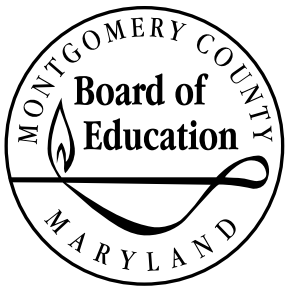
SUPERINTENDENT'S RECOMMENDED

FY 2017 Capital Budget

and the FY 2017–2022 Capital Improvements Program

MONTGOMERY COUNTY PUBLIC SCHOOLS
ROCKVILLE, MARYLAND



VISION

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

MISSION

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

CORE PURPOSE

Prepare all students to thrive in their future.

CORE VALUES

Learning
Relationships
Respect
Excellence
Equity

Board of Education

Mrs. Patricia B. O'Neill
President

Mr. Michael A. Durso
Vice President

Mr. Christopher S. Barclay

Dr. Judith R. Docca

Mr. Philip Kauffman

Ms. Jill Ortman-Fouse

Mrs. Rebecca Smondrowski

Mr. Eric Guerci
Student Member

School Administration

Mr. Larry A. Bowers
Interim Superintendent of Schools

Dr. Maria V. Navarro
Chief Academic Officer

Dr. Kimberly A. Statham
Deputy Superintendent of School Support and Improvement

Dr. Andrew M. Zuckerman
Chief Operating Officer

850 Hungerford Drive
Rockville, Maryland 20850
www.montgomeryschoolsmd.org

Superintendent's Recommended FY 2017 Capital Budget and the FY 2017–2022 Capital Improvements Program

Montgomery County Public Schools
Rockville, Maryland

Published by:
the Department of Materials Management
for the Department of Facilities Management and the Division of Long-range Planning
45 West Gude Drive, Suite 4100
Rockville, Maryland 20850
http://www.montgomeryschoolsmd.org/departments/planning

MCPS MONTGOMERY COUNTY PUBLIC SCHOOLS
www.montgomeryschoolsmd.org MARYLAND

October 28, 2015

Malcolm Baldrige National Quality Award 2010 Award Recipient

Mrs. Patricia B. O'Neill, President
and Members of the Montgomery County Board of Education
Carver Educational Services Center
850 Hungerford Drive, Room 123
Rockville, Maryland 20850

Dear Mrs. O'Neill and Members of the Board of Education:

I am submitting my *Recommended Fiscal Year (FY) 2017 Capital Budget and the FY 2017–2022 Capital Improvements Program* (CIP) for your consideration and adoption. This six-year plan includes the expenditure recommendations for FY 2017–2022 and provides the recommended FY 2017 Capital Budget funding appropriation authority needed to implement the CIP during the fiscal year that begins July 1, 2016, and ends June 30, 2017. FY 2017 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 2017 Capital Budget and the FY 2017–2022 Capital Improvements Program* totals $1.716 billion, an increase of $172 million over the approved CIP. While I understand that the county continues to struggle with revenue shortfalls, many of our schools are significantly overutilized and beyond their life cycle, and capital projects are necessary to provide the learning environment that our students and staff deserve. The recommended CIP will address our growing need for classroom space through additions and new schools, will focus on our aging facilities through the revitalization/expansion program, and will meet the needs of our infrastructure through many countywide systemic projects.

For the 2015–2016 school year, Montgomery County Public Schools (MCPS) is experiencing its eighth straight year of significant enrollment growth. Preliminary September 30, 2015, enrollment is 156,455 students for a one-year increase of more than 2,600 students. Since the 2007–2008 school year, enrollment has increased by 18,710 students with most of the increase at the elementary school level. Since 2007, approximately 14,000 more seats have been added to increase school capacities through new school openings and expansion of existing schools; however, the school system continues to be significantly behind in meeting our elementary school space needs.

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 2021–2022 school year, middle school enrollment is projected to increase by approximately 3,500 students and high school enrollment by approximately 6,800 students. These increases are equivalent to three middle schools with a capacity of 1,200 students each and three high schools with a capacity of 2,200 students each.

Total MCPS enrollment by the 2021–2022 school year is projected to increase by 10,143 students to reach 166,598 students. Adding the projected 10,143 student increase to the 18,710 student increase since 2007, results in a total increase of 28,853 students during the 14-year period from 2007 to 2021. This is 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.

Therefore, the *Recommended FY 2017 Capital Budget and FY 2017–2022 Capital Improvements Program* maintains the completion dates of five elementary school addition projects and accelerates, by one year, two addition projects—Ashburton and S. Christa McAuliffe elementary schools. These two elementary schools, based on the new enrollment projections, have the highest space deficits of the approved addition projects. My recommendation also maintains the completion date of one of two new elementary schools. With respect to the second new elementary school, the Northwest Cluster elementary school deficit has decreased from previous years. Based on a deficit evaluation of schools with proposed addition projects and also recognizing the challenge to fund all of these projects, I concluded that a one-year delay of the new Northwest Elementary School #8 would provide an opportunity to monitor the cluster deficit and help to align our budget resources while maintaining the funding in the CIP.

In the FY 2015 Capital Budget and FY 2015–2020 CIP, in order to submit a recommended CIP that was fiscally viable, a threshold of 150 seats exceeding capacity for elementary schools in the last year of the recommended CIP was used to determine which additions would move forward. With the continued growth in our school system, I determined that a 125-seat threshold, instead of a 150-seat threshold, was more appropriate. With this change in the threshold, five more elementary school addition projects were included in the recommended CIP. Therefore, my recommendation includes funding for six new addition projects at the following elementary schools: East Silver Spring Elementary School to relieve the overutilization at Rolling Terrace Elementary School; Greencastle Elementary School; Montgomery Knolls and Pine Crest elementary schools to relieve the overutilization at Forest Knolls, Piney Branch, and Woodlin elementary schools.

It has been the practice that for an elementary school to be considered for an addition, the enrollment needs to exceed capacity by four classrooms or more, a minimum of 92 seats. As indicated above, due to fiscal constraints, the previous CIP increased that threshold to 150 seats, and my recommended CIP now sets this threshold at 125 seats. Unfortunately, based on the threshold as well as the rerating of class-size reduction schools for Grades K–2, five previously approved elementary schools—Brookhaven, Glen Haven, Highland, Kemp Mill, and Sargent Shriver elementary schools—were not included in my recommendation. Additionally, four elementary schools with completed feasibility studies also were not included in my recommended CIP—Highland View, Lake Seneca, Thurgood Marshall, and Meadow Hall elementary schools. I know that these school communities will be disappointed that a capital project was not recommended; however, enrollment will continue to be monitored and, if the threshold is met in a future CIP, a capital project could be recommended.

With respect to the secondary level, my *Recommended FY 2017 Capital Budget and the FY 2017–2022 Capital Improvements Program* maintains the completion dates of one middle school and one high school addition project, as well as one new middle school previously included in the approved CIP. My recommendation also includes funding for four new addition projects at Col. E. Brooke Lee, Thomas W. Pyle, and Takoma Park middle schools and Walt Whitman High School.

The revitalization/expansion program addresses both our aging facilities as well as overutilization, and therefore includes a large share of our CIP funding. Over the past several CIP cycles, the schedule for these vital projects has been delayed at both the elementary and secondary levels due to fiscal constraints. 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. These projects can no longer be delayed; therefore, my recommendation maintains the approved revitalization/expansion schedule at the elementary and secondary levels. However, as a result of the Montgomery County Council Office of Legislative Oversight's study on the revitalization/expansion program, the Facilities Assessment and Criteria Testing (FACT) Review Committee will reconvene to review the FACT methodology and consider changes to parameters measured in FACT scoring. At the completion of the FACT Review Committee process, I will forward my recommendation to the Board of Education on the FACT methodology and how the queue of schools will be addressed in the future.

With respect to countywide projects, my *Recommended FY 2017 Capital Budget and the FY 2017–2022 Capital Improvements Program* will address systemwide needs by increasing our systemic projects, such as Improved Safe Access to Schools, Roof Replacement, and Fire Safety Code Upgrades. 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 and staff each school day. 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. My recommendation also includes one new countywide project—Artificial Turf Program—to fund artificial turf installations at all 19 remaining high schools in the county. Our school fields are constantly used by our schools and the community, and the artificial turf will provide safe playing conditions for all participants in sporting activities. I am hopeful that this program can be accomplished through a public/private partnership to ensure all of our high schools have artificial turf in the future.

Funding for the CIP continues to be complex. Local funding sources such as County General Obligation 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 2017, the state aid request is $155.62 million. This figure is based on current eligibility of projects approved by the County Council in May 2015. Of the $155.62 million request, $20.98 million is for 1 project that received

partial state funding in a prior year; $95.54 million is for 9 projects that received planning approval from the state and now require construction funding; $7.68 million is for systemic roofing and HVAC projects; and the remaining $31.42 million is for 11 projects that require construction funding or state planning approval in addition to construction funding. I, along with the Board of Education and Montgomery County officials must continue to work together to make a compelling case to our state leaders to increase state construction funding and provide Montgomery County with its fair share of the statewide allocation for our capital projects.

On October 15, 2015, the following five supplements to the *Superintendent's Recommended FY 2017 Capital Budget and FY 2017–2022 Capital Improvements Program* were released. The supplements are available on the website at the following link:

http://www.montgomeryschoolsmd.org/departments/planning/cipmaster.aspx

- Supplement A–*Interim Superintendent's Recommendation for Clarksburg/Damascus Middle School Boundaries*
- Supplement B–*Interim Superintendent's Recommendation to Address Elementary School Overutilization in the Lower Portion of the Downcounty Consortium*
- Supplement C–*Interim Superintendent's Recommendation for a Tri-Cluster Roundtable Discussion Group for the Gaithersburg, Col. Zadok Magruder, and Thomas S. Wootton Clusters*
- Supplement D–*Interim Superintendent's Recommendation for a Walter Johnson Cluster Roundtable Discussion Group*
- Supplement E–*Interim Superintendent's Recommendation to Address the Rachel Carson Elementary School Overutilization*

Finally, the recommended CIP includes one new boundary study to determine the service area for the new Bethesda-Chevy Chase Middle School #2. The new middle school will address overutilization of Westland Middle School, as well as Grade 6 students who will be reassigned from Chevy Chase and North Chevy Chase elementary schools. The boundary study is scheduled to begin January 2016 with Board of Education action in November 2016.

The Board of Education is scheduled to hold a work session on November 5, 2015, to discuss the CIP recommendations. Public hearings on the *Superintendent's Recommended FY 2017 Capital Budget and the FY 2017–2022 Capital Improvements Program* are scheduled for November 9 and 12, 2015, and the Board of Education will take final action on these items on November 16, 2015.

The county executive will publish his CIP recommendations for all county agencies by mid-January 2016 for County Council discussion and action. The County Council will hold a hearing in early February 2016, conduct work sessions in March and April 2016, and adopt the FY 2017 Capital Budget and the FY 2017–2022 CIP in late May 2016.

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,

Larry A. Bowers
Interim Superintendent of Schools

LAB:ak

Table of Contents

Alphabetical Listing of Schools

Cluster Service Areas 2015-2016

MCPS Long-range Planning

Montgomery County Public Schools - Division of Long-range Planning - October 19, 2015

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 2017–2022 Capital Improvements Program (CIP) falls in an odd-numbered fiscal year and will receive a full review by the County Council. The Superintendent's Recommended FY 2017 Capital Budget and FY 2017–2022 CIP provides the recommended appropriation authority for funds needed to implement CIP projects during FY 2017 and the expenditure schedule for FY 2017–2022 CIP.

This document contains the following sections:

Chapter 1, "The Recommended FY 2017 Capital Budget and FY 2017–2022 Capital Improvements Program (CIP)," is a review of the major factors that have influenced the development of recommended projects to the FY 2017 Capital Budget and the FY 2017–2022 CIP. This chapter includes a table summarizing the recommended FY 2017–2022 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, council manic, and legislative election districts. It is important to note that this is a planning document for the school system as a whole and that while cluster organization is used for presentation of information, planning decisions often cross cluster boundaries to meet program and facility needs for students.

Chapter 1

The Superintendent's Recommended FY 2017 Capital Budget and the FY 2017–2022 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) 2017 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 2016 Capital Budget and the Amendments to the FY 2015–2020 CIP totaled $1.528 billion for the six-year period, $214 million less than the Board of Education's request. This reduction in funding resulted in a one-year delay of all individual school projects—not currently under design or construction—but maintained the planning funds as requested by the Board of Education. The reduction also resulted in a one-year delay, beyond the Board of Education's request, for elementary school revitalization/expansion projects and a one-year delay of secondary revitalization/expansion projects.

The County Council supported an additional $2.5 million for the Planned Life-cycle Asset Replacement project and $100,000 for the Facility Planning project to conduct feasibility studies for the high schools in the Downcounty Consortium. Also, the County Council programmed an additional $2.0 million in the Technology Modernization project for FY 2016. The County Council approved four projects in the Amended FY 2015–2020 CIP to avoid placing certain neighborhoods into residential development moratorium—two at the high school level in the Downcounty Consortium, one at the middle school level in the Downcounty Consortium, and one at the elementary school level in the Gaithersburg Cluster.

The Superintendent's Recommended Capital Improvements Program

This document contains the recommended FY 2017 Capital Budget appropriation amounts and the FY 2017–2022 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. While the county continues to struggle with revenue shortfalls, the recommended CIP reflects the need to address the schools that are significantly overutilized and beyond their life-cycle in order to provide the learning environments MCPS students and staff deserve. The recommended CIP will address the growing need for classroom space through additions and new schools, will focus on the aging facilities through the revitalization/expansion program, and will meet the needs of the MCPS infrastructure through the countywide systemic projects.

The *Superintendent's Recommended FY 2017 Capital Budget and the FY 2017–2022 Capital Improvements Program* (CIP) totals $1.716 billion, an increase of $172 million over the approved CIP. The recommended CIP maintains the completion dates of five elementary school addition projects and accelerates, by one year, two addition projects—Ashburton and S. Christa McAuliffe elementary schools. These two schools, based on the new enrollment projections, have the highest space deficits of the approved elementary addition projects. The recommendation also maintains the completion date of one of two new elementary schools. With respect to the second new elementary school, the Northwest Cluster elementary school deficit has dropped from previous years. Based on a deficit evaluation of schools with proposed addition projects and also recognizing the challenge to fund all of these projects, a one year delay of the new Northwest Elementary School #8 is recommended to provide an opportunity to monitor the cluster deficit and

help to align MCPS budget resources, while maintaining the funding in the CIP.

In order to submit a FY 2015 Capital Budget and FY 2015–2020 CIP that was fiscally viable, a threshold of 150 seats exceeding capacity in the last year of the six-year CIP period was used to determine which additions would move forward. With the continued growth in the school system, a 125 seat threshold, instead of a 150 seat threshold, is being used in this CIP, which allows five more elementary school addition projects to be included in the recommended FY 2017 Capital Budget and FY 2017–2022 CIP. The recommendation includes funding for six new addition projects at the following elementary schools: East Silver Spring to relieve the overutilization at Rolling Terrace, Greencastle, Montgomery Knolls and Pine Crest to relieve the overutilization at Forest Knolls, Piney Branch, and Woodlin.

It has been the practice that for an elementary school to be considered for an addition, the enrollment needs to exceed capacity by four classrooms or more, a minimum of 92 seats. As indicated above, due to fiscal constraints, the previous CIP increased that threshold to 150 seats whereas this CIP sets this threshold at 125 seat. Based on the threshold as well as the rerating of class-size reduction schools for Grades K–2, five previously approved elementary schools——Brookhaven, Glen Haven, Highland, Kemp Mill, and Sargent Shriver—are not included in the recommended CIP. Also, four elementary schools with completed feasibility studies also are not included in the recommended CIP—Highland View, Lake Seneca, Thurgood Marshall, and Meadow Hall. Enrollment at these schools will continue to be monitored and, if the threshold is met in a future CIP, a capital project could be recommended.

With respect to the secondary level, the *Superintendent's Recommended FY 2017 Capital Budget and the FY 2017–2022 Capital Improvements Program* maintains the completion dates of one middle school and one high school addition project, as well as one new middle school included in the approved CIP. The recommendation also includes funding for four new addition projects at Col. E. Brooke Lee, Thomas W. Pyle, and Takoma Park middle schools and Walt Whitman High School.

The revitalization/expansion program addresses both MCPS aging facilities as well as overutilization and, therefore, includes a large share of the CIP funding. Over the past several CIP cycles, the schedules for these vital projects have been delayed at both the elementary and secondary levels due to fiscal constraints. Schools at the end of their useful life-cycle do not effectively meet the programmatic needs, are not in compliance with current building codes and environmental regulations, and are inefficient in the use of energy—these projects can no longer be delayed. Therefore, the recommended CIP maintains the approved revitalization/expansion schedule at the elementary and secondary levels. However, as a results of the Montgomery County Council Office of Legislative Oversight's study on the revitalization/expansion program, the Facilities Assessment and Criteria Testing (FACT) Review Committee will reconvene to review the FACT methodology and consider changes to parameters measured in FACT scoring. At the completion of the FACT Review Committee process, the superintendent of schools will forward a recommendation to the Board of Education on the FACT methodology and how the queue of schools will be addressed in the future.

With respect to countywide projects, the *Superintendent's Recommended FY 2017 Capital Budget and the FY 2017–2022 Capital Improvements Program* will address system wide needs by increasing MCPS systemic projects, such as Improved Safe Access to Schools, Roof Replacement, and Fire Safety Code Upgrades. 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. It is vital that MCPS has the necessary funding to address our aging infrastructure. The 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. The recommended CIP also includes one new countywide project, Artificial Turf Program, to fund artificial turf installations at all 19 remaining high schools in the county. MCPS school fields are constantly used by schools and the community and the artificial turf will provide safe playing conditions for all participants in sporting activities. It is the hope that this program can be accomplished through a public/private partnership to ensure all of our high schools have artificial turf in the near future.

The summary table at the end of this chapter, titled "Superintendent's Recommended FY 2017 Capital Budget and the FY 2017–2022 Capital Improvements Program," (page 1-6) summarizes the superintendent's recommendation for all projects. The first column in the table shows the projects grouped by high school cluster. The second column shows the County Council adopted action and the third column shows the superintendent's recommendation for the FY 2017–2022 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 2015–2020 CIP and the superintendent's recommendation for the FY 2017–2022 CIP for these projects. (page 1-11). The final two tables contain summary information regarding the appropriation and expenditure schedule for the Recommended FY 2017 Capital Budget and the FY 2017–2022 CIP (page 1-12) and the FY 2017 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 county resources are expected to be spent over the six-year period.

Funding the Capital Improvements Program

The CIP is funded mainly from four types of revenue sources—county General Obligation (GO) bonds, state aid, current revenue, and Recordation and School Impact taxes. The amount of GO bond funding available for all county CIP projects is governed by Spending Affordability Guidelines (SAG) limits set by the County Council before CIP submissions are prepared. The amount of state aid available is governed by the rules, regulations, and procedures established by the state of Maryland Interagency 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 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	$1.947 billion
FY 2015–2020 Amended	$1.999 billion*
FY 2017–2022 CIP	$2.04 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 1999, the County Council has steadily increased the SAG limits. However, for FY 2012, an off-year of the CIP, the County Council, in February 2011, decreased the SAG limit. 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 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 a six-year total of $1.77 billion, the same totals for the last two budget cycles. The County Council reviewed the SAG limit in February 2014 and raised the limit to a six-year total of $1.947 billion. The County Council reviewed the SAG limit in February 2015, and increased the limit to $1.999 billion, an increase of $52 million. For FY 2017, the County Council, in October 2015, set the capital budget SAG limit at $340 million for FY 2017 and FY 2018 with a six-year total of $2.04 billion. In February 2016, the County Council will review the SAG limit and can either increase it by a maximum of 10 percent or can reduce it by any amount.

Recordation Tax and School Impact Tax

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

State Funding

In the first 22 years of the State Public School Construction Program, from FY 1973 to FY 1994, the amount of state funding received by MCPS averaged $13.7 million per year. In FY 1995 and FY 1996, the state funded approximately $20 million per year, and in FY 1997, the state allocated $36 million for Montgomery County. Using the $36 million level of state funding as a benchmark, the County Council increased the levels of state

aid assumed in the CIP. County efforts were again successful in FY 1998 and MCPS was allocated $38 million in state aid for school construction projects. The county was even more successful in FY 1999, FY 2000, and FY 2001 with $50 million, $50.2 million, and $51.2 million being allocated respectively. The following table shows the amount of state aid received each fiscal year since FY 1992.

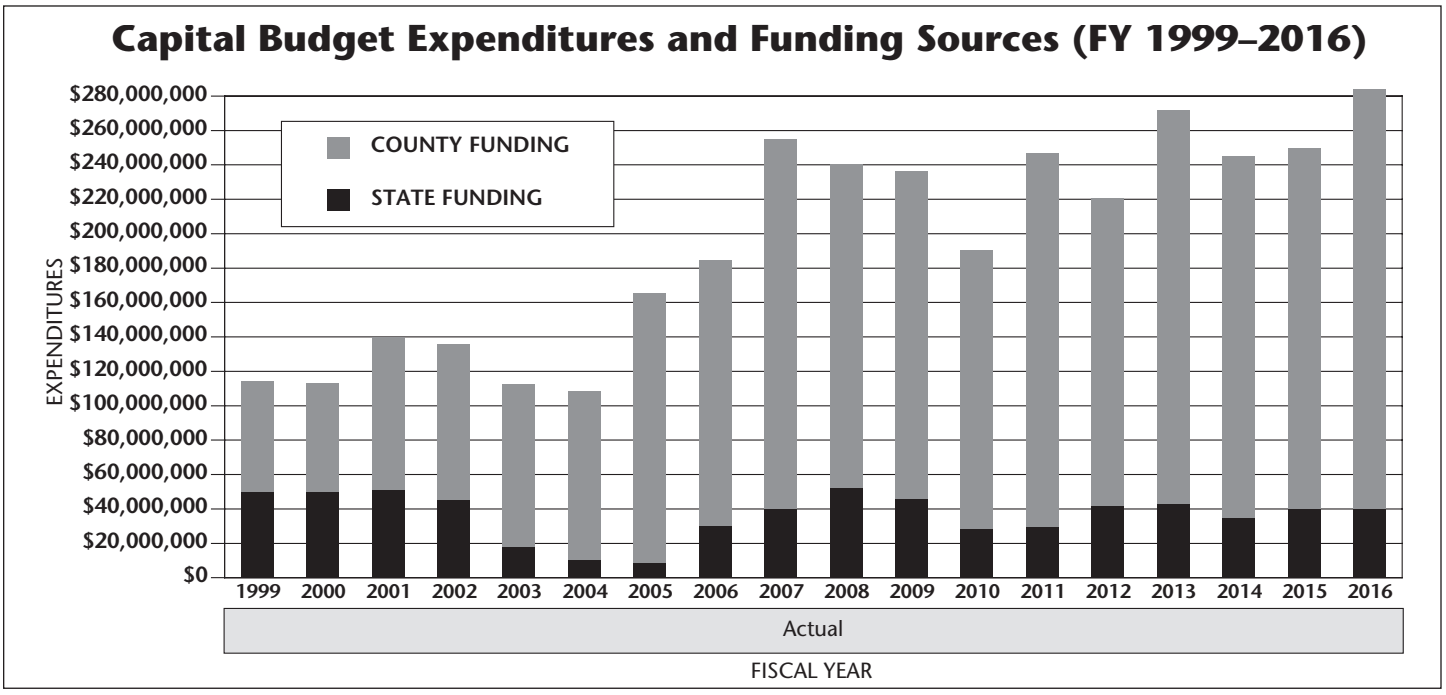
For FY 2012, the state aid request was $163.7 million. Of the $163.7 million request, the FY 2012 state aid approved for MCPS was $42 million, approximately $121.7 million less than the amount requested, but $2 million more than the $40 million assumed for FY 2012 in the Amended FY 2011–2016 CIP. For 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 revised state aid request was $162.9 million. Of the $162.9 million request, the FY 2015 state aid approved for MCPS was $39.95 million, approximately $122.95 million less than the amount requested, and $50,000 less than the $40 million assumed for FY 2015. For FY 2016, the revised state aid request was $147.99 million. Of the $147.99 million request, the FY 2016 state aid approved for MCPS was $39.84 million, approximately, $108.15 million less than the amount requested. MCPS also received an additional $5.9 million in state aid for school construction projects due to the passage of the Capital Grant Program for Local School Systems with Significant Enrollment Growth or Relocatable Classrooms legislation approved by the Maryland General Assembly in April 2015.

For FY 2017, the state aid request is $155.6 million. This figure is based on current eligibility of projects approved by the Count Council in May 2015. Of the $155.6 million request, $20.98 million is for 1 project that received partial state funding in a prior year; $95.54 million is for 9 projects that received planning approval from the state and now requires construction funding; $7.68 million is for systemic roofing and HVAC projects; and, the remaining $31.42 million, is for 11 projects that require construction funding or state planning approval in addition to construction funding. MCPS must continue to work together with county officials to make a compelling case to our state leaders to increase state construction funding and provide Montgomery County with its fair share of the statewide allocation for school capital projects.

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 recommended 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 Environmental Protection Agency 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. These ineligible projects add approximately $25 million in budget requirements annually.

The amount of state funding received for a new school or addition is approximately 15–20 percent of the cost of the project, whereas, for a revitalization/expansion project, the amount is approximately 20–25 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 2017 Capital Budget and the FY 2017–2022 Capital Improvements Program Summary Table[1]

Individual Projects	County Council Adopted Action May 2015	Superintendent's Recommendation	Anticipated Completion Date
Bethesda-Chevy Chase Cluster			
Bethesda-Chevy Chase HS Addition	Denied acceleration of capacity projects. Approved FY 2017 expenditures for construction funds.	Recommend FY 2017 appropriation for construction funds.	8/18
Bethesda-Chevy Chase MS #2	Approved an FY 2016 appropriation for construction funds.	Recommend FY 2017 appropriation for balance of funding.	8/17
Rosemary Hills ES Revitalization/Expansion	Denied. Approved one year delay of elementary/secondary revitalization/ expansion projects.	Recommend FY 2017 appropriation for facility planning.	1/23
Winston Churchill Cluster			
Winston Churchill HS Addition		**Recommend FY 2017 appropriation for facility planning.**	**TBD**
Potomac ES Revitalization/Expansion	Denied. Approved one year delay of elementary/secondary revitalization/expansion projects. Approved FY 2016 appropriation for planning funds.		1/20
Wayside ES Revitalization/Expansion	Approved FY 2016 appropriation for construction funds.	Recommend FY 2017 appropriation for balance of funding.	8/17
Clarksburg Cluster			
Clarksburg/Damascus MS (New)	Approved FY 2016 appropriation for balance of funding.		8/16
Clarksburg Cluster ES (New) (Clarksburg Village Site #2)		**Recommend FY 2017 appropriation for planning funds.**	**8/19**
Damascus Cluster			
Clarksburg/Damascus MS (New)	Approved FY 2016 appropriation for balance of funding.		8/16
Damascus ES Revitalization/Expansion	Denied. Approved one year delay of elementary/secondary revitalization/expansion projects.	Recommend FY 2017 appropriation for facility planning.	1/23
Downcounty Consortium			
Downcounty Consortium HS Capacity Study	Approved FY 2016 appropriation for facility planning.		TBD
Wheaton HS Revitalization/Expansion			1/16 Building 8/18 Site
Eastern Middle School Revitalization/Expansion	Denied. Approved one year delay of elementary/secondary revitalization/expansion projects.	Recommend FY 2017 appropriation for facility planning.	8/22

[1]Bold indicates new project to the FY2017–2022 CIP. Blank indicates no change from the approved project.

Individual Projects	County Council Adopted Action May 2015	Superintendent's Recommendation	Anticipated Completion Date
Downcounty Consortium			
Col. E. Brooke Lee MS Addition		**Recommend FY 2017 appropriation for planning funds.**	**8/20**
Col. E. Brooke Lee MS Revitalization/Expansion	Denied. Approved one year delay of elementary/secondary revitalization/expansion projects.		8/24
Takoma Park MS Addition		**Recommend FY 2017 appropriation for planning funds.**	**8/20**
Brookhaven ES Addition (DCC Solution)	Denied acceleration of capacity projects. Approved FY 2016 appropriation for planning funds.	Recommend expenditures to be removed from the CIP due to capacity threshold and rerating of class size reduction schools.	
East Sliver Spring ES Addition (for Rolling Terrace ES)		**Recommend FY 2017 appropriation for planning funds.**	**8/20**
Glen Haven ES Addition (DCC Solution)	Denied acceleration of capacity projects. Approved FY 2016 appropriation for planning funds.	Recommend expenditures to be removed from the CIP due to capacity threshold and rerating of class size reduction schools.	
Highland ES Addition (DCC Solution)	Denied acceleration of capacity projects. Approved FY 2016 appropriation for planning funds.	Recommend expenditures to be removed from the CIP due to capacity threshold and rerating of class size reduction schools.	
Kemp Mill ES Addition (DCC Solution)	Denied acceleration of capacity projects. Approved FY 2016 appropriation for planning funds.	Recommend expenditures to be removed from the CIP due to capacity threshold and rerating of class size reduction schools.	
Montgomery Knolls ES Addition (for Forest Knolls ES)		**Recommend FY 2017 appropriation for planning funds.**	**8/20**
Pine Crest ES Addition (for Forest Knolls ES)		**Recommend FY 2017 appropriation for planning funds.**	**8/20**
Piney Branch ES Addition		**Recommend FY 2017 appropriation for facility planning and FY 2018 expenditures for planning funds.**	**8/21**
Sargent Shriver ES Addition (DCC Solution)	Denied acceleration of capacity projects. Approved FY 2016 appropriation for planning funds.	Recommend expenditures to be removed from the CIP due to capacity threshold and rerating of class size reduction schools.	
Wheaton Woods ES Revitalization/Expansion	Approved FY 2016 appropriation for construction funds.	Recommend FY 2017 appropriation for balance of funding.	8/17
Woodlin ES Addition		**Recommend FY 2017 appropriation for planning funds.**	**8/20**
Gaithersburg Cluster			
Gaithersburg Cluster ES Solution			TBD
Summit Hall ES Revitalization/Expansion	Denied. Approved one year delay of elementary/secondary revitalization/expansion projects.	Recommend FY 2017 appropriation for facility planning.	1/23

[1]Bold indicates new project to the FY2017–2022 CIP. Blank indicates no change from the approved project.

Individual Projects	County Council Adopted Action May 2015	Superintendent's Recommendation	Anticipated Completion Date
Walter Johnson Cluster			
Walter Johnson HS Addition			TBD
North Bethesda MS Addition	Denied acceleration of capacity projects. Approved FY 2017 expenditure for construction funds.	Recommend FY 2017 appropriation for construction funds.	8/18
Tilden MS Revitalization/Expansion	Denied. Approved one year delay of elementary/secondary revitalization/expansion projects. Approved FY 2016 appropriation for planning funds.		8/20
Ashburton ES Addition	Denied acceleration of capacity projects. Approved FY 2017 expenditures for planning funds.	Recommend FY 2017 appropriation for planning funds.	8/19
Kensington-Parkwood ES Addition	Denied acceleration of capacity projects. Approved FY 2017 expenditures for construction funds.	Recommend FY 2017 appropriation for construction funds.	8/18
Luxmanor ES Revitalization/Expansion	Denied. Approved one year delay of elementary/secondary revitalization/expansion projects. Approved FY 2016 appropriation for planning funds.		1/20
Col. Zadok Magruder Cluster			
Judith A. Resnik ES Addition	Denied acceleration of capacity projects. Approved FY 2017 expenditure for planning funds.	Recommend FY 2017 appropriation for planning funds.	8/20
Richard Montgomery Cluster			
Richard Montgomery HS Addition	Approved FY 2016 appropriation for facility planning.		TBD
Julius West MS Addition	Approved FY 2016 appropriation for balance of funding.		8/16
Richard Montgomery ES #5 (Hungerford Park Site)	Denied acceleration of capacity projects. Approved FY 2017 expenditures for construction funds.	Recommend FY 2017 appropriation for construction funds.	8/18
Twinbrook ES Revitalization/Expansion	Denied. Approved one year delay of elementary/secondary revitalization/expansion projects.	Recommend FY 2017 appropriation for facility planning.	1/23
Northeast Consortium			
Paint Branch HS Addition		**Recommend FY 2017 appropriation for facility planning.**	**TBD**
William Farquhar MS Revitalization/Expansion	Approved FY 2016 appropriation for balance of funding.		8/16
Burtonsville ES Addition	Denied acceleration of capacity projects. Approved FY 2017 expenditure for planning funds.	Recommend FY 2017 appropriation for planning funds.	8/20
Greencastle ES Addition		**Recommend FY 2017 appropriation for planning funds.**	**8/20**
Stonegate ES Revitalization/Expansion	Denied. Approved one year delay of elementary/secondary revitalization/expansion projects.		8/21

[1]Bold indicates new project to the FY2017–2022 CIP. Blank indicates no change from the approved project.

Individual Projects	County Council Adopted Action May 2015	Superintendent's Recommendation	Anticipated Completion Date
Northwest Cluster			
Diamond ES Addition	Denied acceleration of capacity projects. Approved FY 2017 expenditure for construction funds.	Recommend FY 2017 appropriation for planning funds.	8/18
Northwest ES #8	Denied acceleration of capacity projects. Approved FY 2017 expenditure for construction funds.	Recommend one year delay with an FY 2018 expenditure for construction funds.	8/19
Poolesville Cluster			
Poolesville HS Revitalization/Expansion	Denied. Approved one year delay of elementary/secondary revitalization/expansion projects.	Recommend FY 2017 appropriation for facility planning.	8/23 Building 8/24 Site
Quince Orchard Cluster			
Brown Station ES Revitalization/Expansion	Approved FY 2016 appropriation for construction funds.	Recommend FY 2017 appropriation for balance of funding.	8/17
Rockville Cluster			
Earl B. Wood MS Addition		**Recommend FY 2017 appropriation for facility planning.**	**TBD**
Lucy V. Barnsley ES Addition	Denied acceleration of capacity projects. Approved FY 2017 expenditure for construction funds.	Recommend FY 2017 appropriation for construction funds.	8/18
Maryvale ES Revitalization/Expansion	Denied. Approved one year delay of elementary/secondary revitalization/ expansion projects. Approved FY 2016 appropriation for planning funds.		1/20
Seneca Valley Cluster			
Seneca Valley HS Revitalization/Expansion	Denied. Approved one year delay of elementary/secondary revitalization/expansion projects.		8/19 Building 8/20 Site
S. Christa McAuliffe ES Addition	Denied acceleration of capacity projects. Approved FY 2017 expenditure for planning funds.	Recommend FY 2017 appropriation for planning funds.	8/19
Sherwood Cluster			
William Farquhar MS Revitalization/Expansion	Approved FY 2016 appropriation for balance of funding.		8/16
Belmont ES Revitalization/Expansion	Denied. Approved one year delay of elementary/secondary revitalization/expansion projects.		8/21
Watkins Mill Cluster			

[1]Bold indicates new project to the FY2017–2022 CIP. Blank indicates no change from the approved project.

Individual Projects	County Council Adopted Action May 2015	Superintendent's Recommendation	Anticipated Completion Date
Walt Whitman Cluster			
Whitman HS Addition		**Recommend FY 2017 appropriation for planning funds.**	**8/20**
Thomas S. Pyle MS Addition	**Approved FY 2016 appropriation for facility planning.**	**Recommend FY 2017 appropriation for planning funds.**	**8/20**
Wood Acres ES Addition	Approved FY 2016 appropriation for balance of funding.		8/16
Thomas S. Wootton Cluster			
Thomas S. Wootton HS Revitalization/Expansion	Denied. Approved one year delay of elementary/secondary revitalization/expansion projects. Approved FY 2016 appropriation for planning funds.		8/21 Building 8/22 Site
Cold Spring ES Revitalization/Expansion	Denied. Approved one year delay of elementary/secondary revitalization/expansion projects.		8/21
DuFief ES Revitalization/Expansion	Denied. Approved one year delay of elementary/secondary revitalization/expansion projects.		8/21
Other Educational Facilities			
Thomas Edison High School for Technology Revitalization/Expansion	Approved FY 2016 appropriation for construction funds.	Recommend FY 2017 appropriation for balance of funding.	8/17 Building 8/18 Site
Blair G. Ewing Center Improvements	Denied acceleration of the construction funds. Approved FY 2017 expenditure for construction funds.	Recommend a one year delay and FY 2018 expenditures for construction funds.	TBD
Rock Terrace School Modifications	Board of Education approved the collocation of Rock Terrace School with Tilden Middle School. Approved FY 2016 appropriation for planning funds.		8/20
Carl Sandburg Revitalization/Expansion (collocation with Maryvale ES)	Denied. Approved one year delay of elementary/secondary revitalization/expansion projects. Approved FY 2016 appropriation for planning funds.		8/20
Stephen Knolls School Modifications			TBD

[1]Bold indicates new project to the FY2017–2022 CIP. Blank indicates no change from the approved project.

Superintendent's Recommended FY 2017 Capital Budget and the FY 2017–2022 Capital Improvements Program Summary Table[1]

Countywide Projects	County Council Adopted Action May 2015	Superintendent's Recommendation	Anticipated Completion Date
ADA Compliance	Approved FY 2016 appropriation.	Recommend FY 2017 appropriation to continue this project.	Ongoing
Artificial Turf Program		**Recommend FY 2017 appropriation to begin this program**	**Ongoing**
Asbestos Abatement and Hazardous Materials Remediation	Approved FY 2016 appropriation.	Recommend FY 2017 appropriation to continue this project.	Ongoing
Building Modifications and Program Improvements	Approved FY 2016 appropriation.	Recommend FY 2017 appropriation to continue this project.	Ongoing
Current Revitalizations/Expansions	Denied. Approved one year delay of elementary/secondary revitalization/ expansion projects, with the exception of three elementary school projects.	Recommend FY 2017 appropriation for the balance of funding for four projects.	Ongoing
Design and Construction Management	Approved FY 2016 appropriation.	Recommend FY 2017 appropriation to continue this project.	Ongoing
Energy Conservation	Approved FY 2016 appropriation.	Recommend FY 2017 appropriation to continue this project.	Ongoing
Facility Planning	Approved an amendment to the FY 2015-2020 CIP and approved FY 2016 appropriation.	Recommend FY 2017 appropriation to continue this project.	Ongoing
Fire Safety Code Upgrades	Approved FY 2016 appropriation.	Recommend FY 2017 appropriation to increase funding for this project.	Ongoing
Future Revitalizations/Expansions	Denied. Approved one year delay of elementary/secondary revitalization/ expansion projects.		Ongoing
HVAC Replacement	Approved FY 2016 appropriation.	Recommend FY 2017 appropriation to increase funding for this project.	Ongoing
Improved (SAFE) Access to Schools	Approved FY 2016 appropriation.	Recommend FY 2017 appropriation to increase funding for this project.	Ongoing
Indoor Air Quality Improvements	Approved FY 2016 appropriation.	Recommend FY 2017 appropriation to continue this project.	Ongoing
Planned Life Cycle Asset Replacement (PLAR)	Approved an amendment to the FY2015-2020 CIP and approved an FY 2016 appropriation to continue this project.	Recommend FY 2017 appropriation to increase funding for this project.	Ongoing
Rehab./Reno. of Closed Schools (RROCS)	Denied. Approved one year delay of capacity projects with construction funds in FY 2016.	Recommend FY 2017 appropriation for construction funds.	Ongoing
Relocatable Classrooms	Approved FY 2016 appropriation.	Recommend FY 2017 appropriation to continue this project.	Ongoing
Restroom Renovations	Approved FY 2016 appropriation.	Recommend FY 2017 appropriation to increase funding for this project.	Ongoing
Roof Replacement	Approved FY 2016 appropriation.	Recommend FY 2017 appropriation to increase funding for this project.	Ongoing
Stormwater Discharge and Water Quality Management	Approved FY 2016 appropriation.	Recommend FY 2017 appropriation to continue this project.	Ongoing
Technology Modernization	Approved FY 2016 appropriation.	Recommend FY 2017 appropriation to continue this project.	Ongoing

Bold indicates new project to the FY 2017–2022 CIP. Blank indicates no change from the approved project.

Superintendent's Recommended FY 2017 Capital Budget and FY 2017–2022 Capital Improvements Program

(figures in thousands)

Project	FY 2017 Approp.	Total	Thru FY 2015	Remaining FY 2016	Total Six-Years	FY 2017	FY 2018	FY 2019	FY 2020	FY 2021	FY 2022
Individual School Projects											
Ashburton ES Addition	1,205	13,944			13,944	603	7,003	5,314	1,024		
Lucy V. Barnsley ES Addition	11,495	13,224	462	347	12,415	6,391	5,041	983			
Bethesda-Chevy Chase HS Addition	35,245	39,647	1,123	842	37,682	15,821	18,952	2,909			
Bethesda-Chevy Chase MS #2	1,700	52,314	1,079	13181	38,054	32,674	5,380				
Brookhaven ES Addition (DCC Solution)	-481	192		192	0						
Burtonsville ES Addition	1,172	12,818			12,818	469	352	3,574	5,371	3,052	
Clarksburg Cluster ES (New) (Clarks. Village Site #2)	**2,476**	**36,008**			**36,008**	**1,238**	**18,058**	**13,877**	**2,835**		
Clarksburg/Damascus MS (New)		52,764	13940	30,246	8,578	8,578					
Diamond ES Addition	7,807	9,147	322	241	8,584	4,329	3,578	677			
East Silver Spring ES Addition (for Rolling Terrace)	**320**	**3,514**			**3,514**	**160**	**96**	**1,448**	**1,578**	**232**	
Albert Einstein Cluster HS Solution		2,334			2,334		89	556	994	695	
Blair Ewing Center Improvements		16,579	605	454	15,520		3,375	6,274	5,871		
Gaithersburg ES Cluster Solution		26,000			26,000		1,872	8,954	12,254	2,920	
Glen Haven ES Addition (DCC Solution)	-367	147		147	0						
Greencastle ES Addition	**995**	**11,218**			**11,218**	**498**	**398**	**5,239**	**4,303**	**780**	
Highland ES Addition (DCC Solution)	-713	285		285	0						
Walter Johnson Cluster HS Solution		3,111			3,111		118	741	1,325	927	
Kemp Mill ES Addition (DCC Solution)	-774	310		310	0						
Kensington-Parkwood ES Addition	11,205	12,679	399	299	11,981	6,293	4,756	932			
Col. E. Brooke Lee ES Addition	**1,536**	**20,045**			**20,045**	**769**	**461**	**7,664**	**9,615**	**1,536**	
S. Christa McAuliffe ES Addition	1,024	11,386			11,386	512	5,848	4,235	791		
Montgomery Knolls ES Addition (for Forest Knolls ES)	**546**	**6,605**			**6,605**	**273**	**218**	**3,227**	**2,443**	**444**	
North Bethesda MS Addition	18,931	21,593	676	507	20,410	10,702	8,168	1,540			
Northwest ES #8		34,450	1,192	894	32,364		8,660	14,532	9,172		
Northwood Cluster HS Solution		3,888			3,888		147	927	1,656	1,158	
Pine Crest ES Addition (for Forest Knolls ES)	**703**	**8,623**			**8,623**	**352**	**211**	**3,492**	**3,942**	**626**	
Piney Branch ES Addition		**4,211**			**4,211**		**274**	**219**	**1,727**	**1,544**	**447**
Thomas W. Pyle MS Addition	**1,426**	**18,899**			**18,899**	**713**	**570**	**8,968**	**7,323**	**1,325**	
Judith Resnik ES Addition	871	10,989			10,989	436	348	5,292	4,120	793	
Sargent Shriver ES Addition (DCC Solution)	-341	136		136	0						
Takoma Park MS Addition	**1,954**	**25,186**			**25,186**	**977**	**782**	**12,220**	**9,403**	**1,804**	
Julius West MS Addition		15,303	5,073	8,554	1,676	1,676					
Walt Whitman HS Addition	**1,660**	**22,073**			**22,073**	**830**	**664**	**10,567**	**8,480**	**1,532**	
Wood Acres ES Addition		8,606	2,869	4,822	915	915					
Woodlin ES Addition	**1,166**	**15,297**			**15,297**	**583**	**350**	**5,728**	**7,437**	**1,199**	
Countywide Projects											
ADA Compliance: MCPS	2,100	28,593	16,593	3,000	9,000	2,100	2,100	1,200	1,200	1,200	1,200
Artificial Turf Program	**2,500**				**11,000**	**2,500**	**2,500**	**1,500**	**1,500**	**1,500**	**1,500**
Asbestos Abatement	1,145	17,810	9,795	1,145	6,870	1,145	1,145	1,145	1,145	1,145	1,145
Building Modifications and Program Improvements	3,200	35,132	25,232	3,500	6,400	3,200	3,200				
Current Revitalizations/Expansions	6,842	1,565,859	729,661	120,654	715,544	114,794	106,970	123,905	161,691	139,022	69,162
Design and Construction Management	4,900	75,575	41,275	4,900	29,400	4,900	4,900	4,900	4,900	4,900	4,900
Energy Conservation: MCPS	2,057	33,864	19,465	2,057	12,342	2,057	2,057	2,057	2,057	2,057	2,057
Facility Planning: MCPS	535	11,667	8,307	550	2,810	535	535	360	460	460	460
Fire Safety Upgrades	5,000	25,483	10,215	2,000	13,268	5,000	5,000	817	817	817	817
Future Revitalizations/Expansions		32,330			32,330	0	0	1,612	4,022	10,444	16,252
HVAC (Mechanical Systems) Replacement	30,000	239,775	101,775	16,000	122,000	30,000	20,000	18,000	18,000	18,000	18,000
Improved (Safe) Access to Schools	2,000	14,828	9,628	1,200	4,000	2,000	2,000				
Indoor Air Quality Improvements	1,497	31,055	19,926	2,147	8,982	1,497	1,497	1,497	1,497	1,497	1,497
Planned Life-Cycle Asset Replacement (PLAR)	9,000	112,516	65,802	9,750	36,964	9,000	9,000	4,741	4,741	4,741	4,741
Rehabilitation/Renovation of Closed Schools (RROCS)	36,023	115,820	76,742	977	38,101	13,455	21,065	3,581			
Relocatable Classrooms	2,250	53,061	35,811	5,000	12,250	2,250	5,000	5,000			
Restroom Renovations	2,290	16,275	10,735	1,000	4,540	2,290	2,250				
Roof Replacement: MCPS	12,000	103,057	45,057	8,000	50,000	12,000	12,000	6,500	6,500	6,500	6,500
Stormwater Discharge and Water Quality Management	616	10,599	6,287	616	3,696	616	616	616	616	616	616
Technology Modernization	27,399	363,610	185,795	25,538	152,277	27,399	26,010	22,875	25,366	25,484	25,143
Total Recommended CIP	**252,115**	**3,420,434**	**1,445,841**	**269,491**	**1,716,102**	**332,530**	**323,614**	**330,395**	**336,176**	**238,950**	**154,437**

*Bold indicates a new project.

FY 2017 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 2016	FY 2017 Request For Funding
		Balance of Funding (Forward-Funded)				
1	Y	Gaithersburg HS Revitalization/Expansion	109,100	69,514	18,601	20,985
		Subtotal	**109,100**	**69,514**	**18,601**	**20,985**
		Construction Funding (Forward-Funded)				
2	Y	Clarksburg Cluster ES (New) (Wilson Wims ES)	28,218	18,797	0	9,421
3	Y	Bel Pre ES Revitalization/Expansion (CSR)	28,872	20,034	0	8,838
		Subtotal	**57,090**	**38,831**	**0**	**18,259**
		Systemic Projects				
4	Y	Clearspring ES HVAC	2,400	1,801	0	599
5	Y	Silver Spring International MS HVAC	2,400	1,801	0	599
6	Y	Brooke Grove ES HVAC	2,200	1,651	0	549
7	Y	John T. Baker MS HVAC	2,100	1,576	0	524
8	Y	Whetstone ES HVAC	2,100	1,576	0	524
9	N	Rosa Parks MS Roof	1,998	1,501	0	497
10	Y	New Hampshire Estates ES HVAC	1,900	1,426	0	474
11	Y	Thomas W. Pyle MS Roof	1,810	1,358	0	452
12	Y	Laytonsville ES HVAC	1,800	1,351	0	449
13	Y	Sligo Creek ES HVAC	1,750	1,313	0	437
14	Y	Olney ES HVAC	1,750	1,313	0	437
15	Y	Greenwood ES HVAC	1,700	1,276	0	424
16	Y	Cloverly ES HVAC	1,600	1,201	0	399
17	Y	Albert Einstein HS Roof	1,529	1,147	0	382
18	Y	Forest Knolls ES Roof	1,468	1,101	0	367
19	Y	Fallsmead ES Roof	1,108	831	0	277
20	Y	Meadow Hall ES Roof	772	579	0	193
21	Y	Robert Frost MS Windows	410	308	0	102
		Subtotal	**30,795**	**23,110**	**0**	**7,685**
		Construction Funding (Forward-Funded)				
22	Y	Rock Creek Forest ES Revitalization/Expansion (CSR)	29,100	18,854	0	10,246
23	Y	Candlewood ES Revitalization/Expansion	24,133	16,692	0	7,441
24	Y	Clarksburg/Damascus MS (New)	52,764	40,643	0	12,121
25	N	William H. Farquhar MS Revitalization/Expansion	50,892	39,342	0	11,550
26	Y	Julius West MS Addition	15,303	11,998	0	3,305
27	Y	Wood Acres ES Addition	8,606	7,557	0	1,049
28	Y	Wheaton HS Revitalization/Expansion	102,507	70,938	0	31,569
		Subtotal	**283,305**	**206,024**	**0**	**77,281**
		Planning and Construction Request (Forward-Funded)				
29/30	Y	Clarksburg HS Addition	11,823	9,198	0	2,625
31/32	Y	Waters Landing ES Addition (CSR)	8,827	6,954	0	1,873
33/34	Y	North Chevy Chase ES Addition	6,820	5,301	0	1,519
35/36	Y	Rosemary Hills ES Addition	5,708	4,428	0	1,280
37/38	Y	Bethesda ES Addition	3,970	3,096	0	874
39/40	Y	Arcola ES Addition (CSR)	3,841	2,987	0	854
		Subtotal	**40,989**	**31,964**	**0**	**9,025**
		Construction Funding				
41	Y	Wheaton Woods ES Revitalization/Expansion (CSR)*	33,406	25,714	0	3,846
42	Y	Brown Station ES Revitalization/Expansion (CSR)*	34,446	26,471	0	3,988
43	Y	Wayside ES Revitalization/Expansion*	24,074	18,581	0	2,747
		Subtotal	**91,926**	**70,766**	**0**	**10,581**
		Planning and Construction Request				
44/45	Y	Bethesda/Chevy Chase MS (New)*	52,314	40,340	0	5,987
46/47	Y	Thomas Edison HS of Technology Revitalization/Expansion*	69,088	57,443	0	5,823
		Subtotal	**121,402**	**97,783**	**0**	**11,810**
		Planning Approval Request				
48	Y	Seneca Valley HS Revitalization/Expansion*	LP			LP
49	Y	Northwest ES #8 (New)*	LP			LP
50	Y	Diamond ES Addition	LP			LP
51	Y	Richard Montgomery ES #5 (New)*	LP			LP
52	Y	Bethesda/Chevy Chase HS Addition*	LP			LP
53	Y	North Bethesda MS Addition*	LP			LP
54	Y	Lucy V. Barnsley ES Addition (CSR)	LP			LP
55	Y	Kensington-Parkwood ES Addition	LP			LP
56	Y	Brookhaven ES Addition (CSR)	LP			LP
57	Y	Glen Haven ES Addition (CSR)	LP			LP
58	Y	Highland ES Addition (CSR)	LP			LP
59	Y	Kemp Mill ES Addition (CSR)	LP			LP
60	Y	Sargent Shriver ES Addition (CSR)	LP			LP
61	Y	Luxmanor ES Revitalization/Expansion*	LP			LP
62	Y	Maryvale ES/Carl Sandburg School Revitalization/Expansion* (CSR)	LP			LP
63	Y	Potomac ES Revitalization/Expansion*	LP			LP
64	Y	Tilden MS/Rock Terrace School Revitalization/Expansion*	LP			LP
65	Y	Wootton HS Revitalization/Expansion*	LP			LP
		TOTAL	**734,607**	**537,992**	**18,601**	**155,626**

*Split-FY Funding Request

Chapter 2
The Planning Environment

Facility plans are developed in a dynamic planning environment. The major driver for these plans, since the mid-1980s, has been an enrollment increase of 65,000 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.

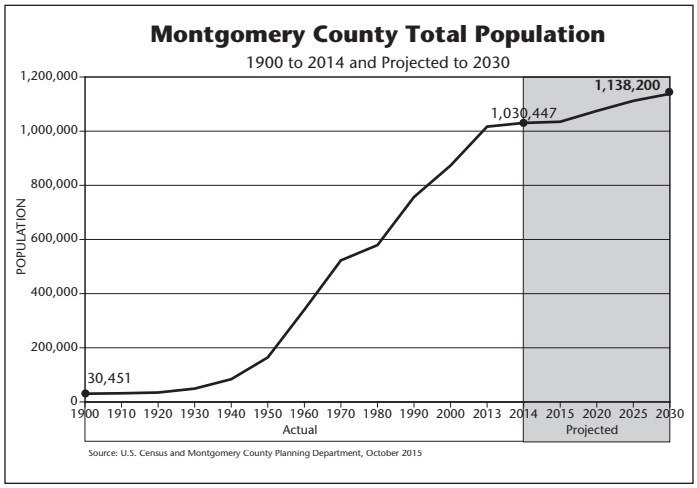
Enrollment growth since 2007 has been particularly strong. Enrollment has increased by 18,710 students in the eight-year period from 2007 to 2015. Most of this enrollment increase, 12,898 students, has occurred at elementary schools. This year, MCPS preliminary enrollment totals 156,455 students, an increase of 2,603 students from the prior year. Total school system enrollment is projected to increase by 10,143 students by the 2021–2022 school year. The significant enrollment increases experienced in the past, and continuing on into the future, create major challenges for our 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 381 relocatable classrooms are at elementary schools this year. The backlog of school capacity projects at the elementary school level will be compounded in the coming years as secondary schools receive the large cohort of current elementary school students.

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 273,420 people between 1990 and 2014, from 757,027 people to 1,030,447 people. 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 2014, there were 200,437 births compared to 82,972 deaths in the county for a net natural increase in population of 117,465 residents. The other major factor in population growth is immigration from outside the United States, which has countered the outflow of county population to other places. Between 2000 and 2014, international migration contributed 131,420 residents, while domestic migration resulted in a loss of 78,709 residents. Combined, population migration netted 52,711 more residents between 2000 and 2014. Because of international migration, 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

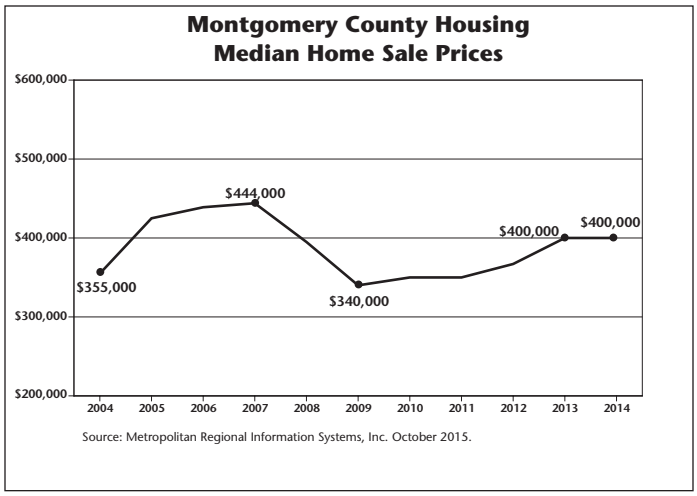
The major economic event of the past ten years is commonly known as the "Great Recession." This deep recession officially lasted nearly two years, beginning in December 2007 and ending in June 2009. Even after the official end of the recession the economy remained weak and job growth was slow for several more years. Compared to other parts of the nation, Montgomery County fared reasonably well during and after the recession. Whereas national unemployment peaked at 10 percent in 2009, Montgomery County's peak unemployment was 5.6 percent in 2010. By September 2015, national unemployment dropped to 5.1 percent and Montgomery County unemployment to 3.8 percent. Nevertheless, the county economy did experience decline as a result of the recession. Resident employment in the county declined from 499,705 employed in 2008 to 494,565 employed in 2009. Since 2009, resident employment grew to 507,172 in 2014.

Economic recovery in the county housing market also is evident. The weakest year for new residential starts was 2009, when only 966 units began construction. Considerable improvement has occurred each year since 2009. In 2014, 4,936 residential starts occurred. In the housing resale market, the weakest year

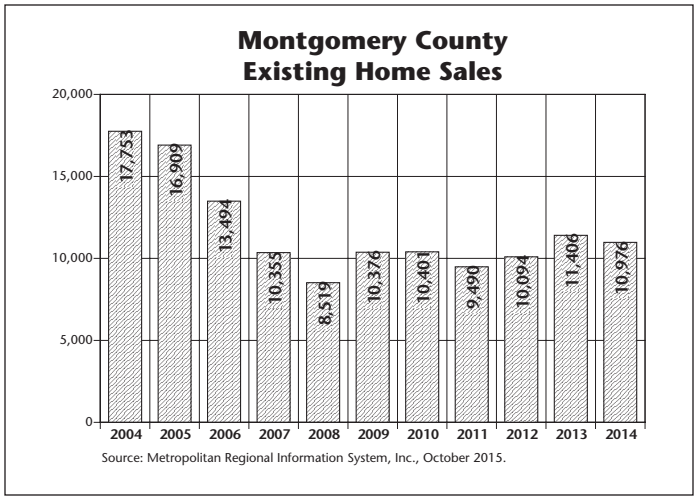
was 2008, when 8,519 existing homes were sold. By 2015 the resale market had improved, with 10,976 existing homes sold. Along with increased activity in both housing sectors have come rising prices. The median sales price of existing homes experienced a bubble that reached $444,000 in 2007. After the recession hit, the median sales price dropped to $340,000 in 2009. Median sales prices have gradually risen since the recession, and stood at $400,000 in 2014.

Although Montgomery County weathered the recession better than most areas of the country, the recession has had long-lasting impacts on the school system. These impacts are outlined next.

- First, labor force mobility slowed during the recession due to reduced opportunities for employment outside the county. This resulted in less out-migration than is typical. Out-migration has moderated enrollment increases in the past by offsetting in-migration to the county. Due to reduced out-migration during the recession, net migration to MCPS increased, raising enrollment levels a great deal.
- Second, a number of households that experienced job losses in other parts of the country moved to Montgomery County—either for better job prospects or to share housing with parents or relatives who lived here.
- Third, decreases in the value of county housing placed many homeowners "under water" in mortgage debt. Consequently, households who might have moved to other parts of the country were forced to stay put. This, too, resulted in less out-migration to offset in-migration. (Related to the decrease in the value of housing has been a decrease in property tax revenues which, in turn, has affected funding for capital projects.)
- Fourth, many families that previously enrolled their children in county private schools were forced to rethink this financial expense. Therefore, for several years a marked increase in students enrolling in MCPS from county private schools further increased enrollment.



Source: Metropolitan Regional Information Systems, Inc. October 2015.



Source: Metropolitan Regional Information System, Inc., October 2015.

The recession impacts listed above compounded one another and resulted in the large enrollment increases we have seen. However, there is one consequence of the recession that will moderate enrollment growth in the next few years. Due to economic uncertainty during the recession years and thereafter, household formation slowed and births decreased. Household formation and decisions on raising children are economically sensitive life stages that are subject to one's economic circumstances and outlook. The reduction in births occurred at the national as well as the local level and is now called the "baby recession." In Montgomery County 2007 was the peak year for county births, with 13,843 children born. As the recession hit, births went steadily down through 2013, when 13,022 children were born. As these smaller birth cohorts age into elementary schools, they are resulting in a leveling off of elementary school enrollment. However, in the longer term, elementary enrollments will come back up if the stronger economic conditions present today are sustained. In 2014, county births rose for the first time since 2007, with 13,214 children born. This birth cohort will enter MCPS in 2019.

Master Plans & Housing

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 have been constructed and more are on the way. A new school cluster was formed in 2006 when Clarksburg High School opened to accommodate the new communities.

In the past, county development has been characterized by a separation of residential and commercial uses. Today, a desire to mix land uses and enliven communities is guiding new master plans and sector plans. New plans also are driven by the principle of "smart growth" that favors development in transit accessible corridors as a means to reduce reliance on the automobile. In addition, as the availability of land for residential development decreases, infill and redevelopment characterize new housing. Higher housing densities than seen in the past are needed to increase the supply of housing and serve our growing population. Overall, today's land use planning is focused on the urbanization of the county.

Plans for high-density residential projects have been adopted in recent years for Germantown, the Great Seneca Science Corridor, the White Oak Science Gateway, and at the Glenmont, Shady Grove, White Flint, and Wheaton METRO stations. In

addition, several plans are under development, including the Bethesda Downtown, Westbard, Laytonsville, Rock Springs, White Flint 2, Montgomery Village, and Rockville Pike Corridor plans. These plans focus most on mid-rise and high-rise multi-family housing. MCPS participates in county and city land use planning to ensure adequate school sites are identified and impacts on enrollment are considered. (See Appendix P-1 for further information on the role of MCPS in land use plans.)

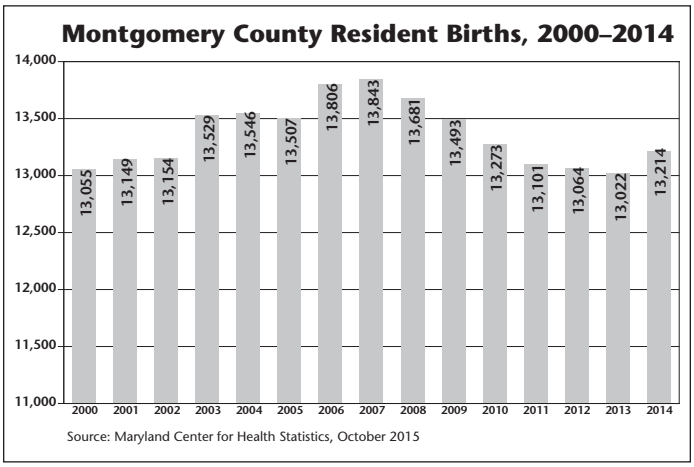
Hundreds of condominiums and apartments have been coming on the market for many years. The market for these multi-family homes is driven by a combination of baby boomers reaching retirement age and downsizing and the millennial generation seeking urban life-styles. Seventy percent of residential starts in 2014 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 schools from high-density multi-family housing has been small. However, because multi-family housing will dominate the new home market for the foreseeable future, MCPS staff regularly examines student generation rates from these units to determine if occupancy trends may change.

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. If the economy sees further improvement and mortgage interest rates stay low, the housing market could become even stronger.

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 add capacity and are funded.

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



Results of Subdivision Staging Policy School Test for FY 2016

Based on County Council Approved CIP and Cluster Enrollment Forecasts for 2020–2021

See appendix I for more detailed information.

	Cluster Outcomes by Level		
School Test Level	**Elementary Inadequate**	**Middle Inadequate**	**High Inadequate**
Clusters over 105 percent utilization School facility payment required in inadequate clusters to proceed.	Clarksburg Gaithersburg Northwood Quince Orchard	Blair Damascus Gaithersburg Kennedy Northwood Rockville Wheaton Whitman	Blair Churchill Clarksburg Einstein Walter Johnson Kennedy Richard Montgomery Northwest Northwood Paint Branch Quince Orchard Wheaton 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 2015

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. Seventeen of the 25 MCPS clusters are in this status for FY 2016. No cluster exceeds the 120 percent threshold for moratorium. Results of the FY 2016 school test are summarized in the table. More detailed cluster tables showing the FY 2016 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. The FY 2017 school test that will be adopted July 1, 2016 will incorporate the new enrollment projections found in this document and capital projects that are approved by the County Council in May 2016.

Student Population Trends

Resident births, the aging of the student population, and migration are the basic factors that create enrollment change at MCPS. The dip in births mentioned previously and known as the "baby recession" will result in a plateauing of elementary enrollment in the next six years. The upturn in county births has ended in 2014–numbering 13,214 births—an early indication that in the long term, elementary enrollment will increase. The number of births in 2014 equates to an average of 36 children born per day to Montgomery County mothers. Birth trends have a long-range impact—children born in 2014 will reach elementary school in 2019, middle school in 2025, and high school in 2028.

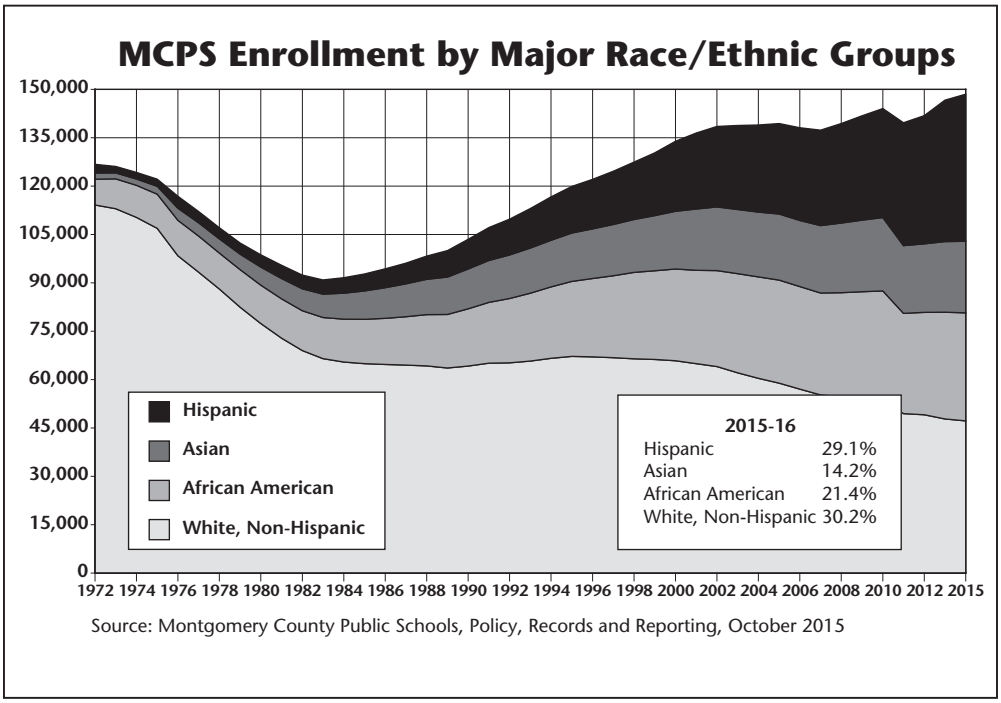
The movement up through the grades by students, termed the "aging of the student population," is the second driver of enrollment change. When the size of the kindergarten is larger than that of Grade 12, then there is a natural increase in total enrollment from one year to the next. During the 2014–2015 school year, there were 11,562 kindergarteners and 10,177 Grade 12 students. The difference between the two grades was 1,385 students. Therefore, in the 2015–2016 school year, a large part of the one-year increase in enrollment of 2,603 students was caused by the 1,385 additional students aging up, while Grade 12 students exited the system. During the next six years, the trend of larger kindergarten enrollments and smaller Grade 12 enrollments will be a major source of enrollment growth in middle schools and high schools.

Migration, the third driver of enrollment change, depends on the regional economy, housing costs, and international events. All of these factors have a significant degree of volatility and 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 eight years, entries into MCPS have greatly exceeded withdrawals, resulting in increases in enrollment.

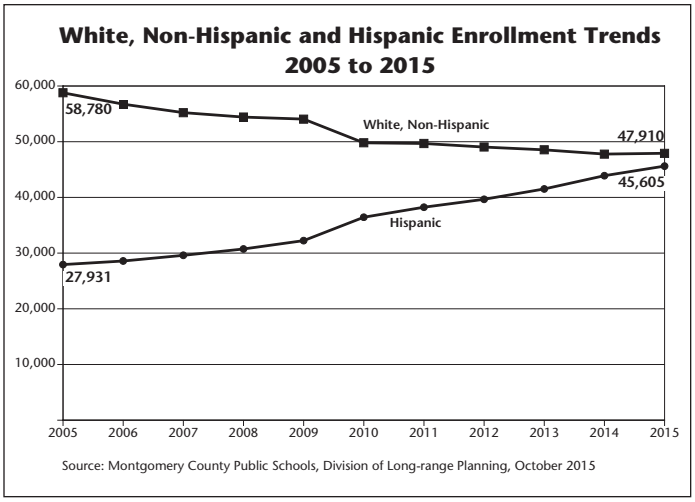
Student Diversity

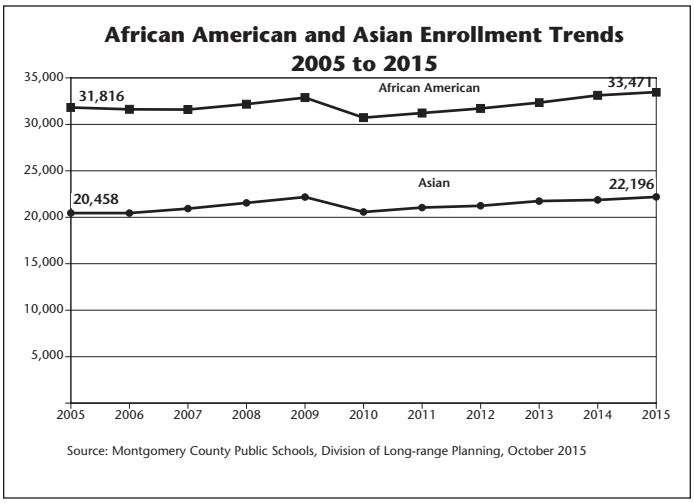
Records of county resident births show increasing numbers of African American, Asian, and Hispanic births. Births to White, non-Hispanic mothers were 36 percent of total county births in 2014. Demographic momentum for further gains in student diversity is building as the median age for the Hispanic, 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.

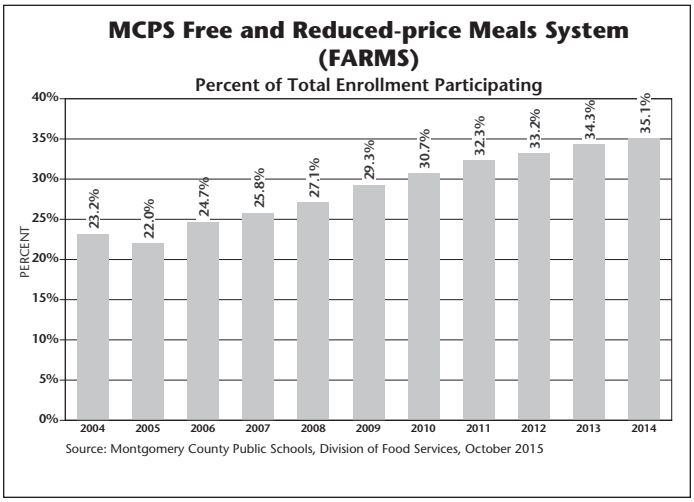
MCPS preliminary enrollment for the 2015–2016 school year is 156,455 students. Disaggregation of enrollment by race and ethnic group reveals the importance of diversity to enrollment growth. In the 10-year period beginning in 2005, MCPS enrollment grew by 17,068 students, a 12 percent increase over the 2005 enrollment of 139,387 students. Over this period, White, non-Hispanic enrollment declined by 11,590 students. The entire enrollment increase since 2005 is attributed to increases in African American (+1,655), Asian (+1,738), and Hispanic (+17,674) students. In addition, 7,640 students were recorded this year in the new category of "two or more races." MCPS enrollment is now 21.4 percent African American, 14.2 percent Asian, 29.1 percent Hispanic, 30.2 percent White, non-Hispanic, less than 5 percent two or more races; less than 5 percent Native Hawaiian/Pacific Islander; and less than 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



Source: Montgomery County Public Schools, Policy, Records and Reporting, October 2015







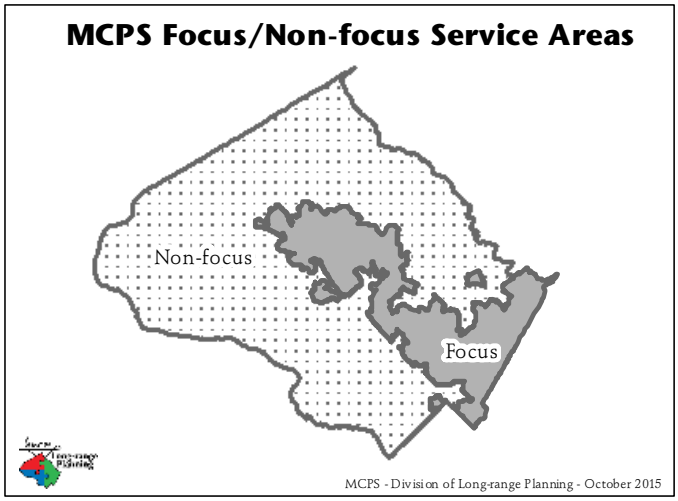
is no longer a majority race/ethnic group. Only the four major race/ethnic groups are shown in this graph for the purpose of presenting long-term trends.

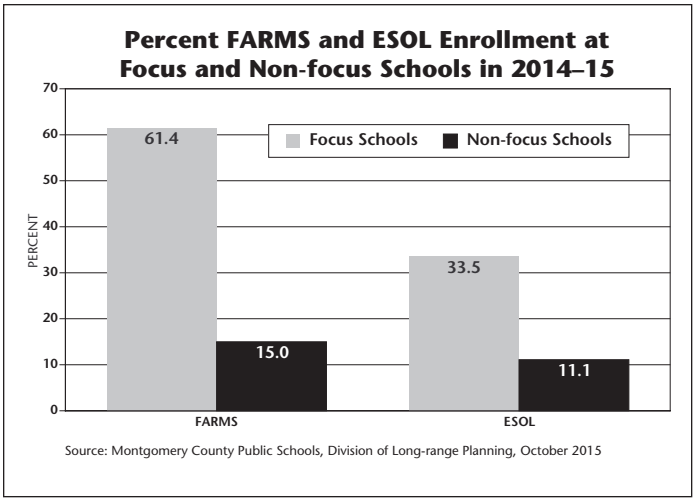
Also shown on accompanying charts are enrollments in the four major race and ethnic groups from 2005 to 2015. These charts show how the greatest amount of enrollment change has been in White, non-Hispanic and Hispanic enrollment. The trend lines for these two groups are converging. In the case of Asian 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.)

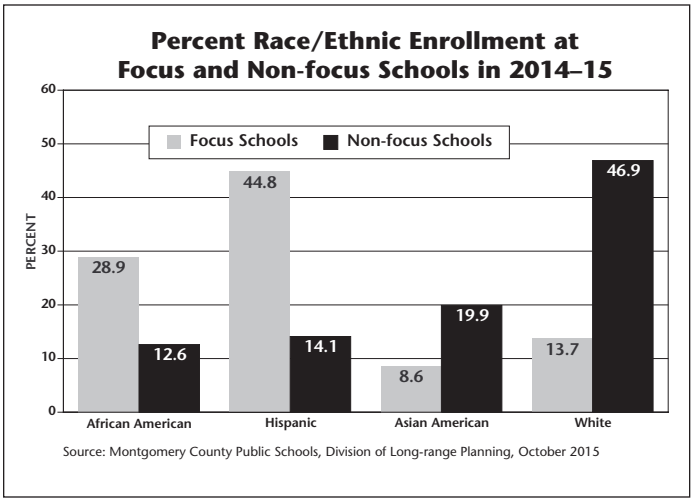
Enrollment increases in MCPS special programs that serve the diverse student body occurred at higher rates than the total enrollment increases. Student participation in the federal Free and Reduced-price Meals System (FARMS) Program is the school system's best measure of student socioeconomic levels. In 2000, 29,196 students (21.7 percent of enrollment) participated in the program. By 2014, 54,099 students (35.1 percent of enrollment) participated in the program, an increase of 24,903 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 2014, 21,463 students (14 percent of total enrollment) were in this program, an increase of 11,269 students. In 2014, ESOL students represented 158 countries of origin and spoke 127 different 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 70 percent of ESOL enrollment in 2014. (Enrollment in FARMS and ESOL programs for the 2015–2016 school year was not available 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,







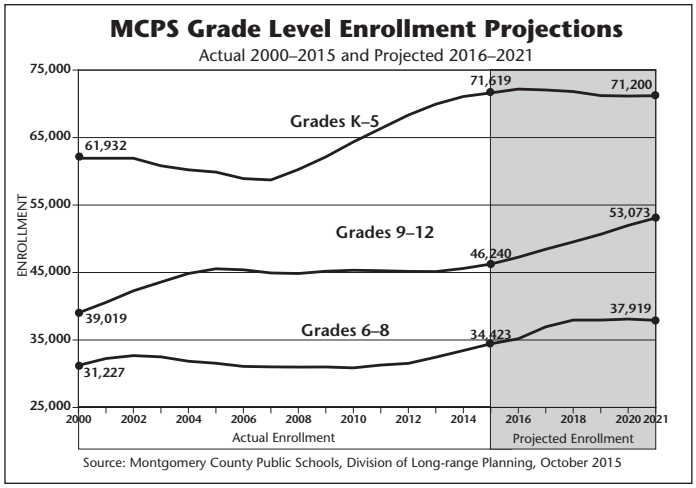
and Germantown, these conditions are found in communities bordering I-270 and Route 355. Affordable communities along these transportation corridors are characterized by apartment communities dating from the 1980s and earlier and neighborhoods with relatively modest townhouses and single-family detached 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-sizes in Grades K–2 in order to address student needs and prepare the students for success in later grade levels.

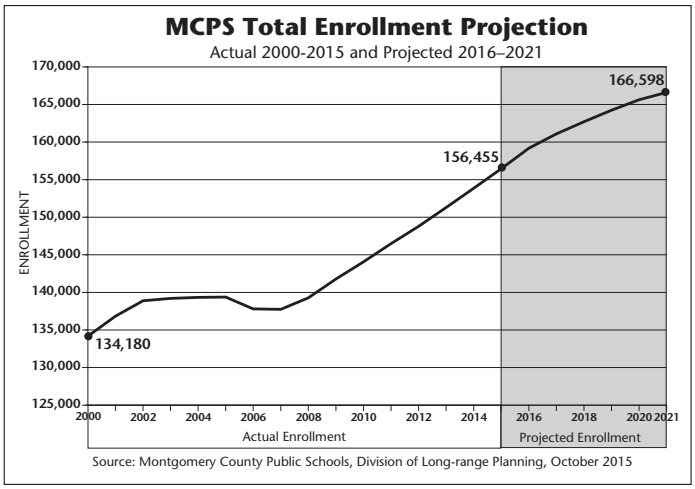
At one time, communities in the "focus" elementary school service areas had little race and ethnic diversity. The wave of immigration over the past three decades has transformed these communities. In these focus school communities, enrollment growth has been driven by turnover of existing housing units. There are currently 67 elementary schools in the focus school group (including the upper schools in the case of paired schools) and 66 elementary schools in the non-focus group. The 2014 demographic composition of focus and non-focus schools is compared in the accompanying charts. (Demographic data for the 2015–2016 school year was not available at this school level 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, and migration patterns. 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 2013, elementary enrollment growth will plateau in the next few years. However, due to the large elementary enrollment increases in the past eight years, MCPS will enter a strong period of growth at secondary schools.

The six-year forecast for Grades K–5 enrollment shows a decrease of 419 students, from the 2015 enrollment of 71,619 students, to the projected 2021 enrollment of 71,200 students. The six-year forecast for Grades 6–8 enrollment shows an increase of 3,496 students, from the 2015 enrollment of 34,423 students to the projected 2021 enrollment of 37,919 students. The six-year forecast for Grades 9–12 enrollment shows an increase of 6,833 students, from the 2015 enrollment of 46,240 students to the projected 2021 enrollment of 53,073 students. The six-year forecast for total MCPS enrollment shows an increase of 10,143 students, from the 2015 enrollment of 156,455 students to the projected 2021 enrollment of 166,598 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 growth peaked in 1972 at 126,912 students. Thereafter, the so-called Baby Bust era saw births decline and MCPS enrollment decrease to a low of 91,030 students in 1983. Since 1983, a much greater "baby boom" has occurred in the county. During the official Baby Boom years, the highest birth year in Montgomery County was 1963 when there were 8,461 resident births. The current baby boom in the county significantly surpasses this figure with births above 13,000 in recent years. Contributing to enrollment increases is the movement of households into the county from other parts of the world and the reduction in out migration of households in more recent years.

The current era of enrollment increases has seen enrollment grow by 65,425 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 2015–2016 school year, MCPS operates 133 elementary schools, 38 middle schools, 25 high schools, 1 career and technology high school, and 5 special program centers, for a total of 202 facilities. Since 1983, MCPS has opened 34 elementary schools, 17 middle schools, and 6 high schools (including 13 closed schools that were reopened). 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 revitalization/expansion projects. Since 1983, 66 elementary schools, 13 middle schools, and 14 high schools have been revitalized/expanded. The funding level for school revitalization/expansion projects limits the school system's ability to keep all schools in good condition. Consequently, the school system places a great 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 *Superintendent's Recommended FY 2017 Capital Budget and FY 2017–2022 Capital Improvements Program (CIP)* are 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 competencies are what 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 times of fiscal constraints. The CIP includes funding for capital projects in all priority areas and represents a balanced approach to address the many needs of the school system. A brief description of the type of projects that are included in each priority area follows:

- Priority #1—Compliance Projects. This includes funding to address mandates, including American with Disabilities Act (ADA), asbestos abatement, fire safety upgrades, storm water discharge, water quality management, and Washington Suburban Sanitary Commission (WSSC) requirements. These projects must be completed in a timely fashion to be in compliance with laws and regulations.
- Priority #2—Capital Maintenance. This includes funding countywide projects that maintain school facilities in good condition so that they are safe, secure, and comfortable learning environments. In addition, capital projects in this area preserve school assets and can avert more costly repairs or replacements in the future.
- Priority #3—Capacity Projects. This includes funding for new schools and additions so facilities can operate within capacity.
- Priority #4—Revitalization/Expansion Projects. Funding in this area is important to preserve aging facilities and bring schools up to current educational program and building standards.
- Priority #5—System Infrastructure. Funding in this area provides for facilities important to the operation of schools, including transportation depots, maintenance depots, 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 June 17, 2014, the Board of Education adopted a revision to Policy FAA, *Long-range Educational Facilities Planning*, to align Policy FAA with the recent update of Policy ABA, *Community Involvement*. This update was part of an initiative to align all Board policies that have a community involvement component with Policy ABA.

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: preferred range of enrollment, school capacity calculations, desired facility utilization levels, and school site size. Including the guidelines as part of the superintendent's CIP recommendations allows the community an opportunity to provide testimony to the Board of Education on the guidelines and any proposed changes to the guidelines.

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

Preferred Range of Enrollment

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

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

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

School Capacity Calculations

Unless otherwise specified by Board action, the program capacity of a facility is determined by the space requirements of the educational programs in the facility and student-to-classroom ratios. These ratios should not be confused with staffing ratios that are determined through the annual operating budget process. Program capacity is based on the current ratios shown below:

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

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

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

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

School Facility Utilization

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

School Site Size

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

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

Facility Planning Objectives

Adequate and up-to-date school facilities form the physical infrastructure needed to pursue MCPS goals and priorities. Long-range facility plans, as reflected in this CIP, provide justification for the programming and construction of 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.

OBJECTIVE 1: Implement facility plans that support the continuous improvement of educational programs in the school system

OBJECTIVE 2: Meet long-term and interim space needs

OBJECTIVE 3: Sustain and Revitalize Facilities

OBJECTIVE 4: Provide schools that are environmentally safe, secure, functionally efficient, and comfortable

OBJECTIVE 5: Support multipurpose use of schools

OBJECTIVE 6: Meet space needs of special education programs

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

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

Several educational program initiatives require more classroom and support space. These initiatives include the reduction in class sizes in Grades K–2 for the 63 schools most heavily affected by poverty and English language deficiency (called

2015–2016 Class Size Reduction Schools

Arcola	S. Christa McAuliffe
Lucy V. Barnsley	Meadow Hall
***Bel Pre**/Strathmore	Mill Creek Towne
Brookhaven	*Montgomery Knolls/
Brown Station	Pine Crest
Burnt Mills	***New Hampshire
Burtonsville	**Estates/Oak View**
Cannon Road	***Roscoe Nix/
Clopper Mill	**Cresthaven**
Capt. James E. Daly	Oakland Terrace
Dr. Charles R. Drew	William T. Page
East Silver Spring	Judith A. Resnik
Fairland	Sally K. Ride
Fields Road	Rock Creek Forest
Flower Hill	Rock Creek Valley
Fox Chapel	Rock View
Forest Knolls	**Rolling Terrace**
Gaithersburg	Rosemont
Galway	Sequoyah
Georgian Forest	**Sargent Shriver**
Glen Haven	Flora M. Singer
Glenallan	**South Lake**
Goshen	Stedwick
Great Seneca	Strawberry Knoll
Greencastle	**Summit Hall**
Harmony Hills	*Takoma Park/Piney
Highland	Branch
Highland View	Twinbrook
Jackson Road	**Viers Mill**
Kemp Mill	**Washington Grove**
Lake Seneca	Waters Landing
Jody Leleck at Broad Acres	**Watkins Mill**
	Weller Road
Maryvale	**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 2015–2016 school year.

"focus schools") and the expansion of full-day kindergarten to all elementary schools in MCPS. Creative uses of existing space in schools, modifications to existing classrooms, and placement of relocatable classrooms are all used to accommodate the additional staff needed to implement these initiatives. At schools with capital improvements in the facility planning or architectural planning phase, additional classrooms are provided to accommodate these initiatives. These initiatives are described in further detail in the following paragraphs.

Class Size Reductions

In the 2000–2001 school year, the Board of Education began a three-year initiative to reduce class size in the primary grades as a key component of the Early Success Performance Plan. Over a three-year period, class size in Grades K–2 in the focus schools most heavily impacted by poverty and language deficiency were reduced for the full instructional day to an average of 17 students per teacher in Grades 1–2 and 15 students per teacher in full-day kindergarten. (See chart on page 3-3.) Reducing class sizes in Grades K–2 had a dramatic impact on utilization levels in elementary schools, creating the need for additional classrooms to accommodate the increased number of teaching positions. Beginning in FY 2012, the staffing guidelines for the focus schools increased to an average of 18 students per teacher in Grades K–2. Beginning in FY 2015, Fields Road Elementary School became a focus school and received staffing to reduce class sizes in Grades K–2. Beginning in FY 2015, Great Seneca Creek Elementary School became a focus school and receive staffing to reduce class sizes in Grades K–2.

Head Start and Prekindergarten Programs

The *Bridge to Excellence in Public Schools Act* of 2002 requires that all eligible children "shall be admitted free of charge to publicly funded prekindergarten programs" established by the Board of Education. These programs are located yearly, based on need in the community and transportation travel times. The locations are shown in Appendix H.

Signature and Academy Programs

Most 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 special program offering at the 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/expanded, 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 enhance student learning through access to online information and through the ability to use the latest instructional software. MCPS is planning a multiyear effort to provide all students

with access to mobile computers and a cloud-based learning platform that will enhance creativity and collaboration in the classroom. These technologies also are critical for implementing online testing strategies.

OBJECTIVE 2: Meet Long-term and Interim Space Needs

Montgomery County has demonstrated a strong commitment to providing sufficient school facilities. Funding capital improvements has been a challenge since 1983 when enrollment began to rise sharply. MCPS enrollment is now 65,425 students greater than it was in 1983, and 34 elementary schools, 17 middle schools, and 6 high schools have been. 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: 133 elementary schools, 38 middle schools, and 25 high schools; 1 career and technology center; and 5 special education program centers.

Long-term Space Needs

A continued commitment to capital projects for the next six years is necessary to address overdue space needs and keep up with rising enrollment. This year's preliminary school enrollment is 156,455 students. Enrollment is projected to be 166,598 students by 2021. The CIP identifies where space deficits are projected to occur and how the school system plans to address them. Due to the high level of school utilization throughout the school system, there are very few opportunities to address school space shortages through boundary changes among existing schools. Therefore, additions to existing schools, the opening of new schools, and the revitalization/expansion projects at 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 2017 Capital Budget and the FY 2017–2022 Capital Improvements Program Summary Table" (page 1–6).

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

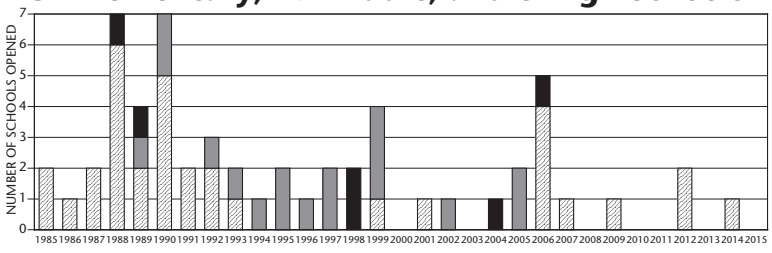
- Determine if space is available at adjacent or nearby schools and reassign students to a school(s) with space available;
- Consider an addition at the school to accommodate the enrollment if possible. If the school cannot be expanded to accommodate the projected enrollment, additions could be considered at nearby schools and students reassigned to these schools. For a classroom addition to be considered for funding at an individual school the following thresholds need to be met:
  - Elementary school—the enrollment needs to exceed capacity by four classrooms or more (a minimum of 92 seats) in the sixth year of the CIP period
  - Middle school—enrollment needs to exceed capacity by six classrooms or more (a minimum of 150 seats) in the sixth year of the CIP period
  - High school by—enrollment needs to exceed capacity by eight classrooms or more (a minimum of 200 seats) in the sixth year of the CIP period
- Consider the opening of a new school if reassignments and increasing capacity of existing schools is not sufficient to address the projected enrollment. Expanding schools to their maximum core capacity is considered before the opening of a new school. A new elementary school may be considered if the clusterwide deficit of space exceeds 500–600 seats. Deficits close to the size of a new secondary school would support a new middle or high school.

