

Chapter 3

Facility Planning Objectives

MCPS Vision, Mission, and Core Values

The *FY 2019 Capital Budget and FY 2019–2024 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: <http://www.montgomeryschoolsmd.org/about/mission/>

In addition to the strategic planning framework, Board of Education Policy FAA, *Long-range Educational Facilities Planning* and MCPS Regulation FAA-RA, *Long-range 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. Revitalization/Expansion 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 that are included in each priority area follows:

- Priority #1—Compliance Projects. This includes funding to address mandates, including *American 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 be in compliance 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—Revitalization/Expansion Projects. Funding in this area is important to preserve aging facilities and bring schools up to current educational program and building standards.
- 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.

Long-range Educational Facilities Planning Policy Guidance

On June 17, 2014, the Board of Education adopted a revision to Policy FAA, *Long-range Educational Facilities Planning*, to align Policy FAA with the update of Policy ABA, *Community Involvement*. This update was part of an initiative to align all Board policies that have a community involvement component with Policy ABA. The Board of Education has proposed revisions and a name change for Policy FAA and is currently seeking public comments to the proposed changes. Comments can be made at the following link: <http://www.montgomeryschoolsmd.org/departments/policy/policy-for-public-comment.aspx>

Policy FAA currently requires that the superintendent of schools include in the CIP recommendations, each fall, a review of certain guidelines involved in facility planning activities. 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 S 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 revitalize 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 65 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.

2017–2018 Class Size Reduction Schools	
Arcola Lucy V. Barnsley *Bel Pre/Strathmore Brookhaven Brown Station Burnt Mills Burtonsville Cannon Road Clopper Mill Capt. James E. Daly Dr. Charles R. Drew East Silver Spring Fairland Fields Road Flower Hill Fox Chapel Forest Knolls Gaithersburg Galway Georgian Forest Germantown Glen Haven Glenallan Goshen Great Seneca Creek Greencastle Harmony Hills Highland Highland View Jackson Road Kemp Mill Lake Seneca JoAnn Leleck at Broad Acres Maryvale	S. Christa McAuliffe Meadow Hall Mill Creek Towne *Montgomery Knolls/ Pine Crest *New Hampshire Estates/Oak View *Roscoe Nix/Crethaven Oakland Terrace William T. Page Judith A. Resnik Sally K. Ride Rock Creek Forest Rock Creek Valley Rock View Rolling Terrace Rosemont Sequoyah Sargent Shriver Flora M. Singer South Lake Stedwick Strawberry Knoll Summit Hall *Takoma Park/ Piney Branch Twinbrook Viers Mill Washington Grove Waters Landing Watkins Mill Weller Road Wheaton Woods Whetstone
Schools receive staffing to reduce class sizes in Grades K–2. *These schools are paired, Grades K–2/3–5. Schools in bold are Title I schools in the 2017–2018 school year.	

Class Size Reductions

In the 2000–2001 school year, the Board of Education began a three-year initiative to reduce class size 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. (See chart on page 3-3.) 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. Beginning in FY 2015, Fields Road Elementary School became a focus school and received staffing to reduce class sizes in Grades K–2. Beginning in FY 2015, Great Seneca Creek Elementary School became a focus school and received staffing to reduce class sizes in Grades K–2. Beginning in FY 2018, Germantown Elementary School became a focus school and received staffing to reduce class sizes in Grades K–2.

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 N.

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 through either 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 IGS, *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 70,516 students greater than it was in 1983, and 33 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 is operating a total of 205 school facilities, including: 133 elementary schools, 40 middle schools, and 25 high schools; 1 career and technology high school; 5 special education schools; and 1 alternative education center.

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 official school enrollment is 161,546 students. Enrollment is projected to be 169,012 students by 2023. 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 the 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 Approved FY 2019 Capital Budget and FY 2019–2024 Capital Improvements Program Summary Table" (page 1–5).

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 clusterwide deficit of space exceeds 500–600 seats. A new middle school may be considered if deficits of space exceed 800 seats or 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 2019 Capital Budget and FY 2019–2024 CIP* includes funds for six new schools that are listed below:

- Rustin Bayard Elementary School (opens September 2018)
- Clarksburg Cluster Elementary School (Clarksburg Village Site #2) (opens September 2019)
- Clarksburg Elementary School #9 (opens September 2022)
- Gaithersburg Elementary School #8 (opens September 2022)
- Reopening of Woodward High School (opening to be determined)
- Crown Farm High School (opening to be determined)

