



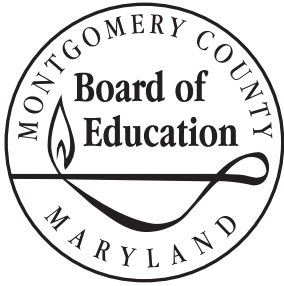
Superintendent's Recommended

FY 2019 Capital Budget

Montgomery County Public Schools, Rockville, Maryland

and the FY 2019–2024
Capital Improvements Program





VISION

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

MISSION

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

CORE PURPOSE

Prepare all students to thrive in their future.

CORE VALUES

*Learning
Relationships
Respect
Excellence
Equity*

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

Superintendent's Recommended FY 2019 Capital Budget and the FY 2019–2024 Capital Improvements Program



**Montgomery County Public Schools
Rockville, Maryland**

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MONTGOMERY COUNTY PUBLIC SCHOOLS
MARYLAND
www.montgomeryschoolsmd.org

October 23, 2017



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

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

I am submitting my *Recommended FY 2019 Capital Budget and the FY 2019–2024 Capital Improvements Program* (CIP) for your consideration and adoption. This six-year plan includes the expenditure recommendations for Fiscal Year (FY) 2019–2024 and provides the recommended FY 2019 Capital Budget funding appropriation authority needed to implement the CIP during the fiscal year that begins July 1, 2018, and ends June 30, 2019. FY 2019 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.

On October 3, 2017, the County Council adopted the Spending Affordability Guidelines (SAG) for the FY 2019 Capital Budget and the FY 2019–2024 CIP for the General Obligation (GO) bonds that are used to fund a significant portion of the county's CIP. The adopted SAG reduces GO bonds during the six-year period by \$180 million. This reduction will have a significant impact on the level of GO bonds available to Montgomery County Public Schools (MCPS).

We are confronted by the need to be both fiscally prudent within the affordability guidelines that the County Council has established and attentive to the significant facility capacity and infrastructure needs that MCPS is experiencing. In this context, the *Superintendent's Recommended FY 2019 Capital Budget and the FY 2019–2024 Capital Improvements Program* totals \$1.818 billion, an increase of \$74 million more than the approved CIP.

After much deliberation, I am confident that my recommendation for the FY 2019 Capital Budget and the FY 2019–2024 CIP addresses many of our critical capacity and aging infrastructure needs, and can be funded within the County Council's fiscal limits. The Board and the community will recognize that this recommendation could have included additional projects to address overutilization and systemic needs for schools; however, submitting a recommendation too far outside of the county's affordability limits would not serve our student, staff, and parent/guardian communities well.

We have been engaged in several efforts to reposition our CIP and facility planning processes within the context of the changing enrollment, land use, and population dynamics that have become the "new normal" in Montgomery County. A primary focus of this work is to ensure that our CIP is both a robust plan for the immediate future and sufficiently flexible to respond appropriately when conditions change.

We have contracted with external consultants to facilitate these process developments, as well as to identify best practices in other jurisdictions and bring a national perspective on educational facility planning trends to our MCPS experience. This FY 2019–2024 CIP reflects some of the initial results of this work and represents a transition period in some of our facility planning efforts.

A key element of our facility planning processes is our enrollment forecasting, and we have asked our consultants to evaluate our current enrollment forecasting methodology and identify best practices that can inform our approach to projections going forward. Our challenge has increasingly been to tailor the countywide projection model to the variances we know exist among the regions and neighborhoods within Montgomery County. We are eager to work with our agency partners and the consultants to develop a refined approach that may increase our ability to understand the impact of various enrollment factors closer to the school level.

A result of this work may be that we issue updated enrollment projections later this year as part of the spring amendments and at regular intervals as part of ongoing planning. We do not anticipate that updating enrollment projections will significantly affect the recommended CIP project schedule, as we know the schools where our utilization pressures are acute and where our immediate construction projects are critical. However, an iterative process to understanding our enrollment dynamics for the several years ahead offers an opportunity to closely monitor changing conditions and adjust our out-year project planning where appropriate.

Another major effort has been to review our revitalization/expansion program to develop a multi-variable approach to determine the relative priority of large-scale renovations, possibly including programmatic and capacity considerations. The Board received two presentations on the progress of this review and our proposal for a revised method to assess facilities and prioritize major capital projects. As we have worked through the evaluation of the previous process and factors that could be used in a new process, it is evident that the need for flexibility with respect to these major capital projects is imperative, as is the need to include instructional program priorities and the impact of overutilization. This new approach will eliminate the static and lengthy project queue that has been in place for many years.

At this juncture, I recommend that the Board conduct a formal review process with respect to the two primary policies that guide the long-range educational facility planning framework: Policy FAA, *Long-range Educational Facilities Planning*, and Policy FKB, *Sustaining and Modernizing Montgomery County Public Schools (MCPS) Facilities*. This review will allow for community engagement through formal public comments on the two policies. Once the Board completes its process, I will review MCPS Regulation FAA-RA, *Long-range Educational Facilities Planning*, and any other regulations that are affected.

Currently, there are five projects—three elementary schools, one middle school, and one high school—that are included in the revitalization/expansion project as part of the approved CIP. My recommendation continues funding for these projects: Luxmanor Elementary School, Maryvale Elementary School/Carl Sandburg Learning Center, Potomac Elementary School, Tilden Middle School/Rock Terrace School, and Seneca Valley High School. My CIP recommendation

also includes a new project, “Major Capital Projects,” which at this time is intended to create fiscal room in the CIP in anticipation of programming future projects that will be determined through the revised analysis and capital planning processes once the Board has completed its policy work.

At the same time that we are moving in new directions, this CIP also includes a familiar array of capacity and infrastructure projects that speak to the experience of our students, families, and staff in our schools. In total, my *Recommended FY 2019 Capital Budget and the FY 2019–2024 Capital Improvements Program* includes a total of 30 capacity projects to address space deficits systemwide. My recommendation includes 11 previously approved elementary school addition projects and adds 4 new elementary addition projects to the six-year CIP. The CIP also includes three new elementary schools to address overutilization, two in the Clarksburg Cluster and one in the Richard Montgomery Cluster. At the middle school level, my recommendation includes four previously approved addition projects, as well as two new addition projects in the Downcounty Consortium to address the significant growth in that area of the county. Finally, at the high school level, the recommendation includes two previously approved and two new addition projects, as well as the opening and reopening of two new high schools.

For the 2017–2018 school year, preliminary September 30, 2017, enrollment is 161,936 students, a one-year increase of 2,926 students. Since the 2007–2008 school year, enrollment has increased by 24,191 students. As the enrollment continues to increase across the system, the focus of the growth is beginning to shift from the elementary school level to the secondary level, particularly at our high schools. Similarly, our focus in the CIP needs to take account of this shift. While many of our capital projects during the past decade included additions and new schools for the elementary level, we now must be proactive to address the overutilization at many of our secondary schools.

In order to address the overutilization in the Downcounty Consortium and the Walter Johnson Cluster, my recommendation includes an expansion of Northwood High School to a 2,700-student capacity. This expansion of approximately 1,200 seats will require not only additional classrooms, but also reconfiguration of existing spaces and upgrades to building systems to accommodate the new student population. We will ensure that this project provides a comprehensive upgrade of the building to accommodate a significantly larger student population within the facility as a whole.

Addressing the extent of high school capacity needs across these cluster areas will require more than one major high school project. My recommendation includes the reopening of the former Woodward High School to address the overutilization in both the Downcounty Consortium and the Walter Johnson Cluster. The current Charles W. Woodward High School facility is significantly smaller than the proposed 2,700 student capacity. Therefore, I recommend we begin, as soon as feasible, an addition as the first phase of the project, to provide some of the needed capacity and for flexibility during construction. As both the Northwood High School addition project and the reopening of the former Charles W. Woodward High School are significant capital projects, my recommendation is to begin planning in FY 2019 and once planning is complete, recommendations will be included in the next full CIP regarding the phasing and completion dates for both high school projects.

To ensure sufficient high school capacity in this area, I also recommend an addition at John F. Kennedy High School. Together with the Northwood and Charles W. Woodward high school projects, this addition will position MCPS to continue to be able to meet the student enrollment in this growing area.

High school overutilization extends through the mid-county region as well. I recommend a third large-scale high school project to construct a new high school on the Crown site located in the City of Gaithersburg. As we begin to see increasing space deficits at multiple mid-county high schools, it is important that we begin planning for this new facility in FY 2019 to ensure that it is available as these space deficits become more acute. Once planning is complete, a recommendation will be included in the next full CIP regarding the phasing and completion date for the opening of this new high school.

At the middle school level, the recommended CIP includes four approved and two new addition projects. The approved CIP includes an addition project for Col. E. Brooke Lee Middle School, with a future revitalization/expansion project anticipated as well. The capacity project also will require reconfiguration of existing spaces and building systems to accommodate the larger numbers of students. Therefore, I recommend that we expand the scope of the addition project to include these infrastructure and system upgrades while construction is on-site to make better use of fiscal resources and to facilitate the construction experience for the school community.

Parkland Middle School and Silver Spring International Middle School are recommended for new addition projects. Both schools are overutilized and Silver Spring International Middle School has additional challenges that will be addressed as part of this project. The gymnasiums and locker rooms are located in a separate building, down a steep hill, which impacts the accessibility and administration of the physical education program. Also, the construction of the Purple Line will significantly impact the school site and outdoor programmatic spaces at Silver Spring International Middle School.

At the elementary school level, my recommendation includes four new addition projects at Cresthaven, DuFief, Ronald McNair, and Roscoe R. Nix elementary schools. The addition projects for Cresthaven and Roscoe R. Nix elementary schools are to address the overutilization at JoAnn Leleck Elementary School at Broad Acres. This school is projected to exceed 800 students and currently has 10 relocatable classrooms. Due to the topography of the site, it will be a challenge to place additional relocatable classrooms there, if they become necessary. Similarly, the addition at DuFief Elementary School is to relieve overutilization at Rachel Carson Elementary School. The expansion of DuFief Elementary School to accommodate the students from Rachel Carson Elementary School not only will require additional classrooms, but also reconfiguration of existing spaces and upgrades to building systems to accommodate the new student population. Three new elementary schools, two in the Clarksburg Cluster and one in the Richard Montgomery Cluster, complete the recommended capacity projects at the elementary level.

These capacity projects address our most critical space shortages and those sites that present challenges to managing increased capacity. However, there are other communities also experiencing enrollment and capacity challenges. We will continue to monitor student enrollment closely, stay attuned to trends

during the coming years, and work to manage the capacity pressures within the case-by-case situations of each school. If space deficits continue and trends change in any given area, we will look toward a future CIP if a construction project is determined to be the best long-term solution.

With respect to countywide projects, my *Recommended FY 2019 Capital Budget and the FY 2019–2024 Capital Improvements Program* will address systemwide needs by increasing our systemic projects, such as Roof Replacement and Planned Life-cycle Asset Replacement. 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. My recommendation for the HVAC project provides additional funds for upgrades and/or replacements of HVAC systems that are beyond their expected service life.

For FY 2019, the preliminary state aid request is \$115.6 million. This figure is based on current eligibility of projects approved by the County Council in May 2017. Of this \$115.6 million request, \$52.1 million is the balance of construction funding for eight projects, \$56.2 million is for construction funding or planning and construction funding for nine projects, and \$7.3 million is for systemic roofing and HVAC projects. I, along with the Board of Education and Montgomery County officials will continue to work together to make a compelling case to our state leaders to increase state construction funding and provide Montgomery County with its fair share of the statewide allocation for our capital projects.

There is one supplement to the *Superintendent's Recommended FY 2019 Capital Budget and the FY 2019–2024 Capital Improvements Program*: Supplement A—*Superintendent's Recommendation for Richard Montgomery Elementary School #5 Boundaries*. The supplement may be accessed at the following link:

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

Finally, the recommended CIP includes two new boundary studies. The first boundary study is to determine the service area for the new Clarksburg Cluster Elementary School (Clarksburg Village Site #2). The new elementary school will address overutilization at Wilson Wims and Cedar Grove elementary schools. The boundary study will begin in spring 2018 with Board action scheduled for November 2018.


The second boundary study is to explore the reassignment of Clarksburg and Northwest high school students to Seneca Valley High School. As part of the boundary study, middle school articulation patterns in the Seneca Valley Cluster will be reviewed in order to evaluate utilizations and articulation patterns at Roberto W. Clemente and Dr. Martin Luther King, Jr. middle schools and, therefore, those two middle schools also will participate in the boundary study process. The boundary study will begin in September 2018 with Board action anticipated in November 2019.

The *Superintendent's Recommended FY 2019 Capital Budget and the FY 2019–2024 Capital Improvements Program* will be presented to the Board on October 23, 2017. Following that presentation, the Board is scheduled to hold a work session on November 2, 2017, to discuss the Capital Budget and CIP recommendations. Two public hearings are scheduled for November 6 and 8, 2017. The Board will hold a second work session on November 14, 2017. A third public hearing will be held on November 16, 2017, should alternatives to the *Superintendent's Recommendation for Richard Montgomery Elementary School #5 Boundaries* be offered on November 14, 2017. Finally, the Board is scheduled to take action on the *Superintendent's Recommended FY 2019 Capital Budget and the FY 2019–2024 Capital Improvements Program* on November 27, 2017.

The county executive will publish his CIP recommendations for all county agencies by mid-January 2018 for County Council discussion and action. The County Council will hold a hearing in early February 2018, conduct work sessions in March and April 2018, and adopt the FY 2019 Capital Budget and the FY 2019–2024 CIP in late May 2018.

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

Sincerely,



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

JRS:AMZ:ak

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Silver Creek MS—Bethesda-Chevy Chase Cluster	4-5
Silver Spring International MS—Downcounty Consortium	4-27
Flora M. Singer ES—Downcounty Consortium	4-27
Sligo MS—Downcounty Consortium	4-27
Sligo Creek ES—Downcounty Consortium	4-27
Somerset ES—Bethesda-Chevy Chase Cluster	4-5
South Lake ES—Watkins Mill Cluster	4-103
Springbrook HS—Northeast Consortium	4-65
Stedwick ES—Watkins Mill Cluster	4-103
Stephen Knolls—Special Education Centers	4-115
Stone Mill ES—Thomas S. Wootton Cluster	4-111
Stonegate ES—Northeast Consortium	4-65
Strathmore ES—Downcounty Consortium	4-27
Strawberry Knoll ES—Gaithersburg Cluster	4-41
Summit Hall ES—Gaithersburg Cluster	4-41
Takoma Park ES—Downcounty Consortium	4-27
Takoma Park MS—Downcounty Consortium	4-27
Tilden MS—Walter Johnson Cluster	4-4
Travilah ES—Thomas S. Wootton Cluster	4-111
Twinbrook ES—Richard Montgomery Cluster	4-59
Viers Mill ES—Downcounty Consortium	4-27
Washington Grove ES—Gaithersburg Cluster	4-41
Waters Landing ES—Seneca Valley Cluster	4-93
Watkins Mill ES—Watkins Mill Cluster	4-103
Watkins Mill HS—Watkins Mill Cluster	4-103
Wayside ES—Winston Churchill Cluster	4-11
Weller Road ES—Downcounty Consortium	4-27
Hallie Wells MS— Clarksburg and Damascus Clusters	4-15, 4-21
Julius West MS—Richard Montgomery Cluster	4-59
Westbrook ES—Bethesda-Chevy Chase Cluster	4-5
Westland MS—Bethesda-Chevy Chase Cluster	4-5
Westover ES—Northeast Consortium	4-6
Wheaton HS—Downcounty Consortium	4-27
Wheaton Woods ES—Downcounty Consortium	4-27
Whetstone ES—Watkins Mill Cluster	4-103
White Oak MS—Northeast Consortium	4-65
Walt Whitman HS—Walt Whitman Cluster	4-107
Wilson Wims ES—Clarksburg Cluster	4-15
Earle B. Wood MS—Rockville Cluster	4-89
Wood Acres ES—Walt Whitman Cluster	4-107
Woodfield ES—Damascus Cluster	4-211
Woodlin ES—Downcounty Consortium	4-27
Thomas S. Wootton HS—Thomas S. Wootton Cluster	4-111
Wyngate ES—Walter Johnson Cluster	4-49

Cluster Service Areas 2017-2018

 Cluster



0 2.5 5 10 Miles



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 2019 Capital Budget and FY 2019–2024 CIP* provides the recommended appropriation authority for funds needed to implement CIP projects during FY 2019 and the expenditure schedule for the FY 2019–2024 CIP.

This document contains the following sections:

Chapter 1, “The *Superintendent's Recommended FY 2019 Capital Budget and FY 2019–2024 Capital Improvements Program (CIP)*,” is a review of the major factors that have influenced the development of recommended projects in the FY 2019 Capital Budget and FY 2019–2024 CIP. This chapter includes a table summarizing the recommended FY 2019–2024 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 school utilization data within each cluster, enrollment projections, school demographic profiles, building room-use data, capacity data, and other facility information. Planning issues are identified and adopted and recommended actions are discussed.

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

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

Chapter 1

The Superintendent's Recommended FY 2019 Capital Budget and the FY 2019–2024 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) 2019 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 2018 Capital Budget and Amendments to the FY 2017–2022 Capital Improvements Program* for Montgomery County Public Schools (MCPS) totaled \$1.744 billion for the six-year period, an increase of \$13.4 million above the Board of Education's request. This increase was due to slight funding increases to three existing cluster solution projects—Albert Einstein, Walter Johnson, and Northwood—to keep these clusters out of residential moratorium. In addition, the County Council approved four new cluster solution projects—Montgomery Blair Cluster High School Solution, Neelsville Middle School Solution, Parkland Middle School Solution, and Clarksburg Elementary School and Cedar Grove Elementary School—to prevent these areas from residential moratorium. The adopted CIP includes funding for the planning, design, and/or construction of 18 elementary school capacity projects, 7 middle school capacity projects, and 2 high school capacity projects. It also includes funding for the many countywide systemic projects that allows MCPS to upgrade or replace various building systems at many of our schools throughout the county.

The Superintendent's Recommended Capital Improvements Program

This document contains the recommended FY 2019 Capital Budget appropriation amounts and the FY 2019–2024 CIP expenditure schedules proposed by the superintendent of

schools for consideration and action by the Montgomery County Board of Education.

On October 3, 2017, the Montgomery County Council adopted the Spending Affordability Guidelines (SAG) for the FY 2019 Capital Budget and the FY 2019–2024 CIP for General Obligation (GO) bonds used to fund a significant portion of the county's CIP. The adopted SAG reduces GO bonds over the six-year period by \$180 million. This reduction will have a significant impact on level of GO bonds available to MCPS. While SAG is intended to be developed based on what is affordable, not what is needed, MCPS cannot afford to let overcrowded schools go unaddressed or school buildings deteriorate.

The recommended FY 2019–2024 Capital Improvements Program is fiscally prudent, addresses many critical capacity and aging infrastructure needs, and is affordable within the County Council's fiscal limits. The recommendation could have included additional capacity projects for schools that will continue to be overutilized and as well as additional funding, beyond what was recommended, to address our aging facilities; however, submitting a recommendation not affordable by the county would not serve our students, staff, and parent community well.

Therefore, the *Superintendent's Recommended FY 2019 Capital Budget and the FY 2019–2024 Capital Improvements Program* totals \$1.818 billion, an increase of \$74 million over the approved CIP. Many 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. This recommended CIP will address the growing need for classroom space through additions and new schools, and will focus on our aging facilities and infrastructure through our many countywide systemic projects.

The recommended FY 2019–2024 CIP focuses on capacity projects which are a top priority for this CIP cycle. The recommendation includes 11 previously approved elementary school addition projects, as well as 4 new projects. It also includes two previously approved new elementary schools, as well as one newly recommended elementary school to address the overutilization in the Clarksburg Cluster. At the middle school level, the recommendation includes four

previously approved addition projects, as well as two new addition projects in the Downcounty Consortium to address the significant enrollment growth. Finally, at the high school level, the recommendation includes two previously approved and two new addition projects, as well as the opening and reopening of two new high schools. In total, the *Superintendent's Recommended FY 2019 Capital Budget and FY 2019–2024 Capital Improvements Program* includes 30 capacity projects to address the space deficits systemwide.

As noted above, the recommendation includes two new high school addition projects, as well as the reopening of two new high schools. In order to address the overutilization in the Downcounty Consortium and the Walter Johnson Cluster, the recommendation includes an expansion of Northwood High School to a 2,700 student capacity. This expansion, of approximately 1,200 seats, will require not only additional classrooms, but the reconfiguration of existing spaces and upgrades to building systems to accommodate the new student population. Also, the recommendation includes an addition at John F. Kennedy High School to further address the overutilization in this area of the county.

Additionally, the recommendation includes the reopening of the former Woodward High School to address the overutilization in both the Downcounty Consortium and the Walter Johnson Cluster. The current Woodward High School facility is significantly smaller than the proposed 2,700 student capacity. Therefore, the recommendation includes an addition, as a first phase of the project, to provide some of the needed capacity and for flexibility during construction. Since both the Northwood High School addition project and the reopening of the former Woodward High School are significant capital projects, the recommendation is to begin planning in FY 2019. Once planning is complete, recommendations will be included in the next full CIP regarding the phasing and completion dates for both high school projects.

With respect to the third large scale high school project, the recommendation is to provide funding to construct a new high school on the Crown site located in the City of Gaithersburg. This new high school will address overutilization in the mid-county region. Enrollment growth once prevalent at the elementary level has now shifted to the secondary level and high schools in the mid-county are now experiencing space deficits. The recommendation is to begin planning in FY 2019 and, once the planning is complete, a recommendation will be included in the next full CIP regarding the phasing and completion date for the opening of this new high school.

At the middle school level, the recommendation includes one approved and two new addition projects. The approved CIP includes an addition project for Col. E. Brook Lee Middle School, with a future revitalization/expansion project. The recommendation for the approved addition project also will require reconfiguration of existing spaces and building systems to accommodate the larger numbers of students. Therefore, the recommendation is to expand the scope of the addition project to include these infrastructure and system upgrades while construction is on-site to make better use of fiscal resources.

Capacity projects also are recommended for Parkland and Silver Spring International middle schools. Silver Spring International Middle School has additional challenges that will be addressed as part of the project. The gymnasiums and locker rooms are located in a separate building, down a steep hill, which impacts the accessibility and administration of the physical education program. Also, the construction of the Purple Line will impact the school site and outdoor programmatic spaces at Silver Spring International Middle School that will need to be addressed.

At the elementary school level, the recommendation includes four new addition projects at Cresthaven, DuFief, Ronald McNair, and Roscoe Nix elementary schools. The addition projects for Cresthaven and Roscoe Nix elementary schools will address the space deficits at JoAnn Leleck Elementary School at Broad Acres. This school is projected to exceed 800 students and currently has 10 relocatable classrooms. Due to the topography of the site, it will be a challenge to place additional relocatable classrooms there, if necessary. Similarly, the addition at DuFief Elementary School will relieve overutilization at Rachel Carson Elementary School. The expansion of DuFief Elementary School to accommodate the students from Rachel Carson Elementary School will require not only additional classrooms, but reconfiguration of existing spaces and upgrades to building systems to accommodate the new student population. Lastly, the superintendent's recommendation includes a new elementary school in the Clarksburg Cluster to address the significant enrollment growth, as a result of the continued development in the upcounty area.

With respect to countywide projects, the *Superintendent's Recommended FY 2019 Capital Budget and the FY 2019–2024 Capital Improvements Program* will address systemwide needs by increasing systemic projects, such as Roof Replacement, and Planned Life-cycle Asset Replacement. One countywide project—Heating, Ventilation, and Air Conditioning (HVAC) Replacement—is increased substantially to address the backlog of HVAC projects. It is vital that MCPS has the necessary funding to address its aging infrastructure.

Currently, there are six projects—three elementary schools, one middle school, and one high school—that are included in the revitalization/expansion project as part of the approved CIP. The revitalization/expansion program is under review in order to develop a multi-variable approach to determine the priority order of large-scale renovations, possible including programmatic and capacity considerations. Recommendations regarding possible changes to this program will be released once the review is complete.

There is one supplement to the *Superintendent's Recommended FY 2019 Capital Budget and FY 2019–2024 Capital Improvements Program*—Supplement A—Superintendent's Recommendation for Richard Montgomery Elementary School #5 Boundaries. The supplement is located at the following link: *Richard Montgomery ES #5 Boundary Recommendation*

Finally, the recommended CIP includes two new boundary studies. The first boundary study is to determine the service

area for the new Clarksburg Cluster Elementary School (Clarksburg Village Site #2). The new elementary school will address overutilization of Wilson Wims and Cedar Grove elementary schools. The boundary study will begin in spring 2018 with Board of Education action scheduled for November 2018.

The second boundary study is to explore the reassignment of Clarksburg and Northwest high school students to Seneca Valley High School. As part of the boundary study, middle school articulation patterns in the Seneca Valley Cluster will be reviewed in order to evaluate utilizations and articulation patterns at Roberto Clemente and Martin Luther King, Jr. middle schools and, therefore, these two middle schools also will participate in the boundary study process. The boundary study will begin September 2018 with Board of Education action November 2019.

The summary table at the end of this chapter, titled “*Superintendent’s Recommended FY 2019 Capital Budget and the FY 2019–2024 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 2019–2024 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 2017–2022 CIP and the superintendent’s recommendation for the FY 2019–2024 CIP for these projects. (page 1-10). The final two tables contain summary information regarding the appropriation and expenditure schedule for the Recommended FY 2019 Capital Budget and the FY 2019–2024 CIP (page 1-11) and the FY 2019 State CIP funding request for MCPS (page 1-12).

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

Funding the Capital Improvements Program

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

rules, regulations, and procedures established by the state of Maryland Interagency 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
FY 2019–2024 CIP	\$1.86 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 2003, the County Council has steadily increased the SAG limits. However, for FY 2012, an off-year of the CIP, the County Council, in February 2011 decreased the SAG limit by \$5 million in both FY 2011 and

FY 2012 and decreased the six-year total to \$1.92 billion, a total reduction of \$30 million. This was the first time in nearly 20 years that the six-year total for SAG was reduced. During the County Council's reconciliation process in May 2011, the \$320 million programmed for FY 2012 was reduced to \$310 million resulting in a six-year total of \$1.91 billion.

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

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

For FY 2017, the County Council, in October 2015, set the capital budget SAG limits at \$340 million for both FY 2017 and FY 2018, with a six-year total of \$2.040 billion, an increase of \$41 million from the previously approved SAG limit. The County Council reviewed the SAG limit in February 2017 and upheld the SAG limit that was set in September 2015—\$340 million in FY 2017 and FY 2018, with a six-year total of \$2.040 billion. For FY 2019, the County Council, in October 2017, set the capital budget SAG limits at \$330 million for FY 2019, \$320 million in FY 2020, with a six-year total of \$1.860 billion, a decrease of \$180 million over the six-year period. In February 2018, 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 2003.

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

For FY 2015, the state aid approved for MCPS was \$39.95 million, approximately \$122.95 million less than the amount requested, and \$50,000 less than the \$40 million assumed for FY 2015. For FY 2016, the state aid request was \$147.99 million. The FY 2016 annual state aid approved for MCPS was \$39.84 million, approximately \$108.15 million less than the amount requested. MCPS also received an additional \$5.9 million in state aid for school construction projects due to the passage of the Capital Grant Program for Local School Systems with Significant Enrollment Growth or Relocatable Classrooms (EGRC) legislation approved by the Maryland General Assembly in April 2015. For FY 2017, the annual state aid approved for MCPS was \$38.4 million, from the annual statewide allocation and \$11.7 million through the approved EGRC legislation for a total FY 2017 state aid allocation of \$50.1 million. For FY 2018, the state aid approved for MCPS was \$37.4 million from the annual statewide allocation and \$21.8 million through the EGRC legislation for a total FY 2018 state aid allocation of \$59.2 million. For FY 2019, the preliminary state aid request is \$115.6 million. This figure is based on current eligibility of projects approved by the County Council in May 2017. Of this \$115.6 million request, \$52.1 million is the balance of construction funding for eight projects, \$56.2 million is for construction funding or planning and construction funding for nine projects, and \$7.3 million for systemic roofing and HVAC 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. The same general current receipts are used to fund the county operating budget.

The Relationship Between State and Local Funding

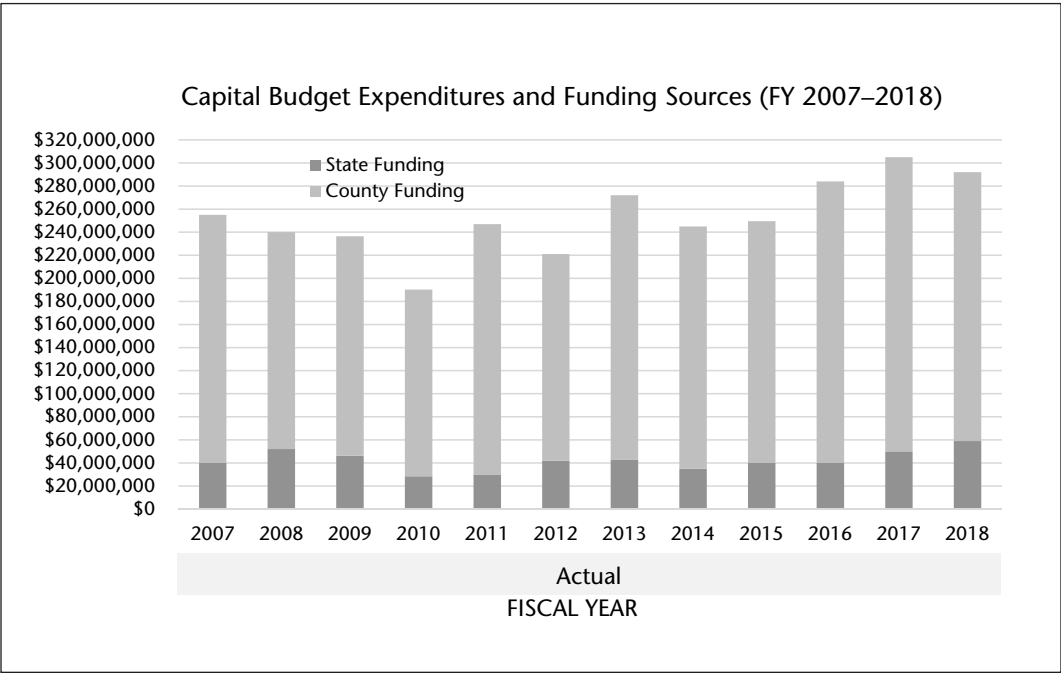
There are many countywide projects in the CIP that are not eligible for state funding. Federal mandates, such as projects to comply with the Americans with Disabilities Act, the Clean Air Act, the Asbestos Hazard Emergency Response Act, and Environmental Protection Agency regulations on fuel tank management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

The amount of state funding received for a capital project is approximately 15–25 percent of the total cost. The amount varies due to the state formulas used to calculate “eligible” expenditures. The use of the word “eligible” here refers to expenditures the state will reimburse based on state capacity and square foot formulas. The state does not consider what is required to 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 Recommend FY 2019 Capital Budget
and the FY 2019–2024 Capital Improvements Program
Summary Table¹**

Individual Projects	County Council Adopted Action May 2017	Superintendent's Recommendation	Anticipated Completion Date
Bethesda-Chevy Chase Cluster			
Bethesda-Chevy Chase HS Addition	Approved FY 2018 appropriation for balance of funding.	Recommend FY 2019 appropriation for construction funds.	9/18
Rosemary Hills ES Revitalization/Expansion			TBD
Winston Churchill Cluster			
Potomac ES Revitalization/Expansion	Approved FY 2018 appropriation for construction funds.	Recommend FY 2019 appropriation for balance of funding.	1/20
Clarksburg Cluster			
Clarksburg Cluster ES (New) (Clarksburg Village Site #2)	Approved FY 2018 appropriation for construction funds.	Recommend FY 2019 appropriation for balance of funding.	9/19
Clarksburg Cluster ES #9 (New)	Approved FY 2018 appropriation for facility planning	Recommend FY 2019 appropriation for planning funds.	9/21
Damascus Cluster			
Damascus ES Revitalization/Expansion			TBD
Downcounty Consortium			
John F. Kennedy HS Addition		Recommend FY 2019 appropriation for planning funds.	9/22
Northwood HS Addition/Facility Upgrade		Recommend FY 2019 appropriation for planning funds.	TBD
Wheaton HS Revitalization/Expansion			1/16 Building 9/18 Shell & Site
Eastern Middle School Revitalization/Expansion	Approved FY 2018 appropriation for planning funds.		TBD
Col. E. Brooke Lee MS Addition/Facility Upgrades		Recommend FY 2019 appropriation for planning funds.	9/21
Col. E. Brooke Lee MS Revitalization/Expansion			TBD
Parkland MS Addition		Recommend FY 2019 appropriation for planning funds.	9/21
Silver Spring International MS Addition		Recommend FY 2019 appropriation for planning funds.	9/22
Takoma Park MS Addition		Recommend FY 2019 appropriation for construction funds.	9/20
East Silver Spring ES Addition (for Rolling Terrace ES)		Recommend FY 2019 appropriation for planning funds.	9/22
Montgomery Knolls ES Addition (for Forest Knolls ES)		Recommend FY 2019 appropriation for construction funds.	9/20
Pine Crest ES Addition (for Forest Knolls ES)		Recommend FY 2019 appropriation for construction funds.	9/20
Piney Branch ES Addition		Recommend FY 2019 appropriation for planning funds.	9/21
Woodlin ES Addition		Recommend FY 2019 appropriation for planning funds.	9/22

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

Individual Projects	County Council Adopted Action May 2017	Superintendent's Recommendation	Anticipated Completion Date
Gaithersburg Cluster			
Crown HS (New)		Recommend FY 2019 appropriation for planning funds.	TBD
Gaithersburg ES Addition		Recommend FY 2019 appropriation for construction funds.	9/20
Summit Hall ES Revitalization/Expansion			TBD
Walter Johnson Cluster			
Woodward High School Reopening	Approved FY 2018 appropriation for facility planning.	Recommend FY 2019 appropriation for planning and construction funds.	TBD
North Bethesda MS Addition	Approved FY 2018 appropriation for balance of funding.		9/18
Tilden MS Revitalization/Expansion	Approved FY 2018 appropriation to begin site work.	Recommend FY 2019 appropriation for construction funds.	9/20
Ashburton ES Addition	Approved FY 2018 appropriation for construction funds.	Recommend FY 2019 appropriation for balance of funding.	9/19
Kensington-Parkwood ES Addition	Approved FY 2018 appropriation for balance of funding.		9/18
Luxmanor ES Revitalization/Expansion	Approved FY 2018 appropriation for construction funds.	Recommend FY 2019 appropriation for balance of funding.	1/20
Col. Zadok Magruder Cluster			
Judith A. Resnik ES Addition			TBD
Richard Montgomery Cluster			
Crown HS (New)		Recommend FY 2019 appropriation for planning funds.	TBD
Richard Montgomery ES #5 (Hungerford Park Site)	Approved FY 2018 appropriation for balance of funding.		9/18
Twinbrook ES Revitalization/Expansion			TBD
Northeast Consortium			
Burtonsville ES Addition			TBD
Cresthaven ES Addition (for JoAnn Leleck ES at Broad Acres)		Recommend FY 2019 appropriation for planning funds.	9/21
Greencastle ES Addition			TBD
Roscoe R. Nix ES (for JoAnn Leleck ES at Broad Acres)		Recommend FY 2019 appropriation for planning funds.	9/21
Stonegate ES Revitalization/Expansion	Approved expenditure shift for planning funds from FY 2018 to FY 2019.		TBD
Northwest Cluster			
Crown HS (New)		Recommend FY 2019 appropriation for planning funds.	TBD
Ronald McNair ES Addition		Recommend FY 2019 appropriation for planning funds.	9/21

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

Individual Projects	County Council Adopted Action May 2017	Superintendent's Recommendation	Anticipated Completion Date
Poolesville Cluster			
Poolesville HS Revitalization/Expansion	Approved FY 2018 appropriation for planning funds.		TBD
Quince Orchard Cluster			
Crown HS (New)		Recommend FY 2019 appropriation for planning funds.	TBD
Quince Orchard HS Addition	Approved FY 2018 appropriation for facility planning		TBD
Brown Station ES Revitalization/Expansion			9/17
Rachel Carson ES (DuFief ES Addition/Facility Upgrade)		Recommend FY 2019 appropriation for planning funds.	9/21
Rockville Cluster			
Lucy V. Barnsley ES Addition	Approved FY 2018 appropriation for balance of funding.		9/18
Maryvale ES Revitalization/Expansion	Approved FY 2018 appropriation for construction funds.	Recommend FY 2019 appropriation for balance of funding.	1/20
Seneca Valley Cluster			
Seneca Valley HS Revitalization/Expansion	Approved FY 2018 appropriation for construction funds.	Recommend FY 2019 appropriation for balance of funding.	9/20 Building 9/21 Site
S. Christa McAuliffe ES Addition	Approved FY 2018 appropriation for construction funds.	Recommend FY 2019 appropriation for balance of funding.	9/19
Sherwood Cluster			
Belmont ES Revitalization/Expansion	Approved expenditure shift for planning funds from FY 2018 to FY 2019.		TBD
Watkins Mill Cluster			
Walt Whitman Cluster			
Whitman HS Addition	Approved FY 2018 appropriation for planning funds.		9/21
Thomas S. Pyle MS Addition		Recommend FY 2019 appropriation for construction funds.	9/20
Thomas S. Wootton Cluster			
Crown HS (New)		Recommend FY 2019 appropriation for planning funds.	TBD
Thomas S. Wootton HS Revitalization/Expansion			TBD
Cold Spring ES Revitalization/Expansion	Approved expenditure shift for planning funds from FY 2018 to FY 2019.		TBD
DuFief ES Revitalization/Expansion	Approved expenditure shift for planning funds from FY 2018 to FY 2019.		TBD
DuFief ES Addition/Facility Upgrade (for Rachel Carson ES)		Recommend FY 2019 appropriation for planning funds.	9/21

¹ Bold indicates a new project. Blank indicates no change from the approved project.

Individual Projects	County Council Adopted Action May 2017	Superintendent's Recommendation	Anticipated Completion Date
Other Educational Facilities			
Thomas Edison High School for Technology Revitalization/Expansion			1/18 Building 9/18 Site
Blair G. Ewing Center Relocation	Approved FY 2018 appropriation for facility planning.		1/22
Rock Terrace School Revitalization/Expansion (collocation with Tilden MS)	Approved FY 2018 appropriation to begin site work.	Recommend FY 2019 appropriation for construction funds.	9/20
Carl Sandburg Revitalization/Expansion (collocation with Maryvale ES)	Approved FY 2018 appropriation for construction funds.	Recommend FY 2019 appropriation for balance of funding.	9/20
Stephen Knolls School Modifications			TBD

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

**Superintendent's Recommended FY 2019 Capital Budget
and the FY 2019–2024 Capital Improvements Program
Summary Table¹**

Countywide Projects	County Council Adopted Action May 2016	Superintendent's Recommendation	Anticipated Completion Date
ADA Compliance	Approved FY 2018 appropriation to continue this project.	Recommend FY 2019 appropriation to continue this project.	Ongoing
Asbestos Abatement and Hazardous Materials Remediation	Approved FY 2018 appropriation to continue this project.	Recommend FY 2019 appropriation to continue this project.	Ongoing
Building Modifications and Program Improvements	Approved FY 2018 appropriation to continue this project.	Recommend FY 2019 appropriation to continue this project.	Ongoing
Current Revitalizations/Expansions	Approved FY 2018 appropriation for construction funds for four projects, funds to begin site work for one project and planning funds for two projects. Approved expenditure shift for four elementary school projects from FY 2018 to FY 2019.		Ongoing
Design and Construction Management	Approved FY 2018 appropriation to continue this project.	Recommend FY 2019 appropriation to continue this project.	Ongoing
Facility Planning	Approved FY 2018 appropriation to continue this project.	Recommend FY 2019 appropriation to continue this project.	Ongoing
Fire Safety Code Upgrades	Approved FY 2018 appropriation to continue this project.	Recommend FY 2019 appropriation to continue this project.	Ongoing
Future Revitalizations/Expansions			Ongoing
HVAC Replacement/IAQ Projects	Approved FY 2018 appropriation to continue this project.	Recommend FY 2019 appropriation to continue this project.	Ongoing
Improved (SAFE) Access to Schools	Approved FY 2018 appropriation to continue this project.	Recommend FY 2019 appropriation to continue this project.	Ongoing
Major Capital Projects		Recommend FY 2019 appropriation for planning funds.	Ongoing
Outdoor Play Space Maintenance Project	Approved FY 2018 appropriation to address outdoor program/play areas.	Recommend FY 2019 appropriation to continue pilot program.	Pilot
Planned Life Cycle Asset Replacement (PLAR)	Approved FY 2018 appropriation to continue this project.	Recommend FY 2019 appropriation to continue this project.	Ongoing
Rehab./Reno. of Closed Schools (RROCS)	Approved FY 2018 appropriation for balance of funding.		Ongoing
Relocatable Classrooms	Approved FY 2018 appropriation to continue this project.	Recommend FY 2019 appropriation to continue this project.	Ongoing
Restroom Renovations	Approved FY 2018 appropriation to continue this project.	Recommend FY 2019 appropriation to continue this project.	Ongoing
Roof Replacement/Moisture Protection Projects	Approved FY 2018 appropriation to continue this project.	Recommend FY 2019 appropriation to continue this project.	Ongoing
Stormwater Discharge and Water Quality Management	Approved FY 2018 appropriation to continue this project.	Recommend FY 2019 appropriation to continue this project.	Ongoing
Technology Modernization	Approved FY 2018 appropriation to continue this project.	Recommend FY 2019 appropriation to continue this project.	Ongoing

¹ Bold indicates a new project. Blank indicates no change from the approved project.

**Superintendent's Recommended FY 2019 Capital Budget
and FY 2019-2024 Capital Improvements Program
(figures in thousands)**

Project	FY 2019 Approp.	Total	Thru FY 2017	Remaining FY 2018	Total Six-Years	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023	FY 2024
Individual School Projects											
Ashburton ES Addition	433	13,944	603	7,003	6,338	5,314	1,024				
Lucy V. Barnsley ES Addition		13,924	7,200	5,041	1,683	1,683					
Bethesda-Chevy Chase HS Addition	1,750	41,397	17,786	18,952	4,659	4,659					
Burtonsville ES Addition		1,172	469	352	351	234	117				
Clarksburg Cluster ES #9 (New)	2,981	38,486			38,486	1,192	5,156	21,864	10,274		
Clarksburg Cluster ES (New) (Clarks. Village Site #2)	1,324	36,008	1,238	5,094	29,676	18,202	11,474				
Cresthaven ES Addition (for JoAnn Leleck ES@Broad Acres)	847	9,466			9,466	339	2,829	4,554	1,744		
Crown HS (New)	6,306	136,302			136,302	2,522	3,892	10,939	42,245	61,244	15,460
Diamond ES Addition	320	9,147	4,892	3,578	677	677					
DuFief ES Addition/Facility Upgrade	2,910	38,028			38,028	1,182	4,234	22,625	9,987		
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		6,334			6,334		169	2,996	2,074	1,095	
Blair Ewing Center Relocation		16,579	605	454	15,520	302	151	3,073	6,123	5,871	
Gaithersburg ES Addition	20,153	26,000	2,000	1,872	22,128	6,954	9,254	5,920			
John F. Kennedy HS Addition	3,875	20,578			20,578	1,610	3,217	4,000	6,978	4,773	
Kensington-Parkwood ES Addition		12,679	6,991	4,756	932	932					
Col. E. Brooke Lee ES Addition/Facility Upgrade	3,921	57,864			57,864	1,568	16,525	23,827	15,944		
S. Christa McAuliffe ES Addition	473	11,386	512	5,848	5,026	4,235	791				
Ronald McNair ES Addition	1,024	11,403			11,403	512	4,848	2,252	3,791		
Montgomery Knolls ES Addition (for Forest Knolls ES)	5,781	6,605	273	218	6,114	3,227	2,443	444			
Rosecoe Nix ES Addition (for JoAnn Leleck ES @ Board Acre)	589	6,372			6,372	236	1,781	3,606	749		
North Bethesda MS Addition		21,593	11,885	8,168	1,540	1,540					
Northwood HS Addition/Facility Upgrade	9,873	123,356			123,356	3,949	8,790	8,600	12,214	48,254	41,549
Parkland MS Addition	1,240	14,638			14,638	496	4,032	8,323	1,787		
Pine Crest ES Addition (for Forest Knolls ES)	7,672	8,623	352	211	8,060	3,492	3,942	626			
Piney Branch ES Addition	493	4,211			4,211	274	219	2,227	1,491		
Thomas W. Pyle MS Addition	22,588	25,114	400	313	24,401	1,628	6,566	13,457	2,750		
Judith Resnik ES Addition		871	436	348	87						
Silver Spring International MS Addition	3,010	35,140			35,140	930	8,210	12,346	8,654	5,000	
Takoma Park MS Addition	22,308	25,186	500	477	24,209	2,182	14,820	7,207			
Walt Whitman HS Addition		27,577		830	26,747	2,168	8,067	11,980	4,532		
Woodlin ES Addition	1,167	15,297			15,297	583	350	5,728	7,437	1,199	
Woodward HS Reopening	35,245	120,235			120,235	3,063	17,600	7,040	36,400	35,450	20,682
Countywide Projects											
ADA Compliance: MCPS	1,200	30,993	21,693	2,100	7,200	1,200	1,200	1,200	1,200	1,200	1,200
Asbestos Abatement	1,145	20,100	12,085	1,145	6,870	1,145	1,145	1,145	1,145	1,145	1,145
Building Modifications and Program Improvements	11,500	59,328	38,128	3,200	18,000	9,000	9,000				
Current Revitalizations/Expansions	56,705	1,122,247	674,560	108,236	339,451	154,421	87,469	69,561	28,000		
Design and Construction Management	4,900	85,375	51,075	4,900	29,400	4,900	4,900	4,900	4,900	4,900	4,900
Facility Planning: MCPS	1,110	13,277	9,492	685	3,100	860	700	460	380	350	350
Fire Safety Upgrades	817	27,117	17,215	5,000	4,902	817	817	817	817	817	817
HVAC Replacement/IAQ Projects	30,000	242,677	99,677	18,000	125,000	30,000	30,000	17,500	17,500	15,000	15,000
Improved (Safe) Access to Schools	2,000	18,343	12,343	2,000	4,000	2,000	2,000				
Major Capital Projects		119,969			119,969	4,197	12,663	19,499	20,063	63,547	
Outdoor Play Space Maintenance	1,750	4,250		750	3,500	1,750	1,750				
Planned Life-Cycle Asset Replacement (PLAR)	12,000	154,777	87,027	9,750	58,000	12,000	12,000	8,500	8,500	8,500	8,500
Rehabilitation/Renovation of Closed Schools (RROCS)		116,220	91,574	21,065	3,581	3,581					
Relocatable Classrooms	5,000	63,061	43,061	5,000	15,000	5,000	5,000	5,000			
Restroom Renovations	5,000	46,275	14,025	2,250	30,000	5,000	5,000	5,000	5,000	5,000	5,000
Roof Replacement/Moisture Protection Projects	15,500	125,651	45,151	9,500	71,000	15,500	15,500	10,000	10,000	10,000	10,000
School Security	2,550	4,900			4,900	2,550	2,350				
Stormwater Discharge and Water Quality Management	616	11,628	7,316	616	3,696	616	616	616	616	616	616
Technology Modernization	25,028	416,173	238,732	26,010	151,431	25,028	25,366	25,484	25,143	25,246	25,164
Total Recommended CIP	333,424	3,621,390	1,519,296	283,722	1,818,372	351,500	349,607	347,928	299,452	255,955	213,930

Bold indicates new project to approved CIP.

FY 2019 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 2018	FY 2019 Request For Funding
		Balance of Funding (Forward-Funded)				
1	Y	Wayside ES Revitalization/Expansion	24,074	18,581	3,036	2,457
		Subtotal	24,074	18,581	3,036	2,457
		Balance of Funding				
2	Y	Wheaton HS Revitalization/Expansion	116,007	88,469	7,662	19,876
3	Y	Richard Montgomery ES #5 (New)	35,381	27,628	0	7,753
4	Y	Bethesda/Chevy Chase HS Addition	39,647	33,858	0	5,789
5	Y	North Bethesda MS Addition	21,593	16,888	0	4,705
6	Y	Diamond ES Addition	9,147	7,206	0	1,941
7	Y	Kensington-Parkwood ES Addition	12,679	11,157	0	1,522
8	Y	Clarksburg Cluster ES New (Clarksburg Village Site #2)	36,008	27,959	0	8,049
		Subtotal	270,462	213,165	7,662	49,635
		Systemic Projects				
9	Y	Walt Whitman HS HVAC	2,600	1,951		649
10	N	Briggs Chaney MS HVAC, Phase II	2,500	1,876		624
11	Y	Burtonsville ES HVAC	2,500	1,876		624
12	Y	Oakland Terrace ES HVAC	2,400	1,801		599
13	Y	Highland View ES HVAC	2,340	1,756		584
14	N	Sequoyah ES HVAC	2,250	1,688		562
15	Y	Shady Grove MS Roof	2,119	1,590		529
16	Y	Flower Hill ES HVAC	2,106	1,580		526
17	Y	Julius West MS Roof	1,990	1,493		497
18	Y	Ashburton ES HVAC	1,740	1,306		434
19	Y	Springbrook HS Roof	1,634	1,226		408
20	Y	Jackson Road ES Roof	1,480	1,111		369
21	Y	Highland ES Roof	1,316	988		328
22	Y	Dr. Sally K. Ride ES Roof	1,314	986		328
23	Y	Damascus HS Roof	1,091	819		272
		Subtotal	29,380	22,047	0	7,333
		Construction Funding				
24	Y	Thomas Edison HS of Technology Revitalization/Expansion	69,088	56,475		12,613
		Subtotal	69,088	56,475	0	12,613
		Planning and Construction Request (Forward-funded)				
25/26	Y	Lucy V. Barnsley ES Addition (CSR)	13,224	10,902		2,322
27/28	Y	Potomac ES Revitalization/Expansion*	30,391	23,550		3,421
29/30	Y	Luxmanor ES Revitalization/Expansion*	29,190	22,591		3,300
31/32	Y	S. Christa McAuliffe ES Addition	11,386	8,915		2,471
33/34	Y	Ashburton ES Addition	13,944	12,026		1,918
35/36	Y	Seneca Valley HS Revitalization/Expansion*	152,121	117,451		17,335
37/38	Y	Maryvale ES/Carl Sandburg School Revitalization/Expansion* (CSR)	58,997	45,774		6,612
39/40	Y	Tilden MS/Rock Terrace School Revitalization/Expansion*	54,985	42,693		6,146
		Subtotal	364,238	283,902	0	43,525
		Planning Approval Request				
41	Y	Gaithersburg ES Addition	LP			LP
42	Y	Takoma Park MS Addition*	LP			LP
43	Y	Thomas W. Pyle MS Addition	LP			LP
44	N	Burtonsville ES Addition	LP			LP
45	Y	Judith Resnik ES Addition	LP			LP
46	Y	Pine Crest ES Addition	LP			LP
47	Y	Montgomery Knolls ES Addition	LP			LP
48	Y	Walt Whitman HS Addition	LP			LP
		TOTAL	757,242	594,170	10,698	115,563

*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 over 68,000 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 24,191 students in the ten-year period from 2007 to 2017. Most of this enrollment increase, 13,368 students, has occurred at elementary schools. This year, MCPS preliminary enrollment totals 161,963 students, an increase of 2,926 students from the prior 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 82% of the 423 relocatables are now at elementary schools. 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 286,836 people between 1990 and 2016, from 757,027 people

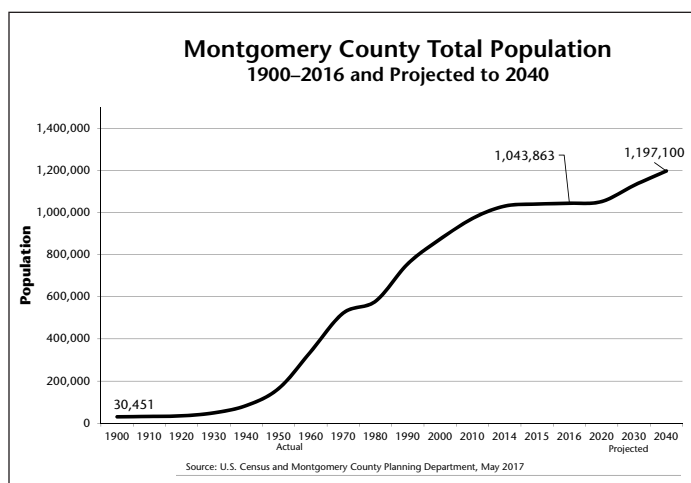
to 1,043,863 people. All of the county population growth since 1990, is due to increases in non-White race groups and the Hispanic ethnic group. Since 1990, the White, non-Hispanic population has decreased in the county by two percent, while the population of African Americans increased by 75 percent, 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. For example, from 2010 through 2016, there were 82,196 births compared to 36,788 deaths in the county for a net natural increase in population of 45,408 residents. The other factor in population growth is immigration from outside the United States, which has countered the outflow of county population to other places. Between 2010 and 2016, international migration contributed 57,574 residents, while domestic migration resulted in a loss of 29,891 residents. Combined, population migration netted 27,683 more residents between 2010 and 2016. Because of international migration, the percentage of foreign-born residents in Montgomery County is greater than any other jurisdiction in Maryland and in the Washington metropolitan area. In 2015, one third of the County's population was born outside of the United States. Since 2010, the number of foreign-born residents increased by 28,695 or 9%, to reach 343,195 people in 2015.

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, from December 2007 until June 2009. Even after the official end of the recession, the economy remained weak and job growth was slow for several more years. Compared to other parts of the nation, data from the U.S. Bureau of Labor Statistics show that Montgomery County fared reasonably well during and after the recession. Whereas national unemployment peaked at 10 percent in October of 2009, Montgomery County's peak unemployment was 6 percent in January of 2010. By December 2015, national unemployment dropped to 5.0 percent and Montgomery County unemployment to 3.4 percent. Nevertheless, the county economy did experience a decline as a result of the recession. Resident employment in the county declined by about 6,400 between 2008 and 2009. Resident employment reached its lowest level in September 2009 to 492,226 residents, but has grown since to 533,100 residents in 2016.

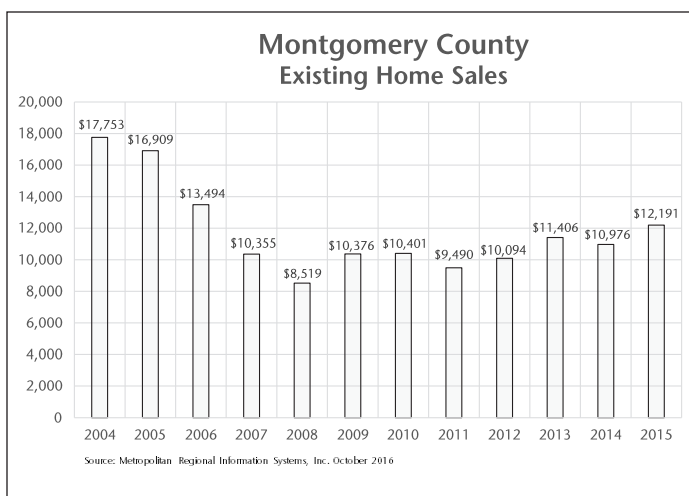
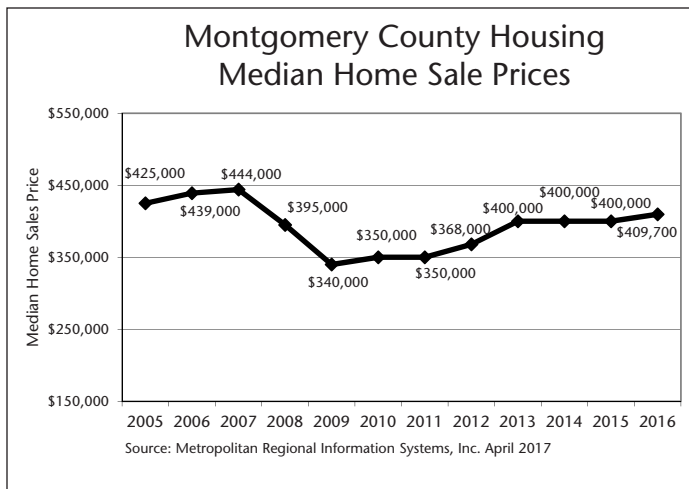
Economic recovery in the county housing market also is evident. The weakest year for new residential starts was 2009, when only 966 units began construction. Considerable improvement has occurred each year since 2009. In 2016, 3,532 residential starts occurred. In the housing resale market, the



weakest year was 2008, when 8,519 existing homes were sold. Sales per year have gradually increased such that in 2016, 12,896 existing homes were 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 \$409,700 in 2016.

The recession has had long-lasting impacts on school system enrollment. These impacts are outlined below.

- Labor force mobility slowed during the recession due to reduced opportunities for employment outside the county, resulting 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 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 live here.
- 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 than 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 school capital projects.)

- 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.

The recession impacts listed above compounded one another and resulted in the large enrollment increases the school system has experienced. 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 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 long term, elementary enrollments will come back up if the stronger economic conditions present today are sustained. The declining birth trend stopped for the first time since 2007 in 2014, as county births rose to 13,214 children born. The slight decline has returned for the past two years with 13,100 births recorded in 2016. This birth cohort will enter MCPS in 2021.

Master Plans & Housing

New 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 these 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 resulting in the urbanization of many county areas.

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 2016, the Montgomery Village Master Plan and the Westbard Sector Plan were adopted and the Bethesda Downtown Sector Plan was approved this year. In addition, several plans are under development, including the, Greater Lyttonsville Sector and Rock Spring Master plans as well as the Grosvenor-Strathmore Metro Area Minor Master, Rockville Pike Neighborhood, and White Flint 2 sector plans. These plans focus on mid-rise and high-rise multi-family housing.

The market for these multi-family homes is generally driven by a combination of baby boomers reaching retirement age and downsizing, and the millennial generation seeking urban life-styles. Seventy-six percent of residential starts in 2015 were multi-family units. MCPS coordinates with Montgomery Planning in annual studies of actual pupil generation by housing type. Pupil generation consistently show that multi-family developments contribute students at a lower rate than single family housing. MCPS also 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.)

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, and comparable plan review departments in the cities of Gaithersburg and Rockville. Housing plans are factored into school enrollment projections according to building schedules provided by developers.

Subdivision Staging Policy

The Montgomery County Subdivision Staging Policy is the tool the county uses to regulate subdivision approvals, ensuring they are commensurate with the availability of adequate transportation and school facilities. The policy includes an annual test of school adequacy that compares projected school enrollment to school capacity at elementary, middle, and high school levels for school cluster areas. The test also compares school enrollment to school capacity at each individual school. The school test takes into account capital projects that will open within the six year Capital Improvements Program (CIP) timeframe.

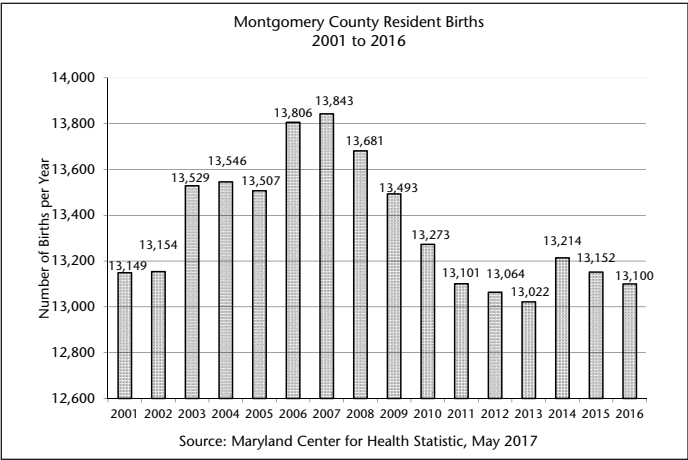
The annual school adequacy test threshold for clusters is 120 percent utilization of capacity in the sixth year of the CIP timeframe. When projected enrollment in a cluster meets or exceeds 120 percent of capacity it may cause a moratorium on additional residential development. The schools are tested individually based on the sixth year of the CIP. Middle school service areas with a student enrollment that meets or exceeds a threshold of 180 seats over program capacity and have utilization rates of 120% or greater are placed in moratorium. Elementary school service areas with a student enrollment that meets or exceeds a threshold of 110 seats over program capacity and have utilization rates of 120% or greater are placed in moratorium. The County Council may include “placeholder projects” in the CIP to avoid residential moratorium.

Five clusters exceed the 120 percent threshold for moratorium but are open conditionally due to the inclusion in the CIP of placeholder projects. Results of the FY 2018 school test are summarized in the table, “Draft Results of Subdivision Staging Policy School Test for FY 2018”. More detailed tables that show the FY 2018 school test results may be found in Appendix D. Additional information on the role of MCPS with respect to the Subdivision Staging Policy can be found in Appendix C-1. The FY 2018 school test presented in this document was adopted on July 1, 2017 and incorporates the enrollment projections found in this document and capital projects that were approved by the County Council in May 2017.

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 number of births reported in 2016 equates to an average of 36 children born per day to Montgomery County mothers. An upturn in county births in 2014—numbering 13,214 births—followed by two years of only slightly lower births and is being monitored for any early indication that in the long term, elementary enrollment may increase again.

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 2015–2016 school year, there were 11,434 kindergarteners and 10,275 Grade 12 students. The difference between the two grades was 1,159 students. Therefore, in the 2016–2017 school year, a large part of the one-year increase in enrollment of 2,563 students from the 2015–2016 school year was caused by existing students aging up, as Grade 12 students exiting the system were replaced by a larger group of kindergarten students entering it. During the next six years, the historic trend of larger kindergarten enrollments and smaller Grade 12 enrollments is a 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, net migration-related entries into MCPS have exceeded withdrawals by an average of 1,464 students, resulting in increases in enrollment.

Student Diversity

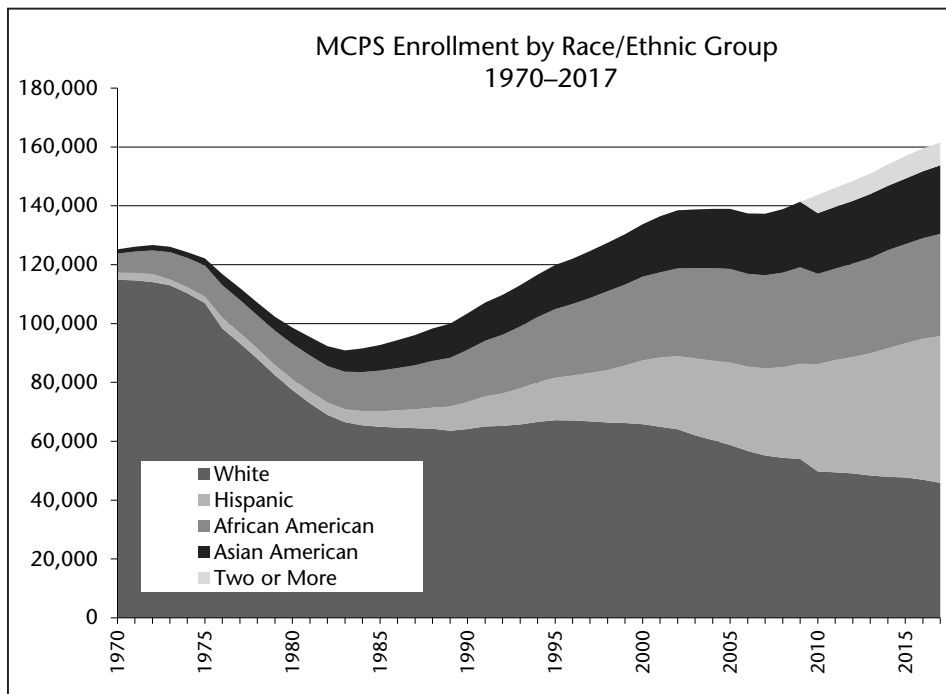
Records of county resident births show a levelling off in the numbers of births in each race/ethnic group. This is in contrast to large declines, from 1990 to 2010, in the number of White, non-Hispanic births and large increases in births of other race/ethnic groups, especially Hispanics. In the past five years, White, non-Hispanic births have levelled off at about 4,800 per year, African American births at 2,800 per year, Asian births at 2,000 per year and Hispanic births at 3,500 per year. However, it is not known if the recent trends in each race/ethnic group will continue. It is known that the median age for the Hispanic, Asian, and African American population is lower than for the White, non-Hispanic population, and that household size for these groups exceeds that of White, non-Hispanic households. As these characteristics persist, increasing student diversity will continue, with Hispanic enrollment exceeding that of other groups.

Preliminary MCPS enrollment for the 2017–2018, school year is 161,936 students. Disaggregation of enrollment by race and ethnic group reveals the importance of diversity to enrollment growth. In the 10-year period beginning in 2008, MCPS enrollment grew by 22,660 students, a 16 percent

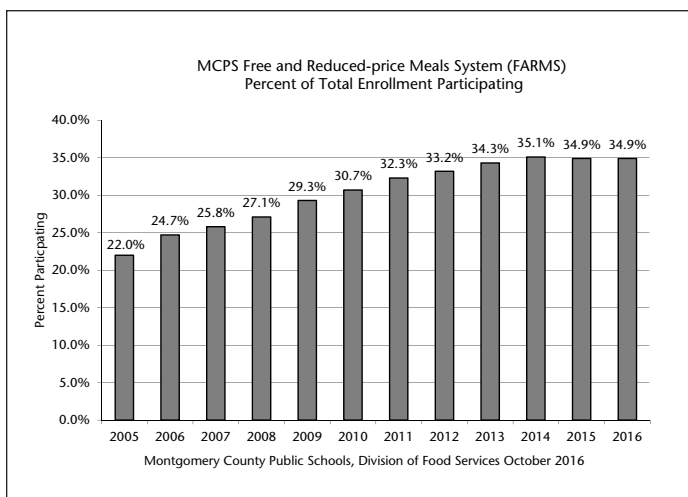
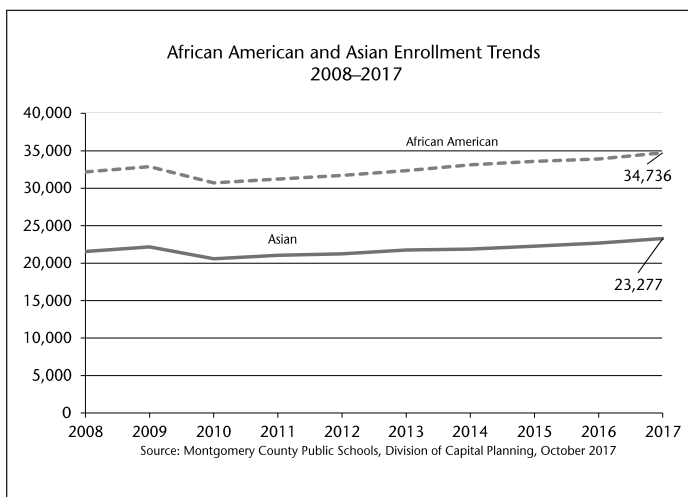
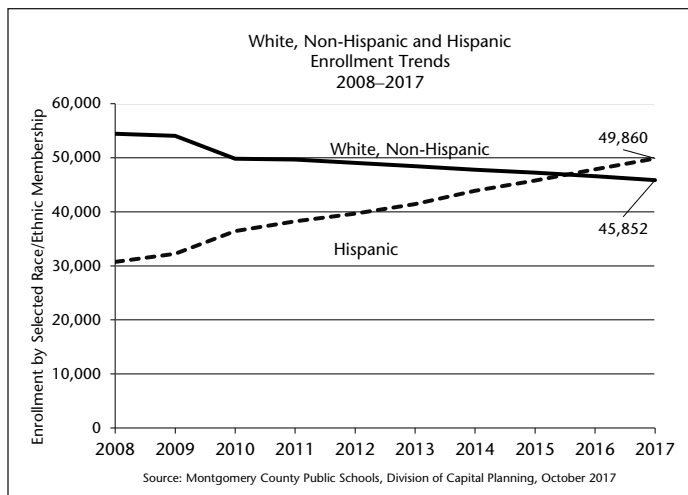
increase over the 2007 enrollment of 137,745 students. Over this period, White, non-Hispanic enrollment declined by 9,360 students or 17.9 percent. The entire enrollment increase since 2007 is attributed to increases in African American (+3,139), Asian (+2,346), and Hispanic (+20,258) students. In addition, 7,828 students were recorded this year in the new category of “two or more races.” MCPS enrollment is now 21.5 percent African American, 14.4 percent Asian, 30.8 percent Hispanic, 28.3 percent White, non-Hispanic, less than five percent two or more races. There are fewer than 400 students enrolled who identify in the categories of American Indian, Alaskan Native, Native Hawaiian or other Pacific Islander.

The accompanying chart illustrates the trend of increasing student diversity since 1970. This chart shows a trend of demographic change from a school system that was 92 percent White, non-Hispanic in 1970 to a school system where there is no longer a majority race/ethnic group. Only the four major race/ethnic groups are shown in this graph for the purpose of presenting long-term trends.

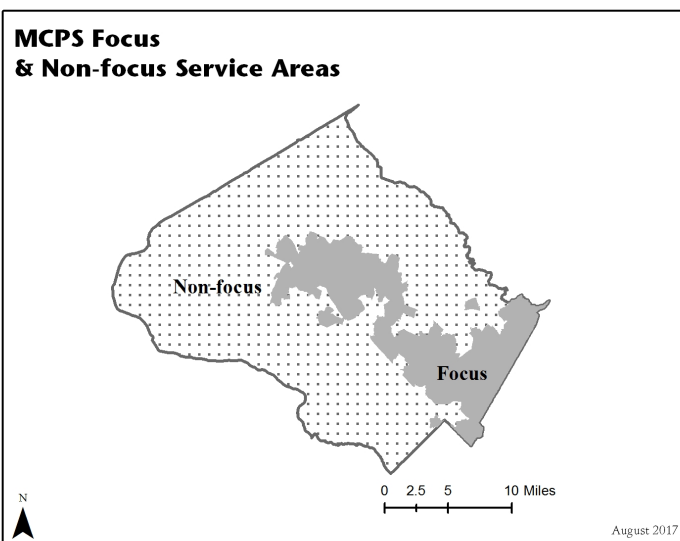
Also shown on accompanying charts are enrollments in the four major race and ethnic groups from 2000 to 2017. These charts show how the greatest amount of enrollment change has been in White, non-Hispanic and Hispanic enrollment. The trend lines for these two groups have crossed this past year. In the 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 in the district as a whole. 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 2005, 30,720 students (22.0 percent of enrollment) participated in the program. By 2016, 55,494 students (34.9 percent of enrollment) participated in the program, an increase of 24,774 students. Student enrollment in the English for Speakers of Other Languages (ESOL) Program is a measure of student ethnic and language diversity. In 2005, 13,464 students (9.7 percent of total enrollment) were in this program. By 2016, 23,357 students (14.7 percent of total enrollment) were in this program, an increase of 9,893 students.



In 2016, ESOL students represented 154 countries of origin and spoke 131 different languages. Since immigration to the United States has been underway for many years, the share of ESOL students born in the United States has been increasing. United States born students made up 65 percent of ESOL enrollment in 2016.



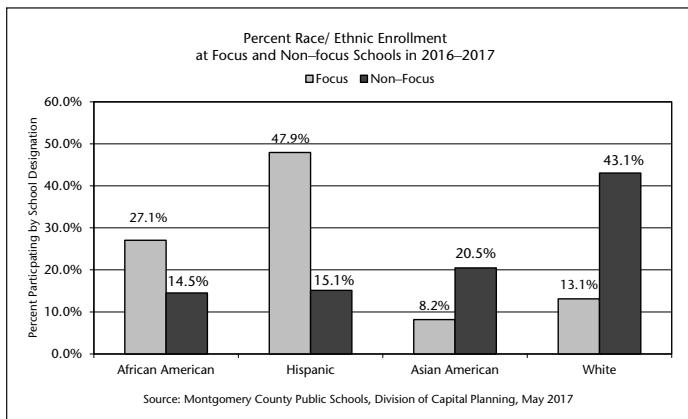
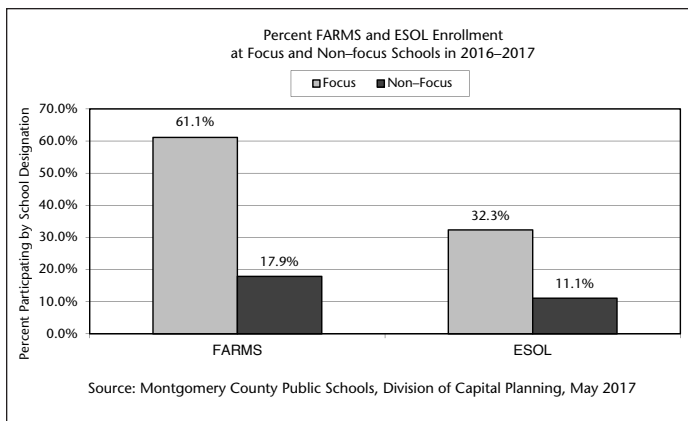
Focus and Non-focus Elementary Schools

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 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 70 elementary schools in the focus school group (including the upper schools in the case of paired schools) and 63 elementary schools in the non-focus group. The 2016 demographic composition of focus and non-focus schools is compared in the accompanying charts.

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 nine years, MCPS is entering a strong period of growth at secondary schools.

The six year enrollment forecast presented in Appendices A and B reflects this overall trend. It indicates very moderate growth at the elementary and middle school levels, with more significant growth at the high school levels throughout the six year period. For some time, MCPS projections have anticipated that the sustained high rate of enrollment growth will level off, leading to slower rates of growth in the system overall. However, Montgomery County continues to experience dynamic conditions in land use, housing, migration, and other factors that impact student enrollment. As a result, there is a need to evaluate the enrollment forecasting methodology and identify best practices that can inform the school system's approach to enrollment projections going forward. MCPS has contracted with external consultants to conduct this review and to determine whether an enhanced methodology could provide additional information specific to the regional characteristics within Montgomery County. As this work progresses, the consultants will continue to analyze the current enrollment projections, and revised projections may be released.

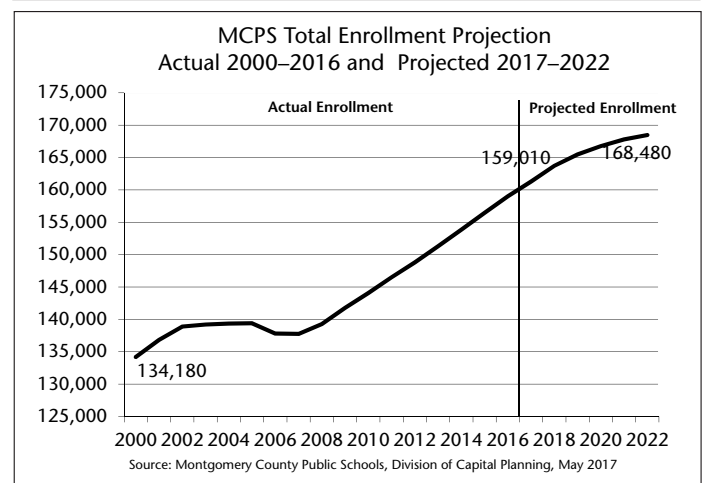
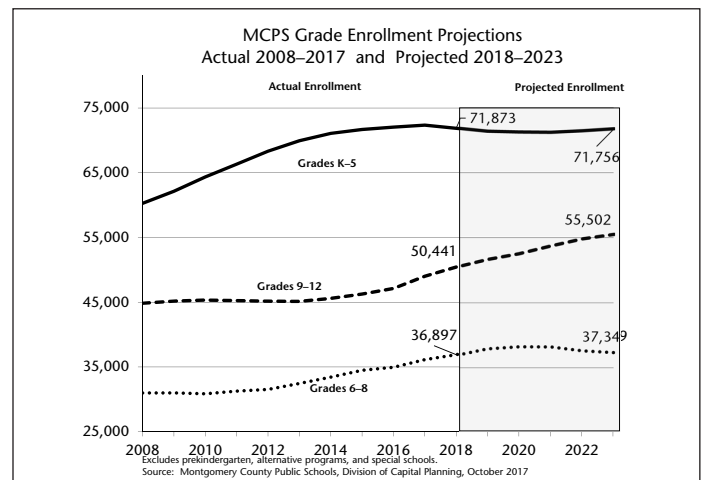
Summary

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 recent years.

The current era of enrollment increases has seen enrollment grow by 70,906 students from 1983–2017. 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 2017–2018 school year, MCPS operates 133 elementary schools, 40 middle schools, 25 high schools, 1 career and technology high school, 1 alternative program, and 5 special program centers, for a total of 205 facilities. Since 1983, MCPS has opened 33 elementary schools, 19 middle schools, and six high schools (including 13 closed schools that were reopened). During the next six years, additional school capacity will be added through various capital projects.



Chapter 3

Facility Planning Objectives

Strategic Planning Framework

The FY 2019 Capital Budget and FY 2019–2024 Capital Improvements Program (CIP) is closely aligned with the school system strategic planning framework—*Building Our Future Together*. The Framework is built around three competencies—Academic Excellence, Creative Problem Solving, and Social Emotional Learning. These 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, the warehouse, and the upgrading of food services equipment.
- Priority #6—Technology Modernization. Funding in this area enables computers and technology to be upgraded periodically so that student learning is supported by up-to-date technologies.

Long-range Educational Facilities Planning Policy Guidance

On June 17, 2014, the Board of Education adopted a revision to Policy FAA, *Long-range Educational Facilities Planning*, to align Policy FAA with the update of Policy ABA, *Community Involvement*. This update was part of an initiative to align all Board policies that have a community involvement component with Policy ABA.

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 S for Policy FAA and Regulation FAA-RA.

Preferred Range of Enrollment

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

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

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

School Capacity Calculations

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

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

- a Program capacity is adjusted at the middle school level to account for scheduling constraints. The regular classroom capacity of 25 is multiplied by .85 to reflect the optimal utilization of a middle school facility (equivalent to 21.25 students per classroom).
- b Program capacity is adjusted at the high school level to account for scheduling constraints. The regular classroom capacity of 25 is multiplied by .9 to reflect the optimal utilization of a high school facility (equivalent to 22.5 students per classroom).
- c Special Education, ESOL, alternative programs, and other special programs may require classroom ratios different from those listed.

School Facility Utilization

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

School Site Size

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

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

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

Facility Planning Objectives

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

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

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

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

Several educational program initiatives require more classroom and support space. These initiatives include the reduction in class sizes in Grades K–2 for the 65 schools most heavily affected by poverty and English language deficiency (called “focus schools”) and the expansion of full-day kindergarten to all elementary schools in MCPS. Creative uses of existing space in schools, modifications to existing classrooms, and

placement of relocatable classrooms are all used to accommodate the additional staff needed to implement these initiatives. At schools with capital improvements in the facility planning or architectural planning phase, additional classrooms are provided to accommodate these initiatives. These initiatives are described in further detail in the following paragraphs.

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

Class Size Reductions

In the 2000–2001 school year, the Board of Education began a three-year initiative to reduce class size in the primary grades as a key component of the Early Success Performance Plan. Over a three-year period, class size in Grades K–2 in the focus schools most heavily impacted by poverty and language deficiency were reduced for the full instructional day to an

average of 17 students per teacher in Grades 1–2 and 15 students per teacher in full-day kindergarten. (See chart on page 3-3.) Reducing class sizes in Grades K–2 had a dramatic impact on utilization levels in elementary schools, creating the need for additional classrooms to accommodate the increased number of teaching positions. Beginning in FY 2012, the staffing guidelines for the focus schools increased to an average of 18 students per teacher in Grades K–2. Beginning in FY 2015, Fields Road Elementary School became a focus school and received staffing to reduce class sizes in Grades K–2. Beginning in FY 2016, Great Seneca Creek Elementary School became a focus school and received staffing to reduce class sizes in Grades K–2. Beginning in FY 2018, Germantown Elementary School became a focus school and received staffing to reduce class sizes in Grades K–2.

Head Start and Prekindergarten Programs

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

Signature and Academy Programs

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

Information Technologies

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

The Technology Modernization Project provides the needed technology updates and computers in every school. Funds included in this project update schools' technology hardware, software, and network infrastructure. Up-to-date technology enhances student learning through access to online information and the latest instructional software. MCPS 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.

OBJECTIVE 2: Meet Long-term and Interim Space Needs

Funding capital improvements has been a challenge since 1983 when enrollment began to rise sharply. MCPS enrollment is now 70,933 students greater than it was in 1983, and 34 elementary schools, 18 middle schools, and 6 high schools have been constructed. Numerous additions to existing schools also have been constructed to accommodate the growth in enrollment. This year, MCPS is operating a total of 205 school facilities, including: 133 elementary schools, 40 middle schools, and 25 high schools; 1 career and technology high school; 5 special education schools; and 1 alternative education center.

Long-term Space Needs

A continued commitment to capital projects for the next six years is necessary to address overdue space needs and keep up with rising enrollment. This year's preliminary school enrollment is 161,963 students. Enrollment is projected to be 169,012 students by 2023. The CIP identifies where space shortages are projected to occur and how the school system plans to address them. Due to the high level of school utilization throughout the school system, there are few opportunities to address school space shortages through boundary changes among existing schools. Therefore, additions to existing schools, the opening of new schools, and the other major capital projects at schools are all important strategies to address space needs. For a summary of recommended capital projects, please see the table in Chapter 1, labeled "Superintendent's Recommended FY 2019 Capital Budget and FY 2019–2024 Capital Improvements Program Summary Table" (page 1–6).

To develop long-term space plans for schools, MCPS annually reviews 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, MCPS may consider several strategies to address the overutilization of a school. These strategies include:

- Determine if space is available at adjacent or nearby schools and reassign students to a school(s) with space available;
- Consider an addition at the school to accommodate the enrollment if possible. If the school cannot be expanded to accommodate the projected enrollment,

additions could be considered at nearby schools and students reassigned to these schools. For a classroom addition to be considered for funding at an individual school, the following thresholds need to be met:

- Elementary school—the enrollment needs to exceed capacity by four classrooms or more (a minimum of 92 seats) in the sixth year of the CIP period
- Middle school—enrollment needs to exceed capacity by six classrooms or more (a minimum of 150 seats) in the sixth year of the CIP period
- High school—enrollment needs to exceed capacity by eight classrooms or more (a minimum of 200 seats) in the sixth year of the CIP period
- Consider the opening of a new school if reassignments and increasing capacity of existing schools is not sufficient to address the projected enrollment. Expanding schools to their maximum core capacity is considered before the opening of a new school. A new elementary school may be considered if the clusterwide deficit of space exceeds 500–600 seats. A new middle school may be considered if deficits of space exceed 800 seats or in one or more clusters. For a new high school, the deficit would need to exceed approximately 1600 seats in one or more clusters.

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

To address growing enrollment in the county, the *Superintendent's Recommended FY 2019 Capital Budget and FY 2019–2024 CIP* includes funds for five new schools that are listed below:

- Richard Montgomery Cluster Elementary School #5 (opens September 2018)
- Clarksburg Cluster Elementary School (Clarksburg Village Site #2) (opens September 2019)
- Clarksburg Elementary School #9 (opens September 2021)
- Reopening of Woodward High School (opening to be determined)
- Crown High School (opening to be determined)

In addition to these schools, two site selection studies were approved by the Board of Education on August 31, 2017, for the Downcounty Consortium and Gaithersburg Cluster to evaluate new elementary schools in these areas. In the Gaithersburg Cluster, the Board of Education approved several projects to address space shortages in the cluster elementary schools including a feasibility study for an addition at Gaithersburg Elementary School and monitoring enrollment at Rosemont and Strawberry Knolls elementary schools. The outcome of the Gaithersburg Elementary School feasibility study revealed a number of challenges with the proposed addition. Furthermore, the absence of a recommendation to address the space shortages at the other schools led to the action to evaluate a new elementary school in the Gaithersburg Cluster. The site selection process will begin in fall 2017. Following the completion of the site selection process, the superintendent of schools will evaluate the report and provide a recommendation to the

New and Reopened Schools, 1985 to 2017

Year	Elementary Schools	Middle Schools	High Schools
1985	Flower Hill, Lake Seneca		
1986	Clopper Mill		
1987	Jones Lane, Chirsta McAuliffe		
1988	Clearspring, Goshen, Greencastle, Stone Mill, Strawberry Knoll, Waters Landing		Quince Orchard
1989	Cloverly, Capt. James E. Daly	Cabin John	Watkins Mill
1990	Brooke Grove, Burnt Mills, Rachel Carson, Ronald McNair, Sequoyah	Francis Scott Key	
1991	Dr. Charles R. Drew, Judith A. Resnik	Briggs Chaney	
1992	Lois P. Rockwell	Roberto Clemente, Rosa M. Parks	
1993	Thurgood Marshall	Argyle	
1994	Dr. Sally K. Ride		
1995		Forest Oaks, Rocky Hill	
1996		Neelsville	
1997		Kingsview, John Poole	
1998			James Hubert Blake, Northwest
1999	Sligo Creek	North Bethesda, Shady Grove, Silver Spring International	
2000			
2001	Spark M. Matsunaga		
2002		Newport Mill	
2003			
2004			Northwood
2005		Lakelands Park, A. Mario Loiederman	
2006	Great Seneca Creek, Little Bennett, Roscoe Nix, Sargent Shriver		Clarksburg
2007	Arcola		
2008			
2009	William B. Gibbs, Jr.		
2010			
2011			
2012	Flora M. Singer		
2013			
2014	Wilson Wims		
2015			
2016		Hallie Wells	
2017		Silver Creek	

34 Elementary Schools, 19 Middle Schools, 6 High Schools

Source: Montgomery County Public Schools, Division of Capital Planning, October 2017.

Number of Additional Rooms Planned—Addition Projects

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

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

Board of Education by February 2018 for Board of Education action in March 2018. The Board of Education action for the formation of the site selection committee is available on the MCPS website at the following link: [http://www.boarddocs.com/mabe/mcpsmd/Board.nsf/files/AQBNJ45F26CB/\\$file/Rec%20ES%20Site%20Select%20Process%20DCC.pdf](http://www.boarddocs.com/mabe/mcpsmd/Board.nsf/files/AQBNJ45F26CB/$file/Rec%20ES%20Site%20Select%20Process%20DCC.pdf)

Following a capacity study to address space shortages in several elementary schools in the lower portion Downcounty Consortium, the Board of Education approved addition projects for several schools along with a feasibility study to explore the possibility of opening an elementary school in the Downcounty Consortium. Based on the results of the feasibility study, the Board of Education approved a site selection to evaluate a new elementary school in the lower portion of the Downcounty Consortium. The site selection process will begin in fall 2017. Following the completion of the site selection process, the superintendent of schools will evaluate the report and provide a recommendation to the Board of Education by February 2018 for Board of Education action in March 2018. The Board of Education action for the site selection committee is available on the MCPS website at the following link: [http://www.boarddocs.com/mabe/mcpsmd/Board.nsf/files/AQBNJ45F26CB/\\$file/Rec%20ES%20Site%20Select%20Process%20DCC.pdf](http://www.boarddocs.com/mabe/mcpsmd/Board.nsf/files/AQBNJ45F26CB/$file/Rec%20ES%20Site%20Select%20Process%20DCC.pdf)

In addition to new school openings, classroom addition projects are planned to address overutilization at schools. Planning and/or construction funds are planned for 23 addition projects as part of the FY 2019–2024 CIP. These schools are listed on the table above, along with the number of rooms in the additions, and the completion dates. Prior to requesting funding for a classroom addition project, facility planning funds are requested to conduct a feasibility study to determine the feasibility, scope, and cost of a classroom addition.

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

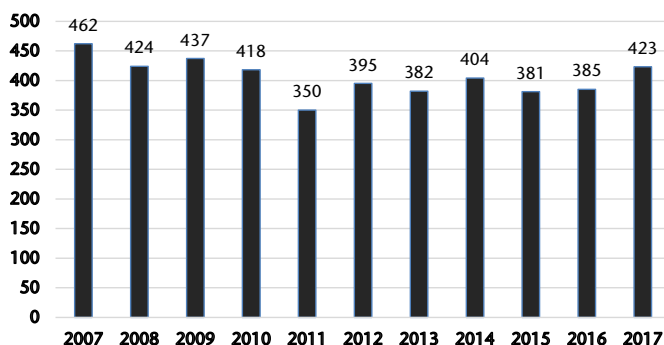
- Alternative Education Programs at Blair G. Ewing Center
- Clarksburg Cluster Elementary School #9
- Quince Orchard High School

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

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

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

**NUMBER OF RELOCATABLES
Classrooms in Use at Schools**



Source: Montgomery County Public Schools, Division of Capital Planning, October 2017

Number of Additional Rooms Planned—Revitalization/Expansion Projects

School	Number of Rooms Planned*	Completion Date
Seneca Valley HS	49	9/20
Luxmanor ES	10	1/20
Maryvale ES	4	1/20
Potomac ES	1	1/20
Tilden MS	11	9/20

Interim Space Needs

The use of relocatable classrooms on a short-term basis has proven to be successful in providing schools the space necessary to deliver educational programs. Relocatable classrooms provide an interim learning environment for students until permanent capacity can be constructed. Relocatable classrooms also enable the school system to avoid significant capital investment where building needs are only short term. The number of relocatable classrooms in use grew dramatically as program initiatives described under Objective 1 were implemented and enrollment increased. The number of relocatable classrooms declined between 2005 and 2008 as enrollment plateaued and capacity projects opened. However, with enrollment increasing again, the number of relocatable classrooms is expected to increase in the future. In the 2017–2018 school year, over 9,700 students attend class in 423 relocatable classrooms. This number does not include relocatable classrooms used for daycare, to stage construction on site at schools, or relocatables located at holding facilities and other facilities throughout the school system.

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

Non-Capital Actions

A boundary study was conducted to determine the service area for Richard Montgomery Elementary School #5 in spring 2017. Representatives from the Beall, College Gardens, and Ritchie Park elementary school service areas participated on the boundary advisory committee. Pursuant to the Board of Education action on November 18, 2010, the boundary study explored options to reassign the Chinese immersion program from College Gardens Elementary School to another elementary school in the Richard Montgomery Cluster. The Board of Education action is scheduled in November 2017. The new elementary school is scheduled to open in September 2018. The superintendent's recommendation is available on the MCPS website at the following link: http://gis.mcpsmd.org/boundarystudypdfs/RMES5_SuperintendentsRecommendation.pdf

A boundary study was conducted in spring 2017 to reassign the portion of the Shady Grove Sector Plan that is located east of Interstate 370 in the Washington Grove Elementary School, Forest Oak Middle School, and Gaithersburg High School

service areas to the Col. Zadok Magruder Cluster schools. On August 31, 2017, the Board of Education authorized that a site selection committee to evaluate potential school sites in the Gaithersburg Cluster. This potential school site could address the overutilization at the elementary schools in the cluster. The site selection process will occur in fall 2017, with Board of Education action in March 2018. The Boundary Advisory Committee Report for the Shady Grove Sector Plan boundary study was released on September 6, 2017. However, based on the approved site selection process, decisions regarding potential reassignments in the Shady Grove Sector Plan will not be considered until after the site selection process is complete.

In order to address the growing space needs in the Clarksburg Elementary Schools, a site selection committee was authorized by the Board of Education for a Clarksburg Elementary School #9. Funding is recommended for the school to open in September 2021.

A boundary study is recommended for Clarksburg Cluster Elementary School (Clarksburg Village Site #2) to create the service area for the new school. The scope of the study will include Cedar Grove and Wilson Wims elementary schools. The boundary study will begin in spring 2018 with Board of Education action scheduled for November 2018.

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

OBJECTIVE 3: Sustaining and Revitalizing Facilities

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

The Board of Education, superintendent of schools, and school community also recognize that even well-maintained facilities eventually reach the end of their useful life span and require

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

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

The original list of 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. 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.

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

OBJECTIVE 4:

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

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

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

Holding Facility Schedule

Holding Facility	SY 17–18	SY 18–19	SY 19–20	SY 20–21	SY 21–22	SY 22–23	SY 23–24
ELEMENTARY SCHOOLS							
Emory Grove Center				DuFief			
Fairland Center							
Grosvenor Center		Luxmanor					
North Lake Center	Lucy V. Barnsley	Maryvale					
Radnor Center		Potomac					
MIDDLE SCHOOLS							
Tilden Center/ Woodward Center*		To be revitalized/expanded					

* 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. Based on the Board of Education action on November 21, 2016, there are plans to reopen Woodward High School to address the space deficits at Walter Johnson High School and surrounding high schools in the Downcounty Consortium.

The Revitalization/Expansion program is under review in order to develop a multi-variable approach to determine the priority order of large-scale renovations of facilities, possibly including programmatic and capacity considerations. Recommendations regarding possible changes to this program will be released once the review is complete.

Schools Revitalized/Expanded 1985 to 2017

Year	Elementary Schools	Middle Schools	High Schools
1985	Oak View, Woodfield		
1986	Twinbrook		
1987	Cedar Grove		
1988	Bannockburn, New Hampshiretates, Rosemary Hills	Gaithersburg	
1989	Cloverly, Highland, Laytonsville, Monocacy, Montgomery Knolls, Rolling Terrace		
1990	Burnt Mills, Olney, Westbrook		
1991	Beall, Burning Tree, Viers Mill	Sligo	Sherwood
1992	Pine Crest, Travilah		Walt Whitman
1993	Ashburton, Burtonsville, Clarksburg, Forest Knolls, Oakland Terrace	Thomas W. Pyle, White Oak	Springbrook
1994	Highland View, Meadow Hall		
1995	Brookhaven, Georgian Forest, Jackson Road, North Chevy, Rosemont	Julius West	
1996	Flower Valley, Kemp Mill		
1997	Ritchie Park, Wyngate	Westland	Albert Einstein
1998	Lucy V. Barnsley, Westover		Montgomery Blair
1999	Bethesda, Harmony Hills, Rock View	Takoma Park	John F. Kennedy
2000	Chevy Chase, Mill Creek Towne		
2001	Rock Creek Valley	Earle B. Wood,	Bethesda-Chevy Chase, Winston Churchill
2002	Wood Acres		
2003	Lakewood, William Tyler Page	Montgomery Village	
2004	Glen Haven		Rockville
2005	Somerset, Kensington Parkwood		
2006			Clarksburg
2007	College Gardens	Parkland	Richard Montgomery
2008	Galway		
2009	Bells Mill, Cashell	Francis Scott Key	Walter Johnson
2010	Carderock Springs, Cresthaven		
2011	Cannon Road, Farmland, Garrett Park, Seven Locks	Cabin John	
2012	Beverly Farms		Paint Branch
2013	Glenallan, Weller Road	Herbert Hoover	Gaithersburg
2014	Bel Pre, Candlewood, Rock Creek Forest		
2015			Wheaton
2016		William H. Farquhar	
2017	Brown Station, Wayside, Wheaton Woods		

69 elementary schools, 14 middle schools, and 14 high schools.

Source: Montgomery County Public Schools, Division of Capital Planning, October 2017.

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

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

OBJECTIVE 5: Support Multipurpose Use of Schools

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

The Montgomery County Department of Health and Human Services (DHHS) Capital Budget includes several projects to provide services in county schools. In the Child Care in Schools Project, DHHS funds the construction of childcare classrooms in schools undergoing major construction or renovation. MCPS oversees the construction of the childcare classroom while DHHS arranges for the lease of the childcare classroom to a private childcare provider. Funds were included in the DHHS CIP to construct childcare classrooms at Brown Station and Wheaton Woods elementary school that opened in September 2017. An additional child care classroom is planned as part of the Burtonsville Elementary School addition project.

Linkages to Learning, a collaborative program between the school system, DHHS, and private community providers, addresses the complex social and mental health needs of an increasingly diverse and economically impacted population in Montgomery County. In order to address possible barriers to learning, a variety of mental health, social, and educational support services are brought together at Linkages to Learning sites. In addition, services are provided at the School Health Services Center at Rocking Horse Road. The long-range plan is to expand the Linkages to Learning programs to additional schools. A Linkages to Learning suite opened at Wheaton Woods Elementary School in September 2017. Funding is included in the DHHS CIP to construct a Linkages to Learning suite at Maryvale Elementary School as part of the revitalization/expansion project.

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

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

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

SBWC Schools	Opening Date
Northwood HS	2007
Gaithersburg HS	2013
Watkins Mill HS	2013
Wheaton HS	2016
Seneca Valley HS	2020 (planned)

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

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

OBJECTIVE 6: Meet Special Education Program Space Needs

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

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

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

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

elementary schools will be designated as Home School Model Schools for the 2017–2018 school year. (See Appendix P for a description of the Home School Model program.)

- Learning and Academic Disabilities (LAD) Services and transition services are provided in all secondary schools.
- LAD services are available at 19 elementary schools located at the quad-cluster level.
- Special education services are available in quad clusters or regionally for students who are recommended for the following services:
 - Augmentative and Alternative Communication Services
 - Autism Spectrum Disorders Services
 - Autism Resource Services
 - Aspergers Services
 - Bridge Services
 - Elementary Physical Disabilities Services
 - Elementary Learning Center
 - Emotional Disabilities Cluster Services
 - Extensions (upcounty and downcounty)
 - Gifted and Talented/Learning Disabled Program (secondary school level)
 - Infants and Toddlers Program
 - Learning for Independence (LFI) Program
 - Preschool Education Program (PEP)
 - Prekindergarten Language Classes
 - School/Community-based (SCB) Program
 - Longview and Stephen Knolls
- Special education services are countywide for students in need of the following programs:
 - Carl Sandburg Learning Center
 - Deaf and Hard-of-Hearing Services
 - Gifted and Talented/Learning Disabled Program (elementary school level)
 - Preschool Vision Class
 - John L. Gildner Regional Institute for Children and Adolescents (RJCA)
 - Rock Terrace School

Birth through 5 Years of Age Special Education Growth

The Montgomery County Infants and Toddlers Program provides services to children with developmental delays from birth to three years of age or until the start of the school year after turning four under the Extended Individualized Family Service Plan, in natural environments, such as home, childcare, 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 pre-schools to itinerant instruction at home for medically fragile children. Classroom environments are provided for children who need a comprehensive approach to their learning needs.

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

Chapter 4

Recommended Actions and Planning Issues

Chapter 4 is organized alphabetically by high school cluster and consortia. Each section includes tables that contain enrollment, demographic, program capacity, and facilities information for individual schools. Capital projects recommended for the FY 2019 Capital Budget and the FY 2019–2024 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. The maps for each cluster, special education centers, and other educational centers can be found in Appendix Y.

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

For each cluster and the Downcounty and Northeast consortia, information is presented within a common framework. Planning issues of a clusterwide nature are followed by a discussion of individual secondary and elementary schools with 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. Four types of projects are identified under the “Type of Project” column. The types of projects are as follows:

- “Approved”—Project has an FY 2017 or FY 2018 appropriation approved in the Amended FY 2017–2022 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 a feasibility study.
- “Recommended”—Project has an FY 2019 appropriation for planning or construction funds recommended in the FY 2019–2024 CIP.

For each cluster and the two consortia, four summary tables and a bar graph are presented. The bar graph shows the effects of additions to capacity in the calculation of future utilization levels. The “Projected Enrollment and Available Capacity” table reflects the projected enrollment six years into the future for elementary and secondary schools and to the years 2027 and 2032 at the secondary level. Space availability is shown with CIP actions. This table also has 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

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

and notes is included on the previous page. A second table, titled “Demographic Characteristics of Schools,” 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 “Program Capacity Table (School Year 2017–2018)” reflects detailed program capacity information for each school, along with special education program information. The final table, titled “Facilities Characteristics of Schools 2017–2018,” shows facility information for each school.

Cluster Articulation for 2017–2018 School Year

BETHESDA-CHEVY CHASE CLUSTER

Bethesda-Chevy Chase HS (9–12)
Silver Creek MS (6–7)
(8th grade class will be added in school year 2018–2019)
Chevy Chase ES (3–5)
North Chevy Chase ES (3–5)
Rock Creek Forest ES (K–5) (non-Spanish Immersion)
Rosemary Hills ES (pre-K–2)*
Westland MS (6–8)
Bethesda ES (K–5)
Rock Creek Forest ES (K–5) (Spanish Immersion)
Somerset ES (K–5)
Westbrook ES (K–5)

WINSTON CHURCHILL CLUSTER

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

CLARKSBURG CLUSTER

Clarksburg HS (9–12)
Neelsville MS (6–8) (shared with Watkins Mill Cluster)*
Capt. James E. Daly ES (pre-K–5)
Fox Chapel ES (pre-K–5)
Rocky Hill MS (6–8) (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)
Hallie Wells MS (6–8) (shared with Damascus Cluster)*
Cedar Grove 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)*
Hallie Wells 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)
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)

Cluster Articulation for 2017–2018 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 ES (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 ES (HS and pre-K–5)*
Dr. Martin Luther King, Jr. MS (6–8)
Lake Seneca ES (pre-K–5)
Dr. Sally K. Ride ES (HS and pre-K–5)*
Waters Landing ES (K–5)

SHERWOOD CLUSTER

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

WATKINS MILL CLUSTER

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

WALT WHITMAN CLUSTER

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

THOMAS S. WOOTTON CLUSTER

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

OTHER EDUCATIONAL FACILITIES

Additionally, Montgomery County Public Schools operates the following facilities:

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

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

BETHESDA-CHEVY CHASE CLUSTER

CLUSTER PLANNING ISSUES

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

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

Student enrollment at all the schools in the Bethesda-Chevy Chase Cluster has increased dramatically over the past few years and several addition projects opened at Bethesda, North Chevy Chase, Rosemary Hills, Somerset, and Westbrook elementary schools. In addition, capacity was added at Rock Creek Elementary School as part of the revitalization/expansion project. Silver Creek Middle School opened in September 2017, to address Grades 6–8 enrollment growth in the cluster and to allow the Grade 6 students currently enrolled at Chevy Chase and North Chevy Chase elementary schools to be reassigned to the middle school level. To address the enrollment growth at the high school level, a classroom addition is underway at 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. An addition project is scheduled to accommodate the space deficit with a completion date of September 2018. An FY 2017 appropriation was approved to construct the addition. An FY 2019 appropriation is recommended to install artificial turf as part of the addition project.

Silver Creek Middle School

Capital Project: To address enrollment increases at Westland Middle School and reassign Grade 6 students from Chevy Chase and North Chevy Chase elementary schools to the middle school level, this school opened in September 2017, with Grades 6 and 7. The Board of Education adopted the boundaries for this school on November 17, 2016. The Board of Education action is available on the MCPS website at the following link: http://gis.mcpsmd.org/boundarystudypdfs/BCCMS2_SupplementA_BCCMS2andWestlandMSBoundaries.pdf

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 continued to increase beyond the capacity of the school. The opening of Silver Creek Middle School in September 2017, addressed the overutilization of the school and provided space for the reassignment of Grade 6 students from Chevy Chase and North Chevy Chase elementary school to the middle school level. The Board of Education adopted the boundaries for this school on November 17, 2016. The Board of Education action is available on the MCPS website at the following link: http://gis.mcpsmd.org/boundarystudypdfs/BCCMS2_SupplementA_BCCMS2andWestlandMSBoundaries.pdf

Bethesda Elementary School

Planning Study: Projections indicate that enrollment will exceed capacity by more than 92 seats by the end of the six-year planning period. A study is recommended to explore all possible solutions to add elementary capacity at the elementary school level in the Bethesda-Chevy Chase Cluster. Enrollment will be monitored and relocatable classrooms will be utilized until a permanent solution is identified in a future CIP.

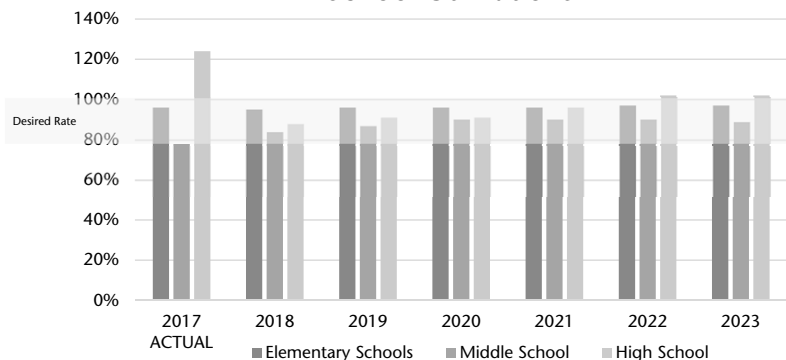
Chevy Chase Elementary School

Non-capital Solution: In November 2010, the Board of Education approved to reassign Grade 6 students from Chevy Chase and North Chevy Chase elementary schools to the middle school level when a new middle school opened. With the opening of Silver Creek Middle School in September 2017, the Grade 6 students were reassigned to the school.

North Chevy Chase Elementary School

Non-capital Solution: In November 2010, the Board of Education approved to reassign Grade 6 students from Chevy Chase and North Chevy Chase elementary schools to the middle school level when a new middle school opened. With

Bethesda-Chevy Chase Cluster
School Utilizations



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

BETHESDA-CHEVY CHASE CLUSTER

the opening of Silver Creek Middle School in September 2017, the Grade 6 students were reassigned to the school.

Rosemary Hills Elementary School

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

Somerset Elementary School

Planning Study: Projections indicate that enrollment will exceed capacity by more than 92 seats by the end of the six-year planning period. A study is recommended to explore all possible solutions to add elementary capacity at the elementary school level in the Bethesda-Chevy Chase Cluster. Enrollment will be monitored and relocatable classrooms will be utilized until a permanent solution is identified in a future CIP.

CAPITAL PROJECTS

School	Project	Project Status*	Date of Completion
Bethesda-Chevy Chase HS	Classroom addition	Approved	Sept. 2018

"Approved"—Project has an FY 2017 or FY 2018 appropriation approved in the Amended FY 2017–2022 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 a feasibility study.

"Recommended"—Project has an FY 2019 appropriation recommended for planning or construction in the FY 2019–2024 CIP.

BETHESDA-CHEVY CHASE CLUSTER

Projected Enrollment and Space Availability

Effects of the Recommended FY 2019–2024 CIP and Non-CIP Actions on Space Available

Schools			Actual	Projections							
			17–18	18–19	19–20	20–21	21–22	22–23	23–24	2027	2032
Bethesda–Chevy Chase HS		Program Capacity	1692	2407	2407	2407	2407	2407	2407	2407	2407
		Enrollment	2103	2129	2186	2199	2321	2444	2463	2770	3130
		Available Space	(411)	278	222	208	86	(36)	(56)	(363)	(723)
		Comments		Addition Complete							
Silver Creek MS		Program Capacity	935	935	935	935	935	935	935	935	935
		Enrollment	549	893	950	996	991	960	971	1040	1100
		Available Space	386	42	(15)	(61)	(56)	(25)	(36)	(105)	(165)
		Comments									
Westland MS		Program Capacity	1089	1089	1089	1089	1089	1089	1089	1089	1089
		Enrollment	1038	806	810	822	833	855	832	880	920
		Available Space	51	283	279	267	256	234	257	209	169
		Comments									
Bethesda ES Grades (K–5)		Program Capacity	560	560	560	560	560	560	560		
		Enrollment	621	642	654	680	702	696	699		
		Available Space	(61)	(82)	(94)	(120)	(142)	(136)	(139)		
		Comments	See text								
Chevy Chase ES Grades (3–5) Paired With Rosemary Hills ES		Program Capacity	473	473	473	473	473	473	473		
		Enrollment	423	433	435	429	430	421	425		
		Available Space	50	40	38	44	43	52	48		
		Comments									
North Chevy Chase ES Grades (3–5) Paired With Rosemary Hills ES		Program Capacity	358	358	358	358	358	358	358		
		Enrollment	281	280	289	307	307	312	301		
		Available Space	77	78	69	51	51	46	57		
		Comments									
Rock Creek Forest ES	CSR	Program Capacity	709	709	709	709	709	709	709		
		Enrollment	753	730	742	744	740	742	728		
		Available Space	(44)	(21)	(33)	(35)	(31)	(33)	(19)		
		Comments									
Rosemary Hills ES Grades (pre-K–2) Paired With Chevy Chase ES North Chevy Chase ES		Program Capacity	661	661	661	661	661	661	661		
		Enrollment	592	578	571	547	550	566	552		
		Available Space	69	83	90	114	111	95	109		
		Comments									
Somerset ES		Program Capacity	515	515	515	515	515	515	515		
		Enrollment	600	589	605	595	608	621	654		
		Available Space	(85)	(74)	(90)	(80)	(93)	(106)	(139)		
		Comments	See text								
Westbrook ES		Program Capacity	537	537	537	537	537	537	537		
		Enrollment	380	361	353	349	331	328	331		
		Available Space	157	176	184	188	206	209	206		
		Comments									
Cluster Information		HS Utilization	124%	88%	91%	91%	96%	102%	102%	115%	130%
		HS Enrollment	2103	2129	2186	2199	2321	2444	2463	2770	3130
		MS Utilization	78%	84%	87%	90%	90%	90%	89%	95%	100%
		MS Enrollment	1587	1699	1760	1818	1824	1815	1803	1920	2020
		ES Utilization	96%	95%	96%	96%	96%	97%	97%	98%	100%
		ES Enrollment	3650	3613	3649	3651	3668	3686	3690	3750	3820

BETHESDA-CHEVY CHASE CLUSTER

Demographic Characteristics of Schools

Schools	2017-2018						2016-2017		
	Total Enrollment	Two or more races %	Black or Afr. Amr. %	Asian%	Hispanic %	White %	FARMS%*	ESOL%**	Mobility Rate%***
Bethesda-Chevy Chase HS	2103	5.8%	14.3%	4.9%	17.4%	57.3%	11.0%	5.9%	8.3%
Silver Creek MS	549	5.8%	21.5%	6.6%	17.3%	48.5%			
Westland MS	1038	5.1%	9.8%	5.8%	14.7%	64.3%	10.8%	5.8%	8.3%
Bethesda ES	621	6.6%	6.6%	15.6%	12.9%	58.3%	7.3%	12.7%	17.4%
Chevy Chase ES	423	6.9%	16.3%	8.3%	12.3%	56.3%	19.7%	7.0%	7.5%
North Chevy Chase ES	281	6.8%	17.8%	3.9%	13.9%	57.7%	14.9%	7.7%	7.2%
Rock Creek Forest ES	753	5.4%	17.1%	5.7%	32.8%	38.5%	24.3%	13.9%	8.6%
Rosemary Hills ES	592	7.1%	24.7%	5.6%	11.1%	50.8%	29.2%	17.6%	7.7%
Somerset ES	600	7.8%	5.7%	8.7%	14.3%	63.2%	6.1%	15.3%	11.3%
Westbrook ES	380	7.6%	2.9%	5.0%	9.5%	74.2%	1.7%	4.7%	5.4%
Elementary Cluster Total	3650	6.8%	13.2%	7.9%	16.6%	55.2%	16.6%	12.6%	9.6%
Elementary County Total	76590	5.3%	21.4%	14.0%	32.3%	26.6%	40.3%	23.2%	14.1%

*Percent of students approved for Free and Reduced-priced Meals Program (FARMS) during the 2016-2017 school year.

**Percent of English for Speakers of Other Languages (ESOL) during the 2016-2017 school year. High School students are served in regional ESOL centers.

***Mobility Rate is the number of entries plus withdrawals during the 2016-2017 school year compared to total enrollment.

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

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

Program Capacity Table

(School Year 2017-2018)

Program Capacity Table (School Year 2017–2018)															Special Education Services																						
Schools	Grades Served	Capacity (HS @90% MS@85%)	Total Rooms	Support Rooms	Regular Secondary @25	Regular Elementary @23	CSR Grades 1–2 @18	Pre–K @20	Pre–K @40	HS @20	CSR KIND @18	KIND @22	ESOL @15	METS @15	School Based	Cluster Based	Quad Cluster Based	County & Regional Based																			
															HSM @13	ELEM LAD @13		ELC @10	LANG @12	LFI @10	SCB @6	AAC@7	AUT @6	BRIDGE @10	DHOH @7	ED @10	EXTENSIONS @6	GT/LD @13	PD @7	PEP@6	PEP @12	PEP @18	VISION (Elementary) @7	OTHER			
Bethesda-Chevy Chase HS	9-12	1692	76		74								1	1																							
Silver Creek MS	6-8	935	45		44																																1
Westland MS	6-8	1089	52		51																																
Bethesda ES	K-5	560	29	3		20						4										2															
Chevy Chase ES	3-5	473	24	3		20										1																					
North Chevy Chase ES	3-5	358	21	5		15										1																					
Rock Creek Forest ES	K-5	709	40	4		15	11		1		5																						1		1		
Rosemary Hills ES	PreK-2	661	36	5		18			1			8				1																					
Somerset ES	K-5	515	27	4		18						4				1																					
Westbrook ES	K-5	537	30	4		18						2				1											3								2		

BETHESDA-CHEVY CHASE CLUSTER

Facility Characteristics of Schools 2017–2018

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		
Silver Creek MS	2017		174,743	13.3				
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

WINSTON CHURCHILL CLUSTER

SCHOOLS

Winston Churchill High School

Capital Project: Previous projections indicated that enrollment would exceed capacity by 200 seats or more, therefore, an FY 2017 appropriation was approved for facility planning to determine the feasibility, scope, and cost for a capacity study. However projections now indicate enrollment at Winston Churchill High School will only exceed capacity by less than 50 seats by the end of the six-year planning period. The enrollment will continue to be monitored and, if needed, an 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. An FY 2018 appropriation was approved to begin the construction for the project.

CAPITAL PROJECTS

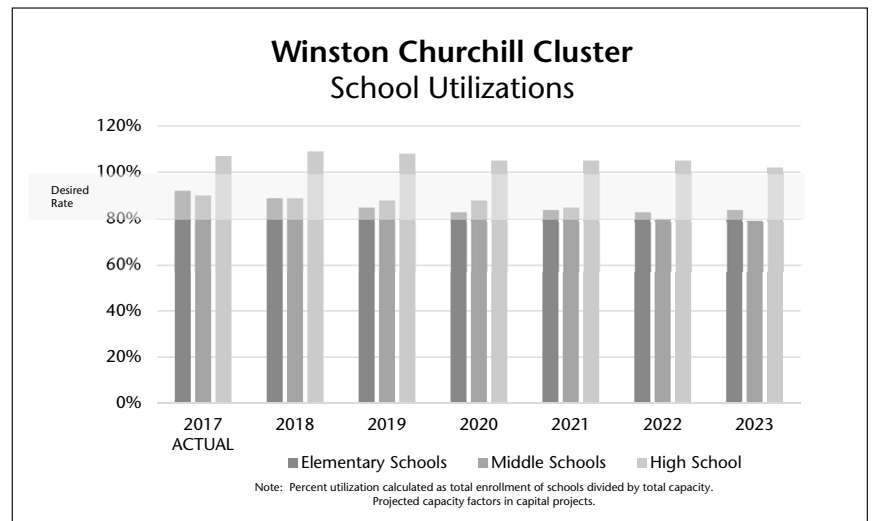
School	Project	Project Status*	Date of Completion
Potomac ES	Revitalization/expansion	Approved	Jan. 2020

*Approved—Project has an FY 2017 or FY 2018 appropriation approved in the Amended FY 2017–2022 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 a feasibility study.

*Recommended—Project has an FY 2019 appropriation recommended for planning or construction in the FY 2019–2024 CIP.



