

SUPERINTENDENT'S RECOMMENDED

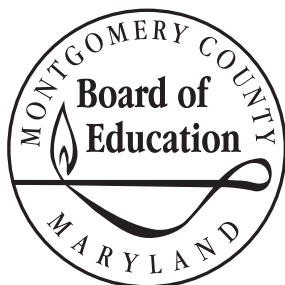
FY 2015

Capital Budget

and the FY 2015–2020

Capital Improvements Program





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

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Relationships
Respect
Excellence
Equity*

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850 Hungerford Drive
Rockville, Maryland 20850
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Superintendent's Recommended FY 2015 Capital Budget and the FY 2015–2020 Capital Improvements Program



**Montgomery County Public Schools
Rockville, Maryland**

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MONTGOMERY COUNTY PUBLIC SCHOOLS

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MARYLAND

October 28, 2013



Mr. Christopher S. Barclay, President
and Members of the Montgomery County Board of Education
Carver Educational Services Center
850 Hungerford Drive, Room 123
Rockville, Maryland 20850

Dear Mr. Barclay and Members of the Board of Education:

I am submitting my *Recommended Fiscal Year (FY) 2015 Capital Budget and the FY 2015–2020 Capital Improvements Program (CIP)* for your consideration and adoption. This six-year plan includes the expenditure recommendations for FY 2015–2020 and provides the recommended FY 2015 Capital Budget funding appropriation authority needed to implement the CIP during the fiscal year that begins July 1, 2014, and ends June 30, 2015. FY 2015 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 County Council.

My *Recommended FY 2015 Capital Budget and the FY 2015–2020 Capital Improvements Program* totals \$1.549 billion and places an emphasis on projects that address our growing need for increased classroom space and infrastructure improvements.

Montgomery County Public Schools (MCPS) continues to experience dramatic enrollment growth every year, especially in the elementary grades. Our enrollment has grown by 14,000 students in the past six years and more than 85 percent of that growth has occurred in elementary grades, creating significant crowding throughout the district. For that reason, my CIP recommendation includes 14 new classroom addition projects—12 in elementary schools and two in secondary schools. Five of the elementary school additions are in the Downcounty Consortium, which has added more than 4,000 elementary school students in the past six years. I am also recommending additional investments in infrastructure projects, most notably, increased funding to replace aging Heating, Ventilation, and Air Conditioning (HVAC) systems in many of our schools.

In order to fund these and others projects—and remain within the county's Spending Affordability Guidelines—I am recommending we delay 20 previously approved revitalization/expansion projects, formerly known as “modernizations.” This was an extremely difficult decision because I know many of the schools impacted by the delay have been waiting many years for these projects to be funded. But given the immediate and growing capacity and infrastructure needs of the district, I believe this is in the best interest of the district, overall.

Office of the Superintendent of Schools

850 Hungerford Drive, Room 122 ♦ Rockville, Maryland 20850 ♦ 301-279-3381

In the course of development of this year's CIP, I determined that we need to find a better term for what we have called school "modernizations." In discussions with county leaders, some have expressed that a more limited scope to these projects would suffice instead of the way we approach these projects. This viewpoint has arisen periodically through the years—most often during fiscally challenging times. I believe our approach is the right one, but agree that it is important to better communicate the necessity of the work performed during these projects. In an effort to more clearly communicate what these projects entail, I will use the term "revitalization/expansion" instead of "modernization" in my CIP recommendations.

We have made the points in favor of revitalization/expansion, over more limited renovation, often in the past, but they bear repeating. Schools at the end of their useful life-cycle do not effectively meet our programmatic needs, are not in compliance with current building codes and environmental regulations, and are inefficient in the use of energy. Attempting to upgrade these facilities through limited renovation of existing spaces and systems would leave MCPS with facilities that are less effective, less efficient, and less able to be sustained in good condition for a long period of time. Reducing the scope of our revitalization/expansion program would be a classic example of the maxim—"penny wise and pound foolish."

Another critical point in favor of our revitalization/expansion program has to do with the need to add capacity when schools are revitalized. In this era of enrollment growth, school revitalizations nearly always expand the capacity of the building. Most of our older schools take up a large portion of their sites due to sprawling designs. Elementary schools designed in the 1960s and 1970s frequently have one floor. Trying to add capacity at these facilities without going up is simply not feasible. Site constraints that have been tightened by environmental regulations usually require the complete replacement of older facilities and construction of more compact facilities with multiple floors. This scope of work only can be accomplished with our current revitalization/expansion approach.

Our stakeholders understand well that the best approach is to demolish these outdated, inefficient structures and replace them with modern and sustainable facilities. We involved the leadership of our employee associations and the Montgomery County Council of Parent Teacher Associations in our deliberations to develop the recommendations for the CIP. I am very grateful for the many hours they devoted to this work and their insights and expertise. I thoroughly reviewed every individual school project as well as all of the countywide systemic projects to ensure a complete analysis before making these recommendations.

Upon completion of the review process, it was evident that if all individual projects with completed feasibility studies were recommended for inclusion in the CIP, as well as full funding for revitalization/expansion projects and our countywide projects, the recommended CIP would be approximately \$2.2 billion.

While I believe that every project is justified and vital to our students and staff, a \$2.2 billion six-year CIP would represent an increase of approximately \$800 million over the current approved CIP (FY 2013—FY208). This simply would not be prudent given the fiscal constraints and projected revenue shortfalls still facing our county and state. Therefore, my recommended \$1.549 billion CIP represents an increase of \$183.9 million more than the approved CIP.

For the 2013–2014 school year, Montgomery County Public Schools (MCPS) is experiencing its sixth straight year of significant enrollment growth. Preliminary September 30, 2013, enrollment is 151,607 students, for a one-year increase of more than 2,800 students. Since the 2007–2008 school year, enrollment has increased by 14,000 students, with most of the increase at the elementary school level. This increase is the equivalent to 19 elementary schools with a capacity of 740 students. Although numerous school capacity projects recently have been built to address our increasing student enrollment, the school system continues to be significantly behind in meeting our elementary school space needs.

Therefore, my recommendation maintains the completion dates of six elementary school addition projects included in the approved CIP, as well as the completion dates of three new elementary schools. My recommendation also includes funding for seven new addition projects at the following elementary schools: Ashburton, Lucy V. Barnsley, Burtonsville, Diamond, Kensington-Parkwood, S. Christa McAuliffe, and Judith Resnik. In order to submit a recommended CIP that was fiscally viable, a threshold of 150 seats exceeding capacity in the last year of the recommended CIP was used to determine which additions would move forward at this time. Unfortunately, based on this threshold, four elementary schools—Captain James E. Daly, Greencastle, Meadow Hall, and Strawberry Knolls—all with completed feasibility studies, were not included in my recommendation. Two elementary schools, Burnt Mills and Summit Hall, have completed feasibility studies for proposed additions; however, I recommend that these additions be completed as part of their scheduled revitalization/expansion projects.

During the 2012–2013 school year, a comprehensive capacity study was conducted in the Downcounty Consortium to address the overutilization of elementary schools in the midsection of the Downcounty Consortium. The following elementary schools were included in the scope of the study: Arcola, Brookhaven, Forest Knolls, Georgian Forest, Glen Haven, Glenallan, Harmony Hills, Highland, Kemp Mill, Sargent Shriver, Weller Road, and Wheaton Woods. Based on the findings of the study, I recommend funding for five new elementary school addition projects at Brookhaven, Glen Haven, Highland, Kemp Mill and Sargent Shriver elementary schools. These additions, along with space that is available at Georgian Forest, Glenallan, and Weller Road elementary schools, will address the overutilization issues at Arcola, Highland, Kemp Mill, and Sargent Shriver elementary schools.

The large cohort of today's elementary school students has started to enter middle and high school and many of these buildings will quickly become overutilized during the next six years. By the 2019–2020 school year, middle school enrollment is projected to increase by

approximately 5,000 students and high school enrollment by approximately 4,000 students. These increases are equivalent to four middle schools with a capacity of 1,200 students each and two high schools with a capacity of 2,000 students each. Therefore, the *Recommended FY 2015 Capital Budget and the FY 2015–2020 Capital Improvements Program* maintains the completion dates of one middle school and one high school addition projects, as well as two new middle schools previously included in the approved CIP. My recommendation includes funding for two new addition projects at North Bethesda Middle School and Bethesda-Chevy Chase High School.

Total MCPS enrollment by the 2019–2020 school year is projected to increase by 11,000 students to reach 162,255 students. Adding the projected 11,000 student increase to the 14,000 student increase since 2007, results in a total increase of 25,000 students during the 12-year period from 2007 to 2019. This is a remarkable enrollment growth for our school system to accommodate. If we do not address the overutilization at the elementary school level now, space deficits will be compounded by the anticipated overutilization at the secondary level in the near future.

As previously indicated, if all individual projects with completed feasibility studies were recommended for inclusion in the CIP, as well as full funding for revitalization/expansion projects and our countywide projects, the recommended CIP would be approximately \$2.2 billion. Of the \$2.2 billion, approximately \$1.0 billion would be for the six-year revitalization/expansion schedule for elementary, middle, and high schools. It would be fiscally irresponsible to recommend full funding for the revitalization/expansion schedule and also try to address the overutilization at many of our schools, as well as fund our countywide systemic program. Therefore, it is with great regret that I recommend a one-year delay of all elementary school revitalization/expansion projects beginning with Wayside Elementary School, as well as a two-year delay of secondary school revitalization/expansion projects beginning with William H. Farquhar Middle School and Thomas S. Wootton High School. The recommendation to delay the revitalization/expansion schedule was a very difficult one, especially knowing that the school communities have waited patiently for their aging buildings to be revitalized and expanded. However, current economic circumstances left few options for consideration.

With respect to countywide projects, my *Recommended FY 2015 Capital Budget and the FY 2015–2020 Capital Improvements Program* will address systemwide needs by increasing our systemic projects, such as Planned Life-cycle Asset Replacement (PLAR), Roof Replacement, *Americans with Disabilities Act of 1990* (ADA) Compliance, Fire Safety Code Upgrades, and Asbestos Abatement. One countywide project—Heating, Ventilation, and Air Conditioning (HVAC) Replacement—is increased substantially to address the backlog of HVAC projects that directly affect our students, teachers, and administrators each school day. With the recommended delay to the revitalization/expansion schedule, it is vital that MCPS has the necessary funding to address our 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. To eliminate the backlog of approximately \$160 million, MCPS would require \$28 million per year for the next 10 years; therefore, the recommendation for this project only begins to address this problem.

Funding for the CIP continues to be complex. Local funding sources such as County General Obligation (GO) bonds, current revenue, the county Recordation Tax, and the School Impact Tax are utilized in conjunction with state aid to fund the CIP. For FY 2015, the state aid request is \$160.9 million. This figure is based on current eligibility of projects approved by the County Council in May 2013. Of the \$160.9 million request, \$25.8 million is for 4 projects that have received partial state funding in a prior year; \$25.3 million is for 4 projects that received planning approval from the state and now require construction funding; \$10.6 million is for systemic roofing and HVAC projects; and, the remaining \$99.2 million is for 12 projects that require construction funding or state planning approval in addition to construction funding. I, along with the Board of Education, Montgomery County officials, and our state delegation must continue to work together to strengthen our efforts and pursue various avenues for supplementary funding above our annual state allocation for school construction projects.

Even with the recommendation of five new addition projects in the Downcounty Consortium, we will not be able to accommodate all of the projected enrollment growth in this area of the county. Therefore, I recommend a second comprehensive elementary school capacity study for the Downcounty Consortium, this time in the lower portion of the consortium, to address the enrollment growth. The comprehensive capacity study will be conducted during the 2013–2014 school year and will include the following schools: East Silver Spring, Forest Knolls, Highland View, Rolling Terrace, Sligo Creek, and Woodlin elementary schools. A detailed description of the purpose and process for the comprehensive capacity study is included in Supplement A of the CIP at the following link:

www.montgomeryschoolsmd.org/departments/planning/CIPMaster_Current2.shtml

In spring 2013, a Roundtable Discussion Group convened to explore the enrollment, demographic, and facility impact of unpairing New Hampshire Estates and Oak View elementary schools. Currently, New Hampshire Estates Elementary School serves students in prekindergarten through Grade 2, and Oak View Elementary School serves students in Grades 3–5. Representatives from the New Hampshire Estates and Oak View elementary schools Parent Teacher Association (PTA), Montgomery Blair cluster coordinators, and one representative from the community coalition, known as the “PreK–5 Neighborhood School Initiative” (PK5NSI), served on the New Hampshire Estates and Oak View Elementary Schools Roundtable Discussion Group.

I commend the work of the New Hampshire Estates and Oak View elementary schools Roundtable. In developing my recommendation, I balanced the desires and concerns of the PK5NSI community coalition, PTA representatives, and cluster coordinators with the data and

research presented by MCPS staff. After careful consideration of the Roundtable report and community input, I recommend that the current pairing of New Hampshire Estates and Oak View elementary schools be maintained. My recommendation was released on October 15, 2013, and is available on the MCPS website at the following link:

www.montgomeryschoolsmd.org/departments/planning/CommunityInfo_Roundtable.shtml

Also, in spring 2013, a Boundary Advisory Committee was convened to evaluate options for the service area of the new Clarksburg Cluster Elementary School. The Boundary Advisory Committee included six representatives from Cedar Grove Elementary School, five representatives from Little Bennett Elementary School, and two Clarksburg cluster coordinators. After review of all the information submitted, and in consideration of updated enrollment projections, my recommendation seeks to align boundaries with major roadways where possible, enable contiguous homes to be assigned to the same school, bring enrollment at Little Bennett Elementary School to within the school's capacity, and mitigate the enrollment fluctuation that Cedar Grove Elementary School has experienced. My recommendation was released on October 15, 2013, and is available on the MCPS website at the following link:

www.montgomeryschoolsmd.org/departments/planning/CommunityInfo_Boundary2.shtml

Since 2007, elementary school enrollment in the Gaithersburg Cluster has increased by approximately 500 students. In addition, development of the Crown community continues, with 1,500 residential units in the Rosemont Elementary School service area. Therefore, I recommend a comprehensive elementary school capacity study for the Gaithersburg Cluster to address enrollment growth in this area. The study will be conducted during the 2013–2014 school year and will include all the elementary schools in the cluster. A detailed description of the purpose and process for the comprehensive capacity study is included in Supplement B of the CIP at the following link:

www.montgomeryschoolsmd.org/departments/planning/CIPMaster_Current2.shtml

Finally, an abbreviated boundary study is recommended for winter 2013–2014 to consider the reassignment of the Walter Reed National Military Medical Center (Medical Center) from its current assignment of Rosemary Hills Elementary School for Grades K–2 and North Chevy Chase Elementary School for Grades 3–6, to Bethesda Elementary School for Grades K–5. Officials at the Medical Center have expressed concern about the recently adopted school assignments for the Medical Center.

Families who temporarily reside at the Medical Center have enrolled their children in Bethesda Elementary School in the past, and disruption of this assignment would present a hardship for these families. For the 2013–2014 school year, families with elementary school students who reside at the Medical Center were granted Change of School Assignments to Bethesda

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October 28, 2013

Elementary School, allowing the school system the opportunity to review the school assignment for the Medical Center this year without disrupting students enrolled at Bethesda Elementary School. Following the abbreviated boundary review, my recommendation will be forwarded to the Board of Education for action in spring 2014.

The Board of Education is scheduled to hold a work session on November 7, 2013, to discuss the CIP recommendations. Public hearings on the *Superintendent's Recommended FY 2015 Capital Budget and the FY 2015–2020 Capital Improvements Program* are scheduled for November 11 and 14, 2013, and the Board of Education will take final action on these items on November 18, 2013.

The county executive will publish his CIP recommendations for all county agencies by mid-January 2014 for County Council discussion and action. The County Council will hold a hearing in early February 2014, conduct work sessions in March and April 2014, and adopt the FY 2015 Capital Budget and the FY 2015–2020 CIP in late May 2014.

I look forward to working with you, along with parents, community members, and business leaders, to secure the necessary funding and support for the improvement of public school facilities in Montgomery County.

Sincerely,

A handwritten signature in blue ink, appearing to read "J. Starr", with a stylized flourish at the end.

Joshua P. Starr, Ed.D.
Superintendent of Schools

JPS:ak

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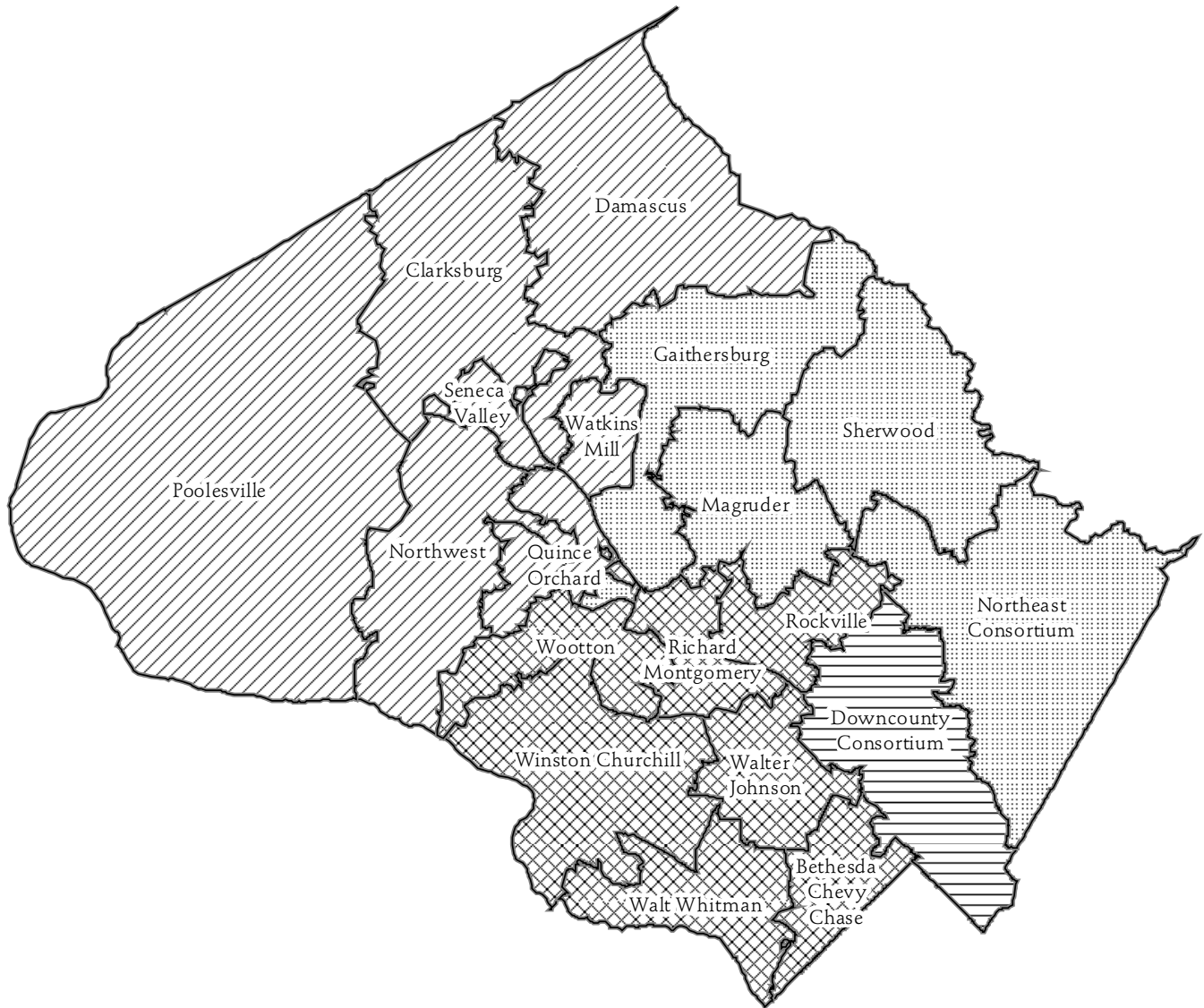
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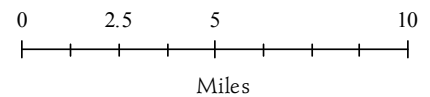
Cluster Service Areas 2013 – 2014



Office of School Support and Improvement
Associate Superintendents and
Directors of School Support and Improvement
 Dr. Beth Schiavino-Narvaez, Deputy Superintendent

	Associate Superintendent	Director of School Support and Improvement
Elementary Schools	Dr. Donna S. Hollingshead	Mr. Pat D. Abrunzo
	Dr. Laverne G. Kimball	Mr. Gregory S. Edmundson
	Ms. Bronda L. Mills	Mr. Michael D. Bayewitz
	Dr. Myra J. Smith	
Middle Schools	Dr. Darryl L. Williams	Mrs. Elizabeth L. Thomas
High Schools	Dr. Christopher S. Garra	Mr. Michael J. Zarchin
		Mr. Kevin E. Lowndes

- Cluster Boundary
- Dr. Hollingshead
- Dr. Kimball
- Ms. Mills
- Dr. Smith



Montgomery County Public Schools - Division of Long-range Planning - October, 2013

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 Superintendent's Recommended FY 2015–2020 CIP falls in an odd-numbered fiscal year and will receive a full review by the County Council. The Superintendent's Recommended FY 2015 Capital Budget and FY 2015–2020 CIP provides the recommended appropriation authority for funds needed to implement CIP projects during FY 2015 and the expenditure schedule for FY 2015–2020 CIP.

This document contains the following sections:

Chapter 1, “The Recommended FY 2015 Capital Budget and FY 2015–2020 Capital Improvements Program (CIP),” is a review of the major factors that have influenced the development of recommended projects to the FY 2015 Capital Budget and the FY 2015–2020 CIP. This chapter includes a table summarizing the recommended FY 2015–2020 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 long-range 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 recommended 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 and recommended actions to this CIP are discussed.

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

Several appendices, at the end of the document, contain information on a variety of topics including enrollment information, state-rated capacities, Board of Education policies, modernization schedules, available school sites, closed schools and their current use, and relocatable classroom placements. Also included are maps for identifying Board of Education, councilmanic, 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 Recommended FY 2015 Capital Budget and the FY 2015–2020 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) 2015 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 County Council Adopted FY 2014 Capital Budget and the Amendments to the FY 2013–2018 CIP totaled \$1.365 billion for the six-year period, an increase of \$12.6 million over the previously approved CIP, and included an FY 2014 expenditure of \$244.7 million. The County Council only approved two amendments that totaled \$4.04 million. The balance of the increase, \$8.6 million, was due to five supplemental appropriations approved by the County Council in FY 2013.

The Board of Education, in keeping with the spirit of the biennial process, as well as consideration of the significant six-year expenditure plan approved by the County Council in May 2012, approved only three essential amendments to the adopted FY 2013–2018 CIP. The amendments increased the approved CIP by \$14.17 million. The three amendments were for the following countywide projects: \$220,000 for Facility Planning; \$11.46 million for Heating, Ventilation, and Air Conditioning (HVAC) Replacement; and \$2.49 million for Planned Life-cycle Asset Replacement (PLAR). The first amendment provided additional funding to conduct feasibility studies to address overutilization at various schools throughout the county and the last two amendments would reinstate funds that were removed by the County Council in the adopted CIP.

On May 23, 2013, the County Council unanimously approved the FY 2014 Capital Budget and Amendments to the FY 2013–2018 CIP for MCPS. The County Council approved the \$220,000 for Facility Planning as requested by the Board of Education; however, with respect to the HVAC project, the County Council only approved \$3.82 million, instead of the \$11.46 million requested, a difference of \$7.64 million. Also, the County Council did not approve the \$2.49 million request for the PLAR project.

The Superintendent's Recommended Capital Improvements Program

This document contains the recommended FY 2015 Capital Budget appropriation amounts and the FY 2015–2020 CIP expenditure schedules proposed by the superintendent for consideration and action by the Montgomery County Board of Education.

During deliberations to develop the recommendations for the CIP, the leadership of the employee associations and the Montgomery County Council of Parent Teacher Associations were involved in the process. Every individual school project was reviewed, as well as all of the countywide systemic projects to ensure a complete analysis before recommendations were made. Also reviewed was the modernization program and the need to accurately reflect the name of the program with the scope of work detailed in the MCPS Educational Specification. Therefore, the recommended CIP includes a name change from “replacements/modernizations” to “revitalizations/expansions”. The name change will better communicate the scope of work for projects included in this program.

Upon completion of the review process, it was evident that if all individual projects with completed feasibility studies were recommended for inclusion in the CIP, as well as full funding for the revitalization/expansion program and the countywide projects, the recommended CIP would total approximately \$2.2 billion, an increase of approximately \$800 million over the approved CIP. A recommendation of \$2.2 billion would not be prudent given the fiscal constraints and projected revenue shortfalls still facing the county and state. Therefore, the *Superintendent's Recommended FY 2015 Capital Budget and the FY 2015–2020 Capital Improvements Program* totals \$1.549 billion, an increase of \$183.9 million over the approved CIP.

In order to submit a recommended CIP that was fiscally viable, a threshold of 150 seats over capacity in the last year of the recommended CIP was utilized to determine which additions would move forward at this time. The *Superintendent's Recommended FY 2015 Capital Budget and the FY 2015–2020 Capital Improvements Program* includes funding for two new secondary school additions at Bethesda-Chevy Chase High School and North Bethesda Middle School. The recommendation also includes funding for seven new addition projects at the following elementary schools: Ashburton, Lucy V. Barnsley, Burtons-ville, Diamond, Kensington-Parkwood, S. Christa McAuliffe, and Judith Resnik. Unfortunately, based on this threshold,

four elementary schools—Captain James Daly, Greencastle, Meadow Hall, and Strawberry Knoll—all with completed feasibility studies, were not included in the recommendation. Two elementary schools, Burnt Mills and Summit Hall, have completed feasibility studies for proposed additions; however, these additions are recommended to be completed as part of the scheduled revitalization/expansion project.

During the 2012–2013 school year, a comprehensive capacity study was conducted to address the overutilization of elementary schools in the midsection of the Downcounty Consortium. Based on the findings of the study, the *Superintendent's Recommended FY 2015 Capital Budget and FY 2015–2020 Capital Improvements Program* includes funding for five addition projects at Brookhaven, Glen Haven, Highland, Kemp Mill and Sargent Shriver elementary schools. These additions, along with space that is available at Georgian Forest, Glenallan, and Weller Road elementary schools, will address the overutilization at Arcola, Highland, Kemp Mill, and Sargent Shriver elementary schools.

As indicated above, if all individual projects with completed feasibility studies were recommended for inclusion in the CIP, as well as full funding for the revitalization/expansion program and our countywide projects, the recommended CIP would be approximately \$2.2 billion. Of the \$2.2 billion, approximately \$1 billion would be for the six-year revitalization/expansion program schedule for elementary, middle, and high schools. It would be fiscally irresponsible to recommend full funding for the revitalization/expansion program and try to address the overutilization, as well as fund the countywide systemic program. Therefore, it is with great regret that the *Superintendent's Recommended FY 2015 Capital Budget and FY 2015–2020 Capital Improvements Program* includes a one year delay of all elementary school revitalization/expansion projects beginning with Wayside Elementary School, as well as a two year delay of secondary school revitalization/expansion projects beginning with William H. Farquhar Middle School and Thomas S. Wootton High School. The recommendation to delay the revitalization/expansion schedule was a very difficult one, especially knowing that the school communities have waited patiently for their aging buildings to be revitalized. However, current economic circumstances left few options for consideration.

With respect to countywide projects, the *Superintendent's Recommended FY 2015 Capital Budget and the FY 2015–2020 Capital Improvements Program* will address system-wide needs by increasing the systemic projects, such as Planned Life-cycle Asset Replacement (PLAR), Roof Replacement, ADA Compliance, Fire Safety Code Upgrades, and Asbestos Abatement. One countywide project—Heating, Ventilation, and Air-Conditioning (HVAC) Replacement—is increased substantially to address the backlog of HVAC projects that directly affect our students, teachers, and administrators each school day. With the recommended delay to the revitalization/expansion schedule, it is vital that MCPS have the necessary funding to address our aging infrastructure. The recommendation for the HVAC project will provide additional funds for upgrades and/or replacements of HVAC systems that are beyond their expected service life. To eliminate the backlog of approximately \$160 million, MCPS would require \$28 million per year for the next

10 years; therefore, the recommendation for this project will only begin to address the signification backlog.

The summary table at the end of this chapter, titled “Superintendent's Recommended FY 2015 Capital Budget and the FY 2015–2020 Capital Improvements Program,” (page 1-5) summarizes the superintendent's recommendations on 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 recommendations for the FY 2015–2020 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 2013–2018 CIP and the superintendent's recommendations for the FY 2015–2020 CIP for these projects (page 1-10). The final two tables contain summary information regarding the appropriation request and the expenditure schedule for the Recommended FY 2015 Capital Budget and the FY 2015–2020 CIP (page 1-12) and the FY 2015 State CIP funding request for MCPS (page 1-13).

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 the County's 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 Committee 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. And, 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 1991–1996	\$815 million
FY 1992–1997	\$815 million
FY 1993–1998	\$810 million
FY 1994–1999	\$600 million
FY 1995–2000	\$637 million
FY 1996–2001	\$675 million
FY 1997–2002	\$695 million
FY 1997–2003 Amended	\$700 million*
FY 1999–2004	\$714 million
FY 1999–2004 Amended	\$743 million*
FY 2001–2006	\$798 million
FY 2001–2006 Amended	\$826 million*
FY 2003–2008	\$880 million
FY 2003–2008 Amended	\$895 million*
FY 2005–2010	\$1.14 billion
FY 2005–2010 Amended	\$1.22 billion*
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	\$1.77 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 1994, the County Council has steadily increased the SAG limits. For FY 2011, the County Council, in October 2009, set the capital budget SAG limits at \$325 million for both FY 2011 and FY 2012, with a six-year total of \$1.95 billion, an increase of \$110 million more than the previously approved SAG limit. In February 2010, the County Council reviewed the approved SAG limits and upheld the limits set in October 2009.

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, in February 2014, will have an opportunity to review the SAG limit. The Council can either lower the SAG limit by any amount or raise the limit by a maximum of 10 percent.

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/expansions 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 twenty-two 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 1992.

For FY 2011, the state aid request was \$139.1 million. Of the \$139.1 million request, the FY 2011 state aid approved for MCPS was \$30.18 million, approximately \$108.9 million less than the amount requested, but slightly more than the \$30 million assumed for FY 2011 in the Amended FY 2009–2014 CIP. For FY 2012, the state aid request was \$163.7 million. Of the \$163.7 million request, the FY 2012 state aid approved for MCPS was \$42 million, approximately \$121.7 million less than the amount requested, but \$2 million more than the \$40 million assumed for FY 2012 in the Amended FY 2011–2016 CIP.

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 request is \$160.9 million. This figure is based on current eligibility of projects approved by the County Council in May 2013. Of the \$160.9 million request, \$25.8 million is for four projects that had received partial state funding in a prior year, \$25.3 million is for three forward-funded construction projects, \$10.6 million is for systemic roofing and HVAC projects, \$92.6 million is for seven projects previously granted planning approval from the state and now require construction funding; and the remaining \$6.6 million is for five projects that will require state planning approval in addition to construction

funding. These projects have already been approved for funding by the County Council and would be eligible for state funding, if state planning approval were granted.

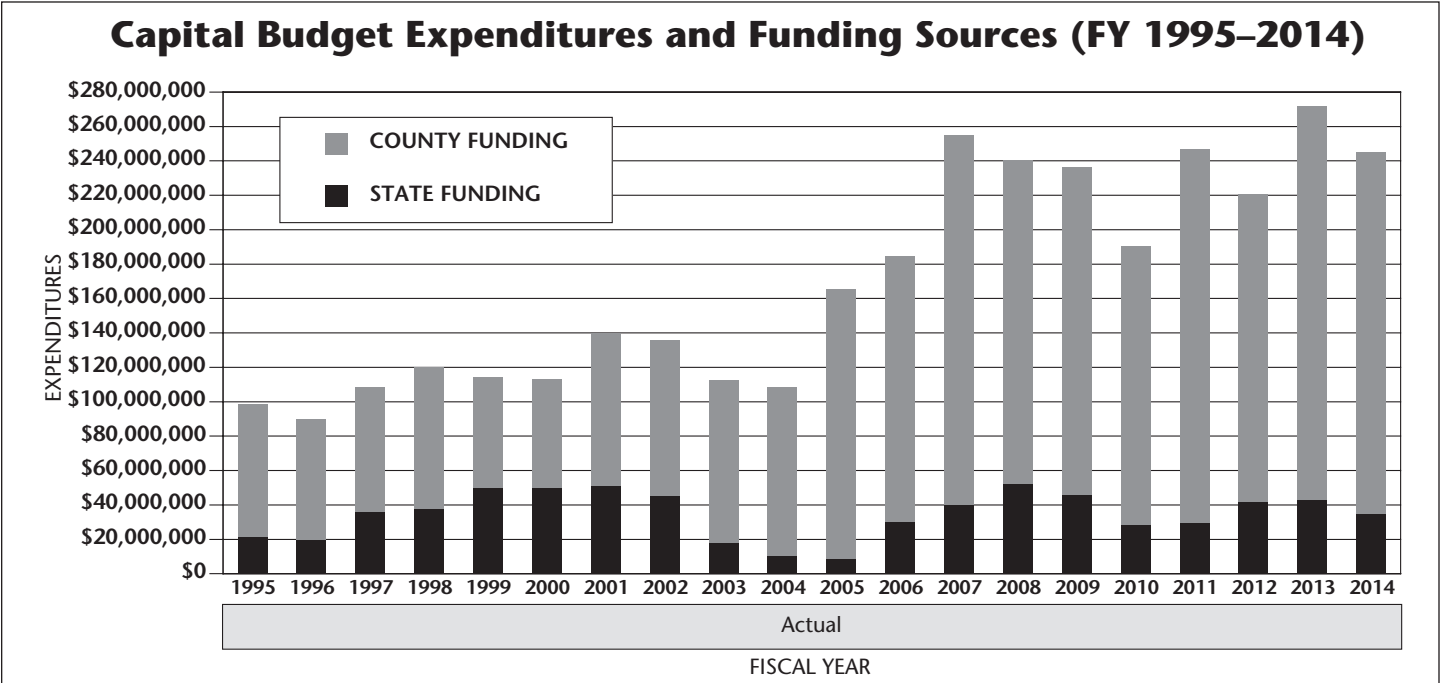
Current Revenue

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. Current revenue-funded projects make up approximately 10 percent of the CIP, and must be funded with the general current receipts the county receives from its share of all state and local taxes and fees. The same general current receipts are used to fund the county operating budget.

The Relationship Between State and Local Funding

On average, MCPS receives 25 to 30 percent of the cost of eligible project expenditures from state funds. There are, however, many countywide projects in the CIP that 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 EPA regulations on fuel tank management are not eligible for state funding. Neither are expenditures for land acquisition, energy conservation, fire safety code upgrades, improved access to schools, indoor air quality improvements, school security systems, and technology modernization.

The amount of state funding received for a new school or addition is approximately 30 percent of the cost of the project, whereas,



for a revitalizations/expansions the amount is approximately 25 percent. 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 completely fund a construction project. 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.

**Superintendent's Recommended FY 2015 Capital Budget
and the FY 2015–2020 Capital Improvements Program
Summary Table¹**

Individual Projects	County Council Adopted Action May 2013	Superintendent's Recommendation	Anticipated Completion Date
Bethesda-Chevy Chase Cluster			
Bethesda-Chevy Chase HS Addition		Recommend FY 2015 appropriation for planning funds.	8/17
Bethesda-Chevy Chase MS #2	Approved FY 2014 appropriation for planning funds.		8/17
Bethesda ES Addition	Approved FY 2014 appropriation for construction funds.	Recommend FY 2015 appropriation for balance of funding.	8/15
North Chevy Chase ES Addition	Approved FY 2014 appropriation for construction funds.	Recommend FY 2015 appropriation for balance of funding.	8/15
Rock Creek Forest ES Revitalization/Expansion	Approved FY 2014 appropriation for construction funds.	Recommend FY 2015 appropriation for balance of funding.	1/15
Rosemary Hills ES Addition	Approved FY 2014 appropriation for construction funds.	Recommend FY 2015 appropriation for balance of funding.	8/15
Rosemary Hills ES Revitalization/Expansion		Recommend one year delay for elementary school Revitalizations/Expansions.	1/22
Winston Churchill Cluster			
Potomac ES Revitalization/Expansion		Recommend one year delay for elementary school Revitalizations/Expansions.	1/19
Wayside ES Revitalization/Expansion		Recommend one year delay for elementary school Revitalizations/Expansions.	8/17
Clarksburg Cluster			
Clarksburg HS Addition	Approved FY 2014 appropriation for construction funds.	Recommend FY 2015 appropriation for balance of funding.	8/15
Clarksburg/Damascus MS (New)		Recommend FY 2015 appropriation for construction funds.	8/16
Neelsville MS Addition		Recommend FY 2015 appropriation for facility planning.	TBD
Clarksburg Cluster ES #8 (New)		Recommend FY 2015 appropriation for facility planning.	TBD
Clarksburg Cluster ES (Clarksburg Village Site #1)	Approved FY 2014 appropriation for balance of funding.		8/14
Captain James E. Daly ES Addition			TBD
Damascus Cluster			
Clarksburg/Damascus MS (New)		Recommend FY 2015 appropriation for construction funds.	8/16
Damascus ES Revitalization/Expansion		Recommend one year delay for elementary school Revitalizations/Expansions.	1/22

¹ Bold indicates new project in the FY 2015–2020 CIP. Blank indicates no change from the approved project.

Individual Projects	County Council Adopted Action May 2013	Superintendent's Recommendation	Anticipated Completion Date
Downcounty Consortium			
Wheaton HS Revitalization/Expansion	Approved FY 2014 appropriation for construction funds.		8/15 Building 8/18 Site
Eastern Middle School Revitalization/Expansion		Recommend two year delay for secondary school Revitalizations/Expansions	8/23
Col. E. Brooke Lee MS Addition		Recommend FY 2015 appropriation for facility planning.	TBD
A. Mario Loiederman MS Addition	Approved FY 2014 appropriation for facility planning.		TBD
Parkland MS Addition		Recommend FY 2015 appropriation for facility planning.	TBD
Silver Spring International MS Addition		Recommend FY 2015 appropriation for facility planning.	TBD
Takoma Park MS Addition		Recommend FY 2015 appropriation for facility planning.	TBD
Arcola ES Addition	Approved FY 2014 appropriation for construction funds.	Recommend FY 2015 appropriation for balance of funding.	8/15
Brookhaven ES Addition (DCC Solution)		Recommend FY 2016 expenditure for planning funds.	8/18
Bel Pre ES Revitalization/Expansion	Approved FY 2014 appropriation for balance of funding.		8/14
Glen Haven ES Addition (DCC Solution)		Recommend FY 2016 expenditure for planning funds.	8/18
Highland ES Addition (DCC Solution)		Recommend FY 2016 expenditure for planning funds.	8/18
Highland View ES Addition			TBD
Kemp Mill ES Addition (DCC Solution)		Recommend FY 2016 expenditure for planning funds.	8/18
Rolling Terrace ES Addition	Approved FY 2014 appropriation for facility planning.		TBD
Sargent Shriver ES Addition (DCC Solution)		Recommend FY 2016 expenditures for planning funds.	8/18
Wheaton Woods ES Revitalization/Expansion		Recommend one year delay for elementary school Revitalizations/Expansions.	8/17
Woodlin ES Addition			TBD
Gaithersburg Cluster			
Gaithersburg HS Revitalization/Expansion			8/13 Building 8/14 Site
Gaithersburg ES Addition	Approved FY 2014 appropriation for facility planning.		TBD
Goshen ES Addition	Approved FY 2014 appropriation for facility planning.		TBD
Strawberry Knoll ES Addition			TBD
Summit Hall ES Revitalization/Expansion		Recommend one year delay for elementary school Revitalizations/Expansions.	1/22

¹ Bold indicates new project in the FY2015–2020 CIP. Blank indicates no change from the approved project.

Individual Projects	County Council Adopted Action May 2013	Superintendent's Recommendation	Anticipated Completion Date
Walter Johnson Cluster			
Walter Johnson HS Addition		Recommend FY 2015 appropriation for facility planning.	TBD
North Bethesda MS Addition		Recommend FY 2015 appropriation for planning funds.	8/17
Tilden MS Revitalization/Expansion	Approved FY 2014 appropriation for facility planning.	Recommend two year delay for secondary school Revitalizations/Expansions	8/21
Ashburton ES Addition		Recommend FY 2017 expenditure for planning funds.	8/19
Kensington-Parkwood ES Addition		Recommend FY 2015 appropriation for planning funds.	8/17
Luxmanor ES Revitalization/Expansion		Recommend one year delay for elementary school Revitalizations/Expansions.	1/19
Col. Zadok Magruder Cluster			
Candlewood ES Revitalization/Expansion	Approved FY 2014 appropriation for construction funds.	Recommend FY 2015 appropriation for balance of funding.	1/15
Judith A. Resnik ES Addition		Recommend FY 2017 expenditure for planning funds.	8/19
Richard Montgomery Cluster			
Julius West MS Addition	Approved FY 2014 appropriation for planning funds.	Recommend FY 2015 appropriation for construction funds.	8/16
Richard Montgomery ES #5 (Hungerford Park Site)		Recommend FY 2015 appropriation for planning funds.	8/17
Twinbrook ES Revitalization/Expansion		Recommend one year delay for elementary school Revitalizations/Expansions.	1/22
Northeast Consortium			
William Farquhar MS Revitalization/Expansion		Recommend two year delay for secondary school Revitalizations/Expansions	8/18
Broad Acres ES Addition	Approved FY 2014 appropriation for facility planning.		TBD
Burtonsville ES Addition		Recommend FY 2017 expenditure for planning funds.	8/19
Greencastle ES Addition			TBD
Stonegate ES Revitalization/Expansion		Recommend one year delay for elementary school Revitalizations/Expansions. Recommend FY 2015 appropriation for facility planning.	8/20
Northwest Cluster			
Diamond ES Addition		Recommend FY 2015 appropriation for planning funds.	8/17
Northwest ES #8		Recommend FY 2015 appropriation for planning funds.	8/17

¹ Bold indicates new project to the FY 2015–2020 CIP. Blank indicates no change from the approved project.

Individual Projects	County Council Adopted Action May 2013	Superintendent's Recommendation	Anticipated Completion Date
Poolesville Cluster			
Poolesville HS Revitalization/Expansion		Recommend two year delay for secondary school Revitalizations/Expansions	8/24 Building 8/25 Site
Quince Orchard Cluster			
Brown Station ES Revitalization/Expansion		Recommend one year delay for elementary school Revitalizations/Expansions.	8/17
Rockville Cluster			
Earl B. Wood MS Addition	Approved FY 2014 appropriation for facility planning.		TBD
Lucy V. Barnsley ES Addition		Recommend FY 2015 appropriation for planning funds.	8/17
Maryvale ES Revitalization/Expansion		Recommend one year delay for elementary school Revitalizations/Expansions.	1/19
Meadow Hall ES Addition			TBD
Seneca Valley Cluster			
Seneca Valley HS Revitalization/Expansion	Approved FY 2014 appropriation for planning funds.		8/18 Building 8/19 Site
Lake Seneca ES Addition	Approved FY 2014 appropriation for facility planning.		TBD
S. Christa McAuliffe ES Addition		Recommend FY 2017 expenditure for planning funds.	8/19
Waters Landing ES Addition	Approved FY 2014 appropriation for balance of funding.		8/14
Sherwood Cluster			
William Farquhar MS Revitalization/Expansion		Recommend two year delay for secondary school Revitalizations/Expansions	8/18
Belmont ES Revitalization/Expansion		Recommend one year delay for elementary school Revitalizations/Expansions. Recommend FY 2015 appropriation for facility planning.	8/20
Watkins Mill Cluster			
Neelsville MS Addition		Recommend FY 2015 appropriation for facility planning.	TBD
South Lake ES Addition	Approved FY 2014 appropriation for facility planning.		TBD

¹ Bold indicates new project to the FY 2015–2020 CIP. Blank indicates no change from the approved project.

Individual Projects	County Council Adopted Action May 2013	Superintendent's Recommendation	Anticipated Completion Date
Walt Whitman Cluster			
Whitman HS Addition	Approved FY 2014 appropriation for facility planning.		TBD
Burning Tree ES Addition	Approved FY 2014 appropriation for facility planning.		TBD
Wood Acres ES Addition	Approved FY 2014 appropriation for planning funds.	Recommend FY 2015 appropriation for construction funds.	8/16
Thomas S. Wootton Cluster			
Thomas S. Wootton HS Revitalization/Expansion		Recommend two year delay for secondary school Revitalizations/Expansions	8/22 Building 8/23 Site
Cold Spring ES Revitalization/Expansion		Recommend one year delay for elementary school Revitalizations/Expansions. Recommend FY 2015 appropriation for facility planning.	8/20
DuFief ES Revitalization/Expansion		Recommend one year delay for elementary school Revitalizations/Expansions. Recommend FY 2015 appropriation for facility planning.	8/20
Other Educational Facilities			
Thomas Edison High School for Technology Revitalization/Expansion			8/17 Building 8/18 Site
Blair G. Ewing Center Modifications			TBD
Rock Terrace School Modifications			TBD
Carl Sandburg Revitalization/Expansion (collocation with Maryvale ES)		Recommend one year delay for elementary school Revitalizations/Expansions.	1/19
Stephen Knolls School Modifications			TBD

¹ Bold indicates new project to the FY 2015–2020 CIP. Blank indicates no change from the approved project.

**Superintendent's Recommended FY 2015 Capital Budget
and the FY 2015–2020 Capital Improvements Program
Summary Table¹**

Countywide Projects	County Council Adopted May 2013	Superintendent's Recommendation	Anticipated Completion Date
ADA Compliance	Approved FY 2014 appropriation to continue this project.	Recommend FY 2015 appropriation to continue this project.	Ongoing
Asbestos Abatement and Hazardous Materials Remediation	Approved FY 2014 appropriation to continue this project.	Recommend FY 2015 appropriation to continue this project.	Ongoing
Building Modifications and Program Improvements	Approved FY 2014 appropriation to continue this project.	Recommend FY 2015 appropriation to continue this project.	Ongoing
Current Revitalizations/Expansions	Approved FY 2014 appropriation for one planning and three construction modernization projects.	Recommend a one year delay for elementary schools and a two year delay for secondary schools.	Ongoing
Design and Construction Management	Approved FY 2014 appropriation to continue this project.	Recommend FY 2015 appropriation to continue this project.	Ongoing
Energy Conservation	Approved FY 2014 appropriation to continue this project.	Recommend FY 2015 appropriation to continue this project.	Ongoing
Facility Planning	Approved amendment to the FY2013–2018 CIP to increase level of funding for FY 2014.	Recommend FY 2015 appropriation to continue this project.	Ongoing
Fire Safety Code Upgrades	Approved FY 2014 appropriation to continue this project.	Recommend FY 2015 appropriation to continue this project.	Ongoing
Future Revitalizations/Expansions		Recommend one year delay for elementary schools and a two year delay for secondary schools.	Ongoing
HVAC Replacement	Denied request. Approved increase of \$3.82 million from the adopted FY 2013–2018 CIP for FY 2014.	Recommend increase in this project for FY 2015 and beyond to address the backlog of HVAC projects. Recommend FY 2015 appropriation to continue this project.	Ongoing
Improved (SAFE) Access to Schools	Approved FY 2014 appropriation to continue this project.	Recommend FY 2015 appropriation to continue this project.	Ongoing
Indoor Air Quality Improvements	Approved FY 2014 appropriation to continue this project.	Recommend FY 2015 appropriation to continue this project.	Ongoing
Planned Life Cycle Asset Replacement (PLAR)	Denied. Approved FY 2014 level of funding in the adopted FY2013–2018 CIP.	Recommend FY 2015 appropriation to continue this project.	Ongoing
Rehab./Reno. of Closed Schools (RROCS)		Recommend FY 2015 appropriation for planning funds for the Richard Montgomery Cluster Elementary School #5	Ongoing
Relocatable Classrooms	Approved FY 2014 appropriation to continue this project.	Recommend FY 2015 appropriation to continue this project.	Ongoing

Countywide Projects	County Council Adopted May 2013	Superintendent's Recommendation	Anticipated Completion Date
Restroom Renovations	Approved FY 2014 appropriation to continue this project.	Recommend FY 2015 appropriation to continue this project.	Ongoing
Roof Replacement	Approved FY 2014 appropriation to continue this project.	Recommend FY 2015 appropriation to continue this project.	Ongoing
School Security Systems	Approved FY 2014 appropriation to continue this project.		Ongoing
Stormwater Discharge and Water Quality Management	Approved FY 2014 appropriation to continue this project.	Recommend FY 2015 appropriation to continue this project.	Ongoing
Technology Modernization	Approved FY 2014 appropriation to continue this project.	Recommend FY 2015 appropriation to continue this project.	Ongoing
Transportation Depots			TBD

¹Bold indicates new project to the FY 2015–2020 CIP. Blank indicates no change from the approved project.

Superintendent's Recommended FY 2015 Capital Budget and FY 2015–2020 Capital Improvements Program

(figures in thousands)

Project	FY 2015 Approp.	Total	Thru FY 2013	Remaining FY 2014	Total Six-Years	FY 2015	FY 2016	FY 2017	FY 2018	FY 2019	FY 2020
Individual School Projects											
Arcola ES Addition	130	3,841	141	1,096	2,604	1,057	1,547				
Ashburton ES Addition					7,221			256	2,052	4,017	896
Lucy V. Barnsley ES Addition	1,156	12,974			12,974	462	3,462	7,434	1,616		
Bethesda ES Addition	171	3,970	143	1,168	2,659	1,082	1,577				
Bethesda-Chevy Chase HS Addition	2,808	30,787			30,787	1,123	9,034	17,325	3,305		
Bethesda-Chevy Chase MS #2		52,314		250	52,064	829	15,181	30,674	5,380		
Brookhaven ES Addition (DCC Solution)		5,381			5,381		192	1,515	3,026	648	
Burtonsville ES Addition		12,818			12,818			469	3,692	7,288	1,369
Clarksburg Cluster ES (Clarksburg Village Site #1)		28,218	7,194	8,613	12,411	12,411					
Clarksburg HS Addition	529	11,823	377	3,229	8,217	3,269	4,948				
Clarksburg/Damascus MS (New)	48,750	52,764	200	1,107	51,457	14,633	31,246	5,578			
Diamond ES Addition	804	8,926			8,926	322	2,615	4,971	1,018		
Glen Haven ES Addition (DCC Solution)		4,092			4,092		147	1,306	2,180	459	
Highland ES Addition (DCC Solution)		8,225			8,225		285	2,320	4,502	1,118	
Kemp Mill ES Addition (DCC Solution)		8,658			8,658		310	2,515	4,803	1,030	
Kensington-Parkwood ES Addition	998	11,156			11,156	399	3,244	6,192	1,321		
S. Christa McAuliffe ES Addition		10,171			10,171			364	2,959	5,646	1,202
North Bethesda MS Addition	1,691	18,610			18,610	676	5,324	10,547	2,063		
North Chevy Chase ES Addition	260	6,820	230	1,921	4,669	1,880	2,789				
Northwest ES #8	2,979	32,450			32,450	1,192	8,958	18,831	3,469		
Judith Resnik ES Addition		11,512			11,512			413	3,358	6,397	1,344
Rosemary Hills ES Addition	172	5,708	198	1,668	3,842	1,569	2,273				
Sargent Shriver ES Addition (DCC Solution)		3,881			3,881		136	1,108	2,136	501	
Waters Landing ES Addition		8,827	1,794	3,487	3,546	3,546					
Julius West MS Addition	13,798	15,303		409	14,894	4,664	8,554	1,676			
Wood Acres ES Addition	7,800	8,606		232	8,374	2,637	4,822	915			
Countywide Projects											
ADA Compliance: MCPS	3,000	24,393	10,393	3,200	10,800	3,000	3,000	1,200	1,200	1,200	1,200
Asbestos Abatement	1,145	15,520	7,505	1,145	6,870	1,145	1,145	1,145	1,145	1,145	1,145
Building Modifications and Program Improvements	3,500	27,432	18,132	2,300	7,000	3,500	3,500				
Current Revitalizations/Expansions	1,926	1,205,533	507,905	121,982	575,646	83,507	99,679	189,290	133,039	60,275	9,856
Design and Construction Management	4,900	65,775	31,475	4,900	29,400	4,900	4,900	4,900	4,900	4,900	4,900
Energy Conservation: MCPS	2,057	29,750	15,351	2,057	12,342	2,057	2,057	2,057	2,057	2,057	2,057
Facility Planning: MCPS	750	10,847	6,807	600	3,440	750	450	770	400	670	400
Fire Safety Upgrades	2,000	15,483	6,712	1,503	7,268	2,000	2,000	817	817	817	817
Future Revitalizations/Expansions		149,137			149,137				3,526	33,349	112,262
HVAC (Mechanical Systems) Replacement	28,000	169,775	63,415	10,360	96,000	28,000	28,000	10,000	10,000	10,000	10,000
Improved (Safe) Access to Schools	1,200	10,828	7,228	1,200	2,400	1,200	1,200				
Indoor Air Quality Improvements	2,147	28,061	16,282	1,497	10,282	2,147	2,147	1,497	1,497	1,497	1,497
Planned Life-Cycle Asset Replacement (PLAR)	7,250	90,404	52,199	4,741	33,464	7,250	7,250	4,741	4,741	4,741	4,741
Rehabilitation/Renovation of Closed Schools (RROCS)	3,258	110,820	75,439		35,381	1,303	8,780	21,391	3,907		
Relocatable Classrooms	5,000	45,811	26,811	4,000	15,000	5,000	5,000	5,000			
Restroom Renovations	1,000	13,085	8,735	1,000	3,350	1,000	1,000	1,000	350		
Roof Replacement: MCPS	8,000	78,929	30,589	6,468	41,872	8,000	8,000	6,468	6,468	6,468	6,468
Stormwater Discharge and Water Quality Management	616	9,367	5,055	616	3,696	616	616	616	616	616	616
Technology Modernization	26,805	315,487	138,949	22,088	154,450	26,805	26,358	23,997	25,277	25,348	26,665
Total Recommended CIP	184,600	2,794,272	1,039,259	212,837	1,549,397	233,931	311,726	389,298	246,820	180,187	187,435

FY 2015 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 2014	FY 2015 Request For Funding
		Balance of Funding (Forward-funded)				
1	Y	Paint Branch HS Revitalization/Expansion	93,745	62,022	25,230	6,493
2	Y	Herbert Hoover MS Revitalization/Expansion	44,930	34,366	2,350	8,214
3	Y	Glenallan ES Revitalization/Expansion (CSR)	26,591	19,500	1,600	5,491
4	Y	Beverly Farms ES Revitalization/Expansion	26,247	19,619	1,046	5,582
		Subtotal	191,513	135,507	30,226	25,780
		Funding (Forward-funded)				
5	Y	Weller Road ES Revitalization/Expansion (CSR)	24,547	15,895	0	8,652
6	Y	Bradley Hills ES Addition	17,949	13,426	0	4,523
7	Y	Westbrook ES Addition	11,805	9,294	0	2,511
8	N	Darnestown ES Addition	15,400	12,198	0	3,202
9	Y	Wyngate ES Addition	10,230	7,392	0	2,838
10	Y	Georgian Forest ES Addition (CSR)	10,620	7,875	0	2,745
11	Y	Viers Mill ES Addition (CSR)	11,177	10,335	0	842
		Subtotal	101,728	76,415	0	25,313
		Systemic Projects				
12	Y	Quince Orchard HS HVAC	2,215	1,110	0	1,105
13	Y	S. Christa McAuliffe ES HVAC	2,150	1,077	0	1,073
14	Y	Damascus HS HVAC	2,122	1,063	0	1,059
15	Y	Shady Grove MS HVAC	2,050	1,027	0	1,023
16	Y	Goshen ES HVAC	1,750	877	0	873
17	Y	Roberto Clemente MS Roof	1,650	827	0	823
18	Y	Woodfield ES HVAC	1,600	802	0	798
19	N	Briggs Chaney MS Roof	1,550	777	0	773
20	Y	Lake Seneca ES HVAC	1,325	664	0	661
21	Y	White Oak MS Roof	1,245	624	0	621
22	Y	Summit Hall ES HVAC	1,185	594	0	591
23	Y	Woodlin ES HVAC	1,075	539	0	536
24	Y	Fields Road MS Roof	800	401	0	399
25	Y	Walt Whitman HS Roof	612	307	0	305
		Subtotal	19,114	10,689	0	10,640
		Construction Request				
26	Y	Waters Landing ES Addition (CSR)	8,827	7,574	0	1,253
27	Y	Gaithersburg HS Revitalization/Expansion	109,100	69,514	0	39,586
28	Y	Clarksburg Cluster ES	28,732	19,311	0	9,421
29	Y	Bel Pre ES Revitalization/Expansion (CSR)	29,387	20,549	0	8,838
30	Y	Rock Creek Forest ES Revitalization/Expansion (CSR)*	29,100	18,854	0	10,246
31	Y	Candlewood ES Revitalization/Expansion*	23,833	16,392	0	7,441
32	Y	Wheaton HS Revitalization/Expansion*	128,734	97,165	0	15,785
		Subtotal	357,713	249,359	0	92,570
		Planning and Construction Request				
33/34	Y	Clarksburg HS Addition	11,823	7,566	0	2,129
35/36	Y	North Chevy Chase ES Addition	6,820	5,215	0	1,605
37/38	Y	Rosemary Hills ES Addition	5,708	5,447	0	261
39/40	Y	Bethesda ES Addition	3,970	2,498	0	1,472
41/42	Y	Arcola ES Addition (CSR)	3,970	2,807	0	1,163
		Subtotal	32,291	23,533	0	6,630
		Planning Approval Request				
43	Y	Clarksburg/Damascus MS (New)*	LP			LP
44	N	William H. Farquhar MS Revitalization/Expansion*	LP			LP
45	Y	Wheaton Woods ES Revitalization/Expansion* (CSR)	LP			LP
46	Y	Brown Station ES Revitalization/Expansion* (CSR)	LP			LP
47	Y	Wayside ES Revitalization/Expansion*	LP			LP
48	Y	Julius West MS Addition	LP			LP
49	Y	Wood Acres ES Addition	LP			LP
50	Y	Bethesda/Chevy Chase MS (New)*	LP			LP
51	Y	Seneca Valley HS Revitalization/Expansion*	LP			LP
52	Y	Thomas Edison HS of Technology Revitalization/Expansion*	LP			LP
		TOTAL	702,359	495,503	30,226	160,933

*Split-FY Funding Request

Chapter 2

The Planning Environment

Facility plans are developed in a very dynamic planning environment. The major driver for these plans, since the mid-1980s, has been an enrollment increase of 60,000 students. Integral to this enrollment growth has been increased diversity, as seen in the wide range of cultures, language groups, and racial and ethnic populations that make up our cosmopolitan county.

Enrollment growth since 2007 has been particularly strong. This year MCPS enrollment totals 151,607 students. Enrollment has increased by 14,000 students in the six-year period from 2007 to 2013. Most of this enrollment increase, 12,400 students, has occurred at elementary schools. In the next six years, enrollment is projected to increase by 11,000 students, with most of this increase, 9,800 students, at middle schools and high schools. The 14,000 increase in the past six years and the 11,000 increase projected for the next six years totals a 25,000 student increase in a 12-year period. This large enrollment increase is placing great pressure on school facilities and our capital program.

Funding for capital projects has not been sufficient to fully address elementary school enrollment increases, and 87 percent of the school system's 382 relocatable classrooms are at elementary schools this year. The backlog of projects needed to add capacity at elementary schools will be compounded in the coming years as secondary schools receive higher enrollments that will exceed their capacities.

Community Trends

Population

Demographic trends in Montgomery County are part of a national trend in large metropolitan areas where African Americans, Asians, and especially Hispanics, have accounted for most, if not all, of the suburban population growth since 1990. MCPS planners consult various sources to monitor county population trends, including the U.S. Census Bureau, the Maryland

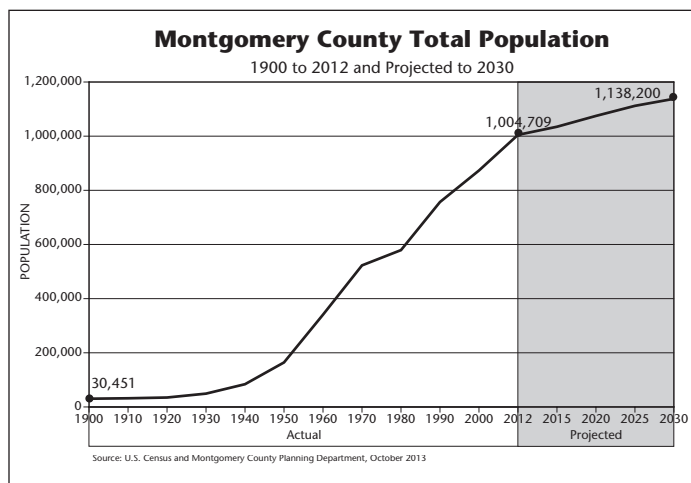
Department of Planning, and the Montgomery County Planning Department. According to the U.S. Census, the total population of Montgomery County increased by 214,750 between 1990, when there were 757,027 people, to 971,777 people in 2010. County population topped one million in 2012. All of the county population growth since 1990 is due to increases in non-White race groups and the Hispanic ethnic group. Since 1990, the White, non-Hispanic population has decreased in the county by 2 percent, while the population of African Americans increased by 75 percent, the population of Asians increased by 118 percent, and the population of Hispanics of any race increased by 197 percent.

A significant share of the population increase in the county is the result of resident births outnumbering deaths by more than 2 to 1. From 2000 through 2012, there were 174,201 births and 71,485 deaths in the county for a net natural increase in population of 102,716 residents. The other major factor in population growth is immigration from outside the United States that has countered the outflow of county population to other places. Between 2000 and 2012, international migration contributed 110,171 residents, while domestic migration resulted in a loss of 68,586 residents. Combined, population migration netted 41,585 more residents between 2000 and 2012. The percent of foreign-born residents in Montgomery County is greater than any other Maryland jurisdiction and second only to Arlington County, Virginia in the Washington metropolitan area. The percent of foreign-born residents in Montgomery County increased from 18.6 percent in 1990 to 32.2 percent in 2010.

Economy

Beginning in the summer of 2007, turmoil in the nation's housing market led to the deepest economic decline since the Great Depression. The burst of the housing "bubble" had devastating implications for banks holding large amounts of mortgage debt. Defaults on mortgages by homeowners who should not have been qualified for loans escalated, which led to a credit crisis that rippled through the economy and led to millions of job losses. The credit crisis and related job losses also led to unprecedented federal involvement to contain the financial meltdown and stimulate the economy. In addition to the banking crisis, huge losses in the stock market resulted in a steep reduction in the value of personal investments and retirement accounts, sharply reducing consumer spending patterns.

The National Bureau of Economic Research, considered the arbiter of recessions, declared the recession that began in December 2007 to be over in June 2009. The depth and length of this recession led many to call it the "Great Recession," and to note that it was the longest economic downturn since the Great Depression. Despite the declaration that the recession ended in 2009, full recovery—especially in terms of employment—is

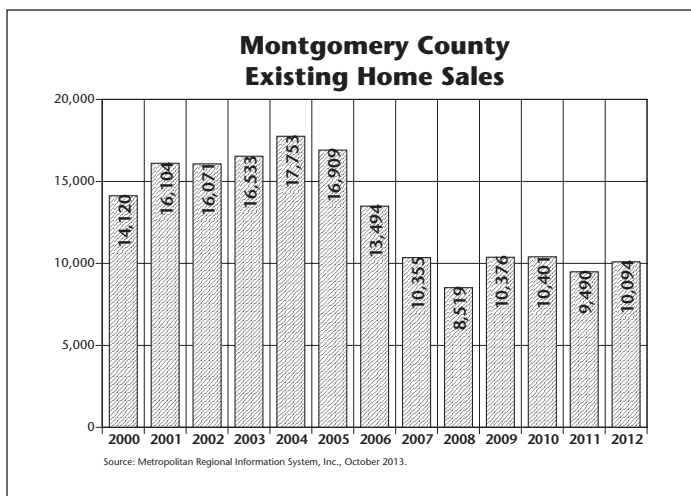
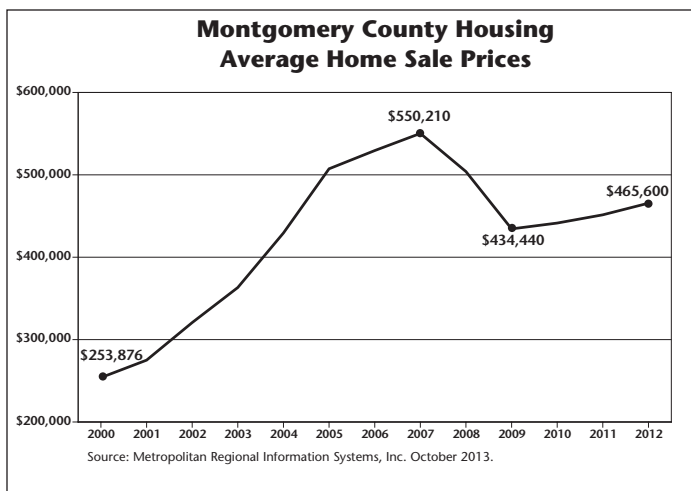


proving to be a slow process. In addition, a great deal of economic uncertainty continues to exist, adding to fears that our country may once again enter recession.

The impact of the recession was less severe in Montgomery County compared to other parts of the country. In July 2013, the Maryland unemployment rate was 7.0 percent and the Montgomery County unemployment rate was 5.3 percent. Although the 5.3 percent unemployment rate in the county is still above the more typical rates of 2.5 to 3.5 percent, signs of recovery have begun in the county. Resident employment in the county declined during the recession, from 503,400 in 2008 to 492,000 in 2009. Since 2009, resident employment has grown to 504,400 in 2012. Recovery in the county housing market, in terms of price and sales activity, also is evident.

Housing

High construction costs, a decreasing supply of residentially zoned land, and a preference for housing as an investment, led to extreme housing value appreciation, beginning in 2004. The Metropolitan Regional Information System, Inc., reports that the average sales price of homes rose from \$253,876 in 2000 to a peak of \$550,210 in 2007. After 2007, a market correction and weakened demand resulted in a drop in the average sales price of housing to \$434,440 in 2009. Since 2009, sales prices have increased gradually and in 2012 the average home sale price was \$465,600. The year 2009 was not only the low point for sales



prices but also was the year with the fewest new residential starts, with only 931 housing units starting construction. Since 2009, the number of housing starts has risen to reach 2,372 in 2012. This figure is still well below previous activity in the new home market. In the early 2000s, 4,000 to 5,000 housing starts per year occurred.

A growing supply of condominiums and apartments are coming on the market. This trend is a response to the high price of single-family units, a reduction in land available for more traditional suburban housing, and the advent of more households without children as baby boomers reach retirement age. Nearly 60 percent of residential starts in 2012 were multi-family units. Many of these projects conserve on land by utilizing structured parking garages, an attribute that increases the cost of the units. The number of students that attend school from these high cost, high-density multi-family communities has been small. Multi-family housing, both rental and condominium, will dominate the new home market for the foreseeable future.

MCPS monitors housing activity in all school service areas through close coordination with the Development Applications and Regulatory Coordination Unit of the Montgomery County Planning Department. Housing plans are factored into school enrollment projections according to building schedules provided by developers. As the economy has improved, demand drives the housing market to renewed growth. Low mortgage interest rates also contribute to renewal of the housing sector. Over the past summer, evidence of a strong housing market was clear. In June 2013, the average number of days a home was on the market before being sold was only 11 days.

Master Plans

Traditional suburban residential development is becoming the exception in the county. Clarksburg is the last large suburban community that will be built in the county. A number of large subdivisions in Clarksburg are well underway, and a new school cluster was formed in 2006 when Clarksburg High School opened to accommodate the new communities.

As the availability of land for residential development decreases, infill and redevelopment will characterize new growth. Higher housing densities than seen in the past are needed to increase the supply of housing in this urbanizing county. Areas of the county that already have seen substantial residential development are being revisited in county and city master plans. A desire to increase housing in these areas is driven by a jobs-to-housing imbalance that is believed to worsen traffic congestion.

Plans for high-density residential projects have been adopted in recent years for Germantown, the Great Seneca Science Corridor, and at the Shady Grove, White Flint, and Wheaton METRO stations. In addition, new plans are being developed, including the Glenmont and White Flint 2 sector plans, the White Oak Science Gateway Master Plan, and the Rockville Pike Corridor Plan. These new plans are expected to include substantial numbers of high density housing units. MCPS participates in county and city land use planning to ensure adequate school sites are identified. (See Appendix P-1 for further information on the role of MCPS in land use plans.)

Subdivision Staging Policy

The Montgomery County Subdivision Staging Policy is the tool the county uses to regulate subdivision approvals 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 in the 25 MCPS school cluster areas. The school test includes capital projects that will open within the Capital Improvements Program (CIP) timeframe. Elementary, middle, and high school capacities are tested separately. For each school level, the total projected enrollment of all schools in the cluster is compared to total school capacity five years in the future. The Subdivision Staging Policy school test is updated annually, using the latest school enrollment projections and capital projects that are funded and add capacity.

The annual school adequacy test has the following two thresholds: Clusters where projected enrollment exceeds capacity—and results in school utilizations between 105 and 120 percent—require a school facility payment in order to obtain building permits; and clusters where projected enrollment exceeds capacity and results in school utilizations exceeding 120 percent are placed in moratorium and no residential subdivisions may be approved. Because school enrollment growth is strong, many clusters exceed the 105 percent threshold for the school facility payment. Eighteen of the 25 MCPS clusters are in this status for FY 2014. No cluster exceeds the 120 percent threshold for moratorium.

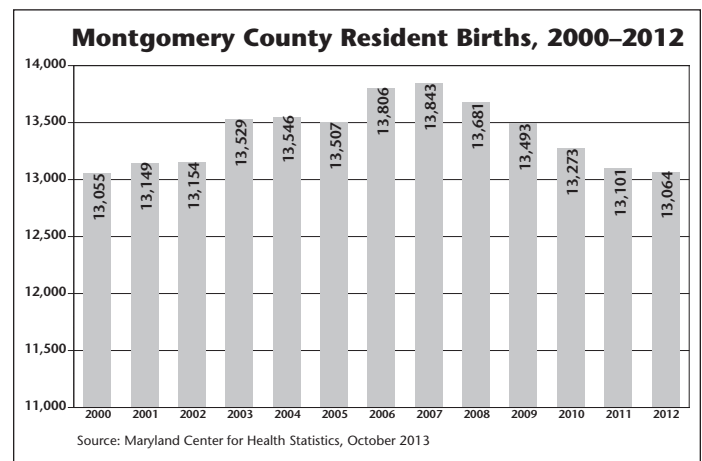
Results of the FY 2014 school test are summarized in the table below. The Bethesda-Chevy Chase Cluster would have exceeded the 120 percent utilization level in the FY 2014 school test, but its high school utilization rate was reduced with the inclusion of a “placeholder” capital project in the adopted CIP. Placeholder CIP projects enable the county to avoid moratoria

in areas where MCPS is in the preliminary stages of planning for additional capacity and will request capital projects in a future CIP.

More detailed cluster tables showing the FY 2014 school test results may be found in Appendix I. Additional information on the role of MCPS in the Subdivision Staging Policy can be found in Appendix P-1.

Student Population Trends

Resident births, migration, and immigration are the basic factors that create enrollment change at MCPS. Regarding births, between 1990 and 1997, a dip in births was followed by steady increases, rising to a peak of 13,843 births in 2007. Since 2007, births have decreased each year, with 13,064 births recorded in 2012. The decrease in county births is consistent with state and national trends of declining births over the past five years. This trend is partly attributed to the Great Recession and its impact on household formation and family planning in difficult economic



Results of Subdivision Staging Policy School Test for FY 2014

Based on County Council Adopted Amended FY 2013–2018 CIP and Cluster Enrollment Forecasts for 2018–2019

See appendix I for more detailed information.

School Test Level	Cluster Outcomes by Level		
	Elementary Inadequate	Middle Inadequate	High Inadequate
Clusters over 105 percent utilization School facility payment required in inadequate clusters to proceed.	Blair Blake Clarksburg Einstein Gaithersburg Magruder Northwood Paint Branch Quince Orchard Rockville Seneca Valley	Blair Walter Johnson Northwest Northwood Rockville Springbrook Wheaton Whitman	Bethesda–Chevy Chase Blair Walter Johnson Richard Montgomery Northwest Northwood Quince Orchard Whitman
Clusters over 120 percent utilization Moratorium required in cluster that are inadequate.	None	None	None

Source: Montgomery County Public Schools, Division of Long-range Planning, October 2013

times. Gradual increases in births are projected, beginning in the next few years. The number of births in 2012 equates to an average of 36 children born per day to Montgomery County mothers. Birth trends have a long-range impact—children born in 2012 will reach elementary school in 2017, middle school in 2023, and high school in 2026.

Records of county resident births show increasing numbers of African American, Asian, and Hispanic births. The share of births to White, non-Hispanic mothers dropped to 36 percent of total county births in 2012. Demographic momentum for further gains in student diversity is building as the median age for the Hispanic, Asian, and African American population is lower than for the White, non-Hispanic population, and household size for these groups exceeds that of White, non-Hispanic households. The growth rate for the Hispanic population exceeds all other groups.

Migration and immigration are driven by the regional economy, housing costs, and international events. All of these factors have a significant degree of volatility and can make movement into and out of MCPS fluctuate from year to year. Records of MCPS student entries and withdrawals show that typically 12,000 to 13,000 new students enter the system each year, while a similar number of students exit the system each year. (These figures do not include students entering kindergarten or students exiting the system at graduation.) In the past five years, entries into MCPS have significantly exceeded withdrawals, resulting in net increases in enrollment.

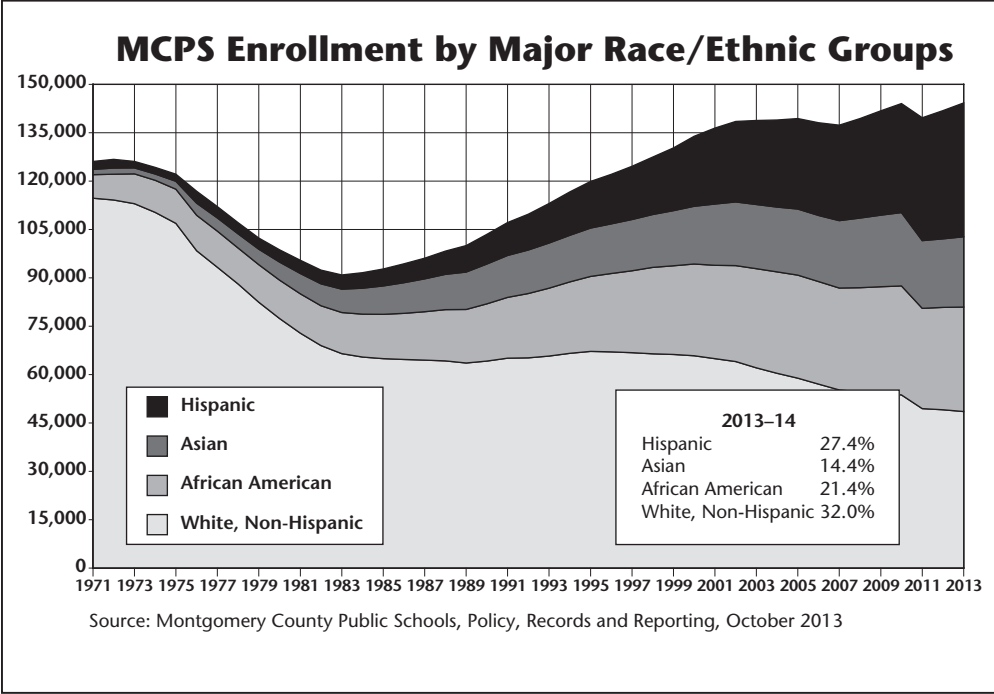
The impact of the Great Recession on the county housing market made it difficult for residents to sell their homes from 2007 through 2011, thereby reducing household mobility. In addition, since most areas of the nation continue to have higher unemployment than the Washington region, movement out of the area for job opportunities (labor mobility) has been

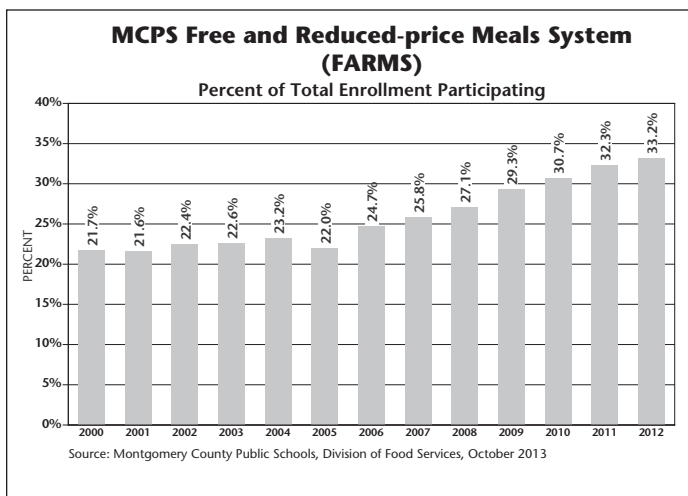
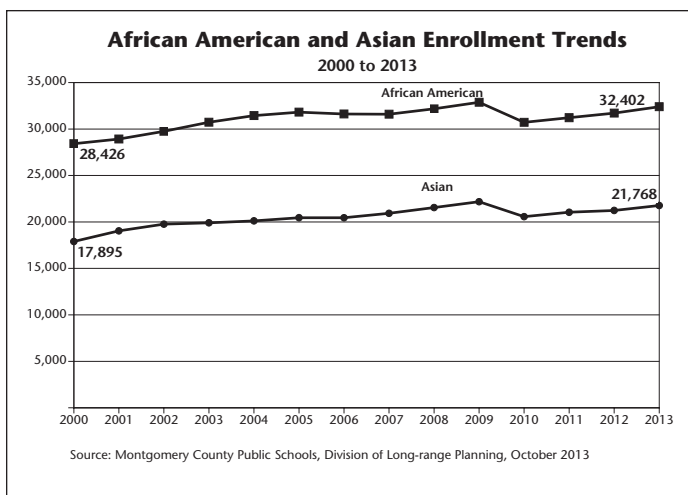
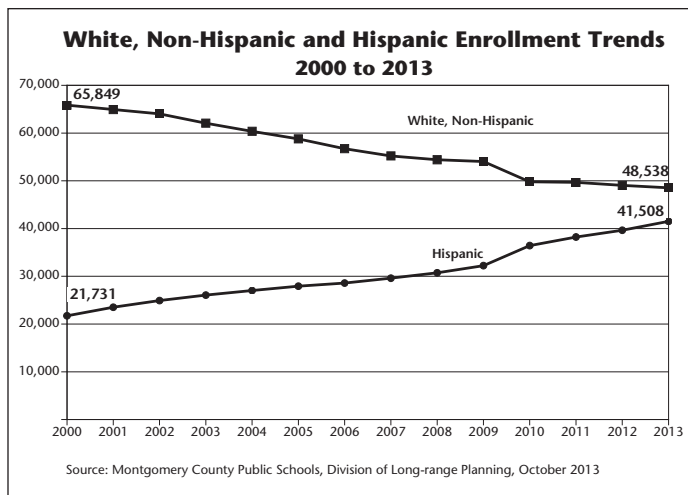
greatly reduced since the Great Recession. Consequently, more households are ‘staying put’ in the county and fewer MCPS students are moving out to other counties and states. Another contributing factor to enrollment change is the increasing share of county students who are enrolled in public schools. In 2012, 85 percent of students enrolled in Montgomery County schools were enrolled in MCPS, while 15 percent of students were enrolled in county nonpublic schools. This enrollment is up from 82 percent in previous years.

Student Diversity

Preliminary MCPS enrollment for the 2013–2014 school year is 151,607 students. Disaggregation of enrollment by race and ethnic groups reveals the importance of diversity to enrollment growth. Since 2000, MCPS enrollment has grown by 17,299 students, a 13 percent increase over the 2000 enrollment of 134,308 students. Over this period, White, non-Hispanic enrollment declined by 17,311 students. The entire enrollment increase, since 2000, is attributed to increases in Asian (+3,873) students, African American (+3,976) students, and Hispanic (+19,777) students. In addition, 7,018 students were recorded this year in the new category of “two or more races.” MCPS enrollment is now 14.4 percent Asian, 21.4 percent African American, 27.4 percent Hispanic, 32.0 percent White, non-Hispanic, ≤5 percent two or more races; ≤5 percent Native Hawaiian/Pacific Islander; and ≤5 percent American Indian/Alaskan Native. The accompanying chart illustrates the trend of increasing student diversity since 1970. This chart shows a virtual wave of demographic change from a school system that was 92 percent White, non-Hispanic in 1970 to a school system where there is no longer a majority race/ethnic group. Only the four major race/ethnic groups are shown in this graph for the purpose of presenting long-term trends.

Also shown on accompanying charts are enrollments in the four major race and ethnic groups from 2000 to 2013. These charts show how the greatest amount of enrollment change has been in White, non-Hispanic and Hispanic enrollment. The trend lines for these two groups are converging. In the case of Asian and African American enrollment, the increases have been more gradual and the trend lines are running in parallel. Not shown in the charts is enrollment in the “two or more races” category since this category was just established in 2010. However, it can be seen in the accompanying charts how the addition of this new category resulted in a dip in enrollment between 2009 and 2010 in White, non-Hispanic, African American, and Asian students as some members of these groups began to identify with the “two or more races”





category. (See Appendices A-3 and A-4 for trends in enrollment by race and ethnic group.)

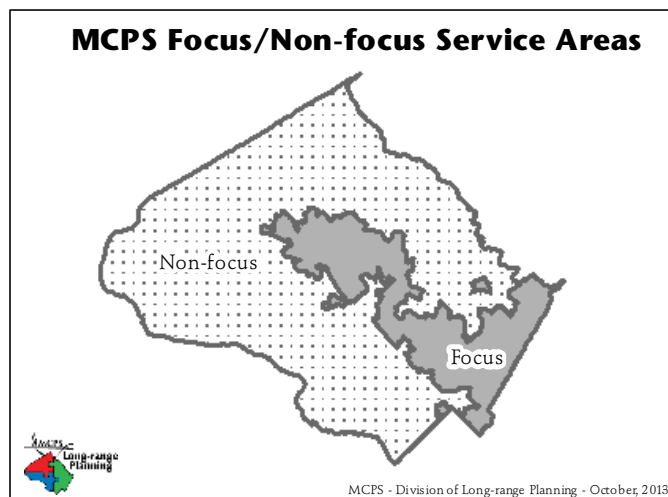
Enrollment increases in MCPS special programs that serve the diverse student body occurred at rates significantly higher than the overall rate of total enrollment. Student participation in the federal Free and Reduced-price Meals System (FARMS) Program is the school system's best measure of student socioeconomic levels. In 2000, 29,196 students (21.7 percent of enrollment)

participated in the program. By 2012, 49,344 students (33.2 percent of enrollment) participated in the program, an increase of 20,148 students. Student enrollment in the English for Speakers of Other Languages (ESOL) Program is a measure of student ethnic and language diversity. In 2000, 10,194 students (7.6 percent of total enrollment) were in this program. By 2012, 20,133 students (13.3 percent of total enrollment) were in this program, an increase of 9,939 students. Students in the ESOL program this year have 158 countries of origin and speak 171 languages. As immigration to the United States has been underway for many years, the share of ESOL students born in the United States has been increasing. These students made up 69 percent of ESOL enrollment in 2012. (Enrollment in FARMS and ESOL are not available for 2013 at time of publication.)

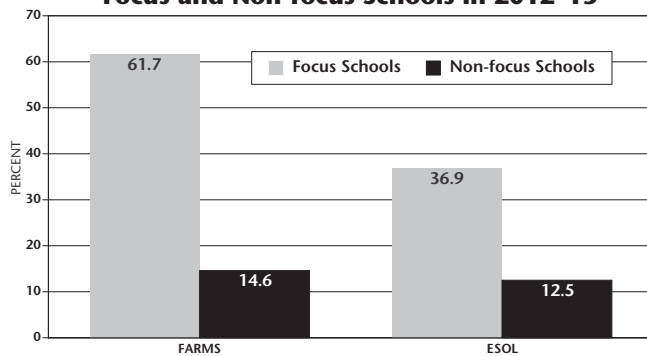
Focus and Non-focus Elementary Schools

The greatest concentration of student race and ethnic diversity and participation in the FARMS and ESOL programs is 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. Affordable communities along these transportation corridors are characterized by apartment communities dating from the 1980s and earlier and neighborhoods with relatively modest townhouses and single-family detached homes. Some of these homes are rented and may be occupied by two or more families who share housing costs. Schools in these areas have reduced class-size in Grades K–2 in order to address student needs and prepare the students for success in later grade levels.

At one time, communities in the “focus” elementary school service areas had little race and ethnic diversity. The wave of immigration over the past three decades has transformed these communities. In these focus school communities, enrollment growth has been driven by turnover of existing housing units. There are currently 67 elementary schools in the focus school

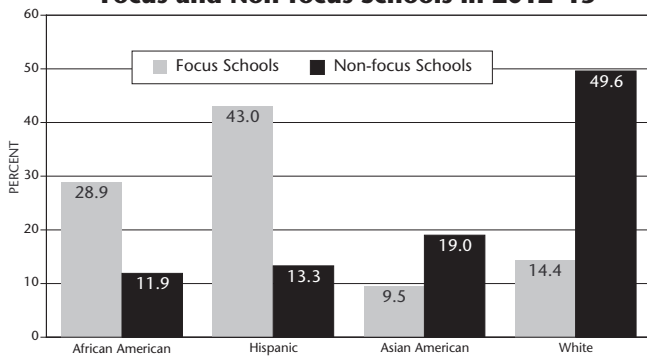


Percent FARMS and ESOL Enrollment at Focus and Non-focus Schools in 2012–13



Source: Montgomery County Public Schools, Division of Long-range Planning, October 2013

Percent Race/Ethnic Enrollment at Focus and Non-focus Schools in 2012–13



Source: Montgomery County Public Schools, Division of Long-range Planning, October 2013

group (including the upper schools in the case of paired schools) and 65 elementary schools in the non-focus group. The 2012 demographic composition of focus and non-focus schools is compared in the accompanying charts. (Enrollment data for these schools is not available for 2013 at time of publication.)

MCPS Enrollment Forecast

The school enrollment forecasts presented in this document are based on county births, aging of the current student population, student migration patterns, and the latest assessment of housing market trends. As county births increased through 2007, more and more kindergarten students entered MCPS. The advent of full-day kindergarten, countywide since 2006, also has been a major factor in elementary school enrollment increases. Due to the decrease in births from 2007 to 2012, elementary enrollment growth will slow in the next few years. However, due to the large elementary enrollment increases in the past six years, MCPS will enter a strong growth phase for secondary school enrollments.

