Superintendent's Recommended

FY 2020 Capital Budget

Montgomery County Public Schools, Rockville, Maryland

and Amendments to the FY 2019–2024

Capital Improvements Program

Superintendent's Recommended FY 2020 Capital Budget and Amendments to the FY 2019–2024 Capital Improvements Program

Montgomery County Public Schools
Rockville, Maryland

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October 29, 2018

Malcolm Baldrige National Quality Award 2010 Award Recipient

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

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

I am submitting my *Recommended Fiscal Year (FY) 2020 Capital Budget and Amendments to the FY 2019–2024 Capital Improvements Program* (CIP) for your consideration and adoption. This plan includes the expenditure recommendations for FY 2020–2024 and provides the recommended FY 2020 Capital Budget funding appropriation authority needed to implement the CIP during the fiscal year that begins July 1, 2019, and ends June 30, 2020. FY 2020 is the second year of the biennial CIP review process. In accordance with the Montgomery County charter, all CIP projects are considered in odd-numbered fiscal years. In even-numbered fiscal years, only projects with expenditure or appropriation changes needed in the second year of the adopted six-year CIP are considered for amendments to the CIP.

The *Board of Education's Requested FY 2019 Capital Budget and FY 2019–2024 Capital Improvements Program* totaled $1.830 billion, an increase of $86.6 million more than the approved CIP. The request included $363,500,000 in expenditures for FY 2019, an increase of $51.4 million more than the previously approved FY 2019 expenditures. The County Council adopted *FY 2019 Capital Budget and the FY 2019–2024 Capital Improvements Program* for MCPS totaled $1.777 billion for the six-year period, a decrease of $52.9 million less than the Board of Education's request.

The adopted CIP included funding for the planning, design, and/or construction of 19 elementary school capacity projects, 6 middle school capacity projects, and 7 high school capacity projects. It also included funding for six revitalization/expansion projects and numerous countywide systemic projects that address systemwide needs of our aging facilities. Funds included in the adopted CIP must remain on the approved expenditure schedules to ensure that these vital projects move forward to address our overutilization and aging infrastructure.

As previously indicated, FY 2020 is an amendment year and, therefore, it is standard practice that the superintendent of schools recommends limited amendments. Therefore, the *Superintendent's Recommended FY 2020 Capital Budget and Amendments to the FY 2019–2024 Capital Improvements Program* includes additional funding to begin planning for three elementary school addition projects, additional funding for three countywide projects, and additional funding to support the programmatic scope of one revitalization/expansion project. An additional amendment removes funding from a previously approved addition project that no longer is required to address overutilization at an adjacent school.

My first amendment is for the School Security Systems project. The safety of all students and staff is a top priority and it is imperative that we provide all who enter our buildings a safe learning environment necessary for academic achievement and emotional well-being. Therefore, additional funding is recommended for this project to address technology upgrades to various existing security systems, as well as to provide secure entrance vestibules and guided building access for schools that currently do not have these features.

The next three amendments are recommended to begin the planning for additions at Highland View, Lake Seneca, and Thurgood Marshall elementary schools. These three elementary schools previously have completed the feasibility study process. The amendments are for planning funds only; a recommendation regarding construction funding and completion dates for these three projects will be considered in a future CIP.

Our Career and Technology Education Program must be expanded to provide students in the upcounty area the opportunity to explore real-world professional experiences. Therefore, I am recommending an amendment for the Seneca Valley High School revitalization/expansion project. Additional funding is necessary to build out the facility features needed to support the expanded program offerings for the Career and Technology Education Program that is vital to our students' future success.

My recommendation includes an amendment to the Outdoor Play Space Maintenance project to include some of the needs related to maintenance and replacement of our high school athletic fields, both artificial turf and natural grass fields. Providing a higher base level of field maintenance funding in the capital budget will allow our district to implement a standard program of high school athletic field maintenance, and our schools to achieve a more consistent level of field quality. This recommendation is part of a larger review of our high school athletic funding allocations and our continuing effort to support our excellent high school athletics program equitably across all of our schools.

To continue the work with our external consultants as we transition through our new enrollment projection methodology, as well as look beyond our six-year CIP to develop strategic long-range growth management plans for all the clusters, I am recommending an amendment to the Facility Planning project to provide additional funding for these two important efforts. I believe that the new methodology, as it continues to be rolled out, will help us to understand the different factors that affect enrollment at the individual school level. In addition, along with the enrollment projections, the strategic growth management plans will allow us to map a future course for capital and non-capital solutions throughout our school system.

My last amendment removes an approved project, the East Silver Spring Elementary School Addition project, from the recommended CIP. This addition project previously was approved to provide additional capacity for students from Rolling Terrace Elementary School.

However, the Spanish Immersion Program that was at Rolling Terrace Elementary School has been relocated to William Tyler Page Elementary School. The enrollment projection for Rolling Terrace Elementary School will fall within its capacity during the six-year CIP and, as a result, the addition no longer is required.

Therefore, the *Superintendent's Recommended FY 2020 Capital Budget and Amendments to the FY 2019–2024 Capital Improvements Program* totals $1.815 billion, an increase of $37.6 million more than the approved six-year CIP. The amended CIP includes a recommended FY 2020 expenditure of $324.33 million, an increase of $15.97 million more than the approved FY 2020 expenditure of $308.36 million.

Montgomery County Public Schools continues to experience another year of enrollment growth; however, our enrollment growth is increasing at a slower rate than we have experienced during the past 10 years. For the 2018–2019 school year, preliminary September 30, 2018, total enrollment is 163,123 students, a 1-year increase of 1,577 students more than the actual September 30, 2017, total enrollment last school year. Since the 2009–2010 school year, enrollment has increased by 21,346 students. This is a remarkable amount of growth for any school system to accommodate. We do not anticipate that this relative slowdown in enrollment growth will last long and, therefore, we must continue to address our backlog of capacity projects and aging infrastructure through our many capacity and systemic replacement projects.

Total MCPS enrollment by the 2024–2025 school year is projected to increase by 11,199 students to reach 174,322 students. Adding the projected 11,199 student increase to the 21,346 student increase since 2009 results in a total projected increase of 32,545 students during the 15-year period from 2009 to 2024.

For FY 2020, our state aid request is $113.8 million. This figure is based on current eligibility of projects approved by the County Council in May 2018. Of the $113.8 million, $5.6 million is for the balance of funding for 1 project; $3.5 million is for 9 systemic roofing and Heating, Ventilation, and Air Conditioning projects; $52.8 million is for 5 projects that previously received planning approval from the state and now require construction funding; and $51.9 million is for 8 projects that require state planning approval in addition to construction funding. I, along with the Board of Education and Montgomery County officials, must continue to work together to make a compelling case to our state leaders to increase state construction funding and provide Montgomery County with a larger share of the statewide allocation for our capital projects.

There are two supplements to the *Superintendent's Recommended FY 2020 Capital Budget and Amendments to the FY 2019–2024 Capital Improvements Program*—

- Supplement A—*Superintendent's Recommendation for Clarksburg Village Site #2 Elementary School Boundary Study*. The supplement may be accessed at the following link: http://gis.mcpsmd.org/cipmasterpdfs/Supplement_A_Amended_FY2019-2024.pdf

- Supplement B—*Update on the Key Facility Indicators (KFI) and Major Capital Projects*. This supplement provides information on the KFI assessment process, initial findings, and the first group of schools to be identified as part of the Major Capital Projects. The supplement may be accessed at the following link: http://gis.mcpsmd.org/cipmasterpdfs/Supplement_B_Amended_FY2019-2024.pdf

I have three non-capital recommendations as part of the *Superintendent's Recommended FY 2020 Capital Budget and Amendments to the FY 2019–2024 Capital Improvements Program*. The first recommendation pertains to the site selection process for the elementary schools in the Walter Johnson Cluster. A Site Selection Committee (Committee) was convened in spring 2018 to identify possible sites for a new elementary school in the Walter Johnson Cluster. The Committee report was released in July 2018 and the Committee recommended, as its first choice, Grosvenor Center, currently used as a holding center, for a new elementary school in this cluster.

I appreciate the time and commitment of the Committee to explore possible sites for a new elementary school in the Walter Johnson Cluster. While we continue to experience capacity pressures at the elementary level in the cluster, the projected elementary school space deficits within the Walter Johnson cluster as a whole are not sufficient to program a new elementary school at this time. At the same time, however, there may be an important opportunity to explore capacity solutions with an adjacent cluster. The adopted FY 2019–2024 CIP includes a capacity study for the elementary schools in the Bethesda-Chevy Chase Cluster. As part of this capacity study, I believe it would be prudent to explore possible solutions that would include the elementary schools in both the Walter Johnson and Bethesda-Chevy Chase clusters. This work will build on the work of the Walter Johnson Site Selection Committee and connect it with the analysis of the adjacent cluster to support the school enrollment needs of the larger area together.

Once the capacity study is complete, I will evaluate the solutions that are explored, along with the enrollment projections for all of the elementary schools in both clusters and provide recommendations for consideration for both clusters in the next CIP cycle. Also, included in the adopted CIP is the revitalization/expansion project for Luxmanor Elementary School, which includes additional capacity to allow for the reassignment of students to address a portion of the overutilization at the elementary-school level in the Walter Johnson Cluster. At this time, I recommend that consideration of any boundary study wait until the Bethesda-Chevy Chase capacity study is complete in order to make holistic decisions for all of the elementary schools in both the Walter Johnson and Bethesda-Chevy Chase clusters.

The second recommendation relates to the approved boundary study to explore the reassignment of Clarksburg and Northwest high school students to Seneca Valley High School. As part of the approved boundary study, the middle schools in the Seneca Valley Cluster—Roberto W. Clemente and Dr. Martin Luther King, Jr. middle schools—are included to evaluate current utilizations and the articulation patterns. In order to minimize split articulations among the three clusters, my recommendation is to expand the scope of the boundary study to include all of the middle schools in the Clarksburg and Northwest clusters, in addition to the middle schools in the Seneca Valley Cluster. The boundary study will begin in late fall/early winter 2018, with Board action scheduled in November 2019.

Finally, the *Superintendent's Recommended FY 2020 Capital Budget and Amendments to the FY 2019–2024 Capital Improvements Program* includes a recommendation for a boundary study for Forest Knolls, Montgomery Knolls, and Pine Crest elementary schools, to relieve the overutilization at Forest Knolls Elementary School. The scope of the boundary study also will include Eastern and Silver Spring International middle schools to evaluate the middle school articulation patterns for these three elementary schools. The boundary study will occur in spring 2019, with Board of Education action scheduled for November 2019.

The adopted FY 2019–2024 CIP includes funding for two major projects at the high school level in the downcounty area, the reopening of Charles W. Woodward High School and the addition and facility upgrade project at Northwood High School. We are continuing to work through an analysis of how to most efficiently stage these two significant construction efforts to best alleviate the overcrowding across the downcounty clusters and improve the student experience. Staff has evaluated possible sequencing options based on the costs for each option, impact to students, impact on the building design, and the timeline of the project. We will present this evaluation to the Board of Education for consideration and action on how to move these projects forward in the amended FY 2019–2024 CIP.

On October 29, 2018, the *Superintendent's Recommended FY 2020 Capital Budget and Amendments to the FY 2019–2024 Capital Improvements Program* will be presented to the Board of Education. On November 1 and 15, 2018, the Board of Education is scheduled to hold work sessions to discuss the CIP recommendations. Public hearings on the recommended amendments to the adopted CIP are scheduled for November 8 and 12, and 19, 2018, and the Board of Education will take final action on these items on November 27, 2018.

The county executive will publish his CIP recommendations for all County agencies by mid-January 2019 for County Council discussion and action. The County Council will hold a hearing in early February 2019, conduct work sessions in March and April 2019, and adopt the *FY 2020 Capital Budget and Amendments to the FY 2019–2024 Capital Improvements Program* in late May 2019.

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

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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 2020 CIP falls in an even-numbered fiscal year. County Council will therefore review amendments to the adopted FY 2019-2024 CIP. The *Superintendent's Recommended FY 2020 Capital Budget and Amendments to the FY 2019–2024 CIP* provides the recommended appropriation authority for funds needed to implement CIP projects during FY 2020, and to implement the proposed amendments to the adopted FY 2019–2024 CIP.

This document contains the following sections:

Chapter 1, "*The Superintendent's Recommended FY 2020 Capital Budget and Amendments to the 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 2020 Capital Budget and Amendments to the FY 2019–2024 CIP. This chapter includes a table summarizing the adopted FY 2019–2024 CIP and proposed amendments.

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 2020 Capital Budget and the Amendments to the FY 2019–2024 Capital Improvements Program

The Impact of 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. In Fiscal Year (FY) 1998, the county executive developed a set of criteria to identify and prioritize project requests that would qualify as amendments.

FY 2019 was a full CIP review year and resulted in the County Council adoption of the FY 2019–2024 CIP in May 2018. Fiscal Year 2020 is an off-budget or amendment year. As a result, the biennial CIP process requires the county executive and County Council to consider amendments to the adopted FY 2019–2024 CIP that request appropriations for the FY 2020 Capital Budget and that changes expenditures for the FY 2020–2024 out-years of the adopted CIP.

In an off-budget year, such as FY 2020, the following criteria are applied to MCPS amendment requests (in priority order):

1. Urgent school capacity need (i.e., Growth Policy (GP) considerations, unusually high utilization rate or seat deficit)
2. Urgent public safety concerns
3. Leveraging of state aid involved
4. Inflationary increases above 2.5 percent in projects that address school capacity
5. Inflationary increases above 2.5 percent in revitalization/expansion and other projects

The County Council must still approve a capital budget in the off-budget fiscal year that includes appropriations for all projects. In a typical off-budget year, it is anticipated that very few changes will be made to the projects and amounts approved by the County Council for FYs 2020–2024.

Overview

The *Board of Education's Requested FY 2019 Capital Budget and FY 2019–2024 Capital Improvements Program* totaled $1.830 billion, an increase of $86.6 million more than the approved CIP. The request included $363,500,000 in expenditures for FY 2019, an increase of $51.4 million more than the previously approved FY 2019 expenditures. The County Council adopted *FY 2019 Capital Budget and the FY 2019–2024 Capital Improvements Program* for MCPS totaled $1.777 billion for the six-year period, a decrease of $52.9 million less than the Board of Education's request.

The adopted CIP included funding for the planning, design, and/or construction of 19 elementary school capacity projects, 6 middle school capacity projects, and 7 high school capacity projects. It also included funding for six revitalization/expansion projects and many countywide systemic projects that address systemwide needs of our aging facilities. Finally, the adopted CIP included four "placeholder" projects to avoid residential development moratorium in certain neighborhoods—two at the elementary school level in the Bethesda-Chevy Chase Cluster, one at the elementary school level in the Col. Zadok Magruder Cluster, and one at the high school level in the Downcounty Consortium.

The Superintendent's Recommended Amendments to the Capital Improvements Program

This document contains the recommended FY 2020 Capital Budget appropriation amounts and amendments to the FY 2020–2024 CIP expenditure schedules proposed by the superintendent of schools for consideration and action by the Montgomery County Board of Education. As previously indicated, FY 2020 is an amendment year and, therefore, it is standard practice that the superintendent of schools recommends limited amendments. Therefore, the *Superintendent's Recommended FY 2020 Capital Budget and Amendments to the FY 2019–2024 Capital Improvements Program* includes additional funding to begin planning for three elementary school addition projects, additional funding for three countywide projects, one revitalization/expansion project and the removal of funding for one previously approved addition project.

The first three amendments are recommended to begin the planning for additions at Highland View, Lake Seneca and Thurgood Marshall elementary schools. The amendments are for planning funds only and a recommendation regarding construction funding and a completion date for these three projects will be considered in a future CIP. The next amendment is for the School Security Systems project to addresses technology upgrades to various existing security systems and also to provide secure vestibules for schools that currently do not have this feature. The fifth recommended amendment is for the Outdoor Play Space Maintenance project to address high school athletic fields, both the maintenance and replacement of artificial turf and natural grass fields. The next recommended amendment is to provide additional funding for the Seneca Valley High School revitalization/expansion project to expand the Career and Technology Education program at this school for students in the Upcounty area. The last amendment that adds funding to the adopted CIP is recommended for the Facility Planning project to continue the work with our external consultants and transition through the new enrollment projection methodology, as well as to look beyond our six-year CIP and develop long-range growth management plans for all the clusters in the school system.

The last amendment removes an approved project, the East Silver Spring Elementary School Addition project, from the recommended CIP. This addition project was approved to provide additional capacity for students from Rolling Terrace Elementary School. However, the Spanish Immersion Program that was at Rolling Terrace Elementary School has been relocated to William T. Page Elementary School. The enrollment projection for Rolling Terrace Elementary School will fall within its capacity over the six-year CIP and, therefore, the addition at East Silver Spring Elementary School is no longer required.

Therefore, the *Superintendent's Recommended FY 2020 Capital Budget and Amendments to the FY 2019–2024 CIP* totals $1.815 billion, an increase of $37.6 million over the approved six-year CIP. The amended CIP includes a recommended expenditure of $324.33 million, an increase of $15.97 million above the approved FY 2020 expenditure of $308.36 million.

The summary table at the end of this chapter, titled "Superintendent's Recommended FY 2020 Capital Budget and Amendments to the FY 2019–2024 Capital Improvements Program," (page 1-5) summarizes the superintendent of school's recommendations for all projects. The first column in the table shows the projects grouped by high school cluster. The second column shows the County Council's adopted action and the third column shows the superintendent of school's recommendations for the Amended 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 FY 2019–2024 CIP (page 1-9). The table also includes the superintendent's recommendations for the Amended FY 2019–2024 CIP for these projects. The final two tables contain summary information regarding the appropriation request and the expenditure schedule for the FY 2020 Capital Budget and Amendments to the FY 2019–2024 CIP (page 1-10) and the FY 2020 State CIP funding request for MCPS (page 1-11).

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

Funding the Capital Improvements Program

The CIP is funded mainly from four types of revenue sources—county General Obligation (GO) bonds, state aid, current revenue, and Recordation and School Impact taxes. The amount of GO bond funding available for all county CIP projects is governed by Spending Affordability Guidelines (SAG) limits set by the County Council before CIP submissions are prepared. The amount of state aid available is governed by the rules, regulations, and procedures established by the state of Maryland Interagency Commission on School Construction (IAC) and by the amount of state revenues available to support the state school construction program. The amount of current revenue available to fund CIP projects is governed by county tax revenues and the need to balance capital and operating budget requests. 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 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	$2.040 billion
FY 2017–2022 Amended	$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 2005, 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 and $320 million in FY 2020, with a six-year total of $1.860 billion, a decrease of $180 million over the six-year period. The County Council reviewed the SAG limit in February 2018 and upheld the SAG limit that was set in September 2017. In February 2019, the County Council can either lower the SAG limit by an amount or raise the limit by a maximum of 10 percent.

Recordation Tax and School Impact Tax

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

State Funding

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

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

For FY 2016, the state aid request was $147.99 million. The FY 2016 annual state aid approved for MCPS was $39.84 million, approximately $108.15 million less than the amount requested. MCPS also received an additional $5.9 million in state aid for school construction projects due to the passage of the Capital Grant Program for Local School Systems with Significant Enrollment Growth or Relocatable Classrooms (EGRC) legislation approved by the Maryland General Assembly in April 2015. For FY 2017, the annual state aid approved

for MCPS was $38.4 million from the annual statewide allocation and $11.7 million through the approved EGRC legislation for a total FY 2017 state aid allocation of $50.1 million. For FY 2018, the state aid approved for MCPS was $37.4 million from the annual statewide allocation and $21.8 million through the EGRC legislation for a total FY 2018 state aid allocation of $59.2 million. For FY 2019, the revised state aid request was $118.2. The state aid approved for MCPS was $33.8 million from the annual statewide allocation and $25.9 million through the EGRC legislation for a total FY 2019 state aid allocation of $59.7 million.

For FY 2020, the state aid request is $113.8 million. This figure is based on current eligibility of projects approved by the County Council in May 2018. Of the $113.8 million, $5.6 is for the balance of funding for one project; $3.5 million is for nine systemic roofing and HVAC projects; $52.8 million is for five projects that previously received planning approval from the state and now require construction funding; and $51.9 million is for eight projects that require state planning approval in addition to construction funding.

Current Revenue

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

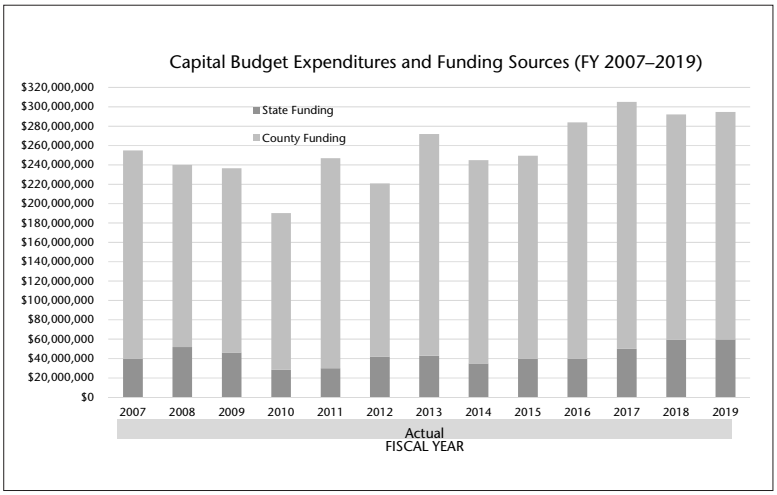
The Relationship between State and Local Funding

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 Recommended FY 2020 Capital Budget and Amendments to the FY 2019–2024 Capital Improvements Program Summary Table[1]

Individual Projects	County Council Adopted Action May 2018	Superintendent Recommendation	Anticipated Completion Date
Bethesda-Chevy Chase Cluster			
Bethesda-Chevy Chase HS Addition	Approved FY 2019 appropriation for construction funds.		9/18
Winston Churchill Cluster			
Potomac ES Revitalization/Expansion	Approved FY 2019 appropriation for balance of funding.		1/20
Clarksburg Cluster			
Neelsville MS—Major Capital Project		Recommend FY 2020 appropriation for planning funds.	TBD
Clarksburg Cluster ES (New) (Clarksburg Village Site #2)	Approved FY 2019 appropriation for balance of funding.		9/19
Clarksburg Cluster ES #9 (New)	Approved one-year delay for planning funds.	Recommend FY 2020 appropriation for planning funds.	9/22
Damascus Cluster			
Damascus HS—Major Capital Project		Recommend FY 2020 appropriation for planning funds.	TBD
John T. Baker MS Addition		Recommend FY 2020 appropriation for facility planning.	TBD
Downcounty Consortium			
John F. Kennedy HS Addition	Approved FY 2019 appropriation for planning funds.	Recommend FY 2020 appropriation for construction funds.	9/22
Northwood HS Addition/Facility Upgrade	Approved FY 2019 appropriation for planning funds.		TBD
Wheaton HS Revitalization/Expansion			1/16 Building 9/18 Shell, 9/19 Site
Charles W. Woodward High School Reopening	Approved FY 2019 appropriation for planning and construction funds.		TBD
Col. E. Brooke Lee MS Addition/Facility Upgrades	Approved FY 2019 appropriation for planning funds.	Recommend FY 2020 appopriation for construction funds.	9/21
A. Mario Loiederman Performing Arts Program	Approved FY 2019 appropriation for planning and construction funds.		SY 20–21
Parkland MS Addition	Approved one-year delay for planning funds.	Recommend FY 2020 appropriation for planning funds.	9/22
Silver Spring International MS Addition	Approved FY 2019 appropriation for planning funds.	Recommend FY 2020 appropriation for construction funds.	9/22
Takoma Park MS Addition	Approved FY 2019 appropriation for construction funds.	Recommend FY 2020 appropriation for balance of funding.	9/20
Highland View ES Addition		**Recommend FY 2020 appropriation for planning funds.**	**TBD**
Montgomery Knolls ES Addition (for Forest Knolls ES)	Approved FY 2019 appropriation for construction funds.	Recommend FY 2020 appropriation for balance of funding.	9/20

[1]Bold indicates amendment to adopted CIP. Blank indicates no change from the approved project.

Individual Projects	County Council Adopted Action May 2018	Superintendent Recommendation	Anticipated Completion Date
Downcounty Consortium			
Oak View ES Addition		Recommend FY 2020 appropriation for facility planning.	TBD
Pine Crest ES Addition (for Forest Knolls ES)	Approved FY 2019 appropriation for construction funds.	Recommend FY 2020 appropriation for balance of funding.	9/20
Piney Branch ES Addition	Approved FY 2019 appropriation for planning funds.	Recommend FY 2020 appropriation for construction funds.	9/21
Woodlin ES Addition/Facility Upgrades	Approved FY 2019 appropriation for planning funds.		9/22
Gaithersburg Cluster			
Crown HS (New)	Approved one-year delay for planning funds.	Recommend FY 2020 appropriation for planning funds.	TBD
Gaithersburg Cluster ES #8	Approved FY 2019 appropriation for planning funds.		9/22
Walter Johnson Cluster			
Charles W. Woodward High School Reopening	Approved FY 2019 appropriation for planning and construction funds.		TBD
Tilden MS Revitalization/Expansion	Approved FY 2019 appropriation for construction funds.		9/20
Ashburton ES Addition	Approved FY 2019 appropriation for balance of funding.		9/19
Luxmanor ES Revitalization/Expansion	Approved FY 2019 appropriation for balance of funding.		1/20
Col. Zadok Magruder Cluster			
Col. Zadok Magruder HS—Major Capital Project		Recommend FY 2020 appropriation for planning funds.	TBD
Judith A. Resnik ES Addition			TBD
Richard Montgomery Cluster			
Crown HS (New)	Approved one-year delay for planning funds.	Recommend FY 2020 appropriation for planning funds.	TBD
Northeast Consortium			
Francis Scott Key MS Addition		Recommend FY 2020 appropriation for facility planning.	TBD
Burnt Mills ES—Major Capital Project		Recommend FY 2020 appropriation for planning funds.	TBD
Burtonsville ES Addition			TBD
Clovery ES Addition		Recommend FY 2020 appropriation for facility planning.	TBD
Cresthaven ES Addition (for JoAnn Leleck ES at Broad Acres)	Approved one-year delay for planning funds.	Recommend FY 2020 appropriation for planning funds.	9/22

[1]Bold indicates amendment to adopted CIP. Blank indicates no change from the approved project.

Individual Projects	County Council Adopted Action May 2018	Superintendent Recommendation	Anticipated Completion Date
Northeast Consortium			
Roscoe R. Nix ES (for JoAnn Leleck ES at Broad Acres)	Approved one-year delay for planning funds.	Recommend FY 2020 appropriation for planning funds.	9/22
William Tyler Page ES Addition		Recommend FY 2020 appropriation for facility planning.	TBD
Stonegate ES—Major Capital Project		Recommend FY 2020 appropriation for planning funds.	TBD
Northwest Cluster			
Crown HS (New)	Approved one-year delay for planning funds.	Recommend FY 2020 appropriation for planning funds.	TBD
Clopper Mill ES Addition		Recommend FY 2020 appropriation for facility planning.	TBD
Ronald McNair ES Addition	Approved one-year delay for planning funds.	Recommend FY 2020 appropriation for planning funds	9/22
Poolesville Cluster			
Poolesville HS—Major Capital Project		Recommend FY 2020 appropriation for planning funds.	TBD
Quince Orchard Cluster			
Crown HS (New)	Approved one-year delay for planning funds.	Recommend FY 2020 appropriation for planning funds.	TBD
Rachel Carson ES (DuFief ES Addition/Facility Upgrade)	Approved FY 2019 appropriation for planning funds, but one-year delay for completion.		9/22
Thurgood Marshall ES Addition		**Recommend FY 2020 appropriation for planning funds.**	**TBD**
Rockville Cluster			
Maryvale ES Revitalization/Expansion	Approved FY 2019 appropriation for balance of funding.		1/20
Seneca Valley Cluster			
Seneca Valley HS Revitalization/Expansion	Approved FY 2019 appropriation for balance of funding.	Recommend FY 2020 appropriation for constuction funds.	9/20 Building 9/21 Site
Lake Seneca ES Addition		**Recommend FY 2020 appropriation for planning funds.**	**TBD**
S. Christa McAuliffe ES Addition	Approved FY 2019 appropriation for balance of funding.		9/19
Sherwood Cluster			
Watkins Mill Cluster			
Neelsville MS—Major Capital Project		Recommend FY 2020 appropriation for planning funds.	TBD
South Lake ES—Major Capital Project		Recommend FY 2020 appropriation for planning funds.	TBD

[1]Bold indicates amendment to adopted CIP. Blank indicates no change from the approved project.

Individual Projects	County Council Adopted Action May 2018	Superintendent Recommendation	Anticipated Completion Date
Walt Whitman Cluster			
Whitman HS Addition	Approved FY 2019 appropriation to begin site work.	Recommend FY 2020 appropriation for construction funds.	9/21
Thomas S. Pyle MS Addition	Approved FY 2019 appropriation for construction funds.	Recommend FY 2020 appropriation for balance of funding.	9/20
Thomas S. Wootton Cluster			
Crown HS (New)	Approved one-year delay for planning funds.	Recommend FY 2020 appropriation for planning funds.	TBD
Thomas S. Wootton HS—Major Capital Projects		Recommend FY 2020 appropriation for planning funds.	TBD
DuFief ES Addition/Facility Upgrade (for Rachel Carson ES)	Approved FY 2019 appropriation for planning funds, but one-year delay for completion.		9/22
Other Educational Facilities			
Thomas Edison High School for Technology Revitalization/Expansion			9/18 Building 9/19 Site
Blair G. Ewing Center Relocation			9/22
Rock Terrace School Revitalization/Expansion (collocation with Tilden MS)	Approved FY 2019 appropriation for construction funds.		9/20
Carl Sandburg Revitalization/Expansion (collocation with Maryvale ES)	Approved FY 2019 appropriation for balance of funding.		9/20

[1]Bold indicates amendment to adopted CIP. Blank indicates no change from the approved project.

Superintendent's Recommended FY 2020 Capital Budget and Amendments to the FY 2019–2024 Capital Improvements Program Summary Table[1]

Countywide Projects	County Council Adopted Action May 2018	Superintendent Recommendation	Anticipated Completion Date
ADA Compliance	Approved FY 2019 appropriation to continue this project.	Recommend FY 2020 appropriation to continue this project.	Ongoing
Asbestos Abatement and Hazardous Materials Remediation	Approved FY 2019 appropriation to continue this project.	Recommend FY 2020 appropriation to continue this project.	Ongoing
Building Modifications and Program Improvements	Approved FY 2019 appropriation to continue this project.	Recommend FY 2020 appropriation to continue this project.	Ongoing
Current Revitalizations/Expansions	**Approved FY 2019 appropriation for the balance of funding for four projects and the construction funding for one project.**	**Recommend FY 2020 appropriation for construction funding for one project.**	**Ongoing**
Design and Construction Management	Approved FY 2019 appropriation to continue this project.	Recommend FY 2020 appropriation to continue this project.	Ongoing
Facility Planning	**Approved FY 2019 appropriation to continue this project.**	**Recommend FY 2020 appropriation above approved level for this project.**	**Ongoing**
Fire Safety Code Upgrades	Approved FY 2019 appropriation to continue this project.	Recommend FY 2020 appropriation to continue this project.	Ongoing
HVAC Replacement/IAQ Projects	Approved FY 2019 appropriation to continue this project.	Recommend FY 2020 appropriation to continue this project.	Ongoing
Improved (SAFE) Access to Schools	Request FY 2019 appropriation to continue this project.	Recommend FY 2020 appropriation to continue this project.	Ongoing
Major Capital Projects	Approved expenditures for FY 2020 and beyond for this new project.	Recommend FY 2020 appropriation for planning funds.	Ongoing
Outdoor Play Space Maintenance Project	**Approved FY 2019 appropriation to continue pilot program.**	**Recommend FY 2020 appropriation above approved level for this project.**	**Ongoing**
Planned Life Cycle Asset Replacement (PLAR)	Approved FY 2019 appropriation to continue this project.	Recommend FY 2020 appropriation to continue this project.	Ongoing
Relocatable Classrooms	Approved FY 2019 appropriation to continue this project.	Recommend FY 2020 appropriation to continue this project.	Ongoing
Restroom Renovations	Approved FY 2019 appropriation to continue this project.	Recommend FY 2020 appropriation to continue this project.	TBD
Roof Replacement/Moisture Protection Projects	Approved FY 2019 appropriation to continue this project.	Recommend FY 2020 appropriation to continue this project.	Ongoing
School Security	**Approved FY 2019 appropriation to continue this project.**	**Recommend FY 2020 appropriation above approved level for this project.**	**Ongoing**
Stormwater Discharge and Water Quality Management	Approved FY 2019 appropriation to continue this project.	Recommend FY 2020 appropriation to continue this project.	Ongoing
Technology Modernization	Approved FY 2019 appropriation to continue this project.	Recommend FY 2020 appropriation to continue this project.	Ongoing

[1]Bold indicates amendment to adopted CIP. Blank indicates no change from the approved project.

Superintendent's Recommended FY 2020 Capital Budget
and Amendments to the FY 2019–2024 Capital Improvements Program
(figures in thousands)

Project	FY 2020 Approp.	Total	Thru FY 2017	Remaining FY 2018	Total Six-Years	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023	FY 2024	Beyond
Individual School Projects												
Ashburton ES Addition		10,944	603	4,003	6,338	5,314	1,024					
Lucy V. Barnsley ES Addition		13,924	7,200	5,041	1,683	1,683						
Bethesda ES Solution		3,695			3,695			212	1,384	1,682	417	
Bethesda-Chevy Chase HS Addition		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	19,864	12,274		
Clarksburg Cluster ES (New) (Clarks. Village Site #2)		36,008	1,238	5,094	29,676	17,202	12,474					
Cresthaven ES Addition (for JoAnn Leleck ES@Broad Acres)	847	9,466			9,466		339	2,829	3,554	2,744		
Crown HS (New)	6,306	136,302			125,842		1,522	3,892	5,939	44,245	70,244	10,460
Diamond ES Addition		9,147	4,892	3,578	677	677						
DuFief ES Addition/Facility Upgrade		38,028			38,028	650	532	4,234	20,625	11,987		
East Silver Spring ES Addition (for Rolling Terrace)	**-320**	**0**			**0**							
Albert Einstein Cluster HS Solution		6,334			6,334		169	2,996	2,074	1,095		
Blair Ewing Center Relocation		11,679	1,059		10,620		553	2,073	4,123	3,871		
Gaithersburg Cluster ES #8		26,000	2,000	1,872	22,128	1,210	2,552	5,744	6,702	5,920		
Highland View ES Addition	**775**				**775**		**301**	**289**	**185**			
John F. Kennedy HS Addition	15,793	20,578			20,578	1,610	2,217	4,000	5,978	6,773		
Kensington Parkwood ES Addition		12,679	6,991	4,756	932	932						
Lake Seneca ES Addition	**875**				**875**		**401**	**314**	**160**			
Col. E. Brooke Lee MS Addition/Facility Upgrade	52,193	57,864			57,864	1,568	16,525	23,827	15,944			
S. Christa McAuliffe ES Addition		11,386	512	5,848	5,026	3,235	1,791					
Ronald McNair ES Addition	1,024	11,403			11,403		512	4,848	2,252	3,791		
Thurgood Marshall ES Addition	**630**				**630**		**310**	**225**	**95**			
Montgomery Knolls ES Addition (for Forest Knolls ES)	278	6,605	273	218	6,114	2,227	2,443	1,444				
Roscoe Nix ES Addition (for JoAnn Leleck ES @ Broad Acres)	589	6,372			6,372		236	1,781	3,106	1,249		
North Bethesda MS Addition		21,593	11,885	8,168	1,540	1,540						
Northwood HS Addition/Facility Upgrade		123,356			123,356	2,949	5,790	8,600	10,214	54,254	41,549	
Parkland MS Addition	1,240	14,638			14,638		496	3,032	8,323	2,787		
Pine Crest ES Addition (for Forest Knolls ES)	248	8,623	352	211	8,060	3,492	3,942	626				
Piney Branch ES Addition	3,718	4,211			4,211	274	219	2,227	1,491			
Thomas W. Pyle MS Addition	1,100	25,114	400	313	24,401	1,628	6,566	10,457	5,750			
Judith Resnik ES Addition		871	436	348	87	87						
Judith Resnik ES Solution		2,722			2,722			187	829	1,234	472	
Silver Spring International MS Addition	31,200	35,140			35,140	930	4,210	8,346	13,654	8,000		
Somerset ES Solution		2,691			2,691			176	784	1,285	446	
Takoma Park MS Addition	924	25,186	500	477	24,209	2,182	14,820	7,207				
Walt Whitman HS Addition	20,588	27,577		830	26,747	2,168	8,067	9,980	6,532			
Woodlin ES Addition		15,297			15,297	583	350	4,428	6,737	3,199		
Woodward HS Reopening		120,235			120,235	3,063	17,600	7,040	16,400	42,450	33,682	
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	6,500	59,328	38,128	3,200	18,000	9,000	9,000					
Current Revitalizations/Expansions	**7,500**	**1,129,747**	**674,560**	**108,236**	**346,951**	**128,421**	**95,469**	**91,561**	**31,500**			
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	**1,200**	**14,027**	**9,492**	**685**	**3,850**	**860**	**1,450**	**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	25,000	220,677	99,677	18,000	103,000	26,000	25,000	10,000	12,000	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	10,197	119,969			119,969		4,197	10,663	10,999	24,063	70,047	
Outdoor Play Space Maintenance	**2,550**	**6,850**		**750**	**6,100**	**1,750**	**2,550**	**450**	**450**	**450**	**450**	
Planned Life-Cycle Asset Replacement (PLAR)	10,000	152,777	87,027	9,750	56,000	10,000	10,000	8,000	8,000	10,000	10,000	
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	3,500	40,775	14,025	2,250	24,500	4,000	3,500	3,500	3,500	5,000	5,000	
Roof Replacement/Moisture Protection Projects	12,000	124,151	45,151	9,500	69,500	11,500	12,000	9,000	9,000	14,000	14,000	
School Security	**13,002**	**32,908**			**32,908**	**2,550**	**12,852**	**10,708**	**5,718**	**684**	**396**	
Stormwater Discharge and Water Quality Management	616	11,628	7,316	616	3,696	616	616	616	616	616	616	
Technology Modernization	25,366	423,016	248,221	26,986	147,809	21,406	25,366	25,484	25,143	25,246	25,164	
Total Recommended CIP	**273,482**	**3,633,785**	**1,529,239**	**281,244**	**1,815,122**	**294,843**	**324,332**	**309,674**	**278,067**	**312,311**	**295,895**	**10,460**

*Bold indicates amendment to the adopted CIP.

FY 2020 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 2019	FY 2020 Request For Funding
		Balance of Funding (Forward-funded)				
1	Y	Thomas Edison HS of Technology Revitalization/Expansion	69,088	56,170	7,279	5,639
		Subtotal	**69,088**	**56,170**	**7,279**	**5,639**
		Systemic Projects				
2		Dr. Martin Luther King, Jr. MS Roof	2,298	1,724		574
3		Montgomery Knolls ES HVAC	2,250	1,688		562
4		Diamond ES HVAC	1,900	1,426		474
5		Fallsmead ES HVAC	1,650	1,238		412
6		Sherwood ES Roof	1,395	1,047		348
7		Flower Valley ES Roof	1,380	1,036		344
8		Kemp Mill ES Roof	1,205	904		301
9		Rosemont ES Roof	947	711		236
10		Col. Zadok Magruder HS Roof	932	700		232
		Subtotal	**13,957**	**10,474**	**0**	**3,483**
		Construction Funding (Forward-funded)				
11	Y	Lucy V. Barnsley ES Addition (CSR)	13,924	11,602		2,322
12	Y	Luxmanor ES Revitalization/Expansion	29,190	22,269		6,921
13	Y	Potomac ES Revitalization/Expansion	30,391	23,550		6,841
14	Y	S. Christa McAuliffe ES Addition	11,386	9,276		2,110
15	Y	Seneca Valley HS Revitalization/Expansion	155,621	121,035		34,586
		Subtotal	**240,512**	**187,732**	**0**	**52,780**
		Planning and Construction Request (Forward-funded)				
16/17	Y	Ashburton ES Addition	10,944	9,680		1,264
18/19	Y	Tilden MS/Rock Terrace School Revitalization/Expansion	88,647	71,179		17,468
20/21	Y	Maryvale ES/Carl Sandburg School Revitalization/Expansion (CSR)	62,054	49,618		12,436
22/23	Y	Thomas W. Pyle MS Addition	25,114	19,470		5,644
24/25	Y	Takoma Park MS Addition	25,186	19,612		5,574
26/27	Y	Pine Crest ES Addition	8,623	6,708		1,915
28/29	Y	Montgomery Knolls ES Addition	6,605	5,160		1,445
30/31	Y	Walt Whitman HS Addition	27,577	21,444		6,133
		Subtotal	**254,750**	**202,871**	**0**	**51,879**
		Planning Approval Request				
32	Y	Col. E. Brooke Lee MS Addition/Facility Upgrade	LP			LP
33	Y	Piney Branch ES Addition	LP			LP
34	Y	Silver Spring International MS Addition	LP			LP
35	Y	John F. Kennedy HS Addition	LP			LP
36	Y	Woodlin ES Addition	LP			LP
37	Y	East Silver Spring ES Addition	LP			LP
38	Y	DuFief ES Addition/Facility Upgrades	LP			LP
39	Y	Gaithersburg Cluster ES #8	LP			LP
40	Y	Northwood HS Addition/Facility Upgrades	LP			LP
41	Y	Charles W. Woodward HS Reopening	LP			LP
		TOTAL	**578,307**	**457,247**	**7,279**	**113,781**

Chapter 2
The Planning Environment

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

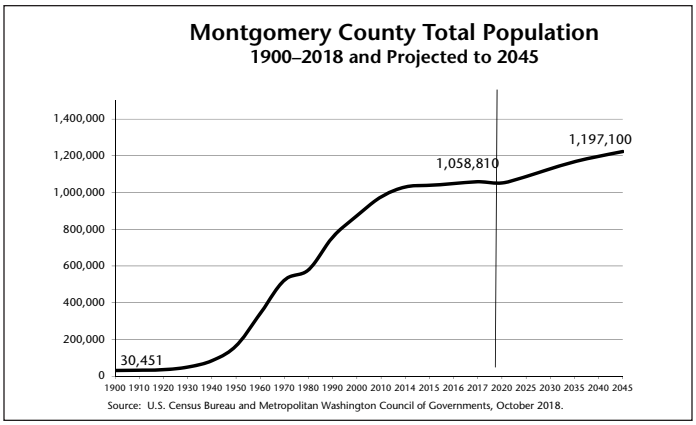
Enrollment growth since 2008 has been particularly strong. Enrollment grew by 23,847 students from the 2008–2009 to the 2018–2019 school year, an average of 2,385 students each year. Preliminary enrollment for the 2018–2019 school year totals 163,213 students, an increase of 1,667 students from the previous school year. Total school system enrollment is projected to increase by another 11,109 students by the 2024–2025 to school year 174,322, or approximately 1,851 students per year.

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

Community Trends

Population

Montgomery County's overall population is growing and diversifying. According to U.S. Census Bureau estimates, the County's total population has increased by 185,469 people, or 17.5%, since 2000, from 873,341 to 1,058,810 people. A significant share of the county's population increase has resulted from resident births outnumbering deaths by more than 2 to 1. Since 2000, there have been 239,289 births compared to 101,157 deaths in the county, for a net natural population increase of 138,132 residents, accounting for 74% of the county's overall population increase. Immigration from outside the United States also is contributing to population growth, and in recent years has countered the outflow of residents to other places. Since 2010, international migration is estimated to have contributed 73,441 residents while domestic migration resulted in a loss of 38,834 residents, netting 34,607 new residents. In 2016, one third of the County's population was born outside of the U.S.



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

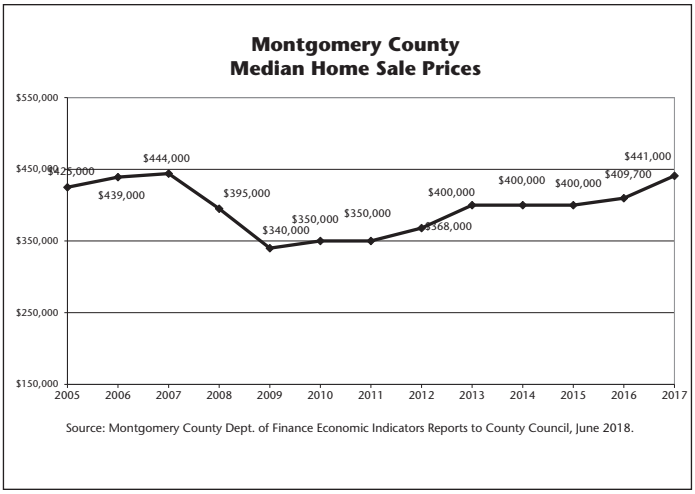
Economy

The most recent economic event is commonly known as the "Great Recession." This deep recession officially lasted nearly two years, beginning in December 2007 and ending in June 2009. Even after the official end of the recession, the economy remained weak and job growth was slow for several more years. Compared to other parts of the nation, 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, the County's peak unemployment was six percent in January of 2010. By December 2015, the national unemployment rate dropped to five percent and Montgomery County's rate to 3.4 percent.

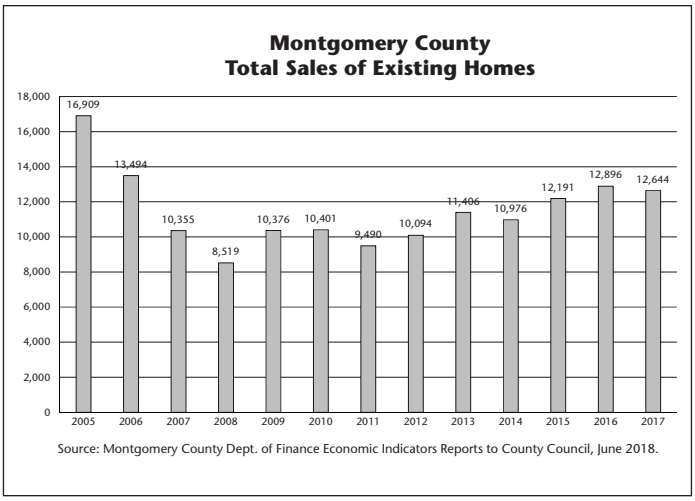
The recession's impact and recovery also is evident in the county housing market. The weakest year for new residential starts was 2009, when 966 units began construction. In 2017, there were an estimated 1,637 building permits for new housing. In the resale market, the weakest year was 2008, when 8,519 existing homes were sold. By 2017, 12,644 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. That figure dropped to $340,000 in 2009, but sales prices have gradually risen since the start of the recession, and stood at $441,000 in 2017.

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

- First, households that experienced job losses in other parts of the country moved to Montgomery County for better job prospects or to share housing with those who live here, putting pressure on MCPS enrollment.
- Second, because of reduced opportunities for employment outside the county, there was less out-migration



Source: Montgomery County Dept. of Finance Economic Indicators Reports to County Council, June 2018.



Source: Montgomery County Dept. of Finance Economic Indicators Reports to County Council, June 2018.

than is typical. Out-migration has moderated enrollment increases in the past by offsetting in-migration. During the recession, net migration to the county increased, raising MCPS enrollment levels.

- Third, decreases in the value of county housing placed many homeowners "under water" in mortgage debt. Consequently, households who might have moved were forced to stay put. This, too, resulted in less out-migration than in-migration.
- Fourth, many families that previously enrolled their children in private schools were forced to rethink this financial expense. There was a marked increase in students enrolling in MCPS from area private schools.

Master Plans & Housing

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

In the past, county development has been characterized by a separation of residential and commercial uses. Today, a desire to mix land uses and concentrate denser development in transit accessible hubs is guiding new master and sector plans. In addition, reduced availability of land for residential development has spurred infill and redevelopment of older housing and/or other structures. Higher housing densities than seen in the past will characterize the future housing stock and accommodate our growing population. Overall, today's land use planning promotes the urbanization of transportation corridors.

Recently adopted master and sector plans include those for the Grosvenor-Strathmore Metro station area and Downtown Bethesda. In 2016, the Montgomery Village Master Plan and Westbard Sector Plan were adopted. These plans provide for the development of new mid-rise and high-rise multi-family housing, which are expected to contribute additional students to the school system. MCPS participates in county and city land use planning to ensure impacts on enrollment are considered and future school sites are identified. (See Appendix C-1 for further information on the role of MCPS in land use planning.) Moreover, MCPS monitors housing activity in all school service areas through close coordination with the Montgomery County Planning Department, and comparable plan review departments in the cities of Gaithersburg and Rockville. In addition, MCPS collaborates with county agencies to measure the student yield of different types of housing once it is built.

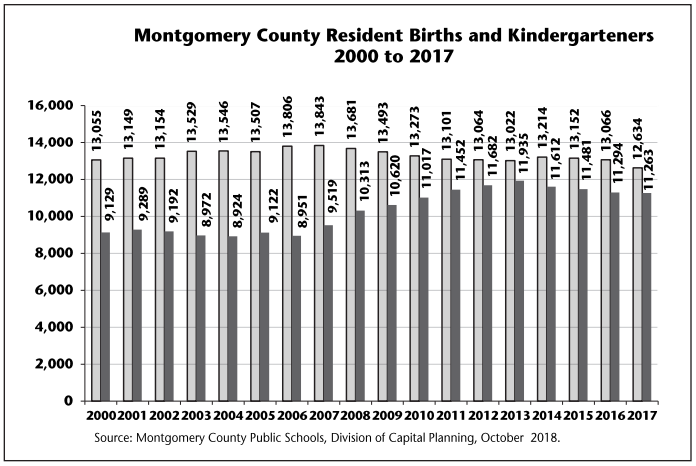
Subdivision Staging Policy

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

Results of the FY 2019 school test are available in the detailed tables in Appendix D. Additional information on the role of MCPS with respect to the Subdivision Staging Policy can be found in Appendix C-1. The FY 2019 school test became effective July 1, 2018 and was based on the enrollment projections in this document and capital projects approved by the County Council in May 2018.

Student Population Trends

Resident births, the aging of the student population, and migration all affect student enrollment trends. Any given year's resident births translate into MCPS's incoming Kindergarten class five years later. While birth rates have held relatively steady over time, they declined by one to two percent each year during the onset of the 2008 recession. Meanwhile, Kindergarten enrollments as a share of births grew during the recession years, and have yet to show a declining trend despite economic recovery. Since 2000, there have been an average of just over 13,000 births annually, and an average of just over 10,000 Kindergarteners annually. Over the same period, Kindergarten class enrollees as a percentage of annual county resident births has ranged from 70 to 87 percent, with the highest percentage occurring in 2013. In 2016, the Kindergarten class represented 86% of 2011 county resident births.



Source: Montgomery County Public Schools, Division of Capital Planning, October 2018.

The movement up through the grades by students, termed the "aging of the student population," is the second driver of enrollment change. When the size of the kindergarten class is larger than that of Grade 12, then there is a natural increase in total enrollment from one year to the next. During the 2016–2017 school year, there was a difference between the two grades of 247 students. Therefore, in the 2017–2018 school year, a small portion of the one-year increase in enrollment of 2,536 students was caused by existing students aging up, as Grade 12 students exiting the system were replaced by a larger group of kindergarten students entering it. During the next six years, kindergarten cohorts are projected to decrease relative to Grade 12 cohorts, which will eliminate this source of enrollment growth.

Migration, the third driver of enrollment change, can significantly fluctuate with economic conditions and international events, each of which can be volatile and difficult to predict. Records of MCPS student entries and withdrawals show that typically 12,000 to 13,000 new students enter the system each year, while some number of students exit the system each year. In the past decade, migration-related entries into MCPS have greatly exceeded withdrawals, resulting in annual net increases in enrollment. Between the 2016–2017 and 2017–2018 school years, in-migration added nearly 2,950 students from outside the system.

Student Diversity

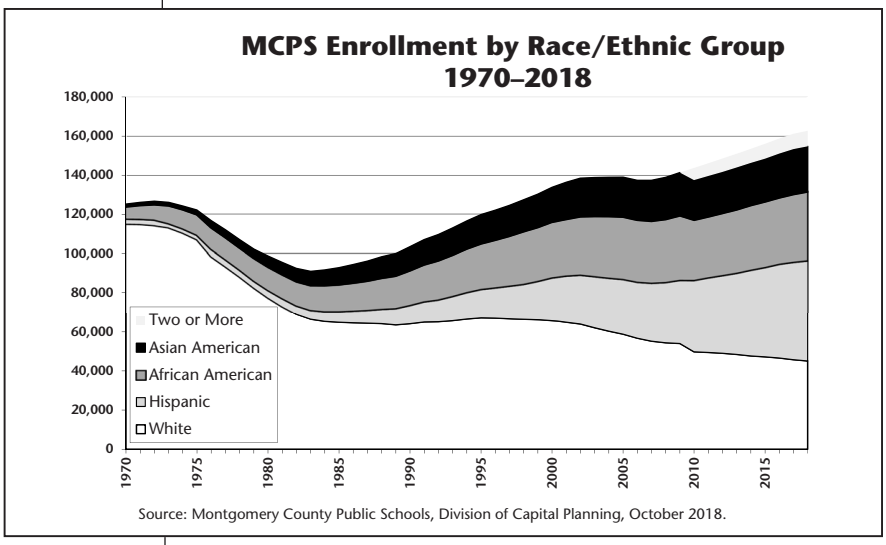
Records of county resident births show a levelling off in the numbers of births in each race/ethnic group. This is in contrast to large declines, from 1990 to 2010, in the number of White, non-Hispanic births and large increases in births of other race/ethnic groups. In the past few years, White, non-Hispanic 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 September 30, 2018, total enrollment is 163,123 students. Of the total enrollment, 22 percent of students are now African American, 14 percent are Asian, 31 percent are Hispanic, 28 are percent White, non-Hispanic, and less than five percent are two or more races, Native Hawaiian/Pacific Islander, or American Indian/Alaskan Native.

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

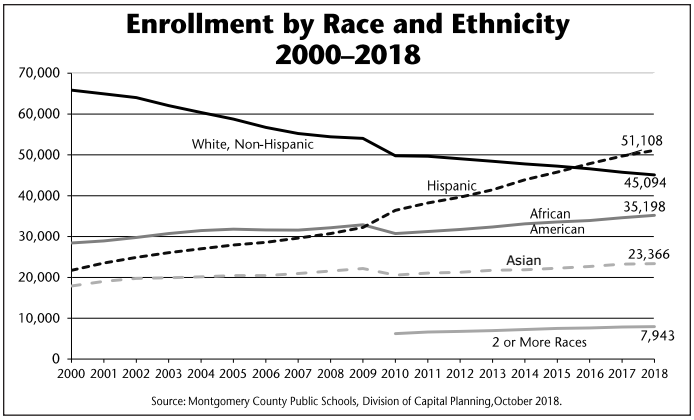
Also shown are enrollments in the four major racial and ethnic groups over the past decade. Not shown in the charts is enrollment in the "two or more races" category, just recently established in 2010. However, it can be seen that the addition of this category resulted in a dip in enrollment in 2010 in White, non-Hispanic, African American, and Asian students, as some identified with the "two or more races" category. (See Appendices A-3 and A-4 for trends in enrollment by race and ethnic group.)

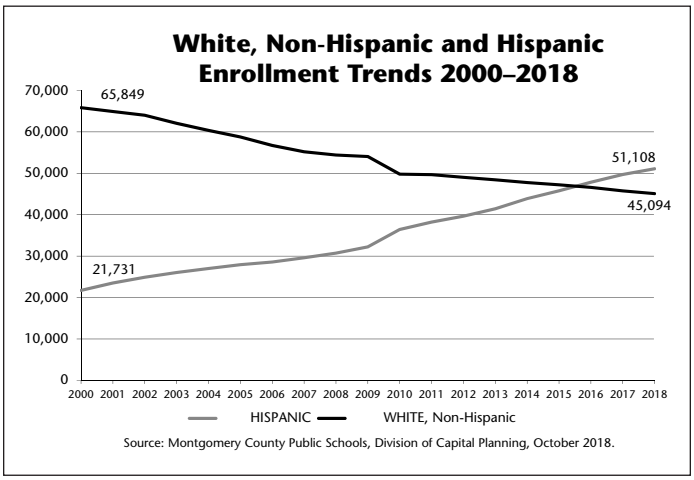
Student participation in the federal Free and Reduced-price Meals System (FARMS) Program is the school system's primary measure of student socioeconomic levels. In the 2017–2018 school year, 35.1 percent of students participated in the FARMS Program. Participation has been rising over the past several years. In 2005, 22.0 percent of students participated in the program. By 2015, 34.9 percent of students participated, an increase of 23,822 students.

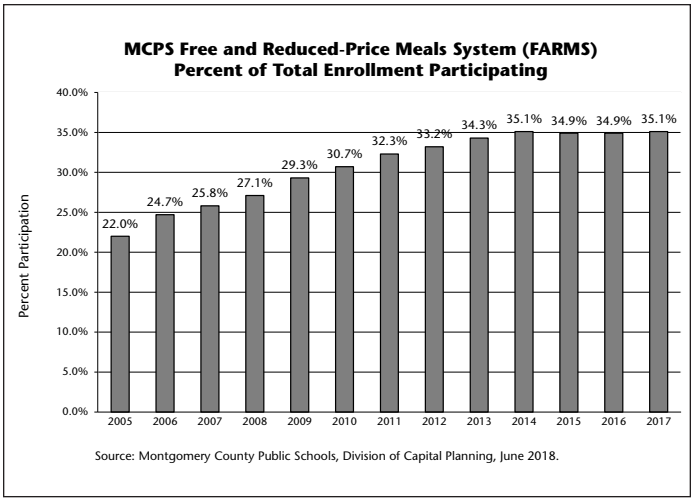


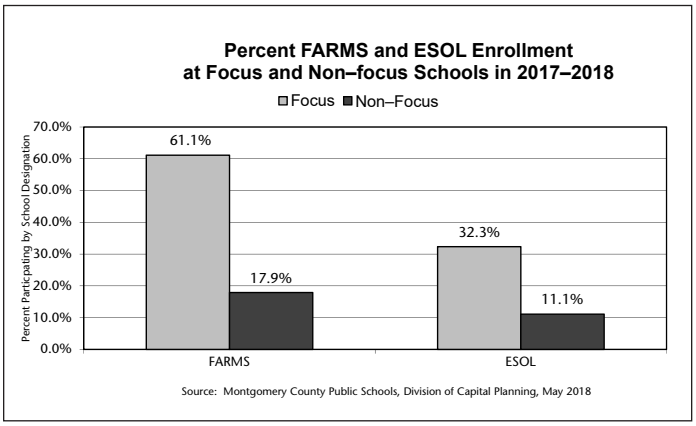
Source: Montgomery County Public Schools, Division of Capital Planning, October 2018.

Student enrollment in the English for Speakers of Other Languages (ESOL) Program is a measure of student ethnic and language diversity. In the current school year, 17.4 percent of students receive ESOL services. As the school system has diversified over time, this percentage has grown. In 2005,







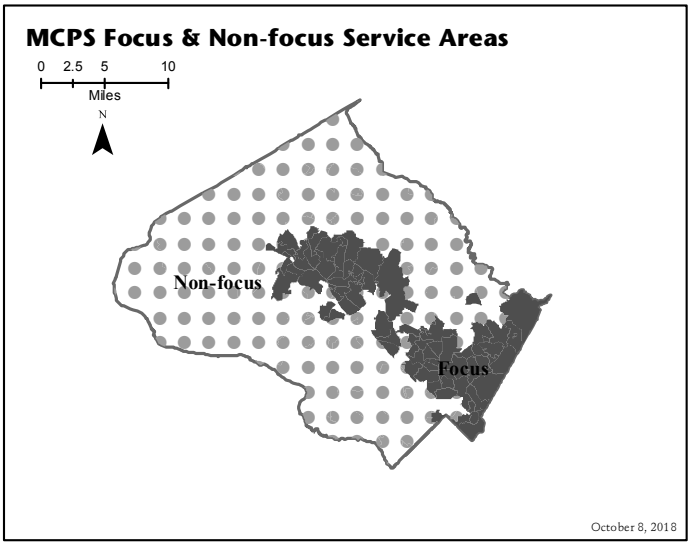


9.7 percent of students were in the ESOL Program and by 2015, this share had grown to 14.4 percent. ESOL students represent 156 countries of origin and speak an estimated 132 different languages. Although immigration to the United States has been steady for many years and does contribute program participants, the share of ESOL students born in the United States has been increasing. U.S.-born students make up approximately 65 percent of ESOL enrollment.

Focus and Non-focus Elementary Schools

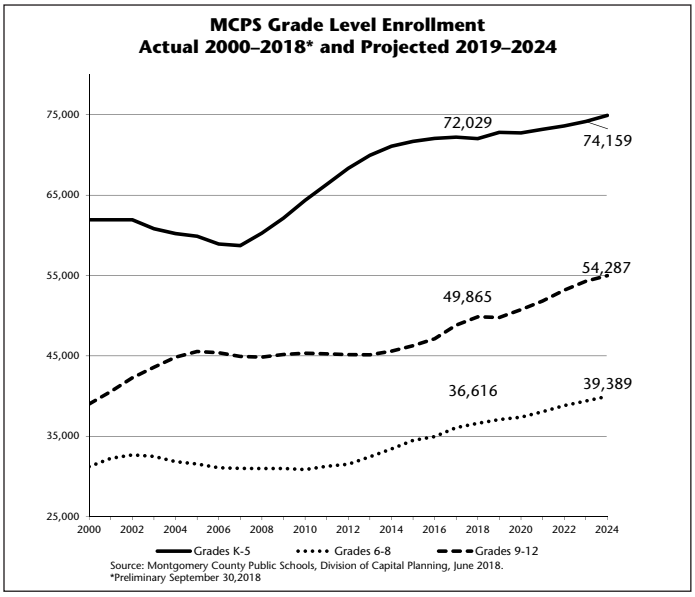
For the 2018–2019 school year, there are 64 focus elementary schools (including upper schools in the case of paired schools) and 70 non-focus elementary schools. Focus schools have reduced class-sizes in Grades K–2 in order to address student needs and prepare the students for success in later grade levels. The 2018 demographic composition of focus and non-focus schools is compared in the accompanying charts.

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



MCPS Enrollment Forecast

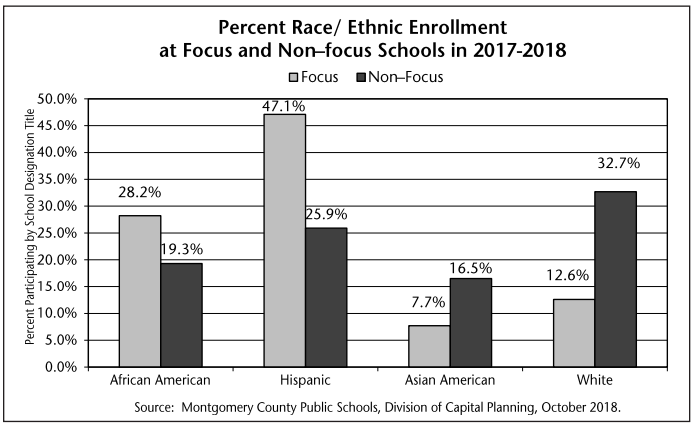
The school enrollment forecasts are based on county births, aging of the current student population, and migration patterns. As county births increased through 2007, more kindergarten students entered MCPS. The advent of full-day kindergarten, countywide since 2006 also has been a factor in kindergarten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

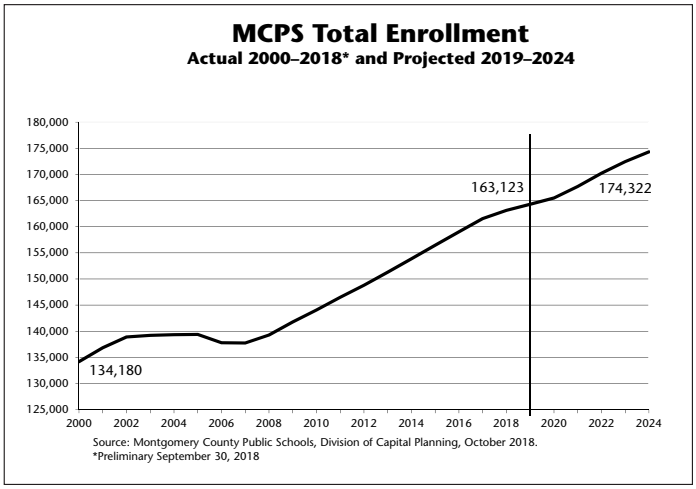


Summary

The last major period of enrollment increases at MCPS occurred during the 1950s, 1960s, and early 1970s, when children from the Baby Boom era, born between 1946 and 1964, enrolled in schools. Enrollment from this wave of growth peaked in 1972, at 126,912 students. Thereafter, the so-called Baby Bust era saw births decline and MCPS enrollment decrease to a low of 91,030 students in 1983. Since 1983, a much greater "baby boom" has occurred in the county. During the official Baby Boom years, the highest birth year in Montgomery County was 1963 when there were 8,461 resident births. The current baby boom in the county significantly surpasses this figure with births above 13,000 in recent years. Contributing to enrollment increases is the movement of households into the county from other parts of the world and the reduction in out-migration of households in recent years.

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 2018–2019 school year, MCPS operates 134 elementary schools, 40 middle schools, 25 high schools, one career and technology high school, one alternative program with two satellite locations, and five special program centers. Since 1983, MCPS has opened 35 elementary schools, 19 middle schools, and 6 high schools. During the next six years, additional school capacity will be added through new school openings, major capital projects, and classroom additions.





Chapter 3
Facility Planning Objectives

MCPS Vision, Mission, and Core Values

The *FY 2020 Capital Budget and Amendments to the FY 2019–2024 Capital Improvements Program (CIP)* is closely aligned with the school system Vision Mission, and Core Values. The vision states—we inspire learning by providing the greatest public education to each and every student. While the mission states—every student will have the academic, creative problem solving, and social and emotional skills to be successful in college and career. Our work is guided by five core values:

- Learning
- Relationships
- Respect
- Excellence
- Equity

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

In addition to the strategic planning framework, Board of Education Policy FAA, *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. Major Capital Projects
5. System Infrastructure Projects
6. Technology Modernization Project

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

- Priority #1—Compliance Projects. This includes funding to address mandates, including *Americans with Disabilities Act* (ADA), asbestos abatement, fire safety upgrades, storm water discharge, water quality management, and Washington Suburban Sanitary Commission (WSSC) requirements. These projects must be completed in a timely fashion to 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—Major Capital Projects. Funding in this area is important to sustain and upgrade building systems and address programmatic and capacity needs in schools.
- Priority #5—System Infrastructure. Funding in this area provides for facilities important to the operation of schools, including transportation depots, maintenance depots, the warehouse, and the upgrading of food services equipment.
- Priority #6—Technology Modernization. Funding in this area enables computers and technology to be upgraded periodically so that student learning is supported by up-to-date technologies.

Educational Facilities Planning Policy Guidance

On September 24, 2018, the Board of Education adopted revisions to Policy FAA, *Educational Facilities Planning*, 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 Q for Policy FAA and Regulation FAA-RA.

Preferred Range of Enrollment

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

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

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

School Capacity Calculations

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

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

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

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

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

School Facility Utilization

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

School Site Size

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

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

Facility Planning Objectives

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

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

OBJECTIVE 2: Meet long-term and interim space needs

OBJECTIVE 3: Sustain and upgrade facilities

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

OBJECTIVE 5: Support multipurpose use of schools

OBJECTIVE 6: Meet space needs of special education programs

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

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

Several educational program initiatives require more classroom and support space. These initiatives include the reduction in class sizes in Grades K–2 for the 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.

2018–2019 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 2018–2019 school year.

Class Size Reductions

In the 2000–2001 school year, the Board of Education began a three-year initiative to reduce class size in the primary grades as a key component of the Early Success Performance Plan. Over a three-year period, class size in Grades K–2 in the focus schools most heavily impacted by poverty and language deficiency were reduced for the full instructional day to an average of 17 students per teacher in Grades 1–2 and 15 students per teacher in full-day kindergarten. (See chart on page 3-3.) Reducing class sizes in Grades K–2 had a dramatic impact on utilization levels in elementary schools, creating the need for additional classrooms to accommodate the increased number of teaching positions. Beginning in FY 2012, the staffing guidelines for the focus schools increased to an average of 18 students per teacher in Grades K–2. Beginning in FY 2015, Fields Road Elementary School became a focus school and received staffing to reduce class sizes in Grades K–2. Beginning in FY 2015, Great Seneca Creek Elementary School became a focus school and received staffing to reduce class sizes in Grades K–2. Beginning in FY 2018, Germantown Elementary School became a focus school and received staffing to reduce class sizes in Grades K–2.

Head Start and Prekindergarten Programs

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

Signature and Academy Programs

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

Information Technologies

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

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

and a cloud-based learning platform that enhances creativity and collaboration in the classroom. These technologies also are critical for implementing online testing.

OBJECTIVE 2: Meet Long-term and Interim Space Needs

Montgomery County has demonstrated a strong commitment to providing sufficient school facilities. Funding capital improvements has been a challenge since 1983 when enrollment began to rise sharply. MCPS enrollment is now 72,093 students greater than it was in 1983, and 34 elementary schools, 19 middle schools, and 6 high schools have been constructed. Numerous additions to existing schools also have been constructed to accommodate the growth in enrollment. This year, MCPS is operating a total of 206 school facilities, including: 134 elementary schools, 40 middle schools, and 25 high schools; 1 career and technology high school; 5 special education schools; 1 alternative education center with two satellite centers.