New and Reopened Schools, 1985 to 2017

Year	Elementary Schools	Middle Schools	High Schools
1985	Flower Hill ES, Lake Seneca ES		
1986	Clopper Mill ES		
1987	Jones Lane ES; Christa McAuliffe ES		
1988	Clearspring ES, Goshen ES, Greencastle ES, Stone Mill ES, Strawberry Knoll ES, Waters Landing ES		Quince Orchard HS
1989	Cloverly ES, Capt. James E. Daly ES	Cabin John MS	Watkins Mill HS
1990	Brooke Grove ES, Burnt Mills ES, Rachel Carson ES, Ronald McNair ES, Sequoyah ES	Francis Scott Key MS	
1991	Dr. Charles R. Drew ES, Judith A. Resnik ES	Briggs Chaney MS	
1992	Lois P. Rockwell ES	Roberto Clemente MS, Rosa M. Parks MS	
1993	Thurgood Marshall ES	Argyle MS	
1994	Dr. Sally K. Ride ES		
1995		Forest Oak MS, Rocky Hill MS	
1996		Neelsville MS	
1997		Kingsview MS, John Poole MS	
1998			James Hubert Blake HS, Northwest HS
1999	Sligo Creek ES	North Bethesda MS, Shady Grove MS, Silver Spring International MS	
2000	None		
2001	Spark M. Matsunaga ES		
2002		Newport Mill MS	
2003	None		
2004			Northwood HS
2005		Lakelands Park MS, A. Mario Loiederman MS	
2006	Great Seneca Creek ES, Little Bennett ES, Roscoe Nix ES, Sargent Shriver ES		Clarksburg HS
2007	Arcola ES		
2008	None		
2009	William B. Gibbs, Jr. ES		
2010	None		
2011	None		
2012	Flora M. Singer ES		
2013	None		
2014	Wilson Wims ES		
2015	None		
2016		Hallie Wells MS	
2017		Silver Creek MS	

33 Elementary Schools, 19 Middle Schools, 6 High Schools, Source: Montgomery County Public Schools, Division of Capital Planning, June 2018.

Number of Additional Rooms Planned—Addition Projects

School	Number of Rooms Planned*	Completion Date
Bethesda-Chevy Chase HS	33	9/18
North Bethesda MS	17	9/18
Lucy V. Barnsley ES	11	9/18
Kensington-Parkwood ES	14	9/18
Ashburton ES	4	9/19
S. Christa McAuliffe ES	10	9/19
Thomas W. Pyle MS	14	9/20
Takoma Park MS	16	9/20
Gaithersburg ES	14	9/20
Montgomery Knolls ES	4	9/20
Pine Crest ES	9	9/20
Walt Whitman HS	27	9/21
Col. E. Brooke Lee MS	21	9/21
Parkland MS	12	9/21
Cresthaven ES	7	9/21
DuFief ES	14	9/21
Ronald McNair ES	6	9/21
Roscoe Nix ES	11	9/21
Piney Branch ES	5	9/21
John F. Kennedy HS	18	9/22
Silver Spring International MS	15	9/22
East Silver Spring ES	4	9/22
Woodlin ES	8	9/22
Northwood HS	49	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).

In addition to new school openings, classroom addition projects are planned to address overutilization at schools. Planning and/or construction funds are planned for 24 addition projects as part of the FY 2019–2024 CIP. These schools are listed on the table above, along with the number of rooms in the additions, and the completion dates. Prior to requesting funding for a classroom addition project, facility planning funds are requested to conduct a feasibility study to determine the feasibility, scope, and cost of a classroom addition.

An FY 2018 appropriation for facility planning funds was approved as part of the Amended FY 2017–2022 CIP to conduct feasibility studies for the following schools:

- Alternative Education Programs at Blair G. Ewing Center
- Clarksburg Cluster Elementary School #9
- Quince Orchard High School

An FY 2019 appropriation for facility planning was approved as part of the FY 2019–2024 CIP to conduct the following studies to explore capacity solutions:

- Bethesda-Chevy Chase Cluster elementary school solution
- Forest Oak Middle School solution

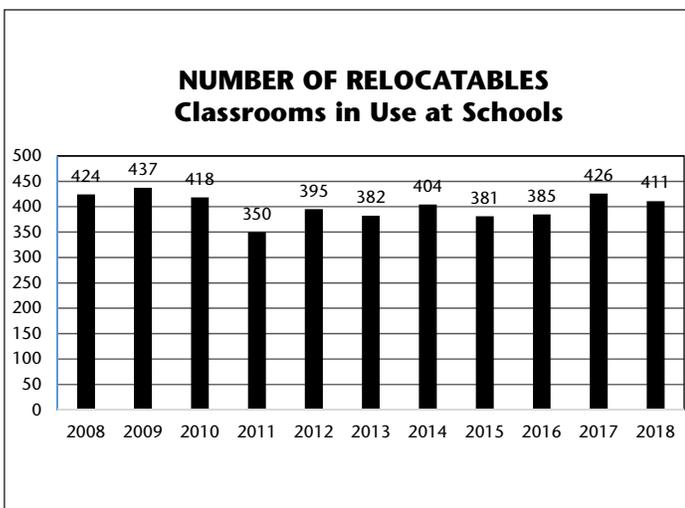
Many schools that were scheduled for revitalization/expansion projects also include increases in capacity as part of the project to address space deficits. The table on the next page lists the schools to be completed in the six-year CIP period and the number of rooms being added as part of the projects.

