Flower Hill ES	3		3
Mill Creek Towne ES	9		9
Judith A. Resnik ES	6		6
Total	20	0	20
Richard Montgomery			
Richard Montgomery HS	6		6
College Gardens ES	2		2
Ritchie Park ES	6		6
Twinbrook ES	2		2
Total	16	0	16
Northeast Consortium*			
Burnt Mills ES	9		9
Burtonsville ES	6		6
Cloverly ES	2		2
Cresthaven ES	2		2
Fairland ES	1		1
Galway ES	2		2
Greencastle ES	6		6
Jackson Road ES	1		1
JoAnn Leleck ES at Broad Acres	10		10
William T. Page ES	10		10
Stonegate ES	7		7
Westover ES	2		2
Total	58	0	58
Northwest			
Northwest HS	10		10
Clopper Mill ES	5		5
Diamond ES	4	1	5
Germantown ES	3		3
Great Seneca Creek ES	3		3
Spark M. Matsunaga ES	4	1	5
Ronald McNair ES	7		7
Total	36	2	38
Quince Orchard			
Quince Orchard HS	9		9
Rachel Carson ES	10	1	11
Fields Road ES	4		4
Thurgood Marshall ES	5		5
Total	28	1	29
Rockville			
Flower Valley ES	2		2
Meadow Hall ES	7		7
Rock Creek Valley ES	3		3
Carl Sandburg Center	2		2
Total	14	0	14
Seneca Valley			
Roberto Clemente MS	3		3
Lake Seneca ES	9		9
Sally K. Ride ES	2		2
Total	14	0	14
Sherwood			
Belmont ES	0	1	1
Total	0	1	1

Cluster/ School	Relocatables on site for 2019–2020 to Address:		
	Overutilization	DC	Total
Watkins Mill			
South Lake ES	9		9
Watkins Mill ES	6		6
Whetstone ES	3		3
Total	18	0	18
Walt Whitman			
Walt Whitman HS	8		8
Thomas W. Pyle MS	3		3
Bannockburn ES	2		2
Burning Tree ES	4		4
Total	17	0	17
Thomas S. Wootton			
Thomas S. Wootton HS	3		3
Cold Spring ES	1		1
DuFief ES	1	1	2
Total	5	1	6
Grand Total by Use	434	5	439
SCHOOL TOTAL: 439			

Other Relocatable Uses		
	# Units	Comment
Construction		
Walt Whitman HS	12	
Total	12	
Holding Schools		
Emory Grove Center	18	
Grosvenor Center	17	Luxmanor ES
North Lake Center	21	Maryvale ES
Radnor Center	11	Potomac ES
Total	67	
Other Uses at Schools		
Gaithersburg ES	1	Parent Resource
Monocacy ES	1	
Seneca Valley HS	1	Transitions (CCC)
South Lake ES	1	Linkages
Summit Hall ES	1	Judy Center
Total	5	
Non-school Locations		
Bethesda Depot	3	Offices
Clarksburg Depot	1	Maintenance
Clarksburg Depot	2	Transportation
Hadley Farms	1	Offices
Kingsley	5	Transitions
Lincoln Warehouse	1	Copy Plus
Montgomery College	2	Germantown
Randolph Depot	3	Offices
Rocking Horse Road	2	Offices
Shady Grove Depot	8	Offices
Smith Center	2	Outdoor Education
Total	30	
OTHER TOTAL: 114		

DC: Paid for by day-care provider to enable a day-care center to operate inside school.
* In terms of the number of schools, the Downcounty Consortium is the equivalent of 5 clusters, and the Northeast Consortium is the equivalent of 3 clusters.
**Summit Hall ES and Ashburton ES units are in modular buildings.

DC: Paid for by day-care provider to enable a day-care center to operate inside school.

* In terms of the number of schools, the Downcounty Consortium is the equivalent of 5 clusters, and the Northeast Consortium is the equivalent of 3 clusters.

**Summit Hall ES and Ashburton ES units are in modular buildings.

Appendix I

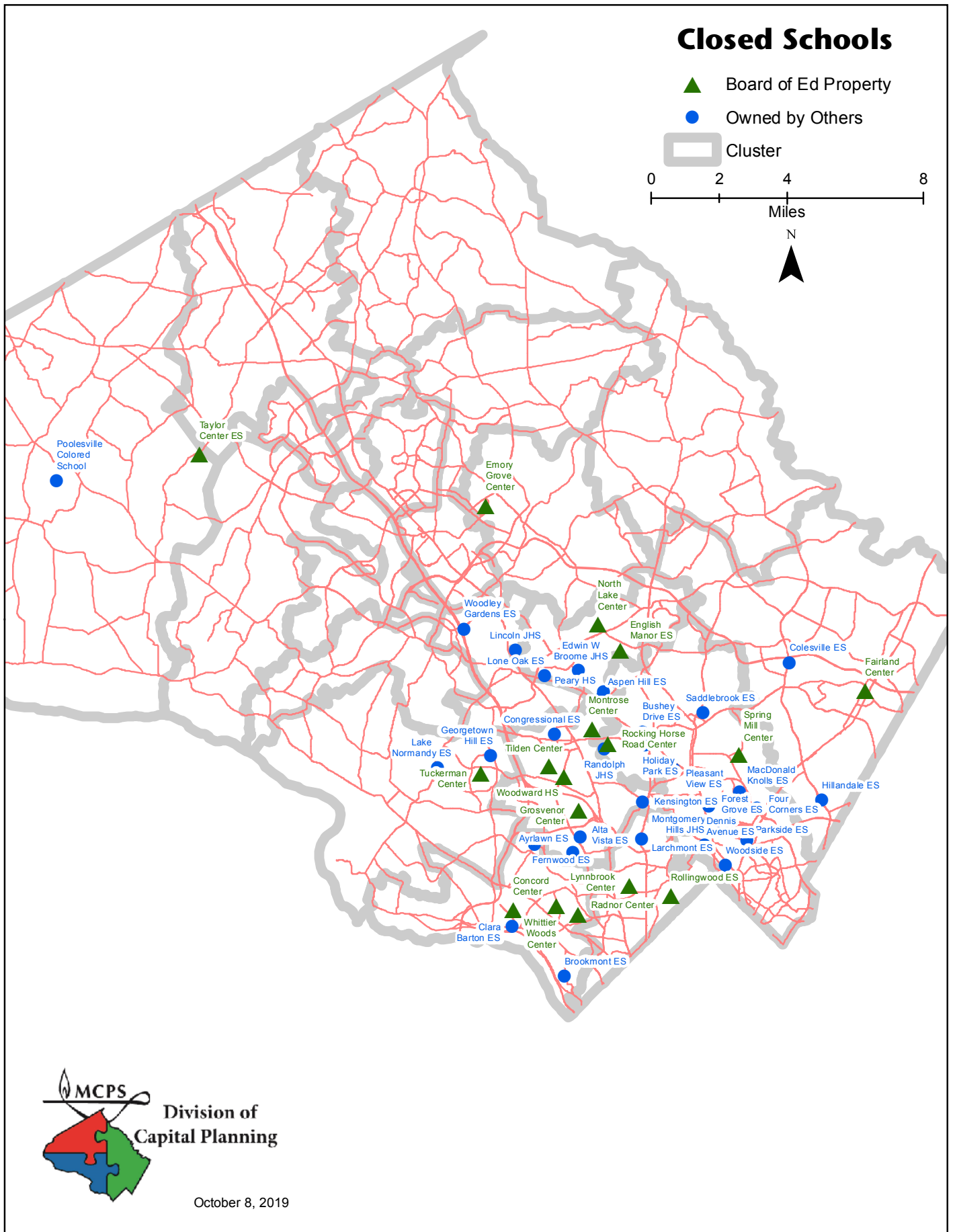
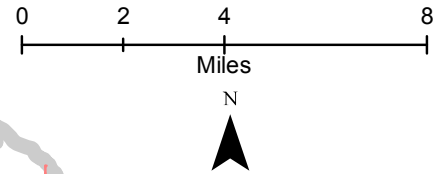
Former Operating Schools and Current Status

June 2019

NAME	ADDRESS	Elementary School Service Area	CLUSTER	CURRENT USE	SITE	ROOMS	SF
BOARD OF EDUCATION OWNED FACILITIES							
Concord School Center	7210 Hidden Creek Road	Bannockburn ES	Walt Whitman	MCPS records and childcare	3.45	12	26,444
Emory Grove Center	18100 Washington Grove Lane	Resnik ES	Magruder	Holding School	10.17	19	49,858
English Manor ES	4511 Bestor Drive	Barnsley ES	Rockville	MCPS offices	8.25	28	50,000
Fairland Center	13313 Old Columbia Pike	Fairland ES	Northeast Consortium	Holding School (currently leased to private school)	9.21	26	45,082
Grosvenor Center	5701 Grosvenor Lane	Ashburton ES	Walter Johnson	Holding School	10.21	18	36,770
Lynnbrook Center	8001 Lynnbrook Drive	Bethesda ES	B-CC	MCPS program offices	4.21	15	35,000
MacDonald Knolls ES	10611 Tenbrook Drive	Forest Knolls ES	Downcounty Consortium	MCPS Early Childhood Center and Montgomery County C	8.06	15	28,000
Montrose Center	12301 Academy Way	Garrett Park ES	Walter Johnson	Leased to private school	7.50	16	34,243
North Lake Center	15101 Bauer Drive	Flower Valley ES	Rockville	Holding School	9.66	22	40,378
Radnor Center	7000 Radnor Road	Bradley Hills ES	Walt Whitman	Holding School	9.03	20	36,663
Rocking Horse Road ES	4910 Macon Road	Viers Mill ES	Downcounty Consortium	ESOL; Head Start; Title 1; International Student Admiss.	18.70	28	57,639
Rollingwood ES	3200 Woodbine Street	Rosemary Hills ES/ Chevy Chase ES	B-CC	Leased to private school	4.07	12	26,624
Spring Mill Center	11721 Kemp Mill Road	Kemp Mill ES	Downcounty Consortium	MCPS Staff and MCCPTA	7.69	14	29,300
Taylor ES Center	19501 White Ground Road	Monocacy ES	Poolesville	MCPS Science Materials Center	11.47	8	20,827
Whittier Woods Center	7300 Whittier Boulevard	Burning Tree ES	Walt Whitman	Whitman HS	5.90		17,475
Woodward Center (beginning 2020)	11211 Old Georgetown Road	Luxmanor ES	Walter Johnson	Tilden MS	29.80	52	135,150
Tilden Center	6300 Tilden Avenue	Luxmanor ES	Walter Johnson	Holding School	19.70	39	119,516
Tuckerman Center	8224 Lochinver Lane	Bells Mill ES	Winston Churchill	Leased to private school	9.13	24	47,965
MONTGOMERY COUNTY OWNED FACILITIES							
Alta Vista ES	5615 Beech Avenue	Wyngate ES	Walter Johnson	Leased to private school	3.53	12	15,000
Aspen Hill ES	4915 Aspen Hill Road	Rock Creek Valley ES	Rockville	Leased to health center	6.00	24	50,000
Ayr lawn ES	5650 Oakmont Avenue	Wyngate ES	Walter Johnson	Leased to YMCA	3.08	11	28,000
Clara Barton ES	7425 MacArthur Boulevard	Bannockburn ES	Walt Whitman	County recreation and childcare users	4.00	12	26,084
Brookmont ES	4800 Sangamore Road	Wood Acres ES	Walt Whitman	Leased to private school	5.65	22	36,000
Broome JHS	751 Twinbrook Parkway	Meadow Hall ES	Rockville	Various county users	19.49	45	135,210
Bushey Drive ES	12210 Bushey Drive	Shriver ES	Downcounty Consortium	County Recreation Office	6.07	NA	32,675
Colesville ES	14015 New Hampshire Avenue	Drew ES	Northeast Consortium	Community Services Center	11.11	14	25,174
Congressional ES	1801 East Jefferson Street	Fairland ES	Walter Johnson	The Hebrew Home of Greater Washington	9.91		
Dennis Avenue ES	2000 Dennis Avenue	Flora M. Singer ES	Downcounty Consortium	Health Center	6.97		
Fernwood ES	6801 Greentree Road	Burning Tree ES	Walt Whitman	Leased to private school	6.15	18	32,000
Forest Grove ES	9805 Dameron Drive	Singer ES	Downcounty Consortium	Leased to Holy Cross Hospital	6.17	24	38,000
Four Corners ES	321 University Boulevard West	Forest Knolls ES	Downcounty Consortium	Retirement home	5.66		
Georgetown Hill ES	11614 Seven Locks Road	Beverly Farms ES	Winston Churchill	Leased to private school	10.35	28	50,000
Hillandale ES	10501 New Hampshire Avenue	Nix/Cresthaven	Northeast Consortium	Centers for Handicapped Inc.	6.81		
Holiday Park ES	3930 Ferrara Avenue	Viers Mill ES	Downcounty Consortium	The Senior Connection of Montgomery County, Inc.	5.62		
Kensington ES	10400 Detrick Avenue	Kensington-Parkwood ES	Walter Johnson	Housing Opportunities Commission Main Office	4.54	19	45,206
Lake Normandy ES	11315 Falls Road	Bells Mill ES	Winston Churchill	Potomac Community Center	10.59		
Lincoln JHS	595 North Stonestreet Avenue	Maryvale ES	Rockville	Crusader Baptist Church of God	1.78		
Lone Oak ES	1010 Grandin Avenue	Meadow Hall ES	Rockville	Centers for Handicapped Inc./Elderly day care	7.09	28	40,000
Montgomery Hills JHS	2010 Linden Lane	Woodlin ES	Downcounty Consortium	Leased to private school	8.67	44	130,000
Parkside ES	9500 Brunett Avenue	Sligo Creek ES	Downcounty Consortium	County Department of Park and Planning	11.61	NA	26,369
Pleasant View ES	3015 Upton Drive	Rock View ES	Downcounty Consortium	Leased to private school	6.22	NA	58,283
Poolesville Colored School	19200 Jerusalem Road	Poolesville ES	Poolesville	AT&T	4.00		
Randolph JHS	11710 Hunters Lane	Viers Mill ES	Downcounty Consortium	Charles E. Smith Jewish Day School	8.07		
Saddlebrook ES	12751 Layhill Road	Glenallen ES	Downcounty Consortium	Park Police Headquarters	10.59	29	42,274
Woodside ES	8818 Georgia Avenue	Woodlin ES	Downcounty Consortium	Health and Human Services	2.70	23	36,614
CITY OF ROCKVILLE OWNED FACILITIES							
Woodley Gardens ES	1150 Carnation Drive	College Gardens ES	Richard Montgomery	Senior center	9.64	16	31,767
PRIVATELY-OWNED FACILITIES							
Larchmont ES	9411 Connecticut Avenue	Rosemary Hills ES/North Chevy Chase ES	B-CC		10.94		
Peary HS	13300 Arctic Avenue	Rock Creek Valley ES	Rockville		19.52		

Closed Schools

- ▲ Board of Ed Property
- Owned by Others
- Cluster



Division of
Capital Planning

October 8, 2019

Closed Schools That Have Been Reopened*
June 2019

Name	Year Reopened	Address	Cluster	Acreage
Arcola ES	2007	1820 Franwall Avenue, Silver Spring	Northwood	5.0
Argyle MS	1993	2400 Bel Pre Road, Silver Spring	Kennedy	19.9
Burnt Mills ES	1990	11211 Childs Street, Silver Spring	Blake	15.1
Cabin John MS	1989	10701 Gainsborough Road, Potomac	Churchill	18.2
Cloverly ES	1989	800 Briggs Chaney Road, Silver Spring	Paint Branch	10.0
Francis Scott Key MS	1990	910 Schindler Drive, Silver Spring	Springbrook	20.6
A. Mario Loiederman MS (Col. Joseph A. Belt JHS)	2005	12701 Goodhill Road, Silver Spring	Wheaton	17.1
Newport Mill MS	2002	11311 Newport Mill Road, Silver Spring	Einstein	8.4
North Bethesda MS	1999	8935 Bradmoor Drive, Bethesda	Walter Johnson	20.0
Northwood HS	2004	919 University Boulevard, Silver Spring	Northwood	29.6
Roscoe R. Nix ES (Brookview ES)	2006	1100 Corliss Street, Silver Spring	Springbrook	9.0
Bayard Rustin ES (Hungerford Park ES)	2018	332 West Edmonston Drive, Rockville	Richard Montgomery	11.0
Sargent Shriver ES (Connecticut Park ES)	2006	12518 Greenly Drive, Silver Spring	Wheaton	9.2
Silver Creek MS (Kensington JHS)	2017	3701 Saul Road, Kensington	B-CC	13.3
Flora M. Singer ES (McKenney Hills ES)	2012	2600 Hayden Drive, Silver Spring	Einstein	12.7

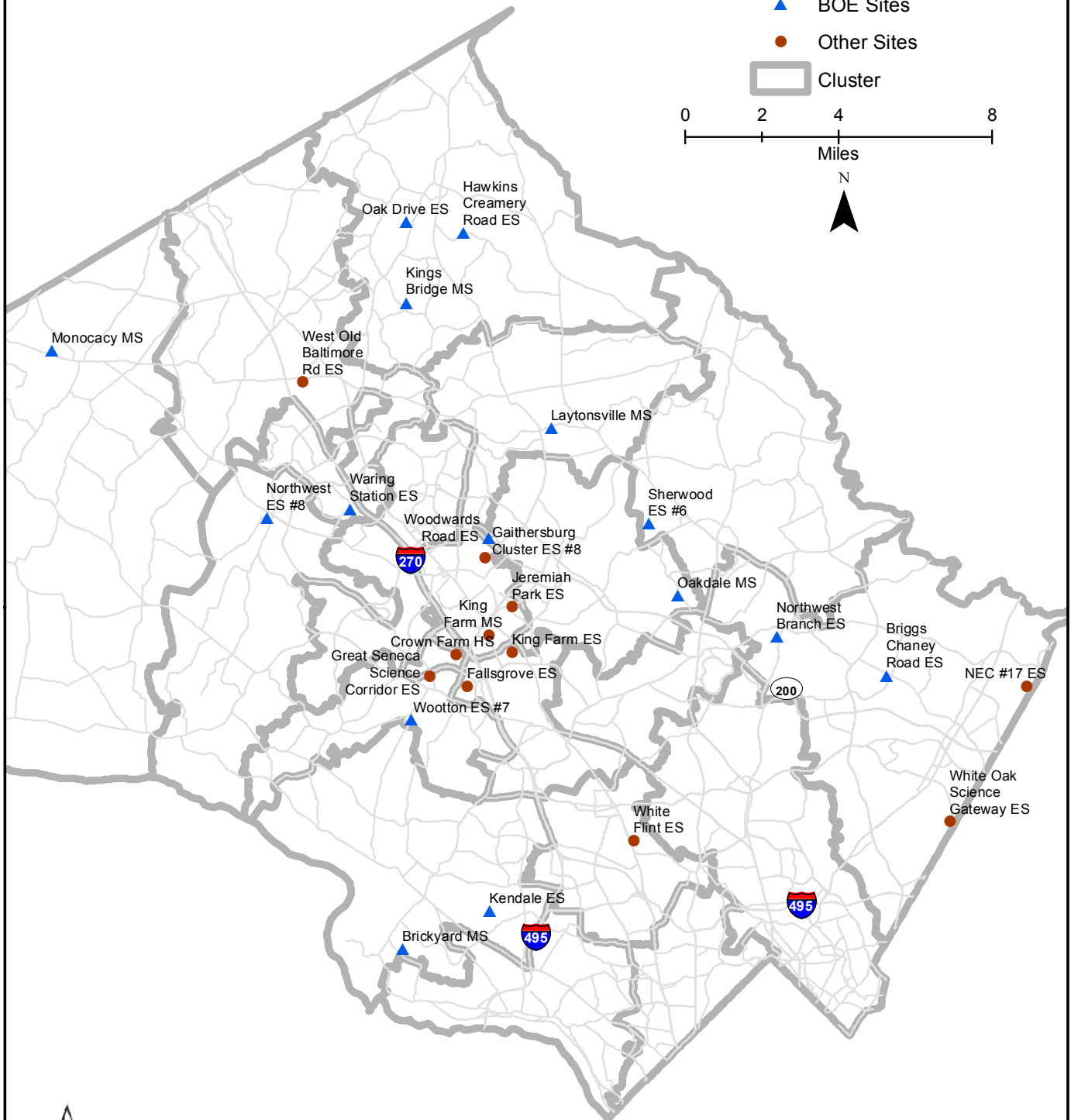
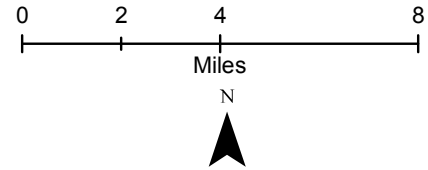
* Schools on this list were either reopened or built new on the site of a former school. In some cases the school was renamed.

Future School Sites

▲ BOE Sites

● Other Sites

Cluster



Division of
Capital Planning

October 8, 2019

Future School Sites

June 2019

Name	Address	Elementary School Service Area	Cluster	Acreage
Board of Education Owned Sites				
Brickyard MS	Brickyard Road	Potomac ES	Churchill	20.00
Briggs Chaney Road MS	Briggs Chaney Road	Cloverly ES	Paint Branch	20.96
Hawkins Creamery Road ES	Hawkins Creamery Road	Clearspring ES	Damascus	13.51
Kendale ES	Kendale Road	Seven Locks ES	Churchill	10.54
Kings Bridge MS	Founders Way	Woodfield ES	Damascus	30.33
Laytonsville MS	Warfield Road	Laytonsville ES	Gaithersburg	22.74
Monocacy MS	Barnesville Road	Monocacy ES	Poolesville	17.35
Northeast Consortium ES #17	Saddle Creek Drive	Burtonsville ES	Paint Branch	TBD
Northwest ES #8	Schaeffer Road	Great Seneca Creek ES	Northwest	12.70
Northwest Branch ES	Layhill Road	Stonegate ES	Blake	11.41
Oak Drive ES	Oak Drive	Damascus ES	Damascus	12.99
Oakdale MS	Cashell Road	Cashell ES	Magruder	18.49
Sherwood ES #6	Wickham Road	Olney ES	Sherwood	17.00
Waring Station ES	Waring Station Road	McAuliffe ES	Seneca Valley	9.99
Woodwards Road ES	Emory Grove Road	Resnik ES	Magruder	11.05
Wootton ES # 7	Cavanaugh Drive	Stone Mill ES	Wootton	12.10
Master Planned School Sites Titled to Others				
Central Area HS (Crown Farm)	Fields Road	Rosemont ES	Gaithersburg	31.1
Fallsgrove ES	Fallsgrove Road	Ritchie Park ES	Richard Montgomery	TBD
Gaithersburg Cluster ES #8	400 Victory Farm Drive.	Gaithersburg ES	Gaithersburg HS	9.00
Great Seneca Science Corridor ES	Great Seneca Hwy. and Key West Ave.	Stone Mill ES	Wootton	TBD
Jeremiah Park ES	SE Shady Grove Road and Crabbs Branch Way	Washington Grove ES	Gaithersburg	TBD
King Farm ES	Watkins Pond Road	College Gardens ES	Richard Montgomery	TBD
King Farm MS	Piccard Drive	Rosemont ES	Gaithersburg	TBD
West Old Baltimore Road ES	West Old Baltimore Road	Gibbs ES	Clarksburg	9.30
White Flint ES	South side of current White Flint Mall property	Garrett Park ES	Walter Johnson	TBD
White Oak Science Gateway ES	FDA Boulevard	Nix ES/Cresthaven ES	Northeast Consortium	TBD

Appendix J

New and Reopened Schools, 1985 to 2019

School Year	Elementary Schools	Middle Schools	High Schools
1985	Flower Hill, Lake Seneca		
1986	Clopper Mill		
1987	Jones Lane, Christa McAuliffe		
1988	Clearspring, Goshen, Greencastle, Stone Mill, Strawberry Knoll, Waters Landing		Quince Orchard
1989	Cloverly, Capt. James E. Daly	Cabin John	Watkins Mill
1990	Brooke Grove, Burnt Mills, Rachel Carson, Ronald McNair, Sequoyah	Francis Scott Key	
1991	Dr. Charles R. Drew, Judith A. Resnik	Briggs Chaney	
1992	Lois P. Rockwell	Roberto Clemente, Rosa M. Parks	
1993	Thurgood Marshall	Argyle	
1994	Dr. Sally K. Ride		
1995		Forest Oak, Rocky Hill	
1996		Neelsville	
1997		Kingsview, John Poole	
1998			James Hubert Blake, Northwest
1999	Sligo Creek	North Bethesda, Shady Grove, Silver Spring International	
2000	None		
2001	Spark M. Matsunaga		
2002		Newport Mill	
2003	None		
2004			Northwood
2005		Lakelands Park, A. Mario Loiederman	
2006	Great Seneca Creek, Little Bennett, Roscoe Nix, Sargent Shriver		Clarksburg
2007	Arcola		
2008	None		
2009	William B. Gibbs, Jr.		
2010	None		
2011	None		
2012	Flora M. Singer		
2013	None		
2014	Wilson Wims		
2015	None		
2016		Hallie Wells	
2017		Silver Creek	
2018	Bayard Rustin		
2019	Snowden Farm		

35 Elementary Schools, 19 Middle Schools, and 6 High Schools

Source: Montgomery County Public Schools, Division of Capital Planning, October 2019

Schools Revitalized/Expanded 1985 to 2019

School Year	Elementary Schools	Middle Schools	High Schools
1985	Oak View, Woodfield		
1986	Twinbrook		
1987	Cedar Grove		
1988	Bannockburn, New Hampshire Estates, Rosemary Hills	Gaithersburg	
1989	Cloverly, Highland, Laytonsville, Monocacy, Montgomery Knolls, Rolling Terrace		
1990	Burnt Mills, Olney, Westbrook		
1991	Beall, Burning Tree, Viers Mill	Sligo	Sherwood
1992	Pine Crest, Travilah		Walt Whitman
1993	Ashburton, Burtonsville, Clarksburg, Forest Knolls, Oakland Terrace	Thomas W. Pyle, White Oak	Springbrook
1994	Highland View, Meadow Hall		
1995	Brookhaven, Georgian Forest, Jackson Road, North Chevy Chase, Rosemont	Julius West	
1996	Flower Valley, Kemp Mill		
1997	Ritchie Park, Wyngate	Westland	Albert Einstein
1998	Lucy V. Barnsley, Westover		Montgomery Blair
1999	Bethesda, Harmony Hills, Rock View	Takoma Park	John. F. Kennedy
2000	Chevy Chase, Mill Creek Towne		
2001	Rock Creek Valley	Earle B. Wood	Bethesda-Chevy Chase, Winston Churchill
2002	Wood Acres		
2003	Lakewood, William Tyler Page	Montgomery Village	
2004	Glen Haven		Rockville
2005	Somerset, Kensington-Parkwood		
2006	None		
2007	College Gardens	Parkland	Richard Montgomery
2008	Galway		
2009	Bells Mill, Cashell	Francis Scott Key	Walter Johnson
2010	Carderock Springs, Cresthaven		
2011	Cannon Road, Farmland, Garrett Park, Seven Locks	Cabin John	
2012	Beverly Farms		Paint Branch
2013	Glenallen, Weller Road	Herbert Hoover	Gaithersburg
2014	Bel Pre, Candlewood, Rock Creek Forest		
2015			Wheaton
2016		William H. Farquhar	
2017	Brown Station, Wayside, Wheaton Woods		
2018			Thomas Edison HS of Technology
2019	None		

70 Elementary Schools, 14 Middle Schools, and 15 High Schools

Source: Montgomery County Public Schools, Division of Capital Planning, October 2019

Schools Reopened and Extent of Improvements Made When Reopened

School	Year Facility Originally Opened	Year Facility Closed	Year Facility Improvement	Year Fully Revitalized/Expanded or Completely Rebuilt
Elementary Schools				
Arcola (on site of former Arcola ES)	1956	1982		2007
Burnt Mills	1964	1977	1990	
Cloverly	1961	1983	1989	
Roscoe Nix (on site of former Brookview ES)	1955	1982		2006
Bayard Rustin (on site of former Hungerford Park ES)	1960	1982		2018
Sargent Shriver (former Connecticut Park ES)	1954	1983		2006
Sligo Creek (part of former Blair HS)	1935	1998		1999
Middle Schools				
Argyle	1971	1981	1993	
Cabin John	1968	1987	1989	2011
Francis Scott Key	1966	1983	1990	2009
A. Mario Loiederman (former Belt JHS)	1956	1983	2005	
Newport Mill	1958	1982	2002	
North Bethesda	1955	1981	1999	
Silver Creek (on site of former Kensington Jr HS)	1938	1979		2017
Silver Spring International (part of former Montgomery Blair HS)	1935	1998	1999	
Tilden (Tilden MS relocated to former Woodward HS)	1967	1986	1991	2020 scheduled @ Tilden Lane
High Schools				
Clarksburg (originally opened as Rocky Hill MS)	1995	2004		2006 expanded to HS
Northwood	1956	1985	2004	

Appendix K

Planned Life-cycle Asset Replacement (PLAR) Projects Completed Summer 2019

	Facility	Project Scope		Facility	Project Scope
1	John T. Baker MS	Elevator	61	Northwest HS	Serving Lines Replacement
2	John T. Baker MS	Exterior Doors	62	Northwest HS	Stage Floor Refinishing
3	John T. Baker MS	New Cabinets (Home Ec)	63	Olney ES	Playground Equipment
4	Beall ES	Playground Equipment	64	Pine Crest ES	Kitchen Ceiling & Lights
5	Belmont ES	Playground Equipment Replacement	65	Piney Branch ES	Gym Floor Replacement
6	Montgomery Blair HS	Auditorium Floor Repairs	66	Piney Branch ES	Paint (Gym Wall)
7	Montgomery Blair HS	Concrete Replacement	67	John Poole MS	Concrete (Loading Dock)
8	Montgomery Blair HS	Floor Covering (Main Office)	68	John Poole MS	Floor Covering
9	Montgomery Blair HS	Gym Floor (Refinishing)	69	Poolesville ES	Asphalt & Concrete Replacement
10	James Hubert Blake HS	Gym Floor (Refinishing)	70	Poolesville HS	Gym Floor (Main)
11	Bradley Hills ES	ADA Chair Lift	71	Poolesville HS	Masonry Repairs
12	Brooke Grove ES	Emergency Generator	72	Poolesville HS	Paint (Interior & Exterior)
13	Burning Tree ES	Asphalt	73	Thomas W. Pyle MS	Compactor 10T
14	Burning Tree ES	Emergency Generator	74	Quince Orchard HS	Floor Covering (Main Office)
15	Burnt Mills ES	Emergency Generator	75	Quince Orchard HS	Gym Divider Wall
16	Burnt Mills ES	Gym Floor (Refinishing)	76	Quince Orchard HS	Tennis Courts
17	Rachel Carson ES	Emergency Generator	77	Randolph Transportation Depot	Sanitary Sewer Connection
18	Rachel Carson ES	Playground Equipment	78	Ridgeview MS	ADA Chair Lift
19	Cedar Grove ES	Playground Equipment	79	Ritchie Park ES	Floor Covering (IMC & Computer Lab)
20	Winston Churchill HS	Floor Covering	80	Randolph Maintenance Depot	Sewer Line
21	Winston Churchill HS	Running Track	81	Rocking Horse Road Ctr	Sewer Line
22	Clarksburg Maintenance Depot	Asphalt (Phase 2 of 2)	82	Rocky Hill MS	Asphalt (Track)
23	Damascus ES	Door & Window Replacement	83	Rolling Terrace ES	Kitchen Ceiling & Lights
24	Damascus HS	Ceiling & Light Replacement	84	Rolling Terrace ES	Doors (Exterior)
25	Damascus HS	Concrete	85	Rolling Terrace ES	Paint Gym Ceiling & Duct Work
26	Damascus HS	Locker Room Renovation	86	Shady Grove MS	Chimney Demo
27	Dr. Charles R. Drew ES	Floor Covering	87	Shady Grove MS	Water Heater
28	DuFief ES	Playground Equipment	88	Shady Grove MS	Concrete (Front of School)
29	Eastern MS	Asphalt	89	Sligo MS	Walk-In Boxes
30	Eastern MS	Concrete	90	Springbrook HS	Basketball Backboards
31	Eastern MS	Fence	91	Springbrook HS	Gym Floor (Refinishing)
32	Eastern MS	Painting	92	Stephen Knolls School	Ceiling & Light Replacement (Phase 1)
33	Eastern MS	Play Pad Improvements	93	Stephen Knolls School	Paint (Interior & Exterior)
34	Eastern MS	School Name Letters Replacement	94	Stephen Knolls School	Playground Equipment
35	Eastern MS	Trash Containers	95	Stonegate ES	Floor Covering (IMC)
36	Gaithersburg ES	Floor Covering (IMC)	96	Stonegate ES	Paint (Interior & Exterior)
37	Gaithersburg ES	Playground Equipment	97	Strathmore ES	Ceiling & Light Replacement
38	Galway ES	Floor Covering	98	Strawberry Knoll ES	Emergency Generator
39	Germantown ES	Basketball Backboards	99	Strawberry Knoll ES	Playground Equipment
40	Germantown ES	Gym Floor Replacement	100	Strawberry Knoll ES	Walk-In Boxes
41	Goshen ES	Playground Equipment	101	Summit Hall ES	Paint (Interior & Exterior)
42	Grosvenor Center	Playground Equipment	102	Twinbrook ES	Concrete
43	Jackson Road ES	Concrete Replacement	103	Twinbrook ES	Line Painting
44	Jones Lane ES	Emergency Generator	104	Washington Grove ES	Exterior Wall Repairs
45	Lake Seneca ES	Exterior Wall Repairs	105	Washington Grove ES	Soffit
46	Lakelands Park MS	Tennis Courts	106	Waters Landing ES	Emergency Generator
47	Lakewood ES	Concrete	107	Watkins Mill HS	Blinds and Shades
48	Laytonville ES	Concrete (Front & Back)	108	Julius West MS	Emergency Generator
49	A. Mario Loiederman MS	Exterior Wall Waterproofing & Drainage	109	Julius West MS	Gym Floor (Refinishing)
50	A. Mario Loiederman MS	Plumbing Drain Repairs	110	Julius West MS	Paint (Interior & Exterior)
51	Col. Zadak Magruder HS	Windows and Doors	111	Whetstone ES	Cabinets (10 Classrooms)
52	Thurgood Marshall ES	Playground Equipment	112	Whetstone ES	Ceiling & Light Replacement
53	Spark M. Matsunaga ES	Exterior Masonry Wall Facade	113	Whetstone ES	Floor Covering
54	Ronald McNair ES	Emergency Generator	114	White Oak MS	Gym Floor Replacement
55	Meadow Hall ES	Playground Equipment	115	Walt Whitman HS	Doors (Stairwell Phase 2 of 2)
56	Montgomery Village MS	Concrete (Sidewalks)	116	Earle B. Wood MS	Floor Covering
57	New Hampshire Estates ES	Playground Equipment	117	Earle B. Wood MS	Gym Floor (Refinishing)
58	North Lake Center	Concrete	118	Woodfield ES	Playground Equipment
59	North Lake Center	Concrete (Trash Room)	119	Wyngate ES	Floor Covering
60	North Lake Center	Windows and Doors (Phase 2)			