Long-term Space Needs

A continued commitment to capital projects for the next six years is necessary to address overdue space needs and keep up with rising enrollment. This year's preliminary school enrollment is 163,123 students. Enrollment is projected to be 174,322 students by 2024. 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 2020 Capital Budget and Amendments to the FY 2019–2024 Capital Improvements Program Summary Table" (page 1–5).

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

- Determine if space is available at adjacent or nearby schools and reassign students to a school(s) with space available;
- Consider an addition at the school to accommodate the enrollment if possible. If the school cannot be expanded to accommodate the projected enrollment, additions could be considered at nearby schools and students reassigned to these schools. For a classroom addition to be considered for funding at an individual school, the following thresholds need to be met:
  - Elementary school—the enrollment needs to exceed capacity by four classrooms or more (a minimum of 92 seats) in the sixth year of the CIP period
  - Middle school—enrollment needs to exceed capacity by six classrooms or more (a minimum of 150 seats) in the sixth year of the CIP period
  - High school—enrollment needs to exceed capacity by eight classrooms or more (a minimum of 200 seats) in the sixth year of the CIP period
- Consider the opening of a new school if reassignments and increasing capacity of existing schools is not sufficient to address the projected enrollment. Expanding schools to their maximum core capacity is considered before the opening of a new school. A new elementary school may be considered if the cluster wide deficit of space exceeds 500–600 seats. A new middle school may be considered if deficits of space exceed 800 seats or in one or more clusters. For a new high school, the deficit would need to exceed approximately 1600 seats in one or more clusters.

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

To address growing enrollment in the county, the *FY 2020 Capital Budget and Amendments to the FY 2019–2024 CIP* includes funds for five new schools that are listed below:

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

In addition to new school openings, classroom addition projects are planned to address overutilization at schools. Planning and/or construction funds are planned for 27 addition projects as part of the Amended FY 2019–2024 CIP. All capital projects are listed on the following table, along with the number of rooms in the projects, and the completion dates. Prior to requesting funding for a project, facility planning funds are requested to conduct a feasibility study to determine the feasibility, scope, and cost for the project.

Number of Additional Rooms Planned—Capital Projects

School	Number of Rooms Planned*	Completion Date
Ashburton ES Addition	4	9/19
Clarksburg Cluster Elementary School (Clarksburg Village Site #2)	37	9/19
S. Christa McAuliffe ES Addition	10	9/19
Thomas W. Pyle MS Addition	14	9/20
Montgomery Knolls ES Addition	4	9/20
Pine Crest ES Addition	9	9/20
Takoma Park MS Addition	16	9/21
Walt Whitman HS Addition	27	9/21
Col. E. Brooke Lee MS Addition/ Facility Upgrade	21	9/21
Parkland MS Addition	12	9/21
Piney Branch ES Addition	5	9/21
Clarksburg Elementary School #9	37	9/22
Cresthaven ES Addition	11	9/22
DuFief ES Addition/Facility Upgrades	14	9/22
Gaithersburg Elementary School #8	39	9/22
John F. Kennedy HS Addition	18	9/18
Ronald McNair ES Addition	6	9/22
Roscoe Nix ES Addition	11	9/22
Silver Spring International MS Addition	15	9/22
Woodlin ES Addition/Facility Upgrade	8	9/22
Crown Farm High School	112	TBD
Highland View ES Addition	10	TBD
Lake Seneca ES Addition	12	TBD
Thurgood Marshall ES Addition	6	TBD
Northwood HS Addition	49	TBD
Woodward HS Reopening	118	TBD

*The number of rooms includes classrooms that are being added with new construction. These rooms include teaching stations that are counted in capacity as well as teaching stations in the elementary schools that are not counted in the capacity (art, music, and the dual purpose room), October 2018.

An FY 2019 appropriation for facility planning was approved as part of the FY 2019–2024 CIP to conduct a capacity study for the Bethesda-Chevy Chase Cluster elementary schools.

An FY 2020 appropriation is recommended as part of the Amended FY 2019–2020 CIP to conduct feasibility studies for possible additions at the following schools:

- Cloverly Elementary School
- John T. Baker Middle School
- Francis Scott Key Middle School
- Oak View Elementary School
- William T. Page Elementary School

In addition, a capacity study is recommended for the elementary schools in the Watkins Mill cluster to evaluate the space deficits in the cluster, and as well as look to adjacent clusters to address the overutilization issues in the cluster.

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 below lists the schools to be completed in the six-year CIP period and the number of rooms being added as part of the projects.

Number of Additional Rooms Planned–Revitalization/Expansion Projects

School	Number of Rooms Planned*	Completion Date
Seneca Valley HS	56	9/20
Luxmanor ES	10	1/20
Maryvale ES	3	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 2018–2019 school year, over 9,500 students attend class in 414 relocatable classrooms. This number does not include relocatable classrooms used for daycare, to stage construction on site at schools, or relocatables located at holding facilities and other facilities throughout the school system.

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

Non-Capital Actions

A boundary study was conducted in spring 2018 for Clarksburg Cluster Elementary School (Clarksburg Village Site #2) to create the service area for the new school. The scope of the study included Cedar Grove and Wilson Wims elementary schools. The superintendent of schools released his recommendation as part of the FY 2020 Capital Budget and Amendments to the FY 2019–2024 CIP, with Board of Education action scheduled for November 27, 2018. The boundary recommendation is available on the MCPS web site at the following link: *http://gis.mcpsmd.org/cipmasterpdfs/Supplement_A_Amended_FY2019-2024.pdf*

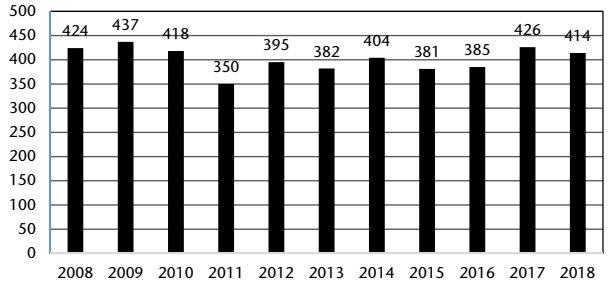
A boundary study is approved to explore the reassignment of Clarksburg and Northwest high school students to Seneca Valley High School. As part of the boundary study, middle school articulation patterns in the Seneca Valley Cluster will be reviewed in order to evaluate utilizations and articulation patterns, therefore Roberto Clemente and Martin Luther King, Jr. middle schools will participate in the boundary study. In order to minimize split articulations among the three clusters, the superintendent recommends expanding the scope of the boundary study to include all of the middle schools in the Clarksburg and Northwest clusters in addition to the middle schools in the Seneca Valley Cluster. The boundary study will begin in late fall/early winter 2018 with Board action scheduled in November 2019.

A boundary study is recommended for Forest Knolls, Montgomery Knolls, and Pine Crest elementary schools to relieve the overutilization at Forest Knolls Elementary School. The scope of the boundary school will include the three elementary schools as well as the middle school articulation to Eastern and Silver Spring International middle schools for these three elementary schools. The boundary study will occur in spring 2019 with Board of Education action scheduled for November 2019.

OBJECTIVE 3: Sustain and Upgrade Facilities

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

NUMBER OF RELOCATABLES
Classrooms in Use at Schools



The Board of Education, superintendent of schools, and school community also recognize that even well-maintained facilities eventually reach the end of their useful life span and require upgrade to the infrastructure building systems and the need to address programmatic needs. Moving forward, the school system has developed a new system to assess all schools utilizing the Key Facilities Indicators (KFI) to identify schools for a possible major capital project. Once a school is identified for a major capital project, the scope for the project will be identified based on the individual building system and programmatic and capacity needs for each school. The following schools have been identified for a major capital project and the project scopes will be determined during the 2018–2019 school year:

- Burnt Mills Elementary School
- Stonegate Elementary School
- South Lake Elementary School
- Neelsville Middle School
- Damascus High School
- Col. Zadok Magruder High School
- Poolesville High School
- Thomas S. Wootton High School

An FY 2020 appropriation is recommended to begin the planning for these projects. Completion dates will be determined in a future CIP.

In addition to these schools, the scope of the Woodlin Elementary School addition projection has been expanded to upgrade the building system infrastructure and programmatic needs of the school.

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

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

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

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

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

OBJECTIVE 5: Support Multipurpose Use of Schools

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

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

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

Linkages to Learning Projects	Completion Date
Maryvale ES	January 2020
Col. E. Brooke Lee MS	September 2021
Cresthaven ES/Roscoe Nix ES	September 2022
Gaithersburg ES #8	September 2022
Silver Spring International MS	September 2022

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

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

In spring 2006, the School-based Wellness Center Planning Group was convened. The planning group was charged with describing the services that would be offered at wellness centers at high schools and to identify criteria and a decision-making process for prioritizing schools sites for wellness centers. As a

result of the work of the planning group, School-based Wellness Centers (SBWC) have opened at several high schools. The table below shows the schools that have SBWC and the opening date:

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

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

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

OBJECTIVE 6: Meet Special Education Program Space Needs

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

MCPS chooses locations for special education programs by focusing on the delivery of services in the student's home school or in the school as close as possible to the student's home. The location of programs enables students with disabilities to receive special education services within the school, cluster, 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. 119 elementary schools will be designated as Home School Model Schools for the 2018–2019 school year. (See Appendix P for a description of the Home School Model program.)
- Learning and Academic Disabilities (LAD) Services and transition services are provided in all secondary schools.
- Special education services are available in quad clusters or regionally for students who are recommended for the following services:
  - Augmentative and Alternative Communication Services
  - Autism Spectrum Disorders Services
  - Autism Resource Services
  - Aspergers Services
  - Bridge Services
  - Elementary Physical Disabilities Services
  - Elementary Learning Center
  - Extensions (upcounty and downcounty)
  - Gifted and Talented/Learning Disabled Program (secondary school level)
  - Infants and Toddlers Program
  - Learning for Independence (LFI) Program
  - Preschool Education Program (PEP)
  - Prekindergarten Language Classes
  - School/Community-based (SCB) Program
  - Social Emotional Support Services
  - Longview and Stephen Knolls
- Special education services are countywide for students in need of the following programs:
  - Carl Sandburg Learning Center
  - Deaf and Hard-of-Hearing Services
  - Gifted and Talented/Learning Disabled Program (elementary school level)
  - Preschool Vision Class
  - John L. Gildner Regional Institute for Children and Adolescents (RICA)
  - Rock Terrace School

Birth through 5 Years of Age Special Education Growth

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

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

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

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 2020 Capital Budget and Amendments to 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. Appendix U includes the maps for each cluster, special education centers, and other educational centers.

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

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

Following the narrative discussion of planning activities is a table labeled "Capital Projects" that summarizes all capital projects for that cluster or consortium. Five types of projects are identified under the "Type of Project" column. The types of projects are as follows:

- "Approved"— Project has an FY 2019 appropriation for planning or construction funds approved in the FY 2019–2024 CIP.
- "Programmed"—Project has expenditures programmed in a future year of the CIP for planning and/or construction funds.
- "Proposed"—Project has facility planning funds recommended or approved for a feasibility study.
- "Recommended"—Project has an FY 2020 appropriation for planning recommended in the amended 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 2028 and 2033 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 affect capacity within any given year. To assist readers, a glossary of abbreviations and terms used in the tables and notes is included on the previous page. A second table, titled "Demographic Characteristics of Schools," shows the

AAC—Augmentative and Alternative Communication

Add.—Addition

AUT—Autism Spectrum Disorders

BRIDGE—Bridge services

CSR—Class size reduction

DCC—Downcounty Consortium

DHOH—Deaf and Hard of Hearing

ELC—Elementary Learning Center

ESOL—English for Speakers of Other Languages

GT/LD—Gifted and Talented/Learning Disabled

HS—Head Start

HSM–Home school model

LAD—Learning and Academic Disabilities

LANG—Speech/Language Services

LFI—Learning for Independence

LTL—Linkages to Learning

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

MSMC—Middle School Magnet Consortium

NEC—Northeast Consortium

PD—Physical Disabilities class

PEP—Preschool Education Program

pre-K—# of sessions of prekindergarten

pre-K Lang—Prekindergarten language class

Reg. Sec.—Regular secondary classroom

Reg. Elem.—Regular elementary classroom

Rev/Ex—Revitalization/Expansion

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

SBHC—School-based Health Center

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

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

SLSS—Social and Emotional Support Services

SBWC—Wellness Center

TBD—To be determined

TS—# of Teaching Stations

VIS—Preschool or secondary Vision Services

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 2018–2019)" reflects detailed program capacity information for each school, along with special education program information. The final table, titled "Facilities Characteristics of Schools 2018–2019," shows facility information for each school.

Cluster Articulation for 2018–2019 School Year

BETHESDA-CHEVY CHASE CLUSTER

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

WINSTON CHURCHILL CLUSTER

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

CLARKSBURG CLUSTER

Clarksburg HS (9–12)
- Neelsville MS (6–8) *(shared with Watkins Mill Cluster)**
  - Capt. James E. Daly ES (pre-K–5)
  - Fox Chapel ES (pre-K–5)
- Rocky Hill MS (6–8)
  - Clarksburg ES (K–5)
  - William B. Gibbs, Jr. ES (pre-K–5)
  - Little Bennett ES (K–5)
- Hallie Wells MS (6–8) *(shared with Damascus Cluster)**
  - Cedar Grove ES (K-5)*
  - 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)
- 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)
  - Bayard Rustin ES (K–4) (5th grade class will be added in school year 2019-2020) (Chinese Immersion K–5)
  - Twinbrook ES (HS and pre-K–5)

Cluster Articulation for 2018–2019 School Year

NORTHEAST CONSORTIUM

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

NORTHWEST CLUSTER

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

POOLESVILLE CLUSTER

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

QUINCE ORCHARD CLUSTER

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

ROCKVILLE CLUSTER

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

SENECA VALLEY CLUSTER

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

SHERWOOD CLUSTER

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

WATKINS MILL CLUSTER

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

WALT WHITMAN CLUSTER

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

THOMAS S. WOOTTON CLUSTER

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

OTHER EDUCATIONAL FACILITIES

Additionally, Montgomery County Public Schools operates the following facilities:
- Thomas Edison High School of Technology
- Blair G. Ewing Center @ Avery
- Blair G. Ewing Center @ Cloverleaf
- Blair G. Ewing Center @ Plum Orchard
- Stephen Knolls School
- Longview School
- RICA—Regional Institute for Children and Adolescents
- Rock Terrace School
- Carl Sandburg Learning Center

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

CLUSTER PLANNING ISSUES

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

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

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

Planning Study: Projections indicate that enrollment will exceed capacity by more than 92 seats at Bethesda, Rock Creek Forest, and Somerset elementary schools by the end of the six-year at planning period. A study is approved to explore all possible solutions to add elementary capacity in the Bethesda-Chevy Chase Cluster. A Site Selection Committee was held in spring 2018, to identify possible sites for a new elementary school in the Walter Johnson Cluster. The projected space deficits at the elementary school level in the cluster are not sufficient to recommend a new elementary school for the Walter Johnson Cluster at this time. Given that the adopted CIP includes a capacity study for the elementary schools in the Bethesda-Chevy Chase Cluster, the superintendent recommends expanding the capacity study to explore possible solutions that would include the elementary schools in both the Bethesda-Chevy Chase and Walter Johnson clusters. Once the capacity study is complete, a recommendation to address the overutilization at the elementary school level in both clusters will be included for consideration in the next CIP. The revitalization/expansion project for Luxmanor Elementary School includes additional capacity to allow for the reassignment of students to address a portion of the overutilization at the elementary school level in the Walter Johnson Cluster. A boundary study will be considered once the capacity study is complete in order to make holistic decisions for all of the elementary schools in both the Bethesda-Chevy Chase and Walter Johnson clusters.

SCHOOLS

Bethesda Chevy Chase High School

Capital Project: Enrollment increases at the cluster elementary schools and at Westland Middle School reached the high school. An addition project to accommodate the space deficit opened in September 2018. An FY 2019 appropriation was approved to install artificial turf as part of the addition project.

Bethesda Elementary School

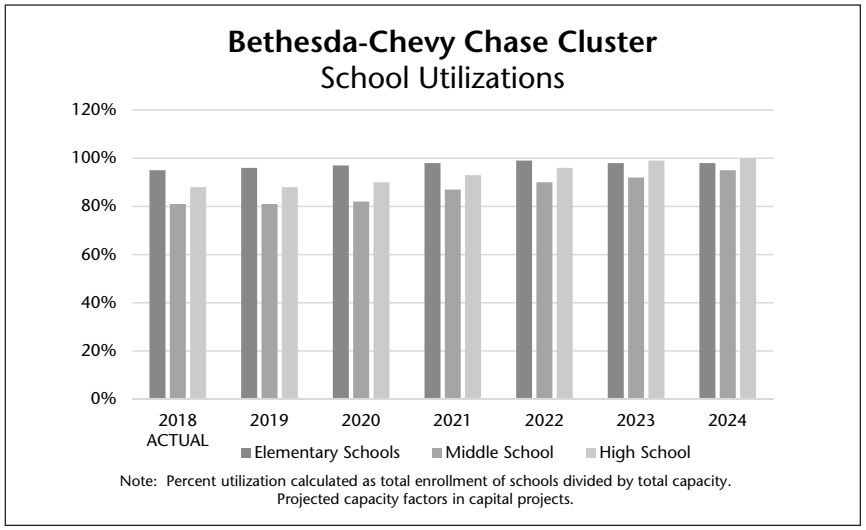
Planning Study: Projections indicate that enrollment will exceed capacity by more than 92 seats at Bethesda, Rock Creek Forest, and Somerset elementary schools by the end of the six-year at planning period. A study is approved to

Bethesda-Chevy Chase Cluster Articulation*

Bethesda-Chevy Chase High School

Silver Creek MS	Westland MS
Rosemary Hills ES (pre-K-2)	Bethesda ES (K-5)
Chevy Chase ES (3-5)	Rock Creek Forest ES (K-5)***
North Chevy Chase (3-5)	Somerset ES (K-5)
Rock Creek Forest ES (K-5)**	Westbrook ES (K-5)

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



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

explore all possible solutions to add elementary capacity in the Bethesda-Chevy Chase Cluster. A Site Selection Committee was held in spring 2018, to identify possible sites for a new elementary school in the Walter Johnson Cluster. The projected space deficits at the elementary school level in the cluster are not sufficient to recommend a new elementary school for the Walter Johnson Cluster at this time. Given that the adopted CIP includes a capacity study for the elementary schools in the Bethesda-Chevy Chase Cluster, the superintendent recommends expanding the capacity study to explore possible solutions that would include the elementary schools in both the Bethesda-Chevy Chase and Walter Johnson clusters. Once the capacity study is complete, a recommendation to address the overutilization at the elementary school level in both clusters will be included for consideration in the next CIP. The revitalization/expansion project for Luxmanor Elementary School includes additional capacity to allow for the reassignment of students to address a portion of the overutilization at the elementary school level in the Walter Johnson Cluster. A boundary study will be considered once the capacity study is complete in order to make holistic decisions for all of the elementary schools in both the Bethesda-Chevy Chase and Walter Johnson clusters.

Chevy Chase Elementary School

Planning Study: Projections indicate that enrollment will exceed capacity by more than 92 seats at Bethesda, Rock Creek Forest, and Somerset elementary schools by the end of the six-year at planning period. A study is approved to explore all possible solutions to add elementary capacity in the Bethesda-Chevy Chase Cluster. A Site Selection Committee was held in spring 2018, to identify possible sites for a new elementary school in the Walter Johnson Cluster. The projected space deficits at the elementary school level in the cluster are not sufficient to recommend a new elementary school for the Walter Johnson Cluster at this time. Given that the adopted CIP includes a capacity study for the elementary schools in the Bethesda-Chevy Chase Cluster, the superintendent recommends expanding the capacity study to explore possible solutions that would include the elementary schools in both the Bethesda-Chevy Chase and Walter Johnson clusters. Once the capacity study is complete, a recommendation to address the overutilization at the elementary school level in both clusters will be included for consideration in the next CIP. The revitalization/expansion project for Luxmanor Elementary School includes additional capacity to allow for the reassignment of students to address a portion of the overutilization at the elementary school level in the Walter Johnson Cluster. A boundary study will be considered once the capacity study is complete in order to make holistic decisions for all of the elementary schools in both the Bethesda-Chevy Chase and Walter Johnson clusters.

North Chevy Chase Elementary School

Planning Study: Projections indicate that enrollment will exceed capacity by more than 92 seats at Bethesda, Rock Creek Forest, and Somerset elementary schools by the end of the six-year at planning period. A study is approved to explore all possible solutions to add elementary capacity in the Bethesda-Chevy Chase Cluster. A Site Selection Committee was held in spring 2018, to identify possible sites for a new elementary school in the Walter Johnson Cluster. The projected space deficits at the elementary school level in the cluster are not sufficient to recommend a new elementary school for the Walter Johnson Cluster at this time. Given that the adopted CIP includes a capacity study for the elementary schools in the Bethesda-Chevy Chase Cluster, the superintendent recommends expanding the capacity study to explore possible solutions that would include the elementary schools in both the Bethesda-Chevy Chase and Walter Johnson clusters. Once the capacity study is complete, a recommendation to address the overutilization at the elementary school level in both clusters will be included for consideration in the next CIP. The revitalization/expansion project for Luxmanor Elementary School includes additional capacity to allow for the reassignment of students to address a portion of the overutilization at the elementary school level in the Walter Johnson Cluster. A boundary study will be considered once the capacity study is complete in order to make holistic decisions for all of the elementary schools in both the Bethesda-Chevy Chase and Walter Johnson clusters.

Rock Creek Forest Elementary School

Planning Study: Projections indicate that enrollment will exceed capacity by more than 92 seats at Bethesda, Rock Creek Forest, and Somerset elementary schools by the end of the six-year at planning period. A study is approved to explore all possible solutions to add elementary capacity in the Bethesda-Chevy Chase Cluster. A Site Selection Committee was held in spring 2018, to identify possible sites for a new elementary school in the Walter Johnson Cluster. The projected space deficits at the elementary school level in the cluster are not sufficient to recommend a new elementary school for the Walter Johnson Cluster at this time. Given that the adopted CIP includes a capacity study for the elementary schools in the Bethesda-Chevy Chase Cluster, the superintendent recommends expanding the capacity study to explore possible solutions that would include the elementary schools in both the Bethesda-Chevy Chase and Walter Johnson clusters. Once the capacity study is complete, a recommendation to address the overutilization at the elementary school level in both clusters will be included for consideration in the next CIP. The revitalization/expansion project for Luxmanor Elementary School includes additional capacity to allow for the reassignment of students to address a portion of the overutilization at the elementary school level in the Walter Johnson Cluster. A boundary study will be considered once the capacity study is complete in order to make holistic decisions for all of the elementary schools in both the Bethesda-Chevy Chase and Walter Johnson clusters.

Rosemary Hills Elementary School

Capital Project: A revitalization/expansion project was previously programmed for this school. A new program has been developed to identify large-scale renovations of facilities. Please see Supplement B at the following link for more information: *http://gis.mcpsmd.org/cipmasterpdfs/Supplement_B_Amended_FY2019-2024.pdf*

Planning Study: Projections indicate that enrollment will exceed capacity by more than 92 seats at Bethesda, Rock Creek Forest, and Somerset elementary schools by the end of the six-year at planning period. A study is approved to explore all possible solutions to add elementary capacity in the Bethesda-Chevy Chase Cluster. A Site Selection Committee was held in spring 2018, to identify possible sites for a new elementary school in the Walter Johnson Cluster. The projected space deficits at the elementary school level in the cluster are not sufficient to recommend a new elementary school for the Walter Johnson Cluster at this time. Given that the adopted CIP includes a capacity study for the elementary schools in the Bethesda-Chevy Chase Cluster, the superintendent recommends expanding the capacity study to explore possible solutions that would include the elementary schools in both the Bethesda-Chevy Chase and Walter Johnson clusters. Once the capacity study is complete, a recommendation to address the overutilization at the elementary school level in both clusters will be included for consideration in the next CIP. The revitalization/expansion project for Luxmanor Elementary School includes additional capacity to allow for the reassignment of students to address a portion of the overutilization at the elementary school level in the Walter Johnson Cluster. A boundary study will be considered once the capacity study is complete in order to make holistic decisions for all of the elementary schools in both the Bethesda-Chevy Chase and Walter Johnson clusters.

Somerset Elementary School

Planning Study: Projections indicate that enrollment will exceed capacity by more than 92 seats at Bethesda, Rock Creek Forest, and Somerset elementary schools by the end of the six-year at planning period. A study is approved to explore all possible solutions to add elementary capacity in the Bethesda-Chevy Chase Cluster. A Site Selection Committee was held in spring 2018, to identify possible sites for a new elementary school in the Walter Johnson Cluster. The projected space deficits at the elementary school level in the cluster are not sufficient to recommend a new elementary school for the Walter Johnson Cluster at this time. Given that the adopted CIP includes a capacity study for the elementary schools in the Bethesda-Chevy Chase Cluster, the superintendent recommends expanding the capacity study to explore possible solutions that would include the elementary schools in both the Bethesda-Chevy Chase and Walter Johnson clusters. Once the capacity study is complete, a recommendation to address the overutilization at the elementary school level in both clusters will be included for consideration in the next CIP. The revitalization/expansion project for Luxmanor Elementary School includes additional capacity to allow for the reassignment of students to address a portion of the overutilization at the elementary school level in the Walter Johnson Cluster. A boundary study will be considered once the capacity study is complete in order to make holistic decisions for all of the elementary schools in both the Bethesda-Chevy Chase and Walter Johnson clusters.

Westbrook Elementary School

Planning Study: Projections indicate that enrollment will exceed capacity by more than 92 seats at Bethesda, Rock Creek Forest, and Somerset elementary schools by the end of the six-year at planning period. A study is approved to explore all possible solutions to add elementary capacity in the Bethesda-Chevy Chase Cluster. A Site Selection Committee was held in spring 2018, to identify possible sites for a new elementary school in the Walter Johnson Cluster. The projected space deficits at the elementary school level in the cluster are not sufficient to recommend a new elementary school for the Walter Johnson Cluster at this time. Given that the adopted CIP includes a capacity study for the elementary schools in the Bethesda-Chevy Chase Cluster, the superintendent recommends expanding the capacity study to explore possible solutions that would include the elementary schools in both the Bethesda-Chevy Chase and Walter Johnson clusters. Once the capacity study is complete, a recommendation to address the overutilization at the elementary school level in both clusters will be included for consideration in the next CIP. The revitalization/expansion project for Luxmanor Elementary School includes additional capacity to allow for the reassignment of students to address a portion of the overutilization at the elementary school level in the Walter Johnson Cluster. A boundary study will be considered once the capacity study is complete in order to make holistic decisions for all of the elementary schools in both the Bethesda-Chevy Chase and Walter Johnson clusters.

CAPITAL PROJECTS

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

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

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

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

"Recommended"—Project has an FY 2020 appropriation for planning recommended in the FY 2019–2024 CIP.

Projected Enrollment and Space Availability

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

Schools			Actual 18–19	Projections 19–20	20–21	21–22	22–23	23–24	24–25	2028	2033
Bethesda–Chevy Chase HS		Program Capacity	2408	2408	2408	2408	2408	2408	2408	2408	2408
		Enrollment	**2126**	**2117**	**2168**	**2236**	**2318**	**2382**	**2410**	**2513**	**2640**
		Available Space	*282*	*291*	*240*	*172*	*90*	*26*	*(2)*	*(105)*	*(232)*
		Comments									
Silver Creek MS		Program Capacity	935	935	935	935	935	935	935	935	935
		Enrollment	**865**	**859**	**913**	**955**	**983**	**992**	**1018**	**1193**	**1240**
		Available Space	*70*	*76*	*22*	*(20)*	*(48)*	*(57)*	*(83)*	*(258)*	*(305)*
		Comments									
Westland MS		Program Capacity	1089	1089	1089	1089	1089	1089	1089	1089	1089
		Enrollment	**771**	**775**	**741**	**809**	**836**	**879**	**899**	**957**	**1020**
		Available Space	*318*	*314*	*348*	*280*	*253*	*210*	*190*	*(132)*	*69*
		Comments									
Bethesda ES		Program Capacity	560	560	560	560	560	560	560		
Grades (K–5)		**Enrollment**	**652**	**654**	**678**	**708**	**723**	**725**	**731**		
		Available Space	*(92)*	*(94)*	*(118)*	*(148)*	*(163)*	*(165)*	*(171)*		
		Comments	Capacity Study See text								
Chevy Chase ES		Program Capacity	473	473	473	473	473	473	473		
Grades (3–5)		**Enrollment**	**452**	**442**	**434**	**419**	**411**	**411**	**420**		
Paired With		Available Space	*21*	*31*	*39*	*54*	*62*	*62*	*53*		
Rosemary Hills ES		Comments	Capacity Study See text								
North Chevy Chase ES		Program Capacity	358	358	358	358	358	358	358		
Grades (3–5)		**Enrollment**	**261**	**268**	**268**	**277**	**279**	**275**	**271**		
Paired With		Available Space	*97*	*90*	*90*	*81*	*79*	*83*	*87*		
Rosemary Hills ES		Comments	Capacity Study See text								
Rock Creek Forest ES	CSR	Program Capacity	709	709	709	709	709	709	709		
		Enrollment	**748**	**750**	**753**	**770**	**806**	**807**	**807**		
		Available Space	*(39)*	*(41)*	*(44)*	*(61)*	*(97)*	*(98)*	*(98)*		
		Comments	Capacity Study See text								
Rosemary Hills ES		Program Capacity	628	628	628	628	628	628	628		
Grades (pre-K–2)		**Enrollment**	**561**	**571**	**573**	**576**	**562**	**540**	**506**		
Paired With		Available Space	*67*	*57*	*55*	*52*	*66*	*88*	*122*		
Chevy Chase ES North Chevy Chase ES		Comments	Capacity Study See text								
Somerset ES		Program Capacity	515	515	515	515	515	515	515		
		Enrollment	**587**	**609**	**619**	**623**	**636**	**650**	**656**		
		Available Space	*(72)*	*(94)*	*(104)*	*(108)*	*(121)*	*(135)*	*(141)*		
		Comments	Capacity Study See text								
Westbrook ES		Program Capacity	547	547	547	547	547	547	547		
		Enrollment	**348**	**356**	**342**	**331**	**324**	**321**	**323**		
		Available Space	*199*	*191*	*205*	*216*	*223*	*226*	*224*		
		Comments	Capacity Study See text								
Cluster Information		HS Utilization	88%	88%	90%	93%	96%	99%	100%	104%	110%
		HS Enrollment	2126	2117	2168	2236	2318	2382	2410	2513	2640
		MS Utilization	81%	81%	82%	87%	90%	92%	95%	106%	112%
		MS Enrollment	1636	1634	1654	1764	1819	1871	1917	2150	2260
		ES Utilization	95%	96%	97%	98%	99%	98%	98%	99%	101%
		ES Enrollment	3609	3650	3667	3704	3741	3729	3714	3750	3820

Demographic Characteristics of Schools

Schools	2018–2019 Total Enrollment	Two or more races %	Black or Afr. Amr. %	Asian%	Hispanic %	White %	2017–2018 FARMS%*	ESOL%**	Mobility Rate%***
Bethesda-Chevy Chase HS	2126	5.3%	13.9%	5.2%	16.5%	58.7%	11.1%	7.2%	6.3%
Silver Creek MS	865	5.9%	20.8%	6.0%	18.5%	48.8%	24.3%	7.8%	10.3%
Westland MS	771	6.4%	5.7%	6.5%	15.7%	65.4%	8.2%	4.1%	6.1%
Bethesda ES	652	7.2%	6.9%	17.9%	14.3%	53.7%	6.4%	14.9%	15.7%
Chevy Chase ES	452	8.0%	18.6%	8.4%	11.9%	53.1%	19.3%	8.0%	4.2%
North Chevy Chase ES	261	5.7%	19.9%	6.5%	12.6%	55.2%	13.8%	8.8%	5.3%
Rock Creek Forest ES	748	5.7%	17.4%	8.0%	32.2%	36.2%	24.6%	16.2%	8.1%
Rosemary Hills ES	561	5.5%	25.1%	4.5%	13.2%	51.3%	26.3%	17.7%	6.5%
Somerset ES	587	7.7%	6.3%	11.2%	13.5%	60.6%	7.0%	17.1%	10.3%
Westbrook ES	348	7.5%	1.7%	5.2%	12.4%	72.4%	2.6%	3.6%	8.3%
Elementary Cluster Total	**3609**	**6.7%**	**13.7%**	**9.4%**	**17.1%**	**52.7%**	**15.1%**	**13.5%**	**8.8%**
Elementary County Total	**76460**	**5.4%**	**21.6%**	**14.0%**	**32.7%**	**26.0%**	**39.1%**	**25.1%**	**13.1%**

**Percent of students approved for Free and Reduced-priced Meals Program (FARMS) during the 2017–2018 school year.*

***Percent of English for Speakers of Other Languages (ESOL) during the 2017–2018 school year. High School students are served in regional ESOL centers.*

****Mobility Rate is the number of entries plus withdrawals during the 2017–2018 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 2018–2019)

Schools	Grades Served	Capacity (HS @90% MS@85%)	Total Rooms	Support Rooms	Regular Secondary @25	Regular Elementary @23	CSR Grades 1–2 @18	Pre–K @20	Pre–K @40	HS @20	CSR KIND @18	KIND @22	ESOL @15	METS @15	Special Education Services: School Based: HSM @13	Cluster Based: ELEM LAD @13	Quad Cluster Based: ELC @10	LANG @12	LFI @10	SCB @6	County & Regional Based: AAC@7	AUT @6	BRIDGE @10	DHOH @7	SESS @10	EXTENSIONS @6	GT/LD @13	PD @7	PEP@6	PEP @12	PEP @18	VISION (Elementary) @7	OTHER
Bethesda-Chevy Chase HS	9-12	2408	109		105								2												2							
Silver Creek MS	6-8	935	46		44																											2
Westland MS	6-8	1089	52		51																	1										
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											2							1		1	
Rosemary Hills ES	PreK-2	628	36	5		17			1			7			1							5										
Somerset ES	K-5	515	27	4		18						4			1																	
Westbrook ES	K-5	547	30	4		20						2			1										3							

Facility Characteristics of Schools 2018–2019

Schools	Year Facility Opened	Year Reopened/ Revitalized	Total Square Footage	Site Size Acres	Adjacent Park	Reloc-atable Classrooms	County Programs
Bethesda-Chevy Chase HS	1934	2001	392,833	16.4			
Silver Creek MS	2017		174,743	13.3			
Westland MS	1951	1997	146,006	25.1			
Bethesda ES	1952	1999	75,257	8.42		4	
Chevy Chase ES	1936	2000	70,976	3.8			
North Chevy Chase ES	1953	1995	65,982	7.9			
Rock Creek Forest ES	1950	2015	98,140	8			
Rosemary Hills ES	1956	1988	86,548	6.1			
Somerset ES	1949	2005	80,122	3.7			
Westbrook ES	1939	1990	91,359	12.5	Yes		

SCHOOLS

Winston Churchill High School

Capital Project: Previous projections indicated that enrollment would exceed capacity by 200 seats or more by the end of the six-year planning period, therefore, an FY 2017 appropriation was approved for facility planning to determine the feasibility, scope, and cost for a capacity study. However, last year projections dropped and showed only showed a space deficit of less than 50 seats by the end of the six-year planning period. This year's enrollment projections show an increase in the enrollment projections, therefore, 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

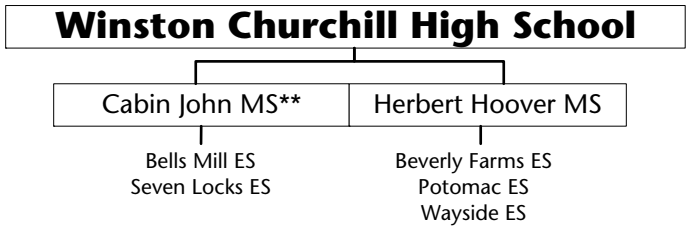
"Approved"— Project has an FY 2019 appropriation for planning or construction funds approved in the FY 2019–2024 CIP.

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

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

"Recommended"—Project has an FY 2020 appropriation for planning recommended in the FY 2019–2024 CIP.

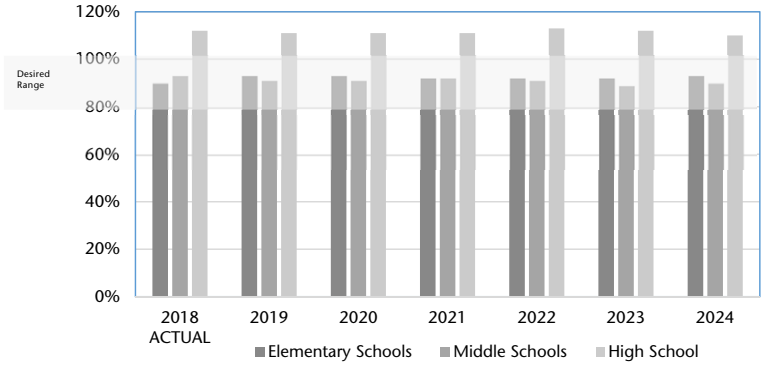
Winston Churchill Cluster Articulation*



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

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

Winston Churchill Cluster
School Utilizations



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

Projected Enrollment and Space Availability

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

Schools			Actual 18–19	Projections 19–20	20–21	21–22	22–23	23–24	24–25	2028	2033
Winston Churchill HS		Program Capacity	1986	1986	1986	1986	1986	1986	1986	1986	1986
		Enrollment	**2231**	**2214**	**2212**	**2201**	**2240**	**2217**	**2181**	**2109**	**2040**
		Available Space	*(245)*	*(228)*	*(226)*	*(215)*	*(254)*	*(231)*	*(195)*	*(123)*	*(54)*
		Comments									
Cabin John MS		Program Capacity	1076	1076	1076	1076	1076	1076	1076	1076	1076
		Enrollment	**1023**	**996**	**1001**	**1012**	**1015**	**997**	**1004**	**1030**	**1020**
		Available Space	*53*	*80*	*75*	*64*	*61*	*79*	*72*	*46*	*56*
		Comments									
Herbert Hoover MS		Program Capacity	1139	1139	1139	1139	1139	1139	1139	1139	1139
		Enrollment	**1043**	**1026**	**1021**	**1030**	**1006**	**975**	**986**	**993**	**970**
		Available Space	*96*	*113*	*118*	*109*	*133*	*164*	*153*	*146*	*169*
		Comments									
Bells Mill ES		Program Capacity	626	626	626	626	626	626	626		
		Enrollment	**624**	**622**	**615**	**611**	**611**	**619**	**627**		
		Available Space	*2*	*4*	*11*	*15*	*15*	*7*	*(1)*		
		Comments									
Beverly Farms ES		Program Capacity	689	689	689	689	689	689	689		
		Enrollment	**585**	**600**	**611**	**593**	**583**	**591**	**594**		
		Available Space	*104*	*89*	*78*	*96*	*106*	*98*	*95*		
		Comments									
Potomac ES		Program Capacity	425	472	472	472	472	472	472		
		Enrollment	**361**	**452**	**448**	**430**	**429**	**431**	**434**		
		Available Space	*64*	*20*	*24*	*42*	*43*	*41*	*38*		
		Comments	@ Radnor	Rev/Ex Complete Jan. 2020							
Seven Locks ES		Program Capacity	424	424	424	424	424	424	424		
		Enrollment	**429**	**417**	**411**	**418**	**423**	**422**	**434**		
		Available Space	*(5)*	*7*	*13*	*6*	*1*	*2*	*(10)*		
		Comments									
Wayside ES		Program Capacity	648	648	648	648	648	648	648		
		Enrollment	**533**	**573**	**578**	**582**	**577**	**578**	**573**		
		Available Space	*115*	*75*	*70*	*66*	*71*	*70*	*75*		
		Comments									
Cluster Information		HS Utilization	112%	111%	111%	111%	113%	112%	110%	106%	103%
		HS Enrollment	2231	2214	2212	2201	2240	2217	2181	2109	2040
		MS Utilization	93%	91%	91%	92%	91%	89%	90%	91%	90%
		MS Enrollment	2066	2022	2022	2042	2021	1972	1990	2023	1990
		ES Utilization	90%	93%	93%	92%	92%	92%	93%	81%	78%
		ES Enrollment	2532	2664	2663	2634	2623	2641	2662	2305	2220

Demographic Characteristics of Schools

Schools	2018–2019 Total Enrollment	Two or more races %	Black or Afr. Amer. %	Asian%	Hispanic %	White %	2017–2018 FARMS%*	ESOL%**	Mobility Rate%***
Winston Churchill HS	2231	5.5%	9.2%	28.6%	8.0%	48.5%	3.5%	0.7%	3.4%
Cabin John MS	1023	5.8%	11.9%	33.6%	8.0%	40.6%	7.2%	4.2%	4.6%
Herbert Hoover MS	1043	4.6%	7.8%	36.1%	7.6%	43.7%	3.4%	2.7%	5.1%
Bells Mill ES	624	5.9%	10.7%	30.9%	8.7%	43.8%	9.5%	8.0%	3.9%
Beverly Farms ES	585	7.2%	7.5%	30.6%	10.3%	44.3%	5.7%	8.9%	5.7%
Potomac ES	361	7.8%	6.6%	37.4%	8.3%	39.9%	2.0%	6.1%	7.5%
Seven Locks ES	429	6.8%	8.2%	24.2%	12.4%	48.5%	4.5%	9.9%	7.7%
Wayside ES	533	6.8%	7.3%	45.6%	5.4%	34.9%	4.7%	9.5%	4.2%
Elementary Cluster Total	**2532**	**6.8%**	**8.3%**	**33.7%**	**8.9%**	**42.3%**	**5.6%**	**8.5%**	**5.6%**
Elementary County Total	**76460**	**5.4%**	**21.6%**	**14.0%**	**32.7%**	**26.0%**	**39.1%**	**25.1%**	**13.1%**

**Percent of students approved for Free and Reduced-priced Meals Program (FARMS) during the 2017–2018 school year.*

***Percent of English for Speakers of Other Languages (ESOL) during the 2017–2018 school year. High School students are served in regional ESOL centers.*

****Mobility Rate is the number of entries plus withdrawals during the 2017–2018 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 2018–2019)

Schools	Grades Served	Capacity (HS @90% MS@85%)	Total Rooms	Support Rooms	Regular Secondary @25	Regular Elementary @23	CSR Grades 1–2 @18	Pre–K @20	Pre–K @40	HS @20	CSR KIND @18	KIND @22	ESOL @15	METS @15	Special Education Services: School Based: HSM @13	Cluster Based: ELEM LAD @13	Quad Cluster Based: ELC @10	LANG @12	LFI @10	SCB @6	County & Regional Based: AAC@7	AUT @6	BRIDGE @10	DHOH @7	SESS @10	EXTENSIONS @6	GT/LD @13	PD @7	PEP@6	PEP @12	PEP @18	VISION (Elementary) @7	OTHER
Winston Churchill HS	9-12	1986	94		85																	2	7									
Cabin John MS	6-8	1076	57		48														3	1		5										
Herbert Hoover MS	6-8	1139	56		52																		4									
Bells Mill ES	HS-5	626	32	3		22				1		4										2										
Beverly Farms ES	K-5	689	35	4		25						4				2																
Potomac ES	K-5	425	22	3		16						2			1																	
Seven Locks ES	K-5	424	23	4		15						3			1																	
Wayside ES	K-5	648	36	3		24						3								2								1	1		2	

Facility Characteristics of Schools 2018–2019

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

CLUSTER PLANNING ISSUES

Planning Issue: The Clarksburg Master Plan allows for the development of up to 15,000 residential units. The plan included five future elementary school sites and one future middle school site. A large number of housing units were constructed. A new cluster of schools was formed in the 2006–2007 school year when Clarksburg High School opened to accommodate the enrollment growth from the new development. Little Bennett Elementary School opened in September 2006, William B. Gibbs, Jr. Elementary School opened in September 2009, 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, two new elementary schools are approved with opening dates of September 2019 and September 2022.

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 almost 700 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 2,581 students. The enrollment at Seneca Valley High School is projected to be 1,301 students by the end of the six-year planning period. With a capacity of 2,581 seats, there will be approximately 1,280 seats available to accommodate students from Clarksburg and Northwest high schools when the project is complete.

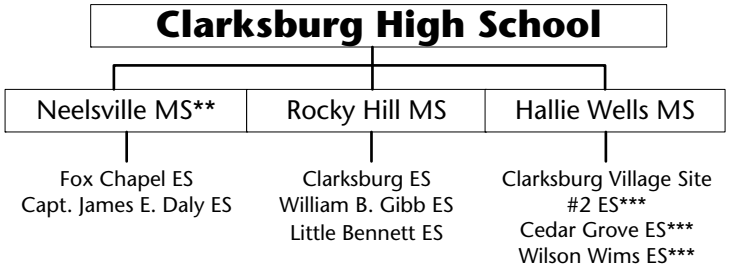
Planning Study: A boundary study is approved to explore the reassignment of Clarksburg and Northwest high school students to Seneca Valley High School. As part of the boundary study, middle school articulation patterns in the Seneca Valley Cluster will be reviewed in order to evaluate utilizations and articulation patterns, therefore Roberto Clemente and Martin Luther King, Jr. middle schools will participate in the boundary study. In order to minimize split articulations among the three clusters, the superintendent recommends expanding the scope of the boundary study to include all of the middle schools in the Clarksburg and Northwest clusters in addition to the middle schools in the Seneca Valley Cluster. The boundary study will begin in late fall/early winter 2018 with Board action scheduled in November 2019.

Neelsville Middle School

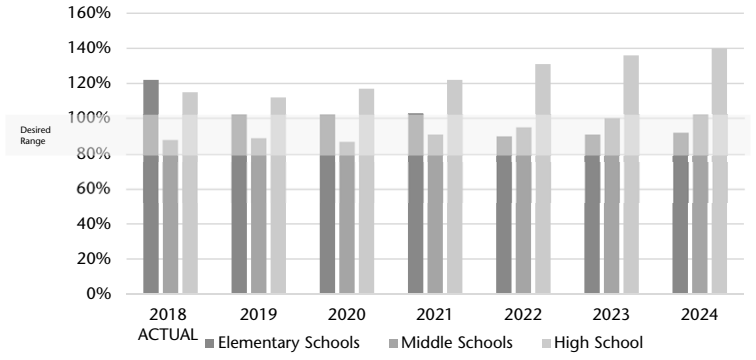
Capital Project: A major capital project is recommended for this school to address various building systems and programmatic needs for this school. The scope of the project will be determined during the 2018–2019 school year. An FY 2020 appropriation is recommended for planning to begin the architectural design for this project. A completion date will be determined in a future CIP.

Planning Study: A boundary study is approved to explore the reassignment of Clarksburg and Northwest high school students to Seneca Valley High School. As part of the boundary study, middle school articulation patterns in the Seneca Valley Cluster will be reviewed in order to evaluate utilizations and articulation patterns, therefore Roberto Clemente and Martin Luther King, Jr. middle schools will participate in

Clarksburg Cluster Articulation*



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



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

the boundary study. In order to minimize split articulations among the three clusters, the superintendent recommends expanding the scope of the boundary study to include all of the middle schools in the Clarksburg and Northwest clusters in addition to middle schools in the Seneca Valley Cluster. The boundary study will begin in late fall/early winter 2018 with Board action scheduled in November 2019.

Hallie Wells Middle School

Planning Study: A boundary study is approved to explore the reassignment of Clarksburg and Northwest high school students to Seneca Valley High School. As part of the boundary study, middle school articulation patterns in the Seneca Valley Cluster will be reviewed in order to evaluate utilizations and articulation patterns, therefore Roberto Clemente and Martin Luther King, Jr. middle schools will participate in the boundary study. In order to minimize split articulations among the three clusters, the superintendent recommends expanding the scope of the boundary study to include all of the middle schools in the Clarksburg and Northwest clusters in addition to the middle schools in the Seneca Valley Cluster. The boundary study will begin in late fall/early winter 2018 with Board action scheduled in November 2019.

Rocky Hill Middle School

Planning Study: A boundary study is approved to explore the reassignment of Clarksburg and Northwest high school students to Seneca Valley High School. As part of the boundary study, middle school articulation patterns in the Seneca Valley Cluster will be reviewed in order to evaluate utilizations and articulation patterns, therefore Roberto Clemente and Martin Luther King, Jr. middle schools will participate in the boundary study. In order to minimize split articulations among the three clusters, the superintendent recommends expanding the scope of the boundary study to include all of the middle schools in the Clarksburg and Northwest clusters in addition to the middle schools in the Seneca Valley Cluster. The boundary study will begin in late fall/early winter 2018 with Board action scheduled in November 2019.

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.

Capital Project: Although an FY 2019 appropriation for planning was recommended by the Board of Education for Clarksburg Elementary School #9 with a scheduled opening in September 2021, the County Council delayed the project by one year to September 2022. An FY 2020 appropriation is recommended for planning to begin the architectural design for this project. In order for this project to be completed on this schedule, county and state funding must be provided at the levels recommended in this CIP.

Planning Study: A boundary study was conducted in spring 2018, for Clarksburg Cluster Elementary School (Clarksburg Village Site #2) to create the service area for the new school. The scope of the study included Cedar Grove and Wilson Wims elementary schools. The superintendent of schools released his recommendation as part of the FY 2020 Capital Budget and Amendments to the FY 2019–2024 CIP, with Board of Education action scheduled for November 27, 2018. The boundary recommendation is available on the MCPS website at the following link: *http://gis.mcpsmd.org/cipmasterpdfs/Supplement_A_Amended_FY2019-2024.pdf*

Clarksburg Elementary School

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

Capital Project: Although an FY 2019 appropriation for planning was recommended by the Board of Education for Clarksburg Elementary School #9 with a scheduled opening in September 2021, the County Council delayed the project by one year to September 2022. An FY 2020 appropriation is recommended for planning to begin the architectural design for this project. In order for this project to be completed on this schedule, county and state funding must be provided at the levels recommended in this CIP.

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 was conducted in spring 2018 for Clarksburg Cluster Elementary School (Clarksburg Village Site #2) to create the service area for the new school. The scope of the study included Cedar Grove and Wilson Wims elementary schools. The superintendent of schools released his recommendation as part of the FY 2020 Capital Budget and Amendments to the FY 2019–2024 CIP, with Board of Education action scheduled for November 27, 2018. The boundary recommendation is available on the MCPS website at the following link: *http://gis.mcpsmd.org/cipmasterpdfs/Supplement_A_Amended_FY2019-2024.pdf*

Clarksburg Elementary School #9 (Cabin Branch Site)

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 conducted to identify the location for a new elementary school in the cluster. The Cabin Branch site was selected as the site for this new school.

Capital Project: Although an FY 2019 appropriation for planning was recommended by the Board of Education to begin the architectural design for Clarksburg Elementary School #9 with a scheduled opening in September 2021, the County Council delayed the project by one year to September 2022. An FY 2020 appropriation is recommended for planning to begin the architectural design for this project. In order for this project to be completed on this schedule, county and state funding must be provided at the levels recommended in this CIP.

Capt. James E. Daly Elementary School

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

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.

Capital Project: Although an FY 2019 appropriation for planning was recommended by the Board of Education for Clarksburg Elementary School #9 with a scheduled opening in September 2021, the County Council delayed the project by one year to September 2022. An FY 2020 appropriation is recommended for planning to begin the architectural design for this project. In order for this project to be completed on this schedule, county and state funding must be provided at the levels recommended in this CIP.

Planning Study: A boundary study was conducted in spring 2018 for Clarksburg Cluster Elementary School (Clarksburg Village Site #2) to create the service area for the new school. The scope of the study included Cedar Grove and Wilson Wims elementary schools. The superintendent of schools released his recommendation as part of the FY 2020 Capital Budget and Amendments to the FY 2019–2024 CIP, with Board of Education action scheduled for November 27, 2018. The boundary recommendation is available on the MCPS website at the following link: *http://gis.mcpsmd.org/cipmasterpdfs/Supplement_A_Amended_FY2019-2024.pdf*

CAPITAL PROJECTS

School	Project	Project Status*	Date of Completion
Neelsville MS	Major Capital Project	Recommended	TBD
Clarksburg ES (Clarksburg Village Site #2)	New school	Approved	Sept. 2019
Clarksburg ES #9	New school	Recommended	Sept. 2022

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

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

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

"Recommended"—Project has an FY 2020 appropriation for planning recommended in the FY 2019–2024 CIP.

Projected Enrollment and Space Availability

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

Schools			Actual 18–19	Projections 19–20	20–21	21–22	22–23	23–24	24–25	2028	2033
Clarksburg HS		Program Capacity	2034	2034	2034	2034	2034	2034	2034	2034	2034
		Enrollment	**2342**	**2281**	**2374**	**2487**	**2668**	**2757**	**2848**	**2866**	**3000**
		Available Space	*(308)*	*(247)*	*(340)*	*(453)*	*(634)*	*(723)*	*(814)*	*(832)*	*(966)*
		Comments	Boundary Study See text								
Neelsville MS		Program Capacity	956	956	956	956	956	956	956	956	956
		Enrollment	**945**	**931**	**933**	**908**	**917**	**946**	**957**	**930**	**970**
		Available Space	*11*	*25*	*23*	*48*	*39*	*10*	*(1)*	*26*	*(14)*
		Comments	Boundary Study	Planning for Major Capital Project							
Rocky Hill MS		Program Capacity	1020	1020	1020	1020	1020	1020	1020	1020	1020
		Enrollment	**844**	**894**	**799**	**899**	**946**	**998**	**1023**	**1027**	**1090**
		Available Space	*176*	*126*	*221*	*121*	*74*	*22*	*(3)*	*(7)*	*(70)*
		Comments	Boundary Study								
Hallie Wells MS		Program Capacity	982	982	982	982	982	982	982	982	982
		Enrollment	**792**	**794**	**848**	**877**	**949**	**1002**	**1032**	**987**	**1060**
		Available Space	*190*	*188*	*134*	*105*	*33*	*(20)*	*(50)*	*(5)*	*(78)*
		Comments	Boundary Study								
Cedar Grove ES		Program Capacity	418	418	418	418	418	418	418		
		Enrollment	**614**	**443**	**409**	**407**	**395**	**391**	**394**		
		Available Space	*(196)*	*(25)*	*9*	*11*	*23*	*27*	*24*		
		Comments	Boundary Recom-mendation								
Clarksburg ES		Program Capacity	311	311	311	311	311	311	311		
		Enrollment	**530**	**522**	**525**	**552**	**582**	**613**	**632**		
		Available Space	(219)	(211)	(214)	(241)	(271)	(302)	(321)		
		Comments	See text								
Clarksburg Cluster ES (Clarksburg Village #2)		Program Capacity		741	741	741	741	741	741		
		Enrollment		**649**	**779**	**795**	**804**	**807**	**808**		
		Available Space		92	(38)	(54)	*(63)*	*(66)*	*(67)*		
		Comments		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	528	528	528	528	528	528	528		
		Enrollment	**586**	**574**	**568**	**593**	**603**	**606**	**611**		
		Available Space	*(58)*	*(46)*	*(40)*	*(65)*	*(75)*	*(78)*	*(83)*		
		Comments									
Fox Chapel ES	CSR	Program Capacity	683	683	683	683	683	683	683		
		Enrollment	**600**	**590**	**591**	**593**	**599**	**598**	**606**		
		Available Space	*83*	*93*	*92*	*90*	*84*	*85*	*77*		
		Comments									
William B. Gibbs, Jr. ES		Program Capacity	714	714	714	714	714	714	714		
		Enrollment	**660**	**692**	**684**	**670**	**663**	**670**	**671**		
		Available Space	*54*	*22*	*30*	*44*	*51*	*44*	*43*		
		Comments									
Little Bennett ES		Program Capacity	611	611	611	611	611	611	611		
		Enrollment	**614**	**566**	**557**	**558**	**558**	**542**	**608**		
		Available Space	*(3)*	*45*	*54*	*53*	*53*	*69*	*3*		
		Comments									
Wilson Wims ES		Program Capacity	*752*	*752*	*752*	*752*	*752*	*752*	*752*		
		Enrollment	**1244**	**827**	**774**	**784**	**784**	**782**	**785**		
		Available Space	*(492)*	*(75)*	*(22)*	*(32)*	*(32)*	*(30)*	*(33)*		
		Comments	Boundary Recom-mendation								
Cluster Information		HS Utilization	115%	112%	117%	122%	131%	136%	140%	141%	147%
		HS Enrollment	2342	2281	2374	2487	2668	2757	2848	2866	3000
		MS Utilization	88%	89%	87%	91%	95%	100%	102%	100%	105%
		MS Enrollment	2581	2619	2580	2684	2812	2946	3012	2944	3120
		ES Utilization	122%	102%	103%	104%	91%	91%	93%	102%	110%
		ES Enrollment	4848	4214	4108	4157	4184	4202	4307	5610	6050

Demographic Characteristics of Schools

Schools	2018–2019 Total Enrollment	Two or more races %	Black or Afr. Amer. %	Asian%	Hispanic %	White %	2017–2018 FARMS%*	ESOL%**	Mobility Rate%***
Clarksburg HS	2342	4.3%	28.8%	20.4%	26.7%	19.6%	26.9%	8.0%	11.1%
Hallie Wells MS	792	7.7%	21.3%	33.7%	13.8%	23.4%	17.2%	3.1%	7.6%
Neelsville MS	945	2.5%	34.3%	8.8%	49.6%	4.3%	63.0%	17.3%	15.7%
Rocky Hill MS	844	6.9%	24.3%	29.0%	17.9%	21.7%	21.8%	3.7%	8.7%
Cedar Grove ES	614	4.2%	14.7%	41.9%	11.1%	27.7%	9.4%	11.0%	13.9%
Clarksburg ES	530	7.7%	23.0%	37.5%	14.2%	17.2%	19.1%	14.4%	16.6%
Captain James Daly ES	586	2.4%	36.5%	6.5%	49.7%	4.9%	71.3%	40.8%	14.9%
Fox Chapel ES	600	4.0%	26.0%	15.7%	44.0%	9.7%	57.7%	34.0%	12.9%
Little Bennett ES	614	7.7%	22.1%	29.5%	16.0%	24.3%	17.5%	10.6%	6.0%
William B. Gibbs Jr. ES	660	5.8%	28.5%	25.8%	19.2%	20.3%	32.3%	13.2%	12.1%
Wilson Wims ES	1244	5.5%	15.1%	44.3%	12.6%	22.3%	9.7%	10.1%	8.0%
Elementary Cluster Total	**4848**	**5.3%**	**22.6%**	**30.7%**	**22.3%**	**18.7%**	**28.8%**	**18.1%**	**11.3%**
Elementary County Total	**76460**	**5.4%**	**21.6%**	**14.0%**	**32.7%**	**26.0%**	**39.1%**	**25.1%**	**13.1%**

**Percent of students approved for Free and Reduced-priced Meals Program (FARMS) during the 2017–2018 school year.*

***Percent of English for Speakers of Other Languages (ESOL) during the 2017–2018 school year. High School students are served in regional ESOL centers.*

****Mobility Rate is the number of entries plus withdrawals during the 2017–2018 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 2018–2019)

Schools	Grades Served	Capacity (HS @90% MS@85%)	Total Rooms	Support Rooms	Regular Secondary @25	Regular Elementary @23	CSR Grades 1–2 @18	Pre–K @20	Pre–K @40	HS @20	CSR KIND @18	KIND @22	ESOL @15	METS @15	Special Education Services: School Based: HSM @13	Cluster Based: ELEM LAD @13	Quad Cluster Based: ELC @10	LANG @12	LFI @10	SCB @6	County & Regional Based: AAC@7	AUT @6	BRIDGE @10	DHOH @7	SESS @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	956	47		42								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	311	19	4		8						4				3																	
Captain James Daly ES	PreK-5	528	32	5		7	12		1		4					3																	
Fox Chapel ES	PreK-5	683	36	4		17	9		1		5																						
William B. Gibbs Jr. ES	K-5	714	37	4		23			1			3			1														4	1			
Little Bennett ES	K-5	611	34	4		20						4			1		5																
Wilson Wims ES	K-5	752	37	3		24						8																	1		1		

Facility Characteristics of Schools 2018–2019

Schools	Year Facility Opened	Year Reopened/ Revitalized	Total Square Footage	Site Size Acres	Adjacent Park	Reloc-atable Classrooms	County Programs
Clarksburg HS	1995	2006	344,574	62.73		11	
Neelsville MS	1981		131,432	29.2			
Rocky Hill MS	2004		148,065	23.3			
Hallie Wells MS	2016		150,089	22.37			
Cedar Grove ES	1960	1987	57,037	10.1		7	
Clarksburg ES	1952	1993	54,983	9.97		4	
Captain James Daly ES	1989		78,210	10	Yes	4	
Fox Chapel ES	1974		85,182	10.34	Yes		LTL
William B. Gibbs Jr. ES	2009		88,042	10.75			
Little Bennett ES	2006		82,511	4.81	Yes		
Wilson Wims ES	2014		91,931	9.29	Yes	14	

SCHOOLS

Damascus High School

Capital Project: A major capital project is recommended for this school to address various building systems and programmatic needs for this school. The scope of the project will be determined during the 2018–2019 school year. An FY 2020 appropriation is recommended for planning to begin the architectural design for this project. A completion date will be determined in a future CIP.

John T. Baker Middle School

Planning Issue: Projections indicate that enrollment will exceed capacity by 150 seats or more by the end of the six-year planning period. An FY 2020 appropriation is recommended for facility planning to conduct a feasibility study for a possible addition. The purpose of the study is to determine the scope and cost for the project. A date for the project will be determined in a future CIP. Relocatable classrooms will be utilized, if needed to accommodate the enrollment.

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.

Capital Project: Although an FY 2019 appropriation for planning was recommended by the Board of Education for Clarksburg Elementary School #9 with a scheduled opening in September 2021, the County Council delayed the project by one year to September 2022. An FY 2020 appropriation is recommended for planning to begin the architectural design for this project. In order for this project to be completed on this schedule, county and state funding must be provided at the levels recommended in this CIP.

Planning Study: A boundary study was conducted in spring 2018 for Clarksburg Cluster Elementary School (Clarksburg Village Site #2) to create the service area for the new school. The scope of the study included Cedar Grove and Wilson Wims elementary schools. The superintendent of schools released his recommendation as part of the FY 2020 Capital Budget and Amendments to the FY 2019–2024 CIP, with Board of Education action scheduled for November 27, 2018. The boundary recommendation is available on the MCPS website at the following link: *http://gis.mcpsmd.org/cipmasterpdfs/Supplement_A_Amended_FY2019-2024.pdf*

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 was conducted in spring 2018 for Clarksburg Cluster Elementary School (Clarksburg Village Site #2) to create the service area for the new school. The scope of the study included Cedar Grove and Wilson Wims elementary schools. The superintendent of schools released his recommendation as part of the FY 2020 Capital Budget and Amendments to the FY 2019–2024 CIP, with Board of Education action scheduled for November 27, 2018. The boundary recommendation is available on the MCPS website at the following link: *http://gis.mcpsmd.org/cipmasterpdfs/Supplement_A_Amended_FY2019-2024.pdf*

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: Although an FY 2019 appropriation for planning was recommended by the Board of Education to begin the architectural design for Clarksburg Elementary School #9 with a scheduled opening in September 2021, the County Council delayed the project by one year to September 2022. An FY 2020 appropriation is recommended for planning to begin the architectural design for this project. In order for this project to be completed on this schedule, county and state funding must be provided at the levels recommended in this CIP.

Damascus Elementary School

Capital Project: A revitalization/expansion project was previously programmed for this school. A new program has been developed to identify large-scale renovations of facilities. Please see Supplement B at the following link for more information: *http://gis.mcpsmd.org/cipmasterpdfs/Supplement_B_Amended_FY2019-2024.pdf*

CAPITAL PROJECTS

School	Project	Project Status*	Date of Completion
Damascus HS	Major Capital Project	Recommended	TBD
Baker MS	Classroom addition	Proposed	TBD
Clarksburg ES (Clarksburg Village Site #2)	New school	Approved	Sept. 2019
Clarksburg ES #9	New school	Recommended	Sept. 2022

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

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

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

"Recommended"—Project has an FY 2020 appropriation for planning recommended in the FY 2019–2024 CIP.

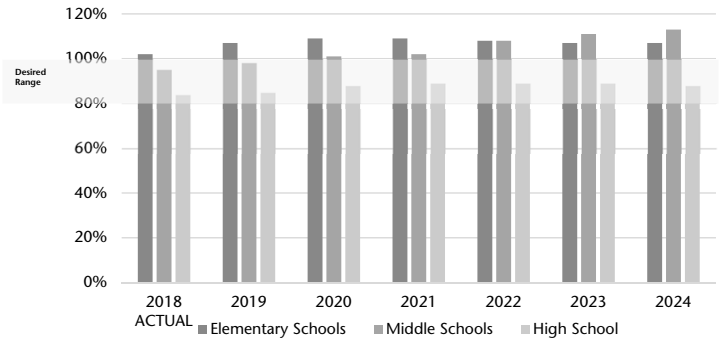
Damascus Cluster Articulation*

Damascus High School

John T. Baker MS**	Hallie Wells MS
Clearspring ES	Clarksburg Village Site #2 ^
Damascus ES	Cedar Grove ES^
Laytonsville ES***	Wilson Wims ES^
Lois P. Rockwell ES	
Woodfield ES	

* "Cluster" is defined as the collection of elementary schools that articulate to the same high school.
** Clarksburg ES and Little Bennett ES also articulate Rocky Hill MS and thereafter to Clarksburg HS.
*** Most of Laytonsville ES articulates to Gaithersburg MS and Gaithersburg HS.
^Portions of Cedar Grove ES and Wilson Wims ES also articulate to Clarksburg HS. Portions of the new school also will articulate to Clarksburg HS.