WINSTON CHURCHILL CLUSTER

Projected Enrollment and Space Availability

Effects of the Recommended FY 2019–2024 CIP and Non–CIP Actions on Space Available

Schools			Actual	Projections							
			17–18	18–19	19–20	20–21	21–22	22–23	23–24	2027	2032
Winston Churchill HS		Program Capacity	1986	1986	1986	1986	1986	1986	1986	1986	1986
		Enrollment	2126	2160	2147	2086	2077	2087	2031	1990	1930
		Available Space	(140)	(174)	(161)	(100)	(91)	(101)	(45)	(4)	56
		Comments									
Cabin John MS		Program Capacity	1092	1092	1092	1092	1092	1092	1092	1092	1092
		Enrollment	1005	1016	1029	1048	1031	1004	996	993	978
		Available Space	87	76	63	44	61	88	96	99	114
		Comments									
Herbert Hoover MS		Program Capacity	1139	1139	1139	1139	1139	1139	1139	1139	1139
		Enrollment	1006	970	945	912	859	790	760	670	560
		Available Space	133	169	194	227	280	349	379	469	579
		Comments									
Bells Mill ES		Program Capacity	626	626	626	626	626	626	626		
		Enrollment	609	601	592	590	589	597	597		
		Available Space	17	25	34	36	37	29	29		
		Comments									
Beverly Farms ES		Program Capacity	690	690	690	690	690	690	690		
		Enrollment	574	570	563	542	544	534	518		
		Available Space	116	120	127	148	146	156	172		
		Comments									
Potomac ES		Program Capacity	425	425	472	472	472	472	472		
		Enrollment	444	432	427	427	425	431	427		
		Available Space	(19)	(7)	45	45	47	41	45		
		Comments		@ Radnor	Rev/Ex Complete Jan. 2020						
Seven Locks ES		Program Capacity	425	425	425	425	425	425	425		
		Enrollment	405	387	372	362	361	355	385		
		Available Space	20	38	53	63	64	70	40		
		Comments									
Wayside ES		Program Capacity	636	636	636	636	636	636	636		
		Enrollment	548	509	467	447	468	448	469		
		Available Space	88	127	169	189	168	188	167		
		Comments									
Cluster Information		HS Utilization	107%	109%	108%	105%	105%	105%	102%	100%	97%
		HS Enrollment	2126	2160	2147	2086	2077	2087	2031	1990	1930
		MS Utilization	90%	89%	88%	88%	85%	80%	79%	75%	69%
		MS Enrollment	2011	1986	1974	1960	1890	1794	1756	1663	1538
		ES Utilization	92%	89%	85%	83%	84%	83%	84%	81%	78%
		ES Enrollment	2580	2499	2421	2368	2387	2365	2396	2305	2220

WINSTON CHURCHILL CLUSTER

Demographic Characteristics of Schools

Schools	2017-2018						2016-2017		
	Total Enrollment	Two or more races %	Black or Afr. Amer. %	Asian%	Hispanic %	White %	FARMS%*	ESOL%**	Mobility Rate%***
Winston Churchill HS	2126	5.4%	8.7%	27.7%	8.1%	50.0%	3.8%	0.5%	4.1%
Cabin John MS	1005	6.1%	11.6%	31.6%	7.8%	42.8%	8.0%	3.1%	5.1%
Herbert Hoover MS	1006	4.3%	7.4%	33.7%	6.6%	47.7%	2.7%	1.9%	3.8%
Bells Mill ES	609	5.6%	11.0%	29.9%	9.4%	44.2%	9.8%	9.9%	7.0%
Beverly Farms ES	574	7.1%	7.1%	32.1%	11.1%	42.3%	4.8%	7.4%	7.2%
Potomac ES	444	6.3%	5.6%	38.1%	6.1%	43.9%	2.1%	5.7%	8.5%
Seven Locks ES	405	5.9%	8.9%	21.2%	11.6%	52.1%	4.2%	8.5%	6.6%
Wayside ES	548	6.4%	7.1%	46.2%	7.1%	33.2%	4.1%	8.9%	6.8%
Elementary Cluster Total	2580	6.3%	8.1%	33.9%	9.1%	42.6%	5.2%	8.1%	7.2%
Elementary County Total	76590	5.3%	21.4%	14.0%	32.3%	26.6%	40.3%	23.2%	14.1%

*Percent of students approved for Free and Reduced-priced Meals Program (FARMS) during the 2016–2017 school year.

**Percent of English for Speakers of Other Languages (ESOL) during the 2016–2017 school year. High School students are served in regional ESOL centers.

***Mobility Rate is the number of entries plus withdrawals during the 2016–2017 school year compared to total enrollment.

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

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

Program Capacity Table

(School Year 2017–2018)

Program Capacity Table (School Year 2017–2018)		Special Education Services																															
		School Based	Cluster Based	Quad Cluster Based	County & Regional Based																												
					Grades Served	Capacity (HS @90% MS@85%)	Total Rooms	Support Rooms	Regular Secondary @25	Regular Elementary @23	CSR Grades 1–2 @18	Pre-K @20	Pre-K @40	HS @20	CSR KIND @18	KIND @22	ESOL @15	METS @15	HSM @13	ELEM LAD @13	ELC @10	LANG @12	LFI @10	SCB @6	AAC@7	AUT @6	BRIDGE @10	DHOH @7	ED @10	EXTENSIONS @6	GT/LD @13	PD @7	PEP@6
Schools	Winston Churchill HS	9-12	1986	94		85																	2	7									
Cabin John MS	6-8	1092	57		49														3	1			4										
Herbert Hoover MS	6-8	1139	56		52																		4										
Bells Mill ES	HS-5	626	32	3		22				1		4											2										
Beverly Farms ES	K-5	690	35	4		26						3					2																
Potomac ES	K-5	425	22	3		16						2				1																	
Seven Locks ES	K-5	425	23	4		16						2				1																	
Wayside ES	K-5	636	35	4		22						4							3												2		

WINSTON CHURCHILL CLUSTER

Facility Characteristics of Schools 2017–2018

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		3		Yes
Seven Locks ES	1964	2012	66,915	9.9				Yes
Wayside ES	1969	2017	93,453	9.3				

CLARKSBURG CLUSTER

CLUSTER PLANNING ISSUES

Planning Issue: The Clarksburg Master Plan allows for the development of up to 15,000 residential units. The plan 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 September 2006, William B. Gibbs, Jr. Elementary School opened in September 2009, and Wilson Wims Elementary School opened in September 2014. To address the enrollment growth in the cluster, a high school addition opened in September 2015, and Hallie Wells Middle School opened in September 2016. With continued growth in elementary school enrollment, another new elementary school is approved with an opening date of September 2019, and a site selection is approved to begin the planning for a another new elementary school in the future.

Neelsville Middle School

Capital Project: Projections indicate that enrollment at Neelsville Middle School will exceed capacity throughout the six-year planning period. In addition to the space deficit at this school, various building systems need to be addressed. A new approach to address capacity and building infrastructure is under review in order to develop a multi-variable approach to determine the priority order of large-scale renovations of facilities, possibly including programmatic and capacity considerations. Recommendations regarding possible changes to this program will be released once the review is complete. Relocatable classrooms will be utilized until additional capacity can be added.

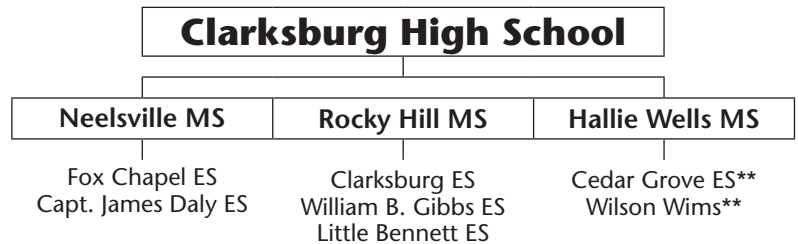
SCHOOLS

Clarksburg High School

Planning Issue: Although a classroom addition opened in September 2015 to accommodate the overutilization at Clarksburg High School, student enrollment will continue to exceed capacity by over 800 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 September 2020, will be designed and constructed with a capacity for 2,400 students. The enrollment at Seneca Valley High School is projected to be 1,499 students by the end of the six-year planning period. With a capacity of 2,400 seats, there will be approximately 900 seats available to accommodate students from Clarksburg and Northwest high schools when the project is complete.

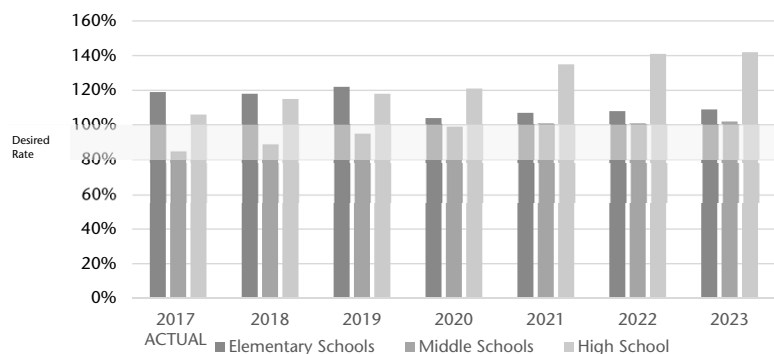
Planning Study: A boundary study is recommended to explore the reassignment of Clarksburg and Northwest high school students to Seneca Valley High School. As part of the boundary study, middle school articulation patterns in the Seneca Valley Cluster will be reviewed in order to evaluate utilizations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

Clarksburg Cluster Articulation*



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

Clarksburg Cluster School Utilizations



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

Cedar Grove Elementary School

Planning Issue: 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 additional elementary schools in the Clarksburg Cluster. Relocatable classrooms will be utilized until Clarksburg Cluster Elementary School (Clarksburg Village Site #2) and/or Clarksburg Cluster Elementary School #9 opens.

Capital Project: An FY 2018 appropriation was approved to construct Clarksburg Cluster Elementary School (Clarksburg Village Site #2). The school is scheduled to open in September 2019. An FY 2019 appropriation is recommended for planning to begin the architectural design for Clarksburg Elementary School #9 with a scheduled opening in September 2021. In order for this project to be completed on this schedule, county and state funding must be provided at the levels recommended in this CIP.

Planning Study: A boundary study is recommended for Clarksburg Cluster Elementary School (Clarksburg Village Site #2) to create the service area for the new school. The scope of the study will include Cedar Grove and Wilson Wims elementary schools. The boundary study will begin in spring 2018 with Board of Education action scheduled for November 2018.

Clarksburg Elementary School

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

Capital Project: An FY 2019 appropriation is recommended for planning to begin the architectural design for Clarksburg Elementary School #9 with a scheduled opening in September 2021. 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 approved to open in September 2019 to relieve projected overutilization in the Clarksburg Cluster. An FY 2018 appropriation was approved to construct Clarksburg Cluster Elementary School (Clarksburg Village Site #2).

Planning Study: A boundary study is recommended for Clarksburg Cluster Elementary School (Clarksburg Village Site #2) to create the service area for the new school. The scope of the study will include Cedar Grove and Wilson Wims elementary schools. The boundary study will begin in spring 2018 with Board of Education action scheduled for November 2018.

Clarksburg Elementary School #9

Planning Issue: Enrollment continues to grow in the Clarksburg Cluster elementary schools. In order to address the growing space needs in these schools, a site selection study was approved to identify the location for a new elementary school in the cluster.

Capital Project: An FY 2018 appropriation was approved for facility planning to conduct a feasibility study to determine the scope and cost for the new school. An FY 2019 appropriation is recommended for planning to begin the architectural design for the new school with an opening in September 2021. In order for this project to remain 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. An FY 2014 appropriation was approved for facility planning to determine the feasibility, scope, and cost for a classroom addition. The current space deficit, is slightly above the minimum threshold of 92 seats or more for consideration of an addition project. Therefore, enrollment will continue to be monitored for consideration of a future CIP project, with relocatable classrooms utilized in the interim.

Wilson Wims Elementary School

Planning Issue: 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) and/or Clarksburg Cluster Elementary School #9 opens.

Capital Project: An FY 2018 appropriation was approved to construct Clarksburg Cluster Elementary School (Clarksburg Village Site #2). The school is scheduled to open in September 2019. An FY 2019 appropriation is recommended for planning to begin the architectural design for Clarksburg Elementary School #9 with a scheduled opening in September 2021. In order for this project to be completed on this schedule, county and state funding must be provided at the levels recommended in this CIP.

Planning Study: A boundary study is recommended for Clarksburg Cluster Elementary School (Clarksburg Village Site #2) to create the service area for the new school. The scope of the study will include Cedar Grove and Wilson Wims elementary schools. The boundary study will begin in spring 2018 with Board of Education action scheduled for November 2018.

CAPITAL PROJECTS

School	Project	Project Status*	Date of Completion
Clarksburg ES (Clarksburg Village Site #2)	New school	Approved	Sept. 2019
Clarksburg ES #9	New school	Recommended	Sept. 2021

*“Approved”—Project has an FY 2017 or FY 2018 appropriation approved in the Amended FY 2017–2022 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 a feasibility study.

*“Recommended”—Project has an FY 2019 appropriation recommended for planning or construction in the FY 2019–2024 CIP.

CLARKSBURG CLUSTER

Projected Enrollment and Space Availability Effects of the Recommended FY 2019–2024 CIP and Non-CIP Actions on Space Available

Schools			Actual	Projections							
			17-18	18-19	19-20	20-21	21-22	22-23	23-24	2027	2032
Clarksburg HS		Program Capacity	2034	2034	2034	2034	2034	2034	2034	2034	2034
		Enrollment	2153	2334	2399	2459	2739	2858	2896	3440	4080
		Available Space	(119)	(300)	(365)	(425)	(705)	(824)	(862)	(1406)	(2046)
		Comments	See text								
Neelsville		Program Capacity	914	914	914	914	914	914	914	914	914
		Enrollment	926	1006	1080	1089	1081	1068	1054	1100	1130
		Available Space	(12)	(92)	(166)	(175)	(167)	(154)	(140)	(186)	(216)
		Comments	See text								
Rocky Hill		Program Capacity	1020	1020	1020	1020	1020	1020	1020	1020	1020
		Enrollment	804	809	838	890	899	931	969	1090	1250
		Available Space	216	211	182	130	121	89	51	(70)	(230)
		Comments									
Hallie Wells MS		Program Capacity	982	982	982	982	982	982	982	982	982
		Enrollment	752	788	861	915	972	957	960	1130	1300
		Available Space	230	194	121	67	10	25	22	(148)	(318)
		Comments									
Cedar Grove ES		Program Capacity	418	418	418	418	418	418	418		
		Enrollment	612	609	598	590	611	622	622		
		Available Space	(194)	(191)	(180)	(172)	(193)	(204)	(204)		
		Comments	Boundary Study								
Clarksburg ES		Program Capacity	312	312	312	312	312	312	312		
		Enrollment	402	410	462	519	550	572	589		
		Available Space	(90)	(98)	(150)	(207)	(238)	(260)	(277)		
		Comments									
Clarksburg Cluster ES (Clarksburg Village #2)		Program Capacity			741	741	741	741	741		
		Enrollment			0	0	0	0	0		
		Available Space			741	741	741	741	741		
		Comments	Planning for new school		Opens						
Clarksburg ES #9		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	518	518	518	518	518	518	518		
		Enrollment	615	605	615	597	598	606	616		
		Available Space	(97)	(87)	(97)	(79)	(80)	(88)	(98)		
		Comments									
Fox Chapel ES	CSR	Program Capacity	683	683	683	683	683	683	683		
		Enrollment	620	605	620	615	613	624	626		
		Available Space	63	78	63	68	70	59	57		
		Comments									
William B. Gibbs, Jr. ES		Program Capacity	730	730	730	730	730	730	730		
		Enrollment	705	700	708	707	756	755	754		
		Available Space	25	30	22	23	(26)	(25)	(24)		
		Comments									
Little Bennett ES		Program Capacity	624	624	624	624	624	624	624		
		Enrollment	629	614	636	633	635	628	611		
		Available Space	(5)	10	(12)	(9)	(11)	(4)	13		
		Comments									
Wilson Wims ES		Program Capacity	752	752	752	752	752	752	752		
		Enrollment	1208	1220	1273	1311	1332	1359	1399		
		Available Space	(456)	(468)	(521)	(559)	(580)	(607)	(647)		
		Comments	Boundary Study								
Cluster Information		HS Utilization	106%	115%	118%	121%	135%	141%	142%	169%	201%
		HS Enrollment	2153	2334	2399	2459	2739	2858	2896	3440	4080
		MS Utilization	85%	89%	95%	99%	101%	101%	102%	114%	126%
		MS Enrollment	2482	2603	2779	2894	2952	2956	2983	3320	3680
		ES Utilization	119%	118%	122%	104%	92%	94%	95%	102%	110%
		ES Enrollment	4791	4763	4912	4972	5095	5166	5217	5610	6050

CLARKSBURG CLUSTER

Demographic Characteristics of Schools

Schools	2017-2018						2016-2017		
	Total Enrollment	Two or more races %	Black or Afr. Amer. %	Asian%	Hispanic %	White %	FARMS%*	ESOL%**	Mobility Rate%***
Clarksburg HS	2153	4.0%	28.8%	19.0%	28.1%	19.8%	27.0%	6.6%	10.5%
Neelsville MS	926	2.5%	33.2%	9.4%	48.7%	5.9%	60.2%	17.6%	18.8%
Rocky Hill MS	804	6.6%	24.5%	27.4%	16.7%	24.9%	22.7%	2.3%	8.9%
Hallie Wells MS	752	7.0%	20.3%	34.6%	13.0%	24.9%	17.7%	2.5%	13.1%
Cedar Grove ES	612	4.4%	11.8%	38.9%	10.6%	34.0%	9.8%	10.0%	10.0%
Clarksburg ES	404	7.4%	21.0%	37.6%	13.1%	20.3%	17.3%	15.0%	20.5%
Captain James Daly ES	615	3.3%	37.4%	6.2%	46.7%	6.3%	73.1%	35.1%	20.5%
Fox Chapel ES	620	4.7%	26.6%	17.3%	42.1%	9.0%	55.3%	32.1%	19.9%
William B. Gibbs Jr. ES	705	7.1%	27.2%	27.9%	18.2%	19.3%	32.7%	14.2%	12.5%
Little Bennett ES	629	7.6%	20.5%	29.4%	14.8%	27.3%	16.1%	9.8%	9.2%
Wilson Wims ES	1208	6.5%	14.5%	43.8%	13.3%	21.9%	10.8%	8.5%	9.7%
Elementary Cluster Total	4793	5.9%	21.9%	30.2%	21.9%	20.0%	29.4%	16.8%	13.8%
Elementary County Total	76590	5.3%	21.4%	14.0%	32.3%	26.6%	40.3%	23.2%	14.1%

*Percent of students approved for Free and Reduced-priced Meals Program (FARMS) during the 2016-2017 school year.

**Percent of English for Speakers of Other Languages (ESOL) during the 2016-2017 school year. High School students are served in regional ESOL centers.

***Mobility Rate is the number of entries plus withdrawals during the 2016-2017 school year compared to total enrollment.

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

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

Program Capacity Table

(School Year 2017-2018)

Program Capacity Table (School Year 2017–2018)		Special Education Services																															
		School Based	Cluster Based	Quad Cluster Based				County & Regional Based																									
Schools	Grades Served	Capacity (HS @90% MS@85%)	Total Rooms	Support Rooms	Regular Secondary @25	Regular Elementary @23	CSR Grades 1–2 @18	Pre-K @20	Pre-K @40	HS @20	CSR KIND @18	KIND @22	ESOL @15	METS @15	HSM @13	ELEM LAD @13	ELC @10	LANG @12	LFI @10	SCB @6	AAC@7	AUT @6	BRIDGE @10	DHOH @7	ED @10	EXTENSIONS @6	GT/LD @13	PD @7	PEP@6	PEP @12	PEP @18	VISION (Elementary) @7	OTHER
Clarksburg HS	9-12	2034	93		88								2												3								
Neelsville MS	6-8	914	45		40								3	2																			
Rocky Hill MS	6-8	1020	48		48																												
Hallie Wells MS	6-8	982	48		45																				3								
Cedar Grove ES	K-5	418	25	4		13						4			1							3											
Clarksburg ES	K-5	312	19	4		9						3				3																	
Captain James Daly ES	PreK-5	518	32	5		5	13		1		5					3																	
Fox Chapel ES	PreK-5	683	36	4		17	9		1		5																						
William B. Gibbs Jr. ES	K-5	730	37	4		23			1			4			1															2	2		
Little Bennett ES	K-5	624	34	4		21						4			1		4																
Wilson Wims ES	K-5	752	37	3		24						8																	1		1		

CLARKSBURG CLUSTER

Facility Characteristics of Schools 2017–2018

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		2		
Hallie Wells MS	2016		150,089	22.37				
Cedar Grove ES	1960	1987	57,037	10.1		7		Yes
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	10		Yes

DAMASCUS CLUSTER

SCHOOLS

Cedar Grove Elementary School

Planning Issue: 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 additional elementary schools in the Clarksburg Cluster. Relocatable classrooms will be utilized until Clarksburg Cluster Elementary School (Clarksburg Village Site #2) and/or Clarksburg Cluster Elementary School #9 opens.

Capital Project: An FY 2018 appropriation was approved to construct Clarksburg Cluster Elementary School (Clarksburg Village Site #2). The school is scheduled to open in September 2019. An FY 2019 appropriation is recommended for planning to begin the architectural design for Clarksburg Elementary School #9 with a scheduled opening in September 2021. In order for this project to be completed on this schedule, county and state funding must be provided at the levels recommended in this CIP.

Planning Study: A boundary study is recommended for Clarksburg Cluster Elementary School (Clarksburg Village Site #2) to create the service area for the new school. The scope of the study will include Cedar Grove and Wilson Wims elementary schools. The boundary study will begin in spring 2018 with Board of Education action scheduled for November 2018.

Clarksburg Cluster Elementary School (Clarksburg Village Site #2)

Capital Project: A new school is approved to open in September 2019 to relieve projected overutilization in the Clarksburg Cluster. An FY 2018 appropriation was approved to construct Clarksburg Cluster Elementary School (Clarksburg Village Site #2).

Planning Study: A boundary study is recommended for Clarksburg Cluster Elementary School (Clarksburg Village Site #2) to create the service area for the new school. The scope of the study will include Cedar Grove and Wilson Wims elementary schools. The boundary study will begin in spring 2018 with Board of Education action scheduled for November 2018.

Clarksburg Elementary School #9

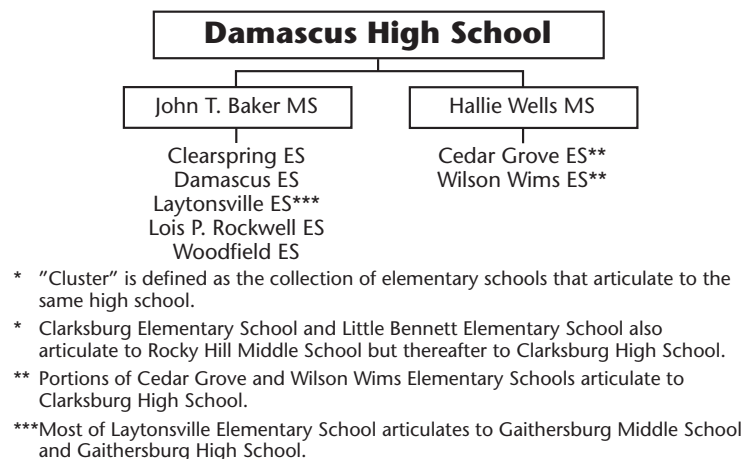
Planning Issue: Enrollment continues to grow in the Clarksburg Cluster elementary schools. In order to address the growing space needs in these schools, a site selection study was approved to identify the location for a new elementary school in the cluster.

Capital Project: An FY 2018 appropriation was approved for facility planning to conduct a feasibility study to determine the scope and cost for the new school. An FY 2019 appropriation is recommended for planning to begin the architectural design for the new school with an opening in September 2021. In order for this project to remain on this schedule, county and state funding must be provided at the levels recommended in this CIP.

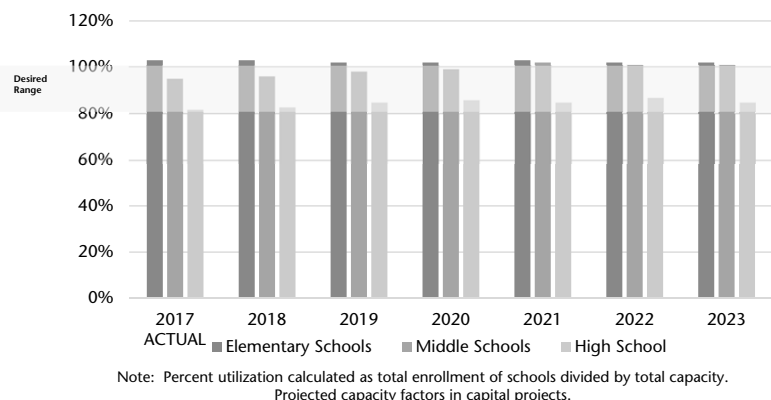
Damascus Elementary School

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

Damascus Cluster Articulation*



Damascus Cluster School Utilizations



CAPITAL PROJECTS

School	Project	Project Status*	Date of Completion
Clarksburg ES (Clarksburg Village Site #2)	New school	Approved	Sept. 2019
Clarksburg ES #9	New school	Recommended	Sept. 2021

*“Approved”—Project has an FY 2017 or FY 2018 appropriation approved in the Amended FY 2017–2022 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 a feasibility study.

*“Recommended”—Project has an FY 2019 appropriation recommended for planning or construction in the FY 2019–2024 CIP.

DAMASCUS CLUSTER

Projected Enrollment and Space Availability

Effects of the Recommended FY 2019–2024 CIP and Non–CIP Actions on Space Available

Schools			Actual	Projections							
			17–18	18–19	19–20	20–21	21–22	22–23	23–24	2027	2032
Damascus HS		Program Capacity	1556	1556	1556	1556	1556	1556	1556	1556	1556
		Enrollment	1271	1291	1320	1345	1329	1355	1324	1370	1410
		Available Space	285	265	236	211	227	201	232	186	146
		Comments									
John T. Baker MS		Program Capacity	728	728	728	728	728	728	728	728	728
		Enrollment	872	847	820	773	775	770	760	720	680
		Available Space	(144)	(119)	(92)	(45)	(47)	(42)	(32)	8	48
		Comments									
Hallie Wells MS		Program Capacity	982	982	982	982	982	982	982	982	982
		Enrollment	752	788	861	915	972	957	960	1130	1300
		Available Space	230	194	121	67	10	25	22	(148)	(318)
		Comments									
Cedar Grove ES		Program Capacity	418	418	418	418	418	418	418		
		Enrollment	612	609	598	590	611	622	622		
		Available Space	(194)	(191)	(180)	(172)	(193)	(204)	(204)		
		Comments	Boundary Study								
Clearspring ES		Program Capacity	642	642	642	642	642	642	642		
		Enrollment	665	681	678	680	701	662	648		
		Available Space	(23)	(39)	(36)	(38)	(59)	(20)	(6)		
		Comments									
Damascus ES		Program Capacity	351	351	351	351	351	351	351		
		Enrollment	331	336	339	346	343	354	382		
		Available Space	20	15	12	5	8	(3)	(31)		
		Comments									
Lois P. Rockwell ES		Program Capacity	536	536	536	536	536	536	536		
		Enrollment	470	474	474	474	473	467	468		
		Available Space	66	62	62	62	63	69	68		
		Comments									
Woodfield ES		Program Capacity	399	399	399	399	399	399	399		
		Enrollment	328	320	305	306	300	277	282		
		Available Space	71	79	94	93	99	122	117		
		Comments									
Cluster Information		HS Utilization	82%	83%	85%	86%	85%	87%	85%	88%	91%
		HS Enrollment	1271	1291	1320	1345	1329	1355	1324	1370	1410
		MS Utilization	95%	96%	98%	99%	102%	101%	101%	108%	116%
		MS Enrollment	1624	1635	1681	1688	1747	1727	1720	1850	1980
		ES Utilization	103%	103%	102%	102%	103%	102%	102%	103%	103%
		ES Enrollment	2406	2420	2394	2396	2428	2382	2402	2410	2410

DAMASCUS CLUSTER

Demographic Characteristics of Schools

Schools	2017–2018						2016–2017		
	Total Enrollment	Two or more races %	Black or Afr. Amer. %	Asian%	Hispanic %	White %	FARMS%*	ESOL%**	Mobility Rate%***
Damascus HS	1271	4.9%	11.4%	8.6%	18.8%	55.7%	15.2%	0.8%	6.3%
John T Baker MS	872	5.2%	12.2%	6.2%	25.1%	51.0%	19.8%	3.7%	6.5%
Hallie Wells MS	752	7.0%	20.3%	34.6%	13.0%	24.9%	17.7%	2.5%	13.1%
Cedar Grove ES	612	4.4%	11.8%	38.9%	10.6%	34.0%	9.8%	10.0%	10.0%
Clearspring ES	666	9.0%	21.3%	13.2%	20.4%	35.7%	29.2%	8.3%	8.5%
Damascus ES	331	6.9%	6.3%	3.0%	30.2%	53.2%	25.9%	18.8%	13.8%
Lois P. Rockwell ES	470	5.3%	12.1%	10.9%	23.8%	47.4%	19.8%	11.1%	5.7%
Woodfield ES	328	7.0%	7.6%	6.7%	22.6%	55.8%	20.2%	8.0%	6.6%
Elementary Cluster Total	2407	6.6%	13.2%	17.0%	20.2%	42.7%	20.4%	10.6%	8.9%
Elementary County Total	76590	5.3%	21.4%	14.0%	32.3%	26.6%	40.3%	23.2%	14.1%

*Percent of students approved for Free and Reduced-priced Meals Program (FARMS) during the 2016–2017 school year.

**Percent of English for Speakers of Other Languages (ESOL) during the 2016–2017 school year. High School students are served in regional ESOL centers.

***Mobility Rate is the number of entries plus withdrawals during the 2016–2017 school year compared to total enrollment.

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

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

Program Capacity Table

(School Year 2017–2018)

Special Education Services																																		
School Based		Cluster Based		Quad Cluster Based				County & Regional Based																										
METS @15	HSM @13	ELEM LAD @13	ELC @10	LANG @12	LFI @10	SCB @6	AAC@7	AUT @6	BRIDGE @10	DHOH @7	ED @10	EXTENSIONS @6	GT/LD @13	PD @7	PEP@6	PEP @12	PEP @18	VISION (Elementary) @7	OTHER															
					3	4																												
					2	2					3																							
	1							3																										
	1		4																															
	1					3																												
	1																																	
	1							3																										

DAMASCUS CLUSTER

Facility Characteristics of Schools 2017–2018

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			
Hallie Wells MS	2016		150,089	22.37				
Cedar Grove ES	1960	1987	57,037	10.1		7		Yes
Clearspring ES	1988		77,535	10	Yes			Yes
Damascus ES	1934	1980	53,239	9.4				Yes
Lois P. Rockwell ES	1992		75,520	10.6				Yes
Woodfield ES	1962	1985	53,212	10				Yes

DOWNCOUNTY CONSORTIUM

CONSORTIUM PLANNING ISSUES

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

Elementary and secondary school service area maps are included in Appendix Y for the five consortium high schools. The articulation patterns for the schools are shown on pages 4-3 and 4-4. Students that reside in a base area are guaranteed to attend the high school 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 Wheaton CBD and Vicinity Sector Plan, adopted in 2012, provides for up to 7,060 mostly multi-family residential units. The majority of these housing units require the redevelopment of the Westfield Wheaton Mall. The 2013 adopted Glenmont Sector Plan provides for up to 5,800 mostly multi-family residential units. A future elementary school site is included in the Glenmont Sector Plan. This plan requires the redevelopment of existing land uses, including the Glenmont Shopping Center, to achieve build-out density. The 2013 adopted Long Branch Sector Plan provides for approximately 5,000 mostly multi-family residential units. This plan requires the redevelopment of existing land uses and funding for the Purple Line to achieve build-out density. It is anticipated that each of these plans will take 20 to 30 years to build-out, and the pace of construction will be market driven. Other land-use plans that will impact the cluster include the forthcoming Greater Lyttonsville and White Flint 2 Sector Plans, which have yet to be adopted.

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 reached 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.

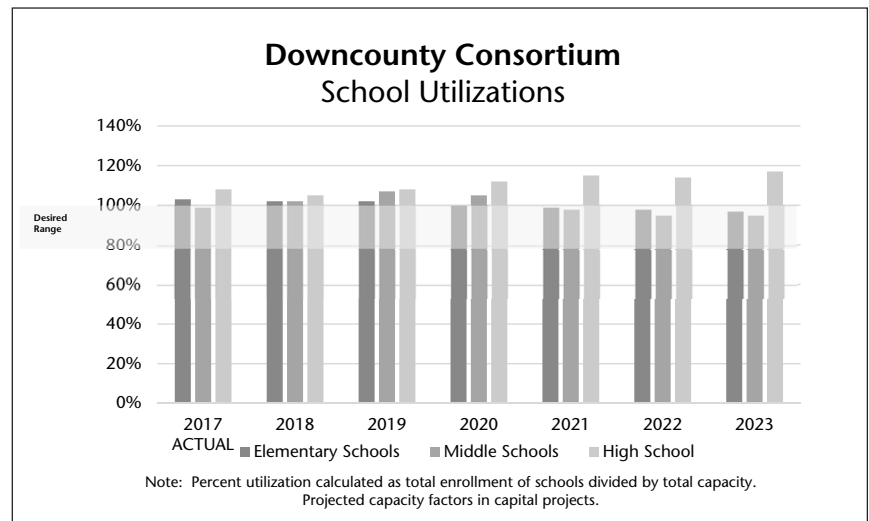
At the middle school level, facility planning funds were approved for feasibility studies to determine the scope, cost, and feasibility of classroom additions at the following schools: Col. E. Brooke Lee, A. Mario Loiederman, Parkland, Silver Spring International, and Takoma Park middle schools. The 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 was conducted during spring 2017 for the Downcounty Consortium high schools to study the possibility of adding capacity to the Downcounty Consortium through classroom additions at Montgomery Blair, Albert Einstein, John F. Kennedy, and/or Northwood high schools. As part of the revitalization/expansion project at Wheaton High School, the building shell of the 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 to address the enrollment growth at Wheaton High School.

In addition to these capacity studies, the superintendent of schools convened the Woodward High School Reopening and Nontraditional Facilities Study Group in spring 2017 that included the Downcounty Consortium high schools along with Bethesda-Chevy Chase, Walter Johnson, and Walt Whitman high schools to develop ideas to study the reopening of the former Woodward High School. The study group also explored alternative programmatic, career technology education, or other educational options for high school students through the use of nontraditional facilities to address space deficits at these high schools as well as high schools countywide.

For additional information related to this study please refer to the MCPS website at the following link: <http://www.montgomeryschoolsmd.org/departments/planning/workgroups.aspx>

Recommendations to address the overutilization at the high school level are described in the schools section below.



SCHOOLS

Montgomery Blair High School

Planning Study: There are urgent space needs in the Downcounty Consortium high schools. To address these space needs, a capacity study was conducted to study the possibility of adding space 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 build out of the master planned classroom shell was approved with a completion date of September 2018. In addition to these capacity studies, the superintendent of schools convened the Woodward High School Reopening and Nontraditional Facilities Study Group in spring 2017 that included the Downcounty Consortium high schools along with Bethesda-Chevy Chase, Walter Johnson, and Walt Whitman high schools to develop ideas to study the reopening of the former Woodward High School. The study group also explored alternative programmatic, career technology education, or other educational options for high school students through the use of nontraditional facilities to address space deficits at these high schools as well as high schools countywide. For additional information related to this study please refer to the MCPS website at the following link: <http://www.montgomeryschoolsmd.org/departments/planning/workgroups.aspx>

Capital Project: To address the urgent space needs in the Downcounty Consortium high schools, expenditures are recommended to construct additional capacity and provide the instructional support spaces needed for 2,700 students at Northwood High School. Therefore, an FY 2019 appropriation is recommended to begin this project. Additionally, expenditures are recommended to reopen Woodward High School to address the remaining space deficits in the Downcounty Consortium high schools and Walter Johnson High School. An

FY 2019 appropriation is recommended for planning funds to reopen Woodward High School. The current Woodward High School facility is significantly smaller than the proposed 2,700 student capacity. An addition, as the first phase of the project, is recommended to provide some of the needed capacity and for flexibility during construction. An FY 2019 appropriation is recommended for planning and construction funds for the first phase. Once planning is complete, recommendations will be included in the next full CIP regarding the phasing and completion dates for both high school projects.

Albert Einstein High School

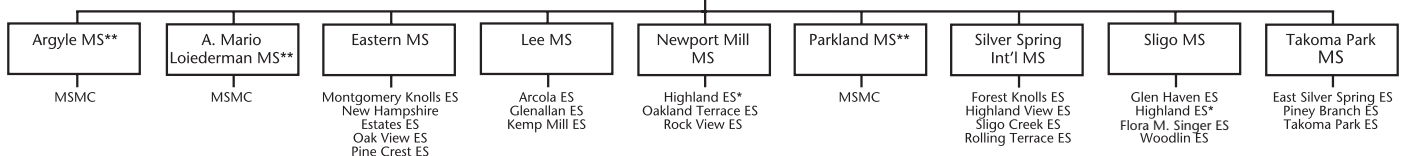
Planning Study: There are urgent space needs in the Downcounty Consortium high schools. To address these space needs, a capacity study was conducted to study the possibility of adding space through classroom additions at Montgomery Blair, Albert Einstein, John F. Kennedy, and/or Northwood high schools. As part of the revitalization/expansion project at Wheaton High School, the build out of the master planned classroom shell is approved with a completion date of September 2018. In addition to these capacity studies, the superintendent of schools convened the Woodward High School Reopening and Nontraditional Facilities Study Group in spring 2017 that included the Downcounty Consortium high schools along with Bethesda-Chevy Chase, Walter Johnson, and Walt Whitman high schools to develop ideas to study the reopening of the former Woodward High School. The study group also explored alternative programmatic, career technology education, or other educational options for high school students through the use of nontraditional facilities to address space deficits at these high schools as well as high schools countywide. For additional information related to this study please refer to the MCPS website at the following link: <http://www.montgomeryschoolsmd.org/departments/planning/workgroups.aspx>

Downcounty Consortium Articulation

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

Downcounty Consortium High Schools

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



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

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

Capital Project: To address the urgent space needs in the Downcounty Consortium high schools, expenditures are recommended to construct additional capacity and provide the instructional support spaces needed for 2,700 students at Northwood High School. Therefore, an FY 2019 appropriation is recommended to begin this project. Additionally, expenditures are recommended to reopen Woodward High School to address the remaining space deficits in the Downcounty Consortium high schools and Walter Johnson High School. An FY 2019 appropriation is recommended for planning funds to reopen Woodward High School. The current Woodward High School facility is significantly smaller than the proposed 2,700 student capacity. An addition, as the first phase of the project, is recommended to provide some of the needed capacity and for flexibility during construction. An FY 2019 appropriation is recommended for planning and construction funds for the first phase. Once planning is complete, recommendations will be included in the next full CIP regarding the phasing and completion dates for both high school projects.

John F. Kennedy High School

Planning Study: There are urgent space needs in the Downcounty Consortium high schools. To address these space needs, a capacity study was conducted to study the possibility of adding space 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 build out of the master planned classroom shell is approved with a completion date of September 2018. In addition to these capacity studies, the superintendent of schools convened the Woodward High School Reopening and Nontraditional Facilities Study Group in spring 2017 that included the Downcounty Consortium high schools along with Bethesda-Chevy Chase, Walter Johnson, and Walt Whitman high schools to develop ideas to study the reopening of the former Woodward High School. The study group also explored alternative programmatic, career technology education, or other educational options for high school students through the use of nontraditional facilities to address space deficits at these high schools as well as high schools countywide. For additional information related to this study please refer to the MCPS website at the following link: <http://www.montgomeryschoolsmd.org/departments/planning/workgroups.aspx>

Capital Project: To address the urgent space needs in the Downcounty Consortium high schools, expenditures are recommended to construct additional capacity and provide the instructional support spaces needed for 2,700 students at Northwood High School. Therefore, an FY 2019 appropriation is recommended to begin this project. Additionally, expenditures are recommended to reopen Woodward High School to address the remaining space deficits in the Downcounty Consortium high schools and Walter Johnson High School. An FY 2019 appropriation is recommended for planning funds to reopen Woodward High School. The current Woodward High

School facility is significantly smaller than the proposed 2,700 student capacity. An addition, as the first phase of the project, is recommended to provide some of the needed capacity and for flexibility during construction. An FY 2019 appropriation is recommended for planning and construction funds for the first phase. Once planning is complete, recommendations will be included in the next full CIP regarding the phasing and completion dates for both high school projects.

Capital Project: To provide capacity in the Downcounty Consortium, an addition is recommended for John F. Kennedy High School. An FY 2019 appropriation for planning funds is recommended to begin the architectural design for an addition project. The recommended completion date is September 2022. In order for this project to be completed on this schedule, county and state funding must be provided at the levels recommended in this CIP.

Northwood High School

Planning Study: There are urgent space needs in the Downcounty Consortium high schools. To address these space needs, a capacity study was conducted to study the possibility of adding space 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 build out of the master planned classroom shell is approved with a completion date of September 2018. In addition to these capacity studies, the superintendent of schools convened the Woodward High School Reopening and Nontraditional Facilities Study Group in spring 2017 that included the Downcounty Consortium high schools along with Bethesda-Chevy Chase, Walter Johnson, and Walt Whitman high schools to develop ideas to study the reopening of the former Woodward High School. The study group also explored alternative programmatic, career technology education, or other educational options for high school students through the use of nontraditional facilities to address space deficits at these high schools as well as high schools countywide. For additional information related to this study please refer to the MCPS website at the following link: <http://www.montgomeryschoolsmd.org/departments/planning/workgroups.aspx>

Capital Project: To address the urgent space needs in the Downcounty Consortium high schools, expenditures are recommended to construct additional capacity and provide the instructional support spaces needed for 2,700 students at Northwood High School. Therefore, an FY 2019 appropriation is recommended to begin this project. Additionally, expenditures are recommended to reopen Woodward High School to address the remaining space deficits in the Downcounty Consortium high schools and Walter Johnson High School. An FY 2019 appropriation is recommended for planning funds to reopen Woodward High School. The current Woodward High School facility is significantly smaller than the proposed 2,700 student capacity. An addition, as the first phase of the project,

is recommended to provide some of the needed capacity and for flexibility during construction. An FY 2019 appropriation is recommended for planning and construction funds for the first phase. Once planning is complete, recommendations will be included in the next full CIP regarding the phasing and completion dates for both high school projects.

Wheaton High School

Planning Study: Wheaton High School and Thomas Edison High School of Technology (TEHST) are located on the same site and shared one facility. 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 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 facility for Wheaton High School. The Wheaton High School facility was completed in January 2016 while the Thomas Edison High School of Technology facility is scheduled for completion in September 2018 and restoration of the site is scheduled for completion in September 2019. In order to address the projected enrollment at Wheaton High School, an FY 2017 appropriation was approved to build out of the master planned classroom shell with a completion date of September 2018.

Planning Study: There are urgent space needs in the Downcounty Consortium high schools. To address these space needs, a capacity study was conducted to study the possibility of adding space through classroom additions at Montgomery Blair, Albert Einstein, John F. Kennedy, and/or Northwood high schools. In addition to these capacity studies, the superintendent of schools convened the Woodward High School Reopening and Nontraditional Facilities Study Group in spring 2017 that included the Downcounty Consortium high schools along with Bethesda-Chevy Chase, Walter Johnson, and Walt Whitman high schools to develop ideas to study the reopening of the former Woodward High School. The study group also explored alternative programmatic, career technology education, or other educational options for high school students through the use of nontraditional facilities to address space deficits at these high schools as well as high schools countywide. For additional information related to this study please refer to the MCPS website at the following link: <http://www.montgomeryschoolsmd.org/departments/planning/workgroups.aspx>

Eastern Middle School

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

Col. E. Brooke Lee Middle School

Capital Project: Projections indicate enrollment at Col. E. Brooke Lee Middle School will exceed capacity by 150 seats or more by the end of the six-year period. Therefore expenditures are recommended to address the overutilization at this school, as well as to address the building systems to accommodate a 1,200 student capacity. An FY 2019 appropriation for planning funds is recommended to begin the architectural design for this project with a scheduled completion of September 2021. Relocatable classrooms will be utilized until additional capacity can be added. In order for this project to be completed on this schedule, county and state funding must be provided at the levels recommended in this CIP.

A. Mario Loiederman Middle School

Capital Project: Previous projections 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, therefore, an FY 2014 appropriation was approved for facility planning to determine the feasibility, scope, and cost for a classroom addition. The current space deficit, however, does not meet the minimum threshold of 150 seats or more for consideration of an addition project. Therefore, enrollment will continue to be monitored and relocatable classrooms will be utilized.

Capital Project: An FY 2019 appropriation is recommended as part of the Building Modifications and Program Improvements Program to provide a black box theater to support the Creative and Performing Arts Magnet program.

Parkland Middle School

Capital Project: Projections indicate that enrollment at Parkland Middle School will exceed capacity by 150 seats or more by the end of the six-year planning period. An FY 2019 appropriation for planning funds is recommended to begin the architectural design for an addition project. The recommended completion date is September 2021. Relocatable classrooms will be utilized until additional capacity can be added. In order for this project to be completed on this schedule, county and state funding must be provided at the levels recommended in this CIP.

Silver Spring International Middle School

Capital Project: Projections indicate that enrollment at Silver Spring International Middle School is increasing and will exceed capacity throughout the six-year planning period. In addition to the enrollment growth, the gymnasiums and locker rooms are located in a separate building, down a steep hill, which impacts the accessibility and administration of the physical education program at the school. Also, the construction of the Purple Line will impact the school site and outdoor programmatic spaces that will need to be addressed. Therefore, an FY 2019 appropriation for planning funds is recommended to begin the architectural design for this project. The recommended completion date is September 2022. 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.

Takoma Park Middle School

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

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. As a result of the capacity study, the Board of Education approved several addition projects. The Board of Education also approved a feasibility study to explore the possibility of opening an elementary school in the Downcounty Consortium to address the space deficits at these elementary schools. Based on the outcome of an internal staff review and evaluation for a new elementary school, on August 31, 2017, the Board of Education authorized that a site selection committee be formed to evaluate potential elementary school sites in the lower portion of the Downcounty Consortium. The site selection process will begin fall 2017, with Board of Education action in March 2018. The adopted CIP includes funding for five elementary school addition projects and, at this time, those projects will continue based on the approved schedule.

Capital Project: As a result of the capacity study, the Board of Education approved an addition project at East Silver Spring Elementary School to relieve overutilization at Rolling Terrace Elementary School. The recommended CIP will continue to reflect the approved schedule for this project, including an

FY 2019 appropriation to begin the architectural design for the addition project, pending the outcome of the elementary school site selection process. Any adjustments to the project will be recommended once the site selection process is complete.

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. As a result of the capacity study, the Board of Education approved several addition projects. The Board of Education also approved a feasibility study to explore the possibility of opening an elementary school in the Downcounty Consortium to address the space deficits at these elementary schools. Based on the outcome of an internal staff review and evaluation for a new elementary school, on August 31, 2017, the Board of Education authorized that a site selection committee be formed to evaluate potential elementary school sites in the lower portion of the Downcounty Consortium. The site selection process will begin fall 2017, with Board of Education action in March 2018. The adopted CIP includes funding for five elementary school addition projects and, at this time, those projects will continue based on the approved schedule.

Capital Project: As a result of the capacity study, the Board of Education approved an addition project at East Silver Spring Elementary School to relieve overutilization at Rolling Terrace Elementary School. The recommended CIP will continue to reflect the approved schedule for this project, including an FY 2019 appropriation to begin the architectural design for the addition project, pending the outcome of the elementary school site selection process. Any adjustments to the project will be recommended once the site selection process is complete.

Highland Elementary School

Planning Study: A boundary study was conducted in fall 2016 to explore the possible reassignment of the area of Highland Elementary School, currently assigned to Sligo Middle School to Newport Middle School. Representatives from Highland Elementary School and Newport Mill and Sligo middle schools participated in the boundary study. The Board of Education took action to reassign the area from Sligo Middle School to Newport Middle School on March 30, 2017. The Board of Education action is available on the MCPS website on the following link: <http://gis.mcpsmd.org/boundarystudypdfs/HighlandGreensheet.pdf>

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. As a result of the capacity study, the Board of Education approved several addition projects. The Board of Education also approved a feasibility study to explore the possibility of opening an elementary school in the Downcounty Consortium to address the space deficits at these elementary schools. Based on the outcome of an internal staff review and evaluation for a new elementary school, on August 31, 2017, the Board of Education authorized that a site selection committee be formed to evaluate potential elementary school sites in the lower portion of the Downcounty Consortium. The site selection process will begin fall 2017, with Board of Education action in March 2018. The adopted CIP includes funding for five elementary school addition projects and, at this time, those projects will continue based on the approved schedule.

Capital Project: A feasibility study for a classroom addition was conducted in FY 2010. Projections indicate that enrollment at Highland View Elementary School will exceed capacity throughout the six-year planning period. As indicated above, the Board of Education approved a site selection process to evaluate potential elementary school sites in the lower portion of the Downcounty Consortium. Therefore, at this time, no funds are recommended for an addition project until the site selection process is complete. Relocatable classrooms will be utilized to accommodate the enrollment.

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. As a result of the capacity study, the Board of Education approved several addition projects. The Board of Education also approved a feasibility study to explore the possibility of opening an elementary school in the Downcounty Consortium to address the space deficits at these elementary schools. Based on the outcome of an internal staff review and evaluation for a new elementary school, on August 31, 2017, the Board of Education authorized that a site selection committee be formed to evaluate potential elementary school sites in the lower portion of the Downcounty Consortium. The site selection process will begin fall 2017, with Board of Education action in March 2018. The adopted CIP includes funding for five elementary

school addition projects and, at this time, those projects will continue based on the approved schedule.

Capital Project: As a result of the capacity study, the Board of Education approved an addition project at East Silver Spring Elementary School to relieve overutilization at Rolling Terrace Elementary School. The recommended CIP will continue to reflect the approved schedule for this project, including an FY 2019 appropriation to begin the architectural design for the addition project, pending the outcome of the elementary school site selection process. Any adjustments to the project will be recommended once the site selection process is complete.

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. As a result of the capacity study, the Board of Education approved several addition projects. The Board of Education also approved a feasibility study to explore the possibility of opening an elementary school in the Downcounty Consortium to address the space deficits at these elementary schools. Based on the outcome of an internal staff review and evaluation for a new elementary school, on August 31, 2017, the Board of Education authorized that a site selection committee be formed to evaluate potential elementary school sites in the lower portion of the Downcounty Consortium. The site selection process will begin fall 2017, with Board of Education action in March 2018. The adopted CIP includes funding for five elementary school addition projects and, at this time, those projects will continue based on the approved schedule.

Capital Project: As a result of the capacity study, the Board of Education approved an addition project at East Silver Spring Elementary School to relieve overutilization at Rolling Terrace Elementary School. The recommended CIP will continue to reflect the approved schedule for this project, including an FY 2019 appropriation to begin the architectural design for the addition project, pending the outcome of the elementary school site selection process. Any adjustments to the project will be recommended once the site selection process is complete.

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. As a result of

the capacity study, the Board of Education approved several addition projects. The Board of Education also approved a feasibility study to explore the possibility of opening an elementary school in the Downcounty Consortium to address the space deficits at these elementary schools. Based on the outcome of an internal staff review and evaluation for a new elementary school, on August 31, 2017, the Board of Education authorized that a site selection committee be formed to evaluate potential elementary school sites in the lower portion of the Downcounty Consortium. The site selection process will begin fall 2017, with Board of Education action in March 2018. The adopted CIP includes funding for five elementary school addition projects and, at this time, those projects will continue based on the approved schedule.

Capital Project: Piney Branch Elementary School is located on the smallest site in the county at 1.9 acres and there is little to no room for relocatable classrooms to accommodate overutilization at the school. To address the current and projected overutilization at the school, an addition project was approved at Piney Branch Elementary School with a completion date of September 2021. An FY 2017 appropriation for facility planning was approved to conduct a feasibility study to determine the feasibility, scope and cost of the project. An FY 2019 appropriation is recommended to begin the architectural design for an addition project. The recommended completion date is September 2021. 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.

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. As a result of the capacity study, the Board of Education approved several addition projects. The Board of Education also approved a feasibility study to explore the possibility of opening an elementary school in the Downcounty Consortium to address the space deficits at these elementary schools. Based on the outcome of an internal staff review and evaluation for a new elementary school, on August 31, 2017, the Board of Education authorized that a site selection committee be formed to evaluate potential elementary school sites in the lower portion of the Downcounty Consortium. The site selection process will begin fall 2017, with Board of Education action in March 2018. The adopted CIP includes funding for five elementary school addition projects and, at this time, those projects will continue based on the approved schedule.

Capital Project: As a result of the capacity study, the Board of Education approved an addition project at East Silver Spring Elementary School to relieve overutilization at Rolling Terrace Elementary School. The recommended CIP will continue to reflect the approved schedule for this project, including an FY 2019 appropriation to begin the architectural design for the addition project, pending the outcome of the elementary school site selection process. Any adjustments to the project will be recommended once the site selection process is complete.

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. As a result of the capacity study, the Board of Education approved several addition projects. The Board of Education also approved a feasibility study to explore the possibility of opening an elementary school in the Downcounty Consortium to address the space deficits at these elementary schools. Based on the outcome of an internal staff review and evaluation for a new elementary school, on August 31, 2017, the Board of Education authorized that a site selection committee be formed to evaluate potential elementary school sites in the lower portion of the Downcounty Consortium. The site selection process will begin fall 2017, with Board of Education action in March 2018. The adopted CIP includes funding for five elementary school addition projects and, at this time, those projects will continue based on the approved schedule.

Capital Project: As a result of the capacity study, the Board of Education approved an addition project at East Silver Spring Elementary School to relieve overutilization at Rolling Terrace Elementary School. The recommended CIP will continue to reflect the approved schedule for this project, including an FY 2019 appropriation to begin the architectural design for the addition project, pending the outcome of the elementary school site selection process. Any adjustments to the project will be recommended once the site selection process is complete.

CAPITAL PROJECTS

School	Project	Project Status*	Date of Completion
John F. Kennedy HS	Classroom addition	Recommended	Sept. 2022
Northwood HS	Classroom addition and Facility upgrades	Recommended	TBD
Wheaton HS	Revitalization/ expansion	Approved	Jan. 2016 Sept. 2019, site
	Addition	Approved	Sept. 2018
Col. E. Brooke Lee MS	Classroom addition and Facility upgrades	Recommended	Sept. 2021
Parkland MS	Classroom addition	Recommended	Sept. 2021
Silver Spring International MS	Classroom addition	Recommended	Sept. 2022
Takoma Park MS	Classroom addition	Approved	Sept. 2020
East Silver Spring ES	Classroom addition	Recommended	Sept. 2022
Montgomery Knolls ES	Classroom addition	Approved	Sept. 2020
Pine Crest ES	Classroom addition	Approved	Sept. 2020
Piney Branch ES	Classroom addition	Recommended	Sept. 2021
Woodlin ES	Classroom addition	Recommended	Sept. 2022

*Approved"—Project has an FY 2017 or FY 2018 appropriation approved in the Amended FY 2017–2022 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 a feasibility study.

*Recommended"—Project has an FY 2019 appropriation recommended for planning or construction in the FY 2019–2024 CIP.

DOWNCOUNTY CONSORTIUM

Projected Enrollment and Space Availability

Effects of the Recommended FY 2019–2024 CIP and Non-CIP Actions on Space Available

Schools		Actual 17–18	Projections							
			18–19	19–20	20–21	21–22	22–23	23–24	2027	2032
Montgomery Blair HS	Program Capacity	2920	2920	2920	2920	2920	2920	2920	2920	2920
	Enrollment	3095	3168	3243	3379	3446	3587	3616	4030	4500
	Available Space	(175)	(248)	(323)	(459)	(526)	(667)	(696)	(1110)	(1580)
	Comments									
Albert Einstein HS	Program Capacity	1612	1612	1612	1612	1612	1612	1612	1612	1612
	Enrollment	1805	1824	1942	2039	2147	2226	2260	2660	3100
	Available Space	(193)	(212)	(330)	(427)	(535)	(614)	(648)	(1048)	(1488)
	Comments									
John F. Kennedy HS	Program Capacity	1816	1816	1816	1816	1816	2221	2221	2221	2221
	Enrollment	1746	1789	1850	1951	2052	2124	2171	2520	2920
	Available Space	70	27	(34)	(135)	(236)	97	50	(299)	(699)
	Comments		Planning for Addition				Addition Complete			
Northwood HS	Program Capacity	1517	1517	1517	1517	1517	1517	1517	1517	1517
	Enrollment	1732	1824	1846	1913	1963	2008	2142	2340	2650
	Available Space	(215)	(307)	(329)	(396)	(446)	(491)	(625)	(823)	(1133)
	Comments		Planning for Addition							
Wheaton HS	Program Capacity	1721	2279	2279	2279	2279	2279	2279	2279	2279
	Enrollment	1966	2067	2124	2109	2092	2113	2138	2160	2210
	Available Space	(245)	212	155	170	187	166	141	119	69
	Comments		Addition Complete							
Argyle MS	Program Capacity	914	914	914	914	914	914	914	914	914
	Enrollment	990	1026	1061	1037	1043	1024	1021	1010	1090
	Available Space	(76)	(112)	(147)	(123)	(129)	(110)	(107)	(96)	(176)
	Comments									
Eastern MS	Program Capacity	1012	1012	1012	1012	1012	1012	1012	1012	1012
	Enrollment	971	1021	1046	1034	1013	1036	1025	1020	1020
	Available Space	41	(9)	(34)	(22)	(1)	(24)	(13)	(8)	(8)
	Comments									
Col. E. Brooke Lee MS	Program Capacity	727	727	727	727	1205	1205	1205	1205	1205
	Enrollment	758	813	877	965	992	985	973	1150	1310
	Available Space	(31)	(86)	(150)	(238)	213	220	232	55	(105)
	Comments		Planning for Addition			Addition Complete				
A. Mario Loiederman MS	Program Capacity	871	871	871	871	871	871	871	871	871
	Enrollment	945	921	873	884	866	849	850	790	730
	Available Space	(74)	(50)	(2)	(13)	5	22	21	81	141
	Comments									
Newport Mill MS	Program Capacity	825	825	825	825	825	825	825	825	825
	Enrollment	626	663	694	669	658	687	660	660	660
	Available Space	198	162	131	156	166	138	164	165	165
	Comments									
Parkland MS	Program Capacity	948	948	948	948	1203	1203	1203	1203	1203
	Enrollment	1001	1087	1154	1163	1148	1126	1127	1150	1170
	Available Space	(53)	(139)	(206)	(215)	55	77	76	53	33
	Comments		Planning for Addition			Addition Complete				
Silver Spring International MS	Program Capacity	1107	1107	1107	1107	1107	1300	1300	1300	1300
	Enrollment	1085	1111	1146	1187	1233	1215	1222	1340	1450
	Available Space	22	(4)	(39)	(80)	(126)	85	78	(40)	(150)
	Comments		Planning for Addition				Addition Complete			
Sligo MS	Program Capacity	928	928	928	928	928	928	928	928	928
	Enrollment	724	725	812	900	970	936	930	1150	1360
	Available Space	204	203	116	28	(42)	(8)	(2)	(222)	(432)
	Comments									
Takoma Park MS	Program Capacity	939	939	939	1306	1306	1306	1306	1306	1306
	Enrollment	1090	1101	1193	1237	1286	1233	1242	1380	1500
	Available Space	(151)	(162)	(254)	69	20	73	64	(74)	(194)
	Comments	Planning for Addition			Addition Complete					

DOWNCOUNTY CONSORTIUM

Schools			Actual	Projections						2027	2032
			17-18	18-19	19-20	20-21	21-22	22-23	23-24		
Arcola ES	CSR	Program Capacity	659	659	659	659	659	659	659		
		Enrollment	687	668	647	647	647	639	643		
		Available Space	(28)	(9)	12	12	12	20	16		
		Comments									
Bel Pre ES Grades (pre-K-2) Paired With Strathmore ES	CSR	Program Capacity	640	640	640	640	640	640	640		
		Enrollment	594	580	585	566	571	569	567		
		Available Space	46	60	55	74	69	71	73		
		Comments									
Brookhaven ES	CSR	Program Capacity	475	475	475	475	475	475	475		
		Enrollment	475	474	472	471	467	456	445		
		Available Space	0	1	3	4	8	19	30		
		Comments									
East Silver Spring ES	CSR	Program Capacity	565	565	565	565	565	640	640		
		Enrollment	544	548	552	536	517	500	503		
		Available Space	21	17	13	29	48	140	137		
		Comments		Planning for Addition				Addition Complete			
Forest Knolls ES	CSR	Program Capacity	549	549	549	549	549	549	549		
		Enrollment	737	741	766	772	761	791	769		
		Available Space	(188)	(192)	(217)	(223)	(212)	(242)	(220)		
		Comments									
Georgian Forest ES	CSR	Program Capacity	649	649	649	649	649	649	649		
		Enrollment	641	630	639	632	631	624	638		
		Available Space	8	19	10	17	18	25	11		
		Comments									
Glen Haven ES	CSR	Program Capacity	581	581	581	581	581	581	581		
		Enrollment	496	497	502	496	506	501	521		
		Available Space	85	84	79	85	75	80	60		
		Comments									
Glenallan ES	CSR	Program Capacity	762	762	762	762	762	762	762		
		Enrollment	722	722	746	752	763	765	787		
		Available Space	40	40	16	10	(1)	(3)	(25)		
		Comments									
Harmony Hills ES	CSR	Program Capacity	709	709	709	709	709	709	709		
		Enrollment	735	715	727	709	726	723	730		
		Available Space	(26)	(6)	(18)	0	(17)	(14)	(21)		
		Comments									
Highland ES	CSR	Program Capacity	535	535	535	535	535	535	535		
		Enrollment	583	581	585	579	571	579	575		
		Available Space	(48)	(46)	(50)	(44)	(36)	(44)	(40)		
		Comments									
Highland View ES	CSR	Program Capacity	288	288	288	288	288	288	288		
		Enrollment	397	415	417	414	413	406	410		
		Available Space	(109)	(127)	(129)	(126)	(125)	(118)	(122)		
		Comments									
Kemp Mill ES	CSR	Program Capacity	463	463	463	463	463	463	463		
		Enrollment	535	527	530	526	525	525	544		
		Available Space	(72)	(64)	(67)	(63)	(62)	(62)	(81)		
		Comments									
Montgomery Knolls ES Grades (K-2) Paired With Pine Crest ES	CSR	Program Capacity	537	537	537	681	681	681	681		
		Enrollment	498	505	515	525	521	521	530		
		Available Space	39	32	22	156	160	160	151		
		Comments	Planning for Addition			Addition Complete					
New Hampshire Estates ES Grades (pre-K-2) Paired With Oak View ES	CSR	Program Capacity	475	475	475	475	475	475	475		
		Enrollment	463	468	474	458	460	461	462		
		Available Space	12	7	1	17	15	14	13		
		Comments									
Oak View ES Grades (3-5) Paired With New Hampshire ES	CSR	Program Capacity	335	335	335	335	335	335	335		
		Enrollment	472	431	418	417	414	414	411		
		Available Space	(137)	(96)	(83)	(82)	(79)	(79)	(76)		
		Comments									

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Schools			Actual	Projections						2027	2032
			17-18	18-19	19-20	20-21	21-22	22-23	23-24		
Oakland Terrace ES	CSR	Program Capacity	526	526	526	526	526	526	526		
		Enrollment	488	478	481	482	473	476	471		
		Available Space	38	48	45	44	53	50	55		
		Comments									
Pine Crest ES Grades (3-5) Paired With Montgomery Knolls ES	CSR	Program Capacity	404	404	404	588	588	588	588		
		Enrollment	468	465	476	474	465	473	471		
		Available Space	(64)	(61)	(72)	114	123	115	117		
		Comments	Planning for Addition			Addition Complete					
Piney Branch ES Grades (3-5) Paired With Takoma Park ES	CSR	Program Capacity	611	611	611	726	726	726	726		
		Enrollment	665	680	668	660	661	660	664		
		Available Space	(54)	(69)	(57)	(49)	65	66	62		
		Comments		Planning for Addition			Addition Complete				
Rock View ES	CSR	Program Capacity	661	661	661	661	661	661	661		
		Enrollment	610	625	639	619	618	578	572		
		Available Space	51	36	22	42	43	83	89		
		Comments									
Rolling Terrace ES	CSR	Program Capacity	747	747	747	747	747	747	747		
		Enrollment	896	873	865	862	857	866	849		
		Available Space	(149)	(126)	(118)	(115)	(110)	(119)	(102)		
		Comments									
Sargent Shriver ES	CSR	Program Capacity	673	673	673	673	673	673	673		
		Enrollment	796	737	717	729	762	757	757		
		Available Space	(123)	(64)	(44)	(56)	(89)	(84)	(84)		
		Comments									
Flora M. Singer ES	CSR	Program Capacity	680	680	680	680	680	680	680		
		Enrollment	709	701	714	708	695	709	708		
		Available Space	(29)	(21)	(34)	(28)	(15)	(29)	(28)		
		Comments									
Sligo Creek ES		Program Capacity	664	664	664	664	664	664	664		
		Enrollment	674	696	718	716	717	714	692		
		Available Space	(10)	(32)	(54)	(52)	(53)	(50)	(28)		
		Comments									
Strathmore ES Grades (3-5) Paired With Bel Pre ES	CSR	Program Capacity	439	439	439	439	439	439	439		
		Enrollment	436	452	465	468	472	473	473		
		Available Space	3	(13)	(26)	(29)	(33)	(34)	(34)		
		Comments									
Takoma Park ES Grades (pre-K-2) Paired With Piney Branch ES	CSR	Program Capacity	629	629	629	629	629	629	629		
		Enrollment	629	626	652	655	662	664	661		
		Available Space	0	3	(23)	(26)	(33)	(35)	(32)		
		Comments									
Viers Mill ES	CSR	Program Capacity	743	743	743	743	743	743	743		
		Enrollment	651	630	625	604	589	572	559		
		Available Space	92	113	118	139	154	171	184		
		Comments									
Weller Road ES	CSR	Program Capacity	772	772	772	772	772	772	772		
		Enrollment	702	693	689	695	646	684	654		
		Available Space	70	79	83	77	126	88	118		
		Comments									
Wheaton Woods ES	CSR	Program Capacity	741	741	741	741	741	741	741		
		Enrollment	549	530	502	499	499	502	502		
		Available Space	192	211	239	242	242	239	239		
		Comments	Rev/Ex Complete								
Woodlin ES		Program Capacity	476	476	476	476	476	635	635		
		Enrollment	573	595	606	626	621	623	627		
		Available Space	(97)	(119)	(130)	(150)	(145)	12	8		
		Comments		Planning for Addition				Addition Complete			
Cluster Information		HS Utilization	108%	105%	108%	112%	115%	114%	117%	130%	117%
		HS Enrollment	10344	10672	11005	11391	11700	12058	12327	13710	12327
		MS Utilization	99%	102%	107%	105%	98%	95%	95%	101%	95%
		MS Enrollment	8190	8468	8856	9076	9209	9091	9050	9650	9050
		ES Utilization	103%	102%	102%	100%	99%	98%	97%	97%	97%
		ES Enrollment	17425	17283	17392	17297	17230	17225	17195	17090	16920

DOWNCOUNTY CONSORTIUM

Demographic Characteristics of Schools

Schools	2017–2018						2016–2017		
	Total Enrollment	Two or more races %	Black or Afr. Amer. %	Asian%	Hispanic %	White %	FARMS%*	ESOL%**	Mobility Rate%***
Montgomery Blair HS	3095	4.6%	23.8%	15.0%	33.9%	22.6%	36.1%	14.8%	13.2%
Albert Einstein HS	1805	3.5%	17.8%	9.3%	48.5%	20.8%	42.1%	14.6%	15.5%
John F. Kennedy HS	1746	1.5%	28.2%	6.6%	58.5%	5.0%	50.6%	20.9%	18.2%
Northwood HS	1732	2.7%	24.6%	5.6%	53.3%	13.6%	49.4%	22.4%	22.5%
Wheaton HS	1966	2.0%	22.6%	12.2%	54.7%	8.5%	49.3%	19.1%	18.6%
Argyle MS	990	2.1%	30.1%	10.0%	47.0%	10.5%	54.2%	9.9%	13.4%
Eastern MS	971	4.0%	17.1%	11.2%	45.1%	22.3%	44.0%	17.4%	16.2%
Col. E. Brooke Lee MS	758	2.0%	25.7%	7.5%	60.0%	4.6%	65.3%	17.1%	17.4%
A. Mario Loiederman MS	945	2.9%	17.8%	5.7%	61.1%	12.3%	58.2%	19.9%	15.1%
Newport Mill MS	626	5.4%	15.0%	8.6%	49.5%	20.8%	45.9%	12.2%	9.5%
Parkland MS	1001	3.2%	22.6%	16.1%	47.1%	10.8%	49.9%	10.6%	9.6%
Silver Spring International MS	1085	4.2%	22.3%	5.9%	40.3%	27.1%	39.9%	10.7%	10.8%
Sligo MS	724	3.7%	19.5%	7.5%	42.0%	26.9%	43.5%	12.0%	19.5%
Takoma Park MS	1090	5.4%	31.7%	17.7%	15.5%	29.6%	27.2%	7.7%	7.7%
Arcola ES	687	1.3%	18.5%	7.7%	68.6%	3.5%	77.4%	44.8%	17.8%
Bel Pre ES	594	2.5%	36.2%	4.4%	49.8%	7.1%	69.9%	48.9%	18.3%
Brookhaven ES	475	2.7%	30.5%	8.4%	48.8%	9.5%	70.5%	42.1%	13.7%
East Silver Spring ES	544	5.0%	55.0%	2.8%	22.6%	14.3%	56.9%	27.6%	18.0%
Forest Knolls ES	737	5.8%	15.3%	5.3%	39.8%	33.6%	33.6%	21.5%	11.3%
Georgian Forest ES	641	3.3%	26.5%	5.0%	57.3%	8.0%	99.8%	30.6%	26.9%
Glen Haven ES	496	4.2%	25.0%	7.7%	48.2%	14.9%	61.4%	32.9%	17.9%
Glenallan ES	722	2.5%	34.5%	10.8%	42.9%	8.7%	61.3%	25.8%	20.2%
Harmony Hills ES	735	0.0%	13.3%	5.6%	76.9%	3.4%	87.1%	47.2%	18.5%
Highland ES	583	2.1%	11.1%	6.5%	72.6%	6.5%	81.6%	53.1%	15.6%
Highland View ES	397	4.0%	26.7%	3.0%	30.7%	35.3%	44.2%	29.1%	11.9%
Kemp Mill ES	535	1.3%	15.0%	2.6%	77.0%	4.1%	80.0%	49.2%	20.7%
Montgomery Knolls ES	498	5.2%	31.9%	4.4%	45.0%	13.1%	64.1%	48.1%	11.4%
New Hampshire Estates ES	463	1.3%	21.0%	3.7%	71.7%	2.4%	90.4%	64.9%	16.2%
Oak View ES	472	2.3%	19.3%	4.7%	62.7%	11.0%	74.2%	32.4%	17.6%
Oakland Terrace ES	488	10.2%	11.7%	7.4%	34.8%	35.5%	34.8%	15.3%	13.6%
Pine Crest ES	468	2.8%	22.9%	5.6%	39.1%	29.3%	48.2%	23.3%	8.1%
Piney Branch ES	665	5.4%	35.8%	3.0%	19.2%	36.4%	31.9%	15.8%	7.5%
Rock View ES	611	5.7%	15.7%	10.8%	44.5%	22.6%	50.1%	25.8%	14.4%
Rolling Terrace ES	896	2.7%	15.1%	2.9%	67.9%	11.4%	72.3%	49.6%	15.0%
Sargent Shriver ES	797	1.9%	8.9%	7.8%	78.3%	2.8%	79.1%	46.8%	18.8%
Flora M. Singer ES	709	5.2%	13.5%	7.2%	37.0%	37.0%	40.8%	26.1%	11.9%
Sligo Creek ES	674	8.2%	22.6%	5.0%	11.4%	52.5%	10.4%	9.9%	10.8%
Strathmore ES	436	4.1%	41.1%	6.0%	42.9%	5.7%	63.0%	22.0%	17.2%
Takoma Park ES	629	6.0%	30.5%	3.7%	16.1%	43.6%	34.2%	26.0%	10.5%
Viers Mill ES	651	2.9%	11.2%	8.9%	62.8%	14.0%	61.7%	38.0%	14.1%
Weller Road ES	702	2.4%	6.7%	7.0%	79.3%	4.6%	76.5%	45.5%	12.4%
Wheaton Woods ES	549	1.5%	26.6%	7.8%	59.4%	4.7%	81.4%	46.1%	11.1%
Woodlin ES	574	7.8%	24.9%	7.1%	20.7%	39.2%	22.9%	14.8%	16.5%
Elementary Cluster Total	17428	3.8%	22.2%	6.0%	50.1%	17.7%	60.4%	34.7%	15.2%
Elementary County Total	76590	5.3%	21.4%	14.0%	32.3%	26.6%	40.3%	23.2%	14.1%

*Percent of students approved for Free and Reduced-priced Meals Program (FARMS) during the 2016–2017 school year.

**Percent of English for Speakers of Other Languages (ESOL) during the 2016–2017 school year. High School students are served in regional ESOL centers.

***Mobility Rate is the number of entries plus withdrawals during the 2016–2017 school year compared to total enrollment.

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

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

DOWNCOUNTY CONSORTIUM

Program Capacity Table
(School Year 2017–2018)

Program Capacity Table (School Year 2017–2018)		Special Education Services																																
		School Based	Cluster Based	Quad Cluster Based	County & Regional Based																													
Schools	Grades Served	Capacity (HS @90% MS@85%)	Total Rooms	Support Rooms	Regular Secondary @25	Regular Elementary @23	CSR Grades 1–2 @18	Pre-K @20	Pre-K @40	HS @20	CSR KIND @18	KIND @22	ESOL @15	METS @15	HSM @13	ELEM LAD @13	ELC @10	LANG @12	LFI @10	SCB @6	AAC@7	AUT @6	BRIDGE @10	DHOB @7	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																				
Albert Einstein HS	9-12	1612	80		66								3	2					3	3						3								
John F. Kennedy HS	9-12	1816	86		77								3						3	3														
Northwood HS	9-12	1517	73		61								5	2											3		2							
Wheaton HS	9-12	1721	82		71								5	2					2	2														
Argyle MS	6-8	914	43		43																													
Eastern MS	6-8	1012	51		44								3	1											3									
Col. E. Brooke Lee MS	6-8	727	37		32								2														2	1						
A. Mario Loiederman MS	6-8	871	43		38								3	2																				
Newport Mill MS	6-8	825	41		37								1						3															
Parkland MS	6-8	948	45		44								1																					
Silver Spring International MS	6-8	1107	54		51								1									2												
Sligo MS	6-8	928	50		42								1	1						2													4	
Takoma Park MS	6-8	939	45		43								2																					
Arcola ES	HS-5	659	38	4		13	15			5																							1	
Bel Pre ES	PreK-2	640	37	3			21	1	2	9																							1	
Brookhaven ES	PreK-5	475	29	4		6	7		1	4						2															1	3	1	
East Silver Spring ES	HS-5	565	34	4		8	10		1	1	4				1	2																		
Forest Knolls ES	K-5	549	34	4		5	13		1	7					1													3						
Georgian Forest ES	HS-5	649	36	4		13	9		1	1	6														2									
Glen Haven ES	PreK-5	581	35	5		12	8		1	4					1					2										1		1		
Glenallan ES	HS-5	762	44	5		16	12			7						2														1				
Harmony Hills ES	HS-5	709	41	6		11	14		1	1	8																							
Highland ES	HS-5	535	33	6		6	13		1	1	5				1																			
Highland View ES	K-5	288	21	5		1	8			6					1																			
Kemp Mill ES	PreK-5	463	28	5		6	9		1	1	5				1																			
Montgomery Knolls ES	HS-2	537	35	6			14	1	1	1	7				1																1	3		
New Hampshire Estates ES	HS-2	475	32	6			11	2		4	8				1																			
Oak View ES	3-5	335	19	4		14									1																			
Oakland Terrace ES	K-5	526	32	4		7	10	1		4					1	2																3		
Pine Crest ES	3-5	404	21	3		17																												
Piney Branch ES	3-5	611	31	4		26										1																		
Rock View ES	PreK-5	661	39	4		12	11		1	5							5																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	664	35	4		23					5				1							2												
Strathmore ES	3-5	439	25	4		18										1				2														
Takoma Park ES	PreK-2	629	40	4			22		1	10						1																	2	
Viers Mill ES	HS-5	743	42	4		13	11		1	1	7					1															1	3		
Weller Road ES	HS-5	772	44	7		16	11	1	1	1	6																					1		
Wheaton Woods ES	HS-5	741	42	4		15	12		1	1	6															2								1
Woodlin ES	K-5	476	26	3		15					4					1			3															

DOWNCOUNTY CONSORTIUM

Facility Characteristics of Schools 2017–2018

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		4	SBWC	
Wheaton HS	1954	2016	373,825	28.2				
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		2	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	4		
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				Yes
Forest Knolls ES	1960	1993	89,564	7.8		5		Yes
Georgian Forest ES	1961	1995	88,111	11	Yes		LTL	Yes
Glen Haven ES	1950	2004	85,845	10	Yes			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	Yes
New Hampshire Estates ES	1954	1988	73,306	5.4			SBHC	Yes
Oak View ES	1949	1985	57,560	11.3		1	LTL	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	1950	1989	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	3		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				Yes
Viers Mill ES	1950	1991	120,572	10.52			SBHC	Yes
Weller Road ES	1953	2013	121,346	11.1			SBHC	Yes
Wheaton Woods ES	1952	2017	120,154	8			LTL	Yes
Woodlin ES	1944	1974	60,725	11		7		Yes

GAITHERSBURG CLUSTER

CLUSTER PLANNING ISSUES

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

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

On April 19, 2016, the Board of Education approved the following actions for the elementary schools in the Gaithersburg Cluster that stemmed from the Roundtable.

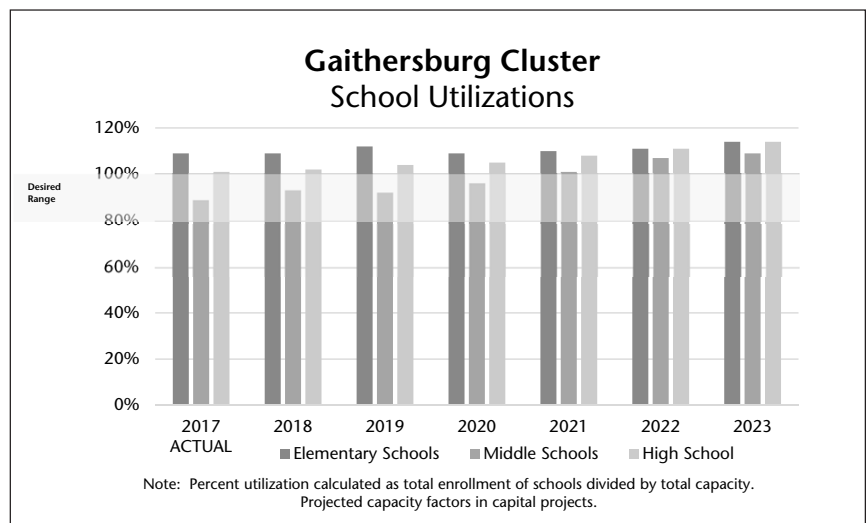
- Gaithersburg Elementary School—construct an addition at the school that would provide two schools in one—a Grades Pre-K–2 and a Grades 3–5—with physical separations where possible. A feasibility study was conducted in FY 2017 to determine the feasibility, scope, and cost for the addition with completion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

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

The actions above were completed including the feasibility study for a possible addition at Gaithersburg Elementary School to increase the capacity for 1,000 students. The feasibility study revealed several challenges with construction, security, and administration of the building. Based on these challenges, as well as the absence of a recommendation to address the space deficits at Rosemont and Strawberry Knolls elementary schools, on August 31, 2017, the Board of Education authorized that a site selection committee be formed to evaluate potential school sites in the Gaithersburg Cluster. This potential school site could address the overutilization at the elementary schools in the cluster. The site selection process will occur in fall 2017 with Board of Education in March 2018.

Planning Study: A boundary study was conducted in fall 2016 for residents of the Unity area to consider a reassignment from the Gaithersburg Cluster schools to the Sherwood Cluster schools. Representatives from Laytonsville and Greenwood elementary schools, Gaithersburg and Rosa Parks middle schools, and Gaithersburg and Sherwood high schools participated in the boundary study. The Board of Education took action on March 30, 2017, to reassign the area from the Gaithersburg Cluster to the Sherwood Cluster. The Board of Education action is available on the MCPS website at the following link: <http://gis.mcpsmd.org/boundarystudypdfs/UnityBOEAdoptedBoundary.pdf>

Planning Study: A boundary study was conducted in spring 2017 to reassign the portion of the Shady Grove Sector Plan that is located east of Interstate 370 in the Washington Grove



Elementary School, Forest Oak Middle School, and Gaithersburg High School service areas to the Col. Zadok Magruder Cluster schools. On August 31, 2017, the Board of Education authorized that a site selection committee be formed to evaluate potential school sites in the Gaithersburg Cluster. This potential school site could address the overutilization at the elementary schools in the cluster. The site selection process will occur in fall 2017, with Board of Education action in March 2018. The Boundary Advisory Committee Report for the Shady Grove Sector Plan boundary study was released on September 6, 2017. However, based on the approved site selection process, decisions regarding potential reassignments in the Shady Grove Sector Plan will not be considered until after the site selection process is complete.

SCHOOLS

Gaithersburg High School

Planning Study: A boundary study was conducted in fall 2016 for residents of the Unity area to consider a reassignment from the Gaithersburg Cluster schools to the Sherwood Cluster schools. Representatives from Laytonsville and Greenwood elementary schools, Gaithersburg and Rosa Parks middle schools, and Gaithersburg and Sherwood high schools participated in the boundary study. The Board of Education took action on March 30, 2017, to reassign the area from the Gaithersburg Cluster to the Sherwood Cluster. The Board of Education action is available on the MCPS website at the following link: <http://gis.mcpsmd.org/boundarystudy/pdfs/UnityBOEAdoptedBoundary.pdf>

Planning Study: A boundary study was conducted in spring 2017 to reassign the portion of the Shady Grove Sector Plan that is located east of Interstate 370 in the Washington Grove Elementary School, Forest Oak Middle School, and Gaithersburg High School service areas to the Col. Zadok Magruder Cluster schools. On August 31, 2017, the Board of Education authorized that a site selection committee be formed to evaluate potential school sites in the Gaithersburg Cluster. This potential school site could address the overutilization at the elementary schools in the cluster. The site selection process will occur in fall 2017, with Board of Education action in March 2018. The Boundary Advisory Committee Report for the Shady Grove Sector Plan boundary study was released on September 6, 2017. However, based on the approved site selection process, decisions regarding potential reassignments in the Shady Grove Sector Plan will not be considered until after the site selection process is complete.

Capital Project: Projections indicate enrollment at Gaithersburg High School will exceed capacity by 200 seats or more by the end of the six-year planning period. Expenditures are recommended in the six-year period to open a new high school on the Crown Farm site to address overutilization in the mid-county region. An FY 2019 appropriation for planning is recommended to begin the architectural design for this new school. Once the planning is complete, a recommendation

will be included in the next full CIP regarding the phasing and completion date for the opening of this new high school.

Forest Oak Middle School

Planning Study: A boundary study was conducted in spring 2017 to reassign the portion of the Shady Grove Sector Plan that is located east of Interstate 370 in the Washington Grove Elementary School, Forest Oak Middle School, and Gaithersburg High School service areas to the Col. Zadok Magruder Cluster schools. On August 31, 2017, the Board of Education authorized that a site selection committee be formed to evaluate potential school sites in the Gaithersburg Cluster. This potential school site could address the overutilization at the elementary schools in the cluster. The site selection process will occur in fall 2017, with Board of Education action in March 2018. The Boundary Advisory Committee Report for the Shady Grove Sector Plan boundary study was released on September 6, 2017. However, based on the approved site selection process, decisions regarding potential reassignments in the Shady Grove Sector Plan will not be considered until after the site selection process is complete.

Planning Study: Projections indicate that enrollment is growing and will exceed capacity by 150 seats or more by the end of the six-year planning period. A capacity study is recommended to explore possible options to provide additional capacity at Forest Oak Middle School. Relocatable schools will be utilized as needed until a permanent solution is identified in a future CIP.

Gaithersburg Middle School

Planning Study: A boundary study was conducted in fall 2016 for residents of the Unity area to consider a reassignment from the Gaithersburg Cluster schools to the Sherwood Cluster schools. Representatives from Laytonsville and Greenwood elementary schools, Gaithersburg and Rosa Parks middle schools, and Gaithersburg and Sherwood high schools participated in the boundary study. The Board of Education took action on March 30, 2017, to reassign the area from the Gaithersburg Cluster to the Sherwood Cluster. The Board of Education action is available on the MCPS website at the following link: <http://gis.mcpsmd.org/boundarystudy/pdfs/UnityBOEAdoptedBoundary.pdf>

Gaithersburg Elementary School

Capital Project: Projections indicated that enrollment is growing and will exceed capacity by the end of the six-year planning period. An FY 2019 appropriation is recommended to construct the addition at this school. Prior to the design, a feasibility study was conducted for an addition to increase the capacity for 1,000 students, to include an option to construct an addition for a Pre-K–5 school and an option to construct an addition to create two schools in one adjoining building—Grades Pre-K–2 in one part of the facility and Grades 3–5 in the other part of the facility—with physical separation where possible. The scheduled completion date for the addition is

September 2020. 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: The feasibility study revealed several challenges with construction, security, and administration of the building. Based on these challenges, as well as the absence of a recommendation to address the space deficits at Rosemont and Strawberry Knolls elementary schools following the Roundtable described in the Cluster Planning Issues, on August 31, 2017, the Board of Education authorized that a site selection committee be formed to evaluate potential school sites in the Gaithersburg Cluster. This potential school site could address the overutilization at the elementary schools in the cluster. The site selection process will occur in fall 2017 with Board of Education in March 2018.

Laytonsville Elementary School

Planning Study: A boundary study was conducted in fall 2016 for residents of the Unity area to consider a reassignment from the Gaithersburg Cluster schools to the Sherwood Cluster schools. Representatives from Laytonsville and Greenwood elementary schools, Gaithersburg and Rosa Parks middle schools, and Gaithersburg and Sherwood high schools participated in the boundary study. The Board of Education took action on March 30, 2017, to reassign the area from the Gaithersburg Cluster to the Sherwood Cluster. The Board of Education action is available on the MCPS website at the following link: <http://gis.mcpsmd.org/boundarystudypdfs/UnityBOEAdoptedBoundary.pdf>

Rosemont Elementary School

Capital Project: Enrollment projections for Rosemont Elementary School indicate that enrollment is growing and will exceed capacity by over 250 seats by the end of the six-year planning period. A feasibility study was conducted in the 2016–2017 school year to determine the feasibility, scope, and cost of an addition and core improvements at the school. Relocatable classrooms will be utilized until a solution to provide additional capacity is identified for the school.

Planning Study: Based on the absence of a recommendation to address the space deficits at Rosemont and Strawberry Knolls elementary schools following the Roundtable described in the Cluster Planning Issues, on August 31, 2017, the Board of Education authorized that a site selection committee be formed to evaluate potential school sites in the Gaithersburg Cluster. This potential school site could address the overutilization at the elementary schools in the cluster. The site selection process will occur in fall 2017 with Board of Education in March 2018.

The Board of Education authorized, on August 31, 2017, that a site selection committee be formed to evaluate potential elementary school sites in the Gaithersburg Cluster. This potential school site could address the overutilization at the

elementary schools in the cluster. The site selection process will occur in fall 2017, with Board of Education in March 2018.

Strawberry Knoll Elementary School

Capital Project: Projections indicate enrollment is growing and will exceed capacity at Strawberry Knoll Elementary School by over 200 seats by the end of the six-year planning period. An FY 2012 appropriation was approved for facility planning to conduct a feasibility study to determine the scope and cost for an addition at the school. Relocatable classrooms will be utilized until a solution to provide additional capacity is identified for the school.

Planning Study: Based on the absence of a recommendation to address the space deficits at Rosemont and Strawberry Knolls elementary schools, on August 31, 2017 following the Roundtable described in the Cluster Planning Issues, the Board of Education authorized that a site selection committee be formed to evaluate potential school sites in the Gaithersburg Cluster. This potential school site could address the overutilization at the elementary schools in the cluster. The site selection process will occur in fall 2017 with Board of Education in March 2018.

Summit Hall Elementary School

Capital Project: The Board of Education action directed staff to evaluate the older relocatable classrooms at Summit Hall Elementary School for replacement with newer relocatable classrooms, or modular classrooms, by fall 2017.

Planning Study: Projections indication that enrollment will exceed capacity by more than 200 seats by the end of the six-year planning period. The Gaithersburg Elementary School feasibility study revealed several challenges with construction, security, and administration of the building. Based on these challenges, as well as the absence of a recommendation to address the space deficits at Rosemont and Strawberry Knolls elementary schools following the Roundtable described in the Cluster Planning Issues, on August 31, 2017, the Board of Education authorized that a site selection committee be formed to evaluate potential school sites in the Gaithersburg Cluster. This potential school site could address the overutilization at the elementary schools in the cluster. The site selection process will occur in fall 2017 with Board of Education in March 2018.

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

Washington Grove Elementary School

Planning Study: A boundary study was conducted in spring 2017 to reassign the portion of the Shady Grove Sector Plan that is located east of Interstate 370 in the Washington Grove Elementary School, Forest Oak Middle School, and Gaithersburg High School service areas to the Col. Zadok Magruder Cluster schools. On August 31, 2017, the Board of Education authorized that a site selection committee be formed to evaluate potential school sites in the Gaithersburg Cluster. This potential school site could address the overutilization at the elementary schools in the cluster. The site selection process will occur in fall 2017, with Board of Education action in March 2018. The Boundary Advisory Committee Report for the Shady Grove Sector Plan boundary study was released on September 6, 2017. However, based on the approved site selection process, decisions regarding potential reassignments in the Shady Grove Sector Plan will not be considered until after the site selection process is complete.

CAPITAL PROJECTS

School	Project	Project Status*	Date of Completion
Gaithersburg ES	Classroom addition	Approved	Sept. 2020

*Approved—Project has an FY 2017 or FY 2018 appropriation approved in the Amended FY 2017–2022 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 a feasibility study.

*Recommended—Project has an FY 2019 appropriation recommended for planning or construction in the FY 2019–2024 CIP.

GAITHERSBURG CLUSTER

Projected Enrollment and Space Availability

Effects of the Recommended FY 2019–2024 CIP and Non–CIP Actions on Space Available

Schools			Actual	Projections							
			17–18	18–19	19–20	20–21	21–22	22–23	23–24	2027	2032
Gaithersburg HS		Program Capacity	2393	2393	2393	2393	2393	2393	2393	2393	2393
		Enrollment	2409	2439	2481	2505	2582	2649	2736	2950	3240
		Available Space	(16)	(46)	(88)	(112)	(189)	(256)	(343)	(557)	(847)
		Comments	See text								
Forest Oak MS		Program Capacity	949	949	949	949	949	949	949	949	949
		Enrollment	861	889	868	914	968	1089	1136	1340	1620
		Available Space	88	60	81	35	(19)	(140)	(187)	(391)	(671)
		Comments		Capacity Study							
Gaithersburg MS		Program Capacity	945	945	945	945	945	945	945	945	945
		Enrollment	831	864	866	895	950	939	937	1030	1120
		Available Space	114	81	79	50	(5)	6	8	(85)	(175)
		Comments									
Gaithersburg ES	CSR	Program Capacity	788	788	788	1000	1000	1000	1000		
		Enrollment	863	854	889	889	886	904	920		
		Available Space	(75)	(66)	(101)	111	114	96	80		
		Comments	Planning for Addition			Addition Complete					
Goshen ES	CSR	Program Capacity	589	589	589	589	589	589	589		
		Enrollment	624	623	628	611	612	617	603		
		Available Space	(35)	(34)	(39)	(22)	(23)	(28)	(14)		
		Comments									
Laytonsville ES		Program Capacity	449	449	449	449	449	449	449		
		Enrollment	377	362	341	329	309	302	320		
		Available Space	72	87	108	120	140	147	129		
		Comments									
Rosemont ES	CSR	Program Capacity	585	585	585	585	585	585	585		
		Enrollment	619	620	689	740	790	819	866		
		Available Space	(34)	(35)	(104)	(155)	(205)	(234)	(281)		
		Comments	See text								
Strawberry Knoll ES	CSR	Program Capacity	466	466	466	466	466	466	466		
		Enrollment	653	654	674	688	686	687	681		
		Available Space	(187)	(188)	(208)	(222)	(220)	(221)	(215)		
		Comments	See text								
Summit Hall ES	CSR	Program Capacity	438	438	438	438	438	438	438		
		Enrollment	668	677	649	661	656	655	659		
		Available Space	(230)	(239)	(211)	(223)	(218)	(217)	(221)		
		Comments	See text								
Washington Grove ES	CSR	Program Capacity	613	613	613	613	613	613	613		
		Enrollment	483	510	541	584	605	631	651		
		Available Space	130	103	72	29	8	(18)	(38)		
		Comments									
Cluster Information		HS Utilization	101%	102%	104%	105%	108%	111%	114%	123%	135%
		HS Enrollment	2409	2439	2481	2505	2582	2649	2736	2950	3240
		MS Utilization	89%	93%	92%	96%	101%	107%	109%	125%	145%
		MS Enrollment	1692	1753	1734	1809	1918	2028	2073	2370	2740
		ES Utilization	109%	109%	112%	109%	110%	111%	114%	114%	124%
		ES Enrollment	4287	4300	4411	4502	4544	4615	4700	4740	5150

GAITHERSBURG CLUSTER

Demographic Characteristics of Schools

Schools	2017–2018						2016–2017		
	Total Enrollment	Two or more races %	Black or Afr. Amer. %	Asian%	Hispanic %	White %	FARMS%*	ESOL%**	Mobility Rate%***
Gaithersburg HS	2409	3.4%	23.9%	7.5%	50.4%	14.8%	42.1%	21.8%	20.2%
Forest Oak MS	861	3.0%	25.8%	6.4%	54.4%	10.2%	56.4%	15.2%	16.6%
Gaithersburg MS	831	3.5%	21.5%	6.6%	49.0%	19.1%	47.1%	14.1%	13.7%
Gaithersburg ES	863	2.1%	15.3%	2.9%	76.2%	3.2%	81.9%	48.0%	24.4%
Goshen ES	624	5.6%	23.9%	11.4%	37.5%	21.5%	42.5%	20.2%	14.1%
Laytonsville ES	377	8.8%	18.8%	6.9%	19.4%	45.6%	15.5%	6.0%	12.9%
Rosemont ES	619	4.4%	27.5%	9.4%	49.1%	9.7%	58.6%	41.1%	24.4%
Strawberry Knoll ES	653	6.6%	26.3%	13.6%	40.7%	12.1%	45.9%	19.9%	15.1%
Summit Hall ES	669	0.9%	20.6%	4.6%	70.4%	3.3%	78.7%	50.7%	21.2%
Washington Grove ES	483	2.3%	23.2%	5.8%	59.4%	8.7%	74.3%	53.7%	14.9%
Elementary Cluster Total	4288	4.0%	22.0%	7.6%	53.5%	12.5%	59.3%	35.6%	18.9%
Elementary County Total	76590	5.3%	21.4%	14.0%	32.3%	26.6%	40.3%	23.2%	14.1%

*Percent of students approved for Free and Reduced-priced Meals Program (FARMS) during the 2016–2017 school year.

**Percent of English for Speakers of Other Languages (ESOL) during the 2016–2017 school year. High School students are served in regional ESOL centers.

***Mobility Rate is the number of entries plus withdrawals during the 2016–2017 school year compared to total enrollment.

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

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

Program Capacity Table

(School Year 2017–2018)

Program Capacity Table (School Year 2017–2018)		Special Education Services																															
		School Based	Cluster Based	Quad Cluster Based			County & Regional Based																										
Schools	Grades Served	Capacity (HS @90% MS@85%)	Total Rooms	Support Rooms	Regular Secondary @25	Regular Elementary @23	CSR Grades 1–2 @18	Pre-K @20	Pre-K @40	HS @20	CSR KIND @18	KIND @22	ESOL @15	METS @15	HSM @13	ELEM LAD @13	ELC @10	LANG @12	LFI @10	SCB @6	AAC@7	AUT @6	BRIDGE @10	DHOH @7	ED @10	EXTENSIONS @6	GT/LD @13	PD @7	PEP@6	PEP @12	PEP @18	VISION (Elementary) @7	OTHER
Gaithersburg HS	9-12	2393	122		92								7	4					3	4				8									
Forest Oak MS	6-8	949	47		43								2							2													
Gaithersburg MS	6-8	945	49		41								2	1								2	3										
Gaithersburg ES	PreK-5	788	44	4		15	12		1		9				1							2											
Goshen ES	K-5	589	34	4		12	11				5				1			1															
Laytonsville ES	K-5	449	27	4		16						2			1					4													
Rosemont ES	PreK-5	585	36	4		8	11		1		7				1							4											
Strawberry Knoll ES	HS-5	466	32	4		1	12	1		1	6				1							2							1	1	2		
Summit Hall ES	HS-5	438	28	5		1	13		1	1	6				1																		
Washington Grove ES	HS-5	613	34	4		10	8		2	1	4				1														1	1	2		

GAITHERSBURG CLUSTER

Facility Characteristics of Schools 2017–2018

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		11	SBHC	Yes
Goshen ES	1988		76,740	10.5		2		Yes
Laytonsville ES	1951	1989	64,160	10.4		1		Yes
Rosemont ES	1965	1995	88,764	8.9		3	SBHC	Yes
Strawberry Knoll ES	1988		78,723	10.8	Yes	7		Yes
Summit Hall ES	1971		68,059	10.2	Yes	14	SBHC	Yes
Washington Grove ES	1956	1984	86,266	10.7			SBHC	Yes

WALTER JOHNSON CLUSTER

CLUSTER PLANNING ISSUES

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

A roundtable discussion group convened in spring 2016 to gather input on a range of approaches to accommodate short- and long-term enrollment increases in the Walter Johnson Cluster. The roundtable considered approaches at all three school levels. The Board of Education actions are summarized in the individual school sections below and also are available on the MCPS website at the following link: [http://www.montgomeryschoolsmd.org/uploadedFiles/departments/planning/SupplementB.WJClusterSchools\(3\).pdf](http://www.montgomeryschoolsmd.org/uploadedFiles/departments/planning/SupplementB.WJClusterSchools(3).pdf)

As part of the Board of Education action, the superintendent of schools convened the Woodward High School Reopening and Nontraditional Facilities Study Group in spring 2017 that included the Downcounty Consortium high schools along with Bethesda-Chevy Chase, Walter Johnson, and Walt Whitman high schools to develop ideas to study the reopening of the former Woodward High School. The study group also explored alternative programmatic, career technology education, or other educational options for high school students through the use of nontraditional facilities to address space deficits at these high schools as well as high schools countywide.

For additional information related to this study please refer to the MCPS website at the following link: <http://www.montgomeryschoolsmd.org/departments/planning/workgroups.aspx>

SCHOOLS

Walter Johnson High School

Capital Project: Projections indicate enrollment at Walter Johnson High School will exceed capacity by over 700 seats by the end of the six-year planning period. An FY 2015 appropriation was completed for facility planning to determine the feasibility, scope, and cost for a classroom addition.

Planning Study: Due to the large enrollment increases the past eight years in the Walter Johnson

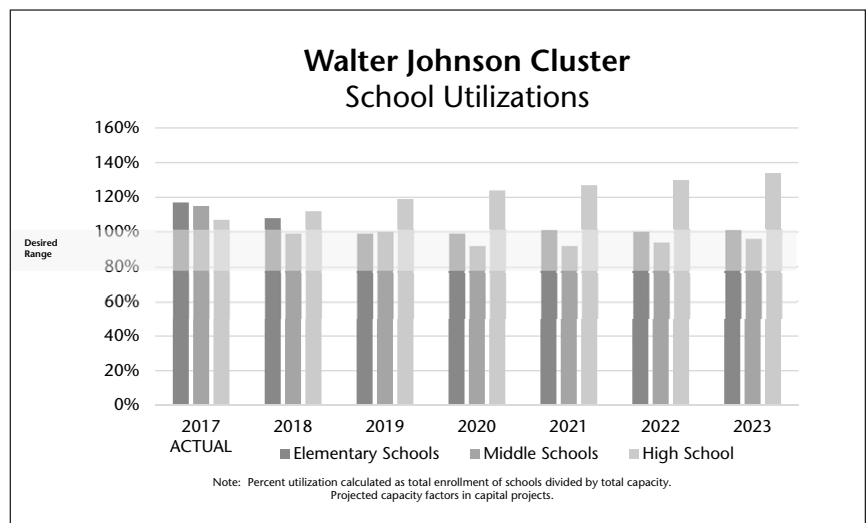
Cluster, a roundtable discussion group convened in spring 2016 to gather input on a range of approaches to accommodate short- and long-term enrollment increases in the Walter Johnson Cluster. The roundtable considered approaches at all three school levels. The Board of Education actions are summarized in the individual school sections below and also are available on the MCPS website at the following link: [http://www.montgomeryschoolsmd.org/uploadedFiles/departments/planning/SupplementB.WJClusterSchools\(3\).pdf](http://www.montgomeryschoolsmd.org/uploadedFiles/departments/planning/SupplementB.WJClusterSchools(3).pdf)

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For additional information related to this study please refer to the MCPS website at the following link: <http://www.montgomeryschoolsmd.org/departments/planning/workgroups.aspx>

Woodward High School

Capital Project: To address the urgent space needs in the Downcounty Consortium high schools, expenditures are recommended to construct additional capacity and provide the instructional support spaces needed for 2,700 students at Northwood High School. Therefore, an FY 2019 appropriation is recommended to begin this project. Additionally, expenditures are recommended to reopen Woodward High School to address the remaining space deficits in the Downcounty Consortium high schools and Walter Johnson High School. An FY 2019 appropriation is recommended for planning funds to reopen Woodward High School. The current Woodward High School facility is significantly smaller than the proposed 2,700



student capacity. An addition, as the first phase of the project, is recommended to provide some of the needed capacity and for flexibility during construction. An FY 2019 appropriation is recommended for planning and construction funds for the first phase. Once planning is complete, recommendations will be included in the next full CIP regarding the phasing and completion dates for both high school projects.

North Bethesda Middle School

Planning Study: Due to the large enrollment increases the past eight years in the Walter Johnson Cluster, a roundtable discussion group convened in spring 2016 to gather input on a range of approaches to accommodate short- and long-term enrollment in the Walter Johnson Cluster. Based on the outcome of the study, the Board of Education approved to continue with the addition at North Bethesda Middle School to address the projected space deficits at the school. More information relating to this study is available on the MCPS website at the following link: <http://www.montgomeryschoolsmd.org/departments/planning/workgroups.aspx>

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 school with a completion date of September 2018. Relocatable classrooms will be utilized until additional capacity can be added.

Tilden Middle School

Planning Study: On November 17, 2014, the Board of Education approved a roundtable discussion group (roundtable) 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. Following input from the roundtable and the community at large, the interim superintendent of schools recommended and, on May 12, 2015, the Board of Education approved the collocation of Rock Terrace School and Tilden Middle School.

Planning Study: Due to the large enrollment increases the past eight years in the Walter Johnson Cluster, a roundtable discussion group convened in spring 2016 to gather input on a range of approaches to accommodate short- and long-term

enrollment in the Walter Johnson Cluster. Based on the outcome of the study, the Board of Education approved to continue with the revitalization/expansion project at Tilden Middle School/Rock Terrace School to address the projected space deficits at this school. More information relating to this study is available on the MCPS website at the following link: <http://www.montgomeryschoolsmd.org/departments/planning/workgroups.aspx>

Capital Project: Tilden Middle School is currently located in the Woodward facility on Old Georgetown Road. Rather than revitalize/expand the Woodward facility for Rock Terrace School and Tilden Middle School, the current Tilden Holding Facility, located on Tilden Lane, will be revitalized/expanded to house both Rock Terrace School and Tilden Middle School.

A revitalization/expansion project is scheduled for this school with a completion date of September 2020. An FY 2019 appropriation is recommended to construct the project. In order for this project to be completed on this schedule, county and state funding must be provided at the levels recommended in this CIP.

Ashburton Elementary School

Planning Study: Based on the input received from the roundtable discussion group conducted in spring 2016 to better address the growing enrollment in the Ashburton Elementary School service area, the Board of Education approved an addition for a 770 student capacity and simultaneously construct a modular addition building to avoid permanently enlarging the school beyond the planned capacity of the school. Once the modular building is no longer required, it will be relocated for future use to another school. More information relating to this study is available on the MCPS website at the following link: <http://www.montgomeryschoolsmd.org/departments/planning/workgroups.aspx>

Capital Project: An FY 2018 appropriation was approved to begin the construction for an addition at this school. The completion date is scheduled for September 2019.

Farmland Elementary School

Planning Study: Due to the large enrollment increases the past eight years in the Walter Johnson Cluster, a roundtable discussion group convened in spring 2016 to gather input on a range of approaches to accommodate short- and long-term enrollment in the Walter Johnson Cluster. To address the space deficits at Farmland Elementary School, the Board of Education approved that the enrollment be monitored, and if the space deficit continues to remain at this level, that student reassignments be considered to Luxmanor Elementary School one year prior to the completion of the Luxmanor Elementary School revitalization/expansion project.

More information relating to this study is available on the MCPS website at the following link: <http://www.montgomeryschoolsmd.org/departments/planning/workgroups.aspx>

Garrett Park Elementary School

Planning Study: Due to the large enrollment increases the past eight years in the Walter Johnson Cluster, a roundtable discussion group convened in spring 2016 to gather input on a range of approaches to accommodate short- and long-term enrollment in the Walter Johnson Cluster. To address the space deficits at Garrett Park Elementary School, the Board of Education approved convening discussions with several stakeholders including the Montgomery County Child Care Association, the Garrett Park Town Council, and Parent Teacher Association to discuss solutions to address the space deficits at the school. One possible solution may be utilizing the Garrett Park annex located adjacent to Garrett Park Elementary School if needed. The annex, currently leased by a child-care provider, will provide two classrooms, support rooms, and toilet rooms for the school to use. School planners will monitor enrollment at the school for the coming years to determine if the Garrett Park annex will be needed to address the space deficits. More information relating to this study is available on the MCPS website at the following link: <http://www.montgomeryschoolsmd.org/departments/planning/workgroups.aspx>

Kensington-Parkwood Elementary School

Planning Study: Due to the large enrollment increases the past eight years in the Walter Johnson Cluster, a roundtable discussion group convened in spring 2016 to gather input on a range of approaches to accommodate short- and long-term enrollment in the Walter Johnson Cluster. More information relating to this study is available on the MCPS website at the following link: <http://www.montgomeryschoolsmd.org/departments/planning/workgroups.aspx>

Capital Project: An FY 2017 appropriation for construction was approved to construct an addition at the school with a scheduled completion date of September 2018. Relocatable classrooms will be utilized until additional capacity can be added.

Luxmanor Elementary School

Planning Study: Due to the large enrollment increases the past eight years in the Walter Johnson Cluster, a roundtable discussion group convened in spring 2016 to gather input on a range of approaches to accommodate short- and long-term enrollment in the Walter Johnson Cluster. More information relating to this study is available on the MCPS website at the following link: <http://www.montgomeryschoolsmd.org/departments/planning/workgroups.aspx>

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

Wyngate Elementary School

Planning Study: Due to the large enrollment increases the past eight years in the Walter Johnson Cluster, a roundtable discussion group convened in spring 2016 to gather input on a range of approaches to accommodate short- and long-term enrollment in the Walter Johnson Cluster. More information relating to this study is available on the MCPS website at the following link: <http://www.montgomeryschoolsmd.org/departments/planning/workgroups.aspx>

CAPITAL PROJECTS

School	Project	Project Status*	Date of Completion
Woodward HS	New School	Recommended	TBD
North Bethesda MS	Classroom addition	Approved	Sept. 2018
Tilden MS/Rock Terrace School	Revitalization/expansion with collocation of Rock Terrace School	Approved	Sept. 2020
Ashburton ES	Classroom addition	Approved	Sept. 2019
Kensington-Parkwood ES	Classroom addition	Approved	Sept. 2018
Luxmanor ES	Revitalization/expansion	Approved	Jan. 2020

*Approved—Project has an FY 2017 or FY 2018 appropriation approved in the Amended FY 2017–2022 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 a feasibility study.

*Recommended—Project has an FY 2019 appropriation recommended for planning or construction in the FY 2019–2024 CIP.

WALTER JOHNSON CLUSTER

Projected Enrollment and Space Availability

Effects of the Recommended FY 2019–2024 CIP and Non–CIP Actions on Space Available

Schools			Actual 17–18	Projections							
				18–19	19–20	20–21	21–22	22–23	23–24	2027	2032
Walter Johnson HS		Program Capacity	2330	2330	2330	2330	2330	2330	2330	2330	2330
		Enrollment	2498	2606	2762	2882	2962	3018	3118	3520	4010
		Available Space	(168)	(276)	(432)	(552)	(632)	(688)	(788)	(1190)	(1680)
		Comments	See text								
North Bethesda MS		Program Capacity	872	1229	1229	1229	1229	1229	1229	1229	1229
		Enrollment	1165	1184	1200	1184	1140	1142	1188	1140	1110
		Available Space	(293)	45	29	45	89	87	41	89	119
		Comments		Addition Complete							
Tilden MS		Program Capacity	960	960	960	1200	1200	1200	1200	1200	1200
		Enrollment	949	987	999	1043	1085	1151	1145	1310	1490
		Available Space	11	(27)	(39)	157	115	49	55	(110)	(290)
		Comments		Revitalization/ Expansion in progress See text		Rev/Ex Complete Aug. 2020					
Ashburton ES		Program Capacity	666	666	770	770	770	770	770		
		Enrollment	879	864	877	888	910	913	943		
		Available Space	(213)	(198)	(107)	(118)	(140)	(143)	(173)		
		Comments			Addition Complete						
Farmland ES		Program Capacity	714	714	714	714	714	714	714		
		Enrollment	799	806	833	834	846	839	839		
		Available Space	(85)	(92)	(119)	(120)	(132)	(125)	(125)		
		Comments	See text								
Garrett Park ES		Program Capacity	776	776	776	776	776	776	776		
		Enrollment	831	849	868	876	861	860	883		
		Available Space	(55)	(73)	(92)	(100)	(85)	(84)	(107)		
		Comments	See text								
Kensington–Parkwood ES		Program Capacity	448	746	746	746	746	746	746		
		Enrollment	657	657	655	657	657	659	647		
		Available Space	(209)	89	91	89	89	87	99		
		Comments		Addition Complete							
Luxmanor ES		Program Capacity	406	406	758	758	758	758	758		
		Enrollment	525	521	542	554	570	570	569		
		Available Space	(119)	(115)	216	204	188	188	189		
		Comments		@ Grosvenor	Rev/Ex Complete Jan. 2020						
Wyngate ES		Program Capacity	777	777	777	777	777	777	777		
		Enrollment	738	729	701	704	722	720	705		
		Available Space	39	48	76	73	55	57	72		
		Comments									
Cluster Information		HS Utilization	107%	112%	119%	124%	127%	130%	134%	151%	172%
		HS Enrollment	2498	2606	2762	2882	2962	3018	3118	3520	4010
		MS Utilization	115%	99%	100%	92%	92%	94%	96%	101%	107%
		MS Enrollment	2114	2171	2199	2227	2225	2293	2333	2450	2600
		ES Utilization	117%	108%	99%	99%	101%	100%	101%	104%	108%
		ES Enrollment	4429	4426	4476	4513	4566	4561	4586	4740	4890

WALTER JOHNSON CLUSTER

Demographic Characteristics of Schools

Schools	2017-2018						2016-2017		
	Total Enrollment	Two or more races %	Black or Afr. Amer. %	Asian%	Hispanic %	White %	FARMS%*	ESOL%**	Mobility Rate%***
Walter Johnson HS	2498	5.6%	9.8%	12.2%	17.8%	54.2%	7.0%	4.2%	9.3%
North Bethesda MS	1165	7.6%	9.1%	11.9%	12.0%	59.1%	6.5%	3.1%	7.5%
Tilden MS	949	5.7%	11.1%	16.9%	18.1%	47.8%	11.8%	9.8%	11.2%
Ashburton ES	879	9.9%	15.6%	15.9%	15.6%	42.5%	12.5%	11.6%	12.5%
Farmland ES	799	4.1%	5.3%	33.5%	10.3%	46.8%	7.1%	23.4%	16.2%
Garrett Park ES	831	7.1%	11.4%	16.1%	24.5%	40.6%	17.2%	19.2%	15.2%
Kensington-Parkwood ES	657	10.2%	5.6%	7.3%	11.1%	65.6%	8.8%	8.1%	5.5%
Luxmanor ES	525	5.3%	14.5%	23.0%	18.9%	38.3%	15.3%	27.3%	19.8%
Wyngate ES	738	8.9%	3.8%	11.0%	11.8%	64.2%	1.6%	6.2%	3.7%
Elementary Cluster Total	4429	7.7%	9.4%	17.9%	15.4%	49.5%	10.1%	15.1%	11.9%
Elementary County Total	76590	5.3%	21.4%	14.0%	32.3%	26.6%	40.3%	23.2%	14.1%

*Percent of students approved for Free and Reduced-priced Meals Program (FARMS) during the 2016-2017 school year.

**Percent of English for Speakers of Other Languages (ESOL) during the 2016-2017 school year. High School students are served in regional ESOL centers.

***Mobility Rate is the number of entries plus withdrawals during the 2016-2017 school year compared to total enrollment.

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

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

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(School Year 2017-2018)

Program Capacity Table (School Year 2017–2018)		Special Education Services																																
		School Based	Cluster Based	Quad Cluster Based				County & Regional Based																										
				Grades Served	Capacity (HS @90% MS@85%)	Total Rooms	Support Rooms	Regular Secondary @25	Regular Elementary @23	CSR Grades 1–2 @18	Pre-K @20	Pre-K @40	HS @20	CSR KIND @18	KIND @22	ESOL @15	METS @15	HSM @13	ELEM LAD @13	ELC @10	LANG @12	LFI @10	SCB @6	AAC@7	AUT @6	BRIDGE @10	DHOH @7	ED @10	EXTENSIONS @6	GT/LD @13	PD @7	PEP@6	PEP @12	PEP @18
Schools	Walter Johnson HS	9-12	2330	107		101							1						3				1											
North Bethesda MS	6-8	872	42		40																					1								
Tilden MS	6-8	960	52		43														3				4											2
Ashburton ES	K-5	666	34	3		21						6					3														1			
Farmland ES	K-5	714	37	4		24						6							3															
Garrett Park ES	K-5	776	37	3		28						6																						
Kensington-Parkwood ES	K-5	448	27	5		13						5					3																	1
Luxmanor ES	K-5	406	24	4		12						4								2											1	1		
Wyngate ES	K-5	777	38	4		29						5																						

WALTER JOHNSON CLUSTER

Facility Characteristics of Schools 2017–2018

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		5		
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

CLUSTER PLANNING ISSUES

Since 2007, elementary school enrollment in the Gaithersburg Cluster has increased by 820 students. Some of this growth is due to new planned housing associated with the Shady Grove Sector Plan. 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, a tri-cluster roundtable discussion group convened in spring 2016, to take a broader look at school enrollments, utilization levels and facility options in the Gaithersburg Cluster. Three adjacent clusters participated in the Roundtable—Gaithersburg, Col. Zadok Magruder, and Thomas S. Wootton.

Planning Study: A boundary study was conducted in spring 2017 to reassign the portion of the Shady Grove Sector Plan that is located east of Interstate 370 in the Washington Grove Elementary School, Forest Oak Middle School, and Gaithersburg High School service areas to the Col. Zadok Magruder Cluster schools. On August 31, 2017, the Board of Education authorized that a site selection committee be formed to evaluate potential school sites in the Gaithersburg Cluster. This potential school site could address the overutilization at the elementary schools in the cluster. The site selection process will occur in fall 2017, with Board of Education action in March 2018. The Boundary Advisory Committee Report for the Shady Grove Sector Plan boundary study was released on September 6, 2017. However, based on the approved site selection process, decisions regarding potential reassignments in the Shady Grove Sector Plan will not be considered until after the site selection process is complete.