Appendix L

Head Start and Prekindergarten Locations 2019–2020

School	Federal Head Start Sessions						Pre-K				Pre-k Plus	
	Capacity 3's	Sess- ions	Capacity 4's	Sess- ions	Full-day Capacity	Full-day Sessions	Capacity	Sess- ions	Full-day Capacity	Full-day Sessions	Capacity	Sess- ions
Bells Mill Elementary School					20	1						
JoAnn Leleck Elementary School at Broad Acres					20	1	40	2	20	1	20	1
Brown Station Elementary School ♦ (pm)					20	1	60	3				
Clearspring Elementary School					20	1	20	1				
Clopper Mill Elementary School					20	1	40	2			20	1
Dr. Charles R. Drew Elementary School					20	1	40	2				
Fairland Elementary School					20	1	20	1				
Harmony Hills Elementary School					20	1	40	2				
Highland Elementary School					20	1	40	2				
Georgian Forest Elementary School					20	1	40	2				
Glenallen Elementary School ♦ (am)					20	1						
Kemp Mill Elementary School					20	1			20	1		
Maryvale Elementary School	15	1			20	1	40	2				
Mont. Knolls Elementary School ♦ (am/pm)					20	1	40	2				
New Hamp. Est. Elementary School	15	1			60	3	25	1	20	1		
Rolling Terrace Elementary School (Judy Ctr)					20	1	40	2			20	1
S. Christa McAuliffe Elementary School					20	1						
South Lake Elementary School					20	1			20	1		
Summit Hall Elementary School (Judy Ctr)					20	1	40	2			20	1
Twinbrook Elementary School					20	1	40	2				
Viers Mill Elementary School ♦ (am/pm)					20	1	40	2				
Wash. Grove Elementary School ♦ (pm) (Judy Ctr)					20	1	60	3			20	1
Watkins Mill Elementary School ♦♦					20	1			20	1		
Weller Road Elementary School ♦ (pm)					20	1	40	2			40	2
Wheaton Woods Elementary School					20	1	40	2				
Beall Elementary School	15	1					20	1				
College Gardens Elementary School (mixed age)			17	1								
East Silver Spring Elem. School (mixed age) ♦ (pm)			17	1			40	2				
Dr. Sally K. Ride Elementary School	15	1					40	2				
Strawberry Knoll Elementary School /4 hr ♦ * (pm)			14	1			20	1				
Arcola Elementary School									20	1		
Bel Pre Elementary School							80	4			20	1
Brooke Grove Elementary School									20	1		
Brookhaven Elementary School ♦ (am/pm)							40	2				
Burnt Mills Elementary School							40	2				
Rachel Carson Elementary School							40	2				
Cashell Elementary School									20	1		
Capt. James E. Daly Elementary School							40	2				
Fields Road Elementary School									20	1		
Flora M. Singer Elementary School									20	1		
Flower Hill Elementary School							40	2				
Forest Knolls Elementary School									20	1		
Fox Chapel Elementary School							40	2				
Gaithersburg Elementary School									20	1		
Galway Elementary School							40	2				
Glen Haven Elementary School ♦ (pm)									20	1		
Greencastle Elementary School ♦ (pm)							40	2				
Jackson Road Elementary School ♦ (pm)							40	2				
Lake Seneca Elementary School ♦ (pm)							40	2				
Macdonald Knolls Early Childhood Center									100	5		
Ronald McNair Elementary School									20	1		
Mill Creek Towne Elementary School							20	1				
Oakland Terrace Elementary School ♦ (am)									20	1		
William Tyler Page Elementary School							40	2				
Judith A. Resnik Elementary School							40	2				
Rock Creek Forest Elementary School									20	1		
Rock View Elementary School							40	2				
Roscoe R. Nix Elementary School							40	2				
Rosemary Hills Elementary School							40	2				
Rosemont Elementary School (Judy Ctr)							40	2				
Sargent Shriver Elementary School							40	2				
Stedwick Elementary School							40	2				
Upcounty Early Childhood Center at Emory Grove									80	4		
Whetstone Elementary School ♦ (pm)							40	2				
William B. Gibbs, Jr. Elementary School ♦ (am/pm)							40	2				
Total for Head Start and Pre-K	60	4	48	3	540	27	1765	88	500	25	160	8
Total Head Start	648											
Head Start Funded Level	648											
MCPS serves:	648						2265				160	
Total Students Served (Figures in Bold)	3073											

* Intensive Needs

♦ Preschool Special Education Collaboration

♦♦ Preschool Inclusion

Head Start and Prekindergarten Locations 2019–2020

School	Federal Head Start Sessions						Pre-K				Pre-k Plus	
	Capacity 3's	Sess-ions	Capacity 4's	Sess-ions	Full-day Capacity	Full-day Sessions	Capacity	Sess-ions	Full-day Capacity	Full-day Sessions	Capacity	Sess-ions
Bells Mill Elementary School					20	1						
JoAnn Leleck Elementary School at Broad Acres					20	1	40	2	20	1	20	1
Brown Station Elementary School ♦ (pm)					20	1	60	3				
Clearspring Elementary School					20	1	20	1				
Clopper Mill Elementary School					20	1	40	2			20	1
Dr. Charles R. Drew Elementary School					20	1	40	2				
Fairland Elementary School					20	1	20	1				
Harmony Hills Elementary School					20	1	40	2				
Highland Elementary School					20	1	40	2				
Georgian Forest Elementary School					20	1	40	2				
Glenallan Elementary School ♦ (am)					20	1						
Kemp Mill Elementary School					20	1			20	1		
Maryvale Elementary School	15	1			20	1	40	2				
Mont. Knolls Elementary School ♦ (am/pm)					20	1	40	2				
New Hamp. Est. Elementary School	15	1			60	3	25	1	20	1		
Rolling Terrace Elementary School (Judy Ctr)					20	1	40	2			20	1
S. Christa McAuliffe Elementary School					20	1						
South Lake Elementary School					20	1			20	1		
Summit Hall Elementary School (Judy Ctr)					20	1	40	2			20	1
Twinbrook Elementary School					20	1	40	2				
Viers Mill Elementary School ♦ (am/pm)					20	1	40	2				
Wash. Grove Elementary School ♦ (pm) (Judy) Ctr)					20	1	60	3			20	1
Watkins Mill Elementary School ♦♦					20	1			20	1		
Weller Road Elementary School ♦ (pm)					20	1	40	2			40	2
Wheaton Woods Elementary School					20	1	40	2				
Beall Elementary School	15	1					20	1				
College Gardens Elementary School (mixed age)			17	1								
East Silver Spring Elem. School (mixed age) ♦ (pm)			17	1			40	2				
Dr. Sally K. Ride Elementary School	15	1					40	2				
Strawberry Knoll Elementary School /4 hr ♦ ♦ (pm)			14	1			20	1				
Arcola Elementary School									20	1		
Bel Pre Elementary School							80	4			20	1
Brooke Grove Elementary School									20	1		
Brookhaven Elementary School ♦ (am/pm)							40	2				
Burnt Mills Elementary School							40	2				
Rachel Carson Elementary School							40	2				
Cashell Elementary School									20	1		
Capt. James E. Daly Elementary School							40	2				
Fields Road Elementary School									20	1		
Flora M. Singer Elementary School									20	1		
Flower Hill Elementary School							40	2				
Forest Knolls Elementary School									20	1		
Fox Chapel Elementary School							40	2				
Gaithersburg Elementary School									20	1		
Galway Elementary School							40	2				
Glen Haven Elementary School ♦ (pm)									20	1		
Greencastle Elementary School ♦ (pm)							40	2				
Jackson Road Elementary School ♦ (pm)							40	2				
Lake Seneca Elementary School ♦ (pm)							40	2				
Macdonald Knolls Early Childhood Center									100	5		
Ronald McNair Elementary School									20	1		
Mill Creek Towne Elementary School							20	1				
Oakland Terrace Elementary School ♦ (am)									20	1		
William Tyler Page Elementary School							40	2				
Judith A. Resnik Elementary School							40	2				
Rock Creek Forest Elementary School									20	1		
Rock View Elementary School							40	2				
Roscoe R. Nix Elementary School							40	2				
Rosemary Hills Elementary School							40	2				
Rosemont Elementary School (Judy Ctr)							40	2				
Sargent Shriver Elementary School							40	2				
Stedwick Elementary School							40	2				
Upcounty Early Childhood Center at Emory Grove									80	4		
Whetstone Elementary School ♦ (pm)							40	2				
William B. Gibbs, Jr. Elementary School ♦ (am/pm)							40	2				
Total for Head Start and Pre-K	60	4	48	3	540	27	1765	88	500	25	160	8
Total Head Start	648											
Head Start Funded Level	648											
MCPS serves:	648						2265				160	
Total Students Served (Figures in Bold)	3073											




* Intensive Needs

♦ Preschool Special Education Collaboration

♦♦ Preschool Inclusion

Appendix M

French Immersion Catchment Areas

-  Maryvale French Immersion Catchment Area
-  Sligo Creek French Immersion Catchment Area
-  Cluster Boundary

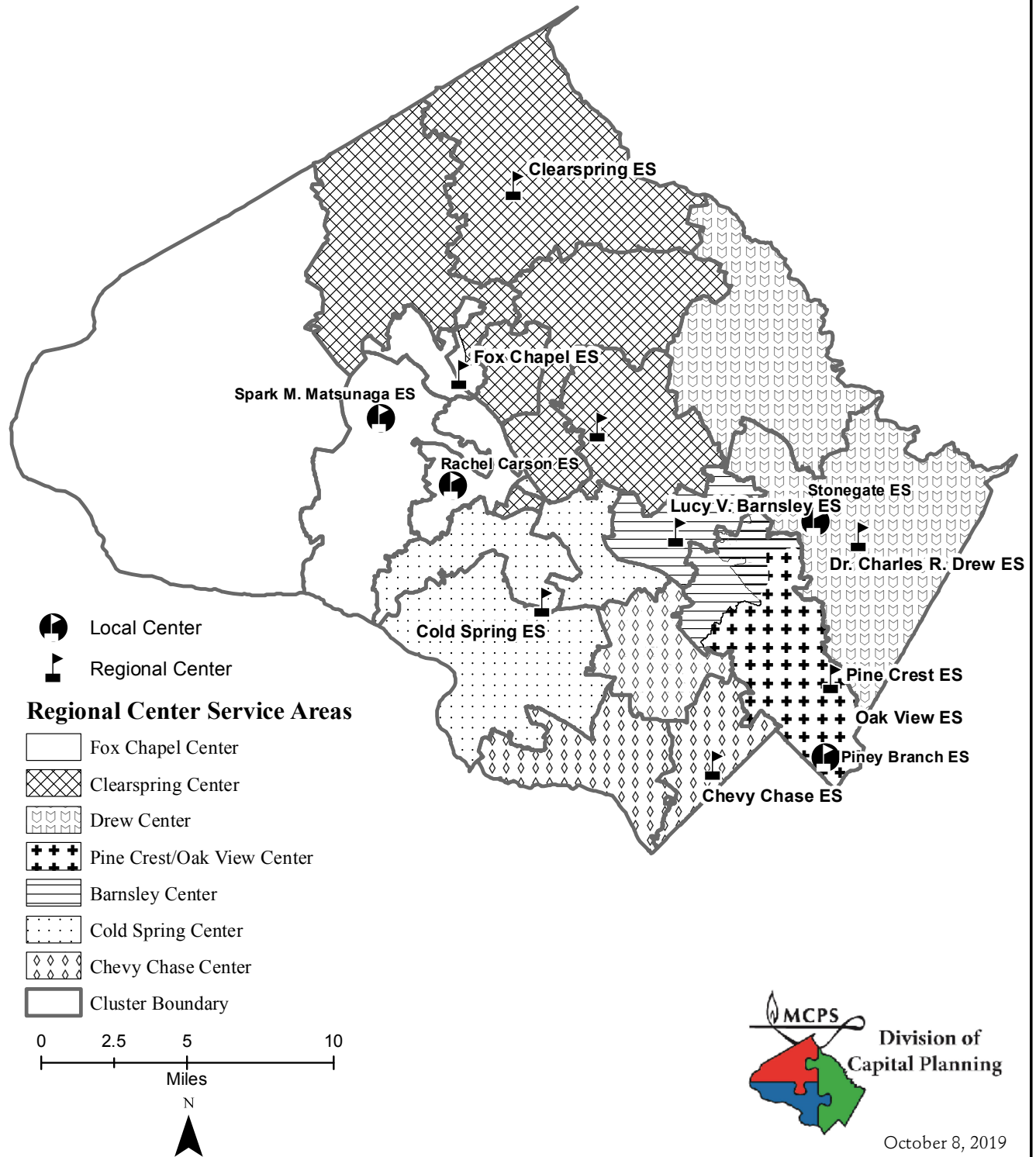
0 2.5 5 10
Miles







Division of
Capital Planning

October 8, 2019

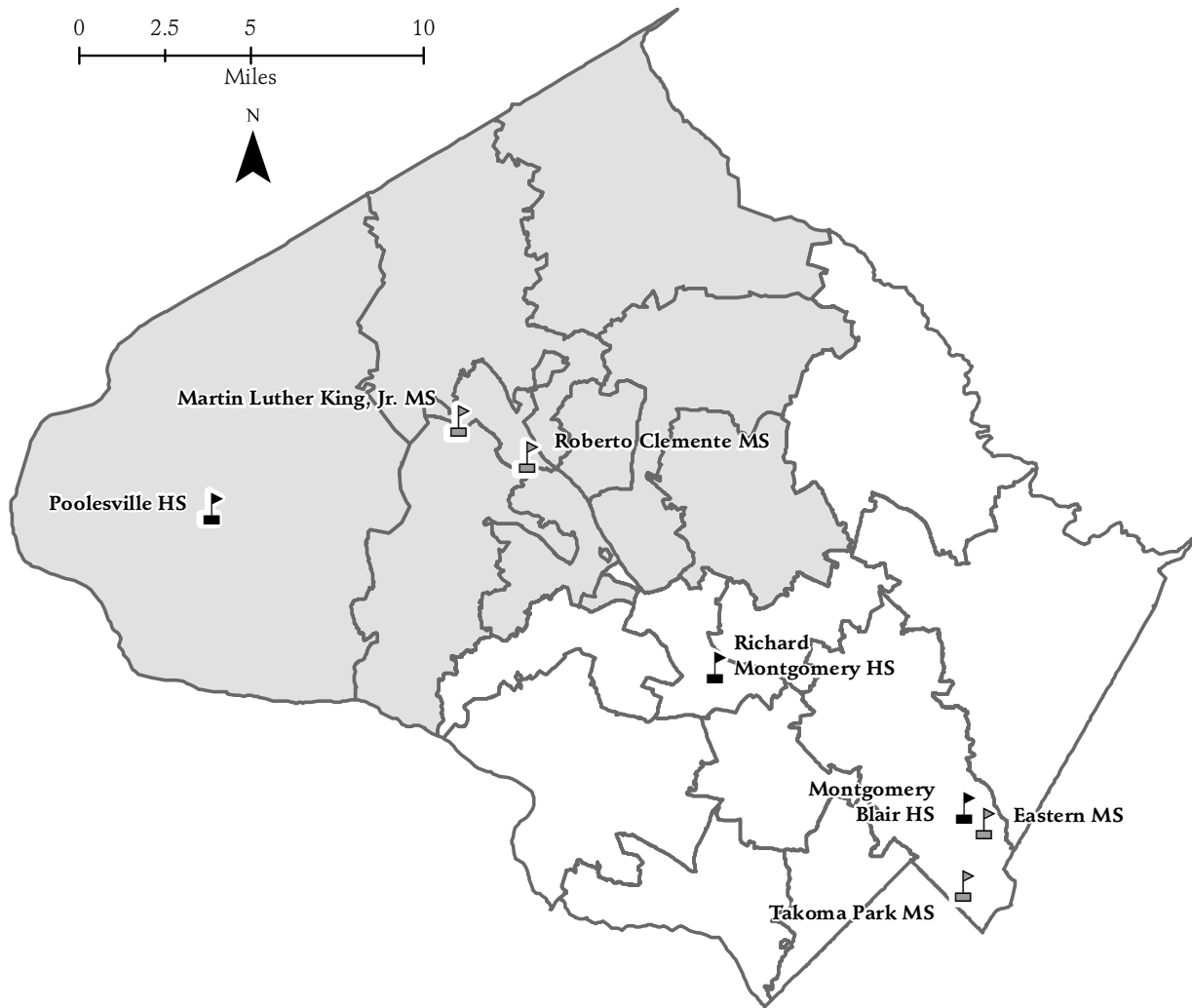
Centers for Enriched Studies (Highly Gifted Grade 4-5)



Secondary Magnet School Catchment Areas

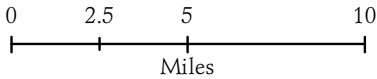
-  Middle School
-  High School
-  Blair, Eastern, & Takoma Park
-  Poolesville, Clemente, & M. L. King Jr.

0 2.5 5 10
Miles



Countywide College and Career High Schools

- Thomas Edison High School of Technology/Wheaton High School Partnership
- Seneca Valley



October 8, 2019

Appendix N

Special Education Services Descriptions

School-based Service Delivery Model

Speech and Language Services

The goals of Speech and Language Services are to diagnose communication disorders, improve spoken language skills, facilitate compensatory skills, and enhance the development of language, vocabulary, and expressive communication skills to support student access to the general education curriculum. The type and frequency of services provided are determined by individual student needs. For students with less intensive needs, educational strategies are provided to the students' general education teachers and parents for implementation within the classroom and home environments. Students may receive services in their classroom program in small groups, or individually.

Elementary Home School Model and Learning and Academic Disabilities (LAD) Services

Elementary Home School Model and Learning and Academic Disabilities services supports students in Grades K–5 as a result of a disability that impacts academic achievement in one or more content areas, organization, and/or behavior. Students served by this model are assigned to age-appropriate heterogeneous classes in their neighborhood schools. Student access to the general education curriculum during the course of the day is based on individual student needs and encompasses a variety of instructional models that may include instruction in a general education environment and/or a self-contained setting.

Secondary Learning and Academic Disabilities (LAD) Services

Secondary Learning and Academic Disabilities services, available in all secondary schools in MCPS, provide services to students as a result of a disability that affects academic achievement. Students served by this model receive special education support to demonstrate progress towards the Individualized Education Program (IEP) goals and objectives. These services are provided in a continuum of settings that may include components of self-contained classes, co-taught general education classes, and other opportunities for participation with nondisabled peers.

Transition Services

Transition Services are provided to students receiving special education services, age 14 or older, to facilitate a smooth transition from school to postsecondary activities. These activities

include enrollment in higher education, engagement in competitive or some other employment, and/or participation in post-secondary training. Services are based on the individual student's needs, considering the student's strengths, preferences, and interests. Transition services are delivered through direct and/or indirect support coordinated by a transition support teacher.

Quad-cluster/Regionally-based Service Delivery Model

Elementary Learning Center (ELC)

The Elementary Learning Centers provide comprehensive special education and related services. The program offers a continuum of services for Grades K–5 in self-contained classes with opportunities to be included with nondisabled peers in the general education environment. These services address the goals and objectives in the student's IEP while ensuring access to the general curriculum through strategies such as assistive technology, reduced class size, and differentiated instruction.

Learning for Independence (LFI) Program

Learning for Independence (LFI) services are designed for students with complex learning and cognitive needs, including mild to moderate intellectual disabilities. Services support the implementation of Alternate Learning Outcomes aligned with Curriculum 2.0. Students are provided with many opportunities for interaction with general education peers, including inclusion in general education classes as appropriate, peer tutoring, and extracurricular activities. The students learn life skills in the context of the general school environment and in community settings. Community-based instruction and vocational training are emphasized at the secondary level so that students are prepared for the transition to post-secondary opportunities upon graduating with a certificate from the school system.

School/Community-based (SCB) Program

School/Community-based Program (SCB) services are designed for students with severe or profound intellectual disabilities and/or multiple disabilities. Students typically have significant needs in the areas of communication, personal management, behavior management, and socialization. The program emphasizes individualized instruction, utilizing Alternate Learning Outcomes aligned with Curriculum 2.0, in comprehensive schools and related community and work environments. The SCB model includes the following components—age-appropriate classes, heterogeneous groupings, peer interactions, individualized instruction, and transition—that are available in

all quad-clusters. The goal of the program is to prepare students to transition to post-secondary opportunities upon graduating with a certificate from the school system.

Infants and Toddlers Program

The Infants and Toddlers Program provides early intervention services to families and children with developmental delays from birth to age three, or until the start of the school year following the child's fourth birthday, under the Extended Individualized Family Service Plan option. Services are provided in the natural environment and include but are not limited to: specialized instruction, auditory and vision instruction, physical and occupational therapy, and speech and language services. Providers use a family-centered approach based on the philosophy that a parent is a child's most effective teacher.

Preschool Education Program (PEP)

(Classic, Collaboration, Five Hour, Intensive Needs, PILOT, and Medically Fragile/Itinerant Services)

The Preschool Education Program (PEP) offers a continuum of prekindergarten classes and services for children with disabilities ages three until kindergarten. PEP serves children with delays in multiple developmental domains that affect the child's ability to learn. Services range from itinerant services for children in community-based childcare settings and preschools to home-based services for medically fragile children. Classes are provided for children who need a comprehensive approach to learning. PEP PILOT provides an early childhood setting for students with mild delays; PEP collaboration classes offer inclusive opportunities for prekindergarten students utilizing a co-teaching model. PEP Classic and PEP Intensive Needs classes serve children with developmental delays in a special education setting. PEP five hour classes serve students with moderate to severe delays and/or multiple disabilities. Classes are offered at selected elementary schools in one or more quad-cluster administrative area(s).

Prekindergarten Language Classes

Prekindergarten Language classes serve students ages 3 through 5, with delays in receptive and/or expressive language that affect their ability to communicate and learn in typical preschool environments. Speech and language supports and related services are provided in a two days per week in a developmentally appropriate class, or five days per week in an early childhood classroom setting with inclusive opportunities with nondisabled peers. The purpose of this program is to use oral language for successful communication and to develop early learning skills in preparation for kindergarten. Selected elementary schools offer this program to support one or more quad-cluster administrative areas.

Autism Spectrum Disorders Services

The Comprehensive Autism Preschool Program (CAPP) provides highly intensive and individualized services for students

ages 3 through 5. To ultimately provide access to a variety of school-aged services and to maximize independence in all domains, evidence-based instructional practices are utilized to increase academic, language, social, and adaptive skills. Autism services for students, elementary through age 21, provide access to Alternate Learning Outcomes aligned with Curriculum 2.0. Students receive Applied Behavior Analysis (ABA) intensive instruction in a highly structured setting to improve learning and communication and provide inclusive opportunities with nondisabled peers. At the secondary level, students also receive vocational and community support.

Secondary Autism Resource Services

Secondary Autism Resource Services, located in three middle schools and three high schools, are designed for students with autism spectrum disorders who are diploma bound and have difficulty mastering grade-level curriculum. The students require a modified pace and individual accommodations representative of the needs and characteristics of students with autism spectrum disorders. Students receive instruction in the general education curriculum with the supports indicated on their IEP. Access to the general education curriculum with enrichment is reinforced.

Augmentative and Alternative Communication Classes

The Augmentative and Alternative Communication (AAC) classes provide intensive support for students who are not verbal or have limited speech with severe intelligibility issues. Students learn to use and expand their knowledge of augmentative communication devices and other forms of aided communication in order to access the general education curriculum. Emphasis is on the use of alternative communication systems to enhance language development, vocabulary development, and expressive communication skills. Services and supports are often provided within the general education environment to the greatest extent possible.

Social and Emotional Support Services

Social and Emotional Support Services (SESS) are provided to students who demonstrate significant social, emotional, learning and/or behavioral challenges that adversely affect their success in school. Students access the MCPS general education curriculum, yet may have difficulty achieving academic success due to emotional and behavioral challenges that interfere with their ability to participate successfully in an educational environment. Students are served in a continuum of settings that may include self-contained classes and opportunities for participation in general education classes with nondisabled peers as appropriate.

Extensions

Extensions serves students of elementary, middle and high school age with the most significant cognitive disabilities, multiple disabilities, and/or autism. These students have a history of requiring intensive, systematic behavioral supports and services to reduce self-injurious and/or disruptive behaviors. The goal of the Extensions Program is to provide intensive

educational programming to enable these students to acquire Alternate Learning Outcomes aligned with Curriculum 2.0 and postsecondary opportunities including adult day services and employment.

Bridge Services

Bridge Services are designed to meet the needs of students who demonstrate significant social, emotional, learning, and/or behavioral challenges that make it difficult to succeed in a large school environment. Many students are identified as having an emotional disability and/or Autism Spectrum Disorder. Some students require social and emotional supports in order to access their academic program. Comprehensive behavior management is utilized in the model that includes proactive teaching and rehearsal of social skills, as well as the use of structured and consistent reinforcement systems. Services are provided in a continuum of settings that may include separate classes and opportunities for participation in general education classes with nondisabled peers as appropriate.

Gifted and Talented/Learning Disabled Services

Students that receive gifted and talented/learning disabled (GT/LD) services are intellectually gifted and demonstrate superior cognitive reasoning ability. They have an educational disability that affects the academic area(s) of reading, writing, and/or mathematics. Often, students also are impacted in the areas of organization/executive functioning, social emotional learning, and/or attention. They typically have significant production problems, particularly in the area of written expression.

GT/LD services provide students with specialized instruction, adaptations, and accommodations that facilitate appropriate access to accelerated and enriched instruction in the least restrictive environment. This includes substantive access to the acceleration and enrichment components in the MCPS instructional guidelines, and may include placement in Advanced, Honors or Advanced Placement courses. Services can vary and are determined by the student's IEP team. Students within elementary GT/LD services typically receive instruction in a self-contained classroom setting for a majority of the academic day. Secondary students typically receive services in advanced general education courses in English, math, science, and social studies, with special education support provided by a coteacher or paraeducator. Many secondary students also receive services through a GT/LD resource class. While services can vary and are determined by the student's IEP team, intensive behavioral, emotional, and social supports, interventions, and services are not part of the design of the GT/LD service model.

Elementary Physical Disabilities Services

Elementary physical disabilities services provide comprehensive supports to students in Prekindergarten through Grade 5 with physical and health-related disabilities that cause a significant impact on educational performance in the general education environment. Students generally exhibit needs in areas of motor development and information processing. Services are provided in inclusive classrooms at Forest Knolls and

Judith Resnik elementary schools and include special education instruction, consultation with general education teachers, assistive technology and related services such as speech/language, occupational and physical therapy.

Longview School

The Longview School, collocated with Spark Matsunaga Elementary School, provides services to students, ages 5–21, with severe to profound intellectual disabilities and multiple disabilities. Alternate Learning Outcomes aligned with Curriculum 2.0 are utilized to provide students with skills in the area of communication, mobility, self-help, functional academics, and transition services.

Stephen Knolls School

The Stephen Knolls School services students, ages 5–21, with severe to profound intellectual disabilities and multiple disabilities. Alternate Learning Outcomes aligned with Curriculum 2.0 are utilized to provide students with skills in the area of communication, mobility, self-help, functional academics, and transition services.

Countywide Service Delivery Model

(Because of low incidences, these programs are based in central locations and serve students from the entire county. In some cases, the programs are provided regionally when the level of incidence increases.)

Services for the Visually Impaired

Vision services are provided to students with significant visual impairments or blindness. Services enable students to develop effective compensatory and self-advocacy skills and provide them with access to the general education environment. A prekindergarten class prepares children who are blind or have low vision for entry into kindergarten. Itinerant vision services are provided to school-aged students in their home school or other MCPS facilities. Skills taught include visual utilization, vision efficiency, reading and writing using Braille, and the use of assistive technology. Students may receive orientation and mobility instruction to help them navigate their environment. Students over the age of 14 receive specialized transition support, as appropriate.

Deaf and Hard of Hearing Services

Deaf and Hard of Hearing services provide comprehensive educational supports to students who are deaf or have an educationally-significant hearing loss. These services, provided by itinerant teachers, enable students to develop effective language, communication, and self-advocacy skills necessary to access the general education environment in neighborhood schools. Students with more significant needs receive services in centrally located classes. Services are provided in three communications options: oral/aural, total communication, and cued speech. Assistive technology and consultation also are provided to students and school staff members.

Occupational/Physical Therapy Services

Related services of occupational and physical therapy are provided to students with educational disabilities in their home or assigned school, to facilitate access to their educational program. The type and frequency of services are based on individual student needs and include direct therapy and consultation to classroom staff. Services are provided at elementary, middle, and high schools throughout MCPS.

Carl Sandburg Learning Center

Carl Sandburg Learning Center is a special education school that serves students with multiple disabilities in kindergarten through Grade 5, including intellectual disabilities, autism spectrum disorders, language disabilities, and emotional and other learning disabilities. Services are designed for elementary students who need a highly structured setting, small student-to-teacher ratio, and access to the MCPS general education curriculum or Alternate Learning Outcomes aligned with Curriculum 2.0. Modification of curriculum materials and instructional strategies, based on students' needs, is the basis of all instruction. Emphasis is placed on the development of language, academic, and social skills provided through an in-class transdisciplinary model of service delivery in which all staff members implement the recommendations of related service providers. Special emphasis is placed on meeting the sensory and motor needs of students in their classroom setting. To address behavioral goals, services may include a behavior management system, psychological consultation, and crisis intervention.

Rock Terrace School

Rock Terrace School is comprised of a middle, high, and upper school program. The instructional focus of the middle school is the implementation of Alternate Learning Outcomes aligned with Curriculum 2.0 to prepare the students for transition to the high school program. The high school program emphasizes the Alternate Learning Outcomes aligned with Curriculum 2.0 and community-based instruction activities that enable students to demonstrate skills that lead to full participation in school-to-work and vocational/community experiences. Authentic jobs help in reinforcing classroom learning. The upper school prepares students for post-secondary experiences and career readiness.

John L. Gildner Regional Institute for Children and Adolescents (RICA) Program

The John L. Gildner Regional Institute for Children and Adolescents (RICA), in collaboration with the Maryland State Department of Health and Mental Hygiene, provides appropriate educational and treatment services to students and their families through highly structured, intensive special education services with therapy integrated in a day and residential treatment facility. An interdisciplinary treatment team, consisting of school, clinical, residential and related service providers, develops the student's total educational plan and monitors progress. Consulting psychiatrists, a full time pediatrician, and a school community health nurse are also on staff.

RICA offers fully accredited special education services, which emphasize rigorous academic and vocational/occupational opportunities, day and residential treatment, and individual, group, and family therapy. The RICA program promotes acquisition of grade and age appropriate social and emotional skills and allows students to access the general education curriculum.

Assistive Technology Services

Assistive Technology Services provide support for students from birth– age 21. Augmentative communication, alternate computer access, and the related technology services support students who are severely limited in verbal expression or written communication skills, often due to physical disabilities. Services are provided in the natural environment for children birth to age three, and in the elementary, middle, or high school instructional setting for prekindergarten students through age 21.

Aspergers Services

Aspergers Services provide direct classroom instruction in the areas of social-emotional problem-solving and pro-social behaviors with supported access to the general education curriculum. Students receive appropriate accommodations and supports for organization, problem solving, and self-advocacy.