Damascus Cluster
School Utilizations



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

Projected Enrollment and Space Availability

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

Schools		Actual 18–19	Projections 19–20	20–21	21–22	22–23	23–24	24–25	2028	2033
Damascus HS	Program Capacity	1556	1556	1556	1556	1556	1556	1556	1556	1556
	Enrollment	**1312**	**1323**	**1372**	**1389**	**1388**	**1385**	**1371**	**1342**	**1320**
	Available Space	*244*	*233*	*184*	*167*	*168*	*171*	*185*	*214*	*236*
	Comments		Planning for Major Capital Project							
John T. Baker MS	Program Capacity	745	745	745	745	745	745	745	745	745
	Enrollment	**850**	**895**	**901**	**892**	**919**	**919**	**912**	**1024**	**1000**
	Available Space	*(105)*	*(150)*	*(156)*	*(147)*	*(174)*	*(174)*	*(167)*	*(279)*	*(255)*
	Comments		Facility Planning for Addition							
Hallie Wells MS	Program Capacity	982	982	982	982	982	982	982	982	982
	Enrollment	**792**	**794**	**848**	**877**	**949**	**1002**	**1032**	**987**	**1060**
	Available Space	*190*	*188*	*134*	*105*	*33*	*(20)*	*(50)*	*(5)*	*(78)*
	Comments									
Cedar Grove ES	Program Capacity	418	418	418	418	418	418	418		
	Enrollment	**614**	**443**	**409**	**407**	**395**	**391**	**394**		
	Available Space	*(196)*	*(25)*	*9*	*11*	*23*	*27*	*24*		
	Comments	Boundary Recom-mendation								
Clearspring ES	Program Capacity	642	642	642	642	642	642	642		
	Enrollment	**618**	**691**	**705**	**705**	**705**	**706**	**696**		
	Available Space	*24*	*(49)*	*(63)*	*(63)*	*(63)*	*(64)*	*(54)*		
	Comments									
Damascus ES	Program Capacity	351	351	351	351	351	351	351		
	Enrollment	**341**	**353**	**357**	**354**	**366**	**376**	**374**		
	Available Space	*10*	*(2)*	*(6)*	*(3)*	*(15)*	*(25)*	*(23)*		
	Comments									
Lois P. Rockwell ES	Program Capacity	530	530	530	530	530	530	530		
	Enrollment	**473**	**484**	**479**	**488**	**489**	**488**	**492**		
	Available Space	*57*	*46*	*51*	*42*	*41*	*42*	*38*		
	Comments									
Woodfield ES	Program Capacity	399	399	399	399	399	399	399		
	Enrollment	**340**	**351**	**362**	**375**	**361**	**339**	**328**		
	Available Space	*59*	*48*	*37*	*24*	*38*	*60*	*71*		
	Comments									
Cluster Information	HS Utilization	84%	85%	88%	89%	89%	89%	88%	86%	85%
	HS Enrollment	1312	1323	1372	1389	1388	1385	1371	1342	1320
	MS Utilization	95%	98%	101%	102%	108%	111%	113%	116%	119%
	MS Enrollment	1642	1689	1749	1769	1868	1921	1944	2011	2060
	ES Utilization	102%	99%	99%	100%	99%	98%	98%	103%	103%
	ES Enrollment	2386	2322	2312	2329	2316	2300	2284	2410	2410

Demographic Characteristics of Schools

Schools	2018–2019 Total Enrollment	Two or more races %	Black or Afr. Amer. %	Asian%	Hispanic %	White %	2017–2018 FARMS%*	ESOL%**	Mobility Rate%***
Damascus HS	1312	5.0%	12.2%	8.9%	20.6%	52.9%	14.6%	1.1%	6.3%
Hallie Wells MS	792	7.7%	21.3%	33.7%	13.8%	23.4%	17.2%	3.1%	7.6%
John T Baker MS	850	4.1%	12.2%	7.2%	26.4%	49.9%	22.0%	3.6%	5.8%
Cedar Grove ES	614	4.2%	14.7%	41.9%	11.1%	27.7%	9.4%	11.0%	13.9%
Clearspring ES	618	8.1%	19.3%	12.5%	22.2%	37.9%	30.8%	10.1%	5.4%
Damascus ES	341	7.9%	5.9%	3.8%	32.8%	49.3%	28.4%	19.8%	10.5%
Lois P. Rockwell ES	473	6.8%	10.6%	11.0%	25.8%	45.2%	18.9%	10.6%	6.8%
Woodfield ES	340	6.5%	8.5%	8.5%	24.1%	51.8%	17.8%	5.3%	6.8%
Elementary Cluster Total	**2386**	**6.6%**	**12.9%**	**17.9%**	**21.8%**	**40.3%**	**20.9%**	**11.1%**	**8.7%**
Elementary County Total	**76460**	**5.4%**	**21.6%**	**14.0%**	**32.7%**	**26.0%**	**39.1%**	**25.1%**	**13.1%**

**Percent of students approved for Free and Reduced-priced Meals Program (FARMS) during the 2017–2018 school year.*

***Percent of English for Speakers of Other Languages (ESOL) during the 2017–2018 school year. High School students are served in regional ESOL centers.*

****Mobility Rate is the number of entries plus withdrawals during the 2017–2018 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 2018–2019)

Schools	Grades Served	Capacity (HS @90% MS@85%)	Total Rooms	Support Rooms	Regular Secondary @25	Regular Elementary @23	CSR Grades 1–2 @18	Pre–K @20	Pre–K @40	HS @20	CSR KIND @18	KIND @22	ESOL @15	METS @15	Special Education Services: School Based: HSM @13	School Based: ELEM LAD @13	Cluster Based: ELC @10	Quad Cluster Based: LANG @12	Quad Cluster Based: LFI @10	Quad Cluster Based: SCB @6	County & Regional Based: AAC@7	AUT @6	BRIDGE @10	DHOH @7	SESS @10	EXTENSIONS @6	GT/LD @13	PD @7	PEP@6	PEP @12	PEP @18	VISION (Elementary) @7	OTHER
Damascus HS	9-12	1556	74		67														3	4													
John T Baker MS	6-8	745	37		34														2	1													
Hallie Wells MS	6-8	982	48		45																				3								
Cedar Grove ES	K-5	418	25	4		13						4			1							3											
Clearspring ES	HS-5	642	34	3		21		1		1		3			1		4																
Damascus ES	K-5	351	21	3		12						2			1					3													
Lois P. Rockwell ES	K-5	530	29	4		17						3			1														2	2			
Woodfield ES	K-5	399	24	3		12						2			1							3							1	2			

Facility Characteristics of Schools 2018–2019

Schools	Year Facility Opened	Year Reopened/ Revitalized	Total Square Footage	Site Size Acres	Adjacent Park	Reloc-atable Classrooms	County Programs
Damascus HS	1950	1978	235,986	32.7			
John T Baker MS	1971		120,532	22	Yes		
Hallie Wells MS	2016		150,089	22.37			
Cedar Grove ES	1960	1987	57,037	10.1		7	
Clearspring ES	1988		77,535	10	Yes		
Damascus ES	1934	1980	53,239	9.4			
Lois P. Rockwell ES	1992		75,520	10.6			
Woodfield ES	1962	1985	53,212	10			

CONSORTIUM PLANNING ISSUES

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

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

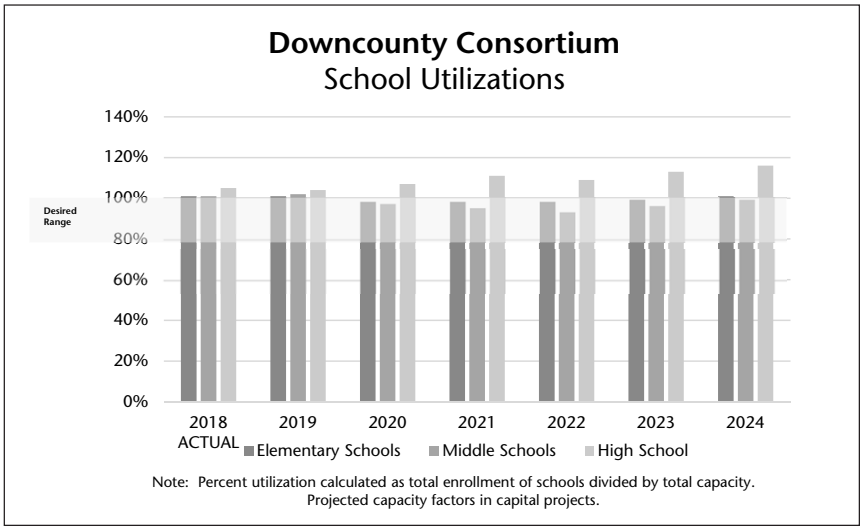
The Middle Schools Magnet Consortium (MSMC) includes three middle schools—Argyle, A. Mario Loiederman, and Parkland middle schools. The programs at these schools are open to all middle school students in the county.

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

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. A comprehensive capacity study to address overutilization at several elementary schools in the lower section of the Downcounty Consortium was conducted during the 2014–2015 school year. This capacity study included the following schools: East Silver Spring, Forest Knolls, Highland View, Montgomery Knolls, New Hampshire Estates, Oak View, Takoma Park, Pine Crest, Piney Branch, Rolling Terrace, Sligo Creek, and Woodlin elementary schools. As a result of the capacity study, the Board of Education approved several addition projects. The Board of Education also approved a feasibility study to explore the possibility of opening an elementary school in the Downcounty Consortium to address the space deficits at these elementary schools. Based on the outcome of an internal staff review and evaluation for a new elementary school, on August 31, 2017, the Board of Education authorized a site selection committee to evaluate potential elementary school sites in the lower portion of the Downcounty Consortium in fall 2017. Following the work of the site selection committee, the superintendent of schools recommended and the Board of Education approved continuation of the five addition projects included in the CIP and that student enrollment continue to be monitored at the elementary school level in the Downcounty Consortium for consideration of a new school in the future.

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 was constructed as part of the project. Constructing the building shell during ongoing construction enabled classrooms to be built-out to address the enrollment growth at Wheaton High School. Plans to address the overutilization at the high school level are described in the schools section below.



Montgomery Blair High School

Capital Project: To address the urgent space needs in the Downcounty Consortium high schools, an FY 2019 appropriation was approved to begin planning to provide the instructional support spaces needed for 2,700 students at Northwood High School. With respect to Northwood High School, an internal analysis has been completed that evaluated a) the possibility of doing a phased construction of Northwood High School, with students on site and b) an approach where a newly constructed and reopened Woodward High School be used as a holding school, starting in September 2023, for Northwood High School for two years. The evaluation compared the costs for each option, impact to students, impact on the building design, and the timeline of the project. This evaluation will be presented to the Board of Education during the CIP process in November 2018, for consideration and action on the approach for Northwood High School.

Albert Einstein High School

Capital Project: To address the urgent space needs in the Downcounty Consortium high schools, an FY 2019 appropriation was approved to begin planning to provide the instructional support spaces needed for 2,700 students at Northwood High School. With respect to Northwood High School, an internal analysis has been completed that evaluated a) the possibility of doing a phased construction of Northwood High School, with students on site and b) an approach where a newly constructed and reopened Woodward High School be used as a holding school, starting in September 2023, for Northwood High School for two years. The evaluation compared the costs for each option, impact to students, impact on the building design, and the timeline of the project. This evaluation will be presented to the Board of Education during the CIP process in November 2018, for consideration and action on the approach for Northwood High School.

Downcounty Consortium Articulation*

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

Downcounty Consortium High Schools
Montgomery Blair HS
Albert Einstein HS
John F. Kennedy HS
Northwood HS
Wheaton HS

Argyle MS	A. Mario Loiederman MS	Eastern MS	Col. E. Brooke Lee MS	Newport Mill MS	Parkland MS	Silver Spring International MS	Sligo MS	Takoma Park MS
Middle School Magnet Consortium	Middle School Magnet Consortium	Montgomery Knolls ES New Hampshire Estates ES Oak View ES Pine Crest ES	Arcola ES* Glenallan ES Rock View ES	Highland ES* Oakland Terrace ES Rock View ES	Middle School Magnet Consortium	Forest Knolls ES Highland View ES Sligo Creek ES Rolling Terrace ES	Glen Haven ES Highland ES* Flora M. Singer ES Woodlin ES	East Silver Spring ES Piney Branch ES Takoma Park ES

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

Downcounty Consortium Articulation

High School Base Areas

Montgomery Blair HS	Albert Einstein HS	John F. Kennedy HS	Northwood HS	Wheaton HS
East Silver Spring ES Montgomery Knolls ES New Hampshire Estates ES Oak View ES Pine Crest ES Piney Branch ES Rolling Terrace ES Sligo Creek ES (eastern portion of service area)	Highland ES Oakland Terrace ES Rock View S Woodlin ES	Bel Pre ES Georgian Forest ES Glenallan ES Harmony Hills ES Strathmore ES	Arcola ES Forest Knolls ES Glen Haven ES Highland View ES Sligo Creek ES (western portion of service area)	Brookhaven ES Sargent Shriver ES Viers Mill ES Weller Road ES Wheaton Woods ES

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

John F. Kennedy High School

Capital Project: To address the urgent space needs in the Downcounty Consortium high schools, an FY 2019 appropriation was approved to begin planning to provide the instructional support spaces needed for 2,700 students at Northwood High School. With respect to Northwood High School, an internal analysis has been completed that evaluated a) the possibility of doing a phased construction of Northwood High School, with students on site and b) an approach where a newly constructed and reopened Woodward High School be used as a holding school, starting in September 2023, for Northwood High School for two years. The evaluation compared the costs for each option, impact to students, impact on the building design, and the timeline of the project. This evaluation will be presented to the Board of Education during the CIP process in November 2018, for consideration and action on the approach for Northwood High School.

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

Northwood High School

Capital Project: To address the urgent space needs in the Downcounty Consortium high schools, an FY 2019 appropriation was approved to begin planning to provide the instructional support spaces needed for 2,700 students at Northwood High School. With respect to Northwood High School, an internal analysis has been completed that evaluated a) the possibility of doing a phased construction of Northwood High School, with students on site and b) an approach where a newly constructed and reopened Woodward High School be used as a holding school, starting in September 2023, for Northwood High School for two years. The evaluation compared the costs for each option, impact to students, impact on the building design, and the timeline of the project. This evaluation will be presented to the Board of Education during the CIP process in November 2018, for consideration and action on the approach for Northwood High School.

Wheaton High School

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 was completed 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 the master planned classroom shell with a completion date of September 2018.

Capital Project: To address the urgent space needs in the Downcounty Consortium high schools, an FY 2019 appropriation was approved to begin planning to provide the instructional support spaces needed for 2,700 students at Northwood High School. With respect to Northwood High School, an internal analysis has been completed that evaluated a) the possibility of doing a phased construction of Northwood High School, with students on site and b) an approach where a newly constructed and reopened Woodward High School be used as a holding school, starting in September 2023, for Northwood High School for two years. The evaluation compared the costs for each option, impact to students, impact on the building design, and the timeline of the project. This evaluation will be presented to the Board of Education during the CIP process in November 2018, for consideration and action on the approach for Northwood High School.

Woodward High School

Capital Project: To address the urgent space needs at Walter Johnson High School and the Downcounty Consortium high schools, an FY 2019 appropriation was approved for planning funds to reopen Woodward High School. With respect to Northwood High School, an internal analysis has been completed that evaluated a) the possibility of doing a phased construction of Northwood High School, with students on site and b) an approach where a newly constructed and reopened Woodward High School be used as a holding school, starting in September 2023, for Northwood High School for two years. The evaluation compared the costs for each option, impact to students, impact on the building design, and the timeline of the project. This evaluation will be presented to the Board of Education during the CIP process in November 2018, for consideration and action on the approach for Northwood High School.

Argyle Middle School

Planning Issue: Projections indicate that enrollment will exceed capacity by 150 seats or more by the end of the six-year planning period. Given that a new forecast methodology has been implemented this year, enrollment will be monitored to determine the need for a classroom addition in a future CIP.

Eastern Middle School

Capital Project: A revitalization/expansion project was previously programmed for this school. A new program has been developed to identify large-scale renovations of facilities. Please see Supplement B at the following link for more information: *http://gis.mcpsmd.org/cipmasterpdfs/Supplement_B_Amended_FY2019-2024.pdf*

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 approved to address the overutilization at this school, as

well as to address the building systems to accommodate a 1,000-student capacity. An FY 2020 appropriation for construction funds is recommended 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 2020 appropriation is recommended for construction as part of the Building Modifications and Program Improvements Program to provide a Performing Arts Program to support the Creative and Performing Arts Magnet program. The scheduled completion date for the project is the 2020–2021 school year. In order for this project to be completed on this schedule, county and state funding must be provided at the levels recommended in this CIP.

Parkland Middle School

Capital Project: Projections indicate that enrollment at Parkland Middle School will exceed capacity by 150 seats or more by the end of the six-year planning period. Although an FY 2019 appropriation for planning funds was recommended by the Board of Education to begin the architectural design for an addition project with a scheduled completion date of September 2021, the County Council delayed the project to September 2022. An FY 2020 appropriation is recommended for planning to begin the architectural design for this project. Relocatable classrooms will be utilized until additional capacity can be added. In order for this project to be completed on this schedule, county and state funding must be provided at the levels recommended in this CIP.

Silver Spring International Middle School

Capital Project: Projections indicate that enrollment at Silver Spring International Middle School is increasing and will exceed capacity throughout the six-year planning period. In addition to the enrollment growth, the gymnasiums and locker rooms are located in a separate building, down a steep hill, which affects the accessibility and administration of the physical education program at the school. In addition, the construction of the Purple Line will affect the school site and outdoor programmatic spaces that will need to be addressed. An FY 2020 appropriation for construction funds is recommended for this project. The approved 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 for phase 1 of the project and September 2021 for phase 2. An FY 2019 appropriation was approved to construct the addition project. Relocatable classrooms will be utilized until additional capacity can be added. In order for this project to be completed on this schedule, county and state funding must be provided at the levels recommended in this CIP.

East Silver Spring Elementary School

Planning Issues: As a result of the capacity study described earlier, the Board of Education approved an addition project at East Silver Spring Elementary School to relieve overutilization at Rolling Terrace Elementary School with a completion date of September 2022. However, this fall the Spanish Immersion program that was located at Rolling Terrace Elementary School was relocated to William T. Page Elementary School beginning with Grades K–1. Over the course of the six-year planning period, the enrollment at Rolling Terrace Elementary School will decline to a point where enrollment will no longer exceed the capacity. Therefore, the addition at East Silver Spring Elementary School is no longer needed and has been removed from the recommended CIP.

Forest Knolls Elementary School

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

Planning Study: A boundary study is recommended for Forest Knolls, Montgomery Knolls, and Pine Crest elementary schools to relieve the overutilization at Forest Knolls Elementary School. The scope of the boundary school will include the three elementary schools as well as the middle school articulation to Eastern and Silver Spring International middle schools for these three elementary schools. The boundary study will occur in spring 2019, with Board of Education action scheduled for November 2019.

Highland View Elementary School

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

Montgomery Knolls Elementary School

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

Planning Study: A boundary study is recommended for Forest Knolls, Montgomery Knolls, and Pine Crest elementary schools to relieve the overutilization at Forest Knolls Elementary School. The scope of the boundary school will include the three elementary schools as well as the middle school articulation to Eastern and Silver Spring International middle schools for these three elementary schools. The boundary study will occur in spring 2019, with Board of Education action scheduled for November 2019.

Oak View Elementary School

Planning Study: Projections indicate that enrollment will exceed capacity by more than 92 seats by the end of the six-year planning period. An FY 2020 appropriation is recommended for facility planning to conduct a feasibility study for a possible addition to this school and identify a scope and cost for the project. A date for the addition will be considered in a future CIP. Relocatable classrooms will be utilized until additional capacity can be constructed.

Pine Crest Elementary School

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

Planning Study: A boundary study is recommended for Forest Knolls, Montgomery Knolls, and Pine Crest elementary schools to relieve the overutilization at Forest Knolls Elementary School. The scope of the boundary school will include the three elementary schools as well as the middle school articulation to Eastern and Silver Spring International middle schools for these three elementary schools. The boundary study will occur in spring 2019, with Board of Education action scheduled for November 2019.

Piney Branch Elementary School

Capital Project: Piney Branch Elementary School is located on the smallest site in the county at 1.9 acres and there is little to no room for relocatable classrooms to accommodate overutilization at the school. To address the current and projected overutilization at the school, an addition project was approved at Piney Branch Elementary School 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 2020 appropriation is recommended to construct this 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 Issues: As a result of the capacity study described earlier, the Board of Education approved an addition project at East Silver Spring Elementary School to relieve overutilization at Rolling Terrace Elementary School with a completion date of September 2022. However, this fall the Spanish Immersion program that was located at Rolling Terrace Elementary School was relocated to William T. Page Elementary School beginning with Grades K–1. Over the course of the six-year planning period, the enrollment at Rolling Terrace Elementary School will decline to a point where enrollment will no longer exceed the capacity. Therefore, the addition at East Silver Spring Elementary School is no longer needed and has been removed from the recommended CIP.

Sargent Shriver Elementary School

Planning Issues: Projections indicate that enrollment will exceed capacity by 92 seats or more by the end of the six-year planning period. Given that a new forecast methodology has been implemented this year, enrollment will be monitored to determine if a capacity solution is needed in a future CIP.

Woodlin Elementary School

Capital Project: As a result of the capacity study described earlier, the Board of Education approved an addition project at Woodlin Elementary School. Furthermore, building systems need to be addressed in the facility. Therefore, as part of the approved addition project, facility upgrades will be designed to address the building systems. An FY 2019 appropriation was approved to begin the architectural design and planning for this project with a scheduled completion date of September 2022. In order for this project to be completed on this schedule, county and state funding must be provided at the levels recommended in this CIP.

CAPITAL PROJECTS

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

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

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

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

"Recommended"—Project has an FY 2020 appropriation for planning recommended in the FY 2019–2024 CIP.

Projected Enrollment and Space Availability

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

Schools		Actual 18–19	Projections 19–20	20–21	21–22	22–23	23–24	24–25	2028	2033
Montgomery Blair HS	Program Capacity	2912	2912	2912	2912	2912	2912	2912	2912	2912
	Enrollment	**3215**	**3181**	**3262**	**3342**	**3406**	**3522**	**3619**	**3643**	**3820**
	Available Space	*(303)*	*(269)*	*(350)*	*(430)*	*(494)*	*(610)*	*(707)*	*(731)*	*(908)*
	Comments									
Albert Einstein HS	Program Capacity	1629	1629	1629	1629	1629	1629	1629	1629	1629
	Enrollment	**1762**	**1834**	**1893**	**1912**	**1963**	**2063**	**2119**	**2092**	**2200**
	Available Space	*(133)*	*(205)*	*(264)*	*(283)*	*(334)*	*(434)*	*(490)*	*(463)*	*(571)*
	Comments									
John F. Kennedy HS	Program Capacity	1794	1794	1794	1794	2221	2221	2221	2221	2221
	Enrollment	**1796**	**1775**	**1844**	**1901**	**1952**	**2013**	**2062**	**2022**	**2120**
	Available Space	*(2)*	*19*	*(50)*	*(107)*	*269*	*208*	*159*	*199*	*101*
	Comments	Planning for Addition				Addition Complete				
Northwood HS	Program Capacity	1508	1508	1508	1508	1508	1508	1508	1508	1508
	Enrollment	**1750**	**1740**	**1787**	**1866**	**1945**	**2019**	**2092**	**2140**	**2280**
	Available Space	*(242)*	*(232)*	*(279)*	*(358)*	*(437)*	*(511)*	*(584)*	*(632)*	*(772)*
	Comments	Planning for Addition/Facility Upgrade								
Wheaton HS	Program Capacity	2234	2234	2234	2234	2234	2234	2234	2234	2234
	Enrollment	**2083**	**1918**	**2017**	**2129**	**2211**	**2258**	**2318**	**2512**	**2600**
	Available Space	*151*	*316*	*217*	*105*	*23*	*(24)*	*(84)*	*(278)*	*(366)*
	Comments		Site work Complete							
Argyle MS	Program Capacity	897	897	897	897	897	897	897	897	897
	Enrollment	**1008**	**1006**	**996**	**1006**	**999**	**1025**	**1054**	**1083**	**1130**
	Available Space	*(111)*	*(109)*	*(99)*	*(109)*	*(102)*	*(128)*	*(157)*	*(186)*	*(233)*
	Comments									
Eastern MS	Program Capacity	1012	1012	1012	1012	1012	1012	1012	1012	1012
	Enrollment	**970**	**968**	**936**	**965**	**973**	**967**	**960**	**1078**	**1090**
	Available Space	*42*	*44*	*76*	*47*	*39*	*45*	*52*	*(66)*	*(78)*
	Comments									
Col. E. Brooke Lee MS	Program Capacity	*727*	*727*	*727*	1000	1000	1000	1000	1000	1000
	Enrollment	**760**	**769**	**792**	**825**	**837**	**869**	**885**	**993**	**1040**
	Available Space	*(33)*	*(42)*	*(65)*	*175*	*163*	*131*	*115*	*7*	*(40)*
	Comments	Planning for Addition/Facility Upgrade			Addition/Facility Upgrade Complete					
A. Mario Loiederman MS	Program Capacity	871	871	978	978	978	978	978	978	978
	Enrollment	**986**	**977**	**974**	**980**	**1007**	**1039**	**1071**	**1100**	**1160**
	Available Space	*(115)*	*(106)*	*4*	*(2)*	*(29)*	*(61)*	*(93)*	*(122)*	*(182)*
	Comments			Performing Arts Project Complete						
Newport Mill MS	Program Capacity	837	837	837	837	837	837	837	837	837
	Enrollment	**678**	**671**	**673**	**674**	**664**	**658**	**669**	**642**	**650**
	Available Space	*159*	*166*	*164*	*163*	*173*	*179*	*168*	*195*	*168*
	Comments									
Parkland MS	Program Capacity	948	948	948	948	1203	1203	1203	1203	1203
	Enrollment	**1064**	**1067**	**1077**	**1093**	**1107**	**1139**	**1168**	**1208**	**1270**
	Available Space	*(116)*	*(119)*	*(129)*	*(145)*	*96*	*64*	*35*	*(5)*	*(67)*
	Comments		Planning for Addition			Addition Complete				
Silver Spring International MS	Program Capacity	1107	1107	1107	1107	1298	1298	1298	1298	1298
	Enrollment	**1125**	**1129**	**1134**	**1147**	**1185**	**1207**	**1252**	**1425**	**1490**
	Available Space	*(18)*	*(22)*	*(27)*	*(40)*	*113*	*91*	*46*	*(127)*	*(192)*
	Comments	Planning for Addition				Addition Complete				
Sligo MS	Program Capacity	920	920	920	920	920	920	920	920	920
	Enrollment	**657**	**729**	**699**	**709**	**801**	**912**	**965**	**913**	**1000**
	Available Space	*263*	*191*	*221*	*211*	*119*	*8*	*(45)*	*7*	*(80)*
	Comments									
Takoma Park MS	Program Capacity	939	939	1238	1306	1306	1306	1306	1306	1306
	Enrollment	**1107**	**1129**	**1162**	**1199**	**1251**	**1267**	**1289**	**1365**	**1400**
	Available Space	*(168)*	*(190)*	*76*	*107*	*55*	*39*	*17*	*(59)*	*(94)*
	Comments			Addition Complete Phase 1	Addition Complete Phase 2					

Schools			Actual 18–19	Projections 19–20	20–21	21–22	22–23	23–24	24–25	2028	2033
Arcola ES	CSR	Program Capacity	651	651	651	651	651	651	651		
		Enrollment	**736**	**692**	**676**	**678**	**678**	**681**	**691**		
		Available Space	*(85)*	*(41)*	*(25)*	*(27)*	*(27)*	*(30)*	*(40)*		
		Comments									
Bel Pre ES	CSR	Program Capacity	640	640	640	640	640	640	640		
Grades (pre-K-2)		**Enrollment**	**588**	**600**	**609**	**577**	**577**	**604**	**609**		
Paired With		Available Space	*52*	*40*	*31*	*63*	*63*	*36*	*31*		
Strathmore ES		Comments									
Brookhaven ES	CSR	Program Capacity	475	475	475	475	475	475	475		
		Enrollment	**456**	**461**	**469**	**476**	**481**	**480**	**477**		
		Available Space	*19*	*14*	*6*	*(1)*	*(6)*	*(5)*	*(2)*		
		Comments									
East Silver Spring ES	CSR	Program Capacity	560	560	560	560	560	560	560		
		Enrollment	**515**	**519**	**511**	**510**	**510**	**517**	**527**		
		Available Space	*45*	*41*	*49*	*50*	*50*	*43*	*33*		
		Comments	See text								
Forest Knolls ES	CSR	Program Capacity	529	529	529	529	529	529	529		
		Enrollment	**718**	**729**	**736**	**720**	**733**	**756**	**775**		
		Available Space	*(189)*	*(200)*	*(207)*	*(191)*	*(204)*	*(227)*	*(246)*		
		Comments	See text								
Georgian Forest ES	CSR	Program Capacity	649	649	649	649	649	649	649		
		Enrollment	**658**	**651**	**659**	**671**	**675**	**672**	**684**		
		Available Space	*(9)*	*(2)*	*(10)*	*(22)*	*(26)*	*(23)*	*(35)*		
		Comments									
Glen Haven ES	CSR	Program Capacity	561	561	561	561	561	561	561		
		Enrollment	**492**	**490**	**487**	**488**	**493**	**497**	**494**		
		Available Space	*69*	*71*	*74*	*73*	*68*	*64*	*67*		
		Comments									
Glenallan ES	CSR	Program Capacity	762	762	762	762	762	762	762		
		Enrollment	**760**	**736**	**737**	**755**	**757**	**799**	**838**		
		Available Space	*2*	*26*	*25*	*7*	*5*	*(37)*	*(76)*		
		Comments									
Harmony Hills ES	CSR	Program Capacity	709	709	709	709	709	709	709		
		Enrollment	**716**	**721**	**720**	**709**	**721**	**718**	**727**		
		Available Space	*(7)*	*(12)*	*(11)*	*0*	*(12)*	*(9)*	*(18)*		
		Comments									
Highland ES	CSR	Program Capacity	540	540	540	540	540	540	540		
		Enrollment	**548**	**565**	**571**	**574**	**569**	**574**	**581**		
		Available Space	*(8)*	*(25)*	*(31)*	*(34)*	*(29)*	*(34)*	*(41)*		
		Comments									
Highland View ES	CSR	Program Capacity	288	288	288	288	288	288	288		
		Enrollment	**440**	**410**	**385**	**377**	**383**	**389**	**402**		
		Available Space	*(152)*	*(122)*	*(97)*	*(89)*	*(95)*	*(101)*	*(114)*		
		Comments		Planning for Addition							
Kemp Mill ES	CSR	Program Capacity	458	458	458	458	458	458	458		
		Enrollment	**491**	**493**	**492**	**495**	**508**	**517**	**533**		
		Available Space	*(33)*	*(35)*	*(34)*	*(37)*	*(50)*	*(59)*	*(75)*		
		Comments									
Montgomery Knolls ES	CSR	Program Capacity	537	537	681	681	681	681	681		
Grades (K–2)		**Enrollment**	**490**	**467**	**469**	**472**	**473**	**469**	**468**		
Paired With		Available Space	*47*	*70*	*212*	*209*	*208*	*212*	*213*		
Pine Crest ES		Comments			Addition Complete						
New Hampshire Estates ES	CSR	Program Capacity	475	475	475	475	475	475	475		
Grades (pre-K–2)		**Enrollment**	**446**	**464**	**464**	**455**	**450**	**444**	**443**		
Paired With		Available Space	*29*	*11*	*11*	*20*	*25*	*31*	*32*		
Oak View ES		Comments									
Oak View ES	CSR	Program Capacity	335	335	335	335	335	335	335		
Grades (3–5)		**Enrollment**	**431**	**440**	**437**	**467**	**479**	**492**	**489**		
Paired With		Available Space	*(96)*	*(105)*	*(102)*	*(132)*	*(144)*	*(157)*	*(154)*		
New Hampshire ES		Comments		Facility Planning for Addition							

Schools			Actual 18–19	Projections 19–20	20–21	21–22	22–23	23–24	24–25	2028	2033
Oakland Terrace ES	CSR	Program Capacity	526	526	526	526	526	526	526		
		Enrollment	**491**	**462**	**461**	**460**	**453**	**448**	**458**		
		Available Space	*35*	*64*	*65*	*66*	*73*	*78*	*68*		
		Comments									
Pine Crest ES	CSR	Program Capacity	404	404	588	588	588	588	588		
Grades (3–5)		**Enrollment**	**435**	**449**	**458**	**465**	**473**	**481**	**493**		
Paired With		Available Space	*(31)*	*(45)*	*130*	*123*	*115*	*107*	*95*		
Montgomery Knolls ES		Comments			Addition Complete						
Piney Branch ES	CSR	Program Capacity	611	611	611	726	726	726	726		
Grades (3–5)		**Enrollment**	**679**	**673**	**700**	**734**	**744**	**752**	**756**		
Paired With		Available Space	*(68)*	*(62)*	*(89)*	*(8)*	*(18)*	*(26)*	*(30)*		
Takoma Park ES		Comments	Planning for Addition			Addition Complete					
Rock View ES	CSR	Program Capacity	674	674	674	674	674	674	674		
		Enrollment	**613**	**566**	**561**	**573**	**574**	**571**	**583**		
		Available Space	*61*	*108*	*113*	*101*	*100*	*103*	*91*		
		Comments									
Rolling Terrace ES	CSR	Program Capacity	709	709	709	709	709	709	709		
		Enrollment	**803**	**748**	**708**	**669**	**645**	**658**	**658**		
		Available Space	*(94)*	*(39)*	*1*	*40*	*64*	*51*	*51*		
		Comments	See text								
Sargent Shriver ES	CSR	Program Capacity	673	673	673	673	673	673	673		
		Enrollment	**778**	**816**	**819**	**834**	**844**	**849**	**840**		
		Available Space	*(105)*	*(143)*	*(146)*	*(161)*	*(171)*	*(176)*	*(167)*		
		Comments									
Flora M. Singer ES	CSR	Program Capacity	680	680	680	680	680	680	680		
		Enrollment	**670**	**689**	**684**	**660**	**667**	**707**	**735**		
		Available Space	*10*	*(9)*	*(4)*	*20*	*13*	*(27)*	*(55)*		
		Comments									
Sligo Creek ES		Program Capacity	664	664	664	664	664	664	664		
		Enrollment	**677**	**669**	**649**	**650**	**663**	**682**	**698**		
		Available Space	*(13)*	*(5)*	*15*	*14*	*1*	*(18)*	*(34)*		
		Comments									
Strathmore ES	CSR	Program Capacity	439	439	439	439	439	439	439		
Grades (3–5)		**Enrollment**	**446**	**426**	**410**	**394**	**408**	**423**	**432**		
Paired With		Available Space	*(7)*	*13*	*29*	*45*	*31*	*16*	*7*		
Bel Pre ES		Comments									
Takoma Park ES	CSR	Program Capacity	629	629	629	629	629	629	629		
Grades (pre-K–2)		**Enrollment**	**641**	**618**	**585**	**563**	**583**	**605**	**634**		
Paired With		Available Space	*(12)*	*11*	*44*	*66*	*46*	*24*	*(5)*		
Piney Branch ES		Comments									
Viers Mill ES	CSR	Program Capacity	743	743	743	743	743	743	743		
		Enrollment	**605**	**622**	**608**	**599**	**596**	**609**	**629**		
		Available Space	*138*	*121*	*135*	*144*	*147*	*134*	*114*		
		Comments									
Weller Road ES	CSR	Program Capacity	772	772	772	772	772	772	772		
		Enrollment	**714**	**701**	**702**	**696**	**705**	**732**	**743**		
		Available Space	*58*	*71*	*70*	*76*	*67*	*40*	*29*		
		Comments									
Wheaton Woods ES	CSR	Program Capacity	741	741	741	741	741	741	741		
		Enrollment	**523**	**552**	**545**	**547**	**545**	**545**	**546**		
		Available Space	*218*	*189*	*196*	*194*	*196*	*196*	*195*		
		Comments									
Woodlin ES		Program Capacity	489	489	489	489	489	489	489		
		Enrollment	**579**	**582**	**577**	**571**	**561**	**569**	**584**		
		Available Space	*(90)*	*(93)*	*(88)*	*(82)*	*(72)*	*(80)*	*(95)*		
		Comments	Planning for Addition/Facility Upgrade				Addition/Facility Upgrade Complete				
Cluster Information		HS Utilization	105%	104%	107%	111%	109%	113%	116%	118%	116%
		HS Enrollment	10606	10448	10803	11150	11477	11875	12210	12409	12210
		MS Utilization	101%	102%	97%	95%	93%	96%	99%	104%	99%
		MS Enrollment	8355	8445	8443	8598	8824	9083	9313	9807	9313
		ES Utilization	101%	101%	98%	97%	98%	99%	101%	98%	101%
		ES Enrollment	17139	17011	16889	16839	16948	17240	17527	17090	16920

Demographic Characteristics of Schools

	2018–2019						2017–2018		
Schools	Total Enrollment	Two or more races %	Black or Afr. Amer. %	Asian%	Hispanic %	White %	FARMS%*	ESOL%**	Mobility Rate%***
Montgomery Blair HS	3215	4.3%	23.7%	14.3%	34.0%	23.7%	36.0%	17.8%	9.5%
Albert Einstein HS	1762	3.3%	17.8%	8.3%	48.5%	21.9%	39.9%	17.2%	12.8%
John F. Kennedy HS	1796	1.7%	26.3%	7.2%	59.6%	5.0%	46.8%	25.8%	15.8%
Northwood HS	1750	2.5%	25.5%	5.2%	53.2%	13.5%	52.4%	23.7%	19.8%
Wheaton HS	2083	2.4%	22.2%	12.0%	54.1%	9.3%	49.7%	21.1%	10.6%
Argyle MS	1008	1.6%	26.7%	8.1%	54.5%	8.9%	54.1%	12.7%	10.6%
Eastern MS	970	3.6%	19.7%	9.3%	46.8%	20.3%	50.1%	18.1%	11.3%
Col. E. Brooke Lee MS	760	1.8%	25.7%	7.8%	60.3%	4.2%	67.5%	18.0%	15.9%
A. Mario Loiederman MS	986	2.9%	18.3%	5.0%	60.5%	12.9%	58.4%	19.6%	13.7%
Newport Mill MS	678	5.5%	15.2%	8.4%	52.5%	17.6%	47.4%	16.5%	11.2%
Parkland MS	1064	2.6%	21.0%	14.8%	51.1%	10.2%	54.6%	9.9%	8.3%
Silver Spring International MS	1125	4.4%	21.2%	5.4%	41.5%	26.9%	41.3%	13.2%	10.8%
Sligo MS	657	4.0%	19.6%	8.5%	40.0%	27.5%	41.0%	12.2%	13.2%
Takoma Park MS	1107	5.4%	33.6%	16.6%	15.4%	28.8%	28.1%	7.4%	7.4%
Arcola ES	736	1.1%	19.4%	7.3%	68.2%	3.3%	76.2%	48.1%	20.6%
Bel Pre ES	588	2.4%	34.4%	4.8%	51.5%	6.5%	68.2%	48.0%	14.3%
Brookhaven ES	456	2.4%	32.5%	7.7%	48.7%	8.3%	66.5%	39.1%	12.2%
East Silver Spring ES	515	4.1%	58.1%	2.3%	20.0%	15.1%	51.3%	31.3%	13.1%
Forest Knolls ES	718	7.4%	14.9%	5.4%	38.7%	33.3%	32.6%	18.8%	9.4%
Georgian Forest ES	658	2.4%	23.1%	4.1%	61.1%	9.1%	77.2%	36.9%	30.2%
Glen Haven ES	492	4.5%	23.4%	7.3%	47.4%	17.5%	54.3%	34.2%	20.3%
Glenallan ES	760	2.5%	31.8%	11.3%	44.2%	9.7%	56.2%	27.0%	19.2%
Harmony Hills ES	716	0%	14.1%	5.7%	76.1%	3.1%	85.1%	53.5%	19.2%
Highland ES	548	2.6%	9.9%	6.4%	73.4%	6.9%	81.4%	52.7%	14.4%
Highland View ES	440	3.2%	30.2%	2.3%	31.4%	32.7%	44.9%	34.3%	13.3%
Kemp Mill ES	491	0%	15.1%	1.4%	77.6%	4.7%	79.9%	52.2%	22.4%
Montgomery Knolls ES	490	5.9%	26.7%	3.5%	46.5%	17.1%	61.9%	47.3%	11.0%
New Hampshire Estates ES	446	0%	17.3%	3.4%	75.1%	3.1%	88.3%	67.2%	16.8%
Oak View ES	431	1.9%	15.1%	3.7%	65.4%	13.9%	71.1%	38.4%	14.9%
Oakland Terrace ES	491	10.6%	13.6%	5.5%	33.6%	36.5%	32.8%	13.0%	8.6%
Pine Crest ES	435	3.7%	24.4%	5.7%	41.4%	24.8%	47.8%	29.7%	9.8%
Piney Branch ES	679	6.9%	33.7%	2.8%	16.9%	39.5%	31.3%	19.7%	5.5%
Rock View ES	613	4.9%	15.7%	11.4%	44.4%	23.0%	47.9%	27.3%	13.1%
Rolling Terrace ES	803	1.5%	16.6%	3.0%	71.1%	7.8%	71.9%	52.2%	11.4%
Sargent Shriver ES	778	2.2%	10.0%	6.2%	78.3%	2.7%	81.7%	52.9%	17.4%
Flora M. Singer ES	670	6.4%	12.2%	7.0%	38.5%	35.5%	40.2%	28.9%	9.4%
Sligo Creek ES	677	8.3%	23.0%	5.2%	12.3%	51.1%	9.8%	10.1%	9.4%
Strathmore ES	446	3.8%	38.3%	5.4%	45.1%	7.2%	66.8%	32.9%	20.0%
Takoma Park ES	641	7.0%	30.4%	3.9%	17.0%	41.5%	28.7%	23.1%	11.9%
Viers Mill ES	605	3.5%	11.9%	9.1%	61.5%	13.9%	60.7%	43.0%	14.8%
Weller Road ES	714	2.4%	7.1%	6.6%	79.8%	3.8%	79.8%	54.0%	12.6%
Wheaton Woods ES	523	1.3%	28.3%	6.9%	59.1%	4.0%	82.0%	48.5%	12.4%
Woodlin ES	579	9.2%	24.7%	7.3%	21.1%	37.3%	20.3%	13.8%	13.4%
Elementary Cluster Total	**17139**	**4.0%**	**22.0%**	**5.7%**	**50.3%**	**17.7%**	**58.6%**	**37.4%**	**14.5%**
Elementary County Total	**76460**	**5.4%**	**21.6%**	**14.0%**	**32.7%**	**26.0%**	**39.1%**	**25.1%**	**13.1%**

**Percent of students approved for Free and Reduced-priced Meals Program (FARMS) during the 2017–2018 school year.*

***Percent of English for Speakers of Other Languages (ESOL) during the 2017–2018 school year. High School students are served in regional ESOL centers.*

****Mobility Rate is the number of entries plus withdrawals during the 2017–2018 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 2018–2019)

Schools	Grades Served	Capacity (HS @90% MS@85%)	Total Rooms	Support Rooms	Regular Secondary @25	Regular Elementary @23	CSR Grades 1–2 @18	Pre–K @20	Pre–K @40	HS @20	CSR KIND @18	KIND @22	ESOL @15	METS @15	Special Education Services: School Based: HSM @13	Cluster Based: ELEM LAD @13	Quad Cluster Based: ELC @10	LANG @12	LFI @10	SCB @6	County & Regional Based: AAC@7	AUT @6	BRIDGE @10	DHOH @7	SESS @10	EXTENSIONS @6	GT/LD @13	PD @7	PEP@6	PEP @12	PEP @18	VISION (Elementary) @7	OTHER
Montgomery Blair HS	9-12	2912	133		124								7	2																		
Albert Einstein HS	9-12	1629	80		67								3	2					3	3						2						
John F. Kennedy HS	9-12	1794	86		75								4						4	3												
Northwood HS	9-12	1508	73		60								6	2											3		2					
Wheaton HS	9-12	2261	106		95								5	2					2	2												
Argyle MS	6-8	897	43		41								2																			
Eastern MS	6-8	1012	51		44								3	1											3							
Col. E. Brooke Lee MS	6-8	727	37		32								2													2	1					
A. Mario Loiederman MS	6-8	871	43		38								3	2																		
Newport Mill MS	6-8	837	41		38								1						2													
Parkland MS	6-8	948	45		44								1																			
Silver Spring International MS	6-8	1107	54		51								1									2										
Sligo MS	6-8	920	50		41								2	1						2												4
Takoma Park MS	6-8	939	45		43								2																			
Arcola ES	HS-5	651	38	4		11	14	1			7																					1
Bel Pre ES	PreK-2	640	37	3			21	1	2		9																					1
Brookhaven ES	PreK-5	475	29	4		6	7		1		4					2													1	3	1	
East Silver Spring ES	HS-5	560	34	4		7	10		1	1	4				1	2												2		2		
Forest Knolls ES	K-5	529	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	561	35	5		12	8	1			5				1					2								1				
Glenallan ES	HS-5	762	44	5		16	12			1	7					2												1				
Harmony Hills ES	HS-5	709	41	6		11	14		1	1	8																					
Highland ES	HS-5	540	33	6		7	12		1	1	5				1																	
Highland View ES	K-5	288	21	5		1	8				6				1																	
Kemp Mill ES	PreK-5	458	28	5		9	7	1		1	4				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									1																	
Piney Branch ES	3-5	611	31	4		26									1																	
Rock View ES	PreK-5	674	39	4		13	11		1		5						4														1	
Rolling Terrace ES	HS-5	709	40	3		12	14	2		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	489	26	3		16						4			1				2													

Facility Characteristics of Schools 2018–2019

Schools	Year Facility Opened	Year Reopened/ Revitalized	Total Square Footage	Site Size Acres	Adjacent Park	Reloc-atable Classrooms	County Programs
Montgomery Blair HS	1998		386,567	30.2	Yes	6	
Albert Einstein HS	1962	1997	276,462	26.67	Yes	5	
John F. Kennedy HS	1964	1999	280,048	29.1			
Northwood HS	1956	2004	254,054	29.6		8	SBWC
Wheaton HS	1954	2016	373,825	28.2			
Argyle MS	1971	1993	120,205	19.9		3	
Eastern MS	1951	1976	152,030	14.5			LTL
Col. E. Brooke Lee MS	1966		123,199	16.5	Yes		
A. Mario Loiederman MS	1956	2005	131,746	17.08		2	LTL
Newport Mill MS	1958	2002	108,240	8.4	Yes		
Parkland MS	1963	2007	151,169	9.2	Yes	2	LTL
Silver Spring International MS	1934	1999	152,731	10.64	Yes		LTL
Sligo MS	1959	1991	149,527	21.7	Yes		
Takoma Park MS	1939	1999	137,348	18.8	Yes	4	
Arcola ES	1956	2007	95,421	5	Yes	6	LTL
Bel Pre ES	1968	2014	95,330	8.9	Yes		
Brookhaven ES	1961	1995	81,320	8.57			
East Silver Spring ES	1929	1975	88,895	8.4			
Forest Knolls ES	1960	1993	89,564	7.8		5	
Georgian Forest ES	1961	1995	88,111	11	Yes		LTL
Glen Haven ES	1950	2004	85,845	10	Yes		
Glenallan ES	1966	2013	98,700	12.1			
Harmony Hills ES	1957	1999	85,648	10.2	Yes	5	SBHC
Highland ES	1950	1989	87,491	11	Yes		SBHC
Highland View ES	1953	1994	59,213	6.6		6	
Kemp Mill ES	1960	1996	68,222	10		3	LTL
Montgomery Knolls ES	1952	1989	97,213	10.3			LTL
New Hampshire Estates ES	1954	1988	73,306	5.4			SBHC
Oak View ES	1949	1985	57,560	11.3		1	LTL
Oakland Terrace ES	1950	1993	79,145	9.5	Yes	2	
Pine Crest ES	1941	1992	53,778	5.6	Yes	5	LTL
Piney Branch ES	1973		99,706	1.97	Yes		
Rock View ES	1955	1999	91,977	7.4			
Rolling Terrace ES	1950	1989	92,241	4.3		10	SBHC
Sargent Shriver ES	1954	2006	91,628	9.17		9	LTL
Flora M. Singer ES	2012		95,831	12.67	Yes	3	
Sligo Creek ES	1934	1999	98,799	15.6	Yes		
Strathmore ES	1970		59,497	10.8	Yes		
Takoma Park ES	1979		85,553	4.7			
Viers Mill ES	1950	1991	120,572	10.52			SBHC
Weller Road ES	1953	2013	121,346	11.1			SBHC
Wheaton Woods ES	1952	2017	120,154	8			LTL
Woodlin ES	1944	1974	60,725	11		7	

CLUSTER PLANNING ISSUES

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

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

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

- Gaithersburg Elementary School—construct an addition at the school that would provide two schools in one—a Grades Pre-K–2 and a Grades 3–5—with physical separations where possible. A feasibility study was conducted in FY 2017 to determine the feasibility, scope, and cost for the addition with completion by September 2020.
- Rosemont Elementary School—monitor enrollment before any capital solutions or reassignments are considered. Only a four-classroom addition would be feasible at this school. Reassignment of the area west of Interstate 270 to Thomas S. Wootton Cluster schools was considered; however, the interim superintendent of schools did not support reassignment of additional students to the Thomas S. Wootton Cluster due to projected enrollment at Thomas S. Wootton High School.
- Strawberry Knoll Elementary School—monitor enrollment and consider an addition in a future Capital Improvements Program.
- Summit Hall Elementary School—the future revitalization/expansion would address the overutilization at the school. In the short-term, replace the six older relocatable classrooms with new units or modular classrooms.
- Washington Grove Elementary School—conduct a boundary study in spring 2017 to reassign the portion of the Shady Grove Sector Plan within the Gaithersburg Cluster service area to Col. Zadok Magruder Cluster schools.

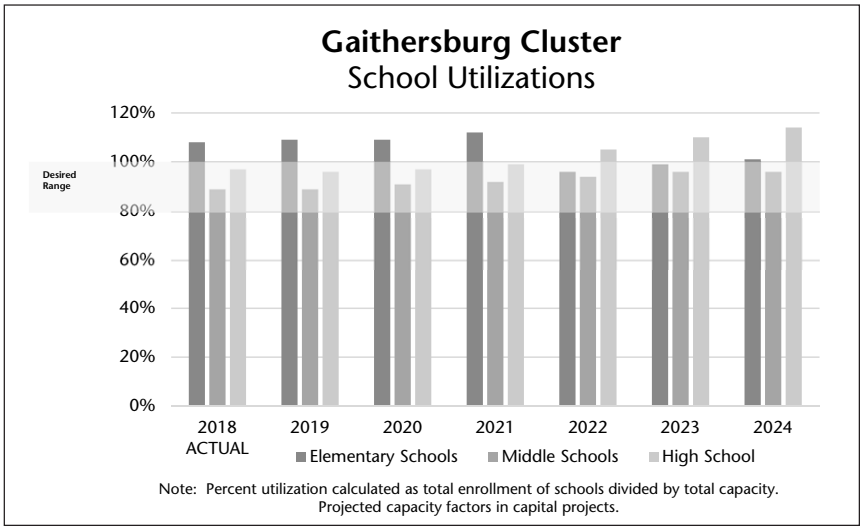
The actions above were completed including the feasibility study for a possible addition at Gaithersburg Elementary School to increase the capacity for 1,000 students. The feasibility study revealed several challenges with construction, security, and administration of the building. Based on these challenges,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

Gaithersburg Cluster Articulation*

Gaithersburg High School

Forest Oak MS	Gaithersburg MS
Goshen ES (K-5)	Gaithersburg ES (pre-K-5)
Rosemont ES (pre-K-5)	Laytonsville ES (K-5)
Summit Hall ES (HS and pre-K-5)	Strawberry Knolls ES (HS and pre-K-5)
Washington Grove ES (HS and pre-K-5)	

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



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

schools recommended and the Board of Education approved the opening of a new elementary school in the Gaithersburg Cluster on the Kelley Park site. The new school is scheduled to open in September 2022.

SCHOOLS

Gaithersburg High School

Capital Project: Projections indicate enrollment at Gaithersburg High School will exceed capacity by 200 seats or more by the end of the six-year planning period. Expenditures are programmed in the six-year period to open a new high school on the Crown Farm site to address overutilization in the mid-county region. Although an FY 2019 appropriation for planning was recommended by the Board of Education for this new school, the County Council delayed the funds by one year to begin in FY 2020. An FY 2020 appropriation is recommended for planning to begin the architectural design for the project. 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: Previous projections indicated that enrollment would exceed capacity by 150 seats or more by the end of the six-year planning period, therefore a capacity a capacity study was approved to explore possible options to provide additional capacity at Forest Oak Middle School. Current projections, however, show that there will be no space deficit throughout the six-year period, thus the capacity study will not be conducted during this CIP cycle.

Gaithersburg Elementary School

Capital Project: A new school was approved to open in the Gaithersburg Cluster with a scheduled completion date of September 2022. An FY 2019 appropriation is approved to begin the architectural design and planning for Gaithersburg Elementary School #8. In order for this project to be completed on time, county and state funding must be provided at the levels recommended in this CIP.

Gaithersburg Elementary School #8

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

Capital Project: A new school was approved to open in the Gaithersburg Cluster with a scheduled completion date of September 2022. An FY 2019 appropriation is approved to begin the architectural design and planning for Gaithersburg Elementary School #8. In order for this project to be completed on time, county and state funding must be provided at the levels recommended in this CIP.

Rosemont Elementary School

Capital Project: A new school was approved to open in the Gaithersburg Cluster with a scheduled completion date of September 2022. An FY 2019 appropriation is approved to begin the architectural design and planning for Gaithersburg Elementary School #8. In order for this project to be completed on time, county and state funding must be provided at the levels recommended in this CIP.

Strawberry Knoll Elementary School

Capital Project: A new school was approved to open in the Gaithersburg Cluster with a scheduled completion date of September 2022. An FY 2019 appropriation is approved to begin the architectural design and planning for Gaithersburg Elementary School #8. In order for this project to be completed on time, county and state funding must be provided at the levels recommended in this CIP.

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.

Capital Project: A new school was approved to open in the Gaithersburg Cluster with a scheduled completion date of September 2022. An FY 2019 appropriation is approved to begin the architectural design and planning for Gaithersburg Elementary School #8. In order for this project to be completed on time, county and state funding must be provided at the levels recommended in this CIP.

Capital Project: A revitalization/expansion project was previously programmed for this school. A new program has been developed to identify large-scale renovations of facilities. Please see Supplement B at the following link for more information: *http://gis.mcpsmd.org/cipmasterpdfs/Supplement_B_Amended_FY2019-2024.pdf*

Washington Grove Elementary School

Capital Project: A new school was approved to open in the Gaithersburg Cluster with a scheduled completion date of September 2022. An FY 2019 appropriation is approved to begin the architectural design and planning for Gaithersburg Elementary School #8. In order for this project to be completed on time, county and state funding must be provided at the levels recommended in this CIP.

CAPITAL PROJECTS

School	Project	Project Status*	Date of Completion
Gaithersburg ES #8	New School	Approved	Sept. 2022

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

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

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

"Recommended"—Project has an FY 2020 appropriation for planning recommended in the FY 2019–2024 CIP.

Projected Enrollment and Space Availability

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

Schools			Actual 18–19	Projections 19–20	20–21	21–22	22–23	23–24	24–25	2028	2033
Gaithersburg HS		Program Capacity	2429	2429	2429	2429	2429	2429	2429	2429	2429
		Enrollment	**2358**	**2342**	**2351**	**2406**	**2541**	**2667**	**2764**	**2829**	**3000**
		Available Space	*71*	*87*	*78*	*23*	*(112)*	*(238)*	*(335)*	*(400)*	*(571)*
		Comments	See text								
Forest Oak MS		Program Capacity	949	949	949	949	949	949	949	949	949
		Enrollment	**870**	**876**	**895**	**907**	**921**	**931**	**940**	**942**	**960**
		Available Space	*79*	*73*	*54*	*42*	*28*	*18*	*9*	*7*	*(11)*
		Comments									
Gaithersburg MS		Program Capacity	1009	1009	1009	1009	1009	1009	1009	1009	1009
		Enrollment	**863**	**860**	**877**	**891**	**925**	**943**	**942**	**935**	**950**
		Available Space	*146*	*149*	*132*	*118*	*84*	*66*	*67*	*74*	*59*
		Comments									
Gaithersburg ES	CSR	Program Capacity	788	788	788	788	788	788	788		
		Enrollment	**845**	**839**	**815**	**811**	**840**	**888**	**931**		
		Available Space	*(57)*	*(51)*	*(27)*	*(23)*	*(52)*	*(100)*	*(143)*		
		Comments	See text								
Gaithersburg ES #8	CSR	Program Capacity					740	740	740		
		Enrollment					**0**	**0**	**0**		
		Available Space					*740*	*740*	*740*		
		Comments					Opens				
Goshen ES	CSR	Program Capacity	594	594	594	594	594	594	594		
		Enrollment	**579**	**589**	**574**	**622**	**638**	**638**	**637**		
		Available Space	*15*	*5*	*20*	*(28)*	*(44)*	*(44)*	*(43)*		
		Comments	See text								
Laytonsville ES		Program Capacity	449	449	449	449	449	449	449		
		Enrollment	**384**	**388**	**391**	**386**	**371**	**361**	**359**		
		Available Space	*65*	*61*	*58*	*63*	*78*	*88*	*90*		
		Comments	See text								
Rosemont ES	CSR	Program Capacity	595	595	595	595	595	595	595		
		Enrollment	**632**	**615**	**617**	**636**	**671**	**696**	**714**		
		Available Space	*(37)*	*(20)*	*(22)*	*(41)*	*(76)*	*(101)*	*(119)*		
		Comments	See text								
Strawberry Knoll ES	CSR	Program Capacity	454	454	454	454	454	454	454		
		Enrollment	**637**	**673**	**675**	**684**	**690**	**694**	**701**		
		Available Space	*(183)*	*(219)*	*(221)*	*(230)*	*(236)*	*(240)*	*(247)*		
		Comments	See text								
Summit Hall ES	CSR	Program Capacity	435	435	435	435	435	435	435		
		Enrollment	**677**	**681**	**674**	**686**	**691**	**704**	**711**		
		Available Space	*(242)*	*(246)*	*(239)*	*(251)*	*(256)*	*(269)*	*(276)*		
		Comments	See text								
Washington Grove ES	CSR	Program Capacity	613	613	613	613	613	613	613		
		Enrollment	**492**	**512**	**537**	**568**	**600**	**627**	**641**		
		Available Space	*121*	*101*	*76*	*45*	*13*	*(14)*	*(28)*		
		Comments	See text								
Cluster Information		HS Utilization	97%	96%	97%	99%	105%	110%	114%	116%	124%
		HS Enrollment	2358	2342	2351	2406	2541	2667	2764	2829	3000
		MS Utilization	89%	89%	91%	92%	94%	96%	96%	96%	98%
		MS Enrollment	1733	1736	1772	1798	1846	1874	1882	1877	1910
		ES Utilization	108%	109%	109%	112%	96%	99%	101%	102%	110%
		ES Enrollment	4246	4297	4283	4393	4501	4608	4694	4740	5150

Demographic Characteristics of Schools

Schools	2018–2019 Total Enrollment	Two or more races %	Black or Afr. Amer. %	Asian%	Hispanic %	White %	2017–2018 FARMS%*	ESOL%**	Mobility Rate%***
Gaithersburg HS	2358	3.3%	23.0%	7.1%	53.2%	13.3%	40.1%	23.1%	15.9%
Forest Oak MS	870	3.3%	24.5%	6.1%	54.9%	10.9%	56.7%	16.5%	15.5%
Gaithersburg MS	863	5.0%	22.0%	6.7%	48.4%	17.7%	47.0%	17.0%	14.2%
Laytonsville ES	384	8.3%	17.7%	7.8%	22.1%	43.8%	17.2%	7.7%	10.3%
Gaithersburg ES	845	2.1%	16.1%	3.1%	75.7%	2.7%	85.1%	50.0%	21.0%
Goshen ES	579	5.0%	24.7%	11.9%	40.2%	18.0%	41.4%	22.2%	15.4%
Rosemont ES	632	5.9%	27.8%	9.7%	47.5%	9.2%	59.0%	45.3%	20.2%
Strawberry Knoll ES	637	6.4%	25.0%	12.2%	43.3%	12.4%	43.0%	21.3%	16.2%
Summit Hall ES	677	1.8%	20.1%	3.4%	72.1%	2.4%	76.3%	54.5%	20.5%
Washington Grove ES	492	2.2%	24.2%	6.1%	57.5%	10.0%	73.0%	52.4%	12.1%
Elementary Cluster Total	**4246**	**4.2%**	**22.1%**	**7.5%**	**54.3%**	**11.7%**	**59.8%**	**38.1%**	**17.3%**
Elementary County Total	**76460**	**5.4%**	**21.6%**	**14.0%**	**32.7%**	**26.0%**	**39.1%**	**25.1%**	**13.1%**

**Percent of students approved for Free and Reduced-priced Meals Program (FARMS) during the 2017–2018 school year.*

***Percent of English for Speakers of Other Languages (ESOL) during the 2017–2018 school year. High School students are served in regional ESOL centers.*

****Mobility Rate is the number of entries plus withdrawals during the 2017–2018 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 2018–2019)

Schools	Grades Served	Capacity (HS @90% MS@85%)	Total Rooms	Support Rooms	Regular Secondary @25	Regular Elementary @23	CSR Grades 1–2 @18	Pre–K @20	Pre–K @40	HS @20	CSR KIND @18	KIND @22	ESOL @15	METS @15	Special Education Services: School Based HSM @13	Cluster Based ELEM LAD @13	Quad Cluster Based ELC @10	Quad Cluster Based LANG @12	Quad Cluster Based LFI @10	Quad Cluster Based SCB @6	County & Regional Based AAC@7	AUT @6	BRIDGE @10	DHOH @7	SESS @10	EXTENSIONS @6	GT/LD @13	PD @7	PEP@6	PEP @12	PEP @18	VISION (Elementary) @7	OTHER
Gaithersburg HS	9-12	2429	122		96								7	4					3	4			8									
Forest Oak MS	6-8	949	47		43								2							2												
Gaithersburg MS	6-8	1009	52		44								2	1								2	3									
Gaithersburg ES	PreK-5	788	44	4		15	12		1		9				1							2										
Goshen ES	K-5	594	34	4		13	10				5				1			1														
Laytonsville ES	K-5	449	27	4		16						2			1					4												
Rosemont ES	PreK-5	595	36	4		10	10		1		6				1							4										
Strawberry Knoll ES	HS-5	454	32	4		1	11	1		1	6				1							3							1	1	2		
Summit Hall ES	HS-5	435	28	5			13	1	1	1	6				1																		
Washington Grove ES	HS-5	613	34	4		10	8		2	1	4				1														1	1	2		

Facility Characteristics of Schools 2018–2019

Schools	Year Facility Opened	Year Reopened/ Revitalized	Total Square Footage	Site Size Acres	Adjacent Park	Reloc-atable Classrooms	County Programs
Gaithersburg HS	1951	2013	427,048	41.07	Yes		SBWC
Forest Oak MS	1999		132,259	41.2			LTL
Gaithersburg MS	1960	1988	157,694	22.82			LTL
Gaithersburg ES	1947	1983	94,468	9.22		11	SBHC
Goshen ES	1988		76,740	10.5		2	
Laytonsville ES	1951	1989	64,160	10.4		1	
Rosemont ES	1965	1995	88,764	8.9		3	SBHC
Strawberry Knoll ES	1988		78,723	10.8	Yes	10	
Summit Hall ES	1971		68,059	10.2	Yes	14	SBHC
Washington Grove ES	1956	1984	86,266	10.7			SBHC

CLUSTER PLANNING ISSUES

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

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*

Planning Study: A Site Selection Committee was held in spring 2018, to identify possible sites for a new elementary school in the Walter Johnson Cluster. The projected space deficits at the elementary school level in the cluster are not sufficient to recommend a new elementary school for the Walter Johnson Cluster at this time. The adopted CIP includes a capacity study for the elementary schools in the Bethesda-Chevy Chase Cluster. The superintendent recommends expanding the capacity study to explore possible solutions that would include the elementary schools in both the Walter Johnson and Bethesda-Chevy Chase Clusters. Once the capacity study is complete, a recommendation to address the overutilization at the elementary school level in both clusters will be included for consideration in the next CIP. The revitalization/expansion project for Luxmanor Elementary School includes additional capacity to allow for the reassignment of students to address a portion of the overutilization at the elementary school level in the Walter Johnson Cluster. A boundary study will be considered once the capacity study is complete in order to make holistic decisions for all of the elementary schools in both the Walter Johnson and Bethesda-Chevy Chase clusters.

SCHOOLS

Walter Johnson High School

Capital Project: Projections indicate enrollment at Walter Johnson High School will exceed capacity by almost 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.

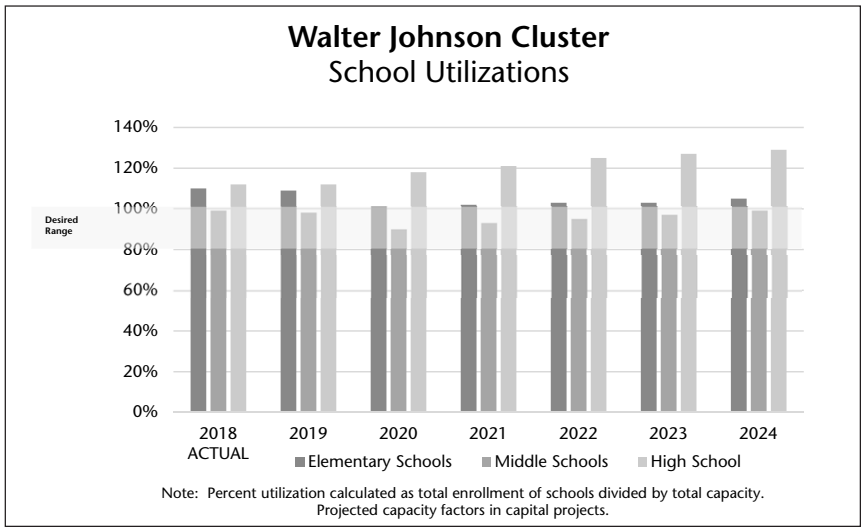
Capital Project: To address the urgent space needs at Walter Johnson High School and the Downcounty Consortium high schools, an FY 2019 appropriation was approved for planning funds to reopen Woodward High School. With respect to Northwood High School, an internal analysis has been completed that evaluated a) the possibility of doing a phased construction of Northwood High School, with students on site and b) an approach where a newly constructed and reopened Woodward High School be used as a holding school, starting in September 2023, for Northwood High School for two years. The evaluation

Walter Johnson Cluster Articulation*

Walter Johnson High School

North Bethesda MS	Tilden MS
Ashburton ES (K-5)	Farmland ES (K-5)
Kensington Parkwood ES (K-5)	Garrett Park ES (K-5)
Wyngate ES (K-5)	Luxmanor ES (K-5)

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



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

compared the costs for each option, impact to students, impact on the building design, and the timeline of the project. This evaluation will be presented to the Board of Education during the CIP process in November 2018, for consideration and action on the approach for Northwood High School.

Woodward High School

Capital Project: To address the urgent space needs at Walter Johnson High School and the Downcounty Consortium high schools, an FY 2019 appropriation was approved for planning funds to reopen Woodward High School. With respect to Northwood High School, an internal analysis has been completed that evaluated a) the possibility of doing a phased construction of Northwood High School, with students on site and b) an approach where a newly constructed and reopened Woodward High School be used as a holding school, starting in September 2023, for Northwood High School for two years. The evaluation compared the costs for each option, impact to students, impact on the building design, and the timeline of the project. This evaluation will be presented to the Board of Education during the CIP process in November 2018, for consideration and action on the approach for Northwood High School.

North Bethesda Middle School

Capital Project: A classroom addition opened at this school in September 2018.

Tilden Middle School

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

Ashburton Elementary School

Planning 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.

Planning Study: A Site Selection Committee was held in spring 2018, to identify possible sites for a new elementary school in the Walter Johnson Cluster. The projected space deficits at the elementary school level in the cluster are not sufficient to recommend a new elementary school for the Walter Johnson Cluster at this time. The adopted CIP includes a capacity study for the elementary schools in the Bethesda-Chevy Chase Cluster. The superintendent recommends expanding the capacity study to explore possible solutions that would include the elementary schools in both the Walter Johnson and Bethesda-Chevy Chase clusters. Once the capacity study is complete, a recommendation to address the overutilization at the elementary school level in both clusters will be included for consideration in the next CIP. The revitalization/expansion project for Luxmanor Elementary School includes additional capacity to allow for the reassignment of students to address a portion of the overutilization at the elementary school level in the Walter Johnson Cluster. A boundary study will be considered once the capacity study is complete in order to make holistic decisions for all of the elementary schools in both the Walter Johnson and Bethesda-Chevy Chase clusters.

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 Issue: 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.

Planning Study: A Site Selection Committee was held in spring 2018, to identify possible sites for a new elementary school in the Walter Johnson Cluster. The projected space deficits at the elementary school level in the cluster are not sufficient to recommend a new elementary school for the Walter Johnson Cluster at this time. The adopted CIP includes a capacity study for the elementary schools in the Bethesda-Chevy Chase Cluster. The superintendent recommends expanding the capacity study to explore possible solutions that would include the elementary schools in both the Walter Johnson and Bethesda-Chevy Chase clusters. Once the capacity study is complete, a recommendation to address the overutilization at the elementary school level in both clusters will be included for consideration in the next CIP. The revitalization/expansion project for Luxmanor Elementary School includes additional capacity to allow for the reassignment of students to address a portion of the overutilization at the elementary school level in the Walter Johnson Cluster. A boundary study will be considered once the capacity study is complete in order to make holistic decisions for all of the elementary schools in both the Walter Johnson and Bethesda-Chevy Chase clusters.

Garrett Park Elementary School

Planning Study: 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, would provide two classrooms, support rooms, and toilet rooms for the school to use. School planners will monitor enrollment at the school for the coming years to determine if the Garrett Park annex will be needed to address the space deficits.

Planning Study: A Site Selection Committee was held in spring 2018, to identify possible sites for a new elementary school in the Walter Johnson Cluster. The projected space deficits at the elementary school level in the cluster are not sufficient to recommend a new elementary school for the Walter Johnson Cluster at this time. The adopted CIP includes a capacity study for the elementary schools in the Bethesda-Chevy Chase Cluster. The superintendent recommends expanding the capacity study to explore possible solutions that would include the elementary schools in both the Walter Johnson and Bethesda-Chevy Chase clusters. Once the capacity study is complete, a recommendation to address the overutilization at the elementary school level in both clusters will be included for consideration in the next CIP. The revitalization/expansion project for Luxmanor Elementary School includes additional capacity to allow for the reassignment of students to address a portion of the overutilization at the elementary school level in the Walter Johnson Cluster. A boundary study will be considered once the capacity study is complete in order to make holistic decisions for all of the elementary schools in both the Walter Johnson and Bethesda-Chevy Chase clusters.

Kensington-Parkwood Elementary School

Capital Project: A classroom addition opened at this school in September 2018.

Planning Study: A Site Selection Committee was held in spring 2018, to identify possible sites for a new elementary school in the Walter Johnson Cluster. The projected space deficits at the elementary school level in the cluster are not sufficient to recommend a new elementary school for the Walter Johnson Cluster at this time. The adopted CIP includes a capacity study for the elementary schools in the Bethesda-Chevy Chase Cluster. The superintendent recommends expanding the capacity study to explore possible solutions that would include the elementary schools in both the Walter Johnson and Bethesda-Chevy Chase clusters. Once the capacity study is complete, a recommendation to address the overutilization at the elementary school level in both clusters will be included for consideration in the next CIP. The revitalization/expansion project for Luxmanor Elementary School includes additional capacity to allow for the reassignment of students to address a portion of the overutilization at the elementary school level in the Walter Johnson Cluster. A boundary study will be considered once the capacity study is complete in order to make holistic decisions for all of the elementary schools in both the Walter Johnson and Bethesda-Chevy Chase clusters.

Luxmanor 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 construction for this project.

Planning Study: A Site Selection Committee was held in spring 2018, to identify possible sites for a new elementary school in the Walter Johnson Cluster. The projected space deficits at the elementary school level in the cluster are not sufficient to recommend a new elementary school for the Walter Johnson Cluster at this time. The adopted CIP includes a capacity study for the elementary schools in the Bethesda-Chevy Chase Cluster. The superintendent recommends expanding the capacity study to explore possible solutions that would include the elementary schools in both the Walter Johnson and Bethesda-Chevy Chase clusters. Once the capacity study is complete, a recommendation to address the overutilization at the elementary school level in both clusters will be included for consideration in the next CIP. The revitalization/expansion project for Luxmanor Elementary School includes additional capacity to allow for the reassignment of students to address a portion of the overutilization at the elementary school level in the Walter Johnson Cluster. A boundary study will be considered once the capacity study is complete in order to make holistic decisions for all of the elementary schools in both the Walter Johnson and Bethesda-Chevy Chase clusters.