The six-year forecast for Grades K–5 enrollment shows an increase of 1,188 students from the 2013 enrollment of 70,028 students to the projected 2019 enrollment of 71,216 students. The six-year forecast for Grades 6–8 enrollment shows an increase of 5,065 students from the 2013 enrollment of 32,467

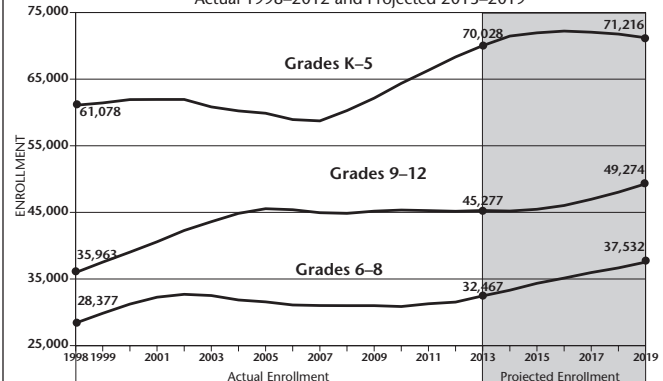
students to the projected 2019 enrollment of 37,532 students. The six-year forecast for Grades 9–12 enrollment shows an increase of 3,997 students from the 2013 enrollment of 45,277 students to the projected 2019 enrollment of 49,274 students. The six-year forecast for total MCPS enrollment shows an increase of 10,648 students from the 2013 enrollment of 151,607 students to the projected 2019 enrollment of 162,255 students. (See appendices A and B for further details on enrollments by grade level and program and Appendix P-2 for a description of the MCPS enrollment forecasting methodology.)

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 births 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 births above 13,000 in recent years. Contributing to enrollment increases is

MCPS Grade Level Enrollment Projections

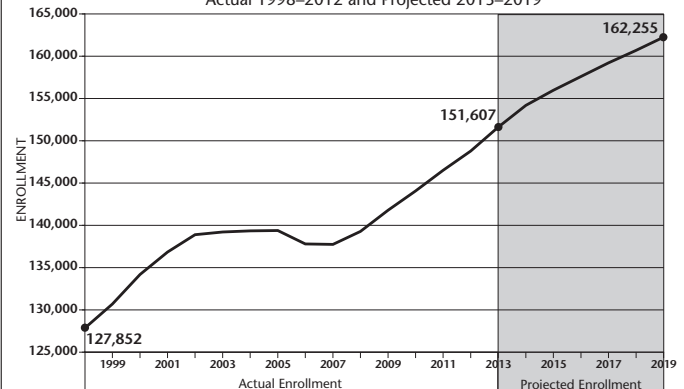
Actual 1998–2012 and Projected 2013–2019



Source: Montgomery County Public Schools, Division of Long-range Planning, October 2013

MCPS Total Enrollment Projection

Actual 1998–2012 and Projected 2013–2019



Source: Montgomery County Public Schools, Division of Long-range Planning, October 2013

the movement of households into the county from other parts of the world and the reduction in out migration of households.

The current era of enrollment increases has already seen enrollment grow by 60,000 students since 1983. Keeping pace with enrollment growth, implementing full-day kindergarten at all elementary schools and accommodating class-size reductions at focus elementary schools have required a major investment in school facilities.

In the 2013–2014 school year, MCPS operates 132 elementary schools, 38 middle schools, 25 high schools, 1 career and technology high school, 5 special program centers, and 1 charter school, for a total of 202 facilities. Since 1983, MCPS has opened 33 elementary schools, 17 middle schools, and 6 high schools (including 13 re-openings of closed schools). During the next six years, additional school capacity will be added through new school openings, revitalization/expansion projects, and classroom additions.

Competing with the need for school capacity is the need to preserve our investment in school facilities through a systematic schedule of school revitalizations/expansions. Since 1983, 61 elementary schools, 12 middle schools, and 12 high schools were revitalized/expanded. The pace of school revitalization/expansion projects limits the school system's ability to keep all schools in good condition. Consequently, the school system now places a greater emphasis on countywide projects to regularly upgrade building systems in aging facilities. Funding for such capital projects as Heating Ventilation and Air Conditioning (HVAC) and Planned Life-cycle Asset Replacement (PLAR) is important to extending the life-cycle of our schools and keeping all schools in good condition. The facility plans and capital projects described in this document enable the school system to add school capacity, systematically revitalize/expand older schools, and maintain all schools in good condition.

Chapter 3

Facility Planning Objectives

The development of the *Superintendent's Recommended FY 2015 Capital Budget and FY 2015–2020 Capital Improvements Program* (CIP) is closely aligned with the school system strategic planning framework—Building Our Future Together. The Framework is built around three competencies—Academic Excellence, Creative Problem Solving, and Social Emotional Learning. These are the competencies that MCPS students will need to compete and thrive in the 21st century. The foundation for the strategic planning framework focuses on organizational effectiveness which states that MCPS will:

- Engage collaboratively and respectfully with all partners, building a self-renewing learning community that reflects our values
- Provide the highest quality business operations and support services that are essential to the educational success of all students
- Organize and optimize resources, including effective use of technology and sustainable practices
- Establish strategic processes for operational excellence, customer service, and shared accountability that support teaching and learning
- Hire for excellence and build capacity of all staff
- Promote effective two-way communication

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 this time of fiscal constraints. The CIP includes funding for capital projects in all priority areas, and represents a balanced approach to addressing the many needs of the school system. Following is a brief description of the type of projects that are included in each priority area:

- Priority #1—Compliance Projects. This includes funding to address mandates, including American with Disabilities Act (ADA), asbestos abatement, fire safety upgrades, stormwater 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, our 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 May 23, 2005, the Board of Education adopted a revision to the *Long-range Educational Facilities Planning Policy* (FAA) in order for it to conform to other Board of Education policies that separate policy requirements from regulations. On March 21, 2006, the superintendent of schools issued Regulation FAA-RA. Since then, there have been two revisions, on October 17, 2006, and on June 8, 2008.

The regulation enables MCPS to conform to the Public School Construction Act of 2004 that changed student-to-classroom ratios used to calculate elementary school capacities by the state. In addition, the regulation reflects student-to-classroom ratios that incorporate the MCPS elementary school class-size reduction initiative at 63 of the 132 elementary schools. Policy FAA and Regulation FAA-RA can be found in Appendix T.

Policy FAA 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 the following: preferred range of enrollment, school capacity calculations, desired facility utilization levels, and school site size. Having the guidelines included 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, prior to the Board of Education acting on the superintendent's CIP recommendations.

Preferred Range of Enrollment: Preferred ranges of enrollment for schools, provided they have program capacity, are:

- Elementary schools—300 to 750 total student enrollment
- Middle schools—600 to 1,200 total student enrollment
- High schools—1,000 to 2,000 total student enrollment
- Special and alternative program centers will differ from the above ranges and generally have lower enrollment

School Capacity Calculations: Program capacity is based on 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 full-day	15:1
Grades 1–2—reduced class size	17:1
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 differs at the middle school level in that the regular classroom capacity of 25 is multiplied by .85 to reflect the optimal utilization of a secondary facility (equivalent to 21.25 students per classroom).

**Program capacity differs at the high school level in that the regular classroom capacity of 25 is multiplied by .9 to reflect the optimal utilization of a secondary facility (equivalent to 22.5 students per classroom).

School Facility Utilization: Elementary, middle, and high schools should operate in an efficient utilization range of 80 to 100 percent of program capacity.

- School Site Size:** Preferred school site sizes are:
- Elementary schools—12 usable acres
 - Middle schools—20 usable acres
 - High schools—30 usable acres

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 new school facilities and revitalization/expansion 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 within each objective. The CIP also incorporates plans to implement the State of Maryland Bridge to Excellence Master Plan requirement to identify programs that allow all eligible children admittance, free of charge, to publicly-funded prekindergarten programs.

Facility Planning Objectives

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, 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 during the past 30 years of steady enrollment growth. With enrollment now increasing rapidly at the secondary schools, the school system will continue to be challenged in providing adequate capacity.

In recent years, several educational program initiatives have required more classroom and support space. These initiatives include the reduction in class sizes in Grades K–2 for the 61 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 have all been 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.

2013–2014 Class Size Reduction Schools

Arcola	S. Christa McAuliffe
Lucy V. Barnsley	Meadow Hall
*Bel Pre/Strathmore	Mill Creek Towne
Broad Acres	*Montgomery Knolls/
Brookhaven	Pine Crest
Brown Station	*New Hampshire
Burnt Mills	Estates/Oak View
Burtonsville	*Roscoe Nix/
Cannon Road	Cresthaven
Clopper Mill	Oakland Terrace
Capt. James E. Daly	William T. Page
Dr. Charles R. Drew	Judith A. Resnik
*East Silver Spring/	Sally K. Ride
Piney Branch	Rock Creek Forest
Fairland	Rock Creek Valley
Flower Hill	Rock View
Fox Chapel	Rolling Terrace
Forest Knolls	Rosemont
Gaithersburg	Sequoyah
Galway	Sargent Shriver
Georgian Forest	Flora M. Singer
Glen Haven	South Lake
Glenallan	Stedwick
Goshen	Strawberry Knoll
Greencastle	Summit Hall
Harmony Hills	*Takoma Park/Piney Branch
Highland	Twinbrook
Highland View	Viers Mill
Jackson Road	Washington Grove
Kemp Mill	Waters Landing
Lake Seneca	Watkins Mill
Maryvale	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 2013–2014 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.) Providing a full-day kindergarten program and 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. In FY 2012, Burtonsville, Lucy V. Barnsley, and Goshen elementary schools became focus schools and received staffing to reduce class sizes. Beall, Sligo Creek, and Woodlin elementary schools lost the focus school status and no longer receive staffing to reduce class sizes.

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 locations are shown in Appendix H.

Signature and Academy Programs

All high schools have developed and implemented signature and/or academy programs. Some of these programs are whole school programs, while others are structured as a school within a school. Signature and academy programs have been developed to raise student achievement by matching programs with student interests. Some signature programs require specialized classrooms or laboratories to support the delivery of the educational program. As high schools are revitalized, specialized spaces for the signature programs are designed as part of the revitalization/expansion project. However, some high schools do not have revitalization/expansion projects scheduled in the next six years and may require facility modifications to accommodate signature or academy programs. Minor modifications that are needed to individual classrooms are completed 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 will enhance student learning through access to online information and through the ability to use the latest instructional software. These technologies also are critical to the reporting required by No Child Left Behind and for implementing state proposed online testing strategies.

OBJECTIVE 2: Meet Long-term and Interim Space Needs

Montgomery County has demonstrated a strong commitment to providing adequate school facilities. Funding capital improvements has been a challenge since 1983 when enrollment began to rise sharply. MCPS enrollment is now 60,600 students greater than it was in 1983, and 33 elementary schools, 17 middle schools, and 6 high schools have been opened in the school system since that time. Numerous additions to existing schools also have been constructed to accommodate the growth in enrollment. This year, MCPS is operating a total of 202 school facilities, including the following: 132 elementary schools, 38 middle schools, and 25 high schools; 1 career and technology center; 5 special education program centers; and 1 charter school.

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 151,607 students. Enrollment is projected to be 162,255 students by 2019. The CIP identifies where space deficits are projected to occur and how the school system proposes to address them. Due to the high level of school utilization throughout the school system, there are very few opportunities to address school space shortages through boundary changes. Therefore, additions to existing schools, the opening of new schools, and the revitalization/expansion of schools are all important strategies to address space needs. For a summary of recommended capital projects, please see the table in Chapter 1, labeled "Superintendent's Recommended FY 2015 Capital Budget and FY 2015–2020 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. For a classroom addition to be considered at an 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. Enrollment at a middle school needs to exceed capacity by six classrooms or more (a minimum of 150 seats) and at a high school by eight classrooms or more (a minimum of 200 seats) in the sixth year of the CIP period, for a classroom addition to be considered. A new elementary school may be considered if the clusterwide deficit of space exceeds 500–600 seats. Deficits close to the size of a new secondary school would support a new middle or high school. As part of the review of space availability, school planners also review the impact of the county Subdivision Staging Policy. Whenever possible, school facility plans attempt to keep a cluster from being placed in a housing moratorium. To address growing enrollment

in the county, funding is recommended in the FY 2015–2020 CIP for six new schools that are listed below:

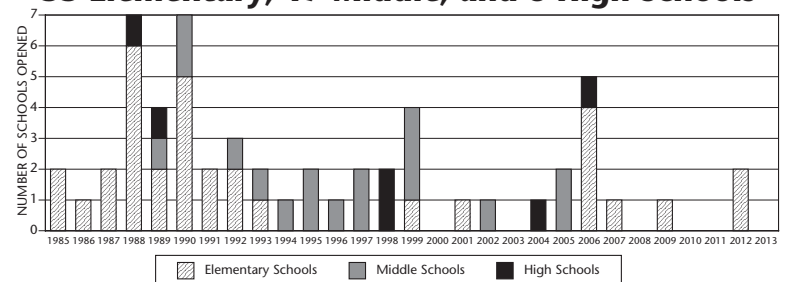
- Bethesda-Chevy Chase Middle School #2 (opens August 2017)
- Clarksburg Cluster Elementary School (Clarksburg Village Site #1) (opens August 2014)
- Clarksburg Cluster Elementary School #8 (TBD)
- Clarksburg/Damascus Middle School (opens August 2016)
- Richard Montgomery Cluster #5 (opens August 2017)
- Northwest Elementary School #8 (opens August 2017)

In addition to new school openings, classroom addition projects are planned to address overutilization at schools. Six classroom addition projects were approved as part of the Amended FY 2013–2018 CIP for completion in the next six years.

Planning and/or construction funds are recommended for 16 new addition projects as part of the FY 2015–2020 CIP. These schools are listed on the table on the previous page, 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 2014 appropriation was approved for facility planning funds to conduct feasibility studies during the 2013–2014 school year for the following schools:

- Broad Acres Elementary School
- Burning Tree Elementary School
- Lake Seneca Elementary School
- South Lake Elementary School
- A. Mario Loiederman Middle School
- Walt Whitman High School

New and Reopened Schools by Type 1985 to 2013 33 Elementary, 17 Middle, and 6 High Schools



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

Source: Montgomery County Public Schools, Division of Long-range Planning October 2013.

An FY 2015 appropriation for facility planning funds is recommended to conduct new feasibility studies during the 2014–2015 school year for the following schools:

- Col. E. Brooke Lee Middle School
- Neelsville Middle School
- Parkland Middle School
- Silver Spring International Middle School
- Takoma Park Middle School
- Walter Johnson High School

Some schools that are scheduled for revitalization/expansion projects also may have increases in capacity as part of the project to accommodate growing enrollment. The table on the next page lists the schools that will have revitalization/expansion projects complete in the six-year CIP period and the number of rooms being added as part of the revitalization/expansion projects.

Two comprehensive capacity studies are recommended in the Downcounty Consortium and Gaithersburg Cluster to address the overutilization of elementary schools. A comprehensive capacity study is recommended for the lower portion of the Downcounty Consortium to address enrollment growth in this area. The comprehensive capacity study for this area will be conducted during the 2013–2014 school year. This capacity study will include the following schools: East Silver Spring, Forest Knolls, Highland View, Rolling Terrace, Sligo Creek, and Woodlin elementary schools. A detailed description of the purpose and process for the comprehensive study is included in Supplement A to the CIP at the following link: http://www.montgomeryschoolsmd.org/departments/planning/CIPMaster_Current2.shtml

A comprehensive capacity study is recommended for the Gaithersburg Cluster to address enrollment growth in this cluster. The comprehensive capacity study will be conducted during the 2013–2014 school year. This capacity study will include all the elementary schools in the cluster. A detailed description of the purpose and process for the comprehensive study is included in Supplement B to the CIP at the following link: http://www.montgomeryschoolsmd.org/departments/planning/CIPMaster_Current2.shtml

Number of Additional Rooms Planned—Addition Projects

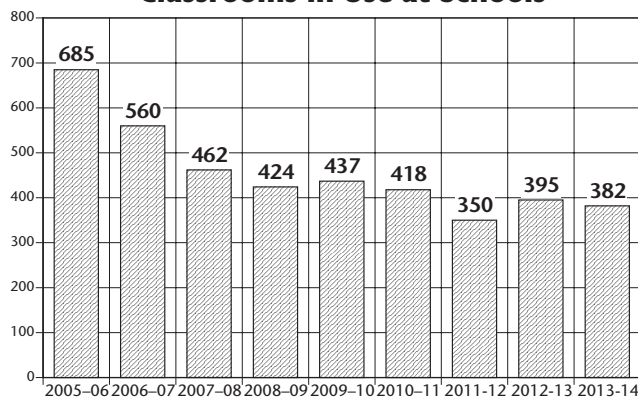
School	Number of Rooms Planned*	Completion Date
Waters Landing ES	11	8/14
Clarksburg HS	18	8/15
Arcola ES	6	8/15
Bethesda ES	8	8/15
North Chevy Chase ES	6	8/15
Rosemary Hills ES	7	8/15
Julius West MS	18	8/16
Wood Acres ES	8	8/16
Lucy Barnsley ES	11	8/17
Bethesda Chevy Chase HS	33	8/17
North Bethesda MS	17	8/17
Diamond ES	7	8/17
Kensington Parkwood ES	14	8/17
Brookhaven ES	8	8/18
Glen Haven ES	4	8/18
Highland ES	7	8/18
Kemp Mill ES	10	8/18
Shriver ES	3	8/18
Burtonsville ES	9	8/19
Ashburton ES	9	8/19
Judith Resnik ES	9	8/19
S. Christa McAuliffe ES	12	8/19

*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 school that are not counted in the capacity—art, music, dual purpose room, and the computer laboratory.

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 relocatables declined between 2005 and 2008 as enrollment plateaued and capacity projects opened. However, with enrollment increasing again, the number of relocatables is expected to increase in the future. In the 2013–2014 school year, about 8,800 students attended class in 382 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.

Number of Relocatable Classrooms in Use at Schools



Source: Montgomery County Public Schools, Division of Long-range Planning, October 2013.

Number of Additional Rooms Planned— Revitalization/Expansion Projects

School	Number of Rooms Planned	Completion Date
Bel Pre ES	12	8/14
Candlewood ES	6	1/15
Rock Creek Forest ES	16	1/15
Wheaton HS	15	8/15
Brown Station ES	11	8/17
Wheaton Woods ES	17	8/17
Seneca Valley HS	18	8/18
Luxmanor ES	10	1/19
Maryvale ES	7	1/19
Potomac ES	6	1/19

Non-Capital Actions

A boundary study convened in spring 2013 to determine the service area for the new Clarksburg Cluster Elementary School (Clarksburg Village Site #1). Representatives from Cedar Grove and Little Bennett elementary schools participated in the boundary advisory committee. The superintendent of schools released his recommendation on October 15, 2013, with Board of Education action scheduled for November 18, 2013. The superintendent's recommendation is posted on the MCPS website at the following link: http://www.montgomeryschoolsmd.org/departments/planning/CommunityInfo_Boundary2.shtml

A Roundtable Discussion Group convened in spring 2013 to review the demographic, facility, and enrollment impact of the possible unpairing of New Hampshire Estates and Oak View elementary schools. Representatives from the New Hampshire Estates and Oak View elementary schools Parent Teacher Association and a representative from the PreK-5 Neighborhood School Initiative served on the Roundtable Discussion Group. The superintendent of schools released his recommendation on October 15, 2013, with Board of Education action scheduled for November 18, 2013. The superintendent's recommendation is posted on the MCPS website at the following link: http://www.montgomeryschoolsmd.org/departments/planning/CommunityInfo_Roundtable.shtml

An abbreviated boundary study is recommended for winter 2013–2014 to consider the reassignment of the Walter Reed National Military Medical Center from its current assignment of Rosemary Hills Elementary School for Grades K–2 and North Chevy Chase Elementary School for Grades 3–6, to Bethesda Elementary School for Grades K–5. Representatives from Bethesda, North Chevy Chase, and Rosemary Hills elementary schools and from the Medical Center, will participate on the boundary advisory committee. The abbreviated boundary study will take place in winter 2013–2014 with Board of Education action scheduled in spring 2014.

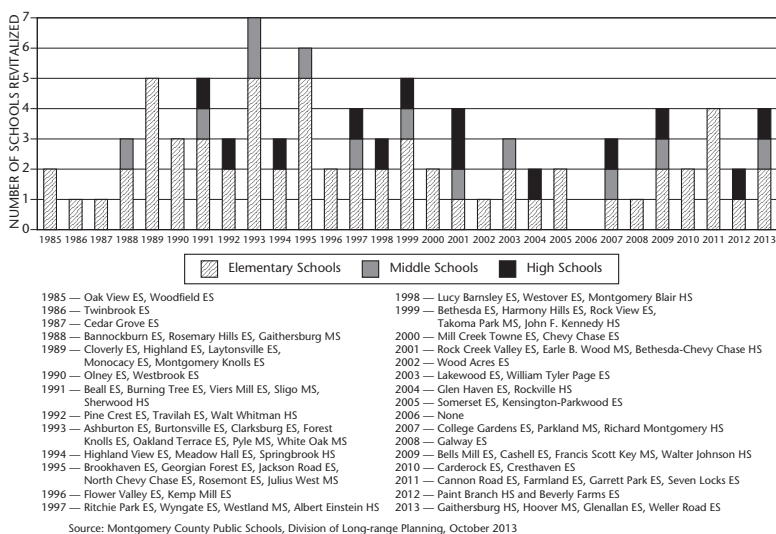
OBJECTIVE 3: Sustaining and Revitalizing Facilities

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 have 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 to sustain all schools in good condition, the Board of Education recently

School Revitalized/Expanded by Type, 1985 to 2013 60 Elementary, 12 Middle, and 12 High Schools



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 V. The updated Policy FKB enacts a long-term view for sustaining MCPS facilities until the point where full revitalization/expansion is necessary. The greater emphasis to maintain schools in good condition addresses concerns over the length of time it takes before schools are revitalized/expanded. Although a large number of schools have been revitalized since 1985—63 elementary schools, 13 middle schools, and 13 high schools—the availability of funds and the limited number of holding centers constrains the pace of revitalization/expansion projects. At the current rate, revitalization/expansions of elementary schools occur on a 65-year cycle, middle schools occur on a 76-year cycle, and high schools occur on a 50-year cycle. 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 schools for revitalization/expansion 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 were rank ordered after the assessment. Because the original list of elementary schools in the queue for revitalization/expansion is almost complete—with the last three elementary schools in the queue scheduled for completion in January 2018—it was necessary to prepare for the assessment of additional schools that are

aging and in need of revitalization/expansion. Therefore, the FACT methodology used to assess schools was updated in 2010–2011 to reflect current educational program and school design and code standards. The updated FACT methodology describes the criteria used to assess the condition of schools, measures for each criterion, and relative weights to apply to 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. Appendix F includes the scores and rankings. Schools with planning or construction funds in the six-year CIP period appear in Appendix E with a completion date.

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 and ends when a school's revitalization/expansion begins. Funding for maintenance activities is found in both the capital and operating budgets. The trend for the past five years has been a level of funding effort in both budgets for building maintenance and systemic renovations. Understanding the full cost of building maintenance is critical to develop a balance between the comprehensive maintenance plan and a revitalization/expansion schedule that reflects the school system's priorities.

Proposed Holding Facility Schedule

Holding Facility	SY 13–14	SY 14–15	SY 15–16	SY 16–17	SY 17–18	SY 18–19	SY 19–20
ELEMENTARY SCHOOLS							
Emory Grove Center	Candlewood		Brown Station				DuFief
Fairland Center							Stonegate
Grosvenor Center			Wayside		Luxmanor		Cold Spring
North Lake Center	Bel Pre		Wheaton Woods		Maryvale		Belmont
Radnor Center	Rock Creek Forest	Wood Acres			Potomac		
MIDDLE SCHOOLS							
Tilden Center			William H. Farquhar *				To Be Revitalized

* In the event that the "land swap" option is not supported, the relocation of William H. Farquhar Middle School to the Tilden Holding Center during the school's revitalization/expansion project is the back-up plan.

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 work with 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.

Planned Life-cycle Asset Replacement (PLAR) and other countywide projects that focus on roof and mechanical system rehabilitation are essential to the long-term protection of the county's capital investment in schools. Because the projects for revitalizing older schools must compete for funding with projects for building new schools, maintenance and rehabilitation projects for schools and relocatable classrooms take on even greater importance. A list of projects that were completed during summer 2013 can be found in Appendix R.

The Indoor Air Quality (IAQ) Project funds mechanical retrofits and building modifications to address indoor air quality projects in MCPS schools. An amendment to the FY 2000 Capital Budget created this project and funds improvements, such as major mechanical corrections, carpet removal, floor tile replacement, and minor mechanical retrofits. MCPS staff is required to report periodically to the County Council's Education Committee on the status of this project.

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, is the first public school in Maryland to be "gold" certified under the LEED rating system for green buildings. As the technologies utilized at Great Seneca Creek Elementary School prove themselves reliable and effective, these technologies have

been incorporated in the design guidelines for future schools. Beginning in FY 2007, all new schools and revitalization/expansion in design development are designed to achieve a LEED for Schools "silver" certification. The following schools have earned LEED for Schools "gold" certification: Cabin John and Francis Scott Key middle schools, and Carderock Springs, Cannon Road, Cashell, Cresthaven, Farmland, William B. Gibbs, Seven Locks, and Flora M. Singer elementary schools. Smaller green technology and conservation pilots have been introduced at several schools to provide a healthy and effective learning environment for students and staff.

The FY 2015–2020 CIP includes funding to implement initiatives in the School Security Program that will enhance the comprehensive security program already in place. The initiative includes: design and installation of Closed Circuit Television (CCTV) camera systems in all middle schools; the replacement of existing outdated analog CCTV camera systems in all high schools; the installation of a visitor management system in all schools; and the installation of a visitor access system at all elementary schools.

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 are included in the DHHS CIP to construct childcare classrooms at Bel Pre, Brown Station, and Wheaton Woods elementary schools.

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 to construct a Linkages to Learning suite at Maryvale Elementary School. Funding was approved in the FY 2014 DHHS Operating Budget to open Linkages to Learning centers at Arcola and Georgian Forest elementary schools.

Since fall 1997, Linkages to Learning/School-based Health Centers (SBHC) at Broad Acres and Harmony Hills elementary schools have been providing enhanced health resources to students and their families. As part of the Harmony Hills Elementary School revitalization/expansion in 1999, space was designed to accommodate the Linkages to Learning and the School-based Health Center. 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. School-based health centers opened at Gaithersburg Elementary School during the 2005–2006 school year, at Summit Hall Elementary School in August 2008, and at New Hampshire Estates Elementary School in August 2009. Funding was approved in the DHHS Capital Improvements Program to plan and construct additional SBHCs at Rolling Terrace Elementary School in August 2011 and Highland Elementary School in August 2012. Planning and construction funds also were approved to construct a SBHC as part of the Viers Mill Elementary School addition project and the Weller Road Elementary School revitalization/expansion. Both of these projects opened in August 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, Northwood High School was the first school to receive a School-based Wellness Center in August 2007. School-based Wellness Centers opened in August 2013 at Gaithersburg and Watkins Mill high schools. Funding is included in the DHHS CIP to open a School-based Wellness Center in August 2015 at Wheaton High School. MCPS and DHHS staffs work collaboratively to develop the design for the wellness centers.

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 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.

In the coming year, MCPS will participate in an interagency study that will inventory county land that is available for public facilities and identify opportunities for collocation of compatible types of facilities. This study, known as the “Future Public Facilities Infrastructure Study” comes at a time when land to site public facilities is becoming more scarce and more efficient use of sites is necessary.

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 2015 proposed target requires 63.11 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 non-disabled.

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. Sixty-six elementary schools are designated as Home School Model Schools for the 2013–2014 school year.
- Learning and Academic Disabilities (LAD) Services and transition services are provided in all secondary schools.

- Special education services are cluster and quad-cluster-based for elementary students who are recommended for LAD Services.
- 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
 - Emotional Disabilities Cluster Services
 - Gifted and Talented/Learning Disabled Program
 - Infants and Toddlers
 - Learning for Independence (LFI) Program
 - Preschool Education Program (PEP)
 - Prekindergarten Language Classes
 - School/Community-based (SCB) Program
 - Special Education Centers of Longview and Stephen Knolls
 - Special education services are county-based for students in need of the following programs:
 - Carl Sandburg Learning Center
 - Deaf and Hard-of-Hearing Services
 - Preschool Vision Class
 - John L. Gildner Regional Institute for Children and Adolescents (RJCA)
 - Rock Terrace School
 - Extensions Secondary Physical Disabilities Services

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 five centers being located in 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 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) are collaborating to collocate general and special education preschool classes to provide additional LRE opportunities to prekindergarten students. MCPS also has embarked on the task to expand community-based partnerships to promote inclusive opportunities for prekindergarten students. DFM and OSSI are closely involved with DSES in this process.

Chapter 4

Recommended Actions and Planning Issues

Chapter 4 is organized alphabetically by high school cluster and consortia. Each section includes a map of the cluster service areas and tables containing enrollment, demographic, program capacity, and facilities information for individual schools. Capital projects recommended for the FY 2015 Capital Budget and FY 2015–2020 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.

All schools are evaluated based on existing and planned program capacity. School system enrollment continues to grow. Over the next six years, enrollment is projected to increase by about 11,000 students. Although temporary overutilization of facilities can be accommodated with relocatable classrooms, long-term overutilization will require additional capacity to both elementary and secondary schools through classroom additions, revitalization/expansion projects, and new or re-opened facilities. This year, MCPS houses about 8800 students in 382 relocatable classrooms.

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. All clusters

may not 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 2014 appropriation approved in the Amended FY 2013–2018 CIP.
- “Deferred”—Funds have been deferred for a future 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 FY 2015 for a feasibility study.
- “Recommended”—Project has an FY 2015 appropriation recommended in the FY 2015–2020 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 2023 and 2028 at the secondary level. Space availability is shown with recommended CIP actions. This table also has a “comments”

AAC—Augmentative and Alternative Communication

Add.—Addition

AUT—Autism Spectrum Disorders

BRIDGE—Bridge services

Cap.—Capacity

Comp.—Complete

CSR—Class size reduction

DCC—Downcounty Consortium

DHOH—Deaf and Hard of Hearing

ED—Emotional Disability Program

ELC—Elementary Learning Center

ESOL—English for Speakers of Other Languages

Fac.—Facility

FDK—Full-day Kindergarten program

HS—Head Start

Improve.—Improvements

LAD—Learning and Academic Disabilities

LANG—Speech/Language Disabilities

LD/GT—Learning Disabled/Gifted and Talented

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

Plng.—Planning

Pre-K—# of sessions of prekindergarten

Pre-K Lang—Preschool speech/language disabilities 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

SLC—Secondary Learning Center

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

TBD—To be determined

VIS—Preschool or secondary Vision Impairment

section that contains a brief explanation of program or facility changes that will impact 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, 2013–2014,” shows the racial and ethnic group composition percentages for the 2013–2014 school year, and the student participation in the Free and Reduced-price Meals System (FARMS) Program, and the percentage of English for Speakers

of Other Languages (ESOL) for each school for the 2012–2013 school year. This table also displays the Mobility Rate (the number of entries and withdrawals during the 2012–2013 school year as compared to total enrollment) for the 2012–2013 school year. The “Capacity Table (School Year 2013–2014)” reflects detailed program capacity information for each school, along with special education program information. The final table, titled “Facilities Characteristics of Schools 2013–2014,” shows facility information for each school.

Clusters for 2013–2014 School Year

BETHESDA-CHEVY CHASE CLUSTER

Bethesda-Chevy Chase HS (9–12)
Westland MS (6–8)
Bethesda ES (K–5)*
(full Westland MS articulation beginning 2013-2014)
Chevy Chase ES (3–6)
North Chevy Chase ES (3–6)
Rock Creek Forest ES (K–5)
Rosemary Hills ES (pre-K–2)*
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) (shared with Damascus Cluster)*
Cedar Grove ES (K–5)*
Clarksburg ES (K–5)
William B. Gibbs, Jr. ES (pre-K–5)
Little Bennett ES (K–5)

DAMASCUS CLUSTER

Damascus HS (9–12)
John T. Baker MS (6–8)
Clearspring ES (HS–5)
Damascus ES (K–5)
Laytonsville ES (K–5)*
Lois P. Rockwell ES (K–5)
Woodfield ES (K–5)
Rocky Hill MS (6–8) (shared with Clarksburg Cluster)*
Cedar Grove 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)*
(Newport Mill MS articulation beginning 2014-2015)
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)
Highland ES (HS and pre-K–5) *
Oakland Terrace ES (pre-K–5)*
(Newport Mill MS articulation beginning 2014-2015)
Flora M. Singer ES (pre-K–5, beginning 2013–2014)
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)
Laytonsville ES (K–5)*
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)
Twinbrook ES (HS and pre-K–5)

Clusters for 2013–2014 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)
 Broad Acres ES (HS and pre-K–5)
 Jackson Road ES (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)*
 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 (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)
 Bethesda ES (K–5)*
 (Westland MS articulation beginning 2013-2014)
 Bradley Hills ES (K–5)
 Burning Tree ES (K–5)
 Carderock Springs ES (K–5)
 Wood Acres ES (K–5)

THOMAS S. WOOTTON CLUSTER

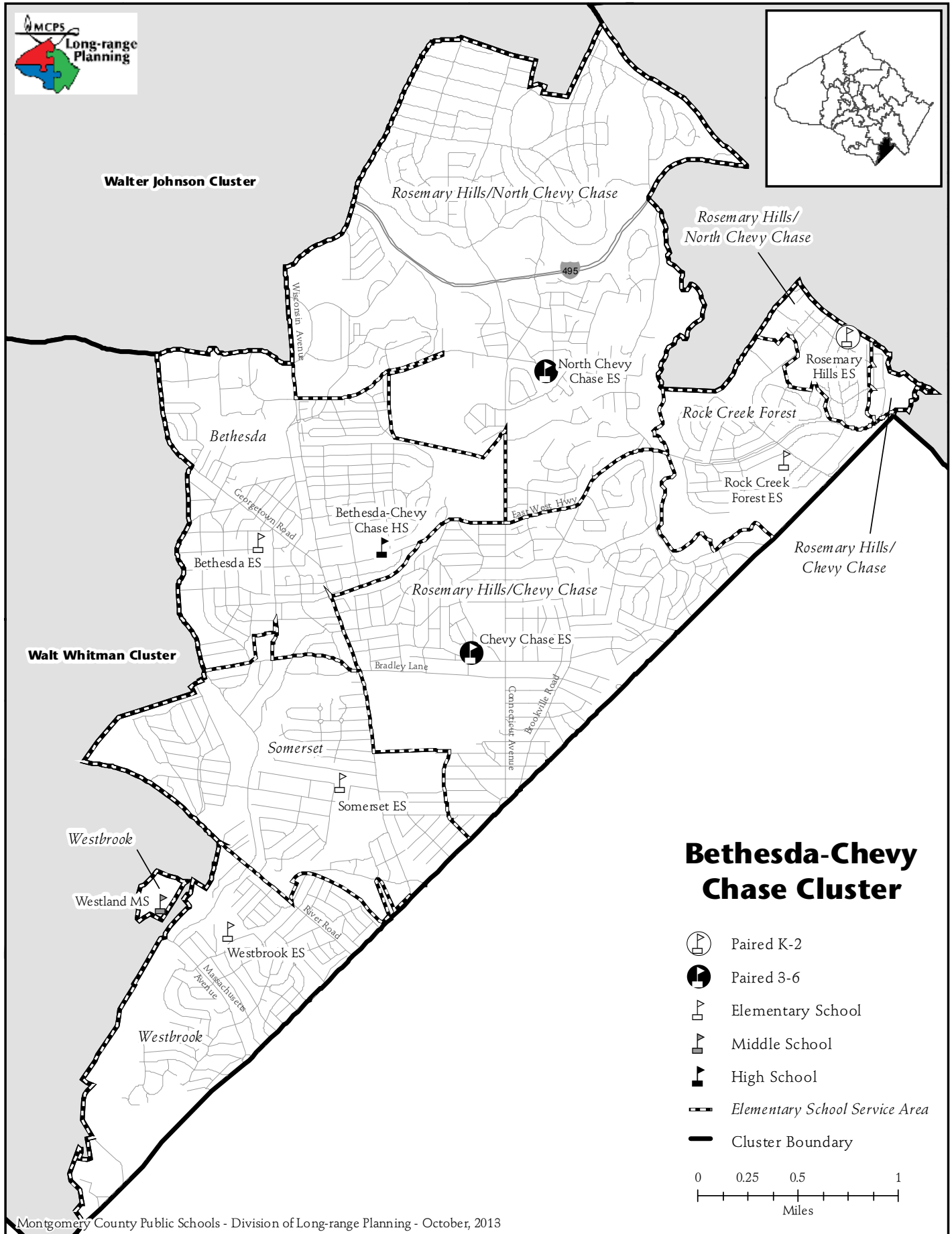
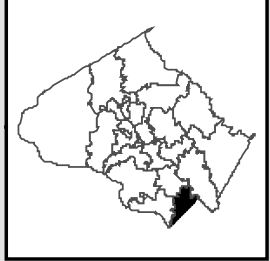
Thomas S. Wootton HS (9–12)
 Cabin John MS (6–8) (shared with Churchill Cluster)*
 Cold Spring ES (K–5)
 Stone Mill ES (K–5)
 Robert Frost MS (6–8)
 DuFief ES (K–5)
 Fallsmead ES (K–5)
 Lakewood ES (K–5)
 Travilah ES (K–5)

Other Educational Facilities

Additionally, Montgomery County Public Schools operates the following facilities:

Thomas Edison High School of Technology
 Blair G. Ewing Center
 Stephen Knolls Center
 Longview Center
 RICA—Regional Institute for Children and Adolescents
 Rock Terrace Center
 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.



CLUSTER PLANNING ISSUES

The Bethesda-Chevy Chase Cluster includes the recently 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 go 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.

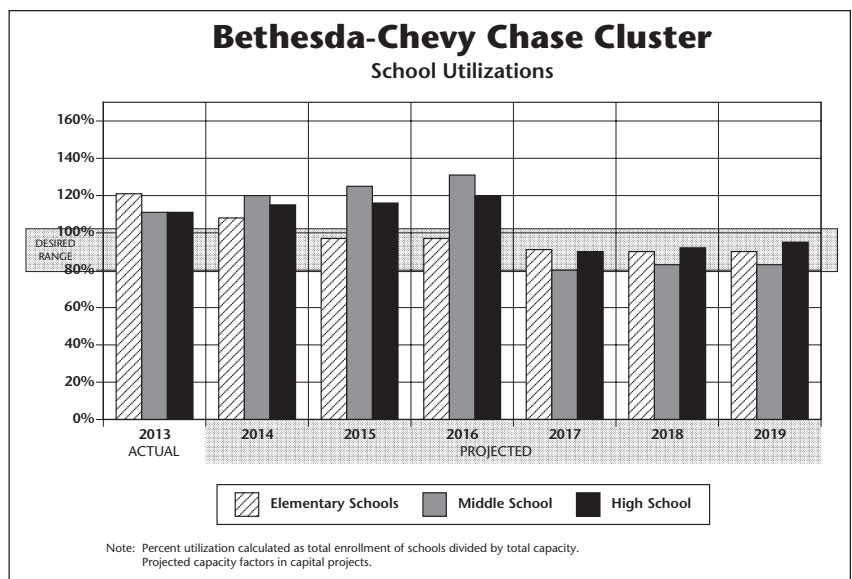
Student enrollment at all the schools in the Bethesda-Chevy Chase Cluster has increased dramatically over the past few years. To address the overutilization at the schools, capital projects were approved as part of the Amended FY 2011–2016 CIP and FY 2013–2018 CIP, and several planning activities occurred over the past several years to develop long-range plans for schools in this cluster. The approved capital projects include the following:

- An addition that opened at Somerset Elementary School during the 2010–2011 school year;
- An addition that opened at Westbrook Elementary School in August 2013;
- An addition at Bethesda Elementary School scheduled to open in August 2015;
- An addition at North Chevy Chase Elementary School scheduled to open in August 2015;
- A revitalization/expansion project at Rock Creek Forest Elementary School (with increased capacity) scheduled to open in January 2015; and
- An addition at Rosemary Hills Elementary School scheduled to open in August 2015.

A summary of other planning actions and activities for other Bethesda-Chevy Chase Cluster schools include the following:

- In March 2010, the Board of Education adopted a boundary change between Bethesda and Bradley Hills elementary schools to address the overutilization at Bethesda Elementary School. In August 2013, the western portion of the Bethesda Elementary School service area (that articulates to the Walt Whitman Cluster secondary schools) was reassigned to Bradley Hills Elementary School. A classroom addition opened at Bradley Hills Elementary School that provided sufficient capacity for the expansion of the school's service area.
- In November 2011, the Board of Education adopted the following boundary changes that were implemented in August 2013:
 - The East Bethesda community was reassigned from Rosemary Hills Elementary School to Bethesda Elementary School for Grades K–2, with continuance at this school through Grade 5.

- The Paddington Square Apartments community and the area occupied by the Walter Reed National Military Medical Center were reassigned from Bethesda Elementary School to North Chevy Chase Elementary School for Grades 3–6 (and when reorganization occurs in August 2017, for Grades 3–5). Both of these areas remained assigned to Rosemary Hills Elementary School for Grades K–2.
- The portion of the Summit Hills Apartments community with addresses 1703 and 1705 East West Highway was reassigned from North Chevy Chase Elementary School to Chevy Chase Elementary School for Grades 3–6 (and when reorganization occurs in August 2017, for Grades 3–5).
- The Board of Education action is available at the following link: http://www.montgomeryschoolsmd.org/departments/planning/pdf/BCC_Greensheet_111711.pdf
- A new middle school is needed in the Bethesda-Chevy Chase Cluster to address Grades 6–8 enrollment growth in the cluster and allow the Grade 6 students currently enrolled at Chevy Chase and North Chevy Chase elementary schools to be reassigned to the middle school level. In addition, the reorganization of these two elementary schools, from Grades 3–6 to Grades 3–5, will help relieve some of the projected overutilization at these schools when the new middle school opens. A feasibility study for the new middle school, to be located at the Rock Creek Hills Local Park site, was conducted in summer 2011. An FY 2015 appropriation for planning funds is recommended to construct Bethesda-Chevy Chase Middle School #2 for completion in August 2017.
- An abbreviated boundary study is recommended for winter 2013–2014 to consider the reassignment of the Walter Reed National Military Medical Center from its current assignment of Rosemary Hills Elementary School for Grades K–2 and North Chevy Chase Elementary



School for Grades 3–6, to Bethesda Elementary School for Grades K-5. Officials at the Medical Center have expressed concern over the recently adopted school assignments. They report that families who temporarily reside at the Medical Center have enrolled their children in Bethesda Elementary School attendance for many years and disrupting this assignment would present a hardship for these families. This year families with elementary school students residing at the Medical Center were granted Change of School Assignments to Bethesda Elementary School. This provided the opportunity to review the school assignment for the Medical Center this year, without disrupting students enrolled at Bethesda Elementary School. Following the abbreviated boundary review, the superintendent's recommendation would be provided for Board of Education action in spring 2014.

SCHOOLS

Bethesda Chevy Chase High School

Capital Project: Enrollment increases at the cluster elementary schools and at Westland Middle School have reached the high school level. Bethesda-Chevy Chase High School is projected to exceed capacity by over almost 600 students by the end of the six-year CIP planning period. An FY 2015 appropriation for planning funds is recommended to begin the architectural design for a classroom addition at Bethesda-Chevy Chase High School. The scheduled completion date for this project is August 2017. In order for this project to be completed on schedule, county and state funding must be provided at levels recommended in this CIP.

Bethesda Chevy Chase Middle School #2 (B-CC MS #2)

Capital Project: Enrollment increases at Westland Middle School, and the plan to reassign Grade 6 students from Chevy Chase and North Chevy Chase elementary schools to the middle school level, will result in a total cluster middle school enrollment of almost 1,700 students. Because the projected enrollment would far exceed the current capacity of Westland Middle School, Bethesda-Chevy Chase Middle School #2 is needed in the cluster to accommodate the projected enrollment. An FY 2016 appropriation will be recommended to construct the new school. The scheduled completion date for the new school is August 2017. In order for this project to be completed on schedule, county and state funding must be provided at levels recommended in this CIP.

Westland Middle School

Planning Issue: Although a six-classroom addition opened in the 2009–2010 school year to accommodate the overutilization at Westland Middle School, enrollment continues to increase beyond the capacity of the school. The opening of Bethesda-Chevy Chase Middle School #2 will address the overutilization of Westland Middle School. Relocatable classrooms will be utilized until the new school opens.

Bethesda Elementary School

Non-capital Solution: In March 2010, the Board of Education approved the reassignment of the western portion of the Bethesda Elementary School service area (the area that articulates to Whitman Cluster secondary schools) to Bradley Hills Elementary School, beginning in August 2013.

In November 2011, the Board of Education adopted boundary changes for Bethesda, Chevy Chase, North Chevy Chase, and Rosemary Hills elementary schools. The Board of Education action is available at the following link: http://www.montgomeryschoolsmd.org/departments/planning/pdf/BCC_Green-sheet_111711.pdf

Capital Project: Enrollment projections that incorporate approved boundary changes indicate that enrollment at Bethesda Elementary School will exceed capacity by 92 seats or more throughout the six-year CIP planning period. An FY 2014 appropriation for construction funds was approved to construct the classroom addition. The scheduled completion date for the addition is August 2015. Relocatable classrooms will be utilized until the addition is completed.

Chevy Chase Elementary School

Non-capital Solution: In November 2010, the Board of Education approved a plan to construct a new middle school in the Bethesda-Chevy Chase Cluster and reassign Grade 6 students from Chevy Chase and North Chevy Chase elementary schools to the middle school level when Bethesda-Chevy Chase Middle School #2 opens in August 2017.

In November 2011, the Board of Education adopted boundary changes for Bethesda, Chevy Chase, North Chevy Chase, and Rosemary Hills elementary schools. The Board of Education action is available at the following link: http://www.montgomeryschoolsmd.org/departments/planning/pdf/BCC_Green-sheet_111711.pdf

North Chevy Chase Elementary School

Non-capital Solution: In November 2010, the Board of Education approved a plan to construct a new middle school in the Bethesda-Chevy Chase Cluster and reassign Grade 6 students from Chevy Chase and North Chevy Chase elementary schools to the middle school level when Bethesda-Chevy Chase Middle School #2 opens in August 2017.

In November 2011, the Board of Education adopted boundary changes for Bethesda, Chevy Chase, North Chevy Chase, and Rosemary Hills elementary schools. The Board of Education action is available at the following link: http://www.montgomeryschoolsmd.org/departments/planning/pdf/BCC_Green-sheet_111711.pdf

Capital Project: Projections that incorporate approved boundary changes indicate enrollment at North Chevy Chase Elementary School will exceed capacity by four or more classrooms throughout the six-year CIP period. The reassignment of Grade 6 students out of North Chevy Chase Elementary

School will relieve some, but not all, of the projected space deficit. An FY 2014 appropriation for construction funds was approved to construct the classroom addition. The scheduled completion date for the addition is August 2015. Relocatable classrooms will be utilized until the addition is completed.

Rock Creek Forest Elementary School

Capital Project: A revitalization/expansion project is scheduled for this school with a completion date of January 2015. An FY 2014 appropriation for construction funds was approved to construct the project. Because projections indicate enrollment at Rock Creek Forest Elementary School will exceed capacity throughout the six-year period, relocatable classrooms will be utilized until additional capacity is added as part of the revitalization/expansion project.

Rosemary Hills Elementary School

Non-capital Solution: In November 2011, the Board of Education adopted boundary changes for Bethesda, Chevy Chase, North Chevy Chase, and Rosemary Hills elementary schools. The Board of Education action is available at the following link: http://www.montgomeryschoolsmd.org/departments/planning/pdf/BCC_Greensheet_111711.pdf

Capital Project: Enrollment projections that incorporate the approved boundary changes indicate enrollment at Rosemary Hills Elementary School will exceed capacity by four or more classrooms throughout the six-year CIP period. An FY 2014 appropriation for construction funds was approved to construct the classroom addition. The scheduled completion date for the addition is August 2015. Relocatable classrooms will be utilized until the addition is completed.

Capital Project: A revitalization/expansion project was previously scheduled for this school with a completion date of January 2021. However, due to fiscal constraints in the county (as described in Chapter 1), the project has been delayed by one year to January 2022. FY 2017 expenditures are programmed for facility planning for a feasibility study to determine the scope and cost of the project. In order for this project to be completed on the new schedule, county and state funding must be provided at the levels recommended in this CIP.

CAPITAL PROJECTS

School	Project	Project Status*	Date of Completion
Bethesda-Chevy Chase HS	Classroom addition	Recommended	Aug. 2017
Bethesda-Chevy Chase MS #2	New school	Programmed	Aug. 2017
Bethesda ES	Classroom addition	Approved	Aug. 2015
North Chevy Chase ES	Classroom addition	Approved	Aug. 2015
Rock Creek Forest ES	Revitalization/expansion	Approved	Jan. 2015
Rosemary Hills ES	Classroom addition	Approved	Aug. 2015
	Revitalization/expansion	Programmed	Jan. 2022 (Delayed)

*“Approved”—Project has an FY 2014 appropriation approved in the Amended FY 2013–2018 CIP.

*“Deferred”—Funds have been deferred for a future 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 FY 2015 for a feasibility study.

*“Recommended”—Project has an FY 2015 appropriation recommended in the FY 2015–2020 CIP.

BETHESDA-CHEVY CHASE CLUSTER

Projected Enrollment and Space Availability

Effects of the Recommended FY2015–2020 CIP and Non-CIP Actions on Space Available

Schools			Actual	Projections							
			13–14	14–15	15–16	16–17	17–18	18–19	19–20	2023	2028
Bethesda–Chevy Chase HS		Program Capacity	1692	1692	1692	1692	2399	2399	2399	2399	2399
		Enrollment	1872	1950	1971	2038	2159	2199	2286	2400	2400
		Available Space	(180)	(258)	(279)	(346)	240	200	113	(1)	(1)
		Comments		Planning for Addition			Addition Opens				
Bethesda-Chevy Chase MS #2		Program Capacity					944	944	944	944	944
		Enrollment					0	0	0	0	0
		Available Space					944	944	944	944	944
		Comments		Planning for New School			Opens				
Westland MS		Program Capacity	1097	1097	1097	1097	1097	1097	1097	1097	1097
		Enrollment	1223	1312	1366	1437	1642	1702	1694	1800	1800
		Available Space	(126)	(216)	(270)	(340)	(546)	(606)	(598)	(703)	(703)
		Comments					See text				
Bethesda ES Grades (K–5) Grades (3–5) Paired With Rosemary Hills ES		Program Capacity	384	384	568	568	568	568	568		
		Enrollment	493	494	508	509	520	528	538		
		Available Space	(109)	(110)	60	59	48	40	30		
		Comments	Boundary Change		Addition Opens						
Chevy Chase ES Grades (3–6) Paired With Rosemary Hills ES		Program Capacity	450	450	450	450	450	450	450		
		Enrollment	533	544	560	536	417	407	402		
		Available Space	(83)	(94)	(110)	(86)	33	43	48		
		Comments	Boundary Change				See text				
North Chevy Chase ES Grades (3–6) Paired With Rosemary Hills ES		Program Capacity	266	266	358	358	358	358	358		
		Enrollment	402	399	412	411	323	322	318		
		Available Space	(136)	(133)	(54)	(53)	35	36	40		
		Comments	Boundary Change		Addition Opens		See text				
Rock Creek Forest ES	CSR	Program Capacity	367	718	718	718	718	718	718		
		Enrollment	611	630	683	694	695	683	688		
		Available Space	(244)	88	35	24	23	35	30		
		Comments		@ Radnor	+ 2 AUT						
Rosemary Hills ES Grades (preK–2) Paired With Bethesda ES Chevy Chase ES North Chevy Chase ES		Program Capacity	477	477	644	644	644	644	644		
		Enrollment	643	650	594	605	603	600	599		
		Available Space	(166)	(173)	50	39	41	44	45		
		Comments	Boundary Change		Addition Opens	Facility Planning for Rev/Ex		Planning for Revitalization/Expansion			
Somerset ES		Program Capacity	516	516	516	516	516	516	516		
		Enrollment	532	527	511	496	493	471	466		
		Available Space	(16)	(11)	5	20	23	45	50		
		Comments									
Westbrook ES		Program Capacity	559	559	559	559	559	559	559		
		Enrollment	430	434	436	435	435	428	438		
		Available Space	129	125	123	124	124	131	121		
		Comments	Addition Complete								
Cluster Information		HS Utilization	111%	115%	116%	120%	90%	92%	95%	100%	100%
		HS Enrollment	1872	1950	1971	2038	2159	2199	2286	2400	2400
		MS Utilization	111%	120%	125%	131%	80%	83%	83%	88%	88%
		MS Enrollment	1223	1312	1366	1437	1642	1702	1694	1800	1800
		ES Utilization	121%	109%	97%	97%	91%	90%	90%	94%	94%
		ES Enrollment	3644	3678	3704	3686	3486	3439	3449	3600	3600

BETHESDA-CHEVY CHASE CLUSTER

Demographic Characteristics of Schools

Schools	2013-2014						2012-2013		
	Total Enrollment	Two or more races %	Black or Afr. Amr. %	Asian%	Hispanic %	White %	FARMS%*	ESOL%**	Mobility Rate%***
Bethesda-Chevy Chase HS	1872	≤ 5.0%	15.0%	6.0%	17.0%	57.3%	11.0%	≤ 5.0%	7.0%
Westland MS	1223	6.3%	11.1%	5.5%	15.9%	60.6%	10.7%	≤ 5.0%	5.8%
Bethesda ES	493	6.9%	7.9%	14.2%	11.6%	59.4%	5.6%	7.8%	16.3%
Chevy Chase ES	533	5.6%	10.9%	≤ 5.0%	8.8%	70.7%	12.2%	6.3%	≤ 5.0%
North Chevy Chase ES	402	7.2%	11.2%	6.7%	12.7%	61.4%	7.1%	5.1%	5.9%
Rock Creek Forest ES	611	6.4%	16.2%	5.2%	30.9%	41.1%	23.1%	18.9%	6.9%
Rosemary Hills ES	643	7.5%	16.2%	5.8%	16.0%	54.3%	21.0%	17.1%	8.3%
Somerset ES	532	6.2%	≤ 5.0%	8.8%	12.6%	66.9%	≤ 5.0%	15.9%	11.4%
Westbrook ES	430	8.1%	≤ 5.0%	≤ 5.0%	8.4%	78.6%	≤ 5.0%	≤ 5.0%	6.6%
Elementary Cluster Total	3644	6.8%	10.4%	6.8%	15.1%	60.7%	11.9%	11.7%	8.5%
Elementary County Total	73775	≤ 5.0%	20.7%	14.1%	29.5%	30.6%	37.9%	24.9%	12.2%

*Percent of students approved for Free and Reduced-priced Meals Program (FARMS) during the 2012-2013 school year.

**Percent of English for Speakers of Other Languages (ESOL) during the 2012-2013 school year. High School students are served in regional ESOL centers.

***Mobility Rate is the number of entries plus withdrawals during the 2012-2013 school year compared to total enrollment.

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

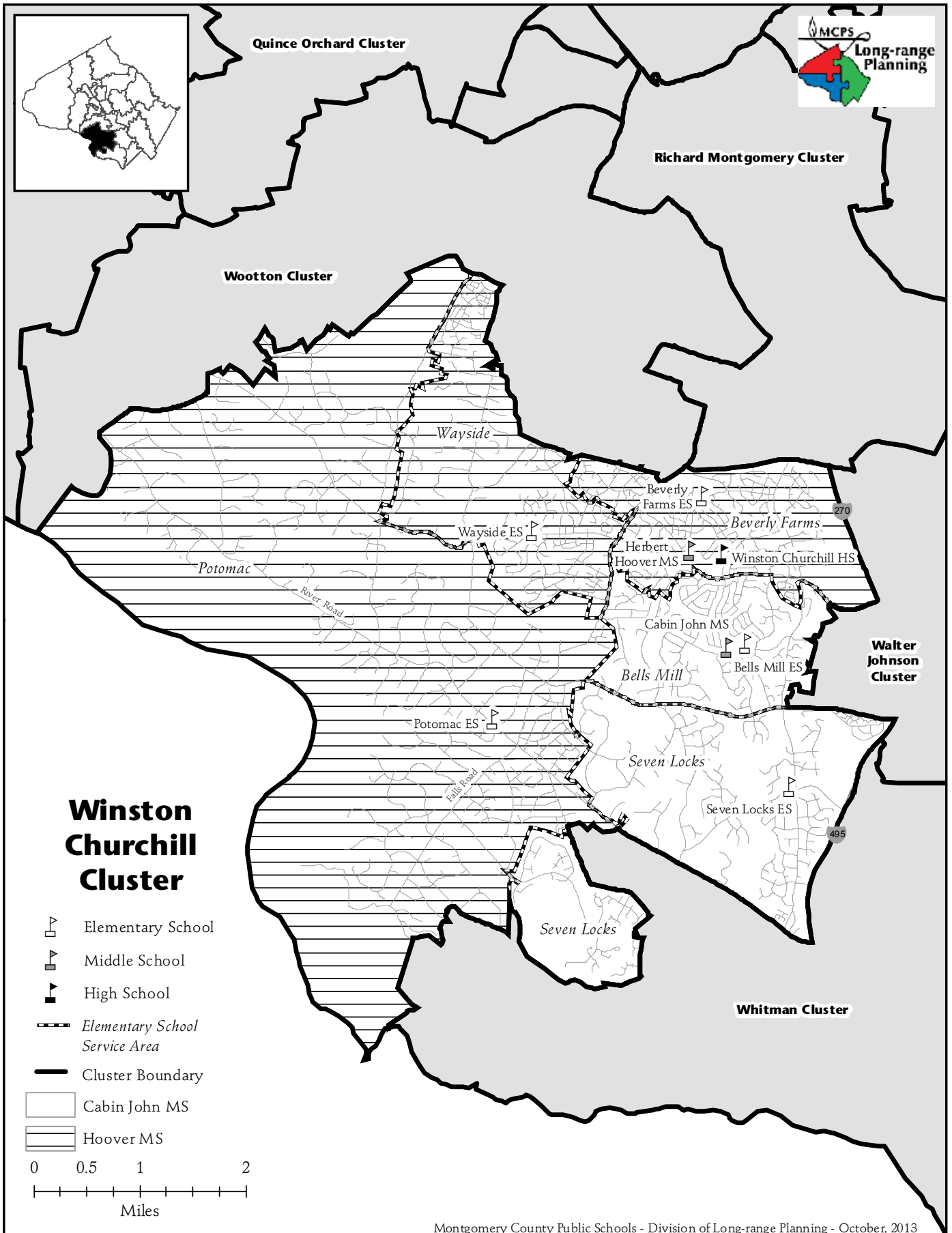
Due to federal and state guidelines, demographic characteristics of schools of less than or equal to 5.0% are reported as ≤ 5.0%.

Program Capacity Table (School Year 2013-2014)

Program Capacity Table (School Year 2013–2014)		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 @17	Pre-K @20	Pre-K @40	HS @20	CSR KIND @15	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	ED @10	EXTENSIONS @6	GT/ LD @13	PD @7	PEP@6	PEP @12	PEP @18	VISION (Elementary) @7	OTHER
Bethesda-Chevy Chase HS	9-12	1692	76		74									1	1																		
Westland MS	6-8	1097	52		51									1																			
Bethesda ES	K-5	384	21	3		13						3					1				1												
Chevy Chase ES	3-6	450	24	4		19										1																	
North Chevy Chase ES	3-6	266	15	3		11										1																	
Rock Creek Forest ES	K-5	367	23	4		9	6				3					1																	
Rosemary Hills ES	PreK-2	477	27	4		10			1			8				1						3											
Somerset ES	K-5	516	27	4		19						3				1																	
Westbrook ES	K-5	559	30	4		20						3				1										2							

Facility Characteristics of Schools 2013–2014

Schools	Year Facility Opened	Year Reopened/ Revitalized	Total Square Footage	Site Size Acres	Adjacent Park	Reloc- atable Classrooms	Linkages to Learning Program	Home School Model
Bethesda-Chevy Chase HS	1934	2001	308,215	16.4		4		
Westland MS	1951	1997	146,006	25.1		5		
Bethesda ES	1952	1999	62,557	8.42		5		Yes
Chevy Chase ES	1936	2000	70,976	3.8				Yes
North Chevy Chase ES	1953	1995	48,350	7.9		5		Yes
Rock Creek Forest ES	1950	1971	54,522	8				Yes
Rosemary Hills ES	1956	1988	70,541	6.1		7		Yes
Somerset ES	1949	2005	80,122	3.7				Yes
Westbrook ES	1939	1990	91,359	12.5	Yes			Yes



SCHOOLS

Potomac Elementary School

Capital Project: A revitalization/expansion project was previously scheduled for this school with a completion date of January 2018. However, due to fiscal constraints in the county (as described in Chapter 1), the project has been delayed by one year to January 2019. An FY 2016 appropriation will be recommended for planning funds to begin the architectural design for the project. During the feasibility study, an option was explored to relocate the school from the current River Road location to the Brickyard Road school site. After careful consideration of the both site options, the school will remain at the River Road location. In order for this project to be completed on the new schedule, county and state funding must be provided at the levels recommended in this CIP.

Wayside Elementary School

Capital Project: A revitalization/expansion project was previously scheduled for this school with a completion date of August 2016. However, due to fiscal constraints in the county (as described in Chapter 1), the project has been delayed by one year to August 2017. An FY 2016 appropriation will be recommended to construct the project. In order for this project to be completed on the new schedule, county and state funding must be provided at the levels recommended in this CIP.

CAPITAL PROJECTS

School	Project	Project Status	Date of Completion
Potomac ES	Revitalization/expansion	Programmed	Jan. 2019 (Delayed)
Wayside ES	Revitalization/expansion	Programmed	Aug. 2017 (Delayed)

"Approved"—Project has an FY 2014 appropriation approved in the Amended FY 2013–2018 CIP.

"Deferred"—Funds have been deferred for a future CIP.

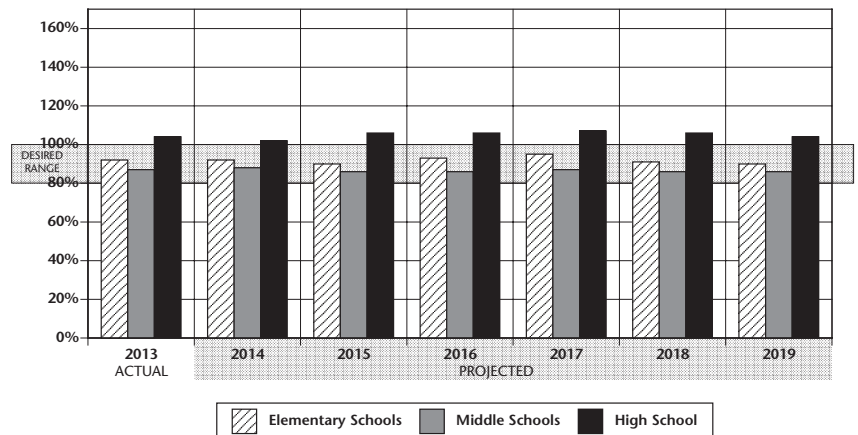
"Programmed"—Project has expenditures programmed in a future year of the CIP for planning and/or construction funds.

"Proposed"—Project has facility planning funds approved for FY 2015 for a feasibility study.

"Recommended"—Project has an FY 2015 appropriation recommended in the FY 2015–2020 CIP.

Winston Churchill Cluster

School Utilizations



Note: Percent utilization calculated as total enrollment of schools divided by total capacity. Projected capacity factors in capital projects.

WINSTON CHURCHILL CLUSTER

Projected Enrollment and Space Availability

Effects of the Recommended FY2015–2020 CIP and Non-CIP Actions on Space Available

Schools			Actual	Projections							
			13–14	14–15	15–16	16–17	17–18	18–19	19–20	2023	2028
Winston Churchill HS		Program Capacity	2013	2013	2013	2013	2013	2013	2013	2013	2013
		Enrollment	2093	2050	2143	2128	2145	2142	2091	2100	2100
		Available Space	(80)	(37)	(130)	(115)	(132)	(129)	(78)	(87)	(87)
		Comments									
Cabin John MS		Program Capacity	1129	1129	1129	1129	1129	1129	1129	1129	1129
		Enrollment	952	978	998	1021	1039	1027	1042	1050	1050
		Available Space	177	151	131	108	90	102	87	79	79
		Comments									
Herbert Hoover MS		Program Capacity	1152	1152	1152	1152	1152	1152	1152	1152	1152
		Enrollment	1042	1023	970	946	949	926	918	950	950
		Available Space	110	129	182	206	203	226	234	202	202
		Comments	Rev/Ex Complete								
Bells Mill ES		Program Capacity	626	626	626	626	626	626	626		
		Enrollment	595	596	594	610	604	612	607		
		Available Space	31	30	32	16	22	14	19		
		Comments									
Beverly Farms ES		Program Capacity	689	689	689	689	689	689	689		
		Enrollment	593	588	582	569	573	569	572		
		Available Space	96	101	107	120	116	120	117		
		Comments									
Potomac ES		Program Capacity	424	424	424	424	424	548	548		
		Enrollment	499	477	475	465	478	482	483		
		Available Space	(75)	(53)	(51)	(41)	(54)	66	65		
		Comments			Planning for Revitalization/Expansion		@ Radnor		Rev/Ex Complete		
Seven Locks ES		Program Capacity	424	424	424	424	424	424	424		
		Enrollment	401	421	367	423	437	429	419		
		Available Space	23	3	57	1	(13)	(5)	5		
		Comments									
Wayside ES		Program Capacity	670	670	670	670	641	641	641		
		Enrollment	525	538	540	558	560	567	564		
		Available Space	145	132	130	112	81	74	77		
		Comments		Planning for Revitalization/Expansion		Move to Grosvenor		@ Grosvenor		Rev/Ex Complete	
Cluster Information		HS Utilization	104%	102%	106%	106%	107%	106%	104%	104%	104%
		HS Enrollment	2093	2050	2143	2128	2145	2142	2091	2100	2100
		MS Utilization	87%	88%	86%	86%	87%	86%	86%	88%	88%
		MS Enrollment	1994	2001	1968	1967	1988	1953	1960	2000	2000
		ES Utilization	92%	92%	90%	93%	95%	91%	90%	92%	92%
		ES Enrollment	2613	2620	2558	2625	2652	2659	2645	2700	2700

Demographic Characteristics of Schools

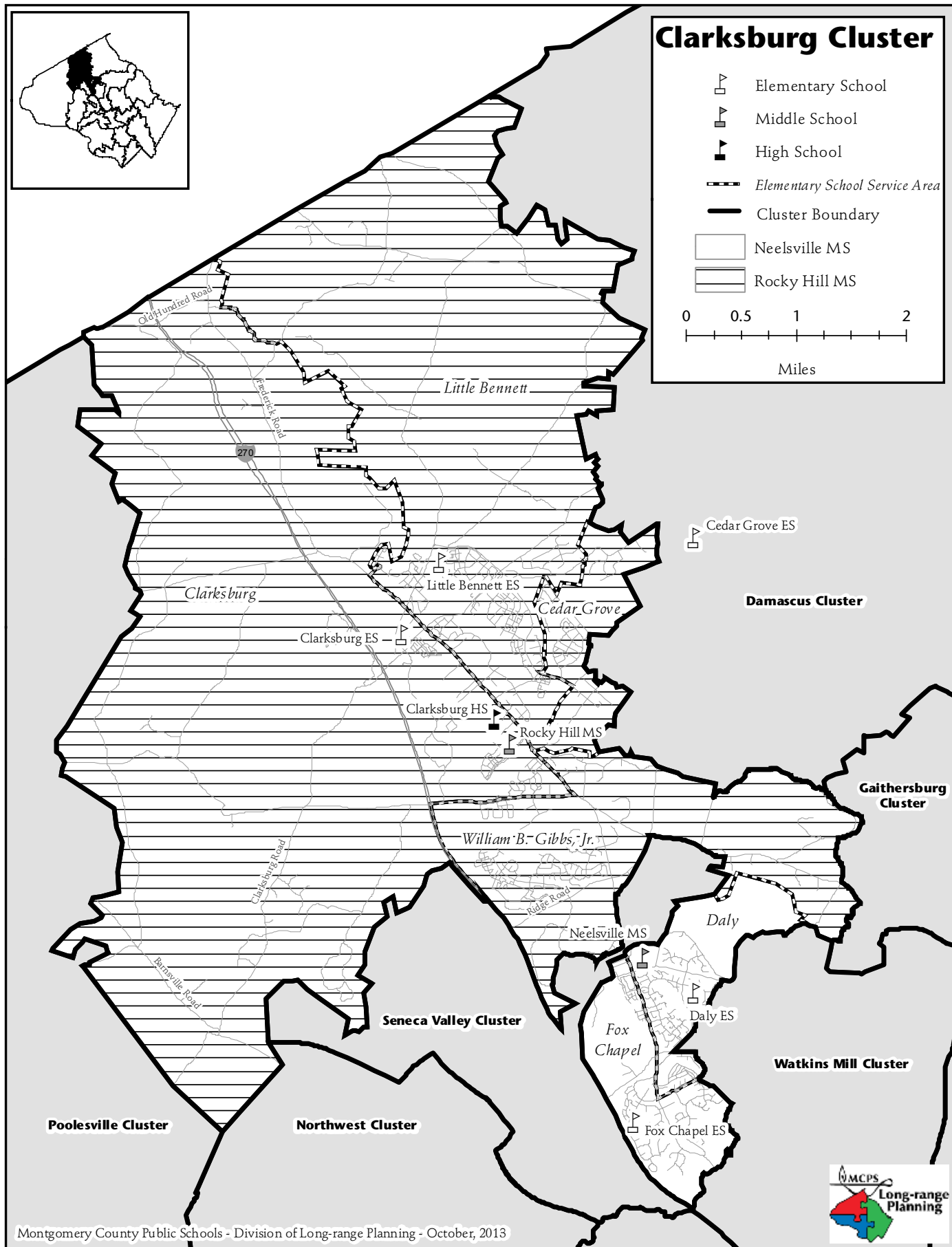
Due to federal and state guidelines, demographic characteristics of schools of less than or equal to 5.0% are reported as $\leq 5.0\%$.

Schools

Recommended Actions and Planning Issues • 4-17

Facility Characteristics of Schools 2013–2014

Schools	Year Facility Opened	Year Reopened/ Revitalized	Total Square Footage	Site Size Acres	Adjacent Park	Reloc- atable Classrooms	Linkages to Learning Program	Home School Model
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		5		Yes
Seven Locks ES	1964	2012	66,915	9.9				Yes
Wayside ES	1969		77,507	9.3				



CLUSTER PLANNING ISSUES

Planning Issue: The Clarksburg Master Plan allows for the development of up to 15,000 residential units. The plan includes six future elementary school sites and one future middle school site. A large number of housing units have been 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 August 2006 and William B. Gibbs, Jr. Elementary School opened in August 2009. To address the enrollment growth in the cluster the following projects are currently planned: a high school addition to open in August 2015, a new middle school to open in August 2016, and a new elementary school to open in August 2014. With continued growth in the elementary schools enrollment, another new elementary school will be needed in the near future.

be considered in a future CIP. Relocatable classrooms will be utilized until additional capacity can be added.

Rocky Hill Middle School

Capital Project: Projections indicate that enrollment at Rocky Hill Middle School will exceed capacity throughout out the six-year CIP period. A new school is needed to address middle school space shortages in the cluster. Although the opening date was previously planned for August 2015, due to fiscal constraints in the county, the opening of the school was delayed by one year to August 2016. An FY 2015 appropriation is recommended for construction funds to construct the new school. In order for this project to be completed on schedule, county and state funding must be provided at the levels recommended in this CIP.

SCHOOLS

Clarksburg High School

Capital Project: Projections indicate that enrollment at Clarksburg High School will exceed capacity throughout the six-year period. An FY 2014 appropriation was approved for construction funds to construct the classroom addition project. The scheduled completion date for the addition is August 2015. Relocatable classrooms will be utilized until additional capacity can be added.

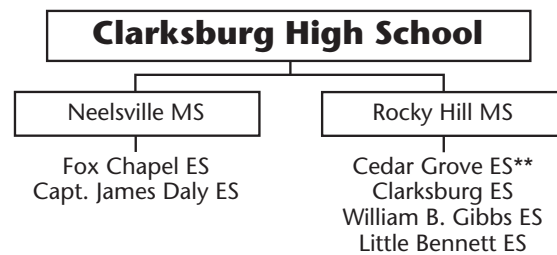
Clarksburg/Damascus Middle School

Capital Project: Projections indicate that enrollment at Rocky Hill Middle School will exceed capacity throughout the six-year CIP period. A new school is needed to address middle school space deficits in the cluster. The scheduled completion date for the new school is August 2016. An FY 2015 appropriation is recommended for construction funds to construct the new school. In order for this project to be completed on schedule, county and state funding must be provided at the levels recommended in this CIP.

Neelsville Middle School

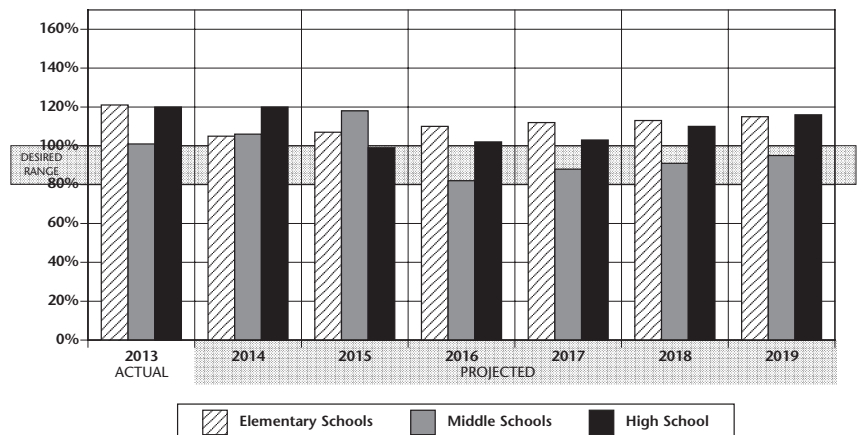
Capital Project: Projections indicate enrollment at Neelsville Middle School will exceed capacity by 150 seats or more by the end of the six-year period. An FY 2015 appropriation is recommended for facility planning to determine the feasibility, scope, and cost for a classroom addition. A date for the addition will

Clarksburg Cluster Articulation*



- * "Cluster" is defined as the collection of elementary schools that articulate to the same high school.
- * South Lake Elementary School and a portion of Stedwick Elementary School also articulate to Neelsville Middle School but thereafter to Watkins Mill High School.
- * Rockwell Elementary School also articulates to Rocky Hill Middle School but thereafter to Damascus High School.
- ** A portion of Cedar Grove Elementary School also articulates to Damascus High School.

Clarksburg Cluster School Utilizations



Note: Percent utilization calculated as total enrollment of schools divided by total capacity. Projected capacity factors in capital projects.

Cedar Grove Elementary School

Capital Project: Enrollment at Cedar Grove Elementary School grew significantly this school year and will exceed capacity throughout the six-year CIP period. Although the opening of Clarksburg Cluster Elementary School (Clarksburg Village Site #1) will provide substantial relief, current projections indicate the need for another elementary school in the Clarksburg Cluster. Relocatable classrooms will be needed after Clarksburg Cluster Elementary School (Clarksburg Village Site #1) opens. An FY 2013 appropriation was approved for construction funds to begin the construction of Clarksburg Cluster Elementary School (Clarksburg Village Site #1) and it is scheduled to open in August 2014.

A spring 2014 site selection process is recommended to identify the site for a new elementary school. An FY 2015 appropriation is recommended for facility planning for a feasibility study to determine the scope and cost for another new elementary school. An opening date for this school will be determined in a future CIP.

Non-capital Solution: In spring 2013, a boundary study to determine the service area for Clarksburg Cluster Elementary School (Clarksburg Village Site #1) was conducted. The new school will address most of the projected overutilization of Cedar Grove Elementary School and all of the overutilization at Little Bennett Elementary School. The superintendent of schools released his recommendation on October 15, 2013 for Board of Education action on November 18, 2013. The superintendent's recommendation is available at the following link: http://www.montgomeryschoolsmd.org/departments/planning/CommunityInfo_Boundary2.shtml

Clarksburg Elementary School

Utilization: Enrollment at Clarksburg Elementary School is projected to exceed capacity by more than 92 seats by the end of the six-year CIP period. Relocatable classrooms will be utilized until funding for a new elementary school is requested in a future CIP.

Capital Project: A spring 2014 site selection process is recommended to identify the site for a new elementary school. An FY 2015 appropriation is recommended for facility planning for a feasibility study to determine the scope and cost of another elementary school in the Clarksburg Cluster. An opening date for this school will be determined in a future CIP.

Clarksburg Cluster Elementary School (Clarksburg Village Site #1)

Capital Project: An FY 2013 appropriation was approved for construction funds to begin construction of this school. The school is scheduled for completion in August 2014.

Capital Project: A spring 2014 site selection process is recommended to identify the site for a new elementary school. An FY 2015 appropriation is recommended for facility planning for a feasibility study to determine the scope and cost

of another elementary school in the Clarksburg Cluster. An opening date for this school will be determined in a future CIP.

Non-capital Solution: In spring 2013, a boundary study to determine the service area for Clarksburg Cluster Elementary School (Clarksburg Village Site #1) was conducted. The new school will address most of the overutilization of Cedar Grove Elementary School and all of the overutilization at Little Bennett Elementary School. The superintendent of schools released his recommendation on October 15, 2013 for Board of Education action scheduled on November 18, 2013. The superintendent's recommendation is available at the following link: http://www.montgomeryschoolsmd.org/departments/planning/CommunityInfo_Boundary2.shtml

Capital Project: A spring 2014 site selection process is recommended to identify the site for a new elementary school. An FY 2015 appropriation is recommended for facility planning for a feasibility study to determine the scope and cost of another elementary school in the Clarksburg Cluster. An opening date for this school will be determined in a future CIP.

Clarksburg Cluster Elementary School #8

Capital Project: A spring 2014 site selection process is recommended to identify the site for a new elementary school. An FY 2015 appropriation is recommended for facility planning for a feasibility study to determine the scope and cost of another elementary school in the

Capt. James E. Daly Elementary School

Capital Project: Because 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 period, an FY 2012 appropriation was approved for facility planning to determine the feasibility, scope, and cost for a classroom addition. Due to fiscal constraints in the county (as described in Chapter 1) and because the current enrollment will not exceed capacity by more than 150 seats by the end of the six-year planning period, no funds are recommended in this CIP for a classroom addition. A date for the addition will be considered in a future CIP. Relocatable classrooms will be utilized until additional capacity can be added.

Little Bennett Elementary School

Capital Project: Enrollment at Little Bennett Elementary School is projected to exceed capacity by the end of the six-year CIP period. Relocatable classrooms will be utilized until Clarksburg Cluster Elementary School (Clarksburg Village Site #1) opens in August 2014. An FY 2013 appropriation was approved for construction funds to begin construction of the new school. The school is scheduled for completion in August 2014.

Non-capital Solution: In spring 2013, a boundary study to determine the service area for Clarksburg Cluster Elementary School (Clarksburg Village Site #1) was conducted. The new

school will address most of the overutilization of Cedar Grove Elementary School and all of the overutilization at Little Bennett Elementary School. The superintendent of schools released his recommendation on October 15, 2013 for Board of Education action on November 18, 2013. The superintendent's recommendation is available at the following link: http://www.montgomeryschoolsmd.org/departments/planning/CommunityInfo_Boundary2.shtml

CAPITAL PROJECTS

School	Project	Project Status	Date of Completion
Clarksburg HS	Classroom addition	Approved	Aug. 2015
Clarksburg/Damascus MS	New school	Recommended	Aug. 2016
Neelsville MS	Classroom addition	Proposed	TBD
Clarksburg Cluster ES (Clarksburg Village Site #1)	New school	Approved	Aug. 2014
Clarksburg ES #8	New school	Proposed	TBD
Capt. James E. Daly ES	Classroom addition	Proposed	TBD

"Approved"—Project has an FY 2014 appropriation approved in the Amended FY 2013–2018 CIP.

"Deferred"—Funds have been deferred for a future 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 FY 2015 for a feasibility study.

"Recommended"—Project has an FY 2015 appropriation recommended in the FY 2015–2020 CIP.

CLARKSBURG CLUSTER

Projected Enrollment and Space Availability

Effects of the Recommended FY2015–2020 CIP and Non-CIP Actions on Space Available

Schools			Actual	Projections							
			13–14	14–15	15–16	16–17	17–18	18–19	19–20	2023	2028
Clarksburg HS	Program Capacity		1638	1638	1980	1980	1980	1980	1980	1980	1980
	Enrollment		1961	1971	1954	2025	2044	2176	2297	2500	2800
	Available Space		(323)	(333)	26	(45)	(64)	(196)	(317)	(520)	(820)
	Comments				Addition Opens						
Clarksburg/Damascus MS	Program Capacity					965	965	965	965	965	965
	Enrollment					0	0	0	0	0	0
	Available Space					965	965	965	965	965	965
	Comments		Planning for New School			Opens					
Neelsville MS	Program Capacity		939	939	939	939	939	939	939	939	939
	Enrollment		864	917	965	974	996	1055	1122	1200	1200
	Available Space		75	22	(26)	(35)	(57)	(116)	(183)	(261)	(261)
	Comments				Facility Planning for Addition						
Rocky Hill MS	Program Capacity		995	995	995	995	995	995	995	995	995
	Enrollment		1092	1140	1322	1413	1543	1573	1634	1800	2000
	Available Space		(98)	(146)	(328)	(418)	(548)	(578)	(640)	(805)	(1005)
	Comments										
Cedar Grove ES	Program Capacity		422	422	422	422	422	422	422		
	Enrollment		732	608	563	564	577	570	550		
	Available Space		(310)	(186)	(141)	(142)	(155)	(148)	(128)		
	Comments		Bound. Recommend.								
Clarksburg ES	Program Capacity		313	313	313	313	313	313	313		
	Enrollment		280	326	354	390	431	453	489		
	Available Space		33	(13)	(41)	(77)	(118)	(140)	(176)		
	Comments										
Clarksburg Cluster ES (Clarksburg Village Site #1)	Program Capacity			734	734	734	734	734	734		
	Enrollment			622	787	837	877	927	967		
	Available Space			112	(53)	(103)	(143)	(193)	(233)		
	Comments		Bound. Recommend.	Opens							
Capt. James E. Daly ES	Program Capacity	CSR	505	505	505	505	505	505	505		
	Enrollment		600	615	631	652	648	638	642		
	Available Space		(95)	(110)	(126)	(147)	(143)	(133)	(137)		
	Comments										
Fox Chapel ES	Program Capacity	CSR	659	659	659	659	659	659	659		
	Enrollment		637	644	642	645	651	636	628		
	Available Space		22	15	17	14	8	23	31		
	Comments										
William B. Gibbs Jr. ES	Program Capacity		735	735	735	735	735	735	735		
	Enrollment		750	776	767	761	744	748	745		
	Available Space		(15)	(41)	(32)	(26)	(9)	(13)	(10)		
	Comments										
Little Bennett ES	Program Capacity		673	673	673	673	673	673	673		
	Enrollment		987	705	644	644	659	650	660		
	Available Space		(314)	(32)	29	29	14	23	13		
	Comments		Bound. Recommend.								
Cluster Information	HS Utilization		120%	120%	99%	102%	103%	110%	116%	126%	141%
	HS Enrollment		1961	1971	1954	2025	2044	2176	2297	2500	2800
	MS Utilization		101%	106%	118%	82%	88%	91%	95%	103%	110%
	MS Enrollment		1956	2057	2287	2387	2539	2628	2756	3000	3200
	ES Utilization		121%	106%	109%	111%	114%	114%	116%	119%	129%
	ES Enrollment		3986	4296	4388	4493	4587	4622	4681	4800	5200

CLARKSBURG CLUSTER

Demographic Characteristics of Schools

Schools	2013–2014						2012–2013		
	Total Enrollment	Two or more races %	Black or Afr. Amer. %	Asian%	Hispanic %	White %	FARMS%*	ESOL%**	Mobility Rate%***
Clarksburg HS	1961	≤ 5.0%	28.2%	17.0%	25.4%	25.2%	27.8%	≤ 5.0%	10.4%
Neelsville MS	864	≤ 5.0%	34.6%	9.3%	42.7%	8.4%	56.7%	14.1%	19.2%
Rocky Hill MS	1092	5.9%	21.2%	24.4%	16.8%	31.4%	19.0%	≤ 5.0%	7.7%
Cedar Grove ES	732	5.3%	11.6%	39.3%	9.8%	33.5%	12.6%	13.8%	12.6%
Clarksburg ES	280	5.4%	13.2%	40.0%	15.0%	25.7%	21.7%	20.2%	15.4%
Captain James Daly ES	600	≤ 5.0%	37.7%	6.3%	41.8%	10.3%	67.7%	35.2%	15.5%
Fox Chapel ES	637	≤ 5.0%	24.3%	18.8%	41.6%	10.2%	51.5%	36.1%	14.9%
William B. Gibbs Jr. ES	750	6.0%	21.7%	31.7%	16.1%	24.1%	25.3%	20.1%	9.7%
Little Bennett ES	987	7.2%	17.0%	32.3%	9.5%	33.6%	12.5%	13.1%	8.4%
Elementary Cluster Total	3986	5.5%	20.9%	28.0%	21.2%	24.0%	31.0%	22.5%	12.0%
Elementary County Total	73775	≤ 5.0%	20.7%	14.1%	29.5%	30.6%	37.9%	24.9%	12.2%

*Percent of students approved for Free and Reduced-priced Meals Program (FARMS) during the 2012–2013 school year.

**Percent of English for Speakers of Other Languages (ESOL) during the 2012–2013 school year. High School students are served in regional ESOL centers.

***Mobility Rate is the number of entries plus withdrawals during the 2012–2013 school year compared to total enrollment.

Note: 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 5.0% are reported as ≤ 5.0%.