Number of Additional Rooms Planned—Revitalization/Expansion Projects

School	Number of Rooms Planned*	Completion Date
Seneca Valley HS	49	9/20
Luxmanor ES	10	1/20
Potomac ES	1	1/20
Tilden MS	11	9/20

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 2017–2018 school year, almost 9,800 students attend class in 426 relocatable classrooms. This number does not include relocatable classrooms used for day-care, 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 to determine the service area for Rustin Bayard Elementary School. Representatives from the Beall, College Gardens, Ritchie Park, and Twinbrook elementary school service areas participated on the boundary advisory committee. Pursuant to the Board of Education action on November 18, 2010, the boundary study explored options to reassign the Chinese immersion program from College Gardens Elementary School to another elementary school in the Richard Montgomery Cluster as part of the boundary advisory study. The boundary study occurred in spring 2017 and the Board of Education took action on November 27, 2017. The new elementary school is scheduled to open in September 2018. The Board of Education action is available on the MCPS website at the following link: http://gjs.mcpsmd.org/boundarystudy/pdfs/RMES5_AdoptedBoundaries.pdf

A boundary study was conducted in spring 2017 to reassign the portion of the Shady Grove Sector Plan located east of Interstate 370 in the Washington Grove Elementary School, Forest Oak Middle School, and Gaithersburg High School service areas to the Col. Zadok Magruder Cluster schools. On March 22, 2018, based on the recommendation to open a new school in the Gaithersburg Cluster, the Board of Education approved not to reassign the portion of the Shady Grove Sector Plan within the Gaithersburg Cluster service area to Col. Zadok Magruder schools.

A boundary study was conducted in spring 2018 for Clarksburg Cluster Elementary School (Clarksburg Village Site #2) to create the service area for the new school. The scope of the study included Cedar Grove and Wilson Wims elementary schools. The superintendent of schools will release his recommendation in fall 2018 with Board of Education action scheduled for November 2018.

A boundary study was approved to explore the reassignment of Clarksburg and Northwest high school students to Seneca Valley High School. As part of the boundary study, middle school articulation patterns in the Seneca Valley Cluster will be reviewed in order to evaluate utilizations and articulation patterns, therefore Roberto Clemente and Martin Luther King, Jr. middle schools will participate in the boundary study. The boundary study will begin in fall 2018 with Board action scheduled in November 2019.

OBJECTIVE 3: Sustaining and Revitalizing 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 revitalized 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 capital projects that sustain 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 revitalization. Revitalization/expansion projects update school facilities and provide the variety of instructional spaces necessary to effectively deliver the current curriculum. These projects also bring schools up to current design and code standards. The cost to revitalize/expand an older school so that it is educationally, technologically, and physically up-to-date, is similar to the cost to construct a new school. In most cases, a life cycle cost analysis shows it is more cost effective to replace an older school facility rather than attempt to salvage portions of the old facility.

In recognition of the need to place more emphasis on sustaining all schools in good condition, the Board of Education recently updated its policy on school revitalization/expansion projects. The previous policy, called Policy FKB, *Modernization/Renovation*, was adopted in 1992. On December 7, 2010, the Board of Education adopted a new policy, called FKB, *Sustaining and Modernizing Montgomery County Public Schools (MCPS) Facilities*. The policy is found in Appendix U. The updated Policy FKB enacts a long-term view for sustaining MCPS facilities. Although a large number of schools have been revitalized since 1985—70 elementary schools, 14 middle schools, and 13 high schools—the availability of funds and the limited number of holding centers constrains the pace of revitalization/expansion projects. By providing a higher level of maintenance at schools, facilities will be in good condition for a longer period of time.