Appendix O

School/Program Sites and Political Districts

School	Board of Education District	Council District	Legislative District	School	Board of Education District	Council District	Legislative District
Elementary Schools				Elementary Schools			
Arcola	4	4	18	Laytonsville	1	4	14
Ashburton	3	1	16	JoAnn Leleck at Broad Acres	5	5	20
Bannockburn	3	1	16	Little Bennett	1	2	15
Lucy V. Barnsley	5	3	19	Luxmanor	3	1	16
Beall	2	3	17	Thurgood Marshall	2	3	39
Bel Pre	4	4	19	Maryvale	5	3	17
Bells Mill	3	1	15	Spark M. Matsunaga	2	2	39
Belmont	5	4	14	S. Christa McAuliffe	1	2	39
Bethesda	3	1	16	Ronald McNair	2	2	15
Beverly Farms	3	1	15	Meadow Hall	5	3	17
Bradley Hills	3	1	16	Mill Creek Towne	1	4	19
Brooke Grove	5	4	14	Monocacy	1	2	15
Brookhaven	4	3	19	Montgomery Knolls	4	5	20
Brown Station	2	3	17	New Hampshire Estates	4	5	20
Burning Tree	3	1	16	Roscoe R. Nix	5	5	20
Burnt Mills	5	5	20	North Chevy Chase	3	1	18
Burtionsville	5	5	14	Oak View	4	5	20
Candlewood	5	3	19	Oakland Terrace	4	5	18
Cannon Road	5	5	20	Olney	5	4	14
Carderock Springs	3	1	16	William T. Page	5	5	14
Rachel Carson	2	3	17	Pine Crest	4	5	20
Cashell	5	4	14	Piney Branch	4	5	20
Cedar Grove	1	2	14	Poolesville	1	1	15
Chevy Chase	3	1	18	Potomac	3	1	15
Clarksburg	1	2	15	Judith A. Resnik	1	4	39
Clearspring	1	2	14	Dr. Sally K. Ride	1	2	39
Clopper Mill	2	2	39	Ritchie Park	2	3	17
Cloverly	5	5	14	Rock Creek Forest	3	1	18
Cold Spring	2	3	15	Rock Creek Valley	5	3	19
College Gardens	2	3	17	Rock View	4	4	18
Cresthaven	5	5	20	Lois P. Rockwell	1	2	14
Captain James Daly	1	2	39	Rolling Terrace	4	5	20
Damascus	1	2	14	Rosemary Hills	3	5	18
Darnestown	2	1	15	Rosemont	2	3	17
Diamond	2	3	17	Bayard Rustin	2	3	17
Dr. Charles R. Drew	5	5	14	Sequoyah	5	4	19
DuFief	2	2	15	Seven Locks	3	1	16
East Silver Spring	4	5	20	Sherwood	5	4	14
Fairland	5	5	14	Sargent Shriver	4	4	18
Fallsmead	2	3	17	Flora M. Singer	4	5	18
Farmland	3	1	16	Sligo Creek	4	5	20
Fields Road	2	3	17	Somerset	3	1	16
Flower Hill	1	4	39	South Lake	1	2	39
Flower Valley	5	3	19	Stedwick	1	2	39
Forest Knolls	4	5	19	Stone Mill	2	3	15
Fox Chapel	1	2	39	Stonegate	5	4	14
Gaithersburg	1	3	17	Strathmore	4	4	19
Galway	5	5	14	Strawberry Knoll	1	2	39
Garrett Park	3	1	18	Summit Hall	2	3	17
Georgian Forest	4	4	19	Takoma Park	4	5	20
Germantown	2	2	15	Travilah	2	2	15
William B. Gibbs Jr.	1	2	39	Twinbrook	2	3	17
Glen Haven	4	4	18	Viers Mill	4	4	18
Glenallan	4	4	19	Washington Grove	2	3	19
Goshen	1	2	14	Waters Landing	1	2	15
Great Seneca Creek	2	2	39	Watkins Mill	1	2	39
Greencastle	5	5	14	Wayside	3	1	15
Greenwood	5	4	14	Weller Road	4	4	19
Harmony Hills	4	4	19	Westbrook	3	1	16
Highland	4	4	18	Westover	5	4	14
Highland View	4	5	20	Wheaton Woods	4	4	19
Jackson Road	5	5	20	Whetstone	1	2	39
Jones Lane	2	2	15	Wilson Wims	1	2	15
Kemp Mill	4	4	19	Wood Acres	3	1	16
Kensington-Parkwood	3	1	18	Woodfield	1	2	14
Lake Seneca	1	2	15	Woodlin	4	5	18
Lakewood	2	3	17	Wynqate	3	1	16

School	Board of Education District	Council District	Legislative District
Middle Schools			
Argyle	4	4	19
John T Baker	1	2	14
Benjamin Banneker	5	5	14
Briggs Chaney	5	5	14
Cabin John	3	1	15
Roberto Clemente	1	2	39
Eastern	4	5	20
William H. Farquhar	5	4	14
Forest Oak	1	3	17
Robert Frost	2	3	17
Gaithersburg	1	3	17
Herbert Hoover	3	1	15
Francis Scott Key	5	5	20
Martin Luther King, Jr	1	2	15
Kingsview	2	2	15
Lakelands Park	2	3	17
Col. E. Brooke Lee	4	4	19
A. Mario Loiederman	4	4	19
Montgomery Village	1	2	39
Neelsville	1	2	39
Newport Mill	4	4	18
North Bethesda	3	1	16
Parkland	4	3	19
Rosa Parks	5	4	14
John Poole	1	1	15
Thomas W. Pyle	3	1	16
Redland	5	4	19
Ridgeview	2	3	39
Rocky Hill	1	2	15
Shady Grove	2	3	19
Silver Creek	3	1	18
Silver Spring International	4	5	20
Sligo	4	4	18
Takoma Park	4	5	20
Tilden	3	1	16
Hallie Wells	1	2	39
Julius West	2	3	17
Westland	3	1	16
White Oak	5	5	20
Earle B. Wood	5	3	19

School	Board of Education District	Council District	Legislative District
High Schools			
Bethesda-Chevy Chase	3	1	18
Montgomery Blair	4	5	20
James Blake	5	4	14
Winston Churchill	3	1	15
Clarksburg	1	2	15
Damascus	1	2	14
Albert Einstein	4	4	18
Gaithersburg	2	3	17
Walter Johnson	3	1	16
John F. Kennedy	4	4	19
Col. Zadok Magruder	5	4	19
Richard Montgomery	2	3	17
Northwest	2	2	39
Northwood	4	5	19
Paint Branch	5	5	14
Poolesville	1	1	15
Quince Orchard	2	2	15
Rockville	5	3	17
Seneca Valley	1	2	39
Sherwood	5	4	14
Springbrook	5	4	20
Watkins Mill	1	2	39
Wheaton	4	4	18
Walt Whitman	3	1	16
Thomas S. Wootton	2	3	17
Special Education Centers			
Carl Sandburg Learning Center	5	3	17
Longview School	2	2	39
RICA	2	3	15
Rock Terrace School	2	3	17
Stephen Knolls School	4	4	18
Other Educational Facilities			
Blair G. Ewing Center	5	3	17
Lathrop E. Smith Center	5	3	19
Thomas Edison HS of Tech.	4	4	18

Political Districts

Board of Education

District	Name
1	Judith Docca
2	Rebecca Smondrowski
3	Patricia O'Neill
4	Shebra L. Evans
5	Brenda Wolff
At-large	Jeanette E. Dixon
At-large	Karla Silvestre
Student	Nanya Tadikonda

County Council

District	Name
1	Andrew Friedson
2	Craig Rice
3	Sidney Katz
4	Nancy Navarro
5	Tom Hucker
At-large	Gabe Alborno
At-large	Evan Glass
At-large	Will Jawando
At-large	Hans Riemer

General Assembly

Legislative District 14	
Senator	Craig J. Zucker
Delegate	Anne R. Kaiser
Delegate	Eric G. Luedtke
Delegate	Pam Queen

Legislative District 15	
Senator	Brian J. Feldman
Delegate	Kathleen M. Dumais
Delegate	David Fraser-Hidalgo
Delegate	Lily Qi

Legislative District 16	
Senator	Susan C. Lee
Delegate	Ariana B. Kelly
Delegate	Marc Korman
Delegate	Sara Love

Legislative District 17	
Senator	Cheryl C. Kagan
Delegate	Kumar P. Barve
Delegate	Jim Gilchrist
Delegate	Julie Palakovich Carr

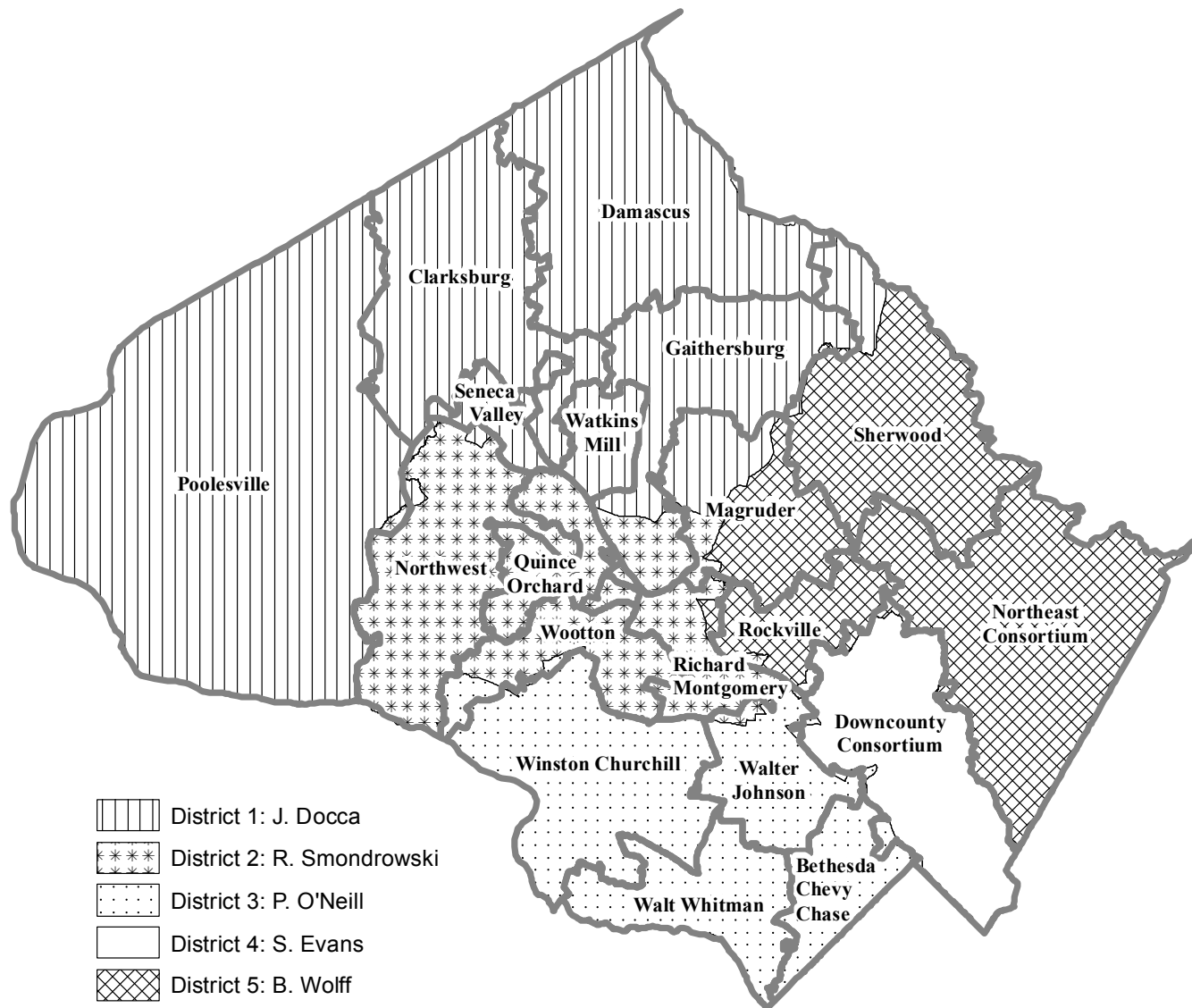
Legislative District 18	
Senator	Jeff Waldstreicher
Delegate	Alfred C. Carr, Jr.
Delegate	Emily Sherry
Delegate	Jared Solomon






Legislative District 19	
Senator	Benjamin F. Kramer
Delegate	Charlotte Crutchfield
Delegate	Bonnie L. Cullison
Delegate	Stewart Vaughn

Legislative District 20	
Senator	William C. Smith Jr.
Delegate	Lorig Charkoudian
Delegate	David Moon
Delegate	Jheanelle K. Wilkins

Legislative District 39	
Senator	Nancy J. King
Delegate	Gabriel Acevero
Delegate	Lesley J. Lopez
Delegate	Kirill Reznik

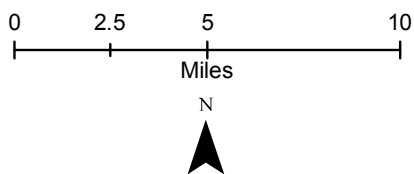
Board of Education Districts



-  District 1: J. Docca
-  District 2: R. Smondrowski
-  District 3: P. O'Neill
-  District 4: S. Evans
-  District 5: B. Wolff

BOE Members at Large:
J. Dixon
K. Silvestre

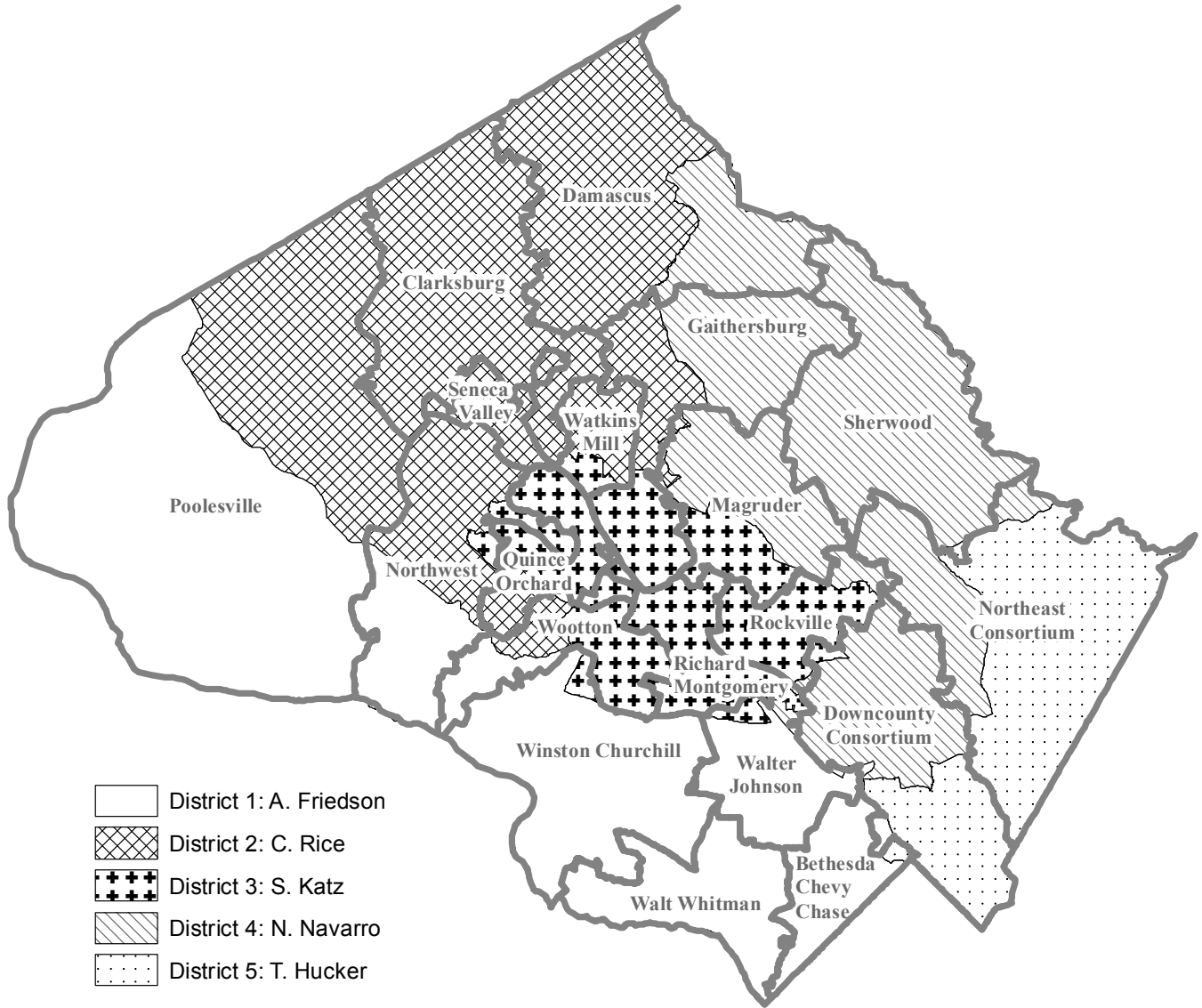
BOE Student Member:
Nathaniel Tinbite








Division of
Capital Planning

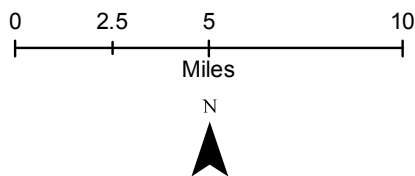
October 8, 2019

Council Districts



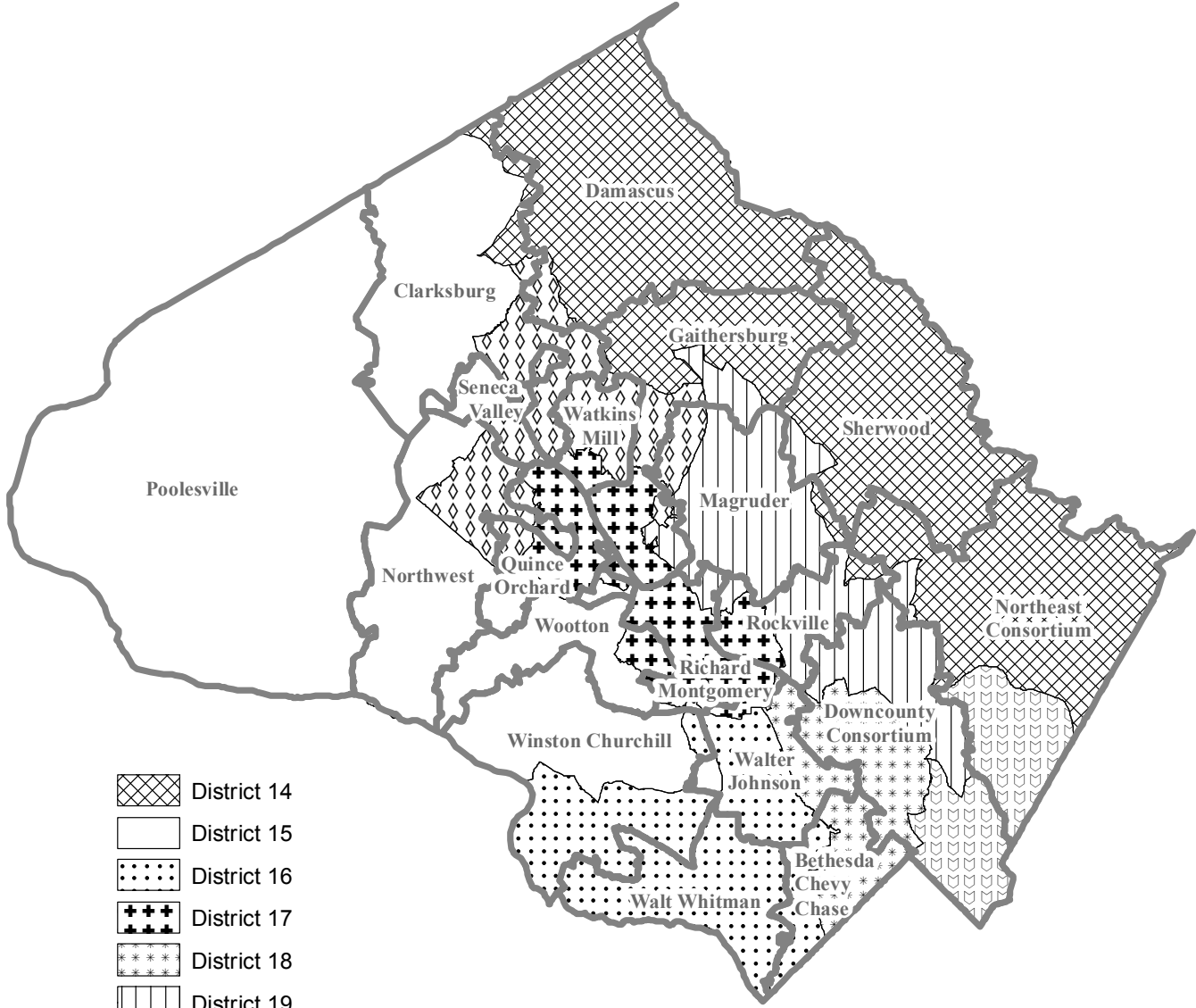
-  District 1: A. Friedson
-  District 2: C. Rice
-  District 3: S. Katz
-  District 4: N. Navarro
-  District 5: T. Hucker

Council Members at Large:
 G. Albornoz
 E. Glass
 W. Jawando
 H. Riemer

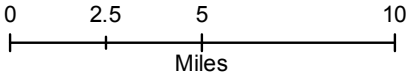


October 8, 2019

Legislative Districts



- District 14
- District 15
- District 16
- District 17
- District 18
- District 19
- District 20
- District 39
- Cluster Boundary



October 8, 2019

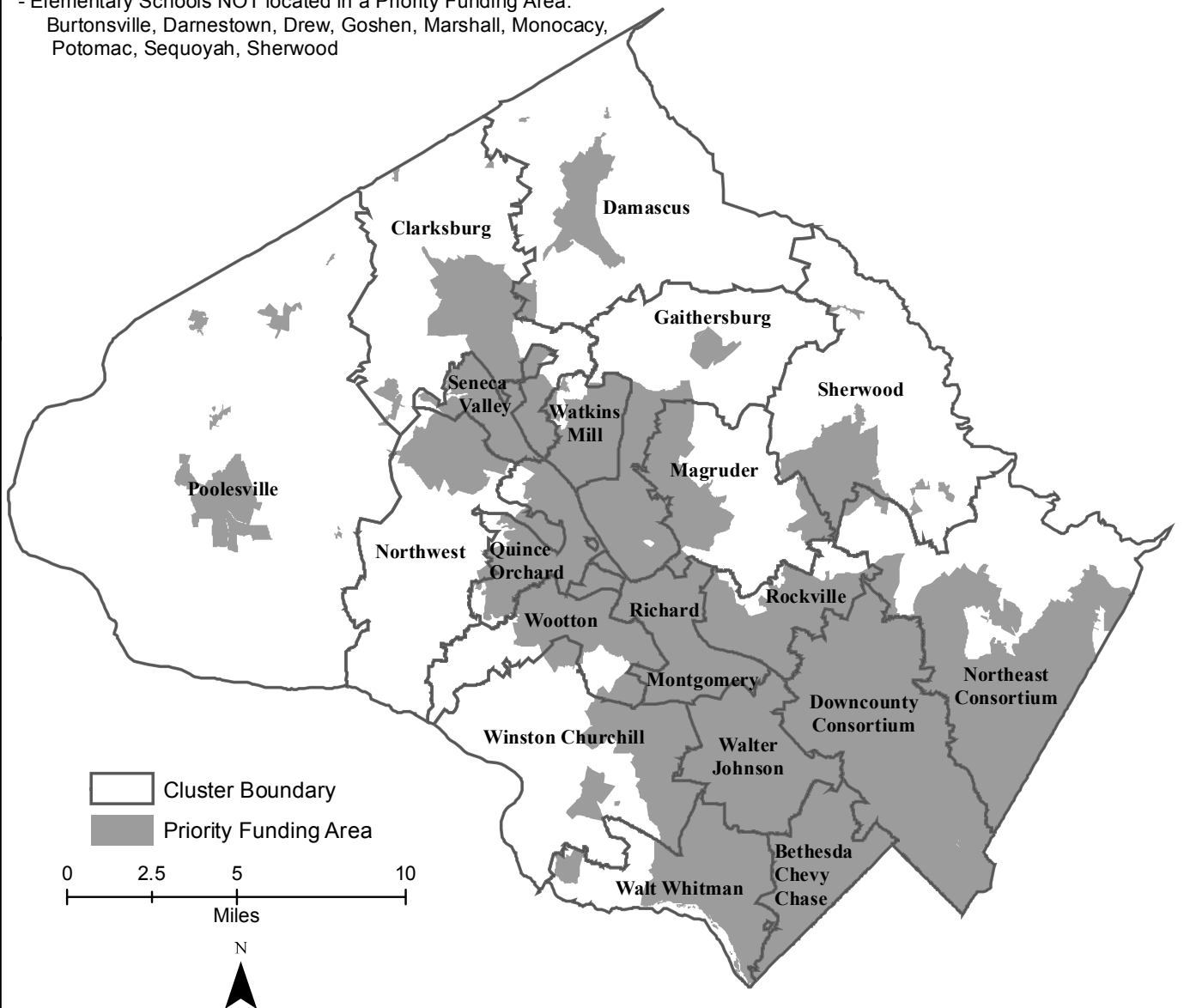
Appendix P

Priority Funding Areas

Priority Funding Areas are locations where the state and local governments want to target their efforts to encourage and support economic development and new growth. The following areas qualify as Priority Funding Areas: every municipality, as they existed in 1997; areas inside the Washington Beltway; areas already designated as Enterprise Zones, Neighborhood Revitalization Areas, Heritage Areas and existing industrial land.

Priority Funding Areas in MCPS

- All MCPS Schools serve students from Priority Funding Areas
- High Schools NOT located in a Priority Funding Area:
Blake, Magruder, Sherwood
- Middle Schools NOT located in a Priority Funding Area:
Briggs Chaney, Farquhar, Redland, Rosa Parks
- Elementary Schools NOT located in a Priority Funding Area:
Burtonsville, Darnestown, Drew, Goshen, Marshall, Monocacy, Potomac, Sequoyah, Sherwood



October 8, 2019

POLICY BOARD OF EDUCATION OF MONTGOMERY COUNTY

Related Entries: ABA, ABC, ABC-RA, ACA, ACD, ACG, ACG-RA, ACG-RB, DNA, ECM, ECM-RA, FAA-RA, JEE, JEE-RA
Responsible Office: Chief Operating Officer

Educational Facilities Planning

A. PURPOSE

To affirm the Montgomery County Board of Education's commitment to continuing to provide high-quality facilities that support the educational programming needed to ensure that every Montgomery County Public Schools (MCPS) student is well-prepared for success consistent with the Board's core values of Learning, Relationships, Respect, Excellence, and Equity

To establish an educational facilities planning process that effectively anticipates MCPS educational facility needs and establishes a framework for making equitable and fiscally responsible facility decisions in an uncertain future, while considering instructional program priorities, physical condition of the schools, and the impact of under- or overutilized facilities on the educational program

To promote public understanding of MCPS educational facilities planning processes and provide opportunities for stakeholders to engage in, inform, and respond to those processes

To coordinate MCPS facilities planning processes with those of other units of local governments and municipalities in Montgomery County

B. BACKGROUND

Educational facilities planning is essential to identify the infrastructure needed to ensure success for every student. The Board has primary responsibility to plan for educational facilities that sustain high-quality MCPS educational programs while effectively responding to changes in student enrollment, educational programming, and physical plant infrastructure.

C. ISSUE

1. MCPS is among the largest school systems in the country in terms of enrollment. MCPS serves a county that encompasses approximately 500 square miles, and is made up of communities of varying population density, ranging from rural to urban. Montgomery County has experienced continuing development of commercial and residential centers, as well as significant changes in its transportation infrastructure over the past few decades – all of which impact student enrollment.
2. The ability of school facilities to meet the needs of educational programming changes over time. The Board is continuously challenged to provide appropriate spaces for educational programming and services and to maintain safe, secure, and healthy learning and working environments for students and staff, while responding to aging structures and building systems at a reasonable cost.

MCPS endeavors to maintain all school facilities at consistently high operational levels to maximize the life-span of existing physical plant assets through the coordinated scheduling of building system maintenance, repairs, and replacements. While building codes and advances in construction technology have vastly increased the expected life span of structures and building systems built or installed over time, the Board requires an educational facilities planning process to determine when maintenance is no longer viable for an educational facility or its component building systems, and systemic replacement or a major capital project is required to keep current with educational programming.

3. The fundamental goal of educational facilities planning is to provide a sound educational environment amid changing student enrollment, variations in the geographic distribution of students across schools, and the effects of racial, ethnic, and other socioeconomic and demographic diversity on educational programming. Enrollment changes are driven by a wide variety of factors including the strength of the economy and employment rates; policies set by federal, state, and local governments; fluctuations in the housing market driven by residential development and other changes in land use patterns; shifting trends in household composition; fluctuating birth rates; realignment of school boundaries; and movement within and into the school system from other parts of the United States and the world.

D. POSITION

The Board requires an educational facilities planning process that includes the following elements: ongoing analyses of student enrollment projections, physical condition of educational facilities and building systems; stakeholder engagement and input into facility decision-making; and a decision-making framework that generates responsive options and

leads to equitable and fiscally responsible and educationally sound decisions, in compliance with all local, state, and federal requirements.

This policy guides the educational facilities planning process in an efficient and fiscally responsible way to meet the varied educational needs of MCPS students with consideration of environmental sustainability. The process is designed to promote public understanding of MCPS educational facilities planning processes and ensure that there are opportunities for input from parents/guardians, students, staff, community members and organizations, local government agencies, and municipalities.

1. Facility planning starts with an analysis of student enrollment projections; educational program requirements; facility utilization rates; school site size; capacity calculations; the impact of county planning as well as trends in development, land use, transportation, and housing patterns; and Key Facilities Indicators as described in section D.1.c below.
 - a) Student enrollment projections take into consideration shifting demographics, while projected educational program requirements take into consideration existing and new program offerings.
 - b) School site size and capacity calculations comply with established guidelines adopted as part of the Board review of the superintendent of schools' recommended Capital Improvements Program.
 - c) Key Facilities Indicators are facility characteristics that influence the learning and working experience, such as safety, security, and accessibility requirements; indoor environment conditions; program and space relationships; building quality; as well as infrastructure and asset data, and other relevant characteristics.
 - d) The Key Facilities Indicators approach is used to identify and provide a basis for prioritizing options responsive to changing facility needs. A schedule of county-wide systemic replacement projects and major capital projects at specific schools shall be adopted and revised as appropriate as part of the Board review of the superintendent of schools' recommended Capital Improvements Program based on the analysis described above. These options may include –
 - (1) county-wide systemic replacement projects required to sustain schools in good condition and extend their useful life, such as replacement of heating, ventilation, air conditioning, and mechanical systems, roofs, and numerous other building and infrastructure projects; and

- (2) major capital projects which include facility-specific projects to add capacity; renovate, adapt, repurpose, or replace existing facilities; or reuse or upgrade existing space in other facilities as appropriate.
 - e) Facility planning also includes analyses of non-capital strategies to address capacity requirements and facility needs, which may include, as appropriate—
 - (1) adjustments of capacity through non-capital strategies to increase enrollment at under-capacity schools and/or incentivize transfers from over-capacity schools, which may include, but are not limited to –
 - (a) boundary changes, or
 - (b) geographic student choice assignment plans (such as consortia); and/or
 - (2) school closures and/or consolidations in the event of declining enrollment levels.
- 2. Such analyses inform the Capital Improvements Program, which is the mechanism through which the Board requests funding from the Montgomery County Council and the state of Maryland for county-wide systemic replacement projects and major capital projects.
 - a) The six-year Capital Improvement Programs includes the following elements:
 - (1) Data on enrollment projections, educational programming, available school capacity county-wide, and facility utilization levels
 - (2) Proposed county-wide systemic replacement projects as set forth in section D.1.e)(1)
 - (3) Proposed new facilities and major capital projects as set forth in section D.1.e)(2)
 - b) The Educational Facilities Master Plan is prepared by the superintendent of schools each June and summarizes all decisions by the Montgomery County Council on requests submitted in the Capital Improvements Program.

3. Longer-term planning: The Board utilizes a longer-term (i.e., beyond the six-year Capital Improvements Program interval) scenario planning framework to inform the development of the Capital Improvements Program and identify facility options that allow MCPS to innovate and align with advances in pedagogy and educational programming; and are responsive to enrollment projections, facility utilization rates, physical condition of schools, and analyses of available school capacity and nontraditional sites.
4. As permitted by overall district facility and capacity requirements, holding facilities may be designated for the purpose of temporarily relocating student populations to facilitate major capital projects.

E. STAKEHOLDER INPUT

1. The superintendent of schools shall direct staff to develop options for selecting sites for new schools, changing school boundaries, establishing geographic student choice assignment plans, closing or consolidating schools, and such other facility-related issues as identified by the superintendent of schools.
2. Staff-developed options put forward for community input will reflect a range of approaches to advance each of the factors set forth in section G below and provide a rationale that demonstrates the extent to which any option advances each of those factors.
3. In accordance with Board Policy ABA, *Community Involvement*, the superintendent of schools shall direct staff to seek input for the purpose of advising the superintendent regarding the impact on the community of staff-developed options, as follows:
 - a) The superintendent of schools shall direct staff to seek input from multiple stakeholders, and to engage in efforts to obtain broad representation from affected communities
 - b) The superintendent of schools will direct staff to conduct broad outreach using multiple strategies for obtaining community input which may vary according to the nature, size, and scope of the project. These community outreach strategies may include, but are not limited to, systemwide committees, focus groups, task forces, work groups, roundtable discussion groups, surveys, technologically-facilitated communications, and/or other planning sessions, such as charrettes that are designed for collaboration among all interested or impacted parties and provides information and feedback to staff.

4. After gathering feedback through the stakeholder process, the superintendent of schools develops recommendations to be presented to the Board along with a summary of stakeholder input. Recommendations of the superintendent of schools are made available to the public, affected school communities, and other stakeholders as appropriate.

F. BOARD OF EDUCATION DELIBERATIONS AND PUBLIC HEARINGS

1. Based on further analysis of the factors considered through the stakeholder input process, the Board may, by majority vote, identify one or more alternatives to the superintendent of schools' recommendations. Alternatives put forward by the Board will advance one or more of the factors set forth in section G below. Staff will develop options consistent with the alternatives identified.
2. The Board will allow time to hold public hearings and solicit written testimony on the recommendations of the superintendent of schools and Board identified alternatives for site selection, school boundaries, geographic student choice assignment plans, or school closings or consolidations.
3. The Board has the discretion to adopt minor modifications to the superintendent of schools' recommendation(s) or Board-identified alternatives if, by a majority vote, the Board has determined that such action will not have a significant impact on an option for site selection, school boundaries, geographic student choice assignment plans, or school closings or consolidations that has received public review.
4. The Board may approve a different and/or condensed process and time schedule, developed by the superintendent of schools and in accordance with applicable state or county requirements, for making recommendations to the Board regarding the capital improvements program and the facility planning activities listed above, including but not limited to selecting sites for new schools, changing school boundaries, establishing geographic student choice assignment plans, and closing or consolidating in the event that the Board determines that unusual circumstances exist.

G. FACTORS TO BE CONSIDERED

1. When developing recommendations for the Board, the superintendent of schools will provide a rationale for each recommendation that demonstrates the extent to which any recommendation advances the factors below. While each of the factors will be considered, it may not be feasible to reconcile each and every recommendation with each and every factor.
2. Factors to be considered in selecting sites for new schools, changing school boundaries, or establishing geographic student choice assignment plans

a) Demographic characteristics of student population

Analyses of options take into account the impact of various options on the overall populations of affected schools. Options should especially strive to create a diverse student body in each of the affected schools in alignment with Board Policy ACD, *Quality Integrated Education*. Demographic data showing the impact of various options include the following: racial/ethnic composition of the student population, the socioeconomic composition of the student population, the level of English language learners, and other reliable demographic indicators and participation in specific educational programs.

b) Geography

In accordance with MCPS' emphasis on community involvement in schools, options should, unless otherwise required, take into account the geographic proximity of communities to schools, as well as articulation, traffic, and transportation patterns and topography. In addition, options should consider, at a minimum, not only schools within a high school cluster but also other adjacent schools.

c) Stability of school assignments over time

Options should result in stable assignments for as long a period as possible. Student reassignments should consider recent boundary or geographic student choice assignment plan changes, and/or school closings and consolidations that may have affected the same students.

d) Facility utilization

School boundary and geographic student choice assignment plans should result in facility utilizations in the 80 percent to 100 percent efficient range over the long term, whenever possible. Shared use of a facility by more than one cluster may be the most feasible facility plan in some cases, taking into consideration the impact of the resulting articulation pattern on the community. Plans should be fiscally responsible to minimize capital and operating costs whenever feasible.

3. Site selection

In addition to the foregoing factors, when evaluating potential new school sites, including nontraditional sites and those acquired through dedication or purchase

and placed in the Board's inventory, the following factors should be considered: the geographic location relative to existing and future student populations and existing schools; size in acreage; topography and other environmental characteristics; availability of utilities; physical condition; availability and timing to acquire, and cost to acquire, if private property.

4. Facility design

Educational facility designs shall consider community input and provide for a healthy, safe, and secure environment, in alignment with principles of environmental stewardship, and consistent with current educational program needs as well as anticipated future program needs.

5. The process for closing and consolidating schools shall meet the requirements of Maryland law and the provisions of this policy.

H. DESIRED OUTCOMES

1. The educational facilities planning process will deliver high quality educational facilities to all students by –
 - a) identifying the infrastructure and other available options necessary,
 - b) responding to current and projected conditions,
 - c) incorporating the input of parents/guardians, students, as appropriate, staff, and the community and,
 - d) taking a balanced approach to decisions to maintain, upgrade, renovate, or replace building systems and facilities.
2. The Board expects all recommendations and decision making regarding selecting sites for new schools, changing school boundaries, establishing geographic student choice assignment plans, or closing or consolidating schools, to take into account the equity implications of Board Policy ACA, *Nondiscrimination, Equity, and Cultural Proficiency*.
3. Over time, facility planning processes will create increased opportunities for students to attend schools where they may attain the significant educational benefits of the broad diversity of students in Montgomery County.
4. The superintendent of schools will develop regulations with stakeholder input to guide implementation of this policy.

I. REVIEW AND REPORTING

1. The annual June publication of the Educational Facilities Master Plan will constitute the official reporting on facility planning processes and actions taken during the year by the Board and approved by the Montgomery County Council, and will include the enrollment and utilization of each school, approved projects to sustain MCPS educational facilities in good condition, and/or schools and sites that may be involved in future activities to adjust capacity through major capital projects or other non-capital strategies.
2. The superintendent of schools will monitor, evaluate, and report to the Board the outcome of the processes and their alignment with the policy.
3. This policy will be reviewed in accordance with the Board policy review process.

Related Sources: *Code of Maryland Regulations* §13A.01.05.07 and §13A.02.09.01-.03

Policy History: Adopted by Resolution No. 257-86, April 28, 1986; amended by Resolution No. 271-87, May 12, 1987; amended by Resolution No. 831-93, November 22, 1993; amended by Resolution No. 679-95, October 10, 1995; amended by Resolution No. 581-99 September 14, 1999; updated office titles June 1, 2000; updated November 4, 2003; amended by Resolution No. 268-05, May 23, 2005; amended by Resolution No. 282-14, June 17, 2014; amended by Resolution No.436-18, September 24, 2018.

Note: Tenets of Board Policy FKB, *Sustaining and Modernizing MCPS Facilities*, were incorporated into Resolution No.436-18, amendments to this policy, and Policy FKB was rescinded upon adoption of amended Board Policy FAA on September 24, 2018.

REGULATION **MONTGOMERY COUNTY PUBLIC SCHOOLS**

Related Entries: ABA, ABC, ABC-RA, ACA, ACD, ACG, ACG-RA, ACG-RB, DNA, ECM, ECM-RA, FAA, JEE, JEE-RA
Responsible Office: Chief Operating Officer

Educational Facilities Planning

I. PURPOSE

To implement the Montgomery County Board of Education (Board) Policy FAA, *Educational Facilities Planning*

To set forth processes for the development of the Capital Improvement Program (CIP), the Educational Facilities Master Plan (Master Plan), and non-capital strategies to address capacity requirements and facility needs, to include site selection, school boundaries, geographic student choice assignment plans, and school closures and/or consolidations

II. BACKGROUND

As set forth in Board Policy FAA, *Educational Facilities Planning*, the components of educational facilities planning include –

- A. ongoing analyses of student enrollment projections and the physical condition of educational facilities and building systems;
- B. stakeholder engagement and input into facility decision making; and
- C. a decision-making framework that generates responsive options and leads to equitable and fiscally responsible and educationally sound decisions, in compliance with all local, state, and federal requirements, taking into account the equity implications of Board Policy, ACA, *Nondiscrimination, Equity, and Cultural Proficiency*.