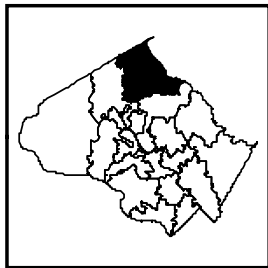
Program Capacity Table (School Year 2013–2014)

Program Capacity Table (School Year 2013–2014)																	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 @17	Pre-K @20	Pre-K @40	HS @20	CSR KIND @15	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	ED @10	EXTENSIONS @6	GT /LD @13	PD @7	PEP@6	PEP @12	PEP @18	VISION (Elementary) @7	OTHER		
Clarksburg HS	9-12	1638	75		71								1												3										
Neelsville MS	6-8	939	45		43								1	1																					
Rocky Hill MS	6-8	995	48		46																				2										
Cedar Grove ES	K-5	422	25	5		14						4											2												
Clarksburg ES	K-5	313	19	4		10						2					3																		
Captain James Daly ES	PreK-5	505	31	5		10	8		1		4						3																		
Fox Chapel ES	PreK-5	659	36	4		17	9		1		5																								
William B. Gibbs Jr. ES	K-5	735	37	4		24			1			4			1														1		2				
Little Bennett ES	K-5	673	34	4		22						7			1																				

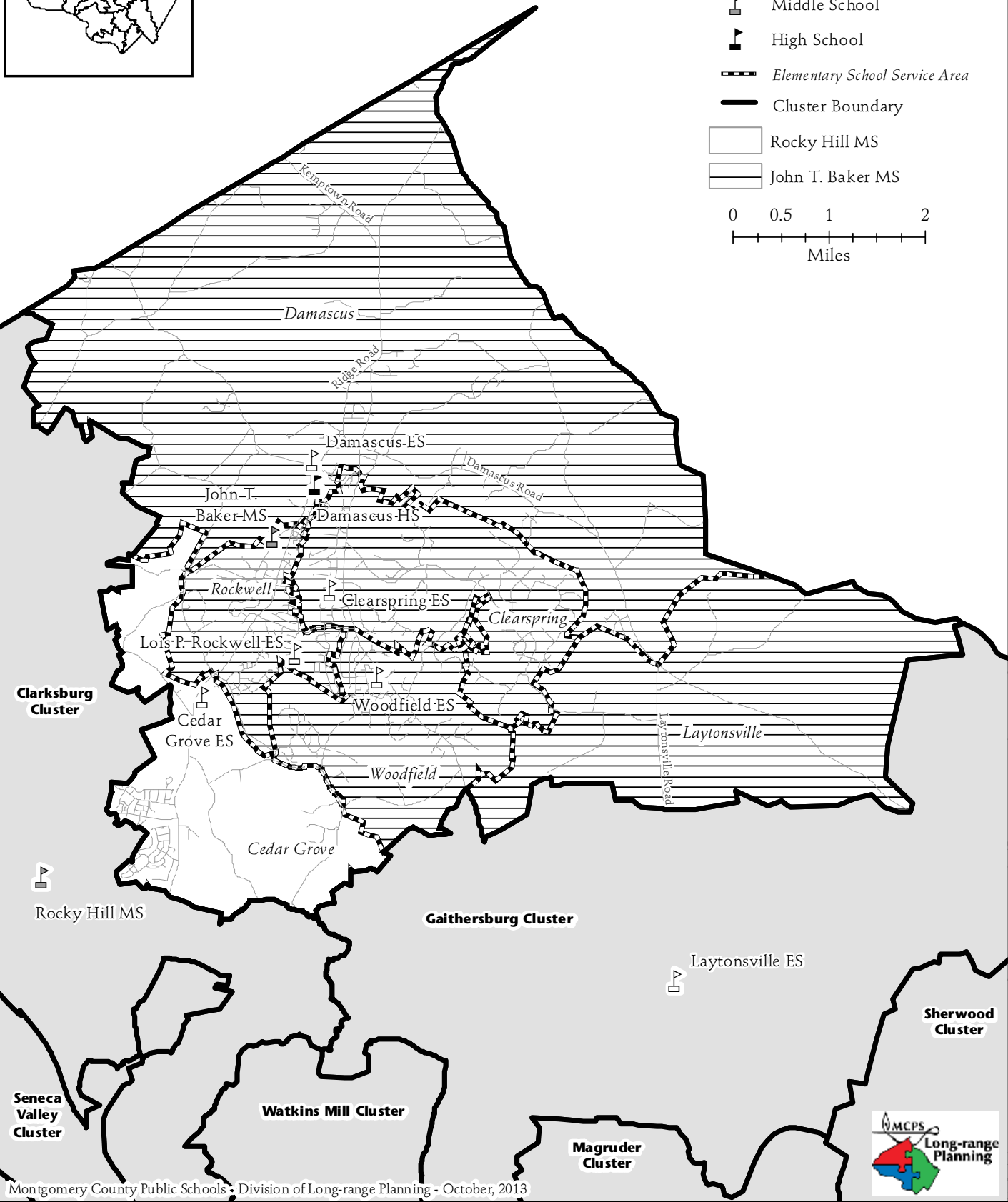
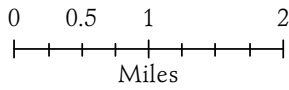
Facility Characteristics of Schools 2013–2014

Schools	Year Facility Opened	Year Reopened/ Revitalized	Total Square Footage	Site Size Acres	Adjacent Park	Reloc- atable Classrooms	Linkages to Learning Program	Home School Model
Clarksburg HS	1995	2006	309,216	62.73		11		
Neelsville MS	1981		131,432	29.2				
Rocky Hill MS	2004		148,065	23.3		9		
Cedar Grove ES	1960	1987	57,037	10.1		7		
Clarksburg ES	1952	1993	54,983	9.97		4		
Captain James Daly ES	1989		78,210	10	Yes	4		
Fox Chapel ES	1974		85,182	10.34	Yes		Yes	Yes
William B. Gibbs Jr. ES	2009		88,042	10.75				Yes
Little Bennett ES	2006		82,511	4.81	Yes	8		Yes

Damascus Cluster



- Elementary School
- Middle School
- High School
- Elementary School Service Area
- Cluster Boundary
- Rocky Hill MS
- John T. Baker MS



SCHOOLS

Clarksburg/Damascus Middle School

Capital Project: Projections indicate that enrollment at Rocky Hill Middle School will exceed capacity throughout out the six-year CIP period. A new school is needed to address middle school space deficits in the cluster. The scheduled completion date for the new school is August 2016. An FY 2015 appropriation is recommended for construction funds for the new school. In order for this project to be completed on schedule, county and state funding must be provided at the levels recommended in this CIP.

Cedar Grove Elementary School

Capital Project: Enrollment at Cedar Grove Elementary School grew significantly this school year and will exceed capacity throughout the six-year CIP period. Although the opening of Clarksburg Cluster Elementary School (Clarksburg Village Site #1) will provide substantial relief, current projections indicate the need for another elementary school in the Clarksburg Cluster. Relocatable classrooms will be needed after Clarksburg Cluster Elementary School (Clarksburg Village Site #1) opens. An FY 2013 appropriation was approved for construction funds to begin the construction of Clarksburg Cluster Elementary School (Clarksburg Village Site #1) and it is scheduled to open in August 2014.

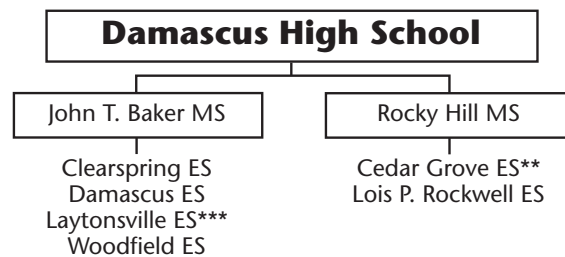
A spring 2014 site selection process is recommended to identify the site for a new elementary school. An FY 2015 appropriation is recommended for facility planning for a feasibility study to determine the scope and cost for another new elementary school. An opening date for this school will be determined in a future CIP.

Non-capital Solution: In spring 2013, a boundary study to determine the service area for Clarksburg Cluster Elementary School (Clarksburg Village Site #1) was conducted. The new school will address most of the projected overutilization of Cedar Grove Elementary School and all of the overutilization at Little Bennett Elementary School. The superintendent of schools released his recommendation on October 15, 2013 for Board of Education action on November 18, 2013. The superintendent's recommendation is available at the following link: http://www.montgomeryschoolsmd.org/departments/planning/CommunityInfo_Boundary2.shtml

Damascus Elementary School

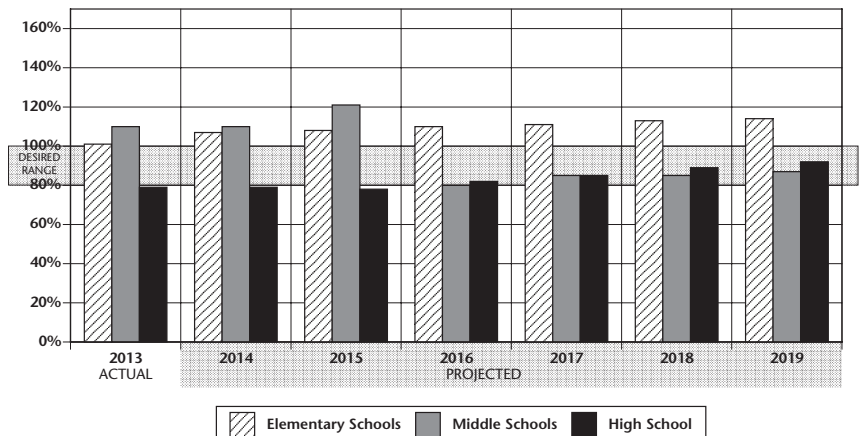
Capital Project: A revitalization/expansion project was previously scheduled for this school with a completion date of January 2021. However, due to fiscal constraints in the county (as described in Chapter 1), the project has been delayed by one year to January 2022. FY 2017 expenditures are programmed for facility planning for a feasibility study to determine the scope and cost of the project. In order for this project to be completed on the new schedule, county and state funding must be provided at the levels recommended in this CIP.

Damascus Cluster Articulation*



- * "Cluster" is defined as the collection of elementary schools that articulate to the same high school.
- * Clarksburg Elementary School and Little Bennett Elementary School also articulate to Rocky Hill Middle School but thereafter to Clarksburg High School.
- ** A portion of Cedar Grove Elementary School also articulates to Clarksburg High School.
- ***Most of Laytonville Elementary School articulates to Gaithersburg Middle School and Gaithersburg High School.

Damascus Cluster School Utilizations



Note: Percent utilization calculated as total enrollment of schools divided by total capacity. Projected capacity factors in capital projects.

CAPITAL PROJECTS

School	Project	Project Status*	Date of Completion
Clarksburg/Damascus MS	New school	Recommended	Aug. 2016
Clarksburg Cluster ES (Clarksburg Village Site #1)	New school	Approved	Aug. 2014
Damascus ES	Revitalization/expansion	Programmed	Jan. 2022 (delayed)

*“Approved”—Project has an FY 2014 appropriation approved in the Amended FY 2013–2018 CIP.

*“Deferred”—Funds have been deferred for a future 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 FY 2015 for a feasibility study.

*“Recommended”—Project has an FY 2015 appropriation recommended in the FY 2015–2020 CIP.

DAMASCUS CLUSTER

Projected Enrollment and Space Availability

Effects of the Recommended FY2015–2020 CIP and Non-CIP Actions on Space Available

Schools			Actual	Projections							
			13–14	14–15	15–16	16–17	17–18	18–19	19–20	2023	2028
Damascus HS		Program Capacity	1551	1551	1551	1551	1551	1551	1551	1551	1551
		Enrollment	1233	1219	1207	1267	1326	1381	1433	1500	1500
		Available Space	318	332	344	284	225	170	118	51	51
		Comments									
John T. Baker MS		Program Capacity	741	741	741	741	741	741	741	741	741
		Enrollment	813	769	784	761	761	723	703	750	750
		Available Space	(72)	(28)	(43)	(20)	(20)	18	38	(9)	(9)
		Comments									
Clarksburg/Damascus MS		Program Capacity				965	965	965	965	965	965
		Enrollment				0	0	0	0	0	0
		Available Space				965	965	965	965	965	965
		Comments	Planning for New School			Opens					
Rocky Hill MS		Program Capacity	995	995	995	995	995	995	995	995	995
		Enrollment	1092	1140	1322	1413	1543	1573	1634	1800	2000
		Available Space	(98)	(146)	(328)	(418)	(548)	(578)	(640)	(805)	(1005)
		Comments									
Cedar Grove ES		Program Capacity	422	422	422	422	422	422	422		
		Enrollment	732	608	563	564	577	570	550		
		Available Space	(310)	(186)	(141)	(142)	(155)	(148)	(128)		
		Comments	Bound. Recommend.								
Clearspring ES		Program Capacity	642	642	642	642	642	642	642		
		Enrollment	604	605	596	601	596	588	592		
		Available Space	38	37	46	41	46	54	50		
		Comments									
Damascus ES		Program Capacity	328	328	328	328	328	328	328		
		Enrollment	314	297	298	299	281	281	275		
		Available Space	14	31	30	29	47	47	53		
		Comments				Facility Planning for Rev/Ex		Planning for Revitalization/Expansion			
Lois P. Rockwell ES		Program Capacity	523	523	523	523	523	523	523		
		Enrollment	443	482	467	463	461	456	461		
		Available Space	80	41	56	60	62	67	62		
		Comments									
Woodfield ES		Program Capacity	471	471	471	471	471	471	471		
		Enrollment	328	309	299	288	289	297	299		
		Available Space	143	162	172	183	182	174	172		
		Comments									
Cluster Information		HS Utilization	79%	79%	78%	82%	85%	89%	92%	97%	97%
		HS Enrollment	1233	1219	1207	1267	1326	1381	1433	1500	1500
		MS Utilization	110%	110%	121%	80%	85%	85%	87%	94%	102%
		MS Enrollment	1905	1909	2106	2174	2304	2296	2337	2550	2750
		ES Utilization	101%	96%	93%	93%	92%	92%	91%	117%	117%
		ES Enrollment	2421	2301	2223	2215	2204	2192	2177	2800	2800

DAMASCUS CLUSTER

Demographic Characteristics of Schools

Schools	2013–2014						2012–2013		
	Total Enrollment	Two or more races %	Black or Afr. Amer. %	Asian%	Hispanic %	White %	FARMS%*	ESOL%**	Mobility Rate%***
Damascus HS	1233	≤ 5.0%	10.1%	5.4%	15.8%	64.1%	12.6%	≤ 5.0%	6.1%
John T Baker MS	813	5.2%	7.6%	5.4%	17.2%	64.2%	17.8%	≤ 5.0%	≤ 5.0%
Rocky Hill MS	1092	5.9%	21.2%	24.4%	16.8%	31.4%	19.0%	≤ 5.0%	7.7%
Cedar Grove ES	732	5.3%	11.6%	39.3%	9.8%	33.5%	12.6%	13.8%	12.6%
Clearspring ES	604	7.3%	12.7%	13.9%	20.0%	46.0%	20.0%	9.3%	7.9%
Damascus ES	314	≤ 5.0%	6.1%	≤ 5.0%	22.3%	63.1%	26.2%	16.9%	8.9%
Lois P. Rockwell ES	443	6.1%	10.4%	9.7%	20.1%	53.3%	23.5%	17.5%	9.7%
Woodfield ES	328	6.1%	10.1%	5.2%	20.1%	58.2%	18.7%	7.0%	7.6%
Elementary Cluster Total	2421	5.9%	10.7%	18.3%	17.3%	47.4%	19.6%	12.7%	9.5%
Elementary County Total	73775	≤ 5.0%	20.7%	14.1%	29.5%	30.6%	37.9%	24.9%	12.2%

*Percent of students approved for Free and Reduced–priced Meals Program (FARMS) during the 2012–2013 school year.

**Percent of English for Speakers of Other Languages (ESOL) during the 2012–2013 school year. High School students are served in regional ESOL centers.

***Mobility Rate is the number of entries plus withdrawals during the 2012–2013 school year compared to total enrollment.

Note: 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 5.0% are reported as ≤ 5.0%.

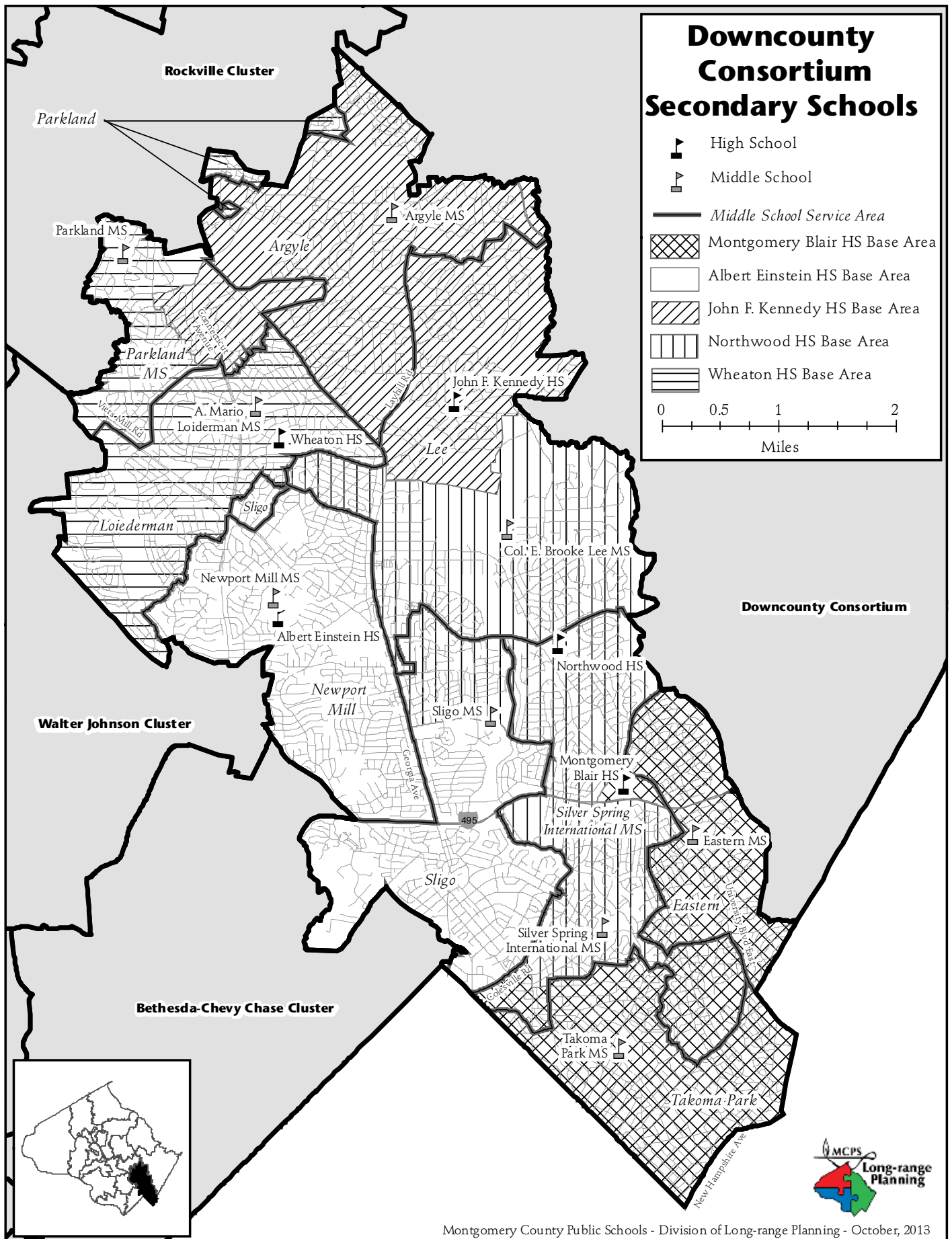
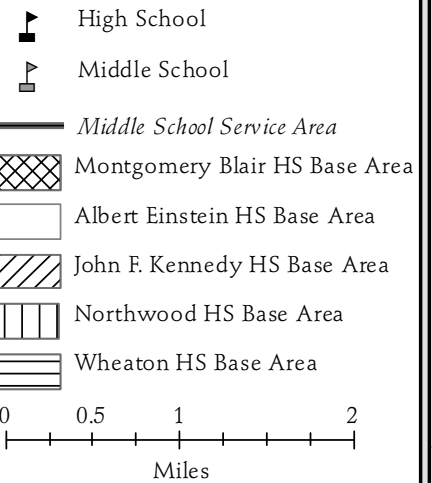
Program Capacity Table (School Year 2013–2014)

Program Capacity Table (School Year 2013–2014)		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 @17	Pre-K @20	Pre-K @40	HS @20	CSR KIND @15	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	ED @10	EXTENSIONS @6	GT/LD @13	PD @7	PEP@6	PEP @12	PEP @18	VISION (Elementary) @7	OTHER
Damascus HS	9-12	1551	74		67													3	3														1
John T Baker MS	6-8	741	37		34													1	2														
Rocky Hill MS	6-8	995	48		46																			2									
Cedar Grove ES	K-5	422	25	5		14					4											2											
Clearspring ES	HS-5	642	34	3		22			1		3						5																
Damascus ES	K-5	328	21	4		11					2				1					3													
Lois P. Rockwell ES	K-5	523	29	4		17					3																			1	3		1
Woodfield ES	K-5	471	24	3		17					2																				2		

Facility Characteristics of Schools 2013–2014

Schools	Year Facility Opened	Year Reopened/ Revitalized	Total Square Footage	Site Size Acres	Adjacent Park	Reloc- atable Classrooms	Linkages to Learning Program	Home School Model
Damascus HS	1950	1978	235,986	32.7				
John T Baker MS	1971		120,532	22	Yes			
Rocky Hill MS	2004		148,065	23.3		9		
Cedar Grove ES	1960	1987	57,037	10.1		7		
Clearspring ES	1988		77,535	10	Yes			
Damascus ES	1934	1980	53,239	9.4				Yes
Lois P. Rockwell ES	1992		75,520	10.6				
Woodfield ES	1962	1985	53,212	10				

Downcounty Consortium Secondary Schools



Montgomery County Public Schools - Division of Long-range Planning - October, 2013

Downcounty Consortium Elementary Schools



Paired K-2



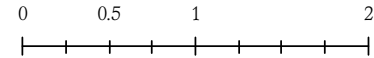
Paired 3-5



Elementary School



Elementary School Service Area



Miles

Northeast Consortium

Walter Johnson Cluster

Bethesda-Chevy Chase Cluster

Montgomery Knolls/
Pine Crest

New Hampshire
Estates/
Oak View

New Hampshire
Estates ES

Rolling Terrace

Takoma Park/
Piney Branch



Montgomery County Public Schools - Division of Long-range Planning - October, 2013

CONSORTIUM PLANNING ISSUES

The Downcounty Consortium includes three recent land use plans that will add a large number of multi-family housing units in the future. The 2012 adopted Wheaton Sector Plan 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 Montgomery County Planning Board recommended Glenmont Sector Plan, that is pending County Council adoption this year, provides for up to 5,800 mostly multi-family residential. This plan requires the redevelopment of existing land uses, including the Glenmont Shopping Center, to achieve build-out density. The Montgomery County Planning Board recommended Long Branch Sector, that is pending County Council action this year, provides for up to 4,860 most 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 the three sector plans would take 20 to 30 years to build-out, and the pace of construction will be market driven. A future elementary school site is included in the Glenmont sector plan.

The Downcounty Consortium provides a program delivery model for five high schools in the Silver Spring and Wheaton area. Students living in this area of the county are able to choose which of five high schools they wish to attend, based on different academy programs offered at the high schools. The Downcounty Consortium choice programs are 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.

A high school base area map and middle school articulation diagram are included for the five consortium high schools. Students residing in a base area are guaranteed to attend the high school located serving that base area, if it is their first choice.

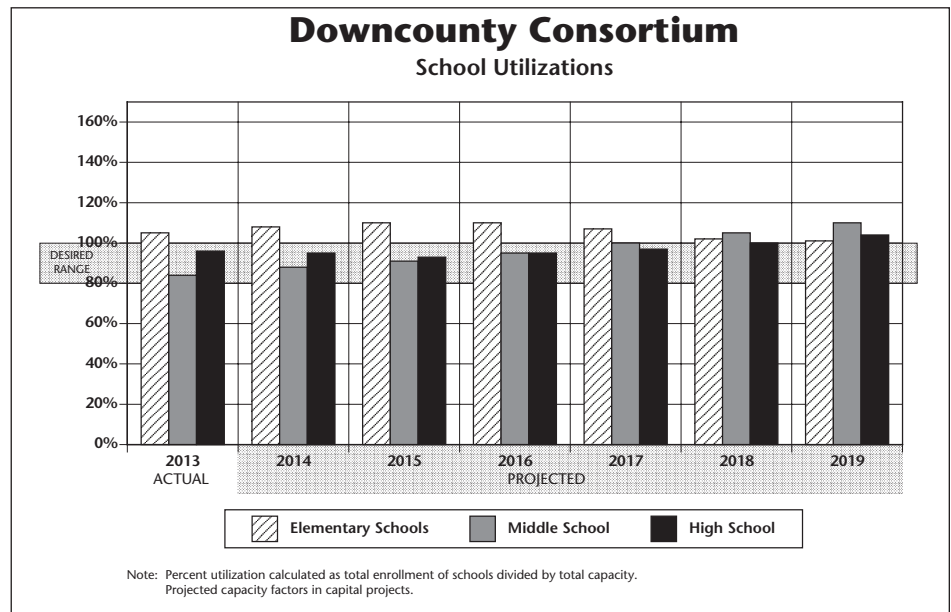
The Middle Schools Magnet Consortium (MSMC) includes three middle schools—Argyle, A. Mario Loiederman, and Parkland middle schools. The programs at these schools are open to all middle school students in the county.

Planning Issue: There has been a great deal of enrollment growth in the Downcounty Consortium since 2007. This growth has been most significant at the elementary schools where many schools no longer have the space to accommodate the projected enrollment. To address the overutilization of elementary schools in the midsection of the Downcounty Consortium, a comprehensive capacity study was conducted during the 2012–2013 school year. The following schools were included in the scope of the study: Arcola, Brookhaven, Forest Knolls, Georgian Forest, Glen Haven, Glenallan, Harmony Hills, Highland, Kemp Mill, Sargent Shriver,

Weller Road, and Wheaton Woods elementary schools. Based on the findings of this study, five classroom addition projects are recommended with an opening date of August 2018. The addition projects are located at Brookhaven, Glen Haven, Highland, Kemp Mill and Sargent Shriver elementary schools. These additions, along with space that is available at Georgian Forest, Glenallan, and Weller Road elementary schools, will address the overutilization issues at Arcola, Highland, Kemp Mill, and Sargent Shriver elementary schools. Boundary studies will be conducted prior to the opening of the five new additions scheduled in August 2018. Although Forest Knolls Elementary School was included in the midsection comprehensive study, a solution for this school will be developed as part of second comprehensive capacity study in the lower portion of the Downcounty Consortium described below.

A second comprehensive capacity study is recommended for the lower portion of the Downcounty Consortium to address enrollment growth in this area. The comprehensive capacity study for this area will be conducted during the 2013–2014 school year. This capacity study will include the following schools: East Silver Spring, Forest Knolls, Highland View, Rolling Terrace, Sligo Creek, and Woodlin elementary schools. A detailed description of the purpose and process for the comprehensive study is included in Supplement A to the CIP at the following link: http://www.montgomeryschoolsmd.org/departments/planning/CIPMaster_Current2.shtml

At the middle school level, facility planning funds are recommended 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. Completion dates for these additions will be considered in a future CIP, after the feasibility studies are conducted. At the high school level, enrollment will be monitored to determine if there is a need for classroom additions in the future.



SCHOOLS

Wheaton High School

Planning Study: Wheaton High School and Thomas Edison High School of Technology (TEHST) are currently located on the same site and share one facility. These schools are scheduled for revitalization/expansion projects. During the past two years, two major planning studies were conducted to prepare for the revitalization/expansion projects of these schools. During the fall and winter 2010–2011, a Roundtable Discussion, with broad stakeholder involvement, met to explore various approaches for the future relationship between the two schools. Following the Roundtable review, the Board of Education took action on March 28, 2011, to keep the two schools separate with distinct identities and directed staff to conduct a feasibility study to review two options—a one-building option and a two-building option. At the conclusion of the feasibility study, on September 13, 2011, the Board of Education adopted a two-building option for the revitalization/expansion projects of Wheaton High School and Thomas Edison High School of Technology.

Capital Project: An FY 2014 appropriation for construction funds was approved to construct the replacement facilities for Wheaton High School and Thomas Edison High School of Technology. The completion dates for these schools are scheduled for August 2015 for the Wheaton High School facility, August 2017 for the Thomas Edison High School of Technology facility, and August 2018 for restoration of the site. In order for these projects to be completed on schedule, county and state funding must be provided at levels recommended in this CIP.

Capital Project: An FY 2014 appropriation for construction funds is approved in the Department of Health and Human Services (DHHS) Capital Budget for a School-based Wellness

Center at Wheaton High School. The construction of the Wellness Center will coincide with the replacement facility.

Eastern Middle School

Capital Project: A revitalization/expansion project was previously scheduled for this school for completion in August 2021. However, due to fiscal constraints in the county (as described in Chapter 1), the project is delayed by two years to August 2023. FY 2017 expenditures are programmed for facility planning funds to determine the scope and cost for the project. In order for this project to be completed on the new schedule, county and state funding must be provided at the levels recommended in this CIP.

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. An FY 2015 appropriation is recommended for facility planning to determine the feasibility, scope, and cost for a classroom addition. A date for the addition will be considered in a future CIP. Relocatable classrooms will be utilized until additional capacity can be added.

A. Mario Loiederman Middle School

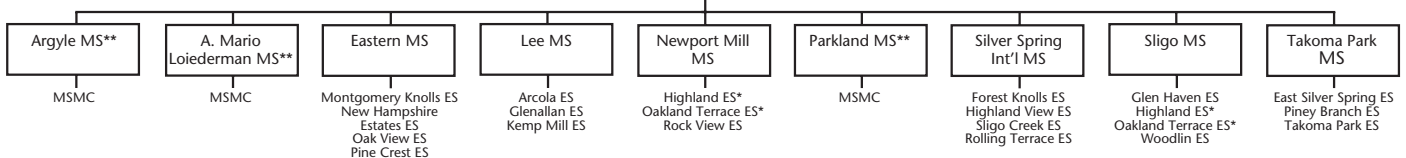
Capital Project: Projections indicate enrollment at A. Mario Loiederman Middle School will exceed capacity by 150 seats or more by the end of the six-year period. An FY 2014 appropriation was approved for facility planning to determine the feasibility, scope, and cost for a classroom addition. A date for the addition will be considered in a future CIP. Relocatable classrooms will be utilized until additional capacity can be added.

Downcounty Consortium Articulation

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

Downcounty Consortium High Schools

Montgomery Blair HS
Albert Einstein HS
John F. Kennedy HS
Northwood HS
Wheaton HS



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

** Students living in the following elementary school service areas will be given the choice of one of these three middle schools in 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.

Newport Mill Middle School

Non-capital Solution: On November 17, 2011, the Board of Education adopted boundary changes for Oakland Terrace Elementary School, Newport Mill and Sligo middle schools, and created the service area for Flora M. Singer Elementary School. The boundary changes for the middle school will be phased in, beginning in the 2014–2015 school year.

Parkland Middle School

Capital Project: Projections indicate enrollment at Parkland Middle School will exceed capacity by 150 seats or more by the end of the six-year period. An FY 2015 appropriation is recommended for facility planning to determine the feasibility, scope, and cost for a classroom addition. A date for the addition will be considered in a future CIP. Relocatable classrooms will be utilized until additional capacity can be added.

Silver Spring International Middle School

Capital Project: Projections indicate enrollment at Silver Spring International Middle School will exceed capacity by 150 seats or more by the end of the six-year period. An FY 2015 appropriation is recommended for facility planning to determine the feasibility, scope, and cost to provide additional space in the existing facility. A date for the project will be considered in a future CIP. Relocatable classrooms will be utilized until additional capacity can be added.

Non-capital Solution: In November 2009, the Board of Education adopted boundary changes to relieve overutilization at Sligo Creek Elementary School. The boundary changes went into effect at the elementary school level in August 2010 and began phasing in at the middle school level in August 2012.

Sligo Middle School

Non-capital Solution: On November 17, 2011, the Board of Education adopted boundary changes for Oakland Terrace Elementary School, Newport Mill and Sligo middle schools, and created the service area for Flora M. Singer Elementary School. The boundary changes for the middle school will be phased in, beginning in the 2014–2015 school year.

Takoma Park Middle School

Capital Project: Projections indicate enrollment at Takoma Park Middle School will exceed capacity by 150 seats or more by the end of the six-year period. An FY 2015 appropriation is recommended for facility planning to determine the feasibility, scope, and cost for a classroom addition. A date for the addition will be considered in a future CIP. Relocatable classrooms will be utilized until additional capacity can be added.

Non-capital Solution: In November 2009, the Board of Education adopted boundary changes to relieve overutilization at Sligo Creek Elementary School. The boundary changes went into effect at the elementary school level in August 2010 and began phasing in at the middle school level in August 2012.

Arcola Elementary School

Capital Project: An FY 2014 appropriation for funds was approved for the construction of a classroom addition. The scheduled completion date for the addition is August 2015. Even with the addition, the enrollment at Arcola Elementary School will exceed the new capacity. Relocatable classrooms will continue to be utilized until recommended additions at other elementary schools in the area are completed. Boundary changes, where needed, will be made when the additional capacity opens.

Capital Project: A comprehensive capacity study to address overutilization at several elementary schools in the midsection of the Downcounty Consortium was conducted during the 2012–2013 school year. The following schools were included in the scope of the study: Arcola, Brookhaven, Forest Knolls, Georgian Forest, Glen Haven, Glenallan, Harmony Hills, Highland, Kemp Mill, Sargent Shriver, Weller Road, and Wheaton Woods elementary school. Based on the outcome of the study, an FY 2016 appropriation for planning funds will be recommended next year to begin the architectural design for five classroom addition at Brookhaven, Glen Haven, Highland, Kemp Mill, and Sargent Shriver elementary schools. These projects will address the overutilization at Arcola, Highland, Kemp Mill, and Sargent Shriver elementary schools in the midsection of Downcounty Consortium. The scheduled completion date for these additions is August 2018. In order for these projects to be completed on schedule, county and state funding must be provided at the levels recommended in this CIP.

Bel Pre Elementary School

Capital Project: A revitalization/expansion project is scheduled for this school with a completion date of August 2014. An FY 2013 appropriation for construction funds was approved to construct the project.

Brookhaven Elementary School

Capital Project: A comprehensive capacity study to address overutilization at several elementary schools in the midsection of the Downcounty Consortium was conducted during the 2012–2013 school year. The following schools were included in the scope of the study: Arcola, Brookhaven, Forest Knolls, Georgian Forest, Glen Haven, Glenallan, Harmony Hills, Highland, Kemp Mill, Sargent Shriver, Weller Road, and Wheaton Woods elementary school. Based on the outcome of the study, an FY 2016 appropriation for planning funds will be recommended next year to begin the architectural design for five classroom addition at Brookhaven, Glen Haven, Highland, Kemp Mill, and Sargent Shriver elementary schools. These projects will address the overutilization at Arcola, Highland, Kemp Mill, and Sargent Shriver elementary schools in the midsection of Downcounty Consortium. The scheduled completion date for these additions is August 2018. In order for these projects to be completed on schedule, county and state funding must be provided at the levels recommended

in this CIP. Boundary changes, where needed, will be made when the additional capacity opens.

East Silver Spring Elementary School

Planning Study: A comprehensive capacity study to address overutilization at several elementary schools in the lower section of the Downcounty Consortium will be conducted during the 2013–2014 school year. The capacity study will include the following schools: East Silver Spring, Forest Knolls, Highland View, Rolling Terrace, Sligo Creek, and Woodlin elementary schools. A detailed description of the purpose and process for the comprehensive study is included in Supplement A to the CIP at the following link: http://www.montgomeryschoolsmd.org/departments/planning/CIPMaster_Current2.shtml

Forest Knolls Elementary School

Planning Study: Enrollment projections indicate enrollment at Forest Knolls Elementary School will exceed capacity by 92 seats or more classrooms throughout the six-year CIP period. A comprehensive capacity study to address overutilization at several elementary schools in the midsection Downcounty Consortium was conducted during the 2012–2013 school year that included Forest Knolls Elementary School. However, due to growth in enrollment in these schools and Forest Knolls Elementary School's proximity to the lower section of the Downcounty Consortium, Forest Knolls Elementary School will be included in a new comprehensive capacity study in the lower section of the Downcounty Consortium. The comprehensive capacity study for the lower area will be conducted during the 2013–2014 school year. This capacity study will include the following schools: East Silver Spring, Forest Knolls, Highland View, Rolling Terrace, Sligo Creek, and Woodlin elementary schools. A detailed description of the purpose and process for the comprehensive study is included in Supplement A to the CIP at the following link: http://www.montgomeryschoolsmd.org/departments/planning/CIPMaster_Current2.shtml

Glen Haven Elementary School

Capital Project: A comprehensive capacity study to address overutilization at several elementary schools in the midsection of the Downcounty Consortium was conducted during the 2012–2013 school year. The following schools were included in the scope of the study: Arcola, Brookhaven, Forest Knolls, Georgian Forest, Glen Haven, Glenallan, Harmony Hills, Highland, Kemp Mill, Sargent Shriver, Weller Road, and Wheaton Woods elementary school. Based on the outcome of the study, an FY 2016 appropriation for planning funds will be recommended next year to begin the architectural design for five classroom addition at Brookhaven, Glen Haven, Highland, Kemp Mill, and Sargent Shriver elementary schools. These projects will address the overutilization at Arcola, Highland, Kemp Mill, and Sargent Shriver elementary schools in the midsection of Downcounty Consortium. The scheduled completion date for these additions is August 2018. In order for these projects to be completed on schedule, county and

state funding must be provided at the levels recommended in this CIP. Boundary changes, where needed, will be made when the additional capacity opens.

Harmony Hills Elementary School

Capital Project: A comprehensive capacity study to address overutilization at several elementary schools in the midsection of the Downcounty Consortium was conducted during the 2012–2013 school year. The following schools were included in the scope of the study: Arcola, Brookhaven, Forest Knolls, Georgian Forest, Glen Haven, Glenallan, Harmony Hills, Highland, Kemp Mill, Sargent Shriver, Weller Road, and Wheaton Woods elementary school. Based on the outcome of the study, an FY 2016 appropriation for planning funds will be recommended next year to begin the architectural design for five classroom addition at Brookhaven, Glen Haven, Highland, Kemp Mill, and Sargent Shriver elementary schools. These projects will address the overutilization at Arcola, Highland, Kemp Mill, and Sargent Shriver elementary schools in the midsection of Downcounty Consortium. The scheduled completion date for these additions is August 2018. In order for these projects to be completed on schedule, county and state funding must be provided at the levels recommended in this CIP. Boundary changes, where needed, will be made when the additional capacity opens.

Highland Elementary School

Capital Project: A comprehensive capacity study to address overutilization at several elementary schools in the midsection of the Downcounty Consortium was conducted during the 2012–2013 school year. The following schools were included in the scope of the study: Arcola, Brookhaven, Forest Knolls, Georgian Forest, Glen Haven, Glenallan, Harmony Hills, Highland, Kemp Mill, Sargent Shriver, Weller Road, and Wheaton Woods elementary school. Based on the outcome of the study, an FY 2016 appropriation for planning funds will be recommended next year to begin the architectural design for five classroom addition at Brookhaven, Glen Haven, Highland, Kemp Mill, and Sargent Shriver elementary schools. These projects will address the overutilization at Arcola, Highland, Kemp Mill, and Sargent Shriver elementary schools in the midsection of Downcounty Consortium. The scheduled completion date for these additions is August 2018. In order for these projects to be completed on schedule, county and state funding must be provided at the levels recommended in this CIP. Boundary changes, where needed, will be made when the additional capacity opens.

Highland View Elementary School

Capital Project: Projections indicate enrollment at Highland View Elementary School will exceed capacity by 92 seats or more by the end of the six-year period. FY 2015 expenditures for planning funds were programmed to begin the architectural design of a classroom addition project. However, due to enrollment growth in nearby schools in the lower portion

of the Downcounty Consortium, planning for the addition is deferred until a comprehensive capacity study is conducted for the lower portion of the Downcounty Consortium and a comprehensive plan can be developed for this area. The comprehensive capacity study for the lower area will be conducted during the 2013–2014 school year. This capacity study will include the following schools: East Silver Spring, Forest Knolls, Highland View, Rolling Terrace, Sligo Creek, and Woodlin elementary schools. A detailed description of the purpose and process for the comprehensive study is included in Supplement A to the CIP at the following link: http://www.montgomeryschoolsmd.org/departments/planning/CIPMaster_Current2.shtml

Kemp Mill Elementary School

Capital Project: A comprehensive capacity study to address overutilization at several elementary schools in the midsection of the Downcounty Consortium was conducted during the 2012–2013 school year. The following schools were included in the scope of the study: Arcola, Brookhaven, Forest Knolls, Georgian Forest, Glen Haven, Glenallan, Harmony Hills, Highland, Kemp Mill, Sargent Shriver, Weller Road, and Wheaton Woods elementary school. Based on the outcome of the study, an FY 2016 appropriation for planning funds will be recommended next year to begin the architectural design for five classroom addition at Brookhaven, Glen Haven, Highland, Kemp Mill, and Sargent Shriver elementary schools. These projects will address the overutilization at Arcola, Highland, Kemp Mill, and Sargent Shriver elementary schools in the midsection of Downcounty Consortium. The scheduled completion date for these additions is August 2018. In order for these projects to be completed on schedule, county and state funding must be provided at the levels recommended in this CIP. Boundary changes, where needed, will be made when the additional capacity opens.

Oak View Elementary School

Planning Study: Oak View Elementary School, that serves Grades 3–5 students, is paired with New Hampshire Estates Elementary School that serves Grades pre-K–2 students. A roundtable discussion was conducted in spring 2013 to review the enrollment, demographic, and facility impact of unpairing New Hampshire Estates and Oak View elementary schools. Representatives from the New Hampshire Estates and Oak View elementary schools Parent Teacher Association, a representative from the Pre-K Neighborhood School Initiative, and Montgomery Blair cluster coordinators served on the roundtable discussion. The superintendent of schools released his recommendation on October 15, 2013 for Board of Education action on November 18, 2013. The superintendent's recommendation is available at the following link: http://www.montgomeryschoolsmd.org/departments/planning/CommunityInfo_Roundtable.shtml

New Hampshire Estates Elementary School

Planning Study: Oak View Elementary School, that serves Grades 3–5 students, is paired with New Hampshire Estates Elementary School that serves Grades pre-K–2 students. A roundtable discussion was conducted in spring 2013 to review the enrollment, demographic, and facility impact of unpairing New Hampshire Estates and Oak View elementary schools. Representatives from the New Hampshire Estates and Oak View elementary schools Parent Teacher Association, a representative from the Pre-K Neighborhood School Initiative, and Montgomery Blair cluster coordinators served on the roundtable discussion. The superintendent of schools released his recommendation on October 15, 2013 for Board of Education action on November 18, 2013. The superintendent's recommendation is available at the following link: http://www.montgomeryschoolsmd.org/departments/planning/CommunityInfo_Roundtable.shtml

Rolling Terrace Elementary School

Capital Project: Projections indicate enrollment at Rolling Terrace Elementary School will exceed capacity by 92 seats or more by the end of the six-year period. A comprehensive capacity study to address overutilization at several elementary schools in the lower section of the Downcounty Consortium will be conducted during the 2013–2014 school year. The capacity study will include the following schools: East Silver Spring, Forest Knolls, Highland View, Rolling Terrace, Sligo Creek, and Woodlin elementary schools. A detailed description of the purpose and process for the comprehensive study is included in Supplement A to the CIP at the following link: http://www.montgomeryschoolsmd.org/departments/planning/CIPMaster_Current2.shtml

Sargent Shriver Elementary School

Capital Project: A comprehensive capacity study to address overutilization at several elementary schools in the midsection of the Downcounty Consortium was conducted during the 2012–2013 school year. The following schools were included in the scope of the study: Arcola, Brookhaven, Forest Knolls, Georgian Forest, Glen Haven, Glenallan, Harmony Hills, Highland, Kemp Mill, Sargent Shriver, Weller Road, and Wheaton Woods elementary school. Based on the outcome of the study, an FY 2016 appropriation for planning funds will be recommended next year to begin the architectural design for five classroom addition at Brookhaven, Glen Haven, Highland, Kemp Mill, and Sargent Shriver elementary schools. These projects will address the overutilization at Arcola, Highland, Kemp Mill, and Sargent Shriver elementary schools in the midsection of Downcounty Consortium. The scheduled completion date for these additions is August 2018. In order for these projects to be completed on schedule, county and state funding must be provided at the levels recommended in this CIP. Boundary changes, where needed, will be made when the additional capacity opens.

Sligo Creek Elementary School

Planning Study: A comprehensive capacity study to address overutilization at several elementary schools in the lower section of the Downcounty Consortium will be conducted during the 2013–2014 school year. The capacity study will include the following schools: East Silver Spring, Forest Knolls, Highland View, Rolling Terrace, Sligo Creek, and Woodlin elementary schools. A detailed description of the purpose and process for the comprehensive study is included in Supplement A to the CIP at the following link: http://www.montgomeryschoolsmd.org/departments/planning/CIPMaster_Current2.shtml

Wheaton Woods Elementary School

Capital Project: A revitalization/expansion project was previously scheduled for this school with a completion date of August 2016. However, due to fiscal constraints in the county (as described in Chapter 1), the project has been delayed by one year to August 2017. An FY 2016 appropriation will be recommended for funds to begin the construction of the project. In order for this project to be completed on the new schedule, county and state funding must be provided at the levels recommended in this CIP.

Woodlin Elementary School

Capital Project: Enrollment projections indicate enrollment at Woodlin Elementary School will exceed capacity by four or more classrooms throughout the six-year CIP period. An FY 2013 appropriation was approved for facility planning to determine the feasibility, scope, and cost for a classroom addition at Woodlin Elementary School. However, due to enrollment growth in nearby schools in the lower portion of the Downcounty Consortium, planning for the addition is deferred until a comprehensive capacity study is conducted for the lower portion of the Downcounty Consortium and a comprehensive plan can be developed for this area. The comprehensive capacity study for the lower area will be conducted during the 2013–2014 school year. This capacity study will include the following schools: East Silver Spring, Forest Knolls, Highland View, Rolling Terrace, Sligo Creek, and Woodlin elementary schools. A detailed description of the purpose and process for the comprehensive study is included in Supplement A to the CIP at the following link: http://www.montgomeryschoolsmd.org/departments/planning/CIPMaster_Current2.shtml

CAPITAL PROJECTS

School	Project	Project Status*	Date of Completion
Wheaton HS	Revitalization/expansion	Approved	Aug. 2015 Aug. 2018, site
	Wellness Center	Approved	Aug. 2015
Eastern MS	Revitalization/expansion	Programmed	Aug. 2023 (delayed)
Col. E. Brooke Lee MS	Classroom addition	Proposed	TBD
A. Mario Loiederman MS	Classroom addition	Proposed	TBD
Parkland MS	Classroom addition	Proposed	TBD
Silver Spring International MS	Classroom addition	Proposed	TBD
Takoma Park MS	Classroom addition	Proposed	TBD
Arcola ES	Classroom addition	Approved	Aug. 2015
Bel Pre ES	Revitalization/expansion	Approved	Aug. 2014
Brookhaven ES	Classroom addition	Programmed	Aug. 2018
Glen Haven ES	Classroom addition	Programmed	Aug. 2018
Highland ES	Classroom addition	Programmed	Aug. 2018
Highland View ES	Classroom addition	Deferred	TBD
Kemp Mill ES	Classroom addition	Programmed	Aug. 2018
Sargent Shriver ES	Classroom addition	Programmed	Aug. 2018
Wheaton Woods ES	Revitalization/expansion	Programmed	Aug. 2017 (delayed)
Woodlin ES	Classroom addition	Deferred	TBD

*“Approved”—Project has an FY 2014 appropriation approved in the Amended FY 2013–2018 CIP.

*“Deferred”—Funds have been deferred for a future 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 FY 2015 for a feasibility study.

*“Recommended”—Project has an FY 2015 appropriation recommended in the FY 2015–2020 CIP.

DOWNCOUNTY CONSORTIUM

Projected Enrollment and Space Availability

Effects of the Recommended FY2015–2020 CIP and Non-CIP Actions on Space Available

Schools		Actual	Projections							
		13–14	14–15	15–16	16–17	17–18	18–19	19–20	2023	2028
Montgomery Blair HS	Program Capacity	2938	2938	2938	2938	2938	2938	2938	2938	2938
	Enrollment	2796	2838	2863	2902	3013	3026	3053	3200	3300
	Available Space	142	100	76	36	(74)	(88)	(114)	(262)	(362)
	Comments									
Albert Einstein HS	Program Capacity	1621	1621	1621	1621	1621	1621	1621	1621	1621
	Enrollment	1653	1569	1548	1578	1604	1659	1760	1800	1900
	Available Space	(32)	52	73	43	17	(38)	(139)	(179)	(279)
	Comments									
John F. Kennedy HS	Program Capacity	1847	1847	1847	1847	1847	1847	1847	1847	1847
	Enrollment	1593	1531	1558	1612	1675	1759	1801	1850	1950
	Available Space	254	316	289	235	172	88	46	(3)	(103)
	Comments									
Northwood HS	Program Capacity	1575	1575	1575	1575	1575	1575	1575	1575	1575
	Enrollment	1503	1548	1538	1540	1509	1549	1762	1800	1900
	Available Space	72	27	37	35	66	26	(187)	(225)	(325)
	Comments									
Wheaton HS	Program Capacity	1320	1320	1596	1596	1596	1596	1596	1596	1596
	Enrollment	1341	1342	1373	1429	1483	1545	1610	1650	1750
	Available Space	(21)	(22)	223	167	113	51	(14)	(54)	(154)
	Comments		Revitalization/ Expansion in Progress	Rev/Ex Complete			Site Complete			
Argyle MS	Program Capacity	905	905	905	905	905	905	905	905	905
	Enrollment	831	865	872	892	896	899	880	900	950
	Available Space	74	40	33	13	9	6	25	5	(45)
	Comments									
Eastern MS	Program Capacity	1024	1024	1024	1024	1024	1024	1024	1024	1024
	Enrollment	874	882	931	964	1009	1026	1064	1100	1150
	Available Space	150	142	93	60	15	(2)	(40)	(76)	(126)
	Comments				Facility Planning for Rev/Ex					
Col. E. Brooke Lee MS	Program Capacity	777	777	777	777	777	777	777	777	777
	Enrollment	660	719	766	792	829	885	946	950	1000
	Available Space	117	58	11	(15)	(52)	(108)	(169)	(173)	(223)
	Comments		Facility Planning for Addition							
A. Mario Loiederman MS	Program Capacity	897	897	897	897	897	897	897	897	897
	Enrollment	835	889	930	951	1007	1086	1103	1150	1200
	Available Space	62	8	(33)	(54)	(110)	(189)	(206)	(253)	(303)
	Comments		Facility Planning for Addition							
Newport Mill MS	Program Capacity	825	825	825	825	825	825	825	825	825
	Enrollment	614	600	614	634	676	690	712	750	800
	Available Space	210	224	210	190	148	134	112	75	25
	Comments		Boundary Change							
Parkland MS	Program Capacity	932	932	932	932	932	932	932	932	932
	Enrollment	884	916	917	919	982	1068	1116	1150	1200
	Available Space	48	16	15	13	(50)	(136)	(184)	(218)	(268)
	Comments		Facility Planning for Addition							
Silver Spring International MS	Program Capacity	1118	1118	1118	1118	1118	1118	1118	1118	1118
	Enrollment	950	986	1016	1068	1132	1197	1272	1300	1350
	Available Space	168	132	102	50	(14)	(79)	(154)	(182)	(232)
	Comments		Facility Planning for Addition							
Sligo MS	Program Capacity	937	937	937	937	937	937	937	937	937
	Enrollment	446	551	590	677	756	828	910	950	1000
	Available Space	491	386	347	260	181	109	27	(13)	(63)
	Comments		Boundary Change							
Takoma Park MS	Program Capacity	939	939	939	939	939	939	939	939	939
	Enrollment	954	985	993	1045	1063	1105	1163	1200	1250
	Available Space	(15)	(46)	(54)	(106)	(124)	(166)	(224)	(261)	(311)
	Comments		Facility Planning for Addition							

DOWNCOUNTY CONSORTIUM

Schools			Actual 13-14	Projections						2023	2028
Schools	CSR	Program Capacity Enrollment Available Space Comments	14-15	15-16	16-17	17-18	18-19	19-20			
			14-15	15-16	16-17	17-18	18-19	19-20			
Arcola ES	CSR	Program Capacity	517	624	624	624	624	624			
		Enrollment	709	736	753	768	762	765			
		Available Space	(192)	(219)	(129)	(144)	(138)	(141)			
		Comments	Planning for Addition		Addition Complete						
Bel Pre ES Grades (preK-2) Paired With Strathmore ES	CSR	Program Capacity	370	568	568	568	568	568			
		Enrollment	472	496	492	488	486	484			
		Available Space	(102)	72	76	80	82	84			
		Comments	@ North Lake	Rev/Ex Complete							
Brookhaven ES	CSR	Program Capacity	486	486	486	486	486	653			
		Enrollment	460	461	479	490	480	477			
		Available Space	26	25	7	(4)	6	176			
		Comments			Planning for Addition			Addition Opens			
East Silver Spring ES	CSR	Program Capacity	572	572	572	572	572	572			
		Enrollment	513	539	568	574	585	589			
		Available Space	59	33	4	(2)	(13)	(17)			
		Comments	See Text								
Forest Knolls ES	CSR	Program Capacity	548	548	548	548	548	548			
		Enrollment	708	732	748	741	741	745			
		Available Space	(160)	(184)	(200)	(193)	(193)	(197)			
		Comments	See Text								
Georgian Forest ES	CSR	Program Capacity	622	622	622	622	622	622			
		Enrollment	584	591	582	574	566	547			
		Available Space	38	31	40	48	56	75			
		Comments	Addition Opens								
Glen Haven ES	CSR	Program Capacity	554	554	554	554	554	652			
		Enrollment	539	620	634	649	643	652			
		Available Space	15	(66)	(80)	(95)	(89)	0			
		Comments			Planning for Addition			Addition Opens			
Glenallan ES	CSR	Program Capacity	746	746	746	746	746	746			
		Enrollment	545	591	608	628	636	647			
		Available Space	201	155	138	118	110	99			
		Comments	Rev/Ex Complete								
Harmony Hills ES	CSR	Program Capacity	671	671	671	671	671	671			
		Enrollment	729	761	785	798	788	756			
		Available Space	(58)	(90)	(114)	(127)	(117)	(85)			
		Comments									
Highland ES	CSR	Program Capacity	482	482	482	482	482	665			
		Enrollment	544	562	581	604	609	608			
		Available Space	(62)	(80)	(99)	(122)	(127)	57			
		Comments			Planning for Addition			Addition Opens			
Highland View ES	CSR	Program Capacity	298	298	298	298	298	298			
		Enrollment	390	409	423	431	437	438			
		Available Space	(92)	(111)	(125)	(133)	(139)	(140)			
		Comments	See Text								
Kemp Mill ES	CSR	Program Capacity	439	439	439	439	439	648			
		Enrollment	499	516	529	531	543	518			
		Available Space	(60)	(77)	(90)	(92)	(104)	130			
		Comments			Planning for Addition			Addition Opens			
Montgomery Knolls ES Grades (K-2) Paired With Pine Crest ES	CSR	Program Capacity	503	503	503	503	503	503			
		Enrollment	498	497	505	494	487	485			
		Available Space	5	6	(2)	9	16	18			
		Comments									
New Hampshire Estates ES Grades (K-2) Paired With Oak View ES	CSR	Program Capacity	444	444	444	444	444	444			
		Enrollment	510	529	515	505	495	495			
		Available Space	(66)	(85)	(71)	(61)	(51)	(51)			
		Comments	See Text								
Oak View ES Grades (3-5) Paired With New Hampshire ES	CSR	Program Capacity	358	358	358	358	358	358			
		Enrollment	351	400	420	430	425	425			
		Available Space	7	(42)	(62)	(72)	(67)	(67)			
		Comments	See Text								

DOWNCOUNTY CONSORTIUM

Schools			Actual	Projections						2023	2028
			13-14	14-15	15-16	16-17	17-18	18-19	19-20		
Oakland Terrace ES	CSR	Program Capacity	523	523	523	523	523	523	523		
		Enrollment	507	520	528	517	511	506	496		
		Available Space	16	3	(5)	6	12	17	27		
		Comments									
Pine Crest ES Grades (3-5) Paired With Montgomery Knolls ES	CSR	Program Capacity	381	381	381	381	381	381	381		
		Enrollment	454	470	459	472	453	463	452		
		Available Space	(73)	(89)	(78)	(91)	(72)	(82)	(71)		
		Comments									
Piney Branch ES Grades (3-5) Paired With Takoma Park ES	CSR	Program Capacity	611	611	611	611	611	611	611		
		Enrollment	524	547	573	608	632	617	577		
		Available Space	87	64	38	3	(21)	(6)	34		
		Comments									
Rock View ES	CSR	Program Capacity	661	661	661	661	661	661	661		
		Enrollment	655	675	675	671	655	653	647		
		Available Space	6	(14)	(14)	(10)	6	8	14		
		Comments									
Rolling Terrace ES	CSR	Program Capacity	695	695	695	695	695	695	695		
		Enrollment	872	902	926	944	919	905	885		
		Available Space	(177)	(207)	(231)	(249)	(224)	(210)	(190)		
		Comments	See Text								
Sargent Shriver ES	CSR	Program Capacity	640	640	640	640	640	758	758		
		Enrollment	781	793	819	829	823	804	795		
		Available Space	(141)	(153)	(179)	(189)	(183)	(46)	(37)		
		Comments			Planning for Addition			Addition Opens			
Flora M. Singer	CSR	Program Capacity	652	652	652	652	652	652	652		
		Enrollment	629	680	699	711	705	699	687		
		Available Space	23	(28)	(47)	(59)	(53)	(47)	(35)		
		Comments									
Sligo Creek ES		Program Capacity	665	665	665	665	665	665	665		
		Enrollment	597	614	630	635	625	630	630		
		Available Space	68	51	35	30	40	35	35		
		Comments	See Text								
Strathmore ES Grades (3-5) Paired With Bel Pre ES	CSR	Program Capacity	439	439	439	439	439	439	439		
		Enrollment	445	444	443	424	443	442	437		
		Available Space	(6)	(5)	(4)	15	(4)	(3)	2		
		Comments									
Takoma Park ES Grades (preK-2) Paired With Piney Branch ES	CSR	Program Capacity	584	584	584	584	584	584	584		
		Enrollment	651	674	657	618	581	578	577		
		Available Space	(67)	(90)	(73)	(34)	3	6	7		
		Comments									
Viers Mill ES	CSR	Program Capacity	728	728	728	728	728	728	728		
		Enrollment	650	701	707	718	707	687	692		
		Available Space	78	27	21	10	21	41	36		
		Comments	Addition Opens								
Weller Road ES	CSR	Program Capacity	752	752	752	752	752	752	752		
		Enrollment	646	673	683	684	678	671	681		
		Available Space	106	79	69	68	74	81	71		
		Comments	Rev/Ex Complete								
Wheaton Woods ES	CSR	Program Capacity	368	368	368	368	740	740	740		
		Enrollment	502	522	544	560	571	574	573		
		Available Space	(134)	(154)	(176)	(192)	169	166	167		
		Comments	Planning for Rev/Ex		Move to North Lake	@ North Lake	Rev/Ex Complete				
Woodlin ES		Program Capacity	462	462	462	462	462	462	462		
		Enrollment	609	661	658	663	645	657	642		
		Available Space	(147)	(199)	(196)	(201)	(183)	(195)	(180)		
		Comments	See Text								
Cluster Information		HS Utilization	96%	95%	93%	95%	97%	100%	104%	108%	113%
		HS Enrollment	8886	8828	8880	9061	9284	9538	9986	10300	10800
		MS Utilization	84%	88%	91%	95%	100%	105%	110%	113%	119%
		MS Enrollment	7048	7393	7629	7942	8350	8784	9166	9450	9900
		ES Utilization	105%	108%	110%	110%	107%	102%	100%	105%	110%
		ES Enrollment	16573	17316	17623	17759	17631	17517	17298	18000	19000

DOWNCOUNTY CONSORTIUM

Demographic Characteristics of Schools

Schools	2013–2014						2012–2013		
	Total Enrollment	Two or more races %	Black or Afr. Amer. %	Asian%	Hispanic %	White %	FARMS%*	ESOL%**	Mobility Rate%***
Montgomery Blair HS	2796	≤ 5.0%	27.2%	15.9%	29.7%	23.2%	35.2%	9.8%	9.9%
Albert Einstein HS	1653	≤ 5.0%	22.3%	10.5%	43.7%	21.2%	41.5%	7.5%	12.7%
John F. Kennedy HS	1593	≤ 5.0%	35.8%	9.2%	48.9%	≤ 5.0%	51.8%	8.0%	13.6%
Northwood HS	1503	≤ 5.0%	27.1%	6.5%	48.2%	15.4%	44.6%	9.8%	16.4%
Wheaton HS	1341	≤ 5.0%	25.6%	10.5%	53.8%	7.8%	57.3%	18.1%	14.1%
Argyle MS	831	≤ 5.0%	36.8%	10.1%	43.3%	7.7%	56.4%	14.2%	13.3%
Eastern MS	874	5.3%	19.8%	15.8%	38.2%	20.9%	46.4%	11.9%	10.3%
Col. E. Brooke Lee MS	660	≤ 5.0%	28.2%	8.8%	52.4%	7.4%	64.0%	21.1%	13.1%
A. Mario Loiederman MS	835	≤ 5.0%	26.8%	6.1%	50.7%	13.2%	56.1%	14.1%	12.6%
Newport Mill MS	614	≤ 5.0%	16.4%	12.2%	48.4%	20.0%	51.8%	12.7%	8.5%
Parkland MS	884	≤ 5.0%	23.6%	18.1%	43.9%	10.4%	46.9%	10.5%	5.1%
Silver Spring International MS	950	≤ 5.0%	22.6%	7.1%	36.3%	29.2%	43.9%	14.4%	10.5%
Sligo MS	446	≤ 5.0%	24.2%	9.4%	39.7%	22.6%	48.0%	12.9%	25.9%
Takoma Park MS	954	5.3%	28.7%	21.9%	14.2%	29.6%	26.1%	6.9%	7.5%
Arcola ES	709	≤ 5.0%	17.5%	8.3%	68.5%	≤ 5.0%	74.8%	50.3%	17.3%
Bel Pre ES	472	≤ 5.0%	43.0%	7.0%	39.0%	6.6%	66.3%	45.6%	18.3%
Brookhaven ES	460	≤ 5.0%	32.2%	6.3%	48.0%	9.8%	64.6%	49.1%	12.3%
East Silver Spring ES	513	≤ 5.0%	53.4%	≤ 5.0%	23.0%	16.8%	56.7%	34.7%	13.3%
Forest Knolls ES	708	≤ 5.0%	13.6%	7.2%	43.2%	31.2%	39.7%	28.1%	9.6%
Georgian Forest ES	584	≤ 5.0%	34.2%	6.5%	49.0%	8.6%	74.7%	33.3%	29.9%
Glen Haven ES	539	≤ 5.0%	21.3%	8.5%	49.5%	15.6%	66.8%	38.9%	25.0%
Glenallan ES	545	≤ 5.0%	30.6%	12.1%	46.4%	7.3%	66.7%	37.1%	20.0%
Harmony Hills ES	729	≤ 5.0%	16.9%	6.6%	72.6%	≤ 5.0%	87.8%	57.0%	20.9%
Highland ES	544	≤ 5.0%	12.9%	≤ 5.0%	75.6%	≤ 5.0%	82.1%	59.3%	13.1%
Highland View ES	390	5.9%	22.8%	≤ 5.0%	26.4%	41.0%	42.4%	32.1%	11.8%
Kemp Mill ES	499	≤ 5.0%	18.8%	≤ 5.0%	70.9%	≤ 5.0%	74.7%	53.8%	18.6%
Montgomery Knolls ES	498	≤ 5.0%	24.3%	5.8%	46.8%	21.3%	60.3%	48.5%	12.6%
New Hampshire Estates ES	510	≤ 5.0%	13.5%	≤ 5.0%	81.4%	≤ 5.0%	89.8%	76.2%	15.6%
Oak View ES	351	≤ 5.0%	17.7%	9.4%	56.7%	15.1%	70.3%	38.9%	12.3%
Oakland Terrace ES	507	7.7%	14.2%	7.5%	30.2%	40.0%	31.8%	18.4%	9.0%
Pine Crest ES	454	≤ 5.0%	18.3%	10.4%	37.0%	30.6%	47.5%	24.0%	12.6%
Piney Branch ES	524	6.3%	37.0%	≤ 5.0%	16.4%	36.5%	33.7%	15.5%	7.3%
Rock View ES	655	5.3%	15.1%	11.8%	44.3%	23.1%	48.9%	39.0%	10.5%
Rolling Terrace ES	872	≤ 5.0%	14.9%	≤ 5.0%	62.7%	15.0%	66.6%	48.2%	11.5%
Sargent Shriver ES	781	≤ 5.0%	13.7%	8.3%	72.6%	≤ 5.0%	81.0%	61.7%	14.1%
Flora M. Singer ES	629	5.4%	15.6%	7.8%	35.3%	35.5%	36.8%	30.5%	12.2%
Sligo Creek ES	597	9.7%	19.3%	5.5%	10.4%	54.8%	14.4%	7.3%	11.3%
Strathmore ES	445	≤ 5.0%	45.8%	6.7%	36.6%	7.2%	61.8%	24.9%	14.5%
Takoma Park ES	651	5.8%	34.6%	≤ 5.0%	19.0%	35.5%	37.6%	28.8%	10.1%
Viers Mill ES	650	≤ 5.0%	11.8%	9.1%	61.2%	15.4%	70.6%	48.2%	8.5%
Weller Road ES	646	≤ 5.0%	11.3%	9.4%	72.6%	≤ 5.0%	79.9%	60.0%	15.8%
Wheaton Woods ES	502	≤ 5.0%	27.7%	7.8%	57.0%	5.6%	81.6%	54.2%	15.0%
Woodlin ES	609	7.9%	25.1%	6.6%	16.1%	44.0%	22.7%	11.8%	13.6%
Elementary Cluster Total	16573	≤ 5.0%	22.5%	6.8%	48.3%	18.4%	60.4%	40.7%	14.4%
Elementary County Total	73775	≤ 5.0%	20.7%	14.1%	29.5%	30.6%	37.9%	24.9%	12.2%

*Percent of students approved for Free and Reduced-priced Meals Program (FARMS) during the 2012–2013 school year.

**Percent of English for Speakers of Other Languages (ESOL) during the 2012–2013 school year. High School students are served in regional ESOL centers.

***Mobility Rate is the number of entries plus withdrawals during the 2012–2013 school year compared to total enrollment.

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

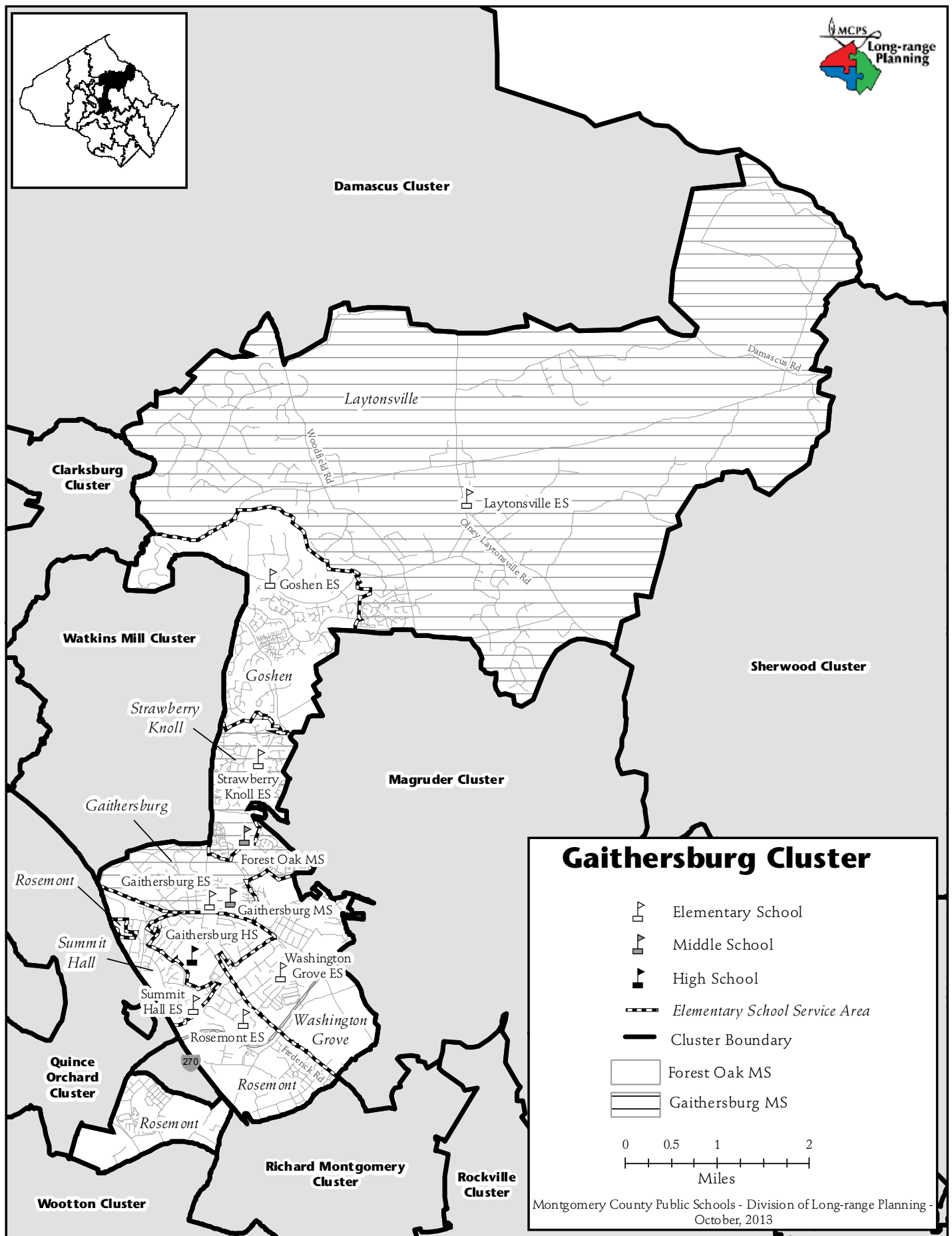
Due to federal and state guidelines, demographic characteristics of schools of less than or equal to 5.0% are reported as ≤ 5.0%.

[illegible]

Schools		Grades Served	Capacity (HS @90% MS@85%)	Total Rooms	Support Rooms	Regular Secondary @25	Regular Elementary @23	CSR Grades 1-2 @17	Pre-K @20	Pre-K @40	HS @20	CSR KIND @15	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	ED @10	EXTENSIONS @6	GT/LD @13	PD @7	PEP@6	PEP @12	PEP @18	VISION (Elementary) @7	OTHER
Montgomery Blair HS		9-12	2939	133		127								4	2																			
Albert Einstein HS		9-12	1621	80		67								3	1						3	4						2						
John F. Kennedy HS		9-12	1847	86		79								3							2	2												
Northwood HS		9-12	1575	73		67								3													3							
Wheaton HS		9-12	1320	65		53								5	1						2	2					2							
Argyle MS		6-8	905	43		42								1																				
Eastern MS		6-8	1024	51		45								2	2												2							
Col. E. Brooke Lee MS		6-8	777	39		34								3														1	1					
A. Mario Loiederman MS		6-8	897	43		41								1	1																			
Newport Mill MS		6-8	825	41		37								1							3													
Parkland MS		6-8	932	45		43								1								1												
Silver Spring International MS		6-8	1118	53		52								1																				
Sligo MS		6-8	937	50		43								1								2												4
Takoma Park MS		6-8	939	45		43								2																				
Arcola ES		HS-5	517	32	5		12	9				5				1																		
Bel Pre ES		PreK-2	370	25	5			11		2		6				1																		
Brookhaven ES		PreK-5	486	29	4		9	6		1		3					2														1	3		
East Silver Spring ES		HS-5	572	34	4		11	8		1	1	4				1	2														1		1	
Forest Knolls ES		K-5	548	34	4		12	10				5				1																		
Georgian Forest ES		HS-5	622	36	4		13	9		1	1	6															2							
Glen Haven ES		PreK-5	554	35	5		12	8		1		4									3									1		1		
Glenallan ES		HS-5	746	44	5		17	12				1	7				2																	
Harmony Hills ES		HS-5	671	41	6		11	14			1	1	8																					
Highland ES		HS-5	482	31	7		10	7		1	1	4				1																		
Highland View ES		K-5	298	21	5		6	6				3				1																		
Kemp Mill ES		PreK-5	439	28	5		9	7	1			1	4			1																		
Montgomery Knolls ES		HS-2	503	35	6			16		1	1	7																				1	3	
New Hampshire Estates ES		HS-2	444	32	6			12	2			4	8																					
Oak View ES		3-5	358	19	3		15									1																		
Oakland Terrace ES		K-5	523	32	5		10	8		1		4				1	2															1		
Pine Crest ES		3-5	381	21	4		16									1																		
Piney Branch ES		3-5	611	31	4		26									1																		
Rock View ES		PreK-5	661	39	4		14	11		1		5						3																1
Rolling Terrace ES		HS-5	695	40	4		15	11		1	1	6				1																		1
Sargent Shriver ES		PreK-5	640	37	4		12	12		1		7			1																			
Flora M. Singer ES		PreK-5	652	38	4		14	10		1		6						3																
Sligo Creek ES		K-5	665	35	4		24						4			1						2												
Strathmore ES		3-5	439	25	4		18										1				2													
Takoma Park ES		PreK-2	584	40	4			22	1	1		10																						2
Viers Mill ES		HS-5	728	42	4		14	11		1	1	7				1																3		
Weller Road ES		HS-5	752	42	4		17	11		1	1	6																			1	1		
Wheaton Woods ES		HS-5	368	26	7		7	6		1	1	3																						1
Woodlin ES		K-5	462	26	3		13						5			1				4														

Facility Characteristics of Schools 2013–2014

Schools	Year Facility Opened	Year Reopened/ Revitalized	Total Square Footage	Site Size Acres	Adjacent Park	Reloc- atable Classrooms	Linkages to Learning Program	Home School Model
Montgomery Blair HS	1998		386,567	30.2	Yes			
Albert Einstein HS	1962	1997	276,462	26.67	Yes			
John F. Kennedy HS	1964	1999	280,048	29.1				
Northwood HS	1956	2004	254,054	29.6				
Wheaton HS	1954	1983	258,117	28.2		2		
Argyle MS	1971	1993	120,205	19.9			Yes	
Eastern MS	1951	1976	152,030	14.5			Yes	
Col. E. Brooke Lee MS	1966		123,199	16.5	Yes			
A. Mario Loiederman MS	1956	2005	131,746	17.08				
Newport Mill MS	1958	2002	108,240	8.4	Yes			
Parkland MS	1963	2007	151,169	9.2	Yes			
Silver Spring International MS	1934	1999	152,731	10.64	Yes			
Sligo MS	1959	1991	149,527	21.7	Yes		Yes	
Takoma Park MS	1939	1999	137,348	18.8	Yes			
Arcola ES	1956	2007	85,469	5	Yes	6		Yes
Bel Pre ES	1968		59,031	8.9	Yes		Yes	Yes
Brookhaven ES	1961	1995	81,320	8.57			Yes	
East Silver Spring ES	1929	1975	88,895	8.4				
Forest Knolls ES	1960	1993	89,564	7.8		4		Yes
Georgian Forest ES	1961	1995	88,111	11	Yes		Yes	Yes
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	Yes	Yes
Highland ES	1950	1989	87,491	11	Yes			Yes
Highland View ES	1953	1994	59,213	6.6		6		Yes
Kemp Mill ES	1960	1996	68,222	10		2		Yes
Montgomery Knolls ES	1952	1989	97,213	10.3			Yes	
New Hampshire Estates ES	1954	1988	73,306	5.4				
Oak View ES	1949	1985	57,560	11.3		1		Yes
Oakland Terrace ES	1950	1993	79,145	9.5	Yes	2		Yes
Pine Crest ES	1941	1992	53,778	5.6	Yes	4	Yes	Yes
Piney Branch ES	1973		99,706	1.97	Yes			Yes
Rock View ES	1955	1999	91,977	7.4				Yes
Rolling Terrace ES	1988		92,241	4.3		6		Yes
Sargent Shriver ES	1954	2006	91,628	9.17		9		Yes
Flora M. Singer ES	2012		95,831	12.67	Yes			Yes
Sligo Creek ES	1934	1999	98,799	15.6	Yes			Yes
Strathmore ES	1970		59,497	10.8	Yes			Yes
Takoma Park ES	1979		85,553	4.7				
Viers Mill ES	1950	1991	120,572	10.52				Yes
Weller Road ES	1953	2013	121,346	11.1				
Wheaton Woods ES	1952	1976	66,763	8		8		
Woodlin ES	1944	1974	60,725	11		7		Yes



CLUSTER PLANNING ISSUES

Planning Issue: The 2006 adopted Shady Grove Sector Plan provides for up to 6,020 new residential units near the Shady Grove METRO station. Most of the planned units are within the Gaithersburg Cluster. A large portion of the plan requires the relocation of county and school system facilities located along Crabbs Branch Way, including the MCPS Central Food Production facility, the Shady Grove School Bus Depot, and the Shady Grove Division of Maintenance Depot. Infrastructure improvements also are required to achieve build out of the plan. It is anticipated that it will take many years for build out of the plan to occur. The pace of construction will be market driven. An elementary school site is included in the sector plan.

Since 2007 elementary school enrollment in the Gaithersburg Cluster has increased by about 500 students. In addition, development of the Crown community, with 1,500 residential units in the Rosemont Elementary School service area, is moving ahead. A comprehensive capacity study is recommended for the Gaithersburg Cluster to address enrollment growth in this area. The comprehensive capacity study will be conducted during the 2013–2014 school year. This capacity study will include all the elementary schools in the cluster. A detailed description of the purpose and process for the comprehensive study is included in Supplement B to the CIP at the following link: http://www.montgomeryschoolsmd.org/departments/planning/CIPMaster_Current2.shtml

SCHOOLS

Gaithersburg High School

Capital Project: A replacement facility opened in August 2013 as part of the Current Revitalizations/Expansions project. Restoration of the site is scheduled for completion in August 2014.

Gaithersburg Elementary School

Planning Study: A comprehensive capacity study is recommended for the Gaithersburg Cluster to address enrollment growth in this area. The comprehensive capacity study will be conducted during the 2013–2014 school year. This capacity study will include all the elementary schools in the cluster. A detailed description of the purpose and process for the comprehensive study is included in Supplement B to the CIP at the following link: http://www.montgomeryschoolsmd.org/departments/planning/CIPMaster_Current2.shtml

Goshen Elementary School

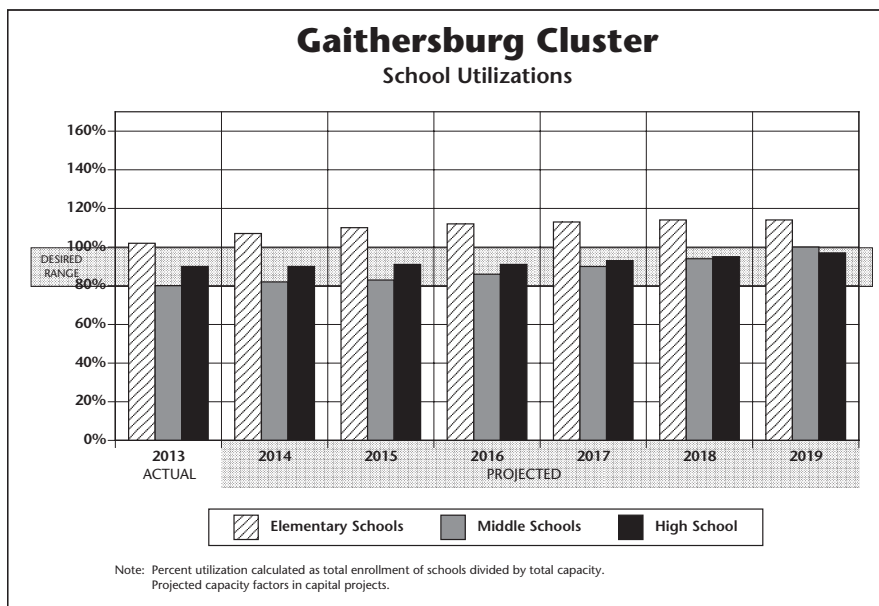
Capital Project: Projections indicate enrollment at Goshen Elementary School will exceed capacity by 92 seats or more by the end of the six-year period. A comprehensive capacity study will be conducted for the Gaithersburg Cluster to address enrollment growth in this area during the 2013–2014 school year. This capacity study will include all the elementary schools in the cluster. A detailed description of the purpose and process for the comprehensive study is included in Supplement B to the CIP at the following link: http://www.montgomeryschoolsmd.org/departments/planning/CIPMaster_Current2.shtml

Laytonsville Elementary School

Planning Study: A comprehensive capacity study is recommended for the Gaithersburg Cluster to address enrollment growth in this area. The comprehensive capacity study will be conducted during the 2013–2014 school year. This capacity study will include all the elementary schools in the cluster. A detailed description of the purpose and process for the comprehensive study is included in Supplement B to the CIP at the following link: http://www.montgomeryschoolsmd.org/departments/planning/CIPMaster_Current2.shtml

Rosemont Elementary School

Planning Study: Projections indicated enrollment at Rosemont Elementary School will exceed capacity by 92 seats or more by the end of the six-year planning period. A comprehensive capacity study is recommended for the Gaithersburg Cluster to address enrollment growth in this area. The comprehensive capacity study will be conducted during the 2013–2014 school year. This capacity study will include all the elementary schools in the cluster. A detailed description of the purpose and process for the comprehensive study is included in Supplement B to the CIP at the following link: http://www.montgomeryschoolsmd.org/departments/planning/CIPMaster_Current2.shtml



Strawberry Knoll Elementary School

Planning Study: Projections indicate enrollment at Strawberry Knoll Elementary School will exceed capacity by 92 seats or more by the end of the six-year period. An FY 2012 appropriation was approved for facility planning to determine the feasibility, scope, and cost for a classroom addition project. However, due to enrollment growth in the cluster, planning for the addition is deferred until a comprehensive capacity study is conducted for the Gaithersburg Cluster to address enrollment growth in this area. The comprehensive capacity study will be conducted during the 2013–2014 school year. This capacity study will include all the elementary schools in the cluster. A detailed description of the purpose and process for the comprehensive study is included in Supplement B to the CIP at the following link: http://www.montgomeryschoolsmd.org/departments/planning/CIPMaster_Current2.shtml

Summit Hall Elementary School

Capital Project: Projections indicate enrollment at Summit Hall Elementary School will exceed capacity by 92 seats or more by the end of the six-year period. An FY 2012 appropriation was approved for facility planning to determine the feasibility, scope, and cost for a classroom addition. However, due to enrollment growth in the cluster, planning for the addition is deferred until a comprehensive capacity study is conducted for the Gaithersburg Cluster to address enrollment growth in this area. The comprehensive capacity study will be conducted during the 2013–2014 school year. This capacity study will include all the elementary schools in the cluster. A detailed description of the purpose and process for the comprehensive study is included in Supplement B to the CIP at the following link: http://www.montgomeryschoolsmd.org/departments/planning/CIPMaster_Current2.shtml

Capital Project: A revitalization/expansion project was previously scheduled for this school with a completion date of January 2021. However, due to fiscal constraints in the county (as described in Chapter 1), the project is delayed one year to January 2022. FY 2017 expenditures are programmed for facility planning for a feasibility study to determine the scope and cost of the project. In order for this project to be completed on the new schedule, county and state funding must be provided at the levels recommended in this CIP.

Washington Grove Elementary School

Planning Study: A comprehensive capacity study is recommended for the Gaithersburg Cluster to address enrollment growth in this area. The comprehensive capacity study will be conducted during the 2013–2014 school year. This capacity study will include all the elementary schools in the cluster. A detailed description of the purpose and process for the comprehensive study is included in Supplement B to the CIP at the following link: http://www.montgomeryschoolsmd.org/departments/planning/CIPMaster_Current2.shtml

CAPITAL PROJECTS

School	Project	Project Status*	Date of Completion
Gaithersburg HS	Revitalization/expansion	Approved	Aug. 2013
	Site work	Approved	Aug. 2014
	Wellness Center	Approved	Aug. 2013
Strawberry Knoll ES	Classroom addition	Deferred	TBD
Summit Hall ES	Revitalization/expansion	Programmed	Jan. 2022 (delayed)

*Approved—Project has an FY 2014 appropriation approved in the Amended FY 2013–2018 CIP.

*Deferred—Funds have been deferred for a future 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 FY 2015 for a feasibility study.

*Recommended—Project has an FY 2015 appropriation recommended in the FY 2015–2020 CIP.

GAITHERSBURG CLUSTER

Projected Enrollment and Space Availability

Effects of the Recommended FY2015–2020 CIP and Non-CIP Actions on Space Available

Schools			Actual	Projections							
			13–14	14–15	15–16	16–17	17–18	18–19	19–20	2023	2028
Gaithersburg HS		Program Capacity	2317	2317	2317	2317	2317	2317	2317	2317	2317
		Enrollment	2092	2086	2103	2116	2150	2205	2240	2300	2300
		Available Space	225	231	214	201	167	112	77	17	17
		Comments	Rev/Ex Complete	Site Work Complete							
Forest Oak MS		Program Capacity	949	949	949	949	949	949	949	949	949
		Enrollment	815	817	807	820	871	909	984	1000	1000
		Available Space	134	132	142	129	78	40	(35)	(51)	(51)
		Comments									
Gaithersburg MS		Program Capacity	917	917	917	917	917	917	917	917	917
		Enrollment	681	722	743	779	812	843	888	900	900
		Available Space	236	195	174	138	105	74	29	17	17
		Comments									
Gaithersburg ES	CSR	Program Capacity	732	732	732	732	732	732	732		
		Enrollment	757	780	787	808	803	767	746		
		Available Space	(25)	(48)	(55)	(76)	(71)	(35)	(14)		
		Comments	See Text								
Goshen ES	CSR	Program Capacity	529	529	529	529	529	529	529		
		Enrollment	575	572	590	590	603	597	596		
		Available Space	(46)	(43)	(61)	(61)	(74)	(68)	(67)		
		Comments	See Text								
Laytonsville ES		Program Capacity	458	458	458	458	458	458	458		
		Enrollment	456	445	435	429	421	419	424		
		Available Space	2	13	23	29	37	39	34		
		Comments	See Text								
Rosemont ES	CSR	Program Capacity	581	581	581	581	581	581	581		
		Enrollment	543	610	656	698	718	771	770		
		Available Space	38	(29)	(75)	(117)	(137)	(190)	(189)		
		Comments	See Text								
Strawberry Knoll ES	CSR	Program Capacity	485	485	485	485	485	485	485		
		Enrollment	603	623	623	620	604	603	584		
		Available Space	(118)	(138)	(138)	(135)	(119)	(118)	(99)		
		Comments	See Text								
Summit Hall ES	CSR	Program Capacity	459	459	459	459	459	459	459		
		Enrollment	603	667	685	694	691	693	677		
		Available Space	(144)	(208)	(226)	(235)	(232)	(234)	(218)		
		Comments	See Text			Facility Planning for Rev/Ex		Planning for Revitalization/Expansion			
Washington Grove ES	CSR	Program Capacity	594	594	594	594	594	594	594		
		Enrollment	390	422	445	462	497	543	588		
		Available Space	204	172	149	132	97	51	6		
		Comments	See Text								
Cluster Information		HS Utilization	90%	90%	91%	91%	93%	95%	97%	99%	99%
		HS Enrollment	2092	2086	2103	2116	2150	2205	2240	2300	2300
		MS Utilization	80%	82%	83%	86%	90%	94%	100%	102%	102%
		MS Enrollment	1496	1539	1550	1599	1683	1752	1872	1900	1900
		ES Utilization	102%	107%	110%	112%	113%	114%	114%	115%	115%
		ES Enrollment	3927	4119	4221	4301	4337	4393	4385	4400	4400

GAITHERSBURG CLUSTER

Demographic Characteristics of Schools

Schools	2013–2014						2012–2013		
	Total Enrollment	Two or more races %	Black or Afr. Amer. %	Asian%	Hispanic %	White %	FARMS%*	ESOL%**	Mobility Rate%***
Gaithersburg HS	2092	≤ 5.0%	26.3%	9.6%	40.6%	19.9%	41.4%	10.0%	16.7%
Forest Oak MS	815	≤ 5.0%	27.5%	8.8%	44.0%	14.6%	53.0%	17.1%	14.9%
Gaithersburg MS	681	5.3%	22.8%	9.0%	38.2%	24.7%	42.5%	11.4%	14.2%
Gaithersburg ES	757	≤ 5.0%	13.6%	≤ 5.0%	73.7%	6.3%	78.2%	52.9%	20.1%
Goshen ES	575	6.3%	25.4%	11.7%	31.1%	25.0%	38.7%	23.7%	14.2%
Laytonsville ES	456	6.1%	12.1%	9.0%	13.8%	58.8%	14.0%	6.0%	7.0%
Rosemont ES	543	5.3%	25.6%	10.9%	43.3%	14.4%	58.6%	34.3%	16.4%
Strawberry Knoll ES	603	≤ 5.0%	28.7%	12.1%	37.1%	17.2%	52.0%	24.2%	12.8%
Summit Hall ES	603	≤ 5.0%	22.1%	5.3%	67.2%	≤ 5.0%	78.1%	51.8%	20.4%
Washington Grove ES	390	≤ 5.0%	15.9%	9.5%	61.0%	9.7%	73.6%	56.3%	12.6%
Elementary Cluster Total	3927	≤ 5.0%	20.7%	8.7%	48.4%	17.9%	57.4%	36.2%	15.3%
Elementary County Total	73775	≤ 5.0%	20.7%	14.1%	29.5%	30.6%	37.9%	24.9%	12.2%

*Percent of students approved for Free and Reduced–priced Meals Program (FARMS) during the 2012–2013 school year.