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

To address growing enrollment in the county, funding is recommended in the Recommended FY 2017–2022 CIP for five new schools that are listed below:

- Clarksburg/Damascus Middle School (opens August 2016)
- Bethesda-Chevy Chase Middle School #2 (opens August 2018)
- Richard Montgomery Cluster #5 (opens August 2018)
- Clarksburg Cluster Elementary School (Clarksburg Village Site #2) (opens August 2019)
- Northwest Elementary School #8 (opens August 2019)

New and Reopened Schools by Type 1985 to 2015
34 Elementary, 17 Middle, and 6 High Schools



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

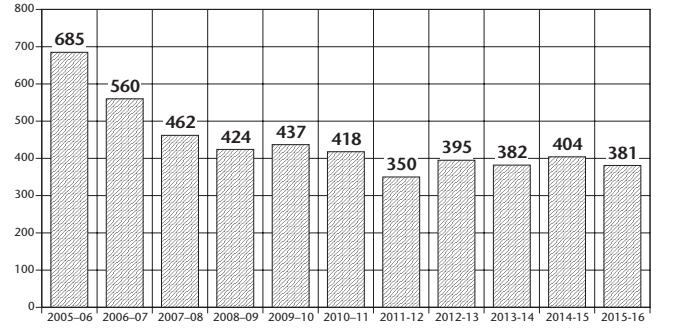
Source: Montgomery County Public Schools, Division of Long-range Planning October 2015.

Number of Additional Rooms Planned—Addition Projects

School	Number of Rooms Planned*	Completion Date
Julius West MS	18	8/16
Wood Acres ES	8	8/16
Bethesda-Chevy Chase HS	33	8/18
North Bethesda MS	17	8/18
Lucy V. Barnsley ES	11	8/18
Diamond ES	7	8/18
Kensington-Parkwood ES	14	8/18
Ashburton ES	14	8/19
S. Christa McAuliffe ES	12	8/19
East Silver Spring ES	4	8/20
Col. E Brooke Lee MS	21	8/20
Burtonsville ES	9	8/20
Greencastle ES	8	8/20
Montgomery Knolls ES	4	8/20
Pine Crest ES	9	8/20
Thomas W. Pyle MS	14	8/20
Judith A. Resnik ES	9	8/20
Takoma Park MS	25	8/20
Walt Whitman HS	27	8/20
Woodlin ES	8	8/20
Piney Branch ES	5	8/21

*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.

In addition to new school openings, classroom addition projects are planned to address overutilization at schools. Two classroom addition projects were approved as part of the Amended FY 2015–2020 CIP for completion August 2016. Planning and/or construction funds are recommended for 19 addition projects as part of the Recommended FY 2017–2022 CIP. These schools are listed on the table to the right, 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 2016 appropriation for facility planning funds is approved to conduct feasibility studies for the following schools:

- Fields Road Elementary School
- Thomas W. Pyle Middle School
- Richard Montgomery High School

An FY 2017 appropriation for facility planning funds is recommended to conduct feasibility studies for the following schools:

- Piney Branch High School
- Earle B. Wood Middle School
- Winston Churchill High School
- Paint Branch High School

Two comprehensive capacity studies were approved in the Downcounty Consortium and Gaithersburg Cluster to address the overutilization of elementary schools. A comprehensive capacity study was approved for the lower portion of the Downcounty Consortium to address enrollment growth in this area. The comprehensive capacity study for this area was conducted during the 2014–2015 school year and included the following 12 schools: East Silver Spring, Forest Knolls, Highland View, Montgomery Knolls, New Hampshire Estates, Oak View, Pine Crest, Piney Branch, Rolling Terrace, Sligo Creek, and Woodlin elementary schools. The recommendation resulting from this capacity study is included in Supplement B—Interim Superintendent's Recommendation to Address Elementary School Overutilization in the Lower Portion of the Downcounty Consortium. This recommendation is located on the MCPS website at the following link: *http://gis.mcpsmd.org/cipmasterpdfs/Supp_B_DCCESOverutilization.pdf*

A comprehensive capacity study for the Gaithersburg Cluster was approved to address enrollment growth in this cluster. The comprehensive capacity study was conducted during the 2014–2015 school year. This capacity study included all seven of the elementary schools in the cluster. As a result of this capacity study, a roundtable discussion group is recommended for the Gaithersburg, Col. Zadok Magruder, and Thomas S. Wootton clusters to take a broader look at school enrollments, utilization levels, and facility options in these clusters. This recommendation is included in Supplement C—Interim Superintendent's Recommendation for A Tri-Cluster Roundtable Discussion Group for the Gaithersburg, Col. Zadok Magruder, and Thomas S. Wootton Clusters. This recommendation is located on the MCPS website at the following link: *http://gis.mcpsmd.org/cipmasterpdfs/Supp_C_TriClusterRoundtableGrpDiscussion.pdf*

To address growing enrollment in the Downcounty Consortium high schools, an FY 2016 appropriation for facility planning was approved to conduct a comprehensive capacity study for the Downcounty Consortium high schools. The study will explore the possibility of adding capacity to the Downcounty Consortium through classroom additions at Montgomery Blair, Albert Einstein, John F. Kennedy, and/or Northwood high schools. As part of the revitalization/expansion project at Wheaton High School, the building shell of the master-planned

addition will be constructed as part of the ongoing project. Constructing the building shell during ongoing construction will enable classrooms to be built-out in the future when enrollment pressures require additional capacity.

Due to large enrollment increases in the Walter Johnson Cluster in the past eight years a roundtable discussion group is recommended for this cluster to gather input on a range of options to accommodate near-term and long-term enrollment increases. The recommendation is included in Supplement D—Interim Superintendent's Recommendation for Walter Johnson Cluster Roundtable Discussion Group. This recommendation is located on the MCPS website at the following link: *http://gis.mcpsmd.org/cipmasterpdfs/Supp_D_WalterJohnsonClusterRoundtable.pdf*

To address high enrollment at Rachel Carson Elementary School, several options were studied to address the overutilization. The superintendent's recommendation for Rachel Carson Elementary School is included in Supplement E—Interim Superintendent's Recommendation to Address the Rachel Carson Elementary School Overutilization. This recommendation is located on the MCPS website at the following link: *http://gis.mcpsmd.org/cipmasterpdfs/Supp_E_RachelCarsonESOverutilization.pdf*

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

Interim Space Needs

The use of relocatable classrooms on a short-term basis has proven to be successful in providing schools the space necessary to deliver educational programs. Relocatable classrooms provide an interim learning environment for students until permanent capacity can be constructed. Relocatable classrooms also enable the school system to avoid significant capital investment where building needs are only short term. The number of relocatable classrooms in use grew dramatically as program initiatives described under Objective 1 were implemented and enrollment increased. The number of relocatable classrooms declined between 2005 and 2008 as enrollment plateaued and capacity projects opened. However, with enrollment increasing again, the number of relocatable classrooms is expected to increase in the future. In the 2015–2016 school year, nearly 8,800 students attended class in 381 relocatable classrooms. This number does not include relocatable classrooms used for daycare, to stage construction on site at schools, or relocatables located at holding facilities and other facilities throughout the school system.

With the implementation of wireless technology and mobile devices at all schools, the need for computers laboratories has decreased. At some schools with space needs, the school system converted some computer laboratories to standard classrooms to deliver the educational programs beginning in the 2015–2016 school year.

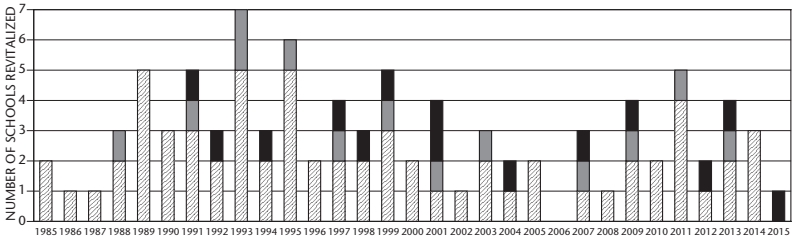
Number of Additional Rooms Planned–Revitalization/Expansion Projects

School	Number of Rooms Planned*	Completion Date
Wheaton HS	15	1/16
Brown Station ES	11	8/17
Wheaton Woods ES	17	8/17
Seneca Valley HS	49	8/19
Luxmanor ES	10	1/20
Maryvale ES	7	1/20
Potomac ES	6	1/20
Tilden MS	11	8/20
Wootton HS	12	8/21
DuFief ES	8	8/21
Stonegate ES	8	8/21

Non-Capital Actions

A boundary study was conducted in spring 2015 to determine the service area for Clarksburg/Damascus Middle School. Representatives from Montgomery Village, Neelsville, and Rocky Hill middle schools participated in the boundary advisory study. Board of Education action is scheduled to occur In November 2015. The new middle school opens in August 2016. The recommendation is included in Supplement A—Interim Superintendent's Recommendation for Clarksburg/Damascus Middle School Boundaries. The recommendation is located on the MCPS website at the following link: *http://gis.mcpsmd.org/cipmasterpdfs/Supp_A_ClarksburgDamascusMSBoundary.pdf*

School Revitalized/Expanded by Type, 1985 to 2015
66 Elementary, 3 Middle, and 4 High Schools



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

Source: Montgomery County Public Schools, Division of Long-range Planning, October 2015

A boundary study is recommended to determine the service area for Bethesda-Chevy Chase Middle School #2. Representatives from the Bethesda-Chevy Chase Cluster will participate in the boundary advisory study. The boundary study will begin in January 2016 with Board of Education scheduled for November 2016. The new middle school is scheduled to open in August 2017.

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 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 a full revitalization/expansion project 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—66 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, revitalizations/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 projects was scheduled using a standardized assessment tool called Facilities Assessment with Criteria and Testing (FACT). Schools beyond a certain age were assessed and scored on a standard set of facility and educational program space criteria. Schools scheduled for revitalization/expansion projects were rank ordered after the assessment. Because the original list of elementary schools in the queue for revitalization/expansion projects is almost complete, it was necessary to prepare

Holding Facility Schedule

Holding Facility	SY 15–16	SY 16–17	SY 17–18	SY 18–19	SY 19–20	SY 20–21	SY 21–22
ELEMENTARY SCHOOLS							
Emory Grove Center		Brown Station				DuFief**	Damascus**
Fairland Center						Stonegate**	
Grosvenor Center		Wayside		Luxmanor		Cold Spring**	Twinbrook**
North Lake Center		Wheaton Woods		Maryvale		Belmont**	Summit Hall**
Radnor Center	Wood Acres			Potomac			Rosemary Hills**
MIDDLE SCHOOLS							
Tilden Center/ Woodward Center*				*To be revitalized/expanded*		Eastern	

** Tilden Middle School is currently located in the Woodward Center. A revitalization/expansion for Tilden Center is scheduled for completion in August 2020 which will house Tilden Middle School and Rock Terrace School. The Woodward Center will then become a secondary holding school facility for school revitalization/expansion projects scheduled after Tilden Middle School.*

***Pending the outcome of the FACT Committee reassessment, these schools are subject to change. (See Appendix F for more information.)*

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

The Recommended FY 2017–2022 CIP maintains the current revitalization/expansion approved schedule. However, based on the Montgomery County Council Office of Legislative Oversight (OLO) study released in July 2015, regarding the revitalization/expansion program and the Facility Assessment with Criteria and Testing (FACT) methodology used to rank the schools, MCPS will reconvene the FACT Review Committee to update the FACT methodology and the revitalization/expansion program process. Pending the outcome of this review, the queue for the revitalization/expansion projects may change. For more information see Appendix F. Schools that have planning or construction funds approved 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 to provide 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.

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 to revitalize 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 2015 can be found in Appendix R.

The Indoor Air Quality (IAQ) Improvements 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, was the first public school in Maryland to be "gold" certified under the LEED rating system for green buildings. Beginning in FY 2007, all new schools and revitalization/expansion projects 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.

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 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 and Wheaton Woods elementary schools.

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

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

In spring 2006, the School-based Wellness Center Planning Group was convened. The planning group was charged with describing the services that would be offered at wellness centers at high schools and to identify criteria and a decision-making process for prioritizing schools sites for wellness centers. As a result of the work of the planning group, Northwood High School was the first school to receive a School-based Wellness Center (SBWC) 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 January 2016 at Wheaton High School and at Seneca Valley High School in August 2019. MCPS and DHHS staffs work collaboratively to develop the design for all the DHHS projects. Facility planning funds are approved for a possible SBWC at John F. Kennedy High School.

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

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

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 scarcer, 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 2017 proposed target requires 68.04 percent of students with disabilities to receive special education and related services in a general education setting. As a result of this mandate, the Department of Special Education Services (DSES), in collaboration with the Department of Facilities Management (DFM) and the Office of School Support and Improvement (OSSI), plan and coordinate the identification of program sites and locations to address the diverse needs of students with disabilities. This process is designed to ensure the delivery of special education services with an emphasis on providing services to the maximum extent appropriate in the school the student would attend if nondisabled.

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

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

- Special education resource services are offered in all schools for Grades K–12. Sixty-eight elementary schools are designated as Home School Model Schools for the 2015–2016 school year. (See Appendix S for a description of the Home School Model program.)
- Learning and Academic Disabilities (LAD) Services and transition services are provided in all secondary schools.
- Special education services are provided at the cluster and quad-cluster level 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 Program
  - Learning for Independence (LFI) Program
  - Preschool Education Program (PEP)
  - Prekindergarten Language Classes
  - School/Community-based (SCB) Program
  - 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 (RICA)
  - Rock Terrace School
  - Extensions

Birth through 5 Years of Age Special Education Growth

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

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

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

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 2017 Capital Budget and the FY 2017–2022 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 11,128 students. Although temporary overutilization of facilities is accommodated with relocatable classrooms, long-term overutilization requires additional capacity to both elementary and secondary schools through classroom additions, revitalization/expansion projects, and new or reopened facilities. This year, MCPS houses about 8,800 students in 381relocatable 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 recommended 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. Five types of projects are identified under the "Type of Project" column. The types of projects are as follows:

- "Approved"—Project has an FY 2016 appropriation approved in the Amended FY 2015–2020 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 recommended for FY 2017 for a feasibility study.
- "Recommended"—Project has an FY 2017 appropriation recommended for the FY 2017 Capital Budget.

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 2025 and 2030 at the secondary level. Space availability is shown with recommended CIP actions. This table also has

AAC—Augmentative and Alternative Communication

Add.—Addition

AUT—Autism Spectrum Disorders

BRIDGE—Bridge services

CSR—Class size reduction

DCC—Downcounty Consortium

DHOH—Deaf and Hard of Hearing

ED—Emotional Disabilities Services

ELC—Elementary Learning Center

ESOL—English for Speakers of Other Languages

GT/LD—Gifted and Talented/Learning Disabled

HS—Head Start

HSM–Home school model

LAD—Learning and Academic Disabilities

LANG—Speech/Language Services

LFI—Learning for Independence

LTL—Linkages to Learning

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

MSMC—Middle School Magnet Consortium

NEC—Northeast Consortium

PD—Physical Disabilities class

PEP—Preschool Education Program

pre-K—# of sessions of prekindergarten

pre-K Lang—Prekindergarten language class

Reg. Sec.—Regular secondary classroom

Reg. Elem.—Regular elementary classroom

Rev/Ex—Revitalization/Expansion

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

SBHC—School-based Health Center

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

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

SBWC—Wellness Center

TBD—To be determined

TS—# of Teaching Stations

VIS—Preschool or secondary Vision Services

a "comments" 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 2015–2016," shows the racial and ethnic group composition percentages, the student participation in the Free and Reduced-price Meals System (FARMS) Program, the percentage of English for Speakers of Other Languages (ESOL) and the Mobility Rate for schools. The "Capacity Table (School Year 2015–2016)" reflects detailed program capacity information for each school, along with special education program information. The final table, titled "Facilities Characteristics of Schools 2015–2016," shows facility information for each school.

Clusters for 2015–2016 School Year

BETHESDA-CHEVY CHASE CLUSTER

Bethesda-Chevy Chase HS (9–12)
- Westland MS (6–8)
  - Bethesda ES (K–5)
  - 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)
  - Wilson Wims ES (K–5)*

DAMASCUS CLUSTER

Damascus HS (9–12)
- John T. Baker MS (6–8)
  - Clearspring ES (HS–5)
  - Damascus ES (K–5)
  - 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)*
  - Wilson Wims ES (K–5)*

DOWNCOUNTY CONSORTIUM

Montgomery Blair HS (9–12)
Albert Einstein HS (9–12)
John F. Kennedy HS (9–12)
Northwood HS (9–12)
Wheaton HS (9–12)
- Argyle MS (6–8)
- A. Mario Loiederman MS (6–8)
- Parkland MS (6–8)
  - Bel Pre ES (pre-K–2)
  - Brookhaven ES (pre-K–5)
  - Georgian Forest ES (HS and pre-K–5)
  - Harmony Hills ES (HS and pre-K–5)
  - Sargent Shriver ES (pre-K–5)
  - Strathmore ES (3–5)
  - Viers Mill ES (HS and pre-K–5)
  - Weller Road ES (HS and pre-K–5)
  - Wheaton Woods ES (HS and pre-K–5)
- Eastern MS (6–8)
  - Montgomery Knolls ES (HS and pre-K–2)
  - New Hampshire Estates ES (HS and pre-K–2)
  - Oak View ES (3–5)
  - Pine Crest ES (3–5)
  - Col. E. Brooke Lee MS (6–8)
  - Arcola ES (HS–5)
  - Glenallan ES (HS–5)
  - Kemp Mill ES (pre-K–5)
- Newport Mill MS (6–8)
  - Highland ES (HS and pre-K–5)*
  - Oakland Terrace ES (pre-K–5)
  - Rock View ES (pre-K–5)
- Silver Spring International MS (6–8)
  - Forest Knolls ES (HS and pre-K–5)
  - Highland View ES (K–5)
  - Rolling Terrace ES (HS and pre-K–5)
  - Sligo Creek ES (K–5)
- Sligo MS (6–8)
  - Glen Haven ES (pre-K–5)
  - Highland ES (HS and pre-K–5) *
  - Flora M. Singer ES (pre-K–5)
  - Woodlin ES (K–5)
- Takoma Park MS (6–8)
  - East Silver Spring ES (HS and pre-K–5)
  - Piney Branch ES (3–5)
  - Takoma Park ES (pre-K–2)

GAITHERSBURG CLUSTER

Gaithersburg HS (9–12)
- Forest Oak MS (6–8)
  - Goshen ES (K–5)
  - Rosemont ES (pre-K–5)
  - Summit Hall ES (HS and pre-K–5)
  - Washington Grove ES (HS and pre-K–5)
- Gaithersburg MS (6–8)
  - Gaithersburg ES (pre-K–5)
  - 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 2015–2016 School Year

NORTHEAST CONSORTIUM

James H. Blake HS (9–12)
Paint Branch HS (9–12)
Springbrook HS (9–12)
- Benjamin Banneker MS (6–8)
  - Burtonsville ES (K–5)
  - Fairland ES (HS and pre-K–5)*
  - Greencastle ES (pre-K–5)
- Briggs Chaney MS (6–8)
  - Cloverly ES (K–5)*
  - Fairland ES (HS and pre-K–5)*
  - Galway ES (pre-K–5)
  - William T. Page ES (pre-K–5)

William H. Farquhar MS (6–8) (shared with Sherwood Cluster)*
- Cloverly ES (K–5)*
- Sherwood (K–5)*
- Stonegate ES (K–5)*

- Francis Scott Key MS (6–8)
  - Burnt Mills ES (pre-K–5)
  - Cannon Road ES (K–5)
  - Cresthaven ES (3–5)
  - Dr. Charles R. Drew ES (pre-K–5)
  - Roscoe R. Nix ES (pre-K–2)
- White Oak MS (6–8)
  - Jackson Road ES (pre-K–5)
  - JoAnn Leleck ES at Broad Acres(HS and pre-K–5)
  - Stonegate ES (K–5)*
  - Westover ES (K–5)

NORTHWEST CLUSTER

Northwest HS (9–12)
- Kingsview MS (6–8)
  - Great Seneca Creek ES (K–5)*
  - Ronald McNair ES (pre-K–5)
  - Spark M. Matsunaga ES (K–5)

Lakelands Park MS (6–8) (shared with Quince Orchard Cluster)*
- Darnestown ES (K–5)
- Diamond ES (K–5)*

Roberto Clemente MS (6–8) (shared with Seneca Valley Cluster)*
- Clopper Mill ES (HS and pre-K–5)
- Germantown ES (K–5)
- Great Seneca Creek ES (K–5)*

POOLESVILLE CLUSTER

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

QUINCE ORCHARD CLUSTER
Quince Orchard HS (9–12)
Lakelands Park MS (6–8) (shared with Northwest Cluster)*
- Brown Station ES (HS and pre-K–5)
- Rachel Carson ES (pre-K–5)

- Ridgeview MS (6–8)
  - Diamond ES (K–5)*
  - 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)
  - Bradley Hills ES (K–5)
  - Burning Tree ES (K–5)
  - Carderock Springs ES (K–5)
  - Wood Acres ES (K–5)

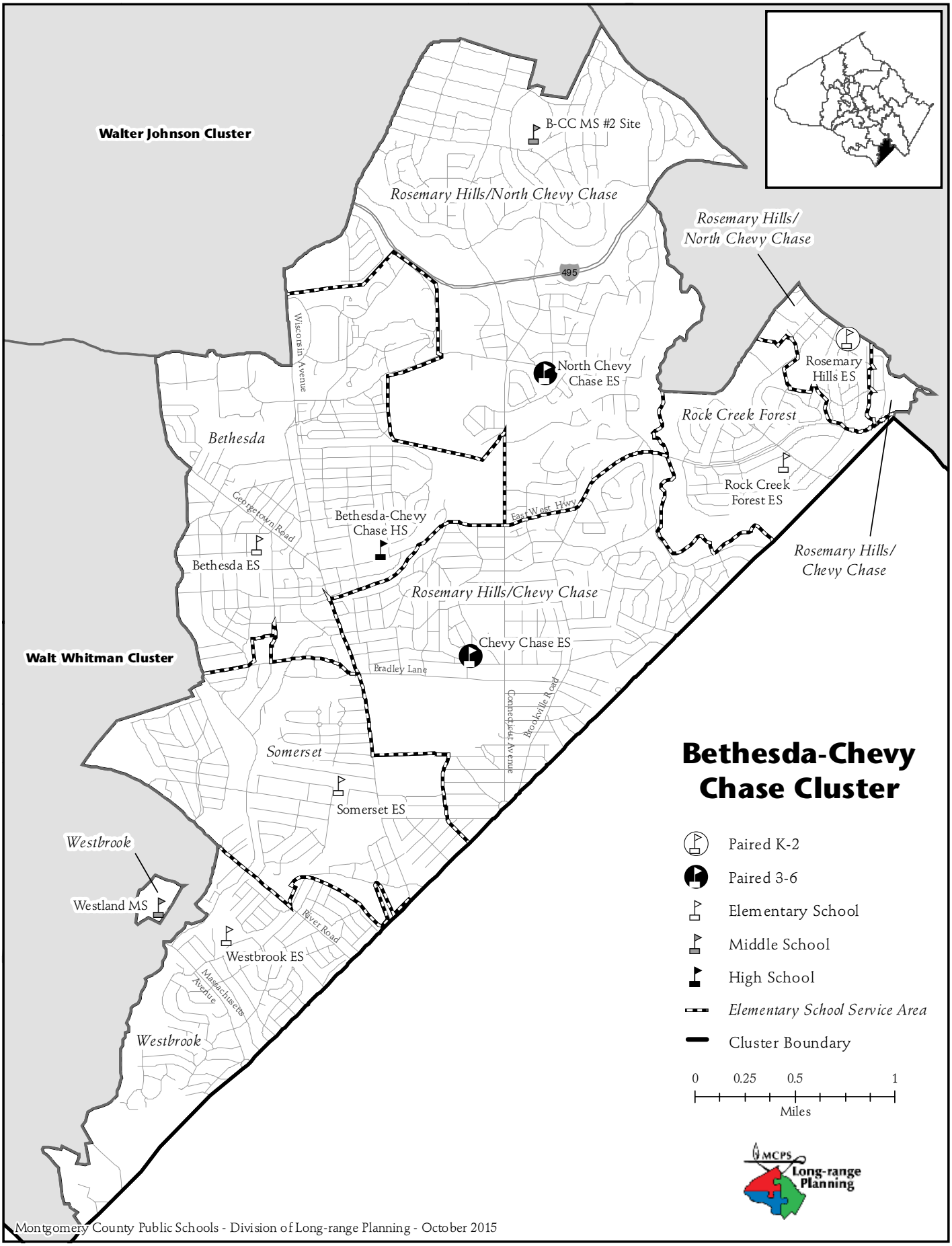
THOMAS S. WOOTTON CLUSTER

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 School
- Longview School
- RICA—Regional Institute for Children and Adolescents
- Rock Terrace School
- Carl Sandburg Learning Center

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


Walter Johnson Cluster
B-CC MS #2 Site
Rosemary Hills/North Chevy Chase
Rosemary Hills/
North Chevy Chase
495
Wisconsin Avenue
North Chevy
Chase ES
Rosemary
Hills ES
Rock Creek Forest
Bethesda
Georgetown Road
Rock Creek
Forest ES
East West Hwy
Bethesda-Chevy
Chase HS
Bethesda ES
Rosemary Hills/
Chevy Chase
Rosemary Hills/Chevy Chase
Chevy Chase ES
Walt Whitman Cluster
Bradley Lane
Connecticut Avenue
Brookville Road
Somerset
Somerset ES
Westbrook
Westland MS
River Road
Westbrook ES
Massachusetts
Avenue
Westbrook
Bethesda-Chevy
Chase Cluster
Paired K-2
Paired 3-6
Elementary School
Middle School
High School
Elementary School Service Area
Cluster Boundary
0
0.25
0.5
1
Miles
MCPS
Long-range
Planning
Montgomery County Public Schools - Division of Long-range Planning - October 2015

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 elementary schools, the following projects opened over the past few years:

- 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 that opened in August 2015;
- An addition at North Chevy Chase Elementary School that opened in August 2015;
- A revitalization/expansion project at Rock Creek Forest Elementary School (with increased capacity) that was completed in January 2015; and
- An addition at Rosemary Hills Elementary School that opened in August 2015.

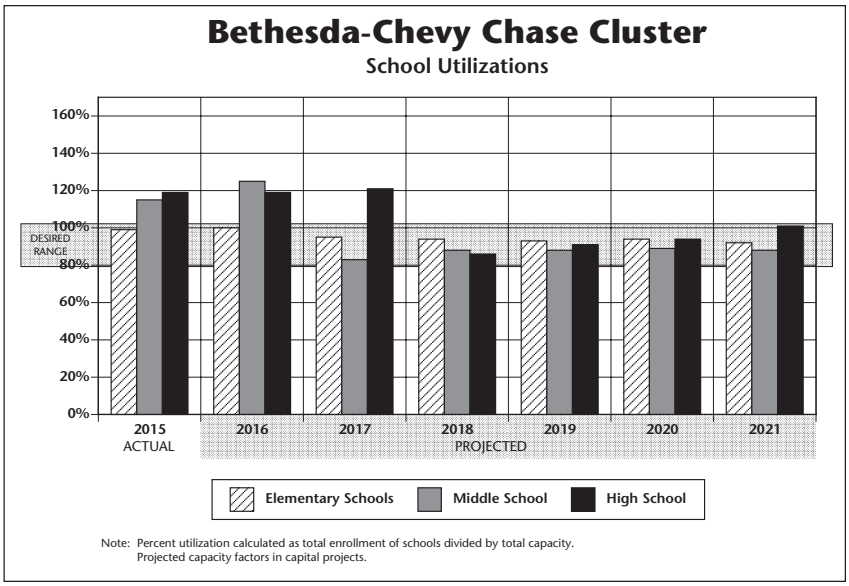
A summary of other planning actions and activities for other Bethesda-Chevy Chase Cluster elementary schools includes the following:

- 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 in August 2013 at Bradley Hills Elementary School that provided sufficient capacity to accommodate the additional students.
- 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 continuation through Grade 5.
- The Paddington Square Apartments community and the Naval Support Activity Bethesda 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).
- In March 2014, the Naval Support Activity Bethesda was reassigned from Rosemary Hills and North Chevy Chase elementary schools to Bethesda Elementary School for Grades K–5.
- A new middle school is planned in the Bethesda-Chevy Chase Cluster to address Grades 6–8 enrollment growth in the cluster and to 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 was approved to begin the architectural design for Bethesda-Chevy Chase Middle School #2.
- To address enrollment growth at the high school, a classroom addition is planned for Bethesda-Chevy Chase High School.

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. Bethesda-Chevy Chase High School is projected



to exceed capacity by 750 students by the end of the six-year CIP planning period. An addition project is scheduled to accommodate the space deficit with a completion date of August 2018. An FY 2017 appropriation is recommended to begin the construction of the classroom addition at Bethesda-Chevy Chase High School. 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 1,800 students by the end of the six-year planning period. Because the projected enrollment would far exceed the current capacity of Westland Middle School, Bethesda-Chevy Chase Middle School #2 is needed to accommodate the projected enrollment. An FY 2016 appropriation was approved to construct the new school. The boundary study process is scheduled to begin in January 2016 with Board of Education action in November 2016. The scheduled completion date for the new school is August 2017.

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, student 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 in August 2017.

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.

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.

Rosemary Hills Elementary School

Capital Project: A revitalization/expansion project was approved by the County Council in the Amended FY 2015–2020 CIP with a completion date of January 2023. The Recommended FY 2017–2022 CIP maintains the current revitalization/expansion approved schedule. However, based on the Montgomery County Council Office of Legislative Oversight (OLO) study released in July 2015, regarding the revitalization/expansion program and the Facility Assessment with Criteria and Testing (FACT) methodology used to rank the schools, MCPS will reconvene the FACT Review Committee to update the FACT methodology and the revitalization/expansion program process. Pending the outcome of this review, the queue for the revitalization/expansion projects may change. (For more information see Appendix F.)

An FY 2017 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 this schedule, county and state funding must be provided at the levels recommended in this CIP and the outcome of the FACT Review Committee must maintain the project on the present queue position.

CAPITAL PROJECTS

School	Project	Project Status*	Date of Completion
Bethesda-Chevy Chase HS	Classroom addition	Recommended	Aug. 2018
Bethesda-Chevy Chase MS #2	New school	Approved	Aug. 2017
Rosemary Hills ES	Revitalization/ expansion	Recommended	Jan. 2023

"Approved"—Project has an FY 2016 appropriation approved in the Amended FY 2015–2020 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 recommended for FY 2017 for a feasibility study.

"Recommended"—Project has an FY 2017 appropriation recommended for the FY 2017 Capital Budget.

Projected Enrollment and Space Availability

Effects of the Recommended FY2017–2022 CIP and Non–CIP Actions on Space Available

Schools			Actual 15–16	Projections 16–17	17–18	18–19	19–20	20–21	21–22	2025	2030
Bethesda–Chevy Chase HS		Program Capacity	1683	1683	1683	2407	2407	2407	2407	2407	2407
		Enrollment	**2007**	**2004**	**2030**	**2066**	**2189**	**2273**	**2434**	**2500**	**2400**
		Available Space	*(324)*	*(321)*	*(347)*	*342*	*218*	*134*	*(26)*	*(93)*	*7*
		Comments				Addition Complete					
Bethesda-Chevy Chase MS #2		Program Capacity			930	930	930	930	930	930	930
		Enrollment			**0**	**0**	**0**	**0**	**0**	**0**	**0**
		Available Space			930	*930*	*930*	*930*	*930*	*930*	*930*
		Comments			Opens						
Westland MS		Program Capacity	1097	1097	1097	1097	1097	1097	1097	1097	1097
		Enrollment	**1261**	**1375**	**1676**	**1782**	**1781**	**1802**	**1774**	**1900**	**1900**
		Available Space	*(164)*	*(278)*	*(580)*	*(686)*	*(684)*	*(706)*	*(678)*	*(803)*	*(803)*
		Comments			See text						
Bethesda ES		Program Capacity	577	577	577	577	577	577	577		
Grades (K–5)		**Enrollment**	**556**	**584**	**587**	**574**	**572**	**583**	**557**		
		Available Space	*21*	*(7)*	*(10)*	*3*	*5*	*(6)*	*20*		
		Comments									
Chevy Chase ES		Program Capacity	473	473	473	473	473	473	473		
Grades (3–6)		**Enrollment**	**558**	**541**	**417**	**424**	**422**	**436**	**431**		
Paired With		Available Space	*(85)*	*(68)*	*56*	*49*	*51*	*37*	*42*		
Rosemary Hills ES		Comments			See text						
North Chevy Chase ES		Program Capacity	358	358	358	358	358	358	358		
Grades (3–6)		**Enrollment**	**388**	**393**	**310**	**304**	**292**	**298**	**291**		
Paired With		Available Space	*(30)*	*(35)*	*48*	*54*	*66*	*60*	*67*		
Rosemary Hills ES		Comments			See text						
Rock Creek Forest ES	CSR	Program Capacity	714	714	714	714	714	714	714		
		Enrollment	**712**	**733**	**740**	**721**	**716**	**723**	**721**		
		Available Space	*2*	*(19)*	*(26)*	*(7)*	*(2)*	*(9)*	*(7)*		
		Comments									
Rosemary Hills ES		Program Capacity	678	678	678	678	678	678	678		
Grades (pre-K–2)		**Enrollment**	**610**	**611**	**625**	**616**	**619**	**619**	**618**		
Paired With		Available Space	*68*	*67*	*53*	*62*	*59*	*59*	*60*		
Chevy Chase ES		Comments		Facility Planning for Rev/Ex		Planning for Revitalization/ Expansion					
North Chevy Chase ES											
Somerset ES		Program Capacity	515	515	515	515	515	515	515		
		Enrollment	**571**	**571**	**564**	**554**	**541**	**515**	**503**		
		Available Space	*(56)*	*(56)*	*(49)*	*(39)*	*(26)*	*0*	*12*		
		Comments									
Westbrook ES		Program Capacity	549	549	549	549	549	549	549		
		Enrollment	**437**	**443**	**440**	**430**	**445**	**439**	**444**		
		Available Space	*112*	*106*	*109*	*119*	*104*	*110*	*105*		
		Comments									
Cluster Information		HS Utilization	119%	119%	121%	86%	91%	94%	101%	104%	100%
		HS Enrollment	2007	2004	2030	2066	2189	2273	2434	2500	2400
		MS Utilization	115%	125%	83%	88%	88%	89%	88%	94%	94%
		MS Enrollment	1261	1375	1676	1782	1781	1802	1774	1900	1900
		ES Utilization	99%	100%	95%	94%	93%	94%	92%	93%	93%
		ES Enrollment	3832	3876	3683	3623	3607	3613	3565	3600	3600

Demographic Characteristics of Schools

Schools	2015–2016						2014–2015		
	Total Enrollment	Two or more races %	Black or Afr. Amr. %	Asian%	Hispanic %	White %	FARMS%*	ESOL%**	Mobility Rate%***
Bethesda-Chevy Chase HS	2007	5.7%	14.7%	5.4%	17.6%	56.4%	11.6%	≤ 5.0%	7.5%
Westland MS	1261	≤ 5.0%	10.5%	5.5%	14.5%	64.4%	12.5%	6.5%	5.4%
Bethesda ES	556	6.7%	6.5%	14.7%	9.9%	62.2%	6.6%	12.7%	16.4%
Chevy Chase ES	558	5.7%	14.9%	6.6%	10.6%	62.2%	13.9%	5.9%	5.9%
North Chevy Chase ES	388	7.0%	16.5%	5.2%	15.2%	56.2%	14.1%	5.4%	6.8%
Rock Creek Forest ES	712	6.2%	16.3%	5.3%	33.3%	38.5%	24.4%	17.0%	6.7%
Rosemary Hills ES	610	5.9%	25.1%	≤ 5.0%	13.3%	52.0%	27.6%	18.2%	9.6%
Somerset ES	571	8.1%	≤ 5.0%	8.9%	16.1%	62.9%	6.9%	13.6%	9.7%
Westbrook ES	437	7.1%	≤ 5.0%	≤ 5.0%	9.6%	75.7%	≤ 5.0%	≤ 5.0%	8.4%
Elementary Cluster Total	**3832**	**6.6%**	**12.7%**	**7.0%**	**16.3%**	**57.2%**	**14.5%**	**11.9%**	**9.1%**
Elementary County Total	**75838**	**5.1%**	**21.3%**	**13.8%**	**31.2%**	**28.3%**	**39.6%**	**23.0%**	**13.9%**

**Percent of students approved for Free and Reduced-priced Meals Program (FARMS) during the 2014–2015 school year.*

***Percent of English for Speakers of Other Languages (ESOL) during the 2014–2015 school year. High School students are served in regional ESOL centers.*

****Mobility Rate is the number of entries plus withdrawals during the 2014–2015 school year compared to total enrollment.*

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

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

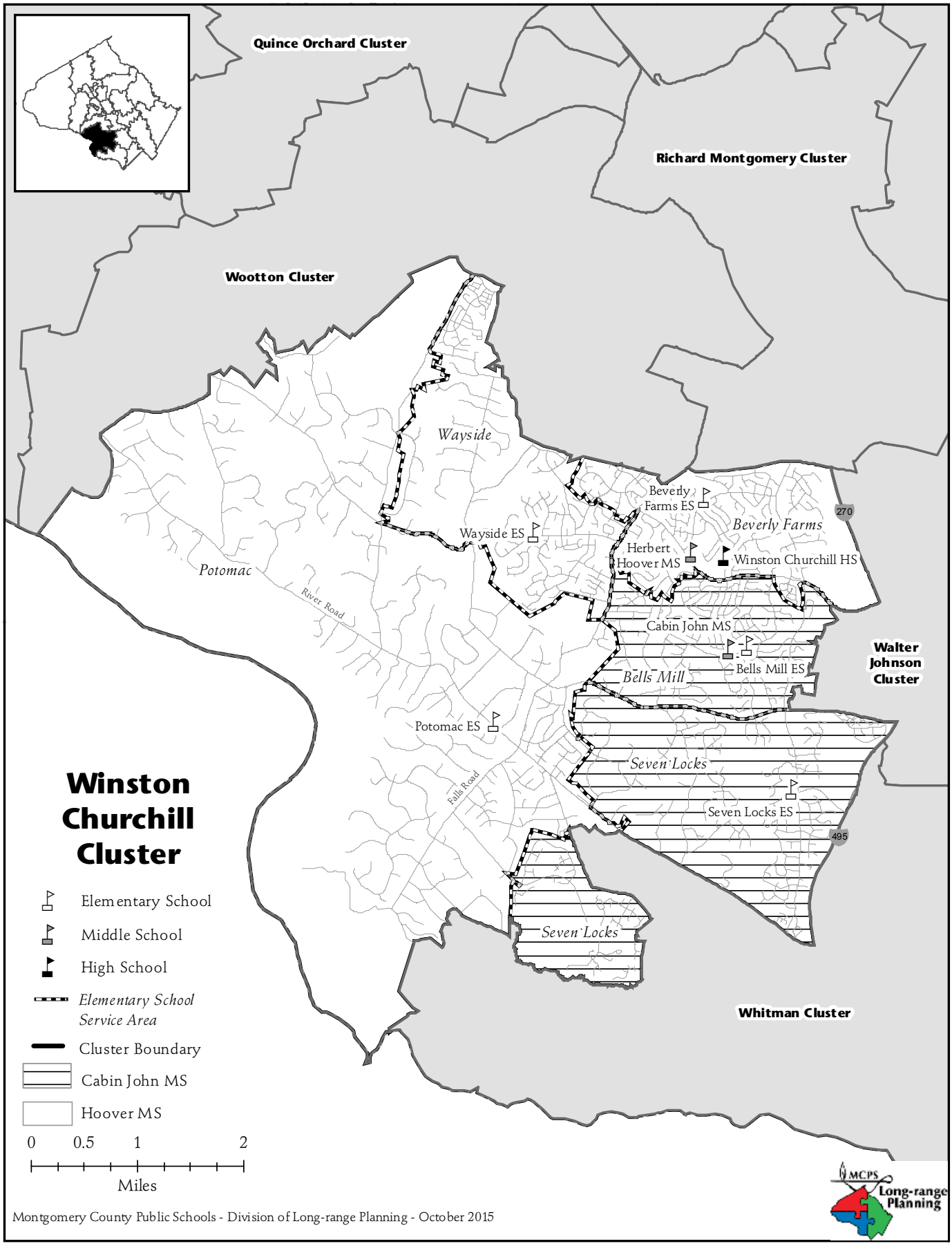
Program Capacity Table

(School Year 2015–2016)

Schools	Grades Served	Capacity (HS @90% MS@85%)	Total Rooms	Support Rooms	Regular Secondary @25	Regular Elementary @23	CSR Grades 1–2 @18	Pre–K @20	Pre–K @40	HS @20	CSR KIND @18	KIND @22	ESOL @15	METS @15	Special Education Services: School Based: HSM @13	School Based: ELEM LAD @13	Quad Cluster Based: ELC @10	Quad Cluster Based: LANG @12	Quad Cluster Based: LFI @10	Quad Cluster Based: SCB @6	County & Regional Based: 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	1683	76		73								2	1																		
Westland MS	6-8	1097	52		51								1																			
Bethesda ES	K-5	577	29	3		21						4								1												
Chevy Chase ES	3-6	473	24	3		20									1																	
North Chevy Chase ES	3-6	358	21	5		15									1																	
Rock Creek Forest ES	K-5	714	40	4		16	11		1		5											2							1			
Rosemary Hills ES	PreK-2	678	36	5		19			1			8			1							2										
Somerset ES	K-5	515	27	4		18						4			1																	
Westbrook ES	K-5	549	30	4		18						3			1										2					2		

Facility Characteristics of Schools 2015–2016

Schools	Year Facility Opened	Year Reopened/ Revitalized	Total Square Footage	Site Size Acres	Adjacent Park	Reloc-atable Classrooms	County Programs	Home School Model
Bethesda-Chevy Chase HS	1934	2001	308,215	16.4		8		
Westland MS	1951	1997	146,006	25.1		6		
Bethesda ES	1952	1999	75,257	8.42				Yes
Chevy Chase ES	1936	2000	70,976	3.8		1		Yes
North Chevy Chase ES	1953	1995	65,982	7.9		5		Yes
Rock Creek Forest ES	1950	2015	98,140	8				Yes
Rosemary Hills ES	1956	1988	86,548	6.1				Yes
Somerset ES	1949	2005	80,122	3.7				Yes
Westbrook ES	1939	1990	91,359	12.5	Yes			Yes


Quince Orchard Cluster
Richard Montgomery Cluster
Wootton Cluster
Wayside
Beverly Farms ES
Beverly Farms
270
Wayside ES
Herbert Hoover MS
Winston Churchill HS
Potomac
River Road
Cabin John MS
Walter Johnson Cluster
Bells Mill ES
Bells Mill
Potomac ES
Seven Locks
Falls Road
Seven Locks ES
495
Seven Locks
Whitman Cluster
Winston Churchill Cluster
Elementary School
Middle School
High School
Elementary School Service Area
Cluster Boundary
Cabin John MS
Hoover MS
0 0.5 1 2
Miles
Montgomery County Public Schools - Division of Long-range Planning - October 2015
MCPS
Long-range Planning

SCHOOLS

Winston Churchill High School

Capital Project: Projections indicate enrollment at Winston Churchill High School will exceed capacity by 200 seats or more by the end of the six-year planning period. An FY 2017 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.

Potomac Elementary School

Capital Project: A revitalization/expansion project is scheduled for this school with a completion date of January 2020. 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 both site options, the school will remain at the River Road location. An FY 2016 appropriation for planning funds was approved to begin the architectural design for the project. In order for this project to be completed on this schedule, county and state funding must be provided at the levels recommended in this CIP.

Wayside Elementary School

Capital Project: A revitalization/expansion project is scheduled for this school with a completion date of August 2017. An FY 2016 appropriation is approved to construct this project.

CAPITAL PROJECTS

School	Project	Project Status*	Date of Completion
Winston Churchill HS	Classroom addition	Proposed	TBD
Potomac ES	Revitalization/ expansion	Approved	Jan. 2020
Wayside ES	Revitalization/ expansion	Approved	Aug. 2017

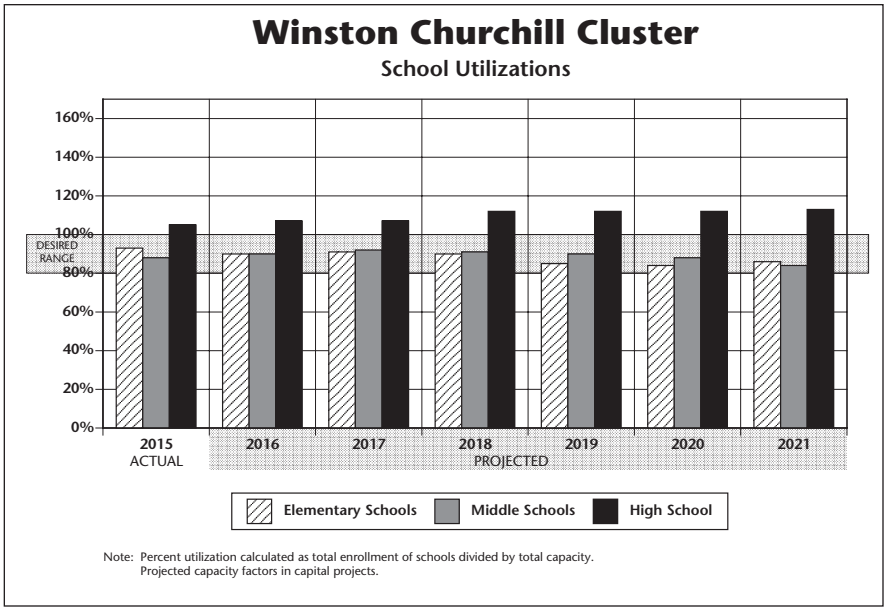
"Approved"—Project has an FY 2016 appropriation approved in the Amended FY 2015–2020 CIP.

"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 recommended for FY 2017 for a feasibility study.

"Recommended"—Project has an FY 2017 appropriation recommended for the FY 2017 Capital Budget.



Projected Enrollment and Space Availability

Effects of the Recommended FY2017–2022 CIP and Non–CIP Actions on Space Available

Schools			Actual 15–16	Projections 16–17	17–18	18–19	19–20	20–21	21–22	2025	2030
Winston Churchill HS		Program Capacity	1986	1986	1986	1986	1986	1986	1986	1986	1986
		Enrollment	**2094**	**2116**	**2132**	**2219**	**2223**	**2228**	**2254**	**2300**	**2100**
		Available Space	*(108)*	*(130)*	*(146)*	*(233)*	*(237)*	*(242)*	*(268)*	*(314)*	*(114)*
		Comments		Facility Planning for Addition							
Cabin John MS		Program Capacity	1113	1113	1113	1113	1113	1113	1113	1113	1113
		Enrollment	**941**	**952**	**1000**	**1004**	**1015**	**978**	**948**	**1000**	**950**
		Available Space	*172*	*161*	*113*	*109*	*98*	*135*	*165*	*113*	*163*
		Comments									
Herbert Hoover MS		Program Capacity	1139	1139	1139	1139	1139	1139	1139	1139	1139
		Enrollment	**1038**	**1068**	**1073**	**1036**	**1009**	**999**	**952**	**950**	**900**
		Available Space	*101*	*71*	*66*	*103*	*130*	*140*	*187*	*189*	*239*
		Comments									
Bells Mill ES		Program Capacity	609	609	609	609	609	609	609		
		Enrollment	**626**	**631**	**630**	**635**	**626**	**616**	**617**		
		Available Space	*(17)*	*(22)*	*(21)*	*(26)*	*(17)*	*(7)*	*(8)*		
		Comments									
Beverly Farms ES		Program Capacity	690	690	690	690	690	690	690		
		Enrollment	**597**	**562**	**553**	**543**	**539**	**533**	**548**		
		Available Space	*93*	*128*	*137*	*147*	*151*	*157*	*142*		
		Comments									
Potomac ES		Program Capacity	424	424	424	424	548	548	548		
		Enrollment	**474**	**442**	**443**	**439**	**429**	**430**	**430**		
		Available Space	*(50)*	*(18)*	*(19)*	*(15)*	*119*	*118*	*118*		
		Comments	Planning for Revitalization/ Expansion			@ Radnor	Rev/Ex Complete Jan. 2020				
Seven Locks ES		Program Capacity	425	425	425	425	425	425	425		
		Enrollment	**398**	**386**	**379**	**370**	**364**	**370**	**371**		
		Available Space	*27*	*39*	*46*	*55*	*61*	*55*	*54*		
		Comments									
Wayside ES		Program Capacity	672	672	641	641	641	641	641		
		Enrollment	**524**	**523**	**523**	**515**	**504**	**510**	**526**		
		Available Space	*148*	*149*	*118*	*126*	*137*	*131*	*115*		
		Comments	Move to Grosvenor	@ Grosvenor	Rev/Ex Complete						
Cluster Information		HS Utilization	105%	107%	107%	112%	112%	112%	113%	116%	106%
		HS Enrollment	2094	2116	2132	2219	2223	2228	2254	2300	2100
		MS Utilization	88%	90%	92%	91%	90%	88%	84%	87%	82%
		MS Enrollment	1979	2020	2073	2040	2024	1977	1900	1950	1850
		ES Utilization	93%	90%	91%	90%	85%	84%	86%	86%	86%
		ES Enrollment	2619	2544	2528	2502	2462	2459	2492	2500	2500

Demographic Characteristics of Schools

Schools	2015–2016 Total Enrollment	Two or more races %	Black or Afr. Amer. %	Asian%	Hispanic %	White %	2014–2015 FARMS%*	ESOL%**	Mobility Rate%***
Winston Churchill HS	2094	≤ 5.0%	8.3%	23.2%	8.3%	55.3%	≤ 5.0%	≤ 5.0%	≤ 5.0%
Cabin John MS	941	5.2%	11.5%	28.1%	7.5%	47.7%	8.7%	≤ 5.0%	5.7%
Herbert Hoover MS	1038	6.3%	6.5%	30.9%	5.4%	50.7%	≤ 5.0%	≤ 5.0%	≤ 5.0%
Bells Mill ES	626	6.4%	10.7%	26.4%	9.9%	46.5%	9.5%	7.7%	8.0%
Beverly Farms ES	597	6.5%	7.7%	29.5%	9.7%	46.4%	5.6%	6.6%	6.1%
Potomac ES	474	5.5%	≤ 5.0%	34.6%	5.1%	50.6%	≤ 5.0%	6.5%	7.0%
Seven Locks ES	398	8.3%	7.8%	18.8%	10.1%	54.8%	5.5%	11.6%	8.5%
Wayside ES	524	5.7%	6.9%	38.9%	6.5%	42.0%	≤ 5.0%	11.4%	6.8%
Elementary Cluster Total	**2619**	**6.4%**	**7.6%**	**29.9%**	**8.3%**	**47.6%**	**5.3%**	**8.6%**	**7.2%**
Elementary County Total	**75838**	**5.1%**	**21.3%**	**13.8%**	**31.2%**	**28.3%**	**39.6%**	**23.0%**	**13.9%**

**Percent of students approved for Free and Reduced-priced Meals Program (FARMS) during the 2014–2015 school year.*

***Percent of English for Speakers of Other Languages (ESOL) during the 2014–2015 school year. High School students are served in regional ESOL centers.*

****Mobility Rate is the number of entries plus withdrawals during the 2014–2015 school year compared to total enrollment.*

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

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

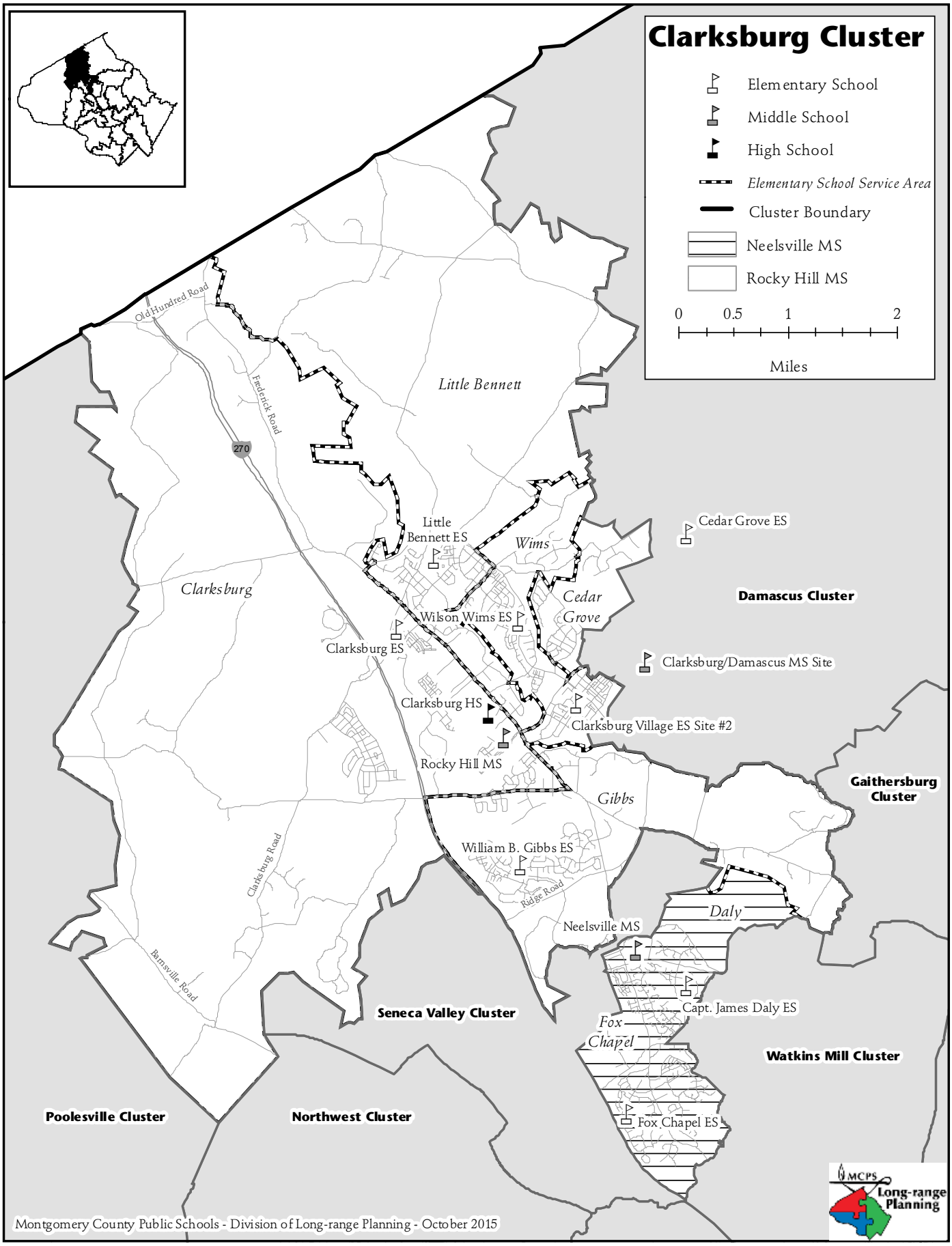
Program Capacity Table

(School Year 2015–2016)

Schools	Grades Served	Capacity (HS @90% MS@85%)	Total Rooms	Support Rooms	Regular Secondary @25	Regular Elementary @23	CSR Grades 1–2 @18	Pre–K @20	Pre–K @40	HS @20	CSR KIND @18	KIND @22	ESOL @15	METS @15	Special Education Services: School Based: HSM @13	Cluster Based: ELEM LAD @13	Quad Cluster Based: ELC @10	LANG @12	LFI @10	SCB @6	County & Regional Based: 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
Winston Churchill HS	9-12	1986	94		85																	2	7									
Cabin John MS	6-8	1113	57		50								1						2	1		3										
Herbert Hoover MS	6-8	1139	56		52																		4									
Bells Mill ES	HS-5	609	32	3		21				1		4										3										
Beverly Farms ES	K-5	690	35	4		26						3				2																
Potomac ES	K-5	424	22	3		15						3			1																	
Seven Locks ES	K-5	425	23	4		16						2			1																	
Wayside ES	K-5	672	36	4		26						2								2								1	1			

Facility Characteristics of Schools 2015–2016

Schools	Year Facility Opened	Year Reopened/ Revitalized	Total Square Footage	Site Size Acres	Adjacent Park	Reloc-atable Classrooms	County Programs	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				


Clarksburg Cluster
Elementary School
Middle School
High School
Elementary School Service Area
Cluster Boundary
Neelsville MS
Rocky Hill MS
0
0.5
1
2
Miles
Old Hundred Road
Frederick Road
270
Little Bennett
Little Bennett ES
Wims
Cedar Grove ES
Damascus Cluster
Clarksburg
Cedar Grove
Wilson Wims ES
Clarksburg ES
Clarksburg/Damascus MS Site
Clarksburg HS
Clarksburg Village ES Site #2
Rocky Hill MS
Gaithersburg Cluster
Gibbs
William B. Gibbs ES
Clarksburg Road
Ridge Road
Daly
Neelsville MS
Barnsville Road
Capt. James Daly ES
Seneca Valley Cluster
Fox Chapel
Watkins Mill Cluster
Poolesville Cluster
Northwest Cluster
Fox Chapel ES
Montgomery County Public Schools - Division of Long-range Planning - October 2015
MCPS
Long-range Planning

CLUSTER PLANNING ISSUES

Planning Issue: The Clarksburg Master Plan allows for the development of up to 15,000 residential units. The plan includes five 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, William B. Gibbs, Jr. Elementary School opened in August 2009, and Wilson Wims Elementary School opened in August 2014. To address the enrollment growth in the cluster, a high school addition is scheduled to open in August 2015, and a new middle school is scheduled to open in August 2016. With continued growth in elementary school enrollment, another new elementary school is recommended with an opening date of August 2019.

Planning Study: A boundary study was conducted during the spring 2015 to develop options for the service area for Clarksburg/Damascus Middle School. Representatives from Montgomery Village, Neelsville, and Rocky Hill middle schools participated in the boundary advisory study. The interim superintendent released his recommendation for the service area for Clarksburg/Damascus Middle School on October 15, 2015. The Board of Education is scheduled to take action on the service area on November 16, 2015. The interim superintendent's recommendation is available at the following link: *http://gis.mcpsmd.org/cipmasterpdfs/Supp_A_ClarksburgDamascusMSBoundary.pdf*

SCHOOLS

Clarksburg High School

Planning Issue: Although a classroom addition opened in August 2015 to accommodate the overutilization at Clarksburg High School, student enrollment will continue to exceed capacity by over 500 students by the end of the six-year planning period. Enrollment also is projected to exceed capacity at Northwest High School by nearly 400 students. The Seneca Valley High School service area is adjacent to the Clarksburg and Northwest high school service areas. A revitalization/expansion project of Seneca Valley High School, scheduled for completion in August 2019, will be designed and constructed with a capacity for 2400 students. The enrollment at Seneca Valley High School is projected to be 1392 students by the end of the six-year planning period. With a capacity of 2400 seats, there will be approximately 1000 seats available to accommodate students from Clarksburg and Northwest high schools when the project is complete.

Clarksburg/Damascus Middle School

Capital Project: Projections indicate that enrollment at Rocky Hill Middle School will exceed capacity throughout the six-year planning period. A new school is needed to address middle school space deficits in the cluster. An FY 2015 appropriation was approved to construct the new school. The scheduled completion date for the new school is August 2016.

Clarksburg Cluster Articulation*

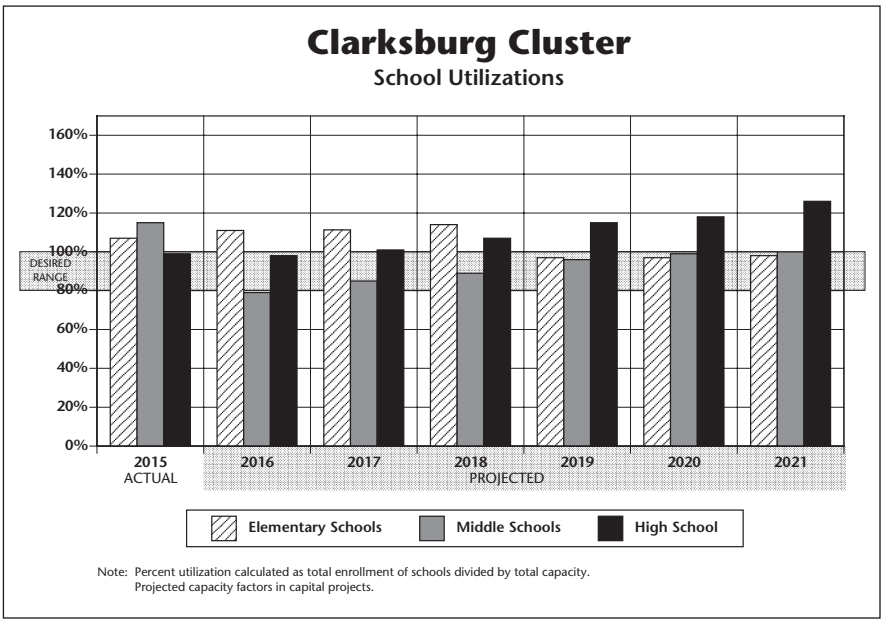
Clarksburg High School

Neelsville MS	Rocky Hill MS
Fox Chapel ES	Cedar Grove ES**
Capt. James Daly ES	Clarksburg ES
	William B. Gibbs ES
	Little Bennett ES
	Wilson Wims ES**

* "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.

** Portions of Cedar Grove and Wilson Wims Elementary Schools also articulates to Damascus High School.



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

Neelsville Middle School

Capital Project: Because projections previously indicated enrollment at Neelsville Middle School would exceed capacity by 150 seats or more by the end of the six-year period, an FY 2015 appropriation was approved for facility planning to determine the feasibility, scope, and cost for a classroom addition. However, the current enrollment projections indicate that the enrollment will only exceed capacity by 131 seats by the end of the six-year planning period. Given that the space deficit does not meet the minimum threshold of 150 seats or more for consideration of an addition project, no funds are recommended in this CIP for a classroom addition. If the enrollment trends grow in the future, a date for the addition will be considered in a future CIP. Relocatable classrooms will be utilized to accommodate the enrollment.

Planning Study: A boundary study was conducted during the spring 2015 to develop options for the service area for Clarksburg/Damascus Middle School. Representatives from Montgomery Village, Neelsville, and Rocky Hill middle schools participated in the boundary advisory study. The interim superintendent released his recommendation for the service area for Clarksburg/Damascus Middle School on October 15, 2015. No changes are recommended for Neelsville Middle School. The Board of Education is scheduled to take action on the service area on November 16, 2015. The interim superintendent's recommendation is available at the following link: *http://gis.mcpsmd.org/cipmasterpdfs/Supp_A_ClarksburgDamascusMSBoundary.pdf*

Rocky Hill Middle School

Capital Project: Projections indicate that enrollment at Rocky Hill Middle School will exceed capacity throughout the six-year planning 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 was approved to construct the new school.

Planning Study: A boundary study was conducted during the spring 2015 to develop options for the service area for Clarksburg/Damascus Middle School. Representatives from Montgomery Village, Neelsville, and Rocky Hill middle schools participated in the boundary advisory study. The interim superintendent released his recommendation for the service area for Clarksburg/Damascus Middle School on October 15, 2015. The Board of Education is scheduled to take action on the service area on November 16, 2015. The interim superintendent's recommendation is available at the following link: *http://gis.mcpsmd.org/cipmasterpdfs/Supp_A_ClarksburgDamascusMSBoundary.pdf*

Cedar Grove Elementary School

Utilization: Enrollment is projected to exceed capacity by more than 92 seats throughout the six-year planning period. Although the opening of Wilson Wims Elementary School provided some relief, current projections indicate the need for another elementary school in the Clarksburg Cluster. Relocatable classrooms will be utilized until Clarksburg Cluster Elementary School (Clarksburg Village Site #2) opens.

Capital Project: An FY 2017 appropriation for planning funds is recommended to begin the architectural design of Clarksburg Cluster Elementary School (Clarksburg Village Site #2). The school is recommended to open in August 2019. In order for this project to be completed on this schedule, county and state funding must be provided at the levels recommended in this CIP.

Clarksburg Elementary School

Utilization: Enrollment at Clarksburg Elementary School is projected to exceed capacity by more than 92 seats throughout the six-year planning period. Relocatable classrooms will be utilized until Clarksburg Cluster Elementary School (Clarksburg Village Site #2) opens.

Capital Project: An FY 2017 appropriation for planning funds is recommended to begin the architectural design of Clarksburg Cluster Elementary School (Clarksburg Village Site #2). The school is recommended to open in August 2019. In order for this project to be completed on this schedule, county and state funding must be provided at the levels recommended in this CIP.

Clarksburg Cluster Elementary School (Clarksburg Village Site #2)

Capital Project: A new school is recommended to open in August 2019 to relieve projected overutilization in the Clarksburg Cluster. An FY 2017 appropriation for planning funds is recommended to begin the architectural design of Clarksburg Cluster Elementary School (Clarksburg Village Site #2). In order for this project to be completed on this schedule, county and state funding must be provided at the levels recommended in this CIP.

Capt. James E. Daly Elementary School

Capital Project: Previous projections indicated enrollment at Capt. James E. Daly Elementary School would exceed capacity by 92 seats or more by the end of the six-year planning period. Therefore an FY 2014 appropriation was approved for facility planning to determine the feasibility, scope, and cost for a classroom addition. With the revised capacity calculation for class-size reduction schools, the current enrollment projections indicate that the enrollment will only exceed capacity by 79 seats by the end of the six-year planning planning period. Given that the space deficit does not meet the minimum threshold of enrollment 92 seats or more for consideration of an addition project, no funds are recommended in this CIP for a an addition project. If the enrollment trends grow in the future, a date for the addition will be considered in a future CIP. Relocatable classrooms will be utilized until additional capacity can be added.

Wilson Wims Elementary School

Utilization: Enrollment at Wilson Wims Elementary School is projected to exceed capacity by 92 seats or more throughout the six-year period. Relocatable classrooms will be utilized until Clarksburg Cluster Elementary School (Clarksburg Village Site #2) opens.

Capital Project: An FY 2017 appropriation for planning funds is recommended to begin the architectural design of Clarksburg Cluster Elementary School (Clarksburg Village Site #2). The school is recommended to open in August 2019. In order for this project to be completed on this schedule, county and state funding must be provided at the levels recommended in this CIP.

CAPITAL PROJECTS

School	Project	Project Status*	Date of Completion
Clarksburg/ Damascus MS	New school	Approved	Aug. 2016
Neelsville MS	Classroom addition	Deferred	TBD
Clarksburg ES (Clarksburg Village Site #2)	New school	Recommended	Aug. 2019
Capt. James E. Daly ES	Classroom addition	Deferred	TBD

"Approved"—Project has an FY 2016 appropriation approved in the Amended FY 2015–2020 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 recommended for FY 2017 for a feasibility study or in a previous year.

"Recommended"—Project has an FY 2017 appropriation recommended for the FY 2017 Capital Budget.

Projected Enrollment and Space Availability

Effects of the Recommended FY2017–2022 CIP and Non–CIP Actions on Space Available

Schools			Actual 15–16	Projections 16–17	17–18	18–19	19–20	20–21	21–22	2025	2030
Clarksburg HS		Program Capacity	2025	2025	2025	2025	2025	2025	2025	2025	2025
		Enrollment	**2000**	**1993**	**2041**	**2176**	**2319**	**2399**	**2560**	**2700**	**2900**
		Available Space	*25*	*32*	*(16)*	*(151)*	*(294)*	*(374)*	*(535)*	*(675)*	*(875)*
		Comments	See text								
Clarksburg/Damascus MS		Program Capacity		965	965	965	965	965	965	965	965
		Enrollment		**400**	**665**	**690**	**785**	**840**	**880**	**950**	**1000**
		Available Space		*565*	*300*	*275*	*180*	*125*	*85*	*15*	*(35)*
		Comments		Opens Boundary Recommendation							
Neelsville MS		Program Capacity	922	922	922	922	922	922	922	922	922
		Enrollment	**911**	**888**	**912**	**980**	**1056**	**1062**	**1053**	**1050**	**1000**
		Available Space	11	34	10	(58)	(134)	(140)	(131)	(128)	(78)
		Comments	See text								
Rocky Hill MS		Program Capacity	986	986	986	986	986	986	986	986	986
		Enrollment	**1279**	**991**	**862**	**891**	**906**	**951**	**930**	**1000**	**1050**
		Available Space	*(293)*	*(5)*	*124*	*95*	*80*	*35*	*56*	*(14)*	*(64)*
		Comments		Boundary Recommendation							
Cedar Grove ES		Program Capacity	405	405	405	405	405	405	405		
		Enrollment	**583**	**592**	**602**	**607**	**584**	**583**	**587**		
		Available Space	*(178)*	*(187)*	*(197)*	*(202)*	*(179)*	*(178)*	*(182)*		
		Comments									
Clarksburg ES		Program Capacity	313	313	313	313	313	313	313		
		Enrollment	**310**	**337**	**376**	**419**	**451**	**505**	**553**		
		Available Space	3	(24)	(63)	(106)	(138)	(192)	(240)		
		Comments									
Clarksburg Cluster ES (Clarksburg Village #2)		Program Capacity					740	740	740		
		Enrollment					**0**	**0**	**0**		
		Available Space					740	740	740		
		Comments		Planning for new school			Opens				
Capt. James E. Daly ES	CSR	Program Capacity	523	523	523	523	523	523	523		
		Enrollment	**596**	**627**	**615**	**605**	**611**	**608**	**602**		
		Available Space	*(73)*	*(104)*	*(92)*	*(82)*	*(88)*	*(85)*	*(79)*		
		Comments									
Fox Chapel ES	CSR	Program Capacity	683	683	683	683	683	683	683		
		Enrollment	**636**	**636**	**633**	**624**	**615**	**627**	**608**		
		Available Space	*47*	*47*	*50*	*59*	*68*	*56*	*75*		
		Comments									
William B. Gibbs, Jr. ES		Program Capacity	741	741	741	741	741	741	741		
		Enrollment	**744**	**725**	**719**	**710**	**716**	**691**	**700**		
		Available Space	*(3)*	*16*	*22*	*31*	*25*	*50*	*41*		
		Comments									
Little Bennett ES		Program Capacity	676	676	676	676	676	676	676		
		Enrollment	**643**	**626**	**636**	**619**	**616**	**613**	**612**		
		Available Space	*33*	*50*	*40*	*57*	*60*	*63*	*64*		
		Comments									
Wilson Wims ES		Program Capacity	754	754	754	754	754	754	754		
		Enrollment	**921**	**1022**	**1066**	**1081**	**1076**	**1076**	**1065**		
		Available Space	*(167)*	*(268)*	*(312)*	*(327)*	*(322)*	*(322)*	*(311)*		
		Comments									
Cluster Information		HS Utilization	99%	98%	101%	107%	115%	118%	126%	133%	143%
		HS Enrollment	2000	1993	2041	2176	2319	2399	2560	2700	2900
		MS Utilization	115%	79%	85%	89%	96%	99%	100%	104%	106%
		MS Enrollment	2190	2279	2439	2561	2747	2853	2863	3000	3050
		ES Utilization	107%	111%	113%	114%	97%	97%	98%	101%	108%
		ES Enrollment	4433	4565	4647	4665	4669	4703	4727	4900	5200

Demographic Characteristics of Schools

Schools	2015–2016 Total Enrollment	Two or more races %	Black or Afr. Amer. %	Asian%	Hispanic %	White %	2014–2015 FARMS%*	ESOL%**	Mobility Rate%***
Clarksburg HS	2000	≤ 5.0%	28.0%	18.2%	26.8%	22.7%	30.0%	≤ 5.0%	9.4%
Neelsville MS	911	≤ 5.0%	32.7%	8.1%	47.1%	7.9%	64.0%	16.7%	15.4%
Rocky Hill MS	1279	5.9%	23.5%	27.4%	14.6%	28.3%	20.3%	≤ 5.0%	11.2%
Cedar Grove ES	583	6.0%	9.9%	39.1%	10.6%	34.0%	12.5%	9.4%	8.4%
Clarksburg ES	310	7.7%	17.4%	34.5%	15.2%	24.8%	15.0%	15.3%	12.1%
Captain James Daly ES	596	≤ 5.0%	35.2%	7.6%	45.3%	8.2%	70.0%	37.9%	16.9%
Fox Chapel ES	636	≤ 5.0%	26.4%	17.1%	42.8%	10.1%	51.1%	29.0%	16.6%
William B. Gibbs Jr. ES	744	7.7%	25.7%	29.3%	16.9%	20.4%	30.8%	13.1%	7.7%
Little Bennett ES	643	9.2%	18.2%	30.6%	11.5%	30.3%	16.1%	9.3%	7.1%
Wilson Wims ES	921	7.3%	15.2%	40.3%	12.4%	24.6%	11.0%	9.4%	10.4%
Elementary Cluster Total	**4433**	**6.4%**	**21.2%**	**28.8%**	**21.8%**	**21.7%**	**29.8%**	**17.2%**	**11.0%**
Elementary County Total	**75838**	**5.1%**	**21.3%**	**13.8%**	**31.2%**	**28.3%**	**39.6%**	**23.0%**	**13.9%**

**Percent of students approved for Free and Reduced-priced Meals Program (FARMS) during the 2014–2015 school year.*

***Percent of English for Speakers of Other Languages (ESOL) during the 2014–2015 school year. High School students are served in regional ESOL centers.*

****Mobility Rate is the number of entries plus withdrawals during the 2014–2015 school year compared to total enrollment.*
Notes: Native Hawaiian/Pacific Islander and American Indian/Alaskan Native categories total less than 1% and were therefore excluded from the table.

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

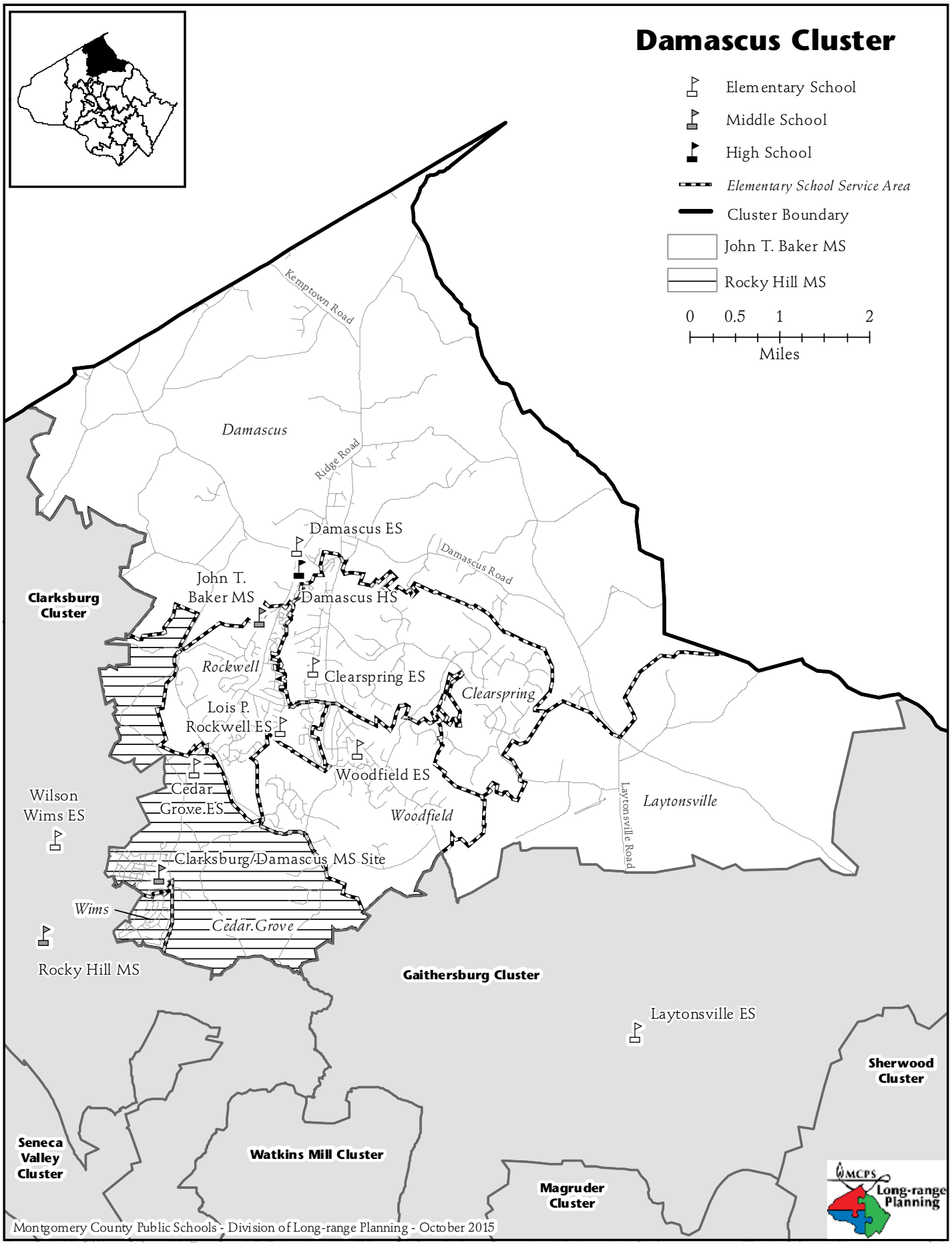
Program Capacity Table

(School Year 2015–2016)

Schools	Grades Served	Capacity (HS @90% MS@85%)	Total Rooms	Support Rooms	Regular Secondary @25	Regular Elementary @23	CSR Grades 1–2 @18	Pre–K @20	Pre–K @40	HS @20	CSR KIND @18	KIND @22	ESOL @15	METS @15	Special Education Services: School Based: HSM @13	Cluster Based: ELEM LAD @13	Quad Cluster Based: ELC @10	LANG @12	LFI @10	SCB @6	County & Regional Based: 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	2025	93		87								3												3							
Neelsville MS	6-8	922	45		41								3	1																		
Rocky Hill MS	6-8	986	48		45								1												2							
Cedar Grove ES	K-5	405	25	5		13						4										3										
Clarksburg ES	K-5	313	19	4		10						2				3																
Captain James Daly ES	PreK-5	523	32	5		6	11		1		6					3																
Fox Chapel ES	PreK-5	683	36	4		17	9		1		5																					
William B. Gibbs Jr. ES	K-5	741	37	4		24			1			4			1														1	2		
Little Bennett ES	K-5	676	34	4		25						4			1																	
Wilson Wims ES	K-5	754	37	3		26						6																1		1		

Facility Characteristics of Schools 2015–2016

Schools	Year Facility Opened	Year Reopened/ Revitalized	Total Square Footage	Site Size Acres	Adjacent Park	Reloc-atable Classrooms	County Programs	Home School Model
Clarksburg HS	1995	2006	344,574	62.73		11		
Neelsville MS	1981		131,432	29.2				
Rocky Hill MS	2004		148,065	23.3		11		
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		LTL	Yes
William B. Gibbs Jr. ES	2009		88,042	10.75				Yes
Little Bennett ES	2006		82,511	4.81	Yes			Yes
Wilson Wims ES	2014		91,931	9.29	Yes	2		Yes


Damascus Cluster
Elementary School
Middle School
High School
Elementary School Service Area
Cluster Boundary
John T. Baker MS
Rocky Hill MS
0 0.5 1 2
Miles
Kemptown Road
Damascus
Ridge Road
Damascus ES
Damascus Road
John T. Baker MS
Damascus HS
Clarksburg Cluster
Rockwell
Clearspring ES
Clearspring
Lois P. Rockwell ES
Woodfield ES
Cedar Grove ES
Wilson Wims ES
Woodfield
Laytonsville
Laytonsville Road
Clarksburg/Damascus MS Site
Wims
Cedar Grove
Rocky Hill MS
Gaithersburg Cluster
Laytonsville ES
Sherwood Cluster
Seneca Valley Cluster
Watkins Mill Cluster
Magruder Cluster
MCPS Long-range Planning
Montgomery County Public Schools - Division of Long-range Planning - October 2015

SCHOOLS

Clarksburg/Damascus Middle School

Capital Project: Projections indicate that enrollment at Rocky Hill Middle School will exceed capacity throughout the six-year planning period. A new school is needed to address middle school space deficits in the cluster. An FY 2015 appropriation was approved to construct the new school. The scheduled completion date for the new school is August 2016.

Planning Study: A boundary study was conducted during the spring 2015 to develop options for the service area for Clarksburg/Damascus Middle School. Representatives from Montgomery Village, Neelsville, and Rocky Hill middle schools participated in the boundary advisory study. The interim superintendent released his recommendation for the service area for Clarksburg/Damascus Middle School on October 15, 2015. The Board of Education is scheduled to take action on the service area on November 16, 2015. The interim superintendent's recommendation is available at the following link: *http://gis.mcpsmd.org/cipmasterpdfs/Supp_A_ClarksburgDamascusMSBoundary.pdf*

Cedar Grove Elementary School

Utilization: Enrollment is projected to exceed capacity by more than 92 seats throughout the six-year planning period. Although the opening of Wilson Wims Elementary School provided some relief, current projections indicate the need for another elementary school in the Clarksburg Cluster. Relocatable classrooms will be utilized until Clarksburg Cluster Elementary School (Clarksburg Village Site #2) opens.

Capital Project: An FY 2017 appropriation for planning funds is recommended to begin the architectural design of Clarksburg Cluster Elementary School (Clarksburg Village Site #2). The school is recommended to open in August 2019. In order for this project to be completed on this schedule, county and state funding must be provided at the levels recommended in this CIP.

Damascus Elementary School

Capital Project: A revitalization/expansion project was approved by the County Council in the Amended FY 2015–2020 CIP with a completion date of January 2023. The Recommended FY 2017–2022 CIP maintains the current revitalization/expansion approved schedule. However, based on the Montgomery County Council Office of Legislative Oversight (OLO) study released in July 2015, regarding the revitalization/expansion program and the Facility Assessment with Criteria and Testing (FACT) methodology used to rank the schools, MCPS will reconvene the FACT Review Committee to update the FACT methodology and the revitalization/expansion program process. Pending the outcome of this review, the queue for the revitalization/expansion projects may change. (For more information see Appendix F.)

An FY 2017 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 this schedule, county and state funding must be provided at the levels recommended in this CIP and the outcome of the FACT Review Committee must maintain the project on the present queue position.

Damascus Cluster Articulation*

Damascus High School

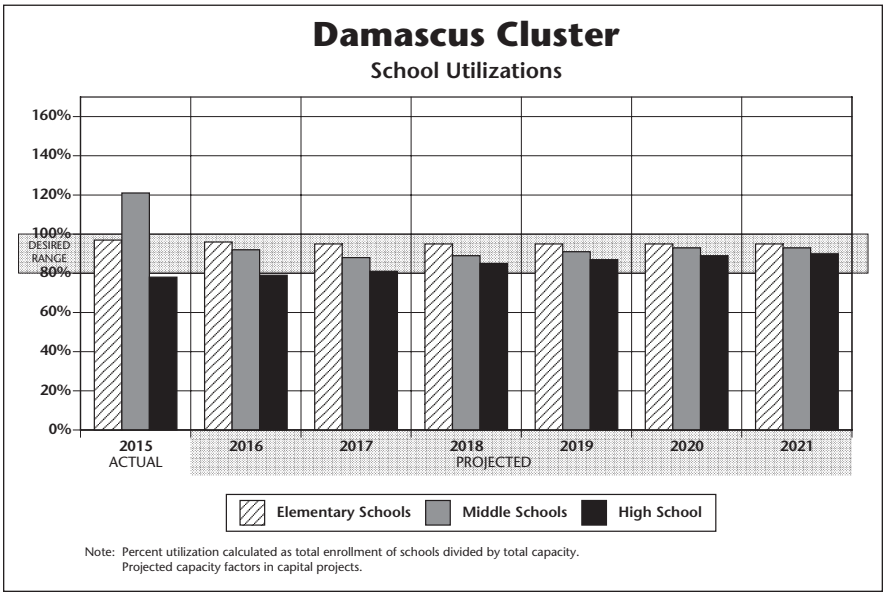
John T. Baker MS	Rocky Hill MS
Clearspring ES	Cedar Grove ES**
Damascus ES	Wilson Wims ES**
Laytonsville ES***	
Lois P. Rockwell ES	
Woodfield ES	

* "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.

** Portions of Cedar Grove and Wilson Wims Elementary Schools articulate to Clarksburg High School.

***Most of Laytonsville Elementary School articulates to Gaithersburg Middle School and Gaithersburg High School.



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	Approved	Aug. 2016
Damascus ES	Revitalization/ expansion	Recommended	Jan. 2023

"Approved"—Project has an FY 2016 appropriation approved in the Amended FY 2015–2020 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 recommended for FY 2017 for a feasibility study.

"Recommended"—Project has an FY 2017 appropriation recommended for the FY 2017 Capital Budget.