SCHOOLS

Judith A. Resnik Elementary School

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

CAPITAL PROJECTS

School	Project	Project Status*	Date of Completion
Judith A. Resnik ES	Classroom addition	Approved	TBD

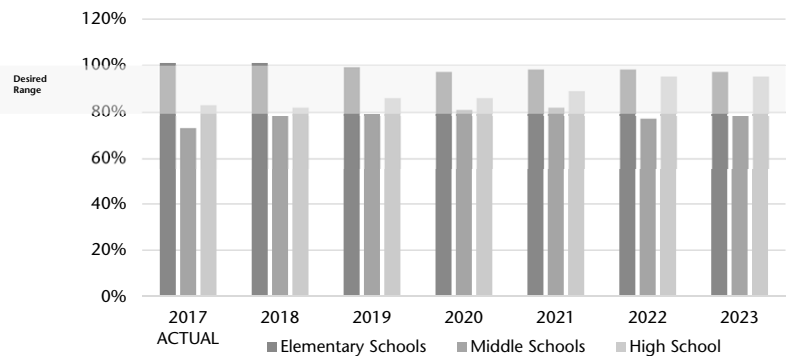
*Approved—Project has an FY 2017 or FY 2018 appropriation approved in the Amended FY 2017–2022 CIP.

*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 a feasibility study.

*Recommended—Project has an FY 2019 appropriation recommended for planning or construction in the FY 2019–2024 CIP.

Col. Zadok Magruder Cluster
School Utilizations



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

COL. ZADOK MAGRUDER CLUSTER

Projected Enrollment and Space Availability

Effects of the Recommended FY 2019–2024 CIP and Non–CIP Actions on Space Available

Schools			Actual 17–18	Projections							
				18–19	19–20	20–21	21–22	22–23	23–24	2027	2032
Col. Zadok Magruder HS		Program Capacity	1950	1950	1950	1950	1950	1950	1950	1950	1950
		Enrollment	1621	1592	1682	1683	1735	1854	1862	2090	2360
		Available Space	329	358	268	267	215	96	88	(140)	(410)
		Comments									
Redland MS		Program Capacity	765	765	765	765	765	765	765	765	765
		Enrollment	560	609	670	676	698	634	631	660	660
		Available Space	205	156	95	89	67	131	134	105	105
		Comments									
Shady Grove MS		Program Capacity	846	846	846	846	846	846	846	846	846
		Enrollment	615	640	600	621	615	610	623	610	680
		Available Space	231	206	246	225	231	236	223	236	166
		Comments									
Candlewood ES		Program Capacity	514	514	514	514	514	514	514		
		Enrollment	376	376	390	386	378	388	359		
		Available Space	138	138	124	128	136	126	155		
		Comments									
Cashell ES		Program Capacity	340	340	340	340	340	340	340		
		Enrollment	382	405	394	391	412	412	403		
		Available Space	(42)	(65)	(54)	(51)	(72)	(72)	(63)		
		Comments									
Flower Hill ES	CSR	Program Capacity	465	465	465	465	465	465	465		
		Enrollment	492	482	490	485	485	492	483		
		Available Space	(27)	(17)	(25)	(20)	(20)	(27)	(18)		
		Comments									
Mill Creek Towne ES	CSR	Program Capacity	321	321	321	321	321	321	321		
		Enrollment	389	384	371	354	347	338	336		
		Available Space	(68)	(63)	(50)	(33)	(26)	(17)	(15)		
		Comments									
Judith A. Resnik ES	CSR	Program Capacity	498	498	498	498	498	498	498		
		Enrollment	643	652	614	611	615	608	608		
		Available Space	(145)	(154)	(116)	(113)	(117)	(110)	(110)		
		Comments	Planning for Addition See text								
Sequoiah ES	CSR	Program Capacity	508	508	508	508	508	508	508		
		Enrollment	388	386	353	335	347	358	381		
		Available Space	120	122	155	173	161	150	127		
		Comments									
Cluster Information		HS Utilization	83%	82%	86%	86%	89%	95%	95%	107%	121%
		HS Enrollment	1621	1592	1682	1683	1735	1854	1862	2090	2360
		MS Utilization	73%	78%	79%	81%	82%	77%	78%	79%	83%
		MS Enrollment	1175	1249	1270	1297	1313	1244	1254	1270	1340
		ES Utilization	101%	101%	99%	97%	98%	98%	97%	94%	91%
		ES Enrollment	2670	2685	2612	2562	2584	2596	2570	2480	2400

COL. ZADOK MAGRUDER CLUSTER

Demographic Characteristics of Schools

Schools	2017-2018						2016-2017		
	Total Enrollment	Two or more races %	Black or Afr. Amer. %	Asian%	Hispanic %	White %	FARMS%*	ESOL%**	Mobility Rate%***
Col. Zadok Magruder HS	1621	5.1%	17.5%	12.2%	39.2%	25.9%	33.3%	10.8%	16.2%
Redland MS	560	5.2%	19.3%	13.6%	38.0%	23.4%	40.9%	9.3%	9.1%
Shady Grove MS	615	3.4%	21.3%	11.4%	41.8%	21.6%	42.4%	8.9%	15.3%
Candlewood ES	376	5.3%	15.2%	17.0%	16.5%	45.5%	23.4%	15.5%	11.5%
Cashell ES	382	9.2%	15.2%	7.6%	25.1%	42.7%	26.4%	13.2%	3.2%
Flower Hill ES	492	4.7%	31.1%	10.4%	46.3%	7.1%	66.1%	38.4%	24.7%
Mill Creek Towne ES	389	5.9%	15.9%	10.8%	47.6%	19.3%	50.4%	27.3%	20.1%
Judith A. Resnik ES	643	4.8%	30.5%	11.5%	39.0%	14.0%	53.9%	29.5%	21.9%
Sequoyah ES	390	5.6%	12.1%	12.1%	48.5%	21.5%	54.4%	34.6%	16.2%
Elementary Cluster Total	2672	5.8%	21.4%	11.5%	37.8%	23.1%	47.0%	27.0%	17.2%
Elementary County Total	76590	5.3%	21.4%	14.0%	32.3%	26.6%	40.3%	23.2%	14.1%

*Percent of students approved for Free and Reduced-priced Meals Program (FARMS) during the 2016-2017 school year.

**Percent of English for Speakers of Other Languages (ESOL) during the 2016-2017 school year. High School students are served in regional ESOL centers.

***Mobility Rate is the number of entries plus withdrawals during the 2016-2017 school year compared to total enrollment.

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

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

Program Capacity Table

(School Year 2017-2018)

Program Capacity Table (School Year 2017–2018)															Special Education Services																			
															School Based	Cluster Based	Quad Cluster Based	County & Regional Based																
																		Grades Served	Capacity (HS @90% MS@85%)	Total Rooms	Support Rooms	Regular Secondary @25	Regular Elementary @23	CSR Grades 1–2 @18	Pre–K @20	Pre–K @40	HS @20	CSR KIND @18	KIND @22	ESOL @15	METS @15	HSM @13	ELEM LAD @13	ELC @10
Schools	Col. Zadok Magruder HS	9-12	1950	91		84						1										2			4									
Redland MS	6-8	765	36		36																													
Shady Grove MS	6-8	846	45		38							1													3									3
Candlewood ES	K-5	514	28	4		18					4															2								
Cashell ES	PreK-5	340	21	3		10		1			3								2											2				
Flower Hill ES	PreK-5	465	29	5		7	9		1		4													3										
Mill Creek Towne ES	HS-5	321	25	5		1	8	1			4						5	1																
Judith A. Resnik ES	PreK-5	498	31	5		6	11		1		6																	2						
Sequoyah ES	K-5	508	30	4		11	8				4					3																		

COL. ZADOK MAGRUDER CLUSTER

Facility Characteristics of Schools 2017–2018

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			

RICHARD MONTGOMERY CLUSTER

CLUSTER PLANNING ISSUE

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

Student enrollment at elementary schools in the Richard Montgomery Cluster has increased over the past few years. The magnitude of enrollment growth in the cluster requires the opening of a new elementary school which 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. An addition project at Julius West Middle School opened in the 2016–2017 school year to accommodate growth in enrollment there.

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. The recommended CIP includes expenditures in the six-year period to open a new high school on the Crown Farm site to address overutilization in the mid-county region. An FY 2019 appropriation for planning is recommended to begin the architectural design for this new school. Once the planning is complete, a recommendation will be included in the next full CIP regarding the phasing and completion date for the opening of this new high school.

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. An FY 2017 appropriation was approved to begin construction of the new school. Relocatable classrooms will be utilized until Richard Montgomery Cluster Elementary School #5 (Hungerford Park site) opens in September 2018.

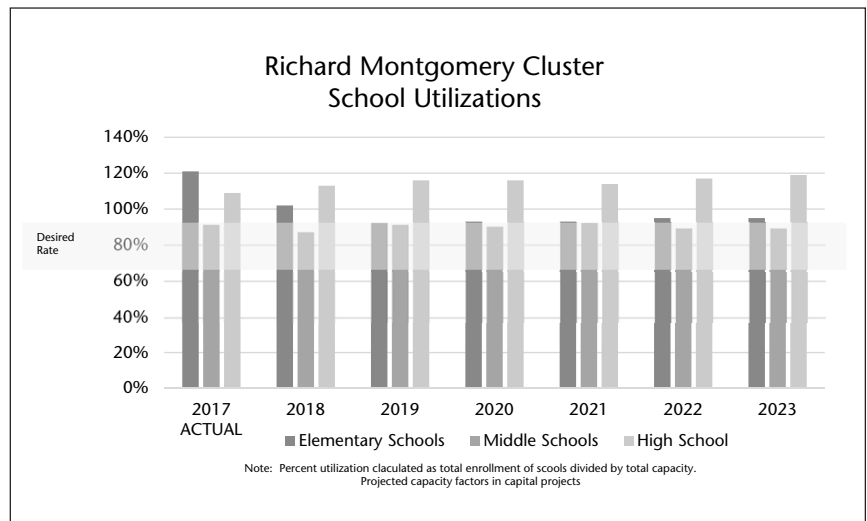
Planning Study: A boundary study was conducted in spring 2017 to determine the service area for the new Richard Montgomery Elementary School #5. Representatives from the Beall, College Gardens, Ritchie Park, and Twinbrook elementary school service areas participated on

the boundary advisory committee. Pursuant to the Board of Education action on November 18, 2010, the boundary study explored options to reassign the Chinese Immersion program from College Gardens Elementary School to another elementary school in the Richard Montgomery Cluster. The superintendent of schools released his recommendation in October 2017, and Board of Education action is scheduled for November 27, 2017. The recommendation is available on the MCPS website at the following link: http://gis.mcpsmd.org/boundarystudypdfs/RMES5_SuperintendentsRecommendation.pdf

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. An FY 2017 appropriation was approved to begin construction of the new school. Relocatable classrooms will be utilized until Richard Montgomery Cluster Elementary School #5 (Hungerford Park site) opens in September 2018.

Planning Study: A boundary study was conducted in spring 2017 to determine the service area for the new Richard Montgomery Elementary School #5. Representatives from the Beall, College Gardens, Ritchie Park, and Twinbrook elementary school service areas participated on the boundary advisory committee. Pursuant to the Board of Education action on November 18, 2010, the boundary study explored options to reassign the Chinese Immersion program from College Gardens Elementary School to another elementary school in the Richard Montgomery Cluster. The superintendent of schools released his recommendation in October 2017, and Board of Education action is scheduled for November 27, 2017. The recommendation is available on the MCPS website at the following link: http://gis.mcpsmd.org/boundarystudypdfs/RMES5_SuperintendentsRecommendation.pdf



RICHARD MONTGOMERY CLUSTER

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. An FY 2017 appropriation was approved to begin construction of the new school. Relocatable classrooms will be utilized until Richard Montgomery Cluster Elementary School #5 (Hungerford Park site) opens in September 2018.

Planning Study: A boundary study was conducted in spring 2017 to determine the service area for the new Richard Montgomery Elementary School #5. Representatives from the Beall, College Gardens, Ritchie Park, and Twinbrook elementary school service areas participated on the boundary advisory committee. Pursuant to the Board of Education action on November 18, 2010, the boundary study explored options to reassign the Chinese Immersion program from College Gardens Elementary School to another elementary school in the Richard Montgomery Cluster. The superintendent of schools released his recommendation in October 2017, and Board of Education action is scheduled for November 27, 2017. The recommendation is available on the MCPS website at the following link: http://gis.mcpsmd.org/boundarystudypdfs/RMES5_SuperintendentsRecommendation.pdf

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

Capital Project: A new school is scheduled to open in September 2018 to relieve projected overutilization in the Richard Montgomery Cluster. An FY 2017 appropriation was approved to begin construction of the new school. Funding is approved in the Rehabilitation and Renovation of Closed Schools (RROCS) project to construct the new elementary school.

Planning Study: A boundary study was conducted in spring 2017 to determine the service area for the new Richard Montgomery Elementary School #5. Representatives from the Beall, College Gardens, Ritchie Park, and Twinbrook elementary school service areas participated on the boundary advisory committee. Pursuant to the Board of Education action on November 18, 2010, the boundary study explored options to reassign the Chinese Immersion program from College Gardens Elementary School to another elementary school in the Richard Montgomery Cluster. The superintendent of schools released his recommendation in October 2017, and Board of Education action is scheduled for November 27, 2017. The recommendation is available on the MCPS website at the following link: http://gis.mcpsmd.org/boundarystudypdfs/RMES5_SuperintendentsRecommendation.pdf

Twinbrook Elementary School

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

Planning Study: A boundary study was conducted in spring 2017 to determine the service area for the new Richard Montgomery Elementary School #5. Representatives from the Beall, College Gardens, Ritchie Park, and Twinbrook elementary school service areas participated on the boundary advisory committee. Pursuant to the Board of Education action on November 18, 2010, the boundary study explored options to reassign the Chinese Immersion program from College Gardens Elementary School to another elementary school in the Richard Montgomery Cluster. The superintendent of schools released his recommendation in October 2017, and Board of Education action is scheduled for November 27, 2017. The recommendation is available on the MCPS website at the following link: http://gis.mcpsmd.org/boundarystudypdfs/RMES5_SuperintendentsRecommendation.pdf

CAPITAL PROJECTS

School	Project	Project Status*	Date of Completion
Richard Montgomery Cluster ES #5	New school	Approved	Sept. 2018

*Approved—Project has an FY 2017 or FY 2018 appropriation approved in the Amended FY 2017–2022 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 a feasibility study.

*Recommended—Project has an FY 2019 appropriation recommended for planning or construction in the FY 2019–2024 CIP.

RICHARD MONTGOMERY CLUSTER

Projected Enrollment and Space Availability

Effects of the Recommended FY 2019–2024 CIP and Non–CIP Actions on Space Available

Schools			Actual	Projections							
			17–18	18–19	19–20	20–21	21–22	22–23	23–24	2027	2032
Richard Montgomery HS		Program Capacity	2236	2236	2236	2236	2236	2236	2236	2236	2236
		Enrollment	2447	2526	2584	2596	2545	2618	2668	2730	2840
		Available Space	(211)	(290)	(348)	(360)	(309)	(382)	(432)	(494)	(604)
		Comments	See text								
Julius West MS		Program Capacity	1462	1462	1462	1462	1462	1462	1462	1462	1462
		Enrollment	1334	1277	1326	1319	1351	1302	1298	1320	1330
		Available Space	128	185	136	143	111	160	164	142	132
		Comments									
Beall ES		Program Capacity	637	637	637	637	637	637	637		
		Enrollment	785	644	560	555	565	586	591		
		Available Space	(148)	(7)	77	82	72	51	46		
	Comments		Boundary Change								
College Gardens ES		Program Capacity	693	693	693	693	693	693	693		
		Enrollment	879	787	676	676	658	653	659		
		Available Space	(186)	(94)	17	17	35	40	34		
	Comments		Boundary Change								
Richard Montgomery Cluster ES #5 (Hungerford Park)		Program Capacity		740	740	740	740	740	740		
		Enrollment		606	662	685	693	713	719		
		Available Space		134	78	55	47	27	21		
	Comments		Opens								
Ritchie Park ES		Program Capacity	387	387	387	387	387	387	387		
		Enrollment	542	448	379	375	379	379	383		
		Available Space	(155)	(61)	8	12	8	8	4		
	Comments		Boundary Change								
Twinbrook ES	CSR	Program Capacity	558	558	558	558	558	558	558		
		Enrollment	552	579	506	512	514	523	523		
		Available Space	6	(21)	52	46	44	35	35		
	Comments	See text	Boundary Change								
Cluster Information		HS Utilization	109%	113%	116%	116%	114%	117%	119%	122%	127%
		HS Enrollment	2447	2526	2584	2596	2545	2618	2668	2730	2840
		MS Utilization	91%	87%	91%	90%	92%	89%	89%	90%	91%
		MS Enrollment	1334	1277	1326	1319	1351	1302	1298	1320	1330
		ES Utilization	121%	102%	92%	93%	93%	95%	95%	118%	127%
		ES Enrollment	2758	2458	2121	2118	2116	2141	2156	3560	3830

RICHARD MONTGOMERY CLUSTER

Demographic Characteristics of Schools

Schools	2017–2018						2016–2017		
	Total Enrollment	Two or more races %	Black or Afr. Amer. %	Asian%	Hispanic %	White %	FARMS%*	ESOL%**	Mobility Rate%***
Richard Montgomery HS	2447	4.7%	17.4%	24.6%	23.6%	29.5%	19.6%	7.3%	11.1%
Julius West MS	1334	6.7%	15.6%	19.6%	23.1%	34.7%	24.7%	9.1%	11.8%
Beall ES	785	5.7%	11.5%	24.7%	23.4%	34.3%	25.0%	17.3%	11.2%
College Gardens ES	880	8.0%	17.8%	23.9%	14.1%	36.0%	14.4%	16.3%	12.0%
Ritchie Park ES	543	6.8%	14.5%	20.6%	19.5%	38.1%	22.9%	12.0%	20.2%
Twinbrook ES	552	3.8%	9.8%	13.0%	62.5%	10.0%	69.6%	52.3%	18.5%
Elementary Cluster Total	2760	6.3%	13.8%	21.3%	27.5%	30.7%	30.3%	23.2%	14.6%
Elementary County Total	76590	5.3%	21.4%	14.0%	32.3%	26.6%	40.3%	23.2%	14.1%

*Percent of students approved for Free and Reduced-priced Meals Program (FARMS) during the 2016–2017 school year.

**Percent of English for Speakers of Other Languages (ESOL) during the 2016–2017 school year. High School students are served in regional ESOL centers.

***Mobility Rate is the number of entries plus withdrawals during the 2016–2017 school year compared to total enrollment.

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

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

Program Capacity Table

(School Year 2017–2018)

Schools	Special Education Services																		
	Grades Served	Capacity (HS @90% MS@85%)	Total Rooms	Support Rooms	Regular Secondary @25	Regular Elementary @23	CSR Grades 1–2 @18	Pre-K @20	Pre-K @40	HS @20	CSR KIND @18	KIND @22	ESOL @15	METS @15	HSM @13	ELEM LAD @13	ELC @10	LANG @12	LFI @10
Richard Montgomery HS	9-12	2237	102		97								1	1					
Julius West MS	6-8	1462	70		67								2	1					
Beall ES	HS-5	637	33	4		18			1	1		6					2		
College Gardens ES	HS-5	693	36	4		23				1		6						2	
Ritchie Park ES	K-5	387	21	4		13						4							
Twinbrook ES	HS-5	558	34	6		8	11		1	1	5				2				

RICHARD MONTGOMERY CLUSTER

Facility Characteristics of Schools 2017–2018

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	182,617	21.3				
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

CONSORTIUM PLANNING ISSUES

The Northeast Consortium provides a program delivery model for the three high schools in the northeast area of the county. Students living in this area of the county are able to choose from three high schools they wish to attend, based on different signature programs offered at the high schools. The Northeast Consortium choice 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.

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

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

SCHOOLS

Paint Branch High School

Capital Project: Previous projections indicated enrollment at Paint Branch High School would exceed capacity by 200 seats or more by the end of the last six-year planning period, therefore an FY 2017 appropriation was approved for facility planning to determine the feasibility, scope, and cost for a classroom addition. The current space deficit, however, does not meet the minimum threshold of 200 seats or more for consideration of an addition project. Therefore, enrollment will continue to be monitored and a date for the addition will be considered in a future CIP if needed. Relocatable classrooms will be utilized until additional capacity can be added.

Burnt Mills Elementary School

Capital Project: An FY 2012 appropriation was approved for facility planning to determine the feasibility, scope, and cost for a classroom addition. Current projections indicate enrollment at Burnt Mills Elementary School will exceed capacity by 92 seats or more by the end of the six-year planning period. In addition to the over-utilization at this school, various building systems may need to be addressed. A new approach to address capacity and building infrastructure is under review in order to develop a multi-variable approach to determine the priority order of large-scale renovations of facilities, possibly including programmatic and capacity considerations. Recommendations regarding possible changes to this program will be released once the review

is complete. Relocatable classrooms will be utilized until additional capacity can be added.

Burtonsville Elementary School

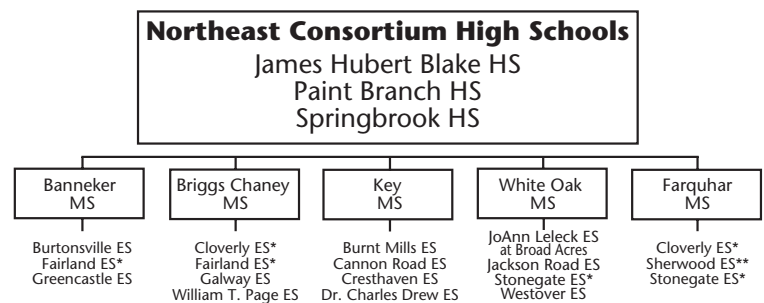
Capital Project: Previous projections indicated enrollment at Burtonsville Elementary School would exceed capacity by 92 seats or more by the end of the six-year planning period. Therefore, a feasibility study was conducted in FY 2013 to determine the cost and scope of an addition project. Current projections indicate enrollment will fall below the 92 seat threshold by the end of the six-year period. Therefore, planning will continue for the proposed addition project; however, expenditures for construction funds will be considered in a future CIP. Enrollment will continue to be monitored and relocatable classrooms will be utilized.

Cresthaven Elementary School

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

Capital Project: Projections indicate that enrollment at JoAnn Leleck Elementary School at Broad Acres will exceed capacity throughout the six-year planning period. Therefore, an FY 2019 appropriation is recommended to begin the architectural planning and design for an addition project, with a scheduled completion date of September 2021. In order for this project to be completed on this schedule, county and state funding must be provided at the levels recommended in this CIP.

Northeast Consortium Articulation Elementary schools articulating to middle schools within 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.

Greencastle Elementary School

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

JoAnn Leleck Elementary School at Broad Acres

Planning Study: Projections indicated enrollment at JoAnn Leleck Elementary School at Broad Acres will exceed capacity by 92 seats or more by the end of the six-year planning period. An FY 2014 appropriation was approved for facility planning to determine the feasibility, scope, and cost for a classroom addition. The outcome of the feasibility study determined that due to site limitations, it is difficult to expand the facility to meet the enrollment growth needs. Therefore, feasibility studies were conducted during the 2016–2017 school year at Cresthaven and Roscoe Nix elementary schools, to determine if these schools can be expanded to address the space deficits at JoAnn Leleck Elementary School at Broad Acres. Relocatable classrooms will be utilized until a plan can be developed for this school.

Capital Project: Projections indicate that enrollment at JoAnn Leleck Elementary School at Broad Acres will exceed capacity throughout the six-year planning period, with over an 800 student enrollment. Currently, the school has 10 relocatable classrooms and, due to the site, it will be a challenge to place additional relocatable classrooms if necessary. Therefore, FY 2019 appropriations are recommended to begin the architectural planning and design for addition projects at Cresthaven and Roscoe Nix elementary schools, with scheduled completion dates of September 2021. In order for these projects to be completed on this schedule, county and state funding must be provided at the levels recommended in this CIP.

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

Roscoe Nix Elementary School

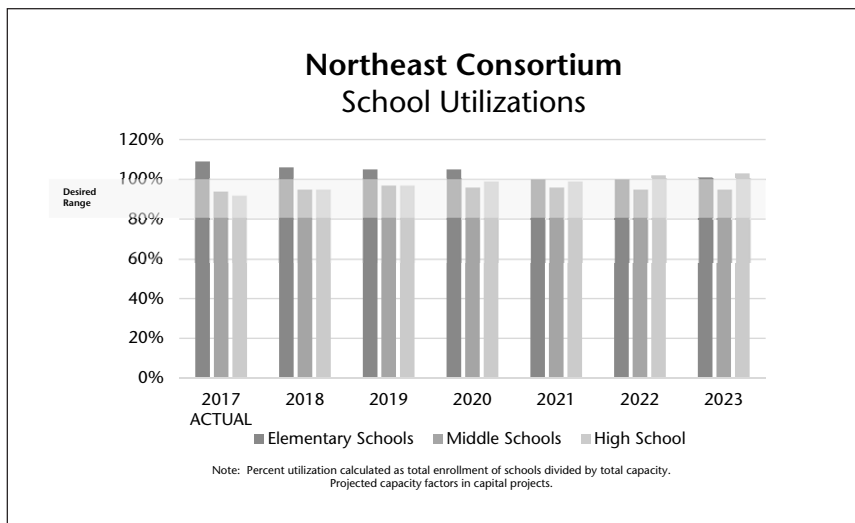
Planning Study: To address the space deficits at JoAnn Leleck Elementary School at Broad Acres, feasibility studies will be conducted during the 2016–2017 school year at Cresthaven and Roscoe Nix elementary schools, to determine if these schools can be expanded to address the space deficits at JoAnn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

Capital Project: Projections indicate that enrollment at JoAnn Leleck Elementary School at Broad Acres will exceed capacity throughout the six-year planning period. Therefore, an FY 2019 appropriation is recommended to begin the architectural planning and design for an addition project, with a scheduled completion date of September 2021. In order for this project to be completed on this schedule, county and state funding must be provided at the levels recommended in this CIP.

Stonegate Elementary School

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

Capital Project: Current projections indicate enrollment at Stonegate Elementary School will exceed capacity throughout the six-year planning period. In addition to the overutilization at this school, various building systems may need to be addressed. A new approach to address capacity and building infrastructure is under review in order to develop a multi-variable approach to determine the priority order of large-scale renovations of facilities, possibly including programmatic and capacity considerations. Recommendations regarding possible changes to this program will be released once the review is complete. Relocatable classrooms will be utilized until additional capacity can be added.



CAPITAL PROJECTS

School	Project	Project Status*	Date of Completion
Burtonsville ES	Classroom addition	Approved	TBD
Cresthaven ES	Classroom addition	Recommended	Sept. 2021
Greencastle ES	Classroom addition	Approved	TBD
Roscoe Nix ES	Classroom addition	Recommended	Sept. 2021

*Approved—Project has an FY 2017 or FY 2018 appropriation approved in the Amended FY 2017–2022 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 a feasibility study.

*Recommended—Project has an FY 2019 appropriation recommended for planning or construction in the FY 2019–2024 CIP.

NORTHEAST CONSORTIUM

Projected Enrollment and Space Availability

Effects of the Recommended FY 2019–2024 CIP and Non–CIP Actions on Space Available

Schools			Actual	Projections							
			17–18	18–19	19–20	20–21	21–22	22–23	23–24	2027	2032
James Hubert Blake HS		Program Capacity	1743	1743	1743	1743	1743	1743	1743	1743	1743
		Enrollment	1626	1687	1727	1751	1752	1815	1862	1980	2140
		Available Space	117	56	16	(8)	(9)	(72)	(119)	(237)	(397)
		Comments									
Paint Branch HS		Program Capacity	2020	2020	2020	2020	2020	2020	2020	2020	2020
		Enrollment	2006	2066	2135	2165	2130	2192	2189	2290	2390
		Available Space	14	(46)	(114)	(144)	(110)	(172)	(169)	(270)	(370)
		Comments									
Springbrook HS		Program Capacity	2121	2121	2121	2121	2121	2121	2121	2121	2121
		Enrollment	1799	1821	1845	1937	1945	1985	1994	2160	2350
		Available Space	322	300	276	184	176	136	127	(39)	(229)
		Comments									
Benjamin Banneker MS		Program Capacity	812	812	812	812	812	812	812	812	812
		Enrollment	841	841	852	807	788	711	710	650	570
		Available Space	(29)	(29)	(40)	5	24	101	102	162	242
		Comments									
Briggs Chaney MS		Program Capacity	918	918	918	918	918	918	918	918	918
		Enrollment	888	922	942	952	968	954	956	990	1020
		Available Space	30	(4)	(24)	(34)	(50)	(36)	(38)	(72)	(102)
		Comments									
William H. Farquhar MS		Program Capacity	800	800	800	800	800	800	800	800	800
		Enrollment	703	696	664	638	611	618	592	560	510
		Available Space	97	104	136	162	189	182	208	240	290
		Comments									
Francis Scott Key MS		Program Capacity	969	969	969	969	969	969	969	969	969
		Enrollment	998	1020	1063	1047	1067	1052	1050	1080	1090
		Available Space	(29)	(51)	(94)	(78)	(98)	(83)	(81)	(111)	(121)
		Comments									
White Oak MS		Program Capacity	978	978	978	978	978	978	978	978	978
		Enrollment	790	786	812	854	885	903	936	1060	1210
		Available Space	188	192	166	124	93	75	42	(82)	(232)
		Comments									

NORTHEAST CONSORTIUM

Schools			Actual	Projections						2027	2032
			17-18	18-19	19-20	20-21	21-22	22-23	23-24		
Burnt Mills ES	CSR	Program Capacity	392	392	392	392	392	392	392		
		Enrollment	593	591	591	583	564	569	575		
		Available Space	(201)	(199)	(199)	(191)	(172)	(177)	(183)		
		Comments	See text								
Burtonsville ES	CSR	Program Capacity	518	518	518	518	518	518	518		
		Enrollment	581	552	545	537	527	552	562		
		Available Space	(63)	(34)	(27)	(19)	(9)	(34)	(44)		
		Comments	Planning for Addition See text								
Cannon Road ES	CSR	Program Capacity	521	521	521	521	521	521	521		
		Enrollment	407	407	399	399	403	405	395		
		Available Space	114	114	122	122	118	116	126		
		Comments									
Cloverly ES		Program Capacity	444	444	444	444	444	444	444		
		Enrollment	500	506	500	508	502	503	504		
		Available Space	(56)	(62)	(56)	(64)	(58)	(59)	(60)		
		Comments									
Cresthaven ES Grades (3-5) Paired With Roscoe R. Nix ES	CSR	Program Capacity	467	467	467	467	651	651	651		
		Enrollment	563	530	543	544	549	545	540		
		Available Space	(96)	(63)	(76)	(77)	102	106	111		
		Comments		Planning for Addition			Addition Complete				
Dr. Charles R. Drew ES	CSR	Program Capacity	474	474	474	474	474	474	474		
		Enrollment	503	510	484	495	507	520	513		
		Available Space	(29)	(36)	(10)	(21)	(33)	(46)	(39)		
		Comments									
Fairland ES	CSR	Program Capacity	648	648	648	648	648	648	648		
		Enrollment	632	627	607	604	611	610	605		
		Available Space	16	21	41	44	37	38	43		
		Comments									
Galway ES	CSR	Program Capacity	764	764	764	764	764	764	764		
		Enrollment	789	765	743	748	735	731	734		
		Available Space	(25)	(1)	21	16	29	33	30		
		Comments									
Greencastle ES	CSR	Program Capacity	614	614	614	614	614	614	614		
		Enrollment	722	717	701	710	706	721	725		
		Available Space	(108)	(103)	(87)	(96)	(92)	(107)	(111)		
		Comments									
Jackson Road ES	CSR	Program Capacity	699	699	699	699	699	699	699		
		Enrollment	686	688	687	678	686	682	696		
		Available Space	13	11	12	21	13	17	3		
		Comments									

NORTHEAST CONSORTIUM

Schools			Actual 17–18	Projections						2027	2032
				18–19	19–20	20–21	21–22	22–23	23–24		
JoAnn Leleck ES at Broad Acres	CSR	Program Capacity	715	715	715	715	715	715	715		
		Enrollment	858	838	849	834	823	815	819		
		Available Space	(143)	(123)	(134)	(119)	(108)	(100)	(104)		
		Comments	See text								
Roscoe R. Nix ES Grades (preK-2) Paired with Cresthaven ES	CSR	Program Capacity	503	503	503	503	736	736	736		
		Enrollment	501	484	484	482	491	486	479		
		Available Space	2	19	19	21	245	250	257		
		Comments		Planning for Addition			Addition Complete				
William T. Page ES	CSR	Program Capacity	384	384	384	384	384	384	384		
		Enrollment	439	446	451	448	451	439	433		
		Available Space	(55)	(62)	(67)	(64)	(67)	(55)	(49)		
		Comments									
Sherwood ES		Program Capacity	547	547	547	547	547	547	547		
		Enrollment	493	368	369	379	399	411	432		
		Available Space	54	179	178	168	148	136	115		
		Comments									
Stonegate ES		Program Capacity	372	372	372	372	372	372	372		
		Enrollment	510	524	516	516	518	518	523		
		Available Space	(138)	(152)	(144)	(144)	(146)	(146)	(151)		
		Comments	See text								
Westover ES		Program Capacity	283	283	283	283	283	283	283		
		Enrollment	280	307	308	296	292	284	278		
		Available Space	3	(24)	(25)	(13)	(9)	(1)	5		
		Comments									
Cluster Information		HS Utilization	92%	95%	97%	99%	99%	102%	103%	109%	117%
		HS Enrollment	5431	5574	5707	5853	5827	5992	6045	5900	5900
		MS Utilization	94%	95%	97%	96%	96%	95%	95%	97%	98%
		MS Enrollment	4220	4265	4333	4298	4319	4238	4244	4450	4450
		ES Utilization	109%	106%	105%	105%	100%	100%	101%	100%	100%
		ES Enrollment	9057	8860	8777	8761	8764	8791	8813	8780	8790

NORTHEAST CONSORTIUM

Demographic Characteristics of Schools

Schools	2017–2018						2016–2017		
	Total Enrollment	Two or more races %	Black or Afr. Amer. %	Asian%	Hispanic %	White %	FARMS%*	ESOL%**	Mobility Rate%***
James Blake HS	1626	5.2%	41.1%	9.3%	26.1%	18.1%	35.0%	2.9%	11.0%
Paint Branch HS	2006	3.3%	58.1%	13.2%	18.9%	6.4%	34.2%	2.8%	11.9%
Springbrook HS	1799	3.4%	38.1%	12.8%	38.5%	7.2%	47.2%	15.3%	16.5%
Benjamin Banneker MS	841	3.1%	66.1%	11.2%	15.7%	3.6%	49.2%	4.7%	14.5%
Briggs Chaney MS	888	3.5%	52.6%	13.3%	21.3%	9.1%	45.5%	5.2%	12.7%
William H. Farquhar MS	703	4.3%	25.2%	12.7%	15.2%	42.5%	13.7%	2.4%	6.2%
Francis Scott Key MS	998	1.6%	45.1%	9.8%	39.0%	4.1%	74.2%	11.0%	22.0%
White Oak MS	790	2.7%	30.0%	9.7%	50.4%	7.1%	59.8%	14.8%	18.4%
Burnt Mills ES	593	3.9%	59.0%	4.2%	26.5%	6.4%	67.1%	25.6%	17.1%
Burtonsville ES	581	3.1%	59.4%	11.7%	19.6%	5.9%	46.1%	11.1%	16.7%
Cannon Road ES	407	3.2%	34.6%	10.1%	47.2%	4.7%	66.0%	13.3%	15.5%
Cloverly ES	500	7.6%	25.0%	16.2%	22.2%	28.6%	19.5%	13.9%	11.7%
Cresthaven ES	563	1.6%	38.7%	9.4%	45.6%	4.3%	73.1%	28.0%	23.4%
Dr. Charles R. Drew ES	503	6.0%	42.9%	14.3%	24.3%	12.1%	49.0%	24.1%	9.5%
Fairland ES	632	4.6%	57.0%	7.9%	24.8%	5.1%	61.6%	19.5%	17.7%
Galway ES	789	2.3%	62.9%	9.1%	22.8%	2.5%	59.3%	28.5%	17.4%
Greencastle ES	722	3.0%	66.1%	6.8%	20.4%	3.3%	65.4%	14.3%	20.4%
Jackson Road ES	686	1.6%	51.9%	9.6%	33.7%	2.9%	77.1%	30.8%	20.1%
JoAnn Leleck ES at Broad Acres	858	0.0%	13.3%	3.4%	82.8%	0.0%	92.2%	67.2%	26.2%
Roscoe R. Nix ES	501	1.6%	36.3%	7.2%	49.9%	4.6%	75.7%	50.4%	25.3%
William T. Page ES	439	3.0%	51.9%	13.4%	25.3%	5.7%	50.2%	19.8%	10.5%
Sherwood ES	493	7.5%	19.9%	12.4%	17.6%	42.2%	15.0%	6.5%	8.3%
Stonegate ES	510	9.0%	35.1%	13.5%	21.6%	20.4%	22.5%	13.1%	8.8%
Westover ES	280	8.2%	34.3%	14.3%	25.4%	17.9%	21.4%	11.0%	12.1%
Elementary Cluster Total	9057	3.8%	44.0%	9.6%	33.2%	9.1%	57.4%	25.7%	17.1%
Elementary County Total	76590	5.3%	21.4%	14.0%	32.3%	26.6%	40.3%	23.2%	14.1%

*Percent of students approved for Free and Reduced-priced Meals Program (FARMS) during the 2016–2017 school year.

**Percent of English for Speakers of Other Languages (ESOL) during the 2016–2017 school year. High School students are served in regional ESOL centers.

***Mobility Rate is the number of entries plus withdrawals during the 2016–2017 school year compared to total enrollment.

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

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

NORTHEAST CONSORTIUM

Program Capacity Table
(School Year 2017–2018)

Schools	Special Education Services																	
	Grades Served	Capacity (HS @90% MS@85%)	Total Rooms	Support Rooms	Regular Secondary @25	Regular Elementary @23	CSR Grades 1–2 @18	Pre-K @20	Pre-K @40	HS @20	CSR KIND @18	KIND @22	ESOL @15	METS @15	School Based HSM @13	Cluster Based ELEM LAD @13	Quad Cluster Based ELC @10 LANG @12 LFI @10 SCB @6 AAC@7 AUT @6 BRIDGE @10 DHOH @7 ED @10 EXTENSIONS @6 GT/LD @13 PD @7 PEP@6 PEP @12 PEP @18 VISION (Elementary) @7 OTHER	County & Regional Based
James Blake HS	9-12	1743	79		77													2
Paint Branch HS	9-12	2021	94		87													3
Springbrook HS	9-12	2121	101		89							4	2					3 2
Benjamin Banneker MS	6-8	812	40		37													3
Briggs Chaney MS	6-8	918	46		41							1						4
William H. Farquhar MS	6-8	800	40		37												1 1	
Francis Scott Key MS	6-8	969	46		45							1						
White Oak MS	6-8	978	49		44							2	1					1
Burnt Mills ES	PreK-5	392	24	4		3	10		1		5				1			
Burtonsville ES	K-5	518	30	4		11	10				4				1			
Cannon Road ES	K-5	521	32	4		11	8				4				2		1	2
Cloverly ES	K-5	444	27	4		13						3			1			3
Cresthaven ES	3-5	467	27	4		18									1		4	
Dr. Charles R. Drew ES	PreK-5	474	29	3		8	7	1	1		3				2			4
Fairland ES	HS-5	648	38	3		11	11	1		1	5				1			3
Galway ES	PreK-5	764	45	6		16	11		1		6					5		
Greencastle ES	PreK-5	614	35	5		7	12		2		6				1			
Jackson Road ES	PreK-5	699	40	5		14	11		1		4				1			
JoAnn Leleck ES at Broad Acres	HS-5	715	40	6		12	12		2	1	6			1				
Roscoe R. Nix ES	PreK-2	503	34	5			14		1		10				1			3
William T. Page ES	PreK-5	384	24	4		5	8		1		4				1			
Sherwood ES	K-5	547	31	3		18						3			1			1 1 1
Stonegate ES	K-5	372	23	4		11						3			1		4	
Westover ES	K-5	283	19	3		8						2			1		2	3

NORTHEAST CONSORTIUM

Facility Characteristics of Schools 2017–2018

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	2016	135,626	20				
Francis Scott Key MS	1966	2009	147,424	20.6				
White Oak MS	1962	1993	140,990	17.3				
Burnt Mills ES	1964	1990	57,318	15.1		6		Yes
Burtonsville ES	1952	1993	71,349	11.9		6		Yes
Cannon Road ES	1967	2012	83,377	4.4	Yes			
Cloverly ES	1961	1989	61,991	10	Yes	2		Yes
Cresthaven ES	1962	2010	76,862	9.8				Yes
Dr. Charles R. Drew ES	1991		73,975	12				
Fairland ES	1934	1992	92,227	11.8				Yes
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				Yes
JoAnn Leleck ES at Broad Acres	1952	1974	88,922	6.2	Yes	10	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				Yes
Stonegate ES	1971		52,468	10.3		4		Yes
Westover ES	1964	1998	54,645	7.6		2		Yes

NORTHWEST CLUSTER

SCHOOLS

Northwest High School

Planning Issue: Projections indicate enrollment at Northwest High School will exceed capacity by almost 400 students by the end of the six year CIP planning period. Enrollment also is projected to exceed capacity at Clarksburg High School by more than 800 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 September 2020, will be designed and constructed with a capacity for 2,400 students. The enrollment at Seneca Valley High School is projected to be 1,499 students by the end of the six-year planning period. With a capacity of 2,400 seats, there will be approximately 900 seats available to accommodate students from Clarksburg and Northwest high schools when the project is complete.

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

Capital Project: Expenditures are recommended in the six-year period to open a new high school on the Crown Farm site to address overutilization in the mid-county region. An FY 2019 appropriation for planning is recommended to begin the architectural design for this new school. Once the planning is complete, a recommendation will be included in the next full CIP regarding the phasing and completion date for the opening of this new high school.

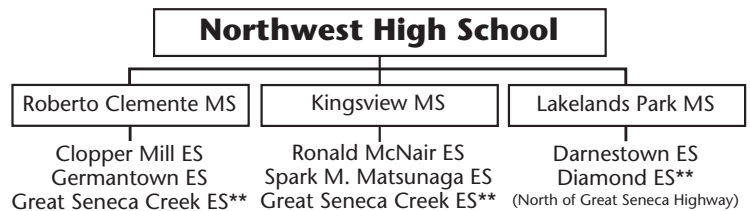
Roberto Clemente Middle School

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

Clopper Mill Elementary School

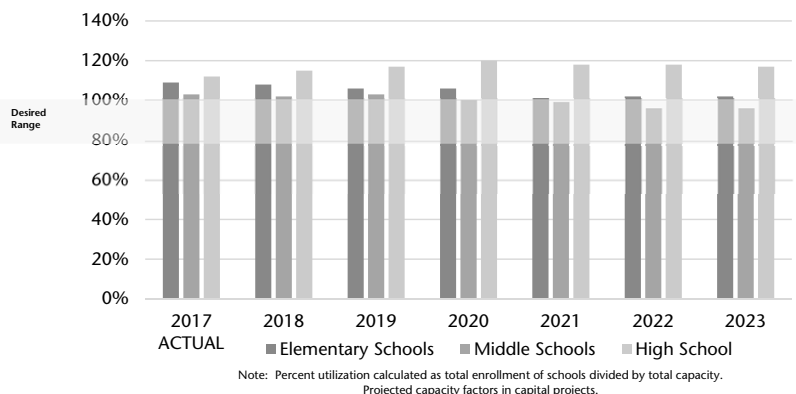
Capital Project: The Northwest Cluster elementary school deficit has decreased from previous years. Therefore, the Board of Education, in the FY 2017–2022 CIP, delayed the construction funds two years to provide an opportunity to monitor the cluster deficit and explore alternatives to address the overutilization at the elementary schools in this cluster. Based on the Board of Education's decision to monitor enrollment and evaluate alternatives to address the overutilization, the County Council changed the name of this project to Northwest Cluster ES Solution in the FY 2017–2022 CIP. As part of the Amended FY 2017–2022 Amended CIP, the County Council, deleted the Northwest Cluster Elementary School Solution project and replaced it with the Clopper Mill Elementary School and Ronald McNair Elementary School Solution Project, in order to more accurately reflect the elementary service areas that would go into residential moratorium in the Northwest

Northwest Cluster Articulation*



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

Northwest Cluster School Utilizations



NORTHWEST CLUSTER

Cluster. However, the current space deficit does not meet the minimum threshold of 92 seats or more for consideration of an addition project and should not place this service area in residential moratorium. Therefore, enrollment will continue to be monitored and relocatable classrooms will be utilized.

Ronald McNair Elementary School

Capital Project: Projections indicate enrollment at Ronald McNair Elementary School will exceed capacity by more than 92 seats by the end of the six-year planning period. The Northwest Cluster elementary school deficit has decreased from previous years. Therefore, the Board of Education, in the FY 2017–2022 CIP, delayed the construction funds two years to provide an opportunity to monitor the cluster deficit and explore alternatives to address the overutilization at the elementary schools in this cluster. Based on the Board of Education’s decision to monitor enrollment and evaluate alternatives to address the overutilization, the County Council changed the name of this project to Northwest Cluster ES Solution in the FY 2017–2022 CIP. As part of the Amended FY 2017–2022 Amended CIP, the County Council, deleted the Northwest Cluster Elementary School Solution project and replaced it with the Clopper Mill Elementary School and Ronald McNair Elementary School Solution Project, in order to more accurately reflect the elementary service areas that would go into residential moratorium in the Northwest Cluster. As with other solution Project Description Forms (PDFs), this project includes funds for the design and construction of classroom space only.

Capital Project: Projections indicate that enrollment at Ronald McNair Elementary School will exceed capacity by more than 150 seats by the end of the six-year planning period. An FY 2019 appropriation for planning is recommended to begin the architectural design for the addition project. This addition project is scheduled to be completed September 2021. 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
Ronald McNair ES	Classroom addition	Recommended	Sept. 2021

“Approved”—Project has an FY 2017 or FY 2018 appropriation approved in the Amended FY 2017–2022 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 a feasibility study.

“Recommended”—Project has an FY 2019 appropriation recommended for planning or construction in the FY 2019–2024 CIP.

NORTHWEST CLUSTER

Projected Enrollment and Space Availability Effects of the Recommended FY 2019–2024 CIP and Non-CIP Actions on Space Available

Schools			Actual 17–18	Projections							
				18–19	19–20	20–21	21–22	22–23	23–24	2027	2032
Northwest HS		Program Capacity	2241	2241	2241	2241	2241	2241	2241	2241	2241
		Enrollment	2508	2578	2627	2695	2652	2651	2626	2690	2730
		Available Space	(267)	(337)	(386)	(454)	(411)	(410)	(385)	(449)	(489)
		Comments	See text								
Roberto Clemente MS		Program Capacity	1231	1231	1231	1231	1231	1231	1231	1231	1231
		Enrollment	1388	1361	1359	1328	1344	1300	1306	1250	1190
		Available Space	(157)	(130)	(128)	(97)	(113)	(69)	(75)	(19)	41
		Comments									
Kingsview MS		Program Capacity	1041	1041	1041	1041	1041	1041	1041	1041	1041
		Enrollment	1037	1011	1011	933	894	826	831	670	560
		Available Space	4	30	30	108	147	215	210	371	481
		Comments									
Lakelands Park MS		Program Capacity	1147	1147	1147	1147	1147	1147	1147	1147	1147
		Enrollment	1105	1118	1158	1171	1159	1141	1158	1180	1200
		Available Space	42	29	(11)	(24)	(12)	6	(11)	(33)	(53)
		Comments									
Clopper Mill ES	CSR	Program Capacity	460	460	460	460	460	460	460		
		Enrollment	541	542	538	545	534	547	551		
		Available Space	(81)	(82)	(78)	(85)	(74)	(87)	(91)		
		Comments									
Darnestown ES		Program Capacity	471	471	471	471	471	471	471		
		Enrollment	284	282	285	275	272	280	288		
		Available Space	187	189	186	196	199	191	183		
		Comments									
Diamond ES		Program Capacity	670	670	670	670	670	670	670		
		Enrollment	739	746	744	762	752	717	717		
		Available Space	(69)	(76)	(74)	(92)	(82)	(47)	(47)		
		Comments									
Germantown ES	CSR	Program Capacity	309	309	309	309	309	309	309		
		Enrollment	317	330	310	300	296	295	294		
		Available Space	(8)	(21)	(1)	9	13	14	15		
		Comments									
Great Seneca Creek ES	CSR	Program Capacity	561	561	561	561	561	561	561		
		Enrollment	628	614	607	592	581	584	572		
		Available Space	(67)	(53)	(46)	(31)	(20)	(23)	(11)		
		Comments									
Spark M. Matsunaga ES		Program Capacity	653	653	653	653	653	653	653		
		Enrollment	772	721	701	712	720	727	730		
		Available Space	(119)	(68)	(48)	(59)	(67)	(74)	(77)		
		Comments									
Ronald McNair ES		Program Capacity	646	646	646	646	770	770	770		
		Enrollment	845	818	807	793	783	803	803		
		Available Space	(199)	(172)	(161)	(147)	(13)	(33)	(33)		
		Comments		Planning for Addition			Addition Complete				
Cluster Information		HS Utilization	112%	115%	117%	120%	118%	118%	117%	120%	122%
		HS Enrollment	2508	2578	2627	2695	2652	2651	2626	2690	2730
		MS Utilization	103%	102%	103%	100%	99%	96%	96%	91%	86%
		MS Enrollment	3530	3490	3528	3432	3397	3267	3295	3100	2950
		ES Utilization	109%	108%	106%	106%	101%	102%	102%	99%	98%
		ES Enrollment	4126	4053	3992	3979	3938	3953	3955	3870	3800

NORTHWEST CLUSTER

Facility Characteristics of Schools 2017–2018

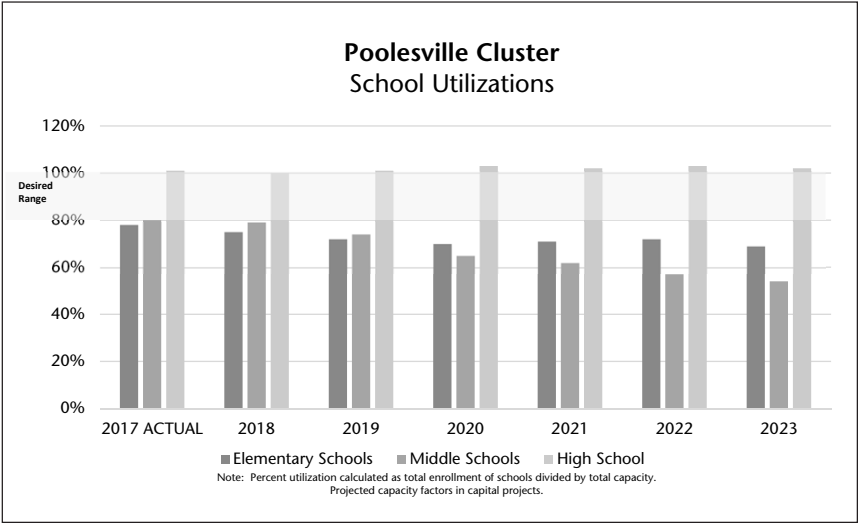
Schools	Year Facility Opened	Year Reopened/ Revitalized	Total Square Footage	Site Size Acres	Adjacent Park	Reloc- atable Classrooms	County Programs	Home School Model
Northwest HS	1998		340,867	34.6	Yes			
Roberto Clemente MS	1992		148,246	19.9		3		
Kingsview MS	1997		140,398	18.5	Yes			
Lakelands Park MS	2005		153,588	8.11	Yes			
Clopper Mill ES	1986		64,851	9	Yes	4		Yes
Darnestown ES	1954	1980	64,840	7.2				Yes
Diamond ES	1975		83,177	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

SCHOOLS

Poolesville High School

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



POOLESVILLE CLUSTER

Projected Enrollment and Space Availability

Effects of the Recommended FY 2019–2024 CIP and Non–CIP Actions on Space Available

Schools			Actual	Projections							
			17–18	18–19	19–20	20–21	21–22	22–23	23–24	2027	2032
Poolesville HS		Program Capacity	1170	1170	1170	1170	1170	1170	1170	1170	1170
		Enrollment	1183	1168	1186	1207	1189	1205	1194	1220	1250
		Available Space	(13)	2	(16)	(37)	(19)	(35)	(24)	(50)	(80)
		Comments									
John Poole MS		Program Capacity	468	468	468	468	468	468	468	468	468
		Enrollment	375	368	346	304	290	266	255	210	150
		Available Space	93	100	122	164	178	202	212	258	318
		Comments									
Monocacy ES		Program Capacity	219	219	219	219	219	219	219		
		Enrollment	146	142	140	140	148	164	151		
		Available Space	73	77	79	79	71	55	68		
		Comments									
Poolesville ES		Program Capacity	539	539	539	539	539	539	539		
		Enrollment	448	427	402	394	391	383	373		
		Available Space	91	112	137	145	148	156	166		
		Comments									
Cluster Information		HS Utilization	101%	100%	101%	103%	102%	103%	102%	104%	107%
		HS Enrollment	1183	1168	1186	1207	1189	1205	1194	1220	1250
		MS Utilization	80%	79%	74%	65%	62%	57%	54%	45%	32%
		MS Enrollment	375	368	346	304	290	266	255	210	150
		ES Utilization	78%	75%	72%	70%	71%	72%	69%	66%	63%
		ES Enrollment	594	569	542	534	539	547	524	500	480

POOLESVILLE CLUSTER

Demographic Characteristics of Schools

Schools	2017–2018						2016–2017		
	Total Enrollment	Two or more races %	Black or Afr. Amer. %	Asian%	Hispanic %	White %	FARMS%*	ESOL%**	Mobility Rate%***
Poolesville HS	1183	5.7%	5.5%	30.0%	7.7%	50.8%	6.4%	0.0%	2.6%
John Poole MS	375	3.2%	5.6%	7.2%	11.7%	71.7%	11.1%	0.0%	4.2%
Monocacy ES	146	6.8%	4.8%	0.0%	14.4%	72.6%	17.3%	6.8%	8.0%
Poolesville ES	450	7.6%	5.8%	7.6%	12.7%	66.2%	11.7%	6.2%	4.8%
Elementary Cluster Total	596	7.4%	5.5%	6.0%	13.1%	67.8%	12.9%	6.2%	5.7%
Elementary County Total	76590	5.3%	21.4%	14.0%	32.3%	26.6%	40.3%	23.2%	14.1%

*Percent of students approved for Free and Reduced-priced Meals Program (FARMS) during the 2016–2017 school year.

**Percent of English for Speakers of Other Languages (ESOL) during the 2016–2017 school year. High School students are served in regional ESOL centers.

***Mobility Rate is the number of entries plus withdrawals during the 2016–2017 school year compared to total enrollment.

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

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

Program Capacity Table

(School Year 2017–2018)

Schools	Special Education Services																		
	Grades Served	Capacity (HS @90% MS@85%)	Total Rooms	Support Rooms	Regular Secondary @25	Regular Elementary @23	CSR Grades 1–2 @18	Pre-K @20	Pre-K @40	HS @20	CSR KIND @18	KIND @22	ESOL @15	METS @15	HSM @13	ELEM LAD @13	ELC @10	LANG @12	LFI @10
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 2017–2018

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

QUINCE ORCHARD CLUSTER

SCHOOLS

Quince Orchard High School

Capital Project: Projections indicate that enrollment at Quince Orchard High School will exceed capacity by 200 seats or more by the end of the six year planning period. An FY 2018 appropriation was approved for a facility planning to conduct a capacity study. Relocatable classroom will be utilized as needed until additional capacity can be provided. Expenditures are recommended in the six-year period to open a new high school on the Crown Farm site to address overutilization in the mid-county region. An FY 2019 appropriation for planning is recommended to begin the architectural design for this new school. Once the planning is complete, a recommendation will be included in the next full CIP regarding the phasing and completion date for the opening of this new high school.

Rachel Carson Elementary School

Planning Issue: Projections indicate that enrollment at Rachel Carson Elementary School will exceed capacity by over 300 seats throughout the six-year planning period. To address the high enrollment at Rachel Carson Elementary School, the Board of Education approved the expansion of DuFief Elementary School to accommodate the overutilization of Rachel Carson Elementary School. The Board of Education action can be found at the following link: http://gis.mcpsmd.org/cipmasterpdfs/CIP17_AdoptedRachelCarsonESOverutilization.pdf

Capital Project: Expenditures are recommended to provide capacity and facility upgrades at DuFief Elementary School. An FY 2019 appropriation for planning funds is recommended to begin the architectural design for this project with a scheduled completion of September 2021. Relocatable classrooms will be utilized until additional capacity can be added. In order for this project to be completed on this schedule, county and state funding must be provided at the levels recommended in this CIP.

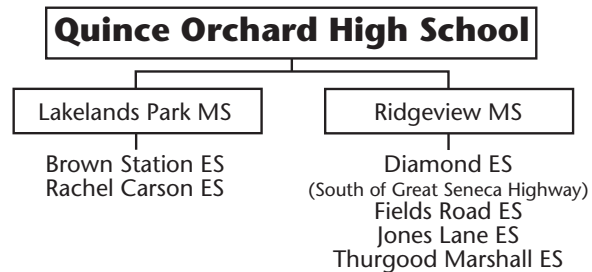
Fields Road Elementary School

Capital Project: Previous projections indicated that enrollment at Fields Road Elementary School would exceed capacity by 92 seats or more by the end of the six-year planning period. Therefore, an FY 2015 appropriation was completed for facility planning to determine the feasibility, scope, and cost for a classroom addition. The current space deficit, however, does not meet the minimum threshold of 92 seats or more for consideration of an addition project. Therefore, enrollment will continue to be monitored and relocatable classrooms will be utilized.

Thurgood Marshall Elementary School

Capital Project: Previous projections indicated that enrollment at Thurgood Marshall Elementary School would exceed capacity by 92 seats or more by the end of the six-year planning period. A feasibility study was conducted in FY 2008 to determine the feasibility, cost, and scope of an addition project. Current projections indicate that enrollment is trending down in the six-year period; however, enrollment will exceed capacity slightly above the 92 seat threshold within the same time period. Therefore, enrollment will continue to be monitored and relocatable classrooms will be utilized until a capacity project is considered in a future CIP.

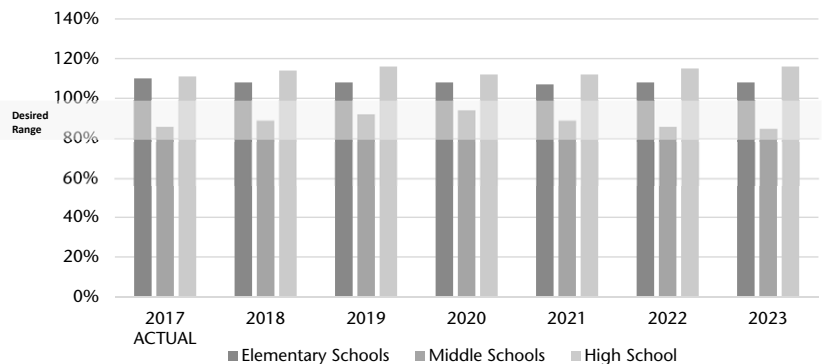
Quince Orchard Cluster Articulation*



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

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

Quince Orchard Cluster School Utilizations



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

QUINCE ORCHARD CLUSTER

Projected Enrollment and Space Availability Effects of the Recommended FY 2019–2024 CIP and Non-CIP Actions on Space Available

Schools			Actual	Projections							
			17–18	18–19	19–20	20–21	21–22	22–23	23–24	2027	2032
Quince Orchard HS		Program Capacity	1837	1837	1837	1837	1837	1837	1837	1837	1837
		Enrollment	2042	2091	2139	2051	2049	2112	2140	2130	2150
		Available Space	(205)	(254)	(302)	(214)	(212)	(275)	(303)	(293)	(313)
		Comments	See text								
Lakelands Park MS		Program Capacity	1147	1147	1147	1147	1147	1147	1147	1147	1147
		Enrollment	1105	1118	1158	1171	1159	1141	1158	1180	1200
		Available Space	42	29	(11)	(24)	(12)	6	(11)	(33)	(53)
		Comments									
Ridgeview MS		Program Capacity	955	955	955	955	955	955	955	955	955
		Enrollment	704	749	777	804	711	664	638	540	400
		Available Space	251	206	178	151	244	291	317	415	555
		Comments									
Brown Station ES	CSR	Program Capacity	761	761	761	761	761	761	761		
		Enrollment	585	568	573	581	575	565	558		
		Available Space	176	193	188	180	186	196	203		
		Comments	Rev/Ex Complete								
Rachel Carson ES		Program Capacity	691	691	691	691	691	691	691		
		Enrollment	1025	986	985	984	998	1011	1010		
		Available Space	(334)	(295)	(294)	(293)	(307)	(320)	(319)		
		Comments	See text								
Fields Road ES	CSR	Program Capacity	457	457	457	457	457	457	457		
		Enrollment	468	466	453	462	466	473	482		
		Available Space	(11)	(9)	4	(5)	(9)	(16)	(25)		
		Comments									
Jones Lane ES		Program Capacity	441	441	441	441	441	441	441		
		Enrollment	448	446	447	459	423	436	437		
		Available Space	(7)	(5)	(6)	(18)	18	5	4		
		Comments									
Thurgood Marshall ES		Program Capacity	558	558	558	558	558	558	558		
		Enrollment	685	668	672	660	653	655	662		
		Available Space	(127)	(110)	(114)	(102)	(95)	(97)	(104)		
		Comments									
Cluster Information		HS Utilization	111%	114%	116%	112%	112%	115%	116%	116%	117%
		HS Enrollment	2042	2091	2139	2051	2049	2112	2140	2130	2150
		MS Utilization	86%	89%	92%	94%	89%	86%	85%	82%	76%
		MS Enrollment	1809	1867	1935	1975	1870	1805	1796	1720	1600
		ES Utilization	110%	108%	108%	108%	107%	108%	108%	92%	92%
		ES Enrollment	3211	3134	3130	3146	3115	3140	3149	2670	2670

Demographic Characteristics of Schools

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

(School Year 2017–2018)

Recommended Actions and Planning Issues • 4-87

QUINCE ORCHARD CLUSTER

Facility Characteristics of Schools 2017–2018

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	2017	113,998	9	Yes			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		2		Yes
Thurgood Marshall ES	1993		77,798	12		5		Yes

ROCKVILLE CLUSTER

SCHOOLS

Earle B. Wood Middle School

Capital Project: Previous 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 was approved for facility planning to determine the feasibility, scope, and cost for a classroom addition. Current projections, however, indicate that enrollment is trending down and the current space deficit does not meet the minimum threshold of 150 seats or more for consideration of an addition project. Therefore, enrollment will continue to be monitored and relocatable classrooms will be utilized until a capacity project is considered in a future CIP.

Lucy V. Barnsley Elementary School

Capital Project: A classroom addition is approved for the school with a completion date of September 2018. An FY 2017 appropriation was approved to begin the construction for the project. Due to difficulties related to construction, the school is relocated to the North Lake Holding Facility during the 2017–2018 school year while it is under construction.

Maryvale Elementary School

Capital Project: A revitalization/expansion project is scheduled for this school with a completion date of January 2020. An FY 2018 appropriation for construction is approved to begin construction for this project. On November 17, 2011, the Board of Education approved the collocation of Carl Sandburg Learning Center on the Maryvale Elementary School site when the revitalization/expansion project is complete.

Meadow Hall Elementary School

Capital Project: Because previous projections indicated enrollment at Meadow Hall Elementary School would exceed capacity by 92 seats or more by the end of the six-year period, an FY 2013 appropriation was approved for facility planning to determine the feasibility, scope, and cost for a classroom addition. The current space deficit, is slightly above the minimum threshold of 92 seats or more for consideration of an addition project. Therefore, enrollment will continue to be monitored for consideration of a future CIP project, with relocatable classrooms utilized in the interim.

CAPITAL PROJECTS

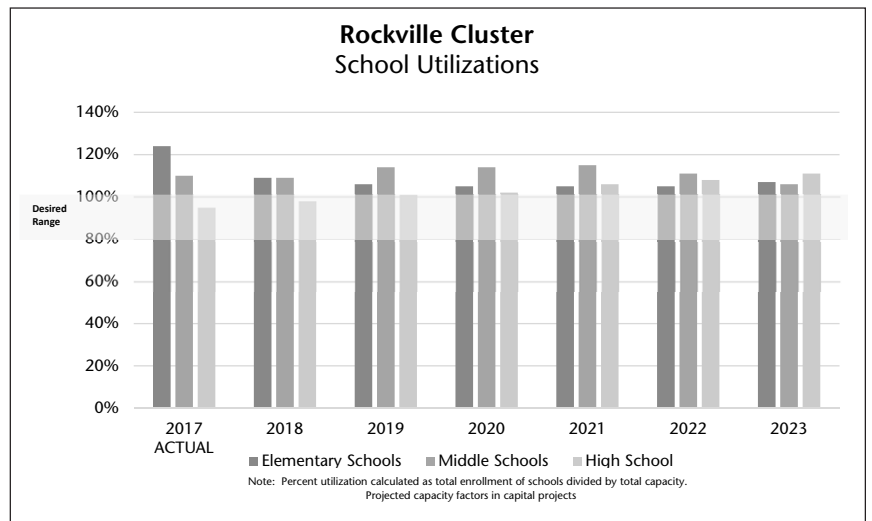
School	Project	Project Status*	Date of Completion
Lucy V. Barnsley ES	Classroom addition	Approved	Sept. 2018
Maryvale ES/ Sandburg LC	Revitalization/ expansion, with collocation of Carl Sandburg LC	Approved	Jan. 2020

*Approved—Project has an FY 2017 or FY 2018 appropriation approved in the Amended FY 2017–2022 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 a feasibility study.

*Recommended—Project has an FY 2019 appropriation recommended for planning or construction in the FY 2019–2024 CIP.



ROCKVILLE CLUSTER

Projected Enrollment and Space Availability

Effects of the Recommended FY 2019–2024 CIP and Non–CIP Actions on Space Available

Schools			Actual	Projections							
			17–18	18–19	19–20	20–21	21–22	22–23	23–24	2027	2032
Rockville HS		Program Capacity	1566	1566	1566	1566	1566	1566	1566	1566	1566
		Enrollment	1480	1536	1579	1604	1655	1699	1742	1900	2110
		Available Space	86	30	(13)	(38)	(89)	(133)	(176)	(334)	(544)
		Comments									
Earle B. Wood MS		Program Capacity	936	936	936	936	936	936	936	936	936
		Enrollment	1025	1021	1063	1066	1077	1042	989	1000	970
		Available Space	(89)	(85)	(127)	(130)	(141)	(106)	(53)	(64)	(34)
		Comments									
Lucy V. Barnsley ES	CSR	Program Capacity	399	673	673	673	673	673	673		
		Enrollment	728	718	709	682	684	684	683		
		Available Space	(329)	(45)	(36)	(9)	(11)	(11)	(10)		
		Comments	At North Lake	Addition Complete							
Flower Valley ES		Program Capacity	416	416	416	416	416	416	416		
		Enrollment	475	464	453	453	458	452	461		
		Available Space	(59)	(48)	(37)	(37)	(42)	(36)	(45)		
		Comments									
Maryvale ES	CSR	Program Capacity	626	626	694	694	694	694	694		
		Enrollment	649	637	636	633	632	642	653		
		Available Space	(23)	(11)	58	61	62	52	41		
		Comments		@ North Lake	Rev/Ex Complete Jan. 2020						
Meadow Hall ES	CSR	Program Capacity	370	370	370	370	370	370	370		
		Enrollment	426	431	441	444	444	453	468		
		Available Space	(56)	(61)	(71)	(74)	(74)	(83)	(98)		
		Comments									
Rock Creek Valley ES	CSR	Program Capacity	364	364	364	364	364	364	364		
		Enrollment	423	430	430	427	416	420	435		
		Available Space	(59)	(66)	(66)	(63)	(52)	(56)	(71)		
		Comments									
Cluster Information		HS Utilization	95%	98%	101%	102%	106%	108%	111%	121%	135%
		HS Enrollment	1480	1536	1579	1604	1655	1699	1742	1900	2110
		MS Utilization	110%	109%	114%	114%	115%	111%	106%	107%	104%
		MS Enrollment	1025	1021	1063	1066	1077	1042	989	1000	970
		ES Utilization	124%	109%	106%	105%	105%	105%	107%	103%	103%
		ES Enrollment	2701	2680	2669	2639	2634	2651	2700	2600	2600

ROCKVILLE CLUSTER

Facility Characteristics of Schools 2017–2018

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	7		
Rock Creek Valley ES	1964	2001	76,692	10.4		4		

SENECA VALLEY CLUSTER

CLUSTER PLANNING ISSUES

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

SCHOOLS

Seneca Valley High School

Capital Project: A revitalization/expansion project is scheduled for this school with a completion date of September 2020. An FY 2018 appropriation was approved to begin construction for the project. Recently, a Career Readiness External Review was conducted and provided recommendations to increase the number of students prepared for employment in high demand fields. Given this school is under construction, there is an opportunity to provide the potential to expand career technology education for students living in the upcounty area. Therefore, it is recommended that the master planned shell on the fourth floor be constructed as part of the new facility. Once the school system develops an action plan for career technology and readiness programs across the county, additional details on the full build out will be provided in a future CIP. An FY 2019 appropriation is recommended to continue this revitalization/expansion project.

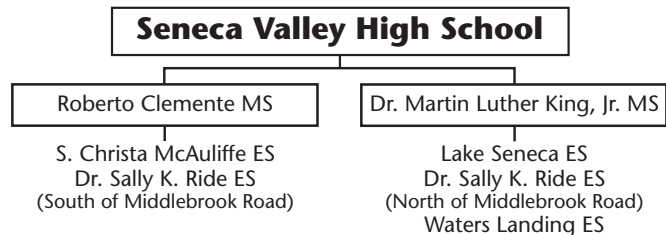
Planning Issue: Although a classroom addition opened in September 2015 to accommodate the overutilization at Clarksburg High School, student enrollment at Clarksburg High School will continue to exceed capacity by more than 800 students by the end of the six-year CIP planning period. Enrollment also 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 September 2020, will be designed and constructed with a capacity for 2,400 students. The enrollment at Seneca Valley High School is projected to be 1,499 students by the end of the six-year planning period. With a capacity of 2,400 seats, there will be approximately 900 seats available to accommodate students from Clarksburg and Northwest high schools when the project is complete.

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

Roberto Clemente Middle School

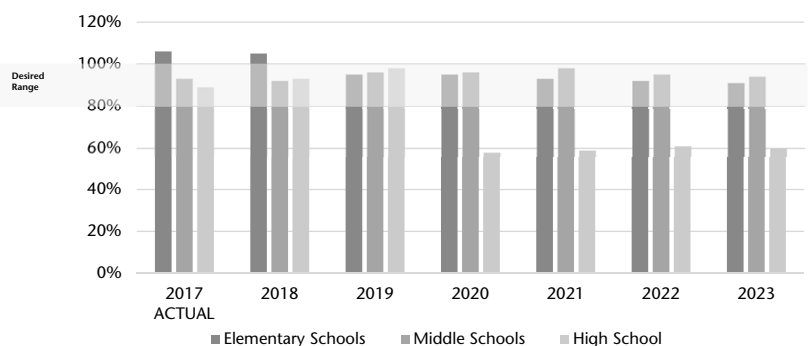
Planning Study: A boundary study is recommended to explore the reassignment of Clarksburg and Northwest high school students to Seneca Valley High School. As part of the boundary study, middle school articulation patterns in the Seneca Valley Cluster will be reviewed in order to evaluate utilizations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

Seneca Valley Cluster Articulation*



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

Seneca Valley Cluster School Utilizations



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

SENECA VALLEY CLUSTER

Martin Luther King, Jr. Middle School

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

Lake Seneca Elementary School

Capital Project: Previous projections indicated that enrollment at Lake Seneca Elementary School would exceed capacity by 92 seats or more by the end of the six-year planning period. Therefore, an FY 2014 appropriation was approved for facility planning to determine the feasibility, scope, and cost for a classroom addition. Current projections indicate enrollment will exceed capacity over the six-year period; however, enrollment is trending downward over the same time period. Therefore, enrollment will continue to be monitored and relocatable classrooms will be utilized until a capacity project is considered in a future CIP.

S. Christa McAuliffe Elementary School

Capital Project: A classroom addition is scheduled for this school with a completion date of September 2019. An FY 2018 appropriation was approved to begin the construction for the classroom addition. Relocatable classrooms will be utilized until additional capacity can be added.

CAPITAL PROJECTS

School	Project	Project Status*	Date of Completion
Seneca Valley HS	Revitalization/expansion	Approved	Sept. 2020, building Sept. 2021, site
S. Christa McAuliffe ES	Classroom addition	Approved	Sept. 2019

*Approved—Project has an FY 2017 or FY 2018 appropriation approved in the Amended FY 2017–2022 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 a feasibility study.

*Recommended—Project has an FY 2019 appropriation recommended for planning or construction in the FY 2019–2024 CIP.

SENECA VALLEY CLUSTER

Projected Enrollment and Space Availability

Effects of the Recommended FY 2019–2024 CIP and Non–CIP Actions on Space Available

Schools			Actual	Projections							
			17–18	18–19	19–20	20–21	21–22	22–23	23–24	2027	2032
Seneca Valley HS		Program Capacity	1344	1344	1344	2423	2423	2423	2423	2423	2423
		Enrollment	1197	1251	1319	1414	1423	1472	1462	1670	1890
		Available Space	147	93	25	1009	1000	951	961	753	533
		Comments	Revitalization/ Expansion in Progress			Rev/Ex Complete Aug. 2020					
Roberto Clemente MS		Program Capacity	1231	1231	1231	1231	1231	1231	1231	1231	1231
		Enrollment	1388	1361	1359	1328	1344	1300	1306	1250	1190
		Available Space	(157)	(130)	(128)	(97)	(113)	(69)	(75)	(19)	41
		Comments									
Martin Luther King, Jr. MS		Program Capacity	905	905	905	905	905	905	905	905	905
		Enrollment	596	609	691	732	748	725	704	810	900
		Available Space	309	296	214	173	157	180	201	95	5
		Comments									
Lake Seneca ES	CSR	Program Capacity	395	395	395	395	395	395	395		
		Enrollment	553	538	523	525	513	501	515		
		Available Space	(158)	(143)	(128)	(130)	(118)	(106)	(120)		
		Comments									
S. Christa McAuliffe ES	CSR	Program Capacity	549	549	740	740	740	740	740		
		Enrollment	585	587	590	603	582	597	599		
		Available Space	(36)	(38)	150	137	158	143	141		
		Comments	Planning for Addition		Addition Complete						
Dr. Sally K. Ride ES	CSR	Program Capacity	485	485	485	485	485	485	485		
		Enrollment	479	491	473	465	455	438	428		
		Available Space	6	(6)	12	20	30	47	57		
		Comments									
Waters Landing ES	CSR	Program Capacity	776	776	776	776	776	776	776		
		Enrollment	710	693	690	688	676	658	647		
		Available Space	66	83	86	88	100	118	129		
		Comments									
Cluster Information		HS Utilization	89%	93%	98%	58%	59%	61%	60%	69%	78%
		HS Enrollment	1197	1251	1319	1414	1423	1472	1462	1670	1890
		MS Utilization	93%	92%	96%	96%	98%	95%	94%	96%	98%
		MS Enrollment	1984	1970	2050	2060	2092	2025	2010	2060	2090
		ES Utilization	106%	105%	95%	95%	93%	92%	91%	86%	81%
		ES Enrollment	2327	2309	2276	2281	2226	2194	2189	2070	1950

SENECA VALLEY CLUSTER

Demographic Characteristics of Schools

Schools	2017–2018						2016–2017		
	Total Enrollment	Two or more races %	Black or Afr. Amer. %	Asian%	Hispanic %	White %	FARMS%*	ESOL%**	Mobility Rate%***
Seneca Valley HS	1197	4.3%	34.6%	11.8%	33.1%	16.0%	36.4%	12.0%	21.3%
Roberto Clemente MS	1388	5.5%	24.1%	25.2%	29.8%	15.1%	31.7%	4.9%	11.9%
Martin Luther King, Jr MS	596	5.4%	38.3%	9.6%	32.6%	14.3%	48.9%	8.5%	21.4%
Lake Seneca ES	553	4.7%	37.8%	5.8%	38.2%	12.8%	56.1%	27.3%	21.1%
S. Christa McAuliffe ES	585	6.2%	38.6%	9.1%	30.3%	15.2%	48.6%	20.0%	19.5%
Dr. Sally K. Ride ES	479	3.5%	40.1%	15.4%	30.5%	10.4%	50.2%	18.8%	17.1%
Waters Landing ES	710	5.9%	37.5%	5.4%	37.5%	13.8%	50.5%	21.7%	25.8%
Elementary Cluster Total	2327	5.2%	38.4%	8.5%	34.4%	13.2%	51.4%	22.0%	21.2%
Elementary County Total	76590	5.3%	21.4%	14.0%	32.3%	26.6%	40.3%	23.2%	14.1%

*Percent of students approved for Free and Reduced-priced Meals Program (FARMS) during the 2016–2017 school year.

**Percent of English for Speakers of Other Languages (ESOL) during the 2016–2017 school year. High School students are served in regional ESOL centers.

***Mobility Rate is the number of entries plus withdrawals during the 2016–2017 school year compared to total enrollment.

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

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

Program Capacity Table
(School Year 2017–2018)

Program Capacity Table (School Year 2017–2018)															Special Education Services																			
															School Based	Cluster Based	Quad Cluster Based			County & Regional Based														
Schools	Grades Served	Capacity (HS @90% MS@85%)	Total Rooms	Support Rooms	Regular Secondary @25	Regular Elementary @23	CSR Grades 1–2 @18	Pre-K @20	Pre-K @40	HS @20	CSR KIND @18	KIND @22	ESOL @15	METS @15	HSM @13	ELEM LAD @13	ELC @10	LANG @12	LFI @10	SCB @6	AAC@7	AUT @6	BRIDGE @10	DHOH @7	ED @10	EXTENSIONS @6	GT/LD @13	PD @7	PEP@6	PEP @12	PEP @18	VISION (Elementary) @7	OTHER	
Seneca Valley HS	9-12	1344	66		55								3	1					4	3														
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	395	26	4			10		1		6				1															1	1	2		
S. Christa McAuliffe ES	HS-5	549	33	4		7	13			1	6					2																		
Dr. Sally K. Ride ES	HS-5	485	33	5		3	10		1	1	5				1	1	6																	
Waters Landing ES	K-5	776	43	3		16	14				7								3															

SENECA VALLEY CLUSTER

Facility Characteristics of Schools 2017–2018

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		3		
Martin Luther King, Jr MS	1996		135,867	19				
Lake Seneca ES	1985		58,770	9.4		9		Yes
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

CLUSTER PLANNING ISSUES

Planning Study: A boundary study was conducted in fall 2016 for residents of the Unity area to consider a reassignment from the Gaithersburg Cluster schools to the Sherwood Cluster schools. Representatives from Laytonsville and Greenwood elementary schools, Gaithersburg and Rosa Parks middle schools, and Gaithersburg and Sherwood high schools participated in the boundary study. The Board of Education took action on March 30, 2017, to reassign the area from the Gaithersburg Cluster to the Sherwood Cluster. The Board of Education action is available on the MCPS website at the following link: <http://gis.mcpsmd.org/boundarystudypdfs/UnityBOEAdoptedBoundary.pdf>

SCHOOLS

Sherwood High School

Planning Study: A boundary study was conducted in fall 2016 for residents of the Unity area to consider a reassignment from the Gaithersburg Cluster schools to the Sherwood Cluster schools. Representatives from Laytonsville and Greenwood elementary schools, Gaithersburg and Rosa Parks middle schools, and Gaithersburg and Sherwood high schools participated in the boundary study. The Board of Education took action on March 30, 2017, to reassign the area from the Gaithersburg Cluster to the Sherwood Cluster. The Board of Education action is available on the MCPS website at the following link: <http://gis.mcpsmd.org/boundarystudypdfs/UnityBOEAdoptedBoundary.pdf>

Rosa Parks Middle School

Planning Study: A boundary study was conducted in fall 2016 for residents of the Unity area to consider a reassignment from the Gaithersburg Cluster schools to the Sherwood Cluster schools. Representatives from Laytonsville and Greenwood elementary schools, Gaithersburg and Rosa Parks middle schools, and Gaithersburg and Sherwood high schools participated in the boundary study. The Board of Education took action on March 30, 2017, to reassign the area from the Gaithersburg Cluster to the Sherwood Cluster. The Board of Education action is available on the MCPS website at the following link: <http://gis.mcpsmd.org/boundarystudypdfs/UnityBOEAdoptedBoundary.pdf>

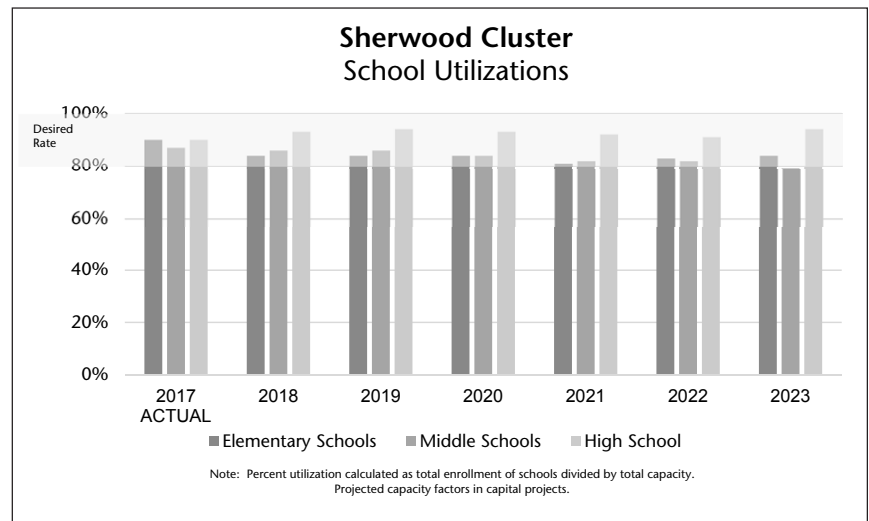
Belmont Elementary School

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

Recommendations regarding possible changes to this program will be released once the review is complete.

Greenwood Elementary School

Planning Study: A boundary study was conducted in fall 2016 for residents of the Unity area to consider a reassignment from the Gaithersburg Cluster schools to the Sherwood Cluster schools. Representatives from Laytonsville and Greenwood elementary schools, Gaithersburg and Rosa Parks middle schools, and Gaithersburg and Sherwood high schools participated in the boundary study. The Board of Education took action on March 30, 2017, to reassign the area from the Gaithersburg Cluster to the Sherwood Cluster. The Board of Education action is available on the MCPS website at the following link: <http://gis.mcpsmd.org/boundarystudypdfs/UnityBOEAdoptedBoundary.pdf>



SHERWOOD CLUSTER

Projected Enrollment and Space Availability Effects of the Recommended FY 2019–2024 CIP and Non–CIP Actions on Space Available

Schools		Actual 17–18	Projections							
			18–19	19–20	20–21	21–22	22–23	23–24	2027	2032
Sherwood HS	Program Capacity	2188	2188	2188	2188	2188	2188	2188	2188	2188
	Enrollment	1976	2041	2056	2026	2014	1986	2054	2000	1980
	Available Space	212	147	132	162	174	202	134	188	208
	Comments									
William H. Farquhar MS	Program Capacity	800	800	800	800	800	800	800	800	800
	Enrollment	703	696	664	638	611	618	592	560	510
	Available Space	97	104	136	162	189	182	208	240	290
	Comments									
Rosa Parks MS	Program Capacity	978	978	978	978	978	978	978	978	978
	Enrollment	845	834	859	852	844	837	812	810	780
	Available Space	133	144	118	126	134	140	166	168	198
	Comments									
Belmont ES	Program Capacity	425	425	425	425	425	425	425		
	Enrollment	320	319	312	308	308	308	319		
	Available Space	105	106	113	117	117	117	106		
	Comments									
Brooke Grove ES	Program Capacity	517	517	517	517	517	517	517		
	Enrollment	407	422	433	440	435	445	451		
	Available Space	110	95	84	77	82	72	66		
	Comments									
Greenwood ES	Program Capacity	584	584	584	584	584	584	584		
	Enrollment	485	467	467	476	479	453	453		
	Available Space	99	117	117	108	105	131	131		
	Comments									
Olney ES	Program Capacity	584	584	584	584	584	584	584		
	Enrollment	686	669	664	634	521	600	590		
	Available Space	(102)	(85)	(80)	(50)	63	(16)	(6)		
	Comments									
Sherwood ES	Program Capacity	547	547	547	547	547	547	547		
	Enrollment	493	368	369	379	399	411	432		
	Available Space	54	179	178	168	148	136	115		
	Comments									
Cluster Information	HS Utilization	90%	93%	94%	93%	92%	91%	94%	91%	90%
	HS Enrollment	1976	2041	2056	2026	2014	1986	2054	2000	1980
	MS Utilization	87%	86%	86%	84%	82%	82%	79%	77%	73%
	MS Enrollment	1548	1530	1523	1490	1455	1455	1404	1370	1290
	ES Utilization	90%	84%	84%	84%	81%	83%	84%	82%	82%
	ES Enrollment	2391	2245	2245	2237	2142	2217	2245	2190	2170

SHERWOOD CLUSTER

Facility Characteristics of Schools 2017–2018

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	2016	135,626	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				Yes

WATKINS MILL CLUSTER

Cluster Planning Issue

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

SCHOOLS

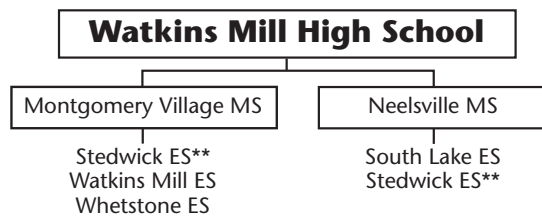
Neelsville Middle School

Capital Project: Projections indicate that enrollment at Neelsville Middle School will exceed capacity throughout the six-year planning period. In addition to the space deficit at this school, various building systems may need to be addressed. A new approach to address capacity and building infrastructure is under review in order to develop a multi-variable approach to determine the priority order of large-scale renovations of facilities, possibly including programmatic and capacity considerations. Recommendations regarding possible changes to this program will be released once the review is complete. Relocatable classrooms will be utilized until additional capacity can be added.

South Lake Elementary School

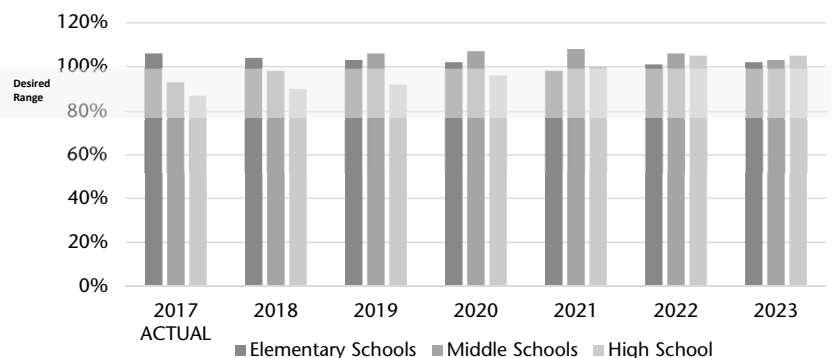
Capital Project: Previous projections indicated enrollment at South Lake Elementary School would exceed capacity by 92 seats or more by the end of the six-year planning period. Therefore an FY 2014 appropriation was approved for facility planning to determine the feasibility, scope, and cost for a classroom addition. In addition to the overutilization at this school, various building systems may need to be addressed. A new approach to address capacity and building infrastructure is under review in order to develop a multi-variable approach to determine the priority order of large-scale renovations of facilities, possibly including programmatic and capacity considerations. Recommendations regarding possible changes to this program will be released once the review is complete. 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.

WATKINS MILL CLUSTER

Projected Enrollment and Space Availability

Effects of the Recommended FY 2019–2024 CIP and Non-CIP Actions on Space Available

Schools			Actual	Projections							
			17–18	18–19	19–20	20–21	21–22	22–23	23–24	2027	2032
Watkins Mill HS		Program Capacity	1915	1915	1915	1915	1915	1915	1915	1915	1915
		Enrollment	1665	1730	1760	1843	1922	2005	2009	2290	2600
		Available Space	250	185	155	72	(7)	(90)	(94)	(375)	(685)
		Comments									
Montgomery Village MS		Program Capacity	873	873	873	873	873	873	873	873	873
		Enrollment	743	752	823	818	842	818	786	840	870
		Available Space	130	121	50	55	31	55	87	33	3
		Comments									
Neelsville MS		Program Capacity	914	914	914	914	914	914	914	914	914
		Enrollment	926	1006	1080	1089	1081	1068	1054	1100	1130
		Available Space	(12)	(92)	(166)	(175)	(167)	(154)	(140)	(186)	(216)
		Comments	See text								
South Lake ES	CSR	Program Capacity	716	716	716	716	716	716	716		
		Enrollment	847	821	807	793	801	797	810		
		Available Space	(131)	(105)	(91)	(77)	(85)	(81)	(94)		
		Comments	See text								
Stedwick ES	CSR	Program Capacity	670	670	670	670	670	670	670		
		Enrollment	609	591	584	570	577	584	596		
		Available Space	61	79	86	100	93	86	74		
		Comments									
Watkins Mill ES	CSR	Program Capacity	641	641	641	641	641	641	641		
		Enrollment	694	697	700	713	699	684	681		
		Available Space	(53)	(56)	(59)	(72)	(58)	(43)	(40)		
		Comments									
Whetstone ES	CSR	Program Capacity	750	750	750	750	750	750	750		
		Enrollment	797	768	760	745	649	734	755		
		Available Space	(47)	(18)	(10)	5	101	16	(5)		
		Comments									
Cluster Information		HS Utilization	87%	90%	92%	96%	100%	105%	105%	120%	136%
		HS Enrollment	1665	1730	1760	1843	1922	2005	2009	2290	2600
		MS Utilization	93%	98%	106%	107%	108%	106%	103%	109%	112%
		MS Enrollment	1669	1758	1903	1907	1923	1886	1840	1940	2000
		ES Utilization	106%	104%	103%	102%	98%	101%	102%	100%	98%
		ES Enrollment	2947	2877	2851	2821	2726	2799	2842	2780	2730

Demographic Characteristics of Schools

*Percent of students approved for Free and Reduced-priced Meals Program (FARMS) during the 2016–2017 school year.
 **Percent of English for Speakers of Other Languages (ESOL) during the 2016–2017 school year. High School students are served in regional ESOL centers.
 ***Mobility Rate is the number of entries plus withdrawals during the 2016–2017 school year compared to total enrollment.
 Notes: Native Hawaiian/Pacific Islander and American Indian/Alaskan Native categories total less than 1% and were therefore excluded from the table.
 Due to federal and state guidelines, demographic characteristics of schools of less than or equal to 5 students per category are reported as 0%.

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

WATKINS MILL CLUSTER

Facility Characteristics of Schools 2017–2018

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	Yes
Stedwick ES	1974		109,677	10				Yes
Watkins Mill ES	1970		80,923	10	Yes	1		Yes
Whetstone ES	1968		96,946	8.8	Yes			

WALT WHITMAN CLUSTER

SCHOOLS

Walt Whitman High School

Capital Project: Although the Board of Education requested an FY 2017 appropriation for planning funds to begin the architectural design of an addition project with a completion date of September 2021, the adopted FY 2017–2022 CIP reflects a one year delay with a completion date of September 2021. An FY 2018 appropriation was approved for planning to begin the architectural design for this project. Relocatable classrooms will be utilized until additional capacity can be added. In order for this project to be completed on schedule, county and state funding must be provided at the levels recommended in this CIP.

Thomas W. Pyle Middle School

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

Burning Tree Elementary School

Capital Project: Previous projections indicated that enrollment at Burning Tree Elementary School would exceed capacity by 92 seats or more by the end of the six-year planning period. Therefore, an FY 2014 appropriation was completed for facility planning to determine the feasibility, scope, and cost for a classroom addition. The current space deficit, however, does not meet the minimum threshold of 92 seats or more for consideration of an addition project. Therefore, enrollment will continue to be monitored and relocatable classrooms will be utilized.

CAPITAL PROJECTS

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

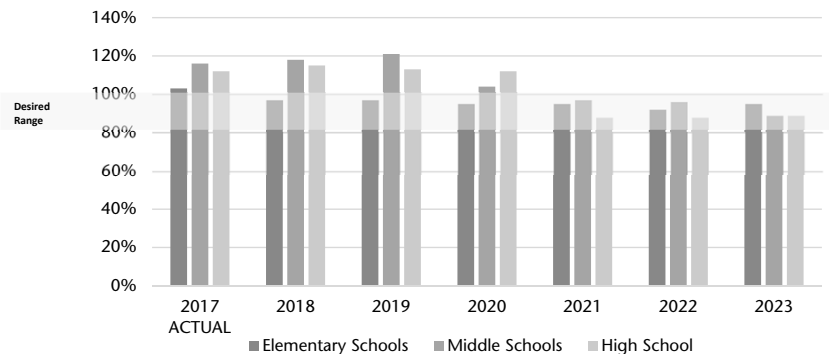
*Approved—Project has an FY 2017 or FY 2018 appropriation approved in the Amended FY 2017–2022 CIP.

*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 a feasibility study.

*Recommended—Project has an FY 2019 appropriation recommended for planning or construction in the FY 2019–2024 CIP.

Walt Whitman Cluster
School Utilizations



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

WALT WHITMAN CLUSTER

Projected Enrollment and Space Availability

Effects of the Recommended FY 2019–2024 CIP and Non–CIP Actions on Space Available

Schools			Actual	Projections							
			17–18	18–19	19–20	20–21	21–22	22–23	23–24	2027	2032
Walt Whitman HS		Program Capacity	1866	1866	1866	1866	2397	2397	2397	2397	2397
		Enrollment	2094	2137	2109	2092	2108	2104	2129	2110	2100
		Available Space	(228)	(271)	(243)	(226)	289	293	268	287	297
		Comments	Planning for Addition				Addition Complete				
Thomas W. Pyle MS		Program Capacity	1285	1285	1285	1502	1502	1502	1502	1502	1502
		Enrollment	1485	1521	1557	1555	1456	1449	1336	1290	1190
		Available Space	(200)	(236)	(272)	(53)	46	53	166	212	312
		Comments	Planning for Addition			Addition Complete					
Bannockburn ES		Program Capacity	365	365	365	365	365	365	365		
		Enrollment	450	437	435	420	416	394	405		
		Available Space	(85)	(72)	(70)	(55)	(51)	(29)	(40)		
		Comments									
Bradley Hills ES		Program Capacity	663	663	663	663	663	663	663		
		Enrollment	630	605	606	601	610	607	610		
		Available Space	33	58	57	62	53	56	53		
		Comments									
Burning Tree ES		Program Capacity	379	379	379	379	379	379	379		
		Enrollment	463	441	432	429	442	409	429		
		Available Space	(84)	(62)	(53)	(50)	(63)	(30)	(50)		
		Comments									
Carderock Springs ES		Program Capacity	407	407	407	407	407	407	407		
		Enrollment	395	369	355	346	336	331	325		
		Available Space	12	38	52	61	71	76	82		
		Comments									
Wood Acres ES		Program Capacity	725	725	725	725	725	725	725		
		Enrollment	668	623	624	615	612	596	641		
		Available Space	57	102	101	110	113	129	84		
		Comments									
Cluster Information		HS Utilization	112%	115%	113%	112%	88%	88%	89%	88%	88%
		HS Enrollment	2094	2137	2109	2092	2108	2104	2129	2110	2100
		MS Utilization	116%	118%	121%	104%	97%	96%	89%	86%	79%
		MS Enrollment	1485	1521	1557	1555	1456	1449	1336	1290	1190
		ES Utilization	103%	97%	97%	95%	95%	92%	95%	90%	86%
		ES Enrollment	2606	2475	2452	2411	2416	2337	2410	2290	2190

WALT WHITMAN CLUSTER

Facility Characteristics of Schools 2017–2018

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	4		
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	96,358	4.78	Yes			

THOMAS S. WOOTTON CLUSTER

CLUSTER PLANNING ISSUES

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

SCHOOLS

Thomas S. Wootton High School

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

Capital Project: Projections indicate that enrollment will exceed capacity by the end of the six-year planning period. Expenditures are recommended in the six-year period to open a new high school on the Crown Farm site to address overutilization in the mid-county region. An FY 2019 appropriation for planning is recommended to begin the architectural design for this new school. Once the planning is complete, a recommendation will be included in the next full CIP regarding the phasing and completion date for the opening of this new high school.

Cold Spring Elementary School

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

DuFief Elementary School

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

Capital Project: Expenditures are recommended to provide capacity and facility upgrades at DuFief Elementary School. An FY 2019 appropriation for planning funds is recommended to begin the architectural design for this project with a scheduled completion of September 2021. Relocatable classrooms will be utilized until additional capacity can be added. In order for this project to be completed on this schedule, county and state funding must be provided at the levels recommended in this CIP.

CAPITAL PROJECTS

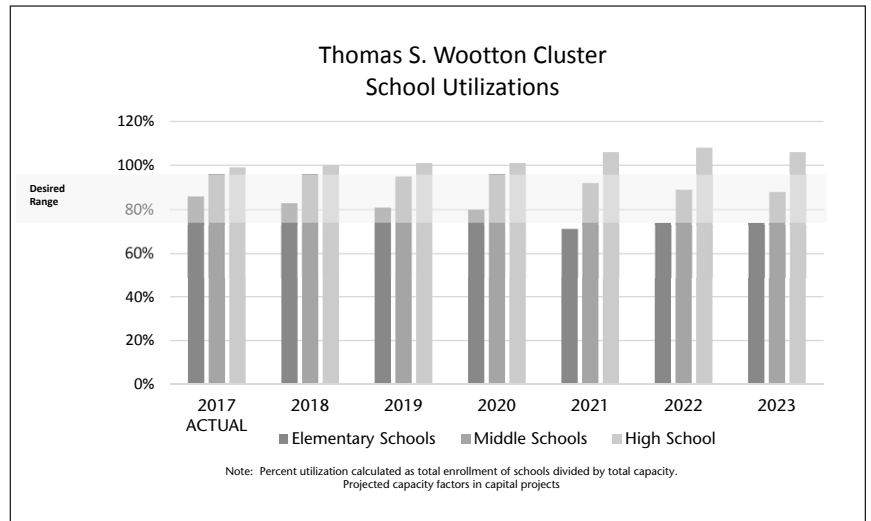
School	Project	Project Status*	Date of Completion
DuFief ES	Classroom addition and Facility upgrades	Recommended	Sept. 2021

*Approved—Project has an FY 2017 or FY 2018 appropriation approved in the Amended FY 2017–2022 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 a feasibility study.

*Recommended—Project has an FY 2019 appropriation recommended for planning or construction in the FY 2019–2024 CIP.



THOMAS S. WOOTTON CLUSTER

Projected Enrollment and Space Availability

Effects of the Recommended FY 2019–2024 CIP and Non–CIP Actions on Space Available

Schools			Actual 17–18	Projections							
				18–19	19–20	20–21	21–22	22–23	23–24	2027	2032
Thomas S. Wootton HS		Program Capacity	2159	2159	2159	2159	2159	2159	2159	2159	2159
		Enrollment	2134	2169	2183	2187	2279	2339	2283	2450	2610
		Available Space	25	(10)	(24)	(28)	(120)	(180)	(124)	(291)	(451)
		Comments	See text								
Cabin John MS		Program Capacity	1092	1092	1092	1092	1092	1092	1092	1092	1092
		Enrollment	1005	1016	1029	1048	1031	1004	996	990	960
		Available Space	87	76	63	44	61	88	96	102	132
		Comments									
Robert Frost MS		Program Capacity	1084	1084	1084	1084	1084	1084	1084	1084	1084
		Enrollment	1083	1067	1040	1035	979	925	917	850	770
		Available Space	1	17	44	49	105	159	167	234	314
		Comments									
Cold Spring ES		Program Capacity	458	458	458	458	458	458	458		
		Enrollment	327	346	330	336	328	324	305		
		Available Space	131	112	128	122	130	134	153		
		Comments									
DuFief ES		Program Capacity	414	414	414	414	740	740	740		
		Enrollment	314	304	292	288	286	283	285		
		Available Space	100	110	122	126	454	457	455		
		Comments		Planning for Addition			Addition Complete				
Fallsmead ES		Program Capacity	551	551	551	551	551	551	551		
		Enrollment	559	530	508	499	496	500	489		
		Available Space	(8)	21	43	52	55	51	62		
		Comments									
Lakewood ES		Program Capacity	556	556	556	556	556	556	556		
		Enrollment	519	503	498	499	496	496	507		
		Available Space	37	53	58	57	60	60	49		
		Comments									
Stone Mill ES		Program Capacity	677	677	677	677	677	677	677		
		Enrollment	602	587	577	572	538	602	603		
		Available Space	75	90	100	105	139	75	74		
		Comments									
Travilah ES		Program Capacity	522	522	522	522	522	522	522		
		Enrollment	398	361	359	338	349	387	394		
		Available Space	124	161	163	184	173	135	128		
		Comments									
Cluster Information		HS Utilization	99%	100%	101%	101%	106%	108%	106%	113%	121%
		HS Enrollment	2134	2169	2183	2187	2279	2339	2283	2450	2610
		MS Utilization	96%	96%	95%	96%	92%	89%	88%	85%	80%
		MS Enrollment	2088	2083	2069	2083	2010	1929	1913	1840	1730
		ES Utilization	86%	83%	81%	80%	71%	74%	74%	72%	71%
		ES Enrollment	2719	2631	2564	2532	2493	2592	2583	2530	2500

THOMAS S. WOOTTON CLUSTER

Demographic Characteristics of Schools

Schools	2017-2018						2016-2017		
	Total Enrollment	Two or more races %	Black or Afr. Amer. %	Asian%	Hispanic %	White %	FARMS%*	ESOL%**	Mobility Rate%***
Thomas S. Wootton HS	2134	4.5%	6.4%	37.1%	7.6%	44.3%	5.1%	1.9%	4.8%
Cabin John MS	1005	6.1%	11.6%	31.6%	7.8%	42.8%	8.0%	3.1%	5.1%
Robert Frost MS	1083	4.4%	8.1%	38.6%	7.8%	40.7%	6.1%	2.3%	5.7%
Cold Spring ES	327	9.5%	3.4%	43.1%	7.0%	37.0%	0.0%	2.5%	2.5%
DuFief ES	314	8.0%	9.9%	26.4%	14.0%	41.4%	12.8%	15.5%	13.1%
Fallsmead ES	559	5.9%	9.1%	30.4%	8.6%	45.4%	10.4%	9.5%	11.9%
Lakewood ES	519	5.8%	10.8%	44.5%	8.3%	29.9%	7.7%	11.4%	13.2%
Stone Mill ES	602	6.0%	11.1%	50.8%	6.1%	25.9%	10.4%	13.0%	9.0%
Travilah ES	398	2.8%	6.3%	45.7%	9.0%	35.9%	7.8%	10.4%	6.3%
Elementary Cluster Total	2719	6.1%	8.9%	40.9%	8.5%	35.3%	8.6%	10.6%	9.7%
Elementary County Total	76590	5.3%	21.4%	14.0%	32.3%	26.6%	40.3%	23.2%	14.1%

*Percent of students approved for Free and Reduced-priced Meals Program (FARMS) during the 2016-2017 school year.

**Percent of English for Speakers of Other Languages (ESOL) during the 2016-2017 school year. High School students are served in regional ESOL centers.

***Mobility Rate is the number of entries plus withdrawals during the 2016-2017 school year compared to total enrollment.

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

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

Program Capacity Table

(School Year 2017-2018)

Program Capacity Table (School Year 2017–2018)		Special Education Services																															
		School Based	Cluster Based	Quad Cluster Based				County & Regional Based																									
Schools	Grades Served	Capacity (HS @90% MS@85%)	Total Rooms	Support Rooms	Regular Secondary @25	Regular Elementary @23	CSR Grades 1–2 @18	Pre-K @20	Pre-K @40	HS @20	CSR KIND @18	KIND @22	ESOL @15	METS @15	HSM @13	ELEM LAD @13	ELC @10	LANG @12	LFI @10	SCB @6	AAC@7	AUT @6	BRIDGE @10	DHOH @7	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	2159	99		95															2		2											
Cabin John MS	6-8	1092	57		49														3	1		4											
Robert Frost MS	6-8	1084	51		51																												
Cold Spring ES	K-5	458	24	4		18						2																					
DuFief ES	K-5	414	26	4		12						3					6	1															
Fallsmead ES	K-5	551	30	3		19						4				2																	2
Lakewood ES	K-5	556	30	4		20						3							3														
Stone Mill ES	K-5	677	36	4		23						4																	2	1	2		
Travilah ES	K-5	522	26	3		20						2																			1		

THOMAS S. WOOTTON CLUSTER

Facility Characteristics of Schools 2017–2018

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		3		
Cabin John MS	1967	2011	159,514	18.2				
Robert Frost MS	1971		143,757	24.8				
Cold Spring ES	1972		55,158	12.4		1		
DuFief ES	1975		59,013	10	Yes	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

SPECIAL EDUCATION CENTERS

Longview School

Longview School provides services to students aged 5–21 with severe to profound intellectual disabilities and multiple disabilities. Alternate Academic Learning Outcomes aligned with Curriculum 2.0 are utilized to provide students with skills in the areas of communication, mobility, self-help, functional academics, and transition services. Longview School is collocated with Spark Matsunaga Elementary School in the Northwest Cluster.

John L. Gildner Regional Institute for Children and Adolescents (RICA)

The John L. Gildner Regional Institute for Children and Adolescents (RICA), in collaboration with the Maryland State Department of Health and Mental Hygiene, provides appropriate educational and treatment services to students and their families through highly-structured intensive special education services with therapy integrated in a day and residential treatment facility. An interdisciplinary treatment team, comprised of school, clinical, residential, and related service providers, develops the student's total educational plan and monitors progress. Consulting psychiatrists, a full time pediatrician, and a school community health nurse also are on staff.

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

Rock Terrace School

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 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.

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 September 2020. An FY 2018 appropriation was approved to begin the site work for this project. In order for this project to be completed on this schedule, county and state funding must be provided at the levels recommended in this CIP.

Tilden Middle School is currently located in the Woodward facility on Old Georgetown Road. Rather than revitalize/expand the Woodward facility for Rock Terrace School and Tilden Middle School, the current Tilden Holding Facility, located on Tilden Lane, will be revitalized/expanded to house both Rock Terrace School and Tilden Middle School.

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

SPECIAL EDUCATION CENTERS

strategies based on students' needs is the basis of all instruction. Emphasis is placed on the development of language and academic and social skills provided through an in-class transdisciplinary model of service delivery in which all staff members implement the recommendations of related service providers. Special emphasis is placed on meeting the sensory and motor needs of students in their classroom setting. To address behavioral goals, services may include a behavior management system, psychological consultation, and crisis intervention.

Capital Project: On November 17, 2011, the Board of Education approved the collocation of Carl Sandburg Learning Center on the Maryvale Elementary School campus when the revitalization/expansion project is complete. A revitalization/expansion project is scheduled for this school with a completion date of September 2020. An FY 2018 appropriation was approved to be begin construction 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.

Stephen Knolls School

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

CAPITAL PROJECTS

School	Project	Project Status*	Date of Completion
Rock Terrace School	Revitalization/expansion with collocation at Tilden MS	Approved	Sept. 2020
Carl Sandberg Learning Center	Revitalization/expansion with collocation at Maryvale ES	Approved	Sept. 2020

"Approved"—Project has an FY 2017 or FY 2018 appropriation approved in the Amended FY 2017–2022 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 a feasibility study.

"Recommended"—Project has an FY 2019 appropriation recommended for planning or construction in the FY 2019–2024 CIP.

SPECIAL EDUCATION CENTERS

Projected Enrollment and Space Availability

Effects of the Recommended FY 2019–2024 CIP and Non-CIP Actions on Space Available

Schools			Actual	Projections						2027	2032
			17–18	18–19	19–20	20–21	21–22	22–23	23–24		
Stephen Knolls School		Program Capacity	122	122	122	122	122	122	122		
		Enrollment	91	89	91	91	91	91	91		
		Available Space	31	33	31	31	31	31	31		
		Comments									
Longview School		Program Capacity	56	56	56	56	56	56	56		
		Enrollment	46	48	50	50	50	50	50		
		Available Space	10	8	6	6	6	6	6		
		Comments									
RICA		Program Capacity	180	180	180	180	180	180	180		
		Enrollment	99	100	100	100	100	100	100		
		Available Space	81	80	80	80	80	80	80		
		Comments									
Rock Terrace School		Program Capacity	80	80	80	128	128	128	128		
		Enrollment	88	92	94	94	94	94	94		
		Available Space	(8)	(12)	(14)	34	34	34	34		
		Comments				Rev/Ex Complete					
Carl Sandburg Center		Program Capacity	79	79	79	135	135	135	135		
		Enrollment	89	95	95	95	95	95	95		
		Available Space	(10)	(16)	(16)	40	40	40	40		
		Comments				Rev/Ex Complete					
Cluster Information		Utilization	80%	82%	83%	69%	69%	69%	69%		
		Enrollment	413	424	430	430	430	430	430		

SPECIAL EDUCATION CENTERS

Demographic Characteristics of Schools

Schools	2017–2018						2016–2017		
	Total Enrollment	Two or more races %	Black or Afr. Amer. %	Asian%	Hispanic %	White %	FARMS%*	ESOL%**	Mobility Rate%***
Stephen Knolls School SP	97	0.0%	32.0%	0.0%	41.2%	19.6%	37.4%	0.0%	0.0%
Longview School SP	53	0.0%	24.5%	11.3%	32.1%	30.2%	30.8%	0.0%	0.0%
RICA SP	99	6.1%	27.3%	7.1%	24.2%	35.4%	35.6%	0.0%	80.8%
Rock Terrace School SP	88	0.0%	25.0%	17.0%	19.3%	33.0%	35.5%	6.5%	14.0%
Carl Sandburg Learning Center S	89	0.0%	31.5%	7.9%	37.1%	19.1%	43.0%	41.9%	22.6%
Elementary County Total	76590	5.3%	21.4%	14.0%	32.3%	26.6%	40.3%	23.2%	14.1%

*Percent of students approved for Free and Reduced-priced Meals Program (FARMS) during the 2016–2017 school year.

**Percent of English for Speakers of Other Languages (ESOL) during the 2016–2017 school year. High School students are served in regional ESOL centers.

***Mobility Rate is the number of entries plus withdrawals during the 2016–2017 school year compared to total enrollment.

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

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

Program Capacity Table

(School Year 2017–2018)

Special Education Services																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																									
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SPECIAL EDUCATION CENTERS

Facility Characteristics of Schools 2017–2018

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 SP	1958	1979	48,872	6.6				
Longview School SP	2001		40,362	10				
RICA SP	1977		95,000	14.3				
Rock Terrace School SP	1950	1974	48,024	10.3				
Carl Sandburg Learning Center SP	1962		31,252	7.6		2		

OTHER EDUCATIONAL FACILITIES

ALTERNATIVE EDUCATION PROGRAMS

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

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

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, 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 worked 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 fourth year, MCPS continues to expand upon the three major components of the redesign. Personalized learning plans will be used to help teachers individualize the learning for students. In addition, the program 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. The 2016–2017 school year will focused on rolling out a comprehensive behavioral management plan to better individualize the needs of our students.

Blair G. Ewing Center

Capital Project: To support the redesigned program, the Board of Education directed staff to explore several studies for Alternative Education Programs at the Blair G. Ewing Center. These studies included:

- A feasibility study for the redesigned Alternative Education Programs at the Blair G. Ewing Center;
- A conceptual review of several other possible locations for the Alternative Education Programs including the English Manor Elementary School site, other closed schools and Board of Education property, and the current site of Rock Terrace School; and Commercial locations.

Based on the review of these studies, the Board of Education approved that Alternative Education Programs at the Blair G. Ewing Center be relocated to the Rock Terrace School site beginning in January 2022. In order for this project to be completed on schedule, an FY 2018 appropriation for facility planning is approved for a feasibility study to determine the scope and cost to relocate the project to the Rock Terrace School site. An FY 2019 appropriation is recommended to begin the architectural planning and design for this project.

CAPITAL PROJECTS

School	Project	Project Status*	Date of Completion
Blair G. Ewing Center	Relocate to Rock Terrace School site	Recommended	Jan. 2022

*Approved—Project has an FY 2017 or FY 2018 appropriation approved in the Amended FY 2017–2022 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 a feasibility study.

*Recommended—Project has an FY 2019 appropriation recommended for planning or construction in the FY 2019–2024 CIP.

ENVIRONMENTAL EDUCATION CENTER

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

OTHER EDUCATIONAL FACILITIES

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 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.

Facility Characteristics of Schools 2017–2018

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 Tech.	1982		114,310	28.2	Yes			
Blair G. Ewing Center	1970		85,400	22.5				
Lathrop E. Smith Center			20,345	9.78	Yes			

OTHER EDUCATIONAL FACILITIES

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 34 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.

Plans are in place to increase the number of POS offered by MCPS to include programs such as Homeland Security, Cyber Security, and Teacher Academy of Maryland. 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 16 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 program 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, and Foundations of Building and Construction Technology. The CTF programs are located at 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 certifications 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 ITF's 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 twenty four out of twenty five high schools and six middle schools. 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

OTHER EDUCATIONAL FACILITIES

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) were located on the same site and shared one facility. These schools are in the process of undergoing a revitalization/expansion projects.

Prior to the start of construction on Wheaton High School, two major planning studies were conducted to prepare for the revitalization/expansion projects of these schools. During 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. The decision was to maintain the two schools as two separate entities. Staff conducted a feasibility study and reviewed 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: The Wheaton High School facility project was completed in January 2016. The Thomas Edison High School of Technology facility will be complete in September 2018 and the entire site will be restored by September 2019.

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 was 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—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, on January 2018.

CAPITAL PROJECTS

School	Project	Project Status*	Date of Completion
Thomas Edison HS of Technology	Revitalization/expansion and Junior Achievement Finance Park	Approved	Sept. 2018, Building Sept. 2019, Site

*Approved—Project has an FY 2017 or FY 2018 appropriation approved in the Amended FY 2017–2022 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 a feasibility study.

*Recommended—Project has an FY 2019 appropriation recommended for planning or construction in the FY 2019–2024 CIP.

Holding Facilities

Holding facilities are utilized for capital projects, such as revitalization/expansion projects and large-scale addition projects, to house students and staff during construction. By relocating students and staff to a holding facility, MCPS is able to reduce the length of time required for construction and provide a safe and secure environment for the students and staff. Currently, MCPS utilizes the following facilities as holding schools for revitalization/expansion projects and large-scale addition projects.

Elementary School Holding Facilities

The elementary school holding facilities were assessed as part of the Facilities Assessment with Criteria and Testing (FACT) process during the 2010–2011 school year. To address needs at these facilities, an FY 2013 appropriation for facility planning 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

OTHER EDUCATIONAL FACILITIES

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.

OTHER EDUCATIONAL FACILITIES

Holding Facility Schedule

Holding Facility	SY 17–18	SY 18–19	SY 19–20	SY 20–21	SY 21–22	SY 22–23	SY 23–24
ELEMENTARY SCHOOLS							
Emory Grove Center				DuFief			
Fairland Center							
Grosvenor Center		Luxmanor					
North Lake Center	Lucy V. Barnsley	Maryvale					
Radnor Center		Potomac					
MIDDLE SCHOOLS							
Tilden Center/ Woodward Center*		To be revitalized/expanded					

* 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. Based on the Board of Education action on November 21, 2016, there are plans to reopen Woodward High School to address the space deficits at Walter Johnson High School and surrounding high schools in the Downcounty Consortium.

The Revitalization/Expansion program is under review in order to develop a multi-variable approach to determine the priority order of large-scale renovations of facilities, possibly including programmatic and capacity considerations. Recommendations regarding possible changes to this program will be released once the review is complete.

Facility Characteristics of Schools 2017–2018

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	7
Fairland Center	Elementary	13313 Old Columbia Pike	26	45,082	9.21	
Grosvenor Center	Elementary	5701 Grosvenor lane	19	36,770	10.21	17
North Lake Center	Elementary	15101 Bauer Drive	22	40,378	9.66	16
Radnor Center	Elementary	7000 Radnor Road	16	36,663	9.03	23
Tilden Center	Middle	6300 Tilden Lane	39	119,516	19.7	

Chapter 5

Countywide Projects

Montgomery County Public Schools (MCPS) has many capital projects that are not for one particular school, but rather are programmed to meet the needs of many schools across the county. These projects involve multiyear plans with different schools scheduled each year, and are referred to as countywide projects. The assessment and selection process for many of these projects is carried out through an annual review process that involves school principals, maintenance, planning, and construction staff.