**Percent of English for Speakers of Other Languages (ESOL) during the 2012–2013 school year. High School students are served in regional ESOL centers.

***Mobility Rate is the number of entries plus withdrawals during the 2012–2013 school year compared to total enrollment.

Note: 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 5.0% are reported as ≤ 5.0%.

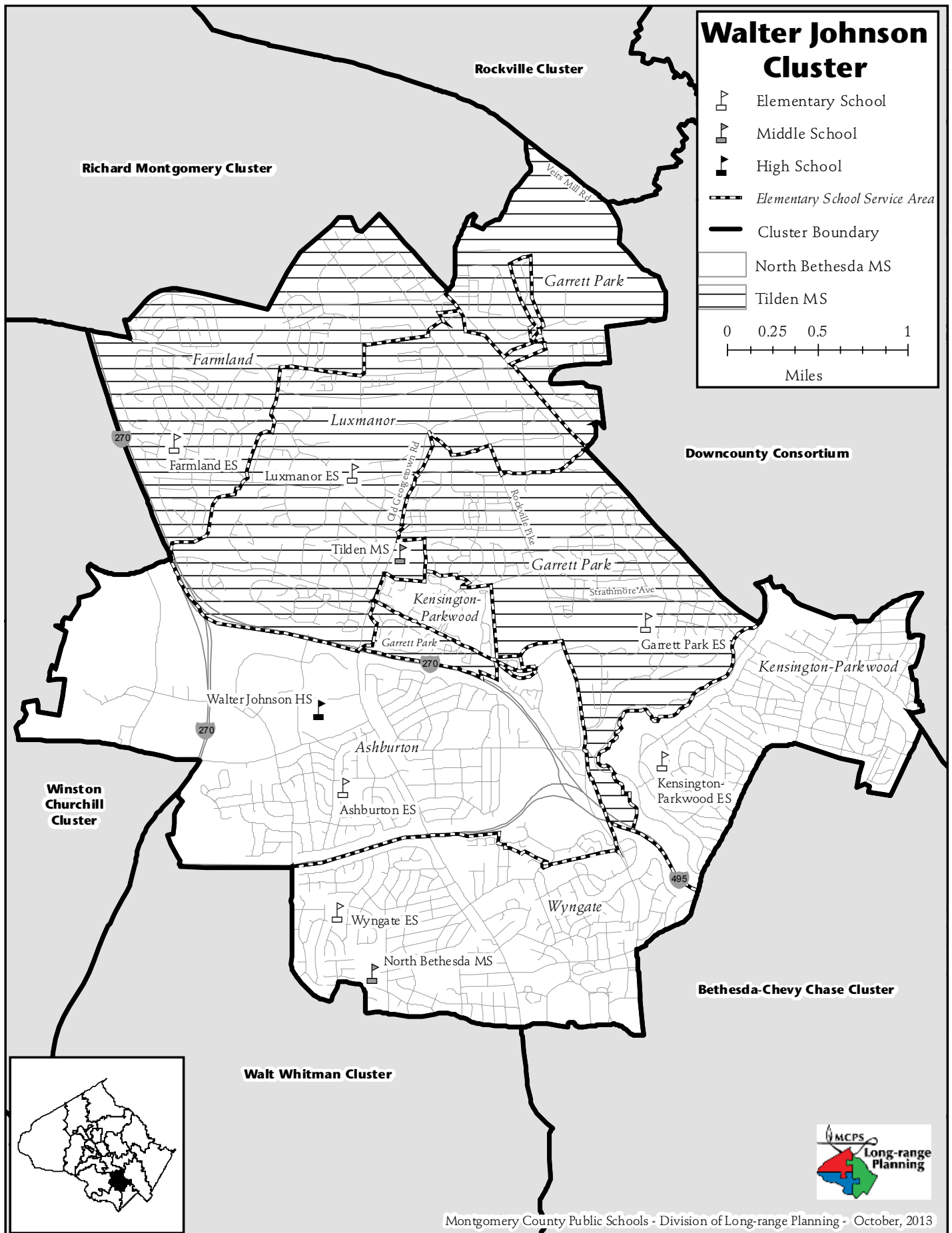
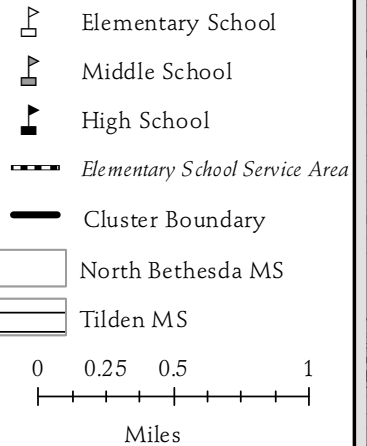
Program Capacity Table (School Year 2013–2014)

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	ED @10	EXTENSIONS @6	GT/LD @13	PD @7	PEP@6	PEP @12	PEP @18	VISION (Elementary) @7	OTHER			
				3	4			7													
				2																	
							4	4													
1	1						3														
			1																		
					4																
1							4														
1							2							1	2	2					
1														1							
																2					

Facility Characteristics of Schools 2013–2014

Schools	Year Facility Opened	Year Reopened/ Revitalized	Total Square Footage	Site Size Acres	Adjacent Park	Reloc- atable Classrooms	Linkages to Learning Program	Home School Model
Gaithersburg HS	1951	2013	427,048	41.07	Yes			
Forest Oak MS	1999		132,259	41.2				
Gaithersburg MS	1960	1988	157,694	22.82			Yes	
Gaithersburg ES	1947		94,468	9.22		4		Yes
Goshen ES	1988		76,740	10.5		5		Yes
Laytonsville ES	1951	1989	64,160	10.4		1		Yes
Rosemont ES	1965	1995	88,764	8.9		1		Yes
Strawberry Knoll ES	1988		78,723	10.8	Yes	6		Yes
Summit Hall ES	1971		68,059	10.2	Yes	9		Yes
Washington Grove ES	1956	1984	86,266	10.7				Yes

Walter Johnson Cluster



Montgomery County Public Schools - Division of Long-range Planning - October, 2013

CLUSTER PLANNING ISSUES

Planning Issue: The 2010 adopted White Flint Sector Plan provides for up to 9,800 mostly multi-family housing units in the White Flint METRO station area. The sector plan is completely within the Walter Johnson Cluster. The plan requires the redevelopment of existing land uses and is phased with major roadway improvements. It is anticipated that it will take 20 to 30 years for build out of the plan to occur and the timing of construction will be market driven. Development of some projects has recently gotten underway. A future elementary school site is included in the sector plan.

SCHOOLS

Walter Johnson High School

Capital Project: Projections indicate enrollment at Walter Johnson High School will exceed capacity by 200 seats or more by the end of the six-year period. An FY 2015 appropriation is recommended for facility planning to determine the feasibility, scope, and cost for a classroom addition. A date for the addition will be considered in a future CIP. Relocatable classrooms will be utilized until additional capacity can be added.

North Bethesda Middle School

Capital Project: Projections indicate enrollment at North Bethesda Middle School will exceed capacity by 150 seats or more by the end of the six-year planning period. A classroom addition project is recommended for this school. An FY 2015 appropriation is recommended to begin the architectural design for the classroom addition. The project is scheduled for completion in August 2017. 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.

Tilden Middle School

Capital Project: A revitalization/expansion project was previously scheduled for this school with a completion date of August 2019. However, due to fiscal constraints in the county (as described in Chapter 1), the completion date for the project has been delayed by two years to August 2021. The school is currently located in the Woodward facility on Old Georgetown Road. With the reopening of Northwood High School, there is no holding facility that can accommodate high schools during their revitalization/expansion project. Rather than revitalize the Woodward facility for Tilden Middle School, the current Tilden Holding Facility, located on Tilden Lane, will be revitalized/expanded to house Tilden Middle School. The Woodward facility will then become a secondary school holding facility for school revitalization/expansion projects scheduled after Tilden Middle School.

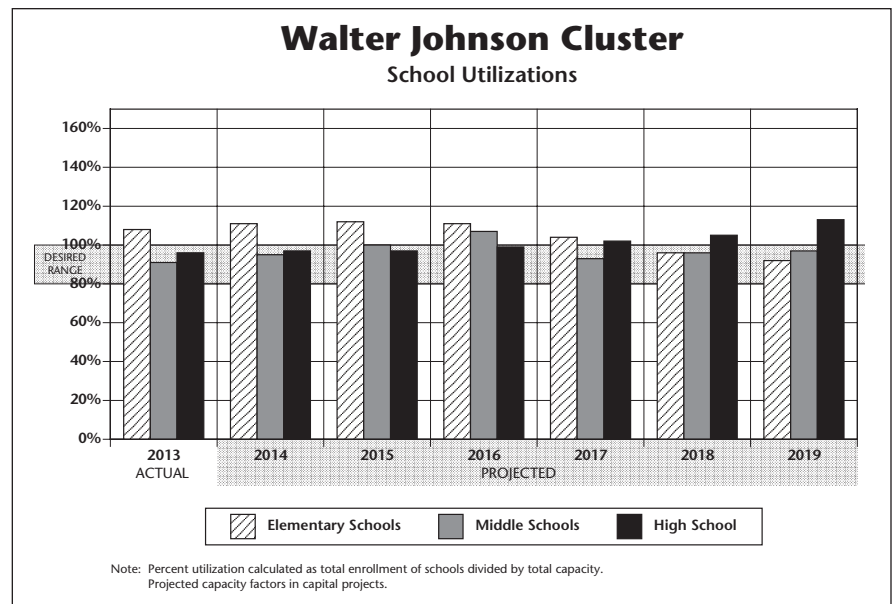
An FY 2014 appropriation was approved for facility planning funds for a feasibility study to determine the scope for facility planning and cost for the revitalization/expansion project of the Tilden Lane facility. However, due to the two year delay completion date for the revitalization/expansion project, the feasibility study will be conducted during the 2015–2016 school year. In order for this project to be completed on the new schedule, county and state funding must be provided at the levels recommended in this CIP.

Ashburton Elementary School

Capital Project: Projections indicate enrollment at Ashburton Elementary School will exceed capacity by 92 seats or more by the end of the six-year period. A classroom addition project is recommended for this school. FY 2017 expenditures are programmed for planning funds to begin the architectural design for a classroom addition. The completion date for the addition is scheduled for August 2019. 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.

Kensington-Parkwood Elementary School

Capital Project: Projections indicate enrollment at Kensington-Parkwood Elementary School will exceed capacity by 92 seats or more by the end of the six-year period. A classroom addition project is recommended for this school. An FY 2015 appropriation for planning funds is recommended to begin the architectural design for the classroom addition. The completion date for the addition is scheduled for August 2017. 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.



Luxmanor Elementary School

Capital Project: A revitalization/expansion project was previously scheduled for this school with a completion date of January 2018. However, due to fiscal constraints in the county (as described in Chapter 1), the project has been delayed by one year to January 2019. An FY 2016 appropriation for planning funds will be recommended next year to begin the architectural design for the project. In order for this project to be completed on the new schedule, county and state funding must be provided at the levels recommended in this CIP.

CAPITAL PROJECTS

School	Project	Project Status*	Date of Completion
Walter Johnson HS	Classroom addition	Proposed	TBD
North Bethesda MS	Classroom Addition	Recommended	Aug. 2017
Tilden MS	Revitalization/expansion	Programmed	Aug. 2021 (delayed)
Ashburton ES	Classroom Addition	Programmed	Aug. 2019
Kensington-Parkwood ES	Classroom addition	Recommended	Aug. 2017
Luxmanor ES	Revitalization/expansion	Programmed	Jan. 2019 (delayed)

*“Approved”—Project has an FY 2014 appropriation approved in the Amended FY 2013–2018 CIP.

*“Deferred”—Funds have been deferred for a future 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 FY 2015 for a feasibility study.

*“Recommended”—Project has an FY 2015 appropriation recommended in the FY 2015–2020 CIP.

WALTER JOHNSON CLUSTER

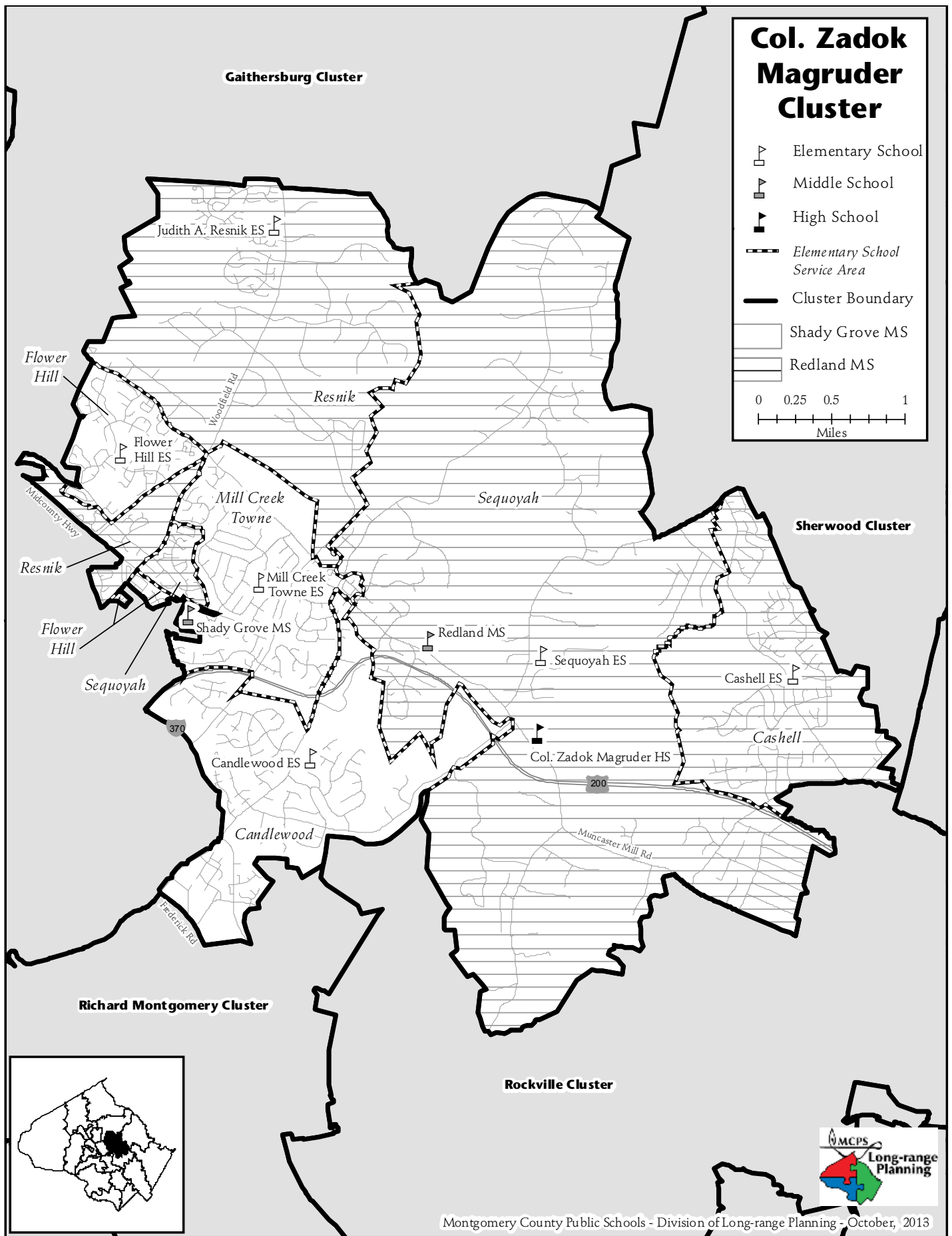
Projected Enrollment and Space Availability

Effects of the Recommended FY2015–2020 CIP and Non-CIP Actions on Space Available

Schools			Actual	Projections							
			13–14	14–15	15–16	16–17	17–18	18–19	19–20	2023	2028
Walter Johnson HS		Program Capacity	2336	2336	2336	2336	2336	2336	2336	2336	2336
		Enrollment	2245	2268	2271	2303	2380	2457	2630	2800	2800
		Available Space	91	68	65	33	(44)	(121)	(294)	(464)	(464)
		Comments		Facility Planning for Addition							
North Bethesda MS		Program Capacity	864	864	864	864	1208	1208	1208	1208	1208
		Enrollment	901	928	1005	1096	1156	1170	1185	1300	1300
		Available Space	(37)	(64)	(141)	(232)	52	38	23	(92)	(92)
		Comments		Planning for Addition			Addition Opens				
Tilden MS		Program Capacity	980	980	980	980	980	980	980	980	980
		Enrollment	781	820	837	886	885	937	941	1050	1050
		Available Space	199	160	143	94	95	43	39	(70)	(70)
		Comments			Facility Planning for Rev/Ex		Planning for Revitalization/Expansion				
Ashburton ES		Program Capacity	628	628	628	628	628	628	766		
		Enrollment	838	887	879	845	827	814	781		
		Available Space	(210)	(259)	(251)	(217)	(199)	(186)	(15)		
		Comments				Planning for Addition			Addition Opens		
Farmland ES		Program Capacity	728	728	728	728	728	728	728		
		Enrollment	655	665	670	676	690	672	671		
		Available Space	73	63	58	52	38	56	57		
		Comments									
Garrett Park ES		Program Capacity	753	753	753	753	753	753	753		
		Enrollment	703	722	733	732	747	745	731		
		Available Space	50	31	20	21	6	8	22		
		Comments									
Kensington–Parkwood ES		Program Capacity	471	471	471	471	746	746	746		
		Enrollment	678	671	677	681	674	677	667		
		Available Space	(207)	(200)	(206)	(210)	72	69	79		
		Comments		Planning Rev/Ex Addition			Addition Opens				
Luxmanor ES		Program Capacity	429	429	429	429	429	745	745		
		Enrollment	436	453	475	490	513	535	580		
		Available Space	(7)	(24)	(46)	(61)	(84)	210	165		
		Comments			Planning for Revitalization/Expansion		@ Grosvenor Rev/Ex Complete				
Wyngate ES		Program Capacity	753	753	753	753	753	753	753		
		Enrollment	767	787	785	758	740	738	711		
		Available Space	(14)	(34)	(32)	(5)	13	15	42		
		Comments	Addition Complete								
Cluster Information		HS Utilization	96%	97%	97%	99%	102%	105%	113%	120%	120%
		HS Enrollment	2245	2268	2271	2303	2380	2457	2630	2800	2800
		MS Utilization	91%	95%	100%	107%	93%	96%	97%	107%	107%
		MS Enrollment	1682	1748	1842	1982	2041	2107	2126	2350	2350
		ES Utilization	108%	111%	112%	111%	104%	96%	92%	96%	96%
		ES Enrollment	4077	4185	4219	4182	4191	4181	4141	4300	4300

Facility Characteristics of Schools 2013–2014

Schools	Year Facility Opened	Year Reopened/ Revitalized	Total Square Footage	Site Size Acres	Adjacent Park	Reloc- atable Classrooms	Linkages to Learning Program	Home School Model
Walter Johnson HS	1956	2009	365,138	30.9				
North Bethesda MS	1955	1999	130,461	19.99				
Tilden MS	1967	1991	135,150	29.8				
Ashburton ES	1957	1993	81,438	8.3		6		
Farmland ES	1963	2011	89,988	4.8	Yes			
Garrett Park ES	1948	2012	96,348	4.4	Yes			
Kensington-Parkwood ES	1952	2006	77,136	9.9		7		
Luxmanor ES	1966		61,694	6.5	Yes	3		
Wyngate ES	1952	1997	89,104	9.5				



SCHOOLS

Candlewood Elementary School

Capital Project: A revitalization/expansion project is scheduled for this school with a completion date of January 2015. An FY 2014 appropriation was approved for construction funds to begin the construction of the project.

Judith A. Resnik Elementary School

Capital Project: Projections indicate enrollment at Judith A. Resnik Elementary School will exceed capacity by 92 seats or more by the end of the six-year period. A classroom addition project is recommended for this school. FY 2017 expenditures are recommended for planning funds to begin the architectural design for the classroom addition. The scheduled completion date is August 2019. Relocatable classrooms will be utilized until additional capacity can be provided. In order for this project to be completed on schedule, county and state funding must be provided at the levels recommended in this CIP.

CAPITAL PROJECTS

School	Project	Project Status*	Date of Completion
Candlewood ES	Revitalization/expansion	Approved	Jan. 2015
Judith A. Resnik ES	Classroom addition	Programmed	Aug. 2019

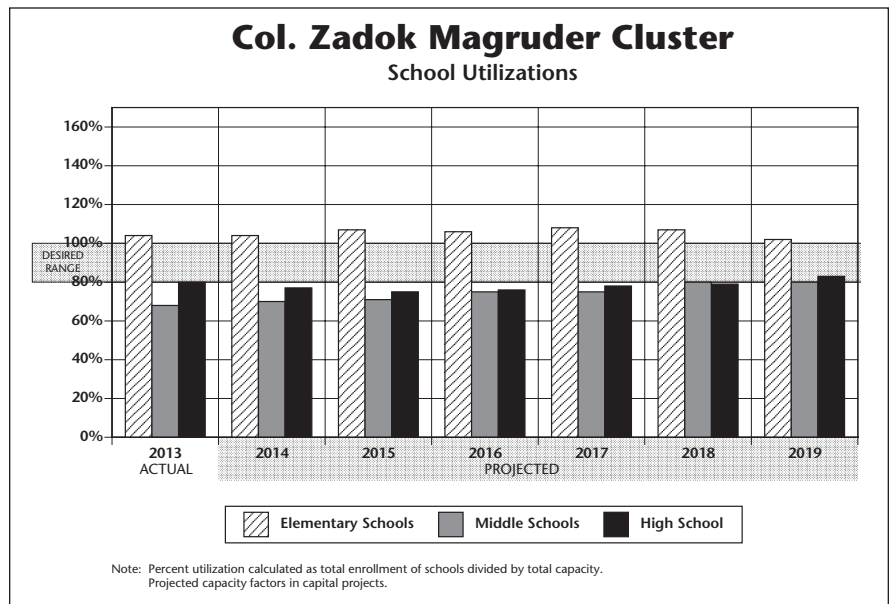
*"Approved"—Project has an FY 2014 appropriation approved in the Amended FY 2013–2018 CIP.

"Deferred"—Funds have been deferred for a future 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 FY 2015 for a feasibility study.

"Recommended"—Project has an FY 2015 appropriation recommended in the FY 2015–2020 CIP.



COL. ZADOK MAGRUDER CLUSTER

Projected Enrollment and Space Availability

Effects of the Recommended FY2015–2020 CIP and Non–CIP Actions on Space Available

Schools			Actual 13–14	Projections							
				14–15	15–16	16–17	17–18	18–19	19–20	2023	2028
Col. Zadok Magruder HS		Program Capacity	1995	1995	1995	1995	1995	1995	1995	1995	1995
		Enrollment	1598	1528	1489	1513	1565	1575	1663	1700	1700
		Available Space	397	467	506	482	430	420	332	295	295
		Comments									
Redland MS		Program Capacity	735	735	735	735	735	735	735	735	735
		Enrollment	507	545	571	612	614	675	700	700	700
		Available Space	228	190	164	123	121	60	35	35	35
		Comments									
Shady Grove MS		Program Capacity	867	867	867	867	867	867	867	867	867
		Enrollment	583	580	560	588	587	605	577	650	650
		Available Space	284	287	307	279	280	262	290	217	217
		Comments									
Candlewood ES		Program Capacity	434	502	502	502	502	502	502		
		Enrollment	339	356	370	380	392	395	395		
		Available Space	95	146	132	122	110	107	107		
		Comments	@ Emory Grove	Rev/Ex Complete							
Cashell ES		Program Capacity	341	341	341	341	341	341	341		
		Enrollment	323	341	363	366	368	369	367		
		Available Space	18	0	(22)	(25)	(27)	(28)	(26)		
		Comments									
Flower Hill ES	CSR	Program Capacity	446	446	446	446	446	446	446		
		Enrollment	499	470	465	442	442	434	435		
		Available Space	(53)	(24)	(19)	4	4	12	11		
		Comments									
Mill Creek Towne ES	CSR	Program Capacity	333	333	333	333	333	333	333		
		Enrollment	401	417	425	415	409	402	403		
		Available Space	(68)	(84)	(92)	(82)	(76)	(69)	(70)		
		Comments									
Judith A. Resnik ES	CSR	Program Capacity	503	503	503	503	503	503	640		
		Enrollment	614	638	669	673	674	668	655		
		Available Space	(111)	(135)	(166)	(170)	(171)	(165)	(15)		
		Comments				Planning for for Addition			Addition Opens		
Sequoyah ES	CSR	Program Capacity	465	465	465	465	465	465	465		
		Enrollment	446	462	474	480	503	508	513		
		Available Space	19	3	(9)	(15)	(38)	(43)	(48)		
		Comments									
Cluster Information		HS Utilization	80%	77%	75%	76%	78%	79%	83%	85%	85%
		HS Enrollment	1598	1528	1489	1513	1565	1575	1663	1700	1700
		MS Utilization	68%	70%	71%	75%	75%	80%	80%	84%	84%
		MS Enrollment	1090	1125	1131	1200	1201	1280	1277	1350	1350
		ES Utilization	104%	104%	107%	106%	108%	107%	102%	103%	103%
		ES Enrollment	2622	2684	2766	2756	2788	2776	2768	2800	2800

Demographic Characteristics of Schools

Schools	2013–2014						2012–2013		
	Total Enrollment	Two or more races %	Black or Afr. Amer. %	Asian%	Hispanic %	White %	FARMS%*	ESOL%**	Mobility Rate%***
Col. Zadok Magruder HS	1598	≤ 5.0%	18.4%	15.7%	32.9%	29.5%	32.9%	≤ 5.0%	11.6%
Redland MS	507	5.5%	17.2%	11.0%	33.5%	32.7%	39.8%	9.8%	12.3%
Shady Grove MS	583	5.3%	22.5%	14.6%	31.2%	26.2%	33.9%	7.1%	12.3%
Candlewood ES	339	5.9%	10.9%	19.8%	19.2%	43.7%	17.5%	14.1%	9.4%
Cashell ES	323	6.5%	13.9%	11.8%	19.8%	47.7%	21.0%	10.1%	7.0%
Flower Hill ES	499	≤ 5.0%	27.3%	13.8%	44.9%	9.0%	64.9%	35.3%	13.1%
Mill Creek Towne ES	401	5.7%	14.5%	11.5%	42.6%	25.2%	42.2%	30.6%	8.8%
Judith A. Resnik ES	614	≤ 5.0%	29.2%	12.5%	39.4%	15.1%	54.0%	32.0%	13.8%
Sequoyah ES	446	≤ 5.0%	17.3%	10.1%	44.6%	23.3%	49.0%	36.5%	16.3%
Elementary Cluster Total	2622	≤ 5.0%	20.3%	13.0%	36.8%	24.6%	44.2%	28.0%	11.9%
Elementary County Total	73775	≤ 5.0%	20.7%	14.1%	29.5%	30.6%	37.9%	24.9%	12.2%

*Percent of students approved for Free and Reduced-priced Meals Program (FARMS) during the 2012–2013 school year.

**Percent of English for Speakers of Other Languages (ESOL) during the 2012–2013 school year. High School students are served in regional ESOL centers.

***Mobility Rate is the number of entries plus withdrawals during the 2012–2013 school year compared to total enrollment.

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

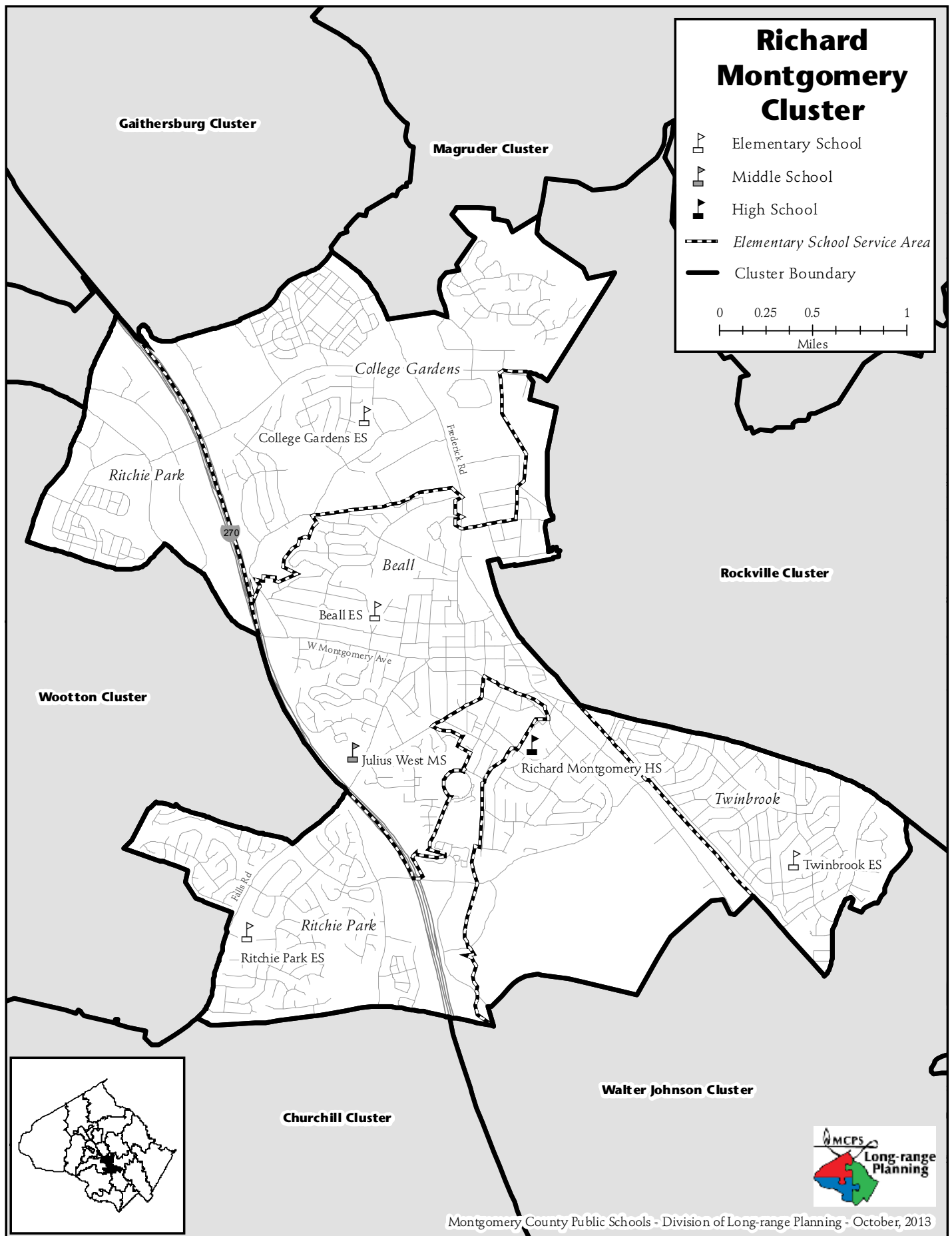
Due to federal and state guidelines, demographic characteristics of schools of less than or equal to 5.0% are reported as ≤ 5.0%.

Program Capacity Table (School Year 2013–2014)

Special Education Services																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																	
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Facility Characteristics of Schools 2013–2014

Schools	Year Facility Opened	Year Reopened/ Revitalized	Total Square Footage	Site Size Acres	Adjacent Park	Reloc- atable Classrooms	Linkages to Learning Program	Home School Model
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		48,543	11.8				
Cashell ES	1969	2009	71,171	10.24				
Flower Hill ES	1985		58,770	10	Yes	4		
Mill Creek Towne ES	1966	2000	67,465	8.4		3		
Judith A. Resnik ES	1991		78,547	12.8		5		
Sequoyah ES	1990		72,582	10	Yes			



CLUSTER PLANNING ISSUE

The City of Rockville is developing the Rockville Pike Plan with adoption anticipated sometime in 2014. Preliminary planning suggests between 4,000 and 6,000 mostly multi-family residential units may be provided in the Rockville Pike corridor. This development would occur on either side of Rockville Pike, from the intersection with Veirs Mill Road in 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 would 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 has increased significantly over the past four years. The magnitude of enrollment growth in the cluster requires the opening of a new elementary school. A feasibility study was conducted during the 2010–2011 school year for a new elementary school at the site of the former Hungerford Park Elementary School, located at 332 W. Edmonston Avenue in the City of Rockville. The new school is scheduled to open in August 2017.

Julius West Middle School enrollment is projected to exceed capacity by almost 300 students by the end of the six-year CIP planning period. A feasibility study was completed during the 2010–2011 school year to determine the feasibility, scope, and cost of an addition at the school. The addition is scheduled for completion in August 2016.

SCHOOLS

Julius West Middle School

Capital Project: Projections indicate enrollment at Julius West Middle School will exceed capacity by 150 seats or more by the end of the six-year CIP planning period. An FY 2015 appropriation is recommended for construction funds to begin the construction of the addition. The scheduled completion date for the addition is August 2016. Relocatable classrooms will be utilized until additional capacity can be provided. In order for this project to be completed on schedule, county and state funding must be provided at the levels recommended in this CIP.

Beall Elementary School

Capital Project: Projections indicate enrollment at Beall Elementary School will exceed capacity by 92 seats or more throughout the six-year CIP planning period. Relocatable classrooms will be utilized until Richard Montgomery Cluster Elementary School #5 (Hungerford Park site) opens in August 2017. An FY 2015 appropriation is recommended in the Rehabilitation

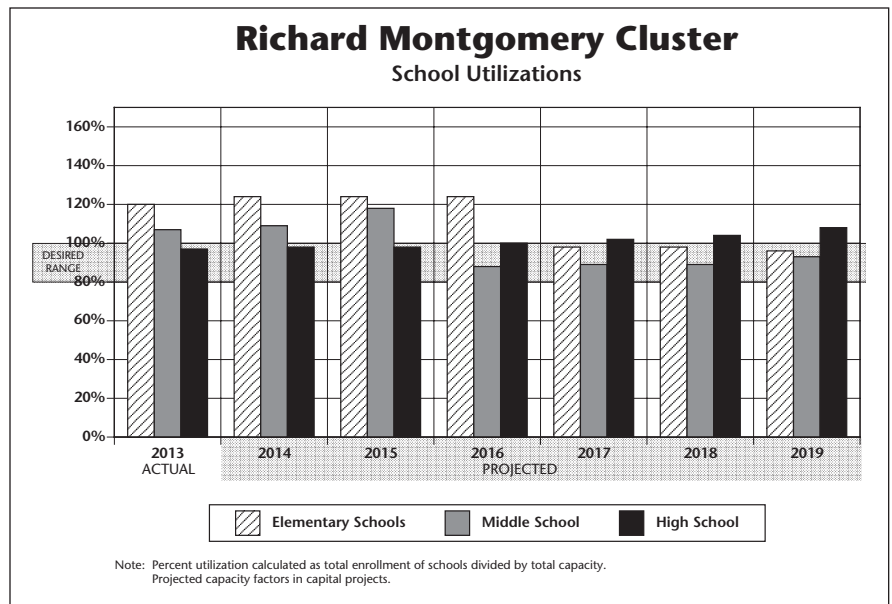
and Renovation of Closed Schools (RROCS) Project to begin the architectural design for the opening of the new elementary school. In order for this project to be completed on schedule, county and state funding must be provided at the levels recommended in this CIP.

College Gardens Elementary School

Capital Project: Projections indicate enrollment at College Gardens Elementary School will exceed capacity by 92 seats or more throughout the six-year CIP planning period. Relocatable classrooms will be utilized until Richard Montgomery Cluster Elementary School #5 (Hungerford Park site) opens in August 2017. An FY 2015 appropriation is recommended in the Rehabilitation and Renovation of Closed Schools (RROCS) Project to begin the architectural design for the opening of the new elementary school. In order for this project to be completed on schedule, county and state funding must be provided at the levels recommended in this CIP.

Ritchie Park Elementary School

Capital Project: Projections indicate enrollment at Ritchie Park Elementary School will exceed capacity by 92 seats or more throughout the six-year CIP planning period. Relocatable classrooms will be utilized until Richard Montgomery Cluster Elementary School #5 (Hungerford Park site) opens in August 2017. An FY 2015 appropriation is recommended in the Rehabilitation and Renovation of Closed Schools (RROCS) Project to begin the architectural design for the opening of the new elementary school. In order for this project to be completed on schedule, county and state funding must be provided at the levels recommended in this CIP.



Richard Montgomery Cluster Elementary School #5 (Hungerford Park site)

Capital Project: Enrollment projections indicate the need for a new school in the cluster. Relocatable classrooms will be utilized at existing elementary schools until Richard Montgomery Cluster Elementary School #5 (Hungerford Park site) opens in August 2017. An FY 2015 appropriation is recommended in the Rehabilitation and Renovation of Closed Schools (RROCS) Project to begin the architectural design for the opening of the new elementary school. In order for this project to be completed on schedule, county and state funding must be provided at the levels recommended in this CIP.

Twinbrook Elementary School

Capital Project: A revitalization/expansion project was previously scheduled for this school with a completion date of January 2021. However, due to fiscal constraints in the county (as described in Chapter 1), the project has been delayed by one year to January 2022. FY 2017 expenditures are programmed for facility planning for a feasibility study to determine the scope and cost of the project. In order for this project to be completed on the new schedule, county and state funding must be provided at the levels approved in this CIP.

CAPITAL PROJECTS

School	Project	Project Status*	Date of Completion
Julius West MS	Classroom addition	Recommended	Aug. 2016
Richard Montgomery Cluster ES #5	New school	Recommended	Aug. 2017
Twinbrook ES	Revitalization/expansion	Programmed	Jan. 2022 (delayed)

*Approved—Project has an FY 2014 appropriation approved in the Amended FY 2013–2018 CIP.

*Deferred—Funds have been deferred for a future 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 FY 2015 for a feasibility study.

*Recommended—Project has an FY 2015 appropriation recommended in the FY 2015–2020 CIP.

RICHARD MONTGOMERY CLUSTER

Projected Enrollment and Space Availability

Effects of the Recommended FY2015–2020 CIP and Non-CIP Actions on Space Available

Schools			Actual	Projections							
			13–14	14–15	15–16	16–17	17–18	18–19	19–20	2023	2028
Richard Montgomery HS		Program Capacity	2236	2236	2236	2236	2236	2236	2236	2236	2236
		Enrollment	2176	2200	2190	2245	2275	2336	2416	2500	2500
		Available Space	60	36	46	(8)	(38)	(100)	(180)	(264)	(264)
		Comments									
Julius West MS		Program Capacity	1054	1054	1054	1445	1445	1445	1445	1445	1445
		Enrollment	1131	1154	1244	1269	1292	1290	1341	1400	1400
		Available Space	(77)	(100)	(190)	176	153	155	104	45	45
		Comments	Planning for Addition			Addition Opens					
Beall ES		Program Capacity	641	641	641	641	641	641	641		
		Enrollment	785	831	833	814	815	817	796		
		Available Space	(144)	(190)	(192)	(173)	(174)	(176)	(155)		
		Comments									
College Gardens ES		Program Capacity	694	694	694	694	694	694	694		
		Enrollment	853	865	862	867	852	838	825		
		Available Space	(159)	(171)	(168)	(173)	(158)	(144)	(131)		
		Comments									
Richard Montgomery Cluster ES #5 (Hungerford Park)		Program Capacity					602	602	602		
		Enrollment					0	0	0		
		Available Space					602	602	602		
		Comments		Planning for New School			Opens				
Ritchie Park ES		Program Capacity	387	387	387	387	387	387	387		
		Enrollment	541	546	536	534	542	543	533		
		Available Space	(154)	(159)	(149)	(147)	(155)	(156)	(146)		
		Comments									
Twinbrook ES	CSR	Program Capacity	558	558	558	558	558	558	558		
		Enrollment	559	580	587	604	615	614	608		
		Available Space	(1)	(22)	(29)	(46)	(57)	(56)	(50)		
		Comments				Facility Planning for Rev/Ex		Planning for Revitalization/Expansion			
Cluster Information		HS Utilization	97%	98%	98%	100%	102%	104%	108%	112%	112%
		HS Enrollment	2176	2200	2190	2245	2275	2336	2416	2500	2500
		MS Utilization	107%	109%	118%	88%	89%	89%	93%	97%	97%
		MS Enrollment	1131	1154	1244	1269	1292	1290	1341	1400	1400
		ES Utilization	120%	124%	124%	124%	98%	98%	96%	97%	97%
		ES Enrollment	2738	2822	2818	2819	2824	2812	2762	2800	2800

Schools	2013-2014						2012-2013		
	Total Enrollment	Two or more races %	Black or Afr. Amer. %	Asian%	Hispanic %	White %	FARMS%*	ESOL%**	Mobility Rate%***
Richard Montgomery HS	2176	5.4%	15.8%	25.6%	22.7%	30.2%	20.6%	6.2%	11.4%
Julius West MS	1131	5.5%	16.7%	20.3%	25.5%	31.6%	28.7%	12.2%	10.0%
Beall ES	785	7.8%	13.4%	25.1%	19.0%	34.5%	24.8%	19.3%	9.2%
College Gardens ES	853	7.9%	16.6%	23.1%	14.5%	37.9%	16.6%	12.4%	10.2%
Ritchie Park ES	541	≤ 5.0%	10.9%	22.6%	15.7%	45.3%	16.2%	13.0%	13.0%
Twinbrook ES	559	≤ 5.0%	11.8%	16.5%	57.4%	10.2%	65.5%	49.5%	17.3%
Elementary Cluster Total	2738	6.5%	13.6%	22.2%	24.8%	32.7%	28.8%	22.0%	11.9%
Elementary County Total	73775	≤ 5.0%	20.7%	14.1%	29.5%	30.6%	37.9%	24.9%	12.2%

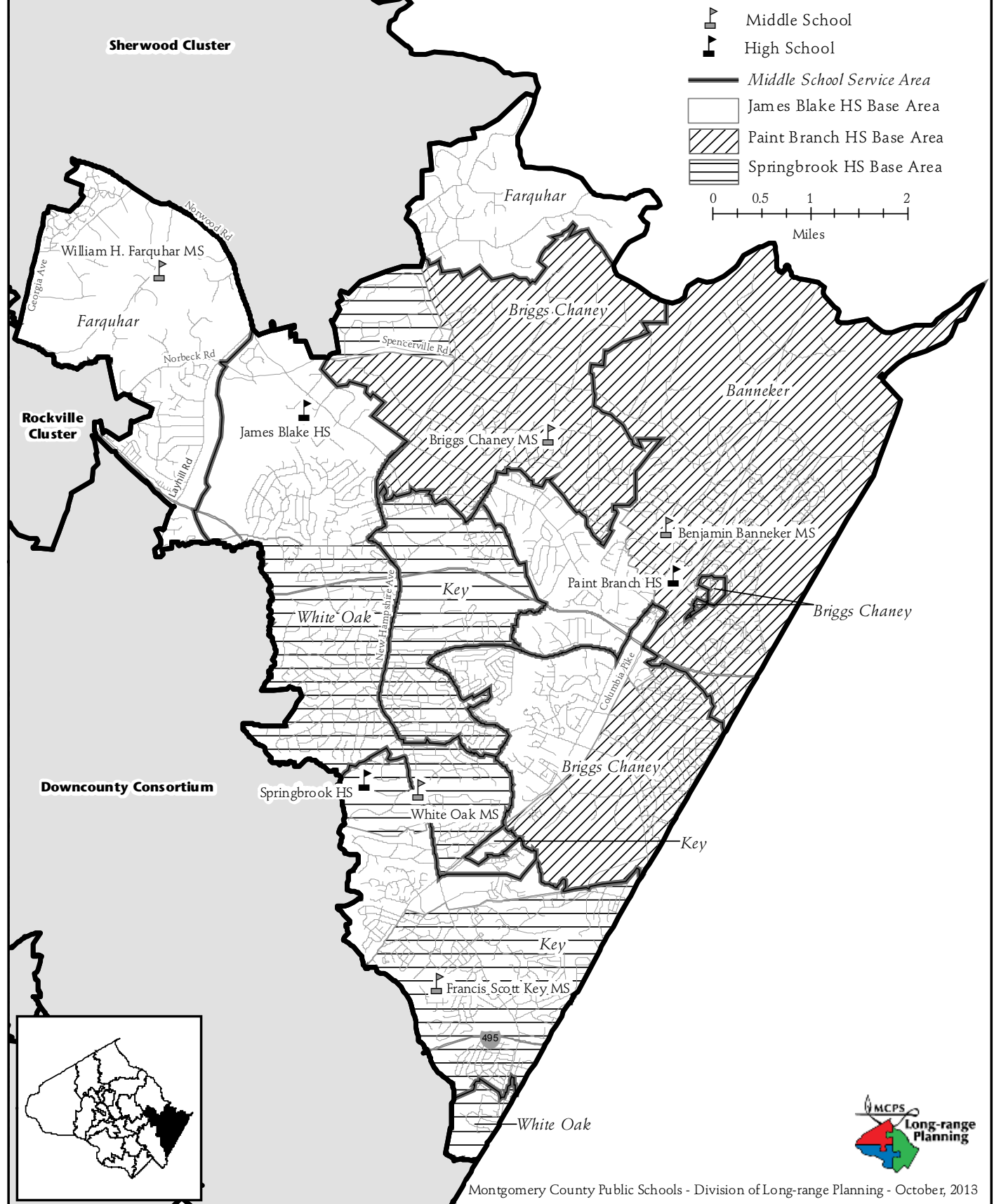
Due to federal and state guidelines, demographic characteristics of schools of less than or equal to 5.0% are reported as $\leq 5.0\%$.

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Facility Characteristics of Schools 2013–2014

Schools	Year Facility Opened	Year Reopened/ Revitalized	Total Square Footage	Site Size Acres	Adjacent Park	Reloc- atable Classrooms	Linkages to Learning Program	Home School Model
Richard Montgomery HS	1942	2007	311,500	29.05				
Julius West MS	1961	1995	147,223	21.3		4		
Beall ES	1954	1991	79,477	8.4	Yes	8		
College Gardens ES	1967	2008	96,986	7.9	Yes	4		
Ritchie Park ES	1966	1997	58,500	9.2		6		
Twinbrook ES	1952	1986	79,818	10.5		4		

Northeast Consortium Secondary Schools



Northeast Consortium Elementary Schools



Paired K-2



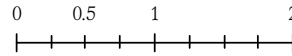
Paired 3-5



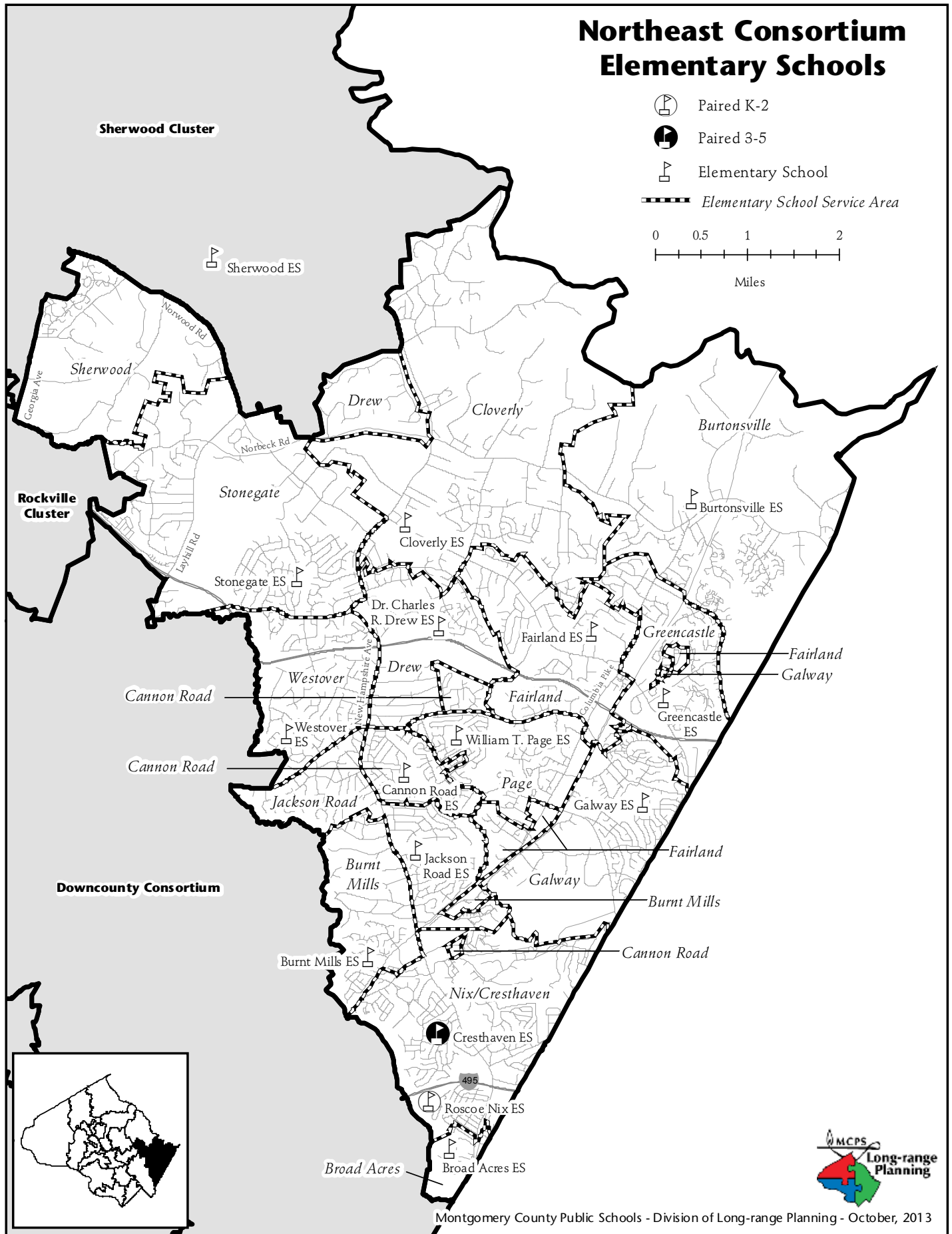
Elementary School



Elementary School Service Area



Miles



Montgomery County Public Schools - Division of Long-range Planning - October, 2013

CONSORTIUM PLANNING ISSUES

The Montgomery County Planning Board is in the process of reviewing its recommendations for the White Oak Science Gateway Master Plan. The original recommendation for the plan provided for up to 8,570 mostly multi-family residential units. However, the Montgomery County Council Planning, Housing and Economic Development Committee recently sent the plan back to the Planning Board due to concerns over the adequacy of transportation facilities in the area. The plan will require the redevelopment of many existing land uses. It is anticipated 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.

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 which of three high schools they wish to attend, based on different signature programs offered at the high schools. The Northeast Consortium choice programs are 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.

A high school base area map and middle school articulation diagram are included for the three consortium high schools. Students residing in a base area are guaranteed to attend the high school serving that base area, if it is their first choice.

SCHOOLS

William H. Farquhar Middle School

Capital Project: A revitalization/expansion project was previously scheduled for this school with a completion date of August 2016. However, due to fiscal constraints in the county (as described in Chapter 1), the completion date was delayed by two years to August 2018. FY 2017 expenditures are programmed for construction funds to construct the project. In order for this project to be completed on the new schedule, county and state funding must be provided at the levels recommended in this CIP.

Broad Acres Elementary School

Capital Project: Projections indicate enrollment at Broad Acres Elementary School will exceed capacity by 92 seats or more by the end of the six-year period. An FY 2014 appropriation was approved for facility planning to determine the feasibility, scope, and cost for a classroom addition. A date for the addition will be considered in a future CIP. Relocatable classrooms will be utilized until additional capacity can be added.

Burnt Mills Elementary School

Capital Project: Projections indicate enrollment at Burnt Mills Elementary School will exceed capacity by 92 seats or more by the end of the six-year period. An FY 2012 appropriation was approved for facility planning to determine the feasibility, scope, and cost for a classroom addition. The school is on the revitalization/expansion schedule, but outside of the six-year planning period. Because the enrollment will not exceed the capacity by more than 150 seats by the end of the six-year period and there is a future revitalization/expansion project for Burnt Mills Elementary School the additional capacity needed to address the space deficit will be added during the project. Relocatable classrooms will be utilized until additional capacity can be added as part of the project.

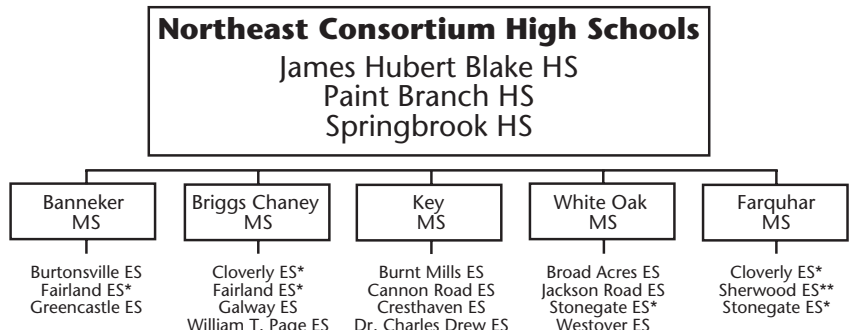
Burtonsville Elementary School

Capital Project: Projections indicate enrollment at Burtonsville Elementary School will exceed capacity by 92 seats or more by the end of the six-year period. A classroom addition project is recommended for this school. FY 2017 expenditures are programmed for planning funds to begin the architectural design for the classroom addition. The scheduled completion date is August 2019. 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.

Greencastle Elementary School

Capital Project: Because projections previously indicated enrollment at Greencastle Elementary School would exceed capacity by 92 seats or more by the end of the six-year period, an FY 2013 appropriation was approved for facility planning to determine the feasibility, scope, and cost for a classroom addition. However, due to fiscal constraints in the county (as described in Chapter 1) and because the current enrollment will not exceed capacity by more than 150 seats by the end

Northeast Consortium Articulation Elementary schools articulating to middle schools within a consortium of high schools



* 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 articulate to the Northeast Consortium high schools and Sherwood High School.

of the six-year planning period, no funds are recommended in this CIP for a classroom addition. A date for the addition will be considered in a future CIP. Relocatable classrooms will be utilized until additional capacity can be added.

Stonegate Elementary School

Capital Project: A revitalization/expansion project was previously scheduled for this school with a completion date of August 2019. However, due to fiscal constraints in the county (as described in Chapter 1), the project has been delayed by one year to August 2020. An FY 2015 appropriation is recommended for facility planning for a feasibility study to determine the scope and cost of the project. In order for this project to be completed on the new schedule, county and state funding must be provided at the levels recommended in this CIP.

CAPITAL PROJECTS

School	Project	Project Status*	Date of Completion
Farquhar MS	Revitalization/expansion	Programmed	Aug. 2018 (delayed)
Broad Acres ES	Classroom addition	Proposed	TBD
Burtonsville ES	Classroom addition	Programmed	Aug. 2019
Greencastle ES	Classroom addition	Proposed	TBD
Stonegate ES	Revitalization/expansion	Recommended	Aug. 2020 (delayed)

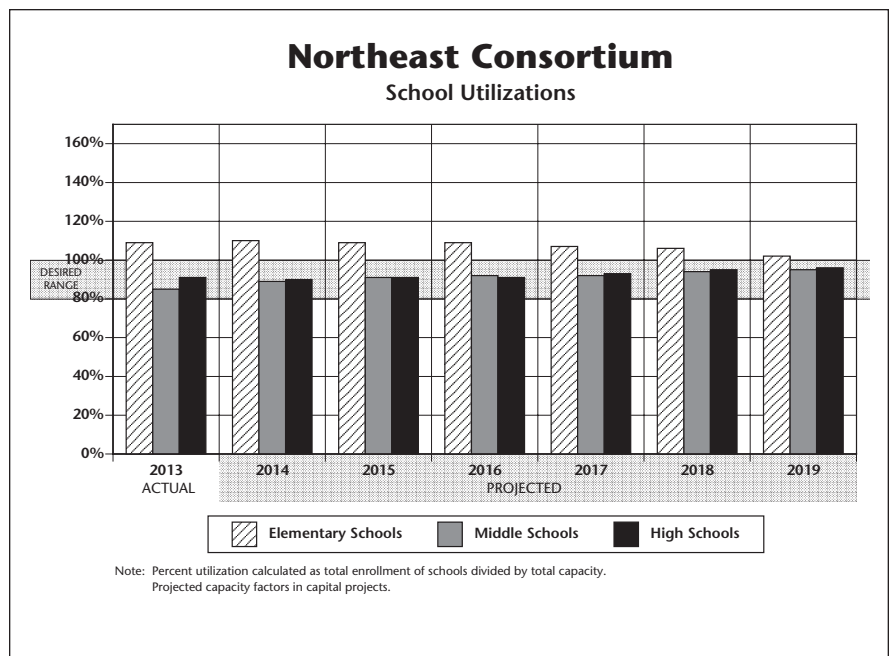
*“Approved”—Project has an FY 2014 appropriation approved in the Amended FY 2013–2018 CIP.

“Deferred”—Funds have been deferred for a future 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 FY 2015 for a feasibility study.

“Recommended”—Project has an FY 2015 appropriation recommended in the FY 2015–2020 CIP.



NORTHEAST CONSORTIUM

Projected Enrollment and Space Availability

Effects of the Recommended FY2015–2020 CIP and Non-CIP Actions on Space Available

Schools			Actual 13–14	Projections							
				14–15	15–16	16–17	17–18	18–19	19–20	2023	2028
James Blake HS		Program Capacity	1743	1743	1743	1743	1743	1743	1743	1743	1743
		Enrollment	1696	1639	1643	1643	1697	1725	1749	1850	1850
		Available Space	47	104	100	100	46	18	(6)	(107)	(107)
		Comments									
Paint Branch HS		Program Capacity	2047	2047	2047	2047	2047	2047	2047	2047	2047
		Enrollment	1952	1993	2009	1998	2036	2068	2059	2100	2100
		Available Space	96	54	38	50	12	(20)	(12)	(53)	(53)
		Comments	Site Work Complete								
Springbrook HS		Program Capacity	2167	2167	2167	2167	2167	2167	2167	2167	2167
		Enrollment	1762	1753	1756	1782	1816	1875	1921	1950	1950
		Available Space	405	414	411	385	351	292	246	217	217
		Comments									
Benjamin Banneker MS		Program Capacity	803	803	803	803	803	803	803	803	803
		Enrollment	833	866	874	854	859	826	846	900	900
		Available Space	(30)	(63)	(71)	(51)	(56)	(23)	(43)	(97)	(97)
		Comments									
Briggs Chaney MS		Program Capacity	944	944	944	944	944	944	944	944	944
		Enrollment	874	900	895	922	896	877	883	950	950
		Available Space	70	44	48	22	48	66	60	(6)	(6)
		Comments									
William H. Farquhar MS		Program Capacity	906	906	906	906	906	796	796	796	796
		Enrollment	577	583	575	578	547	555	547	650	650
		Available Space	329	323	331	328	359	241	249	146	146
		Comments	Planning for Rev/Ex			Revitalization/ Expansion in Progress		Rev/Ex Complete			
Francis Scott Key MS		Program Capacity	961	961	961	961	961	961	961	961	961
		Enrollment	903	939	987	968	994	1003	1051	1100	1100
		Available Space	58	22	(26)	(8)	(34)	(42)	(90)	(139)	(139)
		Comments									
White Oak MS		Program Capacity	962	962	962	962	962	962	962	962	962
		Enrollment	724	771	834	873	922	916	931	950	950
		Available Space	238	191	128	89	40	46	31	12	12
		Comments									

NORTHEAST CONSORTIUM

Schools			Actual	Projections							
			13-14	14-15	15-16	16-17	17-18	18-19	19-20	2023	2028
Broad Acres ES	CSR	Program Capacity	642	642	642	642	642	642	642		
		Enrollment	721	740	756	782	753	752	747		
		Available Space	(79)	(98)	(114)	(140)	(111)	(110)	(105)		
		Comments	Facility Planning for Addition								
Burnt Mills ES	CSR	Program Capacity	384	384	384	384	384	384	384		
		Enrollment	498	523	529	532	539	535	528		
		Available Space	(114)	(139)	(145)	(148)	(155)	(151)	(144)		
		Comments									
Burtonsville ES	CSR	Program Capacity	502	502	502	502	502	502	740		
		Enrollment	649	657	649	659	650	668	672		
		Available Space	(147)	(155)	(147)	(157)	(148)	(166)	68		
		Comments				Planning for Addition			Addition Opens		
Cannon Road ES	CSR	Program Capacity	501	501	501	501	501	501	501		
		Enrollment	428	430	437	441	434	419	413		
		Available Space	73	71	64	60	67	82	88		
		Comments									
Cloverly ES		Program Capacity	454	454	454	454	454	454	454		
		Enrollment	460	482	481	472	473	466	453		
		Available Space	(6)	(28)	(27)	(18)	(19)	(12)	1		
		Comments									
Cresthaven ES Grades (3-5) Paired With Roscoe R. Nix ES	CSR	Program Capacity	480	480	480	480	480	480	480		
		Enrollment	488	527	507	526	498	497	487		
		Available Space	(8)	(47)	(27)	(46)	(18)	(17)	(7)		
		Comments									
Dr. Charles R. Drew ES	CSR	Program Capacity	441	441	441	441	441	441	441		
		Enrollment	448	465	471	472	479	474	469		
		Available Space	(7)	(24)	(30)	(31)	(38)	(33)	(28)		
		Comments									
Fairland ES	CSR	Program Capacity	650	650	650	650	650	650	650		
		Enrollment	621	599	589	572	563	559	538		
		Available Space	29	51	61	78	87	91	112		
		Comments									
Galway ES	CSR	Program Capacity	761	761	761	761	761	761	761		
		Enrollment	834	837	824	819	812	807	781		
		Available Space	(73)	(76)	(63)	(58)	(51)	(46)	(20)		
		Comments									
Greencastle ES	CSR	Program Capacity	593	593	593	593	593	593	593		
		Enrollment	778	802	788	771	754	744	723		
		Available Space	(185)	(209)	(195)	(178)	(161)	(151)	(130)		
		Comments									

NORTHEAST CONSORTIUM

Schools			Actual	Projections							
			13-14	14-15	15-16	16-17	17-18	18-19	19-20	2023	2028
Jackson Road ES	CSR	Program Capacity	686	686	686	686	686	686	686		
		Enrollment	698	696	701	685	682	687	677		
		Available Space	(12)	(10)	(15)	1	4	(1)	9		
		Comments									
Roscoe R. Nix ES Grades (preK-2) Paired with Cresthaven ES	CSR	Program Capacity	478	478	478	478	478	478	478		
		Enrollment	555	537	534	525	518	515	514		
		Available Space	(77)	(59)	(56)	(47)	(40)	(37)	(36)		
		Comments									
William T. Page ES	CSR	Program Capacity	361	361	361	361	361	361	361		
		Enrollment	413	409	405	387	374	372	375		
		Available Space	(52)	(48)	(44)	(26)	(13)	(11)	(14)		
		Comments									
Sherwood ES		Program Capacity	568	568	568	568	568	568	568		
		Enrollment	520	485	489	484	478	458	461		
		Available Space	48	83	79	84	90	110	107		
		Comments									
Stonegate ES		Program Capacity	395	395	395	395	395	395	395		
		Enrollment	474	479	466	458	455	450	449		
		Available Space	(79)	(84)	(71)	(63)	(60)	(55)	(54)		
		Comments		Facility Planning for Rev/Ex			Planning for Revitalization/ Expansion				
Westover ES		Program Capacity	293	293	293	293	293	293	293		
		Enrollment	328	316	307	303	292	295	298		
		Available Space	(35)	(23)	(14)	(10)	1	(2)	(5)		
		Comments									
Cluster Information		HS Utilization	91%	90%	91%	91%	93%	95%	96%	99%	99%
		HS Enrollment	5410	5385	5408	5423	5549	5668	5729	5900	5900
		MS Utilization	85%	89%	91%	92%	92%	94%	95%	102%	102%
		MS Enrollment	3911	4059	4165	4195	4218	4177	4258	4450	4450
		ES Utilization	109%	110%	109%	109%	107%	106%	102%	103%	103%
		ES Enrollment	8913	8984	8933	8888	8754	8698	8585	8700	8700

Demographic Characteristics of Schools

Schools	2013–2014						2012–2013		
	Total Enrollment	Two or more races %	Black or Afr. Amer. %	Asian%	Hispanic %	White %	FARMS%*	ESOL%**	Mobility Rate%***
James Blake HS	1696	≤ 5.0%	42.3%	9.6%	22.1%	22.1%	29.2%	≤ 5.0%	11.9%
Paint Branch HS	1952	≤ 5.0%	52.9%	15.6%	16.6%	11.1%	33.9%	≤ 5.0%	11.4%
Springbrook HS	1762	≤ 5.0%	42.2%	11.6%	33.9%	9.2%	44.0%	7.0%	12.3%
Benjamin Banneker MS	833	5.3%	61.3%	10.3%	15.8%	7.1%	45.3%	≤ 5.0%	13.3%
Briggs Chaney MS	874	≤ 5.0%	54.1%	14.2%	17.8%	9.2%	44.3%	6.9%	13.2%
William H. Farquhar MS	577	6.4%	16.3%	14.6%	12.7%	50.1%	12.3%	≤ 5.0%	≤ 5.0%
Francis Scott Key MS	903	≤ 5.0%	43.5%	12.1%	37.4%	≤ 5.0%	62.0%	14.5%	16.2%
White Oak MS	724	≤ 5.0%	32.3%	11.3%	41.2%	12.0%	57.5%	16.7%	14.7%
Broad Acres ES	721	≤ 5.0%	13.7%	5.7%	79.9%	≤ 5.0%	93.6%	73.5%	20.7%
Burnt Mills ES	498	≤ 5.0%	67.9%	≤ 5.0%	18.1%	8.4%	64.4%	26.3%	21.0%
Burtonsville ES	649	≤ 5.0%	61.0%	16.3%	12.2%	5.5%	47.5%	21.5%	11.8%
Cannon Road ES	428	≤ 5.0%	36.4%	10.5%	40.7%	8.2%	59.0%	17.7%	11.8%
Cloverly ES	460	7.2%	19.3%	17.4%	18.5%	37.2%	16.7%	12.7%	7.5%
Cresthaven ES	488	≤ 5.0%	36.5%	10.9%	46.5%	≤ 5.0%	69.8%	28.0%	19.5%
Dr. Charles R. Drew ES	448	6.0%	42.2%	16.3%	23.7%	11.8%	50.0%	20.9%	13.0%
Fairland ES	621	≤ 5.0%	58.9%	9.3%	19.8%	9.2%	53.8%	19.6%	18.0%
Galway ES	834	≤ 5.0%	57.8%	12.4%	22.4%	≤ 5.0%	55.6%	28.4%	15.7%
Greencastle ES	778	≤ 5.0%	67.7%	8.0%	19.9%	≤ 5.0%	62.3%	18.6%	22.6%
Jackson Road ES	698	≤ 5.0%	51.1%	10.7%	33.0%	≤ 5.0%	70.4%	30.8%	15.5%
Roscoe R. Nix ES	555	≤ 5.0%	36.0%	12.1%	44.7%	5.6%	68.6%	42.4%	23.4%
William T. Page ES	413	≤ 5.0%	52.5%	18.2%	18.4%	7.7%	49.9%	22.2%	9.6%
Sherwood ES	520	5.6%	17.9%	11.0%	12.1%	53.5%	13.2%	8.8%	7.6%
Stonegate ES	474	6.3%	32.3%	15.0%	17.1%	29.1%	22.9%	6.9%	9.6%
Westover ES	328	5.2%	29.9%	15.9%	21.0%	27.4%	23.9%	12.7%	10.9%
Elementary Cluster Total	8913	≤ 5.0%	44.2%	11.6%	28.8%	11.7%	54.0%	26.1%	15.5%
Elementary County Total	73775	≤ 5.0%	20.7%	14.1%	29.5%	30.6%	37.9%	24.9%	12.2%

*Percent of students approved for Free and Reduced-priced Meals Program (FARMS) during the 2012–2013 school year.

**Percent of English for Speakers of Other Languages (ESOL) during the 2012–2013 school year. High School students are served in regional ESOL centers.

***Mobility Rate is the number of entries plus withdrawals during the 2012–2013 school year compared to total enrollment.

Note: 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 5.0% are reported as ≤ 5.0%.

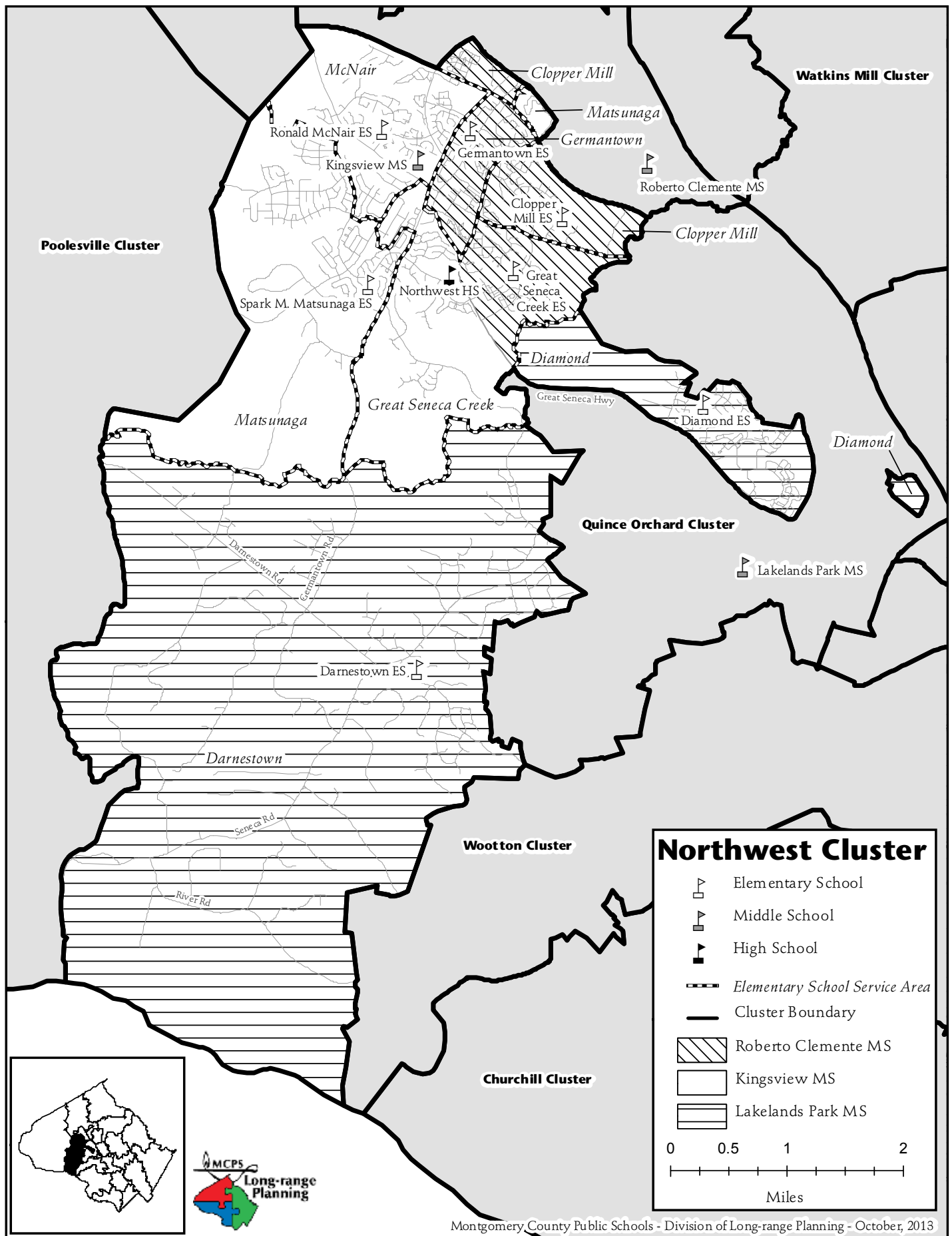
Program Capacity Table

(School Year 2013–2014)

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Facility Characteristics of Schools 2013–2014

Schools	Year Facility Opened	Year Reopened/ Revitalized	Total Square Footage	Site Size Acres	Adjacent Park	Reloc- atable Classrooms	Linkages to Learning Program	Home School Model
James Blake HS	1998		297,125	91.09		4		
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			Yes	
Briggs Chaney MS	1991		115,000	29.4				
William H. Farquhar MS	1968		116,300	20				
Francis Scott Key MS	1966	2009	147,424	20.6			Yes	
White Oak MS	1962	1993	140,990	17.3				
Broad Acres ES	1952	1974	88,922	6.2	Yes	6		Yes
Burnt Mills ES	1964	1990	57,318	15.1		4		Yes
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				Yes
Dr. Charles R. Drew ES	1991		73,975	12				
Fairland ES	1992		92,227	11.8				
Galway ES	1967	2009	103,170	9	Yes			Yes
Greencastle ES	1988		78,275	18.9		6		Yes
Jackson Road ES	1959	1995	91,465	8.8				
Roscoe R. Nix ES	2006		88,351	8.97	Yes			Yes
William T. Page ES	1965	2003	58,726	9.8		2		Yes
Sherwood ES	1977		81,727	10.85		1		Yes
Stonegate ES	1971		52,468	10.3		4		
Westover ES	1964	1998	54,645	7.6		4		



SCHOOLS

Northwest High School

Planning Issue: Projections indicate enrollment at Northwest High School will exceed capacity by almost 200 seats by the end of the six-year CIP planning period. Enrollment will continue to be monitored to determine if space is needed in the future. The revitalization/expansion project of Seneca Valley High School, scheduled for completion in August 2018, provides the opportunity to construct enough capacity to address the projected overutilization at Northwest High School in the future.

Clopper Mill Elementary School

Capital Project: Projections indicate enrollment at Clopper Mill Elementary School will exceed capacity by 92 seats or more by the end of the six-year period. In order to relieve the overutilization of this school and other schools in the cluster, an FY 2015 appropriation for planning funds is recommended to begin the architectural design for the new Northwest Elementary School #8. The new school is scheduled to open in August 2017. In order for this project to be completed on schedule, county and state funding must be provided at the levels recommended in this CIP. Relocatable classrooms will be utilized until the new school opens.

Diamond Elementary School

Capital Project: Projections indicate enrollment at Diamond Elementary School will exceed capacity by 92 seats or more by the end of the six-year period. A classroom addition project is recommended for this school. An FY 2015 appropriation is recommended for planning funds to begin the architectural design for a classroom addition. The completion date is scheduled for August 2017. 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.

Spark M. Matsunaga Elementary School

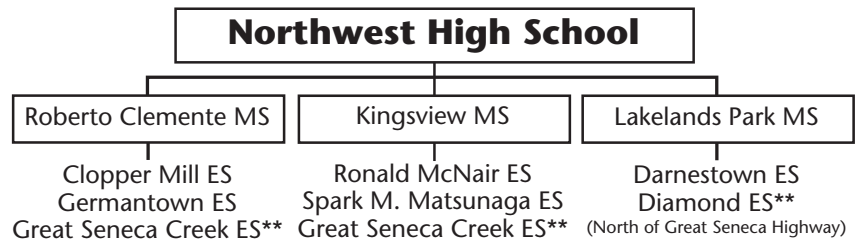
Capital Project: Projections indicate enrollment at Spark M. Matsunaga Elementary School will exceed capacity by 92 seats or more by the end of the six-year CIP period. In order to relieve the overutilization of this school and other schools in the cluster, an FY 2015 appropriation for planning funds is recommended to begin the architectural design for the new Northwest Elementary School #8. The new school is

scheduled to open in August 2017. In order for this project to be completed on schedule, county and state funding must be provided at the levels recommended in this CIP. Relocatable classrooms will be utilized until the new school opens.

Ronald McNair Elementary School

Capital Project: Projections indicate enrollment at Ronald McNair Elementary School will exceed capacity by 92 seats or more by the end of the six-year CIP period. In order to relieve the overutilization of this school and other schools in the cluster, an FY 2015 appropriation for planning funds is recommended to begin the architectural design for the new Northwest Elementary School #8. The new school is scheduled to open in August 2017. In order for this project

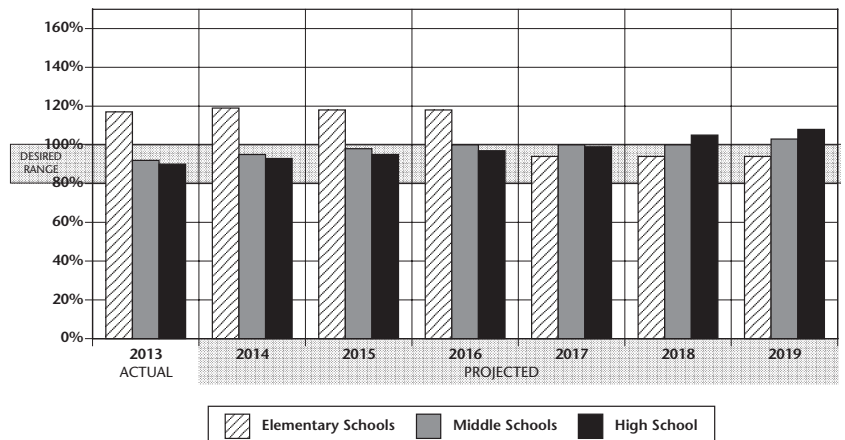
Northwest Cluster Articulation*



- * "Cluster" is defined as the collection of elementary schools that articulate to the same high school.
- * S. Christa McAuliffe and Sally K. Ride elementary schools (south of Middlebrook Road) also articulate to Roberto Clemente Middle School, but thereafter articulate to Seneca Valley High School.
- * Brown Station and Rachel Carson elementary schools also articulate to Lakelands Park Middle School but thereafter articulate to Quince Orchard High School.
- ** Diamond Elementary School (south of Great Seneca Highway) also articulates to Ridgeview Middle School and to Quince Orchard High School.
- ** A portion of Great Seneca Creek Elementary School articulates to Roberto Clemente Middle School and another portion to Kingsview Middle School.

Northwest Cluster

School Utilizations



Note: Percent utilization calculated as total enrollment of schools divided by total capacity. Projected capacity factors in capital projects.

to be completed on schedule, county and state funding must be provided at the levels recommended in this CIP. Relocatable classrooms will be utilized until the new school opens.

Northwest Elementary School #8

Capital Project: Projections indicate enrollment at several elementary schools in the Northwest cluster will exceed capacity by 92 seats or more by the end of the six-year CIP period. In order to relieve the overutilization of these schools, an FY 2015 appropriation is recommended for planning funds to begin the architectural design of the new school. The completion date is scheduled for August 2017. In order for this project to be completed on schedule, county and state funding must be provided at the levels recommended in this CIP.

CAPITAL PROJECTS

School	Project	Project Status*	Date of Completion
Diamond ES	Classroom addition	Recommended	Aug. 2017
Northwest ES #8	New school	Recommended	Aug. 2017

*Approved—Project has an FY 2014 appropriation approved in the Amended FY 2013–2018 CIP.

*Deferred—Funds have been deferred for a future 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 FY 2015 for a feasibility study.

*Recommended—Project has an FY 2015 appropriation recommended in the FY 2015–2020 CIP.

NORTHWEST CLUSTER






Projected Enrollment and Space Availability Effects of the Recommended FY2015–2020 CIP and Non-CIP Actions on Space Available

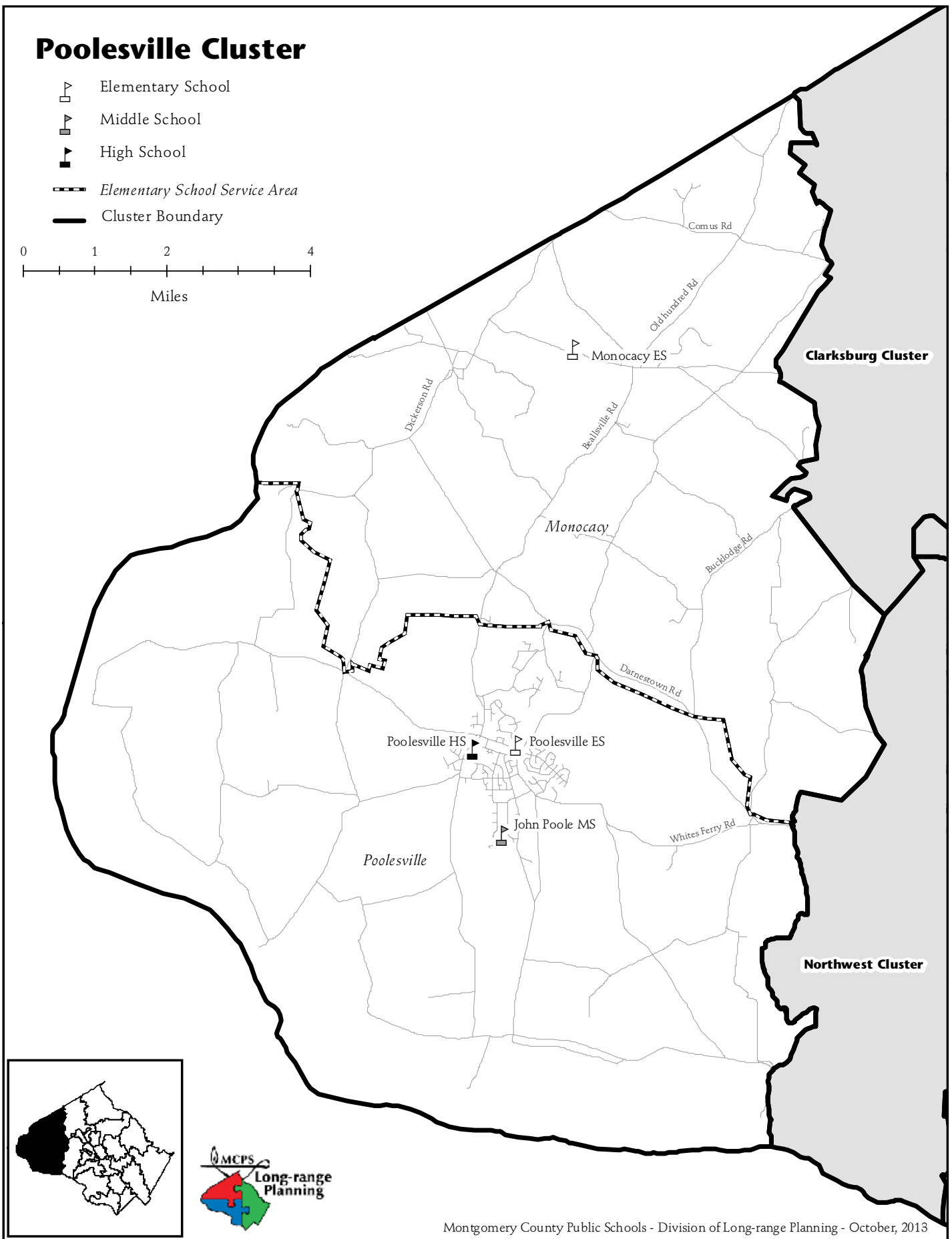
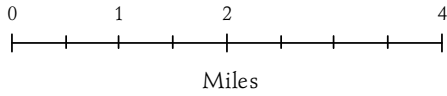
Schools			Actual	Projections							
			13–14	14–15	15–16	16–17	17–18	18–19	19–20	2023	2028
Northwest HS		Program Capacity	2241	2241	2241	2241	2241	2241	2241	2241	2241
		Enrollment	2015	2084	2130	2179	2215	2364	2430	2500	2500
		Available Space	226	157	111	62	26	(123)	(189)	(259)	(259)
		Comments									
Roberto Clemente MS		Program Capacity	1215	1215	1215	1215	1215	1215	1215	1215	1215
		Enrollment	1148	1156	1191	1206	1212	1223	1288	1300	1300
		Available Space	67	59	24	9	3	(8)	(73)	(85)	(85)
		Comments									
Kingsview MS		Program Capacity	1041	1041	1041	1041	1041	1041	1041	1041	1041
		Enrollment	986	1017	1050	1092	1081	1046	1011	1150	1150
		Available Space	55	24	(9)	(51)	(40)	(5)	30	(109)	(109)
		Comments									
Lakelands Park MS		Program Capacity	1138	1138	1138	1138	1138	1138	1138	1138	1138
		Enrollment	1003	1036	1092	1111	1098	1140	1184	1250	1250
		Available Space	135	102	46	27	40	(2)	(46)	(112)	(112)
		Comments									
Clopper Mill ES	CSR	Program Capacity	422	422	422	422	422	422	422		
		Enrollment	454	481	495	526	538	548	543		
		Available Space	(32)	(59)	(73)	(104)	(116)	(126)	(121)		
		Comments									
Darnestown ES		Program Capacity	471	471	471	471	471	471	471		
		Enrollment	313	311	301	310	322	333	350		
		Available Space	158	160	170	161	149	138	121		
		Comments	Addition Opens								
Diamond ES		Program Capacity	463	463	463	463	647	647	647		
		Enrollment	648	677	684	678	686	676	652		
		Available Space	(185)	(214)	(221)	(215)	(39)	(29)	(5)		
		Comments		Planning for Addition			Addition Opens				
Germantown ES		Program Capacity	317	317	317	317	317	317	317		
		Enrollment	290	307	316	330	320	320	317		
		Available Space	27	10	1	(13)	(3)	(3)	0		
		Comments									
Great Seneca Creek ES		Program Capacity	649	649	649	649	649	649	649		
		Enrollment	744	717	719	684	690	689	692		
		Available Space	(95)	(68)	(70)	(35)	(41)	(40)	(43)		
		Comments									
Spark M. Matsunaga ES		Program Capacity	651	651	651	651	651	651	651		
		Enrollment	960	931	905	885	859	851	865		
		Available Space	(309)	(280)	(254)	(234)	(208)	(200)	(214)		
		Comments									
Ronald McNair ES		Program Capacity	622	622	622	622	622	622	622		
		Enrollment	813	837	828	829	826	829	815		
		Available Space	(191)	(215)	(206)	(207)	(204)	(207)	(193)		
		Comments									
Northwest ES #8		Program Capacity					740	740	740		
		Enrollment					0	0	0		
		Available Space					740	740	740		
		Comments		Planning for new school			Opens				
Cluster Information		HS Utilization	90%	93%	95%	97%	99%	105%	108%	112%	112%
		HS Enrollment	2015	2084	2130	2179	2215	2364	2430	2500	2500
		MS Utilization	92%	95%	98%	100%	100%	100%	103%	109%	109%
		MS Enrollment	3137	3209	3333	3409	3391	3409	3483	3700	3700
		ES Utilization	117%	119%	118%	118%	94%	94%	94%	95%	95%
		ES Enrollment	4222	4261	4248	4242	4241	4246	4234	4300	4300

Facility Characteristics of Schools 2013–2014

Schools	Year Facility Opened	Year Reopened/ Revitalized	Total Square Footage	Site Size Acres	Adjacent Park	Reloc- atable Classrooms	Linkages to Learning Program	Home School Model
Northwest HS	1998		340,867	34.6	Yes			
Roberto Clemente MS	1992		148,246	19.9				
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	4		Yes
Darnestown ES	1954	1980	64,840	7.2				Yes
Diamond ES	1975		64,950	10	Yes	4		Yes
Germantown ES	1935	1978	57,668	7.8				Yes
Great Seneca Creek ES	2006		82,511	13.71		3		Yes
Spark M. Matsunaga ES	2001		90,718	11.8		15		Yes
Ronald McNair ES	1990		78,275	10	Yes	6		Yes

Poolesville Cluster

-  Elementary School
-  Middle School
-  High School
-  Elementary School Service Area
-  Cluster Boundary



Montgomery County Public Schools - Division of Long-range Planning - October, 2013

SCHOOLS

Poolesville High School

Capital Project: A revitalization/expansion project was previously scheduled for this school with completion in August 2022. However, due to fiscal constraints in the county (as described in Chapter 1), the completion date for the project was delayed by two years to August 2024 for the building and August 2025 for restoration of the site. FY 2017 expenditures are programmed for facility planning funds to determine the scope and cost of the project. In order for this project to be completed on the new schedule, county and state funding must be provided at levels approved in this CIP.