Projected Enrollment and Space Availability

Effects of the Recommended FY2017–2022 CIP and Non–CIP Actions on Space Available

Schools			Actual 15–16	Projections 16–17	17–18	18–19	19–20	20–21	21–22	2025	2030
Damascus HS		Program Capacity	1551	1551	1551	1551	1551	1551	1551	1551	1551
		Enrollment	**1209**	**1225**	**1259**	**1312**	**1344**	**1376**	**1390**	**1450**	**1400**
		Available Space	*342*	*326*	*292*	*239*	*207*	*175*	*161*	*101*	*151*
		Comments									
John T. Baker MS		Program Capacity	741	741	741	741	741	741	741	741	741
		Enrollment	**813**	**815**	**845**	**811**	**772**	**715**	**703**	**750**	**750**
		Available Space	*(72)*	*(74)*	*(104)*	*(70)*	*(31)*	*26*	*38*	*(9)*	*(9)*
		Comments									
Clarksburg/Damascus MS		Program Capacity		965	965	965	965	965	965	965	965
		Enrollment		**400**	**665**	**690**	**785**	**840**	**880**	**950**	**1000**
		Available Space		*565*	*300*	*275*	*180*	*125*	*85*	*15*	*(35)*
		Comments		Opens Boundary Recommendation							
Rocky Hill MS		Program Capacity	986	986	986	986	986	986	986	986	986
		Enrollment	**1279**	**991**	**862**	**891**	**906**	**951**	**930**	**1000**	**1050**
		Available Space	*(293)*	*(5)*	*124*	*95*	*80*	*35*	*56*	*(14)*	*(64)*
		Comments		Boundary Recommendation							
Cedar Grove ES		Program Capacity	405	405	405	405	405	405	405		
		Enrollment	**583**	**592**	**602**	**607**	**584**	**583**	**587**		
		Available Space	*(178)*	*(187)*	*(197)*	*(202)*	*(179)*	*(178)*	*(182)*		
		Comments									
Clearspring ES		Program Capacity	638	638	638	638	638	638	638		
		Enrollment	**626**	**625**	**606**	**596**	**606**	**597**	**599**		
		Available Space	*12*	*13*	*32*	*42*	*32*	*41*	*39*		
		Comments									
Damascus ES		Program Capacity	327	327	327	327	327	327	327		
		Enrollment	**337**	**355**	**339**	**348**	**350**	**353**	**336**		
		Available Space	*(10)*	*(28)*	*(12)*	*(21)*	*(23)*	*(26)*	*(9)*		
		Comments		Facility Planning for Rev/Ex		Planning for Revitalization/ Expansion					
Lois P. Rockwell ES		Program Capacity	523	523	523	523	523	523	523		
		Enrollment	**460**	**459**	**452**	**443**	**444**	**443**	**446**		
		Available Space	*63*	*64*	*71*	*80*	*79*	*80*	*77*		
		Comments									
Woodfield ES		Program Capacity	471	471	471	471	471	471	471		
		Enrollment	**283**	**243**	**244**	**248**	**250**	**266**	**270**		
		Available Space	*188*	*228*	*227*	*223*	*221*	*205*	*201*		
		Comments									
Cluster Information		HS Utilization	78%	79%	81%	85%	87%	89%	90%	93%	90%
		HS Enrollment	1209	1225	1259	1312	1344	1376	1390	1450	1400
		MS Utilization	121%	92%	88%	89%	91%	93%	93%	100%	104%
		MS Enrollment	2092	2206	2372	2392	2463	2506	2513	2700	2800
		ES Utilization	97%	96%	95%	95%	95%	95%	95%	97%	97%
		ES Enrollment	2289	2274	2243	2242	2234	2242	2238	2300	2300

Demographic Characteristics of Schools

Schools	2015–2016 Total Enrollment	Two or more races %	Black or Afr. Amer. %	Asian%	Hispanic %	White %	2014–2015 FARMS%*	ESOL%**	Mobility Rate%***
Damascus HS	1209	≤ 5.0%	10.6%	6.8%	17.0%	60.0%	16.7%	≤ 5.0%	8.2%
John T Baker MS	813	5.5%	9.3%	5.8%	20.5%	58.3%	16.5%	≤ 5.0%	6.5%
Rocky Hill MS	1279	5.9%	23.5%	27.4%	14.6%	28.3%	20.3%	≤ 5.0%	11.2%
Cedar Grove ES	583	6.0%	9.9%	39.1%	10.6%	34.0%	12.5%	9.4%	8.4%
Clearspring ES	625	9.1%	15.2%	14.9%	20.5%	40.3%	24.5%	9.0%	5.3%
Damascus ES	337	6.2%	6.2%	≤ 5.0%	26.4%	57.0%	25.3%	11.4%	14.1%
Lois P. Rockwell ES	460	5.9%	11.1%	11.7%	23.3%	48.0%	22.6%	12.3%	9.4%
Woodfield ES	283	6.0%	11.3%	5.3%	20.1%	57.2%	19.2%	5.3%	6.3%
Elementary Cluster Total	**2288**	**6.9%**	**11.2%**	**17.5%**	**19.4%**	**44.8%**	**20.2%**	**9.6%**	**8.2%**
Elementary County Total	**75838**	**5.1%**	**21.3%**	**13.8%**	**31.2%**	**28.3%**	**39.6%**	**23.0%**	**13.9%**

**Percent of students approved for Free and Reduced-priced Meals Program (FARMS) during the 2014–2015 school year.*

***Percent of English for Speakers of Other Languages (ESOL) during the 2014–2015 school year. High School students are served in regional ESOL centers.*

****Mobility Rate is the number of entries plus withdrawals during the 2014–2015 school year compared to total enrollment.*

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

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

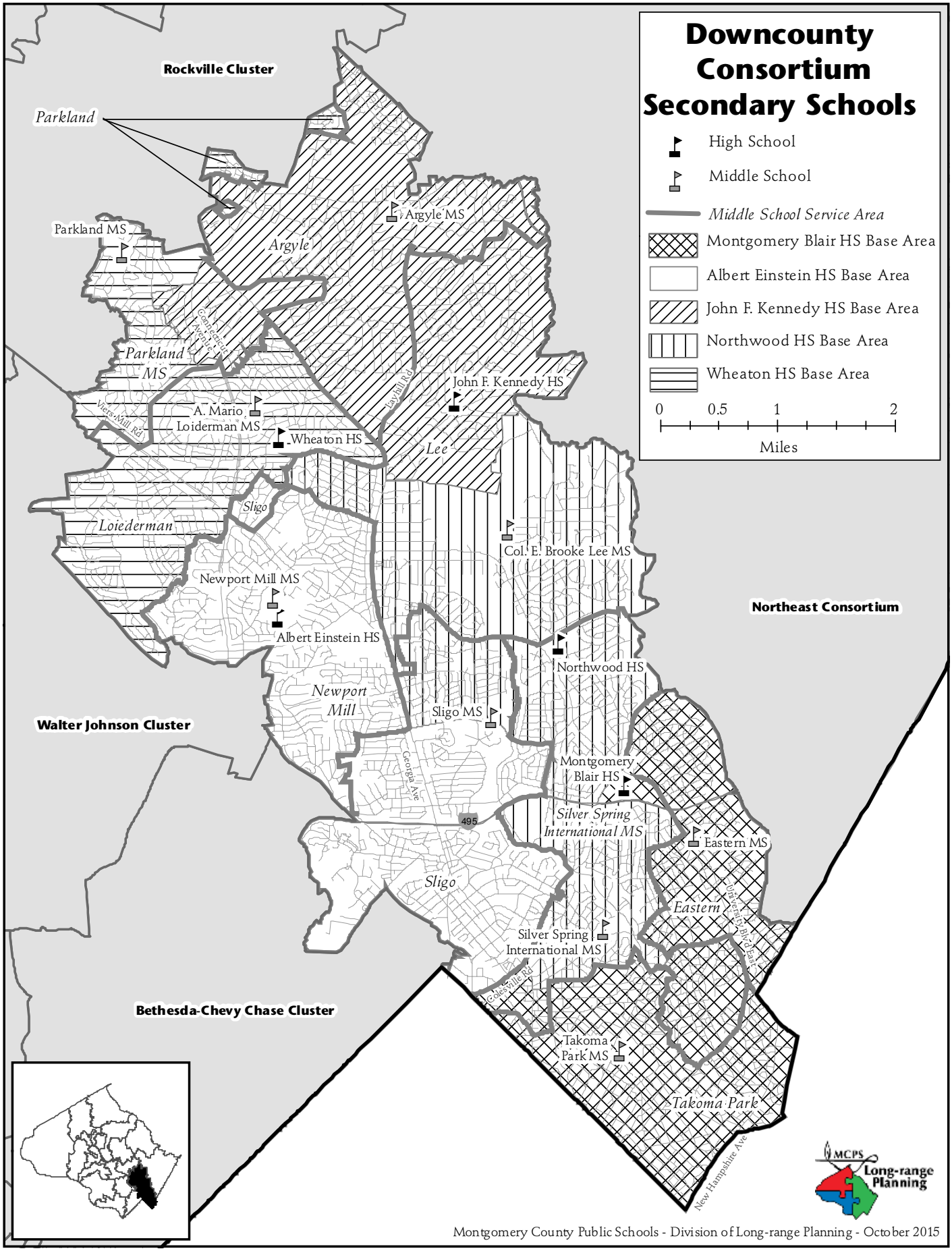
Program Capacity Table

(School Year 2015–2016)

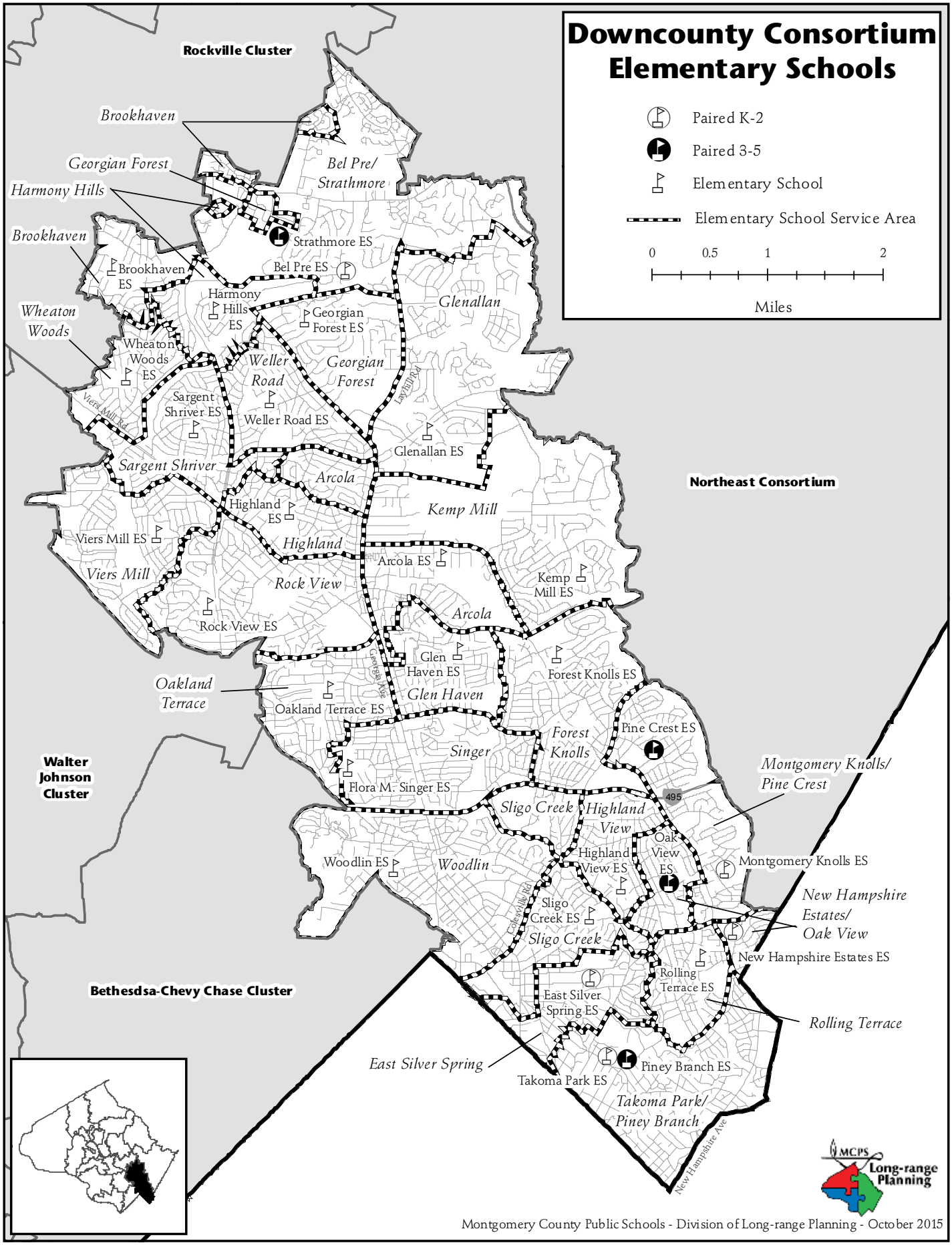
Schools	Grades Served	Capacity (HS @90% MS@85%)	Total Rooms	Support Rooms	Regular Secondary @25	Regular Elementary @23	CSR Grades 1–2 @18	Pre–K @20	Pre–K @40	HS @20	CSR KIND @18	KIND @22	ESOL @15	METS @15	Special Education Services: School Based: HSM @13	Cluster Based: ELEM LAD @13	Quad Cluster Based: ELC @10	LANG @12	LFI @10	SCB @6	County & Regional Based: 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	986	48		45								1												2							
Cedar Grove ES	K-5	405	25	5		13						4										3										
Clearspring ES	HS-5	638	34	3		20		1		1		4					5															
Damascus ES	K-5	327	21	4		10						3			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 2015–2016

Schools	Year Facility Opened	Year Reopened/ Revitalized	Total Square Footage	Site Size Acres	Adjacent Park	Reloc-atable Classrooms	County Programs	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		11		
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				



Montgomery County Public Schools - Division of Long-range Planning - October 2015



Montgomery County Public Schools - Division of Long-range Planning - October 2015

CONSORTIUM PLANNING ISSUES

The Downcounty Consortium provides a program delivery model for five high schools in the Silver Spring and Wheaton areas. Students living in this area of the county are able to choose from 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: 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 2013 adopted Glenmont Sector Plan provides for up to 5,800 mostly multi-family residential units. This plan requires the redevelopment of existing land uses, including the Glenmont Shopping Center, to achieve build-out density. The 2013 adopted Long Branch Sector Plan provides for up to 3,200 mostly multi-family residential units. This plan requires the redevelopment of existing land uses and funding for the Purple Line to achieve build-out density. It is anticipated that the three sector plans will 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.

Planning Issue: There has been significant enrollment growth in the Downcounty Consortium since 2007. This growth began at the elementary schools where many schools no longer have the space to accommodate the projected enrollment and has now approached the secondary school levels. Two elementary school capacity studies were conducted during the 2012–2013 and 2014–2015 school years, to address the overutilization of elementary schools in the midsection and lower portion of the Downcounty Consortium, respectively. The outcomes from these studies are described in the schools section below.

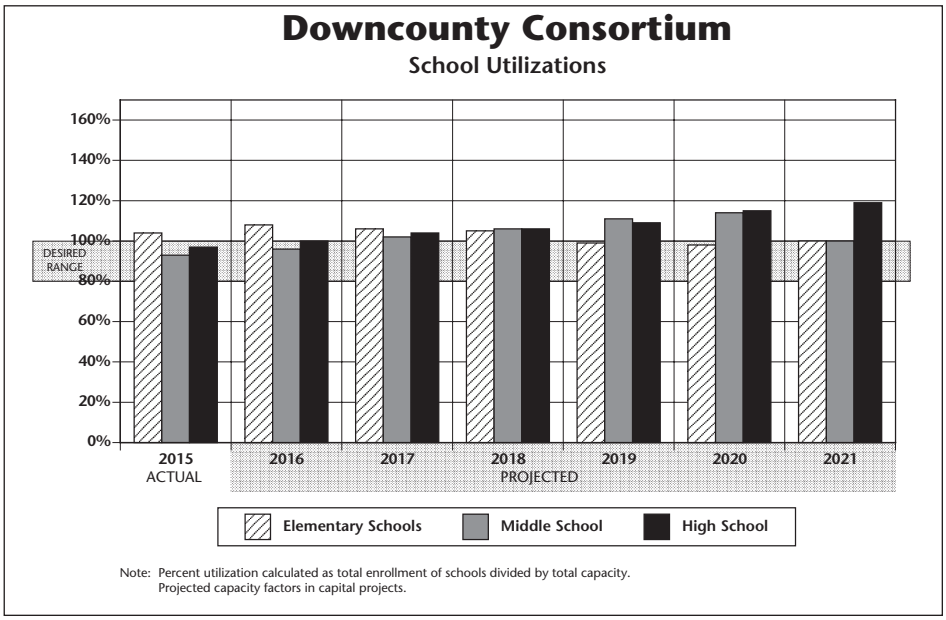
At the middle school level, facility planning funds were approved for feasibility studies to determine the scope, cost, and feasibility of classroom additions at the following schools: Col. E. Brooke Lee, A. Mario Loiederman, Parkland, Silver Spring International, and Takoma Park middle schools. The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

At the high school level, enrollment is projected to exceed capacity by the end of the six-year planning period at all five high schools. A comprehensive capacity study is approved for the Downcounty Consortium high schools to study the possibility of adding capacity to the Downcounty Consortium through classroom additions at Montgomery Blair, Albert Einstein, John F. Kennedy, and/or Northwood high schools. As part of the revitalization/expansion project at Wheaton High School, the building shell of the master-planned addition is being constructed as part of the ongoing project. Constructing the building shell during ongoing construction will enable classrooms to be built-out in the future when enrollment pressures require additional capacity.

SCHOOLS

Montgomery Blair High School

Planning Study: A comprehensive capacity study is approved for the Downcounty Consortium high schools to study the possibility of adding capacity through classroom additions at Montgomery Blair, Albert Einstein, John F. Kennedy, and/or Northwood high schools. As part of the revitalization/expansion project at Wheaton High School, the building shell of the master-planned addition is being constructed as part of the ongoing project. Constructing the building shell during ongoing construction will enable classrooms to be built-out in the future when high schools in the Downcounty Consortium require additional capacity. An FY 2016 appropriation for facility planning was approved for the capacity study. A plan to address the overutilization of the high schools will be considered in a future CIP.



Albert Einstein High School

Planning Study: A comprehensive capacity study is approved for the Downcounty Consortium high schools to study the possibility of adding capacity through classroom additions at Montgomery Blair, Albert Einstein, John F. Kennedy, and/or Northwood high schools. As part of the revitalization/expansion project at Wheaton High School, the building shell of the master-planned addition is being constructed as part of the ongoing project. Constructing the building shell during ongoing construction will enable classrooms to be built-out in the future when high schools in the Downcounty Consortium require additional capacity. An FY 2016 appropriation for facility planning was approved for the capacity study. A plan to address the overutilization of the high schools will be considered in a future CIP.

John F. Kennedy High School

Planning Study: A comprehensive capacity study is approved for the Downcounty Consortium high schools to study the possibility of adding capacity through classroom additions at Montgomery Blair, Albert Einstein, John F. Kennedy, and/or Northwood high schools. As part of the revitalization/expansion project at Wheaton High School, the building shell of the master-planned addition is being constructed as part of the ongoing project. Constructing the building shell during ongoing construction will enable classrooms to be built-out in the future when high schools in the Downcounty Consortium require additional capacity. An FY 2016 appropriation for facility planning was approved for the capacity study. A plan to address the overutilization of the high schools will be considered in a future CIP.

Capital Project: An FY 2016 appropriation was approved in the Department of Health and Human Services (DHHS) Capital Budget for a feasibility study of a School-based Wellness Center at John F. Kennedy High School. This study will be completed as part of the comprehensive capacity study. A completion date for this project will be determined in a future DHHS CIP request.

Northwood High School

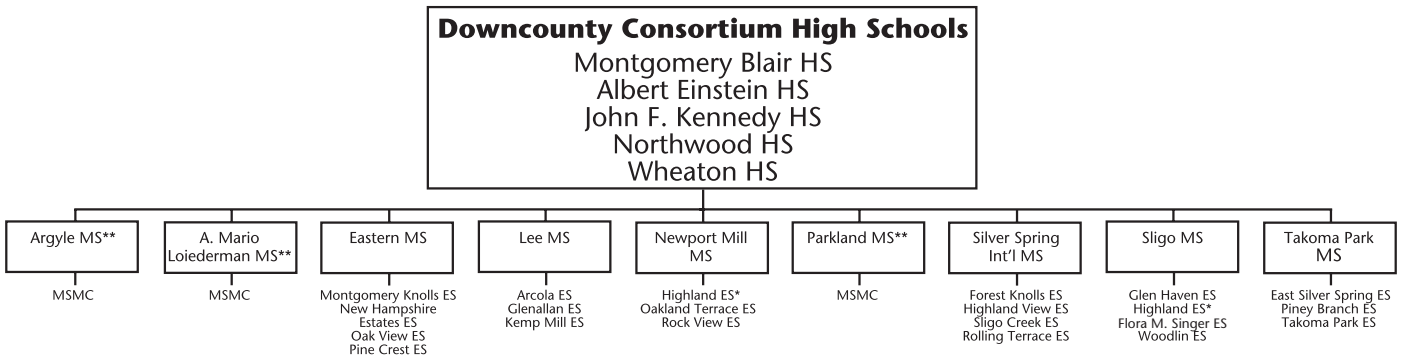
Planning Study: A comprehensive capacity study is approved for the Downcounty Consortium high schools to study the possibility of adding capacity through classroom additions at Montgomery Blair, Albert Einstein, John F. Kennedy, and/or Northwood high schools. As part of the revitalization/expansion project at Wheaton High School, the building shell of the master-planned addition is being constructed as part of the ongoing project. Constructing the building shell during ongoing construction will enable classrooms to be built-out in the future when high schools in the Downcounty Consortium require additional capacity. An FY 2016 appropriation for facility planning was approved for the capacity study. A plan to address the overutilization of the high schools will be considered in a future CIP.

Wheaton High School

Planning Study: Wheaton High School and Thomas Edison High School of Technology (TEHST) are located on the same site and share one facility. These schools are scheduled for revitalization/expansion projects. 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,

Downcounty 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 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.

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 facility for Wheaton High School. An FY 2016 appropriation was approved to construct Thomas Edison High School of Technology. The completion dates for these schools are scheduled for January 2016 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.

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.

Planning Study: A comprehensive capacity study is approved for the Downcounty Consortium high schools to study the possibility of adding capacity through classroom additions at Montgomery Blair, Albert Einstein, John F. Kennedy, and/or Northwood high schools. As part of the revitalization/expansion project at Wheaton High School, the building shell of the master-planned addition is being constructed as part of the ongoing project. Constructing the building shell during ongoing construction will enable classrooms to be built-out in the future when high schools in the Downcounty Consortium require additional capacity. An FY 2016 appropriation for facility planning was approved for the capacity study. A plan to address the overutilization of the high schools will be considered in a future CIP.

Eastern Middle School

Capital Project: A revitalization/expansion project is scheduled for this school with a completion date of August 2022. An FY 2017 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 this 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 2017 appropriation for planning funds is recommended to begin the architectural design for a classroom addition. The recommended completion date for the addition is August 2020. Relocatable classrooms will be utilized until additional capacity can be added. In order for this project to be completed on this schedule, county and state funding must be provided at the levels recommended in this CIP.

Capital Project: A revitalization/expansion project is scheduled for this school with a completion date of August 2024. FY 2018 expenditures for facility planning funds are programmed for a feasibility study to determine the scope and cost of this project. In order for this project to be completed on this schedule, county and state funding must be provided at the levels recommended in this CIP.

A. Mario Loiederman Middle School

Capital Project: Because projections previously indicated enrollment at A. Mario Loiederman Middle School would exceed capacity by 150 seats or more by the end of the six-year planning period, an FY 2014 appropriation was approved for facility planning to determine the feasibility, scope, and cost for a classroom addition. However, the current enrollment projections indicate that the enrollment will only exceed capacity by 80 seats by the end of the six-year planning period. Given that the space deficit does not meet the minimum threshold of 150 seats or more for consideration of an addition project, no funds are recommended in this CIP for a classroom addition. If the enrollment trends grow in the future, a date for the addition will be considered in a future CIP. Relocatable classrooms will be utilized to accommodate the enrollment.

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 are being phased in, beginning in the 2014–2015 school year.

Parkland Middle School

Capital Project: Because projections previously indicated enrollment at Parkland Middle School would exceed capacity by 150 seats or more by the end of the six-year period, an FY 2015 appropriation was approved for facility planning to determine the feasibility, scope, and cost for a classroom addition. However, the current enrollment projections indicate that the enrollment will only exceed capacity by 129 seats by the end of the six-year planning period. Given that the space deficit does not meet the minimum threshold of 150 seats or more for consideration of an addition project, no funds are recommended in this CIP for a classroom addition. If the enrollment trends grow in the future, a date for the addition will be considered in a future CIP. Relocatable classrooms will be utilized to accommodate the enrollment.

Silver Spring International Middle School

Capital Project: Because projections previously indicated enrollment at Silver Spring International Middle School would exceed capacity by 150 seats or more by the end of the six-year period, an FY 2015 appropriation was approved for facility planning to determine the feasibility, scope, and cost for a classroom addition. However, the current enrollment projections indicates that the enrollment will only exceed capacity by 80 seats by the end of the six-year planning period. Given that the space deficit does not meet the minimum threshold

of 150 seats or more for consideration of an addition project, no funds are recommended in this CIP for a classroom addition. If the enrollment trends grow in the future, a date for the addition will be considered in a future CIP. Relocatable classrooms will be utilized to accommodate the enrollment.

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 are being 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 2017 appropriation for planning funds is recommended to begin the architectural design for an addition project. The recommended completion date is August 2020. Relocatable classrooms will be utilized until additional capacity can be added. In order for this project to be completed on this schedule, county and state funding must be provided at the levels recommended in this CIP.

Arcola Elementary School

Capital Project: A comprehensive capacity study was conducted during the 2012–2013 school year to address overutilization at several elementary schools in the midsection of the Downcounty Consortium. 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. Previous enrollment projections indicated that several schools in the midsection of the Downcounty Consortium would be overutilized by the end of the six-year planning period. These schools included Arcola, Glen Haven, Harmony Hills, Highland, Kemp Mill, and Sargent Shriver elementary schools. Based on the outcome of the study, an FY 2016 appropriation for planning funds was approved to begin the architectural design for five classroom addition projects at Brookhaven, Glen Haven, Highland, Kemp Mill, and Sargent Shriver elementary schools.

In the spring 2015, the ratios used to calculate the program capacities for class-size reduction schools was revised in MCPS regulation FAA-RA Long-range Educational Facilities Planning. The ratios went from 15:1 for kindergarten classrooms and 17:1 for Grades 1–2 classrooms to 18:1 for Grades K–2 classrooms. This change raised all of the capacities of class-size reduction schools, which included all of the schools in this capacity study. Furthermore, the threshold used for consideration of an elementary school classroom addition project is a space deficit of 92 seats or more at the end of the six-year planning period. Although addition projects were previously approved to relieve projected enrollment at Arcola Elementary School, based on revised capacity calculations and enrollment projections, the space deficits at Arcola, Glen Haven, Harmony Hills, Highland, and Sargent Shriver elementary schools are less than the 92 seat necessary for consideration of classroom additions. Although the space deficits for Kemp Mill Elementary School is greater than 92 seats, it is less than the 125 seat deficit identified for funding of a classroom addition in this CIP. Therefore, based on the revised capacities and projected enrollment, the addition projects at Brookhaven, Glen Haven, Highland, Kemp Mill, and Sargent Shriver elementary schools have been removed from the Superintendent's Recommended FY 2017–2022 CIP. Enrollment will be monitored at these schools to determine if addition projects can be included in a future CIP.

Brookhaven Elementary School

Capital Project: A comprehensive capacity study was conducted during the 2012–2013 school year to address overutilization at several elementary schools in the midsection of the Downcounty Consortium. 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. Previous enrollment projections indicated that several schools in the midsection of the Downcounty Consortium would be overutilized by the end of the six-year planning period. These schools included Arcola, Glen Haven, Harmony Hills, Highland, Kemp Mill, and Sargent Shriver elementary schools. Based on the outcome of the study, an FY 2016 appropriation for planning funds was approved to begin the architectural design for five classroom addition projects at Brookhaven, Glen Haven, Highland, Kemp Mill, and Sargent Shriver elementary schools.

In the spring 2015, the ratios used to calculate the program capacities for class-size reduction schools was revised in MCPS regulation FAA-RA Long-range Educational Facilities Planning. The ratios went from 15:1 for kindergarten classrooms and 17:1 for Grades 1–2 classrooms to 18:1 for Grades K–2 classrooms. This change raised all of the capacities of class-size reduction schools, which included all of the schools in this capacity study. Furthermore, the threshold used for consideration of an elementary school classroom addition project is a space deficit of 92 seats or more at the end of the six-year planning period. Although addition projects were previously approved to relieve projected enrollment, based on revised capacity calculations and enrollment projections, the space deficits at Arcola, Glen Haven, Harmony Hills, Highland, and Sargent Shriver elementary schools are less than the 92 seat necessary for consideration of classroom additions. Although the space deficit for Kemp Mill Elementary School is greater than 92 seats, it is less than the 125 seat deficit identified for funding of a classroom addition in this CIP. Therefore, based on the revised capacities and projected enrollment, the addition projects at Brookhaven, Glen Haven, Highland, Kemp Mill, and Sargent Shriver elementary schools have been removed from the Superintendent's Recommended FY 2017–2022 CIP.

Enrollment will be monitored at these schools to determine if addition projects can be included in a future CIP.

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 was conducted during the 2014–2015 school year. This capacity study included the following schools: East Silver Spring, Forest Knolls, Highland View, Montgomery Knolls, New Hampshire Estates, Oak View, Takoma Park, Pine Crest, Piney Branch, Rolling Terrace, Sligo Creek, and Woodlin elementary schools. The interim superintendent's recommendation to address overutilization at schools in this part of the Downcounty Consortium can be found at the following link: *http://gis.mcpsmd.org/cipmasterpdfs/Supp_B_DCCESOverutilization.pdf*

Capital Project: As a result of the capacity study, an addition project is recommended at East Silver Spring Elementary School to relieve overutilization at Rolling Terrace Elementary School. An FY 2017 appropriation for planning funds is recommended to begin the architectural design for an addition project. The recommended completion date is August 2020. In order for these projects to be completed on schedule, county and state funding must be provided at the levels recommended in this CIP.

Forest Knolls Elementary School

Planning Study: A comprehensive capacity study to address overutilization at several elementary schools in the lower section of the Downcounty Consortium was conducted during the 2014–2015 school year. This capacity study included the following schools: East Silver Spring, Forest Knolls, Highland View, Montgomery Knolls, New Hampshire Estates, Oak View, Takoma Park, Pine Crest, Piney Branch, Rolling Terrace, Sligo Creek, and Woodlin elementary schools. The interim superintendent's recommendation to address overutilization at schools in this part of the Downcounty Consortium can be found at the following link: *http://www.montgomeryschoolsmd.org/departments/planning/cipmaster.aspx*

Capital Project: As a result of the capacity study, addition projects are recommended at Montgomery Knolls and Pine Crest elementary schools to relieve overutilization at Forest Knolls Elementary School. An FY 2017 appropriation for planning funds is recommended to begin the architectural design for an addition project. The recommended completion date is August 2020. In order for these projects to be completed on schedule, county and state funding must be provided at the levels recommended in this CIP.

Glen Haven Elementary School

Capital Project: A comprehensive capacity study was conducted during the 2012–2013 school year to address overutilization at several elementary schools in the midsection of the Downcounty Consortium. 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. Previous enrollment projections indicated that several schools in the midsection of the Downcounty Consortium would be overutilized by the end of the six-year planning period. These schools included Arcola, Glen Haven, Harmony Hills, Highland, Kemp Mill, and Sargent Shriver elementary schools. Based on the outcome of the study, an FY 2016 appropriation for planning funds was approved to begin the architectural design for five classroom addition projects at Brookhaven, Glen Haven, Highland, Kemp Mill, and Sargent Shriver elementary schools.

In the spring 2015, the ratios used to calculate the program capacities for class-size reduction schools was revised in MCPS regulation FAA-RA Long-range Educational Facilities Planning. The ratios went from 15:1 for kindergarten classrooms and 17:1 for Grades 1–2 classrooms to 18:1 for Grades K–2 classrooms. This change raised all of the capacities of class-size reduction schools, which included all of the schools in this capacity study. Furthermore, the threshold used for consideration of an elementary school classroom addition project is a space deficit of 92 seats or more at the end of the six-year planning period. Although addition projects were previously approved to relieve projected enrollment, based on revised capacity calculations and enrollment projections, the space deficits at Arcola, Glen Haven, Harmony Hills, Highland, and Sargent Shriver elementary schools are less than the 92 seat necessary for consideration of classroom additions. Although the space deficit for Kemp Mill Elementary School is greater than 92 seats, it is less than the 125 seat deficit identified for funding of a classroom addition in this CIP. Therefore, based on the revised capacities and projected enrollment, the addition projects at Brookhaven, Glen Haven, Highland, Kemp Mill, and Sargent Shriver elementary schools have been removed from the Superintendent's Recommended FY 2017–2022 CIP. Enrollment will be monitored at these schools to determine if addition projects can be included in a future CIP.

Harmony Hills Elementary School

Capital Project: A comprehensive capacity study was conducted during the 2012–2013 school year to address overutilization at several elementary schools in the midsection of the Downcounty Consortium. 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. Previous enrollment projections indicated that several schools in the midsection of the Downcounty Consortium would be overutilized by the end of the six-year planning period. These schools included Arcola, Glen Haven, Harmony Hills, Highland, Kemp Mill, and Sargent Shriver elementary schools. Based on the outcome of the study, an FY 2016 appropriation for planning funds was approved to begin the architectural design for five classroom

addition projects at Brookhaven, Glen Haven, Highland, Kemp Mill, and Sargent Shriver elementary schools.

In the spring 2015, the ratios used to calculate the program capacities for class-size reduction schools was revised in MCPS regulation FAA-RA Long-range Educational Facilities Planning. The ratios went from 15:1 for kindergarten classrooms and 17:1 for Grades 1–2 classrooms to 18:1 for Grades K–2 classrooms. This change raised all of the capacities of class-size reduction schools, which included all of the schools in this capacity study. Furthermore, the threshold used for consideration of an elementary school classroom addition project is a space deficit of 92 seats or more at the end of the six-year planning period. Although addition projects were previously approved to relieve projected enrollment, based on revised capacity calculations and enrollment projections, the space deficits at Arcola, Glen Haven, Harmony Hills, Highland, and Sargent Shriver elementary schools are less than the 92 seat necessary for consideration of classroom additions. Although the space deficit for Kemp Mill Elementary School is greater than 92 seats, it is less than the 125 seat deficit identified for funding of a classroom addition in this CIP. Therefore, based on the revised capacities and projected enrollment, the addition projects at Brookhaven, Glen Haven, Highland, Kemp Mill, and Sargent Shriver elementary schools have been removed from the Superintendent's Recommended FY 2017–2022 CIP. Enrollment will be monitored at these schools to determine if addition projects can be included in a future CIP.

Highland Elementary School

Capital Project: A comprehensive capacity study was conducted during the 2012–2013 school year to address overutilization at several elementary schools in the midsection of the Downcounty Consortium. 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. Previous enrollment projections indicated that several schools in the midsection of the Downcounty Consortium would be overutilized by the end of the six-year planning period. These schools included Arcola, Glen Haven, Harmony Hills, Highland, Kemp Mill, and Sargent Shriver elementary schools. Based on the outcome of the study, an FY 2016 appropriation for planning funds was approved to begin the architectural design for five classroom addition projects at Brookhaven, Glen Haven, Highland, Kemp Mill, and Sargent Shriver elementary schools.

In the spring 2015, the ratios used to calculate the program capacities for class-size reduction schools was revised in MCPS regulation FAA-RA Long-range Educational Facilities Planning. The ratios went from 15:1 for kindergarten classrooms and 17:1 for Grades 1–2 classrooms to 18:1 for Grades K–2 classrooms. This change raised all of the capacities of class-size reduction schools, which included all of the schools in this capacity study. Furthermore, the threshold used for consideration of an elementary school classroom addition project is a space deficit of 92 seats or more at the end of the six-year planning period. Although addition projects were previously approved to relieve projected enrollment, based on revised capacity calculations and enrollment projections, the space deficits at Arcola, Glen Haven, Harmony Hills, Highland, and Sargent Shriver elementary schools are less than the 92 seat necessary for consideration of classroom additions. Although the space deficit for Kemp Mill Elementary School is greater than 92 seats, it is less than the 125 seat deficit identified for funding of a classroom addition in this CIP. Therefore, based on the revised capacities and projected enrollment, the addition projects at Brookhaven, Glen Haven, Highland, Kemp Mill, and Sargent Shriver elementary schools have been removed from the Superintendent's Recommended FY 2017–2022 CIP. Enrollment will be monitored at these schools to determine if addition projects can be included in a future CIP.

Highland View Elementary School

Planning Study: A comprehensive capacity study to address overutilization at several elementary schools in the lower section of the Downcounty Consortium was conducted during the 2014–2015 school year. This capacity study included the following schools: East Silver Spring, Forest Knolls, Highland View, Montgomery Knolls, New Hampshire Estates, Oak View, Takoma Park, Pine Crest, Piney Branch, Rolling Terrace, Sligo Creek, and Woodlin elementary schools. Although revised enrollment projections indicate that enrollment at Highland Elementary School will exceed capacity by 112 seats by the end of the six-year planning period, due to fiscal constraints in the county a space deficit of 125 seats was identified to fund an elementary school addition project in this CIP. Therefore, 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 to accommodate the enrollment. The interim superintendent's recommendation to address overutilization at schools in this part of the Downcounty Consortium can be found at the following link: *http://gis.mcpsmd.org/cipmasterpdfs/Supp_B_DCCESOverutilization.pdf*

Kemp Mill Elementary School

Capital Project: A comprehensive capacity study was conducted during the 2012–2013 school year to address overutilization at several elementary schools in the midsection of the Downcounty Consortium. 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. Previous enrollment projections indicated that several schools in the midsection of the Downcounty Consortium would be overutilized by the end of the six-year planning period. These schools included Arcola, Glen Haven, Harmony Hills, Highland, Kemp Mill, and Sargent Shriver elementary schools. Based on the outcome of the study, an FY 2016 appropriation for planning funds was approved to begin the architectural design for five classroom

addition projects at Brookhaven, Glen Haven, Highland, Kemp Mill, and Sargent Shriver elementary schools.

In the spring 2015, the ratios used to calculate the program capacities for class-size reduction schools was revised in MCPS regulation FAA-RA Long-range Educational Facilities Planning. The ratios went from 15:1 for kindergarten classrooms and 17:1 for Grades 1–2 classrooms to 18:1 for Grades K–2 classrooms. This change raised all of the capacities of class-size reduction schools, which included all of the schools in this capacity study. Furthermore, the threshold used for consideration of an elementary school classroom addition project is a space deficit of 92 seats or more at the end of the six-year planning period. Although an addition project was previously approved to relieve projected enrollment at Kemp Mill Elementary School, based on revised capacity calculations and enrollment projections, the space deficits at Arcola, Glen Haven, Harmony Hills, Highland, and Sargent Shriver elementary schools are less than the 92 seat necessary for consideration of classroom additions. Although the space deficit for Kemp Mill Elementary School is greater than 92 seats, it is less than the 125 seat deficit identified for funding of a classroom addition in this CIP. Therefore, based on the revised capacities and projected enrollment, the addition projects at Brookhaven, Glen Haven, Highland, Kemp Mill, and Sargent Shriver elementary schools have been removed from the Superintendent's Recommended FY 2017–2022 CIP. Enrollment will be monitored at these schools to determine if addition projects can be included in a future CIP.

Montgomery Knolls Elementary School

Planning Study: A comprehensive capacity study to address overutilization at several elementary schools in the lower section of the Downcounty Consortium was conducted during the 2014–2015 school year. This capacity study included the following schools: East Silver Spring, Forest Knolls, Highland View, Montgomery Knolls, New Hampshire Estates, Oak View, Takoma Park, Pine Crest, Piney Branch, Rolling Terrace, Sligo Creek, and Woodlin elementary schools. The interim superintendent's recommendation to address overutilization at schools in this part of the Downcounty Consortium can be found at the following link: *http://gis.mcpsmd.org/cipmasterpdfs/Supp_B_DCCESOverutilization.pdf*

Capital Project: As a result of the capacity study, an addition project is recommended at Montgomery Knolls Elementary School to relieve overutilization at Forest Knolls Elementary School. An FY 2017 appropriation for planning funds is recommended to begin the architectural design for an addition project. The recommended completion date is August 2020. In order for these projects to be completed on schedule, county and state funding must be provided at the levels recommended in this CIP.

New Hampshire Estates Elementary School

Planning Study: A comprehensive capacity study to address overutilization at several elementary schools in the lower section of the Downcounty Consortium was conducted during the 2014–2015 school year. This capacity study included the following schools: East Silver Spring, Forest Knolls, Highland View, Montgomery Knolls, New Hampshire Estates, Oak View, Takoma Park, Pine Crest, Piney Branch, Rolling Terrace, Sligo Creek, and Woodlin elementary schools. The interim superintendent's recommendation to address overutilization at schools in this part of the Downcounty Consortium can be found at the following link: *http://gis.mcpsmd.org/cipmasterpdfs/Supp_B_DCCESOverutilization.pdf*

Oak View Elementary School

Planning Study: A comprehensive capacity study to address overutilization at several elementary schools in the lower section of the Downcounty Consortium was conducted during the 2014–2015 school year. This capacity study included the following schools: East Silver Spring, Forest Knolls, Highland View, Montgomery Knolls, New Hampshire Estates, Oak View, Takoma Park, Pine Crest, Piney Branch, Rolling Terrace, Sligo Creek, and Woodlin elementary schools. The interim superintendent's recommendation to address overutilization at schools in this part of the Downcounty Consortium can be found at the following link: *http://gis.mcpsmd.org/cipmasterpdfs/Supp_B_DCCESOverutilization.pdf*

Pine Crest Elementary School

Planning Study: A comprehensive capacity study to address overutilization at several elementary schools in the lower section of the Downcounty Consortium was conducted during the 2014–2015 school year. This capacity study included the following schools: East Silver Spring, Forest Knolls, Highland View, Montgomery Knolls, New Hampshire Estates, Oak View, Takoma Park, Pine Crest, Piney Branch, Rolling Terrace, Sligo Creek, and Woodlin elementary schools. The interim superintendent's recommendation to address overutilization at schools in this part of the Downcounty Consortium can be found at the following link: *http://gis.mcpsmd.org/cipmasterpdfs/Supp_B_DCCESOverutilization.pdf*

Capital Project: As a result of the capacity study, an addition project is recommended at Pine Crest Elementary School to relieve overutilization at Forest Knolls and Pine Crest elementary schools. An FY 2017 appropriation for planning funds is recommended to begin the architectural design for an addition project. The recommended completion date is August 2020. In order for these projects to be completed on schedule, county and state funding must be provided at the levels recommended in this CIP.

Piney Branch Elementary School

Planning Study: A comprehensive capacity study to address overutilization at several elementary schools in the lower section of the Downcounty Consortium was conducted during the 2014–2015 school year. This capacity study included the following schools: East Silver Spring, Forest Knolls, Highland View, Montgomery Knolls, New Hampshire Estates, Oak View, Takoma Park, Pine Crest, Piney Branch, Rolling Terrace, Sligo Creek, and Woodlin elementary schools. The interim superintendent's recommendation to address overutilization at schools in this part of the Downcounty Consortium can be found at the following link: *http://gis.mcpsmd.org/cipmasterpdfs/Supp_B_DCCESOverutilization.pdf*

Capital Project: Based on revised enrollment projections, enrollment will exceed capacity by 129 seats by the end of the six-year planning period. Piney Branch Elementary School is located on the smallest site in the county at 1.9 acres and there is little to no room for relocatable classrooms to accommodate overutilization at the school. Therefore, an addition project is recommended at Piney Branch Elementary School to with a completion date of August 2021. An FY 2017 appropriation for facility planning is recommended to conduct a feasibility study to determine the feasibility, scope and cost of 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.

Rolling Terrace Elementary School

Planning Study: A comprehensive capacity study to address overutilization at several elementary schools in the lower section of the Downcounty Consortium was conducted during the 2014–2015 school year. This capacity study included the following schools: East Silver Spring, Forest Knolls, Highland View, Montgomery Knolls, New Hampshire Estates, Oak View, Takoma Park, Pine Crest, Piney Branch, Rolling Terrace, Sligo Creek, and Woodlin elementary schools. The interim superintendent's recommendation to address overutilization at schools in this part of the Downcounty Consortium can be found at the following link: *http://gis.mcpsmd.org/cipmasterpdfs/Supp_B_DCCESOverutilization.pdf*

Capital Project: As a result of the capacity study, an addition project is recommended at East Silver Spring Elementary School to relieve overutilization at Rolling Terrace Elementary School. An FY 2017 appropriation for planning funds is recommended to begin the architectural design for an addition project. The recommended completion date is August 2020. In order for these projects to be completed on schedule, county and state funding must be provided at the levels recommended in this CIP.

Sargent Shriver Elementary School

Capital Project: A comprehensive capacity study was conducted during the 2012–2013 school year to address overutilization at several elementary schools in the midsection of the Downcounty Consortium. 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. Previous enrollment projections indicated that several schools in the midsection of the Downcounty Consortium would be overutilized by the end of the six-year planning period. These schools included Arcola, Glen Haven, Harmony Hills, Highland, Kemp Mill, and Sargent Shriver elementary schools. Based on the outcome of the study, an FY 2016 appropriation for planning funds was approved to begin the architectural design for five classroom addition projects at Brookhaven, Glen Haven, Highland, Kemp Mill, and Sargent Shriver elementary schools.

In the spring 2015, the ratios used to calculate the program capacities for class-size reduction schools was revised in MCPS regulation FAA-RA Long-range Educational Facilities Planning. The ratios went from 15:1 for kindergarten classrooms and 17:1 for Grades 1–2 classrooms to 18:1 for Grades K–2 classrooms. This change raised all of the capacities of class-size reduction schools, which included all of the schools in this capacity study. Furthermore, the threshold used for consideration of an elementary school classroom addition project is a space deficit of 92 seats or more at the end of the six-year planning period. Although an addition project was previously approved to relieve projected enrollment at Kemp Mill Elementary School, based on revised capacity calculations and enrollment projections, the space deficits at Arcola, Glen Haven, Harmony Hills, Highland, and Sargent Shriver elementary schools are less than the 92 seat necessary for consideration of classroom additions. Although the space deficit for Kemp Mill Elementary School is greater than 92 seats, it is less than the 125 seat deficit identified for funding of a classroom addition in this CIP. Therefore, based on the revised capacities and projected enrollment, the addition projects at Brookhaven, Glen Haven, Highland, Kemp Mill, and Sargent Shriver elementary schools have been removed from the Superintendent's Recommended FY 2017–2022 CIP. Enrollment will be monitored at these schools to determine if addition projects can be included in a future CIP.

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 was conducted during the 2014–2015 school year. This capacity study included the following schools: East Silver Spring, Forest Knolls, Highland View, Montgomery Knolls, New Hampshire Estates, Oak View, Takoma Park, Pine Crest, Piney Branch, Rolling Terrace, Sligo Creek, and Woodlin elementary schools. The interim superintendent's recommendation to address overutilization at schools in this part of the Downcounty Consortium can be found at the following link: *http://gis.mcpsmd.org/cipmasterpdfs/Supp_B_DCCESOverutilization.pdf*

Takoma Park Elementary School

Planning Study: A comprehensive capacity study to address overutilization at several elementary schools in the lower section of the Downcounty Consortium was conducted during the 2014–2015 school year. This capacity study included the following schools: East Silver Spring, Forest Knolls, Highland View, Montgomery Knolls, New Hampshire Estates, Oak View, Takoma Park, Pine Crest, Piney Branch, Rolling Terrace, Sligo Creek, and Woodlin elementary schools. The interim superintendent's recommendation to address overutilization at schools in this part of the Downcounty Consortium can be found at the following link: *http://gis.mcpsmd.org/cipmasterpdfs/Supp_B_DCCESOverutilization.pdf*

Wheaton Woods Elementary School

Capital Project: A revitalization/expansion project is scheduled for this school with a completion date of August 2017. An FY 2016 appropriation was approved to construct this project. Funding was approved in the Department of Health and Human Services Capital Budget to construct a child care classroom and Linkages to Learning suite as part of the project.

Woodlin Elementary School

Planning Study: A comprehensive capacity study to address overutilization at several elementary schools in the lower section of the Downcounty Consortium was conducted during the 2014–2015 school year. This capacity study included the following schools: East Silver Spring, Forest Knolls, Highland View, Montgomery Knolls, New Hampshire Estates, Oak View, Takoma Park, Pine Crest, Piney Branch, Rolling Terrace, Sligo Creek, and Woodlin elementary schools. The interim superintendent's recommendation to address overutilization at schools in this part of the Downcounty Consortium can be found at the following link: *http://gis.mcpsmd.org/cipmasterpdfs/Supp_B_DCCESOverutilization.pdf*

Capital Project: As a result of the capacity study, an addition project is recommended at Woodlin Elementary School to relieve the overutilization at the school. An FY 2017 appropriation for planning funds is recommended to begin the architectural design for an addition project. The recommended completion date is August 2020. In order for these projects 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
John F. Kennedy HS	School-based Wellness Center	Proposed	TBD
Wheaton HS	Revitalization/ expansion	Approved	Jan. 2016 Aug. 2018, site
	Wellness Center	Approved	Jan. 2016
Eastern MS	Revitalization/ expansion	Programmed	Aug. 2022
Col. E. Brooke Lee MS	Classroom addition	Recommended	Aug. 2020
	Revitalization/ expansion	Programmed	Aug. 2024
A. Mario Loiederman MS	Classroom addition	Deferred	TBD
Parkland MS	Classroom addition	Deferred	TBD
Silver Spring International MS	Classroom addition	Deferred	TBD
Takoma Park MS	Classroom addition	Recommended	Aug. 2020
East Silver Spring ES	Classroom addition	Recommended	Aug. 2020
Highland View ES	Classroom addition	Deferred	TBD
Montgomery Knolls ES	Classroom addition	Recommended	Aug. 2020
Pine Crest ES	Classroom addition	Recommended	Aug. 2020
Piney Branch ES	Classroom addition	Recommended	Aug. 2021
Wheaton Woods ES	Revitalization/ expansion	Approved	Aug. 2017
Woodlin ES	Classroom addition	Recommended	Aug. 2020

"Approved"—Project has an FY 2016 appropriation approved in the Amended FY 2015–2020 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 recommended for FY 2017 for a feasibility study.

"Recommended"—Project has an FY 2017 appropriation recommended for the FY 2017 Capital Budget.

Projected Enrollment and Space Availability

Effects of the Recommended FY2017–2022 CIP and Non–CIP Actions on Space Available

Schools		Actual 15–16	Projections 16–17	17–18	18–19	19–20	20–21	21–22	2025	2030
Montgomery Blair HS	Program Capacity	2920	2920	2920	2920	2920	2920	2920	2920	2920
	Enrollment	**2883**	**2914**	**3028**	**3086**	**3126**	**3296**	**3396**	**3500**	**3400**
	Available Space	*38*	*6*	*(108)*	*(166)*	*(206)*	*(376)*	*(476)*	*(580)*	*(480)*
	Comments	See text								
Albert Einstein HS	Program Capacity	1604	1604	1604	1604	1604	1604	1604	1604	1604
	Enrollment	**1708**	**1741**	**1796**	**1818**	**1875**	**1978**	**2033**	**2200**	**2100**
	Available Space	*(104)*	*(137)*	*(192)*	*(214)*	*(271)*	*(374)*	*(429)*	*(596)*	*(496)*
	Comments	See text								
John F. Kennedy HS	Program Capacity	1833	1833	1833	1833	1833	1833	1833	1833	1833
	Enrollment	**1564**	**1641**	**1749**	**1797**	**1920**	**1989**	**2062**	**2200**	**2100**
	Available Space	*269*	*192*	*84*	*36*	*(87)*	*(156)*	*(229)*	*(367)*	*(267)*
	Comments	See text								
Northwood HS	Program Capacity	1519	1519	1519	1519	1519	1519	1519	1519	1519
	Enrollment	**1583**	**1622**	**1700**	**1739**	**1806**	**1930**	**2002**	**2200**	**2100**
	Available Space	*(64)*	*(103)*	*(181)*	*(220)*	*(287)*	*(411)*	*(483)*	*(681)*	*(581)*
	Comments	See text								
Wheaton HS	Program Capacity	1677	1677	1677	1677	1677	1677	1677	1677	1677
	Enrollment	**1563**	**1637**	**1707**	**1708**	**1709**	**1784**	**1839**	**2000**	**1900**
	Available Space	*114*	*40*	*(30)*	*(31)*	*(32)*	*(107)*	*(162)*	*(323)*	*(223)*
	Comments	See text								
Argyle MS	Program Capacity	897	897	897	897	897	897	897	897	897
	Enrollment	**912**	**958**	**963**	**980**	**947**	**955**	**945**	**1000**	**950**
	Available Space	*(15)*	*(61)*	*(66)*	*(83)*	*(50)*	*(58)*	*(48)*	*(103)*	*(53)*
	Comments									
Eastern MS	Program Capacity	1024	1024	1024	1024	1024	1024	1024	1024	1024
	Enrollment	**905**	**935**	**985**	**1023**	**1090**	**1119**	**1124**	**1200**	**1100**
	Available Space	*119*	*89*	*39*	*1*	*(66)*	*(95)*	*(100)*	*(176)*	*(76)*
	Comments		Facility Planning for Rev/Ex	Planning for Revitalization/ Expansion			Move to Woodward	At Woodward		
Col. E. Brooke Lee MS	Program Capacity	*727*	*727*	*727*	*727*	*727*	1204	1204	1204	1204
	Enrollment	**691**	**733**	**776**	**845**	**913**	**989**	**994**	**1100**	**1000**
	Available Space	*36*	*(6)*	*(49)*	*(118)*	*(186)*	*215*	*210*	*104*	*204*
	Comments		Planning for Addition Facility Planning for Rev/Ex			Planning for Revitalization/Expansion Addition Complete				
A. Mario Loiederman MS	Program Capacity	897	897	897	897	897	897	897	897	897
	Enrollment	**921**	**894**	**937**	**1016**	**1044**	**1044**	**977**	**1100**	**1000**
	Available Space	*(24)*	*3*	*(40)*	*(119)*	*(147)*	*(147)*	*(80)*	*(203)*	*(103)*
	Comments									
Newport Mill MS	Program Capacity	825	825	825	825	825	825	825	825	825
	Enrollment	**587**	**579**	**606**	**615**	**629**	**614**	**630**	**750**	**700**
	Available Space	*238*	*246*	*218*	*210*	*196*	*210*	*194*	*75*	*125*
	Comments									
Parkland MS	Program Capacity	948	948	948	948	948	948	948	948	948
	Enrollment	**965**	**980**	**1034**	**1099**	**1144**	**1147**	**1077**	**1200**	**1100**
	Available Space	*(17)*	*(32)*	*(86)*	*(151)*	*(196)*	*(199)*	*(129)*	*(252)*	*(152)*
	Comments									
Silver Spring International MS	Program Capacity	1118	1118	1118	1118	1118	1118	1118	1118	1118
	Enrollment	**1042**	**1053**	**1087**	**1114**	**1189**	**1244**	**1259**	**1350**	**1300**
	Available Space	*76*	*65*	*31*	*4*	*(71)*	*(126)*	*(141)*	*(232)*	*(182)*
	Comments									
Sligo MS	Program Capacity	915	915	915	915	915	915	915	915	915
	Enrollment	**628**	**737**	**819**	**832**	**917**	**961**	**997**	**1000**	**950**
	Available Space	*287*	*178*	*96*	*83*	*(2)*	*(46)*	*(82)*	*(85)*	*(35)*
	Comments									
Takoma Park MS	Program Capacity	939	939	939	939	939	1498	1498	1498	1498
	Enrollment	**1055**	**1067**	**1087**	**1129**	**1221**	**1269**	**1313**	**1400**	**1350**
	Available Space	*(116)*	*(128)*	*(148)*	*(190)*	*(282)*	*229*	*185*	*98*	*148*
	Comments		Planning for Addition				Addition Complete			

Schools			Actual 15–16	Projections 16–17	17–18	18–19	19–20	20–21	21–22	2025	2030
Arcola ES	CSR	Program Capacity	644	644	644	644	644	644	644		
		Enrollment	**694**	**732**	**734**	**741**	**732**	**726**	**735**		
		Available Space	*(50)*	*(88)*	*(90)*	*(97)*	*(88)*	*(82)*	*(91)*		
		Comments									
Bel Pre ES	CSR	Program Capacity	640	640	640	640	640	640	640		
Grades (pre-K-2)		**Enrollment**	**577**	**565**	**555**	**557**	**560**	**560**	**559**		
Paired With		Available Space	*63*	*75*	*85*	*83*	*80*	*80*	*81*		
Strathmore ES		Comments									
Brookhaven ES	CSR	Program Capacity	496	496	496	496	496	496	496		
		Enrollment	**444**	**451**	**443**	**437**	**437**	**444**	**457**		
		Available Space	*52*	*45*	*53*	*59*	*59*	*52*	*39*		
		Comments	See text								
East Silver Spring ES	CSR	Program Capacity	577	577	577	577	577	674	674		
		Enrollment	**555**	**599**	**603**	**598**	**590**	**583**	**566**		
		Available Space	*22*	*(22)*	*(26)*	*(21)*	*(13)*	*91*	*108*		
		Comments		Planning for Addition				Addition Complete			
Forest Knolls ES	CSR	Program Capacity	555	555	555	555	555	555	555		
		Enrollment	**754**	**766**	**765**	**780**	**776**	**739**	**731**		
		Available Space	*(199)*	*(211)*	*(210)*	*(225)*	*(221)*	*(184)*	*(176)*		
		Comments	See text								
Georgian Forest ES	CSR	Program Capacity	649	649	649	649	649	649	649		
		Enrollment	**585**	**579**	**590**	**593**	**608**	**627**	**633**		
		Available Space	*64*	*70*	*59*	*56*	*41*	*22*	*16*		
		Comments									
Glen Haven ES	CSR	Program Capacity	576	576	576	576	576	576	576		
		Enrollment	**557**	**608**	**611**	**627**	**610**	**598**	**605**		
		Available Space	*19*	*(32)*	*(35)*	*(51)*	*(34)*	*(22)*	*(29)*		
		Comments	See text								
Glenallan ES	CSR	Program Capacity	762	762	762	762	762	762	762		
		Enrollment	**668**	**698**	**710**	**719**	**713**	**696**	**691**		
		Available Space	*94*	*64*	*52*	*43*	*49*	*66*	*71*		
		Comments									
Harmony Hills ES	CSR	Program Capacity	709	709	709	709	709	709	709		
		Enrollment	**744**	**754**	**751**	**730**	**735**	**709**	**732**		
		Available Space	*(35)*	*(45)*	*(42)*	*(21)*	*(26)*	*0*	*(23)*		
		Comments	See text								
Highland ES	CSR	Program Capacity	517	517	517	517	517	517	517		
		Enrollment	**560**	**601**	**609**	**609**	**610**	**613**	**597**		
		Available Space	*(43)*	*(84)*	*(92)*	*(92)*	*(93)*	*(96)*	*(80)*		
		Comments	See text								
Highland View ES	CSR	Program Capacity	298	298	298	298	298	298	298		
		Enrollment	**411**	**415**	**419**	**413**	**409**	**409**	**410**		
		Available Space	*(113)*	*(117)*	*(121)*	*(115)*	*(111)*	*(111)*	*(112)*		
		Comments	See text								
Kemp Mill ES	CSR	Program Capacity	458	458	458	458	458	458	458		
		Enrollment	**531**	**546**	**570**	**570**	**565**	**557**	**559**		
		Available Space	*(73)*	*(88)*	*(112)*	*(112)*	*(107)*	*(99)*	*(101)*		
		Comments	See text								
Montgomery Knolls ES	CSR	Program Capacity	540	540	540	540	540	648	648		
Grades (K–2)		**Enrollment**	**474**	**494**	**471**	**480**	**481**	**481**	**480**		
Paired With		Available Space	*66*	*46*	*69*	*60*	*59*	*167*	*168*		
Pine Crest ES		Comments		Planning for Addition				Addition Complete			
New Hampshire Estates ES	CSR	Program Capacity	480	480	480	480	480	480	480		
Grades (pre-K–2)		**Enrollment**	**500**	**488**	**475**	**488**	**490**	**490**	**489**		
Paired With		Available Space	*(20)*	*(8)*	*5*	*(8)*	*(10)*	*(10)*	*(9)*		
Oak View ES		Comments									
Oak View ES	CSR	Program Capacity	358	358	358	358	358	358	358		
Grades (3–5)		**Enrollment**	**403**	**426**	**447**	**429**	**416**	**402**	**416**		
Paired With		Available Space	*(45)*	*(68)*	*(89)*	*(71)*	*(58)*	*(44)*	*(58)*		
New Hampshire ES		Comments									

Schools			Actual 15–16	Projections 16–17	17–18	18–19	19–20	20–21	21–22	2025	2030
Oakland Terrace ES	CSR	Program Capacity	513	513	513	513	513	513	513		
		Enrollment	**481**	**488**	**491**	**500**	**505**	**521**	**512**		
		Available Space	*32*	*25*	*22*	*13*	*8*	*(8)*	*1*		
		Comments									
Pine Crest ES	CSR	Program Capacity	381	381	381	381	381	588	588		
Grades (3–5)		**Enrollment**	**469**	**501**	**516**	**508**	**496**	**472**	**481**		
Paired With		Available Space	*(88)*	*(120)*	*(135)*	*(127)*	*(115)*	*116*	*107*		
Montgomery Knolls ES		Comments		Planning for Addition				Addition Complete			
Piney Branch ES	CSR	Program Capacity	611	611	611	611	611	611	749		
Grades (3–5)		**Enrollment**	**565**	**640**	**688**	**721**	**727**	**732**	**740**		
Paired With		Available Space	*46*	*(29)*	*(77)*	*(110)*	*(116)*	*(121)*	*9*		
Takoma Park ES		Comments	Facility Planning for Addition		Planning for Addition				Addition Complete		
Rock View ES	CSR	Program Capacity	674	674	674	674	674	674	674		
		Enrollment	**615**	**611**	**600**	**610**	**611**	**611**	**627**		
		Available Space	*59*	*63*	*74*	*64*	*63*	*63*	*47*		
		Comments	+1 ELC								
Rolling Terrace ES	CSR	Program Capacity	*747*	*747*	*747*	*747*	*747*	*747*	*747*		
		Enrollment	**897**	**926**	**925**	**913**	**896**	**882**	**875**		
		Available Space	*(150)*	*(179)*	*(178)*	*(166)*	*(149)*	*(135)*	*(128)*		
		Comments	See text								
Sargent Shriver ES	CSR	Program Capacity	673	673	673	673	673	673	673		
		Enrollment	**764**	**764**	**741**	**712**	**701**	**705**	**717**		
		Available Space	*(91)*	*(91)*	*(68)*	*(39)*	*(28)*	*(32)*	*(44)*		
		Comments	See text								
Flora M. Singer ES	CSR	Program Capacity	680	680	680	680	680	680	680		
		Enrollment	**736**	**769**	**778**	**774**	**763**	**747**	**731**		
		Available Space	*(56)*	*(89)*	*(98)*	*(94)*	*(83)*	*(67)*	*(51)*		
		Comments									
Sligo Creek ES		Program Capacity	647	647	647	647	647	647	647		
		Enrollment	**649**	**654**	**646**	**658**	**653**	**643**	**647**		
		Available Space	*(2)*	*(7)*	*1*	*(11)*	*(6)*	*4*	*0*		
		Comments	+1 AUT See text								
Strathmore ES	CSR	Program Capacity	439	439	439	439	439	439	439		
Grades (3–5)		**Enrollment**	**475**	**470**	**482**	**478**	**479**	**467**	**471**		
Paired With		Available Space	*(36)*	*(31)*	*(43)*	*(39)*	*(40)*	*(28)*	*(32)*		
Bel Pre ES		Comments									
Takoma Park ES	CSR	Program Capacity	636	636	636	636	636	636	636		
Grades (pre-K–2)		**Enrollment**	**706**	**715**	**696**	**672**	**655**	**655**	**654**		
Paired With		Available Space	*(70)*	*(79)*	*(60)*	*(36)*	*(19)*	*(19)*	*(18)*		
Piney Branch ES		Comments									
Viers Mill ES	CSR	Program Capacity	743	743	743	743	743	743	743		
		Enrollment	**682**	**720**	**716**	**707**	**709**	**699**	**707**		
		Available Space	*61*	*23*	*27*	*36*	*34*	*44*	*36*		
		Comments	+1 PEP								
Weller Road ES	CSR	Program Capacity	*772*	*772*	*772*	*772*	*772*	*772*	*772*		
		Enrollment	**711**	**711**	**718**	**716**	**706**	**709**	**710**		
		Available Space	*61*	*61*	*54*	*56*	*66*	*63*	*62*		
		Comments	+1 preK								
Wheaton Woods ES	CSR	Program Capacity	353	353	770	770	770	770	770		
		Enrollment	**533**	**551**	**559**	**558**	**544**	**552**	**559**		
		Available Space	*(180)*	*(198)*	*211*	*212*	*226*	*218*	*211*		
		Comments	Move to North Lake	@ North Lake	Rev/Ex Complete						
Woodlin ES		Program Capacity	463	463	463	463	463	635	635		
		Enrollment	**594**	**605**	**598**	**610**	**593**	**590**	**590**		
		Available Space	*(131)*	*(142)*	*(135)*	*(147)*	*(130)*	*45*	*45*		
		Comments		Planning for Addition				Addition Complete			
Cluster Information		HS Utilization	97%	100%	104%	106%	109%	115%	119%	127%	121%
		HS Enrollment	9301	9555	9980	10148	10436	10977	11332	12100	11600
		MS Utilization	93%	96%	100%	104%	110%	100%	100%	108%	101%
		MS Enrollment	7706	7936	8294	8653	9094	9342	9316	10100	9450
		ES Utilization	104%	108%	105%	105%	104%	100%	100%	102%	102%
		ES Enrollment	17334	17847	17907	17908	17770	17619	17681	18000	18000

Demographic Characteristics of Schools

	2015–2016						2014–2015		
Schools	Total Enrollment	Two or more races %	Black or Afr. Amer. %	Asian%	Hispanic %	White %	FARMS%*	ESOL%**	Mobility Rate%***
Montgomery Blair HS	2883	≤ 5.0%	25.5%	15.3%	32.3%	22.8%	37.6%	11.8%	11.9%
Albert Einstein HS	1708	≤ 5.0%	19.8%	9.7%	47.5%	20.0%	44.8%	11.5%	13.5%
John F. Kennedy HS	1564	≤ 5.0%	32.3%	7.2%	53.3%	5.4%	53.5%	13.2%	15.4%
Northwood HS	1583	≤ 5.0%	24.6%	6.3%	52.7%	13.9%	47.5%	17.6%	17.3%
Wheaton HS	1563	≤ 5.0%	26.2%	12.0%	50.9%	8.4%	53.9%	17.0%	17.2%
Argyle MS	912	≤ 5.0%	30.6%	10.3%	45.5%	10.0%	60.8%	13.3%	11.8%
Eastern MS	905	≤ 5.0%	17.3%	13.7%	40.4%	24.1%	45.0%	15.6%	13.7%
Col. E. Brooke Lee MS	691	≤ 5.0%	25.5%	9.1%	54.6%	7.2%	64.8%	19.7%	15.7%
A. Mario Loiederman MS	921	≤ 5.0%	21.7%	6.1%	57.4%	11.7%	60.6%	18.3%	16.2%
Newport Mill MS	587	≤ 5.0%	16.5%	11.1%	48.4%	19.6%	53.8%	16.4%	9.8%
Parkland MS	965	≤ 5.0%	24.5%	17.5%	43.5%	11.1%	49.4%	9.5%	5.1%
Silver Spring International MS	1042	≤ 5.0%	24.3%	5.1%	37.8%	27.8%	43.5%	13.8%	10.1%
Sligo MS	628	≤ 5.0%	22.3%	8.1%	41.2%	25.0%	45.9%	13.0%	24.7%
Takoma Park MS	1055	5.3%	28.9%	20.2%	15.4%	30.1%	26.4%	6.8%	6.1%
Arcola ES	694	≤ 5.0%	18.2%	8.5%	69.6%	≤ 5.0%	74.7%	43.9%	16.0%
Bel Pre ES	577	≤ 5.0%	36.9%	7.8%	45.9%	5.7%	68.9%	45.9%	24.5%
Brookhaven ES	444	≤ 5.0%	33.8%	6.8%	48.0%	8.8%	66.8%	40.0%	18.3%
East Silver Spring ES	555	≤ 5.0%	56.4%	≤ 5.0%	20.4%	15.7%	58.7%	34.3%	17.3%
Forest Knolls ES	754	5.7%	14.6%	7.3%	41.2%	31.2%	39.6%	25.2%	6.2%
Georgian Forest ES	585	≤ 5.0%	28.2%	6.8%	53.2%	8.5%	78.6%	31.0%	30.5%
Glen Haven ES	557	≤ 5.0%	22.4%	8.8%	49.9%	15.8%	61.2%	36.4%	19.2%
Glenallan ES	668	≤ 5.0%	34.3%	7.8%	47.0%	8.2%	64.6%	25.8%	20.0%
Harmony Hills ES	744	≤ 5.0%	15.9%	5.2%	74.3%	≤ 5.0%	86.8%	52.6%	19.6%
Highland ES	560	≤ 5.0%	14.3%	≤ 5.0%	71.2%	6.1%	80.6%	54.2%	17.3%
Highland View ES	411	≤ 5.0%	25.5%	≤ 5.0%	32.4%	35.3%	46.5%	30.3%	10.6%
Kemp Mill ES	531	≤ 5.0%	17.1%	≤ 5.0%	72.3%	≤ 5.0%	77.8%	49.9%	19.6%
Montgomery Knolls ES	474	≤ 5.0%	24.5%	6.3%	50.6%	16.7%	63.9%	48.6%	13.7%
New Hampshire Estates ES	500	≤ 5.0%	17.8%	≤ 5.0%	77.2%	≤ 5.0%	90.5%	68.0%	21.5%
Oak View ES	403	≤ 5.0%	17.6%	5.5%	65.8%	9.7%	76.0%	38.5%	14.2%
Oakland Terrace ES	481	9.6%	12.7%	7.7%	29.3%	40.3%	31.4%	16.3%	9.2%
Pine Crest ES	469	≤ 5.0%	21.7%	6.6%	37.7%	29.4%	50.3%	21.4%	14.0%
Piney Branch ES	565	5.5%	34.9%	≤ 5.0%	19.5%	36.6%	34.9%	14.6%	9.3%
Rock View ES	615	6.0%	17.2%	9.6%	45.9%	20.7%	51.6%	26.0%	16.4%
Rolling Terrace ES	897	≤ 5.0%	15.3%	≤ 5.0%	65.6%	13.0%	70.1%	51.8%	16.5%
Sargent Shriver ES	764	≤ 5.0%	11.8%	7.7%	75.8%	≤ 5.0%	80.8%	49.1%	16.4%
Flora M. Singer ES	736	≤ 5.0%	13.7%	6.9%	39.0%	36.0%	42.2%	28.8%	11.1%
Sligo Creek ES	648	7.3%	24.1%	≤ 5.0%	11.4%	52.5%	13.3%	9.1%	10.8%
Strathmore ES	475	≤ 5.0%	41.9%	5.7%	43.2%	6.1%	62.4%	19.6%	15.6%
Takoma Park ES	706	6.8%	35.6%	≤ 5.0%	17.0%	37.3%	34.3%	31.7%	13.5%
Viers Mill ES	681	≤ 5.0%	10.0%	9.0%	61.5%	16.6%	65.1%	44.7%	12.0%
Weller Road ES	711	≤ 5.0%	9.6%	9.6%	74.7%	≤ 5.0%	76.5%	47.4%	17.9%
Wheaton Woods ES	533	≤ 5.0%	27.8%	8.1%	58.2%	≤ 5.0%	82.5%	48.4%	14.7%
Woodlin ES	594	8.6%	25.8%	6.9%	20.9%	37.4%	24.6%	14.3%	10.1%
Elementary Cluster Total	**17332**	**≤ 5.0%**	**22.7%**	**6.3%**	**49.6%**	**17.6%**	**60.6%**	**36.6%**	**15.7%**
Elementary County Total	**75838**	**5.1%**	**21.3%**	**13.8%**	**31.2%**	**28.3%**	**39.6%**	**23.0%**	**13.9%**

**Percent of students approved for Free and Reduced-priced Meals Program (FARMS) during the 2014–2015 school year.*

***Percent of English for Speakers of Other Languages (ESOL) during the 2014–2015 school year. High School students are served in regional ESOL centers.*

****Mobility Rate is the number of entries plus withdrawals during the 2014–2015 school year compared to total enrollment.*

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

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

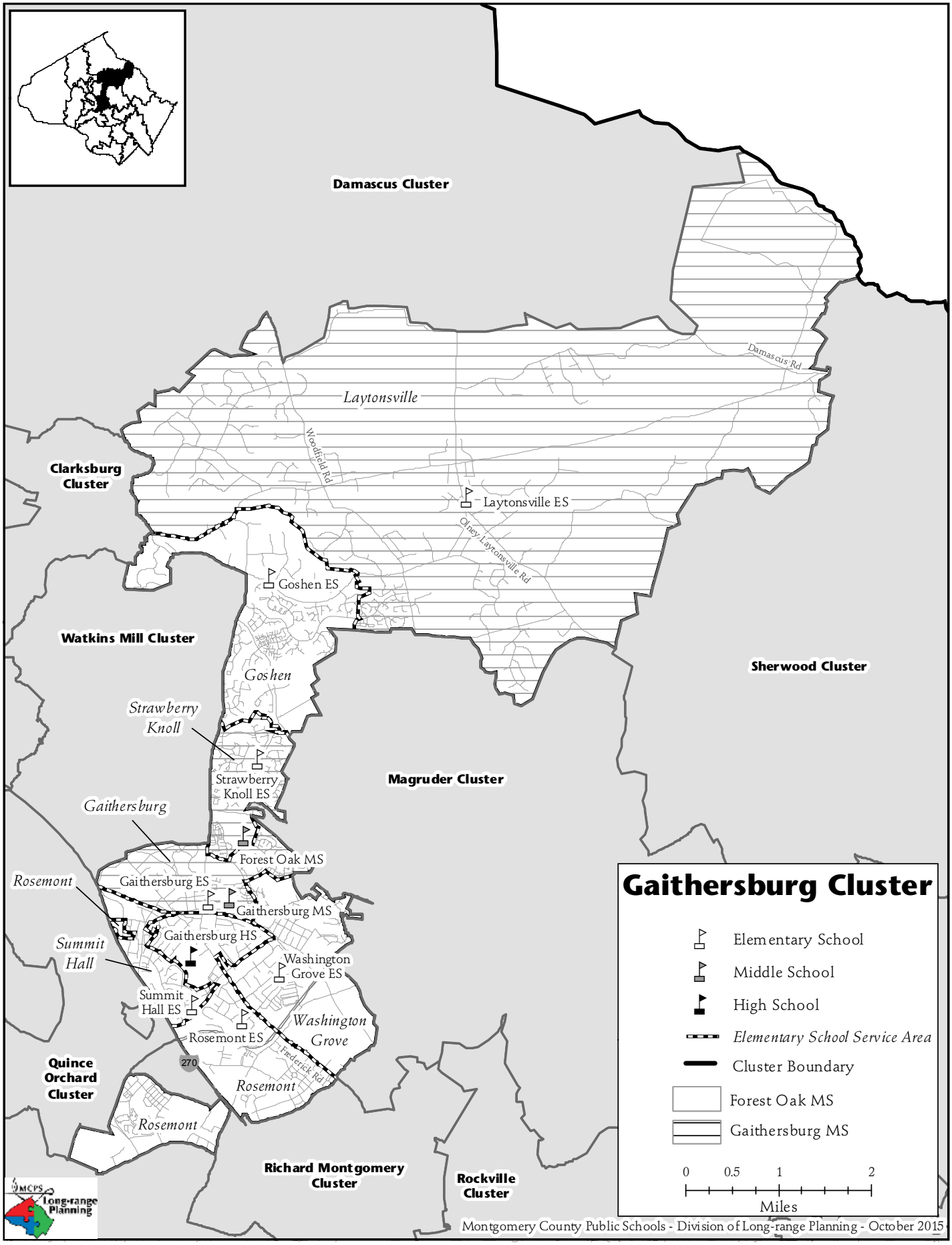
Program Capacity Table

(School Year 2015–2016)

Schools	Grades Served	Capacity (HS @90% MS@85%)	Total Rooms	Support Rooms	Regular Secondary @25	Regular Elementary @23	CSR Grades 1–2 @18	Pre–K @20	Pre–K @40	HS @20	CSR KIND @18	KIND @22	ESOL @15	METS @15	Special Education Services: School Based: HSM @13	Cluster Based: ELEM LAD @13	Quad Cluster Based: ELC @10	LANG @12	LFI @10	SCB @6	County & Regional Based: 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	2921	133		125								6	2											3		1					
Albert Einstein HS	9-12	1604	80		66								3	1					3	4						3						
John F. Kennedy HS	9-12	1833	86		78								3						3	2												
Northwood HS	9-12	1519	73		61								6	2											3		1					
Wheaton HS	9-12	1677	80		70								5						2	3												
Argyle MS	6-8	897	43		41								2																			
Eastern MS	6-8	1024	51		45								3	1											2							
Col. E. Brooke Lee MS	6-8	727	37		32								2													2	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	948	45		44								1																			
Silver Spring International MS	6-8	1118	53		52								1																			
Sligo MS	6-8	915	49		42								1							2												4
Takoma Park MS	6-8	939	45		43								2																			
Arcola ES	HS-5	644	38	4		10	16				7																					1
Bel Pre ES	PreK-2	640	37	3			21	1	2		9																					1
Brookhaven ES	PreK-5	496	29	4		8	7		1		3					2													1	3		
East Silver Spring ES	HS-5	577	34	4		8	10		1	1	5				1	2												1		1		
Forest Knolls ES	K-5	555	34	4		4	15		1		7				1												2					
Georgian Forest ES	HS-5	649	36	4		13	9		1	1	6														2							
Glen Haven ES	PreK-5	576	35	5		10	10		1		5									2								1		1		
Glenallan ES	HS-5	762	44	5		16	12			1	7					2												1				
Harmony Hills ES	HS-5	709	41	6		11	14		1	1	8																					
Highland ES	HS-5	517	33	7		6	11		1	1	6				1																	
Highland View ES	K-5	298	21	5		3	8				4				1																	
Kemp Mill ES	PreK-5	458	28	5		5	10		1	1	5				1																	
Montgomery Knolls ES	HS-2	540	35	6			15		1	1	8																		1	3		
New Hampshire Estates ES	HS-2	480	32	6			12	2		4	8																					
Oak View ES	3-5	358	19	3		15									1																	
Oakland Terrace ES	K-5	513	32	5		8	9	1			5				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	674	39	4		13	11		1		5						4														1	
Rolling Terrace ES	HS-5	747	40	3		16	11		1	1	6				1																	1
Sargent Shriver ES	PreK-5	673	37	4		12	12		1		7			1																		
Flora M. Singer ES	PreK-5	680	38	4		14	10		1		6						3															
Sligo Creek ES	K-5	647	35	4		22						5			1							3										
Strathmore ES	3-5	439	25	4		18									1					2												
Takoma Park ES	PreK-2	636	40	4			22	1	1		10																					2
Viers Mill ES	HS-5	743	42	4		13	11		1	1	7				1														1	3		
Weller Road ES	HS-5	772	44	7		16	11	1	1	1	6																			1		
Wheaton Woods ES	HS-5	353	26	7		1	9		1	1	6																					1
Woodlin ES	K-5	463	26	3		14						4			1				4													

Facility Characteristics of Schools 2015–2016

Schools	Year Facility Opened	Year Reopened/ Revitalized	Total Square Footage	Site Size Acres	Adjacent Park	Reloc-atable Classrooms	County Programs	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			SBWC	
Wheaton HS	1954	2016	373,825	28.2		2		
Argyle MS	1971	1993	120,205	19.9				
Eastern MS	1951	1976	152,030	14.5			LTL	
Col. E. Brooke Lee MS	1966		123,199	16.5	Yes			
A. Mario Loiederman MS	1956	2005	131,746	17.08			LTL	
Newport Mill MS	1958	2002	108,240	8.4	Yes			
Parkland MS	1963	2007	151,169	9.2	Yes		LTL	
Silver Spring International MS	1934	1999	152,731	10.64	Yes		LTL	
Sligo MS	1959	1991	149,527	21.7	Yes			
Takoma Park MS	1939	1999	137,348	18.8	Yes	1		
Arcola ES	1956	2007	95,421	5	Yes	6	LTL	Yes
Bel Pre ES	1968	2014	95,330	8.9	Yes			Yes
Brookhaven ES	1961	1995	81,320	8.57				
East Silver Spring ES	1929	1975	88,895	8.4				
Forest Knolls ES	1960	1993	89,564	7.8		4		Yes
Georgian Forest ES	1961	1995	88,111	11	Yes		LTL	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	SBHC	Yes
Highland ES	1950	1989	87,491	11	Yes		SBHC	Yes
Highland View ES	1953	1994	59,213	6.6		6		Yes
Kemp Mill ES	1960	1996	68,222	10		3	LTL	Yes
Montgomery Knolls ES	1952	1989	97,213	10.3			LTL	
New Hampshire Estates ES	1954	1988	73,306	5.4			SBHC	
Oak View ES	1949	1985	57,560	11.3		1	SBHC	Yes
Oakland Terrace ES	1950	1993	79,145	9.5	Yes	2		Yes
Pine Crest ES	1941	1992	53,778	5.6	Yes	5	LTL	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		10	SBHC	Yes
Sargent Shriver ES	1954	2006	91,628	9.17		9	LTL	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			SBHC	Yes
Weller Road ES	1953	2013	121,346	11.1			SBHC	
Wheaton Woods ES	1952	1976	66,763	8		9	LTL	
Woodlin ES	1944	1974	60,725	11		9		Yes


Damascus Cluster
Laytonsville
Damascus Rd
Woodfield Rd
Clarksburg Cluster
Laytonsville ES
Olney Laytonsville Rd
Goshen ES
Watkins Mill Cluster
Goshen
Sherwood Cluster
Strawberry Knoll
Strawberry Knoll ES
Magruder Cluster
Gaithersburg
Forest Oak MS
Rosemont
Gaithersburg ES
Gaithersburg MS
Gaithersburg HS
Summit Hall
Washington Grove ES
Summit Hall ES
Rosemont ES
Washington Grove
Frederick Rd
270
Quince Orchard Cluster
Rosemont
Rosemont
Richard Montgomery Cluster
Rockville Cluster
Gaithersburg Cluster
Elementary School
Middle School
High School
Elementary School Service Area
Cluster Boundary
Forest Oak MS
Gaithersburg MS
0
0.5
1
2
Miles
MCPS Long-range Planning
Montgomery County Public Schools - Division of Long-range Planning - October 2015

CLUSTER PLANNING ISSUES

Since 2007, elementary school enrollment in the Gaithersburg Cluster has increased by 600 students. Some of this growth is due to new housing in planned for in the Shady Grove Sector Plan. In addition, development of the Crown community, with 1,500 residential units planned in the Rosemont Elementary School service area, is moving forward. A comprehensive capacity study was conducted during the 2014–2015 school year for the Gaithersburg Cluster to address enrollment growth in this area. Because of the challenges of enrollment growth, and absorption of large new residential developments, the interim superintendent determined it is inappropriate at this time to make a recommendation solely focused on the Gaithersburg Cluster. Instead, a roundtable discussion group (roundtable) is recommended, to be formed in spring 2016, to take a broader look at school enrollments, utilization levels and facility options at three adjacent clusters—Gaithersburg, Col. Zadok Magruder, and Thomas S. Wootton—to address enrollment growth and space and space deficits in the Gaithersburg Cluster more broadly. The interim superintendent's recommendation regarding the capacity study and recommended roundtable discussion group can be found at the following link: *http://gis.mcpsmd.org/cipmasterpdfs/Supp_C_TriClusterRoundtableGrpDiscussion.pdf*

SCHOOLS

Gaithersburg Elementary School

Planning Study: A comprehensive capacity study was conducted during the 2014–2015 school year for the Gaithersburg Cluster to address enrollment growth in this area. Because of the challenges of enrollment growth, and absorption of large new residential developments, the interim superintendent determined it is inappropriate at this time to make a recommendation solely focused on the Gaithersburg Cluster. Instead, a roundtable discussion group (roundtable) is recommended, to be formed in spring 2016, to take a broader look at school enrollments, utilization levels and facility options at three adjacent clusters—Gaithersburg, Col. Zadok Magruder, and Thomas S. Wootton—to address enrollment growth and space and space deficits in the Gaithersburg Cluster more broadly. The interim superintendent's recommendation regarding the capacity study and recommended roundtable discussion group can be found at the following link: *http://gis.mcpsmd.org/cipmasterpdfs/Supp_C_TriClusterRoundtableGrpDiscussion.pdf*

Goshen Elementary School

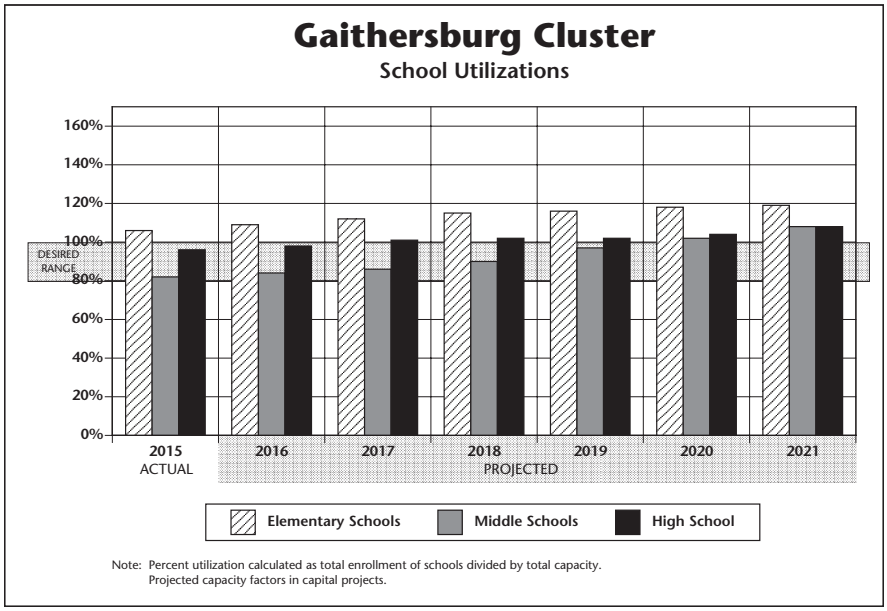
Planning Study: A comprehensive capacity study was conducted during the 2014–2015 school year for the Gaithersburg Cluster to address enrollment growth in this area. Because of the challenges of enrollment growth, and absorption of large new residential developments, the interim superintendent determined it is inappropriate at this time to make a recommendation solely focused on the Gaithersburg Cluster. Instead, a roundtable discussion group (roundtable) is recommended, to be formed in spring 2016, to take a broader look at school enrollments, utilization levels and facility options at three adjacent clusters—Gaithersburg, Col. Zadok Magruder, and Thomas S. Wootton—to address enrollment growth and space and space deficits in the Gaithersburg Cluster more broadly. The interim superintendent's recommendation regarding the capacity study and recommended roundtable discussion group can be found at the following link: *http://gis.mcpsmd.org/cipmasterpdfs/Supp_C_TriClusterRoundtableGrpDiscussion.pdf*

Laytonsville Elementary School

Planning Study: A comprehensive capacity study was conducted during the 2014–2015 school year for the Gaithersburg Cluster to address enrollment growth in this area. Because of the challenges of enrollment growth, and absorption of large new residential developments, the interim superintendent determined it is inappropriate at this time to make a recommendation solely focused on the Gaithersburg Cluster. Instead, a roundtable discussion group (roundtable) is recommended, to be formed in spring 2016, to take a broader look at school enrollments, utilization levels and facility options at three adjacent clusters—Gaithersburg, Col. Zadok Magruder, and Thomas S. Wootton—to address enrollment growth and space and space deficits in the Gaithersburg Cluster more broadly. The interim superintendent's recommendation regarding the capacity study and recommended roundtable discussion group can be found at the following link: *http://gis.mcpsmd.org/cipmasterpdfs/Supp_C_TriClusterRoundtableGrpDiscussion.pdf*

Rosemont Elementary School

Planning Study: A comprehensive capacity study was conducted during the 2014–2015 school year for the Gaithersburg Cluster to address enrollment growth in this area. Because of



the challenges of enrollment growth, and absorption of large new residential developments, the interim superintendent determined it is inappropriate at this time to make a recommendation solely focused on the Gaithersburg Cluster. Instead, a roundtable discussion group (roundtable) is recommended, to be formed in spring 2016, to take a broader look at school enrollments, utilization levels and facility options at three adjacent clusters—Gaithersburg, Col. Zadok Magruder, and Thomas S. Wootton—to address enrollment growth and space and space deficits in the Gaithersburg Cluster more broadly. The interim superintendent's recommendation regarding the capacity study and recommended roundtable discussion group can be found at the following link: *http://gis.mcpsmd.org/cipmasterpdfs/Supp_C_TriClusterRoundtableGrpDiscussion.pdf*

Strawberry Knoll Elementary School

Planning Study: An FY 2012 appropriation was approved for facility planning to determine the feasibility, scope, and cost for a classroom addition project at Strawberry Knoll Elementary School. However, due to enrollment growth in the cluster, consideration for the addition was deferred until a comprehensive plan could be developed from the comprehensive capacity study. The study was conducted during the 2014–2015 school year and included all the elementary schools in the cluster. Because of the challenges of enrollment growth, and absorption of large new residential developments, the interim superintendent determined it is inappropriate at this time to make a recommendation solely focused on the Gaithersburg Cluster. Instead, a roundtable discussion group (roundtable) is recommended, to be formed in spring 2016, to take a broader look at school enrollments, utilization levels and facility options at three adjacent clusters—Gaithersburg, Col. Zadok Magruder, and Thomas S. Wootton—to address enrollment growth and space and space deficits in the Gaithersburg Cluster more broadly. The interim superintendent's recommendation regarding the capacity study and recommended roundtable discussion group can be found at the following link: *http://gis.mcpsmd.org/cipmasterpdfs/Supp_C_TriClusterRoundtableGrpDiscussion.pdf*

Summit Hall Elementary School

Planning Study: An FY 2012 appropriation was approved for facility planning to determine the feasibility, scope, and cost for a classroom addition project at Summit Hall Elementary School. However, due to enrollment growth in the cluster, consideration for the addition was deferred until a comprehensive plan could be developed from the comprehensive capacity study. The study was conducted during the 2014–2015 school year and included all the elementary schools in the cluster. Because of the challenges of enrollment growth, and absorption of large new residential developments, the interim superintendent determined it is inappropriate at this time to make a recommendation solely focused on the Gaithersburg Cluster. Instead, a roundtable discussion group (roundtable) is recommended, to be formed in spring 2016, to take a broader look at school enrollments, utilization levels and facility options at three adjacent clusters—Gaithersburg, Col. Zadok Magruder, and Thomas S. Wootton—to address enrollment growth and space and space deficits in the Gaithersburg Cluster more broadly. The interim superintendent's recommendation regarding the capacity study and recommended roundtable discussion group can be found at the following link: *http://gis.mcpsmd.org/cipmasterpdfs/Supp_C_TriClusterRoundtableGrpDiscussion.pdf*

Capital Project: A revitalization/expansion project was approved by the County Council in the Amended FY 2015–2020 CIP with a completion date of January 2023. The Recommended FY 2017–2022 CIP maintains the current revitalization/expansion approved schedule. However, based on the Montgomery County Council Office of Legislative Oversight (OLO) study released in July 2015, regarding the revitalization/expansion program and the Facility Assessment with Criteria and Testing (FACT) methodology used to rank the schools, MCPS will reconvene the FACT Review Committee to update the FACT methodology and the revitalization/expansion program process. Pending the outcome of this review, the queue for the revitalization/expansion projects may change. (For more information see Appendix F.)

An FY 2017 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 this schedule, county and state funding must be provided at the levels recommended in this CIP and the outcome of the FACT Review Committee must maintain the project on the present queue position.

Washington Grove Elementary School

Planning Study: A comprehensive capacity study was conducted during the 2014–2015 school year for the Gaithersburg Cluster to address enrollment growth in this area. Because of the challenges of enrollment growth, and absorption of large new residential developments, the interim superintendent determined it is inappropriate at this time to make a recommendation solely focused on the Gaithersburg Cluster. Instead, a roundtable discussion group (roundtable) is recommended, to be formed in spring 2016, to take a broader look at school enrollments, utilization levels and facility options at three adjacent clusters—Gaithersburg, Col. Zadok Magruder, and Thomas S. Wootton—to address enrollment growth and space and space deficits in the Gaithersburg Cluster more broadly. The interim superintendent's recommendation regarding the capacity study and recommended roundtable discussion group can be found at the following link: *http://gis.mcpsmd.org/cipmasterpdfs/Supp_C_TriClusterRoundtableGrpDiscussion.pdf*

CAPITAL PROJECTS

School	Project	Project Status*	Date of Completion
Strawberry Knoll ES	Classroom addition	Deferred	TBD
Summit Hall ES	Classroom addition	Deferred	TBD
	Revitalization/ expansion	Programmed	Jan. 2023

"Approved"—Project has an FY 2016 appropriation approved in the Amended FY 2015–2020 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 recommended for FY 2017 for a feasibility study.

"Recommended"—Project has an FY 2017 appropriation recommended for the FY 2017 Capital Budget.