III. DEFINITIONS

- A. *Adjacent schools* are, at a minimum, schools with catchment areas that are

contiguous.

- B. The *Capital Budget* is the annual budget adopted for capital project appropriations.
- C. The *Capital Improvements Program (CIP)* is a comprehensive six-year spending plan for capital improvements. The CIP focuses on the acquisition, planning, construction, and maintenance of public school facilities, including county-wide systemic replacement projects and major capital projects. The CIP is reviewed and approved through a biennial process that takes effect for the six-year period that begins in each odd-numbered fiscal year. For even-numbered fiscal years, amendments are considered to the adopted CIP for changes needed in the second year of the six-year CIP period.
- D. *Civic groups* are civic, homeowner, neighborhood, or citizen associations listed with the Maryland-National Capital Park and Planning Commission (M-NCPPC) or Montgomery Regional Service Centers.
- E. *Cluster* is a geographic grouping of schools within a defined attendance area that includes a high school and the elementary and middle schools that send students to that high school. In some circumstances, MCPS elementary schools have split articulation patterns to middle schools, and some middle schools have split articulation patterns to high schools in one or more clusters.
- F. *Consortium* is a grouping of high schools or middle schools within proximity to one another that provides students the opportunity to express their preferences for attending one of the schools based on a specific instructional program or emphasis.
- G. *Facility design* encompasses all the planning and design processes that lead up to construction of a school facility. In order of events, the milestones of facility design are as follows:
 - 1. Educational specifications describe the spaces needed to support the instructional program and guide the architect in developing the building layout and design.
 - 2. Feasibility study determines the scope and estimated cost of a project, but does not develop a detailed design of the facility.
 - 3. Schematic design is part of the initial design phase that evaluates and develops concepts into a preliminary plan for the school.
 - 4. Preliminary plan defines the general scope, scale, functional relationship, traffic flow, and cost of project components. The conceptual design

conveys a clear and comprehensive image of the intended facility improvements including conceptual organization of exterior and interior spaces, usage of interior and exterior materials, and selection of structural, mechanical, plumbing, and electrical system concepts. The preliminary plan is presented to the Board for approval.

5. Design development is the phase of the design process that refines the architectural plans and develops the infrastructure of the project including mechanical, electrical, and plumbing systems.
 6. Construction documents provide the details of construction that are incorporated into the drawings and specifications for use as contract documents to construct the facility.
- H. *Geographic student choice assignment plans* identify the geographic area(s) wherein students may express a preference for a school assignment, based on program offerings or emphasis. These geographic areas may include areas known as “base areas,” where students may be guaranteed attendance at the school under certain criteria; or, the area may be a single unified area with no base areas for individual schools.
- I. *Parent Teacher (Student) Associations (PT(S)As)* are member groups of the Montgomery County Council of Parent Teacher Associations, Inc. (MCCPTA). Also, in the absence of a PT(S)A, an organization of parents/guardians, teachers, and students that operate at a school in lieu of a PT(S)A.
- J. *Stakeholder Engagement*, for the purposes of Board Policy FAA, *Educational Facilities Planning*, and this regulation, refers to processes designed to seek input to inform the superintendent of schools and the Board regarding the impact of facility planning options, by engaging a broad variety of stakeholders, including but not limited to parents/guardians, students, staff, community members and organizations, and local government agencies, in accordance with Board Policy ABA, *Community Involvement*, and Board Policy FAA, *Educational Facilities Planning*.

IV. FACILITIES PLANNING ANALYSES

The facilities planning process starts with the following:

- A. *Student Enrollment Projections*
 1. Student enrollment projections are developed in coordination with the Montgomery County Planning Department’s county population forecast

and other relevant planning sources.

2. Each fall, enrollment projections for each school are developed for a six-year period. Long-range forecasts project enrollment to the subsequent 10th and 15th year. The units of analysis for long-range forecasts are secondary school level, and the cluster or consortium level for elementary schools.
3. By April of each year, revisions to school enrollment projections for the next school year are developed to refine the projections and to reflect any changes in service areas, programs, or staffing.
4. The student enrollment projection methodology utilized is provided in an appendix to the CIP and Master Plan documents.
5. *Preferred ranges of enrollment* for schools includes all students attending a school.
 - a) The preferred ranges of enrollment for schools are —
 - (1) 450 to 750 students in elementary schools,
 - (2) 750 to 1,200 students in middle schools, and
 - (3) 1,600 to 2,400 students in high schools.
 - (4) Enrollment in special and alternative program centers may differ from the above ranges and generally is lower.
 - b) The preferred ranges of enrollment are considered when planning new schools or when recommending changes to existing schools. Departures from the preferred ranges may occur if circumstances warrant.
6. *School demographic profile and facility profile*
 - a) School demographic profile includes the racial/ethnic composition of a school's student population, the percentage of students participating in the Free and Reduced-price Meals System (FARMS) and English for Speakers of Other Languages (ESOL) programs, and school mobility rates.
 - b) *Facility Profiles* include room use by program and facility

characteristics such as square footage, site size, year of opening, adjacency to parks, and number of relocatable classrooms.

B. Educational Program Requirements

1. MCPS staff members in the Office of the Chief Operating Officer will work closely with educational program staff members in the Office of the Chief Academic Officer and the Office of School Support and Improvement to identify facility requirements for educational programs.
2. Projected program requirements take into account the effect of class size changes and other relevant factors, such as existing, new, and proposed changes to educational programs.

C. Program Capacity Calculations

1. Program capacity refers to the number of students that can be accommodated in a facility based on the educational programs at the facility. The MCPS program capacity is calculated as the product of the number of teaching stations in a school and the student-to-classroom ratio for each grade and program in each classroom.
2. Student-to-classroom ratios should not be confused with staffing ratios that are determined through the annual operating budget process.
3. Unless otherwise specified by Board action, the *program capacity* and the associated student-to-classroom ration guidelines are as follows:

Student-to Classroom Ratio Guidelines

<i>Level</i>	<i>Student-to-Classroom Ratios</i>
Head Start & prekindergarten	40:1 (2 sessions per day)
Head Start & prekindergarten	20:1 (1 session per day)
Grade K	22:1
Grade K-reduced class size	18:1
Grades 1-2—reduced class size	18:1
Grades 1-5 Elementary	23:1
Grades: 6-8 Middle School	25:1 ^a
Grades: 9-12 High School	25:1 ^b
Special Education, ESOL, Alternative Programs	See “c” below

- a) Program capacity is adjusted at the middle school level to account for scheduling constraints. The regular classroom capacity of 25 is multiplied by .85 to reflect the optimal utilization of a middle school facility (equivalent to 21.25 students per classroom).
 - b) Program capacity is adjusted at the high school level to account for scheduling constraints. The regular classroom capacity of 25 is multiplied by .90 to reflect the optimal utilization of a high school facility (equivalent of 22.5 students per classroom).
 - c) Special education, ESOL, alternative programs, and other special programs may require classroom ratios different from those listed.
- D. *Facility utilization* refers to an analysis of current and projected student enrollment as compared to program capacity, state-rated capacity, and preferred ranges of enrollment.
 - 1. A school is considered to be underutilized if the facility utilization rate is less than 80 percent.
 - 2. A school is considered to be overutilized if the facility utilization rate is more than 100 percent.
 - 3. Unless otherwise specified by Board action, elementary, middle, and high schools should operate in an efficient facility utilization range of 80 to 100 percent of program capacity.
 - a) In the case of overutilization, an effort to evaluate the long-range need for permanent space is made prior to planning for new construction.
 - b) Underutilization of facilities also is evaluated in the context of long-range enrollment projections.
 - 4. Relocatable classrooms may be used on an interim basis to provide program space for enrollment growth until permanent capacity is available.
 - 5. Relocatable classrooms also may be used to enable child care programs to be housed in schools, and may be used to accommodate other complementary uses. Relocatable classrooms should have health and safety standards that are comparable to other MCPS classrooms.

- E. *State-rated Capacity (SRC)* is defined by the state of Maryland as the number of students who can be accommodated in a school, based on the product of state-determined student-to-classroom ratios and the number of teaching stations in a school. SRC is used by the state to determine state budget eligibility for capital projects. SRCs are provided for schools in appendices to the CIP and the Master Plan.

- F. *School site size* is the acreage desired to accommodate the full instructional program, as follows:
 - 1. Elementary schools—a preferred useable site size of 7.5 acres that is capable of fitting the instructional program, including site requirements. The 7.5 acres standard is based on an ideal leveled site, and the size may vary depending on site shapes, surrounding site constraints, limitations on available site sizes in the geographic area, density of population, and planning considerations.

 - 2. Middle schools—a preferred useable site size of 15.5 acres that is capable of fitting the instructional program, including site requirements. The 15.5 acres standard is based on an ideal leveled site, and the size may vary depending on site shapes, surrounding site constraints, limitations on available site sizes in the geographic area, density of population, and planning considerations.

 - 3. High schools—a minimum preferred site size of 35 acres that is capable of fitting the instructional program, including site requirements. The 35 acres standard is based on an ideal leveled site, and the size may vary depending on site shapes, surrounding site constraints, limitations on available site sizes in the geographic area, density of population, and planning considerations.

- G. *Key Facility Indicators (KFI)* are facility characteristics that influence the learning and working experience, such as safety, security, and accessibility requirements; indoor environment conditions; program and space relationships; building quality; as well as infrastructure and asset data, and other relevant characteristics. MCPS established during the 2018-2019 school year a baseline for each factor in each school, and KFI data will be reviewed and updated periodically. Those updates will be made available publicly.

V. CLUSTER COMMENTS

- A. In June of each year, cluster representatives may submit to the superintendent of schools any facility-based concerns, priorities, or proposals that they have identified for their schools in consultation with local PT(S)A leadership, principals, and the community.
- B. Cluster comments are to be considered in the development of facilities recommendations made by the superintendent of schools in the CIP.

VI. FACILITY PLANNING DECISION-MAKING FRAMEWORK

- A. Each year, after new student enrollment projections are developed and other analyses set forth above are completed, and taking into account cluster comments, MCPS staff identifies and prioritizes options to respond to changing facility needs using the KFI approach set forth in Board Policy FAA, *Educational Facilities Planning*. Options for responding to facility needs and capacity requirements may include—
 - 1. county-wide systemic replacement projects required to sustain schools in good condition and extend their useful life, such as replacement of heating, ventilation, air conditioning, and mechanical systems, roofs, and numerous other building and infrastructure projects; and
 - 2. major capital projects which include facility-specific projects to add capacity; renovate, adapt, repurpose, or replace existing facilities; or reuse or upgrade existing space in other facilities as appropriate. Such project options also include construction of new facilities or additions to existing facilities.
- B. Options for responding to facility needs and capacity requirements also may include, as appropriate, adjustments of capacity through non-capital strategies to increase enrollment at under-capacity schools and/or encourage transfers from over-capacity schools, which may include, but are not limited to—
 - 1. boundary changes, or
 - 2. geographic student choice assignment plans (such as consortia); and/or
 - 3. school closures and/or consolidations.
- C. The decision-making framework also may include consideration of architect

selection, facility design, and other facility-related issues, as identified by the superintendent of schools.

VII. CAPITAL IMPROVEMENTS PROGRAM

- A. In the fall of each year, the superintendent of schools publishes recommendations for an annual Capital Budget and a six-year CIP or amendments to the previously adopted CIP.
- B. In addition, recommendations for site selection, school boundaries, geographic student choice assignment plans, school closures and/or consolidations, and any other facility planning recommendations identified by the superintendent of schools as requiring more time for public review, may be released.
- C. The six-year CIP includes the following:
 - 1. Standards for Board review and action:
 - a) Preferred range of school enrollments
 - b) Program capacity and facility utilization calculations
 - c) School site size
 - 2. Background information on the student enrollment projection methodology
 - 3. Current student enrollment figures, school demographic profiles, and facility profiles
 - 4. Program capacity and facility utilization analyses
 - 5. Elementary, middle, and high school enrollment projections for each of the next six years and long-range projections for the 10th and 15th year for middle and high schools
 - 6. Recommended actions, such as changes in school capacities, new facilities, major capital projects, program locations, and/or the service area of the schools.
 - 7. A schedule of countywide systemic projects by category, major capital projects at specific schools, and new facilities as identified in Chapter 1 of the CIP and the Master Plan.

8. A line item summary of Capital Budget appropriation recommendations by the superintendent of schools
-
- D. Supplements to the CIP may be published to provide more information on issues when deemed advisable by the superintendent of schools
 - E. The superintendent of schools' recommended CIP is posted on the MCPS website. CIP documents are made available to Board members and Board staff, MCPS executive staff, and the MCCPTA president, area MCCPTA vice presidents, and cluster coordinators. In addition, notification of the CIP's publication and availability online is sent to principals, PT(S)A leadership, municipalities, and civic groups. This notification includes the Board schedule for work sessions, public hearings, and action on the CIP.
 - F. The Board timeline for review and action on the CIP consists of one or more work sessions and one or more hearings in early to mid-November, and action in mid to late November of each year. (See Section XI.B. for the public hearing process and Section XII for the annual calendar.)
 - G. The superintendent of schools' recommendations on any deferred planning issues and/or amendments to the CIP are made in mid-February. The Board timeline for these items consists of one or more work sessions and one or more public hearings in February/March, and action by April. If necessary, the timeline for deferred planning issues may be modified by the superintendent of schools to allow more time for stakeholder engagement processes.
 - H. In cases where the Board determines an unusual circumstance exists, the superintendent of schools may develop an alternative time schedule to make recommendations regarding the CIP, facility planning activities, site selection, school boundaries, geographic student choice assignment plans, or school closures and/or consolidations.
 - I. After review and Board action, the Board-requested CIP, including official Project Description Forms (PDFs) for all requested capital projects, is submitted to the Montgomery County Council (County Council) and the Montgomery County Executive for their review and for County Council action. The Board-requested CIP also is sent for information purposes to M-NCPPC.
 - J. The county executive's recommendations are forwarded to the County Council on January 15 for inclusion in the overall county CIP. The County Council timeline for review and action on the Board-requested CIP is from February to May.

- K. The County Council adopts the biennial six-year CIP, and amendments to the CIP, in late May.

VIII. EDUCATIONAL FACILITIES MASTER PLAN (MASTER PLAN)

- A. By July of each year, the superintendent of schools publishes a summary of all County Council-adopted capital and Board-adopted non-capital strategies to address capacity requirements and facility needs. This document, the Master Plan, is required under the rules and regulations of the State Public School Construction Program.
 - 1. The Master Plan incorporates the projected impact of all capital projects approved for funding by the County Council and any non-capital strategies to address capacity requirements and facility needs approved by the Board.
 - 2. Similar to the CIP, the Master Plan includes the following:
 - a) The following standards:
 - (1) Preferred range of school enrollments
 - (2) Program capacity and facility utilization calculations
 - (3) School site size
 - b) Background information on the enrollment projection methodology
 - c) Current student enrollment figures, school demographic profiles, and facility profiles
 - d) Program capacity and facility utilization calculations
 - e) Elementary, middle, and high school enrollment projections for each of the next six years, and long-range projections for the 10th and 15th years for middle and high schools. This information reflects projections made the previous fall with an updated one-year projection in the spring, and any changes in projected enrollment that result from boundary changes, geographic student choice assignment plans, school closures and/or consolidations, or other changes adopted by the Board

- f) County Council-adopted PDFs for all capital projects with schedules, estimated costs, and funding sources

IX. LONGER TERM PLANNING

- A. MCPS utilizes a longer-term (i.e., beyond the six-year CIP interval) scenario planning framework to inform the development of the CIP and further allow MCPS to be forward-thinking and identify facility options that align with advances in pedagogy and be innovative in its approaches to educational programming, as well as class size changes, use of nontraditional sites, and other relevant approaches.
- B. This longer-term scenario planning framework explores growth management at the regional or cluster level, considering four growth management scenarios that could impact facility planning:
 - 1. High enrollment growth
 - 2. Moderate/low enrollment growth
 - 3. No enrollment growth
 - 4. Declining enrollment
- C. For any scenario, the analysis then determines the degree to which a school or set of schools is or may become, in the future, overutilized, or underutilized. Options generated from these analyses then suggest longer-term approaches that may include, but are not limited to, the following:
 - 1. Changes to the delivery, location, or number of programs; enrollment practices and class sizes; grade level configurations; or master schedules
 - 2. Additions to physical capacity
 - 3. Consideration of nontraditional sites or nontraditional uses of existing sites
- D. Tapping into the wealth of experience and knowledge that members of the Montgomery County community have regarding long-term facility planning issues and strategies, the superintendent of schools has established a Facilities Advisory

Committee to advise MCPS on a wide variety of topics related to the community's vision for school facilities and planning that are outside the six-year CIP time frame but that may require attention in the 10-15 year time frame or beyond. The superintendent of schools appoints the membership of the Facilities Advisory Committee, with input from community stakeholders.

X. GUIDELINES FOR STAKEHOLDER ENGAGEMENT PROCESSES FOR SPECIFIED FACILITIES-RELATED ISSUES

A. Stakeholder Engagement Guidelines

1. Stakeholder involvement is especially critical to the success of the following MCPS facility-related planning processes:
 - a) Site selection for new schools
 - b) School boundaries
 - c) Geographic student choice assignment plans
 - d) School closures and/or consolidations
 - e) Facility design
 - f) Other facility-related issues as identified by the superintendent of schools
2. Consistent with Board Policy ABA, *Community Involvement*, and Board Policy FAA, *Educational Facilities Planning*, MCPS will seek stakeholder engagement for the purpose of advising the superintendent of schools regarding the impact on the community of staff-developed facility-related options for the processes specified in Section V.A.1.
 - a) The superintendent of schools will publicize opportunities to provide input and direct staff to seek –
 - (1) input from multiple stakeholders,
 - (2) broad representation from affected communities, and
 - (3) a variety of viewpoints.
 - b) The primary stakeholders in the planning process are

parents/guardians, staff, and students in affected communities. Additional stakeholders may include representatives of MCCPTA, local PT(S)As, or other parent/guardian or student groups; along with representatives of MCPS employees; affected municipalities; local government agencies; civic groups; and other countywide organizations, as appropriate.

- c) Staff will conduct broad outreach using multiple strategies for obtaining stakeholder engagement.
 - (1) Stakeholder engagement strategies may vary, as appropriate, according to the nature, size and scope of the process.
 - (2) Stakeholder engagement strategies may include, but are not limited to, systemwide committees or advisory groups, focus groups, task forces, work groups, roundtable discussion groups, surveys, technologically-facilitated communications, and/or other public planning sessions, such as charrettes that are designed for collaboration among all interested or impacted parties and provides information and feedback to staff.
 - (3) At any point, the superintendent of schools may direct MCPS staff to use a public forum, survey, or technologically-facilitated communication in conjunction with or in lieu of other methods.

B. Additional Guidelines for Developing Options for School Boundaries and Geographic Student Choice Assignment Plans

- 1. Prior to the development of specific options to be put forward for stakeholder engagement, the superintendent of schools recommends to the Board the potential scope of changes to school boundaries and/or geographic student choice assignment plans in terms of the geographical area(s) of the county potentially impacted.
- 2. The superintendent of schools develops recommendations for the scope through a multi-step process which considers first the minimum unit of analysis that could address the immediate concern, then considers the maximum extent of the potentially affected geographic area(s) that may need to be considered to effectively address the four factors established in Board Policy FAA, *Educational Facilities Planning*.

- a) Typically, the potential scope of a change of school boundaries and/or a geographic student choice assignment plan in response to a capital project recommendation that is anticipated to have a limited effect on a school's enrollment (e.g., an addition which increases the school's capacity by less than 20 percent or a minor alteration of an attendance area) may be addressed by consideration of options that impact only the cluster in which the school is located as well as any immediately adjacent schools outside the cluster.
 - b) Concerns potentially affecting broader communities may require the scope to extend to consideration of options involving communities in adjacent clusters.
- 3. The superintendent of schools will identify potentially affected communities prior to making recommendations to the Board regarding the scope of facility-related efforts.
- 4. Once the Board establishes the scope of changes of school boundaries and/or geographic student choice assignment plans that are under consideration, MCPS staff develop a range of options for stakeholder engagement, based on the four factors below, as set forth in Policy FAA, *Educational Facilities Planning*, and provides a rationale that demonstrates the extent to which any option advances each of these four factors:
 - a) Demographic characteristics of student populations

Pursuant to Board Policy FAA, *Educational Facilities Planning*, analyses of options take into account the impact of various options on the overall populations of affected schools. Options should especially strive to create a diverse student body in each of the affected schools in alignment with Board Policy ACD, *Quality Integrated Education*. This means that a key consideration is significant disparity in the demographic characteristics between schools in the affected geographic areas that cannot be justified by any other factor. Demographic data showing the impact of various options include the following: racial/ethnic composition of the student population, the socioeconomic composition of the student population, the level of English language learners, and other reliable demographic indicators and participation in specific educational programs. Options should also take into consideration the intersection between and among these categories of

demographic data.

b) Geography

In accordance with MCPS's emphasis on community involvement in schools, options should, unless otherwise required, take into account the geographic proximity of communities to schools, as well as articulation, traffic, transportation patterns (including public transit), and topography. As part of this analysis, walking access to the school and transportation distances should be considered. In addition, options should consider, at a minimum, not only schools within a high school cluster but also other adjacent schools.

c) Stability of school assignments over time

Options should result in stable assignments for as long a period of time as possible. Student reassignments should consider recent boundary or geographic student choice assignment plan changes, and/or school closings and consolidations that may have affected the same students.

d) Facility utilization

School boundary and geographic student choice assignment plans should result in facility utilizations in the 80 percent to 100 percent efficient range over the long term, whenever possible. Shared use of a facility by more than one cluster may be the most feasible facility plan in some cases, taking into consideration the impact of the resulting articulation pattern on the community. Plans should be fiscally responsible to minimize capital and operating costs whenever feasible.

5. At the conclusion of the stakeholder engagement phase, MCPS staff will prepare a report for the superintendent of schools that will include, but is not limited to, a summary of the stakeholder engagement processes utilized, staff-developed options, and stakeholder feedback.
6. In addition, as appropriate, the superintendent of schools may consider any individual PT(S)A position papers.
7. When developing recommendations for the Board, the superintendent of schools provides a rationale for each recommendation that demonstrates

the extent to which it feasibly and reasonably advances the factors above in Section X.B.2 and X.B.4. While each of the factors are considered, it may not be feasible to reconcile each and every recommendation with each and every factor.

8. These guidelines also may be applied to other facility-related issues identified by the superintendent of schools, as appropriate.

C. Additional Guidelines for Developing Options for New School Sites

The following factors are considered, in addition to those established in Board Policy FAA, *Educational Facilities Planning*, when evaluating potential new school sites, including those acquired through dedication or purchase and placed in the Board's inventory:

1. The geographic location relative to existing and future student populations and existing schools
2. Size in acreage
3. Topography and other environmental characteristics
4. Availability of utilities
5. Physical condition
6. Availability and timing to acquire
7. Cost to acquire if private property

D. Facility Design

Educational facility designs provide for a healthy, safe, and secure environment in alignment with the principles of environmental stewardship and consistent with current educational program needs, as well as anticipated future program needs. Stakeholder engagement is sought at key milestones in the processes leading to the construction of new schools, or additions to existing schools, as follows:

1. Educational specifications describe the spaces needed to support the instructional program and guide the architect in developing the building layout and design. Educational specifications for proposed projects are developed by MCPS capital planning staff in collaboration with instructional program staff, and principals and staff from affected schools.

2. Design options are developed by the selected architect(s) who evaluates the educational specifications and uses them to create preliminary designs. Stakeholder engagement is gathered as follows:
 - a) MCPS staff engage in broad outreach using multiple strategies for obtaining stakeholder engagement on the facility design of capital projects.
 - b) Representatives of civic groups, municipal, county government (including Montgomery County Planning Department and Montgomery County Parks Department), and adjacent property owners, if any, may provide input into the designs of new schools and additions, or major capital projects for existing schools.
3. A preliminary plan, which includes the preliminary design, is presented to the Board for approval.

E. School Closures and Consolidations

In addition to the factors set forth in section X.B.4 above, the requirements of Maryland law are followed when seeking stakeholder engagement for school closures and consolidations.

XI. BOARD ACTION ON SUPERINTENDENT OF SCHOOLS' RECOMMENDATIONS

- A. The Board holds one or more work sessions to review the superintendent of schools' recommendations as referenced in Section VII above.
 1. The Board may request, by majority vote, that the superintendent of schools develops alternative recommendations for site selection, school boundaries geographic student choice assignment plans, or school closures and/or consolidations of schools.
 2. Any significant modification to the superintendent of schools' recommendation requires an alternative supported by a majority of Board members. Any modification that impacts any or all of a school community that has not previously been included in the superintendent of schools' recommendation should be considered a significant modification. Alternatives put forward by the Board will advance one or more of the factors set forth in Section G of Board Policy FAA, *Educational Facilities Planning*.

3. Recommendations from the superintendent of schools and Board-requested alternatives are subject to a public hearing prior to final Board action. When an alternative is identified by the Board at any work session, a public hearing must be held following that work session to receive public comment on the alternative.
4. The Board has the discretion to adopt minor modifications to the superintendent of schools' recommendation or Board-requested alternative(s) if this action will not have a significant impact on a plan that has received public review. Alternatives will not be considered after a Board work session without adequate notification and opportunity for comment by the affected communities.

B. Board Public Hearing Process

1. Public hearings are conducted annually following publication of the superintendent of schools' CIP recommendations. In addition, public hearings are conducted prior to actions affecting site selection, school boundaries, geographic student choice assignment plans, or school closures and/or consolidations.
 - a) Public hearings are conducted in November following publication of the superintendent of schools' recommended Capital Budget and six-year CIP.
 - b) Public hearings also may be conducted in late February or March for any superintendent of schools' recommendations not previously subject to public hearings.
 - c) Public hearings also may be conducted at other times during the year if the Board determines an unusual circumstance exists and the superintendent of schools has developed a different and/or condensed schedule for making recommendations.
2. In addition to other avenues of engagement, community members have opportunities to provide input to the superintendent of schools and the Board through written correspondence, public comments, and public testimony.
3. Civic groups, countywide organizations, municipalities, and elected officials may testify at public hearings.

4. MCCPTA cluster coordinators, in consultation with the local PT(S)A presidents, may coordinate testimony at the hearing on behalf of cluster schools and are encouraged to present a variety of opinions when scheduling testimony. Testimony time for each cluster is scheduled and organized by the PT(S)A organizational units (“quad-clusters”) and/or consortium whenever possible.
5. Written comments from the community are accepted at any point but, in order to be considered, comments must reach the Board at least 48 hours before action is scheduled by the Board.
6. The Board office is responsible for scheduling those interested in testifying at public hearings.
 - a) As set forth in the *Board of Education Handbook*, for CIP hearings, students, municipalities, and MCCPTA shall be accorded the opportunity to testify first, followed by PT(S)As, and then on a first come, first served basis, individuals and civic and countywide organizations.
 - b) Elected officials are given the courtesy of being placed on the agenda at the time of their choice.
 - c) Unless otherwise specified in the Board hearing notice, organizations, municipalities, and elected officials shall be limited to five minutes for testimony at Board hearings.

XII. CALENDAR

The facilities planning process is conducted according to the Montgomery County biennial CIP process and adheres to the following calendar adjusted annually to account for holidays and other anomalies.

MCPS staff members meet with MCCPTA, area vice presidents, cluster coordinators, and PT(S)A representatives to exchange information about the adopted CIP and consider issues for the upcoming CIP or amendments to the CIP.	Summer
The County Council adopts Spending Affordability Guidelines for the new CIP cycle, based on debt affordability.	Early-October of odd numbered fiscal years

MCPS staff members present enrollment trends and planning issues to the Board.	Fall
The superintendent of schools publishes and sends to the Board any recommendations for site selection, school boundaries, geographic student choice assignment plans, school closings and/or consolidations, or other facility-related issues requiring more time for public review.	Fall
The superintendent of schools publishes and presents to the Board recommendations for the annual Capital Budget and the six-year CIP or amendments to the CIP. The Board may hold a work session in conjunction with this presentation where Board members may suggest alternatives.	Fall
The Board holds one or more work sessions on the CIP and to consider alternatives to the superintendent of schools' recommended site selection, school boundaries, geographic student choice assignment plans, school closures and/or consolidations, or other facility-related issues.	Early to mid-November
The Board holds one or more public hearings on the recommended CIP and site selection, school boundaries, geographic student choice assignment plans, school closures and/or consolidations, and other facility-related recommendations. When an alternative is identified by the Board at any work session, a public hearing must be held following that work session to receive public comment on the alternative.	Mid November
The Board acts on Capital Budget, CIP, amendments, and any site selection, school boundaries, geographic student choice assignment plans, school closures and/or consolidations, or other facility-related issues.	Mid to Late November
The county executive and County Council receive Board-requested capital budget and CIP for review.	December 1
The county executive transmits recommended Capital Budget and CIP or amendments to County Council.	January 15
The County Council holds public hearings on CIP.	February - March
The County Council reviews Board requested and county executive recommended Capital Budget and CIP.	March - April

The superintendent of schools' recommendations on any deferred planning issues, site selection, school boundaries, geographic student choice assignment plans, school closures and/or consolidations, and other facility-related issues, and/or recommended amendment(s) to the CIP are published for Board review, if needed.	Mid-February*
The Board holds one or more work sessions and identifies any alternatives to site selection, school boundaries, geographic student choice assignment plans, school closures and/or consolidations, or other facility-related recommendations, if needed.	February/ early-to mid-March*
The Board holds one or more public hearings if needed and if any alternatives are identified by the Board.	Late-February
The Board acts on deferred CIP recommendations and/or site selection, school boundaries, geographic student choice assignment plans, school closures and/or consolidations, or other facility-related issues, if needed.	April
The County Council approves six-year Capital Budget and CIP.	Late-May
Cluster PT(S)A representatives submit comments to the superintendent of schools about issues affecting their schools for the upcoming CIP or amendments to the CIP.	June
The superintendent of schools publishes a summary of all actions to date affecting schools (Master Plan) and identifies future needs.	July

*If necessary the timeline for deferred planning issues may be modified to allow more time for stakeholder engagement processes.

Related Sources: *Code of Maryland Regulations* §13A.01.05.07 and §13A.02.09.01-.03; *Charter of Montgomery County, Maryland*, Section 305; *Montgomery County Code*, Chapter 20, Article X, §§20-55 through 20-58

Regulation History: Interim Regulation, June 1, 2005; revised March 21, 2006; revised October 17, 2006; revised June 8, 2008; revised June 6, 2015; revised October 11, 2017; revised May 2, 2019.

POLICY BOARD OF EDUCATION OF MONTGOMERY COUNTY

Related Entries: ABA-RA, ABA-EA, ABC, ACA, BMA, IOD, IOD-RA

Responsible Office: Chief Engagement and Partnership Officer

Community Involvement

A. PURPOSE

The Montgomery County Board of Education (Board) is committed to fostering and supporting community interest and involvement in Montgomery County Public Schools (MCPS), because citizen support of the schools is essential to student success. The Board will ensure that the ideas, interests, and concerns of its stakeholders are considered and valued in decision-making processes and that input and involvement is sought and encouraged from a broad spectrum of our diverse community. The Board is committed to the maintenance and monitoring of ongoing collaborative and productive communication processes with the community.

B. ISSUE

Creating processes for community involvement in a large, diverse community such as Montgomery County presents challenges and opportunities. Ensuring that the members of the community are encouraged, supported, and recruited to contribute time, knowledge, skills, and ideas to the public school system is both challenging and essential. Commitment and resources are required to design, maintain, and monitor processes for productive collaboration and communication between MCPS and the community. These processes must create an environment where diverse views may be heard and considered in an atmosphere of respect.

C. DEFINITIONS

1. *Community Involvement* seeks to ensure that the breadth of interests and values from across the community are heard and considered by the Board, superintendent of schools, principals, and other educational leaders, thereby enhancing the decision-making process.

2. *Community* is comprised of numerous constituents with a vested interest in the education of children. Some of these constituents may include, but are not limited to, Montgomery County residents, advocacy, nonprofit, parent or community-based organizations; business, civic and nongovernment organizations; local postsecondary educational institutions; state, local, and federal agencies; and cultural, ethnic, racial, and religious groups.

D. POSITION

1. As part of its responsibility as a community member, the Board will:
 - a. Develop its role as an advocate, using the best interest of the students as a guiding principle
 - b. Engage community members in building an organizational culture of respect
 - c. Establish processes designed to obtain input by engaging in a discussion among a broad variety of stakeholders and utilizing opportunities for input from the public and relevant staff members through any appropriate method such as, but not limited to:
 - (1) Focus groups
 - (2) Task forces
 - (3) Work groups
 - (4) Technologically facilitated communication
 - (5) Advisory groups
 - (6) Public forums
 - (7) Surveys
 - d. Solicit and consider community comments and concerns regarding the development of MCPS policies and other decisions
 - e. Seek to engage members of our diverse community, particularly organizations representing new or traditionally underrepresented communities, in a committed, productive partnership to support the MCPS strategic plan
 - f. Advocate for the MCPS student population and their families through engagement with local, state, and federal government agencies
2. As part of its responsibility as a community member, the school system offices will:

- a. Integrate resources and services from the community to strengthen school programs, family practices, and student learning and development
 - b. Seek collaboration with a broad range of community members and organizations that reflect the diverse citizenry and interests of Montgomery County
 - c. Seek and support the involvement of local organizations, particularly organizations representing new or traditionally underrepresented communities, in the school system
 - d. Provide access and opportunity for broad segments of the community, representing the wide variety of interests within the community, to participate in decision-making processes
 - e. Provide, to the extent possible, interpretation services and translations of important information about school system programs, services, policies, or issues
3. As part of its responsibility as a community member, each school will:
- a. Seek involvement from the community and provide opportunities to strengthen the home/school connection
 - b. Establish and maintain regular and ongoing two-way communication with families and the community to provide information and solicit feedback about school progress, resources, policies, and issues
 - c. Provide, to the extent possible, information in the native languages of members of the school community
 - d. Access community services to support and foster academic achievement and positive development for all students
 - e. Participate actively and responsibly in the life and social fabric of the local community

E. DESIRED OUTCOME

There will be an actively engaged community that is reflective of all residents. The system will benefit from the community's contribution of its skills, knowledge, ideas, and time to support the success of all students in partnership with MCPS.

F. IMPLEMENTATION STRATEGIES

1. The superintendent of schools will assess the status of community involvement, review existing policies and procedures, revise necessary regulations and procedures to support this policy, and make periodic reports to the Board regarding the status of community involvement.
2. The Board will seek community input on school system policies, including curriculum, facilities, and funding issues from a broad spectrum of our culturally and linguistically diverse community.

G. REVIEW AND REPORTING

This policy will be reviewed in accordance with the Board policy review process.

Policy History: Adopted by Resolution No. 287-74, May 28, 1974; amended by Resolution No. 268-76, May 11, 1976; amended by Resolution No. 346-06, July 18, 2006; amended by Resolution No. 327-13, June 13, 2013.

POLICY BOARD OF EDUCATION OF MONTGOMERY COUNTY

Related Entries: JEE-RA, KLA, KLA-RA
Responsible Office: Chief Operating Officer

Student Transfers

A. PURPOSE

To explain the limited circumstances under which students may be granted a transfer, referred to as a Change of School Assignment (COSA), to attend a school other than their home school or the school assigned in accordance with their Individualized Education Program (IEP)

B. ISSUE

Students are expected to attend the school within the established area in which they reside (home school) or assigned in accordance with their IEP. Students may submit applications for COSAs from the home school or the school assigned through the IEP process in cases of documented unique hardship, a recent family move within Montgomery County, and in certain circumstances to permit a younger sibling to attend the same school as an older sibling.

C. POSITION

1. A student may apply for a COSA based on the following criteria:
 - a) When a documented unique hardship is shown. Problems that are common to large numbers of families do not constitute a unique hardship.
 - b) When a family moves within Montgomery County, preference to remain in the original school will be considered to complete the current school year only.
 - c) When a younger sibling seeks to attend the school where an older sibling will be enrolled in the regular/general school program, or a special education program, during the year the younger sibling seeks to enroll.