Wyngate Elementary School

Planning Study: A Site Selection Committee was held in spring 2018, to identify possible sites for a new elementary school in the Walter Johnson Cluster. The projected space deficits at the elementary school level in the cluster are not sufficient to recommend a new elementary school for the Walter Johnson Cluster at this time. The adopted CIP includes a capacity study for the elementary schools in the Bethesda-Chevy Chase Cluster. The superintendent recommends expanding the capacity study to explore possible solutions that would include the elementary schools in both the Walter Johnson and Bethesda-Chevy Chase clusters. Once the capacity study is complete, a recommendation to address the overutilization at the elementary school level in both clusters will be included for consideration in the next CIP. The revitalization/expansion project for Luxmanor Elementary School includes additional capacity to allow for the reassignment of students to address a portion of the overutilization at the elementary school level in the Walter Johnson Cluster. A boundary study will be considered once the capacity study is complete in order to make holistic decisions for all of the elementary schools in both the Walter Johnson and Bethesda-Chevy Chase clusters.

CAPITAL PROJECTS

School	Project	Project Status*	Date of Completion
Woodward HS	New School	Approved	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 2019 appropriation for planning or construction funds approved in the FY 2019–2024 CIP.

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

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

"Recommended"—Project has an FY 2020 appropriation for planning recommended in the FY 2019–2024 CIP.

Projected Enrollment and Space Availability

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

Schools			Actual 18–19	Projections 19–20	20–21	21–22	22–23	23–24	24–25	2028	2033
Walter Johnson HS		Program Capacity	2321	2321	2321	2321	2321	2321	2321	2321	2321
		Enrollment	**2594**	**2596**	**2728**	**2818**	**2897**	**2951**	**3001**	**2949**	**3040**
		Available Space	*(273)*	*(275)*	*(407)*	*(497)*	*(576)*	*(630)*	*(680)*	*(628)*	*(719)*
		Comments	See text								
North Bethesda MS		Program Capacity	1233	1233	1233	1233	1233	1233	1233	1233	1233
		Enrollment	**1163**	**1169**	**1188**	**1214**	**1227**	**1234**	**1246**	**1321**	**1340**
		Available Space	*70*	*64*	*45*	*19*	*6*	*(1)*	*(13)*	*(88)*	*(107)*
		Comments									
Tilden MS		Program Capacity	943	943	1200	1200	1200	1200	1200	1200	1200
		Enrollment	**989**	**969**	**996**	**1055**	**1092**	**1137**	**1152**	**1026**	**1070**
		Available Space	*(46)*	*(26)*	*204*	*145*	*108*	*63*	*48*	*174*	*130*
		Comments	Revitalization/ Expansion in Progress		Rev/Ex Complete						
Ashburton ES		Program Capacity	*677*	*677*	*677*	*677*	*677*	*677*	*677*		
		Enrollment	**897**	**858**	**851**	**843**	**852**	**854**	**865**		
		Available Space	*(220)*	*(181)*	*(174)*	*(166)*	*(175)*	*(177)*	*(188)*		
		Comments	See text	Addition Complete							
Farmland ES		Program Capacity	715	715	715	715	715	715	715		
		Enrollment	**832**	**833**	**851**	**868**	**879**	**885**	**898**		
		Available Space	*(117)*	*(118)*	*(136)*	*(153)*	*(164)*	*(170)*	*(183)*		
		Comments	See text								
Garrett Park ES		Program Capacity	*776*	*776*	*776*	*776*	*776*	*776*	*776*		
		Enrollment	**800**	**793**	**785**	**789**	**796**	**811**	**842**		
		Available Space	*(24)*	*(17)*	*(9)*	*(13)*	*(20)*	*(35)*	*(66)*		
		Comments	See text								
Kensington–Parkwood ES		Program Capacity	*746*	*746*	*746*	*746*	*746*	*746*	*746*		
		Enrollment	**665**	**650**	**643**	**650**	**655**	**662**	**665**		
		Available Space	*81*	*96*	*103*	*96*	*91*	*84*	*81*		
		Comments	See text								
Luxmanor ES		Program Capacity	401	409	758	758	758	758	758		
		Enrollment	**578**	**599**	**641**	**663**	**670**	**665**	**654**		
		Available Space	*(177)*	*(190)*	*117*	*95*	*88*	*93*	*104*		
		Comments	@ Grosvenor See text	Rev/Ex Complete Jan. 2020							
Wyngate ES		Program Capacity	*777*	*777*	*777*	*777*	*777*	*777*	*777*		
		Enrollment	**729**	**716**	**709**	**706**	**715**	**721**	**736**		
		Available Space	*48*	*61*	*68*	*71*	*62*	*56*	*41*		
		Comments	See text								
Cluster Information		HS Utilization	112%	112%	118%	121%	125%	127%	129%	127%	131%
		HS Enrollment	2594	2596	2728	2818	2897	2951	3001	2949	3040
		MS Utilization	99%	98%	90%	93%	95%	97%	99%	96%	99%
		MS Enrollment	2152	2138	2184	2269	2319	2371	2398	2347	2410
		ES Utilization	110%	109%	101%	102%	103%	103%	105%	107%	110%
		ES Enrollment	4501	4449	4480	4519	4567	4598	4660	4740	4890

Demographic Characteristics of Schools

Schools	2018–2019 Total Enrollment	Two or more races %	Black or Afr. Amer. %	Asian%	Hispanic %	White %	2017–2018 FARMS%*	ESOL%**	Mobility Rate%***
Walter Johnson HS	2594	6.0%	10.1%	12.2%	17.7%	53.8%	7.5%	5.6%	8.8%
North Bethesda MS	1163	8.0%	9.5%	11.8%	12.0%	58.2%	6.9%	3.5%	4.3%
Tilden MS	989	4.8%	14.4%	17.5%	18.5%	44.7%	12.0%	11.3%	10.7%
Ashburton ES	897	9.6%	15.3%	16.9%	17.7%	40.0%	12.5%	12.7%	12.0%
Farmland ES	832	4.4%	6.7%	31.3%	12.4%	45.0%	6.9%	23.1%	17.7%
Garrett Park ES	800	7.9%	11.6%	15.8%	25.3%	39.1%	15.1%	19.7%	13.4%
Kensington-Parkwood ES	665	9.2%	5.6%	7.5%	12.5%	65.1%	8.5%	8.2%	6.7%
Luxmanor ES	578	5.0%	14.9%	23.0%	21.3%	35.8%	17.1%	25.9%	19.7%
Wyngate ES	729	9.3%	3.7%	11.9%	11.5%	63.1%	2.7%	9.0%	2.8%
Elementary Cluster Total	**4501**	**7.6%**	**9.7%**	**18.0%**	**16.8%**	**47.7%**	**10.3%**	**16.1%**	**11.9%**
Elementary County Total	**76460**	**5.4%**	**21.6%**	**14.0%**	**32.7%**	**26.0%**	**39.1%**	**25.1%**	**13.1%**

**Percent of students approved for Free and Reduced-priced Meals Program (FARMS) during the 2017–2018 school year.*

***Percent of English for Speakers of Other Languages (ESOL) during the 2017–2018 school year. High School students are served in regional ESOL centers.*

****Mobility Rate is the number of entries plus withdrawals during the 2017–2018 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 2018–2019)

Schools	Grades Served	Capacity (HS @90% MS@85%)	Total Rooms	Support Rooms	Regular Secondary @25	Regular Elementary @23	CSR Grades 1–2 @18	Pre–K @20	Pre–K @40	HS @20	CSR KIND @18	KIND @22	ESOL @15	METS @15	Special Education Services: School Based: HSM @13	Cluster Based: ELEM LAD @13	Quad Cluster Based: ELC @10	LANG @12	LFI @10	SCB @6	County & Regional Based: AAC@7	AUT @6	BRIDGE @10	DHOH @7	SESS @10	EXTENSIONS @6	GT/LD @13	PD @7	PEP@6	PEP @12	PEP @18	VISION (Elementary) @7	OTHER
Walter Johnson HS	9-12	2321	107		100								2						3			1					1						
North Bethesda MS	6-8	1233	59		57																						2						
Tilden MS	6-8	943	52		41								2						3			4											2
Ashburton ES	K-5	677	34	3		22						6				3																	
Farmland ES	K-5	715	37	4		25						5							3														
Garrett Park ES	K-5	776	37	3		28						6																					
Kensington-Parkwood ES	K-5	780	41	5		28						5				2																	1
Luxmanor ES	K-5	401	24	4		11						4								2										1	2		
Wyngate ES	K-5	777	38	4		29						5																					

Facility Characteristics of Schools 2018–2019

Schools	Year Facility Opened	Year Reopened/ Revitalized	Total Square Footage	Site Size Acres	Adjacent Park	Reloc-atable Classrooms	County Programs
Walter Johnson HS	1956	2009	365,138	30.9		3	
North Bethesda MS	1955	1999	178,252	19.99			
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	1	
Garrett Park ES	1948	2012	96,348	4.4	Yes	1	
Kensington-Parkwood ES	1952	2006	102,382	9.9			
Luxmanor ES	1966		61,694	6.5	Yes		
Wyngate ES	1952	1997	89,104	9.5			

SCHOOLS

Col. Zadok Magruder High School

Capital Project: A major capital project is recommended for this school to address various building systems and programmatic needs for this school. The scope of the project will be determined during the 2018–2019 school year. An FY 2020 appropriation is recommended for planning to begin the architectural design for this project. A completion date will be determined in a future CIP.

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. Therefore, planning will continue for the proposed addition project and expenditures for construction funds will be considered in a future CIP. Enrollment will continue to be monitored and relocatable classrooms will be utilized.

CAPITAL PROJECTS

School	Project	Project Status*	Date of Completion
Col. Zadok Magruder HS	Major Capital Project	Recommended	TBD
Judith A. Resnik ES	Classroom addition	Programmed	TBD

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

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

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

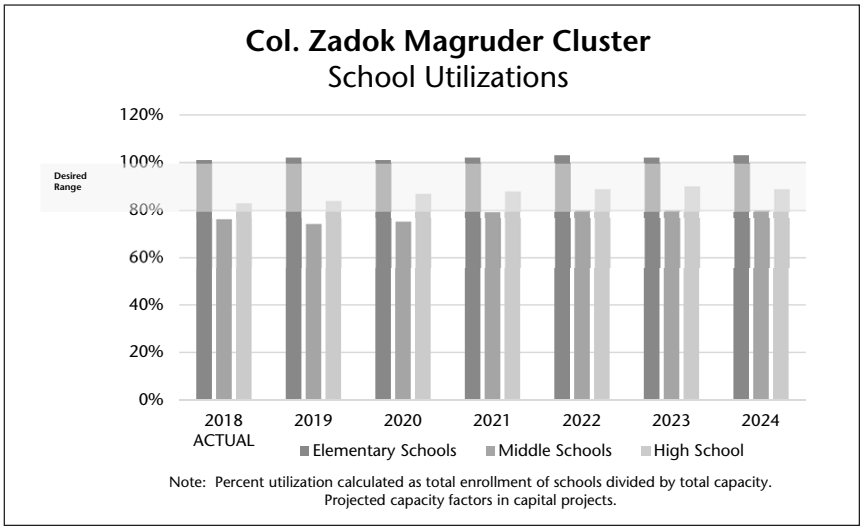
"Recommended"—Project has an FY 2020 appropriation for planning recommended in the FY 2019–2024 CIP.

Magruder Cluster Articulation*

Col. Zadok Magruder High School

Redland MS	Shady Grove MS
Cashell ES (pre-K-5)	Candlewood ES (K-5)
Judith A. Resnik ES (pre-K-5)	Flower Hill ES (pre-K-5)
Sequoyah ES (K-5)	Mill Creek Towne ES (pre-K-5)

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



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

Projected Enrollment and Space Availability

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

Schools			Actual 18–19	Projections 19–20	20–21	21–22	22–23	23–24	24–25	2028	2033
Col. Zadok Magruder HS		Program Capacity	1941	1941	1941	1941	1941	1941	1941	1941	1941
		Enrollment	**1616**	**1640**	**1692**	**1708**	**1732**	**1752**	**1725**	**1625**	**1650**
		Available Space	*325*	*301*	*249*	*233*	*209*	*189*	*216*	*316*	*291*
		Comments		Planning for Major Capital Project							
Redland MS		Program Capacity	765	765	765	765	765	765	765	765	765
		Enrollment	**608**	**576**	**590**	**603**	**612**	**607**	**609**	**586**	**600**
		Available Space	*157*	*189*	*175*	*162*	*153*	*158*	*156*	*179*	*165*
		Comments									
Shady Grove MS		Program Capacity	854	854	854	854	854	854	854	854	854
		Enrollment	**627**	**619**	**631**	**679**	**682**	**683**	**692**	**683**	**700**
		Available Space	*227*	*235*	*223*	*175*	*172*	*171*	*162*	*171*	*154*
		Comments									
Candlewood ES		Program Capacity	515	515	515	515	515	515	515		
		Enrollment	**367**	**393**	**406**	**410**	**421**	**423**	**402**		
		Available Space	*148*	*122*	*109*	*105*	*94*	*92*	*113*		
		Comments									
Cashell ES		Program Capacity	340	340	340	340	340	340	340		
		Enrollment	**363**	**389**	**391**	**395**	**409**	**421**	**424**		
		Available Space	*(23)*	*(49)*	*(51)*	*(55)*	*(69)*	*(81)*	*(84)*		
		Comments									
Flower Hill ES	CSR	Program Capacity	470	470	470	470	470	470	470		
		Enrollment	**459**	**469**	**467**	**458**	**462**	**462**	**477**		
		Available Space	*11*	*1*	*3*	*12*	*8*	*8*	*(7)*		
		Comments									
Mill Creek Towne ES	CSR	Program Capacity	336	336	336	336	336	336	336		
		Enrollment	**466**	**445**	**424**	**427**	**401**	**391**	**393**		
		Available Space	*(130)*	*(109)*	*(88)*	*(91)*	*(65)*	*(55)*	*(57)*		
		Comments									
Judith A. Resnik ES	CSR	Program Capacity	498	498	498	498	498	498	498		
		Enrollment	**645**	**625**	**618**	**620**	**635**	**640**	**652**		
		Available Space	*(147)*	*(127)*	*(120)*	*(122)*	*(137)*	*(142)*	*(154)*		
		Comments	Planning for Addition See text								
Sequoyah ES	CSR	Program Capacity	508	508	508	508	508	508	508		
		Enrollment	**394**	**397**	**396**	**416**	**410**	**394**	**391**		
		Available Space	*114*	*111*	*112*	*92*	*98*	*114*	*117*		
		Comments									
Cluster Information		HS Utilization	83%	84%	87%	88%	89%	90%	89%	84%	85%
		HS Enrollment	1616	1640	1692	1708	1732	1752	1725	1625	1650
		MS Utilization	76%	74%	75%	79%	80%	80%	80%	78%	80%
		MS Enrollment	1235	1195	1221	1282	1294	1290	1301	1269	1300
		ES Utilization	101%	102%	101%	102%	103%	102%	103%	93%	90%
		ES Enrollment	2694	2718	2702	2726	2738	2731	2739	2480	2400

Demographic Characteristics of Schools

Schools	2018–2019 Total Enrollment	Two or more races %	Black or Afr. Amer. %	Asian%	Hispanic %	White %	2017–2018 FARMS%*	ESOL%**	Mobility Rate%***
Col. Zadok Magruder HS	1616	4.8%	17.8%	12.3%	39.0%	25.9%	33.4%	12.2%	11.3%
Redland MS	608	5.6%	20.6%	12.8%	40.0%	20.6%	41.4%	10.8%	8.8%
Shady Grove MS	627	3.5%	20.7%	11.3%	42.4%	21.9%	43.1%	9.9%	11.7%
Candlewood ES	367	6.0%	14.4%	17.7%	16.9%	44.1%	20.7%	15.4%	10.1%
Cashell ES	363	9.9%	17.4%	7.7%	24.0%	41.0%	24.7%	12.9%	2.6%
Flower Hill ES	459	5.0%	29.2%	10.2%	48.1%	6.8%	62.6%	36.8%	17.9%
Mill Creek Towne ES	466	6.7%	17.6%	11.4%	45.1%	18.9%	49.7%	30.3%	13.6%
Judith A. Resnik ES	645	5.0%	29.6%	11.8%	39.4%	14.0%	54.3%	29.7%	14.2%
Sequoyah ES	394	5.8%	11.2%	10.9%	50.0%	21.8%	51.9%	37.0%	14.7%
Elementary Cluster Total	**2694**	**6.2%**	**21.0%**	**11.6%**	**38.3%**	**22.5%**	**45.8%**	**27.7%**	**12.6%**
Elementary County Total	**76460**	**5.4%**	**21.6%**	**14.0%**	**32.7%**	**26.0%**	**39.1%**	**25.1%**	**13.1%**

**Percent of students approved for Free and Reduced-priced Meals Program (FARMS) during the 2017–2018 school year.*

***Percent of English for Speakers of Other Languages (ESOL) during the 2017–2018 school year. High School students are served in regional ESOL centers.*

****Mobility Rate is the number of entries plus withdrawals during the 2017–2018 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 2018–2019)

Schools	Grades Served	Capacity (HS @90% MS@85%)	Total Rooms	Support Rooms	Regular Secondary @25	Regular Elementary @23	CSR Grades 1–2 @18	Pre–K @20	Pre–K @40	HS @20	CSR KIND @18	KIND @22	ESOL @15	METS @15	Special Education Services: School Based HSM @13	Cluster Based ELEM LAD @13	Quad Cluster Based ELC @10	LANG @12	LFI @10	SCB @6	County & Regional Based AAC@7	AUT @6	BRIDGE @10	DHOH @7	SESS @10	EXTENSIONS @6	GT/LD @13	PD @7	PEP@6	PEP @12	PEP @18	VISION (Elementary) @7	OTHER
Col. Zadok Magruder HS	9-12	1941	91		83								2									2			4							
Redland MS	6-8	765	36		36																											
Shady Grove MS	6-8	854	45		39																				3							3
Candlewood ES	K-5	515	28	4		19						3														2						
Cashell ES	PreK-5	340	21	3		10		1				3								2									2				
Flower Hill ES	PreK-5	470	29	5		8	8		1		4														3							
Mill Creek Towne ES	HS-5	336	25	5		4	6	1			3						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																

Facility Characteristics of Schools 2018–2019

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

CLUSTER PLANNING ISSUE

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

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

Planning Study: A boundary study was conducted in spring 2017, to determine the service area for Bayard Rustin Elementary School. Representatives from the Beall, College Gardens, Ritchie Park, and Twinbrook elementary school service areas participated on the boundary advisory committee. Pursuant to the Board of Education action on November 18, 2010, the boundary study explored options to reassign the Chinese Immersion program from College Gardens Elementary School to another elementary school in the Richard Montgomery Cluster. The Board of Education took action on November 27, 2017. The action is available on the MCPS website at the following link: *http://gis.mcpsmd.org/boundarystudypdfs/RMES5_AdoptedBoundaries.pdf*

SCHOOLS

Richard Montgomery High School

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

CAPITAL PROJECTS

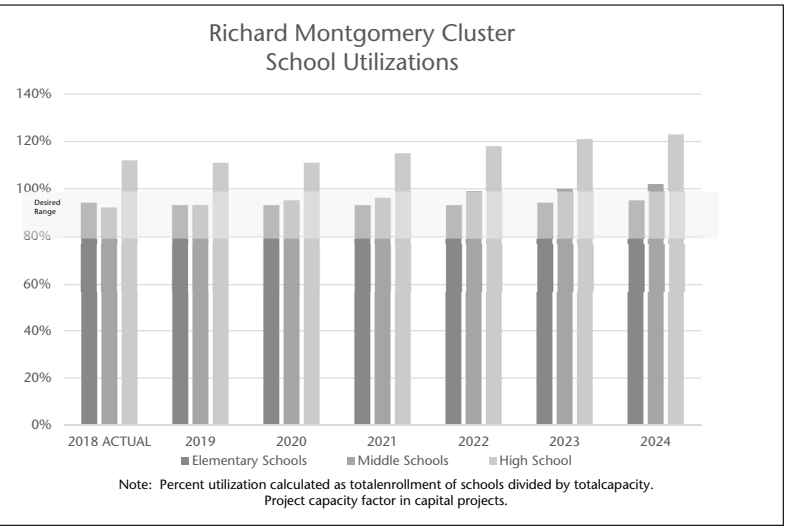
School	Project	Project Status*	Date of Completion
Bayard Rustin ES	New school	Approved	Sept. 2018

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

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

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

"Recommended"—Project has an FY 2020 appropriation for planning recommended in the FY 2019–2024 CIP.



Note: Percent utilization calculated as totalenrollment of schools divided by totalcapacity. Project capacity factor in capital projects.

Projected Enrollment and Space Availability

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

Schools			Actual 18–19	Projections 19–20	20–21	21–22	22–23	23–24	24–25	2028	2033
Richard Montgomery HS		Program Capacity	2218	2218	2218	2218	2218	2218	2218	2218	2218
		Enrollment	**2491**	**2467**	**2472**	**2557**	**2608**	**2681**	**2722**	**2891**	**2890**
		Available Space	*(273)*	*(249)*	*(254)*	*(339)*	*(390)*	*(463)*	*(504)*	*(673)*	*(672)*
		Comments	See text								
Julius West MS		Program Capacity	1432	1432	1432	1432	1432	1432	1432	1432	1432
		Enrollment	**1317**	**1337**	**1355**	**1373**	**1414**	**1439**	**1467**	**1592**	**1600**
		Available Space	*115*	*95*	*77*	*59*	*18*	*(7)*	*(35)*	*(160)*	*(168)*
		Comments									
Beall ES		Program Capacity	639	639	639	639	639	639	639		
		Enrollment	**573**	**533**	**541**	**549**	**578**	**582**	**589**		
		Available Space	*66*	*106*	*98*	*90*	*61*	*57*	*50*		
		Comments									
College Gardens ES		Program Capacity	678	678	678	678	678	678	678		
		Enrollment	**696**	**699**	**678**	**662**	**652**	**664**	**673**		
		Available Space	*(18)*	*(21)*	*0*	*16*	*26*	*14*	*5*		
		Comments									
Ritchie Park ES		Program Capacity	388	388	388	388	388	388	388		
		Enrollment	**433**	**429**	**432**	**436**	**430**	**436**	**436**		
		Available Space	*(45)*	*(41)*	*(44)*	*(48)*	*(42)*	*(48)*	*(48)*		
		Comments									
Bayard Rustin ES		Program Capacity	*745*	*745*	*745*	*745*	*745*	*745*	*745*		
		Enrollment	**601**	**603**	**607**	**606**	**606**	**611**	**612**		
		Available Space	*144*	*142*	*138*	*139*	*139*	*134*	*133*		
		Comments									
Twinbrook ES	CSR	Program Capacity	558	558	558	558	558	558	558		
		Enrollment	**583**	**547**	**527**	**537**	**542**	**539**	**543**		
		Available Space	*(25)*	*11*	*31*	*21*	*16*	*19*	*15*		
		Comments									
Cluster Information		HS Utilization	112%	111%	111%	115%	118%	121%	123%	130%	130%
		HS Enrollment	2491	2467	2472	2557	2608	2681	2722	2891	2890
		MS Utilization	92%	93%	95%	96%	99%	100%	102%	111%	112%
		MS Enrollment	1317	1337	1355	1373	1414	1439	1467	1592	1600
		ES Utilization	94%	93%	93%	93%	93%	94%	95%	118%	127%
		ES Enrollment	2453	2382	2353	2354	2378	2396	2417	3560	3830

Demographic Characteristics of Schools

Schools	2018–2019 Total Enrollment	Two or more races %	Black or Afr. Amer. %	Asian%	Hispanic %	White %	2017–2018 FARMS%*	ESOL%**	Mobility Rate%***
Richard Montgomery HS	2491	4.8%	16.9%	25.9%	22.8%	29.4%	19.5%	8.8%	9.6%
Julius West MS	1317	5.8%	16.4%	17.5%	26.2%	33.9%	23.5%	7.5%	8.9%
Bayard Rustin ES	601	7.8%	11.6%	30.9%	23.8%	25.5%	0%	0%	0%
Beall ES	573	6.5%	16.1%	15.7%	22.3%	39.3%	25.1%	18.4%	12.3%
College Gardens ES	696	7.6%	19.0%	21.0%	19.5%	32.8%	12.8%	13.4%	8.5%
Ritchie Park ES	433	7.2%	16.4%	17.3%	13.4%	45.5%	20.7%	13.2%	12.5%
Twinbrook ES	583	4.1%	11.1%	12.5%	60.2%	11.7%	70.0%	54.9%	19.5%
Elementary Cluster Total	**2886**	**6.7%**	**14.9%**	**19.8%**	**28.3%**	**30.2%**	**29.2%**	**23.0%**	**12.5%**
Elementary County Total	**76460**	**5.4%**	**21.6%**	**14.0%**	**32.7%**	**26.0%**	**39.1%**	**25.1%**	**13.1%**

**Percent of students approved for Free and Reduced-priced Meals Program (FARMS) during the 2017–2018 school year.*

***Percent of English for Speakers of Other Languages (ESOL) during the 2017–2018 school year. High School students are served in regional ESOL centers.*

****Mobility Rate is the number of entries plus withdrawals during the 2017–2018 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 2018–2019)

Schools	Grades Served	Capacity (HS @90% MS@85%)	Total Rooms	Support Rooms	Regular Secondary @25	Regular Elementary @23	CSR Grades 1-2 @18	Pre–K @20	Pre–K @40	HS @20	CSR KIND @18	KIND @22	ESOL @15	METS @15	Special Education Services: School Based: HSM @13	Cluster Based: ELEM LAD @13	Quad Cluster Based: ELC @10	LANG @12	LFI @10	SCB @6	County & Regional Based: AAC@7	AUT @6	BRIDGE @10	DHOH @7	SESS @10	EXTENSIONS @6	GT/LD @13	PD @7	PEP@6	PEP @12	PEP @18	VISION (Elementary) @7	OTHER
Richard Montgomery HS	9-12	2219	102		95								3	1											3								
Julius West MS	6-8	1432	70		65								1	1											3								
Beall ES	HS-5	639	33	4		20			1	1		4						2			1												
College Gardens ES	HS-5	678	36	4		24				1		4										3											
Ritchie Park ES	K-5	388	21	4		14						3																				
Bayard Rustin ES	K-4	745	36	2		27						4																		2		1
Twinbrook ES	HS-5	558	34	6		8	10		1	1	6					2																

Facility Characteristics of Schools 2018–2019

Schools	Year Facility Opened	Year Reopened/ Revitalized	Total Square Footage	Site Size Acres	Adjacent Park	Reloc-atable Classrooms	County Programs
Richard Montgomery HS	1942	2007	311,500	29.05		4	
Julius West MS	1961	1995	182,617	21.3			
Beall ES	1954	1991	79,477	8.4	Yes	2	
College Gardens ES	1967	2008	96,986	7.9	Yes	1	
Ritchie Park ES	1966	1997	58,500	9.2		6	
Bayard Rustin ES	2018		97,397	10.9			
Twinbrook ES	1952	1986	79,818	10.5		2	

CONSORTIUM PLANNING ISSUES

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

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

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

SCHOOLS

Paint Branch High School

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

Francis Scott Key Middle School

Planning Study: Projections indicate that enrollment will exceed capacity by 150 seats or more by the end of the six-year planning period. An FY 2020 appropriation is recommended for facility planning to conduct a feasibility study for a possible addition. The purpose of the study is to determine the scope and cost of the project. A date for the addition will be determined in a future CIP. Relocatables will be utilized until additional capacity can be constructed.

Burnt Mills Elementary School

Capital Project: Projections indicate that enrollment will exceed capacity by more than 92 seats by the end of the six-year planning period. A major capital project is recommended for this school to address various building systems as well as the capacity and programmatic needs for this school. The scope of the project will be determined during the 2018–2019 school year. An FY 2020 appropriation is recommended for planning to begin the architectural design for this project. A completion date will be determined in a future CIP.

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 and expenditures for construction funds will be considered in a future CIP. Enrollment will continue to be monitored and relocatable classrooms will be utilized.

Cloverly Elementary School

Planning Study: Projections indicate that enrollment will exceed capacity by 92 seats or more by the end of the six-year planning period. An FY 2020 appropriation is recommended

Northeast Consortium Articulation

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

Northeast Consortium High Schools
James Hubert Blake HS
Paint Branch HS
Springbrook HS

Benjamin Banneker MS	Briggs Chaney MS	William H. Farquhar MS	Francis Scott Key MS	White Oak MS
Burtonsville ES Fairland ES* Greencastle ES	Cloverly ES* Fairland ES* Galway ES William T. Page ES	Burnt Mill ES Cannon Road ES Cresthaven ES Dr. Charles Drew ES	JoAnn Leleck ES at Broad Acres Jackson Road ES Stonegate ES* Westover ES	Cloverly ES* Sherwood ES** Stonegate*

* Denotes schools with split articulation, i.e., some students feed into one middle school, while other students feed into another middle school.
** Students from Sherwood ES also articulate to William H. Farquhar MS and thereafter to Sherwood HS.

for facility planning to conduct a feasibility study for a possible addition. The purpose of the study is to determine the scope and cost of the project. A date for the addition will be determined in a future CIP. Relocatables will be utilized until additional capacity can be constructed.

Cresthaven Elementary School

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

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

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. Therefore, enrollment will continue to be monitored and relocatable classrooms will be utilized.

JoAnn Leleck Elementary School at Broad Acres

Planning Study: Projections indicated enrollment at JoAnn Leleck Elementary School at Broad Acres will exceed capacity by 92 seats or more by the end of the six-year planning period, with over 800 students. Currently, the school has 10 relocatable classrooms and, due to the site, it will be a challenge to place additional relocatable classrooms if necessary. An FY 2014 appropriation was approved for facility planning to determine the feasibility, scope, and cost for a classroom addition. The outcome of the feasibility study determined that due to site limitations, it is difficult to expand the facility to meet the enrollment growth needs. Therefore, capacity studies were conducted during the 2016–2017 school year at Cresthaven and Roscoe Nix elementary schools, to determine if these schools can be expanded to address the space deficits at JoAnn Leleck Elementary School at Broad Acres. Relocatable classrooms will be utilized until space is available for this school.

Capital Project: Although FY 2019 appropriations were recommended for planning by the Board of Education for addition projects at Cresthaven and Roscoe Nix elementary school, with scheduled completion dates of September 2021, the County Council delayed the projects to September 2022. An FY 2020 appropriation is recommended to begin the architectural design for these projects. 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: A revitalization/expansion project was previously programmed for this school. A new program has been developed to identify large-scale renovations of facilities. Please see Supplement B at the following link for more information: *http://gis.mcpsmd.org/cipmasterpdfs/Supplement_B_Amended_FY2019-2024.pdf*

Northeast Consortium Articulation*

High School Base Areas

James H. Blake HS

Burnt Mills ES (students living outside walk distance of Springbrook HS)
Cloverly ES (Ashton area only)
Fairland ES (students who live outside walk distance to Paint Branch HS)
Jackson Road ES (east of Route 29)
Page ES
Sherwood ES (Hallowell, South of 108 only)
Stonegate ES

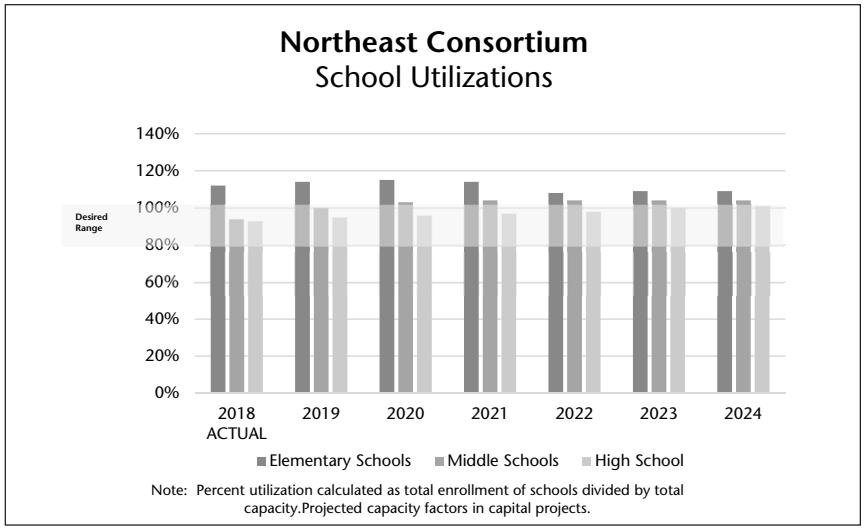
Paint Branch HS

Burtonsville ES
Cloverly ES (excluding Ashton area)
Fairland ES (who live within walk area of school)
Galway ES
Greencastle ES

Springbrook HS

JoAnn Leleck ES at Broad Acres
Burnt Mills ES (who live within walk area of school)
Cannon Road ES
Dr. Charles R. Drew ES
Cresthaven ES
Roscoe Nix ES
Westover ES

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



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

Roscoe Nix Elementary School

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

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

William T. Page Elementary School

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

Capital Project: Projections indicate that enrollment will exceed capacity by 92 seats or more by the end of the six-year planning period. An FY 2020 appropriation for facility planning is recommended to conduct a feasibility study for a possible classroom addition. The purpose of the feasibility study is to determine the scope and cost for the project. A completion date will be determined in a future CIP.

Stonegate Elementary School

Capital Project: Current projections indicate enrollment at Stonegate Elementary School will exceed capacity by 92 seats by the end of the six-year planning period. A major capital project is recommended for this school to address various building systems as well as the capacity and programmatic needs for this school. The scope of the project will be determined during the 2018–2019 school year. An FY 2020 appropriation is recommended for planning to begin the architectural design for this project. A completion date will be determined in a future CIP.

CAPITAL PROJECTS

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

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

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

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

"Recommended"—Project has an FY 2020 appropriation for planning recommended in the FY 2019–2024 CIP.

Projected Enrollment and Space Availability

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

Schools			Actual 18–19	Projections 19–20	20–21	21–22	22–23	23–24	24–25	2028	2033
James Hubert Blake HS		Program Capacity	1743	1743	1743	1743	1743	1743	1743	1743	1743
		Enrollment	**1719**	**1724**	**1732**	**1763**	**1759**	**1761**	**1763**	**1616**	**1620**
		Available Space	*24*	*19*	*11*	*(20)*	*(16)*	*(18)*	*(20)*	*127*	*123*
		Comments									
Paint Branch HS		Program Capacity	2020	2020	2020	2020	2020	2020	2020	2020	2020
		Enrollment	**2013**	**2051**	**2057**	**2054**	**2075**	**2114**	**2142**	**2225**	**2290**
		Available Space	*7*	*(31)*	*(37)*	*(34)*	*(55)*	*(94)*	*(122)*	*(205)*	*(270)*
		Comments									
Springbrook HS		Program Capacity	2121	2121	2121	2121	2121	2121	2121	2121	2121
		Enrollment	**1747**	**1843**	**1868**	**1912**	**1950**	**1988**	**2014**	**1969**	**2020**
		Available Space	*374*	*278*	*253*	*209*	*171*	*133*	*107*	*152*	*101*
		Comments									
Benjamin Banneker MS		Program Capacity	824	824	824	824	824	824	824	824	824
		Enrollment	**857**	**882**	**903**	**883**	**871**	**832**	**848**	**898**	**870**
		Available Space	*(33)*	*(58)*	*(79)*	*(59)*	*(47)*	*(8)*	*(24)*	*(74)*	*(46)*
		Comments									
Briggs Chaney MS		Program Capacity	926	926	926	926	926	926	926	926	926
		Enrollment	**897**	**972**	**1009**	**1032**	**1033**	**1036**	**1044**	**1021**	**1040**
		Available Space	*29*	*(46)*	*(83)*	*(106)*	*(107)*	*(110)*	*(118)*	*(95)*	*(114)*
		Comments									
William H. Farquhar MS		Program Capacity	784	784	784	784	784	784	784	784	784
		Enrollment	**705**	**754**	**757**	**766**	**757**	**753**	**726**	**736**	**760**
		Available Space	*79*	*30*	*27*	*18*	*27*	*31*	*58*	*48*	*24*
		Comments									
Francis Scott Key MS		Program Capacity	960	960	960	960	960	960	960	960	960
		Enrollment	**1003**	**1065**	**1143**	**1132**	**1158**	**1162**	**1169**	**1241**	**1260**
		Available Space	*(43)*	*(105)*	*(183)*	*(172)*	*(198)*	*(202)*	*(209)*	*(281)*	*(300)*
		Comments		Facility Planning for Addition							
White Oak MS		Program Capacity	1008	1008	1008	1008	1008	1008	1008	1008	1008
		Enrollment	**784**	**816**	**837**	**856**	**879**	**900**	**909**	**953**	**980**
		Available Space	*224*	*192*	*171*	*152*	*129*	*108*	*99*	*55*	*28*
		Comments									

Schools			Actual 18–19	Projections 19–20	20–21	21–22	22–23	23–24	24–25	2028	2033
Burnt Mills ES	CSR	Program Capacity	392	392	392	392	392	392	392		
		Enrollment	**608**	**658**	**677**	**678**	**674**	**668**	**669**		
		Available Space	*(216)*	*(266)*	*(285)*	*(286)*	*(282)*	*(276)*	*(277)*		
		Comments		Planning for Major Capital Project							
Burtonsville ES	CSR	Program Capacity	513	513	513	513	513	513	513		
		Enrollment	**631**	**623**	**620**	**609**	**575**	**575**	**571**		
		Available Space	*(118)*	*(110)*	*(107)*	*(96)*	*(62)*	*(62)*	*(58)*		
		Comments	Planning for Addition See text								
Cannon Road ES	CSR	Program Capacity	481	481	481	481	481	481	481		
		Enrollment	**414**	**435**	**426**	**423**	**422**	**431**	**437**		
		Available Space	*67*	*46*	*55*	*58*	*59*	*50*	*44*		
		Comments									
Cloverly ES		Program Capacity	461	461	461	461	461	461	461		
		Enrollment	**533**	**569**	**579**	**592**	**597**	**596**	**604**		
		Available Space	*(72)*	*(108)*	*(118)*	*(131)*	*(136)*	*(135)*	*(143)*		
		Comments		Facility Planning for Addition							
Cresthaven ES Grades (3-5) Paired With Roscoe R. Nix ES	CSR	Program Capacity	454	454	454	454	743	743	743		
		Enrollment	**557**	**544**	**540**	**592**	**594**	**607**	**606**		
		Available Space	*(103)*	*(90)*	*(86)*	*(138)*	*149*	*136*	*137*		
		Comments		Planning for Addition			Addition Complete				
Dr. Charles R. Drew ES	CSR	Program Capacity	501	501	501	501	501	501	501		
		Enrollment	**468**	**463**	**453**	**459**	**475**	**483**	**480**		
		Available Space	*33*	*38*	*48*	*42*	*26*	*18*	*21*		
		Comments									
Fairland ES	CSR	Program Capacity	653	653	653	653	653	653	653		
		Enrollment	**638**	**674**	**654**	**649**	**650**	**660**	**668**		
		Available Space	*15*	*(21)*	*(1)*	*4*	*3*	*(7)*	*(15)*		
		Comments									
Galway ES	CSR	Program Capacity	764	764	764	764	764	764	764		
		Enrollment	**801**	**813**	**824**	**807**	**797**	**773**	**780**		
		Available Space	*(37)*	*(49)*	*(60)*	*(43)*	*(33)*	*(9)*	*(16)*		
		Comments									
Greencastle ES	CSR	Program Capacity	619	619	619	619	619	619	619		
		Enrollment	**701**	**732**	**716**	**703**	**694**	**707**	**719**		
		Available Space	*(82)*	*(113)*	*(97)*	*(84)*	*(75)*	*(88)*	*(100)*		
		Comments									
Jackson Road ES	CSR	Program Capacity	699	699	699	699	699	699	699		
		Enrollment	**729**	**705**	**710**	**699**	**687**	**673**	**661**		
		Available Space	*(30)*	*(6)*	*(11)*	*0*	*12*	*26*	*38*		
		Comments									

Schools			Actual 18–19	Projections 19–20	20–21	21–22	22–23	23–24	24–25	2028	2033
JoAnn Leleck ES at Broad Acres	CSR	Program Capacity	715	715	715	715	715	715	715		
		Enrollment	**830**	**895**	**896**	**912**	**939**	**993**	**997**		
		Available Space	*(115)*	*(180)*	*(181)*	*(197)*	*(224)*	*(278)*	*(282)*		
		Comments	See text								
Roscoe R. Nix ES Grades (preK-2) Paired with Cresthaven ES	CSR	Program Capacity	503	503	503	503	737	737	737		
		Enrollment	**506**	**485**	**489**	**480**	**479**	**472**	**474**		
		Available Space	*(3)*	*18*	*14*	*23*	*258*	*265*	*263*		
		Comments		Planning for Addition			Addition Complete				
William T. Page ES	CSR	Program Capacity	387	387	387	387	387	387	387		
		Enrollment	**535**	**595**	**638**	**625**	**680**	**668**	**676**		
		Available Space	*(148)*	*(208)*	*(251)*	*(238)*	*(293)*	*(281)*	*(289)*		
		Comments		Facility Planning for Addition							
Sherwood ES		Program Capacity	530	530	530	530	530	530	530		
		Enrollment	**528**	**511**	**510**	**501**	**504**	**505**	**520**		
		Available Space	*2*	*19*	*20*	*29*	*26*	*25*	*10*		
		Comments									
Stonegate ES		Program Capacity	372	372	372	372	372	372	372		
		Enrollment	**503**	**526**	**518**	**528**	**533**	**531**	**533**		
		Available Space	*(131)*	*(154)*	*(146)*	*(156)*	*(161)*	*(159)*	*(161)*		
		Comments		Planning for Major Capital Project							
Westover ES		Program Capacity	283	283	283	283	283	283	283		
		Enrollment	**308**	**288**	**289**	**276**	**271**	**266**	**268**		
		Available Space	*(25)*	*(5)*	*(6)*	*7*	*12*	*17*	*15*		
		Comments									
Cluster Information		HS Utilization	93%	95%	96%	97%	98%	100%	101%	99%	101%
		HS Enrollment	5479	5618	5657	5729	5784	5863	5919	5900	5900
		MS Utilization	94%	100%	103%	104%	104%	104%	104%	108%	109%
		MS Enrollment	4246	4489	4649	4669	4698	4683	4696	4450	4450
		ES Utilization	112%	114%	115%	114%	108%	109%	109%	99%	99%
		ES Enrollment	9290	9516	9539	9533	9571	9608	9663	8780	8790

Demographic Characteristics of Schools

	2018–2019						2017–2018		
Schools	Total Enrollment	Two or more races %	Black or Afr. Amer. %	Asian%	Hispanic %	White %	FARMS%*	ESOL%**	Mobility Rate%***
James Blake HS	1719	4.3%	41.2%	9.6%	27.6%	17.2%	34.6%	3.6%	9.7%
Paint Branch HS	2013	3.0%	58.5%	12.6%	20.2%	5.7%	34.8%	3.8%	7.6%
Springbrook HS	1747	3.0%	37.8%	12.5%	39.9%	6.7%	45.4%	17.6%	13.4%
Benjamin Banneker MS	857	2.7%	63.7%	10.4%	19.5%	3.4%	48.7%	5.2%	13.8%
Briggs Chaney MS	897	2.9%	53.7%	12.6%	23.3%	7.2%	46.3%	6.1%	12.6%
William H. Farquhar MS	705	4.0%	25.2%	14.3%	17.0%	39.3%	14.6%	2.0%	5.8%
Francis Scott Key MS	1003	2.2%	44.8%	10.0%	39.5%	3.1%	63.0%	15.0%	17.7%
White Oak MS	784	2.6%	31.1%	8.9%	50.8%	6.5%	61.9%	15.8%	15.5%
JoAnn Leleck ES	830	0%	12.4%	3.4%	83.0%	0%	89.8%	73.3%	20.1%
Burnt Mills ES	608	4.3%	58.4%	4.8%	26.5%	6.1%	63.2%	22.2%	17.6%
Burtonsville ES	631	2.9%	59.9%	11.3%	19.8%	5.7%	38.7%	13.6%	18.3%
Cannon Road ES	414	2.4%	35.5%	10.6%	46.4%	4.6%	59.6%	10.9%	17.3%
Cloverly ES	533	6.0%	27.4%	14.8%	25.0%	26.5%	19.2%	13.7%	10.6%
Cresthaven ES	557	2.0%	37.0%	8.3%	48.3%	4.1%	69.6%	37.5%	23.4%
Dr. Charles R. Drew ES	468	5.8%	43.8%	12.2%	25.2%	12.6%	48.7%	24.0%	9.6%
Fairland ES	638	4.2%	56.6%	6.9%	27.1%	4.5%	62.5%	20.4%	17.6%
Galway ES	801	2.5%	61.7%	9.2%	23.3%	2.9%	56.7%	30.5%	20.1%
Greencastle ES	701	1.7%	66.6%	7.8%	21.1%	2.6%	56.8%	20.0%	21.8%
Jackson Road ES	729	1.4%	53.6%	8.0%	33.6%	3.2%	75.6%	34.1%	18.8%
Roscoe R. Nix ES	506	1.6%	36.4%	9.1%	48.0%	4.0%	73.0%	56.7%	23.5%
William T. Page ES	535	4.7%	48.6%	12.0%	22.2%	12.1%	45.9%	19.7%	10.2%
Sherwood ES	528	9.3%	21.2%	9.7%	17.2%	42.2%	16.4%	10.3%	7.9%
Stonegate ES	503	10.3%	33.0%	14.1%	24.1%	18.3%	24.4%	15.2%	9.7%
Westover ES	308	6.5%	34.4%	13.3%	26.3%	18.8%	26.1%	13.2%	14.6%
Elementary Cluster Total	**9290**	**3.8%**	**43.9%**	**9.2%**	**33.3%**	**9.3%**	**54.7%**	**28.3%**	**16.9%**
Elementary County Total	**76460**	**5.4%**	**21.6%**	**14.0%**	**32.7%**	**26.0%**	**39.1%**	**25.1%**	**13.1%**

**Percent of students approved for Free and Reduced-priced Meals Program (FARMS) during the 2017–2018 school year.*

***Percent of English for Speakers of Other Languages (ESOL) during the 2017–2018 school year. High School students are served in regional ESOL centers.*

****Mobility Rate is the number of entries plus withdrawals during the 2017–2018 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 2018–2019)

Schools	Grades Served	Capacity (HS @90% MS@85%)	Total Rooms	Support Rooms	Regular Secondary @25	Regular Elementary @23	CSR Grades 1–2 @18	Pre–K @20	Pre–K @40	HS @20	CSR KIND @18	KIND @22	ESOL @15	METS @15	Special Education Services: School Based: HSM @13	Cluster Based: ELEM LAD @13	Quad Cluster Based: ELC @10	LANG @12	LFI @10	SCB @6	County & Regional Based: AAC@7	AUT @6	BRIDGE @10	DHOH @7	SESS @10	EXTENSIONS @6	GT/LD @13	PD @7	PEP@6	PEP @12	PEP @18	VISION (Elementary) @7	OTHER
James Blake HS	9-12	1743	79		77															2												
Paint Branch HS	9-12	2021	94		87														3				4									
Springbrook HS	9-12	2121	101		89								4	2					3	2												1
Benjamin Banneker MS	6-8	825	40		38														2													
Briggs Chaney MS	6-8	927	46		42																		4									
William H. Farquhar MS	6-8	784	40		36														1	2												1
Francis Scott Key MS	6-8	961	46		44								2																			
White Oak MS	6-8	1008	49		46								1	1						1												
Burnt Mills ES	PreK-5	392	24	4		3	10		1		5				1																	
Burtonsville ES	K-5	513	30	4		10	10				5				1																	
Cannon Road ES	K-5	481	32	4		3	14				6					2		1			2											
Cloverly ES	K-5	461	27	4		14						3			1							2							1	2		
Cresthaven ES	3-5	454	27	4		17									1		5															
Dr. Charles R. Drew ES	PreK-5	501	29	3		11	5	1	1		3					2				3												
Fairland ES	HS-5	653	38	3		12	11	1		1	4				1									3				1		1		
Galway ES	PreK-5	764	45	6		16	11		1		6						5															
Greencastle ES	PreK-5	619	35	5		8	12		2		5				1															2		
Jackson Road ES	PreK-5	699	40	5		14	11		1		4				1														1	1	2		
JoAnn Leleck ES	HS-5	715	40	6		12	12		2	1	6			1																		
Roscoe R. Nix ES	PreK-2	503	34	5			14		1		10				1							3										
William T. Page ES	PreK-5	387	24	4		4	8		1		3	2			1																	1
Sherwood ES	K-5	530	31	3		17						3			1					1		3						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										

Facility Characteristics of Schools 2018–2019

Schools	Year Facility Opened	Year Reopened/ Revitalized	Total Square Footage	Site Size Acres	Adjacent Park	Reloc-atable Classrooms	County Programs
James Blake HS	1998		297,125	91.09			
Paint Branch HS	1969	2012	347,169	45.98			
Springbrook HS	1960	1994	305,006	25.13	Yes		
Benjamin Banneker MS	1974		117,035	20			
Briggs Chaney MS	1991		115,000	29.4			
William H. Farquhar MS	1968	2016	135,626	20			
Francis Scott Key MS	1966	2009	147,424	20.6			
White Oak MS	1962	1993	140,990	17.3			
Burnt Mills ES	1964	1990	57,318	15.1		8	
Burtonsville ES	1952	1993	71,349	11.9		6	
Cannon Road ES	1967	2012	83,377	4.4	Yes		
Cloverly ES	1961	1989	61,991	10	Yes	2	
Cresthaven ES	1962	2010	76,862	9.8		1	
Dr. Charles R. Drew ES	1991		73,975	12			
Fairland ES	1934	1992	92,227	11.8		1	
Galway ES	1967	2009	103,170	9	Yes	2	
Greencastle ES	1988		78,275	18.9		6	LTL
Jackson Road ES	1959	1995	91,465	8.8		1	
JoAnn Leleck ES	1952	1974	88,922	6.2	Yes	10	SBHC
Roscoe R. Nix ES	2006		88,351	8.97	Yes		
William T. Page ES	1965	2003	58,726	9.8		7	
Sherwood ES	1977		81,727	10.85			
Stonegate ES	1971		52,468	10.3		7	
Westover ES	1964	1998	54,645	7.6		2	

SCHOOLS

Northwest High School

Planning Issue: Projections indicate enrollment at Northwest High School will exceed capacity by almost 700 students by the end of the six year CIP planning period. Enrollment also is projected to exceed capacity at Clarksburg High School by almost 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 2,581 students. The enrollment at Seneca Valley High School is projected to be 1,301 students by the end of the six-year planning period. With a capacity of 2,581 seats, there will be approximately 1,280 seats available to accommodate students from Clarksburg and Northwest high schools when the project is complete.

Planning Study: A boundary study is approved to explore the reassignment of Clarksburg and Northwest high school students to Seneca Valley High School. As part of the boundary study, middle school articulation patterns in the Seneca Valley Cluster will be reviewed in order to evaluate utilizations and articulation patterns, therefore Roberto Clemente and Martin Luther King, Jr. middle schools will participate in the boundary study. In order to minimize split articulations among the three clusters, the superintendent recommends expanding the scope of the boundary study to include all of the middle schools in the Clarksburg and Northwest clusters in addition to the middle schools in the Seneca Valley Cluster. The boundary study will begin in late fall/early winter 2018 with Board action scheduled in November 2019.

Capital Project: Expenditures are programmed in the six-year period to open a new high school on the Crown Farm site to address overutilization in the mid-county region. Although an FY 2019 appropriation for planning was recommended by the Board of Education for this new school, the County Council delayed the funds by one year to begin in FY 2020. An FY 2020 appropriation is recommended for planning to begin the architectural design for the project. 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 approved to explore the reassignment of Clarksburg and Northwest high school students to Seneca Valley High School. As part of the boundary study, middle school articulation patterns in the Seneca Valley Cluster will be reviewed in order to evaluate utilizations and articulation patterns, therefore Roberto Clemente and Martin Luther King, Jr. middle schools will participate in the boundary study. In order to minimize split articulations among the three clusters, the superintendent recommends expanding the scope of the boundary study to include all of the middle schools in the Clarksburg and Northwest clusters in addition to the middle schools in the Seneca Valley Cluster. The boundary study will begin in late fall/early winter 2018 with Board action scheduled in November 2019.

Planning Issue: Projections indicate that enrollment will exceed capacity by 150 seats or more by the end of the six-year planning period. The boundary study will evaluate options to address the utilizations levels at this school.

Northwest Cluster Articulation*

Northwest High School

Roberto Clemente MS[1]	Kingsview MS	Lakelands Park MS[2]
Clopper Mill ES Germantown ES Great Seneca Creek ES[3]	Ronald McNair ES Spark M. Matsunaga ES Great Seneca Creek ES[3]	Darnestown ES Diamond ES[4] (North of Great Seneca Highway)

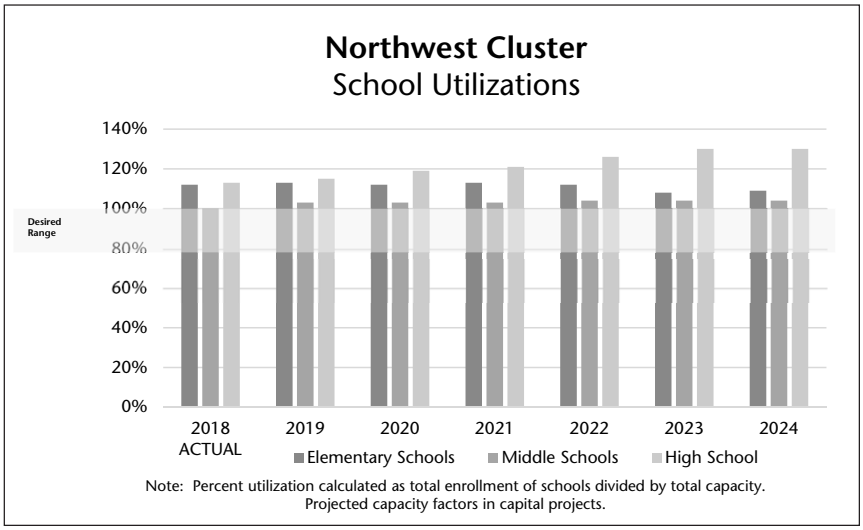
* "Cluster" is defined as the collection of elementary schools that articulate to the same high school.

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

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

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

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



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

Kingsview Middle School

Planning Study: A boundary study is approved to explore the reassignment of Clarksburg and Northwest high school students to Seneca Valley High School. As part of the boundary study, middle school articulation patterns in the Seneca Valley Cluster will be reviewed in order to evaluate utilizations and articulation patterns, therefore Roberto Clemente and Martin Luther King, Jr. middle schools will participate in the boundary study. In order to minimize split articulations among the three clusters, the superintendent recommends expanding the scope of the boundary study to include all of the middle schools in the Clarksburg and Northwest clusters in addition to the middle schools in the Seneca Valley Cluster. The boundary study will begin in late fall/early winter 2018 with Board action scheduled in November 2019.

Lakelands Park Middle School

Planning Study: A boundary study is approved to explore the reassignment of Clarksburg and Northwest high school students to Seneca Valley High School. As part of the boundary study, middle school articulation patterns in the Seneca Valley Cluster will be reviewed in order to evaluate utilizations and articulation patterns, therefore Roberto Clemente and Martin Luther King, Jr. middle schools will participate in the boundary study. In order to minimize split articulations among the three clusters, the superintendent recommends expanding the scope of the boundary study to include all of the middle schools in the Clarksburg and Northwest clusters in addition to the middle schools in the Seneca Valley Cluster. The boundary study will begin in late fall/early winter 2018 with Board action scheduled in November 2019.

Clopper Mill Elementary School

Capital Project: Projections indicate that enrollment will exceed capacity by 92 seats or more by the end of the six-year planning period. An FY 2020 appropriation is recommended to conduct a feasibility study for a possible addition. The purpose of the study is to determine the scope and cost of the project. A date for the project will be determined in a future CIP. Relocatable will be utilized until additional construction can be provided.

Ronald McNair Elementary School

Capital Project: Projections indicate that enrollment at Ronald McNair Elementary School will exceed capacity by more than 150 seats by the end of the six-year planning period. Although an FY 2019 appropriation was recommended by the Board of Education for the addition project with a scheduled completion date of September 2021, the County Council delayed the project to September 2022. An FY 2020 appropriation is recommended to begin the architectural design for the project. 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
Clopper Mill ES	Classroom addition	Proposed	TBD
Ronald McNair ES	Classroom addition	Recommended	Sept. 2022

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

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

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

"Recommended"—Project has an FY 2020 appropriation for planning recommended in the FY 2019–2024 CIP.

Projected Enrollment and Space Availability

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

Schools			Actual 18–19	Projections 19–20	20–21	21–22	22–23	23–24	24–25	2028	2033
Northwest HS		Program Capacity	2286	2286	2286	2286	2286	2286	2286	2286	2286
		Enrollment	**2590**	**2640**	**2727**	**2776**	**2873**	**2974**	**2981**	**2984**	**3070**
		Available Space	*(304)*	*(354)*	*(441)*	*(490)*	*(587)*	*(688)*	*(695)*	*(698)*	*(784)*
		Comments	See text								
Roberto Clemente MS		Program Capacity	1231	1231	1231	1231	1231	1231	1231	1231	1231
		Enrollment	**1307**	**1379**	**1355**	**1360**	**1373**	**1392**	**1394**	**1425**	**1450**
		Available Space	*(76)*	*(148)*	*(124)*	*(129)*	*(142)*	*(161)*	*(163)*	*(194)*	*(219)*
		Comments	Boundary Study								
Kingsview MS		Program Capacity	1041	1041	1041	1041	1041	1041	1041	1041	1041
		Enrollment	**998**	**1017**	**1014**	**1003**	**997**	**980**	**979**	**1063**	**1080**
		Available Space	*43*	*24*	*27*	*38*	*44*	*61*	*62*	*(22)*	*(39)*
		Comments	Boundary Study								
Lakelands Park MS		Program Capacity	1147	1147	1147	1147	1147	1147	1147	1147	1147
		Enrollment	**1123**	**1136**	**1146**	**1151**	**1171**	**1191**	**1195**	**1251**	**1280**
		Available Space	*24*	*11*	*1*	*(4)*	*(24)*	*(44)*	*(48)*	*(104)*	*(133)*
		Comments	Boundary Study								
Clopper Mill ES	CSR	Program Capacity	470	470	470	470	470	470	470		
		Enrollment	**564**	**568**	**570**	**582**	**593**	**607**	**618**		
		Available Space	*(94)*	*(98)*	*(100)*	*(112)*	*(123)*	*(137)*	*(148)*		
		Comments		Facility Planning for Addition							
Darnestown ES		Program Capacity	419	419	419	419	419	419	419		
		Enrollment	**310**	**293**	**308**	**307**	**310**	**309**	**306**		
		Available Space	*109*	*126*	*111*	*112*	*109*	*110*	*113*		
		Comments									
Diamond ES		Program Capacity	679	679	679	679	679	679	679		
		Enrollment	**770**	**753**	**748**	**773**	**783**	**782**	**782**		
		Available Space	*(91)*	*(74)*	*(69)*	*(94)*	*(104)*	*(103)*	*(103)*		
		Comments									
Germantown ES	CSR	Program Capacity	309	309	309	309	309	309	309		
		Enrollment	**322**	**331**	**330**	**330**	**333**	**336**	**339**		
		Available Space	*(13)*	*(22)*	*(21)*	*(21)*	*(24)*	*(27)*	*(30)*		
		Comments									
Great Seneca Creek ES	CSR	Program Capacity	561	561	561	561	561	561	561		
		Enrollment	**606**	**633**	**625**	**599**	**587**	**579**	**573**		
		Available Space	*(45)*	*(72)*	*(64)*	*(38)*	*(26)*	*(18)*	*(12)*		
		Comments									
Spark M. Matsunaga ES		Program Capacity	652	652	652	652	652	652	652		
		Enrollment	**728**	**760**	**749**	**743**	**724**	**718**	**708**		
		Available Space	*(76)*	*(108)*	*(97)*	*(91)*	*(72)*	*(66)*	*(56)*		
		Comments									
Ronald McNair ES		Program Capacity	626	626	626	626	761	761	761		
		Enrollment	**847**	**850**	**840**	**847**	**847**	**845**	**865**		
		Available Space	*(221)*	*(224)*	*(214)*	*(221)*	*(86)*	*(84)*	*(104)*		
		Comments		Planning for Addition			Addition Complete				
Cluster Information		HS Utilization	113%	115%	119%	121%	126%	130%	130%	131%	134%
		HS Enrollment	2590	2640	2727	2776	2873	2974	2981	2984	3070
		MS Utilization	100%	103%	103%	103%	104%	104%	104%	109%	111%
		MS Enrollment	3428	3532	3515	3514	3541	3563	3568	3739	3810
		ES Utilization	112%	113%	112%	113%	108%	108%	109%	100%	99%
		ES Enrollment	4147	4188	4170	4181	4177	4176	4191	3870	3800

Demographic Characteristics of Schools

Schools	2018–2019 Total Enrollment	Two or more races %	Black or Afr. Amer. %	Asian%	Hispanic %	White %	2017–2018 FARMS%*	ESOL%**	Mobility Rate%***
Northwest HS	2590	4.5%	25.7%	21.1%	21.7%	26.8%	22.5%	2.4%	11.2%
Roberto Clemente MS	1307	5.7%	25.9%	23.6%	31.0%	13.8%	33.4%	5.7%	10.1%
Kingsview MS	998	6.2%	26.2%	24.6%	14.6%	28.2%	19.5%	2.9%	5.5%
Lakelands Park MS	1123	6.1%	16.5%	14.3%	23.4%	39.6%	22.7%	5.3%	12.0%
Clopper Mill ES	564	3.0%	35.3%	9.4%	45.6%	5.9%	63.9%	31.0%	15.6%
Darnestown ES	310	5.5%	11.3%	12.3%	5.5%	65.5%	3.5%	2.8%	6.7%
Diamond ES	770	5.7%	10.1%	47.9%	11.3%	24.8%	9.4%	25.6%	19.2%
Germantown ES	322	6.2%	37.3%	15.5%	22.4%	18.3%	34.1%	15.6%	10.9%
Great Seneca Creek ES	606	6.3%	35.1%	12.0%	24.1%	21.5%	39.6%	17.1%	16.5%
Spark M. Matsunaga ES	728	5.8%	19.1%	40.2%	15.5%	18.8%	20.7%	12.0%	12.4%
Ronald McNair ES	847	8.4%	26.0%	28.3%	17.1%	19.8%	23.9%	17.0%	8.6%
Elementary Cluster Total	**4147**	**6.0%**	**24.2%**	**26.9%**	**20.2%**	**22.2%**	**27.8%**	**18.4%**	**13.4%**
Elementary County Total	**76460**	**5.4%**	**21.6%**	**14.0%**	**32.7%**	**26.0%**	**39.1%**	**25.1%**	**13.1%**

**Percent of students approved for Free and Reduced-priced Meals Program (FARMS) during the 2017–2018 school year.*

***Percent of English for Speakers of Other Languages (ESOL) during the 2017–2018 school year. High School students are served in regional ESOL centers.*

****Mobility Rate is the number of entries plus withdrawals during the 2017–2018 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 2018–2019)

Schools	Grades Served	Capacity (HS @90% MS@85%)	Total Rooms	Support Rooms	Regular Secondary @25	Regular Elementary @23	CSR Grades 1–2 @18	Pre–K @20	Pre–K @40	HS @20	CSR KIND @18	KIND @22	ESOL @15	METS @15	Special Education Services: School Based: HSM @13	Cluster Based: ELEM LAD @13	Quad Cluster Based: ELC @10	LANG @12	LFI @10	SCB @6	County & Regional Based: AAC@7	AUT @6	BRIDGE @10	DHOH @7	SESS @10	EXTENSIONS @6	GT/LD @13	PD @7	PEP@6	PEP @12	PEP @18	VISION (Elementary) @7	OTHER
Northwest HS	9-12	2286	104		100																				4							
Roberto Clemente MS	6-8	1231	60		56								1						2								1					
Kingsview MS	6-8	1041	49		49																											
Lakelands Park MS	6-8	1147	57		53															2						2						
Clopper Mill ES	HS-5	470	29	4		7	6	1	1	1	5				1							3										
Darnestown ES	K-5	419	25	4		14						2			1		4															
Diamond ES	K-5	679	35	3		23						6										3										
Germantown ES	K-5	309	22	3		4	6				3				1					3									1		1	
Great Seneca Creek ES	K-5	561	34	4		10	11				5				1										3							
Spark M. Matsunaga ES	K-5	652	34	4		23						5			1																	1
Ronald McNair ES	PreK-5	626	32	4		21		1				5			1																	

Facility Characteristics of Schools 2018–2019

Schools	Year Facility Opened	Year Reopened/ Revitalized	Total Square Footage	Site Size Acres	Adjacent Park	Reloc-atable Classrooms	County Programs
Northwest HS	1998		340,867	34.6	Yes	6	
Roberto Clemente MS	1992		148,246	19.9		3	
Kingsview MS	1997		140,398	18.5	Yes		
Lakelands Park MS	2005		153,588	8.11	Yes		
Clopper Mill ES	1986		64,851	9	Yes	5	
Darnestown ES	1954	1980	64,840	7.2			
Diamond ES	1975		83,177	10	Yes	5	
Germantown ES	1935	1978	57,668	7.8		3	
Great Seneca Creek ES	2006		82,511	13.71		3	
Spark M. Matsunaga ES	2001		90,718	11.8		5	
Ronald McNair ES	1990		78,275	10	Yes	7	

SCHOOLS

Poolesville High School

Capital Project: A major capital project is recommended for this school to address various building systems and programmatic needs for this school. The scope of the project will be determined during the 2018–2019 school year. An FY 2020 appropriation is recommended for planning to begin the architectural design for this project. A completion date will be determined in a future CIP.

CAPITAL PROJECTS

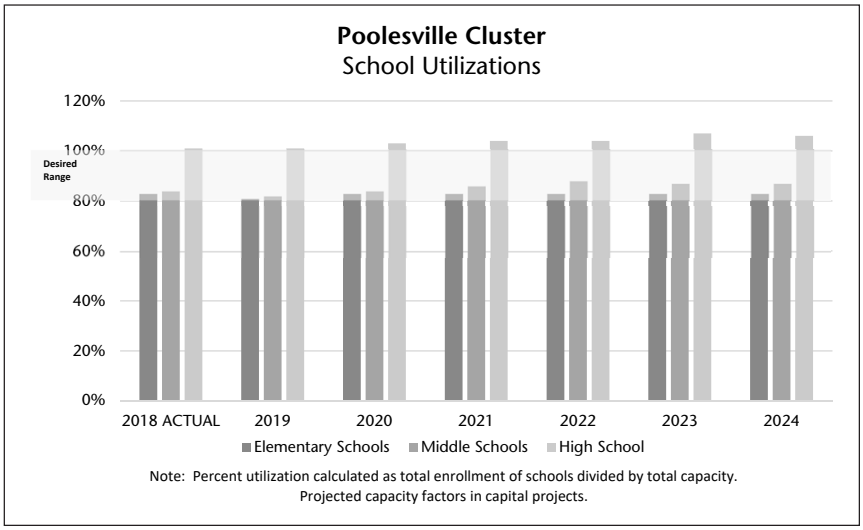
School	Project	Project Status*	Date of Completion
Poolesville HS	Major Capital Project	Recommended	TBD

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

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

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

"Recommended"—Project has an FY 2020 appropriation for planning recommended in the FY 2019–2024 CIP.