Projected Enrollment and Space Availability

Effects of the Recommended FY2017–2022 CIP and Non–CIP Actions on Space Available

Schools			Actual 15–16	Projections 16–17	17–18	18–19	19–20	20–21	21–22	2025	2030
Gaithersburg HS		Program Capacity	2407	2407	2407	2407	2407	2407	2407	2407	2407
		Enrollment	**2310**	**2359**	**2421**	**2450**	**2451**	**2508**	**2591**	**2700**	**2600**
		Available Space	*97*	*48*	*(14)*	*(43)*	*(44)*	*(101)*	*(184)*	*(293)*	*(193)*
		Comments									
Forest Oak MS		Program Capacity	949	949	949	949	949	949	949	949	949
		Enrollment	**804**	**799**	**831**	**869**	**947**	**1003**	**1041**	**1100**	**1000**
		Available Space	*145*	*150*	*118*	*80*	*2*	*(54)*	*(92)*	*(151)*	*(51)*
		Comments									
Gaithersburg MS		Program Capacity	949	949	949	949	949	949	949	949	949
		Enrollment	**752**	**798**	**807**	**839**	**890**	**938**	**1000**	**1100**	**1000**
		Available Space	*197*	*151*	*142*	*110*	*59*	*11*	*(51)*	*(151)*	*(51)*
		Comments									
Gaithersburg ES	CSR	Program Capacity	771	771	771	771	771	771	771		
		Enrollment	**866**	**936**	**968**	**993**	**1005**	**991**	**970**		
		Available Space	*(95)*	*(165)*	*(197)*	*(222)*	*(234)*	*(220)*	*(199)*		
		Comments	See text								
Goshen ES	CSR	Program Capacity	538	538	538	538	538	538	538		
		Enrollment	**574**	**544**	**552**	**546**	**533**	**517**	**528**		
		Available Space	*(36)*	*(6)*	*(14)*	*(8)*	*5*	*21*	*10*		
		Comments	See text								
Laytonsville ES		Program Capacity	448	448	448	448	448	448	448		
		Enrollment	**412**	**401**	**408**	**405**	**407**	**411**	**410**		
		Available Space	*36*	*47*	*40*	*43*	*41*	*37*	*38*		
		Comments	See text								
Rosemont ES	CSR	Program Capacity	613	613	613	613	613	613	613		
		Enrollment	**589**	**625**	**665**	**712**	**764**	**815**	**863**		
		Available Space	*24*	*(12)*	*(52)*	*(99)*	*(151)*	*(202)*	*(250)*		
		Comments	See text								
Strawberry Knoll ES	CSR	Program Capacity	481	481	481	481	481	481	481		
		Enrollment	**630**	**645**	**642**	**642**	**640**	**644**	**625**		
		Available Space	*(149)*	*(164)*	*(161)*	*(161)*	*(159)*	*(163)*	*(144)*		
		Comments	See text								
Summit Hall ES	CSR	Program Capacity	466	466	466	466	466	466	466		
		Enrollment	**672**	**682**	**686**	**694**	**676**	**675**	**657**		
		Available Space	*(206)*	*(216)*	*(220)*	*(228)*	*(210)*	*(209)*	*(191)*		
		Comments	See text	Facility Planning for Rev/Ex		Planning for Revitalization/ Expansion					
Washington Grove ES	CSR	Program Capacity	623	623	623	623	623	623	623		
		Enrollment	**444**	**465**	**497**	**525**	**553**	**591**	**632**		
		Available Space	*179*	*158*	*126*	*98*	*70*	*32*	*(9)*		
		Comments	See text								
Cluster Information		HS Utilization	96%	98%	101%	102%	102%	104%	108%	112%	108%
		HS Enrollment	2310	2359	2421	2450	2451	2508	2591	2700	2600
		MS Utilization	82%	84%	86%	90%	97%	102%	108%	116%	105%
		MS Enrollment	1556	1597	1638	1708	1837	1941	2041	2200	2000
		ES Utilization	106%	109%	112%	115%	116%	118%	119%	122%	122%
		ES Enrollment	4187	4298	4418	4517	4578	4644	4685	4800	4800

Demographic Characteristics of Schools

Schools	2015–2016 Total Enrollment	Two or more races %	Black or Afr. Amer. %	Asian%	Hispanic %	White %	2014–2015 FARMS%*	ESOL%**	Mobility Rate%***
Gaithersburg HS	2310	≤ 5.0%	25.7%	8.0%	45.6%	16.8%	43.2%	16.1%	19.2%
Forest Oak MS	804	≤ 5.0%	28.4%	7.5%	46.9%	13.3%	57.8%	17.9%	19.1%
Gaithersburg MS	752	≤ 5.0%	21.9%	8.0%	44.1%	21.1%	47.4%	12.8%	12.4%
Gaithersburg ES	866	≤ 5.0%	15.8%	≤ 5.0%	73.7%	5.1%	81.8%	48.7%	21.8%
Goshen ES	574	5.9%	25.6%	10.8%	34.8%	22.5%	42.8%	20.6%	15.3%
Laytonsville ES	412	6.3%	15.5%	7.5%	18.0%	52.2%	17.1%	5.6%	13.8%
Rosemont ES	589	≤ 5.0%	25.6%	8.8%	48.7%	11.9%	61.3%	42.4%	27.9%
Strawberry Knoll ES	630	6.0%	29.4%	13.3%	37.6%	12.7%	46.6%	21.7%	20.9%
Summit Hall ES	672	≤ 5.0%	20.1%	≤ 5.0%	70.1%	≤ 5.0%	80.6%	50.2%	24.4%
Washington Grove ES	444	≤ 5.0%	22.1%	9.0%	55.2%	11.5%	73.9%	51.9%	20.3%
Elementary Cluster Total	**4187**	**≤ 5.0%**	**21.9%**	**8.0%**	**51.4%**	**14.5%**	**60.1%**	**35.7%**	**21.0%**
Elementary County Total	**75838**	**5.1%**	**21.3%**	**13.8%**	**31.2%**	**28.3%**	**39.6%**	**23.0%**	**13.9%**

**Percent of students approved for Free and Reduced-priced Meals Program (FARMS) during the 2014–2015 school year.*

***Percent of English for Speakers of Other Languages (ESOL) during the 2014–2015 school year. High School students are served in regional ESOL centers.*

****Mobility Rate is the number of entries plus withdrawals during the 2014–2015 school year compared to total enrollment.*
Notes: Native Hawaiian/Pacific Islander and American Indian/Alaskan Native categories total less than 1% and were therefore excluded from the table.

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

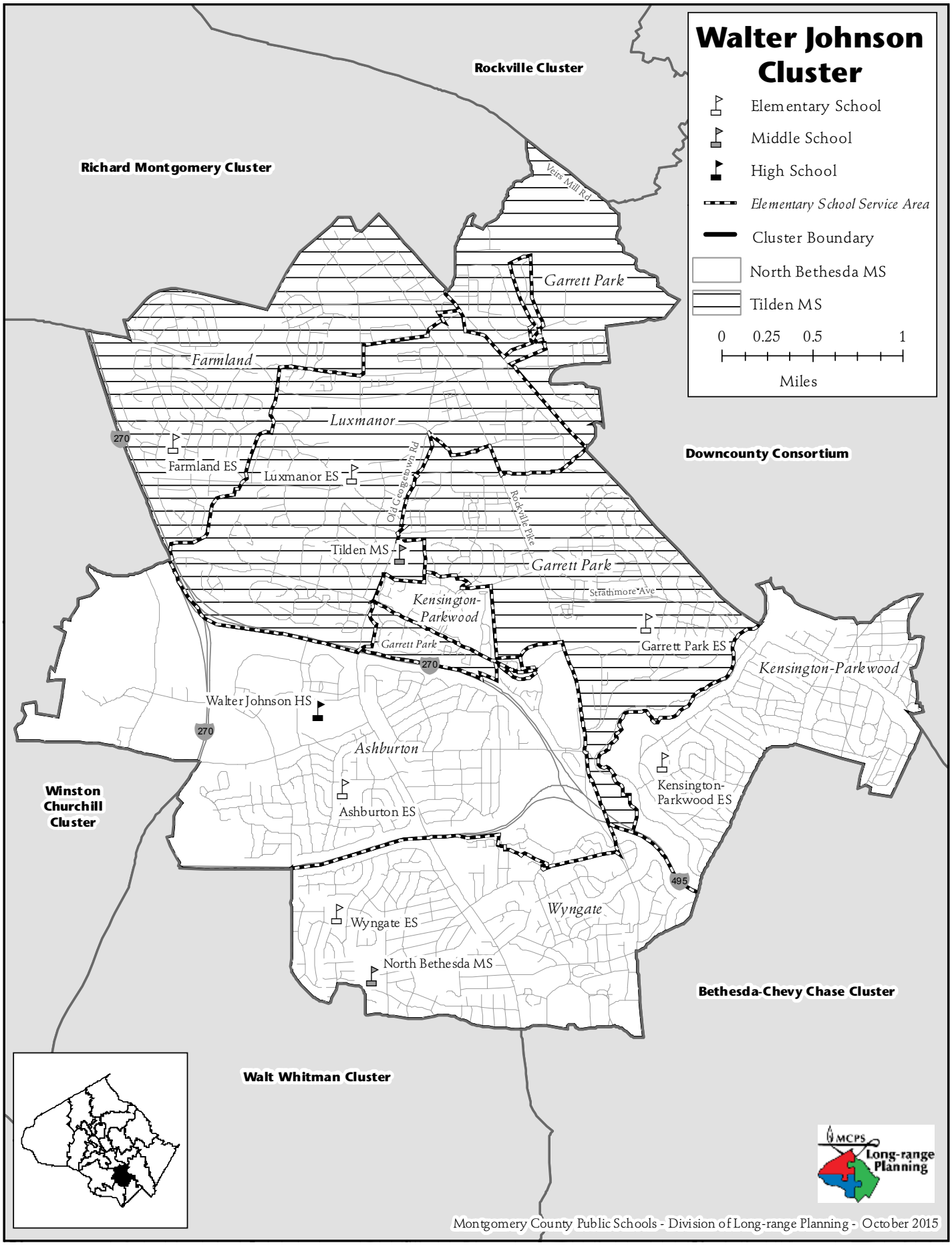
Program Capacity Table

(School Year 2015–2016)

Schools	Grades Served	Capacity (HS @90% MS@85%)	Total Rooms	Support Rooms	Regular Secondary @25	Regular Elementary @23	CSR Grades 1–2 @18	Pre–K @20	Pre–K @40	HS @20	CSR KIND @18	KIND @22	ESOL @15	METS @15	Special Education Services: School Based HSM @13	Cluster Based ELEM LAD @13	Quad Cluster Based ELC @10	Quad Cluster Based LANG @12	Quad Cluster Based LFI @10	Quad Cluster Based SCB @6	County & Regional Based AAC@7	County & Regional Based AUT @6	County & Regional Based BRIDGE @10	County & Regional Based DHOH @7	County & Regional Based ED @10	County & Regional Based EXTENSIONS @6	County & Regional Based GT/LD @13	County & Regional Based PD @7	County & Regional Based PEP@6	County & Regional Based PEP @12	County & Regional Based PEP @18	County & Regional Based VISION (Elementary) @7	County & Regional Based OTHER
Gaithersburg HS	9-12	2407	122		93								7	4					3	4			7									
Forest Oak MS	6-8	949	47		43								2							2												
Gaithersburg MS	6-8	949	49		42								1									2	4									
Gaithersburg ES	PreK-5	771	44	4		14	12		1		9				1							3										
Goshen ES	K-5	538	34	6		9	12				5				1			1														
Laytonsville ES	K-5	448	27	4		15						3			1					4												
Rosemont ES	PreK-5	613	36	3		10	11		1		6				1							4										
Strawberry Knoll ES	HS-5	481	32	4		4	10	1		1	5				1							2							1	1	2		
Summit Hall ES	HS-5	466	28	4		3	12		1	1	6				1																	
Washington Grove ES	HS-5	623	34	4		12	7		2	1	3				1														1	1	2		

Facility Characteristics of Schools 2015–2016

Schools	Year Facility Opened	Year Reopened/ Revitalized	Total Square Footage	Site Size Acres	Adjacent Park	Reloc-atable Classrooms	County Programs	Home School Model
Gaithersburg HS	1951	2013	427,048	41.07	Yes		SBWC	
Forest Oak MS	1999		132,259	41.2			LTL	
Gaithersburg MS	1960	1988	157,694	22.82			LTL	
Gaithersburg ES	1947		94,468	9.22		7	SBHC	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		2	SBHC	Yes
Strawberry Knoll ES	1988		78,723	10.8	Yes	6		Yes
Summit Hall ES	1971		68,059	10.2	Yes	10	SBHC	Yes
Washington Grove ES	1956	1984	86,266	10.7			SBHC	Yes


Walter Johnson Cluster
Elementary School
Middle School
High School
Elementary School Service Area
Cluster Boundary
North Bethesda MS
Tilden MS
0 0.25 0.5 1
Miles
Rockville Cluster
Richard Montgomery Cluster
Downcounty Consortium
Winston Churchill Cluster
Walt Whitman Cluster
Bethesda-Chevy Chase Cluster
Veirs Mill Rd
Garrett Park
Farmland
Luxmanor
Farmland ES
Luxmanor ES
Old Georgetown Rd
Rockville Pike
Tilden MS
Kensington-Parkwood
Strathmore Ave
Garrett Park ES
Kensington-Parkwood
Walter Johnson HS
Ashburton
Ashburton ES
Kensington-Parkwood ES
Wyngate
Wyngate ES
North Bethesda MS
270
495
MCPS
Long-range Planning
Montgomery County Public Schools - Division of Long-range Planning - October 2015

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 begun. A future elementary school site is included in the sector plan.

The Walter Johnson Cluster has experienced large enrollment increases in the past eight years, primarily driven by the turnover of homes to younger families. Also, new development in the cluster has played a role, although by a significantly smaller amount than demographic changes in existing communities. In the future, the cluster will see substantial amounts of new housing associated with the adopted White Flint Sector Plan and the two new sector plans now getting underway called "Rock Springs" and "White Flint II." In addition, the large WMAL property has been sold and will be redeveloped with new housing. A roundtable discussion group has been recommended, to be conducted in spring 2016, to gather input on a range of options to accommodate near-term and long-term enrollment increases in the Walter Johnson Cluster. The roundtable would consider options at all three school levels. The recommendation is located at the following link: *http://gis.mcpsmd.org/cipmasterpdfs/Supp_D_WalterJohnsonClusterRoundtable.pdf*

SCHOOLS

Walter Johnson High School

Capital Project: Projections indicate enrollment at Walter Johnson High School will exceed capacity by more than 500 seats by the end of the six-year planning period. An FY 2015 appropriation was approved for facility planning to determine the feasibility, scope, and cost for a classroom addition. A plan to address the projected overutilization at Walter Johnson High School will be considered in a future CIP after the outcome of a roundtable discussion group described below. Relocatable classrooms will be utilized until additional capacity can be added.

Planning Study: Due to the large enrollment increases the past eight years in the Walter Johnson Cluster, the interim superintendent of schools recommends a roundtable discussion group to gather input on a range of options to accommodate near-term and long-term enrollment in the Walter Johnson Cluster. The roundtable discussion group will be conducted in spring 2016 with a recommendation scheduled in October 2016. The recommendation can be found at the following link: *http://gis.mcpsmd.org/cipmasterpdfs/Supp_D_WalterJohnsonClusterRoundtable.pdf*

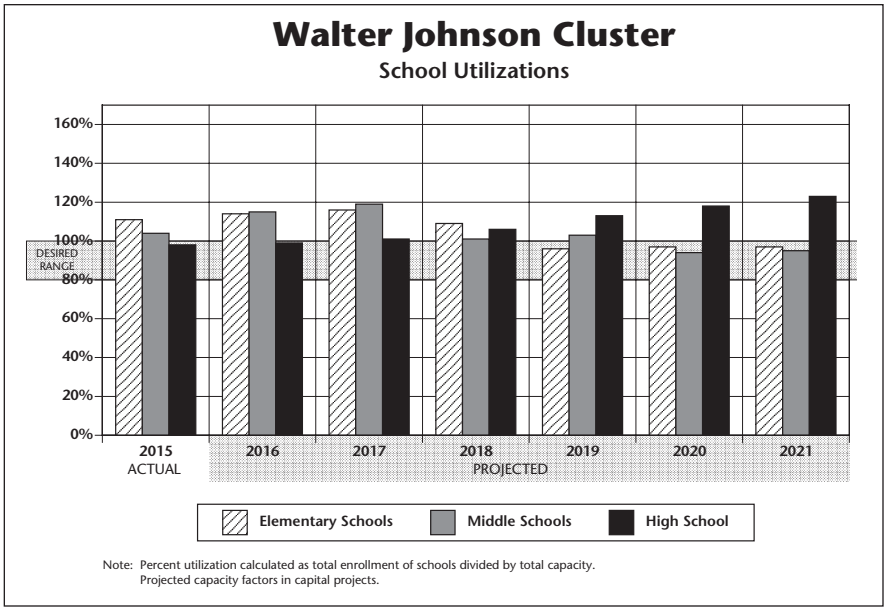
North Bethesda Middle School

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 CIP planning period. A classroom addition project is scheduled for this with a completion date of August 2018. An FY 2017 appropriation is recommended to begin the construction of the classroom addition project. Relocatable classrooms will be utilized until additional capacity can be added. In order for this project to be completed on schedule, county and state funding must be provided at the levels recommended in this CIP.

Planning Study: Due to the large enrollment increases the past eight years in the Walter Johnson Cluster, the interim superintendent of schools recommends a roundtable discussion group to gather input on a range of options to accommodate near-term and long-term enrollment in the Walter Johnson Cluster. The roundtable discussion group will be conducted in spring 2016, with a recommendation scheduled in October 2016. The recommendation can be found at the following link: *http://gis.mcpsmd.org/cipmasterpdfs/Supp_D_WalterJohnsonClusterRoundtable.pdf*

Tilden Middle School

Planning Study: On November 17, 2014, the Board of Education approved a Roundtable Discussion Group to explore the possible collocation of Rock Terrace School with Tilden Middle School on the Tilden Lane site. With an upcoming revitalization/expansion project, Tilden Middle School was identified because of its central location in the Walter Johnson Cluster, its large site size, its accessibility to accommodate the two schools, and the long history of the Walter Johnson cluster serving special education students.



Board of Education policy IOB, Education of Students with Disabilities, states that MCPS is committed to providing students with disabilities the opportunity to interact with non-disabled peers to the maximum extent possible. 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. The collocation of special education centers with general education schools, such as the Longview School at Matsunaga Elementary School, allows the school system to address the facility needs of the stand-alone special education centers while meeting the goal to provide special education students with opportunities to receive instruction in the general education environment to the maximum extent appropriate.

Rock Terrace School, which serves students ages 12–21 throughout the county and focuses on school-to-work programs, was assessed for revitalization/expansion using the Facilities Assessment with Criteria and Testing (FACT) methodology in the 2010–2011 school year. Of the secondary schools assessed that year, Rock Terrace School received the highest score and was in the greatest need of revitalization/expansion. (See Appendices E and F for additional information.)

The Roundtable Discussion Group included parents and staff from Rock Terrace School and Tilden Middle School as well as a representative from the MCCPTA Special Education Committee and the Walter Johnson Cluster. Staff from the Department of Special Education Services, the Division of Long-range Planning, and Division of Construction also participated in the process. To support the activities, an architect was hired to develop concept plans for the possible collocation of the two schools. The activities of the Roundtable included the following:

- Identify opportunities for special education students to receive instruction in the general education environment to the maximum extent appropriate
- Discuss the facility and site implications
- Conduct site visits and engage in discussions with parents and staff at other collocated or soon to be collocated schools in the county and state.

The Roundtable Discussion Group met from December 2014 through February 2015 and submitted a report to the interim superintendent of schools in March 2015. Following input from the Roundtable Discussion Group and the community at large, the interim superintendent of schools recommended and the Board of Education approved the collocation of Rock Terrace School and Tilden Middle School on May 12, 2015.

Capital Project: A revitalization/expansion project is scheduled for this school with a completion date of August 2020. An FY 2016 appropriation for planning funds was approved to begin the architectural design for the project. In order for this project to be completed on this schedule, county and state funding must be provided at the levels recommended in this CIP.

Tilden Middle School is currently located in the Woodward facility on Old Georgetown Road. Rather than revitalize/expand the Woodward facility for Rock Terrace School and Tilden Middle School, the current Tilden Holding Facility, located on Tilden Lane, will be revitalized/expanded to house both Rock Terrace School and Tilden Middle School. The Woodward facility will then become a secondary school holding facility for school revitalization/expansion projects scheduled after Tilden Middle School. Although an FY 2014 appropriation was approved for facility planning funds for a feasibility study to determine the scope for facility planning and cost of the revitalization/expansion project of Tilden Middle School, the feasibility study for Rock Terrace School and Tilden Middle School will begin in fall 2015.

Planning Study: Due to the large enrollment increases the past eight years in the Walter Johnson Cluster, the interim superintendent of schools recommends a roundtable discussion group to gather input on a range of options to accommodate near-term and long-term enrollment in the Walter Johnson Cluster. The roundtable discussion group will be conducted in spring 2016 with a recommendation scheduled in October 2016. The recommendation can be found at the following link: *http://gis.mcpsmd.org/cipmasterpdfs/Supp_D_WalterJohnsonClusterRoundtable.pdf*

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 planning period. A classroom addition project is scheduled for this school with a completion date of August 2019. An FY 2017 appropriation for planning funds is recommended to begin the architectural design for a classroom addition. The scope of the addition has been increased to accommodate the projected enrollment. 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.

Planning Study: Due to the large enrollment increases the past eight years in the Walter Johnson Cluster, the interim superintendent of schools recommends a roundtable discussion group to gather input on a range of options to accommodate near-term and long-term enrollment in the Walter Johnson Cluster. The roundtable discussion group will be conducted in spring 2016 with a recommendation scheduled in October 2016. The recommendation can be found at the following link: *http://gis.mcpsmd.org/cipmasterpdfs/Supp_D_WalterJohnsonClusterRoundtable.pdf*

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 planning period. A classroom addition project is scheduled for this school with a completion date of August 2018. An FY 2017 appropriation is recommended to construct the classroom addition. 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.

Planning Study: Due to the large enrollment increases the past eight years in the Walter Johnson Cluster, the interim superintendent of schools recommends a roundtable discussion group to gather input on a range of options to accommodate near-term and long-term enrollment in the Walter Johnson Cluster. The roundtable discussion group will be conducted in spring 2016 with a recommendation scheduled in October 2016. The recommendation can be found at the following link: *http://gis.mcpsmd.org/cipmasterpdfs/Supp_D_WalterJohnsonClusterRoundtable.pdf*

Luxmanor Elementary School

Capital Project: A revitalization/expansion project is scheduled for this school with a completion date of January 2020. An FY 2016 appropriation for planning funds was approved to begin the architectural design for the project. In order for this project to be completed on this schedule, county and state funding must be provided at the levels recommended in this CIP.

Planning Study: Due to the large enrollment increases the past eight years in the Walter Johnson Cluster, the interim superintendent of schools recommends a roundtable discussion group to gather input on a range of options to accommodate near-term and long-term enrollment in the Walter Johnson Cluster. The roundtable discussion group will be conducted in spring 2016 with a recommendation scheduled in October 2016. The recommendation can be found at the following link: *http://gis.mcpsmd.org/cipmasterpdfs/Supp_D_WalterJohnsonClusterRoundtable.pdf*

CAPITAL PROJECTS

School	Project	Project Status*	Date of Completion
Walter Johnson HS	Classroom addition	Proposed	TBD
North Bethesda MS	Classroom Addition	Recommended	Aug. 2018
Tilden MS	Revitalization/ expansion, with collocation of Rock Terrace School	Approved	Aug. 2020
Ashburton ES	Classroom Addition	Recommended	Aug. 2019
Kensington-Parkwood ES	Classroom addition	Recommended	Aug. 2018
Luxmanor ES	Revitalization/ expansion	Approved	Jan. 2020

"Approved"—Project has an FY 2016 appropriation approved in the Amended FY 2015–2020 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 recommended for FY 2017 for a feasibility study.

"Recommended"—Project has an FY 2017 appropriation recommended for the FY 2017 Capital Budget.

Projected Enrollment and Space Availability

Effects of the Recommended FY2017–2022 CIP and Non–CIP Actions on Space Available

Schools			Actual 15–16	Projections 16–17	17–18	18–19	19–20	20–21	21–22	2025	2030
Walter Johnson HS		Program Capacity	2335	2335	2335	2335	2335	2335	2335	2335	2335
		Enrollment	**2290**	**2304**	**2356**	**2466**	**2649**	**2763**	**2865**	**3000**	**3100**
		Available Space	*45*	*31*	*(21)*	*(131)*	*(314)*	*(428)*	*(530)*	*(665)*	*(765)*
		Comments	See text								
North Bethesda MS		Program Capacity	864	864	864	1229	1229	1229	1229	1229	1229
		Enrollment	**1028**	**1133**	**1183**	**1200**	**1206**	**1194**	**1181**	**1300**	**1200**
		Available Space	*(164)*	*(269)*	*(319)*	*29*	*23*	*35*	*48*	*(71)*	*29*
		Comments		Planning for Addition		Addition Complete					
Tilden MS		Program Capacity	939	939	939	939	939	1200	1200	1200	1200
		Enrollment	**851**	**939**	**959**	**992**	**1024**	**1094**	**1132**	**1300**	**1300**
		Available Space	*88*	*0*	*(20)*	*(53)*	*(85)*	*106*	*68*	*(100)*	*(100)*
		Comments	Planning for Revitalization/Expansion			Revitalization/ Expansion in Progress		Rev/Ex Complete			
Ashburton ES		Program Capacity	652	652	652	652	881	881	881		
		Enrollment	**907**	**924**	**926**	**917**	**895**	**890**	**886**		
		Available Space	*(255)*	*(272)*	*(274)*	*(265)*	*(14)*	*(9)*	*(5)*		
		Comments		Planning for Addition			Addition Complete				
Farmland ES		Program Capacity	*729*	*729*	*729*	*729*	*729*	*729*	*729*		
		Enrollment	**688**	**734**	**762**	**755**	**744**	**747**	**745**		
		Available Space	*41*	*(5)*	*(33)*	*(26)*	*(15)*	*(18)*	*(16)*		
		Comments									
Garrett Park ES		Program Capacity	752	752	752	752	752	752	752		
		Enrollment	**800**	**844**	**874**	**902**	**904**	**902**	**880**		
		Available Space	*(48)*	*(92)*	*(122)*	*(150)*	*(152)*	*(150)*	*(128)*		
		Comments	See text								
Kensington–Parkwood ES		Program Capacity	472	472	472	746	746	746	746		
		Enrollment	**643**	**664**	**672**	**685**	**688**	**706**	**715**		
		Available Space	*(171)*	*(192)*	*(200)*	*61*	*58*	*40*	*31*		
		Comments				Addition Complete					
Luxmanor ES		Program Capacity	429	429	429	428	745	745	745		
		Enrollment	**429**	**442**	**457**	**472**	**500**	**512**	**542**		
		Available Space	*0*	*(13)*	*(28)*	*(44)*	*245*	*233*	*203*		
		Comments	Planning for Revitalization/ Expansion			@ Grosvenor	Rev/Ex Complete Jan. 2020				
Wyngate ES		Program Capacity	778	778	778	778	778	778	778		
		Enrollment	**755**	**737**	**733**	**740**	**726**	**726**	**745**		
		Available Space	*23*	*41*	*45*	*38*	*52*	*52*	*33*		
		Comments									
Cluster Information		HS Utilization	98%	99%	101%	106%	113%	118%	123%	128%	133%
		HS Enrollment	2290	2304	2356	2466	2649	2763	2865	3000	3100
		MS Utilization	104%	115%	119%	101%	103%	94%	95%	107%	103%
		MS Enrollment	1879	2072	2142	2192	2230	2288	2313	2600	2500
		ES Utilization	111%	114%	116%	109%	96%	97%	97%	104%	104%
		ES Enrollment	4222	4345	4424	4471	4457	4483	4513	4800	4800

Demographic Characteristics of Schools

Schools	2015–2016 Total Enrollment	Two or more races %	Black or Afr. Amer. %	Asian%	Hispanic %	White %	2014–2015 FARMS%*	ESOL%**	Mobility Rate%***
Walter Johnson HS	2290	5.9%	9.7%	11.0%	17.1%	55.9%	6.8%	≤ 5.0%	7.5%
North Bethesda MS	1028	6.3%	5.9%	11.9%	12.5%	63.1%	6.0%	≤ 5.0%	6.7%
Tilden MS	851	6.2%	7.4%	17.6%	19.3%	49.1%	12.3%	10.4%	9.9%
Ashburton ES	907	9.4%	14.8%	16.2%	13.9%	45.1%	12.7%	11.0%	11.5%
Farmland ES	688	5.2%	5.1%	33.1%	9.3%	46.9%	8.9%	24.6%	21.2%
Garrett Park ES	800	7.1%	13.1%	16.1%	20.0%	43.3%	17.2%	20.2%	15.0%
Kensington-Parkwood ES	643	8.4%	≤ 5.0%	5.3%	10.6%	70.9%	6.4%	5.8%	≤ 5.0%
Luxmanor ES	429	7.5%	11.0%	24.0%	18.4%	38.9%	15.5%	22.3%	12.7%
Wyngate ES	755	8.2%	≤ 5.0%	8.6%	10.7%	68.5%	≤ 5.0%	8.8%	5.8%
Elementary Cluster Total	**4222**	**7.7%**	**9.0%**	**16.7%**	**13.7%**	**52.5%**	**10.5%**	**14.8%**	**11.5%**
Elementary County Total	**75838**	**5.1%**	**21.3%**	**13.8%**	**31.2%**	**28.3%**	**39.6%**	**23.0%**	**13.9%**

**Percent of students approved for Free and Reduced-priced Meals Program (FARMS) during the 2014–2015 school year.*

***Percent of English for Speakers of Other Languages (ESOL) during the 2014–2015 school year. High School students are served in regional ESOL centers.*

****Mobility Rate is the number of entries plus withdrawals during the 2014–2015 school year compared to total enrollment.*
Notes: Native Hawaiian/Pacific Islander and American Indian/Alaskan Native categories total less than 1% and were therefore excluded from the table.

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

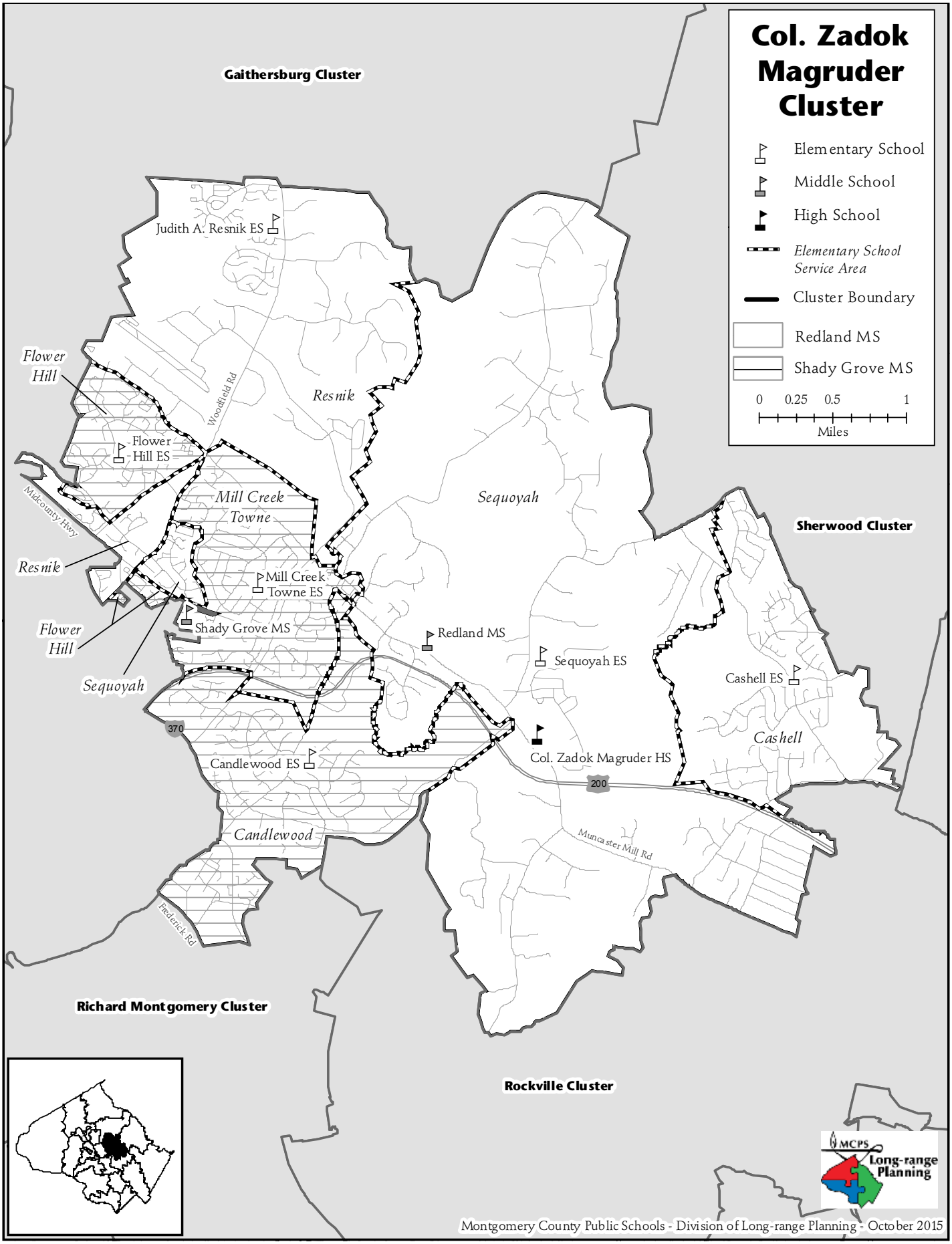
Program Capacity Table

(School Year 2015–2016)

Schools	Grades Served	Capacity (HS @90% MS@85%)	Total Rooms	Support Rooms	Regular Secondary @25	Regular Elementary @23	CSR Grades 1–2 @18	Pre–K @20	Pre–K @40	HS @20	CSR KIND @18	KIND @22	ESOL @15	METS @15	Special Education Services: School Based HSM @13	Cluster Based ELEM LAD @13	Quad Cluster Based ELC @10	LANG @12	LFI @10	SCB @6	County & Regional Based 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
Walter Johnson HS	9-12	2335	107		101								2						2			1					1						
North Bethesda MS	6-8	864	42		39								1														2						
Tilden MS	6-8	939	52		41								2						2			5											2
Ashburton ES	K-5	652	34	3		19						5				3														1	3		
Farmland ES	K-5	729	37	4		27						4							2														
Garrett Park ES	K-5	752	37	4		26						7																					
Kensington-Parkwood ES	K-5	472	27	5		15						4				3																	
Luxmanor ES	K-5	429	24	4		15						3								1										1			
Wyngate ES	K-5	778	38	4		30						4																					

Facility Characteristics of Schools 2015–2016

Schools	Year Facility Opened	Year Reopened/ Revitalized	Total Square Footage	Site Size Acres	Adjacent Park	Reloc-atable Classrooms	County Programs	Home School Model
Walter Johnson HS	1956	2009	365,138	30.9				
North Bethesda MS	1955	1999	130,461	19.99		3		
Tilden MS	1967	1991	135,150	29.8				
Ashburton ES	1957	1993	81,438	8.3		8		
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				


Col. Zadok Magruder Cluster
Elementary School
Middle School
High School
Elementary School Service Area
Cluster Boundary
Redland MS
Shady Grove MS
0 0.25 0.5 1
Miles
Gaithersburg Cluster
Judith A. Resnik ES
Flower Hill
Woodfield Rd
Resnik
Flower Hill ES
Mill Creek Towne
Sequoyah
Sherwood Cluster
Midcounty Hwy
Resnik
Mill Creek Towne ES
Shady Grove MS
Redland MS
Sequoyah ES
Cashell ES
Flower Hill
Sequoyah
370
Candlewood ES
Col. Zadok Magruder HS
Cashell
200
Muncaster Mill Rd
Candlewood
Frederick Rd
Richard Montgomery Cluster
Rockville Cluster
MCPS Long-range Planning
Montgomery County Public Schools - Division of Long-range Planning - October 2015

CLUSTER PLANNING ISSUES

Since 2007, elementary school enrollment in the Gaithersburg Cluster has increased by 600 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 was approved for the Gaithersburg Cluster to address enrollment growth in this area. The study was conducted during the 2014–2015 school year and included all the elementary schools in the cluster. Because of the challenges of enrollment growth, and absorption of large new residential developments, the interim superintendent determined it is inappropriate at this time to make a recommendation solely focused on the Gaithersburg Cluster. Instead, a roundtable discussion group (roundtable) is recommended, to be formed in spring 2016, to take a broader look at school enrollments, utilization levels and facility options at three adjacent clusters—Gaithersburg, Col. Zadok Magruder, and Thomas S. Wootton—to address enrollment growth and space and space deficits in the Gaithersburg Cluster more broadly. The interim superintendent's recommendation regarding the capacity study can be found at the following link: *http://gis.mcpsmd.org/cipmasterpdfs/Supp_C_TriClusterRoundtableGrpDiscussion.pdf*

SCHOOLS

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 planning period. A classroom addition project is scheduled for this school with a completion date of August 2020. An FY 2017 appropriation for planning funds is recommended to begin the architectural design for the classroom addition. 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
Judith A. Resnik ES	Classroom addition	Recommended	Aug. 2020

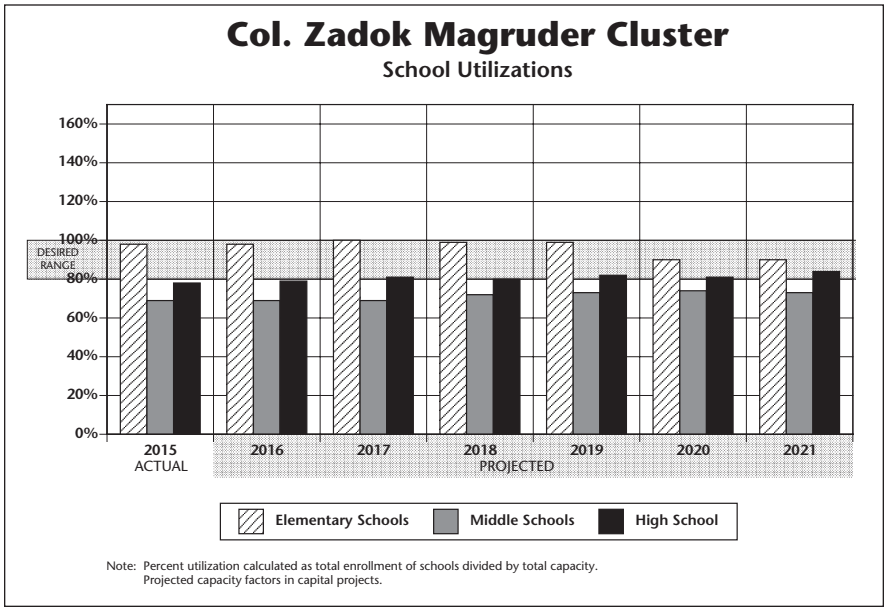
"Approved"—Project has an FY 2016 appropriation approved in the Amended FY 2015–2020 CIP.

"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 recommended for FY 2017 for a feasibility study.

"Recommended"—Project has an FY 2017 appropriation recommended for the FY 2017 Capital Budget.



Projected Enrollment and Space Availability

Effects of the Recommended FY2017–2022 CIP and Non–CIP Actions on Space Available

Schools			Actual 15–16	Projections 16–17	17–18	18–19	19–20	20–21	21–22	2025	2030
Col. Zadok Magruder HS		Program Capacity	1955	1941	1941	1941	1941	1941	1941	1941	1941
		Enrollment	**1517**	**1538**	**1570**	**1560**	**1592**	**1577**	**1622**	**1650**	**1600**
		Available Space	*438*	*403*	*371*	*381*	*349*	*364*	*319*	*291*	*341*
		Comments		+1 ED							
Redland MS		Program Capacity	*757*	*757*	*757*	*757*	*757*	*757*	*757*	*757*	*757*
		Enrollment	**551**	**540**	**539**	**593**	**638**	**633**	**628**	**700**	**650**
		Available Space	*206*	*216*	*218*	*164*	*118*	*124*	*128*	*57*	*107*
		Comments									
Shady Grove MS		Program Capacity	859	859	859	859	859	859	859	859	859
		Enrollment	**565**	**574**	**572**	**575**	**544**	**556**	**552**	**600**	**550**
		Available Space	*294*	*284*	*286*	*284*	*314*	*302*	*306*	*259*	*309*
		Comments									
Candlewood ES		Program Capacity	532	515	498	498	498	498	498		
		Enrollment	**356**	**352**	**357**	**349**	**352**	**353**	**351**		
		Available Space	*176*	*163*	*141*	*149*	*146*	*145*	*147*		
		Comments		+1 EXT	+1 EXT						
Cashell ES		Program Capacity	340	340	340	340	340	340	340		
		Enrollment	**369**	**365**	**379**	**375**	**363**	**364**	**358**		
		Available Space	*(29)*	*(25)*	*(39)*	*(35)*	*(23)*	*(24)*	*(18)*		
		Comments									
Flower Hill ES	CSR	Program Capacity	483	483	483	483	483	483	483		
		Enrollment	**492**	**459**	**465**	**461**	**462**	**456**	**450**		
		Available Space	*(9)*	*24*	*18*	*22*	*21*	*27*	*33*		
		Comments									
Mill Creek Towne ES	CSR	Program Capacity	336	336	336	336	336	336	336		
		Enrollment	**375**	**373**	**373**	**367**	**365**	**358**	**359**		
		Available Space	*(39)*	*(37)*	*(37)*	*(31)*	*(29)*	*(22)*	*(23)*		
		Comments									
Judith A. Resnik ES	CSR	Program Capacity	493	493	493	493	493	717	701		
		Enrollment	**645**	**656**	**647**	**645**	**626**	**637**	**627**		
		Available Space	*(152)*	*(163)*	*(154)*	*(152)*	*(133)*	*80*	*74*		
		Comments		Planning for Addition				Addition Complete +2 PEP	+2 PEP		
Sequoyah ES	CSR	Program Capacity	485	485	485	485	485	485	485		
		Enrollment	**391**	**398**	**416**	**421**	**432**	**443**	**464**		
		Available Space	*94*	*87*	*69*	*64*	*53*	*42*	*21*		
		Comments									
Cluster Information		HS Utilization	78%	79%	81%	80%	82%	81%	84%	85%	82%
		HS Enrollment	1517	1538	1570	1560	1592	1577	1622	1650	1600
		MS Utilization	69%	69%	69%	72%	73%	74%	73%	80%	74%
		MS Enrollment	1116	1114	1111	1168	1182	1189	1180	1300	1200
		ES Utilization	98%	98%	100%	99%	99%	91%	92%	95%	95%
		ES Enrollment	2628	2603	2637	2618	2600	2611	2609	2700	2700

Demographic Characteristics of Schools

Schools	2015–2016 Total Enrollment	Two or more races %	Black or Afr. Amer. %	Asian%	Hispanic %	White %	2014–2015 FARMS%*	ESOL%**	Mobility Rate%***
Col. Zadok Magruder HS	1517	≤ 5.0%	18.7%	14.4%	35.6%	26.6%	33.5%	6.1%	12.5%
Redland MS	551	≤ 5.0%	17.6%	11.3%	36.3%	30.7%	38.1%	9.4%	11.9%
Shady Grove MS	565	6.5%	20.2%	11.5%	35.9%	25.7%	41.0%	9.1%	10.1%
Candlewood ES	356	5.1%	13.8%	19.1%	21.3%	40.2%	21.9%	16.1%	16.1%
Cashell ES	369	8.4%	12.5%	9.5%	23.0%	46.6%	21.7%	11.0%	9.2%
Flower Hill ES	492	≤ 5.0%	30.9%	13.0%	43.9%	8.1%	63.0%	32.7%	22.2%
Mill Creek Towne ES	375	≤ 5.0%	13.1%	10.1%	44.3%	27.2%	48.5%	28.9%	13.3%
Judith A. Resnik ES	645	≤ 5.0%	33.0%	11.5%	38.8%	12.6%	55.9%	28.6%	17.1%
Sequoyah ES	391	≤ 5.0%	13.0%	11.5%	50.4%	21.5%	55.9%	33.0%	18.2%
Elementary Cluster Total	**2628**	**≤ 5.0%**	**21.3%**	**12.3%**	**37.7%**	**23.7%**	**47.5%**	**26.3%**	**16.5%**
Elementary County Total	**75838**	**5.1%**	**21.3%**	**13.8%**	**31.2%**	**28.3%**	**39.6%**	**23.0%**	**13.9%**

**Percent of students approved for Free and Reduced-priced Meals Program (FARMS) during the 2014–2015 school year.*

***Percent of English for Speakers of Other Languages (ESOL) during the 2014–2015 school year. High School students are served in regional ESOL centers.*

****Mobility Rate is the number of entries plus withdrawals during the 2014–2015 school year compared to total enrollment.*
Notes: Native Hawaiian/Pacific Islander and American Indian/Alaskan Native categories total less than 1% and were therefore excluded from the table.

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

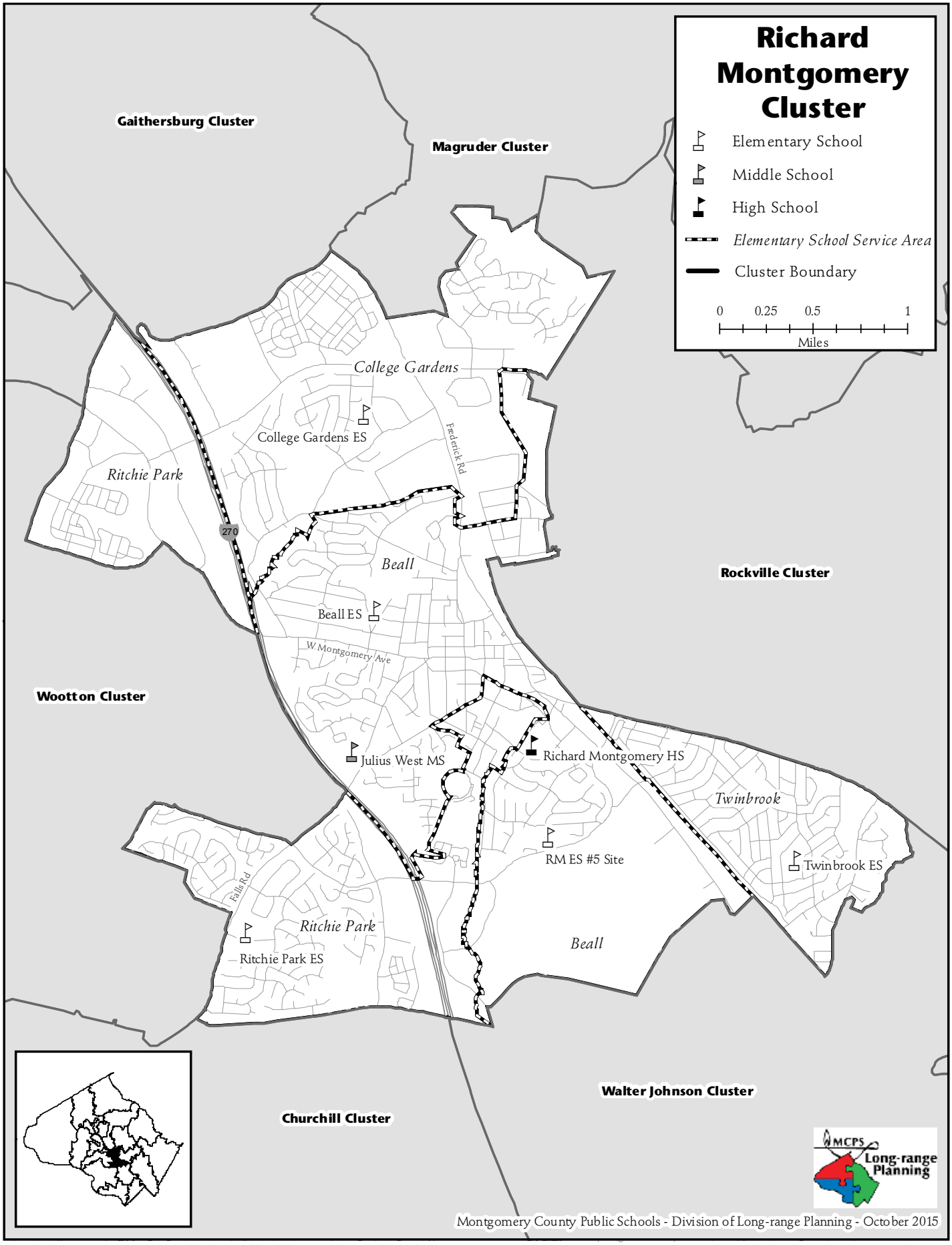
Program Capacity Table

(School Year 2015–2016)

Schools	Grades Served	Capacity (HS @90% MS@85%)	Total Rooms	Support Rooms	Regular Secondary @25	Regular Elementary @23	CSR Grades 1–2 @18	Pre–K @20	Pre–K @40	HS @20	CSR KIND @18	KIND @22	ESOL @15	METS @15	Special Education Services: School Based: HSM @13	Cluster Based: ELEM LAD @13	Quad Cluster Based: ELC @10	LANG @12	LFI @10	SCB @6	County & Regional Based: 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
Col. Zadok Magruder HS	9-12	1955	91		84								2									2			3							
Redland MS	6-8	757	36		35								1																			
Shady Grove MS	6-8	859	45		39								1												2							3
Candlewood ES	K-5	532	28	4		20						3														1						
Cashell ES	PreK-5	340	21	3		10		1				3								2									2				
Flower Hill ES	PreK-5	483	29	5		9	8		1		4														2							
Mill Creek Towne ES	HS-5	336	25	5		4	6	1			3						5	1														
Judith A. Resnik ES	PreK-5	493	31	5		5	13		1		5																	2				
Sequoyah ES	K-5	485	30	5		10	8				4					3																

Facility Characteristics of Schools 2015–2016

Schools	Year Facility Opened	Year Reopened/ Revitalized	Total Square Footage	Site Size Acres	Adjacent Park	Reloc-atable Classrooms	County Programs	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	2015	82,222	11.8				
Cashell ES	1969	2009	71,171	10.24		1		
Flower Hill ES	1985		58,770	10	Yes	3		
Mill Creek Towne ES	1966	2000	67,465	8.4		3		
Judith A. Resnik ES	1991		78,547	12.8		6		
Sequoyah ES	1990		72,582	10	Yes			



Montgomery County Public Schools - Division of Long-range Planning - October 2015

CLUSTER PLANNING ISSUE

Planning Issue: The City of Rockville is developing the Rockville Pike Plan with adoption anticipated in 2015. 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 at Veirs Mill Road at the north to Rollins Avenue in the south. Most of this area is in the Richard Montgomery Cluster. The plan will require the redevelopment of existing land uses and require significant roadway improvements. It is anticipated that the plan will take 20 to 30 years to build-out and the pace of construction will be market driven.

Student enrollment at elementary schools in the Richard Montgomery Cluster has increased over the past few years. The magnitude of enrollment growth in the cluster requires the opening of a new elementary school. A new elementary school is scheduled to open at the site of the former Hungerford Park Elementary School, located at 332 W. Edmonston Avenue in the City of Rockville. Julius West Middle School enrollment is projected to exceed capacity by almost 300 students by the end of the six-year CIP planning period. An addition project is scheduled for this school.

SCHOOLS

Richard Montgomery High School

Capital Project: Projections indicate enrollment at Richard Montgomery High School will exceed capacity by 200 seats or more by the end of the six-year planning period. An FY 2016 appropriation was approved for facility planning to determine the feasibility, scope, and cost for a classroom addition. A date for the addition will be considered in a future CIP. Relocatable classrooms will be utilized until additional capacity can be added.

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 was approved 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.

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 2018. An FY 2017 appropriation is recommended in the Rehabilitation and Renovation of Closed Schools (RROCS) Project to construct 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

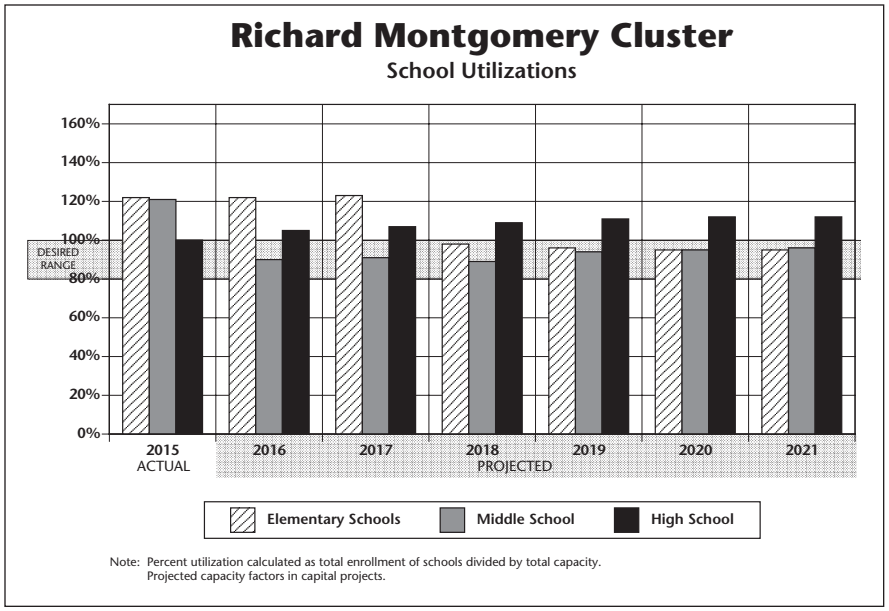
Capital Project: Projections indicate enrollment at College Garden Elementary School will exceed capacity by 92 seats or more throughout the six-year CIP planning period. Relocatable classrooms will be utilized until Richard Montgomery Cluster Elementary School #5 (Hungerford Park site) opens in August 2018. An FY 2017 appropriation is recommended in the Rehabilitation and Renovation of Closed Schools (RROCS) Project to construct 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 2018. An FY 2017 appropriation is recommended in the Rehabilitation and Renovation of Closed Schools (RROCS) Project to construct 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: A new school is scheduled to open in August 2018 to relieve projected overutilization in the Richard Montgomery Cluster. An FY 2017 appropriation is recommended in



the Rehabilitation and Renovation of Closed Schools (RROCS) Project to construct 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 approved by the County Council in the Amended FY 2015–2020 CIP with a completion date of January 2023. The Recommended FY 2017–2022 CIP maintains the current revitalization/expansion approved schedule. However, based on the Montgomery County Council Office of Legislative Oversight (OLO) study released in July 2015, regarding the revitalization/expansion program and the Facility Assessment with Criteria and Testing (FACT) methodology used to rank the schools, MCPS will reconvene the FACT Review Committee to update the FACT methodology and the revitalization/expansion program process. Pending the outcome of this review, the queue for the revitalization/expansion projects may change. (For more information see Appendix F.)

An FY 2017 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 this schedule, county and state funding must be provided at the levels recommended in this CIP and the outcome of the FACT Review Committee.

CAPITAL PROJECTS

School	Project	Project Status*	Date of Completion
Richard Montgomery HS	Classroom addition	Proposed	TBD
Julius West MS	Classroom addition	Approved	Aug. 2016
Richard Montgomery Cluster ES #5	New school	Recommended	Aug. 2018
Twinbrook ES	Revitalization/ expansion	Programmed	Jan. 2023

"Approved"—Project has an FY 2016 appropriation approved in the Amended FY 2015–2020 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 recommended for FY 2017 for a feasibility study.

"Recommended"—Project has an FY 2017 appropriation recommended for the FY 2017 Capital Budget.

Projected Enrollment and Space Availability

Effects of the Recommended FY2017–2022 CIP and Non–CIP Actions on Space Available

Schools			Actual 15–16	Projections 16–17	17–18	18–19	19–20	20–21	21–22	2025	2030
Richard Montgomery HS		Program Capacity	2236	2236	2236	2236	2236	2236	2236	2236	2236
		Enrollment	**2244**	**2339**	**2398**	**2443**	**2487**	**2514**	**2508**	**2600**	**2500**
		Available Space	*(8)*	*(102)*	*(162)*	*(206)*	*(250)*	*(278)*	*(272)*	*(364)*	*(264)*
		Comments	Facility Planning for Addition								
Julius West MS		Program Capacity	1054	1445	1445	1445	1445	1445	1445	1445	1445
		Enrollment	**1280**	**1306**	**1313**	**1289**	**1357**	**1371**	**1392**	**1450**	**1400**
		Available Space	*(226)*	*139*	*132*	*156*	*88*	*74*	*53*	*(5)*	*45*
		Comments		Addition Complete							
Beall ES		Program Capacity	638	638	638	638	638	638	638		
		Enrollment	**826**	**827**	**835**	**850**	**843**	**842**	**836**		
		Available Space	*(188)*	*(189)*	*(197)*	*(212)*	*(205)*	*(204)*	*(198)*		
		Comments									
College Gardens ES		Program Capacity	693	693	693	693	693	693	693		
		Enrollment	**889**	**896**	**888**	**877**	**850**	**843**	**837**		
		Available Space	*(196)*	*(203)*	*(195)*	*(184)*	*(157)*	*(150)*	*(144)*		
		Comments									
Richard Montgomery Cluster ES #5 (Hungerford Park)		Program Capacity				602	602	602	602		
		Enrollment				**0**	**0**	**0**	**0**		
		Available Space				*602*	*602*	*602*	*602*		
		Comments				Opens					
Ritchie Park ES		Program Capacity	388	388	388	388	388	388	388		
		Enrollment	**532**	**509**	**514**	**522**	**506**	**496**	**513**		
		Available Space	*(144)*	*(121)*	*(126)*	*(134)*	*(118)*	*(108)*	*(125)*		
		Comments									
Twinbrook ES	CSR	Program Capacity	563	563	563	563	563	563	563		
		Enrollment	**547**	**553**	**560**	**573**	**558**	**569**	**564**		
		Available Space	*16*	*10*	*3*	*(10)*	*5*	*(6)*	*(1)*		
		Comments		Facility Planning for Rev/Ex		Planning for Revitalization/ Expansion					
Cluster Information		HS Utilization	100%	105%	107%	109%	111%	112%	112%	116%	112%
		HS Enrollment	2244	2339	2398	2443	2487	2514	2508	2600	2500
		MS Utilization	121%	90%	91%	89%	94%	95%	96%	100%	97%
		MS Enrollment	1280	1306	1313	1289	1357	1371	1392	1450	1400
		ES Utilization	122%	122%	123%	98%	96%	95%	95%	97%	97%
		ES Enrollment	2794	2785	2797	2822	2757	2750	2750	2800	2800

Demographic Characteristics of Schools

Schools	2015–2016 Total Enrollment	Two or more races %	Black or Afr. Amer. %	Asian%	Hispanic %	White %	2014–2015 FARMS%*	ESOL%**	Mobility Rate%***
Richard Montgomery HS	2243	≤ 5.0%	15.3%	25.5%	23.5%	30.5%	20.2%	6.5%	10.2%
Julius West MS	1279	5.9%	14.1%	21.0%	25.3%	33.5%	29.6%	11.2%	13.5%
Beall ES	826	6.5%	13.8%	22.4%	21.2%	35.6%	26.2%	15.1%	11.6%
College Gardens ES	889	7.1%	18.4%	21.0%	15.2%	37.7%	15.1%	13.1%	12.4%
Ritchie Park ES	532	5.6%	9.0%	22.4%	18.8%	43.6%	19.2%	11.4%	12.5%
Twinbrook ES	547	≤ 5.0%	9.3%	13.0%	60.7%	13.2%	66.7%	46.1%	18.1%
Elementary Cluster Total	**2794**	**5.9%**	**13.5%**	**20.1%**	**26.6%**	**33.4%**	**29.1%**	**19.7%**	**13.3%**
Elementary County Total	**75838**	**5.1%**	**21.3%**	**13.8%**	**31.2%**	**28.3%**	**39.6%**	**23.0%**	**13.9%**

**Percent of students approved for Free and Reduced-priced Meals Program (FARMS) during the 2014–2015 school year.*

***Percent of English for Speakers of Other Languages (ESOL) during the 2014–2015 school year. High School students are served in regional ESOL centers.*

****Mobility Rate is the number of entries plus withdrawals during the 2014–2015 school year compared to total enrollment.*

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

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

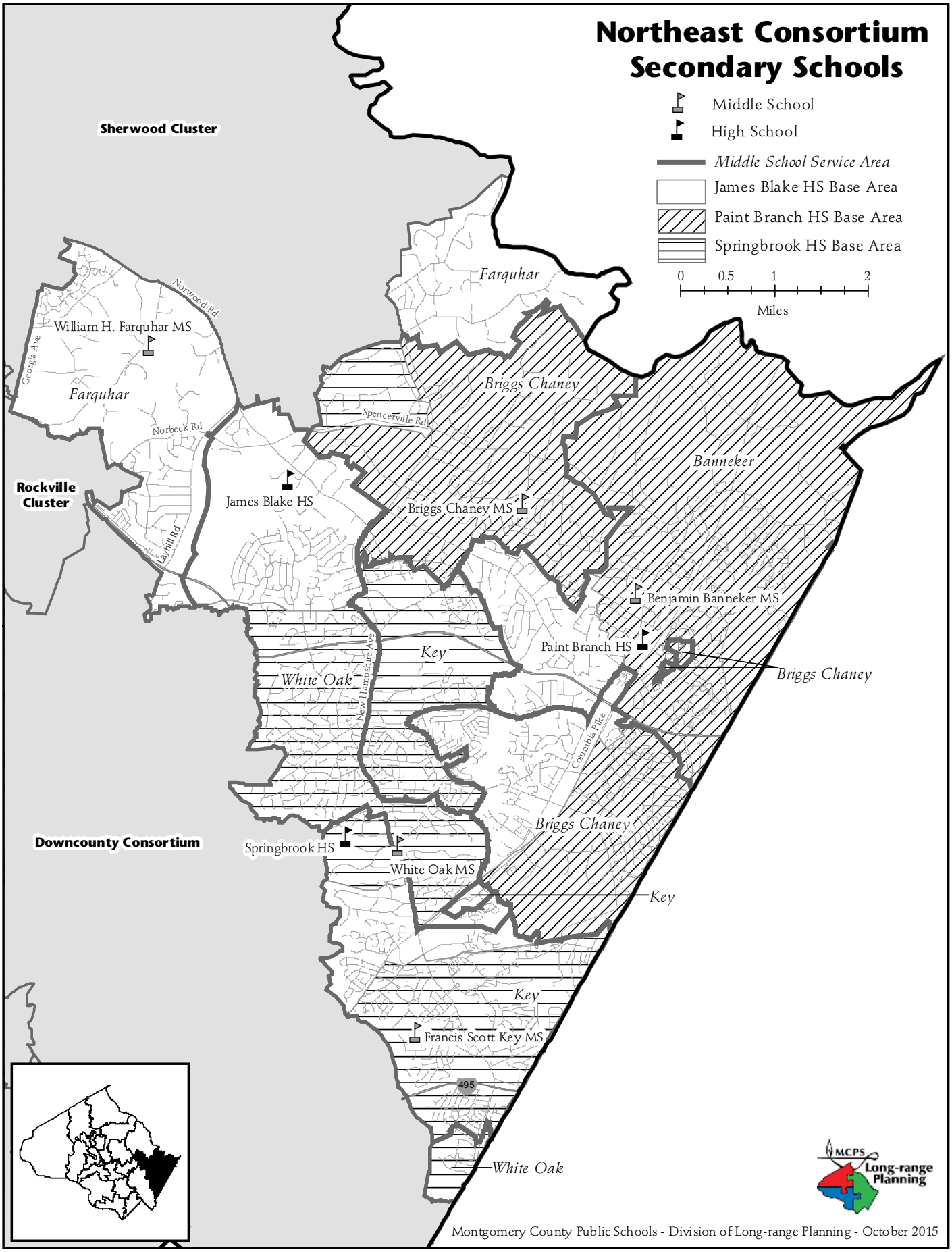
Program Capacity Table

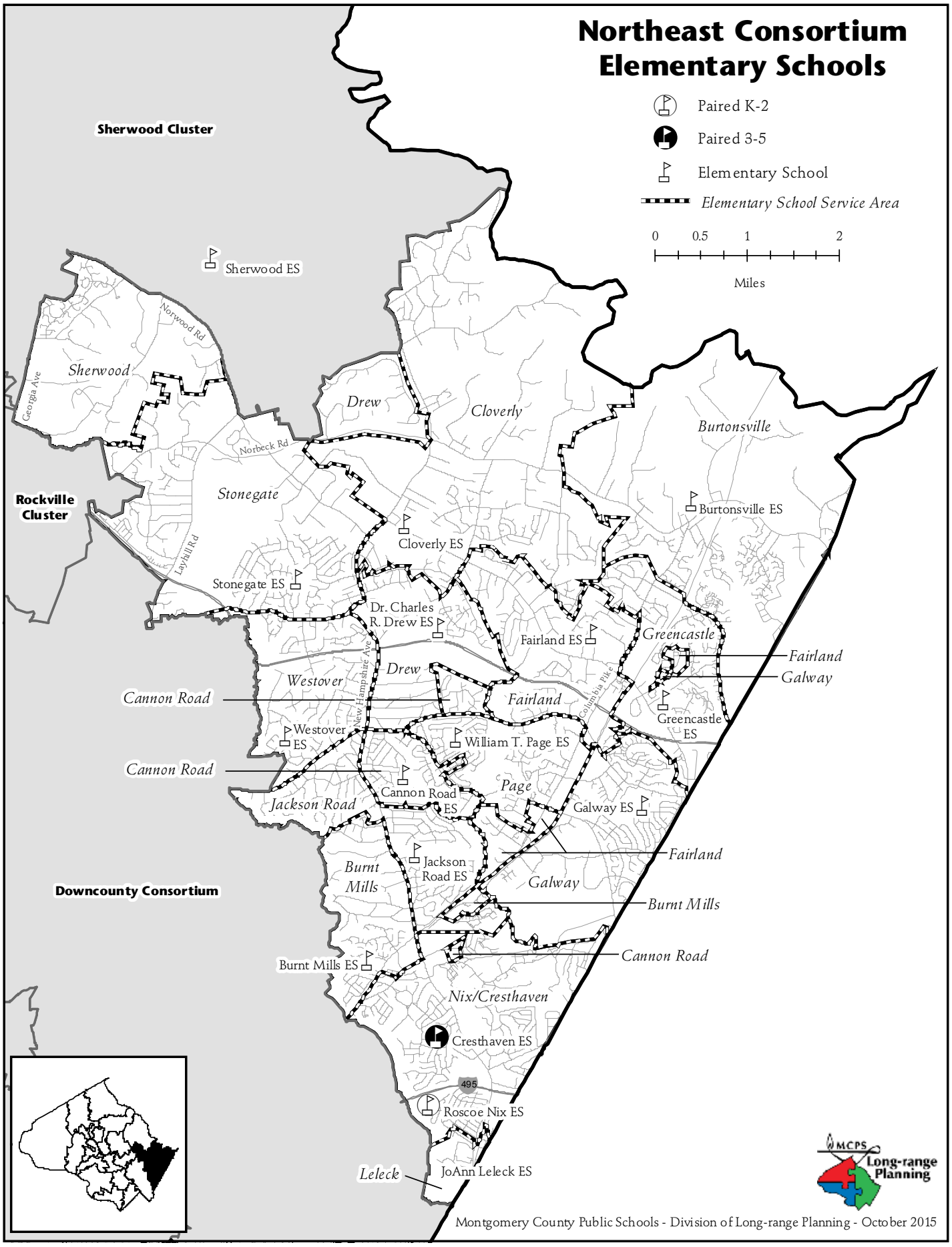
(School Year 2015–2016)

Schools	Grades Served	Capacity (HS @90% MS@85%)	Total Rooms	Support Rooms	Regular Secondary @25	Regular Elementary @23	CSR Grades 1–2 @18	Pre–K @20	Pre–K @40	HS @20	CSR KIND @18	KIND @22	ESOL @15	METS @15	Special Education Services: School Based HSM @13	Cluster Based ELEM LAD @13	Quad Cluster Based ELC @10	LANG @12	LFI @10	SCB @6	County & Regional Based 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
Richard Montgomery HS	9-12	2237	102		97								2												3							
Julius West MS	6-8	1054	52		47								2	1											2							
Beall ES	HS-5	638	33	4		19			1	1		5						2			1											
College Gardens ES	HS-5	693	36	4		23				1		6										2										
Ritchie Park ES	K-5	388	21	4		14						3																				
Twinbrook ES	HS-5	563	34	6		9	11		1	1	4					2																

Facility Characteristics of Schools 2015–2016

Schools	Year Facility Opened	Year Reopened/ Revitalized	Total Square Footage	Site Size Acres	Adjacent Park	Reloc-atable Classrooms	County Programs	Home School Model
Richard Montgomery HS	1942	2007	311,500	29.05				
Julius West MS	1961	1995	147,223	21.3		6		
Beall ES	1954	1991	79,477	8.4	Yes	8		
College Gardens ES	1967	2008	96,986	7.9	Yes	6		
Ritchie Park ES	1966	1997	58,500	9.2		6		
Twinbrook ES	1952	1986	79,818	10.5		2		


Northeast Consortium
Secondary Schools
Middle School
High School
Middle School Service Area
James Blake HS Base Area
Paint Branch HS Base Area
Springbrook HS Base Area
0 0.5 1 2
Miles
Sherwood Cluster
Rockville Cluster
Downcounty Consortium
William H. Farquhar MS
James Blake HS
Briggs Chaney MS
Benjamin Banneker MS
Paint Branch HS
Springbrook HS
White Oak MS
Francis Scott Key MS
Farquhar
Briggs Chaney
Banneker
Key
White Oak
Norwood Rd
Georgia Ave
Norbeck Rd
Layhill Rd
Spencerville Rd
New Hampshire Ave
Columbia Pike
495
MCPS
Long-range Planning
Montgomery County Public Schools - Division of Long-range Planning - October 2015


Northeast Consortium
Elementary Schools
Paired K-2
Paired 3-5
Elementary School
Elementary School Service Area
0 0.5 1 2
Miles
Sherwood Cluster
Rockville Cluster
Downcounty Consortium
Sherwood ES
Norwood Rd
Sherwood
Georgia Ave
Drew
Cloverly
Burtonsville
Norbeck Rd
Stonegate
Layhill Rd
Burtonsville ES
Cloverly ES
Stonegate ES
Dr. Charles R. Drew ES
Fairland ES
Greencastle
Fairland
Galway
Drew
Westover
New Hampshire Ave
Cannon Road
Fairland
Columbia Pike
Greencastle ES
Westover ES
William T. Page ES
Cannon Road
Page
Cannon Road ES
Jackson Road
Galway ES
Fairland
Burnt Mills
Jackson Road ES
Galway
Burnt Mills
Cannon Road
Burnt Mills ES
Nix/Cresthaven
Cresthaven ES
495
Roscoe Nix ES
Leleck
JoAnn Leleck ES
MCPS
Long-range Planning
Montgomery County Public Schools - Division of Long-range Planning - October 2015

CONSORTIUM PLANNING ISSUES

The Northeast Consortium provides a program delivery model for the three high schools in the northeast area of the county. Students living in this area of the county are able to choose 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.

Planning Issue: The 2014 adopted White Oak Science Gateway Master Plan provides for up to 8,570 mostly multi-family residential units. The plan will require the redevelopment of many existing land uses. 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.

SCHOOLS

Paint Branch High School

Capital Project: Projections indicate enrollment at Paint Branch High School will exceed capacity by 200 seats or more by the end of the six-year planning period. An FY 2017 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.

William H. Farquhar Middle School

Capital Project: A revitalization/expansion project is scheduled for this school with a completion date of August 2016. An FY 2015 appropriation was approved to construct the project on an adjacent property.

Burnt Mills Elementary School

Capital Project: Projections indicate enrollment at Burnt Mills Elementary School will exceed capacity by 89 seats or more by the end of the six-year planning 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 project schedule, but outside of the six-year CIP planning period. However, due to fiscal constraints in the county and because enrollment did not exceed capacity by more than 150 seats by the end of the six-year CIP planning period when the FY 2015–2020 CIP was prepared in fall 2013, no funds were included in the CIP for a classroom addition. Because the school has a revitalization/expansion project planned, the additional capacity needed to address the capacity will be added as part of the revitalization/expansion project.

Capital Project: A revitalization/expansion project was approved by the County Council in the Amended FY 2015–2020 CIP with a completion date of January 2023. The Recommended FY 2017–2022 CIP maintains the current revitalization/expansion approved schedule. However, based on the Montgomery County Council Office of Legislative Oversight (OLO) study released in July 2015, regarding the revitalization/expansion program and the Facility Assessment with Criteria and Testing (FACT) methodology used to rank the schools, MCPS will reconvene the FACT Review Committee to update the FACT methodology and the revitalization/expansion program process. Pending the outcome of this review, the queue for the revitalization/expansion projects may change. (For more information see Appendix F.)

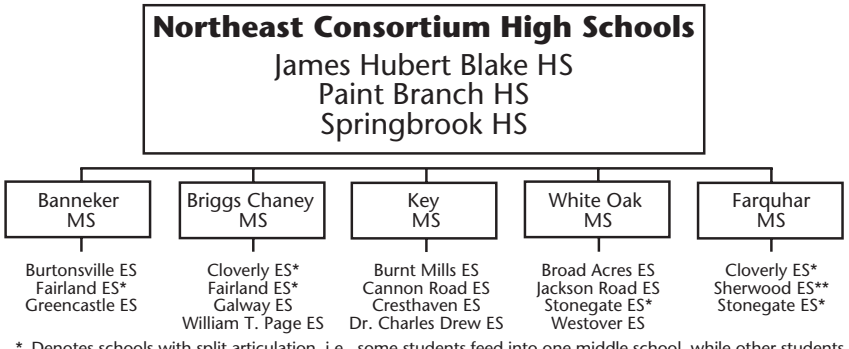
An FY 2017 appropriation is recommended for facility planning for a feasibility study to determine the scope and cost of the project. In order for this project to be completed on this schedule, county and state funding must be provided at the levels recommended in this CIP and the outcome of the FACT Review Committee.

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 planning period. A classroom addition project is scheduled for this school with a completion date of August 2020. An FY 2017 appropriation for planning funds is recommended to begin the architectural design for this project. In order for this project to remain on schedule,

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.

county and state funding must be provided at the levels recommended in this CIP.

Greencastle Elementary School

Capital Project: Projections indicate enrollment at Greencastle Elementary School will exceed capacity by 92 seats or more by the end of the six-year planning period. An FY 2017 appropriation is recommended for planning funds to begin the architectural design for a classroom addition. The recommended completion date is August 2020. Relocatable classrooms will be utilized until additional capacity can be added. In order for this project to remain on schedule, county and state funding must be provided at the levels recommended in this CIP.

JoAnn Leleck Elementary School at Broad Acres

Capital Project: Previous projections indicated enrollment at JoAnn Leleck Elementary School at Broad Acres would exceed capacity by 92 seats or more by the end of the six-year planning period. Therefore an FY 2014 appropriation was approved for facility planning to determine the feasibility, scope, and cost for a classroom addition. With the revised capacity calculation for class-size reduction schools, the current enrollment projections indicate that the enrollment will only exceed capacity by 62 seats by the end of the six-year planning period. Given that the space deficit does not meet the minimum threshold of 92 seats or more for consideration of an addition project, no funds are recommended in this CIP for a an addition project. If the enrollment trends grow in the future, 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 approved by the County Council in the Amended FY 2015–2020 CIP with a completion date of August 2021. The Recommended FY 2017–2022 CIP maintains the current revitalization/expansion approved schedule. However, based on the Montgomery County Council Office of Legislative Oversight (OLO) study released in July 2015, regarding the revitalization/expansion program and the Facility Assessment with Criteria and Testing (FACT) methodology used to rank the schools, MCPS will reconvene the FACT Review Committee to update the FACT methodology and the revitalization/expansion program process. Pending the outcome of this review, the queue for the revitalization/expansion projects may change. (For more information see Appendix F.)

An FY 2015 appropriation was approved 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 this schedule, county and state funding must be provided at the levels recommended in this CIP and the outcome of the FACT Review Committee must maintain the project on the present queue position.

CAPITAL PROJECTS

School	Project	Project Status*	Date of Completion
Paint Branch HS	Classroom addition	Proposed	TBD
Farquhar MS	Revitalization/ expansion	Approved	Aug. 2016
JoAnn Leleck ES at Broad Acres	Classroom addition	Deferred	TBD
Burnt Mills ES	Revitalization/ expansion	Programmed	Aug. 2023
Burtonsville ES	Classroom addition	Recommended	Aug. 2020
Greencastle ES	Classroom addition	Recommended	Aug. 2020
Stonegate ES	Revitalization/ expansion	Proposed	Aug. 2021

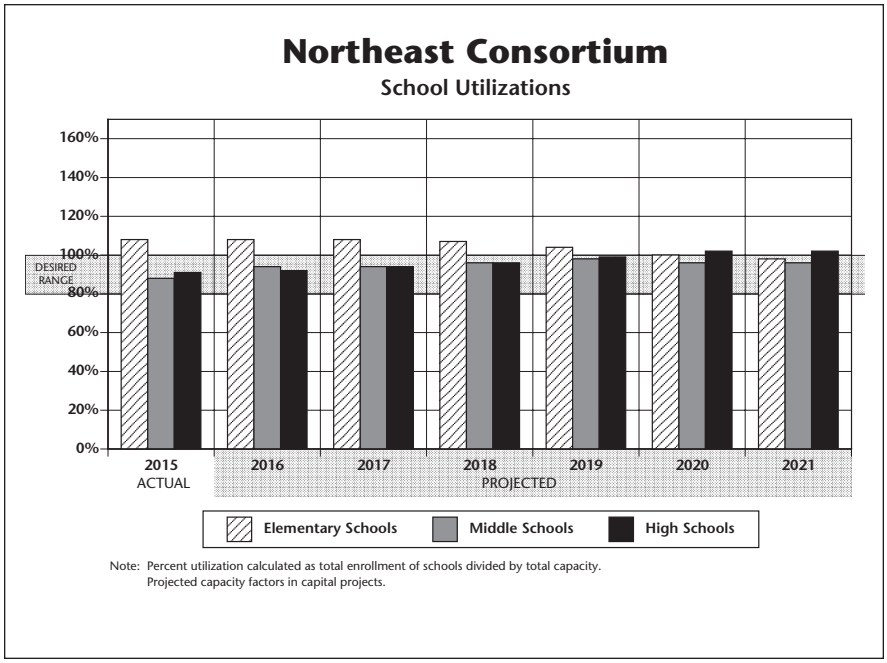
"Approved"—Project has an FY 2016 appropriation approved in the Amended FY 2015–2020 CIP.

"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 recommended for FY 2017 for a feasibility study.

"Recommended"—Project has an FY 2017 appropriation recommended for the FY 2017 Capital Budget.



Projected Enrollment and Space Availability

Effects of the Recommended FY2017–2022 CIP and Non–CIP Actions on Space Available

Schools			Actual 15–16	Projections 16–17	17–18	18–19	19–20	20–21	21–22	2025	2030
James Hubert Blake HS		Program Capacity	1734	1734	1734	1734	1734	1734	1734	1734	1734
		Enrollment	**1581**	**1624**	**1662**	**1722**	**1755**	**1802**	**1806**	**1900**	**1800**
		Available Space	*153*	*110*	*72*	*12*	*(21)*	*(68)*	*(72)*	*(166)*	*(66)*
		Comments									
Paint Branch HS		Program Capacity	2025	2025	2025	2025	2025	2025	2025	2025	2025
		Enrollment	**2001**	**1991**	**2038**	**2087**	**2183**	**2261**	**2248**	**2400**	**2300**
		Available Space	*24*	*34*	*(13)*	*(62)*	*(158)*	*(236)*	*(223)*	*(375)*	*(275)*
		Comments		Facility Planning for Addition							
Springbrook HS		Program Capacity	2162	2162	2162	2162	2162	2162	2162	2162	2162
		Enrollment	**1793**	**1831**	**1854**	**1892**	**1915**	**1970**	**1991**	**2100**	**2000**
		Available Space	*369*	*331*	*308*	*270*	*247*	*192*	*171*	*62*	*162*
		Comments									
Benjamin Banneker MS		Program Capacity	803	803	803	803	803	803	803	803	803
		Enrollment	**863**	**864**	**839**	**917**	**938**	**811**	**777**	**850**	**800**
		Available Space	*(60)*	*(61)*	*(36)*	*(114)*	*(135)*	*(8)*	*26*	*(47)*	*3*
		Comments									
Briggs Chaney MS		Program Capacity	*969*	*969*	*969*	*969*	*969*	*969*	*969*	*969*	*969*
		Enrollment	**869**	**930**	**891**	**914**	**933**	**950**	**973**	**1000**	**950**
		Available Space	*100*	*39*	*78*	*55*	*36*	*19*	*(4)*	*(31)*	*19*
		Comments									
William H. Farquhar MS		Program Capacity	906	*752*	*752*	*752*	*752*	*752*	*752*	*752*	*752*
		Enrollment	**595**	**611**	**596**	**594**	**576**	**569**	**545**	**600**	**550**
		Available Space	*311*	*141*	*156*	*158*	*176*	*183*	*207*	*152*	*202*
		Comments	Rev/Ex in Progress	Rev/Ex Complete							
Francis Scott Key MS		Program Capacity	961	961	961	961	961	961	961	961	961
		Enrollment	**979**	**961**	**982**	**986**	**1042**	**1052**	**1068**	**1150**	**1000**
		Available Space	*(18)*	*0*	*(22)*	*(26)*	*(82)*	*(92)*	*(108)*	*(189)*	*(39)*
		Comments									
White Oak MS		Program Capacity	962	962	962	962	962	962	962	962	962
		Enrollment	**761**	**796**	**859**	**857**	**870**	**879**	**895**	**950**	**900**
		Available Space	*201*	*166*	*103*	*105*	*92*	*83*	*67*	*12*	*62*
		Comments									

Schools			Actual 15–16	Projections 16–17	17–18	18–19	19–20	20–21	21–22	2025	2030
Burnt Mills ES	CSR	Program Capacity	425	425	425	425	425	425	425		
		Enrollment	**534**	**536**	**544**	**546**	**539**	**516**	**514**		
		Available Space	*(109)*	*(111)*	*(119)*	*(121)*	*(114)*	*(91)*	*(89)*		
		Comments	See text								
Burtonsville ES	CSR	Program Capacity	485	485	485	485	485	736	736		
		Enrollment	**613**	**608**	**610**	**617**	**621**	**644**	**657**		
		Available Space	*(128)*	*(123)*	*(125)*	*(132)*	*(136)*	*92*	*79*		
		Comments		Planning for Addition				Addition Complete			
Cannon Road ES	CSR	Program Capacity	521	521	521	521	521	521	521		
		Enrollment	**434**	**444**	**447**	**456**	**457**	**460**	**458**		
		Available Space	*87*	*77*	*74*	*65*	*64*	*61*	*63*		
		Comments									
Cloverly ES		Program Capacity	454	454	454	454	454	454	454		
		Enrollment	**466**	**474**	**480**	**478**	**468**	**459**	**453**		
		Available Space	*(12)*	*(20)*	*(26)*	*(24)*	*(14)*	*(5)*	*1*		
		Comments									
Cresthaven ES Grades (3-5) Paired With Roscoe R. Nix ES	CSR	Program Capacity	467	467	467	467	467	467	467		
		Enrollment	**510**	**547**	**519**	**519**	**505**	**502**	**491**		
		Available Space	*(43)*	*(80)*	*(52)*	*(52)*	*(38)*	*(35)*	*(24)*		
		Comments									
Dr. Charles R. Drew ES	CSR	Program Capacity	461	461	461	461	461	461	461		
		Enrollment	**489**	**489**	**498**	**495**	**490**	**493**	**484**		
		Available Space	*(28)*	*(28)*	*(37)*	*(34)*	*(29)*	*(32)*	*(23)*		
		Comments									
Fairland ES	CSR	Program Capacity	640	640	640	640	640	640	640		
		Enrollment	**644**	**632**	**633**	**614**	**584**	**579**	**580**		
		Available Space	*(4)*	*8*	*7*	*26*	*56*	*61*	*60*		
		Comments									
Galway ES	CSR	Program Capacity	*777*	*777*	*777*	*777*	*777*	*777*	*777*		
		Enrollment	**808**	**838**	**845**	**840**	**812**	**814**	**790**		
		Available Space	*(31)*	*(61)*	*(68)*	*(63)*	*(35)*	*(37)*	*(13)*		
		Comments									
Greencastle ES	CSR	Program Capacity	604	604	604	604	604	747	747		
		Enrollment	**766**	**781**	**772**	**755**	**736**	**740**	**738**		
		Available Space	*(162)*	*(177)*	*(168)*	*(151)*	*(132)*	*7*	*9*		
		Comments		Planning for Addition				Addition Complete			
Jackson Road ES	CSR	Program Capacity	709	709	709	709	709	709	709		
		Enrollment	**693**	**690**	**690**	**715**	**706**	**697**	**692**		
		Available Space	*16*	*19*	*19*	*(6)*	*3*	*12*	*17*		
		Comments									

Schools			Actual 15–16	Projections 16–17	17–18	18–19	19–20	20–21	21–22	2025	2030
JoAnn Leleck ES at Broad Acres	CSR	Program Capacity	715	715	715	715	715	715	715		
		Enrollment	**824**	**832**	**814**	**800**	**797**	**778**	**777**		
		Available Space	*(109)*	*(117)*	*(99)*	*(85)*	*(82)*	*(63)*	*(62)*		
		Comments	See text								
Roscoe R. Nix ES Grades (preK-2) Paired with Cresthaven ES	CSR	Program Capacity	521	521	521	521	521	521	521		
		Enrollment	**541**	**530**	**529**	**516**	**514**	**514**	**513**		
		Available Space	*(20)*	*(9)*	*(8)*	*5*	*7*	*7*	*8*		
		Comments									
William T. Page ES	CSR	Program Capacity	389	389	389	389	389	389	389		
		Enrollment	**421**	**396**	**388**	**387**	**398**	**393**	**391**		
		Available Space	*(32)*	*(7)*	*1*	*2*	*(9)*	*(4)*	*(2)*		
		Comments									
Sherwood ES		Program Capacity	564	564	564	564	564	564	564		
		Enrollment	**514**	**511**	**497**	**474**	**473**	**462**	**468**		
		Available Space	*50*	*53*	*67*	*90*	*91*	*102*	*96*		
		Comments									
Stonegate ES		Program Capacity	395	395	395	395	395	395	508		
		Enrollment	**494**	**483**	**473**	**463**	**456**	**443**	**440**		
		Available Space	*(99)*	*(88)*	*(78)*	*(68)*	*(61)*	*(48)*	*68*		
		Comments			Planning for Revitalization/ Expansion		Move to Fairland	@ Fairland	Rev/Ex Complete		
Westover ES		Program Capacity	293	293	293	293	293	293	293		
		Enrollment	**306**	**333**	**327**	**333**	**343**	**342**	**340**		
		Available Space	*(13)*	*(40)*	*(34)*	*(40)*	*(50)*	*(49)*	*(47)*		
		Comments									
Cluster Information		HS Utilization	91%	92%	94%	96%	99%	102%	102%	108%	103%
		HS Enrollment	5375	5446	5554	5701	5853	6033	6045	6400	6100
		MS Utilization	88%	94%	94%	96%	98%	96%	96%	102%	94%
		MS Enrollment	4067	4162	4167	4268	4359	4261	4258	4550	4200
		ES Utilization	108%	108%	108%	107%	106%	100%	98%	99%	99%
		ES Enrollment	9057	9124	9066	9008	8899	8836	8786	8800	8800

Demographic Characteristics of Schools

	2015–2016						2014–2015		
Schools	Total Enrollment	Two or more races %	Black or Afr. Amer. %	Asian%	Hispanic %	White %	FARMS%*	ESOL%**	Mobility Rate%***
James Blake HS	1581	≤ 5.0%	41.6%	9.2%	22.9%	21.5%	32.9%	≤ 5.0%	11.2%
Paint Branch HS	2001	≤ 5.0%	55.6%	14.1%	17.2%	9.2%	35.6%	≤ 5.0%	11.4%
Springbrook HS	1793	≤ 5.0%	41.8%	11.2%	35.1%	8.1%	44.7%	10.2%	9.2%
Benjamin Banneker MS	863	≤ 5.0%	62.3%	12.1%	16.1%	5.6%	51.6%	≤ 5.0%	14.6%
Briggs Chaney MS	869	≤ 5.0%	53.0%	14.3%	19.8%	8.3%	45.9%	9.0%	12.1%
William H. Farquhar MS	595	5.9%	18.2%	13.3%	14.3%	48.4%	11.8%	≤ 5.0%	6.1%
Francis Scott Key MS	979	≤ 5.0%	42.9%	10.2%	40.7%	≤ 5.0%	62.6%	13.3%	14.2%
White Oak MS	761	≤ 5.0%	31.4%	10.8%	46.0%	9.5%	56.8%	16.8%	16.4%
Burnt Mills ES	534	≤ 5.0%	63.3%	≤ 5.0%	22.1%	7.3%	67.1%	24.9%	23.2%
Burtonsville ES	613	≤ 5.0%	61.8%	14.2%	14.8%	5.5%	52.3%	13.5%	12.6%
Cannon Road ES	434	≤ 5.0%	39.9%	8.8%	44.2%	≤ 5.0%	65.7%	14.1%	15.0%
Cloverly ES	466	8.6%	22.7%	17.8%	20.8%	29.8%	16.5%	11.7%	14.1%
Cresthaven ES	510	≤ 5.0%	35.7%	13.9%	45.7%	≤ 5.0%	72.0%	23.1%	12.5%
Dr. Charles R. Drew ES	489	6.5%	44.8%	18.0%	20.9%	9.6%	50.9%	17.8%	14.9%
Fairland ES	644	≤ 5.0%	56.5%	8.1%	24.7%	7.8%	55.1%	18.3%	20.1%
Galway ES	808	≤ 5.0%	58.0%	10.0%	23.8%	≤ 5.0%	58.3%	26.9%	19.1%
Greencastle ES	766	≤ 5.0%	69.2%	7.3%	19.3%	≤ 5.0%	63.6%	15.1%	24.7%
Jackson Road ES	693	≤ 5.0%	53.2%	9.1%	31.9%	≤ 5.0%	74.1%	30.3%	22.7%
JoAnn Leleck ES	824	≤ 5.0%	13.3%	≤ 5.0%	82.2%	≤ 5.0%	94.7%	67.2%	21.1%
Roscoe R. Nix ES	541	≤ 5.0%	38.4%	5.9%	48.8%	≤ 5.0%	74.3%	43.1%	21.4%
William T. Page ES	421	≤ 5.0%	54.6%	16.9%	20.7%	5.9%	54.1%	23.9%	11.2%
Sherwood ES	514	≤ 5.0%	18.3%	13.4%	13.6%	50.2%	16.6%	7.2%	9.8%
Stonegate ES	494	9.1%	33.2%	15.4%	17.0%	24.9%	21.3%	8.1%	9.6%
Westover ES	306	≤ 5.0%	38.6%	15.4%	18.6%	22.9%	23.4%	14.8%	9.2%
Elementary Cluster Total	**9057**	**≤ 5.0%**	**44.7%**	**10.6%**	**30.8%**	**10.1%**	**56.8%**	**24.0%**	**17.3%**
Elementary County Total	**75838**	**5.1%**	**21.3%**	**13.8%**	**31.2%**	**28.3%**	**39.6%**	**23.0%**	**13.9%**

**Percent of students approved for Free and Reduced-priced Meals Program (FARMS) during the 2014–2015 school year.*

***Percent of English for Speakers of Other Languages (ESOL) during the 2014–2015 school year. High School students are served in regional ESOL centers.*

****Mobility Rate is the number of entries plus withdrawals during the 2014–2015 school year compared to total enrollment.*
Notes: Native Hawaiian/Pacific Islander and American Indian/Alaskan Native categories total less than 1% and were therefore excluded from the table.