The primary countywide projects that address the physical environment in schools include: compliance with the Americans with Disabilities Act (ADA); Asbestos Abatement; Fire Safety Code Upgrades; Heating, Ventilation and Air Conditioning (HVAC); Planned Life-cycle Asset Replacement (PLAR); and Roof Replacement. These projects require an assessment of each school relative to the needs of other schools and the development of schedules based on available funding. Some projects, such as ADA, Asbestos Abatement, and Stormwater Management are driven by mandates that require an evaluation and action plan in order to meet federal, state, and local regulations.

Maintenance and replacement projects are critical to keep aging school facilities operational. As schools age, they are placed on a maintenance and repair ladder, moving from minor repairs to outright replacement of major systems. PLAR and the countywide projects that focus on roof replacements and mechanical system rehabilitations are essential to the preservation of the school systems' infrastructure. Intensive maintenance and rehabilitation efforts to extend the useful life of schools occur through the following projects: HVAC, PLAR, and Roof Replacement.

A brief description of each countywide project follows.

Americans with Disabilities Act (ADA) Compliance

Funds from this project support compliance with federal and state laws and regulations regarding the accessibility of school facilities for persons with disabilities. The items most frequently provided are ramps, elevators, and wider door openings for wheelchair accessibility. Accessible bathrooms and water fountains also are funded as part of this program. The goal is to provide access to all spaces in MCPS buildings. In some cases, programs have been relocated to accommodate students until full accessibility can be met. Funding for this program will continue beyond the six-year planning period.

Asbestos Abatement

Federal and state regulations require the management and ultimately, the removal of asbestos from schools. Funds from this project support compliance with these mandates. As a cost

saving measure, a special group of MCPS employees has been trained to remove asbestos in a manner that complies with strict safety requirements. However, projects that are larger than this group can accommodate are competitively bid and are funded through this project. Funding for this program will continue beyond the six-year planning period.

Building Modifications and Program Improvements

This project provides facility modifications and program improvements to schools that are not scheduled for 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 2019 or FY 2020. This program is under review in order to develop a multi-variable approach to determine the priority order of large-scale renovations of facilities, possibly including programmatic and capacity considerations. Recommendations regarding possible changes to this program will be released once the review is complete.

Design and Construction Management

This project provides funding for the MCPS staff necessary to assure the successful planning, design, and construction of the capital projects contained in the six-year CIP.

Facility Planning

In order to assure the availability of accurate cost estimates for facility construction, a feasibility study process is conducted for additions, new schools and revitalization/expansion projects. An architect is hired to develop and evaluate several feasible options that meet the project's needs. For each option, a cost estimate is prepared and an analysis is performed to determine the most cost-effective solution. This "preplanning" information is used to develop a budget for submission to the County Council for funding. The feasibility study process helps to produce a clear understanding of the feasibility, scope, and cost for each project.

Fire Safety Code Upgrades

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

Heating, Ventilation, and Air Conditioning (HVAC) Mechanical Systems Replacement

This project provides an orderly replacement of heating, ventilation, and air conditioning systems in MCPS facilities not scheduled for revitalization/expansion.

Improved (Safe) Access to Schools

This project addresses vehicular access to schools. Projects may involve the widening of a street or road, obtaining rights-of-way for vehicular access, or the addition of entrances to school sites. The list of specific school projects is approved annually by the County Council.

Major Capital Projects

This project would include large-scale renovations of facilities, possibly including programmatic and capacity considerations.

Outdoor Play Space Maintenance

Many school sites, especially at the elementary school level, face site constraints and limitations due to school overutilization, the need to place relocatable classrooms on paved play and field areas, as well as site size and other conditions. Funds included in this project will allow MCPS to more fully integrate outdoor play areas into maintenance practices and create solutions when schools present challenges to a conventional approach. This pilot project will evaluate the outdoor program/play areas at MCPS schools, establish improved maintenance practices for these sites, and identify potential solutions to provide adequate and appropriate outdoor program/play areas, particularly at elementary schools with severely compromised sites.

Planned Life-cycle Asset Replacement (PLAR)

This project provides funding for the repair or replacement of major site improvements and building systems that have reached the end of their useful life. Some of the items that this project covers are field rehabilitation, exterior resurfacing (including driveways and tennis courts), interior partitions, doors, lighting, windows, security gates, bleachers, communications systems, and flooring. All projects are evaluated, and a six-year plan is in place for the repair of needed items. The list of projects is evaluated annually.

Rehabilitation and Renovation of Closed Schools (RROCS)

MCPS has retained some closed schools for use as office space, holding schools, or alternative schools. Some of these facilities have reopened as schools. Funds from this project are used to rehabilitate buildings to meet current codes and to provide appropriate educational spaces.

Relocatable Classrooms

MCPS utilizes relocatable classrooms on an interim basis to accommodate student enrollment in overutilized facilities and for class-size reduction initiatives until a long-term solution is in place. Some are owned by MCPS, some are owned by the State of Maryland, and others are leased. This project provides funding for the relocation, leasing, acquisition, and repair of relocatable classroom units.

Restroom Renovations

The project provides needed modifications to specific areas of restroom facilities. A study was conducted to evaluate restrooms for all schools that were built or renovated before 1985. A second study was conducted in FY 2010 to provide restroom renovations at additional schools. Schools were rated based on an evaluation method using a preset number scale for the assessment of the existing plumbing fixtures, accessories, and room finish materials.

Roof Replacement

Roofs that are in need of repair or replacement are funded through this project. The schedule of yearly repairs/replacements is determined according to priority. The roofs are expected to have a life cycle of approximately 20 years.

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

Appendix A-1

Montgomery County Public Schools Actual and Projected Enrollment: 2017–2018 to 2023–2024

Updated on 10/11/17

Grade Level & Program	Preliminary Enrollment	Projected Enrollment					
	2017–2018*	2018–2019	2019–2020	2020–2021	2021–2022	2022–2023	2023–2024
Prekindergarten	2,280	2,285	2,285	2,285	2,285	2,285	2,285
Head Start	628	628	628	628	628	628	628
Grades K–5	72,353	71,873	71,380	71,256	71,210	71,448	71,756
Grades 6–8	36,137	36,897	37,924	38,247	38,222	37,616	37,349
Grades 9–12	49,017	50,441	51,640	52,527	53,715	54,813	55,502
Total K–12	157,507	159,211	160,944	162,029	163,146	163,877	164,606
Pre-K Special Education	1,521	1,493	1,493	1,493	1,493	1,493	1,493
GRAND TOTAL	161,936	163,617	165,350	166,435	167,552	168,283	169,012

Source: Montgomery County Public Schools, Department of Facilities Management, Division of Capital Planning.

* September 29, 2017 enrollment summary.

Appendix A-2

Montgomery County Public Schools Actual and Projected Enrollment: 2017–2018 to 2023–2024

Updated on 10/11/17

Grades	Preliminary Enrollment	Projected Enrollment					
	2017–2018*	2018–2019	2019–2020	2020–2021	2021–2022	2022–2023	2023–2024
Kindergarten	11,297	11,228	11,394	11,425	11,468	11,520	11,589
Grade 1	11,712	11,663	11,611	11,776	11,807	11,850	11,902
Grade 2	12,020	11,766	11,765	11,712	11,878	11,909	11,952
Grade 3	12,219	12,154	11,922	11,921	11,868	12,034	12,065
Grade 4	12,679	12,310	12,275	12,042	12,042	11,989	12,155
Grade 5	12,426	12,752	12,414	12,379	12,147	12,146	12,093
Grade 6	12,138	12,450	12,799	12,460	12,425	12,193	12,192
Grade 7	11,952	12,325	12,637	12,986	12,647	12,613	12,380
Grade 8	12,047	12,121	12,489	12,801	13,149	12,811	12,776
Grade 9	13,786	14,278	14,349	14,716	15,028	15,376	15,038
Grade 10	13,051	13,099	13,537	13,607	13,975	14,287	14,635
Grade 11	11,179	11,904	11,915	12,353	12,424	12,791	13,103
Grade 12	11,001	11,160	11,839	11,850	12,288	12,359	12,726
K–5 Total	72,353	71,873	71,380	71,256	71,210	71,448	71,756
6–8 Total	36,137	36,897	37,924	38,247	38,222	37,616	37,349
9–12 Total	49,017	50,441	51,640	52,527	53,715	54,813	55,502
K–12 Total	157,507	159,211	160,944	162,029	163,146	163,877	164,606
Prekindergarten	2,280	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	1,521	1,493	1,493	1,493	1,493	1,493	1,493
GRAND TOTAL	161,936	163,617	165,350	166,435	167,552	168,283	169,012

Source: Montgomery County Public Schools, Department of Facilities Management, Division of Capital Planning.

* September 29, 2017 enrollment summary.

Appendix A-3

Montgomery County Public Schools Enrollment by Race/Ethnic Groups: 1968–2017

Updated on 10/11/17

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	68	≤5%	275	≤5%	7,483	≤5%	22,217	14.2%	33,472	21.4%	45,601	29.1%	47,331	30.3%	156,447
2016–17	77	≤5%	287	≤5%	7,610	≤5%	22,680	14.3%	33,902	21.3%	47,855	30.1%	46,599	29.3%	159,010
2017–18	91	< 5%	283	< 5%	7,857	< 5%	23,276	14.4%	34,728	21.4%	49,860	30.8%	45,841	28.3%	161,936

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

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

Due to federal and state guidelines demographic characteristics of schools of less than or equal to 5.0% are not reported in the data tables of Chapter Four.

Beginning in the 2010–2011 school year, changes in the reporting of race/ethnicity were made. These changes are reflected in the table, where "Two of more races" and

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

Appendix A-4

Montgomery County Public Schools Annual Enrollment Change By Race/Ethnic Groups: 1968–2017

Updated on 10/11/17

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	68	-14	275	-5	7,483	281	22,217	385	33,472	441	45,601	1,840	47,331	-333	156,447	2,595
2016–17	77	9	287	12	7,610	127	22,680	463	33,902	430	47,855	2,254	46,599	-732	159,010	2,595
2017–18	91	23	283	8	7,857	374	23,276	1,059	34,728	1,256	49,860	4,259	45,841	-1,490	161,936	5,489

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

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

Beginning in the 2010–2011 school year, changes in the reporting of race/ethnicity were made. These changes are reflected in the table, where "Two or more races" and "Native Hawaiian/Pacific Islander" are new categories and "American Indian/Alaskan Native" is an expanded category.

Appendix B-1

Actual and Projected ESOL Enrollment

October 11, 2017

Program	Actual		Budgeted	Projected Enrollment					
	FY16 2015–2016	FY17 2016–2017	FY18 2017–2018	FY20 2019–2020	FY21 2020–2021	FY22 2021–2022	FY23 2022–2023	FY23 2022–2023	FY24 2023–2024
Elementary School	16,648	16,700	16,800	16,800	16,800	16,800	16,800	16,800	16,800
Middle School	2,298	2,400	2,500	2,500	2,500	2,500	2,500	2,500	2,500
High School	3,304	3,500	3,800	3,800	3,800	3,800	3,800	3,800	3,800
Special Centers	50	50	50	50	50	50	50	50	50
Total Enrollment	22,300	22,650	23,150	23,150	23,150	23,150	23,150	23,150	23,150
METS:									
Elementary	45	50	70	70	70	70	70	70	70
Middle	153	160	190	190	190	190	190	190	190
High	371	400	480	480	480	480	480	480	480

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 11, 2017

Program	Actual		Budgeted	Projected Enrollment					
	FY16 2015–2016	FY17 2016–2017	FY18 2017–2018	FY19 2018–2019	FY20 2019–2020	FY21 2020–2021	FY22 2021–2022	FY23 2022–2023	FY24 2023–2024
Head Start	628	628	628	628	628	628	628	628	628
Prekindergarten	2,125	2,152	2,278	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 are developed cooperatively by the Division of Capital Planning and Division of Early Childhood Services and Head Start Unit.

Actual and Projected Alternative Program Enrollment

May 31, 2017

Program	Actual		Budgeted	Projected Enrollment					
	FY16 2015–2016	FY17 2016–2017	FY18 2017–2018	FY19 2018–2019	FY20 2019–2020	FY21 2020–2021	FY22 2021–2022	FY23 2022–2023	FY24 2023–2024
Alternative Programs	113	225	140	140	140	140	140	140	140

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

Appendix C-1

MCPS Role in County Land Use Planning, Zoning, Subdivision Review, and Subdivision Staging Policy

Montgomery County Public Schools (MCPS) collaborates with the Montgomery County Planning Department (MCPD), the Montgomery County Planning Board (Planning Board), the Montgomery County Hearing Examiner, and the Montgomery County Council (County Council) in a range of planning activities that impact school enrollment and facility needs. These activities are discussed below, from the more general and long-range activities to the more specific and short term activities.

County Land Use Planning

The Planning Board, working with MCPD staff, creates local master plans and sector plans to set forth the land use vision for those areas. The sequence of steps in the development of master plans begins with the MCPD staff development of plan scenarios and collection of community input. At this early stage, and throughout the plan development process, MCPS staff provides MCPD staff with estimates of the number of students that will be generated under various housing scenarios. If housing scenarios generate enough students to require one or more school sites, then these sites are included within the plan area. The MCPD staff recommended plan works its way through Planning Board review and recommendation. Finally, the County Council reviews the Planning Board recommended plan, making any changes it deems appropriate. Ultimately, the County Council takes action to approve the plan.

The identification of school sites is the primary form of input MCPS provides on land use plans. MCPS monitors the implementation of land use plans once they are approved, and works in close coordination with the MCPD staff and developers to ensure changes in land use are incorporated in school facility plans.

Zoning

The implementation of master plans does not occur until the County Council approves a Sectional Map Amendment (SMA). An SMA is a comprehensive action that identifies various zones to be applied to individual tracts of land, as recommended in the master plan. Once the SMA is adopted, property owners have the right to subdivide their properties according to the zoning. On occasion, property owners may request rezoning of their land to allow projects that they believe are consistent with the intent of the master plan. MCPS provides comments on rezoning applications that include housing. These comments include estimates of the number of students that would be generated under the proposed rezoning and the projected utilization levels of schools that serve the property in question. These comments

are submitted to MCPD staff during the review of the rezoning, and as requested, to the County Hearing Examiner during review of the rezoning request.

Subdivision Review and Subdivision Staging Policy

Subdivision plans are submitted by property owners when they are ready to develop their land. Subdivisions are reviewed by MCPD staff and modifications to the plans may be worked out between staff and property owners prior to the plan going to the Planning Board for approval. Once a preliminary plan is complete, a public hearing is held before the Planning Board and action is taken. The Planning Board has the sole authority for review and approval of subdivision applications.

There are numerous considerations that come into play in reviewing a subdivision plan. The Planning Board must determine if a proposed subdivision is consistent with the area master plan and zoning of the property. The Planning Board also must determine if the area of development is “open” to subdivision approval given the results of the Adequate Public Facilities Ordinance (APFO) and Subdivision Staging Policy. MCPS staff also provides comments on the impact of subdivisions that abut school system property. Once a preliminary plan of subdivision is approved by the Planning Board, an estimate of the number of students the plan will generate is incorporated in enrollment projections for schools that serve the property. Appendix P-2 describes how enrollment projections are developed.

Since 1973 the Montgomery County subdivision regulations have included the APFO, with the goal of synchronizing development with the availability of public facilities. (County Code, Section 50-35 (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 was known as the County Growth Policy through 2010. The policy is now called the Subdivision Staging Policy and reflects action by County Council on November 15, 2016. . The role of the Subdivision Staging Policy is to stage subdivision approvals commensurate with adequate facility capacity. The two main areas of public facility capacity considered in the policy are schools and transportation facilities.

The County Subdivision Staging Policy, which prescribes the school test of facility adequacy, is reviewed on a four year cycle. The school test of facility adequacy is conducted annually based on the latest enrollment forecast and adopted capital

improvements program. The three tiered school test evaluates school utilization levels in the 25 cluster areas at the elementary, middle, and high school levels and individual middle and elementary school service areas. If school utilizations exceed certain thresholds and there is no programmed capital project or solution project in the capital improvement plan subdivision applications are subject to moratorium. Each year, MCPS prepares the data on cluster school utilizations for the school test, and the Planning Board adopts the results of the school test prior to July 1st. The test results are in place for the following fiscal year. The Subdivision Staging Policy school test thresholds are:

- Subdivision applications in clusters with enrollment levels at or 120 percent utilization of MCPS program capacity in the sixth year of the CIP timeframe may proceed, provided they meet individual school tests. A capital project or placeholder may be included in the CIP as a solution and avoid moratorium.
- Subdivision applications are also subjected to an individual middle school service area test for the school which serves the proposed for development. If the projected enrollment in the sixth year of the CIP exceeds capacity by 180 seats or more and the capacity utilization of the school is greater than 120 percent, the subdivision application may be subject to moratorium. The option also remains for the County Council to add a capacity solution to the CIP and avoid moratorium.
- Subdivision applications are subjected to an individual elementary school service area test for the school which serves the proposed for development. If the projected enrollment in the sixth year of the CIP exceeds capacity by 110 seats or more and the capacity utilization of the school is greater than 120 percent, the subdivision application may be subject to moratorium. The option also remains for the County Council to add a capacity solution to the CIP and avoid moratorium.

Appendix C-2

MCPS Enrollment Forecasting

The prediction of school enrollment involves the consideration of a wide range of factors. The 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 geographic scope of the projection as well as its time span. Accuracy is greatest when enrollment is projected for large areas for the short-term (one or two years in the future). Accuracy in forecasts diminishes as the geographic area projected becomes smaller and as the forecast is made for more distant points in the future. Therefore, a one-year countywide forecast for total enrollment for all schools will have less error than forecasts that extend further into the future for individual schools.

The MCPS enrollment forecast is developed after an annual study of trends at the county and individual school levels. The grade enrollment history of each school is compiled and updated annually. 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 draw of migrating households to the county 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 that serve 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 the accuracy in making staffing decisions and to place relocatable classrooms where needed. The evaluation assesses the enrollment change in each school from September, when the original forecast was made, to the time of the spring revision. In areas of the county that are developing, an assessment of the rate of housing construction also is made. In some cases, administrative or Board of Education actions, such as a change in a school service area, also may affect enrollment changes.

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. 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 in the use of computers for the retrieval and analysis of demographic and facility planning data. The use of the county Geographic Information System (GIS) contains extensive demographic and land-use data that is used in the forecasting and facility planning processes. Ties between MCPS planners, county planning agencies, the real estate and

development communities, and community representatives enable an ongoing exchange of information relevant to forecasting. For example, the recent application of GIS leverages MCPS data and Montgomery Planning data and allows direct measurement of pupil generation rates. This pooled knowledge is a valuable resource in the inherently difficult job of predicting the future.

Appendix D

Subdivision Staging Policy Results of School Test for FY 2018

Reflects County Council Adopted FY 2018 Capital Budget and Amendments to the FY 2017–2022 Capital Improvements Program (CIP)
Effective July 1, 2017

School Test Description and Details	School Test Outcome	Outcomes by Level		
		Elementary Inadequate	Middle Inadequate	High Inadequate
CLUSTER TEST Inadequate if cluster is over 120% utilization, by level Test year 2022–2023	MORATORIUM Moratorium required in cluster service areas that are inadequate.			
	OPEN CONDITIONALLY Placeholder projects prevent these cluster service areas from entering moratoria. <i>See notes.</i>			Montgomery Blair (123.5%) Albert Einstein (138.4%) Walter Johnson (130.3%) Northwood (142.7%)
	OPEN CONDITIONALLY Planned projects in other clusters and/or reassignments prevent these cluster service areas from entering moratoria. <i>See notes.</i>			Clarksburg (133.3%)
INDIVIDUAL SCHOOL TEST Inadequate if school is over 120% utilization and Schools at or above seat deficit thresholds Elementary: 110 seats Middle: 180 seats Test year 2022–2023	MORATORIUM Moratorium required in school service areas that are inadequate.	Burnt Mills ES (-174, 145.5%) Highland View ES (-135, 146.9%) Kemp Mill ES (-113, 124.7%) Lake Seneca ES (-165, 141.8%) Rosemont ES (-290, 147.3%) Strawberry Knoll ES (-193, 141.0%) Summit Hall ES (-200, 143.4%)		
	OPEN CONDITIONALLY Placeholder projects prevent these school service areas from entering moratoria. <i>See notes.</i>	Cedar Grove ES (-201, 150.9%) Clarksburg ES (-269, 186.2%) Clopper Mill ES (-116, 125.2%) Ronald McNair ES (-135, 120.9%)	Parkland MS (-197, 120.8%)	
	OPEN CONDITIONALLY Planned projects in other schools and/or reassignments prevent these school service areas from entering moratoria. <i>See notes.</i>	Beall ES (-233, 136.5%) Rachel Carson ES (-283, 141.0%) College Gardens ES (-153, 122.1%) Forest Knolls ES (-206, 138.2%) Ritchie Park ES (-114, 129.5%) Wilson Wims ES (-549, 173.6%)		

ANNUAL SCHOOL TEST NOTES

The test outcome for any school or cluster not identified is “OPEN.”

Test results include the following placeholder capacities:

- Montgomery Blair Cluster HS Solution—6 classroom addition
- Albert Einstein Cluster HS Solution—14 classroom addition
- Walter Johnson HS Cluster Solution—10 classroom addition
- Northwood HS Cluster Solution—16 classroom addition
- Parkland MS Solution—4 classroom addition
- Clarksburg ES and Cedar Grove ES Solution—14 classrooms total
- Clopper Mill ES and Ronald McNair ES Solution—8 classrooms total

Test results include the following impacts from planned school capacity projects:

- Clarksburg HS and Northwest HS are relieved by the approved revitalization/expansion at Seneca Valley HS.
- Beall ES, College Gardens ES, and Ritchie Park ES are relieved by the opening of Richard Montgomery ES #5 in August 2018.
- Rachel Carson ES is relieved by the approved revitalization/expansion at DuFief ES, opening in January 2022.
- Wilson Wims ES is relieved by the opening of Clarksburg Village Site #2 ES in August 2019.
- Forest Knolls ES is relieved by the approved additions at Montgomery Knolls ES and Pine Crest ES, both opening in August 2020.

Subdivision Staging Policy FY 2018 School Test: Cluster Utilizations in 2022–2023

Reflects County Council Adopted FY 2018 Capital Budget and Amendments to the FY 2017–2022 Capital Improvements Program (CIP)
Effective July 1, 2017

Elementary School Cluster Test: Percent Utilization > 120% Moratorium

Cluster Area	Projected August 2022 Enrollment	100% MCPS Program Capacity With Amended FY 2017–2022 CIP	Cluster Percent Utilization in 2022–2023 School Year	School Test Result Capacity is:	Cluster Status
Bethesda-Chevy Chase	3,595	3,813	94.3%	Adequate	Open
Montgomery Blair	4,514	4,844	93.2%	Adequate	Open
James Hubert Blake	2,732	2,653	103.0%	Adequate	Open
Winston Churchill	2,445	2,826	86.5%	Adequate	Open
Clarksburg	4,546	4,447	102.2%	Adequate	Open
Damascus	2,121	2,245	94.5%	Adequate	Open
Albert Einstein	2,991	3,006	99.5%	Adequate	Open
Gaithersburg	4,757	4,145	114.8%	Adequate	Open
Walter Johnson	4,648	4,541	102.4%	Adequate	Open
John F. Kennedy	3,160	3,199	98.8%	Adequate	Open
Col. Zadok Magruder	2,612	2,868	91.1%	Adequate	Open
Richard Montgomery	2,799	2,873	97.4%	Adequate	Open
Northwest	3,998	3,745	106.8%	Adequate	Open
Northwood	3,648	3,174	114.9%	Adequate	Open
Paint Branch	2,419	2,630	92.0%	Adequate	Open
Poolesville	470	758	62.0%	Adequate	Open
Quince Orchard	3,083	2,884	106.9%	Adequate	Open
Rockville	2,568	2,517	102.0%	Adequate	Open
Seneca Valley	2,468	2,411	102.4%	Adequate	Open
Sherwood	2,014	2,418	83.3%	Adequate	Open
Springbrook	3,464	3,354	103.3%	Adequate	Open
Watkins Mill	2,866	2,833	101.2%	Adequate	Open
Wheaton	2,936	3,392	86.6%	Adequate	Open
Walt Whitman	2,179	2,538	85.9%	Adequate	Open
Thomas S. Wootton	2,551	3,536	72.1%	Adequate	Open

Middle School Cluster Test: Percent Utilization > 120% Moratorium

Cluster Area	Projected August 2022 Enrollment	100% MCPS Program Capacity With Amended FY 2017–2022 CIP	Cluster Percent Utilization in 2022–2023 School Year	School Test Result Capacity is:	Cluster Status
Bethesda-Chevy Chase	1826	2015	90.6%	Adequate	Open
Montgomery Blair	2705	3078	87.9%	Adequate	Open
James Hubert Blake	1314	1349	97.4%	Adequate	Open
Winston Churchill	1292	1689	76.5%	Adequate	Open
Clarksburg	2138	2203	97.1%	Adequate	Open
Damascus	969	971	99.8%	Adequate	Open
Albert Einstein	1309	1432	91.4%	Adequate	Open
Gaithersburg	2021	1911	105.8%	Adequate	Open
Walter Johnson	2326	2429	95.8%	Adequate	Open
John F. Kennedy	1835	1698	108.1%	Adequate	Open
Col. Zadok Magruder	1283	1603	80.0%	Adequate	Open
Richard Montgomery	1313	1449	90.6%	Adequate	Open
Northwest	2092	2235	93.6%	Adequate	Open
Northwood	1785	1808	98.7%	Adequate	Open
Paint Branch	1303	1365	95.4%	Adequate	Open
Poolesville	283	468	60.5%	Adequate	Open
Quince Orchard	1474	1630	90.4%	Adequate	Open
Rockville	1113	936	118.9%	Adequate	Open
Seneca Valley	1242	1397	88.9%	Adequate	Open
Sherwood	1194	1450	82.3%	Adequate	Open
Springbrook	1307	1260	103.7%	Adequate	Open
Watkins Mill	1381	1326	104.1%	Adequate	Open
Wheaton	1548	1466	105.6%	Adequate	Open
Walt Whitman	1359	1502	90.5%	Adequate	Open
Thomas S. Wootton	1418	1634	86.8%	Adequate	Open

High School Cluster Test: Percent Utilization > 120% Moratorium

Cluster Area	Projected August 2022 Enrollment	100% MCPS Program Capacity With Amended FY 2017–2022 CIP	Cluster Percent Utilization in 2022–2023 School Year	School Test Result Capacity is:	Cluster Status
Bethesda-Chevy Chase	2471	2408	102.6%	Adequate	Open
Montgomery Blair	3606	2921	123.5%	Inadequate	Open Conditionally ¹
James Hubert Blake	1834	1734	105.8%	Adequate	Open
Winston Churchill	2036	1986	102.5%	Adequate	Open
Clarksburg	2700	2025	133.3%	Inadequate	Open Conditionally ²
Damascus	1396	1556	89.7%	Adequate	Open
Albert Einstein	2244	1621	138.4%	Inadequate	Open Conditionally ³
Gaithersburg	2736	2393	114.3%	Adequate	Open
Walter Johnson	3024	2321	130.3%	Inadequate	Open Conditionally ⁴
John F. Kennedy	2142	1833	116.9%	Adequate	Open
Col. Zadok Magruder	1872	1941	96.4%	Adequate	Open
Richard Montgomery	2638	2237	117.9%	Adequate	Open
Northwest	2679	2241	119.5%	Adequate	Open
Northwood	2152	1508	142.7%	Inadequate	Open Conditionally ⁵
Paint Branch	2210	2012	109.8%	Adequate	Open
Poolesville	1226	1170	104.8%	Adequate	Open
Quince Orchard	2168	1862	116.4%	Adequate	Open
Rockville	1701	1584	107.4%	Adequate	Open
Seneca Valley	1444	2423	59.6%	Adequate	Open
Sherwood	1959	2170	90.3%	Adequate	Open
Springbrook	2004	2148	93.3%	Adequate	Open
Watkins Mill	2024	1942	104.2%	Adequate	Open
Wheaton	2011	2279	88.2%	Adequate	Open
Walt Whitman	2305	2397	96.2%	Adequate	Open
Thomas S. Wootton	2240	2420	92.6%	Adequate	Open

¹ Montgomery Blair High School placeholder project for a 6-classroom addition.

² CIP solution to reassign students from Clarksburg High School to Seneca Valley High School.

³ Albert Einstein High School placeholder project for a 14-classroom addition.

⁴ Walter Johnson High School placeholder project for a 10-classroom addition.

⁵ Northwood High School placeholder project for a 16-classroom addition.

Subdivision Staging Policy FY 2018 School Test: Individual School Seat Deficits in 2022–2023

Reflects County Council Adopted FY 2018 Capital Budget and Amendments to the FY 2017–2022 Capital Improvements Program (CIP)
Effective July 1, 2017

Elementary School Test Moratorium Threshold: Seat Deficit ≥ 110 seats and Percent Utilization > 120%

School Name/School Pairing	Cluster(s)	Projected 2022– 2023 Enrollment	Projected 2022–2023 Program Capacity	Projected 2022–2023 Available Space	Projected 2022– 2023 Utilization	School Adequacy	School Service Area Status
Arcola	Northwood	696	654	-42	106.4%	Adequate	Open
Ashburton	Walter Johnson	913	770	-143	118.6%	Adequate	Open
Bannockburn	Walt Whitman	370	365	-5	101.4%	Adequate	Open
Lucy V. Barnsley	Rockville	630	673	43	93.6%	Adequate	Open
Beall	Richard Montgomery	871	638	-233	136.5%	Inadequate	Open Conditionally ¹
Bel Pre/Strathmore	Kennedy	1,043	1,079	36	96.7%	Adequate	Open
Bells Mill	Winston Churchill	586	626	40	93.6%	Adequate	Open
Belmont	Sherwood	335	459	124	73.0%	Adequate	Open
Bethesda	Bethesda-Chevy Chase	641	559	-82	114.7%	Adequate	Open
Beverly Farms	Winston Churchill	521	690	169	75.5%	Adequate	Open
Bradley Hills	Walt Whitman	559	663	104	84.3%	Adequate	Open
Brooke Grove	Sherwood	447	517	70	86.5%	Adequate	Open
Brookhaven	Wheaton	441	480	39	91.9%	Adequate	Open
Brown Station	Quince Orchard	568	761	193	74.6%	Adequate	Open
Burning Tree	Walt Whitman	399	378	-21	105.6%	Adequate	Open
Burnt Mills	Blake	556	382	-174	145.5%	Inadequate	Moratorium
Burtonsville	Paint Branch	596	749	153	79.6%	Adequate	Open
Candlewood	Col. Zadok Magruder	360	516	156	69.8%	Adequate	Open
Cannon Road	Springbrook	452	521	69	86.8%	Adequate	Open
Carderock Springs	Walt Whitman	280	407	127	68.8%	Adequate	Open
Rachel Carson	Quince Orchard	973	690	-283	141.0%	Inadequate	Open Conditionally ²
Cashell	Col. Zadok Magruder	392	341	-51	115.0%	Adequate	Open
Cedar Grove	Clarksburg/Damascus	596	395	-201	150.9%	Inadequate	Open Conditionally ³
Clarksburg	Clarksburg	581	312	-269	186.2%	Inadequate	Open Conditionally ³
Clarksburg Cluster ES (Clarksburg Village #2)	Clarksburg	0	741	741	0.0%	Adequate	Open
Clearspring	Damascus	601	641	40	93.8%	Adequate	Open
Clopper Mill	Northwest	576	460	-116	125.2%	Inadequate	Open Conditionally ⁴
Cloverly	Paint Branch	418	444	26	94.1%	Adequate	Open
Cold Spring	Thomas S. Wootton	312	512	200	60.9%	Adequate	Open
College Gardens	Richard Montgomery	846	693	-153	122.1%	Inadequate	Open Conditionally ¹
Capt. James E. Daly	Clarksburg	616	523	-93	117.8%	Adequate	Open
Damascus	Damascus	275	351	76	78.3%	Adequate	Open
Darnestown	Northwest	330	471	141	70.1%	Adequate	Open
Diamond	Northwest	706	670	-36	105.4%	Adequate	Open
Dr. Charles R. Drew	Springbrook	492	462	-30	106.5%	Adequate	Open
DuFief	Thomas S. Wootton	300	740	440	40.5%	Adequate	Open
East Silver Spring	Montgomery Blair	568	640	72	88.8%	Adequate	Open
Fairland	Blake	608	643	35	94.6%	Adequate	Open
Fallsmead	Thomas S. Wootton	476	552	76	86.2%	Adequate	Open
Farmland	Walter Johnson	835	714	-121	116.9%	Adequate	Open
Fields Road	Quince Orchard	478	434	-44	110.1%	Adequate	Open
Flower Hill	Col. Zadok Magruder	458	460	2	99.6%	Adequate	Open
Flower Valley	Rockville	427	416	-11	102.6%	Adequate	Open
Forest Knolls	Northwood	745	539	-206	138.2%	Inadequate	Open Conditionally ⁵
Fox Chapel	Clarksburg	640	683	43	93.7%	Adequate	Open
Gaithersburg	Gaithersburg	909	1,000	91	90.9%	Adequate	Open
Galway	Paint Branch	761	764	3	99.6%	Adequate	Open
Garrett Park	Walter Johnson	894	776	-118	115.2%	Adequate	Open
Georgian Forest	Kennedy	626	649	23	96.5%	Adequate	Open
Germantown	Northwest	329	291	-38	113.1%	Adequate	Open
William B. Gibbs Jr.	Clarksburg	684	730	46	93.7%	Adequate	Open
Glen Haven	Northwood	552	571	19	96.7%	Adequate	Open
Glenallan	Kennedy	745	762	17	97.8%	Adequate	Open
Goshen	Gaithersburg	536	533	-3	100.6%	Adequate	Open
Great Seneca Creek	Northwest	571	556	-15	102.7%	Adequate	Open

Elementary School Test Moratorium Threshold: Seat Deficit ≥ 110 seats and Percent Utilization > 120%

School Name/School Pairing	Cluster(s)	Projected 2022– 2023 Enrollment	Projected 2022–2023 Program Capacity	Projected 2022–2023 Available Space	Projected 2022– 2023 Utilization	School Adequacy	School Service Area Status
Greencastle	Paint Branch	707	740	33	95.5%	Adequate	Open
Greenwood	Sherwood	432	584	152	74.0%	Adequate	Open
Harmony Hills	Kennedy	746	709	-37	105.2%	Adequate	Open
Highland	Einstein	571	522	-49	109.4%	Adequate	Open
Highland View	Northwood	423	288	-135	146.9%	Inadequate	Moratorium
Jackson Road	Blake/Springbrook	741	699	-42	106.0%	Adequate	Open
Jones Lane	Quince Orchard	422	441	19	95.7%	Adequate	Open
Kemp Mill	Northwood	571	458	-113	124.7%	Inadequate	Moratorium
Kensington-Parkwood	Walter Johnson	676	746	70	90.6%	Adequate	Open
Lake Seneca	Seneca Valley	560	395	-165	141.8%	Inadequate	Moratorium
Lakewood	Thomas S. Wootton	476	556	80	85.6%	Adequate	Open
Laytonsville	Gaithersburg	390	449	59	86.9%	Adequate	Open
JoAnn Leleck	Springbrook	821	715	-106	114.8%	Adequate	Open
Little Bennett	Clarksburg	631	624	-7	101.1%	Adequate	Open
Luxmanor	Walter Johnson	614	758	144	81.0%	Adequate	Open
Thurgood Marshall	Quince Orchard	642	558	-84	115.1%	Adequate	Open
Maryvale	Rockville	664	694	30	95.7%	Adequate	Open
Spark M. Matsunaga	Northwest	706	652	-54	108.3%	Adequate	Open
S. Christa McAuliffe	Seneca Valley	681	740	59	92.0%	Adequate	Open
Ronald McNair	Northwest	780	645	-135	120.9%	Inadequate	Open
Meadow Hall	Rockville	452	370	-82	122.2%	Adequate	Conditionally ⁴ Open
Mill Creek Towne	Col. Zadok Magruder	373	321	-52	116.2%	Adequate	Open
Monocacy	Poolesville	130	219	89	59.4%	Adequate	Open
Montgomery Knolls/Pine Crest	Montgomery Blair	975	1,269	294	76.8%	Adequate	Open
New Hampshire Estates/Oak View	Montgomery Blair	865	833	-32	103.8%	Adequate	Open
Roscoe R. Nix/Cresthaven	Springbrook	999	1,023	24	97.7%	Adequate	Open
Oakland Terrace	Einstein	466	508	42	91.7%	Adequate	Open
Olney	Sherwood	576	584	8	98.6%	Adequate	Open
William T. Page	Blake	410	384	-26	106.8%	Adequate	Open
Poolesville	Poolesville	340	539	199	63.1%	Adequate	Open
Potomac	Winston Churchill	432	450	18	96.0%	Adequate	Open
Judith A. Resnik	Col. Zadok Magruder	581	740	159	78.5%	Adequate	Open
Richard Montgomery ES #5	Richard Montgomery	0	602	602	0.0%	Adequate	Open
Dr. Sally K. Ride	Seneca Valley	507	500	-7	101.4%	Adequate	Open
Ritchie Park	Richard Montgomery	501	387	-114	129.5%	Inadequate	Open
Rock Creek Forest	Bethesda-Chevy Chase	730	709	-21	103.0%	Adequate	Conditionally ¹ Open
Rock Creek Valley	Rockville	395	364	-31	108.5%	Adequate	Open
Rock View	Einstein	617	661	44	93.3%	Adequate	Open
Lois P. Rockwell	Damascus	431	536	105	80.4%	Adequate	Open
Rolling Terrace	Montgomery Blair	880	747	-133	117.8%	Adequate	Open
Rosemary Hills/Chevy Chase/N. Chevy Chase	Bethesda-Chevy Chase	1,312	1,493	181	87.9%	Adequate	Open
Rosemont	Gaithersburg	903	613	-290	147.3%	Inadequate	Moratorium
Sequoiah	Col. Zadok Magruder	448	490	42	91.4%	Adequate	Open
Seven Locks	Winston Churchill	422	424	2	99.5%	Adequate	Open
Sherwood	Sherwood/Blake	447	547	100	81.7%	Adequate	Open
Sargent Shriver	Wheaton	701	673	-28	104.2%	Adequate	Open
Flora M. Singer	Einstein	711	680	-31	104.6%	Adequate	Open
Sligo Creek	Northwood	661	664	3	99.5%	Adequate	Open
Somerset	Bethesda-Chevy Chase	586	515	-71	113.8%	Adequate	Open
South Lake	Watkins Mill	855	716	-139	119.4%	Adequate	Open
Stedwick	Watkins Mill	586	647	61	90.6%	Adequate	Open
Stone Mill	Thomas S. Wootton	566	655	89	86.4%	Adequate	Open
Stonegate	Blake	501	554	53	90.4%	Adequate	Open
Strawberry Knoll	Gaithersburg	664	471	-193	141.0%	Inadequate	Moratorium
Summit Hall	Gaithersburg	661	461	-200	143.4%	Inadequate	Moratorium
Takoma Park/Piney Branch	Montgomery Blair	1,226	1,355	129	90.5%	Adequate	Open
Travilah	Thomas S. Wootton	421	521	100	80.8%	Adequate	Open
Twinbrook	Richard Montgomery	581	553	-28	105.1%	Adequate	Open
Viers Mill	Wheaton	631	743	112	84.9%	Adequate	Open
Washington Grove	Gaithersburg	694	618	-76	112.3%	Adequate	Open
Waters Landing	Seneca Valley	720	776	56	92.8%	Adequate	Open
Watkins Mill	Watkins Mill	676	687	11	98.4%	Adequate	Open
Wayside	Winston Churchill	484	636	152	76.1%	Adequate	Open
Weller Road	Wheaton	651	772	121	84.3%	Adequate	Open
Westbrook	Bethesda-Chevy Chase	326	537	211	60.7%	Adequate	Open
Westover	Springbrook	329	283	-46	116.3%	Adequate	Open

Elementary School Test Moratorium Threshold: Seat Deficit ≥ 110 seats and Percent Utilization > 120%

School Name/School Pairing	Cluster(s)	Projected 2022– 2023 Enrollment	Projected 2022–2023 Program Capacity	Projected 2022–2023 Available Space	Projected 2022– 2023 Utilization	School Adequacy	School Service Area Status
Wheaton Woods	Wheaton	512	724	212	70.7%	Adequate	Open
Whetstone	Watkins Mill	749	783	34	95.7%	Adequate	Open
Wilson Wims	Clarksburg	1,295	746	-549	173.6%	Inadequate	Open Conditionally ⁶
Wood Acres	Walt Whitman	571	725	154	78.8%	Adequate	Open
Woodfield	Damascus	317	410	93	77.3%	Adequate	Open
Woodlin	Einstein	626	635	9	98.6%	Adequate	Open
Wyngate	Walter Johnson	716	777	61	92.1%	Adequate	Open

¹ Beall ES, College Gardens ES, and Ritchie Park ES are relieved by the opening of Richard Montgomery ES #5 in August 2018.

² Rachel Carson ES is relieved by the approved revitalization/expansion at DuFief ES, opening in January 2022.

³ Clarksburg ES and Cedar Grove ES placeholder project for 14 additional classrooms, collectively.

⁴ Clopper Mill ES and Ronald McNair ES placeholder project for eight additional classrooms, collectively.

⁵ Forest Knolls ES is relieved by the approved additions at Montgomery Knolls ES and Pine Crest ES, both opening in August 2020.

⁶ Wilson Wims ES is relieved by the opening of Clarksburg Cluster ES (Clarksburg Village Site #2) in August 2019.

Middle School Test Moratorium Threshold: Seat Deficit ≥ 180 seats and Percent Utilization > 120%

School Name	Cluster(s)	Projected 2022– 2023 Enrollment	Projected 2022–2023 Program Capacity	Projected 2022–2023 Available Space	Projected 2022– 2023 Utilization	School Adequacy	School Service Area Status
Argyle	Kennedy	1,026	897	-129	114.4%	Adequate	Open
John T. Baker	Damascus	734	728	-6	100.8%	Adequate	Open
Benjamin Banneker	Blake/Paint Branch	708	803	95	88.2%	Adequate	Open
Briggs Chaney	Blake/Paint Branch/Springbrook	951	918	-33	103.6%	Adequate	Open
Cabin John	Thomas S. Wootton/Winston Churchill	1,041	1100	59	94.6%	Adequate	Open
Roberto Clemente	Northwest/Seneca Valley	1,317	1,231	-86	107.0%	Adequate	Open
Eastern	Montgomery Blair	1,025	1,200	175	85.4%	Adequate	Open
William H. Farquhar	Sherwood/Blake	636	787	151	80.8%	Adequate	Open
Forest Oak	Gaithersburg	1,064	949	-115	112.1%	Adequate	Open
Robert Frost	Thomas S. Wootton	897	1,084	187	82.7%	Adequate	Open
Gaithersburg	Gaithersburg	957	962	5	99.5%	Adequate	Open
Herbert Hoover	Winston Churchill	771	1,139	368	67.7%	Adequate	Open
Francis Scott Key	Blake/Springbrook	1,085	961	-124	112.9%	Adequate	Open
Martin Luther King, Jr	Seneca Valley	715	905	190	79.0%	Adequate	Open
Kingsview	Northwest	839	1,041	202	80.6%	Adequate	Open
Lakelands Park	Northwest/Quince Orchard	1,158	1,138	-20	101.8%	Adequate	Open
Col. E. Brooke Lee	Kennedy/Northwood	1,004	1,204	200	83.4%	Adequate	Open
A. Mario Loiederman	Wheaton	861	897	36	96.0%	Adequate	Open
Montgomery Village	Watkins Mill	828	865	37	95.7%	Adequate	Open
Neelsville	Clarksburg/Watkins Mill	1,106	922	-184	120.0%	Adequate	Open
Newport Mill	Einstein	689	837	148	82.3%	Adequate	Open
North Bethesda	Walter Johnson	1,162	1,229	67	94.5%	Adequate	Open
Parkland	Kennedy/Wheaton	1,145	948	-197	120.8%	Inadequate	Open Conditionally ¹
Rosa Parks	Sherwood	812	978	166	83.0%	Adequate	Open
John Poole	Poolsville	283	468	185	60.5%	Adequate	Open
Thomas W. Pyle	Walt Whitman	1,359	1,502	143	90.5%	Adequate	Open
Redland	Col. Zadok Magruder	651	757	106	86.0%	Adequate	Open
Ridgeview	Quince Orchard	779	947	168	82.3%	Adequate	Open
Rocky Hill	Clarksburg/Damascus	880	1,012	132	87.0%	Adequate	Open
Shady Grove	Col. Zadok Magruder	632	846	214	74.7%	Adequate	Open
Silver Creek	Bethesda-Chevy Chase	925	935	10	98.9%	Adequate	Open
Silver Spring International	Montgomery Blair/Northwood	1,228	1,085	-143	113.2%	Adequate	Open
Sligo	Einstein/Northwood	954	915	-39	104.3%	Adequate	Open
Takoma Park	Montgomery Blair	1,250	1,498	248	83.4%	Adequate	Open
Tilden	Walter Johnson	1,164	1,200	36	97.0%	Adequate	Open
Hallie Wells	Clarksburg/Damascus	940	973	33	96.6%	Adequate	Open
Julius West	Richard Montgomery	1,313	1,449	136	90.6%	Adequate	Open
Westland	Bethesda-Chevy Chase	901	1,080	179	83.4%	Adequate	Open
White Oak	Blake/Springbrook	926	978	52	94.7%	Adequate	Open
Earle B. Wood	Rockville	1,113	936	-177	118.9%	Adequate	Open

¹ Parkland MS placeholder project for a 4-classroom addition.

Appendix E

School Enrollment and Capacity (2017–2018 and 2023–2024 School Years)

	School	2017–2018 School Year			2023–2024 School Year		
		Enrollment	Capacity	Utilization	Enrollment	Capacity*	Utilization
	Elementary Schools						
1	Arcola	687	659	(28)	643	659	16
2	Ashburton	879	666	(213)	943	770	(173)
3	Bannockburn	450	365	(85)	405	365	(40)
4	Lucy V. Barnsley	728	399	(329)	683	673	(10)
5	Beall	785	637	(148)	857	637	(220)
6	Bel Pre	594	640	46	567	640	73
7	Bells Mill	609	626	17	597	626	29
8	Belmont	320	425	105	319	425	106
9	Bethesda	621	560	(61)	699	560	(139)
10	Beverly Farms	574	690	116	518	690	172
11	Bradley Hills	630	663	33	610	663	53
12	Brooke Grove	407	517	110	451	517	66
13	Brookhaven	475	475	0	445	475	30
14	Brown Station	585	761	176	558	761	203
15	Burning Tree	463	379	(84)	429	379	(50)
16	Burnt Mills	593	392	(201)	575	392	(183)
17	Burtonsville	581	518	(63)	562	518	(44)
18	Candlewood	376	514	138	359	514	155
19	Cannon Road	407	521	114	395	521	126
20	Carderock Springs	395	407	12	325	407	82
21	Rachel Carson	1,025	691	(334)	1,010	691	(319)
22	Cashell	382	340	(42)	403	340	(63)
23	Cedar Grove	612	418	(194)	622	418	(204)
24	Chevy Chase	423	473	50	425	473	48
25	Clarksburg	402	312	(90)	589	312	(277)
26	Clearspring	665	642	(23)	648	642	(6)
27	Clopper Mill	541	460	(81)	551	460	(91)
28	Cloverly	500	444	(56)	504	444	(60)
29	Cold Spring	327	458	131	305	458	153
30	College Gardens	880	693	(187)	837	693	(144)
31	Cresthaven	563	467	(96)	540	651	111
32	Captain James Daly	615	518	(97)	616	518	(98)
33	Damascus	331	351	20	382	351	(31)
34	Darnestown	284	471	187	288	471	183
35	Diamond	739	670	(69)	717	670	(47)
36	Dr. Charles R. Drew	503	474	(29)	513	474	(39)
37	DuFief	314	414	100	285	414	129
38	East Silver Spring	544	565	21	503	640	137
39	Fairland	632	648	16	605	648	43
40	Fallsmead	559	551	(8)	489	551	62
41	Farmland	799	714	(85)	839	714	(125)
42	Fields Road	468	457	(11)	482	457	(25)
43	Flower Hill	492	465	(27)	483	465	(18)
44	Flower Valley	475	416	(59)	461	416	(45)
45	Forest Knolls	737	549	(188)	769	549	(220)
46	Fox Chapel	620	683	63	626	683	57
47	Gaithersburg	863	788	(75)	920	1,000	80
48	Galway	789	764	(25)	734	764	30
49	Garrett Park	831	776	(55)	883	776	(107)
50	Georgian Forest	641	649	8	638	649	11
51	Germantown	317	309	(8)	294	309	15
52	William B. Gibbs Jr.	705	730	25	754	730	(24)
53	Glen Haven	496	581	85	521	581	60
54	Glenallan	722	762	40	787	762	(25)
55	Goshen	624	589	(35)	603	589	(14)
56	Great Seneca Creek	628	561	(67)	572	561	(11)
57	Greencastle	722	614	(108)	725	614	(111)
58	Greenwood	485	584	99	453	584	131
59	Harmony Hills	735	709	(26)	730	709	(21)
60	Highland	583	535	(48)	575	535	(40)
61	Highland View	397	288	(109)	410	288	(122)
62	Jackson Road	686	699	13	696	699	3
63	Jones Lane	448	441	(7)	437	441	4
64	Kemp Mill	535	463	(72)	544	463	(81)

*Includes capacity from recommended capital projects.

	School	2017–2018 School Year			2023–2024 School Year		
		Enrollment	Capacity	Utilization	Enrollment	Capacity*	Utilization
65	Kensington-Parkwood	657	448	(209)	647	746	99
66	Lake Seneca	553	395	(158)	515	395	(120)
67	Lakewood	519	556	37	507	556	49
68	Laytonsville	377	449	72	320	449	129
69	JoAnn Leleck at Broad Acres	858	715	(143)	819	715	(104)
70	Little Bennett	629	624	(5)	611	624	13
71	Luxmanor	525	406	(119)	569	758	189
72	Thurgood Marshall	685	558	(127)	662	558	(104)
73	Maryvale	649	626	(23)	653	694	41
74	Spark M. Matsunaga	772	653	(119)	730	653	(77)
75	S. Christa McAuliffe	585	549	(36)	599	740	141
76	Ronald McNair	845	646	(199)	803	774	(29)
77	Meadow Hall	426	370	(56)	468	370	(98)
78	Mill Creek Towne	389	321	(68)	336	321	(15)
79	Monocacy	146	219	73	151	219	68
80	Montgomery Knolls	498	537	39	530	681	151
81	New Hampshire Estates	463	475	12	462	475	13
82	Roscoe R. Nix	501	503	2	479	737	258
83	North Chevy Chase	281	358	77	301	358	57
84	Oak View	472	335	(137)	411	335	(76)
85	Oakland Terrace	488	526	38	471	526	55
86	Olney	686	584	(102)	590	584	(6)
87	William T. Page	439	384	(55)	433	384	(49)
88	Pine Crest	468	404	(64)	471	588	117
89	Piney Branch	665	611	(54)	664	726	62
90	Poolesville	448	539	91	373	539	166
91	Potomac	444	425	(19)	427	472	45
92	Judith A. Resnik	643	498	(145)	608	498	(110)
93	Dr. Sally K. Ride	479	485	6	428	485	57
94	Ritchie Park	542	387	(155)	508	387	(121)
95	Rock Creek Forest	753	709	(44)	728	709	(19)
96	Rock Creek Valley	423	364	(59)	435	364	(71)
97	Rock View	610	661	51	572	661	89
98	Lois P. Rockwell	470	536	66	468	536	68
99	Rolling Terrace	896	747	(149)	849	747	(102)
100	Rosemary Hills	592	661	69	552	661	109
101	Rosemont	619	585	(34)	866	585	(281)
102	Sequoayah	388	508	120	381	508	127
103	Seven Locks	405	425	20	385	425	40
104	Sherwood	493	547	54	432	547	115
105	Sargent Shriver	796	673	(123)	757	673	(84)
106	Flora M. Singer	709	680	(29)	708	680	(28)
107	Sligo Creek	674	664	(10)	692	664	(28)
108	Somerset	600	515	(85)	654	515	(139)
109	South Lake	847	716	(131)	810	716	(94)
110	Stedwick	609	670	61	596	670	74
111	Stone Mill	602	677	75	603	677	74
112	Stonegate	510	372	(138)	523	372	(151)
113	Strathmore	436	439	3	473	439	(34)
114	Strawberry Knoll	653	466	(187)	681	466	(215)
115	Summit Hall	668	438	(230)	659	438	(221)
116	Takoma Park	629	629	0	661	629	(32)
117	Travilah	398	522	124	394	522	128
118	Twinbrook	552	558	6	586	558	(28)
119	Viers Mill	651	743	92	559	743	184
120	Washington Grove	483	613	130	651	613	(38)
121	Waters Landing	710	776	66	647	776	129
122	Watkins Mill	694	641	(53)	681	641	(40)
123	Wayside	548	636	88	469	636	167
124	Weller Road	702	772	70	654	772	118
125	Westbrook	380	537	157	331	537	206
126	Westover	280	283	3	278	283	5
127	Wheaton Woods	549	741	192	502	741	239
128	Whetstone	797	750	(47)	755	750	(5)
129	Wilson Wims	1,208	752	(456)	1,399	752	(647)
130	Wood Acres	668	725	57	641	725	84
131	Woodfield	328	399	71	282	399	117
132	Woodlin	573	476	(97)	627	635	8
133	Wynagate	738	777	39	705	777	72

*Includes capacity from recommended capital projects.

	School	2017–2018 School Year			2023–2024 School Year		
		Enrollment	Capacity	Utilization	Enrollment	Capacity*	Utilization
High Schools							
1	Bethesda-Chevy Chase	2,103	1,692	(411)	2,463	2,408	(55)
2	Montgomery Blair	3,095	2,920	(175)	3,616	2,920	(696)
3	James Blake	1,626	1,743	117	1,862	1,743	(119)
4	Winston Churchill	2,126	1,986	(140)	2,031	1,986	(45)
5	Clarksburg	2,153	2,034	(119)	2,896	2,034	(862)
6	Damascus	1,271	1,556	285	1,324	1,556	232
7	Albert Einstein	1,805	1,612	(193)	2,260	1,612	(648)
8	Gaithersburg	2,409	2,393	(16)	2,736	2,393	(343)
9	Walter Johnson	2,498	2,330	(168)	3,118	2,330	(788)
10	John F. Kennedy	1,746	2,122	376	2,171	2,221	50
11	Col. Zadok Magruder	1,621	1,950	329	1,862	1,950	88
12	Richard Montgomery	2,447	2,236	(211)	2,668	2,236	(432)
13	Northwest	2,508	2,241	(267)	2,626	2,241	(385)
14	Northwood	1,732	1,517	(215)	2,142	1,517	(625)
15	Paint Branch	2,006	2,020	14	2,189	2,020	(169)
16	Poolesville	1,183	1,170	(13)	1,194	1,170	(24)
17	Quince Orchard	2,042	1,837	(205)	2,140	1,837	(303)
18	Rockville	1,480	1,566	86	1,742	1,566	(176)
19	Seneca Valley	1,197	1,344	147	1,462	2,423	961
20	Sherwood	1,976	2,188	212	2,054	2,188	134
21	Springbrook	1,799	2,121	322	1,994	2,121	127
22	Watkins Mill	1,665	1,915	250	2,009	1,915	(94)
23	Wheaton	1,966	1,721	(245)	2,138	2,279	141
24	Walt Whitman	2,094	1,866	(228)	2,129	2,397	268
25	Thomas S. Wootton	2,134	2,159	25	2,283	2,159	(124)
Middle Schools							
1	Argyle	990	914	(76)	1,021	914	(107)
2	John T Baker	872	728	(144)	760	728	(32)
3	Benjamin Banneker	841	812	(29)	710	812	102
4	Briggs Chaney	888	918	30	956	918	(38)
5	Cabin John	1,005	1,092	87	996	1,092	96
6	Roberto Clemente	1,388	1,231	(157)	1,306	1,231	(75)
7	Eastern	971	1,012	41	1,025	1,012	(13)
8	William H. Farquhar	703	800	97	592	800	208
9	Forest Oak	861	949	88	1,136	949	(187)
10	Robert Frost	1,083	1,084	1	917	1,084	167
11	Gaithersburg	831	945	114	937	945	8
12	Herbert Hoover	1,006	1,139	133	760	1,139	379
13	Francis Scott Key	998	969	(29)	1,050	969	(81)
14	Martin Luther King, Jr	596	905	309	704	905	201
15	Kingsview	1,037	1,041	4	831	1,041	210
16	Lakelands Park	1,105	1,147	42	1,158	1,147	(11)
17	Col. E. Brooke Lee	758	727	(31)	973	1,207	234
18	A. Mario Loiederman	945	871	(74)	850	871	21
19	Montgomery Village	743	873	130	786	873	87
20	Neelsville	926	914	(12)	1,054	914	(140)
21	Newport Mill	626	824	198	660	824	164
22	North Bethesda	1,165	872	(293)	1,188	1,229	41
23	Parkland	1,001	948	(53)	1,127	1,207	80
24	Rosa Parks	845	978	133	812	978	166
25	John Poole	375	468	93	255	468	213
26	Thomas W. Pyle	1,485	1,285	(200)	1,336	1,502	166
27	Redland	560	765	205	631	765	134
28	Ridgeview	704	955	251	638	955	317
29	Rocky Hill	804	1,020	216	969	1,020	51
30	Shady Grove	615	846	231	623	846	223
31	Silver Creek	549	935	386	971	935	(36)
32	Silver Spring International	1,085	1,107	22	1,222	1,298	76
33	Sligo	724	928	204	930	928	(2)
34	Takoma Park	1,090	939	(151)	1,242	1,306	64
35	Tilden	949	960	11	1,145	1,200	55
36	Hallie Wells	752	982	230	960	982	22
37	Julius West	1,334	1,462	128	1,298	1,462	164
38	Westland	1,038	1,089	51	832	1,089	257
39	White Oak	790	978	188	936	978	42
40	Earle B. Wood	1,025	936	(89)	989	936	(53)

*Includes capacity from recommended capital projects.

Appendix F

Facilities Data and State Rated Capacity School Year 2017–2018

	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	5	28	0	753	659
2	Ashburton	S	1957	1993	81,438	8.32		0	6	21	4	616	666
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	6	18	3	616	637
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	22	2	621	626
8	Belmont	S	1974		49,279	10.52		0	2	16	1	423	425
9	Bethesda	R	1952	1999	75,257	8.42		0	4	20	2	567	560
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	3	16	6	514	517
13	Brookhaven	S	1961	1995	81,320	8.57		1	4	13	7	477	475
14	Brown Station	G	1969	2017	113,998	9	Yes	3	4	26	5	TBD	761
15	Burning Tree	S	1958	1991	68,119	6.78	Yes	0	3	11	6	378	379
16	Burnt Mills	S	1964	1990	57,318	15.14		1	5	13	1	439	392
17	Burtonsville	G	1952	1993	71,349	11.92		0	4	21	1	558	518
18	Candlewood	S	1968	2015	48,543	11.78		0	4	18	2	511	514
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	6	22	1	667	691
22	Cashell	S	1969	2009	71,171	10.24		1	3	10	4	357	340
23	Cedar Grove	G	1960	1987	57,037	10.12		0	4	13	4	404	418
24	Chevy Chase	S	1936	2000	70,976	3.78		0	0	20	1	470	473
25	Clarksburg	G	1952	1993	54,983	9.97		0	3	9	3	303	312
26	Clearspring	S	1988		77,535	10	Yes	2	3	21	5	625	642
27	Clopper Mill	S	1986		64,851	9	Yes	3	4	14	4	510	460
28	Cloverly	S	1961	1989	61,991	10	Yes	0	3	13	7	435	444
29	Cold Spring	S	1972		55,158	12.38		0	2	18	0	459	458
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	18	5	487	467
32	Capt. James E. Daly	S	1989		78,210	10	Yes	1	5	18	3	575	518
33	Damascus	S	1934	1980	53,239	9.42		0	2	12	4	360	351
34	Darnestown	S	1954	1980	64,840	7.21		0	2	18	1	468	471
35	Diamond	G	1975		83,177	10	Yes	0	5	23	4	TBD	670
36	Dr. Charles R. Drew	S	1991		73,975	12		2	3	15	6	511	474
37	DuFief	S	1975		59,013	10		0	3	12	7	412	414
38	East Silver Spring	R	1929	1975	88,895	8.43		2	4	18	6	602	565
39	Fairland	S	1992		92,227	11.79		2	5	22	6	716	648
40	Fallsmead	S	1974		67,472	8.98	Yes	0	4	19	2	546	551
41	Farmland	S	1963	2011	89,988	4.75	Yes	0	6	24	3	714	714
42	Fields Road	G	1973		72,302	10		1	4	16	5	503	457
43	Flower Hill	S	1985		58,770	10	Yes	1	4	16	3	506	465
44	Flower Valley	S	1967	1996	61,567	9.28		0	3	13	6	438	416
45	Forest Knolls	S	1960	1993	89,564	7.77		1	7	18	4	628	549
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	856	788
48	Galway	S	1967	2009	103,170	9	Yes	1	6	27	5	836	764
49	Garrett Park	S	1948	2012	96,348	4.4	Yes	0	6	28	0	776	776
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	10	6	334	329
52	William B. Gibbs, Jr.	G	2009		88,042	10.75		1	4	23	5	687	730
53	Glen Haven	R	1950	2004	85,845	10	Yes	1	4	20	5	605	581
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	23	2	613	589
56	Great Seneca Creek	G	2006		82,511	13.71		0	5	21	4	633	561
57	Greencastle	S	1988		78,275	18.88		2	6	19	3	639	614
58	Greenwood	G	1970		64,609	10	Yes	0	4	21	1	581	584
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	5	19	1	574	535
61	Highland View	S	1953	1994	59,213	6.61		0	6	9	1	349	288
62	Jackson Road	S	1959	1995	91,465	8.76		1	4	25	5	733	699
63	Jones Lane	S	1987		60,679	12.06		0	3	14	5	438	441
64	Kemp Mill	S	1960	1996	68,222	10		2	5	15	1	505	463
65	Kensington-Parkwood	S	1952	2006	77,136	9.86		0	5	13	3	463	448
66	Lake Seneca	G	1985		58,770	9.35		1	6	10	5	432	395
67	Lakewood	G	1968	2003	77,526	13.07		0	3	20	3	556	526

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.

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	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	2	16	5	462	449
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	21	5	647	624
71	Luxmanor	S	1966		61,694	6.5	Yes	0	4	12	4	417	406
72	Thurgood Marshall	S	1993		77,798	12		0	4	17	5	529	558
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	24	1	649	653
75	S. Christa McAuliffe	S	1987		77,240	10.59	Yes	1	6	20	2	609	549
76	Ronald McNair	S	1990		78,275	10	Yes	1	5	21	1	622	646
77	Meadow Hall	S	1956	1994	61,964	8.37	Yes	0	4	13	5	437	370
78	Mill Creek Towne	S	1966	2000	67,465	8.38		1	4	9	6	375	321
79	Monocacy	S	1961	1989	42,482	27		0	1	8	1	216	219
80	Montgomery Knolls	S	1952	1989	97,213	10.33		3	7	14	5	586	537
81	New Hampshire Estates	S	1954	1988	73,306	5.42		6	8	11	1	559	475
82	Roscoe R. Nix	G	2006		88,351	7.8	Yes	1	10	15	3	638	503
83	North Chevy Chase	S	1953	1995	65,982	7.94		0	0	15	1	355	358
84	Oak View	S	1949	1985	57,560	11.25		0	0	14	1	355	335
85	Oakland Terrace	S	1950	1993	79,145	9.54	Yes	1	4	17	6	562	526
86	Olney	G	1954	1990	68,755	9.88		0	4	21	1	581	584
87	William T. Page	S	1965	2003	58,726	9.76		1	4	13	1	417	384
88	Pine Crest	S	1941	1992	53,778	5.64	Yes	0	0	17	1	401	404
89	Piney Branch	R	1973		99,706	1.97	Yes	0	0	26	1	608	611
90	Poolesville	S	1960	1978	64,803	12.28		0	3	20	1	536	539
91	Potomac	G	1949	1976	57,713	9.61		0	2	16	1	422	425
92	Judith A. Resnik	S	1991		78,547	12.98		1	6	17	2	563	498
93	Sally K. Ride	S	1994		78,686	13.48		2	5	13	8	530	485
94	Ritchie Park	S	1966	1997	58,500	9.22		0	4	13	0	387	387
95	Rock Creek Forest	S	1950	2015	98,140	7.95		1	5	26	4	768	709
96	Rock Creek Valley	S	1964	2001	76,692	10.44		0	4	12	8	480	364
97	Rock View	S	1955	1999	91,977	7.44		1	5	23	5	732	661
98	Lois P. Rockwell	S	1992		75,520	10.56		0	3	17	5	507	536
99	Rolling Terrace	S	1988		88,835	4.33		2	6	27	1	803	747
100	Rosemary Hills	S	1956	1988	86,548	6.07		1	8	18	4	651	661
101	Rosemont	G	1965	1995	88,764	8.91		1	7	20	4	685	585
102	Sequoayah	S	1990		72,582	10	Yes	0	4	19	3	532	508
103	Seven Locks	S	1964	2012	66,915	9.98		0	2	16	1	421	425
104	Sherwood	S	1977		81,727	10.85		0	3	18	7	563	547
105	Sargent Shriver	S	1954	2006	91,628	9.17		1	7	25	0	759	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	664
108	Somerset	R	1949	2005	80,122	3.71		0	4	18	1	515	515
109	South Lake	S	1972		83,038	10.2		2	6	26	0	770	716
110	Stedwick	S	1974		109,677	10		1	6	23	3	676	670
111	Stone Mill	S	1988		78,617	11.76		0	4	23	5	645	677
112	Stonegate	S	1971		52,468	10.26		0	3	11	5	358	372
113	Strathmore	S	1970		59,497	10.8	Yes	0	0	18	3	444	439
114	Strawberry Knoll	G	1988		78,723	10.82		2	6	14	6	541	466
115	Summit Hall	S	1971		68,059	10.16	Yes	2	6	15	1	527	438
116	Takoma Park	R	1979		85,553	4.7		1	10	22	1	756	629
117	Travilah	G	1960	1992	65,378	9.3		0	2	20	1	513	522
118	Twinbrook	S	1952	1986	79,818	10.45		2	5	19	2	606	558
119	Viers Mill	S	1950	1991	120,572	10.52		2	7	24	5	796	743
120	Washington Grove	G	1956	1984	86,266	10.67		3	4	18	5	613	613
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	7	21	7	749	641
123	Wayside	S	1969	2017	93,453	9.26		0	4	22	5	TBD	636
124	Weller Road	S	1953	2013	121,346	11.1		3	6	27	1	823	772
125	Westbrook	S	1939	1990	91,359	12.46	Yes	0	2	19	5	531	537
126	Westover	S	1964	1998	54,645	7.56		0	2	8	6	288	283
127	Wheaton Woods	S	1952	2017	120,154	8		2	6	27	2	TBD	741
128	Whetstone	S	1968		96,946	8.82		1	6	26	5	823	750
129	Wilson Wims	S	2014		91,931	9.29		0	8	24	2	734	752
130	Wood Acres	S	1952	2002	96,358	4.78	Yes	0	4	25	4	729	725
131	Woodfield	S	1962	1985	53,212	10		0	2	12	7	429	399
132	Woodlin	R	1944	1974	60,725	11		0	4	15	4	473	476
133	Wyngate	S	1952	1997	89,104	9.45		0	5	29	0	777	777
Total Elementary Schools					10,368,428	1,268		103	586	2,498	423	73,668	72,989

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.

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* Schools with a date before 1986 underwent a renovation, not a full revitalization of the facility. The Revitalization/Expansion program is under review in order to develop a multi-variable approach to determine the priority order of large-scale renovations of facilities, possibly including programmatic and capacity considerations. Recommendations regarding possible changes to this program will be released once the review is complete. See Appendix J for more information.

Facilities Data and State Rated Capacity School Year 2017–2018

	Schools	Sm. Gr.	Year Built	Year Renov./ Reopen/ Revital. *	Existing Sq. Ft.	Site Size	Park	Capacity		State Rated Capacity (85% Reg. + Sp. Ed.)	MCPS Capacity (Tot. Cap.)	
								Reg. @25	Sp. Ed. @10			
Middle Schools											(85% + Sp. Ed.)	(X 85%)
1	Argyle	S	1971	1993	120,205	19.9		43	0	914	914	
2	John T. Baker	G	1971		120,532	22	Yes	33	4	753	728	
3	Benjamin Banneker	G	1974		117,035	20		37	3	828	812	
4	Briggs Chaney	S	1991		115,000	29.37		42	4	955	918	
5	Cabin John	S	1967	2011	159,514	18.24		49	8	1,133	1,092	
6	Roberto Clemente	G	1992		148,246	19.87		57	3	1,241	1,231	
7	Eastern	S	1951	1976	152,030	14.51		48	3	1,050	1,012	
8	William H. Farquhar	G	1968	2016	135,626	20		37	2	795	800	
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		44	5	985	945	
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	969	
14	Martin Luther King	G	1996	2017	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	1,147	
17	Col. E. Brooke Lee	S	1966		123,199	16.45	Yes	34	3	753	727	
18	A. Mario Loiederman	G	1956	2015	131,746	17.08		43	0	914	871	
19	Montgomery Village	S	1968	2003	141,615	15.14		41	5	933	873	
20	Neelsville	S	1981		131,432	29.2		45	0	956	914	
21	Newport Mill	S	1958	2002	108,240	8.4	Yes	38	3	849	825	
22	North Bethesda	G	1955	1999	130,461	19.99		40	2	870	872	
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		59	4	1,305	1,285	
27	Redland	S	1971		112,297	20.64	Yes	36	0	765	765	
28	Ridgeview	G	1975		139,742	20		44	4	986	955	
29	Rocky Hill	G	2004		148,065	23.29		48	0	1,020	1,020	
30	Shady Grove	S	1995	1999	129,206	20		39	3	859	846	
31	Silver Creek	G	2017		174,743	13.4		44	0	TBD	935	
32	Silver Spring International	G	1934	1999	152,731	10.64	Yes	52	2	1,104	1,107	
33	Sligo	G	1959	1991	149,527	21.74	Yes	44	2	934	928	
34	Takoma Park	S	1939	1999	137,348	18.83	Yes	45	0	956	939	
35	Tilden	G	1967	1991	135,150	29.8		43	7	973	960	
36	Hallie Wells	G	2016		150,089	22.37		45	3	998	982	
37	Julius West	G	1961	1995	182,617	21.31		70	0	1,477	1,462	
38	Westland	G	1951	1997	146,006	25.09		51	1	1,105	1,089	
39	White Oak	S	1962	1993	140,990	17.34		47	1	1,009	978	
40	Earle B. Wood	S	1965	2001	152,588	8.5	Yes	43	7	995	936	
Total Middle Schools					5,590,465	784.9		1793	89	38,119	38,349	
High Schools											(85% + Sp. Ed.)	(X 90%)
1	Bethesda-Chevy Chase	G	1934	2001	308,215	16.36		76	0	1615	1692	
2	Montgomery Blair	G	1998		386,567	30.15	Yes	133	0	2826	2921	
3	James H. Blake	G	1998		297,125	91.09		77	2	1656	1743	
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	2034	
6	Damascus	G	1950	1978	235,986	32.65		67	7	1494	1556	
7	Albert Einstein	G	1962	1997	276,462	26.67	Yes	71	9	1588	1612	
8	Gaithersburg	G	1951	2013	427,048	40.48		103	15	2390	2393	
9	Walter Johnson	G	1956	2009	365,138	30.86		102	5	2229	2330	
10	John F. Kennedy	G	1964	1999	280,048	29.14		80	6	1771	1816	
11	Col. Zadok Magruder	G	1970		295,478	30		85	6	1866	1950	
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		68	5	1495	1517	
15	Paint Branch	G	1969	2012	347,169	45.96		87	7	1919	2021	
16	Poolesville	S	1953	1978	165,056	37.2		52	0	1105	1170	
17	Quince Orchard	G	1988		284,912	30.11		82	5	1815	1837	
18	Rockville	G	1968	2004	316,973	30.32		68	10	1545	1566	
19	Seneca Valley	G	1974		251,278	29.37		59	7	1335	1344	
20	Sherwood	G	1950	1991	333,154	49.33		97	3	2103	2188	
21	Springbrook	S	1960	1994	305,006	25.13	Yes	95	5	2069	2121	
22	Watkins Mill	G	1989		301,579	50.99	Yes	87	3	1879	1915	
23	Wheaton	G	1954	2016	373,825	28.23		78	4	1686	1721	
24	Walt Whitman	S	1962	1992	261,295	30.67	Yes	80	8	1814	1866	
25	Thomas S. Wootton	G	1970		295,620	27.37		95	4	2059	2159	
Total High Schools					7,680,441	898.3		2114	130	46,354	47,936	
Total Secondary Schools					13,270,906	1683		3907	219	84,473	86,285	

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.

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Appendix G

Capacity Calculations

School capacity is defined by the State of Maryland as the maximum number of students that can reasonably be accommodated in a facility without significantly hampering delivery of the given educational program. School capacity is the product of the number of teaching stations at a school and the average class size for each program (based generally on the student-to-teacher ratio). The state of Maryland and MCPS rate capacities using slightly different student-to-teacher ratios.

MCPS Program Capacity

Class size for regular and supplemental programs, such as English for Speakers of Other Languages (ESOL), is based on MCPS policy, regulation, and budget guidelines. Many jurisdictions in Maryland, including Montgomery County, strive to reduce class sizes. State and federal regulations mandate a maximum class size limit for preschool programs.

The current standard student-to-classroom ratios used to calculate school capacities as stated in the Board of Education Long-range Educational Facilities Regulation (FAA-RA) are as follows:

Head Start and prekindergarten—2 sessions	40:1
Head Start and prekindergarten—1 session	20:1
Grade K—full-day	22:1
Grade K—reduced class size full-day	18:1
Grades 1–2—reduced class size	18:1
Grades 1–5/6 Elementary	23:1
Grades 6–8 Middle	25:1*
Grades 9–12 High	25:1**
ESOL (secondary)	15:1

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

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

Many schools that appear to have space based on the calculated program capacity often need relocatable classrooms to accommodate the programs operating in the school. There are several explanations for this situation.

- **Staffing Ratio:** Capacity calculations for elementary schools are based on a student-to-classroom ratio of 23:1; however, staffing (student-to-teacher ratio) is not always provided at the same ratio. When the student-to-teacher ratio is less than the student-to-room ratio, the calculated

capacity will not support the number of teachers provided by the staffing ratio in the facility. For example, if staffing is provided at 22:1, and capacity is calculated at 23:1, then for a building with 20 classrooms the capacity would be 460 (20×23) 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).

Montgomery County Public Schools

Relocatable Classrooms: 2017–2018 School Year

Cluster/ School	Relocatables on site for 2017-2018 to Address:		
	Overutilization	DC	Total
Bethesda-Chevy Chase			
Bethesda-Chevy Chase HS	8		8
Westland MS	3		3
Bethesda ES	4		4
Total	15	0	15
Winston Churchill			
Potomac ES	3		3
Total	3	0	3
Clarksburg			
Clarksburg HS	11		11
Rocky Hill MS	1		1
Clarksburg ES	4		4
Captain James E. Daly ES	4		4
Wilson Wims ES	14		14
Total	34	0	34
Damascus			
Cedar Grove ES	7		7
Total	7	0	7
Downcounty Consortium*			
Montgomery Blair HS	4		4
Albert Einstein HS	4		4
Northwood HS	7		7
A. Mario Loiederman MS	2		2
Takoma Park MS	4		4
Arcola ES	6		6
Forest Knolls ES	5		5
Harmony Hills ES	5		5
Highland View ES	6		6
Oak View ES	3		3
Kemp Mill ES	3		3
Oakland Terrace ES	2		2
Pine Crest ES	5		5
Rolling Terrace ES	10		10
Sargent Shriver ES	9		9
Flora Singer ES	3		3
Woodlin ES	7		7
Total	85	0	85
Gaithersburg			
Gaithersburg ES	11		11
Goshen ES	2		2
Rosemont ES	4		4
Strawberry Knoll ES	8		8
Summit Hall ES**	16		16
Total	41	0	41
Walter Johnson			
North Bethesda MS	6		6
Ashburton ES	8		8
Farmland ES	1		1
Garrett Park ES	1		1
Kensington-Parkwood ES	7		7
Luxmanor ES	3		3
Total	26	0	26

Cluster/ School	Relocatables on site for 2017-2018 to Address:		
	Overutilization	DC	Total
Col. Zadok Magruder			
Cashell ES	2		2
Flower Hill ES	3		3
Mill Creek Towne ES	3		3
Judith A. Resnik ES	6		6
Total	14	0	14
Richard Montgomery			
Richard Montgomery HS	2		2
Beall ES	8		8
College Gardens ES	6		6
Ritchie Park ES	6		6
Twinbrook ES	2		2
Total	24	0	24
Northeast Consortium*			
Burnt Mills ES	8		8
Burtonsville ES	6		6
Cloverly ES	2		2
Galway ES	2		2
Greencastle ES	6		6
Jackson Road ES	1		1
JoAnn Leleck ES at Broad Acres	10		10
William T. Page ES	2		2
Stonagate ES	7		7
Westover ES	2		2
Total	46	0	46
Northwest			
Northwest HS	5		5
Clopper Mill ES	4		4
Diamond ES	4	1	5
Germantown ES	3		3
Great Seneca Creek ES	3		3
Spark M. Matsunaga ES	7	1	8
Ronald McNair ES	6		6
Total	32	2	34
Quince Orchard			
Quince Orchard HS	4		4
Rachel Carson ES	10	1	11
Fields Road ES	4		4
Jones Lane ES	2		2
Thurgood Marshall ES	5		5
Total	25	1	26
Rockville			
Flower Valley ES	1		1
Maryvale ES	1		1
Meadow Hall ES	7		7
Rock Creek Valley ES	4		4
Carl Sandburg Center	2		2
Total	15	0	15
Seneca Valley			
Roberto Clemente MS	3		3
Lake Seneca ES	9		9
S. Christa McAuliffe ES	8		8
Sally K. Ride ES	2		2
Total	22	0	22
Sherwood			
Belmont ES	0	1	1
Total	0	1	1

Cluster/ School	Relocatables on site for 2017-2018 to Address:		
	Overutilization	DC	Total
Watkins Mill			
South Lake ES	9		9
Watkins Mill ES	4		4
Total	13	0	13
Walt Whitman			
Walt Whitman HS	8		8
Thomas W. Pyle MS	2		2
Bannockburn ES	2		2
Burning Tree ES	4		4
Total	16	0	16
Thomas S. Wootton			
Thomas S. Wootton HS	3		3
Cold Spring ES	1		1
DuFief ES	1	1	2
Total	5	1	6
Grand Total by Use	423	5	428

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.

**Summit Hall includes two modular buildings which each house 10 classrooms.

Appendix I

The Revitalization/Expansion program is under review in order to develop a multi-variable approach to determine the priority order of large-scale renovations of facilities, possibly including programmatic and capacity considerations. Recommendations regarding possible changes to this program will be released once the review is complete.

Revitalization/Expansion Schedule for Assessed Schools

Schools	Year Built	Year Renovated	Schedule
Elementary			
Wayside	1969		8/2017
Brown Station	1969		8/2017
Wheaton Woods	1952	1976	8/2017
Potomac	1949	1976	1/2020
Luxmanor	1966		1/2020
Maryvale/Sandburg Learning Center	1969/1962		1/2020
<i>Cold Spring</i>	<i>1972</i>		<i>TBD</i>
<i>DuFief</i>	<i>1975</i>		<i>TBD</i>
<i>Belmont</i>	<i>1974</i>		<i>TBD</i>
<i>Stonegate</i>	<i>1971</i>		<i>TBD</i>
<i>Damascus</i>	<i>1934</i>	<i>1980</i>	<i>TBD</i>
<i>Twinbrook</i>	<i>1952</i>	<i>1986</i>	<i>TBD</i>
<i>Summit Hall</i>	<i>1971</i>		<i>TBD</i>
<i>Rosemary Hills</i>	<i>1956</i>	<i>1988</i>	<i>TBD</i>
Middle			
Tilden/Rock Terrace School	1966/1950		8/2020
<i>Eastern</i>	<i>1951</i>	<i>1976</i>	<i>TBD</i>
<i>E. Brooke Lee</i>	<i>1966</i>		<i>TBD</i>
High			
Wheaton/ Thomas Edison	1954	1983	1/2016 Building 1/2018 Building 8/2018 Site
Seneca Valley	1974		8/2020 Building 8/2021 Site
<i>Thomas S. Wootton</i>	<i>1970</i>		<i>TBD</i>
<i>Poolesville</i>	<i>1953</i>	<i>1978</i>	<i>TBD</i>
<i>Col. Zadok Magruder</i>	<i>1970</i>		<i>TBD</i>
<i>Damascus</i>	<i>1950</i>	<i>1978</i>	<i>TBD</i>
<i>Northwood</i>	<i>1956</i>	<i>2004</i>	<i>TBD</i>

Appendix J

The Revitalization/Expansion program is under review in order to develop a multi-variable approach to determine the priority order of large-scale renovations of facilities, possibly including programmatic and capacity considerations. Recommendations regarding possible changes to this program will be released once the review is complete.

Assessing Schools for Revitalization/Expansion

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 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 2015–2016 school year, these assessments resulted in the revitalization/expansion of 41 elementary schools, 9 middle schools, and 11 high schools. From the round of assessments done in FY 1993, FY 1996 and FY 2000, another 6 elementary schools, 4 middle schools, and 7 high schools are now either under design and/or construction.

The list of elementary schools from this older queue for revitalization/expansion is almost complete, with the last three elementary schools now scheduled for completion in January 2020. In the 2010–2011 school year a multi-stakeholder committee updated the FACT methodology and a total of 53 facilities were identified for the new FACT assessments. The list of schools included 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. Following the assessment of these schools, their scores were used to rank order them.

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 that schools received in the 2010–2011 school year will 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.

In response to the OLO study, the interim superintendent of schools at the time convened a multi-stakeholder FACT Review Committee to address the OLO study findings and update the FACT methodology. The FACT Review Committee met from December 2015 through April 2016, and issued a report with recommendations. The FACT Review Committee report included updated items to measure at schools that were “permanent” in the sense that they cannot be addressed cost-effectively without revitalization/expansion. In addition, the report recommended more frequent reassessments of schools so that scores do not become out of date. The report maintained the previous scoring system and recommended that schools that were assessed using the 2010–2011 version

of the FACT methodology be reassessed with the updated methodology.

The interim superintendent of schools at that time supported the recommendations of the FACT Review Committee, with two modifications. First, instead of the proposed ten year cycle for school reassessments the interim superintendent's plan included a six year cycle. Second, the interim superintendent added three high schools to the schools to be assessed—Col. Zadok Magruder and Damascus high schools (previously assessed) and Northwood High School (reopened in 2004 and was never assessed). The Board of Education supported the recommendations and, therefore, a consultant was hired to conduct the reassessments of the 49 schools.

School Reassessments

On May 9, 2017, the Board of Education was briefed on the status of the revitalization/expansion program. The briefing included information regarding the reframing of key aspects of the educational facilities planning processes to improve the school system's ability to respond to:

- Continued growth and capacity pressures
- Dynamic and diverse land use and development environments
- Wide range of facility conditions
- Funding constraints

Since the revitalization/expansion program is a significant portion of the Capital Improvements Program funding, leveraging these major capital projects to align with facilities priorities should be a consideration. Therefore, the recently collected data is being disaggregated and a multi-variable approach is being developed to determine the priority order of large-scale renovations of facilities, possibly including programmatic and capacity considerations. Recommendations regarding possible changes to this program will be released once the review is complete.

Appendix K

Former Operating Schools and Current Status

August 2017

NAME	ADDRESS	Elementary School Service Area	CLUSTER	CURRENT USE	SITE	ROOMS	SF
BOARD OF EDUCATION OWNED FACILITIES							
Concord School Center	7210 Hidden Creek Road	Bannockburn ES	Whitman	MCPS records and childcare	3.45	12	26,444
Emory Grove Center	18100 Washington Grove Lane	Resnik ES	Magruder	Holding School	10.17	19	49,858
Fairland Center	13313 Old Columbia Pike	Fairland ES	Paint Branch	Holding School (currently leased to private school)	9.21	26	45,082
Grosvenor Center	5701 Grosvenor Lane	Ashburton ES	Johnson	Holding School	10.21	18	36,770
Lynnbrook Center	8001 Lynnbrook Drive	Bethesda ES	B-CC	MCPS program offices	4.21	15	35,000
Montrose ES	12301 Academy Way	Garrett Park ES	Johnson	Leased to two private schools	7.50	16	34,243
North Lake Center	15101 Bauer Drive	Flower Valley ES	Rockville	Holding School	9.66	22	40,378
Radnor Center	7000 Radnor Road	Bradley Hills ES	Whitman	Holding School	9.03	20	36,663
Rocking Horse Road ES	4910 Macon Road	Viers Mill ES	Wheaton	ESOL; Head Start; Title 1; International Student Admiss.	18.70	28	57,639
Rollingwood ES	3200 Woodbine Street	Rosemary Hills ES/ Chevy Chase ES	B-CC	Leased to private school	4.07	12	26,624
Spring Mill Center	11721 Kemp Mill Road	Kemp Mill ES	Kennedy	MCPS Staff and MCCPTA	7.69	14	29,300
Taylor ES Center	19501 White Ground Road	Monocacy ES	Poolesville	MCPS Science Materials Center	11.47	8	20,827
Woodward Center (beginning 2020)	11211 Old Georgetown Road	Luxmanor ES	Johnson	Holding School	29.80	52	135,150
Tuckerman ES	8224 Lochinver Lane	Bells Mill ES	Churchill	Leased to private school	9.13	24	47,965
MONTGOMERY COUNTY OWNED FACILITIES							
Alta Vista ES	5615 Beech Avenue	Wyngate ES	W. Johnson	Leased to private school	3.53	12	15,000
Aspen Hill ES	4915 Aspen Hill Road	Rock Creek Valley ES	Rockville	Leased to health center	6.00	24	50,000
Ayrlawn ES	5650 Oakmont Avenue	Wyngate ES	Johnson	Leased to YMCA	3.08	11	28,000
Clara Barton ES	7425 MacArthur Boulevard	Bannockburn ES	Whitman	County recreation and childcare users	4.00	12	26,084
Brookmont ES	4800 Sangamore Road	Wood Acres ES	Whitman	Leased to private school	5.65	22	36,000
Broome JHS	751 Twinbrook Parkway	Meadow Hall ES	Rockville	Various county users	19.49	45	135,210
Bushey Drive ES	12210 Bushey Drive	Shriver ES	Wheaton	County Recreation Office	6.07	NA	32,675
Colesville ES	14015 New Hampshire Avenue	Drew ES	Springbrook	Community Services Center	11.11	14	25,174
English Manor ES	4511 Bestor Drive	Barnsley ES	Rockville	Vacant	8.25	28	50,000
Fernwood ES	6801 Greentree Road	Burning Tree ES	Whitman	Leased to private school	6.15	18	32,000
Forest Grove ES	9805 Dameron Drive	Singer ES	Einstein	Leased to Holy Cross Hospital	6.17	24	38,000
Georgetown Hill ES	11614 Seven Locks Road	Beverly Farms ES	Churchill	Leased to private school	10.35	28	50,000
Kensington ES	10400 Detrick Avenue	Kensington-Parkwood ES	Johnson	Housing Opportunities Commission Main Office	4.54	19	45,206
Lone Oak ES	1010 Grandin Avenue	Meadow Hall ES	Rockville	Centers for Handicapped Inc./Elderly day care	7.09	28	40,000
Macdonald Knolls ES	10611 Tenbrook Drive	Forest Knolls ES	Einstein	County programs/Centers for Handicapped Inc.	8.06	15	28,000
Montgomery Hills JHS	2010 Linden Lane	Woodlin ES	Einstein	Leased to private school	8.67	44	130,000
Parkside ES	9500 Brunett Avenue	Sliqo Creek ES	Northwood	County Department of Park and Planning	11.61	NA	26,369
Pleasant View ES	3015 Upton Drive	Rock View ES	Einstein	Leased to private school	6.22	NA	58,283
Saddlebrook ES	12751 Layhill Road	Glenallen ES	Kennedy	Park Police Headquarters	10.59	29	42,274
Woodside ES	8818 Georgia Avenue	Woodlin ES	Einstein	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	Bannockburn ES	Whitman	Recreation fields	5.40	NA	NA
Lynnbrook Center Fields	8001 Lynnbrook Drive	Bethesda ES	B-CC	Park	5.83	NA	NA
CITY OF ROCKVILLE OWNED FACILITIES							
Woodley Gardens ES	1150 Carnation Drive	College Gardens ES	Richard Montgomery	Senior center	9.64	16	31,767



Closed Schools That Have Been Reopened*
August 2017

Name	Year Reopened	Address	Cluster	Acreage
Cloverly ES	1989	800 Briggs Chaney Road, Silver Spring	Northeast Consortium	10.0
Cabin John MS	1989	10701 Gainsborough Road, Potomac	Churchill	18.2
Burnt Mills ES	1990	11211 Childs Street, Silver Spring	Northeast Consortium	15.1
Francis Scott Key MS	1990	910 Schindler Drive, Silver Spring	Northeast Consortium	20.6
Argyle MS	1993	2400 Bel Pre Road, Silver Spring	Downcounty Consortium	19.9
North Bethesda MS	1999	8935 Bradmoor Drive, Bethesda	Walter Johnson	20.0
Newport Mill MS	2002	11311 Newport Mill Road, Silver Spring	Downcounty Consortium	8.4
Northwood HS	2004	919 University Boulevard, Silver Spring	Downcounty Consortium	29.6
A. Mario Loiederman MS (Col. Joseph A. Belt JHS)	2005	12701 Goodhill Road, Silver Spring	Downcounty Consortium	17.1
Roscoe R. Nix ES (Brookmont ES)	2006	1100 Corliss Street, Silver Spring	Northeast Consortium	9.0
Sargent Shriver ES (Connecticut Park ES)	2006	12518 Greenly Drive, Silver Spring	Downcounty Consortium	9.2
Arcola ES	2007	1820 Franwall Avenue, Silver Spring	Downcounty Consortium	5.0
Flora M. Singer ES (McKenney Hills ES)	2012	2600 Hayden Drive, Silver Spring	Downcounty Consortium	12.7

* Schools on this list were either reopened or built new on the site of a former school. In some cases the school was renamed.

Future School Sites

August 2017

Name	Address	Elementary School Service Area	Cluster	Acreage
Board of Education Owned Sites				
Brickyard MS	Brickyard Road	Potomac ES	Churchill	20.00
Hawkins Creamery Road ES	Hawkins Creamery Road	Clearspring ES	Damascus	13.51
Kendale ES	Kendale Road	Seven Locks ES	Churchill	10.54
Kings Bridge MS	Founders Way	Woodfield ES	Damascus	30.33
Laytonsville MS	Warfield Road	Laytonsville ES	Gaithersburg	22.74
Northwest ES #8	Schaeffer Road	Great Seneca Creek ES	Northwest	12.70
Northwest Branch ES	Layhill Road	Stonegate ES	Northeast Consortium	11.41
Oak Drive ES	Oak Drive	Damascus ES	Damascus	12.99
Oakdale MS	Cashell Road	Cashell ES	Magruder	18.49
Sherwood ES #6	Wickham Road	Olney ES	Sherwood	17.00
Waring Station ES	Waring Station Road	McAuliffe ES	Seneca Valley	9.99
Woodwards Road ES	Emory Grove Road	Resnik ES	Magruder	11.05
Wootton ES # 7	Cavanaugh Drive	Stone Mill ES	Wootton	12.10
Master Planned School Sites Titled to Others				
Cabin Branch ES	Clarksburg Road	Clarksburg ES	Clarksburg	TBD
Central Area HS (Crown Farm)	Fields Road	Rosemont ES	Gaithersburg	32.1
Clarksburg Cluster (Clarksburg Village ES #2)	Newcut Road	Wims ES	Clarksburg	9.76
Fallsgrove ES	Fallsgrove Road	Ritchie Park ES	Richard Montgomery	TBD
Great Seneca Science Corridor ES	Great Seneca Hwy. and Key West Ave.	Stone Mill ES	Wootton	TBD
Jeremiah Park ES	SE Shady Grove Road and Crabbs Branch Way	Washington Grove ES	Gaithersburg	TBD
King Farm ES	Watkins Pond Road	College Gardens ES	Richard Montgomery	TBD
King Farm MS	Piccard Drive	Rosemont ES	Gaithersburg	TBD
Northeast Consortium ES #17	Saddle Creek Drive	Burtonsville ES	Northeast Consortium	TBD
West Old Baltimore Road ES	West Old Baltimore Road	Gibbs ES	Clarksburg	9.30
White Flint ES	South side of current White Flint Mall property	Garrett Park ES	Walter Johnson	3.86
White Oak Science Gateway ES	FDA Boulevard	Nix ES/ Cresthaven ES	Northeast Consortium	TBD

Future School Sites



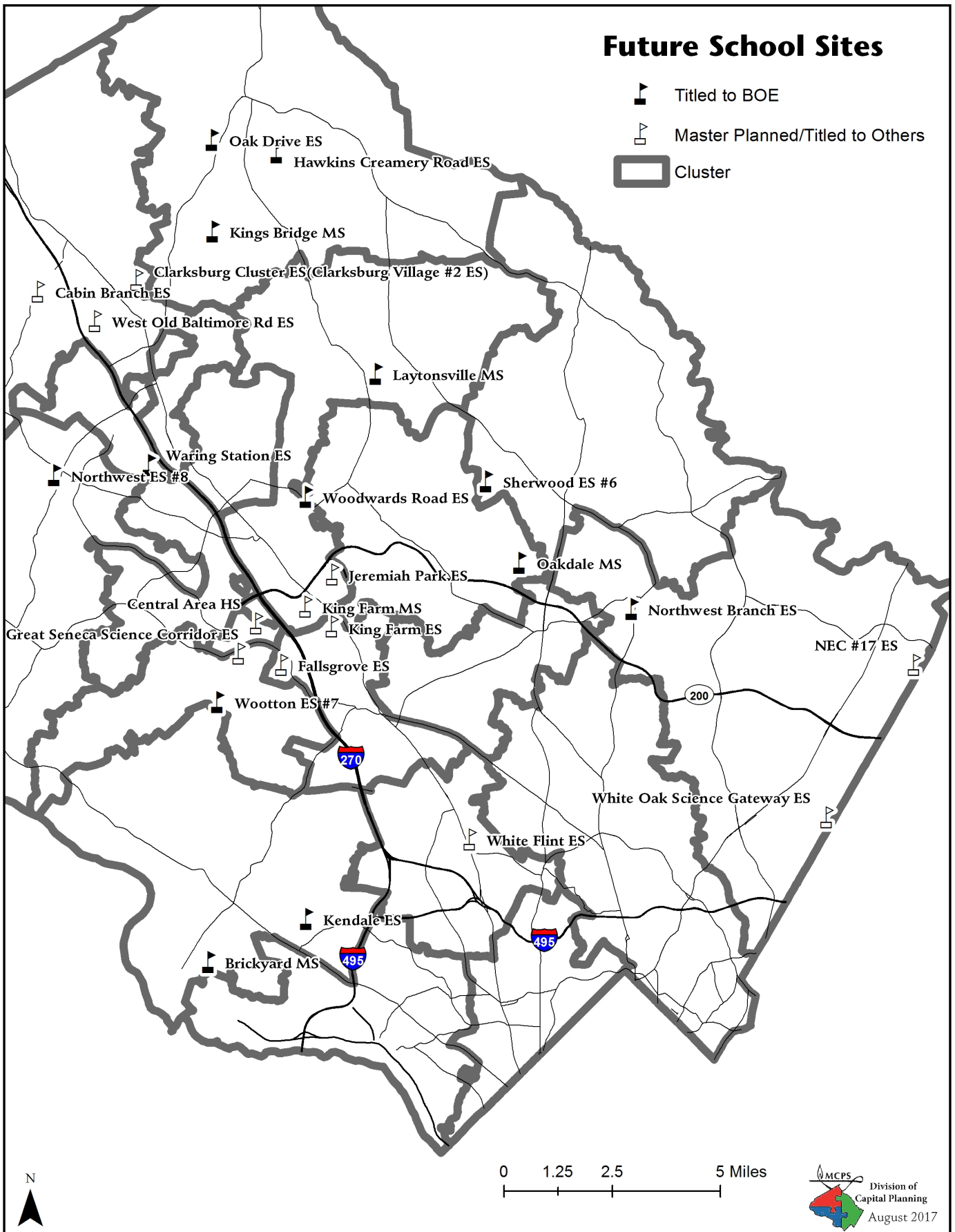
Titled to BOE



Master Planned/Titled to Others



Cluster



Appendix L

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 Montgomery Blair HS)	1935	1998	1999	
Tilden (Tilden MS relocated to former Woodward HS)	1967	1986	1991	2020 scheduled @ Tilden Lane
High Schools				
Clarksburg (originally opened as Rocky Hill MS)	1995	2004		2006 expanded to HS
Northwood	1956	1985	2004	

Notes: Revitalization/Expansion projects were formerly known as Modernizations. Schools that were reopened, but were not fully revitalized/expanded were included in the 2010–2011 FACT assessment of schools. Northwood HS is the only high school that has not been revitalized/expanded. It is in the queue for high school revitalizations/expansions. See Appendix I and J for a list of schools on the revitalization/expansion schedule.

Appendix M

Planned Life-cycle Asset Replacement (PLAR) Projects Completed Summer 2017

	Facility	Project Scope		Facility	Project Scope
1	Arcola ES	Concrete	52	Montgomery Knolls ES	Walk-In-Boxes
2	Baker MS	Suspended Ceiling and Lights	53	Montgomery Knolls ES	Playground Equipment
3	Baker MS	Lockers	54	Neelsville MS	Door (AP Room)
4	Bannockburn ES	Lighting (Cafeteria)	55	Newport Mill MS	Asphalt (Parking Lot)
5	Bethesda-Chevy Chase HS	Door (Exterior)	56	Newport Mill MS	Lockers
6	Bethesda-Chevy Chase HS	Exterior Wall Waterproofing	57	North Bethesda MS	Tennis Court Renovations
7	Bethesda-Chevy Chase HS	Playground Equipment	58	North Chevy Chase ES	Paint (Interior and Exterior)
8	Bethesda ES	Playground Rubber Surface	59	Northwood HS	Track
9	Blake HS	Concrete, Retaining Wall, & Drain by Café	60	Northwood HS	Light Fixtures (Lobby)
10	Brooke Grove ES	Suspended Ceiling Tile and Grid (Phase 1)	61	Page ES	Asphalt
11	Brooke Grove ES	Paint Gym Ceiling	62	Parks MS	Tennis Court Renovations
12	Cedar Grove ES	Gym Floor Replacement	63	Poolesville ES	Suspended Ceiling and Lights (Phase 1)
13	Cedar Grove ES	Replace Gym Exit Door	64	Pyle MS	Paint (Interior & Exterior)
14	Clearspring ES	Emergency Generator	65	Redland MS	Asphalt
15	Clearspring ES	Gym Floor Replacement	66	Resnik ES	Security System
16	Clemente MS	Gym Floor Refinishing	67	Ridgeview MS	Stage Floor Refinishing
17	Clopper Mill ES	Playground Equipment	68	Rocking Horse Road	Floor Covering (Carpet to Tile)
18	Daly ES	Emergency Generator	69	Rockville HS	Exterior Wall Repairs
19	Damascus HS	Auditorium Seating and Floor Covering	70	Sherwood ES	Asphalt (Bus Loop & Back Parking Lot)
20	Eastern MS	Tennis Court Renovations	71	Sherwood HS	Auditorium Seating and Floor Covering
21	Einstein HS	Paint (Interior and Exterior)	72	Sherwood HS	Tennis Court Renovations
22	Einstein HS	Tennis Court Renovations	73	Silver Spring International MS	Lockers
23	Einstein HS	30 Lockers	74	Smith Center	Asphalt Walkway
24	Emory Grove Holding School	Folding Wall in Gym	75	Somerset ES	Interior Doors and Frames
25	Emory Grove Holding School	Gym Floor Replacement	76	Stephen Knolls School	Fencing (Perimeter)
26	Fallsmead ES	Floor Covering	77	Stone Mill ES	Kitchen Equipment
27	Fallsmead ES	Paint (Interior & Exterior)	78	Stone Mill ES	Floor Covering
28	Fallsmead ES	Suspended Ceiling and Lights	79	Stone Mill ES	Light Fixtures (Gym)
29	Flower Hill ES	Emergency Generator	80	Twinbrook ES	Tree Removal
30	Fox Chapel ES	Emergency Generator	81	Twinbrook ES	LED School Sign
31	Frost MS	Doors and Windows	82	Twinbrook ES	Line Painting
32	Germantown ES	Concrete	83	Twinbrook ES	Floor Covering
33	Goshen ES	Gym Floor Replacement	84	Twinbrook ES	Gym Floor Repairs
34	Georgian Forest ES	Exterior Wall	85	Twinbrook ES	Restroom Tiles
35	Greencastle ES	Suspended Ceiling and Lights	86	Waters Landing ES	Glass Block
36	Harmony Hills ES	Gym Floor Refinishing	87	Waters Landing ES	Walk-In-Boxes
37	Highland ES	Playground Equipment	88	Waters Landing ES	Concrete
38	Highland View ES	Floor Covering	89	Watkins Mill ES	Walk-In-Boxes
39	Jackson Road ES	Paint (Interior and Exterior)	90	Watkins Mill HS	Lights Fixtures and Poles
40	Kemp Mill ES	Paint (Interior and Exterior)	91	Watkins Mill HS	Lockers (Athletic Room)
41	Lakewood ES	Exterior Wall Repairs	92	Watkins Mill HS	Masonry Wall Repairs (Phase 2)
42	Laytonville ES	Doors and Windows (Phase 2)	93	Westbrook ES	Paint Dormers and Metal Roof
43	Lincoln Center	Painting Exterior	94	Whetstone ES	Walk-In-Boxes
44	Loiederman MS	Exterior Windows	95	White Oak MS	Basketball Poles & Blackboards
45	Loiederman MS	Tennis Court Renovations	96	Whitman HS	Stage Curtains
46	Magruder HS	Fence Baseball Field	97	Woodfield ES	Door Exterior
47	Magruder HS	Field Event Repairs	98	Woodlin ES	Chair Lift
48	Marshall ES	Drainage	99	Woodlin ES	Floor Covering
49	McNair ES	Door (Fire Door)	100	Wyngate ES	Gym Floor Refinishing

Appendix N

Head Start and Prekindergarten Locations: 2017–2018

School	Head Start Sessions	# Head Start Students	Pre-K Sessions	# Pre-K Students	Total Head Start and Pre-K Enrollment
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	1	20	3	60	80
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
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
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
Montgomery Knolls Elementary School	1	20	3	60	80

School	Head Start Sessions	# Head Start Students	Pre-K Sessions	# Pre-K Students	Total Head Start and Pre-K Enrollment
New Hampshire Estates Elementary School	4 ^a	75	2	45	120
Roscoe Nix Elementary School			2	40	40
Oakland Terrace Elementary School			1	20	20
William T. Page Elementary School			2	40	40
Judith A. Resnik Elementary School			2	40	40
Sally K. Ride Elementary School	1 ^a	15	2	40	55
Rock Creek Forest Elementary School			1	20	20
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
Flora M. Singer Elementary School			1	20	20
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
Twinbrook Elementary School	1	20	2	40	60
Viers Mill Elementary School	1	20	2	40	60
Washington Grove Elementary School*	1	20	4	80	100
Watkins Mill Elementary School	1	20	1	20	40
Weller Road Elementary School*	1	20	4	80	100
Wheaton Woods Elementary School	1	20	2	40	60
Whetstone Elementary School			2	40	40
Total Sessions Served by MCPS	34		115		
Total Enrollment Served by MCPS		648		2,305	2,953

^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

* Denotes 1 session of PreK Plus; 2 sessions at Weller Road ES

Appendix O

French Immersion Catchment Areas

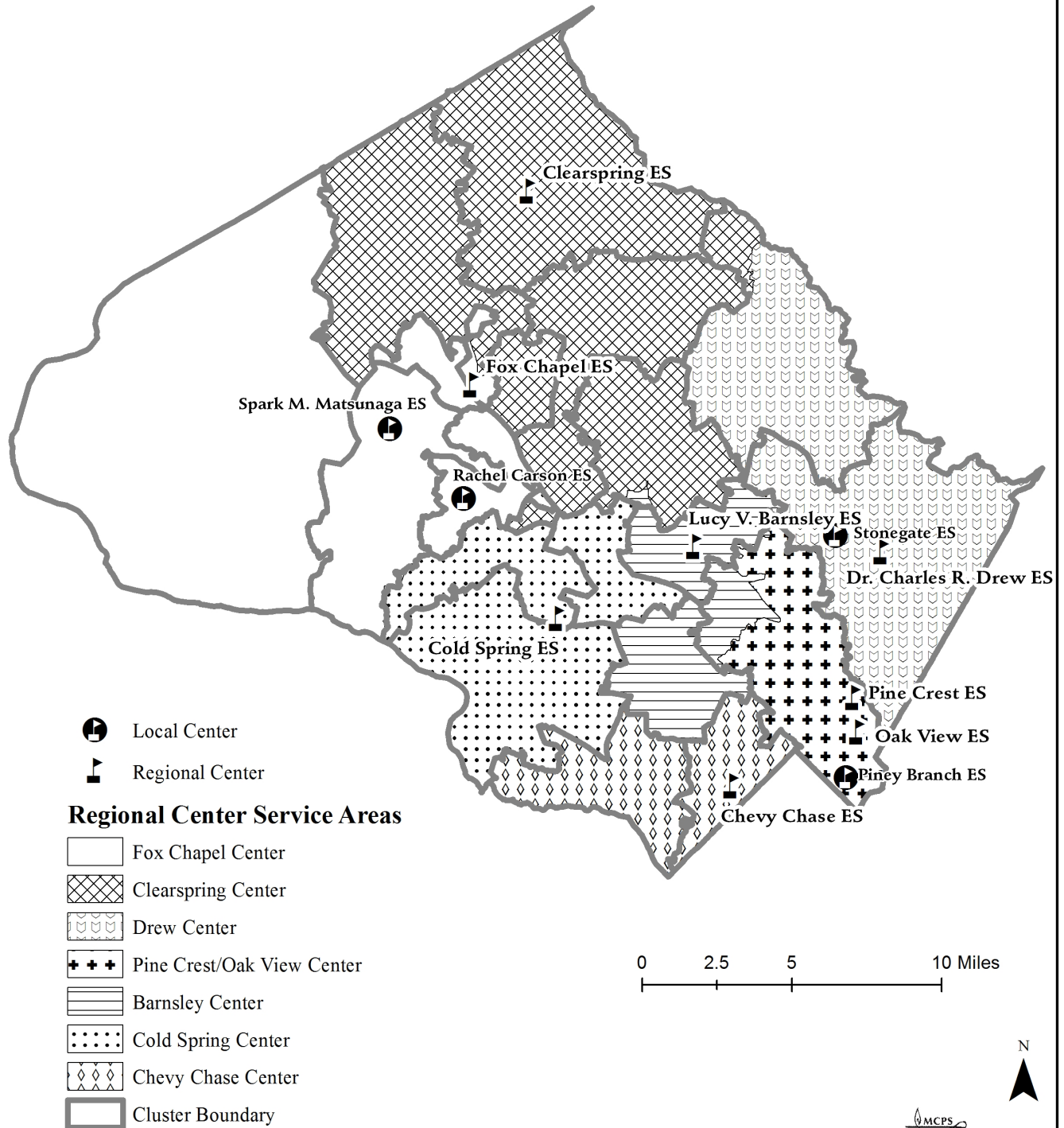
-  Maryvale French Immersion Catchment Area
-  Sligo Creek French Immersion Catchment Area
-  Cluster Boundary







0 2.5 5 10 Miles

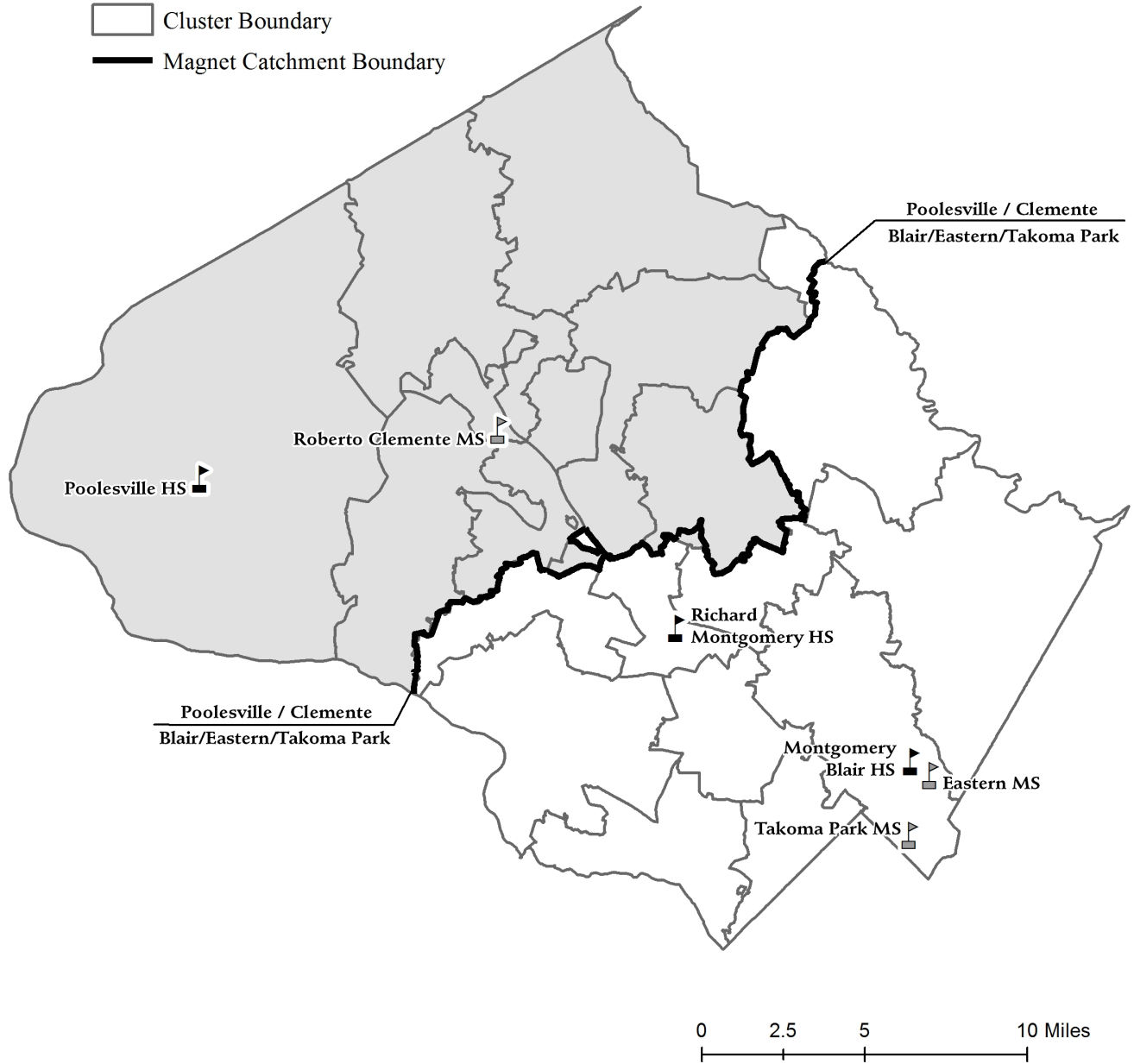


Centers for Enriched Studies (Highly Gifted Grade 4-5)



Secondary Magnet School Catchment Areas

-  Middle School
-  High School
-  Cluster Boundary
-  Magnet Catchment Boundary



Appendix P

Special Education Services Descriptions

School-based Service Delivery Model

Speech and Language Services

The goals of Speech and Language Services are to diagnose communication disorders, improve spoken language skills, facilitate compensatory skills, and enhance the development of language, vocabulary, and expressive communication skills to support student access to the general education curriculum. The type and frequency of services provided are determined by individual student needs. For students with less intensive needs, educational strategies are provided to the students' general education teachers and parents for implementation within the classroom and home environments. Students may receive services in their classroom program in small groups, or individually.

Elementary Home School Model and Learning and Academic Disabilities (LAD) Services

Elementary Home School Model and Learning and Academic Disabilities services supports students in Grades K–5 as a result of a disability that impacts academic achievement in one or more content areas, organization, and/or behavior. Students served by this model are assigned to age-appropriate heterogeneous classes in their neighborhood schools. Student access to the general education curriculum during the course of the day is based on individual student needs and encompasses a variety of instructional models that may include instruction in a general education environment and/or a self-contained setting.

Secondary Learning and Academic Disabilities (LAD) Services

Secondary Learning and Academic Disabilities services, available in all secondary schools in MCPS, provide services to students as a result of a disability that 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 required considerable amounts of special education support 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 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, 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 five hour classes serve students with moderate to severe delays and/or multiple disabilities. Classes are offered at selected elementary schools in one or more quad-cluster administrative area(s).

Prekindergarten Language Classes

Prekindergarten Language classes serve students ages 3 through 5, with delays in receptive and/or expressive language that 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.

Extensions

Extensions serves students of elementary, middle and high school age with the most significant cognitive disabilities, multiple disabilities, and/or autism. These students have a history of requiring intensive, systematic behavioral supports and services to reduce self-injurious and/or disruptive behaviors. The goal of the Extensions Program is to provide intensive educational programming to enable these students to acquire Alternate Learning Outcomes aligned with Curriculum 2.0 and postsecondary opportunities including adult day services and employment.

Bridge Services

Bridge Services are designed to meet the needs of students who demonstrate significant social, emotional, learning, and/or behavioral challenges that make it difficult to succeed in a large school environment. Many students are identified as having an emotional disability and/or Autism Spectrum Disorder. Some students require social and emotional supports in order to access their academic program. Comprehensive behavior management is utilized in the model that includes proactive teaching and rehearsal of social skills, as well as the use of structured and consistent reinforcement systems. Services are provided in a continuum of settings that may include separate classes and opportunities for participation in general education classes with nondisabled peers as appropriate.

Gifted and Talented/Learning Disabled Services

Students 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 need 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, collocated with Spark Matsunaga Elementary School, provides services to students, ages 5–21, with severe to profound intellectual disabilities and multiple disabilities. Alternate Learning Outcomes aligned with Curriculum 2.0 are utilized to provide students with skills in the area of communication, mobility, self-help, functional academics, and transition services.

Stephen Knolls School

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

Countywide Service Delivery Model

(Because of low 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.