- d) When an older sibling attends a magnet, language immersion, or other application program, a COSA may be approved to the regular school program for younger siblings on a case-by-case basis. Such approval requires consideration of available classroom space, grade-level enrollment, staffing allocations, or other factors that impact the schools involved.
 - e) Sections c) and d) above do not apply if a boundary change has occurred.
2. COSAs are subject to the following procedures:
- a) COSA applications are to be submitted between February 1 and April 1 of the school year preceding the year of the desired transfer. Every effort will be made to notify parents/guardians and students of the decision regarding their COSA request by May 31. COSA requests submitted after April 1 will not be accepted unless the student is a new resident of Montgomery County or there is a bona fide emergency or event that could not have been foreseen prior to April 1. Documentation supporting this situation must be supplied.
 - b) Students who receive an approved COSA out of their current feeder pattern must attend the new school for one calendar year to be eligible to participate in athletics. A waiver from this restriction may be requested.
 - c) Parents/guardians accepting a COSA assume responsibility for transportation, and recognize that student parking is regulated on a school-by-school basis.
 - d) Reassignment from one consortium school to another after lottery assignments are finalized for that year are handled through the Division of Consortia Choice and Application Program Services, based on a unique hardship.
3. COSAs are not required for a student to attend a school other than their home school under the following conditions:
- a) A student attending a middle school on a COSA seeking to attend the high school in that middle school's feeder pattern.
 - b) Students who have been admitted to countywide programs, regional programs, or programs specifically identified by the superintendent of schools in a publication that will be issued annually and distributed broadly to promote equitable access to these programs. MCPS reserves the right to require students to return to their home school if they cease participation in the program.

- c) Any child who has an older sibling who is currently enrolled in a language immersion program, and will continue to be enrolled in that language immersion program the year the younger sibling seeks to enroll, may participate in a lottery established by the superintendent of schools for admission into the language immersion program. Such lottery shall include a weighting process that takes into consideration factors to include: (a) students who have an older sibling who is currently enrolled in a language immersion program and will continue to be enrolled in that language immersion program in the year the younger sibling seeks to enroll; (b) socio-economic status and poverty; and, (c) other factors as identified by the superintendent of schools, such as, in specific circumstances, a catchment area. Any child who has an older sibling who was enrolled in a language immersion program during the 2017-2018 school year and has an older sibling who will continue to be enrolled in the language immersion program the year the younger sibling seeks to enroll, may enroll in the language immersion program without the necessity of participating in the lottery conducted for admission into that program.

D. DESIRED OUTCOMES

1. To maintain the stability of school attendance boundaries by promoting home school attendance and respecting the space needs or limitations and staffing allocations of the individual schools.
2. To provide a process for students to receive a COSA when circumstances arise regarding a documented unique hardship, a recent family move within Montgomery County, or certain circumstances to permit a younger sibling to attend the same school as an older sibling.
3. To provide clarity for the relationship between the COSA process and countywide programs.

E. IMPLEMENTATION STRATEGIES

This policy is implemented through administrative regulation.

F. REVIEW AND REPORTING

This policy will be reviewed in accordance with the Board of Education policy review process.

Policy History: Resolution No. 288-72, April 11, 1972, amended by Resolution No. 825-72, December 12, 1972, reformatted in accordance with Resolution No. 333-86, June 12, 1986 and Resolution No. 458-86, August 12, 1986, accepted by Resolution No. 517-86, September 22, 1986; reviewed February, 1995; amended by Resolution No. 92-02, March 12, 2002; non-substantive modification, November 16, 2006; amended by Resolution No. 124-17, March 17, 2017.

REGULATION

MONTGOMERY COUNTY PUBLIC SCHOOLS

Related Entries: ACD, JEE, FAA
Responsible Office: Chief Operating Officer
Chief Academic Officer

Student Transfers and Administrative Placements

I. PURPOSE

To establish procedures concerning within-county student transfers and administrative placements

II. BACKGROUND

Students are expected to attend the school for the established attendance area in which they reside or the school that they are assigned in accordance with an Individualized Education Program (IEP). A request for a student to attend a school outside such attendance area may be initiated by the parent/guardian/eligible student (student who has reached the age of majority, 18, or is emancipated prior to the age of 18), or Montgomery County Public Schools (MCPS) staff.

III. DEFINITIONS

- A. The *home school* is the school to which a student is assigned based upon the Montgomery County Board of Education's geographical boundary decisions. Should the student be reassigned through the Change of School Assignment (COSA) transfer process, the student may elect at any time to return to the student's home school.
- B. The *assigned school* is the school to which the student has been assigned for a given school year. This is the home school in the absence of an approved COSA, participation in a countywide magnet or other program, or administrative placement. When a student is granted a COSA, the requested school becomes the assigned school.

IV. TIMELINES AND APPLICATION PROCEDURES FOR REQUESTING A CHANGE OF SCHOOL ASSIGNMENT (COSA)

A. Application Procedures

1. Parents/guardians/eligible students use MCPS Form 335-45, *Request for Change of School Assignment (COSA)*, to request a transfer to a school other than their home school in cases of:
 - a) documented unique hardship (See Section V.A.); or
 - b) a recent family move within Montgomery County (See Section V.B.); or
 - c) in certain circumstances, to permit a younger sibling to attend the same school as an older sibling will be enrolled (See Section V.C.);
2. MCPS Form 335-45, *Request for COSA*, is available at every MCPS school and on the MCPS website, and is available in multiple languages.
3. MCPS Form 335-45, *Request for COSA*, is not required for students who have been admitted to countywide programs, regional programs, or programs specifically identified by the superintendent of schools in a publication that will be issued annually and distributed broadly to promote equitable access to these programs.

B. Timelines

1. COSA requests will be accepted only between the first school day in February and the first school day in April for the following school year.
2. COSA requests submitted after the first school day in April will not be accepted unless the student is a new resident of Montgomery County or there is a bona fide emergency or event that could not have been foreseen prior to the first school day in April. Documentation supporting this situation must be provided. Students must enroll in and attend their home school while a COSA request is being processed.
3. Every effort will be made to notify parents/guardians/eligible students by May 31 of the decision regarding their COSA request submitted on or prior to the first school day in April.
4. The completed MCPS Form 335-45 must be submitted to the principal/designee of the student's home school by the deadline.

- a) The principal/designee of the student's home school will sign the form to signify verification of residency and knowledge of the request. Such signature does not constitute agreement or disagreement with the request.
 - b) The student's home school will forward the completed form to the Division of Pupil Personnel and Attendance Services (DPPAS) for processing.
 - c) DPPAS will complete a review prior to a decision being made.
5. Students receiving special education services available in all schools (for example, Speech and Language, Home School Model, Hours Based Staffing, or Learning and Academic Disabilities Services) should follow the regular COSA process. If the student's Individualized Education Program (IEP) requires special education services that are not offered in all schools, the parent/guardian should indicate on the COSA form that the student receives special education services in a specialized program in addition to submitting appropriate documentation indicating the reason for the COSA request. Decisions regarding requests for students receiving special education services that are not available in all schools will be made after July 1.
6. The COSA application will be approved or denied after considering:
- a) the reasons for the request;
 - b) for students receiving special education services, whether the IEP can be implemented at the requested school;
 - c) applicable staffing and services available at the requested school;
 - d) school capacity and other issues that implicate the ability of the school to admit new students.
7. The COSA may be approved or denied after considering the reason(s) for the COSA and, for students receiving special education services, whether the IEP can be implemented, considering staffing and services available at the requested school.
8. The parent/guardian/eligible student will receive written notification of approval or denial of a COSA request from DPPAS.

9. The home and requested schools will be notified that the request has been approved or denied.

V. GUIDELINES FOR STUDENT TRANSFERS THAT REQUIRE AN APPROVED COSA

A. Unique hardship

1. Transfers, or COSAs, may be requested when a family's individual and personal situation creates a unique hardship that could be mitigated by a change of school assignment. However, problems that are common to large numbers of families, such as day care issues or program/course preferences, do not constitute a unique hardship, absent other compelling factors.
2. Documentation that can be independently verified must accompany all hardship requests, or the request will be denied.
3. Elementary school students on approved COSAs as a result of a unique hardship must submit another COSA application that demonstrates a unique hardship in order to attend a middle school other than their home middle school.

B. Family Move

Students whose families have moved within Montgomery County who wish to continue attending their former home school may request a COSA without demonstrating a unique hardship. Such requests may be considered for the remainder of the current school year only, with the exception that students in Grades 11 or 12 may be granted a COSA to stay through graduation.

C. Siblings

1. A younger sibling may request a COSA to attend the school where an older sibling will be enrolled in the regular/general school program, or a special education program, during the year the younger sibling seeks to enroll. For the purposes of this regulation, siblings include step brothers and sisters, and half brothers and sisters.
2. When an older sibling attends a magnet, language immersion, or other application program, a COSA may be approved to the regular school program for younger siblings on a case-by-case basis. Such approval requires consideration of available classroom space, grade-level enrollment, staffing allocations, or other factors that impact the schools involved.

3. Sections 1. and 2. above do not apply if a boundary change has occurred.
4. Criteria for sibling preference in the lottery process for language immersion programs are described in Board Policy JEE, *Student Transfers*.

VI. STUDENT TRANSFERS SUBJECT TO AUTOMATIC APPROVAL

The following student transfers are automatically approved but require submission of MCPS Form 335-45, *Request for a COSA*, for record keeping purposes

- A. Paired schools are considered one school for COSA purposes; however, if students attend a paired elementary school on an approved COSA, they must submit a new MCPS Form 335-45, *Request for a COSA*, which will automatically be approved, to attend the upper elementary grade school. Each pairing has unique characteristics that can impact implementation of transfers.
- B. Students who are assigned to Poolesville Elementary School who wish to attend Monocacy Elementary School must submit MCPS Form 335-45, *Request for a COSA*, which will automatically be approved.
- C. Although submission of a new MCPS Form 335-45, *Request for a COSA*, is required, middle school students on approved COSAs, or attending a middle school immersion program, will automatically be approved to attend high school in the middle school's feeder pattern. Students are subject to the assignment processes of the consortia where applicable. The request must be filed in accordance with the timelines and application procedures in Section IV. The athletic ineligibility provision in Section VII.A. will be waived. Out of area students in Downcounty Consortium middle school special programs are guaranteed a Downcounty Consortium high school by participating in the Choice Process lottery.

VII. GENERAL PROVISIONS

A. Athletics

High school students who receive a COSA out of their feeder pattern must attend the new school for one calendar year before being able to participate in athletics. However, a waiver may be requested in writing to the director of Systemwide Athletics explaining the reason for the COSA. Waivers may be granted in exceptional circumstances.

B. Transportation

Parents/guardians/eligible students accepting an approved COSA assume responsibility for transportation.

C. Returning to Home School

1. If a student is reassigned through the COSA process, the student may elect at any time to return to the home school. This provision does not apply to administrative placements. (See Section VIII)
2. In unique circumstances, COSAs may be granted for one year only. Additionally, in cases where a family moves during a school year, a COSA may be granted to complete the school year only (see also Section V.B. above). In such cases, students must return to their home school for the next school year unless parents/guardians/eligible students reapply for and receive a COSA to continue in the assigned school the next year.
3. A principal may request to have a student's COSA rescinded with proper cause – if, for example, there are ongoing disciplinary infractions or attendance issues.
4. Students who are attending a school other than their home school because they are participating in a countywide or regional program will be required to return to their home school if they discontinue participation in such program.
5. COSA requests after an extended suspension will be addressed by DPPAS in consultation with the school principals involved. School changes for this reason are not generally approved.

D. Change of school assignment within consortia

Students who reside within the boundaries of a consortium, who have a documented unique hardship and seek to attend another school within the consortium, do not need to submit a COSA form but must submit a letter of appeal to the Division of Consortia Choice and Application Program Services.

VIII. ADMINISTRATIVE PLACEMENTS

A. Administrative placement initiated by the principal

1. Prior to initiating a request for an administrative placement, the principal and the pupil personnel worker assigned to the student's home school will –

- a) review the student's educational, medical, and behavioral record and consider different school placements, and
 - b) schedule a conference with the parent/guardian and the student.
- 2. If an administrative placement is indicated, the following steps are implemented:
 - a) After consulting with the principal and the appropriate area associate superintendent in the Office of School Support and Improvement (OSSI) as to the reason(s) for the administrative placement, the director of DPPAS will identify an appropriate school placement for the student.
 - b) The pupil personnel worker will arrange any necessary conferences with the parent/guardian, student, principal of the receiving school, and the Office of Student and Family Support and Engagement (OSFSE) staff, as well as supply written confirmation of the placement, athletic eligibility, and athletic waiver process.
- B. Administrative placement initiated by OSFSE

An administrative placement may be initiated by the associate superintendent of OSFSE/designee, in consultation with the parent/guardian/eligible student and the home school's staff, as well as its appropriate area associate superintendent in OSSI, at any time for special circumstances. The director of DPPAS will approve or deny OSFSE-initiated administrative placements.
- C. OSFSE staff members are responsible for monitoring the academic progress and social adjustment of students with administrative placements.
- D. Students transferred and assigned under this provision based on their behavior that raised concerns about the health and/or safety of others in the school setting must attend the assigned school for one calendar year in order to be eligible to participate in athletics. Parents may request a waiver by writing to the director of Systemwide Athletics, explaining the reason for the COSA.

IX. APPEALS

- A. Superintendent of Schools
 - 1. If a COSA is denied by the director of DPPAS, the parent/guardian/eligible student may appeal the decision to the superintendent of schools/designee.

2. The student must enroll in and attend the home school while the appeal of a denial is in process.
3. Appeals must be made in writing and must be received by the Office of the Chief Operating Officer (the chief operating officer serves as the superintendent of schools' designee) within 15 calendar days of the date of the decision letter.
4. The appeal should state the reason(s) for seeking review of the decision. It is not necessary to provide additional information in order to appeal, but the appellant should include any additional information in order for it to be considered.

The superintendent of schools, or the chief operating officer as the superintendent's designee, will review all available information before issuing a decision.

5. Although the matter is usually considered on the basis of the documents received and telephone conferences, in-person conferences may be arranged by the chief operating officer's hearing officer.
6. Decisions will be made promptly given the number, complexity, and timing of appeals being handled at the same time.
7. Appeals received by the chief operating officer before July 1 will be decided prior to the beginning of school.

B. Board of Education

1. An appeal of the decision of the superintendent of schools/designee must be made in writing and received by the Board within 30 calendar days of the date on the superintendent of schools' decision letter.
2. Appellants are strongly encouraged to file any appeal as soon as possible.
3. The superintendent of schools/designee will be given the opportunity to respond, with a copy sent to the appellant, before the Board considers the appeal.
4. The Board's decision will be rendered in writing based on procedures set forth in Board Policy BLB, *Rules of Procedure in Appeals and Hearings*.

Regulation History: Formerly Regulation 265-2, February 22, 1980, revised January 23, 1992, revised April 25, 1994; revised December 23, 1994; revised December 30, 1997; revised July 20, 1998; revised December 2, 1999; updated office titles June 1, 2000; revised December 6, 2000; revised January 7, 2002; revised January 10, 2003; revised November 29, 2006; non-substantive revision, November 27, 2007; non-substantive revision, November 17, 2008; revised January 04, 2010; revised November 18, 2010; revised December 12, 2011; revised December 20, 2012; revised November 6, 2013; revised December 13, 2013; revised April 5, 2018; revised January 7, 2019.

Appendix T

EEA

POLICY BOARD OF EDUCATION OF MONTGOMERY COUNTY

Related Entries: EEA-RA, EBH-RA, JEE, JEE-RA, JFA-RA, KLA

Related Sources: *Annotated Code of Maryland, Education Article, §3-903(c); Code of Maryland Regulations §13A.06.07.09 Instructional Content Requirements; Montgomery County Code, Article II, §44-7 Denominational and parochial school students entitled to transportation; and Montgomery County Code, Article II, §44-8, Cost of transportation of students; levy and appropriation; charge to students.*

Responsible Office: Chief Operating Officer
Department of Transportation

Student Transportation

A. PURPOSE

To establish safe, responsive, and accountable operation of the Montgomery County Public Schools (MCPS) student transportation system, in partnership with parents and students, and to delineate the services provided.

B. ISSUE

MCPS is authorized by the regulations of the State of Maryland to provide safe and efficient transportation to the students residing within Montgomery County. The Montgomery County Board of Education is responsible for establishing the operational expectations and eligibility criteria for its student transportation services. It is the responsibility of the Montgomery County Board of Education to work with other agencies when needed and to consider the safety of students when designing school site plans including pedestrian and vehicular traffic patterns; assessing routes for walking to and from school and school bus stops; and, establishing bus routes and locations of school bus stops.

C. POSITION

1. Eligibility for Transportation

- a) The Board of Education adopted attendance areas for each school are the basis upon which transported areas are defined. Students attending their home school who reside beyond the distances defined below will receive transportation services.

- (1) Transported areas surrounding MCPS schools are as follows:
 - Elementary Schools—beyond 1 mile
 - Middle Schools—beyond 1.5 miles
 - High Schools—beyond 2.0 miles
 - (2) The superintendent of schools is authorized to extend these distances by one-tenth of a mile to establish a reasonable line of demarcation between transported and non-transported areas.
 - (3) Transportation may be provided for distances less than that authorized by Board policy if a condition is considered hazardous to the safety of students walking to or from school, or to establish a reasonable boundary consistent with the safety criteria outlined in C.2.
- b) The Board of Education may establish transportation services for certain consortia schools, magnet, gifted and talented, International Baccalaureate, language immersion, alternative, or other programs based on the purposes of the programs, attendance areas, and available funding.
 - c) Enhanced levels of transportation services will be provided to those students, such as special education students, who meet the eligibility requirements of federal and state laws. Commercial carriers may be used to provide required services.
 - d) Students who attend denominational and parochial schools may be transported as specified under provisions of the Montgomery County Code. This service will be provided only on a space-available basis along established bus routes designed to serve public schools in keeping with the terms and conditions as set forth in this policy.
 - e) Under special circumstances, students may ride established bus routes across attendance boundaries for valid educational reasons.
 - f) Mixed grade/age level student loads are permitted.
 - g) Every effort is made to balance ride times and resources.
 - h) Buses may be used for educationally valuable purposes other than transporting students to and from the regular school day, such as field trips, extracurricular events, interscholastic sports, and outdoor education or

academic programs. Unless otherwise approved by the superintendent or his or her designee, use of MCPS buses is limited to MCPS and other governmental agencies. MCPS will establish criteria and rates for the use of MCPS transportation services for purposes other than transporting students to and from school on the regular school day.

- i) In exigent circumstances, the superintendent may apply to the Board of Education for a waiver to temporarily adjust transported distances. Board action on the waiver request can be taken after allowing at least 21 days for public comment following publication of the waiver request. If the Board deems an emergency exists, this notification provision may be waived without notice if all Board members are present and there is unanimous agreement.

2. Student Safety

- a) MCPS is responsible for routing buses in a manner that maximizes safety and efficiency.
- b) MCPS buses will not cross a main line railroad at grade crossing while in Montgomery County.
- c) MCPS is responsible for designing traffic control patterns for new and renovated schools prior to the completion of construction. MCPS will assess the safety of proposed traffic control patterns taking into consideration safe approaches by pedestrians, bicyclists, and motorists.
- d) MCPS is responsible for conducting safety evaluations of bus stops and recommended walking routes. The following criteria will apply to students walking to schools or school bus stops:
 - (1) Students are expected to walk in residential areas along and across streets, with or without sidewalks.
 - (2) Students are expected to walk along primary roadways with sidewalks or shoulders of sufficient width to allow walking off the main road.
 - (3) Middle and high school students are expected to cross all controlled intersections where traffic signals, lined crosswalks, or other traffic control devices are available.

- (4) Elementary school students may be required to cross primary roadways where an adult crossing guard is present.
 - (5) Elementary and middle school students are not expected to cross mainline railroad tracks unless a pedestrian underpass, overpass or adult crossing guard is present.
 - (6) Students are expected to walk along public or private pathways or other pedestrian routes.
- e) MCPS will follow an effective process for handling and investigating accidents so that injured students and staff are cared for promptly, further injury is prevented, and correct and timely information is disseminated to all necessary parties.
 - f) Student safety, security, and comfort depend on appropriate behavior on MCPS buses identical to that expected of students in school. The Board of Education affirms that, while riding the bus, students are on school property, and disciplinary infractions are handled in accordance with Regulation JFA-RA: *Student Rights and Responsibilities* and other related policies and regulations.

3. Community Partnerships

- a) MCPS will encourage a partnership of students, parents, and school staff to teach and enforce safe transportation practices.
 - (1) MCPS will implement a systemwide outreach and education program to teach safe walking practices en route to and from school, encourage safe bus-riding behavior, and reinforce appropriate student conduct while riding the bus.
 - (2) School staffs will encourage parents to teach their students safe walking practices en route to and from school.
 - (3) Bus operators and attendants are responsible for maintaining safe conditions for students boarding, riding, and exiting the bus. MCPS will provide preservice and in-service instruction to bus operators and attendants, consistent with COMAR 13A.06.07.09.
 - (4) Parents will be responsible for their child's safety along their walking route and at the bus stop. While waiting at bus stops, students should

observe safe practices, respect persons and private property, and stand well off the traveled portion of the road.

- b) Principals and the leadership of PTAs or parent teacher organizations at special programs located at special centers that operate in lieu of nationally affiliated PTAs will be notified in advance of routing changes that involve reductions of service, as described in Regulation EEA-RA.

4. Identification and Resolution of Transportation and Safety Issues

Members of the public are encouraged to address inquiries, concerns, or complaints regarding student transportation as set forth in Policy KLA: *Responding to Inquiries and Complaints from the Public*. Complaints not resolved through the cluster transportation supervisor or other department staff, including the director of transportation may be appealed to the chief operating officer who will render a decision on behalf of the superintendent of schools, advising the appellant of the right to further appeal to the Board of Education consistent with the Education Article, *Annotated Code of Maryland*, Section 3-903(c).

5. Environmental and Economic Considerations

MCPS will balance environmental and economic factors when operating and maintaining its vehicles.

D. DESIRED OUTCOME

MCPS will have an efficient system of student transportation that provides an appropriate means of travel to and from school, is responsive to community input, and, in partnership with parents and students, coordinates effective community participation in the safe movement of students on a daily basis.

E. IMPLEMENTATION STRATEGIES

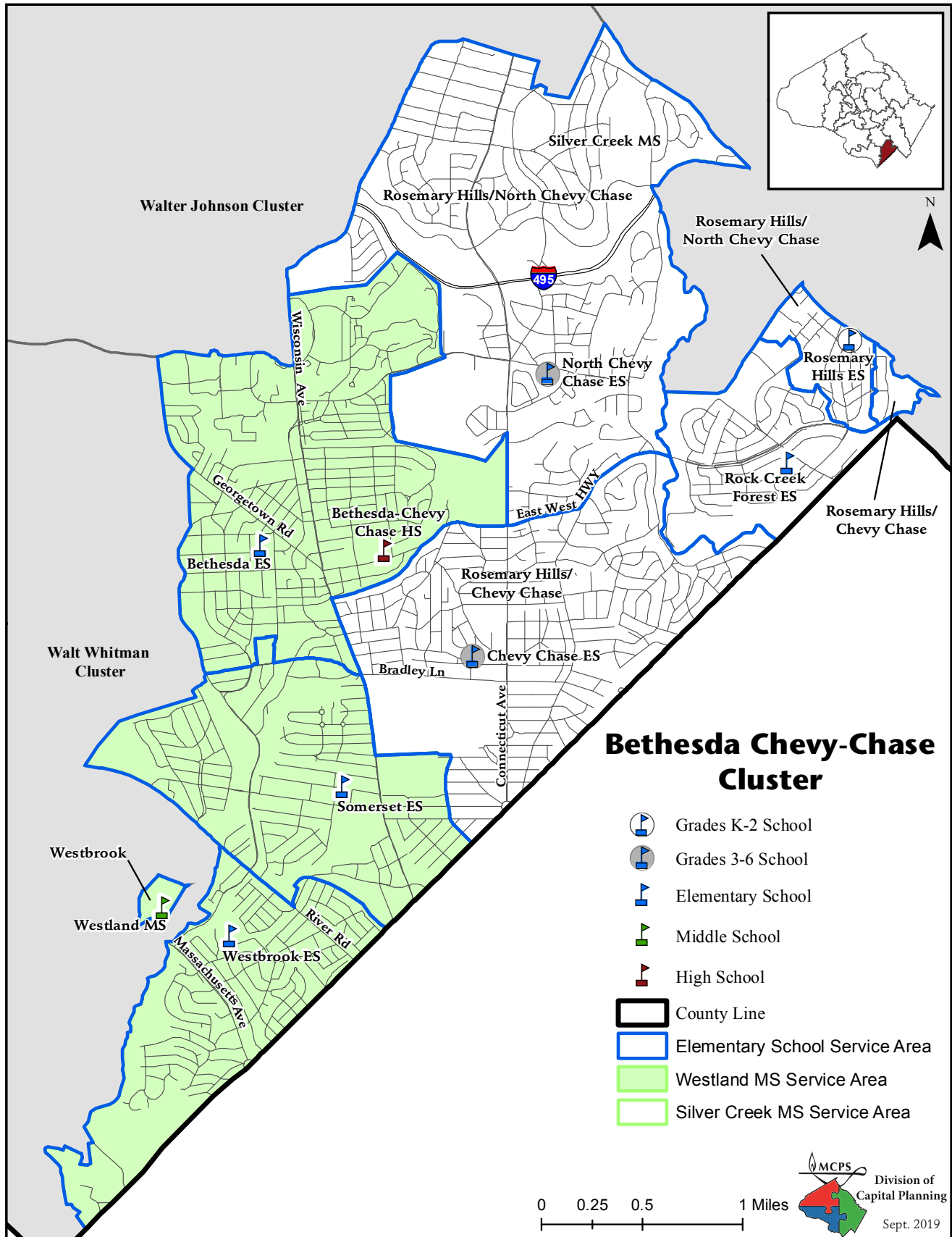
The superintendent will develop regulations to implement this policy as needed.

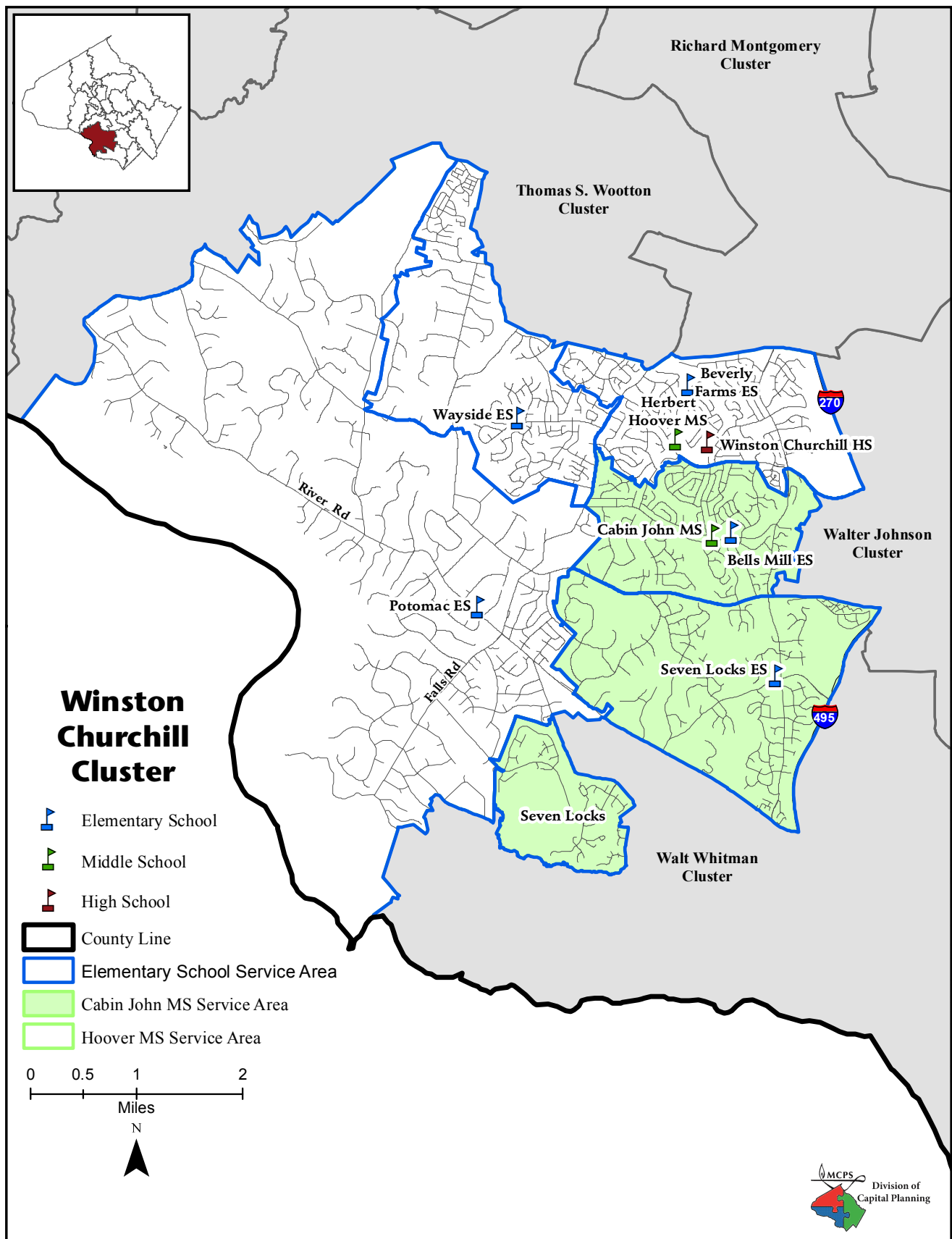
F. REVIEW AND REPORTING

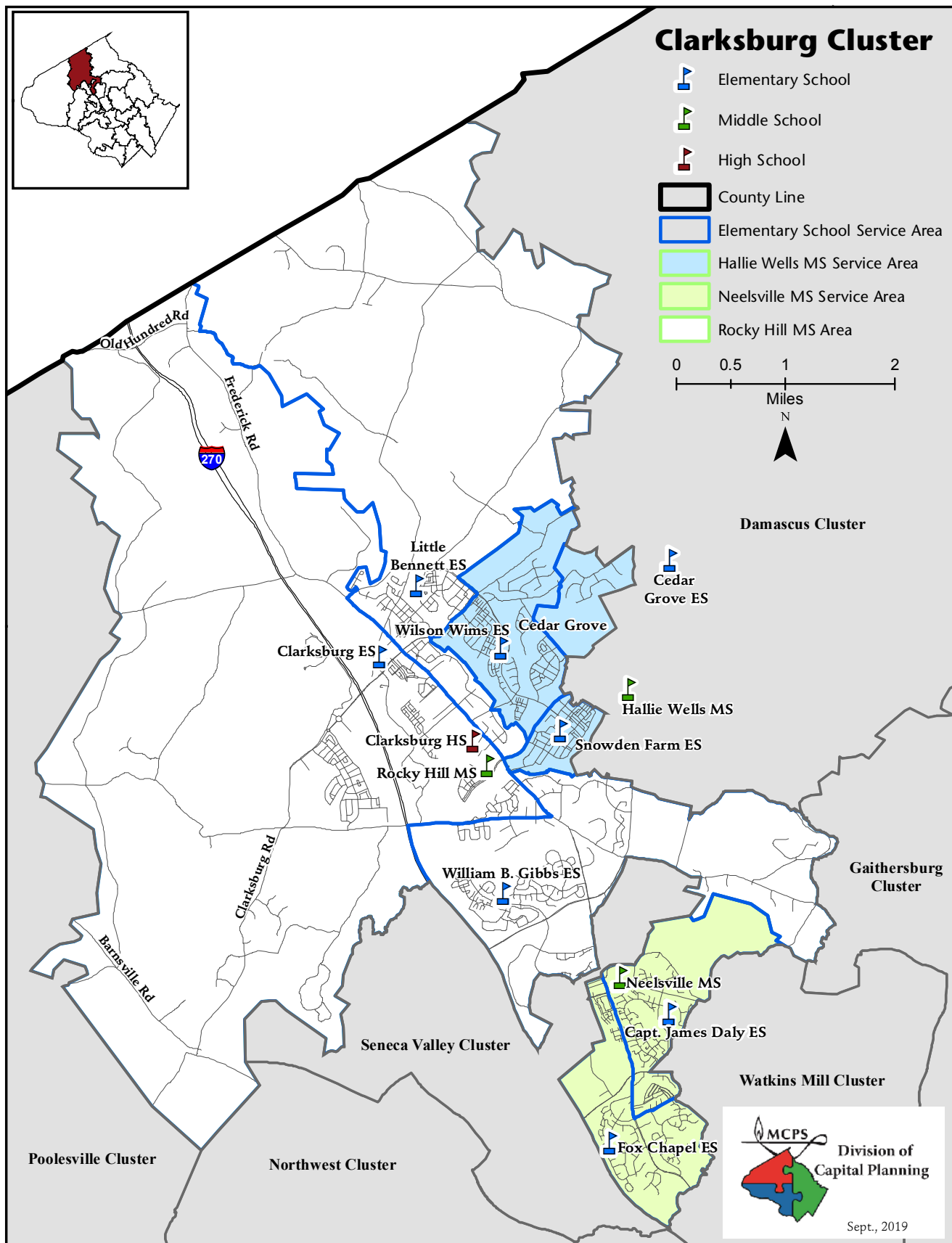
This policy will be reviewed on an ongoing basis in accordance with the Board of Education policy review process.