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

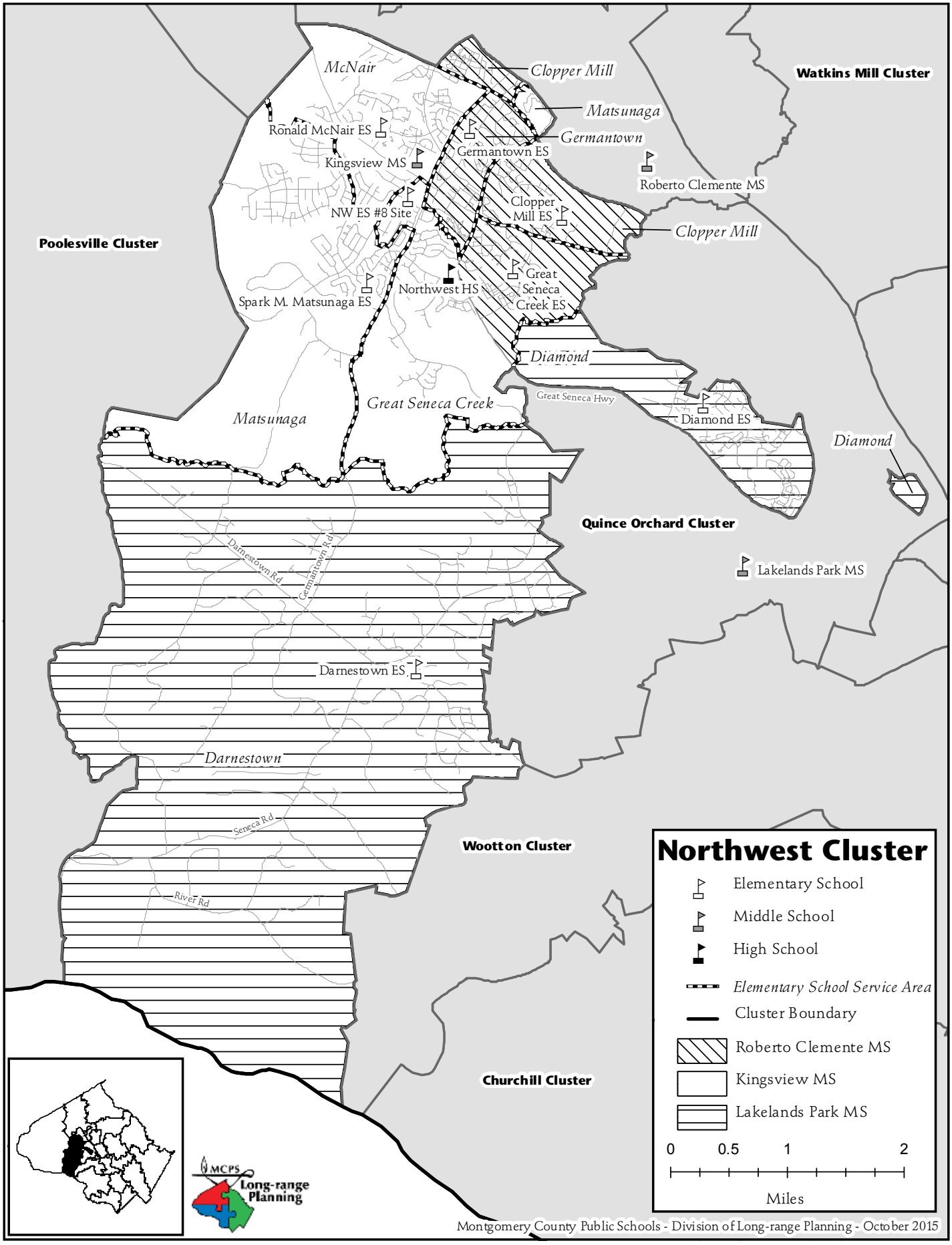
Program Capacity Table

(School Year 2015–2016)

Schools	Grades Served	Capacity (HS @90% MS@85%)	Total Rooms	Support Rooms	Regular Secondary @25	Regular Elementary @23	CSR Grades 1–2 @18	Pre–K @20	Pre–K @40	HS @20	CSR KIND @18	KIND @22	ESOL @15	METS @15	Special Education Services: School Based: HSM @13	Cluster Based: ELEM LAD @13	Quad Cluster Based: ELC @10	LANG @12	LFI @10	SCB @6	County & Regional Based: 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
James Blake HS	9-12	1734	79		76								1							2												
Paint Branch HS	9-12	2025	94		87								1						3						3							
Springbrook HS	9-12	2162	101		93								3						2	2												1
Benjamin Banneker MS	6-8	803	40		36								1						3													
Briggs Chaney MS	6-8	969	46		45								1																			
William H. Farquhar MS	6-8	906	44		42														1	1												
Francis Scott Key MS	6-8	961	46		44								2																			
White Oak MS	6-8	962	49		43								2	1						2												1
Burnt Mills ES	PreK-5	425	24	3		6	8		1		5				1																	
Burtonsville ES	K-5	485	29	4		7	12				6																					
Cannon Road ES	K-5	521	32	4		11	8				4					2		1			2												
Cloverly ES	K-5	454	27	4		14						3										3								1	2		
Cresthaven ES	3-5	467	27	4		18									1		4															
Dr. Charles R. Drew ES	PreK-5	461	29	4		9	5	1	1		3					2				4													
Fairland ES	HS-5	640	38	4		12	11	1		1	5														3				1				
Galway ES	PreK-5	777	45	6		17	11		1		6						4															
Greencastle ES	PreK-5	604	35	5		5	14		2		6				1																2		
Jackson Road ES	PreK-5	709	40	5		15	11		1		4																		1	1	2		
JoAnn Leleck ES	HS-5	715	40	6		12	12		2	1	6			1																			
Roscoe R. Nix ES	PreK-2	521	34	4			16		1		9				1							3											
William T. Page ES	PreK-5	389	24	4		6	7		1		4				1																	1
Sherwood ES	K-5	564	31	3		19						3			1					1		2								1	1		
Stonegate ES	K-5	395	23	4		13						3							3														
Westover ES	K-5	293	19	3		9						2						2				3											

Facility Characteristics of Schools 2015–2016

Schools	Year Facility Opened	Year Reopened/ Revitalized	Total Square Footage	Site Size Acres	Adjacent Park	Reloc-atable Classrooms	County Programs	Home School Model
James Blake HS	1998		297,125	91.09				
Paint Branch HS	1969	2012	347,169	45.98				
Springbrook HS	1960	1994	305,006	25.13	Yes			
Benjamin Banneker MS	1974		117,035	20				
Briggs Chaney MS	1991		115,000	29.4				
William H. Farquhar MS	1968		116,300	20				
Francis Scott Key MS	1966	2009	147,424	20.6				
White Oak MS	1962	1993	140,990	17.3				
Burnt Mills ES	1964	1990	57,318	15.1		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	2		Yes
Greencastle ES	1988		78,275	18.9		6	LTL	Yes
Jackson Road ES	1959	1995	91,465	8.8				
JoAnn Leleck ES	1952	1974	88,922	6.2	Yes	8	SBHC	Yes
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		2		


McNair
Clopper Mill
Watkins Mill Cluster
Matsunaga
Ronald McNair ES
Germantown
Germantown ES
Kingsview MS
Roberto Clemente MS
Clopper Mill ES
NW ES #8 Site
Clopper Mill
Poolesville Cluster
Great Seneca Creek ES
Northwest HS
Spark M. Matsunaga ES
Diamond
Great Seneca Hwy
Great Seneca Creek
Matsunaga
Diamond ES
Diamond
Quince Orchard Cluster
Darnestown Rd
Germantown Rd
Lakelands Park MS
Darnestown ES
Darnestown
Seneca Rd
Wootton Cluster
River Rd
Churchill Cluster
Northwest Cluster
Elementary School
Middle School
High School
Elementary School Service Area
Cluster Boundary
Roberto Clemente MS
Kingsview MS
Lakelands Park MS
0
0.5
1
2
Miles
MCPS
Long-range Planning
Montgomery County Public Schools - Division of Long-range Planning - October 2015

SCHOOLS

Northwest High School

Planning Issue: Projections indicate enrollment at Northwest High School will exceed capacity by nearly 400 students by the end of the six year CIP planning period. Enrollment also is projected to exceed capacity at Clarksburg High School by over 500 students. The Seneca Valley High School service area is adjacent to the Clarksburg and Northwest high school service areas. A revitalization/expansion project of Seneca Valley High School, scheduled for completion in August 2019, will be designed and constructed with a capacity for 2400 students. The enrollment at Seneca Valley High School is projected to be 1392 students by the end of the six-year planning period. With a capacity of 2400 seats, there will be approximately 1000 seats available to accommodate students from Clarksburg and Northwest high schools when the project is complete.

Clopper Mill Elementary School

Capital Project: Projections indicate enrollment at Clopper Mill Elementary School will exceed capacity throughout the six-year planning period. Relocatable classrooms will be utilized until Northwest #8 opens. The Northwest Cluster elementary school space deficit has dropped from previous years. Based on a deficit evaluation of schools with proposed addition projects and recognizing the challenge to fund all the projects, the Northwest Elementary School ES #8 is recommended for a one year delay from August 2018 to August 2019. FY 2018 expenditures are programmed 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.

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 planning period. A classroom addition project is scheduled for this school with a completion date of August 2018. An FY 2017 appropriation is recommended to construct the classroom addition. 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 planning period. Relocatable classrooms will be utilized until Northwest #8 opens. The Northwest Cluster elementary school space deficit has dropped from previous years. Based on a deficit evaluation of schools with proposed addition projects and recognizing the challenge to fund all the projects, the Northwest Elementary School ES #8 is recommended for a one year delay from August 2018 to August 2019. FY 2018 expenditures are programmed 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.

Northwest Cluster Articulation*

Northwest High School

Roberto Clemente MS	Kingsview MS	Lakelands Park MS
Clopper Mill ES	Ronald McNair ES	Darnestown ES
Germantown ES	Spark M. Matsunaga ES	Diamond ES** (North of Great Seneca Highway)
Great Seneca Creek ES**	Great Seneca Creek ES**	

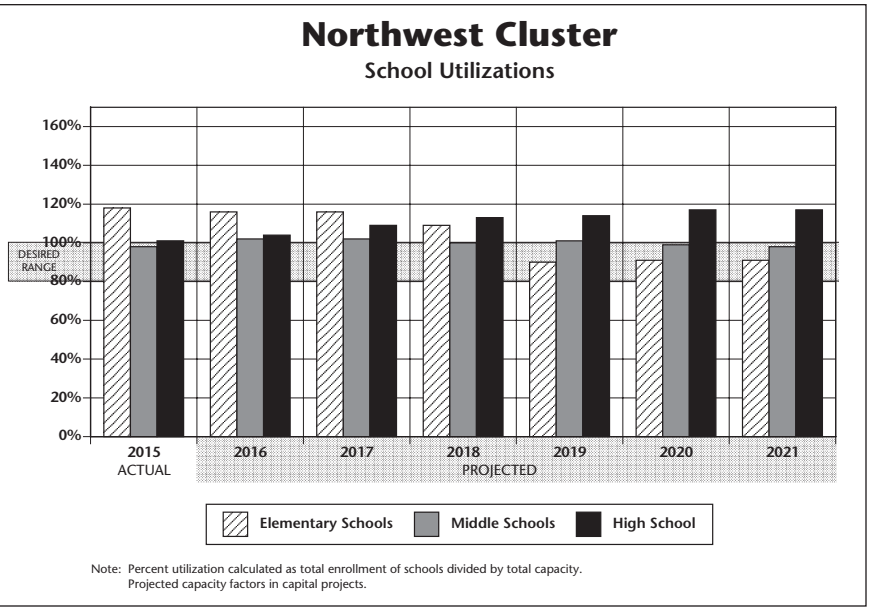
* "Cluster" is defined as the collection of elementary schools that articulate to the same high school.

* 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.



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

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 planning period. Relocatable classrooms will be utilized until Northwest #8 opens. The Northwest Cluster elementary school space deficit has dropped from previous years. Based on a deficit evaluation of schools with proposed addition projects and recognizing the challenge to fund all the projects, the Northwest Elementary School ES #8 is recommended for a one year delay from August 2018 to August 2019. FY 2018 expenditures are programmed 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.

Northwest Elementary School #8

Capital Project: Projections indicate enrollment at several elementary schools in the Northwest Cluster will exceed capacity throughout the six-year planning period. Relocatable classrooms will be utilized at these schools until Northwest #8 opens. The Northwest Cluster elementary school space deficit has dropped from previous years. Based on a deficit evaluation of schools with proposed addition projects and recognizing the challenge to fund all the projects, the Northwest Elementary School ES #8 is recommended for a one year delay from August 2018 to August 2019. FY 2018 expenditures are programmed 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.

CAPITAL PROJECTS

School	Project	Project Status*	Date of Completion
Diamond ES	Classroom addition	Recommended	Aug. 2018
Northwest ES #8	New school	Recommended	Aug. 2019 (delayed)

"Approved"—Project has an FY 2016 appropriation approved in the Amended FY 2015–2020 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 recommended for FY 2017 for a feasibility study.

"Recommended"—Project has an FY 2017 appropriation recommended for the FY 2017 Capital Budget.

Projected Enrollment and Space Availability

Effects of the Recommended FY2017–2022 CIP and Non–CIP Actions on Space Available

Schools			Actual 15–16	Projections 16–17	17–18	18–19	19–20	20–21	21–22	2025	2030
Northwest HS		Program Capacity	2241	2241	2241	2241	2241	2241	2241	2241	2241
		Enrollment	***2260***	***2340***	***2448***	***2537***	***2558***	***2624***	***2618***	**2800**	**2700**
		Available Space	*(19)*	*(99)*	*(207)*	*(296)*	*(317)*	*(383)*	*(377)*	*(559)*	*(459)*
		Comments	See text								
Roberto Clemente MS		Program Capacity	1231	1231	1231	1231	1231	1231	1231	1231	1231
		Enrollment	**1275**	**1345**	**1329**	**1286**	**1286**	**1278**	**1292**	**1300**	**1200**
		Available Space	*(44)*	*(114)*	*(98)*	*(55)*	*(55)*	*(47)*	*(61)*	*(69)*	*31*
		Comments									
Kingsview MS		Program Capacity	1041	1041	1041	1041	1041	1041	1041	1041	1041
		Enrollment	**1034**	**1058**	**1051**	**1032**	**1018**	**956**	**917**	**950**	**900**
		Available Space	*7*	*(17)*	*(10)*	*9*	*23*	*85*	*124*	*91*	*141*
		Comments									
Lakelands Park MS		Program Capacity	1138	1138	1138	1138	1138	1138	1138	1138	1138
		Enrollment	**1049**	**1070**	**1073**	**1101**	**1131**	**1156**	**1131**	**1250**	**1200**
		Available Space	*89*	*68*	*65*	*37*	*7*	*(18)*	*7*	*(112)*	*(62)*
		Comments									
Clopper Mill ES	CSR	Program Capacity	437	437	437	437	437	437	437		
		Enrollment	**488**	**503**	**511**	**510**	**522**	**522**	**534**		
		Available Space	*(51)*	*(66)*	*(74)*	*(73)*	*(85)*	*(85)*	*(97)*		
		Comments									
Darnestown ES		Program Capacity	471	471	471	471	471	471	471		
		Enrollment	**287**	**275**	**278**	**288**	**298**	**304**	**311**		
		Available Space	*184*	*196*	*193*	*183*	*173*	*167*	*160*		
		Comments									
Diamond ES		Program Capacity	463	463	463	670	670	670	670		
		Enrollment	**665**	**675**	**687**	**680**	**661**	**672**	**657**		
		Available Space	*(202)*	*(212)*	*(224)*	*(10)*	*9*	*(2)*	*13*		
		Comments				Addition Complete					
Germantown ES		Program Capacity	329	329	329	329	329	329	329		
		Enrollment	**318**	**338**	**339**	**347**	**344**	**340**	**345**		
		Available Space	*11*	*(9)*	*(10)*	*(18)*	*(15)*	*(11)*	*(16)*		
		Comments									
Great Seneca Creek ES	CSR	Program Capacity	551	551	551	551	551	551	551		
		Enrollment	**699**	**647**	**625**	**618**	**611**	**614**	**617**		
		Available Space	*(148)*	*(96)*	*(74)*	*(67)*	*(60)*	*(63)*	*(66)*		
		Comments									
Spark M. Matsunaga ES		Program Capacity	653	653	653	653	653	653	653		
		Enrollment	**857**	**841**	**824**	**794**	**775**	**794**	**800**		
		Available Space	*(204)*	*(188)*	*(171)*	*(141)*	*(122)*	*(141)*	*(147)*		
		Comments									
Ronald McNair ES		Program Capacity	623	623	623	623	623	623	623		
		Enrollment	**840**	**828**	**818**	**821**	**808**	**807**	**805**		
		Available Space	*(217)*	*(205)*	*(195)*	*(198)*	*(185)*	*(184)*	*(182)*		
		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	101%	104%	109%	113%	114%	117%	117%	125%	120%
		HS Enrollment	2260	2340	2448	2537	2558	2624	2618	2800	2700
		MS Utilization	98%	102%	101%	100%	101%	99%	98%	103%	97%
		MS Enrollment	3358	3473	3453	3419	3435	3390	3340	3500	3300
		ES Utilization	118%	116%	116%	109%	90%	91%	91%	92%	92%
		ES Enrollment	4154	4107	4082	4058	4019	4053	4069	4100	4100

Demographic Characteristics of Schools

Schools	2015–2016 Total Enrollment	Two or more races %	Black or Afr. Amer. %	Asian%	Hispanic %	White %	2014–2015 FARMS%*	ESOL%**	Mobility Rate%***
Northwest HS	2260	5.1%	28.1%	18.0%	19.9%	28.8%	27.6%	≤ 5.0%	10.2%
Roberto Clemente MS	1275	5.4%	25.0%	25.9%	28.2%	15.2%	33.2%	≤ 5.0%	10.8%
Kingsview MS	1034	5.3%	21.2%	27.5%	13.8%	32.1%	17.0%	≤ 5.0%	5.6%
Lakelands Park MS	1049	≤ 5.0%	13.4%	15.1%	18.3%	48.6%	22.0%	5.4%	11.1%
Clopper Mill ES	487	≤ 5.0%	36.3%	6.2%	45.2%	8.4%	69.7%	25.8%	24.2%
Darnestown ES	287	5.6%	≤ 5.0%	9.4%	6.3%	73.9%	≤ 5.0%	≤ 5.0%	5.5%
Diamond ES	665	≤ 5.0%	9.6%	44.5%	12.3%	28.9%	9.0%	17.3%	19.4%
Germantown ES	318	≤ 5.0%	32.4%	18.6%	24.5%	19.5%	31.3%	12.7%	17.1%
Great Seneca Creek ES	699	5.3%	29.8%	12.3%	26.2%	26.2%	38.1%	11.9%	12.2%
Spark M. Matsunaga ES	857	5.7%	19.3%	36.4%	13.7%	24.9%	18.3%	10.5%	7.2%
Ronald McNair ES	840	6.2%	22.5%	30.1%	16.3%	24.6%	26.3%	17.7%	10.7%
Elementary Cluster Total	**4153**	**5.2%**	**22.2%**	**25.6%**	**20.1%**	**26.7%**	**27.4%**	**14.4%**	**13.1%**
Elementary County Total	**75838**	**5.1%**	**21.3%**	**13.8%**	**31.2%**	**28.3%**	**39.6%**	**23.0%**	**13.9%**

**Percent of students approved for Free and Reduced-priced Meals Program (FARMS) during the 2014–2015 school year.*

***Percent of English for Speakers of Other Languages (ESOL) during the 2014–2015 school year. High School students are served in regional ESOL centers.*

****Mobility Rate is the number of entries plus withdrawals during the 2014–2015 school year compared to total enrollment.*

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

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

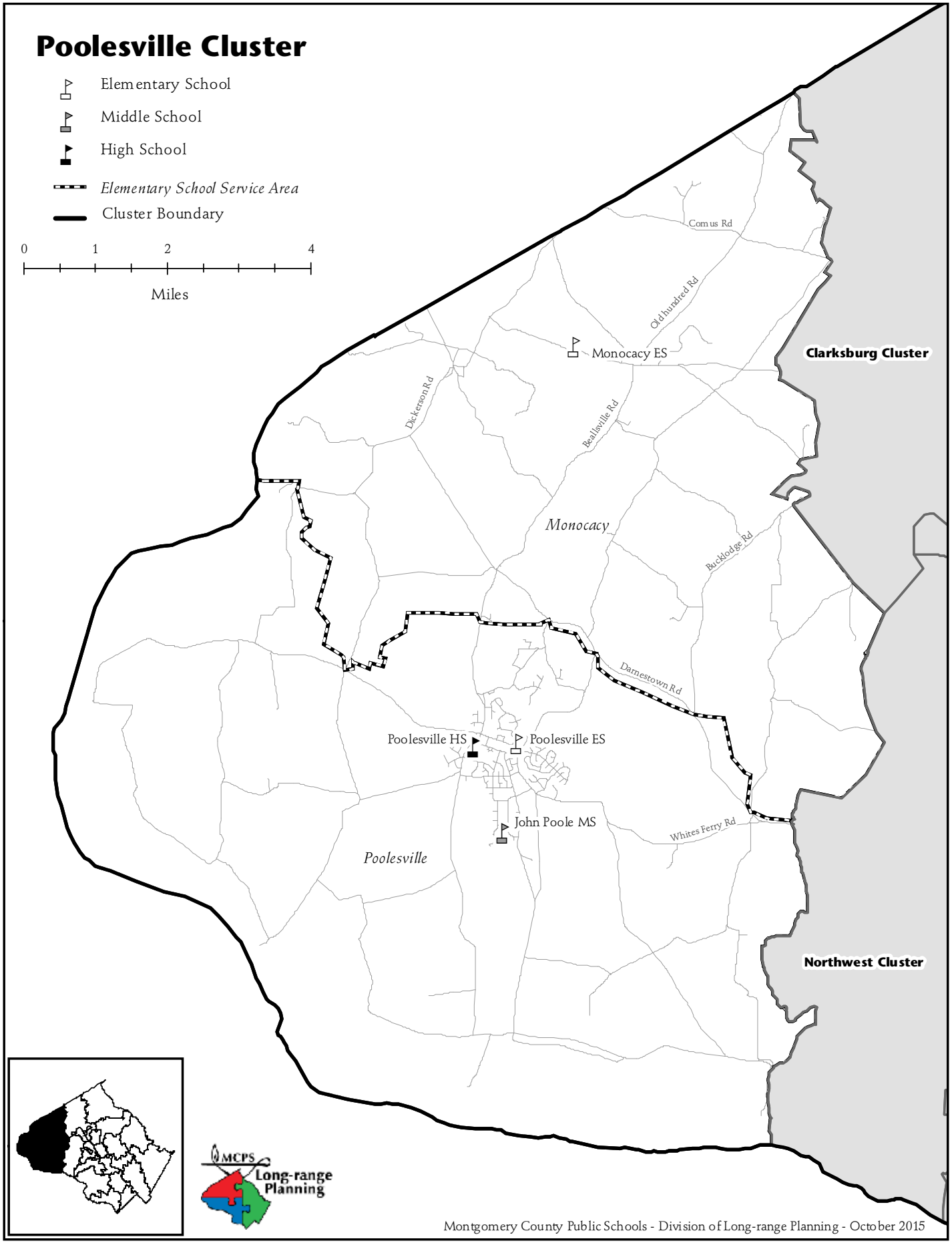
Program Capacity Table

(School Year 2015–2016)

Schools	Grades Served	Capacity (HS @90% MS@85%)	Total Rooms	Support Rooms	Regular Secondary @25	Regular Elementary @23	CSR Grades 1–2 @18	Pre–K @20	Pre–K @40	HS @20	CSR KIND @18	KIND @22	ESOL @15	METS @15	Special Education Services: School Based: HSM @13	Cluster Based: ELEM LAD @13	Quad Cluster Based: ELC @10	LANG @12	LFI @10	SCB @6	County & Regional Based: 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
Northwest HS	9-12	2241	102		98																				4							
Roberto Clemente MS	6-8	1231	60		56								1						2								1						
Kingsview MS	6-8	1041	49		49																												
Lakelands Park MS	6-8	1138	57		52								1							2						2							
Clopper Mill ES	HS-5	437	28	4		4	9	1	1	1	4				1							3											
Darnestown ES	K-5	471	25	4		18						2			1																		
Diamond ES	K-5	463	28	4		14						5			1							3											1
Germantown ES	K-5	329	22	4		10						2			1					3									1		1		
Great Seneca Creek ES	K-5	551	34	4		8	12				6				1										3							
Spark M. Matsunaga ES	K-5	653	34	4		24						4			1																		1
Ronald McNair ES	PreK-5	623	32	5		20			1			5			1																		

Facility Characteristics of Schools 2015–2016

Schools	Year Facility Opened	Year Reopened/ Revitalized	Total Square Footage	Site Size Acres	Adjacent Park	Reloc-atable Classrooms	County Programs	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	5		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
0
1
2
4
Miles
Comus Rd
Old Hundred Rd
Monocacy ES
Clarksburg Cluster
Dickerson Rd
Beallsville Rd
Monocacy
Bucklodge Rd
Darnestown Rd
Poolesville HS
Poolesville ES
John Poole MS
Whites Ferry Rd
Poolesville
Northwest Cluster
MCPS
Long-range Planning
Montgomery County Public Schools - Division of Long-range Planning - October 2015

SCHOOLS

Poolesville High School

Capital Project: A revitalization/expansion project is scheduled for this school with a completion date of August 2023. An FY 2017 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 this schedule, county and state funding must be provided at levels recommended in this CIP.

CAPITAL PROJECTS

School	Project	Project Status*	Date of Completion
Poolesville HS	Revitalization/ expansion	Recommended	Aug. 2023, building Aug. 2024, site

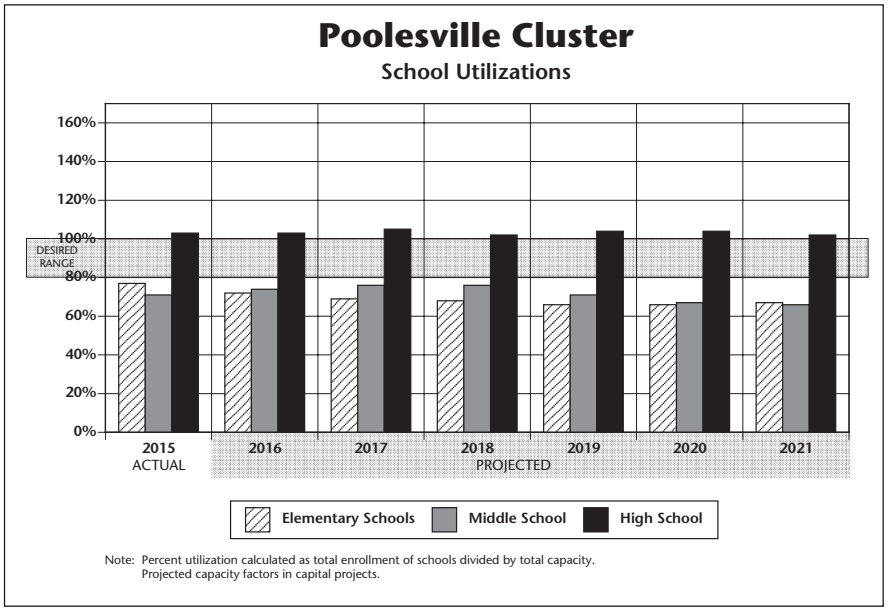
"Approved"—Project has an FY 2016 appropriation approved in the Amended FY 2015–2020 CIP.

"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 recommended for FY 2017 for a feasibility study.

"Recommended"—Project has an FY 2017 appropriation recommended for the FY 2017 Capital Budget.



Projected Enrollment and Space Availability

Effects of the Recommended FY2017–2022 CIP and Non–CIP Actions on Space Available

Schools			Actual 15–16	Projections 16–17	17–18	18–19	19–20	20–21	21–22	2025	2030
Poolesville HS		Program Capacity	1170	1170	1170	1170	1170	1170	1170	1170	1170
		Enrollment	**1206**	**1210**	**1224**	**1198**	**1211**	**1211**	**1195**	**1250**	**1200**
		Available Space	*(36)*	*(40)*	*(54)*	*(28)*	*(41)*	*(41)*	*(25)*	*(80)*	*(30)*
		Comments		Facility Planning for Rev/Ex		Planning for Revitalization/ Expansion					
John Poole MS		Program Capacity	468	468	468	468	468	468	468	468	468
		Enrollment	**332**	**348**	**358**	**355**	**330**	**312**	**307**	**350**	**300**
		Available Space	*136*	*120*	*110*	*112*	*138*	*156*	*160*	*118*	*168*
		Comments									
Monocacy ES		Program Capacity	219	219	219	219	219	219	219		
		Enrollment	**167**	**167**	**162**	**158**	**159**	**160**	**155**		
		Available Space	*52*	*52*	*57*	*61*	*60*	*59*	*64*		
		Comments									
Poolesville ES		Program Capacity	539	539	539	539	539	539	539		
		Enrollment	**417**	**382**	**364**	**355**	**343**	**342**	**351**		
		Available Space	*122*	*157*	*175*	*184*	*196*	*197*	*188*		
		Comments									
Cluster Information		HS Utilization	103%	103%	105%	102%	104%	104%	102%	107%	103%
		HS Enrollment	1206	1210	1224	1198	1211	1211	1195	1250	1200
		MS Utilization	71%	74%	76%	76%	71%	67%	66%	75%	64%
		MS Enrollment	332	348	358	355	330	312	307	350	300
		ES Utilization	77%	72%	69%	68%	66%	66%	67%	73%	73%
		ES Enrollment	584	549	526	513	502	502	506	550	550

Demographic Characteristics of Schools

Schools	2015–2016 Total Enrollment	Two or more races %	Black or Afr. Amer. %	Asian%	Hispanic %	White %	2014–2015 FARMS%*	ESOL%**	Mobility Rate%***
Poolesville HS	1206	6.3%	5.1%	28.5%	8.0%	51.7%	6.8%	≤ 5.0%	≤ 5.0%
John Poole MS	332	≤ 5.0%	≤ 5.0%	≤ 5.0%	10.8%	75.0%	14.1%	≤ 5.0%	≤ 5.0%
Monocacy ES	167	6.0%	7.8%	≤ 5.0%	11.4%	71.9%	16.1%	≤ 5.0%	≤ 5.0%
Poolesville ES	417	≤ 5.0%	≤ 5.0%	5.3%	10.3%	74.8%	12.7%	≤ 5.0%	7.9%
Elementary Cluster Total	**584**	**5.3%**	**≤ 5.0%**	**≤ 5.0%**	**10.6%**	**74.0%**	**13.6%**	**≤ 5.0%**	**6.8%**
Elementary County Total	**75838**	**5.1%**	**21.3%**	**13.8%**	**31.2%**	**28.3%**	**39.6%**	**23.0%**	**13.9%**

**Percent of students approved for Free and Reduced-priced Meals Program (FARMS) during the 2014–2015 school year.*

***Percent of English for Speakers of Other Languages (ESOL) during the 2014–2015 school year. High School students are served in regional ESOL centers.*

****Mobility Rate is the number of entries plus withdrawals during the 2014–2015 school year compared to total enrollment.*
Notes: Native Hawaiian/Pacific Islander and American Indian/Alaskan Native categories total less than 1% and were therefore excluded from the table.

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

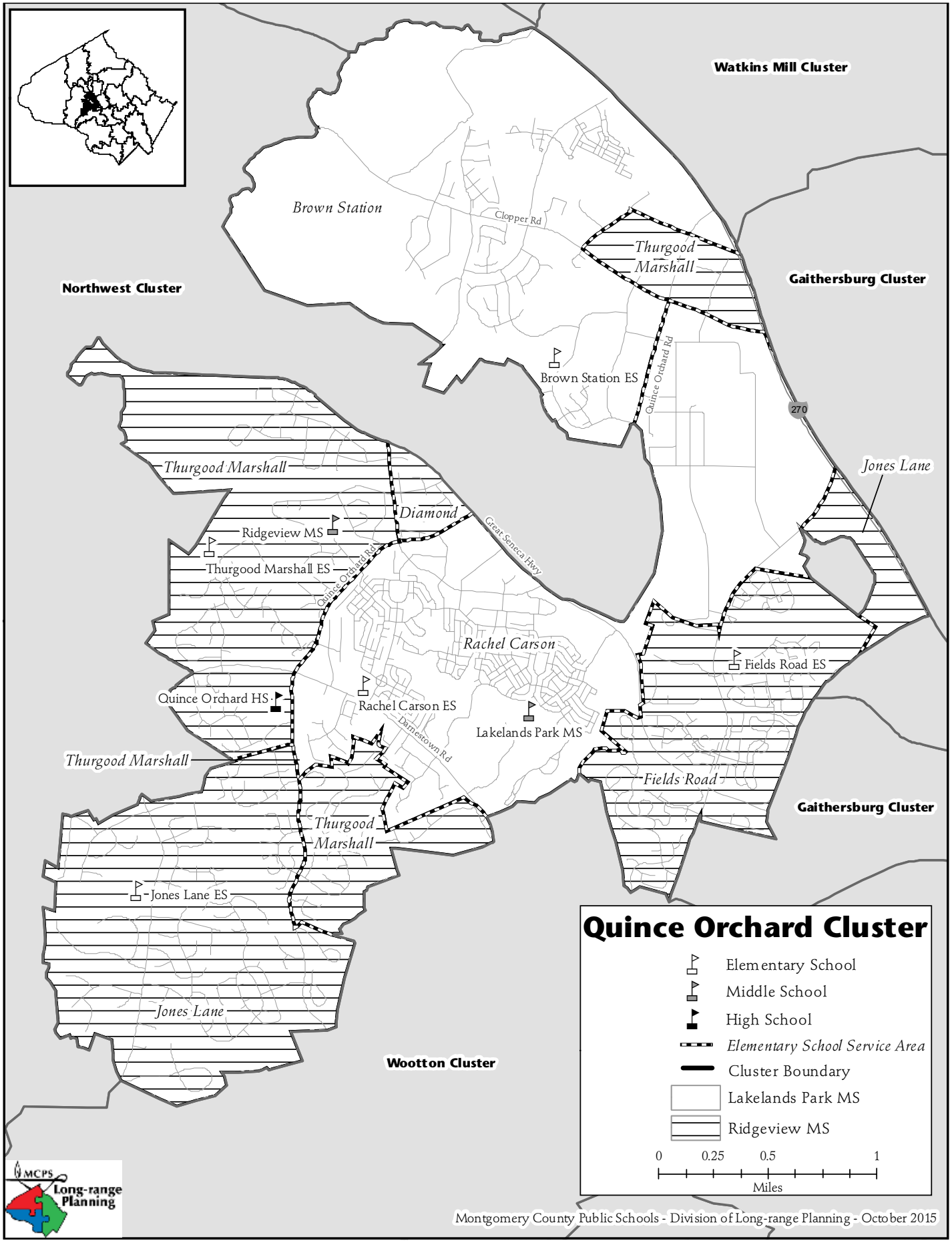
Program Capacity Table

(School Year 2015–2016)

Schools	Grades Served	Capacity (HS @90% MS@85%)	Total Rooms	Support Rooms	Regular Secondary @25	Regular Elementary @23	CSR Grades 1–2 @18	Pre–K @20	Pre–K @40	HS @20	CSR KIND @18	KIND @22	ESOL @15	METS @15	Special Education Services: School Based HSM @13	Cluster Based ELEM LAD @13	Quad Cluster Based ELC @10	LANG @12	LFI @10	SCB @6	County & Regional Based 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
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 2015–2016

Schools	Year Facility Opened	Year Reopened/ Revitalized	Total Square Footage	Site Size Acres	Adjacent Park	Reloc-atable Classrooms	County Programs	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


Watkins Mill Cluster
Brown Station
Clopper Rd
Thurgood Marshall
Gaithersburg Cluster
Northwest Cluster
Brown Station ES
Quince Orchard Rd
270
Jones Lane
Thurgood Marshall
Diamond
Ridgeview MS
Thurgood Marshall ES
Great Seneca Hwy
Quince Orchard Rd
Rachel Carson
Fields Road ES
Quince Orchard HS
Rachel Carson ES
Lakelands Park MS
Damestown Rd
Thurgood Marshall
Fields Road
Gaithersburg Cluster
Thurgood Marshall
Jones Lane ES
Jones Lane
Wootton Cluster
Quince Orchard Cluster
Elementary School
Middle School
High School
Elementary School Service Area
Cluster Boundary
Lakelands Park MS
Ridgeview MS
0
0.25
0.5
1
Miles
MCPS
Long-range Planning
Montgomery County Public Schools - Division of Long-range Planning - October 2015

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 planning period. Relocatable classrooms will be utilized until additional capacity can be added as part of the revitalization/expansion project that is scheduled for completion in August 2017. An FY 2016 appropriation was approved to construct this project. Funding was approved in the Department of Health and Human Services Capital Budget to construct a child care classroom.

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 planning period. To address the high enrollment at Rachel Carson Elementary School the Board of Education approved the following studies to explore additional capacity to address the overutilization at Rachel Carson Elementary School:

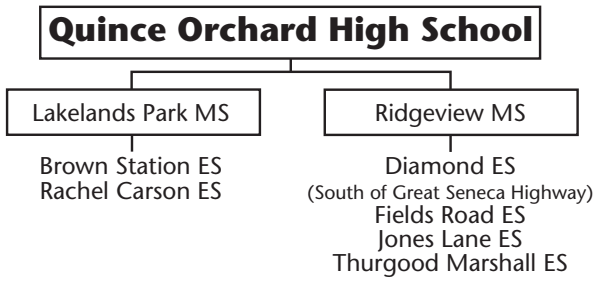
- The feasibility study that was conducted in 2007 for an addition at Jones Lane Elementary School to relieve Carson Elementary School be updated to determine if a larger addition could be constructed at Jones Lane Elementary School;
- The feasibility study that is planned for the revitalization/expansion project at DuFief Elementary School during the 2014–2015 school year include the possibility of additional capacity;
- The feasibility study that is planned for an addition at Fields Road Elementary School include the possibility of additional capacity; and
- The consideration of a new elementary school in the Quince Orchard Cluster be included in the analysis of options to relieve Rachel Carson Elementary School.

The interim superintendent recommends the expansion of DuFief Elementary School to accommodate the overutilization of Rachel Carson Elementary School. The interim superintendent's recommendation can be found at the following link: *http://gis.mcpsmd.org/cipmasterpdfs/Supp_E_RachelCarsonESOverutilization.pdf*

Capital Project: A revitalization/expansion project was approved for DuFief Elementary School by the County Council in the Amended FY 2015–2020 CIP with a completion date of August 2021. The Recommended FY 2017–2022 CIP maintains the current revitalization/expansion approved schedule. However, based on the Montgomery County Council Office of Legislative Oversight (OLO) study released in July 2015, regarding the revitalization/expansion program and the Facility Assessment with Criteria and Testing (FACT) methodology used to rank the schools, MCPS will reconvene the FACT Review Committee to update the FACT methodology and the revitalization/expansion program process. Pending the outcome of this review, the queue for the revitalization/expansion projects may change. (For more information see Appendix F.)

An FY 2015 appropriation was approved 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 this schedule, county and state funding must be provided at the levels recommended in this CIP and the outcome of the FACT Review Committee must maintain the project on the present queue position.

Quince Orchard Cluster Articulation*

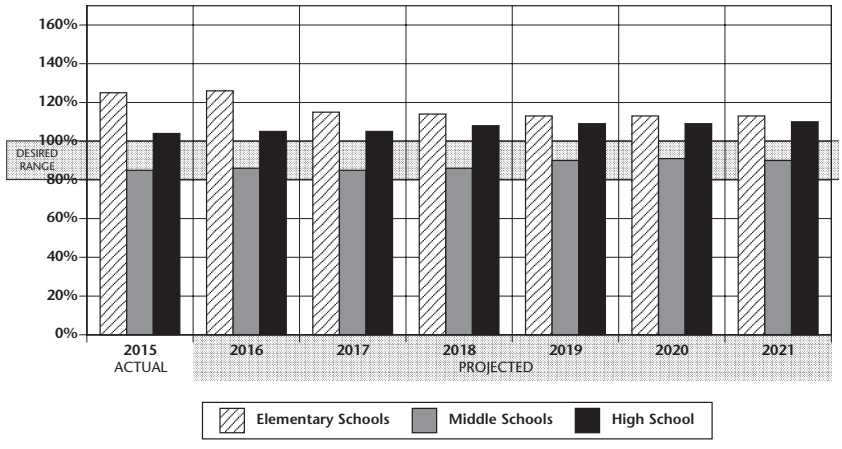


*"Cluster" is defined as the collection of elementary schools that articulate to the same high school.

*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.

Fields Road Elementary School

Capital Project: Previous projections indicated that enrollment at Fields Road Elementary School will exceed capacity by 92 seats or more by the end of the six-year planning period. Therefore, an FY 2015 appropriation was approved for facility planning to determine the feasibility, scope, and cost for a classroom addition. With the revised capacity calculation for class-size reduction schools, the enrollment projections will not exceed 92 seats or more by the end of the current six-year period. A date for the addition will be considered in a future CIP if the enrollment of the school exceeds the capacity by more than 92 seats. Relocatable classrooms will be utilized until additional capacity can be added.

Planning Issue: Projections indicate that enrollment at Rachel Carson Elementary School will exceed capacity by 92 seats or more by the end of the six-year planning period. To address the high enrollment at Rachel Carson Elementary School the Board of Education approved the following studies to explore additional capacity to address the overutilization at Rachel Carson Elementary School:

- The feasibility study that was conducted in 2007 for an addition at Jones Lane Elementary School to relieve Carson Elementary School be updated to determine if a larger addition could be constructed at Jones Lane Elementary School;
- The feasibility study that is planned for the revitalization/expansion project at DuFief Elementary School during the 2014–2015 school year include the possibility of additional capacity;
- The feasibility study that is planned for an addition at Fields Road Elementary School include the possibility of additional capacity; and
- The consideration of a new elementary school in the Quince Orchard Cluster be included in the analysis of options to relieve Rachel Carson Elementary School.

The interim superintendent recommends the expansion of DuFief Elementary School to accommodate the overutilization of Rachel Carson Elementary School. The interim superintendent's recommendation can be found at the following link: *http://gis.mcpsmd.org/cipmasterpdfs/Supp_E_RachelCarsonESOverutilization.pdf*

Jones Lane Elementary School

Planning Issue: Projections indicate that enrollment at Rachel Carson Elementary School will exceed capacity by 92 seats or more by the end of the six-year planning period. To address the high enrollment at Rachel Carson Elementary School the Board of Education approved the following studies to explore additional capacity to address the overutilization at Rachel Carson Elementary School:

- The feasibility study that was conducted in 2007 for an addition at Jones Lane Elementary School to relieve Carson Elementary School be updated to determine if a larger addition could be constructed at Jones Lane Elementary School;
- The feasibility study that is planned for the revitalization/expansion project at DuFief Elementary School during the 2014–2015 school year include the possibility of additional capacity;
- The feasibility study that is planned for an addition at Fields Road Elementary School include the possibility of additional capacity; and
- The consideration of a new elementary school in the Quince Orchard Cluster be included in the analysis of options to relieve Rachel Carson Elementary School.

The interim superintendent recommends the expansion of DuFief Elementary School to accommodate the overutilization of Rachel Carson Elementary School. The interim superintendent's recommendation can be found at the following link: *http://gis.mcpsmd.org/cipmasterpdfs/Supp_E_RachelCarsonESOverutilization.pdf*

Thurgood Marshall Elementary School

Capital Project: Projections indicate that Thurgood Marshall Elementary School will exceed capacity by 92 seats or more by the end of the six-year planning period. A feasibility study was conducted in FY 2008 to determine the feasibility, cost, and scope of an addition to Thurgood Marshall Elementary School. Although revised enrollment projections indicate that enrollment at Thurgood Marshall Elementary School will exceed capacity by 118 seats by the end of the six-year planning period, due to fiscal constraints in the county a space deficit of 125 seats was identified to fund an elementary school addition project in this CIP. Therefore, 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 to accommodate the enrollment.

CAPITAL PROJECTS

School	Project	Project Status*	Date of Completion
Brown Station ES	Revitalization/expansion	Approved	Aug. 2017
Fields Road ES	Classroom addition	Deferred	TBD
Thurgood Marshall ES	Classroom addition	Deferred	TBD

"Approved"—Project has an FY 2016 appropriation approved in the Amended FY 2015–2020 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 recommended for FY 2017 for a feasibility study.

"Recommended"—Project has an FY 2017 appropriation recommended for the FY 2017 Capital Budget.

Projected Enrollment and Space Availability

Effects of the Recommended FY2017–2022 CIP and Non–CIP Actions on Space Available

Schools			Actual 15–16	Projections 16–17	17–18	18–19	19–20	20–21	21–22	2025	2030
Quince Orchard HS		Program Capacity	1857	1857	1857	1857	1857	1857	1857	1857	1857
		Enrollment	**1935**	**1954**	**1959**	**1997**	**2028**	**2024**	**2050**	**2200**	**2100**
		Available Space	*(78)*	*(97)*	*(102)*	*(140)*	*(171)*	*(167)*	*(193)*	*(343)*	*(243)*
		Comments									
Lakelands Park MS		Program Capacity	1138	1138	1138	1138	1138	1138	1138	1138	1138
		Enrollment	**1049**	**1070**	**1073**	**1101**	**1131**	**1156**	**1131**	**1250**	**1200**
		Available Space	*89*	*68*	*65*	*37*	*7*	*(18)*	*7*	*(112)*	*(62)*
		Comments									
Ridgeview MS		Program Capacity	979	963	963	963	963	963	963	963	963
		Enrollment	**746**	**732**	**705**	**713**	**756**	**760**	**763**	**850**	**800**
		Available Space	*233*	*231*	*258*	*250*	*207*	*203*	*200*	*113*	*163*
		Comments		+1 AUT							
Brown Station ES	CSR	Program Capacity	446	446	709	709	709	709	709		
		Enrollment	**503**	**499**	**510**	**515**	**539**	**552**	**581**		
		Available Space	*(57)*	*(53)*	*199*	*194*	*170*	*157*	*128*		
		Comments	Move to Emory Grove	@ Emory Grove	Rev/Ex Complete						
Rachel Carson ES		Program Capacity	667	667	667	667	667	667	667		
		Enrollment	**1046**	**1063**	**1066**	**1035**	**1018**	**998**	**990**		
		Available Space	*(379)*	*(396)*	*(399)*	*(368)*	*(351)*	*(331)*	*(323)*		
		Comments	See text								
Fields Road ES	CSR	Program Capacity	429	429	429	429	429	429	429		
		Enrollment	**463**	**474**	**484**	**475**	**460**	**465**	**479**		
		Available Space	*(34)*	*(45)*	*(55)*	*(46)*	*(31)*	*(36)*	*(50)*		
		Comments	See text								
Jones Lane ES		Program Capacity	441	441	441	441	441	441	441		
		Enrollment	**467**	**472**	**462**	**458**	**459**	**459**	**445**		
		Available Space	*(26)*	*(31)*	*(21)*	*(17)*	*(18)*	*(18)*	*(4)*		
		Comments	See text								
Thurgood Marshall ES		Program Capacity	535	535	535	535	535	535	535		
		Enrollment	**665**	**659**	**670**	**680**	**657**	**658**	**653**		
		Available Space	*(130)*	*(124)*	*(135)*	*(145)*	*(122)*	*(123)*	*(118)*		
		Comments	See text								
Cluster Information		HS Utilization	104%	105%	105%	108%	109%	109%	110%	118%	113%
		HS Enrollment	1935	1954	1959	1997	2028	2024	2050	2200	2100
		MS Utilization	85%	86%	85%	86%	90%	91%	90%	100%	95%
		MS Enrollment	1795	1802	1778	1814	1887	1916	1894	2100	2000
		ES Utilization	125%	126%	115%	114%	113%	113%	113%	119%	119%
		ES Enrollment	3144	3167	3192	3163	3133	3132	3148	3300	3300

Demographic Characteristics of Schools

Schools	2015–2016 Total Enrollment	Two or more races %	Black or Afr. Amer. %	Asian%	Hispanic %	White %	2014–2015 FARMS%*	ESOL%**	Mobility Rate%***
Quince Orchard HS	1935	≤ 5.0%	14.8%	13.1%	23.8%	43.9%	22.3%	6.4%	10.3%
Lakelands Park MS	1049	≤ 5.0%	13.4%	15.1%	18.3%	48.6%	22.0%	5.4%	11.1%
Ridgeview MS	746	5.5%	15.4%	13.9%	25.2%	39.8%	25.8%	5.1%	10.0%
Brown Station ES	503	≤ 5.0%	33.0%	11.3%	43.5%	7.0%	67.1%	26.5%	29.2%
Rachel Carson ES	1046	7.2%	6.3%	15.3%	20.5%	50.8%	20.2%	12.3%	9.3%
Fields Road ES	463	≤ 5.0%	20.7%	15.6%	28.3%	30.2%	38.6%	21.5%	14.3%
Jones Lane ES	467	6.0%	12.8%	9.6%	24.2%	46.9%	27.4%	14.9%	6.6%
Thurgood Marshall ES	664	≤ 5.0%	16.4%	18.2%	28.5%	31.9%	29.8%	14.1%	14.4%
Elementary Cluster Total	**3143**	**5.7%**	**15.8%**	**14.5%**	**27.6%**	**36.2%**	**33.9%**	**16.8%**	**14.0%**
Elementary County Total	**75838**	**5.1%**	**21.3%**	**13.8%**	**31.2%**	**28.3%**	**39.6%**	**23.0%**	**13.9%**

**Percent of students approved for Free and Reduced-priced Meals Program (FARMS) during the 2014–2015 school year.*

***Percent of English for Speakers of Other Languages (ESOL) during the 2014–2015 school year. High School students are served in regional ESOL centers.*

****Mobility Rate is the number of entries plus withdrawals during the 2014–2015 school year compared to total enrollment.*

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

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

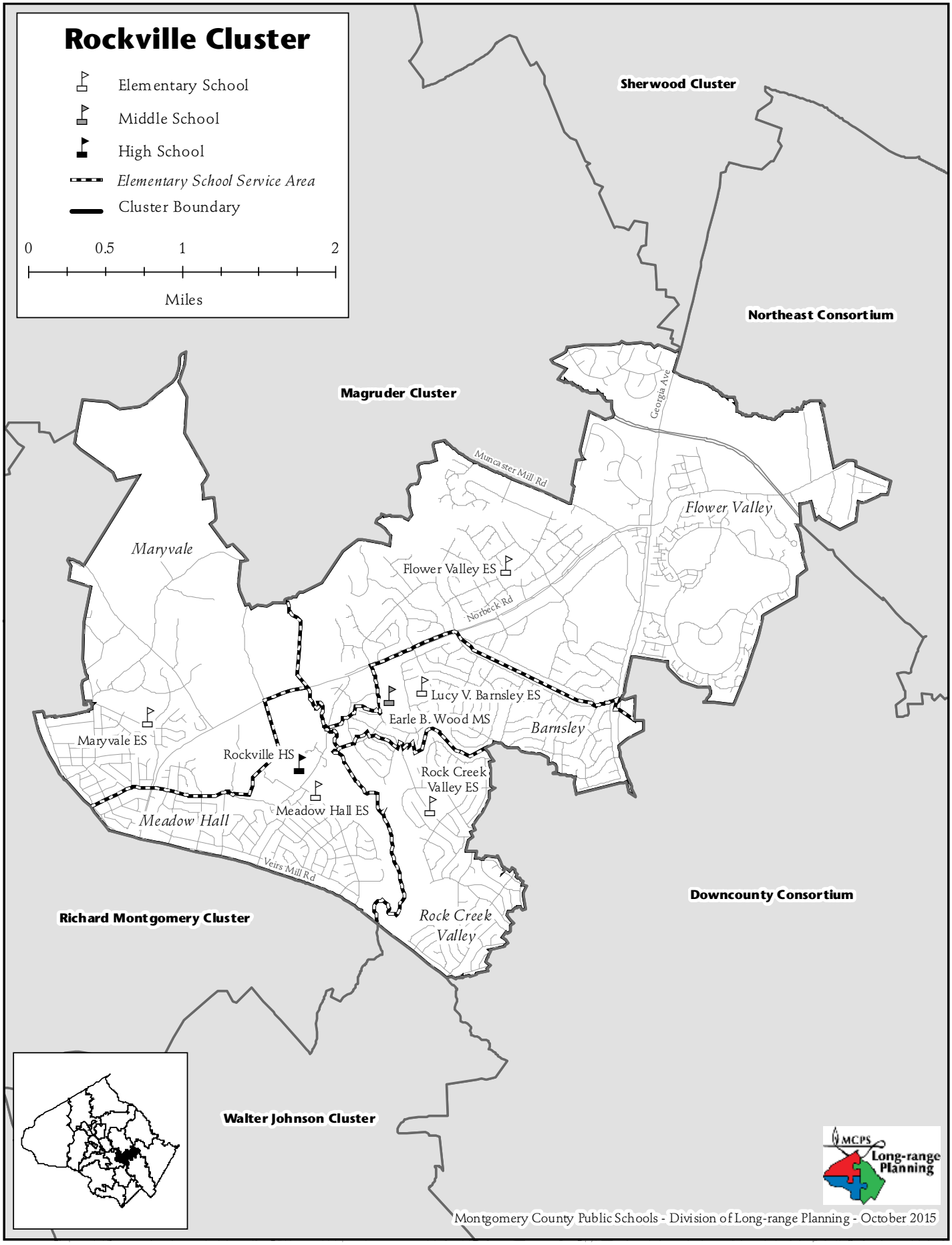
Program Capacity Table

(School Year 2015–2016)

Schools	Grades Served	Capacity (HS @90% MS@85%)	Total Rooms	Support Rooms	Regular Secondary @25	Regular Elementary @23	CSR Grades 1–2 @18	Pre–K @20	Pre–K @40	HS @20	CSR KIND @18	KIND @22	ESOL @15	METS @15	Special Education Services: School Based: HSM @13	Cluster Based: ELEM LAD @13	Quad Cluster Based: ELC @10	LANG @12	LFI @10	SCB @6	County & Regional Based: 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
Quince Orchard HS	9-12	1857	86		80								3							1						2							
Lakelands Park MS	6-8	1138	57		52								1							2						2							
Ridgeview MS	6-8	979	48		45								1									2											
Brown Station ES	HS-5	446	27	4		5	8		1	1	4				1														1		2		
Rachel Carson ES	PreK-5	667	35	5		20			1			7			1																		1
Fields Road ES	PreK-5	429	30	5		6	9	1			4				1							4											
Jones Lane ES	K-5	441	27	5		14						3			1		4																
Thurgood Marshall ES	K-5	535	32	4		16						4			1														1	3		3

Facility Characteristics of Schools 2015–2016

Schools	Year Facility Opened	Year Reopened/ Revitalized	Total Square Footage	Site Size Acres	Adjacent Park	Reloc-atable Classrooms	County Programs	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		11		Yes
Fields Road ES	1973		72,302	10		4		Yes
Jones Lane ES	1987		60,679	12.1		4		Yes
Thurgood Marshall ES	1993		77,798	12		5		Yes


Rockville Cluster
Elementary School
Middle School
High School
Elementary School Service Area
Cluster Boundary
0
0.5
1
2
Miles
Sherwood Cluster
Northeast Consortium
Magruder Cluster
Georgia Ave
Muncaster Mill Rd
Flower Valley
Maryvale
Flower Valley ES
Norbeck Rd
Lucy V. Barnsley ES
Earle B. Wood MS
Barnsley
Maryvale ES
Rockville HS
Rock Creek Valley ES
Meadow Hall ES
Meadow Hall
Veirs Mill Rd
Downcounty Consortium
Richard Montgomery Cluster
Rock Creek Valley
Walter Johnson Cluster
MCPS
Long-range Planning
Montgomery County Public Schools - Division of Long-range Planning - October 2015

SCHOOLS

Earle B. Wood Middle School

Capital Project: Projections indicate enrollment at Earle B. Wood Middle School will exceed capacity by 150 seats or more by the end of the six-year planning period. An FY 2017 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.

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 planning period. A classroom addition is approved for the school with a completion date of August 2018. An FY 2017 appropriation is recommended to construct the classroom addition. 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 is scheduled for this school with a completion date of January 2020. An FY 2016 appropriation for planning funds was approved to begin the architectural design for this project. In order for this project to be completed on this schedule, county and state funding must be provided at the levels recommended in this CIP. 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 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. Although revised enrollment projections indicate that enrollment at Meadow Hall Elementary School will exceed capacity by 106 seats by the end of the six-year planning period, due to fiscal constraints in the county a space deficit of 125 seats was identified to fund an elementary school addition project in this CIP. Therefore, 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 to accommodate the enrollment.

CAPITAL PROJECTS

School	Project	Project Status*	Date of Completion
Earle B. Wood MS	Classroom addition	Proposed	TBD
Lucy V. Barnsley ES	Classroom addition	Recommended	Aug. 2018
Maryvale ES	Revitalization/ expansion, with collocation of Carl Sandburg LC	Approved	Jan. 2020
Meadow Hall ES	Classroom addition	Deferred	TBD

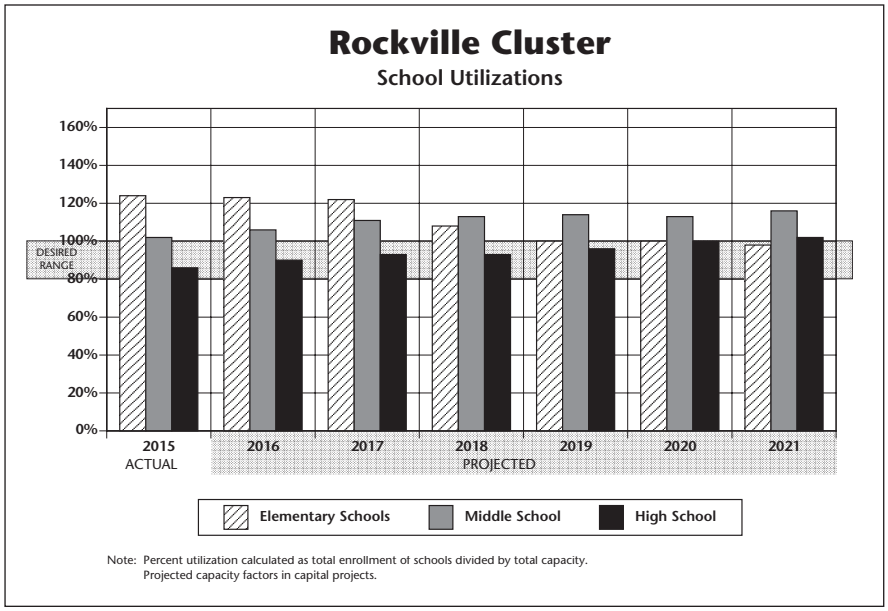
"Approved"—Project has an FY 2016 appropriation approved in the Amended FY 2015–2020 CIP.

"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 recommended for FY 2017 for a feasibility study.

"Recommended"—Project has an FY 2017 appropriation recommended for the FY 2017 Capital Budget.



Projected Enrollment and Space Availability

Effects of the Recommended FY2017–2022 CIP and Non–CIP Actions on Space Available

Schools			Actual 15–16	Projections 16–17	17–18	18–19	19–20	20–21	21–22	2025	2030
Rockville HS		Program Capacity	1570	1570	1570	1570	1570	1570	1570	1570	1570
		Enrollment	**1343**	**1419**	**1466**	**1466**	**1511**	**1571**	**1596**	**1650**	**1550**
		Available Space	*228*	*152*	*104*	*104*	*60*	*0*	*(26)*	*(80)*	*20*
		Comments									
Earle B. Wood MS		Program Capacity	952	952	952	952	952	952	952	952	952
		Enrollment	**970**	**1011**	**1056**	**1073**	**1090**	**1077**	**1106**	**1150**	**1100**
		Available Space	*(18)*	*(59)*	*(104)*	*(121)*	*(138)*	*(125)*	*(154)*	*(198)*	*(148)*
		Comments		Facility Planning for Addition							
Lucy V. Barnsley ES	CSR	Program Capacity	399	399	399	673	673	673	673		
		Enrollment	**710**	**676**	**656**	**649**	**638**	**628**	**623**		
		Available Space	*(311)*	*(277)*	*(257)*	*24*	*35*	*45*	*50*		
		Comments				Addition Complete					
Flower Valley ES		Program Capacity	429	429	429	429	429	429	429		
		Enrollment	**499**	**481**	**488**	**466**	**452**	**443**	**439**		
		Available Space	*(70)*	*(52)*	*(59)*	*(37)*	*(23)*	*(14)*	*(10)*		
		Comments									
Maryvale ES	CSR	Program Capacity	626	626	626	626	778	778	778		
		Enrollment	**622**	**641**	**650**	**653**	**654**	**648**	**646**		
		Available Space	*4*	*(15)*	*(24)*	*(27)*	*124*	*130*	*132*		
		Comments	Planning for Revitalization/ Expansion			@ North Lake	Rev/Ex Complete Jan. 2020				
Meadow Hall ES	CSR	Program Capacity	353	353	353	353	353	353	353		
		Enrollment	**464**	**484**	**479**	**483**	**477**	**483**	**459**		
		Available Space	*(111)*	*(131)*	*(126)*	*(130)*	*(124)*	*(130)*	*(106)*		
		Comments	See text								
Rock Creek Valley ES	CSR	Program Capacity	403	403	403	403	403	403	403		
		Enrollment	**436**	**446**	**420**	**428**	**424**	**427**	**413**		
		Available Space	*(33)*	*(43)*	*(17)*	*(25)*	*(21)*	*(24)*	*(10)*		
		Comments									
Cluster Information		HS Utilization	86%	90%	93%	93%	96%	100%	102%	105%	99%
		HS Enrollment	1343	1419	1466	1466	1511	1571	1596	1650	1550
		MS Utilization	102%	106%	111%	113%	114%	113%	116%	121%	116%
		MS Enrollment	970	1011	1056	1073	1090	1077	1106	1150	1100
		ES Utilization	124%	123%	122%	108%	100%	100%	98%	99%	99%
		ES Enrollment	2731	2728	2693	2679	2645	2629	2580	2600	2600

Demographic Characteristics of Schools

Schools	2015–2016 Total Enrollment	Two or more races %	Black or Afr. Amer. %	Asian%	Hispanic %	White %	2014–2015 FARMS%*	ESOL%**	Mobility Rate%***
Rockville HS	1343	≤ 5.0%	13.3%	11.3%	38.6%	32.8%	31.4%	9.5%	11.1%
Earle B. Wood MS	970	≤ 5.0%	13.3%	11.4%	38.4%	32.2%	36.1%	8.6%	11.4%
Lucy V. Barnsley ES	710	7.0%	9.6%	13.7%	31.5%	38.2%	29.1%	13.7%	11.9%
Flower Valley ES	499	5.2%	14.2%	10.4%	24.8%	45.3%	24.4%	7.7%	14.0%
Maryvale ES	622	6.8%	26.4%	9.6%	31.2%	25.7%	43.7%	25.6%	12.7%
Meadow Hall ES	464	≤ 5.0%	11.6%	9.9%	53.2%	20.9%	53.7%	23.1%	15.7%
Rock Creek Valley ES	436	8.3%	10.1%	15.8%	37.4%	28.2%	37.5%	24.0%	8.7%
Elementary Cluster Total	**2731**	**6.3%**	**14.7%**	**11.9%**	**34.9%**	**32.1%**	**37.0%**	**18.6%**	**12.5%**
Elementary County Total	**75838**	**5.1%**	**21.3%**	**13.8%**	**31.2%**	**28.3%**	**39.6%**	**23.0%**	**13.9%**

**Percent of students approved for Free and Reduced-priced Meals Program (FARMS) during the 2014–2015 school year.*

***Percent of English for Speakers of Other Languages (ESOL) during the 2014–2015 school year. High School students are served in regional ESOL centers.*

****Mobility Rate is the number of entries plus withdrawals during the 2014–2015 school year compared to total enrollment.*
Notes: Native Hawaiian/Pacific Islander and American Indian/Alaskan Native categories total less than 1% and were therefore excluded from the table.

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

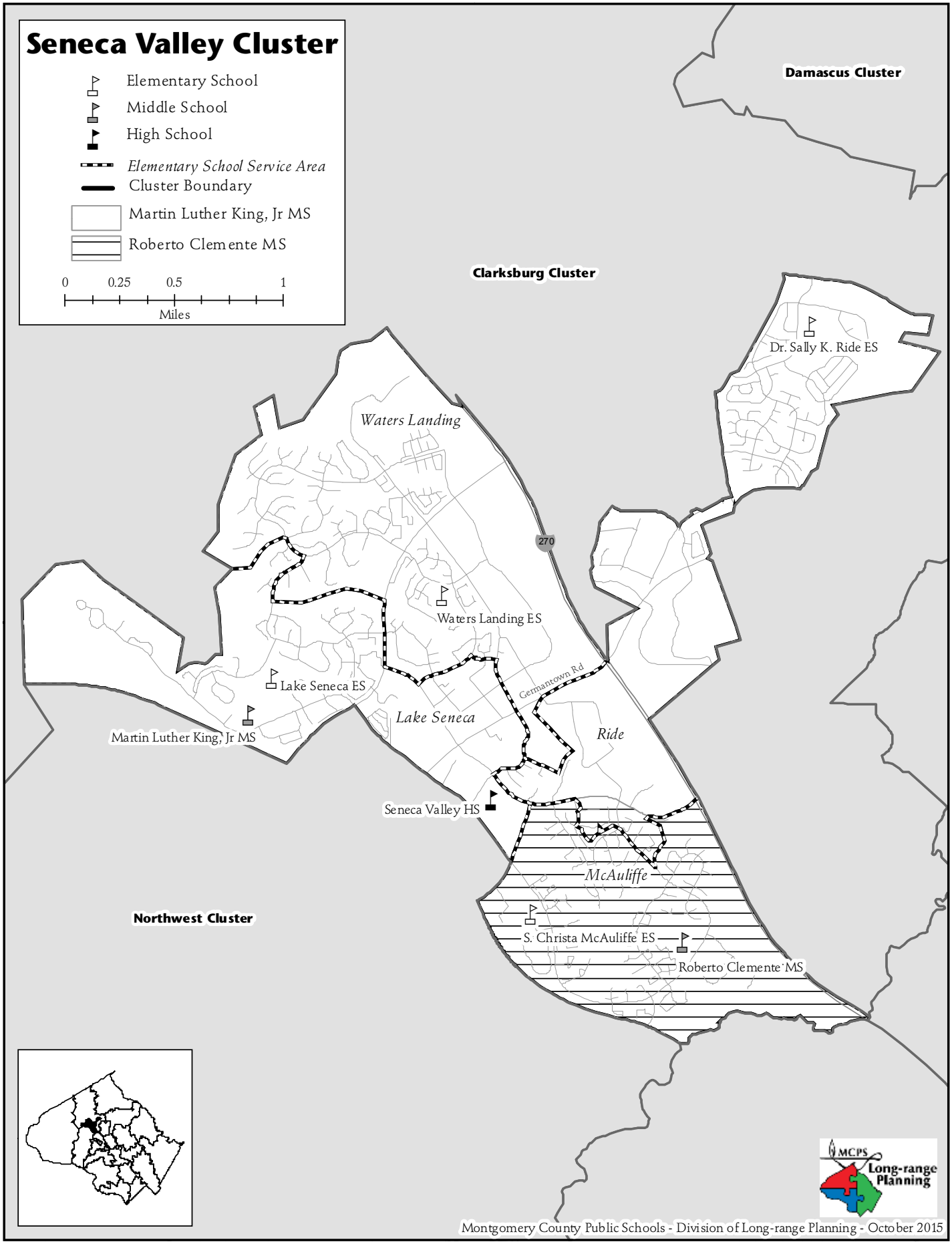
Program Capacity Table

(School Year 2015–2016)

Schools	Grades Served	Capacity (HS @90% MS@85%)	Total Rooms	Support Rooms	Regular Secondary @25	Regular Elementary @23	CSR Grades 1–2 @18	Pre–K @20	Pre–K @40	HS @20	CSR KIND @18	KIND @22	ESOL @15	METS @15	Special Education Services: School Based HSM @13	Cluster Based ELEM LAD @13	Quad Cluster Based ELC @10	LANG @12	LFI @10	SCB @6	County & Regional Based 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
Rockville HS	9-12	1571	78		65								2						5			2		4									
Earle B. Wood MS	6-8	952	50		42								2									2		4									
Lucy V. Barnsley ES	K-5	399	28	4		3	10				5													3			3						
Flower Valley ES	K-5	429	25	3		14						3												3	2								
Maryvale ES	HS-5	626	36	4		12	9		1	2	5											3											
Meadow Hall ES	K-5	353	25	3		3	8				5					2						4											
Rock Creek Valley ES	K-5	403	29	4		6	8				4													7									

Facility Characteristics of Schools 2015–2016

Schools	Year Facility Opened	Year Reopened/ Revitalized	Total Square Footage	Site Size Acres	Adjacent Park	Reloc-atable Classrooms	County Programs	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	LTL	
Meadow Hall ES	1956	1994	61,694	8.4	Yes	5		
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
0
0.25
0.5
1
Miles
Damascus Cluster
Clarksburg Cluster
Dr. Sally K. Ride ES
Waters Landing
270
Waters Landing ES
Lake Seneca ES
Germantown Rd
Lake Seneca
Martin Luther King, Jr MS
Ride
Seneca Valley HS
McAuliffe
Northwest Cluster
S. Christa McAuliffe ES
Roberto Clemente MS
MCPS
Long-range Planning
Montgomery County Public Schools - Division of Long-range Planning - October 2015

CLUSTER PLANNING ISSUES

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 Transitway to support the higher housing densities. It is anticipated that the plan will take 20 to 30 years to build-out. The pace of construction will be market driven. A future elementary school site is included in the plan.

SCHOOLS

Seneca Valley High School

Capital Project: A revitalization/expansion project is scheduled for this school with a completion date of August 2019. 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.

Planning Issue: Although a classroom addition is scheduled to open in August 2015 to accommodate the overutilization at Clarksburg High School, student enrollment will continue to exceed capacity by over 500 students by the end of the six-year CIP planning period. Enrollment also is projected to exceed capacity at Northwest High School by nearly 400 students. The Seneca Valley High School service area is adjacent to the Clarksburg and Northwest high school service areas. A revitalization/expansion project of Seneca Valley High School, scheduled for completion in August 2019, will be designed and constructed with a capacity for 2400 students. The enrollment at Seneca Valley High School is projected to be 1392 students by the end of the six-year planning period. With a capacity of 2400 seats, there will be approximately 1000 seats available to accommodate students from Clarksburg and Northwest high schools when the project is complete.

Lake Seneca Elementary School

Capital Project: Because projections indicated enrollment at Lake Seneca Elementary School would 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. Although revised enrollment projections indicate that enrollment at Lake Seneca Elementary School will exceed capacity by 113 seats by the end of the six-year planning period, due to fiscal constraints in the county a space deficit of 125 seats was identified to fund an elementary school addition project in this CIP. Therefore, 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 to accommodate the enrollment.

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 planning period. A classroom addition is scheduled for this school with a completion date of August 2019. An FY 2017 appropriation is recommended for planning funds to begin the architectural design for a classroom addition. 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.

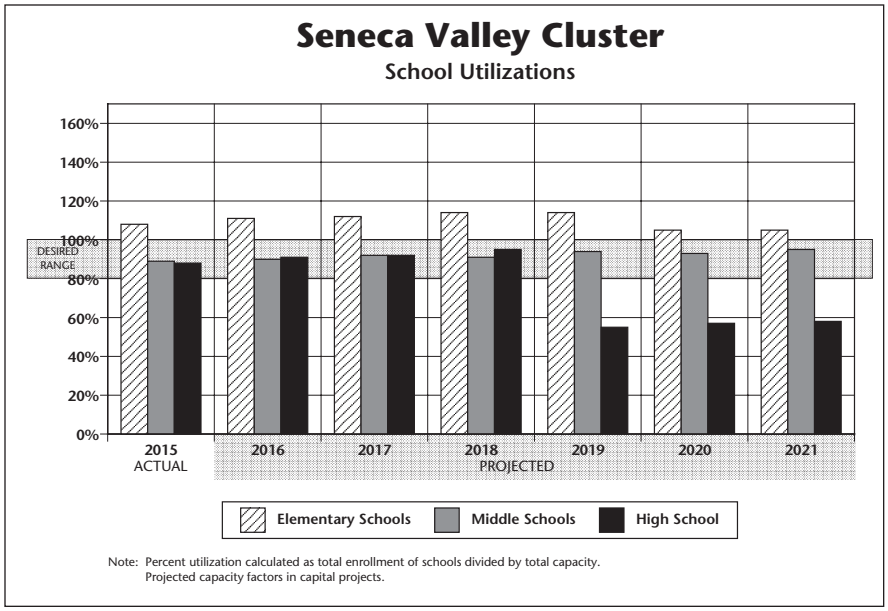
Seneca Valley Cluster Articulation*

Seneca Valley High School

Roberto Clemente MS	Dr. Martin Luther King, Jr. MS
S. Christa McAuliffe ES Dr. Sally K. Ride ES (South of Middlebrook Road)	Lake Seneca ES Dr. Sally K. Ride ES (North of Middlebrook Road) Waters Landing ES

* "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.



CAPITAL PROJECTS

School	Project	Project Status*	Date of Completion
Seneca Valley HS	Revitalization/ expansion	Programmed	Aug. 2019, building Aug. 2020, site
Lake Seneca ES	Classroom addition	Deferred	TBD
S. Christa McAuliffe ES	Classroom addition	Recommended	Aug. 2019

"Approved"—Project has an FY 2016 appropriation approved in the Amended FY 2015–2020 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 recommended for FY 2017 for a feasibility study.

"Recommended"—Project has an FY 2017 appropriation recommended for the FY 2017 Capital Budget.

Projected Enrollment and Space Availability

Effects of the Recommended FY2017–2022 CIP and Non–CIP Actions on Space Available

Schools			Actual 15–16	Projections 16–17	17–18	18–19	19–20	20–21	21–22	2025	2030
Seneca Valley HS		Program Capacity	1361	1361	1361	1361	2400	2400	2400	2400	2400
		Enrollment	**1200**	**1233**	**1258**	**1277**	**1329**	**1362**	**1392**	**1500**	**1400**
		Available Space	*161*	*128*	*103*	*84*	*1071*	*1038*	*1008*	*900*	*1000*
		Comments	Planning for Rev/Ex		Revitalization/ Expansion in Progress		Rev/Ex Complete Aug. 2019				
Roberto Clemente MS		Program Capacity	1231	1231	1231	1231	1231	1231	1231	1231	1231
		Enrollment	**1275**	**1345**	**1329**	**1286**	**1286**	**1278**	**1292**	**1350**	**1300**
		Available Space	*(44)*	*(114)*	*(98)*	*(55)*	*(55)*	*(47)*	*(61)*	*(119)*	*(69)*
		Comments									
Martin Luther King, Jr. MS		Program Capacity	905	905	905	905	905	905	905	905	905
		Enrollment	**623**	**582**	**643**	**650**	**725**	**716**	**735**	**800**	**750**
		Available Space	*282*	*323*	*262*	*255*	*180*	*189*	*170*	*105*	*155*
		Comments									
Lake Seneca ES	CSR	Program Capacity	415	415	415	415	415	415	415		
		Enrollment	**504**	**516**	**523**	**528**	**518**	**514**	**528**		
		Available Space	*(89)*	*(101)*	*(108)*	*(113)*	*(103)*	*(99)*	*(113)*		
		Comments	See text								
S. Christa McAuliffe ES	CSR	Program Capacity	531	531	531	531	762	762	762		
		Enrollment	**641**	**651**	**668**	**689**	**704**	**727**	**720**		
		Available Space	*(110)*	*(120)*	*(137)*	*(158)*	*58*	*35*	*42*		
		Comments		Planning for Addition			Addition Complete				
Dr. Sally K. Ride ES	CSR	Program Capacity	472	472	472	472	472	472	472		
		Enrollment	**515**	**539**	**530**	**537**	**528**	**537**	**529**		
		Available Space	*(43)*	*(67)*	*(58)*	*(65)*	*(56)*	*(65)*	*(57)*		
		Comments									
Waters Landing ES	CSR	Program Capacity	*776*	*776*	*776*	*776*	*776*	*776*	*776*		
		Enrollment	**707**	**729**	**740**	**752**	**752**	**763**	**760**		
		Available Space	*69*	*47*	*36*	*24*	*24*	*13*	*16*		
		Comments									
Cluster Information		HS Utilization	88%	91%	92%	94%	55%	57%	58%	63%	58%
		HS Enrollment	1200	1233	1258	1277	1329	1362	1392	1500	1400
		MS Utilization	89%	90%	92%	91%	94%	93%	95%	101%	96%
		MS Enrollment	1898	1927	1972	1936	2011	1994	2027	2150	2050
		ES Utilization	108%	111%	112%	114%	103%	105%	105%	107%	107%
		ES Enrollment	2367	2435	2461	2506	2502	2541	2537	2600	2600

Demographic Characteristics of Schools

Schools	2015–2016 Total Enrollment	Two or more races %	Black or Afr. Amer. %	Asian%	Hispanic %	White %	2014–2015 FARMS%*	ESOL%**	Mobility Rate%***
Seneca Valley HS	1200	≤ 5.0%	36.0%	11.6%	29.0%	19.6%	37.7%	9.0%	15.9%
Roberto Clemente MS	1275	5.4%	25.0%	25.9%	28.2%	15.2%	33.2%	≤ 5.0%	10.8%
Martin Luther King, Jr MS	623	5.1%	36.1%	13.6%	28.1%	16.9%	46.7%	10.9%	15.5%
Lake Seneca ES	504	5.8%	38.5%	6.7%	31.7%	17.3%	51.9%	21.8%	19.8%
S. Christa McAuliffe ES	640	7.3%	37.8%	8.3%	29.8%	16.4%	50.4%	19.4%	16.9%
Dr. Sally K. Ride ES	515	≤ 5.0%	40.2%	17.7%	25.2%	12.0%	48.5%	17.2%	17.0%
Waters Landing ES	707	6.5%	37.9%	5.4%	35.1%	14.7%	52.8%	23.4%	16.6%
Elementary Cluster Total	**2366**	**6.2%**	**38.5%**	**9.1%**	**30.8%**	**15.1%**	**51.0%**	**20.6%**	**17.5%**
Elementary County Total	**75838**	**5.1%**	**21.3%**	**13.8%**	**31.2%**	**28.3%**	**39.6%**	**23.0%**	**13.9%**

**Percent of students approved for Free and Reduced-priced Meals Program (FARMS) during the 2014–2015 school year.*

***Percent of English for Speakers of Other Languages (ESOL) during the 2014–2015 school year. High School students are served in regional ESOL centers.*

****Mobility Rate is the number of entries plus withdrawals during the 2014–2015 school year compared to total enrollment.*
Notes: Native Hawaiian/Pacific Islander and American Indian/Alaskan Native categories total less than 1% and were therefore excluded from the table.

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

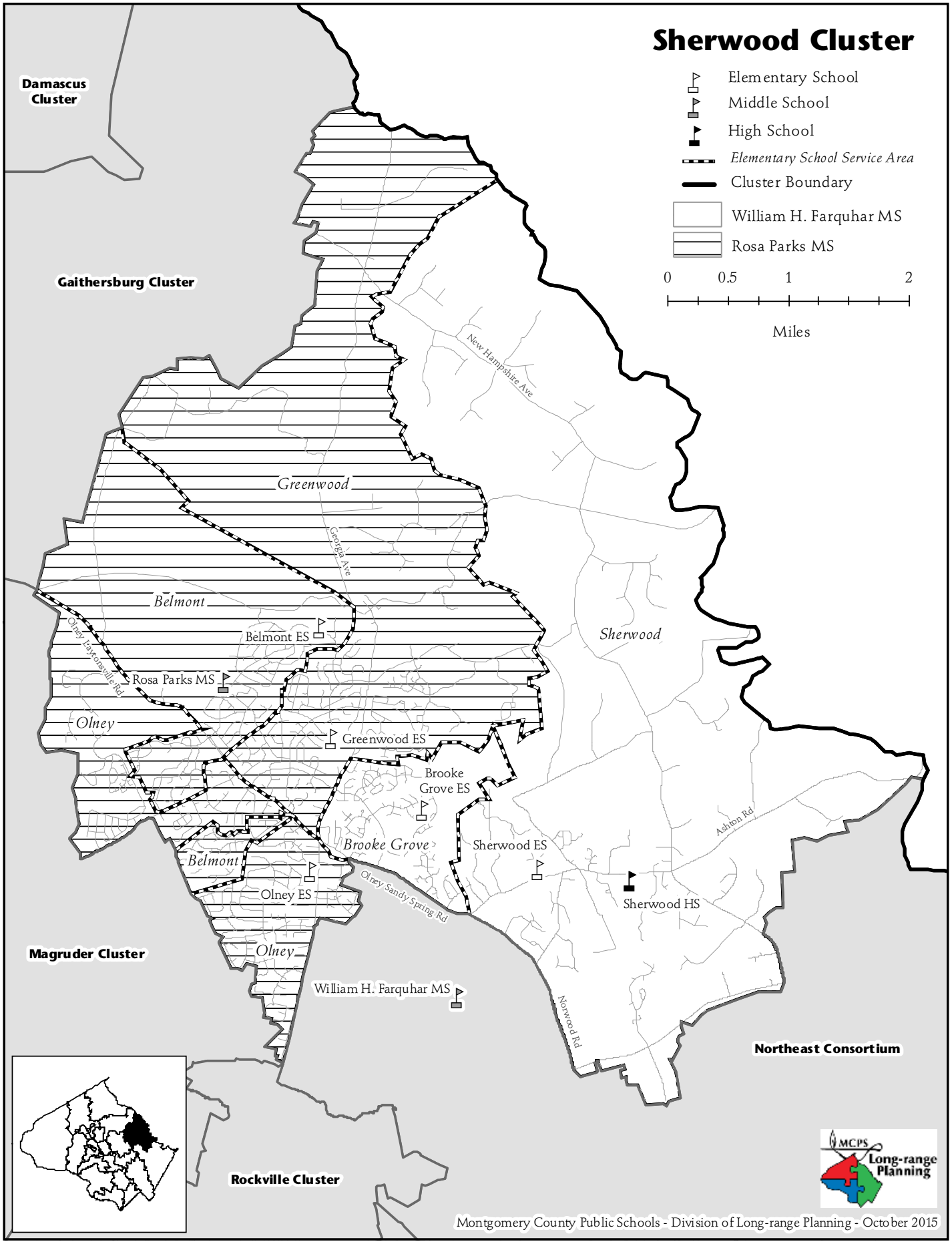
Program Capacity Table

(School Year 2015–2016)

Schools	Grades Served	Capacity (HS @90% MS@85%)	Total Rooms	Support Rooms	Regular Secondary @25	Regular Elementary @23	CSR Grades 1–2 @18	Pre–K @20	Pre–K @40	HS @20	CSR KIND @18	KIND @22	ESOL @15	METS @15	Special Education Services: School Based HSM @13	Cluster Based ELEM LAD @13	Quad Cluster Based ELC @10	LANG @12	LFI @10	SCB @6	County & Regional Based 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
Seneca Valley HS	9-12	1361	66		56								3	1					4	2													
Roberto Clemente MS	6-8	1231	60		56								1						2								1						
Martin Luther King, Jr MS	6-8	905	43		42								1																				
Lake Seneca ES	K-5	415	26	4		3	10		1		4																	1	1	2		
S. Christa McAuliffe ES	HS-5	531	33	5		7	12			1	6					2																	
Dr. Sally K. Ride ES	HS-5	472	33	5		2	9		1	1	6				1	1	7																
Waters Landing ES	K-5	776	43	3		16	14				7								3														

Facility Characteristics of Schools 2015–2016

Schools	Year Facility Opened	Year Reopened/ Revitalized	Total Square Footage	Site Size Acres	Adjacent Park	Reloc-atable Classrooms	County Programs	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		9		
S. Christa McAuliffe ES	1987		77,240	10.6	Yes	8		
Dr. Sally K. Ride ES	1994		78,686	13.5		4		
Waters Landing ES	1988		101,352	10				Yes


Sherwood Cluster
Elementary School
Middle School
High School
Elementary School Service Area
Cluster Boundary
William H. Farquhar MS
Rosa Parks MS
0 0.5 1 2
Miles
Damascus Cluster
Gaithersburg Cluster
Magruder Cluster
Rockville Cluster
Northeast Consortium
New Hampshire Ave
Greenwood
Georgia Ave
Belmont
Olney-Laytonsville Rd
Belmont ES
Rosa Parks MS
Olney
Greenwood ES
Brooke Grove ES
Brooke Grove
Sherwood
Sherwood ES
Ashton Rd
Sherwood HS
Belmont
Olney ES
Olney Sandy Spring Rd
Olney
William H. Farquhar MS
Norwood Rd
MCPS Long-range Planning
Montgomery County Public Schools - Division of Long-range Planning - October 2015

SCHOOLS

William H. Farquhar Middle School

Capital Project: A revitalization/expansion project is scheduled for this school with a completion date of August 2016. An FY 2015 appropriation for construction funds was approved to construct the project on an adjacent property.

Belmont Elementary School

Capital Project: A revitalization/expansion project was approved by the County Council in the Amended FY 2015–2020 CIP with a completion date of August 2021. The Recommended FY 2017–2022 CIP maintains the current revitalization/expansion approved schedule. However, based on the Montgomery County Council Office of Legislative Oversight (OLO) study released in July 2015, regarding the revitalization/expansion program and the Facility Assessment with Criteria and Testing (FACT) methodology used to rank the schools, MCPS will reconvene the FACT Review Committee to update the FACT methodology and the revitalization/expansion program process. Pending the outcome of this review, the queue for the revitalization/expansion projects may change. (For more information see Appendix F.)

An FY 2015 appropriation was approved 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 this schedule, county and state funding must be provided at the levels recommended in this CIP and the outcome of the FACT Review Committee must maintain the project on the present queue position.

CAPITAL PROJECTS

School	Project	Project Status*	Date of Completion
Farquhar MS	Revitalization/ expansion	Approved	Aug. 2016
Belmont ES	Revitalization/ expansion	Programmed	Aug. 2021

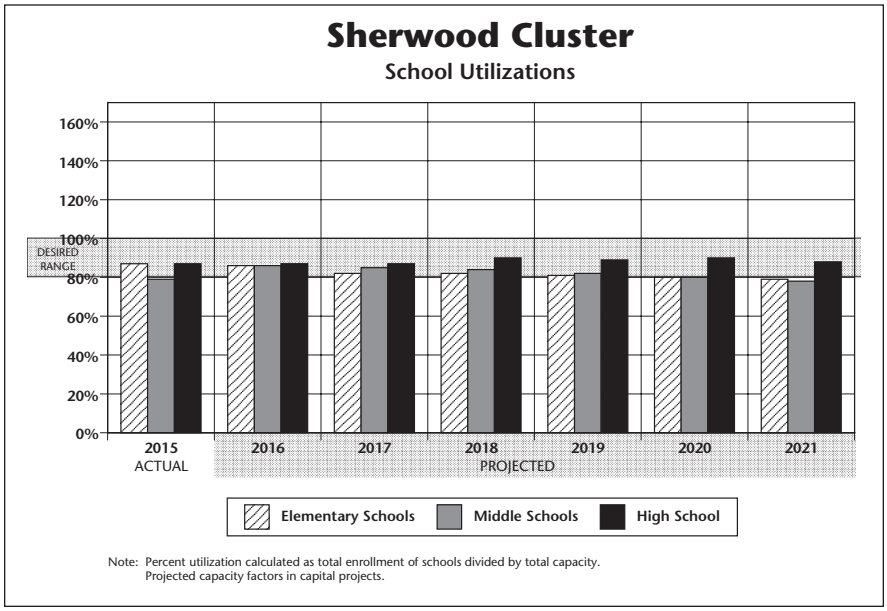
"Approved"—Project has an FY 2016 appropriation approved in the Amended FY 2015–2020 CIP.

"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 recommended for FY 2017 for a feasibility study.