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 Q

School/Program Sites and Political Districts

School	Board of Education District	Council District	Legislative District	School	Board of Education District	Council District	Legislative District
Elementary Schools				Elementary Schools			
Arcola	4	4	18	Laytonsville	1	4	14
Ashburton	3	1	16	JoAnn Leleck at Broad Acres	5	5	20
Bannockburn	3	1	16	Little Bennett	1	2	15
Lucy V. Barnsley	5	3	19	Luxmanor	3	1	16
Beall	2	3	17	Thurgood Marshall	2	3	39
Bel Pre	4	4	19	Maryvale	5	3	17
Bells Mill	3	1	15	Spark M. Matsunaga	2	2	39
Belmont	5	4	14	S. Christa McAuliffe	1	2	39
Bethesda	3	1	16	Ronald McNair	2	2	15
Beverly Farms	3	1	15	Meadow Hall	5	3	17
Bradley Hills	3	1	16	Mill Creek Towne	1	4	19
Brooke Grove	5	4	14	Monocacy	1	2	15
Brookhaven	4	3	19	Montgomery Knolls	4	5	20
Brown Station	2	3	17	New Hampshire Estates	4	5	20
Burning Tree	3	1	16	Roscoe R. Nix	5	5	20
Burnt Mills	5	5	20	North Chevy Chase	3	1	18
Burtonsville	5	5	14	Oak View	4	5	20
Candlewood	5	3	19	Oakland Terrace	4	5	18
Cannon Road	5	5	20	Olney	5	4	14
Carderock Springs	3	1	16	William T. Page	5	5	14
Rachel Carson	2	3	17	Pine Crest	4	5	20
Cashell	5	4	14	Piney Branch	4	5	20
Cedar Grove	1	2	14	Poolesville	1	1	15
Chevy Chase	3	1	18	Potomac	3	1	15
Clarksburg	1	2	15	Judith A. Resnik	1	4	39
Clearspring	1	2	14	Dr. Sally K. Ride	1	2	39
Clopper Mill	2	2	39	Ritchie Park	2	3	17
Cloverly	5	5	14	Rock Creek Forest	3	1	18
Cold Spring	2	3	15	Rock Creek Valley	5	3	19
College Gardens	2	3	17	Rock View	4	4	18
Cresthaven	5	5	20	Lois P. Rockwell	1	2	14
Captain James Daly	1	2	39	Rolling Terrace	4	5	20
Damascus	1	2	14	Rosemary Hills	3	5	18
Darnestown	2	1	15	Rosemont	2	3	17
Diamond	2	3	17	Sequoayah	5	4	19
Dr. Charles R. Drew	5	5	14	Seven Locks	3	1	16
DuFief	2	2	15	Sherwood	5	4	14
East Silver Spring	4	5	20	Sargent Shriver	4	4	18
Fairland	5	5	14	Flora M. Singer	4	5	18
Fallsmead	2	3	17	Sligo Creek	4	5	20
Farmland	3	1	16	Somerset	3	1	16
Fields Road	2	3	17	South Lake	1	2	39
Flower Hill	1	4	39	Stedwick	1	2	39
Flower Valley	5	3	19	Stone Mill	2	3	15
Forest Knolls	4	5	19	Stonegate	5	4	14
Fox Chapel	1	2	39	Strathmore	4	4	19
Gaithersburg	1	3	17	Strawberry Knoll	1	2	39
Galway	5	5	14	Summit Hall	2	3	17
Garrett Park	3	1	18	Takoma Park	4	5	20
Georgian Forest	4	4	19	Travilah	2	2	15
Germantown	2	2	15	Twinbrook	2	3	17
William B. Gibbs Jr.	1	2	39	Viers Mill	4	4	18
Glen Haven	4	4	18	Washington Grove	2	3	19
Glenallan	4	4	19	Waters Landing	1	2	15
Goshen	1	2	14	Watkins Mill	1	2	39
Great Seneca Creek	2	2	39	Wayside	3	1	15
Greencastle	5	5	14	Weller Road	4	4	19
Greenwood	5	4	14	Westbrook	3	1	16
Harmony Hills	4	4	19	Westover	5	4	14
Highland	4	4	18	Wheaton Woods	4	4	19
Highland View	4	5	20	Whetstone	1	2	39
Jones Lane	2	2	15	Wood Acres	3	1	16
Kemp Mill	4	4	19	Woodfield	1	2	14
Kensington-Parkwood	3	1	18	Woodlin	4	5	18
Lake Seneca	1	2	15	Wynqate	3	1	16

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

Political Districts

Board of Education

District	Name
1	Judith Docca
2	Rebecca Smondrowski
3	Patricia O'Neill
4	Shebra L. Evans
5	Michael A. Durso
At-large	Jeanette E. Dixon
At-large	Jill Ortman-Fouse
Student	Matthew Post

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	Craig J. Zucker
Delegate	Anne R. Kaiser
Delegate	Eric G. Luedtke
Delegate	Pam Queen

Legislative District 15	
Senator	Brian J. Feldman
Delegate	Kathleen M. Dumais
Delegate	David Fraser-Hidalgo
Delegate	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

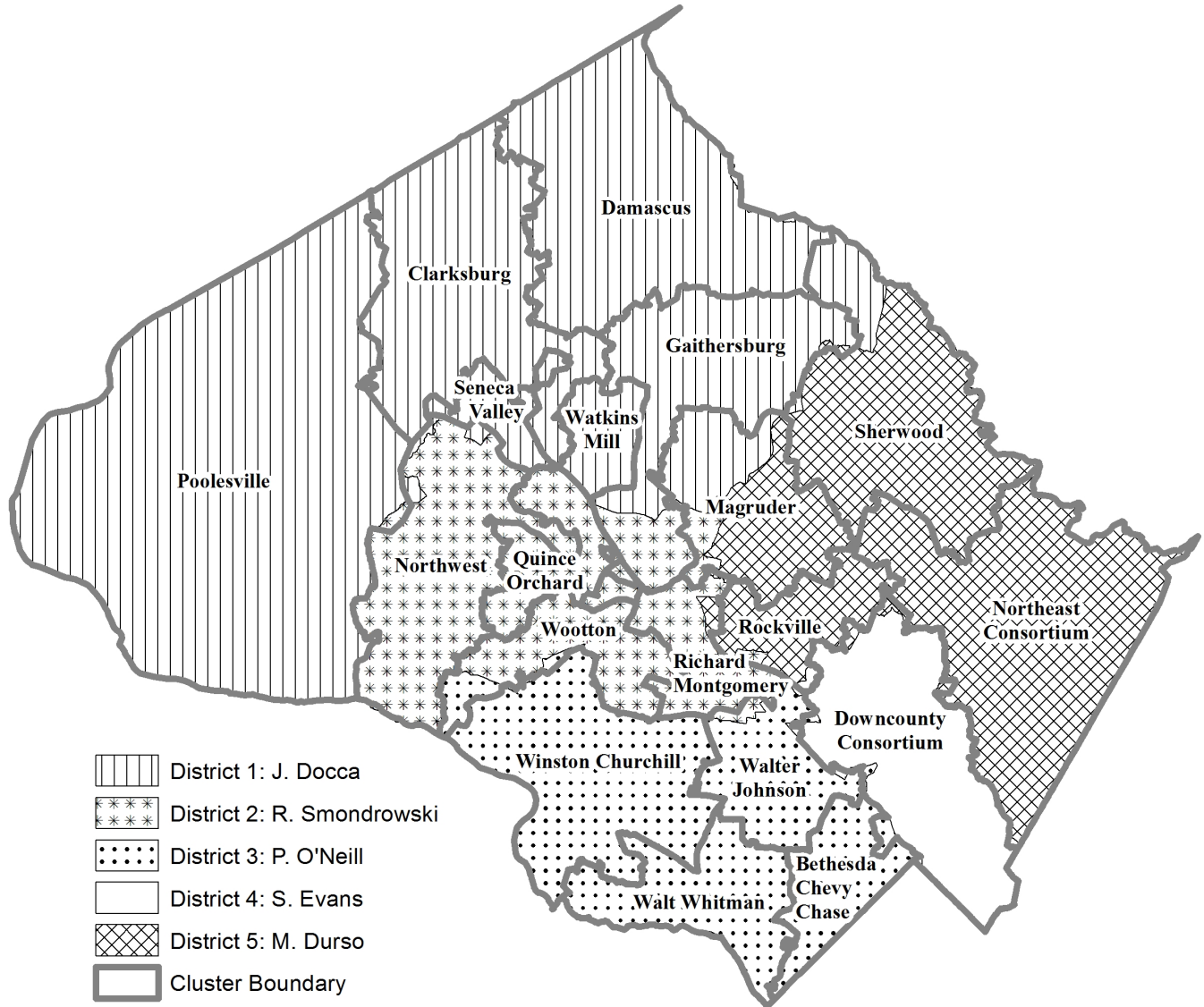
Legislative District 18	
Senator	Richard S. Madaleno, Jr.
Delegate	Alfred C. Carr, Jr.
Delegate	Ana Sol Gutierrez
Delegate	Jeff Waldstreicher

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:

J. Ortman-Fouse

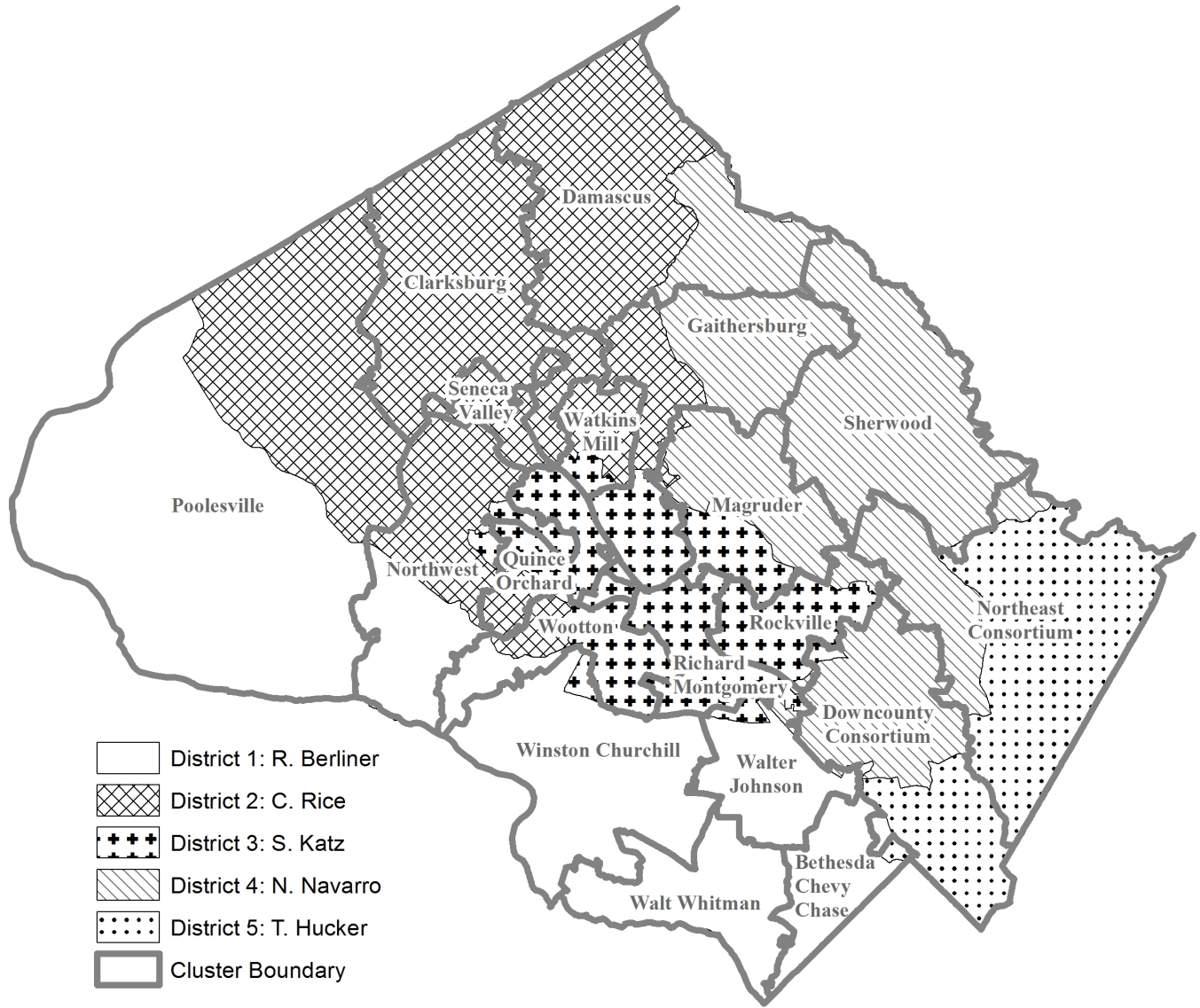
J. Dixon

BOE Student Member:

Matthew Post



Council Districts



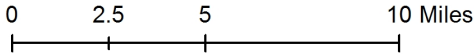
Council Members at Large:

M. Elrich

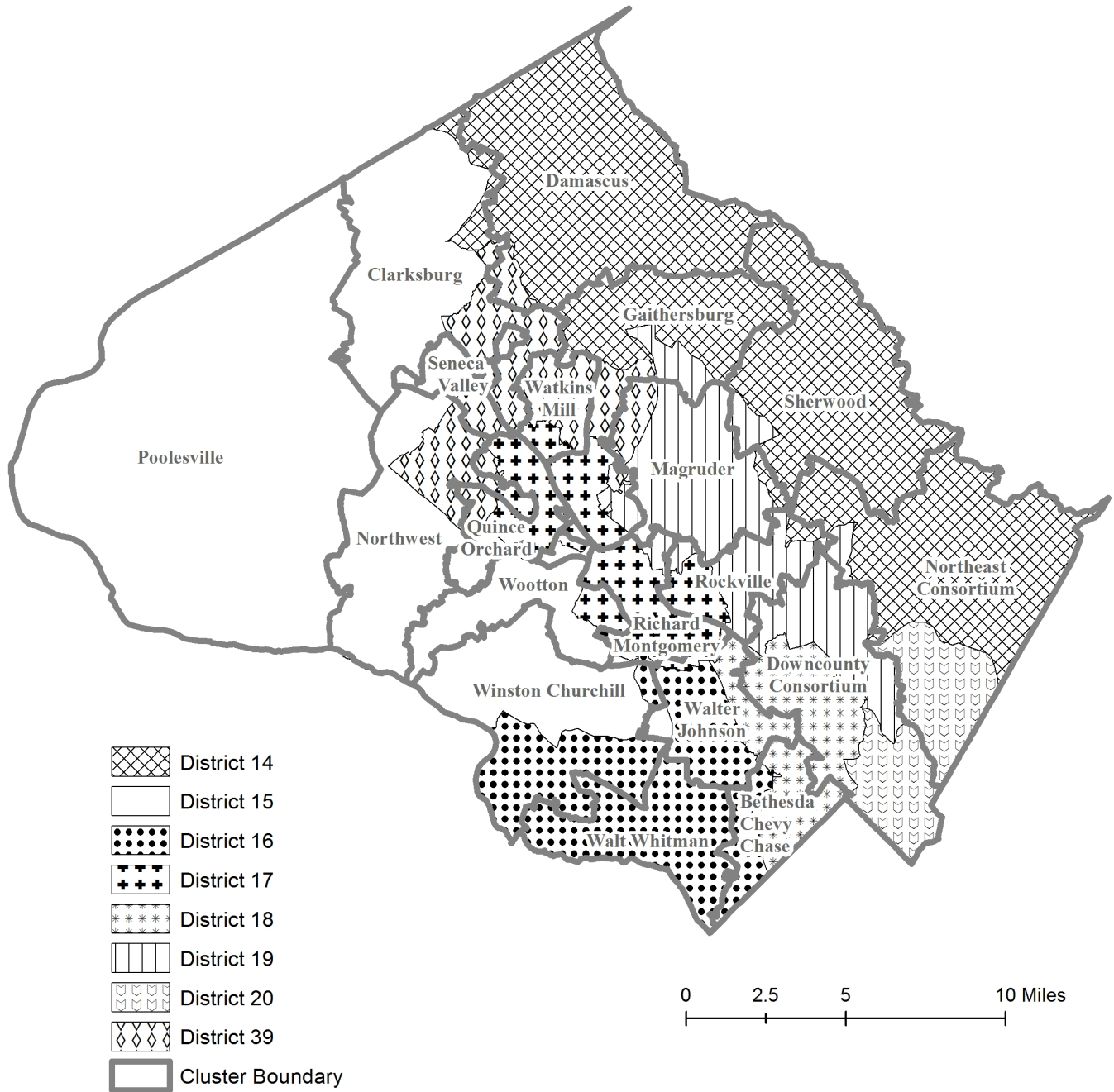
N. Floreen

G. Leventhal

H. Riemer



Legislative Districts





Appendix R

Priority Funding Areas

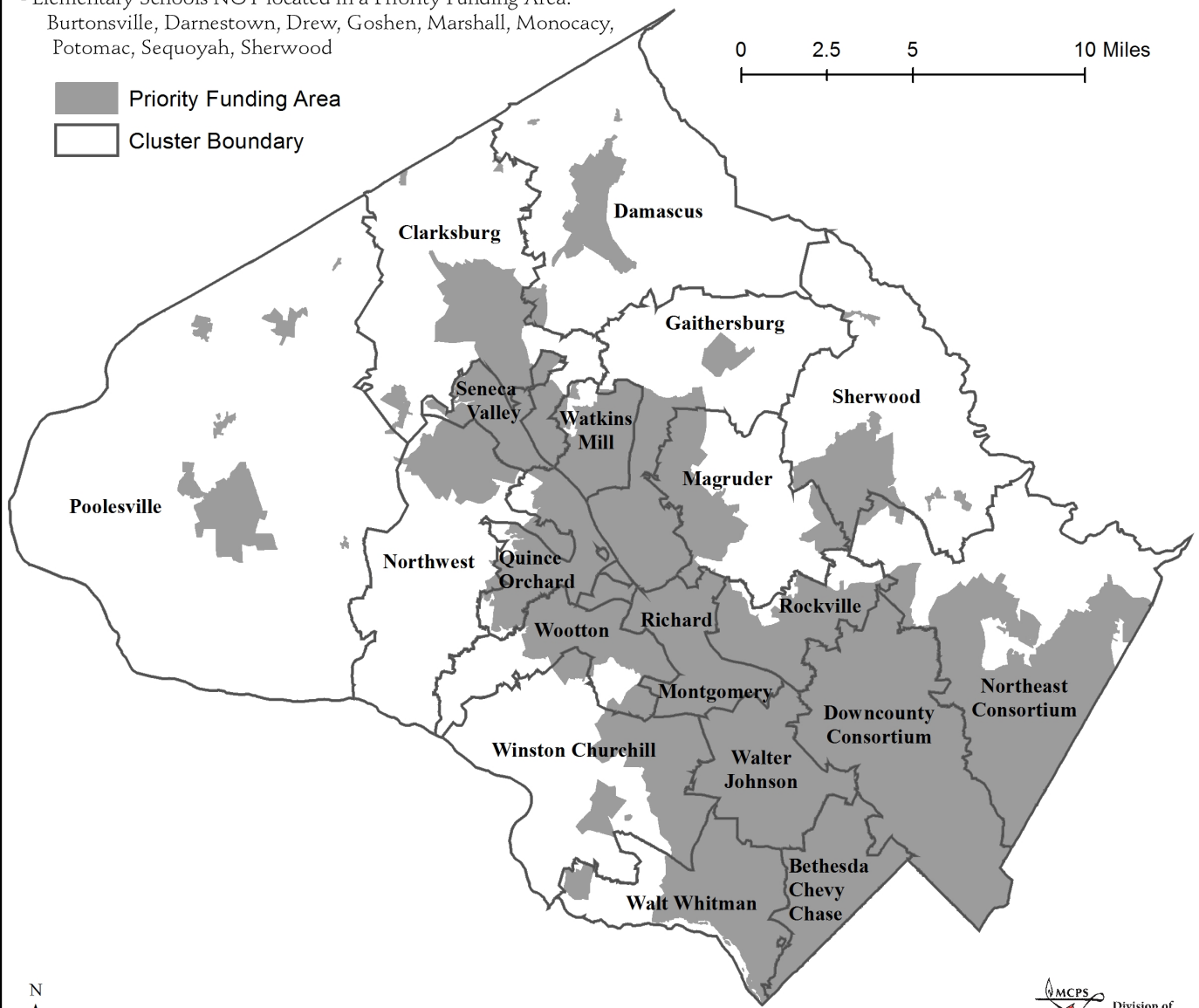
Priority Funding Areas are locations where the state and local governments want to target their efforts to encourage and support economic development and new growth. The following areas qualify as Priority Funding Areas: every municipality, as they existed in 1997; areas inside the Washington Beltway; areas already designated as Enterprise Zones, Neighborhood Revitalization Areas, Heritage Areas and existing industrial land.

Priority Funding Areas in MCPS

- All MCPS Schools serve students from Priority Funding Areas
- High Schools NOT located in a Priority Funding Area:
Blake, Magruder, Sherwood
- Middle Schools NOT located in a Priority Funding Area:
Briggs Chaney, Farquhar, Redland, Rosa Parks
- Elementary Schools NOT located in a Priority Funding Area:
Burtonsville, Darnestown, Drew, Goshen, Marshall, Monocacy, Potomac, Sequoyah, Sherwood

-  Priority Funding Area
-  Cluster Boundary

0 2.5 5 10 Miles



Appendix S

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

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/guardians, 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 Planning Department’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	25:1 ^a
Grades: 9-12 High School	25:1 ^b
Special Education, ESOL, Alternative Programs	See “c” below

- a) Program capacity is adjusted at the middle school level to account for scheduling constraints. The regular classroom capacity of 25 is multiplied by .85 to reflect the optimal utilization of a middle school facility (equivalent to 21.25 students per classroom).
 - b) Program capacity is adjusted at the high school level to account for scheduling constraints. The regular classroom capacity of 25 is multiplied by .90 to reflect the optimal utilization of a high school facility (equivalent of 22.5 students per classroom).
 - c) Special education, ESOL, alternative programs, and other special programs may require classroom ratios different from those listed.
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 the following:
 - a) 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, PT(S)A 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 one or more work sessions and one or more hearings in early to mid-November, and action in mid- to late November of each year. (See Section 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 one or more work sessions and one or more public hearings in late February to 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/guardians, staff, and students are the primary stakeholders in the planning process. MCCPTA, local PT(S)As, or other parent/guardian 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 PT(S)A 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 PT(S)A 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 PT(S)A 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 PT(S)A 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:
 - (1) The racial/ethnic composition of the student population
 - (2) The socioeconomic composition of the student population as measured by participation in the federal FARMS program
 - (3) The level of English language learners as measured by enrollment in the ESOL program
 - (4) 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 PT(S)A 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 PT(S)A 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 PT(S)As are notified of their availability and the process for Board review and action.
- D. The Board holds one or more work sessions 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. When an alternative is identified by the Board at any work session, a public hearing must be held following that work session to receive public comment on the alternative.

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 a 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 PT(S)A cluster coordinators and/or PT(S)A area vice presidents in consultation with the PT(S)A 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 PT(S)A 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 PT(S)A 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 presents to the Board recommendations for the annual Capital Budget and the six-year CIP or amendments to the CIP. The Board may hold a work session in conjunction with this presentation where Board members may suggest alternatives.	By November 1
Board holds one or more work sessions on the CIP and to consider alternatives to the superintendent of schools' recommended boundary changes, geographic student choice assignment plans, or other facility-related issues.	Early- to mid-November
Board holds one or more public hearings on the recommended CIP and boundary, geographic student choice assignment plans, and other facility-related recommendations. When an alternative is identified by the Board at any work session, a public hearing must be held following that work session to receive public comment on the alternative.	Mid-November
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 one or more work sessions and identifies any alternatives to boundary changes, or geographic student choice assignment plans, or other facility-related recommendations, if needed.	Late-February/ early- to mid- March*
Board holds one or more public hearings if needed and if any alternatives are identified by the Board.	Late- February/early- to 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 PT(S)A representatives submit comments to the superintendent of schools about issues affecting their schools for the upcoming CIP or amendments to the CIP.	June
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.

Related Source: *Code of Maryland Regulations* 13A.02.09.01

Regulation History: Interim Regulation, June 1, 2005; revised March 21, 2006; revised October 17, 2006; revised June 8, 2008; revised June 6, 2015; revised October 11, 2017.

POLICY BOARD OF EDUCATION OF MONTGOMERY COUNTY

Related Entries: ABA-RA, ABA-EA, ABC, ACA, BMA, IOD, IOD-RA

Responsible Office: Chief Engagement and Partnership Officer

Community Involvement

A. PURPOSE

The Montgomery County Board of Education (Board) is committed to fostering and supporting community interest and involvement in Montgomery County Public Schools (MCPS), because citizen support of the schools is essential to student success. The Board will ensure that the ideas, interests, and concerns of its stakeholders are considered and valued in decision-making processes and that input and involvement is sought and encouraged from a broad spectrum of our diverse community. The Board is committed to the maintenance and monitoring of ongoing collaborative and productive communication processes with the community.

B. ISSUE

Creating processes for community involvement in a large, diverse community such as Montgomery County presents challenges and opportunities. Ensuring that the members of the community are encouraged, supported, and recruited to contribute time, knowledge, skills, and ideas to the public school system is both challenging and essential. Commitment and resources are required to design, maintain, and monitor processes for productive collaboration and communication between MCPS and the community. These processes must create an environment where diverse views may be heard and considered in an atmosphere of respect.

C. DEFINITIONS

1. *Community Involvement* seeks to ensure that the breadth of interests and values from across the community are heard and considered by the Board, superintendent of schools, principals, and other educational leaders, thereby enhancing the decision-making process.

2. *Community* is comprised of numerous constituents with a vested interest in the education of children. Some of these constituents may include, but are not limited to, Montgomery County residents, advocacy, nonprofit, parent or community-based organizations; business, civic and nongovernment organizations; local postsecondary educational institutions; state, local, and federal agencies; and cultural, ethnic, racial, and religious groups.

D. POSITION

1. As part of its responsibility as a community member, the Board will:
 - a. Develop its role as an advocate, using the best interest of the students as a guiding principle
 - b. Engage community members in building an organizational culture of respect
 - c. Establish processes designed to obtain input by engaging in a discussion among a broad variety of stakeholders and utilizing opportunities for input from the public and relevant staff members through any appropriate method such as, but not limited to:
 - (1) Focus groups
 - (2) Task forces
 - (3) Work groups
 - (4) Technologically facilitated communication
 - (5) Advisory groups
 - (6) Public forums
 - (7) Surveys
 - d. Solicit and consider community comments and concerns regarding the development of MCPS policies and other decisions
 - e. Seek to engage members of our diverse community, particularly organizations representing new or traditionally underrepresented communities, in a committed, productive partnership to support the MCPS strategic plan
 - f. Advocate for the MCPS student population and their families through engagement with local, state, and federal government agencies
2. As part of its responsibility as a community member, the school system offices will:

- a. Integrate resources and services from the community to strengthen school programs, family practices, and student learning and development
 - b. Seek collaboration with a broad range of community members and organizations that reflect the diverse citizenry and interests of Montgomery County
 - c. Seek and support the involvement of local organizations, particularly organizations representing new or traditionally underrepresented communities, in the school system
 - d. Provide access and opportunity for broad segments of the community, representing the wide variety of interests within the community, to participate in decision-making processes
 - e. Provide, to the extent possible, interpretation services and translations of important information about school system programs, services, policies, or issues
3. As part of its responsibility as a community member, each school will:
- a. Seek involvement from the community and provide opportunities to strengthen the home/school connection
 - b. Establish and maintain regular and ongoing two-way communication with families and the community to provide information and solicit feedback about school progress, resources, policies, and issues
 - c. Provide, to the extent possible, information in the native languages of members of the school community
 - d. Access community services to support and foster academic achievement and positive development for all students
 - e. Participate actively and responsibly in the life and social fabric of the local community

E. DESIRED OUTCOME

There will be an actively engaged community that is reflective of all residents. The system will benefit from the community's contribution of its skills, knowledge, ideas, and time to support the success of all students in partnership with MCPS.

F. IMPLEMENTATION STRATEGIES

1. The superintendent of schools will assess the status of community involvement, review existing policies and procedures, revise necessary regulations and procedures to support this policy, and make periodic reports to the Board regarding the status of community involvement.
2. The Board will seek community input on school system policies, including curriculum, facilities, and funding issues from a broad spectrum of our culturally and linguistically diverse community.

G. REVIEW AND REPORTING

This policy will be reviewed in accordance with the Board policy review process.

Policy History: Adopted by Resolution No. 287-74, May 28, 1974; amended by Resolution No. 268-76, May 11, 1976; amended by Resolution No. 346-06, July 18, 2006; amended by Resolution No. 327-13, June 13, 2013.

POLICY BOARD OF EDUCATION OF MONTGOMERY COUNTY

Related Entries: FAA, FAA-RA
Responsible Office: Chief Operating Officer
Facilities Management

Sustaining and Modernizing Montgomery County Public Schools (MCPS) Facilities

A. PURPOSE

To affirm the Board of Education's (Board) commitment to maintain all school facilities in conditions that maximize learning opportunities for every student in the county. Sustaining Montgomery County Public Schools (MCPS) facilities is accomplished by pursuing systematic maintenance programs that renew facilities on a life cycle replacement basis. Modernizing MCPS facilities is accomplished by pursuing the systematic assessment of older facilities that have reached the end of their useful lifecycle, and placing these schools in a queue for modernization based on their relative condition.

To establish a systematic approach for replacement of building systems and facilities for MCPS. The approach is intended to address changing educational program standards and aging of building systems at reasonable cost while providing appropriate spaces for educational programs and services and maintaining a safe, secure, and healthy physical environment for students and staff.

Many schools were built in the decades between 1950 and 1980. Since that time many code requirements have changed and construction methods have been improved, resulting in facilities that are capable of being sustained in good condition over a longer period of time than was the case with older school facilities. A rigorous maintenance program for well-built schools is critical to ensuring that the substantial taxpayer investment in school infrastructure is preserved. This policy recognizes that maintenance and systemic replacement activities need to serve as the primary means for keeping all schools in good condition over the extended life of a facility. At the same time, the policy recognizes that at some point the useful life-cycle of a facility has been reached and major modernization is necessary.

B. ISSUE

School facilities, building systems, and equipment all require various and continuing levels of attention to achieve their expected life-cycle. MCPS views facility maintenance as being on a continuum ranging from routine repairs to replacement of building systems to complete modernization of facilities.

The Board of Education (Board) should determine when funds will be spent on school facilities:

- a) To sustain facilities through routine maintenance of building systems.
- b) To replace building systems on a systematic schedule based on the anticipated life-cycle of these systems.
- c) To modernize facilities in accordance with an established queue when overall physical limitations of the facility can no longer support the educational program or comply with applicable building codes and regulations.

C. POSITION

The pursuit of the systematic life-cycle replacement of building systems and facilities will:

1. Enable school facilities to remain in good condition for a long period of time through the coordinated scheduling of building system repairs and replacements. These activities are based on routine maintenance protocols and anticipated life expectancies of various building systems. Examples of the buildings systems that lend themselves to replacement include heating, ventilation and air conditioning systems (HVAC) and mechanical systems, roofs, restrooms, information technology systems, safe access to schools, and school security systems. In addition numerous other building systems, covered under the Planned Life-cycle Asset Replacement (PLAR) and Building Modifications with Program Improvements (BMPI) capital programs, lend themselves to replacement.
2. Allow the Board to dedicate appropriate levels of funding for systemic projects that ensure all MCPS facilities stay in good condition.
3. Allow the Board to dedicate appropriate levels of funding to complete modernization of school facilities on an established queue when overall physical limitations of the facility can no longer support the educational program or current building codes.

4. Determine when a facility needs to be modernized based on the ability of systemic projects to sustain the facility in good condition. If it is determined that systemic maintenance is no longer viable for a school, then it will be added to the next group of schools to be assessed for modernization using the Facilities Assessment with Criteria and Testing methodology.
5. Maintain all school facilities at consistently high operational levels and maximize the life-span of existing physical plant asset.

D. DESIRED OUTCOME

In order to support its educational programs, MCPS will sustain the life of MCPS facilities through a balanced approach of maintaining and replacing building systems, while also providing for modernization or replacement of facilities when physical limitations of a facility can no longer support the educational program. MCPS will provide sufficient holding facilities so as to allow modernization of facilities to be scheduled.

E. REVIEW AND REPORTING

The *Educational Facilities Master Plan* will constitute the official reporting on the annual funding of systematic life-cycle replacement of building systems and facilities. This document will reflect facilities actions taken by the Board, and funds approved by the County Council for systemic capital projects needed to sustain schools in good condition.

This policy will be reviewed in accordance with the Board of Education's policy review process.

Policy History: Adopted by Resolution No. 835-91, October 8, 1991; amended by Resolution No. 571-10, December 7, 2010.

POLICY BOARD OF EDUCATION OF MONTGOMERY COUNTY

Related Entries: JEE-RA, KLA, KLA-RA
Responsible Office: Chief Operating Officer

Student Transfers

A. PURPOSE

To explain the limited circumstances under which students may be granted a transfer, referred to as a Change of School Assignment (COSA), to attend a school other than their home school or the school assigned in accordance with their Individualized Education Program (IEP)

B. ISSUE

Students are expected to attend the school within the established area in which they reside (home school) or assigned in accordance with their IEP. Students may submit applications for COSAs from the home school or the school assigned through the IEP process in cases of documented unique hardship, a recent family move within Montgomery County, and in certain circumstances to permit a younger sibling to attend the same school as an older sibling.

C. POSITION

1. A student may apply for a COSA based on the following criteria:
 - a) When a documented unique hardship is shown. Problems that are common to large numbers of families do not constitute a unique hardship.
 - b) When a family moves within Montgomery County, preference to remain in the original school will be considered to complete the current school year only.
 - c) When a younger sibling seeks to attend the school where an older sibling will be enrolled in the regular/general school program, or a special education program, during the year the younger sibling seeks to enroll.

- d) When an older sibling attends a magnet, language immersion, or other application program, a COSA may be approved to the regular school program for younger siblings on a case-by-case basis. Such approval requires consideration of available classroom space, grade-level enrollment, staffing allocations, or other factors that impact the schools involved.
 - e) Sections c) and d) above do not apply if a boundary change has occurred.
2. COSAs are subject to the following procedures:
- a) COSA applications are to be submitted between February 1 and April 1 of the school year preceding the year of the desired transfer. Every effort will be made to notify parents/guardians and students of the decision regarding their COSA request by May 31. COSA requests submitted after April 1 will not be accepted unless the student is a new resident of Montgomery County or there is a bona fide emergency or event that could not have been foreseen prior to April 1. Documentation supporting this situation must be supplied.
 - b) Students who receive an approved COSA out of their current feeder pattern must attend the new school for one calendar year to be eligible to participate in athletics. A waiver from this restriction may be requested.
 - c) Parents/guardians accepting a COSA assume responsibility for transportation, and recognize that student parking is regulated on a school-by-school basis.
 - d) Reassignment from one consortium school to another after lottery assignments are finalized for that year are handled through the Division of Consortia Choice and Application Program Services, based on a unique hardship.
3. COSAs are not required for a student to attend a school other than their home school under the following conditions:
- a) A student attending a middle school on a COSA seeking to attend the high school in that middle school's feeder pattern.
 - b) Students who have been admitted to countywide programs, regional programs, or programs specifically identified by the superintendent of schools in a publication that will be issued annually and distributed broadly to promote equitable access to these programs. MCPS reserves the right to require students to return to their home school if they cease participation in the program.

- c) Any child who has an older sibling who is currently enrolled in a language immersion program, and will continue to be enrolled in that language immersion program the year the younger sibling seeks to enroll, may participate in a lottery established by the superintendent of schools for admission into the language immersion program. Such lottery shall include a weighting process that takes into consideration factors to include: (a) students who have an older sibling who is currently enrolled in a language immersion program and will continue to be enrolled in that language immersion program in the year the younger sibling seeks to enroll; (b) socio-economic status and poverty; and, (c) other factors as identified by the superintendent of schools, such as, in specific circumstances, a catchment area. Any child who has an older sibling who was enrolled in a language immersion program during the 2017-2018 school year and has an older sibling who will continue to be enrolled in the language immersion program the year the younger sibling seeks to enroll, may enroll in the language immersion program without the necessity of participating in the lottery conducted for admission into that program.

D. DESIRED OUTCOMES

1. To maintain the stability of school attendance boundaries by promoting home school attendance and respecting the space needs or limitations and staffing allocations of the individual schools.
2. To provide a process for students to receive a COSA when circumstances arise regarding a documented unique hardship, a recent family move within Montgomery County, or certain circumstances to permit a younger sibling to attend the same school as an older sibling.
3. To provide clarity for the relationship between the COSA process and countywide programs.

E. IMPLEMENTATION STRATEGIES

This policy is implemented through administrative regulation.

F. REVIEW AND REPORTING

This policy will be reviewed in accordance with the Board of Education policy review process.

Policy History: Resolution No. 288-72, April 11, 1972, amended by Resolution No. 825-72, December 12, 1972, reformatted in accordance with Resolution No. 333-86, June 12, 1986 and Resolution No. 458-86, August 12, 1986, accepted by Resolution No. 517-86, September 22, 1986; reviewed February, 1995; amended by Resolution No. 92-02, March 12, 2002; non-substantive modification, November 16, 2006; amended by Resolution No. 124-17, March 17, 2017.

REGULATION

MONTGOMERY COUNTY PUBLIC SCHOOLS

Related Entries: ACD, JEE, FAA

Responsible Office: Chief Operating Officer
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.

POLICY BOARD OF EDUCATION OF MONTGOMERY COUNTY

Related Entries: EEA-RA, EBH-RA, JEE, JEE-RA, JFA-RA, KLA

Related Sources: *Annotated Code of Maryland, Education Article, §3-903(c); Code of Maryland Regulations §13A.06.07.09 Instructional Content Requirements; Montgomery County Code, Article II, §44-7 Denominational and parochial school students entitled to transportation; and Montgomery County Code, Article II, §44-8, Cost of transportation of students; levy and appropriation; charge to students.*

Responsible Office: Chief Operating Officer
Department of Transportation

Student Transportation

A. PURPOSE

To establish safe, responsive, and accountable operation of the Montgomery County Public Schools (MCPS) student transportation system, in partnership with parents and students, and to delineate the services provided.

B. ISSUE

MCPS is authorized by the regulations of the State of Maryland to provide safe and efficient transportation to the students residing within Montgomery County. The Montgomery County Board of Education is responsible for establishing the operational expectations and eligibility criteria for its student transportation services. It is the responsibility of the Montgomery County Board of Education to work with other agencies when needed and to consider the safety of students when designing school site plans including pedestrian and vehicular traffic patterns; assessing routes for walking to and from school and school bus stops; and, establishing bus routes and locations of school bus stops.

C. POSITION

1. Eligibility for Transportation

- a) The Board of Education adopted attendance areas for each school are the basis upon which transported areas are defined. Students attending their home school who reside beyond the distances defined below will receive transportation services.

- (1) Transported areas surrounding MCPS schools are as follows:
 - Elementary Schools—beyond 1 mile
 - Middle Schools—beyond 1.5 miles
 - High Schools—beyond 2.0 miles
 - (2) The superintendent of schools is authorized to extend these distances by one-tenth of a mile to establish a reasonable line of demarcation between transported and non-transported areas.
 - (3) Transportation may be provided for distances less than that authorized by Board policy if a condition is considered hazardous to the safety of students walking to or from school, or to establish a reasonable boundary consistent with the safety criteria outlined in C.2.
- b) The Board of Education may establish transportation services for certain consortia schools, magnet, gifted and talented, International Baccalaureate, language immersion, alternative, or other programs based on the purposes of the programs, attendance areas, and available funding.
 - c) Enhanced levels of transportation services will be provided to those students, such as special education students, who meet the eligibility requirements of federal and state laws. Commercial carriers may be used to provide required services.
 - d) Students who attend denominational and parochial schools may be transported as specified under provisions of the Montgomery County Code. This service will be provided only on a space-available basis along established bus routes designed to serve public schools in keeping with the terms and conditions as set forth in this policy.
 - e) Under special circumstances, students may ride established bus routes across attendance boundaries for valid educational reasons.
 - f) Mixed grade/age level student loads are permitted.
 - g) Every effort is made to balance ride times and resources.
 - h) Buses may be used for educationally valuable purposes other than transporting students to and from the regular school day, such as field trips, extracurricular events, interscholastic sports, and outdoor education or

academic programs. Unless otherwise approved by the superintendent or his or her designee, use of MCPS buses is limited to MCPS and other governmental agencies. MCPS will establish criteria and rates for the use of MCPS transportation services for purposes other than transporting students to and from school on the regular school day.

- i) In exigent circumstances, the superintendent may apply to the Board of Education for a waiver to temporarily adjust transported distances. Board action on the waiver request can be taken after allowing at least 21 days for public comment following publication of the waiver request. If the Board deems an emergency exists, this notification provision may be waived without notice if all Board members are present and there is unanimous agreement.

2. Student Safety

- a) MCPS is responsible for routing buses in a manner that maximizes safety and efficiency.
- b) MCPS buses will not cross a main line railroad at grade crossing while in Montgomery County.
- c) MCPS is responsible for designing traffic control patterns for new and renovated schools prior to the completion of construction. MCPS will assess the safety of proposed traffic control patterns taking into consideration safe approaches by pedestrians, bicyclists, and motorists.
- d) MCPS is responsible for conducting safety evaluations of bus stops and recommended walking routes. The following criteria will apply to students walking to schools or school bus stops:
 - (1) Students are expected to walk in residential areas along and across streets, with or without sidewalks.
 - (2) Students are expected to walk along primary roadways with sidewalks or shoulders of sufficient width to allow walking off the main road.
 - (3) Middle and high school students are expected to cross all controlled intersections where traffic signals, lined crosswalks, or other traffic control devices are available.

- (4) Elementary school students may be required to cross primary roadways where an adult crossing guard is present.
 - (5) Elementary and middle school students are not expected to cross mainline railroad tracks unless a pedestrian underpass, overpass or adult crossing guard is present.
 - (6) Students are expected to walk along public or private pathways or other pedestrian routes.
- e) MCPS will follow an effective process for handling and investigating accidents so that injured students and staff are cared for promptly, further injury is prevented, and correct and timely information is disseminated to all necessary parties.
 - f) Student safety, security, and comfort depend on appropriate behavior on MCPS buses identical to that expected of students in school. The Board of Education affirms that, while riding the bus, students are on school property, and disciplinary infractions are handled in accordance with Regulation JFA-RA: *Student Rights and Responsibilities* and other related policies and regulations.

3. Community Partnerships

- a) MCPS will encourage a partnership of students, parents, and school staff to teach and enforce safe transportation practices.
 - (1) MCPS will implement a systemwide outreach and education program to teach safe walking practices en route to and from school, encourage safe bus-riding behavior, and reinforce appropriate student conduct while riding the bus.
 - (2) School staffs will encourage parents to teach their students safe walking practices en route to and from school.
 - (3) Bus operators and attendants are responsible for maintaining safe conditions for students boarding, riding, and exiting the bus. MCPS will provide preservice and in-service instruction to bus operators and attendants, consistent with COMAR 13A.06.07.09.
 - (4) Parents will be responsible for their child's safety along their walking route and at the bus stop. While waiting at bus stops, students should

observe safe practices, respect persons and private property, and stand well off the traveled portion of the road.

- b) Principals and the leadership of PTAs or parent teacher organizations at special programs located at special centers that operate in lieu of nationally affiliated PTAs will be notified in advance of routing changes that involve reductions of service, as described in Regulation EEA-RA.

4. Identification and Resolution of Transportation and Safety Issues

Members of the public are encouraged to address inquiries, concerns, or complaints regarding student transportation as set forth in Policy KLA: *Responding to Inquiries and Complaints from the Public*. Complaints not resolved through the cluster transportation supervisor or other department staff, including the director of transportation may be appealed to the chief operating officer who will render a decision on behalf of the superintendent of schools, advising the appellant of the right to further appeal to the Board of Education consistent with the Education Article, *Annotated Code of Maryland*, Section 3-903(c).

5. Environmental and Economic Considerations

MCPS will balance environmental and economic factors when operating and maintaining its vehicles.

D. DESIRED OUTCOME

MCPS will have an efficient system of student transportation that provides an appropriate means of travel to and from school, is responsive to community input, and, in partnership with parents and students, coordinates effective community participation in the safe movement of students on a daily basis.

E. IMPLEMENTATION STRATEGIES

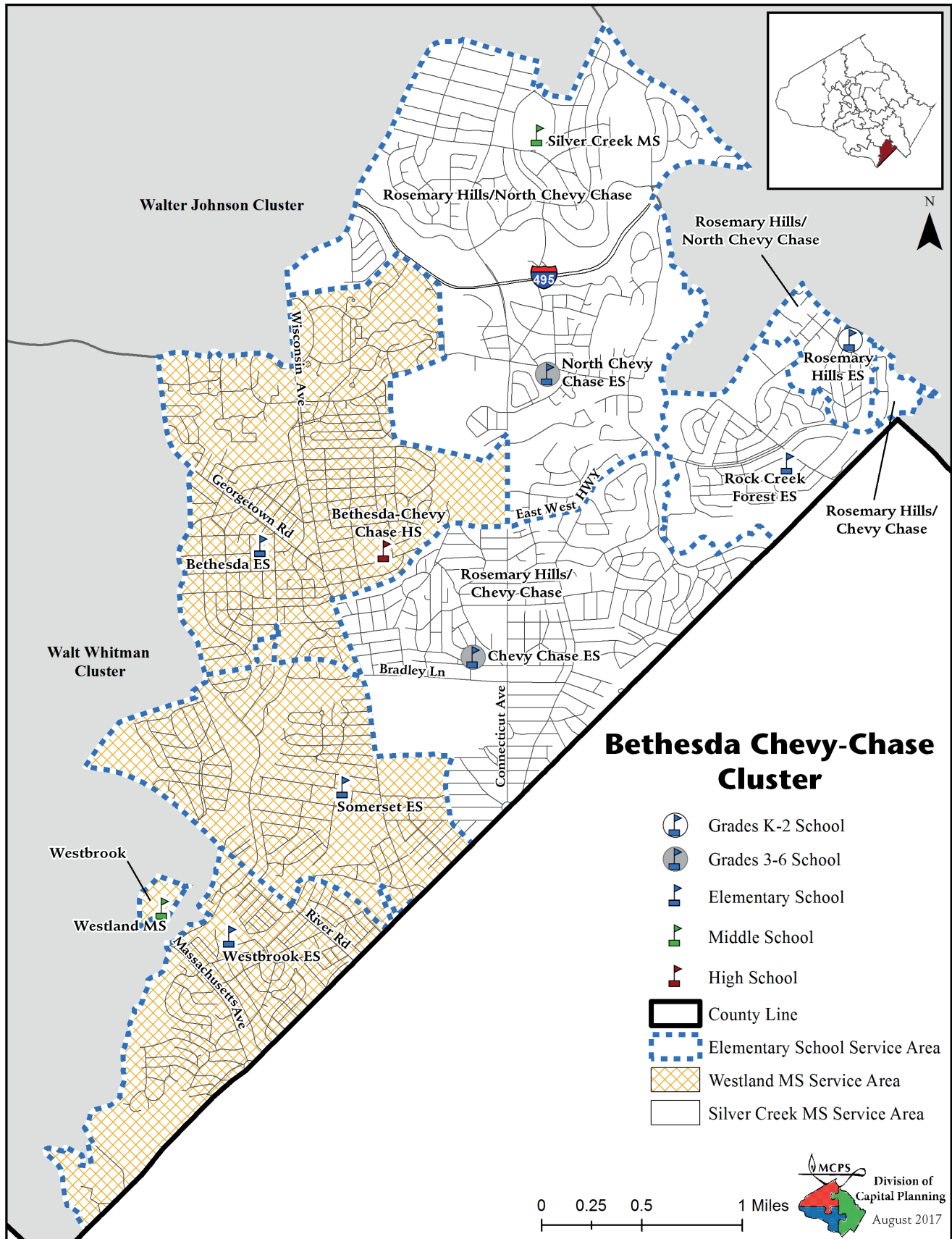
The superintendent will develop regulations to implement this policy as needed.

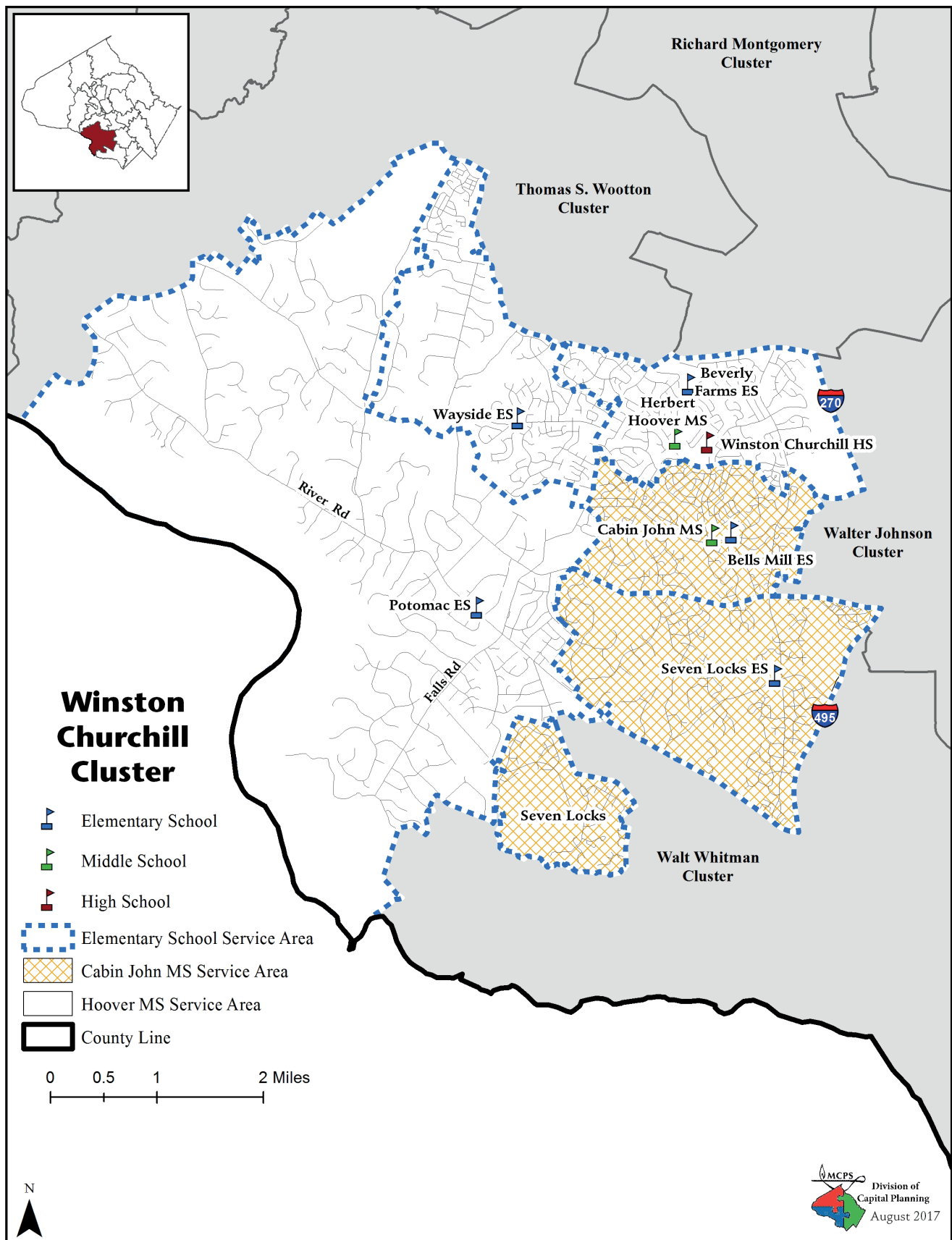
F. REVIEW AND REPORTING

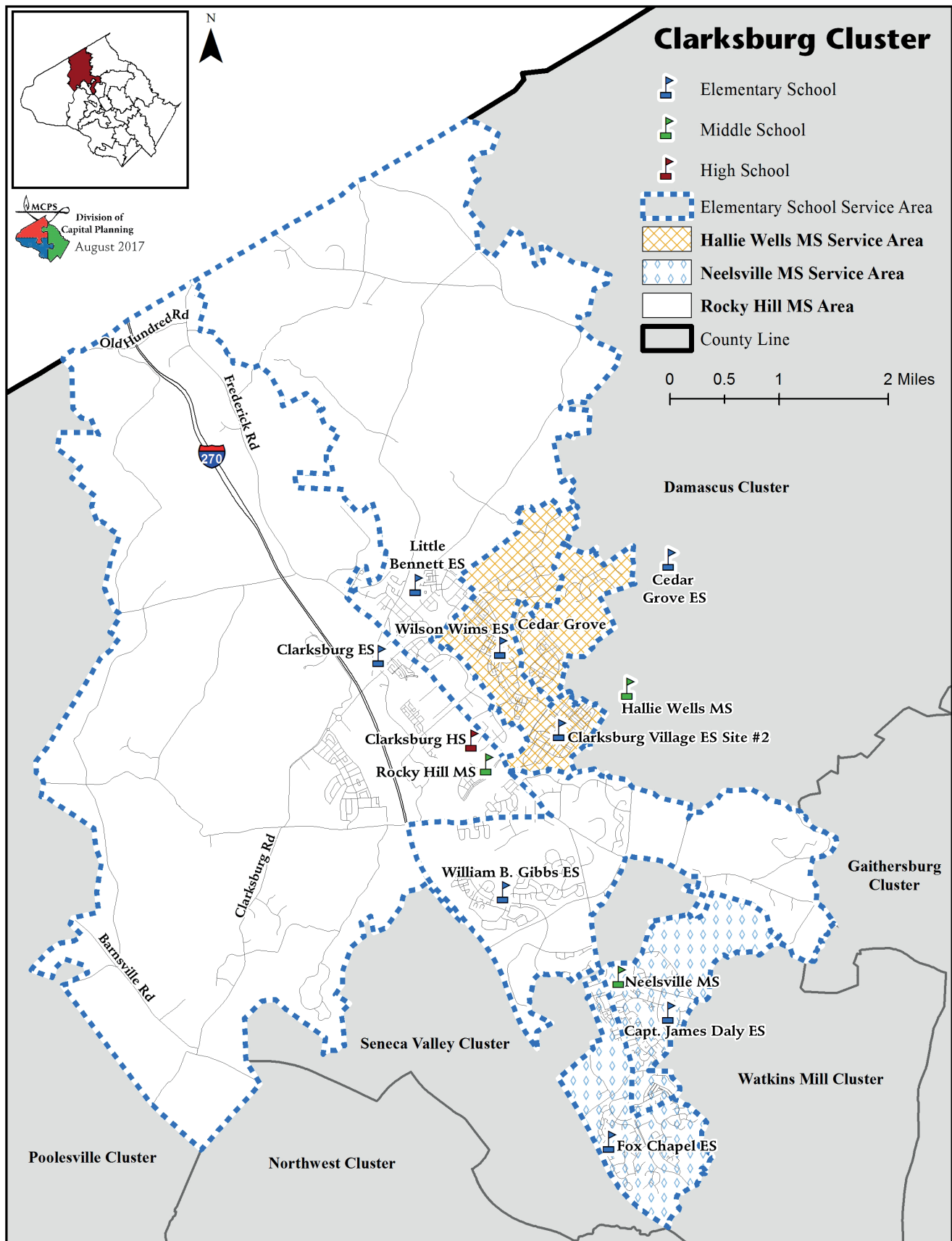
This policy will be reviewed on an ongoing basis in accordance with the Board of Education policy review process.

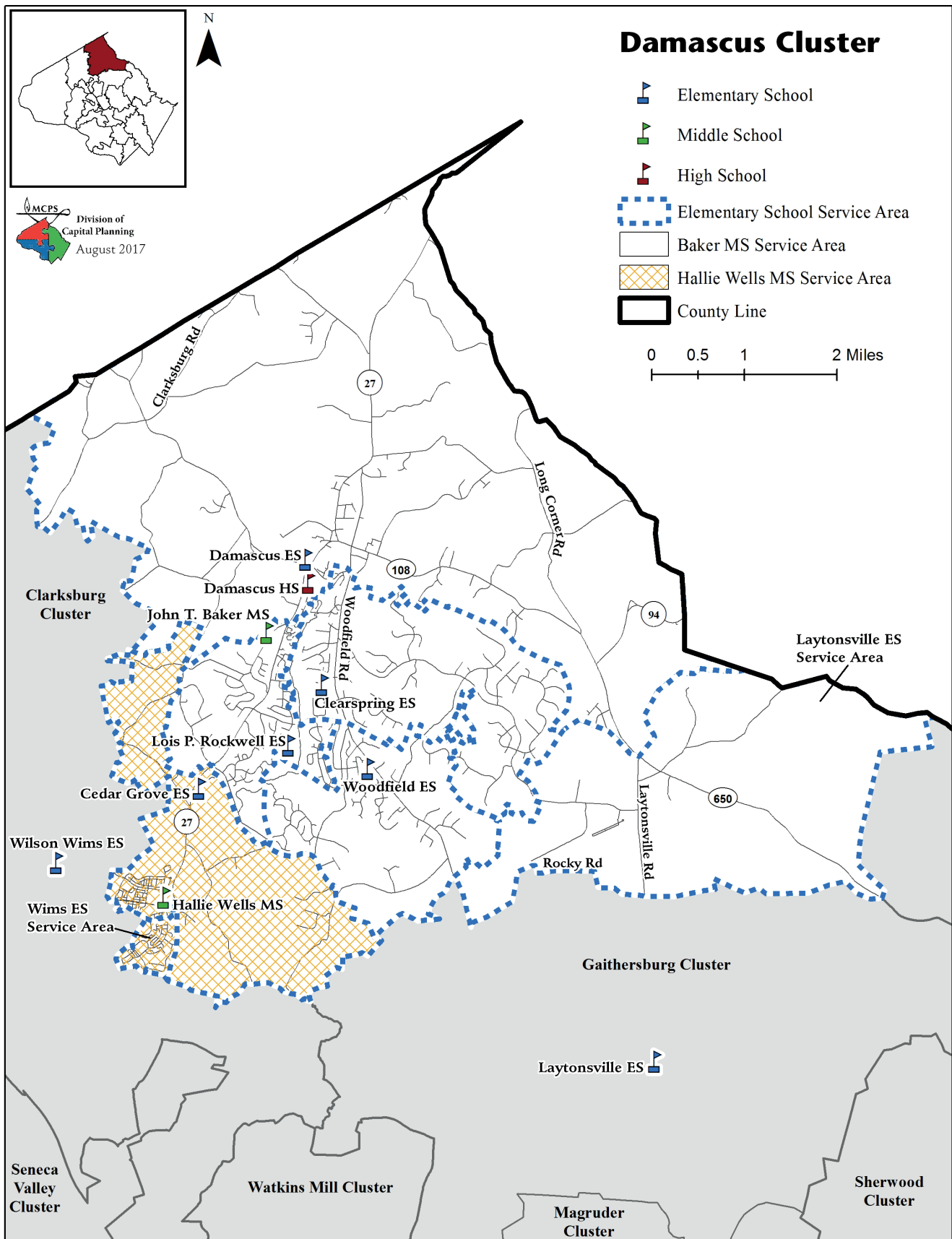
Policy History: Adopted by Resolution No. 89-78, February 13, 1978; amended by Resolution No. 219-78, March 14, 1978, Resolution No. 718-78, October 10, 1978, and Resolution No. 725-79, August 20, 1979; amended by Resolution No. 403-84, July 23, 1984; reformatted in accordance with Resolution No. 333-86, June 12, 1986, and Resolution No. 438-86, August 12, 1986, and accepted by Resolution No. 147-87, February 25, 1987; amended by Resolution No. 284-97, May 13, 1997; amended by Resolution No. 616-01, November 13, 2001; amended by Resolution No. 252-08, June 23, 2008.

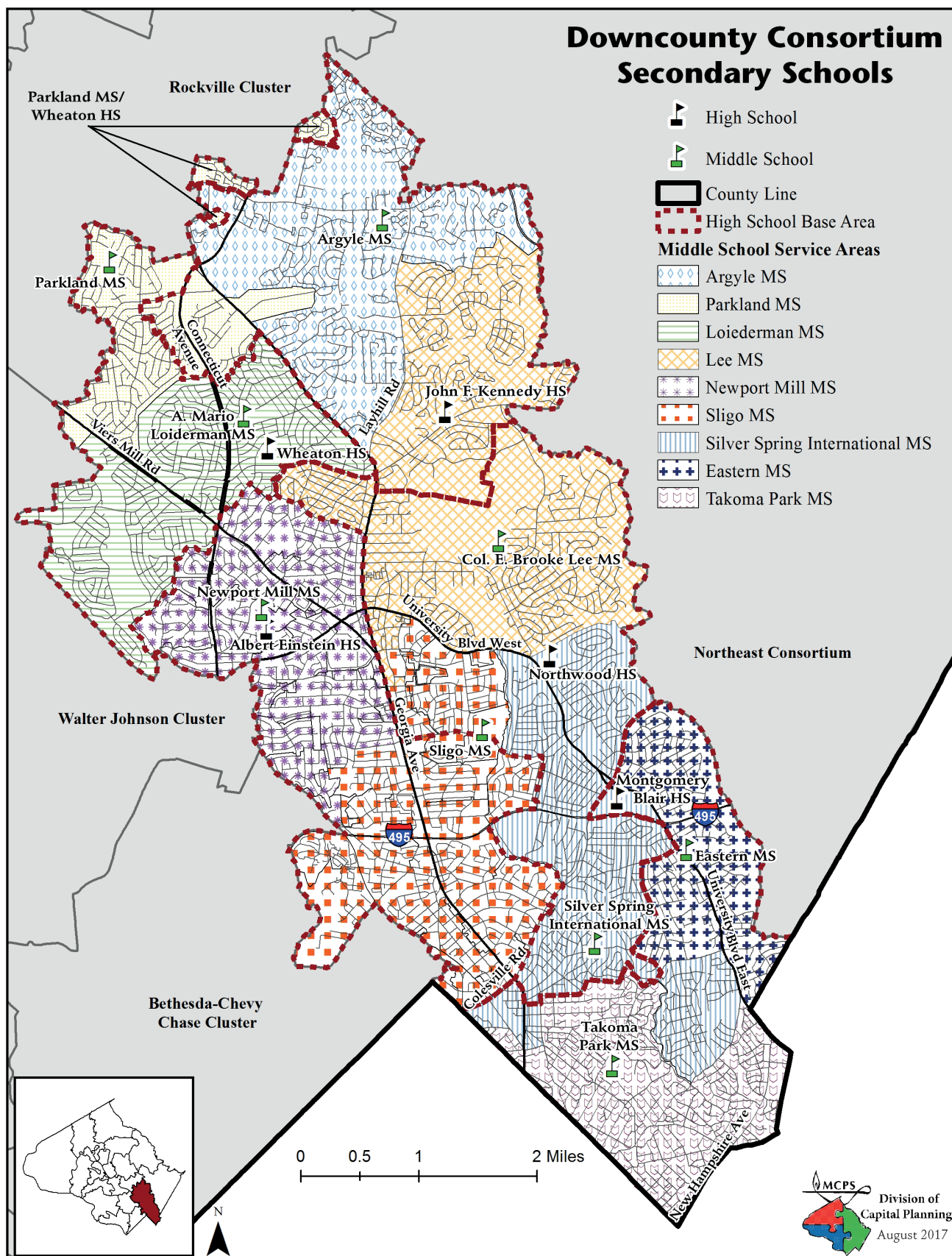
Appendix X

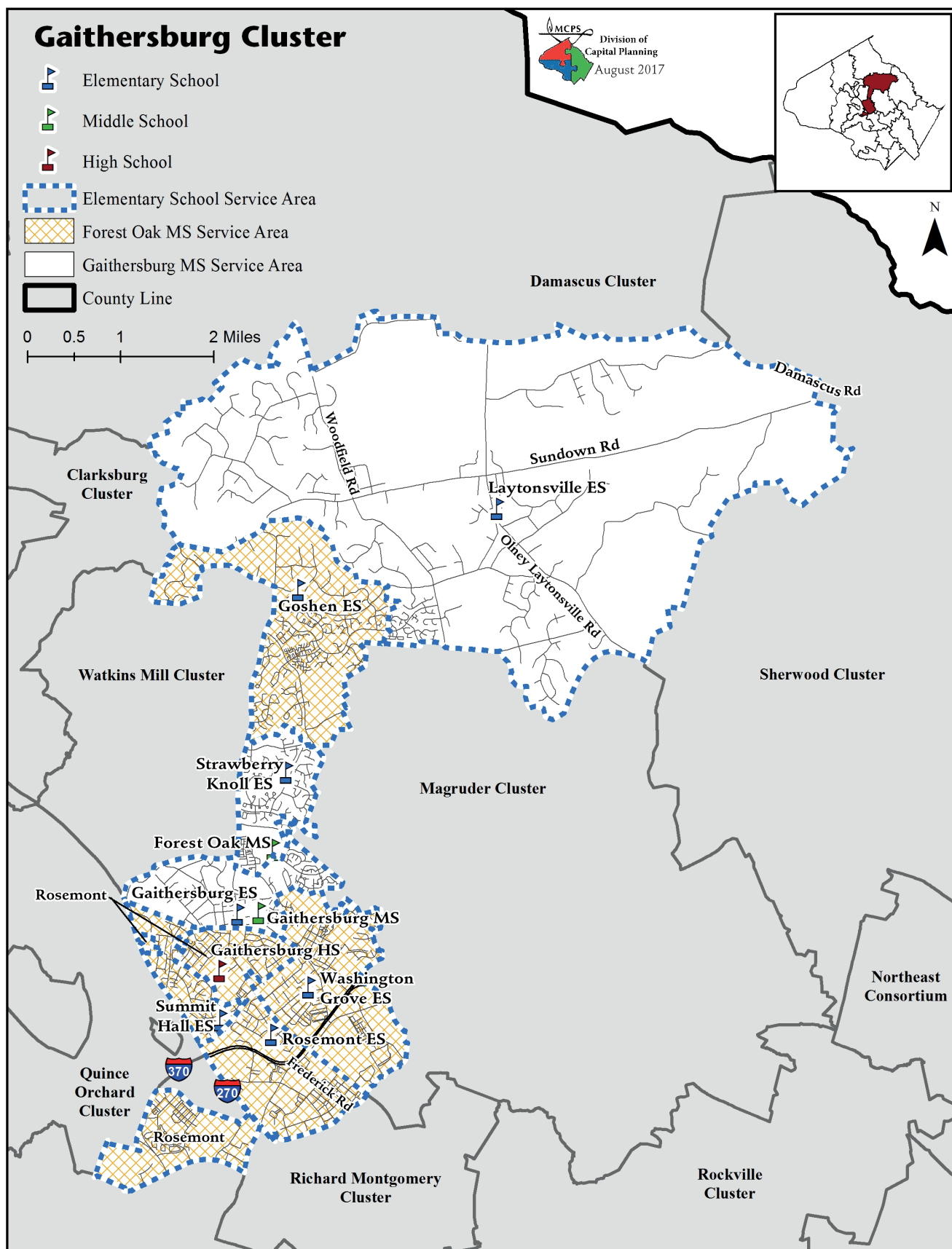


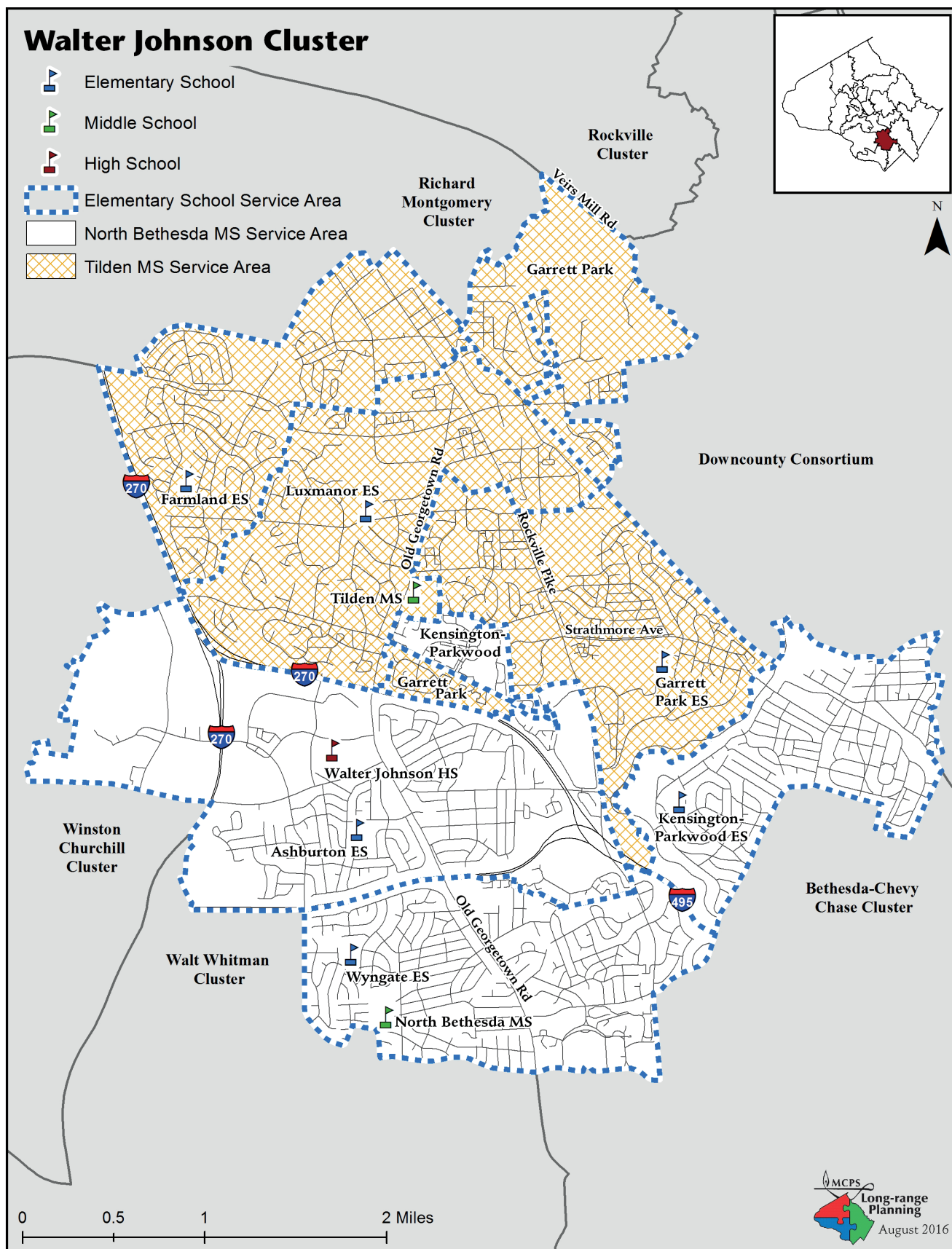




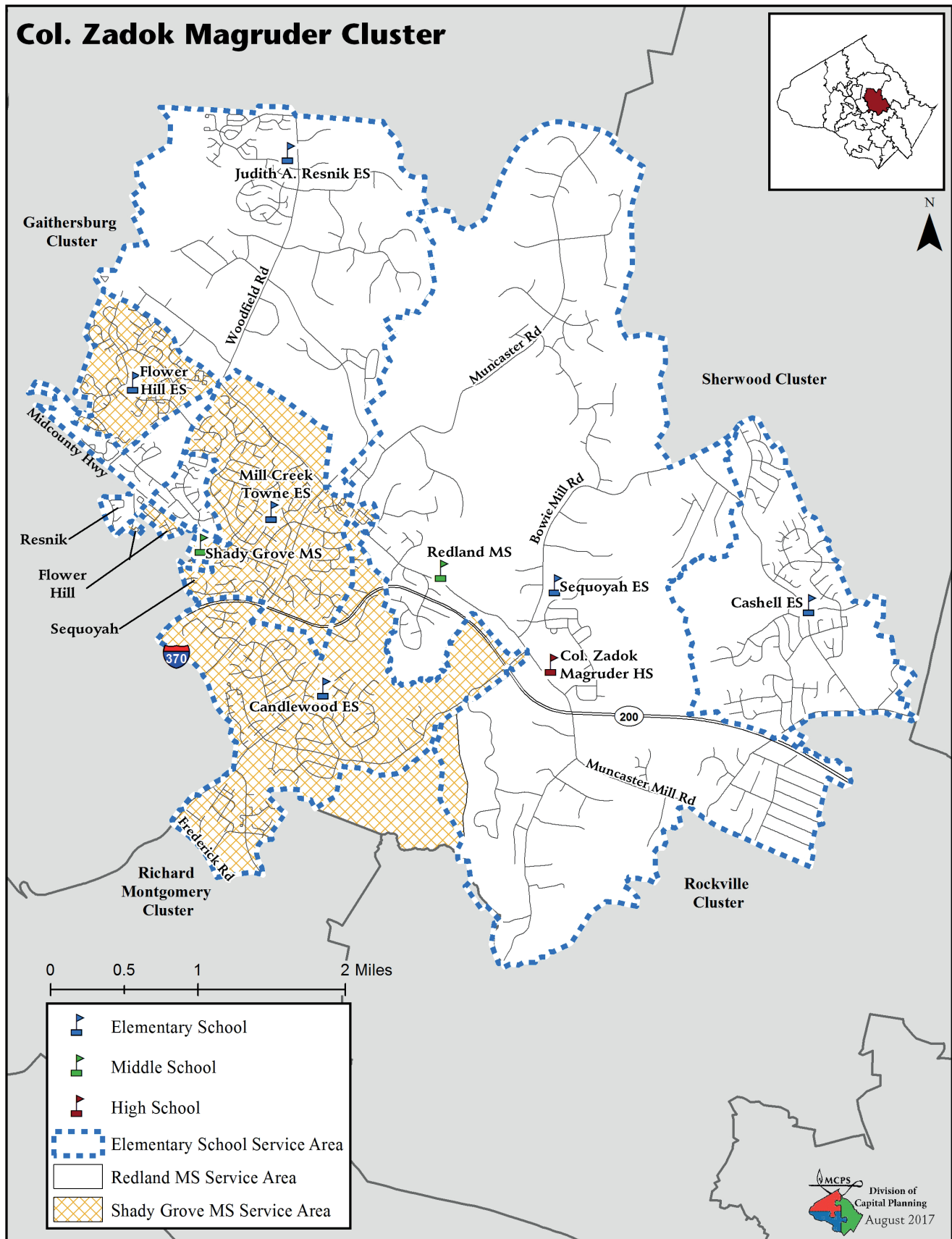


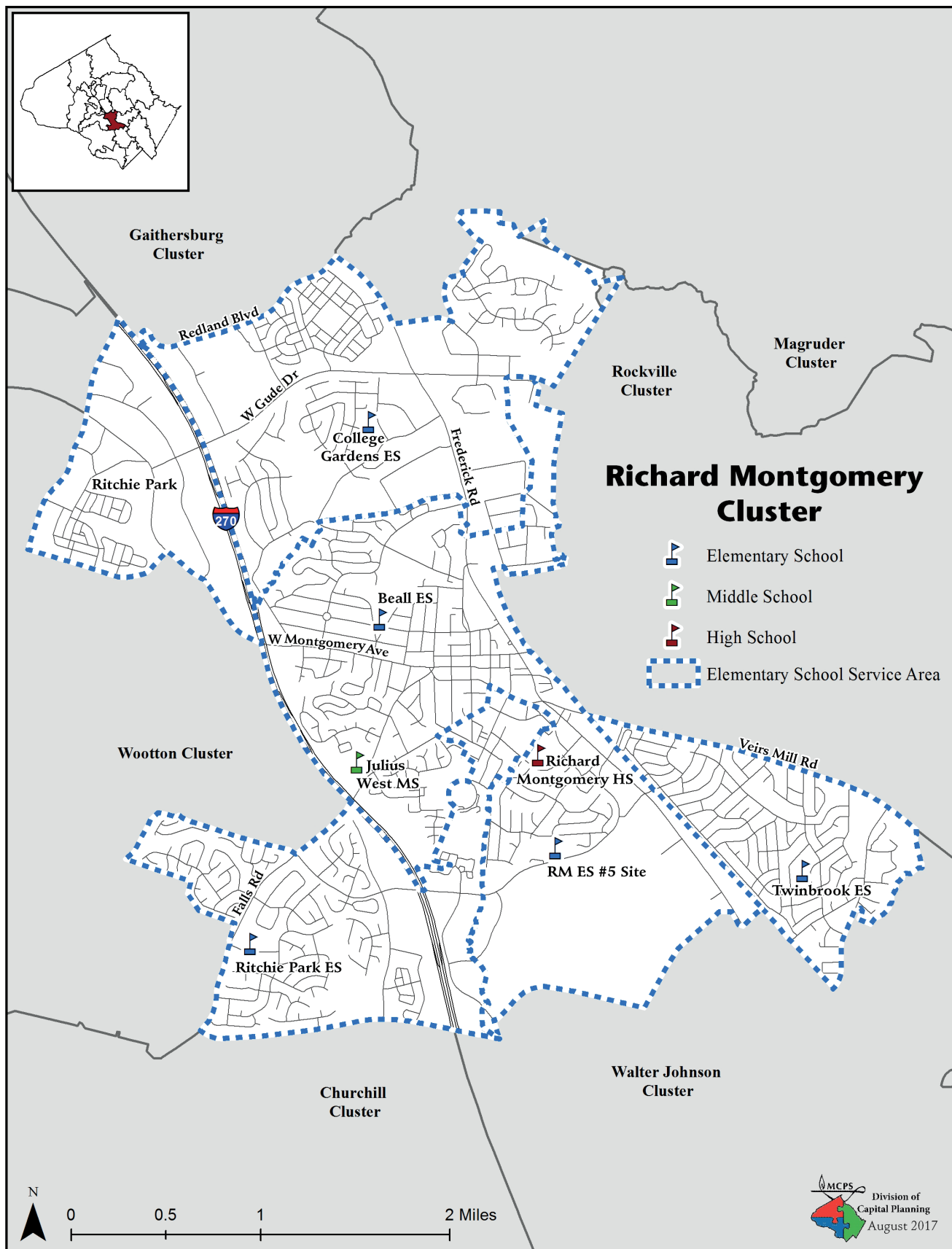


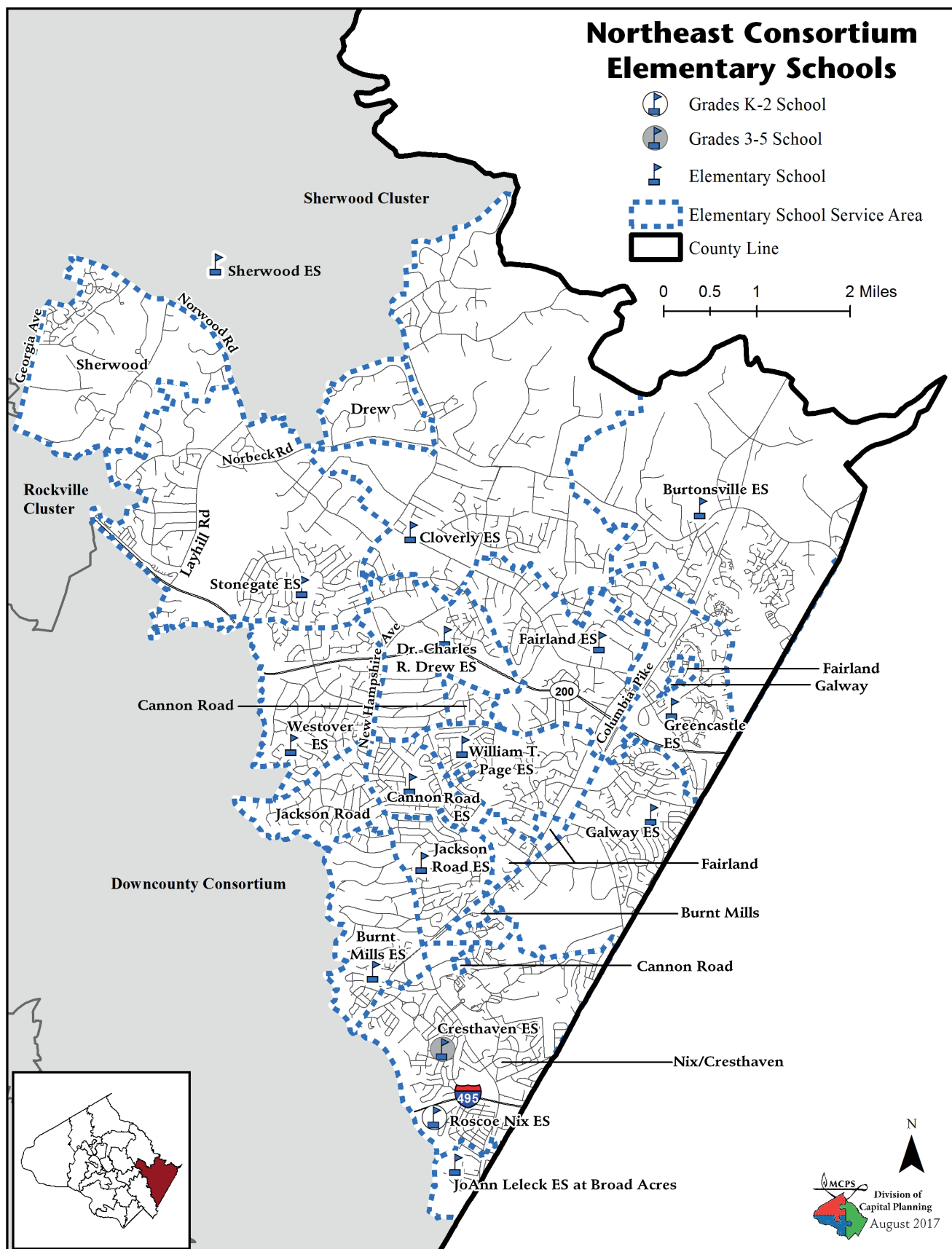


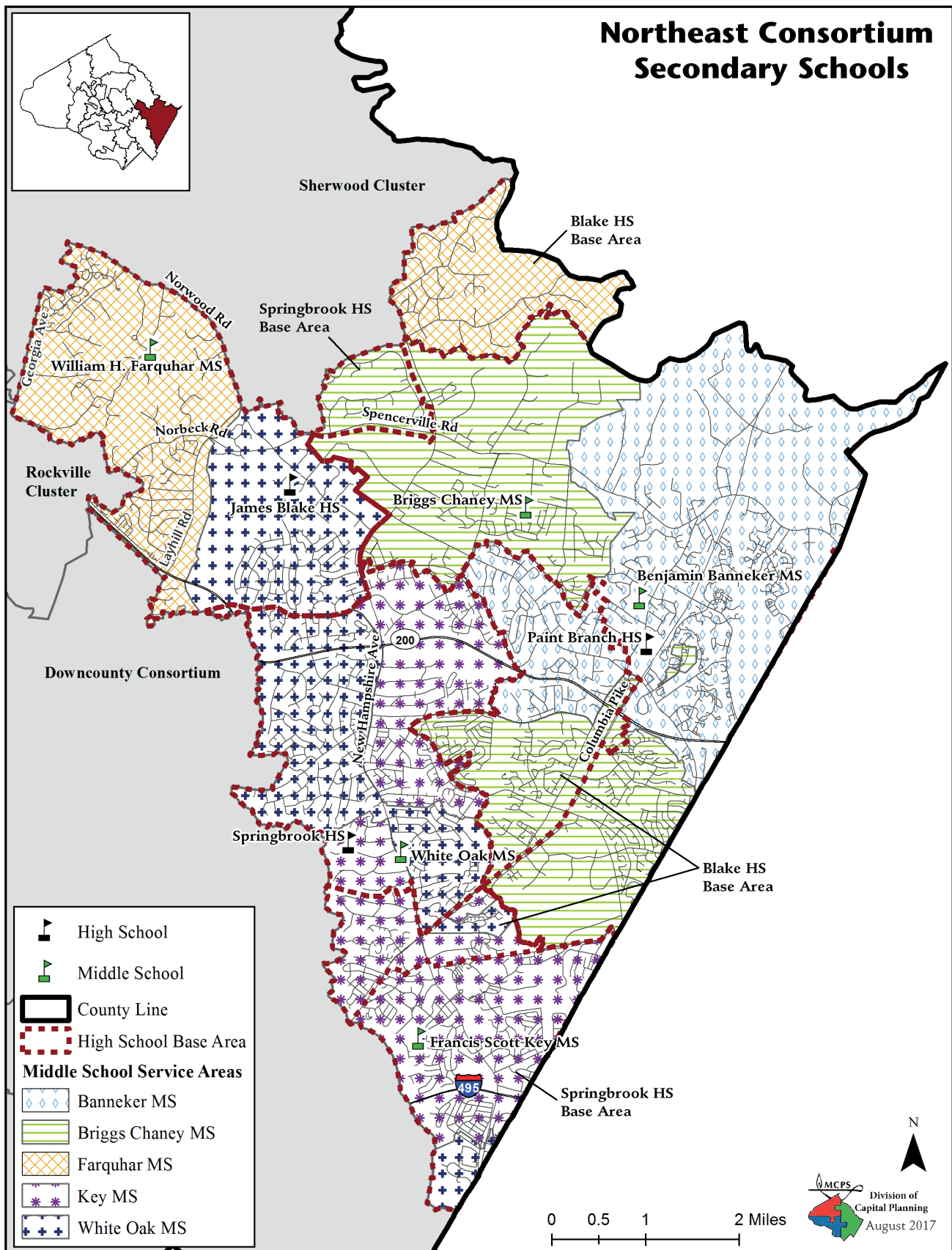


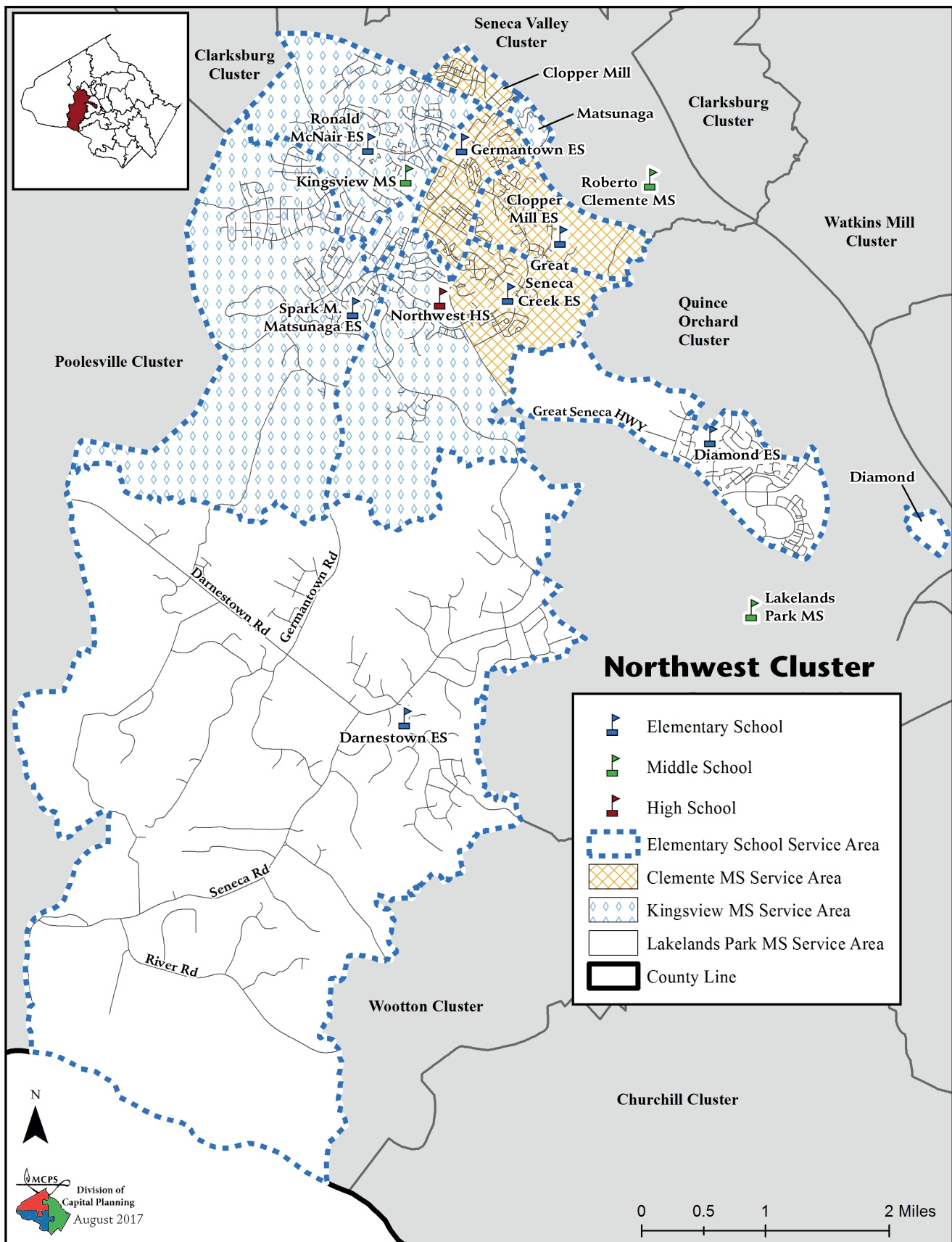
Col. Zadok Magruder Cluster












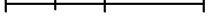
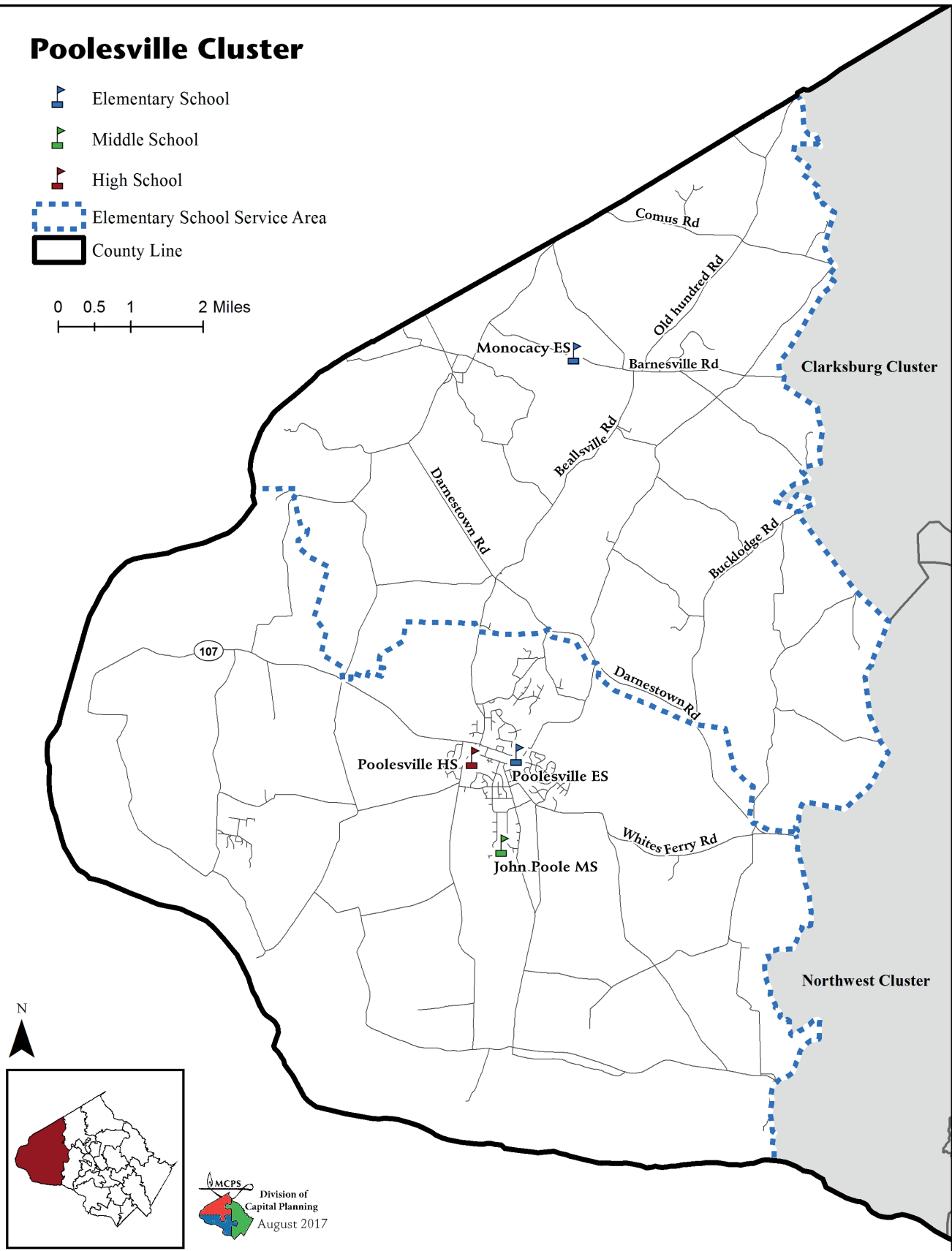


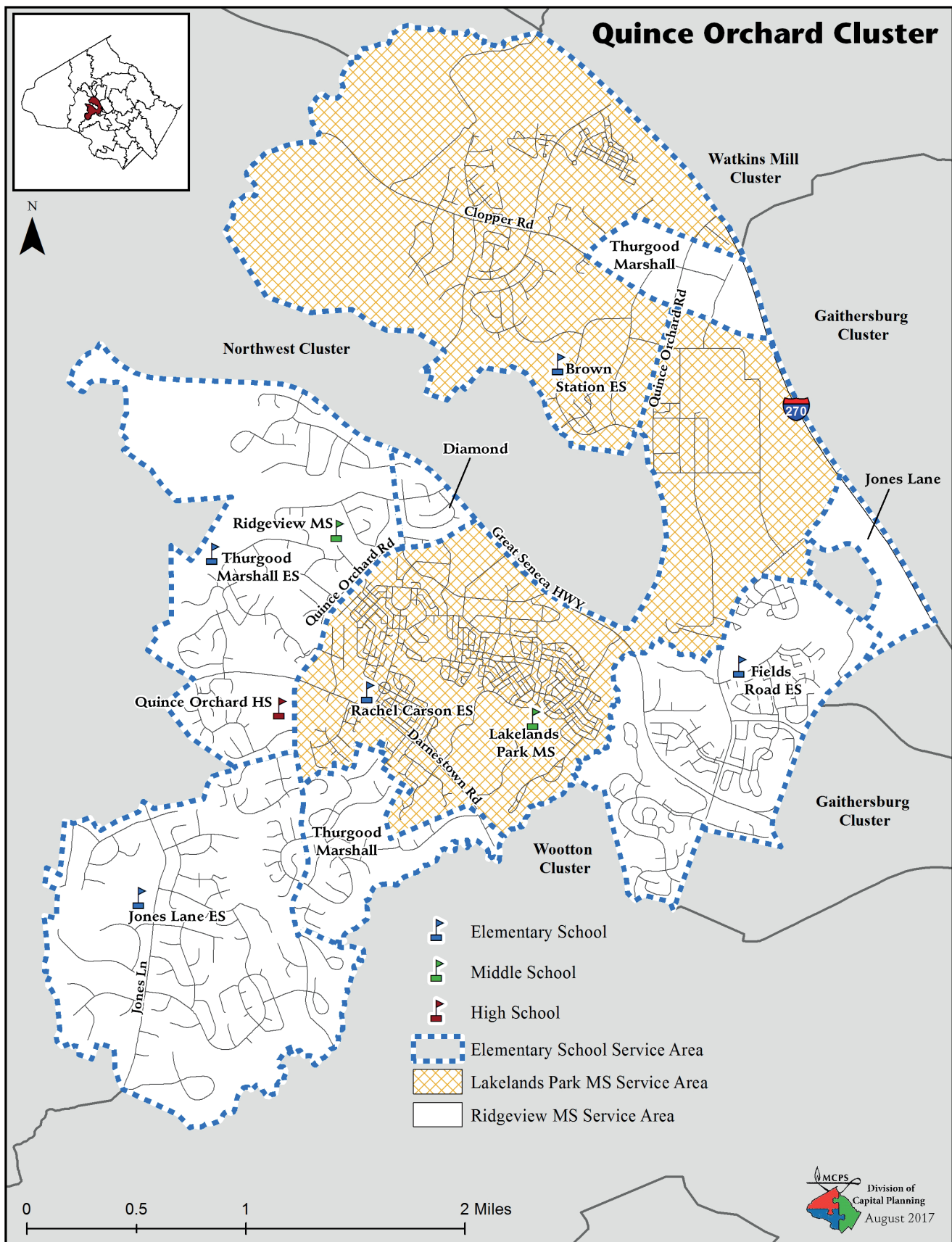


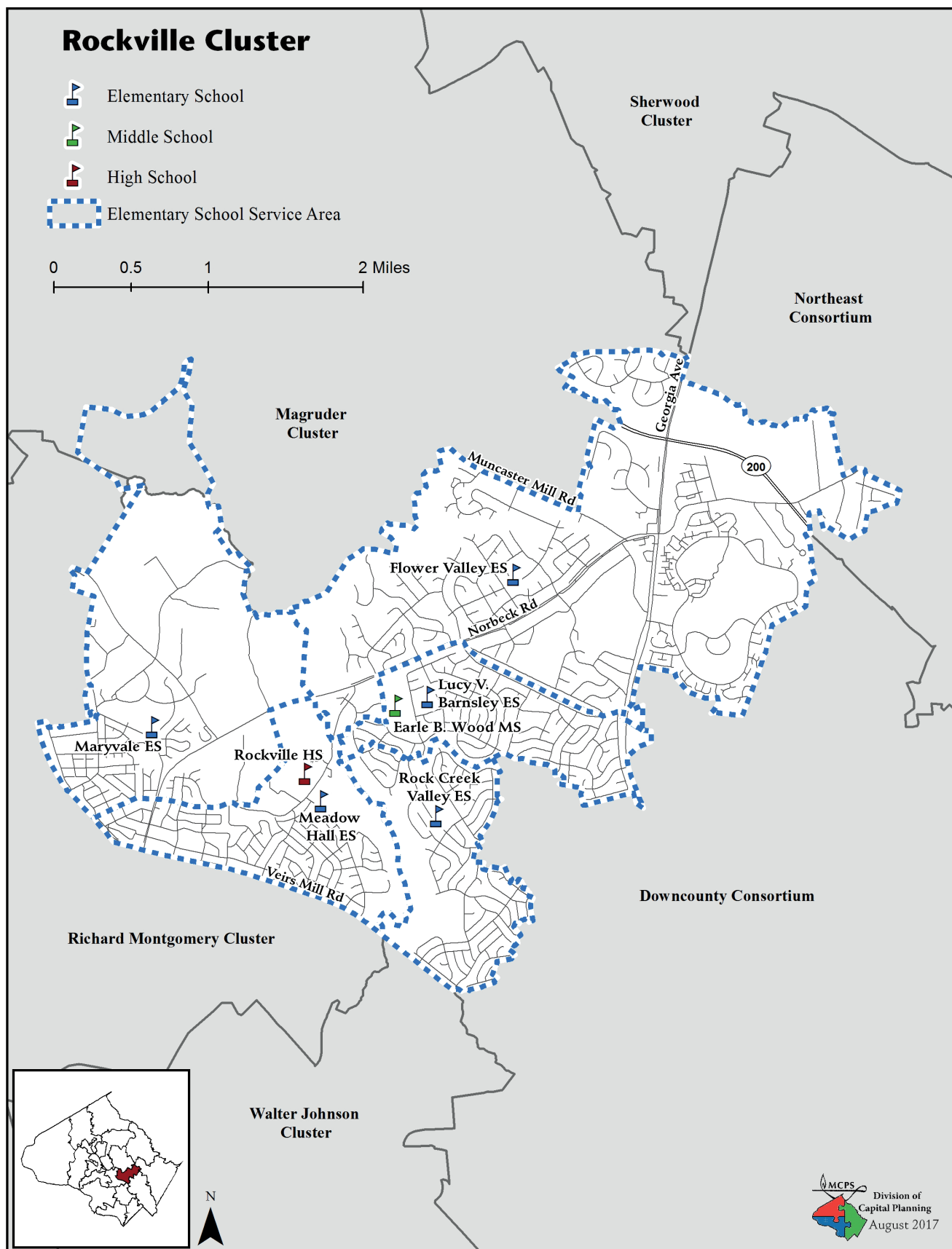
Poolesville Cluster

-  Elementary School
-  Middle School
-  High School
-  Elementary School Service Area
-  County Line







0 0.5 1 2 Miles

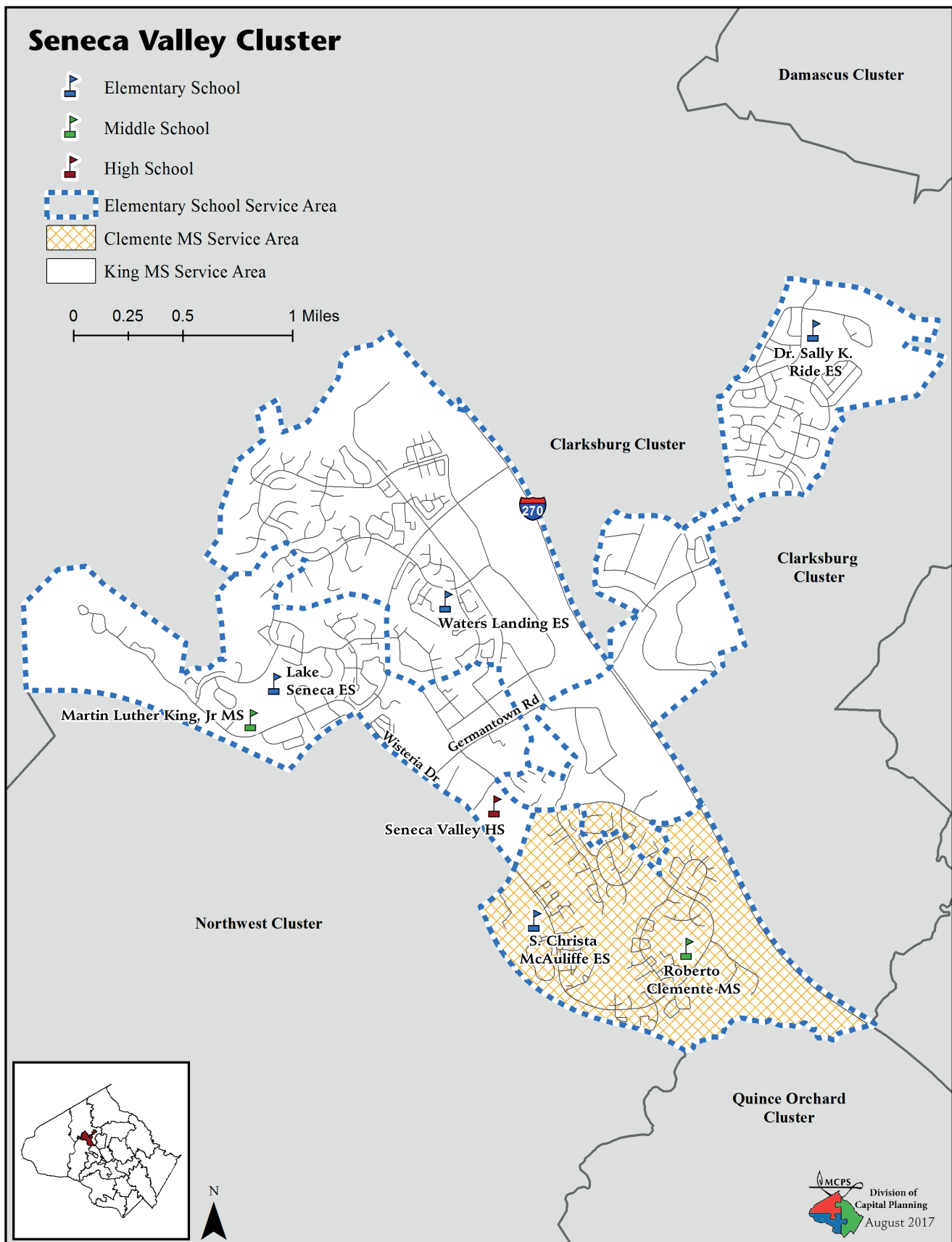


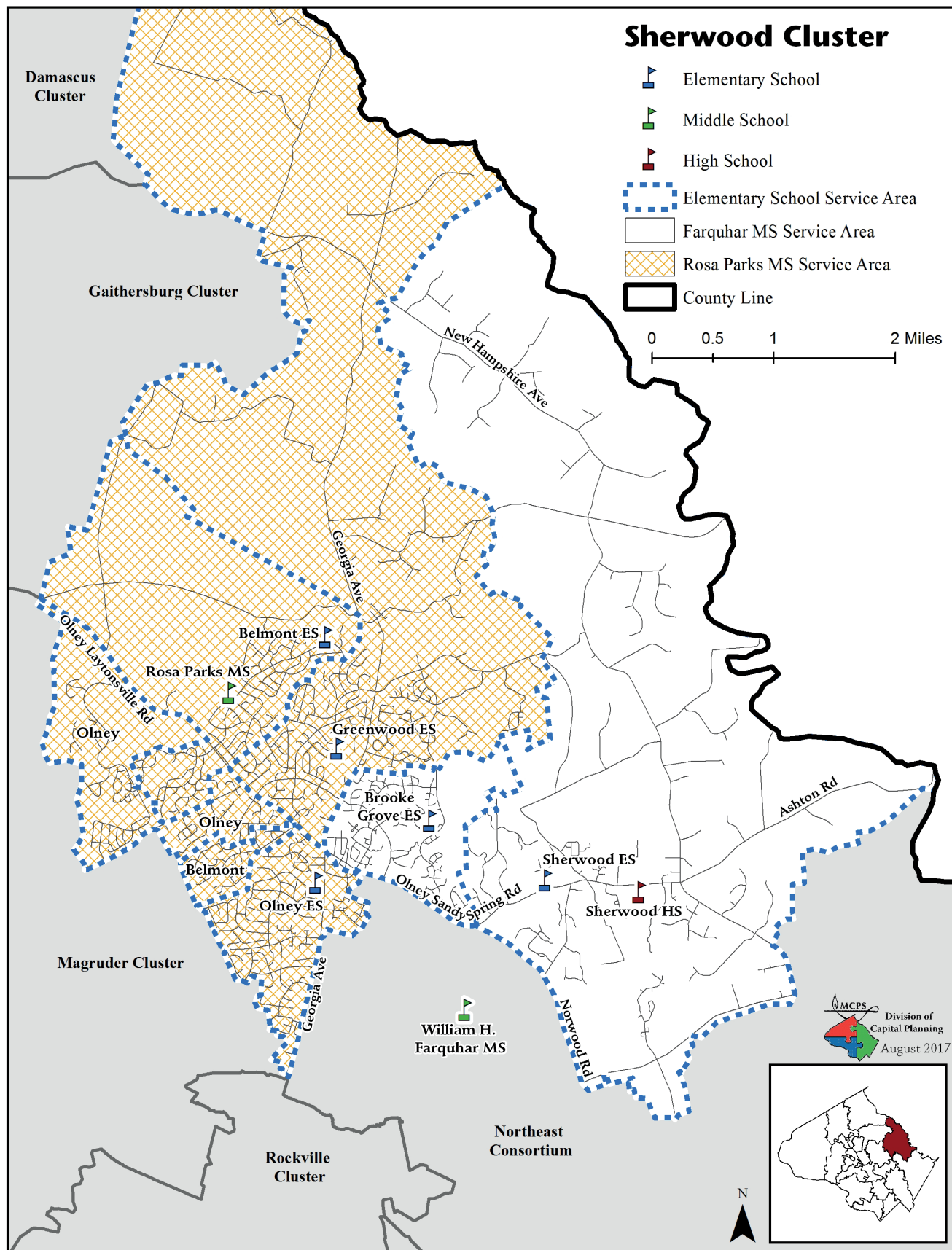


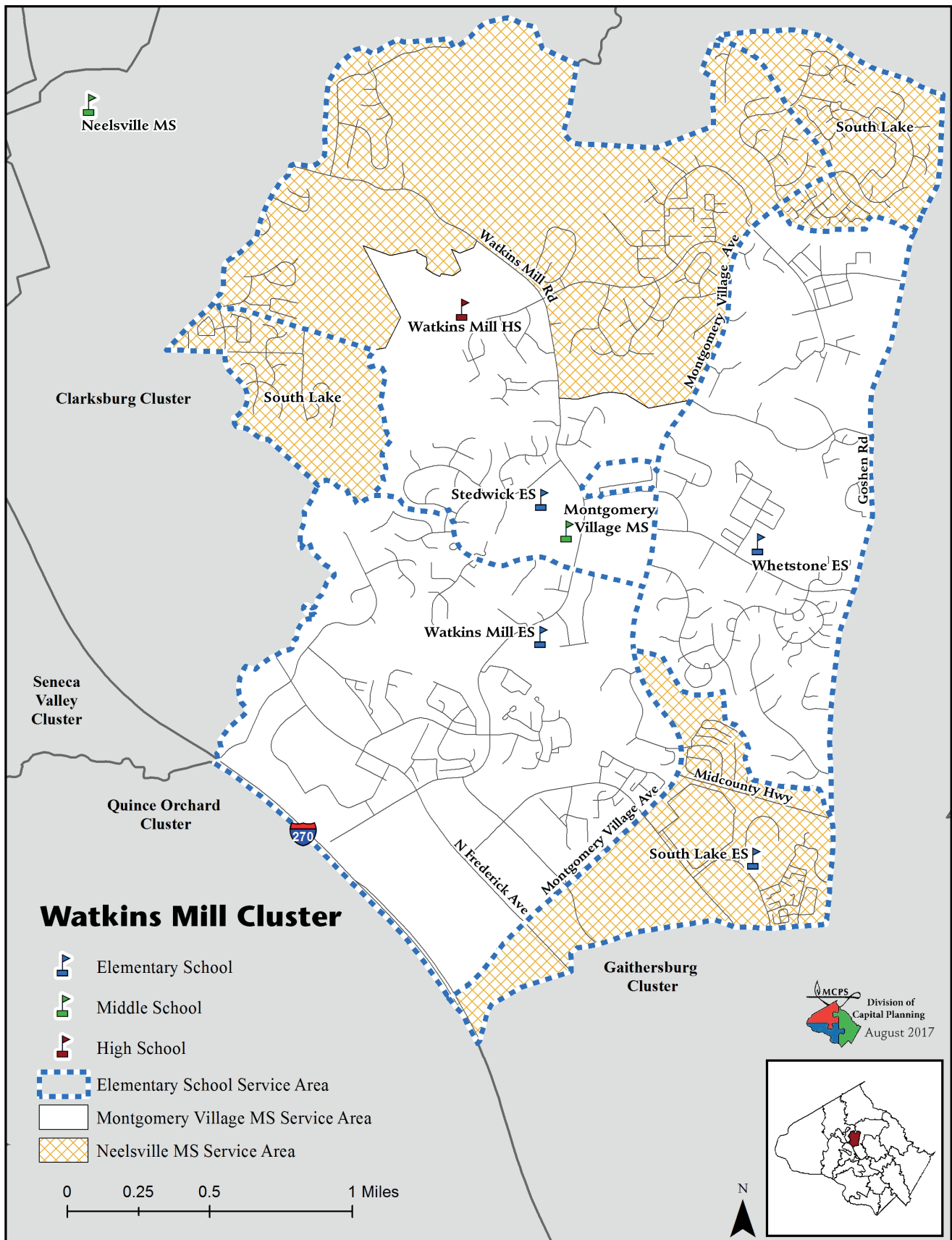
Seneca Valley Cluster

-  Elementary School
-  Middle School
-  High School
-  Elementary School Service Area
-  Clemente MS Service Area
-  King MS Service Area

0 0.25 0.5 1 Miles







Walt Whitman Cluster



Elementary School



Middle School



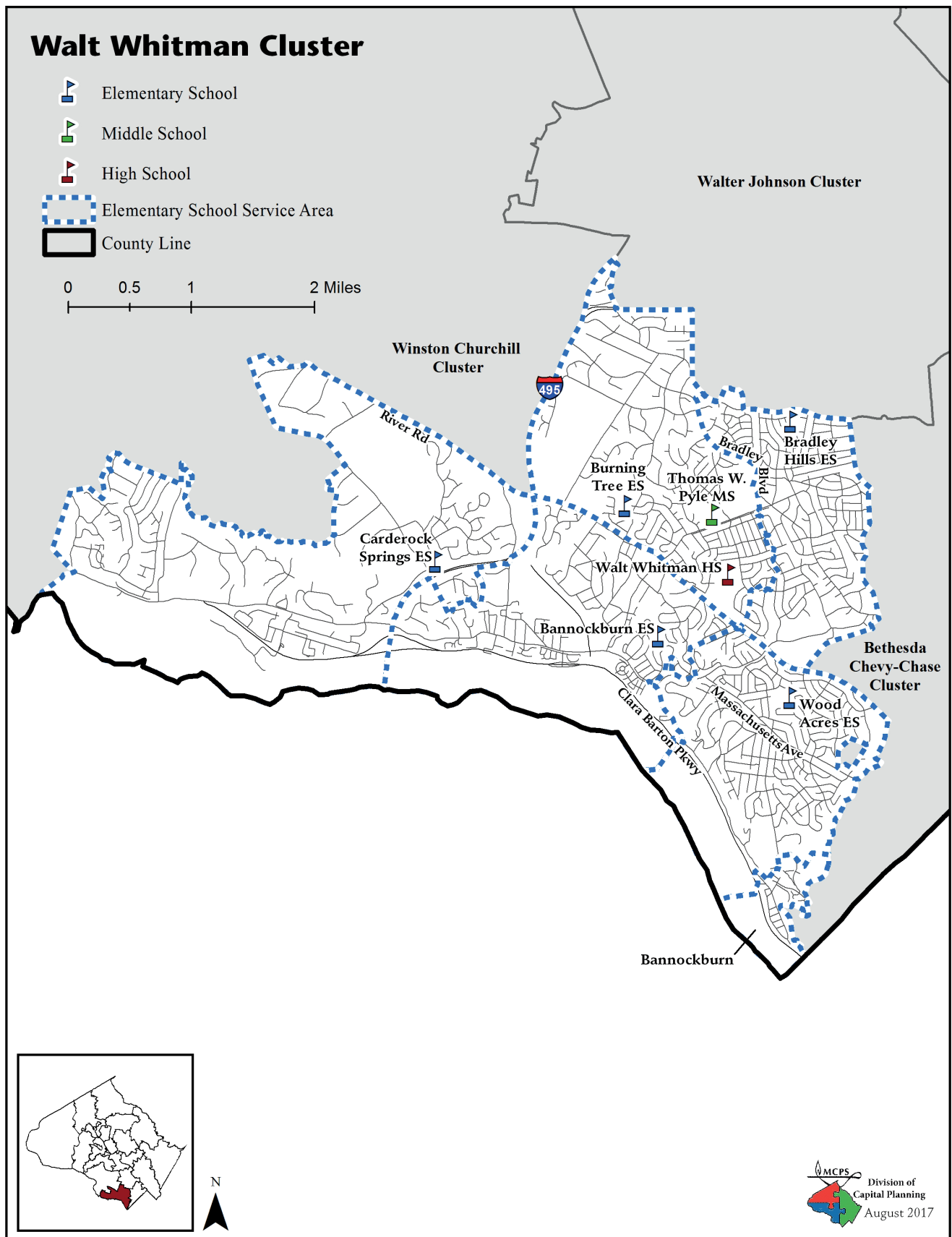
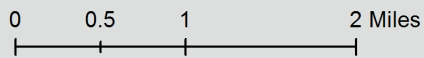
High School