CAPITAL PROJECT

School	Project	Project Status*	Date of Completion
Poolesville HS	Revitalization/expansion	Programmed	Aug. 2024, building Aug. 2025, site (delayed)

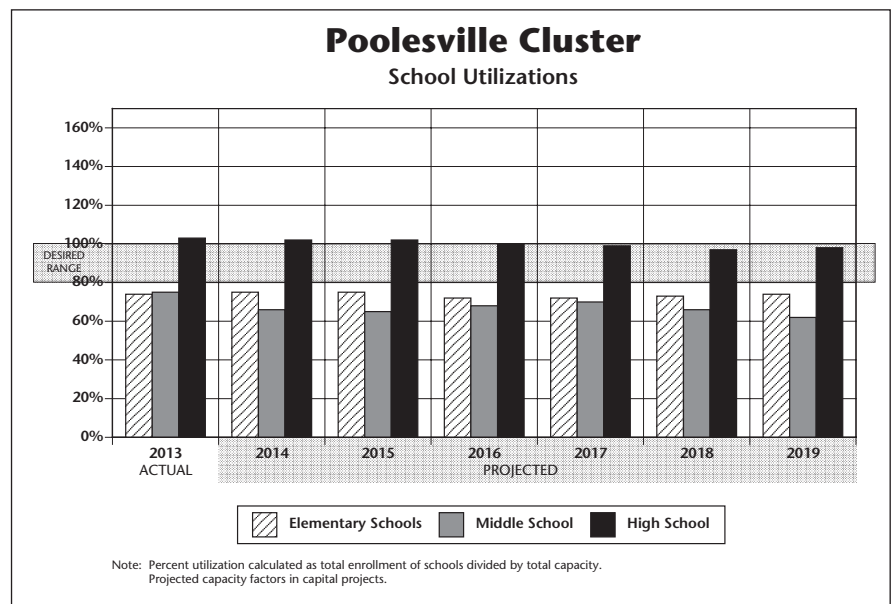
*"Approved"—Project has an FY 2014 appropriation approved in the Amended FY 2013–2018 CIP.

"Deferred"—Funds have been deferred for a future 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 FY 2015 for a feasibility study.

"Recommended"—Project has an FY 2015 appropriation recommended in the FY 2015–2020 CIP.



POOLESVILLE CLUSTER

Projected Enrollment and Space Availability

Effects of the Recommended FY2015–2020 CIP and Non-CIP Actions on Space Available

Schools			Actual	Projections							
			13–14	14–15	15–16	16–17	17–18	18–19	19–20	2023	2028
Poolesville HS		Program Capacity	1170	1170	1170	1170	1170	1170	1170	1170	1170
		Enrollment	1203	1198	1190	1172	1164	1137	1146	1150	1150
		Available Space	(33)	(28)	(20)	(2)	6	33	24	20	20
		Comments				Facility Planning for Rev/Ex			Planning for Rev/Ex		
John Poole MS		Program Capacity	468	468	468	468	468	468	468	468	468
		Enrollment	351	308	306	316	326	310	288	350	350
		Available Space	116	160	162	152	142	158	180	118	118
		Comments									
Monocacy ES		Program Capacity	219	219	219	219	219	219	219		
		Enrollment	165	160	155	147	150	148	150		
		Available Space	54	59	64	72	69	71	69		
		Comments									
Poolesville ES		Program Capacity	539	539	539	539	539	539	539		
		Enrollment	396	412	413	398	393	405	410		
		Available Space	143	127	126	141	146	134	129		
		Comments									
Cluster Information		HS Utilization	103%	102%	102%	100%	99%	97%	98%	98%	98%
		HS Enrollment	1203	1198	1190	1172	1164	1137	1146	1150	1150
		MS Utilization	75%	66%	65%	68%	70%	66%	62%	75%	75%
		MS Enrollment	351	308	306	316	326	310	288	350	350
		ES Utilization	74%	75%	75%	72%	72%	73%	74%	79%	79%
		ES Enrollment	561	572	568	545	543	553	560	600	600

POOLESVILLE CLUSTER

Demographic Characteristics of Schools

Schools	2013–2014						2012–2013		
	Total Enrollment	Two or more races %	Black or Afr. Amer. %	Asian%	Hispanic %	White %	FARMS%*	ESOL%**	Mobility Rate%***
Poolesville HS	1203	5.6%	5.2%	25.6%	7.3%	56.1%	6.0%	≤ 5.0%	≤ 5.0%
John Poole MS	351	5.4%	6.3%	≤ 5.0%	8.5%	74.1%	14.6%	≤ 5.0%	≤ 5.0%
Monocacy ES	165	6.7%	6.1%	≤ 5.0%	5.5%	78.8%	13.2%	≤ 5.0%	≤ 5.0%
Poolesville ES	396	≤ 5.0%	≤ 5.0%	≤ 5.0%	11.6%	77.0%	14.4%	5.1%	10.5%
Elementary Cluster Total	561	≤ 5.0%	5.2%	≤ 5.0%	9.8%	77.5%	14.1%	≤ 5.0%	8.6%
Elementary County Total	73775	≤ 5.0%	20.7%	14.1%	29.5%	30.6%	37.9%	24.9%	12.2%

*Percent of students approved for Free and Reduced-priced Meals Program (FARMS) during the 2012–2013 school year.

**Percent of English for Speakers of Other Languages (ESOL) during the 2012–2013 school year. High School students are served in regional ESOL centers.

***Mobility Rate is the number of entries plus withdrawals during the 2012–2013 school year compared to total enrollment.

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

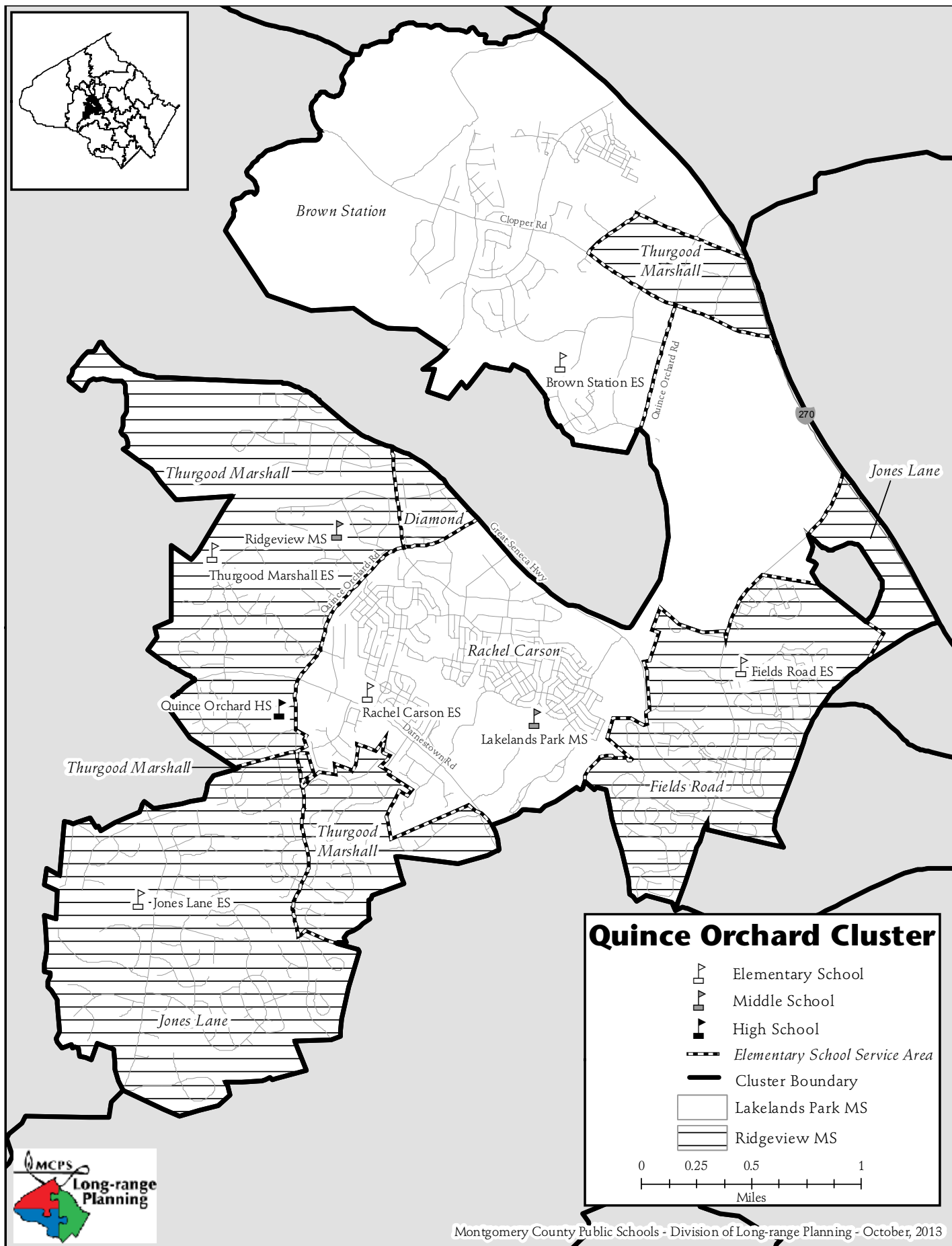
Due to federal and state guidelines, demographic characteristics of schools of less than or equal to 5.0% are reported as ≤ 5.0%.

Program Capacity Table (School Year 2013–2014)

Schools	Grades Served	Capacity (HS @90% MS@85%)	Total Rooms	Support Rooms	Regular Secondary @25	Regular Elementary @23	CSR Grades 1-2 @17	Pre-K @20	Pre-K @40	HS @20	CSR KIND @15	KIND @22	ESOL @15	METS @15	Special Education Services															
															School Based	Cluster Based	Quad Cluster Based	County & Regional Based												
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 2013–2014

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



SCHOOLS

Brown Station Elementary School

Capital Project: Projections indicate enrollment at Brown Station Elementary School will exceed capacity by 92 seats or more by the end of the six-year period. Relocatable classrooms will be utilized until additional capacity can be added as part of the revitalization/expansion project. A project was previously scheduled for this school with a completion date of August 2016. However, due to fiscal constraints in the county (as described in Chapter1), the completion date for the project has been delayed by one year to August 2017. An FY 2016 appropriation is recommended for funds to begin the construction of the project. In order for this project to be completed on the new schedule, county and state funding must be provided at the levels recommended in this CIP.

Rachel Carson 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 period. Enrollment will continue to be monitored to determine whether it is necessary to develop plans to relieve the overutilization at Rachel Carson Elementary School in the future.

CAPITAL PROJECTS

School	Project	Project Status*	Date of Completion
Brown Station ES	Revitalization/expansion	Programmed	Aug. 2017 (delayed)

"Approved"—Project has an FY 2014 appropriation approved in the Amended FY 2013–2018 CIP.

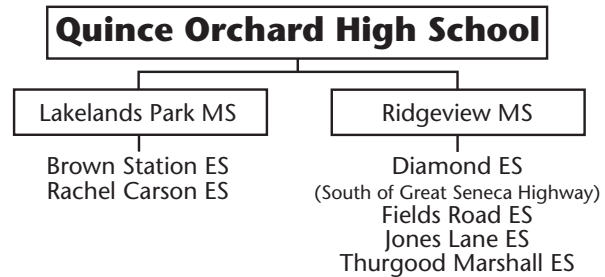
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"Programmed"—Project has expenditures programmed in a future year of the CIP for planning and/or construction funds.

"Proposed"—Project has facility planning funds approved for FY 2015 for a feasibility study.

"Recommended"—Project has an FY 2015 appropriation recommended in the FY 2015–2020 CIP.

Quince Orchard Cluster Articulation*

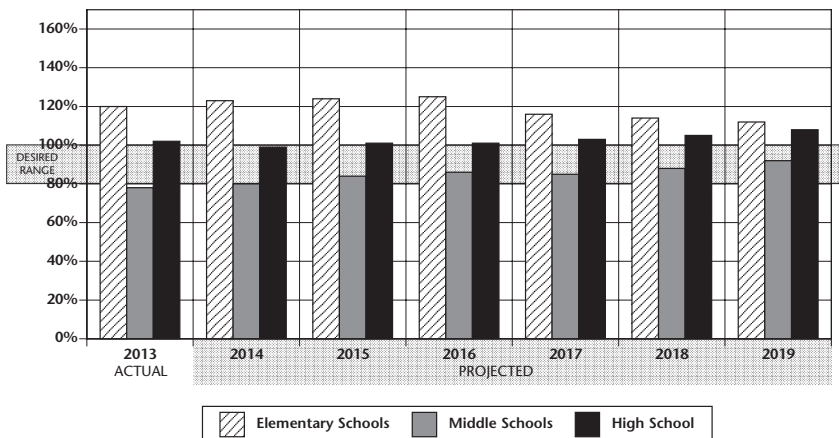


* "Cluster" is defined as the collection of elementary schools that articulate to the same high school.

* Diamond (north of Great Seneca Highway) and Darnestown elementary schools also articulate to Lakelands Park Middle School, but thereafter to Northwest High School.

Quince Orchard Cluster

School Utilizations



Note: Percent utilization calculated as total enrollment of schools divided by total capacity. Projected capacity factors in capital projects.

QUINCE ORCHARD CLUSTER

Projected Enrollment and Space Availability

Effects of the Recommended FY2015–2020 CIP and Non–CIP Actions on Space Available

Schools			Actual	Projections							
			13–14	14–15	15–16	16–17	17–18	18–19	19–20	2023	2028
Quince Orchard HS		Program Capacity	1857	1857	1857	1857	1857	1857	1857	1857	1857
		Enrollment	1894	1846	1867	1870	1907	1952	2012	2100	2100
		Available Space	(37)	11	(10)	(13)	(50)	(95)	(155)	(243)	(243)
		Comments									
Lakelands Park MS		Program Capacity	1138	1138	1138	1138	1138	1138	1138	1138	1138
		Enrollment	1003	1036	1092	1111	1098	1140	1184	1250	1250
		Available Space	135	102	46	27	40	(2)	(46)	(112)	(112)
		Comments									
Ridgeview MS		Program Capacity	1012	1012	1012	1012	1012	1012	1012	1012	1012
		Enrollment	670	688	716	737	731	759	786	850	850
		Available Space	342	324	296	274	280	252	226	162	162
		Comments									
Brown Station ES	CSR	Program Capacity	446	446	446	446	658	658	658		
		Enrollment	530	552	561	560	581	587	596		
		Available Space	(84)	(106)	(115)	(114)	77	71	62		
		Comments	Planning for Revitalization/Expansion		Move to Emory Grove		@ Emory Grove		Rev/Ex Complete		
Rachel Carson ES		Program Capacity	667	667	667	667	667	667	667		
		Enrollment	966	985	988	999	994	952	929		
		Available Space	(299)	(318)	(321)	(332)	(327)	(285)	(262)		
		Comments									
Fields Road ES		Program Capacity	491	491	491	491	491	491	491		
		Enrollment	490	506	522	529	538	531	527		
		Available Space	1	(15)	(31)	(38)	(47)	(40)	(36)		
		Comments									
Jones Lane ES		Program Capacity	441	441	441	441	441	441	441		
		Enrollment	480	467	447	440	426	423	425		
		Available Space	(39)	(26)	(6)	1	15	18	16		
		Comments									
Thurgood Marshall ES		Program Capacity	534	534	534	534	534	534	534		
		Enrollment	616	668	685	686	693	681	658		
		Available Space	(82)	(134)	(151)	(152)	(159)	(147)	(124)		
		Comments									
Cluster Information		HS Utilization	102%	99%	101%	101%	103%	105%	108%	113%	113%
		HS Enrollment	1894	1846	1867	1870	1907	1952	2012	2100	2100
		MS Utilization	78%	80%	84%	86%	85%	88%	92%	98%	98%
		MS Enrollment	1673	1724	1808	1848	1829	1899	1970	2100	2100
		ES Utilization	120%	123%	124%	125%	116%	114%	112%	115%	115%
		ES Enrollment	3082	3178	3203	3214	3232	3174	3135	3200	3200

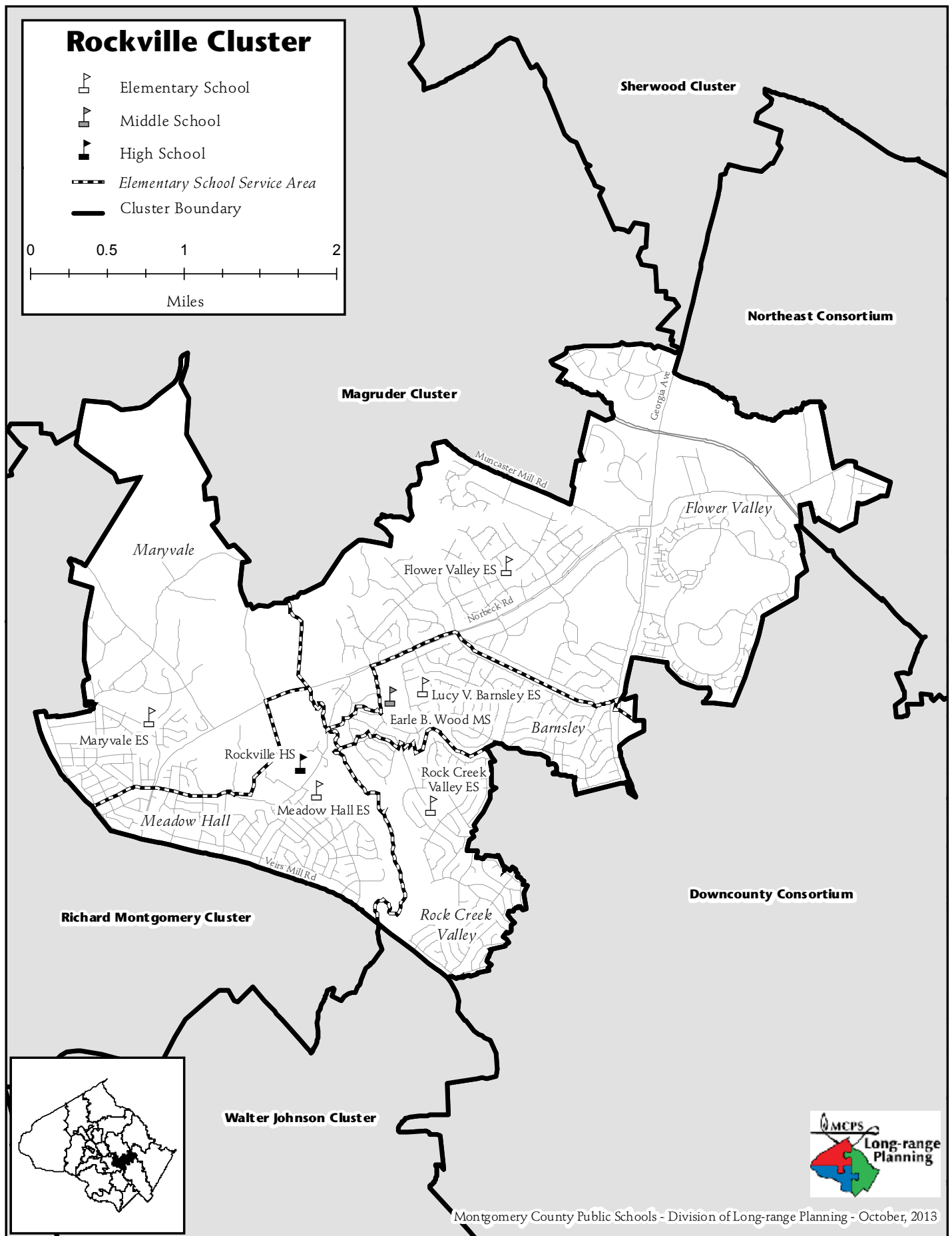
Schools	2013–2014						2012–2013		
	Total Enrollment	Two or more races %	Black or Afr. Amer. %	Asian%	Hispanic %	White %	FARMS%*	ESOL%**	Mobility Rate%***
Quince Orchard HS	1894	≤ 5.0%	16.0%	12.4%	21.1%	46.5%	21.9%	5.2%	8.3%
Lakelands Park MS	1003	≤ 5.0%	13.5%	11.7%	19.5%	51.0%	22.4%	5.2%	10.2%
Ridgeview MS	670	5.4%	13.4%	15.5%	22.4%	43.1%	24.5%	5.5%	9.6%
Brown Station ES	530	5.8%	33.4%	7.9%	42.5%	10.2%	61.7%	26.9%	18.4%
Rachel Carson ES	966	6.6%	6.0%	13.1%	18.0%	56.0%	16.5%	12.7%	7.7%
Fields Road ES	490	5.1%	16.9%	18.2%	26.9%	32.4%	38.2%	19.5%	10.3%
Jones Lane ES	480	5.2%	10.8%	13.8%	22.9%	47.1%	27.0%	17.0%	8.2%
Thurgood Marshall ES	616	≤ 5.0%	14.9%	18.3%	26.6%	34.4%	27.4%	17.3%	12.0%
Elementary Cluster Total	3082	5.7%	15.0%	14.2%	26.1%	38.7%	31.6%	17.8%	10.9%
Elementary County Total	73775	≤ 5.0%	20.7%	14.1%	29.5%	30.6%	37.9%	24.9%	12.2%

Due to federal and state guidelines, demographic characteristics of schools of less than or equal to 5.0% are reported as $\leq 5.0\%$.

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	ED @10	EXTENSIONS @6	GT/LD @13	PD @7	PEP@6	PEP @12	PEP @18	VISION (Elementary) @7	OTHER
						1													
						2						2							
1															1				
1																			1
1								4											
1	4																		
1																1	3		3

Facility Characteristics of Schools 2013–2014

Schools	Year Facility Opened	Year Reopened/ Revitalized	Total Square Footage	Site Size Acres	Adjacent Park	Reloc- atable Classrooms	Linkages to Learning Program	Home School Model
Quince Orchard HS	1988		284,912	30.1				
Lakelands Park MS	2005		153,588	8.11	Yes			
Ridgeview MS	1975		139,742	20		4		
Brown Station ES	1969		58,338	9	Yes	6		Yes
Rachel Carson ES	1990		78,547	12.4		8		Yes
Fields Road ES	1973		72,302	10				Yes
Jones Lane ES	1987		60,679	12.1		6		Yes
Thurgood Marshall ES	1993		77,798	12		3		Yes



SCHOOLS

Earle B. Wood Middle School

Capital Project: Projections indicate enrollment at Earle B. Wood Middle School will no longer exceed capacity by 150 seats or more by the end of the six-year period as it did in an earlier projection. Although an FY 2014 appropriation was previously approved for facility planning for a classroom addition, the feasibility study will not be completed this year because the projected enrollment no longer meets the threshold for an addition.

Lucy V. Barnsley Elementary School

Capital Project: Projections indicate enrollment at Lucy V. Barnsley Elementary School will exceed capacity by 92 seats or more by the end of the six-year period. A classroom addition is recommended for the school. An FY 2015 appropriation for planning funds is recommended to begin the architectural design for a classroom addition. The completion date is scheduled for August 2017. 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.

Maryvale Elementary School

Capital Project: A revitalization/expansion project was previously scheduled for this school with a completion date of January 2018. However, due to fiscal constraints in the county (as described in Chapter 1), the completion date for the project was delayed by one year to January 2019. An FY 2016 appropriation will be recommended for planning funds to begin the architectural design for the project. In order for this revitalization/expansion project to be completed on the new schedule, county and state funding must be provided at the levels recommended in this CIP. 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.

Meadow Hall Elementary School

Capital Project: Because projections indicated that enrollment at Meadow Hall Elementary School would exceed capacity by 92 seats or more by the end of the six-year period, an FY 2013 appropriation was approved for facility planning to determine the feasibility, scope, and cost for a classroom addition. Due to fiscal constraints in the county (as described in Chapter 1), and because the current enrollment does not exceed capacity by more than 150 seats by the end of the six-year planning period, no funds are recommended in this CIP for a classroom addition. A date for an addition will be considered in a future CIP. Relocatable classrooms will be utilized until additional capacity can be added.

CAPITAL PROJECTS

School	Project	Project Status*	Date of Completion
Lucy V. Barnsley ES	Addition	Recommended	Aug. 2017
Maryvale ES	Revitalization/expansion, with collocation of Carl Sandburg LC	Programmed	Jan. 2019 (delayed)
Meadow Hall ES	Classroom addition	Proposed	TBD

*"Approved"—Project has an FY 2014 appropriation approved in the Amended FY 2013–2018 CIP.

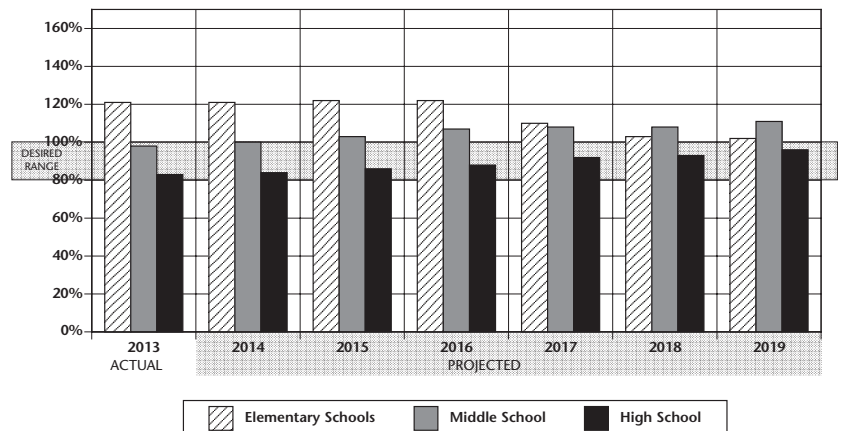
"Deferred"—Funds have been deferred for a future CIP.

"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 FY 2015 for a feasibility study.

"Recommended"—Project has an FY 2015 appropriation recommended in the FY 2015–2020 CIP.

Rockville Cluster
School Utilizations



Note: Percent utilization calculated as total enrollment of schools divided by total capacity. Projected capacity factors in capital projects.

ROCKVILLE CLUSTER

Projected Enrollment and Space Availability








Effects of the Recommended FY2015–2020 CIP and Non-CIP Actions on Space Available

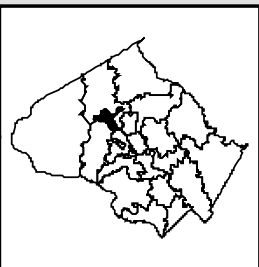
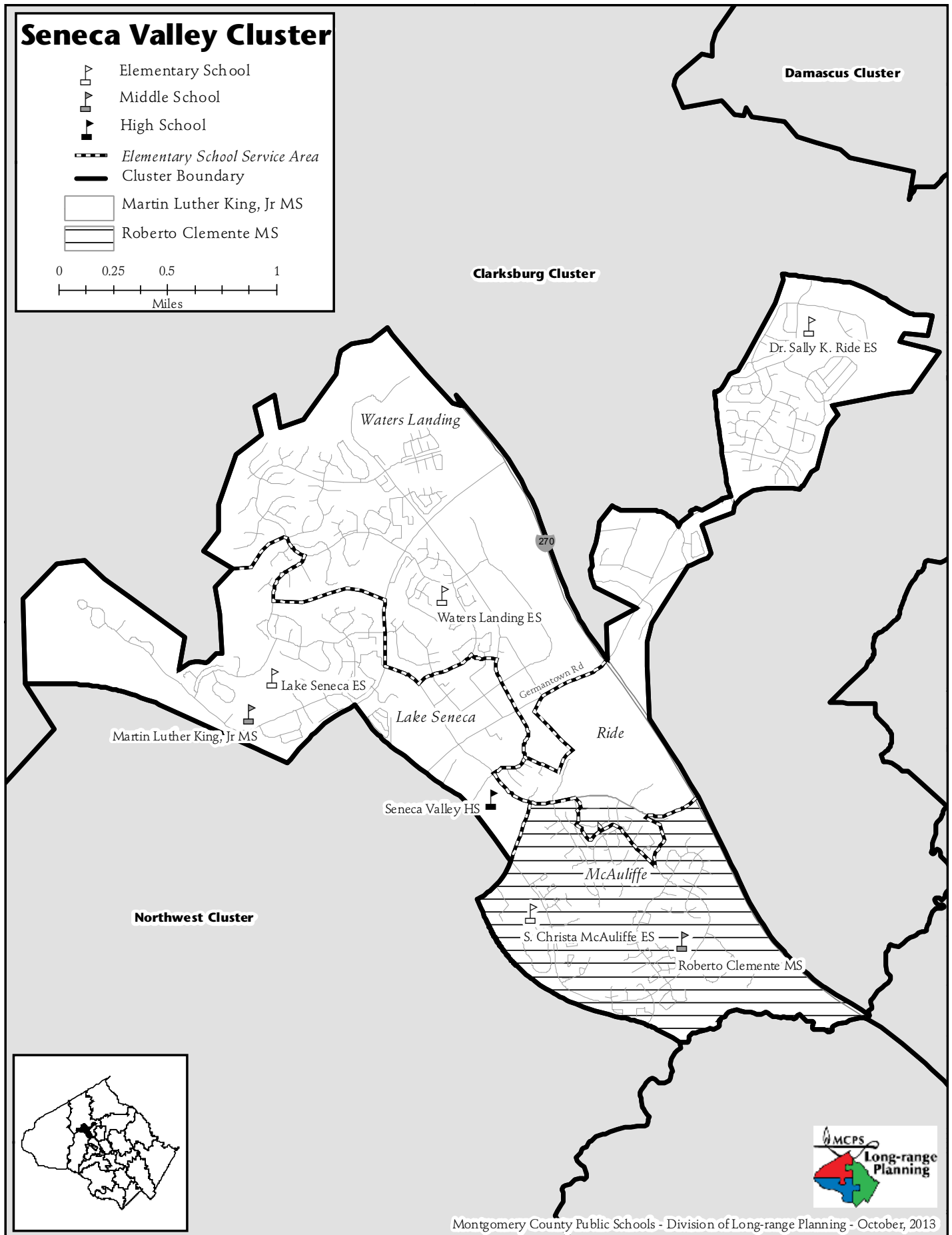
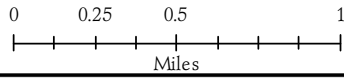
Schools			Actual	Projections							
			13–14	14–15	15–16	16–17	17–18	18–19	19–20	2023	2028
Rockville HS		Program Capacity	1570	1570	1570	1570	1570	1570	1570	1570	1570
		Enrollment	1306	1311	1343	1383	1442	1460	1504	1550	1550
		Available Space	264	260	228	188	128	110	66	20	20
		Comments									
Earle B. Wood MS		Program Capacity	961	961	961	961	961	961	961	961	961
		Enrollment	937	964	989	1033	1041	1040	1064	1150	1150
		Available Space	24	(4)	(28)	(72)	(80)	(80)	(104)	(189)	(189)
		Comments									
Lucy V. Barnsley ES	CSR	Program Capacity	411	411	411	411	640	640	640		
		Enrollment	680	667	659	641	645	650	637		
		Available Space	(269)	(256)	(248)	(230)	(5)	(10)	3		
		Comments		Planning for Addition			Addition Opens				
Flower Valley ES		Program Capacity	445	445	445	445	445	445	445		
		Enrollment	483	461	467	464	482	485	483		
		Available Space	(38)	(16)	(22)	(19)	(37)	(40)	(38)		
		Comments									
Maryvale ES	CSR	Program Capacity	570	570	570	570	570	740	740		
		Enrollment	588	629	647	647	654	650	641		
		Available Space	(18)	(59)	(77)	(77)	(84)	90	99		
		Comments			Planning for Revitalization/Expansion		@ North Lake	Rev/Ex Complete			
Meadow Hall ES	CSR	Program Capacity	352	352	352	352	352	352	352		
		Enrollment	443	438	445	452	448	456	453		
		Available Space	(91)	(86)	(93)	(100)	(96)	(104)	(101)		
		Comments									
Rock Creek Valley ES	CSR	Program Capacity	403	403	403	403	403	403	403		
		Enrollment	440	448	452	458	430	429	425		
		Available Space	(37)	(45)	(49)	(55)	(27)	(26)	(22)		
		Comments									
Cluster Information		HS Utilization	83%	84%	86%	88%	92%	93%	96%	99%	99%
		HS Enrollment	1306	1311	1343	1383	1442	1460	1504	1550	1550
		MS Utilization	98%	100%	103%	107%	108%	108%	111%	120%	120%
		MS Enrollment	937	964	989	1033	1041	1040	1064	1150	1150
		ES Utilization	121%	121%	122%	122%	110%	103%	102%	105%	105%
		ES Enrollment	2634	2643	2670	2662	2659	2670	2639	2700	2700

Facility Characteristics of Schools 2013–2014

Schools	Year Facility Opened	Year Reopened/ Revitalized	Total Square Footage	Site Size Acres	Adjacent Park	Reloc- atable Classrooms	Linkages to Learning Program	Home School Model
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	72,024	10		10		
Flower Valley ES	1967	1996	61,567	9.3		1		
Maryvale ES	1969		92,050	17.7		1		
Meadow Hall ES	1956	1994	61,694	8.4	Yes	4		
Rock Creek Valley ES	1964	2001	76,692	10.4		4		

Seneca Valley Cluster

-  Elementary School
-  Middle School
-  High School
-  Elementary School Service Area
-  Cluster Boundary
-  Martin Luther King, Jr MS
-  Roberto Clemente MS



Montgomery County Public Schools - Division of Long-range Planning - October, 2013

CLUSTER PLANNING ISSUES

The 2009 adopted Germantown Forward 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 Transit Way 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 completion in August 2018 for the facility and August 2019 for restoration of the site. An FY 2014 appropriation was approved for planning funds to begin the architectural design for the project. In order for this project to be completed on schedule, county and state funding must be provided at the levels recommended in this CIP. The revitalization/expansion project of Seneca Valley High School provides the opportunity to construct enough capacity to address the projected overutilization of Northwest High School in the future.

Lake Seneca Elementary School

Capital Project: Projections indicate enrollment at Lake Seneca Elementary School will exceed capacity by 92 seats or more by the end of the six-year period. An FY 2014 appropriation is approved for facility planning to determine the feasibility, scope, and cost for a classroom addition. A date for the addition will be considered in a future CIP. Relocatable classrooms will be utilized until additional capacity can be added.

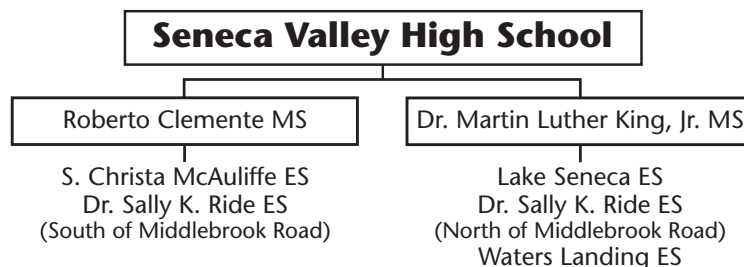
S. Christa McAuliffe Elementary School

Capital Project: Projections indicate enrollment at S. Christa McAuliffe Elementary School will exceed capacity by 92 seats or more by the end of the six-year period. A classroom addition is recommended for this school. FY 2017 expenditures are programmed for planning funds to begin the architectural design for a classroom addition. The completion date is scheduled for August 2019. 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.

Waters Landing Elementary School

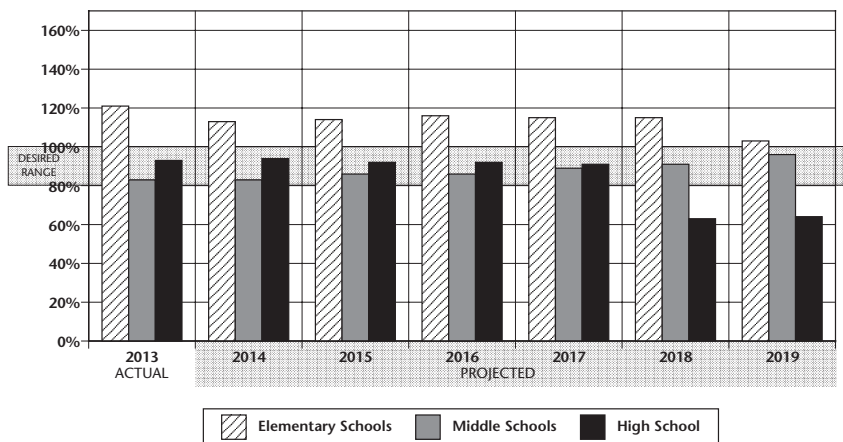
Capital Project: Projections indicate enrollment at Waters Landing Elementary School will exceed capacity by 92 seats or more by the end of the six-year CIP planning period. An FY 2013 appropriation for construction funds was approved for the addition. The scheduled completion date for the addition is August 2014.

Seneca Valley Cluster Articulation*



- * "Cluster" is defined as the collection of elementary schools that articulate to the same high school.
- * Clopper Mill, Germantown, and a portion of Great Seneca Creek elementary schools also articulate to Roberto Clemente Middle School, but thereafter articulate to Northwest High School.

Seneca Valley Cluster School Utilizations



Note: Percent utilization calculated as total enrollment of schools divided by total capacity. Projected capacity factors in capital projects.

CAPITAL PROJECTS

School	Project	Project Status*	Date of Completion
Seneca Valley HS	Revitalization/expansion	Programmed	Aug. 2018, building Aug. 2019, site
Lake Seneca ES	Classroom addition	Proposed	TBD
S. Christa McAuliffe ES	Classroom addition	Programmed	Aug. 2019
Waters Landing ES	Classroom addition	Approved	Aug. 2014

*“Approved”—Project has an FY 2014 appropriation approved in the Amended FY 2013–2018 CIP.

*“Deferred”—Funds have been deferred for a future 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 FY 2015 for a feasibility study.

*“Recommended”—Project has an FY 2015 appropriation recommended in the FY 2015–2020 CIP.

SENECA VALLEY CLUSTER

Projected Enrollment and Space Availability

Effects of the Recommended FY2015–2020 CIP and Non–CIP Actions on Space Available

Schools			Actual	Projections							
			13–14	14–15	15–16	16–17	17–18	18–19	19–20	2023	2028
Seneca Valley HS		Program Capacity	1374	1374	1374	1374	1374	1994	1994	1994	1994
		Enrollment	1277	1294	1261	1259	1247	1259	1282	1400	1400
		Available Space	97	80	113	115	127	735	712	594	594
		Comments	Planning for Revitalization/Expansion			Revitalization/Expansion in Progress		Rev/Ex Complete	Site Work Complete		
Roberto Clemente MS		Program Capacity	1215	1215	1215	1215	1215	1215	1215	1215	1215
		Enrollment	1148	1156	1191	1206	1212	1223	1288	1300	1300
		Available Space	67	59	24	9	3	(8)	(73)	(85)	(85)
		Comments									
Martin Luther King, Jr. MS		Program Capacity	905	905	905	905	905	905	905	905	905
		Enrollment	609	597	627	619	678	697	756	800	800
		Available Space	296	308	278	286	227	208	149	105	105
		Comments									
Lake Seneca ES	CSR	Program Capacity	405	405	405	405	405	405	405		
		Enrollment	472	478	508	519	511	507	503		
		Available Space	(67)	(73)	(103)	(114)	(106)	(102)	(98)		
		Comments	Facility Planning for Addition								
S. Christa McAuliffe ES	CSR	Program Capacity	533	533	533	533	533	533	740		
		Enrollment	676	710	715	719	721	720	697		
		Available Space	(143)	(177)	(182)	(186)	(188)	(187)	43		
		Comments				Planning for Addition			Addition Opens		
Dr. Sally K. Ride ES	CSR	Program Capacity	509	509	509	509	509	509	509		
		Enrollment	545	560	557	564	560	564	550		
		Available Space	(36)	(51)	(48)	(55)	(51)	(55)	(41)		
		Comments									
Waters Landing ES	CSR	Program Capacity	515	736	736	736	736	736	736		
		Enrollment	690	710	712	728	728	729	721		
		Available Space	(175)	26	24	8	8	7	15		
		Comments		Addition Opens							
Cluster Information		HS Utilization	93%	94%	92%	92%	91%	63%	64%	70%	70%
		HS Enrollment	1277	1294	1261	1259	1247	1259	1282	1400	1400
		MS Utilization	83%	83%	86%	86%	89%	91%	96%	99%	99%
		MS Enrollment	1757	1753	1818	1825	1890	1920	2044	2100	2100
		ES Utilization	121%	113%	114%	116%	115%	115%	103%	105%	105%
		ES Enrollment	2383	2458	2492	2530	2520	2520	2471	2500	2500

SENECA VALLEY CLUSTER

Demographic Characteristics of Schools

Schools	2013–2014						2012–2013		
	Total Enrollment	Two or more races %	Black or Afr. Amer. %	Asian%	Hispanic %	White %	FARMS%*	ESOL%**	Mobility Rate%***
Seneca Valley HS	1277	≤ 5.0%	34.0%	10.8%	28.3%	21.5%	34.6%	8.5%	17.2%
Roberto Clemente MS	1148	5.3%	25.7%	27.1%	24.0%	17.8%	34.8%	≤ 5.0%	11.6%
Martin Luther King, Jr MS	609	5.9%	32.2%	12.6%	27.6%	21.3%	40.1%	7.0%	12.9%
Lake Seneca ES	472	6.8%	33.9%	9.1%	29.9%	20.1%	44.5%	27.1%	21.4%
S. Christa McAuliffe ES	676	7.1%	33.0%	9.8%	32.2%	17.6%	48.4%	24.5%	14.8%
Dr. Sally K. Ride ES	545	6.2%	31.9%	20.6%	24.6%	16.7%	41.8%	20.4%	10.8%
Waters Landing ES	690	6.5%	34.2%	8.1%	31.0%	19.3%	44.6%	25.5%	20.1%
Elementary Cluster Total	2383	6.7%	33.3%	11.6%	29.7%	18.4%	45.0%	24.4%	16.8%
Elementary County Total	73775	≤ 5.0%	20.7%	14.1%	29.5%	30.6%	37.9%	24.9%	12.2%

*Percent of students approved for Free and Reduced-priced Meals Program (FARMS) during the 2012–2013 school year.

**Percent of English for Speakers of Other Languages (ESOL) during the 2012–2013 school year. High School students are served in regional ESOL centers.

***Mobility Rate is the number of entries plus withdrawals during the 2012–2013 school year compared to total enrollment.

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

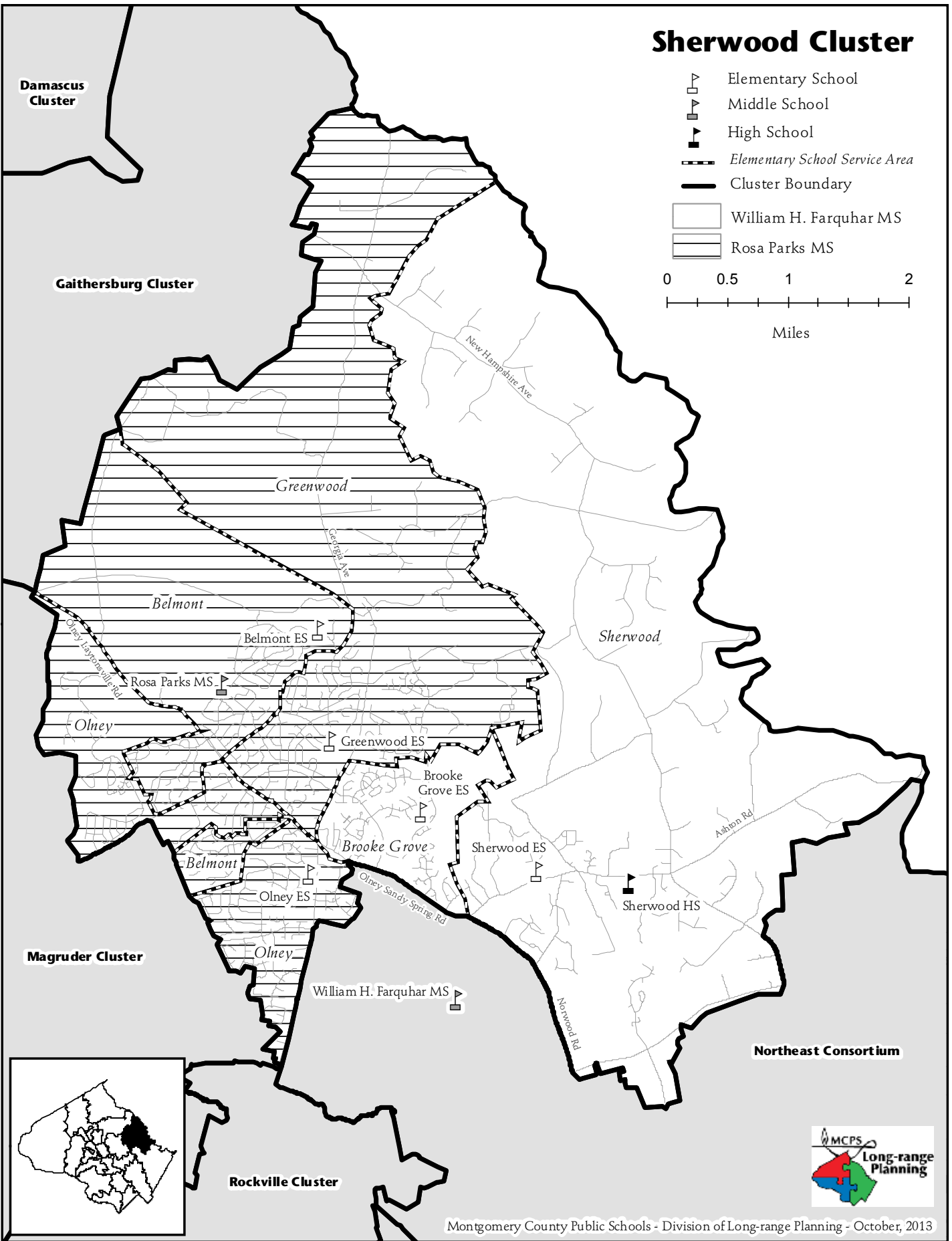
Due to federal and state guidelines, demographic characteristics of schools of less than or equal to 5.0% are reported as ≤ 5.0%.

Program Capacity Table (School Year 2013–2014)

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	ED @10	EXTENSIONS @6	GT/LD @13	PD @7	PEP@6	PEP @12	PEP @18	VISION (Elementary) @7	OTHER													
						3	2																										
						2	1																										
														</																			

Facility Characteristics of Schools 2013–2014

Schools	Year Facility Opened	Year Reopened/ Revitalized	Total Square Footage	Site Size Acres	Adjacent Park	Reloc- atable Classrooms	Linkages to Learning Program	Home School Model
Seneca Valley HS	1974		251,278	29.4		1		
Roberto Clemente MS	1992		148,246	19.9				
Martin Luther King, Jr MS	1996		135,867	19				
Lake Seneca ES	1985		58,770	9.4		7		
S. Christa McAuliffe ES	1987		77,240	10.6	Yes	6		
Dr. Sally K. Ride ES	1994		78,686	13.5		4	Yes	
Waters Landing ES	1988		77,560	10		9		Yes



SCHOOLS

William H. Farquhar Middle School

Capital Project: A revitalization/expansion project was previously scheduled for this school with a completion date of August 2016. However, due to fiscal constraints in the county (as described in Chapter 1), the completion date for the project has been delayed by two years to August 2018. FY 2017 expenditures are programmed for construction funds to construct the project. In order for this project to be completed on the new schedule, county and state funding must be provided at the levels recommended in this CIP.

Belmont Elementary School

Capital Project: A revitalization/expansion project was previously scheduled for this school with a completion date of August 2019. However, due to fiscal constraints in the county (as described in Chapter 1), the completion date for the project has been delayed by one year to August 2020. An FY 2015 appropriation is recommended for facility planning for a feasibility study to determine the scope and cost of the project. In order for this project to be completed on the new schedule, county and state funding must be provided at the levels approved in this CIP.

CAPITAL PROJECTS

School	Project	Project Status*	Date of Completion
Farquhar MS	Revitalization/expansion	Programmed	Aug. 2018 (delayed)
Belmont ES	Revitalization/expansion	Recommended	Aug. 2020 (delayed)

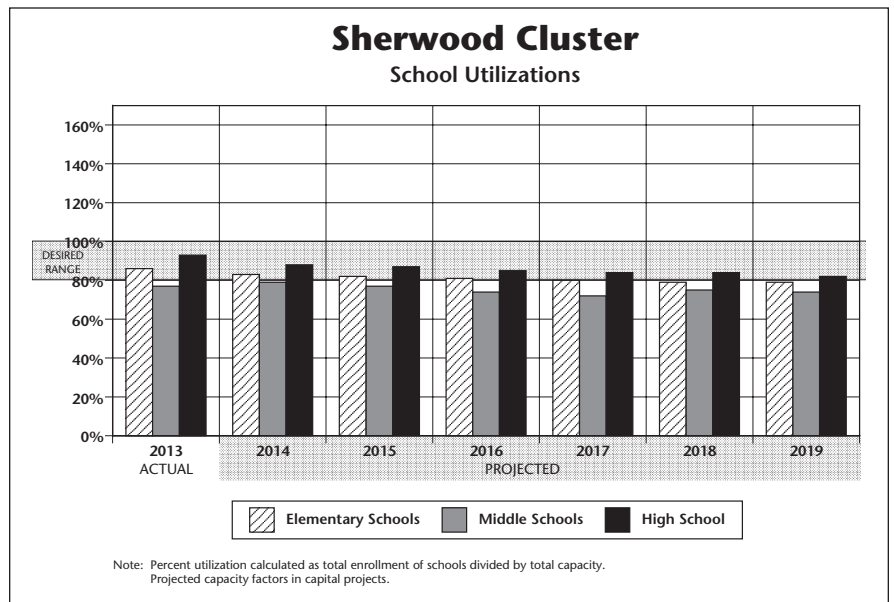
*“Approved”—Project has an FY 2014 appropriation approved in the Amended FY 2013–2018 CIP.

“Deferred”—Funds have been deferred for a future 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 FY 2015 for a feasibility study.

“Recommended”—Project has an FY 2015 appropriation recommended in the FY 2015–2020 CIP.



SHERWOOD CLUSTER

Projected Enrollment and Space Availability

Effects of the Recommended FY2015–2020 CIP and Non-CIP Actions on Space Available

Schools			Actual	Projections							
			13–14	14–15	15–16	16–17	17–18	18–19	19–20	2023	2028
Sherwood HS		Program Capacity	2136	2136	2136	2136	2136	2136	2136	2136	2136
		Enrollment	1986	1875	1853	1806	1799	1787	1748	1800	1800
		Available Space	150	261	283	330	337	349	388	336	336
		Comments									
William H. Farquhar MS		Program Capacity	906	906	906	906	906	796	796	796	796
		Enrollment	577	583	575	578	547	555	547	650	650
		Available Space	329	323	331	328	359	241	249	146	146
		Comments	Planning for Rev/Ex			Revitalization/Expansion in Progress	Rev/Ex Complete				
Rosa Parks MS		Program Capacity	978	978	978	978	978	978	978	978	978
		Enrollment	880	898	867	824	804	780	770	800	800
		Available Space	98	80	110	154	174	198	208	178	178
		Comments									
Belmont ES		Program Capacity	425	425	425	425	425	425	425		
		Enrollment	309	310	311	313	314	319	310		
		Available Space	116	115	114	112	111	106	115		
		Comments		Facility Planning for Rev/Ex			Planning for Revitalization/Expansion				
Brooke Grove ES		Program Capacity	544	544	544	544	544	544	544		
		Enrollment	388	372	366	360	359	358	355		
		Available Space	156	172	178	184	185	186	189		
		Comments									
Greenwood ES		Program Capacity	585	585	585	585	585	585	585		
		Enrollment	529	510	502	491	480	475	478		
		Available Space	56	75	83	94	105	110	107		
		Comments									
Olney ES		Program Capacity	584	584	584	584	584	584	584		
		Enrollment	589	571	561	551	542	541	538		
		Available Space	(5)	13	23	33	42	43	46		
		Comments									
Sherwood ES		Program Capacity	568	568	568	568	568	568	568		
		Enrollment	520	485	489	484	478	458	461		
		Available Space	48	83	79	84	90	110	107		
		Comments									
Cluster Information		HS Utilization	93%	88%	87%	85%	84%	84%	82%	84%	84%
		HS Enrollment	1986	1875	1853	1806	1799	1787	1748	1800	1800
		MS Utilization	77%	79%	77%	74%	72%	75%	74%	82%	82%
		MS Enrollment	1457	1481	1442	1402	1351	1335	1317	1450	1450
		ES Utilization	86%	83%	82%	81%	80%	79%	79%	85%	85%
		ES Enrollment	2335	2248	2229	2199	2173	2151	2142	2300	2300

SHERWOOD CLUSTER

Demographic Characteristics of Schools

Schools	2013–2014						2012–2013		
	Total Enrollment	Two or more races %	Black or Afr. Amer. %	Asian%	Hispanic %	White %	FARMS%*	ESOL%**	Mobility Rate%***
Sherwood HS	1986	≤ 5.0%	16.8%	12.1%	13.0%	54.6%	14.5%	8.1%	9.2%
William H. Farquhar MS	577	6.4%	16.3%	14.6%	12.7%	50.1%	12.3%	≤ 5.0%	≤ 5.0%
Rosa Parks MS	880	≤ 5.0%	11.1%	8.5%	12.4%	63.6%	11.7%	≤ 5.0%	≤ 5.0%
Belmont ES	309	≤ 5.0%	6.5%	6.5%	10.7%	73.5%	8.7%	≤ 5.0%	≤ 5.0%
Brooke Grove ES	388	≤ 5.0%	21.4%	17.3%	12.4%	47.2%	24.7%	12.4%	6.7%
Greenwood ES	529	5.1%	7.6%	9.3%	9.5%	68.6%	7.8%	6.1%	≤ 5.0%
Olney ES	589	7.0%	14.3%	11.2%	14.9%	52.6%	18.2%	7.2%	≤ 5.0%
Sherwood ES	520	5.6%	17.9%	11.0%	12.1%	53.5%	13.2%	8.8%	7.6%
Elementary Cluster Total	2335	≤ 5.0%	13.7%	11.1%	12.1%	58.3%	14.6%	7.8%	5.2%
Elementary County Total	73775	≤ 5.0%	20.7%	14.1%	29.5%	30.6%	37.9%	24.9%	12.2%

*Percent of students approved for Free and Reduced-priced Meals Program (FARMS) during the 2012–2013 school year.

**Percent of English for Speakers of Other Languages (ESOL) during the 2012–2013 school year. High School students are served in regional ESOL centers.

***Mobility Rate is the number of entries plus withdrawals during the 2012–2013 school year compared to total enrollment.

Note: 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 5.0% are reported as ≤ 5.0%.

Program Capacity Table (School Year 2013–2014)

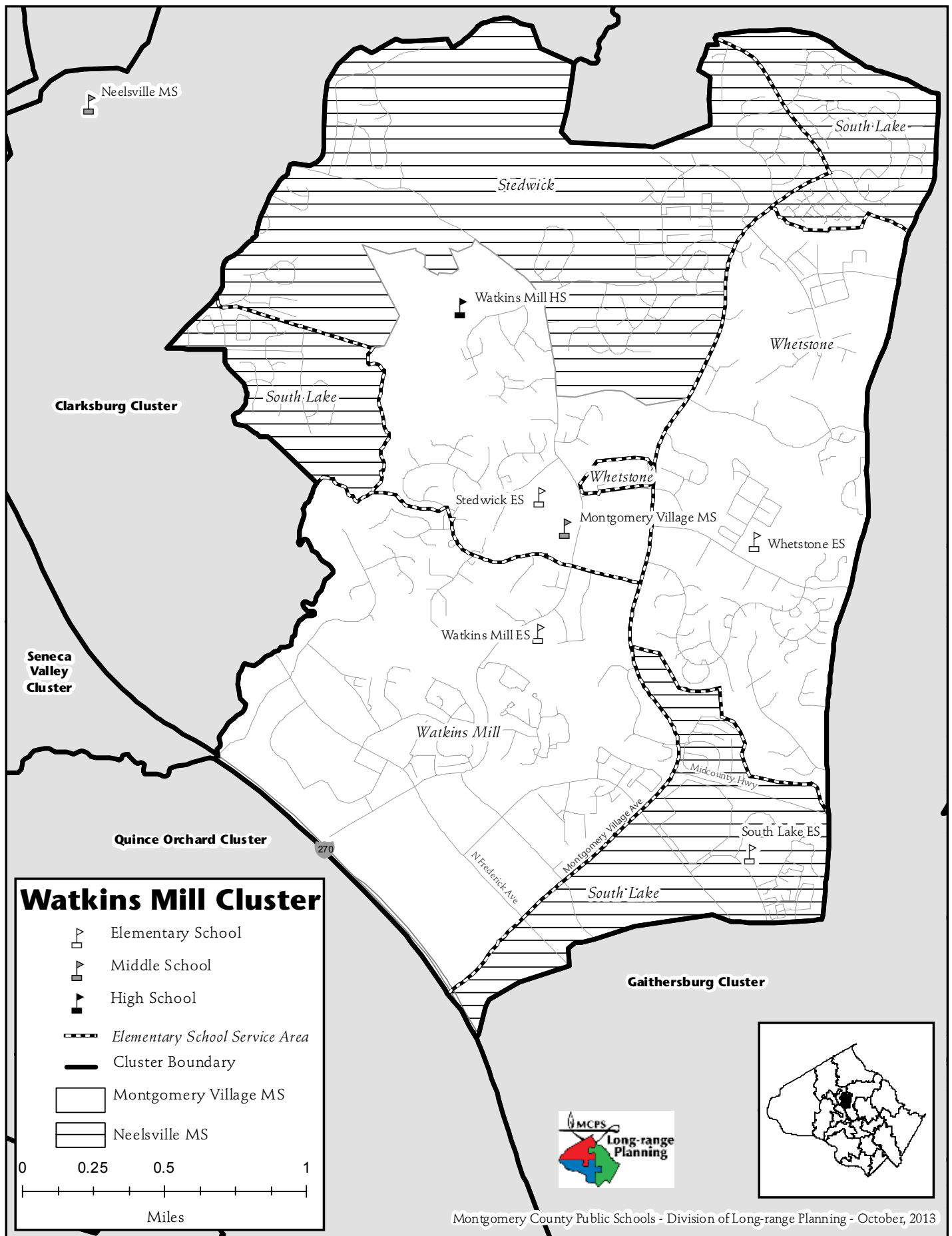
Program Capacity Table

(School Year 2013–2014)

Schools	Grades Served	Capacity (HS @90% MS@85%)	Total Rooms	Support Rooms	Regular Secondary @25	Regular Elementary @23	CSR Grades 1–2 @17	Pre-K @20	Pre-K @40	HS @20	CSR KIND @15	KIND @22	ESOL @15	METS @15	Special Education Services																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																					
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Facility Characteristics of Schools 2013–2014

Schools	Year Facility Opened	Year Reopened/ Revitalized	Total Square Footage	Site Size Acres	Adjacent Park	Reloc- atable Classrooms	Linkages to Learning Program	Home School Model
Sherwood HS	1950	1991	333,154	49.3				
William H. Farquhar MS	1968		116,300	20				
Rosa Parks MS	1992		137,469	24.1	Yes			
Belmont ES	1974		49,279	10.5		1		Yes
Brooke Grove ES	1990		72,582	10.96				Yes
Greenwood ES	1970		64,609	10	Yes			Yes
Olney ES	1954	1990	68,755	9.9				Yes
Sherwood ES	1977		81,727	10.85		1		Yes



SCHOOLS

Neelsville Middle School

Capital Project: Projections indicate enrollment at Neelsville Middle School will exceed capacity by 150 seats or more by the end of the six-year period. An FY 2015 appropriation is recommended for facility planning to determine the feasibility, scope, and cost for a classroom addition. A date for the addition will be considered in a future CIP. Relocatable classrooms will be utilized until additional capacity can be added.

South Lake Elementary School

Capital Project: Projections indicate enrollment at South Lake Elementary School will exceed capacity by 92 seats or more by the end of the six-year period. An FY 2014 appropriation was approved for facility planning to determine the feasibility, scope, and cost for a classroom addition. A date for the addition will be considered in a future CIP. Relocatable classrooms will be utilized until additional capacity can be added.

CAPITAL PROJECTS

School	Project	Project Status*	Date of Completion
South Lake ES	Classroom addition	Proposed	TBD

"Approved"—Project has an FY 2014 appropriation approved in the Amended FY 2013–2018 CIP.

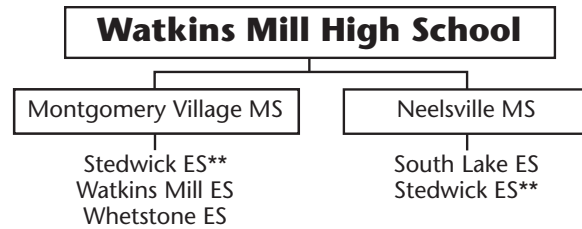
"Deferred"—Funds have been deferred for a future CIP.

"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 FY 2015 for a feasibility study.

"Recommended"—Project has an FY 2015 appropriation recommended in the FY 2015–2020 CIP.

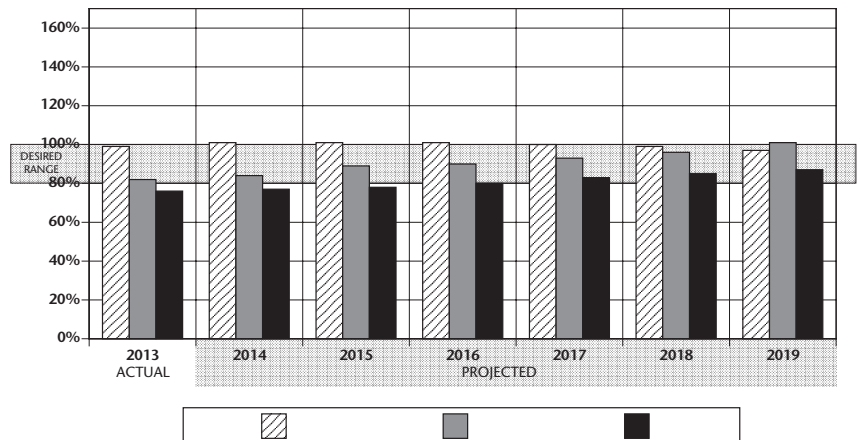
Watkins Mill Cluster Articulation*



- * "Cluster" is defined as the collection of elementary schools that articulate to the same high school.
- * Capt. James Daly Elementary School and Fox Chapel Elementary School also articulate to Neelsville Middle School but thereafter to Clarksburg High School.
- ** A portion of Stedwick Elementary School articulates to Montgomery Village Middle School, and another portion articulates to Neelsville Middle School.

Watkins Mill Cluster

School Utilizations



Note: Percent utilization calculated as total enrollment of schools divided by total capacity. Projected capacity factors in capital projects.

WATKINS MILL CLUSTER

Projected Enrollment and Space Availability

Effects of the Recommended FY2015–2020 CIP and Non-CIP Actions on Space Available

Schools			Actual	Projections							
			13–14	14–15	15–16	16–17	17–18	18–19	19–20	2023	2028
Watkins Mill HS		Program Capacity	1917	1917	1917	1917	1917	1917	1917	1917	1917
		Enrollment	1458	1468	1503	1535	1592	1637	1672	1700	1700
		Available Space	459	449	414	382	325	280	245	217	217
		Comments	Wellness Center Opens								
Montgomery Village MS		Program Capacity	910	910	910	910	910	910	910	910	910
		Enrollment	647	629	683	684	724	714	737	800	800
		Available Space	263	281	227	226	186	196	173	110	110
		Comments									
Neelsville MS		Program Capacity	939	939	939	939	939	939	939	939	939
		Enrollment	864	917	965	974	996	1055	1122	1200	1200
		Available Space	75	22	(26)	(35)	(57)	(116)	(183)	(261)	(261)
		Comments		Facility Planning for Addition							
South Lake ES	CSR	Program Capacity	688	688	688	688	688	688	688		
		Enrollment	801	855	857	860	856	825	800		
		Available Space	(113)	(167)	(169)	(172)	(168)	(137)	(112)		
		Comments	Facility Planning for Addition								
Stedwick ES	CSR	Program Capacity	614	614	614	614	614	614	614		
		Enrollment	606	587	580	596	585	588	582		
		Available Space	8	27	34	18	29	26	32		
		Comments									
Watkins Mill ES	CSR	Program Capacity	735	735	735	735	735	735	735		
		Enrollment	637	642	640	648	637	641	637		
		Available Space	98	93	95	87	98	94	98		
		Comments									
Whetstone ES	CSR	Program Capacity	753	753	753	753	753	753	753		
		Enrollment	713	734	729	723	709	701	695		
		Available Space	40	19	24	30	44	52	58		
		Comments									
Cluster Information		HS Utilization	76%	77%	78%	80%	83%	85%	87%	89%	89%
		HS Enrollment	1458	1468	1503	1535	1592	1637	1672	1700	1700
		MS Utilization	82%	84%	89%	90%	93%	96%	101%	108%	108%
		MS Enrollment	1511	1546	1648	1658	1720	1769	1859	2000	2000
		ES Utilization	99%	101%	101%	101%	100%	99%	97%	97%	97%
		ES Enrollment	2757	2818	2806	2827	2787	2755	2714	2700	2700

WATKINS MILL CLUSTER

Demographic Characteristics of Schools

Schools	2013–2014						2012–2013		
	Total Enrollment	Two or more races %	Black or Afr. Amer. %	Asian%	Hispanic %	White %	FARMS%*	ESOL%**	Mobility Rate%***
Watkins Mill HS	1458	≤ 5.0%	37.4%	9.5%	36.2%	12.6%	50.0%	7.6%	14.0%
Montgomery Village MS	647	5.4%	34.8%	8.0%	41.7%	10.0%	59.6%	15.3%	19.3%
Neelsville MS	864	≤ 5.0%	34.6%	9.3%	42.7%	8.4%	56.7%	14.1%	19.2%
South Lake ES	801	≤ 5.0%	31.0%	8.0%	55.2%	≤ 5.0%	76.6%	48.4%	23.4%
Stedwick ES	606	≤ 5.0%	37.5%	6.8%	35.0%	15.2%	56.6%	32.5%	20.7%
Watkins Mill ES	637	≤ 5.0%	35.3%	10.8%	43.0%	6.4%	66.0%	37.1%	21.4%
Whetstone ES	713	≤ 5.0%	26.2%	8.4%	49.1%	12.6%	60.7%	35.7%	13.1%
Elementary Cluster Total	2757	≤ 5.0%	32.2%	8.5%	46.4%	9.0%	65.6%	38.9%	19.6%
Elementary County Total	73775	≤ 5.0%	20.7%	14.1%	29.5%	30.6%	37.9%	24.9%	12.2%

*Percent of students approved for Free and Reduced-priced Meals Program (FARMS) during the 2012–2013 school year.

**Percent of English for Speakers of Other Languages (ESOL) during the 2012–2013 school year. High School students are served in regional ESOL centers.

***Mobility Rate is the number of entries plus withdrawals during the 2012–2013 school year compared to total enrollment.

Note: 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 5.0% are reported as ≤ 5.0%.






Program Capacity Table (School Year 2013–2014)

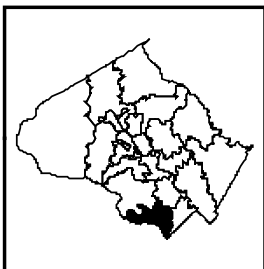
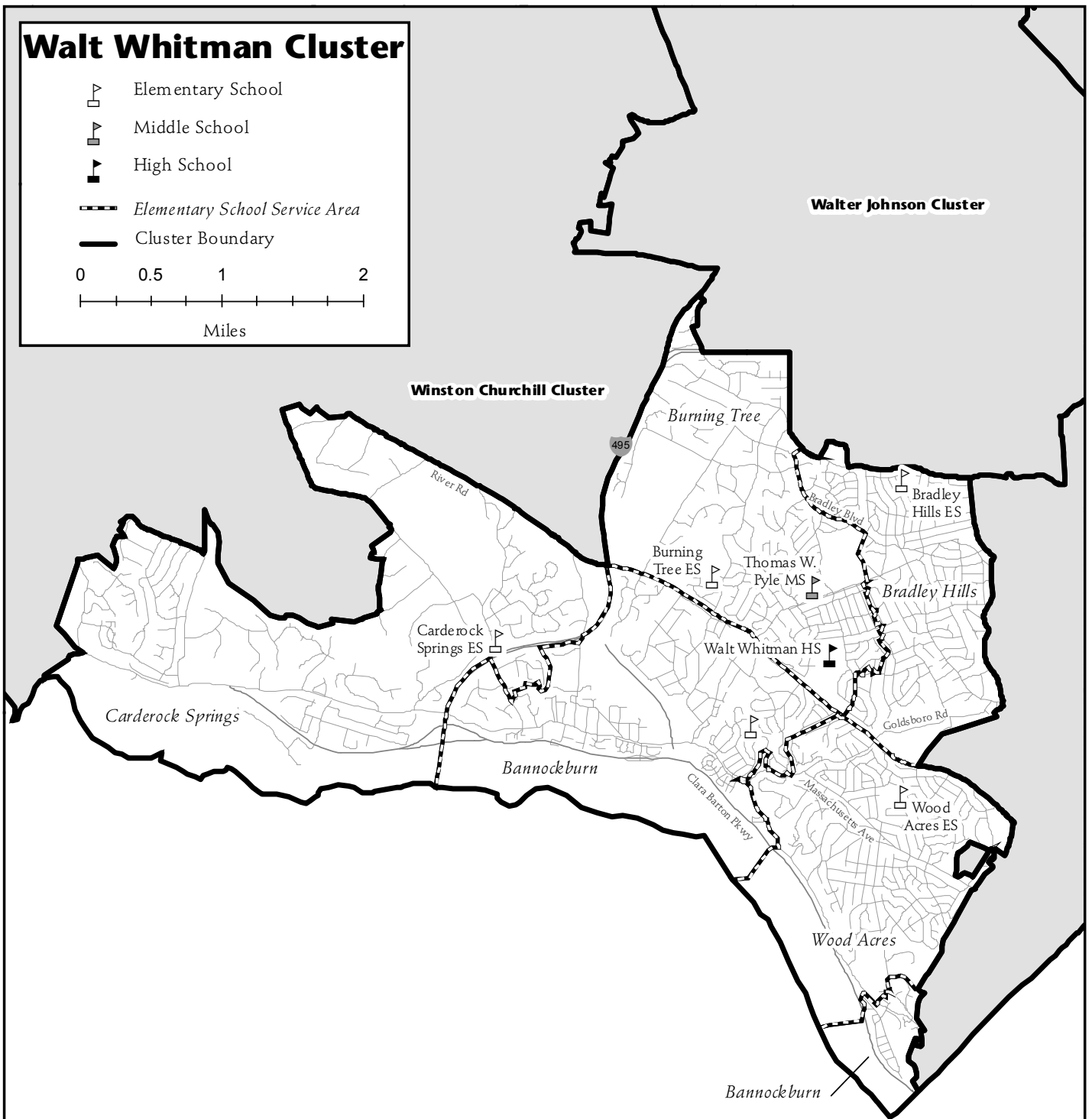
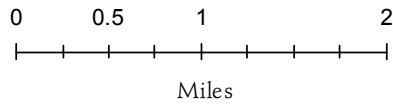
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Facility Characteristics of Schools 2013–2014

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

Walt Whitman Cluster

-  Elementary School
-  Middle School
-  High School
-  Elementary School Service Area
-  Cluster Boundary



Montgomery County Public Schools - Division of Long-range Planning - October, 2013

SCHOOLS

Walt Whitman High School

Capital Project: Projections indicate enrollment at Walt Whitman High School will exceed capacity by 200 seats or more by the end of the six-year period. An FY 2014 appropriation was approved for facility planning funds for a feasibility study to determine the feasibility cost and scope of an addition. Relocatable classrooms will be utilized until additional capacity can be provided.

Thomas W. Pyle Middle School

Planning Issue: Projections for Thomas W. Pyle Middle School indicate that enrollment will exceed capacity by 150 seats or more throughout the six-year planning period. Enrollment will be monitored in the coming years to determine if capital or non-capital actions will be needed in the future.

Capital Project: Thomas W. Pyle Middle School was designed with only two auxiliary gymnasiums when the school was revitalized in 1993. A third auxiliary gymnasium is needed to accommodate the enrollment at the school. An FY 2015 appropriation is recommended in the Building Modifications and Program Improvements program for planning and construction of a third auxiliary gymnasium at the school. The completion date is scheduled for the 2014–2015 school year. In order for this project to be completed on schedule, county funding must be provided at the levels recommended in this CIP.

Burning Tree Elementary School

Capital Project: Projections indicate enrollment at Burning Tree Elementary School will exceed capacity by 92 seats or more by the end of the six-year period. An FY 2014 appropriation is approved for facility planning to determine the feasibility, scope, and cost for a classroom addition. A date for the addition will be considered in a future CIP. Relocatable classrooms will be utilized until additional capacity can be added.

Wood Acres Elementary School

Capital Project: Projections indicate enrollment at Wood Acres Elementary School will exceed capacity by 92 seats or more by the end of the six-year CIP planning period. An FY 2015 appropriation is recommended for construction funds to begin the construction of the classroom addition. The scheduled completion date for the addition is August 2016. In order for this project to be completed on schedule, county and state funding must be provided at the levels recommended in this CIP.

CAPITAL PROJECTS

School	Project	Project Status*	Date of Completion
Walt Whitman HS	Classroom addition	Proposed	TBD
Thomas W. Pyle MS	Auxiliary gymnasium addition	Recommended	2014–2015 school year
Burning Tree ES	Classroom addition	Proposed	TBD
Wood Acres ES	Classroom addition	Recommended	Aug. 2016

*Approved—Project has an FY 2014 appropriation approved in the Amended FY 2013–2018 CIP.

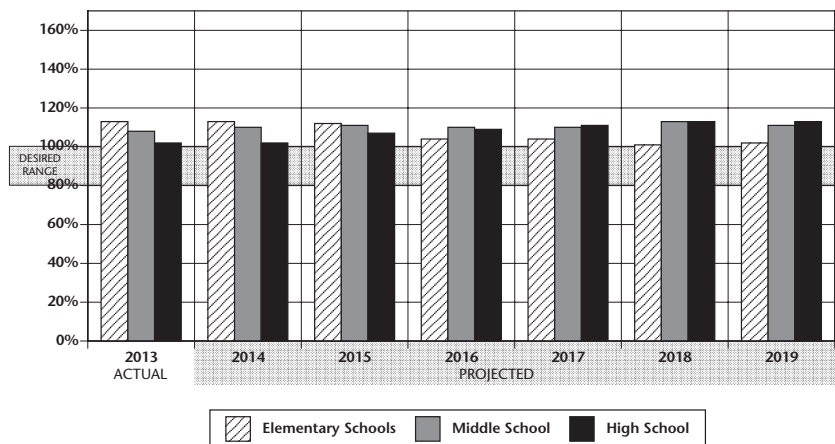
*Deferred—Funds have been deferred for a future CIP.

*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 FY 2015 for a feasibility study.

*Recommended—Project has an FY 2015 appropriation recommended in the FY 2015–2020 CIP.

Walt Whitman Cluster
School Utilizations



Note: Percent utilization calculated as total enrollment of schools divided by total capacity. Projected capacity factors in capital projects.

WALT WHITMAN CLUSTER

Projected Enrollment and Space Availability

Effects of the Recommended FY2015–2020 CIP and Non–CIP Actions on Space Available

Schools			Actual 13–14	Projections							
				14–15	15–16	16–17	17–18	18–19	19–20	2023	2028
Walt Whitman HS		Program Capacity	1882	1882	1882	1882	1882	1882	1882	1882	1882
		Enrollment	1928	1919	2005	2053	2084	2127	2121	2200	2200
		Available Space	(46)	(37)	(123)	(171)	(202)	(245)	(239)	(318)	(318)
		Comments	Facility Planning for Addition								
Thomas W. Pyle MS		Program Capacity	1305	1326	1326	1326	1326	1326	1326	1326	1326
		Enrollment	1411	1438	1449	1442	1439	1475	1455	1550	1550
		Available Space	(106)	(112)	(123)	(116)	(113)	(149)	(129)	(224)	(224)
		Comments		+1 Aux Gym							
Bannockburn ES		Program Capacity	365	365	365	365	365	365	365		
		Enrollment	401	396	404	408	410	390	390		
		Available Space	(36)	(31)	(39)	(43)	(45)	(25)	(25)		
		Comments									
Bradley Hills ES		Program Capacity	663	663	663	663	663	663	663		
		Enrollment	578	601	615	601	610	592	597		
		Available Space	85	62	48	62	53	71	66		
		Comments	Addition Complete Bound. Ch.								
Burning Tree ES		Program Capacity	392	392	392	392	392	392	392		
		Enrollment	502	499	507	501	492	492	493		
		Available Space	(110)	(107)	(115)	(109)	(100)	(100)	(101)		
		Comments	Facility Planning for Addition								
Carderock Springs ES		Program Capacity	407	407	407	407	407	407	407		
		Enrollment	424	409	395	395	393	385	390		
		Available Space	(17)	(2)	12	12	14	22	17		
		Comments									
Wood Acres ES		Program Capacity	550	550	550	734	734	734	734		
		Enrollment	789	776	745	747	747	734	735		
		Available Space	(239)	(226)	(195)	(13)	(13)	0	(1)		
		Comments	Planning for Addition	Move to Radnor	@ Radnor	Addition Opens					
Cluster Information		HS Utilization	102%	102%	107%	109%	111%	113%	113%	117%	117%
		HS Enrollment	1928	1919	2005	2053	2084	2127	2121	2200	2200
		MS Utilization	108%	108%	109%	109%	109%	111%	110%	117%	117%
		MS Enrollment	1411	1438	1449	1442	1439	1475	1455	1550	1550
		ES Utilization	113%	113%	112%	104%	104%	101%	102%	105%	105%
		ES Enrollment	2694	2681	2666	2652	2652	2593	2605	2700	2700

Demographic Characteristics of Schools

Schools	2013–2014						2012–2013		
	Total Enrollment	Two or more races %	Black or Afr. Amer. %	Asian%	Hispanic %	White %	FARMS%*	ESOL%**	Mobility Rate%***
Walt Whitman HS	1928	5.3%	≤ 5.0%	12.4%	8.9%	70.1%	≤ 5.0%	≤ 5.0%	8.6%
Thomas W. Pyle MS	1411	5.7%	≤ 5.0%	12.5%	8.4%	70.7%	≤ 5.0%	≤ 5.0%	5.3%
Bannockburn ES	401	10.7%	≤ 5.0%	10.7%	7.2%	68.3%	≤ 5.0%	11.0%	6.3%
Bradley Hills ES	578	10.9%	≤ 5.0%	10.6%	9.3%	67.6%	≤ 5.0%	7.1%	7.3%
Burning Tree ES	502	7.2%	≤ 5.0%	18.3%	≤ 5.0%	65.7%	≤ 5.0%	10.5%	5.3%
Carderock Springs ES	424	≤ 5.0%	≤ 5.0%	13.4%	8.3%	71.2%	≤ 5.0%	≤ 5.0%	≤ 5.0%
Wood Acres ES	789	5.8%	≤ 5.0%	10.0%	8.4%	72.5%	≤ 5.0%	6.7%	5.6%
Elementary Cluster Total	2694	7.6%	≤ 5.0%	12.3%	7.8%	69.4%	≤ 5.0%	7.6%	5.8%
Elementary County Total	73775	≤ 5.0%	20.7%	14.1%	29.5%	30.6%	37.9%	24.9%	12.2%

*Percent of students approved for Free and Reduced-priced Meals Program (FARMS) during the 2012–2013 school year.

**Percent of English for Speakers of Other Languages (ESOL) during the 2012–2013 school year. High School students are served in regional ESOL centers.

***Mobility Rate is the number of entries plus withdrawals during the 2012–2013 school year compared to total enrollment.

Note: 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 5.0% are reported as ≤ 5.0%.








Program Capacity Table
(School Year 2013–2014)

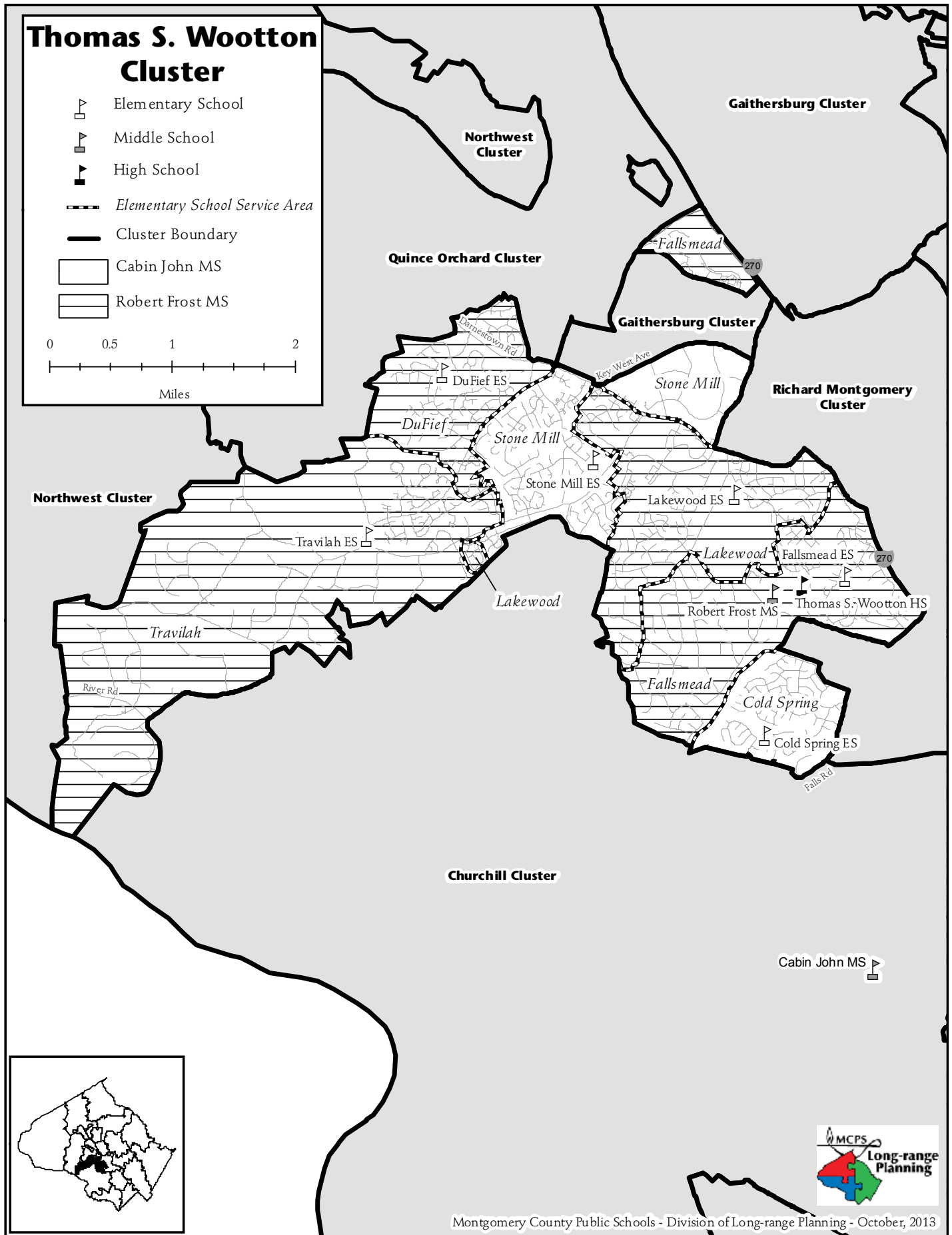
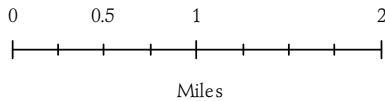
Schools	Special Education Services																			
	Grades Served	Capacity (HS @90% MS@85%)	Total Rooms	Support Rooms	Regular Secondary @25	Regular Elementary @23	CSR Grades 1–2 @17	Pre-K @20	Pre-K @40	HS @20	CSR KIND @15	KIND @22	ESOL @15	METS @15	HSM @13	ELEM LAD @13	ELC @10	LANG @12	LFI @10	SCB @6
Walt Whitman HS	9-12	1882	88		80								3					2	1	
Thomas W. Pyle MS	6-8	1305	63		60								1							
Bannockburn ES	K-5	365	20	4		13						3								
Bradley Hills ES	K-5	663	33	4		25						4								
Burning Tree ES	K-5	392	24	4		12						3					5			
Carderock Springs ES	K-5	407	24	4		15						2						3		
Wood Acres ES	K-5	550	28	3		18						5			2					

Facility Characteristics of Schools 2013–2014

Schools	Year Facility Opened	Year Reopened/ Revitalized	Total Square Footage	Site Size Acres	Adjacent Park	Reloc- atable Classrooms	Linkages to Learning Program	Home School Model
Walt Whitman HS	1962	1992	261,295	30.7	Yes			
Thomas W. Pyle MS	1962	1993	153,824	14.3				
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	73,138	4.78	Yes	7		

Thomas S. Wootton Cluster

-  Elementary School
-  Middle School
-  High School
-  Elementary School Service Area
-  Cluster Boundary
-  Cabin John MS
-  Robert Frost MS



CLUSTER PLANNING ISSUES

The 2010 adopted Great Seneca Science Corridor Master Plan provides for up to 5,750 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 revitalization/expansion project was previously scheduled for this school with completion in August 2020. However, due to fiscal constraints in the county (as described in Chapter 1), the completion date for this project has been delayed by two years to August 2022 for the building and August 2023 for restoration of the site. An FY 2015 appropriation is recommended for facility planning funds to determine the scope and cost of the project. In order for this project to be completed on the new schedule, county and state funding must be provided at levels recommended in this CIP.

Cold Spring Elementary School

Capital Project: A revitalization/expansion project was previously scheduled for this school with a completion date of August 2019. However, due to fiscal constraints in the county (as described in Chapter 1), the completion date for the project has been delayed by one year to August 2020. An FY 2015 appropriation is recommended for facility planning for a feasibility study to determine the scope and cost of the project. In order for this project to be completed on the new schedule, county and state funding must be provided at the levels recommended in this CIP.