"Recommended"—Project has an FY 2017 appropriation recommended for the FY 2017 Capital Budget.



Projected Enrollment and Space Availability

Effects of the Recommended FY2017–2022 CIP and Non–CIP Actions on Space Available

Schools			Actual 15–16	Projections 16–17	17–18	18–19	19–20	20–21	21–22	2025	2030
Sherwood HS		Program Capacity	2166	2166	2166	2166	2166	2166	2166	2166	2166
		Enrollment	**1893**	**1874**	**1895**	**1944**	**1918**	**1939**	**1915**	**1950**	**1900**
		Available Space	*273*	*292*	*271*	*222*	*248*	*227*	*251*	*216*	*266*
		Comments									
William H. Farquhar MS		Program Capacity	906	752	752	752	752	752	752	752	752
		Enrollment	**595**	**611**	**596**	**594**	**576**	**569**	**545**	**600**	**550**
		Available Space	*311*	*141*	*156*	*158*	*176*	*183*	*207*	*152*	*202*
		Comments	Rev/Ex in Progress	Rev/Ex Complete							
Rosa Parks MS		Program Capacity	978	978	978	978	978	978	978	978	978
		Enrollment	**902**	**876**	**878**	**852**	**851**	**823**	**805**	**850**	**800**
		Available Space	*76*	*102*	*100*	*126*	*126*	*154*	*172*	*128*	*178*
		Comments									
Belmont ES		Program Capacity	425	425	425	425	425	425	448		
		Enrollment	**314**	**311**	**320**	**321**	**316**	**315**	**321**		
		Available Space	*111*	*114*	*105*	*104*	*109*	*110*	*127*		
		Comments			Planning for Revitalization/ Expansion		Move to North Lake Jan. 2020	@ North Lake	Rev/Ex Complete		
Brooke Grove ES		Program Capacity	518	518	518	518	518	518	518		
		Enrollment	**386**	**384**	**328**	**385**	**379**	**382**	**376**		
		Available Space	*132*	*134*	*190*	*133*	*139*	*136*	*142*		
		Comments									
Greenwood ES		Program Capacity	585	585	585	585	585	585	585		
		Enrollment	**477**	**455**	**429**	**410**	**404**	**408**	**410**		
		Available Space	*108*	*130*	*156*	*175*	*181*	*177*	*175*		
		Comments									
Olney ES		Program Capacity	584	584	584	584	584	584	584		
		Enrollment	**647**	**640**	**616**	**611**	**601**	**581**	**567**		
		Available Space	*(63)*	*(56)*	*(32)*	*(27)*	*(17)*	*3*	*17*		
		Comments									
Sherwood ES		Program Capacity	564	564	564	564	564	564	564		
		Enrollment	**514**	**511**	**497**	**474**	**473**	**462**	**468**		
		Available Space	*50*	*53*	*67*	*90*	*91*	*102*	*96*		
		Comments									
Cluster Information		HS Utilization	87%	87%	87%	90%	89%	90%	88%	90%	88%
		HS Enrollment	1893	1874	1895	1944	1918	1939	1915	1950	1900
		MS Utilization	79%	86%	85%	84%	82%	80%	78%	84%	78%
		MS Enrollment	1497	1487	1474	1446	1427	1392	1350	1450	1350
		ES Utilization	87%	86%	82%	82%	81%	80%	79%	85%	85%
		ES Enrollment	2338	2301	2190	2201	2173	2148	2142	2300	2300

Demographic Characteristics of Schools

Schools	2015–2016 Total Enrollment	Two or more races %	Black or Afr. Amer. %	Asian%	Hispanic %	White %	2014–2015 FARMS%*	ESOL%**	Mobility Rate%***
Sherwood HS	1893	≤ 5.0%	16.8%	11.7%	15.3%	52.2%	16.8%	8.1%	7.0%
William H. Farquhar MS	595	5.9%	18.2%	13.3%	14.3%	48.4%	11.8%	≤ 5.0%	6.1%
Rosa Parks MS	902	5.1%	10.2%	10.3%	11.1%	63.2%	10.2%	≤ 5.0%	≤ 5.0%
Belmont ES	314	≤ 5.0%	≤ 5.0%	7.0%	10.5%	72.9%	6.1%	≤ 5.0%	6.1%
Brooke Grove ES	386	≤ 5.0%	19.9%	15.8%	14.5%	46.4%	26.1%	13.1%	6.8%
Greenwood ES	477	7.1%	7.5%	9.4%	10.3%	65.4%	8.7%	8.7%	≤ 5.0%
Olney ES	647	7.0%	15.6%	14.5%	15.3%	47.6%	21.3%	9.4%	10.2%
Sherwood ES	514	≤ 5.0%	18.3%	13.4%	13.6%	50.2%	16.6%	7.2%	9.8%
Elementary Cluster Total	**2338**	**5.5%**	**13.8%**	**12.4%**	**13.1%**	**55.0%**	**16.4%**	**8.8%**	**7.8%**
Elementary County Total	**75838**	**5.1%**	**21.3%**	**13.8%**	**31.2%**	**28.3%**	**39.6%**	**23.0%**	**13.9%**

**Percent of students approved for Free and Reduced-priced Meals Program (FARMS) during the 2014–2015 school year.*

***Percent of English for Speakers of Other Languages (ESOL) during the 2014–2015 school year. High School students are served in regional ESOL centers.*

****Mobility Rate is the number of entries plus withdrawals during the 2014–2015 school year compared to total enrollment.*
Notes: Native Hawaiian/Pacific Islander and American Indian/Alaskan Native categories total less than 1% and were therefore excluded from the table.

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

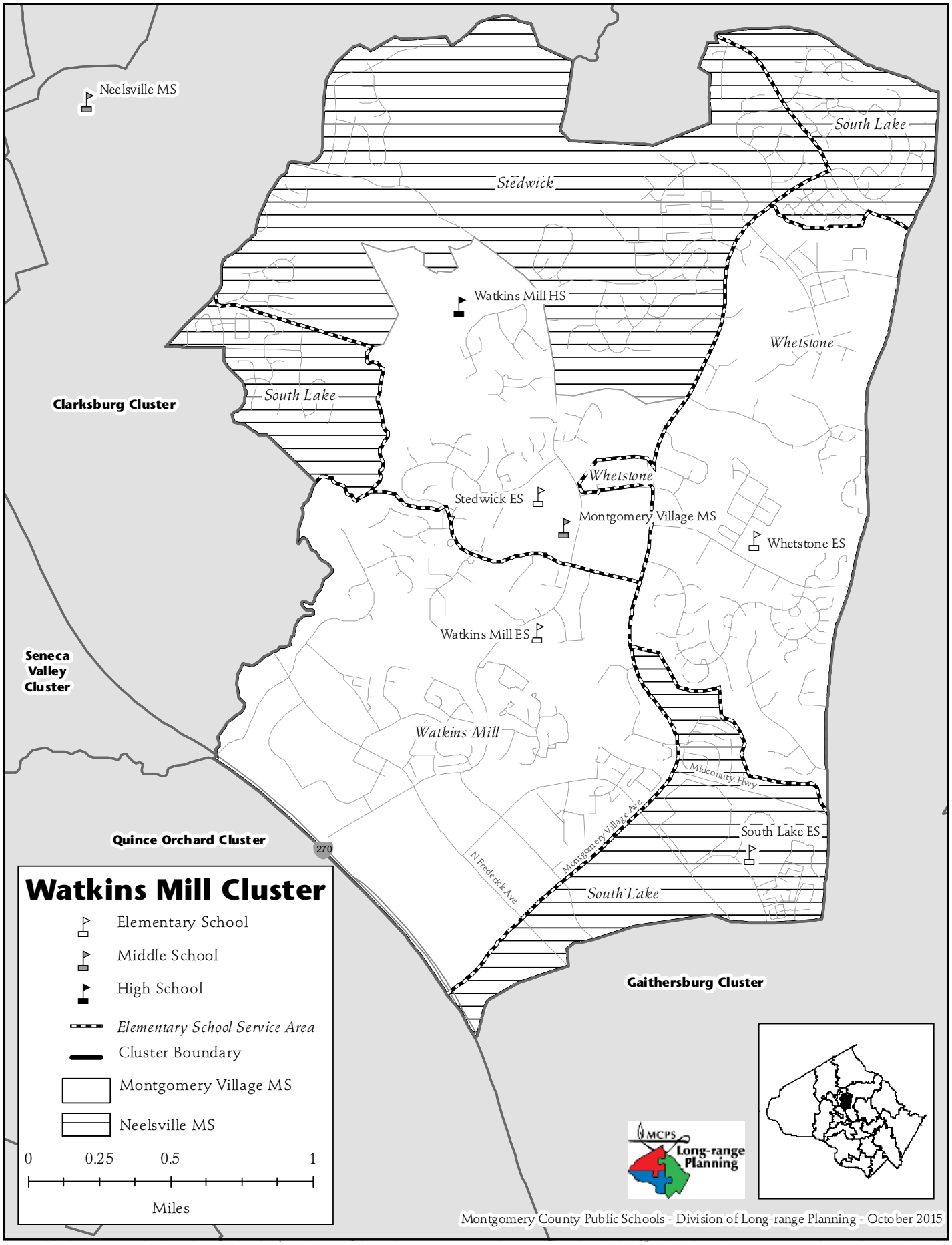
Program Capacity Table

(School Year 2015–2016)

Schools	Grades Served	Capacity (HS @90% MS@85%)	Total Rooms	Support Rooms	Regular Secondary @25	Regular Elementary @23	CSR Grades 1–2 @18	Pre–K @20	Pre–K @40	HS @20	CSR KIND @18	KIND @22	ESOL @15	METS @15	Special Education Services: School Based HSM @13	Cluster Based ELEM LAD @13	Quad Cluster Based ELC @10	LANG @12	LFI @10	SCB @6	County & Regional Based 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
Sherwood HS	9-12	2166	101		93								4						1	2												1
William H. Farquhar MS	6-8	906	44		42														1	1												
Rosa Parks MS	6-8	978	46		46																											
Belmont ES	K-5	425	23	4		16						2			1																	
Brooke Grove ES	PreK-5	518	30	4		17		1				2			1		5															
Greenwood ES	K-5	585	29	3		22						3			1																	
Olney ES	K-5	584	30	4		21						4			1																	
Sherwood ES	K-5	564	31	3		19						3			1					1		2								1	1		

Facility Characteristics of Schools 2015–2016

Schools	Year Facility Opened	Year Reopened/ Revitalized	Total Square Footage	Site Size Acres	Adjacent Park	Reloc-atable Classrooms	County Programs	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


Neelsville MS
Stedwick
South Lake
Watkins Mill HS
Whetstone
Clarksburg Cluster
South Lake
Whetstone
Stedwick ES
Montgomery Village MS
Whetstone ES
Watkins Mill ES
Seneca Valley Cluster
Watkins Mill
Midcounty Hwy
Montgomery Village Ave
South Lake ES
Quince Orchard Cluster
270
N Frederick Ave
South Lake
Gaithersburg Cluster
Watkins Mill Cluster
Elementary School
Middle School
High School
Elementary School Service Area
Cluster Boundary
Montgomery Village MS
Neelsville MS
0
0.25
0.5
1
Miles
MCPS
Long-range Planning
Montgomery County Public Schools - Division of Long-range Planning - October 2015

SCHOOLS

Montgomery Village Middle School

Planning Study: A boundary study was conducted during the spring 2015 to develop options for the service area for Clarksburg/Damascus Middle School. Representatives from Montgomery Village, Neelsville, and Rocky Hill middle schools participated in the boundary advisory study. The interim superintendent released his recommendation for the service area for Clarksburg/Damascus Middle School on October 15, 2015. No changes are recommended for Montgomery Village Middle School. The Board of Education is scheduled to take action on the service area on November 16, 2015. The interim superintendent's recommendation is available at the following link: *http://gis.mcpsmd.org/cipmasterpdfs/Supp_A_ClarksburgDamascusMSBoundary.pdf*

Neelsville Middle School

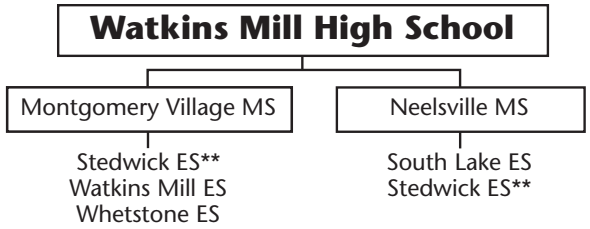
Capital Project: Because projections previously indicated enrollment at Neelsville Middle School would exceed capacity by 150 seats or more by the end of the six-year period, an FY 2015 appropriation was approved for facility planning to determine the feasibility, scope, and cost for a classroom addition. However, the current enrollment projections indicates that the enrollment will only exceed capacity by 131 seats. Given that the space deficit does not meet the minimum threshold of 150 seats or more for consideration of an addition project, no funds are recommended in this CIP for a classroom addition. If the enrollment trends grow in the future, a date for the addition will be considered in a future CIP. Relocatable classrooms will be utilized to accommodate the enrollment.

Planning Study: A boundary study was conducted during the spring 2015 to develop options for the service area for Clarksburg/Damascus Middle School. Representatives from Montgomery Village, Neelsville, and Rocky Hill middle schools participated in the boundary advisory study. The interim superintendent released his recommendation for the service area for Clarksburg/Damascus Middle School on October 15, 2015. No changes are recommended for Neelsville Middle School. The Board of Education is scheduled to take action on the service area on November 16, 2015. The interim superintendent's recommendation is available at the following link: *http://gis.mcpsmd.org/cipmasterpdfs/Supp_A_ClarksburgDamascusMSBoundary.pdf*

South Lake Elementary School

Capital Project: Previous projections indicated enrollment at South Lake Elementary School would exceed capacity by 92 seats or more by the end of the six-year planning period. Therefore an FY 2014 appropriation was approved for facility planning to determine the feasibility, scope, and cost for a classroom addition. With the revised capacity calculation for class-size reduction schools, the current enrollment projections indicate that the enrollment will only exceed capacity by 54 seats by the end of the six-year planning period. Given that the space deficit does not meet the minimum threshold of 92 seats or more for consideration of an addition project, no funds are recommended in this CIP for a an addition project. If the enrollment trends grow in the future, a date for the addition will be considered in a future CIP. Relocatable classrooms will be utilized until additional capacity can be added.

Watkins Mill Cluster Articulation*



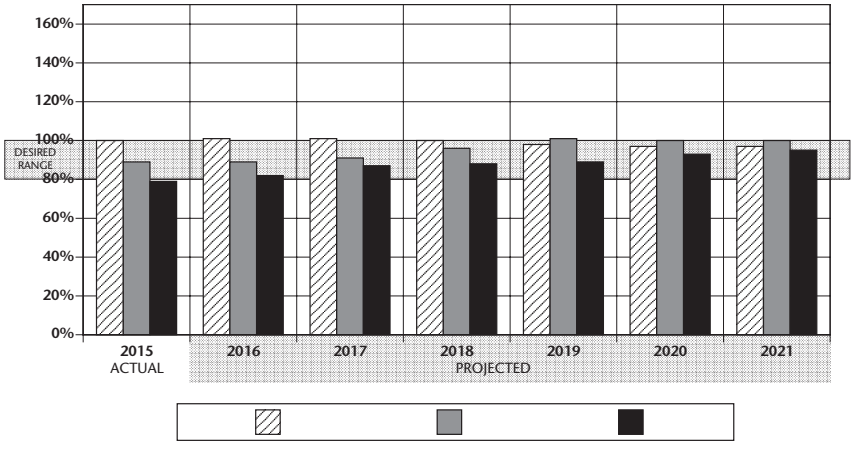
* "Cluster" is defined as the collection of elementary schools that articulate to the same high school.

* 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.

CAPITAL PROJECTS

School	Project	Project Status*	Date of Completion
Neelsville MS	Classroom addition	Deferred	TBD
South Lake ES	Classroom addition	Deferred	TBD
	SBHC	Deferred	TBD

"Approved"—Project has an FY 2016 appropriation approved in the Amended FY 2015–2020 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 recommended for FY 2017 for a feasibility study.

"Recommended"—Project has an FY 2017 appropriation recommended for the FY 2017 Capital Budget.

Projected Enrollment and Space Availability

Effects of the Recommended FY2017–2022 CIP and Non–CIP Actions on Space Available

Schools			Actual 15–16	Projections 16–17	17–18	18–19	19–20	20–21	21–22	2025	2030
Watkins Mill HS		Program Capacity	1942	1942	1942	1942	1942	1942	1942	1942	1942
		Enrollment	**1533**	**1602**	**1685**	**1705**	**1734**	**1800**	**1845**	**2000**	**1900**
		Available Space	*409*	*340*	*257*	*237*	*208*	*142*	*97*	*(58)*	*42*
		Comments									
Montgomery Village MS		Program Capacity	894	894	894	894	894	894	894	894	894
		Enrollment	**713**	**722**	**748**	**762**	**786**	**762**	**758**	**850**	**800**
		Available Space	*181*	*172*	*146*	*132*	*108*	*132*	*136*	*44*	*94*
		Comments									
Neelsville MS		Program Capacity	922	922	922	922	922	922	922	922	922
		Enrollment	**911**	**888**	**912**	**980**	**1056**	**1062**	**1053**	**1050**	**1000**
		Available Space	*11*	*34*	*10*	*(58)*	*(134)*	*(140)*	*(131)*	*(128)*	*(78)*
		Comments	See text								
South Lake ES	CSR	Program Capacity	716	716	716	716	716	716	716		
		Enrollment	**820**	**826**	**835**	**826**	**796**	**776**	**770**		
		Available Space	*(104)*	*(110)*	*(119)*	*(110)*	*(80)*	*(60)*	*(54)*		
		Comments	See text								
Stedwick ES	CSR	Program Capacity	639	639	639	639	639	639	639		
		Enrollment	**581**	**598**	**593**	**603**	**599**	**593**	**592**		
		Available Space	*58*	*41*	*46*	*36*	*40*	*46*	*47*		
		Comments									
Watkins Mill ES	CSR	Program Capacity	720	720	720	720	720	720	720		
		Enrollment	**675**	**667**	**661**	**660**	**659**	**661**	**662**		
		Available Space	*45*	*53*	*59*	*60*	*61*	*59*	*58*		
		Comments									
Whetstone ES	CSR	Program Capacity	783	783	783	783	783	783	783		
		Enrollment	**785**	**794**	**785**	**763**	**754**	**751**	**740**		
		Available Space	*(2)*	*(11)*	*(2)*	*20*	*29*	*32*	*43*		
		Comments									
Cluster Information		HS Utilization	79%	82%	87%	88%	89%	93%	95%	103%	98%
		HS Enrollment	1533	1602	1685	1705	1734	1800	1845	2000	1900
		MS Utilization	89%	89%	91%	96%	101%	100%	100%	105%	99%
		MS Enrollment	1624	1610	1660	1742	1842	1824	1811	1900	1800
		ES Utilization	100%	101%	101%	100%	98%	97%	97%	101%	101%
		ES Enrollment	2861	2885	2874	2852	2808	2781	2764	2900	2900

Demographic Characteristics of Schools

Schools	2015–2016 Total Enrollment	Two or more races %	Black or Afr. Amer. %	Asian%	Hispanic %	White %	2014–2015 FARMS%*	ESOL%**	Mobility Rate%***
Watkins Mill HS	1533	≤ 5.0%	31.5%	8.6%	43.3%	11.6%	52.9%	13.5%	16.9%
Montgomery Village MS	713	≤ 5.0%	30.4%	10.0%	49.2%	6.7%	62.3%	14.3%	18.7%
Neelsville MS	911	≤ 5.0%	32.7%	8.1%	47.1%	7.9%	64.0%	16.7%	15.4%
South Lake ES	820	≤ 5.0%	27.7%	6.7%	60.0%	≤ 5.0%	81.9%	49.2%	27.4%
Stedwick ES	581	6.4%	30.8%	5.2%	43.2%	13.9%	56.2%	32.3%	19.5%
Watkins Mill ES	675	≤ 5.0%	33.5%	8.4%	49.0%	≤ 5.0%	71.0%	41.6%	26.1%
Whetstone ES	785	≤ 5.0%	25.9%	8.3%	52.5%	9.6%	64.5%	38.4%	17.0%
Elementary Cluster Total	**2861**	**≤ 5.0%**	**29.2%**	**7.2%**	**51.9%**	**7.3%**	**69.6%**	**41.2%**	**22.7%**
Elementary County Total	**75838**	**5.1%**	**21.3%**	**13.8%**	**31.2%**	**28.3%**	**39.6%**	**23.0%**	**13.9%**

**Percent of students approved for Free and Reduced-priced Meals Program (FARMS) during the 2014–2015 school year.*

***Percent of English for Speakers of Other Languages (ESOL) during the 2014–2015 school year. High School students are served in regional ESOL centers.*

****Mobility Rate is the number of entries plus withdrawals during the 2014–2015 school year compared to total enrollment.*
Notes: Native Hawaiian/Pacific Islander and American Indian/Alaskan Native categories total less than 1% and were therefore excluded from the table.

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

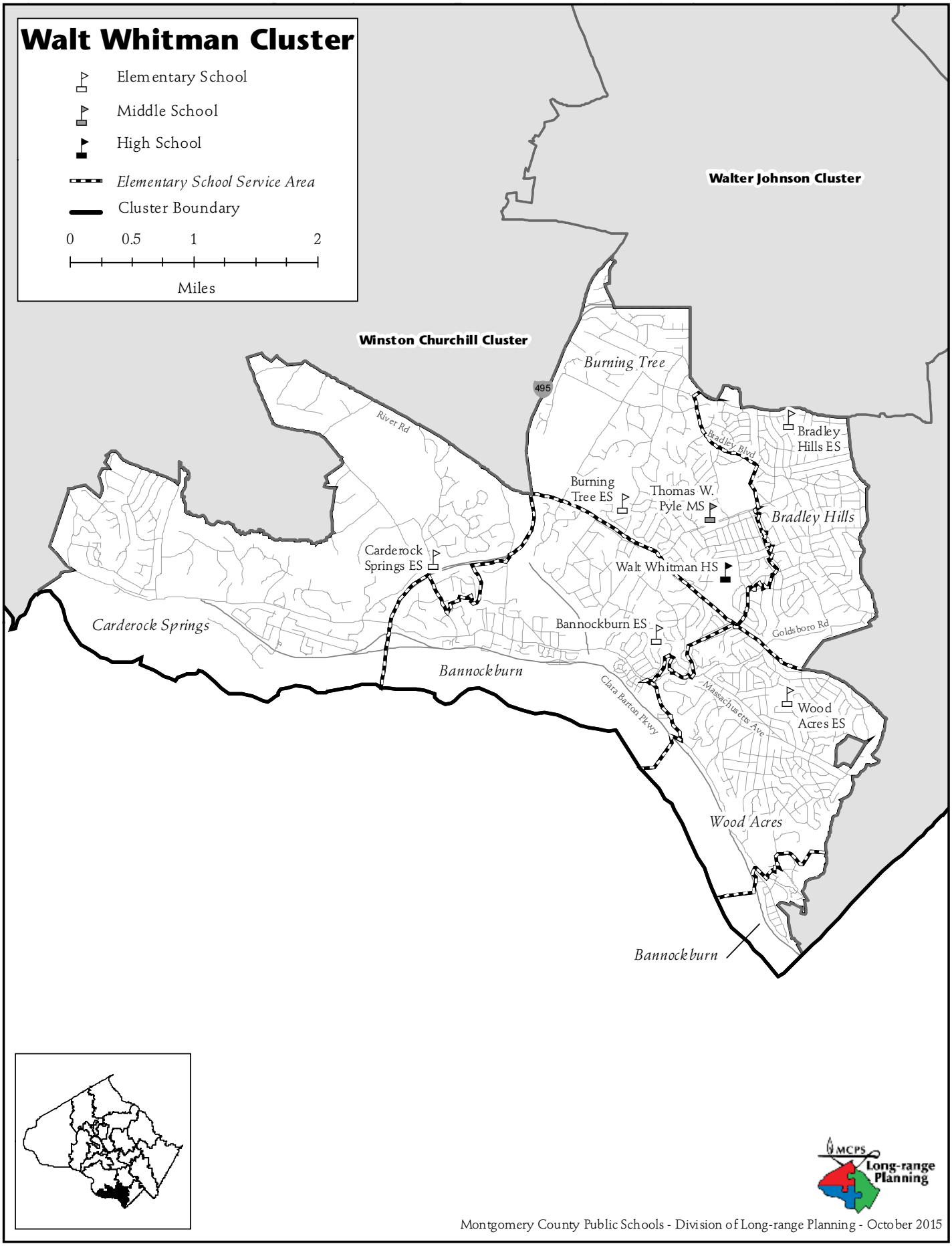
Program Capacity Table

(School Year 2015–2016)

Schools	Grades Served	Capacity (HS @90% MS@85%)	Total Rooms	Support Rooms	Regular Secondary @25	Regular Elementary @23	CSR Grades 1–2 @18	Pre–K @20	Pre–K @40	HS @20	CSR KIND @18	KIND @22	ESOL @15	METS @15	Special Education Services: School Based HSM @13	Cluster Based ELEM LAD @13	Quad Cluster Based ELC @10	LANG @12	LFI @10	SCB @6	County & Regional Based 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
Watkins Mill HS	9-12	1942	90		82								4	1					2							1						
Montgomery Village MS	6-8	894	46		39								2	1					2			2										
Neelsville MS	6-8	922	45		41								3	1																		
South Lake ES	HS-5	716	39	5		16	10		1	1	6																					
Stedwick ES	PreK-5	639	39	6		13	10		1		5								3													1
Watkins Mill ES	HS-5	720	42	4		16	9	1		1	5						6															
Whetstone ES	PreK-5	783	43	4		15	12		1		6					2													1	2		

Facility Characteristics of Schools 2015–2016

Schools	Year Facility Opened	Year Reopened/ Revitalized	Total Square Footage	Site Size Acres	Adjacent Park	Reloc-atable Classrooms	County Programs	Home School Model
Watkins Mill HS	1989		305,288	50.99	Yes		SBWC	
Montgomery Village MS	1968	2003	141,615	15.1				
Neelsville MS	1981		131,432	29.2				
South Lake ES	1972		83,038	10.2		4	LTL	
Stedwick ES	1974		109,677	10				
Watkins Mill ES	1970		80,923	10	Yes			
Whetstone ES	1968		96,946	8.8	Yes			



Montgomery County Public Schools - Division of Long-range Planning - October 2015

SCHOOLS

Walt Whitman High School

Capital Project: Projections indicate enrollment at Walt Whitman High School will exceed capacity by more 200 seats or more by the end of the six-year planning period. An FY 2017 appropriation is recommended for planning funds to begin the architectural design of an addition project. The recommended completion date for this project is August 2020. Relocatable classrooms will be utilized until additional capacity can be added. In order for this project to be completed on schedule, county and state funding must be provided at the levels recommended in this CIP.

Thomas W. Pyle Middle School

Capital Project: Projections for Thomas W. Pyle Middle School indicate that enrollment will exceed capacity by 150 seats or more throughout the six-year CIP planning period. An FY 2015 appropriation was approved in the Building Modifications and Program Improvements project for planning and construction of a third auxiliary gymnasium at the school to accommodate the high enrollment and meet the physical education facility requirements for middle schools. However, due to recent changes in the middle school physical education space requirements that add a second gymnasium to the program, the overutilization at the school and the need for additional cafeteria space to accommodate the student enrollment, an FY 2016 appropriation was approved for a feasibility study to determine the feasibility, scope, and cost of an addition and core improvements to the school. An FY 2017 appropriation is recommended for planning funds to begin the architectural design for an addition project and core improvements. The recommended completion date is August 2020. Relocatable classrooms will be utilized, if needed, 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.

Burning Tree Elementary School

Capital Project: Previous projections indicated enrollment at Burning Tree Elementary School would exceed capacity by 92 seats or more by the end of the six-year planning period. Therefore an FY 2014 appropriation was approved for facility planning to determine the feasibility, scope, and cost for a classroom addition. The current enrollment projections indicate that enrollment will only exceed capacity by 51 seats by the end of the six-year planning period. Given that the space deficit does not meet the minimum threshold of 92 seats or more for consideration of an addition project, no funds are recommended in this CIP for a an addition project. If the enrollment trends grow in the future, a date for the addition will be considered in a future CIP. Relocatable classrooms will be utilized, if needed, 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 was approved to begin the construction of the classroom addition. The school is located at the Radnor Holding Facility during construction. The scheduled completion date for the addition is August 2016.

CAPITAL PROJECTS

School	Project	Project Status*	Date of Completion
Walt Whitman HS	Classroom addition	Recommended	Aug. 2020
Thomas W. Pyle MS	Classroom addition/core improvements	Recommended	Aug. 2020
Burning Tree ES	Classroom addition	Deferred	TBD
Wood Acres ES	Classroom addition	Approved	Aug. 2016

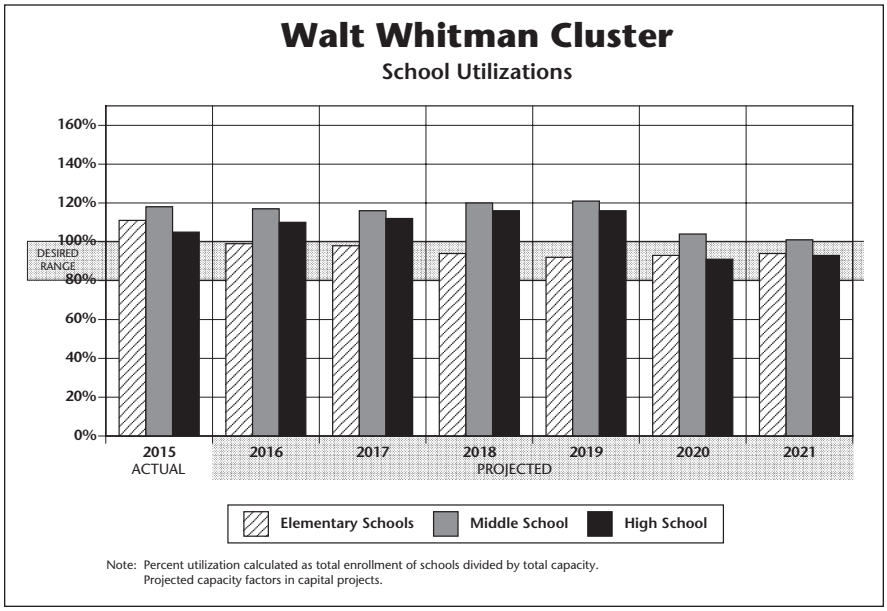
"Approved"—Project has an FY 2016 appropriation approved in the Amended FY 2015–2020 CIP.

"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 recommended for FY 2017 for a feasibility study.

"Recommended"—Project has an FY 2017 appropriation recommended for the FY 2017 Capital Budget.



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

Projected Enrollment and Space Availability

Effects of the Recommended FY2017–2022 CIP and Non–CIP Actions on Space Available

Schools		Actual 15–16	Projections 16–17	17–18	18–19	19–20	20–21	21–22	2025	2030
Walt Whitman HS	Program Capacity	1891	1891	1891	1891	1891	2398	2398	2398	2398
	Enrollment	**1978**	**2075**	**2118**	**2196**	**2202**	**2184**	**2231**	**2400**	**2300**
	Available Space	*(87)*	*(184)*	*(227)*	*(305)*	*(311)*	*214*	*168*	*(2)*	*98*
	Comments		Planning for Addition				Addition Complete			
Thomas W. Pyle MS	Program Capacity	1289	1289	1289	1289	1289	1502	1502	1502	1502
	Enrollment	**1516**	**1513**	**1497**	**1552**	**1554**	**1561**	**1511**	**1550**	**1500**
	Available Space	*(227)*	*(224)*	*(208)*	*(263)*	*(265)*	*(59)*	*(9)*	*(48)*	*2*
	Comments	Facility Planning for Addition	Planning for Addition				Addition Complete			
Bannockburn ES	Program Capacity	365	365	365	365	365	365	365		
	Enrollment	**420**	**416**	**415**	**389**	**386**	**385**	**380**		
	Available Space	*(55)*	*(51)*	*(50)*	*(24)*	*(21)*	*(20)*	*(15)*		
	Comments									
Bradley Hills ES	Program Capacity	663	663	663	663	663	663	663		
	Enrollment	**627**	**613**	**615**	**593**	**576**	**573**	**577**		
	Available Space	*36*	*50*	*48*	*70*	*87*	*90*	*86*		
	Comments									
Burning Tree ES	Program Capacity	379	379	379	379	379	379	379		
	Enrollment	**497**	**491**	**463**	**440**	**426**	**427**	**430**		
	Available Space	*(118)*	*(112)*	*(84)*	*(61)*	*(47)*	*(48)*	*(51)*		
	Comments	See text								
Carderock Springs ES	Program Capacity	407	407	407	407	407	407	407		
	Enrollment	**406**	**394**	**385**	**364**	**364**	**374**	**380**		
	Available Space	*1*	*13*	*22*	*43*	*43*	*33*	*27*		
	Comments									
Wood Acres ES	Program Capacity	528	*757*	*757*	*757*	*757*	*757*	*757*		
	Enrollment	**660**	**644**	**642**	**619**	**619**	**629**	**642**		
	Available Space	*(132)*	*113*	*115*	*138*	*138*	*128*	*115*		
	Comments	@ Radnor	Addition Complete							
Cluster Information	HS Utilization	105%	110%	112%	116%	116%	91%	93%	100%	96%
	HS Enrollment	1978	2075	2118	2196	2202	2184	2231	2400	2300
	MS Utilization	118%	117%	116%	120%	121%	104%	101%	103%	100%
	MS Enrollment	1516	1513	1497	1552	1554	1561	1511	1550	1500
	ES Utilization	111%	99%	98%	94%	92%	93%	94%	97%	97%
	ES Enrollment	2610	2558	2520	2405	2371	2388	2409	2500	2500

Demographic Characteristics of Schools

Schools	2015–2016 Total Enrollment	Two or more races %	Black or Afr. Amer. %	Asian%	Hispanic %	White %	2014–2015 FARMS%*	ESOL%**	Mobility Rate%***
Walt Whitman HS	1978	≤ 5.0%	≤ 5.0%	13.1%	9.3%	69.1%	≤ 5.0%	≤ 5.0%	10.5%
Thomas W. Pyle MS	1516	6.5%	≤ 5.0%	11.2%	7.9%	72.1%	≤ 5.0%	≤ 5.0%	≤ 5.0%
Bannockburn ES	419	8.8%	≤ 5.0%	11.0%	10.0%	67.5%	≤ 5.0%	9.8%	5.7%
Bradley Hills ES	627	10.8%	≤ 5.0%	10.5%	9.7%	67.3%	≤ 5.0%	5.9%	5.7%
Burning Tree ES	497	9.5%	≤ 5.0%	17.9%	7.4%	60.4%	≤ 5.0%	10.8%	6.1%
Carderock Springs ES	406	5.2%	≤ 5.0%	17.0%	8.4%	66.0%	≤ 5.0%	5.3%	≤ 5.0%
Wood Acres ES	660	6.7%	≤ 5.0%	11.7%	10.9%	67.3%	≤ 5.0%	5.3%	6.1%
Elementary Cluster Total	**2609**	**8.3%**	**≤ 5.0%**	**13.3%**	**9.4%**	**65.8%**	**≤ 5.0%**	**7.1%**	**5.7%**
Elementary County Total	**75838**	**5.1%**	**21.3%**	**13.8%**	**31.2%**	**28.3%**	**39.6%**	**23.0%**	**13.9%**

**Percent of students approved for Free and Reduced-priced Meals Program (FARMS) during the 2014–2015 school year.*

***Percent of English for Speakers of Other Languages (ESOL) during the 2014–2015 school year. High School students are served in regional ESOL centers.*

****Mobility Rate is the number of entries plus withdrawals during the 2014–2015 school year compared to total enrollment.*
Notes: Native Hawaiian/Pacific Islander and American Indian/Alaskan Native categories total less than 1% and were therefore excluded from the table.

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

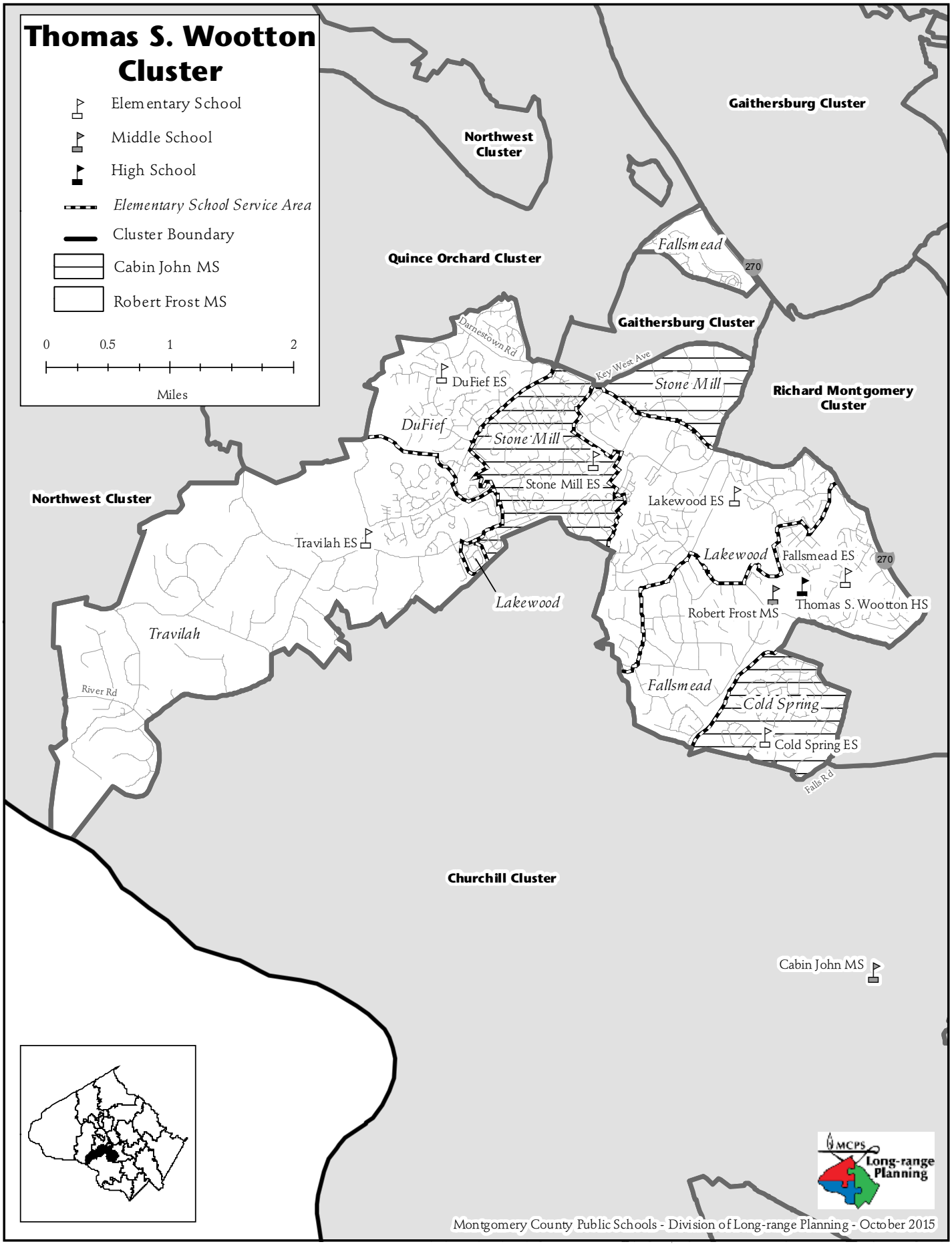
Program Capacity Table

(School Year 2015–2016)

Schools	Grades Served	Capacity (HS @90% MS@85%)	Total Rooms	Support Rooms	Regular Secondary @25	Regular Elementary @23	CSR Grades 1–2 @18	Pre–K @20	Pre–K @40	HS @20	CSR KIND @18	KIND @22	ESOL @15	METS @15	Special Education Services: School Based: HSM @13	Cluster Based: ELEM LAD @13	Quad Cluster Based: ELC @10	LANG @12	LFI @10	SCB @6	County & Regional Based: 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
Walt Whitman HS	9-12	1891	88		81								2						2	1					2							
Thomas W. Pyle MS	6-8	1289	63		59								1								1				2							
Bannockburn ES	K-5	365	20	4		13						3																				
Bradley Hills ES	K-5	663	33	4		25						4																				
Burning Tree ES	K-5	379	24	4		11						3					6															
Carderock Springs ES	K-5	407	24	4		15						2										3										
Wood Acres ES	K-5	528	28	4		18						4				2																

Facility Characteristics of Schools 2015–2016

Schools	Year Facility Opened	Year Reopened/ Revitalized	Total Square Footage	Site Size Acres	Adjacent Park	Reloc-atable Classrooms	County Programs	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
0
0.5
1
2
Miles
Gaithersburg Cluster
Northwest Cluster
Quince Orchard Cluster
Fallsmead
270
Gaithersburg Cluster
Darnestown Rd
Key West Ave
DuFief ES
Stone Mill
Richard Montgomery Cluster
DuFief
Stone Mill
Stone Mill ES
Northwest Cluster
Lakewood ES
Travilah ES
Lakewood
Fallsmead ES
270
Thomas S. Wootton HS
Lakewood
Robert Frost MS
Travilah
River Rd
Fallsmead
Cold Spring
Cold Spring ES
Falls Rd
Churchill Cluster
Cabin John MS
MCPS
Long-range Planning
Montgomery County Public Schools - Division of Long-range Planning - October 2015

CLUSTER PLANNING ISSUES

Planning Issue: 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.

Planning Study: Since 2007, elementary school enrollment in the Gaithersburg Cluster has increased by 600 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 was approved for the Gaithersburg Cluster to address enrollment growth in this area. The study was conducted during the 2014–2015 school year and included all the elementary schools in the cluster. Because of the challenges of enrollment growth, and absorption of large new residential developments, the interim superintendent determined it is inappropriate at this time to make a recommendation solely focused on the Gaithersburg Cluster. Instead, a roundtable discussion group (roundtable) is recommended, be formed in spring 2016, to take a broader look at school enrollments, utilization levels and facility options at three adjacent clusters—Gaithersburg, Col. Zadok Magruder, and Thomas S. Wootton—to address enrollment growth and space and space deficits in the Gaithersburg Cluster more broadly. The interim superintendent's recommendation regarding the capacity study can be found at the following link: *http://gis.mcpsmd.org/cipmasterpdfs/Supp_C_TriClusterRoundtableGrpDiscussion.pdf*

SCHOOLS

Thomas S. Wootton High School

Capital Project: A revitalization/expansion project is scheduled for this school with a completion date of August 2021. An FY 2016 appropriation was approved for planning funds to begin the architectural design for the revitalization/expansion project of this school. In order for this project to be completed on this schedule, county and state funding must be provided at levels recommended in this CIP.

Cold Spring Elementary School

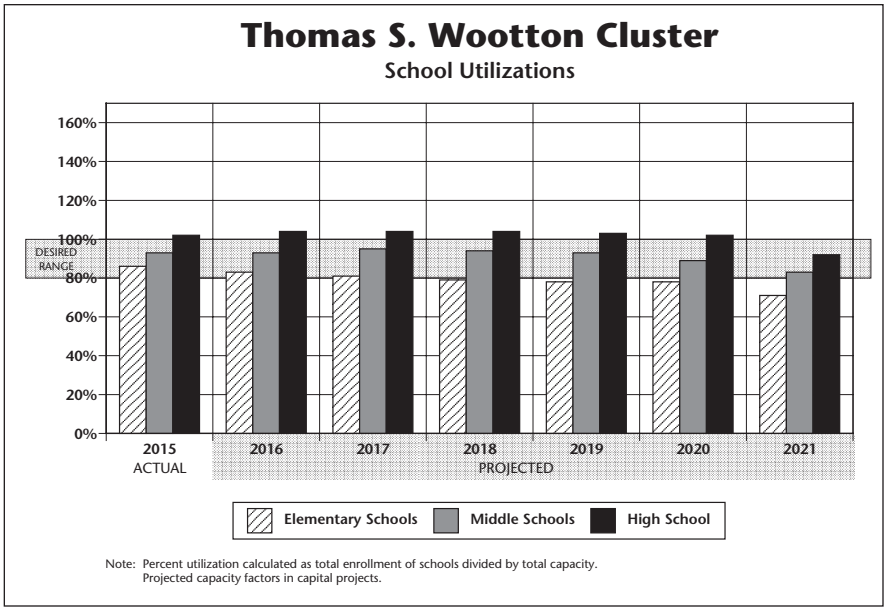
Capital Project: A revitalization/expansion project was approved by the County Council in the Amended FY 2015–2020 CIP with a completion date of August 2021. The Recommended FY 2017–2022 CIP maintains the current revitalization/expansion approved schedule. However, based on the Montgomery County Council Office of Legislative Oversight (OLO) study released in July 2015, regarding the revitalization/expansion program and the Facility Assessment with Criteria and Testing (FACT) methodology used to rank the schools, MCPS will reconvene the FACT Review Committee to update the FACT methodology and the revitalization/expansion program process. Pending the outcome of this review, the queue for the revitalization/expansion projects may change. (For more information see Appendix F.)

An FY 2015 appropriation was approved 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 this schedule, county and state funding must be provided at the levels recommended in this CIP and the outcome of the FACT Review Committee must maintain the project on the present queue position.

DuFief Elementary School

Capital Project: A revitalization/expansion project was approved by the County Council in the Amended FY 2015–2020 CIP with a completion date of August 2021. The Recommended FY 2017–2022 CIP maintains the current revitalization/expansion approved schedule. However, based on the Montgomery County Council Office of Legislative Oversight (OLO) study released in July 2015, regarding the revitalization/expansion program and the Facility Assessment with Criteria and Testing (FACT) methodology used to rank the schools, MCPS will reconvene the FACT Review Committee to update the FACT methodology and the revitalization/expansion program process. Pending the outcome of this review, the queue for the revitalization/expansion projects may change. (For more information see Appendix F.)

An FY 2015 appropriation was approved 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 this schedule, county and state funding must be provided at the levels recommended in this CIP and the outcome of the



FACT Review Committee must maintain the project on the present queue position.

Planning Issue: Projections indicate that enrollment at Rachel Carson Elementary School will exceed capacity by 92 seats or more by the end of the six-year planning period. To address the high enrollment at Rachel Carson Elementary School the Board of Education approved the following studies to explore additional capacity to address the overutilization at Rachel Carson Elementary School:

- The feasibility study that was conducted in 2007 for an addition at Jones Lane Elementary School to relieve Carson Elementary School be updated to determine if a larger addition could be constructed at Jones Lane Elementary School;
- The feasibility study that is planned for the revitalization/expansion project at DuFief Elementary School during the 2014–2015 school year include the possibility of additional capacity;
- The feasibility study that is planned for an addition at Fields Road Elementary School include the possibility of additional capacity; and
- The consideration of a new elementary school in the Quince Orchard Cluster be included in the analysis of options to relieve Rachel Carson Elementary School.

The interim superintendent recommends the expansion of DuFief Elementary School to accommodate the overutilization of Rachel Carson Elementary School. The interim superintendent's recommendation can be found at the following link: *http://www.montgomeryschoolsmd.org/departments/planning/cipmaster.aspx*

CAPITAL PROJECTS

School	Project	Project Status*	Date of Completion
Wootton HS	Revitalization/expansion	Approved	Aug. 2021, building Aug. 2022, site
Cold Spring ES	Revitalization/expansion	Programmed	Aug. 2021
DuFief ES	Revitalization/expansion	Programmed	Aug. 2021

"Approved"—Project has an FY 2016 appropriation approved in the Amended FY 2015–2020 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 recommended for FY 2017 for a feasibility study.

"Recommended"—Project has an FY 2017 appropriation recommended for the FY 2017 Capital Budget.

Projected Enrollment and Space Availability

Effects of the Recommended FY2017–2022 CIP and Non–CIP Actions on Space Available

Schools		Actual 15–16	Projections 16–17	17–18	18–19	19–20	20–21	21–22	2025	2030
Thomas S. Wootton HS	Program Capacity	2167	2167	2167	2167	2167	2167	2420	2420	2420
	Enrollment	**2207**	**2248**	**2243**	**2255**	**2232**	**2209**	**2237**	**2400**	**2300**
	Available Space	*(40)*	*(81)*	*(76)*	*(88)*	*(65)*	*(42)*	*183*	*20*	*120*
	Comments	+1 AUT	Planning for Revitalization/ Expansion			Revitalization/ Expansion in Progress		Rev/Ex Complete		
Cabin John MS	Program Capacity	1113	1113	1113	1113	1113	1113	1113	1113	1113
	Enrollment	**941**	**952**	**1000**	**1004**	**1015**	**978**	**948**	**1050**	**1000**
	Available Space	*172*	*161*	*113*	*109*	*98*	*135*	*165*	*63*	*113*
	Comments									
Robert Frost MS	Program Capacity	1084	1084	1084	1084	1084	1084	1084	1084	1084
	Enrollment	**1112**	**1091**	**1081**	**1068**	**1023**	**967**	**874**	**950**	**900**
	Available Space	*(28)*	*(7)*	*3*	*16*	*61*	*117*	*210*	*134*	*184*
	Comments									
Cold Spring ES	Program Capacity	459	459	459	459	459	459	504		
	Enrollment	**334**	**320**	**314**	**319**	**317**	**320**	**325**		
	Available Space	*125*	*139*	*145*	*140*	*142*	*139*	*179*		
	Comments			Planning for Revitalization/ Expansion		Move to Grosvenor Jan. 2020	@ Grosvenor	Rev/Ex Complete		
DuFief ES	Program Capacity	416	416	416	416	416	416	740		
	Enrollment	**313**	**308**	**301**	**304**	**305**	**316**	**330**		
	Available Space	*103*	*108*	*115*	*112*	*111*	*100*	*410*		
	Comments	See text		Planning for Revitalization/ Expansion		Move to Emory Grove Jan. 2020	@ Emory Grove	Rev/Ex Complete		
Fallsmead ES	Program Capacity	598	598	598	598	598	598	598		
	Enrollment	**535**	**522**	**516**	**493**	**488**	**490**	**489**		
	Available Space	*63*	*76*	*82*	*105*	*110*	*108*	*109*		
	Comments									
Lakewood ES	Program Capacity	556	556	556	556	556	556	556		
	Enrollment	**543**	**518**	**491**	**464**	**452**	**449**	**459**		
	Available Space	*13*	*38*	*65*	*92*	*104*	*107*	*97*		
	Comments									
Stone Mill ES	Program Capacity	654	654	654	654	654	654	654		
	Enrollment	**644**	**629**	**610**	**591**	**581**	**585**	**589**		
	Available Space	*10*	*25*	*44*	*63*	*73*	*69*	*65*		
	Comments									
Travilah ES	Program Capacity	522	522	522	522	522	522	522		
	Enrollment	**389**	**375**	**377**	**357**	**351**	**352**	**359**		
	Available Space	*133*	*147*	*145*	*165*	*171*	*170*	*163*		
	Comments									
Cluster Information	HS Utilization	102%	104%	104%	104%	103%	102%	92%	99%	95%
	HS Enrollment	2207	2248	2243	2255	2232	2209	2237	2400	2300
	MS Utilization	93%	93%	95%	94%	93%	89%	83%	91%	86%
	MS Enrollment	2053	2043	2081	2072	2038	1945	1822	2000	1900
	ES Utilization	86%	83%	81%	79%	78%	78%	71%	76%	76%
	ES Enrollment	2758	2672	2609	2528	2494	2512	2551	2700	2700

Demographic Characteristics of Schools

Schools	2015–2016 Total Enrollment	Two or more races %	Black or Afr. Amer. %	Asian%	Hispanic %	White %	2014–2015 FARMS%*	ESOL%**	Mobility Rate%***
Thomas S. Wootton HS	2207	≤ 5.0%	6.5%	35.6%	7.6%	46.2%	5.1%	≤ 5.0%	≤ 5.0%
Cabin John MS	941	5.2%	11.5%	28.1%	7.5%	47.7%	8.7%	≤ 5.0%	5.7%
Robert Frost MS	1112	5.2%	≤ 5.0%	34.6%	6.8%	48.0%	5.4%	≤ 5.0%	5.1%
Cold Spring ES	334	6.9%	≤ 5.0%	40.1%	7.8%	41.3%	≤ 5.0%	≤ 5.0%	≤ 5.0%
DuFief ES	313	6.7%	7.3%	31.0%	12.1%	42.8%	14.9%	13.7%	≤ 5.0%
Fallsmead ES	535	5.8%	6.9%	32.7%	8.0%	46.2%	8.3%	10.4%	9.7%
Lakewood ES	543	6.1%	10.5%	45.1%	7.2%	30.8%	6.6%	10.0%	10.6%
Stone Mill ES	644	≤ 5.0%	12.6%	49.2%	5.4%	28.4%	9.0%	13.4%	10.3%
Travilah ES	389	≤ 5.0%	5.4%	45.5%	5.4%	38.6%	6.3%	9.7%	7.5%
Elementary Cluster Total	**2758**	**5.6%**	**8.4%**	**41.5%**	**7.3%**	**36.9%**	**7.7%**	**10.5%**	**8.4%**
Elementary County Total	**75838**	**5.1%**	**21.3%**	**13.8%**	**31.2%**	**28.3%**	**39.6%**	**23.0%**	**13.9%**

**Percent of students approved for Free and Reduced-priced Meals Program (FARMS) during the 2014–2015 school year.*

***Percent of English for Speakers of Other Languages (ESOL) during the 2014–2015 school year. High School students are served in regional ESOL centers.*

****Mobility Rate is the number of entries plus withdrawals during the 2014–2015 school year compared to total enrollment.*
Notes: Native Hawaiian/Pacific Islander and American Indian/Alaskan Native categories total less than 1% and were therefore excluded from the table.

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

Program Capacity Table

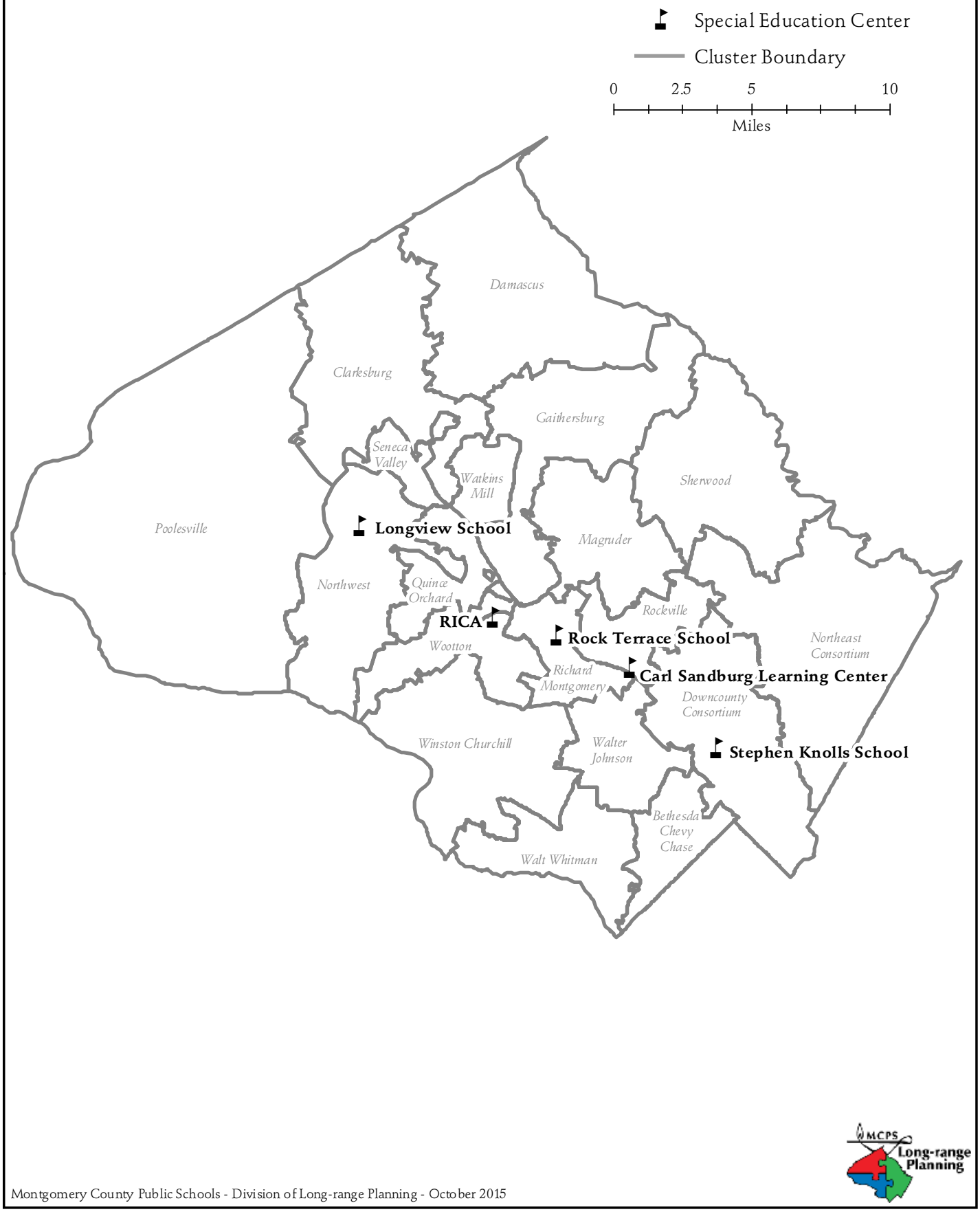
(School Year 2015–2016)

Schools	Grades Served	Capacity (HS @90% MS@85%)	Total Rooms	Support Rooms	Regular Secondary @25	Regular Elementary @23	CSR Grades 1–2 @18	Pre–K @20	Pre–K @40	HS @20	CSR KIND @18	KIND @22	ESOL @15	METS @15	Special Education Services: School Based HSM @13	Cluster Based ELEM LAD @13	Quad Cluster Based ELC @10	LANG @12	LFI @10	SCB @6	County & Regional Based 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
Thomas S. Wootton HS	9-12	2167	99		95								1							2		1										
Cabin John MS	6-8	1113	57		50								1						2	1		3										
Robert Frost MS	6-8	1084	51		51																											
Cold Spring ES	K-5	459	24	4		19						1																				
DuFief ES	K-5	416	26	4		14						1					6	1														
Fallsmead ES	K-5	598	30	3		22						3				2																
Lakewood ES	K-5	556	30	4		20						3							3													
Stone Mill ES	K-5	654	36	5		22						4																2	1	2		
Travilah ES	K-5	522	26	3		20						2																		1		

Facility Characteristics of Schools 2015–2016

Schools	Year Facility Opened	Year Reopened/ Revitalized	Total Square Footage	Site Size Acres	Adjacent Park	Reloc-atable Classrooms	County Programs	Home School Model
Thomas S. Wootton HS	1970		295,620	27.4		6		
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



Montgomery County Public Schools - Division of Long-range Planning - October 2015

SPECIAL EDUCATION CENTERS

Longview School

Longview School provides services to students aged 5–21 with severe to profound intellectual disabilities and multiple disabilities. Alternate Academic Learning Outcomes aligned with Curriculum 2.0 are utilized to provide students with skills in the 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 students and their families through highly-structured intensive special education services with therapy integrated in a day and residential treatment facility. An interdisciplinary treatment team, comprised of school, clinical, residential, and related service providers, develops the student's total educational plan and monitors progress. Consulting psychiatrists, a full time pediatrician, and a school community health nurse also are on staff.

RICA offers fully accredited special education services that emphasize rigorous academic and vocational/occupational opportunities; day and residential treatment; and individual, group, and family therapy. The RICA program promotes acquisition of grade and age appropriate social and emotional skills and allows students to access the general education curriculum.

Rock Terrace School

Planning Study: On November 17, 2015, the Board of Education approved a Roundtable Discussion Group to explore the possible collocation of Rock Terrace School with Tilden Middle School on the Tilden Lane site. With an upcoming revitalization/expansion project, Tilden Middle School was identified because of its central location in the Walter Johnson Cluster its large site size and accessibility to accommodate the two schools, and the long history of the Walter Johnson cluster serving special education students.

Board of Education policy IOB, Education of Students with Disabilities, states that MCPS is committed to providing students with disabilities the opportunity to interact with non-disabled peers to the maximum extent possible. 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. The collocation of special education centers with general education schools, such as the Longview School at Matsunaga Elementary School, allows the school system to address the facility needs of the stand-alone special education centers while meeting the goal to provide special education students with opportunities to receive instruction in the general education environment to the maximum extent appropriate.

Rock Terrace School, which serves students ages 12–21 throughout the county, and focuses on school-to-work programs, was assessed for revitalization/expansion using the Facilities Assessment with Criteria and Testing (FACT) methodology in the 2010–2011 school year. Of the secondary schools assessed that year, Rock Terrace School received the highest score and was in the greatest need of revitalization/expansion. (See Appendices E and F for additional information.)

The Roundtable Discussion Group included parents and staff from Rock Terrace School and Tilden Middle School as well as a representative from the MCCPTA Special Education Committee and the Walter Johnson Cluster. Staff from the Department of Special Education Services, the Division of Long-range Planning, and Division of Construction also participated in the process. To support the activities, an architect was hired to develop concept plans for the possible collocation of the two schools. The activities of the Roundtable included the following:

- Identify opportunities for special education students to receive instruction in the general education environment to the maximum extent appropriate
- Discuss the facility and site implications
- Conduct site visits and engage in discussions with parents and staff at other collocated or soon to be collocated schools in the county and state.

The Roundtable Discussion Group met from December 2014 through February 2015 and submitted a report to the interim superintendent of schools in March 2015. Following input from the Roundtable Discussion Group and the community at large, the interim superintendent of schools recommended and the Board of Education approved the collocation of Rock Terrace School and Tilden Middle School on May 12, 2015.

Capital Project: With the approval of the collocation, the school will be added to the revitalization/expansion schedule to coincide with the Tilden Middle School revitalization/expansion project, which is scheduled for completion in August 2020.

Tilden Middle School is currently located in the Woodward facility on Old Georgetown Road. Rather than revitalize/expand the Woodward facility for Rock Terrace School and Tilden Middle School, the current Tilden Holding Facility located on Tilden Lane will be revitalized/expanded to house both Rock Terrace School and Tilden Middle School. The Woodward facility will then become a secondary school holding facility for school revitalization/expansion projects scheduled after Tilden Middle School. Although 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 Tilden Middle School, the feasibility study for Rock Terrace School and Tilden Middle School will begin in summer 2015. An FY 2016 appropriation for planning funds was approved to begin the architectural design for the project which will occur after the completion of the feasibility study. In order for this project to be completed on this schedule, county and state funding must be provided at the levels recommended in this CIP.

Carl Sandburg Learning Center

Carl Sandburg Learning Center is a special education school that serves students with multiple disabilities in kindergarten through Grade 5, including intellectual disabilities, autism spectrum disorders, language disabilities, and emotional or other learning disabilities. Services are designed for elementary students who need a highly structured setting, small student-to-teacher ratio, and access to the MCPS Curriculum 2.0 or Alternate Learning Outcomes aligned with Curriculum 2.0. Modification of curriculum materials and instructional strategies based on students' needs, is the basis of all instruction. Emphasis is placed on the development of language and academic and social skills provided through an in-class transdisciplinary model of service delivery in which all staff members implement the recommendations of related service providers. Special emphasis is placed on meeting the sensory and motor needs of students in their classroom setting. To address behavioral goals, services may include a behavior management system, psychological consultation, and crisis intervention.

Capital Project: A revitalization/expansion project is scheduled for this school with a completion date of August 2020. An FY 2016 appropriation for planning funds was approved to begin the architectural design for this project. In order for this project to be completed on this schedule, county and state funding must be provided at the levels recommended in this CIP. 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.

Stephen Knolls School

The Stephen Knolls School services students aged 5–21 with severe to profound intellectual disabilities and multiple disabilities. Alternate Learning Outcomes aligned with Curriculum 2.0 are utilized to provide students with skills in the areas of communication, mobility, self-help, functional academics, and transition.

Capital 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	Revitalization/ expansion with collocation at Tilden Middle School	Approved	Aug. 2020
Carl Sandberg Learning Center	Revitalization/ expansion with collocation at Maryvale ES	Approved	Aug. 2020
Stephen Knolls School	Facility Improvements	Proposed	TBD

"Approved"—Project has an FY 2016 appropriation approved in the Amended FY 2015–2020 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 recommended for FY 2017 for a feasibility study.

"Recommended"—Project has an FY 2017 appropriation recommended for the FY 2017 Capital Budget.

Projected Enrollment and Space Availability

Effects of the Recommended FY2017–2022 CIP and Non–CIP Actions on Space Available

Schools			Actual 15–16	Projections 16–17	17–18	18–19	19–20	20–21	21–22	2025	2030
Stephen Knolls		Program Capacity	190	190	190	190	190	190	190		
		Enrollment	**85**	**99**	**99**	**99**	**99**	**99**	**99**		
		Available Space	*105*	*91*	*91*	*91*	*91*	*91*	*91*		
		Comments									
Longview		Program Capacity	48	48	48	48	48	48	48		
		Enrollment	**52**	**48**	**48**	**48**	**48**	**48**	**48**		
		Available Space	*(4)*	*0*	*0*	*0*	*0*	*0*	*0*		
		Comments									
RICA		Program Capacity	180	180	180	180	180	180	180		
		Enrollment	**108**	**96**	**96**	**96**	**96**	**96**	**96**		
		Available Space	*72*	*84*	*84*	*84*	*84*	*84*	*84*		
		Comments									
Rock Terrace		Program Capacity	100	100	100	100	100	120	120		
		Enrollment	**88**	**109**	**109**	**109**	**109**	**109**	**109**		
		Available Space	*12*	*(9)*	*(9)*	*(9)*	*(9)*	*11*	*11*		
		Comments	See text Planning for Revitalization/Expansion					Rev/Ex Complete			
Carl Sandburg		Program Capacity	*79*	*79*	*79*	*79*	*79*	135	135		
		Enrollment	**89**	**130**	**130**	**130**	**130**	**130**	**130**		
		Available Space	*(10)*	*(51)*	*(51)*	*(51)*	*(51)*	*5*	*5*		
		Comments	Planning for Revitalization Expansion					Rev/Ex Complete			
Cluster Information		Utilization	71%	81%	81%	81%	81%	72%	72%		
		Enrollment	422	482	482	482	482	482	482		

Demographic Characteristics of Schools

Schools	2015–2016 Total Enrollment	Two or more races %	Black or Afr. Amer. %	Asian%	Hispanic %	White %	2014–2015 FARMS%*	ESOL%**	Mobility Rate%***
Stephen Knolls School	85	≤ 5.0%	29.4%	7.1%	36.5%	24.7%	47.3%	≤ 5.0%	19.8%
Longview School	52	≤ 5.0%	25.0%	13.5%	25.0%	34.6%	31.2%	≤ 5.0%	16.7%
RICA	108	≤ 5.0%	25.0%	5.6%	19.4%	46.3%	42.5%	≤ 5.0%	62.5%
Rock Terrace School	88	6.8%	33.0%	6.8%	17.0%	36.4%	35.4%	7.3%	11.0%
Carl Sandburg Learning Ctr	89	≤ 5.0%	27.0%	7.9%	34.8%	25.8%	39.6%	23.1%	18.7%
Elementary County Total	**75838**	**5.1%**	**21.3%**	**13.8%**	**31.2%**	**28.3%**	**39.6%**	**23.0%**	**13.9%**

**Percent of students approved for Free and Reduced-priced Meals Program (FARMS) during the 2014–2015 school year.*

***Percent of English for Speakers of Other Languages (ESOL) during the 2014–2015 school year. High School students are served in regional ESOL centers.*

****Mobility Rate is the number of entries plus withdrawals during the 2014–2015 school year compared to total enrollment.*
Notes: Native Hawaiian/Pacific Islander and American Indian/Alaskan Native categories total less than 1% and were therefore excluded from the table.

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

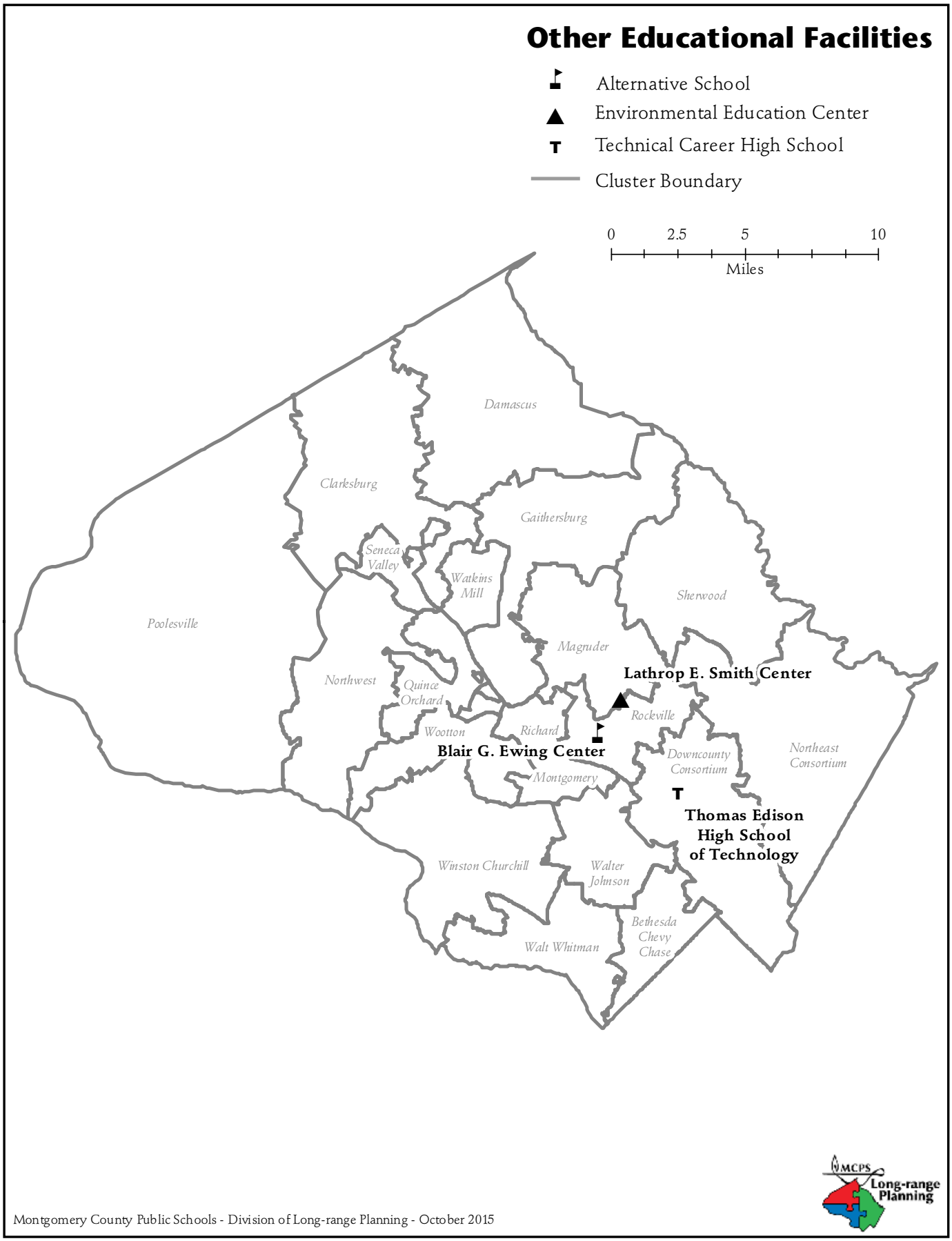
Program Capacity Table

(School Year 2015–2016)

Schools	Grades or Ages Served	Capacity (HS @90% MS@85%)	Total Rooms	Support Rooms	Regular Secondary @25	Regular Elementary @23	CSR Grades 1–2 @18	Pre–K @20	Pre–K @40	HS @20	CSR KIND @18	KIND @22	ESOL @15	METS @15	Special Education Services: School Based HSM @13	Cluster Based ELEM LAD @13	Quad Cluster Based ELC @10	Quad Cluster Based LANG @12	Quad Cluster Based LFI @10	Quad Cluster Based SCB @6	County & Regional Based AAC@7	AUT @6	SPECIAL SCHOOLS @ 6	DHOH @7	ED @10	EXTENSIONS @6	GT/LD @13	PD @7	PEP@6	PEP @12	PEP @18	VISION (Elementary) @7	OTHER
Stephen Knolls School	N/A	190	19	4					1																			7		6		1
Longview School	N/A	48	10	2																								8				
RICA	N/A	180	18																						18							
Rock Terrace School	N/A	100	16	2															10													4
Carl Sandburg School	N/A	79	16	3																	1	12										

Facility Characteristics of Schools 2015–2016

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


Other Educational Facilities
Alternative School
Environmental Education Center
Technical Career High School
Cluster Boundary
0
2.5
5
10
Miles
Damascus
Clarksburg
Gaithersburg
Seneca Valley
Watkins Mill
Sherwood
Poolesville
Magruder
Lathrop E. Smith Center
Northwest
Quince Orchard
Rockville
Wootton
Richard
Blair G. Ewing Center
Downcounty Consortium
Northeast Consortium
Montgomery
Thomas Edison High School of Technology
Winston Churchill
Walter Johnson
Bethesda Chevy Chase
Walt Whitman
MCPS
Long-range Planning
Montgomery County Public Schools - Division of Long-range Planning - October 2015

ALTERNATIVE EDUCATION PROGRAMS

In 2013, the superintendent of schools initiated a district-wide redesign of the Alternative Education Program (AEP). The focus of the redesign has been to provide academic and social emotional supports and interventions to meet the individual needs of students. The redesign is intended to ensure that academic performance is not predicted by race, ethnicity, or socioeconomic status. An AEP redesign committee comprised of central services and alternative education staff work collaboratively to implement a three-year phase plan. In February 2014, the Board of Education approved the redesign plan for the AEP.

The three major components of the redesign plan focus on:

- Pathways for Learning with a focus on Universal Design for Learning (UDL)
- Personalized Learning Plans
- Social Emotional Learning

As the redesign enters the second year, MCPS continues to expand upon the three major components of the redesign. During the 2015–2016 school year the Alternative Education staff is providing students flexible scheduling that allows students to extend their academic day. Personalized learning plans are being used to help teachers individualize the learning for students. In addition, the program has entered into an agreement with APEX Learning to expand online opportunities for credit recovery and blended learning. In order to support students and their families, the program has increased the partnerships within the community and created a parent engagement laboratory at the Blair G. Ewing Center. Finally, this year the students will have an opportunity to engage in extracurricular activities during the school day.

Montgomery County Public Schools operates a program that supports students in Grades 6–12. The program is intended to support students who have been unsuccessful in their home schools for a variety of reasons. These reasons include behavior and/or attendance problems, as well as involvement in a serious disciplinary action that warrants a recommendation for expulsion and placement by the Office of the Chief Operating Officer in lieu of expulsion. AEP strives to provide positive and effective educational supports and services that address the academic, social, emotional and physical health of adolescents.

In addition, the AEP provides a 45-day Interim Placement Program that serves students in Grades 6–12 receiving special education services. Students are placed in the program after a central office review and as a result of their involvement with controlled substances, serious bodily injury, and/or weapons. Students remain enrolled in their home school and the home school provides daily assignments and assessments.

Blair G. Ewing Center

Capital Project: Blair G. Ewing Center was assessed as part of the Facilities Assessment with Criteria and Testing (FACT) in FY 2012 to determine the condition of the facility. The facility was ranked in second worst condition of all the secondary schools assessed that year. As a result of the poor condition of the facility, a feasibility study was conducted in the 2012–2013 school year to Identify facility improvements to the current Blair G. Ewing Center. At that time, the Blair G. Ewing Center housed all of the high school Alternative Education Programs (AEP) and only some of the middle school AEP. The Glenmont and Hadley Farms facilities housed the other middle school AEP. Subsequent to the feasibility study, an AEP project team was charged to develop a new vision and design for the AEP in MCPS. A result of the new vision was to locate all of the middle and high school AEP at Blair G. Ewing Center, beginning in the 2014–2015 school year.

Although an FY 2015 appropriation was approved to begin the architectural design to make improvements at the Blair G. Ewing Center facility, the new vision for AEP required a second look at the current facility to ensure that the middle and high schools AEP were appropriately accommodated with the funds approved. The Blair G. Ewing Center facility, which was constructed in the early 1970s with a pod organization, does not have an ideal configuration to support the new vision for alternative education in MCPS. The building remains less than ideal to support the redesigned program for middle and high school students and it is difficult to supervise students due to the pod configuration. Furthermore, although the $16.6 million approved in the CIP will address the systemic renovations in the facility, it will not be possible to address all of the configuration issues in the facility that make it a challenge to deliver the educational program.

In order to provide the AEP with a facility that will support the program and students, in October 2014, the superintendent of schools recommended that the AEP, currently housed at the Blair G. Ewing Center, be relocated to the former English Manor Elementary School site and the facility be renovated and expanded to accommodate the Blair G. Ewing Center AEP. On November 17, 2014, the Board of Education submitted a request for approval of a supplemental appropriation to change the project scope and conduct a feasibility study for the English Manor site. On February 10, 2015, the County Council approved that two feasibility studies be conducted for the redesigned AEP—one study at the current Avery Road site and a second study at another site determined to be appropriate by the Board of Education. Subsequent to the County Council action, on April 14, 2015, the Board approved a feasibility study at the current Avery Road site and a study of closed school sites in the central part of the county and Carl Sandburg and Rock Terrace School sites to determine the second site to study. The list of closed school sites includes: Aspen Hill, English Manor, Holiday Park, Lone Oak, Montrose, North Lake, Rocking Horse Road, Woodley

Gardens elementary schools, and Edwin W. Broome and Randolph junior high schools. The feasibility study and study of sites will begin in summer 2015. A completion date will be detertimed in a future CIP.

Lathrop E. Smith Center

The Lathrop E. Smith Center is owned and operated by Montgomery County Public Schools and hosts the Outdoor Environmental Education Programs (OEEP) that includes the Grade 6 residential program and Grades K–5 day program. OEEP provides outdoor learning experiences through the MCPS curriculum that increase students' environmental content and science process knowledge; nurture awareness, appreciation, and stewardship for the natural environment; and build the capacity of Grades K–12 MCPS educators to teach environmental education, while encouraging the use of the outdoors as a science classroom.

All Grade 6 students in MCPS participate in a three-day, two-night residential outdoor environmental education program that is part of the curriculum. While in residence, students study various aspects of the local watershed through participation in outdoor field investigations that teach MCPS curriculum and address the MSDE environmental education standards. The teaching and learning that occurs at school and during the residential program create a meaningful watershed environmental experience for each Grade 6 student, and culminates in an environmental student service learning project. Students are accompanied by their teachers, who, in collaboration with an OEEP staff member, provide instruction and supervision during their stay. The environment is used as an integrating context for learning; thus, instruction incorporates many content areas as students explore and investigate the local watershed.

The day program primarily serves students in Grades K–5. Each field investigation is directly linked to the school curriculum at each grade level with a focus on science and the environment. Schools also may request an in-school visit from an environmental educator to provide assistance and guidance in the integration of environmental education at the local school site.

The center also provides professional development after school and in the summer to more than 300 teachers in the content and pedagogy of environmental education.

CAPITAL PROJECTS

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

"Approved"—Project has an FY 2016 appropriation approved in the Amended FY 2015–2020 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 recommended for FY 2017 for a feasibility study.

"Recommended"—Project has an FY 2017 appropriation recommended for the FY 2017 Capital Budget.

Facility Characteristics of Schools 2015–2016

Schools	Year Facility Opened	Year Reopened/ Revitalized	Total Square Footage	Site Size Acres	Adjacent Park	Reloc-atable Classrooms	County Programs	Home School Model
Thomas Edison HS of Technology	1982		114,310	28.2	Yes			
Blair G. Ewing Center	1970		85,400	22.5				
Lathrop E. Smith Center			20,345	9.78	Yes			

Career Technology Education Programs

Career and Technology Education (CTE) Programs of Study (POS) prepare students for college, careers, and lifelong learning. Montgomery County Public Schools currently offers College/Career Research Development in addition to over 30 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 13,000 MCPS students are enrolled in at least one CTE POS pathway course at comprehensive high schools throughout the county or at Thomas Edison High School of Technology (TEHST). CTE POS focus on challenging and engaging instruction that provide academic and technical knowledge and skills and prepare students for college and careers. Most POS provide opportunities for students to earn college credit through college courses or articulation agreements with select postsecondary institutions. These agreements allow students to earn college credit for identified high school courses that are successfully completed with a grade of 'B' or better. Internship experiences connect students with the world of work, enhancing the rigor and relevance of the POS. Students take and pass industry credentialing examinations in areas, such as business, information technology, hospitality, and cosmetology.

There are regional hubs, like the TEHST location, that give students from all high schools equitable access to select POS. Students report to the identified location 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 staff members have established a Program Advisory Committee (PAC) for each career cluster. The PAC includes representatives from the business community and secondary and postsecondary institutions. PACs strive to provide seamless experiences for students as they move from middle school to high school and postsecondary experiences.

Foundations Office Programs

The Montgomery County Student Trades Foundations Office is composed of the following three separate non-profit educational foundations: Automotive Trades Foundation (ATF), Construction Trades Foundation (CTF), and Information Technology Foundation (ITF). The Foundations Office is a liaison between the business/professional community in these three industry areas 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 15 POS supervised by staff in the Foundations Office. Articulation agreements are in place for all Foundation programs with select postsecondary institutions; however, students may also earn college credit by enrolling in and successfully completing pre-approved college courses that align with their respective POS.

The ATF operates as a licensed used-car dealership. ATF programs are located at Damascus, Gaithersburg, and Seneca Valley high schools in addition to 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 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 Damascus 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 ITF provides a POS in Network Operations at Clarksburg High School and TEHST, both of which are Computing Technology Industry Association (CompTIA) Academy and Microsoft DreamSpark member programs. The ITFs unique public/private partnership promotes computer education and provides entrepreneurial experiences to high school students throughout Montgomery County, preparing students for seamless transitions into the computer technology industry and college or other postsecondary education.

Additional POS pathways in information technology and/or computer science are provided at Bethesda-Chevy Chase, Damascus, Gaithersburg, John F. Kennedy, Northwest, Northwood, Paint Branch, Rockville, Quince Orchard, Seneca Valley, Springbrook, Wheaton, and Thomas S. Wootton high schools. Two additional high schools are slated to begin offering programs next school year. Programs offered include computer science, programming, networking and web development. Each program is aligned with national partners and/or national

academies. These include the National Academy Foundations' Academy of Information Technology, Cisco Networking Academy, and a partnership program with Code.org.

Seneca Valley High school has a revitalization/expansion project scheduled that includes the Automotive Technology Dealership/Training POS, Cisco Academy, and the Academy of Information Technology pathways in Programming, Networking and Information Resource Design.

Thomas Edison High School of Technology

Planning Study: Wheaton High School and Thomas Edison High School of Technology (TEHST) are located on the same site and share one facility. These schools are scheduled for revitalization/expansion projects. During the past several 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 Group, with broad stakeholder involvement, met to explore various approaches for the future relationship between the two schools. Following the Roundtable Discussion Group 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. An FY 2016 appropriation was approved to construct Thomas Edison High School of Technology. The completion dates for these schools are scheduled for January 2016 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: On September 22, 2014, the Board of Education approved a plan to offer a financial literacy program at Thomas Edison High School of Technology to all Grade 7 students in Montgomery County Public Schools (MCPS). An agreement between MCPS and Junior Achievement of Greater Washington has been reached to proceed with the construction of a Junior Achievement Finance Park at Thomas Edison High School of Technology. A fourth floor will be added to Thomas Edison High School of Technology to accommodate the Junior Achievement Finance Park. Grade 7 students not only will benefit from the lifelong knowledge and skills gained at Junior Achievement Finance Park, they also will have the opportunity to learn about the exciting programs available at Thomas Edison High School of Technology.

The Junior Achievement Finance Park experience begins in the classroom with four weeks of classroom curriculum and culminates with a day at the Junior Achievement Finance Park. At Junior Achievement Finance Park, students immerse themselves in a reality-based, decision-making process that addresses aspects of individual and family budgeting—including housing, transportation, food, utilities, health care, investments, philanthropy, and banking. The on-site activities are designed to allow students the opportunity to "put into action" what they learned in the classroom and to understand the basic steps of maintaining a realistic personal budget. Two weeks of classroom follow-up activities will allow students to use their new financial knowledge to explore career options and to set future goals.

Junior Achievement of Greater Washington has agreed to contribute up to $2,500,000 for the construction of the Junior Achievement Finance Park. An FY 2015 supplemental appropriation was approved for the amount of $2,500,000 to be expended over a period of three fiscal years. The scheduled completion date for the Junior Achievement Finance Park will coincide with the completion of Thomas Edison High School of Technology, of August 2017.

CAPITAL PROJECTS

School	Project	Project Status*	Date of Completion
Thomas Edison HS of Technology	Revitalization/ expansion and Junior Achievement Finance Park	Approved	Aug. 2017, Building Aug. 2018, Site

"Approved"—Project has an FY 2016 appropriation approved in the Amended FY 2015–2020 CIP.

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

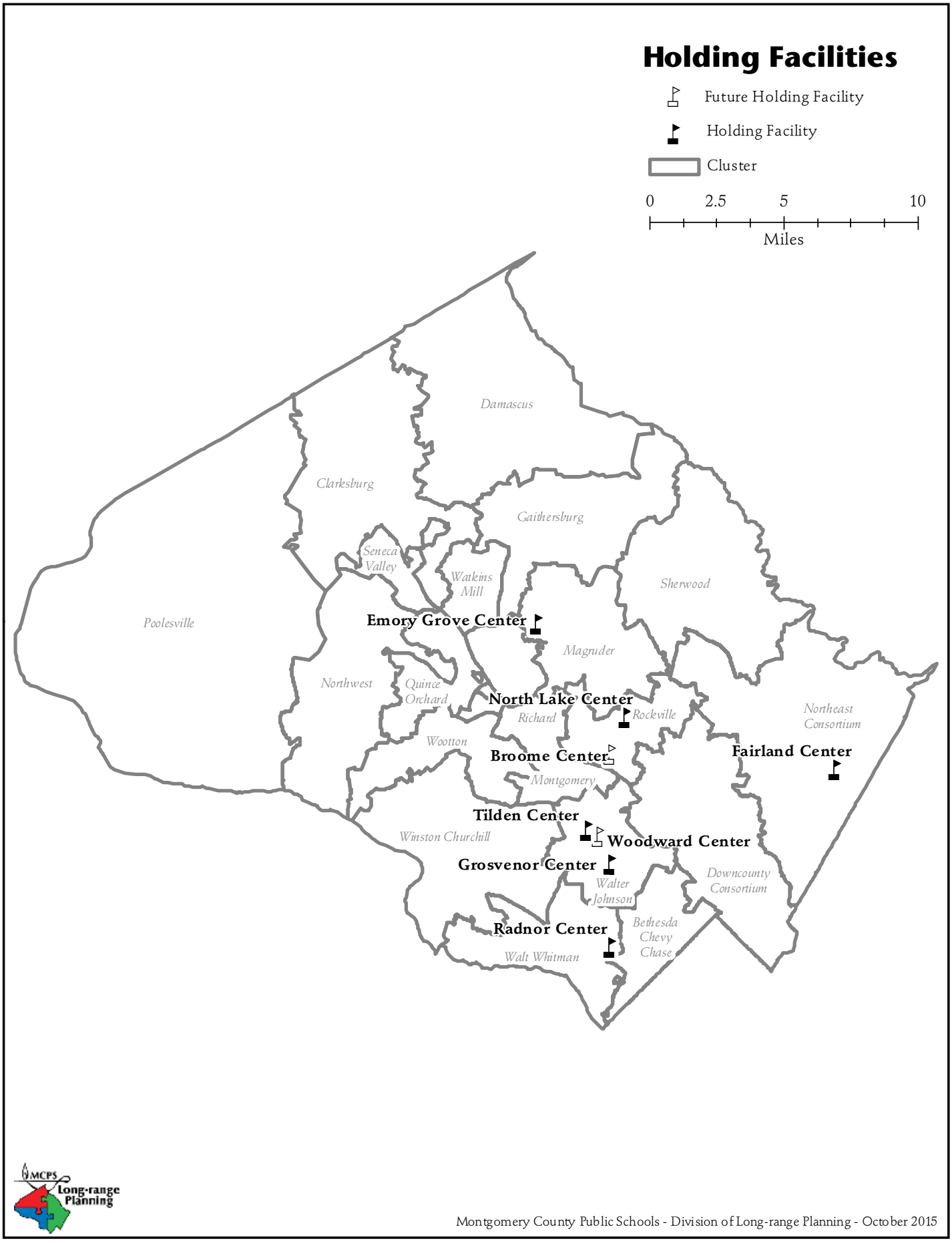
"Programmed"—Project has expenditures programmed in a future year of the CIP for planning and/or construction funds.

"Proposed"—Project has facility planning funds recommended for FY 2017 for a feasibility study.

"Recommended"—Project has an FY 2017 appropriation recommended for the FY 2017 Capital Budget.

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.


Holding Facilities
Future Holding Facility
Holding Facility
Cluster
0
2.5
5
10
Miles
Damascus
Clarksburg
Gaithersburg
Seneca Valley
Watkins Mill
Sherwood
Poolesville
Emory Grove Center
Magruder
Northwest
Quince Orchard
North Lake Center
Richard
Rockville
Northeast Consortium
Wootton
Broome Center
Fairland Center
Montgomery
Tilden Center
Winston Churchill
Woodward Center
Grosvenor Center
Walter Johnson
Downcounty Consortium
Radnor Center
Bethesda Chevy Chase
Walt Whitman
MCPS
Long-range Planning
Montgomery County Public Schools - Division of Long-range Planning - October 2015

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 was 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, a recommendation for facility improvements will be made in a future CIP. The following facilities are utilized for elementary school projects:

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

Secondary School Holding Facilities

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, these funds have been deferred until a recommendation can be made in a future CIP.