Elementary School Service Area




County Line





Wootton Cluster

 Elementary School

 Middle School

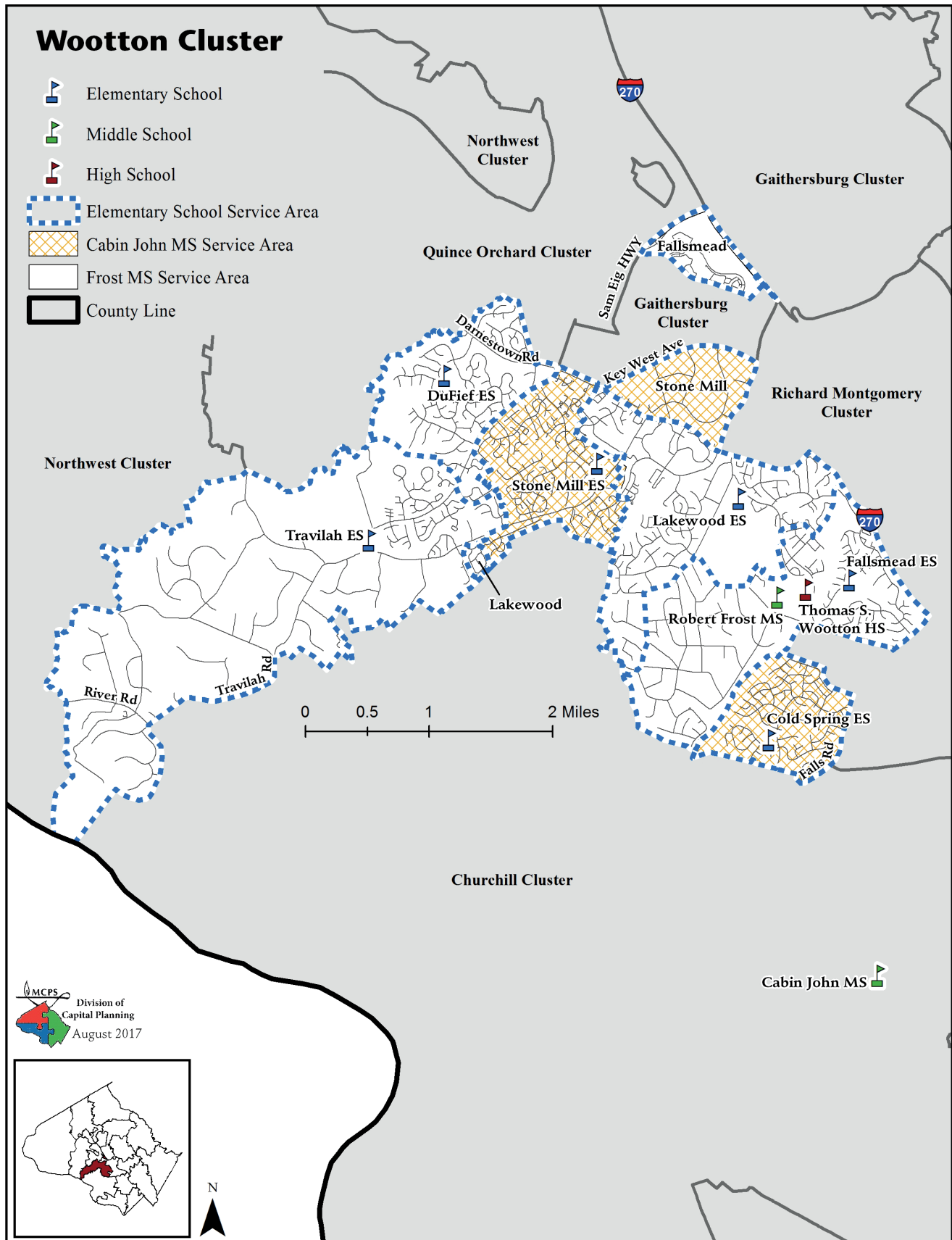
 High School

 Elementary School Service Area

 Cabin John MS Service Area



 Frost MS Service Area

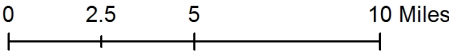
 County Line







MCPS
Division of
Capital Planning
August 2017

Special Education Centers

-  Special Education Center
-  Cluster Boundary





Other Educational Facilities

-  Environmental Education Center
-  Technical Career High School
-  Alternative School
-  Cluster Boundary



Holding Facilities

-  Holding Facilities
-  Cluster Boundary



2017-2018



Rockville, MD

Montgomery County Public Schools

www.montgomeryschoolsmd.org

August 2017

ELEMENTARY SCHOOLS

No.	Name and Address	Principal	Telephone
790.....	Arcola , 1820 Franwall Ave., Silver Spring 20902	Emmanuel J. Jean-Philippe	301-287-8585
425.....	Ashburton , 6314 Lone Oak Dr., Bethesda 20817	Gregory C. Mullenholz	240-740-1300
420.....	Bannockburn , 6520 Dalroy Lane, Bethesda 20817	Kathryn D. Bradley	240-740-1270
505.....	Lucy V. Barnsley , 14516 Nadine Dr., Rockville 20853 (Located at North Lake Center, 15101 Bauer Dr., Rockville 20852)	Andrew J. Winter	240-740-3260
207.....	Beall , 451 Beall Ave., Rockville 20850	Elliot M. Alter	240-740-1220
780.....	Bel Pre , 13801 Rippling Brook Dr., Silver Spring 20906	Dara Brooks	240-287-8870
607.....	Bells Mill , 8225 Bells Mill Rd., Potomac 20854	Jerri L. Oglesby	240-740-0480
513.....	Belmont , 19528 Olney Mill Rd., Olney 20832	Evan J. Pinkowitz	301-924-3140
401.....	Bethesda , 7600 Arlington Rd., Bethesda 20814	Lisa S. Seymour	240-204-5300
226.....	Beverly Farms , 8501 Postoak Rd., Potomac 20854	Spencer Delisle	240-740-0200
410.....	Bradley Hills , 8701 Hartsdale Ave., Bethesda 20817	Karen E. Caroscio	240-204-5210
518.....	Brooke Grove , 2700 Spartan Rd., Olney 20832	Jolynn E. Tarwater	240-722-1800
807.....	Brookhaven , 4610 Renn St., Rockville 20853	Xavier Kimber	240-740-0500
559.....	Brown Station , 851 Quince Orchard Blvd., Gaithersburg 20878	Mary Jo Powell	240-740-0260
419.....	Burning Tree , 7900 Beech Tree Rd., Bethesda 20817	Dr. Judith F. Lewis	240-740-1750
309.....	Burnt Mills , 11211 Childs St., Silver Spring 20901	Dr. Stacy A. Ashton	301-649-8192
302.....	Burtonsville , 15516 Old Columbia Pike, Burtonsville 20866	Kimberly L. Kimber	301-989-5654
508.....	Candlewood , 7210 Osprey Dr., Rockville 20855	Dr. Linda B. Sheppard	301-284-4200
310.....	Cannon Road , 901 Cannon Rd., Silver Spring 20904	Kristine L. Donohue	240-740-0520
604.....	Carderock Springs , 7401 Persimmon Tree Lane, Bethesda 20817	Jae W. Lee	240-740-0540
159.....	Rachel Carson , 100 Tschiffely Square Rd., Gaithersburg 20878	M. Deneise Hammond	240-740-1840
511.....	Cashell , 17101 Cashell Rd., Rockville 20853	Courtney M. Jones	240-740-0560
703.....	Cedar Grove , 24001 Ridge Rd., Germantown 20876	Lee F. Derby	301-253-7000
403.....	Chevy Chase , 4015 Rosemary St., Chevy Chase 20815	Jody L. Smith	301-657-4994
101.....	Clarksburg , 13530 Redgrave Pl., Clarksburg 20871	Carl R. Bencal	240-740-3530
706.....	Clearspring , 9930 Moyer Rd., Damascus 20872	Holly A. Gilbertson	240-740-2580
100.....	Clopper Mill , 18501 Cinnamon Dr., Germantown 20874	Lawrence D. Chep	240-740-2180
308.....	Cloverly , 800 Briggs Chaney Rd., Silver Spring 20905	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	240-740-0580
111.....	Capt. James E. Daly , 20301 Brandermill Dr., Germantown 20876	Nora G. Dietz	240-740-0600
702.....	Damascus , 10201 Bethesda Church Rd., Damascus 20872	William J. Collins	301-253-7080
351.....	Darnestown , 15030 Turkey Foot Rd., Gaithersburg 20878	Mark E. Craemer	301-284-4260
570.....	Diamond , 4 Marquis Dr., Gaithersburg 20878	Daniel Walder	240-740-2120
747.....	Dr. Charles R. Drew , 1200 Swingingdale Dr., Silver Spring 20905	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	240-740-0620
303.....	Fairland , 14315 Fairdale Rd., Silver Spring 20905	Lakeisha D. Lashley	240-740-0640
233.....	Fallsmead , 1800 Greenplace Terr., Rockville 20850	Roni S. Silverstein	240-740-3550
219.....	Farmland , 7000 Old Gate Rd., Rockville 20852	Mary E. Bliss	240-740-0660
566.....	Fields Road , One School Dr., Gaithersburg 20878	Erica W. Williams	301-840-7131
549.....	Flower Hill , 18425 Flower Hill Way, Gaithersburg 20879	Lamar Whitmore	301-840-7161
506.....	Flower Valley , 4615 Sunflower Dr., Rockville 20853	Gay E. Melnick	240-740-1780
803.....	Forest Knolls , 10830 Eastwood Ave., Silver Spring 20901	Evan H. Bernstein	240-740-1640
106.....	Fox Chapel , 19315 Archdale Rd., Germantown 20876	Diana L. Zabetakis	240-740-0680
553.....	Gaithersburg , 35 North Summit Ave., Gaithersburg 20877	Meredith M. McNeerney	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	Daniel K. Tucci	240-740-0700
786.....	Georgian Forest , 3100 Regina Dr., Silver Spring 20906	Sundra E. Mann	240-740-0720
102.....	Germantown , 19110 Liberty Mill Rd., Germantown 20874	Amy D. Bryant	301-353-8050
337.....	William B. Gibbs, Jr. , 12615 Royal Crown Dr., Germantown 20876	Kimberly B. Bosnic	240-740-0740
767.....	Glen Haven , 10900 Inwood Ave., Silver Spring 20902	Dr. Jane Q. Ennis	301-649-8051
817.....	Glenallan , 12520 Heurich Rd., Silver Spring 20902	Peter O. Moran	240-740-0760
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	240-740-1420
512.....	Greenwood , 3336 Gold Mine Rd., Brookeville 20833	Cheryl A. Bunyan	240-740-3420
797.....	Harmony Hills , 13407 Lydia St., Silver Spring 20906	Dr. Carole E. Rawlison	240-740-0780
774.....	Highland , 3100 Medway St., Silver Spring 20902	Scott R. Steffan	240-740-1770

No.	Name and Address	Principal	Telephone
784.....	Highland View , 9010 Providence Ave., Silver Spring 20901	Galit Zolkower	240-740-1990
305.....	Jackson Road , 900 Jackson Rd., Silver Spring 20904	Sally Ann Macias	240-740-0800
360.....	Jones Lane , 15110 Jones Lane, Gaithersburg 20878	Carole A. Sample	301-840-8160
805.....	Kemp Mill , 411 Sisson St., Silver Spring 20902	Bernard X. James, Sr.	301-649-8046
783.....	Kensington Parkwood , 4710 Saul Rd., Kensington 20895	Candace M. Ross	301-571-6949
108.....	Lake Seneca , 13600 Wanegarden Dr., Germantown 20874	Teri D. Johnson	240-740-0280
209.....	Lakewood , 2534 Lindley Terr., Rockville 20850	Debra A. Berner	301-279-8465
51.....	Laytonsville , 21401 Laytonsville Rd., Gaithersburg 20882	Donna M. Sagona	240-740-1660
304.....	JoAnn Leleck ES at Broad Acres , 710 Beacon Rd., Silver Spring 20903	Dr. Harold A. Barber	240-740-1900
336.....	Little Bennett , 23930 Burdette Forest Rd., Clarksburg 20871	Shawn D. Miller	301-540-5535
220.....	Luxmanor , 6201 Tilden Lane, Rockville 20852	Ryan D. Forkert	240-740-0820
244.....	Thurgood Marshall , 12260 McDonald Chapel Dr., Gaithersburg 20878	Pamela S. Nazzaro	301-670-8282
210.....	Maryvale , 1000 First St., Rockville 20850	Margaret S. Prin.	301-279-4990
523.....	Spark M. Matsunaga , 13902 Bromfield Rd., Germantown 20874	James A. Sweeney	301-601-4350
110.....	S. Christa McAuliffe , 12500 Wisteria Dr., Germantown 20874	Wanda P. Coates	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	Natasha Bolden	240-740-1820
652.....	Monocacy , 18801 Barnesville Rd., Dickerson 20842	Kristin A. Alban	301-972-7990
776.....	Montgomery Knolls , 807 Daleview Dr., Silver Spring 20901	Arienne M. Clark-Harrison	240-740-0840
791.....	New Hampshire Estates , 8720 Carroll Ave., Silver Spring 20903	Robert S. Geiger	240-740-1580
307.....	Roscoe R. Nix , 1100 Corliss St., Silver Spring 20903	Annette M. Ffolkes	301-422-5070
415.....	North Chevy Chase , 3700 Jones Bridge Rd., Chevy Chase 20815	Renee D. Wallace-Stevens	240-204-5280
766.....	Oak View , 400 East Wayne Ave., Silver Spring 20901	Jeffrey L. Cline	301-650-6434
769.....	Oakland Terrace , 2720 Plyers Mill Rd., Silver Spring 20902	Cheryl D. Pulliam	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	Stacey M. Brown	301-989-5672
761.....	Pine Crest , 201 Woodmoor Dr., Silver Spring 20901	Cheryl E. Booker	240-740-1970
749.....	Piney Branch , 7510 Maple Ave., Takoma Park 20912	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	Catherine R. Allie	301-469-1042
514.....	Judith A. Resnik , 7301 Hadley Farms Dr., Gaithersburg 20879	Latricia D. Thomas	240-740-3240
242.....	Dr. Sally K. Ride , 21301 Seneca Crossing Dr., Germantown 20876	Elise M. Burgess	301-353-0994
227.....	Ritchie Park , 1514 Dunster Rd., Rockville 20854	M. Catherine Long	301-279-8475
773.....	Rock Creek Forest , 8330 Grubb Rd., Chevy Chase 20815	Jennifer H. Lowndes	240-839-3201
819.....	Rock Creek Valley , 5121 Russett Rd., Rockville 20853	Kevin M. Burns	240-740-1240
795.....	Rock View , 3901 Denfeld Ave., Kensington 20895	Kristine A. Alexander	240-740-0920
156.....	Lois P. Rockwell , 24555 Cutsail Dr., Damascus 20872	Cheryl Ann Clark	301-253-7088
771.....	Rolling Terrace , 705 Bayfield St., Takoma Park 20912	Kenneth L. Marcus	240-740-1950
794.....	Rosemary Hills , 2111 Porter Rd., Silver Spring 20910	Deborah C. Ryan	301-920-9990
555.....	Rosemont , 16400 Alden Ave., Gaithersburg 20877	Keely R. Cooke	301-840-7123
565.....	Sequoyah , 17301 Bowie Mill Rd., Derwood 20855	Dr. Barbara A. Jasper	301-840-5335
603.....	Seven Locks , 9500 Seven Locks Rd., Bethesda 20817	Dr. James J. Virga, Jr.	240-740-0940
501.....	Sherwood , 1401 Olney-Sandy Spring Rd., Sandy Spring 20860	Dina E. Brewer	240-740-0960
779.....	Sargent Shriver , 12518 Greenly Dr., Silver Spring 20906	Zoraida E. Brown	301-929-4426
770.....	Flora M. Singer , 2600 Hayden Dr., Silver Spring 20902	Kyle J. Heatwole	240-740-0330
517.....	Sligo Creek , 500 Schuyler Rd., Silver Spring 20910	Diantha R. Swift	240-740-2800
405.....	Somerset , 5811 Warwick Pl., Chevy Chase 20815	Kelly Morris	240-740-1100
564.....	South Lake , 18201 Contour Rd., Gaithersburg 20877	Celeste D. King	301-337-3450
568.....	Stedwick , 10631 Stedwick Rd., Gaithersburg 20886	Dr. Margaret Pastor	301-840-7187
653.....	Stone Mill , 14323 Stonebridge View Dr., North Potomac 20878	Dr. 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	Patrick E. Scott	301-840-7112
563.....	Summit Hall , 101 West Deer Park Rd., Gaithersburg 20877	Lisa J. Henry	301-284-4150
754.....	Takoma Park , 7511 Holly Ave., Takoma Park 20912	Zadia T. Gadsden	240-740-0980
216.....	Travilah , 13801 DuFief Mill Rd., North Potomac 20878	Susan Shenk	301-840-7153
206.....	Twinbrook , 5911 Ridgway Ave., Rockville 20851	Karen P. Johnson	240-740-3450
772.....	Viers Mill , 11711 Joseph Mill Rd., Silver Spring 20906	Matthew D. Hawkins	240-740-1000
552.....	Washington Grove , 8712 Oakmont St., Gaithersburg 20877	Susan B. Barranger	240-740-0300
109.....	Waters Landing , 13100 Waters Landing Dr., Germantown 20874	Srelyne A. Harris	240-740-1020
561.....	Watkins Mill , 19001 Watkins Mill Rd., Montgomery Village 20886	Rock A. Palmisano	301-840-7181
235.....	Wayside , 10011 Glen Rd., Potomac 20854	Donna E. Michela	240-740-0240
777.....	Weller Road , 3301 Weller Rd., Silver Spring 20906	MaryBeth O. Mantzouranis	301-287-8601
408.....	Westbrook , 5110 Allan Terr., Bethesda 20816	Karen M. Cox	240-740-1040
504.....	Westover , 401 Hawkesbury Lane, Silver Spring 20904	Dr. Patricia A. Kelly	301-989-5676
788.....	Wheaton Woods , 4510 Faroe Pl., Rockville 20853	David T. Chia	240-740-0220
558.....	Whetstone , 19201 Thomas Farm Rd., Gaithersburg 20879	Victoria (Vicky) A. Casey	240-740-1060
341.....	Wilson Wims , 12520 Blue Sky Dr., Clarksburg 20871	Sean P. McGee	240-406-1670
417.....	Wood Acres , 5800 Cromwell Dr., Bethesda 20816	Marita R. Sherburne	240-740-1120
704.....	Woodfield , 24200 Woodfield Rd., Gaithersburg 20882	Stephanie D. Brant	240-207-2550
764.....	Woodlin , 2101 Luzerne Ave., Silver Spring 20910	Craig O. Jackson	240-740-2820
422.....	Wyngate , 9300 Wadsworth Dr., Bethesda 20817	Travis J. Wiebe	240-740-1080

No.	Name and Address	Principal	Telephone
MIDDLE SCHOOLS			
823.....	Argyle , 2400 Bel Pre Rd., Silver Spring 20906	James K. Allrich	301-460-2400
705.....	John T. Baker , 25400 Oak Dr., Damascus 20872	Dr. Louise J. Worthington	240-207-2440
333.....	Benjamin Banneker , 14800 Perrywood Dr., Burtonsville 20866	Dr. Otis L. Lee, III	301-989-5747
335.....	Briggs Chaney , 1901 Rainbow Dr., Silver Spring 20905	Dr. Tamitha F. Campbell	301-288-8300
606.....	Cabin John , 10701 Gainsborough Rd., Potomac 20854	John W. Taylor	240-406-1600
157.....	Roberto W. Clemente , 18808 Waring Station Rd., Germantown 20874	Jeffrey T. Brown	301-284-4750
775.....	Eastern , 300 University Blvd. East, Silver Spring 20901	Matt W. Johnson	301-650-6650
507.....	William H. Farquhar , 16915 Batchellors Forest Rd., Olney 20832	Joel L. Beidleman	240-740-1200
248.....	Forest Oak , 651 Saybrooke Oaks Blvd., Gaithersburg 20877	Shahid M. Muhammad	301-670-8242
237.....	Robert Frost , 9201 Scott Dr., Rockville 20850	Dr. Joey N. Jones	301-279-3949
554.....	Gaithersburg , 2 Teachers' Way, Gaithersburg 20877	Ann B. Dolan Rindner	301-840-4554
228.....	Herbert Hoover , 8810 Postoak Rd., Potomac 20854	Dr. Yong-Mi Kim	301-968-3740
311.....	Francis Scott Key , 910 Schindler Dr., Silver Spring 20903	Norman L. Coleman	301-422-5600
107.....	Dr. Martin Luther King, Jr. , 13737 Wisteria Dr., Germantown 20874	Christopher A. Wynne	301-353-8080
708.....	Kingsview , 18909 Kingsview Rd., Germantown 20874	Dyan L. Harrison	301-601-4611
522.....	Lakelands Park , 1200 Main St., Gaithersburg 20878	Deborah R. Higdon	301-670-1400
818.....	Col. E. Brooke Lee , 11800 Monticello Ave., Silver Spring 20902	Kimberly N. Hayden Williams	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	Kisha N. Logan	301-840-4660
115.....	Neelsville , 11700 Neelsville Church Rd., Germantown 20876	L. Victoria (Vicky) Lake-Parcan	301-353-8064
792.....	Newport Mill , 11311 Newport Mill Rd., Kensington 20895	Panagiota (Penny) K. Tsonis	301-929-2244
413.....	North Bethesda , 8935 Bradmoor Dr., Bethesda 20817	Alton E. Sumner	240-740-2100
812.....	Parkland , 4610 West Frankfort Dr., Rockville 20853	Khanny Yang	301-438-5700
155.....	Rosa M. Parks , 19200 Olney Mill Rd., Olney 20832	Jewel A. Sanders	301-924-3180
247.....	John Poole , 17014 Tom Fox Ave., Poolesville 20837	Jon Green (acting)	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	240-740-0900
105.....	Ridgeview , 16600 Raven Rock Dr., Gaithersburg 20878	Daniel E. Garcia	240-406-1300
707.....	Rocky Hill , 22401 Brick Haven Way, Clarksburg 20871	Dr. Cynthia Eldridge	301-353-8282
521.....	Shady Grove , 8100 Midcounty Hwy., Gaithersburg 20877	Dr. Alana D. Murray	240-740-1440
835.....	Silver Creek , 3701 Saul Rd., Kensington 20895	Dr. Traci L. Townsend	240-740-2200
647.....	Silver Spring International , 313 Wayne Ave., Silver Spring 20910	Karen Y. Bryant	240-740-2750
778.....	Sligo , 1401 Dennis Ave., Silver Spring 20902	Cary D. Dimmick	301-287-8890
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	301-337-3400
412.....	Westland , 5511 Massachusetts Ave., Bethesda 20816	Alison L. Serino	301-320-6515
345.....	Hallie Wells , 11701 Little Seneca Parkway, Clarksburg 20871	Dr. Barbara A. Woodward	301-284-4800
811.....	White Oak , 12201 New Hampshire Ave., Silver Spring 20904	Virginia A. de los Santos	301-288-8200
820.....	Earle B. Wood , 14615 Bauer Dr., Rockville 20853	Heidi L. Slatcoff	301-460-2150

HIGH SCHOOLS			
406.....	Bethesda-Chevy Chase , 4301 East-West Hwy., Bethesda 20814	Dr. Donna R. Jones	240-740-0400
757.....	Montgomery Blair , 51 University Blvd., East, Silver Spring 20901	Renay C. Johnson	301-649-2800
321.....	James Hubert Blake , 300 Norwood Rd., Silver Spring 20905	Robert Sinclair, Jr.	240-740-1400
602.....	Winston Churchill , 11300 Gainsborough Rd., Potomac 20854	Dr. Joan L. Benz	301-469-1200
249.....	Clarksburg , 22500 Wims Rd., Clarksburg 20871	Edward K. Owusu	301-444-3000
701.....	Damascus , 25921 Ridge Rd., Damascus 20872	Casey B. Crouse	240-207-2400
789.....	Albert Einstein , 11135 Newport Mill Rd., Kensington 20895	James G. Fernandez	240-740-2700
551.....	Gaithersburg , 101 Education Boulevard, Gaithersburg 20877	Dr. Christine C. Handy	301-284-4500
424.....	Walter Johnson , 6400 Rock Spring Dr., Bethesda 20814	Jennifer A. Baker	301-803-7100
815.....	John F. Kennedy , 1901 Randolph Rd., Silver Spring 20902	Joe L. Rubens, Jr.	240-740-0100
510.....	Col. Zadok Magruder , 5939 Muncaster Mill Rd., Rockville 20855	Leroy C. Evans	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	James N. D'Andrea	301-601-4660
796.....	Northwood , 919 University Blvd. West, Silver Spring 20901	Mildred L. Charley-Greene	301-649-8088
315.....	Paint Branch , 14121 Old Columbia Pike, Burtonsville 20866	Dr. Myriam A. Yarbrough	301-388-9900
152.....	Poolesville , 17501 West Willard Rd., Poolesville 20837	Deena Levine	240-740-2400
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	Dr. Arthur Williams	301-989-5700
545.....	Watkins Mill , 10301 Apple Ridge Rd., Gaithersburg 20879	Carol L. Goddard	301-284-4400
782.....	Wheaton , 12401 Dalewood Dr., Silver Spring 20906	Dr. Debra K. Mugge	301-321-3400
427.....	Walt Whitman , 7100 Whittier Blvd., Bethesda 20817	Dr. Alan S. Goodwin	301-320-6600
234.....	Thomas S. Wootton , 2100 Wootton Pkwy., Rockville 20850	Kimberly M. Boldon	240-740-1500

No.	Name and Address	Principal	Telephone
TECHNICAL CAREER HIGH SCHOOL			
748.....	Thomas Edison High School of Technology 12501 Dalewood Dr., Silver Spring 20906	Shawn E. Krasa	240-740-2000
ENVIRONMENTAL EDUCATION CENTER			
990.....	Lathrop E. Smith Environmental Education Center 5110 Meadowside Lane, Rockville 20855	Laurie C. Jenkins	240-740-1404
SPECIAL SCHOOLS			
799.....	Stephen Knolls School , 10731 St. Margaret's Way, Kensington 20895	Kim M. Redgrave	240-740-0050
951.....	Longview School , 13900 Bromfield Rd., Germantown 20874	Sarah C. Starr	301-601-4830
965.....	John L. Gildner Regional Institute for Children and Adolescents (RICA) 15000 Broschart Rd., Rockville 20850	Joshua H. Munsey	301-251-6900
916.....	Rock Terrace School , 390 Martins Lane, Rockville 20850	Katherine W. Lertora ..	301-279-4940
215.....	Carl Sandburg Learning Center , 451 Meadow Hall Dr., Rockville 20851	Marlene R. Kenny	301-279-8490
ALTERNATIVE EDUCATION PROGRAMS			
239.....	Alternative Education Programs , Blair Ewing Center, 14501 Avery Rd., Rockville 20853	Damien B. Ingram	301-279-4920
CENTERS, FACILITIES, AND OFFICES			
45 West Gude Drive, 45 West Gude Drive, Rockville 20850			
	Capital Planning (Suite 4100)	240-314-4700	
	Construction (Suite 4300)	240-314-1000	
	Consulting Teachers Team (Suite 2400)	301-217-5120	
	Controller (Suite 3200)	301-279-3115	
	Employee and Retiree Service Center (Suite 1200)	301-517-8100	
	Employee Assistance Program (Suite 1300)	240-314-1040	
	Facilities Management, Department of (Suite 4000) ..	240-314-1060	
	Human Resources and Development (Suite 1100)	301-279-3270	
	Procurement Unit (Suite 3100)	301-279-3555	
	School Plant Operations (Suite 4200)	240-314-1075	
	SERT Program (Suite 4000)	240-314-1090	
	Systemwide Safety Programs (Suite 4000)	240-314-1070	
	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	
	Curriculum and Instructional Programs	301-279-3411	
	Deputy Superintendent of School Support and Improvement	301-315-7377	
	Division of Family and Community Engagement	240-314-4860	
	Editorial, Graphics & Publishing Services	301-279-3640	
	Partnerships	301-517-5939	
	Public Information and Web Services	240-740-2837	
	Pupil Personnel Services	301-315-7335	
	School Safety and Security	301-279-3066	
	Shared Accountability	301-279-3553	
	Special Education Services	301-279-3135	
	Study Circles	240-314-4830	
	Student and Family Support and Engagement	240-314-4824	
	Student Leadership Unit	301-444-8620	
	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	
	Holding Centers Emory Grove Center , 18100 Washington Grove Lane, Gaithersburg 20877		
	Fairland Center , 13313 Old Columbia Pike, Silver Spring 20904		
	Grosvenor Center , 5701 Grosvenor Lane, Bethesda 20814		
	North Lake Center , 15101 Bauer Dr., Rockville 20853		
	Radnor Center , 7000 Radnor Road, Bethesda 20817		
	Tilden Center , 6300 Tilden Lane, Rockville 20852		
	Lincoln Center , 580 North Stonestreet Ave., Rockville 20850		
	Department of Materials Management	301-279-3348	
	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	
	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 ..	240-740-2540	
	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	
	Transportation Support Services	301-444-8580	

Planning Calendar

The following is the planning calendar for the FY 2019 Capital Budget and FY 2019–2024 Capital Improvements Program (CIP). Dates listed below are subject to change.

Date Activity

June 2017.....	Cluster PTAs submit comments and proposals about issues for consideration in the CIP to superintendent
June 30, 2017.....	Superintendent publishes a summary of all actions to date that have affected schools (Educational Facilities Master Plan)
Summer 2016.....	Division of Capital Planning staff meets with cluster representatives to discuss issues related to the upcoming CIP development
August 31, 2017.....	Presentation on upcoming Capital Budget and Planning Issues to Board of Education
October 4, 2017.....	MCPS FY 2019 State CIP request to the Interagency Committee (IAC) on Public School Construction
October 23, 2017.....	Six-year enrollment projections are revised and published
October 23, 2017.....	Superintendent publishes recommendations for the FY 2019 Capital Budget and the FY 2019–2024 CIP Superintendent and releases recommendations on boundary and/or planning studies conducted in spring 2017
October 23, 2017.....	Presentation to Board of Education on Superintendent's Recommended FY 2019 Capital Budget and the FY 2019–2024 CIP
October 24, 2017.....	MCPS/MCCPTA CIP Forum provides overview of recommendations to PTA leaders
November 2, 2017.....	Board of Education facilities and boundaries work session on FY 2019 Capital Budget and FY 2019–20124 CIP
November 6 and 8, 2017.....	Public hearings on the superintendent's recommendations on spring 2017 boundary and/or planning studies (if any) and the FY 2019 Capital Budget and the FY 2019–2024 CIP
November 14, 2017.....	Board of Education work session on superintendent's recommendations on spring 2017 boundary and/or planning studies (if any) and the FY 2019 Capital Budget and the FY 2019–2024 CIP
November 16, 2017.....	Public hearing, if Board of Education offers new alternatives on superintendent's recommendations on spring 2017 boundary and/or planning studies (if any) and the FY 2019 Capital Budget and the FY 2019–2024 CIP
November 2, 2017.....	IAC staff recommendations on FY 2019 State CIP
November 27, 2017.....	Board of Education action on spring 2017 boundary and/or planning studies (if any) and the FY 2019 Capital Budget and the FY 2019–2024 CIP
November 27, 2017.....	Final revisions on FY 2019 state aid request due to IAC
December 1, 2017.....	Board of Education submits Requested FY 2019 Capital Budget and the FY 2019–2024 CIP to the County Executive
December 7, 2017.....	IAC appeal hearing on FY 2019 State CIP
Mid-January 2018.....	County executive publishes recommendations for the FY 2019 Capital Budget and the FY 2019–2024 CIP
February–May 2018.....	County Council reviews requested FY 2019 Capital Budget and the FY 2019–2024 CIP
February 2018.....	Superintendent releases recommendations on winter boundary and/or planning studies (if any) and deferred CIP items (if any)
March 8, 2018.....	Public hearing on superintendent's recommendations for winter boundary and/or planning studies (if any) and deferred CIP items (if any)
March 15, 2018.....	Board of Education facilities work session for winter boundary and/or planning studies (if any) and deferred CIP items (if any)
March 22, 2018.....	Board of Education action on winter boundary and/or planning studies (if any) and deferred CIP items (if any)
May 2018.....	Board of Public Works decisions on FY 2019 State CIP
Late May 2018.....	County Council approves the FY 2019 Capital Budget and to the FY 2019–2024 CIP

All CIP and Master Plan documents are accessible on the MCPS website at:

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

**Superintendent's Recommendation for
Richard Montgomery Elementary School #5 Boundaries
Executive Summary
October 23, 2017**

Background

A Boundary Advisory Committee was convened to establish the service area for the new Richard Montgomery Elementary School #5. The boundary study also explored options to reassign the Chinese Immersion Program currently located at College Gardens Elementary School. Eight options were evaluated. Montgomery County Public Schools Regulation FAA-RA, *Long-range Educational Facilities Planning*, specifies the following four factors to be considered in developing school boundaries: 1) Facility utilization; 2) Demographic characteristics of student population; 3) Geographic proximity of communities to schools; and 4) Stability of school assignments over time.

Superintendent's Recommendation

- Build out the shell at the new Richard Montgomery Elementary School #5 due to positive construction cost experience on this project and to likely continued enrollment growth.
- As a result of the student capacity increase from 602 to 740 at the new Richard Montgomery Elementary School #5, the recommendation is a modified version of Option 1.
- Results in facility utilization under 100 percent at all elementary schools in the cluster.
- Free and Reduced-price Meals System (FARMS) rates decrease at both Beall and Twinbrook elementary schools.
- Geographic proximity to schools is improved with an increase in walkers to the new elementary school.
- Reassigns the Chinese Immersion Program and students from each of the other elementary schools in the cluster to the new Richard Montgomery Elementary School #5.

Evaluated Options

During the Boundary Advisory Committee's discussion, all of the evaluated options were based on a 602 student capacity for the new Richard Montgomery Elementary School #5. The superintendent of schools, as part of this boundary study process, recommended that the shell be built out as part of the construction project for the new Richard Montgomery Elementary School #5 to a 740 student capacity. As a result, the recommendation relied on revised projection and enrollment information to develop modified options for consideration. The options summarized below are consistent with the Boundary Committee's original options for clear reference.

- Option 1
 - Facility utilization is improved at all schools, except Beall Elementary School would still exceed 100 percent utilization.
 - FARMS rates are reduced at all schools, except College Gardens Elementary School has a slight increase. Ritchie Park Elementary School's FARMS rate decreases from 22.0 percent to 11.9 percent, the largest decrease of all schools.
 - Geographic proximity to schools is improved with an increase in walkers to the new elementary school.
 - Chinese Immersion Program is relocated to Richard Montgomery Elementary School #5.

- Option 2
 - Facility utilization and geographic proximity to schools is similar to Option 1, but now Twinbrook Elementary School remains overutilized.
 - FARMS rates are reduced at all schools, except at College Gardens and Twinbrook elementary schools. Ritchie Park Elementary School's FARMS rate decreases from 22.0 percent to 11.9 percent, the largest decrease of all schools.
 - Chinese Immersion Program is relocated to Richard Montgomery Elementary School #5.
- Option 3
 - Facility utilization is improved at most schools, except Beall and Twinbrook elementary schools exceed 100 percent utilization.
 - One zone in the Twinbrook Elementary School service area will be farther from its assigned elementary school by the reassignment to Richard Montgomery Elementary School #5.
 - FARMS rates are reduced at all schools, except at College Gardens Elementary School. Ritchie Park Elementary School's FARMS rate decreases from 22.0 percent to 11.9 percent, the largest decrease of all schools.
 - Chinese Immersion Program is relocated to Twinbrook Elementary School.
- Option 4
 - Facility utilization is improved at most schools, except Twinbrook Elementary School and the new Richard Montgomery Elementary School #5 exceed 100 percent utilization.
 - FARMS rates remain relatively constant at all schools, except for Ritchie Park Elementary School which decreases from 22.0 percent to 11.9 percent.
 - One zone in the College Gardens Elementary School service area will be farther from its assigned elementary school by the reassignment to Beall Elementary School.
 - Chinese Immersion Program is relocated to Beall Elementary School.
- Option 5
 - Similar to Option 1 except that no neighborhoods are reassigned out of College Gardens Elementary School, only the Chinese Immersion Program.
 - College Gardens Elementary School remains over 100 percent utilization.
- Option 6
 - Similar to Option 2, except that no neighborhoods are reassigned out of College Gardens Elementary School, only the Chinese Immersion Program.
 - College Gardens Elementary School remains over 100 percent utilization.
- Option 7
 - Facility utilizations are improved at most schools, however, College Gardens Elementary School and the new Richard Montgomery Elementary School #5 exceed 100 percent utilization.
 - FARMS rates increase at all schools, except for Twinbrook Elementary School, which is reduced by 8 percent. The FARMS rate at Beall Elementary School increases from 25.0 percent to 35.6 percent.
- Option 8
 - Facility utilization is similar to Option 7, however, now Beall Elementary School and the new Richard Montgomery Elementary School #5 exceed 100 percent utilization.
 - FARMS rate increases at Beall Elementary School and decreases at Twinbrook Elementary School.

Superintendent's Recommendation for Richard Montgomery Elementary School #5 Boundaries

October 23, 2017

Summary

A Boundary Advisory Committee (Committee) was convened to establish the service area for the new Richard Montgomery Elementary School #5, located at 332 West Edmonston Drive, Rockville, Maryland. This new school is scheduled to open September 2018. Pursuant to the Board of Education action on November 21, 2016, the boundary study also explored options to reassign the Chinese Immersion Program currently located at College Gardens Elementary School.

During the boundary process, eight options were developed to reassign students from the existing elementary schools in the Richard Montgomery Cluster to the new Richard Montgomery Elementary School #5. All of the developed options for the boundary study utilized a 602 student capacity for the new elementary school.

To formulate my recommendation, I carefully reviewed and considered the community input, including the Committee report (attached) which contained Committee member evaluations as well as Parent Teacher Association position papers. I also evaluated updated enrollment projections for the elementary schools in the cluster. Currently, there is a master planned shell space designed as part of the new Richard Montgomery Elementary School #5. Given that we are experiencing positive construction costs with this project and given that enrollment growth is likely to continue, I believe it is prudent to build out the shell during this construction phase and open the new school with a 740 student capacity.

Therefore, I recommend the boundaries for the new Richard Montgomery Elementary School #5 be a modified version of Boundary Advisory Committee Option #1. My recommendation accounts for the increased capacity of the new elementary school, reassigns the Chinese Immersion Program and students from each of the other elementary schools in the cluster, and results in facility utilization below 100 percent at all schools. A map of the recommended boundary and a table that illustrates the effect of the recommendation at the existing elementary schools in the cluster, as well as the new elementary school, appear at the end of this recommendation.

Background

On November 21, 2016, the Board of Education authorized a boundary study to establish the service area for the new Richard Montgomery Elementary School #5. The scope of the boundary study included Beall, College Gardens, Ritchie Park, and Twinbrook elementary schools. The scope did not include any middle or high school boundary changes. The Committee included parent representatives from each of the four Richard Montgomery Cluster elementary schools, the Richard Montgomery Cluster coordinators, and representatives from the Chinese Immersion Program. In addition, the Committee included representatives from the National Association for the Advancement of Colored People (NAACP) Parents' Council, the Latino Student Achievement

Action Group (LSAAG), and the Asian American Student Achievement Action Group (AASAAG). The African American Student Achievement Action Group was invited to serve on the Committee, but they were not able to send a representative. The role of Committee members was to represent the issues and concerns of their schools and communities. Committee members developed criteria that were used to evaluate boundary options. Committee members also served as liaisons to the communities they represented, obtaining feedback on the boundary options and sharing this feedback with the Committee. Appendix A lists the names of the representatives and Appendix B summarizes the superintendent's charge to the Committee.

The Committee met from March 2017, to May 2017, and evaluated eight boundary options. Committee meetings and public information meetings were held at College Gardens Elementary School. At these meetings, Montgomery County Public Schools (MCPS) staff presented eight boundary options and explained the Committee's process. Time was set aside at the end of each meeting to address questions and comments from observers attending the meetings. The report of the Committee was provided to the Board of Education on August 30, 2017.

Review of the Issues

As part of the Committee work, Board of Education Policy FAA, *Long-range Educational Facilities Planning*, and MCPS Regulation FAA-RA, *Long-range Educational Facilities Planning*, were reviewed to develop criteria to evaluate the option. MCPS Regulation FAA-RA specifies the following four factors to be considered in developing school boundaries:

- Facility Utilization
- Demographic Characteristics of Student Population
- Geographic Proximity of Communities to Schools
- Stability of School Assignments over Time

All four factors listed above were relevant and part of my analysis for this boundary study. The opening of a new elementary school is a cluster wide endeavor that will impact students for years to come. Therefore, consideration of all the factors listed above was necessary to formulate my recommendation.

Committee members did provide additional criteria during the boundary study process. For example, the following criteria developed by the Committee focused on reducing the number of students impacted by a boundary change:

- Minimize splits to community identity, subdivisions, and civic association areas
- Give consideration to community support mechanisms such as community centers
- Minimize relocation of students out of their home school
- Minimize a domino effect
- Maximize walkers

Committee members also provided the following criteria to address concerns regarding the reassignment of the Chinese Immersion Program:

- Minimize displacement of home school students by the Chinese Immersion Program
- Consider stability of school assignments over time for immersion students

The Committee also wanted to ensure the promotion of diversity and address socioeconomic composition through the following criterion:

- Promote a diverse student body

Additionally, Committee members were concerned with the travel distances and the impact to students and therefore provided the following criterion:

- Minimize travel time

Finally, Committee members sought to consider efficient planning and use of facilities through the following criteria:

- Reserve space and room for growth for approved plan development
- Consider overcapacity at schools with future shell build-out capability
- Keep schools below 100 percent utilization and eliminate relocatable classrooms

Superintendent's Recommendation

I commend the work of the Richard Montgomery Elementary School #5 Boundary Advisory Committee. I have carefully considered all of the input received, including the Boundary Advisory Committee report, the Committee member evaluations, the position papers, and the community feedback. I also considered the guidance provided by Board of Education Policy FAA and MCPS Regulation FAA-RA to develop my recommendation.

Based on this review, along with updated enrollment projections and my recommendation to increase the student capacity of the new Richard Montgomery Elementary School #5 from 602 students to 740 students, I recommend a modified version of Boundary Advisory Committee Option #1. The sections below discuss the impact of my recommendation on each of the four factors identified in MCPS Regulation FAA-RA.

Facility Utilization

MCPS Regulation FAA-RA states that school boundary assignments should result in facility utilization rates in the 80 to 100 percent efficient range whenever possible. The first eight options were not able to achieve this range for all of the elementary schools in the cluster based on the 602 student capacity for the new elementary school. However, with my recommendation, which includes the build out of the shell at the new Richard Montgomery Elementary School #5, all elementary schools within the cluster fall within the desired utilization rates of 80 to 100 percent. This recommendation also preserves room in each of the cluster elementary schools for future enrollment growth in the cluster.

The table at the end of this recommendation compares the specific enrollment and utilization of the affected schools with no change and with the recommended boundary change. It is presented in the same format as the options developed during the boundary study process to allow for comparison of the developed options and the recommended option. From the perspective of the facility utilization and enrollment range, the recommended boundary change would benefit all elementary schools by bringing the utilization rate and enrollment range within the desired range for the six-year planning period.

Demographic Characteristics of Student Population

The table at the end of this recommendation compares the current demographics, including students eligible for Free and Reduced-price Meals System (FARMS), and English for Speakers of Other Languages (ESOL), at the existing elementary schools in the Richard Montgomery Cluster to the demographics that would result from the proposed boundary change, including the new Richard Montgomery Elementary School #5.

With respect to ESOL, under my recommendation the change in numbers of ESOL students at each school ranges from approximately 5 to 10 percent change. The resulting ESOL rates at each school range from 10.4 to 40.3 percent.

With respect to the race/ethnic composition, the proposed boundary change would have relatively little impact at any of the elementary schools with the exception of Ritchie Park Elementary School. With the recommended boundary study, the percentage of Hispanic students decreases by approximately 7 percent and the percentage of White, Non-Hispanic students increases by approximately 9 percent. This change is a result of reassigning two zones out of Ritchie Park Elementary School—one that is a walk zone to the new Richard Montgomery Elementary School #5 and the other is the only other zone adjacent to the new elementary school.

With respect to the FARMS rates, the recommendation results in three of the elementary schools—Beall, College Gardens, and Ritchie Park—between 10 and 17 percent FARMS. The two remaining elementary schools—Richard Montgomery #5 and Twinbrook—will have FARMS rates of 41.5 percent and 61.1 percent respectively. While the FARMS rate percentage for Twinbrook Elementary School is still relatively high compared to the other elementary schools in the cluster, the recommendation reduces the FARMS rate for Twinbrook approximately 8.5 percent. Twinbrook Elementary School has a large walk zone which accounts for much of the student population. In order to more significantly reduce the FARMS rate at Twinbrook Elementary School, current walkers would need to be reassigned and become bussers, increasing their travel distance to school. There are two other small zones that are not walkers to Twinbrook Elementary School, however, reassigning these zones would significantly increase their travel time to school.

Twinbrook Elementary School representatives on the Committee expressed some concerns that if students were reassigned, the school could lose its Title I status and corresponding resources. While I certainly understand that concern, I am mindful of the guidance in MCPS Regulation FAA-RA to “promote the creation of a diverse student body in each of the affected schools,” including socio-economic composition. Other options that did not reassign students from

Twinbrook Elementary School resulted in greater disparity among the schools in socio-economic composition of the student body. In addition, we can attend to the programmatic and service needs of Twinbrook Elementary School, as well as our other schools, through our staffing and operating budget processes. The student reassignment in my recommendation meets this element of MCPS Regulation FAA-RA by positively impacting the student body composition at each of the cluster elementary schools.

Geographic Proximity

MCPS Regulation FAA-RA states that boundary 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.” The recommended boundary change promotes geographic proximity at all schools in the cluster. My recommendation maximizes walking access by reassigning the zones Beall 2 (B2) and Ritchie Park 2 (RP2) to the new school. In addition, the proposed boundary change slightly reduced travel distance for three zones—Beall 3 (B3), Ritchie Park 6 (RP6), and Twinbrook 3 (T3). The proposed boundary change did increase, by an average of 3–4 minutes, the travel distance for Beall 5 (B5) and Beall 7 (B7). The zones referred to above may be referenced on the map at the end of this recommendation.

Stability of School Assignments Over Time

The proposed boundary change results in utilization rates between 80 to 100 percent for all the elementary schools in the Richard Montgomery Cluster throughout the six-year period. Achieving a utilization level below 100 percent would mitigate the need to change boundaries again in the near future due to overutilization at any one school. My recommended boundary change does not create any split articulation and is consistent with the criteria to provide stability to the elementary schools in the cluster for the foreseeable future.

Program and Implementation Considerations

This boundary study involved the reassignment of the Chinese Immersion Program currently located at College Gardens Elementary School. I recommend that this program be reassigned to the new Richard Montgomery Elementary School #5 when it opens in September 2018. Additionally, College Gardens Elementary School has the International Baccalaureate (IB) Primary Years Program (PYP), which is a whole-school program. Given the nature of this program, I propose that students who already have experienced the first three years of their elementary school as part of this whole-school program have a different assignment pattern than we typically implement. As a result, I propose that for College Gardens Elementary School students only, any rising Grade 3 through Grade 5 students who are recommended to be reassigned be allowed to remain at College Gardens Elementary School to complete the PYP program. Grades K through rising Grade 2 students who are recommended to be reassigned will be reassigned when the new school opens in September 2018.

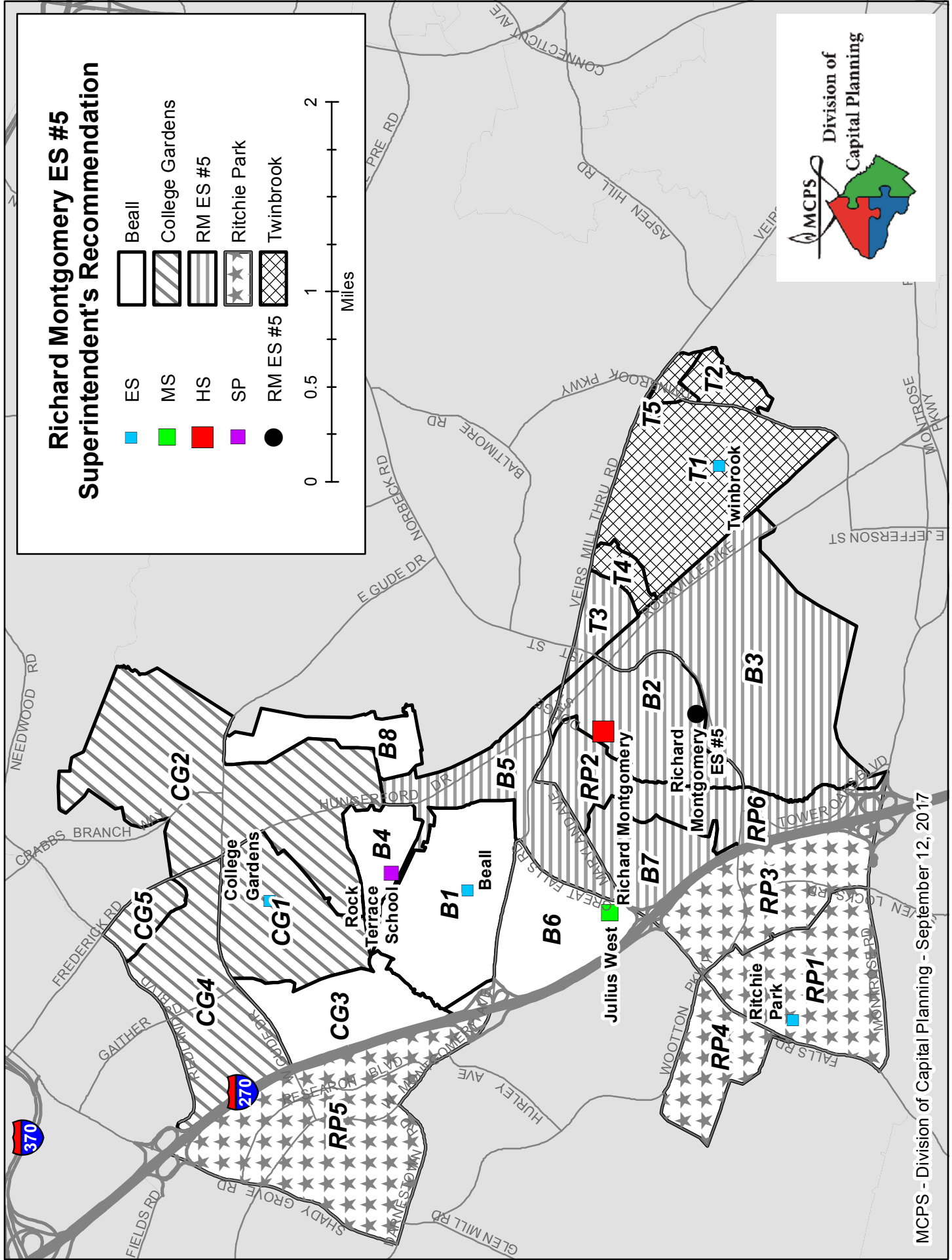
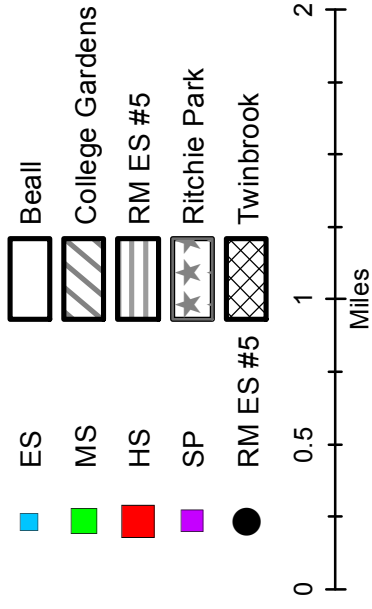
For the remaining elementary schools in the cluster, I recommend that Richard Montgomery Elementary School #5 open with Grades K–4 in September 2018, and that Grade 5 students in the

areas recommended to be reassigned be allowed to complete elementary school at their current school of attendance. Beginning with the 2019–2020 school year, Richard Montgomery Elementary School #5 would serve Grades K–5.

Summary

My recommendation to establish the service area for the new Richard Montgomery Elementary School #5 positively impacts two of the four factors outlined in MCPS Regulation FAA-RA and is consistent with the remaining two factors. First, it addresses the overutilization at the existing elementary schools in the Richard Montgomery Cluster, bringing all schools to the desired ranges of enrollment and utilization. Second, my recommendation promotes walking access to school and reduces travel distance for a number of the reassigned zones. Finally, my recommendation is consistent with the consideration of promoting a diverse student body at each of the schools and supporting stability of school assignments over time.

Richard Montgomery ES #5 Superintendent's Recommendation



Superintendent's Recommendation: Richard Montgomery Elementary School #5 Boundaries

October 23, 2017

	Projected Number of Students							2016-2017 Race/Ethnic Composition						
								% Afr. Amer.	% Asian	% Hispanic	% White	% 2 or More	% FARMS	% ESOL
	2017–2018	2018–2019	2019–2020	2020–2021	2021–2022	2022–2023	2023–2024							
Beall Elementary School														
Maximum Number of Seats = 637														
No Change:														
Number of Students	785	854	824	840	838	848	857							
Percent of Building Occupied	123%	134%	129%	132%	132%	133%	135%	11.5%	24.7%	23.4%	34.3%	5.7%	25.0%	17.3%
Available Seats	(148)	(217)	(187)	(203)	(201)	(211)	(220)							
Reassign zones B2, B3, and B5 as well as B7 to Richard Montgomery Cluster ES #5.														
With Change:														
Number of Students	785	644	560	555	565	586	591							
Percent of Building Occupied	123%	101%	88%	87%	89%	92%	93%	12.8%	18.1%	21.3%	40.8%	7.1%	17.6%	11.9%
Available Seats	(148)	(7)	77	82	72	51	46							
College Gardens Elementary School														
Maximum Number of Seats= 693														
No Change:														
Number of Students	880	900	853	846	843	839	837							
Percent of Building Occupied	127%	130%	123%	122%	122%	121%	121%	17.8%	23.9%	14.1%	36.0%	8.0%	14.4%	16.3%
Available Seats	(187)	(207)	(160)	(153)	(150)	(146)	(144)							
Zone CG3 is reassigned to Beall ES. Chinese Immersion is moved to Richard Montgomery Cluster ES #5.														
With Change:														
Number of Students	879	787	676	676	658	653	659							
Percent of Building Occupied	127%	114%	98%	98%	95%	94%	95%	20.1%	24.4%	14.5%	33.5%	7.5%	17.1%	14.0%
Available Seats	(186)	(94)	17	17	35	40	34							
Richard Montgomery Cluster ES #5														
Maximum Number of Seats = 740														
No Change:														
Number of Students														
Percent of Building Occupied														
Available Seats														
Richard Montgomery Cluster ES #5 attending area is comprised of RP2, RP6, and B2 as well as B3, B5 and B7 and T3 and Chinese Immersion.														
With Change:														
Number of Students		606	662	685	693	713	719							
Percent of Building Occupied		82%	89%	93%	94%	96%	97%	12.1%	28.9%	26.3%	26.3%	6.3%	41.5%	25.8%
Available Seats		134	79	55	47	27	21					*FARM is 53.1% without CI.		
Ritchie Park Elementary School														
Maximum Number of Seats= 387														
No Change:														
Number of Students	542	545	530	520	524	529	508							
Percent of Building Occupied	140%	141%	137%	134%	135%	137%	131%	14.5%	20.6%	19.5%	38.1%	6.8%	22.9%	12.0%
Available Seats	(155)	(158)	(143)	(133)	(137)	(142)	(121)							
Reassign zones RP2 and RP6 to Richard Montgomery Cluster ES #5.														
With Change:														
Number of Students	542	448	379	375	379	379	383							
Percent of Building Occupied	140%	116%	98%	97%	98%	98%	99%	12.3%	19.6%	13.8%	47.2%	7.0%	10.8%	6.6%
Available Seats	(155)	(61)	8	12	8	8	4							
Twinbrook Elementary School														
Maximum Number of Seats= 558														
No Change:														
Number of Students	552	561	566	585	585	590	586							
Percent of Building Occupied	99%	101%	101%	105%	105%	106%	105%	9.8%	13.0%	62.5%	10.0%	< 5%	69.6%	52.3%
Available Seats	6	(3)	(8)	(27)	(27)	(32)	(28)							
Reassign zone T3 to Richard Montgomery Cluster ES #5.														
With Change:														
Number of Students	552	579	506	512	514	523	523							
Percent of Building Occupied	99%	104%	91%	92%	92%	94%	95%	11.7%	13.5%	60.7%	9.6%	< 5%	61.1%	46.7%
Available Seats	6	(21)	52	46	44	35	35							

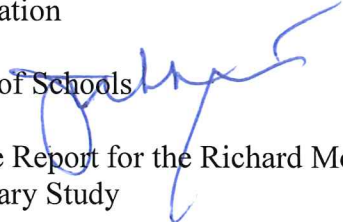
Note: Options reflect recommended phasing.

Office of the Superintendent of Schools
MONTGOMERY COUNTY PUBLIC SCHOOLS
Rockville, Maryland

August 30, 2017

MEMORANDUM

To: Members of the Board of Education

From: Jack R. Smith, Superintendent of Schools 

Subject: Boundary Advisory Committee Report for the Richard Montgomery Elementary School #5 Service Area Boundary Study

Please find attached the report of the Richard Montgomery Elementary School #5 Boundary Advisory Committee (Committee) for your review. The Committee met from March 2017 through May 2017, and diligently worked in the review of eight boundary options for the creation of the Richard Montgomery Elementary School #5 service area. I commend Committee members for their thorough exploration and evaluation of the boundary options.

The timeline for review and action on the Richard Montgomery Elementary School #5 School Service Area Boundary Study is listed below.

October 2017	Superintendent releases recommendations
October 23, 2017	Board of Education Work Session
November 2 and 6, 2017	Board of Education Public Hearings
November 8 and 16, 2017	Board of Education Work Sessions
November 27, 2017	Board of Education Action

If you have any questions, please contact Dr. Andrew M. Zuckerman, chief operating officer, at 301-279-3627 or Mr. James Song, director, Department of Facilities Management, at 240-314-1064.

JRS:AMZ:JS:lmt

Attachment

Copy to:
Executive Staff
Mr. Song
Mr. Ikheloa

Richard Montgomery Elementary School #5

Boundary Advisory Committee Report

July 2017

Background

On November 21, 2016, the Board of Education authorized a boundary study to establish the service area for the new Richard Montgomery Elementary School #5. The new school is located at 332 West Edmonston Drive, Rockville, Maryland, and will open in September 2018.

Scope of the Boundary Study

The Board of Education established the scope of the boundary study to include Beall, College Gardens, Ritchie Park, and Twinbrook elementary schools. The scope did not include any middle or high school boundary changes. Pursuant to the Board of Education action on November 21, 2016, the boundary study also explored options to reassign the Chinese Immersion Program currently located at College Gardens Elementary School.

Boundary Advisory Committee Representatives

The Boundary Advisory Committee (committee) was comprised of parent representatives from each of the four Richard Montgomery Cluster elementary schools, the Richard Montgomery Cluster Coordinators, and representatives from the Chinese Immersion Program. In addition, the committee included representatives from the Asian American Student Achievement Action Group (AASAAG), the Latino Student Achievement Action Group (LSAAG), and the National Association for the Advancement of Colored People (NAACP) Parents' Council. The African American Student Achievement Action Group was invited to serve on the committee, but they were not able to send a representative. The role of committee members was to represent the issues and concerns of their schools and communities. Committee members developed criteria that were used to evaluate boundary options. Committee members also served as liaisons to the communities they represented, obtaining feedback on the boundary options and sharing this feedback with the committee. Appendix A lists the names of the representatives, and Appendix B summarizes the superintendent of schools' charge of the committee.

Meetings

The committee met on the following dates in 2017: March 15 and 23; April 5 and 25; and May 3 and 17. Committee meetings and Public Information meetings were held either in the cafeteria or the media center at College Gardens Elementary School. Spanish language translation services were available at the meetings. All committee meetings were open to the public and were well attended. Time was set aside to address questions and comments from observers attending the meetings. At the March 23, 2017, meeting, boundary options #1–4 were presented. After committee members received feedback on these options, a second round of options was requested. On April 25, 2017, boundary options #5–7 were presented, and on May 3, 2017, option #8 was presented.

Staff in the Montgomery County Public Schools (MCPS) Division of Capital Planning, Department of Facilities Management, as well as the Office of Student and Family Support and Engagement, facilitated the meetings, prepared boundary options and other information requested by the committee. MCPS Department of Transportation staff provided information on school bus routes and estimated travel times for the Richard Montgomery Cluster elementary schools. World Languages staff in the Department of Secondary Curriculum and Districtwide Programs provided information on the Chinese Immersion Program.

In addition to committee meetings, two Public Information meetings were held—the first meeting was held at the beginning of the process on February 28, 2017, and the second meeting was held at the end of the process, on May 9, 2017. At the first Public Information meeting, MCPS staff explained the steps in the boundary study process and addressed questions. At the second Public Information meeting, MCPS staff presented the options that were developed for the committee and addressed questions. Attendees at the second meeting were invited to complete input forms stating their views on the options.

All boundary options and related materials were posted on the MCPS website at the link below:

www.montgomeryschoolsmd.org/departments/planning/rmes.aspx

Committee Criteria

At the first meeting of the committee, held on March 15, 2017, committee members developed a list of criteria they believed were important in the development and evaluation of boundary options. At the March 23, 2017, meeting, committee members finalized the criteria. The committee also was apprised of guidelines presented in Board of Education Policy FAA, *Long-range Educational Facilities Planning*, and MCPS Regulation FAA-RA, *Long-range Educational Facilities Planning*. MCPS Regulation FAA-RA specifies the following four factors to be considered in developing school boundaries:

- Facility utilization
- Demographic characteristics of student population
- Geographic proximity of communities to schools
- Stability of school assignments over time

Each committee member had the opportunity to present criteria. The criteria listed below are not presented in any type of rank order.

Boundary Advisory Committee Criteria

- Minimize splits to community identity, subdivisions, and civic association areas
- Minimize travel time
- Keep schools below 100 percent utilization and eliminate relocatable classrooms
- Give consideration to community support mechanisms, such as community centers
- Promote a diverse student body
- Minimize relocation of students out of their home school
- Reserve space and room for growth for approved plan development

- Consider overcapacity at schools with future shell build-out capability
- Minimize a “domino effect,” meaning minimize one change that would cause additional changes
- Maximize walkers
- Minimize displacement of home school students by the Chinese Immersion Program
- Consider stability of school assignments over time for immersion students

Boundary Options and Evaluations

The committee members reviewed this report at the May 3, 2017, meeting and subsequently submitted committee member evaluations of the boundary options. In addition, four Parent Teacher Association position papers were submitted. Appendix C includes the eight boundary options reviewed by the committee, Appendix D includes the committee member option evaluations, and Appendix E includes the position papers.

Appendices

Appendix A	Committee Roster
Appendix B	Committee Charge
Appendix C	Options
Appendix D	Evaluation Forms
Appendix E	Position Papers
Appendix F	Community Input

Appendix A

Committee Roster

Richard Montgomery Elementary School #5
Boundary Advisory Committee Roster

Monique Ashton	Chinese Immersion Program
Michelle Chang	Ritchie Park Elementary School
Tao Chen	Asian Pacific Student Achievement Action Group (APSAAG)
Deborah Gredder	College Gardens Elementary School
Marquette Heaven	National Association for the Advancement of Colored People (NAACP) Parents' Council
Amy Ackerberg-Hastings	Twinbrook Elementary School
Colin Heitzmann	College Gardens Elementary School
Stephanie Hilwig	Ritchie Park Elementary School
Mike Kohut	Beall Elementary School
Rodney Peele	Cluster Co-coordinator
Vince Russo	Twinbrook Elementary School
Mallika Sastry	Cluster Co-coordinator
Karla Silvestre	Latino Student Achievement Action Group (LSAAG)
Matthew Swibel	Cluster Co-coordinator
Paula Tully	Beall Elementary School

Appendix B

Committee Charge

Richard Montgomery Elementary School #5 Boundary Advisory Committee Charge

Boundary Advisory Committee

The Boundary Advisory Committee is an advisory body to the superintendent of schools and is not a decision-making body.

Boundary Advisory Committee Responsibilities

The Board of Education has authorized a boundary advisory committee process to obtain community input on boundary options for the new Richard Montgomery Elementary School #5 and associated boundary changes for the other Richard Montgomery Cluster elementary schools. The scope of the process is limited to boundary options for the elementary school level. No middle school or high school boundaries will change as a result of this process.

Boundary Advisory Committee members will develop criteria that will guide creation of boundary options and will be used by committee members to evaluate these options.

Committee members serve as liaisons to the communities they represent. During the process, committee members will meet with their communities to share options under review and to obtain feedback on these options. Committee members will share community feedback during committee meetings.

At the conclusion of the process, a Boundary Advisory Committee report will be sent to the superintendent of schools and members of the Board of Education. The report will provide a summary of the process, the committee criteria, any implementation issues, the boundary options that were developed, and committee member evaluations of the options. In addition, position papers from organizations represented on the committee—including school Parent Teacher Associations, National Association for the Advancement of Colored People (NAACP) Parents' Council, and the Latino Student Achievement Action Group—may be submitted for inclusion in the report, if desired.

Facilitation of the Boundary Advisory Committee Process

Staff from the Montgomery County Public Schools Division of Capital Planning will facilitate the process over a period of six meetings from February through May 30, 2017. Staff will provide information requested by the Boundary Advisory Committee, and as necessary, invite other MCPS staff to meetings to address questions. All Boundary Advisory Committee materials will be posted on the Division of Capital Planning website at the address below:

www.montgomeryschoolsmd.org/departments/planning/rmes5.aspx

Appendix C

Options

Richard Montgomery Elementary School #5

Boundary Advisory Committee

Boundary Options

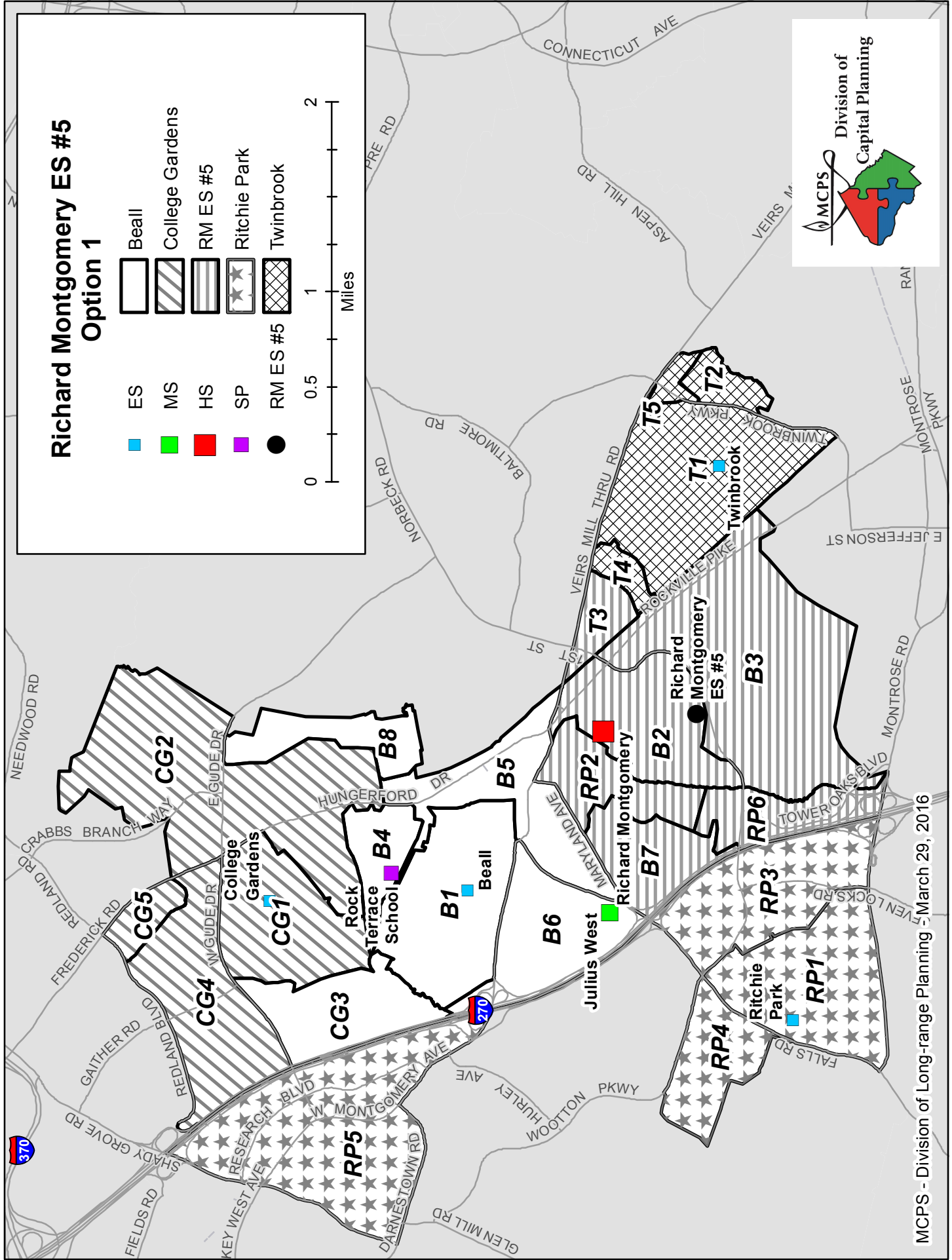
Option #1	Reassign zones B2, B3, and B7 from Beall Elementary School to Richard Montgomery Cluster Elementary School #5. Zone CG3 is reassigned from College Gardens Elementary School to Beall Elementary School. Chinese Immersion is moved from College Gardens Elementary School to Richard Montgomery Cluster Elementary School #5. Reassign zones RP2 and RP6 from Ritchie Park Elementary School to Richard Montgomery Cluster Elementary School #5. Reassign zone T3 from Twinbrook Elementary School to Richard Montgomery Cluster Elementary School #5.
Option #2	Reassign zones B2, B3, and B7 from Beall Elementary School to Richard Montgomery Cluster Elementary School #5. Zone CG3 is reassigned from College Gardens Elementary School to Beall Elementary School. Chinese Immersion is moved from College Gardens Elementary School to Richard Montgomery Cluster Elementary School #5. Reassign zones RP2 and RP6 from Ritchie Park Elementary School to Richard Montgomery Cluster Elementary School #5.
Option #3	Reassign zones B2, B3, and B7 from Beall Elementary School to Richard Montgomery Cluster Elementary School #5. Zone CG3 is reassigned from College Gardens Elementary School to Beall Elementary School. Chinese Immersion is moved from College Gardens Elementary School to Twinbrook Elementary School. Reassign zones RP2 and RP6 from Ritchie Park Elementary School to Richard Montgomery Cluster Elementary School #5. Reassign zone T2 from Twinbrook Elementary School to Richard Montgomery Cluster Elementary School #5.
Option #4	Reassign zones B2, B3, B5, B6 and B7 from Beall Elementary School to Richard Montgomery Cluster Elementary School #5. Zone CG2 is reassigned from College Gardens Elementary School to Beall Elementary School. Chinese Immersion is moved from College Gardens Elementary School to Beall Elementary School. Reassign zones RP2 and RP6 from Ritchie Park Elementary School to Richard Montgomery Cluster Elementary School #5.
Option #5	Reassign zones B2, B3, and B7 from Beall Elementary School to Richard Montgomery Cluster Elementary School #5. Chinese Immersion is moved from College Gardens Elementary School to Richard Montgomery Cluster Elementary School #5. Reassign zones RP2 and RP6 from Ritchie Park Elementary School to Richard Montgomery Cluster Elementary School #5. Reassign zone T3 from Twinbrook Elementary School to Richard Montgomery Cluster Elementary School #5.
Option #6	Reassign zones B2, B3, and B7 from Beall Elementary School to Richard Montgomery Cluster Elementary School #5. Chinese Immersion is moved from College Gardens Elementary School to Richard Montgomery Cluster Elementary School #5. Reassign zones RP2 and RP6 from Ritchie Park Elementary School to Richard Montgomery Cluster Elementary School #5.
Option #7	Reassign zones B2, B3, and B5 from Beall Elementary School to Richard Montgomery Cluster Elementary School #5. Chinese Immersion is moved from College Gardens Elementary School to Richard Montgomery Cluster Elementary School #5. Reassign zone RP5 from Ritchie Park Elementary School to Richard Montgomery Cluster Elementary School #5. Reassign zone T3 from Twinbrook Elementary School to Richard Montgomery Cluster Elementary School #5.
Option #8	Reassign zones B2, B3, and B5 from Beall Elementary School to Richard Montgomery Cluster Elementary School #5. Zone CG3 is reassigned from College Gardens Elementary School to Beall Elementary School. Chinese Immersion is moved from College Gardens Elementary School to Richard Montgomery Cluster Elementary School #5. Reassign zone RP5 from Ritchie Park Elementary School to Richard Montgomery Cluster Elementary School #5. Reassign zone T3 from Twinbrook Elementary School to Richard Montgomery Cluster Elementary School #5.

Richard Montgomery Cluster Elementary #5—Option 1

4/25/2017

	Projected Number of Students						2016–2017 Race/Ethnic Composition						
	Boundary Implemented						% Afr. Amer.	% Asian	% Hispanic	% White	% 2 or More	% FARMS	% ESOL
	2017–2018	2018–2019	2019–2020	2020–2021	2021–2022	2022–2023							
Beall Elementary School													
Maximum Number of Seats = 638													
No Change:													
Number of Students	813	849	855	865	872	871	12.1%	24.1%	22.0%	35.4%	6.4%	25.0%	15.4%
Percent of Building Occupied	127%	133%	134%	136%	137%	137%							
Available Seats	(175)	(211)	(217)	(227)	(234)	(233)							
Reassign zones B2, B3, and B7 to Richard Montgomery Cluster ES #5. Zone CG3 received from College Gardens ES.													
With Change:													
Number of Students	813	643	659	660	676	703	13.6%	17.4%	17.9%	42.7%	8.5%	18.2%	12.0%
Percent of Building Occupied	127%	101%	103%	103%	106%	110%							
Available Seats	(175)	(5)	(21)	(22)	(38)	(65)							
College Gardens Elementary School													
Maximum Number of Seats= 693													
No Change:													
Number of Students	879	881	851	848	839	846	17.9%	22.2%	14.4%	38.2%	7.3%	14.5%	14.8%
Percent of Building Occupied	127%	127%	123%	122%	121%	122%							
Available Seats	(186)	(188)	(158)	(155)	(146)	(153)							
Zone CG3 is reassigned to Beall ES. Chinese Immersion is moved to Richard Montgomery Cluster ES #5.													
With Change:													
Number of Students	879	650	649	662	658	653	18.4%	24.0%	14.9%	35.4%	7.3%	16.2%	19.4%
Percent of Building Occupied	127%	94%	94%	96%	95%	94%							
Available Seats	(186)	43	44	31	35	40							
Richard Montgomery Cluster Elementary School #5													
Maximum Number of Seats= 602													
No Change:													
Number of Students		New School Opens											
Percent of Building Occupied		0	0	0	0	0							
Available Seats		602	602	602	602	602							
Richard Montgomery Cluster ES #5 attending area is comprised of RP2, RP6, B2, B3, B7, T3, and Chinese Immersion													
With Change:													
Number of Students	0	574	590	594	582	596	10.2%	30.4%	28.7%	26.2%	< 5 %	29.7%	19.8%
Percent of Building Occupied	0%	95%	98%	99%	97%	99%							
Available Seats	0	28	12	8	20	6					*FARM is 37% without CI.		
Ritchie Park Elementary School													
Maximum Number of Seats= 387													
No Change:													
Number of Students	506	514	501	490	503	501	12.6%	22.2%	18.1%	41.1%	5.9%	23.0%	11.3%
Percent of Building Occupied	131%	133%	129%	127%	130%	129%							
Available Seats	(119)	(127)	(114)	(103)	(116)	(114)							
Reassign zones RP2 and RP6 to Richard Montgomery Cluster ES #5.													
With Change:													
Number of Students	506	373	379	375	379	379	10.5%	19.6%	12.3%	50.5%	7.1%	11.9%	6.9%
Percent of Building Occupied	131%	96%	98%	97%	98%	98%							
Available Seats	(119)	14	8	12	8	8							
Twinbrook Elementary School													
Maximum Number of Seats= 553													
No Change:													
Number of Students	575	593	587	599	596	581	10.7%	13.5%	61.0%	11.4%	< 5 %	68.7%	50.1%
Percent of Building Occupied	104%	107%	106%	108%	108%	105%							
Available Seats	(22)	(40)	(34)	(46)	(43)	(28)							
Reassign zone T3 to Richard Montgomery Cluster ES # 5.													
With Change:													
Number of Students	575	513	506	512	514	523	11.2%	13.6%	60.9%	10.3%	< 5 %	60.1%	45.0%
Percent of Building Occupied	104%	93%	92%	93%	93%	95%							
Available Seats	(22)	40	47	41	39	30							

Note: Options reflect updated development information and slightly differ from the Capital Improvement Program projection developed six months prior.

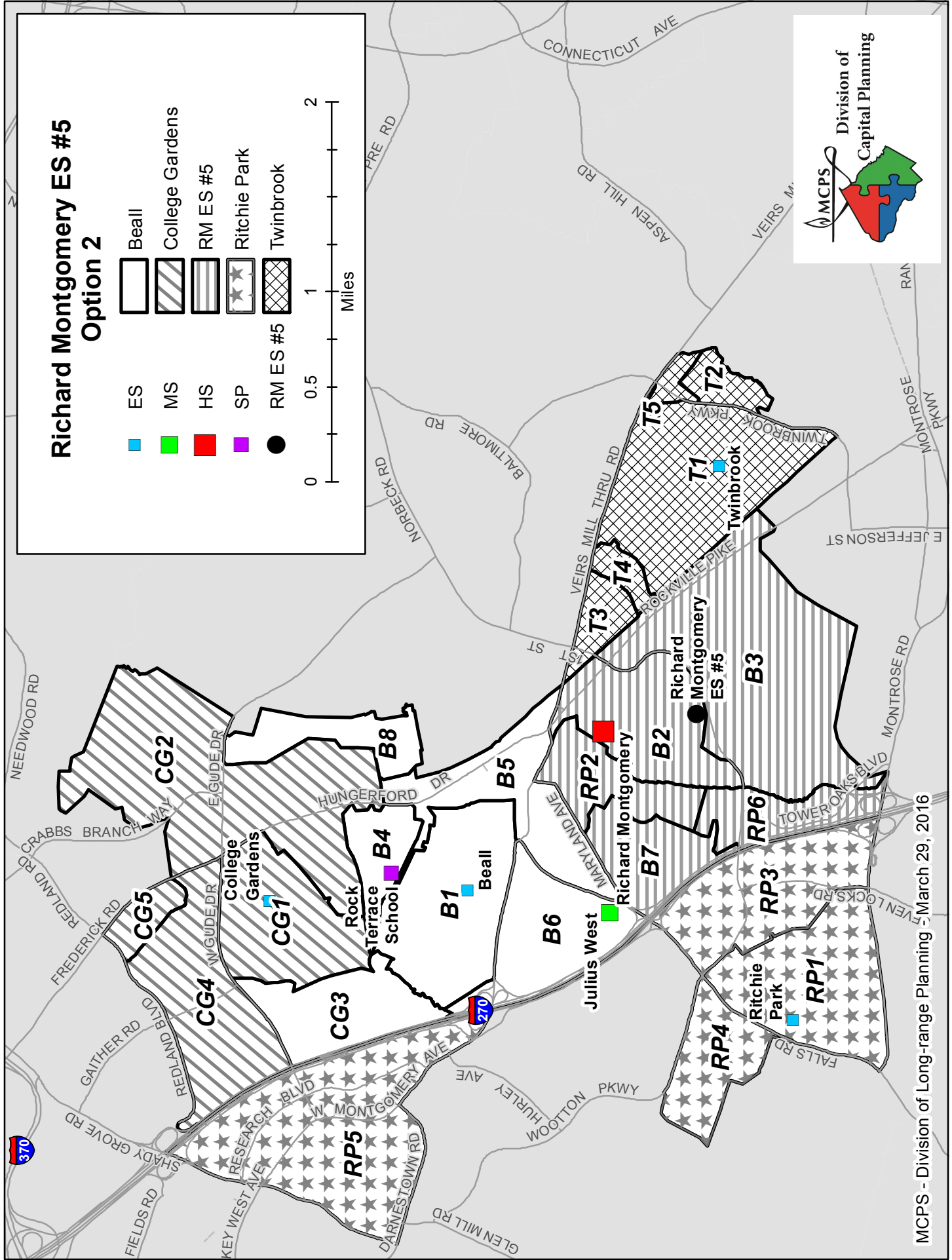


Richard Montgomery Cluster Elementary #5—Option 2

4/25/2017

	Projected Number of Students						2016–2017 Race/Ethnic Composition						
	Boundary Implemented											FARMS	%
	2017–2018	2018–2019	2019–2020	2020–2021	2021–2022	2022–2023	% Afr. Amer.	% Asian	% Hispanic	% White	% 2 or More	%	% ESOL
Beall Elementary School													
Maximum Number of Seats = 638													
No Change:													
Number of Students	813	849	855	865	872	871							
Percent of Building Occupied	127%	133%	134%	136%	137%	137%	12.1%	24.1%	22.0%	35.4%	6.4%	25.0%	15.4%
Available Seats	(175)	(211)	(217)	(227)	(234)	(233)							
Reassign zones B2, B3, and B7 to Richard Montgomery Cluster ES #5. Zone CG3 is received from College Gardens ES.													
With Change:													
Number of Students	813	643	659	660	676	703	13.6%	17.4%	17.9%	42.7%	8.5%	18.2%	12.0%
Percent of Building Occupied	127%	101%	103%	103%	106%	110%							
Available Seats	(175)	(5)	(21)	(22)	(38)	(65)							
College Gardens Elementary School													
Maximum Number of Seats= 693													
No Change:													
Number of Students	879	881	851	848	839	846							
Percent of Building Occupied	127%	127%	123%	122%	121%	122%	17.9%	22.2%	14.4%	38.2%	7.3%	14.5%	14.8%
Available Seats	(186)	(188)	(158)	(155)	(146)	(153)							
Zone CG3 is reassigned to Beall ES. Chinese Immersion is moved to Richard Montgomery Cluster ES #5.													
With Change:													
Number of Students	879	650	649	662	658	653	18.4%	24.0%	14.9%	35.4%	7.3%	16.2%	19.4%
Percent of Building Occupied	127%	94%	94%	96%	95%	94%							
Available Seats	(186)	43	44	31	35	40							
Richard Montgomery Cluster Elementary School #5													
Maximum Number of Seats = 602													
No Change:													
Number of Students													
Percent of Building Occupied													
Available Seats													
Richard Montgomery Cluster ES #5 attending area is comprised of RP2, RP6, B2, B3, B7, and Chinese Immersion.													
With Change:													
Number of Students		530	542	549	536	550	11.9%	33.2%	22.5%	26.8%	5.7%	29.9%	19.6%
Percent of Building Occupied		88%	90%	91%	89%	91%							
Available Seats		72	60	53	66	52							
*FARM is 38% without CI.													
Ritchie Park Elementary School													
Maximum Number of Seats= 387													
No Change:													
Number of Students	506	514	501	490	503	501							
Percent of Building Occupied	131%	133%	129%	127%	130%	129%	12.6%	22.2%	18.1%	41.1%	5.9%	23.0%	11.3%
Available Seats	(119)	(127)	(114)	(103)	(116)	(114)							
Reassign zones RP2 and RP6 to Richard Montgomery Cluster ES #5.													
With Change:													
Number of Students	506	373	379	375	379	379	10.5%	19.6%	12.3%	50.5%	7.1%	11.9%	6.9%
Percent of Building Occupied	131%	96%	98%	97%	98%	98%							
Available Seats	(119)	14	8	12	8	8							
Twinbrook Elementary School													
Maximum Number of Seats= 553													
No Change:													
Number of Students	575	593	587	599	596	581							
Percent of Building Occupied	104%	107%	106%	108%	108%	105%	10.7%	13.5%	61.0%	11.4%	< 5%	68.7%	50.1%
Available Seats	(22)	(40)	(34)	(46)	(43)	(28)							
No Boundary Change													
With Change:													
Number of Students	575	593	587	599	596	581	10.7%	13.5%	61.0%	11.4%	< 5%	68.7%	50.1%
Percent of Building Occupied	104%	107%	106%	108%	108%	105%							
Available Seats	(22)	(40)	(34)	(46)	(43)	(28)							

Note: Options reflect updated development information and slightly differ from the Capital Improvement Program projection developed six months prior.



Richard Montgomery Cluster Elementary #5—Option 3

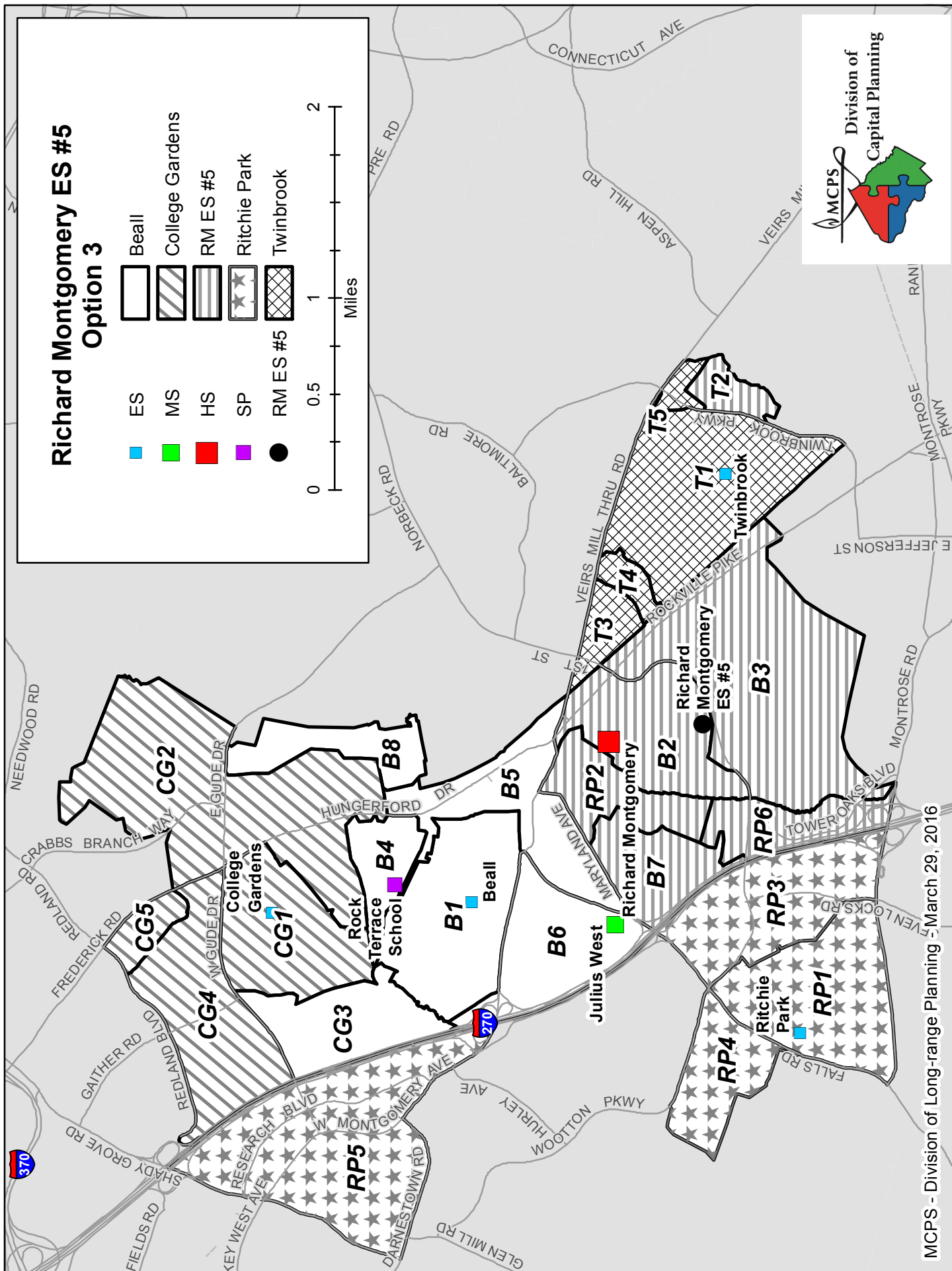
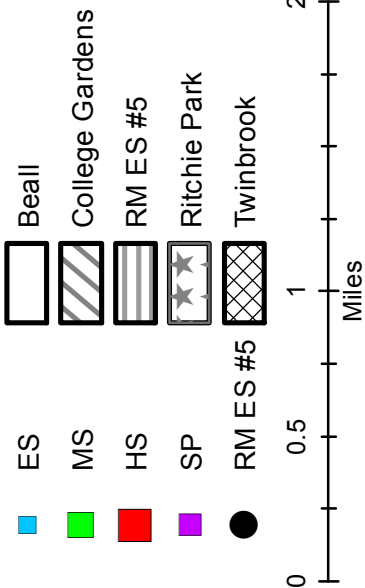
4/25/2017

	Projected Number of Students						2016–2017 Race/Ethnic Composition						
	Boundary Implemented											FARMS	ESOL
	2017–2018	2018–2019	2019–2020	2020–2021	2021–2022	2022–2023	% Afr. Amer.	% Asian	% Hispanic	% White	% 2 or More		
Beall Elementary School													
Maximum Number of Seats = 638													
<u>No Change:</u>													
Number of Students	813	849	855	865	872	871							
Percent of Building Occupied	127%	133%	134%	136%	137%	137%	12.1%	24.1%	22.0%	35.4%	6.4%	25.0%	15.4%
Available Seats	(175)	(211)	(217)	(227)	(234)	(233)							
Reassign zones B2, B3, and B7 to Richard Montgomery Cluster ES #5. Zone CG3 is received from College Gardens ES.													
<u>With Change:</u>													
Number of Students	813	643	659	660	676	703							
Percent of Building Occupied	127%	101%	103%	103%	106%	110%	13.6%	17.4%	17.9%	42.7%	8.5%	18.2%	12.0%
Available Seats	(175)	(5)	(21)	(22)	(38)	(65)							
College Gardens Elementary School													
Maximum Number of Seats= 693													
<u>No Change:</u>													
Number of Students	879	881	851	848	839	846							
Percent of Building Occupied	127%	127%	123%	122%	121%	122%	17.9%	22.2%	14.4%	38.2%	7.3%	14.5%	14.8%
Available Seats	(186)	(188)	(158)	(155)	(146)	(153)							
Zone CG3 is reassigned to Beall ES. Chinese Immersion is moved to Twinbrook Elementary													
<u>With Change:</u>													
Number of Students	879	650	649	662	658	653							
Percent of Building Occupied	127%	94%	94%	96%	95%	94%	18.4%	24.0%	14.9%	35.4%	7.3%	16.2%	19.4%
Available Seats	(186)	43	44	31	35	40							
Richard Montgomery Cluster Elementary School #5													
Maximum Number of Seats = 602													
<u>No Change:</u>													
Number of Students													
Percent of Building Occupied													
Available Seats													
Richard Montgomery Cluster ES #5 attending area is comprised of RP2, RP6, B2, B3, B7, and T2													
<u>With Change:</u>													
Number of Students		495	506	513	504	515							
Percent of Building Occupied		82%	84%	85%	84%	86%	11.1%	29.0%	34.0%	21.5%	< 5%	43.5%	31.7%
Available Seats		107	96	89	98	87							
Ritchie Park Elementary School													
Maximum Number of Seats= 387													
<u>No Change:</u>													
Number of Students	506	514	501	490	503	501							
Percent of Building Occupied	131%	133%	129%	127%	130%	129%	12.6%	22.2%	18.1%	41.1%	5.9%	23.0%	11.3%
Available Seats	(119)	(127)	(114)	(103)	(116)	(114)							
Reassign zones RP2 and RP6 to Richard Montgomery Cluster ES #5.													
<u>With Change:</u>													
Number of Students	506	373	379	375	379	379							
Percent of Building Occupied	131%	96%	98%	97%	98%	98%	10.5%	19.6%	12.3%	50.5%	7.1%	11.9%	6.9%
Available Seats	(119)	14	8	12	8	8							
Twinbrook Elementary School													
Maximum Number of Seats= 553													
<u>No Change:</u>													
Number of Students	575	593	587	599	596	581							
Percent of Building Occupied	104%	107%	106%	108%	108%	105%	10.7%	13.5%	61.0%	11.4%	< 5%	68.7%	50.1%
Available Seats	(22)	(40)	(34)	(46)	(43)	(28)							
Zone T2 is reassigned to Richard Montgomery Cluster ES #5 and Chinese Immersion is assigned to Twinbrook ES.													
<u>With Change:</u>													
Number of Students	575	592	590	593	592	604							
Percent of Building Occupied	104%	107%	107%	107%	107%	109%	11.7%	18.5%	47.5%	17.3%	5.1%	46.0%	32.3%
Available Seats	(22)	(39)	(37)	(40)	(39)	(51)							

*FARM is 57.9% without CI.

Note: Options reflect updated development information and slightly differ from the Capital Improvement Program projection developed six months prior.

Richard Montgomery ES #5 Option 3

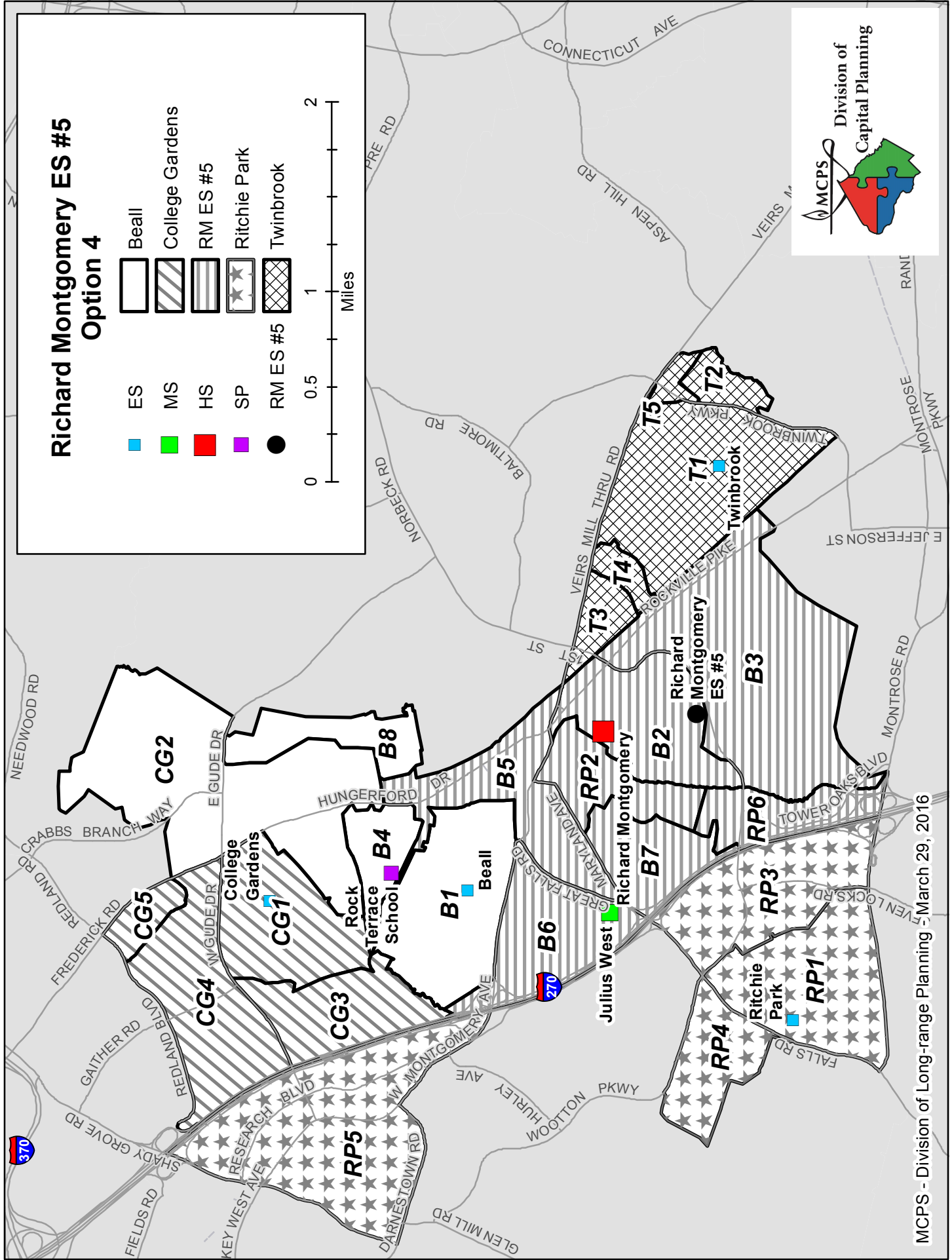


Richard Montgomery Cluster Elementary #5—Option 4

4/25/2017

							2016–2017						
	Projected Number of Students						Race/Ethnic Composition						
	Boundary Implemented						% Afr.	% Asian	% Hispanic	% White	% 2 or More	% FARMS	% ESOL
	2017–2018	2018–2019	2019–2020	2020–2021	2021–2022	2022–2023	Amer.	Asian	Hispanic	White	2 or More	FARMS	ESOL
Beall Elementary School													
Maximum Number of Seats = 638													
No Change:													
Number of Students	813	849	855	865	872	871							
Percent of Building Occupied	127%	133%	134%	136%	137%	137%	12.1%	24.1%	22.0%	35.4%	6.4%	25.0%	15.4%
Available Seats	(175)	(211)	(217)	(227)	(234)	(233)							
Reassign zones B2, B3, B5, B6, and B7 to Richard Montgomery Cluster ES #5. Zone CG2 is received from College Gardens ES. Chinese Immersion is assigned to Beall ES.													
With Change:													
Number of Students	813	594	593	583	587	601							
Percent of Building Occupied	127%	93%	93%	91%	92%	94%	15.4%	21.8%	17.1%	35.6%	10.0%	24.2%	13.4%
Available Seats	(175)	44	45	55	51	37					*FARM is 29.9% without CI.		
College Gardens Elementary School													
Maximum Number of Seats= 693													
No Change:													
Number of Students	879	881	851	848	839	846							
Percent of Building Occupied	127%	127%	123%	122%	121%	122%	17.9%	22.2%	14.4%	38.2%	7.3%	14.5%	14.8%
Available Seats	(186)	(188)	(158)	(155)	(146)	(153)							
Zone CG2 is reassigned to Beall ES. Chinese Immersion is moved to Beall Elementary.													
With Change:													
Number of Students	879	635	637	648	642	637							
Percent of Building Occupied	127%	92%	92%	94%	93%	92%	18.5%	22.4%	14.5%	37.7%	6.9%	15.1%	18.2%
Available Seats	(186)	58	56	45	51	56							
Richard Montgomery Cluster Elementary School #5													
Maximum Number of Seats = 602													
No Change:		New School Opens											
Number of Students		0	0	0	0	0							
Percent of Building Occupied		0%	0%	0%	0%	0%							
Available Seats		602	602	602	602	602							
Richard Montgomery Cluster ES #5 attending area is comprised of RP2, RP6, B2, B3, B5, B6, B7													
With Change:													
Number of Students		594	620	640	641	668							
Percent of Building Occupied		99%	103%	106%	106%	111%	10.3%	30.3%	23.4%	31.2%	5.0%	27.1%	20.2%
Available Seats		8	(18)	(38)	(39)	(66)							
Ritchie Park Elementary School													
Maximum Number of Seats= 387													
No Change:													
Number of Students	506	514	501	490	503	501							
Percent of Building Occupied	131%	133%	129%	127%	130%	129%	12.6%	22.2%	18.1%	41.1%	5.9%	23.0%	11.3%
Available Seats	(119)	(127)	(114)	(103)	(116)	(114)							
Reassign zones RP2 and RP6 to Richard Montgomery Cluster ES #5.													
With Change:													
Number of Students	506	373	379	375	379	379							
Percent of Building Occupied	131%	96%	98%	97%	98%	98%	10.5%	19.6%	12.3%	50.5%	7.1%	11.9%	6.9%
Available Seats	(119)	14	8	12	8	8							
Twinbrook Elementary School													
Maximum Number of Seats= 553													
No Change:													
Number of Students	575	593	587	599	596	581							
Percent of Building Occupied	104%	107%	106%	108%	108%	105%	10.7%	13.5%	61.0%	11.4%	< 5%	68.7%	50.1%
Available Seats	(22)	(40)	(34)	(46)	(43)	(28)							
No Boundary Change													
With Change:													
Number of Students	575	593	587	599	596	581							
Percent of Building Occupied	104%	107%	106%	108%	108%	105%	10.7%	13.5%	61.0%	11.4%	< 5%	68.7%	50.1%
Available Seats	(22)	(40)	(34)	(46)	(43)	(28)							

Note: Options reflect updated development information and slightly differ from the Capital Improvement Program projection developed six months prior.



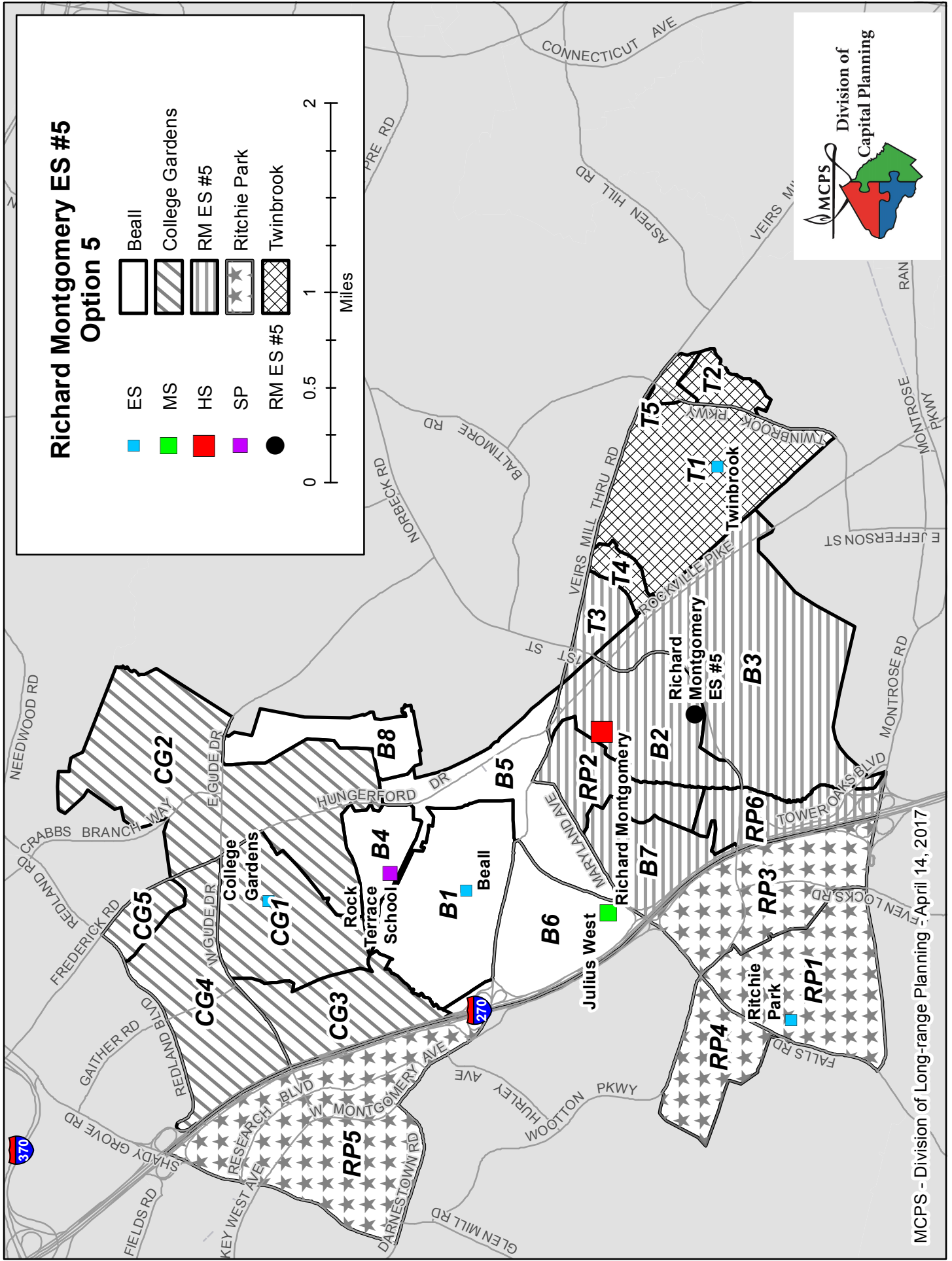
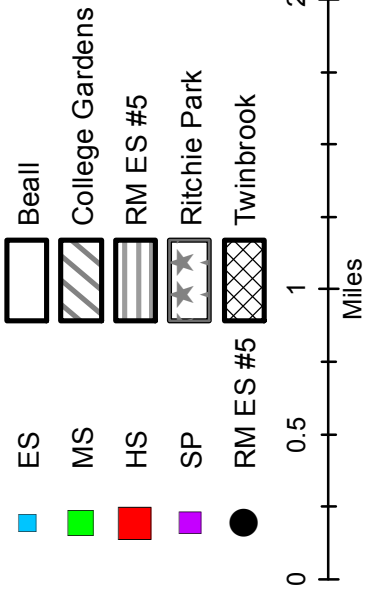
Richard Montgomery Cluster Elementary #5—Option 5

4/25/2017

	Projected Number of Students						2016–2017						
	Boundary Implemented						Race/Ethnic Composition						
	2017–2018	2018–2019	2019–2020	2020–2021	2021–2022	2022–2023	% Afr. Amer.	% Asian	% Hispanic	% White	% 2 or More	% FARMS	% ESOL
Beall Elementary School													
Maximum Number of Seats = 638													
No Change:													
Number of Students	813	849	855	865	872	871							
Percent of Building Occupied	127%	133%	134%	136%	137%	137%	12.1%	24.1%	22.0%	35.4%	6.4%	25.0%	15.4%
Available Seats	(175)	(211)	(217)	(227)	(234)	(233)							
Reassign zones B2, B3, and B7 to Richard Montgomery Cluster ES #5.													
With Change:													
Number of Students	813	571	584	584	603	628							
Percent of Building Occupied	127%	89%	91%	92%	94%	98%	16.7%	19.5%	19.3%	29.6%	14.9%	35.4%	30.4%
Available Seats	(175)	67	55	54	36	10							
College Gardens Elementary School													
Maximum Number of Seats= 693													
No Change:													
Number of Students	879	881	851	848	839	846							
Percent of Building Occupied	127%	127%	123%	122%	121%	122%	17.9%	22.2%	14.4%	38.2%	7.3%	14.5%	14.8%
Available Seats	(186)	(188)	(158)	(155)	(146)	(153)							
Chinese Immersion is moved to Richard Montgomery Cluster ES #5.													
With Change:													
Number of Students	879	722	724	738	731	728							
Percent of Building Occupied	127%	104%	104%	106%	105%	105%	17.5%	23.1%	14.3%	37.9%	7.2%	15.5%	18.4%
Available Seats	(186)	(29)	(31)	(45)	(38)	(35)							
Richard Montgomery Cluster Elementary School #5													
Maximum Number of Seats= 602													
No Change:													
Number of Students		New School Opens											
Percent of Building Occupied		0%	0%	0%	0%	0%							
Available Seats		602	602	602	602	602							
Richard Montgomery Cluster ES #5 attending area is comprised of RP2, RP6, B2, B3, B7, T3, and Chinese Immersion													
With Change:													
Number of Students	0	574	590	594	582	596							
Percent of Building Occupied	0%	95%	98%	99%	97%	99%	10.2%	30.4%	28.7%	26.2%	< 5 %	29.7%	19.8%
Available Seats	0	28	12	8	20	6					*FARM is 37% without CI.		
Ritchie Park Elementary School													
Maximum Number of Seats= 387													
No Change:													
Number of Students	506	514	501	490	503	501							
Percent of Building Occupied	131%	133%	129%	127%	130%	129%	12.6%	22.2%	18.1%	41.1%	5.9%	23.0%	11.3%
Available Seats	(119)	(127)	(114)	(103)	(116)	(114)							
Reassign zones RP2 and RP6 to Richard Montgomery Cluster ES #5.													
With Change:													
Number of Students	506	373	379	375	379	379							
Percent of Building Occupied	131%	96%	98%	97%	98%	98%	10.5%	19.6%	12.3%	50.5%	7.1%	11.9%	6.9%
Available Seats	(119)	14	8	12	8	8							
Twinbrook Elementary School													
Maximum Number of Seats= 553													
No Change:													
Number of Students	575	593	587	599	596	581							
Percent of Building Occupied	104%	107%	106%	108%	108%	105%	10.7%	13.5%	61.0%	11.4%	< 5 %	68.7%	50.1%
Available Seats	(22)	(40)	(34)	(46)	(43)	(28)							
Reassign zone T3 to Richard Montgomery Cluster ES # 5.													
With Change:													
Number of Students	575	513	506	512	514	523							
Percent of Building Occupied	104%	93%	92%	93%	93%	95%	11.2%	13.6%	60.9%	10.3%	< 5 %	60.1%	45.0%
Available Seats	(22)	40	47	41	39	30							

Note: Options reflect updated development information and slightly differ from the Capital Improvement Program projection developed six months prior.

Richard Montgomery ES #5 Option 5

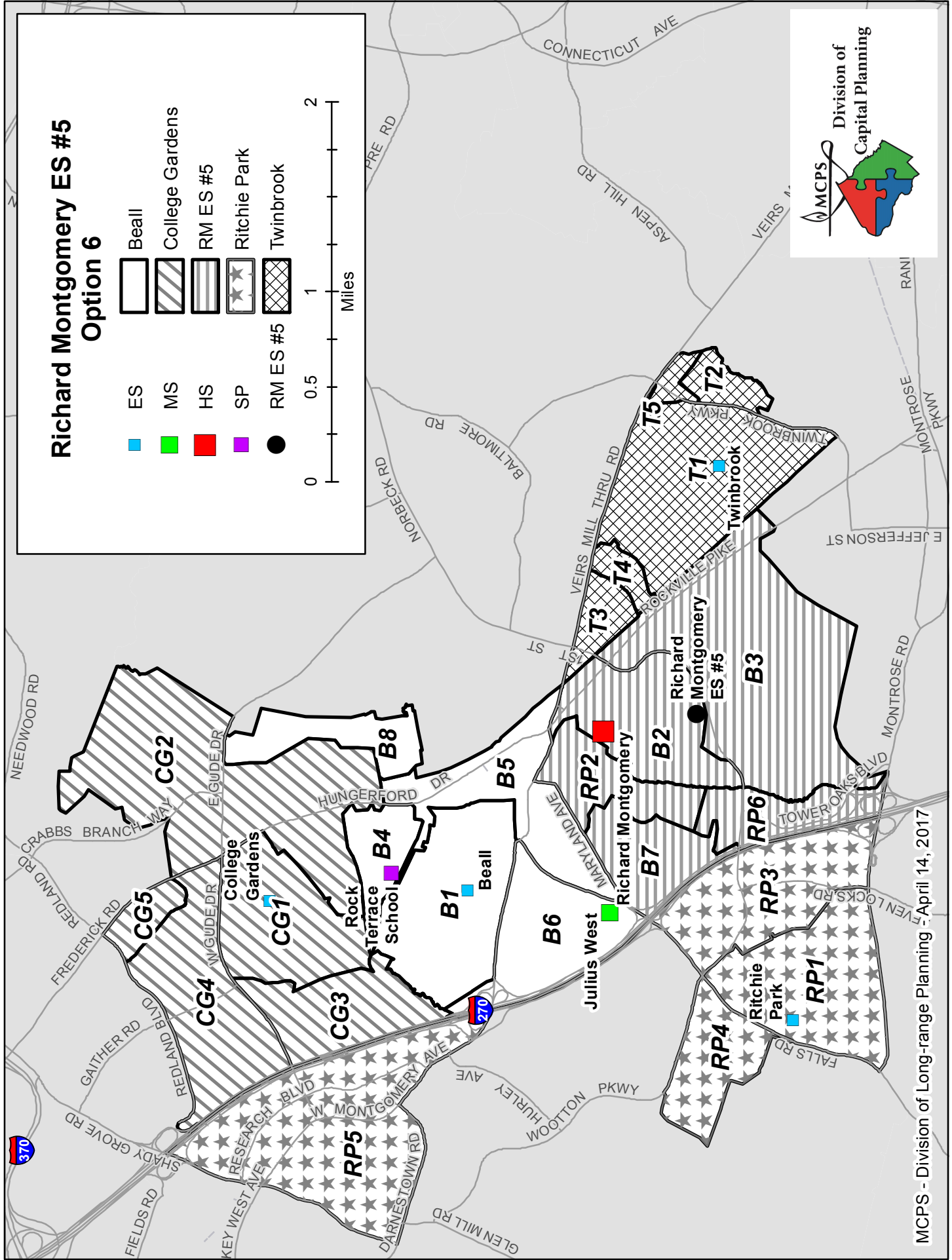


Richard Montgomery Cluster Elementary #5—Option 6

4/25/2017

	Projected Number of Students						2016–2017 Race/Ethnic Composition						
	Boundary Implemented											FARMS	ESOL
	2017–2018	2018–2019	2019–2020	2020–2021	2021–2022	2022–2023	% Afr. Amer.	% Asian	% Hispanic	% White	% 2 or More		
Beall Elementary School													
Maximum Number of Seats = 638													
<u>No Change:</u>													
Number of Students	813	849	855	865	872	871							
Percent of Building Occupied	127%	133%	134%	136%	137%	137%	12.1%	24.1%	22.0%	35.4%	6.4%	25.0%	15.4%
Available Seats	(175)	(211)	(217)	(227)	(234)	(233)							
Reassign zones B2, B3, and B7 to Richard Montgomery Cluster ES #5.													
<u>With Change:</u>													
Number of Students	813	571	584	584	603	628	16.7%	19.5%	19.3%	29.6%	14.9%	35.4%	30.4%
Percent of Building Occupied	127%	89%	91%	92%	94%	98%							
Available Seats	(175)	67	55	54	36	10							
College Gardens Elementary School													
Maximum Number of Seats= 693													
<u>No Change:</u>													
Number of Students	879	881	851	848	839	846							
Percent of Building Occupied	127%	127%	123%	122%	121%	122%	17.9%	22.2%	14.4%	38.2%	7.3%	14.5%	14.8%
Available Seats	(186)	(188)	(158)	(155)	(146)	(153)							
Chinese Immersion is moved to Richard Montgomery Cluster ES #5.													
<u>With Change:</u>													
Number of Students	879	722	724	738	731	728	17.5%	23.1%	14.3%	37.9%	7.2%	15.5%	18.4%
Percent of Building Occupied	127%	104%	104%	106%	105%	105%							
Available Seats	(186)	(29)	(31)	(45)	(38)	(35)							
Richard Montgomery Cluster Elementary School #5													
Maximum Number of Seats = 602													
<u>No Change:</u>													
Number of Students													
Percent of Building Occupied													
Available Seats													
Richard Montgomery Cluster ES #5 attending area is comprised of RP2, RP6, B2, B3, B7, and Chinese Immersion.													
<u>With Change:</u>													
Number of Students		530	542	549	536	550	11.9%	33.2%	22.5%	26.8%	5.7%	29.9%	19.6%
Percent of Building Occupied		88%	90%	91%	89%	91%							
Available Seats		72	60	53	66	52						*FARM is 38% without CI.	
Ritchie Park Elementary School													
Maximum Number of Seats= 387													
<u>No Change:</u>													
Number of Students	506	514	501	490	503	501							
Percent of Building Occupied	131%	133%	129%	127%	130%	129%	12.6%	22.2%	18.1%	41.1%	5.9%	23.0%	11.3%
Available Seats	(119)	(127)	(114)	(103)	(116)	(114)							
Reassign zones RP2 and RP6 to Richard Montgomery Cluster ES #5.													
<u>With Change:</u>													
Number of Students	506	373	379	375	379	379	10.5%	19.6%	12.3%	50.5%	7.1%	11.9%	6.9%
Percent of Building Occupied	131%	96%	98%	97%	98%	98%							
Available Seats	(119)	14	8	12	8	8							
Twinbrook Elementary School													
Maximum Number of Seats= 553													
<u>No Change:</u>													
Number of Students	575	593	587	599	596	581							
Percent of Building Occupied	104%	107%	106%	108%	108%	105%	10.7%	13.5%	61.0%	11.4%	< 5%	68.7%	50.1%
Available Seats	(22)	(40)	(34)	(46)	(43)	(28)							
No Boundary Change													
<u>With Change:</u>													
Number of Students	575	593	587	599	596	581	10.7%	13.5%	61.0%	11.4%	< 5%	68.7%	50.1%
Percent of Building Occupied	104%	107%	106%	108%	108%	105%							
Available Seats	(22)	(40)	(34)	(46)	(43)	(28)							

Note: Options reflect updated development information and slightly differ from the Capital Improvement Program projection developed six months prior.