DuFief Elementary School

Capital Project: A revitalization/expansion project was previously scheduled for this school with a completion date of August 2019. However, due to fiscal constraints in the county (as described in Chapter 1), the completion date for the project has been delayed by one year to August 2020. An FY 2015 an appropriation is recommended for facility planning for a feasibility study to determine the scope and cost of the project. In order for this project to be completed on the new schedule, county and state funding must be provided at the levels recommended in this CIP.

CAPITAL PROJECTS

School	Project	Project Status*	Date of Completion
Wootton HS	Revitalization/expansion	Recommended	Aug. 2022, building Aug. 2023, site (Delayed)
Cold Spring ES	Revitalization/expansion	Recommended	Aug. 2020 (delayed)
DuFief ES	Revitalization/expansion	Recommended	Aug. 2020 (delayed)

*Approved—Project has an FY 2014 appropriation approved in the Amended FY 2013–2018 CIP.

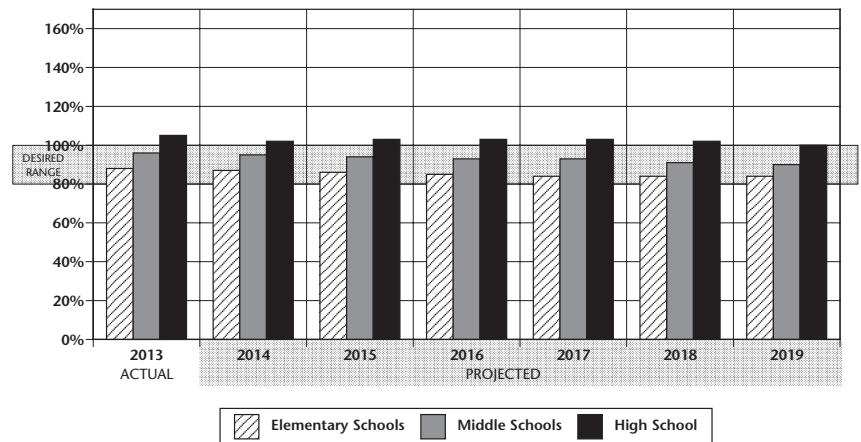
*Deferred—Funds have been deferred for a future CIP.

*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 FY 2015 for a feasibility study.

*Recommended—Project has an FY 2015 appropriation recommended in the FY 2015–2020 CIP.

Thomas S. Wootton Cluster
School Utilizations



Note: Percent utilization calculated as total enrollment of schools divided by total capacity. Projected capacity factors in capital projects.

THOMAS S. WOOTTON CLUSTER

Projected Enrollment and Space Availability

Effects of the Recommended FY2015–2020 CIP and Non-CIP Actions on Space Available

Schools			Actual 13–14	Projections							
				14–15	15–16	16–17	17–18	18–19	19–20	2023	2028
Thomas S. Wootton HS		Program Capacity	2154	2154	2154	2154	2154	2154	2154	2154	2154
		Enrollment	2260	2200	2211	2218	2210	2200	2158	2200	2200
		Available Space	(106)	(46)	(57)	(64)	(56)	(46)	(4)	(46)	(46)
		Comments		Facility Planning for Rev/Ex			Planning for Revitalization/ Expansion				
Cabin John MS		Program Capacity	1129	1129	1129	1129	1129	1129	1129	1129	1129
		Enrollment	952	978	998	1021	1039	1027	1042	1050	1050
		Available Space	177	151	131	108	90	102	87	79	79
		Comments									
Robert Frost MS		Program Capacity	1075	1075	1075	1075	1075	1075	1075	1075	1075
		Enrollment	1155	1124	1079	1024	1004	978	934	950	950
		Available Space	(80)	(49)	(4)	51	71	97	141	125	125
		Comments									
Cold Spring ES		Program Capacity	458	458	458	458	458	458	458		
		Enrollment	344	336	336	326	330	340	335		
		Available Space	114	122	122	132	128	118	123		
		Comments		Facility Planning for Rev/Ex		Planning for Revitalization/ Expansion					
DuFief ES		Program Capacity	428	428	428	428	428	428	428		
		Enrollment	331	326	328	317	311	317	312		
		Available Space	97	102	100	111	117	111	116		
		Comments		Facility Planning for Rev/Ex		Planning for Revitalization/ Expansion					
Fallsmead ES		Program Capacity	597	597	597	597	597	597	597		
		Enrollment	569	554	534	528	526	509	513		
		Available Space	28	43	63	69	71	88	84		
		Comments									
Lakewood ES		Program Capacity	568	568	568	568	568	568	568		
		Enrollment	553	544	542	538	535	534	533		
		Available Space	15	24	26	30	33	34	35		
		Comments									
Stone Mill ES		Program Capacity	654	654	654	654	654	654	654		
		Enrollment	635	649	651	638	631	631	627		
		Available Space	19	5	3	16	23	23	27		
		Comments									
Travilah ES		Program Capacity	517	517	517	517	517	517	517		
		Enrollment	413	396	388	382	382	376	390		
		Available Space	104	121	129	135	135	141	127		
		Comments									
Cluster Information		HS Utilization	105%	102%	103%	103%	103%	102%	100%	102%	102%
		HS Enrollment	2260	2200	2211	2218	2210	2200	2158	2200	2200
		MS Utilization	96%	95%	94%	93%	93%	91%	90%	91%	91%
		MS Enrollment	2107	2102	2077	2045	2043	2005	1976	2000	2000
		ES Utilization	88%	87%	86%	85%	84%	84%	84%	87%	87%
		ES Enrollment	2845	2805	2779	2729	2715	2707	2710	2800	2800

THOMAS S. WOOTTON CLUSTER

Demographic Characteristics of Schools

Schools	2013–2014						2012–2013		
	Total Enrollment	Two or more races %	Black or Afr. Amer. %	Asian%	Hispanic %	White %	FARMS%*	ESOL%**	Mobility Rate%***
Thomas S. Wootton HS	2260	≤ 5.0%	6.4%	34.7%	6.9%	47.3%	5.5%	≤ 5.0%	≤ 5.0%
Cabin John MS	952	≤ 5.0%	9.8%	28.2%	9.3%	49.2%	7.1%	≤ 5.0%	≤ 5.0%
Robert Frost MS	1155	≤ 5.0%	5.2%	35.2%	5.8%	48.7%	5.4%	≤ 5.0%	5.1%
Cold Spring ES	344	7.3%	≤ 5.0%	38.4%	7.0%	43.3%	≤ 5.0%	6.6%	≤ 5.0%
DuFief ES	331	6.0%	7.3%	31.4%	9.1%	45.9%	9.8%	15.8%	6.0%
Fallsmead ES	569	≤ 5.0%	8.3%	31.1%	7.7%	47.8%	8.2%	12.9%	8.8%
Lakewood ES	553	5.2%	7.1%	44.7%	7.2%	35.6%	≤ 5.0%	8.4%	8.8%
Stone Mill ES	635	≤ 5.0%	14.3%	46.9%	5.4%	29.0%	13.4%	17.4%	7.1%
Travilah ES	413	6.8%	5.8%	40.2%	≤ 5.0%	43.3%	5.1%	13.7%	5.1%
Elementary Cluster Total	2845	5.5%	8.4%	39.5%	6.6%	39.8%	7.4%	12.7%	6.8%
Elementary County Total	73775	≤ 5.0%	20.7%	14.1%	29.5%	30.6%	37.9%	24.9%	12.2%

*Percent of students approved for Free and Reduced-priced Meals Program (FARMS) during the 2012–2013 school year.

**Percent of English for Speakers of Other Languages (ESOL) during the 2012–2013 school year. High School students are served in regional ESOL centers.

***Mobility Rate is the number of entries plus withdrawals during the 2012–2013 school year compared to total enrollment.

Note: 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 5.0% are reported as ≤ 5.0%.

Program Capacity Table (School Year 2013–2014)

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	ED @10	EXTENSIONS @6	GT/LD @13	PD @7	PEP@6	PEP @12	PEP @18	VISION (Elementary) @7	OTHER				
						1	3																	
						2	1		2															
			2	5	1																			
						2																		
																	2	1	2					
																		2						

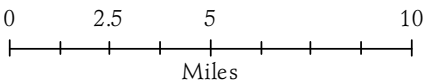
Facility Characteristics of Schools 2013–2014

Schools	Year Facility Opened	Year Reopened/ Revitalized	Total Square Footage	Site Size Acres	Adjacent Park	Reloc- atable Classrooms	Linkages to Learning Program	Home School Model
Thomas S. Wootton HS	1970		295,620	27.4		10		
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	2		
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

SP: Special Education Center

Cluster Boundary



SPECIAL EDUCATION CENTERS

Longview School

Longview School provides services to students aged 5–21 with severe to profound intellectual disabilities and multiple disabilities. Alternative Academic 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. 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 all 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.

Rock Terrace School

Rock Terrace School is comprised of a middle, high, and an upper school that implements school-to-work programs. The instructional focus of the middle school is the implementation of Alternate Academic 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 Academic Outcomes aligned with Curriculum 2.0 and community-based Instruction activities that enable students to demonstrate skills that lead to full participation in the 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.

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 Academic 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.

Planning Study: On November 27, 2007, the Board of Education adopted a resolution regarding stand-alone special education centers. The resolution stated that when the superintendent of schools was ready to address facility improvements for stand-alone special education centers, a multi-stakeholder work group comprised of community members and MCPS staff should be convened to review and make recommendations for the Board of Education to consider. The Maryland State Department of Education (MSDE) has stated that state funding would be very difficult to acquire for stand-alone special education centers because students in these centers are not provided opportunities to receive instruction in the general education setting to the maximum extent appropriate.

Carl Sandburg Learning Center was previously scheduled for a revitalization/expansion project in the Amended FY 2007–2012 CIP because the program is in need of an up-to-date facility to support the level of services that the students at this center receive. In order to continue providing the high level of services in a modern, up-to-date facility for Carl Sandburg Learning Center, the superintendent of schools directed MCPS staff to convene a Roundtable Advisory Committee with a multi-stakeholder representation to review the possibility of collocating Carl Sandburg Learning Center on the Maryvale Elementary School campus. Maryvale Elementary School was identified due to an upcoming project, the school is centrally located in the Rockville Cluster, and there is a large site to accommodate the school and the Carl Sandburg Learning Center program.

The Roundtable Advisory Committee included both the parents and staff from Carl Sandburg Learning Center and Maryvale Elementary School. Staff from the Office of School Performance, the Department of Special Education, and the Division of Long-range Planning, Department of Facilities Management facilitated the process. The Roundtable Advisory Committee discussed the various implications of collocation, including facilities, staffing, and opportunities for special education students to receive instruction in the general education setting. On November 17, 2011, the Board of Education approved the collocation of Carl Sandburg Learning Center on the Maryvale

Elementary School campus. The Board of Education action is posted at the following link: <http://www.montgomeryschoolsmd.org/boe/meetings/agenda/2011-12/2011-1117/4.0%20Collocation%20of%20Carl%20Sandburg%20Learning%20Center%20and%20Maryvale%20Elem%20School.pdf>

Capital Project: A revitalization/expansion project was previously scheduled for the collocation of Carl Sandburg Learning Center on the Maryvale Elementary School campus, with a completion date of January 2018. However, due to fiscal constraints in the county (as described in Chapter 1), the completion date for the revitalization/expansion project has been delayed by one year to January 2019. Carl Sandburg Learning Students will move to the new facility at the beginning of the 2019–2020 school year so that the school is not disrupted during mid-year. An FY 2016 appropriation will be recommended for planning funds to begin the architectural design for the project and collocation project. In order for this project to be completed on the new 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 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.

Capital Project: Stephen Knolls School was assessed as part of the Facilities Assessment with Criteria and Testing (FACT) process during the 2010–2011 school year. (See Appendix F for the FACT score of this facility.) To address facilities needs at this school, an FY 2013 appropriation for facility planning was approved in the Modification to Holding, Special Education and Alternative Centers Project for a feasibility study to identify improvement for this building. A recommendation for facility improvements will be made in a future CIP.

CAPITAL PROJECTS

School	Project	Project Status*	Date of Completion
Rock Terrace School	Facility Improvements	Proposed	TBD
Carl Sandberg Learning Center	Revitalization/expansion with collocation at Maryvale ES	Programmed	Aug. 2019 (delayed)
Stephen Knolls School	Facility Improvements	Proposed	TBD

*Approved—Project has an FY 2014 appropriation approved in the Amended FY 2013–2018 CIP.

*Deferred—Funds have been deferred for a future 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 FY 2015 for a feasibility study.

*Recommended—Project has an FY 2015 appropriation recommended in the FY 2015–2020 CIP.

SPECIAL EDUCATION CENTERS

Projected Enrollment and Space Availability

Effects of the Recommended FY2015–2020 CIP and Non-CIP Actions on Space Available

Schools			Actual	Projections						2023	2028
			13–14	14–15	15–16	16–17	17–18	18–19	19–20		
Stephen Knolls		Program Capacity	190	190	190	190	190	190	190		
		Enrollment	95	84	84	84	84	84	84		
		Available Space	95	106	106	106	106	106	106		
		Comments									
Longview		Program Capacity	48	48	48	48	48	48	48		
		Enrollment	50	48	48	48	48	48	48		
		Available Space	(2)	0	0	0	0	0	0		
		Comments									
RICA		Program Capacity	180	180	180	180	180	180	180		
		Enrollment	107	96	96	96	96	96	96		
		Available Space	73	84	84	84	84	84	84		
		Comments									
Rock Terrace		Program Capacity	100	100	100	100	100	100	100		
		Enrollment	86	109	109	109	109	109	109		
		Available Space	14	(9)	(9)	(9)	(9)	(9)	(9)		
		Comments									
Carl Sandburg		Program Capacity	102	102	102	102	102	102	142		
		Enrollment	106	130	130	130	130	130	130		
		Available Space	(4)	(28)	(28)	(28)	(28)	(28)	12		
		Comments			Planning for Revitalization/Expansion				Rev/Ex Complete		
Cluster Information		Utilization	72%	75%	75%	75%	75%	75%	71%		
		Enrollment	444	467	467	467	467	467	467		

Schools	2013–2014						2012–2013		
	Total Enrollment	Two or more races %	Black or Afr. Amer. %	Asian%	Hispanic %	White %	FARMS%*	ESOL%**	Mobility Rate%***
Stephen Knolls SP	95	≤ 5.0%	28.4%	≤ 5.0%	38.9%	27.4%	36.7%	11.2%	7.1%
Longview SP	50	8.0%	22.0%	18.0%	26.0%	26.0%	25.0%	≤ 5.0%	≤ 5.0%
RICA SP	107	5.6%	35.5%	≤ 5.0%	17.8%	39.3%	41.0%	≤ 5.0%	86.0%
Rock Terrace SP	86	5.8%	32.6%	7.0%	26.7%	27.9%	34.9%	5.8%	8.1%
Carl Sandburg SP	106	5.7%	31.1%	11.3%	22.6%	29.2%	39.0%	16.1%	19.5%
Elementary County Total	73775	≤ 5.0%	20.7%	14.1%	29.5%	30.6%	37.9%	24.9%	12.2%

***Percent of English for Speakers of Other Languages (ESOL) during the 2012–2013 school year. High School students are served in regional ESOL centers.*

Note: 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 5.0% are reported as $\leq 5.0\%$.

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								
	ED @10								
	EXTENSIONS @6								
	GT/LD @13								
	PD @7								
	SPECIAL SCHOOLS @6								
	PEP @12								
	PEP @18								
	VISION (Elementary) @7								
	OTHER								

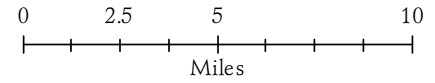
Schools	Grades or Ages Served	Capacity (HS @90% MS@85%)	Total Rooms	Support Rooms	Regular Secondary @25	Regular Elementary @23	CSR Grades 1–2 @17	Pre-K @20	Pre-K @40	HS @20	CSR KIND @15	KIND @22	ESOL @15	METS @15	HSM @13	ELEM LAD @13	ELC @10	LANG @12	LFI @10	SCB @6	AAC@7	AUT @6	BRIDGE @10	DHOH @7	ED @10	EXTENSIONS @6	GT/LD @13	PD @7	SPECIAL SCHOOLS @6	PEP @12	PEP @18	VISION (Elementary) @7	OTHER
Stephen Knolls SP	N/A	190	19	4				1																				7		6		1	
Longview SP	N/A	48	10	2																								8					
RICA SP	N/A	180	18																					18									
Rock Terrace SP	N/A	100	16	2															10													4	
Carl Sandburg SP	K-6	102	16																		2			1				13					

Facility Characteristics of Schools 2013–2014

Schools	Year Facility Opened	Year Reopened/ Revitalized	Total Square Footage	Site Size Acres	Adjacent Park	Reloc- atable Classrooms	Linkages to Learning Program	Home School Model
Stephen Knolls SP	1958	1979	48,872	6.6				
Longview SP	2001		40,362	10				
RICA SP	1977		95,000	14.3				
Rock Terrace SP	1950	1974	48,024	10.3				
Carl Sandburg SP	1962		31,252	7.6		2		

Other Educational Facilities

- ▲ ALT : Alternative School
- CS: Charter School
- ▲ ENV: Environmental Education Center
- T TECH: Technical Career High School
- Cluster



ALTERNATIVE PROGRAMS

Montgomery County Public Schools (MCPS) operates six alternative programs for middle and high school students who are not reaching their full potential in their home schools for a variety of reasons. The mission of Alternative Education Programs is to serve all students in a supportive learning environment and further students' capacity for belonging, mastery, generosity, and independence, maximizing their potential for career and college readiness.

Alternative Programs (AP) strives to provide the proper connection for learners who have been chronically disengaged academically and social emotionally in their comprehensive schools. AP provides academic and social emotional supports that promote success for all students through academic and personal growth.

The Level 1 program is a prerequisite for application to the APs. All secondary schools are required to establish a Level 1 program as an intervention strategy for providing at-risk students with an opportunity to make improvements in their academic program and/or improve their behavior.

Level 2 and Level 3 intervention and prevention services are designed to meet the unique needs of the students. These alternative education programs provide direct academic instruction as well as services that address the emotional, intellectual, social, and physical demands of adolescence. The programs offer closely supervised and skillfully structured classes, allowing for decisive feedback from and immediate interventions by staff members. Differentiated instruction is done in small classes so students can fully access the curriculum.

Social skills training and behavioral strategy development are infused into the traditional MCPS and MSDE curriculum. The behavior management system follows the principles of Positive Behavior Interventions and Supports (PBIS). This system includes proactive strategies for defining, teaching, and supporting appropriate student behaviors. In addition to academic and behavioral interventions, the programs offer counseling, social work services, case management, parent outreach, and community partnerships. The goal of each program is to help students return to and function effectively in their comprehensive secondary home schools.

Level 2 High School Alternative Programs

Application to a Level 2 program should include documentation of the student's participation in the Level 1 program. The programs below are operated solely by Montgomery County Public Schools for high school students who are not successful for a wide variety of reasons, usually including behavior and/or attendance problems. Students are referred by the home school's Collaborative Problem-solving Team (CPS). Each site provides academic instruction in coursework that earns credits toward a high school diploma. In addition, a behavioral/social skills component addresses social skills necessary to return the student to his/her home school and

succeed. The behavior management system follows the principles of Positive Behavior Interventions and Supports (PBIS), which includes proactive strategies for defining, teaching, and supporting appropriate student behaviors. In addition to academic and behavioral interventions, the programs also offer counseling, case management services, parent outreach, and frequent progress monitoring.

Needwood Academy

Needwood Academy is the level two high school alternative program for students who are not reaching their full potential in comprehensive schools. Students are referred by their home school's CPS team for a variety of reasons, including academic, attendance, and/or behavioral issues. The program provides academic instruction in MCPS approved credit-bearing courses so students can earn a high school diploma. In addition to the standard curriculum, staff members infuse social skills into their classes so students develop the tools needed to return to and succeed in their home schools.

Level 2 High School Recovery Program

Phoenix Program

The Phoenix Program at the Needwood Academy is a recovery program for level two high school students with substance abuse issues that interfere with their academic achievement, attendance, and/or behavior. Students are referred either by drug treatment agencies or by their home school's CPS team. The program provides academic instruction in MCPS approved credit-bearing courses so students can earn a high school diploma. A drug-free environment is maintained through weekly urinalysis and group counseling. In addition to academic instruction and recovery counseling, students participate in adventurous field trips, community service projects, and team building activities. Phoenix is not a drug treatment program; it is support program for students currently enrolled in treatment or just exiting treatment.

Level 2 Middle School Alternative Programs

Glenmont and Hadley Farms are the level two middle school alternative programs for students who are not reaching their full potential in comprehensive schools. Glenmont serves students in the downcounty area while Hadley Farms serves students in the upcounty area. Students are referred by their home school's CPS team for a variety of reasons, including academic, attendance, and/or behavioral issues. Each site provides academic instruction in MCPS approved courses leading to completion of all grade-level objectives and promotion to the next grade. Social skills and behavior strategies are taught and monitored so students can return to and succeed in their home schools.

Level 3 Programs

Blair G. Ewing Center

Capital Project: Blair G. Ewing Center was assessed as part of the Facilities Assessment with Criteria and Testing (FACT) process during the 2010–2011 school year. (See Appendix R for the FACT score of this facility.) To address facilities needs at this school, an FY 2013 appropriation for facility planning was approved in the Modification to Holding, Special Education and Alternative Centers Project for a feasibility study to identify improvement for this building. Due to fiscal constraints in the county (as described in Chapter 1), funding is not available at this time to make improvements to this facility. A recommendation for facility improvements will be made in a future CIP.

The following programs are located at Blair G. Ewing Center.

Fleet Street Program

Fleet Street serves level three middle school students who have been involved in a serious disciplinary action that warranted a recommendation for expulsion. Students are referred by the Office of the Chief Operating Officer (OCCO) in lieu of expulsion. Special Education students who have been expelled are placed here as well. The PPW at the student's home school facilitates the placement process. The program provides academic instruction in MCPS approved courses leading to completion of all grade-level objectives and promotion to the next grade. Social skills and behavior strategies are taught and monitored so students can return to and succeed in their home schools.

Randolph Academy

Randolph Academy serves level three high school students who have been involved in a serious disciplinary action that warranted a recommendation for expulsion. Students are referred by the Office of the Chief Operating Officer (OCCO) in lieu of expulsion. Special Education students who have been expelled are placed here as well. The PPW at the student's home school facilitates the placement process. The program provides academic instruction in MCPS approved

credit-bearing courses so students can earn a high school diploma. Randolph Academy utilizes both direct instruction by certified teachers and online distance learning. Following a modified school day schedule, students are enrolled in either the morning session or the afternoon session. Transportation is provided, but meals are not.

45-day Interim Placement Program

The 45-Day Program, managed by the Randolph Academy resource teacher, is for Special Education students in both middle and high school. Students are placed in the program as a result of their involvement with controlled substances, serious bodily injury, and/or weapons. Students remain enrolled in their home schools, and the home schools provide daily assignments and assessments. See "Discipline for Special Education Student Procedures" or contact the Equity Assurance and Compliance Unit in the Department of Special Education Operations for more information.

The Model Learning Center at the Montgomery County Correctional Facility works with Alternative Programs to serve inmates under the age of 21 who need coursework to complete their high school diploma. Some student inmates are enrolled in Alternative Programs while others remain enrolled at their last school. Students receive part-time instruction in the courses needed for graduation. Students return to the last school attended when released.

CAPITAL PROJECTS

School	Project	Project Status*	Date of Completion
Blair G. Ewing Center	Facility Improvements	Proposed	TBD

"Approved"—Project has an FY 2014 appropriation approved in the Amended FY 2013–2018 CIP.

"Deferred"—Funds have been deferred for a future 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 FY 2015 for a feasibility study.

"Recommended"—Project has an FY 2015 appropriation recommended in the FY 2015–2020 CIP.

Programs	Location	Year Established	Grades	Program Enrollment	Length of Stay
Level 2					
45-Day Interim Placement Program	Blair G. Ewing Center	1998	6-12	N/A	Up to 45 days
Needwood	Blair G. Ewing Center	2009	9-12	120	1-3 semesters
Phoenix	Blair G. Ewing Center	1979	9-12	50	1-3 semesters
Glenmont MS	Lynnbrook Center	1997	6-8	25	1-3 semesters
Hadley Farms	7401 Hadley Farms Dr.	2002	6-8	25	1-3 semesters
Level 3					
Fleet Street	Blair G. Ewing Center	2003	6-8	30	1-2 semesters
Randolph Academy	Blair G. Ewing Center	1999	9-12	50	1-2 semesters

Career Technology Education Programs

Career and Technology Education (CTE) Programs of Study (POS) prepare students for lifelong learning. Montgomery County Public Schools (MCPS) currently offers over 40 POS organized within the following 11 career clusters:

- Arts, Humanities, Media, and Communications;
- Biosciences, Health Science, and Medicine;
- Business Management and Finance;
- Construction and Development;
- Education, Training, and Child Studies;
- Engineering, Scientific Research, and Manufacturing Technologies;
- Environmental, Agricultural, and Natural Resources;
- Human and Consumer Services, Hospitality, and Tourism;
- Information Technology;
- Law, Government, Public Safety, and Administration; and
- Transportation, Distribution, and Logistics.

Over 22,000 MCPS students are enrolled in at least one CTE POS pathway course at high schools throughout the county or at Thomas Edison High School of Technology (TEHST).

CTE POS focus on challenging, meaningful instruction that provides academic and technical knowledge and skills and prepares students for college and careers. Most POS provide opportunities to earn college credit at selected postsecondary institutions. Students take and pass industry credentialing examinations in areas, such as business, information technology, hospitality, and cosmetology.

CTE POS may be housed at the home schools or at TEHST. TEHST gives students from all high schools equitable access to some POS. Students attend TEHST for half a day and spend the other half of the school day at their home high school. To ensure relevance to college and industry, CTE has established for each career cluster a Cluster Advisory Board (CAB) that includes representatives from the business community and postsecondary institutions. CABs strive to provide seamless experiences for students as they move from elementary and middle school to high school and postsecondary experiences.

Foundations Office Programs

The Montgomery County Student Trades Foundations Office is composed of three separate non-profit educational foundations that support students in the Automotive, Construction, and Information Technology industries. The Foundations Office is a liaison between the business/professional community and MCPS. This relationship promotes the advancement of college and career education and prepares students for a full range of careers within each industry. In MCPS, there are currently 11 pathway programs supervised by the Foundations Office. Articulation agreements that allow students to earn college credit while still in high school have been established for all of the Foundation programs.

The Automotive Trades Foundation (ATF) operates as a licensed used-car dealership. ATF programs are located at Damascus, Gaithersburg, and Seneca Valley high schools and Thomas Edison High School of Technology (TEHST). The programs are nationally certified by the National Automotive Technicians Education Foundation (NATEF), an affiliation of Automotive Service of Excellence (ASE). The programs also are affiliated with Automotive Youth Education System (AYES), which is the highest level of achievement for automotive technology programs. Automotive instructors maintain industry standard certifications in ASE areas relevant to their programs.

The Construction Trades Foundation (CTF) operates as a licensed Residential Home Builder and supports a variety of construction industry trades that include the following: Carpentry, Electricity, Masonry, Plumbing, HVAC, Principles of Architecture and CAD Technology, Interior Design and Foundations of Building and Construction Technology. The CTF programs are located at Blake High School and TEHST. The Foundation also has established a partnership with Associated Builders and Contractors, Metro Washington Chapter (ABC Metro). ABC Metro has certified the instructors, accredited the facility, and formalized articulation agreements. This program provides a nationally recognized apprenticeship from the National Center for Construction Education and Research (NCCER). The CTF also has aligned with the construction programs at Montgomery College, allowing students further opportunities for professional development and advancement in the construction industry.

The Montgomery County Students Information Technology Foundation (ITF) provides programs in Network Operations at Clarksburg High School, and TEHST. Each is a member of both the Computing Technology Industry Association's (CompTIA) Education-To-Careers (E2C) program and the Microsoft Developer Network Academic Alliance (MSDN-AA). The ITFs unique public/private partnership promotes computer education and provides entrepreneurial experiences to high school students throughout Montgomery County. This program serves to prepare students for a seamless transition into the computer technology industry and college or other postsecondary education.

Thomas Edison High School of Technology

Planning Study: Wheaton High School and Thomas Edison High School of Technology (TEHST) are currently located on the same site and share one facility. These schools are scheduled for revitalization/expansion projects. During the past two years, two major planning studies were conducted to prepare for the revitalization/expansion projects of these schools. During the fall and winter 2010–2011, a Roundtable Discussion, with broad stakeholder involvement, met to explore various approaches for the future relationship between the two schools. Following the Roundtable review, the Board of Education took action on March 28, 2011, to keep the two

schools separate with distinct identities and directed staff to conduct a feasibility study to review two options—a one building option and a two building option. At the conclusion of the feasibility study, on September 13, 2011, the Board of Education adopted a two-building option for the revitalization/expansion projects of Wheaton High School and Thomas Edison High School of Technology.

Capital Project: An FY 2014 appropriation for planning funds is approved for construction funds to construct the replacement facilities for Wheaton High School and Thomas Edison High School of Technology. The completion dates for these schools are scheduled for August 2015 for the Wheaton High School facility, August 2017 for the Thomas Edison High School of Technology facility, and August 2018 for restoration of the site. In order for this project to be completed on the new schedule, county and state funding must be provided at levels approved in this CIP.

CAPITAL PROJECTS

School	Project	Project Status*	Date of Completion
Thomas Edison HS of Technology	Revitalization/expansion	Programmed	Aug. 2017, Building Aug. 2018, Site

*“Approved”—Project has an FY 2014 appropriation approved in the Amended FY 2013–2018 CIP.

*“Deferred”—Funds have been deferred for a future 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 FY 2015 for a feasibility study.

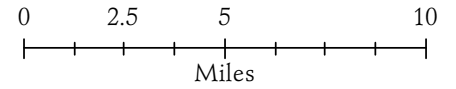
*“Recommended”—Project has an FY 2015 appropriation recommended in the FY 2015–2020 CIP.

Holding Facilities

 Future Holding Facility

 Holding Facility

 Cluster



Montgomery County Public Schools - Division of Long-range Planning - October, 2013

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

The elementary school holding facilities were assessed as part of the Facilities Assessment with Criteria and Testing (FACT) process during the 2010–2011 school year. To address needs at these facilities, an FY 2013 appropriation for facility planning is approved in the Modifications to Holding, Special Education and Alternative Centers Project for feasibility studies to identify improvements for these buildings. Due to fiscal constraints in the county (as described in Chapter 1), a recommendation for facility improvements will be made in a future CIP.

- Emory Grove
- Fairland
- Grosvenor
- North Lake
- Radnor

Emory Grove Holding Facility

In the coming years, elementary schools upcounty will reach an age and condition that will require a revitalization/expansion project. Currently, all holding facilities for elementary schools undergoing a revitalization/expansion project are located in the mid-to lower part of the county. A site selection was conducted in spring 2011 to identify a site for an upcounty holding facility. The site selection process was completed in fall 2011. On January 10, 2012, the Board of Education selected the Emory Grove Center to be the fifth elementary school holding facility. Renovations were made to this facility during the 2012–2013 school year so that the facility could be used as a holding facility beginning in August 2013.

Middle School Holding Facility

Broome Holding Facility

Capital Project: the Broome facility is currently owned by Montgomery County. Although FY 2015 expenditures for planning funds were programmed to reopen the facility for use as a middle school holding facility, due to fiscal constraints in the county (as described in Chapter 1), these funds have been deferred until a recommendation can be made in a future CIP.

Tilden Center

MCPS has been unable to accelerate the pace of middle school revitalization/expansion projects because currently there is only one middle school holding facility. In addition, with the reopening of Northwood High School in 2004, there is no high school holding facility, requiring high school revitalization/expansion projects to be constructed on site. In order to accelerate the pace of revitalization/expansion projects, two middle school holding facilities will be needed. A recommendation for funds to replace the Tilden Holding Facility with the Woodward Holding Facility will be made in a future CIP.

Woodward Holding Facility

Capital Project: With the reopening of Northwood High School in 2004, there has been no high school holding facility. Tilden Middle School is currently located at the former Woodward High School facility, which is located on Old Georgetown Road. Tilden Middle School has a revitalization/expansion project scheduled for completion in August 2021. Although the school is currently located in the Woodward facility, the current Tilden Holding Facility, located on Tilden Lane, will be revitalized to house Tilden Middle School. The Woodward facility will then become a secondary school holding facility for school revitalization/expansion projects scheduled after Tilden Middle School. Tilden Middle School will remain at the Woodward facility until the revitalization/expansion project of the Tilden Lane facility is complete in August 2021. Although FY 2017 expenditures were programmed in the CIP to design the renovations of the Woodward facility for use as a secondary holding facility, due to fiscal constraints in the county (as described in Chapter 1), the funds have been deferred until a recommendation can be made in a future CIP.

CAPITAL PROJECTS

School	Project	Project Status*	Date of Completion
Broome Holding Facility	Renovations	Deferred	TBD
Woodward Holding Facility	Renovations	Deferred	TBD

*“Approved”—Project has an FY 2014 appropriation approved in the Amended FY 2013–2018 CIP.

“Deferred”—Funds have been deferred for a future 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 FY 2015 for a feasibility study.

“Recommended”—Project has an FY 2015 appropriation recommended in the FY 2015–2020 CIP.

OTHER EDUCATIONAL FACILITIES

Proposed Holding Facility Schedule

Holding Facility	SY 13–14	SY 14–15	SY 15–16	SY 16–17	SY 17–18	SY 18–19	SY 19–20
ELEMENTARY SCHOOLS							
Emory Grove Center	Candlewood			Brown Station			DuFief
Fairland Center							Stonegate
Grosvenor Center				Wayside	Luxmanor		Cold Spring
North Lake Center	Bel Pre			Wheaton Woods	Maryvale		Belmont
Radnor Center	Rock Creek Forest		Wood Acres		Potomac		
MIDDLE SCHOOLS							
Tilden Center			William H. Farquhar *				To Be Revitalized

* In the event that the "land swap" option is not supported, the relocation of William H. Farquhar Middle School to the Tilden Holding Center during the school's revitalization/expansion project is the back-up plan.

Holding Facility Data (2013–2014 School Year)

Holding Facility	Level	Facility Address	Rooms	Total Square Footage	Site Size Acres	Relocatable Classrooms
Emory Grove Center	Elementary	18100 Washington Grove Lane	19	49,858	10.17	7
Fairland Center	Elementary	13313 Old Columbia Pike	26	45,082	9.21	9
Grosvenor Center	Elementary	5701 Grosvenor Lane	19	36,770	10.21	21
North Lake Center	Elementary	15101 Bauer Drive	22	40,378	9.66	16
Radnor Center	Elementary	7000 Radnor Lane	16	36,663	9.03	20

Charter Schools

Community Montessori Charter School

On July 25, 2011, the Board of Education approved the application for the first charter school in Montgomery County. The Community Montessori Charter School (CMSC) opened in August 2012 and serves prekindergarten students ages three through five years old. The school is located at 3015 Upton Drive in Kensington, Maryland. CMSC is not an MCPS facility and MCPS is not responsible for the capital investments in this facility. However, the students enrolled at the school are Montgomery County Public Schools students. Full implementation of the charter school plan will occur by the 2016–2017 school year with CMCS employing a Montessori educational model with three age groups in the same class. With full implementation, CMCS will serve prekindergarten and kindergarten children (ages 3 to 6) in classes together and Grades 1–3 (ages 6 to 9) together in other classes.

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 projects 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); Indoor Air Quality (IAQ); 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, Fuel Tank Management, 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.

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 will provide facility modifications and program improvements to schools that are not scheduled for a revitalization/expansion project or addition in the foreseeable future.

Current Revitalizations/Expansions

This is a summary project for all revitalization/expansion projects that have planning or construction expenditures for either FY 2015 or FY 2016. Revitalization/Expansion projects are moved from the Future Revitalization/Expansion project to this project when expenditures are approved by the County Council in the first two years of the CIP. Appendix E of this document lists the priority order of revitalizations/expansions, based on FACT and Educational Program assessments.

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.

Energy Conservation

This project funds the materials necessary to develop strategies to reduce energy consumption. These strategies include improving building mechanical systems, retrofitting building lighting, and updating associated temperature control systems. This project will continue indefinitely.

Facility Planning

In order to assure the availability of accurate cost estimates for facility construction, a feasibility study process has been instituted. Architects are hired for each new or revitalization/expansion project 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. The study of options is presented to the Board of Education and the project cost is established. This "preplanning" information is then 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.

Future Revitalizations/Expansions

This is a summary of all revitalization/expansion projects that do not have expenditures in the first two years of the CIP. The priority order for revitalizations/expansions is determined by the FACT and Educational Program assessments, and is detailed in Appendix E. Schools are added to the schedule in the out-years of the CIP as the County Council approves funding. Projects shown within this project will be moved to the Current Revitalizations/Expansions project once the County Council approves expenditures for a revitalization/expansion in either the first or second fiscal year of the CIP.

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.

Indoor Air Quality Improvements

This project provides mechanical retrofits and building envelope modifications necessary to address Indoor Air Quality (IAQ) problems at schools. In the past, funds in this project also addressed lead abatement remediation at identified schools and will be used to develop specific remediation and work plans for schools that have complete test results and lead source assessment.

Land Acquisition

The Land Acquisition project is used to acquire land for new schools and the expansion of smaller school sites. Sites are initially identified through the Comprehensive Master Plan process administered by the Maryland National Capital Park and Planning Commission. Prior to site selection, a Site Selection Advisory Committee (SSAC) is convened.

Modifications to Holding, Special Education and Alternative Centers

This project provides funding for feasibility studies at four holding centers, two special education learning centers, and one alternative program center as a result of the Facility Assessment with Criteria and Testing (FACT) assessment that occurred from December 2010–June 2011. Funds will be requested in a future CIP to address the modifications to these facilities.

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 will provide 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. See appendix G for the list of schools in the project.

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. Also, 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 will provide needed technology updates for the original Global Access program schools. This project will provide 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.

WSSC Compliance

This project will provide maintenance and upgrades to our existing grease removal devices located in our kitchen facilities throughout the school system in order to be in compliance with WSSC regulations.

Appendix A-1

Montgomery County Public Schools Actual and Projected Enrollment: 2013–2014 to 2019–2020

October 28, 2013

Grade Level & Program	Preliminary Enrollment	Projected Enrollment					
	2013–14	2014–15	2015–16	2016–17	2017–18	2018–19	2019–20
Prekindergarten	2,032	2,208	2,205	2,205	2,205	2,205	2,205
Head Start	628	628	628	628	628	628	628
Grades K–5	70,028	71,451	71,936	72,215	72,047	71,756	71,216
Grades 6–8	32,467	33,306	34,341	35,120	35,959	36,664	37,532
Grades 9–12	45,277	45,185	45,459	46,024	46,967	48,030	49,274
Total K–12	147,772	149,942	151,736	153,359	154,973	156,450	158,022
Pre-K Special Education	1,175	1,400	1,400	1,400	1,400	1,400	1,400
GRAND TOTAL	151,607	154,178	155,969	157,592	159,206	160,683	162,255

Source: Montgomery County Public Schools, Division of Long-range Planning.

Appendix A-2

Montgomery County Public Schools Actual and Projected Grade Enrollment: 2013–2014 to 2019–2020

October 28, 2013

Grades	Preliminary Enrollment	Projected Enrollment					
	2013–14	2014–15	2015–16	2016–17	2017–18	2018–19	2019–20
Kindergarten	11,944	12,011	11,516	11,337	11,337	11,342	11,348
Grade 1	11,941	12,225	12,307	11,814	11,634	11,635	11,643
Grade 2	11,807	12,010	12,301	12,380	11,892	11,713	11,711
Grade 3	11,509	11,916	12,063	12,363	12,446	11,962	11,783
Grade 4	11,553	11,619	12,040	12,191	12,451	12,559	12,082
Grade 5	11,274	11,670	11,709	12,130	12,287	12,545	12,649
Grade 6	10,923	11,353	11,656	11,729	12,186	12,361	12,597
Grade 7	10,713	11,076	11,471	11,782	11,855	12,311	12,487
Grade 8	10,831	10,877	11,214	11,609	11,918	11,992	12,448
Grade 9	12,534	12,756	12,727	13,059	13,390	13,767	13,819
Grade 10	11,714	11,670	11,970	11,947	12,279	12,649	13,127
Grade 11	10,545	10,591	10,585	10,872	10,848	11,180	11,552
Grade 12	10,484	10,168	10,177	10,146	10,450	10,434	10,776
K–5 Total	70,028	71,451	71,936	72,215	72,047	71,756	71,216
6–8 Total	32,467	33,306	34,341	35,120	35,959	36,664	37,532
9–12 Total	45,277	45,185	45,459	46,024	46,967	48,030	49,274
K–12 Total	147,772	149,942	151,736	153,359	154,973	156,450	158,022
Prekindergarten	2,032	2,208	2,205	2,205	2,205	2,205	2,205
Head Start	628	628	628	628	628	628	628
Pre-K Special Education	1,175	1,400	1,400	1,400	1,400	1,400	1,400
GRAND TOTAL	151,607	154,178	155,969	157,592	159,206	160,683	162,255

Source: Montgomery County Public Schools, Division of Long-range Planning.

Appendix A-3

Montgomery County Public Schools Enrollment by Race/Ethnic Groups: 1968–2013

October 28, 2013

Year	Native Hawaiian/ Pacific Islander		American Indian/ Alaskan Native		Two or more races		Asian		Black or African American		Hispanic		White		Total Enrollment
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	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	89	≤5%	284	≤5%	7,018	≤5%	21,768	14.4%	32,402	21.4%	41,508	27.4%	48,538	32.0%	151,607

Source: Montgomery County Public Schools, Department of Reporting and Regulatory Accountability, September 30, 2013

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.

Beginning in 2010–11 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 Groups: 1968 to 2013

October 28, 2013

School	Native Hawaiian/ Pacific Islander		American Indian/ Alaskan Native		Two or more races		Asian		Black or African American		Hispanic		White		Total	
Year	Number	Change	Number	Change	Number	Change	Number	Change	Number	Change	Number	Change	Number	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	72,838	(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	138	6,770	251	21,240	256	31,714	608	39,651	1,549	49,042	(393)	148,779	2,282
2013-14	89	1	284	10	7,018	248	21,768	528	32,402	688	41,508	1,857	48,538	(504)	151,607	2,828

Source: Montgomery County Public Schools, Department of Reporting and Regulatory Accountability, September 30, 2012

Notes: All Hispanic students, regardless of their race, are included under Hispanic enrollment.

Beginning in 2010-11 changes in the reporting of race/ethnicity were made. These changes are reflected in the table, where "Two or 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

October 28, 2013

Program	Actual		Budgeted	Projected Enrollment					
	FY12 2011-12	FY13 2012-13	FY14 2013-14	FY15 2014-15	FY16 2015-16	FY17 2016-17	FY18 2017-18	FY19 2018-19	FY20 2019-20
Elementary School	15,613	15,986	16,300	16,000	16,000	16,000	16,000	16,000	16,000
Middle School	1,439	1,828	1,700	1,900	1,900	1,900	1,900	1,900	1,900
High School	2,255	2,312	2,100	2,350	2,350	2,350	2,350	2,350	2,350
Special Centers	48	35	50	50	50	50	50	50	50
Total Enrollment	19,355	20,161	20,150	20,300	20,300	20,300	20,300	20,300	20,300
METS:									
Elementary	43	43	45	45	45	45	45	45	45
Middle	78	90	90	90	90	90	90	90	90
High	168	168	170	170	170	170	170	170	170

* Actual ESOL enrollment is based on the average monthly enrollment reported by the Division of ESOL/Bilingual programs 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 Long-range Planning and Division of ESOL/ Bilingual Programs.

Actual and Projected Head Start and Prekindergarten Enrollment

October 28, 2013

Program	Actual		Budgeted	Projected Enrollment					
	FY12 2011-12	FY13 2012-13	FY14 2013-14	FY15 2014-15	FY16 2015-16	FY17 2016-17	FY18 2017-18	FY19 2018-19	FY20 2019-20
Head Start	618	618	628	628	628	628	628	628	628
Prekindergarten	2060	2,057	2,206	2,208	2,205	2,205	2,205	2,205	2,205

* Actual Head Start and Prekindergarten enrollment is as of official September 30th each year. Prekindergarten enrollment includes students at the Community Montessori Charter School and regular elementary schools. Forecasts developed cooperatively by the Division of Long-range Planning and Div. of Early Childhood Services and Head Start Unit.

Actual and Projected Alternative Program and Gateway to College Enrollment

October 28, 2013

Program	Actual		Budgeted	Projected Enrollment					
	FY12 2011-12	FY13 2012-13	FY14 2013-14	FY15 2014-15	FY16 2015-16	FY17 2016-17	FY18 2017-18	FY19 2018-19	FY20 2019-20
Alternative Programs	185	137	137	225	225	225	225	225	225
Gateway to College	129	129	129	75	50	0	0	0	0

* Actual Alternative Programs and Gateway to College enrollment is as of official September 30th each year. The Gateway to College program ends following 2015-16 school year. Forecasts developed cooperatively by the Division of Long-range Planning and the Department of Alternative Programs.

Appendix C

School Enrollment and Capacity (2013–2014 and 2019–2020 School year)

	School	2013–2014 School Year			2019–2020 School Year		
		Enrollment	Capacity	Utilization	Enrollment	Capacity*	Utilization
Elementary Schools							
1	Arcola	709	517	(192)	740	624	(116)
2	Ashburton	838	628	(210)	781	766	(15)
3	Bannockburn	401	365	(36)	390	365	(25)
4	Lucy V. Barnsley	680	411	(269)	637	640	3
5	Beall	785	641	(144)	796	641	(155)
6	Bel Pre	472	370	(102)	482	568	86
7	Bells Mill	595	626	31	607	626	19
8	Belmont	309	425	116	310	425	115
9	Bethesda	493	384	(109)	538	568	30
10	Beverly Farms	593	689	96	572	689	117
11	Bradley Hills	578	663	85	597	663	66
12	Broad Acres	721	642	(79)	747	642	(105)
13	Brooke Grove	388	544	156	355	544	189
14	Brookhaven	460	486	26	471	653	182
15	Brown Station	530	446	(84)	596	658	62
16	Burning Tree	502	392	(110)	493	392	(101)
17	Burnt Mills	498	384	(114)	528	384	(144)
18	Burtonsville	649	502	(147)	672	740	68
19	Candlewood	339	434	95	395	502	107
20	Cannon Road	428	501	73	413	501	88
21	Carderock Springs	424	407	(17)	390	407	17
22	Rachel Carson	966	667	(299)	929	667	(262)
23	Cashell	323	341	18	367	341	(26)
24	Cedar Grove	732	422	(310)	1085	422	(663)
25	Chevy Chase	533	450	(83)	402	450	48
26	Clarksburg	280	313	33	489	313	(176)
27	Clearspring	604	642	38	592	642	50
28	Clopper Mill	454	422	(32)	543	422	(121)
29	Cloverly	460	454	(6)	453	454	1
30	Cold Spring	344	458	114	335	458	123
31	College Gardens	853	694	(159)	825	694	(131)
32	Cresthaven	488	480	(8)	487	480	(7)
33	Captain James Daly	600	505	(95)	642	505	(137)
34	Damascus	314	328	14	275	328	53
35	Darnestown	313	471	158	350	471	121
36	Diamond	648	463	(185)	652	647	(5)
37	Dr. Charles R. Drew	448	441	(7)	469	441	(28)
38	DuFief	331	428	97	312	428	116
39	East Silver Spring	513	572	59	577	572	(5)
40	Fairland	621	650	29	538	650	112
41	Fallsmead	569	597	28	513	597	84
42	Farmland	655	728	73	671	728	57
43	Fields Road	490	491	1	527	491	(36)
44	Flower Hill	499	446	(53)	435	446	11
45	Flower Valley	483	445	(38)	483	445	(38)
46	Forest Knolls	708	548	(160)	724	548	(176)
47	Fox Chapel	637	659	22	628	659	31
48	Gaithersburg	757	732	(25)	746	732	(14)
49	Galway	834	761	(73)	781	761	(20)
50	Garrett Park	703	753	50	731	753	22
51	Georgian Forest	584	622	38	543	622	79
52	Germantown	290	317	27	317	317	0
53	William B. Gibbs Jr.	750	735	(15)	745	735	(10)
54	Glen Haven	539	554	15	634	652	18
55	Glenallan	545	746	201	657	746	89
56	Goshen	575	529	(46)	596	529	(67)
57	Great Seneca Creek	744	649	(95)	692	649	(43)
58	Greencastle	778	593	(185)	723	593	(130)
59	Greenwood	529	585	56	478	585	107
60	Harmony Hills	729	671	(58)	756	671	(85)
61	Highland	544	482	(62)	602	645	43
62	Highland View	390	298	(92)	424	298	(126)
63	Jackson Road	698	686	(12)	677	686	9
64	Jones Lane	480	441	(39)	425	441	16

*Includes capacity from recommended projects.

	School	2013–2014 School Year			2019–2020 School Year		
		Enrollment	Capacity	Utilization	Enrollment	Capacity*	Utilization
65	Kemp Mill	499	439	(60)	514	648	134
66	Kensington-Parkwood	678	471	(207)	667	746	79
67	Lake Seneca	472	405	(67)	503	405	(98)
68	Lakewood	553	568	15	533	568	35
69	Laytonsville	456	458	2	424	458	34
70	Little Bennett	987	673	(314)	1050	673	(377)
71	Luxmanor	436	429	(7)	580	745	165
72	Thurgood Marshall	616	534	(82)	658	534	(124)
73	Maryvale	588	570	(18)	641	740	99
74	Spark M. Matsunaga	960	651	(309)	865	651	(214)
75	S. Christa McAuliffe	676	533	(143)	697	740	43
76	Ronald McNair	813	622	(191)	815	622	(193)
77	Meadow Hall	443	352	(91)	453	352	(101)
78	Mill Creek Towne	401	333	(68)	403	333	(70)
79	Monocacy	165	219	54	150	219	69
80	Montgomery Knolls	498	503	5	483	503	20
81	New Hampshire Estates	510	444	(66)	495	444	(51)
82	Roscoe R. Nix	555	478	(77)	514	478	(36)
83	North Chevy Chase	402	266	(136)	318	358	40
84	Oak View	351	358	7	425	358	(67)
85	Oakland Terrace	507	523	16	496	523	27
86	Olney	589	584	(5)	538	584	46
87	William T. Page	413	361	(52)	375	361	(14)
88	Pine Crest	454	381	(73)	452	381	(71)
89	Piney Branch	524	611	87	577	611	34
90	Poolesville	396	539	143	410	539	129
91	Potomac	499	424	(75)	483	548	65
92	Judith A. Resnik	614	503	(111)	655	640	(15)
93	Dr. Sally K. Ride	545	509	(36)	550	509	(41)
94	Ritchie Park	541	387	(154)	533	387	(146)
95	Rock Creek Forest	611	367	(244)	688	718	30
96	Rock Creek Valley	440	403	(37)	425	403	(22)
97	Rock View	655	661	6	647	661	14
98	Lois P. Rockwell	443	523	80	461	523	62
99	Rolling Terrace	872	695	(177)	885	695	(190)
100	Rosemary Hills	643	477	(166)	599	644	45
101	Rosemont	543	581	38	770	581	(189)
102	Sequoayah	446	465	19	513	465	(48)
103	Seven Locks	401	424	23	419	424	5
104	Sherwood	520	568	48	461	568	107
105	Sargent Shriver	781	640	(141)	795	758	(37)
106	Flora M. Singer	629	652	23	687	652	(35)
107	Sligo Creek	597	665	68	630	665	35
108	Somerset	532	516	(16)	466	516	50
109	South Lake	801	688	(113)	800	688	(112)
110	Stedwick	606	614	8	582	614	32
111	Stone Mill	635	654	19	627	654	27
112	Stonegate	474	395	(79)	449	395	(54)
113	Strathmore	445	439	(6)	437	439	2
114	Strawberry Knoll	603	485	(118)	584	485	(99)
115	Summit Hall	603	459	(144)	677	459	(218)
116	Takoma Park	651	584	(67)	577	584	7
117	Travilah	413	517	104	390	517	127
118	Twinbrook	559	558	(1)	608	558	(50)
119	Viers Mill	650	728	78	692	728	36
120	Washington Grove	390	594	204	588	594	6
121	Waters Landing	690	515	(175)	721	736	15
122	Watkins Mill	637	735	98	637	735	98
123	Wayside	525	670	145	564	641	77
124	Weller Road	646	752	106	681	752	71
125	Westbrook	430	559	129	438	559	121
126	Westover	328	293	(35)	298	293	(5)
127	Wheaton Woods	502	368	(134)	573	740	167
128	Whetstone	713	753	40	695	753	58
129	Wood Acres	789	550	(239)	735	734	(1)
130	Woodfield	328	471	143	299	471	172
131	Woodlin	609	462	(147)	642	462	(180)
132	Wyngate	767	753	(14)	711	753	42

*Includes capacity from recommended projects.

	School	2013–2014 School Year			2019–2020 School Year		
		Enrollment	Capacity	Utilization	Enrollment	Capacity*	Utilization
High Schools							
1	Bethesda-Chevy Chase	1872	1692	(180)	2286	2399	113
2	Montgomery Blair	2796	2938	142	3053	2938	(115)
3	James Blake	1696	1743	47	1749	1743	(6)
4	Winston Churchill	2093	2013	(80)	2091	2013	(78)
5	Clarksburg	1961	1638	(323)	2297	1980	(317)
6	Damascus	1233	1551	318	1433	1551	118
7	Albert Einstein	1653	1621	(32)	1760	1621	(139)
8	Gaithersburg	2092	2317	225	2240	2317	77
9	Walter Johnson	2245	2336	91	2630	2336	(294)
10	John F. Kennedy	1593	1847	254	1801	1847	46
11	Col. Zadok Magruder	1598	1995	397	1663	1995	332
12	Richard Montgomery	2176	2236	60	2416	2236	(180)
13	Northwest	2015	2241	226	2430	2241	(189)
14	Northwood	1503	1575	72	1762	1575	(187)
15	Paint Branch	1952	2047	95	2059	2047	(12)
16	Poolesville	1203	1170	(33)	1146	1170	24
17	Quince Orchard	1894	1857	(37)	2012	1857	(155)
18	Rockville	1306	1570	264	1504	1570	66
19	Seneca Valley	1277	1374	97	1282	1994	712
20	Sherwood	1986	2136	150	1748	2136	388
21	Springbrook	1762	2167	405	1921	2167	246
22	Watkins Mill	1458	1917	459	1672	1917	245
23	Wheaton	1341	1320	(21)	1610	1596	(14)
24	Walt Whitman	1928	1882	(46)	2121	1882	(239)
25	Thomas S. Wootton	2260	2154	(106)	2158	2154	(4)
Middle Schools							
1	Argyle	831	905	74	880	905	25
2	John T Baker	813	741	(72)	703	741	38
3	Benjamin Banneker	833	803	(30)	846	803	(43)
4	Briggs Chaney	874	944	70	883	944	61
5	Cabin John	952	1129	177	1042	1129	87
6	Roberto Clemente	1148	1215	67	1288	1215	(73)
7	Eastern	874	1024	150	1064	1024	(40)
8	William H. Farquhar	577	906	329	547	796	249
9	Forest Oak	815	949	134	984	949	(35)
10	Robert Frost	1155	1075	(80)	934	1075	141
11	Gaithersburg	681	917	236	888	917	29
12	Herbert Hoover	1042	1152	110	918	1152	234
13	Francis Scott Key	903	961	58	1051	961	(90)
14	Martin Luther King, Jr	609	905	296	756	905	149
15	Kingsview	986	1041	55	1011	1041	30
16	Lakelands Park	1003	1138	135	1184	1138	(46)
17	Col. E. Brooke Lee	660	777	117	946	777	(169)
18	A. Mario Loiederman	835	897	62	1103	897	(206)
19	Montgomery Village	647	910	263	737	910	173
20	Neelsville	864	939	75	1122	939	(183)
21	Newport Mill	614	825	211	712	825	113
22	North Bethesda	901	864	(37)	1185	1208	23
23	Parkland	884	932	48	1116	932	(184)
24	Rosa Parks	880	978	98	770	978	208
25	John Poole	351	468	117	288	468	180
26	Thomas W. Pyle	1411	1305	(106)	1455	1305	(150)
27	Redland	507	735	228	700	735	35
28	Ridgeview	670	1012	342	786	1012	226
29	Rocky Hill	1092	995	(97)	1634	995	(639)
30	Shady Grove	583	867	284	577	867	290
31	Silver Spring International	950	1118	168	1272	1118	(154)
32	Sligo	446	937	491	910	937	27
33	Takoma Park	954	939	(15)	1163	939	(224)
34	Tilden	781	980	199	941	980	39
35	Julius West	1131	1054	(77)	1341	1445	104
36	Westland	1223	1097	(126)	1694	1097	(597)
37	White Oak	724	962	238	931	962	31
38	Earle B. Wood	937	961	24	1064	961	(103)

*Includes capacity from recommended projects.

Appendix D

Montgomery County Public Schools Relocatable Classrooms: 2013–2014 School Year

Cluster/ School	Relocatables on site for 2013–2014 to Address:			Cluster/ School	Relocatables on site for 2013–2014 to Address:			Cluster/ School	Relocatables on site for 2013–2014 to Address:		
	Overutilization	DC	Total		Overutilization	DC	Total		Overutilization	DC	Total
Bethesda-Chevy Chase				Col. Zadok Magruder				Watkins Mill			
Bethesda-Chevy Chase HS	4		4	Flower Hill	4		4	South Lake	3		3
Westland MS	4	1	5	Mill Creek Towne	3		3	Total	3	0	3
Bethesda	5		5	Judith A. Resnik	5		5	Walt Whitman			
North Chevy Chase	5		5	Total	12	0	12	Bannockburn	2		2
Rosemary Hills	6		6	Richard Montgomery				Burning Tree	4		4
Total	24	1	25	Julius West MS	4		4	Wood Acres	7		7
Winston Churchill				Beall	8		8	Total	13	0	13
Potomac	5		5	College Gardens	4		4	Thomas S. Wootton			
Total	5	0	5	Ritchie Park	6		6	Thomas S. Wootton HS	9		9
Clarksburg				Twinbrook	4		4	Cold Spring	1		1
Clarksburg HS	11		11	Total	26	0	26	DuFief	1	1	2
Rocky Hill MS	9		9	Northeast Consortium*				Total	11	1	12
Clarksburg ES	4		4	James H. Blake HS	4		4				
Daly	4		4	Broad Acres	6		6	Grand Total by Use	373	9	382
Little Bennett	8		8	Burnt Mills	4		4				
Total	36	0	36	Burtonsville	6		6	SCHOOL TOTAL:	382		
Damascus				Cloverly	2		2				
Cedar Grove	7		7	Greencastle	6		6				
Total	7	0	7	Page	2		2				
Downcounty Consortium*				Stonegate	3	1	4				
Wheaton HS	2		2	Westover	4		4				
Arcola	6		6	Total	37	1	38				
Forest Knolls	4		4	Northwest							
Harmony Hills	5		5	Clopper Mill	4		4	Other Relocatable Uses			
Highland View	6		6	Diamond	3	1	4		# Units	Comment	
Oak View ES	1		1	Great Seneca Creek	3		3	Construction			
Kemp Mill ES	2		2	Spark M. Matsunaga	14	1	15	Waters Landing ES	2	Class displacement	
Oakland Terrace	2		2	Ronald McNair	6		6	Rosemary Hills ES	1	Class displacement	
Pine Crest	4		4	Total	30	2	32	Total	3		
Rolling Terrace	6		6	Quince Orchard				Holding Schools			
Sargent Shriver	9		9	Brown Station	6		6	Emory Grove Center	7	Candlewood	
Wheaton Woods	8		8	Rachel Carson	7	1	8	Fairland Center	9		
Woodlin	7		7	Jones Lane	6		6	Grosvenor Center	21		
Total	62	0	62	Marshall	3		3	North Lake Center	16	Bel Pre ES	
Gaithersburg				Total	22	1	23	Radnor Center	20	Rock Creek Forest	
Gaithersburg ES	3		3	Rockville				Total	73		
Goshen	5		5	Lucy V. Barnsley	10		10	Other Uses at Schools			
Laytonsville	0	1	1	Flower Valley	1		1	Gaithersburg ES	1	Parent Resource Ctr.	
Rosemont	0	1	1	Maryvale	1		1	Monocacy ES	1		
Strawberry Knoll	6		6	Meadow Hall	4		4	Rosemary Hills ES	1	Benchmarks Program	
Summit Hall	9		9	Rock Creek Valley	4		4	Seneca Valley HS	1	Transitions (CCC)	
Total	23	2	25	Carl Sandburg Center	2		2	Sherwood ES	1	Baldrige Lab	
Walter Johnson				Total	22	0	22	Summit Hall ES	1	Judy Center	
Ashburton	6		6	Seneca Valley				Wootton HS	1	Mont. College Program	
Kensington-Parkwood	7		7	Lake Seneca	7		7	Wootton HS	1	Bathroom	
Luxmanor	3		3	S. Christa McAuliffe	6		6	Total	8		
Total	16	0	16	Sally K. Ride	4		4	Nonschool Locations			
				Waters Landing	7		7	Bethesda Depot	3	Offices	
				Total	24	0	24	Children's Res. Ctr.	1	Infants & Todd. offices	
				Sherwood				Clarksburg Depot	1	Maintenance	
				Belmont	0	1	1	Clarksburg Depot	2	Transportation	
				Total	0	1	1	Kingsley	5	Transitions	
								Lincoln Warehouse	1	Copy Plus Program	
								Montgomery College	2	Germentown	
								Randolph Depot	3	Offices	
								Rockinghorse	2	ESOL Offices	
								Shady Grove Depot	10		
								Smith Center	2	Outdoor Education	
								Total	32		
								OTHER TOTAL:	116		

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 NE Consortium is the equivalent of 3 clusters.

Appendix E

Superintendent's Recommended Revitalization/Expansion Schedule for Assessed Schools

Schools	Year Built	Year Renovated	FACT Score	Schedule
Elementary				
Bel Pre	1968		1476	8/2014
Candlewood	1968		1489	1/2015
Rock Creek Forest	1950	1971	1492	1/2015
Wayside	1969		1502	8/2017
Brown Station	1969		1516	8/2017
Wheaton Woods	1952	1976	1525	8/2017
Potomac	1949	1976	1550	1/2019
Luxmanor	1966		1578	1/2019
Maryvale	1969		1578	1/2019
<i>Sandburg (collocation with Maryvale)</i>	<i>1962</i>		<i>414.05</i>	<i>1/2019</i>
<i>Cold Spring</i>	<i>1972</i>		<i>382.04</i>	<i>8/2020</i>
<i>DuFief</i>	<i>1975</i>		<i>357.01</i>	<i>8/2020</i>
<i>Belmont</i>	<i>1974</i>		<i>349.28</i>	<i>8/2020</i>
<i>Stonegate</i>	<i>1971</i>		<i>334.95</i>	<i>8/2020</i>
<i>Damascus</i>	<i>1934</i>	<i>1980</i>	<i>331.89</i>	<i>1/2022</i>
<i>Twinbrook</i>	<i>1952</i>	<i>1986</i>	<i>330.58</i>	<i>1/2022</i>
<i>Summit Hall</i>	<i>1971</i>		<i>328.90</i>	<i>1/2022</i>
<i>Rosemary Hills</i>	<i>1956</i>	<i>1988</i>	<i>327.05</i>	<i>1/2022</i>
Middle				
William H. Farquhar	1968		1434	8/2018
Tilden @ Woodward	1966		1455	8/2021
Eastern	1951	1976	1472	8/2023
E. Brooke Lee	1966		1479	TBD
High				
Wheaton/ Thomas Edison	1954	1983	1220	8/2015 Building 8/2017 Building 8/2018 Site
Seneca Valley	1974		1254	8/2018 Building 8/2019 Site
Thomas S. Wootton	1970		1301	8/2022 Building 8/2023 Site
Poolesville	1953	1978	1362	8/2024 Building 8/2025 Site
Col. Zadok Magruder	1970		1471	TBD
Damascus	1950	1978	1496	TBD
Northwood	1956	2004	****	TBD

Note: Schools were assessed in 1992, 1996, and 1999. Assessments were completed on the remaining 34 elementary and 11 middle schools during December 2010 and June 2011. (These schools are listed above in italics.) Four holding centers, three Special Education Learning Centers, and one Alternative Program Center also were assessed during December 2010 and June 2011. Schools will be added to the revitalization/expansion list once planning and/or construction expenditures are included in the six-year Capital Improvements Program. See Appendix F for a complete list of schools that were assessed in the 2010–2011 school year.

Projects that were assessed prior to December 2010 and do not have planning and/or construction expenditures in the Superintendent's Recommended FY2015 Capital Budget and the FY2015–2020 CIP have completion dates to be determined (TBD). This TBD status will be revised in a future CIP.

Appendix F

Assessing Schools for Revitalization/Expansion (Formerly Known as Modernizations)

On December 7, 2010, the Board of Education adopted Policy FKB, *Sustaining and Modernizing Montgomery County Public Schools (MCPS) Facilities*. This policy updated Policy FKB, *Modernization/Renovation* that was adopted in 1992 and had never been updated by the Board of Education. The updated version of Policy FKB provides for a new emphasis on sustaining Montgomery County Public Schools (MCPS) facilities in good condition through systematic life-cycle asset replacement. At the same time, the policy recognizes the need to modernize schools as a facility reaches the end of its useful lifecycle.

As part of the Superintendent's Recommended FY 2015 Capital Budget and the FY 2015–2020 Capital Improvements Program, the name of “modernizations” has been changed to “revitalizations/expansions” to accurately reflect the scope of work detailed in the MCPS educational specifications. In order to implement Policy FKB it was necessary to have an updated means of assessing and prioritizing schools for revitalization/expansion projects.

While a primary factor in the need to revitalize a school is the age of the facility, a number of other factors also are considered in assessing the condition of a school. When the MCPS modernization program began in the early 1990s, a methodology known as Facilities Assessment with Criteria and Testing (FACT) was developed. The original FACT methodology was applied to three groups of school assessments—the first group in FY 1993, the second in FY 1996 and the third in FY 2000. Through the 2011–2012 school year, these assessments resulted in the revitalization/expansion of 35 elementary schools, 8 middle schools, and 8 high schools. Another 12 elementary schools, 5 middle schools, and 9 high schools are now either under construction, in design, or are in the queue for revitalization/expansion. The list of these schools is provided in Appendix E. The list of elementary schools from this queue for revitalization/expansion is almost complete, with the last three elementary schools in the queue scheduled for completion in January 2019. As a result, it was necessary to assess additional elementary and secondary schools that are aging and in need of revitalization/expansion. A total of 53 facilities were identified for FACT assessments. The new list includes facilities that were built prior to the mid-1980s and had never been revitalized, although some of these schools may have had some renovation work performed.

Beginning in spring 2010, a process to update the FACT methodology was undertaken. A multi-stakeholder committee reviewed and prepared recommendations to update the methodology. The Board of Education supported the recommendations of the committee by adopting the updated FACT methodology on July 8, 2010. The updated FACT methodology describes the criteria to

assess the condition of schools, the measures for each criterion, and the relative weights to apply to various criteria to obtain an overall score for each facility. Consultants EMG, Inc. provided technical expertise in the development of the detailed revised FACT methodology and the firm was responsible for conducting the assessments.

The old FACT methodology scoring system used a 2,000 point scale and schools in worse condition scored lower while schools in better condition received a higher score. In contrast, the new FACT methodology uses a 600 points scale in which the buildings in worse condition received higher scores and the buildings in better condition received lower scores. “Educational Program” parameters such as educational specifications, open plan schools, and controlled access were assigned 300 points and “Physical Infrastructure” parameters, such as facility design guidelines, utility and energy efficiency, maintenance cost, and community use of public facilities, were assigned 300 points. The final report of the assessments, including the facility scores, was presented to the Board of Education on October 11, 2011.

The table on the following page presents the scores for each school in rank order for elementary schools and secondary schools. As the current queue of schools scheduled for revitalization/expansion projects is completed (see Appendix E), schools on the following page will be placed in the revitalization/expansion queue according to their score. The movement of the newly assessed schools to the revitalization/expansion queue will occur as planning and construction funds are programmed in the six year CIP period. At that time a completion date for the revitalization/expansion project also will be provided. The purpose of the following list is to show the rank order and scores of all the schools that were recently assessed.

In addition to 34 elementary schools and 11 middle schools, the recent FACT assessments included three special education program centers—Stephen Knolls, Rock Terrace, and Carl Sandburg—the Blair G. Ewing Center, and the four elementary school holding centers. Stephen Knolls is placed in the list of elementary schools on the following page and Rock Terrace and the Blair G. Ewing Center are placed in the list of secondary schools. The Carl Sandburg Learning Center is not included on the following table because of the adopted plan to collocate this school at Maryvale Elementary School as part of the revitalization/expansion project, scheduled for completion in January 2019. Finally, the elementary school holding centers are not included on the following table because improvements to these facilities will be addressed through a separate capital project.

FACT* Scores (Schools Assessed in 2010–2011)

Rank	Elementary Schools	Total FACT Score Maximum Score = 600
1	Cold Spring Elementary School	382.04
2	DuFief Elementary School	357.01
3	Belmont Elementary School	349.28
4	Stonegate Elementary School	334.95
5	Damascus Elementary School	331.89
6	Twinbrook Elementary School	330.58
7	Summit Hall Elementary School	328.90
8	Rosemary Hills Elementary School	327.05
9	Burnt Mills Elementary School	318.29
10	Poolesville Elementary School	314.42
11	Woodfield Elementary School	314.09
12	South Lake Elementary School	302.69
13	Cedar Grove Elementary School	302.46
14	Greenwood Elementary School	300.47
15	Piney Branch Elementary School	294.73
16	Whetstone Elementary School	293.22
17	Takoma Park Elementary School	292.86
18	Gaithersburg Elementary School	290.88
19	Strathmore Elementary School	289.46
20	Diamond Elementary School	286.57
21	Fox Chapel Elementary School	278.71
22	Stephen Knolls School	276.56
23	East Silver Spring Elementary School	276.41
24	Broad Acres Elementary School	275.88
25	Woodlin Elementary School	273.72
26	Germantown Elementary School	272.61
27	Fallsmead Elementary School	267.41
28	Watkins Mill Elementary School	266.33
29	Fields Road Elementary School	257.61
30	Stedwick Elementary School	249.55
31	Cloverly Elementary School	244.31
32	Darnestown Elementary School	241.67
33	Washington Grove Elementary School	227.68
34	Bradley Hills Elementary School	212.04
35	Sherwood Elementary School	210.92

Rank	Secondary Schools	Total FACT Score Maximum Score = 600
1	Rock Terrace School	382.13
2	Blair G. Ewing Center	380.99
3	Banneker Middle School	341.88
4	Argyle Middle School	322.24
5	Newport Mill Middle School	315.72
6	Ridgeview Middle School	309.03
7	Silver Spring Intl. Middle School	301.37
8	Neelsville Middle School	291.74
9	Baker Middle School	279.58
10	Frost Middle School	255.22
11	Loiederman Middle School	254.66
12	Redland Middle School	245.35
13	North Bethesda Middle School	240.74

* FACT refers to the Facilities Assessment with Criteria and Testing methodology for evaluating and scoring the condition of schools.

Appendix G

Restroom Renovations Schedule

School Rank	Name of School	Raw Rating*
FY 2013		
1	Albert Einstein High School	1574
2	Watkins Mill High School	1567
3	Watkins Mill Elementary School	1566
4	Jones Lane Elementary School	1565
5	Highland View Elementary School	1547
6	Radnor Center	1544
7	Woodfield Elementary School	1541
8	Roberto Clemente Middle School	1525
9	Fairland Center	1513
10	Rock Terrace School	1509
FY 2014		
11	Cold Spring Elementary School	1492
12	Sherwood High School	1475
13	Carl Sandburg Center	1456
14	Cedar Grove Elementary School	1455
15	Fields Road Elementary School	1439
16	Rachel Carson Elementary School	1413
17	Silver Spring International Middle School	1412
18	White Oak Middle School	1408
19	Beall Elementary School	1394
20	Rosa M. Parks Middle School	1380
21	Dr. Martin Luther King, Jr. Middle School	1357
FY 2015		
22	Sligo Middle School	1352
23	Briggs Chaney Middle School	1348
24	Cloverly Elementary School	1335
25	Thurgood Marshall Elementary School	1333
26	Stephen Knolls Center	1328
27	Wyngate Elementary School	1325
28	Montgomery Knolls Elementary School	1315
29	Pine Crest Elementary School	1314
30	Meadow Hall Elementary School	1299
31	Twinbrook Elementary School	1295
32	Greencastle Elementary School	1265
33	Waters Landing Elementary School	1260
34	Sligo Creek Elementary School	1252
35	Westbrook Elementary School	1244
FY 2016		
36	S. Christa McAuliffe Elementary School	1235
37	Northwood High School	1234
38	Ritchie Park Elementary School	1234
39	Brookhaven Elementary School	1228
40	Travilah Elementary School	1225
41	Georgian Forest Elementary School	1221
42	Clopper Mill Elementary School	1219
43	Takoma Park Middle School	1214
44	John Poole Middle School	1211
45	Laytonville Elementary School	1207
46	Montgomery Blair High School	1204
47	Jackson Road Elementary School	1201
48	Bethesda Elementary School	1201

School Rank	Name of School	Raw Rating*
49	Oakland Terrace Elementary School	1195
50	Dr. Sally K. Ride Elementary School	1191
51	North Chevy Chase Elementary School	1188
52	Highland Elementary School	1181
53	Ashburton Elementary School	1180
54	Lucy V. Barnsley Elementary School	1178
55	Flower Hill Elementary School	1177
56	Northwest High School	1172
57	Viers Mills Elementary School	1163
58	Lois P. Rockwell Elementary School	1161
59	Monocacy Elementary School	1159
60	Oak View Elementary School	1158
61	Rock View Elementary School	1153
62	Harmony Hills Elementary School	1152
63	Ronald McNair Elementary School	1150
64	Olney Elementary School	1147
FY 2017		
65	Shady Grove Middle School	1132
66	Capt. James E. Daly Elementary School	1130
67	Goshen Elementary School	1130
68	Forest Knolls Elementary School	1121
69	Rosemary Hills Elementary School	1119
70	North Bethesda Middle School	1116
71	Walt Whitman High School	1108
72	Bethesda Chevy-Chase High School	1106
73	Burning Tree Elementary School	1105
74	Kemp Mill Elementary School	1102
75	James Hubert Blake High School	1102
76	Gaithersburg Elementary School	1094
77	Westland Middle School	1087
78	Flower Valley Elementary School	1084
79	Kingsview Middle School	1083
80	Fairland Elementary School	1080
81	Westover Elementary School	1079
82	Rosemont Elementary School	1076
83	Brooke Grove Elementary School	1075
84	Springbrook High School	1063
85	New Hampshire Est. Elementary School	1062
86	John F. Kennedy High School	1061
87	Greenwood Elementary School	1061
88	Burtonsville Elementary School	1045
89	Dr. Charles R. Drew Elementary School	1039
90	Forest Oak Middle School	1039
91	Sequoia Elementary School	1030
FY 2018		
92	Argyle Middle School	1029
93	Clarksburg Elementary School	1022
94	Judith Resnik Elementary School	1020
95	Thomas W. Pyle Middle School	1013
96	Strawberry Knoll Elementary School	1010

* The raw rating was determined based on an evaluation method using a preset number scale for the assessment of the existing plumbing fixtures, accessories, and room finish materials. The ratings also were based upon visual inspections of the existing materials and fixtures as of August 1, 2009 and conversations with the principal, building services manager, assistant principal, and staff about the existing conditions of the restroom facilities. A total of 110 facilities were assessed and, based on funding, 96 facilities are proposed for renovation in the six year CIP.

Appendix H

Head Start and Prekindergarten Locations: 2013–2014

School	Head Start Sessions	# Head Start Students	Pre-K Sessions	# Pre-K Students	Total Head Start and Pre-K Enrollment
Montgomery College Rockville	1	20			20
Beall Elementary School	1 ^c	16	1	20	36
Bel Pre Elementary School			4	80	80
Bells Mill Elementary School	1	20			20
Broad Acres Elementary School	1	20	3	60	80
Brooke Grove Elementary School			1	20	20
Brookhaven Elementary School			2	40	40
Brown Station Elementary School	1	20	2	40	60
Burnt Mills Elementary School			2	40	40
Rachel Carson Elementary School			2	40	40
Cashell Elementary School			1	20	20
Clearspring Elementary School	1	20			20
Clopper Mill Elementary School	1	20	2	40	60
College Gardens Elementary School	1 ^c	16			16
Capt. James E. Daly Elementary School			2	40	40
Dr. Charles R. Drew Elementary School			3	60	60
East Silver Spring Elementary School	1 ^c	16	2	40	56
Fairland Elementary School			2	40	40
Fields Road Elementary School			1	20	20
Flora M. Singer Elementary School			1	20	20
Flower Hill Elementary School			2	40	40
Forest Knolls Elementary School			2	40	40
Fox Chapel Elementary School			2	40	40
Gaithersburg Elementary School			2	40	40
Galway Elementary School			2	40	40
Georgian Forest Elementary School	1	20	2	40	60
William B. Gibbs, Jr. Elementary School			2	40	40
Glen Haven Elementary School			2	40	40
Glenallan Elementary School	1	20			20
Greencastle Elementary School			2	40	40
Harmony Hills Elementary School	1	20	2	40	60
Highland Elementary School	1	20	2	40	60

Jackson Road Elementary School			2	40	40
Kemp Mill Elementary School	1	20	2	40	60
Lake Seneca Elementary School			1	20	20
Maryvale Elementary School	2 ^a	35	2	40	75
S. Christa McAuliffe Elementary School	1	20			20
Ronald McNair Elementary School			1	20	20
Mill Creek Towne Elementary School			1	20	20
Mont. Knolls Elementary School	1	20	2	40	60
New Hamp. Est. Elementary School	4 ^a	75	2	45	120
Roscoe Nix Elementary School			2	40	40
Oakland Terrace Elementary School			1	20	20
William T. Page Elementary School			2	40	40
Judith A. Resnik Elementary School			2	40	40
Sally K. Ride Elementary School	1 ^c	16	2	40	56
Rock View Elementary School			2	40	40
Rolling Terrace Elementary School	1	20	2	40	60
Rosemary Hills Elementary School			2	40	40
Rosemont Elementary School			2	40	40
Sargent Shriver Elementary School			2	40	40
South Lake Elementary School	1	20	2	40	60
Stedwick Elementary School			2	40	40
Strawberry Knoll Elementary School	1 ^b	14	1	20	34
Summit Hall Elementary School	1	20	2	40	60
Takoma Park Elementary School			2	40	40
Twinbrook Elementary School	1	20	2	40	60
Viers Mill Elementary School	1	20	2	40	60
Wash. Grove Elementary School	1	20	3	60	80
Watkins Mill Elementary School	1	20	1	20	40
Weller Road Elementary School	1	20	2	40	60
Wheaton Woods Elementary School	1	20	2	40	60
Whetstone Elementary School			2	40	40
Total Sessions Served by MCPS	32		108		
Total Enrollment Served by MCPS		608		2,165	2,773

a One session is for 15 three-year-olds

b One session is a four-hour session for 14 students

c One session is a mixed-age class of 3s & 4s

Appendix I

Subdivision Staging Policy FY 2014 School Test: Cluster Utilizations in 2018–2019

Reflect County Council Approved FY 2014 Capital Budget and Amendments to FY 2013–2018 Capital Improvements Program (CIP)

Effective July 1, 2013

Elementary School Test: Percent Utilization >105% School Facility Payment and >120% Moratorium

Cluster Area	Projected August 2018 Enrollment	100% MCPS Program Capacity With CC Approved Amended FY13–18 CIP	Cluster Percent Utilization in 2018	School Test Result Capacity is:	Cluster is?
Bethesda-Chevy Chase	3,561	3,811	93.4%	Adequate	Open
Montgomery Blair	4,364	4,111	106.2%	Inadequate	School Payment
James Hubert Blake	2,664	2,426	109.8%	Inadequate	School Payment
Winston Churchill	2,566	2,943	87.2%	Adequate	Open
Clarksburg	4,011	3,816	105.1%	Inadequate	School Payment
Damascus	2,010	2,151	93.4%	Adequate	Open
Albert Einstein	2,867	2,704	106.0%	Inadequate	School Payment
Gaithersburg	4,280	3,655	117.1%	Inadequate	School Payment
Walter Johnson	4,131	3,946	104.7%	Adequate	Open
John F. Kennedy	2,858	3,005	95.1%	Adequate	Open
Col. Zadok Magruder	2,765	2,544	108.7%	Inadequate	School Payment
Richard Montgomery	2,781	2,977	93.4%	Adequate	Open
Northwest	4,188	4,303	97.3%	Adequate	Open
Northwood	3,546	3,336	106.3%	Inadequate	School Payment
Paint Branch	2,487	2,141	116.2%	Inadequate	School Payment
Poolesville	643	758	84.8%	Adequate	Open
Quince Orchard	3,054	2,785	109.7%	Inadequate	School Payment
Rockville	2,568	2,279	112.7%	Inadequate	School Payment
Seneca Valley	2,359	2,099	112.4%	Inadequate	School Payment
Sherwood	1,973	2,421	81.5%	Adequate	Open
Springbrook	3,268	3,167	103.2%	Adequate	Open
Watkins Mill	2,684	2,717	98.8%	Adequate	Open
Wheaton	3,234	3,276	98.7%	Adequate	Open
Walt Whitman	2,642	2,534	104.3%	Adequate	Open
Thomas S. Wootton	2,781	3,174	87.6%	Adequate	Open
	74,285	73,079			

Middle School Test: Percent Utilization >105% School Facility Payment and >120% Moratorium

Cluster Area	Projected August 2018 Enrollment	100% MCPS Program Capacity With CC Approved Amended FY13–18 CIP	Cluster Percent Utilization in 2018	School Test Result Capacity is:	Cluster is?
Bethesda-Chevy Chase	1,660	2,007	82.7%	Adequate	Open
Montgomery Blair	2,604	2,307	112.9%	Inadequate	School Payment
James Hubert Blake	1,305	1,330	98.1%	Adequate	Open
Winston Churchill	1,444	1,634	88.4%	Adequate	Open
Clarksburg	1,870	2,259	82.8%	Adequate	Open
Damascus	859	834	103.0%	Adequate	Open
Albert Einstein	1,258	1,365	92.2%	Adequate	Open
Gaithersburg	1,895	1,834	103.3%	Adequate	Open
Walter Johnson	2,018	1,810	111.5%	Inadequate	School Payment
John F. Kennedy	1,575	1,502	104.9%	Adequate	Open
Col. Zadok Magruder	1,339	1,582	84.6%	Adequate	Open
Richard Montgomery	1,347	1,445	93.2%	Adequate	Open
Northwest	2,295	2,157	106.4%	Inadequate	School Payment
Northwood	1,676	1,525	109.9%	Inadequate	School Payment
Paint Branch	1,325	1,337	99.1%	Adequate	Open
Poolesville	307	459	66.9%	Adequate	Open
Quince Orchard	1,467	1,648	89.0%	Adequate	Open
Rockville	1,112	936	118.8%	Inadequate	School Payment
Seneca Valley	1,263	1,354	93.3%	Adequate	Open
Sherwood	1,159	1,422	81.5%	Adequate	Open
Springbrook	1,325	1,228	107.9%	Inadequate	School Payment
Watkins Mill	1,323	1,363	97.1%	Adequate	Open
Wheaton	1,690	1,415	119.4%	Inadequate	School Payment
Walt Whitman	1,506	1,271	118.5%	Inadequate	School Payment
Thomas S. Wootton	1,452	1,608	90.3%	Adequate	Open
	37,074	37,632			

High School Test: Percent Utilization >105% School Facility Payment and >120% Moratorium

Cluster Area	Projected August 2018 Enrollment	100% MCPS Program Capacity With CC Approved Amended FY13–18 CIP	Cluster Percent Utilization in 2018	School Test Result Capacity is:	Cluster is?
Bethesda-Chevy Chase*	2,191	1,867	117.4%	Inadequate	School Payment
Montgomery Blair	3,080	2,875	107.1%	Inadequate	School Payment
James Hubert Blake	1,760	1,724	102.1%	Adequate	Open
Winston Churchill	2,000	1,968	101.6%	Adequate	Open
Clarksburg	2,076	1,980	104.8%	Adequate	Open
Damascus	1,314	1,470	89.4%	Adequate	Open
Albert Einstein	1,561	1,615	96.7%	Adequate	Open
Gaithersburg	2,180	2,284	95.4%	Adequate	Open
Walter Johnson	2,467	2,274	108.5%	Inadequate	School Payment
John F. Kennedy	1,838	1,802	102.0%	Adequate	Open
Col. Zadok Magruder	1,640	1,896	86.5%	Adequate	Open
Richard Montgomery	2,377	2,218	107.2%	Inadequate	School Payment
Northwest	2,448	2,151	113.8%	Inadequate	School Payment
Northwood	1,661	1,512	109.9%	Inadequate	School Payment
Paint Branch	1,976	1,993	99.1%	Adequate	Open
Poolesville	1,076	1,152	93.4%	Adequate	Open
Quince Orchard	1,938	1,777	109.1%	Inadequate	School Payment
Rockville	1,479	1,516	97.6%	Adequate	Open
Seneca Valley	1,310	1,995	65.7%	Adequate	Open
Sherwood	1,785	2,013	88.7%	Adequate	Open
Springbrook	1,792	2,073	86.4%	Adequate	Open
Watkins Mill	1,531	1,962	78.0%	Adequate	Open
Wheaton	1,486	1,596	93.1%	Adequate	Open
Walt Whitman	2,098	1,828	114.8%	Inadequate	School Payment
Wootton	2,143	2,127	100.8%	Adequate	Open

* Capacity at Bethesda-Chevy Chase HS includes a "placeholder" capital project of ten classrooms, pending a request for an addition in a future CIP.