Tilden Holding Facility

A recommendation for funds to replace the Tilden Holding Facility with the Woodward Holding Facility will be made in a future CIP. This site will be used for the Rock Terrace School and Tilden Middle School revitalization/expansion project which is scheduled for completion in August 2020.

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 2020. Although the school is currently located in the Woodward facility, the current Tilden Holding Facility, located on Tilden Lane, will be revitalized to house Rock Terrace School and Tilden Middle School. The Woodward facility will then become a secondary school holding facility for school revitalization/expansion projects scheduled after Rock Terrace School and Tilden Middle School. Tilden Middle School will remain at the Woodward facility until the revitalization/expansion project of the Tilden Lane facility is complete. 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, 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 2016 appropriation approved in the Amended FY 2015–2020 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 recommended for FY 2017 for a feasibility study.

"Recommended"—Project has an FY 2017 appropriation recommended for the FY 2017 Capital Budget.

Holding Facility Schedule

Holding Facility	SY 15–16	SY 16–17	SY 17–18	SY 18–19	SY 19–20	SY 20–21	SY 21–22
ELEMENTARY SCHOOLS							
Emory Grove Center		Brown Station				DuFief**	Damascus**
Fairland Center						Stonegate**	
Grosvenor Center		Wayside		Luxmanor		Cold Spring**	Twinbrook**
North Lake Center		Wheaton Woods		Maryvale		Belmont**	Summit Hall**
Radnor Center	Wood Acres			Potomac			Rosemary Hills**
MIDDLE SCHOOLS							
Tilden Center/ Woodward Center*				*To be revitalized/expanded*		Eastern	

** Tilden Middle School is currently located in the Woodward Center. A revitalization/expansion for Tilden Center is scheduled for completion in August 2020 which will house Tilden Middle School and Rock Terrace School. The Woodward Center will then become a secondary holding school facility for school revitalization/expansion projects scheduled after Tilden Middle School.*

***Pending the outcome of the FACT Committee reassessment, these schools are subject to change. (See Appendix F for more information.)*

Facility Characteristics of Schools 2015–2016

Holding Facility	Level	Facility Address	Rooms	Total Square Footage	Site Size Acres	Reloc-atable Classrooms
Emory Grove Center	Elementary	18100 Washington Grove Lane	19	45,002	10.17	18
Fairland Center	Elementary	13313 Old Columbia Pike	26	45,082	9.21	0
Grosvenor Center	Elementary	5701 Grosvenor lane	19	36,770	10.21	17
North Lake Center	Elementary	15101 Bauer Drive	22	40,378	9.66	16
Radnor Center	Elementary	7000 Radnor Road	16	36,663	9.03	23
Tilden Center	Middle	6300 Tilden Lane	39	119,516	19.7	0

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.

Artificial Turf Program

This is a new project to the FY 2017–2022 CIP to fund artificial turf installations at all 19 remaining high schools in the county. MCPS school fields are constantly used by schools and the community and the artificial turf will provide safe playing conditions for all participants in sporting activities. It is the hope that this program can be accomplished through a public/private partnership to ensure all of our high schools have artificial turf in the near future.

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 project is a summary for all revitalization/expansion projects that have planning or construction expenditures for either FY 2017 or FY 2018. 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 is conducted for additions, new schools and revitalization/expansion projects. An architect is hired to develop and evaluate several feasible options that meet the project's needs. For each option, a cost

estimate is prepared and an analysis is performed to determine the most cost–effective solution. This "preplanning" information is used to develop a budget for submission to the County Council for funding. The feasibility study process helps to produce a clear understanding of the feasibility, scope, and cost for each project.

Fire Safety Code Upgrades

This project funds building modifications to meet Fire Marshall and life safety code requirements. Facility modifications to be addressed in this project are sprinklers, escape windows, exit signs, fire alarm devices, and exit stairs.

Future Revitalizations/Expansions

This project 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.

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.

Shady Grove Transportation Depot Replacement

The 2006 adoption of the Shady Grove Sector Plan signaled the future transformation of the existing County Service Park

(CSP) along Crabbs Branch Way into a mixed-use community with a residential focus at the Shady Grove Metro Station. Services located at the CSP were relocated to other parts of the county, with the exception of the Shady Grove Transportation Depot. Funds approved in the FY 2015–2020 Amended CIP will be used to conduct feasibility studies to determine a new location for the depot.

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 a better student to computer ratio, best practices for dynamic access to information networks, modern methodologies for teacher training, and application of current theory and practice to prepare students for the 21st century.

Appendix A–1

Montgomery County Public Schools
Actual and Projected Enrollment: 2015–2016 to 2021–2022

October 28, 2015

Grade Level & Program	Preliminary Enrollment 2015–2016	Projected Enrollment 2016–2017	2017–2018	2018–2019	2019–2020	2020–2021	2021–2022
Prekindergarten	2,178	2,285	2,285	2,285	2,285	2,285	2,285
Head Start	628	628	628	628	628	628	628
Grades K–5	71,619	72,059	72,050	71,819	71,210	71,153	71,200
Grades 6–8	34,423	35,309	36,182	36,946	37,949	38,097	37,919
Grades 9–12	46,240	47,242	48,447	49,529	50,672	51,978	53,073
Total K–12	152,282	154,610	156,679	158,294	159,831	161,228	162,192
Pre-K Special Education	1,367	1,493	1,493	1,493	1,493	1,493	1,493
GRAND TOTAL	156,455	159,016	161,085	162,700	164,237	165,634	166,598

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

Appendix A–2

Montgomery County Public Schools
Actual and Projected Grade Enrollment: 2015–2016 to 2021–2022

October 28, 2015

Grades	Preliminary Enrollment 2015–2016	Projected Enrollment 2016–2017	2017–2018	2018–2019	2019–2020	2020–2021	2021–2022
Kindergarten	11,463	11,400	11,400	11,400	11,400	11,500	11,500
Grade 1	11,856	11,753	11,700	11,700	11,700	11,700	11,800
Grade 2	12,369	11,932	11,828	11,775	11,775	11,775	11,775
Grade 3	12,141	12,534	12,082	11,978	11,925	11,925	11,925
Grade 4	12,039	12,281	12,659	12,207	12,103	12,050	12,050
Grade 5	11,751	12,159	12,381	12,759	12,307	12,203	12,150
Grade 6	11,649	11,831	12,234	12,456	12,834	12,382	12,278
Grade 7	11,484	11,817	11,956	12,359	12,581	12,959	12,507
Grade 8	11,290	11,661	11,992	12,131	12,534	12,756	13,134
Grade 9	13,185	13,488	13,861	14,192	14,331	14,794	14,956
Grade 10	12,204	12,288	12,588	12,961	13,292	13,431	13,894
Grade 11	10,704	11,110	11,188	11,488	11,861	12,192	12,331
Grade 12	10,147	10,356	10,810	10,888	11,188	11,561	11,892
K–5 Total	71,619	72,059	72,050	71,819	71,210	71,153	71,200
6–8 Total	34,423	35,309	36,182	36,946	37,949	38,097	37,919
9–12 Total	46,240	47,242	48,447	49,529	50,672	51,978	53,073
K–12 Total	152,282	154,610	156,679	158,294	159,831	161,228	162,192
Prekindergarten	2,178	2,285	2,285	2,285	2,285	2,285	2,285
Head Start	628	628	628	628	628	628	628
Pre-K Special Education	1,367	1,493	1,493	1,493	1,493	1,493	1,493
GRAND TOTAL	156,455	159,016	161,085	162,700	164,237	165,634	166,598

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

Appendix A–3

Montgomery County Public Schools Enrollment by Race/Ethnic Groups: 1968–2015

October 28, 2015

School Year	Native Hawaiian/ Pacific Islander		American Indian/ Alaskan Native		Two or more races		Asian		Black or African American		Hispanic		White		Total Enrollment
	Enrollment	Percent	Enrollment	Percent	Enrollment	Percent	Enrollment	Percent	Enrollment	Percent	Enrollment	Percent	Enrollment	Percent	
1968–69			75	≤5%			1,208	≤5%	4,872	≤5%	1,673	≤5%	113,621	93.6%	121,449
1969–70			123	≤5%			1,401	≤5%	5,716	≤5%	1,832	≤5%	115,899	92.7%	124,971
1970–71			2,145	≤5%			2,145	≤5%	6,454	5.0%	2,438	≤5%	114,845	89.7%	128,027
1971–72			113	≤5%			1,640	≤5%	7,292	5.8%	2,475	≤5%	114,687	90.9%	126,207
1972–73			194	≤5%			1,904	≤5%	8,013	6.3%	2,688	≤5%	114,113	89.9%	126,912
1973–74			77	≤5%			1,849	≤5%	9,264	7.3%	1,996	≤5%	112,990	89.5%	126,176
1974–75			113	≤5%			1,929	≤5%	9,928	8.0%	2,050	≤5%	110,299	88.7%	124,319
1975–76			122	≤5%			2,438	≤5%	10,578	8.7%	2,234	≤5%	106,900	87.4%	122,272
1976–77			822	≤5%			3,758	≤5%	11,012	9.4%	3,668	≤5%	98,370	83.6%	117,630
1977–78			545	≤5%			4,084	≤5%	11,201	9.9%	3,517	≤5%	93,278	82.8%	112,625
1978–79			334	≤5%			4,360	≤5%	11,192	10.4%	3,486	≤5%	88,058	82.0%	107,430
1979–80			209	≤5%			4,774	≤5%	11,648	11.4%	3,442	≤5%	82,446	80.4%	102,519
1980–81			187	≤5%			5,598	5.7%	11,912	12.1%	3,760	≤5%	77,386	78.3%	98,843
1981–82			161	≤5%			6,291	6.6%	12,175	12.7%	4,122	≤5%	72,838	76.2%	95,587
1982–83			156	≤5%			6,791	7.3%	12,345	13.3%	4,231	≤5%	68,994	74.6%	92,517
1983–84			166	≤5%			7,266	8.0%	12,714	14.0%	4,388	≤5%	66,496	73.0%	91,030
1984–85			136	≤5%			8,024	8.7%	13,327	14.5%	4,807	5.2%	65,410	71.3%	91,704
1985–86			140	≤5%			8,759	9.4%	13,765	14.8%	5,273	5.7%	64,934	69.9%	92,871
1986–87			142	≤5%			9,471	10.0%	14,342	15.2%	5,845	6.2%	64,660	68.5%	94,460
1987–88			194	≤5%			10,229	10.6%	14,984	15.6%	6,376	6.6%	64,488	67.0%	96,271
1988–89			223	≤5%			10,960	11.1%	15,900	16.1%	7,208	7.3%	64,228	65.2%	98,519
1989–90			294	≤5%			11,565	11.5%	16,612	16.6%	8,199	8.2%	63,589	63.4%	100,259
1990–91			268	≤5%			12,352	11.9%	17,721	17.1%	9,202	8.9%	64,189	61.9%	103,732
1991–92			293	≤5%			12,983	12.1%	18,867	17.6%	10,189	9.5%	65,067	60.6%	107,399
1992–93			323	≤5%			13,521	12.3%	19,938	18.1%	11,071	10.1%	65,184	59.2%	110,037
1993–94			397	≤5%			14,014	12.4%	21,009	18.5%	12,260	10.8%	65,749	58.0%	113,429
1994–95			464	≤5%			14,440	12.3%	22,170	18.9%	13,439	11.5%	66,569	56.9%	117,082
1995–96			400	≤5%			15,016	12.5%	23,265	19.3%	14,437	12.0%	67,173	55.8%	120,291
1996–97			440	≤5%			15,384	12.6%	24,281	19.8%	15,348	12.5%	67,052	54.7%	122,505
1997–98			442	≤5%			15,904	12.7%	25,420	20.3%	16,502	13.2%	66,767	53.4%	125,035
1998–99			428	≤5%			16,380	12.8%	26,820	21.0%	17,815	13.9%	66,409	51.9%	127,852
1999–00			385	≤5%			17,093	13.1%	27,490	21.0%	19,485	14.9%	66,236	50.7%	130,689
2000–01			407	≤5%			17,895	13.3%	28,426	21.2%	21,731	16.2%	65,849	49.0%	134,308
2001–02			414	≤5%			19,042	13.9%	28,928	21.1%	23,517	17.2%	64,931	47.5%	136,832
2002–03			428	≤5%			19,765	14.2%	29,755	21.4%	24,915	17.9%	64,028	46.1%	138,891
2003–04			429	≤5%			19,908	14.3%	30,736	22.1%	26,058	18.7%	62,072	44.6%	139,203
2004–05			396	≤5%			20,118	14.4%	31,446	22.6%	27,011	19.4%	60,366	43.3%	139,337
2005–06			402	≤5%			20,458	14.7%	31,816	22.8%	27,931	20.0%	58,780	42.2%	139,387
2006–07			418	≤5%			20,452	14.8%	31,620	22.9%	28,582	20.7%	56,726	41.2%	137,798
2007–08			403	≤5%			20,931	15.2%	31,597	22.9%	29,602	21.5%	55,212	40.1%	137,745
2008–09			399	≤5%			21,551	15.5%	32,173	23.1%	30,738	22.1%	54,415	39.1%	139,276
2009–10			433	≤5%			22,177	15.6%	32,883	23.2%	32,236	22.7%	54,048	38.1%	141,777
2010–11	82	≤5%	233	≤5%	6,228	≤5%	20,573	14.3%	30,720	21.3%	36,433	25.3%	49,795	34.6%	144,064
2011–12	95	≤5%	256	≤5%	6,519	≤5%	20,984	14.3%	31,106	21.2%	38,102	26.0%	49,435	33.7%	146,497
2012–13	88	≤5%	274	≤5%	6,770	≤5%	21,240	14.3%	31,714	21.3%	39,651	26.7%	49,042	33.0%	148,779
2013–14	86	≤5%	272	≤5%	6,969	≤5%	21,742	14.4%	32,336	21.4%	41,445	27.4%	48,439	32.0%	151,289
2014–15	82	≤5%	280	≤5%	7,202	≤5%	21,832	14.2%	33,031	21.5%	43,761	28.4%	47,664	31.0%	153,852
2015–16 prelim.	69	≤5%	284	≤5%	7,640	≤5%	22,196	14.2%	33,471	21.4%	45,605	29.1%	47,190	30.2%	156,455

Source: Montgomery County Public Schools, Office of Shared Accountability, Division of Policy, Records, and Reporting, October 2015.

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 2015

October 28, 2015

School Year	Native Hawaiian/ Pacific Islander		American Indian/ Alaskan Native		Two or more races		Asian		Black or African American		Hispanic		White		Total	
	Enrollment	Change	Enrollment	Change	Enrollment	Change	Enrollment	Change	Enrollment	Change	Enrollment	Change	Enrollment	Change	Enrollment	Change
1968–69			75				1,208		4,872		1,673		113,621		121,449	
1969–70			2,145	2,145			2,145	937	5,716	844	1,832	159	115,899	2,278	127,737	6,288
1970–71			131	(2,014)			1,476	(669)	6,454	738	2,438	606	114,845	(1,054)	125,344	(2,393)
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	18	6,770	251	21,240	256	31,714	608	39,651	1,549	49,042	(393)	148,779	2,282
2013–14	86	-2	272	-2	6,969	199	21,742	502	32,336	622	41,445	1,794	48,439	(603)	151,289	2,510
2014–15	82	-4	280	8	7,202	233	21,832	90	33,031	695	43,761	2,316	47,664	(775)	153,852	2,563
2015–16 prelim.	69	-13	284	4	7,640	438	22,196	364	33,471	440	45,605	1,844	47,190	(474)	156,455	2,603

Source: Montgomery County Public Schools, Office of Shared Accountability, Division of Policy, Records, and Reporting, October 2015.

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 of more races" and "Native Hawaiian/Pacific Islander" are new categories, and "American Indian/Alaskan Native" is an expanded category.

Appendix B–1

Actual and Projected ESOL Enrollment

October 28, 2015

Program	Actual FY14 2013–2014	Actual FY15 2014–2015	Budgeted FY16 2015–2016	Projected Enrollment FY17 2016–2017	FY18 2017–2018	FY19 2018–2019	FY20 2019–2020	FY21 2020–2021	FY22 2021–2022
Elementary School	16,027	16,561	16,050	16,100	16,100	16,100	16,100	16,100	16,100
Middle School	2,145	2,291	2,145	2,750	2,750	2,750	2,750	2,750	2,750
High School	2,456	1,967	2,350	3,560	3,560	3,560	3,560	3,560	3,560
Special Centers	40	38	50	50	50	50	50	50	50
Total Enrollment	20,668	20,857	20,595	22,460	22,460	22,460	22,460	22,460	22,460
METS:									
Elementary	42	42	45	50	50	50	50	50	50
Middle	101	101	90	160	160	160	160	160	160
High	214	214	170	400	400	400	400	400	400

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, 2015

Program	Actual FY14 2013–2014	Actual FY15 2014–2015	Budgeted FY16 2015–2016	Projected Enrollment FY17 2016–2017	FY18 2017–2018	FY19 2018–2019	FY20 2019–2020	FY21 2020–2021	FY22 2021–2022
Head Start	618	628	628	628	628	628	628	628	628
Prekindergarten	2,206	2,125	2,125	2,285	2,285	2,285	2,285	2,285	2,285

Actual Head Start and Prekindergarten enrollment is as of official September 30th each year.
Forecasts developed cooperatively by the Division of Long-range Planning and Division of Early Childhood Services and Head Start Unit.

Actual and Projected Alternative Program Enrollment

October 28, 2015

Program	Actual FY14 2013–2014	Actual FY15 2014–2015	Budgeted FY16 2015–2016	Projected Enrollment FY17 2016–2017	FY18 2017–2018	FY19 2018–2019	FY20 2019–2020	FY21 2020–2021	FY22 2021–2022
Alternative Programs	145	129	225	225	225	225	225	225	225

Actual Alternative Programs is as of official September 30th each year.
Forecasts developed cooperatively by the Division of Long-range Planning and the Department of Alternative Programs.

Appendix C

School Enrollment and Capacity

(2015–2016 and 2021–2022 School Years)

	School	2015–2016 School Year			2021–2022 School Year		
		Enrollment	Capacity	Utilization	Enrollment	Capacity*	Utilization
	Elementary Schools						
1	Arcola	694	644	(50)	735	644	(91)
2	Ashburton	907	652	(255)	886	881	(5)
3	Bannockburn	420	365	(55)	380	365	(15)
4	Lucy V. Barnsley	710	399	(311)	623	673	50
5	Beall	826	638	(188)	836	638	(198)
6	Bel Pre	577	640	63	559	640	81
7	Bells Mill	626	609	(17)	617	609	(8)
8	Belmont	314	425	111	321	448	127
9	Bethesda	556	577	21	557	577	20
10	Beverly Farms	597	690	93	548	690	142
11	Bradley Hills	627	663	36	577	663	86
12	Brooke Grove	386	518	132	376	518	142
13	Brookhaven	444	496	52	457	496	39
14	Brown Station	503	446	(57)	581	709	128
15	Burning Tree	497	379	(118)	430	379	(51)
16	Burnt Mills	534	425	(109)	514	425	(89)
17	Burtonsville	613	485	(128)	657	736	79
18	Candlewood	356	532	176	351	498	147
19	Cannon Road	434	521	87	458	521	63
20	Carderock Springs	406	407	1	380	407	27
21	Rachel Carson	1046	667	(379)	990	667	(323)
22	Cashell	369	340	(29)	358	340	(18)
23	Cedar Grove	583	405	(178)	587	405	(182)
24	Chevy Chase	558	473	(85)	431	473	42
25	Clarksburg	310	313	3	553	313	(240)
26	Clearspring	626	638	12	599	638	39
27	Clopper Mill	488	437	(51)	534	437	(97)
28	Cloverly	466	454	(12)	453	454	1
29	Cold Spring	334	459	125	325	504	179
30	College Gardens	889	693	(196)	837	693	(144)
31	Cresthaven	510	467	(43)	491	467	(24)
32	Captain James Daly	596	523	(73)	602	523	(79)
33	Damascus	337	327	(10)	336	327	(9)
34	Darnestown	287	471	184	311	471	160
35	Diamond	665	463	(202)	657	670	13
36	Dr. Charles R. Drew	489	461	(28)	484	461	(23)
37	DuFief	313	416	103	330	740	410
38	East Silver Spring	555	577	22	566	651	85
39	Fairland	644	640	(4)	580	640	60
40	Fallsmead	535	598	63	489	598	109
41	Farmland	688	729	41	745	729	(16)
42	Fields Road	463	429	(34)	479	429	(50)
43	Flower Hill	492	483	(9)	450	483	33
44	Flower Valley	499	429	(70)	439	429	(10)
45	Forest Knolls	754	555	(199)	731	555	(176)
46	Fox Chapel	636	683	47	608	683	75
47	Gaithersburg	866	771	(95)	970	771	(199)
48	Galway	808	777	(31)	790	777	(13)
49	Garrett Park	800	752	(48)	880	752	(128)
50	Georgian Forest	585	649	64	633	649	16
51	Germantown	318	329	11	345	329	(16)
52	William B. Gibbs Jr.	744	741	(3)	700	741	41
53	Glen Haven	557	576	19	605	576	(29)
54	Glenallan	668	762	94	691	762	71
55	Goshen	574	538	(36)	528	538	10
56	Great Seneca Creek	699	551	(148)	617	551	(66)
57	Greencastle	766	604	(162)	738	747	9
58	Greenwood	477	585	108	410	585	175
59	Harmony Hills	744	709	(35)	732	709	(23)
60	Highland	560	517	(43)	597	517	(80)
61	Highland View	411	298	(113)	410	298	(112)
62	Jackson Road	693	709	16	692	709	17
63	Jones Lane	467	441	(26)	445	441	(4)
64	Kemp Mill	531	458	(73)	559	458	(101)

*Includes capacity from recommended capital projects.

	School	2015–2016 School Year			2021–2022 School Year		
		Enrollment	Capacity	Utilization	Enrollment	Capacity*	Utilization
65	Kensington-Parkwood	643	472	(171)	715	746	31
66	Lake Seneca	504	415	(89)	528	415	(113)
67	Lakewood	543	556	13	459	556	97
68	Laytonsville	412	448	36	410	448	38
69	JoAnn Leleck	824	715	(109)	777	715	(62)
70	Little Bennett	643	676	33	612	676	64
71	Luxmanor	429	429	0	542	745	203
72	Thurgood Marshall	665	535	(130)	653	535	(118)
73	Maryvale	622	626	4	646	778	132
74	Spark M. Matsunaga	857	653	(204)	800	653	(147)
75	S. Christa McAuliffe	641	531	(110)	720	762	42
76	Ronald McNair	840	623	(217)	805	623	(182)
77	Meadow Hall	464	353	(111)	459	353	(106)
78	Mill Creek Towne	375	336	(39)	359	336	(23)
79	Monocacy	167	219	52	155	219	64
80	Montgomery Knolls	474	540	66	480	648	168
81	New Hampshire Estates	500	480	(20)	489	480	(9)
82	Roscoe R. Nix	541	521	(20)	513	521	8
83	North Chevy Chase	388	358	(30)	291	358	67
84	Oak View	403	358	(45)	416	358	(58)
85	Oakland Terrace	481	513	32	512	513	1
86	Olney	647	584	(63)	567	584	17
87	William T. Page	421	389	(32)	391	389	(2)
88	Pine Crest	469	381	(88)	481	588	107
89	Piney Branch	565	611	46	740	739	(1)
90	Poolesville	417	539	122	351	539	188
91	Potomac	474	424	(50)	430	548	118
92	Judith A. Resnik	645	493	(152)	627	751	124
93	Dr. Sally K. Ride	515	472	(43)	529	472	(57)
94	Ritchie Park	532	388	(144)	513	388	(125)
95	Rock Creek Forest	712	714	2	721	714	(7)
96	Rock Creek Valley	436	403	(33)	413	403	(10)
97	Rock View	615	674	59	627	674	47
98	Lois P. Rockwell	460	523	63	446	523	77
99	Rolling Terrace	897	747	(150)	875	747	(128)
100	Rosemary Hills	610	678	68	618	678	60
101	Rosemont	589	613	24	863	613	(250)
102	Sequoyah	391	485	94	464	485	21
103	Seven Locks	398	425	27	371	425	54
104	Sherwood	514	564	50	468	564	96
105	Sargent Shriver	764	673	(91)	717	673	(44)
106	Flora M. Singer	736	680	(56)	731	680	(51)
107	Sligo Creek	649	647	(2)	647	647	0
108	Somerset	571	515	(56)	503	515	12
109	South Lake	820	716	(104)	770	716	(54)
110	Stedwick	581	639	58	592	639	47
111	Stone Mill	644	654	10	589	654	65
112	Stonegate	494	395	(99)	440	508	68
113	Strathmore	475	439	(36)	471	439	(32)
114	Strawberry Knoll	630	481	(149)	625	481	(144)
115	Summit Hall	672	466	(206)	657	466	(191)
116	Takoma Park	706	636	(70)	654	636	(18)
117	Travilah	389	522	133	359	522	163
118	Twinbrook	547	563	16	564	563	(1)
119	Viers Mill	682	743	61	707	743	36
120	Washington Grove	444	623	179	632	623	(9)
121	Waters Landing	707	776	69	760	776	16
122	Watkins Mill	675	720	45	662	720	58
123	Wayside	524	672	148	526	641	115
124	Weller Road	711	772	61	710	772	62
125	Westbrook	437	549	112	444	549	105
126	Westover	306	293	(13)	340	293	(47)
127	Wheaton Woods	533	353	(180)	559	770	211
128	Whetstone	785	783	(2)	740	783	43
129	Wilson Wims	921	754	(167)	1065	754	(311)
130	Wood Acres	660	528	(132)	642	757	115
131	Woodfield	283	471	188	270	471	201
132	Woodlin	594	463	(131)	590	635	45
133	Wyngate	755	778	23	745	778	33

*Includes capacity from recommended capital projects.

	School	2015–2016 School Year			2021–2022 School Year		
		Enrollment	Capacity	Utilization	Enrollment	Capacity*	Utilization
	High Schools						
1	Bethesda-Chevy Chase	2007	1683	(324)	2434	2407	(27)
2	Montgomery Blair	2883	2920	37	3396	2920	(476)
3	James Blake	1581	1734	153	1806	1734	(72)
4	Winston Churchill	2094	1986	(108)	2254	1986	(268)
5	Clarksburg	2000	2025	25	2560	2025	(535)
6	Damascus	1209	1551	342	1390	1551	161
7	Albert Einstein	1708	1604	(104)	2033	1604	(429)
8	Gaithersburg	2310	2407	97	2591	2407	(184)
9	Walter Johnson	2290	2335	45	2865	2335	(530)
10	John F. Kennedy	1564	1833	269	2062	1833	(229)
11	Col. Zadok Magruder	1517	1955	438	1622	1941	319
12	Richard Montgomery	2244	2236	(8)	2508	2236	(272)
13	Northwest	2260	2241	(19)	2618	2241	(377)
14	Northwood	1583	1519	(64)	2002	1519	(483)
15	Paint Branch	2001	2025	24	2248	2025	(223)
16	Poolesville	1206	1170	(36)	1195	1170	(25)
17	Quince Orchard	1935	1857	(78)	2050	1857	(193)
18	Rockville	1343	1570	227	1596	1570	(26)
19	Seneca Valley	1200	1361	161	1392	2400	1008
20	Sherwood	1893	2166	273	1915	2166	251
21	Springbrook	1793	2162	369	1991	2162	171
22	Watkins Mill	1533	1942	409	1845	1942	97
23	Wheaton	1563	1677	114	1839	1677	(162)
24	Walt Whitman	1978	1891	(87)	2231	2398	167
25	Thomas S. Wootton	2207	2167	(40)	2237	2420	183
	Middle Schools						
1	Argyle	912	897	(15)	945	897	(48)
2	John T Baker	813	741	(72)	703	741	38
3	Benjamin Banneker	863	803	(60)	777	803	26
4	Briggs Chaney	869	969	100	973	969	(4)
5	Cabin John	941	1113	172	948	1113	165
6	Roberto Clemente	1275	1231	(44)	1292	1231	(61)
7	Eastern	905	1024	119	1124	1024	(100)
8	William H. Farquhar	595	906	311	545	752	207
9	Forest Oak	804	949	145	1041	949	(92)
10	Robert Frost	1112	1084	(28)	874	1084	210
11	Gaithersburg	752	949	197	1000	949	(51)
12	Herbert Hoover	1038	1139	101	952	1139	187
13	Francis Scott Key	979	961	(18)	1068	961	(107)
14	Martin Luther King, Jr	623	905	282	735	905	170
15	Kingsview	1034	1041	7	917	1041	124
16	Lakelands Park	1049	1138	89	1131	1138	7
17	Col. E. Brooke Lee	691	727	36	994	1204	210
18	A. Mario Loiederman	921	897	(24)	977	897	(80)
19	Montgomery Village	713	894	181	758	894	136
20	Neelsville	911	922	11	1053	922	(131)
21	Newport Mill	587	825	238	630	825	195
22	North Bethesda	1028	864	(164)	1181	1229	48
23	Parkland	965	948	(17)	1077	948	(129)
24	Rosa Parks	902	978	76	805	978	173
25	John Poole	332	468	136	307	468	161
26	Thomas W. Pyle	1516	1289	(227)	1511	1502	(9)
27	Redland	551	757	206	628	757	129
28	Ridgeview	746	979	233	763	963	200
29	Rocky Hill	1279	986	(293)	1810	986	(824)
30	Shady Grove	565	859	294	552	859	307
31	Silver Spring International	1042	1118	76	1259	1118	(141)
32	Sligo	628	915	287	997	915	(82)
33	Takoma Park	1055	939	(116)	1313	1498	185
34	Tilden	851	939	88	1132	1200	68
35	Julius West	1280	1054	(226)	1392	1445	53
36	Westland	1261	1097	(164)	1774	1097	(677)
37	White Oak	761	962	201	895	962	67
38	Earle B. Wood	970	952	(18)	1106	952	(154)

*Includes capacity from recommended capital projects.

Appendix D

Montgomery County Public Schools
Relocatable Classrooms: 2015–2016 School Year

Cluster/ School	Relocatables on site for 2015–2016 to Address: Overutilization	DC	Total
Bethesda-Chevy Chase			
Bethesda-Chevy Chase HS	8		8
Westland MS	6		6
Chevy Chase ES	1		1
Total	15	0	**15**
Winston Churchill			
Potomac	5		5
Total	5	0	**5**
Clarksburg			
Clarksburg HS	11		11
Rocky Hill MS	11		11
Clarksburg ES	4		4
Daly	4		4
Wilson Wims	2		2
Total	32	0	**32**
Damascus			
Cedar Grove	7		7
Total	7	0	**7**
Downcounty Consortium*			
Wheaton HS	2		2
Takoma Park MS	1		1
Arcola	6		6
Forest Knolls	4		4
Harmony Hills	5		5
Highland View	6		6
Oak View	1		1
Kemp Mill	3		3
Oakland Terrace	2		2
Pine Crest	5		5
Rolling Terrace	10		10
Sargent Shriver	9		9
Wheaton Woods	9		9
Woodlin	9		9
Total	72	0	**72**
Gaithersburg			
Gaithersburg ES	7		7
Goshen	5		5
Laytonsville	0	1	1
Rosemont	2	0	2
Strawberry Knoll	6		6
Summit Hall	10		10
Total	30	1	**31**
Walter Johnson			
North Bethesda	3		3
Ashburton	8		8
Kensington-Parkwood	7		7
Luxmanor	3		3
Total	21	0	**21**

Cluster/ School	Relocatables on site for 2015–2016 to Address: Overutilization	DC	Total
Col. Zadok Magruder			
Cashell	1		1
Flower Hill	3		3
Mill Creek Towne	3		3
Judith A. Resnik	6		6
Total	13	0	**13**
Richard Montgomery			
Julius West MS	6		6
Beall	8		8
College Gardens	6		6
Ritchie Park	6		6
Twinbrook	2		2
Total	28	0	**28**
Northeast Consortium*			
Burnt Mills	4		4
Burtonsville	6		6
Cloverly	2		2
Galway	2		2
Greencastle	6		6
JoAnn Leleck ES at Broad Ac	8		8
Page	2		2
Stonegate	3	1	4
Westover	2		2
Total	35	1	**36**
Northwest			
Clopper Mill	4		4
Diamond	4	1	5
Great Seneca Creek	3		3
Spark M. Matsunaga	14	1	15
Ronald McNair	7		7
Total	32	2	**34**
Quince Orchard			
Brown Station	6		6
Rachel Carson	10	1	11
Fields Road	4		4
Jones Lane	4		4
Marshall	5		5
Total	29	1	**30**
Rockville			
Lucy V. Barnsley	10		10
Flower Valley	1		1
Maryvale	1		1
Meadow Hall	5		5
Rock Creek Valley	4		4
Carl Sandburg Center	2		2
Total	23	0	**23**
Seneca Valley			
Lake Seneca	9		9
S. Christa McAuliffe	8		8
Sally K. Ride	4		4
Total	21	0	**21**
Sherwood			
Belmont	0	1	1
Total	0	1	**1**

Cluster/ School	Relocatables on site for 2015–2016 to Address: Overutilization	DC	Total
Watkins Mill			
South Lake	4		4
Total	4	0	**4**
Walt Whitman			
Bannockburn	2		2
Burning Tree	4		4
Total	6	0	**6**
Thomas S. Wootton			
Thomas S. Wootton HS	6		6
Cold Spring	1		1
DuFief	1	1	2
Total	8	1	**9**
Grand Total by Use	**381**	**7**	**388**

SCHOOL TOTAL: 388

Other Relocatable Uses	# Units	Comment
Construction		
Total	0	
Holding Schools		
Emory Grove Center	18	Brown Station ES
Fairland Center	0	
Grosvenor Center	17	Wayside ES
North Lake Center	16	Wheaton Woods ES
Radnor Center	23	Wood Acres
Total	74	
Other Uses at Schools		
Gaithersburg ES	1	Parent Resource Ctr.
Monocacy	1	
Seneca Valley HS	1	Transitions (CCC)
Sherwood ES	1	Baldrige Lab
South Lake	1	Linkages to Learning
Summit Hall	1	Judy Center
Total	6	
Non-school Locations		
Bethesda Depot	3	Offices
Children's Res. Ctr.	1	Infants & Todd. offices
Clarksburg Depot	1	Maintenance
Clarksburg Depot	2	Transportation
Kingsley	5	Transitions
Lincoln Warehouse	1	Copy Plus Program
Montgomery College	2	Germantown
Randolph Depot	3	Offices
Rocking Horse Road	2	Offices
Shady Grove Depot	10	
Smith Center	2	Outdoor Education
Total	32	

OTHER TOTAL: 112

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

Revitalization/Expansion Schedule for Assessed Schools

Schools	Year Built	Year Renovated	FACT Score	Schedule
Elementary				
Wayside	1969		1502	8/2017
Brown Station	1969		1516	8/2017
Wheaton Woods	1952	1976	1525	8/2017
Potomac	1949	1976	1550	1/2020
Luxmanor	1966		1578	1/2020
Maryvale/*Sandburg Learning Center*	1969/*1962*		1578/*414.05*	1/2020
*Cold Spring**	*1972*		*382.04*	*8/2021*
*DuFief**	*1975*		*357.01*	*8/2021*
*Belmont**	*1974*		*349.28*	*8/2021*
*Stonegate**	*1971*		*334.95*	*8/2021*
*Damascus**	*1934*	*1980*	*331.89*	*1/2023*
*Twinbrook**	*1952*	*1986*	*330.58*	*1/2023*
*Summit Hall**	*1971*		*328.90*	*1/2023*
*Rosemary Hills**	*1956*	*1988*	*327.05*	*1/2023*
Middle				
William H. Farquhar	1968		1434	8/2016
Tilden/*Rock Terrace School*	1966/*1950*		1455/*382.13*	8/2020
Eastern	1951	1976	1472	8/2022
E. Brooke Lee	1966		1479	8/2024
High				
Wheaton/ Thomas Edison	1954	1983	1220	1/2016 Building 8/2017 Building 8/2018 Site
Seneca Valley	1974		1254	8/2019 Building 8/2020 Site
Thomas S. Wootton	1970		1301	8/2021 Building 8/2022 Site
Poolesville	1953	1978	1362	8/2023 Building 8/2024 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.) 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.

*These eight elementary schools were assessed using the updated FACT methodology in the 2010–2011 school year. Based on the Montgomery County Council Office of Legislative Oversight (OLO) study released in July 2015, regarding the revitalization/expansion program and the FACT methodology used to rank schools, MCPS will reconvene the FACT review Committee to update the FACT methodology and revitalization/expansion program process. The completion dates for these schools may change pending the outcome of the review. See Appendix F for more details on this review.

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. The name of "modernizations" was recently changed to "revitalizations/expansions" to accurately reflect the scope of work detailed in the MCPS educational specifications.

Facilities Assessment with Criteria and Testing (FACT)

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 2014–2015 school year, these assessments resulted in the revitalization/expansion of 41 elementary schools, 9 middle schools, and 10 high schools. From the round of assessments done in FY 1993, FY 1996 and FY 2000, another 8 elementary schools, 4 middle schools, and 8 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, and they appear without italics.

The list of elementary schools from this older queue for revitalization/expansion is almost complete, with the last three elementary schools in the scheduled for completion in January 2020. Because the school system is nearing the end of the old queue of schools for revitalization/expansion, it was necessary to assess additional elementary and secondary schools that are aging. 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.

A total of 53 facilities were identified for the new FACT assessments. The new list includes facilities that were built prior to the mid-1980s and that had never been revitalized, although some of these schools may have had some renovation work performed. 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 that each school assessed received 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.

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 Fairland, Grosvenor, North Lake and Radnor elementary school holding centers. Stephen Knolls is placed in the list of elementary schools on the following page and the Blair G. Ewing Center is 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. And,

the Rock Terrace School is not included on the following table because of the adopted plan to collocate this school at Tilden Middle School as part of the revitalization/expansion project. 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.

Montgomery County Council Office of Legislative Oversight Report

On July 28, 2015, the Montgomery County Council Office of Legislative Oversight (OLO) released a study entitled, *A Review of the MCPS Revitalization/Expansion Program*. The study focused on two main concerns with the revitalization/expansion program and the 2010–2011 school year FACT methodology used to assess school conditions. First, the OLO study noted that the length of the queue of schools to be revitalized/expanded is long and would take 20 to 30 years to complete, pending funding levels.

Because the time period is long, the OLO study raised the concern that conditions at schools may change over time and the FACT scores schools received in the 2010–2011 school year may become less accurate. Associated with this concern was the OLO finding that some of the conditions measured at schools are less permanent and could be addressed through maintenance projects prior to a revitalization/expansion project. Given these concerns, questions were raised about whether to change the conditions the FACT measures and/or shorten the list of schools assessed so the score does not become out of date. A second concern raised had to do with errors that were found in some of the conditions measured during the FACT assessments.

In response to the OLO study, the interim superintendent of schools will reconvene the FACT Review Committee that developed the 2010–2011 school year methodology. During the 2015–2016 school year, the reconvened FACT Review Committee will consider the OLO study findings and make recommendations to the interim superintendent of schools by late spring 2016. The interim superintendent of schools will make recommendations for any possible changes in the FACT methodology and revitalization/expansion program to the Board of Education. Depending on the recommendations and Board of Education action, reassessment of schools using an updated FACT methodology could be required. In addition, scores for schools could change as well as the order of schools in the queue.

FACT* Scores

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	JoAnn Leleck Elementary School at Broad Acres	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	Blair G. Ewing Center	380.99
2	Banneker Middle School	341.88
3	Argyle Middle School	322.24
4	Newport Mill Middle School	315.72
5	Ridgeview Middle School	309.03
6	Silver Spring Intl. Middle School	301.37
7	Neelsville Middle School	291.74
8	Baker Middle School	279.58
9	Frost Middle School	255.22
10	Loiederman Middle School	254.66
11	Redland Middle School	245.35
12	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. The higher the FACT score the worse the condition of a facility. These assessments were completed during the 2010–2011 school year.

**Based on the Montgomery County Council Office of Legislative Oversight (OLO) study released in July 2015, regarding the revitalization/expansion program and the FACT methodology used to rank schools, MCPS will reconvene the FACT review Committee to update the FACT methodology and revitalization/expansion program process. The rank for these schools may change pending the outcome of the review.

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	Laytonsville Elementary School	1207
46	Montgomery Blair High School	1204
47	Jackson Road Elementary School	1201
48	Bethesda Elementary School	1201
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. Rockville 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
FY 2018		
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	Sequoyah Elementary School	1030
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 Schools	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 CIP.

Appendix H

Head Start and Prekindergarten Locations: 2015–2016

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[a]	15	1	20	35
Bel Pre Elementary School			5	100	100
Bells Mill Elementary School	1	20			20
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	1	20	40
Clopper Mill Elementary School	1	20	3	60	80
College Gardens Elementary School	1[c]	17			17
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]	17	2	40	57
Fairland Elementary School	1	20	1	20	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			2	40	40

School	Head Start Sessions	# Head Start Students	Pre-K Sessions	# Pre-K Students	Total Head Start and Pre-K Enrollment
JoAnn Leleck ES at Broad Acres	1	20	4	80	100
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
Rock Creek Forest Elementary School			1	20	20
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[a]	15	2	40	55
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			1	20	40
Twinbrook Elementary School	1	20	2	40	60
Viers Mill Elementary School	1	20	2	40	60
Wash. Grove Elementary School	1	20	4	80	100
Watkins Mill Elementary School	1	20	1	20	40
Weller Road Elementary School	1	20	3	60	80
Wheaton Woods Elementary School	1	20	2	40	60
Whetstone Elementary School			2	40	40
Total Sessions Served by MCPS	32		114		
Total Enrollment Served by MCPS		628		2,285	2,913

[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 2016 School Test: Cluster Utilizations in 2020–2021

Reflects County Council Approved FY 2016 Capital Budget and Amendments to FY 2015–2020 CIP

Effective July 1, 2015

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

Cluster Area	Projected August 2020 Enrollment	100% MCPS Program Capacity With County Council Adopted Amended FY15–20 CIP	Cluster Percent Utilization in 2020	School Test Result Capacity is:	Cluster is?
Bethesda-Chevy Chase	3,526	3,861	91.3%	Adequate	Open
Montgomery Blair	4,505	4,335	103.9%	Adequate	Open
James Hubert Blake	2,557	2,555	100.1%	Adequate	Open
Winston Churchill	2,571	2,913	88.3%	Adequate	Open
Clarksburg	**4,390**	**3,857**	**113.8%**	**Inadequate**	**School Payment**
Damascus	1,983	2,193	90.4%	Adequate	Open
Albert Einstein	3,062	3,056	100.2%	Adequate	Open
Gaithersburg	**4,549**	**4,160**	**109.4%**	**Inadequate**	**School Payment**
Walter Johnson	4,277	4,630	92.4%	Adequate	Open
John F. Kennedy	3,035	3,199	94.9%	Adequate	Open
Col. Zadok Magruder	2,661	2,877	92.5%	Adequate	Open
Richard Montgomery	2,724	2,884	94.5%	Adequate	Open
Northwest	4,146	4,530	91.5%	Adequate	Open
Northwood	**3,778**	**3,582**	**105.5%**	**Inadequate**	**School Payment**
Paint Branch	2,533	2,493	101.6%	Adequate	Open
Poolesville	583	758	76.9%	Adequate	Open
Quince Orchard	**3,194**	**2,770**	**115.3%**	**Inadequate**	**School Payment**
Rockville	2,554	2,643	96.6%	Adequate	Open
Seneca Valley	2,344	2,494	94.0%	Adequate	Open
Sherwood	1,986	2,410	82.4%	Adequate	Open
Springbrook	3,307	3,328	99.4%	Adequate	Open
Watkins Mill	2,799	2,871	97.5%	Adequate	Open
Wheaton	3,181	3,805	83.6%	Adequate	Open
Walt Whitman	2,439	2,571	94.9%	Adequate	Open
Thomas S. Wootton	2,686	3,224	83.3%	Adequate	Open

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

Cluster Area	Projected August 2019 Enrollment	100% MCPS Program Capacity With County Council Adopted Amended FY15–20 CIP	Cluster Percent Utilization in 2020	School Test Result Capacity is:	Cluster is?
Bethesda-Chevy Chase	1,765	2,019	87.4%	Adequate	Open
Montgomery Blair	**2,756**	**2,354**	**117.1%**	**Inadequate**	**School Payment**
James Hubert Blake	1,263	1,345	93.9%	Adequate	Open
Winston Churchill	1,422	1,696	83.8%	Adequate	Open
Clarksburg	2,164	2,322	93.2%	Adequate	Open
Damascus	**919**	**841**	**109.3%**	**Inadequate**	**School Payment**
Albert Einstein	1,269	1,420	89.4%	Adequate	Open
Gaithersburg	**1,994**	**1,882**	**106.0%**	**Inadequate**	**School Payment**
Walter Johnson	2,212	2,408	91.9%	Adequate	Open
John F. Kennedy	**1,775**	**1,536**	**115.6%**	**Inadequate**	**School Payment**
Col. Zadok Magruder	1,278	1,624	78.7%	Adequate	Open
Richard Montgomery	1,351	1,445	93.5%	Adequate	Open
Northwest	2,220	2,229	99.6%	Adequate	Open
Northwood	**1,854**	**1,678**	**110.5%**	**Inadequate**	**School Payment**
Paint Branch	1,404	1,401	100.2%	Adequate	Open
Poolesville	300	468	64.1%	Adequate	Open
Quince Orchard	1,503	1,636	91.9%	Adequate	Open
Rockville	**1,053**	**961**	**109.6%**	**Inadequate**	**School Payment**
Seneca Valley	1,242	1,397	88.9%	Adequate	Open
Sherwood	1,118	1,429	78.2%	Adequate	Open
Springbrook	1,251	1,250	100.1%	Adequate	Open
Watkins Mill	1,346	1,339	100.5%	Adequate	Open
Wheaton	**1,771**	**1,551**	**114.2%**	**Inadequate**	**School Payment**
Walt Whitman	**1,443**	**1,289**	**111.9%**	**Inadequate**	**School Payment**
Thomas S. Wootton	1,443	1,632	88.4%	Adequate	Open

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

Cluster Area	Projected August 2019 Enrollment	100% MCPS Program Capacity With County Council Adopted Amended FY15–20 CIP	Cluster Percent Utilization in 2020	School Test Result Capacity is:	Cluster is?
Bethesda-Chevy Chase*	2,367	2,399	98.7%	Adequate	Open
Montgomery Blair	**3,212**	**2,921**	**110.0%**	**Inadequate**	**School Payment**
James Hubert Blake	1,781	1,743	102.2%	Adequate	Open
Winston Churchill	**2,142**	**2,013**	**106.4%**	**Inadequate**	**School Payment**
Clarksburg	**2,458**	**2,160**	**113.8%**	**Inadequate**	**School Payment**
Damascus	1,467	1,551	94.6%	Adequate	Open
Albert Einstein	**1,978**	**1,739**	**113.7%**	**Inadequate**	**School Payment**
Gaithersburg	2,451	2,407	101.8%	Adequate	Open
Walter Johnson	**2,798**	**2,515**	**111.3%**	**Inadequate**	**School Payment**
John F. Kennedy	**1,975**	**1,833**	**107.7%**	**Inadequate**	**School Payment**
Col. Zadok Magruder	1,686	1,941	86.9%	Adequate	Open
Richard Montgomery	**2,479**	**2,237**	**110.8%**	**Inadequate**	**School Payment**
Northwest	**2,540**	**2,241**	**113.3%**	**Inadequate**	**School Payment**
Northwood	**1,963**	**1,744**	**112.6%**	**Inadequate**	**School Payment**
Paint Branch	**2,158**	**2,034**	**106.1%**	**Inadequate**	**School Payment**
Poolesville	1,208	1,170	103.2%	Adequate	Open
Quince Orchard	**2,019**	**1,857**	**108.7%**	**Inadequate**	**School Payment**
Rockville	1,536	1,571	97.8%	Adequate	Open
Seneca Valley	1,395	2,400	58.1%	Adequate	Open
Sherwood	1,772	2,166	81.8%	Adequate	Open
Springbrook	1,976	2,162	91.4%	Adequate	Open
Watkins Mill	1,779	1,906	93.3%	Adequate	Open
Wheaton	**1,737**	**1,596**	**108.8%**	**Inadequate**	**School Payment**
Walt Whitman	**2,155**	**1,897**	**113.6%**	**Inadequate**	**School Payment**
Wootton	2,188	2,167	101.0%	Adequate	Open

Appendix J

Facilities Data and State Rated Capacity
School Year 2015–2016

	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	95,421	5	Yes	0	7	26		752	644
2	Ashburton	S	1957	1993	81,438	8.32		0	5	19	7	617	652
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		0	5	13	6	469	399
5	Beall	S	1954	1991	79,477	8.44	Yes	2	5	19	3	617	638
6	Bel Pre	S	1968	2014	95,330	8.91	Yes	3	9	21	0	741	640
7	Bells Mill	S	1968	2009	77,244	9.6		1	4	21	3	621	609
8	Belmont	S	1974		49,279	10.52		0	2	17	0	435	425
9	Bethesda	R	1952	1999	75,257	8.42		0	4	21	1	581	577
10	Beverly Farms	S	1965	2012	98,916	5	Yes	0	3	26	2	684	690
11	Bradley Hills	S	1951	1984	76,745	6.71	Yes	0	4	25	0	663	663
12	Brooke Grove	S	1990		72,582	10.96		1	2	18	5	528	518
13	Brookhaven	S	1961	1995	81,320	8.57		1	3	15	6	491	496
14	Brown Station	G	1969		58,338	9	Yes	2	4	16	3	526	446
15	Burning Tree	S	1958	1991	68,119	6.78	Yes	0	3	11	6	379	379
16	Burnt Mills	S	1964	1990	57,318	15.14		1	5	15	0	475	425
17	Burtonsville	G	1952	1993	71,349	11.92		0	6	19	0	569	485
18	Candlewood	S	1968		48,543	11.78		0	3	20	1	536	532
19	Cannon Road	S	1967	2012	83,377	4.4	Yes	0	4	19	5	575	521
20	Carderock Springs	S	1966	2010	75,351	9		0	2	15	3	419	407
21	Rachel Carson	G	1990		78,547	12.4		1	7	21	0	657	667
22	Cashell	S	1969	2009	71,171	10.24		1	3	10	4	356	340
23	Cedar Grove	G	1960	1987	57,037	10.12		0	4	13	3	417	405
24	Chevy Chase	S	1936	2000	70,976	3.78		0	0	21	0	483	473
25	Clarksburg	G	1952	1993	54,983	9.97		0	2	10	3	304	313
26	Clearspring	S	1988		77,535	10	Yes	2	4	20	5	638	638
27	Clopper Mill	S	1986		64,851	9	Yes	3	4	14	3	500	437
28	Cloverly	S	1961	1989	61,991	10	Yes	0	3	14	6	448	454
29	Cold Spring	S	1972		55,158	12.38		0	1	19	0	459	459
30	College Gardens	G	1967	2008	96,986	7.94	Yes	1	6	23	2	701	693
31	Cresthaven	G	1962	2010	76,862	9.81		0	0	19	4	477	480
32	Capt. James E. Daly	S	1989		78,210	10	Yes	1	6	17	3	573	505
33	Damascus	S	1934	1980	53,239	9.42		0	3	11	3	349	327
34	Darnestown	S	1954	1980	64,840	7.21		0	2	19	0	481	471
35	Diamond	G	1975		64,950	10	Yes	0	5	15	3	485	463
36	Dr. Charles R. Drew	S	1991		73,975	12		2	3	14	6	488	461
37	DuFief	S	1975		59,013	10		0	1	14	7	414	416
38	East Silver Spring	R	1929	1975	88,895	8.43		2	5	19	4	627	577
39	Fairland	S	1992		92,227	11.79		2	5	23	4	719	640
40	Fallsmead	S	1974		67,472	8.98	Yes	0	3	22	2	592	598
41	Farmland	S	1963	2011	89,988	4.75	Yes	0	4	27	2	729	729
42	Fields Road	G	1973		72,302	10		1	4	16	4	516	429
43	Flower Hill	S	1985		58,770	10	Yes	1	4	17	2	519	483
44	Flower Valley	S	1967	1996	61,567	9.28		0	3	14	5	438	429
45	Forest Knolls	S	1960	1993	89,564	7.77		0	7	20	2	634	555
46	Fox Chapel	S	1974		85,182	10.34	Yes	1	5	26	0	728	683
47	Gaithersburg	S	1947	1983	94,468	8.39		1	9	27	3	869	771
48	Galway	S	1967	2009	103,170	9	Yes	1	6	28	4	836	777
49	Garrett Park	S	1948	2012	96,348	4.4	Yes	0	7	26	0	752	752
50	Georgian Forest	S	1961	1995	88,111	10.94	Yes	2	6	22	2	698	649
51	Germantown	G	1935	1978	57,668	7.75		0	2	11	5	347	329
52	William B. Gibbs, Jr.	G	2009		88,042	10.75		1	4	25	3	713	741
53	Glen Haven	R	1950	2004	85,845	10	Yes	1	5	20	4	630	576
54	Glenallan	S	1966	2013	98,700	12.1		1	7	28	3	848	762
55	Goshen	S	1988		76,740	10.47		0	5	22	1	626	538
56	Great Seneca Creek	G	2006		82,511	13.71		0	6	21	3	645	551
57	Greencastle	S	1988		78,275	18.88		2	6	20	2	652	604
58	Greenwood	G	1970		64,609	10	Yes	0	3	23	0	595	585
59	Harmony Hills	S	1957	1999	85,648	10.19	Yes	2	8	25	0	791	709
60	Highland	S	1950	1989	84,138	11	Yes	2	4	18	0	542	517
61	Highland View	S	1953	1994	59,213	6.61		0	4	12	0	364	298
62	Jackson Road	S	1959	1995	91,465	8.76		1	4	26	4	746	709
63	Jones Lane	S	1987		60,679	12.06		0	3	15	4	451	441
64	Kemp Mill	S	1960	1996	68,222	10		2	5	16	0	518	458
65	Kensington-Parkwood	S	1952	2006	77,136	9.86		0	4	15	3	463	471
66	Lake Seneca	G	1985		58,770	9.35		1	4	13	4	447	415
67	Lakewood	G	1968	2003	77,526	13.07		0	3	20	3	556	556

Note: State-rated capacity and MCPS capacity may differ due to the method of calculating capacity for special education classes. For MCPS calculations, please refer to the individual school calculations.

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	Laytonsville	S	1951	1989	64,160	10.43		0	3	16	4	474	448
69	JoAnn Leleck at Broad Acres	R	1952	1974	88,922	6.25	Yes	3	6	25	0	767	715
70	Little Bennett	G	2006		82,511	4.81	Yes	0	4	26	0	686	676
71	Luxmanor	S	1966		61,694	6.5	Yes	0	3	15	2	431	429
72	Thurgood Marshall	S	1993		77,798	12		0	4	17	4	519	535
73	Maryvale	S	1969		92,050	17.67		3	5	21	3	683	626
74	Spark M. Matsunaga	G	2001		90,718	11.8		0	4	25	0	663	663
75	S. Christa McAuliffe	S	1987		77,240	10.59	Yes	1	6	19	2	609	531
76	Ronald McNair	S	1990		78,275	10	Yes	1	5	21	0	613	623
77	Meadow Hall	S	1956	1994	61,964	8.37	Yes	0	5	11	6	423	353
78	Mill Creek Towne	S	1966	2000	67,465	8.38		1	3	10	6	376	336
79	Monocacy	S	1961	1989	42,482	27		0	1	9	0	229	219
80	Montgomery Knolls	S	1952	1989	97,213	10.33		2	8	15	4	601	540
81	New Hampshire Estates	S	1954	1988	73,306	5.42		4	8	14	0	578	480
82	Roscoe R. Nix	G	2006		88,351	7.8	Yes	1	9	17	3	639	521
83	North Chevy Chase	S	1953	1995	65,982	7.94		0	0	16	0	368	358
84	Oak View	S	1949	1985	57,560	11.25		0	0	16	0	368	358
85	Oakland Terrace	S	1950	1993	79,145	9.54	Yes	1	5	18	3	574	513
86	Olney	G	1954	1990	68,755	9.88		0	4	22	0	594	584
87	William T. Page	S	1965	2003	58,726	9.76		1	4	14	0	430	389
88	Pine Crest	S	1941	1992	53,778	5.64	Yes	0	0	17	0	391	381
89	Piney Branch	R	1973		99,706	1.97	Yes	0	0	27	0	621	611
90	Poolesville	S	1960	1978	64,803	12.28		0	3	21	0	549	539
91	Potomac	G	1949	1976	57,713	9.61		0	3	16	0	434	424
92	Judith A. Resnik	S	1991		78,547	12.98		1	5	18	2	564	493
93	Sally K. Ride	S	1994		78,686	13.48		2	6	12	8	528	472
94	Ritchie Park	S	1966	1997	58,500	9.22		0	3	14	0	388	388
95	Rock Creek Forest	S	1950	2015	98,140	7.95		1	5	27	3	781	714
96	Rock Creek Valley	S	1964	2001	76,692	10.44		0	4	14	7	480	403
97	Rock View	S	1955	1999	91,977	7.44		1	5	24	5	732	674
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	28	0	816	747
100	Rosemary Hills	S	1956	1988	70,541	6.07		1	8	20	2	676	678
101	Rosemont	G	1965	1995	88,764	8.91		1	6	22	4	698	613
102	Sequoyah	S	1990		72,582	10	Yes	0	4	18	3	532	485
103	Seven Locks	S	1964	2012	66,915	9.98		0	2	17	0	435	424
104	Sherwood	S	1977		81,727	10.85		0	3	20	5	576	564
105	Sargent Shriver	S	1954	2006	91,628	9.17		1	7	25	0	749	673
106	Flora M. Singer	S	1950	2012	95,831	12		1	6	24	3	734	680
107	Sligo Creek	S	1934	1999	98,799	5	Yes	0	5	23	3	669	647
108	Somerset	R	1949	2005	80,122	3.71		0	4	19	0	525	515
109	South Lake	S	1972		83,038	10.2		2	6	26	0	770	716
110	Stedwick	S	1974		109,677	10		1	5	23	3	689	639
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	19	2	457	439
114	Strawberry Knoll	G	1988		78,723	10.82		2	5	15	6	555	481
115	Summit Hall	S	1971		68,059	10.16	Yes	2	6	16	0	540	466
116	Takoma Park	R	1979		85,553	4.7		2	10	22	0	766	636
117	Travilah	G	1960	1992	65,378	9.3		0	2	20	1	514	522
118	Twinbrook	S	1952	1986	79,818	10.45		2	4	20	2	608	563
119	Viers Mill	S	1950	1991	120,572	10.52		2	7	25	4	809	743
120	Washington Grove	G	1956	1984	86,266	10.67		3	3	20	4	626	623
121	Waters Landing	S	1988		101,352	9.99		0	7	30	3	874	776
122	Watkins Mill	S	1970		80,923	10	Yes	2	5	25	6	785	720
123	Wayside	S	1969		77,507	9.26		0	2	26	4	682	672
124	Weller Road	S	1953	2013	121,346	11.1		3	6	37	1	1053	772
125	Westbrook	S	1939	1990	91,359	12.46	Yes	0	3	19	4	543	549
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	6	10	0	402	353
128	Whetstone	S	1968		96,946	8.82		1	6	27	5	823	783
129	Wilson Wims	S	2014		91,931	9.29			6	26	2	750	754
130	Wood Acres	S	1952	2002	73,138	4.78	Yes	0	4	18	2	522	528
131	Woodfield	S	1962	1985	53,212	10		0	2	17	2	455	471
132	Woodlin	R	1944	1974	60,725	11		0	4	15	4	473	463
133	Wyngate	S	1952	1997	89,104	9.45		0	4	30	0	778	778
	Total Elementary Schools				10,185,977	1,268		99	569	2,560	330	76,678	72,179

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 2015–2016

	Schools	Sm. Gr.	Year Built	Year Renov./ Reopen/ Revital. *	Existing Sq. Ft.	Site Size	Park	Capacity Reg. @25	Capacity Sp. Ed. @10	State Rated Capacity (85% Reg. + Sp .Ed.)	MCPS Capacity (Tot. Cap.)
	Middle Schools									**(85% + Sp. Ed.)**	**(X 85%)**
1	Argyle	S	1971	1993	120,205	19.9		43	0	914	897
2	John T. Baker	G	1971		120,532	22	Yes	34	3	753	741
3	Benjamin Banneker	G	1974		117,035	20		37	3	816	803
4	Briggs Chaney	S	1991		115,000	29.37		46	0	978	969
5	Cabin John	S	1967	2011	159,514	18.24		51	6	1,144	1,113
6	Roberto Clemente	G	1992		148,246	19.87		57	3	1,241	1,231
7	Eastern	S	1951	1976	152,030	14.51		49	2	1,061	1,024
8	William H. Farquhar	G	1968		116,300	20		42	2	913	906
9	Forest Oak	G	1999		132,259	41.19		45	2	976	949
10	Robert Frost	G	1971		143,757	24.79		51	0	1,084	1,084
11	Gaithersburg	S	1960	1988	157,694	22.82		43	6	974	949
12	Herbert Hoover	S	1966	2013	165,367	19.14		52	4	1,145	1,139
13	Francis Scott Key	S	1966	2009	147,424	20.58		46	0	978	961
14	Martin Luther King	G	1996		135,867	18.61		43	0	914	905
15	Kingsview	G	1997		140,398	18.45	Yes	49	0	1,041	1,041
16	Lakelands Park	G	2005		153,588	8.11	Yes	53	4	1,166	1,138
17	Col. E. Brooke Lee	S	1966		123,199	16.45	Yes	34	3	753	727
18	A. Mario Loiederman	G	1956	2005	131,746	17.08		43	0	914	897
19	Montgomery Village	S	1968	2003	141,615	15.14		42	4	933	894
20	Neelsville	S	1981		131,432	29.2		46	2	998	922
21	Newport Mill	S	1958	2002	108,240	8.4	Yes	38	3	838	825
22	North Bethesda	G	1955	1999	130,461	19.99		40	2	870	864
23	Parkland	G	1963	2007	151,169	9.18	Yes	45	0	956	948
24	Rosa M. Parks	S	1992		137,469	24.05	Yes	46	0	978	978
25	John Poole	S	1997		85,669	20.51		22	0	468	468
26	Thomas W. Pyle	S	1962	1993	153,824	14.32		60	3	1,305	1,289
27	Redland	S	1971		112,297	20.64	Yes	36	0	765	757
28	Ridgeview	G	1975		139,742	20		46	2	998	979
29	Rocky Hill	G	2004		148,065	23.29		46	2	998	986
30	Shady Grove	S	1995	1999	129,206	20		40	2	870	859
31	Silver Spring International	G	1934	1999	152,731	10.64	Yes	53	0	1,126	1,118
32	Sligo	G	1959	1991	149,527	21.74	Yes	43	2	934	915
33	Takoma Park	S	1939	1999	137,348	18.83	Yes	45	0	956	939
34	Tilden	G	1967	1991	135,150	29.8		43	7	984	939
35	Julius West	G	1961	1995	147,223	21.31		50	2	1,083	1,054
36	Westland	G	1951	1997	146,006	25.09		52	0	1,105	1,097
37	White Oak	S	1962	1993	140,990	17.34		46	2	998	962
38	Earle B. Wood	S	1965	2001	152,588	8.5	Yes	44	6	995	952
	Total Middle Schools				5,210,913	749.08		1701	77	36,916	36,219
	High Schools									**(85% + Sp. Ed.)**	**(X 90%)**
1	Bethesda-Chevy Chase	G	1934	2001	308,215	16.36		76	0	1615	1683
2	Montgomery Blair	G	1998		386,567	30.15	Yes	133	0	2826	2938
3	James H. Blake	G	1998		297,125	91.09		77	2	1656	1734
4	Winston Churchill	G	1964	2001	322,078	30.28		85	9	1896	1986
5	Clarksburg	G	1995	2006	344,574	62.73		90	3	1943	2025
6	Damascus	G	1950	1978	235,986	32.65		67	6	1484	1551
7	Albert Einstein	G	1962	1997	276,462	26.67	Yes	70	10	1588	1604
8	Gaithersburg	G	1951	2013	427,048	40.48		104	18	2390	2407
9	Walter Johnson	G	1956	2009	365,138	30.86		103	4	2229	2335
10	John F. Kennedy	G	1964	1999	280,048	29.14		81	5	1771	1833
11	Col. Zadok Magruder	G	1970		295,478	30		86	5	1878	1955
12	Richard Montgomery	G	1942	2007	311,500	29.05		99	3	2134	2237
13	Northwest	G	1998		340,867	34.56	Yes	98	4	2123	2241
14	Northwood	G	1956	2004	253,488	29.56		69	4	1506	1519
15	Paint Branch	G	1969	2012	347,169	45.96		88	6	1930	2025
16	Poolesville	S	1953	1978	165,056	37.2		52	0	1105	1170
17	Quince Orchard	G	1988		284,912	30.11		83	3	1794	1857
18	Rockville	G	1968	2004	316,973	30.32		67	11	1534	1571
19	Seneca Valley	G	1974		251,278	29.37		60	6	1335	1361
20	Sherwood	G	1950	1991	333,154	49.33		97	3	2091	2166
21	Springbrook	S	1960	1994	305,006	25.13	Yes	96	4	2080	2162
22	Watkins Mill	G	1989		301,579	50.99	Yes	87	3	1879	1942
23	Wheaton	G	1954	1983	258,117	28.23		75	5	1644	1677
24	Walt Whitman	S	1962	1992	261,295	30.67	Yes	83	5	1814	1891
25	Thomas S. Wootton	G	1970		295,620	27.37		96	3	2070	2167
	Total High Schools				7,564,733	898.26		2122	122	46,313	48,037
	Total Secondary Schools				12,775,646	1647.3		3823	199	83,229	84,256

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/Expanded* or Completely Rebuilt
Elementary Schools				
Arcola (on site of former Arcola ES)	1956	1982		2007
Burnt Mills	1964	1977	1990	
Cloverly	1961	1983	1989	
Roscoe Nix (on site of former Brookview ES)	1955	1982		2006
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	

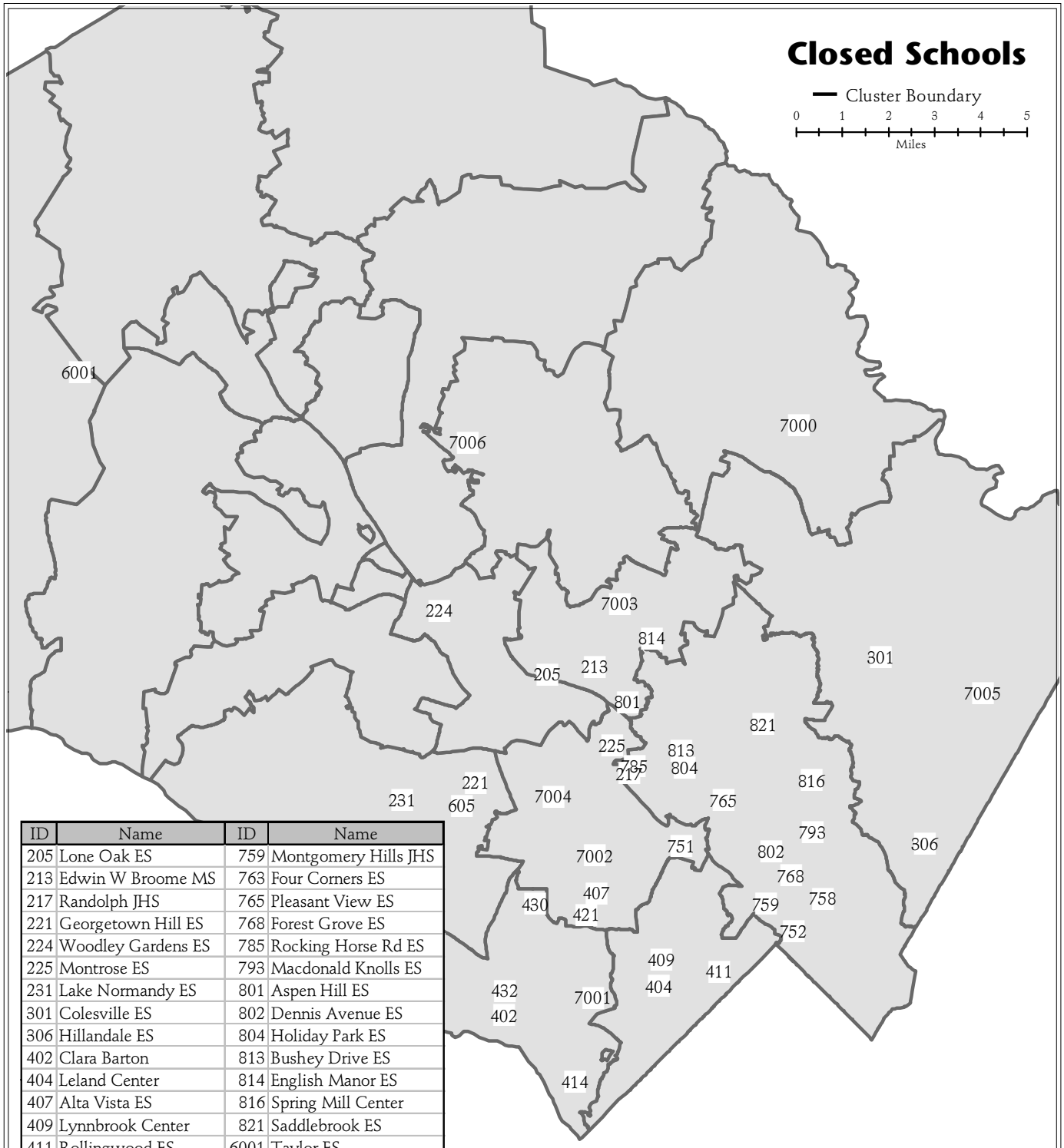
Notes: Revitalization/Expansion projects were formerly known as Modernizations. Schools that were reopened, but were not fully revitalized/expanded were included in the FY 2011 FACT assessment of schools. Northwood HS is the only high school that has not been revitalize/expanded. It is in the queue for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

Appendix L

Former Operating Schools and Current Status

October 2015

NAME	ADDRESS	CLUSTER	CURRENT USE	SITE	ROOMS	SF
BOARD OF EDUCATION OWNED FACILITIES						
Concord School Center	7210 Hidden Creek Road	Whitman	Central Records and Childcare	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 (currently leased to private school)	9.21	26	45,082
Grosvenor Center	5701 Grosvenor Lane	W. Johnson	Holding School (currently leased to private school)	10.21	18	36,770
Lynnbrook Center	8001 Lynnbrook Drive	B-CC	MCPS program offices	4.21	15	35,000
Montrose ES	12301 Academy Way	W. 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 1; 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	MCPS Staff and MCCPTA	7.69	14	29,300
Taylor ES Center	19501 White Ground Road	Poolesville	MCPS science materials 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 and Health Center	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 Center	11.11	14	25,174
Dennis Avenue ES	2000 Dennis Avenue	Einstein	MC Health Services	6.97	12	26,790
English Manor ES	4511 Bestor Drive	Rockville	Vacant	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
Hillandale 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
Kensington ES	10400 Detrick Avenue	W. Johnson	HOC Offices	4.54	19	45,206
Lake Normandy ES	11315 Falls Road	Churchill	Recreation Center and Community 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; private 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 and Fire Department	8.39	NA	NA
Woodside ES	8818 Georgia Avenue	Einstein	Silver Spring Health Center (Health and Human Services)	2.70	23	36,614
MARYLAND-NATIONAL CAPITAL PARK AND PLANNING COMMISSION OWNED FACILITIES						
Concord School Fields	7210 Hidden Creek Road	Whitman	Recreation fields	5.40	NA	NA
Leland JHS	4300 Elm Street	B-CC	Bldg. razed; Community Center, park	3.71	NA	NA
Lynnbrook Center Fields	8001 Lynnbrook Drive	B-CC	Park	5.83	NA	NA
CITY OF ROCKVILLE OWNED FACILITIES						
Woodley Gardens ES	1150 Carnation Drive	Richard Montgomery	Senior Center	9.64	16	31,767



ID	Name	ID	Name
205	Lone Oak ES	759	Montgomery Hills JHS
213	Edwin W Broome MS	763	Four Corners ES
217	Randolph JHS	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
758	Parkside ES		

Montgomery County Public Schools - Division of Long-range Planning - October 2015

Reopened Closed Schools*

October 2015

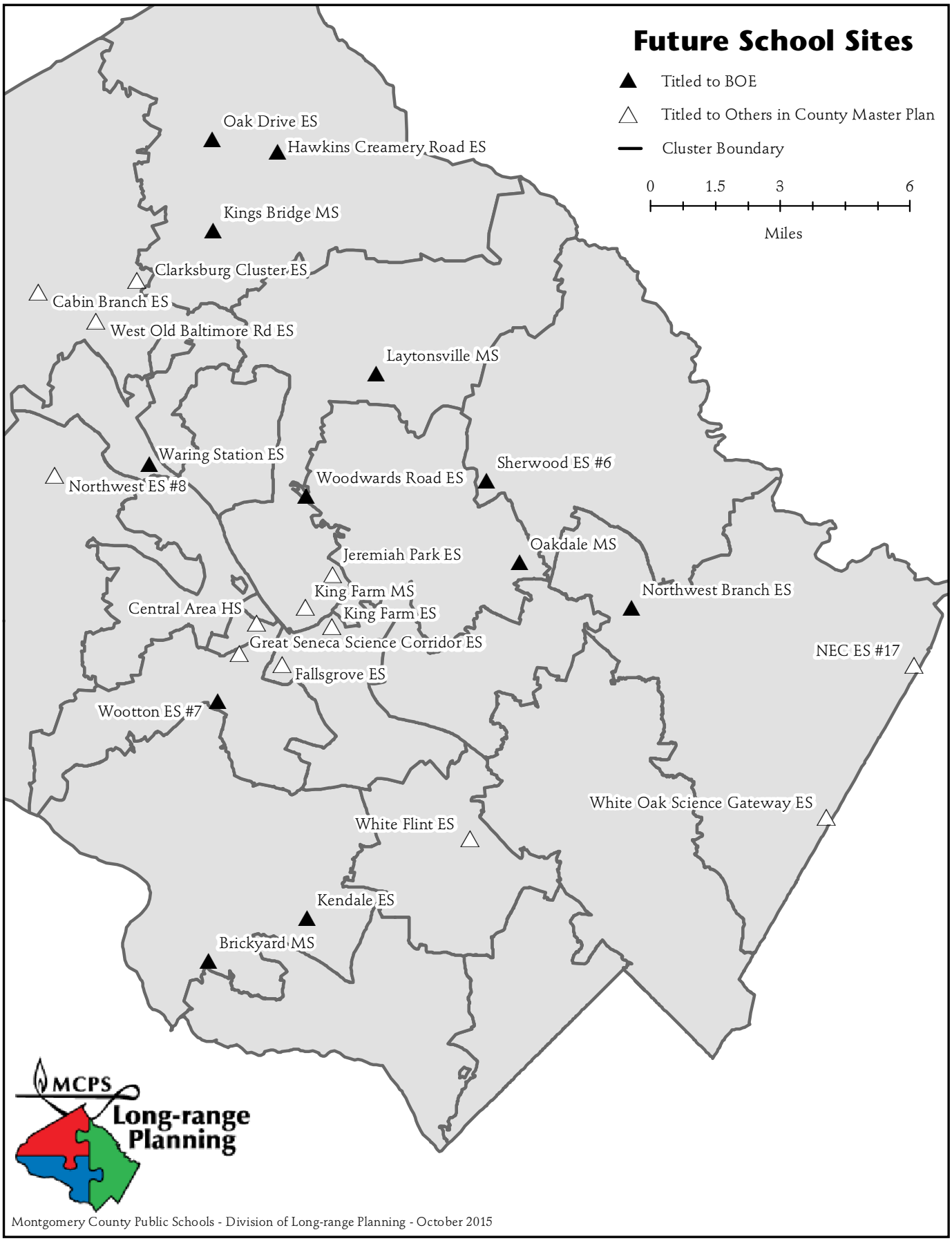
Name	School Year Reopened	Address	Cluster	Acreage
Cloverly ES	1989–90	800 Briggs Chaney Road, Silver Spring	Northeast Consortium	10.0
Cabin John MS	1989–90	10701 Gainsborough Road, Potomac	Churchill	18.2
Burnt Mills ES	1990–91	11211 Childs Street, Silver Spring	Northeast Consortium	15.1
Francis Scott Key MS	1990–91	910 Schindler Drive, Silver Spring	Northeast Consortium	20.6
Argyle MS	1993–94	2400 Bel Pre Road, Silver Spring	Downcounty Consortium	19.9
Sligo Creek ES	1999–00	500 Schuyler Road, Silver Spring	Downcounty Consortium	15.6
North Bethesda MS	1999–00	8935 Bradmoor Drive, Bethesda	Walter Johnson	20.0
Silver Spring International MS	1999–00	313 Wayne Avenue, Silver Spring	Downcounty Consortium	10.6
Newport Mill MS	2002–03	11311 Newport Mill Road, Silver Spring	Downcounty Consortium	8.4
Northwood HS	2004–05	919 University Boulevard, Silver Spring	Downcounty Consortium	29.6
A. Mario Loiederman MS	2005–06	12701 Goodhill Road, Silver Spring	Downcounty Consortium	17.1
Roscoe R. Nix ES	2006–07	1100 Corliss Street, Silver Spring	Northeast Consortium	9.0
Sargent Shriver ES	2006–07	12518 Greenly Drive, Silver Spring	Downcounty Consortium	9.2
Arcola ES	2007–08	1820 Franwall Avenue, Silver Spring	Downcounty Consortium	5.0
Flora M. Singer ES	2012–13	2600 Hayden Drive, Silver Spring	Downcounty Consortium	12.7

* Schools listed include schools repurposed for use by another school, reopened, or built new on the site of a former school. In some cases the school was renamed.