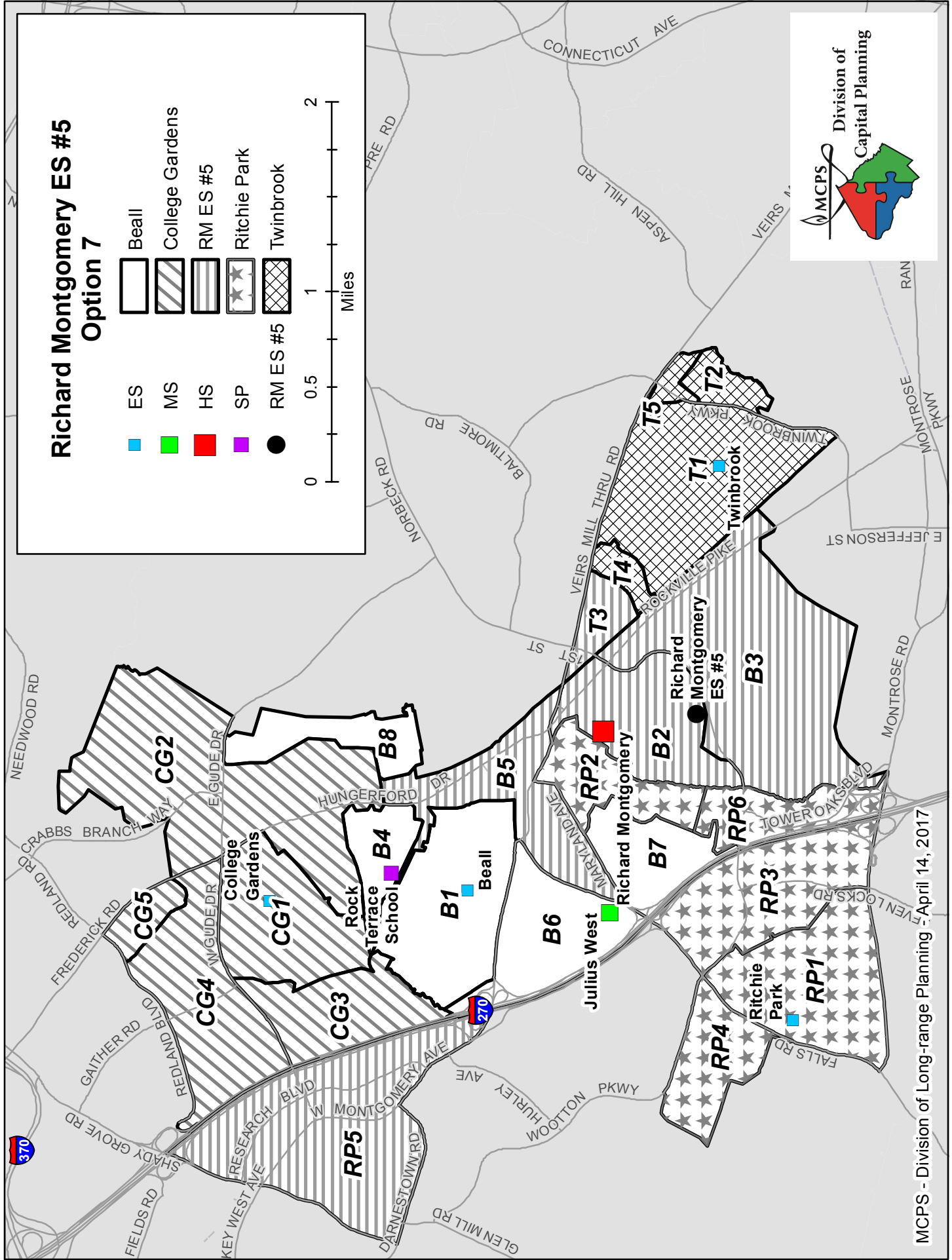


Richard Montgomery Cluster Elementary #5—Option 7

4/25/2017

	Projected Number of Students						2016–2017						
	Boundary Implemented						Race/Ethnic Composition					% FARMS	% ESOL
	2017–2018	2018–2019	2019–2020	2020–2021	2021–2022	2022–2023	% Afr. Amer.	% Asian	% Hispanic	% White	% 2 or More		
Beall Elementary School													
Maximum Number of Seats = 638													
No Change:													
Number of Students	813	849	855	865	872	871	12.1%	24.1%	22.0%	35.4%	6.4%	25.0%	15.4%
Percent of Building Occupied	127%	133%	134%	136%	137%	137%							
Available Seats	(175)	(211)	(217)	(227)	(234)	(233)							
Reassign zones B2, B3, and B5 to Richard Montgomery Cluster ES #5.													
With Change:													
Number of Students	813	536	548	542	552	575	16.1%	20.2%	19.2%	29.5%	15.1%	35.6%	30.2%
Percent of Building Occupied	127%	84%	86%	85%	86%	90%							
Available Seats	(175)	102	90	96	86	63							
College Gardens Elementary School													
Maximum Number of Seats= 693													
No Change:													
Number of Students	879	881	851	848	839	846	17.9%	22.2%	14.4%	38.2%	7.3%	14.5%	14.8%
Percent of Building Occupied	127%	127%	123%	122%	121%	122%							
Available Seats	(186)	(188)	(158)	(155)	(146)	(153)							
Chinese Immersion is moved to Richard Montgomery Cluster ES #5.													
With Change:													
Number of Students	879	722	724	738	731	728	17.5%	23.1%	14.3%	37.9%	7.2%	15.5%	18.4%
Percent of Building Occupied	127%	104%	104%	106%	105%	105%							
Available Seats	(186)	(29)	(31)	(45)	(38)	(35)							
Richard Montgomery Cluster Elementary School #5													
Maximum Number of Seats = 602													
No Change:		New School Opens											
Number of Students		0	0	0	0	0							
Percent of Building Occupied		0%	0%	0%	0%	0%							
Available Seats		602	602	602	602	602							
Richard Montgomery Cluster ES #5 attending area is comprised of RP5, B2, B3, B5, T3, and Chinese Immersion.													
With Change:													
Number of Students		609	620	632	635	643	12.3%	29.8%	19.7%	32.7%	5.6%	22.9%	18.0%
Percent of Building Occupied		101%	103%	105%	105%	107%					*FARM	is 28.1%	without CI.
Available Seats		(7)	(18)	(30)	(33)	(41)							
Ritchie Park Elementary School													
Maximum Number of Seats= 387													
No Change:													
Number of Students	506	514	501	490	503	501	12.6%	22.2%	18.1%	41.1%	5.9%	23.0%	11.3%
Percent of Building Occupied	131%	133%	129%	127%	130%	129%							
Available Seats	(119)	(127)	(114)	(103)	(116)	(114)							
Reassign zone RP5 to Richard Montgomery Cluster ES #5.													
With Change:													
Number of Students	506	373	385	379	377	385	11.2%	20.1%	20.6%	41.4%	6.7%	25.9%	12.2%
Percent of Building Occupied	131%	96%	99%	98%	97%	99%							
Available Seats	(119)	14	2	8	10	2							
Twinbrook Elementary School													
Maximum Number of Seats= 553													
No Change:													
Number of Students	575	593	587	599	596	581	10.7%	13.5%	61.0%	11.4%	< 5%	68.7%	50.1%
Percent of Building Occupied	104%	107%	106%	108%	108%	105%							
Available Seats	(22)	(40)	(34)	(46)	(43)	(28)							
Reassign zone T3 to Richard Montgomery Cluster ES # 5.													
With Change:													
Number of Students	575	513	506	512	514	523	11.2%	13.6%	60.9%	10.3%	< 5%	60.1%	45.0%
Percent of Building Occupied	104%	93%	92%	93%	93%	95%							
Available Seats	(22)	40	47	41	39	30							

Note: Options reflect updated development information and slightly differ from the Capital Improvement Program projection developed six months prior.



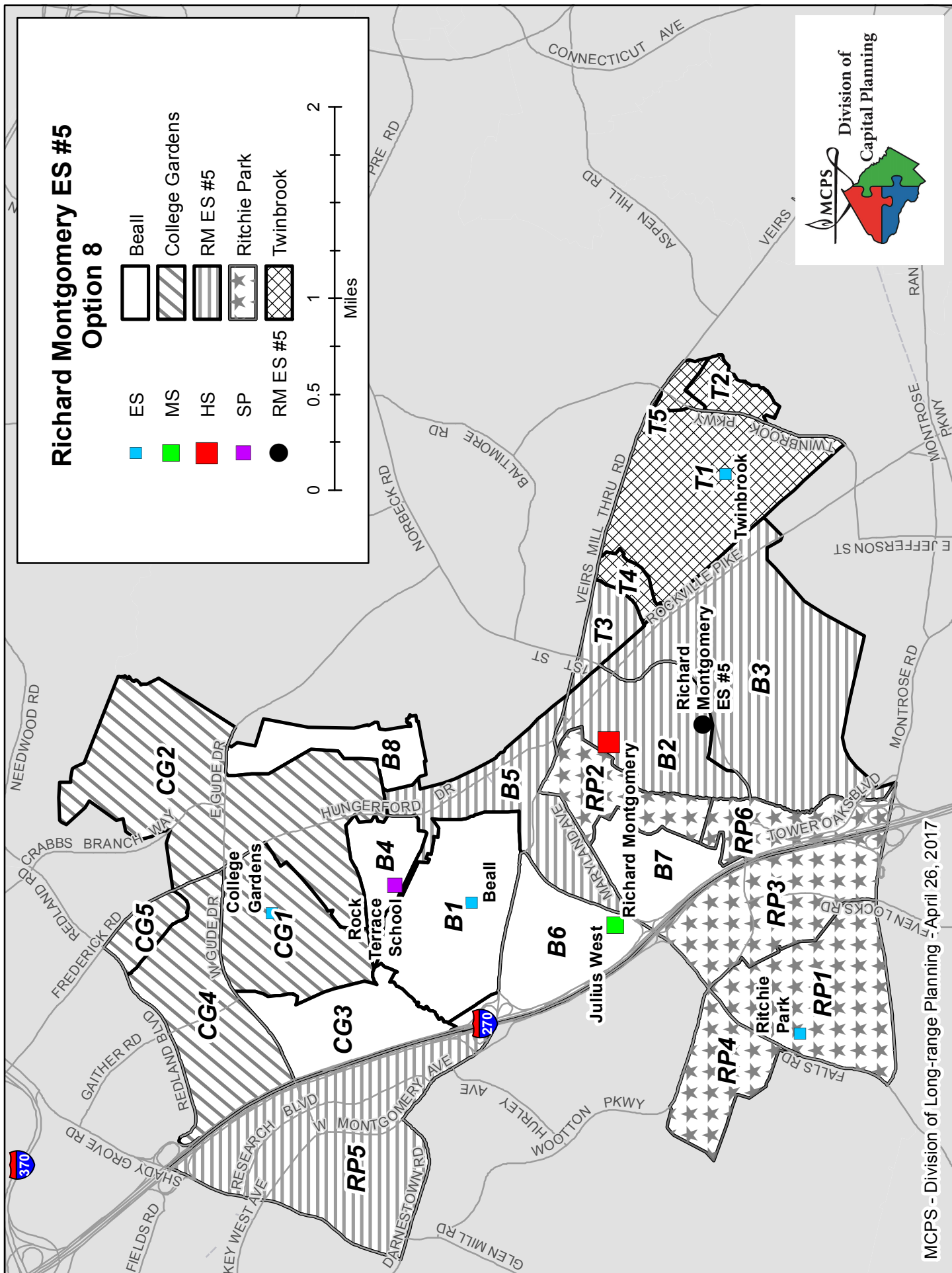
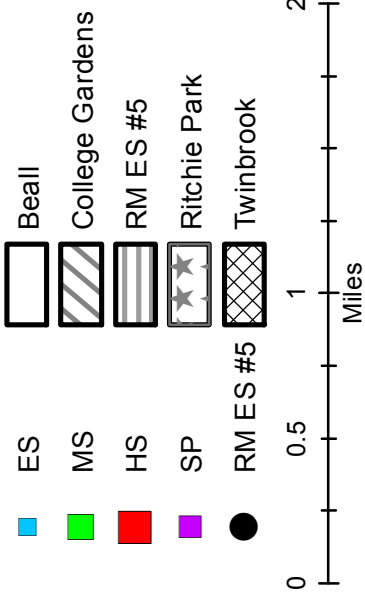
Richard Montgomery Cluster Elementary #5—Option 8

4/26/2017

	Projected Number of Students						2016–2017 Race/Ethnic Composition						
	Boundary Implemented											FARMS	ESOL
	2017–2018	2018–2019	2019–2020	2020–2021	2021–2022	2022–2023	% Afr. Amer.	% Asian	% Hispanic	% White	% 2 or More		
Beall Elementary School													
Maximum Number of Seats = 638													
<u>No Change:</u>													
Number of Students	813	849	855	865	872	871							
Percent of Building Occupied	127%	133%	134%	136%	137%	137%	12.1%	24.1%	22.0%	35.4%	6.4%	25.0%	15.4%
Available Seats	(175)	(211)	(217)	(227)	(234)	(233)							
Reassign zones B2, B3, and B5 to Richard Montgomery Cluster ES #5. Receive CG3 from College Gardens ES.													
<u>With Change:</u>													
Number of Students	813	608	623	618	625	650	15.5%	19.7%	18.4%	32.1%	14.4%	32.3%	27.6%
Percent of Building Occupied	127%	95%	98%	97%	98%	102%							
Available Seats	(175)	30	15	20	13	(12)							
College Gardens Elementary School													
Maximum Number of Seats= 693													
<u>No Change:</u>													
Number of Students	879	881	851	848	839	846							
Percent of Building Occupied	127%	127%	123%	122%	121%	122%	17.9%	22.2%	14.4%	38.2%	7.3%	14.5%	14.8%
Available Seats	(186)	(188)	(158)	(155)	(146)	(153)							
Chinese Immersion is moved to Richard Montgomery Cluster ES #5. CG3 is sent to Beall ES.													
<u>With Change:</u>													
Number of Students	879	650	649	662	658	653	18.4%	24.0%	14.9%	35.4%	7.3%	16.2%	19.4%
Percent of Building Occupied	127%	94%	94%	96%	95%	94%							
Available Seats	(186)	43	44	31	35	40							
Richard Montgomery Cluster Elementary School #5													
Maximum Number of Seats = 602													
<u>No Change:</u>													
Number of Students		New School Opens											
Percent of Building Occupied		0%	0%	0%	0%	0%							
Available Seats		602	602	602	602	602							
Richard Montgomery Cluster ES #5 attending area is comprised of RP5, B2, B3, B5, T3, and Chinese Immersion.													
<u>With Change:</u>													
Number of Students		609	620	632	635	643	12.3%	29.8%	19.7%	32.7%	5.6%	22.9%	18.0%
Percent of Building Occupied		101%	103%	105%	105%	107%							
Available Seats		(7)	(18)	(30)	(33)	(41)					*FARM is 28.1% without CI.		
Ritchie Park Elementary School													
Maximum Number of Seats= 387													
<u>No Change:</u>													
Number of Students	506	514	501	490	503	501							
Percent of Building Occupied	131%	133%	129%	127%	130%	129%	12.6%	22.2%	18.1%	41.1%	5.9%	23.0%	11.3%
Available Seats	(119)	(127)	(114)	(103)	(116)	(114)							
Reassign zone RP5 to Richard Montgomery Cluster ES #5.													
<u>With Change:</u>													
Number of Students	506	373	385	379	377	385	11.2%	20.1%	20.6%	41.4%	6.7%	25.9%	12.2%
Percent of Building Occupied	131%	96%	99%	98%	97%	99%							
Available Seats	(119)	14	2	8	10	2							
Twinbrook Elementary School													
Maximum Number of Seats= 553													
<u>No Change:</u>													
Number of Students	575	593	587	599	596	581							
Percent of Building Occupied	104%	107%	106%	108%	108%	105%	10.7%	13.5%	61.0%	11.4%	< 5%	68.7%	50.1%
Available Seats	(22)	(40)	(34)	(46)	(43)	(28)							
Reassign zone T3 to Richard Montgomery Cluster ES # 5.													
<u>With Change:</u>													
Number of Students	575	513	506	512	514	523	11.2%	13.6%	60.9%	10.3%	< 5%	60.1%	45.0%
Percent of Building Occupied	104%	93%	92%	93%	93%	95%							
Available Seats	(22)	40	47	41	39	30							

Note: Options reflect updated development information and slightly differ from the Capital Improvement Program projection developed six months prior.

Richard Montgomery ES #5 Option 8



Appendix D

Evaluation Forms

Richard Montgomery Elementary School #5 Boundary Advisory

Evaluation of Boundary Options

May 2017

Representative: Tao Chen	Meets Criterion	Does not Meet Criterion	School or Group Represented: Asian Student Achievement Action Group
Evaluation Criteria	Option Number	Option Number	Narrative Evaluation Statement
Minimize splits to community identity, subdivisions, and civic association areas			
Minimize travel time			
Keep schools below 100% utilization and eliminate relocatable classrooms			
Give consideration to community support mechanisms such as community centers			
Promote a diverse student body			
Minimize relocation of students out of their home school			
Reserve space and room for growth for approved plan development			
Consider overcapacity at schools with future shell build out capability			
Minimize a domino effect			
Maximize walkers			
Minimize displacement of home school students by the Chinese Immersion program			
Consider stability of school assignments over time for immersion students			
Additional Comments: <p>Thank you very much for inviting the Asian Student Achievement Action Group to be part of the boundary study. By participating in the boundary study group, we have learned a great deal about the complexity and scope of a boundary study. We really appreciate the multi-dimensional considerations and effort that your office and MCPS have invested to come up with 8 feasible options for the community. We also appreciated the detailed and organized information that was shared and the numerous questions you and your team have answered.</p> <p>Through discussion with our group leaders, we found that we did not have enough time to collect community feedback on these options. Thus we were unable to submit an evaluation reflecting our community's opinions. Nonetheless this has been a good learning experience. We are looking forward to reading the final committee report.</p>			

Richard Montgomery Elementary School #5 Boundary Advisory

Evaluation of Boundary Options

May 2017

Representative: Paula Tully	Meets Criterion	Does not Meet Criterion	School or Group Represented: Beall Elementary PTA
Evaluation Criteria	Option Number	Option Number	Narrative Evaluation Statement
Minimize splits to community identity, subdivisions, and civic association areas	1,2,5-8	3,4	Movement between the communities is necessary but Option 4 essentially decimates the Beall community with roughly 60% of Beall moving to RMES5. I love the idea of more Beall families moving with me to RMES5 but it isn't what is best for Beall.
Minimize travel time	1-3,5,6	4,7,8	CG2 moving to Beall in Option 4 could easily add more time than has been estimated by Transportation for those in the Derwood area. The buses would be traveling with traffic and the stretch of 355 between Mannakee (where the bus might turn to go to Beall) and College Pkwy may not be lengthy but it clogs quickly without any bail-out options.
Keep schools below 100% utilization and eliminate relocatable classrooms		1-8	In all of the options, at least one school is on the cusp of being or is overutilized within five years. Beall has the greatest growth projected year over year and is unlikely to lose portables for more than a couple of years in most of the options. This is a disservice to all schools when RMES5 will have capacity for more than 130 additional students. If the shell is built out from the beginning, it will allow each school to have a better cushion for growth.
Give consideration to community support mechanisms such as community centers	2,4,6	1,3,5,7,8	Twinbrook has an active community center that provides aftercare for students so options moving any zone within Twinbrook can have a negative impact on those families.
Promote a diverse student body	7,8	1-6	Twinbrook has expressed a desire to be left untouched in an effort to maintain federal funding related to their Title I status so I am bypassing them. Ritchie Park went from being a well-balanced school with ethnic and socio-economic diversity to losing much of their diversity in Options 1-6.
Minimize relocation of students out of their home school	1,2,5-8	3,4	While some members of CG3, and College Gardens (CG) in general, may be OK with not changing the dynamics by staying at CG, as shown in Options 5-7, these boundary changes will be in place for decades. That is thousands of families that the opinions of a hundred or so families are impacting. A City of Rockville council member listed off at least three locations within the current (and likely future) CG boundaries that could be developed into mixed use that includes residential. CG is near the maximum capacity for an elementary school so they could maintain portables until another solution is developed 10+ years down the road.

Reserve space and room for growth for approved plan development			Growth from development is frequently underestimated so leaving little to no margin for variance is a negative. Beall is estimated to be at or above capacity within five years for most options.
Consider overcapacity at schools with future shell build out capability	4,7,8	1-3,5,6	
Minimize a domino effect	1,2,5-8	3,4	I want to again voice my objection to leaving CG overcapacity. I do not believe it is what is best for the community long-term. Given the divisiveness this issue has brought CG, I question it being a good idea for the short-term.
Maximize walkers	1,2,5,6	3,4,7,8	Several families in B6 walk to Beall as it is only a block from the intersection at Laird and W. Montgomery. The students / families utilize the crosswalk at this intersection. Concerns from several members of the community have been shared with our PTA about the walkability of all parts of RP2. Those in the northern part are the biggest concern.
Minimize displacement of home school students by the Chinese Immersion program	1-2,5-8	3,4	By moving the Chinese Immersion (CI) program to RMES5, it minimizes displacement of home school students.
Consider stability of school assignments over time for immersion students	1-2,4-8	3	Twinbrook is LONG overdue for a revitalization so putting the Chinese Immersion (CI) program there would require temporary relocation of students within all of Twinbrook.

Additional Comments:

Overall, I do not believe that any of these options are in the best interests of Beall. Only a few are in the best interests of Twinbrook (Options 2, 4, and 6) and RMES5 (Options 4, 7 and 8).

I believe that many of these options fail for simply not ensuring that socio-economic and ethnic diversity are better balanced with Ritchie Park and College Gardens. The achievement gap is related, in part, to socio-economic factors - a reason given by the BOE last year when it was agreed to reduce class sizes, especially for focus schools which Beall and RMES5 would likely qualify for in some capacity under most options - <http://news.montgomeryschoolsmd.org/mcps-board-of-education/investing-to-reduce-class-size-and-close-the-achievement-gap/>. By not properly addressing this, the community, as a whole, is negatively impacted long-term. This includes, but is not limited to, school performance and real-estate value.

While the committee looked at approved development, it is likely to be several decades before another boundary study is considered for this cluster. In that time, there is a strong probability that additional development will be approved and impact utilization. Allowing for a healthy cushion for as many of the schools as is possible is ideal. Building out the shell for RMES5 and taking that into consideration during deliberations for these boundaries is strongly recommended.

Richard Montgomery Elementary School #5 Boundary Advisory

Evaluation of Boundary Options

May 2017

Representative: Colin Heitzmann	Meets Criterion	Does not Meet Criterion	School or Group Represented: College Gardens Elementary School
Evaluation Criteria	Option Number	Option Number	Narrative Evaluation Statement
Minimize splits to community identity, subdivisions, and civic association areas	5, 6, 7	1, 2, 3, 4, 8	Options 5-7 minimize splits to the College Gardens service area, as all communities remain intact.
Minimize travel time	1, 2, 3, 5, 6, 7, 8	4	Although Options 1-3 and 8 create a disruption to the College Gardens service area (removal of CG3 zone), the travel times for CG3 in options 1-3 and 8 are identical as identified by MCPS staff. However, the travel time for CG2 in option 4 is greater as identified by MCPS staff. Options 5-7 keep the College Gardens service area intact, so there is no impact on travel times.
Keep schools below 100% utilization and eliminate relocatable classrooms	1, 2, 3, 4, 8	5, 6, 7	Options 1, 2, 3, 4, and 8 keep College Gardens utilization below 100%, while Options 5-7 have facility utilization rates above 100%.
Give consideration to community support mechanisms such as community centers	5, 6, 7	1, 2, 3, 4, 8	Many community members expressed a desire to keep the College Gardens community intact, stating that there are a variety of long-standing community support mechanisms in place that are central to community identity with College Gardens. Options 5-7 keep the College Gardens service area intact.
Promote a diverse student body	1-8		All options maintain the existing diversity at College Gardens.
Minimize relocation of students out of their home school	5, 6, 7	1, 2, 3, 4, 8	Options 5-7 work to keep the College Gardens service area intact, thereby minimizing the relocation of students out of their home school. This does not take into account the relocation of the Chinese Immersion program.
Reserve space and room for growth for approved plan development	1, 2, 3, 4, 8	5, 6, 7	Options 5-7 do not reserve space for growth at College Gardens, since College Gardens was built out to its core capacity when it was modernized in 2008. Options 5-7 have facility utilization rates above 100%.
Consider overcapacity at schools with future shell build out capability	1, 2, 3, 4, 8	5, 6, 7	While all schools should achieve the ideal facility utilization ratio of between 80-100%, it became apparent during this process that it was not possible in any option. No classroom addition is feasible at College Gardens because the school was built out to the core capacity when it was modernized in 2008. In Options 5-7, College Gardens is overutilized (over 100% capacity).
Minimize a domino effect	1, 2, 5, 6, 7, 8	3, 4	In options 3 and 4, the Chinese Immersion program is placed at schools other than the new elementary school ("RM #5"), which results the highest number of student movement (both greater than 700 students). Other options result in movements of between mid-500 to mid-600 students, per MCPS staff statistics.
Maximize walkers	5,6,7	1, 2, 3, 4, 8	The designated walkable zone for College Gardens was not addressed in any option. However, many community

			members expressed a desire to keep the College Gardens service area together due to the walkability of the neighborhoods within the College Gardens service area.
Minimize displacement of home school students by the Chinese Immersion program	1, 2, 5, 6, 7, 8	3, 4	Options 1, 2, 5, 6, 7, 8 relocate Chinese Immersion students to the new elementary school ("RM #5"), which would not displace any home school students.
Consider stability of school assignments over time for immersion students	1, 2, 5, 6, 7, 8	3, 4	Options 1, 2, 5, 6, 7, 8 relocate Chinese Immersion students to the new elementary school ("RM #5"), which has core spaces designed to accommodate additional students. Options 3 and 4 would relocate Chinese Immersion students to schools that are already overutilized schools (Beall and Twinbrook, respectively).

Additional Comments:

College Gardens is in a unique position. Overall, the school community voiced two strong opinions throughout the boundary study process. These feelings centered on Facility Utilization and Geographic Proximity to Schools.

1. Facility Utilization

Some community members expressed strong support for proper facility utilization at College Gardens, in line with MCPS's Facility Utilization goal of 80-100% utilization. Members expressed that, per the MCPS FY 2012 Capital Budget and the FY 2011-2016 CIP, no classroom addition is feasible at College Gardens Elementary School because it was built out to the core capacity when it was modernized in 2008. They also noted that classroom additions were studied (and thus are possible) at Beall, Ritchie Park, and Twinbrook elementary schools. Additionally, RM #5 has core spaces designed to accommodate additional students.

Thus, they noted that College Gardens is the only school in the Richard Montgomery Cluster that is unable to address overutilization through classroom additions to the existing school. It was mentioned that expensive, relocatable classrooms at College Gardens are the only option to address excess student enrollment for the foreseeable future should overcapacity concerns arise.

These community members emphasized that boundary decisions that are made should ensure that there is sufficient capacity at College Gardens to ensure facility utilization to minimize capital and operating costs, while preserving as much stability in school assignments as possible. This will help ensure that College Gardens can accommodate long term growth.

2. Geographic Proximity to Schools

Other community members voiced strong support for keeping the College Gardens community intact. This is in line with MCPS' Geographic Proximity of Communities to Schools core evaluation criterion. Here MCPS places emphasis on community involvement in schools, in which boundary and student choice area plans should consider the creation of service areas that are, as much as practical, made up of contiguous communities surrounding the school.

These members of the College Gardens community voiced concerns that several of the options relocated portions of the College Gardens service area, thereby splitting the College Gardens community. They stated that these options would disrupt longstanding community identities (some of which have been together for almost 40 years), walkability to the home school, and result in increased travel times. Therefore, they urged that any boundary decisions consider the lasting impacts that such a decision would have to the existing College Gardens geographic identity, as well as the longstanding community bond between College Gardens and the community at large.

Richard Montgomery Elementary School #5 Boundary Advisory

Evaluation of Boundary Options

May 2017

Representative: Monique Ashton	Meets Criterion	Does not Meet Criterion	School or Group Represented: Chinese Immersion Program
Evaluation Criteria	Option Number	Option Number	Narrative Evaluation Statement
Minimize splits to community identity, subdivisions, and civic association areas	6	1-5; 7, 8	At cluster level, Option 6 minimizes and in some cases eliminating splits referenced in the criterion
Minimize travel time	6	1-5; 7, 8	At a cluster level, Option 6 has the lowest movement and reduces travel changes, the need for bus reassignments, net travel time and maintains walkers at all schools. For CGES, travel time is maintained in several options, minus option 4.
Keep schools below 100% utilization and eliminate relocatable classrooms	5, 6, 8	1-4; 7	Without the shell build out, none of the options effectively satisfies this criteria at the cluster level. but 5, 6, and 8 are the closet options to meeting this criteria.
Give consideration to community support mechanisms such as community centers	6	1-5; 7, 8	
Promote a diverse student body	5-7		Options 5-7 would maintain diversity at CGES with respect to all categories (racial/ethnic, FARMS and ESOL). There is a moderate increase in ESOL rates in nearly all of the options. There are variances for the RM cluster as a whole. For Option 6, Beall ESOL rates nearly double. At Ritchie Park the FARMS and ESOL rates are reduced). Beall ESOL rates nearly double and the FARMS rate increase by 7 percent in option 8. Please be mindful of making changes to Twinbrook that would reduce their opportunity for funding to support their population. Moving CI to Twinbrook would mask their Title I needs, while not giving the students who need those services the support their needs.
Minimize relocation of students out of their home school	5- 7	1-4, 8	
Reserve space and room for growth for approved plan development	6	1-5; 7, 8	All options demonstrate need to build out shell of RMES#5 given future development.
Consider overcapacity at schools with future shell build out capability	5-7	1-4; 8	
Minimize a domino effect	6, 5, 7	1-4, 8	Options 3 and 4 have the worst domino effect because of the displacement of students proposed by relocating CI to an existing school vs RMES5

Maximize walkers	6, 7	1-4, 8	
Minimize displacement of home school students by the Chinese Immersion program	1, 2, 5-8	3, 4	Moving CI to Twinbrook or Beall do not minimize displacement of current home school students by the Chinese Immersion program. Both of those schools are currently overcapacity and moving more students who are not home school students does not meet most of the criteria set forth by the boundary study process.
Consider stability of school assignments over time for immersion students	5-8	1-4	Moving CI to Richard Montgomery where there is shell capacity would help consider stability for the program.

Additional Comments:

Almost all of the options leave most of the schools in our cluster near or at overcapacity. Decision on the shell build out would help to more proactively plan for utilization, given that our communities are experiencing substantial development.

Please consider placing the Chinese program at Richard Montgomery ES #5. Putting it at any other school would displace a significant number of students and leave those schools overcapacity, while destabilizing the program.

Please consider expanding IB to more elementary schools. Families of CGES who will be displaced value access to this program, and IB attitudes, interdisciplinary, foreign language access help with student success and be prepared for today's world. It would also provide another feeder to JW and RM.

Please consider ensuring that CGES maintains its IB status, but ensuring that there is a replacement in place for language instruction if/ when CI is moved.

Richard Montgomery Elementary School #5 Boundary Advisory

Evaluation of Boundary Options

May 2017

Representative: Matt Swibel	Meets Criterion	Does not Meet Criterion	School or Group Represented: Cluster Coordinator
Evaluation Criteria	Option Number	Option Number	Narrative Evaluation Statement
Minimize splits to community identity, subdivisions, and civic association areas	6	1-5; 7, 8	Option 6 is indisputably the preferred option for this criterion by minimizing and in some cases eliminating splits referenced in the criterion
Minimize travel time	6	1-5; 7, 8	Option 6 is indisputably the preferred option based on number of bus reassignments, net travel time and correlated high rate of walkers at all schools
Keep schools below 100% utilization and eliminate relocatable classrooms	5, 6	1-4; 7, 8	No option presented satisfies this criterion but 5 and 6 come closest to the end goal. Option 6 delivers the lowest rate of over-utilization on a cluster and school basis at a level that will likely result in no relocatable classrooms.
Give consideration to community support mechanisms such as community centers	6	1-5; 7, 8	
Promote a diverse student body	1-8		All options achieve this criterion as a result of broad diversity already evident at RM cluster elementary schools
Minimize relocation of students out of their home school	6	1-5; 7, 8	This is highly correlated to first listed criterion
Reserve space and room for growth for approved plan development	6	1-5; 7, 8	All options demonstrate need to build out shell of RMES#5 given future development.
Consider overcapacity at schools with future shell build out capability	5-7	1-4; 8	
Minimize a domino effect	6	1-5, 7, 8	This is highly correlated to first listed criterion
Maximize walkers	6	1-5; 7, 8	This is highly correlated to first listed criterion
Minimize displacement of home school students by the Chinese Immersion program	5-7	1-4, 8	
Consider stability of school assignments over time for immersion students	5-7	1-4, 8	

Additional Comments:

Option 6 enjoys the broadest statistical and sentimental support based on committee criteria and community feedback from affected constituencies.

Richard Montgomery Elementary School #5 Boundary Advisory Evaluation of Boundary Options May 2017

Representative: Mike Kohut	Meets Criterion	Does not Meet Criterion	School or Group Represented:
Evaluation Criteria	Option Number	Option Number	Narrative Evaluation Statement
Minimize splits to community identity, subdivisions, and civic association areas	1,2,3,4,5,6,7,8		All options keep neighborhoods together and do a good job of using natural or manmade boundaries.
Minimize travel time	1,2,3,4,5,6,7,8		None of the options have a bus time over 15 minutes and none increase current travel times more than 5 minutes.
Keep schools below 100% utilization and eliminate relocatable classrooms	4,8	1,2,3,5,6,7	Options 4 and 8 do the best job of keeping utilization rates down at existing schools for the 5-year projection period.
Give consideration to community support mechanisms such as community centers	1,2,3,4,5,6,7,8		There are no cases of splitting schools for neighborhoods that share a community center.
Promote a diverse student body		1,2,3,4,5,6,7,8	None of the options we were given maintain or increase socioeconomic diversity in the cluster. Options 4 and 8 come the closest to meeting this criteria objective.
Minimize relocation of students out of their home school	1,2,5,6,7,8	3,4	While some students will have to move to the new school it is minimized in most of the options. The only instances where this goal is not meet is options that move the Chinese Immersion program to an existing school rather than RMES#5.
Reserve space and room for growth for approved plan development		1,2,3,4,5,6,7,8	None of the options really give us room to grow because even with the new school we still do not have enough capacity in the cluster. Building out the shell at RMES#5 would help. If that is not done it is likely that portables will be required at some schools within the 5-year projection period.
Consider overcapacity at schools with future shell build out capability	4,8	1,2,3,5,6,7	Many options leave current schools over utilized and leave RMES#5 under capacity.
Minimize a domino effect	1,2,5,6,7,8	3,4	Options 3 and 4 create a domino effect by moving the Chinese Immersion program to an existing school.
Maximize walkers	1,2,3,4,5,6	7,8	Every option we have increases the number of walkers in the cluster compared to not having RMES#5. There are no cases where a current walker is switched to being a bus rider.
Minimize displacement of home school students by the Chinese Immersion program	1,2,5,6,7,8	3,4	Options 3 and 4 create a domino effect by moving the Chinese Immersion program to an existing school.

Consider stability of school assignments over time for immersion students	4,8	1,2,3,5,6,7	This really applies to all students. The biggest thing that could be done to promote stability would be to build out the shell at RMES#5 and allocate more students there so that the cluster is not left with most schools near or above 100% utilization. Most of the options created during the process leave at least one school over capacity.
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Additional Comments:

Overall the options created are largely driven by geography. While no option can meet all criteria to perfection the final boundaries should reflect stability over time, utilization and diversity to a greater extent. All of the options presented create a bigger socioeconomic divide between schools in the cluster. All options presented leave some schools overcapacity within the 5-year projected period. Building out the shell at RMES#5 would help give a little more flexibility to reach the goals of all 4 of the criteria established by the county.

Richard Montgomery Elementary School #5 Boundary Advisory

Evaluation of Boundary Options

May 2017

Representative: Amy Ackerberg-Hastings	Meets Criterion	Does not Meet Criterion	School or Group Represented: Twinbrook Elementary
Evaluation Criteria	Option Number	Option Number	Narrative Evaluation Statement
Minimize splits to community identity, subdivisions, and civic association areas	2,6	1,3,4,5,7,8	Options 2 and 6 keep Twinbrook together, permitting overlap of the school, recreation center, and civic association service areas. Besides identity-building, this allows T3 residents to utilize existing programs such as before- and after-school care at Twinbrook Rec Center. Option 6 also permits Woodley Gardens to stay with College Gardens, an expressed preference for many of those residents. Option 3 requires T2 residents to circumnavigate Twinbrook and its community organizations to reach RMES#5. Options 7 and 8 separate the neighborhood park (Elwood Smith) and assigned school for RP2 and RP6 residents.
Minimize travel time	1,2,5,6	3,4,7,8	Twinbrook strongly opposes doubling T2 bus times in option 3. Option 4 greatly increases travel times for CG2, most of whose residents live at the top end of the zone. Options 7 and 8 put multiple zones in the position of having to drive past multiple schools to reach their assigned school.
Keep schools below 100% utilization and eliminate relocatable classrooms		1–8	Constraints were put on MCPS staff and committee members before the boundary study process even began by previous BOD decisions to locate the new school in the southern quarter of the RMHS cluster, where two cluster elementary schools are already located, and to build RMES#5 to an interim capacity of 602 students instead of the full build-out of 740 students. This made it impossible to generate any options that showed any school at less than 84% capacity on RMES#5's opening day. While I realize Rockville does not have the skyrocketing population growth of some areas of the county, it still has steadily increased from 45,000 to 65,000 in the 20 years I have lived here. Our kids deserve adequate school capacity.
Give consideration to community support mechanisms such as community centers	2,6	1,3,4,5,7,8	In addition to the comments on the "Minimize splits . . ." criterion, the options that move T2 or T3 leave Twinbrook with a genuinely high FARMS rate (approx. 60%), but one that is not high enough to qualify the school for ESSA Title I funds. While I greatly appreciate the assistance the county provides focus schools and see firsthand how hard our teachers and staff work to ensure that every child succeeds, the extra resources make a difference for those of our kids who are at risk. Meanwhile, children from T2 or T3 who might thrive with the extra staffing and resources provided in a Title I or MCPS focus school could be moved to a school in the upper half of MCPS FARMS rates and lose access to those services. Similarly, it is not yet known whether RMES#5 will offer Head Start and preK programs that currently benefit Twinbrook children. In my opinion, options 2 and 6 are thus the best of the provided options for the entirety of Twinbrook students.
Promote a diverse student body	1,2,4–8	3	As a whole, the RMHS cluster is right at the MCPS median for racial, socioeconomic, and language diversity. Generally, the options seem to balance that diversity throughout the cluster as much as possible, given existing residential distributions. Option 3, however, removes T2 students from their neighborhood school and buses them further to RMES#5 without any discernable benefit to the entire cluster.

Minimize relocation of students out of their home school	2,5,6	1,3,4,7,8	Besides the zones that appear proximate to RMES#5 on a map and so seem like logical candidates to populate the new school, the only options that move zero or one zones are options 2 (CG3), 5 (T3), and 6 (none).
Reserve space and room for growth for approved plan development		1–8	See comments under "Keep schools under 100% utilization . . .".
Consider overcapacity at schools with future shell build out capability	1,4,5,7,8	2,3,6	Options 1, 4, 5, 7, and 8 open RMES#5 at or over its current slated capacity of 602 students. Options 2, 3, and 6 leave enough students in their home schools that the build-out of RMES#5 may not be immediately necessary, although the cluster as a whole will remain on the verge of being overcrowded.
Minimize a domino effect	5–7	1–4,8	Options 1–3 and 8 send CG3 students to Beall. Option 4 sends CG2 students to Beall. In all the options, Twinbrook students either stay with their home school or move to RMES#5.
Maximize walkers	1–6	7,8	Current Ritchie Park students who live within walking distance of RMES#5 should be able to walk to school (options 1–6).
Minimize displacement of home school students by the Chinese Immersion program	1,2,5–8	3,4	Moving Chinese Immersion (CI) to Twinbrook (option 3) or to Beall (option 4) displaces 24% or 17% of the current student population. In Beall's case, that means having to move 315 students instead of 175 to get the school to its actual maximum number of seats. Sending CI to RMES#5 is the least disruptive solution for the entire cluster.
Consider stability of school assignments over time for immersion students	1,2,5–8	3,4	If CI is sent to RMES#5, then there is room in the build-out for the population of home school students to grow, making it possible to keep CI in one place for a longer period of time.

Additional Comments:

Option 6 addresses 9 of the 12 criteria and appears to be the best overall choice for the cluster. Besides keeping Twinbrook together, which is advantageous to us for the funding/resources reasons stated above as well as giving us a full school and unified voice to continue to advocate for our long-delayed renovation/expansion, throughout the cluster it maximizes walkers, minimizes the domino effect and displacement caused by moving the Chinese Immersion program, and maintains existing communities. The boundaries will also appear logical to new residents who move into the cluster in coming decades, reinforcing MCPS's goal of fostering neighborhood schools. Option 8, in particular, seems like it would be difficult to explain to parents after the institutional memory of this boundary study is gone. Options 2 and 5 meet 8 of the 12 criteria, but I prefer option 6 overall because it keeps Twinbrook and College Gardens together, while parents from both schools have expressed a willingness to remain slightly over capacity since our entire cluster remains so packed even with the very welcome arrival of a new elementary school.

Richard Montgomery Elementary School #5 Boundary Advisory

Evaluation of Boundary Options

May 2017

Representative: Deborah Gredder	Meets Criterion	Does not Meet Criterion	School or Group Represented: College Gardens Elementary School
Evaluation Criteria	Option Number	Option Number	Narrative Evaluation Statement
Minimize splits to community identity, subdivisions, and civic association areas	5, 6, 7,	1, 2, 3, 4, 8	Options 5-7 do not relocate any CGES zones
Minimize travel time	1, 2, 3, 5, 6, 7, 8	4	Options 1-3 and 8 remove CG3 but this zone is an equal distance to Beall and CGES. Option 4 increases CG2 travel time.
Keep schools below 100% utilization and eliminate relocatable classrooms	1, 2, 3, 4, 8	5, 6, 7	Options 1, 2, 3, 4 and 8 keep CGES below 100% utilization for all projected time periods. Options 5, 6 and 7 cause utilization to exceed 100% for all projected time periods.
Give consideration to community support mechanisms such as community centers	5, 6, 7	1, 2, 3, 4, 8	Options 5-7 do not relocate any CGES zones
Promote a diverse student body	1-8	N/A	All options maintain diversity at CGES
Minimize relocation of students out of their home school	5, 6, 7	1, 2, 3, 4, 8	Options 5-7 do not relocate any CGES zones. In all options, Chinese Immersion is relocated.
Reserve space and room for growth for approved plan development	1, 2, 3, 4, 8	5, 6, 7	Options 1, 2, 3, 4 and 8 keep CGES below 100% utilization for all projected time periods and therefore reserve space and provide room for CGES to grow. Options 5, 6 and 7 cause utilization to exceed 100% for all projected time periods. Because CGES fully built out its core capacity in 2008, Options 5, 6 and 7 provide no room for growth at CGES.
Consider overcapacity at schools with future shell build out capability	1, 2, 3, 4, 8	5, 6, 7	CGES fully built out its core capacity in 2008 and therefore only can expand through portable classrooms. Options 5, 6 and 7 cause CGES utilization to exceed 100% for all projected time periods and therefore may require ongoing use of portable classrooms at CGES. All other elementary schools have shell or permanent add on capacity and therefore Options 1, 2, 3, 4 and 8 best satisfy this criteria.
Minimize a domino effect	1, 2, 5, 6, 7, 8	3, 4	Options 3 and 4 do not place Chinese Immersion at RMES #5 and cause a significant displacement of home school students. All other options have comparable student relocation.
Maximize walkers	1-8	N/A	Options 1-3 and 8 remove CG3 but this zone is an equal distance to Beall and CGES.
Minimize displacement of home school students by the Chinese Immersion program	1, 2, 5, 6, 7, 8	3, 4	Options 3 and 4 do not place Chinese Immersion at RMES #5 and cause a significant displacement of home school students. All other options have comparable student relocation.

Consider stability of school assignments over time for immersion students	1, 2, 4, 5, 6, 7, 8	3, 4	All Options, other than Options 3 and 4 would place Chinese Immersion at RMES #5. Many of these options project RMES #5 to have under 100% utilization. For the options where RMES #5 would exceed 100% utilization, RMES #5 has future shell build out potential.
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Additional Comments:

The CGES community has not come to a consensus on the options.

The two main themes of the feedback from the CGES community are the desire to have the Board of Education adopt an option that (i) does not perpetuate the overcrowding of CGES and uses the construction of RMES #5 as an opportunity to reduce CGES facility utilization below 100% and (ii) does not relocate any CGES zones. Unfortunately, none of the options can satisfy both preferences as a reduction in CGES facility utilization below 100% requires the movement of one CGES zone (in all options the movement is to Beall Elementary School).

Utilization

The community members who support options to reduce CGES facility utilization below 100% voiced many concerns about adopting options that result in perpetual overcrowding of CGES, including the detrimental effects to all CGES students that can occur due to overcrowded facilities, the many safety and student isolation concerns of portable classrooms and the waste of MCPS assets that could occur through the continued use of portable classrooms at CGES when options exist to solve this issue for the long term. These community members also noted that the only options that fully satisfy the Board of Education's Policy and Regulation FAA-RA requirements for CGES are the options that reduce CGES utilization below 100% as these result in (i) Facility Utilization between 80-100%, (ii) increased Demographic Characteristics, (iii) little to no changes to Geographic Proximity (noting the majority of proposed CGES zone movements to Beall do not increase travel time) and (iv) Stability of School Assignments over Time (noting that CGES has no expansion capacity, has the largest student population, and MCPS has continuously and significantly under projected the actual student population of CGES). These community members also noted that these options satisfy the committee created criteria.

No Relocation

The community members who do not want any relocation of CGES zones focused on the desire to preserve community identity and bonds that have been built through 40 years of common attendance at CGES. These community members put emphasis on maintaining subdivisions and civic association areas and giving consideration to community support mechanisms. The desire to remain in the IB program was also cited as a factor to remain at CGES. These community members also noted that these options satisfy the committee created criteria.

Richard Montgomery Elementary School #5 Boundary Advisory

Evaluation of Boundary Options

May 2017

Representative: Rodney Peele	Meets Criterion	Does not Meet Criterion	School or Group Represented: Richard Montgomery Cluster Coordinator
Evaluation Criteria	Option Number	Option Number	Narrative Evaluation Statement
Minimize splits to community identity, subdivisions, and civic association areas	6	1, 2, 3, 4, 5, 7, 8	Options 1, 2, 3, 4, and 8 split zones CG2 or CG3 from identity with College Gardens. Options 1, 3, 5, 7, 8, split zones T2 or T3 from Twinbrook identity and civic association area. Options 4, 7 and 8 split zones B5 or B6 from Beall identity and/or West End Civic Association. Options 7-8 split zones RP2 and RP6 from Hungerford and RMES#5 identity.
Minimize travel time	1, 2, 5, 6	3, 4, 7, 8	Option 1, 2, 5, 6 shorten travel time for more zones than increase time.
Keep schools below 100% utilization and eliminate relocatable classrooms	4	1, 2, 3, 5, 6, 7, 8	Only Option 4 puts all excess capacity in the new school, but does so with the most student displacement from Chinese Immersion and the maximum domino effect.
Give consideration to community support mechanisms such as community centers	2, 4, 6	1, 3, 5, 7, 8	Option 1 and 5 separate T3 from community center. Option 3 separates T2 from community center. Options 7 and 8 separate RP2 and RP6 from recreation facility.
Promote a diverse student body	1, 2, 3, 4, 5, 6, 7, 8		All of the schools have a diverse student body, and there's no reasonable combination of zones that would make all four schools equally diverse.
Minimize relocation of students out of their home school	6	1, 2, 3, 4, 5, 7, 8	Option 6 is about 10% less movement than the best of the other options.
Reserve space and room for growth for approved plan development	4	1, 2, 3, 5, 6, 7, 8	Only Option 4 puts all excess capacity at the new school, but does so with the most student displacement from Chinese Immersion and the maximum domino effect. While the capacity calculations include estimated growth for approved plan development, only the new school has room for additional growth beyond the projections by building out the shell.
Consider overcapacity at schools with future shell build out capability	4	1, 2, 3, 5, 6, 7, 8	Only Option 4 puts all excess capacity in the new school, but does so with the most student displacement from Chinese Immersion and the maximum domino effect.
Minimize a domino effect	1, 2, 3, 5, 6	4, 7, 8	Option 4 has CG2 pushing more students out of Beall. Options 7-8 has RP5 pushing RP2 and RP6 out of RMES#5.
Maximize walkers	1, 2, 3, 4, 5, 6	7, 8	Options 7-8 do not maximize walkers in RP2 and RP6.
Minimize displacement of home school students by the Chinese Immersion program	1, 2, 5, 6, 7, 8	3, 4	Options that put Chinese Immersion in RMES#5 (all but options 3 and 4) minimize displacement.

Consider stability of school assignments over time for immersion students	1, 2, 5, 6, 7, 8	3, 4	Options that put Chinese Immersion in RMES#5 (all but options 3 and 4) will be more stable for CI students because the new school has more room for growth. If CI is reassigned to another school as in options 3 and 4, then future overcapacity at those schools might cause CI to move again.
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Additional Comments:

(1) Responses above are based on whether the option meets the criterion or does not meet the criterion for the entire cluster.

(2) Mandatory criteria under RAA-FA:

VII(A)(1): Facility Utilization: None of the options results in facility utilizations in the 80 percent to 100 percent efficient range whenever possible unless the new shell is built at RMES#5. Building the new shell is also the most fiscally responsible step to preserve as much stability in school assignments as possible.

VII(A)(2): Demographic Characteristics of Student Population: All options promote a diverse student body when balancing the racial/ethnic composition, the socioeconomic composition as measured by participation in the federal FARMS program, the level of English language learners as measured by enrollment in the ESOL program, and student mobility rates. MCPS ESOL enrollment numbers tend to overstate the actual number of English language learners.

VII(A)(3): Geographic Proximity of Communities to Schools: Boundary options 1, 2, 5 and 6 maximize geographic proximity based on contiguous communities surrounding the school, maximized walking access and minimized transportation distances.

VII(A)(4): Stability of School Assignments over Time: Options that put all existing schools under 100% capacity and assign excess capacity to RMES#5 best ensure the stability of school assignments by focusing future growth where capacity can be added most easily.

(3) Option 6 is the best of the options presented. Overall capacity in the cluster remains an issue until RMES#5 is built to full capacity.

Richard Montgomery Elementary School #5 Boundary Advisory

Evaluation of Boundary Options

May 2017

Representative: Mallika Sastry	Meets Criterion	Does not Meet Criterion	School or Group Represented: Cluster Coordinator
Evaluation Criteria	Option Number	Option Number	Narrative Evaluation Statement
Minimize splits to community identity, subdivisions, and civic association areas	6	1-5,7,8	Options 1-5,7 and 8 move zones from within Twinbrook, Ritchie Park, Beall and College Gardens resulting in a split in community identity and civic association areas.
Minimize travel time	1,2,5,6*	3-4,7-8	Options 1,2,5,6 cause less increase in projected travel time, of these, *option 6 is the most optimal as it results in the lowest net travel time.
Keep schools below 100% utilization and eliminate relocatable classrooms	5,6	1-4,7-8	None of the options presented satisfy this criterion in its entirety; however, options 5 and 6 meet the requirement, of these option 6 presents a lower average utilization.
Give consideration to community support mechanisms such as community centers	6	1-4,5,7,8	Option 6 maintains the community identity and support the best, whereas the other options results in separation of zones from their community centers.
Promote a diverse student body	1-8		All elementary schools within the RM cluster are diverse
Minimize relocation of students out of their home school	6	1-4,5,7,8	Option 6 results in the least relocation of students
Reserve space and room for growth for approved plan development	6	1-5,7,8	Option 6 results in generating capacity in areas with planned development
Consider overcapacity at schools with future shell build out capability	6	1-5,7,8	
Minimize a domino effect	6	1,2,3,4,5,7,8	Option 6 has the least number of students moving whereas the other options result in a domino effect.
Maximize walkers	6	1-4, 5*,7,8	Option 6 maintains geographic proximity, thus maximizing walkers, option5 is similar by this criterion however, T3 becomes an island.
Minimize displacement of home school students by the Chinese Immersion program	1,2,5,6	3,4,7,8	CI at RMES#5 minimizes displacement of home school students in options 1 and 2 however, 5 and 6 result in the least displacement.
Consider stability of school assignments over time for immersion students	1,2,5,6	3,4,7,8	CI at RM ES #5 is the most stable

Additional Comments:

Option 6 is the most appropriate as it maintains geographic proximity and thus maximizes walkers, minimizes net travel time, maintains community identity, has the lowest percentage of student movement among the eight options and meets all the criterion developed by the committee.

Richard Montgomery Elementary School #5 Boundary Advisory

Evaluation of Boundary Options

May 2017

Representative: Michelle Chang	Meets Criterion	Does not Meet Criterion	School or Group Represented: Ritchie Park ES
Evaluation Criteria	Option Number	Option Number	Narrative Evaluation Statement
Minimize splits to community identity, subdivisions, and civic association areas	2,4,6	1,3,5,7,8	Options 7-8 split RP2 community from its local community, Option 3 splits T2 from its community, Options 1,5,7,3 splits T3 from its local community.
Minimize travel time	1,2,4,5,6	3,7,8	Options 3 increase travel time greatly for T2, Options 7,8 increase travel time for RP5 and add buses for RP2 and RP6 where they would not be needed at all in Options 1-6.
Keep schools below 100% utilization and eliminate relocatable classrooms	1-8		All options leave high utilization for the cluster. None are perfect but all are better than we stand currently.
Give consideration to community support mechanisms such as community centers	2,4,6	1,3,5,7,8	Options that move T2, T3, RP2, and RP6 away from their local communities does not support this criterion.
Promote a diverse student body	7-8	1-6	While options 7 and 8 help to promote a diverse population at Ritchie Park, I think preventing the children who would have a walkable experience from having that experience would be a disservice to those children and families
Minimize relocation of students out of their home school	1,2,3,5,6,7,8	4	Moving Chinese Immersion to Beall seems to move too many children out of their home school to accommodate the Chinese Immersion students.
Reserve space and room for growth for approved plan development	1-8		
Consider overcapacity at schools with future shell build out capability	1-8		
Minimize a domino effect	1,2,3,5,6,7,8	4	Option 4 has a bit of a domino effect moving around students from Beall to accommodate the Chinese Immersion students.
Maximize walkers	1-6	7-8	Options 7 and 8 do not meet this criterion. In fact, it takes potential walkers to the new school and puts them on a bus along with putting kids from RP5 on a longer bus ride.
Minimize displacement of home school students by the Chinese Immersion program	1,2,5,6,7,8	3,4	The only options that meet this criterion are the options that put CI at the new school. Options 3 and 4 do not do this.
Consider stability of school assignments over time for immersion students	1-8		

Additional Comments:

I believe that Option 6 is the best option out of the 8 presented for the cluster. In my opinion, it meets the most criteria for all schools in the cluster and seems to align the most with the FAA-RA Policy and Regulation document. I also believe that options 7 and 8 do a disservice to the population of students in the RP2, RP5 and RP6 zones by increasing their travel times and eliminating a walkable experience for some of those in RP2 and RP6. Removing RP2 and RP6 from their local neighborhood school could inhibit their ability to take part in after school activities and other school functions.

Richard Montgomery Elementary School #5 Boundary Advisory

Evaluation of Boundary Options

May 2017

Representative: Vincent Russo, Twinbrook	Meets Criterion	Does not Meet Criterion	School or Group Represented: Twinbrook ES
Evaluation Criteria	Option Number	Option Number	Narrative Evaluation Statement
Minimize splits to community identity, subdivisions, and civic association areas	2, 6	1, 3, 4, 5, 7, 8	Options 2 and 6 preserve neighborhood identities in the Twinbrook service area. Option 4 also does this, but it is too disruptive for the Beall service area.
Minimize travel time	1, 2, 5, 6	3, 4, 7, 8	While MCPS projects a comparable travel time for T3 at either school, crossing Rockville Pike at Edmonston during morning rush hours is a concern for some if T3 goes to RMES#5. The community strongly opposes Option 3, in part because of the increased travel time for T2.
Keep schools below 100% utilization and eliminate relocatable classrooms	1, 5, 7, 8	2, 3, 4, 6	All the options keep Twinbrook within 6 to 8 percent of full capacity (some above, some below) so I see little variation in the options for this criterion in terms of impact on Twinbrook.
Give consideration to community support mechanisms such as community centers	2, 4, 6	1, 3, 5, 7, 8	Options 2, 4, and 6 keep T3 and T2 in proximity to Twinbrook Community Recreation Center and the support services it offers.
Promote a diverse student body	1-8		The cluster remains diverse under any scenario; any variance in the options is a matter of degrees. However, I generally favor options that preserve Twinbrook's eligibility for Title I status by keeping a high FARMS rate.
Minimize relocation of students out of their home school	2, 6	1, 3, 4, 5, 7, 8	Option 6 relocates the fewest students and still puts the new school at 90 percent capacity.
Reserve space and room for growth for approved plan development		1-8	Under any scenario the cluster is basically at full capacity, even with the addition of the new school. Schools with low utilization will eventually attract development because of Rockville and MoCo ordinances governing adequate public facilities. New construction is more likely to occur where school capacity is available.
Consider overcapacity at schools with future shell build out capability	1-8		With the addition of the new school, each scenario improves the cluster's capacity profile.
Minimize a domino effect	2, 6	1, 3, 4, 5, 7, 8	Options 3 and 4 especially violate this. Options that place CI at RMES#5 perform better. Option 2 and 6 do this best for Twinbrook. Moving RP5 in options 7 and 8 also violates this. It should not be further isolated by moving to RMES #5.
Maximize walkers	1, 2, 3, 5, 6	4, 7, 8	Options 7 and 8 especially violate this important criterion by moving RP2 out of the RMES#5 service area as well as parts of RP6 that could walk. Placing RP2 and RP6 at the new school satisfies this criterion.

Minimize displacement of home school students by the Chinese Immersion program	1 ,2, 5, 6, 7, 8	3, 4	CI at the new school best meets this criterion. Placing it at Twinbrook forces T2 to move to RMES #5, making it a discontinuous island assignment.
Consider stability of school assignments over time for immersion students	1, 2, 5, 6, 7, 8	3, 4	The most stable long-term placement for CI students is the new school where it can be an integral part of the school's culture from its inception.

Additional Comments:

Twinbrook's current boundaries yield a student population roughly equal to its capacity. Twinbrook has not been plagued by overcrowding to the degree seen at the other elementary schools in the cluster and the reason for which RMES #5 was constructed. Furthermore, Twinbrook's current service area is contiguous; minimizes crossing of natural and physical barriers, like MD-355; and overlaps with community support mechanisms and institutions like the Twinbrook Community Recreation Center, Twinbrook Community Pool, and the Twinbrook Citizens Association. Twinbrook is the quintessential neighborhood school. Options 2 and 6 meet ten out of the twelve criteria for Twinbrook, **but in my view Option 6 performs best** for the entire cluster because it minimizes the domino effect, achieves good occupancy results, and keeps together communities as much as possible.

Richard Montgomery Elementary School #5 Boundary Advisory

Evaluation of Boundary Options

May 2017

Representative: Stephanie Hilwig	Meets Criterion	Does not Meet Criterion	School or Group Represented: Ritchie Park PTA
Evaluation Criteria	Option Number	Option Number	Narrative Evaluation Statement
Minimize splits to community identity, subdivisions, and civic association areas	2, 4, 6	1, 3, 5, 7, 8	Option 7 & 8 split RP2 (which is walking distance RMES#5) from the rest of the RMES#5 community and splits RP5 from Ritchie Park unnecessarily. Option 3 splits T2 from their surrounding community. Options 1, 5, 7, and 8 split T3 from all other communities east of Rockville Pike. Options 7 & 8 split B5 and B7 from surrounding communities.
Minimize travel time	1, 2, 4, 5, 6	3, 7, 8	Options 1 – 6 allow RP2 (walkers to RMES#5) to go to the new school in their community and leaves most everyone else at Ritchie Park intact. Options 7 & 8 increase travel time for RP2 by putting walkers on 3 buses and sending them out of the RMES#5 community. Options 7 & 8 increase travel time for RP6. Options 7 & 8 increase travel for 4 busloads of kids in RP5 to an unacceptable level and sends these kids a much farther distance. Increased travel time in options 7 & 8 create a barrier for kids in RP2 and RP5 from participating in after school programs and activities. Increased travel time in options 7 & 8 will reduce RP5 parent volunteering. Option 3 increases travel time for T2, relocating them past Twinbrook to RMES#5. Options 7 & 8 increase travel time for B5.
Keep schools below 100% utilization and eliminate relocatable classrooms	1, 2, 3, 4, 5, 6, 7, 8		Within a few % points, all schools are close.
Give consideration to community support mechanisms such as community centers	2, 4, 6	1, 3, 5, 7, 8	Options 7 & 8 don't do this for RP2 and RP5. Options 1, 5, 7 & 8 don't do this for T3. Option 3 doesn't do this for T2.
Promote a diverse student body	1, 2, 3, 4, 5, 6, 7, 8		All options promote diversity. However, the FAA-RA policy and regulation doc states on page 14, section 2B, that "where reasonable" school boundaries should promote the creation of a diverse student body. For Ritchie Park, options 1- 6 achieve this, but options 7 & 8 are "unreasonable" since the attempt to balance socioeconomic diversity by increasing the FARMS % at Ritchie Park causes several other criteria to no longer be met as shown throughout this evaluation and all criteria are equally weighted.

Minimize relocation of students out of their home school	?		
Reserve space and room for growth for approved plan development	1, 2, 3, 4 5, 6, 7, 8		
Consider overcapacity at schools with future shell build out capability	1, 2, 3, 4, 5, 6, 7, 8		
Minimize a domino effect	1, 2, 3, 5, 4 6, 7, 8		
Maximize walkers	1, 2, 3, 4, 5, 6	7, 8	Option 7 & 8 takes RP2, which is in the walk area for RMES#5, and uses 3 buses to transport them out of their community to Ritchie Park.
Minimize displacement of home school students by the Chinese Immersion program	1, 2, 4, 5, 6, 7, 8	3, 4	
Consider stability of school assignments over time for immersion students	1, 2, 3, 4, 5, 6, 7, 8		

Additional Comments:

For Ritchie Park, options 1-6 meet all 12 evaluation criteria, while options 7 & 8 have many pitfalls as explained above and fail to meet several of the evaluation criteria.

By looking at all criteria for all schools, option 6 best meets the evaluation criteria for the cluster as a whole. For the cluster, option 6 does the best job at addressing utilization, relocating the least number of students, maximizing walkers, minimizing travel time, promoting diversity, minimizing splits to communities while giving consideration to community support mechanisms, and has the additional advantage of not moving any zone to another already existing school.

Richard Montgomery Elementary School #5 Boundary Advisory

Evaluation of Boundary Options

May 2017

Representative: Marquette Heaven	Meets Criterion	Does not Meet Criterion	School or Group Represented: NAACP Rep AND RPES parent
Evaluation Criteria	Option Number	Option Number	Narrative Evaluation Statement
Minimize splits to community identity, subdivisions, and civic association areas	1, 2, 4, 5, 6, 7, 8	3	I do not think that any of the proposed boundary options split the current communities, subdivisions, civic associations any more than they are currently split with the exception of any option that moves T2 from Twinbrook to RMES5. Removing T2 from the Twinbrook boundary seems to be the most disruptive geographically.
Minimize travel time	1, 2, 4, 5, 6,	3, 7, 8	Based on the estimated transportation times, all of the options seem to be reasonable in the proposed addition or reduction of current times. Options 3, 7, 8 and seem to be the worst in maximizing distance/travel time but I do not think that those options, would adversely impact students with the additional travel time, although it was clear from the boundary meetings that RP5 parents feel otherwise.
Keep schools below 100% utilization and eliminate relocatable classrooms	8	1, 2, 3, 4, 5, 6, 7	The only option that meets this criteria is option 8, where all of the schools are under 100% utilization except for RMES5 (which is over 100% but has the shell build out capability.)
Give consideration to community support mechanisms such as community centers	1, 2, 3, 4, 5, 6, 7, 8		I do not think that any of the proposed boundary options would negatively impact the communities ability to be able to use their neighborhood resources.
Promote a diverse student body		1, 2, 3, 4, 5, 6,	With options 1-6 for RPES the FARMS rate is significantly reduced. While the race/ethnic composition is not altered in a dramatic way (from what I can tell,) I do feel it I important to note that the impact of the FARMS rate changes quite a bit. The fluxuations for the FARMS rate at Twinbrook is important to note as it has been made clear in all of the boundary meetings that the community there would not like the FARMS rate to dip below 68% because of the resources that they receive and value. Considering this community opinion

			(although it seems counter intuitive to the goal of trying to increase socio economic diversity,) keeps the options for rezoning very limited. I think that it is also important to note that options 5-8 increases significantly the FARMS rate for Beall.
Minimize relocation of students out of their home school	1, 2, 3, 4, 5, 6, 7, 8		The introduction of a new school into our cluster means that some students will have to be relocated. I think that all of the options that are presented are reasonable in trying to minimize relocation as much as possible while still trying to keep schools under or close to 100% utilization.
Reserve space and room for growth for approved plan development	1, 2, 6	3, 4, 5	.
Consider overcapacity at schools with future shell build out capability	8	1, 2, 3, 4, 5, 6, 7	I think that the best scenario would be to leave all of the schools under capacity and to build out the shell immediately of RMES. Because the shell build out has not been approved yet, I think that the only option that meets this criteria is option 8 as it leaves all of the schools under capacity except for RMES5.
Minimize a domino effect	1, 2, 3, 5, 6, 7, 8	4	Although parents and the community seem to be very opposed to domino effects, I feel that realistically there may have to be some shifting of boundaries to the new school and/or an existing schools in our cluster in order to use this new school opportunity to restructure zones that possibly should have been created differently.
Maximize walkers	1, 2, 3, 4, 5, 6	7-8	None of the criteria is supposed to be weighted more than others, however I do support having those neighborhoods who are in close proximity to RMES5 be able to be walkers.
Minimize displacement of home school students by the Chinese Immersion program			I think that the best option is to move the Chinese Immersion program to RMES#5.
Consider stability of school assignments over time for immersion students			I think that the best option is to move the Chinese Immersion program to RMES#5.

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Additional Comments:

There are pros and cons to all of the options presented. Trying to find the best option for all 5 schools, keeping all of the criteria in mind, and without using personal opinions was challenging but I did my best to do those things. Given the options presented, I think that option 2 is the best of the options presented. I say that with the caveat that it is not ideal that in this option both Beall and Twinbrook will both be over 100% utilization and RMES5 will be under utilized. Having listened to the community, I think that an option where RP5 goes to Beall (which is closer in proximity than RPES and parents were very vocal about travel distance) and B6 goes to RPES (these changes could address the increase in FARMS that Beall parents commented on) could be viable option given the feedback that came out of several of the boundary meetings, while this scenario does have a domino effect it could be a good option in the long run for our cluster and one that makes sense geographically. I know it is not my job to come up with additional options but after studying the options I thought of that scenario.

May 16, 2017

Our LSAAG representative was able to make one meeting but subsequently became ill and was not able to complete the evaluation form. We did reach out and offer to meet in person to review the options and criteria over the phone but she declined.

JG

Appendix E

Position Papers

May 30, 2017

Dr. Jack Smith, Superintendent
Members of the Montgomery County Public Schools Board of Education
850 Hungerford Drive
Rockville, Maryland 20850

Re: Richard Montgomery Elementary School #5 Boundary Study

Dear Dr. Smith and Members of the Board of Education:

The College Gardens Elementary School (CGES) PTA Board members thank you for the opportunity to be a part of the boundary study process to represent our community. We appreciate your efforts to expand capacity in our cluster through the development of Richard Montgomery Elementary School #5 (RMES#5).

All the elementary schools in our cluster have been long over capacity, and 3 out of the 4 have been over capacity by 175-186 students. Without this important new addition, MCPS has estimated that **all schools** would continue to be over capacity and the range of over capacity for 3 out of the 4 elementary schools would grow to 153-233 students.

The task of evaluating the options presented by the dedicated MCPS boundary study leaders has been difficult as nearly all the options leave at least 1-2 of the schools in our cluster near or at over capacity. We would be remiss if we did not respectfully request help in proactively addressing this issue by building out the shell at RMES #5.

As part of our work to represent our community, we held several PTA meetings to share updates and collect feedback, supported the development of a cluster survey of which our school had over 300 respondents, collected and analyzed feedback forms and emails from members of our community, and we also held 2-3 targeted Chinese Immersion meetings. As a PTA, we believe that we need to represent all of our diverse community members. We have three emerging perspectives, which we outline in this position paper.

I. Chinese Immersion Program

II. Focus on bringing CGES Utilization Below Capacity

III. Focus on Reducing over capacity, While Keeping the CGES Community Together

Please note that the items two and three above represent divergent perspectives.

I. Chinese Immersion Program

The Board of Education called upon the MCPS Boundary Study leaders to explore options to move the Chinese Immersion Program from CGES to help alleviate over capacity. The program currently represents 140 students, of which 24 live within the homeschool boundary of CGES. While the Chinese Immersion families will deeply miss being a part of the CGES community and value the access to the International Baccalaureate program, many have come to terms that the Board will likely move in this direction given that CGES is over capacity and there is need to reduce the utilization rate. Doing so would also help to minimize displacing CGES students out of their home school, a key boundary study criteria.

The overwhelming majority of Chinese Immersion Program families note that moving the program to the new school RMES#5 would align with nearly all the stated boundary study criteria. Chinese Immersion families **do not support** options 3 and 4, which would move the

program to Twinbrook or Beall Elementary because doing so would not meet the criteria of minimizing displacement of current home school students by the Chinese Immersion program. Both of those schools are currently over capacity and moving more students who are not home school students does not meet most of the criteria set forth by the boundary study process. Families would be moving from one school that is over capacity to another school that is over capacity, with no immediate opportunity for addressing the condition for which they are told they would be moving. They cite the following rationale:

- **In Option 3**, both Twinbrook and Beall Elementary would remain over capacity by 9 and 10 percent respectively, we would not minimize the domino effect, we would not reserve space and room for growth, we would not maximize walkers, we would not minimize the displacement of home school students, and it does not consider the stability of the Chinese Immersion Program over time. Twinbrook would be over capacity by 51 students. In addition, Beall is slated to have some of the most significant development projects and the school would be over capacity by 65 students in this scenario. RMES would be the least utilized in the cluster and is the only school that will have shell build out capacity over the next 6 years.
- **In Option 4**, the Chinese Immersion program would move to Beall. Feedback received from all families (minus two families) note that would cause a major domino effect and would not minimize displacement. CGES has the highest capacity rate in the cluster, and Beall has the second highest utilization rates. In option 4, upwards of 400 students who currently attend Beall would be moved out of their home school. RMES#5 is also projected to be over capacity by 151 students with a utilization rate of 125 percent according to data shared by MCPS on March 23 and 30, which would exceed the slated capacity of the planned build and even the potential shell build out capacity of 740.

Additional considerations from families: If the program moves, the families requested that MCPS consider the long-term stability of the program, and consider expanding the IB curriculum access at the school to which the program is moved. In addition, CGES families requested that MCPS consider the need for a dedicated language instructor as it is a requirement of the IB program designation, which families seek to maintain.

II. Reducing CGES Utilization and Overcrowding

CGES has long been concerned about over capacity. The actual student population of CGES has greatly exceeded the MCPS projections for the school. CGES was over capacity two years after opening and will be over capacity by 186 students in 2017-18. The purpose of this study and for building RMES #5 was to bring schools under capacity, where feasible. A portion of the CGES community supports options that bring CGES under capacity to leave room for growth, and believes the long-term interests of CGES students are best served by adopting options that brings CGES below 100 percent utilization when RMES #5 opens and keeps utilization below 100% for the foreseeable future. A portion of the community is concerned that leaving CGES over capacity will leave it susceptible to needing another boundary study in the future.

According to the MCPS FY 2012 Capital Budget and the FY 2011-2016 CIP, “no addition is feasible at College Gardens Elementary School because it was built out to the core capacity of 740 when it was modernized in 2008.” Furthermore, classroom additions were studied (and thus are possible) at Beall, Ritchie Park, and Twinbrook. Therefore, a portion of the CGES community supports options 1-4 and 8, which do not place CGES over capacity from Day 1 of the opening of RMES #5. The **only** options for expansion at CGES in the future will be additional relocatable classrooms. Parents expressed concerns about safety and the additional

cost of relocatable classrooms. They note that these options meet the Regulation FAA-RA criteria set forth below:

- Improve Facility Utilization – The regulation states that facility utilization should be between 80-100% whenever possible. Options 1-4 and 8 meet this criteria for CGES, whereas Options 5-7 do not meet this criteria for CGES with some options leaving RMES #5 underutilized, and RMES #5 is the only school that will have a shell structure that can expand the school.
- Maintain Demographic Characteristics – The options that bring CGES under capacity reasonably maintain diversity at CGES with respect to all categories (racial/ethnic, FARMS and ESOL). There is a moderate increase in ESOL rates in nearly all the options.
- Maintain Geographic Proximity of Communities to School/Minimize Travel Time and Maximize Walkers: – In Options 1-3 and 8, where CG3 is relocated to Beall ES, there is no change in travel times as CG3 is equidistant to Beall ES and CGES. Some parents did express concern CG2 would have increased travel times in Option 4 from 8 to 11 minutes.
- Ensure Stability of School Assignments Over Time – Options 1-4 and 8, which keep our school under capacity will lead to the greatest stability of school assignments at CGES over time.

With a capacity of 740, CGES will remain the largest school in the cluster even after the opening of RMES #5. With no capacity for a build out, any option that leaves CGES utilization above 100 percent will create school assignment instability for CGES.

III. Focus on Reducing Over Capacity, While Keeping the CGES Community Together

The CGES PTA and MCPS leadership received several emails and feedback from CGES community members predominantly from CG2 and CG3 asking that the Superintendent and the Board consider keeping CGES communities together. As a result, MCPS created Options 5-7. Of these options, a portion of the community provided feedback noting that Option 6 is most beneficial in terms of meeting most of the criteria established by the Boundary Study Committee and the Regulation FAA-RA criteria, citing the following:

- Improve Facility Utilization: CGES will already be shifting a large number of students to another school to reduce capacity given that 140 students from CGES will likely be moved to another school. Community members note that the CI Program currently occupies six classrooms, which may contribute to the likelihood that the 6 relocatable classrooms can be removed from CGES. In terms of the utilization criteria, CGES would be about 5 percent over-utilized in Option 6. According to MCPS enrollment projections shared February 28 and on April 25, the rapid growth of CGES is predicted to level off when factoring planned developments. While Option 6 would put CGES over 100 percent capacity, in every option offered by MCPS, at least one of the schools within the RM Cluster will be over capacity and the remainder of the schools very close to the 100 percent threshold for capacity.

A portion of the community opposes Options 1-4 and 8. CG2/CG3 families would be shifted out of CGES to help reduce overcrowding and they believe they would put an undue burden on Beall while also contributing to that school becoming overcrowded. They would also be giving up access to the IB curriculum, without the benefit of being in a school that is less

overcrowded. Options 1, 2, 3 would leave Beall at 10 percent over capacity. Under Option 8, CGES students will be moved to a school projected to be 102 percent over capacity by Year 5 of the boundary study being implemented—at just 3 percent less over capacity than CGES would be under Option 6. According to MCPS data shared, Beall is one of the schools that has higher growth potential in the cluster due to development.

- Maintain Demographic Characteristics – Options 5-7 would maintain diversity at CGES with respect to all categories (racial/ethnic, FARMS and ESOL).
- Maintain Geographic Proximity of Communities to School/Minimize Travel Time and Maximizes Walkers: – Keeping CG2 and CG3 as in Options 5-7 would maintain geographic proximity for CGES students and families. CG2 would become an isolated island in Option 4 and would pass CGES to go to another school.
- Minimize splits to community identity and give consideration to community support mechanisms such as community centers and civic association areas. Options 5-7 would keep both Woodley Gardens and Derwood as part of the CGES community. These communities have strong civic and social bonds with College Gardens. Woodley Gardens families have also noted the communities are in the same precinct, their civic associations are connected, they share a pool, a swim team, and daycares that offer before and after care to many CGES students. Options 1-4 do not meet this criterion.
- Minimize Domino Effect: According to data presented by MCPS boundary leaders on May 3, options 5-7 have the least amount of movement among all the options and minimize the domino effect. Option 6 is the least disruptive of all options—relocating about 540 students. Option 8, 3, and 4 have the worst domino effect respectively. Option 4 involves relocating almost 800 students.

Conclusion:

On behalf of the CGES community, we appreciate your efforts to expand capacity in our cluster. CGES represents a very diverse community of 899 students. We were hopeful that our community could align on a single option. However, we have divergent views that need to be represented. With the current options, it has been difficult to find a single option that meets the needs of all our community. CGES either remains over capacity or a portion of our community is moved to another school that is also over capacity.

We do have alignment among our community on recommending that our Chinese Immersion program is moved to a school that can be a stable location for our current families. For the reasons stated above, it is our position that if the program must move, it should be relocated to the Richard Montgomery Elementary School #5. In addition, our community requests that IB be maintained at CGES.

We thank you for allowing us to present you with the CGES community's perspectives.

May 17, 2017

Dear Superintendent Smith and the Montgomery County Board of Education,

At Ritchie Park, we understand our school is overcapacity, a brand new elementary school is being built in our cluster, and that relocation is necessary for the benefit of our students. We appreciate the boundary study process, which has allowed boundary study committee members and all of Ritchie Park the opportunity to take part in meetings and provide feedback on the boundary options through meetings, comment cards, an online feedback form, verbal feedback directly to MCPS at community meetings, a committee member evaluation form, and now this PTA position paper.

The new school elementary school (RMES#5) will be located in a community where many of our Ritchie Park students currently live and is in an area deemed walkable by MCPS. While change can be emotionally difficult, we understand the advantages and positive impact that comes along with students attending a neighborhood school with adequate capacity. This is why Ritchie Park supports the boundary options where primarily only walkers to the new school are reassigned to the new school and all other students remain at Ritchie Park. Additionally, we support options that do not move any RP zone to another already existing school.

For Ritchie Park, there were two boundary scenarios presented by MCPS. In options 1–6, zones east of 270, which are RP2 (designated as walkable to RMES#5) and RP6 (Tower Oaks), are reassigned to the new school, RMES#5. In options 7 & 8, RP5 (Fallsgrove) is reassigned to RMES#5 instead.

Ritchie Park supports options 1–6, since these 6 options allow RP2 and RP6 to attend the new school in their community, while leaving all other students in place. This is the best case scenario for Ritchie Park.

Ritchie Park strongly opposes options 7 & 8, since these options deprive RP2 and RP6 of attending a school in their community and forces RP5 out of Ritchie Park unnecessarily.

The boundary study process looked at the 4 criteria listed in Regulation FAA-RA as well as 12 additional criteria set forth by the committee by which boundary options were created and evaluated.

Below are some of the pros for options 1 - 6 that are not met by other options:

- Meets all evaluation criteria referenced above.
- Primarily only relocates those students who are designated to be walkers of the new school.
- Allows those students to attend a new school located in their community.
- Minimizes travel time for both RP2 and RP6, since they are both closer to RMES#5 than Ritchie Park.
- Closer geographic proximity is more convenient and allows students to more easily participate in after school programs.
- Closer geographic proximity allows students and families to more easily attend school activities and events.
- A neighborhood school helps students and families to feel more connected to their school community.
- Going to a neighborhood school builds connections that foster participation in other neighborhood city programs thus bringing the community closer together.

Below are some of the numerous pitfalls of options 7 & 8 for Ritchie Park:

- Fail to meet several evaluation criteria including: maximize walkers, minimize travel time, minimize splits to community identity, give consideration to community support mechanisms, and geographic proximity of communities to schools.
- Buses kids in RP2 out of their neighborhood where RMES#5 will be located back to Ritchie Park, instead of letting them walk to RMES#5.

- Buses kids in RP6 farther to school, since Ritchie Park is farther from Tower Oaks than RMES#5.
- Buses kids in RP5 farther to school, since RMES#5 is farther from Falls Grove than Ritchie Park.
- 3 buses will be needed to transport RP2 to Ritchie Park versus zero buses in option 1-6.
- 4 existing buses will need to drive farther to transport RP5 to RMES#5.
- Travel time is increased for RP2, RP6, and RP5 as compared to options 1-6.
- Travel time from RP5 to RMES#5 is excessive. (May be upwards of 25 minutes in traffic, twice a day, which is unacceptable, especially for young children.)
- Geographic proximity (ranked the number one factor of importance on the cluster parent boundary survey) is not met for RP2, RP5, and RP6 as all three would be farther from school as compared to option 1-6.
- RP5 student participation in after school programs will likely decrease due to increased distance and travel time.
- RP5 student and family participation in school activities will likely decrease due to increased distance and travel time.
- RP5 parent volunteering will likely decrease due to increased distance and travel time.
- Deprives RP2 from attending the new school built in their neighborhood.
- Options 7 & 8, created as an attempt to balance socioeconomic diversity by increasing the FARMS % at Ritchie Park, clearly does so at an unacceptable cost to all affected Ritchie Park zones (RP2, RP5, and RP6) as described above and with no benefit to these zones. Regulation FAA-RA states on p. 14, section 2B, that where “reasonable”, schools should promote the creation of a diverse student body. Diversity is cherished and celebrated at Ritchie Park and options 1 - 6 do promote diversity and without disadvantaging any zones. Options 7 & 8 prove that attempting to increase the FARMS % creates a patchwork boundary map and disconnects RP2 and RP6 from their community and rips 150 students in RP5 from Ritchie Park in the process. This result is not “reasonable”.

For all these reasons, Ritchie Park supports the options that allow students that live in the RMES#5 community to attend RMES#5 and leaves all other students at Ritchie Park. These are options 1–6 only.

Thank you,

Ritchie Park Elementary School PTA



May 17, 2017

Dr. Jack Smith, Superintendent and
Members of the Montgomery County Board of Education
850 Hungerford Drive
Rockville, MD 20850

Re: Boundary Study for Richard Montgomery Elementary School #5 (RMES #5)

The construction of RMES #5 brings welcome relief to the overcrowded elementary schools within the Richard Montgomery cluster. While current enrollment at the three other elementary schools exceeds capacity by 20 percent or more, Twinbrook has not faced capacity constraints to the same degree. In fact, MCPS had not engaged Twinbrook in the planning for RMES #5 until November 2016, when the Board of Education voted to include it in the scope of the boundary study. While we are grateful for the opportunity to participate in the boundary study process, Twinbrook PTA favors retaining the school's current boundaries. In our view, **option 6** accomplishes this best for the cluster because it minimizes dislocations, achieves reasonably balanced occupancy results, and preserves community identity as much as possible.

Twinbrook's current boundaries yield a student enrollment roughly equal to its capacity and do not exceed 108 percent utilization in MCPS projections. Its boundaries are contiguous and well-defined by clear physical and natural markers (e.g., MD-355, Veirs Mills Rd, and Rock Creek). The service area also includes a balanced mix of single- and multiple-family dwelling units. Thus, Twinbrook's current boundaries already meet several important utilization, geographic, and demographic criteria.

Our school service area overlaps with other community-serving institutions that partner with and support Twinbrook Elementary School. These include the City of Rockville Twinbrook Community Recreation Center; the Twinbrook Community Pool where PTA hosts its back-to-school pool party; and the Twinbrook Citizens Association whose members collect box tops and participate in our fundraisers. Twinbrook is a model neighborhood school, a characteristic that would be diminished by options that move zones T2 and T3 to RMES #5. Proximity to the school and the recreation center is particularly important to low-income families who depend heavily on public transportation and pedestrian access. This sentiment is especially strong within zone T2. Within zone T3, evaluation of the geographic proximity criterion was more mixed with some families expressing an openness to moving to the new school, viewing it as closer than Twinbrook, while others prefer not to cross Rockville Pike at Edmonston Drive.

The Recreation Center, in particular, offers essential support services to parents and students, including those in zones T2 and T3. For example, MCPS provides transportation services for Twinbrook students

enrolled in before- and after-care activities located at the Recreation Center on Twinbrook Parkway. It is unclear whether demand would be sufficient for an equivalent arrangement if either T2 or T3 moved to RMES #5. If not, families located in these zones would lose an important neighborhood-based convenience. Furthermore, the Recreation Center receives grant money to provide healthy snacks and programming on the basis of Twinbrook's FARMS rate. Options that reduce the FARMS participation—moving zones T2 or T3 do this—jeopardize this support.

The FARMS rate is an important consideration for Twinbrook in other ways. For the first time in three years, Twinbrook will enjoy Title I status for the 2017-18 academic year under the Every Student Succeeds Act (ESSA); in years we do not have Title I, Twinbrook is an MCPS focus school. The importance to our community of these additional resources for student support and parental engagement cannot be overstated. Twinbrook PTA favors options that maintain our eligibility for these essential funds. Reducing Twinbrook's FARMS participation to 60 percent or lower (as in options 1, 3, 5, 7, and 8) will result in the loss of Title I status, assuming eligibility criteria remain similar to previous years. In our view, our FARMS and ESOL families are better served at schools like Twinbrook where resources and services can be concentrated to meet our specific needs.

Twinbrook PTA strongly opposes relocation of the Chinese Immersion program (CI) to Twinbrook, i.e., option 3. This option triggers the dislocation of zone T2 to RMES #5, thus creating an unnecessary "island" assignment and doubling bus travel times for some routes, according to MCPS projections. We note that this zone contains a high percentage of FARMS and ESOL families who benefit from services offered at Twinbrook and the nearby recreation center. Placing the CI program at the new school avoids this "domino" relocation effect and is the most plausible outcome of this boundary study. For this reason we do not support option 3 (CI at Twinbrook) or option 4 (CI at Beall).

Options 2 and 6 meet nearly all of the twelve committee-generated criteria from the Twinbrook perspective, including the ones most important to our community: (1) minimizing travel time, (2) minimizing splits to existing communities, and (3) consideration for community support mechanisms. From a cluster perspective, option 6 has the added benefit of moving the fewest students while still achieving 90 percent occupancy at the new school. Indeed, all five elementary schools will be over 90 percent occupied and at least one is over 100 percent capacity in all eight boundary options, which reinforces the need to build out the shell at RMES #5 in the original construction to increase capacity in the cluster now.

Twinbrook PTA sees no compelling reason to alter the school's current service area. While keeping our boundaries intact does leave us over 100 percent capacity in MCPS projections, our greatest capital need is revitalization of a structure built in 1952 (with a poorly designed renovation in 1986) so that it meets modern standards expected of public buildings and is a source of pride for the community. We look forward to advocating for this outcome under the evolving capital planning criteria.

Sincerely,

Vincent Russo
President, Twinbrook Elementary PTA (2016-17)

Beall Elementary Parent Teacher Association

Richard Montgomery Cluster

2017-May-17

Montgomery County Public Schools
850 Hungerford Drive
Rockville, MD 20850
Attn: Dr. Jack Smith, Superintendent, and
Board of Education members

RE: Boundary Study for Richard Montgomery Elementary School #5

To Whom it May Concern:

Montgomery County Public Schools (MCPS) requires that boundary studies look at Facility Utilization (utilization), Demographic Characteristics of Student Population (diversity), Geographic Proximity of Communities to Schools (geography), Stability of School Assignments over Time (stability). The Committee used these key criteria when coming up with more specific criteria from which boundary options were created. While we appreciate the efforts put forth by the team and we believe in the overall criteria that the Committee agreed to, we feel that some criteria hold greater importance to ensure long-term success of the new school, Richard Montgomery Elementary School #5 (RMES5), and the other elementary schools in this cluster, including Beall.

As such, of the options provided by the MCPS Long Range Planning team, we believe none of them can be supported.

Overall, it is our interpretation that the eight options presented consider geography and stability as the primary factors ahead of utilization and diversity. We feel strongly that the purpose of building the new school is to address overcrowding, so options that do a poor job of reducing utilization should not be considered.

Additionally, a new school should be used to strengthen the cluster and not weaken it, particularly by maintaining socio-economic diversity throughout the cluster and not create disparities around specific schools.

Utilization

Development is expected to continue in the Rockville area and no school within the cluster is immune from the impacts of increased student enrollments. Our concern with the options presented is that many do not address the issue of overutilization even before the initial five-year forecast concludes. This is leaving some schools in as bad a situation as they are currently facing, or in the event that the estimates are too conservative (under projected) a worse situation.

Additionally, we believe that MCPS should seek to build out the currently unused shell for RMES5 allowing the starting school capacity to grow from 602 to 740 students. Not only is this fiscally responsible, it can enable boundary options that have lower utilization numbers for the short-term across the cluster. Development will continue in this area for the foreseeable future and distributing the room for growth so that each school can better manage the influx that is expected would be beneficial. This would also lend to better stability over time.

Diversity

Rockville prides itself on diversity (ethnic and socio-economic) and our cluster celebrates our successful elementary schools. We believe that balancing diversity and proper utilization will continue to provide successful schools in this cluster. The Board of Education (BOE) was faced with a boundary study for this cluster 30 years ago with the closing of Hungerford Park Elementary. We owe our current success to the forethought they employed when they set out to create balance amongst the remaining schools

MCPS and the BOE recognize that high Free and Reduced Meals (FARMS) rates have an impact on performance and have taken steps to shrink class sizes as recently as last year with the goal of reducing the achievement gap¹. In addition to these necessary steps, MCPS uses a sliding scale (based on funding available) to assign additional resources to schools that have a high FARMS rate but do not qualify for Title I. This program is referred to as the Focus Schools program. Focus Schools can receive additional resources and/or lower class sizes. Schools with FARMS rates around 30% can find additional resources assigned to them and lower class sizes occur at higher FARMS rates through this program with the goal of further lowering the achievement gap in those schools².

At this time, Twinbrook is home to a high concentration of FARMS and English for speakers of other languages (ESOL) students in this cluster. In 2017-18, Twinbrook will be a Title I school, receiving Federal funding that will help them to ensure each student is offered a positive educational experience and the opportunity for a successful tenure, all the while maintaining the continuity of their community. Twinbrook has made great strides over the years to improve performance and the Federal funding will go a long way to driving their initiatives. The Twinbrook PTA is requesting that their boundaries remain as-is despite overutilization, as relocating even a small number of students will negatively impact their ability to qualify for the additional funding, leaving the students who remain at risk with less programming options.

Our PTA has taken this into consideration and we believe there are two choices to consider when it comes to balancing diversity for Twinbrook and the rest of the cluster:

1. Balance **all** schools when it comes to diversity, especially socio-economic.
2. Leave Twinbrook untouched and ensure balanced socio-economic diversity across the other four elementary schools in the cluster.

In this matter, we are supporting Twinbrook PTA's request to be left untouched by the reassessment of boundaries and recommend the 2nd choice. This leaves four schools to balance diversity and alleviate the overutilization. Three of the schools (Beall, College Gardens, and Ritchie Park) would be providing the students for the fourth, RMES5, with the likelihood of additional rebalancing beyond what will move to RMES5. These are all sought-after schools so it is important to protect each and maintain balance.

Please note that at our request, the Long-Range Planning team included the FARMS percentages for the non-CI classes. The community felt that it was essential for this part of the picture to be shared. Chinese Immersion, as with most specialized programs like it, has a very low FARMS rate and presents a misleading picture as to what is really displayed in the majority of classrooms within the host school. We ask that you continue to look at this, too, and not just the summary when rendering a decision.

We have looked at two major driving forces behind our position. Taking a look at each option that was present, we breakdown some of our concerns and highlight a few successes:

¹ Articles written by members of the Board of Education and MCPS in support of reducing class sizes:

<http://news.montgomeryschoolsmd.org/mcps-board-of-education/investing-to-reduce-class-size-and-close-the-achievement-gap/> and <http://www.montgomeryschoolsmd.org/uploadedFiles/departments/budget/fy2017/Budget-FastFacts-June.pdf>.

² MCPS Budget Questions provides:

<http://www.montgomeryschoolsmd.org/departments/budget/archiveDetail.aspx?id=125>.

- Options #1 and #2 –
 - These options leave Beall overcrowded on day one with projections to have it 10% over capacity within 5 years.
 - It creates a high FARMS rate at RMES5 (37% in non- CI classes) and reduces the diversity at Ritchie Park.
- Option #3 –
 - This option leaves RMES5 with a FARMS rate of 43% as well as leaving Beall and Twinbrook overcrowded.
 - It displaces a large number of students from Twinbrook. RMES5 is left underutilized.
- Option #4 –
 - Beall needs to move about 30% of its students and staff to get under capacity under normal circumstances.
 - Adding the Chinese Immersion program requires another 140 students to move.
 - In all, Beall loses roughly 60% of its current student body under this option (as additional kids from College Gardens are accommodated) and is left with very little of its identity.
 - This option does demonstrate that it is possible to have diversity and good utilization in the cluster but there are better ways to get there.
- Options #5 and 6 –
 - These options do not provide stability over time, good utilization or diversity.
 - They leave College Gardens overcrowded at the start. This is the only school in the cluster without room for an addition so it is the last school that should be left overcrowded.
 - FARMS rate at RMES5 is high 37% in non-CI classrooms.
 - Beall also increases FARMS rate to 35% and ESOL doubles to 30%.
 - These options fail on 3 of the 4 criteria. (Stability over time, Utilization, Diversity).
- Option #7 –
 - This option again leaves Beall with a FARMS rate of 35% and 30% ESOL. There is no reason to concentrate these numbers versus spreading them out more equitably across the cluster.
 - RMES5 looks reasonable with this option.
 - This again leaves College Gardens overcrowded.
- Option #8 –
 - This is an improvement over option 7 as it removed the overutilization at College Gardens and provides better socio-economic diversity in the cluster.
 - Beall, however, is still at a 32% FARMS rate and 27% ESOL.

We recognize that the task before you is neither simple nor easy. We are trusting you to do what is right for the long-term success of all five schools within this cluster. We appreciate your time and thoughtful consideration.

Sincerely,

Beall Elementary PTA

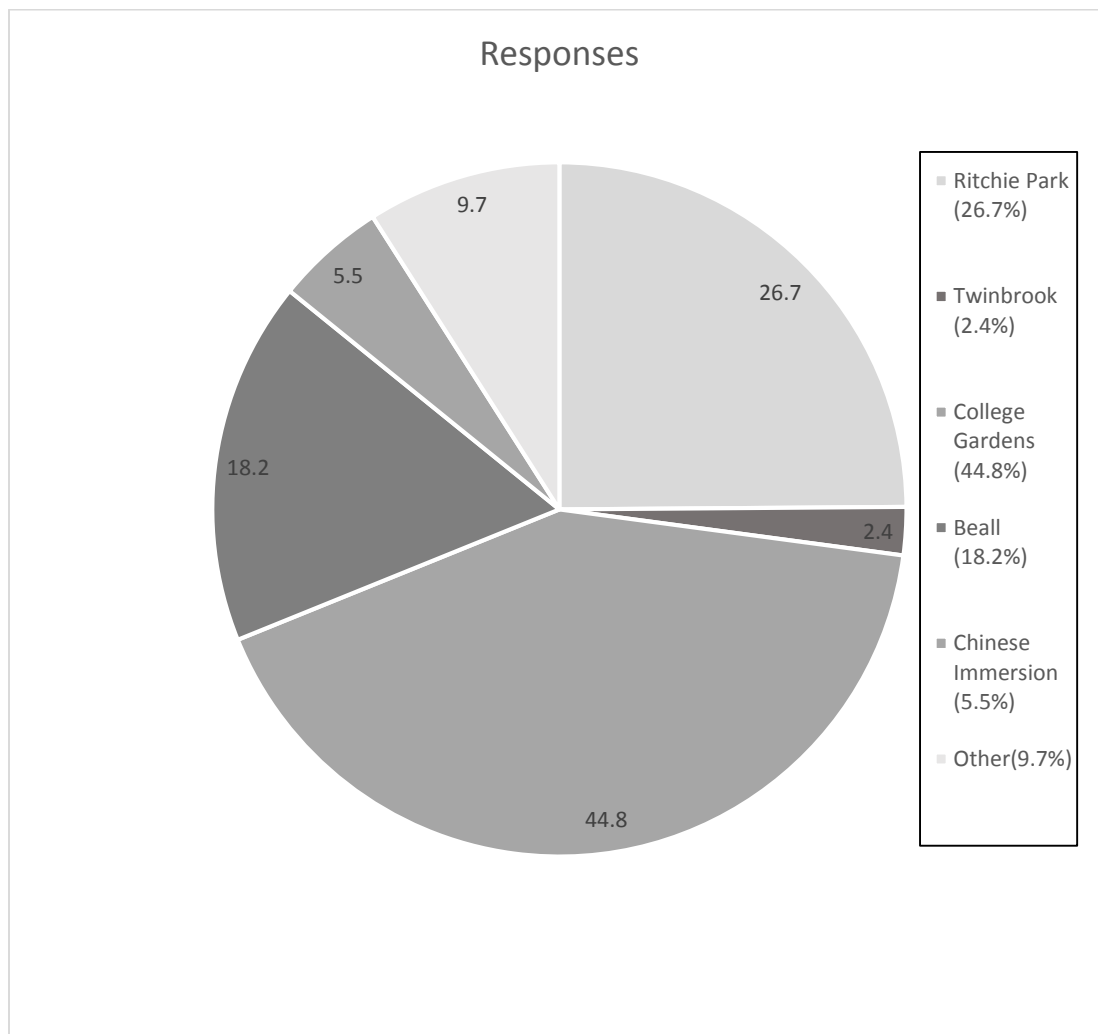
Appendix F

Community Input

Richard Montgomery Elementary School #5
Boundary Study
Google Community Input Form Summary (May 1–May 17, 2017)

The Google community input form results summarized in this document should not be interpreted as a statistically representative sample of public opinion in the Richard Montgomery Cluster. Instead, the results simply reflect the voices of community members who chose to provide input via the online Google community input form provided by Montgomery County Public Schools.

- 167 Total Responses Received (via Google Forms)
- Top Concerns Mentioned:
 - Lessen number of students changing schools, particularly moving from their current school to another existing school
 - Importance of neighborhood school context for parent and family engagement
 - Move Chinese Immersion Program to RMES #5



Options

Option #1:

Support/Approval:

- Minimal impact on each school community; keeps communities together
- Demographic diversity and geographic proximity criteria are met
- Students living close to the new school are assigned to the new school, maximizing walkers
- Minimizes travel time
- Lower operating cost for busses
- Capacity utilization is met well
- Most even distribution of students in the cluster
- CG3 neighborhood proximity to Beall and relationship with neighborhood south of Nelson Street
- Stability of school assignment over time
- Minimizes displacement of home school students by Chinese Immersion

Concerns/Opposition:

- The established community CG3 is moved to Beall
- Beall is over capacity and there are concerns about space for future development
- Moving zone T3 out of Twinbrook may hinder the ability for Twinbrook to receive Title 1 resources
- Splits Twinbrook neighborhood
- Concern about FARMS rate at RMES 5
- Less diversity at Ritchie Park ES
- Stability of school assignment over time
- RMES 5 and College Gardens will be under capacity

Option #2:

Support/Approval:

- Capacity utilization is met at College Gardens, RMES5 and Ritchie Park
- Geographic proximity is met and the option promotes a diverse student body
- Maximizes walkers
- Minimal displacement of home school students by the Chinese Immersion program
- Stability of school assignments over time
- Decreased travel time
- Chinese Immersion site proximity to the high school for resources
- Keeps Twinbrook and its community support mechanisms intact
- Maintains similar levels of diversity for existing schools

Concerns/Opposition:

- Capacity utilization is not met at Beall ES
- Concern about future development growth at Beall
- Established community CG3 is moved to Beall and CG3 students miss out on the IB program
- CG3 split from CG1 community: pool and swim club, mothers group, and other community events
- CG3 moved from one over capacity school to another

- Twinbrook capacity concerns
- FARMS rate is not spread out among the cluster
- Low utilization rate at RMES 5; does not take advantage of future shell build out capability
- Chinese Immersion should move to a current school, not a new one
- RP5 does not attend the closest school
- Distance for families in the Immersion program
- Ritchie Park ES decrease in racial/ethnic composition

Option #3:

Support/Approval:

- Keeps capacity under 100% at College Gardens, RMES 5 and Ritchie Park
- Satisfies the demographics and geographic proximity criteria
- Keeps FARMS and ESOL fairly unchanged
- Maximizes walkers
- May help performance at Twinbrook
- Keeps communities together
- Minimizes travel distances and puts students in greater proximity to their assigned school
- Lower cost of needed busses and bus drivers
- Minimizes displacement of home school students by Chinese Immersion
- Considers stability of school assignments over time for Chinese Immersion
- Minimizes domino effect

Concerns/Opposition:

- Moves zone CG3, an established neighborhood and splits it from CG1
- Beall ES capacity is a concern both immediately and also due to permitted future development
- Chinese Immersion parents may pull their kids out of Chinese Immersion
- High disruption from numerous school reassignments
- Creates undue hardship on Twinbrook families with a lot of displacement and longer bus ride
- Concerns about Twinbrook losing Title 1 status
- Allows RP2 to walk to school and have a more local school community
- The capacity is low at RMES 5, the school that has shell space for future buildout
- T2 is far from the new school and becomes an “island” geographically separated from the rest of the service area of RMES 5
- FARMS and ESOL rate high at RMES5
- Decrease in racial/ethnic composition of Ritchie Park

Option#4:

Support/Approval:

- Keeps capacity under 100% at Beall, College Gardens and Ritchie Park
- RMES 5 is overcapacity but has future shell build out potential
- Maintains community identity of CG3 by keeping it at College Gardens
- Moves students close to the school and places them in the new school
- Keeps communities together
- Diverse student body throughout the cluster
- Favorable demographic distribution
- Increases walkers and minimizes travel time
- Provides stability of school assignment over time
- Minimizes displacement of home school students to move Chinese Immersion

Concerns/Opposition:

- Numerous reassignments across Beall, College Gardens, Ritchie Park and Twinbrook would be disruptive; the most zones of any option impacted with reassignments
- Utilization not addressed at Twinbrook
- RMES 5 would start out over capacity and the shell would need to be built out in the long term
- Does not minimize the domino effect
- Diversity decreases at Ritchie Park
- T2 is far from the new school and would have a longer travel time
- Moving CG2 to Beall would isolate it and increase travel time
- B5 and B6 are not in proximity of their reassigned school
- Leaves Beall with only a small proportion of its original student population

Option #5:

Support/Approval:

- Minimizes splits to community identity and keeps neighborhoods aligned
- Promotes sense of community by keeping those that will attend the new school in close living proximity to each other
- Lower cost of needed busses and bus drivers
- Maintains diversity
- Keeps the College Gardens community together
- Reserves space in Beall where there is the greatest development potential
- Minimizes domino effect
- Maximizes walkers
- Balanced capacity for all schools
- Minimizes relocation of students out of their home schools
- Stability of school assignment over time

Concerns/Opposition:

- Slight overcapacity at College Gardens
- Diversity and FARMS rate concern at RMES 5
- Significant increases to FARMS and ESOL at Beall

- Decrease in racial/ethnic composition of Ritchie Park
- Utilization and FARMS rates at Twinbrook
- Increases splits and displacement to Twinbrook community

Option #6:

Support/Approval:

- Minimizes travel time
- Maximizes walkers
- Facility utilization is generally well managed
- Promotes a sense of community by keeping those that attend the new school in close living proximity to each other
- Maintains diversity
- Keeps the College Gardens community together
- Minimizes displacement of home school students by the Chinese Immersion program
- Stability of school assignment over time
- Does not affect Twinbrook
- Reserve space and room for growth for approved plan development in Beall
- Allows RP2 to walk to school
- Does not increase commute times
- Minimize domino effect
- Minimizes splits to community identity
- Primarily only reassigns Ritchie Park students who can walk to the new school

Concerns/Opposition:

- Slight overcapacity at College Gardens
- Twinbrook is over capacity
- Concern about FARMS rate at RMES 5
- FARMS and ESOL rate increase at Beall
- Decrease in racial/ethnic composition at Ritchie Park

Option #7:

Support/Approval:

- Maintains community identity at College Gardens and keeps neighborhoods aligned
- Maximizes walkers
- Keeps school utilization levels at or below 100% except for the new school
- Promotes diversity at all schools
- Keeps Twinbrook's FARMS rate higher to keep funding
- Stability of school assignment over time
- Maintains the current racial/ethnic diversity at Ritchie Park
- Minimal displacement of students for Chinese Immersion program
- Reserves space and room for growth for approved plan development
- Students in T3 attend RMES5 and enhance the diversity of the school

Concerns/Opposition:

- Children leave Fallsgrove community (RP5); concern about after school activities
- Bus distance and time for Fallsgrove; traffic concerns

- Twinbrook loses high concentration of FARMS which endangers Title 1 funding
- Significant increases to FARMS and ESOL at Beall
- Fewer walkers to the new school
- College Gardens ES will not be below 100% utilization
- Capacity concern for RMES 5
- Decrease in geographic proximity to school
- Not optimal for community identity for RP2 and RP6
- A lot of movement away from home schools

Option #8:

Support/Approval:

- Minimizes displacement of home school students by the Chinese Immersion program
- Maintains racial/ethnic diversity at Ritchie Park
- Maximizes walkers
- Keeps school utilization at or below 100% except for RMES5, which has future buildout potential
- Keeps Twinbrook's FARMS rate high enough to not lose funding
- Considers stability of school assignment over time for immersion students
- Addresses overcrowding at College Gardens
- Better handles demographics for Beall than options 5-7

Concerns/Opposition:

- Children leave Falls Grove community; difficulties for families for after school activities, volunteer time, etc.
- Longer bus distance and time for Falls Grove community (RP5) and must pass several other elementary schools
- Students who could walk to the new school are bussed to Ritchie Park
- College Gardens capacity
- Movement of CG3, Woodley Gardens, from one over capacity school to another
- Fails to maximize walkers and minimize travel time
- Communities are not kept together
- Too many students displaced from their current school assignment
- Disruption to Beall service area
- Costs of additional bus transportation
- Island assignments; isolated neighborhoods
- Does not reserve space for room and growth at Beall
- Beall FARMS rate increase
- Chinese Immersion would be at a school that would be overcrowded
- Moves the second most zones out of any option

From: Polman, William]
Sent: Monday, April 03, 2017 1:30 PM
To: Gallihue, Joel A
Subject: Boundary Study Committee for RM ES #5

Good afternoon Joel. By way of introduction, I am currently managing the Before and After Care Child Care program at CUPF for Montgomery County in MCPS facilities. I have 1 child currently attending 1st grade at College Gardens ES with a second beginning kindergarten this September. I am a resident of the Derwood Station area which is designated as CG3 in the boundary study maps. I have submitted a Boundary Study Input Form through Google Forms with my opinions on the 4 current options being considered.

I did want to inquire regarding some information that is being passed around throughout the communities. Per this information, it has been indicated, by one of the members of the study committee that seems to favor option 4, that MCPS and the Facilities Management division have approved the build out of the potential shell for the new Richard Montgomery ES#5 prior to it's opening next year. I am scheduled to have a meeting with James Song, Director of the Department of Facilities Management on Wednesday morning and will inquire about this with him given the opportunity. As we will be focusing on other topics in that meeting, I wanted to reach out to you to find out if this is in fact something that has been discussed and approved by MCPS and the Department of Facilities Management, or if it may just be some political gamesmanship by one group in favor of one proposal over another. If you could give me any insight into the possibility of the shell build out being approved by MCPS I would appreciate it. I know how these processes work, and appreciate that you are most likely being bombarded by many parents with concerns. I would just like some clarification on this specific issue regarding the new building and its capacity.

Regarding the actual boundary study itself, below is a summary of my interpretation of the 4 options (you can ignore this if you are reviewing the online input forms because I covered this in the form I submitted along with more details for all the options):

Overall option 2 seems to be the choice that fits the most criteria. Option 1 is just behind that choice but not quite as ideal because of the move of TP3 from its home school. Option 3 and especially option 4 are overly disruptive to current populations with much larger domino effects that don't utilize the future space in a balanced and logical manner with especially poor geographic proximity.

Pros for option 2: This option along with option 1 aligns the most with all the criteria. Minimizes splits. Minimizes travel time. Keeps all schools at close to the 100% utilization level. Minimizes relocation of

students from home school. Minimizes domino effect for moving current students. Minimizes displacement of home school students by Chinese Immersion.

Cons for option 4: Poor Geographic Proximity. Much longer travel time by moving CG3 instead of CG2 to Beall ES. Bus time from CG3 would be increased by up to 20 minutes each direction. Bus time from B5, B6 and T2 would also be increased. This option has the largest domino effect with the most movement of current students to new locations. Chinese immersion at Beall ES will force more of the current population at Beall to move to RM ES #5. It is illogical to move a neighborhood that is so far north (CG3) and transport them to Beall ES when the similarly sized CG2 neighborhood is in almost walkable distance to the school and would have no change to their commute time. While parts of CG3 may appear to be near Beall ES, the parts of CG3 that have actual population are in the extreme Northeast section. Commute time and proximity to the schools in question indicate that the best solution is to leave CG3 at College Gardens ES and shift CG2 to Beall ES. Opening the new school at 115% capacity in its first year with that growing to 125% in 5 years is illogical. In 5 years, the new school will find itself in the same situation that Beall, College Gardens and Ritchie Park currently find themselves.

BILL POLMAN

Program Specialist II

Childcare & Special Projects

Montgomery County Government

Office of Community Use of Public Facilities

Ms. Bracalilly Stultz,

I, as a resident of CG2 zone boundary, am strongly opposed to Option 4 of the boundary study options as presented by MCPS at March 23rd Committee meeting.

Option 4 will not only deprive children in our neighborhood of IB curriculum, but will also add significant travel time (up to 20 min each way in traffic) to the already long school day. Additionally, CG3 neighborhood is significantly closer to Beall, wouldn't require rush hour bus travel on major highway (355) to get to school AND part of the Woodley Gardens neighborhood is already zoned to Beall (south of Nelson Street). Furthermore, looking at big picture, Option 4 immediately overloads new school to 114% capacity and leaves Beall with less very small part of it's original population.

Therefore, **not choosing Option 4** will be more in line with most of the criteria outlined by the Committee, namely:

- Minimize splits to community identity, subdivisions, and civic association areas
- Minimize travel time
- Keep schools below 100% utilization
- Minimize relocation of students out of their home school
- Minimize a domino effect
- Minimize displacement of home school students by the Chinese Immersion program

As an alternative, I support Option 2. This option allows for the most even distribution of students in the cluster and conforms to all of the criteria outlined by the committee.

Thank you,

Steven Lefferts

7101 Grinnell Dr

Derwood, MD 20855

Dear Joel and Julie:

I am a parent of Alexa Chiochankitmun in the Chinese Immersion program (hereafter referred to as CI) at College Gardens Elementary School, and am writing in regards to the four proposed options presented to the Boundary Study Committee for moving CI to another school when RM ES #5 opens in the fall of 2018.

First, I want to state that my first preference would be to have the program remain at College Gardens – it is a wonderful fit with the IB Curriculum fulfilling the foreign language requirements of IB certification for all CGES students over the age of 7 in our school. CI is valued by the larger CGES community as an asset to the entire school, benefitting more than just the students in the program. However, I do understand that part of the resolution created for the new school included a provision which stated that CI would move out of CGES.

I understand that change is hard for everyone, and that re-zoning is necessary to alleviate the schools in the cluster that are over capacity. **I write to you today to express that if the CI program absolutely must move, I strongly prefer as the only viable option moving it to the new elementary school – Richard Montgomery Elementary School #5.** In addition, if the program must move, we would like to request that the 4th and 5th grade students remain at College Gardens to finish out their last year there. As you may know, 4th and 5th graders share teachers in the CI program.

Options 3 and 4, where the proposal is for the CI program to move into one of the other existing schools in the cluster (Beall or Twinbrook) would mean displacing a significant portion of the current population of either of those schools (400 or 200 students respectively). Since one of the stated goals of the re-zoning is to have as minimum as possible an impact each of the school communities, I do not support either of these options.

Additionally, while I know this is not part of the scope of the Boundary Study Committee, I want to advocate for the new school to be an IB Elementary School like College Gardens currently is. This would allow for continuity of curriculum for 140 students and learning philosophy for transitioning students; it would provide the same benefits it does to CGES at RM ES #5 into the future; and it would better prepare more students as they matriculate to the IB program at Richard Montgomery High School. Personally, one of the reasons I chose to live in Montgomery County, and was specifically attracted to the CI program over other language immersion programs the County offers was the IB program – it is such an asset for Montgomery County and as you know is currently the only such program in our public school system at the elementary level. Success should be replicated, and it would be wonderful for Montgomery County to have more IB World programs at the elementary level.

Finally, I also believe that zones CG2 and CG3 should stay at CGES. It is my understanding that enrollment numbers show little or no growth in the CGES area between 2018 through 2022. When the CI program is moved, CGES should be able to retain these 50 students without risking overcrowding.

We hope that you will allocate a language instructor for CGES to maintain its IB status and that you will consider moving the CI program to the new school if it must be moved. Thank you for your time and attention to this letter.

Unna Chiochankitmun

Parent of Alexa Chiochankitmun Grade 2 Chinese Immersion program

Thank you for all you are doing to represent the views of the CGES community throughout this process.

I am a parent of a CGES student in Grade 4 and a resident of the CG4 zone area. While none of the options presented by the Boundary Advisory Committee remove CG4 from College Gardens Elementary School, I would like ask the Boundary Advisory Committee to strongly consider the Richard Montgomery ES #5 Boundary Study Criteria in the context of its overall decision-making process:

- Minimize relocation of students out of their home school
- Minimize splits to community identity, subdivisions, and civic association areas
- Give consideration to community support mechanisms such as community centers
- Keep schools below 100% utilization and eliminate relocatable classrooms
- Minimize displacement of home school students by the Chinese Immersion program
- Consider stability of school assignments over time for immersion students
- Maximize walkers
- Minimize a domino effect
- Reserve space and room for growth for approved plan development
- Consider overcapacity at schools with future shell build out capability

King Farm, which comprises both the CG4 and CG5 zones, is a strong neighborhood community, supported by a community center and a civic association. Many of our children can walk to College Gardens Elementary School. Children living within the CG4 and CG5 zones have gone to College Gardens Elementary School since the neighborhood was built almost 20 years ago. Thus, we would be opposed to any option that would potentially disrupt this harmony.

Given this, and the available Boundary Options, it is my opinion that **Option 1** allows the most efficient distribution of students in the Richard Montgomery Cluster, while adhering to the Boundary Study Criteria, including the four criteria listed in Board of Education Regulation FAA-RA.

Thank you again for all your work on this committee. We appreciate all you do!

Regards,

Wendy Baber

Dear Joel, Denise and Julie:

I am a parent of two students in the Chinese Immersion program (hereafter referred to as CI) at College Gardens Elementary School, and am writing in regards to the four proposed options presented to the Boundary Study Committee for moving CI to another school when Richard Montgomery Elementary School #5 opens in the fall of 2018.

First, I want to state that my first preference would be to have the program remain at College Gardens – it is a wonderful fit with the IB Curriculum fulfilling the foreign language requirements of IB certification for all CGES students over the age of 7 in our school. CI is valued by the larger CGES community as an asset to the entire school, benefiting more than just the students in the program. However, I do understand that part of the resolution created for the new school included a provision which stated that CI would move out of CGES.

I understand that change is hard for everyone, and that re-zoning is necessary to alleviate the schools in the cluster that are over capacity. **I write to you today to express that if the CI program absolutely must move, I strongly prefer as the only viable option moving it to the new elementary school – Richard Montgomery Elementary School #5.** In addition, if the program must move, we would like to request that the 4th and 5th grade students remain at College Gardens to finish out their last year there. As you may know, 4th and 5th graders share teachers in the CI program.

Options 3 and 4, where the proposal is for the CI program to move into one of the other existing schools in the cluster (Beall or Twinbrook) would mean displacing a significant portion of the current population of either of those schools (400 or 200 students respectively). Since one of the stated goals of the re-zoning is to have as minimum as possible an impact each of the school communities, I do not support either of these options. Also, as your office has published in the Capital Improvements long range plan, Twinbrook is slated for a major capital improvement project within the next several years (completed by 2023/2024) meaning some of the families in the CI program will be displaced twice in only a few years - a significant (and negative) impact on those children.