Appendix J

Facilities Data and State Rated Capacity School Year 2013–2014

Elementary Schools	Sm. Gr.	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	S	1956	2007	85,469	5	Yes	0	5	21	1	603	434	
2 Ashburton	S	1957	1993	81,438	8.32		0	6	17	7	593	629	
3 Bannockburn	S	1957	1988	54,234	8.34		0	3	13	0	365	365	
4 Lucy V. Barnsley	S	1965	1998	72,024	10		1	3	14	6	468	395	
5 Beall	S	1954	1991	79,477	8.44	Yes	2	5	20	3	640	641	
6 Bel Pre	S	1968		59,031	8.91	Yes	2	6	11	1	435	368	
7 Bells Mill	S	1968	2009	77,244	9.6		1	4	22	2	634	609	
8 Belmont	S	1974		49,279	10.52		0	2	16	1	422	425	
9 Bethesda	R	1952	1999	62,557	8.42		0	3	13	2	385	384	
10 Beverly Farms	S	1965	2012	98,916	5	Yes	0	4	25	2	683	689	
11 Bradley Hills	S	1951	1984	76,745	6.71	Yes	0	4	25	0	663	342	
12 Broad Acres	R	1952	1974	88,922	6.25	Yes	3	6	24	0	744	618	
13 Brooke Grove	S	1990		72,582	10.96		1	2	19	4	541	544	
14 Brookhaven	S	1961	1995	81,320	8.57		1	3	15	6	491	512	
15 Brown Station	G	1969		58,338	9	Yes	2	3	14	4	468	420	
16 Burning Tree	S	1958	1991	68,119	6.78	Yes	0	3	12	5	392	391	
17 Burnt Mills	S	1964	1990	57,318	15.14		1	3	14	1	418	358	
18 Burtonsville	G	1952	1993	71,349	11.92		1	4	19	1	555	455	
19 Candlewood	S	1968		48,543	11.78		0	3	16	0	434	434	
20 Cannon Road	S	1967	2012	83,377	4.4	Yes	0	4	19	5	575	521	
21 Carderock Springs	S	1966	2010	75,351	9		0	2	15	3	419	406	
22 Rachel Carson	G	1990		78,547	12.4		1	7	20	1	644	667	
23 Cashell	S	1969	2009	71,171	10.24		1	2	11	4	357	341	
24 Cedar Grove	G	1960	1987	57,037	10.12		0	4	14	2	430	422	
25 Chevy Chase	S	1936	2000	70,976	3.78		0	0	19	1	447	450	
26 Clarksburg	G	1952	1993	54,983	9.97		0	2	10	3	304	313	
27 Clearspring	S	1988		77,535	10	Yes	1	3	22	5	642	655	
28 Clopper Mill	S	1986		64,851	9	Yes	2	3	14	4	468	416	
29 Cloverly	S	1961	1989	61,991	10	Yes	0	3	14	6	448	454	
30 Cold Spring	S	1972		55,158	12.38		0	2	18	0	458	458	
31 College Gardens	G	1967	2008	96,986	7.94	Yes	1	5	24	2	702	671	
32 Cresthaven	G	1962	2010	76,862	9.81		0	0	19	4	477	493	
33 Capt. James E. Daly	S	1989		78,210	10	Yes	1	4	18	3	552	471	
34 Damascus	S	1934	1980	53,239	9.42		0	2	11	4	337	345	
35 Darnestown	S	1954	1980	64,840	7.21		0	2	18	1	468	264	
36 Diamond	G	1975		64,950	10	Yes	0	5	14	4	472	463	
37 Dr. Charles R. Drew	S	1991		73,975	12		2	3	14	6	488	431	
38 DuFief	S	1975		59,013	10		0	2	14	6	426	405	
39 East Silver Spring	R	1929	1975	88,895	8.43		2	4	19	5	615	558	
40 Fairland	S	1992		92,227	11.79		2	5	25	2	745	650	
41 Fallsmead	S	1974		67,472	8.98	Yes	0	4	21	2	591	597	
42 Farmland	S	1963	2011	89,988	4.75	Yes	0	5	26	2	728	715	
43 Fields Road	G	1973		72,302	10		1	3	16	5	504	485	
44 Flower Hill	S	1985		58,770	10	Yes	1	4	16	2	496	440	
45 Flower Valley	S	1967	1996	61,567	9.28		0	3	15	4	451	429	
46 Forest Knolls	S	1960	1993	89,564	7.77		0	5	22	3	646	506	
47 Fox Chapel	S	1974		85,182	10.34	Yes	1	5	26	0	728	632	
48 Gaithersburg	S	1947	1983	94,468	8.39		1	9	26	4	856	657	
49 Galway	S	1967	2009	103,170	9	Yes	1	6	29	3	849	733	
50 Garrett Park	S	1948	2012	96,348	4.4	Yes	0	6	27	0	753	755	
51 Georgian Forest	S	1961	1995	88,111	10.94	Yes	2	6	22	2	698	304	
52 Germantown	G	1935	1978	57,668	7.75		0	2	10	6	334	316	
53 William B. Gibbs, Jr.	G	2009		88,042	10.75		1	4	24	4	700	734	
54 Glen Haven	R	1950	2004	85,845	10	Yes	1	4	20	5	618	551	
55 Glenallan	S	1966		98,700	12.1		1	7	29	2	861	274	
56 Goshen	S	1988		76,740	10.47		0	5	21	2	613	503	
57 Great Seneca Creek	G	2006		82,511	13.71		0	5	22	3	646	649	
58 Greencastle	S	1988		78,275	18.88		1	5	21	3	643	567	
59 Greenwood	G	1970		64,609	10	Yes	0	3	22	1	582	584	
60 Harmony Hills	S	1957	1999	85,648	10.19	Yes	2	8	25	0	791	671	
61 Highland	S	1950	1989	84,138	11	Yes	2	4	17	1	529	462	
62 Highland View	S	1953	1994	59,213	6.61		0	3	12	1	352	278	
63 Jackson Road	S	1959	1995	91,465	8.76		1	5	24	5	732	661	
64 Jones Lane	S	1987		60,679	12.06		0	3	14	5	438	440	
65 Kemp Mill	S	1960	1996	68,222	10		2	4	16	1	506	442	
66 Kensington-Parkwood	S	1952	2006	77,136	9.86		0	5	14	3	462	471	
67 Lake Seneca	G	1985		58,770	9.35		1	3	14	4	448	371	

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.

Smart Growth (Sm. Gr.): S=Stabilized; R=Revitalization; G=Growth; N=Non Growth

* Schools with a date before 1986 underwent a renovation, not a full revitalization of the facility. Schools that were reopened but not fully revitalized or completely rebuilt will be included in the assessments for future revitalization based on the year the school was originally opened. See Appendix K for more information.

	Elementary Schools	Sm. Gr.	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	Lakewood	G	1968	2003	77,526	13.07		0	4	20	2	568	556
69	Laytonsville	S	1951	1989	64,160	10.43		0	3	16	4	474	465
70	Little Bennett	G	2006		82,511	4.81	Yes	0	7	22	1	670	673
71	Luxmanor	S	1966		61,694	6.5	Yes	0	3	15	2	431	428
72	Thurgood Marshall	S	1993		77,798	12		0	5	15	5	505	535
73	Maryvale	S	1969		92,050	17.67		3	4	20	3	638	570
74	Spark M. Matsunaga	G	2001		90,718	11.8		0	6	22	1	648	651
75	S. Christa McAuliffe	S	1987		77,240	10.59	Yes	1	5	20	2	610	489
76	Ronald McNair	S	1990		78,275	10	Yes	1	6	19	1	599	613
77	Meadow Hall	S	1956	1994	61,964	8.37	Yes	0	3	13	5	415	332
78	Mill Creek Towne	S	1966	2000	67,465	8.38		1	3	10	6	376	333
79	Monocacy	S	1961	1989	42,482	27		0	1	8	1	216	219
80	Montgomery Knolls	S	1952	1989	97,213	10.33		2	7	16	4	602	501
81	New Hampshire Estates	S	1954	1988	73,306	5.42		4	8	14	0	578	444
82	Roscoe R. Nix	G	2006		88,351	7.8	Yes	1	9	16	4	626	480
83	North Chevy Chase	S	1953	1995	48,350	7.94		0	0	11	1	263	220
84	Oak View	S	1949	1985	57,560	11.25		0	0	15	1	355	358
85	Oakland Terrace	S	1950	1993	79,145	9.54	Yes	1	4	18	4	562	496
86	Olney	G	1954	1990	68,755	9.88		0	4	21	1	581	584
87	William T. Page	S	1965	2003	58,726	9.76		1	3	13	1	395	341
88	Pine Crest	S	1941	1992	53,778	5.64	Yes	0	0	16	1	378	381
89	Piney Branch	R	1973		99,706	1.97	Yes	0	0	26	1	608	611
90	Poolesville	S	1960	1978	64,803	12.28		0	3	20	1	536	539
91	Potomac	G	1949	1976	57,713	9.61		0	3	15	1	421	424
92	Judith A. Resnik	S	1991		78,547	12.98		1	4	19	2	565	463
93	Sally K. Ride	S	1994		78,686	13.48		2	4	16	6	556	503
94	Ritchie Park	S	1966	1997	58,500	9.22		0	4	13	0	387	387
95	Rock Creek Forest	S	1950	1971	54,522	7.95		0	3	15	1	421	325
96	Rock Creek Valley	S	1964	2001	76,692	10.44		0	3	15	7	481	383
97	Rock View	S	1955	1999	91,977	7.44		1	5	25	4	745	631
98	Lois P. Rockwell	S	1992		75,520	10.56		0	3	17	4	497	523
99	Rolling Terrace	S	1988		88,835	4.33		2	6	26	1	780	672
100	Rosemary Hills	S	1956	1988	70,541	6.07		1	8	10	4	466	475
101	Rosemont	G	1965	1995	88,764	8.91		1	5	21	4	653	592
102	Sequoayah	S	1990		72,582	10	Yes	0	4	18	3	532	465
103	Seven Locks	S	1964	2012	66,915	9.98		0	3	15	1	421	425
104	Sherwood	S	1977		81,727	10.85		0	4	19	5	575	568
105	Sargent Shriver	S	1954	2006	91,628	9.17		1	7	25	0	749	541
106	Flora M. Singer	S	1950	2012	95,831	12		1	6	24	3	734	652
107	Sligo Creek	S	1934	1999	98,799	5	Yes	0	4	24	3	670	665
108	Somerset	R	1949	2005	80,122	3.71		0	3	19	1	513	515
109	South Lake	S	1972		83,038	10.2		2	6	26	0	770	679
110	Stedwick	S	1974		109,677	10		1	5	23	3	689	614
111	Stone Mill	S	1988		78,617	11.76		0	4	22	5	644	654
112	Stonegate	S	1971		52,468	10.26		0	3	13	3	395	395
113	Strathmore	S	1970		59,497	10.8	Yes	0	0	18	3	444	460
114	Strawberry Knoll	G	1988		78,723	10.82		2	3	15	7	521	433
115	Summit Hall	S	1971		68,059	10.16	Yes	2	4	16	1	506	419
116	Takoma Park	R	1979		85,553	4.7		2	10	22	0	766	586
117	Travilah	G	1960	1992	65,378	9.3		0	2	19	2	501	504
118	Twinbrook	S	1952	1986	79,818	10.45		2	4	20	2	608	538
119	Viers Mill	S	1950	1991	120,572	10.52		2	7	25	4	809	389
120	Washington Grove	G	1956	1984	86,266	10.67		3	4	20	3	638	586
121	Waters Landing	S	1988		77,560	9.99		0	4	20	4	588	482
122	Watkins Mill	S	1970		80,923	10	Yes	2	5	28	3	824	700
123	Wayside	S	1969		77,507	9.26		0	4	24	4	680	670
124	Weller Road	S	1953	1975	121,346	11.1		2	6	28	2	836	527
125	Westbrook	S	1939	1990	91,359	12.46	Yes	0	3	20	3	556	283
126	Westover	S	1964	1998	54,645	7.56		0	2	9	5	301	293
127	Wheaton Woods	S	1952	1976	66,763	8		2	3	13	0	405	334
128	Whetstone	S	1968		96,946	8.82		1	6	27	5	823	724
129	Wood Acres	S	1952	2002	73,138	4.78	Yes	0	5	18	2	544	550
130	Woodfield	S	1962	1985	53,212	10		0	2	17	2	455	459
131	Woodlin	R	1944	1974	60,725	11		0	5	13	5	459	463
132	Wyngate	S	1952	1997	89,104	9.45		0	6	27	0	753	432
Total Elementary Schools					9,950,033	1,259		95	532	2438	360	73278	65296

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.

Smart Growth (Sm. Gr.): S=Stabilized; R=Revitalization; G=Growth; N=Non Growth

* Schools with a date before 1986 underwent a renovation, not a full revitalization of the facility. Schools that were reopened but not fully revitalized or completely rebuilt will be included in the assessments for future revitalization based on the year the school was originally opened. See Appendix K for more information.

Facilities Data and State Rated Capacity School Year 2013–2014

Schools		Sm. Gr.	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	S	1971	1993	120,205	19.9		43	0	914	871
2	John T. Baker	G	1971		120,532	22	Yes	34	3	753	740
3	Benjamin Banneker	G	1974		117,035	20		37	3	816	778
4	Briggs Chaney	S	1991		115,000	29.37		44	2	955	910
5	Cabin John	S	1967	2011	159,514	18.24		52	5	1,155	1,099
6	Roberto Clemente	G	1992		148,246	19.87		56	4	1,230	1,165
7	Eastern	S	1951	1976	152,030	14.51		49	2	1,061	1,003
8	William H. Farquhar	G	1968		116,300	20		42	2	913	881
9	Forest Oak	G	1999		132,259	41.19		45	2	976	910
10	Robert Frost	G	1971		143,757	24.79		51	0	1,084	1,058
11	Gaithersburg	S	1960	1988	157,694	22.82		41	8	951	924
12	Herbert Hoover	S	1966	2013	165,367	19.14		53	3	1,156	978
13	Francis Scott Key	S	1966	2009	147,424	20.58		46	0	978	944
14	Martin Luther King	G	1996		135,867	18.61		43	0	914	888
15	Kingsview	G	1997		140,398	18.45	Yes	49	0	1,041	1,016
16	Lakelands Park	G	2005		153,588	8.11	Yes	53	4	1,166	1,104
17	Col. E. Brooke Lee	S	1966		123,199	16.45	Yes	37	2	806	768
18	A. Mario Loiederman	G	1956	2005	131,746	17.08		43	0	914	871
19	Montgomery Village	S	1968	2003	141,615	15.14		43	3	944	910
20	Neelsville	S	1981		131,432	29.2		45	0	956	905
21	Newport Mill	S	1958	2002	108,240	8.4	Yes	38	3	838	778
22	North Bethesda	G	1955	1999	130,461	19.99		40	2	870	847
23	Parkland	G	1963	2007	151,169	9.18	Yes	44	1	945	906
24	Rosa M. Parks	S	1992		137,469	24.05	Yes	46	0	978	944
25	John Poole	S	1997		85,669	20.51		22	0	468	459
26	Thomas W. Pyle	S	1962	1993	153,824	14.32		61	2	1,316	1,271
27	Redland	S	1971		112,297	20.64	Yes	35	0	744	740
28	Ridgeview	G	1975		139,742	20		48	0	1,020	986
29	Rocky Hill	G	2004		148,065	23.29		46	2	998	935
30	Shady Grove	S	1995	1999	129,206	20		40	2	870	842
31	Silver Spring International	G	1934	1999	152,731	10.64	Yes	53	0	1,126	1,092
32	Sligo	G	1959	1991	149,527	21.74	Yes	44	2	955	903
33	Takoma Park	S	1939	1999	137,348	18.83	Yes	45	0	956	922
34	Tilden	G	1967	1991	135,150	29.8		45	5	1,006	963
35	Julius West	G	1961	1995	147,223	21.31		50	2	1,083	995
36	Westland	G	1951	1997	146,006	25.09		52	0	1,105	1,063
37	White Oak	S	1962	1993	140,990	17.34		46	2	998	945
38	Earle B. Wood	S	1965	2001	152,588	8.5	Yes	44	6	995	936
Total Middle Schools					5,210,913	749.08		1705	72	36,951	35,250
High Schools										(85% + Sp. Ed.)	(X 90%)
1	Bethesda-Chevy Chase	G	1934	2001	308,215	16.36		76	0	1615	1665
2	Montgomery Blair	G	1998		386,567	30.15	Yes	133	0	2826	2876
3	James H. Blake	G	1998		297,125	91.09		77	2	1656	1724
4	Winston Churchill	G	1964	2001	322,078	30.28		87	7	1919	1968
5	Clarksburg	G	1995	2006	309,216	62.73		72	3	1560	1575
6	Damascus	G	1950	1978	235,986	32.65		67	6	1484	1470
7	Albert Einstein	G	1962	1997	276,462	26.67	Yes	71	9	1599	1615
8	Gaithersburg	G	1951	2013	427,048	40.48		102	14	2308	1992
9	Walter Johnson	G	1956	2009	365,138	30.86		104	3	2240	2274
10	John F. Kennedy	G	1964	1999	280,048	29.14		82	4	1783	1802
11	Col. Zadok Magruder	G	1970		295,478	30		89	2	1911	1896
12	Richard Montgomery	G	1942	2007	311,500	29.05		99	3	2134	2219
13	Northwest	G	1998		340,867	34.56	Yes	98	4	2123	2151
14	Northwood	G	1956	2004	253,488	29.56		70	3	1518	1512
15	Paint Branch	G	1969	2012	347,169	45.96		89	5	1941	1994
16	Poolesville	S	1953	1978	165,056	37.2		52	0	1105	1152
17	Quince Orchard	G	1988		284,912	30.11		83	3	1794	1777
18	Rockville	G	1968	2004	316,973	30.32		67	11	1534	1517
19	Seneca Valley	G	1974		251,278	29.37		61	5	1346	1298
20	Sherwood	G	1950	1991	333,154	49.33		95	5	2069	2013
21	Springbrook	S	1960	1994	305,006	25.13	Yes	96	5	2090	2073
22	Watkins Mill	G	1989		301,579	50.99	Yes	86	3	1858	1895
23	Wheaton	G	1954	1983	258,117	28.23		59	6	1314	1258
24	Walt Whitman	S	1962	1992	261,295	30.67	Yes	83	5	1814	1828
25	Thomas S. Wootton	G	1970		295,620	27.37		95	4	2059	2127
Total High Schools					7,529,375	898.26		2093	112	45,596	45,671
Total Secondary Schools					12,740,288	1647.3		3798	184	82,548	80,921

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.

Smart Growth (Sm. Gr.): S = Stabilized; R= Revitalization; G= Growth; N= Non Growth

* Schools with a date before 1986 underwent a renovation, not a full revitalization of the facility. Schools that were reopened but not fully revitalized or completely rebuilt, will be included in the assessments for future revitalization/expansion based on the year the school was originally opened. See Appendix K for more information.

Appendix K

Schools Reopened and Extent of Improvements Made When Reopened

School	Year Facility Originally Opened	Year Facility Closed	Year Facility Improvement	Year Fully Revitalized* 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
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 Spring International (part of former Blair HS)	1935	1998	1999	
Tilden (Tilden MS relocated to former Woodward HS)	1967	1986	1991	2019 scheduled @ Tilden Lane
High Schools				
Clarksburg (originally opened as Rocky Hill MS)	1995	2004		2006 expanded to HS
Northwood	1956	1985	2004	

Notes: Revitalization/Expansion projects were formerly known as Modernizations. Schools that were reopened, but were not fully revitalized are included in the FY 2011 FACT assessment of schools. Northwood HS is the only high school that has not been revitalized. It is on the queue for high school revitalizations/expansions. See Appendix E.

Appendix L

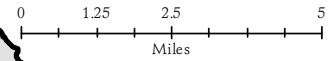
Former Operating Schools and Current Status October 28, 2013

NAME	ADDRESS	CLUSTER	CURRENT USE	SITE	ROOMS	SF
BOARD OF EDUCATION OWNED FACILITIES						
Concord School	7210 Hidden Creek Road	Whitman	Central Records	3.45	12	26,444
Emory Grove Center	18100 Washington Grove Lane	Magruder	Holding School	10.17	19	49,858
Fairland Center	13313 Old Columbia Pike	Paint Branch	Holding School	9.21	26	45,082
Grosvenor Center	5701 Grosvenor Lane	W. Johnson	Holding School	10.21	18	36,770
Lynnbrook Center	8001 Lynnbrook Drive	B-CC	Physical Disabilities program office; InterACT	4.21	15	35,000
Montrose ES	12301 Academy Way	Johnson	Leased to two private schools	7.50	16	34,243
North Lake Center	15101 Bauer Drive	Rockville	Holding School	9.66	22	40,378
Radnor Center	7000 Radnor Road	Whitman	Holding School	9.03	20	36,663
Rocking Horse Road ES	4910 Macon Road	Wheaton	ESOL; Head Start; Title I; International Student Admiss.	18.70	28	57,639
Rollingwood ES	3200 Woodbine Street	B-CC	Leased to private school	4.07	12	26,624
Spring Mill Center	11721 Kemp Mill Road	Kennedy	Consortia offices; Special Education offices	7.69	14	29,300
Taylor ES	19501 White Ground Road	Poolesville	Science Materials Center	11.47	8	20,827
Tilden Center	6300 Tilden Lane	W. Johnson	Holding School	19.70	39	119,516
Tuckerman ES	8224 Lochinver Lane	Churchill	Leased to private school	9.13	24	47,965
MONTGOMERY COUNTY OWNED FACILITIES						
Alta Vista ES	5615 Beech Avenue	W. Johnson	Leased to private school	3.53	12	15,000
Aspen Hill ES	4915 Aspen Hill Road	Rockville	Leased to private school	6.00	24	50,000
Ayrlawn ES	5650 Oakmont Avenue	W. Johnson	Leased to YMCA	3.08	11	28,000
Clara Barton ES	7425 MacArthur Boulevard	Whitman	Child Care; County Recreation	4.00	12	26,084
Brookmont ES	4800 Sangamore Road	Whitman	Leased to private school	5.65	22	36,000
Broome JHS	751 Twinbrook Parkway	Rockville	Various county users	19.49	45	135,210
Bushey Drive ES	12210 Bushey Drive	Wheaton	County Recreation Office	6.07	NA	32,675
Colesville ES	14015 New Hampshire Avenue	Springbrook	Community services	11.11	14	25,174
Congressional ES	1801 E. Jefferson Street	W. Johnson	Elderly services	9.91	12	26,206
Dennis Avenue ES	2000 Dennis Avenue	Einstein	MC Health Services	6.97	12	26,790
English Manor ES	4511 Bestor Drive	Rockville	Leased to private school	8.25	28	50,000
Fernwood ES	6801 Greentree Road	Whitman	Leased to private school	6.15	18	32,000
Forest Grove ES	9805 Dameron Drive	Einstein	Leased to Holy Cross Hospital	6.17	24	38,000
Four Corners ES	325 W. University Boulevard	Blair	Elderly services	5.66	9	18,600
Georgetown Hill ES	11614 Seven Locks Road	Churchill	Leased to private school	10.35	28	50,000
Hilldale ES	10501 New Hampshire Avenue	Springbrook	Handicapped services	6.81	17	36,000
Holiday Park ES	3930 Ferrara Drive	Wheaton	Elderly services	5.62	25	48,595
Hungerford Park ES	332 W. Edmonston Drive	R. Montgomery	Family resources; child services	11.06	26	34,511
Kensington ES	10400 Detrick Avenue	W. Johnson	HOC Offices	4.54	19	45,206
Lake Normandy ES	11315 Falls Road	Churchill	Recreation Center	10.59	22	40,203
Lone Oak ES	1010 Grandin Avenue	Rockville	CHI Centers, Inc./Elderly day care	7.09	28	40,000
Macdonald Knolls ES	10611 Tenbrook Drive	Einstein	Handicapped services; child care	8.06	15	28,000
Montgomery Hills JHS	2010 Linden Lane	Einstein	Leased to private school	8.67	44	130,000
Parkside ES	9500 Brunett Avenue	Blair	M-NCCPC Parks Offices	11.61	NA	26,369
Pleasant View ES	3015 Upton Drive	Einstein	Single-parent housing; charter school	6.22	0	NA
Randolph JHS	11710 Hunters Lane	Wheaton	Leased to private school	8.07	40	110,000
Saddlebrook ES	12751 Layhill Road	Kennedy	Park Police Headquarters	10.59	29	42,274
Sandy Spring ES	13025 Brooke Road	Sherwood	Community Center	8.39	NA	NA
Woodside ES	8818 Georgia Avenue	Einstein	Silver Spring Health Center	2.70	23	36,614
MARYLAND-NATIONAL CAPITAL PARK AND PLANNING COMMISSION OWNED FACILITIES						
Concord School	7210 Hidden Creek Road	Whitman	Recreation fields	5.40	NA	NA
Kensington JHS	3701 Saul Road	B-CC	Bldg razed; local park	13.38	NA	NA
Leland JHS	4300 Elm Street	B-CC	Bldg. razed; Community Center, park	3.71	NA	NA
Lynnbrook ES (partial site)	8001 Lynnbrook Drive	B-CC	Park	5.83	NA	NA
CITY OF ROCKVILLE OWNED FACILITIES						
Woodley Gardens ES	1150 Carnation Drive	R. Montgomery	Senior Center	9.64	16	31,767

Closed Schools

123 Closed School

— Cluster Boundary



ID	Name	ID	Name
205	Lone Oak ES	758	Parkside ES
213	Edwin W Broome MS	759	Montgomery Hills JHS
214	Hungerford Park ES	760	Kensington JHS
217	Randolph JHS	763	Four Corners ES
218	Congressional ES	765	Pleasant View ES
221	Georgetown Hill ES	768	Forest Grove ES
224	Woodley Gardens ES	785	Rocking Horse Rd ES
225	Montrose ES	793	Macdonald Knolls ES
231	Lake Normandy ES	801	Aspen Hill ES
301	Colesville ES	802	Dennis Avenue ES
306	Hillandale ES	804	Holiday Park ES
402	Clara Barton	813	Bushey Drive ES
404	Leland Center	814	English Manor ES
407	Alta Vista ES	816	Spring Mill Center
409	Lynnbrook Center	821	Saddlebrook ES
411	Rollingwood ES	6001	Taylor ES
414	Brookmont ES	7000	Sandy Spring ES
421	Ayrlawn ES	7001	Radnor Center
430	Fernwood ES	7002	Grosvenor Center
432	Concord School	7003	North Lake Center
605	Tuckerman ES	7004	Tilden Center
751	Kensington ES	7005	Fairland Center
752	Woodside ES	7006	Emory Grove Center

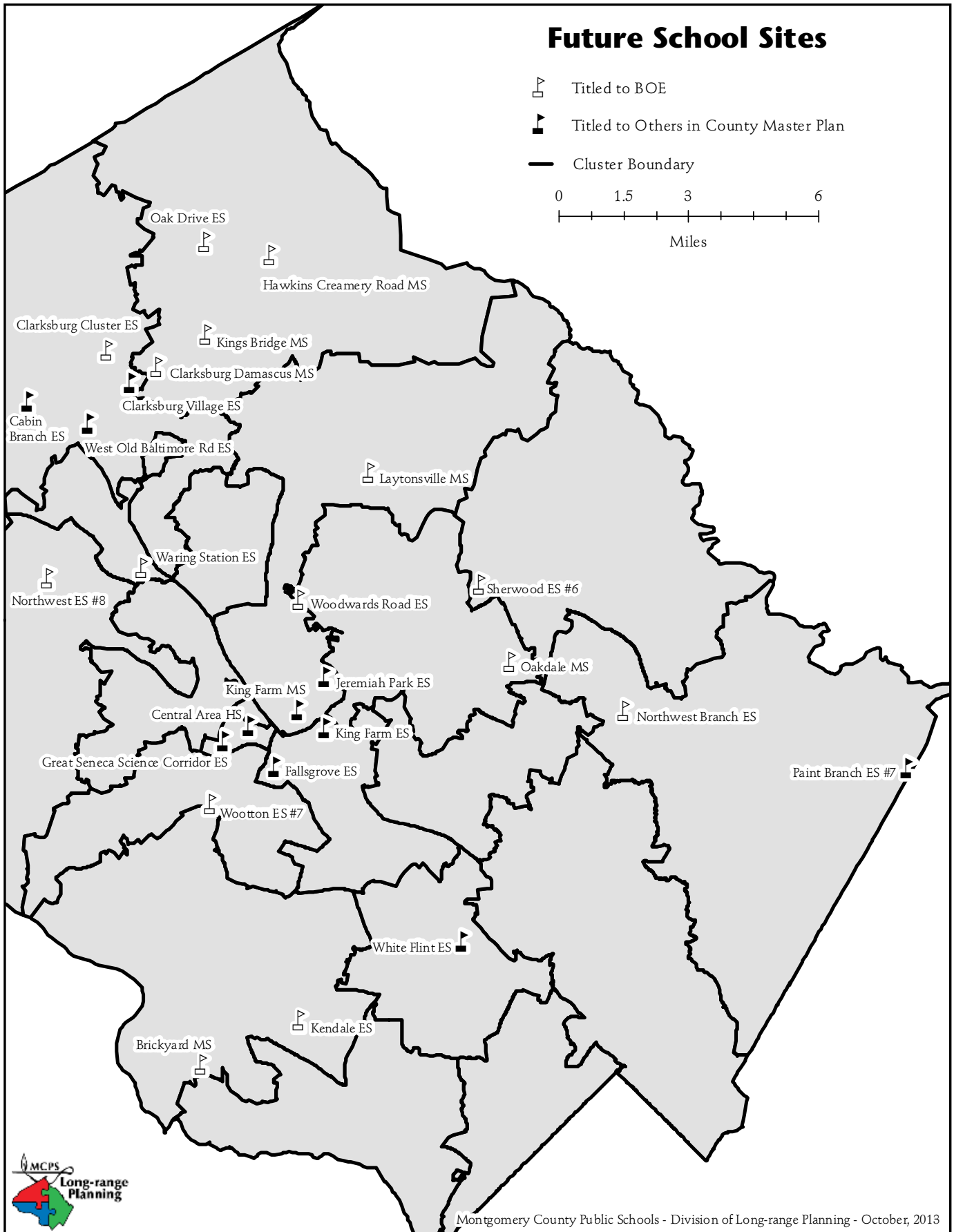


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Future School Sites

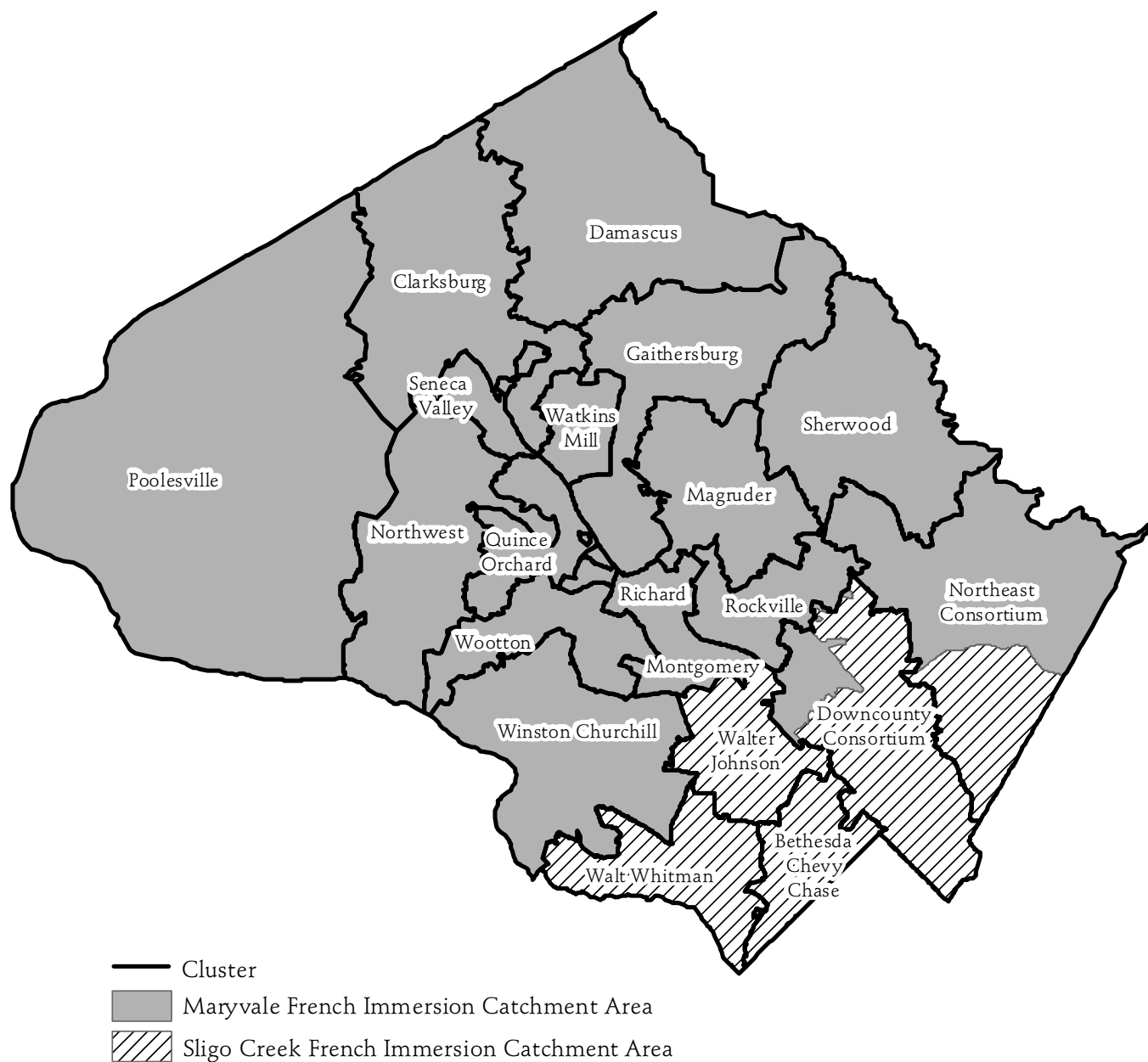
October 28, 2013

Name	Tax Grid	Address	Cluster	Acreage
Board of Education Owned Sites				
Brickyard MS	FN33	Brickyard Road	Churchill	20.00
Clarksburg Cluster ES	EW51	Blue Sky Drive	Clarksburg	9.29
Clarksburg/Damascus MS #2	FW21	Route 27 & Skylark Road	Damascus	22.00
Hawkins Creamery Road ES	FX51	Hawkins Creamery Road	Damascus	13.51
Kendale ES	GP12	Kendale Road	Churchill	10.54
Kings Bridge MS	FW32	Founders Way	Damascus	30.33
Laytonsville MS	GU33	Warfield Road	Gaithersburg	22.74
Northwest ES #8	ET23	Schaeffer Road	Germantown	12.70
Northwest Branch ES	JS12	Layhill Road	Northeast Consortium	11.41
Oak Drive ES	FX31	Oak Drive	Damascus	12.99
Oakdale MS	HT31	Cashell Road	Magruder	18.49
Sherwood ES #6	HT23	Wickham Road	Sherwood	17.00
Waring Station ES	EU61	Waring Station Road	Seneca Valley	9.99
Woodwards Road ES	FT63	Emory Grove Road	Magruder	11.05
Wootton ES # 7	FR32	Cavanaugh Drive	Wootton	12.10
Master Planned School Sites Titled to Others as Shown in County Master Plan				
Cabin Branch ES	EV23	Clarksburg Road	Clarksburg	TBD
Central Area HS (Crown Farm)	FS-52	Fields Road	Gaithersburg	32.1
Clarksburg Village ES (2)	EV63	Newcut Road	Clarksburg	9.76
Fallsgrove ES	FR53	Fallsgrove Road	Richard Montgomery	TBD
Great Seneca Science Corridor ES	FR43	Great Seneca Hwy. and Key West Ave.	Wootton	TBD
Jeremiah Park ES	GS23	SE Shady Grove Road and Crabbs Branch Way	Gaithersburg	TBD
King Farm ES	GS11	Watkins Pond Road	Richard Montgomery	TBD
King Farm MS	GS12	Piccard Drive	Gaithersburg	TBD
Paint Branch ES #7	LS21	Saddle Creek Drive	Paint Branch	TBD
West Old Baltimore Road ES	EV42	West Old Baltimore Road	Clarksburg	9.30
White Flint ES	HQ11	South side of current White Flint Mall property	Walter Johnson	TBD



Appendix M

French Immersion Catchment Areas

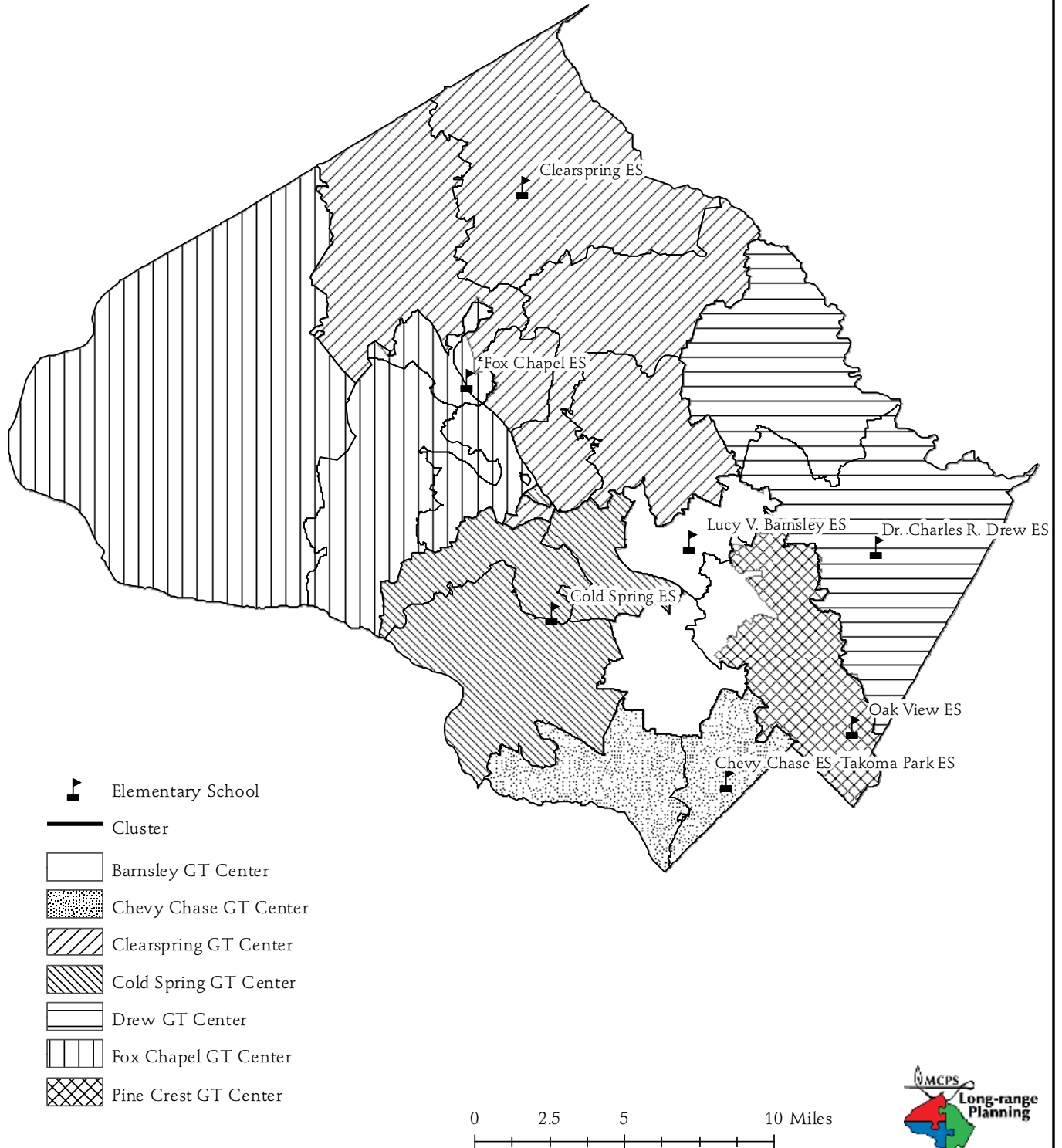


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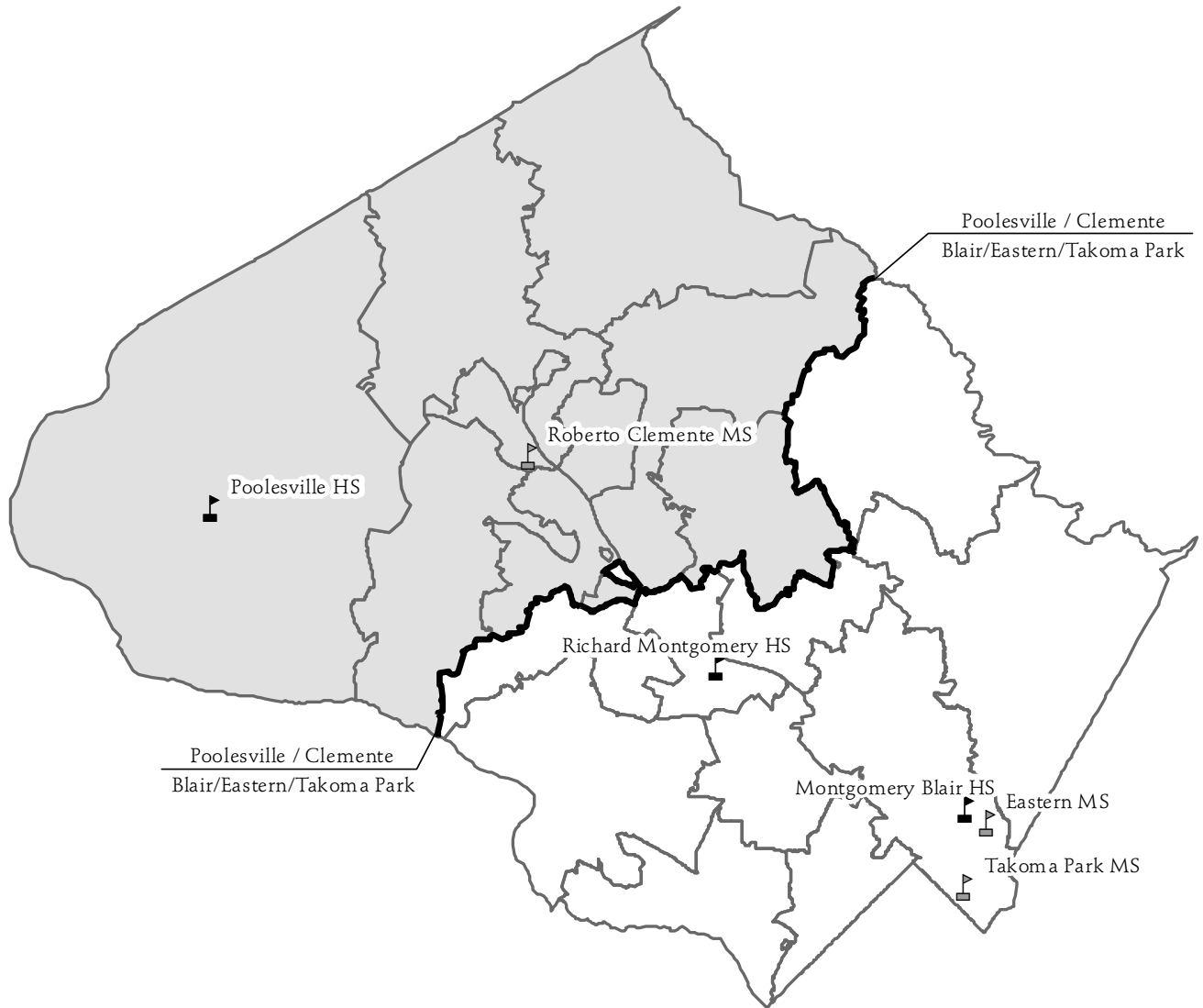
Montgomery County Public Schools - Division of Long-range Planning - October, 2013




Highly Gifted Catchment Areas



Montgomery County Public Schools - Division of Long-range Planning - October, 2013

Secondary Magnet School Catchment Areas



-  Middle School
-  High School
-  Secondary Magnet School Catchment Boundary

0 2.5 5 10 Miles



Montgomery County Public Schools - Division of Long-range Planning - October, 2013

Appendix N

School/Program Sites and Political Districts

School	Board of Education District	Councilmanic District	Legislative District	School	Board of Education District	Councilmanic District	Legislative District
Elementary Schools				Elementary Schools			
Arcola	4	4	18	Lake Seneca	1	2	15
Ashburton	3	1	16	Lakewood	2	3	17
Bannockburn	3	1	16	Laytonsville	1	4	14
Lucy V. Barnsley	5	3	19	Little Bennett	1	2	15
Beall	2	3	17	Luxmanor	3	1	16
Bel Pre	4	4	19	Thurgood Marshall	2	3	39
Bells Mill	3	1	15	Maryvale	5	3	17
Belmont	5	4	14	Spark M. Matsunaga	2	2	15
Bethesda	3	1	16	S. Christa McAuliffe	1	2	39
Beverly Farms	3	1	15	Ronald McNair	2	2	15
Bradley Hills	3	1	16	Meadow Hall	5	3	17
Broad Acres	5	5	20	Mill Creek Towne	1	4	39
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
Burtonsville	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	19
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	15
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	Sequoyah	5	4	19
Dr. Charles R. Drew	5	5	14	Seven Locks	3	1	15
DuFief	2	2	39	Sherwood	5	4	14
East Silver Spring	4	5	20	Sargent Shriver	4	4	18
Fairland	5	5	14	Flora M. Singer	4	5	18
Fallsmead	2	3	17	Sligo Creek	4	5	20
Farmland	3	1	16	Somerset	3	1	16
Fields Road	2	3	17	South Lake	1	2	39
Flower Hill	1	4	39	Stedwick	1	2	39
Flower Valley	5	3	19	Stone Mill	2	3	15
Forest Knolls	4	5	19	Stonegate	5	4	14
Fox Chapel	1	2	39	Strathmore	4	4	19
Gaithersburg	1	3	17	Strawberry Knoll	1	2	39
Galway	5	5	14	Summit Hall	2	3	17
Garrett Park	3	1	16	Takoma Park	4	5	20
Georgian Forest	4	4	19	Travilah	2	2	15
Germantown	2	2	15	Twinbrook	2	3	17
William B. Gibbs Jr.	1	2	15	Viers Mill	4	4	18
Glen Haven	4	4	18	Washington Grove	2	3	39
Glenallan	4	4	19	Waters Landing	1	2	15
Goshen	1	2	14	Watkins Mill	1	2	39
Great Seneca Creek	2	2	39	Wayside	3	1	15
Greencastle	5	5	14	Weller Road	4	4	19
Greenwood	5	4	14	Westbrook	3	1	16
Harmony Hills	4	4	19	Westover	5	4	14
Highland	4	4	18	Wheaton Woods	4	4	19
Highland View	4	5	20	Whetstone	1	2	39
Jackson Road	5	5	20	Wood Acres	3	1	16
Jones Lane	2	2	15	Woodfield	1	2	14
Kemp Mill	4	4	19	Woodlin	4	5	18
Kensington-Parkwood ES	3	1	18	Wyngate	3	1	16

School	Board of Education District	Councilmanic District	Legislative District	School	Board of Education District	Councilmanic District	Legislative District
Middle Schools				High Schools			
Argyle	4	4	19	Bethesda-Chevy Chase	3	1	18
John T Baker	1	2	14	Montgomery Blair	4	5	20
Benjamin Banneker	5	5	14	James Blake	5	4	14
Briggs Chaney	5	5	14	Winston Churchill	3	1	15
Cabin John	3	1	15	Clarksburg	1	2	15
Roberto Clemente	1	2	39	Damascus	1	2	14
Eastern	4	5	20	Albert Einstein	4	4	18
William H. Farquhar	5	4	14	Gaithersburg	2	3	17
Forest Oak	1	3	17	Walter Johnson	3	1	16
Robert Frost	2	3	17	John F. Kennedy	4	4	19
Gaithersburg	1	3	17	Col. Zadok Magruder	5	4	19
Herbert Hoover	3	1	15	Richard Montgomery	2	3	17
Francis Scott Key	5	5	20	Northwest	2	2	15
Martin Luther King, Jr	1	2	15	Northwood	4	5	19
Kingsview	2	2	15	Paint Branch	5	5	14
Lakelands Park	2	3	17	Poolesville	1	1	15
Col. E. Brooke Lee	4	4	19	Quince Orchard	2	2	39
A. Mario Loiederman	4	4	19	Rockville	5	3	17
Montgomery Village	1	2	39	Seneca Valley	1	2	39
Neelsville	1	2	39	Sherwood	5	4	14
Newport Mill	4	4	18	Springbrook	5	4	20
North Bethesda	3	1	16	Watkins Mill	1	2	39
Parkland	4	3	19	Wheaton	4	4	18
Rosa Parks	5	4	14	Walt Whitman	3	1	16
John Poole	1	1	15	Thomas S. Wootton	2	3	17
Thomas W. Pyle	3	1	16	Technical Career High School			
Redland	5	4	19	Thomas Edison HS of Tech.	4	4	18
Ridgeview	2	3	39	Environmental Educational Center			
Rocky Hill	1	2	15	Lathrop E. Smith	5	3	19
Shady Grove	2	3	39	Special Schools And Alternative Programs			
Silver Spring International	4	5	20	Blair G. Ewing Center*	5	3	17
Sligo	4	4	18	Carl Sandburg Learning Center	5	3	17
Takoma Park	4	5	20	Emory Grove Center/Program	1	4	39
Tilden	3	1	16	Fleet Street Program	5	3	17
Julius West	2	3	17	Glenmont Program	3	1	16
Westland	3	1	16	Hadley Farms Program	1	4	39
White Oak	5	5	20	Longview School	2	2	15
Earle B. Wood	5	3	19	Phoenix at Needwood	5	3	17
				Randolph Academy	5	3	17
				RICA	2	3	17
				Rock Terrace School	2	3	17
				Stephen Knolls School	4	4	18

*Blair G. Ewing Center contains Fleet Street Program, Needwood Academy, Phoenix at Needwood, and Randolph Academy.

Political Districts

Board of Education

District	Name
1	Judith Docca
2	Rebecca Smondrowski
3	Patricia O'Neill
4	Christopher S. Barclay
5	Michael A. Durso
At-large	Philip Kauffman
At-large	Shirley Brandman
Student	Justin Kim

County Council

District	Name
1	Roger Berliner
2	Craig Rice
3	Phil Andrews
4	Nancy Navarro
5	Valerie Ervin
At-large	Marc Elrich
At-large	Nancy Floreen
At-large	George Leventhal
At-large	Hans Riemer

General Assembly

Legislative District 14	
Senator	Karen S. Montgomery
Delegate	Anne R. Kaiser
Delegate	Eric G. Luedtke
Delegate	Craig J. Zucker

Legislative District 15	
Senator	Robert J. Garagiola
Delegate	Kathleen M. Dumais
Delegate	Brian J. Feldman
Delegate	Aruna Miller

Legislative District 16	
Senator	Brian E. Frosh
Delegate	C. William Frick
Delegate	Ariana B. Kelly
Delegate	Susan C. Lee

Legislative District 17	
Senator	Jennie M. Forehand
Delegate	Kumar P. Barve
Delegate	James W. Gilchrist
Delegate	Luiz R. S. Simmons

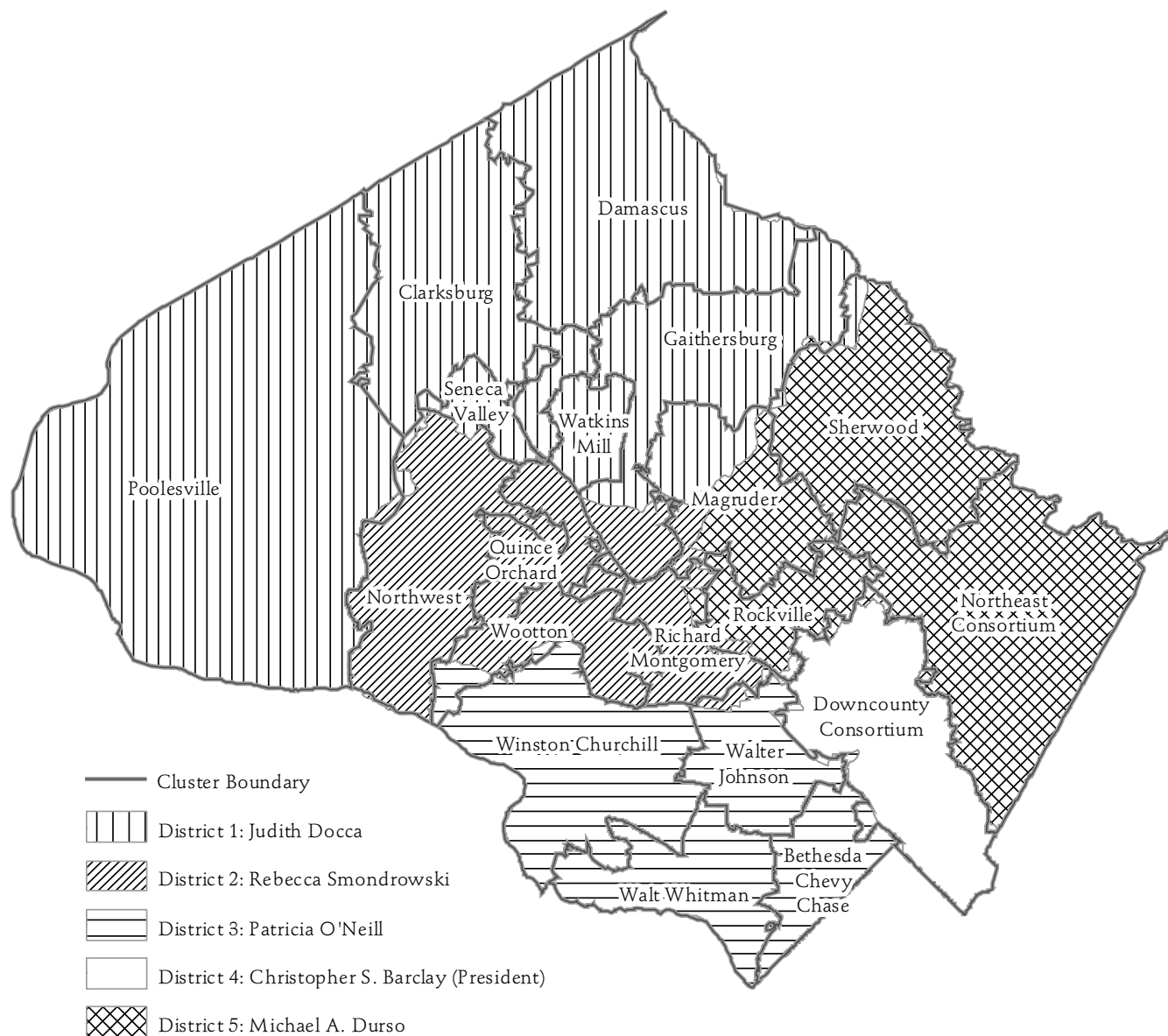
Legislative District 18	
Senator	Richard S. Madaleno, Jr.
Delegate	Alfred C. Carr, Jr.
Delegate	Ana Sol Gutierrez
Delegate	Jeffrey D. Waldstreicher

Legislative District 19	
Senator	Roger Manno
Delegate	Sam Arora
Delegate	Bonnie L. Cullison
Delegate	Benjamin F. Kramer

Legislative District 20	
Senator	Jamie B. (Jamie) Raskin
Delegate	Sheila E. Hixson
Delegate	Tom Hucker
Delegate	Heather R. Mizeur

Legislative District 39	
Senator	Nancy J. King
Delegate	Charles E. Barkley
Delegate	Kirill Reznik
Delegate	A. Shane Robinson

Board of Education Districts



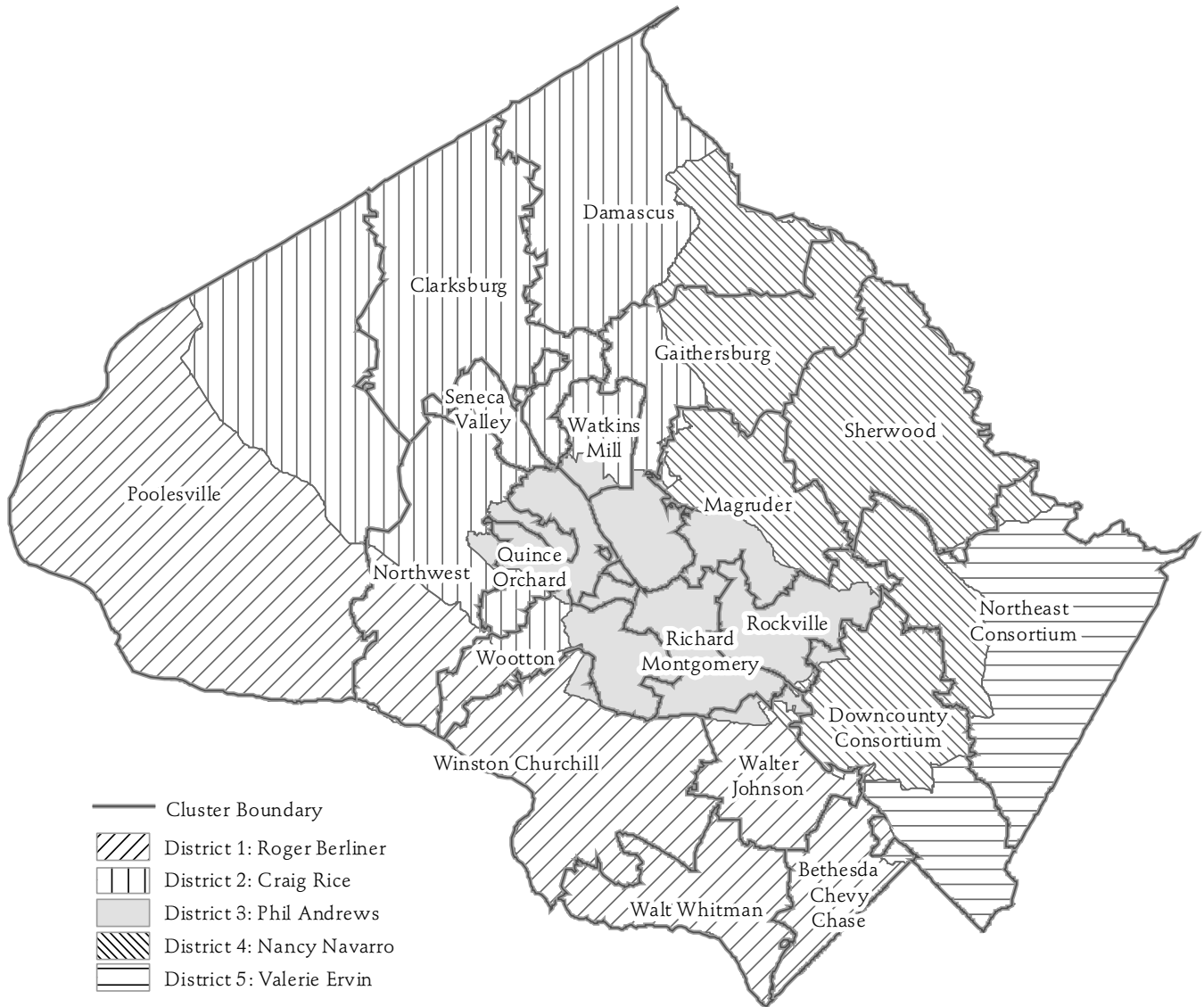
BOE Members at Large:
 Shirley Brandman
 Philip Kauffman (Vice President)
 BOE Student Member:
 Justin Kim

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 Miles



Montgomery County Public Schools - Division of Long-range Planning - October, 2013

Councilmanic Districts



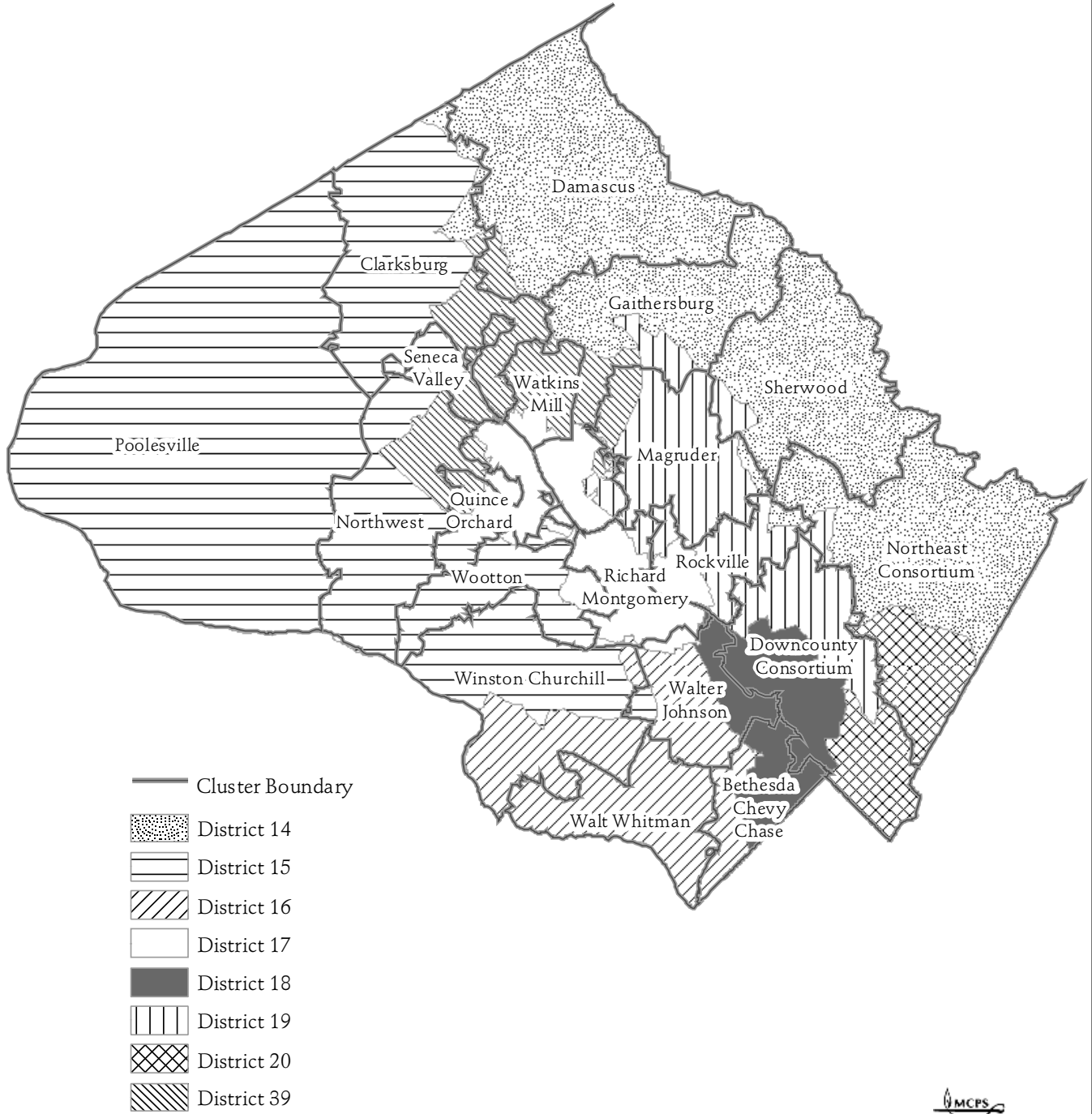
Councilmanic Members at Large:
 Marc Elnich
 Nancy Floreen
 George Leventhal
 Hans Riemer

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 Miles



Montgomery County Public Schools - Division of Long-range Planning - October, 2013

Legislative Districts



Appendix O

Priority Funding Areas

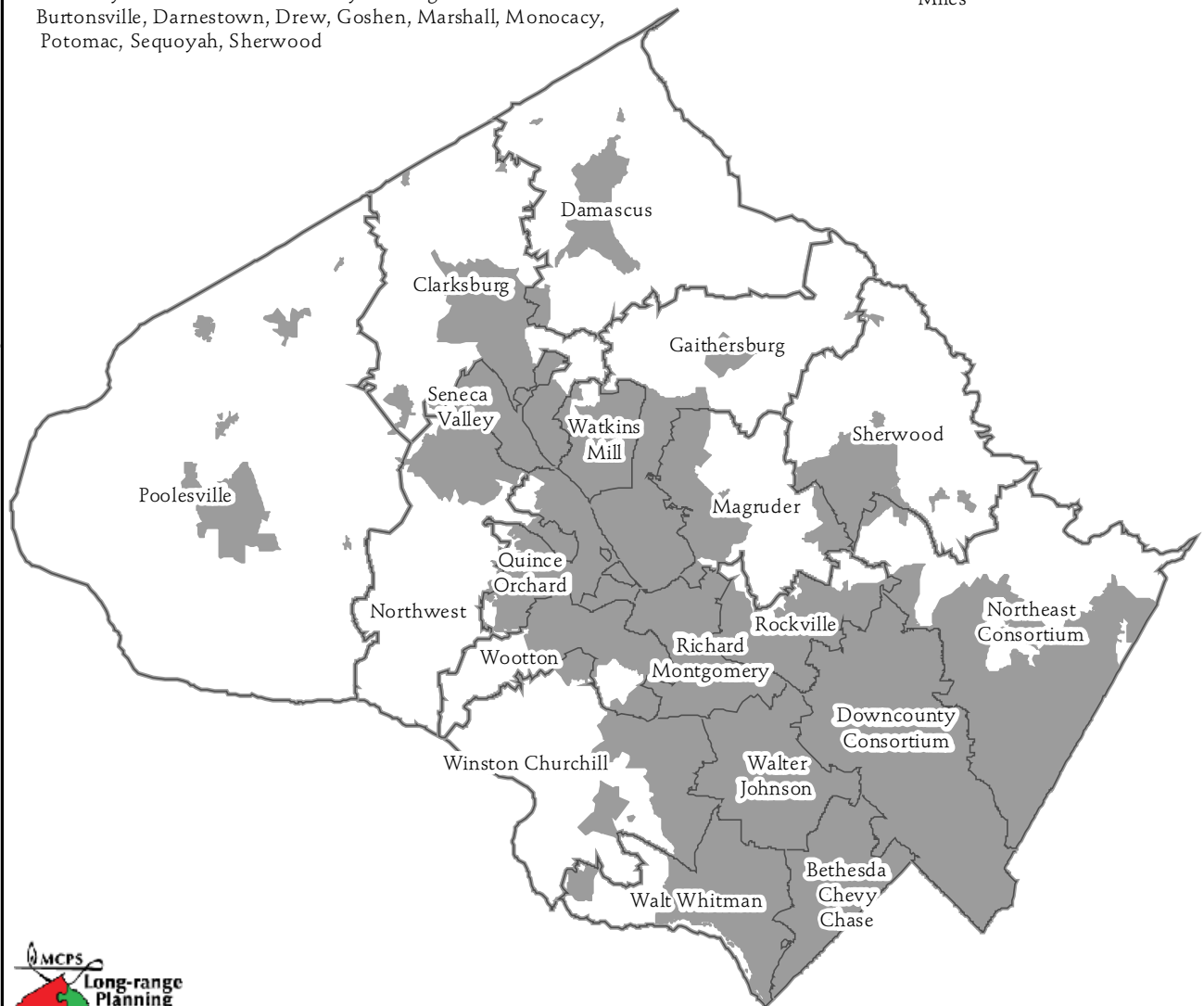
Priority Funding Areas are locations where the state and local governments want to target their efforts to encourage and support economic development and new growth. The following areas qualify as Priority Funding Areas: every municipality, as they existed in 1997; areas inside the Washington Beltway; 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 in a Priority Funding Area:
Blake, Magruder, Sherwood
- Middle Schools NOT in a Priority Funding Area:
Briggs Chaney, Farquhar, Redland, Rosa Parks
- Elementary Schools NOT in a Priority Funding Area:
Burtonsville, Darnestown, Drew, Goshen, Marshall, Monocacy, Potomac, Sequoyah, Sherwood

— Cluster Boundary
■ Priority Funding

0 2.5 5 10
Miles



Montgomery County Public Schools - Division of Long-range Planning - October, 2013

Appendix P-1

MCPS Role in County Land Use Planning, Zoning, Subdivision Review, and Growth 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 Montgomery County Planning Department staff and developers to ensure changes in land use are incorporated in 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

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 County Growth Policy. In regard to the school test of the Growth Policy, one of three conditions may exist when reviewing residential subdivisions:

- First, there may be adequate capacity in the school cluster serving the property. In this case there are no conditions on subdivision approval related to schools.
- Second, schools in the cluster serving the property may be overutilized and require that a school facility payment be collected as a condition of subdivision approval. This payment is collected when building permits are issued for the subdivision. These payments are reserved for school capacity projects in the cluster where they are collected.
- Third, schools serving the property may be so overutilized that residential subdivisions may not be approved until capacity is adequate (through a future capital project or a decline in enrollment).

The thresholds for the second and third conditions are outlined below in the discussion of the County 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 P-2 describes how enrollment projections are developed.

County Subdivision Staging Policy

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 50-35 (k).) 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 originally was known as the County Growth Policy. More recently the name of the policy was changed to better reflect its purpose. The policy is now called the Subdivision Staging Policy. The APFO and Subdivision Staging Policy have nothing to do with the location, amount, type, or mix of development. These determinations occur in the master planning and zoning processes. The role of the Subdivision Staging Policy is the staging of 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. If school utilizations

exceed certain thresholds, action on subdivision applications are prescribed. 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 between 105 and 120 percent of MCPS program are required to make a facility payment to obtain approval. This payment is calculated at 60 percent of the marginal cost of the students generated by the subdivision on school construction costs.
- Subdivision applications in clusters with enrollment levels above 120 percent may not be approved until the utilization level falls below 120 percent. The results of the school test for FY 2013 are shown in Appendix I. This test reflects enrollment projections developed in the fall 2011 and approved school capacity projects in the County Council adopted FY 2013 Capital Budget and FY 2013–2018 Capital Improvements Program.
- In the case of clusters that exceed the 120 percent threshold, the County Council may include a “placeholder” capital project in the adopted CIP to avoid moratorium. The placeholder includes funds that will bring the cluster just below the 120 percent threshold. In the following CIP cycle, the Board of Education supersedes the “placeholder” capital project with a request that will bring the utilization of the cluster below 100 percent.

Appendix P-2

MCPS Enrollment Forecasting

The prediction of school enrollment involves the consideration of a wide range of factors. The demographic 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 projection's geographic scope 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. Analysis of this history uncovers patterns in the aging of students from one grade to the next. Extrapolating these patterns enables the forecast for each school to be developed. This approach, termed the cohort-survivorship method, is the most widely accepted and applied school enrollment forecasting method.

MCPS projections, prepared in the fall of every year, extend through the upcoming six years for all schools, and for the tenth and fifteenth years in the future for secondary schools. The actual September enrollment at each school is used as the basis from which projections are developed. The cohort-survivorship method "ages" the student population ahead through the grade levels at each school to the desired forecast years. For each school in the system and for the entire system, calculations of the net change in grade level enrollments as students transition from one grade to the next are developed. These enrollment change amounts are applied to current grade enrollments in order to project future enrollment in the grades system wide and at individual schools. For example, system wide, and at many schools, the number of Grade 1 students typically exceeds the number of kindergarteners the previous year. This example is usually the result of parents choosing private kindergarten for their children, and then enrolling them in public schools beginning in Grade 1. (This is less of a factor now that MCPS offers full-day kindergarten at all elementary schools and the share of county students in public schools, compared to nonpublic schools, increases.) Similar trends in the amount of "grade change" are discernible for each grade system wide, and at individual schools. Each school is unique, and projections must be sensitive to population dynamics in

the communities served by the school, and the specific trends in the cohort movements through the grades.

Migration to Montgomery County by families with preschool and school-age children has yielded substantial numbers of new students. This source of enrollment growth was especially significant in the 1980s and 1990s, when a large number of new subdivisions were being built and turnover of homes in older communities hit record levels. Though the county's draw of migrating households is now more moderate, migration continues to be a key factor that is incorporated into enrollment forecasts. Forecasters add these new students by tracking enrollment changes in schools and by tracking residential building plans, construction, and sales activity in developing areas of the county. Estimates of student yield from subdivisions are applied to the forecast for the school serving the development after the projected building schedule is considered. Recently, MCPS has received more students from county private schools and fewer students have left the county to attend school in other jurisdictions. These trends have led to marked increases in enrollment despite the poor economy.

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 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 is made, to the time of spring revision. In areas of the county that are developing, an assessment of the rate of housing construction is made. Also, in some cases administrative or Board of Education actions, such as a change in a school service area, may affect enrollment.

The most difficult component of the enrollment forecast is predicting kindergarten enrollment. To develop forecasts for kindergarten, an annual review of resident birth records compiled by the Maryland Center for Health Statistics is undertaken. Births in nearby jurisdictions to mothers who reside in Montgomery County are included in the records that are reported at the county level. These records provide a general measure of potential kindergarten enrollment five years in the future.

Analyzing the relationship between actual and projected county births—kindergarten enrollment five years after the birth year—enables ratios of kindergarten enrollment to births five years previously, to be developed. These ratios are then applied to more recent birth numbers, and projected births, to develop the total kindergarten enrollment forecast for MCPS. Kindergarten enrollment forecasts are then developed for each school, using recent trends in kindergarten enrollment at the school to guide the forecast. Individual school kindergarten projections are then reconciled to the countywide kindergarten forecast at the end

of the process. Kindergarten trends are reevaluated each year through close coordination with school principals.

Continuous efforts are underway to increase the accuracy of forecasting techniques. Advances continue to be made in the use of computers for the retrieval and analysis of demographic and facility planning data. For this reason MCPS is increasingly using the county Geographic Information System (GIS). This

GIS system 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. This pooled knowledge is a valuable resource in the inherently difficult job of predicting the future.

Appendix Q

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	15:1
Grades 1–2—reduced class size	17:1
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 differs at the middle school level in that 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 differs at the high school in that 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 (20×23) 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 R

Planned Life-cycle Asset Replacement (PLAR) Projects Completed Summer 2013

	School/Facility	Project Scope		School/Facility	Project Scope
1	Argyle MS	Hydrovection Oven	64	Darnestown ES	Serving Line Replacement
2	John T. Baker MS	Gym Floor	65	Diamond ES	Electrical Work
3	John T. Baker MS	Milk Cooler Replacement	66	Diamond ES	Stacking Oven
4	John T. Baker MS	Suspended Ceilings and Lights	67	Diamond ES	Suspended Ceilings and Lights
5	Benjamin Banneker MS	Doors	68	Dr. Charles R. Drew ES	Fencing
6	Benjamin Banneker MS	Emergency Generator	69	Dr. Charles R. Drew ES	Fire Alarm System
7	Benjamin Banneker MS	Fire Alarm System	70	Dr. Charles R. Drew ES	Partial Re-Roofing
8	Benjamin Banneker MS	Floor Covering	71	Dr. Charles R. Drew ES	Windows and Doors
9	Benjamin Banneker MS	Renovate Softball In-field	72	East Silver Spring ES	Gym Floor
10	Benjamin Banneker MS	Windows	73	Eastern MS	Restroom Renovations
11	Bethesda-Chevy Chase HS	Drywall Repairs	74	Eastern MS	Flooring
12	Bethesda-Chevy Chase HS	Firestopping	75	Albert Einstein HS	Ladder Modifications/Safety Rails
13	Bethesda-Chevy Chase HS	Long Jump Repairs	76	Albert Einstein HS	Restroom Renovations
14	Bethesda-Chevy Chase HS	Roof Drains	77	Blair G. Ewing Center	Flooring
15	Beall ES	Emergency Generator	78	Blair G. Ewing Center	Serving Line Electric Modifications
16	Beall ES	Fencing	79	Blair G. Ewing Center	Serving Line Replacement
17	Beall ES	Restroom Renovations	80	Blair G. Ewing Center	Roof Ladder Modifications/Safety Rails
18	Belmont ES	Fire Proofing	81	Blair G. Ewing Center	Roof Ladder/Hatch
19	Bethesda ES	Lock Box	82	Fairland Center	Asphalt
20	Bethesda ES	Storm Water Management/Concrete	83	Fairland Center	Emergency Generator
21	James Hubert Blake HS	Portable Skirting Replacements	84	Fairland Center	Striping
22	James Hubert Blake HS	Track Trench Drains	85	Fairland ES	PA System
23	Briggs Chaney MS	Renovate Softball In-field	86	Fairland ES	Repair Plaster on Skylights
24	Broad Acres ES	Paint Library	87	Fallsmead ES	Flooring
25	Broad Acres ES	Library Shelving	88	Fields Road ES	Convection Oven
26	Brookhaven ES	AP Room Sound System	89	Fields Road ES	Restroom Renovations
27	Brookhaven ES	Blinds	90	Fields Road ES	Serving Line Electric Modifications
28	Brookhaven ES	Fence	91	Fields Road ES	Serving Line Replacement
29	Brookhaven ES	Interlock Sound System	92	Flower Hill ES	Serving Line Electric Modifications
30	Brookhaven ES	Paint	93	Flower Hill ES	Serving Line Replacement
31	Brookhaven ES	Window Shades	94	Flower Hill ES	Windows
32	Brookhaven ES	Various Masonry & Site Mod/Repairs	95	Flower Hill ES	Flooring
33	Brookhaven ES	Windows	96	Forest Knolls ES	Gym Floor Line Painting
34	Burnt Mills ES	PA System	97	Forest Oak MS	Gym Floor Line Painting
35	Burnt Mills ES	Portable Skirting Replacement	98	Fox Chapel ES	Fence
36	Burtonsville ES	Floor Covering	99	Robert Frost MS	Hot Water Piping Replacement
37	Burtonsville ES	Paint	100	Robert Frost MS	Fire Alarm System
38	Rachel Carson ES	Gym Folding Partition Repairs	101	Robert Frost MS	Fire Stops
39	Rachel Carson ES	Install Transition Joint at Gym	102	Robert Frost MS	Paint
40	Rachel Carson ES	Paint	103	Robert Frost MS	Flooring
41	Rachel Carson ES	Restroom Renovations	104	Gaithersburg ES	Lock Box
42	Rachel Carson ES	Windows	105	Gaithersburg HS	Hydrovection Oven
43	Cedar Grove ES	Asbestos Abatement	106	Gaithersburg MS	Corridor/Athletic Lockers
44	Cedar Grove ES	Flooring	107	Gaithersburg MS	Fire Alarm System
45	Cedar Grove ES	Restroom Renovations	108	Gaithersburg MS	Lock Box
46	Winston Churchill HS	Door Modifications	109	Goshen ES	Fire Alarm System
47	Winston Churchill HS	Fire Proofing	110	Greencastle ES	Fire Alarm System
48	Winston Churchill HS	Floor Covering	111	Greenwood ES	Exterior Doors
49	Winston Churchill HS	Gym Floor	112	Grosvenor Center	Water Main
50	Clarksburg HS	Gym Floor Line Painting	113	Hadley Farms	Gutter Guard
51	Clearspring ES	Asphalt	114	Hadley Farms	Lock Box
52	Roberto Clemente MS	Asphalt	115	Highland ES	PA System
53	Roberto Clemente MS	Locker Painting	116	Highland View ES	Emergency Generator
54	Roberto Clemente MS	PA System	117	Highland View ES	Fence
55	Roberto Clemente MS	Striping	118	Jackson Road ES	Courtyard Doors Mags
56	Roberto Clemente MS	Tennis Courts	119	Walter Johnson HS	Firestopping
57	Clopper Mill ES	Fire Alarm System	120	Jones Lane ES	Light Fixtures
58	Clopper Mill ES	Roof Ladder Modifications/Safety Rails	121	Jones Lane ES	Lock Box
59	Cold Spring ES	Restroom Renovations	122	Kemp Mill ES	Gym Restripping
60	Damascus ES	Roof Repairs	123	Kensington-Parkwood ES	Toilet Partitions
61	Damascus ES	Soffit Replacement	124	Martin Luther King Jr. MS	Hydrovection Oven
62	Damascus HS	Restroom Renovations	125	Martin Luther King Jr. MS	Library Security Gate
63	Darnestown ES	Serving Line Electric Modifications	126	Martin Luther King Jr. MS	Restroom Renovations

	School/Facility	Project Scope		School/Facility	Project Scope
127	Kingsview MS	Concrete	194	Thomas W. Pyle MS	IAQ
128	Kingsview MS	Roof Ladder Modifications/Safety Rails	195	Thomas W. Pyle MS	Corridor Lockers
129	Kingsview MS	Library Security Gate	196	Thomas W. Pyle MS	Restroom Renovations
130	Lake Seneca ES	Flooring	197	Thomas W. Pyle MS	Sprinkler System Access Panels
131	Lakelands Park MS	Sprinkler Head Access Panels	198	Quince Orchard HS	Fire Alarm System
132	Laytonville ES	Windows	199	Quince Orchard HS	Windows
133	Col. E. Brooke Lee MS	Asbestos Abatement	200	Radnor Center	Lock Box
134	Col. E. Brooke Lee MS	Flooring	201	Radnor Center	Water Main
135	Luxmanor ES	Ceiling Tile Replacement	202	Redland MS	Paint
136	Col. Zadok Magruder HS	Hydrovection Oven	203	Judith A. Resnik ES	Electrical Feeder Relocation
137	Col. Zadok Magruder HS	Restroom Renovations	204	Judith A. Resnik ES	Paint
138	Thurgood Marshall ES	Exit Lights	205	Judith A. Resnik ES	Full Reroofing
139	Maryvale ES	Roof Ladder Modifications/Safety Rails	206	Ritchie Park ES	Roof Ladder Modifications/Safety Rails
140	Maryvale ES	Lock Box	207	Ritchie Park ES	Lock Box
141	Spark M. Matsunaga ES	Leak Repair	208	Rock Terrace School	PA System
142	Ronald McNair ES	Basketball Court Renovations	209	Lois P. Rockwell ES	Boiler Chimney Refurbishing
143	Ronald McNair ES	Striping	210	Lois P. Rockwell ES	Lock Box
144	Meadow Hall ES	Emergency Generator	211	Rolling Terrace ES	Asphalt
145	Montgomery Knolls ES	Doors	212	Rolling Terrace ES	Lock Box
146	Montgomery Knolls ES	Fire Alarm System	213	Carl Sandburg Learning Center	Restroom Renovations
147	Montgomery Village MS	Library Security Gate	214	Seneca Valley HS	Hydrovection Oven
148	Montgomery Village MS	Lock Box	215	Seneca Valley HS	Retaining Wall Replacement
149	Montgomery Village MS	Roof Drains	216	Sequoiah ES	Boiler Chimney Refurbishing
150	Montgomery Village MS	Soffit Replacement	217	Sequoiah ES	Roof Ladder Modifications/Safety Rails
151	Neelsville MS	Doors, Exterior	218	Sequoiah ES	Skylight
152	Neelsville MS	Gym Folding Partition	219	Sequoiah ES	Windows
153	Neelsville MS	Corridor Lockers	220	Sequoiah ES	Fencing
154	New Hampshire Estates ES	Concrete	221	Sequoiah ES	Full 595 Squares
155	New Hampshire Estates ES	Gym Restriping	222	Shady Grove MS	Library Security Gate
156	New Hampshire Estates ES	Lock Box	223	Sherwood ES	Fencing
157	North Bethesda MS	Firestopping	224	Sherwood HS	Asphalt
158	North Lake Center	Lock Box	225	Sherwood HS	Locker Room Masonry Repairs
159	North Lake Center	Roof Ladder Modifications/Safety Rails	226	Sherwood HS	Restroom Renovations
160	Northwest HS	Hydrovection Oven	227	Sherwood HS	Striping
161	Northwest HS	Lock Box	228	Silver Spring International MS	Concrete
162	Northwood HS	Auditorium Seating	229	Silver Spring International MS	Fence
163	Northwood HS	Carpet	230	Silver Spring International MS	Library Security Gate
164	Northwood HS	Roof Catwalk Decking Replacement	231	Silver Spring International MS	Restroom Renovations
165	Northwood HS	Firestopping	232	Sligo MS	Basketball Court Renovations
166	Northwood HS	Roof Ladder Modifications/Safety Rails	233	Sligo MS	Roof Ladder, Platform, Hatches
167	Northwood HS	Partial 71 Squares	234	Sligo MS	Tennis Court Refurbishment
168	Northwood HS	Tennis Practice Court Refurbishment	235	Sligo Creek ES	Field Renovation
169	Oak View ES	Lock Box	236	Sligo Creek ES	Restroom Renovations
170	Oakland Terrace ES	Lock Box	237	Somerset ES	Exit Lights
171	Olney ES	Fencing	238	South Lake ES	Partial 504 Squares
172	Olney ES	Fire Alarm System	239	Springbrook HS	Lock Box
173	William Tyler Page ES	New Ext. Light Fixtures	240	Springbrook HS	Running Track Repairs
174	Rosa Parks MS	Hydrovection Oven	241	Stedwick ES	Asphalt
175	Rosa Parks MS	Restroom Renovations	242	Stedwick ES	Fence
176	Pine Crest ES	Lock Box	243	Stedwick ES	Striping
177	Pine Crest ES	Full Re-Roofing	244	Stedwick ES	Flooring
178	Piney Branch ES	Waterproof Concrete	245	Stedwick ES	Partial Reroofing
179	Piney Branch ES	Asbestos Abatement	246	Stone Mill ES	Fire Alarm System
180	Piney Branch ES	Emergency Generator	247	Stonegate ES	Lock Box
181	Piney Branch ES	Floor Covering	248	Strathmore ES	Ceiling & Lights
182	John Poole MS	Gym Floor	249	Strathmore ES	Windows and Doors
183	John Poole MS	Library Security Gate	250	Strawberry Knoll ES	Basketball Poles
184	John Poole MS	Sprinkler System Access Panels	251	Summit Hall ES	Flooring
185	Poolesville ES	Emergency Generator	252	Summit Hall ES	Partial 224 Squares
186	Poolesville HS	Flooring / Interior Refurbishing	253	Takoma Park ES	Masonry Wall Repairs
187	Poolesville HS	Lights	254	Takoma Park MS	Lock Box
188	Poolesville HS	Paint	255	Takoma Park MS	Sprinkler System Access Panels
189	Potomac ES	Concrete	256	Takoma Park MS	Wood Floor Refinishing
190	Potomac ES	Roof Ladder, Platform, Hatches	257	Tilden Center	Lock Box
191	Potomac ES	Lock Box	258	Tilden MS	Asphalt Restriping
192	Thomas W. Pyle MS	Doors	259	Tilden MS	Corridor Lockers (Refurbish)
193	Thomas W. Pyle MS	Firestopping	260	Tilden MS	Lock Box

	School/Facility	Project Scope		School/Facility	Project Scope
261	Travilah ES	PA System	283	Whetstone ES	Gym Floor
262	Travilah ES	Water Heater	284	Whetstone ES	PA System
263	Viers Mill ES	Door	285	Whetstone ES	Partial Re-Roofing
264	Viers Mill ES	Exterior Wall	286	Whetstone ES	Trash Room Renovation
265	Viers Mill ES	Gym Floor	287	Whetstone ES	Window Shades
266	Viers Mill ES	Lock Box	288	White Oak MS	Electrical Work
267	Viers Mill ES	PA System	289	White Oak MS	Roof Ladder Modifications/Safety Rails
268	Watkins Mill ES	Serving Line Electric Modifications	290	White Oak MS	Lighting Replacement
269	Watkins Mill ES	Serving Line Replacement	291	White Oak MS	Lock Box
270	Watkins Mill ES	Flooring	292	White Oak MS	Restroom Renovation
271	Watkins Mill HS	Asphalt	293	Walt Whitman HS	Firestopping
272	Watkins Mill HS	Emergency Generator	294	Walt Whitman HS	Greenhouse Repairs
273	Watkins Mill HS	Gym Floor	295	Walt Whitman HS	Long Jump Repairs
274	Watkins Mill HS	Lock Box	296	Walt Whitman HS	Restroom Renovation
275	Watkins Mill HS	Striping	297	Wood Acres ES	Gym Restriping
276	Julius West MS	Repairs and Painting	298	Woodfield ES	Gym Floor
277	Westland MS	Firestopping	299	Woodfield ES	Paint
278	Westland MS	Lock Box	300	Woodfield ES	Waterproofing
279	Westland MS	Lockers	301	Woodlin ES	PA System
280	Westland MS	Paint	302	Thomas S. Wootton HS	Restroom Renovations
281	Wheaton HS	Hydrovection Oven	303	Wyngate ES	Firestopping
282	Whetstone ES	Chimney Replacement	304	Wyngate ES	Lock Box

Appendix S

Special Education Program Descriptions

School-based Program Delivery Model

Resource Room Services

Resource Room Services, available in all MCPS schools, provide students with disabilities with the support they need to be academically successful in the general education environment. Resource teachers provide an array of services to students with disabilities including strategy-based instruction, direct instruction aligned with the Common Core State Standards in reading/language arts, writing, mathematics, and organizational skills, in preparation for the Maryland School Assessments and upcoming Partnership for Assessment of Readiness for College and Careers (PARCC) assessments.

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 student's 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

Elementary Home School Model 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 impacts 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, cotaught 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, but are not limited to, postsecondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living, and/or community participation. 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.