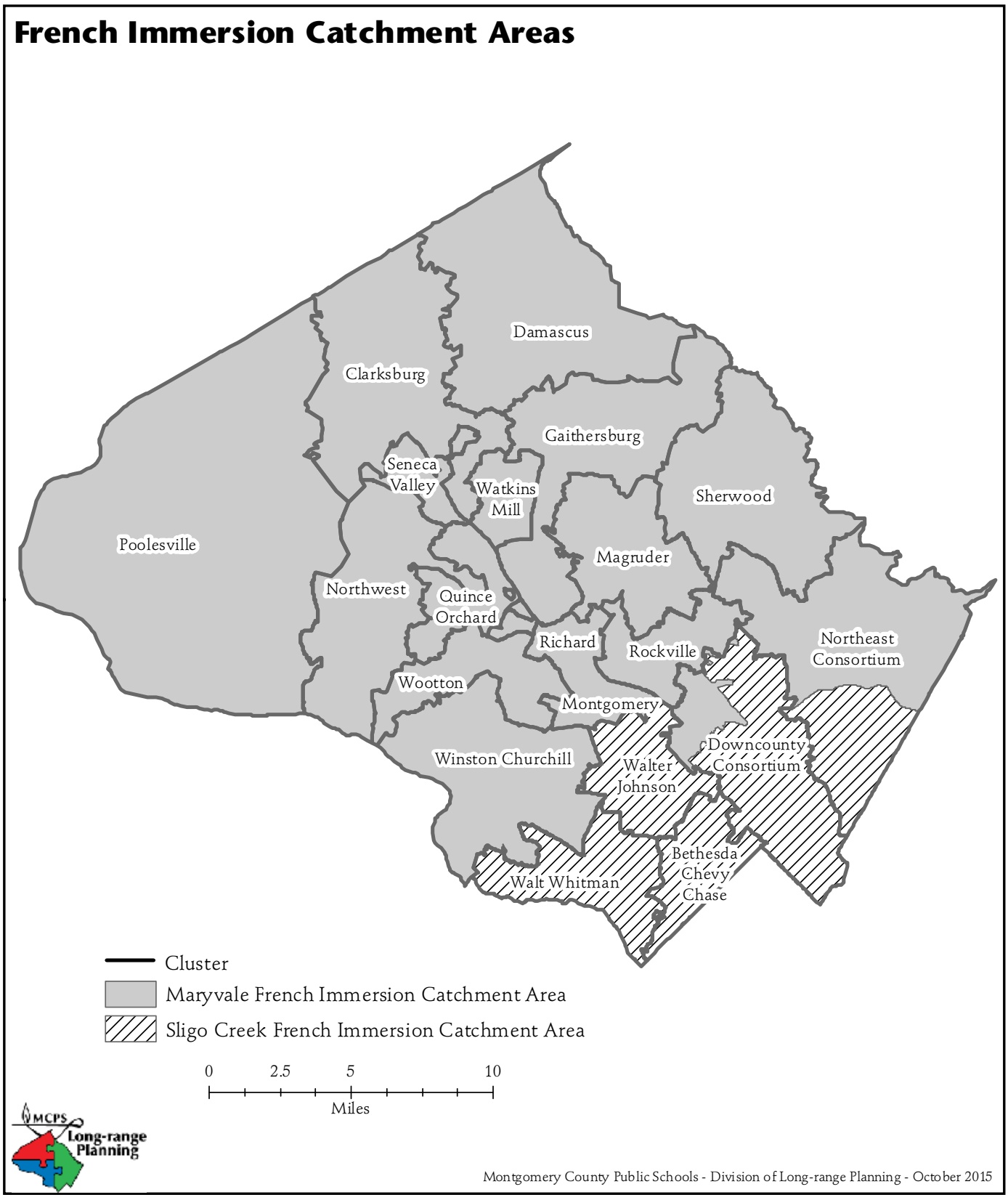
Future School Sites

October 2015

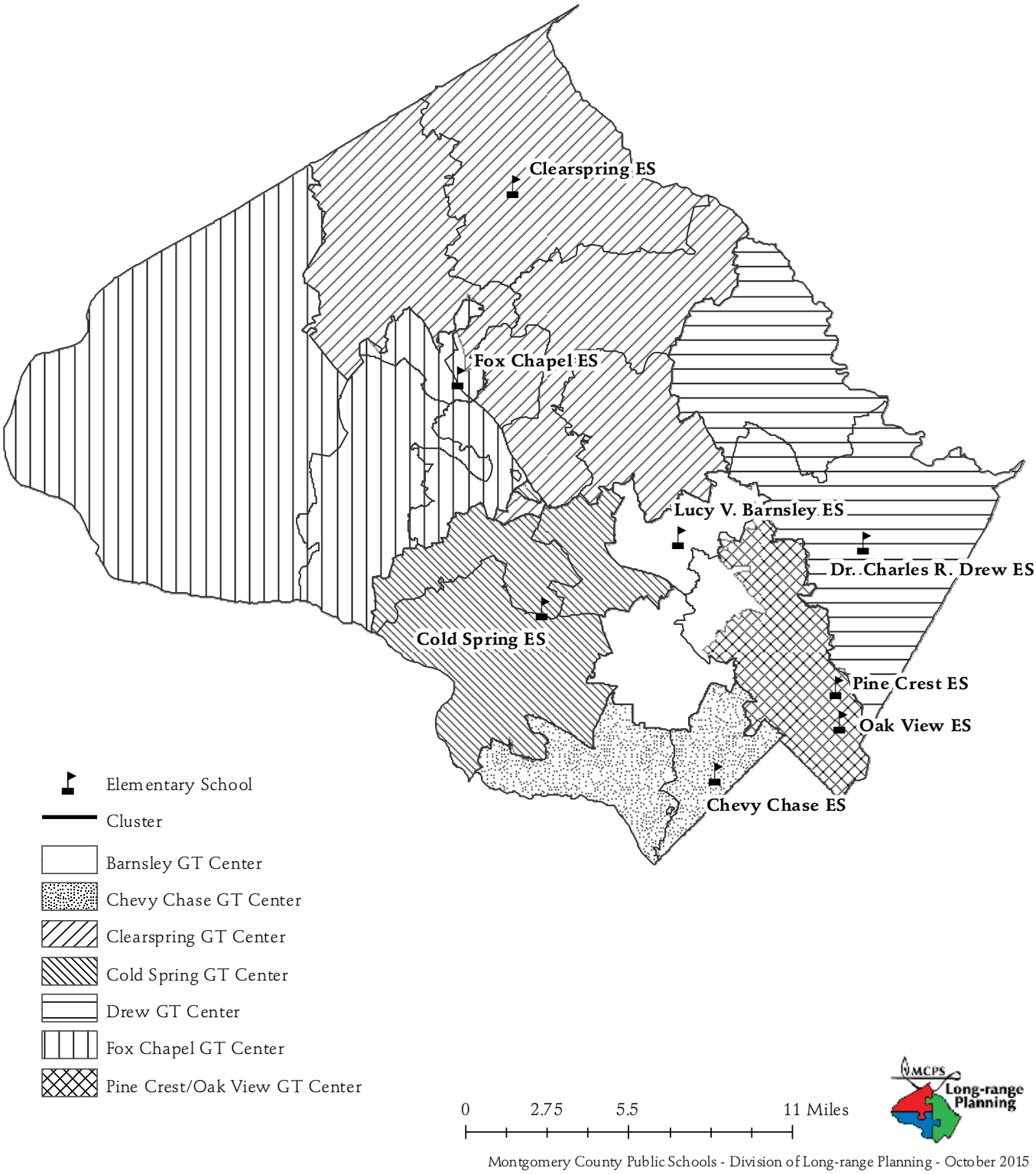
Name	Tax Grid	Address	Cluster	Acreage
Board of Education Owned Sites				
Brickyard MS	FN33	Brickyard Road	Churchill	20.00
Hawkins Creamery Road ES	FX51	Hawkins Creamery Road	Damascus	13.51
Kendale ES	GP12	Kendale Road	Churchill	10.54
Kings Bridge MS	FW32	Founders Way	Damascus	30.33
Laytonsville MS	GU33	Warfield Road	Gaithersburg	22.74
Northwest ES #8	ET23	Schaeffer Road	Northwest	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 Cluster (Clarksburg Village ES	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
Northeast Consortium ES #17	LS21	Saddle Creek Drive	Northeast Consortium	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
White Oak Science Gateway ES	KQ32	FDA Boulevard	Northeast Consortium	TBD


Future School Sites
Titled to BOE
Titled to Others in County Master Plan
Cluster Boundary
0
1.5
3
6
Miles
Oak Drive ES
Hawkins Creamery Road ES
Kings Bridge MS
Clarksburg Cluster ES
Cabin Branch ES
West Old Baltimore Rd ES
Laytonsville MS
Waring Station ES
Northwest ES #8
Woodwards Road ES
Sherwood ES #6
Jeremiah Park ES
Oakdale MS
King Farm MS
Central Area HS
King Farm ES
Great Seneca Science Corridor ES
Northwest Branch ES
NEC ES #17
Fallsgrove ES
Wootton ES #7
White Oak Science Gateway ES
White Flint ES
Kendale ES
Brickyard MS
MCPS
Long-range Planning
Montgomery County Public Schools - Division of Long-range Planning - October 2015

Appendix M

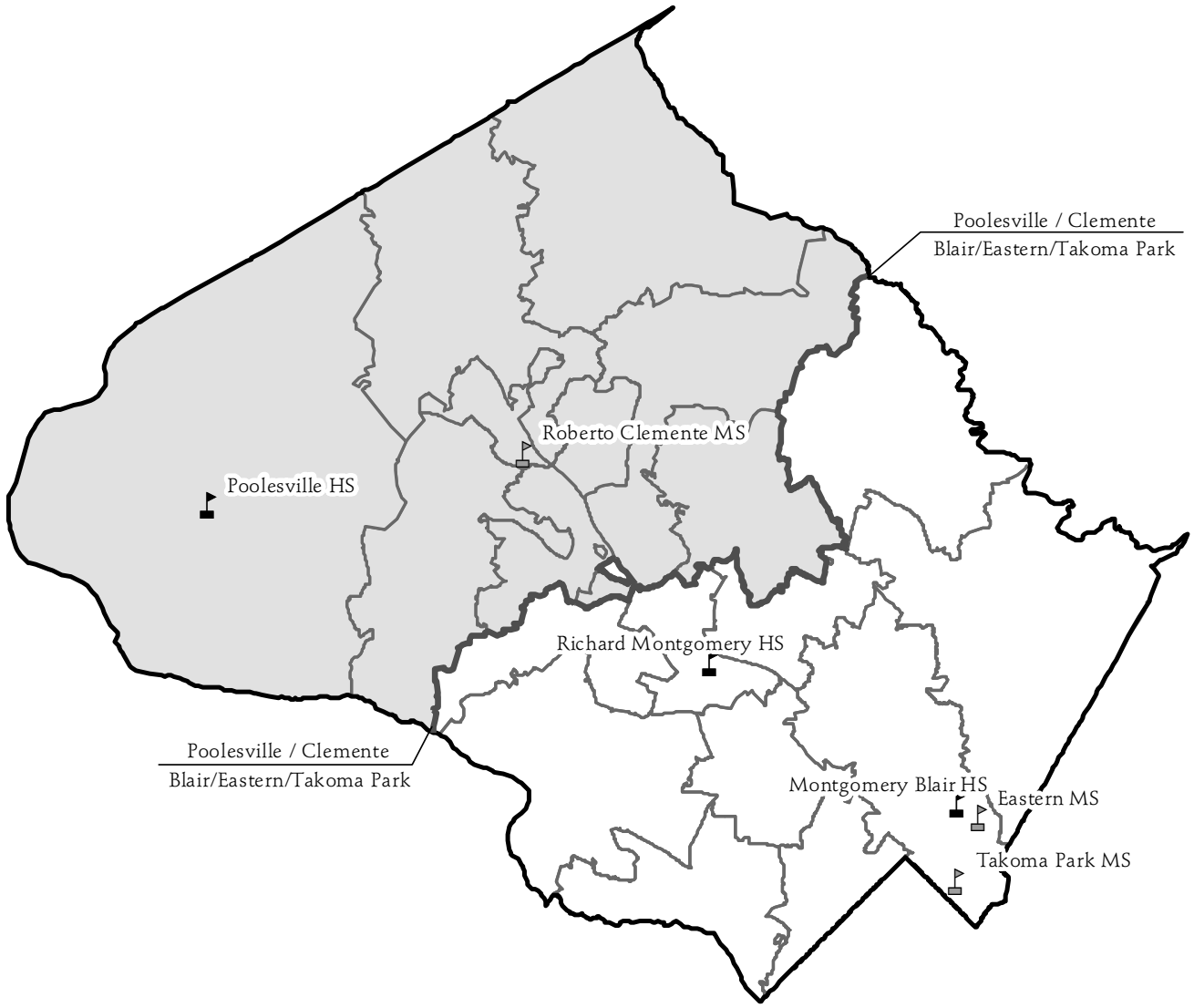

French Immersion Catchment Areas
Damascus
Clarksburg
Gaithersburg
Seneca Valley
Watkins Mill
Sherwood
Poolesville
Magruder
Northwest
Quince Orchard
Richard
Rockville
Northeast Consortium
Wootton
Montgomery
Downcounty Consortium
Winston Churchill
Walter Johnson
Bethesda Chevy Chase
Walt Whitman
Cluster
Maryvale French Immersion Catchment Area
Sligo Creek French Immersion Catchment Area
0
2.5
5
10
Miles
MCPS
Long-range Planning
Montgomery County Public Schools - Division of Long-range Planning - October 2015

Highly Gifted Catchment Areas



Montgomery County Public Schools - Division of Long-range Planning - October 2015

Secondary Magnet School Catchment Areas



Middle School

High School

Secondary Magnet School Catchment Boundary

0 2.25 4.5 9 Miles

MCPS Long-range Planning

Montgomery County Public Schools - Division of Long-range Planning - October 2015

Appendix N

School/Program Sites and Political Districts

School	Board of Education District	Councilmanic District	Legislative District
Elementary Schools			
Arcola	4	4	18
Ashburton	3	1	16
Bannockburn	3	1	16
Lucy V. Barnsley	5	3	19
Beall	2	3	17
Bel Pre	4	4	19
Bells Mill	3	1	15
Belmont	5	4	14
Bethesda	3	1	16
Beverly Farms	3	1	15
Bradley Hills	3	1	16
Brooke Grove	5	4	14
Brookhaven	4	3	19
Brown Station	2	3	17
Burning Tree	3	1	16
Burnt Mills	5	5	20
Burtonsville	5	5	14
Candlewood	5	3	19
Cannon Road	5	5	20
Carderock Springs	3	1	16
Rachel Carson	2	3	17
Cashell	5	4	14
Cedar Grove	1	2	14
Chevy Chase	3	1	18
Clarksburg	1	2	15
Clearspring	1	2	14
Clopper Mill	2	2	39
Cloverly	5	5	14
Cold Spring	2	3	15
College Gardens	2	3	17
Cresthaven	5	5	20
Captain James Daly	1	2	39
Damascus	1	2	14
Darnestown	2	1	15
Diamond	2	3	17
Dr. Charles R. Drew	5	5	14
DuFief	2	2	15
East Silver Spring	4	5	20
Fairland	5	5	14
Fallsmead	2	3	17
Farmland	3	1	16
Fields Road	2	3	17
Flower Hill	1	4	39
Flower Valley	5	3	19
Forest Knolls	4	5	19
Fox Chapel	1	2	39
Gaithersburg	1	3	17
Galway	5	5	14
Garrett Park	3	1	18
Georgian Forest	4	4	19
Germantown	2	2	15
William B. Gibbs Jr.	1	2	39
Glen Haven	4	4	18
Glenallan	4	4	19
Goshen	1	2	14
Great Seneca Creek	2	2	39
Greencastle	5	5	14
Greenwood	5	4	14
Harmony Hills	4	4	19
Highland	4	4	18
Highland View	4	5	20
Jackson Road	5	5	20
Jones Lane	2	2	15
Kemp Mill	4	4	19
Kensington-Parkwood	3	1	18
Lake Seneca	1	2	15
Lakewood	2	3	17

School	Board of Education District	Councilmanic District	Legislative District
Elementary Schools			
Laytonsville	1	4	14
JoAnn Leleck at Broad Acres	5	5	20
Little Bennett	1	2	15
Luxmanor	3	1	16
Thurgood Marshall	2	3	39
Maryvale	5	3	17
Spark M. Matsunaga	2	2	39
S. Christa McAuliffe	1	2	39
Ronald McNair	2	2	15
Meadow Hall	5	3	17
Mill Creek Towne	1	4	19
Monocacy	1	2	15
Montgomery Knolls	4	5	20
New Hampshire Estates	4	5	20
Roscoe R. Nix	5	5	20
North Chevy Chase	3	1	18
Oak View	4	5	20
Oakland Terrace	4	5	18
Olney	5	4	14
William T. Page	5	5	14
Pine Crest	4	5	20
Piney Branch	4	5	20
Poolesville	1	1	15
Potomac	3	1	15
Judith A. Resnik	1	4	39
Dr. Sally K. Ride	1	2	39
Ritchie Park	2	3	17
Rock Creek Forest	3	1	18
Rock Creek Valley	5	3	19
Rock View	4	4	18
Lois P. Rockwell	1	2	14
Rolling Terrace	4	5	20
Rosemary Hills	3	5	18
Rosemont	2	3	17
Sequoyah	5	4	19
Seven Locks	3	1	16
Sherwood	5	4	14
Sargent Shriver	4	4	18
Flora M. Singer	4	5	18
Sligo Creek	4	5	20
Somerset	3	1	16
South Lake	1	2	39
Stedwick	1	2	39
Stone Mill	2	3	15
Stonegate	5	4	14
Strathmore	4	4	19
Strawberry Knoll	1	2	39
Summit Hall	2	3	17
Takoma Park	4	5	20
Travilah	2	2	15
Twinbrook	2	3	17
Viers Mill	4	4	18
Washington Grove	2	3	19
Waters Landing	1	2	15
Watkins Mill	1	2	39
Wayside	3	1	15
Weller Road	4	4	19
Westbrook	3	1	16
Westover	5	4	14
Wheaton Woods	4	4	19
Whetstone	1	2	39
Wilson Wims	1	2	15
Wood Acres	3	1	16
Woodfield	1	2	14
Woodlin	4	5	18
Wyngate	3	1	16

School	Board of Education District	Councilmanic District	Legislative District
Middle Schools			
Argyle	4	4	19
John T Baker	1	2	14
Benjamin Banneker	5	5	14
Briggs Chaney	5	5	14
Cabin John	3	1	15
Clarksburg/Damascus MS	1	2	39
Roberto Clemente	1	2	39
Eastern	4	5	20
William H. Farquhar	5	4	14
Forest Oak	1	3	17
Robert Frost	2	3	17
Gaithersburg	1	3	17
Herbert Hoover	3	1	15
Francis Scott Key	5	5	20
Martin Luther King, Jr	1	2	15
Kingsview	2	2	15
Lakelands Park	2	3	17
Col. E. Brooke Lee	4	4	19
A. Mario Loiederman	4	4	19
Montgomery Village	1	2	39
Neelsville	1	2	39
Newport Mill	4	4	18
North Bethesda	3	1	16
Parkland	4	3	19
Rosa Parks	5	4	14
John Poole	1	1	15
Thomas W. Pyle	3	1	16
Redland	5	4	19
Ridgeview	2	3	39
Rocky Hill	1	2	15
Shady Grove	2	3	19
Silver Spring International	4	5	20
Sligo	4	4	18
Takoma Park	4	5	20
Tilden	3	1	16
Julius West	2	3	17
Westland	3	1	16
White Oak	5	5	20
Earle B. Wood	5	3	19

School	Board of Education District	Councilmanic District	Legislative District
High Schools			
Bethesda-Chevy Chase	3	1	18
Montgomery Blair	4	5	20
James Blake	5	4	14
Winston Churchill	3	1	15
Clarksburg	1	2	15
Damascus	1	2	14
Albert Einstein	4	4	18
Gaithersburg	2	3	17
Walter Johnson	3	1	16
John F. Kennedy	4	4	19
Col. Zadok Magruder	5	4	19
Richard Montgomery	2	3	17
Northwest	2	2	39
Northwood	4	5	19
Paint Branch	5	5	14
Poolesville	1	1	15
Quince Orchard	2	2	15
Rockville	5	3	17
Seneca Valley	1	2	39
Sherwood	5	4	14
Springbrook	5	4	20
Watkins Mill	1	2	39
Wheaton	4	4	18
Walt Whitman	3	1	16
Thomas S. Wootton	2	3	17
Special Education Centers			
Carl Sandburg Learning Center	5	3	17
Longview School	2	2	39
RICA	2	3	15
Rock Terrace School	2	3	17
Stephen Knolls School	4	4	18
Other Educational Facilities			
Blair G. Ewing Center	5	3	17
Lathrop E. Smith Center	5	3	19
Thomas Edison HS of Tech.	4	4	18

Political Districts

Board of Education

District	Name
1	Judith Docca
2	Rebecca Smondrowski
3	Patricia O'Neill
4	Christopher S. Barclay
5	Michael A. Durso
At-large	Philip Kauffman
At-large	Jill Ortman-Fouse
Student	Eric Guerci

County Council

District	Name
1	Roger Berliner
2	Craig Rice
3	Sidney Katz
4	Nancy Navarro
5	Tom Hucker
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	Brian J. Feldman
Delegate	Kathleen M. Dumais
Delegate	David Fraser-Hidalgo
Delegate	Aruna Miller

Legislative District 16	
Senator	Susan C. Lee
Delegate	C. William Frick
Delegate	Ariana B. Kelly
Delegate	Marc Korman

Legislative District 17	
Senator	Cheryl C. Kagan
Delegate	Kumar P. Barve
Delegate	Jim Gilchrist
Delegate	Andrew Platt

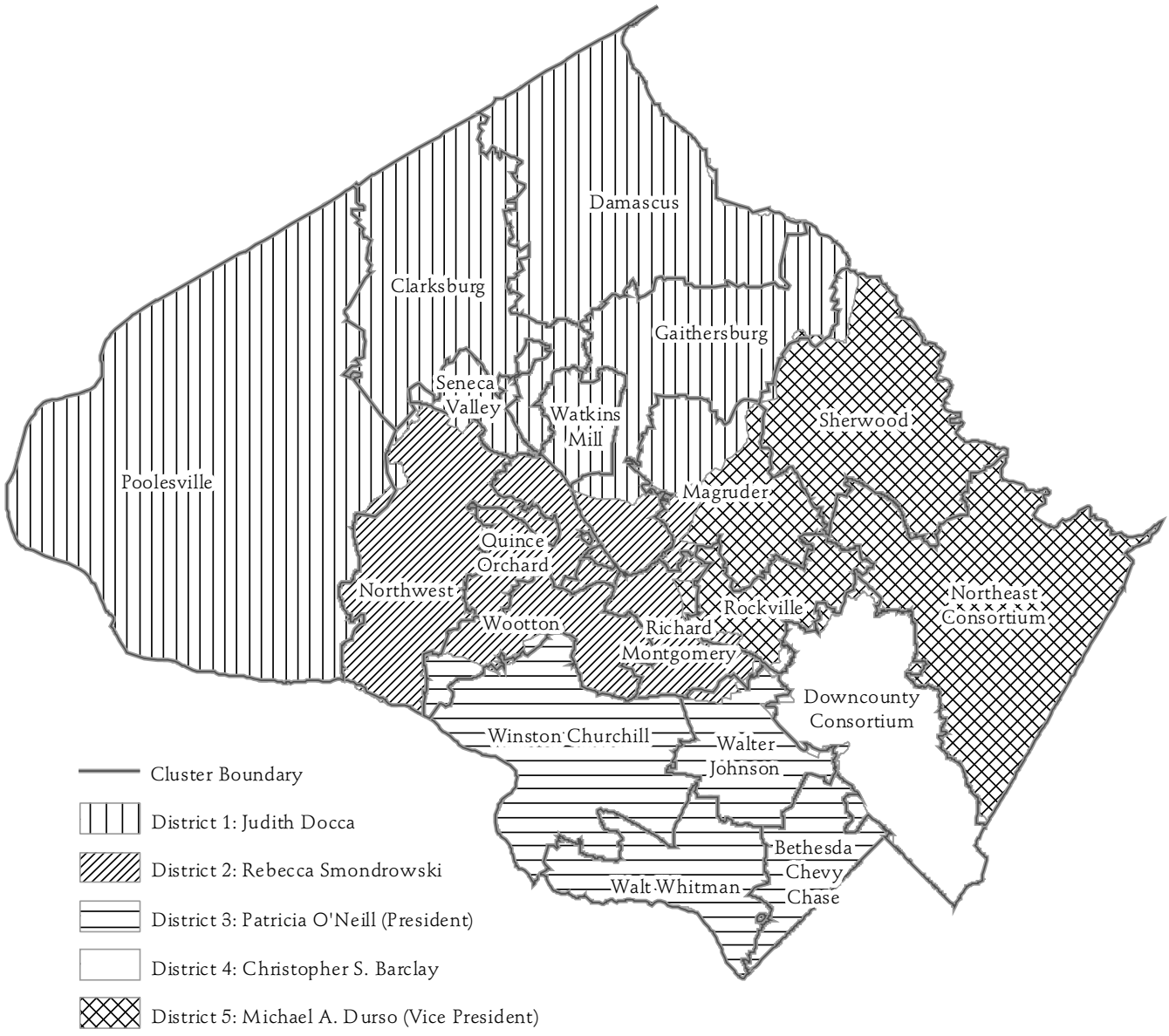
Legislative District 18	
Senator	Richard S. Madaleno, Jr.
Delegate	Alfred C. Carr, Jr.
Delegate	Ana Sol Gutierrez
Delegate	Jeff Waldstreicher

Legislative District 19	
Senator	Roger P. Manno
Delegate	Bonnie L. Cullison
Delegate	Benjamin F. Kramer
Delegate	Marice Morales

Legislative District 20	
Senator	Jamie Raskin
Delegate	Sheila E. Hixson
Delegate	David Moon
Delegate	William C. Smith Jr.

Legislative District 39	
Senator	Nancy J. King
Delegate	Charles Barkley
Delegate	Kirill Reznik
Delegate	Shane Robinson

Board of Education Districts



BOE Members at Large:
Jill Ortman-Fouse
Philip Kauffman

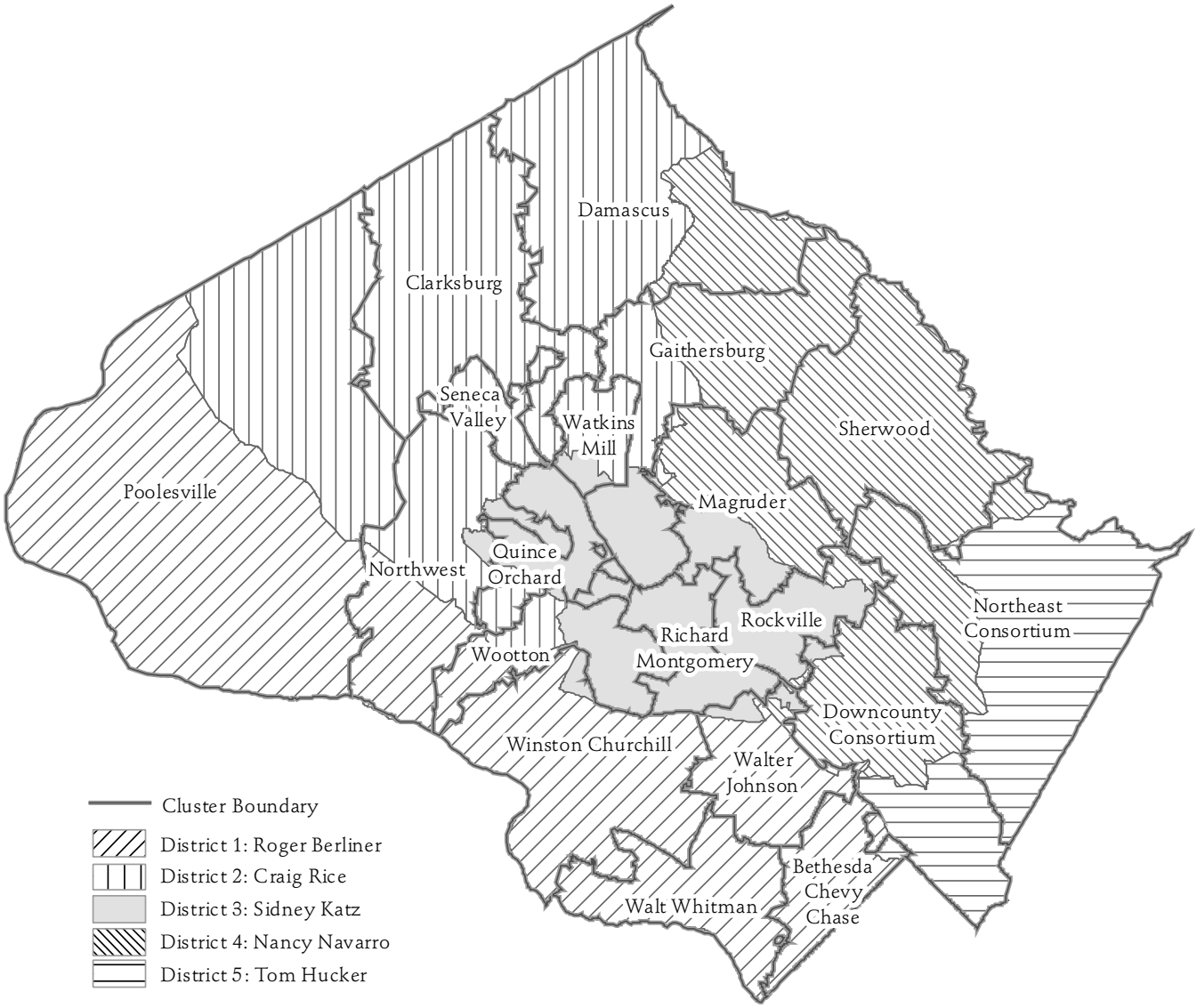
BOE Student Member:
Eric Guerci

0 2.5 5 10 Miles

MCPS Long-range Planning

Montgomery County Public Schools - Division of Long-range Planning - October 2015

Councilmanic Districts



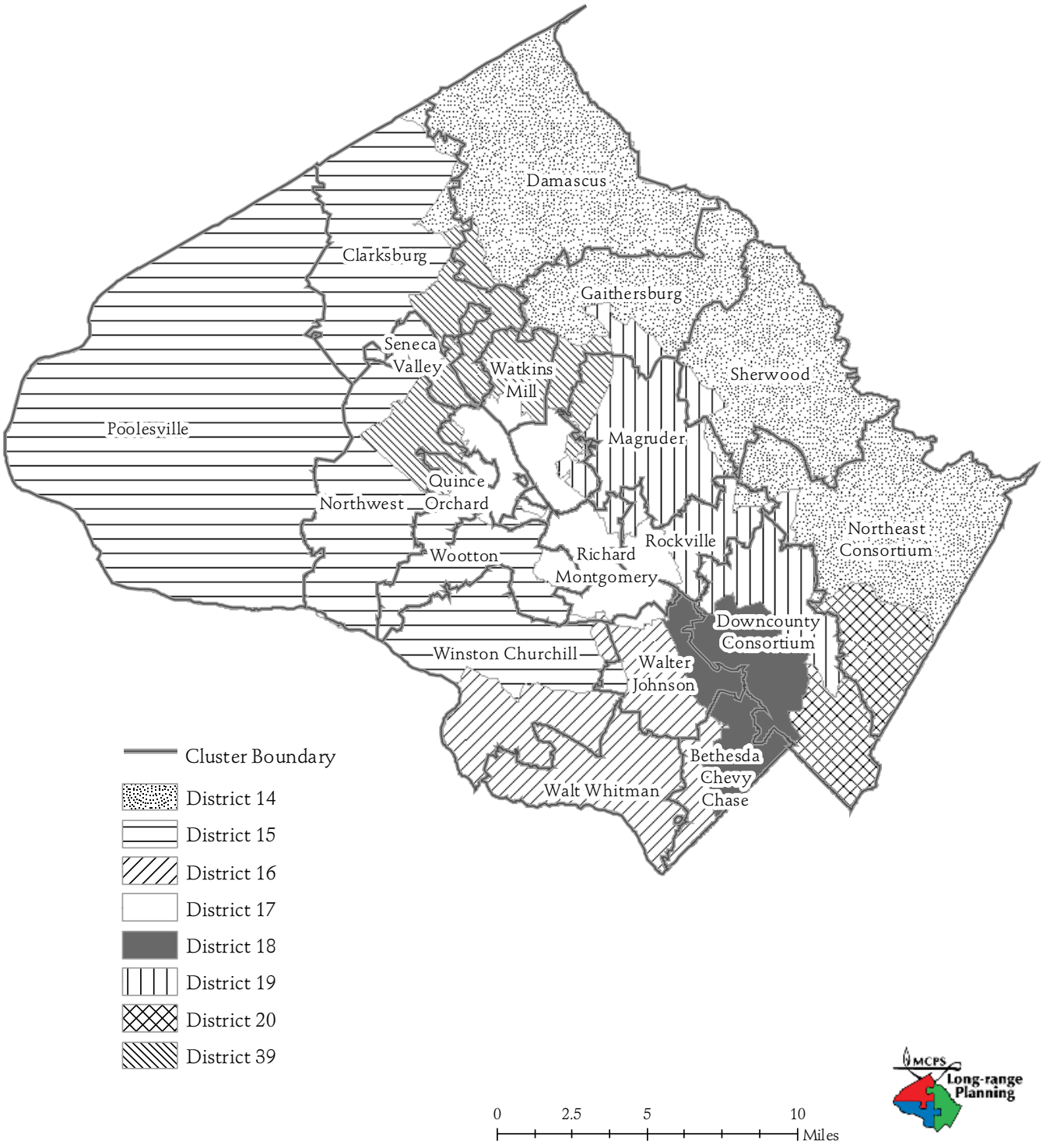
Councilmanic Members at Large:
Marc Elrich
Nancy Floreen (Vice President)
George Leventhal (President)
Hans Riemer

0 2.5 5 10 Miles

MCPS Long-range Planning

Montgomery County Public Schools - Division of Long-range Planning - October 2015

Legislative Districts



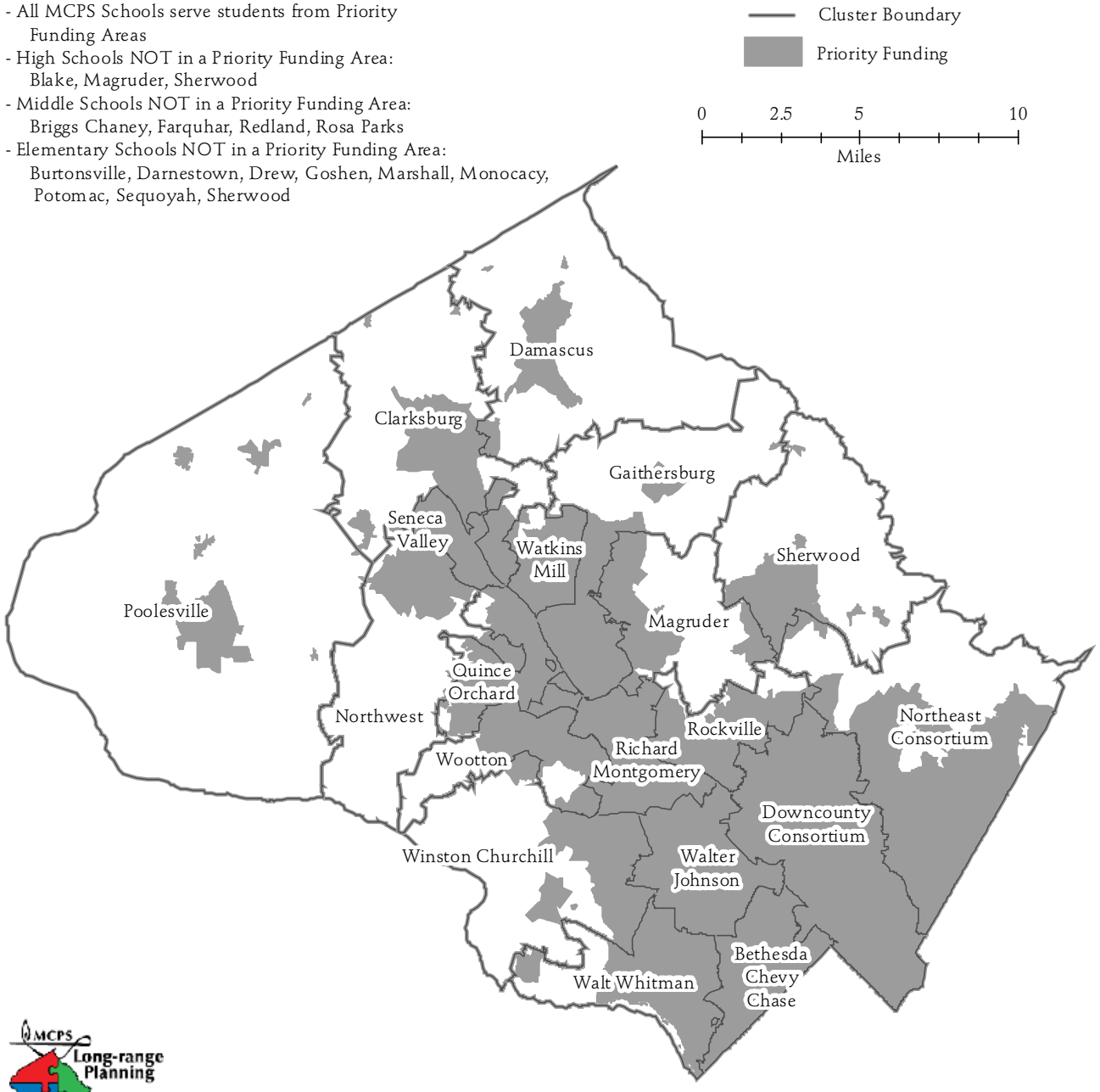
Montgomery County Public Schools - Division of Long-range Planning - October 2015

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



Montgomery County Public Schools - Division of Long-range Planning - October 2015

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 may 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 2016 are shown in Appendix I. This test reflects enrollment projections developed in the fall 2014 and approved school capacity projects in the County Council adopted FY 2015 Capital Budget and Amended FY 2015–2020 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	18:1
Grades 1–2—reduced class size	18:1
Grades 1–5/6 Elementary	23:1
Grades 6–8 Middle	25:1*
Grades 9–12 High	25:1**
ESOL (secondary)	15:1

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

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

Many schools that appear to have space based on the calculated program capacity often need relocatable classrooms to accommodate the programs operating in the school. There are several explanations for this situation.

- ***Staffing Ratio:*** Capacity calculations for elementary schools are based on a student-to-classroom ratio of 23:1; however, staffing (student-to-teacher ratio) is not always provided at the same ratio. When the student-to-teacher ratio is less than the student-to-room ratio, the calculated capacity will not support the number of teachers provided by the staffing ratio in the facility. For example, if staffing is provided at 22:1, and capacity is calculated at 23:1, then for a building with 20 classrooms the capacity would be 460 (20 x 23) students but there would be 21 teachers based on the staffing ratio (460/22 = 20.9), therefore one additional classroom would be needed to accommodate a 22:1 staffing ratio.
- ***Combined Staffing:*** Some schools are provided additional staffing to meet the needs of students in the school. For example, a school that has a large number of students impacted by poverty may be allocated an additional .5 teaching position to assist students and an additional .5 teaching position for Title 1 services. The school may decide to combine the allocated staff to create an additional classroom teaching position, thereby creating the need for an additional classroom. In this case, the enrollment has not increased and the calculated capacity has not changed, but the need for classrooms has increased.
- ***Capping Class Size:*** In schools that may have very large class sizes in certain grades, additional staff may be provided to reduce the oversized classes to keep them within Board of Education guidelines. For example, if a school has two second-grade classes each with 28 students and four more students enroll in second grade, adding the additional students to the two large classes would cause the two classes to exceed the maximum class size cap of 28 students. If there was no opportunity to create combination classes with other grades, an additional teacher would be provided, and the school would reorganize with three second-grade classes of 20 students each. The additional teacher could create the need for a relocatable classroom.

Small instructional spaces and specialized classrooms are provided for all schools and are allocated on the basis of enrollment size and the need for supplementary instructional activities, such as remedial reading, special education resource, speech, art, and music.

In situations where the educational program will not be adversely affected, MCPS leases space on an annual basis to appropriate outside organizations. In most cases, these organizations are referred to as "joint occupants" and are usually day-care providers. Before and after school programs also are provided in many MCPS schools. Spaces used by day-care providers on MCPS sites range from shared use of multipurpose rooms before and after school, to relocatable classrooms on a school site that are financed by the provider and operated for the school community. If space is available, one or more classrooms can be leased for full-day programs.

State-rated Capacity

State-rated capacity, used to determine state funding, is calculated using the following calculations. These calculations make MCPS and state capacity ratings differ. See appendix J for a comparison of capacity ratings for all schools.

Head Start and prekindergarten—1 session	20:1
Grade K—full-day	22:1
Grades 1–5/6 Elementary	23:1
Grades 6–12 Secondary	25:1*
Special Education	10:1

*Program capacity differs at the secondary level in that regular classroom capacity in the regular classroom capacity of 25 is multiplied by .85 to reflect the optimal utilization of a secondary school (equivalent to 21.25 students per classroom).

Appendix R

Planned Life-cycle Asset Replacement (PLAR) Projects
Completed Summer 2015

	School/Facility	Project Scope
1	Argyle MS	Tennis Court Renovation
2	John T. Baker MS	Asphalt (Parking Lot)
3	John T. Baker MS	Line Painting
4	John T. Baker MS	Flooring
5	Benjamin Banneker MS	Ceiling & Lights
6	Benjamin Banneker MS	Suspended Ceilings and Lights
7	Bannockburn ES	PA System
8	Lucy V. Barnsley ES	Restroom Repairs
9	Bethesda-Chevy Chase HS	Expansion Joint Cover
10	Bethesda-Chevy Chase HS	Gym Floor (Refinishing)
11	Bethesda ES	Gym Floor Replacement
12	Bethesda ES	Waterproofing
13	Bethesda ES	Flooring Replacement
14	Montgomery Blair HS	Wall Repairs
15	Briggs Chaney MS	Gym Floor (Refinishing)
16	Briggs Chaney MS	PA System
17	Briggs Chaney MS	Tennis Court Renovation
18	Briggs Chaney MS	Fire Alarm Replacement
19	Brooke Grove ES	Fire Alarm Replacement
20	Burning Tree ES	Fire Alarm Replacement
21	Cedar Grove ES	Exterior Wall Waterproofing
22	Winston Churchill HS	Flooring Replacement
23	Clearspring ES	Paint (Exterior & Interior)
24	Roberto W. Clemente MS	Paint (Exterior & Interior)
25	Cloverly ES	Asphalt
26	Cloverly ES	Line Painting
27	Cloverly ES	Fire Alarm Replacement
28	Cloverly ES	Fire Pump
29	Cold Spring ES	Concrete
30	Damascus ES	Wall Repairs
31	Damascus HS	Concrete
32	Damascus HS	Painting (Exterior)
33	Damascus HS	Water Main
34	Damascus HS	Stage Catwalk Upgrades
35	DuFief ES	Roof Repairs
36	DuFief ES	Fall Protection Repairs
37	East Silver Spring ES	Wall Repairs
38	Eastern MS	Emergency Generator
39	Eastern MS	Meter Upgrade
40	Thomas Edison Center	Wall Repairs
41	Albert Einstein HS	Floor Covering
42	Emory Grove Center	Wall Repairs
43	Fallsmead ES	Ceiling Tile Replacement
44	Fields Road ES	Gym Floor Replacement
45	Fields Road ES	Gym Windows
46	Fields Road ES	Ladder Well
47	Fields Road ES	Gym Floor (New)
48	Flower Hill ES	Fencing
49	Flower Hill ES	Retaining Wall
50	Flower Hill ES	Walk-In Boxes
51	Flower Hill ES	Retaining Wall
52	Flower Valley ES	Wall Repairs
53	Robert Frost MS	Trash Room Improvements
54	Gaithersburg ES	Serving Line
55	Gaithersburg ES	Serving Line Electric
56	Gaithersburg MS	Bleacher
57	Georgian Forest ES	Restroom Renovations
58	Grosvenor Center	Asphalt (Driveway, Parking Lot)
59	Grosvenor Center	Line Painting
60	Grosvenor Center	Asphalt (Play Pad)
61	Grosvenor Center	Line Painting
62	Walter Johnson HS	Greenhouse Floor Repairs
63	Walter Johnson HS	Wall Repairs
64	Jones Lane ES	Asphalt (Play Area)
65	Jones Lane ES	Line Painting
66	Kemp Mill ES	Smoke Detectors
67	John F. Kennedy HS	Asphalt (Bus Loop)
68	John F. Kennedy HS	Line Painting
69	Lake Seneca ES	Wall Repairs
70	Laytonsville ES	Lights (Poles)
71	Laytonsville ES	Wall Repairs
72	Little Bennett ES	Asphalt (Play Pad)
73	Little Bennett ES	Basketball Goals
74	Little Bennett ES	Line Painting
75	A. Mario Loiederman MS	Expansion Joint Cover
76	A. Mario Loiederman MS	Folding Partition
77	Col. Zadok Magruder HS	Running Track Renovation
78	Col. Zadok Magruder HS	Stadium Field Improvements
79	Spark M. Matsunaga ES	Walls (Clean Coat Cap Privacy Walls)
80	S. Christa McAuliffe ES	Emergency Generator
81	S. Christa McAuliffe ES	Gym Windows
82	S. Christa McAuliffe ES	Meter Upgrade
83	S. Christa McAuliffe ES	Fire Alarm Replacement
84	Meadow Hall ES	Playground Equipment (5-12 yr. old)
85	Mill Creek Towne ES	Concrete
86	Mill Creek Towne ES	Playground Equipment (5-12 yr. old)
87	New Hampshire Estates ES	Playground Equipment (2-5K yr. old)
88	Newport Mill MS	Master Key System
89	North Bethesda MS	Waterproofing
90	North Chevy Chase ES	Emergency Generator
91	North Chevy Chase ES	Locks, Interior
92	North Chevy Chase ES	Restroom Renovations
93	North Lake Center	Doors, Exterior
94	Northwest HS	Tennis Court Renovation
95	Northwood HS	Gym Floor Refinishing
96	Northwood HS	Misc. Renovations
97	Northwood HS	Tennis Court Repairs
98	Northwood HS	Wall Repairs
99	Olney ES	Emergency Generator
100	Olney ES	Fire Pump
101	Rosa Parks MS	Hydrovection Oven
102	Rosa Parks MS	Lockers, Corridor
103	Rosa Parks MS	Paint (Exterior & Interior)
104	Pine Crest ES	Master Key System
105	Piney Branch ES	Doors and Jambs (Exterior)
106	Piney Branch ES	Doors, Exterior
107	Poolesville HS	Auditorium Folding Wall
108	Poolesville HS	Gym Floor Refinishing
109	Potomac ES	Boiler Replacement
110	Potomac ES	Repair Roof Leaks
111	Thomas W. Pyle MS	Hydrovection Oven
112	Quince Orchard HS	Stair Treads and Landing
113	Quince Orchard HS	Stadium Renovation
114	Quince Orchard HS	Asphalt (Phase 2 of 2)
115	Quince Orchard HS	Line Painting
116	Radnor Center	Door (Tractor Room)
117	Radnor Center	Emergency Generator
118	Radnor Center	Locks, Interior

	School/Facility	Project Scope
119	Ridgeview MS	Asphalt and Concrete
120	Robert Frost MS	Wall Repairs
121	Rocking Horse Road Center	Window Replacement
122	Rockville HS	Gym Floor Refinishing
123	Rockville HS	Aluminum Pedestrian Barriers
124	Rockville HS	Wall Repairs
125	Lois P. Rockwell ES	Exterior Wall Waterproofing
126	Rolling Terrace ES	Courtyard (Inside)
127	Carl Sandburg Learning Cente	Paint Ext Main Entrance
128	Sequoyah ES	Fire Alarm Replacement
129	Shady Grove MS	Flooring Replacement
130	Shady Grove MS	Hydrovection Oven
131	Shady Grove MS	Line Painting
132	Shady Grove MS	Partition Wall Coverings Replacement
133	Shady Grove MS	Flooring Replacement
134	Shady Grove MS	Asphalt (Basketball Court)
135	Shady Grove MS	Line Painting
136	Shady Grove MS	Wall Repairs
137	Sherwood ES	Serving Line
138	Sherwood ES	Serving Line Electric
139	Sherwood HS	Concrete
140	Sherwood HS	Gym Floor Refinishing
141	Sherwood HS	Paint (Exterior & Interior)
142	Silver Spring International MS	Hydrovection Oven
143	Sligo MS	Hydrovection Oven
144	Lathrop E. Smith Center	Restroom Partitions
145	Lathrop E. Smith Center	Windows (Phase 2 of 2)
146	Springbrook HS	Auditorium Stage Curtain
147	Springbrook HS	Restroom Partitions
148	Springbrook HS	Running Track Renovation
149	Springbrook HS	Concrete
150	Stedwick ES	Floor Covering/Sub Floor Repairs
151	Stedwick ES	Improvements
152	Stedwick ES	Serving Line
153	Stedwick ES	Serving Line Electric
154	Stonegate ES	Replace HVAC Units
155	Summit Hall ES	Condensation Lines (Re-pipe)
156	Takoma Park ES	Serving Line
157	Takoma Park ES	Serving Line Electric
158	Takoma Park MS	Canopy Over Hangs (Galvanized)
159	Tilden Holding Center	Wall Repairs
160	Tilden MS	Doors, Exterior
161	Tilden MS	Flooring Replacement
162	Travilah ES	Paint (Exterior & Interior)
163	Viers Mill ES	Emergency Generator
164	Watkins Mill HS	Asphalt
165	Watkins Mill HS	Line Painting
166	Watkins Mill HS	Running Track Resurface
167	Watkins Mill HS	Asphalt (Phase 2 of 2)
168	Watkins Mill HS	Line Painting
169	Julius West MS	Stair Treads (Throughout)
170	Westbrook ES	Paint (Cafeteria)
171	Westover ES	Floor Covering
172	Whetstone ES	Ceilings (AP Room)
173	Walt Whitman HS	Ceiling & Lights
174	Walt Whitman HS	Doors (Fire Doors)
175	Walt Whitman HS	Paint (Exterior & Interior)
176	Walt Whitman HS	Tennis Court Repairs
177	Thomas S. Wootton HS	Floor Covering
178	Wyngate ES	Floor Covering

Appendix S

Special Education Services Descriptions

School-based Service Delivery Model

Resource Room Services

Resource Room Services, available in all MCPS schools, provide students with disabilities an opportunity to participate with nondisabled peers 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 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 students' general education teachers and parents for implementation within the classroom and home environments. Students may receive services in their classroom program in small groups, or individually.

Elementary Home School Model

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 enrollment in higher education, engagement in competitive or some other employment, and/or participation in post-secondary training. Services are based on the individual student's needs, considering the student's strengths, preferences, and interests. Transition services are delivered through direct and/or indirect support coordinated by a transition support teacher.

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 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 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

The Infants and Toddlers Program provides early intervention services to families and children with developmental delays from birth to age three, or until the start of the school year following the child's fourth birthday, under the Extended Individualized Family Service Plan option. Services are provided in the natural environment and include but are not limited to: specialized instruction, auditory and vision instruction, physical and occupational therapy, and speech and language services. Providers use a family-centered approach based on the philosophy that a parent is a child's most effective teacher.

Preschool Education Program (PEP) (Classic, Collaboration, Comprehensive, Beginnings, Intensive Needs, PILOT, and Medically Fragile Itinerant Services)

The Preschool Education Program (PEP) offers a continuum of prekindergarten classes and services for children with disabilities ages three until kindergarten. PEP serves children with delays in multiple developmental domains that impact the child's ability to learn. Services range from itinerant services for children in community-based child care settings and preschools to home-based services for medically fragile children. Classes are provided for children who need a comprehensive approach to learning. PEP PILOT provides an early childhood setting for students with mild delays; PEP collaboration classes offer inclusive opportunities for prekindergarten students utilizing a coteaching model. PEP Classic and PEP Intensive Needs classes serve children with developmental delays in a special education setting. PEP Comprehensive and Beginnings serve students with moderate to severe delays and/or multiple disabilities. Classes are offered at selected elementary schools in one or more quad-cluster administrative area(s).

Prekindergarten Language Classes

Prekindergarten Language classes serve students ages 3 through 5, with delays in receptive and/or expressive language that 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 in a developmentally appropriate class, or five days per week in an early childhood classroom setting with inclusive opportunities with nondisabled peers. The purpose of this program is to use oral language for successful communication and to develop early learning skills in preparation for kindergarten. Selected elementary schools offer this program to support one or more quad-cluster administrative areas.

Autism Spectrum Disorders Services

The Comprehensive Autism Preschool Program (CAPP) provides highly intensive and individualized services for students ages 3 through 5. 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 Learning Outcomes aligned with Curriculum 2.0. Students receive Applied Behavior Analysis (ABA) intensive instruction in a highly structured setting to improve learning and communication and provide inclusive opportunities with nondisabled peers. At the secondary level, students also receive vocational and community support.

Secondary Autism Resource Services

Secondary Autism Resource Services, located in three middle schools and three high schools, are designed for students with autism spectrum disorders who are diploma bound and have difficulty mastering grade-level curriculum. The students require a modified pace and individual accommodations representative of the needs and characteristics of students with autism spectrum disorders. Students receive instruction in the general education curriculum with the supports indicated on their IEP. Access to the general education curriculum with enrichment is reinforced.

Augmentative and Alternative Communication Classes

The Augmentative and Alternative Communication (AAC) classes provide intensive support for students who are not verbal or have limited speech with severe intelligibility issues. Students learn to use and expand their knowledge of augmentative communication devices and other forms of aided communication in order to access the general education curriculum. Emphasis is on the use of alternative communication systems to enhance language development, vocabulary development, and expressive communication skills. Services and supports

are often provided within the general education environment to the greatest extent possible.

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 Autism Spectrum Disorder. Some students require social and emotional supports in order to access their academic program. Comprehensive behavior management is utilized in the model that includes proactive teaching and rehearsal of social skills, as well as the use of structured and consistent reinforcement systems. Services are provided in a continuum of settings that may include separate classes and opportunities for participation in general education classes with nondisabled peers as appropriate.

Gifted and Talented/Learning Disabled Services

Students receiving gifted and talented/learning disabled (GT/LD) services are intellectually gifted and demonstrate superior cognitive reasoning ability. They have an educational disability that impacts the academic area(s) of reading, writing, and/or mathematics. Often, students also are impacted in the areas of organization/executive functioning, social emotional learning, and/or attention. They typically have significant production problems, particularly in the area of written expression.

GT/LD services provide students with specialized instruction, adaptations, and accommodations that facilitate appropriate access to accelerated and enriched instruction in the least restrictive environment. This includes substantive access to the acceleration and enrichment components in the MCPS instructional guidelines, and may include placement in Advanced, Honors or Advanced Placement courses. Services can vary and are determined by the student's IEP team. Students within elementary GT/LD services typically receive instruction in a self-contained classroom setting for a majority of the academic day. Secondary students typically receive services in advanced general education courses in English, math, science, and social studies, with special education support provided by a coteacher or paraeducator. Many secondary students also receive services through a GT/LD resource class. While services can vary and are determined by the student's IEP team, intensive behavioral, emotional, and social supports, interventions, and services are not part of the design of the GT/LD service model.

Elementary Physical Disabilities Services

Elementary physical disabilities services provide comprehensive supports to students in Prekindergarten through Grade 5 with physical and health-related disabilities that cause a significant impact on educational performance in the general education environment. Students exhibit needs in motor development and information processing. Services include special education instruction, consultation with classroom teachers, and occupational and physical therapy services. Students with more significant physical needs receive services in one of two countywide locations.

Longview School

The Longview School provides services to students, ages 5–21, with severe to profound intellectual disabilities and multiple disabilities. Alternate Learning Outcomes aligned with Curriculum 2.0 are utilized to provide students with skills in the area of communication, mobility, self-help, functional academics, and transition services.

Stephen Knolls School

The Stephen Knolls School services students, ages 5–21, with severe to profound intellectual disabilities and multiple disabilities. Alternate Learning Outcomes aligned with Curriculum 2.0 are utilized to provide students with skills in the area of communication, mobility, self-help, functional academics, and transition services.

Countywide Service Delivery Model

(Because of low 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. Students with more significant physical needs receive services in one of two countywide locations.

Extensions

Extensions serves students of elementary, middle and high school age with the most significant cognitive disabilities, multiple disabilities, and/or autism. These students have a 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 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 Learning Outcomes aligned with Curriculum 2.0. Modification of curriculum materials and instructional strategies, based on students' needs, is the basis of all instruction. Emphasis is placed on the development of language, academic, and social skills provided through an in-class transdisciplinary model of service delivery in which all staff members implement the recommendations of related service providers. Special emphasis is placed on meeting the sensory and motor needs of students in their classroom setting. To address behavioral goals, services may include a behavior management system, psychological consultation, and crisis intervention.

Rock Terrace School

Rock Terrace School is comprised of a middle, high, and upper school program. The instructional focus of the middle school is the implementation of Alternate Learning Outcomes aligned with Curriculum 2.0 to prepare the students for transition to the high school program. The high school program emphasizes the Alternate Learning Outcomes aligned with Curriculum 2.0 and community-based instruction activities that enable students to demonstrate skills that lead to full participation in school-to-work and vocational/community experiences. Authentic jobs help in reinforcing classroom learning. The upper school prepares students for post-secondary experiences and career readiness.

John L. Gildner Regional Institute for Children and Adolescents (RICA) Program

The John L. Gildner Regional Institute for Children and Adolescents (RICA), in collaboration with the Maryland State Department of Health and Mental Hygiene, provides appropriate educational and treatment services to students and their families through highly-structured, intensive special education services with therapy integrated in a day and residential treatment facility. An interdisciplinary treatment team, consisting of school, clinical, residential and related service providers, develops the student's total educational plan and monitors progress. Consulting psychiatrists, a full time pediatrician, and a school community health nurse are also on staff.

RICA offers fully accredited special education services which emphasize rigorous academic and vocational/occupational opportunities, day and residential treatment, and individual, group, and family therapy. The RICA program promotes acquisition of grade and age appropriate social and emotional skills and allows students to access the general education curriculum.

Assistive Technology Services

Assistive Technology Services provide support for students from birth–21. Augmentative communication, alternate computer access, and the related technology services support students who are severely limited in verbal expression or written communication skills, often due to physical disabilities. Services are provided in the natural environment for children birth to age three, and in the elementary, middle, or high school instructional setting for prekindergarten students through age 21.

Aspergers Services

Aspergers Services provide direct classroom instruction in the areas of coping strategies and pro-social behaviors with supported access to the general education curriculum. Students receive appropriate accommodations and supports for organization, problem solving, and self-advocacy.

Appendix 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, DNA, FAA-RA, FKB, JEE, JEE-RA
Responsible Office: Chief Operating Officer
Department of Facilities Management

Long-range Educational Facilities Planning

A. PURPOSE

The Montgomery County Board of Education (Board) 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 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 of schools and the Board. LREFP will be in accordance with all federal, state, and 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. Enrollment changes are driven by factors including birth rates and 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 occurred.

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 revitalization/expansion, in accordance with Board Policy FKB, *Sustaining and Modernizing Montgomery County Public Schools (MCPS) Facilities*. 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. Establish processes designed to obtain input by engaging in a discussion among a broad variety of stakeholders and utilizing opportunities for input from the public and relevant staff members, in accordance with Board Policy ABA, *Community Involvement*, for the capital improvements program and the 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) General enrollment, demographic, and facility related issues that are explored through roundtables and other community input processes.

    f) 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) funds for systemic maintenance and replacement projects to sustain schools in good condition and extend their useful life;

c) a schedule to revitalize/expand older school buildings in order to continue their use on a cost-effective basis, and to keep facilities current with educational program needs;

d) when school closures and consolidations are appropriate due to declining enrollment levels; and

e) facility utilization levels, capacity calculations, school enrollment size guidelines, and school site size (adopted as part of the Board review of the superintendent of schools' recommended CIP).

4. Provide for the Board to hold public hearings and solicit written testimony on the recommendations of the superintendent of schools.

5. Provide a process for facility design that—

a) ensures a safe and secure environment;

b) is consistent with educational program needs;

c) includes community input;

d) demonstrates environmental stewardship; and

e) anticipates future needs

6. Provide a process for changing school boundaries and establishing geographic student choice assignment plans that—

a) Solicits input at the outset of the process consistent with Board Policy ABA, *Community Involvement*;

b) Considers four main factors in development of school boundaries, student choice assignment plans, and ways to address other facility issues 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) recognizes that the Board may, by majority vote, identify alternatives to the superintendent of schools' recommendations for school boundaries or geographic student choice assignment plans for review;

d) allows time for the Board to hold public hearings and solicit written testimony on the recommendations of the superintendent of schools and Board identified alternatives for school boundaries or geographic student choice assignment plans; and

e) Recognizes that the Board has the discretion to adopt minor modifications to the superintendent of schools' 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 for school boundaries or geographic student choice assignment plans 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

Structure 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 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. Provide for a different and/or condensed process and time schedule, developed by the superintendent of schools, for making recommendations to the Board regarding the capital improvements program and the facility planning activities listed above, including but not limited to changing school boundaries and establishing geographic student choice assignment plans in the event that the Board determines that unusual circumstances exist.

D. DESIRED OUTCOMES

1. A LREFP 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.

2. The superintendent of schools will develop regulations with student, staff, community, and parental input to guide implementation of this policy.

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 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 in accordance with the Board 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; amended by Resolution 282-14, June 17, 2014.

REGULATION MONTGOMERY COUNTY PUBLIC SCHOOLS

Related Entries: ABA, ABC, ACD, CFA, DNA, FAA, FKB, JEE, JEE-RA
Responsible Office: Chief Operating Officer
Department of Facilities Management
Related Source: *Code of Maryland Regulations* 13A.02.09.01

Long-range Educational Facilities Planning

I. PURPOSE

To implement the Montgomery County Board of Education (Board) Policy FAA, *Long-range Educational Facilities Planning*, by addressing changing enrollment patterns and supporting high-quality educational programs through the provision of appropriately utilized, functional, and modern facilities

II. BACKGROUND

Montgomery County Public Schools (MCPS) is one of the largest school systems in the country, with an enrollment that is constantly changing. Montgomery County is increasingly diverse, creating a student population with varying educational needs. MCPS' success depends in part on appropriately utilized, functional, and modern facilities, as well as a facility planning process, based on rigorous analyses, that takes into account best educational practices, the changing needs of the community, and fiscal realities, to produce the physical learning environment necessary for an excellent educational system.

The components of long-range educational facilities planning include the following: facilities planning guidelines; the facility planning process; the Capital Improvements Program (CIP), and Educational Facilities Master Plan (Master Plan); community involvement processes; and the calendar for facilities planning activities.

III. DEFINITIONS

A. The *Capital Budget* is the annual budget adopted for capital project appropriations.

B. The *Capital Improvements Program (CIP)* is a comprehensive six-year spending plan for capital improvements. The CIP focuses on the acquisition, construction, revitalization/expansion, and maintenance 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, amendments are considered to the adopted CIP for changes needed in the second year of the six-year CIP period.

C. *Civic groups* are civic, homeowner, neighborhood, or citizen associations listed with the Maryland-National Capital Park and Planning Commission (M-NCPPC) or Montgomery Regional Service Centers.

D. *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.

E. *Community involvement,* for the purposes of Board Policy FAA, *Long-range Educational Facilities Planning,* and this regulation, refers to processes designed to obtain input by engaging a broad variety of stakeholders and to utilize opportunities for input from the public and relevant staff members, in accordance with Board Policy ABA, *Community Involvement*.

F. *Consortium* is a grouping of high schools or middle schools within proximity to one another that provides students the opportunity to express their preference for attending one of the schools based on a specific instructional program or emphasis.

G. *Facility Design* encompasses all the planning and design processes that lead up to construction of a school facility. In order of events, the milestones of facility design are:

1. Educational specifications—a description of spaces needed to support the instructional program and guide the architect in development of the building layout and design.

2. Feasibility study—determines the scope and estimated cost of a project, but does not develop a detailed design of the facility.

3. Schematic design—the initial design phase that evaluates and develops concepts into a preliminary design for the school. When it is complete, it is presented to the Board for approval.

4. Design development—this phase of design refines the architecture and develops the infrastructure of the project including mechanical, electrical, and plumbing systems.

5. Construction documents—provide the details of construction that are incorporated into the drawings and specifications for use as contract documents to construct the facility.

H. *Geographic Student Choice Assignment Plans* identify the geographic area(s) wherein students may express a preference for a school assignment, based on program offerings or emphasis. These geographic areas may include areas known as "base areas," where students may be guaranteed attendance at the school under certain criteria; or, the area may be a single unified area with no base areas for individual schools.

I. *Parent Teacher (Student) Associations (PT(S)As)* are member groups of the Montgomery County Council of Parent Teacher Associations, Inc. (MCCPTA). Also, in the absence of a PT(S)A, an organization of parents, teachers and (students) that operate at a school in lieu of a PT(S)A.

IV. FACILITIES PLANNING GUIDELINES

The following calculations and analyses are developed as part of the facilities planning process.

A. *Enrollment Forecasts* are the basis for evaluating school space needs and initiating planning activities.

1. Enrollment forecasts are developed in coordination with the Montgomery County Department of Planning's county population forecast and other relevant planning sources.

2. Each fall, enrollment forecasts for each school are developed for a six-year period. Long-term forecasts project enrollment to the subsequent 10th and 15th year. The units of analysis for long-term forecasts are secondary school level, and the cluster or consortium level for elementary schools.

3. On or about March 1, revisions to school enrollment forecasts for the next school year are developed to refine the forecast and to reflect any changes in service areas or programs.

4. The enrollment forecast methodology utilized is provided in an appendix to the CIP and Master Plan documents.

B *Preferred Range of Enrollment* for schools includes all students attending a school.

1. The preferred ranges of enrollment for schools are—

a) 450 to 750 students in elementary schools;

b) 750 to 1,200 students in middle schools; and

c) 1,600 to 2,400 students in high schools.

d) Enrollment in special and alternative program centers may differ from the above ranges and generally is lower.

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

C. *School Demographic Profile* and *Facility Profile*

1. *School Demographic Profile* includes the racial/ethnic composition of a school's student population, the percentage of students participating in the Free and Reduced-price Meals System (FARMS) and English for Speakers of Other Languages (ESOL) programs, and school mobility rates.

2. *Facility Profile* includes room use by program and facility characteristics such as square footage, site size, year of opening, adjacency to parks, and number of relocatable classrooms.

D. *Program Capacity* refers to the number of students that can be accommodated in a facility based on the educational programs at the facility. The MCPS program capacity is calculated as the product of the number of teaching stations in a school and the student-to-classroom ratio for each grade and program in each classroom.

E. *Program Capacity* and *Facility Utilization* are calculated as follows:

1. Unless otherwise specified by Board action, the *program capacity* of a facility is determined by the space requirements of the educational

programs in the facility and student-to-classroom ratios. These ratios should not be confused with staffing ratios that are determined through the annual operating budget process.

Ratio Guidelines

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	22:1
Grade K-reduced class size	18:1
Grades 1-2—reduced class size	18:1
Grades 1-5 Elementary	23:1
Grades 6-12 Secondary Grades: 6-8 Middle School Grades: 9-12 High School	 25:1[a] 25:1[b]
Special Education, ESOL, Alternative Programs	See "c" below

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

b) Program capacity is adjusted at the high school level to account for scheduling constraints. The regular classroom capacity of 25 is multiplied by .90 to reflect the optimal utilization of a high school facility (equivalent of 22.5 students per classroom).

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

2. Unless otherwise specified by Board action, elementary, middle, and high schools should operate in an efficient facility utilization range of 80 to 100 percent of program capacity. If a school is projected to be underutilized (less than 80 percent) or overutilized (more than 100 percent), then a boundary study, noncapital action, or a capital project may be considered. Whether a school meets the preferred range of enrollment also is considered. In the case of overutilization, an effort to

judge the long-term need for permanent space is made prior to planning for new construction. Underutilization of facilities also is evaluated in the context of long-term enrollment forecasts.

3. Relocatable classrooms may be used on an interim basis to provide program space for enrollment growth until permanent capacity is available. Relocatable classrooms also may be used to enable child care programs to be housed in schools, and may be used to accommodate other complementary uses. Relocatable classrooms should have health and safety standards that are comparable to other MCPS classrooms.

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

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

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

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

G. *State-rated Capacity (SRC)* is defined by the state of Maryland as the number of students who can be accommodated in a school, based on the product of state-determined student-to-classroom ratios and the number of teaching stations in a school. SRC is used by the state to determine state budget eligibility for capital projects funded through the Public School Construction Program administered by the Interagency Committee for Public School Construction. SRCs are provided for schools in appendices to the CIP and the Master Plan.

V. GUIDELINES FOR FACILITY PLANNING: EVALUATING UTILIZATION OF FACILITIES

A. By November 1 each year, after new enrollment forecasts are developed, the projected utilization levels of all facilities are evaluated and incorporated into the superintendent of schools' CIP recommendations. The effect of class size changes and other relevant factors, such as proposed educational program

changes, including prekindergarten programs, special education programs, ESOL programs, or grade level reorganizations also is evaluated. For schools that are projected to have insufficient capacity, excess capacity, or other facility issues, the superintendent of schools may recommend—

1. a capital project;

2. a noncapital action such as convening a roundtable discussion group, boundary change, geographic student choice assignment plan, school pairing, facility sharing, closing/consolidation, or any other similar action;

3. no action; or

4. deferral pending further study of enrollment or other factors.

B. Facility recommendations made by the superintendent of schools include consideration of educational program impacts. As part of the process of developing facility plans, MCPS staff members will work closely with appropriate program staff members to identify program requirements for facility plans. Modifications to the facility will adhere to the requirements of the *Americans with Disabilities Act*.

VI. CAPITAL IMPROVEMENTS PROGRAM AND EDUCATIONAL FACILITIES MASTER PLAN

A. CIP

1. On or about November 1 of each year, the superintendent of schools publishes recommendations for an annual Capital Budget and a six-year CIP or amendments to the previously adopted CIP. Boundary change or geographic student choice assignment plan recommendations, and any other facility planning recommendations identified by the superintendent of schools as requiring more time for public review, are released by mid-October.

2. The six-year CIP includes:

a) The following standards for Board review and action:

(1) Preferred range of school enrollments

(2) Program capacity and facility utilization calculations

(3) School site size

b) Background information on the enrollment forecasting methodology.

c) Current enrollment figures, school demographic profiles, and facility profiles.

d) School enrollment forecasts for each of the next six years and long-term forecasts for the 10th and 15th year.

e) A listing of recommended actions, such as changes in school capacities, new schools, revitalizations/expansions, program locations, and/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.

f) A line item summary of Capital Budget appropriation recommendations of the superintendent of schools.

3. The superintendent of schools' recommended CIP is posted on the MCPS website. Copies of the document are provided to Board members and Board staff, MCPS executive staff, and the MCCPTA president, area MCCPTA vice presidents, and cluster coordinators. In addition, notification of the CIP's publication and availability online is sent to principals, PTA leadership, municipalities, and civic groups. This notification includes the Board schedule for work sessions, public hearings, and action on the CIP.

4. The Board timeline for review and action on the CIP consists of a work session in early November, followed by a public hearing in mid-November, and action in mid- to late November of each year. (See Section IX.E. for the public hearing process and Section X for the annual calendar.)

5. The superintendent of schools' recommendations on any deferred planning issues and/or amendments to the CIP are made in mid-February. The Board timeline for these items consists of a work session in late February to early March, a public hearing in mid-March, and action in late March. If necessary, the timeline for deferred planning issues may be modified by the superintendent of schools to allow more time for community input processes.

6. In cases where the Board determines an unusual circumstance exists, the superintendent of schools may develop an alternative time schedule for making recommendations regarding the CIP, facility planning activities, school boundary changes, or geographic student choice assignment plans.

7. After review and Board action, the Board-requested CIP—including official Project Description Forms (PDFs) for all requested capital projects—is submitted to the County Council and county executive for their review and for County Council action. The Board-requested CIP also is sent for information purposes to M-NCPPC, the Maryland State Department of Education, and the State Interagency Coordinating Committee.

8. The county executive's recommendations are forwarded 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-requested CIP is from February to May.

9. The County Council adopts the biennial six-year CIP, and amendments to the CIP, in late May.

B. Master Plan

By June 30 of each year, the superintendent of schools publishes a summary of all County Council-adopted capital and Board-adopted non-capital facilities actions. This document, the Educational Facilities Master Plan, is required under the rules and regulations of the State Public School Construction Program.

1. The Master Plan incorporates the projected impact of all capital projects approved for funding by the County Council and any non-capital facilities actions approved by the Board.

2. Similar to the CIP, the Master Plan includes the following:

   a) The following standards:

      (1) Preferred range of school enrollments

      (2) Program capacity and facility utilization calculations

      (3) School site size

b) Background information on the enrollment forecasting methodology.

c) Current enrollment figures, school demographic profiles, and facility profiles.

d) Program capacity and facility utilization calculations.

e) School enrollment forecasts for each of the next six years, and long-term forecasts for the 10th and 15th years. This information reflects projections made the previous fall with an updated one-year projection in the spring, and any changes in projected enrollment that result from boundary changes, geographic student choice assignment plans, or other changes adopted by the Board.

f) County Council-adopted PDFs for all capital projects with schedules, estimated costs, and funding sources.

VII. COMMUNITY INVOLVEMENT PROCESSES

A. Community Involvement

School and community involvement in MCPS facility planning is important to the success of the plans. Stakeholders and interested members of the community have several opportunities for input in facilities planning through processes that are in accordance with Board Policy ABA, *Community Involvement*.

1. Parents, staff, and students are the primary stakeholders in the planning process. MCCPTA, local PTAs, or other parent or student representatives along with appropriate MCPS staff members are involved in the following planning processes:

a) Site selection for new schools

b) Facility design (architect selection and architectural design) for new schools, additions, or revitalizations/expansions of existing schools

c) School boundary changes and geographic student choice assignment plans

d) Facility-related focus groups, task forces, work groups, advisory committees, and roundtable discussion groups

e) School closures and consolidations

2. Additionally, MCPS employees, municipalities, local government agencies, civic groups, and countywide organizations may contribute to planning processes.

B. Cluster Comments

1. In June, cluster representatives may submit to the superintendent of schools any facility-based concerns, priorities, or proposals that they have identified for their schools in consultation with local PTA leadership, principals, and the community.

2. Cluster comments are to be considered in the development of facilities recommendations made by the superintendent of schools in the CIP.

C. Community Involvement Methods

The superintendent of schools will solicit community input on school facility-related issues, including boundary changes and geographic student choice assignment plans, through any one or more of the following methods: focus groups, task forces, work groups, advisory committees, roundtable discussion groups, public forums, surveys, and/or technologically facilitated communications.

1. Focus groups, task forces, work groups, advisory committees (committees) or roundtable discussion groups (roundtables):

a) The superintendent of schools develops a charge for the focus group, task force, work group, advisory committee, or roundtable to follow:

(1) If the facility-related issue involves a boundary change or geographic student choice assignment plan, the superintendent of schools shall ensure that the potentially affected areas are represented on any focus group, task force, work group, advisory committee, or roundtable and that there are outreach efforts to promote racial, ethnic, and socioeconomic diversity within the group.

(2) If the facility-related issue involves site selection for a new school, the superintendent of schools shall ensure that civic groups with candidate sites in their area and appropriate municipal, county government, and Montgomery County Planning Department and Montgomery County Parks Department staff have an opportunity to participate.

b) Except as otherwise provided herein, the focus group, task force, work group, advisory committee or roundtable members identify criteria to assist staff in the development of approaches to address the facility-related issue. The superintendent of schools and the Board also will consider these criteria in their review of approaches to address the facility-related issue.

c) MCPS staff members will develop a range of approaches for the focus group, task force, work group, advisory committee, or roundtable to consider, with the number of approaches dependent on the nature of the facility-related issue. However, the total number of approaches developed for the group usually will not exceed 10.

d) Representatives, who are liaisons between the focus group, task force, work group, advisory committee, or roundtable, and the community they represent share relevant information with their community through PTA meetings, and other forums, such as civic group meetings, as appropriate. Input received from the community is then presented by representatives at subsequent meetings. Community input also is factored into evaluations of approaches by representatives and in optional PTA or cluster position papers.

e) The focus group, task force, work group, advisory committee or roundtable develops a report for the superintendent of schools that includes evaluations of the approaches by members. For selection of a new school site, members will identify the most favorably scored site and the second most favorably scored site based on the evaluation criteria. In addition, as appropriate, the superintendent of schools will consider any individual PTA or cluster position papers. Unless otherwise provided herein, the criteria developed at the outset of the process are the basis for assessing the approaches.

2. Public forums, surveys, and technologically facilitated communications

a) At any point in the process the superintendent of schools may direct MCPS staff and/or any facility-related focus group, task force, work group, advisory committee, or roundtable to use a public forum, survey, or technologically facilitated communication to obtain community input in conjunction with or in lieu of other methods for community input.

b) If the facility-related issue involves a boundary change or geographic student choice assignment plan, the superintendent of schools shall ensure that the potentially affected areas are notified of the public forum, survey, or technologically facilitated communication and have an opportunity to participate.

c) If the facility-related issue involves site selection for a new school, the superintendent of schools shall notify civic groups with candidate sites in their area; and appropriate municipal, county government, and Montgomery County Planning Department and Montgomery County Parks Department staff and provide an opportunity to participate.

VIII. SPECIFIC EVALUATION CRITERIA

A. School Boundary Changes and Geographic Student Choice Assignment Plans

The following factors are considered when evaluating changes to school boundaries and in geographic student choice assignment plans:

1. Facility Utilization

a) School boundary and geographic student choice assignment plans should result in facility utilizations in the 80 percent to 100 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) 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. Demographic Characteristics of Student Population

a) School boundary and geographic student choice assignment plans should consider the impact of various options on the overall populations of affected schools. A school population consists of students assigned from a specific geographic attendance area.

b) Where reasonable, school boundaries or geographic student choice assignment plans should promote the creation of a diverse student body in each of the affected schools. Data showing the impact of various options include the following factors:

(i) The racial/ethnic composition of the student population

(ii) The socioeconomic composition of the student population as measured by participation in the federal FARMS program

(iii) The level of English language learners as measured by enrollment in the ESOL program

(iv) Other reliable demographic indicators, such as the mix of single family and multiple family dwellings, student mobility rates, and special education participation also may be considered where applicable and appropriate

3. Geographic Proximity of Communities to Schools

a) In most cases, the geographic scope of elementary school and middle school boundary studies and geographic student choice assignment plan studies should be limited to the high school cluster area. For high schools, more than one high school may be studied.

b) In accordance with MCPS' emphasis on community involvement in schools, boundary and student choice area plans should give consideration to the creation of 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 of School Assignments over Time

a) Boundaries and student choice assignment plans should result in stable assignments for as long a period as possible.

b) Student reassignments should consider recent boundary or geographic student choice assignment plan changes, and/or school closings and consolidations that may have affected the same students.

B. Selection of Sites for New Schools

When MCPS projections indicate a new school is required in the six-year CIP, the following factors are considered when evaluating potential new school sites, including those acquired through dedication or purchase and placed in the Board's inventory:

1. The geographic location relative to existing and future student populations and existing schools

2. Size in acreage

3. Topography and other environmental characteristics

4. Availability of utilities

5. Physical condition

6. Availability and timing to acquire

7. Cost to acquire if private property

C. Architect Selection and Facility Design

The following factors are considered when selecting an architect and evaluating facility design for classroom additions, revitalization/expansion for existing schools, and new school construction:

1. Educational specifications for school buildings as developed by MCPS staff members in consultation with instructional program staff and school-based administrators

2. Input from school administrators, school staff, and PTA representatives in selection of an architect

3. Input from adjacent property owners, if any

D. School Closures and Consolidations

The requirements of Maryland law are followed when evaluating school closures and consolidations.

IX. SUPERINTENDENT OF SCHOOLS RECOMMENDATION AND BOARD ACTION

A. The superintendent of schools develops recommendations on the six-year CIP after considering staff advice, any input from PTA cluster position papers or comments, task forces, work groups, advisory committees, roundtable reports, option or approach evaluations, public forums, surveys, and/or input from other organizations and individuals through avenues of community input.

B. The recommendations of the superintendent of schools are published no later than November 1, depending on the nature of the facility issues. Some recommendations may be published in mid-October or mid-February when necessary depending on the nature of the facility issues. In addition, recommendations may be made at other times of the year if the Board determines that an unusual circumstance exists that warrants a condensed schedule for recommendations and Board review and action.

C. Recommendations of the superintendent of schools are posted to the MCPS website, and affected school principals and PTAs are notified of their availability and the process for Board review and action.

D. The Board holds a work session to review the superintendent of schools' recommendations. The Board may request by majority vote that alternatives to the superintendent of schools' recommendation for boundary changes,

geographic student choice assignment plans, or closures or consolidations of schools be developed for Board consideration. Any significant modification to the superintendent of schools' recommendation requires an alternative supported by a majority of Board members. Any modification that impacts any or all of a school community that has not previously been included in the superintendent of schools' recommendation should be considered a significant modification.

1. Recommendations from the superintendent of schools and Board-requested alternatives are subject to a public hearing prior to final Board action.

2. The Board has the discretion to adopt minor modifications to the superintendent of schools' recommendation or Board-requested alternative(s) if this action will not have a significant impact on a plan that has received public review. Alternatives will not be considered after the Board work session without adequate notification and opportunity for comment by the affected communities.

E. Board Public Hearing Process

1. Public hearings are conducted annually following publication of the superintendent of schools' CIP recommendations. In addition, public hearings are conducted prior to actions affecting school boundaries, geographic student choice assignment plans, and closure or consolidation of schools.

   a) Public hearings are conducted in November following publication of the superintendent of schools' recommended Capital Budget and six-year CIP.

   b) Public hearings also may be conducted in March for any superintendent of schools' recommendations not previously subject to public hearings.

   c) Public hearings also may be conducted at other times during the year if the Board determines an unusual circumstance exists and the superintendent of schools has developed a different and/or condensed schedule for making recommendations.

   d) The PTA cluster coordinators and/or PTA area vice presidents in consultation with the PTA presidents coordinate testimony at the hearing on behalf of cluster schools and are encouraged to present a variety of opinions when scheduling testimony. Testimony time

for each cluster is scheduled and organized by the PTA organizational units ("quad-clusters") and/or consortium whenever possible.

e) Civic groups, municipalities, and countywide organizations also may testify at public hearings.

f) Individuals also may present public comments to the Board.

g) The Board office is responsible for scheduling those interested in testifying at public hearings.

2. In addition to other avenues of input, community members have opportunities to provide input to the superintendent of schools and the Board through written correspondence and public testimony. Written comments from the community are accepted at any point but, in order to be considered, comments must reach the Board at least 48 hours before action is scheduled by the Board.

X. CALENDAR

The long-range facilities planning process is conducted according to the county's biennial CIP process and adheres to the following calendar adjusted annually to account for holidays and other anomalies.

MCPS staff members meet with MCCPTA, area vice presidents, cluster coordinators, and PTA representatives to exchange information about the adopted CIP and consider issues for the upcoming CIP or amendments to the CIP.	Summer
MCPS staff members present enrollment trends and planning issues to the Board.	Mid-October
County Council adopts Spending Affordability Guidelines for the new CIP cycle, based on debt affordability.	Early-October of odd numbered fiscal years
Superintendent of schools publishes and sends to the Board any recommendations for school boundary, geographic student choice assignment plans, or other facility-related issues requiring more time for public review.	Mid-October
Superintendent of schools publishes and sends to the Board recommendations for the annual Capital Budget and the six-year CIP or amendments to the CIP.	By November 1

Board holds a work session on the CIP and to consider alternatives to superintendent of schools' recommended boundary changes, geographic student choice assignment plans, or other facility-related issues.	Early-November
Board holds a public hearing on the recommended CIP and boundary, geographic student choice assignment plans, and other facility-related recommendations and any alternatives identified by the Board at its work session.	Mid-November
Board acts on Capital Budget, CIP, amendments, and any boundary changes, geographic student choice assignment plans, or other facility-related issues.	Late November
County executive and County Council receive Board-requested capital budget and CIP for review.	December 1
County executive transmits recommended Capital Budget and CIP or amendments to County Council.	January 15
County Council holds public hearings on CIP.	February - March
County Council reviews Board requested and county executive recommended Capital Budget and CIP.	March - April
Superintendent of schools' recommendations on any deferred planning issues, boundary changes, geographic student choice assignment plans, and other facility-related issues, and/or recommended amendment(s) to the CIP are published for Board review, if needed.	Mid-February*
Board holds work session and identifies any alternatives to boundary changes, or geographic student choice assignment plans, or other facility-related recommendations, if needed.	Late-February/ early-March*
Board holds public hearing if needed.	Mid-March*
Board acts on deferred CIP recommendations and/or boundary changes, geographic student choice assignment plans or other facility-related issues, if needed.	Late-March*
County Council approves six-year Capital Budget and CIP.	Late-May
Cluster PTA representatives submit comments to the superintendent of schools about issues affecting their schools for the upcoming CIP or amendments to the CIP.	June
Superintendent of schools publishes a summary of all actions to date affecting schools (Educational Facilities Master Plan) and identifies future needs.	By June 30

*If necessary the timeline for deferred planning issues may be modified to allow more time for community input processes.

Regulation History: Interim Regulation, June 1, 2005; revised March 21, 2006; revised October 17, 2006; revised June 8, 2008; revised June 6, 2015.

Appendix U

POLICY BOARD OF EDUCATION OF MONTGOMERY COUNTY

Related Entries: ABA-RA, ABA-EA, ABC, ACA, BMA, IOD, IOD-RA
Responsible Office: Chief Engagement and Partnership Officer

Community Involvement

A. PURPOSE

The Montgomery County Board of Education (Board) is committed to fostering and supporting community interest and involvement in Montgomery County Public Schools (MCPS), because citizen support of the schools is essential to student success. The Board will ensure that the ideas, interests, and concerns of its stakeholders are considered and valued in decision-making processes and that input and involvement is sought and encouraged from a broad spectrum of our diverse community. The Board is committed to the maintenance and monitoring of ongoing collaborative and productive communication processes with the community.

B. ISSUE

Creating processes for community involvement in a large, diverse community such as Montgomery County presents challenges and opportunities. Ensuring that the members of the community are encouraged, supported, and recruited to contribute time, knowledge, skills, and ideas to the public school system is both challenging and essential. Commitment and resources are required to design, maintain, and monitor processes for productive collaboration and communication between MCPS and the community. These processes must create an environment where diverse views may be heard and considered in an atmosphere of respect.

C. DEFINITIONS

1. *Community Involvement* seeks to ensure that the breadth of interests and values from across the community are heard and considered by the Board , superintendent of schools, principals, and other educational leaders, thereby enhancing the decision-making process.

2. *Community* is comprised of numerous constituents with a vested interest in the education of children. Some of these constituents may include, but are not limited to, Montgomery County residents, advocacy, nonprofit, parent or community-based organizations; business, civic and nongovernment organizations; local postsecondary educational institutions; state, local, and federal agencies; and cultural, ethnic, racial, and religious groups.

D. POSITION

1. As part of its responsibility as a community member, the Board will:

   a. Develop its role as an advocate, using the best interest of the students as a guiding principle

   b. Engage community members in building an organizational culture of respect

   c. Establish processes designed to obtain input by engaging in a discussion among a broad variety of stakeholders and utilizing opportunities for input from the public and relevant staff members through any appropriate method such as, but not limited to:

      (1) Focus groups
      (2) Task forces
      (3) Work groups
      (4) Technologically facilitated communication
      (5) Advisory groups
      (6) Public forums
      (7) Surveys

   d. Solicit and consider community comments and concerns regarding the development of MCPS policies and other decisions

   e. Seek to engage members of our diverse community, particularly organizations representing new or traditionally underrepresented communities, in a committed, productive partnership to support the MCPS strategic plan

   f. Advocate for the MCPS student population and their families through engagement with local, state, and federal government agencies

2. As part of its responsibility as a community member, the school system offices will:

a. Integrate resources and services from the community to strengthen school programs, family practices, and student learning and development

b. Seek collaboration with a broad range of community members and organizations that reflect the diverse citizenry and interests of Montgomery County

c. Seek and support the involvement of local organizations, particularly organizations representing new or traditionally underrepresented communities, in the school system

d. Provide access and opportunity for broad segments of the community, representing the wide variety of interests within the community, to participate in decision-making processes

e. Provide, to the extent possible, interpretation services and translations of important information about school system programs, services, policies, or issues

3. As part of its responsibility as a community member, each school will:

a. Seek involvement from the community and provide opportunities to strengthen the home/school connection

b. Establish and maintain regular and ongoing two-way communication with families and the community to provide information and solicit feedback about school progress, resources, policies, and issues

c. Provide, to the extent possible, information in the native languages of members of the school community

d. Access community services to support and foster academic achievement and positive development for all students

e. Participate actively and responsibly in the life and social fabric of the local community

E. DESIRED OUTCOME

There will be an actively engaged community that is reflective of all residents. The system will benefit from the community's contribution of its skills, knowledge, ideas, and time to support the success of all students in partnership with MCPS.

F. IMPLEMENTATION STRATEGIES

1. The superintendent of schools will assess the status of community involvement, review existing policies and procedures, revise necessary regulations and procedures to support this policy, and make periodic reports to the Board regarding the status of community involvement.

2. The Board will seek community input on school system policies, including curriculum, facilities, and funding issues from a broad spectrum of our culturally and linguistically diverse community.

G. REVIEW AND REPORTING

This policy will be reviewed in accordance with the Board policy review process.

Policy History: Adopted by Resolution No. 287-74, May 28, 1974; amended by Resolution No. 268-76, May 11, 1976; amended by Resolution No. 346-06, July 18, 2006; amended by Resolution No. 327-13, June 13, 2013.

FKB

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.

Appendix W

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
Deputy Superintendent of Teaching, Learning, and Programs

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 the appropriate associate 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; revised November 6, 2013; revised December 13, 2013.

Appendix X

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.

2015–2016

MCPS

Rockville, MD

Montgomery County Public Schools

www.montgomeryschoolsmd.org

October 2015

ELEMENTARY SCHOOLS

No.	Name and Address	Principal	Telephone
790	**Arcola,** 1820 Franwall Ave., Silver Spring 20902	Emmanuel J. Jean-Philippe	301-649-8590
425	**Ashburton,** 6314 Lone Oak Dr., Bethesda 20817	Gregory C. Mullenholz	301-571-6959
420	**Bannockburn,** 6520 Dalroy Lane, Bethesda 20817	Kathryn D. Bradley	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	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	Karen E. Caroscio	301-571-6966
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	Mary Jo Powell	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	Dr. Stacy A. Ashton	301-649-8192
302	**Burtonsville,** 15516 Old Columbia Pike, Burtonsville 20866	Kimberly L. Kimber	301-989-5654
508	**Candlewood,** 7210 Osprey Dr., Rockville 20855	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	Antonio C. Scott	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	Carl R. Bencal	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	Dr. Melissa A. Brunson	301-989-5770
238	**Cold Spring,** 9201 Falls Chapel Way, Potomac 20854	Sandra S. Reece	301-279-8480
229	**College Gardens,** 1700 Yale Pl., Rockville 20850	Stacey F. Rogovoy	301-279-8470
808	**Cresthaven,** 1234 Cresthaven Dr., Silver Spring 20903	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	William J. Collins	301-253-7080
351	**Darnestown,** 15030 Turkey Foot Rd., Gaithersburg 20878	Laura S. Colgary	301-840-7157
570	**Diamond,** 4 Marquis Dr., Gaithersburg 20878	Daniel Walder	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	Lakeisha D. Lashley	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	Erica W. Williams	301-840-7131
549	**Flower Hill,** 18425 Flower Hill Way, Gaithersburg 20879	Lamar Whitmore	301-840-7161
506	**Flower Valley,** 4615 Sunflower Dr., Rockville 20853	Gay E. Melnick	301-924-3135
803	**Forest Knolls,** 10830 Eastwood Ave., Silver Spring 20901	Evan H. Bernstein	301-649-8060
106	**Fox Chapel,** 19315 Archdale Rd., Germantown 20876	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	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	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. Jane Q. Ennis	301-649-8051
817	**Glenallan,** 12520 Heurich Rd., Silver Spring 20902	Peter O. Moran	301-929-2014
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	Dr. Ayesha M. McArthur Moore	301-595-2940
512	**Greenwood,** 3336 Gold Mine Rd., Brookeville 20833	Cheryl A. Bunyan	301-924-3145

No.	Name and Address	Principal	Telephone
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
304	**JoAnn Leleck ES at Broad Acres,** 710 Beacon Rd., Silver Spring 20903	Dr. Peter H. Bray	301-431-7616
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	Sherilyn R. Moses	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	Zoraida E. Brown *(Acting)*	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	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
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	**Stonegate,** 14811 Notley Rd., Silver Spring 20905	Linda M. Jones	301-989-5668
822	**Strathmore,** 3200 Beaverwood Lane, Silver Spring 20906	Tivinia G. Nelson	301-460-2135
569	**Strawberry Knoll,** 18820 Strawberry Knoll Rd., Gaithersburg 20879	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 P. Johnson	301-230-5925
772	**Viers Mill,** 11711 Joseph Mill Rd., Silver Spring 20906	Patrick E. Scott *(Acting)*	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	Dr. Harold A. Barber	301-840-7181
235	**Wayside,** 10011 Glen Rd., Potomac 20854	Donna E. Michela	301-279-8484
777	**Weller Road,** 3301 Weller Rd., Silver Spring 20906	Michaele 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
558	**Whetstone,** 19201 Thomas Farm Rd., Gaithersburg 20879	Victoria (Vicky) A. Casey	301-840-7191
341	**Wilson Wims,** 12520 Blue Sky Dr., Clarksburg 20871	Sean P. McGee	301-601-4921
417	**Wood Acres,** 5800 Cromwell Dr., Bethesda 20816	Marita R. Sherburne	301-320-6502

Located at Radnor Center, 7000 Radnor Rd., Bethesda 20817

No.	Name and Address	Principal	Telephone
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	Dr. Louise J. Worthington	301-253-7010
333	**Benjamin Banneker,** 14800 Perrywood Dr., Burtonsville 20866	James K. Allrich *(Acting)*	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	Joel L. Beidleman	301-924-3100
248	**Forest Oak,** 651 Saybrooke Oaks Blvd., Gaithersburg 20877	Dr. 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 Postoak Rd., Potomac 20854	Dr. 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 Williams	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	Robert Sinclair, Jr.	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	Everett M. Davis	301-840-4680
105	**Ridgeview,** 16600 Raven Rock Dr., Gaithersburg 20878	Monifa B. McKnight	240-406-1300
707	**Rocky Hill,** 22401 Brick Haven Way, Clarksburg 20871	Dr. Cynthia Eldridge	301-353-8282
521	**Shady Grove,** 8100 Midcounty Hwy., Gaithersburg 20877	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	Stephen C. Whiting	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.	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	Damon A. Monteleone	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	301-388-9901
152	**Poolesville,** 17501 Willard Rd., Poolesville 20837	Deena Levine	301-972-7900
125	**Quince Orchard,** 15800 Quince Orchard Rd., Gaithersburg 20878	Carole A. Working	301-840-4686
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	Dr. Debra K. Mugge	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	Dr. Ursula A. Hermann (Acting)	301-929-2175

ENVIRONMENTAL EDUCATION CENTER

990	**Lathrop E. Smith Environmental Education Center** 5110 Meadowside Lane, Rockville 20855	Laurie C. Jenkins	301-924-3123

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. Schultze	301-251-6900
916	**Rock Terrace School,** 390 Martins Lane, Rockville 20850	Katherine W. Lertora	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	301-929-2151

ALTERNATIVE EDUCATION PROGRAMS

239	**Alternative Education Programs,** Blair Ewing Center, 14501 Avery Rd., Rockville 20853	Dr. Ira K. Thomas	301-279-4920

CENTERS, FACILITIES, AND OFFICES

45 West Gude Drive, 45 West Gude Drive, Rockville 20850	
Construction (Suite 4300)	240-314-1000
Consulting Teachers Team (Suite 2400)	301-217-5120
Controller (Suite 3200)	301-279-3115
Employee and Retiree Service Center (Suite 1200)	301-517-8100
Facilities Management, Department of (Suite 4000)	240-314-1060
Human Resources and Development (Suite 1100)	301-279-3270
Long-range Planning (Suite 4100)	240-314-4700
Procurement Unit(Suite 3100)	301-279-3555
Pupil Personnel Services (Terrace Level)	301-315-7335
School Plant Operations (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
Association Relations	301-279-3511
Board of Education	301-279-3617
Chief Academic Officer	301-279-3474
Chief Operating Officer	301-279-3626
Communications	301-279-3145
Community Engagement and Partnerships	301-279-3074
Curriculum and Instructional Programs	301-279-3411
Deputy Superintendent of School Support and Improvement	301-315-7377
Editorial, Graphics & Publishing Services	301-279-3640
Public Information and Web Services	301-279-3853
School Safety and Security	301-279-3066
Shared Accountability	301-279-3553
Special Education Services	301-279-3135
Student Services	301-279-3912
Superintendent	301-279-3381
Technology	301-279-3581
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
Festival Center at Muddy Branch, 283 Muddy Branch Rd., Gaithersburg 20878	301-840-6740
Food and Nutrition Services, 8401 Turkey Thicket Drive, Gaithersburg 20879	301-284-4900
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 2017–2022 Capital Improvements Program (CIP).

Date	Activity
June 1, 2015	Cluster PTAs submit comments and proposals about issues for consideration in the CIP to superintendent
June 30, 2015	Superintendent publishes a summary of all actions to date that have affected schools (Educational Facilities Master Plan)
Summer 2015	Division of Long-range Planning staff meets with cluster representatives to discuss issues related to the upcoming CIP development
October 5, 2015	MCPS FY 2017 State CIP request to the Interagency Committee (IAC) on Public School Construction
October 13, 2015	Board of Education presentation on enrollment trends and facility planning issues
October 15, 2015	Superintendent releases recommendations on boundary and/or planning studies conducted in spring 2015
October 28, 2015	Six-year enrollment projections are revised and published
October 28, 2015	Superintendent publishes recommendations for the FY 2017–2022 CIP
October 29, 2015	MCPS/MCCPTA CIP Forum provides overview of recommendations to PTA leaders
November 5, 2015	Board of Education work session on superintendent's recommendations on spring 2015 boundary and/ or planning studies (if any) and the FY 2017 Capital Budget and the FY 2017–2022 CIP
November 12, 2015	IAC staff recommendations on FY 2017 State CIP
November 9 and 12, 2015	Public hearings on the superintendent's recommendations on spring 2015 boundary and/or planning studies (if any) and the FY 2017 Capital Budget and Amendments to the FY 2017–2022 CIP
November 16, 2015	Board of Education action on spring 2015 boundary and/or planning studies (if any) and the FY 2017 Capital Budget and the FY 2017–2022 CIP
November 23, 2015	Final revisions on FY 2017 state aid request due to IAC
December 1, 2015	Board of Education submits Requested FY 2017 Capital Budget and the FY 2017–2022 CIP to the County Executive
December 3, 2015	IAC appeal hearing on FY 2017 State CIP
Mid-January 2016	County executive publishes recommendations for the FY 2017 Capital Budget and the FY 2017–2022 CIP
Mid-January, 2016	Board of Public Works hearing on the FY 2017 State CIP
February–May 2016	County Council reviews requested FY 2017 Capital Budget and the FY 2017–2022 CIP
February 2016	Superintendent releases recommendations on winter boundary and/or planning studies (if any) and CIP recommendations for deferred CIP items (if any)
February 22, 2016	Board of Education facilities work session for winter boundary and/or planning studies (if any) and deferred CIP items (if any)
March 10, 2016	Public hearing on superintendent's recommendations for winter boundary and/or planning studies (if any) and deferred CIP items (if any)
March 21, 2016	Board of Education action on winter boundary and/or planning studies (if any) and deferred CIP items (if any)
May 2016	Board of Public Works decisions on FY 2017 State CIP
Late May 2016	County Council approves the FY 2017 Capital Budget and the FY 2017–2022 CIP

All CIP and Master Plan documents are accessible on the MCPS website at:
http://www.montgomeryschoolsmd.org/departments/planning/CIPMaster_Current2.shtml

This document is available in an alternate format, upon request, under the *Americans with Disabilities Act of 1990*, by contacting the Department of Public Information and Web Services, at 850 Hungerford Drive, Room 112, Rockville, MD 20850, or by telephone at 301-279-3391 or via the Maryland Relay at 1-800-735-2258.

Individuals who request (need) sign language interpretation or cued speech transliteration in communicating with Montgomery County Public Schools (MCPS) may contact the Office of Interpreting Services in the Deaf and Hard of Hearing Program at 301-517-5539 or 301-637-2958VP, or send an e-mail message to interpreting_services@mcpsmd.org.

MCPS prohibits discrimination based on race, color, national origin, religion, ancestry, gender, age, marital status, socioeconomic status, sexual orientation, gender identity, physical characteristics, or disability. Students pursuing a complaint of discrimination may contact Ms. Lori-Christina Webb, Executive Director to the Chief Academic Officer, Carver Educational Services Center, 850 Hungerford Drive, Room 129, Rockville, Maryland 20850, 301-279-3128, or the Student Leadership Office, 301-444-8620, for advice and assistance.

MONTGOMERY COUNTY PUBLIC SCHOOLS

ROCKVILLE, MARYLAND

Published by the Department of Materials Management
for the Division of Long-range Planning
0340.15 • Editorial, Graphics & Publishing Services • 10/15 • 360