Additionally, while I know this is not part of the scope of the Boundary Study Committee, **I want to advocate for the new school to be an IB Elementary School like College Gardens currently is.** *This would allow for continuity of curriculum for 140 students and learning philosophy for transitioning students; it would provide the same benefits it does to CGES at RM ES #5 into the future; and it would better prepare more students as they matriculate to the IB program at Richard Montgomery High School.* **Personally, one of the reasons I chose to live in Montgomery County, and was specifically attracted to the CI program over other language immersion programs the County offers was the IB program (it was out first choice and we were thrilled to get in on the lottery)** – it is such an asset for Montgomery County and as you know is currently the only such program in our public school system at the elementary

level. Success should be replicated, and it would be wonderful for Montgomery County to have more IB World programs at the elementary level.

I hope that you will allocate a language instructor for CGES to maintain its IB status and that you will consider moving the CI program to the new school if it must be moved. Thank you for your time and attention to this letter.

Thank you for Your Time,

Jennifer and Jeremy Buzzell

Parents of Zoe and Myles Buzzell (CGES CI Grades 1 and 4)

To: Boundary Study Committee

Re: Parent Feedback regarding RM Cluster Zone Changes

Dear Joel and Julie:

I am a parent of Zoey Lee in the Chinese Immersion program (hereafter referred to as CI) at College Gardens Elementary School, and am writing in regards to the four proposed options presented to the Boundary Study Committee for moving CI to another school when RM ES #5 opens in the fall of 2018.

First, I want to state that my first preference would be to have the program remain at College Gardens – it is a wonderful fit with the IB Curriculum fulfilling the foreign language requirements of IB certification for all CGES students over the age of 7 in our school. CI is valued by the larger CGES community as an asset to the entire school, benefitting more than just the students in the program. However, I do understand that part of the resolution created for the new school included a provision which stated that CI would move out of CGES.

I understand that change is hard for everyone, and that re-zoning is necessary to alleviate the schools in the cluster that are over capacity. **I write to you today to express that if the CI program absolutely must move, I strongly prefer as the only viable option moving it to the new elementary school – Richard Montgomery Elementary School #5.** In addition, if the program must move, we would like to request that the 4th and 5th grade students remain at College Gardens to finish out their last year there. As you may know, 4th and 5th graders share teachers in the CI program.

Options 3 and 4, where the proposal is for the CI program to move into one of the other existing schools in the cluster (Beall or Twinbrook) would mean displacing a significant portion of the current population of either of those schools (400 or 200 students respectively). Since one of the stated goals of the re-zoning is to have as minimum as possible an impact each of the school communities, I do not support either of these options.

Additionally, while I know this is not part of the scope of the Boundary Study Committee, I want to advocate for the new school to be an IB Elementary School like College Gardens currently is. This would allow for continuity of curriculum for 140 students and learning philosophy for transitioning students; it would provide the same benefits it does to CGES at RM ES #5 into the future; and it would better prepare more students as they matriculate to the IB program at Richard Montgomery High School. Personally, one of the reasons I chose to live in Montgomery County, and was specifically attracted to the CI program over other language immersion programs the County offers was the IB program – it is such an asset for Montgomery County and as you know is currently the only such program in our public school system at the elementary level. Success should be replicated, and it would be wonderful for Montgomery County to have more IB World programs at the elementary level.

Finally, I also believe that zones CG2 and CG3 should stay at CGES. It is my understanding that enrollment numbers show little or no growth in the CGES area between 2018 through 2022. When the CI program is moved, CGES should be able to retain these 50 students without risking overcrowding.

We hope that you will allocate a language instructor for CGES to maintain its IB status and that you will consider moving the CI program to the new school if it must be moved.

Thank you for your time and attention to this letter!

With respect,

Lin Lee & Randy Lee

Parents of Zoey Lee, CI 1st Grade & Kaitlin Lee, upcoming CI Kindergarten

Dear Joel and Julie:

We are parents of two children in the Chinese Immersion program (hereafter referred to as CI) at College Gardens Elementary School, and are writing in regards to the four proposed options presented to the Boundary Study Committee for moving CI to another school when RM ES #5 opens in the fall of 2018.

First, we want to state that our first preference would be to have the program remain at College Gardens – it is a wonderful fit with the IB Curriculum fulfilling the foreign language requirements of IB certification for all CGES students over the age of 7 in our school. CI is valued by the larger CGES community as an asset to the entire school, benefitting more than just the students in the program. Additionally, we are concerned that moving the CI program further south in the county discriminates against the north county population. The immersion programs are all located in the southern part of the county, making it more difficult for students who live further north to access the programs. However, we do understand that part of the resolution created for the new school included a provision which stated that CI would move out of CGES.

We understand that change is hard for everyone, and that re-zoning is necessary to alleviate the schools in the cluster that are over capacity. **We write to you today to express that if the CI program absolutely must move, we strongly prefer as the only viable option moving it to the new elementary school – Richard Montgomery Elementary School #5.**

Options 3 and 4, where the proposal is for the CI program to move into one of the other existing schools in the cluster (Beall or Twinbrook) would mean displacing a significant portion of the current population of either of those schools (400 or 200 students respectively). Since one of the stated goals of the re-zoning is to have as minimum as possible an impact each of the school communities, we do not support either of these options.

Additionally, while we know this is not part of the scope of the Boundary Study Committee, we want to advocate for the new school to be an IB Elementary School like College Gardens currently is. This would allow for continuity of curriculum for 140 students and learning philosophy for transitioning students; it would provide the same benefits it does to CGES at RM ES #5 into the future; and it would better prepare more students as they matriculate to the IB program at Richard Montgomery High School. Personally, one of the reasons we chose to live in Montgomery County, and were specifically attracted to the CI program over other language immersion programs the County offers was the IB program – it is such an asset for Montgomery County and as you know is currently the only such program in our public school system at the elementary level. Success should be replicated, and it would be wonderful for Montgomery County to have more IB World programs at the elementary level.

Thank you for your time and attention to this letter.

Sincerely,

MaryLynn and Stephen Gonsalves

Parents of Liena and Ethan Gonsalves (1st and 2nd grade)

Dear Boundary Study Parent Representatives and Staff,

I am a parent of three children that will attend College Gardens Elementary School next year and reside in the CG4, section of King Farm. I strongly support the committee's current options that do not propose a split of CG4 or CG5 and keep King Farm together at College Gardens Elementary School. King Farm is a geographically coherent and strong neighborhood with shared a community center, pool and civic association and any split of CG4 and CG5 or will greatly degrade the King Farm community.

As you all have likely experienced, parents' and students' involvement in the community starts or greatly increases once they begin to attend elementary school. Lifetime bonds and friendships between families occur through school activities and are greatly strengthened when neighbors and communities, such as King Farm, attend a common elementary school. Strong and successful neighborhoods with a common community identity, lead to strong and successful elementary schools, and vice versa. These bonds and benefits, continue into middle and high school and therefore improve the entire Richard Montgomery cluster and by extension, the City of Rockville, Montgomery County and MCPS.

In addition to the reasons above, keeping CG4 and CG5 together also would meet all of the boundary study criteria, including

- Minimizing relocation of students out of their home school as CG4 and CG5 have attended College Gardens Elementary School for almost 20 years;
- Minimizing splits to the King Farm community identity and civic association;
- Giving consideration to community support mechanisms such as King Farm's community center, pool and other shared resources;
- Maximizing walkers (many King Farm students currently walk to CGES and the substantial majority of CG4 and CG5 are walkable on safe sidewalks and large paths in approximately one mile or less;
- Minimizing a domino effect.

With respect to the proposed options, I believe that Option 1 is the best option for CGES and the Richard Montgomery cluster and meets the foregoing criteria, the other boundary study criteria that I did not list, and Board of Education Regulation FAA-RA. Moving CG3, commonly known as Woodley Gardens, to Beall Elementary School would have the least disruptive effect on the current and proposed CGES zoning. Woodley Gardens and Beall 1 have many current commonalities, including Woodley Gardens Park, Woodley Gardens pool and the Woodley Gardens shopping area, all of which are between CG3 (Woodley Gardens) and B1. Woodley Gardens is also equidistant from Beall Elementary School and College Gardens Elementary School. Moving CG2 to Beall does not seem efficient as it would require the CG2 students to be bused/driven past CGES to get to Beall.

Thank you for your work on this project and your consideration of my views.

Sincerely,

Brian F. Gredder

From: Hilliard, Natalia
Sent: Thursday, March 16, 2017 2:10 PM
To: Gallihue, Joel A; Morris, Julie A
Subject: Boundary meeting March 15, 2017 feedback

Joel and Julie,

Thank you very much for holding an open meeting yesterday. I was one of the observers at the meeting. We appreciate a chance to be a part of the process and a voice in the discussion.

If I may make a suggestion, there was a lot of contention and discussion about the subdivided feeder map. I personally, as well as members of my community (we are in CG2), have no problem with map per se, however it might be helpful to note industrial or otherwise non residential areas on the next iteration of map. For people not familiar with geography of the area, it is not clear that the only inhabited part of CG2 for example is far right corner or that RP5 is mostly non residential area with one development in the west. Same goes to why walking area for new school is only north of it and not centered to it.

Such change might help better visualize where neighborhoods are geographically and somewhat eliminate the size disparity between subgroups.

Thank you again,

Natalia Hilliard

Dear Joel, Julie, and Denise,

I am a parent of a student in the Chinese Immersion program (hereafter referred to as CI) at College Gardens Elementary School (CGES), and am writing in regards to the four proposed options presented to the Boundary Study Committee for moving CI to another school when RM ES #5 opens in the fall of 2018.

First, I want to state that my first preference would be to have the program remain at College Gardens – it is a wonderful fit with the IB Curriculum fulfilling the foreign language requirements of IB certification for all CGES students over the age of 7 in our school. CI is valued by the larger CGES community as an asset to the entire school, benefitting more than just the students in the program. However, I do understand that part of the resolution created for the new school included a provision which stated that CI would move out of CGES.

I understand that change is hard for everyone, and that re-zoning is necessary to alleviate the schools in the cluster that are over capacity. **I write to you today to express that if the CI program absolutely must move, I strongly prefer as the only viable option moving it to the new elementary school – Richard Montgomery Elementary School #5.** In addition, if the program must move, we would like to request that the 4th and 5th grade students remain at College Gardens to finish out their last year there. As you may know, 4th and 5th graders share teachers in the CI program.

Options 3 and 4, where the proposal is for the CI program to move into one of the other existing schools in the cluster (Beall or Twinbrook) would mean displacing a significant portion of the current population of either of those schools (400 or 200 students respectively). Since one of the stated goals of the re-zoning is to have as minimum as possible an impact each of the school communities, I do not support either of these options.

Additionally, while I know this is not part of the scope of the Boundary Study Committee, I want to advocate for the new school to be an IB Elementary School like College Gardens currently is. This would allow for continuity of curriculum for 140 students and learning philosophy for transitioning students; it would provide the same benefits it does to CGES at RM ES #5 into the future; and it would better prepare more students as they matriculate to the IB program at Richard Montgomery High School. Personally, one of the reasons I chose to live in Montgomery County, and was specifically attracted to the CI program over other language immersion programs the County offers was the IB program – it is such an asset for Montgomery County and as you know is currently the only such program in our public school system at the elementary level. Success should be replicated, and it would be wonderful for Montgomery County to have more IB World programs at the elementary level.

We hope that you will allocate a language instructor for CGES to maintain its IB status and that you will consider moving the CI program to the new school if it must be moved. Thank you for your time and attention to this letter.

Sincerely,

Wendy Knosp

Parent of Penelope Knosp, 1st grader in the CI program at CGES

Dear Mr. Gallihue, Ms. Morris and Ms. Bracalilly-Stultz:

I am a parent of Xavier Reyman in the Chinese Immersion program at College Gardens. I'm writing in regard to the four proposed options presented to the Boundary Study Committee for moving CI to another school when RM ES #5 opens in the fall of 2018.

My strong preference would be to have the program remain at College Gardens as it is a wonderful community and fit with the IB Curriculum. CI is valued by the larger CGES community as an asset to the entire school, benefiting more than just the students in the program. However, I do understand that part of the resolution created for the new school included a provision which stated that CI would move out of CGES.

I understand that re-zoning is necessary to alleviate the schools in the cluster that are over capacity. **I write to you today to advocate that if the CI program absolutely must move, I strongly prefer moving it to the new elementary school - Richard Montgomery Elementary School #5 - as the only viable option.** In addition, if the program must move, the CGES CI family would like to request that the 4th and 5th grade students remain at College Gardens to finish out their last year there. As you may know, 4th and 5th graders share teachers in the CI program.

Options 3 and 4 of the Boundary Study, where the proposal is for the CI program to move into Beall or Twinbrook would result in displacing a significant portion of the current population of either of those schools. Since one of the stated goals of the re-zoning is to have as minimum as possible an impact each of the school communities, I do not support either of these options. Further, through my conversations in the community, I have learned that the Twinbrook and Beall PTAs apparently do not support CI moving into their schools as they would stress existing resources. We want our children to be welcomed into their new school - not resented. Integration into the new school would be least disruptive or all concerned.

Additionally, while I know this is not part of the scope of the Boundary Study Committee, **I want to advocate for the new school to also become an IB Elementary School.** This would allow for continuity of curriculum for 140 students and learning philosophy for transitioning students; it would provide the same benefits it does to CGES at RM ES #5 into the future; and it would better prepare more students as they matriculate to the IB program at Richard Montgomery High School. Personally, one of the reasons I chose to live in Montgomery County, and was specifically attracted to the CI program over other language immersion programs the County offers was the IB program – it is such an asset for Montgomery County and as you know is currently the only such program in our public school system at the elementary level. Success should be replicated, and it would be wonderful for Montgomery County to have more IB World programs at the elementary level.

I hope that you will strongly consider moving the CI program to the new school if it must be moved.

Thank you for your time and attention to this letter.

Respectfully,

Christina Lachance

Parent of Xavier Reyman, Grade 1, CGES/CI

From: Lisa Lefferts

Sent: Monday, April 3, 2017 9:47 AM

To: Bracalilly Stultz, Denise <Denise_BracalillyStultz@mcpsmd.org>

Subject: RM Boundary Study

Ms. Bracalilly Stultz,

I, as a resident of CG2 zone boundary, am strongly opposed to Option 4 of the boundary study options as presented by MCPS at March 23rd Committee meeting.

Option 4 will not only deprive children in our neighborhood of IB curriculum, but will also add significant travel time (up to 20 min each way in traffic) to the already long school day. Additionally, CG3 neighborhood is significantly closer to Beall, wouldn't require rush hour bus travel on major highway (355) to get to school AND part of the Woodley Gardens neighborhood is already zoned to Beall (south of Nelson Street). Furthermore, looking at big picture, Option 4 immediately overloads new school to 114% capacity and leaves Beall with less very small part of it's original population.

Therefore, **not choosing Option 4** will be more in line with most of the criteria outlined by the Committee, namely:

- Minimize splits to community identity, subdivisions, and civic association areas
- Minimize travel time
- Keep schools below 100% utilization
- Minimize relocation of students out of their home school
- Minimize a domino effect
- Minimize displacement of home school students by the Chinese Immersion program

As an alternative, I support Option 2. This option allows for the most even distribution of students in the cluster and conforms to all of the criteria outlined by the committee.

Thank you,

Lisa Lefferts

7101 Grinnell Dr

Derwood, MD 20855

Dear Joel and Julie:

I am a parent of Hugo Cheung in the Chinese Immersion program (hereafter referred to as CI) at College Gardens Elementary School, and am writing in regards to the four proposed options presented to the Boundary Study Committee for moving CI to another school when RM ES #5 opens in the fall of 2018.

First, I want to state that my first preference would be to have the program remain at College Gardens – it is a wonderful fit with the IB Curriculum fulfilling the foreign language requirements of IB certification for all CGES students over the age of 7 in our school. CI is valued by the larger CGES community as an asset to the entire school, benefitting more than just the students in the program. **The sense of belonging to the same school is also very important to the development of our children.** However, I do understand that part of the resolution created for the new school included a provision which stated that CI would move out of CGES.

I understand that change is hard for everyone, and that re-zoning is necessary to alleviate the schools in the cluster that are over capacity. **I write to you today to express that if the CI program absolutely must move, I strongly prefer as the only viable option moving it to the new elementary school – Richard Montgomery Elementary School #5. Since the current CI families are the “end-users” of the program and the relocation of the program has the biggest impact on us, we hope our preference in the option will be put at high priority.**

Options 3 and 4, where the proposal is for the CI program to move into one of the other existing schools in the cluster (Beall or Twinbrook) would mean displacing a significant portion of the current population of either of those schools (400 or 200 students respectively). Since one of the stated goals of the re-zoning is to have as minimum as possible an impact each of the school communities, I do not support either of these options.

Additionally, while I know this is not part of the scope of the Boundary Study Committee, I want to advocate for the new school to be an IB Elementary School like College Gardens currently is. This would allow for continuity of curriculum for 140 students and learning philosophy for transitioning students; it would provide the same benefits it does to CGES at RM ES #5 into the future; and it would better prepare more students as they matriculate to the IB program at Richard Montgomery High School. Personally, one of the reasons I chose to live in Montgomery County, and was specifically attracted to the CI program over other language immersion programs the County offers was the IB program – it is such an asset for Montgomery County and as you know is currently the only such program in our public school system at the elementary level. **The competition in the enrollment of CI program at CGES has already demonstrated that the demand and attractiveness of the combination of CI program and IB program in the same school.** Success should be replicated, and it would be wonderful for Montgomery County to have more IB World programs at the elementary level.

We hope that you will allocate a language instructor for CGES to maintain its IB status and that you will consider moving the CI program to the new school if it must be moved. Thank you for your time and attention to this letter.

Regards,

Chris Leung

Parent of Hugo Cheung, Grade K

April 4, 2017

Dear Boundary Advisory Committee Members:

As residents of the King Farm community, we would like to thank you for all you are doing to represent the views of the College Gardens Elementary School community throughout the boundary study process.

We are residents of the CG5 zone area with young children. While none of the options presented by the Boundary Advisory Committee remove CG5 from College Gardens Elementary School, we would like ask the Boundary Advisory Committee to strongly consider the Richard Montgomery ES #5 Boundary Study Criteria in the context of its overall decision-making process:

- Minimize relocation of students out of their home school.
- Minimize splits to community identity, subdivisions, and civic association areas.
- Give consideration to community support mechanisms such as community centers.
- Keep schools below 100% utilization and eliminate relocatable classrooms.
- Minimize displacement of home school students by the Chinese Immersion program.
- Consider stability of school assignments over time for immersion students.
- Maximize walkers.
- Minimize a domino effect.
- Reserve space and room for growth for approved plan development.
- Consider overcapacity at schools with future shell build out capability.

King Farm, which comprises both the CG4 and CG5 zones, is a strong neighborhood community, supported by a community center and a civic association. Many of our children can walk to College Gardens Elementary School. Children living within the CG4 and CG5 zones have gone to College Gardens Elementary School since the neighborhood was built almost 20 years ago. Our children and our family are strongly connected to other children and families living in CG4 and CG5 zones with children currently attending, and young children planning to attend, College Gardens Elementary School. Thus, we would be opposed to any option that would potentially disrupt this harmony.

Given this, and the available Boundary Options, it is our opinion that **Option 1** allows the most efficient distribution of students in the Richard Montgomery Cluster, while adhering to the Boundary Study Criteria, including the four criteria listed in Board of Education Regulation FAA-RA.

Thank you again for all your work on this committee and for your consideration of our comments. We appreciate all you do and look forward to hearing from you if we can be a resource.

Regards,

Anurag and Kathy Mehta

Mr. Gallihue,

As a resident of the CG2 zone and the parent of a second-grader at College Gardens, I am strongly opposed to Option 4 of the boundary study options presented by MCPS at the March 23 Boundary Advisory Committee meeting. I am writing you directly, as CG2 was denied representation on the Boundary Advisory Committee.

Option 4 would add significant travel time to the already long school day. Our children would have to sit through 355 rush hour traffic in order to arrive at Beall for its 9 a.m. start. That section of 355 is notorious for bottlenecks during the morning rush hour and in the afternoon. Moving CG2 to Beall would more than double the time it takes for our children to get to school. This would be an inefficient and costly transportation move for MCPS.

“Geographic Proximity of Communities to Schools” is one of the four main criteria for setting MCPS service area boundaries. Moving CG2 to Beall **does not** fit this criterion. The move would make the current CG2 neighborhood an island removed from the rest of Beall’s population. The overwhelming majority of CG2 residents are north of Gude Dr. and east of 355, as you can see looking at the aerial map, making us far removed from Beall’s population.

It makes much more sense to move the CG3 neighborhood, which is significantly closer to Beall, as proposed in Options 1, 2, and 3. The distance from these houses to Beall is about the same as their distance to College Gardens, where they currently attend. Furthermore, busing the CG3 students to Beall doesn’t require traveling through rush hour traffic on a major road (355). It is instead a quick trip on back roads.

In addition, one of the neighborhoods adjacent to CG3 is already zoned to Beall (south of Nelson Street). Moving Woodley Gardens (CG3) to Beall would make the boundary one continuous area, minimizing splits to the community.

Looking at the big picture, Option 4 immediately overloads the new school to 115% capacity, and in a few years it would be at 125% capacity. Of the four choices, Option 4 maximizes the domino effect—so it obviously does not meet the criterion that aims to minimize this effect.

Therefore, **not choosing Option 4** will be more in line with the criteria outlined by the Committee, namely:

- Geographic proximity of communities to schools
- Minimize splits to community identity, subdivisions, and civic association areas
- Minimize travel time
- Keep schools below 100% utilization
- Minimize relocation of students out of their home school
- Minimize a domino effect

Thank you,

Beth Panitz 7205 Bettendorf Ct. Rockville, MD 20855

Good Evening,

Thank you for all you are doing to represent the views of the CGES community throughout this process. I know there are so many variables and criteria to consider as part of this process and I can't imagine how difficult this is. That being said, I thought it would be helpful to provide some input and thank you in advance for your consideration. I am reaching out to show my support and concern for my neighborhood as it relates to the boundary study decision.

I am a parent of CGES students in Grades 5 and 2 and a resident of the CG4 zone area. While none of the options presented by the Boundary Advisory Committee remove CG4 from College Gardens Elementary School, I would like ask the Boundary Advisory Committee to strongly consider the Richard Montgomery ES #5 Boundary Study Criteria in the context of its overall decision-making process:

- Minimize relocation of students out of their home school
- Minimize splits to community identity, subdivisions, and civic association areas
- Give consideration to community support mechanisms such as community centers
- Keep schools below 100% utilization and eliminate relocatable classrooms
- Minimize displacement of home school students by the Chinese Immersion program
- Consider stability of school assignments over time for immersion students
- Maximize walkers
- Minimize a domino effect
- Reserve space and room for growth for approved plan development
- Consider overcapacity at schools with future shell build out capability

King Farm, which comprises both the CG4 and CG5 zones, is a strong neighborhood community, supported by a community center and a civic association. Many of our children can walk to College Gardens Elementary School. Children living within the CG4 and CG5 zones have gone to College Gardens Elementary School since the neighborhood was built almost 20 years ago. This is one of the main reasons we have made our home here. We carpool, share babysitters and tutors and participate in after-school activities together. To echo the sentiment of an overused quote, it really does "Take A Village". I am a working mom and count on my fellow neighbors and college gardens families for support. I give this support back to many different families in both CG4 and CG5 zones. All these reasons are why we would be opposed to any option that would potentially disrupt this harmony.

Given this, and the available Boundary Options, it is my opinion that **Option 1** allows the most efficient distribution of students in the Richard Montgomery Cluster, while adhering to the Boundary Study Criteria, including the four criteria listed in Board of Education Regulation FAA-RA.

Many thanks for taking the time to read this. Thank you again for all your work on this committee. We appreciate all you do.

Sincerely,

Tracy Smith

King Farm Resident

To: Boundary Study Committee

Re: Parent Feedback regarding RM Cluster Zone Changes

Dear Joel and Julie and Denise:

First, I wanted to thank you for leading the committee and working with our communities. I appreciate your professionalism and willingness to listen to everyone's concerns and questions. From attending the meetings, first the public one and then the committee meetings as an observer, I see that people are having difficulty with change, but I also see the potential for transformation too.

I am a parent of a second grader in the Chinese Immersion program (hereafter referred to as CI) at College Gardens Elementary School, and am writing in regards to the four proposed options presented to the Boundary Study Committee that include the move of CI to another school when RM ES #5 opens in the fall of 2018.

I want to state that I would love to have the program remain at College Gardens – it is a wonderful fit with the IB Curriculum fulfilling the foreign language requirements of IB certification for all CGES students over the age of 7 in our school. CI is valued by the larger CGES community as an asset to the entire school, benefiting more than just the students in the program. However, I do understand that CI must move out of CGES to alleviate the overcrowding and this has been stated by the BOE.

From what I have learned from the previous meetings, re-zoning is necessary to alleviate the schools in the cluster that are over capacity. **I write to you today to express that if the CI program absolutely must move, I strongly prefer as the only viable option moving it to the new elementary school – Richard Montgomery Elementary School #5.** In addition, I would like to request that the 4th and 5th grade students also move to the new school at the 2018-2019 school year so they may start afresh as well. I think it's important to keep all of the CI teachers and program together and intact at one school.

Options 3 and 4, where the proposal is for the CI program to move into one of the other existing schools in the cluster (Beall or Twinbrook) would mean displacing a significant portion of the current population of either of those schools (400 or 200 students respectively). Since one of the stated goals of the re-zoning is to have as minimum as possible an impact each of the school communities, I do not support either of these options. Additionally, if one were to move CI to yet another overcrowded school, it would defeat the purpose of removing it from CGES. Why even move it at all then?

Finally, I also would advocate that zones CG2 and CG3 stay at CGES. It is my understanding that enrollment numbers show little or no growth in the CGES area between 2018 through 2022. When the CI program is moved, CGES should be able to retain these 50 students without risking overcrowding.

We hope that that you will consider moving the CI program to the new school. We also believe that there should be an allocation of a language instructor for CGES to maintain its IB status. Thank you for your time and attention to this letter.

Sincerely,

Trang Duong

Parent of Jolee Duong, 2nd grader, CGES Chinese Immersion Program

Trang Duong

To: Boundary Study Committee

Re: Parent Feedback regarding RM Cluster Zone Changes

Dear Joel, Julie and Denise:

I am a parent of a second grader in the Chinese Immersion program (hereafter referred to as CI) at College Gardens Elementary School, and am writing in regards to the four proposed options presented to the Boundary Study Committee for moving CI to another school when RM ES #5 opens in the fall of 2018.

My first preference would be to have the program remain at College Gardens – it is a wonderful fit with the IB Curriculum fulfilling the foreign language requirements of IB certification for all CGES students over the age of 7 in our school. CI is valued by the larger CGES community as an asset to the entire school, benefitting more than just the students in the program. However, I do understand that part of the resolution created for the new school included a provision which stated that CI would move out of CGES.

I understand that change is hard for everyone, and that re-zoning is necessary to alleviate the schools in the cluster that are over capacity. **I write to you today to express that if the CI program absolutely must move, I strongly prefer as the only viable option moving it to the new elementary school – Richard Montgomery Elementary School #5.** In addition, if the program must move, we would like to request that the 4th and 5th grade students also be moved to the new school so they may start afresh with the rest of the program.

Options 3 and 4, where the proposal is for the CI program to move into one of the other existing schools in the cluster (Beall or Twinbrook) would mean displacing a significant portion of the current population of either of those schools (400 or 200 students respectively). Since one of the stated goals of the re-zoning is to have as minimum as possible an impact each of the school communities, I do not support either of these options.

We hope that you will allocate a language instructor for CGES to maintain its IB status and that you will consider moving the CI program to the new school if it must be moved.

Thank you for your time and attention to this letter.

Kimberly Wing

Parent of Jolee Duong, Grade 2, CGES CI Program

P.S. I happen to be an alumni of College Gardens Elementary School (Class of 1972) – it has changed a lot since then, but I still have fond memories!

Dear Joel and Julie:

Boundary Study Committee

I am a parent of a student in the Chinese Immersion program (hereafter referred to as CI) at College Gardens Elementary School, and am writing in regards to the four proposed options presented to the Boundary Study Committee for moving CI to another school when RM ES #5 opens in the fall of 2018.

First, I want to state that my first preference would be to have the program remain at College Gardens – it is a wonderful fit with the IB Curriculum fulfilling the foreign language requirements of IB certification for all CGES students over the age of 7 in our school. CI is valued by the larger CGES community as an asset to the entire school, benefiting more than just the students in the program. However, I do understand that part of the resolution created for the new school included a provision which stated that CI would move out of CGES.

My son is one of the CI student that, although living in the walking zone area to College Gardens, he is part of the CI. I understand that change is hard for everyone, and that re-zoning is necessary to alleviate the schools in the cluster that are over capacity. I write to you today to express that if the CI program absolutely must move, I strongly prefer as the only viable option moving it to the new elementary school – Richard Montgomery Elementary School #5. In addition, if the program must move, we would like to request that the 4th and 5th grade students remain at College Gardens to finish out their last year there. As you may know, 4th and 5th graders share teachers in the CI program.

Options 3 and 4, where the proposal is for the CI program to move into one of the other existing schools in the cluster (Beall or Twinbrook) would mean displacing a significant portion of the current population of either of those schools (400 or 200 students respectively). Since one of the stated goals of the re-zoning is to have as minimum as possible an impact each of the school communities, I do not support either of these options.

Additionally, while I know this is not part of the scope of the Boundary Study Committee, I want to advocate for the new school to be an IB Elementary School like College Gardens currently is. This would allow for continuity of curriculum for 140 students and learning philosophy for transitioning students; it would provide the same benefits it does to CGES at RM ES #5 into the future; and it would better prepare more students as they matriculate to the IB program at Richard Montgomery High School. Personally, one of the reasons I chose to live in Montgomery County, and was specifically attracted to the CI program over other language immersion programs the County offers was the IB program – it is such an asset for Montgomery County and as you know is currently the only such program in our public school system at the elementary level. Success should be replicated, and it would be wonderful for Montgomery County to have more IB World programs at the elementary level.

Finally, I also believe that zones CG2 and CG3 should stay at CGES. It is my understanding that enrollment numbers show little or no growth in the CGES area between 2018 through 2022. When the CI program is moved, CGES should be able to retain these 50 students without risking overcrowding.

We hope that you will allocate a language instructor for CGES to maintain its IB status and that you will consider moving the CI program to the new school if it must be moved. Thank you for your time and attention to this letter.

Best Regards,

Yari Aponte & Efrain Hernandez

Student: Jeremy Hernandez-Aponte

Good afternoon,

Because Derwood Station was denied a College Gardens spot on the committee by the cluster chair, I feel the need to contact you directly to voice my **opposition to RM ES #5 option 4.**

I, as a parent of CGES student in Grade 2 and a resident of CG2 zone boundary, am strongly opposed to Option 4 of the boundary study options as presented by MCPS at March 23rd Committee meeting.

Option 4 will add significant travel time (up to 20 min each way in traffic) to the already long school day. Additionally, the **CG3** neighborhood is significantly closer to Beall, wouldn't require rush hour bus travel on major highway (355) to get to school AND part of the Woodley Gardens neighborhood is already zoned to Beall (south of Nelson Street).

Not choosing Option 4 will be more in line with most of the criteria outlined by the Committee, namely:

- Minimize splits to community identity, subdivisions, and civic association areas
- Minimize travel time
- Keep schools below 100% utilization
- Minimize relocation of students out of their home school
- Minimize a domino effect
- Minimize displacement of home school students by the Chinese Immersion program

As an alternative, I support Option 2. This option allows for the most even distribution of students in the cluster and conforms to all of the criteria outlined by the committee.

Thank you,

Martin Benavides

Dear Joel, Denise and Julie:

I am a parent of Sarrah Fahmy in the Chinese Immersion program (hereafter referred to as CI) at College Gardens Elementary School, and I am writing in regards to the four proposed options presented to the Boundary Study Committee for moving CI to another school when RM ES #5 opens in the fall of 2018.

I would like to start by expressing my feelings regarding the CI program moving from college Gardens to another school. When we applied to the program for our daughter and got accepted we were extremely happy. At that time we were not told that there was even a remote possibility that the program would be moving to another school. We have arranged our daily life to accommodate for our daughter being in college gardens and now that we don't even know where she might going has filled our lives with great uncertainty and anxiety. Another very crucial factor that has us very worried is that our daughter loves her school and the IB community that College Gardens provides and perfects. Please give the CI parents a priority voice regarding the program's future, since this will affect our children emotionally and academically.

First, I want to state that my first preference would be to have the program remain at College Gardens – it is a wonderful fit with the IB Curriculum fulfilling the foreign language requirements of IB certification for all CGES students over the age of 7 in our school. CI is valued by the larger CGES community as an asset to the entire school, benefiting more than just the students in the program. However, I do understand that part of the resolution created for the new school included a provision which stated that CI would move out of CGES.

I understand that change is hard for everyone, and that re-zoning is necessary to alleviate the schools in the cluster that are over capacity. **I write to you today to express that if the CI program absolutely must move, I strongly prefer as the only viable option moving it to the new elementary school – Richard Montgomery Elementary School #5.** In addition, if the program must move, we would like to request that the 4th and 5th grade students remain at College Gardens to finish out their last year there. As you may know, 4th and 5th graders share teachers in the CI program.

Options 3 and 4, where the proposal is for the CI program to move into one of the other existing schools in the cluster (Beall or Twinbrook) would mean displacing a significant portion of the current population of either of those schools (400 or 200 students respectively). Since one of the stated goals of the re-zoning is to have as minimum as possible an impact each of the school communities, I do not support either of these options.

Additionally, while I know this is not part of the scope of the Boundary Study Committee, I want to advocate for the new school to be an IB Elementary School like College Gardens currently is. This would allow for continuity of curriculum for 140 students and learning philosophy for transitioning students; it would provide the same benefits it does to CGES at RM ES #5 into the future; and it would better prepare more students as they matriculate to the IB program at Richard Montgomery High School. Personally, one of the reasons I chose to live in Montgomery County, and was specifically attracted to the CI program over other language immersion programs the County offers was the IB program – it is such an asset for Montgomery County and as you know is currently the only such program in our public school system at the elementary level. Success should be replicated, and it would be wonderful for Montgomery County to have more IB World programs at the elementary level.

Sincerely yours, Sophia Chang Parent of Sarrah Fahmy, Kindergarten

To: Boundary Study Committee

Re: Parent Feedback regarding RM Cluster Zone Changes

Dear Joel and Julie:

I am a parent of Rome Gibson Bhola in the Chinese Immersion program (hereafter referred to as CI) at College Gardens Elementary School, and am writing in regards to the four proposed options presented to the Boundary Study Committee for moving CI to another school when RM ES #5 opens in the fall of 2018.

First, I want to state that my first preference would be to have the program remain at College Gardens – it is a wonderful fit with the IB Curriculum fulfilling the foreign language requirements of IB certification for all CGES students over the age of 7 in our school. CI is valued by the larger CGES community as an asset to the entire school, benefiting more than just the students in the program. However, I do understand that part of the resolution created for the new school included a provision which stated that CI would move out of CGES.

I understand that change is hard for everyone, and that re-zoning is necessary to alleviate the schools in the cluster that are over capacity. **I write to you today to express that if the CI program absolutely must move, I strongly prefer as the only viable option moving it to the new elementary school – Richard Montgomery Elementary School #5.** In addition, if the program must move, we would like to request that the 4th and 5th grade students remain at College Gardens to finish out their last year there. As you may know, 4th and 5th graders share teachers in the CI program.

Options 3 and 4, where the proposal is for the CI program to move into one of the other existing schools in the cluster (Beall or Twinbrook) would mean displacing a significant portion of the current population of either of those schools (400 or 200 students respectively). Since one of the stated goals of the re-zoning is to have as minimum as possible an impact each of the school communities, I do not support either of these options.

Additionally, while I know this is not part of the scope of the Boundary Study Committee, I want to advocate for the new school to be an IB Elementary School like College Gardens currently is. This would allow for continuity of curriculum for 140 students and learning philosophy for transitioning students; it would provide the same benefits it does to CGES at RM ES #5 into the future; and it would better prepare more students as they matriculate to the IB program at Richard Montgomery High School. Personally, one of the reasons I chose to live in Montgomery County, and was specifically attracted to the CI program over other language immersion programs the County offers was the IB program – it is such an asset for Montgomery County and as you know is currently the only such program in our public school system at the elementary level. Success should be replicated, and it would be wonderful for Montgomery County to have more IB World programs at the elementary level.

We hope that you will allocate a language instructor for CGES to maintain its IB status and that you will consider moving the CI program to the new school if it must be moved.

Thank you for your time and attention to this letter.

Sincerely,

Onyel Gibson Bhola

Parent of Rome Gibson Bhola, CGES, Grade 1

Thank you for all you are doing to represent the views of the CGES community throughout this process.

I am a parent of 2 young CGES students and a resident of the CG4 zone area. While none of the options presented by the Boundary Advisory Committee remove CG4 from College Gardens Elementary School, I would like ask the Boundary Advisory Committee to strongly consider the Richard Montgomery ES #5 Boundary Study Criteria in the context of its overall decision-making process:

- Minimize relocation of students out of their home school
- Minimize splits to community identity, subdivisions, and civic association areas
- Give consideration to community support mechanisms such as community centers
- Keep schools below 100% utilization and eliminate relocatable classrooms
- Minimize displacement of home school students by the Chinese Immersion program
- Consider stability of school assignments over time for immersion students
- Maximize walkers
- Minimize a domino effect
- Reserve space and room for growth for approved plan development
- Consider overcapacity at schools with future shell build out capability

King Farm, which comprises both the CG4 and CG5 zones, is a strong neighborhood community, supported by a community center and a civic association. Many of our children can walk to College Gardens Elementary School. Children living within the CG4 and CG5 zones have gone to College Gardens Elementary School since the neighborhood was built almost 20 years ago. Thus, we would be opposed to any option that would potentially disrupt this harmony.

Given this, and the available Boundary Options, it is my opinion that **Option 1** allows the most efficient distribution of students in the Richard Montgomery Cluster, while adhering to the Boundary Study Criteria, including the four criteria listed in Board of Education Regulation FAA-RA.

Thank you again for all your work on this committee. We appreciate all you do.

Sincerely,

Vinita Gotting

To Whom It May Concern:

I am a parent of two students in the Chinese Immersion program at College Gardens Elementary School, and am writing in regards to the four proposed options presented to the Boundary Study Committee for moving CI to another school when RM ES #5 opens in the fall of 2018.

My first preference would be to have the program remain at College Gardens – it is a wonderful fit with the IB Curriculum fulfilling the foreign language requirements of IB certification for all CGES students. I understand that re-zoning is necessary to alleviate the schools in the cluster that are over capacity. **I write to you today to express that if the CI program absolutely must move, I strongly prefer as the only viable option moving it to the new elementary school – Richard Montgomery Elementary School #5.**

Options 3 and 4, where the proposal is for the CI program to move into one of the other existing schools in the cluster (Beall or Twinbrook) would mean displacing a significant portion of the current population of those schools. Since one of the stated goals of the re-zoning is to have as minimal as possible an impact on each of the school communities, I do not support either of these options.

Additionally, while I know this is not part of the scope of the Boundary Study Committee, I want to advocate for the new school to be an IB Elementary School like College Gardens. This would allow for continuity of curriculum and learning philosophy for transitioning students; it would provide the same benefits it does to CGES at RM ES #5 and it would better prepare more students as they matriculate to the IB program at Richard Montgomery High School. It would be wonderful for Montgomery County to have more IB World programs at the elementary level.

Thank you for your time and attention to this letter.

Laurel Harrington

Parent of Bryce (Grade 5) and Cailey (Grade 3)

From: Hilliard, Natalia
Sent: Monday, March 27, 2017 5:54 PM
To: Gallihue, Joel A; Morris, Julie A
Subject: Boundary Study feedback

Dear Joel and July,

I have been attending all the meeting so far as an observer and would like to personally thank you for all the effort you are putting into this and making the process transparent to all.

I am a parent of second grader in CG2 zone (Derwood Station). I have reviewed all the options currently on the table by MCPS and would like to register my opposition to Option 4.

In my opinion, Option 4 fails to meet most of the criteria outlined by the committee and specified by MCPS, namely:

- Minimize splits to community identity, subdivisions, and civic association areas.

Part of CG3 zone (South of Nelson) is already zoned to Beall and therefore it would make sense to merge the Woodley Gardens community in one school boundary

- Minimize travel time

Furthest part of CG2 is 3 miles away from Beall and furthest part of CG3 is only 1.8 miles away from Beall. While not that significant in itself, travel time for students from CG2 will be additionally severely impacted by traveling along one of the most congested corridors in the area (355), while CG3 student will be traveling on less congested side streets. Overall estimated of additional travel time for average student from CG2 zone will be about 20 minutes one way, which is 40 min during the day of additional bus time.

- Keep schools below 100% utilization

Option 4 immediately puts new school 114%-122% of capacity. They will need portables at new school given that dynamic.

- Minimize relocation of students out of their home school

Option 4 directly contradicts this criteria, as it has most of the groups shifting around from home schools AND leaves Beall with almost none of the original student population

- Minimize a domino effect

Again, Option 4 has maximum domino effect out of all options presented

- Minimize displacement of home school students by the Chinese Immersion program

More than 50% of Beall students will have to be displaced by Option 4

As an alternative, I would like to support Option 2. This option conforms to all the criteria outlined in the first committee meeting and gives the most relief to overcrowded schools in the cluster.

Additionally, CI program will be relocated to brand new facility. If they have to be relocated, at least they will get a nice and new building.

Thank you for devoting your time to this and we truly appreciate your efforts,

Natalia Hilliard

Dear Joel and Julie:

I am a parent of Lala Toure in the Chinese Immersion program (hereafter referred to as CI) at College Gardens Elementary School, and am writing in regards to the four proposed options presented to the Boundary Study Committee for moving CI to another school when RM ES #5 opens in the fall of 2018.

First, I want to state that my first preference would be to have the program remain at College Gardens – it is a wonderful fit with the IB Curriculum fulfilling the foreign language requirements of IB certification for all CGES students over the age of 7 in our school. CI is valued by the larger CGES community as an asset to the entire school, benefitting more than just the students in the program. However, I do understand that part of the resolution created for the new school included a provision which stated that CI would move out of CGES.

I understand that change is hard for everyone, and that re-zoning is necessary to alleviate the schools in the cluster that are over capacity. I write to you today to express that if the CI program absolutely must move, I strongly prefer as the only viable option moving it to the new elementary school – Richard Montgomery Elementary School #5. In addition, if the program must move, we would like to request that the 4th and 5th grade students remain at College Gardens to finish out their last year there. As you may know, 4th and 5th graders share teachers in the CI program.

Options 3 and 4, where the proposal is for the CI program to move into one of the other existing schools in the cluster (Beall or Twinbrook) would mean displacing a significant portion of the current population of either of those schools (400 or 200 students respectively). Since one of the stated goals of the re-zoning is to have as minimum as possible an impact each of the school communities, I do not support either of these options.

Additionally, while I know this is not part of the scope of the Boundary Study Committee, I want to advocate for the new school to be an IB Elementary School like College Gardens currently is. This would allow for continuity of curriculum for 140 students and learning philosophy for transitioning students; it would provide the same benefits it does to CGES at RM ES #5 into the future; and it would better prepare more students as they matriculate to the IB program at Richard Montgomery High School. Personally, one of the reasons I chose to live in Montgomery County, and was specifically attracted to the CI program over other language immersion programs the County offers was the IB program – it is such an asset for Montgomery County and as you know is currently the only such program in our public school system at the elementary level. Success should be replicated, and it would be wonderful for Montgomery County to have more IB World programs at the elementary level.

We hope that you will allocate a language instructor for CGES to maintain its IB status and that you will consider moving the CI program to the new school if it must be moved. Thank you for your time and attention to this letter.

Kadi Kone

Parent of Lala Toure, Grade 1

Dear Joel and Julie:

I am a parent of a student in the Chinese Immersion program (hereafter referred to as CI) at College Gardens Elementary School, and am writing in regards to the four proposed options presented to the Boundary Study Committee for moving CI to another school when RM ES #5 opens in the fall of 2018.

First, I want to state that my first preference would be to have the program remain at College Gardens – it is a wonderful fit with the IB Curriculum fulfilling the foreign language requirements of IB certification for all CGES students over the age of 7 in our school. CI is valued by the larger CGES community as an asset to the entire school, benefitting more than just the students in the program. However, I do understand that part of the resolution created for the new school included a provision which stated that CI would move out of CGES.

I understand that change is hard for everyone, and that re-zoning is necessary to alleviate the schools in the cluster that are over capacity. **I write to you today to express that if the CI program absolutely must move, I strongly prefer as the only viable option moving it to the new elementary school – Richard Montgomery Elementary School #5.** In addition, if the program must move, we would like to request that the 4th and 5th grade students remain at College Gardens to finish out their last year there. As you may know, 4th and 5th graders share teachers in the CI program.

Options 3 and 4, where the proposal is for the CI program to move into one of the other existing schools in the cluster (Beall or Twinbrook) would mean displacing a significant portion of the current population of either of those schools (400 or 200 students respectively). Since one of the stated goals of the re-zoning is to have as minimum as possible an impact each of the school communities, I do not support either of these options.

Additionally, while I know this is not part of the scope of the Boundary Study Committee, I want to advocate for the new school to be an IB Elementary School like College Gardens currently is. This would allow for continuity of curriculum for 140 students and learning philosophy for transitioning students; it would provide the same benefits it does to CGES at RM ES #5 into the future; and it would better prepare more students as they matriculate to the IB program at Richard Montgomery High School. Personally, one of the reasons I chose to live in Montgomery County, and was specifically attracted to the CI program over other language immersion programs the County offers was the IB program – it is such an asset for Montgomery County and as you know is currently the only such program in our public school system at the elementary level. Success should be replicated, and it would be wonderful for Montgomery County to have more IB World programs at the elementary level.

We hope that you will allocate a language instructor for CGES to maintain its IB status and that you will consider moving the CI program to the new school if it must be moved. Thank you for your time and attention to this letter.

v/r,

Randy Lee Parent of Zoey Lee, Grade 1

From: Peele, Rodney

Sent: Thursday, March 16, 2017 11:49 PM

To: Durso, Michael A

Subject: school capacity concern

Mike,

I hope all is well. I get to a fair amount of PTA and school/education events in Montgomery County, and it's always a delight when we cross paths. I recently attended the release of a landmark report by the National Academies of Science, Engineering and Medicine on English language learners and dual language learners, but I'm not writing to you about ESOL this time. Tonight I want to tell you about some developments in the Richard Montgomery cluster. I am one of the PTA cluster coordinators, and you'll recall that a new elementary school is being built in the cluster, and a boundary study has just started.

When my oldest child entered MCPS, the kindergarten grade at his elementary school (Ritchie Park) was approximately 200% (my estimate) of capacity. He will be in high school before MCPS reduces overcrowding at his and other elementary schools in the cluster. I understand capital improvements take time to decide, and the plans are made with deliberation and thought. However, I am concerned that MCPS staff has not carefully considered the consequences of a decision regarding the student capacity at the new school, temporarily known as Richard Montgomery Elementary School #5. As a result, I think it is highly likely that at least one and maybe all three of the grossly overcrowded elementary schools in the RM cluster will remain overcrowded even after the new school is built.

The new school is slated to be built to a capacity of 602 students, with a shell that would enable easy expansion to 740 students. I can appreciate the flexibility that the shell theoretically provides, but it's a mirage in this instance. The shell undermines the boundary study process and prevents the new school from solving the overcrowding that has long plagued the City of Rockville. Finally, a decade later, relief is in sight. It would be unfortunate not to opt for the full capacity solution.

According to my analysis of the latest MCPS projections, as presented by the Director of Long-range Planning last month:

Without a new school, the four RM cluster elementary schools are collectively at 125% capacity.

If RMES#5 opens in 2018-19 with openings for only 602 students, the five RM cluster elementary schools will be collectively at 99% capacity.

If RMES#5 opens in 2018-19 with a capacity of 740 students, the five RM cluster elementary schools will be collectively at 94% capacity.

By 2022-23, with a reduced size RMES#5, the five cluster elementary schools will be at 97% capacity.

By 2022-23, with a full capacity RMES#5, the five cluster elementary schools will be at 93% capacity.

We all understand the projections are an inexact science, but there are a couple of atypical circumstances in Rockville that could easily lead to greater enrollment than what's currently projected. I do not believe the enrollment projections include the impact of population increases as families move to a newly built elementary school. If the College Gardens Chinese Immersion program is reassigned to another school in the cluster, more families may move into the cluster, as they have done in previous years to live close to College Gardens. A new school seems likely to spark the construction of at least some of the uninitiated 500 housing units approved in the cluster, particularly with built up demand following a period of moratorium in Rockville.

MCPS is not just proposing that RMES#5 be built to 99% capacity with the smaller structure, but that the entire RM cluster will be at 99% capacity across five elementary schools the day the new school opens. As you know, by regulation, MCPS aims for elementary schools to be at 80-100% capacity. For boundary studies, one of the four mandatory criteria to review options is seeking 80-100% capacity. Another of the four mandatory criteria is stability of school assignments over time. By regulation, If a school is projected to be overutilized (more than 100 percent), then a boundary study, noncapital action, or a capital project may be considered.

It's extremely likely that one of the elementary schools will be over 100% capacity if RMES#5 is not built to capacity. The cluster-wide 99% capacity reflects a projected 41 open seats across the cluster in 2018-2019. That's 41 open seats across five schools (eight seats per school). I suggest it will be nearly impossible for the new boundaries to be drawn across 5 elementary schools within a margin of eight open seats per school. That's just one open seat per grade at each school! The margin of error is too small. And if several cluster schools have more than eight open seats when RMES#5 opens, then the remaining schools will have fewer than eight open seats. For example, if RMES#5 opens at 92% capacity with 50 open seats, all four of the other cluster schools could be overcapacity. Considering that geographic proximity and demographic consistency will also be factors in determining the boundaries, I strongly doubt the lines will be drawn so precisely to ensure that none of the schools is over capacity for the first day of school in 2018-19. This fine line will make the boundary study process significantly more difficult, and less satisfactory to the community, because there will be little flexibility. Boundaries will need to be adjusted street by street or house by house, not neighborhood by neighborhood, to balance the enrollment expectations with the classroom space available.

On the other hand, building RMES#5 to full capacity would mean a 94% capacity across the cluster on the day the new school opens. The elementary schools will still be crowded, but manageable. It's unlikely any would be over 100 percent of capacity. Even with a slight decline projected across the cluster, enrollment would be at 93% by 2023 with a full capacity new school. If enrollment across the county will noticeably decline, as MCPS staff has suggested, then that confirms the wise choice to put capital funds into good use here and now, by properly building RMES#5 to capacity.

DLRP staff suggests the shell could be built out later. But it is taking more than a decade to build new capacity in the cluster, and we would not want to wait another decade to get the shell built out, particularly when the buildout will probably be necessary on day one. It reminds me of the folly of College Gardens going overcapacity within 2 years of opening. And even if the shell could be built at once the school opens, by that point it is no longer an effective solution.

It's my understanding that keeping neighborhoods and communities together, reducing overcrowding, and limiting travel time to elementary schools are the highest priorities for local parents. The community will consider these and other factors when we give input to MCPS staff about options for the service area of the new elementary school, and the resulting impact on the other four elementary schools in the cluster. This week, MCPS staff presented some zones within each school's current boundaries, which will form the pieces of the redistricting puzzle. MCPS staff made clear that we want to avoid revising the zones street by street, house by house, throughout the boundary study to find the sweet spot that best satisfies the outlined criteria.

If schools get overcrowded again (a strong possibility), then MCPS staff praised the planned shell as a preferred strategy instead of, say, going through the process to create a new addition. The shell might make later expansion easier, but it doesn't account for the decisions that need to be made now, decisions that are better made with a full capacity new school. Consider that we do not want to go back and redraw the school boundaries in a couple of years, so we are asked to find the right boundaries this year, based on current projections, and we want those boundaries to reasonably account for future changes (some unknown) in the local student population. Either we set the boundaries so that all of the growth in Rockville would occur only in the service area for the new school (an impossible gerrymandering, I believe) that can be accommodated by building out the RMES#5 shell, or we make the new school overcrowded on day one so that the rest of the schools can have some cushion of open seats to avoid immediately relapsing into overcrowded status. If we are going to have an overcrowded RMES#5 on day one, then it's imperative to build the new school to full capacity from the beginning. Why go through the charade of forcing the new school to be overcrowded, which is the only problem the shell can solve? Put another way, the shell would be built out only if the new school is overcapacity. The shell does not help if the overcrowding occurs at other schools in the cluster, unless we redraw the boundaries again. That's why I consider the shell to be a mirage.

Finally, school capacity is only one of the factors we balance in the redistricting process. The shell cannot rebalance other factors, such as proximity and demographic consistency across the cluster. We will immediately undermine the difficult work immediately ahead to find the right balance among all factors in the new school boundaries. By building just the shell instead of the whole school, we severely limit our options on the best boundaries, and the options to keep schools within capacity in the future will be even more restricted because building out the shell only helps the one school.

With the smaller school, I think we are recklessly close to being overcapacity already. The current building plans will reduce flexibility and increase frustration with the boundaries. We are cutting too fine a line here by counting on the shell, and it's unnecessary. I urge MCPS not to gamble with our schools and our students.

Rodney Peele

Dear Joel and Julie:

I am a parent of a student in the Chinese Immersion program at College Gardens Elementary School. He is currently in kindergarten and enjoying his experience at College Gardens. We are an out of bounds family. I am writing in regards to the four proposed options presented to the Boundary Study Committee for moving CI to another school when RM ES #5 opens in the fall of 2018.

My first preference would be to have the CI program remain at College Gardens – it is a wonderful fit with the IB Curriculum fulfilling the foreign language requirements of IB certification for all CGES students over the age of 7 in our school. CI is valued by the larger CGES community as an asset to the entire school, benefiting more than just the students in the program.

However, I do understand there are concerns about overcrowding at College Gardens and **I write to you today to express that if the CI program absolutely must move, I strongly prefer as the least disruptive and most sensible option is moving CI program to the new elementary school – Richard Montgomery Elementary School #5.** CI parents have been notified that other options include moving the CI program to Twinbrook ES where the principal advocates for this change but Twinbrook's PTA strongly disagrees. The Twinbrook PTA represents the interests of the families and teachers of that school. It is their desire to **not displace children currently enrolled at Twinbrook to make way for the CI program population. Options 3 and 4, where the proposal is for the CI program to move into one of the other existing schools in the cluster (Beall or Twinbrook) would mean displacing a significant portion of the current population of either of those schools (400 or 200 students respectively). Since one of the stated goals of the re-zoning is to have as minimum as possible an impact each of the school communities, I do not support either of these options.**

Additionally, while I know this is not part of the scope of the Boundary Study Committee, I want to advocate for the new school to be an IB Elementary School like College Gardens currently is. This would allow for continuity of curriculum for 140 students and learning philosophy for transitioning students; it would provide the same benefits it does to CGES at RM ES #5 into the future; and it would better prepare more students as they matriculate to the IB program at Richard Montgomery High School. Personally, one of the reasons I chose to live in Montgomery County, and was specifically attracted to the CI program over other language immersion programs the County offers was the IB program – it is such an asset for Montgomery County and as you know is currently the only such program in our public school system at the elementary level. Success should be replicated, and it would be wonderful for Montgomery County to have more IB World programs at the elementary level.

Thank You for your consideration and efforts

Donna Martin

Chevy Chase, MD

Donna Merrifield
7436 Oskaloosa Drive
Rockville, MD 20855

April 3, 2017

Joel Gallihu, MCPS

Julie Morris, MCPS

Denise Bracalilly, MCPS

Montgomery County, MD

Dear Sir/Madam,

I, as a resident of CG2 zone boundary, am strongly opposed to Option 4 of the boundary study options as presented by MCPS at the March 23rd Committee meeting.

Option 4 will displace the children of our neighborhood out of the IB curriculum, add significant travel time (up to 20 min each way in traffic) to all students, and increase traffic unnecessarily between CG2 and the proposed school, Beall ES. This seems folly, when the CG3 neighborhood is significantly closer to Beall ES, and wouldn't require rush hour bus travel on a major highway (355) to get to school. Further, part of the Woodley Gardens neighborhood is already zoned to Beall (south of Nelson Street). Option 4 immediately overloads the new school to 114% capacity and leaves Beall with less than 20% of its original population.

Therefore, **not choosing Option 4** will be more in line with most of the criteria outlined by the Committee, namely:

- Minimize splits to community identity, subdivisions, and civic association areas
- Minimize travel time
- Keep schools below 100% utilization
- Minimize relocation of students out of their home school
- Minimize a domino effect
- Minimize displacement of home school students by the Chinese Immersion program

As an alternative, I support Option 1 which allows for the most even distribution of students in the cluster and conforms to all of the criteria outlined by the committee. It will return College Gardens ES to an operating capacity of 100%, without displacing students in the CG2 Derwood Station neighborhood from their home school.

Sincerely yours,

Donna Merrifield

Homeowner, Derwood Station HOA #2

Dear Joel, Denise & Julie:

My son is currently in the Chinese Immersion (CI) program at CGES, and I am writing in regards to the four proposed options presented to the Boundary Study Committee for moving CI to another school when RM ES #5 opens in the fall of 2018.

My first preference would be to have the program remain at CGES – it is a wonderful fit with the IB Curriculum fulfilling the foreign language requirements of IB certification for the school. CI is valued by the larger CGES community as an asset to the entire school, benefitting more than just the students in the program.

I understand that change is hard for everyone, and that re-zoning may be necessary to alleviate the schools in the cluster that are over capacity. **I write to you today to express that if the CI program absolutely must move, I strongly prefer moving it to the new elementary school – Richard Montgomery Elementary School #5.** Of all the options – **relocating CI to the new school is the only option that minimizes displacement and equalizes utilization** – which to my understanding are the main goals. Options 3 and 4, where the proposal is for the CI program to move into one of the other existing schools in the cluster (Beall or Twinbrook) would mean displacing a significant portion of the current population of either of those schools (400 or 200 students respectively). Since one of the stated goals of the re-zoning is to have the least amount of impact on each of the school communities; I do not support either of these options.

We hope that you will consider keeping CI at CGES or moving it to the new school if it must be moved. Thank you for your time and attention to my email.

Best Regards,

Kit Moy

Parent of Colin Moy, 1st Grade CGES

Kit Moy

Manager, Clinical Operations

To: Boundary Study Committee
Re: Parent Feedback regarding RM Cluster Zone Changes

Dear Joel and Julie:

I am a parent of two students in the Chinese Immersion program (hereafter referred to as CI) at College Gardens Elementary School, and am writing in regards to the four proposed options presented to the Boundary Study Committee for moving CI to another school when RM ES #5 opens in the fall of 2018.

First, I want to state that my first preference would be to have the program remain at College Gardens – it is a wonderful fit with the IB Curriculum fulfilling the foreign language requirements of IB certification for all CGES students over the age of 7 in our school. CI is valued by the larger CGES community as an asset to the entire school, benefitting more than just the students in the program. However, I do understand that part of the resolution created for the new school included a provision which stated that CI would move out of CGES.

I understand that change is hard for everyone, and that re-zoning is necessary to alleviate the schools in the cluster that are over capacity. **I write to you today to express that if the CI program absolutely must move, I strongly prefer as the only viable option moving it to the new elementary school – Richard Montgomery Elementary School #5.** In addition, if the program must move, we would like to request that the 4th and 5th grade students remain at College Gardens to finish out their last year there. As you may know, 4th and 5th graders share teachers in the CI program.

Options 3 and 4, where the proposal is for the CI program to move into one of the other existing schools in the cluster (Beall or Twinbrook) would mean displacing a significant portion of the current population of either of those schools (400 or 200 students respectively). Since one of the stated goals of the re-zoning is to have as minimum as possible an impact each of the school communities, I do not support either of these options.

Additionally, while I know this is not part of the scope of the Boundary Study Committee, I want to advocate for the new school to be an IB Elementary School like College Gardens currently is. This would allow for continuity of curriculum for 140 students and learning philosophy for transitioning students; it would provide the same benefits it does to CGES at RM ES #5 into the future; and it would better prepare more students as they matriculate to the IB program at Richard Montgomery High School. Personally, one of the reasons I chose to live in Montgomery County, and was specifically attracted to the CI program over other language immersion programs the County offers was the IB program – it is such an asset for Montgomery County and as you know is currently the only such program in our public school system at the elementary level. Success should be replicated, and it would be wonderful for Montgomery County to have more IB World programs at the elementary level.

We hope that you will allocate a language instructor for CGES to maintain its IB status and that you will consider moving the CI program to the new school if it must be moved. Thank you for your time and attention to this letter.

Shelly Ogata Romm and Vitaly Romm
Parents of Eisleigh Romm Grade 5

Gracyn Romm Grade 2

From: Robin Shepherd
Sent: Monday, April 03, 2017 11:42 PM
To: Gallihue, Joel A; Bracalilly Stultz, Denise; Morris, Julie A
Subject: Richard Montgomery ES Boundary Study

Dear Mr Gallihue, Ms. Bracalilly Stultz, and Ms. Morris:

My name is Robin Shepherd and I am a parent of a student in the Chinese Immersion program at College Gardens Elementary School. I am responding to the options presented by the Boundary Study Committee for moving CI to another school when RM ES #5 opens in the fall of 2018.

I am disappointed that you have not included an option for the program to remain in it's current school College Gardens Elementary. Since CGES is an IB school one would think it would make sense to have a language program within the school. CI is valued by the larger CGES community as an asset to the entire school, benefitting more than just the students in the program.

If the Chinese Immersion program must move I am hoping that it will move to the new school RM #5. This seems like it would be the least disruptive to the existing Chinese Immersion students as well as students at the already existing schools. It does not make sense to redraw boundaries for existing schools or put these schools over capacity as this is what they are currently dealing with at CGES.

I also want to advocate for the new school to be an IB Elementary. This would allow for continuity of curriculum for 140 students and learning philosophy for transitioning students; it would provide the same benefits it does to CGES at RM ES #5 into the future; and it would better prepare more students as they matriculate to the IB program at Richard Montgomery High School. It would be wonderful for Montgomery County to have more IB World programs at the elementary level

Sincerely,

Robin Shepherd

Parent of Cori Chou, Grade 2

I am a parent of CGES students in first and fifth grades and a resident of the CG4 zone area. While none of the options presented by the Boundary Advisory Committee remove CG4 from College Gardens Elementary School, I would like ask the Boundary Advisory Committee to strongly consider the Richard Montgomery ES #5 Boundary Study Criteria in the context of its overall decision-making process:

- Minimize relocation of students out of their home school
- Minimize splits to community identity, subdivisions, and civic association areas
- Give consideration to community support mechanisms such as community centers
- Keep schools below 100% utilization and eliminate relocatable classrooms
- Minimize displacement of home school students by the Chinese Immersion program
- Consider stability of school assignments over time for immersion students
- Maximize walkers
- Minimize a domino effect
- Reserve space and room for growth for approved plan development
- Consider overcapacity at schools with future shell build out capability

King Farm, which comprises both the CG4 and CG5 zones, is a strong neighborhood community, supported by a community center and a civic association. Many of our children (including mine) can walk to College Gardens Elementary School. Children living within the CG4 and CG5 zones have gone to College Gardens Elementary School since the neighborhood was built almost 20 years ago. Thus, we would be opposed to any option that would potentially disrupt this harmony.

Given this, and the available Boundary Options, it is my opinion that **Option 1** allows the most efficient distribution of students in the Richard Montgomery Cluster, while adhering to the Boundary Study Criteria, including the four criteria listed in Board of Education Regulation FAA-RA.

Thank you again for all your work on this committee,

Eric Sophir

From: WeiJao Family
Sent: Monday, April 03, 2017 11:11 AM
To: Gallihue, Joel A; Morris, Julie A; Bracalilly Stultz, Denise
Cc:
Subject: Parent Feedback regarding RM Cluster Zone Changes

Dear Mr. Gallihue, Mrs. Morris, and Mr. Stultz,

We are parents of Lance Wei in the Chinese Immersion program (hereafter referred to as CI) at College Gardens Elementary School, and we are writing in regards to the four proposed options presented to the Boundary Study Committee for moving CI to another school when RM ES #5 opens in the fall of 2018.

First, we want to state that our first preference would be to have the program remain at College Gardens – it is a wonderful fit with the IB Curriculum fulfilling the foreign language requirements of IB certification for all CGES students over the age of 7 in our school. CI is valued by the larger CGES community as an asset to the entire school, benefitting more than just the students in the program. However, we do understand that part of the resolution created for the new school included a provision which stated that CI would move out of CGES.

We understand that change is hard for everyone, and that re-zoning is necessary to alleviate the schools in the cluster that are over capacity. **We write to you today to express that if the CI program absolutely must move, We strongly prefer as the only viable option moving it to the new elementary school – Richard Montgomery Elementary School #5. In addition, if the program must move, we would like to request that the 4th and 5th grade students remain at College Gardens to finish out their last year there.** As you may know, 4th and 5th graders share teachers in the CI program.

Options 3 and 4, where the proposal is for the CI program to move into one of the other existing schools in the cluster (Beall or Twinbrook) would mean displacing a significant portion of the current population of either of those schools (400 or 200 students respectively). Since one of the stated goals of the re-zoning is to have as minimum as possible an impact each of the school communities, we do not support either of these options.

Additionally, while we know this is not part of the scope of the Boundary Study Committee, we want to advocate for the new school to be an IB Elementary School like College Gardens currently is. This would allow for continuity of curriculum for 140 students and learning philosophy for transitioning students; it would provide the same benefits it does to CGES at RM ES #5 into the future; and it would better prepare more students as they matriculate to the IB program at Richard Montgomery High School. The IB program is such an asset for Montgomery County and as you know is currently the only such program in our public school system at the elementary level. Success should be replicated, and it would be wonderful for Montgomery County to have more IB World programs at the elementary level.

Finally, we also believe that zones CG2 and CG3 should stay at CGES. It is our understanding that enrollment numbers show little or no growth in the CGES area between 2018 through

2022. When the CI program is moved, CGES should be able to retain these 50 students without risking overcrowding.

We hope that you will allocate a language instructor for CGES to maintain its IB status and that you will consider moving the CI program to the new school if it must be moved. Thank you very much for your time and attention to this letter.

Best regards,

Feng Wei and Jamie Jao

(Parents of Lance Wei, Grade 4 student in CI program at College Gardens ES)

Dear Representatives,

Thank you for all you are doing to represent the views of the CGES community throughout this process.

We are parents of CGES students in Grades 2 and 4 who have been attending CGES since their Kindergarten years.

We are residents of the CG5 zone area. While none of the options presented by the Boundary Advisory Committee remove CG5 from College Gardens Elementary School, I would like to ask the Boundary Advisory Committee to strongly consider the Richard Montgomery ES #5 Boundary Study Criteria in the context of its overall decision-making process:

- Minimize relocation of students out of their home school
- Minimize splits to community identity, subdivisions, and civic association areas
- Give consideration to community support mechanisms such as community centers
- Keep schools below 100% utilization and eliminate relocatable classrooms
- Maximize walkers
- Minimize a domino effect
- Reserve space and room for growth for approved plan development
- Consider overcapacity at schools with future shell build out capability

King Farm, which comprises both the CG4 and CG5 zones, is a strong neighborhood community, supported by a community center and a civic association. King Farm neighborhood children can walk to College Gardens Elementary School.

Children living within the CG4 and CG5 zones have gone to College Gardens Elementary School since the neighborhood was built almost 20 years ago. Thus, we would be opposed to any option that would potentially disrupt this harmony.

Given this, and the available Boundary Options, it is our opinion that **Option 1** allows the most efficient distribution of students in the Richard Montgomery Cluster, while adhering to the Boundary Study Criteria, including the four criteria listed in Board of Education Regulation FAA-RA.

Thank you again for all your work on this committee. We appreciate all you do.

Sincerely,

Marina Zolotova and Vahan Grigoryan

Dear Mr. Gallihue,

My wife and I moved to Woodley Gardens in 2012, prior to having children, with the goal of sending our children to College Gardens. After speaking with parents in Woodley Gardens (zone CG3), I am deeply concerned about the current status of the RM Boundary Study.

Feedback from a number of different neighborhoods was given to MCPS at the last Boundary Advisory Committee meeting on April 5, 2017, **instructing them to prepare another option—some parents are calling it “Option 5”—that would leave in place the existing geographical boundaries** for College Gardens ES, and move only the Chinese Immersion program, which has been required by the MCPS Board separately.

This “Option 5” was identified to meet the boundary study criteria to improve facility utilization rates at Beall (which is projected to be over utilized from Day 1 in three of the four options), better utilize the space for a relatively small, yet stable Woodley Gardens student population, and maintain the stability of College Garden’s student population over time.

However, after speaking with other parents who are closely monitoring the Boundary Study and the work of your office, it appears that **MCPS may not be presenting such an option** at the next Advisory Committee meeting on April 25, 2017.

As you know, the CGES community is very proud of its school. And while parents in Derwood (zone CG2) and Woodley Gardens (zone CG3)—the two CGES neighborhoods currently being considered for reassignment—know that Beall is also a great school, we would like to remain in the CGES community, which we have been a part of for almost 40 years.

We imagine that parents in the Beall neighborhoods are also feeling great concern that Beall will remain over capacity under any viable option that would move either Derwood or Woodley Gardens children to Beall.

For these reasons, as well as a host of others that concerned parents in Woodley Gardens will present to MCPS and the CGES PTA, **I strongly encourage you to prepare and present an “Option 5” at next week's meeting** with the Boundary Advisory Committee—one that would keep the existing geographical boundaries for CGES and optimize facility utilization within Beall and CGES.

Thank you for considering my request, and I look forward to your response.

Brad M. Matanin
635 Crocus Dr.
Woodley Gardens Resident (zone CG3)

Dear RMES #5 Boundary Committee Members and Board of Education Members,

After speaking with parents in Woodley Gardens (zone CG3), I am deeply concerned about the current status of the RM Boundary Study.

Feedback from a number of different neighborhoods was given to MCPS at the last Boundary Advisory Committee meeting on April 5, 2017, **instructing them to prepare another option—some parents are calling it “Option 5”—that would leave in place the existing geographical boundaries** for College Gardens ES, and move only the Chinese Immersion program, which has been required by the MCPS Board separately.

This “Option 5” was identified to meet the boundary study criteria to improve facility utilization rates at Beall (which is projected to be over utilized from Day 1 in three of the four options), better utilize the space for a relatively small, yet stable Woodley Gardens student population, and maintain the stability of College Garden’s student population over time.

However, after speaking with other parents who are closely monitoring the Boundary Study and the work of your office, it appears that **MCPS may not be presenting such an option** at the next Advisory Committee meeting on April 25, 2017.

As you know, the CGES community is very proud of its school. And while parents in Derwood (zone CG2) and Woodley Gardens (zone CG3)—the two CGES neighborhoods currently being considered for reassignment—know that Beall is also a great school, we would like to remain in the CGES community, which we have been a part of for almost 40 years. The College and Woodley Gardens communities are particularly close knit, due to the geographic location.

We imagine that parents in the Beall neighborhoods are also feeling great concern that Beall will remain over capacity under any viable option that would move either Derwood or Woodley Gardens children to Beall.

For these reasons, as well as a host of others that concerned parents in Woodley Gardens will present to MCPS and the CGES PTA, **I strongly encourage you to prepare and present an “Option 5” at next week's meeting** with the Boundary Advisory Committee—one that would keep the existing geographical boundaries for CGES and optimize facility utilization within Beall and CGES.

Thank you for considering the request, and I look forward to your response.

Catharine Gray and Seth Denbo
1535 Baylor Ave
Rockville MD 20850

College Gardens residents (zone CG1) and parents of a current CGES student

Dear RMES #5 Boundary Committee Members and Board of Education Members,

After speaking with parents in Woodley Gardens (zone CG3), I am deeply concerned about the current status of the RM Boundary Study.

Feedback from a number of different neighborhoods was given to MCPS at the last Boundary Advisory Committee meeting on [April 5, 2017](#), **instructing them to prepare another option—some parents are calling it “Option 5”—that would leave in place the existing geographical boundaries** for College Gardens ES, and move only the Chinese Immersion program, which has been required by the MCPS Board separately.

This “Option 5” was identified to meet the boundary study criteria to improve facility utilization rates at Beall (which is projected to be over utilized from Day 1 in three of the four options), better utilize the space for a relatively small, yet stable Woodley Gardens student population, and maintain the stability of College Garden’s student population over time.

However, after speaking with other parents who are closely monitoring the Boundary Study and the work of your office, it appears that **MCPS may not be presenting such an option** at the next Advisory Committee meeting on [April 25, 2017](#).

As you know, the CGES community is very proud of its school. And while parents in Derwood (zone CG2) and Woodley Gardens (zone CG3)—the two CGES neighborhoods currently being considered for reassignment—know that Beall is also a great school, we would like to remain in the CGES community, which we have been a part of for almost 40 years.

We imagine that parents in the Beall neighborhoods are also feeling great concern that Beall will remain over capacity under any viable option that would move either Derwood or Woodley Gardens children to Beall.

For these reasons, as well as a host of others that concerned parents in Woodley Gardens will present to MCPS and the CGES PTA, **I strongly encourage you to prepare and present an “Option 5” at next week's meeting** with the Boundary Advisory Committee—one that would keep the existing geographical boundaries for CGES and optimize facility utilization within Beall and CGES.

Thank you for considering my request, and I look forward to your response.

Ozlem Seyhan
809 Woodley Dr
Woodley Gardens CG3 resident

Dear RMES #5 Boundary Committee Members and Board of Education Members,

After speaking with parents in Woodley Gardens (zone CG3), I am deeply concerned about the current status of the RM Boundary Study.

Feedback from a number of different neighborhoods was given to MCPS at the last Boundary Advisory Committee meeting on April 5, 2017, instructing them to prepare another option—some parents are calling it “Option 5”—that would leave in place the existing geographical boundaries for College Gardens ES, and move only the Chinese Immersion program, which has been required by the MCPS Board separately.

This “Option 5” was identified to meet the boundary study criteria to improve facility utilization rates at Beall (which is projected to be over utilized from Day 1 in three of the four options), better utilize the space for a relatively small, yet stable Woodley Gardens student population, and maintain the stability of College Garden’s student population over time.

However, after speaking with other parents who are closely monitoring the Boundary Study and the work of your office, it appears that MCPS may not be presenting such an option at the next Advisory Committee meeting on April 25, 2017.

As you know, the CGES community is very proud of its school. And while parents in Derwood (zone CG2) and Woodley Gardens (zone CG3)—the two CGES neighborhoods currently being considered for reassignment—know that Beall is also a great school, we would like to remain in the CGES community, which we have been a part of for almost 40 years.

We imagine that parents in the Beall neighborhoods are also feeling great concern that Beall will remain over capacity under any viable option that would move either Derwood or Woodley Gardens children to Beall.

For these reasons, as well as a host of others that concerned parents in Woodley Gardens will present to MCPS and the CGES PTA, I strongly encourage you to prepare and present an “Option 5” at next week’s meeting with the Boundary Advisory Committee—one that would keep the existing geographical boundaries for CGES and optimize facility utilization within Beall and CGES.

Thank you for considering my request, and I look forward to your response.

College Gardens residents (zone CG1)

Kathy and Dart Alsmeyer

Dear Ms. Smondrowski, Mr. Gallihue, and Ms. Aston:

We are writing to voice our strong opposition to the possible re-assignment of Woodley Gardens children from College Gardens Elementary School to Beall Elementary School, as proposed by the RM Boundary Study. We have lived in the Woodley Gardens neighborhood since 1999; both of our children attended

College Gardens ES. Not only did they benefit greatly from the school's IB program, but they built lasting friendships with classmates from the College Gardens neighborhood. Our two neighborhoods share many social, civic, and community service activities, most of which have grown out of relationships forged through the College Gardens ES community. Cub Scout Pack 1450, which has been affiliated with College Gardens ES for nearly 40 years, is but one example of a highly active and visible community service organization that unites children from both neighborhoods.

Woodley Gardens students comprised less than 12 percent of the overall College Gardens ES population in the 2016-2017 school year. With no land available for future residential development, it is highly unlikely that the Woodley Gardens student population will increase in future years. Is the relocation of so few students really worth disrupting the community bonds forged over the past four decades that our two neighborhoods have shared College Gardens ES?

We urge you to consider an alternative option, and to present it for discussion at the next Advisory Committee meeting on Tuesday, April 25. The so-called "Option 5" leaves in place the existing geographical boundaries for College Gardens ES, and moves only the Chinese Immersion program (as previously mandated by the MCPS Board). "Option 5" has been identified to meet the boundary study criteria to improve facility utilization rates at Beall ES (which is projected to be over-utilized from Day One in three of the four current options); and to maintain the stability of CGES enrollment numbers over time while accommodating Woodley Gardens' small and stable student population.

Thank you for keeping the best interests of our students at heart.

Susan and Rick Barror
1039 Carnation Drive
Rockville, MD 20850
(Zone CG3)

I want to ask your help regarding College Gardens Elementary School and the plans to shift kids from Woodley Gardens to Beall Elementary.

As a you know, this is a very closely knit community. I have sold many townhouses in Regent Square to parents who specifically wanted their children to go to CGES for the programs it provides. To suddenly have their children shifted to a different school has to be both disappointing and updating to them as well as to the kids.

I urge you to do everything possibly to keep the kids where they are. Also, having taught in the county for some 22 years, I know how important it is for kids to have as little change in their lives and routines as possible.

Please consider the importance of community as you make your voice heard. Thank you!

Christine Malich
556 Azalea Dr
Rockville, MD 20850

Dear RMES #5 Boundary Committee Members and Board of Education Members,

After speaking with parents in Woodley Gardens (zone CG3), I am deeply concerned about the current status of the RM Boundary Study.

Feedback from a number of different neighborhoods was given to MCPS at the last Boundary Advisory Committee meeting on April 5, 2017, **instructing them to prepare another option—some parents are calling it “Option 5”—that would leave in place the existing geographical boundaries** for College Gardens ES, and move only the Chinese Immersion program, which has been required by the MCPS Board separately.

This “Option 5” was identified to meet the boundary study criteria to improve facility utilization rates at Beall (which is projected to be over utilized from Day 1 in three of the four options), better utilize the space for a relatively small, yet stable Woodley Gardens student population, and maintain the stability of College Garden’s student population over time.

However, after speaking with other parents who are closely monitoring the Boundary Study and the work of your office, it appears that **MCPS may not be presenting such an option** at the next Advisory Committee meeting on April 25, 2017.

As you know, the CGES community is very proud of its school. And while parents in Derwood (zone CG2) and Woodley Gardens (zone CG3)—the two CGES neighborhoods currently being considered for reassignment—know that Beall is also a great school, we would like to remain in the CGES community, which we have been a part of for almost 40 years.

We imagine that parents in the Beall neighborhoods are also feeling great concern that Beall will remain over capacity under any viable option that would move either Derwood or Woodley Gardens children to Beall.

For these reasons, as well as a host of others that concerned parents in Woodley Gardens will present to MCPS and the CGES PTA, **I strongly encourage you to prepare and present an “Option 5” at next week's meeting** with the Boundary Advisory Committee—one that would keep the existing geographical boundaries for CGES and optimize facility utilization within Beall and CGES.

Thank you for considering my request, and I look forward to your response.

Amy Heitzman
636 Crocus Drive, Rockville MD 20850
Woodley Gardens Resident (zone CG3)

Dear RMES #5 Boundary Committee Members and Board of Education Members,

After speaking with parents in Woodley Gardens (zone CG3), I am deeply concerned about the current status of the RM Boundary Study.

Feedback from a number of different neighborhoods was given to MCPS at the last Boundary Advisory Committee meeting on April 5, 2017, **instructing them to prepare another option—some parents are calling it “Option 5”—that would leave in place the existing geographical boundaries** for College Gardens ES, and move only the Chinese Immersion program, which has been required by the MCPS Board separately.

This “Option 5” was identified to meet the boundary study criteria to improve facility utilization rates at Beall (which is projected to be over utilized from Day 1 in three of the four options), better utilize the space for a relatively small, yet stable Woodley Gardens student population, and maintain the stability of College Garden’s student population over time.

However, after speaking with other parents who are closely monitoring the Boundary Study and the work of your office, it appears that **MCPS may not be presenting such an option** at the next Advisory Committee meeting on April 25, 2017.

As you know, the CGES community is very proud of its school. And while parents in Derwood (zone CG2) and Woodley Gardens (zone CG3)—the two CGES neighborhoods currently being considered for reassignment—know that Beall is also a great school, we would like to remain in the CGES community, which we have been a part of for almost 40 years.

We imagine that parents in the Beall neighborhoods are also feeling great concern that Beall will remain over capacity under any viable option that would move either Derwood or Woodley Gardens children to Beall.

For these reasons, as well as a host of others that concerned parents in Woodley Gardens will present to MCPS and the CGES PTA, **We strongly encourage you to prepare and present an “Option 5” at next week's meeting** with the Boundary Advisory Committee—one that would keep the existing geographical boundaries for CGES and optimize facility utilization within Beall and CGES.

Thank you,

Claire and Gary Funkhouser

1037 Carnation Drive

Rockville, Maryland 20850

Woodley Gardens Resident (zone CG3)

From: Ozlem Seyhan
Sent: Monday, April 24, 2017 9:37 AM
To: Gallihue, Joel A
Subject: College Gardens Elementary School boundary study

Dear RMES #5 Boundary Committee Members and Board of Education Members,

After speaking with parents in Woodley Gardens (zone CG3), I am deeply concerned about the current status of the RM Boundary Study.

Feedback from a number of different neighborhoods was given to MCPS at the last Boundary Advisory Committee meeting on [April 5, 2017](#), **instructing them to prepare another option—some parents are calling it “Option 5”—that would leave in place the existing geographical boundaries** for College Gardens ES, and move only the Chinese Immersion program, which has been required by the MCPS Board separately.

This “Option 5” was identified to meet the boundary study criteria to improve facility utilization rates at Beall (which is projected to be over utilized from Day 1 in three of the four options), better utilize the space for a relatively small, yet stable Woodley Gardens student population, and maintain the stability of College Garden’s student population over time.

However, after speaking with other parents who are closely monitoring the Boundary Study and the work of your office, it appears that **MCPS may not be presenting such an option** at the next Advisory Committee meeting on [April 25, 2017](#).

As you know, the CGES community is very proud of its school. And while parents in Derwood (zone CG2) and Woodley Gardens (zone CG3)—the two CGES neighborhoods currently being considered for reassignment—know that Beall is also a great school, we would like to remain in the CGES community, which we have been a part of for almost 40 years.

We imagine that parents in the Beall neighborhoods are also feeling great concern that Beall will remain over capacity under any viable option that would move either Derwood or Woodley Gardens children to Beall.

For these reasons, as well as a host of others that concerned parents in Woodley Gardens will present to MCPS and the CGES PTA, **I strongly encourage you to prepare and present an “Option 5” at next week's meeting** with the Boundary Advisory Committee—one that would keep the existing geographical boundaries for CGES and optimize facility utilization within Beall and CGES.

Thank you for considering my request, and I look forward to your response.

Ozlem Seyhan
809 Woodley Dr

Woodley Gardens CG3 resident

From: Annie Matanin

Sent: Monday, April 24, 2017 10:34 AM

To: Annie Genevish

Subject: Consider Option 5!

Dear RMES #5 Boundary Committee Members and Board of Education Members,

After speaking with parents in Woodley Gardens (zone CG3), I am deeply concerned about the current status of the RM Boundary Study.

Feedback from a number of different neighborhoods was given to MCPS at the last Boundary Advisory Committee meeting on April 5, 2017, **instructing them to prepare another option—some parents are calling it “Option 5”—that would leave in place the existing geographical boundaries** for College Gardens ES, and move only the Chinese Immersion program, which has been required by the MCPS Board separately.

This “Option 5” was identified to meet the boundary study criteria to improve facility utilization rates at Beall (which is projected to be over utilized from Day 1 in three of the four options), better utilize the space for a relatively small, yet stable Woodley Gardens student population, and maintain the stability of College Garden’s student population over time.

However, after speaking with other parents who are closely monitoring the Boundary Study and the work of your office, it appears that **MCPS may not be presenting such an option** at the next Advisory Committee meeting on April 25, 2017.

As you know, the CGES community is very proud of its school. And while parents in Derwood (zone CG2) and Woodley Gardens (zone CG3)—the two CGES neighborhoods currently being considered for reassignment—know that Beall is also a great school, we would like to remain in the CGES community, which we have been a part of for almost 40 years.

We imagine that parents in the Beall neighborhoods are also feeling great concern that Beall will remain over capacity under any viable option that would move either Derwood or Woodley Gardens children to Beall.

For these reasons, as well as a host of others that concerned parents in Woodley Gardens will present to MCPS and the CGES PTA, **I strongly encourage you to prepare and present an “Option 5” at next week’s meeting** with the Boundary Advisory Committee—one that would keep the existing geographical boundaries for CGES and optimize facility utilization within Beall and CGES.

Thank you for considering my request, and I look forward to your response.

Annie Matanin, 635 Crocus Drive, Rockville MD 20850
Woodley Gardens Resident (zone CG3)

On Apr 23, 2017, at 2:56 PM, Brad Stelzer wrote:

Dear RMES #5 Boundary Committee Members and Board of Education Members,

I am writing regarding the RM Boundary Study to request that you prepare a fifth option for consideration - one that maintains the existing geographical boundaries for College Gardens ES but that moves the Chinese Immersion Program ("Option 5").

As a member of the Woodley Gardens community (CG3), I have the following concerns about the existing options/recommendations:

- Options 1-3 have the CG3 community assigned to Beall. There are several problems with this: a) Beall facility utilization is over capacity (> 100%), even in 2018 when the new assignment takes effect; b) Beall is located in a neighborhood that is dramatically growing - while projections include planned (known) growth, this area is in a period of significant change, and uncertainty/variability in projections for this specific area is likely to be high such that having room for growth in facility utilization at Beall is critical; c) other schools, such as CGES, located in more established and stable neighborhoods are projected to be underutilized.
- Student assignment stability - one of the key considerations for the study - is impaired in 3 of the 4 options (options 1-3), particularly within the College Gardens boundary in which students located in CG3 (Woodley Gardens) are moved to Beall. Since the communities of College Gardens (CG1) and Woodley Gardens (CG3) act as an integrated neighborhood for all intents and purposes, student assignment stability is particularly important for this community. In other words, moving CG3 to Beall fractures a tight community.
- Similarly, many members of the Derwood (CG2) community maintain a tight bond with the CGES community. In 1 of the 4 options (option 4), CG2 is separated.

"Option 5" appears to alleviate many of the issues identified above. Others have requested that you prepare Option 5. However, after speaking with other parents who are closely monitoring the Boundary Study and the work of your office, it appears that MCPS may not be presenting such an option at the next Advisory Committee meeting on April 25, 2017.

Thus, I would like to reiterate my request to have Option 5 on the table for full analysis and consideration by the Boundary Committee, the Board of Education, and members of the community.

Thank you for considering my request, and I look forward to your response.

Brad Stelzer

623 Aster Blvd, Rockville, MD

Woodley Gardens Resident (zone CG3)

On Apr 23, 2017, at 1:24 PM, Emily Stelzer wrote:

Dear RMES #5 Boundary Committee Members and Board of Education Members,

After speaking with parents in Woodley Gardens (zone CG3), I am deeply concerned about the current status of the RM Boundary Study.

Feedback from a number of different neighborhoods was given to MCPS at the last Boundary Advisory Committee meeting on April 5, 2017, instructing them to prepare another option—some parents are calling it “Option 5”—that would leave in place the existing geographical boundaries for College Gardens

ES, and move only the Chinese Immersion program, which has been required by the MCPS Board separately.

This “Option 5” was identified to meet the boundary study criteria to improve facility utilization rates at Beall (which is projected to be over utilized from Day 1 in three of the four options), better utilize the space for a relatively small, yet stable Woodley Gardens student population, and maintain the stability of College Garden’s student population over time.

However, after speaking with other parents who are closely monitoring the Boundary Study and the work of your office, it appears that MCPS may not be presenting such an option at the next Advisory Committee meeting on April 25, 2017.

As you know, the CGES community is very proud of its school. And while parents in Derwood (zone CG2) and Woodley Gardens (zone CG3)—the two CGES neighborhoods currently being considered for reassignment—know that Beall is also a great school, we would like to remain in the CGES community, which we have been a part of for almost 40 years.

We imagine that parents in the Beall neighborhoods are also feeling great concern that Beall will remain over capacity under any viable option that would move either Derwood or Woodley Gardens children to Beall.

For these reasons, as well as a host of others that concerned parents in Woodley Gardens will present to MCPS and the CGES PTA, I strongly encourage you to prepare and present an “Option 5” at next week's meeting with the Boundary Advisory Committee—one that would keep the existing geographical boundaries for CGES and optimize facility utilization within Beall and CGES.

Thank you for considering my request, and I look forward to your response.

Emily Stelzer
Woodley Gardens Resident (zone CG3)
District 2 BOE voter

Dear All:

I am writing to please strongly urge the committee to please consider another option for redistricting. Please provide an option that would include the Woodley Gardens community remaining at CGES.

I have had three children go through CGES and it was a wonderful experience. The IB program was fantastic. To ask our neighbors to give up this experience, I truly think is unfair. Many of my neighbors specifically bought in this neighborhood to attend the only IB elementary school.

There has to be another solution in which we don't lose our beloved home school.

Please, please. please reconsider and propose an Option #5 that would keep Woodley Gardens at CGES.

Thank you,

Angie Caulfield

1031 Wintergreen Terrace

Rockville, MD 20850

Dear RMES #5 Boundary Committee Members and Board of Education Members,

After speaking with parents in Woodley Gardens (zone CG3), I am deeply concerned about the current status of the RM Boundary Study.

Feedback from a number of different neighborhoods was given to MCPS at the last Boundary Advisory Committee meeting on April 5, 2017, instructing them to prepare another option - some parents are calling it "Option 5"—that would leave in place the existing geographical boundaries for College Gardens ES, and move only the Chinese Immersion program, which has been required by the MCPS Board separately.

This "Option 5" was identified to meet the boundary study criteria to improve facility utilization rates at Beall (which is projected to be over utilized from Day 1 in three of the four options), better utilize the space for a relatively small, yet stable Woodley Gardens student population, and maintain the stability of College Garden's student population over time.

However, after speaking with other parents who are closely monitoring the Boundary Study and the work of your office, it appears that MCPS may not be presenting such an option at the next Advisory Committee meeting on April 25, 2017.

As you know, the CGES community is very proud of its school. And while parents in Derwood (zone CG2) and Woodley Gardens (zone CG3)—the two CGES neighborhoods currently being considered for reassignment—know that Beall is also a great school, we would like to remain in the CGES community, which we have been a part of for almost 40 years.

We imagine that parents in the Beall neighborhoods are also feeling great concern that Beall will remain over capacity under any viable option that would move either Derwood or Woodley Gardens children to Beall.

For these reasons, as well as a host of others that concerned parents in Woodley Gardens will present to MCPS and the CGES PTA, I strongly encourage you to prepare and present an "Option 5" at next week's meeting with the Boundary Advisory Committee- one that would keep the existing geographical boundaries for CGES and optimize facility utilization within Beall and CGES.

Thank you for considering my request, and I look forward to your response.

--

Bratislav Djordjevic
Woodley Gardens Resident (zone CG3)

Dear RMES #5 Boundary Committee Members and Board of Education Members,

As a parent in the Woodley Gardens (zone CG3), I am deeply concerned about the current status of the RM Boundary Study.

Feedback from a number of different neighborhoods was given to MCPS at the last Boundary Advisory Committee meeting on April 5, 2017, instructing them to prepare another option—some parents are calling it “Option 5”—that would leave in place the existing geographical boundaries for College Gardens ES, and move only the Chinese Immersion program, which has been required by the MCPS Board separately.

This “Option 5” was identified to meet the boundary study criteria to improve facility utilization rates at Beall (which is projected to be over utilized from Day 1 in three of the four options), better utilize the space for a relatively small, yet stable Woodley Gardens student population, and maintain the stability of College Garden’s student population over time.

However, after speaking with other parents who are closely monitoring the Boundary Study and the work of your office, it appears that **MCPS may not be presenting such an option** at the next Advisory Committee meeting on April 25, 2017.

As you know, the CGES community is very proud of its school. As a parent in the Woodley Gardens (zone CG3) - I realize that Beall is also a great school but would like to remain in the CGES community, which our neighborhood has been a part of for almost 40 years.

From my conversations with parents in the Beall neighborhoods, they are also feeling great concern that Beall will remain over capacity under any option that would move CG3 to Beall.

The current plans proposed are not responsive to the main goal of the boundary study - to relieve overcrowding. In fact, the current plans proposed ensure that we will be having this same conversation again in a few years. We find it irresponsible to develop any plans that include overcrowding on day one at schools with no capability for build out space.

For these reasons, as well as many others that are being presented to MCPS and the CGES PTA, I strongly encourage you to prepare and present additional options at the next week's meeting with the Boundary Advisory Committee - including one that would keep the existing geographical boundaries for CGES and optimize facility utilization within Beall and CGES.

Thank you for considering my request, as well as dedicating the countless hours we know that you have already and will continue to devote to this issue.

Stacia Fleisher

Woodley Gardens Resident (zone CG3)

Dear RMES #5 Boundary Committee Members and Board of Education Members,

After speaking with parents in Woodley Gardens (zone CG3), I am deeply concerned about the current status of the RM Boundary Study.

Feedback from a number of different neighborhoods was given to MCPS at the last Boundary Advisory Committee meeting on April 5, 2017, **instructing them to prepare another option—some parents are calling it “Option 5”—that would leave in place the existing geographical boundaries** for College Gardens ES, and move only the Chinese Immersion program, which has been required by the MCPS Board separately.

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However, after speaking with other parents who are closely monitoring the Boundary Study and the work of your office, it appears that **MCPS may not be presenting such an option** at the next Advisory Committee meeting [on April 25, 2017](#).

As you know, the CGES community is very proud of its school. And while parents in Derwood (zone CG2) and Woodley Gardens (zone CG3) - the two CGES neighborhoods currently being considered for reassignment - know that Beall is also a great school, we would like to remain in the CGES community, which we have been part of for almost 40 years.

We imagine that parents in the Beall neighborhoods are also feeling great concern that Beall will remain over capacity under any viable option that would move either Derwood or Woodley Gardens children to Beall.

For these reasons, as well as a host of others that concerned parents in Woodley Gardens will present to MCPS and the CGES PTA, **I strongly encourage you to prepare and present an “Option 5” at next week’s meeting** with the Boundary Advisory Committee—one that would keep the existing geographical boundaries for CGES and optimize facility utilization within Beall and CGES.

Thank you for considering my request, and I look forward to your response.

Marusya Lazo
632 Crocus Drive
Woodley Gardens Resident (zone CG3)

Dear Mr. Gallihue,

After speaking with parents in Woodley Gardens (zone CG3), I am deeply concerned about the current status of the RM Boundary Study.

Feedback from a number of different neighborhoods was given to Montgomery County Public Schools (MCPS) at the last Boundary Advisory Committee meeting on April 5, 2017, instructing them to prepare another option, that some parents are calling "Option 5", which would leave in place the existing geographical boundaries for College Gardens Elementary School (CGES), and move only the Chinese Immersion program, which has been required by the MCPS Board separately.

This "Option 5" was identified to meet the boundary study criteria to improve facility utilization rates at Beall Elementary School (which is projected to be over utilized from day 1 in three of the four options).

As you know, the College Gardens Elementary School community is very proud of its school, and, while parents in Woodley Gardens know that Beall Elementary School is also a great school, we would like to remain in the CGES community, which we have been a part of for almost 40 years.

We imagine that parents in the Beall neighborhoods are also feeling great concern that Beall Elementary School will remain over capacity under any viable option that would move Woodley Gardens children to Beall.

I strongly encourage you to prepare and present "Option 5" at next weeks meeting with the Boundary Advisory Committee, one that would keep the existing geographical boundaries for CGES and optimize facility utilization with Beall Elementary and College Gardens Elementary Schools.

Thank you in advance for your support. It is your commitment to our children and this community that makes Woodley Gardens a very special place to live.

Sincerely,

Nancy Schulze, 764 Azalea Drive

Woodley Gardens Resident (zone CG#3)

Dear RMES #5 Boundary Committee Members and Board of Education Members,

I am deeply about the current status of the RM Boundary Study. I live in Woodley Gardens (Zone CG3) and my children attended College Gardens Elementary School.

At the last Boundary Advisory Committee meeting on April 5, 2017, a number of different neighborhoods instructed that MCPS prepare another option. **This option, "Option 5" as its being called in Woodley Gardens, College Gardens, and Derwood Station neighborhoods, would leave in place the existing geographical boundaries for College Gardens Elementary School and move only the Chinese Immersion program.** This "Option 5" was identified to meet the boundary study criteria to improve facility utilization rates at Beall (which is projected to be over utilized from Day 1 in three of the four options), better utilize the space for a relatively small, yet stable Woodley Gardens student population, and maintain the stability of College Garden's student population over time.

However, after speaking with other parents who are closely monitoring the Boundary Study and the work of your office, it appears that **MCPS may not be presenting such an option** at the next Advisory Committee meeting on April 25, 2017. My husband and I are proud College Gardens Elementary School parents, and while we know Beall is also a great school, I believe its important for the Derwood (zone CG2) and Woodley Garden (zone CG3) to remain in the CGES community, a community that has been together for 40 years.

I'd like to note that "Option 5" is consistent with the information provided to the College Gardens Elementary School community when MCPS first decided to add a fifth elementary school to the RM cluster years ago. Back then when all three of my children attended CGES, we were concerned about the boundary studies. We were assured that the over capacity situation at CGES would be addressed by moving the Chinese Immersion Program to the fifth school in the cluster.

We imagine that parents in the Beall neighborhoods are also feeling great concern that Beall will remain over capacity under any viable option that would move either Derwood or Woodley Gardens children to Beall. For these reasons, as well as a host of others that concerned parents in Woodley Gardens will present to MCPS and the CGES PTA, **I strongly encourage you to prepare and present an "Option 5" at next week's meeting** with the Boundary Advisory Committee—one that would keep the existing geographical boundaries for CGES and optimize facility utilization within Beall and CGES.

Thank you for considering my request, and I look forward to your response.

Adelaide Giantelli

625 Blossom Drive

Rockville, MD 20850

Woodley Garden Resident (zone CG3)

From: Laura Hall

Date: April 23, 2017 at 7:15:27 AM EDT

To: rebecca_k_smondrowski@mcpsmd.org

Subject: College Gardens

Hello Rebecca

I was surprised and saddened to learn that our neighborhood is being considered to move to another school district. I have lived here for over 30 years and my daughter grew up here and attended College Gardens Elementary School. It is a hallmark to living in this neighborhood and I strongly disagree with the option to move the children who live here to overcrowded Beall Elementary. Please consider option 5 as an alternative.

Thank you

Laura and Michael Hall

811 Nelson St

Rockville 20850

Dear Joel,

After speaking with parents in Woodley Gardens (zone CG3), I am deeply concerned about the current status of the RM Boundary Study.

Feedback from a number of different neighborhoods was given to MCPS at the last Boundary Advisory Committee meeting on April 5, 2017, **instructing them to prepare another option—some parents are calling it “Option 5”—that would leave in place the existing geographical boundaries** for College Gardens ES, and move only the Chinese Immersion program, which has been required by the MCPS Board separately.

This “Option 5” was identified to meet the boundary study criteria to improve facility utilization rates at Beall (which is projected to be over utilized from Day 1 in three of the four options), better utilize the space for a relatively small, yet stable Woodley Gardens student population, and maintain the stability of College Garden’s student population over time.

However, after speaking with other parents who are closely monitoring the Boundary Study and the work of your office, it appears that **MCPS may not be presenting such an option** at the next Advisory Committee meeting on April 25, 2017.

As you know, the CGES community is very proud of its school. And while parents in Derwood (zone CG2) and Woodley Gardens (zone CG3)—the two CGES neighborhoods currently being considered for reassignment—know that Beall is also a great school, we would like to remain in the CGES community, which we have been a part of for almost 40 years.

We imagine that parents in the Beall neighborhoods are also feeling great concern that Beall will remain over capacity under any viable option that would move either Derwood or Woodley Gardens children to Beall.

For these reasons, as well as a host of others that concerned parents in Woodley Gardens will present to MCPS and the CGES PTA, **I strongly encourage you to prepare and present an “Option 5” at next week's meeting** with the Boundary Advisory Committee—one that would keep the existing geographical boundaries for CGES and optimize facility utilization within Beall and CGES.

Thank you for considering my request, and I look forward to your response.

Eunkyung An, 821 Aster Blvd Rockville MD 20850
Woodley Gardens Resident (zone CG3)

From: Gloria Gasasira-Manzi
Sent: Monday, April 24, 2017 9:49 AM
To: Smondrowski, Rebecca K; Gallihue, Joel A; president@cgespta.org
Subject: Boundary Advisory - Option 5

Dear RMES #5 Boundary Committee Members and Board of Education Members,

After speaking with parents in Woodley Gardens (zone CG3), I am deeply concerned about the current status of the RM Boundary Study.

Feedback from a number of different neighborhoods was given to MCPS at the last Boundary Advisory Committee meeting on April 5, 2017, **instructing them to prepare another option—some parents are calling it “Option 5”—that would leave in place the existing geographical boundaries** for College Gardens ES, and move only the Chinese Immersion program, which has been required by the MCPS Board separately.

This “Option 5” was identified to meet the boundary study criteria to improve facility utilization rates at Beall (which is projected to be over utilized from Day 1 in three of the four options), better utilize the space for a relatively small, yet stable Woodley Gardens student population, and maintain the stability of College Garden’s student population over time.

However, after speaking with other parents who are closely monitoring the Boundary Study and the work of your office, it appears that **MCPS may not be presenting such an option** at the next Advisory Committee meeting on April 25, 2017.

As you know, the CGES community is very proud of its school. And while parents in Derwood (zone CG2) and Woodley Gardens (zone CG3)—the two CGES neighborhoods currently being considered for reassignment—know that Beall is also a great school, we would like to remain in the CGES community, which we have been a part of for almost 40 years.

We imagine that parents in the Beall neighborhoods are also feeling great concern that Beall will remain over capacity under any viable option that would move either Derwood or Woodley Gardens children to Beall.

For these reasons, as well as a host of others that concerned parents in Woodley Gardens will present to MCPS and the CGES PTA, **I strongly encourage you to prepare and present an “Option 5” at next week’s meeting** with the Boundary Advisory Committee—one that would keep the existing geographical boundaries for CGES and optimize facility utilization within Beall and CGES.

Thank you for considering my request, and I look forward to your response.

Gloria Gasasira Manzi
CGES Resident
916 College Pkwy, Rockville MD 20850

From: Jennie Gomon
Sent: Monday, April 24, 2017 10:42 AM
To: Smondrowski, Rebecca K; Gallihue, Joel A; presidentespta.org
Subject: RM Boundary Study - Option #5

Dear RMES #5 Boundary Committee Members and Board of Education Members,

After speaking with parents in Woodley Gardens (zone CG3), I am deeply concerned about the current status of the RM Boundary Study.

Feedback from a number of different neighborhoods was given to MCPS at the last Boundary Advisory Committee meeting on April 5, 2017, **instructing them to prepare another option—some parents are calling it “Option 5”—that would leave in place the existing geographical boundaries** for College Gardens ES, and move only the Chinese Immersion program, which has been required by the MCPS Board separately.

This “Option 5” was identified to meet the boundary study criteria to improve facility utilization rates at Beall (which is projected to be over utilized from Day 1 in three of the four options), better utilize the space for a relatively small, yet stable Woodley Gardens student population, and maintain the stability of College Garden’s student population over time.

However, after speaking with other parents who are closely monitoring the Boundary Study and the work of your office, it appears that **MCPS may not be presenting such an option** at the next Advisory Committee meeting on April 25, 2017.

As you know, the CGES community is very proud of its school. And while parents in Derwood (zone CG2) and Woodley Gardens (zone CG3)—the two CGES neighborhoods currently being considered for reassignment—know that Beall is also a great school, we would like to remain in the CGES community, which we have been a part of for almost 40 years.

We imagine that parents in the Beall neighborhoods are also feeling great concern that Beall will remain over capacity under any viable option that would move either Derwood or Woodley Gardens children to Beall.

For these reasons, as well as a host of others that concerned parents in Woodley Gardens will present to MCPS and the CGES PTA, **I strongly encourage you to prepare and present an “Option 5” at next week's meeting** with the Boundary Advisory Committee—one that would keep the existing geographical boundaries for CGES and optimize facility utilization within Beall and CGES.

Thank you for considering my request, and I look forward to your response.

Evgeniya Gomon
1098 Larkspur Ter
Rockville, MD 20850
Woodley Gardens Resident (zone CG3)

From: Jocelyn Lewandowski
Sent: Monday, April 24, 2017 10:41 AM
To: Smondrowski, Rebecca K; Gallihue, Joel A; president@cgespta.org
Subject: RM Boundary Study Concerns

Good morning,

I wanted to write to you regarding the RM Boundary Study. I'm sure you are getting flooded with emails and calls at this point from concerned parents across the area, and I recognize the difficult position that you are in - trying to make the necessary adjustments while keeping the impacts minimal. I also recognize the hard work that went into developing the four options that are already under consideration.

That said, after reviewing the study results in detail, it is evident that none of the options effectively address the overcrowding issues across the effected schools, so I urge you to consider additional options in an effort to mitigate the need to revisit the issue again in a few years and once again shuffle students from their schools. For example, in three of the four options presented, Beall Elementary would be at 101% capacity on day one, and is projected to be at 110% capacity within six years - once again resulting in the need for our students to deal with the results of overcrowding. This is not a reasonable solution, particularly when you are uprooting students and families from the schools in which they have LONG established relationships to be in another overcrowded school, once again, with little gain. I know you are on a tight timeline to get the issue resolved, but the timeline allows for the opportunity to develop another round of alternative options, and I plead with you take advantage of that time.

Elementary schools are the foundation of our children's education and it is critical that this issue be addressed thoughtfully. **There are alternative solutions to this problem that better address the overcrowding issue while further minimizing the impact to students.** For example, by moving only the Chinese Immersion Program from College Gardens (CGES) to the new elementary school, both CGES and Beall could be under capacity - without the need to relocate any of the CGES existing neighborhoods into the Beall school zone.

Despite this option being presented by parents to MCPS several weeks ago - some of us are calling it "Option #5" - and receiving no data or counterarguments as to why this would not be a strong solution, it does not seem as though MCPS is presenting this as an option or even considering it, which is GREATLY concerning. We urge you to take the time to identify the BEST solution to this issue, not just pick one of the current options to save time. Sacrificing the "right solution" for the "quick solution" would not reflect the thoughtfulness and strong commitment to education and community for which our great County strives.

I strongly encourage you to prepare and present alternative options to this issue - INCLUDING an "Option 5" that would keep the existing geographical boundaries for CGES and optimize facility utilization within BOTH Beall and CGES.

Thank you for considering my request, and I look forward to your response.
Jocelyn Lewandowski

Dear RMES #5 Boundary Committee Members and Board of Education Members,

After speaking with parents in Woodley Gardens (zone CG3), I am deeply concerned about the current status of the RM Boundary Study.

Feedback from a number of different neighborhoods was given to MCPS at the last Boundary Advisory Committee meeting on April 5, 2017, **instructing them to prepare another option—some parents are calling it “Option 5”—that would leave in place the existing geographical boundaries** for College Gardens ES, and move only the Chinese Immersion program, which has been required by the MCPS Board separately.

This “Option 5” was identified to meet the boundary study criteria to improve facility utilization rates at Beall (which is projected to be over utilized from Day 1 in three of the four options), better utilize the space for a relatively small, yet stable Woodley Gardens student population, and maintain the stability of College Garden’s student population over time.

However, after speaking with other parents who are closely monitoring the Boundary Study and the work of your office, it appears that **MCPS may not be presenting such an option** at the next Advisory Committee meeting on April 25, 2017.

As you know, the CGES community is very proud of its school. And while parents in Derwood (zone CG2) and Woodley Gardens (zone CG3)—the two CGES neighborhoods currently being considered for reassignment—know that Beall is also a great school, we would like to remain in the CGES community, which we have been a part of for almost 40 years.

We imagine that parents in the Beall neighborhoods are also feeling great concern that Beall will remain over capacity under any viable option that would move either Derwood or Woodley Gardens children to Beall.

For these reasons, as well as a host of others that concerned parents in Woodley Gardens will present to MCPS and the CGES PTA, **I strongly encourage you to prepare and present an “Option 5” at next week’s meeting** with the Boundary Advisory Committee—one that would keep the existing geographical boundaries for CGES and optimize facility utilization within Beall and CGES.

Thank you for considering my request, and I look forward to your response.

Tracy Forrest

804 Blossom Drive

Rockville, MD 20850

Woodley Gardens Resident (zone CG3)

Dear Mr. Gallihue,

After speaking with parents in Woodley Gardens (zone CG3), I am deeply concerned about the current status of the RM Boundary Study.

Feedback from a number of different neighborhoods was given to MCPS at the last Boundary Advisory Committee meeting on April 5, 2017, instructing them to prepare another option—some parents are calling it “Option 5”—that would leave in place the existing geographical boundaries for College Gardens ES, and move only the Chinese Immersion program, which has been required by the MCPS Board separately.

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However, after speaking with other parents who are closely monitoring the Boundary Study and the work of your office, it appears that MCPS may not be presenting such an option at the next Advisory Committee meeting on April 25, 2017.

As you know, the CGES community is very proud of its school. And while parents in Derwood (zone CG2) and Woodley Gardens (zone CG3)—the two CGES neighborhoods currently being considered for reassignment—know that Beall is also a great school, we would like both Woodley Gardens and Derwood to remain in the CGES community, which they have been a part of for almost 40 years.

We imagine that parents in the Beall neighborhoods are also feeling great concern that Beall will remain over capacity under any viable option that would move either Derwood or Woodley Gardens children to Beall.

For these reasons, as well as a host of others that concerned parents in Woodley Gardens will present to MCPS and the CGES PTA, I strongly encourage you to prepare and present an “Option 5” at next week’s meeting with the Boundary Advisory Committee—one that would keep the existing geographical boundaries for CGES and optimize facility utilization within Beall and CGES.

Thank you for considering my request, and I look forward to your response.

Kate Lemery
College Gardens resident (zone CG1)

Dear Representative Smondrowski, Mr. Gallihue, and President Aston,

I live in Woodley Gardens and the children in our neighborhood have been attending College Gardens Elementary School for nearly 40 years. My children are graduates of Richard Montgomery High School and attended all three RMHS Cluster schools.

I served on PTA/PTSA Boards for many years at CGES, JWMS, and RMHS. Our family, along with many families in Woodley Gardens worked very hard for many years pushing for funding for a replacement school for the CGES students. Parents and residents of Woodley Gardens have worked very hard to make CGES a top-notch elementary school and now it appears that most options to deal with redistricting would remove Woodley Gardens children from CGES.

It is hard to believe that removing Woodley Gardens children from CGES after all the work our neighborhood has done to advocate for our new school. There is a fifth option for consideration - leave the existing geographical boundaries in place for CGES, and move the Chinese Immersion program to another school.

We are taxpayers. We are invested in this neighborhood and in the RMHS Cluster. We have worked hard on behalf of our children to ensure they have a new school. Why is MCPS not offering this fifth option as a viable option to the Advisory Committee?

In all my years of working on behalf of school students and as a former Montgomery County employee I am well aware of the way the County makes decisions. Too often MCPS has pushed an agenda that adhered to a timeline of their making, without truly listening to the people who will be impacted by their decisions. This has been an issue time and again. When the CGES building plans were being approved our PTA was stunned that MCPS knew the new school would be overcrowded in no time at all. Rather than seek the funding for the full project, MCPS stuck with the plan they had and within a short period of time CGES had portable classrooms - and it wasn't because they didn't know the projected student population estimates.

Please keep Woodley Gardens students in the CGES boundaries. Please listen to the taxpayers who have worked very hard to make CGES a great school.

Sincerely,

Jeanine Gould-Kostka

(Woodley Gardens Resident)

1011 Aster Blvd

Rockville, MD 20850

Dear RMES #5 Boundary Committee Members and Board of Education Members,

After speaking with parents in Woodley Gardens (zone CG3), I am deeply concerned about the current status of the RM Boundary Study.

Feedback from a number of different neighborhoods was given to MCPS at the last Boundary Advisory Committee meeting on April 5, 2017, **instructing them to prepare another option—some parents are calling it “Option 5”—that would leave in place the existing geographical boundaries** for College Gardens ES, and move only the Chinese Immersion program, which has been required by the MCPS Board separately.

This “Option 5” was identified to meet the boundary study criteria to improve facility utilization rates at Beall (which is projected to be over utilized from Day 1 in three of the four options), better utilize the space for a relatively small, yet stable Woodley Gardens student population, and maintain the stability of College Garden’s student population over time.

However, after speaking with other parents who are closely monitoring the Boundary Study and the work of your office, it appears that **MCPS may not be presenting such an option** at the next Advisory Committee meeting on April 25, 2017.

As you know, the CGES community is very proud of its school. And while parents in Derwood (zone CG2) and Woodley Gardens (zone CG3)—the two CGES neighborhoods currently being considered for reassignment—know that Beall is also a great school, we would like to remain in the CGES community, which we have been a part of for almost 40 years.

We imagine that parents in the Beall neighborhoods are also feeling great concern that Beall will remain over capacity under any viable option that would move either Derwood or Woodley Gardens children to Beall.

For these reasons, as well as a host of others that concerned parents in Woodley Gardens will present to MCPS and the CGES PTA, **I strongly encourage you to prepare and present an “Option 5” at next week's meeting** with the Boundary Advisory Committee—one that would keep the existing geographical boundaries for CGES and optimize facility utilization within Beall and CGES.

Thank you for considering my request, and I look forward to your response.

<Elena Agafitei, 889 Azalea Drive>

<Woodley Gardens Resident (zone CG3)>

Thank you in advance for your support. It is your commitment to our children and this community that makes Woodley Gardens a very special place to live.

MCPS NONDISCRIMINATION STATEMENT

Montgomery County Public Schools (MCPS) prohibits illegal discrimination based on race, ethnicity, color, ancestry, national origin, religion, immigration status, sex, gender, gender identity, gender expression, sexual orientation, family/parental status, marital status, age, physical or mental disability, poverty and socioeconomic status, language, or other legally or constitutionally protected attributes or affiliations. Discrimination undermines our community's long-standing efforts to create, foster, and promote equity, inclusion, and acceptance for all. Some examples of discrimination include acts of hate, violence, insensitivity, harassment, bullying, disrespect, or retaliation. For more information, please review Montgomery County Board of Education Policy ACA, *Nondiscrimination, Equity, and Cultural Proficiency*. This Policy affirms the Board's belief that each and every student matters, and in particular, that educational outcomes should never be predictable by any individual's actual or perceived personal characteristics. The Policy also recognizes that equity requires proactive steps to identify and redress implicit biases, practices that have an unjustified disparate impact, and structural and institutional barriers that impede equality of educational or employment opportunities.

For inquiries or complaints about discrimination against MCPS staff *	For inquiries or complaints about discrimination against MCPS students *
Office of Employee Engagement and Labor Relations Department of Compliance and Investigations 850 Hungerford Drive, Room 55 Rockville, MD 20850 240-314-4899 OCOO-EmployeeEngagement@mcpsmd.org	Office of School Administration Office of School Administration Compliance Unit 850 Hungerford Drive, Room 162 Rockville, MD 20850 301-279-3444 OSSA-SchoolAdministration@mcpsmd.org

**Inquiries, complaints, or requests for accommodations for students with disabilities also may be directed to the supervisor of the Office of Special Education, Resolution and Compliance Unit, at 301-517-5864. Inquiries regarding accommodations or modifications for staff may be directed to the Office of Employee Engagement and Labor Relations, Department of Compliance and Investigations, at 240-314-4899. In addition, discrimination complaints may be filed with other agencies, such as: the U.S. Equal Employment Opportunity Commission, Baltimore Field Office, City Crescent Bldg., 10 S. Howard Street, Third Floor, Baltimore, MD 21201, 1-800-669-4000, 1-800-669-6820 (TTY); or U.S. Department of Education, Office for Civil Rights, Lyndon Baines Johnson Dept. of Education Bldg., 400 Maryland Avenue, SW, Washington, DC 20202-1100, 1-800-421-3481, 1-800-877-8339 (TDD), OCR@ed.gov, or www2.ed.gov/about/offices/list/ocr/complaintintro.html.*

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