Cluster-based Service Delivery Model

Elementary Learning and Academic Disabilities (LAD) Services

Elementary Learning and Academic Disabilities classes provide services to students as a result of a disability that impacts academic achievement. Students served by this model previously received considerable amounts of special education support in the general education environment, but require additional services in order to demonstrate progress toward the IEP goals and objectives. Selected elementary schools provide this service within each quad-cluster.

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 Academic 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 functional 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 Academic 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—which 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

Infants and Toddlers early intervention services are provided to families and children with developmental delays from birth to age three, or until the start of the school year after turning four, under the Extended Individualized Family Service Plan option. Services are provided in the natural environment and may include specialized instruction, auditory and vision instruction, physical and occupational therapy, and speech and language services. Parental involvement is a major service component based on the philosophy that a parent can be a child's most effective teacher in the natural setting.

Preschool Education Program (PEP)

(Classic, Collaboration, Comprehensive, Beginnings, Intensive Needs, PILOT, Medically Fragile, and Itinerant Services)

The Preschool Education Program (PEP) offers a continuum of prekindergarten classes and services for children with disabilities ages 3 through 5. PEP serves children with delays in multiple developmental domains that impact the child's ability to learn. 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. 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 that utilizes a coteaching model. PEP Classic and PEP Intensive Needs classes serve children with developmental delays in a

structured special education setting. PEP Comprehensive and Beginnings serve students with moderate to severe delays and/or multiple disabilities. Programs 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 disorders in receptive and/or expressive language that impact 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 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 pre-academic 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 3–5. Evidence-based instructional practices are utilized to increase academic, language, social, and adaptive skills to ultimately provide access to a variety of school-aged services and to maximize independence in all domains. Autism services for students, elementary through age 21, provide access to Alternate Academic 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 IEPs. Access to the general education curriculum with enrichment is reinforced.

Augmentative and Alternative Communication

The Augmentative and Alternative Communication (AAC) classrooms 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.

Emotional Disabilities Services

Emotional Disabilities (ED) Services are provided to students who demonstrate significant social, emotional, learning and/or behavioral challenges that adversely impact 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.

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 Asperger Syndrome. 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 receiving gifted and talented/learning disabled (GT/LD) services demonstrate superior cognitive ability in at least one area and typically have 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 rigorous instruction in the least restrictive environment, which may include placement in Honors or Advanced Placement classes, and access to the acceleration and enrichment components in the MCPS instructional guidelines. Some students may receive services in specialized classrooms.

Elementary Physical Disabilities Services

Elementary physical disabilities services provide comprehensive supports to students with physical and health-related disabilities that cause a significant impact on educational performance in the general education environment. Students exhibit needs in motor development and information processing. Services include special education instruction, consultation with classroom teachers, and occupational and physical therapy services.

Longview School

The Longview School provides services to students, ages 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 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 Academic 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 incidence, 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 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 a significant hearing loss. These services, provided by itinerant teachers, enable students to develop effective language and communication 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 provide supports for students with physical and/or health-related disabilities to facilitate access to their school program. Services are provided as direct therapy to students and/or consultation to classroom staff members. Services are provided at elementary, middle, and high schools throughout MCPS.

Extensions

Extensions serves students of middle and high school age with the most significant cognitive disabilities, multiple disabilities, and/or autism. These students have a prolonged 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 Academic Learning Outcomes aligned with Curriculum 2.0 and postsecondary opportunities including adult day services and employment.

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 Academic 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 middle, high school, and an upper school that implements school-to-work programs. The instructional focus of the middle school is the implementation of Alternate Academic 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 Academic Learning Outcomes aligned with Curriculum 2.0 and community-based instruction activities that enable students to demonstrate skills that lead to full participation in the school-to-work plan 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 all 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–21. Augmentative communication and 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 classroom setting for students prekindergarten through age 21.

Aspergers Services

Aspergers Services provide direct classroom instruction in the areas of coping strategies and pro-social behaviors with supported access to the general education curriculum. Students receive appropriate accommodations and supports for coping, organization, and self-advocacy.

Appendix T

Long-range Educational Facilities Planning Policy (FAA) and Regulation (FAA-RA)

On May 23, 2005, the Board of Education adopted a revision to Policy FAA—Long-range Educational Facilities Planning. This policy was revised in order for Policy FAA to conform to other Board of Education policies that separate policy requirements from regulations. Subsequently, on June 1, 2005, the superintendent issued interim Regulation FAA-RA. The regulation was created from language previously contained in Policy FAA that was regulatory in nature.

In adopting revisions to Policy FAA, the Board of Education directed the superintendent to conduct a public review process for Regulation FAA-RA, prior to a final regulation being issued. A review process was conducted in the fall 2005 with input from MCCPTA and other community representatives. The superintendent incorporated this input in issuing the Regulation FAA-RA on March 21, 2006.

POLICY

BOARD OF EDUCATION OF MONTGOMERY COUNTY

Related Entries: ABA, ABC, ABC-RA, ACD, CFA, DNA, FAA-RA (pending), JEE, JEE-RA
Responsible Office: Chief Operating Officer
Planning and Capital Programming

Long-Range Educational Facilities Planning

A. PURPOSE

The Board of Education has a primary responsibility to plan for school facilities that address changing enrollment patterns and sustain high quality educational programs in accordance with the policies of the Board. The Board of Education fulfills this responsibility through the facilities planning process. Long-range educational facilities planning is essential to identify the infrastructure needed to ensure success for every student.

The Long-range Educational Facilities Planning (LREFP) policy guides the planning process. The process is designed to promote public understanding of planning for Montgomery County Public Schools (MCPS) and to ensure that there are sufficient opportunities for parents, students, staff, community members and organizations, local government agencies, and municipalities to identify and communicate their priorities and concerns to the superintendent and the Board. Long-range Educational Facilities Planning will be in accordance with all federal, state, local laws, and regulations.

B. ISSUE

Enrollment in MCPS is constantly changing. The fundamental goal of facilities planning is to provide a sound educational environment for changing enrollment. The number of students, their geographic distribution, and the demographic characteristics of this population all impact facilities planning. Net enrollment changes are driven by factors including birth rates, movement within the school system and into the school system from other parts of the United States and the world.

MCPS is among the largest school systems in the country in terms of enrollment and serves a county of approximately 500 square miles. The full range of population density, from rural to urban, is present in the county. Since 1984, enrollment has increased where new

communities have formed, as well as in established areas of the county where turnover of houses has altered the demographic composition of communities. In areas with affordable housing, there is often greater diversity in enrollment caused by immigration.

MCPS is challenged continually to anticipate and plan for facilities in an efficient and fiscally responsible way to meet the varied educational needs of students. The LREFP policy describes how the school system responds to educational and enrollment change, the rate of change, its geographic distribution, and the racial, ethnic, and socioeconomic diversification of enrollment.

School facilities also change. Aging of the physical plant requires a program of maintenance, renovation, and modernization. Acquiring new sites, designing new facilities, and modifying existing facilities to keep current with program needs is essential. This policy provides the framework to coordinate planning for capital improvements.

C. POSITION

The long-range facilities planning process will continue to:

1. Plan for utilization of schools in ways that are consistent with sound educational practice and consider the impact of facility changes on educational program and related operating budget requirements and on the community
2. Provide a constructive and collaborative advisory role through public hearings, position papers, written comments, and advisory committee memberships for parent organizations (such as the PTA) and other community groups in the capital improvements program. An advisory committee will be established for facilities planning activities listed below:
 - a) Selection of school sites
 - b) Facility design
 - c) Boundary changes
 - d) Geographic student choice assignment plans (such as consortia)
 - e) School closures and consolidations
3. Provide a six-year capital improvements program and educational facilities master plan which include enrollment projections, educational program needs, and available school capacity countywide, and identify:

- a) When new schools and additions will be needed to keep facilities current with enrollment levels and educational program needs
 - b) When to modernize older school buildings in order to continue their use on a cost-effective basis, and to keep facilities current with educational program needs
 - c) When school closures and consolidations are appropriate due to declining enrollment levels
 - d) Facility utilization levels, capacity calculations, school enrollment size guidelines, and school site size (adopted as part of the Board of Education review of the superintendent's recommended CIP)
4. Provide for the Board of Education to hold public hearings and solicit written testimony on the recommendations of the superintendent
 5. Provide a process for facility design that ensures a safe and secure environment and is consistent with educational program needs and includes community input
 6. Provide a process for changing school boundaries and establishing geographic student choice assignment plans that:
 - a) Solicit input at the outset of the process by forming a community advisory committee
 - b) Consider four main factors in development of school boundaries and student choice assignment plans, including:
 - 1) Demographic characteristics of student population
 - 2) Geographic proximity of communities to schools
 - 3) Stability of school assignments over time
 - 4) Facility utilization
 - c) The Board of Education may, by majority vote, identify alternatives to the superintendent's recommendations for review

- d) The Board of Education will hold public hearings and solicit written testimony on the recommendations of the superintendent and Board identified alternatives
 - e) At such time as the Board of Education takes action on school boundaries or geographic student choice assignment plans, the Board has the discretion to adopt minor modifications to the superintendent's recommendation 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 that has received public review
7. Provide a process for closing and consolidating schools that meets the requirements of COMAR (Chapter 13A)
 8. Provide for articulation in school assignments by:
 - a) Traditional Student Assignments

Structuring high schools for Grades 9-12 and, where possible, creating straight articulation for clusters composed of one high school, and a sufficient number of elementary and middle schools, each of which sends its students, including special education and ESOL students, to the next higher level school in that cluster
 - b) Student Choice Assignment Plans

In cases where schools do not have boundaries and students participate in a student choice assignment plan (e.g., consortium) to identify the school they wish to attend, articulation patterns may vary from the straight articulation pattern that is desired in traditional student assignment
 9. The superintendent will develop regulations with student, staff, community, and parental input to guide implementation of this policy

D. DESIRED OUTCOMES

A long-range educational facilities planning process that identifies the infrastructure necessary to deliver high quality educational facilities to all students and incorporates the input of parents, staff, and community and, as appropriate, students.

E. REVIEW AND REPORTING

1. The annual June publication of the Educational Facilities Master Plan will constitute the official reporting on facility planning. This document will reflect all facilities actions taken during the year by the Board of Education and approved by the County Council. The Master Plan will project the enrollment and utilization of each school, and identify schools and sites that may be involved in future planning activities.
2. This policy will be reviewed after its initial implementation, but no later than 2007, in accordance with the Board of Education's policy review process.

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.

REGULATION MONTGOMERY COUNTY PUBLIC SCHOOLS

Related Entries: ACD, CFA, DNA, FAA, JEE, JEE-RA
Responsible Office: Chief Operating Officer
 Planning and Capital Programming

Long-Range Educational Facilities Planning

I. PURPOSE

To implement the Board of Education Long-Range Educational Facilities Planning policy (FAA) to achieve success for every student by providing appropriately utilized, functional, and modern facilities. These regulations provide direction on how the planning process should be conducted.

II. BACKGROUND

Montgomery County Public Schools (MCPS) operates in a dynamic environment and is among the largest school systems in the country. Montgomery County is increasingly diverse, both in terms of population and types of communities encompassed within the county. This environment, combined with the needs of the physical infrastructure and fiscal realities, demands a planning process that incorporates the needs of our community and produces the physical foundation for an excellent school system.

III. DEFINITIONS

- A. The *Capital Improvements Program (CIP)* is a comprehensive six-year spending plan for capital improvements. The CIP focuses on the acquisition, construction, modernization, and renovation of public school facilities. 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, only amendments are considered to the adopted CIP for changes needed in the second year of the six-year CIP period.
- B. The *Capital Budget* is the annual budget adopted for capital project appropriations.
- C. *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.

- D. *Community outreach*, for the purposes of Policy FAA: *Long-Range Educational Facilities Planning*, and this regulation means that reasonable and systematic efforts will be made to solicit input from stakeholders on decisions that impact them. These efforts may include, but are not limited to, postings to the MCPS Web site and related electronic media, notices published in local newspapers, newsletters, and/or notices sent to community representatives.
- E. *Consortium* is a grouping of high schools or middle schools within close proximity to one another that provide students the opportunity to express their preference for attending one of the schools based on a specific instructional program or emphasis.
- F. *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.
- G. *Program Capacity* is the student capacity figure that reflects how a school facility is used based on the educational programs at the school. 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 or program in each classroom. The MCPS program capacity is used for county capital budgeting and facility planning analyses for future capital project needs, boundary changes, and geographic student choice assignment plans.
- H. *Quad-cluster* is a grouping of geographically contiguous clusters that is overseen by a community superintendent.
- I. *State-rated Capacity (SRC)* is defined by the state of Maryland as the maximum number of students who can reasonably be accommodated in a facility without significantly hampering delivery of the given educational program. The SRC is calculated as the product of the number of teaching stations in a school and a state-determined student-to-classroom ratio. The SRC is used by the state to determine state budget eligibility for capital projects funded through the Public School Construction Program administered by the Interagency Committee for Public School Construction (IAC).

IV. PROCEDURES

The following procedures, criteria, or standards apply to the facilities planning process:

A. Capital Improvements Program (CIP)

1. On or about November 1 of each year, the superintendent of schools will publish recommendations for an annual Capital Budget and a six-year CIP or amendments to the previously adopted CIP. Boundary change or geographic student choice assignment plan recommendations, if any, will be released by mid-October.
2. The six-year CIP will include:
 - a) Background information on the enrollment forecasting methodology
 - b) Current enrollment figures and demographic profiles of all schools including racial/ethnic composition, Free and Reduced-price Meals System (FARMS) program participation, English for Speakers of Other Languages (ESOL) enrollment, and school mobility rates
 - c) Enrollment forecasts for each of the next six years and long-term cluster, consortium, or base area forecasts for secondary schools for a period of 10 and 15 years
 - d) A profile of each school facility showing facility characteristics, capacity, and room use for programs, such as Head Start, prekindergarten, kindergarten, ESOL, special education, or other special use
 - e) A line item summary of Capital Budget appropriation requests by the Board of Education
 - f) Recommendations on the following guidelines for Board review and action:
 - (1) Preferred range of enrollment
 - (2) School capacity calculations
 - (3) Facility utilization
 - (4) School site size

- g) A summary of recommended actions that affect programs at schools or the service area of the schools. Supplements to the CIP may be published to provide more information on issues when deemed advisable by the superintendent of schools
 - h) Project Description Forms (PDF), the official, county authorized budget forms used for all requested capital projects, are included in the Board adopted CIP request to the County Council
3. Copies of the superintendent's recommended CIP will be sent to MCPS executive staff, department and division directors, school principals, Montgomery County Council of Parent Teacher Associations (MCCPTA) cluster coordinators, local PTA presidents, and public libraries. (In lieu of, and in the absence of a regular PTA, the existing affiliation of parents and teachers that serves a comparable purpose will be provided with copies of the superintendent's CIP.) The superintendent's recommended CIP also will be posted on the MCPS Web site. In addition, notification of the CIP's publication and availability will be sent to municipalities, civic groups registered with the Maryland-National Capital Park and Planning Commission, the Montgomery County Region of the Maryland Association of Student Councils, and the Montgomery County Junior Council. This notification will include the Board of Education schedule for worksessions, public hearings, and action on the CIP. Other interested parties may request a copy of the CIP document from the MCPS Division of Long-range Planning.
 4. The Board of Education timeline for review and action on the CIP consists of a worksession in early November, followed by a public hearing in mid-November, and action in mid- to late November of each year. (See Section V of this regulation for the public hearing process and Section VII for the annual calendar.) The superintendent's recommendation on any deferred planning issues and/or amendments to the CIP is made in mid-February. The Board of Education timeline for these items consists of a worksession in late February to early March, a public hearing in mid-March, and action in late March.
 5. After review and Board of Education action, the Board-adopted CIP is submitted to the County Council and county executive for their review and County Council action. The Board-adopted CIP also is sent for information to the Maryland-National Capital Park and Planning Commission, Maryland State Department of Education, State IAC, and municipalities.
 6. The county executive forwards his/her recommendations to the County Council in mid-January for inclusion in the overall county CIP. The County

Council timeline for review and action on the Board-adopted CIP is from February to May.

7. The County Council, as required by county charter, adopts the biennial six-year CIP.

B. Master Plan

By June 30 of each year, the superintendent of schools will publish a summary of all County Council-adopted capital and Board of Education-adopted non-capital facilities actions. This document, called the *Educational Facilities Master Plan*, is required under the rules and regulations of the State Public School Construction Program.

1. The facilities master plan will incorporate the projected impact of all capital projects approved for funding by the County Council and any non-capital facilities actions approved by the Board of Education.
2. The facilities master plan will show projected enrollment and utilization for schools for the next six years and for a period of 10 and 15 years for secondary schools. This information will reflect projections made the previous fall with an updated one-year projection in the spring, and any changes in enrollment or capacity projected that result from capital projects, boundary changes, geographic student choice assignment plans, or other changes authorized by the Board of Education.
3. The master plan will include demographic characteristics of school enrollments, facility characteristics, and program capacities of schools.
4. The master plan will include County Council-adopted PDFs that provide schedules, estimated costs, and funding sources.

C. Enrollment Forecasts

1. Each fall, enrollment forecasts for each school will be developed for a six-year period. In addition, long-term forecasts for a period of 10 and 15 years also will be developed for secondary schools. These forecasts will be the basis for evaluating facility space needs and initiating planning activities. The forecasts should be developed in coordination with the Montgomery County Department of Parks and Planning county population forecast and any other relevant planning sources.

2. On or about March 1, a revision to the enrollment forecast for the next school year will be developed to refine the forecast for all schools and to reflect any changes in service areas or programs.
3. The enrollment forecast methodology utilized will be identified in an Appendix in the CIP and Master Plan documents.

D. Preferred Range of Enrollment

Unless otherwise specified by Board action in the adopted CIP, the preferred ranges of enrollment for schools includes all students attending the school.

1. A preferred range of enrollment for schools is:
 - a) 300 to 750 students in elementary schools
 - b) 600 to 1,200 students in middle schools
 - c) 1,000 to 2,000 students in high schools
 - d) Special and alternative program centers will differ from the above ranges and generally be lower in enrollment
2. The preferred range of enrollment will be considered when planning new schools or changes to existing facilities. Departures from the preferred range may occur if an educational program justifies or requires it. Fiscal constraints also may require MCPS to operate schools of other sizes. If larger or smaller schools are built or created, alternative approaches to school construction, management, organization, or staffing will be considered in order to facilitate effective delivery of educational programs.

E. Capacity Calculations and Facility Utilization

1. Unless otherwise specified by Board action in the adopted CIP, the capacity of a facility is determined by the space needs of educational programs. The MCPS program capacity is based on the student-to-classroom ratios shown in the following table, and should not be confused with staffing ratios as determined through the operating budget process.

Level	Student-to-Classroom Ratios
Head Start & prekindergarten	40:1 (2 sessions per day)
Head Start & prekindergarten	20:1 (1 session per day)

Grade K full-day	22:1 (1 session per day)
Grade K-reduced class size full-day	15:1
Grades 1-2—reduced class size	17:1
Grades 1-5/6 Elementary	23:1
Grades 6-12 Secondary	
Grade: 6-8 Middle School	25.1*
Grades: 9-12 High School	25.1**
ESOL	15:1

* Program capacity differs at the middle school level in that 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 differs at the high school level in that 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).

Special education, some special programs, and class size reduction initiatives may require classroom ratios different from those listed.

2. Unless otherwise specified by Board action in the adopted CIP, elementary, middle, and high schools should operate in an efficient utilization range of 80 to 100 percent of program capacity. If a school is projected to be underutilized (less than 80 percent) or does not meet the preferred range of enrollment, or is overutilized (over 100 percent) or does not meet the preferred range of enrollment, a boundary study, non-capital action, or a capital project for facilities planning may be undertaken. In the case of overutilization, an effort to judge the long-term needs for permanent space should be made prior to planning for new construction. Underutilization of facilities also should be evaluated in the context of short-term and long-term enrollment forecasts.
3. Relocatable classrooms may be used on an interim basis to provide program space for enrollment growth and class-size reduction initiatives until the demonstrated need for permanent capacity is met. Relocatable classrooms also may be used to enable day care programs to be housed in schools, and may be used to accommodate such programs as:
 - a) Parent Resource Centers

- b) Linkages to Learning
- c) College Connection Programs
- d) Judy Centers
- e) Baldrige Training Labs
- f) Career and Community Connections
- g) Other programs as appropriate

Relocatable classrooms should meet the same health and safety standards as other MCPS facilities.

F. School Site Size

Unless otherwise specified by Board action in the adopted CIP, preferred school site sizes are:

- 1. 12 usable acres for elementary schools
- 2. 20 usable acres for middle schools
- 3. 30 usable acres for high schools

Sites of these approximate sizes accommodate the instructional program including related outdoor activities. In some circumstances school sites may be smaller or larger than the preferred sizes. In these circumstances special efforts to accommodate outdoor activities may include the use of adjacent or nearby park properties or shared use of school fields. In some cases it may be necessary to acquire more than the standard acreage in order to accommodate environmental concerns, unusual topography, or surrounding street patterns.

V. GUIDELINES FOR FACILITY PLANNING

A. Evaluating Utilization of Facilities

- 1. By November 1 each year, after new enrollment forecasts are developed, utilization of all school facilities will be evaluated and incorporated into the superintendent's CIP recommendations. The effect of any proposed educational program changes, including prekindergarten programs, special education programs, ESOL programs and centers, or grade level

reorganizations also will be evaluated. For schools that are projected to have insufficient capacity, excess capacity, or other facility issues, the superintendent may recommend:

- a) A capital project
 - b) A non-capital action such as boundary change, geographic student choice assignment plan, school pairing, facility sharing, closing/consolidation, or any other similar action
 - c) No action or deferral pending further study of enrollment or other factors
- 2. Facility recommendations made by the superintendent of schools will incorporate consideration of educational program impacts. As part of the process of developing facility plans, MCPS staff will work closely with appropriate program staff to identify program requirements for facility plans.
 - 3. Recommendations that relate to school boundary changes or geographic student choice assignment plans will be made after the superintendent of schools receives advice from a school boundary or choice area advisory committee.
 - 4. The superintendent of schools also may request advice from the community for other types of facility recommendations.

B. Development of School Boundaries and Geographic Student Choice Assignment Plans

In cases where the utilization of a new school, or the utilization of existing schools (including school pairings) are reviewed through a boundary study, or where revisions to geographic student choice assignment areas are reviewed through a study, the following factors should be considered by any advisory committee, the superintendent of schools, and the Board of Education in the study process.

- 1. Facility
 - a) School boundary and geographic student choice assignment plans should result in school utilizations in the eighty percent to one-hundred percent efficient range whenever possible.
 - b) Plans should be fiscally responsible to minimize capital and operating costs whenever feasible. The geographic scope of the studies should

be broad enough to realize economies in costs and provide long-range plans to address facility issues while preserving as much stability in school assignments as possible.

- c) When special education programs are assigned to a facility, any required modifications to the facility will be made in accordance with the *Americans with Disabilities Act* (ADA).
- d) Shared use of a facility by more than one cluster may be the most feasible facility plan in some cases. In these cases, it is desirable for 25 percent or more of articulating enrollment to move on to each of the assigned upper-level schools.

2. Population

- a) School boundary and geographic student choice assignment plans should consider the impact of various options on the affected school populations. A school population consists of students assigned from a specific geographic attendance area regardless of the school building itself.
- b) Where reasonable, school boundaries or geographic student choice assignment plans should be established to promote the creation of a diverse student body in each of the affected schools. Data showing the impact of various options shall be provided for the following factors:
 - (1) The socioeconomic background of students as measured by participation in the federal FARMS program
 - (2) The level of English language learners as measured by enrollment in the ESOL program
 - (3) Student mobility rates at schools
 - (4) The racial/ethnic composition in accordance with the Quality Integrated Education policy
 - (5) Other reliable demographic indicators, such as the mix of single family and multiple family dwellings, also may be considered where applicable

- (6) Special education programs (large special education programs in schools or proposed to be in new schools) should be considered

3. Geography

- a) In most cases, the geographic scope of elementary school boundary studies and geographic student choice assignment plan studies should be limited to the high school cluster area. For secondary schools, one or more clusters of schools may be studied.
- b) In accordance with MCPS emphasis on community involvement in schools, one of the goals of boundary and student choice area plans should be service areas that are, as much as practical, made up of contiguous communities surrounding the school. Walking access to the school should be maximized and transportation distances minimized when other factors do not require otherwise.

4. Stability

- a) Recognizing that, at times, changes to boundaries and student choice assignment plans may be necessary, plans should result in as long a period as possible of stable assignments.
- b) Recommendations for student reassignments should consider recent boundary or geographic student choice assignment area changes, and/or school closings and consolidations that may have affected the same students.

C. Cluster Comments

- 1. In May, cluster representatives should state in writing to the superintendent of schools any proposals, priorities, or concerns that they have identified for their schools in consultation with local PTA leadership, principals, and the community. (In lieu of, and in the absence of a regular PTA, the existing affiliation of parents and teachers that serves a comparable purpose will be provided with copies of the superintendent's CIP.)
- 2. Amendments to cluster comments may be submitted by September 1 in cases where preliminary fall enrollments or unusual events require them.
- 3. Cluster comments are to be considered in the development of facilities recommendations made by the superintendent of schools in the CIP.

D. Public Hearing Process

1. Public hearings are held annually following publication of the superintendent's CIP recommendations.
 - a) The PTA cluster coordinators and/or PTA area vice presidents in consultation with the cluster PTA presidents will coordinate testimony at the hearing on behalf of cluster schools and are encouraged to ensure that diversity of opinions are accommodated when scheduling testimony. Testimony time for each cluster will be scheduled and organized by quad-cluster and/or consortium whenever possible.
 - b) Civic groups, municipalities, and countywide organizations should contact the Board of Education office to schedule testimony.
 - c) Public comments from individuals also will be heard by the Board of Education. Individuals should contact the Board Office to schedule testimony.
2. Written comments from the community will be accepted at any point, but in order to be considered, comments must reach the Board 48 hours before the time scheduled for action by the Board.
3. Public hearings also may be held on any CIP or facilities planning issues deferred from the fall. These hearings usually would occur in late February or early March. In unusual circumstances, public hearings may be called at other times to consider facility issues that do not fit into the fall or spring timetables.

VI. COMMUNITY INVOLVEMENT PROCESSES

A. Community Representation

School and community involvement in MCPS facility planning is important to the success of its plans. Parents, staff, and students are the primary stakeholders in the planning process.

1. Stakeholders and interested members of the community have several opportunities for input into the facilities planning process that may include: participation as members of advisory committees; submission of letters, alternative proposals, or other written material for consideration by the

superintendent of schools and staff; and/or testimony in written or oral form before the Board of Education.

2. MCCPTA, local PTAs, or other parent or student representatives along with appropriate MCPS staff should be involved in the following planning processes:
 - a) Site selection
 - b) School boundary or geographic student choice assignment plans
 - c) Issue roundtables
 - d) School closings and consolidations
 - e) Facility planning (educational specifications, architect selection, and architectural design) for new schools, additions, and modernizations
3. Additionally, MCPS employees, municipalities, local government agencies, civic and homeowner associations, and countywide organizations contribute to the planning process. A civic or homeowner association must be registered with the Maryland-National Capital Park and Planning Commission. Countywide organizations are those with members throughout the county.
4. The Board will conduct public hearings for potentially affected school communities prior to actions affecting attendance and/or choice areas and the closure or consolidation of schools.
 - a) Public hearings will be conducted following publication of the superintendent's recommended Capital Budget and six-year CIP.
 - b) Public hearings also may be held in March for any boundary/choice assignment recommendations deferred in November or in cases where boundary/choice assignment and non-capital decisions must be made in March.
 - c) Written comments from the community will be accepted at any point but, in order to be considered, comments must reach the Board 48 hours before the time scheduled for action by the Board.
- B. The following sections describe the community involvement process in site selection, facility design, boundary changes, geographic student choice assignment plans, and

school closures and consolidations. These sections refer to the formation and operation of advisory groups. In addition to these activities, all community members have opportunities to advise the superintendent of schools and Board annually through cluster comments, written correspondence, and public testimony.

1. Site Selection

- a) MCPS staff will work with the Montgomery County Planning Board during the development of county land use master plans to identify future school site requirements based on existing and proposed residential development. General locations of sites are identified on master plan maps. As subdivision occurs, site dedications may be requested. If not identified for a specific school construction project, sites acquired through dedication or purchase are placed in the Board's sites inventory for future selection.
- b) Site selection for a specific school construction project begins when MCPS projections indicate a new facility is required in the six year CIP.
- c) MCPS staff works with MCCPTA area vice presidents, cluster coordinators, or PTA presidents to form a Site Selection Advisory Committee (SSAC) composed of MCPS staff; PTA representatives; appropriate municipal and county government agency officials. For a secondary school site, representatives of more than one cluster may be involved in the committee.
 - (1) MCPS staff work with the SSAC identifying and reviewing alternative site candidates from the Board's sites inventory and, in some cases, from private ownership for potential site purchase.
 - (2) The SSAC considers and compares the attributes of each candidate site, including but not limited to:
 - (a) The geographic location relative to existing and future student populations
 - (b) Environmental constraints
 - (c) Availability of utilities
 - (d) Vehicular and pedestrian access

- (e) Cost to acquire
- (f) Cost to develop
- (g) Ability to meet educational program requirements
- (h) Compatibility with an educational environment
- (3) The SSAC reaches consensus and makes a recommendation to the superintendent of schools.
 - (a) The superintendent of schools evaluates the recommendation and then makes his/her recommendation to the Board.
 - (b) The Board considers the committee and superintendent's recommendations before formally taking action to select a site for the specified school construction project.

2. Facility Design

- a) Parent representatives will serve with MCPS staff on facility advisory committees to modify, modernize/replace, or construct new facilities.
 - (1) Parent representatives will be identified by MCCPTA area vice presidents, cluster coordinators, or PTA presidents in collaboration with school principals.
 - (2) Student representatives at the high school level will be identified by the principal or chair of the committee to serve on the committee.
 - (3) Adjacent property owners are invited to serve on the advisory committee. Representatives of the neighborhood homeowner and/or civic association registered with the Maryland-National Capital Park and Planning Commission also may be invited to serve on the advisory committee.
- b) Educational specifications developed by MCPS staff will be reviewed in consultation with school-based administrators, staff, and PTA representatives, as needed.

- c) MCPS staff will involve the school administration, school staff, and PTA representatives in selection of an architect.
- d) Viewpoints of adjacent homeowners and registered homeowner and/or civic associations will be included in the review of architectural plans. Concerns of these groups should be considered at the design stage before architectural plans are finalized.

3. School Boundary Changes and Geographic Student Choice Assignment Plans

When directed by the Board of Education, MCPS staff will facilitate the process of community input on school boundary changes or geographic student choice assignment plans.

- a) When the Board of Education identifies the need for changes in school service areas and the geographic scope of a study, an advisory committee will be formed to evaluate boundary change options or geographic student choice assignment plan options developed by MCPS staff. The superintendent of schools will develop the charge for the advisory committee. MCPS staff will organize and work directly with this group.
 - (1) Membership on school boundary or geographic student choice assignment plan advisory committees will consist of individuals who are familiar with the affected school communities. The advisory committee membership should be racially, ethnically, and socioeconomically diverse.
 - (2) The MCCPTA area vice president, cluster coordinator(s), or PTA presidents will identify parent representation from areas throughout the geographic scope of the study approved by the Board.
 - (3) The MCCPTA area vice president, cluster coordinator(s), or PTA presidents also may identify additional representatives from parent or student organizations who have knowledge of the schools involved.
 - (4) MCPS staff may call on other community resources such as civic and homeowner associations for input.
- b) At the outset of meetings, the committee will identify community criteria to assist staff in the development of options. In addition, the

committee will consider factors outlined in the section of this regulation titled "*Development of School Boundaries and Geographic Student Choice Assignment Plans*" (Section V.B). MCPS staff will consider community criteria and factors included in this regulation in developing options. The superintendent of schools and the Board of Education also will consider community criteria and factors in this regulation in their review of boundary changes or geographic student choice assignment plans.

- c) Staff will develop and present approximately three to five viable options for the advisory committee to consider. The advisory committee may request development of additional options; however, the total number of options developed for the committee shall not exceed 10.
- d) MCPS staff will notify civic and homeowner associations registered with the Maryland-National Capital Park and Planning Commission in the potentially affected communities of proposed boundary changes or geographic student choice assignment plans being considered by MCPS in their area.
- e) Advisory committee representatives serve as liaisons between the committee and the community they represent. Representatives share committee discussions and options with their community through PTA meetings and other forums. Input received from the community is then presented by representatives at subsequent advisory committee meetings. Community input also is factored into committee member option evaluations and optional PTA or cluster position papers.
- f) An advisory committee report including evaluations of the options by committee representatives, and any individual PTA or cluster position papers submitted on the options, will be forwarded to the superintendent of schools.
- g) The superintendent of schools will develop a recommendation after considering staff advice, the advisory committee report, option evaluations and any PTA or cluster position papers, as well as input from other organizations and individuals who have provided comments. The superintendent of schools will publish his/her recommendation in mid-October, or mid-February when necessary.

- h) Copies of the superintendent's recommendation are distributed to the affected schools and PTAs and posted to the MCPS Web site.
- i) The Board of Education will hold a worksession and may request by majority vote that alternatives to the superintendent's recommendation be developed for Board consideration. Any significant modification to the superintendent's recommendation requires an alternative. Any modification that impacts any or all of a school community that has not previously been included in the superintendent's recommendation should be considered a significant modification.
- j) Recommendations from the superintendent of schools and Board-identified alternatives will be the subject of a public hearing prior to final Board action.
- k) The Board has the discretion to adopt minor modifications to the superintendent's recommendation or Board-identified alternatives if this action will not have a significant impact on a plan that has received public review. To the greatest extent possible, additional alternatives will not be considered after the Board of Education alternatives worksession without adequate notification and opportunity for comment by the affected communities.

4. School Closures and Consolidations

In cases where a school closure or consolidation is contemplated, the Board of Education, superintendent of schools, and MCPS staff will follow requirements of the Maryland State Board of Education set forth in COMAR, Chapter 13A (www.dsd.state.md.us/comar/13a/13a.02.09.01.htm).

This regulation provides the procedures governing school closings that must be used by local school systems. The regulation also sets the timeline for announcing school closings, and the procedure for appealing a local Board decision to the Maryland State Board of Education.

VII. CALENDAR

The long-range facilities planning process will be conducted according to the county's biennial CIP process and will adhere to the following calendar adjusted annually to account for holidays and other anomalies.

MCPS staff meets with school principals, cluster coordinators, and PTA representatives to exchange information about the adopted CIP and consider issues in the upcoming CIP or amendments to the CIP. (In lieu of, and in the absence of a regular PTA, the existing affiliation of parents and teachers that serves a comparable purpose will be provided with copies of the superintendent's CIP.)	Summer
MCPS staff presents enrollment trends and planning issues to the Board of Education	Mid-October
County Council adopts Spending Affordability Guidelines (SAG) for the new CIP cycle. SAG sets limits on debt affordability	Early-October of odd numbered fiscal years
Superintendent publishes and sends to the Board of Education any recommendations for school boundary or geographic student choice assignment plans	Mid-October
Superintendent publishes and sends to the Board of Education recommendations for the annual Capital Budget and biennial six-year CIP or amendments to the CIP	November 1
Board of Education holds a worksession to consider alternatives to superintendent recommended boundary changes or school choice assignment plans	Early-November
Board of Education holds a public hearing on the recommended CIP and boundary or school choice assignment plan recommendations and any alternatives identified by the Board at its worksession	Mid-November
Board of Education acts on Capital Budget, CIP, amendments, and any boundary changes or geographic student choice assignment plans	Late November
County executive and County Council receive Board of Education adopted capital budget and CIP for review	December 1
County executive transmits his/her recommended Capital Budget and CIP or amendments to County Council	January 15
County Council may hold public hearings on CIP	February - March
County Council reviews Board of Education requested and County executive recommended Capital Budget and CIP	March - April
Superintendent recommendations on any deferred planning issues, boundary change or geographic student choice assignment plans, and/or recommended amendment(s) to the CIP are published for Board of Education review	Mid-February
Board holds worksession and identifies any alternatives to boundary change or geographic student choice assignment plan recommendations	Late-February/ early-March
Board holds public hearing (if needed)	Mid-March
Board acts on deferred CIP recommendations and/or boundary or geographic student choice assignment plans	Late-March
County Council approves Capital Budget and CIP	Late-May

Cluster PTA representatives submit comments to the superintendent about issues affecting their schools for the upcoming CIP or amendments to the CIP	May
Superintendent publishes a summary of all actions to date affecting schools (Educational Facilities Master Plan) and identifies future needs	June 30

In the event the Board of Education determines that an unusual circumstance exists, the superintendent will establish a different and/or condensed time schedule for making recommendations to the Board, for scheduling public hearings on recommendations for alternatives not previously subject to public hearing and for Board action.

Regulation History: Interim Regulation, June 1, 2005; revised March 21, 2006; revised October 17, 2006; revised June 8, 2008.

POLICY BOARD OF EDUCATION OF MONTGOMERY COUNTY

Related Entries: ACA, ACB, ACC, GEG, JEE, JEE-RA

Responsible Office: Superintendent of Schools

Quality Integrated Education

A. PURPOSE

1. The Board of Education's primary responsibility is to provide the opportunity for each student to obtain a high quality education and to encourage each student to work toward that objective to the maximum of his or her abilities.
2. The Board of Education is committed to the proposition that education is most effective in a diverse, integrated setting, and that therefore a major purpose of this policy is to provide a framework for actions designed to promote diversity so that the isolation of racial, ethnic, and socioeconomic groups is avoided and the full benefits of integration are achieved.
3. Another important goal of the Board is to ensure that all students and staff have experiences and develop greater skills and increased sensitivity in working with others of diverse backgrounds so that they may function well as members of this pluralistic democratic society. The Board will continue to adhere to its commitment to racial and ethnic diversity in staffing in all schools.
4. This policy statement sets forth a design for achieving the combination of these two related goals – quality education and integrated education – while operating the schools as economically as possible.

B. ISSUE

The student population in the Montgomery County Public Schools (MCPS) has become increasingly diverse. Further, the numbers of students who require specialized assistance because they lack English or adequate educational preparation have increased dramatically. The school system must respond to the needs of these children, and must do so in a setting which does not isolate them, stereotype them, or fail to educate them effectively. The education of these students is a great challenge, one to which the school system must respond with creativity, with determination

and with carefully crafted educational strategies that will meet every student's need for success. The integrated settings in which this must occur must not be left to chance, but must be created and supported by MCPS.

Quality educational opportunities for children cannot be dependent on either racial or ethnic backgrounds or on family, or on socioeconomic status. Intensive support is necessary, however, for students whose opportunities have been limited by background or experience. Providing a quality education where there is evidence of educational disadvantage requires additional effort on the part of the school system.

Among the many factors influencing students' academic achievement, some are more directly under the control of the school system and others are more directly related to family and community conditions. The latter may include parental support for education and learning, economic resources, individual talents, community demographic conditions affecting mobility, employment opportunities, or cultural resources. The factors more directly under control of the schools include varieties of teaching strategies, application of appropriate classroom technologies, staff training, staff preparation, professional renewal, classroom support personnel, and other administrative and material resources.

Integrated schooling has inherent educational value from the standpoint of education's role in a democratic society. The survival and vigor of democracy depends upon an educated citizenry with shared concerns about the welfare of society, its members, and the democratic principles that govern it. Diversity brings different viewpoints and experiences to classroom discussions and thereby enhances the educational process. It also fosters racial and cultural understanding which is particularly important in a racially and culturally diverse society such as ours. In addition, research shows that integrated education expands postsecondary opportunities for diverse populations.

This school system is fortunate to have the pluralism brought by the African American, American Indian, Asian American, Hispanic, and White communities in our county and by the multi-ethnic groups within each. Some factors contributing to this diversity in the schools are under the control of the administration and other, more powerful, factors are due to community demographic conditions. The school system's diversity reflects the increasing pluralism of the U.S. society and emphasizes the broader need for international awareness and cooperation. Diversity is thus a valuable resource for teaching students to become citizens in a multi-racial/multi-ethnic world.

Therefore, a policy that supports quality education for integration of all students will have a positive effect on our students who will live and work together in a culturally diverse society.

C. POSITION

It is the position of the Board of Education that there is a logical analytic approach to decisions that need to be taken to achieve the goals of this policy. This approach is detailed in the section and concludes with a range of possible actions which might be taken to enhance diversity in the schools.

1. Supporting Academic Achievement**a) Identifying Schools**

The method for identification of schools most in need of support to improve academic achievement and for allocating supplementary resources to support quality education involves the following factors.

(1) Educational load, which may include:

- a) Free and Reduced Meals (FARMS)
- b) Students older than grade age
- c) Internal mobility
- d) External mobility
- e) Students with limited English proficiency
- f) Other factors which may correlate with school achievement levels

(2) Academic Achievement Levels

Staff will utilize the following indicators of academic achievement levels and may use others as it examines the levels of academic achievement in schools throughout the county: MCPS Criterion Referenced Tests, MSPAP results, and the percentage of students who qualify for Algebra I in ninth grade.

(3) Analysis of schools

Staff will analyze school needs based on educational load and achievement levels, among other appropriate factors.

b) Strengthening Schools

Based on the analysis described above, the need for action will be identified and recommended to the Board, and appropriate resources should be allocated to

assist those schools in delivering educational services that reinforce the academic opportunities for students there.

2. Supporting Diversity

a) Identifying Schools

Staff will assess annually the “diversity profile” of each school, which should take into account the following factors:

(1) Composition

The extent to which the school differs from the school system’s overall composition with respect to each of the four major racial/ethnic groups.

(2) Rate of Change

The rate of change in those four racial/ethnic compositions within the school over the past several years, using four years as the initial factor.

(3) Analysis of Schools

Based on the diversity profile and such other factors as are appropriate, the staff will prioritize the school’s need for administrative attention based on these factors.

b) Strengthening Schools

(1) The Board of Education is committed to taking reasonable measures to enhance the diversity of the student enrollments within each school. Such measures include, but are not limited to:

(a) Monitoring and regulating all interschool transfer requests from parents pursuant to the transfer policy

(b) Planning for balanced school populations when facility space needs require change in service areas, including consideration of socioeconomic diversity

- (c) Considering acquisition of school sites that have potential to maintain or improve diversity, including socioeconomic diversity
 - (d) Pairing, clustering, and creating consortia of schools
 - (e) Implementing magnet and special programs
- (2) The Board of Education will direct the superintendent to take measures to implement program strategies for increasing the opportunities for students to develop multicultural understanding and appreciation through the interaction with others of different races and ethnic groups. Such program alternatives can include, but are not limited to:
- (a) Curricular or extracurricular offerings
 - (b) Joint school activities
 - (c) Other activities designed to help students function in a multi-racial/multi-ethnic society
- (3) The Board of Education will direct the superintendent to implement one or more of such remedies in schools whose profiles warrant a need for increased diversity or for preserving diversity in the student body.

D. DESIRED OUTCOME

The Board of Education is committed to providing quality educational opportunities for all students regardless of background characteristics by providing an educational environment that enhances their educational success. The Board of Education is also committed to the provision of integrated settings for education that promote understanding of diversity, tolerance, and fair play, so that the tenets of a democratic society are reinforced by what students experience in school. Further, the Board of Education expects that the result of this policy will be that resources are allocated to meet the challenges of educating a diverse population with steadily greater success.

E. IMPLEMENTATION STRATEGIES

1. The superintendent will recommend to the Board of Education, as appropriate, actions that implement this policy and his/her recommendations will be based on these three factors below:

- a) Staff will examine annually the various factors that correlate with achievement levels that represent a school's educational load
 - b) Staff will assess annually the diversity profile of each school
 - c) Based on the diversity profile and other factors that are appropriate, staff will prioritize the school's need for administrative attention
2. The Board will advise the Montgomery County Planning Board, County Council, county executive, and other appropriate state, county, and municipal agencies of any governmental policies or practices which have or could have a beneficial or adverse impact on maintaining quality integrated education in the schools. The public schools alone cannot assure quality integrated education for all students. Other agencies, both public and private, must assume leadership to bring about greater opportunities for all persons to become part of our community fabric.
3. The Board commits itself to seek concerted action by all state, county, and municipal agencies and groups to help achieve the goals of this policy. It calls upon all citizens to join it in urging other agencies to work toward achieving quality integrated education in all public schools.

F. REVIEW AND REPORTING

1. The superintendent will present the Board of Education with an annual report that defines each school's educational load and diversity profile, reports progress toward achieving the desired outcomes of this policy, and contains appropriate recommendations for further actions designed to achieve those outcomes.
2. This policy will be reviewed on an ongoing basis in accordance with the Board of Education's policy review process.

Policy History: Adopted by Resolution No. 837-83, October 10, 1983; amended by Resolution No. 401-93, May 17, 1993.

POLICY

BOARD OF EDUCATION OF MONTGOMERY COUNTY

Related Entries: FAA, FAA-RA
Responsible Office: Chief Operating Officer
Facilities Management

Sustaining and Modernizing Montgomery County Public Schools (MCPS) Facilities

A. PURPOSE

To affirm the Board of Education's (Board) commitment to maintain all school facilities in conditions that maximize learning opportunities for every student in the county. Sustaining Montgomery County Public Schools (MCPS) facilities is accomplished by pursuing systematic maintenance programs that renew facilities on a life cycle replacement basis. Modernizing MCPS facilities is accomplished by pursuing the systematic assessment of older facilities that have reached the end of their useful lifecycle, and placing these schools in a queue for modernization based on their relative condition.

To establish a systematic approach for replacement of building systems and facilities for MCPS. The approach is intended to address changing educational program standards and aging of building systems at reasonable cost while providing appropriate spaces for educational programs and services and maintaining a safe, secure, and healthy physical environment for students and staff.

Many schools were built in the decades between 1950 and 1980. Since that time many code requirements have changed and construction methods have been improved, resulting in facilities that are capable of being sustained in good condition over a longer period of time than was the case with older school facilities. A rigorous maintenance program for well-built schools is critical to ensuring that the substantial taxpayer investment in school infrastructure is preserved. This policy recognizes that maintenance and systemic replacement activities need to serve as the primary means for keeping all schools in good condition over the extended life of a facility. At the same time, the policy recognizes that at some point the useful life-cycle of a facility has been reached and major modernization is necessary.

B. ISSUE

School facilities, building systems, and equipment all require various and continuing levels of attention to achieve their expected life-cycle. MCPS views facility maintenance as being on a continuum ranging from routine repairs to replacement of building systems to complete modernization of facilities.

The Board of Education (Board) should determine when funds will be spent on school facilities:

- a) To sustain facilities through routine maintenance of building systems.
- b) To replace building systems on a systematic schedule based on the anticipated life-cycle of these systems.
- c) To modernize facilities in accordance with an established queue when overall physical limitations of the facility can no longer support the educational program or comply with applicable building codes and regulations.

C. POSITION

The pursuit of the systematic life-cycle replacement of building systems and facilities will:

1. Enable school facilities to remain in good condition for a long period of time through the coordinated scheduling of building system repairs and replacements. These activities are based on routine maintenance protocols and anticipated life expectancies of various building systems. Examples of the buildings systems that lend themselves to replacement include heating, ventilation and air conditioning systems (HVAC) and mechanical systems, roofs, restrooms, information technology systems, safe access to schools, and school security systems. In addition numerous other building systems, covered under the Planned Life-cycle Asset Replacement (PLAR) and Building Modifications with Program Improvements (BMPI) capital programs, lend themselves to replacement.
2. Allow the Board to dedicate appropriate levels of funding for systemic projects that ensure all MCPS facilities stay in good condition.
3. Allow the Board to dedicate appropriate levels of funding to complete modernization of school facilities on an established queue when overall physical limitations of the facility can no longer support the educational program or current building codes.

4. Determine when a facility needs to be modernized based on the ability of systemic projects to sustain the facility in good condition. If it is determined that systemic maintenance is no longer viable for a school, then it will be added to the next group of schools to be assessed for modernization using the Facilities Assessment with Criteria and Testing methodology.
5. Maintain all school facilities at consistently high operational levels and maximize the life-span of existing physical plant asset.

D. DESIRED OUTCOME

In order to support its educational programs, MCPS will sustain the life of MCPS facilities through a balanced approach of maintaining and replacing building systems, while also providing for modernization or replacement of facilities when physical limitations of a facility can no longer support the educational program. MCPS will provide sufficient holding facilities so as to allow modernization of facilities to be scheduled.

E. REVIEW AND REPORTING

The *Educational Facilities Master Plan* will constitute the official reporting on the annual funding of systematic life-cycle replacement of building systems and facilities. This document will reflect facilities actions taken by the Board, and funds approved by the County Council for systemic capital projects needed to sustain schools in good condition.

This policy will be reviewed in accordance with the Board of Education's policy review process.

Policy History: Adopted by Resolution No. 835-91, October 8, 1991; amended by Resolution No. 571-10, December 7, 2010.

POLICY

BOARD OF EDUCATION OF MONTGOMERY COUNTY

Related Entries: JEE-RA

Responsible Office: Chief Operating Officer

Student Transfers

A. PURPOSE

To explain the limited circumstances under which students may be granted a transfer 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. Transfers from the home school or the school assigned through the IEP process may be permitted in cases of documented unique hardship.

C. POSITION

1. Transfers should be honored whenever there is a documented unique hardship circumstance. Problems that are common to large numbers of families do not constitute a unique hardship.
2. Exemptions

The following circumstances are exempted from the student transfer process:

- a) An older sibling attends the requested school in the regular program. If the older sibling attends a magnet or special program, an exemption may be granted on a case-by-case basis, with consideration given to space needs or limitations at the requested school.
- b) Continuation at the articulation point from middle school to high school
- c) Students have met the criteria for and been admitted to countywide programs

3. A student who transfers to another school without a change in residence of his/her parents or legal guardian shall attend the new school for one calendar year in order to be able to participate in athletics. A waiver from this restriction may be requested.
4. Parents either accepting a hardship transfer or receiving an approved exemption under 2 a) or b) assume responsibility for transportation, and recognize that student parking is regulated on a school by school basis.

D. DESIRED OUTCOMES

To maintain the stability of school attendance boundaries by promoting home school attendance and respecting the space needs or limitations of the individual schools.

E. IMPLEMENTATION STRATEGIES

This policy is implemented through administrative regulation.

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: 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.

REGULATION

MONTGOMERY COUNTY PUBLIC SCHOOLS

Related Entries: ACD, JEE, FAA
Responsible Office: Chief Operating Officer

Transfer of Students

I. PURPOSE

To establish procedures concerning the within-county transfer of students

II. BACKGROUND

Students are expected to attend the school within the established attendance area in which they reside or 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 (18 years of age or older), student services staff, or the principal.

III. DEFINITIONS

- A. The *home school* is the school to which a student is assigned based upon the Montgomery County Board of Education (Board) geographical boundary decision. Should the student be reassigned through the transfer process, he or she may elect at any time to return to the 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 Change of School Assignment (COSA). When a student is granted a COSA, the requested school becomes the assigned school.

IV. PROCEDURES

- A. Only documented unique hardship situations will be considered for a COSA.
- B. Exemptions
 - 1. Except for a boundary change, an older sibling attending the requested school at the same time in the regular program

2. The student is ready to move from middle school to high school, except for a boundary change
3. The student has met the criteria for and been admitted to and attends a countywide program

C. Timetables and Deadlines

1. COSA requests for the next school year will be accepted only between February 1 and April 1 for the following school year.
2. Every effort will be made to notify parents and students of the decision on their COSA request in May.
3. Some programs, such as elementary language immersion programs, may be based on attendance area, or admit students by lottery when there are more requests than available spaces.
4. 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. Students must enroll in and attend their home school while a COSA request is being processed.

D. Process for COSA

1. General
 - a) Paired elementary schools are considered one school for COSA purposes. However, when a student on an approved COSA matriculates from the primary grades to the upper grades, a new form must be submitted. Each pairing has unique characteristics that can impact implementation of transfers.
 - b) High school students who receive an approved COSA are ineligible for athletic participation for one calendar year. A waiver may be requested in writing from the director of Systemwide Athletics explaining the reason for the COSA.
 - c) Middle school students on an approved COSA, who wish to remain in that pattern for high school, will be required to reapply for a COSA

at the end of middle school. The exemption will be approved and the athletic ineligibility will be waived.

- d) Elementary school students on an approved COSA must reapply and meet the criteria in order to attend a middle school other than that serving their residence.
- e) In unique circumstances, COSAs may be granted for one year only. Parents/guardians must reapply for a COSA or students must return to their home school for the next school year.
- f) Students whose families have moved within the county who wish to continue attending their former home school should request a COSA from the school serving their new neighborhood to the school they have been attending. Such requests will be given preference for the remainder of the current school year only. Continuation in feeder pattern does not apply. Students in Grades 11 or 12 are exempt from this restriction and will be allowed to stay through graduation.
- g) COSA or exemption requests for younger siblings of students, including step brothers and sisters and half brothers and sisters, for whom COSAs have been approved, will be approved for a COSA, absent a boundary change, provided that the older sibling still will be attending the requested school in the regular program.
- h) COSA requests after an extended suspension will be addressed by staff in the Division of Pupil Personnel Services (DPPS) in consultation with the school principals involved. School changes for this reason are not generally approved.
- i) Students who have been given permission to attend schools other than assigned may, with proper cause, such as poor attendance or behavior, have that permission rescinded. In addition, students whose COSAs were approved because they were attending a special/exempt program must return to their home school if they leave that program.

2. Initiated by Parent/Guardian/Eligible Student (18 years of age or older)

- a) If a COSA is desired, MCPS Form 335-45: *Request for Change of School Assignment* (COSA), must be obtained from the principal of the home school.

- b) This completed form must be submitted to the principal of the student's home school by the deadline. The principal's signature signifies verification of residency and knowledge of the request, but does not constitute agreement or disagreement with the request.
- c) Students receiving special education services available in all schools follow the regular COSA process. Students receiving all other special education services should *not* use the COSA form, but should submit their request in writing to the Department of Special Education Services at 850 Hungerford Drive, Room 230, Rockville, Maryland 20850.
- d) 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.
- e) Parents accepting an approved COSA or exemption assume responsibility for transportation.
- f) The parent/guardian will receive written notification of approval or disapproval of a COSA or exemption request from DPPS. The student must enroll in and attend the home school while the appeal of a denial is in process. The home and requested schools will be notified that the request has been approved or denied.

3. Initiated by the Principal

- a) Prior to initiating a request for an administrative change of assignment of a student, the principal and the pupil personnel worker assigned to the student's home school will:
 - (1) Review the student's educational, medical, and behavioral record and consider alternative programs
 - (2) Schedule a conference with the parent/guardian and the student
- b) If a COSA is indicated, the following steps are implemented:
 - (1) After consulting with the principal and community superintendent as to the reason(s) for the COSA, the director

of DPPS will identify an appropriate school placement for the student.

- (2) The pupil personnel worker will arrange any necessary conferences with the parent/guardian, student, principal of the receiving school, and Department of Student Services staff, as well as supply written confirmation of the placement, athletic eligibility, and athletic waiver process.
- c) Department of Student Services staff members are responsible for monitoring the academic progress and social adjustment of the student whose COSA was initiated by the principal.

4. Initiated by the Department of Student Services

A COSA may be initiated by Department of Student Services staff, in concert with the parent/guardian and the home school's staff, at any time for special circumstances. The approval or denial of Department of Student Services initiated COSAs is the responsibility of the director of DPPS.

- a) Students transferred and assigned under this provision [IV.D.4.a] 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.
- b) Students transferred and assigned under this provision [IV.D.4.b] based on concerns about their health and/or safety 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. In these cases, a waiver will be granted.

E. Appeals

1. Superintendent of Schools

If a COSA is denied by the director of DPPS, the parent/guardian may appeal the decision to the superintendent of schools. 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. 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 his/her designee, will review all available information before issuing a decision. Although the matter is usually considered on the basis of the documents and telephone conferences, personal conferences may be arranged by the chief operating officer's hearing officer. Decisions will be made promptly given the number, complexity, and timing of appeals being handled at the same time. Appeals received by the chief operating officer before June 30 will be decided prior to the beginning of school.

2. Board of Education

An appeal of the decision of the superintendent of schools or his/her 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. Appellants are strongly encouraged to note any appeal as soon as possible. The superintendent of schools will be given the opportunity to respond, with a copy sent to the appellant, before the Board considers the appeal. The Board's decision will be rendered in writing.

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.

Appendix X

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.

2013–2014



Rockville, MD

Montgomery County Public Schools

www.montgomeryschoolsmd.org

August 2013

ELEMENTARY SCHOOLS

No.	Name and Address	Principal	Telephone
790.....	Arcola , 1820 Franwall Ave., Silver Spring 20902	Emmanuel J. Jean-Phillipe	301-649-8590
425.....	Ashburton , 6314 Lone Oak Dr., Bethesda 20817	Charlene E. Garran	301-571-6959
420.....	Bannockburn , 6520 Dalroy Lane, Bethesda 20817	Daniel Walder	301-320-6555
505.....	Lucy V. Barnsley , 14516 Nadine Dr., Rockville 20853	Andrew J. Winter	301-460-2121
207.....	Beall , 451 Beall Ave., Rockville 20850	Elliot M. Alter	301-279-8460
780.....	Bel Pre , 13801 Rippling Brook Dr., Silver Spring 20906 <i>Located at North Lake Center, 15101 Bauer Dr., Rockville 20852</i>	Carmen L. Van Zutphen	301-460-2145
607.....	Bells Mill , 8225 Bells Mill Rd., Potomac 20854	Jerri L. Oglesby	301-469-1046
513.....	Belmont , 19528 Olney Mill Rd., Olney 20832	Evan J. Pinkowitz	301-924-3140
401.....	Bethesda , 7600 Arlington Rd., Bethesda 20814	Lisa S. Seymour	301-657-4979
226.....	Beverly Farms , 8501 Postoak Rd., Potomac 20854	Dr. Beth L. Brown	301-469-1050
410.....	Bradley Hills , 8701 Hartsdale Ave., Bethesda 20817	Sandra S. Reece	301-571-6966
304.....	Broad Acres , 710 Beacon Rd., Silver Spring 20903	Dr. Peter H. Bray	301-431-7616
518.....	Brooke Grove , 2700 Spartan Rd., Olney 20832	Gail M. West	301-924-3154
807.....	Brookhaven , 4610 Renn St., Rockville 20853	Shahid A. Muhammad	301-460-2140
559.....	Brown Station , 851 Quince Orchard Blvd., Gaithersburg 20878	Dr. Carl L. Baskerville	301-840-7172
419.....	Burning Tree , 7900 Beech Tree Rd., Bethesda 20817	Dr. Judith F. Lewis	301-320-6510
309.....	Burnt Mills , 11211 Childs St., Silver Spring 20901	Lisa O. Thomas	301-649-8192
302.....	Burtonsville , 15516 Old Columbia Pike, Burtonsville 20866	Kimberly L. Kimber	301-989-5654
508.....	Candlewood , 7210 Osprey Dr., Rockville 20855 <i>Located at Emory Grove Center, 18100 Washington Grove Lane, Gaithersburg 20879</i>	Dr. Linda B. Sheppard	301-840-7167
310.....	Cannon Road , 901 Cannon Rd., Silver Spring 20904	Norman L. Coleman	301-989-5662
604.....	Carderock Springs , 7401 Persimmon Tree Lane, Bethesda 20817	Rock A. Palmisano	301-469-1034
159.....	Rachel Carson , 100 Tschiffely Square Rd., Gaithersburg 20878	Lawrence D. Chep	301-840-5333
511.....	Cashell , 17101 Cashell Rd., Rockville 20853	Maureen Ahern	301-924-3130
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	Kwang-Ja Lee	301-353-8060
706.....	Clearspring , 9930 Moyer Rd., Damascus 20872	Holly A. Steel	301-253-7004
100.....	Clopper Mill , 18501 Cinnamon Dr., Germantown 20874	Dr. Ocheze Joseph	301-353-8065
308.....	Cloverly , 800 Briggs Chaney Rd., Silver Spring 20905	Melissa A. Brunson	301-989-5770
238.....	Cold Spring , 9201 Falls Chapel Way, Potomac 20854	Martin J. Barnett	301-279-8480
229.....	College Gardens , 1700 Yale Pl., Rockville 20850	Stacey F. Rogovoy	301-279-8470
322.....	Community Montessori Charter , 3015 Upton Dr., Kensington 20895	Karen E. Caroscio	301-929-2505
808.....	Cresthaven , 1234 Cresthaven Dr., Silver Spring 20903	Sherri A. Gorden	301-431-7622
111.....	Capt. James E. Daly , 20301 Brandermill Dr., Germantown 20876	Nora G. Dietz	301-353-0939
702.....	Damascus , 10201 Bethesda Church Rd., Damascus 20872	Sean P. McGee	301-253-7080
351.....	Darnestown , 15030 Turkey Foot Rd., Gaithersburg 20878	Laura S. Colgary	301-840-7157
570.....	Diamond , 4 Marquis Dr., Gaithersburg 20878	Carol A. Lange	301-840-7177
747.....	Dr. Charles R. Drew , 1200 Swingingdale Dr., Silver Spring 20905	Wanda L. Means Harris	301-989-6030
241.....	DuFief , 15001 DuFief Dr., Gaithersburg 20878	Brent T. Mascott	301-279-4980
756.....	East Silver Spring , 631 Silver Spring Ave., Silver Spring 20910	Dr. Adrienne L. Morrow	301-650-6420
303.....	Fairland , 14315 Fairdale Rd., Silver Spring 20905	Tillie C. Garfinkel	301-989-5658
233.....	Fallsmead , 1800 Greenplace Terr., Rockville 20850	Roni S. Silverstein	301-279-4984
219.....	Farmland , 7000 Old Gate Rd., Rockville 20852	Mary E. Bliss	301-230-5919
566.....	Fields Road , One School Dr., Gaithersburg 20878	Kathryn S. Rupp	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	301-924-3135
803.....	Forest Knolls , 10830 Eastwood Ave., Silver Spring 20901	Donald D. Masline	301-649-8060
106.....	Fox Chapel , 19315 Archdale Rd., Germantown 20874	Diana L. Zabetakis	301-353-8055
553.....	Gaithersburg , 35 North Summit Ave., Gaithersburg 20877	Stephanie D. Brant	301-840-7136
313.....	Galway , 12612 Galway Dr., Silver Spring 20904	Dorothea A. Fuller (<i>Acting</i>)	301-595-2930
204.....	Garrett Park , 4810 Oxford St., Kensington 20895	Elaine L. Chang-Baxter	301-929-2170
786.....	Georgian Forest , 3100 Regina Dr., Silver Spring 20906	Kimberly D. Rogers (<i>Acting</i>)	301-460-2170
102.....	Germantown , 19110 Liberty Mill Rd., Germantown 20874	Amy D. Bryant	301-353-8050
337.....	William B. Gibbs, Jr. , 12615 Royal Crown Dr., Germantown 20876	Kimberly B. Bosnic	301-353-0800
767.....	Glen Haven , 10900 Inwood Ave., Silver Spring 20902	Dr. Joanne Smith	301-649-8051
817.....	Glenallan , 12520 Heurich Rd., Silver Spring 20902	Peter O. Moran	301-929-2014

No.	Name and Address	Principal	Telephone
546.....	Goshen , 8701 Warfield Rd., Gaithersburg 20882.....	Yolanda R. Allen.....	301-840-8165
340.....	Great Seneca Creek , 13010 Dairymaid Dr., Germantown 20874.....	Scott T. Curry.....	301-353-8500
334.....	Greencastle , 13611 Robey Rd., Silver Spring 20904.....	R. Kevin Payne, Jr.....	301-595-2940
512.....	Greenwood , 3336 Gold Mine Rd., Brookeville 20833.....	Cheryl A. Bunyan.....	301-924-3145
797.....	Harmony Hills , 13407 Lydia St., Silver Spring 20906.....	Dr. Carole E. Rawlison.....	301-929-2157
774.....	Highland , 3100 Medway St., Silver Spring 20902.....	Scott R. Steffan.....	301-929-2040
784.....	Highland View , 9010 Providence Ave., Silver Spring 20901.....	Anne M. Dardarian.....	301-650-6426
305.....	Jackson Road , 900 Jackson Rd., Silver Spring 20904.....	Sally Ann Macias.....	301-989-5650
360.....	Jones Lane , 15110 Jones Lane, Gaithersburg 20878.....	Carole A. Sample.....	301-840-8160
805.....	Kemp Mill , 411 Sisson St., Silver Spring 20902.....	Floyd D. Starnes.....	301-649-8046
783.....	Kensington Parkwood , 4710 Saul Rd., Kensington 20895.....	Barbara A. Liess.....	301-571-6949
108.....	Lake Seneca , 13600 Wanegarden Dr., Germantown 20874.....	Teri D. Johnson.....	301-353-0929
209.....	Lakewood , 2534 Lindley Terr., Rockville 20850.....	Robin L. Malcotti.....	301-279-8465
051.....	Laytonsville , 21401 Laytonsville Rd., Gaithersburg 20882.....	Donna M. Sagona.....	301-840-7145
336.....	Little Bennett , 23930 Burdette Forest Rd., Clarksburg 20871.....	Shawn D. Miller.....	301-540-5535
220.....	Luxmanor , 6201 Tilden Lane, Rockville 20852.....	Ryan D. Forkert.....	301-230-5914
244.....	Thurgood Marshall , 12260 McDonald Chapel Dr., Gaithersburg 20878.....	Pamela S. Nazzaro.....	301-670-8282
210.....	Maryvale , 1000 First St., Rockville 20850.....	Karen Gregory.....	301-279-4990
523.....	Spark M. Matsunaga , 13902 Bromfield Rd., Germantown 20874.....	Judy K. Brubaker.....	301-601-4350
110.....	S. Christa McAuliffe , 12500 Wisteria Dr., Germantown 20874.....	Wanda P. Coates.....	301-353-0910
158.....	Ronald McNair , 13881 Hopkins Rd., Germantown 20874.....	Eileen K. Macfarlane.....	301-353-0854
212.....	Meadow Hall , 951 Twinbrook Pkwy., Rockville 20851.....	Cabell W. Lloyd.....	301-279-4988
556.....	Mill Creek Towne , 17700 Park Mill Dr., Rockville 20855.....	Kenneth L. Marcus.....	301-840-7149
652.....	Monocacy , 18801 Barnesville Rd., Dickerson 20842.....	Cynthia R. Duranko.....	301-972-7990
776.....	Montgomery Knolls , 807 Daleview Dr., Silver Spring 20901.....	Bertram B. Generlette.....	301-431-7667
791.....	New Hampshire Estates , 8720 Carroll Ave., Silver Spring 20903.....	Marinda Thomas Evans.....	301-431-7607
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.....	301-657-4950
766.....	Oak View , 400 East Wayne Ave., Silver Spring 20901.....	Peggy E. Salazar.....	301-650-6434
769.....	Oakland Terrace , 2720 Plyers Mill Rd., Silver Spring 20902.....	Cheryl D. Pulliam.....	301-929-2161
502.....	Olney , 3401 Queen Mary Dr., Olney 20832.....	Carla Glawe.....	301-924-3126
312.....	William Tyler Page , 13400 Tamarack Rd., Silver Spring 20904.....	Raushann Austin.....	301-989-5672
761.....	Pine Crest , 201 Woodmoor Dr., Silver Spring 20901.....	Cynthia A. Houston (<i>Acting</i>).....	301-649-8066
749.....	Piney Branch , 7510 Maple Ave., Takoma Park 20912.....	Rachel C. DuBois.....	301-891-8000
153.....	Poolesville , 19565 Fisher Ave., Poolesville 20837.....	Douglas M. Robbins.....	301-972-7960
601.....	Potomac , 10311 River Rd., Potomac 20854.....	Linda Z. Goldberg.....	301-469-1042
514.....	Judith A. Resnik , 7301 Hadley Farms Dr., Gaithersburg 20879.....	Latricia D. Thomas.....	301-670-8200
242.....	Dr. Sally K. Ride , 21301 Seneca Crossing Dr., Germantown 20876.....	Christopher A. Wynne.....	301-353-0994
227.....	Ritchie Park , 1514 Dunster Rd., Rockville 20854.....	M. Catherine Long.....	301-279-8475
773.....	Rock Creek Forest , 8330 Grubb Rd., Chevy Chase 20815.....	Jennifer H. Lowndes.....	301-650-6410
<i>Located at Radnor Center, 7000 Radnor Rd., Bethesda 20817</i>			
819.....	Rock Creek Valley , 5121 Russett Rd., Rockville 20853.....	Catherine A. Jasperse.....	301-460-2195
795.....	Rock View , 3901 Denfeld Ave., Kensington 20895.....	Kristine A. Alexander.....	301-929-2002
156.....	Lois P. Rockwell , 24555 Cutsail Dr., Damascus 20872.....	Cheryl Ann Clark.....	301-253-7088
771.....	Rolling Terrace , 705 Bayfield St., Takoma Park 20912.....	Jennifer L. Connors.....	301-431-7600
794.....	Rosemary Hills , 2111 Porter Rd., Silver Spring 20910.....	Deborah C. Ryan.....	301-650-6400
555.....	Rosemont , 16400 Alden Ave., Gaithersburg 20877.....	James A. Sweeney.....	301-840-7123
565.....	Sequoyah , 17301 Bowie Mill Rd., Derwood 20855.....	Dr. Barbara A. Jasper.....	301-840-5335
603.....	Seven Locks , 9500 Seven Locks Rd., Bethesda 20817.....	Carl R. Bencal.....	301-469-1038
501.....	Sherwood , 1401 Olney-Sandy Spring Rd., Sandy Spring 20860.....	Dina E. Brewer.....	301-924-3195
779.....	Sargent Shriver , 12518 Greenly Dr., Silver Spring 20906.....	Tamisha L. Sampson.....	301-929-4426
770.....	Flora M. Singer , 2600 Hayden Dr., Silver Spring 20902.....	Kyle J. Heatwole.....	301-649-8000
517.....	Sligo Creek , 500 Schuyler Rd., Silver Spring 20910.....	Diantha R. Swift.....	301-562-2722
405.....	Somerset , 5811 Warwick Pl., Chevy Chase 20815.....	Kelly Morris.....	301-657-4985
564.....	South Lake , 18201 Contour Rd., Gaithersburg 20877.....	Celeste D. King.....	301-840-7141
568.....	Stedwick , 10631 Stedwick Rd., Gaithersburg 20886.....	Dr. Margaret Pastor.....	301-840-7187
653.....	Stone Mill , 14323 Stonebridge View Dr., North Potomac 20878.....	Kimberly A. Williams.....	301-279-4975
316.....	Stonagate , 14811 Notley Rd., Silver Spring 20905.....	Audra M. Fladung.....	301-989-5668
822.....	Strathmore , 3200 Beaverwood Lane, Silver Spring 20906.....	Cheryl L. Smith.....	301-460-2135
569.....	Strawberry Knoll , 18820 Strawberry Knoll Rd., Gaithersburg 20879.....	E. Frank Kaplan.....	301-840-7112
563.....	Summit Hall , 101 West Deer Park Rd., Gaithersburg 20877.....	Keith R. Jones.....	301-840-7127
754.....	Takoma Park , 7511 Holly Ave., Takoma Park 20912.....	Zadia T. Gadsden.....	301-650-6414
216.....	Travilah , 13801 DuFief Mill Rd., North Potomac 20878.....	Susan Shenk.....	301-840-7153
206.....	Twinbrook , 5911 Ridgeway Ave., Rockville 20851.....	Karen L. Johnson.....	301-230-5925
772.....	Viers Mill , 11711 Joseph Mill Rd., Silver Spring 20906.....	Matthew A. Devan.....	301-929-2165
552.....	Washington Grove , 8712 Oakmont St., Gaithersburg 20877.....	Susan B. Barranger.....	301-840-7120
109.....	Waters Landing , 13100 Waters Landing Dr., Germantown 20877.....	Tina W. Shrewsbury.....	301-353-0915
561.....	Watkins Mill , 19001 Watkins Mill Rd., Montgomery Village 20886.....	Stephanie G. Spencer.....	301-840-7181
235.....	Wayside , 10011 Glen Rd., Potomac 20854.....	Donna E. Michela (<i>Acting</i>).....	301-279-8484
777.....	Weller Road , 3301 Weller Rd., Silver Spring 20906.....	Michael O. Simmons.....	301-929-2010
408.....	Westbrook , 5110 Allan Terr., Bethesda 20816.....	Jennifer S. Lane.....	301-320-6506
504.....	Westover , 401 Hawkesbury Lane, Silver Spring 20904.....	Dr. Patricia A. Kelly.....	301-989-5676
788.....	Wheaton Woods , 4510 Faroe Pl., Rockville 20853.....	David T. Chia.....	301-929-2018

No.	Name and Address	Principal	Telephone
558.....	Whetstone , 19201 Thomas Farm Rd., Gaithersburg 20879.....	Victoria (Vicky) A. Casey.....	301-840-7191
417.....	Wood Acres , 5800 Cromwell Dr., Bethesda 20816.....	Marita R. Sherburne.....	301-320-6502
704.....	Woodfield , 24200 Woodfield Rd., Gaithersburg 20882.....	Gayle J. Starr.....	301-253-7085
764.....	Woodlin , 2101 Luzerne Ave., Silver Spring 20910.....	Shoua F. Moua.....	301-650-6440
422.....	Wyngate , 9300 Wadsworth Dr., Bethesda 20817.....	Barbara J. Leister.....	301-571-6979

MIDDLE SCHOOLS

823.....	Argyle , 2400 Bel Pre Rd., Silver Spring 20906.....	Robert W. Dodd.....	301-460-2400
705.....	John T. Baker , 25400 Oak Dr., Damascus 20872.....	Louise J. Worthington.....	301-253-7010
333.....	Benjamin Banneker , 14800 Perrywood Dr., Burtonsville 20866.....	Ruschelle Reuben.....	301-989-5747
335.....	Briggs Chaney , 1901 Rainbow Dr., Silver Spring 20904.....	Dr. Tamitha F. Campbell.....	301-989-6000
606.....	Cabin John , 10701 Gainsborough Rd., Potomac 20854.....	Dr. Paulette L. Smith.....	301-469-1150
157.....	Roberto W. Clemente , 18808 Waring Station Rd., Germantown 20874.....	Khadija F. Barkley.....	301-601-0344
775.....	Eastern , 300 University Blvd. East, Silver Spring 20901.....	Casey B. Crouse.....	301-650-6650
507.....	William H. Farquhar , 16915 Batchellors Forest Rd., Olney 20832.....	Diane D. Morris.....	301-924-3100
248.....	Forest Oak , 651 Saybrooke Oaks Blvd., Gaithersburg 20877.....	Arthur Williams.....	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.....	Carol L. Goddard.....	301-840-4554
228.....	Herbert Hoover , 8810 Post oak Rd., Potomac 20854.....	Yong-Mi Kim.....	301-469-1010
311.....	Francis Scott Key , 910 Schindler Dr., Silver Spring 20903.....	Yolanda Stanislaus.....	301-422-5600
107.....	Dr. Martin Luther King, Jr. , 13737 Wisteria Dr., Germantown 20874.....	Dana E. Davison.....	301-353-8080
708.....	Kingsview , 18909 Kingsview Rd., Germantown 20874.....	James N. D'Andrea.....	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 (<i>Acting</i>).....	301-649-8100
787.....	A. Mario Loiederman , 12701 Goodhill Rd., Silver Spring 20906.....	Nicole A. Sosik.....	301-929-2282
557.....	Montgomery Village , 19300 Watkins Mill Rd., Montgomery Village 20886.....	Dr. Edgar E. Malker.....	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.....	Alton E. Sumner.....	301-571-3883
812.....	Parkland , 4610 West Frankfort Dr., Rockville 20853.....	Dr. Benjamin T. OuYang.....	301-438-5700
155.....	Rosa M. Parks , 19200 Olney Mill Rd., Olney 20832.....	Dr. Donna R. Jones.....	301-924-3180
247.....	John Poole , 17014 Tom Fox Ave., Poolesville 20837.....	Charlotte W. Boucher.....	301-972-7979
428.....	Thomas W. Pyle , 6311 Wilson Lane, Bethesda 20817.....	Christopher B. Nardi.....	301-320-6540
562.....	Redland , 6505 Muncaster Mill Rd., Rockville 20855.....	Robert Sinclair, Jr.....	301-840-4680
105.....	Ridgeview , 16600 Raven Rock Dr., Gaithersburg 20878.....	Monifa B. McKnight.....	301-840-4770
707.....	Rocky Hill , 22401 Brick Haven Way, Clarksburg 20871.....	Dr. Cynthia Eldridge (<i>Acting</i>).....	301-353-8282
521.....	Shady Grove , 8100 Midcounty Hwy., Gaithersburg 20877.....	Edward K. Owusu.....	301-548-7540
647.....	Silver Spring International , 313 Wayne Ave., Silver Spring 20910.....	John W. Haas.....	301-650-6544
778.....	Sligo , 1401 Dennis Ave., Silver Spring 20902.....	Eric A. Wilson.....	301-649-8121
755.....	Takoma Park , 7611 Piney Branch Rd., Silver Spring 20910.....	Alicia M. Deeny.....	301-650-6444
232.....	Tilden , 11211 Old Georgetown Rd., Rockville 20852.....	Irina LaGrange.....	301-230-5930
211.....	Julius West , 651 Great Falls Rd., Rockville 20850.....	Craig W. Staton.....	301-279-3979
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.....	301-989-5780
820.....	Earle B. Wood , 14615 Bauer Dr., Rockville 20853.....	Dr. Traci L. Townsend.....	301-460-2150

HIGH SCHOOLS

406.....	Bethesda-Chevy Chase , 4301 East-West Hwy., Bethesda 20814.....	Karen L. Lockard.....	240-497-6300
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.....	Christopher S. Berry.....	301-879-1300
602.....	Winston Churchill , 11300 Gainsborough Rd., Potomac 20854.....	Dr. Joan L. Benz.....	301-469-1200
249.....	Clarksburg , 22500 Wims Rd., Clarksburg 20871.....	James P. Koutsos.....	301-444-3000
701.....	Damascus , 25921 Ridge Rd., Damascus 20872.....	Jennifer L. Webster.....	301-253-7030
789.....	Albert Einstein , 11135 Newport Mill Rd., Kensington 20895.....	James G. Fernandez.....	301-929-2200
551.....	Gaithersburg , 101 Education Boulevard, Gaithersburg 20877.....	Dr. Christine C. Handy-Collins.....	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. (<i>Acting</i>).....	301-929-2100
510.....	Col. Zadok Magruder , 5939 Muncaster Mill Rd., Rockville 20855.....	Leroy C. Evans.....	301-840-4600
201.....	Richard Montgomery , 250 Richard Montgomery Dr., Rockville 20852.....	Dr. Nelson McLeod, II.....	301-610-8000
246.....	Northwest , 13501 Richter Farm Rd., Germantown 20874.....	E. Lancellotti (Lance) Dempsey.....	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. Rogers.....	301-989-5600
152.....	Poolesville , 17501 Willard Rd., Poolesville 20837.....	Deena Levine.....	301-972-7900
125.....	Quince Orchard , 15800 Quince Orchard Rd., Gaithersburg 20878.....	Carole A. Working.....	301-840-4762
230.....	Rockville , 2100 Baltimore Rd., Rockville 20851.....	Billie-Jean Bensen.....	301-517-8105
104.....	Seneca Valley , 19401 Crystal Rock Dr., Germantown 20874.....	Marc J. Cohen.....	301-353-8000
503.....	Sherwood , 300 Olney-Sandy Spring Rd., Sandy Spring 20860.....	William M. Gregory.....	301-924-3200
798.....	Springbrook , 201 Valleybrook Dr., Silver Spring 20904.....	Samuel A. Rivera.....	301-989-5700
545.....	Watkins Mill , 10301 Apple Ridge Rd., Gaithersburg 20879.....	Scott W. Murphy.....	301-840-3959
782.....	Wheaton , 12601 Dalewood Dr., Silver Spring 20906.....	Bennie W. Green (<i>Acting</i>).....	301-929-2050
427.....	Walt Whitman , 7100 Whittier Blvd., Bethesda 20817.....	Dr. Alan S. Goodwin.....	301-320-6600
234.....	Thomas S. Wootton , 2100 Wootton Pkwy., Rockville 20850.....	Dr. Michael J. Doran.....	301-279-8550

No.	Name and Address	Principal	Telephone
TECHNICAL CAREER HIGH SCHOOL			
748.....	Thomas Edison High School of Technology, 12501 Dalewood Dr., Silver Spring 20906	Carlos Hamlin	301-929-2175
ENVIRONMENTAL EDUCATION CENTER			
990.....	Lathrop E. Smith Environmental Education Center 5110 Meadowside Lane, Rockville 20855	Laurie C. Jenkins	301-924-3123
ALTERNATIVE PROGRAMS			
Dr. Ira K. Thomas, Principal—301-279-4920			
239.....	Fleet Street Program, 14501 Avery Rd., Rockville 20853	Phyllis Anigbogu	301-517-5860
239.....	Glenmont Program, 8001 Lynnbrook Dr., Bethesda 20814	Laura Shabazz	301-657-4977
239.....	Hadley Farms Program, 7401 Hadley Farms Dr., Gaithersburg 20879	Laura Shabazz	301-548-4960
239.....	Needwood Academy, 14501 Avery Rd., Rockville 20853	Sheri Phillips & Frank Soo Hoo	301-279-4912
239.....	Randolph Academy, 14501 Avery Rd., Rockville 20853	Lorenzo Prillman	301-517-8616
SPECIAL SCHOOLS			
951.....	Longview School, 13900 Bromfield Rd., Germantown 20874	Michelle M. Mach	301-601-4830
965.....	John L. Gildner Regional Institute for Children and Adolescents (RICA), 15000 Broschart Rd., Rockville 20850	Michelle E. Schultz	301-251-6900
916.....	Rock Terrace School, 390 Martins Lane, Rockville 20850	Katherine W. Lertora (<i>Acting</i>)	301-279-4940
215.....	Carl Sandburg Learning Center, 451 Meadow Hall Dr., Rockville 20851	Marlene R. Kenny	301-279-8490
799.....	Stephen Knolls School, 10731 St. Margaret's Way, Kensington 20895	Kim M. Redgrave (<i>Acting</i>)	301-929-2151
CENTERS, FACILITIES, AND OFFICES			
45 West Gude Drive, 45 West Gude Drive, Rockville 20850			
	Construction, Division of (Suite 4300)		240-314-1000
	Consulting Teachers Team (Suite 2400)		301-217-5120
	Controller, Division of (Suite 3200)		301-279-3115
	Employee and Retiree Service Center (Suite 1200)		301-517-8100
	Facilities Management, Department of (Suite 4000)		240-314-1060
	Human Resources and Development (Suite 1100)		301-279-3270
	Long-range Planning, Division of (Suite 4100)		240-314-4700
	Procurement, Division of (Suite 3100)		301-279-3555
	Pupil Personnel Services (Terrace Level)		301-315-7335
	School Plant Operations, Division of (Suite 4200)		240-314-1075
	SERT Program (Suite 4000)		240-314-1090
	Systemwide Safety Programs (Suite 4000)		240-314-1070
	Carver Educational Services Center, 850 Hungerford Dr., Rockville 20850		301-309-6277
	Center for Technology Innovation, 4 Choke Cherry Rd., Rockville 20850		240-314-2250
	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
	Blair G. Ewing Center, 14501 Avery Rd., Rockville 20853		301-279-4920
	Food Services, 16644 Crabbs Branch Way, Rockville 20855		301-840-8170
	Lincoln Center, 580 North Stonestreet Ave., Rockville 20850		
	Department of Materials Management		301-279-3348
	Library and Media Programs		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
	Professional Library—USG, 9636 Gudelsky Dr., Education Bldg. III., Rm. 1200, Rockville 20850		301-279-3227
	Rocking Horse Road Center, 4910 Macon Rd., Rockville 20852		
	Academic Support, Federal and State Programs (Suite 202)		301-230-0660
	Child Find/Early Childhood Disabilities Unit (Suite 207)		301-230-5966
	Early Childhood Programs and Services (Suite 200)		301-230-0691
	ESOL/Bilingual Programs (Suite 115)		301-230-0670
	International Student Admissions Office (Suite 148-153)		301-230-0686
	Prekindergarten and Head Start (Suite 141)		301-230-0676
	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		301-592-2040
	Speech and Language Services		301-649-8085
	Taylor Science Materials Center, 19501 White Ground Rd., Boyds 20841		301-353-0866
	Upcounty Regional Services Center, 12900 Middlebrook Rd., Germantown 20874		301-601-0300
	Student Affairs		301-444-8620
	Transportation Support Services		301-444-8580

Planning Calendar

The following is the planning calendar for the FY 2015–2020 Capital Improvements Program (CIP).

Date	Activity
June 1, 2013.....	Cluster PTAs submit comments and proposals about issues for consideration in the CIP to superintendent
June 30, 2013.....	Superintendent publishes a summary of all actions to date that have affected schools (Educational Facilities Master Plan)
Summer 2013.....	Division of Long-range Planning staff meets with cluster representatives to discuss issues related to the upcoming CIP development
October 7, 2013.....	MCPS FY 2015 State CIP request to the Interagency Committee (IAC) on Public School Construction
October 8, 2013	Board of Education presentation on enrollment trends and facility planning issues
October 15, 2013.....	Superintendent releases recommendations on boundary and/or planning studies conducted in spring 2013
October 28, 2013.....	Six-year enrollment projections are revised and published
October 28, 2013.....	Superintendent publishes recommendations for the FY 2015–2020 CIP
November 4, 2013	MCPS/MCCPTA CIP Forum provides overview of recommendations to PTA leaders
November 7, 2013	Board of Education work session on superintendent's recommendations on spring 2013 boundary and/ or planning studies (if any) and the FY 2015 Capital Budget and the FY 2015–2020 CIP
November 14, 2013	IAC staff recommendations on FY 2015 State CIP
November 11 and 14, 2013	Public hearings on the superintendent's recommendations on spring 2013 boundary and/or planning studies (if any) and the FY 2015 Capital Budget and the FY 2015–2020 CIP
November 18, 2013	Board of Education action on spring 2013 boundary and/or planning studies (if any) and the FY 2015 Capital Budget and the FY 2015–2020 CIP
November 25, 2013	Final revisions on FY 2015 state aid request due to IAC
December 1, 2013.....	Board of Education submits Requested FY 2015 Capital Budget and the FY 2015–2020 CIP to the County Executive
December 3, 2013.....	IAC appeal hearing on FY 2015 State CIP
December 31, 2013.....	IAC recommendations on FY 2015 State CIP submitted to the Board of Public Works
Mid-January 2014.....	County executive publishes recommendations for the FY 2015 Capital Budget and the FY 2015–2020 CIP
January 2014	Board of Public Works hearing on the FY 2015 State CIP
February–May 2014.....	County Council reviews requested FY 2015 Capital Budget and the FY 2015–2020 CIP
February 2014	Superintendent releases recommendations on winter boundary and/or planning studies (if any) and CIP recommendations for deferred CIP items (if any)
February 24, 2014	Board of Education facilities work session for winter boundary and/or planning studies (if any) and deferred CIP items (if any)
March 13, 2014.....	Public hearing on superintendent's recommendations for winter boundary and/or planning studies (if any) and deferred CIP items (if any)
March 24, 2014.....	Board of Education action on winter boundary and/or planning studies (if any) and deferred CIP items (if any)
May 2014.....	Board of Public Works decisions on FY 2015 State CIP
Late May 2014	County Council approves the FY 2015 Capital Budget and FY 2015–2020 CIP

All CIP and Master Plan documents are accessible on the MCPS website at:

http://www.montgomeryschoolsmd.org/departments/planning/CIPMaster_Current2.shtml

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ROCKVILLE, MARYLAND



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