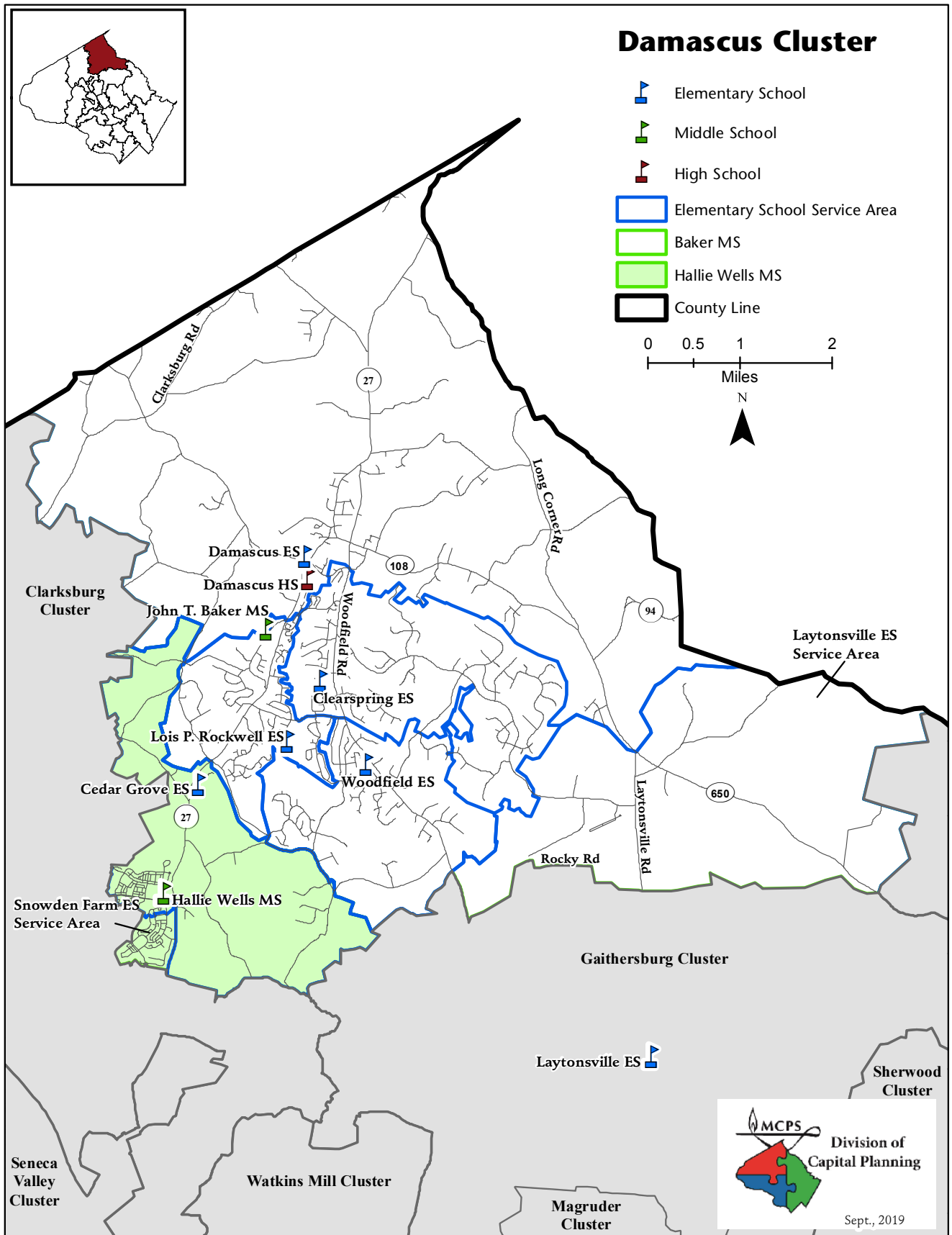
Policy History: Adopted by Resolution No. 89-78, February 13, 1978; amended by Resolution No. 219-78, March 14, 1978, Resolution No. 718-78, October 10, 1978, and Resolution No. 725-79, August 20, 1979; amended by Resolution No. 403-84, July 23, 1984; reformatted in accordance with Resolution No. 333-86, June 12, 1986, and Resolution No. 438-86, August 12, 1986, and accepted by Resolution No. 147-87, February 25, 1987; amended by Resolution No. 284-97, May 13, 1997; amended by Resolution No. 616-01, November 13, 2001; amended by Resolution No. 252-08, June 23, 2008.

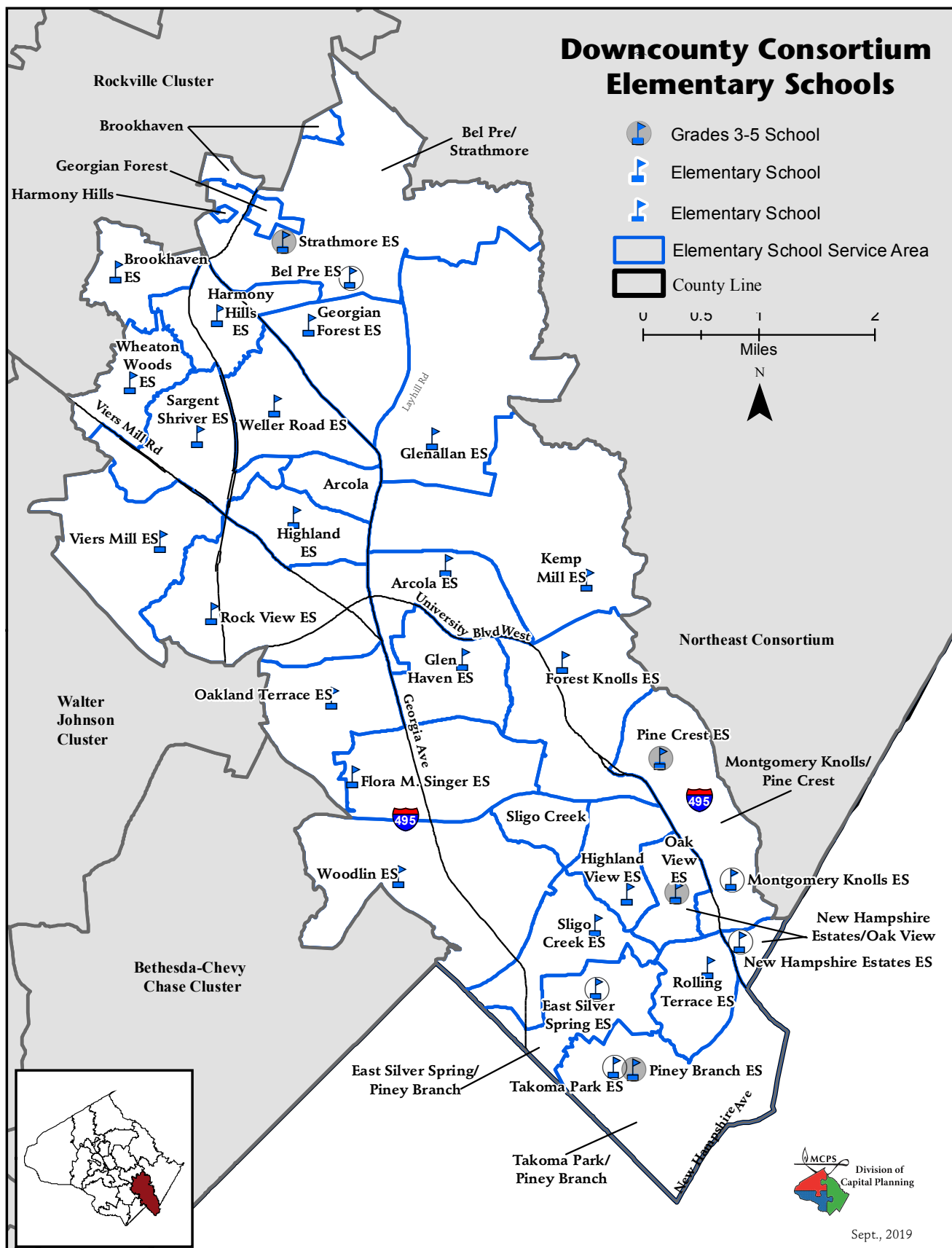
Appendix U

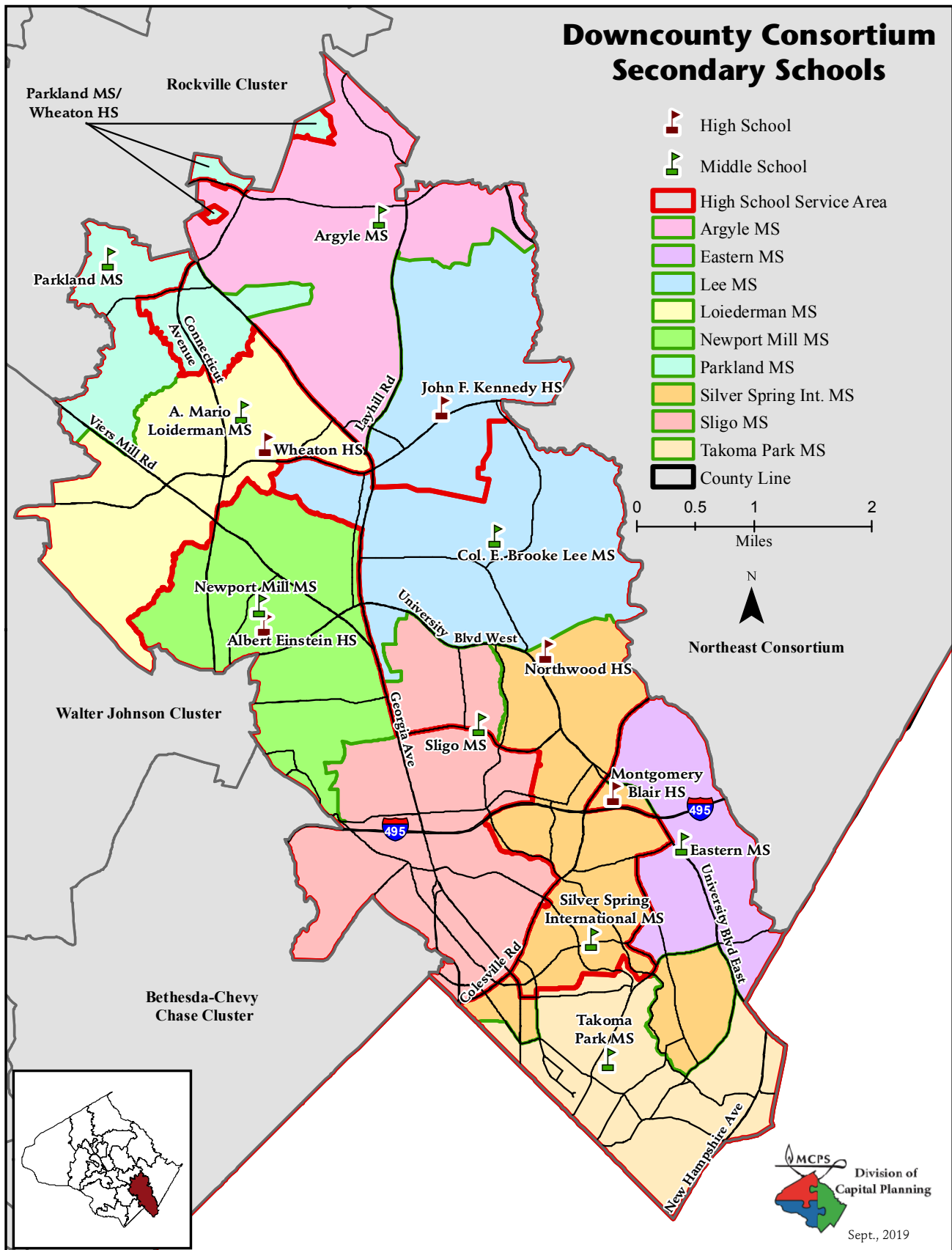


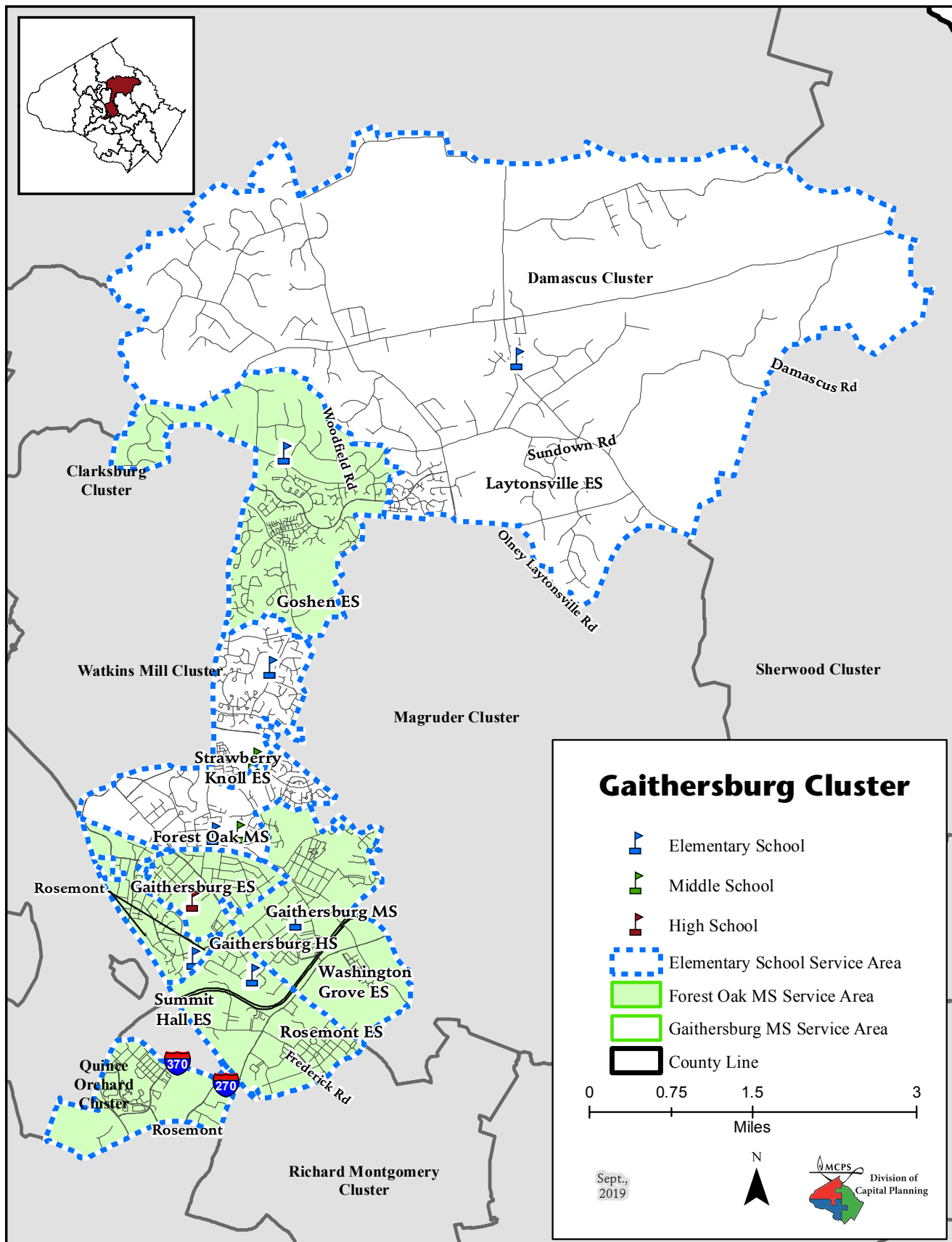

















Walter Johnson Cluster

-  Elementary School
-  Middle School
-  High School

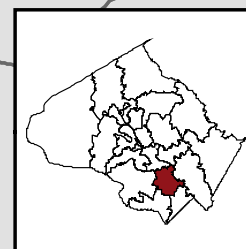
-  North Bethesda MS Service Area
-  Tilden MS Service Area

0 0.5 1 2
Miles



Richard
Montgomery
Cluster

Rockville
Cluster



Veirs Mill Rd

Garrett Park

Downcounty Consortium

 270

Farmland ES

Luxmanor ES

Old Georgetown Rd

Tilden MS

Kensington-Parkwood

Rockville Pike

Strathmore Ave

Garrett Park ES

 270

Walter Johnson HS

Ashburton ES

Winston
Churchill
Cluster

Walt Whitman
Cluster

Wyngate ES

North Bethesda MS

Old Georgetown Rd

Kensington-Parkwood ES

 495

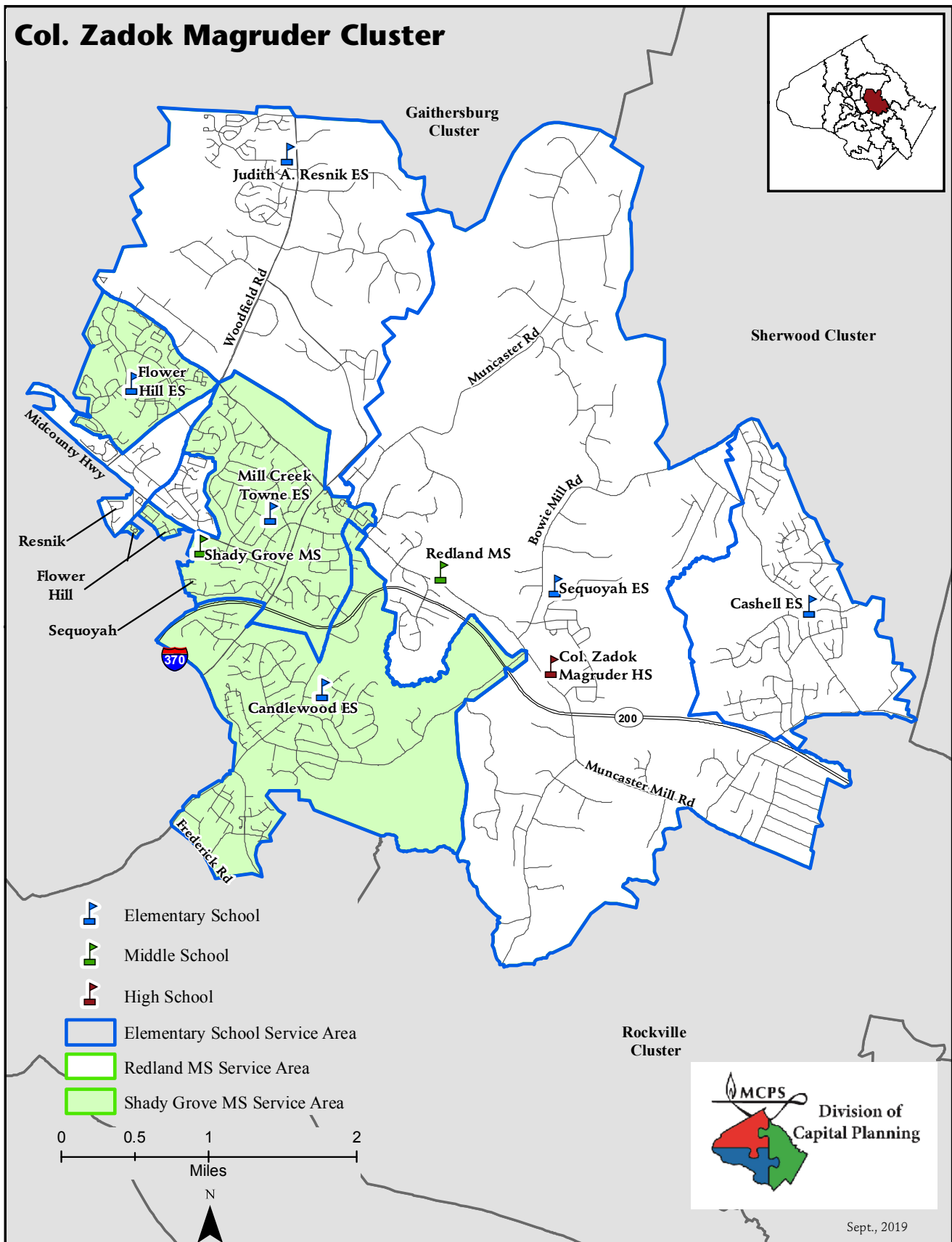
Bethesda-Chevy
Chase Cluster

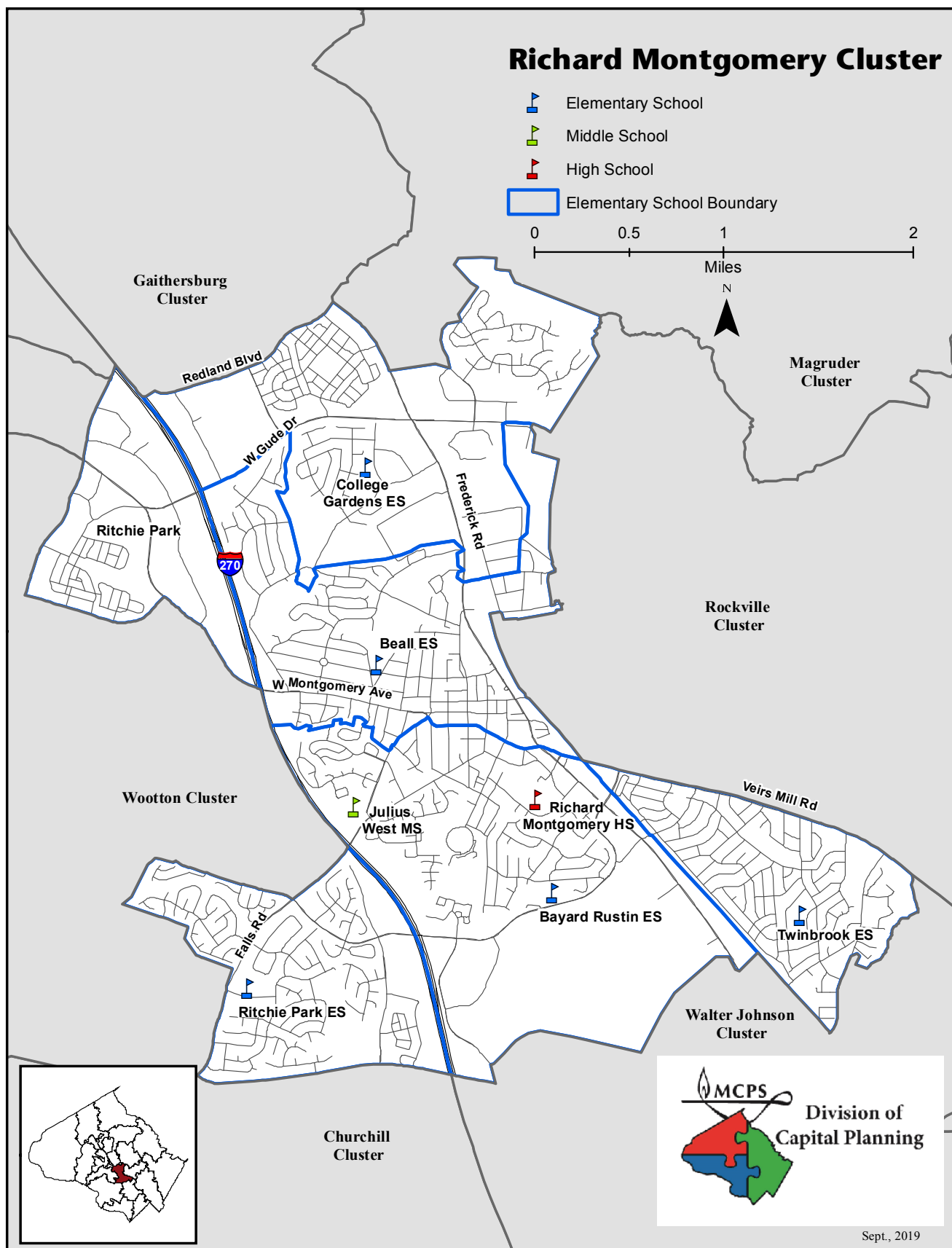


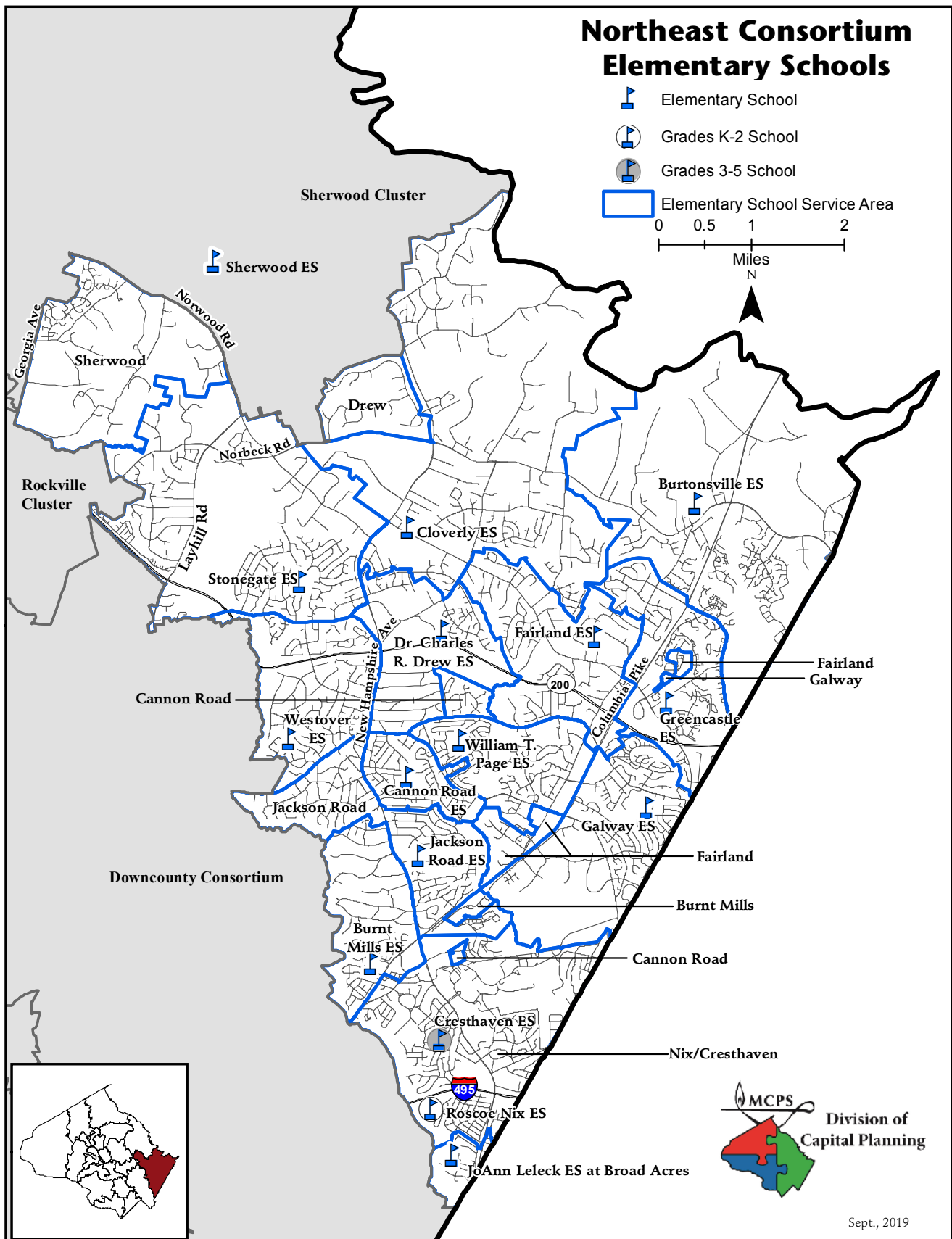
Division of
Capital Planning

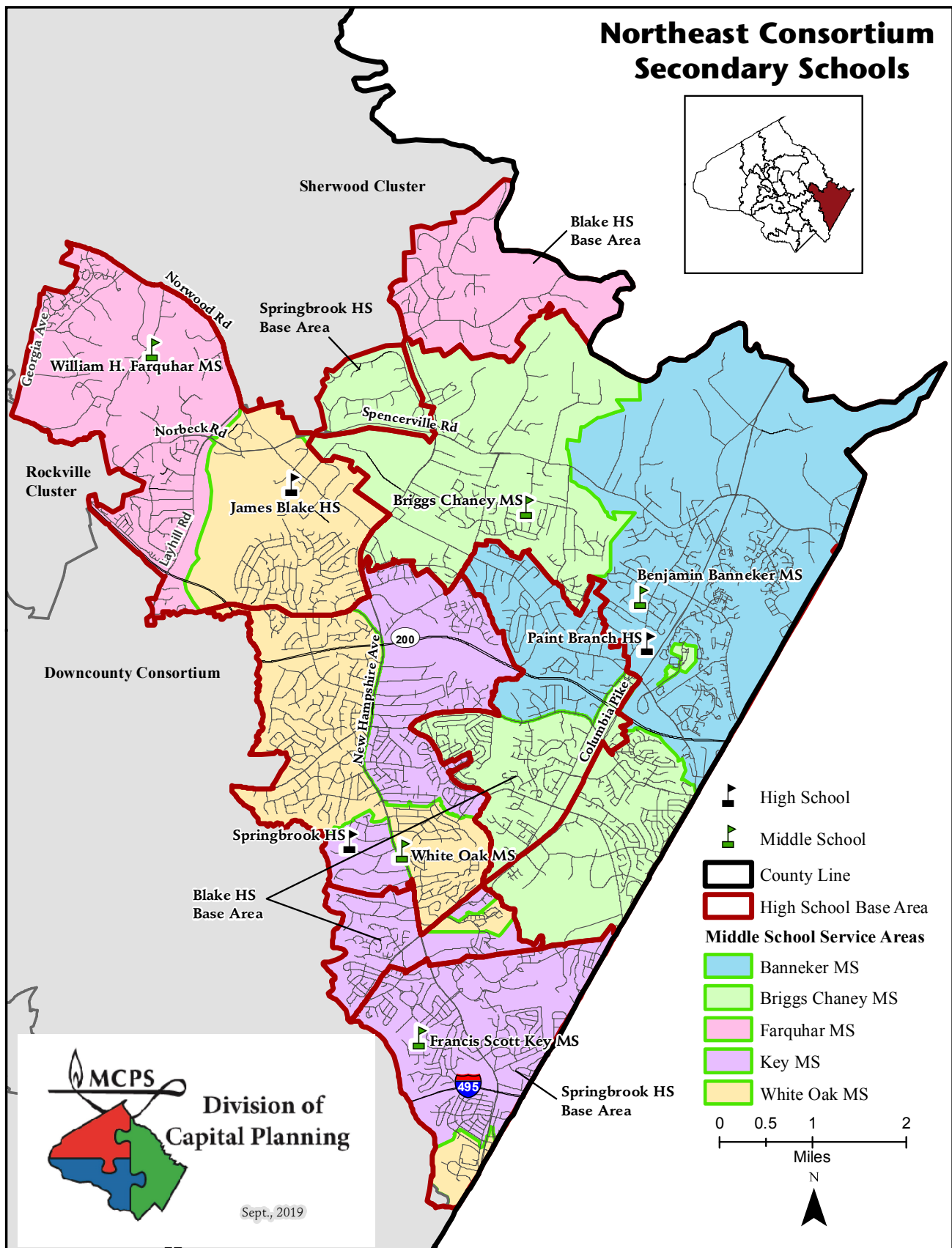
Sept., 2019

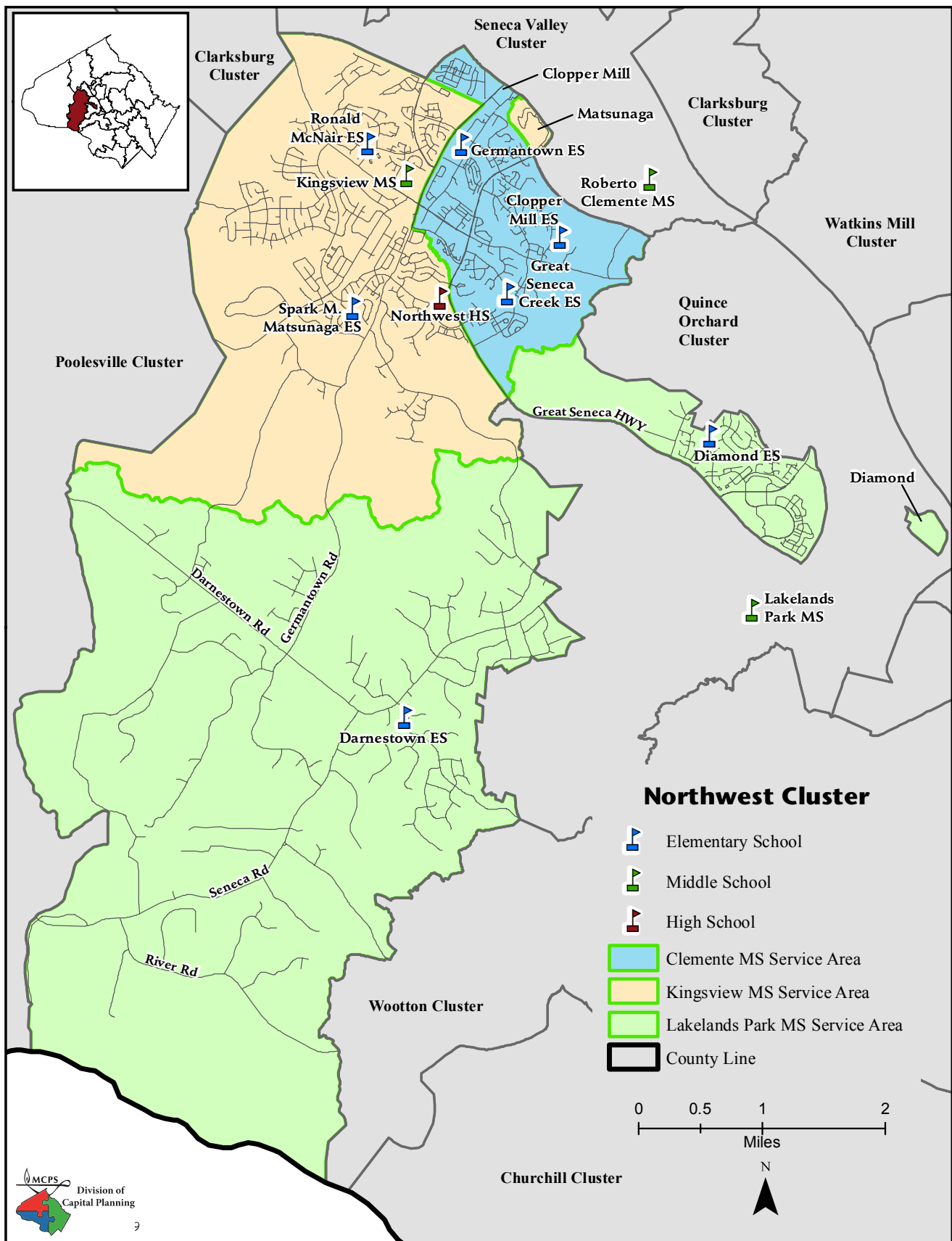
Col. Zadok Magruder Cluster










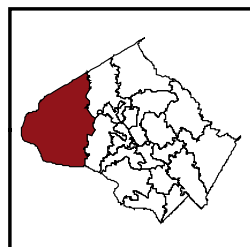
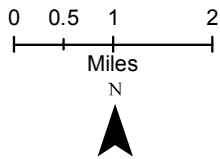