Projected Enrollment and Space Availability

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

Schools			Actual 18–19	Projections 19–20	20–21	21–22	22–23	23–24	24–25	2028	2033
Poolesville HS		Program Capacity	1170	1170	1170	1170	1170	1170	1170	1170	1170
		Enrollment	**1186**	**1185**	**1204**	**1214**	**1216**	**1254**	**1237**	**1352**	**1380**
		Available Space	*(16)*	*(15)*	*(34)*	*(44)*	*(46)*	*(84)*	*(67)*	*(182)*	*(210)*
		Comments		Planning for Major Capital Project							
John Poole MS		Program Capacity	468	468	468	468	468	468	468	468	468
		Enrollment	**395**	**385**	**394**	**404**	**412**	**405**	**405**	**375**	**400**
		Available Space	*73*	*83*	*74*	*64*	*56*	*63*	*63*	*93*	*68*
		Comments									
Monocacy ES		Program Capacity	219	219	219	219	219	219	219		
		Enrollment	**147**	**145**	**146**	**143**	**142**	**142**	**147**		
		Available Space	*72*	*74*	*73*	*76*	*77*	*77*	*72*		
		Comments									
Poolesville ES		Program Capacity	539	539	539	539	539	539	539		
		Enrollment	**479**	**472**	**484**	**484**	**487**	**490**	**484**		
		Available Space	*60*	*67*	*55*	*55*	*52*	*49*	*55*		
		Comments									
Cluster Information		HS Utilization	101%	101%	103%	104%	104%	107%	106%	116%	118%
		HS Enrollment	1186	1185	1204	1214	1216	1254	1237	1352	1380
		MS Utilization	84%	82%	84%	86%	88%	87%	87%	80%	85%
		MS Enrollment	395	385	394	404	412	405	405	375	400
		ES Utilization	83%	81%	83%	83%	83%	83%	83%	66%	63%
		ES Enrollment	626	617	630	627	629	632	631	500	480

Demographic Characteristics of Schools

Schools	2018–2019 Total Enrollment	Two or more races %	Black or Afr. Amer. %	Asian%	Hispanic %	White %	2017–2018 FARMS%*	ESOL%**	Mobility Rate%***
Poolesville HS	1186	5.6%	5.6%	31.5%	8.2%	48.9%	6.1%	0%	3.2%
John Poole MS	395	5.1%	6.3%	9.4%	12.2%	66.6%	10.3%	0%	7.4%
Monocacy ES	147	8.2%	4.1%	4.8%	10.2%	72.8%	17.8%	6.8%	6.2%
Poolesville ES	479	7.5%	6.3%	7.1%	12.5%	66.2%	11.8%	6.7%	5.8%
Elementary Cluster Total	**626**	**7.7%**	**5.8%**	**6.5%**	**12.0%**	**67.7%**	**13.2%**	**6.7%**	**5.9%**
Elementary County Total	**76460**	**5.4%**	**21.6%**	**14.0%**	**32.7%**	**26.0%**	**39.1%**	**25.1%**	**13.1%**

**Percent of students approved for Free and Reduced-priced Meals Program (FARMS) during the 2017–2018 school year.*

***Percent of English for Speakers of Other Languages (ESOL) during the 2017–2018 school year. High School students are served in regional ESOL centers.*

****Mobility Rate is the number of entries plus withdrawals during the 2017–2018 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 2018–2019)

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

Facility Characteristics of Schools 2018–2019

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

SCHOOLS

Quince Orchard High School

Capital Project: Projections indicate that enrollment at Quince Orchard High School will exceed capacity by 200 seats or more by the end of the six-year planning period. An FY 2018 appropriation was approved for a facility planning to conduct a capacity study. Expenditures are approved in the six-year period to open a new high school on the Crown Farm site to address overutilization in the mid-county region. Although an FY 2019 appropriation for planning was recommended by the Board of Education for this new school, the County Council delayed the funds by one year to begin in FY 2020. An FY 2020 appropriation is recommended for planning to begin the architectural design for this project. 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 were approved to provide capacity and facility upgrades at DuFief Elementary School. Although the Board of Education requested that the projected be completed in September 2021, the County Council delayed the project to September 2022. An FY 2019 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 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. A feasibility study was conducted in FY 2015 to determine the feasibility, cost, and scope of an addition project. 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

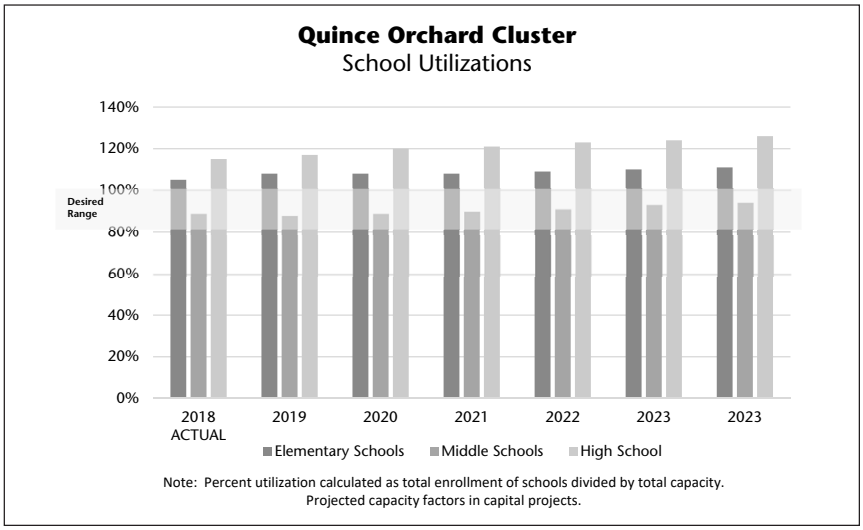
Capital Project: Previous projections indicated that enrollment at Thurgood Marshall Elementary School would exceed capacity by 92 seats or more by the end of the six-year planning period. A feasibility study was conducted in FY 2008 to determine the feasibility, cost, and scope of an addition project.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

Quince Orchard Cluster Articulation*

Quince Orchard High School

Lakelands Park MS**	Ridgeview MS
Brown Station ES Rachel Carson ES	Diamond ES** (south of Great Seneca Highway) Fields Road ES Jones Lane ES Thurgood Marshall ES

* "Cluster" is defined as the collection of elementary schools that articulate to the same high school.
** Diamond ES (north of Great Seneca Highway) and Darnestown ES also articulate to Lakelands Park MS, but thereafter to Northwest HS.



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

CAPITAL PROJECTS

School	Project	Project Status*	Date of Completion
DuFief ES	Addition and Facility upgrades	Approved	Sept. 2022
Thurgood Marshall ES	Classroom addition	Recommended	TBD

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

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

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

"Recommended"—Project has an FY 2020 appropriation for planning recommended in the FY 2019–2024 CIP.

Projected Enrollment and Space Availability

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

Schools			Actual 18–19	Projections 19–20	20–21	21–22	22–23	23–24	24–25	2028	2033
Quince Orchard HS		Program Capacity	1837	1837	1837	1837	1837	1837	1837	1837	1837
		Enrollment	**2108**	**2144**	**2212**	**2228**	**2254**	**2285**	**2311**	**2347**	**2400**
		Available Space	*(271)*	*(307)*	*(375)*	*(391)*	*(417)*	*(448)*	*(474)*	*(510)*	*(563)*
		Comments	See text								
Lakelands Park MS		Program Capacity	1147	1147	1147	1147	1147	1147	1147	1147	1147
		Enrollment	**1123**	**1136**	**1146**	**1151**	**1171**	**1191**	**1195**	**1251**	**1280**
		Available Space	*24*	*11*	*1*	*(4)*	*(24)*	*(44)*	*(48)*	*(104)*	*(133)*
		Comments	Boundary Study								
Ridgeview MS		Program Capacity	955	955	955	955	955	955	955	955	955
		Enrollment	**751**	**722**	**719**	**733**	**750**	**763**	**772**	**802**	**830**
		Available Space	*204*	*233*	*236*	*222*	*205*	*192*	*183*	*153*	*125*
		Comments									
Brown Station ES	CSR	Program Capacity	761	761	761	761	761	761	761		
		Enrollment	**593**	**582**	**599**	**596**	**585**	**576**	**570**		
		Available Space	*168*	*179*	*162*	*165*	*176*	*185*	*191*		
		Comments									
Rachel Carson ES		Program Capacity	690	690	690	690	690	690	690		
		Enrollment	**974**	**989**	**972**	**969**	**987**	**1018**	**1045**		
		Available Space	*(284)*	*(299)*	*(282)*	*(279)*	*(297)*	*(328)*	*(355)*		
		Comments	See text								
Fields Road ES	CSR	Program Capacity	457	457	457	457	457	457	457		
		Enrollment	**474**	**496**	**509**	**498**	**485**	**483**	**489**		
		Available Space	*(17)*	*(39)*	*(52)*	*(41)*	*(28)*	*(26)*	*(32)*		
		Comments									
Jones Lane ES		Program Capacity	516	516	516	516	516	516	516		
		Enrollment	**420**	**461**	**464**	**461**	**462**	**462**	**463**		
		Available Space	*96*	*55*	*52*	*55*	*54*	*54*	*53*		
		Comments									
Thurgood Marshall ES		Program Capacity	558	558	558	558	558	558	558		
		Enrollment	**669**	**689**	**687**	**705**	**724**	**728**	**737**		
		Available Space	*(111)*	*(131)*	*(129)*	*(147)*	*(166)*	*(170)*	*(179)*		
		Comments		Planning for Addition							
Cluster Information		HS Utilization	115%	117%	120%	121%	123%	124%	126%	128%	131%
		HS Enrollment	2108	2144	2212	2228	2254	2285	2311	2347	2400
		MS Utilization	89%	88%	89%	90%	91%	93%	94%	98%	100%
		MS Enrollment	1874	1858	1865	1884	1921	1954	1967	2053	2110
		ES Utilization	105%	108%	108%	108%	109%	110%	111%	90%	90%
		ES Enrollment	3130	3217	3231	3229	3243	3267	3304	2670	2670

Demographic Characteristics of Schools

Schools	2018–2019 Total Enrollment	Two or more races %	Black or Afr. Amer. %	Asian%	Hispanic %	White %	2017–2018 FARMS%*	ESOL%**	Mobility Rate%***
Quince Orchard HS	2108	3.8%	15.3%	13.4%	28.7%	38.8%	21.3%	11.7%	8.8%
Lakelands Park MS	1123	6.1%	16.5%	14.3%	23.4%	39.6%	22.7%	5.3%	12.0%
Ridgeview MS	751	4.0%	16.4%	11.9%	27.7%	39.9%	27.5%	7.0%	11.9%
Brown Station ES	593	3.2%	26.1%	13.0%	46.7%	10.5%	66.8%	32.2%	15.4%
Rachel Carson ES	974	7.8%	7.2%	17.4%	20.2%	47.4%	20.6%	13.1%	6.7%
Fields Road ES	474	5.7%	17.7%	15.4%	35.0%	26.2%	43.0%	25.0%	18.9%
Jones Lane ES	420	6.4%	9.8%	10.7%	28.6%	43.8%	26.3%	18.3%	10.7%
Thurgood Marshall ES	669	4.0%	18.8%	17.6%	28.3%	30.5%	33.1%	15.6%	11.8%
Elementary Cluster Total	**3130**	**5.6%**	**15.2%**	**15.4%**	**30.3%**	**33.1%**	**35.6%**	**19.5%**	**11.7%**
Elementary County Total	**76460**	**5.4%**	**21.6%**	**14.0%**	**32.7%**	**26.0%**	**39.1%**	**25.1%**	**13.1%**

**Percent of students approved for Free and Reduced-priced Meals Program (FARMS) during the 2017–2018 school year.*

***Percent of English for Speakers of Other Languages (ESOL) during the 2017–2018 school year. High School students are served in regional ESOL centers.*

****Mobility Rate is the number of entries plus withdrawals during the 2017–2018 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 2018–2019)

Schools	Grades Served	Capacity (HS @90% MS@85%)	Total Rooms	Support Rooms	Regular Secondary @25	Regular Elementary @23	CSR Grades 1–2 @18	Pre–K @20	Pre–K @40	HS @20	CSR KIND @18	KIND @22	ESOL @15	METS @15	Special Education Services: School Based: HSM @13	Cluster Based: ELEM LAD @13	Quad Cluster Based: ELC @10	LANG @12	LFI @10	SCB @6	County & Regional Based: AAC@7	AUT @6	BRIDGE @10	DHOH @7	SESS @10	EXTENSIONS @6	GT/LD @13	PD @7	PEP@6	PEP @12	PEP @18	VISION (Elementary) @7	OTHER
Quince Orchard HS	9-12	1837	87		78								3	1							1	1				3							
Lakelands Park MS	6-8	1147	57		53															2						2							
Ridgeview MS	6-8	955	48		44																	4											
Brown Station ES	HS-5	761	41	3		16	10	2	1		4				1														2		2		
Rachel Carson ES	PreK-5	690	35	4		21			1			7			1																		1
Fields Road ES	PreK-5	457	30	4		8	8	1			4				1							4											
Jones Lane ES	K-5	516	27	4		19						3			1																		
Thurgood Marshall ES	K-5	558	32	3		17						4			1															1	3		3

Facility Characteristics of Schools 2018–2019

Schools	Year Facility Opened	Year Reopened/ Revitalized	Total Square Footage	Site Size Acres	Adjacent Park	Reloc-atable Classrooms	County Programs
Quince Orchard HS	1988		284,912	30.1		6	
Lakelands Park MS	2005		153,588	8.11	Yes		
Ridgeview MS	1975		145,168	20		4	
Brown Station ES	1969	2017	113,998	9	Yes		
Rachel Carson ES	1990		78,547	12.4		11	
Fields Road ES	1973		72,302	10		4	
Jones Lane ES	1987		60,679	12.1		2	
Thurgood Marshall ES	1993		77,798	12		5	

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 opened in September 2018.

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 was approved to begin construction for this project. On November 17, 2011, the Board of Education approved the collocation of Carl Sandburg Learning Center on the Maryvale Elementary School site when the revitalization/expansion project is complete.

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. A feasibility study was conducted in FY 2013 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

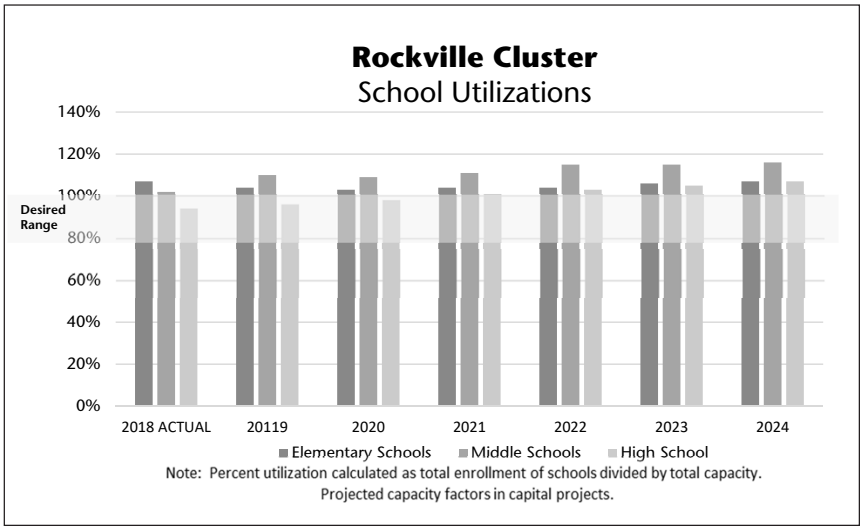
School	Project	Project Status*	Date of Completion
Lucy V. Barnsley ES	Classroom addition	Approved	Sept. 2018
Maryvale ES/ Sandburg LC	Revitalization/ expansion, with collocation of Carl Sandburg LC	Approved	Jan. 2020

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

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

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

"Recommended"—Project has an FY 2020 appropriation for planning recommended in the FY 2019–2024 CIP.



Projected Enrollment and Space Availability

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

Schools			Actual 18–19	Projections 19–20	20–21	21–22	22–23	23–24	24–25	2028	2033
Rockville HS		Program Capacity	1549	1549	1549	1549	1549	1549	1549	1549	1549
		Enrollment	**1457**	**1482**	**1512**	**1564**	**1600**	**1628**	**1664**	**1734**	**1740**
		Available Space	*92*	*67*	*37*	*(15)*	*(51)*	*(79)*	*(115)*	*(185)*	*(191)*
		Comments									
Earle B. Wood MS		Program Capacity	944	944	944	944	944	944	944	944	944
		Enrollment	**967**	**1035**	**1031**	**1047**	**1083**	**1090**	**1093**	**1170**	**1150**
		Available Space	*(23)*	*(91)*	*(87)*	*(103)*	*(139)*	*(146)*	*(149)*	*(226)*	*(206)*
		Comments									
Lucy V. Barnsley ES	CSR	Program Capacity	652	652	652	652	652	652	652		
		Enrollment	**726**	**730**	**734**	**727**	**739**	**742**	**729**		
		Available Space	*(74)*	*(78)*	*(82)*	*(75)*	*(87)*	*(90)*	*(77)*		
		Comments									
Flower Valley ES		Program Capacity	416	416	416	416	416	416	416		
		Enrollment	**491**	**480**	**475**	**471**	**474**	**476**	**488**		
		Available Space	*(75)*	*(64)*	*(59)*	*(55)*	*(58)*	*(60)*	*(72)*		
		Comments									
Maryvale ES	CSR	Program Capacity	626	694	694	694	694	694	694		
		Enrollment	**617**	**646**	**658**	**670**	**668**	**691**	**699**		
		Available Space	*9*	*48*	*36*	*24*	*26*	*3*	*(5)*		
		Comments	@ North Lake	Rev/Ex Complete Jan. 2020							
Meadow Hall ES	CSR	Program Capacity	375	375	375	375	375	375	375		
		Enrollment	**431**	**409**	**400**	**406**	**414**	**416**	**423**		
		Available Space	*(56)*	*(34)*	*(25)*	*(31)*	*(39)*	*(41)*	*(48)*		
		Comments									
Rock Creek Valley ES		Program Capacity	460	460	460	460	460	460	460		
		Enrollment	**444**	**426**	**413**	**419**	**418**	**421**	**433**		
		Available Space	*16*	*34*	*47*	*41*	*42*	*39*	*27*		
		Comments									
Cluster Information		HS Utilization	94%	96%	98%	101%	103%	105%	107%	112%	112%
		HS Enrollment	1457	1482	1512	1564	1600	1628	1664	1734	1740
		MS Utilization	102%	110%	109%	111%	115%	115%	116%	124%	122%
		MS Enrollment	967	1035	1031	1047	1083	1090	1093	1170	1150
		ES Utilization	107%	104%	103%	104%	104%	106%	107%	100%	100%
		ES Enrollment	2709	2691	2680	2693	2713	2746	2772	2600	2600

Demographic Characteristics of Schools

Schools	2018–2019 Total Enrollment	Two or more races %	Black or Afr. Amer. %	Asian%	Hispanic %	White %	2017–2018 FARMS%*	ESOL%**	Mobility Rate%***
Rockville HS	1457	3.4%	13.7%	10.8%	41.1%	30.5%	31.4%	12.8%	11.0%
Earle B. Wood MS	967	4.6%	14.6%	10.5%	44.7%	25.5%	35.7%	10.7%	8.0%
Lucy V. Barnsley ES	726	7.0%	9.8%	14.0%	34.0%	34.8%	29.1%	14.3%	10.8%
Flower Valley ES	491	8.6%	13.8%	9.4%	24.2%	44.0%	23.6%	16.0%	12.0%
Maryvale ES	617	7.6%	25.1%	11.0%	33.2%	22.7%	43.9%	27.9%	6.3%
Meadow Hall ES	431	7.0%	11.8%	8.1%	54.5%	18.1%	56.8%	27.1%	18.5%
Rock Creek Valley ES	444	7.4%	10.4%	15.5%	37.8%	28.6%	28.7%	22.0%	13.5%
Elementary Cluster Total	**2709**	**7.5%**	**14.4%**	**11.8%**	**36.0%**	**30.0%**	**36.0%**	**21.1%**	**11.5%**
Elementary County Total	**76460**	**5.4%**	**21.6%**	**14.0%**	**32.7%**	**26.0%**	**39.1%**	**25.1%**	**13.1%**

**Percent of students approved for Free and Reduced-priced Meals Program (FARMS) during the 2017–2018 school year.*

***Percent of English for Speakers of Other Languages (ESOL) during the 2017–2018 school year. High School students are served in regional ESOL centers.*

****Mobility Rate is the number of entries plus withdrawals during the 2017–2018 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 2018–2019)

Schools	Grades Served	Capacity (HS @90% MS@85%)	Total Rooms	Support Rooms	Regular Secondary @25	Regular Elementary @23	CSR Grades 1–2 @18	Pre–K @20	Pre–K @40	HS @20	CSR KIND @18	KIND @22	ESOL @15	METS @15	Special Education Services: School Based: HSM @13	Cluster Based: ELEM LAD @13	Quad Cluster Based: ELC @10	LANG @12	LFI @10	SCB @6	County & Regional Based: AAC@7	AUT @6	BRIDGE @10	DHOH @7	SESS @10	EXTENSIONS @6	GT/LD @13	PD @7	PEP@6	PEP @12	PEP @18	VISION (Elementary) @7	OTHER
Rockville HS	9-12	1549	78		63								3	1					4			3		4								
Earle B. Wood MS	6-8	944	50		42								1									3		4								
Lucy V. Barnsley ES	K-5	652	39	4		14	10				5													3			3					
Flower Valley ES	K-5	416	25	3		13						3												3	3							
Maryvale ES	HS-5	626	36	4		12	9		1	2	5											3										
Meadow Hall ES	K-5	375	25	3		5	8				4					2						3										
Rock Creek Valley ES	K-5	460	29	4		15						3												7								

Facility Characteristics of Schools 2018–2019

Schools	Year Facility Opened	Year Reopened/ Revitalized	Total Square Footage	Site Size Acres	Adjacent Park	Reloc-atable Classrooms	County Programs
Rockville HS	1968	2004	316,973	29.61			
Earle B. Wood MS	1965	2001	152,588	8.5	Yes		
Lucy V. Barnsley ES	1965	1998	97,524	10			
Flower Valley ES	1967	1996	61,567	9.3		1	
Maryvale ES	1969		92,050	17.7			LTL
Meadow Hall ES	1956	1994	61,694	8.4	Yes	7	
Rock Creek Valley ES	1964	2001	76,692	10.4		4	

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.

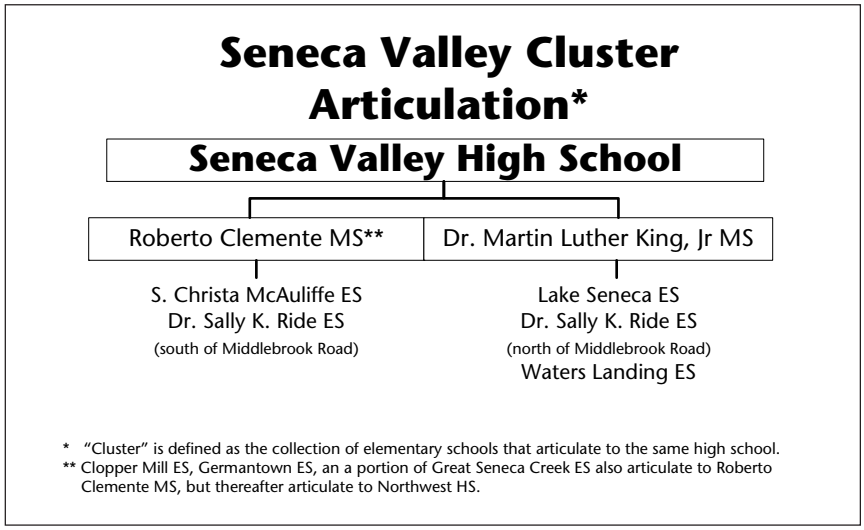
SCHOOLS

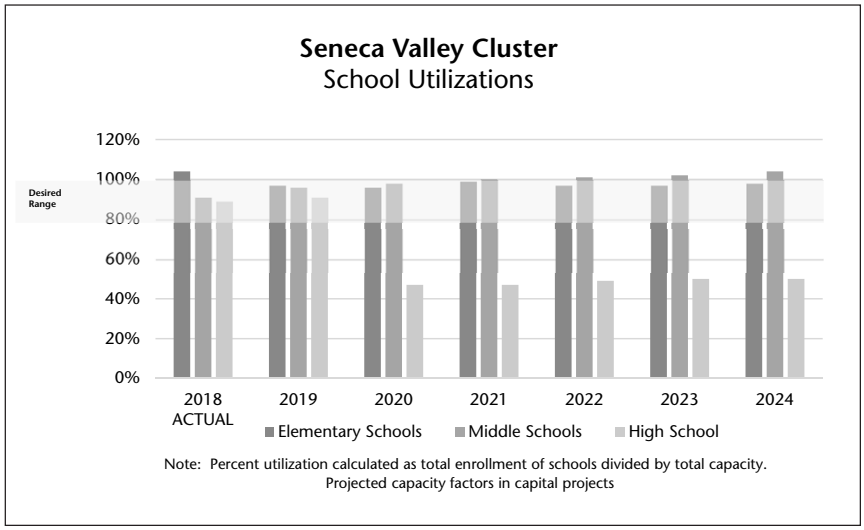
Seneca Valley High School

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 expand career technology education for students living in the upcounty area. Therefore, the master planned shell on the fourth floor was approved for construction to accommodate additional career technology education programs in this facility. An FY 2019 appropriation was approved to continue this revitalization/expansion project. An FY 2020 appropriation is recommended for construction to accommodate the additional career technology education programs. In order for this program to remain on schedule, county and state funding must be provided at the levels recommended in this CIP.

Planning Issue: Although a classroom addition opened in September 2015 to accommodate the overutilization at Clarksburg High School, student enrollment at Clarksburg High School will continue to exceed capacity by almost 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 700 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 2,581 students. The enrollment at Seneca Valley High School is projected to be 1,301 students by the end of the six-year planning period. With a capacity of 2,581 seats, there will be approximately 1,280 seats available to accommodate students from Clarksburg and Northwest high schools when the project is complete.

Planning Study: A boundary study is approved to explore the reassignment of Clarksburg and Northwest high school students to Seneca Valley High School. As part of the boundary study, middle school articulation patterns in the Seneca Valley Cluster will be reviewed in order to evaluate utilizations and articulation patterns, therefore Roberto Clemente and Martin Luther King, Jr. middle schools will participate in the boundary study. In order to minimize split articulations among the three clusters, the superintendent recommends expanding the scope of the boundary study to include all of the middle schools in the Clarksburg and Northwest clusters in addition to the middle schools in the Seneca Valley Cluster. The boundary study will begin in late fall/early winter 2018 with Board action scheduled in November 2019.





Roberto Clemente Middle School

Planning Study: A boundary study is approved to explore the reassignment of Clarksburg and Northwest high school students to Seneca Valley High School. As part of the boundary study, middle school articulation patterns in the Seneca Valley Cluster will be reviewed in order to evaluate utilizations and articulation patterns, therefore Roberto Clemente and Martin Luther King, Jr. middle schools will participate in the boundary study. In order to minimize split articulations among the three clusters, the superintendent recommends expanding the scope of the boundary study to include all of the middle schools in the Clarksburg and Northwest clusters in addition to the middle schools in the Seneca Valley Cluster. The boundary study will begin in late fall/early winter 2018 with Board action scheduled in November 2019.

Planning Issue: Projections indicate that enrollment will exceed capacity by 150 seats or more by the end of the six-year planning period. The boundary study will evaluate options to address the utilizations levels at this school.

Martin Luther King, Jr. Middle School

Planning Study: A boundary study is approved to explore the reassignment of Clarksburg and Northwest high school students to Seneca Valley High School. As part of the boundary study, middle school articulation patterns in the Seneca Valley Cluster will be reviewed in order to evaluate utilizations and articulation patterns, therefore Roberto Clemente and Martin Luther King, Jr. middle schools will participate in the boundary study. In order to minimize split articulations among the three clusters, the superintendent recommends expanding the scope of the boundary study to include all of the middle schools in the Clarksburg and Northwest clusters in addition to the middle schools in the Seneca Valley Cluster. The boundary study will begin in late fall/early winter 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, a feasibility study was conducted in FY 2014 to determine the feasibility, scope, and cost for a classroom addition. Current projections indicate enrollment will exceed capacity over the six-year period. Therefore, an FY 2020 appropriation is recommended for planning funds only to begin the architectural design for a classroom addition. The completion date will be determined in a future CIP. 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	Recommended	Sept. 2020, building Sept. 2021, site
Lake Seneca ES	Classroom addition	Recommended	TBD
S. Christa McAuliffe ES	Classroom addition	Approved	Sept. 2019

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

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

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

"Recommended"—Project has an FY 2020 appropriation for planning recommended in the FY 2019–2024 CIP.

Projected Enrollment and Space Availability

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

Schools			Actual 18–19	Projections 19–20	20–21	21–22	22–23	23–24	24–25	2028	2033
Seneca Valley HS		Program Capacity	1330	1330	2581	2581	2581	2581	2581	2581	2581
		Enrollment	**1184**	**1209**	**1203**	**1214**	**1256**	**1281**	**1301**	**1114**	**1150**
		Available Space	*146*	*121*	*1378*	*1367*	*1325*	*1300*	*1280*	*1467*	*1431*
		Comments	Boundary Study		Rev/Ex Complete	Site work Complete					
Roberto Clemente MS		Program Capacity	1231	1231	1231	1231	1231	1231	1231	1231	1231
		Enrollment	**1307**	**1379**	**1355**	**1360**	**1373**	**1392**	**1394**	**1425**	**1450**
		Available Space	*(76)*	*(148)*	*(124)*	*(129)*	*(142)*	*(161)*	*(163)*	*(194)*	*(219)*
		Comments	Boundary Study								
Martin Luther King, Jr. MS		Program Capacity	914	914	914	914	914	914	914	914	914
		Enrollment	**648**	**680**	**757**	**793**	**800**	**798**	**838**	**988**	**1020**
		Available Space	*266*	*234*	*157*	*121*	*114*	*116*	*76*	*(74)*	*(106)*
		Comments	Boundary Study								
Lake Seneca ES	CSR	Program Capacity	415	415	415	415	415	415	415		
		Enrollment	**533**	**545**	**532**	**581**	**576**	**568**	**588**		
		Available Space	*(118)*	*(130)*	*(117)*	*(166)*	*(161)*	*(153)*	*(173)*		
		Comments		Planning for Addition							
S. Christa McAuliffe ES	CSR	Program Capacity	554	740	740	740	740	740	740		
		Enrollment	**569**	**563**	**551**	**546**	**546**	**549**	**555**		
		Available Space	*(15)*	*177*	*189*	*194*	*194*	*191*	*185*		
		Comments		Addition Complete							
Dr. Sally K. Ride ES	CSR	Program Capacity	467	467	467	467	467	467	467		
		Enrollment	**523**	**497**	**494**	**497**	**473**	**472**	**485**		
		Available Space	*(56)*	*(30)*	*(27)*	*(30)*	*(6)*	*(5)*	*(18)*		
		Comments									
Waters Landing ES	CSR	Program Capacity	*776*	*776*	*776*	*776*	*776*	*776*	*776*		
		Enrollment	**668**	**729**	**735**	**739**	**740**	**737**	**730**		
		Available Space	*108*	*47*	*41*	*37*	*36*	*39*	*46*		
		Comments									
Cluster Information		HS Utilization	89%	91%	47%	47%	49%	50%	50%	43%	45%
		HS Enrollment	1184	1209	1203	1214	1256	1281	1301	1114	1150
		MS Utilization	91%	96%	98%	100%	101%	102%	104%	112%	115%
		MS Enrollment	1955	2059	2112	2153	2173	2190	2232	2413	2470
		ES Utilization	104%	97%	96%	99%	97%	97%	98%	86%	81%
		ES Enrollment	2293	2334	2312	2363	2335	2326	2358	2070	1950

Demographic Characteristics of Schools

Schools	2018–2019 Total Enrollment	Two or more races %	Black or Afr. Amer. %	Asian%	Hispanic %	White %	2017–2018 FARMS%*	ESOL%**	Mobility Rate%***
Seneca Valley HS	1184	4.1%	34.5%	10.9%	35.9%	14.5%	37.1%	13.4%	17.3%
Roberto Clemente MS	1307	5.7%	25.9%	23.6%	31.0%	13.8%	33.4%	5.7%	10.1%
Martin Luther King, Jr MS	648	4.8%	37.7%	12.0%	31.9%	13.4%	48.6%	9.3%	15.5%
Lake Seneca ES	533	4.3%	37.7%	3.9%	41.5%	12.2%	56.2%	30.4%	21.2%
S. Christa McAuliffe ES	569	6.9%	36.2%	7.2%	32.7%	16.5%	47.0%	25.8%	18.5%
Dr. Sally K. Ride ES	523	4.2%	40.0%	15.3%	32.9%	7.5%	48.1%	20.4%	11.5%
Waters Landing ES	668	5.7%	39.7%	4.9%	37.0%	12.4%	51.0%	25.9%	23.5%
Elementary Cluster Total	**2293**	**5.3%**	**38.4%**	**7.6%**	**36.0%**	**12.3%**	**50.6%**	**25.8%**	**19.2%**
Elementary County Total	**76460**	**5.4%**	**21.6%**	**14.0%**	**32.7%**	**26.0%**	**39.1%**	**25.1%**	**13.1%**

**Percent of students approved for Free and Reduced-priced Meals Program (FARMS) during the 2017–2018 school year.*

***Percent of English for Speakers of Other Languages (ESOL) during the 2017–2018 school year. High School students are served in regional ESOL centers.*

****Mobility Rate is the number of entries plus withdrawals during the 2017–2018 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 2018–2019)

Schools	Grades Served	Capacity (HS @90% MS@85%)	Total Rooms	Support Rooms	Regular Secondary @25	Regular Elementary @23	CSR Grades 1-2 @18	Pre-K @20	Pre-K @40	HS @20	CSR KIND @18	KIND @22	ESOL @15	METS @15	Special Education Services: School Based: HSM @13	Cluster Based: ELEM LAD @13	Quad Cluster Based: ELC @10	LANG @12	LFI @10	SCB @6	County & Regional Based: AAC@7	AUT @6	BRIDGE @10	DHOH @7	SESS @10	EXTENSIONS @6	GT/LD @13	PD @7	PEP@6	PEP @12	PEP @18	VISION (Elementary) @7	OTHER
Seneca Valley HS	9-12	1330	66		54								3	1					5	3													
Roberto Clemente MS	6-8	1231	60		56								1						2								1						
Martin Luther King, Jr MS	6-8	914	43		43																												
Lake Seneca ES	K-5	415	26	4		3	10		1		4																		1	1	2		
S. Christa McAuliffe ES	HS-5	554	33	4		8	13			1	5					2																	
Dr. Sally K. Ride ES	HS-5	467	33	5		1	10		1	1	6				1	1	7																
Waters Landing ES	K-5	776	43	3		16	14				7								3														

Facility Characteristics of Schools 2018–2019

Schools	Year Facility Opened	Year Reopened/ Revitalized	Total Square Footage	Site Size Acres	Adjacent Park	Reloc-atable Classrooms	County Programs
Seneca Valley HS	1974		251,278	29.4		1	
Roberto Clemente MS	1992		148,246	19.9		3	
Martin Luther King, Jr MS	1996		135,867	19			
Lake Seneca ES	1985		58,770	9.4		9	
S. Christa McAuliffe ES	1987		77,240	10.6	Yes	5	
Dr. Sally K. Ride ES	1994		78,686	13.5		2	
Waters Landing ES	1988		101,352	10			

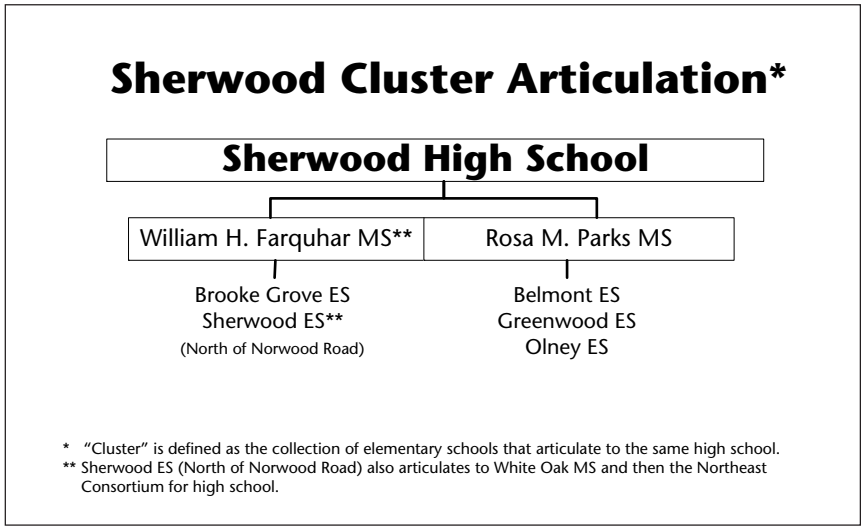
SCHOOLS

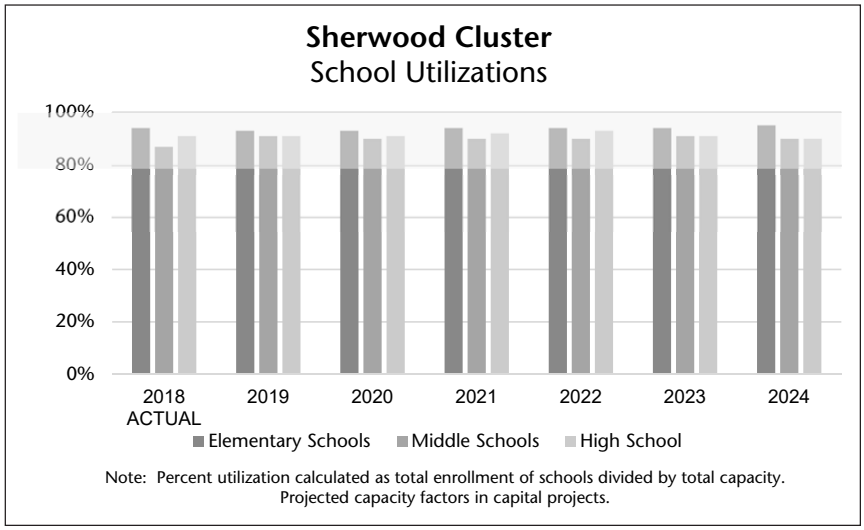
Belmont Elementary School

Capital Project: A revitalization/expansion project was previously programmed for this school. A new program has been developed to identify large-scale renovations of facilities. Please see Supplement B at the following link for more information: *http://gis.mcpsmd.org/cipmasterpdfs/Supplement_B_Amended_FY2019-2024.pdf*

Olney Elementary School

Planning Issue: Projections indicate that enrolment will exceed capacity by more than 92 seats by the end of the six-year planning period. Given that a new forecast methodology has been implemented this year, enrollment will be monitored to determine the need for a classroom addition in a future CIP.





Projected Enrollment and Space Availability

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

Schools		Actual 18–19	Projections 19–20	20–21	21–22	22–23	23–24	24–25	2028	2033
Sherwood HS	Program Capacity	2188	2188	2188	2188	2188	2188	2188	2188	2188
	Enrollment	**1986**	**1990**	**1998**	**2018**	**2027**	**1989**	**1966**	**1905**	**1850**
	Available Space	*202*	*198*	*190*	*170*	*161*	*199*	*222*	*283*	*338*
	Comments									
William H. Farquhar MS	Program Capacity	784	784	784	784	784	784	784	784	784
	Enrollment	**705**	**754**	**757**	**766**	**757**	**753**	**726**	**736**	**760**
	Available Space	*79*	*30*	*27*	*18*	*27*	*31*	*58*	*48*	*24*
	Comments									
Rosa Parks MS	Program Capacity	978	978	978	978	978	978	978	978	978
	Enrollment	**827**	**848**	**837**	**815**	**824**	**842**	**853**	**828**	**850**
	Available Space	*151*	*130*	*141*	*163*	*154*	*136*	*125*	*150*	*128*
	Comments									
Belmont ES	Program Capacity	424	424	424	424	424	424	424		
	Enrollment	**333**	**318**	**318**	**322**	**328**	**329**	**331**		
	Available Space	*91*	*106*	*106*	*102*	*96*	*95*	*93*		
	Comments									
Brooke Grove ES	Program Capacity	517	517	517	517	517	517	517		
	Enrollment	**433**	**414**	**412**	**428**	**437**	**437**	**443**		
	Available Space	*84*	*103*	*105*	*89*	*80*	*80*	*74*		
	Comments									
Greenwood ES	Program Capacity	584	584	584	584	584	584	584		
	Enrollment	**520**	**523**	**529**	**544**	**534**	**513**	**508**		
	Available Space	*64*	*61*	*55*	*40*	*50*	*71*	*76*		
	Comments									
Olney ES	Program Capacity	607	607	607	607	607	607	607		
	Enrollment	**693**	**703**	**717**	**715**	**712**	**721**	**715**		
	Available Space	*(86)*	*(96)*	*(110)*	*(108)*	*(105)*	*(114)*	*(108)*		
	Comments									
Sherwood ES	Program Capacity	530	530	530	530	530	530	530		
	Enrollment	**528**	**511**	**510**	**501**	**504**	**505**	**520**		
	Available Space	*2*	*19*	*20*	*29*	*26*	*25*	*10*		
	Comments									
Cluster Information	HS Utilization	91%	91%	91%	92%	93%	91%	90%	87%	85%
	HS Enrollment	1986	1990	1998	2018	2027	1989	1966	1905	1850
	MS Utilization	87%	91%	90%	90%	90%	91%	90%	89%	91%
	MS Enrollment	1532	1602	1594	1581	1581	1595	1579	1564	1610
	ES Utilization	94%	93%	93%	94%	94%	94%	95%	82%	82%
	ES Enrollment	2507	2469	2486	2510	2515	2505	2517	2190	2170

Demographic Characteristics of Schools

Schools	2018–2019 Total Enrollment	Two or more races %	Black or Afr. Amer. %	Asian%	Hispanic %	White %	2017–2018 FARMS%*	ESOL%**	Mobility Rate%***
Sherwood HS	1986	4.9%	16.1%	11.4%	18.3%	49.1%	15.2%	12.2%	9.1%
William H. Farquhar MS	705	4.0%	25.2%	14.3%	17.0%	39.3%	14.6%	2.0%	5.8%
Rosa Parks MS	827	6.3%	12.3%	9.7%	13.7%	58.0%	10.9%	1.3%	4.0%
Belmont ES	333	6.9%	6.0%	8.1%	11.1%	67.9%	7.5%	3.1%	7.8%
Brooke Grove ES	433	6.2%	24.2%	13.4%	14.5%	41.3%	26.5%	14.0%	8.1%
Greenwood ES	520	7.9%	11.3%	8.5%	12.9%	59.2%	8.2%	7.0%	7.8%
Olney ES	693	6.3%	16.2%	13.4%	14.1%	49.8%	18.5%	12.4%	5.1%
Sherwood ES	528	9.3%	21.2%	9.7%	17.2%	42.2%	16.4%	10.3%	7.9%
Elementary Cluster Total	**2507**	**7.3%**	**16.3%**	**10.9%**	**14.2%**	**51.1%**	**15.9%**	**9.9%**	**7.1%**
Elementary County Total	**76460**	**5.4%**	**21.6%**	**14.0%**	**32.7%**	**26.0%**	**39.1%**	**25.1%**	**13.1%**

**Percent of students approved for Free and Reduced-priced Meals Program (FARMS) during the 2017–2018 school year.*

***Percent of English for Speakers of Other Languages (ESOL) during the 2017–2018 school year. High School students are served in regional ESOL centers.*

****Mobility Rate is the number of entries plus withdrawals during the 2017–2018 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 2018–2019)

Schools	Grades Served	Capacity (HS @90% MS@85%)	Total Rooms	Support Rooms	Regular Secondary @25	Regular Elementary @23	CSR Grades 1-2 @18	Pre–K @20	Pre–K @40	HS @20	CSR KIND @18	KIND @22	ESOL @15	METS @15	Special Education Services: School Based HSM @13	Cluster Based ELEM LAD @13	Quad Cluster Based ELC @10	LANG @12	LFI @10	SCB @6	County & Regional Based AAC@7	AUT @6	BRIDGE @10	DHOH @7	SESS @10	EXTENSIONS @6	GT/LD @13	PD @7	PEP@6	PEP @12	PEP @18	VISION (Elementary) @7	OTHER
Sherwood HS	9-12	2188	101		95								2						2	1													1
William H. Farquhar MS	6-8	784	40		36														1	2													1
Rosa Parks MS	6-8	978	46		46																												
Belmont ES	K-5	424	23	4		15						3			1																		
Brooke Grove ES	PreK-5	517	30	4		16		1				3			1		5																
Greenwood ES	K-5	584	29	3		21						4			1																		
Olney ES	K-5	607	30	3		22						4			1																		
Sherwood ES	K-5	530	31	3		17						3			1					1		3						1	1	1			

Facility Characteristics of Schools 2018–2019

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

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: A major capital project is recommended for this school to address various building systems and programmatic needs for this school. The scope of the project will be determined during the 2018–2019 school year. An FY 2020 appropriation is recommended for planning to begin the architectural design for this project. A completion date will be determined in a future CIP.

Planning Study: A boundary study is approved to explore the reassignment of Clarksburg and Northwest high school students to Seneca Valley High School. As part of the boundary study, middle school articulation patterns in the Seneca Valley Cluster will be reviewed in order to evaluate utilizations and articulation patterns, therefore Roberto Clemente and Martin Luther King, Jr. middle schools will participate in the boundary study. In order to minimize split articulations among the three clusters, the superintendent recommends expanding the scope of the boundary study to include all of the middle schools in the Clarksburg and Northwest clusters in addition to the middle schools Seneca Valley Cluster. The boundary study will begin in late fall/early winter 2018 with Board action scheduled in November 2019.

Stedwick Elementary School

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

South Lake Elementary School

Capital Project: A major capital project is recommended for this school to address various building systems and programmatic needs for this school. The scope of the project will be determined during the 2018–2019 school year. An FY 2020 appropriation is recommended for planning to begin the architectural design for this project. A completion date will be determined in a future CIP.

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

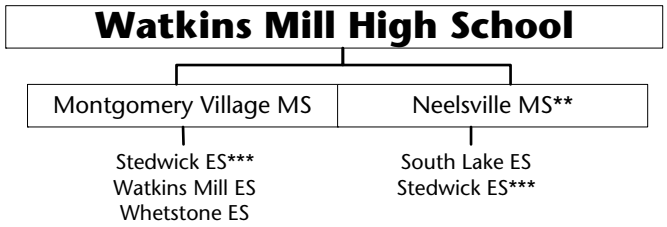
Stedwick Elementary School

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

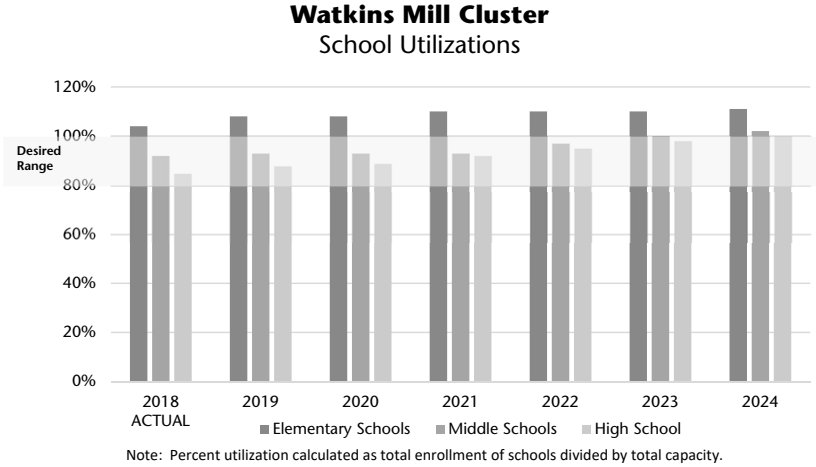
Watkins Mill Elementary School

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

Watkins Mill Cluster Articulation*



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



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

Whetstone Elementary School

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

CAPITAL PROJECTS

School	Project	Project Status*	Date of Completion
Neelsville MS	Major capital project	Recommended	TBD
South Lake ES	Major Capital project	Recommended	TBD

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

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

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

"Recommended"—Project has an FY 2020 appropriation for planning recommended in the FY 2019–2024 CIP.

Projected Enrollment and Space Availability

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

Schools			Actual 18–19	Projections 19–20	20–21	21–22	22–23	23–24	24–25	2028	2033
Watkins Mill HS		Program Capacity	1933	1933	1933	1933	1933	1933	1933	1933	1933
		Enrollment	**1646**	**1693**	**1715**	**1777**	**1842**	**1886**	**1939**	**1913**	**2000**
		Available Space	*287*	*240*	*218*	*156*	*91*	*47*	*(6)*	*20*	*(67)*
		Comments									
Montgomery Village MS		Program Capacity	881	881	881	881	881	881	881	881	881
		Enrollment	**743**	**777**	**768**	**802**	**857**	**884**	**918**	**890**	**960**
		Available Space	*138*	*104*	*113*	*79*	*24*	*(3)*	*(37)*	*(9)*	*(79)*
		Comments									
Neelsville MS		Program Capacity	956	956	956	956	956	956	956	956	956
		Enrollment	**945**	**931**	**933**	**908**	**917**	**946**	**957**	**930**	**970**
		Available Space	*11*	*25*	*23*	*48*	*39*	*10*	*(1)*	*26*	*(14)*
		Comments	Boundary Study	Planning for Major Capital Project							
South Lake ES	CSR	Program Capacity	701	701	701	701	701	701	701		
		Enrollment	**837**	**856**	**856**	**862**	**866**	**867**	**877**		
		Available Space	*(136)*	*(155)*	*(155)*	*(161)*	*(165)*	*(166)*	*(176)*		
		Comments	Capacity Study See text	Planning for Major Capital Project							
Stedwick ES	CSR	Program Capacity	675	675	675	675	675	675	675		
		Enrollment	**583**	**616**	**610**	**624**	**620**	**628**	**630**		
		Available Space	*92*	*59*	*65*	*51*	*55*	*47*	*45*		
		Comments	Capacity Study See text								
Watkins Mill ES	CSR	Program Capacity	641	641	641	641	641	641	641		
		Enrollment	**702**	**738**	**748**	**778**	**773**	**766**	**761**		
		Available Space	*(61)*	*(97)*	*(107)*	*(137)*	*(132)*	*(125)*	*(120)*		
		Comments	Capacity Study See text								
Whetstone ES	CSR	Program Capacity	750	750	750	750	750	750	750		
		Enrollment	**752**	**792**	**783**	**783**	**794**	**794**	**805**		
		Available Space	*(2)*	*(42)*	*(33)*	*(33)*	*(44)*	*(44)*	*(55)*		
		Comments	Capacity Study See text								
Cluster Information		HS Utilization	85%	88%	89%	92%	95%	98%	100%	99%	103%
		HS Enrollment	1646	1693	1715	1777	1842	1886	1939	1913	2000
		MS Utilization	92%	93%	93%	93%	97%	100%	102%	99%	105%
		MS Enrollment	1688	1708	1701	1710	1774	1830	1875	1820	1930
		ES Utilization	104%	108%	108%	110%	110%	110%	111%	100%	99%
		ES Enrollment	2874	3002	2997	3047	3053	3055	3073	2780	2730

Demographic Characteristics of Schools

Schools	2018–2019 Total Enrollment	Two or more races %	Black or Afr. Amer. %	Asian%	Hispanic %	White %	2017–2018 FARMS%*	ESOL%**	Mobility Rate%***
Watkins Mill HS	1646	3.8%	29.3%	8.2%	51.5%	7.1%	49.9%	24.1%	19.4%
Montgomery Village MS	743	2.8%	28.5%	7.9%	54.2%	6.5%	66.9%	18.5%	16.9%
Neelsville MS	945	2.5%	34.3%	8.8%	49.6%	4.3%	63.0%	17.3%	15.7%
South Lake ES	837	2.7%	26.0%	4.9%	64.2%	1.8%	82.2%	56.8%	24.5%
Stedwick ES	583	6.0%	29.7%	5.8%	46.0%	12.0%	64.0%	41.5%	13.9%
Watkins Mill ES	702	4.6%	29.6%	6.7%	54.7%	4.0%	77.4%	48.4%	23.6%
Whetstone ES	752	2.4%	24.7%	8.4%	57.8%	6.4%	59.7%	41.5%	15.2%
Elementary Cluster Total	**2874**	**3.8%**	**27.3%**	**6.4%**	**56.5%**	**5.6%**	**71.2%**	**47.5%**	**19.6%**
Elementary County Total	**76460**	**5.4%**	**21.6%**	**14.0%**	**32.7%**	**26.0%**	**39.1%**	**25.1%**	**13.1%**

**Percent of students approved for Free and Reduced-priced Meals Program (FARMS) during the 2017–2018 school year.*

***Percent of English for Speakers of Other Languages (ESOL) during the 2017–2018 school year. High School students are served in regional ESOL centers.*

****Mobility Rate is the number of entries plus withdrawals during the 2017–2018 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 2018–2019)

Schools	Grades Served	Capacity (HS @90% MS@85%)	Total Rooms	Support Rooms	Regular Secondary @25	Regular Elementary @23	CSR Grades 1-2 @18	Pre–K @20	Pre–K @40	HS @20	CSR KIND @18	KIND @22	ESOL @15	METS @15	Special Education Services: School Based: HSM @13	Cluster Based: ELEM LAD @13	Quad Cluster Based: ELC @10	LANG @12	LFI @10	SCB @6	County & Regional Based: AAC@7	AUT @6	BRIDGE @10	DHOH @7	SESS @10	EXTENSIONS @6	GT/LD @13	PD @7	PEP@6	PEP @12	PEP @18	VISION (Elementary) @7	OTHER
Watkins Mill HS	9-12	1933	91		80								4	3					3								1						
Montgomery Village MS	6-8	881	46		38								2	1					3			2											
Neelsville MS	6-8	956	47		42								3	2																			
South Lake ES	HS-5	701	39	5		13	13		1	1	6																						
Stedwick ES	PreK-5	675	39	5		14	10		1		5				1				3														
Watkins Mill ES	HS-5	641	42	5		6	13	1		1	7			2	1		6																
Whetstone ES	PreK-5	750	43	5		12	14		1		6					2														1	2		

Facility Characteristics of Schools 2018–2019

Schools	Year Facility Opened	Year Reopened/ Revitalized	Total Square Footage	Site Size Acres	Adjacent Park	Reloc-atable Classrooms	County Programs
Watkins Mill HS	1989		305,288	50.99	Yes		SBWC
Montgomery Village MS	1968	2003	141,615	15.1			
Neelsville MS	1981		131,432	29.2			
South Lake ES	1972		83,038	10.2		9	LTL
Stedwick ES	1974		109,677	10			
Watkins Mill ES	1970		80,923	10	Yes	6	
Whetstone ES	1968		96,946	8.8	Yes		

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 2020 appropriation is recommended for construction. Relocatable classrooms will be utilized until additional capacity can be added. In order for this project to be completed on schedule, county and state funding must be provided at the levels recommended in this CIP.

Thomas W. Pyle Middle School

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

Bannockburn Elementary School

Capital Project: Projections indicate that enrollment will exceed capacity by 92 seats or more by the end of the six-year planning period. A capacity study was completed at this school in FY 2011 that studied the potential to add capacity at the school. Given that a new forecast methodology has been implemented this year, enrollment will be monitored to determine the need for a classroom addition in a future CIP. Relocatable classrooms will be utilized in the interim.

Burning Tree Elementary School

Capital Project: Previous projections indicated that enrollment at Burning Tree Elementary School would exceed capacity by 92 seats or more by the end of the six-year planning period. Therefore, a feasibility study was completed in FY 2014 to determine the feasibility, scope, and cost for a classroom addition. Given that a new forecast methodology has been implemented this year, enrollment will be monitored to determine the need for a classroom addition in a future CIP. Relocatable classrooms will be utilized in the interim.

CAPITAL PROJECTS

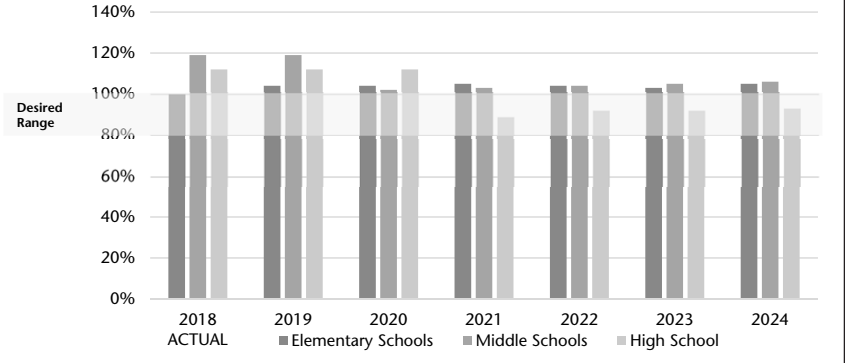
School	Project	Project Status*	Date of Completion
Walt Whitman HS	Classroom addition	Recommended	Sept. 2021
Thomas W. Pyle MS	Classroom addition/core improvements	Approved	Sept. 2020

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

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

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

"Recommended"—Project has an FY 2020 appropriation for planning recommended in the FY 2019–2024 CIP.



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

Projected Enrollment and Space Availability

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

Schools		Actual 18–19	Projections 19–20	20–21	21–22	22–23	23–24	24–25	2028	2033
Walt Whitman HS	Program Capacity	1866	1866	1866	2397	2397	2397	2397	2397	2397
	Enrollment	**2098**	**2094**	**2094**	**2123**	**2197**	**2210**	**2227**	**2225**	**2270**
	Available Space	*(232)*	*(228)*	*(228)*	*274*	*200*	*187*	*170*	*172*	*127*
	Comments	Planning for Addition			Addition Complete					
Thomas W. Pyle MS	Program Capacity	1285	1285	1502	1502	1502	1502	1502	1502	1502
	Enrollment	**1531**	**1531**	**1536**	**1545**	**1555**	**1577**	**1591**	**1661**	**1690**
	Available Space	*(246)*	*(246)*	*(34)*	*(43)*	*(53)*	*(75)*	*(89)*	*(159)*	*(188)*
	Comments			Addition Complete						
Bannockburn ES	Program Capacity	366	366	366	366	366	366	366		
	Enrollment	**447**	**460**	**464**	**476**	**480**	**467**	**475**		
	Available Space	*(81)*	*(94)*	*(98)*	*(110)*	*(114)*	*(101)*	*(109)*		
	Comments									
Bradley Hills ES	Program Capacity	664	664	664	664	664	664	664		
	Enrollment	**591**	**626**	**621**	**616**	**619**	**639**	**661**		
	Available Space	*73*	*38*	*43*	*48*	*45*	*25*	*3*		
	Comments									
Burning Tree ES	Program Capacity	378	378	378	378	378	378	378		
	Enrollment	**473**	**476**	**467**	**490**	**499**	**495**	**505**		
	Available Space	*(95)*	*(98)*	*(89)*	*(112)*	*(121)*	*(117)*	*(127)*		
	Comments									
Carderock Springs ES	Program Capacity	407	407	407	407	407	407	407		
	Enrollment	**361**	**395**	**402**	**409**	**412**	**411**	**413**		
	Available Space	*46*	*12*	*5*	*(2)*	*(5)*	*(4)*	*(6)*		
	Comments									
Wood Acres ES	Program Capacity	725	725	725	725	725	725	725		
	Enrollment	**660**	**682**	**677**	**679**	**644**	**611**	**611**		
	Available Space	*65*	*43*	*48*	*46*	*81*	*114*	*114*		
	Comments									
Cluster Information	HS Utilization	112%	112%	112%	89%	92%	92%	93%	93%	95%
	HS Enrollment	2098	2094	2094	2123	2197	2210	2227	2225	2270
	MS Utilization	119%	119%	102%	103%	104%	105%	106%	111%	113%
	MS Enrollment	1531	1531	1536	1545	1555	1577	1591	1661	1690
	ES Utilization	100%	104%	104%	105%	104%	103%	105%	90%	86%
	ES Enrollment	2532	2639	2631	2670	2654	2623	2665	2290	2190

Demographic Characteristics of Schools

Schools	2018–2019 Total Enrollment	Two or more races %	Black or Afr. Amer. %	Asian%	Hispanic %	White %	2017–2018 FARMS%*	ESOL%**	Mobility Rate%***
Walt Whitman HS	2098	5.6%	3.6%	14.1%	8.2%	68.4%	2.2%	3.5%	6.1%
Thomas W. Pyle MS	1531	7.6%	2.8%	14.4%	10.3%	64.7%	1.5%	3.8%	4.8%
Bannockburn ES	447	8.1%	4.5%	12.5%	11.6%	63.3%	2.0%	8.5%	4.0%
Bradley Hills ES	591	10.5%	1.7%	15.4%	5.9%	66.5%	0%	6.5%	7.2%
Burning Tree ES	473	7.0%	8.0%	18.4%	9.5%	56.9%	6.0%	11.8%	10.1%
Carderock Springs ES	361	8.0%	3.9%	15.5%	9.4%	62.6%	1.8%	5.8%	3.6%
Wood Acres ES	660	6.4%	3.9%	9.7%	13.6%	66.4%	2.7%	7.2%	5.6%
Elementary Cluster Total	**2532**	**8.0%**	**4.3%**	**14.0%**	**10.1%**	**63.5%**	**2.6%**	**7.9%**	**6.2%**
Elementary County Total	**76460**	**5.4%**	**21.6%**	**14.0%**	**32.7%**	**26.0%**	**39.1%**	**25.1%**	**13.1%**

**Percent of students approved for Free and Reduced-priced Meals Program (FARMS) during the 2017–2018 school year.*

***Percent of English for Speakers of Other Languages (ESOL) during the 2017–2018 school year. High School students are served in regional ESOL centers.*

****Mobility Rate is the number of entries plus withdrawals during the 2017–2018 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 2018–2019)

Schools	Grades Served	Capacity (HS @90% MS@85%)	Total Rooms	Support Rooms	Regular Secondary @25	Regular Elementary @23	CSR Grades 1-2 @18	Pre–K @20	Pre–K @40	HS @20	CSR KIND @18	KIND @22	ESOL @15	METS @15	Special Education Services: School Based: HSM @13	Cluster Based: ELEM LAD @13	Quad Cluster Based: ELC @10	LANG @12	LFI @10	SCB @6	County & Regional Based: AAC@7	AUT @6	BRIDGE @10	DHOH @7	SESS @10	EXTENSIONS @6	GT/LD @13	PD @7	PEP@6	PEP @12	PEP @18	VISION (Elementary) @7	OTHER
Walt Whitman HS	9-12	1866	88		80														2	1	1				4							
Thomas W. Pyle MS	6-8	1285	63		59																1				3							
Bannockburn ES	K-5	366	20	4		14						2																				
Bradley Hills ES	K-5	664	33	4		26						3																				
Burning Tree ES	K-5	378	24	4		10						4					6															
Carderock Springs ES	K-5	407	24	4		15						2										3										
Wood Acres ES	K-5	725	37	4		25						4				2														2		

Facility Characteristics of Schools 2018–2019

Schools	Year Facility Opened	Year Reopened/ Revitalized	Total Square Footage	Site Size Acres	Adjacent Park	Reloc-atable Classrooms	County Programs
Walt Whitman HS	1962	1992	261,295	30.7	Yes	8	
Thomas W. Pyle MS	1962	1993	153,824	14.3		3	
Bannockburn ES	1957	1988	54,234	8.3		2	
Bradley Hills ES	1951	1984	76,745	6.7	Yes		
Burning Tree ES	1958	1991	68,119	6.8	Yes	4	
Carderock Springs ES	1966	2010	75,351	9			
Wood Acres ES	1952	2002	94,563	4.78	Yes		

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: A major capital project is recommended for this school to address various building systems and programmatic needs for this school. The scope of the project will be determined during the 2018–2019 school year. An FY 2020 appropriation is recommended for planning to begin the architectural design for this project. A completion date will be determined in a future CIP.

Capital Project: Previous projections indicated that enrollment at Thomas S. Wootton High School would exceed capacity by 200 seats or more by the end of the six-year planning period. An FY 2018 appropriation was approved for a facility planning to conduct a capacity study. Expenditures are approved in the six-year period to open a new high school on the Crown Farm site to address overutilization in the mid-county region. Although an FY 2019 appropriation for planning was recommended by the Board of Education for this new school, the County Council delayed the funds by one year to begin in FY 2020. An FY 2020 appropriation is recommended for planning to begin the architectural design for this project. 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

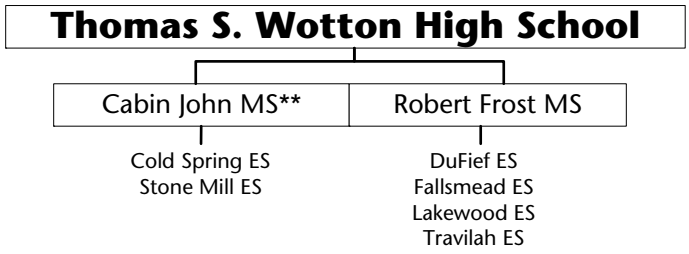
Capital Project: A revitalization/expansion project was previously programmed for this school. A new program has been developed to identify large-scale renovations of facilities. Please see Supplement B at the following link for more information: *http://gis.mcpsmd.org/cipmasterpdfs/Supplement_B_Amended_FY2019-2024.pdf*

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*

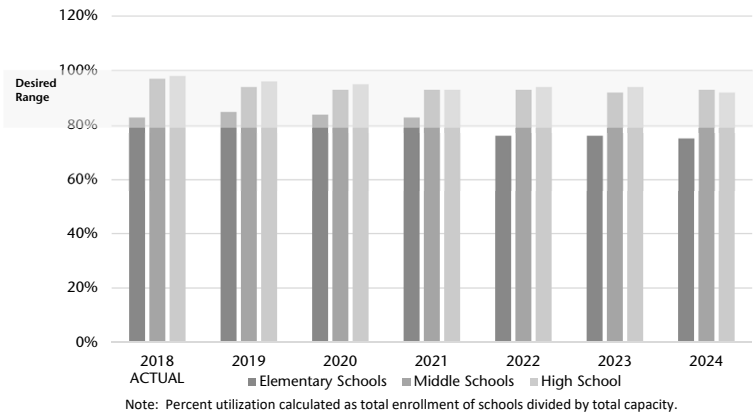
Capital Project: Expenditures were approved to provide capacity and facility upgrades at DuFief Elementary School. Although the Board of Education requested that the projected be completed in September 2021, the County Council delayed the project to September 2022. An 2019 appropriation was approved for planning to begin the architectural design and planning 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.

Thomas S. Wootton Cluster Articulation*



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

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



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

CAPITAL PROJECTS

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

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

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

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

"Recommended"—Project has an FY 2020 appropriation for planning recommended in the FY 2019–2024 CIP.

Projected Enrollment and Space Availability

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

Schools			Actual 18–19	Projections 19–20	20–21	21–22	22–23	23–24	24–25	2028	2033
Thomas S. Wootton HS		Program Capacity	2142	2142	2142	2142	2142	2142	2142	2142	2142
		Enrollment	**2108**	**2065**	**2026**	**2002**	**2022**	**2012**	**1968**	**1869**	**1920**
		Available Space	*34*	*77*	*116*	*140*	*120*	*130*	*174*	*273*	*222*
		Comments	See text	Planning for Major Capital Project							
Cabin John MS		Program Capacity	1076	1076	1076	1076	1076	1076	1076	1076	1076
		Enrollment	**1023**	**996**	**1001**	**1012**	**1015**	**997**	**1004**	**1030**	**1020**
		Available Space	*53*	*80*	*75*	*64*	*61*	*79*	*72*	*46*	*56*
		Comments									
Robert Frost MS		Program Capacity	1084	1084	1084	1084	1084	1084	1084	1084	1084
		Enrollment	**1074**	**1034**	**1011**	**1007**	**1004**	**985**	**1012**	**1015**	**1000**
		Available Space	*10*	*50*	*73*	*77*	*80*	*99*	*72*	*69*	*84*
		Comments									
Cold Spring ES		Program Capacity	458	458	458	458	458	458	458		
		Enrollment	**331**	**328**	**324**	**318**	**322**	**316**	**306**		
		Available Space	*127*	*130*	*134*	*140*	*136*	*142*	*152*		
		Comments									
DuFief ES		Program Capacity	414	414	414	414	740	740	740		
		Enrollment	**310**	**329**	**326**	**320**	**327**	**323**	**314**		
		Available Space	*104*	*85*	*88*	*94*	*413*	*417*	*426*		
		Comments		Planning for Addition/Facility Upgrade			Addition/Facility Upgrade Complete				
Fallsmead ES		Program Capacity	551	551	551	551	551	551	551		
		Enrollment	**562**	**560**	**561**	**551**	**555**	**550**	**542**		
		Available Space	*(11)*	*(9)*	*(10)*	*0*	*(4)*	*1*	*9*		
		Comments									
Lakewood ES		Program Capacity	556	556	556	556	556	556	556		
		Enrollment	**476**	**490**	**469**	**479**	**485**	**488**	**485**		
		Available Space	*80*	*66*	*87*	*77*	*71*	*68*	*71*		
		Comments									
Stone Mill ES		Program Capacity	695	695	695	695	695	695	695		
		Enrollment	**613**	**627**	**621**	**612**	**619**	**635**	**635**		
		Available Space	*82*	*68*	*74*	*83*	*76*	*60*	*60*		
		Comments									
Travilah ES		Program Capacity	527	527	527	527	527	527	527		
		Enrollment	**361**	**379**	**374**	**378**	**380**	**380**	**372**		
		Available Space	*166*	*148*	*153*	*149*	*147*	*147*	*155*		
		Comments									
Cluster Information		HS Utilization	98%	96%	95%	93%	94%	94%	92%	87%	90%
		HS Enrollment	2108	2065	2026	2002	2022	2012	1968	1869	1920
		MS Utilization	97%	94%	93%	93%	93%	92%	93%	95%	94%
		MS Enrollment	2097	2030	2012	2019	2019	1982	2016	2045	2020
		ES Utilization	83%	85%	84%	83%	76%	76%	75%	72%	71%
		ES Enrollment	2653	2713	2675	2658	2688	2692	2654	2530	2500

Demographic Characteristics of Schools

Schools	2018–2019 Total Enrollment	Two or more races %	Black or Afr. Amer. %	Asian%	Hispanic %	White %	2017–2018 FARMS%*	ESOL%**	Mobility Rate%***
Thomas S. Wootton HS	2108	4.9%	7.4%	36.1%	7.2%	44.1%	4.8%	1.8%	5.5%
Cabin John MS	1023	5.8%	11.9%	33.6%	8.0%	40.6%	7.2%	4.2%	4.6%
Robert Frost MS	1074	4.4%	9.8%	37.4%	8.6%	39.4%	5.9%	2.4%	5.5%
Cold Spring ES	331	10.0%	3.9%	42.3%	6.0%	37.8%	0%	3.4%	0%
DuFief ES	310	9.7%	12.6%	28.1%	11.9%	37.4%	15.5%	18.9%	13.6%
Fallsmead ES	562	5.5%	11.0%	32.2%	7.8%	42.7%	9.9%	11.6%	11.8%
Lakewood ES	476	6.1%	13.0%	46.0%	8.8%	25.2%	6.5%	10.6%	13.1%
Stone Mill ES	613	5.4%	11.9%	50.9%	6.5%	25.1%	9.9%	11.2%	10.9%
Travilah ES	361	3.3%	6.9%	45.7%	8.6%	35.2%	7.5%	7.8%	6.0%
Elementary Cluster Total	**2653**	**6.3%**	**10.3%**	**41.6%**	**8.1%**	**33.2%**	**8.4%**	**10.6%**	**9.9%**
Elementary County Total	**76460**	**5.4%**	**21.6%**	**14.0%**	**32.7%**	**26.0%**	**39.1%**	**25.1%**	**13.1%**

**Percent of students approved for Free and Reduced-priced Meals Program (FARMS) during the 2017–2018 school year.*

***Percent of English for Speakers of Other Languages (ESOL) during the 2017–2018 school year. High School students are served in regional ESOL centers.*

****Mobility Rate is the number of entries plus withdrawals during the 2017–2018 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 2018–2019)

Schools	Grades Served	Capacity (HS @90% MS@85%)	Total Rooms	Support Rooms	Regular Secondary @25	Regular Elementary @23	CSR Grades 1-2 @18	Pre–K @20	Pre–K @40	HS @20	CSR KIND @18	KIND @22	ESOL @15	METS @15	Special Education Services: School Based HSM @13	Cluster Based ELEM LAD @13	Quad Cluster Based ELC @10	Quad Cluster Based LANG @12	Quad Cluster Based LFI @10	Quad Cluster Based SCB @6	County & Regional Based AAC@7	AUT @6	BRIDGE @10	DHOH @7	SESS @10	EXTENSIONS @6	GT/LD @13	PD @7	PEP@6	PEP @12	PEP @18	VISION (Elementary) @7	OTHER
Thomas S. Wootton HS	9-12	2142	99		94															3		2										
Cabin John MS	6-8	1076	57		48														3	1		5										
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	695	36	4		25						3																1	1	2		
Travilah ES	K-5	527	26	3		21						2																				

Facility Characteristics of Schools 2018–2019

Schools	Year Facility Opened	Year Reopened/ Revitalized	Total Square Footage	Site Size Acres	Adjacent Park	Reloc-atable Classrooms	County Programs
Thomas S. Wootton HS	1970		295,620	27.4		3	
Cabin John MS	1967	2011	159,514	18.2			
Robert Frost MS	1971		143,757	24.8			
Cold Spring ES	1972		55,158	12.4		1	
DuFief ES	1975		59,013	10	Yes	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

Longview School

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

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

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

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

Rock Terrace School

Rock Terrace School is comprised of a middle, high, and upper school program. The instructional focus of the middle school is the implementation of Alternate Learning Outcomes aligned with Curriculum 2.0 to prepare the students for transition to the high school program. The high school program emphasizes the Alternate Learning Outcomes aligned with Curriculum 2.0 and community-based instruction activities that enable students to demonstrate skills that lead to full participation in school-to-work and vocational/community experiences. Authentic jobs help in reinforcing classroom learning. The upper school prepares students for post-secondary experiences and career readiness.