The original list of projects was scheduled using a standardized assessment tool called Facilities Assessment with Criteria and Testing (FACT). Schools beyond a certain age were assessed and scored on a standard set of facility and educational program space criteria. Schools scheduled for revitalization/expansion projects were rank ordered after the assessment. The FACT methodology used to assess schools was updated

Schools Revitalized/Expanded 1985 to 2017

Year	Elementary Schools	Middle Schools	High Schools
1985	Oak View ES, Woodfield ES		
1986	Twinbrook ES		
1987	Cedar Grove ES		
1988	Bannockburn ES, New Hampshire Estates ES, Rosemary Hills ES	Gaithersburg MS	
1989	Cloverly ES, Highland ES, Laytonsville ES, Monocacy ES, Montgomery Knolls ES, Rolling Terrace ES		
1990	Burnt Mills ES, Olney ES, Westbrook ES		
1991	Beall ES, Burning Tree ES, Viers Mill ES	Sligo MS	Sherwood HS
1992	Pine Crest ES, Travilah ES		Walt Whitman HS
1993	Ashburton ES, Burtonsville ES, Clarksburg ES, Forest Knolls ES, Oakland Terrace ES	Thomas W. Pyle MS, White Oak MS	Springbrook HS
1994	Highland View ES, Meadow Hall ES		
1995	Brookhaven ES, Georgian Forest ES, Jackson Road ES, North Chevy Chase ES, Rosemont ES	Julius West MS	
1996	Flower Valley ES, Kemp Mill ES		
1997	Ritchie Park ES, Wyngate ES	Westland MS	Albert Einstein HS
1998	Lucy V. Barnsley ES, Westover ES		Montgomery Blair HS
1999	Bethesda ES, Harmony Hills ES, Rock View ES	Takoma Park MS	John F. Kennedy HS
2000	Chevy Chase ES, Mill Creek Towne ES		
2001	Rock Creek Valley ES	Earle B. Wood MS	Bethesda-Chevy Chase HS, Winston Churchill HS
2002	Wood Acres ES		
2003	Lakewood ES, William Tyler Page ES	Montgomery Village MS	
2004	Glen Haven ES		Rockville HS
2005	Somerset ES, Kensington-Parkwood ES		
2006	None		
2007	College Gardens ES	Parkland MS	Richard Montgomery HS
2008	Galway ES		
2009	Bells Mill ES, Cashell ES	Francis Scott Key MS	Walter Johnson HS
2010	Carderock Springs ES, Cresthaven ES		
2011	Cannon Road ES, Farmland ES, Garrett Park ES, Seven Locks ES	Cabin John MS	
2012	Beverly Farms ES		Paint Branch HS
2013	Glenallan ES, Weller Road ES	Herbert Hoover MS	Gaithersburg HS
2014	Bel Pre ES, Candlewood ES, Rock Creek Forest ES		
2015			Wheaton HS
2016		William H. Farquhar MS	
2017	Brown Station ES, Wayside ES, Wheaton Woods ES		

70 elementary schools, 14 middle schools, and 14 high schools. Source: Montgomery County Public Schools, Division of Capital Planning, June 2018.

in the 2010–2011 school year to reflect current educational programs and school design and code standards. The updated FACT methodology describes the following: the criteria used to assess the condition of schools; the measures that define each criterion; and the relative weights applied to the various criteria to obtain an overall score for each facility. The Board of Education adopted the updated FACT methodology on July 8, 2010, and 53 school assessments were completed at the end of June 2011.

Based on the Montgomery County Council Office of Legislative Oversight (OLO) study of the revitalization/expansion program released in July 2015, this program is under review in order to develop a multi-variable approach to determine the priority order of large-scale renovations of facilities, possibly including programmatic and capacity considerations. Recommendations regarding possible changes to this program will be released once the review is complete.

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. Funds were included in the DHHS CIP to construct childcare classrooms at Brown Station and Wheaton Woods elementary school that opened in September 2017. An additional child care classroom is planned as part of the Burtonsville Elementary School addition project.

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. A Linkages to Learning suite opened at Wheaton Woods Elementary School in September 2017. Funding is included in the DHHS CIP to construct a Linkages to Learning suite at Maryvale Elementary School as part of the revitalization/expansion project.

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 school 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 at Broad Acres ES	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 (planned)

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, quad-cluster, or region of the county where the student resides.

The percentage of students who receive services in their home school, cluster, or quad-cluster 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. One hundred nineteen elementary schools will be designated as Home School Model Schools for the 2018–2019 school year. (See Appendix P for a description of the Home School Model program.)

- Learning and Academic Disabilities (LAD) Services and transition services are provided in all secondary schools.
- LAD services are available at 16 elementary schools located at the quad-cluster level.
- Special education services are available in quad clusters or 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
 - Elementary Physical Disabilities Services
 - Elementary Learning Center
 - Extensions (upcounty and downcounty)
 - Gifted and Talented/Learning Disabled Program (secondary school level)
 - Infants and Toddlers Program
 - Learning for Independence (LFI) Program
 - Preschool Education Program (PEP)
 - Prekindergarten Language Classes
 - School/Community-based (SCB) Program
 - Social Emotional 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 child care settings and preschools 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.