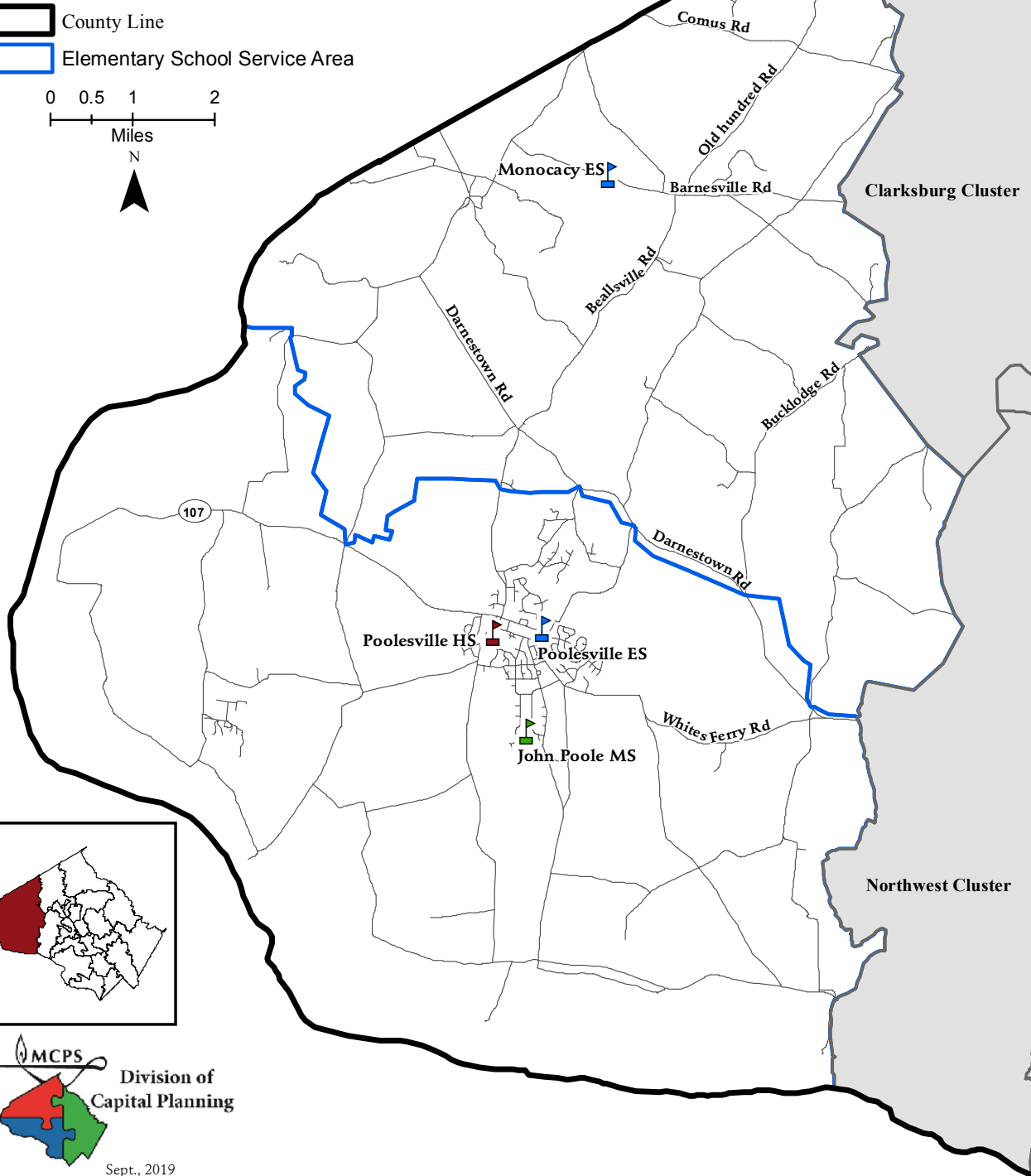


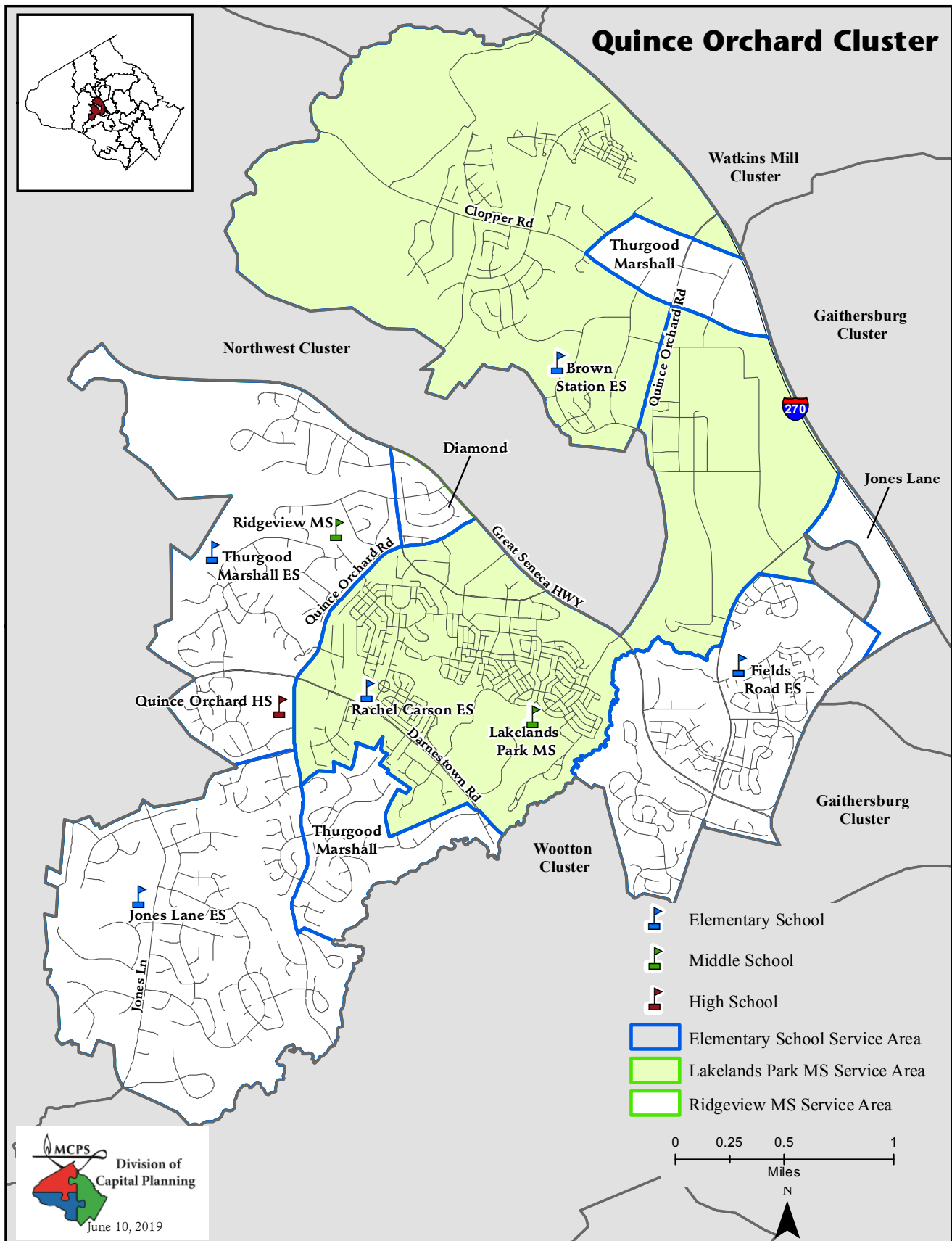
Poolesville Cluster

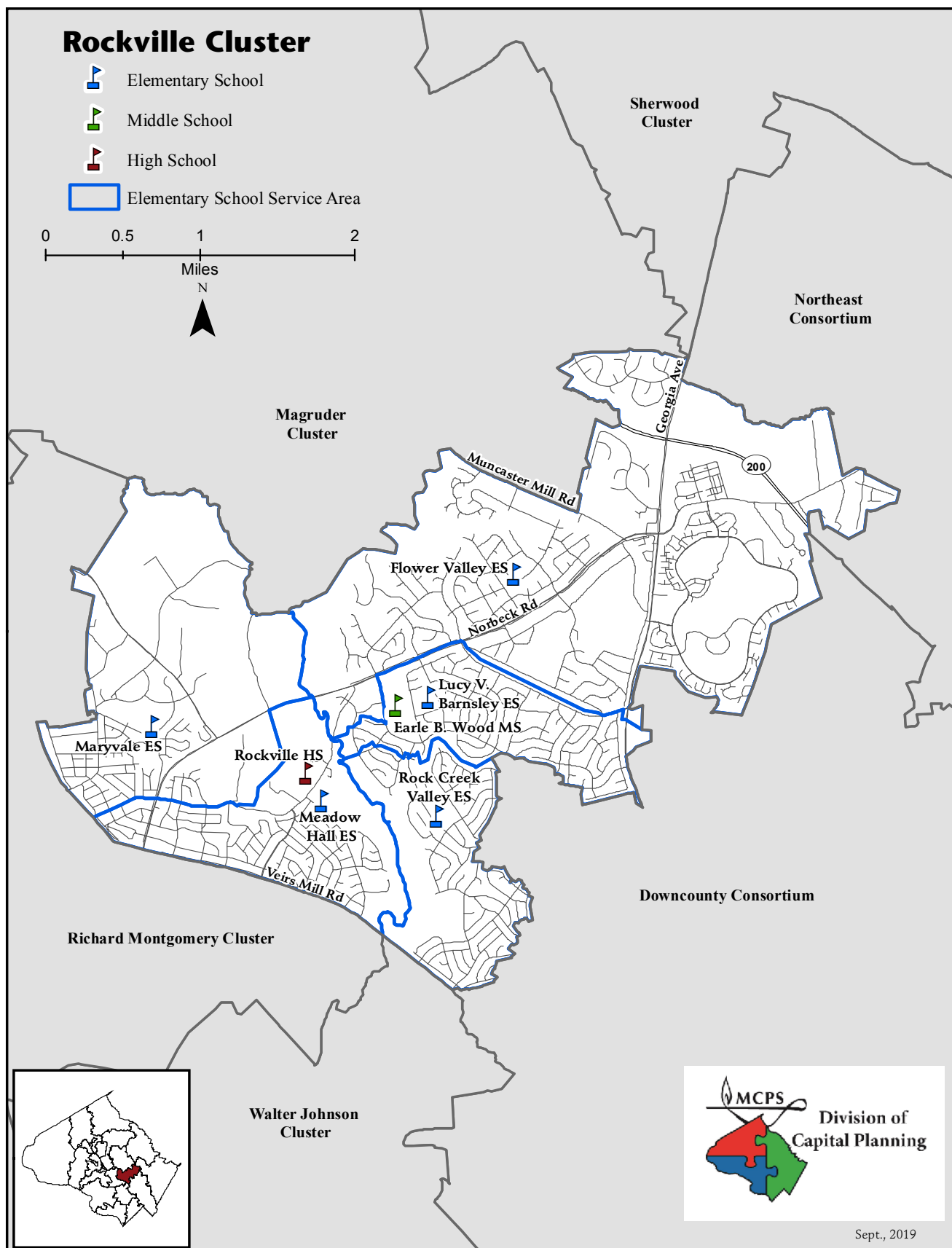
-  Elementary School
-  Middle School
-  High School
-  County Line
-  Elementary School Service Area






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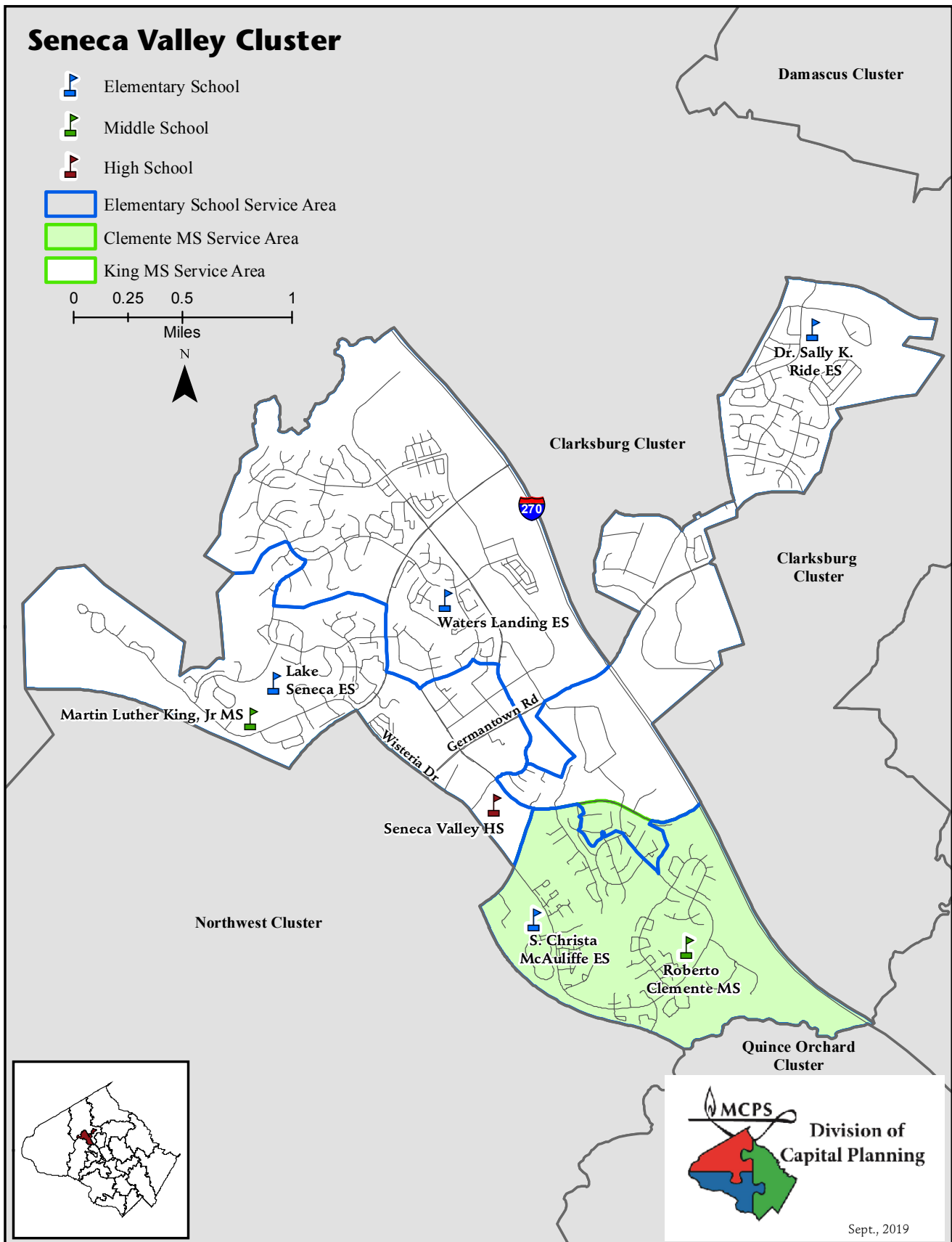
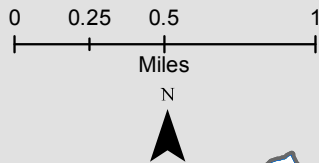


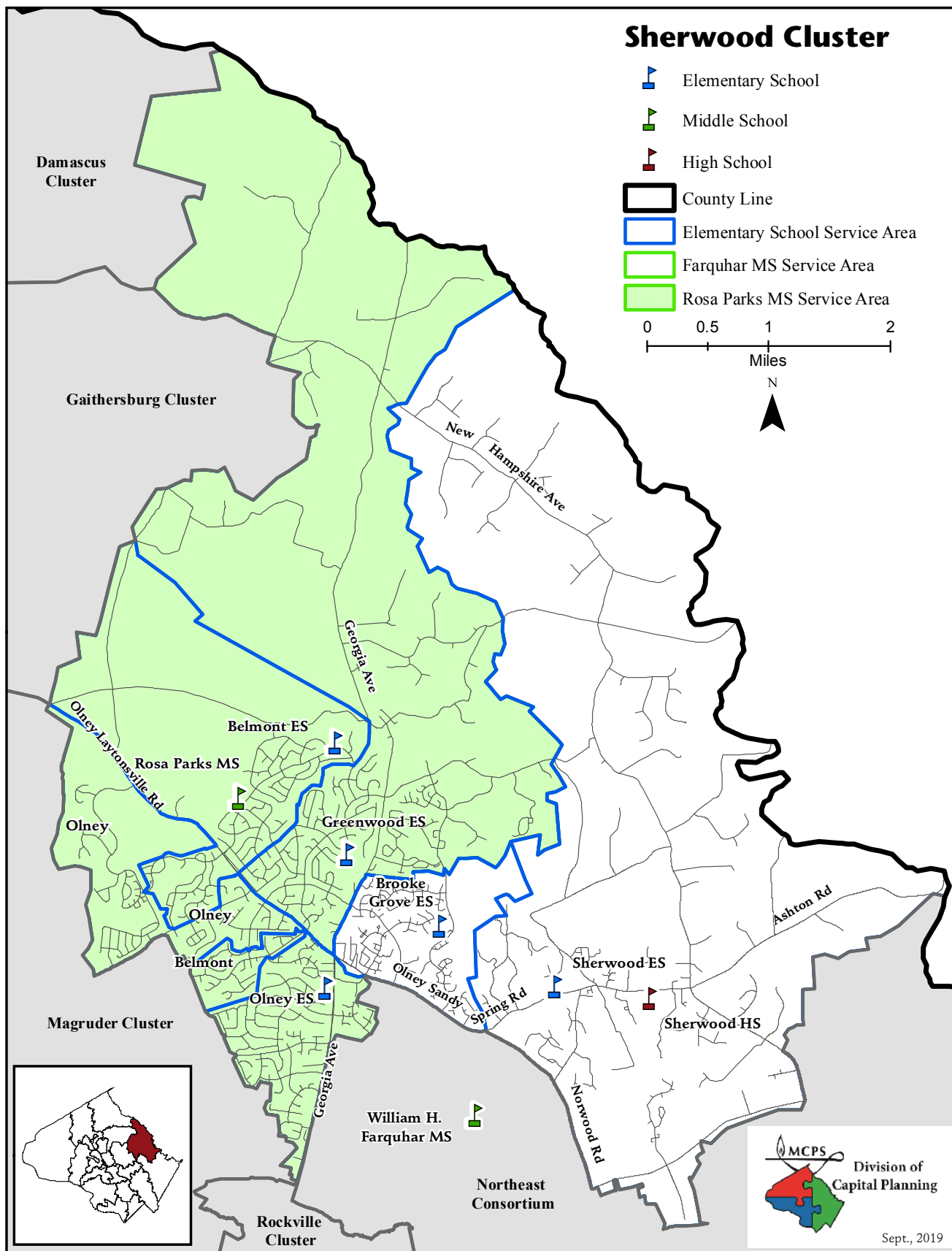


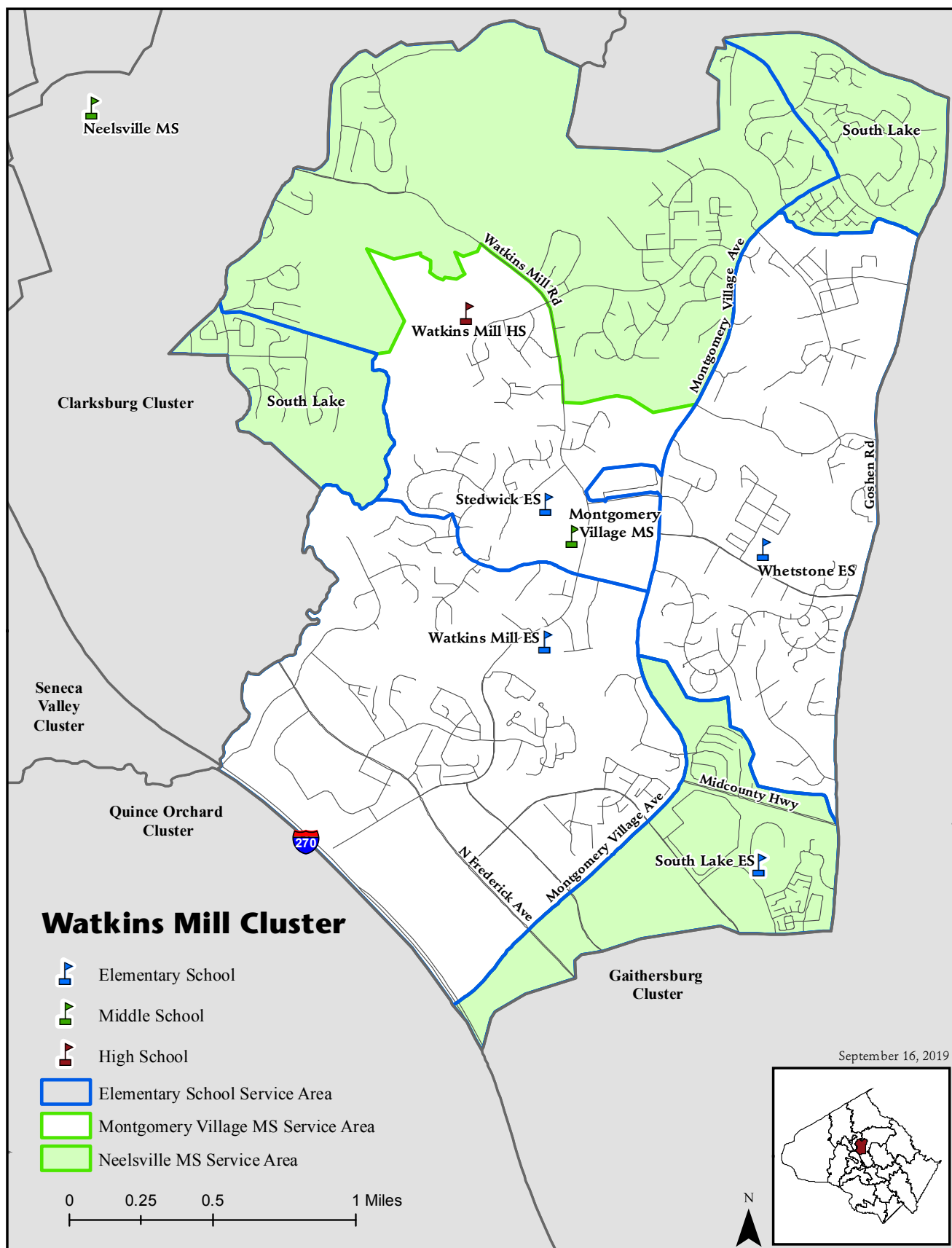


Seneca Valley Cluster





-  Elementary School
-  Middle School
-  High School
-  Elementary School Service Area
-  Clemente MS Service Area
-  King MS Service Area

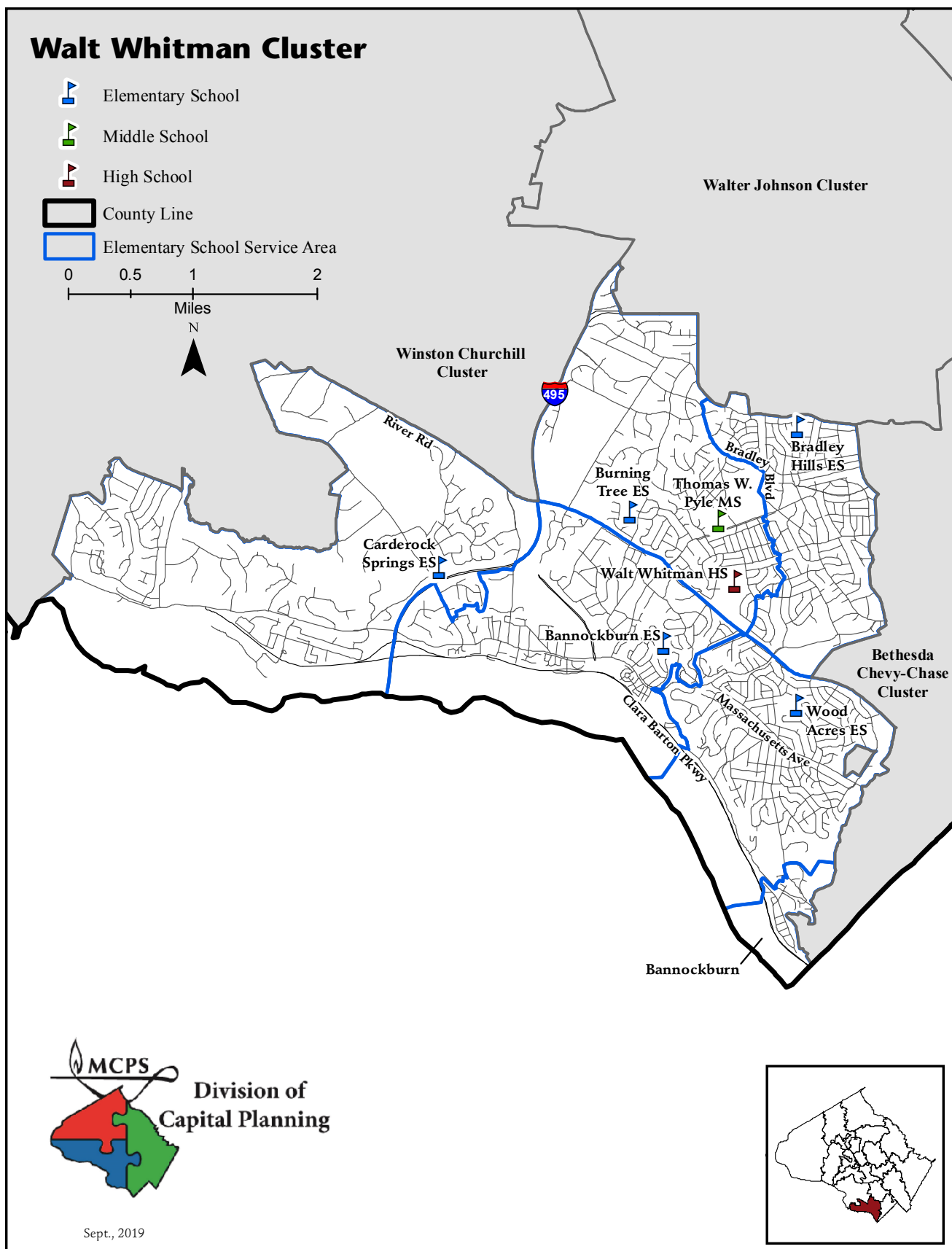
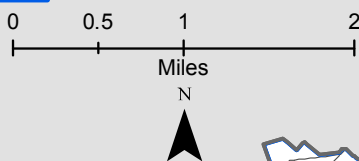




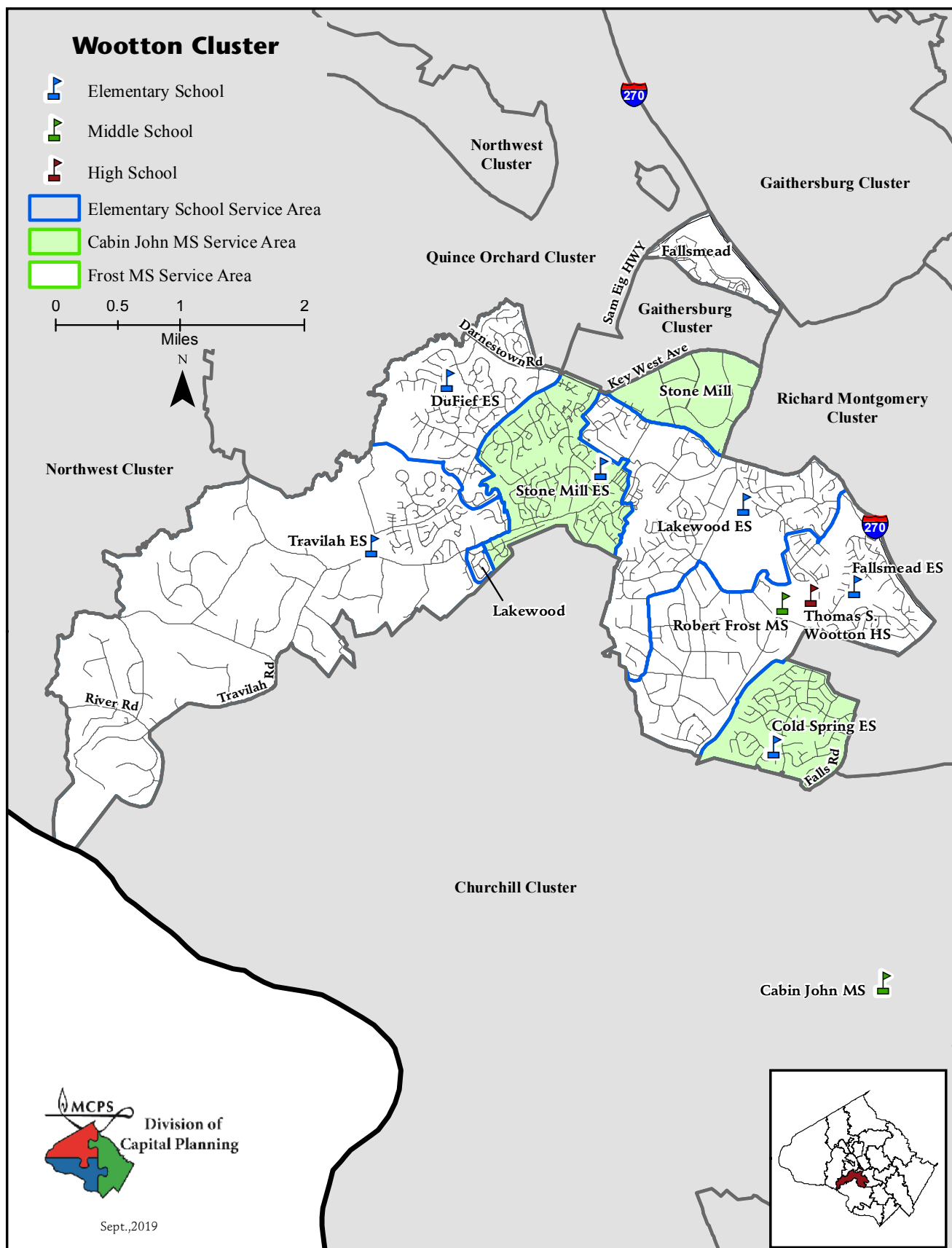


Walt Whitman Cluster

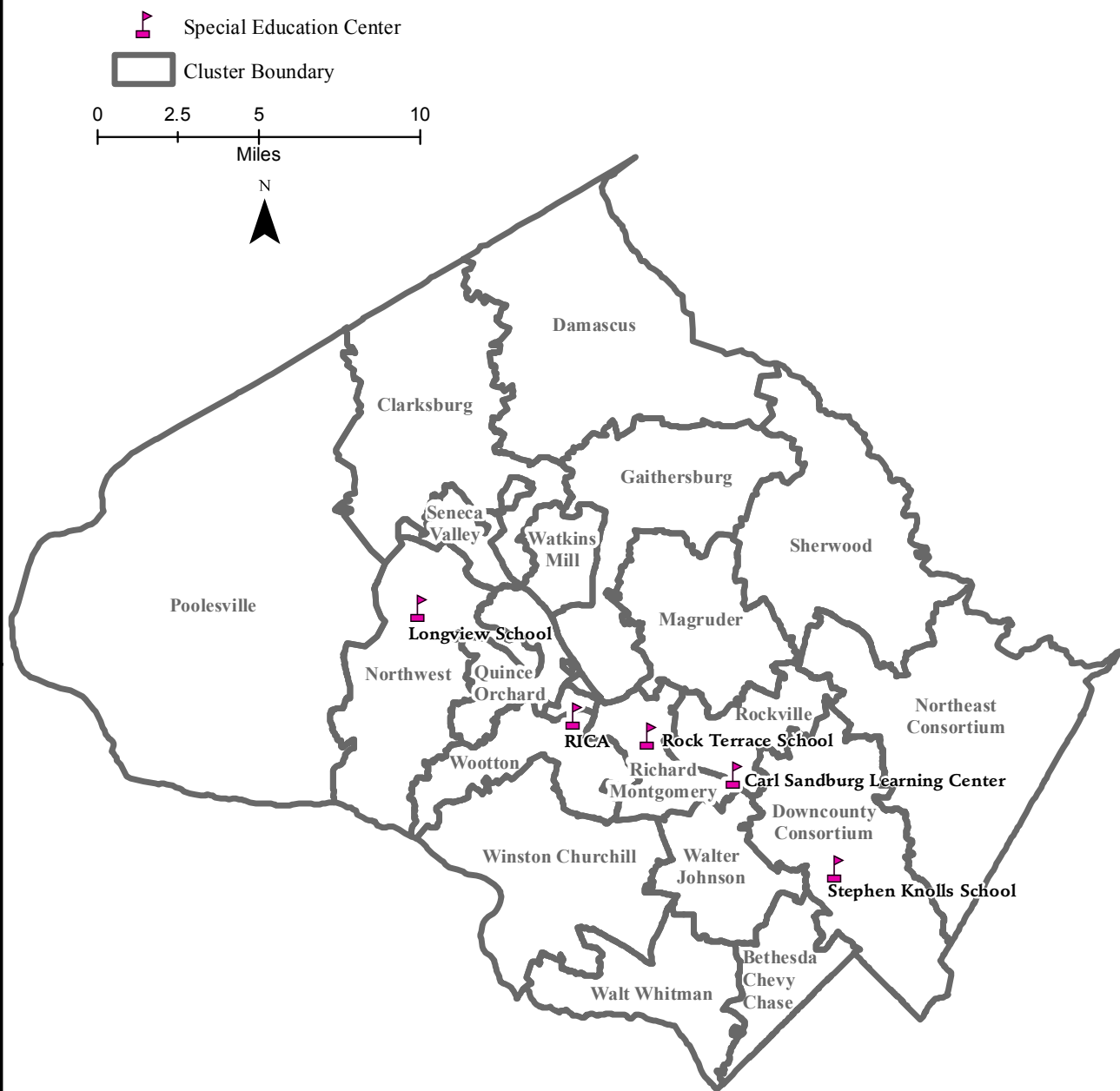
-  Elementary School
-  Middle School
-  High School
-  County Line
-  Elementary School Service Area



Sept., 2019

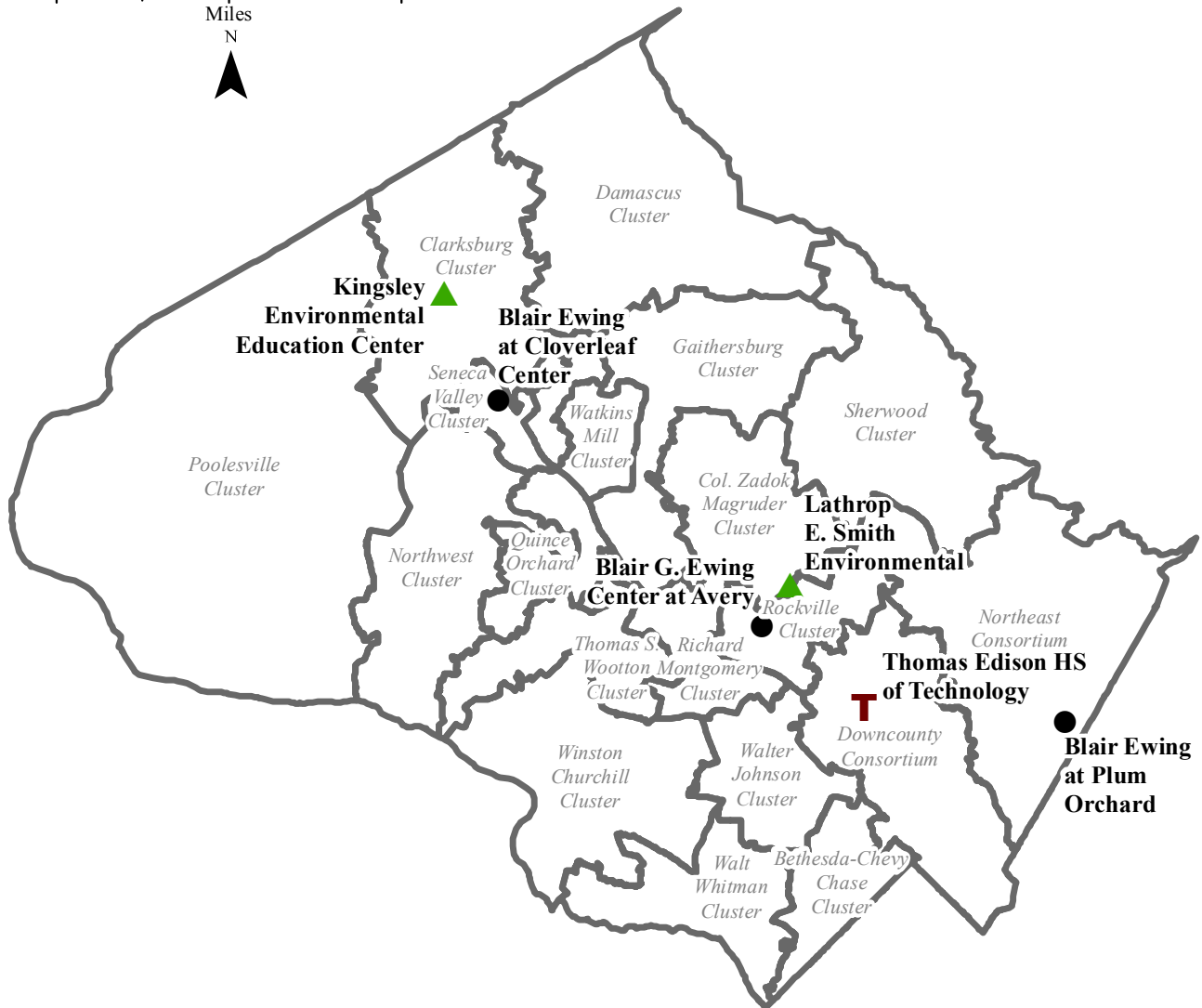
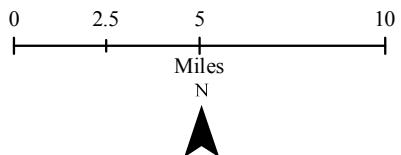


Special Education Centers





Other Educational Facilities

- Alternative School
- ▲ Environmental Center
- T High School of Technology
- Cluster Boundary



Holding Facilities

-  Holding Facility
-  Cluster Boundary

0 2.5 5 10
Miles



Sept. 2019

MONTGOMERY COUNTY PUBLIC SCHOOLS*Expanding Opportunity and Unleashing Potential***2019-2020 LIST OF SCHOOLS**