Capital Project: A revitalization/expansion project is scheduled for this school with a completion date of September 2020. On May 12, 2015, the Board of Education approved the collocation of Rock Terrace School with Tilden Middle School as part of the revitalization/expansion project. An FY 2018 appropriation was approved to begin the site work for this project. In order for this project to be completed on this schedule, county and state funding must be provided at the levels recommended in this CIP.

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

An FY 2019 appropriation was approved to construct the project. In order for this project to be completed on this schedule, county and state funding must be provided at the levels recommended in this CIP.

Carl Sandburg Learning Center

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

Capital Project: On November 17, 2011, the Board of Education approved the collocation of Carl Sandburg Learning Center on the Maryvale Elementary School campus when the revitalization/expansion project is complete. A revitalization/expansion project is scheduled for this school with a completion date of September 2020. An FY 2018 appropriation was approved to 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 2019 appropriation for planning or construction funds approved in the FY 2019–2024 CIP.

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

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

"Recommended"—Project has an FY 2020 appropriation for planning recommended in the FY 2019–2024 CIP.

Projected Enrollment and Space Availability

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

Schools			Actual 18–19	Projections 19–20	20–21	21–22	22–23	23–24	24–25	2028	2033
Stephen Knolls School		Program Capacity	122	122	122	122	122	122	122		
		Enrollment	**85**	**86**	**86**	**86**	**86**	**86**	**86**		
		Available Space	*37*	*36*	*36*	*36*	*36*	*36*	*36*		
		Comments									
Longview School		Program Capacity	56	56	56	56	56	56	56		
		Enrollment	**56**	**56**	**56**	**56**	**56**	**56**	**56**		
		Available Space	*0*	*0*	*0*	*0*	*0*	*0*	*0*		
		Comments									
RICA		Program Capacity	180	180	180	180	180	180	180		
		Enrollment	**100**	**100**	**100**	**100**	**100**	**100**	**100**		
		Available Space	*80*	*80*	*80*	*80*	*80*	*80*	*80*		
		Comments									
Rock Terrace School		Program Capacity	*76*	*76*	128	128	128	128	128		
		Enrollment	**97**	**93**	**93**	**93**	**93**	**93**	**93**		
		Available Space	*(21)*	*(17)*	*35*	*35*	*35*	*35*	*35*		
		Comments			Rev/Ex Complete						
Carl Sandburg Center		Program Capacity	*79*	*79*	135	135	135	135	135		
		Enrollment	**93**	**93**	**93**	**93**	**93**	**93**	**93**		
		Available Space	*(14)*	*(14)*	*42*	*42*	*42*	*42*	*42*		
		Comments			Rev/Ex Complete						
Cluster Information		Utilization	84%	83%	69%	69%	69%	69%	69%		
		Enrollment	431	428	428	428	428	428	428		

Demographic Characteristics of Schools

Schools	2018–2019 Total Enrollment	Two or more races %	Black or Afr. Amer. %	Asian%	Hispanic %	White %	2017–2018 FARMS%*	ESOL%**	Mobility Rate%***
Stephen Knolls School SP	85	0%	29.4%	0%	45.9%	17.6%	44.8%	19.8%	6.3%
Longview School SP	56	0%	28.6%	10.7%	32.1%	28.6%	35.2%	0%	14.8%
Rock Terrace School SP	97	0%	24.7%	15.5%	25.8%	29.9%	26.1%	8.0%	12.5%
RICA SP	100	6.0%	35.0%	0%	22.0%	35.0%	33.0%	5.8%	72.8%
Carl Sandburg Learning Center SP	93	0%	37.6%	7.5%	34.4%	18.3%	48.9%	44.3%	22.7%
Elementary County Total	**76460**	**5.4%**	**21.6%**	**14.0%**	**32.7%**	**26.0%**	**39.1%**	**25.1%**	**13.1%**

**Percent of students approved for Free and Reduced-priced Meals Program (FARMS) during the 2017–2018 school year.*

***Percent of English for Speakers of Other Languages (ESOL) during the 2017–2018 school year. High School students are served in regional ESOL centers.*

****Mobility Rate is the number of entries plus withdrawals during the 2017–2018 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 2018–2019)

Schools	Grades Served	Capacity (HS @90% MS@85%)	Total Rooms	Support Rooms	Regular Secondary @25	Regular Elementary @23	CSR Grades 1–2 @18	Pre–K @20	Pre–K @40	HS @20	CSR KIND @18	KIND @22	ESOL @15	METS @15	Special Education Services: School Based HSM @13	Cluster Based ELEM LAD @13	Quad Cluster Based ELC @10	LANG @12	LFI @10	SCB @6	County & Regional Based AAC@7	AUT @6	BRIDGE @10	DHOH @7	SESS @10	EXTENSIONS @6	GT/LD @13	PD @7	PEP@6	PEP @12
Stephen Knolls School SP	1-1	122	19	4															8									5	1
Longview School SP	1-1	56	10	2																								8		
RICA SP	1-1	180	18																						18					
Rock Terrace School SP	PreK-12	76	16	2															4			5				1				
Carl Sandburg Learning Center SP	PreK-12	79	16	3																	1	12								

Facility Characteristics of Schools 2018–2019

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

ALTERNATIVE EDUCATION PROGRAMS

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

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

The 2018–2019 school year will focus on expanding Alternative Education Programs. Beginning this school year, the program is opening up two additional sites— one at Cloverleaf in Germantown and one at Plum Orchard in Silver Spring, in addition to maintaining the Avery Road location. Providing students regional access to alternative learning and programming will better serve student needs.

Blair G. Ewing Center @ Avery

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 September 2022. In order for this project to be completed on schedule, an FY 2018 appropriation for facility planning was approved for a feasibility study to determine the scope and cost to relocate the project to the Rock Terrace School site. The Board of Education requested CIP included a one-year expenditure shift of construction funding to align with the availability of the Rock Terrace facility once the Rock Terrace School is relocated with the collocation of Tilden Middle School in September 2020.

CAPITAL PROJECTS

School	Project	Project Status*	Date of Completion
Blair G. Ewing Center @ Avery	Relocate to Rock Terrace School site	Programmed	Sept. 2022

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

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

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

"Recommended"—Project has an FY 2020 appropriation for planning recommended 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 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. Their teachers, who, in collaboration with an OEEP staff member, provide instruction and supervision during their stay, accompany students.

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.

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 38 POS organized within the following 11 career clusters:

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

This year programs were added to include Cybersecurity Computer Science Capstone, Homeland Security, and the Teacher Academy of Maryland. Over 13,300 MCPS students enroll annually in at least one CTE POS pathway course at comprehensive high schools throughout the county or at Thomas Edison High School of Technology (TEHST). CTE POS focus on rigorous and engaging instruction that provide students with the academic and technical knowledge as well as the professional skills needed for postsecondary success. Most POS provide opportunities for students to earn college credit through college courses or articulation agreements with select postsecondary institutions. These agreements allow students to earn college credit for identified high school courses that are successfully completed with a grade of 'B' or better. In addition, internship experiences connect students with the world of work, enhancing the rigor and relevance of the POS. Students are provided with a variety of opportunities to take and pass industry credentialing examinations in areas such as automotive, business, child care, computer science, cosmetology, fire science and medical professions.

There are regional hubs, like the TEHST location, that give students from all high schools equitable access to select POS. Students may report to the identified location for half a day and spend the other half of the school day at their home high school. Students also may apply to transfer to select comprehensive high schools based on their interest in a specific POS offering. To ensure relevance to college and industry, CTE staff members have established a Program Advisory Committee (PAC) for each career cluster. The PAC includes representatives from the business community and secondary and postsecondary institutions. The PAC provides advice and guidance in a variety of ways including program materials and equipment needs, current industry standards, and industry recognized technical certifications. They also share input related to program planning, development, implementation, curriculum, and student work based learning opportunities.

Foundations Office Programs

The Montgomery County Student Trades Foundations Office serves as a liaison between the business/professional community and MCPS, and currently supervises 22 Programs of Study (POS) within MCPS. These collaborative programs offers students state-of-the-art technology and supports education and training. The Foundations Office manages programs for three separate foundations, computer science and information technology programs systemwide, STEM-related courses, the CREA programs, and other CTE-related programs.

Foundations programs include automotive (ATF), construction (CTF), and information technology (ITF) courses with hands-on learning and entrepreneurial experiences through student-run businesses. The ATF reconditions donated cars and operates a mini car dealership with automotive technology and auto body programs. The CTF operates a design/build business, which constructs a single-family home with skills learned in architecture, carpentry, electricity, plumbing, masonry, and HVAC. The ITF runs a computer refurbishing business, using skills from the Network Operations program. All Foundations program students have opportunities to earn industry credentials, workforce skills, articulated college credits, and advance placement with local colleges. The local business partnerships ensures that all stakeholders monitor and invest their resources to promote the effectiveness of the programs.

The Foundations Office also manages all computer science programs within MCPS, which includes Code.org/Computer Science, the Academy of Information Technology, Cisco Networking Academy, and Pathways in Network and Information Technology (P-TECH). Most of these technology programs are available in every high schools and most middle schools, and

Facility Characteristics of Schools 2018–2019

Schools	Year Facility Opened	Year Reopened/ Revitalized	Total Square Footage	Site Size Acres	Adjacent Park	Reloc-atable Classrooms	County Programs
Thomas Edison HS of Tech.	1982	2018	171,527	28.2	Yes		
Blair G. Ewing Center	1970		85,400	22.5			
Lathrop E. Smith Center			20,345	9.78	Yes	2	

are aligned with national partners and/or academies. A new senior capstone course to complete the Computer Science/Code.org POS is offered at Thomas Edison High School to prepare students for a rewarding career in the Cybersecurity industry. Also in 2019-2020, the P-TECH program will be in its second year at Clarksburg High School as a dual-enrollment opportunity focusing on STEM with the goal of earning an A.A.S. degree from Montgomery College while still in high school.

The Career Readiness and Education Academy (CREA) provides a supportive alternative pathway for English Language Learners who are unlikely to meet graduation requirements prior to aging out of the school system at 21. This program, managed by the Foundations Office, is a full day program or evening program. CREA students participate in career pathway classes in Foundations of Construction, Automotive Technology, Hospitality & Tourism, Restaurant Management, and Child Development. Academic classes to improve math and literacy skills are also included in preparation for the GED.

Many STEM-related CTE programs including, Project Lead the Way engineering, Academy of Health Professions and Biosciences, and Aviation programs also are under the umbrella of the Foundations Office. The Foundations Office has been essential in the creation of the Aviation program where students have the opportunity to participate in aviation courses offered at Magruder High School to earn a pilot's license or an unmanned aircraft certification. Seneca Valley High School is in the midst of being revitalized and expanded to become an Upcounty Career Center, and will house the Foundations Office programs of Automotive Technology & Dealership Training, Construction Trades programs, Cisco Academy, and the AOIT offerings of Programming, Networking, and Information Resource Design.

Regardless of the career path, the Tech-Ed credit is required for all MCPS graduates. The Foundations Office ensures that students have access to options at all high schools to meet the state-mandated requirements.

Thomas Edison High School of Technology

Students enrolled in all MCPS comprehensive high schools may apply for one of 18 career and technology programs at the Thomas Edison High School of Technology. Students attend Edison every day for three class periods and transportation is provided. In addition to offering valuable professional certifications and licenses, many programs are articulated with colleges and universities for college credit.

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. For the first time, all MCPS Grade 7 students will participate in the Junior Finance Park financial literacy curriculum and culminating field trip to the new Finance Park at the Thomas Edison HS of Technology. At 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.

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 2019 appropriation for planning or construction funds approved in the FY 2019–2024 CIP.

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

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

"Recommended"—Project has an FY 2020 appropriation for planning recommended 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

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

Holding Facility Schedule

Holding Facility	SY 18–19	SY 19–20	SY 20–21	SY 21–22	SY 22–23	SY 23–24	SY 24–25
Emory Grove Center				DuFief			
Fairland Center							
Grosvenor Center	Luxmanor						
North Lake Center	Maryvale						
Radnor Center	Potomac						

Facility Characteristics of Schools 2018–2019

Holding Facility	Level	Facility Address	Rooms	Total Square Footage	Site Size Acres	Reloc-atable Classrooms
Emory Grove Center	Elementary	18100 Washington Grove Lane	19	45,002	10.17	18
Fairland Center	Elementary	13313 Old Columbia Pike	26	45,082	9.21	
Grosvenor Center	Elementary	5701 Grosvenor Lane	19	36,770	10.21	17
North Lake Center	Elementary	15101 Bauer Drive	22	40,378	9.66	21
Radnor Center	Elementary	7000 Radnor Road	16	36,663	9.03	23

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 capital project in the foreseeable future.

Current Revitalizations/Expansions

This project is a summary for revitalization/expansion projects that have planning or construction expenditures for either FY 2019 or FY 2020. There are five projects that remain in this program.

Design and Construction Management

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

Facility Planning

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

Fire Safety Code Upgrades

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

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

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

Improved (Safe) Access to Schools

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

Major Capital Projects

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

Outdoor Play Space Maintenance

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

Planned Life-cycle Asset Replacement (PLAR)

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

Rehabilitation and Renovation of Closed Schools (RROCS)

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

Relocatable Classrooms

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

Restroom Renovations

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

Roof Replacement

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

School Security Systems

This project provides funding for security camera systems at MCPS high school facilities. Currently, all high schools have security systems. At this time, no middle schools have security camera systems. Consideration is being given to install security systems in middle schools.

Stormwater Discharge and Water Quality Management

This project will provide funding to plan and implement a variety of pollution prevention measures related to stormwater discharge from our school facilities as required by federal and state laws. 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: 2018–2019 to 2024–2025

Grade Level & Program	Actual Enrollment	Projected Enrollment					
	2018–2019	2019–2020	2020–2021	2021–2022	2022–2023	2023–2024	2024–2025
Prekindergarten	2,347	2,347	2,347	2,347	2,347	2,347	2,347
Head Start	646	646	646	646	646	646	646
Grades K–5	72,029	72,809	72,692	73,081	73,501	74,014	74,754
Grades 6–8	36,616	37,088	37,383	38,065	38,826	39,389	39,972
Grades 9–12	49,865	49,786	50,758	51,835	53,178	54,287	54,983
Total K–12	158,510	159,683	160,833	162,981	165,505	167,690	169,709
Pre-K Special Education	1,620	1,620	1,620	1,620	1,620	1,620	1,620
GRAND TOTAL	163,123	164,296	165,446	167,594	170,118	172,303	174,322

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

Appendix A–2

Montgomery County Public Schools
Actual and Projected Enrollment: 2018–2019 to 2024–2025

Grades	Actual Enrollment	Projected Enrollment					
	2018–2019	2019–2020	2020–2021	2021–2022	2022–2023	2023–2024	2024–2025
Kindergarten	11,363	11,224	11,194	11,152	11,133	11,074	11,133
Grade 1	11,637	11,821	11,658	11,754	11,687	11,734	11,889
Grade 2	11,840	11,923	11,911	11,799	11,972	12,087	12,223
Grade 3	12,075	12,285	12,147	12,392	12,526	12,690	12,815
Grade 4	12,391	12,776	12,923	12,977	13,170	13,275	13,411
Grade 5	12,723	12,780	12,859	13,007	13,013	13,154	13,283
Grade 6	12,368	12,371	12,557	12,648	12,945	13,064	13,335
Grade 7	12,210	12,142	12,279	12,626	12,788	13,035	13,162
Grade 8	12,038	12,575	12,547	12,791	13,093	13,290	13,475
Grade 9	13,803	13,679	13,684	14,221	14,656	15,167	15,233
Grade 10	13,210	12,873	13,400	13,620	13,990	14,307	14,653
Grade 11	11,709	11,491	11,616	12,035	12,214	12,433	12,593
Grade 12	11,143	11,743	12,058	11,959	12,318	12,380	12,504
K–5 Total	72,029	72,809	72,692	73,081	73,501	74,014	74,754
6–8 Total	36,616	37,088	37,383	38,065	38,826	39,389	39,972
9–12 Total	49,865	49,786	50,758	51,835	53,178	54,287	54,983
K–12 Total	158,510	159,683	160,833	162,981	165,505	167,690	169,709
Prekindergarten	2,347	2,347	2,347	2,347	2,347	2,347	2,347
Head Start	646	646	646	646	646	646	646
Pre-K Special Education	1,620	1,620	1,620	1,620	1,620	1,620	1,620
GRAND TOTAL	163,123	164,296	165,446	167,594	170,118	172,303	174,322

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

Appendix A–3

Montgomery County Public Schools Enrollment by Race/Ethnic Group: 1968–2018

School Year	Native Hawaiian/ Pacific Islander		American Indian/ Alaskan Native		Two or more races		Asian		Black or African American		Hispanic		White		Total
	Enrollment	Percent	Enrollment	Percent	Enrollment	Percent	Enrollment	Percent	Enrollment	Percent	Enrollment	Percent	Enrollment	Percent	Enrollment
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	88	< 5%	274	< 5%	7,836	< 5%	23,253	14.4%	34,620	21.4%	49,720	30.8%	45,755	28.3%	161,546
2018–19	112	≤5%	302	≤5%	7,943	≤5%	23,366	14.3%	35,198	21.6%	51,108	31.3%	45,094	27.6%	163,123

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

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

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

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

Appendix A–4

Montgomery County Public Schools Annual Enrollment Change By Race/Ethnic Group: 1968–2018

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	2,563
2017–18	88	11	274	-13	7,836	226	23,253	573	34,620	718	49,720	1,865	45,755	-844	161,546	2,536
2018–19	112	24	302	26	7,943	107	23,366	113	35,198	578	51,108	1,388	45,094	-661	163,123	1,577

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

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

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

Appendix B–1

Actual and Projected ESOL Enrollment

Program	Actual		Budgeted	Projected Enrollment					
	FY17 2016–2017	FY18 2017–2018	FY19 2018–2019	FY20 2019–2020	FY21 2020–2021	FY22 2021–2022	FY23 2022–2023	FY24 2023–2024	FY25 2024–2025
Elementary School	16,289	17,776	17,924	17,924	17,924	17,924	17,924	17,924	17,924
Middle School	3,019	3,301	3,366	3,366	3,366	3,366	3,366	3,366	3,366
High School	4,817	5,436	5,194	5,194	5,194	5,194	5,194	5,194	5,194
Special Centers	65	84	77	77	77	77	77	77	77
Total Enrollment	24,190	26,597	26,561	26,561	26,561	26,561	26,561	26,561	26,561
METS:									
Elementary	97	85	56	56	56	56	56	56	56
Middle	261	181	140	140	140	140	140	140	140
High	591	405	428	428	428	428	428	428	428

Actual ESOL enrollment is based on the average monthly enrollment reported by the Office of Shared Accountability from October to May.
METS enrollment is broken out for information purposes. METS enrollment is included in the elementary, middle, and high school numbers.
Forecasts are developed cooperatively by the Division of Capital Planning and Division of ESOL/Bilingual Programs.

Actual and Projected Head Start and Prekindergarten Enrollment

Program	Actual		Budgeted	Projected Enrollment					
	FY17 2016–2017	FY18 2017–2018	FY19 2018–2019	FY20 2019–2020	FY21 2020–2021	FY22 2021–2022	FY23 2022–2023	FY24 2023–2024	FY25 2024–2025
Head Start	628	628	646	646	646	646	646	646	646
Prekindergarten	2,278	2,244	2,347	2,347	2,347	2,347	2,347	2,347	2,347

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

Actual and Projected Alternative Program Enrollment

Program	Actual		Budgeted	Projected Enrollment					
	FY17 2016–2017	FY18 2017–2018	FY19 2018–2019	FY20 2019–2020	FY21 2020–2021	FY22 2021–2022	FY23 2022–2023	FY24 2023–2024	FY25 2024–2025
Alternative Programs	108	115	122	122	122	122	122	122	122

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

Appendix C-1

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

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

County Land Use Planning

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

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

Zoning

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

Subdivision Review and Subdivision Staging Policy

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

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

Since 1973 the Montgomery County subdivision regulations have included the APFO, with the goal of synchronizing development with the availability of public facilities. (County Code, Section 50.) In response to strong growth pressures in the mid-1980s, the County Council enacted legislation to direct the Planning Board's administration of the APFO. This legislation was known as the County Growth Policy through 2010. The policy is now called the Subdivision Staging Policy and reflects action by County Council on November 15, 2016. The role of the Subdivision Staging Policy is to stage subdivision approvals commensurate with adequate facility capacity. The two main areas of public facility capacity considered in the policy are schools and transportation facilities.

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

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

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

Appendix C-2

MCPS Enrollment Forecasting

The prediction of school enrollment involves the consideration of a wide range of factors. The makeup of communities is the foremost consideration. In addition, characteristics of schools, such as the programs offered and changes within school service areas (such as new housing), can influence enrollment. Economic activity at the local, regional, and national levels also influences the accuracy of enrollment forecasts. Developing a forecast that extends from 1 to 15 years requires assessment of current local events in light of broader, long-term trends. Forecast accuracy varies depending on the geographic scope of the projection as well as its time span. Accuracy is greatest when enrollment is projected for large areas for the short-term (one or two years in the future). Accuracy in forecasts diminishes as the geographic area projected becomes smaller and as the forecast is made for more distant points in the future. Therefore, a one-year countywide forecast for total enrollment for all schools will have less error than forecasts that extend further into the future for individual schools.

The MCPS enrollment forecast is developed after an annual study of trends at the county and individual school levels. The grade enrollment history of each school is compiled and updated annually. MCPS projections, prepared in the fall of every year, extend through the upcoming ten years for all schools and the fifteenth year in the future for secondary schools. The preliminary September enrollment at each school is used as the basis from which projections are developed. Enrollment projections are merely an estimate of future activity based on the historical data and information reviewed. As demonstrated by the calculations over the past ten years, there can be constant variations in growth. Although these numbers can be highly accurate, it must be remembered that the numbers are still a projection or estimate. It is important to reassess these numbers on an annual basis and adjust capital and non-capital plans accordingly.

During the 2017–2018 school year, the school system worked with an external consultant to develop a new enrollment forecasting methodology. This new methodology allows staff to understand the different factors that affect student enrollment at the individual school level and will allow the school system to identify trends and prepare for adequate space as well as teaching staff and materials. The new methodology includes the following four models: average percentage annual increase; cohort survival; linear regression; and student-per-housing unit models. A weighted average is generated of these four models for each school to develop the enrollment projection. A brief description of each of the four models follows.

Average Percentage Annual Increase Model

This model calculates future school enrollment growth based on the historical average growth from year to year for each grade level. This simple model multiplies the historical average percentage increase (or decrease) by the prior year's enrollment to project future enrollment estimates.

Linear Regression Model

This model uses a statistical approach to estimate an unknown future value of a variable by performing calculations on known historical values. Once calculated, future values for different future dates can be plotted along a "regression line" or "trend line". A "straight-line" regression model to estimate future enrollment values, a model that finds the "best fit" based on the historical data is used.

Cohort Survival Model

This model calculates the growth or decline between grade levels over a period of ten years based on the ratio of students who attend each of the previous years, or the "survival rate". This ratio is then applied to the incoming class to calculate the trends in that class as it "moves" or graduates through the school system. The determination of future kindergarten enrollment estimates is critical, especially for projections exceeding more than five years. A model based on the correlation between historical resident birth rates (natality rates) and historical kindergarten enrollment five years later is used.

Students-Per-Household Model

This model utilizes the estimated number of housing units as its base data. Using the cluster level housing unit and student generation factors from the county, a projected enrollment for the cluster is generated. These projections are then divided up to individual schools in the cluster based on each schools' overall enrollment contribution to the total number of students in the cluster (by grade band K–5, 6–8, 9–12).

Once each of these four base models has been calculated, a weighted average of each of the models is generated for each school. A weighted average provides an analysis to reflect all the trends observed in the historical data and the over-arching themes from the qualitative information gathered in this process. The weighted average also works to maximize the strengths of each of the "base" models.

Because of the uncertainty that surrounds both short- and long-range forecasts, MCPS forecasts are revised each fall. In addition, the one-year forecast is revised each spring. The primary purpose of evaluating the upcoming school year forecast is to increase the

accuracy in making staffing decisions and to place relocatable classrooms where needed. The evaluation assesses the enrollment change in each school from September, when the original forecast was made, to the time of the spring revision. In areas of the county that are developing, an assessment of the rate of housing construction also is made. In some cases, administrative or Board of Education actions, such as a change in a school service area, also may affect enrollment changes.

Continuous efforts are underway to increase the accuracy of forecasting techniques. Advances continue in the use of computers for the retrieval and analysis of demographic and facility planning data. The use of the county Geographic Information System (GIS) contains extensive demographic and land-use data that is used in the forecasting and facility planning processes. Ties between MCPS planners, county planning agencies, the real estate and development communities, and community representatives enable an ongoing exchange of information relevant to forecasting. For example, the recent application of GIS leverages MCPS data and Montgomery Planning data and allows direct measurement of pupil generation rates. This pooled knowledge is a valuable resource in the inherently difficult job of predicting the future.

Appendix D

Subdivision Staging Policy FY 2019 School Test Results

Reflects County Council Adopted FY 2019 Capital Budget and FY 2019-2024 Capital Improvements Program (CIP)
Effective July 1, 2018

School Test Description and Details	School Test Outcome	Elementary School Inadequate	Middle School Inadequate	High School Inadequate
CLUSTER TEST Inadequate if cluster is over 120% utilization, by level Test year 2023 -2024	**MORATORIUM** Moratorium required in cluster service areas that are inadequate.			Montgomery Blair (123.8%) Northwood (141.2%)
	OPEN CONDITIONALLY Placeholder projects prevent these cluster service areas from entering moratoria. *See notes.*			Albert Einstein (140.2%)
	OPEN CONDITIONALLY Planned projects in other clusters and/or reassignments prevent these cluster service areas from entering moratoria. *See notes.*			Clarksburg (142.4%) Walter Johnson (133.8%)
INDIVIDUAL SCHOOL TEST Inadequate if school is over 120% utilization and at or above seat deficit thresholds Elementary: 110 seats Middle: 180 seats Test year 2023 - 2024	**MORATORIUM** Moratorium required in school service areas that are inadequate.	Ashburton ES (-173, 122.5%) Burnt Mills ES (-183, 146.7%) Highland View ES (-122, 142.4%) Lake Seneca ES (-120, 130.4%)		
	OPEN CONDITIONALLY Placeholder projects prevent these school service areas from entering moratoria. *See notes.*	Bethesda ES (-139, 124.8%) Judith A. Resnik ES (-110, 122.1%) Somerset ES (-139, 127.0%)		
	OPEN CONDITIONALLY Planned projects in other schools and/or reassignments prevent these school service areas from entering moratoria. *See notes.*	Rachel Carson ES (-319, 146.2%) Cedar Grove ES (-204, 148.8%) Clarksburg ES (-277, 188.8%) Forest Knolls ES (-220, 140.1%) Wilson Wims ES (-647, 186.0%) Rosemont ES (-281, 148.0%) Stonegate ES (-151, 140.6%) Strawberry Knoll ES (-215, 146.1%) Summit Hall ES (-221, 150.5%)		

SCHOOL TEST NOTES
The test result of any school not identified in the summary above is "adequate."

Test results include the following placeholder solutions approved by the County Council:
- Albert Einstein HS—14 classroom addition
- Bethesda ES—6 classroom addition
- Judith A. Resnik ES—4 classroom addition
- Somerset ES—4 classroom addition

Test results include the following planned capital projects:
- Clarksburg HS—major capital project at Seneca Valley HS, opening September 2020
- Walter Johnson HS—reopening of Woodward HS
- Rachel Carson ES—major capital project at DuFief ES, opening September 2022
- Cedar Grove ES—opening of Clarksburg Village ES #2 in September 2019
- Clarksburg ES—opening of Clarksburg ES #9 in September 2022
- Forest Knolls ES—addition projects at Montgomery Knolls ES and Pine Crest ES, opening September 2020
- Gaithersburg ES, Rosemont ES, Strawberry Knolls, and Summit Hall ES—opening of Gaithersburg Cluster ES #8 in September 2022
- Wilson Wims ES—opening of Clarksburg Village ES #2 in September 2019

Note that the figures included in these tables do not reflect the capacity impacts of Council-approved placeholder projects or the estimated enrollment impacts of future reassignments resulting from approved CIP projects at other schools. For those data, which are used to determine school test results and school adequacy for review of development applications, please visit Montgomery Planning's Annual Test webpage, located at the following link:
http://montgomeryplanning.org/planning/functional-planning/subdivision-staging-policy/annual-school-test

Subdivision Staging Policy FY 2019 School Test: Cluster Utilization in 2023–2024

Reflects County Council Adopted FY 2019 Capital Budget and FY 2019–2024 Capital Improvements Program (CIP)

Effective July 1, 2018

CLUSTER Elementary School Test: Percent Utilization > 120% = Moratorium

Cluster Area	Projected Enrollment September 2023	Projected MCPS Program Capacity September 2023	Projected Cluster Utilization in September 2023	School Test Result Cluster Capacity is:	Cluster Area Status
Bethesda-Chevy Chase	3,690	3,813	96.8%	Adequate	Open
Montgomery Blair	4,958	4,987	99.4%	Adequate	Open
James Hubert Blake	2,927	2,687	108.9%	Adequate	Open
Winston Churchill	2,396	2,849	84.1%	Adequate	Open
Clarksburg	4,676	4,965	94.2%	Adequate	Open
Damascus	2,424	2,482	97.7%	Adequate	Open
Albert Einstein	2,953	3,037	97.2%	Adequate	Open
Gaithersburg	4,700	4,668	100.7%	Adequate	Open
Walter Johnson	4,586	4,541	101.0%	Adequate	Open
John F. Kennedy	3,159	3,164	99.8%	Adequate	Open
Col. Zadok Magruder	2,570	2,646	97.1%	Adequate	Open
Richard Montgomery	2,875	3,015	95.4%	Adequate	Open
Northwest	3,955	3,894	101.6%	Adequate	Open
Northwood	3,172	3,038	104.4%	Adequate	Open
Paint Branch	2,603	2,439	106.7%	Adequate	Open
Poolesville	524	758	69.1%	Adequate	Open
Quince Orchard	2,764	2,908	95.0%	Adequate	Open
Rockville	2,700	2,517	107.3%	Adequate	Open
Seneca Valley	2,189	2,396	91.4%	Adequate	Open
Sherwood	2,111	2,487	84.9%	Adequate	Open
Springbrook	2,985	3,258	91.6%	Adequate	Open
Watkins Mill	2,842	2,777	102.3%	Adequate	Open
Wheaton	2,954	3,439	85.9%	Adequate	Open
Walt Whitman	2,410	2,539	94.9%	Adequate	Open
Thomas S. Wootton	2,968	3,504	84.7%	Adequate	Open

Subdivision Staging Policy FY 2019 School Test: Cluster Utilization in 2023–2024

Reflects County Council Adopted FY 2019 Capital Budget and FY 2019–2024 Capital Improvements Program (CIP)

Effective July 1, 2018

CLUSTER Middle School Test: Percent Utilization > 120% = Moratorium

Cluster Area	Projected Enrollment September 2023	Projected MCPS Program Capacity September 2023	Projected Cluster Utilization in September 2023	School Test Result Cluster Capacity is:	Cluster Area Status
Bethesda-Chevy Chase	1,803	2,024	89.1%	Adequate	Open
Montgomery Blair	2,695	2,773	97.2%	Adequate	Open
James Hubert Blake	1,485	1,547	96.0%	Adequate	Open
Winston Churchill	1,358	1,794	75.7%	Adequate	Open
Clarksburg	2,168	2,164	100.2%	Adequate	Open
Damascus	1,048	1,023	102.4%	Adequate	Open
Albert Einstein	1,311	1,475	88.9%	Adequate	Open
Gaithersburg	2,073	1,894	109.5%	Adequate	Open
Walter Johnson	2,333	2,429	96.0%	Adequate	Open
John F. Kennedy	1,861	1,877	99.1%	Adequate	Open
Col. Zadok Magruder	1,254	1,611	77.8%	Adequate	Open
Richard Montgomery	1,298	1,462	88.8%	Adequate	Open
Northwest	2,143	2,300	93.2%	Adequate	Open
Northwood	1,657	1,846	89.8%	Adequate	Open
Paint Branch	1,213	1,282	94.6%	Adequate	Open
Poolesville	255	468	54.5%	Adequate	Open
Quince Orchard	1,333	1,643	81.1%	Adequate	Open
Rockville	989	936	105.7%	Adequate	Open
Seneca Valley	1,161	1,336	86.9%	Adequate	Open
Sherwood	1,167	1,458	80.0%	Adequate	Open
Springbrook	1,192	1,168	102.1%	Adequate	Open
Watkins Mill	1,313	1,330	98.7%	Adequate	Open
Wheaton	1,526	1,593	95.8%	Adequate	Open
Walt Whitman	1,336	1,502	88.9%	Adequate	Open
Thomas S. Wootton	1,315	1,521	86.5%	Adequate	Open

Subdivision Staging Policy FY 2019 School Test: Cluster Utilization in 2023–2024

Reflects County Council Adopted FY 2019 Capital Budget and FY 2019–2024 Capital Improvements Program (CIP)

Effective July 1, 2018

CLUSTER High School Test: Percent Utilization > 120% = Moratorium

Cluster Area	Cluster Area (Lookup)	Projected Enrollment September 2023	Projected MCPS Program Capacity September 2023	Projected Cluster Utilization in September 2023	School Test Result Cluster Capacity is:	Cluster Area Status
Bethesda-Chevy Chase	Bethesda-Chevy Chase	2,463	2,407	102.3%	Adequate	Open
Montgomery Blair	Montgomery Blair	3,616	2,920	123.8%	Inadequate	Moratorium
James Hubert Blake	James Hubert Blake	1,862	1,743	106.8%	Adequate	Open
Winston Churchill	Winston Churchill	2,031	1,986	102.3%	Adequate	Open
Clarksburg[1]	Clarksburg	2,896	2,034	142.4%	Inadequate	Open Conditionally
Damascus	Damascus	1,324	1,556	85.1%	Adequate	Open
Albert Einstein[2]	Albert Einstein	2,260	1,612	140.2%	Inadequate	Open Conditionally
Gaithersburg	Gaithersburg	2,736	2,393	114.3%	Adequate	Open
Walter Johnson[3]	Walter Johnson	3,118	2,330	133.8%	Inadequate	Open Conditionally
John F. Kennedy	John F. Kennedy	2,171	2,221	97.7%	Adequate	Open
Col. Zadok Magruder	Col. Zadok Magruder	1,862	1,950	95.5%	Adequate	Open
Richard Montgomery	Richard Montgomery	2,668	2,236	119.3%	Adequate	Open
Northwest	Northwest	2,626	2,241	117.2%	Adequate	Open
Northwood	Northwood	2,142	1,517	141.2%	Inadequate	Moratorium
Paint Branch	Paint Branch	2,189	2,020	108.4%	Adequate	Open
Poolesville	Poolesville	1,194	1,170	102.1%	Adequate	Open
Quince Orchard	Quince Orchard	2,140	1,837	116.5%	Adequate	Open
Rockville	Rockville	1,742	1,566	111.2%	Adequate	Open
Seneca Valley[1]	Seneca Valley	1,462	2,423	60.3%	Adequate	Open
Sherwood	Sherwood	2,054	2,188	93.9%	Adequate	Open
Springbrook	Springbrook	1,994	2,121	94.0%	Adequate	Open
Watkins Mill	Watkins Mill	2,009	1,915	104.9%	Adequate	Open
Wheaton	Wheaton	2,138	2,279	93.8%	Adequate	Open
Walt Whitman	Walt Whitman	2,129	2,397	88.8%	Adequate	Open
Thomas S. Wootton	Thomas S. Wootton	2,283	2,159	105.7%	Adequate	Open

[1] Test results include the estimated impact of a reassignment of students from Clarksburg HS to Seneca Valley HS.

[2] Test results include the impact of an Albert Einstein HS placeholder project for a 6-classroom addition.

[3] Test results include the impact of the reopening of Woodward HS.

Subdivision Staging Policy FY 2019 School Test: School Utilization in 2023–2024

Reflects County Council Adopted FY 2019 Capital Budget and FY 2019–2024 Capital Improvements Program (CIP)

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

Elementary School Area	Projected Enrollment September 2023	Projected MCPS Program Capacity September 2023	Projected School Seat Deficit in September 2023	Projected School Utilization in September 2023	School Test Result School Capacity is:	Elementary School Area Status
Arcola	643	659	16	97.6%	Adequate	Open
Ashburton	943	770	-173	122.5%	Inadequate	Moratorium
Bannockburn	405	365	-40	111.0%	Adequate	Open
Barnsley	683	673	-10	101.5%	Adequate	Open
Beall	591	637	46	92.8%	Adequate	Open
Bel Pre/Strathmore	1,040	1,079	39	96.4%	Adequate	Open
Bells Mill	597	626	29	95.4%	Adequate	Open
Belmont	319	425	106	75.1%	Adequate	Open
Bethesda*	699	560	-139	124.8%	Inadequate	Open Conditionally
Beverly Farms	518	690	172	75.1%	Adequate	Open
Bradley Hills	610	663	53	92.0%	Adequate	Open
Brooke Grove	451	517	66	87.2%	Adequate	Open
Brookhaven	445	475	30	93.7%	Adequate	Open
Brown Station	558	761	203	73.3%	Adequate	Open
Burning Tree	429	379	-50	113.2%	Adequate	Open
Burnt Mills	575	392	-183	146.7%	Inadequate	Moratorium
Burtonsville	562	518	-44	108.5%	Adequate	Open
Candlewood	359	514	155	69.8%	Adequate	Open
Cannon Road	395	521	126	75.8%	Adequate	Open
Carderock Springs	325	407	82	79.9%	Adequate	Open
Rachel Carson[1]	1,010	691	-319	146.2%	Inadequate	Open Conditionally
Cashell	403	340	-63	118.5%	Adequate	Open
Cedar Grove[2]	622	418	-204	148.8%	Inadequate	Open Conditionally
Chevy Chase/Rosemary Hills/N. Che	1,278	1,492	214	85.7%	Adequate	Open
Clarksburg[3]	589	312	-277	188.8%	Inadequate	Open Conditionally
Clearspring	648	642	-6	100.9%	Adequate	Open
Clopper Mill	551	460	-91	119.8%	Adequate	Open
Cloverly	504	444	-60	113.5%	Adequate	Open
Cold Spring	305	458	153	66.6%	Adequate	Open
College Gardens	659	693	34	95.1%	Adequate	Open
Cresthaven/Roscoe R. Nix	1,019	1,387	368	73.5%	Adequate	Open
Capt. James E. Daly[3]	616	518	-98	118.9%	Adequate	Open
Damascus	382	351	-31	108.8%	Adequate	Open
Darnestown	288	471	183	61.1%	Adequate	Open
Diamond	717	670	-47	107.0%	Adequate	Open
Dr. Charles R. Drew	513	474	-39	108.2%	Adequate	Open
DuFief[1]	285	740	455	38.5%	Adequate	Open
East Silver Spring[4]	503	640	137	78.6%	Adequate	Open
Fairland	605	648	43	93.4%	Adequate	Open
Fallsmead	489	551	62	88.7%	Adequate	Open
Farmland	839	714	-125	117.5%	Adequate	Open
Fields Road	482	457	-25	105.5%	Adequate	Open
Flower Hill	483	465	-18	103.9%	Adequate	Open
Flower Valley	461	416	-45	110.8%	Adequate	Open
Forest Knolls[5]	769	549	-220	140.1%	Inadequate	Open Conditionally
Fox Chapel	626	683	57	91.7%	Adequate	Open
Gaithersburg[6]	920	788	-132	116.8%	Adequate	Open Conditionally
Galway	734	764	30	96.1%	Adequate	Open
Garrett Park	883	776	-107	113.8%	Adequate	Open
Georgian Forest	638	649	11	98.3%	Adequate	Open
Germantown	294	309	15	95.1%	Adequate	Open
William B. Gibbs Jr.	754	730	-24	103.3%	Adequate	Open
Glen Haven	521	581	60	89.7%	Adequate	Open
Glenallan	787	762	-25	103.3%	Adequate	Open
Goshen	603	589	-14	102.4%	Adequate	Open
Great Seneca Creek	572	561	-11	102.0%	Adequate	Open
Greencastle	725	614	-111	118.1%	Adequate	Open
Greenwood	453	584	131	77.6%	Adequate	Open
Harmony Hills	730	709	-21	103.0%	Adequate	Open
Highland	575	535	-40	107.5%	Adequate	Open
Highland View	410	288	-122	142.4%	Inadequate	Moratorium
Jackson Road	696	699	3	99.6%	Adequate	Open
Jones Lane	437	441	4	99.1%	Adequate	Open
Kemp Mill	544	463	-81	117.5%	Adequate	Open
Kensington-Parkwood	647	746	99	86.7%	Adequate	Open
Lake Seneca	515	395	-120	130.4%	Inadequate	Moratorium
Lakewood	507	556	49	91.2%	Adequate	Open
Laytonsville	320	449	129	71.3%	Adequate	Open
JoAnn Leleck	819	715	-104	114.5%	Adequate	Open
Little Bennett	611	624	13	97.9%	Adequate	Open
Luxmanor	569	758	189	75.1%	Adequate	Open
Thurgood Marshall	662	558	-104	118.6%	Adequate	Open

Elementary School Area	Projected Enrollment September 2023	Projected MCPS Program Capacity September 2023	Projected School Seat Deficit in September 2023	Projected School Utilization in September 2023	School Test Result School Capacity is:	Elementary School Area Status
Maryvale	653	694	41	94.1%	Adequate	Open
Spark M. Matsunaga	730	653	-77	111.8%	Adequate	Open
S. Christa McAuliffe	599	740	141	80.9%	Adequate	Open
Ronald McNair	803	770	-33	104.3%	Adequate	Open
Meadow Hall	468	370	-98	126.5%	Adequate	Open
Mill Creek Towne	336	321	-15	104.7%	Adequate	Open
Monocacy	151	219	68	68.9%	Adequate	Open
Montgomery Knolls/Pine Crest[5]	1,001	1,269	268	78.9%	Adequate	Open
New Hampshire Estates/Oak View	873	810	-63	107.8%	Adequate	Open
Roscoe R. Nix/Cresthaven	1,019	1,387	368	73.5%	Adequate	Open
N. Chevy Chase/Rosemary Hills/Che	1,278	1,492	214	85.7%	Adequate	Open
Oak View/New Hampshire Estates	873	810	-63	107.8%	Adequate	Open
Oakland Terrace	471	526	55	89.5%	Adequate	Open
Olney	590	584	-6	101.0%	Adequate	Open
William T. Page	433	384	-49	112.8%	Adequate	Open
Pine Crest/Montgomery Knolls[5]	1,001	1,269	268	78.9%	Adequate	Open
Piney Branch/Takoma Park	1,325	1,355	30	97.8%	Adequate	Open
Poolesville	373	539	166	69.2%	Adequate	Open
Potomac	427	472	45	90.5%	Adequate	Open
Judith A. Resnik*	608	498	-110	122.1%	Inadequate	Open Conditionally
Dr. Sally K. Ride	428	485	57	88.2%	Adequate	Open
Ritchie Park	383	387	4	99.0%	Adequate	Open
Rock Creek Forest	728	709	-19	102.7%	Adequate	Open
Rock Creek Valley	435	364	-71	119.5%	Adequate	Open
Rock View	572	661	89	86.5%	Adequate	Open
Lois P. Rockwell	468	536	68	87.3%	Adequate	Open
Rolling Terrace[4]	849	747	-102	113.7%	Adequate	Open
Rosemary Hills/Chevy Chase/N. Che	1,278	1,492	214	85.7%	Adequate	Open
Rosemont[6]	866	585	-281	148.0%	Inadequate	Open Conditionally
Bayard Rustin	719	740	21	97.2%	Adequate	Open
Sequoyah	381	508	127	75.0%	Adequate	Open
Seven Locks	385	425	40	90.6%	Adequate	Open
Sherwood	432	547	115	79.0%	Adequate	Open
Sargent Shriver	757	673	-84	112.5%	Adequate	Open
Flora M. Singer	708	680	-28	104.1%	Adequate	Open
Sligo Creek	692	664	-28	104.2%	Adequate	Open
Somerset*	654	515	-139	127.0%	Inadequate	Open Conditionally
South Lake	810	716	-94	113.1%	Adequate	Open
Stedwick	596	670	74	89.0%	Adequate	Open
Stone Mill	603	677	74	89.1%	Adequate	Open
Stonegate	523	372	-151	140.6%	Inadequate	Moratorium
Strathmore/Bel Pre	1,040	1,079	39	96.4%	Adequate	Open
Strawberry Knoll[6]	681	466	-215	146.1%	Inadequate	Open Conditionally
Summit Hall[6]	659	438	-221	150.5%	Inadequate	Open Conditionally
Takoma Park/Piney Branch	1,325	1,355	30	97.8%	Adequate	Open
Travilah	394	522	128	75.5%	Adequate	Open
Twinbrook	523	558	35	93.7%	Adequate	Open
Viers Mill	559	743	184	75.2%	Adequate	Open
Washington Grove	651	613	-38	106.2%	Adequate	Open
Waters Landing	647	776	129	83.4%	Adequate	Open
Watkins Mill	681	641	-40	106.2%	Adequate	Open
Wayside	469	636	167	73.7%	Adequate	Open
Weller Road	654	772	118	84.7%	Adequate	Open
Westbrook	331	537	206	61.6%	Adequate	Open
Westover	278	283	5	98.2%	Adequate	Open
Wheaton Woods	502	741	239	67.7%	Adequate	Open
Whetstone	755	750	-5	100.7%	Adequate	Open
Wilson Wims[2]	1,399	752	-647	186.0%	Inadequate	Open Conditionally
Wood Acres	641	725	84	88.4%	Adequate	Open
Woodfield	282	399	117	70.7%	Adequate	Open
Woodlin	627	635	8	98.7%	Adequate	Open
Wyngate	705	777	72	90.7%	Adequate	Open

[1] Test results include the estimated impact of a reassignment of students from Rachel Carson ES to DuFief ES.

[2] Test results include the estimated impact of a reassignment students from Cedar Grove ES and Wilson Wims ES to Clarksburg Cluster ES (Clarksburg Village #2).

[3] Test results include the estimated impact of a reassignment of students from Clarksburg ES to Clarksburg ES #9.

[4] Test results include the estimated impact of a reassignment of students from Rolling Terrace ES to East Silver Spring ES.

[5] Test results include the estimated impact of a reassignment of students from Forest Knoll ES to Montgomery Knolls ES and Pine Crest ES.

[6] Test results include the estimated impact of a reassignment of students from Gaithersburg ES, Rosemont ES, Strawberry Knoll ES, and Summit Hall ES to Gaithersburg ES #8.

* Test results include a placeholder solution approved by County Council.

Subdivision Staging Policy FY 2019 School Test: School Utilization in 2023–2024

Reflects County Council Adopted FY 2019 Capital Budget and FY 2019–2024 Capital Improvements Program (CIP)

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

Middle School Area	Projected Enrollment September 2023	Projected MCPS Program Capacity September 2023	Projected School Seat Deficit in September 2023	Projected School Utilization in September 2023	School Test Result School Capacity is:	Middle School Area Status
Argyle	1,021	914	-107	111.7%	Adequate	Open
John T. Baker	760	728	-32	104.4%	Adequate	Open
Benjamin Banneker	710	812	102	87.4%	Adequate	Open
Briggs Chaney	956	918	-38	104.1%	Adequate	Open
Cabin John	996	1,092	96	91.2%	Adequate	Open
Roberto Clemente	1,306	1,231	-75	106.1%	Adequate	Open
Eastern	1,025	1,012	-13	101.3%	Adequate	Open
William H. Farquhar	592	800	208	74.0%	Adequate	Open
Forest Oak	1,136	949	-187	119.7%	Adequate	Open
Robert Frost	917	1,084	167	84.6%	Adequate	Open
Gaithersburg	937	945	8	99.2%	Adequate	Open
Herbert Hoover	760	1,139	379	66.7%	Adequate	Open
Francis Scott Key	1,050	969	-81	108.4%	Adequate	Open
Martin Luther King, Jr	704	905	201	77.8%	Adequate	Open
Kingsview	831	1,041	210	79.8%	Adequate	Open
Lakelands Park	1,158	1,147	-11	101.0%	Adequate	Open
Col. E. Brooke Lee	973	1,205	232	80.7%	Adequate	Open
A. Mario Loiederman	850	871	21	97.6%	Adequate	Open
Montgomery Village	786	873	87	90.0%	Adequate	Open
Neelsville	1,054	914	-140	115.3%	Adequate	Open
Newport Mill	660	825	165	80.0%	Adequate	Open
North Bethesda	1,188	1,229	41	96.7%	Adequate	Open
Parkland	1,127	1,203	76	93.7%	Adequate	Open
Rosa Parks	812	978	166	83.0%	Adequate	Open
John Poole	255	468	213	54.5%	Adequate	Open
Thomas W. Pyle	1,336	1,502	166	88.9%	Adequate	Open
Redland	631	765	134	82.5%	Adequate	Open
Ridgeview	638	955	317	66.8%	Adequate	Open
Rocky Hill	969	1,020	51	95.0%	Adequate	Open
Shady Grove	623	846	223	73.6%	Adequate	Open
Silver Creek	971	935	-36	103.9%	Adequate	Open
Silver Spring International	1,222	1,300	78	94.0%	Adequate	Open
Sligo	930	928	-2	100.2%	Adequate	Open
Takoma Park	1,242	1,306	64	95.1%	Adequate	Open
Tilden	1,145	1,200	55	95.4%	Adequate	Open
Hallie Wells	960	982	22	97.8%	Adequate	Open
Julius West	1,298	1,462	164	88.8%	Adequate	Open
Westland	832	1,089	257	76.4%	Adequate	Open
White Oak	936	978	42	95.7%	Adequate	Open
Earle B. Wood	989	936	-53	105.7%	Adequate	Open

Appendix E

School Enrollment and Capacity

(2018–2019 and 2024–2025 School Years)

	School	2018–2019 School Year			2024–2025 School Year		
		Enrollment	Capacity	Utilization	Enrollment	Capacity*	Utilization
	Elementary Schools						
1	Arcola	736	651	(85)	691	651	(40)
2	Ashburton	897	677	(220)	865	677	(188)
3	Bannockburn	447	366	(81)	475	366	(109)
4	Lucy V. Barnsley	726	652	(74)	729	652	(77)
5	Beall	573	639	66	589	639	50
6	Bel Pre	588	640	52	609	640	31
7	Bells Mill	624	626	2	627	626	(1)
8	Belmont	333	424	91	331	424	93
9	Bethesda	652	560	(92)	731	560	(171)
10	Beverly Farms	585	689	104	594	689	95
11	Bradley Hills	591	664	73	661	664	3
12	Brooke Grove	433	517	84	443	517	74
13	Brookhaven	456	475	19	477	475	(2)
14	Brown Station	593	761	168	570	761	191
15	Burning Tree	473	378	(95)	505	378	(127)
16	Burnt Mills	608	392	(216)	669	392	(277)
17	Burtonsville	631	513	(118)	571	513	(58)
18	Candlewood	367	515	148	402	515	113
19	Cannon Road	414	481	67	437	481	44
20	Carderock Springs	361	407	46	413	407	(6)
21	Rachel Carson	974	690	(284)	1,045	690	(355)
22	Cashell	363	340	(23)	424	340	(84)
23	Cedar Grove	614	418	(196)	611	418	(193)
24	Chevy Chase	452	473	21	420	473	53
25	Clarksburg	530	311	(219)	632	311	(321)
26	Clearspring	618	642	24	696	642	(54)
27	Clopper Mill	564	470	(94)	618	470	(148)
28	Cloverly	533	461	(72)	604	461	(143)
29	Cold Spring	331	458	127	306	458	152
30	College Gardens	696	678	(18)	673	678	5
31	Cresthaven	557	454	(103)	606	743	137
32	Captain James Daly	586	528	(58)	611	528	(83)
33	Damascus	341	351	10	374	351	(23)
34	Darnestown	310	419	109	306	419	113
35	Diamond	770	679	(91)	782	679	(103)
36	Dr. Charles R. Drew	468	501	33	480	501	21
37	DuFief	310	414	104	314	744	430
38	East Silver Spring	515	560	45	527	560	33
39	Fairland	638	653	15	668	653	(15)
40	Fallsmead	562	551	(11)	542	551	9
41	Farmland	832	715	(117)	898	715	(183)
42	Fields Road	474	457	(17)	489	457	(32)
43	Flower Hill	459	470	11	477	470	(7)
44	Flower Valley	491	416	(75)	488	416	(72)
45	Forest Knolls	718	529	(189)	775	529	(246)
46	Fox Chapel	600	683	83	606	683	77
47	Gaithersburg	845	788	(57)	931	788	(143)
48	Galway	801	764	(37)	780	764	(16)
49	Garrett Park	800	776	(24)	842	776	(66)
50	Georgian Forest	658	649	(9)	684	649	(35)
51	Germantown	322	309	(13)	339	309	(30)
52	William B. Gibbs Jr.	660	714	54	671	714	43
53	Glen Haven	492	561	69	494	561	67
54	Glenallan	760	762	2	838	762	(76)
55	Goshen	579	594	15	637	594	(43)
56	Great Seneca Creek	606	561	(45)	573	561	(12)
57	Greencastle	701	619	(82)	719	619	(100)
58	Greenwood	520	584	64	508	584	76
59	Harmony Hills	716	709	(7)	727	709	(18)
60	Highland	548	540	(8)	581	540	(41)
61	Highland View	440	288	(152)	402	288	(114)
62	Jackson Road	729	699	(30)	661	699	38
63	Jones Lane	420	516	96	463	516	53
64	Kemp Mill	491	458	(33)	533	458	(75)
65	Kensington-Parkwood	665	746	81	665	746	81
66	Lake Seneca	533	415	(118)	588	415	(173)
67	Lakewood	476	556	80	485	556	71

*Includes capacity from recommended capital projects.

	School	2018–2019 School Year			2024–2025 School Year		
		Enrollment	Capacity	Utilization	Enrollment	Capacity*	Utilization
68	Laytonsville	384	449	65	359	449	90
69	JoAnn Leleck	830	715	(115)	997	715	(282)
70	Little Bennett	614	611	(3)	608	611	3
71	Luxmanor	578	401	(177)	654	758	104
72	Thurgood Marshall	669	558	(111)	737	558	(179)
73	Maryvale	617	626	9	699	694	(5)
74	Spark M. Matsunaga	728	652	(76)	708	652	(56)
75	S. Christa McAuliffe	569	554	(15)	555	740	185
76	Ronald McNair	847	626	(221)	865	761	(104)
77	Meadow Hall	431	375	(56)	423	375	(48)
78	Mill Creek Towne	466	336	(130)	393	336	(57)
79	Monocacy	147	219	72	147	219	72
80	Montgomery Knolls	490	537	47	468	681	213
81	New Hampshire Estates	446	475	29	443	475	32
82	Roscoe R. Nix	506	503	(3)	474	737	263
83	North Chevy Chase	261	358	97	271	358	87
84	Oak View	431	335	(96)	489	335	(154)
85	Oakland Terrace	491	526	35	458	526	68
86	Olney	693	607	(86)	715	607	(108)
87	William T. Page	535	387	(148)	676	387	(289)
88	Pine Crest	435	404	(31)	493	588	95
89	Piney Branch	679	611	(68)	756	726	(30)
90	Poolesville	479	539	60	484	539	55
91	Potomac	361	425	64	434	472	38
92	Judith A. Resnik	645	498	(147)	652	498	(154)
93	Dr. Sally K. Ride	523	467	(56)	485	467	(18)
94	Ritchie Park	433	388	(45)	436	388	(48)
95	Rock Creek Forest	748	709	(39)	807	709	(98)
96	Rock Creek Valley	444	460	16	433	460	27
97	Rock View	613	674	61	583	674	91
98	Lois P. Rockwell	473	530	57	492	530	38
99	Rolling Terrace	803	709	(94)	658	709	51
100	Rosemary Hills	561	628	67	506	628	122
101	Rosemont	632	595	(37)	714	595	(119)
102	Bayard Rustin	601	745	144	612	745	133
103	Sequoyah	394	508	114	391	508	117
104	Seven Locks	429	424	(5)	434	424	(10)
105	Sherwood	528	530	2	520	530	10
106	Sargent Shriver	778	673	(105)	840	673	(167)
107	Flora M. Singer	670	680	10	735	680	(55)
108	Sligo Creek	677	664	(13)	698	664	(34)
109	Somerset	587	515	(72)	656	515	(141)
110	South Lake	837	701	(136)	877	701	(176)
111	Stedwick	583	675	92	630	675	45
112	Stone Mill	613	695	82	635	695	60
113	Stonegate	503	372	(131)	533	372	(161)
114	Strathmore	446	439	(7)	432	439	7
115	Strawberry Knoll	637	454	(183)	701	454	(247)
116	Summit Hall	677	435	(242)	711	435	(276)
117	Takoma Park	641	629	(12)	634	629	(5)
118	Travilah	361	527	166	372	527	155
119	Twinbrook	583	558	(25)	543	558	15
120	Viers Mill	605	743	138	629	743	114
121	Washington Grove	492	613	121	641	613	(28)
122	Waters Landing	668	776	108	730	776	46
123	Watkins Mill	702	641	(61)	761	641	(120)
124	Wayside	533	648	115	573	648	75
125	Weller Road	714	772	58	743	772	29
126	Westbrook	348	547	199	323	547	224
127	Westover	308	283	(25)	268	283	15
128	Wheaton Woods	523	741	218	546	741	195
129	Whetstone	752	750	(2)	805	750	(55)
130	Wilson Wims	1,244	752	(492)	1,346	752	(594)
131	Wood Acres	660	725	65	611	725	114
132	Woodfield	340	399	59	328	399	71
133	Woodlin	579	489	(90)	584	489	(95)
134	Wyngate	729	777	48	736	777	41

*Includes capacity from recommended capital projects.

	School	2018–2019 School Year			2024–2025 School Year		
		Enrollment	Capacity	Utilization	Enrollment	Capacity*	Utilization
	Middle Schools						
1	Argyle	1,008	897	(111)	1,054	897	(157)
2	John T Baker	850	745	(105)	912	745	(167)
3	Benjamin Banneker	857	824	(33)	848	824	(24)
4	Briggs Chaney	897	926	29	1,044	926	(118)
5	Cabin John	1,023	1,076	53	1,004	1,076	72
6	Roberto Clemente	1,307	1,231	(76)	1,394	1,231	(163)
7	Eastern	970	1,012	42	960	1,012	52
8	William H. Farquhar	705	784	79	726	784	58
9	Forest Oak	870	949	79	940	949	9
10	Robert Frost	1,074	1,084	10	1,012	1,084	72
11	Gaithersburg	863	1,009	146	942	1,009	67
12	Herbert Hoover	1,043	1,139	96	986	1,139	153
13	Francis Scott Key	1,003	960	(43)	1,169	960	(209)
14	Martin Luther King, Jr	648	914	266	838	914	76
15	Kingsview	998	1,041	43	979	1,041	62
16	Lakelands Park	1,123	1,147	24	1,195	1,147	(48)
17	Col. E. Brooke Lee	760	727	(33)	885	1,000	115
18	A. Mario Loiederman	986	871	(115)	1,071	978	(93)
19	Montgomery Village	743	881	138	918	881	(37)
20	Neelsville	945	956	11	957	956	(1)
21	Newport Mill	678	837	159	669	837	168
22	North Bethesda	1,163	1,233	70	1,246	1,233	(13)
23	Parkland	1,064	948	(116)	1,168	1,203	35
24	Rosa Parks	827	978	151	853	978	125
25	John Poole	395	468	73	405	468	63
26	Thomas W. Pyle	1,531	1,285	(246)	1,591	1,502	(89)
27	Redland	608	765	157	609	765	156
28	Ridgeview	751	955	204	772	955	183
29	Rocky Hill	844	1,020	176	1,023	1,020	(3)
30	Shady Grove	627	854	227	692	854	162
31	Silver Creek	865	935	70	1,018	935	(83)
32	Silver Spring International	1,125	1,107	(18)	1,252	1,298	46
33	Sligo	657	920	263	965	920	(45)
34	Takoma Park	1,107	939	(168)	1,289	1,306	17
35	Tilden	989	943	(46)	1,152	1,200	48
36	Hallie Wells	792	982	190	1,032	982	(50)
37	Julius West	1,317	1,432	115	1,467	1,432	(35)
38	Westland	771	1,089	318	899	1,089	190
39	White Oak	784	1,008	224	909	1,008	99
40	Earle B. Wood	967	944	(23)	1,093	944	(149)
	High Schools						
1	Bethesda-Chevy Chase	2,126	2,408	282	2,410	2,408	(2)
2	Montgomery Blair	3,215	2,912	(303)	3,619	2,912	(707)
3	James Blake	1,719	1,743	24	1,763	1,743	(20)
4	Winston Churchill	2,231	1,986	(245)	2,181	1,986	(195)
5	Clarksburg	2,342	2,034	(308)	2,848	2,034	(814)
6	Damascus	1,312	1,556	244	1,371	1,556	185
7	Albert Einstein	1,762	1,629	(133)	2,119	1,629	(490)
8	Gaithersburg	2,358	2,429	71	2,764	2,429	(335)
9	Walter Johnson	2,594	2,321	(273)	3,001	2,321	(680)
10	John F. Kennedy	1,796	1,794	(2)	2,062	2,221	159
11	Col. Zadok Magruder	1,616	1,941	325	1,725	1,941	216
12	Richard Montgomery	2,491	2,218	(273)	2,722	2,218	(504)
13	Northwest	2,590	2,286	(304)	2,981	2,286	(695)
14	Northwood	1,750	1,508	(242)	2,092	1,508	(584)
15	Paint Branch	2,013	2,020	7	2,142	2,020	(122)
16	Poolesville	1,186	1,170	(16)	1,237	1,170	(67)
17	Quince Orchard	2,108	1,837	(271)	2,311	1,837	(474)
18	Rockville	1,457	1,549	92	1,664	1,549	(115)
19	Seneca Valley	1,184	1,330	146	1,301	2,581	1,280
20	Sherwood	1,986	2,188	202	1,966	2,188	222
21	Springbrook	1,747	2,121	374	2,014	2,121	107
22	Watkins Mill	1,646	1,933	287	1,939	1,933	(6)
23	Wheaton	2,083	2,234	151	2,318	2,234	(84)
24	Walt Whitman	2,098	1,866	(232)	2,227	2,397	170
25	Thomas S. Wootton	2,108	2,142	34	1,968	2,142	174

*Includes capacity from recommended capital projects.

Appendix F

Facilities Data and State Rated Capacity
School Year 2018–2019

	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	1	7	25	0	754	651
2	Ashburton	S	1957	1993	81,438	8.32		0	6	22	3	655	677
3	Bannockburn	S	1957	1988	54,234	8.34		0	2	14	0	365	366
4	Lucy V. Barnsley	S	1965	1998	72,024	10		0	5	24	6	469	652
5	Beall	S	1954	1991	79,477	8.44	Yes	2	4	20	3	616	639
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	634	626
8	Belmont	S	1974		49,279	10.52		0	3	15	1	422	424
9	Bethesda	R	1952	1999	75,257	8.42		0	4	20	2	568	560
10	Beverly Farms	S	1965	2012	98,916	5	Yes	0	4	25	2	684	689
11	Bradley Hills	S	1951	1984	76,745	6.71	Yes	0	3	26	0	663	664
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	819	761
15	Burning Tree	S	1958	1991	68,119	6.78	Yes	0	4	10	6	379	378
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	5	20	1	581	513
18	Candlewood	S	1968	2015	48,543	11.78		0	3	19	2	522	515
19	Cannon Road	S	1967	2012	83,377	4.4	Yes	0	6	17	5	575	481
20	Carderock Springs	S	1966	2010	75,351	9		0	2	15	3	419	407
21	Rachel Carson	G	1990		78,547	12.4		1	7	21	1	668	690
22	Cashell	S	1969	2009	71,171	10.24		1	3	10	4	356	340
23	Cedar Grove	G	1960	1987	57,037	10.12		0	4	13	4	427	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	4	8	3	303	311
26	Clearspring	S	1988		77,535	10	Yes	2	3	21	5	639	642
27	Clopper Mill	S	1986		64,851	9	Yes	3	5	13	4	510	470
28	Cloverly	S	1961	1989	61,991	10	Yes	0	3	14	6	435	461
29	Cold Spring	S	1972		55,158	12.38		0	2	18	0	458	458
30	College Gardens	G	1967	2008	96,986	7.94	Yes	1	4	24	3	701	678
31	Cresthaven	G	1962	2010	76,862	9.81		0	0	17	6	464	454
32	Capt. James E. Daly	S	1989		78,210	10	Yes	1	4	19	3	574	528
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	14	5	468	419
35	Diamond	G	1975		83,177	10	Yes	0	6	23	3	679	679
36	Dr. Charles R. Drew	S	1991		73,975	12		2	3	16	5	511	501
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	17	7	602	560
39	Fairland	S	1992		92,227	11.79		2	4	23	6	716	653
40	Fallsmead	S	1974		67,472	8.98	Yes	0	4	19	2	545	551
41	Farmland	S	1963	2011	89,988	4.75	Yes	0	5	25	3	714	715
42	Fields Road	G	1973		72,302	10		1	4	16	5	526	457
43	Flower Hill	S	1985		58,770	10	Yes	1	4	16	3	506	470
44	Flower Valley	S	1967	1996	61,567	9.28		0	3	13	6	425	416
45	Forest Knolls	S	1960	1993	89,564	7.77		1	7	18	4	628	529
46	Fox Chapel	S	1974		85,182	10.34	Yes	1	5	26	0	728	683
47	Gaithersburg	S	1947	1983	94,468	8.39		1	9	27	3	869	788
48	Galway	S	1967	2009	103,170	9	Yes	1	6	27	5	823	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	3	10	6	356	309
52	William B. Gibbs, Jr.	G	2009		88,042	10.75		1	3	23	6	687	714
53	Glen Haven	R	1950	2004	85,845	10	Yes	1	5	20	4	618	561
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	659	594
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	5	20	3	639	619
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	597	540
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	19	1	438	516
64	Kemp Mill	S	1960	1996	68,222	10		2	4	16	1	505	458
65	Kensington-Parkwood	S	1952	2006	77,136	9.86		0	5	28	2	439	780
66	Lake Seneca	G	1985		58,770	9.35		1	4	13	4	432	415
67	Lakewood	G	1968	2003	77,526	13.07		0	3	20	3	556	556

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

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

* Schools with a date before 1986 underwent a renovation, not a full revitalization of the facility. 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.

	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	24	1	754	715
70	Little Bennett	G	2006		82,511	4.81	Yes	0	4	20	6	621	611
71	Luxmanor	S	1966		61,694	6.5	Yes	0	4	11	5	404	401
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	5	23	1	650	652
75	S. Christa McAuliffe	S	1987		77,240	10.59	Yes	1	5	21	2	632	554
76	Ronald McNair	S	1990		78,275	10	Yes	1	5	21	1	623	626
77	Meadow Hall	S	1956	1994	61,964	8.37	Yes	0	4	13	5	437	375
78	Mill Creek Towne	S	1966	2000	67,465	8.38		1	3	10	6	375	336
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	14	4	602	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	332	335
85	Oakland Terrace	S	1950	1993	79,145	9.54	Yes	1	4	17	6	559	526
86	Olney	G	1954	1990	68,755	9.88		0	4	22	1	581	607
87	William T. Page	S	1965	2003	58,726	9.76		1	5	12	1	417	387
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	6	11	9	529	467
94	Ritchie Park	S	1966	1997	58,500	9.22		0	3	14	0	388	388
95	Rock Creek Forest	S	1950	2015	98,140	7.95		1	5	26	4	768	709
96	Rock Creek Valley	S	1964	2001	76,692	10.44		0	3	15	7	444	460
97	Rock View	S	1955	1999	91,977	7.44		1	5	24	4	719	674
98	Lois P. Rockwell	S	1992		75,520	10.56		0	3	17	5	507	530
99	Rolling Terrace	S	1988		88,835	4.33		2	7	26	1	802	709
100	Rosemary Hills	S	1956	1988	86,548	6.07		1	7	17	6	650	628
101	Rosemont	G	1965	1995	88,764	8.91		1	6	20	5	661	595
102	Bayard Rustin	S	2018		97,397	11.06		0	4	27	2	TBD	745
103	Sequoyah	S	1990		72,582	10	Yes	0	4	19	3	555	508
104	Seven Locks	S	1964	2012	66,915	9.98		0	3	15	1	422	424
105	Sherwood	S	1977		81,727	10.85		0	3	17	8	550	530
106	Sargent Shriver	S	1954	2006	91,628	9.17		1	7	24	0	726	673
107	Flora M. Singer	S	1950	2012	95,831	12		1	6	24	3	734	680
108	Sligo Creek	S	1934	1999	98,799	5	Yes	0	5	23	3	669	664
109	Somerset	R	1949	2005	80,122	3.71		0	4	18	1	512	515
110	South Lake	S	1972		83,038	10.2		2	6	26	0	770	701
111	Stedwick	S	1974		109,677	10		1	5	24	4	711	675
112	Stone Mill	S	1988		78,617	11.76		0	3	25	4	667	695
113	Stonegate	S	1971		52,468	10.26		0	3	11	5	369	372
114	Strathmore	S	1970		59,497	10.8	Yes	0	0	18	3	444	439
115	Strawberry Knoll	G	1988		78,723	10.82		2	6	12	8	541	454
116	Summit Hall	S	1971		68,059	10.16	Yes	3	6	13	1	504	435
117	Takoma Park	R	1979		85,553	4.7		1	10	22	1	756	629
118	Travilah	G	1960	1992	65,378	9.3		0	2	21	0	o	527
119	Twinbrook	S	1952	1986	79,818	10.45		2	6	18	2	607	558
120	Viers Mill	S	1950	1991	120,572	10.52		2	7	24	5	796	743
121	Washington Grove	G	1956	1984	86,266	10.67		3	4	18	5	612	613
122	Waters Landing	S	1988		101,352	9.99		0	7	30	3	874	776
123	Watkins Mill	S	1970		80,923	10	Yes	2	7	19	6	721	641
124	Wayside	S	1969	2017	93,453	9.26		0	3	24	4	644	648
125	Weller Road	S	1953	2013	121,346	11.1		3	6	27	1	823	772
126	Westbrook	S	1939	1990	91,359	12.46	Yes	0	2	20	4	530	547
127	Westover	S	1964	1998	54,645	7.56		0	2	8	6	288	283
128	Wheaton Woods	S	1952	2017	120,154	8		2	6	27	2	882	741
129	Whetstone	S	1968		96,946	8.82		1	6	26	5	800	750
130	Wilson Wims	S	2014		91,931	9.29		0	8	24	2	748	752
131	Wood Acres	S	1952	2002	96,358	4.78	Yes	0	4	25	4	703	725
132	Woodfield	S	1962	1985	53,212	10		0	2	12	7	390	399
133	Woodlin	R	1944	1974	60,725	11		0	4	16	3	473	489
134	Wyngate	S	1952	1997	89,104	9.45		0	5	29	0	777	777
	Total Elementary Schools				10,465,825	1,279		105	586	2,551	426	76,121	74,357

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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Facilities Data and State Rated Capacity
School Year 2018–2019

	Schools	Sm. Gr.	Year Built	Year Renov./ Reopen/ Revital. *	Existing Sq. Ft.	Site Size	Park	Capacity Reg. @25	Capacity Sp. Ed. @10	State Rated Capacity (85% Reg. + Sp .Ed.)	MCPS Capacity (Tot. Cap.)
	Middle Schools									**(85% + Sp. Ed.)**	**(X 85%)**
1	Argyle	S	1971	1993	120,205	19.9		43	0	914	897
2	John T. Baker	G	1971		120,532	22	Yes	34	3	742	745
3	Benjamin Banneker	G	1974		117,035	20		38	2	817	825
4	Briggs Chaney	S	1991		115,000	29.37		42	4	933	927
5	Cabin John	S	1967	2011	159,514	18.24		48	9	1,122	1,076
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		36	3	807	784
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		47	5	1,049	1,009
12	Herbert Hoover	S	1966	2013	165,367	19.14		52	4	1,145	1,139
13	Francis Scott Key	S	1966	2009	147,424	20.58		46	0	978	961
14	Martin Luther King	G	1996		135,867	18.61		43	0	914	914
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	922	881
20	Neelsville	S	1981		131,432	29.2		47	0	956	956
21	Newport Mill	S	1958	2002	108,240	8.4	Yes	39	2	838	837
22	North Bethesda	G	1955	1999	130,461	19.99		57	2	870	1,233
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	1,294	1,285
27	Redland	S	1971		112,297	20.64	Yes	36	0	765	765
28	Ridgeview	G	1975		139,742	20		44	4	975	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	854
31	Silver Creek	G	2017		174,743	13.4		44	0	935	935
32	Silver Spring International	G	1934	1999	152,731	10.64	Yes	52	2	1,125	1,107
33	Sligo	G	1959	1991	149,527	21.74	Yes	44	2	955	920
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	984	943
36	Hallie Wells	G	2016		150,089	22.37		45	3	987	982
37	Julius West	G	1961	1995	182,617	21.31		67	3	1,488	1,432
38	Westland	G	1951	1997	146,006	25.09		51	1	1,094	1,089
39	White Oak	S	1962	1993	140,990	17.34		48	1	1,009	1,008
40	Earle B. Wood	S	1965	2001	152,588	8.5	Yes	43	7	984	944
	Total Middle Schools				5,590,465	784.85		1814	91	39,062	38,818
	High Schools									**(85% + Sp. Ed.)**	**(X 90%)**
1	Bethesda-Chevy Chase	G	1934	2001	308,215	16.36		107	2	1615	2408
2	Montgomery Blair	G	1998		386,567	30.15	Yes	133	0	2826	2912
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	72	8	1599	1629
8	Gaithersburg	G	1951	2013	427,048	40.48		107	15	2390	2429
9	Walter Johnson	G	1956	2009	365,138	30.86		102	5	2218	2321
10	John F. Kennedy	G	1964	1999	280,048	29.14		79	7	1771	1794
11	Col. Zadok Magruder	G	1970		295,478	30		85	6	1866	1941
12	Richard Montgomery	G	1942	2007	311,500	29.05		99	3	2134	2219
13	Northwest	G	1998		340,867	34.56	Yes	100	4	2123	2286
14	Northwood	G	1956	2004	253,488	29.56		68	5	1495	1508
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	1793	1837
18	Rockville	G	1968	2004	316,973	30.32		67	11	1545	1549
19	Seneca Valley	G	1974		251,278	29.37		58	8	1324	1330
20	Sherwood	G	1950	1991	333,154	49.33		97	3	2092	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	4	1879	1933
23	Wheaton	G	1954	2016	373,825	28.23		102	4	1698	2261
24	Walt Whitman	S	1962	1992	261,295	30.67	Yes	80	8	1730	1866
25	Thomas S. Wootton	G	1970		295,620	27.37		94	5	2059	2142
	Total High Schools				7,680,441	898.26		2172	136	46,239	49,184
	Total Secondary Schools				13,270,906	1683.1		3986	227	85,301	88,002

Note: State-rated capacity and MCPS capacity may differ due to the method of calculating capacity for special education classes.
For MCPS calculations, please refer to the individual school calculations.
Smart Growth (Sm. Gr.): S = Stabilized; R= Revitalization; G= Growth; N= Non Growth

* Schools with a date before 1986 underwent a renovation, not a full revitalization of the facility. 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.

Appendix G

Capacity Calculations

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

MCPS Program Capacity

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

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

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

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

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

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

- ***Staffing Ratio:*** Capacity calculations for elementary schools are based on a student-to-classroom ratio of 23:1; however, staffing (student-to-teacher ratio) is not always provided at the same ratio. When the student-to-teacher ratio is less than the student-to-room ratio, the calculated capacity will not support the number of teachers provided by the staffing ratio in the facility. For example, if staffing is provided at 22:1, and capacity is calculated at 23:1, then for a building with 20 classrooms the capacity would be 460 (20 x 23) students but there would be 21 teachers based on the staffing ratio (460/22 = 20.9), therefore one additional classroom would be needed to accommodate a 22:1 staffing ratio.
- ***Combined Staffing:*** Some schools are provided additional staffing to meet the needs of students in the school. For example, a school that has a large number of students impacted by poverty may be allocated an additional .5 teaching position to assist students and an additional .5 teaching position for Title 1 services. The school may decide to combine the allocated staff to create an additional classroom teaching position, thereby creating the need for an additional classroom. In this case, the enrollment has not increased and the calculated capacity has not changed, but the need for classrooms has increased.
- ***Capping Class Size:*** In schools that may have very large class sizes in certain grades, additional staff may be provided to reduce the oversized classes to keep them within Board of Education guidelines. For example, if a school has two second-grade classes each with 28 students and four more students enroll in second grade, adding the additional students to the two large classes would cause the two classes to exceed the maximum class size cap of 28 students. If there was no opportunity to create combination classes with other grades, an additional teacher would be provided, and the school would reorganize with three second-grade classes of 20 students each. The additional teacher could create the need for a relocatable classroom.

Small instructional spaces and specialized classrooms are provided for all schools and are allocated on the basis of enrollment size and the need for supplementary instructional activities, such as remedial reading, special education resource, speech, art, and music.

In situations where the educational program will not be adversely affected, MCPS leases space on an annual basis to appropriate outside organizations. In most cases, these organizations are referred to as "joint occupants" and are usually day-care providers. Before and after school programs also are provided in many MCPS schools. Spaces used by day-care providers on MCPS sites range from shared use of multipurpose rooms before and after school, to relocatable classrooms on a school site that are financed by the provider and operated for the school community. If space is available, one or more classrooms can be leased for full-day programs.

State-rated Capacity

State-rated capacity, used to determine state funding, is calculated using the following calculations. These calculations make MCPS and state capacity ratings differ. See appendix J for a comparison of capacity ratings for all schools.

Head Start and prekindergarten—1 session	20:1
Grade K—full-day	22:1
Grades 1–5/6 Elementary	23:1
Grades 6–12 Secondary	25:1*
Special Education	10:1

*Program capacity differs at the secondary level in that regular classroom capacity in the regular classroom capacity of 25 is multiplied by .85 to reflect the optimal utilization of a secondary school (equivalent to 21.25 students per classroom).

Appendix H

Montgomery County Public Schools
Relocatable Classrooms: 2018–2019 School Year

Cluster/ School	Relocatables on site for 2018–2019 to Address:		
	Overutilization	DC	Total
Bethesda-Chevy Chase			
Bethesda ES	4		4
Total	4	0	**4**
Winston Churchill			
Total	0	0	**0**
Clarksburg			
Clarksburg HS	11		11
Clarksburg ES	4		4
Captain James E. Daly ES	4		4
Wilson Wims ES	14		14
Total	33	0	**33**
Damascus			
Cedar Grove ES	7		7
Total	7	0	**7**
Downcounty Consortium*			
Montgomery Blair HS	6		6
Albert Einstein HS	5		5
Northwood HS	8		8
A. Mario Loiederman MS	2		2
Argyle MS	3		3
Parkland 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
Kemp Mill ES	3		3
Oak View ES	3		3
Oakland Terrace ES	2		2
Pine Crest ES	5		5
Rolling Terrace ES	10		10
Sargent Shriver ES	9		9
Flora Singer ES	3		3
Woodlin ES	7		7
Total	94	0	**94**
Gaithersburg			
Gaithersburg ES	11		11
Goshen ES	2		2
Rosemont ES	4		4
Strawberry Knoll ES	10		10
Summit Hall ES**	16		16
Total	43	0	**43**
Walter Johnson			
Walter Johnson HS	3		3
Ashburton ES**	8		8
Farmland ES	1		1
Garrett Park ES	1		1
Total	13	0	**13**

Cluster/ School	Relocatables on site for 2018–2019 to Address:		
	Overutilization	DC	Total
Col. Zadok Magruder			
Cashell ES	2		2
Flower Hill ES	3		3
Mill Creek Towne ES	6		6
Judith A. Resnik ES	6		6
Total	17	0	**17**
Richard Montgomery			
Richard Montgomery HS	4		4
Beall ES	2		2
College Gardens ES	1		1
Ritchie Park ES	6		6
Twinbrook ES	2		2
Total	15	0	**15**
Northeast Consortium*			
Burnt Mills ES	8		8
Burtonsville ES	6		6
Cloverly ES	2		2
Cresthaven ES	1		1
Fairland ES	1		1
Galway ES	2		2
Greencastle ES	6		6
Jackson Road ES	1		1
JoAnn Leleck ES at Broad Acres	10		10
William T. Page ES	7		7
Stonegate ES	7		7
Westover ES	2		2
Total	53	0	**53**
Northwest			
Northwest HS	6		6
Roberto Clemente MS	3		3
Clopper Mill ES	5		5
Diamond ES	4	1	5
Germantown ES	3		3
Great Seneca Creek ES	3		3
Spark M. Matsunaga ES	4	1	5
Ronald McNair ES	7		7
Total	35	2	**37**
Quince Orchard			
Quince Orchard HS	6		6
Rachel Carson ES	10	1	11
Fields Road ES	4		4
Jones Lane ES	2		2
Thurgood Marshall ES	5		5
Total	27	1	**28**
Rockville			
Flower Valley ES	1		1
Meadow Hall ES	7		7
Rock Creek Valley ES	4		4
Carl Sandburg Center	2		2
Total	14	0	**14**
Seneca Valley			
Roberto Clemente MS	3		**3**
Lake Seneca ES	9		9
S. Christa McAuliffe ES	3		3
Sally K. Ride ES	2		2
Total	17	0	**17**
Sherwood			
Belmont ES	0	1	1
Total	0	1	**1**

Cluster/ School	Relocatables on site for 2018–2019 to Address:		
	Overutilization	DC	Total
Watkins Mill			
South Lake ES	9		9
Watkins Mill ES	6		6
Total	15	0	**15**
Walt Whitman			
Walt Whitman HS	8		8
Thomas W. Pyle MS	3		3
Bannockburn ES	2		2
Burning Tree ES	4		4
Total	17	0	**17**
Thomas S. Wootton			
Thomas S. Wootton HS	3		3
Cold Spring ES	1		1
DuFief ES	1	1	2
Total	5	1	**6**
Grand Total by Use	**409**	**5**	**414**

SCHOOL TOTAL: 414

Other Relocatable Uses		
	# Units	Comment
Construction		
Total	0	
Holding Schools		
Emory Grove Center	18	
Grosvenor Center	17	Luxmanor ES
North Lake Center	21	Maryvale ES
Radnor Center	11	Potomac ES
Total	67	
Other Uses at Schools		
Gaithersburg ES	1	Parent Resource
Monocacy ES	1	
Seneca Valley HS	1	Transitions (CCC)
South Lake ES	1	Linkages
Summit Hall ES	1	Judy Center
Total	5	
Non-school Locations		
Bethesda Depot	3	Offices
Clarksburg Depot	1	Maintenance
Clarksburg Depot	2	Transportation
Hadley Farms	1	Offices
Kingsley	5	Transitions
Lincoln Warehouse	1	Copy Plus
Montgomery College	2	Germantown
Randolph Depot	3	Offices
Rocking Horse Road	2	Offices
Shady Grove Depot	8	Offices
Smith Center	2	Outdoor Education
Total	30	

OTHER TOTAL: 102

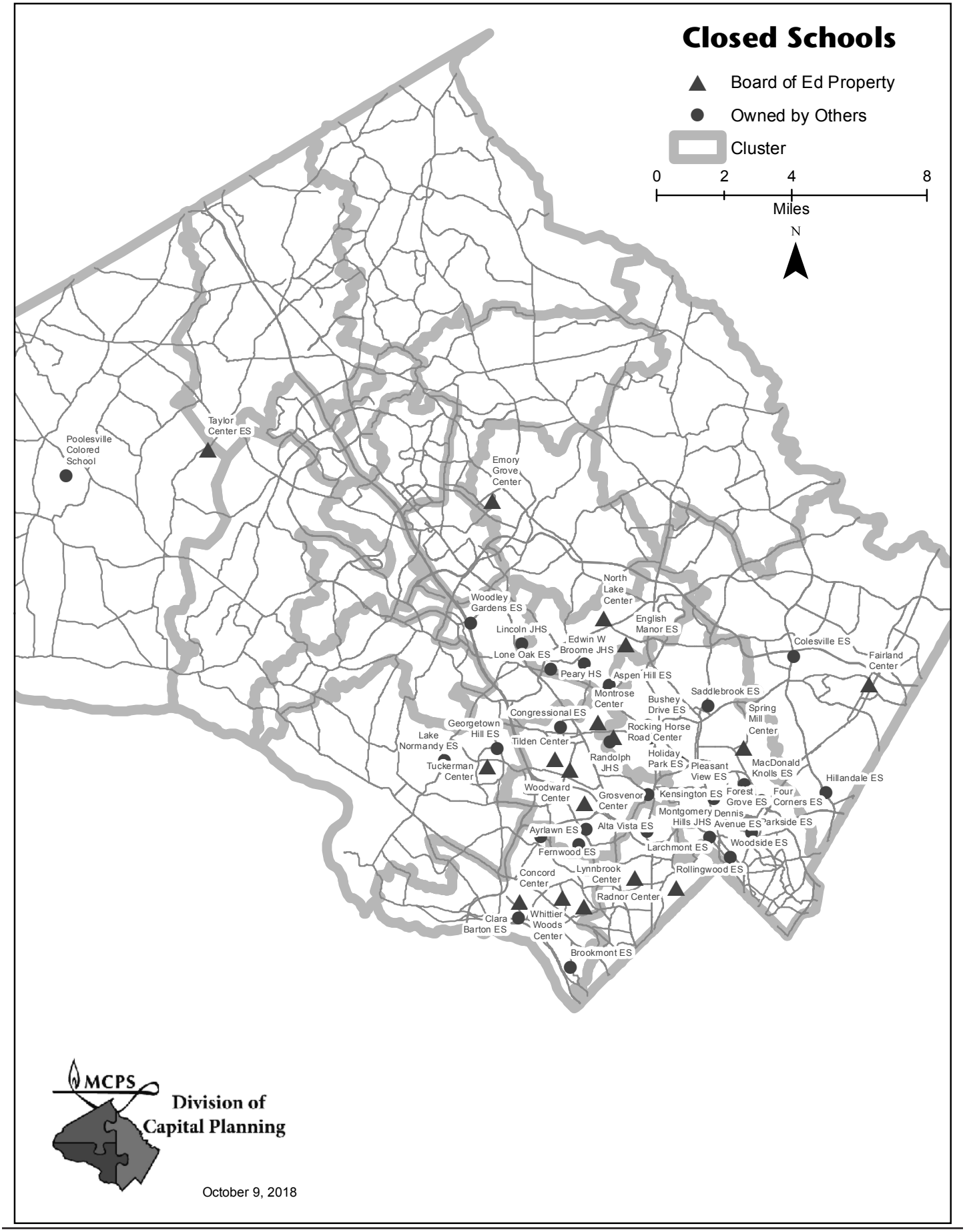
DC: Paid for by day-care provider to enable a day-care center to operate inside school.
* In terms of the number of schools, the Downcounty Consortium is the equivalent of 5 clusters, and the Northeast Consortium is the equivalent of 3 clusters.
**Summit Hall ES and Ashburton ES units are in modular buildings.

Appendix I

Former Operating Schools and Current Status

October 2018

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
English Manor ES	4511 Bestor Drive	Barnsley ES	Rockville	MCPS offices	8.25	28	50,000
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 Center	12301 Academy Way	Garrett Park ES	Johnson	Leased to private school	7.50	16	34,243
North Lake Center	15101 Bauer Drive	Flower Valley ES	Rockville	Holding School	9.66	22	40,378
Radnor Center	7000 Radnor Road	Bradley Hills ES	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
Whittier Woods Center	7300 Whittier Boulevard	Burning Tree ES	Whitman	Whitman HS	5.90		17,475
Woodward Center (beginning 2020)	11211 Old Georgetown Road	Luxmanor ES	Johnson	Holding School	29.80	52	135,150
Tilden Center	6300 Tilden Avenue	Luxmanor ES	Johnson	Holding School	19.70	39	119,516
Tuckerman Center	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
Congressional ES	1801 East Jefferson Street	Farmland ES	Johnson	The Hebrew Home of Greater Washington	9.91		
Dennis Avenue ES	2000 Dennis Avenue	Flora M. Singer ES	Downcounty Consortium	Health Center	6.97		
Fernwood ES	6801 Greentree Road	Burning Tree ES	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
Four Corners ES	321 University Boulevard West	Forest Knolls ES	Downcounty Consortium	Retirement home	5.66		
Georgetown Hill ES	11614 Seven Locks Road	Beverly Farms ES	Churchill	Leased to private school	10.35	28	50,000
Hillandale ES	10501 New Hampshire Avenue	Nix/Cresthaven	Northeast Consortium	Centers for Handicapped Inc.	6.81		
Holiday Park ES	3930 Ferrara Avenue	Viers Mill ES	Downcounty Consortium	The Senior Connection of Montgomery County, Inc.	5.62		
Kensington ES	10400 Detrick Avenue	Kensington-Parkwood ES	Johnson	Housing Opportunities Commission Main Office	4.54	19	45,206
Lake Normandy ES	11315 Falls Road	Bells Mill ES	Churchill	Potomac Community Center	10.59		
Lincoln JHS	595 North Stonestreet Avenue	Maryvale ES	Rockville	Crusader Baptist Church of God	1.78		
Lone Oak ES	1010 Grandin Avenue	Meadow Hall ES	Rockville	Centers for Handicapped Inc./Elderly day care	7.09	28	40,000
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	Sligo 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
Poolesville Colored School	19200 Jerusalem Road	Poolesville ES	Poolesville	AT&T	4.00		
Randolph JHS	11710 Hunters Lane	Viers Mill ES	Downcounty Consortium	Charles E. Smith Jewish Day School	8.07		
Saddlebrook ES	12751 Layhill Road	Glenallan 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
CITY OF ROCKVILLE OWNED FACILITIES							
Woodley Gardens ES	1150 Carnation Drive	College Gardens ES	Richard Montgomery	Senior center	9.64	16	31,767
PRIVATELY-OWNED FACILITIES							
Larchmont ES	9411 Connecticut Avenue	Rosemary Hills ES/North Chevy Chase ES	B-CC		10.94		
Peary HS	13300 Arctic Avenue	Rock Creek Valley ES	Rockville		19.52		

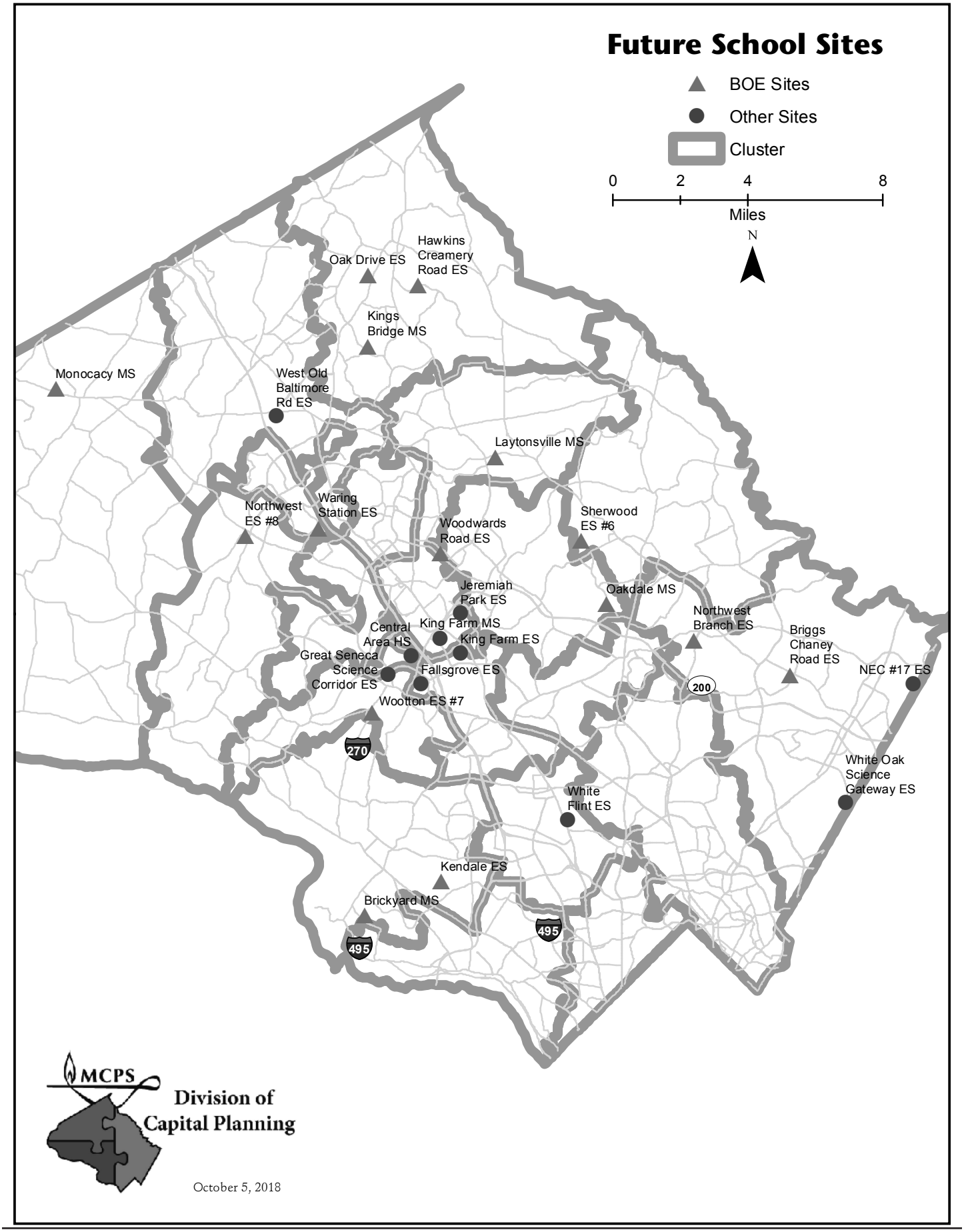

Closed Schools
Board of Ed Property
Owned by Others
Cluster
0 2 4 8
Miles
N
Poolesville Colored School
Taylor Center ES
Emory Grove Center
Woodley Gardens ES
North Lake Center
English Manor ES
Lincoln JHS
Edwin W Broome JHS
Lone Oak ES
Peary HS
Aspen Hill ES
Colesville ES
Fairland Center
Montrose Center
Saddlebrook ES
Bushey Drive ES
Spring Mill Center
Congressional ES
Georgetown Hill ES
Rocking Horse Road Center
Lake Normandy ES
Tilden Center
Holiday Park ES
Randolph JHS
Pleasant View ES
MacDonald Knolls ES
Tuckerman Center
Hillandale ES
Woodward Center
Grosvenor Center
Kensington ES
Forest Grove ES
Four Corners ES
Montgomery Hills JHS
Dennis Avenue ES
Parkside ES
Ayrlawn ES
Alta Vista ES
Woodside ES
Fernwood ES
Larchmont ES
Rollingwood ES
Concord Center
Lynnbrook Center
Radnor Center
Clara Barton ES
Whittier Woods Center
Brookmont ES
MCPS
Division of Capital Planning
October 9, 2018

Closed Schools That Have Been Reopened*

October 2018

Name	Year Reopened	Address	Cluster	Acreage
Arcola ES	2007	1820 Franwall Avenue, Silver Spring	Downcounty Consortium	5.0
Argyle MS	1993	2400 Bel Pre Road, Silver Spring	Downcounty Consortium	19.9
Burnt Mills ES	1990	11211 Childs Street, Silver Spring	Northeast Consortium	15.1
Cabin John MS	1989	10701 Gainsborough Road, Potomac	Churchill	18.2
Cloverly ES	1989	800 Briggs Chaney Road, Silver Spring	Northeast Consortium	10.0
Francis Scott Key MS	1990	910 Schindler Drive, Silver Spring	Northeast Consortium	20.6
A. Mario Loiederman MS (Col. Joseph A. Belt JHS)	2005	12701 Goodhill Road, Silver Spring	Downcounty Consortium	17.1
Newport Mill MS	2002	11311 Newport Mill Road, Silver Spring	Downcounty Consortium	8.4
North Bethesda MS	1999	8935 Bradmoor Drive, Bethesda	Walter Johnson	20.0
Northwood HS	2004	919 University Boulevard, Silver Spring	Downcounty Consortium	29.6
Roscoe R. Nix ES (Brookview ES)	2006	1100 Corliss Street, Silver Spring	Northeast Consortium	9.0
Bayard Rustin ES (Hungerford Park ES)	2018	332 West Edmonston Drive, Rockville	Richard Montgomery	11.0
Sargent Shriver ES (Connecticut Park ES)	2006	12518 Greenly Drive, Silver Spring	Downcounty Consortium	9.2
Silver Creek MS (Kensington JHS)	2017	3701 Saul Road, Kensington	B-CC	13.3
Flora M. Singer ES (McKenney Hills ES)	2012	2600 Hayden Drive, Silver Spring	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
BOE Sites
Other Sites
Cluster
0 2 4 8
Miles
N
Hawkins Creamery Road ES
Oak Drive ES
Kings Bridge MS
Monocacy MS
West Old Baltimore Rd ES
Laytonsville MS
Northwest ES #8
Waring Station ES
Woodwards Road ES
Sherwood ES #6
Jeremiah Park ES
Oakdale MS
Northwest Branch ES
Briggs Chaney Road ES
NEC #17 ES
Central Area HS
King Farm MS
King Farm ES
Great Seneca Science Corridor ES
Fallsgrove ES
Wootton ES #7
200
270
White Oak Science Gateway ES
White Flint ES
Kendale ES
Brickyard MS
495
495
MCPS
Division of Capital Planning
October 5, 2018

Future School Sites

October 2018

Name	Address	Elementary School Service Area	Cluster	Acreage
Board of Education Owned Sites				
Brickyard MS	Brickyard Road	Potomac ES	Churchill	20.00
Briggs Chaney Road MS	Briggs Chaney Road	Cloverly ES	Northeast Consortium	20.96
Hawkins Creamery Road ES	Hawkins Creamery Road	Clearspring ES	Damascus	13.51
Kendale ES	Kendale Road	Seven Locks ES	Churchill	10.54
Kings Bridge MS	Founders Way	Woodfield ES	Damascus	30.33
Laytonsville MS	Warfield Road	Laytonsville ES	Gaithersburg	22.74
Monocacy MS	Barnesville Road	Monocacy ES	Poolesville	17.35
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				
Central Area HS (Crown Farm)	Fields Road	Rosemont ES	Gaithersburg	32.1
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

Appendix J

New and Reopened Schools, 1985 to 2018

Year	Elementary Schools	Middle Schools	High Schools
1985	Flower Hill ES, Lake Seneca ES		
1986	Clopper Mill ES		
1987	Jones Lane ES, Christa McAuliffe ES		
1988	Clearspring ES, Goshen ES, Greencastle ES, Stone Mill ES, Strawberry Knoll ES, Waters Landing ES		Quince Orchard HS
1989	Cloverly ES, Capt. James E. Daly ES	Cabin John MS	Watkins Mill HS
1990	Brooke Grove ES, Burnt Mills ES, Rachel Carson ES, Ronald McNair ES, Sequoyah ES	Francis Scott Key MS	
1991	Dr. Charles R. Drew ES, Judith A. Resnik ES	Brigg Chaney MS	
1992	Lois P. Rockwell ES	Roberto Clemente MS, Rosa M. Parks MS	
1993	Thurgood Marshall ES	Argyle MS	
1994	Dr. Sally K. Ride ES		
1995		Forest Oak MS, Rocky Hill MS	
1996		Neelsville MS	
1997		Kingsview MS, John Poole MS	
1998			James Hubert Blake HS, Northwest HS
1998		North Bethesda MS, Shady Grove MS, Silver Spring International MS	
1999	Sligo Creek ES		
2000	None		
2001	Spark M. Matsunaga ES		
2002		Newport MS	
2003	None		
2004			Northwood HS
2005		Lakelands Park MS, A. Mario Loiederman MS	
2006	Great Seneca Creek ES, Little Bennett ES, Roscoe Nix ES, Sargent Shriver ES		Clarksburg HS
2007	Arcola ES		
2008	None		
2009	William B. Gibbs, Jr. ES		
2010	None		
2011	None		
2012	Flora M. Singer ES		
2013	None		
2014	Wilson Wims ES		
2015	None		
2016		Hallie Wells MS	
2017		Silver Creek MS	
2018	Bayard Rustin ES		

34 Elementary Schools, 19 Middle Schools, 6 High Schools, Source: Montgomery County Public Schools, Division of Capital Planning, October 2018

Schools Revitalized/Expanded 1985 to 2018

Year	Elementary Schools	Middle Schools	High Schools
1985	Oak View ES, Woodfield ES		
1986	Twinbrook ES		
1987	Cedar Grove ES		
1988	Bannockburn ES, New Hampshire Estates ES, Rosemary Hills ES	Gaithersburg MS	
1989	Cloverly ES, Highland ES, Laytonsville ES, Monocacy ES, Montgomery Knolls ES, Rolling Terrace ES		
1990	Burnt Mills ES, Olney ES, Westbrook ES		
1991	Beall ES, Burning Tree ES, Viers Mills ES	Sligo MS	Sherwood HS
1992	Pine Crest ES, Travilah ES		Walt Whitman HS
1993	Ashburton ES, Burtonsville ES, Clarksburg ES, Forest Knolls ES, Oakland Terrace ES	Thomas W. Pyle MS, White Oak MS	Springbrook HS
1994	Highland View ES, Meadow Hall ES		
1995	Brookhaven ES, Georgian Forest ES, Jackson Road ES, North Chevy Chase ES, Rosemont ES	Julius West MS	
1996	Flower Valley ES, Kemp Mill ES		
1997	Ritchie Park ES, Wyngate ES	Westland MS	Albert Einstein HS
1998	Lucy V. Barnsley ES, Westover ES		Montgomery Blair HS
1999	Bethesda ES, Harmony Hills ES, Rock View ES	Takoma Park MS	John F. Kennedy HS
2000	Chevy Chase ES, Mill Creek Towne ES		
2001	Rock Creek Valley ES	Earle B. Wood MS	Bethesda-Chevy Chase HS, Winston Churchill HS
2002	Wood Acres ES		
2003	Lakewood ES, William Tyler Page ES	Montgomery Village MS	
2004	Glen Haven ES		Rockville HS
2005	Someret ES, Kensington-Parkwood ES		
2006	None		
2007	College Gardens ES	Parkland MS	Richard Montgomery HS
2008	Galway ES		
2009	Bells Mill ES, Cashell ES	Francis Scott Key MS	Walter Johnson HS
2010	Carderock Springs ES, Cresthaven ES		
2011	Cannon Road ES, Farmland ES, Garrett Park ES, Seven Locks ES	Cabin John MS	
2012	Beverly Farms ES		Paint Branch HS
2013	Glenallan ES, Weller Road ES	Herbert Hoover MS	Gaithersburg HS
2014	Bel Pre ES, Candlewood ES, Rock Creek Forest ES		
2015			Wheaton HS
2016		William H. Farquhar MS	
2017	Brown Station ES, Wayside ES, Wheaton Woods ES		
2018			Thomas Edison HS of Technology

70 Elementary Schools, 14 Middle Schools, and 15 High Schools, Source: Montgomery County Public Schools, Division of Capital Planning, October 2018.

Schools Reopened and Extent of Improvements Made When Reopened

School	Year Facility Originally Opened	Year Facility Closed	Year Facility Improvement	Year Fully Revitalized/Expanded* or Completely Rebuilt
Elementary Schools				
Arcola (on site of former Arcola ES)	1956	1982		2007
Burnt Mills	1964	1977	1990	
Cloverly	1961	1983	1989	
Roscoe Nix (on site of former Brookview ES)	1955	1982		2006
Bayard Rustin (on site of former Hungerford Park ES)	1960	1982		2018
Sargent Shriver (former Connecticut Park ES)	1954	1983		2006
Sligo Creek (part of former Blair HS)	1935	1998		1999
Middle Schools				
Argyle	1971	1981	1993	
Cabin John	1968	1987	1989	2011
Francis Scott Key	1966	1983	1990	2009
A. Mario Loiederman (former Belt JHS)	1956	1983	2005	
Newport Mill	1958	1982	2002	
North Bethesda	1955	1981	1999	
Silver Creek (on site of former Kensington Jr HS)	1938	1979		2017
Silver Spring International (part of former Montgomery Blair HS)	1935	1998	1999	
Tilden (Tilden MS relocated to former Woodward HS)	1967	1986	1991	2020 scheduled @ Tilden Lane
High Schools				
Clarksburg (originally opened as Rocky Hill MS)	1995	2004		2006 expanded to HS
Northwood	1956	1985	2004	

Appendix K

Planned Life-cycle Asset Replacement (PLAR) Projects
Completed Summer 2018

	Facility	Project Scope
1	Argyle MS	Chair Lift
2	Ashburton ES	Fireproofing
3	John T. Baker MS	Asphalt (Play Area)
4	John T. Baker MS	Emergency Generator
5	Bannockburn ES	Asphalt & Concrete
6	Bethesda-Chevy Chase HS	Gym Floor Refinishing (Auxiliary)
7	Beall ES	Walk-In Boxes
8	James Hubert Blake HS	Stage Curtains
9	James Hubert Blake HS	Tennis Court
10	Brookhaven ES	Paint
11	Burnt Mills ES	Floor Covering (Media Center)
12	Burtonsville ES	Walk-In Boxes
13	Winston Churchill HS	Restroom Renovations
14	Clarksburg HS	Fence (Retaining Wall)
15	Roberto Clemente MS	Library Security Gates
16	Roberto Clemente MS	Locker Replacements
17	Roberto Clemente MS	Tennis Court
18	Clopper Mill ES	Emergency Generator
19	Cloverly ES	Fence Replacement
20	Cloverly ES	Main Office Improvements
21	Cloverly ES	Playground Equipment
22	Cloverly ES	School Letters Installation
23	Damascus HS	Grandstand Safety Upgrades
24	Diamond ES	Emergency Generator
25	Dr. Charles R. Drew ES	Field Walkway
26	Dr. Charles R. Drew ES	Water Heater
27	East Silver Spring ES	Water Heater
28	Albert Einstein HS	Gym Floor
29	Fallsmead ES	Gym Light Fixtures
30	Flower Hill ES	Concrete
31	Flower Valley ES	Paint
32	Flower Valley ES	Walk-In Boxes
33	Flower Valley ES	Fire Alarm System
34	Forest Oak MS	Gym Floor
35	Fox Chapel ES	Paint
36	Robert Frost MS	Asphalt
37	Gaithersburg ES	Suspended Ceiling & Lights
38	Georgian Forest ES	Grease Interceptor
39	Germantown ES	Paint
40	Goshen ES	Emergency Generator
41	Greencastle ES	Emergency Generator
42	Greenwood ES	Paint
43	Greenwood ES	Playground Equipment Replacement
44	Greenwood ES	Suspended Ceiling and Lights
45	Jones Lane ES	Gym Floor Replacement
46	John F. Kennedy HS	Tennis Courts
47	Dr. Martin Luther King, Jr. MS	Tennis Courts
48	Kingsview MS	Tennis Courts
49	Kingsview MS	Fire Alarm System
50	Laytonsville ES	Walk-in Boxes
51	A. Mario Loiederman MS	Stairwell Fire Doors
52	MacDonald Knolls Early Childhood Center	Electrical Upgrades
53	MacDonald Knolls Early Childhood Center	Concrete
54	MacDonald Knolls Early Childhood Center	Roofing Overlay
55	Col. Zadok Magruder HS	Asphalt and Concrete
56	Col. Zadok Magruder HS	Stage Lighting and Rigging
57	Col. Zadok Magruder HS	Fire Alarm System

	Facility	Project Scope
58	Ronald McNair ES	Masonry Repairs
59	Mill Creek Towne ES	Playground Equipment
60	Richard Montgomery HS	Paint Exterior Canopies
61	Montgomery Village MS	Tennis Courts
62	Neelsville MS	Library Security Gate
63	Newport Mill MS	Fencing
64	Northwest HS	Stage Curtains
65	John Poole MS	Fire Alarm System
66	Thomas W. Pyle MS	Gym (Main) and Stage Floor
67	Thomas W. Pyle MS	Gym Light Fixtures
68	Quince Orchard HS	Water Heater
69	Quince Orchard HS	Chair Lift
70	Radnor Center	Main Entrance Doors
71	Redland MS	Emergency Generator
72	Judith A. Resnik ES	Playground Equipment
73	Ritchie Park ES	Fire Alarm System
74	Rock View ES	Paint
75	Rock View ES	Fire Alarm Replacement
76	Rocky Hill MS	Flooring Replacement
77	Rosemary Hills ES	Emergency Generator
78	Rosemont ES	Playground Equipment
79	Rosemont ES	Suspended Ceiling and Lights
80	Shady Grove MS	Paint
81	Sherwood ES	Emergency Generator
82	Sherwood HS	Field Drainage
83	Silver Spring Intl MS	Water Heater
84	Sligo Creek ES	Water Heater
85	Lathrop E. Smith Center	Walk-in Boxes
86	Springbrook HS	Grandstand Safety Upgrades
87	Springbrook HS	Security System
88	Springbrook HS	Door Replacement
89	Stedwick ES	Asphalt Replacement
90	Stephen Knolls School	Concrete
91	Stonegate ES	Flooring Replacement
92	Stonegate ES	PA Console Upgrade
93	Stonegate ES	Paint (Multipurpose Room)
94	Stonegate ES	Suspended Ceiling & Lights
95	Strathmore ES	Paint
96	Strathmore ES	Restroom Addition
97	Takoma Park ES	Fire Alarm System
98	Twinbrook ES	Basketball Goal Replacement
99	Twinbrook ES	Door Replacement
100	Twinbrook ES	Fence and Backstop
101	Twinbrook ES	Flooring Installation
102	Twinbrook ES	Ornamental Fence
103	Twinbrook ES	Painting
104	Twinbrook ES	Playground Equipment
105	Twinbrook ES	Projector Screen
106	Waters Landing ES	Masonry Wall
107	Watkins Mill ES	Fire Alarm System
108	Watkins Mill HS	Water Heater
109	Julius West MS	Tennis Courts
110	Westland MS	Asphalt
111	Westland MS	Fire Alarm System
112	Westover ES	Playground Equipment
113	White Oak MS	Water Heater
114	Woodlin ES	Playground Equipment
115	Thomas S. Wootton HS	Tennis Court Renovations

Appendix L

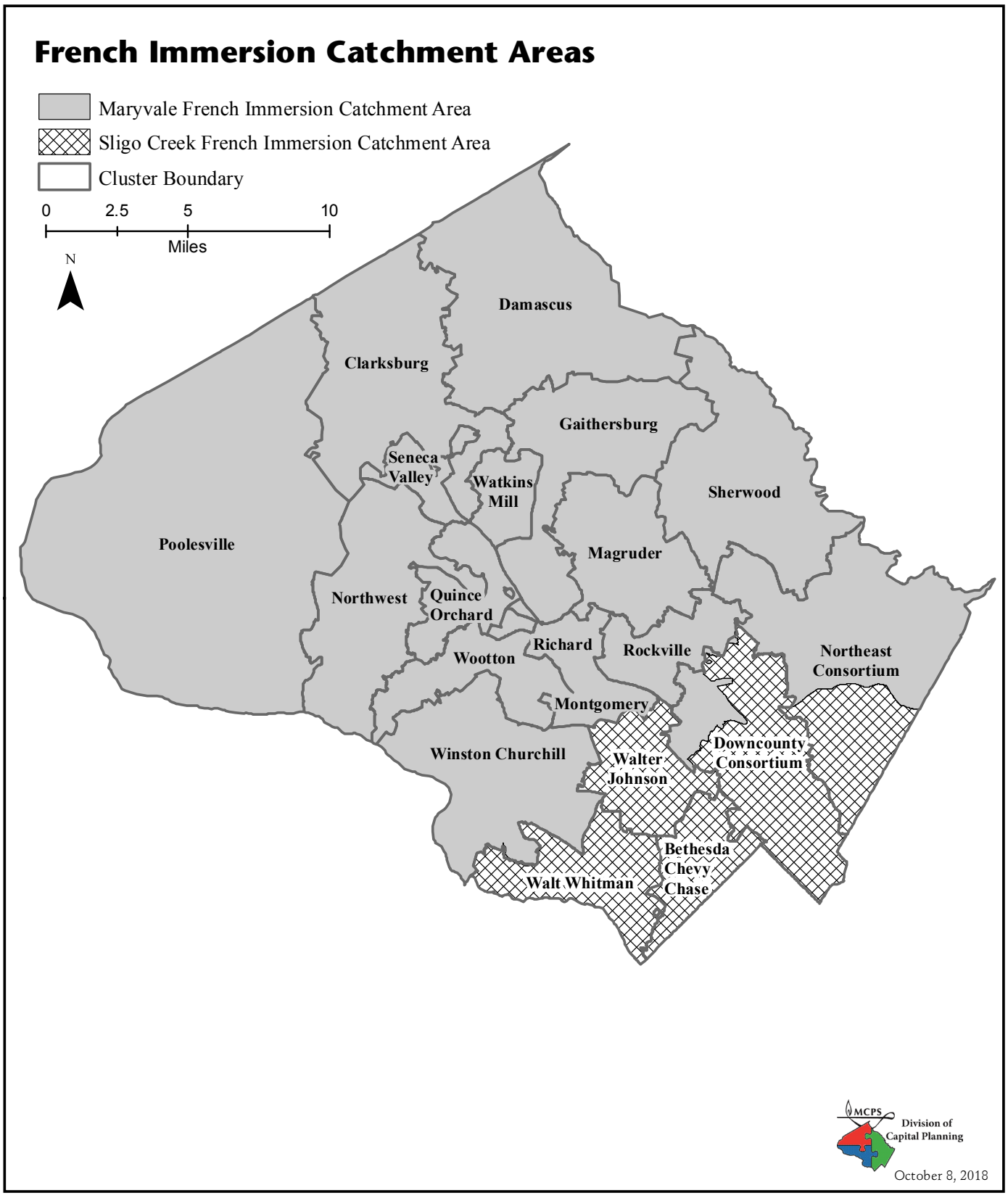
Head Start and Prekindergarten Locations 2018-2019

School	Federal Head Start Sessions				Pre-K				Pre-K Plus	
	Capacity 3's	Sessions	Capacity 4's	Sessions	Capacity	Sessions	Full-day Capacity	Full-day Sessions	Capacity	Sessions
Bells Mill Elementary School			20	1	0	0				
Brown Station Elementary School ♦ (pm)			20	1	60	3				
Clearspring Elementary School			20	1	20	1				
Clopper Mill Elementary School			20	1	40	2			20	1
Dr. Charles R. Drew Elementary School			20	1	40	2				
Fairland Elementary School			20	1	20	1				
Harmony Hills Elementary School			20	1	40	2				
Highland Elementary School			20	1	40	2				
Georgian Forest Elementary School			20	1	40	2				
Glenallan Elementary School♦ (am)			20	1	0	0				
Kemp Mill Elementary School			20	1	0	0	20	1		
JoAnn Leleck Elementary School at Broad Acres			20	1	51	3			20	1
Maryvale Elementary School	15	1	20	1	40	2				
Mont. Knolls Elementary School ♦ (am/pm)			20	1	60	3				
New Hamp. Est. Elementary School	15	1	60	3	45	2				
Rolling Terrace Elementary School (Judy Ctr)			20	1	40	2			20	1
S. Christa McAuliffe Elementary School			20	1	0	0				
South Lake Elementary School			20	1	40	2				
Summit Hall Elementary School (Judy Ctr)			20	1	40	2			20	1
Twinbrook Elementary School			20	1	40	2				
Viers Mill Elementary School ♦ (am/pm)			20	1	40	2				
Wash. Grove Elem. School ♦ (pm) (Judy Ctr)			20	1	60	3			20	1
Watkins Mill Elementary School			20	1			20	1		
Weller Road Elementary School ♦ (pm)			20	1	40	2			40	2
Wheaton Woods Elementary School			20	1	40	2				
Beall Elementary School	15	1	0	0	20	1				
College Gardens Elem. School (mixed age)			17	1	0	0				
East Silver Spring Elem. School (mixed age) ♦			17	1	40	2				
Sally K. Ride Elementary School	15	1	0	0	40	2				
Strawberry Knoll Elem. School /4 hr ♦ * (pm)			14	1	20	1				
Arcola Elementary School							20	1		
Bel Pre Elementary School					80	4			20	1
Brooke Grove Elementary School							20	1		
Brookhaven Elementary School ♦ (am/pm)					40	2				
Burnt Mills Elementary School					40	2				
Rachel Carson Elementary School					40	2				
Cashell Elementary School							20	1		
Capt. James E. Daly Elementary School					40	2				
Fields Road Elementary School							20	1		
Flora M. Singer Elementary School							20	1		
Flower Hill Elementary School					40	2				
Forest Knolls Elementary School					0	0	20	1		
Fox Chapel Elementary School					40	2				
Gaithersburg Elementary School					40	2				
Galway Elementary School					40	2				
Glen Haven Elementary School ♦					0	0	20	1		
Greencastle Elementary School ♦ (pm)					40	2				
Jackson Road Elementary School ♦ (pm)					40	2				
Lake Seneca Elementary School ♦ (pm)					40	2				
Macdonald Knolls Early Childhood Center					0	0	80	4		
Ronald McNair Elementary School							20	1		
Mill Creek Towne Elementary School					20	1				
Oakland Terrace Elementary School ♦ (am)							20	1		
William T. Page Elementary School					40	2				
Judith A. Resnik Elementary School					40	2				
Rock Creek Forest Elementary School							20	1		
Rock View Elementary School					40	2				
Roscoe Nix Elementary School					40	2				
Rosemary Hills Elementary School					40	2				
Rosemont Elementary School (Judy Ctr)					40	2				
Sargent Shriver Elementary School					40	2				
Stedwick Elementary School					40	2				
Whetstone Elementary School ♦ (pm)					40	2				
William B. Gibbs, Jr. Elementary School ♦					40	2				
Total for Head Start and Pre-K	**60**	4	**588**	30	**1,896**	95	**320**	16	**160**	8
Total Head Start	**648**									
Head Start Funded Level	**648**									
MCPS serves:	**648**									
Total Students Served (Figures in Bold)	**3,024**									

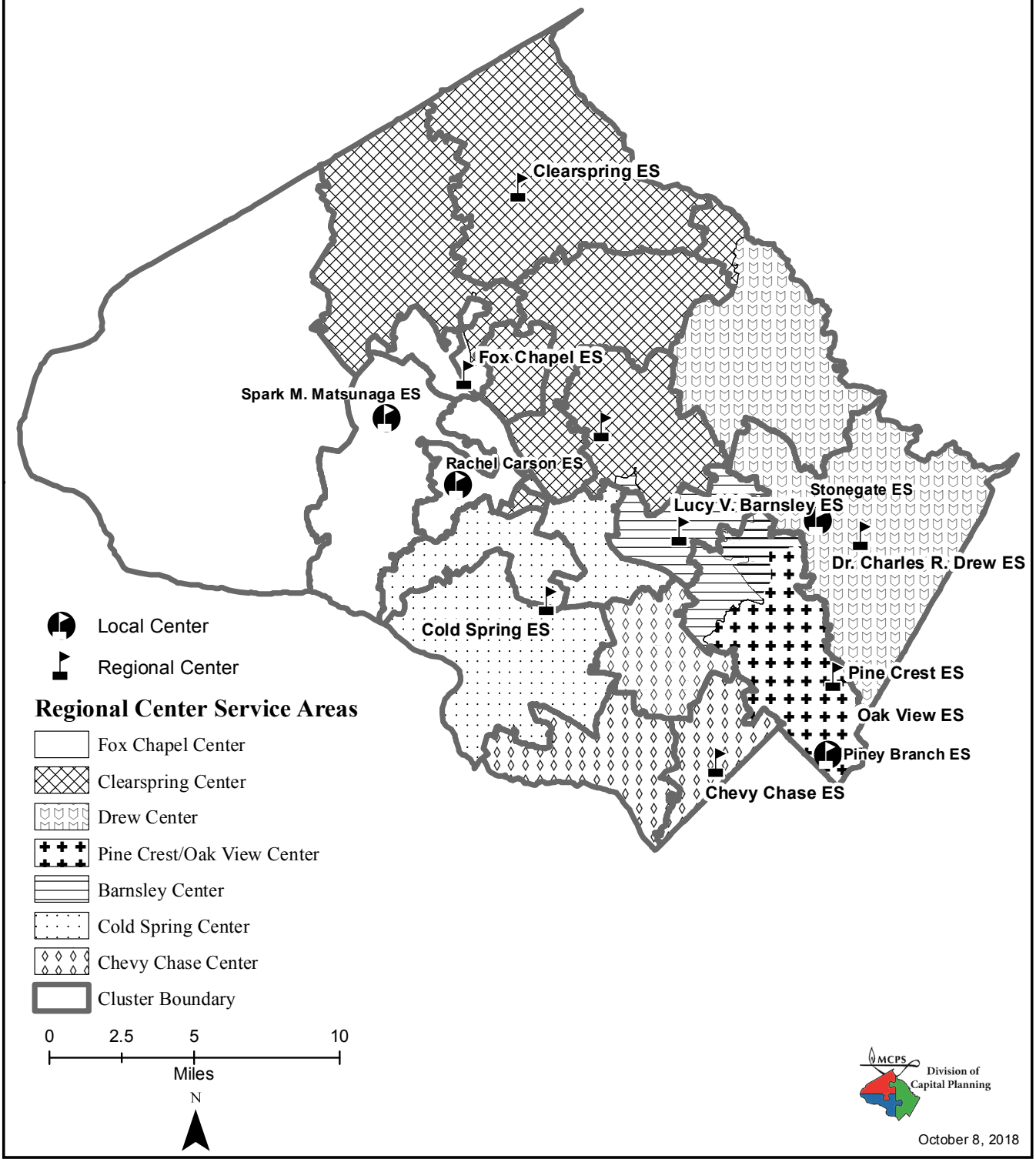
*Intensive Needs

♦ Preschool Special Education Collaboration

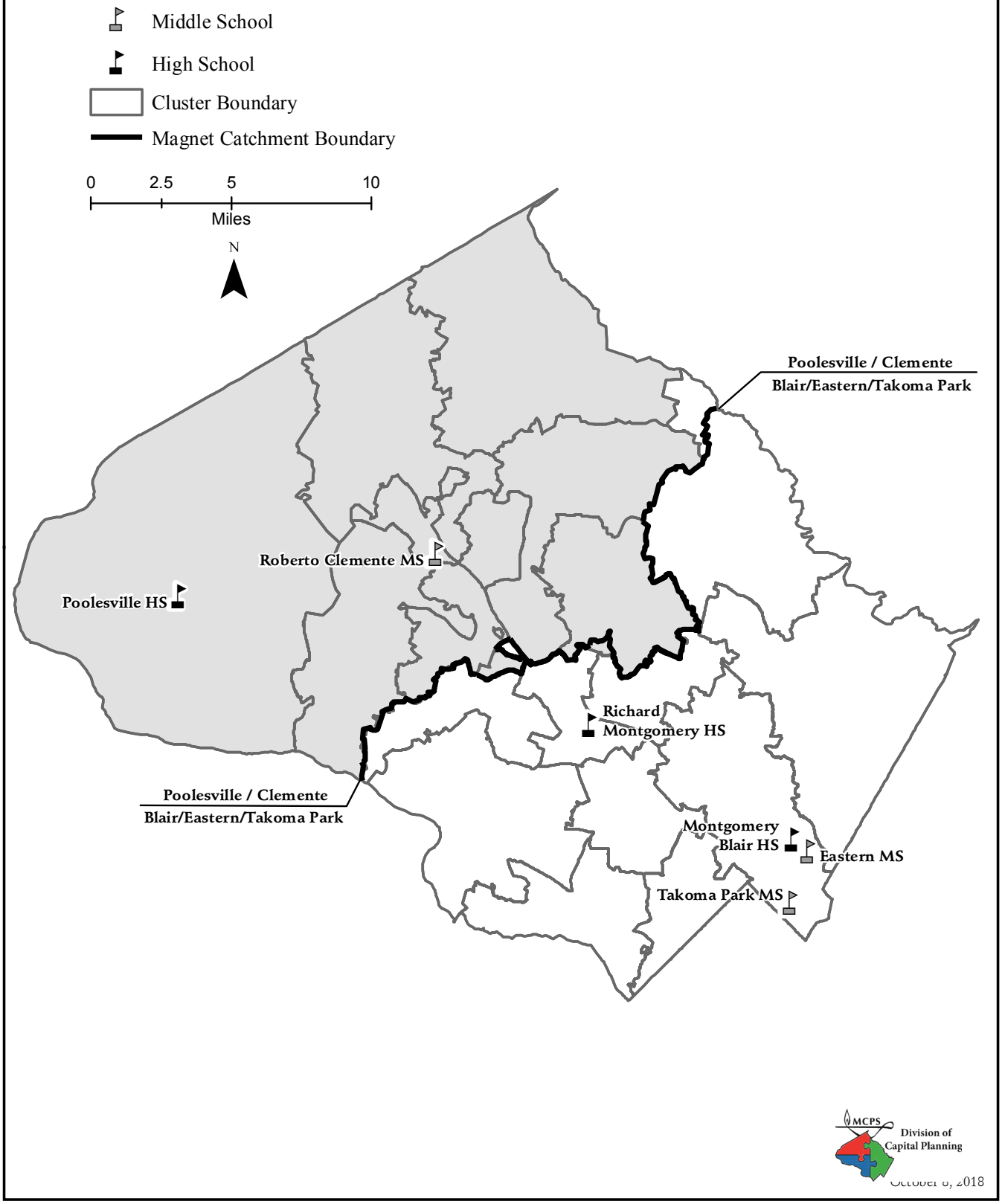
Appendix M


French Immersion Catchment Areas
Maryvale French Immersion Catchment Area
Sligo Creek French Immersion Catchment Area
Cluster Boundary
0
2.5
5
10
Miles
N
Damascus
Clarksburg
Gaithersburg
Seneca Valley
Watkins Mill
Sherwood
Poolesville
Magruder
Northwest
Quince Orchard
Richard
Rockville
Northeast Consortium
Wootton
Montgomery
Downcounty Consortium
Winston Churchill
Walter Johnson
Bethesda Chevy Chase
Walt Whitman
MCPS
Division of Capital Planning
October 8, 2018

Centers for Enriched Studies (Highly Gifted Grade 4-5)



Secondary Magnet School Catchment Areas



Appendix N

Special Education Services Descriptions

School-based Service Delivery Model

Speech and Language Services

The goals of Speech and Language Services are to diagnose communication disorders, improve spoken language skills, facilitate compensatory skills, and enhance the development of language, vocabulary, and expressive communication skills to support student access to the general education curriculum. The type and frequency of services provided are determined by individual student needs. For students with less intensive needs, educational strategies are provided to the students' general education teachers and parents for implementation within the classroom and home environments. Students may receive services in their classroom program in small groups, or individually.

Elementary Home School Model and Learning and Academic Disabilities (LAD) Services

Elementary Home School Model and Learning and Academic Disabilities services supports students in Grades K–5 as a result of a disability that impacts academic achievement in one or more content areas, organization, and/or behavior. Students served by this model are assigned to age-appropriate heterogeneous classes in their neighborhood schools. Student access to the general education curriculum during the course of the day is based on individual student needs and encompasses a variety of instructional models that may include instruction in a general education environment and/or a self-contained setting.

Secondary Learning and Academic Disabilities (LAD) Services

Secondary Learning and Academic Disabilities services, available in all secondary schools in MCPS, provide services to students as a result of a disability that affects academic achievement. Students served by this model receive special education support to demonstrate progress towards the Individualized Education Program (IEP) goals and objectives. These services are provided in a continuum of settings that may include components of self-contained classes, co-taught general education classes, and other opportunities for participation with nondisabled peers.

Transition Services

Transition Services are provided to students receiving special education services, age 14 or older, to facilitate a smooth transition from school to postsecondary activities. These activities include enrollment in higher education, engagement in competitive or some other employment, and/or participation in post-secondary training. Services are based on the individual student's needs, considering the student's strengths, preferences, and interests. Transition services are delivered through direct and/or indirect support coordinated by a transition support teacher.

Quad-cluster/Regionally-based Service Delivery Model

Elementary Learning Center (ELC)

The Elementary Learning Centers provide comprehensive special education and related services. The program offers a continuum of services for Grades K–5 in self-contained classes with opportunities to be included with nondisabled peers in the general education environment. These services address the goals and objectives in the student's IEP while ensuring access to the general curriculum through strategies such as assistive technology, reduced class size, and differentiated instruction.

Learning for Independence (LFI) Program

Learning for Independence (LFI) services are designed for students with complex learning and cognitive needs, including mild to moderate intellectual disabilities. Services support the implementation of Alternate Learning Outcomes aligned with Curriculum 2.0. Students are provided with many opportunities for interaction with general education peers, including inclusion in general education classes as appropriate, peer tutoring, and extracurricular activities. The students learn life skills in the context of the general school environment and in community settings. Community-based instruction and vocational training are emphasized at the secondary level so that students are prepared for the transition to post-secondary opportunities upon graduating with a certificate from the school system.

School/Community-based (SCB) Program

School/Community-based Program (SCB) services are designed for students with severe or profound intellectual disabilities and/or multiple disabilities. Students typically have significant needs in the areas of communication, personal management, behavior management, and socialization. The program emphasizes individualized instruction, utilizing Alternate Learning Outcomes aligned with Curriculum 2.0, in comprehensive schools and related community and work environments. The SCB model includes the following components—age-appropriate classes, heterogeneous groupings, peer interactions, individualized instruction, and transition—that are available in

all quad-clusters. The goal of the program is to prepare students to transition to post-secondary opportunities upon graduating with a certificate from the school system.

Infants and Toddlers Program

The Infants and Toddlers Program provides early intervention services to families and children with developmental delays from birth to age three, or until the start of the school year following the child's fourth birthday, under the Extended Individualized Family Service Plan option. Services are provided in the natural environment and include but are not limited to: specialized instruction, auditory and vision instruction, physical and occupational therapy, and speech and language services. Providers use a family-centered approach based on the philosophy that a parent is a child's most effective teacher.

Preschool Education Program (PEP)

(Classic, Collaboration, Five Hour, Intensive Needs, PILOT, and Medically Fragile/Itinerant Services)

The Preschool Education Program (PEP) offers a continuum of prekindergarten classes and services for children with disabilities ages three until kindergarten. PEP serves children with delays in multiple developmental domains that affect the child's ability to learn. Services range from itinerant services for children in community-based childcare settings and preschools to home-based services for medically fragile children. Classes are provided for children who need a comprehensive approach to learning. PEP PILOT provides an early childhood setting for students with mild delays; PEP collaboration classes offer inclusive opportunities for prekindergarten students utilizing a co-teaching model. PEP Classic and PEP Intensive Needs classes serve children with developmental delays in a special education setting. PEP five hour classes serve students with moderate to severe delays and/or multiple disabilities. Classes are offered at selected elementary schools in one or more quad-cluster administrative area(s).

Prekindergarten Language Classes

Prekindergarten Language classes serve students ages 3 through 5, with delays in receptive and/or expressive language that affect their ability to communicate and learn in typical preschool environments. Speech and language supports and related services are provided in a two days per week in a developmentally appropriate class, or five days per week in an early childhood classroom setting with inclusive opportunities with nondisabled peers. The purpose of this program is to use oral language for successful communication and to develop early learning skills in preparation for kindergarten. Selected elementary schools offer this program to support one or more quad-cluster administrative areas.

Autism Spectrum Disorders Services

The Comprehensive Autism Preschool Program (CAPP) provides highly intensive and individualized services for students ages 3 through 5. To ultimately provide access to a variety of school-aged services and to maximize independence in all domains, evidence-based instructional practices are utilized to increase academic, language, social, and adaptive skills. Autism services for students, elementary through age 21, provide access to Alternate Learning Outcomes aligned with Curriculum 2.0. Students receive Applied Behavior Analysis (ABA) intensive instruction in a highly structured setting to improve learning and communication and provide inclusive opportunities with nondisabled peers. At the secondary level, students also receive vocational and community support.

Secondary Autism Resource Services

Secondary Autism Resource Services, located in three middle schools and three high schools, are designed for students with autism spectrum disorders who are diploma bound and have difficulty mastering grade-level curriculum. The students require a modified pace and individual accommodations representative of the needs and characteristics of students with autism spectrum disorders. Students receive instruction in the general education curriculum with the supports indicated on their IEP. Access to the general education curriculum with enrichment is reinforced.

Augmentative and Alternative Communication Classes

The Augmentative and Alternative Communication (AAC) classes provide intensive support for students who are not verbal or have limited speech with severe intelligibility issues. Students learn to use and expand their knowledge of augmentative communication devices and other forms of aided communication in order to access the general education curriculum. Emphasis is on the use of alternative communication systems to enhance language development, vocabulary development, and expressive communication skills. Services and supports are often provided within the general education environment to the greatest extent possible.

Social and Emotional Support Services

Social and Emotional Support Services (SESS) are provided to students who demonstrate significant social, emotional, learning and/or behavioral challenges that adversely affect their success in school. Students access the MCPS general education curriculum, yet may have difficulty achieving academic success due to emotional and behavioral challenges that interfere with their ability to participate successfully in an educational environment. Students are served in a continuum of settings that may include self-contained classes and opportunities for participation in general education classes with nondisabled peers as appropriate.

Extensions

Extensions serves students of elementary, middle and high school age with the most significant cognitive disabilities, multiple disabilities, and/or autism. These students have a history of requiring intensive, systematic behavioral supports and services to reduce self-injurious and/or disruptive behaviors. The goal of the Extensions Program is to provide intensive

educational programming to enable these students to acquire Alternate Learning Outcomes aligned with Curriculum 2.0 and postsecondary opportunities including adult day services and employment.

Bridge Services

Bridge Services are designed to meet the needs of students who demonstrate significant social, emotional, learning, and/or behavioral challenges that make it difficult to succeed in a large school environment. Many students are identified as having an emotional disability and/or Autism Spectrum Disorder. Some students require social and emotional supports in order to access their academic program. Comprehensive behavior management is utilized in the model that includes proactive teaching and rehearsal of social skills, as well as the use of structured and consistent reinforcement systems. Services are provided in a continuum of settings that may include separate classes and opportunities for participation in general education classes with nondisabled peers as appropriate.

Gifted and Talented/Learning Disabled Services

Students that receive gifted and talented/learning disabled (GT/LD) services are intellectually gifted and demonstrate superior cognitive reasoning ability. They have an educational disability that affects the academic area(s) of reading, writing, and/or mathematics. Often, students also are impacted in the areas of organization/executive functioning, social emotional learning, and/or attention. They typically have significant production problems, particularly in the area of written expression.

GT/LD services provide students with specialized instruction, adaptations, and accommodations that facilitate appropriate access to accelerated and enriched instruction in the least restrictive environment. This includes substantive access to the acceleration and enrichment components in the MCPS instructional guidelines, and may include placement in Advanced, Honors or Advanced Placement courses. Services can vary and are determined by the student's IEP team. Students within elementary GT/LD services typically receive instruction in a self-contained classroom setting for a majority of the academic day. Secondary students typically receive services in advanced general education courses in English, math, science, and social studies, with special education support provided by a coteacher or paraeducator. Many secondary students also receive services through a GT/LD resource class. While services can vary and are determined by the student's IEP team, intensive behavioral, emotional, and social supports, interventions, and services are not part of the design of the GT/LD service model.

Elementary Physical Disabilities Services

Elementary physical disabilities services provide comprehensive supports to students in Prekindergarten through Grade 5 with physical and health-related disabilities that cause a significant impact on educational performance in the general education environment. Students generally exhibit needs in areas of motor development and information processing. Services are provided in inclusive classrooms at Forest Knolls and Judith Resnik elementary schools and include special education instruction, consultation with general education teachers, assistive technology and related services such as speech/language, occupational and physical therapy.

Longview School

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

Stephen Knolls School

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

Countywide Service Delivery Model

(Because of low incidences, these programs are based in central locations and serve students from the entire county. In some cases, the programs are provided regionally when the level of incidence increases.)

Services for the Visually Impaired

Vision services are provided to students with significant visual impairments or blindness. Services enable students to develop effective compensatory and self-advocacy skills and provide them with access to the general education environment. A prekindergarten class prepares children who are blind or have low vision for entry into kindergarten. Itinerant vision services are provided to school-aged students in their home school or other MCPS facilities. Skills taught include visual utilization, vision efficiency, reading and writing using Braille, and the use of assistive technology. Students may receive orientation and mobility instruction to help them navigate their environment. Students over the age of 14 receive specialized transition support, as appropriate.

Deaf and Hard of Hearing Services

Deaf and Hard of Hearing services provide comprehensive educational supports to students who are deaf or have an educationally- significant hearing loss. These services, provided by itinerant teachers, enable students to develop effective language, communication, and self-advocacy skills necessary to access the general education environment in neighborhood schools. Students with more significant needs receive services in centrally located classes. Services are provided in three communications options: oral/aural, total communication, and cued speech. Assistive technology and consultation also are provided to students and school staff members.