ELEMENTARY SCHOOLS			
No.	Name and Address	Principal	Telephone
790.....	Arcola , 1820 Franwall Ave., Silver Spring 20902	Emmanuel J. Jean-Philippe	301-287-8585
425.....	Ashburton , 6314 Lone Oak Dr., Bethesda 20817	Gregory C. Mullenholz	240-740-1300
420.....	Bannockburn , 6520 Dalroy Lane, Bethesda 20817	Kathryn D. Bradley	240-740-1270
505.....	Lucy V. Barnsley , 14516 Nadine Dr., Rockville 20853	Andrew J. Winter	240-740-3260
207.....	Beall , 451 Beall Ave., Rockville 20850	Elliot M. Alter	240-740-1220
780.....	Bel Pre , 13801 Rippling Brook Dr., Silver Spring 20906	Dara Brooks	301-287-8870
607.....	Bells Mill , 8225 Bells Mill Rd., Potomac 20854	Jerri L. Oglesby	240-740-0480
513.....	Belmont , 19528 Olney Mill Rd., Olney 20832	Evan J. Pinkowitz	301-924-3140
401.....	Bethesda , 7600 Arlington Rd., Bethesda 20814	Lisa S. Seymour	240-204-5300
226.....	Beverly Farms , 8501 Postoak Rd., Potomac 20854	Laura M. Swerzewski (<i>acting</i>)	240-740-0200
410.....	Bradley Hills , 8701 Hartsdale Ave., Bethesda 20817	Karen E. Caroscio	240-204-5210
518.....	Brooke Grove , 2700 Spartan Rd., Olney 20832	Jolynn E. Tarwater	240-722-1800
807.....	Brookhaven , 4610 Renn St., Rockville 20853	Xavier Kimber	240-740-0500
559.....	Brown Station , 851 Quince Orchard Blvd., Gaithersburg 20878	Mary Jo Powell	240-740-0260
419.....	Burning Tree , 7900 Beech Tree Rd., Bethesda 20817	Lee Meiners (<i>acting</i>)	240-740-1750
309.....	Burnt Mills , 11211 Childs St., Silver Spring 20901	Dr. Stacy A. Ashton	301-649-8192
302.....	Burtonsville , 15516 Old Columbia Pike, Burtonsville 20866	Kimberly L. Lloyd	301-989-5654
508.....	Candlewood , 7210 Osprey Dr., Rockville 20855	Dr. Linda B. Sheppard	301-284-4200
310.....	Cannon Road , 901 Cannon Rd., Silver Spring 20904	Kristine L. Donohue	240-740-0520
604.....	Carderock Springs , 7401 Persimmon Tree Lane, Bethesda 20817	Jae W. Lee	240-740-0540
159.....	Rachel Carson , 100 Tschiffely Square Rd., Gaithersburg 20878	M. Deneise Hammond	240-740-1840
511.....	Cashell , 17101 Cashell Rd., Rockville 20853	Courtney M. Jones	240-740-0560
703.....	Cedar Grove , 24001 Ridge Rd., Germantown 20876	Lee F. Derby	301-253-7000
403.....	Chevy Chase , 4015 Rosemary St., Chevy Chase 20815	Jody L. Smith	301-657-4994
101.....	Clarksburg , 13530 Redgrave Pl., Clarksburg 20871	Carl R. Bencal	240-740-3530
706.....	Clearspring , 9930 Moyer Rd., Damascus 20872	Holly A. Gilbertson	240-740-2580
100.....	Clopper Mill , 18501 Cinnamon Dr., Germantown 20874	Lawrence D. Chep	240-740-2180
308.....	Cloverly , 800 Briggs Chaney Rd., Silver Spring 20905	Michael D. Bayewitz	301-989-5770
238.....	Cold Spring , 9201 Falls Chapel Way, Potomac 20854	Sandra S. Reece	301-279-8480
229.....	College Gardens , 1700 Yale Pl., Rockville 20850	Stacey F. Rogovoy	301-279-8470
808.....	Cresthaven , 1234 Cresthaven Dr., Silver Spring 20903	Sheri A. Gorden	240-740-0580
111.....	Capt. James E. Daly , 20301 Brandermill Dr., Germantown 20876	Nora G. Dietz	240-740-0600
702.....	Damascus , 10201 Bethesda Church Rd., Damascus 20872	Spencer Delisle	240-740-6180
351.....	Darnestown , 15030 Turkey Foot Rd., Gaithersburg 20878	Mark E. Craemer	301-284-4260
570.....	Diamond , 4 Marquis Dr., Gaithersburg 20878	Daniel Walder	240-740-2120
747.....	Dr. Charles R. Drew , 1200 Swingingdale Dr., Silver Spring 20905	Meredith Casper	301-989-6030
241.....	DuFief , 15001 DuFief Dr., Gaithersburg 20878	Gregg R. Baron	301-279-4980
756.....	East Silver Spring , 631 Silver Spring Ave., Silver Spring 20910	Michael W. Burd	240-740-0620
303.....	Fairland , 14315 Fairdale Rd., Silver Spring 20905	Lakeisha D. Lashley	240-740-0640
233.....	Fallsmead , 1800 Greenplace Terr., Rockville 20850	Christina S. Lee	240-740-3545
219.....	Farmland , 7000 Old Gate Rd., Rockville 20852	April D. Longest	240-740-0660
566.....	Fields Road , One School Dr., Gaithersburg 20878	Erica W. Williams	301-840-7131
549.....	Flower Hill , 18425 Flower Hill Way, Gaithersburg 20879	Lamar Whitmore	301-840-7161
506.....	Flower Valley , 4615 Sunflower Dr., Rockville 20853	Gay E. Melnick	240-740-1780
803.....	Forest Knolls , 10830 Eastwood Ave., Silver Spring 20901	Evan H. Bernstein	240-740-1640
106.....	Fox Chapel , 19315 Archdale Rd., Germantown 20876	Diana L. Zabetakis	240-740-0680
553.....	Gaithersburg , 35 North Summit Ave., Gaithersburg 20877	Meredith M. McNerney	240-740-4900
313.....	Galway , 12612 Galway Dr., Silver Spring 20904	Dorothea A. Fuller	301-595-2930
204.....	Garrett Park , 4810 Oxford St., Kensington 20895	Daniel K. Tucci	240-740-0700
786.....	Georgian Forest , 3100 Regina Dr., Silver Spring 20906	Sundra E. Mann	240-740-0720
102.....	Germantown , 19110 Liberty Mill Rd., Germantown 20874	Amy D. Bryan	301-353-8050
337.....	William B. Gibbs, Jr. , 12615 Royal Crown Dr., Germantown 20876	Kimberly B. Bosnic	240-740-0740
767.....	Glen Haven , 10900 Inwood Ave., Silver Spring 20902	Cassandra Heifetz	301-649-8051
817.....	Glenallan , 12520 Heurich Rd., Silver Spring 20902	Ann Hefflin	240-740-0760
546.....	Goshen , 8701 Warfield Rd., Gaithersburg 20882	Stephanie R. Dinga	240-740-6170
340.....	Great Seneca Creek , 13010 Dairymaid Dr., Germantown 20874	Scott T. Curry	301-353-8500
334.....	Greencastle , 13611 Robey Rd., Silver Spring 20904	Robert A. Obstgarten	240-740-1420
512.....	Greenwood , 3336 Gold Mine Rd., Brookeville 20833	Carrie L. Zimmerman	240-740-3420
797.....	Harmony Hills , 13407 Lydia St., Silver Spring 20906	Dr. Carole E. Rawlison	240-740-0780
774.....	Highland , 3100 Medway St., Silver Spring 20902	Scott R. Steffan	240-740-1770
784.....	Highland View , 9010 Providence Ave., Silver Spring 20901	Galit Zolkower	240-740-1990

No.	Name and Address	Principal	Telephone
305.....	Jackson Road , 900 Jackson Rd., Silver Spring 20904	Rosario P. Velasquez	240-740-0800
360.....	Jones Lane , 15110 Jones Lane, Gaithersburg 20878	Carole A. Sample	240-740-4260
805.....	Kemp Mill , 411 Sisson St., Silver Spring 20902	Dr. Bernard X. James, Sr.	301-649-8046
783.....	Kensington Parkwood , 4710 Saul Rd., Kensington 20895	Candace M. Ross	240-740-3700
108.....	Lake Seneca , 13600 Wanegarden Dr., Germantown 20874	Teri D. Johnson	240-740-0280
209.....	Lakewood , 2534 Lindley Terr., Rockville 20850	Debra A. Berner	301-279-8465
51.....	Laytonsville , 21401 Laytonsville Rd., Gaithersburg 20882	Maria D. Watson	240-740-1660
304.....	JoAnn Leleck ES at Broad Acres , 710 Beacon Rd., Silver Spring 20903	Dr. Harold A. Barber	240-740-1900
336.....	Little Bennett , 23930 Burdette Forest Rd., Clarksburg 20871	Shawn D. Miller	240-740-5660
220.....	Luxmanor , 6201 Tilden Lane, Rockville 20852 (Located at Grosvenor Center, 5701 Grosvenor Ln., Bethesda 20814)	Ryan D. Forkert	240-740-0820
244.....	Thurgood Marshall , 12260 McDonald Chapel Dr., Gaithersburg 20878	Pamela S. Nazzaro	301-670-8282
210.....	Maryvale , 1000 First St., Rockville 20850 (Located at North Lake Center, 15101 Bauer Dr., Rockville 20852)	Margaret S. Prin	240-740-4330
523.....	Spark M. Matsunaga , 13902 Bromfield Rd., Germantown 20874	James A. Sweeney	301-601-4350
110.....	S. Christa McAuliffe , 12500 Wisteria Dr., Germantown 20874	Wanda P. Coates	240-740-4920
158.....	Ronald McNair , 13881 Hopkins Rd., Germantown 20874	Sherilyn R. Moses	301-353-0854
212.....	Meadow Hall , 951 Twinbrook Pkwy., Rockville 20851	Cabell W. Lloyd	240-740-5260
556.....	Mill Creek Towne , 17700 Park Mill Dr., Rockville 20855	Natasha Bolden	240-740-1820
652.....	Monocacy , 18801 Barnesville Rd., Dickerson 20842	Kristin A. Alban	240-740-5790
776.....	Montgomery Knolls , 807 Daleview Dr., Silver Spring 20901	Arienne M. Clark-Harrison	240-740-0840
791.....	New Hampshire Estates , 8720 Carroll Ave., Silver Spring 20903	Robert S. Geiger	240-740-1580
307.....	Roscoe R. Nix , 1100 Corliss St., Silver Spring 20903	Annette M. Ffolkes	301-422-5070
415.....	North Chevy Chase , 3700 Jones Bridge Rd., Chevy Chase 20815	Renee D. Wallace-Stevens	240-204-5280
766.....	Oak View , 400 East Wayne Ave., Silver Spring 20901	Jeffrey L. Cline	301-650-6434
769.....	Oakland Terrace , 2720 Plyers Mill Rd., Silver Spring 20902	Cheryl D. Pulliam	240-740-4880
502.....	Olney , 3401 Queen Mary Dr., Olney 20832	Carla Glawe	301-924-3126
312.....	William Tyler Page , 13400 Tamarack Rd., Silver Spring 20904	Stacey M. Brown	301-989-5672
761.....	Pine Crest , 201 Woodmoor Dr., Silver Spring 20901	Cheryl E. Booker	240-740-1970
749.....	Piney Branch , 7510 Maple Ave., Takoma Park 20912	Christine D. Oberdorf	301-891-8000
153.....	Poolesville , 19565 Fisher Ave., Poolesville 20837	Douglas M. Robbins	240-740-5870
601.....	Potomac , 10311 River Rd., Potomac 20854 (Located at Radnor Center, 700 Radnor Rd., Bethesda 20817)	Dr. Catherine R. Allie	240-740-4360
514.....	Judith A. Resnik , 7301 Hadley Farms Dr., Gaithersburg 20879	LaTricia D. Thomas	240-740-3240
242.....	Dr. Sally K. Ride , 21301 Seneca Crossing Dr., Germantown 20876	Elise M. Burgess	301-353-0994
227.....	Ritchie Park , 1514 Dunster Rd., Rockville 20854	Jennifer Redden (<i>acting</i>)	301-279-8475
773.....	Rock Creek Forest , 8330 Grubb Rd., Chevy Chase 20815	Jennifer H. Lowndes	240-839-3201
819.....	Rock Creek Valley , 5121 Russett Rd., Rockville 20853	Kevin M. Burns	240-740-1240
795.....	Rock View , 3901 Denfeld Ave., Kensington 20895	Kristine A. Alexander	240-740-0920
156.....	Lois P. Rockwell , 24555 Cutsail Dr., Damascus 20872	Cheryl Ann Clark	240-740-5180
771.....	Rolling Terrace , 705 Bayfield St., Takoma Park 20912	Dr. Jessica V. Palladino	240-740-1950
794.....	Rosemary Hills , 2111 Porter Rd., Silver Spring 20910	Deborah C. Ryan	301-920-9990
555.....	Rosemont , 16400 Alden Ave., Gaithersburg 20877	Keely R. Cooke	301-840-7123
346.....	Bayard Rustin , 332 West Edmonston Dr., Rockville 20852	Rachel C. DuBois	240-740-4320
565.....	Sequoyah , 17301 Bowie Mill Rd., Derwood 20855	Dr. Barbara A. Jasper	240-740-5880
603.....	Seven Locks , 9500 Seven Locks Rd., Bethesda 20817	Megan H. Murphy	240-740-0940
501.....	Sherwood , 1401 Olney-Sandy Spring Rd., Sandy Spring 20860	Dina E. Brewer	240-740-0960
779.....	Sargent Shriver , 12518 Greenly Dr., Silver Spring 20906	Zoraida E. Brown	301-929-4426
770.....	Flora M. Singer , 2600 Hayden Dr., Silver Spring 20902	Kyle J. Heatwole	240-740-0330
517.....	Sligo Creek , 500 Schuyler Rd., Silver Spring 20910	Gary M. Rand II	240-740-2800
347.....	Snowden Farm , 22500 Sweetspire Dr., Clarksburg 20871	Yolanda R. Allen	240-740-5800
405.....	Somerset , 5811 Warwick Pl., Chevy Chase 20815	Kelly Morris	240-740-1100
564.....	South Lake , 18201 Contour Rd., Gaithersburg 20877	Celeste D. King	301-337-3450
568.....	Stedwick , 10631 Stedwick Rd., Montgomery Village 20886	Dr. Margaret Pastor	301-840-7187
653.....	Stone Mill , 14323 Stonebridge View Dr., North Potomac 20878	Dr. Kimberly A. Williams	240-740-5450
316.....	Stonegate , 14811 Notley Rd., Silver Spring 20905	Linda M. Jones	301-989-5668
822.....	Strathmore , 3200 Beaverwood Lane, Silver Spring 20906	Tivinia G. Nelson	301-460-2135
569.....	Strawberry Knoll , 18820 Strawberry Knoll Rd., Gaithersburg 20879	Patrick E. Scott	301-840-7112
563.....	Summit Hall , 101 West Deer Park Rd., Gaithersburg 20877	Lisa J. Henry	301-284-4150
754.....	Takoma Park , 7511 Holly Ave., Takoma Park 20912	Dr. Zadia T. Gadsden	240-740-0980
216.....	Travilah , 13801 DuFief Mill Rd., North Potomac 20878	Karen M. Wade	240-740-4300
206.....	Twinbrook , 5911 Ridgway Ave., Rockville 20851	Matthew A. Devan	240-740-3450
772.....	Viers Mill , 11711 Joseph Mill Rd., Silver Spring 20906	Matthew D. Hawkins	240-740-1000
552.....	Washington Grove , 8712 Oakmont St., Gaithersburg 20877	Dr. Amy J. Alonso	240-740-0300
109.....	Waters Landing , 13100 Waters Landing Dr., Germantown 20874	Srelyne A. Harris	240-740-1020
561.....	Watkins Mill , 19001 Watkins Mill Rd., Montgomery Village 20886	Rock A. Palmisano	301-840-7181
235.....	Wayside , 10011 Glen Rd., Potomac 20854	Donna E. Michela	240-740-0240
777.....	Weller Road , 3301 Weller Rd., Silver Spring 20906	MaryBeth O. Mantzouranis	301-287-8601
408.....	Westbrook , 5110 Allan Terr., Bethesda 20816	Karen M. Cox	240-740-1040
504.....	Westover , 401 Hawkesbury Lane, Silver Spring 20904	Audra M. Wilson	301-989-5676
788.....	Wheaton Woods , 4510 Faroe Pl., Rockville 20853	Daman L. Harris	240-740-0220
558.....	Whetstone , 19201 Thomas Farm Rd., Gaithersburg 20879	Loretta A. Woods	240-740-1060
341.....	Wilson Wims , 12520 Blue Sky Dr., Clarksburg 20871	Jessica M. Blasic (<i>acting</i>)	240-406-1670

No.	Name and Address	Principal	Telephone
417.....	Wood Acres , 5800 Cromwell Dr., Bethesda 20816	Marita R. Sherburne	240-740-1120
704.....	Woodfield , 24200 Woodfield Rd., Gaithersburg 20882	Stephanie D. Brant	240-207-2550
764.....	Woodlin , 2101 Luzerne Ave., Silver Spring 20910	Craig O. Jackson	240-740-2820
422.....	Wyngate , 9300 Wadsworth Dr., Bethesda 20817	Travis J. Wiebe	240-740-1080

MIDDLE SCHOOLS

823.....	Argyle , 2400 Bel Pre Rd., Silver Spring 20906	James K. Allrich	301-460-2400
705.....	John T. Baker , 25400 Oak Dr., Damascus 20872	Dr. Louise J. Worthington	240-207-2440
333.....	Benjamin Banneker , 14800 Perrywood Dr., Burtonsville 20866	Michelle L. Fortune	301-989-5747
335.....	Briggs Chaney , 1901 Rainbow Dr., Silver Spring 20905	Stephanie S. Sheron	301-288-8300
606.....	Cabin John , 10701 Gainsborough Rd., Potomac 20854	John W. Taylor	240-406-1600
157.....	Roberto W. Clemente , 18808 Waring Station Rd., Germantown 20874	Jeffrey T. Brown	301-284-4750
775.....	Eastern , 300 University Blvd. East, Silver Spring 20901	Matt W. Johnson	301-650-6650
507.....	William H. Farquhar , 17017 Batchellors Forest Rd., Olney 20832	Joel L. Beidleman	240-740-1200
248.....	Forest Oak , 651 Saybrooke Oaks Blvd., Gaithersburg 20877	Shahid M. Muhammad	301-670-8242
237.....	Robert Frost , 9201 Scott Dr., Rockville 20850	Dr. Joey N. Jones	301-279-3949
554.....	Gaithersburg , 2 Teachers' Way, Gaithersburg 20877	Ann B. Dolan Rindner	240-740-4950
228.....	Herbert Hoover , 8810 Post oak Rd., Potomac 20854	Dr. Yong-Mi Kim	301-968-3740
311.....	Francis Scott Key , 910 Schindler Dr., Silver Spring 20903	Norman L. Coleman	301-422-5600
107.....	Dr. Martin Luther King, Jr. , 13737 Wisteria Dr., Germantown 20874	Christopher A. Wynne	301-353-8080
708.....	Kingsview , 18909 Kingsview Rd., Germantown 20874	Dyan L. Harrison	301-601-4611
522.....	Lakelands Park , 1200 Main St., Gaithersburg 20878	Deborah R. Higdon	301-670-1400
818.....	Col. E. Brooke Lee , 11800 Monticello Ave., Silver Spring 20902	Kimberly N. Hayden Williams	240-740-4150
787.....	A. Mario Loiederman , 12701 Goodhill Rd., Silver Spring 20906	Nicole A. Sosik	240-740-5830
557.....	Montgomery Village , 19300 Watkins Mill Rd., Montgomery Village 20886	Dr. Kisha N. Logan	301-840-4660
115.....	Neelsville , 11700 Neelsville Church Rd., Germantown 20876	L. Victoria (Vicky) Lake-Parcan	301-353-8064
792.....	Newport Mill , 11311 Newport Mill Rd., Kensington 20895	Panagiota (Penny) K. Tsonis	301-929-2244
413.....	North Bethesda , 8935 Bradmoor Dr., Bethesda 20817	Dr. AnneMarie K. Smith	240-740-2100
812.....	Parkland , 4610 West Frankfort Dr., Rockville 20853	Aaron K. Shin	301-438-5700
155.....	Rosa M. Parks , 19200 Olney Mill Rd., Olney 20832	Jewel A. Sanders	240-740-3300
247.....	John Poole , 17014 Tom Fox Ave., Poolesville 20837	Jon Green	240-740-4200
428.....	Thomas W. Pyle , 6311 Wilson Lane, Bethesda 20817	Christopher B. Nardi	240-740-3500
562.....	Redland , 6505 Muncaster Mill Rd., Rockville 20855	Matthew T. Niper (<i>acting</i>)	240-740-0900
105.....	Ridgeview , 16600 Raven Rock Dr., Gaithersburg 20878	Daniel E. Garcia	240-406-1300
707.....	Rocky Hill , 22401 Brick Haven Way, Clarksburg 20871	Dr. Cynthia Eldridge	301-353-8282
521.....	Shady Grove , 8100 Midcounty Hwy., Gaithersburg 20877	Dr. Alana D. Murray	240-740-1440
835.....	Silver Creek , 3701 Saul Rd., Kensington 20895	Dr. Traci L. Townsend	240-740-2200
647.....	Silver Spring International , 313 Wayne Ave., Silver Spring 20910	Karen Y. Bryant	240-740-2750
778.....	Sligo , 1401 Dennis Ave., Silver Spring 20902	Shauna-Kay J. Jorandby	301-287-8890
755.....	Takoma Park , 7611 Piney Branch Rd., Silver Spring 20910	Alicia M. Deeny	240-740-5220
232.....	Tilden , 11211 Old Georgetown Rd., Rockville 20852	Irina LaGrange	301-230-5930
345.....	Hallie Wells , 11701 Little Seneca Parkway, Clarksburg 20871	Dr. Barbara A. Woodward	301-284-4800
211.....	Julius West , 651 Great Falls Rd., Rockville 20850	Craig W. Staton	301-337-3400
412.....	Westland , 5511 Massachusetts Ave., Bethesda 20816	Alison L. Serino	301-320-6515
811.....	White Oak , 12201 New Hampshire Ave., Silver Spring 20904	Virginia A. de los Santos	301-288-8200
820.....	Earle B. Wood , 14615 Bauer Dr., Rockville 20853	Heidi L. Slatcoff	301-460-2150

HIGH SCHOOLS

406.....	Bethesda-Chevy Chase , 4301 East-West Hwy., Bethesda 20814	Dr. Shelton L. Mooney (<i>acting</i>)	240-740-0400
757.....	Montgomery Blair , 51 University Blvd. East, Silver Spring 20901	Renay C. Johnson	301-649-2800
321.....	James Hubert Blake , 300 Norwood Rd., Silver Spring 20905	Robert Sinclair, Jr.	240-740-1400
602.....	Winston Churchill , 11300 Gainsborough Rd., Potomac 20854	Brandice C. Heckert	240-740-5400
249.....	Clarksburg , 22500 Wims Rd., Clarksburg 20871	Edward K. Owusu	240-740-6000
701.....	Damascus , 25921 Ridge Rd., Damascus 20872	Kevin D. Yates	240-207-2400
789.....	Albert Einstein , 11135 Newport Mill Rd., Kensington 20895	Dr. Christine C. Handy	240-740-2700
551.....	Gaithersburg , 101 Education Boulevard, Gaithersburg 20877	Cary D. Dimmick	301-284-4500
424.....	Walter Johnson , 6400 Rock Spring Dr., Bethesda 20814	Jennifer A. Baker	301-803-7100
815.....	John F. Kennedy , 1901 Randolph Rd., Silver Spring 20902	Joe L. Rubens, Jr.	240-740-0100
510.....	Col. Zadok Magruder , 5939 Muncaster Mill Rd., Rockville 20855	Leroy C. Evans	240-740-5550
201.....	Richard Montgomery , 250 Richard Montgomery Dr., Rockville 20852	Damon A. Monteleone	240-740-6100
246.....	Northwest , 13501 Richter Farm Rd., Germantown 20874	James N. D'Andrea	301-601-4660
796.....	Northwood , 919 University Blvd. West, Silver Spring 20901	Mildred L. Charley-Greene	301-649-8088
315.....	Paint Branch , 14121 Old Columbia Pike, Burtonsville 20866	Dr. Myriam A. Yarbrough	301-388-9900
152.....	Poolesville , 17501 West Willard Rd., Poolesville 20837	Mark A. Carothers	240-740-2400
125.....	Quince Orchard , 15800 Quince Orchard Rd., Gaithersburg 20878	Elizabeth L. Thomas	240-740-3600
230.....	Rockville , 2100 Baltimore Rd., Rockville 20851	Billie-Jean Bensen	301-517-8105
104.....	Seneca Valley , 19401 Crystal Rock Dr., Germantown 20874	Dr. Marc J. Cohen	301-353-8000
503.....	Sherwood , 300 Olney-Sandy Spring Rd., Sandy Spring 20860	Dr. Eric L. Minus	301-924-3200
798.....	Springbrook , 201 Valleybrook Dr., Silver Spring 20904	Dr. Arthur Williams	240-740-3800
545.....	Watkins Mill , 10301 Apple Ridge Rd., Gaithersburg 20879	Carol L. Goddard	301-284-4400
782.....	Wheaton , 12401 Dalewood Dr., Silver Spring 20906	Dr. Debra K. Mugge	301-321-3400
427.....	Walt Whitman , 7100 Whittier Blvd., Bethesda 20817	Robert W. Dodd	240-740-4800
234.....	Thomas S. Wootton , 2100 Wootton Pkwy., Rockville 20850	Kimberly M. Boldon	240-740-1500

No.	Name and Address	Principal	Telephone
TECHNICAL CAREER HIGH SCHOOL			
748.....	Thomas Edison High School of Technology 12501 Dalewood Dr., Silver Spring 20906	Shawn E. Krasa	240-740-2000
ENVIRONMENTAL EDUCATION CENTER			
990.....	Lathrop E. Smith Environmental Education Center 5110 Meadowside Lane, Rockville 20855	Laurie C. Jenkins	240-740-1404
SPECIAL SCHOOLS			
799.....	Stephen Knolls School , 10731 St. Margaret's Way, Kensington 20895	Kim M. Redgrave	240-740-0050
951.....	Longview School , 13900 Bromfield Rd., Germantown 20874	Sarah C. Starr	301-601-4830
965.....	John L. Gildner Regional Institute for Children and Adolescents (RICA) 15000 Broschart Rd., Rockville 20850	Joshua H. Munsey	301-251-6900
916.....	Rock Terrace School , 390 Martins Lane, Rockville 20850	Graham M. Lear	240-740-4650
215.....	Carl Sandburg Learning Center , 451 Meadow Hall Dr., Rockville 20851	Marlene R. Kenny	301-279-8490
ALTERNATIVE EDUCATION PROGRAMS			
Alternative Education Programs , Blair G. Ewing Center, 14501 Avery Rd., Rockville 20853		Damien B. Ingram ...	240-740-5000
239.....	Blair G. Ewing Center @ Avery Road (Rockville) , 14501 Avery Rd., Rockville 20853		240-740-5050
612.....	Blair G. Ewing Center @ Cloverleaf (Germantown) , 12920 Cloverleaf Center Way, Germantown 20874		240-740-5120
611.....	Blair G. Ewing Center @ Plum Orchard (Silver Spring) , 12120 Plum Orchard Dr., Silver Spring 20904		240-740-5100
CENTERS, FACILITIES, AND OFFICES			
45 West Gude Drive , 45 West Gude Drive, Rockville 20850			
	Capital Planning (Suite 4100)		240-314-4700
	Construction (Suite 4300)		240-314-1000
	Consulting Teachers Team (Suite 2400)		301-217-5120
	Controller (Suite 3200)		301-279-3115
	Employee and Retiree Service Center (Suite 1200)		301-517-8100
	Employee Assistance Program (Suite 1300)		240-314-1040
	Facilities Management, Department of (Suite 4000) ..		240-314-1060
	Human Resources and Development (Suite 1100) ..		301-279-3270
	Partnerships Unit (Suite 2301)		240-740-5599
	Procurement Unit (Suite 3100)		301-279-3555
	School Plant Operations (Suite 4200)		240-314-1075
	SERT Program (Suite 4000)		240-314-1090
	Systemwide Safety Programs (Suite 4000)		240-314-1070
	Technical Help Desk		301-517-5800
Carver Educational Services Center , 850 Hungerford Dr., Rockville 20850			
	Board of Education		240-740-3030
	Chief Academic Officer		240-740-3040
	Chief of Staff		240-740-3015
	Chief Operating Officer		240-740-3050
	Chief Technology Officer		240-740-2900
	Curriculum and Instructional Programs		240-740-3970
	Editorial, Graphics & Publishing Services		240-740-2960
	Employee Engagement and Labor Relations (Association Relations)		240-740-2888
	ESOL/Bilingual Services		240-740-3930
	Office of Communications		240-740-2837
	Office of the Deputy Superintendent		240-740-5652
	Office of the Superintendent		240-740-3020
	Partnerships		301-217-5370
	Public Information and Web Services		240-740-2837
	Pupil Personnel Services		301-315-7335
	School Library Media Programs		240-453-2480
	School Safety and Security		240-740-3066
	School Support and Improvement		240-740-3100
	Shared Accountability		240-740-2930
	Special Education Services		240-740-3042
	Study Circles		240-314-4830
	Student and Family Support and Engagement		240-740-5630
	Student Leadership Unit		240-314-1039
	Superintendent		240-740-3020
Center for Technology Innovation , 4 Choke Cherry Rd., Rockville 20850			
	Central Records , Concord Center, 7210 Hidden Creek Rd., Bethesda 20817 ...		301-320-7301
County Service Park , 16651 Crabbs Branch Way, Rockville 20855			
	Maintenance		301-840-8100
	Transportation		301-840-8130
English Manor School , 4511 Bestor Drive, Rockville 20853			
	Child Find/Early Childhood Disabilities Unit (Room 146)		240-740-2170
	Deaf and Hard of Hearing Program/Vision Program ..		240-740-1810
	School Plant Operations Training		240-740-4770
Festival Center at Muddy Branch , 283 Muddy Branch Rd., Gaithersburg 20878			
	Food and Nutrition Services , 8401 Turkey Thicket Drive, Gaithersburg 20879		301-284-4900
Holding Centers Emory Grove Center , 18100 Washington Grove Lane, Gaithersburg 20877			
	Fairland Center , 13313 Old Columbia Pike, Silver Spring 20904		
	Grosvenor Center , 5701 Grosvenor Lane, Bethesda 20814		
	North Lake Center , 15101 Bauer Dr., Rockville 20853		
	Radnor Center , 7000 Radnor Road, Bethesda 20817		
	Tilden Center , 6300 Tilden Lane, Rockville 20852		
Lincoln Center , 580 North Stonestreet Ave., Rockville 20850			
	Department of Materials Management		301-279-3348
	Evaluation and Selection		301-279-3272
Lynnbrook Center , 8001 Lynnbrook Dr., Bethesda 20814			
	High Incidence Accessible Technology Services		301-657-4959
	InterACT		301-657-4929
	Physical Disabilities Program		301-657-4959
MacDonald Knolls Early Childhood Center , 10611 Tenbrook Dr., Silver Spring 20901			
	Rocking Horse Road Center , 4910 Macon Rd., Rockville 20852		
	Academic Support, Federal and State Programs (Suite 202) ..		240-740-4600
	Early Childhood Programs and Services (Suite 200) ..		240-740-4570
	International Admissions and Enrollment (Suite 148-153) ..		240-740-4500
	Prekindergarten and Head Start (Suite 141)		240-740-4530
	Student, Family, and School Services		240-740-4620
Spring Mill Offices , 11721 Kemp Mill Rd., Silver Spring 20902			
	Autism Services		301-593-3720
	Transition Services		301-649-8008
	Consortia Choice and Application Program Services ..		240-740-2540
	Speech and Language Services		301-649-8085
Taylor Science Materials Center , 19501 White Ground Rd., Boyds 20841			
	Upcounty Regional Services Center , 12900 Middlebrook Rd., Germantown 20874		301-601-0300
	Transportation Support Services		301-444-8580

Planning Calendar

The following is the planning calendar for the FY 2021 Capital Budget and the FY 2021–2026 Capital Improvements Program (CIP). Dates listed below are subject to change.

Date..... Activity

June 2019	Cluster PTAs submit comments and proposals about issues for consideration in the CIP to superintendent
June 30, 2019	Superintendent publishes a summary of all actions to date that have affected schools (Educational Facilities Master Plan)
Summer 2019	Division of Capital Planning staff meets with cluster representatives to discuss issues related to the upcoming CIP development
October 4, 2019	MCPS FY 2021 State CIP request to the Interagency Commission (IAC) on Public School Construction
October 25, 2019	Superintendent publishes recommendations for the FY 2021 Capital Budget and the FY 2021–2026 CIP and releases recommendations on boundary and/or planning studies conducted in spring 2019
October 28, 2019	Presentation to Board of Education on Superintendent’s Recommended FY 2021 Capital Budget and the FY 2021–2026 CIP and preliminary work session
October 30, 2019	MCPS/MCCPTA CIP Forum provides overview of recommendations to PTA leaders
October 31, November 4, and 20, 2019	Board of Education work sessions on superintendent’s recommendations on spring 2019 boundary and/or planning studies (if any) and the FY 2021 Capital Budget and the FY 2021–2026 CIP
November 1, 2019.....	IAC staff recommendations on FY 2021 State CIP
November 7, 13, and 18, 2019..	Public hearings on the superintendent’s recommendations on spring 2019 boundary and/or planning studies (if any) and the FY 2021 Capital Budget and the FY 2021–2026 CIP
November 25, 2019.....	Public hearing, if Board of Education offers new alternatives on superintendent’s recommendations on spring 2019 boundary and/or planning studies (if any) and the FY 2021 Capital Budget and the FY 2021–2026 CIP
November 26, 2019.....	Board of Education action on spring 2019 boundary and/or planning studies (if any) and the FY 2021 Capital Budget and the FY 2019–2024 CIP
November 27, 2019.....	Final revisions on FY 2021 state aid request due to IAC
December 1, 2019	Board of Education submits Requested FY 2021 Capital Budget and the FY 2021–2026 CIP to the County Executive
December 12, 2019	IAC appeal hearing on FY 2021 State CIP
Mid-January 2020	County executive publishes recommendations for the FY 2021 Capital Budget and the FY 2021–2026 CIP
February–May 2020	County Council reviews requested FY 2021 Capital Budget and the FY 2021–2026 CIP
February 2020.....	Superintendent releases recommendations on winter boundary and/or planning studies (if any) and deferred CIP items (if any)
February 24, 2020.....	Board of Education facilities work session for winter boundary and/or planning studies (if any) and deferred CIP items (if any)
March 5, 2020	Public hearing on superintendent’s recommendations for winter boundary and/or planning studies (if any) and deferred CIP items (if any)
March 12, 2020	Board of Education action on winter boundary and/or planning studies (if any) and deferred CIP items (if any)
May 2020	Board of Public Works decisions on FY 2021 State CIP
Late May 2020	County Council approves the FY 2021 Capital Budget and to the FY 2021–2026 CIP

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Office of Employee Engagement and Labor Relations Department of Compliance and Investigations 850 Hungerford Drive, Room 55 Rockville, MD 20850 240-740-2888 OC00-EmployeeEngagement@mcpsmd.org	Office of the Chief of Staff Student Welfare and Compliance 850 Hungerford Drive, Room 162 Rockville, MD 20850 240-740-3215 COS-StudentWelfare@mcpsmd.org

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Maryland's Largest School District

MONTGOMERY COUNTY PUBLIC SCHOOLS

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