Occupational/Physical Therapy Services

Related services of occupational and physical therapy are provided to students with educational disabilities in their home or assigned school, to facilitate access to their educational program. The type and frequency of services are based on individual student needs and include direct therapy and consultation to classroom staff. Services are provided at elementary, middle, and high schools throughout MCPS.

Carl Sandburg Learning Center

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

Rock Terrace School

Rock Terrace School is comprised of a middle, high, and upper school program. The instructional focus of the middle school is the implementation of Alternate Learning Outcomes aligned with Curriculum 2.0 to prepare the students for transition to the high school program. The high school program emphasizes the Alternate Learning Outcomes aligned with Curriculum 2.0 and community-based instruction activities that enable students to demonstrate skills that lead to full participation in school-to-work and vocational/community experiences. Authentic jobs help in reinforcing classroom learning. The upper school prepares students for post-secondary experiences and career readiness.

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

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

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

Assistive Technology Services

Assistive Technology Services provide support for students from birth– age 21. Augmentative communication, alternate computer access, and the related technology services support students who are severely limited in verbal expression or written communication skills, often due to physical disabilities. Services are provided in the natural environment for children birth to age three, and in the elementary, middle, or high school instructional setting for prekindergarten students through age 21.

Aspergers Services

Aspergers Services provide direct classroom instruction in the areas of social-emotional problem-solving and pro-social behaviors with supported access to the general education curriculum. Students receive appropriate accommodations and supports for organization, problem solving, and self-advocacy.

Appendix O

School/Program Sites and Political Districts

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

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

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

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

Political Districts

Board of Education

District	Name
1	Judith Docca
2	Rebecca Smondrowski
3	Patricia O'Neill
4	Shebra L. Evans
5	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

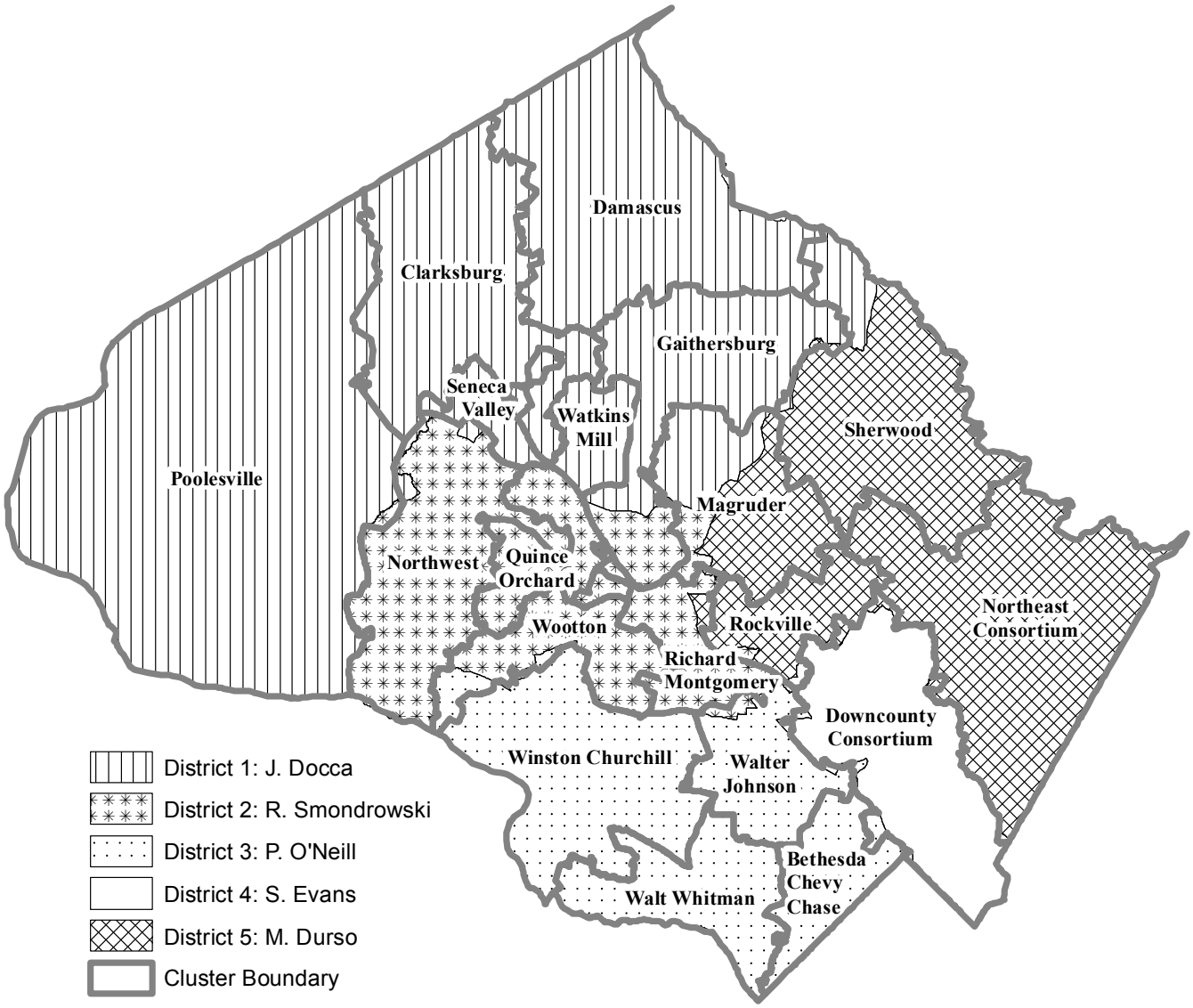
Legislative District 18	
Senator	Richard S. Madaleno, Jr.
Delegate	Alfred C. Carr, Jr.
Delegate	Ana Sol Gutierrez
Delegate	Jeff Waldstreicher

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:
Ananya Tadikonda

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Miles

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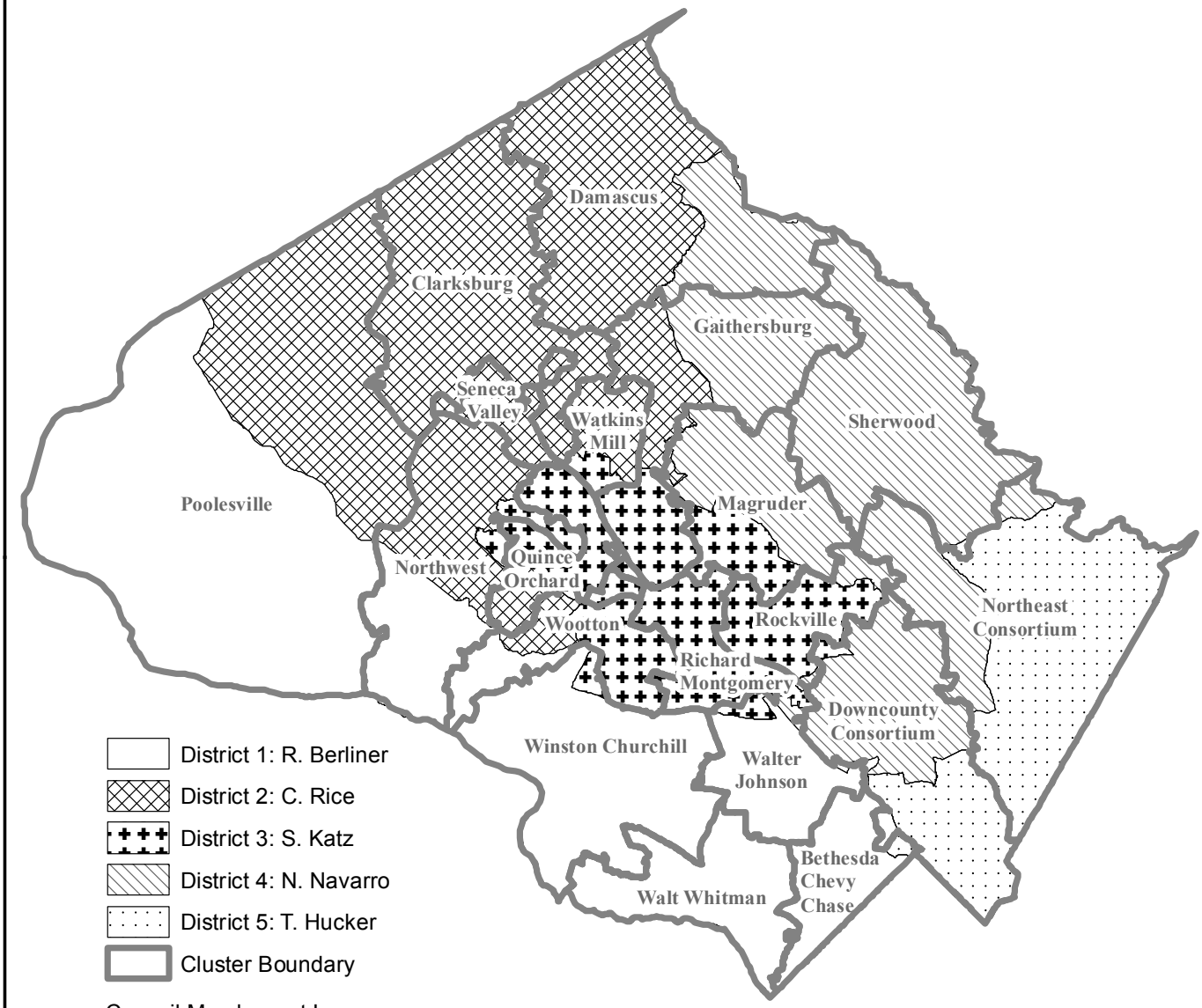
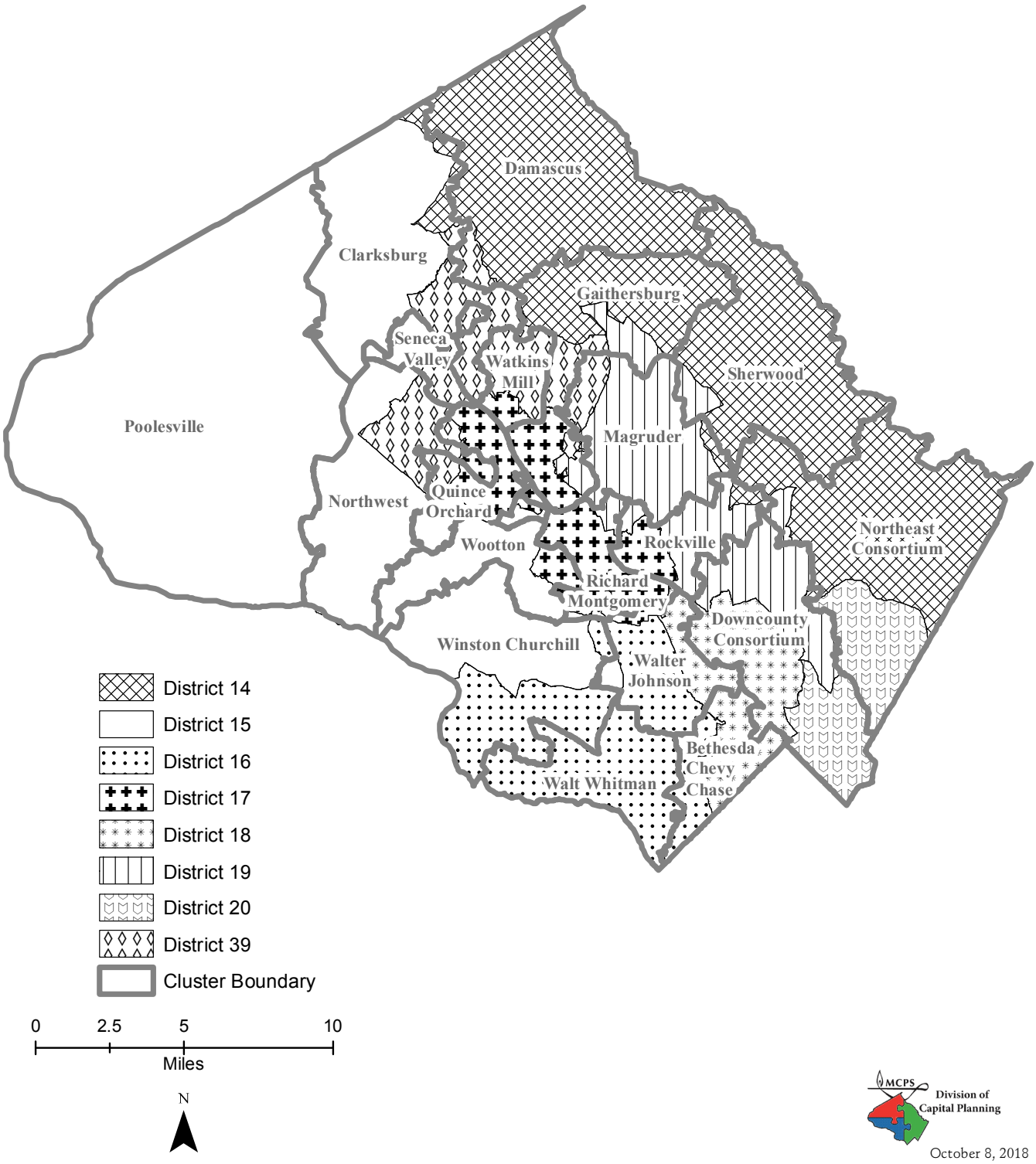
MCPS Division of Capital Planning

October 8, 2018

Council Districts



Legislative Districts

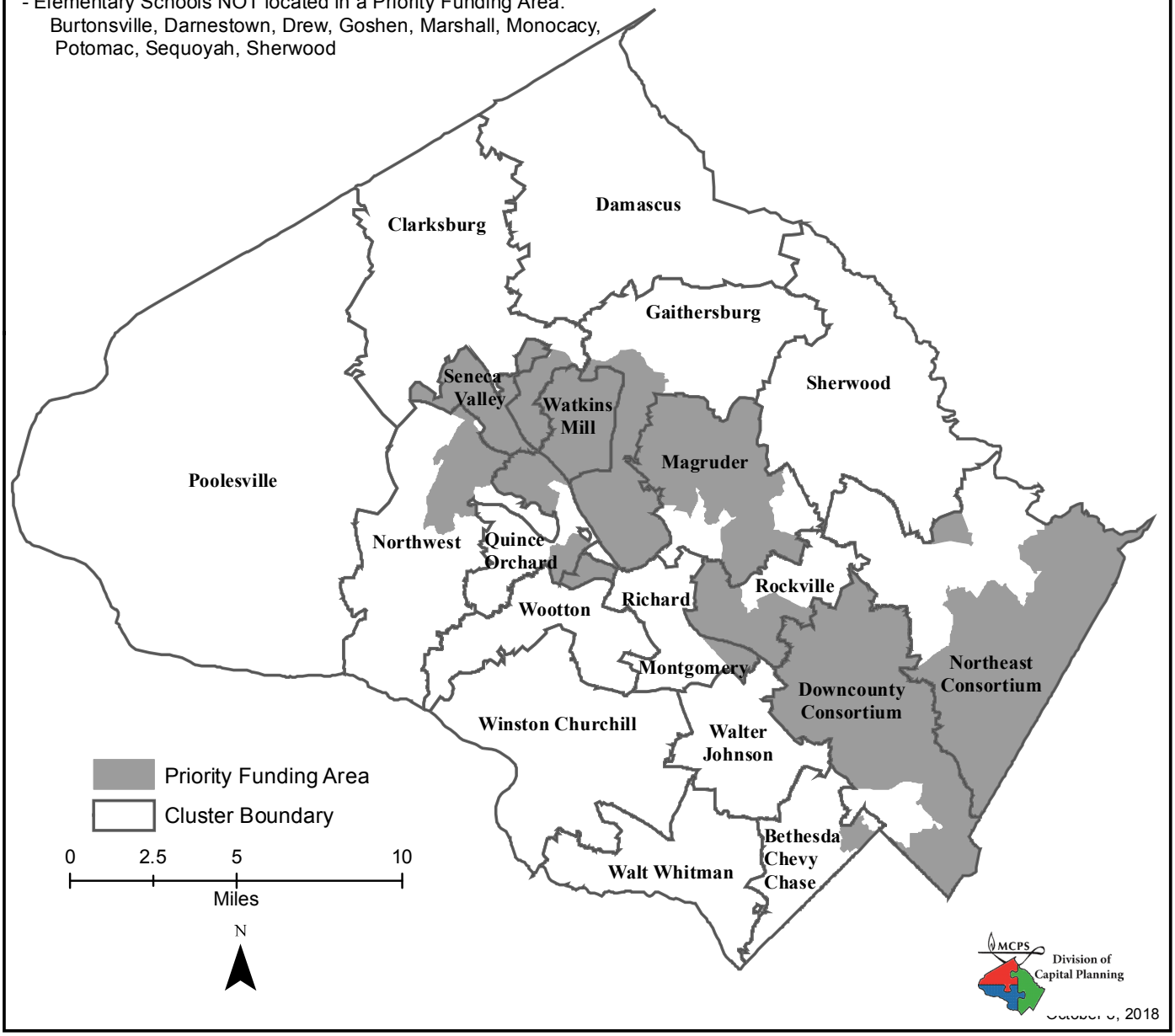


Appendix P

Priority Funding Areas

Priority Funding Areas are locations where the state and local governments want to target their efforts to encourage and support economic development and new growth. The following areas qualify as Priority Funding Areas: every municipality, as they existed in 1997; areas inside the Washington Beltway; areas already designated as Enterprise Zones, Neighborhood Revitalization Areas, Heritage Areas and existing industrial land.

Priority Funding Areas in MCPS
- All MCPS Schools serve students from Priority Funding Areas
- High Schools NOT located in a Priority Funding Area:
  Blake, Magruder, Sherwood
- Middle Schools NOT located in a Priority Funding Area:
  Briggs Chaney, Farquhar, Redland, Rosa Parks
- Elementary Schools NOT located in a Priority Funding Area:
  Burtonsville, Darnestown, Drew, Goshen, Marshall, Monocacy, Potomac, Sequoyah, Sherwood



Appendix Q

POLICY BOARD OF EDUCATION OF MONTGOMERY COUNTY

Related Entries: ABA, ABC, ABC-RA, ACA, ACD, ACG, ACG-RA, ACG-RB, DNA, ECM, ECM-RA, FAA-RA, JEE, JEE-RA

Responsible Office: Chief Operating Officer

Educational Facilities Planning

A. PURPOSE

To affirm the Montgomery County Board of Education's commitment to continuing to provide high-quality facilities that support the educational programming needed to ensure that every Montgomery County Public Schools (MCPS) student is well-prepared for success consistent with the Board's core values of Learning, Relationships, Respect, Excellence, and Equity

To establish an educational facilities planning process that effectively anticipates MCPS educational facility needs and establishes a framework for making equitable and fiscally responsible facility decisions in an uncertain future, while considering instructional program priorities, physical condition of the schools, and the impact of under- or overutilized facilities on the educational program

To promote public understanding of MCPS educational facilities planning processes and provide opportunities for stakeholders to engage in, inform, and respond to those processes

To coordinate MCPS facilities planning processes with those of other units of local governments and municipalities in Montgomery County

B. BACKGROUND

Educational facilities planning is essential to identify the infrastructure needed to ensure success for every student. The Board has primary responsibility to plan for educational facilities that sustain high-quality MCPS educational programs while effectively responding to changes in student enrollment, educational programming, and physical plant infrastructure.

C. ISSUE

1. MCPS is among the largest school systems in the country in terms of enrollment. MCPS serves a county that encompasses approximately 500 square miles, and is made up of communities of varying population density, ranging from rural to urban. Montgomery County has experienced continuing development of commercial and residential centers, as well as significant changes in its transportation infrastructure over the past few decades – all of which impact student enrollment.

2. The ability of school facilities to meet the needs of educational programming changes over time. The Board is continuously challenged to provide appropriate spaces for educational programming and services and to maintain safe, secure, and healthy learning and working environments for students and staff, while responding to aging structures and building systems at a reasonable cost.

   MCPS endeavors to maintain all school facilities at consistently high operational levels to maximize the life-span of existing physical plant assets through the coordinated scheduling of building system maintenance, repairs, and replacements. While building codes and advances in construction technology have vastly increased the expected life span of structures and building systems built or installed over time, the Board requires an educational facilities planning process to determine when maintenance is no longer viable for an educational facility or its component building systems, and systemic replacement or a major capital project is required to keep current with educational programming.

3. The fundamental goal of educational facilities planning is to provide a sound educational environment amid changing student enrollment, variations in the geographic distribution of students across schools, and the effects of racial, ethnic, and other socioeconomic and demographic diversity on educational programming. Enrollment changes are driven by a wide variety of factors including the strength of the economy and employment rates; policies set by federal, state, and local governments; fluctuations in the housing market driven by residential development and other changes in land use patterns; shifting trends in household composition; fluctuating birth rates; realignment of school boundaries; and movement within and into the school system from other parts of the United States and the world.

D. POSITION

The Board requires an educational facilities planning process that includes the following elements: ongoing analyses of student enrollment projections, physical condition of educational facilities and building systems; stakeholder engagement and input into facility decision-making; and a decision-making framework that generates responsive options and

leads to equitable and fiscally responsible and educationally sound decisions, in compliance with all local, state, and federal requirements.

This policy guides the educational facilities planning process in an efficient and fiscally responsible way to meet the varied educational needs of MCPS students with consideration of environmental sustainability. The process is designed to promote public understanding of MCPS educational facilities planning processes and ensure that there are opportunities for input from parents/guardians, students, staff, community members and organizations, local government agencies, and municipalities.

1. Facility planning starts with an analysis of student enrollment projections; educational program requirements; facility utilization rates; school site size; capacity calculations; the impact of county planning as well as trends in development, land use, transportation, and housing patterns; and Key Facilities Indicators as described in section D.1.c below.

    a) Student enrollment projections take into consideration shifting demographics, while projected educational program requirements take into consideration existing and new program offerings.

    b) School site size and capacity calculations comply with established guidelines adopted as part of the Board review of the superintendent of schools' recommended Capital Improvements Program.

    c) Key Facilities Indicators are facility characteristics that influence the learning and working experience, such as safety, security, and accessibility requirements; indoor environment conditions; program and space relationships; building quality; as well as infrastructure and asset data, and other relevant characteristics.

    d) The Key Facilities Indicators approach is used to identify and provide a basis for prioritizing options responsive to changing facility needs. A schedule of county-wide systemic replacement projects and major capital projects at specific schools shall be adopted and revised as appropriate as part of the Board review of the superintendent of schools' recommended Capital Improvements Program based on the analysis described above. These options may include –

        (1) county-wide systemic replacement projects required to sustain schools in good condition and extend their useful life, such as replacement of heating, ventilation, air conditioning, and mechanical systems, roofs, and numerous other building and infrastructure projects; and

(2) major capital projects which include facility-specific projects to add capacity; renovate, adapt, repurpose, or replace existing facilities; or reuse or upgrade existing space in other facilities as appropriate.

e) Facility planning also includes analyses of non-capital strategies to address capacity requirements and facility needs, which may include, as appropriate–

(1) adjustments of capacity through non-capital strategies to increase enrollment at under-capacity schools and/or incentivize transfers from over-capacity schools, which may include, but are not limited to –

(a) boundary changes, or

(b) geographic student choice assignment plans (such as consortia); and/or

(2) school closures and/or consolidations in the event of declining enrollment levels.

2. Such analyses inform the Capital Improvements Program, which is the mechanism through which the Board requests funding from the Montgomery County Council and the state of Maryland for county-wide systemic replacement projects and major capital projects.

a) The six-year Capital Improvement Programs includes the following elements:

(1) Data on enrollment projections, educational programming, available school capacity county-wide, and facility utilization levels

(2) Proposed county-wide systemic replacement projects as set forth in section D.1.e)(1)

(3) Proposed new facilities and major capital projects as set forth in section D.1.e)(2)

b) The Educational Facilities Master Plan is prepared by the superintendent of schools each June and summarizes all decisions by the Montgomery County Council on requests submitted in the Capital Improvements Program.

3. Longer-term planning: The Board utilizes a longer-term (i.e., beyond the six-year Capital Improvements Program interval) scenario planning framework to inform the development of the Capital Improvements Program and identify facility options that allow MCPS to innovate and align with advances in pedagogy and educational programming; and are responsive to enrollment projections, facility utilization rates, physical condition of schools, and analyses of available school capacity and nontraditional sites.

4. As permitted by overall district facility and capacity requirements, holding facilities may be designated for the purpose of temporarily relocating student populations to facilitate major capital projects.

E. STAKEHOLDER INPUT

1. The superintendent of schools shall direct staff to develop options for selecting sites for new schools, changing school boundaries, establishing geographic student choice assignment plans, closing or consolidating schools, and such other facility-related issues as identified by the superintendent of schools.

2. Staff-developed options put forward for community input will reflect a range of approaches to advance each of the factors set forth in section G below and provide a rationale that demonstrates the extent to which any option advances each of those factors.

3. In accordance with Board Policy ABA, *Community Involvement,* the superintendent of schools shall direct staff to seek input for the purpose of advising the superintendent regarding the impact on the community of staff-developed options, as follows:

   a) The superintendent of schools shall direct staff to seek input from multiple stakeholders, and to engage in efforts to obtain broad representation from affected communities

   b) The superintendent of schools will direct staff to conduct broad outreach using multiple strategies for obtaining community input which may vary according to the nature, size, and scope of the project. These community outreach strategies may include, but are not limited to, systemwide committees, focus groups, task forces, work groups, roundtable discussion groups, surveys, technologically-facilitated communications, and/or other planning sessions, such as charrettes that are designed for collaboration among all interested or impacted parties and provides information and feedback to staff.

4. After gathering feedback through the stakeholder process, the superintendent of schools develops recommendations to be presented to the Board along with a summary of stakeholder input. Recommendations of the superintendent of schools are made available to the public, affected school communities, and other stakeholders as appropriate.

F. BOARD OF EDUCATION DELIBERATIONS AND PUBLIC HEARINGS

1. Based on further analysis of the factors considered through the stakeholder input process, the Board may, by majority vote, identify one or more alternatives to the superintendent of schools' recommendations. Alternatives put forward by the Board will advance one or more of the factors set forth in section G below. Staff will develop options consistent with the alternatives identified.

2. The Board will allow time to hold public hearings and solicit written testimony on the recommendations of the superintendent of schools and Board identified alternatives for site selection, school boundaries, geographic student choice assignment plans, or school closings or consolidations.

3. The Board has the discretion to adopt minor modifications to the superintendent of schools' recommendation(s) or Board-identified alternatives if, by a majority vote, the Board has determined that such action will not have a significant impact on an option for site selection, school boundaries, geographic student choice assignment plans, or school closings or consolidations that has received public review.

4. The Board may approve a different and/or condensed process and time schedule, developed by the superintendent of schools and in accordance with applicable state or county requirements, for making recommendations to the Board regarding the capital improvements program and the facility planning activities listed above, including but not limited to selecting sites for new schools, changing school boundaries, establishing geographic student choice assignment plans, and closing or consolidating in the event that the Board determines that unusual circumstances exist.

G. FACTORS TO BE CONSIDERED

1. When developing recommendations for the Board, the superintendent of schools will provide a rationale for each recommendation that demonstrates the extent to which any recommendation advances the factors below. While each of the factors will be considered, it may not be feasible to reconcile each and every recommendation with each and every factor.

2. Factors to be considered in selecting sites for new schools, changing school boundaries, or establishing geographic student choice assignment plans

a) Demographic characteristics of student population

Analyses of options take into account the impact of various options on the overall populations of affected schools. Options should especially strive to create a diverse student body in each of the affected schools in alignment with Board Policy ACD, *Quality Integrated Education*. Demographic data showing the impact of various options include the following: racial/ethnic composition of the student population, the socioeconomic composition of the student population, the level of English language learners, and other reliable demographic indicators and participation in specific educational programs.

b) Geography

In accordance with MCPS' emphasis on community involvement in schools, options should, unless otherwise required, take into account the geographic proximity of communities to schools, as well as articulation, traffic, and transportation patterns and topography. In addition, options should consider, at a minimum, not only schools within a high school cluster but also other adjacent schools.

c) Stability of school assignments over time

Options should result in stable assignments for as long a period as possible. Student reassignments should consider recent boundary or geographic student choice assignment plan changes, and/or school closings and consolidations that may have affected the same students.

d) Facility utilization

School boundary and geographic student choice assignment plans should result in facility utilizations in the 80 percent to 100 percent efficient range over the long term, whenever possible. Shared use of a facility by more than one cluster may be the most feasible facility plan in some cases, taking into consideration the impact of the resulting articulation pattern on the community. Plans should be fiscally responsible to minimize capital and operating costs whenever feasible.

3. Site selection

In addition to the foregoing factors, when evaluating potential new school sites, including nontraditional sites and those acquired through dedication or purchase

and placed in the Board's inventory, the following factors should be considered: the geographic location relative to existing and future student populations and existing schools; size in acreage; topography and other environmental characteristics; availability of utilities; physical condition; availability and timing to acquire, and cost to acquire, if private property.

4. Facility design

   Educational facility designs shall consider community input and provide for a healthy, safe, and secure environment, in alignment with principles of environmental stewardship, and consistent with current educational program needs as well as anticipated future program needs.

5. The process for closing and consolidating schools shall meet the requirements of Maryland law and the provisions of this policy.

H. DESIRED OUTCOMES

1. The educational facilities planning process will deliver high quality educational facilities to all students by –

   a) identifying the infrastructure and other available options necessary,

   b) responding to current and projected conditions,

   c) incorporating the input of parents/guardians, students, as appropriate, staff, and the community and,

   d) taking a balanced approach to decisions to maintain, upgrade, renovate, or replace building systems and facilities.

2. The Board expects all recommendations and decision making regarding selecting sites for new schools, changing school boundaries, establishing geographic student choice assignment plans, or closing or consolidating schools, to take into account the equity implications of Board Policy ACA, *Nondiscrimination, Equity, and Cultural Proficiency*.

3. Over time, facility planning processes will create increased opportunities for students to attend schools where they may attain the significant educational benefits of the broad diversity of students in Montgomery County.

4. The superintendent of schools will develop regulations with stakeholder input to guide implementation of this policy.

I. REVIEW AND REPORTING

1. The annual June publication of the Educational Facilities Master Plan will constitute the official reporting on facility planning processes and actions taken during the year by the Board and approved by the Montgomery County Council, and will include the enrollment and utilization of each school, approved projects to sustain MCPS educational facilities in good condition, and/or schools and sites that may be involved in future activities to adjust capacity through major capital projects or other non-capital strategies.

2. The superintendent of schools will monitor, evaluate, and report to the Board the outcome of the processes and their alignment with the policy.

3. This policy will be reviewed in accordance with the Board policy review process.

Related Sources: *Code of Maryland Regulations* §13A.01.05.07 and §13A.02.09.01-.03

Policy History: Adopted by Resolution No. 257-86, April 28, 1986; amended by Resolution No. 271-87, May 12, 1987; amended by Resolution No. 831-93, November 22, 1993; amended by Resolution No. 679-95, October 10, 1995; amended by Resolution No. 581-99 September 14, 1999; updated office titles June 1, 2000; updated November 4, 2003; amended by Resolution No. 268-05, May 23, 2005; amended by Resolution No. 282-14, June 17, 2014; amended by Resolution No.436-18, September 24, 2018.

Note: Tenets of Board Policy FKB, *Sustaining and Modernizing MCPS Facilities*, were incorporated into Resolution No.436-18, amendments to this policy, and Policy FKB was rescinded upon adoption of amended Board Policy FAA on September 24, 2018.

Based on the recently adopted Policy FAA, this regulation is under review.

FAA-RA

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 Grades: 9-12 High School	 25:1[a] 25:1[b]
Special Education, ESOL, Alternative Programs	See "c" below

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

b) Program capacity is adjusted at the high school level to account for scheduling constraints. The regular classroom capacity of 25 is multiplied by .90 to reflect the optimal utilization of a high school facility (equivalent of 22.5 students per classroom).

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

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

3. Relocatable classrooms may be used on an interim basis to provide program space for enrollment growth until permanent capacity is available. Relocatable classrooms also may be used to enable child care programs to be housed in schools, and may be used to accommodate other complementary uses. Relocatable classrooms should have health and safety standards that are comparable to other MCPS classrooms.

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

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

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

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

G. *State-rated Capacity (SRC)* is defined by the state of Maryland as the number of students who can be accommodated in a school, based on the product of state-determined student-to-classroom ratios and the number of teaching stations in a school. SRC is used by the state to determine state budget eligibility for capital projects funded through the Public School Construction Program administered by the Interagency Committee for Public School Construction. SRCs are provided for schools in appendices to the CIP and the Master Plan.

V. GUIDELINES FOR FACILITY PLANNING: EVALUATING UTILIZATION OF FACILITIES

A. By November 1 each year, after new enrollment forecasts are developed, the projected utilization levels of all facilities are evaluated and incorporated into the superintendent of schools' CIP recommendations. The effect of class size changes and other relevant factors, such as proposed educational program changes, including prekindergarten programs, special education programs, ESOL programs, or grade level reorganizations also is evaluated. For schools that are projected to have insufficient capacity, excess capacity, or other facility issues, the superintendent of schools may recommend—

1. a capital project,

2. a noncapital action such as convening a roundtable discussion group, boundary change, geographic student choice assignment plan, school pairing, facility sharing, closing/consolidation, or any other similar action,

3. no action, or

4. deferral pending further study of enrollment or other factors.

B. Facility recommendations made by the superintendent of schools include consideration of educational program impacts. As part of the process of developing facility plans, MCPS staff members will work closely with appropriate program staff members to identify program requirements for facility plans. Modifications to the facility will adhere to the requirements of the *Americans with Disabilities Act*.

VI. CAPITAL IMPROVEMENTS PROGRAM AND EDUCATIONAL FACILITIES MASTER PLAN

A. CIP

1. On or about November 1 of each year, the superintendent of schools publishes recommendations for an annual Capital Budget and a six-year CIP or amendments to the previously adopted CIP. Boundary change or geographic student choice assignment plan recommendations, and any other facility planning recommendations identified by the superintendent of schools as requiring more time for public review, are released by mid-October.

2. The six-year CIP includes 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.

Appendix R

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.

Appendix S

POLICY BOARD OF EDUCATION OF MONTGOMERY COUNTY

Related Entries: JEE-RA, KLA, KLA-RA
Responsible Office: Chief Operating Officer

Student Transfers

A. PURPOSE

To explain the limited circumstances under which students may be granted a transfer, referred to as a Change of School Assignment (COSA), to attend a school other than their home school or the school assigned in accordance with their Individualized Education Program (IEP)

B. ISSUE

Students are expected to attend the school within the established area in which they reside (home school) or assigned in accordance with their IEP. Students may submit applications for COSAs from the home school or the school assigned through the IEP process in cases of documented unique hardship, a recent family move within Montgomery County, and in certain circumstances to permit a younger sibling to attend the same school as an older sibling.

C. POSITION

1. A student may apply for a COSA based on the following criteria:

   a) When a documented unique hardship is shown. Problems that are common to large numbers of families do not constitute a unique hardship.

   b) When a family moves within Montgomery County, preference to remain in the original school will be considered to complete the current school year only.

   c) When a younger sibling seeks to attend the school where an older sibling will be enrolled in the regular/general school program, or a special education program, during the year the younger sibling seeks to enroll.

d) When an older sibling attends a magnet, language immersion, or other application program, a COSA may be approved to the regular school program for younger siblings on a case-by-case basis. Such approval requires consideration of available classroom space, grade-level enrollment, staffing allocations, or other factors that impact the schools involved.

e) Sections c) and d) above do not apply if a boundary change has occurred.

2. COSAs are subject to the following procedures:

a) COSA applications are to be submitted between February 1 and April 1 of the school year preceding the year of the desired transfer. Every effort will be made to notify parents/guardians and students of the decision regarding their COSA request by May 31. COSA requests submitted after April 1 will not be accepted unless the student is a new resident of Montgomery County or there is a bona fide emergency or event that could not have been foreseen prior to April 1. Documentation supporting this situation must be supplied.

b) Students who receive an approved COSA out of their current feeder pattern must attend the new school for one calendar year to be eligible to participate in athletics. A waiver from this restriction may be requested.

c) Parents/guardians accepting a COSA assume responsibility for transportation, and recognize that student parking is regulated on a school-by-school basis.

d) Reassignment from one consortium school to another after lottery assignments are finalized for that year are handled through the Division of Consortia Choice and Application Program Services, based on a unique hardship.

3. COSAs are not required for a student to attend a school other than their home school under the following conditions:

a) A student attending a middle school on a COSA seeking to attend the high school in that middle school's feeder pattern.

b) Students who have been admitted to countywide programs, regional programs, or programs specifically identified by the superintendent of schools in a publication that will be issued annually and distributed broadly to promote equitable access to these programs. MCPS reserves the right to require students to return to their home school if they cease participation in the program.

c) Any child who has an older sibling who is currently enrolled in a language immersion program, and will continue to be enrolled in that language immersion program the year the younger sibling seeks to enroll, may participate in a lottery established by the superintendent of schools for admission into the language immersion program. Such lottery shall include a weighting process that takes into consideration factors to include: (a) students who have an older sibling who is currently enrolled in a language immersion program and will continue to be enrolled in that language immersion program in the year the younger sibling seeks to enroll; (b) socio-economic status and poverty; and, (c) other factors as identified by the superintendent of schools, such as, in specific circumstances, a catchment area**.** Any child who has an older sibling who was enrolled in a language immersion program during the 2017-2018 school year and has an older sibling who will continue to be enrolled in the language immersion program the year the younger sibling seeks to enroll, may enroll in the language immersion program without the necessity of participating in the lottery conducted for admission into that program.

D. DESIRED OUTCOMES

1. To maintain the stability of school attendance boundaries by promoting home school attendance and respecting the space needs or limitations and staffing allocations of the individual schools.

2. To provide a process for students to receive a COSA when circumstances arise regarding a documented unique hardship, a recent family move within Montgomery County, or certain circumstances to permit a younger sibling to attend the same school as an older sibling.

3. To provide clarity for the relationship between the COSA process and countywide programs.

E. IMPLEMENTATION STRATEGIES

This policy is implemented through administrative regulation.

F. REVIEW AND REPORTING

This policy will be reviewed in accordance with the Board of Education policy review process.

Policy History: Resolution No. 288-72, April 11, 1972, amended by Resolution No. 825-72, December 12, 1972, reformatted in accordance with Resolution No. 333-86, June 12, 1986 and Resolution No. 458-86, August 12, 1986, accepted by Resolution No. 517-86, September 22, 1986; reviewed February, 1995; amended by Resolution No. 92-02, March 12, 2002; non-substantive modification, November 16, 2006; amended by Resolution No. 124-17, March 17, 2017.

REGULATION MONTGOMERY COUNTY PUBLIC SCHOOLS

Related Entries: ACD, JEE, FAA
Responsible Office: Chief Operating Officer
Chief Academic Officer

Student Transfers and Administrative Placements

I. PURPOSE

To establish procedures concerning within-county student transfers and administrative placements

II. BACKGROUND

Students are expected to attend the school for the established attendance area in which they reside or the school that they are assigned in accordance with an Individualized Education Program (IEP). A request for a student to attend a school outside such attendance area may be initiated by the parent/guardian/eligible student (student who has reached the age of majority, 18, or is emancipated prior to the age of 18), or Montgomery County Public Schools (MCPS) staff.

III. DEFINITIONS

A. The *home school* is the school to which a student is assigned based upon the Montgomery County Board of Education's geographical boundary decisions. Should the student be reassigned through the Change of School Assignment (COSA) transfer process, the student may elect at any time to return to the student's home school.

B. The *assigned school* is the school to which the student has been assigned for a given school year. This is the home school in the absence of an approved COSA, participation in a countywide magnet or other program, or administrative placement. When a student is granted a COSA, the requested school becomes the assigned school.

IV. TIMELINES AND APPLICATION PROCEDURES FOR REQUESTING A CHANGE OF SCHOOL ASSIGNMENT (COSA)

A. Application Procedures

1. Parents/guardians/eligible students use MCPS Form 335-45, *Request for Change of School Assignment (COSA),* to request a transfer to a school other than their home school in cases of:

   a) documented unique hardship (See Section V.A.); or

   b) a recent family move within Montgomery County (See Section V.B.); or

   c) in certain circumstances, to permit a younger sibling to attend the same school as an older sibling will be enrolled (See Section V.C.);

2. MCPS Form 335-45, *Request for COSA*, is available at every MCPS school and on the MCPS website, and is available in multiple languages.

3. MCPS Form 335-45, *Request for COSA*, is not required for students who have been admitted to countywide programs, regional programs, or programs specifically identified by the superintendent of schools in a publication that will be issued annually and distributed broadly to promote equitable access to these programs.

B. Timelines

1. COSA requests will be accepted only between the first school day in February and the first school day in April for the following school year.

2. COSA requests submitted after the first school day in April will not be accepted unless the student is a new resident of Montgomery County or there is a bona fide emergency or event that could not have been foreseen prior to the first school day in April. Documentation supporting this situation must be provided. Students must enroll in and attend their home school while a COSA request is being processed.

3. Every effort will be made to notify parents/guardians/eligible students by May 31 of the decision regarding their COSA request submitted on or prior to the first school day in April.

4. The completed MCPS Form 335-45 must be submitted to the principal/designee of the student's home school by the deadline.

a) The principal/designee of the student's home school will sign the form to signify verification of residency and knowledge of the request. Such signature does not constitute agreement or disagreement with the request.

b) The student's home school will forward the completed form to the Division of Pupil Personnel and Attendance Services (DPPAS) for processing.

c) DPPAS will complete a review prior to a decision being made.

5. Students receiving special education services available in all schools follow the regular COSA process. Students receiving special education services that are not available in every school 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.

6. The COSA application will be approved or denied after considering:

   a) the reasons for the request;

   b) for students receiving special education services, whether the IEP can be implemented at the requested school;

   c) applicable staffing and services available at the requested school;

   d) school capacity and other issues that implicate the ability of the school to admit new students.

7. The COSA may be approved or denied after considering the reason(s) for the COSA and, for students receiving special education services, whether the IEP can be implemented, considering staffing and services available at the requested school.

8. The parent/guardian/eligible student will receive written notification of approval or denial of a COSA request from DPPAS.

9. The home and requested schools will be notified that the request has been approved or denied.

V. GUIDELINES FOR STUDENT TRANSFERS THAT REQUIRE AN APPROVED COSA

A. Unique hardship

1. Transfers, or COSAs, may be requested when a family's individual and personal situation creates a unique hardship that could be mitigated by a change of school assignment. However, problems that are common to large numbers of families, such as day care issues or program/course preferences, do not constitute a unique hardship, absent other compelling factors.

2. Documentation that can be independently verified must accompany all hardship requests, or the request will be denied.

3. Elementary school students on approved COSAs as a result of a unique hardship must submit another COSA application that demonstrates a unique hardship in order to attend a middle school other than their home middle school.

B. Family Move

Students whose families have moved within Montgomery County who wish to continue attending their former home school may request a COSA without demonstrating a unique hardship. Such requests may be considered for the remainder of the current school year only, with the exception that students in Grades 11 or 12 may be granted a COSA to stay through graduation.

C. Siblings

1. A younger sibling may request a COSA to attend the school where an older sibling will be enrolled in the regular/general school program, or a special education program, during the year the younger sibling seeks to enroll. For the purposes of this regulation, siblings include step brothers and sisters, and half brothers and sisters.

2. When an older sibling attends a magnet, language immersion, or other application program, a COSA may be approved to the regular school program for younger siblings on a case-by-case basis. Such approval requires consideration of available classroom space, grade-level enrollment, staffing allocations, or other factors that impact the schools involved.

3. Sections 1. and 2. above do not apply if a boundary change has occurred.

4. Criteria for sibling preference in the lottery process for language immersion programs are described in Board Policy JEE, *Student Transfers*.

VI. STUDENT TRANSFERS SUBJECT TO AUTOMATIC APPROVAL

The following student transfers are automatically approved but require submission of MCPS Form 335-45, *Request for a COSA*, for record keeping purposes

A. Paired schools are considered one school for COSA purposes; however, if students attend a paired elementary school on an approved COSA, they must submit a new MCPS Form 335-45, *Request for a COSA*, which will automatically be approved, to attend the upper elementary grade school. Each pairing has unique characteristics that can impact implementation of transfers.

B. Students who are assigned to Poolesville Elementary School who wish to attend Monocacy Elementary School must submit MCPS Form 335-45, *Request for a COSA*, which will automatically be approved.

C. Although submission of a new MCPS Form 335-45, *Request for a COSA*, is required, middle school students on approved COSAs, or attending a middle school immersion program, will automatically be approved to attend high school in the middle school's feeder pattern. Students are subject to the assignment processes of the consortia where applicable. The request must be filed in accordance with the timelines and application procedures in Section IV. The athletic ineligibility provision in Section VII.A. will be waived. Out of area students in Downcounty Consortium middle school special programs are guaranteed a Downcounty Consortium high school by participating in the Choice Process lottery.

VII. GENERAL PROVISIONS

A. Athletics

High school students who receive a COSA out of their feeder pattern must attend the new school for one calendar year before being able to participate in athletics. However, a waiver may be requested in writing to the director of Systemwide Athletics explaining the reason for the COSA. Waivers may be granted in exceptional circumstances.

B. Transportation

Parents/guardians/eligible students accepting an approved COSA assume responsibility for transportation.

C. Returning to Home School

1. If a student is reassigned through the COSA process, the student may elect at any time to return to the home school. This provision does not apply to administrative placements. (See Section VIII)

2. In unique circumstances, COSAs may be granted for one year only. Additionally, in cases where a family moves during a school year, a COSA may be granted to complete the school year only (see also Section V.B. above). In such cases, students must return to their home school for the next school year unless parents/guardians/eligible students reapply for and receive a COSA to continue in the assigned school the next year.

3. A principal may request to have a student's COSA rescinded with proper cause – if, for example, there are ongoing disciplinary infractions or attendance issues.

4. Students who are attending a school other than their home school because they are participating in a countywide or regional program will be required to return to their home school if they discontinue participation in such program.

5. COSA requests after an extended suspension will be addressed by DPPAS in consultation with the school principals involved. School changes for this reason are not generally approved.

D. Change of school assignment within consortia

Students who reside within the boundaries of a consortium, who have a documented unique hardship and seek to attend another school within the consortium, do not need to submit a COSA form but must submit a letter of appeal to the Division of Consortia Choice and Application Program Services.

VIII. ADMINISTRATIVE PLACEMENTS

A. Administrative placement initiated by the principal

1. Prior to initiating a request for an administrative placement, the principal and the pupil personnel worker assigned to the student's home school will –

a) review the student's educational, medical, and behavioral record and consider different school placements, and

b) schedule a conference with the parent/guardian and the student.

2. If an administrative placement is indicated, the following steps are implemented:

a) After consulting with the principal and the appropriate associate superintendent in OSSI as to the reason(s) for the administrative placement, the director of DPPAS will identify an appropriate school placement for the student.

b) The pupil personnel worker will arrange any necessary conferences with the parent/guardian, student, principal of the receiving school, and the Office of Student and Family Support and Engagement (OSFSE) staff, as well as supply written confirmation of the placement, athletic eligibility, and athletic waiver process.

B. Administrative placement initiated by OSFSE

An administrative placement may be initiated by the associate superintendent of OSFSE/designee, in consultation with the parent/guardian/eligible student and the home school's staff, as well as its appropriate associate superintendent in the Office of School Support and Improvement (OSSI), at any time for special circumstances. The director of DPPAS will approve or deny OSFSE-initiated administrative placements.

C. OSFSE staff members are responsible for monitoring the academic progress and social adjustment of students with administrative placements.

D. Students transferred and assigned under this provision (Section 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.

IX. APPEALS

A. Superintendent of Schools

1. If a COSA is denied by the director of DPPAS, the parent/guardian/eligible student may appeal the decision to the superintendent of schools/designee.

2. The student must enroll in and attend the home school while the appeal of a denial is in process.

3. Appeals must be made in writing and must be received by the Office of the Chief Operating Officer (the chief operating officer serves as the superintendent of schools' designee) within 15 calendar days of the date of the decision letter.

4. The appeal should state the reason(s) for seeking review of the decision. It is not necessary to provide additional information in order to appeal, but the appellant should include any additional information in order for it to be considered.

   The superintendent of schools, or the chief operating officer as the superintendent's designee, will review all available information before issuing a decision.

5. Although the matter is usually considered on the basis of the documents received and telephone conferences, in-person conferences may be arranged by the chief operating officer's hearing officer.

6. Decisions will be made promptly given the number, complexity, and timing of appeals being handled at the same time.

7. Appeals received by the chief operating officer before July 1 will be decided prior to the beginning of school.

B. Board of Education

1. An appeal of the decision of the superintendent of schools/designee must be made in writing and received by the Board within 30 calendar days of the date on the superintendent of schools' decision letter.

2. Appellants are strongly encouraged to file any appeal as soon as possible.

3. The superintendent of schools/designee will be given the opportunity to respond, with a copy sent to the appellant, before the Board considers the appeal.

4. The Board's decision will be rendered in writing based on procedures set forth in Board Policy BLB, *Rules of Procedure in Appeals and Hearings*.

Regulation History: Formerly Regulation 265-2, February 22, 1980, revised January 23, 1992, revised April 25, 1994; revised December 23, 1994; revised December 30, 1997; revised July 20, 1998; revised December 2, 1999; updated office titles June 1, 2000; revised December 6, 2000; revised January 7, 2002; revised January 10, 2003; revised November 29, 2006; non-substantive

revision, November 27, 2007; non-substantive revision, November 17, 2008; revised January 04, 2010; revised November 18, 2010; revised .December 12, 2011; revised December 20, 2012; revised November 6, 2013; revised December 13, 2013; revised April 5, 2018.

Appendix T

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.

2018–2019

MCPS

Rockville, MD

Montgomery County Public Schools

www.montgomeryschoolsmd.org

September 2018

ELEMENTARY SCHOOLS

No.	Name and Address	Principal	Telephone
790	**Arcola,** 1820 Franwall Ave., Silver Spring 20902	Emmanuel J. Jean-Philippe	301-287-8585
425	**Ashburton,** 6314 Lone Oak Dr., Bethesda 20817	Gregory C. Mullenholz	240-740-1300
420	**Bannockburn,** 6520 Dalroy Lane, Bethesda 20817	Kathryn D. Bradley	240-740-1270
505	**Lucy V. Barnsley,** 14516 Nadine Dr., Rockville 20853	Andrew J. Winter	240-740-3260
207	**Beall,** 451 Beall Ave., Rockville 20850	Elliot M. Alter	240-740-1220
780	**Bel Pre,** 13801 Rippling Brook Dr., Silver Spring 20906	Dara Brooks	301-287-8870
607	**Bells Mill,** 8225 Bells Mill Rd., Potomac 20854	Jerri L. Oglesby	240-740-0480
513	**Belmont,** 19528 Olney Mill Rd., Olney 20832	Evan J. Pinkowitz	301-924-3140
401	**Bethesda,** 7600 Arlington Rd., Bethesda 20814	Lisa S. Seymour	240-204-5300
226	**Beverly Farms,** 8501 Postoak Rd., Potomac 20854	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	Michael D. Bayewitz	301-989-5770
238	**Cold Spring,** 9201 Falls Chapel Way, Potomac 20854	Sandra S. Reece	301-279-8480
229	**College Gardens,** 1700 Yale Pl., Rockville 20850	Stacey F. Rogovoy	301-279-8470
808	**Cresthaven,** 1234 Cresthaven Dr., Silver Spring 20903	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	Meredith A. Casper	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	Michael W. Burd	240-740-0620
303	**Fairland,** 14315 Fairdale Rd., Silver Spring 20905	Lakeisha D. Lashley	240-740-0640
233	**Fallsmead,** 1800 Greenplace Terr., Rockville 20850	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. McNerney	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. Bryan	301-353-8050
337	**William B. Gibbs, Jr.** 12615 Royal Crown Dr., Germantown 20876	Kimberly B. Bosnic	240-740-0740
767	**Glen Haven,** 10900 Inwood Ave., Silver Spring 20902	Cassandra Heifetz	301-649-8051
817	**Glenallan,** 12520 Heurich Rd., Silver Spring 20902	Ann Hefflin	240-740-0760
546	**Goshen,** 8701 Warfield Rd., Gaithersburg 20882	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	Carrie L. Zimmerman	240-740-3420
797	**Harmony Hills,** 13407 Lydia St., Silver Spring 20906	Dr. Carole E. Rawlison	240-740-0780
774	**Highland,** 3100 Medway St., Silver Spring 20902	Scott R. Steffan	240-740-1770
784	**Highland View,** 9010 Providence Ave., Silver Spring 20901	Galit Zolkower	240-740-1990

No.	Name and Address	Principal	Telephone
305	**Jackson Road,** 900 Jackson Rd., Silver Spring 20904	Sally Ann Macias	240-740-0800
360	**Jones Lane,** 15110 Jones Lane, Gaithersburg 20878	Carole A. Sample	240-740-4260
805	**Kemp Mill,** 411 Sisson St., Silver Spring 20902	Dr. Bernard X. James, Sr.	301-649-8046
783	**Kensington Parkwood,** 4710 Saul Rd., Kensington 20895	Candace M. Ross	240-740-3700
108	**Lake Seneca,** 13600 Wanegarden Dr., Germantown 20874	Teri D. Johnson	240-740-0280
209	**Lakewood,** 2534 Lindley Terr., Rockville 20850	Debra A. Berner	301-279-8465
51	**Laytonsville,** 21401 Laytonsville Rd., Gaithersburg 20882	Maria D. Watson	240-740-1660
304	**JoAnn Leleck ES at Broad Acres,** 710 Beacon Rd., Silver Spring 20903	Dr. Harold A. Barber	240-740-1900
336	**Little Bennett,** 23930 Burdette Forest Rd., Clarksburg 20871	Shawn D. Miller	301-540-5535
220	**Luxmanor,** 6201 Tilden Lane, Rockville 20852		
	(Located at Grosvenor Center, 5701 Grosvenor Ln., Bethesda 20814)	Ryan D. Forkert	240-740-0820
244	**Thurgood Marshall,** 12260 McDonald Chapel Dr., Gaithersburg 20878	Pamela S. Nazzaro	301-670-8282
210	**Maryvale,** 1000 First St., Rockville 20850		
	(Located at North Lake Center, 15101 Bauer Dr., Rockville 20852)	Margaret S. Prin	240-740-4330
523	**Spark M. Matsunaga,** 13902 Bromfield Rd., Germantown 20874	James A. Sweeney	301-601-4350
110	**S. Christa McAuliffe,** 12500 Wisteria Dr., Germantown 20874	Wanda P. Coates	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	Christine D. Oberdorf	301-891-8000
153	**Poolesville,** 19565 Fisher Ave., Poolesville 20837	Douglas M. Robbins	301-972-7960
601	**Potomac,** 10311 River Rd., Potomac 20854		
	(Located at Radnor Center, 700 Radnor Rd., Bethesda 20817)	Dr. Catherine R. Allie	240-740-4360
514	**Judith A. Resnik,** 7301 Hadley Farms Dr., Gaithersburg 20879	LaTricia D. Thomas	240-740-3240
242	**Dr. Sally K. Ride,** 21301 Seneca Crossing Dr., Germantown 20876	Elise M. Burgess	301-353-0994
227	**Ritchie Park,** 1514 Dunster Rd., Rockville 20854	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	Dr. 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
346	**Bayard Rustin,** 332 West Edmonston Dr., Rockville 20852	Rachel C. DuBois	240-740-4320
565	**Sequoyah,** 17301 Bowie Mill Rd., Derwood 20855	Dr. Barbara A. Jasper	301-840-5335
603	**Seven Locks,** 9500 Seven Locks Rd., Bethesda 20817	Megan H. Murphy	240-740-0940
501	**Sherwood,** 1401 Olney-Sandy Spring Rd., Sandy Spring 20860	Dina E. Brewer	240-740-0960
779	**Sargent Shriver,** 12518 Greenly Dr., Silver Spring 20906	Zoraida E. Brown	301-929-4426
770	**Flora M. Singer,** 2600 Hayden Dr., Silver Spring 20902	Kyle J. Heatwole	240-740-0330
517	**Sligo Creek,** 500 Schuyler Rd., Silver Spring 20910	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., Montgomery Village 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	Dr. Zadia T. Gadsden	240-740-0980
216	**Travilah,** 13801 DuFief Mill Rd., North Potomac 20878	Susan Shenk	240-740-7300
206	**Twinbrook,** 5911 Ridgway Ave., Rockville 20851	Matthew A. Devan	240-740-3450
772	**Viers Mill,** 11711 Joseph Mill Rd., Silver Spring 20906	Matthew D. Hawkins	240-740-1000
552	**Washington Grove,** 8712 Oakmont St., Gaithersburg 20877	Dr. Amy J. Alonso	240-740-0300
109	**Waters Landing,** 13100 Waters Landing Dr., Germantown 20874	Srelyne A. Harris	240-740-1020
561	**Watkins Mill,** 19001 Watkins Mill Rd., Montgomery Village 20886	Rock A. Palmisano	301-840-7181
235	**Wayside,** 10011 Glen Rd., Potomac 20854	Donna E. Michela	240-740-0240
777	**Weller Road,** 3301 Weller Rd., Silver Spring 20906	MaryBeth O. Mantzouranis	301-287-8601
408	**Westbrook,** 5110 Allan Terr., Bethesda 20816	Karen M. Cox	240-740-1040
504	**Westover,** 401 Hawkesbury Lane, Silver Spring 20904	Audra M. Wilson	301-989-5676
788	**Wheaton Woods,** 4510 Faroe Pl., Rockville 20853	David T. Chia	240-740-0220
558	**Whetstone,** 19201 Thomas Farm Rd., Gaithersburg 20879	Loretta A. Woods	240-740-1060
341	**Wilson Wims,** 12520 Blue Sky Dr., Clarksburg 20871	Sean P. McGee	240-406-1670
417	**Wood Acres,** 5800 Cromwell Dr., Bethesda 20816	Marita R. Sherburne	240-740-1120

No.	Name and Address	Principal	Telephone
704	**Woodfield,** 24200 Woodfield Rd., Gaithersburg 20882	Stephanie D. Brant	240-207-2550
764	**Woodlin,** 2101 Luzerne Ave., Silver Spring 20910	Craig O. Jackson	240-740-2820
422	**Wyngate,** 9300 Wadsworth Dr., Bethesda 20817	Travis J. Wiebe	240-740-1080

MIDDLE SCHOOLS

823	**Argyle,** 2400 Bel Pre Rd., Silver Spring 20906	James K. Allrich	301-460-2400
705	**John T. Baker,** 25400 Oak Dr., Damascus 20872	Dr. Louise J. Worthington	240-207-2440
333	**Benjamin Banneker,** 14800 Perrywood Dr., Burtonsville 20866	Michelle L. Fortune	301-989-5747
335	**Briggs Chaney,** 1901 Rainbow Dr., Silver Spring 20905	Stephanie S. Sheron	301-288-8300
606	**Cabin John,** 10701 Gainsborough Rd., Potomac 20854	John W. Taylor	240-406-1600
157	**Roberto W. Clemente,** 18808 Waring Station Rd., Germantown 20874	Jeffrey T. Brown	301-284-4750
775	**Eastern,** 300 University Blvd. East, Silver Spring 20901	Matt W. Johnson	301-650-6650
507	**William H. Farquhar,** 17017 Batchellors Forest Rd., Olney 20832	Joel L. Beidleman	240-740-1200
248	**Forest Oak,** 651 Saybrooke Oaks Blvd., Gaithersburg 20877	Shahid M. Muhammad	301-670-8242
237	**Robert Frost,** 9201 Scott Dr., Rockville 20850	Dr. Joey N. Jones	301-279-3949
554	**Gaithersburg,** 2 Teachers' Way, Gaithersburg 20877	Ann B. Dolan Rindner	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	240-740-4150
787	**A. Mario Loiederman,** 12701 Goodhill Rd., Silver Spring 20906	Nicole A. Sosik	301-929-2282
557	**Montgomery Village,** 19300 Watkins Mill Rd., Montgomery Village 20886	Dr. Kisha N. Logan	301-840-4660
115	**Neelsville,** 11700 Neelsville Church Rd., Germantown 20876	L. Victoria (Vicky) Lake-Parcan	301-353-8064
792	**Newport Mill,** 11311 Newport Mill Rd., Kensington 20895	Panagiota (Penny) K. Tsonis	301-929-2244
413	**North Bethesda,** 8935 Bradmoor Dr., Bethesda 20817	Dr. AnneMarie K. Smith	240-740-2100
812	**Parkland,** 4610 West Frankfort Dr., Rockville 20853	Khanny Yang	301-438-5700
155	**Rosa M. Parks,** 19200 Olney Mill Rd., Olney 20832	Jewel A. Sanders	240-740-3300
247	**John Poole,** 17014 Tom Fox Ave., Poolesville 20837	Jon Green	240-740-4200
428	**Thomas W. Pyle,** 6311 Wilson Lane, Bethesda 20817	Christopher B. Nardi	240-740-3500
562	**Redland,** 6505 Muncaster Mill Rd., Rockville 20855	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	Shauna-Kay J. Jorandby	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
345	**Hallie Wells,** 11701 Little Seneca Parkway, Clarksburg 20871	Dr. Barbara A. Woodward	301-284-4800
211	**Julius West,** 651 Great Falls Rd., Rockville 20850	Craig W. Staton	301-337-3400
412	**Westland,** 5511 Massachusetts Ave., Bethesda 20816	Alison L. Serino	301-320-6515
811	**White Oak,** 12201 New Hampshire Ave., Silver Spring 20904	Virginia A. de los Santos	301-288-8200
820	**Earle B. Wood,** 14615 Bauer Dr., Rockville 20853	Heidi L. Slatcoff	301-460-2150

HIGH SCHOOLS

406	**Bethesda-Chevy Chase,** 4301 East-West Hwy., Bethesda 20814	Dr. 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	Brandice C. Heckert	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	Cary D. Dimmick	301-284-4500
424	**Walter Johnson,** 6400 Rock Spring Dr., Bethesda 20814	Jennifer A. Baker	301-803-7100
815	**John F. Kennedy,** 1901 Randolph Rd., Silver Spring 20902	Joe L. Rubens, Jr.	240-740-0100
510	**Col. Zadok Magruder,** 5939 Muncaster Mill Rd., Rockville 20855	Leroy C. Evans	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	Elizabeth L. Thomas	240-740-3600
230	**Rockville,** 2100 Baltimore Rd., Rockville 20851	Billie-Jean Bensen	301-517-8105
104	**Seneca Valley,** 19401 Crystal Rock Dr., Germantown 20874	Dr. Marc J. Cohen	301-353-8000
503	**Sherwood,** 300 Olney-Sandy Spring Rd., Sandy Spring 20860	Dr. Eric L. Minus	301-924-3200
798	**Springbrook,** 201 Valleybrook Dr., Silver Spring 20904	Dr. Arthur Williams	240-740-3800
545	**Watkins Mill,** 10301 Apple Ridge Rd., Gaithersburg 20879	Carol L. Goddard	301-284-4400
782	**Wheaton,** 12401 Dalewood Dr., Silver Spring 20906	Dr. Debra K. Mugge	301-321-3400
427	**Walt Whitman,** 7100 Whittier Blvd., Bethesda 20817	Robert W. Dodd	240-740-4800
234	**Thomas S. Wootton,** 2100 Wootton Pkwy., Rockville 20850	Kimberly M. Boldon	240-740-1500

No.	Name and Address	Principal	Telephone

TECHNICAL CAREER HIGH SCHOOL

748 **Thomas Edison High School of Technology**
12501 Dalewood Dr., Silver Spring 20906 — Shawn E. Krasa — 240-740-2000

ENVIRONMENTAL EDUCATION CENTER

990 **Lathrop E. Smith Environmental Education Center**
5110 Meadowside Lane, Rockville 20855 — Laurie C. Jenkins — 240-740-1404

SPECIAL SCHOOLS

799 **Stephen Knolls School,** 10731 St. Margaret's Way, Kensington 20895 — Kim M. Redgrave — 240-740-0050
951 **Longview School,** 13900 Bromfield Rd., Germantown 20874 — Sarah C. Starr — 301-601-4830
965 **John L. Gildner Regional Institute for Children and Adolescents (RICA)**
15000 Broschart Rd., Rockville 20850 — Joshua H. Munsey — 301-251-6900
916 **Rock Terrace School,** 390 Martins Lane, Rockville 20850 — Stephanie R. Schaufelberger *(Acting)* — 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 — 240-740-3000
- **Board of Education** — 240-740-3030
- **Chief Academic Officer** — 240-740-3040
- **Chief of Staff** — 240-740-3015
- **Chief Operating Officer** — 240-740-3050
- **Chief Technology Officer** — 240-740-2900
- **Communications** — 240-740-2837
- **Curriculum and Instructional Programs** — 240-740-3970
- **Deputy Superintendent of School Support and Improvement** — 240-710-3100
- **Editorial, Graphics & Publishing Services** — 240-740-2960
- **Employee Engagement and Labor Relations (Association Relations)** — 240-740-2888
- **ESOL/Bilingual Services** — 240-740-3930
- **Partnerships** — 301-217-5370
- **Public Information and Web Services** — 240-740-2837
- **Pupil Personnel Services** — 301-315-7335
- **School Library Media Programs** — 240-453-2480
- **School Safety and Security** — 240-740-3066
- **Shared Accountability** — 240-740-2930
- **Special Education Services** — 240-740-3042
- **Study Circles** — 240-314-4830
- **Student and Family Support and Engagement** — 240-314-4824
- **Student Leadership Unit** — 240-314-1039
- **Superintendent** — 240-740-3020

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

English Manor School,
4511 Bestor Drive, Rockville 20853 — 240-740-2150
- **Child Find/Early Childhood Disabilities Unit (Room 146)** — 240-740-2170
- **Deaf and Hard of Hearing Program/Vision Program** — 240-740-1810
- **School Plant Operations Training** — 240-740-4770

Festival Center at Muddy Branch,
283 Muddy Branch Rd., Gaithersburg 20878 — 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
- **Evaluation and Selection** — 301-279-3272

Lynnbrook Center, 8001 Lynnbrook Dr., Bethesda 20814
- **High Incidence Accessible Technology Services** — 301-657-4959
- **InterACT** — 301-657-4929
- **Physical Disabilities Program** — 301-657-4959

MacDonald Knolls Early Childhood Center,
10611 Tenbrook Dr., Silver Spring 20901 — 240-740-5150

Rocking Horse Road Center, 4910 Macon Rd., Rockville 20852
- **Academic Support, Federal and State Programs (Suite 202)** — 240-740-4600
- **Early Childhood Programs and Services (Suite 200)** — 240-740-4570
- **International Admissions and Enrollment (Suite 148–153)** — 240-740-4500
- **Prekindergarten and Head Start (Suite 141)** — 240-740-4530
- **Student, Family, and School Services** — 240-314-4860

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 — 240-740-3870

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 2020 Capital Budget and the Amendments to the FY 2019–2024 Capital Improvements Program (CIP).

Date	**Activity**
June 2018	Cluster PTAs submit comments and proposals about issues for consideration in the CIP to superintendent
June 2018	Superintendent publishes a summary of all actions to date that have affected schools (Educational Facilities Master Plan)
Summer 2018	Division of Capital Planning staff meets with cluster representatives to discuss issues related to the upcoming CIP development
October 4, 2018	MCPS FY 2020 State CIP request to the Interagency Commission (IAC) on Public School Construction
October 26, 2018	Superintendent releases recommendations on boundary and/or planning studies conducted in spring 2018
October 26, 2018	Superintendent publishes recommendations for the FY 2020 Capital Budget and the Amendments to the FY 2019–2024 Capital Improvements Program (CIP).
October 29, 2018	Presentation to Board of Education on Superintendent's Recommended FY 2020 Capital Budget and the Amendments to the FY 2019–2024 CIP
October 30, 2018	MCPS/MCCPTA CIP Forum provides overview of recommendations to PTA leaders
November 1, 2018	IAC staff recommendations on FY 2020 State CIP
November 1 and 15, 2018	Board of Education work session on superintendent's recommendations on spring 2018 boundary and/or planning studies (if any) and the FY 2020 Capital Budget and the Amendments to the FY 2019–2024 CIP
November 8,12, and 19, 2018	Public hearings on the superintendent's recommendations on spring 2018 boundary and/or planning studies (if any) and the FY 2020 Capital Budget and the Amendments to the FY 2019–2024 CIP
November 27, 2018	Board of Education action on spring 2018 boundary and/or planning studies (if any) and the FY 2020 Capital Budget and the Amendments to the FY 2019–2024 CIP
November 27, 2018	Final revisions to the IAC on the FY 2020 state CIP
December 1, 2018	Board of Education submits Requested FY 2020 Capital Budget and the Amendments to the FY 2019–2024 CIP to the County Executive
December 11, 2018	IAC appeal hearing on FY 2020 State CIP
Mid-January 2019	County executive publishes recommendations for the FY 2020 Capital Budget and the Amendments to the FY 2019–2024 CIP
February–May 2019	County Council reviews requested FY 2020 Capital Budget and the Amendments to the FY 2019–2024 CIP
February 25, 2019	Superintendent releases recommendations on winter boundary and/or planning studies (if any) and CIP recommendations for deferred CIP items (if any)
March 7 and 20, 2019	Public hearing on superintendent's recommendations for winter boundary and/or planning studies (if any) and deferred CIP items (if any)
March 14, 2019	Board of Education facilities work session for winter boundary and/or planning studies (if any) and deferred CIP items (if any)
March 25, 2019	Board of Education action on winter boundary and/or planning studies (if any) and deferred CIP items (if any)
May 2019	IAC decisions on FY 2020 State CIP
Late May 2019	County Council approves the FY 2020 Capital Budget and to the Amendments 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

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